



Year 4 Term 5 week 5
Week beginning 17.05.2021

Hello Class 4! Below are all the activities planned for week 5. 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. Mrs Eales will then forward your emails to me. Miss Conway and Mrs Harkins.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p style="text-align: center;">Word of the day</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;">Ninja Word of the day starting with Shinobi words for year 4 can be found here.</p>				
<p style="text-align: center;">Maths</p> <p style="text-align: center;">WORKING FROM HOME: COMPLETE TTROCKSTARS FOR YOUR MATHS STARTERS</p>				
<p>STARTER: Flashback 4 questions</p>	<p>STARTER: Flashback 4 questions</p>	<p>STARTER: Flashback 4 questions</p>	<p>STARTER: Flashback 4 questions</p>	<p>STARTER: Flashback 4 questions</p>
<p>WALT: Interpret discrete data using appropriate graphical methods. (Bar graphs) Recap on statistics and what bar graphs are and how we use them. Go through teaching slides to further understand bar graphs.</p> <p>Children to interpret a range of bar graphs and use discrete data to create their own.</p> <p>Working from home: Use this video link to look at bar charts and complete the activities within the video.</p>	<p>WALT: Interpret discrete data using appropriate graphical methods. (Pictograms graphs) Go through teaching slides to further understand pictograms and what they are and how/why we use them</p> <p>Children to interpret a range of pictograms and use discrete data to create their own.</p> <p>Working from home: Use this video link to look at pictograms and complete the activities within the video.</p>	<p>WALT: Interpret discrete data using appropriate graphical methods. (Line graphs) Go through teaching slides to further understand line graphs. Go through some examples to model how to interpret a line graph.</p> <p>Children to interpret a range of line graphs and use discrete data to create their own.</p> <p>Working from home: Use this video link to look at line graphs and complete the activities within the video.</p>	<p>WALT: Solve comparison, sum and difference problems. Go through the key vocabulary of comparison, sum and difference and get the children to discuss with a partner what these terms mean.</p> <p>Use teaching slides to go through a range of questions to model how to identify which element of today's learning the question is focussing on.</p> <p>Children to complete a range of comparison, sum and difference problems.</p> <p>Working from home:</p>	<p>WALT: Solve comparison, sum and difference problems. Recap on yesterday learning and how we are going to use those strategies/methods today.</p> <p>Children to complete a variety of reasoning and problem solving questions based on today's learning.</p> <p>Working from home: Use this video link to look into a range of graphs and complete the activities within the video.</p>



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Writing				
<p>WALT: Write for a range of purposes. Using their changes and plan, children to create a mini books or text map on their new ideas.</p> <p>Working from home: Use your planned ideas to create either a mini book or text map.</p>	<p>WALT: Write for a range of purposes. Children to use their mini books/text maps to write up their first draft of their new explanation text.</p> <p>Working from home: Using your mini book/ text map write up your first draft of your explanation text.</p>	<p>WALT: Proof read for spelling and punctuation errors. Working with a partner, children to go through and proof read each other's work for spelling/punctuation errors. Children to also look at up-levelling their partners work by adding in additional features such as:</p> <ul style="list-style-type: none"> • Fronted adverbials • Range of conjunctions • Character/setting description <p>Working from home: With the help of an adult or sibling at home go through your work and proof read for spelling and punctuation errors.</p>	<p>WALT: Write for a range of purposes. Children to use their edited/improved work to write up their best version of this. Encourage the children to remember to include all areas, which have been edited or improved.</p> <p>Challenge the children to see if they can include any further detail/description to their explanation texts to extend the level of it further.</p> <p>Working from home: Use your edited/improved work to write up your best version of your explanation text. You can do this on a computer if you have access to one or on paper.</p>	
Spelling				
WORKING FROM HOME: USE THE STATUTORY SPELLING LIST BELOW AND PRACTICE 10 RANDOM WORDS.				
<p>Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion' With pupils, create a list of words that end in /jən/. Pupils sort them in their spelling journals according to the way in which /jən/ is spelt (see example word lists provided). You will probably be given words with '-ation' as well. If so, include those too. What do the pupils notice?</p>	<p>Strategies at the point of writing: endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion' Use the word chart and ask pupils to add the correct 'shun' ending to each word. How did they make their choices? What are the things to remember to help them make the correct choices? Focus on spellings the 'look right' or that they have seen written in books. Pupils make notes about this in their spelling journals.</p>	<p>Strategies at the point of writing: endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion': dictation Dictate the following sentences for pupils to write. I read fiction books. I have a passion for fractions. The optician and electrician had a collision when driving in the same direction. Write or show the correct spelling of each sentence on the board. The pupils can either peer mark or mark their own sentences. Discuss common errors and difficulties.</p>		



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Point out to them that the root words are verbs and ‘ation’ is added to form nouns, for example: information, adoration, sensation, preparation, admiration. If the word ends in ‘e’, this is taken off when the suffix is added.				
Reading				
WORKING FROM HOME: DEAR TIME FOR 15/20 MINUTES DAILY				
DEAR TIME 15/20 MINUTES CT/TA TO HEAR READERS	WALT: Compare and talk about the structure and features of a range of non-fiction texts. 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.	DEAR TIME 15/20 MINUTES CT/TA TO HEAR READERS	DEAR TIME 15/20 MINUTES CT/TA TO HEAR READERS	WALT: Discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills. Using the new, English focus text, read this as a class and gather ideas/responses on how the characters mood/feelings/attitudes come across in the text based on what they have read and understood.
Foundation Subjects				
Forest School				
Drawing and naming findings from pond dipping. Children to bring pencil, rubbers, and 2 hard boards.	Identify and draw a food chain from our findings. Children to bring pencil, rubbers, and 2 hard boards.	Making a flower and leaf crown or mask. Children to bring pencil, rubbers, and 2 hard boards.	Drawing and painting a flower / leaf in detail. Children to bring pencil, rubbers, and 2 hard boards.	Planting sunflowers in courtyard (three group rotation)