



Year 4 Term 6 week 5
Week beginning 05.07.2021

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.
Miss Conway and Mrs Harkins

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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				
Measurement				
WORKING FROM HOME, USE TT ROCKSTARS FOR YOUR STATERS - trockstars				
STARTER: Daily 10	STARTER: Daily 10	STARTER: Daily 10	STARTER: Daily 10	STARTER: Daily 10
WALT: Convert between different units of measure. Recap on the different units of measure. Children to write down different units of measure they know on their white boards. Go through a range of conversion questions as a class. Children to complete a variety of tasks on converting between units of measure. Working from home: Use this video link to look at converting units of length and complete the activities within the video.	WALT: Estimate and compare different measures. Revisit the terms – estimate and compare and what these mean. Complete some examples as a class where the children to need estimate different measure and compare them. Children to use a range of resources where they need to estimate their measurement and then compare them together. Working from home: Use this video link to look at estimating and comparing unit of measure and complete the activities within the video.	WALT: Calculate different measure. Recap over the previous learning this week. Using a selection of resources, model how to calculate the measurement of each item depending on the item type to which method of calculating its measurement you would need to use. For example: a pencil, you can measure its length using a ruler and a 3D shape, you can measure its weight by using a set of scales. Working from home: Use a range of resources around you at home and calculate their measurement. An example of this could be: you measure the length of a book using a ruler.	WALT: Measure and calculate the perimeter of a range of rectilinear polygons. Revisit perimeter and how we calculate the perimeter of a shape. Show the children a small selection of shapes on the board, on their white boards can they use the measurements provided to calculate the perimeter. Children to measure and calculate the perimeter of a range of rectilinear polygons. Working from home: Use this video link to look at perimeter and complete the activities within the video.	WALT: Find the area of a shape by counting squares. Revisit area and what this is. Using a selection of examples, children to work with their partner to calculate the area of their shapes by counting the squares. Children to answer a range of questions where they need to calculate the area of a shape by counting squares. Working from home: Use this video link to look at area and complete the activities within the video.
Writing				
Balanced Argument				
WALT: Write for a range of purposes. Children to use their text maps or mini boos to write up our focus text – School Uniforms Good or Bad.	WALT: Make substitutions to a text. Children to make substitutions to our focus text to a person of their choice.	WALT: Discuss and record my ideas. Using their substitutions children to plan their balanced argument.	WALT: Write for a range of purposes. Using their plan, children to write up their first draft of their balanced argument.	WALT: Proof read for spelling and punctuation errors. Working with a partner, go through each other's work and proof read it



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<p>Encourage the children to remember their sentence structures and how we format a balanced argument.</p> <p>Working from home: Use your text map or mini book to write up our focus text – School Uniforms Good or Bad.</p>	<p>Children to change the following areas of our focus text:</p> <ul style="list-style-type: none"> • Topic title. • Introduction paragraph. • Arguments for and against the topic. • Conclusion paragraph. <p>Working from home: Make changes to our focus text to a topic of your choice, which you could have a balanced argument about.</p>	<p>Working from home: Using your substitutions, create a plan for your balance argument. Use the template below.</p>	<p>Working from home: Using your plan, write up your first draft of your balanced argument.</p>	<p>for any spelling and punctuation errors.</p> <p>Encourage children to add in some of the following features:</p> <ul style="list-style-type: none"> • Adverbials • Range of conjunctions • Descriptive language – such as adjectives, adverbs. • Casual conjunctions. <p>Working from home: With the help of an adult or sibling at home, go through your balanced argument first draft and proof read this for any spelling and punctuation errors. Also, see if you can add in any additional features from above. Use the casual conjunction & adverbial word mat below.</p>
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Spelling
WORKING FROM HOME: PRACTISE 10 OF THE WORDS BELOW

<p>Statutory Spelling Test the children on 10 words from the year 3/4 statutory spelling list.</p>	<p>Statutory Spelling Practise Children to practise this week’s statutory spellings by using the below techniques:</p> <ul style="list-style-type: none"> • Pyramid spellings • Look, cover, write, check • Sentences • Create an acronym for the word
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Reading
THE LION, THE WITCH AND THE WARDROBE – READ IT [HERE](#) OR COMPLETE 15 MINUTES OF DAILY READING




DEAR TIME	WALT: Infer and deduce meaning based on evidence drawn from different points in the text.	WALT: Infer and deduce meaning based on evidence drawn from different points in the text.	WALT: Infer and deduce meaning based on evidence drawn from different points in the text.	DEAR TIME
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	Read chapter 8 as a class and question the children regarding this chapter and the information they have been given from the text.	Read chapter 9 as a class and question the children regarding this chapter and the information they have been given from the text.	Read chapter 10 as a class and question the children regarding this chapter and the information they have been given from the text.
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Foundation Subjects

<p>HISTORY WALT: Explain how the legal system worked in Anglo-Saxon and Viking Britain.</p> <p>Go through the power point and discuss the many different ways the legal system worked in Anglo-Saxon and Viking Britain. Children to record an Anglo-Saxon/Viking punishment that could have been used for the modern day crimes on their worksheet.</p> <p>Working from home: Access this lesson using pin code: PY0148 at Twinkl Go and complete the worksheet below.</p>	<p>SCIENCE: WALT: Identify appliances that run on electricity.</p> <p>Using the power point, look into the scientist who is famous for electricity. Children to go on an electricity hunt, identifying all the different appliances that run on electricity.</p> <p>Working from home: Access this lesson using pin code: ZJ8971 at Twinkl Go and complete the above activity.</p>	<p>FRENCH: WALT: Answer questions about sports.</p> <p>Using the power point, learn all the new key vocabulary in relation to this lesson on sports. Children to go around the class, asking each other which sport they prefer and mark this on their graph in order to answer questions about this.</p> <p>Working from home: Access this lesson using pin code: IY2493 at Twinkl Go and complete both activities sheet below.</p>
<p>RE: WALT: Understand why people choose to get married.</p> <p>Discuss as a class what it meant by the term marriage. Using the four example situations, get the children to discuss with a partner the following questions: - Why the couple chose to marry - Why these are good or bad reasons to get married and why? Children to create a mind map of what marriage is and why people get married.</p> <p>Working from home: Discuss through the situations below with people around you at home and answer the questions above for each situation. Draw a mind map diagram showing what marriage is and why people get married.</p>	<p>ICT: WALT: Use a camera to create short stop motion animation film.</p> <p>Children to create small figures that they will use to create a short stop motion animation film. Encourage the children to think about what their characters are going to be saying during their portion of the film.</p> <p>Working from home: Create small figures from resources you have at home and record a short stop motion film. Use the below link to a power point, which will give you further detail on this area. Access this lesson using pin code: WB0548 at Twinkl Go</p> <p>PSHE WALT: Identify what I am looking forward to when moving to a new class.</p> <p>Discuss together a class all the different things you could look forward to when moving into a new class and record these on the board. Children to write a short letter to someone of their choice, explaining something they are looking forward to next year as they go into a new class.</p>	<p>ART WALT: Create a Viking inspired sculpture.</p> <p>Children to use clay to create a Viking inspired sculpture. Children to have images to help them with their creative piece.</p> <p>Working from home: Using resources at home, create a Viking inspired sculpture or picture. Here are some inspiration images:</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">  </div>



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Working from home:

Think about all the different things you could look forward to when going into a new class and write a letter to someone of your choice explaining to them something you are looking forward to.

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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English template:

Topic: _____

For	Against
Reason 1: _____ _____ _____	Reason 1: _____ _____ _____
Reason 2: _____ _____ _____	Reason 2: _____ _____ _____
Reason 3: _____ _____ _____	Reason 3: _____ _____ _____



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Casual conjunctions & adverbials:

Causal Conjunctions and Adverbials



accordingly

as

as a result

because

by

consequently

due to

for this reason

hence

in consequence

in order to

in this way

otherwise

since

so

so that

subsequently

therefore

though

thus



History:



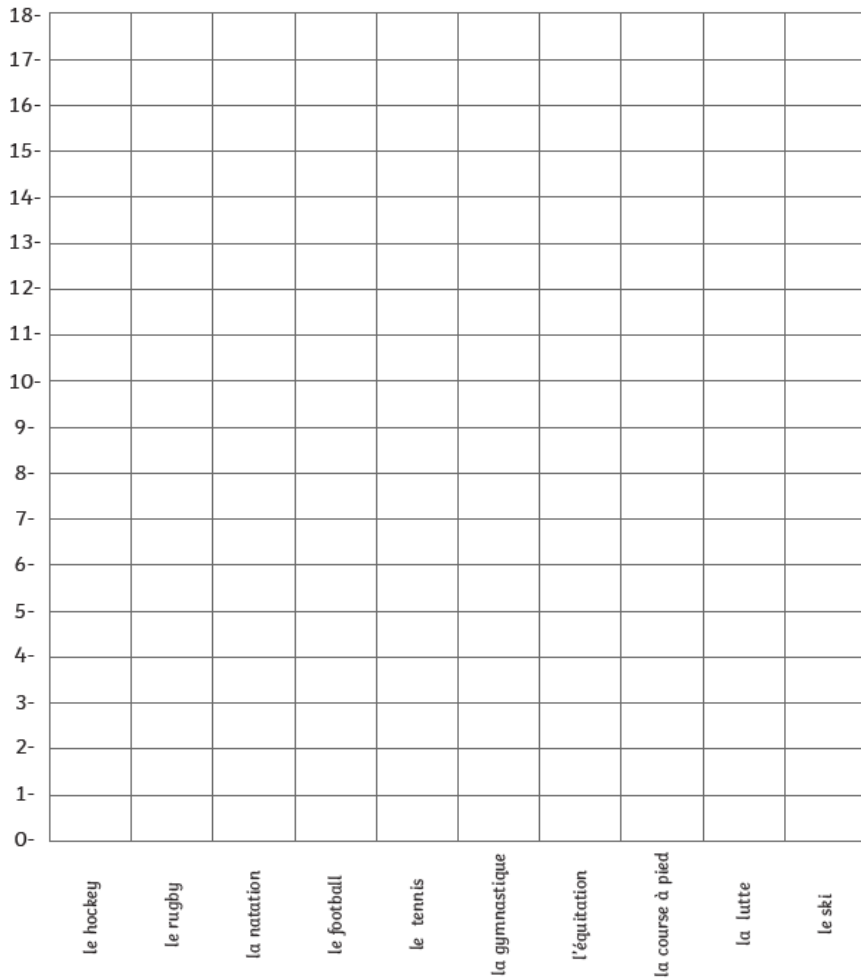
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Discuss the crimes below with the rest of the children in your group. What do you think would be a suitable Anglo-Saxon punishment? Write your ideas in the box.

A child teasing a neighbour and running away.	A woman chanting a spell to curse a neighbour.
A man got into an argument with a trader and broke his nose with a punch.	A man kills another man who upset his wife.
A woman set fire to a church.	A man stole a sheep from a farmer's field.



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Use your Graph, to answer these questions in French. An example is given for you, not from your class's Graph, but a different class.

Combien de personnes préfèrent le football ?	Six personnes préfèrent le football.
If nobody likes the sport, start your sentence with: Aucune personne ne préfère... If one person likes the sport, start your sentence with: Une personne préfère...	
Combien de personnes préfèrent le rugby ?	
Combien de personnes préfèrent la natation ?	
Combien de personnes préfèrent le football ?	
Combien de personnes préfèrent la lutte ?	
Combien de personnes préfèrent l'équitation ?	
Combien de personnes préfèrent la course à pied ?	

Numbers

0 zéro	5 cinq	10 dix	15 quinze	20 vingt
1 un	6 six	11 onze	16 seize	30 trente
2 deux	7 sept	12 douze	17 dix-sept	
3 trois	8 huit	13 treize	18 dix-huit	
4 quatre	9 neuf	14 quatorze	19 dix-neuf	