



Year 4 Term 5 week 4  
Week beginning 10.05.2021

Hello Class 4! Below are all the activities planned for week 4. 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 TTROCKSTARS FOR YOUR MATHS STARTERS</b></p>				
<p><b>STARTER:</b> Flashback 4 questions – W4 D1</p>	<p><b>STARTER:</b> Flashback 4 questions – W4 D2</p>	<p><b>STARTER:</b> Flashback 4 questions – W4 D3</p>	<p><b>STARTER:</b> Flashback 4 questions – W4 D4</p>	<p><b>STARTER:</b> Flashback 4 questions – W4 D5</p>
<p><b>WALT: Convert minutes to seconds; years to months and weeks to days.</b></p> <p>Go through teaching slides to revisit children knowledge of converting unit of time.</p> <p>Children to complete a range of conversion 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>	<p><b>WALT: Read the time on 12- and 24-hour analogue/digital clocks.</b></p> <p>Introduce the terms analogue and digital and ask the children to tell a partner what these terms mean.</p> <p>Use an example clock of both kinds to go through and read a variety of times from the 12 hour and 24 hour clock.</p> <p>Children to read a selection of times and state what they are.</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: Write the time on 12- and 24-hour analogue/digital clocks.</b></p> <p>Revisit learning from previous day to refresh this in children's minds. Introduce that today we will be writing the times that are shown on a variety of analogue and digital clocks using both 12 hour and 24 hours.</p> <p>Complete a range of examples to ensure the children can effectively write the times shown.</p> <p>Children to complete a variety of writing time activities.</p> <p><b>Working from home:</b></p>	<p><b>WALT: Convert time between analogue and digital 12-hour clocks.</b></p> <p>Using previous learning of reading and writing the time on analogue and digital clocks, introduce to the children that today we are going to be converting between them.</p> <p>Use the teaching slides to go through converting between these two formats and complete a range of examples to ensure children are secure with conversions.</p>	<p><b>WALT: Solve one-step conversion problems.</b></p> <p>Revisit the learning from this week and explain to the children that the different methods/strategies we have learnt this week will help them today when solving problems.</p> <p>Go through some word problems together using RUCSAC to break the question down.</p> <p>Children to complete a range of word problems where they need to convert different units of time.</p>





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		Use this video <a href="#">link</a> to recap on pounds and pence and complete this activity <a href="#">sheet</a> .	Activities to be completed where they children need to convert a variety of times. <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> .	<b>Working from home:</b> Use this video <a href="#">link</a> and complete the activities within the video.
<b>Writing</b>				
<b>WALT: Write for a range of purposes.</b> Children to make a small selection of puppets relating to the main elements of our key text and use these to act out the text to internalise the information.  <b>Working from home:</b> Use the outlines below to create some puppets to use when retelling the text.	<b>WALT: Write for a range of purposes.</b> Children to use either a letter to a character, wanted poster or a postcard/s for today's lesson to engage further into the text and characters. Encourage the children to use this activity to help them find out more about  <b>Working from home:</b> Create either one of the activities above to help you internalise the information from the text.	<b>WALT: Write for a range of purposes.</b> Children to use their knowledge of the text through their drama activities as well as their mini books/text maps to write their first attempt of our key text.  <b>Working from home:</b> Using your mini book or text map write up your first draft of the text.	<b>WALT: Propose changes to grammar and vocabulary.</b> Children to make changes to the current focus text to a topic of their choice. Encourage the children to remember that their topic they choose must have a process to it in order for them to explain this throughout their piece of writing.  <b>Working from home:</b> Use the template below to help you make changes to the focus text to a topic of your choice.	<b>WALT: Discuss and record my ideas.</b> Using their changes, children to plan their explanation text ready to use this when they write their first draft next week.  <b>Working from home:</b> Using your changes you made yesterday put these into a plan that you can use to write your explanation text next week.
<b>Spelling</b>				
<b>WORKING FROM HOME: USE THE STATUTORY SPELLING LIST BELOW AND PRACTICE 10 RANDOM WORDS.</b>				
<b>Statutory spellings</b> Children to be tested on 10 random spelling from the Year 3/4 statutory spelling list.		<b>Statutory spelling practise</b> Children to practise any words they misspelt or found tricky yesterday using the following methods: <ul style="list-style-type: none"> <li>• Pyramid spelling</li> <li>• Look, cover, write, check</li> <li>• Sentences</li> <li>• Repeat writing the word</li> <li>• Create an acronym for the word</li> </ul>		



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Reading				
WORKING FROM HOME: DEAR TIME FOR 15/20 MINUTES DAILY				
<p><b>WALT:</b> Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately understanding what is read.</p> <p>Read through the new focus text for English. Children to record answers to the following questions about the text:</p> <ul style="list-style-type: none"><li>• What is the text about?</li><li>• What key information have you learnt from the text?</li><li>• What is your opinion of the text?</li></ul>	<p><b>DEAR TIME</b> 15/20 MINUTES CT/TA TO HEAR READERS</p>	<p><b>WALT:</b> Compare and talk about the structure and features of a range of non-fiction texts.</p> <p>Using two non-fiction text examples go through these and compare the structure and features of both. Use two different colours to identify the similarities and differences between them.</p>	<p><b>DEAR TIME</b> 15/20 MINUTES CT/TA TO HEAR READERS</p>	<p><b>DEAR TIME</b> 15/20 MINUTES CT/TA TO HEAR READERS</p>
Foundation Subjects				
<p><b>GEOGRAPHY</b></p> <p><b>WALT:</b> Understand the structure of a volcano.</p> <p>Go through power point on the structure of a volcano. Children to draw a cross section of a volcano and label this to show the different areas. Have a volcano cross section for children to label if they are struggling to draw their own.</p> <p><b>Working from home:</b></p> <p>Research into the cross section volcanoes and use the information to help you label the cross section image below.</p>	<p><b>SCIENCE:</b></p> <p><b>WALT:</b> Make careful observations, appropriately record my results and use them to develop further investigations.</p>  <p>Go through the power point to teach the children what happens to our teeth when we drink or eat certain food products. Carry out an experiment where we will monitor how different liquid affect the outer layer of a boiled egg as this will represent what happens to the enamel of our teeth. Children to fill in the table to predict what they think will happen over the next few days.</p>	<p><b>FRENCH:</b></p> <p><b>WALT:</b> Say and write a sentence to tell the time.</p>  <p>Using the power point go through how to tell the time for quarter past and quarter to in French. Children to complete an activity sheet where they need to read the time on the clock and record what time it is showing in French.</p> <p><b>Working from home:</b></p> <p>Using the information given to you from the power point, complete the activity sheet below.</p>		



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	<p><b>Working from home:</b></p> <p>Carry out this experiment at home using the sheet below and the information given to you during the power point.</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: Create a container for our pizza art</b> Children to use a range of cube nets in different sizes to create their own pizza box for their pizza art creation. Once children have create their box net, they can decorate this to represent the style of their pizza at creation.</p> <p><b>Working from home:</b> Use one of the nets below and make a pizza box for your pizza art creation. Use resources you have at home to do this.</p>	<p><b>PSHE</b> <b>WALT:</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>
<p><b>ICT</b> <b>WALT: Enter measurements in specific fields within a database.</b> Children to use the information table given to them and enter this into a new database with the correct field names, which match the table of information. Encourage children to remember how to add and rename a new field within a database.</p> <p><b>Working from home:</b></p>	<p><b>MUSIC</b> <b>WALT: Play along with a simple recorder tune.</b> Children to use the notes they know how to play and new notes taught within this lesson to play the following tune: <a href="#">Twinkle Twinkl Little Star</a></p> <p><b>Working from home:</b> Play along with the tune using resources at home that create different sounds.</p>	



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Use the table of data below and enter it into a new database with field names that match those on the information table.

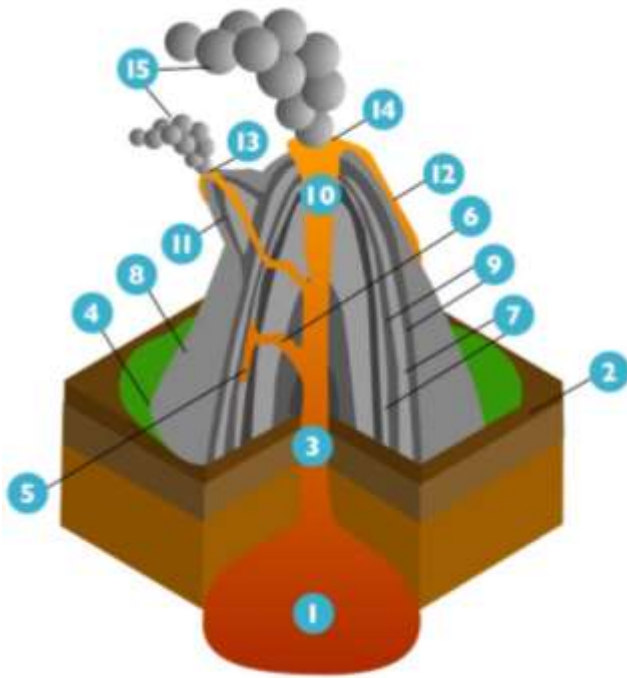
ICT

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



Geography

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Science

What do you think will happen to the shell of the boiled egg if it were to be placed in the following liquids?

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
 water	→	→	→	→	→	→
 cola	→	→	→	→	→	→
 orange juice	→	→	→	→	→	→
 apple juice	→	→	→	→	→	→
 milk	→	→	→	→	→	→



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English

Title	
Opening paragraph	
Stage 1 of the process/explanation	
Stage 2 of the process/explanation	
Stage 3 of the process/explanation	
Closing paragraph	
Did you know?	













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French

Underneath each clock, write how you would say the time in French.

 Il est _____	 Il est _____	heure heures et quart moins le quart
 Il est _____	 Il est _____	une deux trois quatre cinq six
 Il est _____	 Il est _____	sept huit neuf dix onze douze
 Il est _____	 Il est _____	



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Spelling

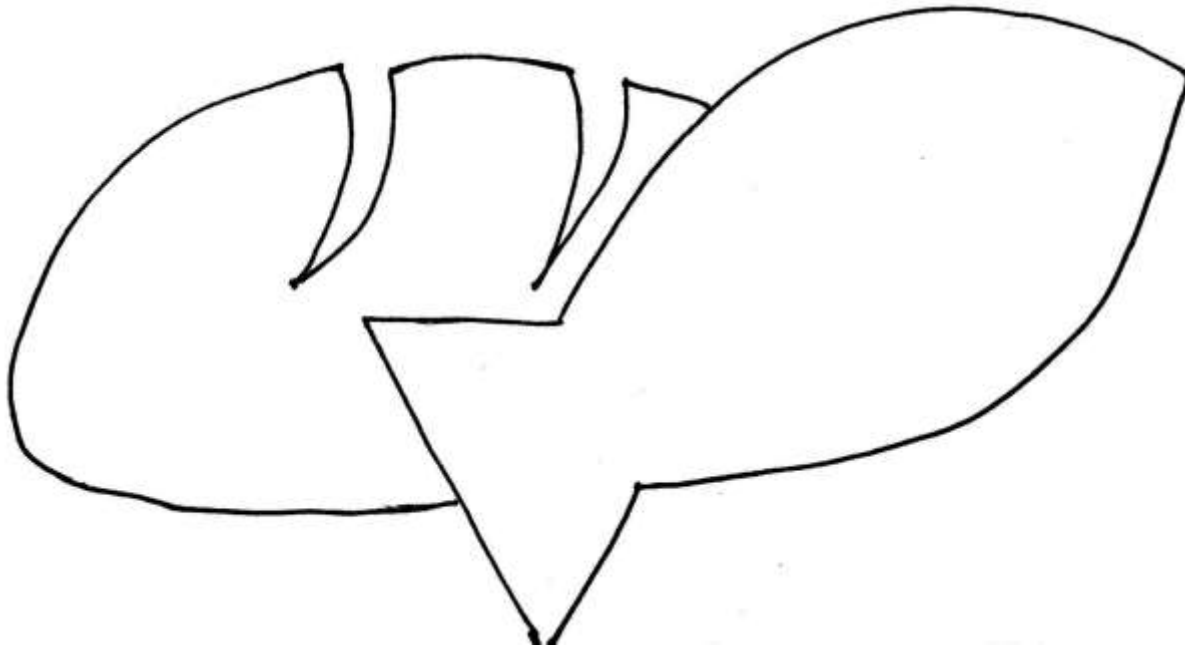
## Year 3 and 4 Statutory Spellings

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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RE





DT

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