



Belleville Wix Academy

Year 4B Home Learning

Time frame: week beginning: 4/01/2021

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.

- Choose the work for the correct day of the week. Our home learning provision each day includes the following: a maths lesson, an English lesson and a curriculum subject of your child's choice.
- 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 4B Timetable

Zoom	
Wake Up, Shake Up 8.30am 30 minutes	'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 Time 10:00-10:05 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 Time 10:00- 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.• All pupils return at 12:00 pm
English Time 12:00- 12:30 pm	<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.• All pupils return at 2:30 pm.
Curriculum	<ul style="list-style-type: none">• Pupils to complete the curriculum work in the home learning document.

When you have completed Maths and English 1:30pm-2:30pm	<ul style="list-style-type: none"> • 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 Time 2:30 – 3:00 pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.

	<p>Maths</p> <p>You can find our maths home learning on the Q1E website: https://www.q1e.co.uk/current-home-learning/</p>
Monday	INSET day
Tuesday	Textbook 4A Chapter 4 Lesson 3. Workbook 4A Chapter 4 Lesson 3. Learn the strategy: https://classroom.thenational.academy/lessons/exploring-commutativity-in-multiplication-68tp6r?step=2&activity=video Textbook 4A Chapter 4 Lesson 4. Workbook 4A Chapter 4 Lesson 4. Learn the strategy: https://classroom.thenational.academy/lessons/solving-three-1-digit-multiplication-equations-60rkat?step=2&activity=video
Wednesday	Textbook 4A Chapter 4 Lesson 5. Workbook 4A Chapter 4 Lesson 5. Learn the strategy: https://classroom.thenational.academy/lessons/multiplying-numbers-by-10-and-100-6tqpac?step=2&activity=video
Thursday	Textbook 4A Chapter 4 Lesson 6. Workbook 4A Chapter 4 Lesson 6. Learn the strategy: https://classroom.thenational.academy/lessons/using-arrays-to-multiply-a-2-digit-number-by-a-1-digit-number-cctk4c?step=2&activity=video
Friday	Textbook 4A Chapter 4 Lesson 7. Workbook 4A Chapter 4 Lesson 7. Learn the strategy: https://www.khanacademy.org/math/arithmetic-home/multiply-divide/mult-digit-div-2/v/division-2 Textbook 4A Chapter 4 Lesson 8. Workbook 4A Chapter 4 Lesson 8. Learn the strategy: https://classroom.thenational.academy/lessons/using-arrays-to-multiply-a-2-digit-number-by-a-1-digit-number-cctk4c
	Writing
Monday	INSET day
Tuesday	This week, you will write your own film review about a short animated film. READ/EXPLORE: identify the key features of a film review <ul style="list-style-type: none"> • Think: What is your favourite film and why? Why would you recommend this film to a friend? What information would you share with them about the film? • Think: Who is the audience and what is the purpose of a film review? • Read the film review of <i>La Luna</i> here. • Label any persuasive writing techniques that you can find in the film review. • Think: What do the different paragraphs of this film review tell you?

	<ul style="list-style-type: none"> • Notice that the structure of the first paragraph (introduction) is question, question, statement, statement. • Think: What makes you want to watch this film? What do you think the main characters in this film will be like? Why? • Watch <i>La Luna</i> here. • Think: Was there anything in the review that you disagreed with? Would you have included any detail that was not in the review?
Wednesday	<p>EXPLORE: how to summarise a plot</p> <ul style="list-style-type: none"> • Think: How was the film review of <i>La Luna</i> structured? • Today, you will be watching a short film and writing your own plot summary of the film. • Watch <i>Johnny Express</i> here. • Write bullet point notes on a piece of paper of the key events that happened in the film. • Think: What is this short film about? Who are the main characters? What happens in the film? What parts of the plot should you include? • Remember: The plot summary should explain some of what happens in the film, but not give away the ending. Using a rhetorical question at the end of a plot summary can be a great way of avoiding spoiling the end for the reader! • Using the same structure as the introduction you read yesterday (Question, Question, Statement, Statement), write your own introduction for <i>Johnny Express</i>. • Look at your bullet point notes of the key events. Put a tick next to the parts that you want to include in your plot summary. Write your plot summary under your introduction.
Thursday	<p>PLAN: a film review.</p> <p>Today, you will be planning a film review about a short film called <i>The Promise</i>. Remember, because you are planning, you should not write in full sentences. Use note form/bullet points to record your ideas.</p> <ul style="list-style-type: none"> • Think: What are the persuasive writing techniques that you have learned? If you can't remember them all, see here. • Think: What is included in the introduction and the plot of a film review? • Watch <i>The Promise</i> here. • Think: What is this film about? Who are the main characters? What lesson could you learn from this film? • Using the planning format here, plan your introduction and write bullet points of what happened in the film in the plot section. • The other two subheadings in a film review are 'Themes' and 'Recommendations'. • Think: What is a recommendation? There are two ways to write a recommendation by comparing the film to something else • 1) Fans of X will love this film because..... OR • 2) Start with the subordinating conjunction 'If'. For example, If you enjoyed X, you will love this film because.... • Plan in note form your recommendation. • Challenge: Think: What is a theme? If you are unsure, then think about what is the message of the film? What lesson could you learn from watching this film? Plan in note form the theme paragraph of <i>The Promise</i>.

	<p><u>Challenge:</u> What noun phrases could you use instead of repeating 'the girl' or 'she'. For example: the wretched thief, the desperate child etc.</p>
Friday	<p>WRITE/IMPROVE: a film review.</p> <ul style="list-style-type: none"> • Think: What are the subheadings in a film review? What are the persuasive writing techniques in a film review? • Read through your plan out loud to yourself, turning the notes into full sentences. • Write your film review. Remember to write on every other line so that you have space to edit later. • When you have finished, read back through your writing, adding in any words or details you have forgotten. • After making sure your review makes sense, check for the following: <ul style="list-style-type: none"> - Capital letters (for proper nouns and the start of sentences) - Spelling – choose two words that you aren't sure you have spelt correctly and write sp next to them. • <u>Challenge:</u> Add in two fronted adverbials to your plot summary (e.g. <i>One strange afternoon, As darkness fell, Joyfully</i>). <p>Present your film review to someone in your household. Then watch 'The Promise' with them and ask if they agree with your film review or not.</p>
<p>Reading</p>	
<p>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.</p>	
<p>Grammar and Spelling</p>	
<p>Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Your spellings to learn are:</p> <p>extreme famous favourite experiment forward fruit witch which whole hole</p>	
<p>Other Curriculum Subjects</p>	
<p>Please complete these lessons independently and submit your work on See Saw.</p>	
<p>Science - Digestion</p>	<p><u>Lesson 1</u></p> <p>What do you already know about digestion? Use the KWL grid below or draw your own. Inside the 'K' section, draw a picture of how the body digests food. Try and include all the digestive organs you can think of. Complete the 'W' section next. What questions do you have about the human digestive system? I always wondered if all liquids that entered my body came out as a liquid too.</p> <p><u>Lesson 2</u></p>

	<p>Complete the Introductory Quiz; watch the video; and complete the worksheet at the link below:</p> <p>https://classroom.thenational.academy/lessons/how-do-humans-digest-food-60rp4c</p>
<p>Geography - Stakeholders</p>	<p><u>Lesson 1</u></p> <p>What is a stakeholder?</p> <p>Read the scenario cards below and match the person or group you would speak to in order to help fix the problem.</p> <p>Research who your local MP is. Who is the Mayor of London? Are there any local community groups which support local produce in your area or in London?</p> <p><u>Lesson 2</u></p> <p>What is a local MP?</p> <p>Think: What is a community stakeholder? Can you name one and their role?</p> <p>Read the following information and create a poster about what you've learnt.</p> <p>https://www.parliament.uk/globalassets/documents/commons-information-office/Easy-Read-Guides/Easy-read-MPs.pdf</p>
<p>Music</p>	<p>To be posted by class teacher.</p>
<p>PE</p> <p>'Wake Up, Shake Up'</p> <p>M/T/W/F at 8:30 am</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> <p>Meeting: 831 9114 4433</p> <p>Password: 578263</p>
<p>Guided Reading</p>	<p>Please log into Bug Club and complete: Daring Deed Part 1</p>

Miss Malinowski



Resources

English

Tuesday: La Luna Film Review

Do you love animated movies? Are you curious about space? If the answer to these questions is "Yes", then you should see *La Luna*. This magical film is creative, surprising and will leave you wanting more!

Plot Summary

For the first time, Bambino (a young boy) is going to join his father and grandfather at work. Later, he learns that their job is highly unusual. One night, Bambino, his father and grandfather set off in their wooden boat (*La Luna*). They stop in the middle of the ocean. After a full moon appears, things get stranger.

Themes

Family and relationships are an important theme in this film. Early on, Bambino tries to copy his father and grandfather because he hopes to be just like them. What will Bambino do when his father and grandfather can't solve an unexpected problem at work?

The film also has an important message about overcoming your fears.

Persuasive writing techniques

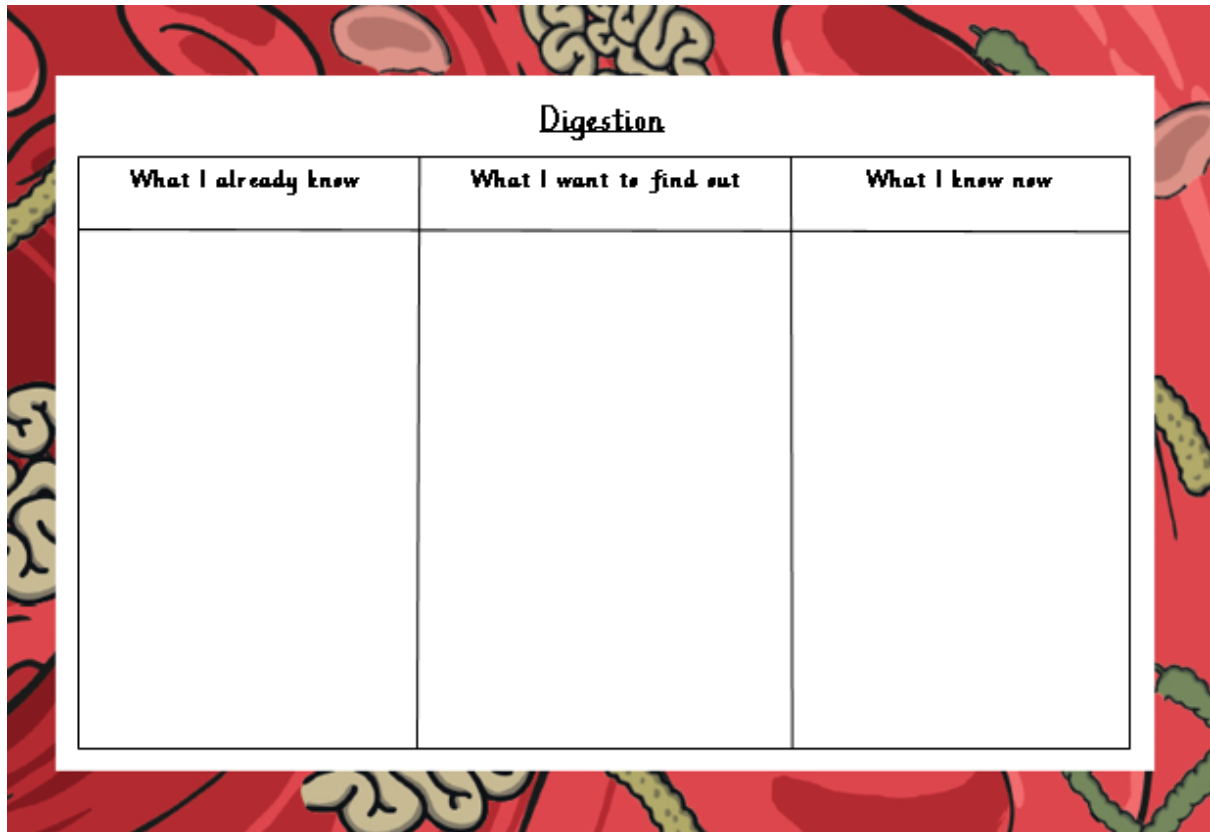
- **Emotive language** [e.g. *magical/ creative/ beautiful/ touching/ perfect/ funny/ fabulous/ hilarious*]
- **Opinion presented as fact** [e.g. *you should see La Luna/ This magical film is creative, surprising and will leave you wanting more!/ This movie is funny, futuristic and fabulous!*]
- **Rhetorical questions** [e.g. *a question that doesn't need an answer*]
- **Direct address** [e.g. *Do you.../ Are you.../ ...will leave you wanting more.../ ...your fears.../ your imagination...*]
- **Tripling** (three points to support an argument) [e.g. *This movie is XXX, XXX and XXX!*]

Thursday: Film Review Planning Format

Who are you writing for? (Audience)	Someone who is wanting to watch a film
Why are you writing? (Purpose)	To persuade someone to watch the film I'm recommending
Introduction	Question: Question: Statement: Statement:
Plot	<ul style="list-style-type: none"> • • • • •
Themes Challenge	1) 2)
Recommendation	Fans of _____ will love this film because..... OR If you enjoyed _____ you will love this film because

Science Lesson 1

Resource 1



Digestion

What I already know	What I want to find out	What I know now

Geography Lesson 1

Lesson 1: Scenarios

1. There is a shop called Smith's Bakery on Lavender Hill. It is part of a chain of bakeries (more than one bakery in the company). The employees (the people who work there) have realised they are not selling a lot of cakes and bread Monday to Friday. Who should they speak to?
2. There have been three burglaries in the local area. The people who live there are becoming more and more concerned that it may happen again. Who should they speak to?
3. There are a few shops which are local businesses on Lavender Hill and St. John's Road. Local people are deciding to use larger shops such as Sainsbury's for food and Topshop for clothes. Who should they speak to?
4. Children in the local area want to make improvements to Clapham Common park. Who should they speak to?
5. Many people in London believe that there is too much traffic in Central London and the level of pollution is increasing. Who should they speak to?

Match the person / group with the correct scenario above:

Mayor of London

Manager

Local community groups (including accessing WhatsApp street groups)

Local MP, Local Council

Neighbourhood Watch/Local Police Station