

Year 4 Remote Learning

Time frame: week beginning: 08.01.21

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.

- **Your zoom link to all lessons:**

Meeting:

Password:

Class email:

- 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

| | | | | | |
|---|--|-------------------------|---------------------------|--------------------------|------------------------|
| | | | | | |
| Wake Up Shake Up 8:30-9:00 am | '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. 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?! | | | | |
| 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 | | | | |
| English 10:05am-10:30 am | <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. | | | | |
| Maths 12:00pm-12:30pm | <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. | | | | |
| 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. | | | | |
| Links to Days | Monday | Tuesday | Wednesday | Thursday | Friday |
| Resources | Monday | Tuesday | Wednesday | Thursday | Friday |

Maths

Textbook 4A Chapter 6 Lesson 2
 Workbook 4A Chapter 6 Lesson 2

Support:

Learn the strategy: (up to 4 minutes and 37 seconds)

<https://classroom.thenational.academy/lessons/improper-fractions-part-2-64upad?step=2&activity=video>



Deepening:

5 Isla has made $4\frac{3}{4}$ circles using quarter circles.

How many different ways could she complete a part-whole model to show the same total?

CHALLENGE

English

EXPLORE / PLAN: Gather ideas and plan a diary entry

- Use this glossary uploaded to Seesaw to help you with some of the vocabulary in this week's reading.
- Think - *What has happened so far on the expedition?*
- Watch [this clip](#) of the *Endurance* finally sinking.
- Imagine you are a member of the crew. Write down your feelings and emotions as you watch *Endurance* sink beneath the pack ice.
- Today, you are going to plan a diary entry as if you had watched the *Endurance* sink in front of you.
- Look at this [planning format](#).
- Read this [model diary entry](#).

Independent

- Plan your own diary entry using the [planning format](#). Use some of the words you wrote down earlier about your feelings and emotions.

Support:

- Watch a teacher reading *Endurance Lost* and *Ocean Camp* [here](#) or read them for yourself [here](#).

Deepening:

- Plan an extra paragraph to describe how Shackleton may have been feeling even though on the outside he seemed positive and determined.

Curriculum

Notable Scientists – Alexander Graham Bell

- In this lesson, we will learn about why Alexander Graham Bell was inspired to invent the telephone. We will recap what sound is and learn how a telephone works.
- We will also look at the controversy over the telephone patent!
- Follow the link [here](#) on the lesson about the invention of the telephone.
- You can download the worksheet and upload to Seesaw when complete and I would like you to record a voice note answering this question.
 'Why would it be fair to say that the work of (at least) three scientists led to the invention of the electric hearing aid?'

Daily Tasks

1. Practise your weekly spelling words for 20 minutes. Use rainbow writing and upload to Seesaw.
2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading!
3. Look at the French video for this week and complete the worksheet in the resources for Monday. Record yourself practising your vocabulary in French.

Tuesday

Maths

Textbook 4A Chapter 6 Lesson 3
Workbook 4A Chapter 6 Lesson 3

Support:

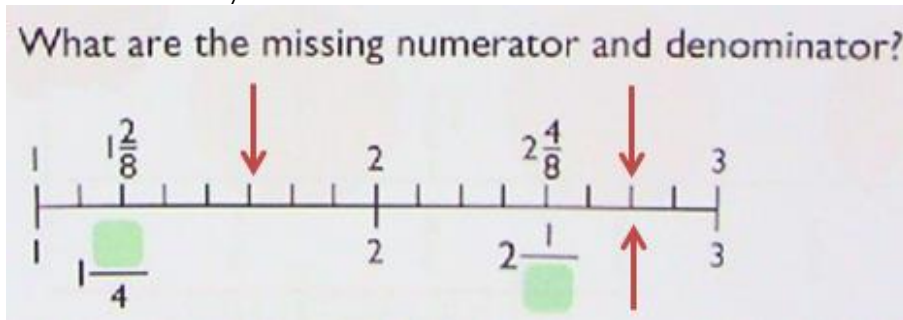
Learn the strategy: (up to 5 minutes and 57 seconds)

<https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r?step=2&activity=video>



Deepening:

1. Fill in the green boxes
2. What fraction would you write where the red arrows are? Can they be written in two ways?



English

WRITE: Diary entry

- Think - *What is a GSV introduction?*
- Look at the introduction in the model diary entry [here](#).
- Think - *What is the role of each sentence in this introduction? What do the different colours represent?*

Independent

- Plan your own introduction on the [planning format](#) from yesterday.
- Read through your plan out loud, turning the notes into full sentences.
- Write your diary entry, using your plan to make sure you include all your ideas for the different paragraphs.

Support:

- Support plan

Deepening:

- Write your extra paragraph to describe how Shackleton, as the leader, may have been feeling even though on the outside he seemed positive and determined.

Curriculum


What do you think the polar regions will be like in 2050?

- What has been the most interesting/surprising thing you have learnt about Polar environments? Record your answer and give reasons why.
- Read the statements [here](#) linked to polar environments and climate change. Choose 3-5 of the statements to respond to by stating whether you agree or disagree with them and explaining why.
- Add any other reasons that you may have about how and why Polar Regions are being affected.

Daily Tasks

1. Practise your weekly spelling words for 20 minutes. Use rainbow writing and upload to Seesaw.
2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading!
3. Complete the safer internet day task in the further curriculum section.

Wednesday

| | |
|--------------------|---|
| | Wednesday |
| Maths | Textbook 4A Chapter 6 Lesson 4 Workbook 4A Chapter 6 Lesson 4 |
| | Support: <u>Learn the strategy:</u> https://classroom.thenational.academy/lessons/fractions-recognising-equivalent-fractions-2-ccr38c?step=2&activity=video Or: https://classroom.thenational.academy/lessons/equivalent-fractions-cqt66c?step=2&activity=video |
| |  Deepening: <ul style="list-style-type: none">• See resource list for Wednesday here. |
| English | READ: Give meaning of words <ul style="list-style-type: none">• Think – <i>How would the crew be feeling when they reached Elephant Island?</i>• Watch this clip from <i>South</i>.• Think – <i>How do you think the rest of the crew felt watching the James Caird and their leader, Shackleton, leave?</i>• Write answers to these questions.• Read this resource and check/ improve your answers. |
| | Support: <ul style="list-style-type: none">• Watch a teacher reading <i>The March, Patience Camp, Escaping the Ice and Sailing to Elephant Island</i> here or read these sections for yourself here.• Watch a teacher reading <i>Preparing the James Caird</i> here or read it for yourself here.• Watch a teacher reading 'Meanwhile on Elephant Island' here or read it for yourself here. |
| | Deepening: <ul style="list-style-type: none">• Identify 5 words that you did not know from the glossary and write a sentence using each one correctly. |
| Curriculum | How could you reduce your use of electricity? <ul style="list-style-type: none">• Today, we are thinking about how you could reduce the use of electricity in your home or at school.• Write a list of the top 5 items you think uses the most electricity each day in your home.• Write another list of the top 5 items you think uses the most electricity each day in school.• How could you reduce the use of electricity in your home or at school? |
| Daily Tasks | <ol style="list-style-type: none">1. Practise your weekly spelling words for 20 minutes. Use rainbow writing and upload to Seesaw.2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading! |

Thursday

Maths

Textbook 4A Chapter 6 Lesson 5
Workbook 4A Chapter 6 Lesson 5

Support:

Learn the strategy:

<https://classroom.thenational.academy/lessons/equivalent-fractions-chk6ar?step=1&activity=video>

Or:

<https://classroom.thenational.academy/lessons/finding-equivalent-fractions-ctgp4r?step=2&activity=video>



Deepening:

Two paper strips are ripped. Identify which original paper strip is longer.

Explain your answer.



English

PRESENT / PUBLISH

- This lesson we are going to look at all of the diary entries we have written for Shackleton
- **Think-** what was the main feeling in the first diary entry?
- **Think-** what was the main feeling in the second diary entry?
- **Think-** what was the main feeling in the third diary entry?
- **Think-** how did the feeling of the crew change in the three diary entries we have written?
- **Share-** choose your favourite diary entry and be prepared to read out to the class
- **Think-** While your classmate is reading consider 2 WWWs and 1 EBI for their diary entry.

Independent

- Publish the diary entry you are most proud of using these publishing sheets [here](#).

Support:

- Watch a teacher reading *The Ross Sea Party and Home at Last* [here](#) or read it for yourself [here](#).
-

Deepening:

- Write a short explanation for how the feeling of the crew member changed throughout the expedition.

Curriculum

Mr Attenborough will post the link to the music recorded lesson in the week to seesaw.

Daily Tasks

1. Practise your weekly spelling words for 20 minutes. Use rainbow writing and upload to Seesaw.
2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading!
3. Complete the RE task in the further curriculum section.

Friday

Maths

Textbook 4A Chapter 6 Lesson 6
Workbook 4A Chapter 6 Lesson 6

Support:

Learn the strategy:

<https://classroom.thenational.academy/lessons/simplifying-fractions-68v68f?step=2&activity=video>



Deepening:

3

Which mixed numbers are in their simplest form?

$$5\frac{8}{12}$$

$$2\frac{5}{8}$$

$$1\frac{7}{12}$$

$$3\frac{4}{8}$$

$$3\frac{5}{10}$$

$$1\frac{9}{12}$$

$$7\frac{7}{8}$$

$$2\frac{4}{6}$$

- 1) Explain how you know.
- 2) For the ones that aren't in their simplest form, make them simpler.

English

READ: Make inferences

- Think – *How do you think the men on Elephant Island were feeling?*
- Watch [this clip](#) from *South*.
- Think – *What do you think happened on the rest of the expedition?*
- Watch these two final clips from *South* [here](#) and [here](#).
- Write answers to [these questions](#).
- Read [this resource](#) and check/ improve you answers.

Support:

- Watch a teacher reading *Map of South Georgia and Crossing South Georgia* [here](#) or read it for yourself [here](#).
- Watch a teacher reading *Stromness Whaling Station, Rescue and Departure* [here](#) or read these sections for yourself [here](#).

Deepening:

- How is the last section of Shackleton's journey to the Whaling station similar and different to the final section of our special guest, Sophie Montagne?

Curriculum

Mr Attenborough will post the link to the PE recorded lesson in the week to seesaw.

Daily Tasks

1. Practise your weekly spelling words for 20 minutes. Use rainbow writing and upload to Seesaw.
2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading!
3. Complete the PSHE task in the further curriculum section.

| | |
|---|--|
| 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: | |
| Wider Curriculum | |
| RE | <p><u>Your own pilgrimage</u></p> <ul style="list-style-type: none"> • Think of places that you have visited that are special to you. • Choose a place of pilgrimage that is special to you for any of these ideas: excitement, fun, love, peace, inspiration, memories • Make a 5 point plan for your pilgrimage including who would go with you, how you would travel, what you would take, what you would do when you get there and what you would think about. |
| PSHE | <p><u>What kinds of responsibilities does a good digital citizen have?</u></p> <ul style="list-style-type: none"> • Today, we are thinking about how to be good digital citizen both online and offline. Good digital citizens are responsible and respectful in the digital world and beyond. • Look at the rings of responsibility poster here. • The three rings are Self, Friends and Family and Larger Community. <ul style="list-style-type: none"> - Self: The center ring has to do with responsibilities students have to themselves, such as keeping themselves safe and healthy, and protecting their reputations. - Friends and Family: The middle ring stands for responsibilities students have to their friends and family, such as helping with chores, attending their performances, or just listening to them when they are having problems. - Larger Community: The outer ring stands for responsibilities to the larger community, from following rules at school to playing safely at the playground. • Complete this table by ticking which ring of responsibility it belongs in. • Check your answers here. |
| French | <p>Please watch the video link below and complete the worksheet in the resources below. Make sure to upload your French work to Seesaw so Ms Mieville can see the brilliant work that you are doing in French!</p> <p>Lesson video- https://vimeo.com/503819268/b5a70f2542</p> |
| Safer Internet Day | <p><u>Safer Internet Day 2021</u></p> <p>Tuesday 9th February is celebrated as Safer Internet Day. Today you will have a live class assembly to think about what it means to be safe on the internet. This is particularly important as we are spending more time online.</p> <p>If you have missed the live assembly, you can watch a video of a virtual assembly here.</p> <p>Think- What does it mean to be 'safe' on the internet?</p> <p>Today, I would like you to become a detective to see how many of the activities you can complete on the resource card below. When you experience or carry out an online action on your card, you can cross it off/colour it in. See how many of the activities you can cross off and upload it to Seesaw!</p> |

Resources

Monday Resources

English-

Model Diary Entry

Sunday, 21st November, 1915

Endurance is lost. After months of struggle, she has been crushed by pack ice and claimed by the Weddell Sea. As parts of her sank into the icy depths, I contemplated whether she has taken our last hopes with her.

For many weeks now, we have heard the loud cracks and deafening sounds both day and night. These were the sounds of the cruel ice strengthening its grip on our doomed ship. After watching *Endurance's* ordeal for all this time, I can only think of the ice as an enemy. What other way is there to think about something that has such an appetite for our destruction?

From our temporary camp, we watched this magnificent vessel's final moments. Before the sea began to swallow *Endurance*, our ship's brittle bones crumbled. One by one, we watched her masts collapse. Still, her flags waved defiantly in the bitter winds. Each mast snapped with a final creak, or was it a deathly gasp? This slow torture continued over several hours, but the sea left the remains of her hull visible, like a tombstone. This mangled timber is an unworthy memorial to her bravery.

Since she was captured by the ice, we have wished for a miracle to set her free. Now she is gone, we need a different miracle. Crossing the Antarctic is no longer our aim. Survival is. Though I feel almost hopeless, Shackleton still seems to believe that there is a way out of this. "So now we'll go home," he said.

Do I share his confidence? Right now, perhaps not, but what alternative is there to hope?

Diary Entry Planning Format

| | | |
|----------|---|--|
| Intro | G | |
| | S | |
| | V | |
| → First, | | |
| Detail | | |
| Detail | | |
| Detail | | |
| → Then, | | |
| Detail | | |
| Detail | | |
| Detail | | |
| → Next, | | |
| Detail | | |
| Detail | | |

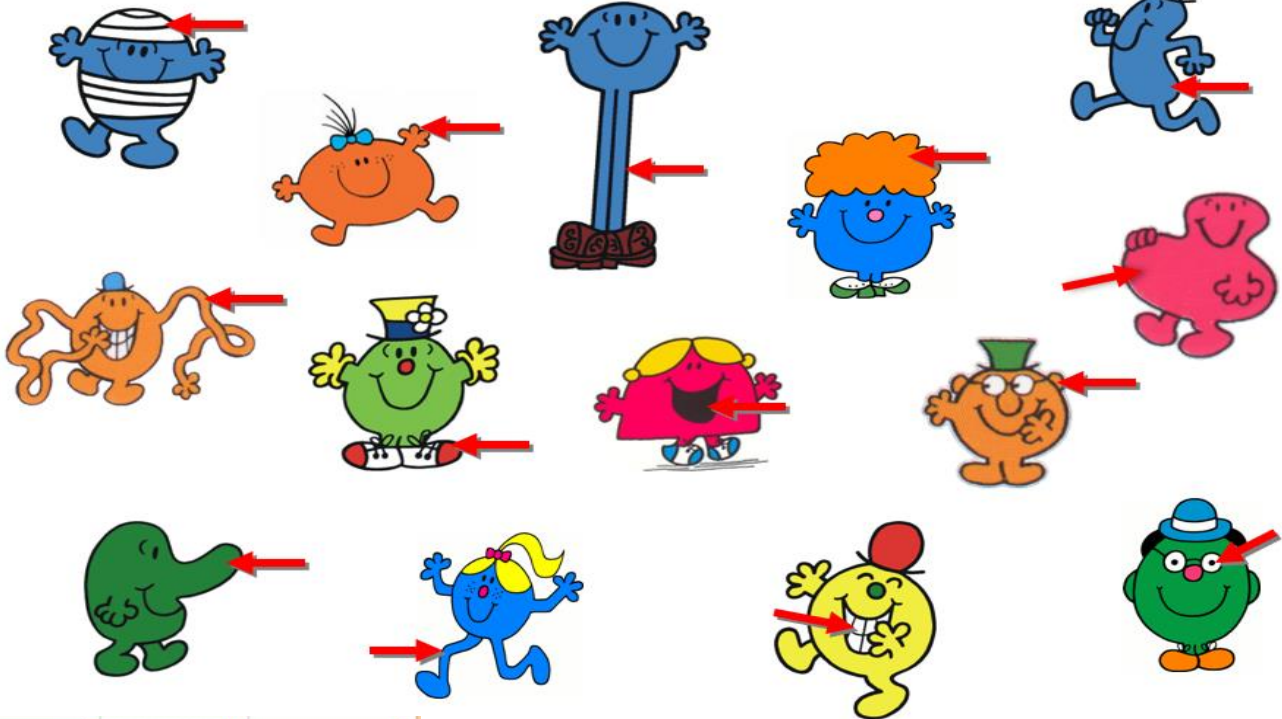
1. Label the different parts of the body in French on each character.



Year 3 and 4

| | |
|-----|----------------------------|
| le | the (masculine object) |
| la | the (feminine object) |
| les | the (more than one object) |

Qu'est-ce que c'est?



| | | |
|-------|--------|--------|
| bleu | jaune | rose |
| blanc | vert | violet |
| rouge | gris | marron |
| noir | orange | |

2. Read the description of my alien. Draw him and label him in French.

Mon alien a :

- Une tête verte
- Deux oreilles noires
- Trois yeux violets
- Deux bras longs bleus
- Quatre mains orange
- Cinq jambes roses
- Six pieds marron

Return to lesson [here](#).

Tuesday Resources

English-

Model Diary Entry Introduction

Endurance is lost. After months of struggle, she has been crushed by pack ice and claimed by the Weddell Sea. As parts of her sank into the icy depths, I contemplated whether she has taken our last hopes with her.

Introduction Guide

General: Overall statement about what has happened to Endurance

Specific: Specific statement about how Endurance was lost

Viewpoint: Your opinion/feelings about what has happened

Curriculum-

Geography Resources

1. In less than 40 years, sea ice has already decreased by half. If climate change continues at the same rate, the Arctic Ocean will be ice free by 2040.
2. Communities in Greenland might lose their traditions as shrinking ice packs and more severe weather has made travel and hunting across the ice increasingly difficult and dangerous.
3. The majority of animals, such as polar bears, seals and sea birds, who live on or near the ice, face losing their homes and food sources, and they may disappear forever.
4. Melting glaciers will cause sea levels to rise, having a devastating effect on coastal habitats.
5. A warmer Arctic will impact the climate across the whole world.
6. Our actions in the UK affect what the Arctic will be like in 2050.

Return to lesson [here](#).

Wednesday Resources

Maths-

1) $\frac{2}{5} = \frac{6}{\square}$

2) $\frac{1}{3} = \frac{\square}{6}$

3) $\frac{7}{4} = \frac{\square}{20}$

4) $\frac{5}{8} = \frac{30}{\square}$

5) $\frac{1}{2} = \frac{9}{\square}$

6) $\frac{9}{4} = \frac{\square}{16}$

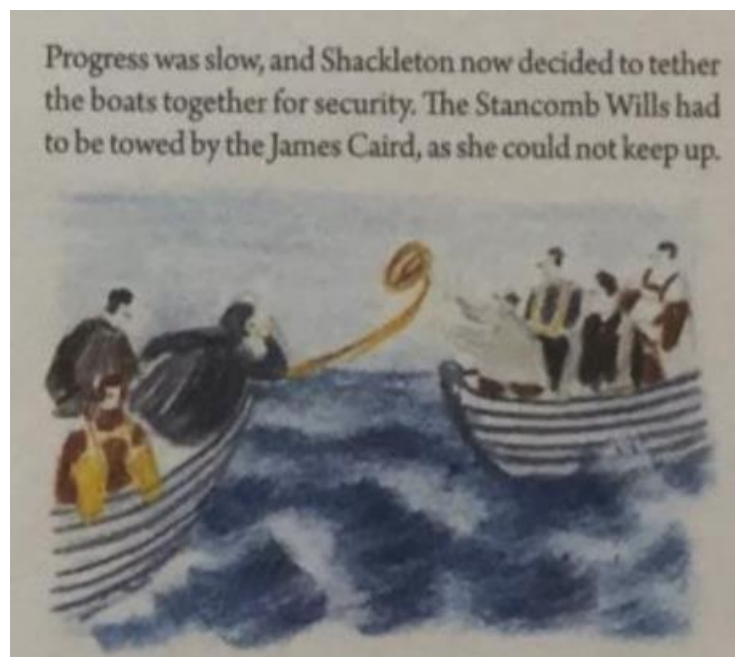
English-

1. **Read** the following extract from the text:

Due to the rapidly worsening condition of the men, and the drifting of the ice floe, Shackleton made plans to head for land in the boats. Sadly this meant that the few remaining dogs had to be shot, as there would be neither food nor space for them onboard.

Why were the crew's surviving dogs shot (p40)?

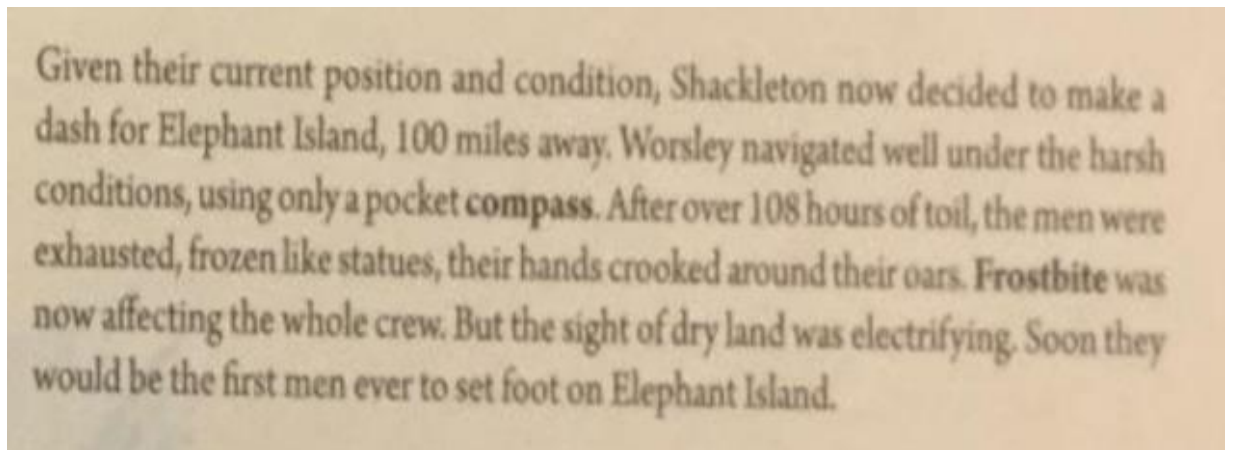
2. **Read** the following extract:



Progress was slow, and Shackleton now decided to **tether** the boats together for security. (p42)

What does *tether* mean?

3. **Read** the following extract:

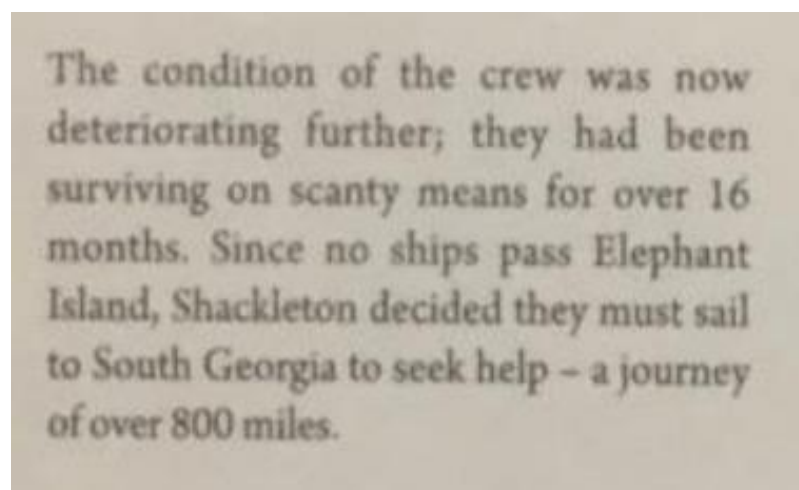


Given their current position and condition, Shackleton now decided to make a dash for Elephant Island, 100 miles away. Worsley navigated well under the harsh conditions, using only a pocket **compass**. After over 108 hours of toil, the men were exhausted, frozen like statues, their hands crooked around their oars. **Frostbite** was now affecting the whole crew. But the sight of dry land was electrifying. Soon they would be the first men ever to set foot on Elephant Island.

What difficulties were the crew experiencing by this stage of their expedition?

Give **three** examples.

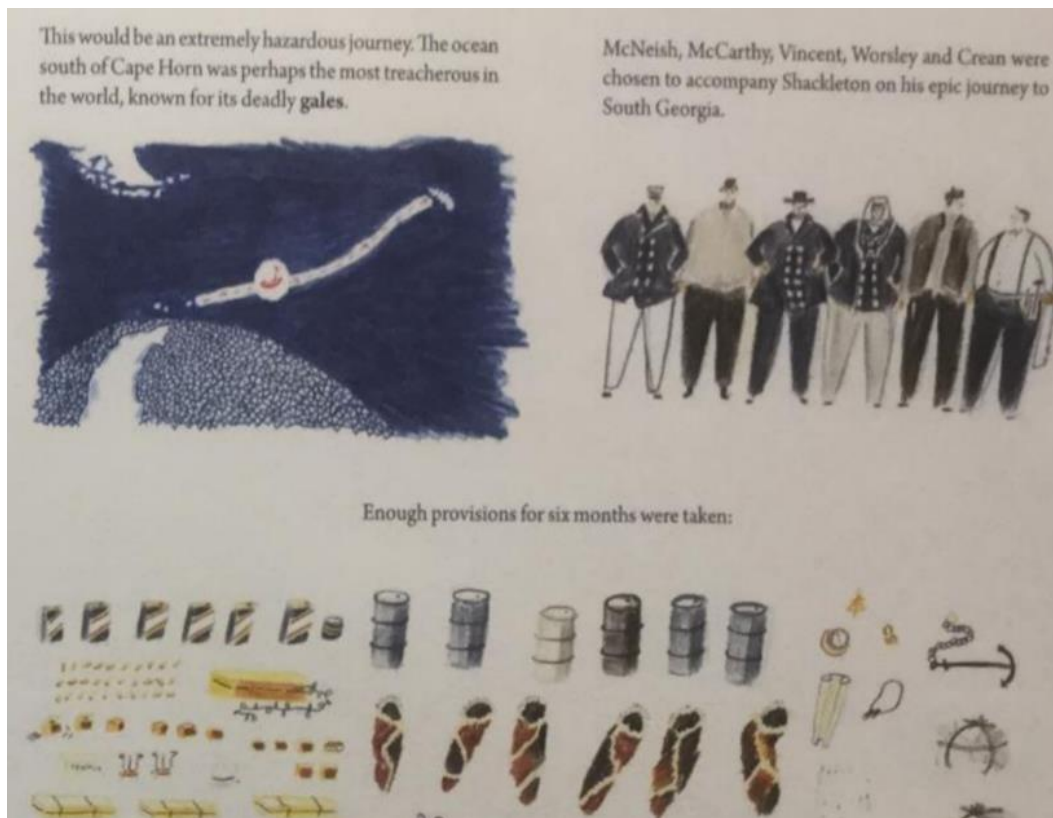
4. **Look** at this extract:



The condition of the crew was now deteriorating further; they had been surviving on **scanty** means for over 16 months. Since no ships pass Elephant Island, Shackleton decided they must sail to South Georgia to seek help – a journey of over 800 miles.

Suggest an alternative word to **scanty** that keeps the meaning of the sentence.

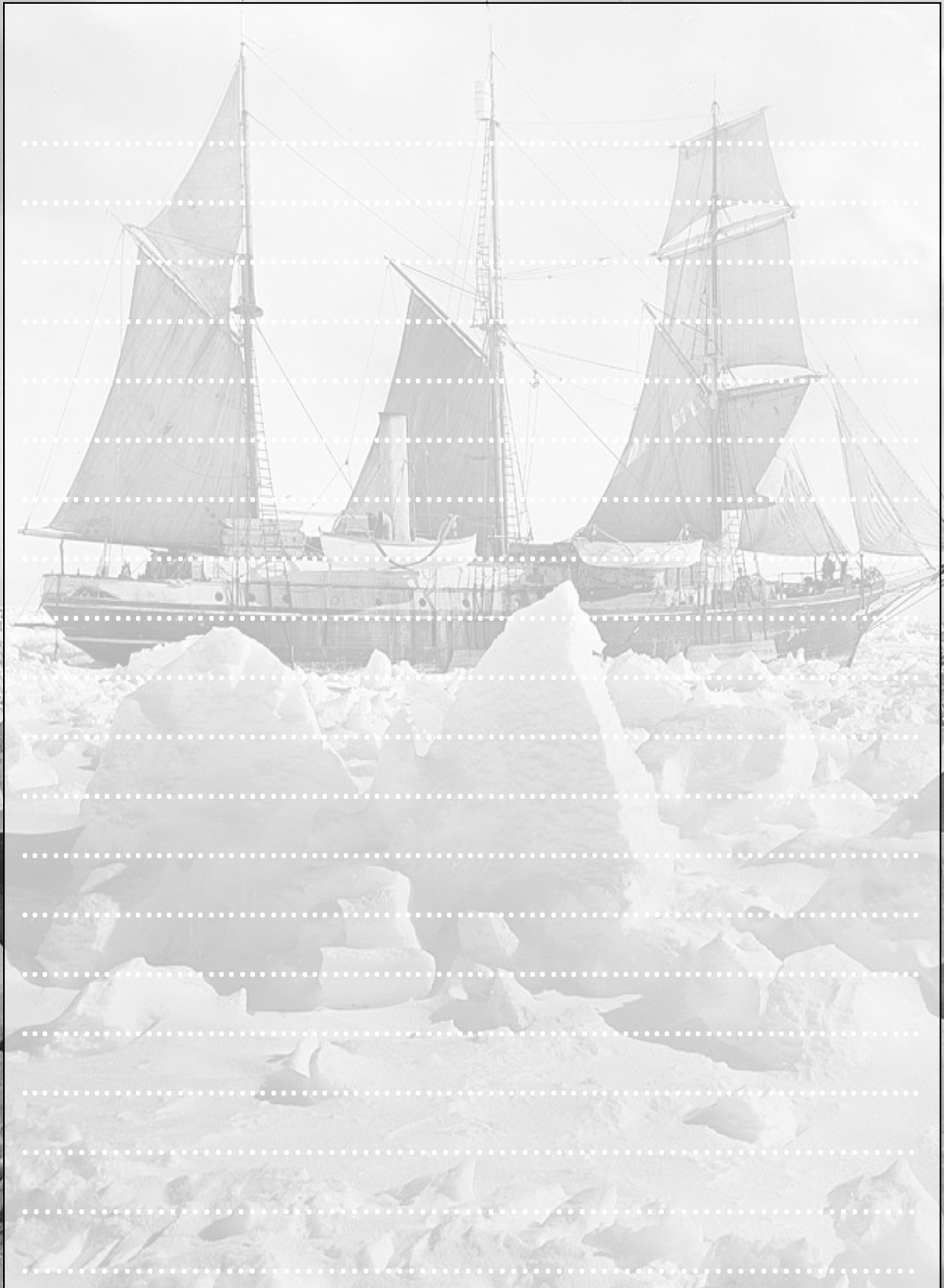
5. **Look** at the following extract from the text:



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

Return to lesson [here](#).

Curriculum-
Thursday Resources
English-



Friday Resources

English-

1. What do you think happened on the rest of the expedition?

Use evidence from what you've read in English and Geography lessons to support your answer.

2. What impression does the phrase **monstrous waves** (p53) give of the conditions faced by Shackleton's party at sea?

After battling monstrous waves and ferocious winds for ten days straight, Shackleton's party arrived happily at King Haakon Bay, South Georgia. However, their gruelling journey was not over yet. They sailed the little boat along the coast until they found a suitable spot to land. Their first thought being shelter, they took refuge and recuperated in a small cave, guarded by 15-foot-long icicles.

3. Read the following extract:

On their trek, the three men encountered unknown mountains shrouded in loose rock and ice, fields of thick snow, **gullies**, deep **crevasses** and jigsaw-like **glaciers**. As well as overcoming such obstacles, they had to battle altitude sickness, **dehydration**, immense hunger and exhaustion. They were now reaching their limit.

They were now **reaching their limit**. (p55)

What does this sentence suggest about Shackleton, Crean and Worsley?

4. Read the following extract:

Worried about being trapped by the ice, Shackleton had his men hastily rushed aboard, fired the little steamer's engines and headed north for South America. The men all agreed that they would honour and remember 30 August for the rest of their lives.

Exhausted and glad to be alive, the crew steamed away on the Yelcho while Wild recalled stories of their life waiting on the island. The men would later receive a hero's welcome in Punta Arenas, Chile, where 30,000 people filled the streets warmly awaiting their return.

Against all the odds, Shackleton had ended his expedition without losing a single member of Endurance's crew.

What does the phrase **against all the odds** (p61) suggest about the outcome of Shackleton's journey?

Return to lesson [here](#).

Curriculum-
PSCHE Resources
Rings of Responsibility



Table

| | Self | Friends and Family | Larger Community |
|--|------|--------------------|------------------|
| I am respectful and kind when communicating online | | | |
| I never reveal my family's home address | | | |
| I communicate only with people I know offline | | | |
| I never participate in online bullying | | | |
| I think carefully about what I read on the Internet and question if it is from a reliable source | | | |
| I visit sites that are safe and appropriate | | | |
| I never share a friend's private information | | | |
| I never call people mean names online | | | |
| I balance my online and offline time | | | |