



Year 4 Term 5 week 6
Week beginning 24.05.2021

Hello Class 4! Below are all the activities planned for week 6. 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
Word of the day				
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. Ninja Word of the day starting with Shinobi words for year 4 can be found here.				
Maths				
WORKING FROM HOME: COMPLETE TROCKSTARS FOR YOUR MATHS STARTERS				
<p>STARTER: Flashback 4 questions</p> <p>WALT: Compare lengths and angles to decide if a polygon is regular or irregular. Go through power point slides on regular and irregular shapes. Move this information on by focussing on polygons and how they are either regular or irregular and what makes them fit into either category.</p> <p>Children to complete a range of activities where they need to compare the lengths/angles of polygons to decide whether they are regular or irregular. Working from home: Use this video link to learn about regular and irregular polygons and</p>	<p>STARTER: Flashback 4 questions</p> <p>WALT: Estimate length, capacity and mass. Recap on what is meant by estimate and how/why, we use this skill. Children to complete a range of activities where they need to estimate length, capacity and mass within a range of questions/activities.</p> <p>Working from home: Use this video link to learn about mass and capacity and complete the activities within the video.</p>	<p>STARTER: Flashback 4 questions</p> <p>WALT: Compare length, capacity and mass. Recap on what is meant by compare and how/why, we use this skill. Children to complete a range of activities where they need to compare length, capacity and mass within a range of questions/activities.</p> <p>Working from home: Use this video link to compare capacity and mass and complete the activities within the video.</p>	<p>STARTER: Flashback 4 questions</p> <p>WALT: Use a number line to connect fractions, numbers and measures. Revisit number lines and the many uses they have. Using a blank number line model how we can use one to connect fractions/numbers/measure together.</p> <p>Using some examples, work together as class to complete the number lines to show how fractions/numbers/measure can be connected when using a number line.</p> <p>Children to complete a selection of activities where they need to fill in the blanks on a number</p>	<p>STARTER: Flashback 4 questions</p> <p>WALT: Express perimeter algebraically. Recap on perimeter and get the children to work out the perimeter of a small selection of shapes. Discuss the golden rules when finding the perimeter of a shape and write these on the board as a reminder.</p> <p>Move this learning on to how we can write the perimeter of a shape algebraically when there are sides that are the same.</p> <p>Children to express the perimeter of a range of shapes algebraically. Working from home:</p>



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<p>complete the tasks within the video.</p>			<p>line to show the connection between fractions/numbers/measures.</p> <p>Working from home: Use this video link to learn how to place fractions on a number line and complete the activities within the video.</p>	<p>Use this video link and recap on your learning of perimeter and complete the activities within the video.</p>
Writing – Recount (Forest School)				
<p>WALT: Listen to and discuss a wide range of non-fiction. Children to have a range of recount texts in front of them. With a partner, children to go through the texts using their highlighters to identify different features of the text.</p> <p>Create a list of the features find to display on the working wall as a reminder of what to include within a recount.</p> <p>Working from home: Go through the two examples below and identify different features within them. You can also use the checklist to help you.</p>	<p>WALT: Discuss and record my ideas. Using pictures from forest school, children to record short sentences about what they did within each picture, as they will use this to formally write their recount.</p> <p>Working from home: Use the images below to record what was happening within each picture.</p>	<p>WALT: Write for a range of purposes. Children to use their work from yesterday to write up their first draft of their recount. Encourage the children to build on their brief sentences from yesterday to make their recount more detailed.</p> <p>Working from home: Use your work from yesterday to formally write up your first draft of your recount. Remember to build on your sentences to give more detail and depth to your recount.</p>	<p>WALT: Proof read for spelling and punctuation errors. Working with partner children to go through each other’s recount using a feature checklist to edit and improve their work. Work as a class to edit a piece of text first to ensure children understand how to effectively edit someone’s work.</p> <p>Working from home: Work with an adult or sibling at home to go through your recount and edit and improve it.</p>	<p>WALT: Write for a range of purposes. Using their edited and improved work, children to write up their best version of their recount. Encourage the children to further develop their writing by adding in descriptive language and features such as time connectives to give it more depth and detail.</p> <p>Working from home: Using your edited work write up your best version of your recount.</p>
Spelling				
WORKING FROM HOME: USE THE STATUTORY SPELLING LIST BELOW AND PRACTICE 10 RANDOM WORDS.				
<p>Statutory Spellings Children to be tested on 10 words from the statutory spelling list.</p>	<p>Statutory Spelling Practise – Spelling strategies Children to use a range of spelling strategies to practise this week’s statutory spellings. Strategies to use are:</p> <ul style="list-style-type: none"> • Pyramid spellings • Look, say, cover, write, check • Put the words into sentences 			



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- Find definitions of the words
- Create an acronym for the word

Reading

WORKING FROM HOME: DEAR TIME FOR 15/20 MINUTES DAILY

<p>WALT: Listen to and discuss a wide range of non-fiction. Within English, children to read a range of recount texts to identify different features within them such as the structure, language and vocabulary.</p>	<p>WALT: Discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills. Using an example recount text, children to read this with a partner and discuss the messages/moods/feeling/attitudes they are getting from the text and why these come across.</p>	<p>DEAR TIME 15/20 MINUTES CT/TA TO HEAR READERS</p>	<p>DEAR TIME 15/20 MINUTES CT/TA TO HEAR READERS</p>	<p>DEAR TIME 15/20 MINUTES CT/TA TO HEAR READERS</p>
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Foundation Subjects

<p>GEOGRAPHY WALT: Understand Earthquakes. Using the earthquakes power point, go through this and discuss as a class what an earthquake is and what they already know about them. Children to use knowledge they already have and new learning from the lesson to create their own monopoly style game based on earthquakes. Children to have a template to complete with their ideas. Working from home: Research what an earthquake using www.bbc.co.uk/bitesize Use the information you find to create your own monopoly style game about earthquakes. Use the template below to help you.</p>	<p>DT: WALT: Create our pizza art. Children to use a range of ingredients to make their pizza art. Discuss with the children the health and safety rules that will be in place when completing this lesson due to using food products. Working from home: Using your plan of your pizza art, use ingredients at home, if you have access to them to make your pizza. You can use the basic pizza dough recipe below if you need to.</p>	<p>FRENCH: WALT: Read and interpret a school timetable.  Using the power point go through how to read and interpret a school timetable. Working from home: Using the information given to you from the power point, complete the activity sheet below. Access the power point at TwinklGo using the code: SF7692</p>
<p>RE WALT: Discuss whether Jesus was a good teacher. Discuss through the following areas:</p>	<p>MUSIC WALT: Play along with a simple recorder tune.</p>	<p>PSHE WALT: Understand how to remember those we no longer see.</p>



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<p>A good teacher: Create a list of the key 'ingredients' that are needed to make a good teacher. Use these ingredients to write a recipe for the perfect teacher.</p> <p>Was Jesus was a good teacher? Ask pupils to think carefully about the following points: memorable speaking; use of stories, everyday examples, practising what he taught.</p> <p>Working from home: Create a list of what a good teacher is and then use this to help you identify whether Jesus was a good teacher and why.</p>	<p>Children to use the notes they know how to play and new notes taught within this lesson to play the following tune: Twinkle Twinkl Little Star</p> <p>Working from home: Play along with the tune using resources at home that create different sounds.</p>	<p>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>Working from home: 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>ICT WALT: Create an information document about Databases. Children to use either word or power point to create an information document, detailing the different skills/knowledge about how to use databases and why we use it.</p> <p>Create a list of information as a class beforehand for the children to use.</p> <p>Working from home: Use either power point or word to create a document detailing all the different things you have learnt or know about databases and how/why we use them.</p>		



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English – Monday – Example 1

The day started when I woke from a dream with a sudden jolt in my warm, comfy bed. I glanced at the clock; it read Saturday 2nd June 2018, 6.42 AM. “Why can’t I sleep?” I thought to myself, tossing over crossly onto my tummy. As I listened to the birds chirping outside, I realised the rest of the house must be sleeping soundly still. Abruptly, my door burst open on its hinges, the light from the landing flooded my bedroom and a familiar, excited voice shrieked “Wake up! Today is the day!” How could I possibly forget? We were going to the beach!

After a quick breakfast at 7.30 AM (just a coffee for Dad) my sister, Laura, and I dashed enthusiastically around the house, grabbing everything we needed: sunhats, swimming costumes, spades and sandwiches for our lunch. Dad carefully packed our picnic in the large, rectangular cool box whilst Mum programmed the Satnav for Bournemouth Beach. I felt a rush of excitement flow through my body as we got our things ready by the front door. However, in our hurry to get out of the house, nobody noticed that the car keys were left sitting quietly on the kitchen table...

At 9.30 AM, after half an hour of waiting for Grandma to hobble around with a spare key, we finally set off towards Bournemouth Beach. My sister cheered as we pulled away from the drive, and instantly burst into a round of ‘are we nearly there yet?’ (which was a little bit annoying but I didn’t mind). I was eager to get there as quickly as possible, yet I still drifted off into a gentle sleep. The car lurched forwards and woke me from my snooze. It whined loudly then became still. We had broken down!

Over two hours later, we were still stranded at the side of the road. I was getting grumpier by the minute and my stomach started to rumble. Everybody was feeling a bit fed up as we waited for our car to be fixed. Dad had a brilliant idea and suggested we eat our picnic at the side of the road. He rummaged in the boot for the cool box, throwing aside beach balls and towels. Elated, he extracted it from behind a bat and ball set, but the lid was nowhere to be seen. Gingerly, we peered inside the lidless container: crushed, crumbling sandwiches smothered bruised, battered bananas; sweet, strawberry yoghurt was spattered up the sides; and rancid rice pudding dripped off dented doughnuts (my favourites). A bottle of lemonade rolled out from under a towel and landed on the floor besides my sister’s feet. Without thinking, she scooped it up and carelessly undid the lid. A tidal wave of sticky, fizzy fluid spurted out the top and covered me, head to toe. Mum gasped and Laura let out the tiniest giggle. No picnic for us.

Next came the rain. Heavy, thunderous rain from black, stormy clouds above our heads. It hammered down onto us as we stood freezing in our shorts (I was still covered in lemonade at this point). We nearly gave up all hope of rescue when orange, flashing lights appeared in the distance across the murky horizon. After hours of waiting, we eventually piled onto the rescue truck’s seats and headed miserably for home.

Later that evening, we arrived back at our house. Mum slowly turned the key in the lock and we traipsed through the door. To my surprise, there lay a huge pile of glistening doughnuts waiting for us on the kitchen table! Maybe this wasn’t the WORST day after all, even if we never made it to the beach.

Today was definitely one of the most disastrous journeys I’ve ever been on, particularly when I got covered in sticky lemonade. Although, the best part of the day was finding the delicious doughnuts when I got home!



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English – Monday – Example 2

My Holiday

During the holidays I spent most of my time at home. My annoying little brother was extra annoying this fortnight. My Nanna taught me how to finger knit and my brother, Liam, kept interrupting and wanting to learn too. Then when we were making Honey Joys, he kept insisting on licking the bowl and *all* the spoons. Nanna drew a line down the middle of the bowl but Liam crossed over it and licked my side too.

On the middle weekend, my cousins, Ryan and Sarah came over with my Uncle Sam and Auntie Kerry for tea. My dad cooked us some sausages on the barbecue. After tea, Ryan taught me how to play Fifa Soccer online. We played with our puppy, Scout too. We used a soft ball and played soccer, using the wall of the house as a goal. Scout kept getting the ball and running off with it.

On the second Tuesday, Mum, Liam and I went to see Hotel Transylvania 3. It was about a family of monsters. They go for a vacation on a luxury cruise ship so Drac can have a summer holiday from giving their guests a holiday at their hotel. They play volleyball and go on wonderful excursions. I loved the funky music. It was a good film.

The best day was when we went to the Choclaterie down at Anglesea on the very last weekday of the holiday. It was a long drive but we watched them decorate some chocolates and we were allowed to sample the white chocolate, brown chocolate and dark brown chocolate. I had ice-cream and Liam had a hot chocolate where he added his own real melted chocolate for flavour. Outside they had balls and a sandpit for you to play with and large colouring sheets to do while you waited inside. Overall, it was a pretty good holiday.





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English – Monday – Features checklist

Recount Text Features Key

Here are the features of a recount text. Using coloured pens, pencils or highlighters match a feature with examples from your text. For example, if you colour the 'Time conjunctions' box in red, then use the same colour (red) to underline any examples of time conjunctions in your writing.

Text title:

	Introduction paragraph briefly covers who, what, where and when about the event.		Concluding paragraph links back to the introduction.
	First or third person , depending on whether the writer was present.		Explanation of why the events were significant and to whom.
	Past tense is used (except if links to present/future are made in the conclusion).		Extra details about how and why the event happened in main paragraphs.
	Named, specific people , places and things are described.		Personal recount uses stronger language, including description of emotions.
	Time conjunctions , usually in chronological order.		Impersonal recount is more factual and direct.
	Quotations from witnesses/people who were there.		



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English-Tuesday





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French

	9.00 – 10.00	10.15 – 11.00	11.00 – 12.00	1.00 – 2.00	2.15 – 3.30
Jeudi (Thursday)	l'anglais	les mathématiques	les sciences	le dessin	le dessin
Vendredi (Friday)	les mathématiques	l'informatique	l'anglais	l'histoire	l'éducation physique

Read each sentence, use the timetable to fill the gap with either *avant* or *après*:

Jeudi (On Thursday)

1. Les mathématiques sont _____ l'anglais.
2. Les sciences sont _____ le dessin.
3. L'anglais est _____ les mathématiques.
4. Le dessin est _____ les sciences.

Vendredi (On Friday)

1. L'informatique est _____ les mathématiques.
2. L'histoire est _____ l'éducation physique.
3. L'histoire est _____ l'anglais.
4. L'informatique est _____ l'anglais.






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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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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	