

## Year 4 Remote Learning

Time frame: week beginning: 22.02.21

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.

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

**Meeting:**

**Password:**


**Class email:** [y4@wix.wandsworth.sch.uk](mailto:y4@wix.wandsworth.sch.uk)

- 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

<b>Wake Up Shake Up</b> <b>8:30-9:00 am</b>	<p><b>'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.</b></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>				
<b>Registration</b> <b>10:00am-10:05 am</b>	<ul style="list-style-type: none"> <li>• Be dressed in your uniform</li> <li>• Have your resources to hand</li> <li>• Registration</li> <li>• Home learning for the day explained</li> </ul>				
<b>English</b> <b>10:05am-10:30 am</b>	<ul style="list-style-type: none"> <li>• Teacher to teach the English concept – up to 20 minutes.</li> <li>• Pupils to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>Maths</b> <b>12:00pm-12:30pm</b>	<ul style="list-style-type: none"> <li>• Teacher to teach the maths concept – up to 20 minutes.</li> <li>• Pupils sent off to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>Curriculum</b> <b>When you have completed Maths and English</b>	<ul style="list-style-type: none"> <li>• Pupils to complete the curriculum work in the home learning document.</li> <li>• Pupils to post their work on Seesaw to be marked by the teacher.</li> <li>• During this time, pupils to have lunch and take some exercise.</li> </ul>				
<b>Afternoon Registration</b> <b>2:30pm-2:45pm</b>	<ul style="list-style-type: none"> <li>• Whole class reading session.</li> <li>• Pupils to share their work and say goodbye for the day.</li> </ul>				
<b>Links to Days</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>
<b>Resources</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>

<p><b>Maths</b></p>	<p>Textbook 4A Chapter 6 Lesson 7 Workbook 4A Chapter 6 Lesson 7</p> <p><b>Support:</b> <b><u>Learn the strategy:</u></b> <a href="https://classroom.thenational.academy/lessons/using-improper-fractions-6ru62c?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/using-improper-fractions-6ru62c?step=2&amp;activity=video</a></p> <p> Deepening:</p> <ul style="list-style-type: none"> <li>• My friend says <math>8/6</math> is the same as 1 and <math>2/3</math>.</li> <li>• Is he correct? How do you know? Explain.</li> </ul>
<p><b>English</b></p>	<p>WRITE/ PRESENT: Adapt and perform a poem</p> <ul style="list-style-type: none"> <li>• Think – <i>What different types of poetry do you already know? What poetic devices do you know?</i></li> <li>• Read <i>Alligator Pie</i> by Dennis Lee <a href="#">here</a> or watch a teacher read it to you <a href="#">here</a>.</li> <li>• Think – <i>What rhymes did you spot in the poem? Was there any repetition?</i></li> <li>• 'Alligator' has 4 syllables. Write a list of animals that have 2 or 3 syllables.</li> <li>• You are going to write your own version of 'Alligator Pie' but using a different animal and a different food.</li> <li>• Think – <i>What different food types are there that you could use for your poem? Remember it has to be one syllable. Look at some ideas <a href="#">here</a>.</i></li> <li>• Look at the planning format <a href="#">here</a>.</li> <li>• Write <u>3 verses</u> of your own using a different food type for each verse.</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Word bank for sounds/ Rhyming dictionary/ Partner work</li> <li>• Watch <a href="#">this video</a> to remind you what syllables are.</li> </ul> <p><b>Deepening :</b></p> <ul style="list-style-type: none"> <li>• <b>Record</b> yourself performing your poem and upload it on Seesaw for your teacher to see.</li> </ul>
<p><b>Curriculum</b></p>	<p><b><u>What is a microbe?</u></b></p> <ul style="list-style-type: none"> <li>• Watch this clip of fruit decaying <a href="#">here</a>.</li> <li>• What is happening to the fruit? What is creating this change?</li> <li>• On a whiteboard, create a list of things that you know that are too small to see.</li> <li>• Look at pictures A, B and C in the resources for <a href="#">session 1</a>. These are examples of different microbes. Make a prediction before watching the video to decide which picture you think is a virus, bacteria and fungi.</li> <li>• Watch this video of Professor Hallux's Antibiotics: Episode 1: Types of infection <a href="#">here</a>. This will tell you all about Bacteria, Fungi and Viruses.</li> <li>• In your books, record three facts about each type of microbe you have learnt about today. Make sure to upload this to Seesaw.</li> <li>• Using the pictures in the resources for <a href="#">session 1</a>, draw a picture of your own microbe. You must decide whether it is a Bacteria, Virus or Fungi. Upload this to Seesaw for your teacher to see.</li> </ul> <p><b>Challenge:</b> Are all microbes harmful? Record a short voice note to articulate your understanding about microbes with any examples of useful microbes.</p>
<p><b>Daily Tasks</b></p>	<ol style="list-style-type: none"> <li>1. Practise your weekly spelling words for 20 minutes. Use look, say, cover, write each word and upload to Seesaw.</li> <li>2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading!</li> </ol>

**Tuesday**

	<b>Tuesday</b>
<b>Maths</b>	Textbook 4A Chapter 6 Lesson 8 Workbook 4A Chapter 6 Lesson 8
	<b>Support:</b> <b><u>Learn the strategy: (up to 5 minutes and 57 seconds)</u></b> <a href="https://classroom.thenational.academy/lessons/adding-fractions-with-a-total-greater-than-one-cgw66c?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/adding-fractions-with-a-total-greater-than-one-cgw66c?step=2&amp;activity=video</a> <b><u>Recapping using mixed numbers if needed:</u></b> <a href="https://classroom.thenational.academy/lessons/using-mixed-numbers-61hkad?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/using-mixed-numbers-61hkad?step=2&amp;activity=video</a> <b><u>Recapping converting between mixed numbers and improper fractions:</u></b> <a href="https://classroom.thenational.academy/lessons/converting-mixed-numbers-into-improper-fractions-60rket?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/converting-mixed-numbers-into-improper-fractions-60rket?step=2&amp;activity=video</a>
	 <b>Deepening:</b> <ul style="list-style-type: none"><li>What must you add to these fractions to make the next whole number? 13/10, 12/10, 5/10, 16/12, 4/12, 7/6 Draw diagrams to help explain your answers.</li></ul>
<b>English</b>	<b><u>READ / EXPLORE: Understand the features of a haiku</u></b> <ul style="list-style-type: none"><li>Think – <i>What is a syllable?</i></li><li>Think – <i>Have you heard of a poem called a haiku before? What is it?</i></li><li>Read the first verse from <i>Five Haiku for Five Senses</i> by David Bateman <a href="#">here</a> or watch a teacher read it to you <a href="#">here</a>.</li><li>Think – <i>Does it follow the rules of a haiku? Which sense does this haiku relate to? How do you know?</i></li><li>Read the other four haikus <a href="#">here</a> from <i>Five Haiku for Five Senses</i> or watch a teacher reading them <a href="#">here</a>.</li><li>Annotate each Haiku, labelling the number of syllables, which sense the Haiku relates to and any other poetic techniques (e.g. similes, metaphors or personification).</li></ul>
	<b>Support:</b> <ul style="list-style-type: none"><li>Find 1 example of a metaphor, simile and personification and copy them out</li></ul>
	<b>Deepening:</b> <ul style="list-style-type: none"><li>Write or record a short explanation about the structure of a haiku.</li></ul>
<b>Curriculum</b>	<b><u>How can we think like a historian using artefacts?</u></b> <ul style="list-style-type: none"><li>Find out how historians look at artefacts with an expert <a href="#">here</a>.</li><li>Take a trip to a museum! What can you find out from the artefacts <a href="#">here</a>?</li><li>Look at the pictures of artefacts (objects from the past) (<a href="#">Session 1 resource 1</a>).</li><li>Think about what they might be and what we can learn about Vikings from them.</li><li>Use the attached questions to help investigate and make predictions about each artefact. Use the answers (<a href="#">Session 1 resource 2</a>) to check if your predictions were correct and find out more.</li><li>What questions do you have now about the Vikings? (Write down your questions)</li></ul> Challenge: Which piece of evidence tells us the most about the Vikings?
	<b>Daily Tasks</b>

**Wednesday**

**Maths**

Textbook 4A Chapter 6 Lesson 9  
Workbook 4A Chapter 6 Lesson 9

Textbook 4A Chapter 6 Lesson 10  
Workbook 4A Chapter 6 Lesson 10

**Support:**

**Learn the strategy:**

<https://classroom.thenational.academy/lessons/adding-fractions-with-a-total-greater-than-one-cgw66c?step=2&activity=video>

**Recapping using mixed numbers if needed:**

<https://classroom.thenational.academy/lessons/using-mixed-numbers-61hkad?step=2&activity=video>

**Recapping converting between mixed numbers and improper fractions:**

<https://classroom.thenational.academy/lessons/converting-mixed-numbers-into-improper-fractions-60rket?step=2&activity=video>



**Deepening:**

- My friend says that I can use equivalent fractions to solve  $2\frac{1}{2} + \frac{3}{4}$   
Explain how to solve this using your knowledge of equivalent fractions.

**English**

**PLAN / WRITE: A haiku**

- Think – *What is a haiku? How many lines does it have? How many syllables on each line? How many syllables in total?*
- Today, you are going to be writing three of your own haiku about the 5 senses.
- Choose a location for the setting of your haiku. Look [here](#) for some ideas.
- Look at [this planning format](#).
- Record your own ideas on the planning format.
- Write three of your own haiku.

**Support:**

- Support planning format
- Word bank

**Deepening:**

- Use the best words in the best order so that the reader has to guess which sense you are talking about. Try not to give it away by saying the sense!

**Curriculum**

**What are harmful microbes?**


See [resources](#) to see how to create your own harmful microbes safely!


- Play a game with someone at home. Take it in turns to come up with as many different words for microbes you know- germs, bugs etc.
- What makes you ill? Do you know what sort of microbe COVID- 19 is?
- Scroll down to the 'Good Germs and Bad Germs' title and watch this [video](#) (Start-1 minute 20 seconds). Watch this [video](#) (Start-38 seconds)
- How do bad germs (microbes) make people ill?
- Harmful microbes are spread from person to person. Create a list of ways that harmful microbes can be spread.
- Watch this [video](#) to show how dangerous a single sneeze can be! Watch this [video](#) about how microbes can be spread.
- Using all the information you have learnt today create a short presentation to explain all you know about harmful microbes. This could be through a poster, presentation or short movie. Make sure you upload this to Seesaw.
- Make sure you have answered these questions:
  - What causes an infection?
  - Are all illnesses caused by microbes?
  - How are microbes spread?

**Daily Tasks**

1. Practise your weekly spelling words for 20 minutes. Use pyramid 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**

	<b>Thursday</b>
<b>Maths</b>	Textbook 4A Chapter 6 Lesson 11 Workbook 4A Chapter 6 Lesson 11
	<b>Support:</b> <b>Learn the strategy:</b> <a href="https://classroom.thenational.academy/lessons/subtracting-fractions-2-71k34d?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/subtracting-fractions-2-71k34d?step=2&amp;activity=video</a>
	 Deepening: a) What is $3 - \frac{4}{7}$ ? b) Mary says that $5 - \frac{2}{7} = \frac{3}{7}$ . What mistake has Mary made? Explain what the correct answer should be and why.
<b>English</b>	<b>READ/ PLAN: understand and use figurative language</b> <ul style="list-style-type: none"> <li>• Think – <i>What is figurative language? What is a simile? What is a metaphor?</i></li> <li>• Today, we are going to be looking at a poem that uses metaphors.</li> <li>• Read <i>What is the Sun?</i> by Wes Magee <a href="#">here</a> or watch a teacher read it to you <a href="#">here</a>.</li> <li>• Think – <i>Does this poem rhyme? Does this poem use metaphors? What metaphors can you spot?</i></li> <li>• You are going to write your own poem in the style of <i>What is the Sun?</i>, but your poem is going to be called <i>What is the Moon?</i></li> <li>• Think – <i>What comparisons can you think of for the moon? What different shades of colour could the moon be? What different shapes could you compare it to?</i> Note down your ideas.</li> <li>• Look at <a href="#">these pictures</a> of the moon to help you.</li> <li>• Look at <a href="#">the planning format</a>.</li> <li>• Plan your own poem using the planning format and the ideas you noted down earlier.</li> </ul>
	<b>Support:</b> <ul style="list-style-type: none"> <li>• Support planning format</li> <li>• Word bank</li> </ul>
<b>Curriculum</b>	Mr Attenborough will post the link to the music recorded lesson in the week to seesaw.
<b>Daily Tasks</b>	<ol style="list-style-type: none"> <li>1. Practise your weekly spelling words for 20 minutes.</li> <li>2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading!</li> <li>3. Complete the RE task in the further curriculum section.</li> </ol>

	<b>Friday</b>
<b>Maths</b>	Textbook 4A Chapter 6 Lesson 12 Workbook 4A Chapter 6 Lesson 12
	<b>Support:</b> <b><u>Learn the strategy:</u></b> <a href="https://classroom.thenational.academy/lessons/fractions-subtracting-fractions-with-the-same-denominator-c9jker?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/fractions-subtracting-fractions-with-the-same-denominator-c9jker?step=2&amp;activity=video</a>
	<b>Recapping equivalent fractions:</b> <a href="https://classroom.thenational.academy/lessons/recognising-equivalent-fractions-6rrkjr?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/recognising-equivalent-fractions-6rrkjr?step=2&amp;activity=video</a>
	 Deepening: a) $1\frac{7}{8} - \frac{3}{8} = ?$  b) $? = 3\frac{1}{9} - \frac{5}{9}$  c) $2\frac{9}{11} - \frac{3}{11} - \frac{9}{11} = ?$
<b>English</b>	<b>WRITE/ IMPROVE: A poem using figurative language</b> <ul style="list-style-type: none"> <li>• Think – <i>What is a metaphor? What are you writing your poem about?</i></li> <li>• Look at your plan from yesterday. Add any extra ideas you think of and then put a tick next to your top 5 ideas.</li> <li>• Write your own poem using ideas from your plan.</li> <li>• Use the CUPS and ARMS poster uploaded to Seesaw to improve your poem. Focus on ARMS (adding/ removing/ moving/ substituting words to improve your poem).</li> <li>• Publish the final version of your poem using this <a href="#">publishing sheet</a>.</li> </ul>
	<b>Support:</b> <ul style="list-style-type: none"> <li>• Support publishing sheet</li> </ul>
	<b>Deepening:</b> <ul style="list-style-type: none"> <li>• Record yourself performing your poem and upload to Seesaw</li> </ul>
<b>Curriculum</b>	Mr Attenborough will post the link to the PE recorded lesson in the week to seesaw.
<b>Daily Tasks</b>	<ol style="list-style-type: none"> <li>1. Practise your weekly spelling words for 20 minutes. Use rainbow writing and upload to Seesaw.</li> <li>2. Read for 30 minutes. This could be aloud with an adult or independently. Upload a picture of you reading!</li> <li>3. Complete the PSHE task in the further curriculum section.</li> </ol>

## 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:

natural notice opposite

often perhaps position

site sight so sew sow

## Wider Curriculum

<b>RE</b>	This half term we are going to consolidate our understanding on Sikhism. <b><u>How did Sikhism begin?</u></b> Watch the lesson <a href="#">here</a> and upload your work to Seesaw. This could be through an explanation, voice note or video.
<b>PSHE</b>	<b>Why is it important to speak to someone when we are worried about something online?</b> <ul style="list-style-type: none"><li>• <b>Think</b> - Why is it important to speak to someone when we are worried about something online?</li><li>• <b>Read</b> the scenarios on the activity below and think about how each one would make the person feel (<a href="#">Session 1, resource 1</a>).</li><li>• <b>Choose</b> one of the scenarios and think of advice that you could give them. What could they do in their situation? Explain your answer.</li></ul>

Mr Attenborough and Ms Mievile



## Resources

### Monday Resources

English-

#### **Alligator Pie – Dennis Lee**

Alligator pie, alligator pie,  
If I don't get some I think I'm gonna die.  
Give away the green grass, give away the sky,  
But don't give away my alligator pie.

Alligator stew, alligator stew,  
If I don't get some I don't know what I'll do.  
Give away my furry hat, give away my shoe,  
But don't give away my alligator stew.

Alligator soup, alligator soup,  
If I don't get some I think I'm gonna droop.  
Give away my hockey stick, give away my hoop,  
But don't give away my alligator soup.

Back to lesson [here](#)

## **English Lesson 1**

### **1-syllable Food and Drink Ideas**

soup	stew	bread	cake	pie
sauce	drink	spice	dhal	cream
rice	salt	fudge	tea	beans
bun	dip	feast	ham	loaf

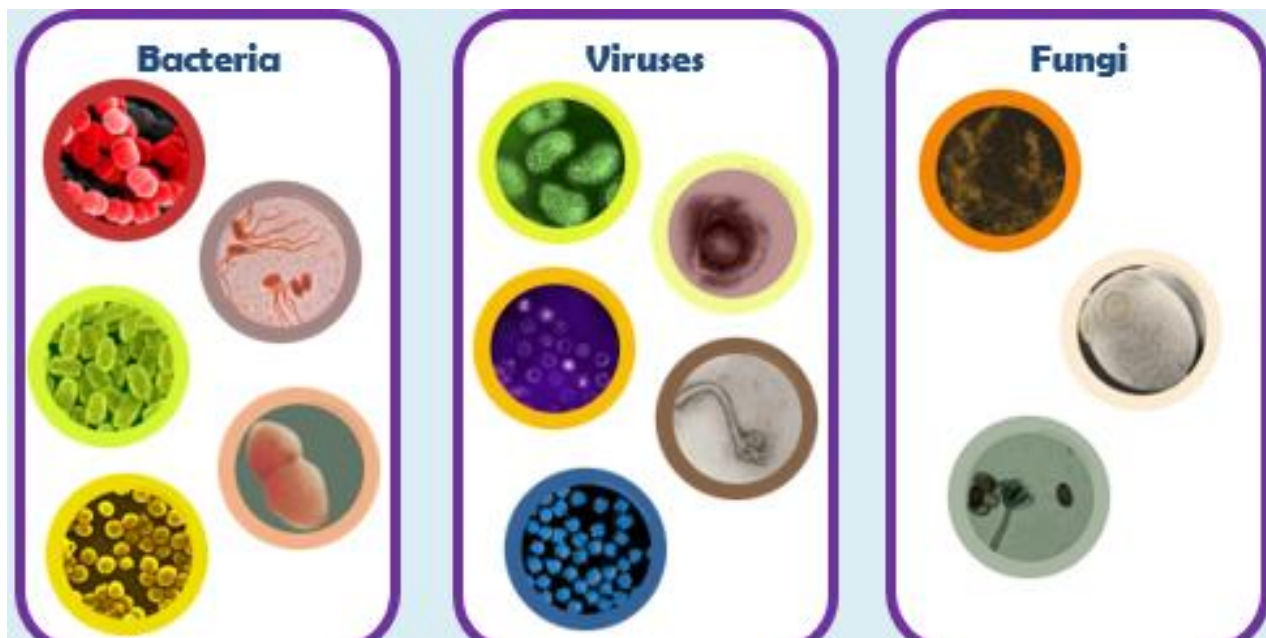
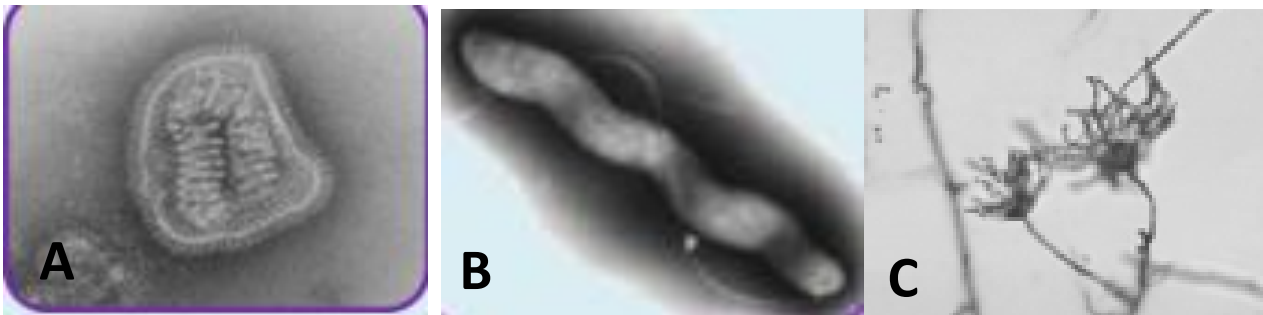
Back to lesson [here](#)

# Planning Format

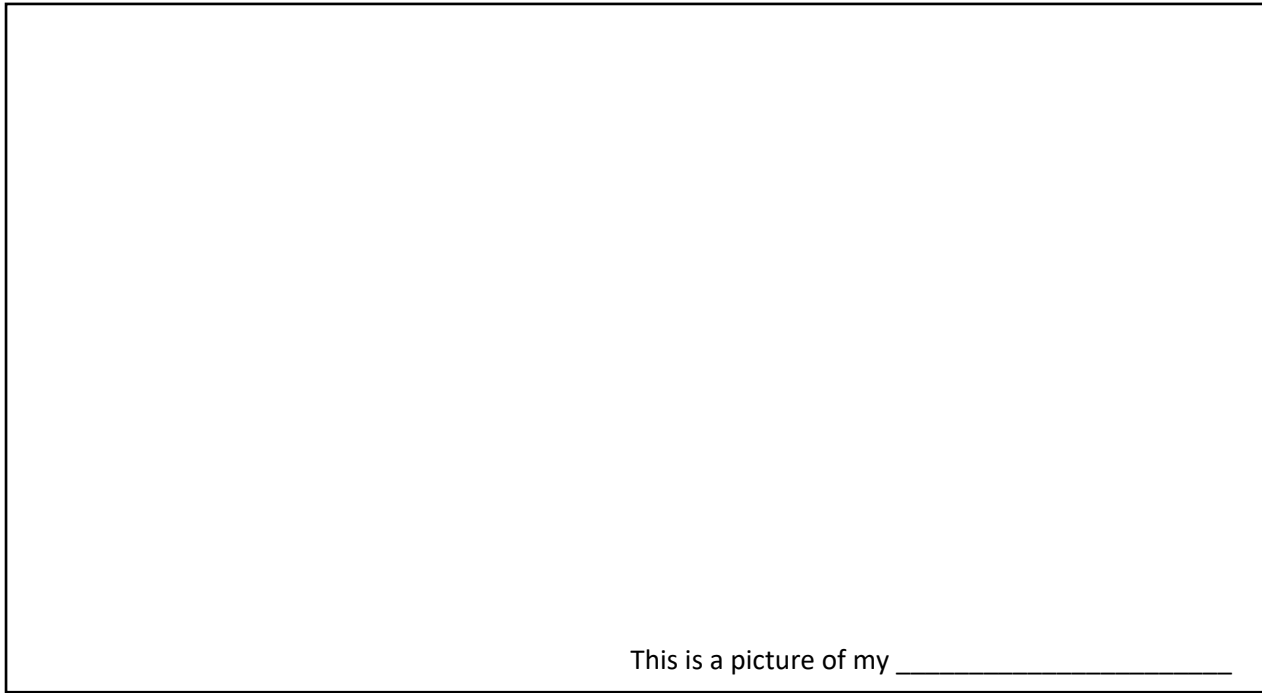
My Animal:

	Verse 1 food:	Verse 2 food:	Verse 3 food:
Rhyming words			

## Curriculum- Session 1



# Draw your microbe here



Return to lesson [here](#).

## Tuesday Resources

English-

### **Five Haiku for Five Senses - David Bateman**

Grey-pink in the dawn  
sitting like far distant cloud:  
a new mountain range.

From a long distance  
even my father's cooking  
smells a bit like food.

After the dentist's  
I spoon soup into my mouth –  
or mostly my mouth.

'Easy listening'  
my father calls his music.  
We all disagree.

Panting on my bike  
the autumn rain in my mouth  
tastes of the winter.

Back to lesson [here](#)

# Curriculum-

## VIKING ARTEFACTS



**Use these questions to guide your investigation of each artefact.**

1. What do you notice about it?
2. What might it have been used for?
3. Who might have used it? (man/woman, rich/poor etc)
4. What materials might it be made from?
5. How might it feel? (rough/smooth/light/heavy etc)
6. What can it tell us about the lives of the Vikings?
7. How is it similar or different to a modern version of it?
8. What might be the reasons for these similarities or differences?

**When you have recorded all your ideas have a look at the attached answer sheet and see how close your predictions were.**

Return to lesson [here](#).



## Wednesday Resources

English-

Setting Ideas for Haiku

**A Beach**



**A Forest**



**A Park**



**A Funfair**



**A Mountain Top**



Back to lesson [here](#)

# Planning Format for Haiku

My setting:

1<sup>st</sup> sense

- 
- 
- 
- 
- 

2<sup>nd</sup> sense

- 
- 
- 
- 
- 

3<sup>rd</sup> sense

- 
- 
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- 
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Return to lesson [here](#).

## Curriculum-

### Create your own harmful microbes safely!

1. Cut a piece of bread in half! This could be any piece of bread (crusts work perfectly).
2. Pick up one slice of bread as much as possible with unclean hands and place in a Ziplock bag.
3. Wash your hands thoroughly. Put the second half of the bread in a different Ziplock bag, touching as little as possible.
4. Leave the pieces of bread somewhere warm for up to 10 days checking on them every few days. Create a picture diary to document what happens.

**DO NOT OPEN THE BAGS ONCE YOU ARE FINISHED**

Return to lesson [here](#).

## Thursday Resources

### What is the Sun? – Wes Magee

The Sun is an orange dinghy  
sailing across a calm sea

it is a gold coin  
dropped down a drain in Heaven

the Sun is a yellow beach ball  
kicked high into the summer sky

it is a red thumb-print  
on a sheet of pale blue paper

the Sun is a milk bottle's gold top  
floating in a puddle.

Back to lesson [here](#)

## Pictures of the Moon



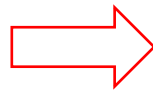
Back to lesson [here](#)

## Planning Format for *What is the Moon?*

### **Metaphors I could use**

*For example:*

- a pale white eye
- 



### **Linking prepositional phrases**

- blinking in a dark cupboard

Back to lesson [here](#)



Friday Resources

English-

**What is the Moon? Publishing Sheet**

**What is the Moon?**



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Return to lesson [here](#).