



*Year 4 Term 5 week 1*  
*Week beginning .04.2021*

Hello Class 4! Below are all the activities planned for week 1. There are many different links within the different subjects, which you can use to support/aid the children's learning. We look forward to receiving photos and or word/power point documents to see the amazing work you are working hard to complete at home. Any questions or queries please email [secretary@st-margarets-dover.kent.sch.uk](mailto:secretary@st-margarets-dover.kent.sch.uk). Mrs Eales will then forward your emails to me. Miss Conway and Mrs Harkins .

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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**Word of the day**

Write the word three times and it's definition. Can you write a sentence using the word accurately? Be creative and colourful with this task it will help you to remember the word.

Ninja Word of the day starting with Shinobi words for year 4 can be found [here](#).

**Maths**

Fractions

**Starter:** Recall of the 3 & 4 times tables

<b>3 times table</b>	<b>4 times table</b>
1 × 3 = 3	1 × 4 = 4
2 × 3 = 6	2 × 4 = 8
3 × 3 = 9	3 × 4 = 12
4 × 3 = 12	4 × 4 = 16
5 × 3 = 15	5 × 4 = 20
6 × 3 = 18	6 × 4 = 24
7 × 3 = 21	7 × 4 = 28
8 × 3 = 24	8 × 4 = 32
9 × 3 = 27	9 × 4 = 36
10 × 3 = 30	10 × 4 = 40
11 × 3 = 33	11 × 4 = 44
12 × 3 = 36	12 × 4 = 48

**Starter:** Recall of the 6 times table

<b>6 times table</b>
1 × 6 = 6
2 × 6 = 12
3 × 6 = 18
4 × 6 = 24
5 × 6 = 30
6 × 6 = 36
7 × 6 = 42
8 × 6 = 48
9 × 6 = 54
10 × 6 = 60
11 × 6 = 66
12 × 6 = 72

**Starter:** Recall of the 7 times table

<b>7 times table</b>
1 × 7 = 7
2 × 7 = 14
3 × 7 = 21
4 × 7 = 28
5 × 7 = 35
6 × 7 = 42
7 × 7 = 49
8 × 7 = 56
9 × 7 = 63
10 × 7 = 70
11 × 7 = 77
12 × 7 = 84

**Starter:** Recall of the 8 times table

<b>8 times table</b>
1 × 8 = 8
2 × 8 = 16
3 × 8 = 24
4 × 8 = 32
5 × 8 = 40
6 × 8 = 48
7 × 8 = 56
8 × 8 = 64
9 × 8 = 72
10 × 8 = 80
11 × 8 = 88
12 × 8 = 96

**Starter:** Recall of the 9 times table

<b>9 times table</b>
1 × 9 = 9
2 × 9 = 18
3 × 9 = 27
4 × 9 = 36
5 × 9 = 45
6 × 9 = 54
7 × 9 = 63
8 × 9 = 72
9 × 9 = 81
10 × 9 = 90
11 × 9 = 99
12 × 9 = 108

**WALT:** Use factors and multiples to find families of common equivalent fractions.

Recap on what is meant by factors and multiples. Explain that today we are going to use our knowledge of factors and multiples to find families (groups) of common equivalent fractions.

**WALT:** Recognise and write decimals equivalents for  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{3}{4}$ .

Recap over the fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{3}{4}$  and what these represent. Go through with the children on how we convert a fraction into a decimal.

Children to complete a range of fraction to decimal activities.

**WALT:** Divide a one- or two-digit number by 10.

Revisit dividing numbers by 10. Use a place value grid to help support the children understanding. Go through a few examples of how to divide a one-digit number by 10 and what happens to the place value of each digit.

**WALT:** Divide a two-digit numbers by 10.

Revisit dividing numbers by 10. Use a place value grid to help support the children understanding. Go through a few examples of how to divide a two-digit number by 10 and what happens to the place value of each digit.

**WALT:** Divide a one-digit & two-digit numbers by 100.

Revisit dividing numbers by 100. Use a place value grid to help support the children understanding. Go through a few examples of how to divide a one-digit & a two-digit number by 100 and what happens to the place value of each digit.



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<p>Children to complete a variety of activities where they are using factors/multiples to find common equivalent fractions.</p> <p><b>Working from home:</b> Use this <a href="#">video</a> to learn about common equivalent fractions and complete this activity <a href="#">sheet</a>.</p>	<p><b>Working from home:</b> Use this <a href="#">video</a> to learn about converting fractions to decimals. Write down the decimal that matches the following fractions:</p> <ul style="list-style-type: none"> <li>• <math>\frac{1}{2}</math></li> <li>• <math>\frac{1}{4}</math></li> <li>• <math>\frac{3}{4}</math></li> </ul>	<p>Children to divide a range of one-digit numbers by 10 before completing reasoning/problem solving based questions.</p> <p><b>Working from home:</b> Use this <a href="#">video</a> to learn about common equivalent fractions and complete this activity <a href="#">sheet</a>.</p>	<p>Children to divide a range of two-digit numbers by 10 before completing reasoning/problem solving based questions.</p> <p><b>Working from home:</b> Use this <a href="#">video</a> to learn about common equivalent fractions and complete this activity <a href="#">sheet</a>.</p>	<p>Children to divide a range of one &amp; two-digit numbers by 100 before completing reasoning/problem solving based questions.</p> <p><b>Working from home:</b> Use this <a href="#">video</a> to learn about common equivalent fractions and complete this activity <a href="#">sheet</a>.</p>
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<p><b>Writing</b> Max and the Millions <del>&amp;</del> / Snow Dragons / How to train a Dragon</p>
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<p><b>WALT: Proof read for spelling and punctuation errors.</b> Working with a partner, children to go through each other's work and proof read for spelling and punctuation errors. These errors to be added in using green correction pens.</p> <p>Encourage children to also see if they can up-level their partners work through the use of:</p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Range of conjunctions</li> <li>• Higher-level vocabulary for descriptions.</li> </ul> <p><b>Working from home:</b> With the help of an adult or sibling at home, go through your first draft of your story and correct any spelling or punctuation errors.</p>	<p><b>WALT: Write for a range of purposes.</b> Children to write up their best version of their story using their proof read work from yesterday's lesson.</p> <p><b>Working from home:</b> Use your proof read work from yesterday's lesson to write up your best version of your story.</p>	<p><b>WALT: Listen to and discuss a wide range of non-fiction.</b> Children to be given a range of non-chronological reports where they need to work with a partner to use the non-chronological report feature checklist to go through their examples and tick off if they have the features within them.</p> <p>Create a list of the features the children have found within the texts as a reminder of what we will working on including in our own non-chronological reports.</p> <p><b>Working from home:</b> Use this <a href="#">link</a> to access the literacy wagoll website. Choose 2 different non-chronological reports and use the checklist below to go through and identify those features.</p>	<p><b>WALT: Re-tell a story orally.</b> Go through the focus text on Snow Dragons. Children to make dragon puppets to help them re-tell them text orally.</p> <p>Stop the children at different points of the text and get each group to show their actions/drama using their dragon puppets.</p> <p><b>Working from home:</b> Use the focus text below and dragon template to create a puppet to use with your re-telling.</p>	<p><b>WALT: Discuss and record my ideas.</b> Using their knowledge of the text, children to create a mini book or text map to help them further with their re-telling. Encourage the children not to forget the key features of a non-chronological report when creating their mini-book or text map. For example: each sub heading needs to be written to show the beginning of a new section of information.</p> <p><b>Working from home:</b> Create either a mini book or text map to help you retell the story orally using actions and drama.</p> <p>Mini book <a href="#">video</a></p>
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Spelling				
<b>Statutory spellings</b> Children to write down the following 10 words using the have a go template. <ol style="list-style-type: none"> <li>1. Circle</li> <li>2. Complete</li> <li>3. Describe</li> <li>4. Different</li> <li>5. Difficult</li> <li>6. Early</li> <li>7. Earth</li> <li>8. Eight</li> <li>9. Eighth.</li> </ol> <p style="background-color: yellow;"><b>Working from home:</b> Get an adult or sibling to say the above 10 words to you, and write them down.</p>		<b>Statutory spellings</b> Children to use a range of spelling strategies to go over any words from yesterday they found tricky to spell. <p>Children can use:</p> <ul style="list-style-type: none"> <li>• Pyramid spellings</li> <li>• Definition</li> <li>• Look/cover/write/check</li> <li>• Creating an acronym</li> </ul> <p style="background-color: yellow;"><b>Working from home:</b> Practise the words you misspelt yesterday using the strategies above.</p>		<b>Proofreading</b> Using an example of work, model going through this and proofreading for spelling errors. Focus on words that we should now know how to spell in Year 4. <p>Children to have copy of the text and go through this at the same time.</p> <p style="background-color: yellow;"><b>Working from home:</b> Write a short piece of writing about a Dragon. Go through this with adult/sibling support to proofread for any spelling errors.</p>
Reading				
<b>Working at home: Complete DEAR TIME every day.</b>				
<b>DEAR TIME</b> 15/20 MINUTES CT/TA TO HEAR READERS	<b>DEAR TIME</b> 15/20 MINUTES CT/TA TO HEAR READERS	<b>DEAR TIME</b> 15/20 MINUTES CT/TA TO HEAR READERS	<b>WALT: Increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</b> Read through How to Train a Dragon chapters 1-3. Children to use their dragon puppets to re-tell these chapters orally.	<b>WALT: Increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</b> Read through How to Train a Dragon chapters 4-6. Children to use their dragon puppets to re-tell these chapters orally.
Foundation Subjects				
<b>GEOGRAPHY</b> <b>WALT: Understand and locate Mount Everest.</b>	<b>SCIENCE:</b> <b>WALT: Identify the different types of teeth in humans and their simple functions.</b>	<b>FRENCH:</b> <b>WALT: Say and write a sentence to tell the time.</b>		



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<p>Show children a photo of Tenzing Norgay at eh summit of Mount Everest. Get the children to generate enquiry questions about this image. (Who, what, where, when &amp; why).</p> <p>Children to write a diary entry as either Sir Edmund Hillary or Tenzing Norgay.</p> <p><b>Working from home:</b> Research into Mount Everest and record any information you find out about the Mountain.</p>	 <p>Children to understand the different types of teeth and the functions they play with humans and animals.</p> <p><b>Working from home:</b> Use the <a href="#">Twinkl Go</a> code: <b>HS8415</b> to access the power point for this lesson. Complete the activity sheet below.</p>	 <p>Using the power point go through and learn how to tell the time for o'clock and half past in French.</p> <p><b>Working from home:</b> Use the <a href="#">Twinkl Go</a> code: <b>KD4175</b> to access the power point for this lesson. Complete the activity sheet below.</p>
<p><b>PSHE</b> <b>WALT: Recognise situations, which can cause jealousy in relationships.</b> Go through the power point images with the children and get them to discuss what they think is going on in each picture. What is the connection between the pictures?</p> <p>Discuss with the children what is meant by the term jealousy and how do people some this? How does jealousy make people feel? Children to choose a situation card, where they need to explain how the situation could be resolved.</p> <p><b>Working from home:</b> Discuss with people around you what jealousy is and how we can deal with it. Use the situation cards below to discuss one with an adult or sibling to how it could be resolved.</p>	<p><b>MUSIC:</b> <b>WALT: Play the notes B, A and G within a simple tune.</b> <a href="#">Hot Cross Buns</a> Use the above video to learn how to play hot cross buns. Talk through where the notes B, A and G are on the recorder and get the children to play each note to ensure they have the correct finger placement.</p> <p><b>Working from home:</b> Using an instrument or pots/pans, play along with the hot cross buns tune.</p>	<p><b>DT:</b> <b>WALT: Analyse and use accurate vocabulary to describe a preference about taste, smell, texture and the look of food.</b> Children to taste a variety of pizza to conclude what preferences they have towards their pizza they will design and create.</p> <p><b>Working from home:</b> If possible, taste a small selection of pizzas and write down what your preferences are for toppings and flavours.</p>
<p><b>ICT:</b></p>	<p><b>RE</b></p>	



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<p><b>WALT: Understand what a database is and how to use them.</b></p> <p><a href="#">Microsoft Access</a></p> <p>Use the above video to explain what Microsoft Access is and how we can use it.</p> <p>Children to enter data about different volcanoes around the world. Go through each step of the data entry process by the following steps:</p> <ul style="list-style-type: none"><li>• Add field names such as Name, Country, Height, and Width.</li><li>• Input the data into the correct fields (Worksheet of this provided to the children).</li></ul> <p><b>Working from home:</b></p> <p>Use the video above to learn about Microsoft access and use the data information below to input into a new database.</p>	<p><b>WALT: What does the word 'inspiring' mean? Who is inspiring?</b></p> <p>Discuss what the term inspiring means and get the children to make notes on a white board of what it means to them.</p> <p>Move the discussion on further by talking about whom they find inspiring to them and the reasons why.</p> <p>Children to record in their books what the word inspiring means and who they find inspiring and why.</p> <p><b>Working from home:</b></p> <p>Have a discussion with people at home about what the word inspiring means and who you find inspiring and why.</p>	
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English checklist

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Week beginning .04.2021

Success Criteria	Me	Talk Partner
<b>Must...</b>		
organise information into paragraphs and link them to the categories in my plan.		
use present tense (or past tense for historical reports)		
<b>Should...</b>		
include an introductory paragraph.		
use technical words to do with the subject.		
include labelled diagrams with captions.		
<b>Could...</b>		
use questions to the reader, for example 'Did you know?'		



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### Snow dragons focus text

## Snow Dragons- What they like and where to find them.



### Introduction.

Snow dragons are extremely shy creatures and you should always stay quiet around them. These beautiful creatures have the power to change the weather and can be very naughty at times.

### Where do they live?

Most dragons prefer warm countries however, Snow Dragons are mostly found in cold climates. They are usually responsible for the snow we see on top of mountains as this is the place they usually feel safest. They always choose a high spot where humans cannot annoy them with their stamping feet and bad breath. If you are very quiet and have recently brushed your teeth you can get close enough to take a quick photo. Useful tip: Always leave a packet of mints as a thank you for their kindness.



### What do they eat?

As you might have guessed, they do like mints because they have a strong dislike of having bad breath. It has been known for Snow dragons to enter supermarkets and steal boxes full of toothpaste. They like to eat the toothpaste on top of ice cream and ice lollies. It should be noted that Snow Dragons must not be fed curry at all as this will cause their bodies to heat up. If this happens then the snow will melt and they will have no-where to live.



### Special Powers.

A Snow Dragon is quite often responsible for the flurries of snow we see. They fly away on holiday during the British winter time and as they pass over Britain they cause the clouds to freeze causing snow to fall. It is advisable to keep Snow Dragons happy because when they get angry they can cause car windows, ponds and lakes to freeze over. This often causes big problems for humans. There was one reported incident where an explorer left a packet of Chewits for a Snow Dragon on top of Mount Everest and the dragon was so annoyed it froze the whole of North America for a month.



### Glossary.

Climate	The usual weather in a country-for example the arctic has a cold climate.
Dislike	Not liking something.
Flurries	Snow storms and blizzards
Responsible	Causing something to happen. (in this case)

### Did you know...?

- Snow dragons can smell human breath from 10 miles away
- They have such white teeth that scientists need to wear special goggles just to look at them.
- They do not drink at all. All of their water comes from ice that they eat.
- Charles Darwin once made friends with a Snow Dragon and they visited each other every winter until Charles's death.



Dragon template

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Science

Name of tooth:

Function:

Name of tooth:

Function:

Name of tooth:

Function:

Name of tooth:

Function:

Name of tooth:

Function:

Key:

- 
- 
- 
- 
-

The boxes below explain the names and function of the types of teeth.

Cut out the boxes and stick them next to the correct arrow.









Incisor	Molar	Biting and cutting food	Grinding food
Wisdom Tooth	Canine	Tearing and ripping food	No function anymore
Premolar	Holding and crushing food		



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French

Underneath each clock, write how you would say the time in French. The first one is done for you.

 <p>Il est cinq heures.</p>	 <p>Il est _____</p>
 <p>Il est _____</p>	 <p>Il est _____</p>
 <p>Il est _____</p>	 <p>Il est _____</p>
 <p>Il est _____</p>	 <p>Il est _____</p>

- une
- deux
- trois
- quatre
- cinq
- six
- sept huit
- neuf
- dix
- onze
- douze



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PSHE

Harper wants to go to the school prom with Franky, but Franky has asked Shania.

Zola wants an iPhone. Her older sister has just been given one by their parents.

Jake has studied hard for a test in school. Zac beat him by three marks.

Tonia is always fashionable. Sugi wants to be the same but can't afford the clothes.

Marcus is popular and has a big friendship group. Ahmed wishes he could be the same.

Grace is going to Disney World for her holiday. Jamie isn't going on holiday this year.

Amy usually plays with Becky, but today she wants to play with a different friend.

Olivia always looks good in her selfies. Emily hates taking selfies of herself because she thinks she looks fat.

Jackson is always posting pictures on social media that show him hanging out with a group of cool friends. Caden wishes he could have cool friends to hang out with too.

Mia has a new dog at home. Grayson lives in a flat where pets are not allowed.



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ICT

Rank	Mountain	Range	Country	Feet
1.	Everest	Himalayas	Nepal/Tibet	29,035
2.	K2 (Mount Godwin Austen)	Karakoram	Pakistan/China	28,250
3.	Kangchenjunga	Himalayas	India/Nepal	28,169
4.	Lhotse	Himalayas	Nepal/Tibet	27,940
5.	Makalu	Himalayas	Nepal/Tibet	27,766
6.	Cho Oyu	Himalayas	Nepal/Tibet	26,906
7.	Dhaulagiri	Himalayas	Nepal	26,795
8.	Manaslu	Himalayas	Nepal	26,781
9.	Nanga Parbat	Himalayas	Pakistan	26,660
10.	Annapurna	Himalayas	Nepal	26,545