

Year 4 Home Learning

Time frame: week beginning: 11.01.21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



Year 4 Timetable

Zoom	
Wake Up Shake Up 8:30-9:00 am	<p>'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am.</p> <p>Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!</p>
Registration 10:00am-10:05 am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained
Maths 10:05am-10:25 am	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further.
English 12:00pm- 12:25pm	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further.
Curriculum When you have completed Maths and English	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise.
Afternoon Registration 2:30pm-2:45pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.

Maths

Monday

Textbook 4A Chapter 4 Lesson 17.
Workbook 4A Chapter 4 Lesson 17.

Support:

Multiplication recap:

<https://vimeo.com/433570438/182be9a43e>

<https://vimeo.com/433792558/5bdd26d050>

Division recap:

<https://vimeo.com/433572835/939d4f6861>



Deepening:

Write a division word problem similar to the ones in the book. You can choose if there are remainders or not. Solve your word problem.

Tuesday

Textbook 4A Chapter 4 Lesson 18.
Workbook 4A Chapter 4 Lesson 18.

Support:

Multiplication recap:

<https://vimeo.com/433570438/182be9a43e>

<https://vimeo.com/433792558/5bdd26d050>

Division recap:

<https://vimeo.com/433572835/939d4f6861>

Deepening:



Mind Workout

Tickets for a school concert were sold to adults and children at different prices as shown in the table.

	Price per ticket
Adult	£6
Child	£3

The same number of adult tickets and child tickets were sold.
The total amount of money collected from the sale of tickets was £558.
How many adult tickets were sold?

Wednesday

Textbook 4A Chapter 5 Lesson 1.
Workbook 4A Chapter 5 Lesson 1.

Support:

Learn the strategy:

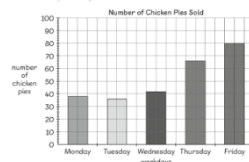
<https://classroom.thenational.academy/lessons/interpreting-and-presenting-data-in-pictograms-and-bar-charts-6tk3ar?step=2&activity=video>



Deepening:

Using graph 2 on page 144, can you think of your own comparison question?

1 This bar graph shows the number of chicken pies sold in the same café from Monday to Friday.



Thursday

Textbook 4A Chapter 5 Lesson 2.
Workbook 4A Chapter 5 Lesson 2.

Textbook 4A Chapter 5 Lesson 3.
Workbook 4A Chapter 5 Lesson 3.

Support:

Learn the strategy:

<https://classroom.thenational.academy/lessons/bar-charts-6hh3gr?activity=video&step=1>

Learn the strategy:

<https://classroom.thenational.academy/lessons/read-and-interpret-time-graphs-6mvp6e?step=1&activity=video>



Deepening: Here is a table of the average temperature for each month of last year:

Month	1	2	3	4	5	6	7	8	9	10	11	12
Average Temp (°C)	6	7	10	12	16	18	21	22	18	14	10	7

Write the word 'true', 'false' or 'unknown' next to each statement, giving an explanation for each response.

- I would need to wear my coat outside in January.
- The hottest day of the year was in August.
- A temperature of -2 was recorded in January.

Choose two other ways to represent the data.

Friday

Textbook 4A Chapter 5 Lesson 4.
Workbook 4A Chapter 5 Lesson 4.

Support:

Learn the Strategy

<https://classroom.thenational.academy/lessons/comparing-time-graphs-64t3ad?step=1&activity=video>



Deepening:

See resources below.

Writing

Monday

LAUNCH and READ: Predict and summarise

- **Watch** the video: [There's a Rang-Tan in my Bedroom](#) up to 0:24.
- **Predict** - What do you think will happen next?
- **Watch** the [video](#) up to 0:31.
- **Predict** - What do you think the orang-utan will say?
- **Watch** the [video](#) up to 0:56.
- **Predict** - Why is the orang-utan in the bedroom? What will the child do next?
- **Watch** the rest of the [video](#).
- **Think** - What does the child say and do? Why does she do this?
- **Think** - How does the child's viewpoint about the orang-utan change throughout the video? Why does it change? What message is the video trying to give?

Independent

- **Complete** the [table](#). Which words do you want to clarify? What questions do you have about the video?

Summarise what happened in the video.


Support:



Use the table provided to find any words to clarify and any questions you have.



Deepening:



	Write a short diary entry, from the point of view of the Orang-utan when the girl tells him she is going to help.
Tuesday	<p>READ: Research</p> <ul style="list-style-type: none"> • Share any words you need to clarify and questions you have. • Re-watch the video: There's a Rang-Tan in my Bedroom. • Follow along with the example information text as we read. • Look at the Excellent Communicators poster. Use it to think about the questions in the video. <p><u>Independent</u></p> <ul style="list-style-type: none"> • Research information for your own information text about orang-utans using the links here and here. • Collect facts about orang-utans (what they are, where they live, how they live), threats to them, and how we can help them. <p>Always remember to stay SAFE online.</p> <p>Support:</p> <ul style="list-style-type: none"> • Watch the lesson video • Tick list of things to research <p> Deepening:</p> <p>Choose one of the questions below to research further:</p> <ul style="list-style-type: none"> • Can you research what products we use today that are made using palm oil? • Can palm oil trees be grown responsibly? • What are the negative impacts of palm oil use? <p>What are the alternatives?</p>
Wednesday	<p>PLAN: Plan an information text</p> <ul style="list-style-type: none"> • Re-read the notes you made yesterday about orang-utans. • Plan your information text about orang-utans using a mind map. • Plan your own introduction using the introduction planning format. <p>If you missed the live lesson, please watch the lesson videos before attempting to plan and write your introduction.</p> <p>Support:</p> <ul style="list-style-type: none"> • Watch the lesson video part 1 and read the example plan. • Watch the lesson video part 2 and read the example introduction plan.

	 Deepening: Using one of the questions from yesterday's deepening to plan your own paragraph to write about tomorrow.
Thursday	EXPLORE and WRITE: Use possessive apostrophes <ul style="list-style-type: none"> • Read the example introduction and the first subheading. • Think - What possessive apostrophes can you spot? <p><u>Independent</u></p> <ul style="list-style-type: none"> • Write your introduction and first subheading about how orang-utans live using your introduction plan and mind map from yesterday. • Remember to use possessive apostrophes in your first subheading. <p>If you missed the live lesson, please watch the lesson videos before attempting to plan and write your introduction.</p> <p>Support:</p> <ul style="list-style-type: none"> • Watch the lesson video about possessive apostrophes. • Use the writing template below for introduction and first paragraph. <p> Deepening: Look at the sentences in the resource list. Can you change them so that they include a possessive apostrophe?</p>
Friday	WRITE and IMPROVE: Write an information text <ul style="list-style-type: none"> • Read your writing from yesterday. • Respond to feedback from your teacher on Seesaw. • Read the example second and third subheadings. In these subheadings, the fronted adverbials are highlighted. These are important as they give more information about where, when and how something happens. • Remember that fronted adverbials are always followed by a comma. • Write your next two subheadings using your plan from Wednesday: threats and how we can help. • Remember to use fronted adverbials in your writing. <p>Improve your information text using a different coloured pen. The CUPS and ARMS poster shows you what to improve.</p> <p>Support: Writing template below to complete your second and third paragraph.</p>





Deepening:

Write the extra paragraph that you researched on Tuesday and planned on Wednesday.

Reading

Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

Grammar and Spelling

Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Practice these for 15 minutes each day. Your spellings to learn are:

guard
guess
baguette
guide
guitar
league
hire
higher
knot
not

Other Curriculum Subjects

Monday

What is static electricity?

- Today, you are going to be learning all about static electricity. You will learn how static charges occur and what happens when they are discharged. You will also be exploring how to create your own static charges with a balloon!
- If you have a balloon at home then you can use it for this lesson. If you don't then don't worry, you will still be able to watch the demonstrations and complete the lesson.
- follow the link [here](#) for the lesson on static electricity.

Tuesday

Where are the warmest and coldest places in the world?

- Sort these words into two groups using the headings **Weather** and **Climate**: rain, polar, wind, desert, sunshine, fog, temperate, frost, tropical, snow, blizzard, arctic
Use this [table](#) to help
- Watch [this video](#) and read the information below about the difference between climate and weather to help you.
- Whilst watching [this video](#), make notes about the different climates there are around the world.

Use your notes to write a paragraph explaining why the North and South Poles are so cold and have permanent areas of ice.

Wednesday	Is electricity dangerous? <ul style="list-style-type: none"> When working with electricity you need to make sure that you are thinking about health and safety. Look around your house to see if you can find any warnings around electrical appliances. What does a warning sign look like? Watch this video about the dangers of electricity- Create a poster for the dangers of working with electricity that includes: <ul style="list-style-type: none"> Things to look out for around electrical appliances What a warning sign looks like How to look after electrical appliances so they don't get damaged.
Thursday	Mr Attenborough will post the link to the music recorded lesson in the week to seesaw.
Friday	Mr Attenborough will post the link to the PE recorded lesson in the week to seesaw.

Wider Curriculum	
RE	<u>Journeys to Special Places</u> <ul style="list-style-type: none"> Find out about the new Seven Wonders of the World. Draw a sketch of your favourite Wonder and explain why you would want to make a journey there. Explore more about the new Seven Wonders of the World.
PSHE	What can I do to help shrink my worries? <ul style="list-style-type: none"> What does the word worry mean to you? Write a list of synonyms for 'worry'. Think of 2 things that you sometimes worry about. Worries come in all shapes and sizes, so it could be a big worry or a small worry. Read Ruby's Worry or watch it being read here. Answer these questions about the book. <p>Create a poster aimed at other children in the school explaining what worries are and how to deal with them.</p>

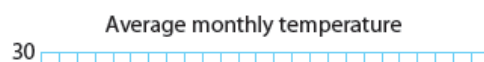
Mr Attenborough and Ms Mieville

Resources

Maths

Friday Deepening question

These two graphs represent the same data.
What's the same? What's different?





Home Learning

English
Lesson 1



Clarify	Question	Summarise (Challenge)
e.g. palm oil	e.g. Why did the humans destroy the trees?	

Lesson 2

Example information text



Home Learning

Snow Leopards

Snow leopards have evolved to live in some of the harshest conditions on earth. Unfortunately, the numbers of snow leopards are dropping and they are endangered. Read on to learn how snow leopards live, what threats they are facing and what we can do to help.

How do snow leopards live?

Snow leopards are one of the world's most elusive cats. These shy, spotted creatures live across Asia and roam high up in the vast Himalayan mountains. Snow leopards' thick fur is creamy-yellow and grey with dark spots, which helps them to camouflage. Covering their wide feet, thick fur protects snow leopards from the snow. Incredibly, these cats are tremendous jumpers which can leap as far as 50 feet. Additionally, leopards' long, strong tails help their balance and protect parts of their body from the severe mountain chill. Snow leopards are carnivores and their main prey are sheep and ibex.

What threats are snow leopards facing?

Unfortunately, these elegant cats' survival is under threat. Farmers' livestock roam in areas that snow leopards live. This causes farmers to kill the cats to prevent them from eating their animals. As well as this, snow leopards' lives are under threat from poaching because their pelts and body parts can be sold illegally. Shockingly, 20 percent of the population of snow leopards has been lost in the last 20 years.

What is being done to help snow leopards?

Over the past few years, a greater effort has been made to save snow leopards. Some areas have been protected and sanctuaries have been created as safe areas for them to live. There has also been stronger enforcement against poaching and things done to keep leopards away from farmers' livestock.



Excellent Communicators poster

Excellent communicators

Who

What

Why

How





Home Learning

Example introduction plan



Introduction	G	Snow leopards – evolved – live harshest conditions on earth
	S	Numbers snow leopards – dropping - endangered
	3	How snow leopards live, threats snow leopards facing, how we can help

Introduction planning format

Introduction	G	
	S	
	3	

Lesson 4

Example introduction and first subheading

Singular possessive apostrophes

Plural possessive apostrophes

Snow Leopards

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yellow and grey with dark spots. Covering their wide feet, thick fur protects snow leopards from the snow. Incredibly, these cats are tremendous jumpers which can leap as far as 50 feet. Additionally, leopards' long, strong tails help their balance and protect parts of their body from the severe mountain chill. Snow leopards are carnivores and their main prey are sheep and ibex.



Writing template introduction and first subheading for support

Introduction

Orangutans are _____



1. How do Orangutans live?

Orangutans are usually found in countries such as _____

The kind of habitat where Orangutans usually live is

Orangutans are large mammals who look _____



Example subheadings 2 and 3

Plural possessive apostrophes

Fronted adverbials

What threats are snow leopards facing?

Unfortunately, these elegant cats' survival is under threat. Farmers' livestock roam in areas that snow leopards live. This causes farmers to kill the cats to prevent them from eating their animals. As well as this, snow leopards' lives are under threat from poaching because their pelts and body parts for Chinese medicine can be sold illegally. Shockingly, 20 percent of the population of snow leopards has been lost in the last 20 years.

How can we help snow leopards?

Over the past few years, a greater effort has been made to save snow leopards. Some areas have been protected and sanctuaries have been created as safe areas for them to live. There has also been stronger enforcement against poaching and things done to keep leopards away from farmers' livestock.

Writing template for support subheadings 2 and 3



2. What threats are Orangutans facing?

One of the biggest threats that Orangutans are facing is

3. How can we help?





<h1>REVISING</h1>	<h1>EDITING</h1>
The 'content' checking	The SPAG checking
A.R.M.S.	C.U.P.S
Add Add interesting or precise sentences and words	Capitalise First word in a sentence and proper nouns: names, places, titles, days, months
Remove Remove sentences you don't need	Usage Inflection of nouns and verbs. E.g. we was were / One dogs
Move Move words or sentences to a more suitable place	Punctuation . ! ? , - ; '
Substitute Change words and sentences for new ones to avoid repetition or use of boring words	Spelling Check words you are not sure how to spell, including homophones

Geography Resources





Home Learning

Weather	Climate

Words to sort:

rain, polar, wind, desert, sunshine, fog, temperate,
frost, tropical, snow, blizzard, artic

