



Year 4 Term 6 week 6  
Week beginning 12.07.2021

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.  
Miss Conway

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. Ninja Word of the day starting with Shinobi words for year 4 can be found <a href="#">here</a>.</p>				
<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;"><b>WORKING FROM HOME, USE TT ROCKSTARS FOR YOUR STATERS - <a href="#">trockstars</a></b></p>				
<p><b>STARTER:</b> Daily 10</p> <p><b>WALT:</b> Add numbers with up to 4-digits using a formal written method. Children to solve addition calculations of up to 4-digits using column method.</p> <p><b>Working from home:</b> Use this video <a href="#">link</a> about addition and complete this activity <a href="#">sheet</a>.</p>	<p><b>STARTER:</b> Daily 10</p> <p><b>WALT:</b> Subtract numbers with up to 4-digits using a formal written method. Children to solve subtraction calculations of up to 4-digits using column method.</p> <p><b>Working from home:</b> Use this video <a href="#">link</a> about subtraction and complete this activity <a href="#">sheet</a>.</p>	<p><b>STARTER:</b> Daily 10</p> <p><b>WALT:</b> Use the inverse operation to check answers to a calculation. Children to use the inverse operation to check answers to a range of calculations.</p> <p><b>Working from home:</b> Use this video <a href="#">link</a> about the inverse operation and complete this activity <a href="#">sheet</a>.</p>	<p><b>STARTER:</b> Daily 10</p> <p><b>WALT:</b> Solve addition and subtraction two-step problems in contexts, deciding which operation to use and why. Children to solve two-step problem of up to 4-digits using the appropriate method required for the question.</p> <p><b>Working from home:</b> Use this video <a href="#">link</a> to look at solving two-step addition and subtraction problems and complete the activities within the video.</p>	<p><b>STARTER:</b> Daily 10</p> <p><b>WALT:</b> Solve addition and subtraction two-step problems in contexts, deciding which operation to use and why. Children to solve two-step problem of up to 4-digits using the appropriate method required for the question.</p> <p><b>Working from home:</b> Use this video <a href="#">link</a> to look at solving two-step addition and subtraction problems and complete the activities within the video.</p>
<p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;"><b>Balanced Argument</b></p>				
<p><b>WALT:</b> Write for a range of purposes. (Balanced argument) Children to continue to write up their first draft of their balanced argument.</p> <p><b>Working from home:</b> Continue to write up your first draft of your balanced argument.</p>	<p><b>WALT:</b> Proof read for spelling and punctuation errors. Working with a partner, go through each other's work and proof read it for any spelling and punctuation errors.</p> <p>Encourage children to add in some of the following features:</p>	<p><b>WALT:</b> Write for a range of purposes. (Balanced argument) Children to write up their best version of their biography in their publishing books.</p> <p><b>Working from home:</b> Use edited and improved work to write up your best version of this.</p>	<p><b>WALT:</b> Write for a range of purposes. (Balanced argument) Children to write up their best version of their biography in their publishing books.</p> <p><b>Working from home:</b> Use edited and improved work to write up your best version of this.</p>	<p><b>WALT:</b></p> <p><b>Working from home:</b></p>



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	<ul style="list-style-type: none"> <li>• Adverbials</li> <li>• Range of conjunctions</li> <li>• Descriptive language – such as adjectives, adverbs.</li> <li>• Casual conjunctions.</li> </ul> <p><b>Working from home:</b> 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 &amp; adverbial word mat below.</p>			
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**Spelling**

**WORKING FROM HOME: PRACTISE 10 OF THE WORDS BELOW**

**Suffix '-ous'**

Write up a word ending '-ous' on the board, for example dangerous.  
Give pairs of pupils the word cards.  
They create matching pairs and try to work out what the suffix '-ous' means.  
They discuss what each word means with the suffix added and put it into an example sentence.  
Using just the nouns (words without '-ous') ask pupils to group them according to the ending of the word and write the groups down in their spelling journals.  
Explain that the letters 'ous' are a suffix, meaning 'full of'.  
Usually, adding 'ous' changes a noun into an adjective, as in danger to dangerous and there are conventions for the spellings:

- Words ending in 'y': delete the 'y' and add 'ious' (glory/glorious)
- Words ending in 'ge': do not drop the 'e' (courage/courageous)
- Words ending in 'ce': drop the 'e' and add 'ious' (space/spacious)
- Words ending

**Suffix '-ous'**

Model adding '-ous' to the words on the cards, discussing any changes to the spellings that you need to make. Do this for envy, space and mountain.  
Leave these on the board for pupils to see and give them some of the other words to turn into adjectives.  
In pairs, pupils write them on their whiteboards or in spelling journals and show them.  
Discuss the correct spellings and why they are correct.

**Reading**

**THE LION, THE WITCH AND THE WARDROBE – READ IT [HERE](#) OR COMPLETE 15 MNUTES OF DAILY READING**



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WALT: Infer and deduce meaning based on evidence drawn from different points in 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.	DEAR TIME	WALT: Infer and deduce meaning based on evidence drawn from different points in the text. Read chapter 11 as a class and question the children regarding this chapter and the information they have been given from the text.	WALT: Infer and deduce meaning based on evidence drawn from different points in the text. Read chapter 12 as a class and question the children regarding this chapter and the information they have been given from the text.	DEAR TIME	
Foundation Subjects – Forest School					
	Monday 12 <sup>h</sup>	Tuesday 13 <sup>h</sup>	Wednesday 14 <sup>th</sup>	Thursday 15 <sup>th</sup>	Friday 16 <sup>th</sup>
1.20pm  after hygiene routine and register	Safety rules during forest school  Intro about session	Safety rules during forest school  Intro. about session	Safety rules during forest school  Intro. about session	Safety rules during forest school  Intro. about session	Safety rules during forest school  Intro. about session
1.45pm	Making cordage with nettles to make a necklace	Making a wooden pendant, sanding and decorating	Making a painting of ‘what forest school means to me ?’	Making a flower/ leaf crown	Free Time & Pond dipping
2.20pm	Free time	Free time	Free Time	Free time	14.20 End of session due to assembly



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2.35pm	Time for reflection mindfulness poem	Time for reflection mindfulness poem	Time for reflection mindfulness poem	Time for reflection mindfulness poem	
2.45pm	End of session	End of session	End of session	End of session	



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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	