

Year 4B Remote Learning

Time frame: week beginning: 22 February 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.

- **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 remote 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 8:30 am – 9:00 am	<p>Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays.</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 10:00 am – 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 10:05 am – 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 12:00 pm – 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. 				
Curriculum 1:30 pm – 2:30 pm	<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 2:30 pm – 3:00 pm	<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



Monday

Maths

Textbook 4A – Chapter 5 – Graphs – Worksheet 2 and 3

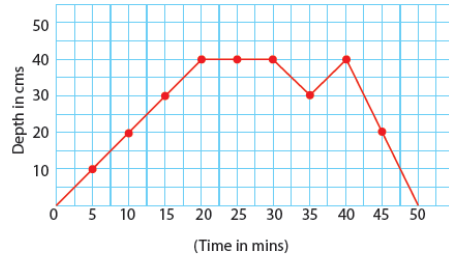
Support:

- <https://classroom.thenational.academy/lessons/bar-charts-6hh3gr?activity=video&step=1>
- <https://classroom.thenational.academy/lessons/read-and-interpret-time-graphs-6mvp6e?step=1&activity=video>



Deepening:

Make up a story that fits the graph.



Here is a table of the average temperature for each month of last year:

Month	1	2	3	4	5	6	7	8	9	10	11	12
Average Temp (°C)	6	7	10	12	16	18	21	22	18	14	10	7

Write the word 'true', 'false' or 'unknown' next to each statement, giving an explanation for each response.

- I would need to wear my coat outside in January.
- The hottest day of the year was in August.
- A temperature of -2 was recorded in January.

Choose two other ways to represent the data.

English

WRITE/ PRESENT: Adapt and perform a poem

- Think – *What different types of poetry do you already know? What poetic devices do you know?*
- Read *Alligator Pie* by Dennis Lee [here](#) or watch a teacher read it to you [here](#).
- Think – *What rhymes did you spot in the poem? Was there any repetition?*
- 'Alligator' has 4 syllables. Write a list of animals that have 2 or 3 syllables.
- You are going to write your own version of 'Alligator Pie' but using a different animal and a different food.
- Think – *What different food types are there that you could use for your poem? Remember it has to be one syllable. Look at some ideas [here](#).*
- Look at the planning format [here](#).
- Write 3 verses of your own using a different food type for each verse.

Support:

- Word bank for sounds/ Rhyming dictionary/ Partner work
- Watch [this video](#) to remind you what syllables are.

Deepening:



- Record yourself performing your poem and upload it on Seesaw for your teacher to see.

Curriculum

History – Vikings

Key Question: What can we learn from Investigating artefacts?

- Look at the pictures of **artefacts (objects from the past)** ([History – Resource 1](#)).
- Think about what they might be and what we can learn about Vikings from them.
- Use the attached questions to help investigate and make predictions about each **artefact** then use the answers ([History – Resource 2](#)) to check if your predictions were correct.

Deepening: Which piece of evidence tells us the most about the Vikings?

Daily Tasks

- Practise your spellings to learn for the week. Look up the meaning. Write the definition in your own words.
- 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.



Tuesday

Maths

Textbook 4A – Chapter 5 – Graphs – Worksheet 4

Support:

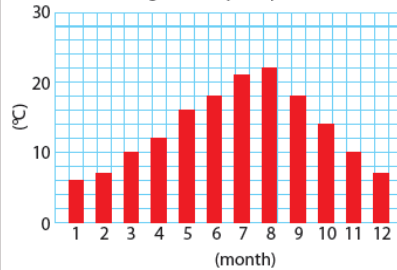
- <https://classroom.thenational.academy/lessons/comparing-time-graphs-64t3ad?step=1&activity=video>

Deepening:

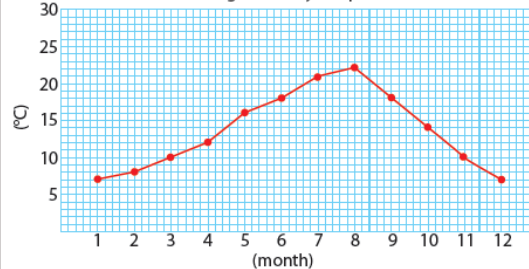


These two graphs represent the same data.
What's the same? What's different?

Average monthly temperature



Average monthly temperature



Which graph is better?

Explain your reasoning.

English

READ / EXPLORE: Understand the features of a haiku

- Think – What is a syllable?
- Think – Have you heard of a poem called a haiku before? What is it?
- Read the first verse from Five Haiku for Five Senses by David Bateman [here](#) or watch a teacher read it to you [here](#).
- Think – Does it follow the rules of a haiku? Which sense does this haiku relate to? How do you know?
- Read the other four haikus [here](#) from Five Haiku for Five Senses or watch a teacher reading them [here](#).
- 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).

Support:

- Find 1 example of a metaphor, simile and personification and copy them out

Deepening:



Write or record a short explanation about the structure of a haiku.

Curriculum


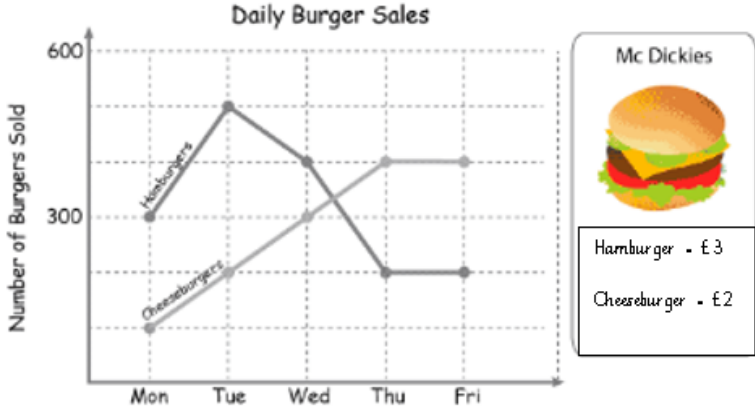

Key Question: Why did the Vikings come to Britain?

History – Vikings

- Think back about where the **Anglo-Saxons** came from and how they changed Britain (watch this [video](#) to help you). Remind yourself about push and pull factors.
- Find out who the **Vikings** were and where they came from using this [video](#) to help you. You can find out more by watching this [BBC video too](#).
- Answer the key question **Why did the Vikings come to Britain?** You can do this in writing in your own words or as a voice recording to share with your teacher.
- Label a map of the journey the **Vikings** made to Britain using the picture to help ([Session 2 resource](#)).



	Deepening: Which other parts of the world did Vikings raid, invade and settle in? This resource might help you get started with your research.
Daily Tasks	<ul style="list-style-type: none"> - Practise your spellings to learn for the week. Write each spelling word in a separate sentence. - 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.



	Wednesday
Maths	Textbook 4A – Chapter 5 – Graphs – Worksheet 5
	Support: <ul style="list-style-type: none"> • https://classroom.thenationalacademy/lessons/reading-and-interpreting-line-graphs-cgfkad?step=2&activity=video
	 Deepening: <div style="text-align: center;">  <p>Daily Burger Sales</p> <p>Number of Burgers Sold</p> <p>600</p> <p>300</p> <p>Mon Tue Wed Thu Fri</p> <p>Hamburgers</p> <p>Cheeseburgers</p> <p>Mc Dickies</p> <p>Hamburger - £3</p> <p>Cheeseburger - £2</p> </div> <p>Write down all the calculations to you do to answer each question.</p> <ol style="list-style-type: none"> 1) How many hamburgers were sold altogether this week? 2) How many cheeseburgers were sold altogether this week? 3) On what day where most burgers sold? 4) How much money did the burger shop make on Monday? 5) On which day did the burger shop make the least amount of money? How do you know?
English	PLAN / WRITE: A haiku <ul style="list-style-type: none"> • Think – <i>What is a haiku? How many lines does it have? How many syllables on each line? How many syllables in total?</i> • Today, you are going to be writing three of your own haikus 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 haikus.
	Support: <ul style="list-style-type: none"> • 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!



<p>Curriculum</p> <p>RE – Journeys and Pilgrimages</p>	<p><u>Journeys to Special Places</u></p> <ul style="list-style-type: none"> • Find out about the new Seven Wonders of the World. • Draw a sketch of your favourite Wonder and explain why you would want to make a journey there. • Explore more about the new Seven Wonders of the World.
<p>Daily Tasks</p>	<ul style="list-style-type: none"> - Practise your spellings to learn for the week. Do rainbow writing and Look, say, cover, write, check. - 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.

	Thursday
<p>Maths</p>	<p>YEAR 3 RECAP Textbook 3B – Chapter 11 – Fractions – Worksheet 1</p> <p>Support:</p> <ul style="list-style-type: none"> • https://vimeo.com/412245221/90c9d59c28 <p>Deepening:</p> <ul style="list-style-type: none"> • Miss Malinowski will post the deepening for this lesson to seesaw.
<p>English</p>	<p>READ/ PLAN: understand and use figurative language</p> <ul style="list-style-type: none"> • Think – <i>What is figurative language? What is a simile? What is a metaphor?</i> • Today, we are going to be looking at a poem that uses metaphors. • Read <i>What is the Sun?</i> by Wes Magee here or watch a teacher read it to you here. • Think – <i>Does this poem rhyme? Does this poem use metaphors? What metaphors can you spot?</i> • You are going to write your own poem in the style of <i>What is the Sun?</i> However, your poem is going to be called <i>What is the Moon?</i> • 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. • Look at these pictures of the moon to help you. • Look at the planning format. • Plan your own poem using the planning format and the ideas you noted down earlier. <p>Support:</p> <ul style="list-style-type: none"> • Support planning format • Word bank <p>Deepening:</p> <ul style="list-style-type: none"> • Compare your plan about the moon to that of the sun. What's the same? What's different?
<p>Curriculum</p> <p>RE – Journeys and Pilgrimages</p>	<p><u>Pilgrimages to Jerusalem</u></p> <ul style="list-style-type: none"> • List the Seven Wonders of the World from the last lesson. • Watch this video and this video about the importance of Jerusalem to the Jewish and Christian religions. • Create a Venn diagram to show the reason for why Christians and Jews might want to make a pilgrimage to Jerusalem.
<p>Daily Tasks</p>	<ul style="list-style-type: none"> - Practise your spellings to learn for the week. Do pyramid writing and Look, say, cover, write, check. - 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.



	Friday
Maths	YEAR 3 RECAP Textbook 3B – Chapter 11 – Fractions – Worksheet 2 and 3
	Support: <ul style="list-style-type: none">• https://vimeo.com/412345580/34ce70e489• https://vimeo.com/412341663/844c400f2e• https://vimeo.com/414683843/03a266864b• https://vimeo.com/412710096/93cb56f6f9
	Deepening:  <ul style="list-style-type: none">• Miss Malinowski will post the deepening for this lesson to seesaw.
English	WRITE/ IMPROVE: A poem using figurative language <ul style="list-style-type: none">• Think – <i>What is a metaphor? What are you writing your poem about?</i>• Look at your plan from yesterday. Add any extra ideas you think of and then put a tick next to your top 5 ideas.• Write your own poem using ideas from your plan.• 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). Publish the final version of your poem using this publishing sheet .
	Support: <ul style="list-style-type: none">• Support publishing sheet
	Deepening:  Record yourself performing your poem and upload to Seesaw
Curriculum PSHE	Safer Internet Week – Why is it important to speak to someone when we are worried about something online? <ul style="list-style-type: none">• Think - Why is it important to speak to someone when we are worried about something online?• Read the scenarios on the activity below and think about how each one would make the person feel. Choose one of the scenarios and think of advice that you could give them. What could they do in their situation? Explain your answer.
PE and Music	Miss Malinowski will post the link to the PE and Music recorded lessons in the week to seesaw.
Daily Tasks	<ul style="list-style-type: none">- Practise your spellings to learn for the week. Draw around the world and Look, say, cover, write, check.- 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.



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.

This week's guided reading: **Daring Deed: The Secret in the Attic (Part 1)**

You may also read on Epic! Books for kids – login instructions are on Seesaw

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

Miss Malinowski



Resources

Monday Resources

Maths -

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.

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

Planning Format

My Animal:



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

Curriculum -

History – Resource 1

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.

History – Resource 2

VIKING ARTEFACTS ANSWERS

Drinking horn and spoon



Horn was an important part of a cow or sheep as it could be used to make various items from armour to spoons. To use the horn it would be cleaned. If used for a drinking horn then it could be decorated. If you wanted a flat shape you would cut off the tip and then boil the horn to soften it. The horn would then be cut in half and boiled again. The boiled horn would then be pressed flat and the shape of the item would then be cut out and moulded as necessary.

Flint and steel



The Vikings could use a flint and steel to start their fires. When the flint is struck against the steel it produces sparks. The hard flint edge shaves off a particle of the steel. This particle, heated by the friction, ignites. The sparks fall onto prepared tinder which can begin the fire.

Ring money



As well as coins, the Vikings would also use ring money. This was a silver bangle that would be worn on the wrist. The richer the person the more bangles would be worn. Money wouldn't be used for buying everyday items like bread and mead but for more expensive items like livestock, weapons and land. On the whole the Vikings lived in a bartering society, so for everyday items they would barter for the goods and services they wanted.

Tools for leatherwork



Leather was an important material that was used for various items including water bottles and boots. Some Vikings were skilled leather workers, but a lot of people would have been able to produce essential items for themselves and their family. When out raiding or trading a Viking would have to be able to keep his equipment and clothing in good condition so repairs would have to be made on the go. The **awl** was used to make holes in the leather, the **beeswax** helped the **linen thread** pass through the holes. For a



stronger seam they used two needles. Each **iron needle** passed through the same hole, this doubled the thickness of the stitching and meant if a thread snapped there was still a solid seam.





Tuesday Resources

Maths -

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 -



Session 2 resource

Where did the Vikings settle in Britain?

Vikings travelled from Scandinavia (now Norway, Sweden, Denmark) to Britain.

They mostly settled in the Danelaw, to the north and east of England.

Some Norwegian Vikings or 'Norse' sailed to Scotland.

They made settlements in the north, and on the Shetland and Orkney Islands.

Vikings also settled on the Isle of Man and often raided Wales, but few made homes there.

In Ireland, the Vikings founded the city of Dublin.





Map of Viking Homelands and Settlements

Key



1. Find and label these countries on your map:

- England
- Scotland
- Wales
- Ireland
- Denmark
- Sweden
- Norway

2. Colour the Viking homelands in yellow.

3. Colour the Viking settlements in red.

4. Draw arrows on your map to show the routes of the Vikings to the different Viking settlements.

5. Make a key on your map to show the Viking settlements and homelands



Wednesday Resources

Maths-
English-

Setting Ideas for Haiku

A Beach



A Forest



A Park



A Funfair



A Mountain Top





Planning Format for Haiku

My setting:

1 st sense	2 nd sense	3 rd sense
<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••

Curriculum-



Thursday Resources

Maths-

English-

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

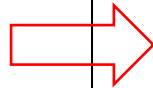
For example:

- a pale white eye

-

Linking prepositional phrases

- blinking in a dark cupboard



Back to lesson [here](#)



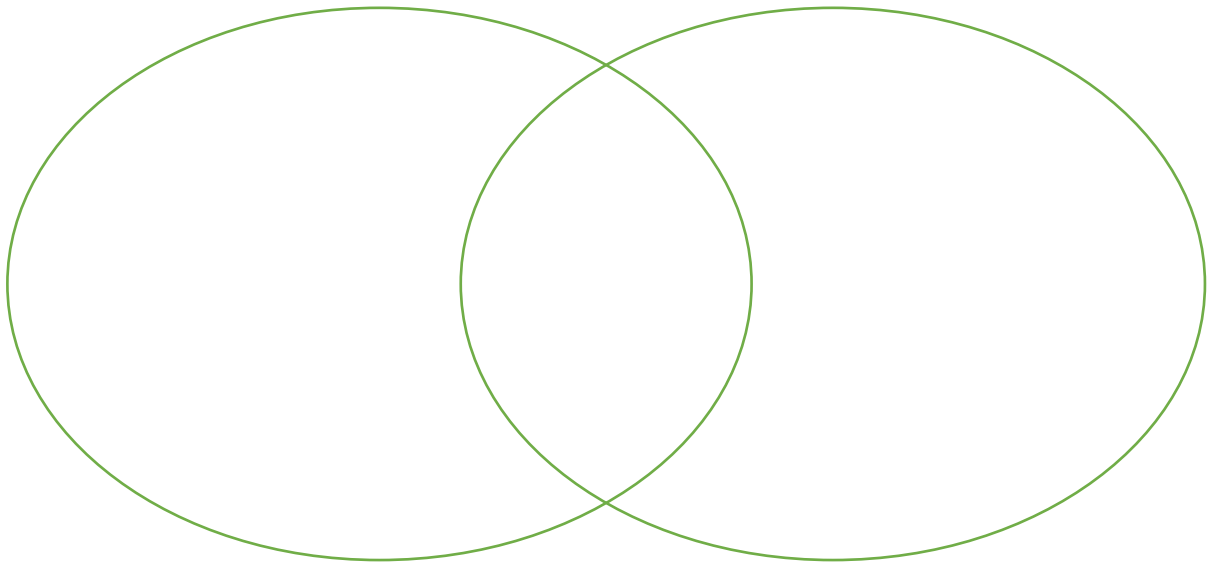
Curriculum-

Session 2: Venn Diagram

Christianity:

**Christianity
and Judaism:**

Judaism:





Curriculum-

PSHE – Online Safety



Feelings

1. Sami watches a video of an amazing trick shot. They try to do it themselves but just can't get it right.
2. Joe is noticing that lots of the people he sees online do not look like him, they all seem to be so 'perfect'.
3. Mae receives a message that says you should share it with five friends or get bad luck. When Mae shares it, her friends all laugh at her for believing it.
4. Mani keeps receiving lots of private messages online from very long and odd-looking usernames. He is not sure who these people are.
5. Charlie sees some exciting news about a new game being released and sends it to her friends. One of them replies explaining that it's not real.



Example answer:

I think that **Sami** should take a break from the game he is playing **because** it sounds like he is starting to get frustrated and might need some time to calm down.