

Year 4B Home Learning

Time frame: week beginning: 01.02.2021

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.

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 4B Timetable

Zoom	
Wake Up, Shake Up 8:30am-9:00am	<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. <u>On Thursdays, Miss Stevenson will be delivering your wake up shake up!</u></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	<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-10:30am	<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-1:00pm	<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 1:30-2:30pm	<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 4A – Chapter 4 – Further Multiplication and Division – Worksheet 12
	Support: Your teacher will invite you to stay on our live lesson for extra help with this lesson. Learn the strategy: https://vimeo.com/435652362/0244feed87





Deepening:

14. The square here shows three correct divisions along the rows, and three correct divisions going down the columns. The squares below also show six correct divisions – but some of the numbers are missing. Can you work out the missing numbers?

$$\begin{array}{r} 100 \div 10 = 10 \\ \div \quad \div \quad \div \\ 25 \div 5 = 5 \\ = \quad = \quad = \\ 4 \div 2 = 2 \end{array}$$

i.

$$\begin{array}{r} 72 \div \square = \square \\ \div \quad \div \quad \div \\ \square \div 2 = 4 \\ = \quad = \quad = \\ \square \div \square = 3 \end{array}$$

ii.

$$\begin{array}{r} 48 \div \square = 8 \\ \div \quad \div \quad \div \\ \square \div 3 = \square \\ = \quad = \quad = \\ 4 \div \square = \square \end{array}$$

Tuesday

Textbook 4A – Chapter 4 – Further Multiplication and Division – Worksheet 13

Support:

Your teacher will invite you to stay on our live lesson for extra help with this lesson.

Learn the strategy:

<https://vimeo.com/436377697/8c8334dd99>



Deepening:

My friend is stuck on this question. Could you write a simple guide to explain to her how to solve this using long division? Use these words in your explanation:

Partition, divide, subtract, chunks, lots of, part part whole, tens, ones,

$$366 \div 3 =$$

Wednesday

Textbook 4A – Chapter 4 – Further Multiplication and Division – Worksheet 14

Support:

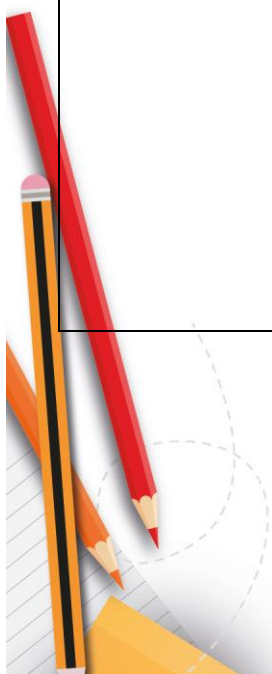
Your teacher will invite you to stay on our live lesson for extra help with this lesson.

Learn the strategy:

<https://vimeo.com/433572835/939d4f6861>

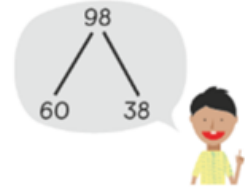


Deepening:



Explain question e) from guided practice.

(e) $98 \div 6 = \square$



Think about:

Why has he partitioned 98 into 60 and

Will there be a problem if he partitions into these amounts?

Thursday

Textbook 4A – Chapter 4 – Further Multiplication and Division – Worksheet 15 and 16

Support:

Your teacher will invite you to stay on our live lesson for extra help with this lesson.

Learn the strategy:

<https://vimeo.com/435656890/883be87169>

Learn the strategy:

<https://vimeo.com/433572835/939d4f6861>



Deepening 1:

Can you work out the missing digits in each of these calculations?

i. $\begin{array}{r} \square \square 2 \square \\ 2 \square 2 \end{array}$ ii. $\begin{array}{r} \square \square 8 \square \\ 2 \square 2 \end{array}$ iii. $\begin{array}{r} \square \square 7 \square \\ 2 \square 4 \end{array}$


Deepening 2:

What if each bracelet uses 9 beads?
How many bracelets can she make then?

$400 \div 9 = \square$

$\begin{array}{r} \square \text{ tens} \square \end{array}$

What if she has 900 beads?



Friday

Textbook 4A – Chapter 5 – Graphs – Worksheet 1

Support:

Your teacher will invite you to stay on our live lesson for extra help with this lesson.

Learn the strategy:

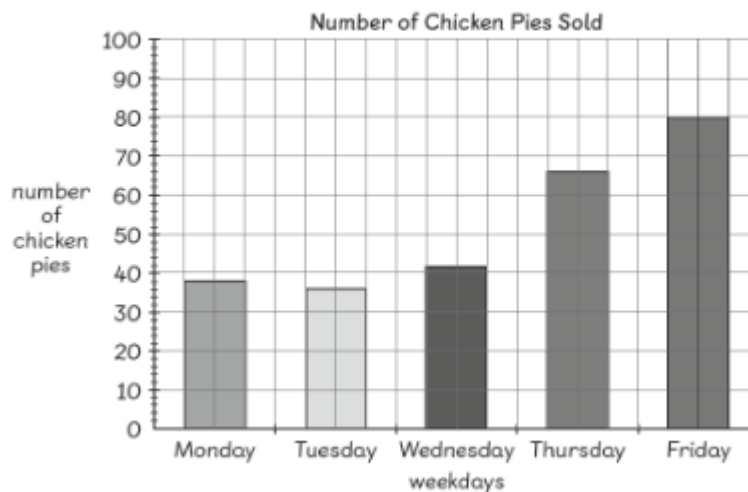
<https://classroom.thenational.academy/lessons/interpreting-and-presenting-data-in-pictograms-and-bar-charts-6tk3ar?step=2&activity=video>



Deepening:

Using this graph, think of your own comparison questions.

2 This bar graph shows the number of chicken pies sold in the same café from Monday to Friday.



Writing

Monday

EXPLORE: Analyse an explanation text

- **Think** - *What challenges would Sir Ernest Shackleton and the crew of the Endurance have faced on their voyage?*
- **Think** - *What explanation text have we already written in Year 4? What is the difference between an explanation text and an information text?*
- **Read** the [model explanation text](#).
- **Think** - *What might be the audience for this text? What might be the purpose for this text?*

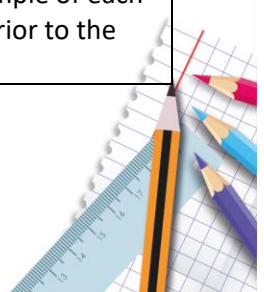
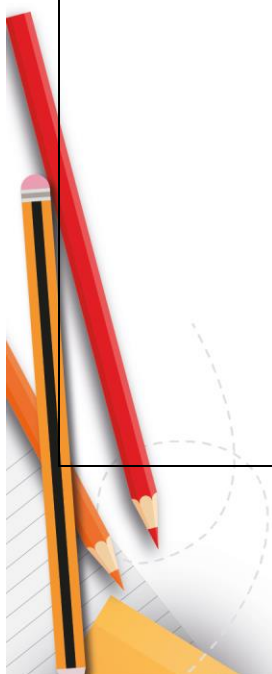
Independent




- **Annotate** and highlight the key features of the explanation text. Create a key or use the one [here](#) to help you.

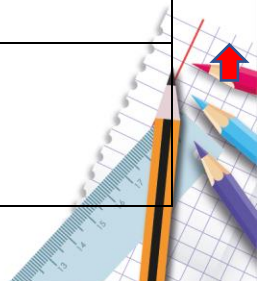
Read [this resource](#) and check/ improve your answers.

Support

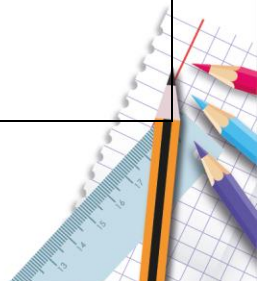
- Use the completed model text and fill in the features table with an example of each main feature for an explanation text. This will be uploaded to Seesaw prior to the lesson.



	 <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 Plan your own explanation text using the planning format (not introduction).</p> <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. <p>Write your first paragraph, using your plan from yesterday to help you.</p> <p>Support:</p> <ul style="list-style-type: none"> Model template for GSV introduction and 1st paragraph <p>Deepening:</p>  <p>Use multi-clause sentences in your paragraph. Click here for some examples.</p>
<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? Look at the model to help you.</i> 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



	<p>Deepening:</p> <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.
<p>Friday</p>	<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.
<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>Guided reading on Bug Club – Daring Deeds: The Race to the Pole</p>	
<p>Grammar and Spelling</p>	
<p>Ask an adult to test you on your spellings to learn for the week. Complete the Spelling Grid Look up the meaning. Write the spelling in a sentence. Your spellings to learn are:</p> <p>length library material</p> <p>minute naughty occasional occasionally</p> <p>no know our are</p>	
<p>Other Curriculum Subjects</p>	
<p>Monday</p> <p>Science – Digestion</p>	<p>KQ: How does our stomach digest food?</p> <p><i>Trigger Prior Learning</i> – What happened to the eggs in the various liquids? Did you know: you can reconstitute the egg shell from the one in vinegar if you soak it in milk?</p> <p><i>Anchor</i> – What happens to food when with enters our stomach?</p> <ul style="list-style-type: none"> When food enters our stomach, chemical digestion continues (saliva from the mouth) and mechanical digestion begins alongside it. <p><i>Independent</i> – Complete the experiment below.</p>



For this experiment, you will need: a zip lock bag, a couple of crackers or piece of bread, a chewy sweet or a bit of a banana. The bag is like the stomach - a muscle that squeezes the food.

1. Pour a little orange juice or coke into the bag to act as the "digestive juices."
2. Add the bread or crackers.
3. Observe what begins to happen to the bread.
4. Squeeze the bag for two minutes. Note changes in the bread or crackers – it turns to liquid and is ready to be absorbed into the small intestine and into the blood stream.
5. Repeat the above with the banana.
6. If possible, keep your 'stomach' in the fridge until tomorrow so you can do part 2 of this experiment.
7. Create a poster depicting (showing) what you have learned about how the stomach digests food.

Support:

If you do not have the supplies above handy at home, watch the following video up to 1:22

<https://www.sciencefix.co.uk/2019/05/make-a-digestive-system-model-using-crackers-and-bananas/>

Deepening:

Why doesn't the stomach acid eat a hole through the stomach?

Tuesday

Science –
Digestion

KQ: How do the intestines work?

Trigger Prior Learning – What happened to the food in the stomach experiment?

Anchor – watch this short video [here](#).

Independent – Complete the experiment below.

For this experiment, you will need: the stomach that you made yesterday, nylons, two trays or bowls and a pair of scissors.

1. You only need one leg of the nylons, so snip off the other leg.
2. Place the nylon over the bowl.
3. Cut a small hole in the corner of your zip lock bag.
4. Pour the contents of the bag into the leg of the nylon.
5. Squeeze the contents all the way to the bottom. Keep squeezing to remove all of the liquid. (This represents the intestines.)
6. Over top of another bowl or tray, snip a small hole in the nylons.
7. Squeeze out the solids into a bowl. (This represents the poo).
8. Add to your poster from yesterday. What is the whole journey of food in your digestive system?

Support:

If you do not have the supplies above handy at home, watch the following video starting at 1:22



	<p>https://www.sciencefix.co.uk/2019/05/make-a-digestive-system-model-using-crackers-and-bananas/</p> <p><i>Deepening:</i> Write a diary for a piece of food being eaten. To make things a little bit more interesting, write the story as if you were the food!</p>
<p>Wednesday</p> <p>Geography – Stakeholders</p>	<p>KQ: How can we help our local community?</p> <p><i>Trigger Prior Learning</i> – Can you name someone who helps to improve London and our local community? Explain their positive change(s).</p> <p><i>Anchor</i> – Sort the images into two categories. Maintained Communities / Neglected Communities</p> <p><i>Create</i> – a poster explaining the top three things we should do in our local area to help keep our community safe and healthy.</p>
<p>Thursday</p> <p>Geography – Stakeholders</p>	<p>KQ: What have we learnt about community stakeholders?</p> <p><i>Trigger Prior Learning</i> – what people / groups have we studied in this unit so far?</p> <p><i>Anchor</i> – What is a manifesto?</p> <p><i>Think</i> – Come up with a list of 5 changes you would like to make to London. Select your top 3 most important ones.</p> <p><i>Plan and write</i> – Create your own manifesto, trying to get voters to pick you as the next mayor of London. See success criteria for what you need to include.</p>
<p>Friday</p>	<p>Miss Malinowski will post the link to the music recorded lesson in the week to seesaw. Miss Malinowski will post the link to the PE recorded lesson in the week to seesaw.</p>

Miss Malinowski



Resources

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.

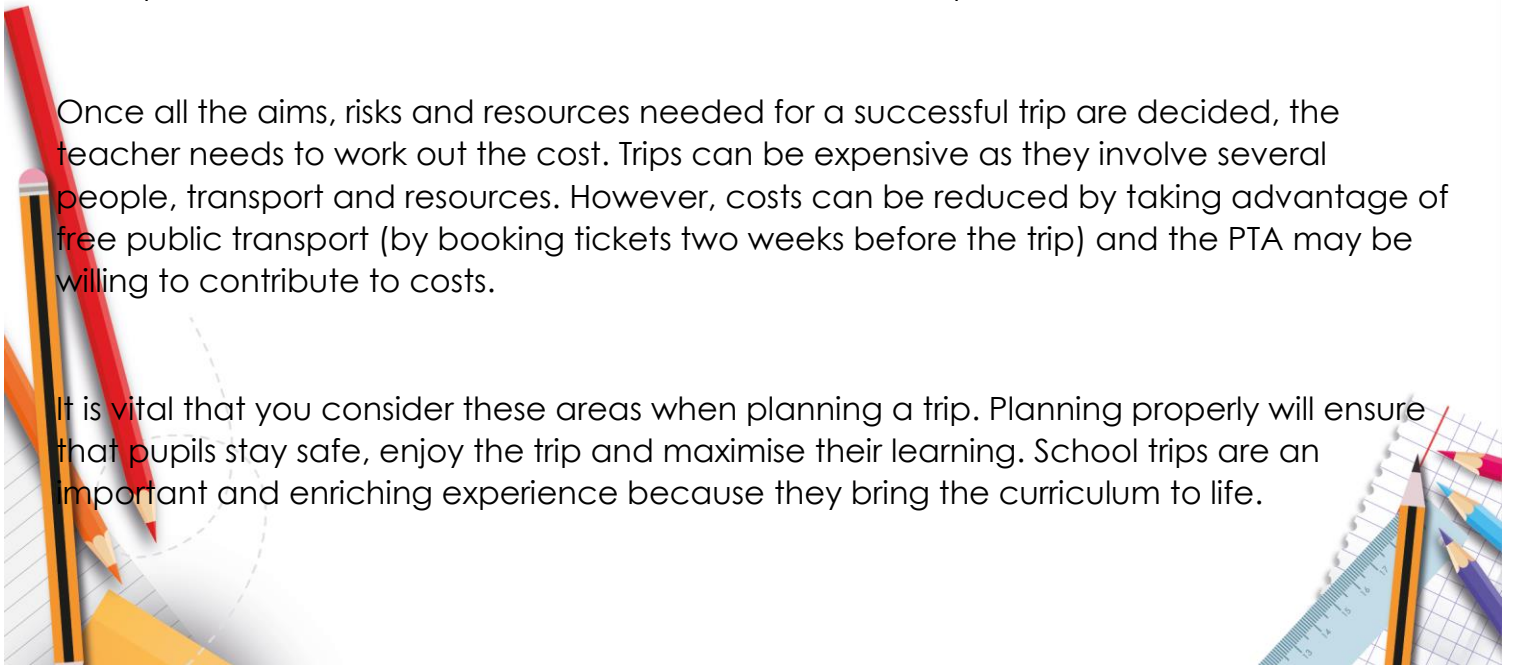
When a teacher begins to think about an upcoming trip, they should consider its aims. These will be what they want to achieve to make sure all children benefit. For example, a successful trip is relevant to the curriculum. If children are studying the Second World War, a teacher might plan a visit to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



Lesson 1

Key:

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

<u>Feature</u>	<u>Colour</u>
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

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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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 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.





Home Learning

Identifying Expert Language and Subordinating Conjunctions

Expert Language	Subordinating Conjunctions

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

ANSWERS: Identifying Expert Language and Subordinating Conjunctions

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



Explanation: How to Prepare for an Expedition

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Key:

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- Subordinate (adverbial) clauses to sequence information
- Additional information after sequential statements
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- VSG conclusion (including direct address of reader)

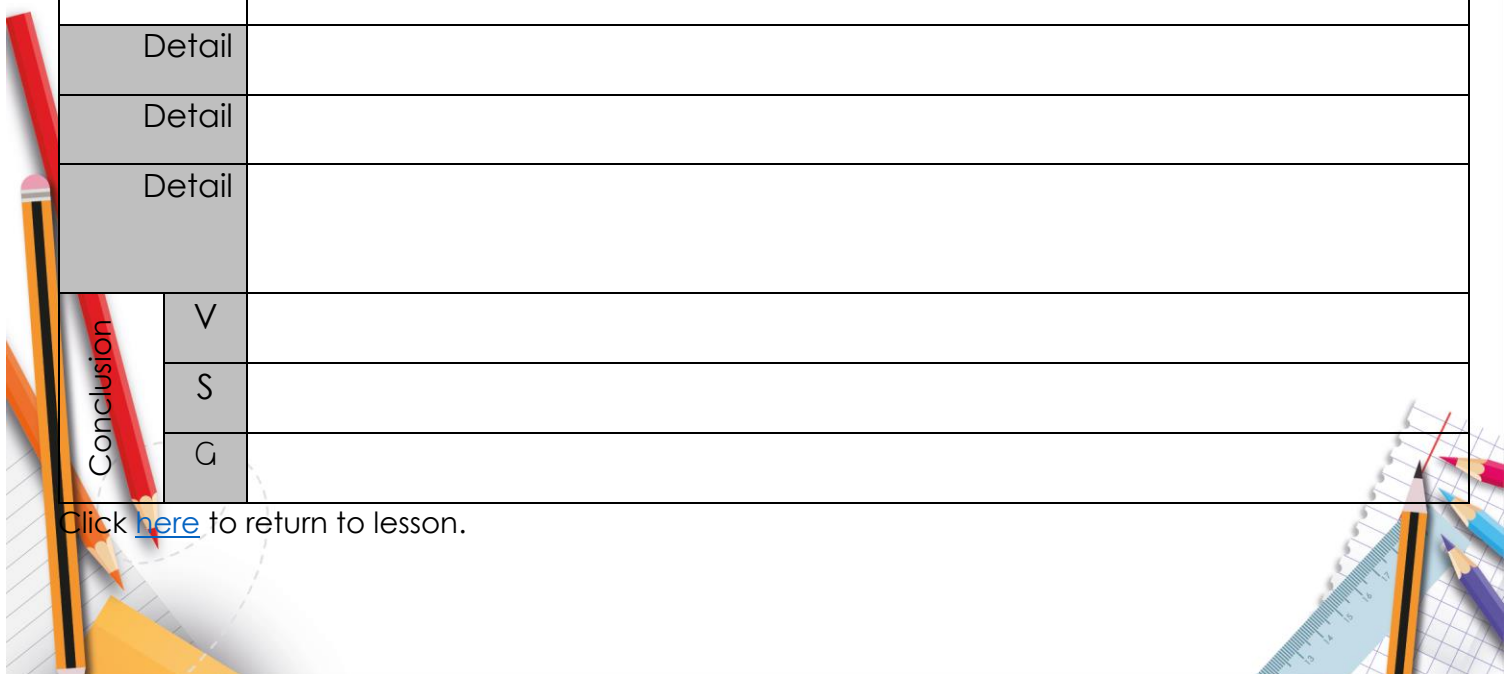
Click [here](#) to return to lesson.



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.



Lesson 3

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.



Lesson 4

Read the examples below. Can you spot the words linking sentences together?

First of all, in order to prepare for a successful expedition you will need to think carefully about all the equipment that will be needed. **For example**, you will need some warm clothes **and** food supplies. **In addition**, you will have to remember to pack lots of games and books. **That way**, you won't get bored during the expedition. **Also**, you will need a pen and lots of paper so you can write to your family.

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





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

Support sentences starters for conclusion:

It is really important that _____

Make sure that you include _____

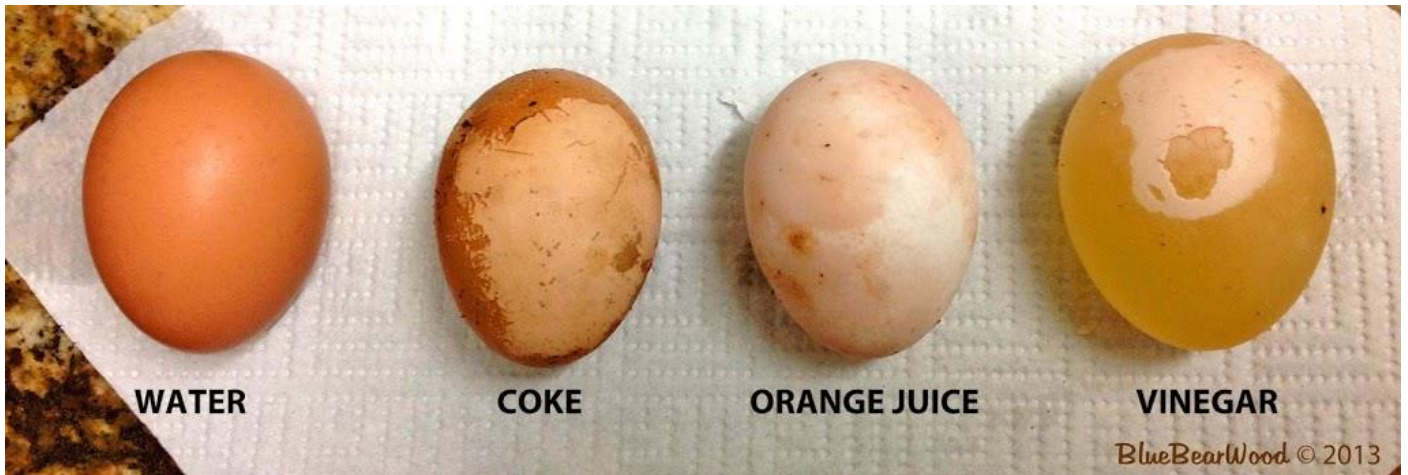
Expeditions are very exciting but need to be _____

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



Science Lesson 1

The results if you used brown eggs:



Science Lesson 2

<https://kidshealth.org/en/kids/dsmovie.html>



Geography Lesson 1

Sort into two categories: Maintained (cared for) Communities and Neglected Communities.



Geography Lesson 2

Manifesto: a written statement declaring publicly the intentions, motives, or views of a person or group; a campaign promise.

Success Criteria

Write a successful manifesto, use the following points to help to grab the voters' attention.		
Have you included:	My own assessment	Peer or teacher assessment
a picture of yourself, and some information about who you are?		
information about which political party you represent?		
your ideas for key issues in the local area?		
a summary of your election promises?		
information about how and where people can vote?		
a catchy motto or statement which sums up your aims and beliefs?		





Home Learning

Manifesto Plan

Vote

!

I promise to:

-
-
-

Add a slogan or statement.
Make it memorable!

Vote for me at

on June 8th

Key Vocabulary

election

candidate

promise

constituency

vote

polling

station

ballot

paper

health

education