

Year 4 Home Learning

Time frame: week beginning: 25.01.21

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-10:30 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- 12:30pm | <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 1:30pm-2:30pm | <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-3:00pm | <ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day. |

Maths

Monday

Textbook 3B Chapter 11 Lesson 8
Workbook 3B Chapter 11 Lesson 8

Support:

Learn the strategy:

<https://vimeo.com/415101199/90a01e78bb>



Deepenina:

Jo ate $\frac{1}{4}$ of a pizza and Sam ate $\frac{1}{2}$ of what was left. Mike ate the rest of the pizza.
Draw a diagram to show how much pizza Jo, Sam and Mike each ate.

Tuesday

Textbook 4A Mid-Year Revision Section A and B p205-211

Support:


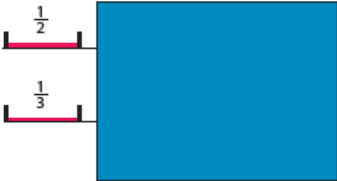

Please complete Section A and B independently. Don't worry if you aren't sure of the answers to some of the questions. Do your best!

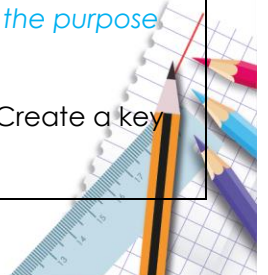
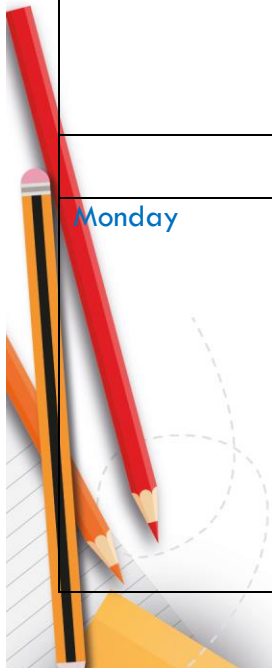
If you did get support from an adult, please put SUPP next to the question/questions you needed help for.




Wednesday

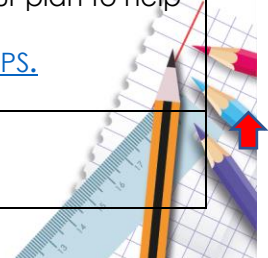
Textbook 4A Mid-Year Revision Section C and D p212-218



Support:

| | |
|------------------------|--|
| | <p>Please complete Section C and D independently. Don't worry if you aren't sure of the answers to some of the questions. Do your best!</p> <p>If you did get support from an adult, please put SUPP next to the question/questions you needed help for.</p> |
| <p>Thursday</p> | <p>Textbook 3B Chapter 11 Lesson 9 Workbook 3B Chapter 11 Lesson 9</p> <p>Textbook 3B Chapter 11 Lesson 10 Workbook 3B Chapter 11 Lesson 10</p> <p>Support: Learn the strategy: https://vimeo.com/415104079/76c4efc622</p> <p>Learn the strategy: https://vimeo.com/417546470/33ec45a471</p> <p> Deepening: Only a fraction of each line is shown. The rest is hidden behind the blue screen. Which whole line is the longer?</p> <p>Explain your reasoning.</p> <p>First: $\frac{1}{2}$ </p> <p>Second: $\frac{1}{3}$</p> |
| <p>Friday</p> | <p>Textbook 3B Chapter 11 Lesson 12 Workbook 3B Chapter 11 Lesson 12</p> <p>Support: Learn the strategy: https://vimeo.com/417571675/8b956b3cbe</p> <p> Deepening:</p> <ul style="list-style-type: none"> How can you use division to find the simplest fraction of 4 twelfths? Can you use the same method to simplify other fractions? |
| | <p style="text-align: center;">Writing</p> |
| <p>Monday</p> | <p>EXPLORE: Analyse an explanation text</p> <ul style="list-style-type: none"> Think - <i>What challenges would Sir Ernest Shackleton and the crew of the Endurance have faced on their voyage?</i> Think - <i>What explanation text have we already written in Year 4? What is the difference between an explanation text and an information text?</i> Read the model explanation text. Think - <i>What might be the audience for this text? What might be the purpose for this text?</i> <p>Independent</p> <ul style="list-style-type: none"> Annotate and highlight the key features of the explanation text. Create a key or use the one here to help you. Read this resource and check/improve your answers. |



| | |
|------------------|---|
| | <p>Support</p> <ul style="list-style-type: none"> Use the completed model text and fill in the features table with an example of each main feature for an explanation text. This will be uploaded to Seesaw prior to the lesson. <p> Deepening:</p> <ul style="list-style-type: none"> Using the subordinating conjunctions you have found in the text, create 3 sentences for the challenges that Sir Ernest Shackleton and the crew have faced. |
| <p>Tuesday</p> | <p>PLAN / EXPLORE: Explanation text</p> <ul style="list-style-type: none"> Think – <i>What do you need to think about before setting off on an expedition?</i> This week, you will be writing an explanation text on how to plan an expedition. Recap the features of an explanation text from yesterday. Read the model explanation text. Use the table to identify expert language and subordinating conjunctions. Check your answers here. Think - <i>How is the text organised?</i> Read this resource that identifies the key features of the model text. <p>Independent</p> <ul style="list-style-type: none"> Plan your own explanation text using the planning format (not introduction). <p>Support:</p> <ul style="list-style-type: none"> Modified support planning format <p> Deepening:</p> <ul style="list-style-type: none"> Use the glossary that has been uploaded to Seesaw to select the 3 crew members that you think would be vital to the success of the expedition, explaining why you have chosen them. What skills do they possess? |
| <p>Wednesday</p> | <p>PLAN/ WRITE: Explanation text</p> <ul style="list-style-type: none"> Think – <i>What is a GSV introduction?</i> Read the introduction of the model text Think - <i>What is the role of each sentence in the introduction?</i> Plan and write your own GSV introduction. Write your first paragraph, using your plan from yesterday to help you. <p>Support:</p> <ul style="list-style-type: none"> Model template for GSV introduction and 1st paragraph <p> Deepening:</p> <ul style="list-style-type: none"> Use multi-clause sentences in your paragraph. Click here for some examples. |
| <p>Thursday</p> | <p>IMPROVE/ WRITE: Explanation text</p> <ul style="list-style-type: none"> Re-read your writing from yesterday and respond to your Seesaw feedback. Think- <i>Pick out 3 WWWs from your piece of writing from yesterday and 1 EBI. How could you improve your EBI?</i> Think- <i>How are you going to link your sentences?</i> Look at the model to help you. Write the next <i>two paragraphs</i> of your explanation text, using your plan to help you. Check and improve your work in green pen, using ARMS and CUPS. <p>Support:</p> <ul style="list-style-type: none"> Model template for 2nd and 3rd paragraph |



| | |
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| |  Deepening: <ul style="list-style-type: none"> Using the information you selected on Tuesday, create a 4th paragraph describing the team you would take on an expedition. Make sure to include why you have chosen those crew members. |
| Friday | <p>IMPROVE/ PLAN/ WRITE: Explanation text</p> <ul style="list-style-type: none"> Re-read your explanation text and improve based on your Seesaw feedback. Think – <i>What is a VSG conclusion? How is it different to a GSV introduction?</i> Read the example VSG conclusion. Think - <i>What is the role of each sentence in the conclusion?</i> Plan and write your own VSG conclusion to finish your explanation text. |
| | <p>Support:</p> <ul style="list-style-type: none"> Use sentence starters to help you write your VSG conclusion. |
| |  <p>Deepening:</p> <ul style="list-style-type: none"> Re-read your explanation text. Use the tick list uploaded to Seesaw to review your piece of writing and give it a score out of 5. |
| 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: | |
| <p>history imagine interest learn medicine mail male meat meet new knew</p> | |
| Other Curriculum Subjects | |
| Monday | <p>What materials make a good electrical conductor and insulator?</p> <p>In this lesson, we will learn what an electrical conductor and an electrical insulator are. We will conduct an investigation to see which materials are insulators and which are conductors. Finally, we will draw conclusions about the best material to make certain objects from, based on what we have learnt. You will need a piece of paper, a pencil and a ruler.</p> <p>Follow the link here for the lesson on electrical conductors and insulators.</p> |
| Tuesday | <p>What causes climate change?</p> <p>Climate change describes how our planet's average temperature, rainfall, wind and other weather conditions have changed over a long period of time. Watch this video to help you gain a deeper understanding of what global warming is. Read the bullet points (Resource 5) for information to see the impact humans are having on climate change.</p> <p>Complete the Diamond 9 activity (Resource 6) by ordering the contributors to climate change from greatest impact to least impact. Give reasons for your choices.</p> |
| Wednesday | <p>What is a switch?</p> <p>Have a look at the pictures of a range of switches which are used to turn components on and off. (See resources)</p> <p>Why is it important to have different types of switches? Think about different appliances with a switch that might be in your house e.g. hairdryer, food processor. Why do these appliances have switches? Why are the switches different?</p> |

| | |
|----------|---|
| | <p>Watch the video below about how a switch works-</p> <p>Using your understanding of switches, write an explanation about how a switch works in a circuit. You should include:</p> <p>A circuit diagram including a switch A short piece of writing explaining how a switch works An explanation about why products need a switch Challenge: what is a switch made out of? Why is it made out of this material?</p> |
| 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 | <p><u>Pilgrimage to the Hajj</u></p> <ul style="list-style-type: none"> • Where in your home is so peaceful that you could make a 'pilgrimage'? • Watch this video and think about the key places in a pilgrimage to the Hajj. • Draw and label your own map of the Hajj route (including Ka'bah; Mounts Safa & Marwah (covered walkway); Mount Arafat; 3 stone pillars; Ka'bah again). <p>Look at this example to help you.</p> |
| PSHE | <p><u>What is change and what emotions can we experience during it?</u></p> <ul style="list-style-type: none"> • What does change mean? Write down one change that has happened in your life. • Change will happen lots all through your life and you will feel lots of different emotions during changes. • Read the book 'Here I am' or watch a teacher read it to you. • Write down bullet points about what you think the book is about. • Watch this video. Were your ideas similar or different? <p>Write a diary entry as if you were the boy in Here I am. Remember to include all the different emotions the boy might have felt.</p> |

Mr Attenborough and Ms Mieville

Resources

English

Lesson 1

Key:

Choose your own colours to highlight the key features in the explanation text.

Feature

Colour

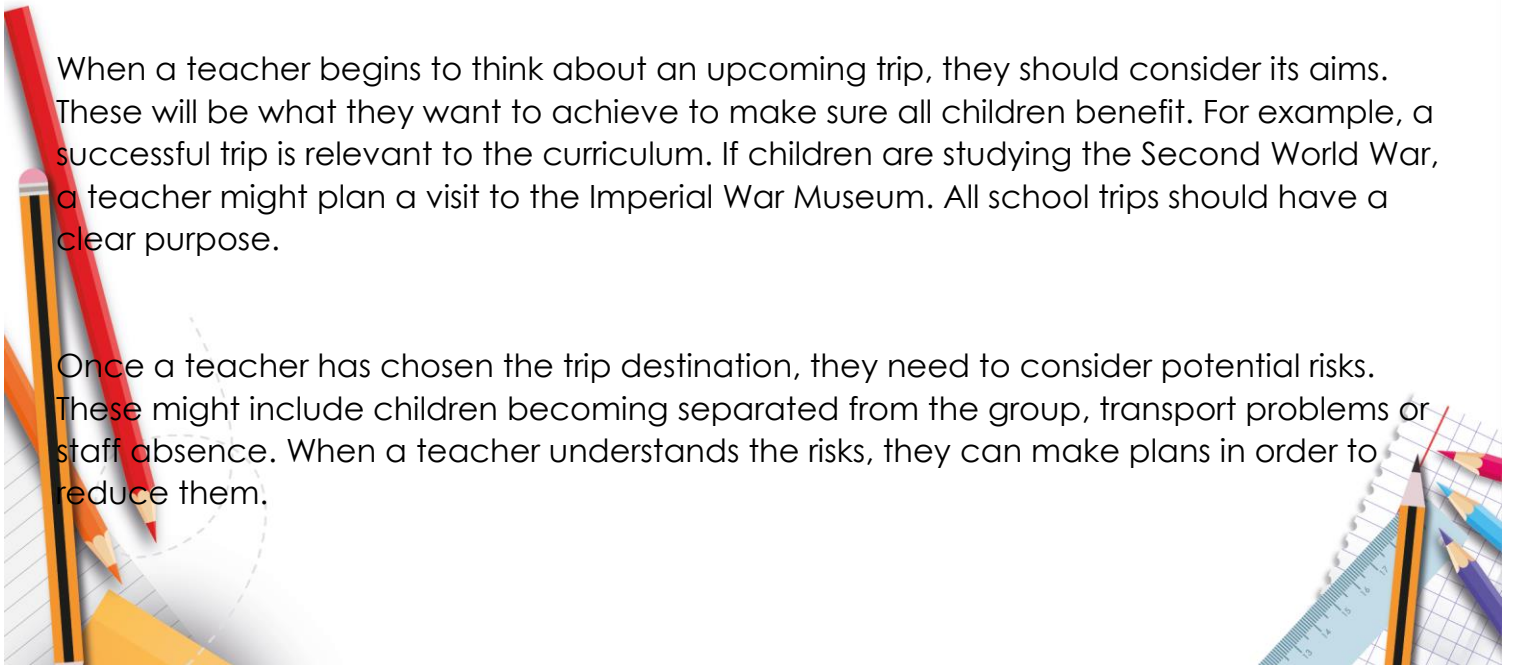
| | |
|--|---------------------------------|
| GSV introduction | G = yellow, S = green, V = blue |
| Topic sentences (tell reader what the paragraph is about) | |
| Subordinating conjunctions | |
| Additional information after sequential statements | |
| Examples to illustrate the point | |
| VSG conclusion (including direct address of reader) | G = yellow, S = green, V = blue |

Explanation Text: How to Organise a School Trip

School trips are fun for children, but stressful events to plan. Teachers who plan school trips need to ensure that they prepare well. In order to organise a successful trip, a teacher will prepare for every eventuality to ensure that nothing goes wrong on the day.

When a teacher begins to think about an upcoming trip, they should consider its aims. These will be what they want to achieve to make sure all children benefit. For example, a successful trip is relevant to the curriculum. If children are studying the Second World War, a teacher might plan a visit to the Imperial War Museum. All school trips should have a clear purpose.

Once a teacher has chosen the trip destination, they need to consider potential risks. These might include children becoming separated from the group, transport problems or staff absence. When a teacher understands the risks, they can make plans in order to reduce them.



Preparing resources for a trip can prevent problems. Resources can keep people safe, aid learning, or enable communication. Resources might be things such as first-aid kits, stationery and school mobile phones. Finally, ensuring that there are sufficient adults on the trip is vital. This will include other members of staff and parents.

Once all the aims, risks and resources needed for a successful trip are decided, the teacher needs to work out the cost. Trips can be expensive as they involve several people, transport and resources. However, costs can be reduced by taking advantage of free public transport (by booking tickets two weeks before the trip) and the PTA may be willing to contribute to costs.

It is vital that you consider these areas when planning a trip. Planning properly will ensure that pupils stay safe, enjoy the trip and maximise their learning. School trips are an important and enriching experience because they bring the curriculum to life.

Click [here](#) to return to the lesson.

Explanation Text: How to organise a school trip

Key:

- **GSV** introduction
- **Topic sentences** (tell reader what the paragraph is about)
- **Subordinate (adverbial) clauses to sequence information**
- **Additional information after sequential statements**
- **Examples to illustrate the point**
- **VSG** conclusion (including direct address of reader)

School trips are fun for children, but stressful events to plan. Teachers who plan school trips need to ensure that they prepare well. In order to organise a successful trip, a teacher will prepare for every eventuality to ensure that nothing goes wrong on the day.

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Click [here](#) to return to the lesson.

Lesson 2

Explanation: How to Prepare for an Expedition

Expeditions can be extremely challenging and hazardous. People who go on expeditions need to ensure that they prepare for all possibilities. In order to be successful, an expedition leader will plan thoroughly considering issues such as the aims, the risks and equipment needed.

When an expedition leader or team wants to go on an expedition, they need to know the aims of the project. The aims will be what they would like to achieve and how the group



Home Learning

will be successful on their trip. For example, an expedition might want to carry out important scientific research, go somewhere that no one has been before or it might take photographs of an unseen place. All expeditions should have a clear aim.

Once the expedition leader has decided the aims of the trip, the team needs to consider what the risks will be. If an expedition leader knows the risks of the trip, then they can prepare for those risks to keep their team safe. Risks might include the following: climate; food and water shortages; and malfunctioning or damaged equipment. If a leader understands the risks, they can decide what equipment they need for the expedition.

Preparing equipment for an expedition can save lives. Equipment can keep people safe, make the expedition easier, or help record the expedition's aims. Equipment might include an appropriately equipped mode of transport, tents or a wide range of tools to cover different situations.

It is vital that an expedition leader considers a number of issues. Planning properly will ensure that their team stays safe. Exploration is an important and exciting venture that helps us to understand the world even better.

Identifying Expert Language and Subordinating Conjunctions

| Expert Language | Subordinating Conjunctions |
|-----------------|----------------------------|
|-----------------|----------------------------|





Home Learning

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Click [here](#) to return to lesson.

ANSWERS: Identifying Expert Language and Subordinating Conjunctions

| Expert Language | Subordinating Conjunctions |
|-----------------------|----------------------------|
| hazardous | when |
| equipment | once |
| aims | in order to |
| risks | if |
| climate | |
| venture | |
| malfunctioning | |

Explanation: How to Prepare for an Expedition

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Key:

- GSV introduction
- **Topic sentences** (tell reader what the paragraph is about)
- Subordinate (adverbial) clauses to sequence information
- Additional information after sequential statements
- Examples to illustrate the point
- VSG conclusion (including direct address of reader)

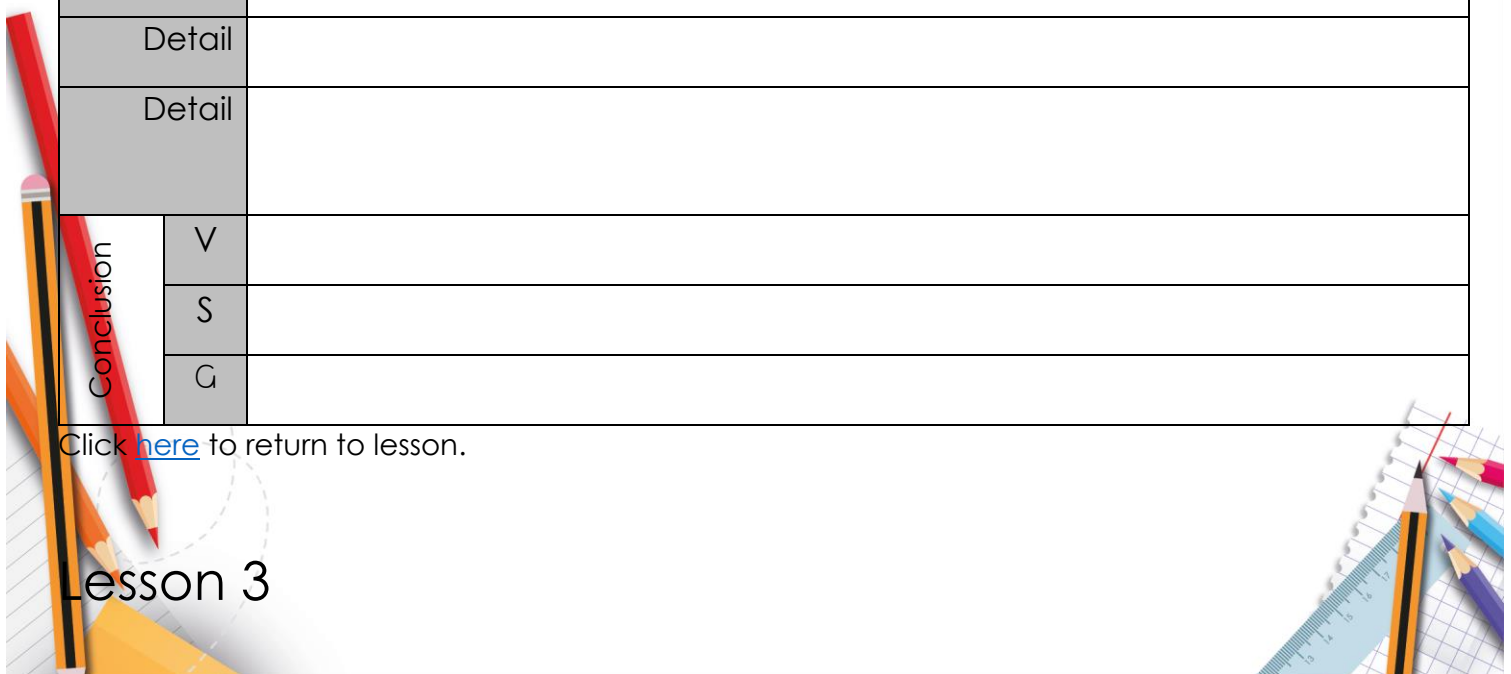
Click [here](#) to return to lesson.



Planning Format for an Explanation Text

| | | |
|--------------|---|--|
| Introduction | G | |
| | S | |
| | V | |
| → First, | | |
| Detail | | |
| Detail | | |
| Detail | | |
| → Then, | | |
| Detail | | |
| Detail | | |
| Detail | | |
| → Finally, | | |
| Detail | | |
| Detail | | |
| Detail | | |
| Conclusion | V | |
| | S | |
| | G | |

Click [here](#) to return to lesson.



GSV Introduction

Expeditions can be extremely challenging and hazardous. People who go on expeditions need to ensure that they prepare for all possibilities. In order to be successful, an expedition leader will plan thoroughly considering issues such as the aims, the risks and equipment needed.

General: statement about expeditions

Specific: statement about planning expeditions

Viewpoint: statement reflecting writer's view of importance of planning

Multi-clause Sentence Examples:

When a teacher begins to think about an upcoming trip, they should consider its aims.

Once a teacher has chosen the trip destination, the teacher needs to consider potential risks.

If a leader understands the risks, they can decide what equipment they need for the expedition.

Click [here](#) to return to lesson.

Improvement Resource

REVISING

The 'content' checking

A.R.M.S.

Add

Add interesting or precise sentences and words

Remove

Remove sentences you don't need

Move

Move words or sentences to a more suitable place

Substitute

Change words and sentences for new ones to avoid repetition or use of boring words

EDITING

The SPAG checking

C.U.P.S

Capitalise

First word in a sentence and proper nouns: names, places, titles, days, months

Usage

Inflection of nouns and verbs.

E.g. we was were / One dogs

Punctuation

. ! ? , - ; ' "

Spelling

Check words you are not sure how to spell, including homophones

Click [here](#) to return to lesson.





Home Learning

Lesson 5

VSG Conclusion

It is vital that an expedition leader considers a number of issues. Planning properly will ensure that their team stays safe. Exploration is an important and exciting venture that helps us to understand the world even better.

Viewpoint: statement reflecting writer's view of importance of planning

Specific: statement about planning expeditions

General: statement about expeditions

Click [here](#) to return to lesson.

Resource – Geography



Resource 5

- It can be caused by natural events, such as a volcanic eruption or human activity, e.g. burning fossil fuels and deforestation.
- The Earth's climate has changed many times over thousands of years. However, over the last 50 years, we – humans – have caused the planet to warm much more quickly by our everyday activities releasing too much carbon dioxide and other greenhouse gases into the atmosphere.
- The Earth is getting warmer, both on land and in the oceans. Between the years 1880 and 2012, the average world temperature rose by 0.85°C. This might not sound much, but even a small increase in temperature can have a huge impact on the planet and upset the delicate balance of our climate system.
- We are seeing changes as to how heat is moved around the world by the oceans and air and rising sea levels.
- If we continue to add greenhouse gases to the atmosphere at this rate, it is thought that temperatures will continue to increase by between 1.4°C and 5.8°C this century.





Home Learning

CUTTING DOWN
TREES

PAVING AND
TARMAC

EATING FOOD THAT
COMES FROM FAR
AWAY

BURNING WOOD
AND FOSSIL FUELS
IN BIG FACTORIES

Resources – Science



