



Year 4 Term 5 week 3  
Week beginning 03.05.2021

Hello Class 4! Below are all the activities planned for week 3. 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
<p style="text-align: center;"><b>Word of the day</b></p> <p>Write the word three times and its 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.</p> <p style="text-align: center;"><b>Ninja Word of the day starting with Shinobi words for year 4 can be found <a href="#">here</a>.</b></p>				
<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;"><b>WORKING FROM HOME: COMPLETE TROCKSTARS FOR YOUR MATHS STARTERS</b></p>				
	<p><b>STARTER:</b> Quick fire mental arithmetic questions.</p>	<p><b>STARTER:</b> Quick fire mental arithmetic questions.</p>	<p><b>STARTER:</b> Quick fire mental arithmetic questions.</p>	<p><b>STARTER:</b> Quick fire mental arithmetic questions.</p>
	<p><b>WALT: Measure the perimeter of a simple 2D shape.</b> Children to be able to measure the perimeter of simple 2D shapes and explain how they do this.</p> <p>Children to complete a range of activities where they need to measure the perimeter of a range of 2D shapes.</p> <p><b>Working from home:</b> Use this video <a href="#">link</a> to recap on pounds and pence and complete this activity <a href="#">sheet</a>.</p>	<p><b>WALT: Measure the perimeter of a shape.</b> Recap on previous learning of what is meant by perimeter and how we measure this.</p> <p>Children to be given a small selection of shapes which they need to measure the perimeter of using their rulers. Model to the children how to effectively use a ruler to measure each shape. Extend this modelling to measuring the perimeter of a shape when it is on a grid.</p> <p>Children to complete a range of activities where they are measuring the perimeter of different shapes</p>	<p><b>WALT: Measure and calculate the perimeter of a rectilinear figure.</b> Quick fire recap on previous learning on perimeter. Introduce the vocabulary rectilinear and what this means.</p> <p>Show children a range of rectilinear shapes and get them to discuss with a partner how they would calculate the perimeter of these shapes. Encourage them to think back to the two different methods they have previously used.</p> <p>Children to complete a range of activities where they are</p>	<p><b>WALT: Find the area of a shape by counting squares.</b> Introduce the term area and get the children to discuss what they know/believe this term to mean. Explain how perimeter is measuring the outside of a shape and area is measuring the inside.</p> <p>Show children a few examples of different shapes, where they need to count the squares inside the shape to work out its area. Extend this learning by explaining that you can also work out the area of a shape by multiply the lengths of the sides</p>


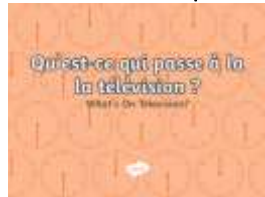


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		<p>using their rulers and by counting squares.</p> <p><b>Working from home:</b> Use this video <a href="#">link</a> to recap on pounds and pence and complete this activity <a href="#">sheet</a>.</p>	<p>measuring the perimeter of rectilinear shapes.</p> <p><b>Working from home:</b> Use this video <a href="#">link</a> to recap on pounds and pence and complete this activity <a href="#">sheet</a>.</p>	<p>when you are given these measurements.</p> <p>Children to complete a range of area based questions.</p> <p><b>Working from home:</b> Use this video <a href="#">link</a> to recap on pounds and pence and complete this activity <a href="#">sheet</a>.</p>
<b>Writing</b>				
	<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. 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</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>Children to use computers to type this information up in a style they wish to present it. A template can be used if necessary.</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: Identify the structure, vocabulary and grammar.</b> Children to be given a range of Explanation texts, where they need to work with a partner to use the explanation text feature checklist to go through their examples and tick off if they have the features within them. 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 explanation text.</p> <p><b>Working from home:</b> Use this <a href="#">link</a> to access the literacy wagoll website. Choose 2 different explanation texts and use the checklist below to go through and identify those features.</p>	<p><b>WALT: Retell a text orally.</b> Go through the focus text on How Bees Make Honey. Children to make a mini book/text map to assist them with their retelling.</p> <p><b>Working from home:</b> Use the focus text below and Create a mini book/ text map to help you retell the text.</p>



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Spelling				
WORKING FROM HOME: USE THE STATUTORY SPELLING LIST BELOW AND PRACTICE 10 RANDOM WORDS.				
	<b>Prefixes 'anti' and 'inter'</b> Children to work in pairs to match the prefix to the correct root word and record these in their spelling books.	<b>Prefixes 'anti' and 'inter'</b> Children to work with a partner and use the 'inter' word cards and definitions. They have to match the correct word to the right definition.	<b>Statutory spellings</b> Children to be tested on 10 random spelling from the Year 3/4 statutory spelling list.	
Reading				
WORKING FROM HOME: DEAR TIME FOR 15/20 MINUTES DAILY				
	<b>DEAR TIME</b> <b>15/20 MINUTES</b> <b>CT/TA TO HEAR READERS</b>	<b>WALT: Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately understanding what is read.</b> Read through the new focus text for English. Children to record answers to the following questions about the text: <ul style="list-style-type: none"> <li>• What s the text about?</li> <li>• What key information have you learnt from the text?</li> <li>• What is you opinion of the text?</li> </ul>	<b>DEAR TIME</b> <b>15/20 MINUTES</b> <b>CT/TA TO HEAR READERS</b>	<b>DEAR TIME</b> <b>15/20 MINUTES</b> <b>CT/TA TO HEAR READERS</b>
Foundation Subjects				
<b>GEOGRAPHY</b> <b>WALT: Understand that mountains are formed in different ways.</b> Go through power point slides of information about how mountains are formed. Children to draw and annotate diagrams of the different formation of mountains (fold, fault block and dome).  <b>Working from home:</b>		<b>SCIENCE:</b> <b>WALT: Construct and interpret a simple food chain.</b> 		<b>FRENCH:</b> <b>WALT: Answer questions about a TV schedule.</b> 



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<p>Research the different formation of mountains and create a diagram of one of them you find out about.</p>	<p>Using the information within the above power points, children to match the key pieces of vocabulary with the correct definition with a partner.</p> <p>Children to use the interactive food chain flip book, to create a food chain using their knowledge from the lesson.</p> <p><b>Working from home:</b> Use the <a href="#">Twinkl Go</a> code: <b>PC3614</b> to access the power point for this lesson. Use the images below and create some food chains using your knowledge from the power point.</p>	<p>Go through the power point to explain which TV programs are on at certain times. Refer back to last week's learning of telling the time.</p> <p><b>Working from home:</b> Use the <a href="#">Twinkl Go</a> code: <b>HV8123</b> to access the power point for this lesson. Complete the activity sheet below.</p>
<p><b>RE</b> <b>WALT: Understand whether Jesus was inspiring because of his actions.</b> Discuss with the children what is meant by magic and a miracle and how these are different. Go through the stories of Jesus feeding the 5000 and him walking on water and discuss how these stories are believed by Christians to be miracles that God carried out but also that some people believe that these did not happen.</p> <p>Children to use an outline of a loaf and fish to explain how Jesus might inspire Christians from these events.</p> <p><b>Working from home:</b> Use the links below of the feeding the 5000 and walking on water to fill in the loaf and fish outline explaining how Jesus is inspiring to others from these events. Feeding the 5000 video <a href="#">link</a> Walking on water story <a href="#">link</a></p>	<p><b>DT:</b> <b>WALT: Use a range of labelled diagrams to explain how my product will be made.</b> Using their preferences from previous lessons, children to create a detailed labelled diagram sharing how their pizza art product will be made. Encourage the children to remember the recipe lesson and the process a product goes through before it is completely made.</p> <p><b>Working from home:</b> Created a labelled diagram of how you would make your pizza art. Remember to include the different ingredients you will use and how they will go from ingredients to a pizza.</p>	<p><b>PSHE</b> <b>WALT: Understand that we can remember people even if we no longer see them.</b> Have a class discussion about the ways in which we can remember people even if we no longer see them and the range of reasons why we may no longer see them.</p> <p>Children to record in their books the different ways we can remember people we no longer see using either a mind map or list.</p> <p><b>Working from home:</b> Have a discussion with people around you at home on how you can remember people you no longer see. Create a mind map or list of the ways in which you can remember someone you no longer see.</p>



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English checklist:

## Explanation Text Features Key

Text Title: \_\_\_\_\_

Here are the features of an explanation text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'time conjunctions' box in red, then use the same colour to underline all the time conjunctions in your text.

	<b>Title</b> shows what the text is about. Often uses "How..." or "Why..."		<b>Technical vocabulary</b> specific to the topic.
	<b>Opening paragraph</b> introduces the process.		<b>Diagrams/illustrations</b> with labels.
	<b>Chronological order</b> with <b>time conjunctions</b> .		<b>Cause and effect conjunctions</b> explain how one event leads to the next.
	<b>Stages</b> of the process clearly broken down.		Final paragraph ( <b>conclusion</b> ) links back to the opening.
	<b>Present tense</b> (unless it's a historical explanation).		<b>Passive voice</b> is often used. (e.g. something <b>is done</b> )
	<b>Impersonal tone</b> .		



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Statutory spelling list

## Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	





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Science





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French

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1.00 une heure	Marcel The Cat
1.30 une heure et demie	Trinny and Arthur's Adventures
2.30 deux heures et demie	The Magical World of Gregory
3.30 trois heures et demie	Lexi's Fantastical Bazaar
4.00 quatre heures	The Funny Bone Show
4.30 quatre heures et demie	Wacky Fun Times
5.00 cinq heures	Danny The Hero
6.00 six heures	Xander and Phil Go!

Answer the following questions:

1. Qu'est-ce qui passe à la télévision à une heure et demie ?

C'est

2. Qu'est-ce qui passe à la télévision à quatre heures ?

3. Qu'est-ce qui passe à la télévision à trois heures et demie ?

4. Qu'est-ce qui passe à la télévision à cinq heures ?

5. Qu'est-ce qui passe à la télévision à quatre heures et demie ?

6. Qu'est-ce qui passe à la télévision à deux heures et demie ?

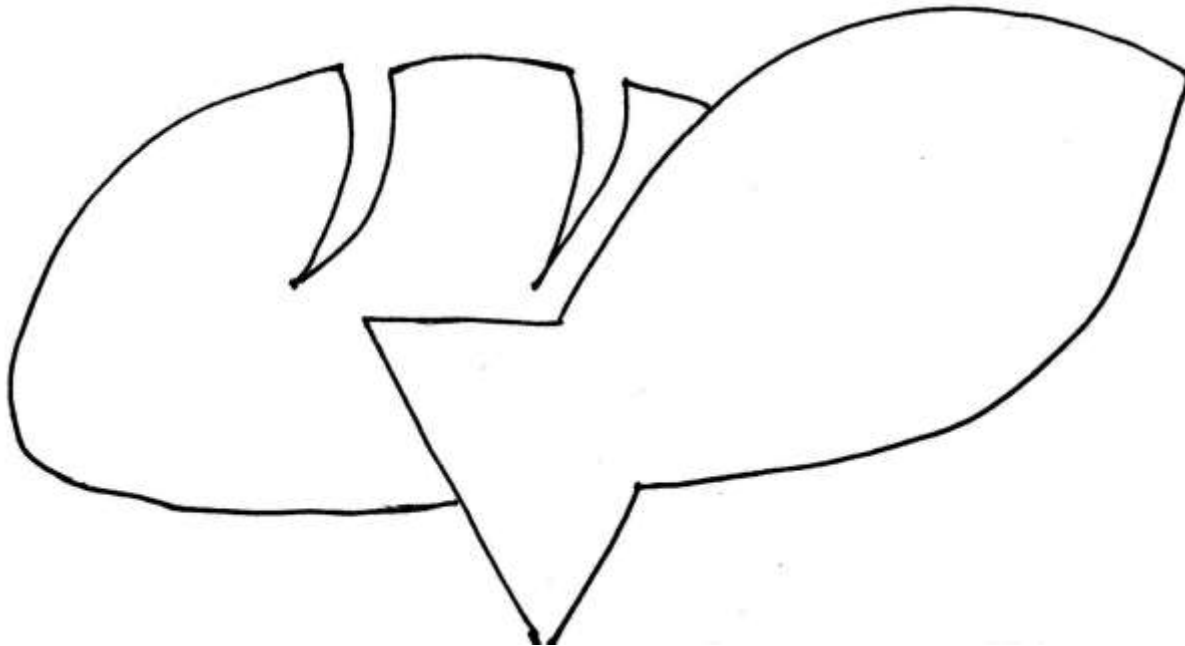
7. Qu'est-ce qui passe à la télévision à six heures ?





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RE



## How bees make honey



Honey bees collect nectar and pollen from flowers, but only nectar is used to make honey. Nectar is a "reward" given by the plant to attract bees. Pollen is transported back to the hive in the pollen baskets on the hind legs whereas the nectar is transported in the stomach. Nectar is mostly water with dissolved sugar. The amount of sugar varies greatly but is usually 25-50%. Back in the hive the nectar is placed into wax honeycomb cells and the excess water evaporates until the honey is approximately 83% sugar and 17% water. This takes a few days. The cell is then covered over with a layer of wax which is later removed when the bees need to eat the honey. When large amounts of nectar are being collected the bees speed up evaporation by using their wings to ventilate the hive.

The sugar is also changed. Sugar in nectar is mostly sucrose (table sugar). Sucrose has large molecules. The bees produce an enzyme which breaks each sucrose molecule into two smaller sugar molecules, glucose and fructose. By evaporating the excess water and converting the sucrose into smaller sugars the bees make the honey too concentrated for yeasts and other microorganisms to grow. Preventing spoilage is important to the bees because the honey made in the summer is used as winter food.

Without at least 10kg of honey a bee colony cannot survive the winter, when there are no flowers. In addition to sugar, nectar contains other chemicals. Although these are only present in small amounts they are important because they give different honeys their distinctive colours and flavours. Although the bees from one

colony collect nectar from many species of plants, at certain times they collect most of their nectar from one or a few species of plants that are very abundant. These "nectar flows" are responsible for most of the honey that actually gets stored. Beekeepers often harvest honey after a nectar flow, thereby producing honey predominantly from a single plant species and with a characteristic flavour and colour.



### Did You Know?

- \* Beekeepers often move their hives to places where there are lots of flowers. The hives are moved by vehicle at night when the bees are all inside.
- \* A full-time bee farmer usually keeps 1000 or more hives. With 30,000 bees per hive that makes 30 million bees to look after.
- \* The bees in a hive help each other to forage more efficiently by telling each other the direction and distance of flower patches using the "waggle dance".
- \* The Quran says this about bees and honey "From its belly comes forth a fluid of many hues, a medicinal drink for men". In other words, honey is good for you!

### How Amazing!

- \* When full, the honey stomach can weigh more than half a forager bee's unladen weight and the forager's abdomen is visibly longer.
- \* It takes approximately 50,000 bee loads of nectar to make one pound of honey.
- \* Honey bees will collect nectar as far as 14km (8 miles) from their hive.
- \* The ancient Egyptians used honey to help wound healing. Modern science has shown that honey kills bacteria and honey is coming back as an antiseptic.