

Year 4 Home Learning

Time frame: week beginning: 01.02.21

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

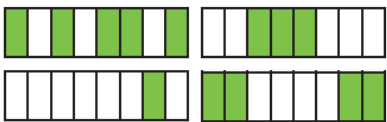


Textbook 3B Chapter 11 Lesson 15
Workbook 3B Chapter 11 Lesson 15

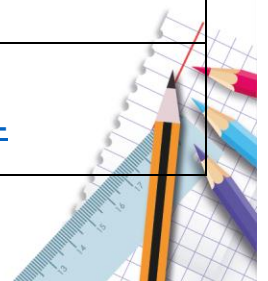
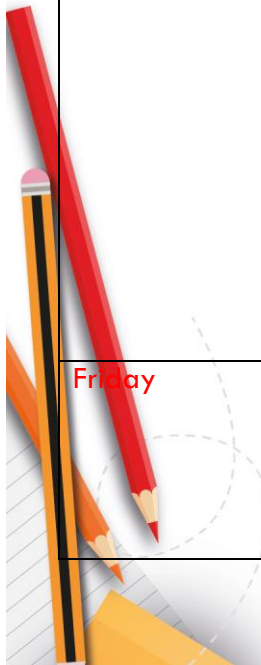
Support:




Learn the strategy:

<https://vimeo.com/417202640/0caa55b328>




 Deepening:

	<ul style="list-style-type: none"> Mr Attenborough says he would rather have $\frac{1}{8}$ of a pizza than $\frac{1}{6}$ because 8 is bigger than 6. Do you agree with him? Explain your method using examples and diagrams
Tuesday	Textbook 3B Chapter 11 Lesson 16 Workbook 3B Chapter 11 Lesson 16
	Support: Learn the strategy: https://vimeo.com/417234426/0e869afbf9
	Deepening: Express the following partially shaded rectangles as fractions and order from smallest to largest: 
Wednesday	Textbook 3B Chapter 11 Lesson 18 Workbook 3B Chapter 11 Lesson 18
	Support: Learn the strategy: https://vimeo.com/418053312/1280e10df4
	Deepening: <ul style="list-style-type: none">  A box contains 24 apples. Three of the apples are rotten and four apples have damaged skins. The rest are in good condition. What fraction of the apples are damaged?
Thursday	Textbook 3B Chapter 11 Lesson 19 Workbook 3B Chapter 11 Lesson 19
	Textbook 3B Chapter 11 Lesson 20 Workbook 3B Chapter 11 Lesson 20
	Support: Subtracting fractions: https://vimeo.com/413036415/c5a4e1daa8 Simplifying fractions: https://vimeo.com/417571675/8b956b3cbe
	Learn the strategy: https://classroom.thenational.academy/lessons/fractions-subtracting-fractions-with-the-same-denominator-c9jker?step=2&activity=video Deepening: <ul style="list-style-type: none">  Peter brought 8 hamburgers for his party. At the end of the party 3 hamburgers were left. What fraction of the hamburgers were eaten?
Friday	Textbook 4A Chapter 6 Lesson 1 Workbook 4A Chapter 6 Lesson 1
	Support: Learn the strategy: https://classroom.thenational.academy/lessons/tenths-and-hundredths-6nj68c?step=2&activity=video



	 <p>Deepening:</p> <p>1. Continue these number patterns 3 steps in each direction – forwards and backwards.</p> <p>i. <input type="text"/> , <input type="text"/> , <input type="text"/> , $\frac{54}{100}$, $\frac{60}{100}$, $\frac{66}{100}$, <input type="text"/> , <input type="text"/> , <input type="text"/></p> <p>ii. <input type="text"/> , <input type="text"/> , <input type="text"/> , $\frac{54}{100}$, $\frac{69}{100}$, $\frac{84}{100}$, <input type="text"/> , <input type="text"/> , <input type="text"/></p>
	<p>Writing</p>
<p>Monday</p> <p>Special zoom from a special guest.</p>	<p>READ: Retrieve information and give meaning of words in context</p> <ul style="list-style-type: none"> Use this glossary to help you with some of the vocabulary in this week's reading. Think - <i>What has happened so far in Shackleton's expedition?</i> Watch a teacher read <i>Pack Ice</i> here and <i>Endurance Stuck</i> here or read it for yourself here. Watch the next section of <i>South</i> here. Think - <i>How do you think Shackleton's crew were feeling at this stage of the expedition?</i> <p>Independent</p> <ul style="list-style-type: none"> Write answers to the questions on this resource. Read this resource. <p> Deepening:</p> <ul style="list-style-type: none"> Choose three words from the glossary and use them in a sentence.
<p>Tuesday</p>	<p>PLAN: Diary entry</p> <ul style="list-style-type: none"> Look at these photos taken by Frank Hurley. Watch the next section of <i>South</i> here. Think - <i>What are Shackleton's men doing in this section of the film?</i> Imagine you are one of Shackleton's men. You have spent hours working in vain (without success) to open up a path for <i>Endurance</i> through the pack ice. Think- <i>What would the crew be able to hear? See? Smell? Touch?</i> Think - <i>How do you feel?</i> Re-read <i>Endurance Stuck</i> here and write down any words or phrases that describe what the crew did: <i>for example, attacked the ice furiously.</i> Today, we are going to be planning your next diary entry. Look at the planning format here. <p>Independent</p> <ul style="list-style-type: none"> Plan your own diary entry using the planning format. Use some of the words and phrases that you wrote down earlier. <p>Support:</p> <ul style="list-style-type: none"> Watch a teacher read <i>Endurance Stuck</i> here again or read it for yourself here. Watch this planning video. Word bank for feelings identified from <i>Endurance Stuck</i>. <p> Deepening:</p> <ul style="list-style-type: none"> Use the photo here and write three expanded noun phrases to describe the crew's surroundings at this time. Remember: <ul style="list-style-type: none"> - Adjective, adjective noun structure - Prepositional phrase
<p>Wednesday</p>	<p>EXPLORE: Writing techniques</p> <ul style="list-style-type: none"> Re-watch this section of <i>South</i> from yesterday. Think - <i>How can you show in your diary entry how hard the men tried to clear the ice?</i>



	<ul style="list-style-type: none"> • Read the model diary entry or watch a teacher reading it to you here. • Think - <i>What is a GSV introduction?</i> • Read example of GSV introduction. <p><u>Independent</u></p> <ul style="list-style-type: none"> • Use the key in the resources to highlight and label the different writing techniques you can find. • Plan your GSV introduction <p>Support:</p> <ul style="list-style-type: none"> • Use support table to find examples in the highlight text of the key features of a diary entry. • Use support template to plan your introduction. List the three things that you will include in your diary entry. <p> Deepening:</p> <ul style="list-style-type: none"> • Use a green pen to add examples of these writing techniques to your plan.
Thursday	<p><u>WRITE: Diary entry</u></p> <ul style="list-style-type: none"> • Look at the introduction in the model diary entry here. • Think - <i>What is the role of each sentence in this introduction? What do the different colours represent?</i> • Watch this video of a teacher planning and writing an introduction. • Write your diary entry including introduction, using your plan to make sure you include all your ideas for the different paragraphs. <p>Support:</p> <ul style="list-style-type: none"> • Use support template to write your diary entry. <p> Deepening:</p> <ul style="list-style-type: none"> • Write an additional paragraph in your diary entry making a prediction about what might happen next.
Friday	<p><u>READ/ EXPLORE: Give and explain the meaning of words</u></p> <ul style="list-style-type: none"> • Think - <i>Why did Shackleton want to wait for spring? What did Shackleton's men do whilst they were waiting for spring?</i> • Think - <i>How do the illustrations in Isolation help the reader understand the text better?</i> • Watch the next section of <i>South</i> here. • Think - <i>What do you think is going to happen next?</i> • Watch the next two sections of <i>South</i> here and here. • Write answers to the questions on this resource. <p>Support:</p> <ul style="list-style-type: none"> • Watch a teacher read <i>A Change of Plans</i> here and <i>Winter Months, Isolation</i> and <i>Pressure</i> here or read them yourself here. • Check/improve your answers using the document uploaded to Seesaw <p> Deepening:</p> <ul style="list-style-type: none"> • Why was it important that Shackleton stayed positive in front of his crew? Do you think he was as positive in private? What responsibilities does he now have?

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:

length library material

minute naughty occasional occasionally

no know our are

Other Curriculum Subjects

Monday

What would happen to the world if all electrical appliances stopped working?

Today, you are going to use the internet as a research tool to answer the question above.

You could research the answer to some of these questions to help you:

- What products use electricity that wouldn't work anymore? How would this affect people's daily lives?
- What could have caused the issue?
- How could this problem be solved?
- What makes our electrical energy? How else could we make electrical energy?
- Would chargeable products e.g. mobile phones stop working?

You can choose whether to present this as a poster or an extended piece of writing, focusing on each of the smaller sub-questions or the overall question.

Tuesday

How and why are polar regions changing?

- Watch [this video](#) to observe how the ice in the Polar Regions has changed over time.
- Use the websites listed (Resource 7) to research the question: How and why are Polar Regions changing?
- Decide on the three greatest risks/threats to the Polar Regions due to Climate Change and create a poster.

Wednesday

How has our understanding and use of electricity developed?

In this lesson, we will look at the major discoveries in the field of electricity and some important electrical inventions. We will create a timeline of these events. We will also learn about some important scientists and choose one to write a fact file on.

Follow the link [here](#) for the lesson on how our understanding of electricity has developed.

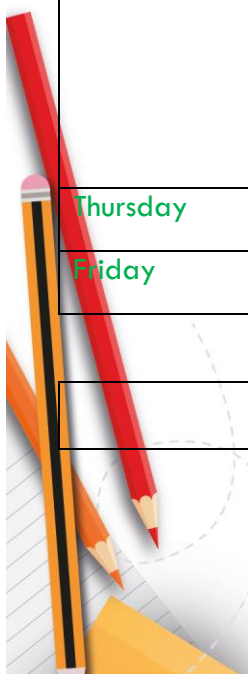
Thursday

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



<p>RE</p>	<p><u>Sacred places</u></p> <ul style="list-style-type: none"> • Tell someone in your household about the pilgrimages you have learned about so far and why people decide to make them. • These are some pilgrimage destinations: • Santiago de Compostella, Lourdes, The Western Wall, Taize, Glastonbury, Stonehenge, Amritsar, Bodhgala, Temple Mount, Badrinath, Kumbh Mela, Rameswaram. • Choose 3 to research. For each destination, write down: <ol style="list-style-type: none"> 1. What religion is associated with this destination? 2. Why is it an important destination for this religion? • Use this table to help you
<p>PSHE</p>	<p>How can we be upstanders when we see online bullying?</p> <ul style="list-style-type: none"> • Cyber bullying could include: • Someone making fun of or pressuring someone else repeatedly • Unkind comments, memes, private messages, or chatting • The person being bullied not knowing everyone who's doing the bullying (as people can hide their identity online) • A group of people ganging up on someone <ol style="list-style-type: none"> 1. Think of your <u>favourite hero</u> from a film or book. Write <u>down why they are a hero to you</u> and read this back to yourself or share with someone in your house. 2. Watch this video and think about the question, "What does a super digital citizen do?" A super digital citizen is someone who uses technology responsibly to learn, create and participate.) 3. Think of <u>three things</u> you could do to be a super digital hero if you witnessed someone being bullied online. Present these as a poster, video or piece of writing. • Use these NSPCC and Childline websites if you need extra information.

Mr Attenborough and Ms Mieville



Resources

English Lesson 1

Comprehension

1. Read the following paragraph:

Initial contact with the pack ice was exciting, but it soon became something of a concern as the ice became thicker and tighter. Endurance had to work harder and harder to break through.

Find and copy the word closest in meaning to worry.

2. Read the following extract:

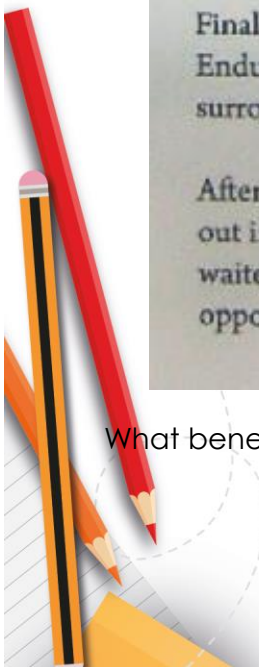
ENDURANCE STUCK



Finally, after battling bravely through over 700 miles of pack ice, Endurance was overcome. As far as the eye could see, she was surrounded.

After waiting ten days, Shackleton ordered the fires to be put out in order to conserve fuel. Before attempting to break free, he waited for conditions to improve. During this time, there was an opportunity to test the motor sled, and the men had time to relax.

What benefit was there for Shackleton's men when their ship became stuck in ice?



3. **Read** the following extract:

...*Endurance* **creaked and groaned** as she tried to free herself...

On 14 February, Shackleton ordered a good head of steam, and *Endurance* creaked and groaned as she tried to free herself from the cruel grip of the ice. For over 48 hours, the whole crew attacked the ice furiously with ice-chisels, picks and saws. The little ship eventually moved, although it was soon beset again – 400 yards of heavy ice lay between her and open water.

What do the words *creaked and groaned* suggest about *Endurance*?

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

English Lesson 2



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



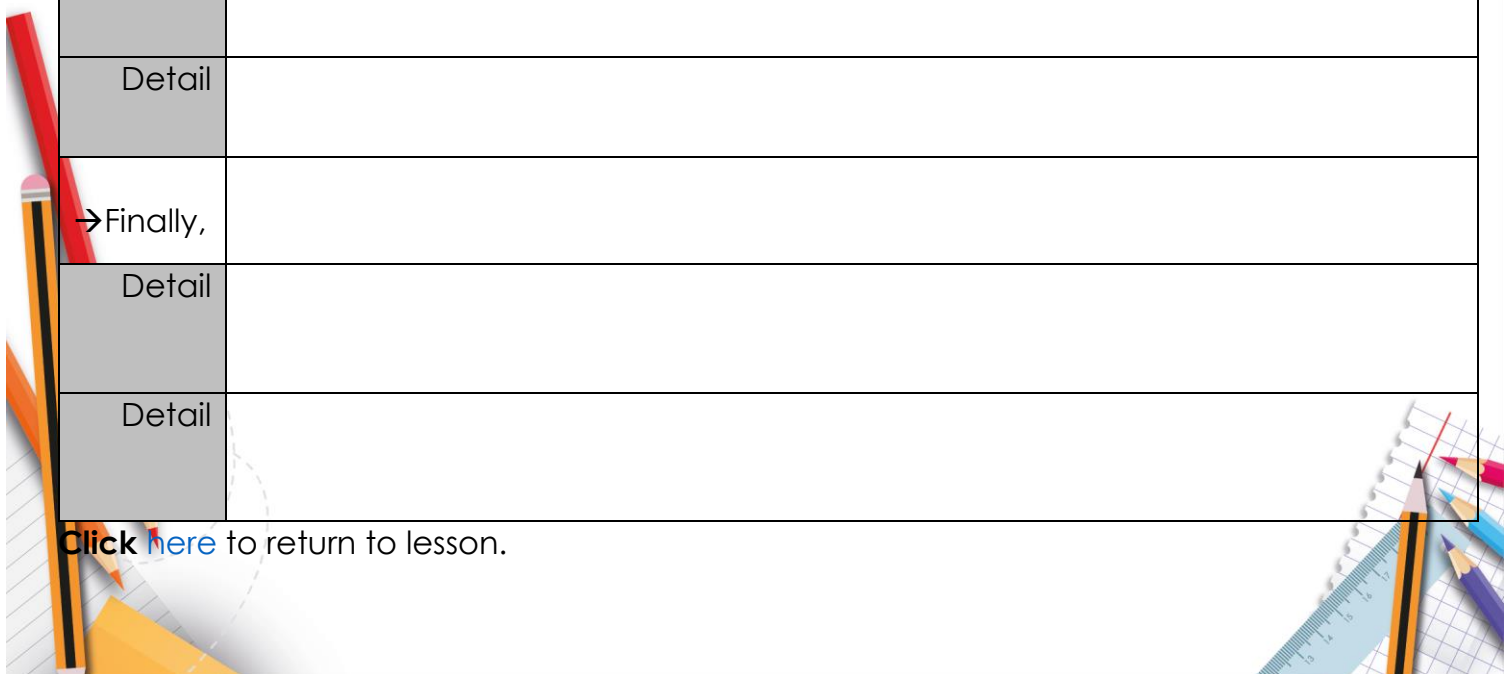


Home Learning

Diary Entry Planning Format

Intro	G	
	S	
	V	
→ First,		
Detail		
Detail		
→ Then,		
Detail		
Detail		
→ Next,		
Detail		
Detail		
→ Finally,		
Detail		
Detail		

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



English Lesson 3

Model Diary Entry

Wednesday, 17th February 1915

Dear Diary,

Ice is the cruellest of rivals. After countless hours of battling to clear a way for *Endurance*, we are beaten. With broken body and mind, I struggle to see a way out of this situation.

During this journey, I have learnt to write with frostbitten hands. Right now, my body freezes, yet my muscles burn. This icy wasteland without mercy is once again responsible.

Three days ago, *Endurance* creaked and groaned. She was unable to free herself from her icy prison of pack ice. Shackleton ordered us to attack the ice with everything we had.

For two days, the crew toiled with ice-chisels, picks and saws. For hour after hour, men sawed and sawed and sawed. The ice gave us nothing.

Hours passed. With exhausted bodies, we sawed on. Our will was strong, but the ice was stronger.

Briefly, we created a channel for *Endurance*. She limped a short distance before the ice blocked her once more. Since then, we have waited helplessly.

Never has failure been more exhausting. My muscles ache. At times, they scream at me for the work I have forced upon them. Am I the weak link in the crew or do others feel the same?

As I write, *Endurance* remains under attack from the pack ice closing around her. She remains robust, but in my darkest moments, I wonder. How much more can this captive ship endure?

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



Key

Writing Techniques	Colour
Fronted adverbials of time - when something is done (e.g. <i>for many hours/ for countless hours</i>)	Red
Repetition	Yellow
Short sentences/ paragraphs	Green
Figurative language – similes/ metaphors/ personification (e.g. <i>battling with the ice/ the enemy would not relent</i>)	Cyan
Fronted adverbials of manner - how something is done (e.g. <i>with weary arms</i>)	Grey

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

Writing Techniques

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

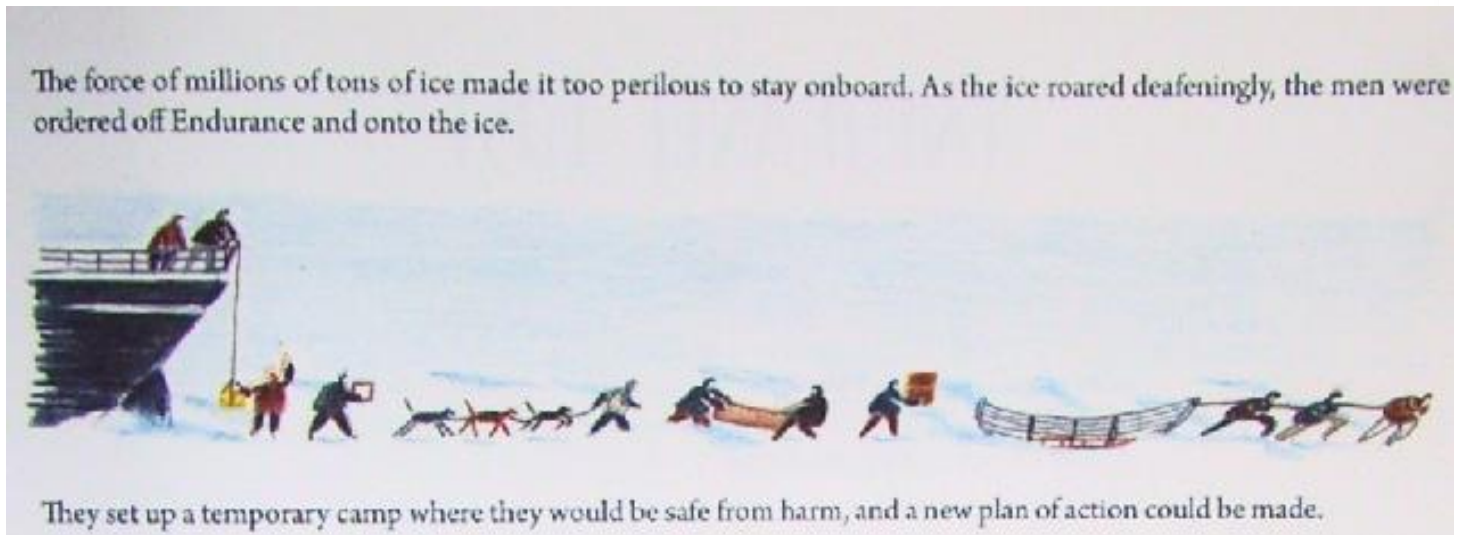
English Lesson 5

Comprehension

1. Another **roaring** [blizzard](#) heaved the ice...

What impression does the word roaring give of the blizzard?

2. **Read** the following extract:



Find and **copy** the word closest in meaning to dangerous.

3. Look at page 31.

- **Find** and **copy** an example of personification.
- Why has the author chosen to use this technique?

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



Glossary

beset	attacked
blizzard	a heavy snowstorm
buckle	to give way
civilisation	a large group of people who share certain ways of living and working
floe	a sheet of floating ice
fortune	good luck or bad luck
gallant	showing courage
hummocks	where forces of nature and weather have heaved ice into a mound
initial	first
isolation	the condition of being alone
laborious	requiring much effort
morale	the state of the mind or feelings of a group or individual (as in relation to enthusiasm, spirit, or hope)
overcome	defeated
perilous	dangerous, involving great risk
pressure ridge	a hump formed in floating ice by crushing pressure
remorseless	having or showing no mercy
rendition	an act or performance
rousing	giving rise to excitement
temporary	lasting for a limited time
twilight	the period or the light from the sky between full night and sunrise/ between sunset and full night

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

Resources – Geography

Resource 7

<https://arcticwwf.org/work/climate/>

<https://climateclassroomkids.org/>

<https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>

http://tiki.oneworld.org/global_warming/climate_home.html

<https://www.eschooltoday.com/climate-change/effects-of-climate-change.html>

<https://www.coolkidfacts.com/polar-climate-facts/>

<https://climatekids.nasa.gov/arctic-animals/>

<https://www.greenfacts.org/en/arctic-climate-change/>

RE

Pilgrimage destination	What religion is associated with this destination?	Why is it an important destination for this religion?

