

Timetable for Year 4 class wb 18.5.2020

	9-9.40	9.40-10.30	10.30-10.45	10.45-12.00	12.00-1.15	1.15-2.15pm	2.15-3.15pm
Monday	PE with Joe Wicks (Youtube)	Maths task 1	Break	English task 1 + spellings	Lunch	RE task 1	Music
Tuesday	PE with Joe Wicks (Youtube)	Maths task 2	Break	English task 2	Lunch	Topic	
Wednesday	PE with Joe Wicks (Youtube)	Maths task 3	Break	English task 3	Lunch	Computing	RE task 2
Thursday	PE with Joe Wicks (Youtube)	Maths task 4	Break	English task 4	Lunch	Science	
Friday	PE with Joe Wicks (Youtube)	Maths task 5	Break	English task 5	Lunch	Art/DT	French

Focus: Time

Monday maths task 1	<p>Warm Up: 10 mins on TT Rockstars</p> <p>Main Learning: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-4-2018-19-Summer-Block-3-Time.pdf Complete page 3 Varied Fluency activities</p> <p>Extension Activity: https://nrich.maths.org/1002/note Wonky Watches.</p>
Tuesday maths task 2	<p>Warm Up: 10 mins on TT Rockstars</p> <p>Main Learning: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-4-2018-19-Summer-Block-3-Time.pdf Complete page 4 Reasoning and Problem Solving activities</p> <p>Extension Activity: https://nrich.maths.org/7384/note The Time is?</p>
Wednesday maths task 3	<p>Warm Up: 10 mins on TT Rockstars</p> <p>Main Learning: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-4-2018-19-Summer-Block-3-Time.pdf complete page 5 varied fluency activities.</p> <p>Extension Activity: https://nrich.maths.org/4806/note Two Clocks</p>
Thursday maths task 4	<p>Warm Up: 10 mins on TT Rockstars</p> <p>Main Learning: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-4-2018-19-Summer-Block-3-Time.pdf complete page 6 reasoning and problem solving activities.</p> <p>Extension Activity: https://nrich.maths.org/981/note How Many Times?</p>

Friday maths task 5	<p>Warm Up: 10 mins on TT Rockstars</p> <p>Main Learning: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-4-2018-19-Summer-Block-3-Time.pdf complete page 7 varied fluency activities.</p> <p>Extension Activity: https://nrch.maths.org/1981/note Five on the Clock.</p>
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Monday English task 1	<ul style="list-style-type: none"> • Spellings: 1) purpose 2) quarter 3) question 4) recent 5) regular 6) reign 7) remember 8) sentence 9) separate 10) special • Grammar: Go to https://www.youtube.com/c/thetrainingspace and complete the sentence stacking for that day (this is live at 9:45am) • English: Edit your Big Write.
Tuesday English task 2	<ul style="list-style-type: none"> • Word Association – write 5/10/15 words associated with the word, ‘friendship’ • Grammar: Go to https://www.youtube.com/c/thetrainingspace and complete the sentence stacking for that day. (this is live at 9:45am) • English: Choose one of the topics below and hold a discussion with someone in your house. Should school uniform be banned? Should a skateboard ramp be built in the playground? Should dragons be kept as pets? Should Goldilocks be in trouble? Should all children learn to swim?
Wednesday English task 3	<ul style="list-style-type: none"> • Word of the Day- Write the following word in a sentence. Challenge: Use a KS2 conjunction & other WOW words. ‘moonbroch’ (a halo around the moon which foretells a coming storm) • Grammar: Go to https://www.youtube.com/c/thetrainingspace and complete the sentence stacking for that day. (this is live at 9:45am) • English: Create a boxed up planning grid for your discussion (use previous template from last lot of Home Learning). You should have an opening hook – what is being discussed and why this matters. Key arguments for, key arguments against and an ending, stating what you think is right and give reasons.

<p>Thursday English task 4</p>	<ul style="list-style-type: none"> • Odd one out – Which word is the odd one out and why? 1) dog, cat, donkey, dragon, 2) banana, tomato, peach, apple, pear, 3) Thailand, Singapore, Tokyo, England, Vietnam (Answers at the bottom of this document) • Grammar: Go to https://www.youtube.com/c/thetrainingspace and complete the sentence stacking for that day. (this is live at 9:45am) <p>English: Using your sentence structure skills from sentence stacking, can you now add some more detail to your boxed up grid. Use the support materials on http://www.hartfordmanorcpschool.co.uk/serve_file/67173 to write your extra information.</p>
<p>Friday English task 5</p>	<ul style="list-style-type: none"> • Word of the Day: Write the following word in a sentence. Challenge: Use a KS2 conjunction & other WOW words. ‘stelliferous’ (having or abounding with stars) • Grammar: Go to https://www.youtube.com/c/thetrainingspace and complete the sentence stacking for that day. (this is live at 9:45am) • English: Write your discussion using the following checklist. Beginning: Does my writing start with a clear introduction that tells the reader what is being discussed and why this matters? Have I used a hook to make the reader interested? Middle: Have I made really good points from both sides of the argument? Have I presented the arguments for and against the proposition clearly, explaining each point and supporting and backing it up with evidence? Have I linked the arguments together well? Have I used conjunctions, generalisers and discussion phrases to make the writing flow? Have I varied my sentence lengths and openings using interesting and powerful language? End: Have I concluded by clearly stating what I think and why? Is my writing enlivened in an interesting manner, using images, charts etc? Have I checked for accuracy – and places where my writing can be improved?

<p>RE task 1</p>	<p>Reconciliation – Inter-relating</p> <p>Networks of friendships and relationships enable human beings to live together. When a child’s power to reach out, trust and make friends is diminished, they may suffer the effects for a lifetime. Both children and adults have to discover their ability to reach out and repair what has been damaged.</p> <p>If human beings are to live together in relationships, there is always need for reconciliation.</p> <p>Q Recall a time when you were reconciled to someone else.</p> <p>Q What or who made the reconciliation possible?</p> <p>Q How might that person have felt?</p> <p>Q How did you feel?</p> <p>Listen to your favourite hymn and carry out an act of kindness to someone in your family.</p>
<p>RE task 2</p>	<p>Explore:</p> <p>Talk about bridges, what they do and why we need them. Look at a picture of a suspension bridge. Think about how they are constructed. A bridge needs to be built from both sides. A bridge must be strong enough for people to walk on. Bridges span or stretch across things. A bridge needs to be cared for and looked after otherwise it will just fall down.</p> <p>A bridge of friendship</p> <p>When I started school, I met Charlotte. She was standing by a table looking shy. I said, “Hello I’m Poppy!” and she said, “Hello!”. We were friends from then on. We sat at the same table to do our work. We both liked ICT best in school and we worked on it together. Charlotte is good at art so she helped me, I’m good at science so I helped her. We shared jokes and laughed together. We were also friends with Lucy and Will. I liked Charlotte, but then things changed. Charlotte went and sat by Emily one day to share her new book. I thought she would come back and sit by me, but she didn’t. At playtime, she stayed with Emily and I played with Lucy and Will. I wondered how I could build a bridge of friendship to Charlotte.</p> <p>A friendship is like a bridge between people - it needs to be strengthened, maintained or repaired.</p> <p>Q What brought Charlotte and Poppy together as friends?</p> <p>Q Why do you think the friendship faded?</p> <p>➤ Make a list of friends you have had for a long time. For each friend, record:</p> <ul style="list-style-type: none"> ▪ How did you meet your friend? ▪ What made you become friends? ▪ What do you do together? ▪ What do you like about your friend?

Computing	<p>Can I design a toy?</p> <p>Spend time exploring Scratch and investigate which blocks you could use to simulate your toy's inputs and outputs. The input could be a mouse click (to simulate pressing a button or a pressure pad) or the position of the mouse cursor (to simulate a proximity sensor). Outputs, such as movement (which would normally be caused by a motor), could be simulated using movement commands for individual components or by costumes showing different poses. Write scripts in Scratch to control your sprites based on your algorithms from Step 2. You could use the distance to mouse pointer block to simulate a proximity sensor, the key [] pressed block for a tilt sensor, the switch costume to [] block for controlling changes in a component's appearance and turn [] degrees blocks to simulate a motor moving components, e.g. a wheel. You can use the computer microphone and speakers directly. Do not be overly concerned if you aren't able to develop your toy simulation exactly as you had planned: it's important to revise ideas in the light of experience, and not everything can be foreseen</p>
Science	Use the information below to carry out a simple practical enquiry. There are two questions that you can choose to investigate.
Topic	Go to https://africa.mrdonn.org/benin.html Write a mini report on Benin. Use all the information you have found out so far. Make sure you use drawings to accompany your information if you can.
Art/DT	Go to https://www.youtube.com/watch?v=PGG4x565UmY and learn about the geometric design that Dr Esther Mahlangu created for Rolls Royce. Can you copy this design?
Music	Listen and sing along to A Hifeni. https://www.allaroundthisworld.com/listen/african-songs-for-kids/west-african-drum-song/#.XoYAQRdKhQI
French	Go to http://www.bbc.co.uk/languages/french/talk/greetings and practise greetings.

25.5.2020

Focus: Time	
Monday maths task 1	Warm Up: 10 mins on TT Rockstars Main Learning: : https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-4-2018-19-Summer-Block-3-Time.pdf complete page 7 varied fluency activities. Extension Activity: https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/ Year 4 Summer Reasoning and Problem Solving question 9
Tuesday maths task 2	Warm Up: 10 mins on TT Rockstars Main Learning: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-4-2018-19-Summer-Block-3-Time.pdf complete page 8 reasoning and problem solving. Extension Activity: https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/ Year 4 Summer Reasoning and Problem Solving questions 10
Wednesday maths task 3	Warm Up: 10 mins on TT Rockstars Main Learning: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-4-2018-19-Summer-Block-3-Time.pdf complete page 9 varied fluency activities. Extension Activity: https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/ Year 4 Summer Reasoning and Problem Solving question 11
Thursday maths task 4	Warm Up: 10 mins on TT Rockstars Main Learning: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-4-2018-19-Summer-Block-3-Time.pdf complete page 10 reasoning and problem solving. Extension Activity: https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/ Year 4 Summer Reasoning and Problem Solving question 12
Friday maths task 5	Warm Up: 10 mins on TT Rockstars Main Learning: https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/ Year 4 Summer Reasoning and Problem Solving questions 1 - 8 Extension Activity: https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/ Year 4 Summer Reasoning and Problem Solving question 13

Monday English task 1	<ul style="list-style-type: none"> • Spellings: 1) straight 2) strange 3) strength 4) suppose 5) surprise 6) therefore 7) though 8) although 9) thought 10) through • Grammar: Go to https://www.youtube.com/c/thetrainingspace and complete the sentence stacking for that day (this is live at 9:45am) <p>English: Listen to the story – Anansi and the pot of Beans on https://www.youtube.com/watch?v=8CVI2cidFOQ Answer the following questions: What region of Africa was Anansi from? What was Anansi planting and why? How do you think Anansi felt whilst planting the beans? What would you do if you were Anansi? What do you think will happen next? What are the key events in the story?</p>
Tuesday English task 2	<ul style="list-style-type: none"> • Word Association – write 5/10/15 words associated with the word, ‘relaxation’ • Grammar: Go to https://www.youtube.com/c/thetrainingspace and complete the sentence stacking for that day. (this is live at 9:45am) <p>English: Draw pictures to show the sequence of how to make spicy beans. Use this website to help you use instructional language. https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-instructions/zrvtscw</p>
Wednesday English task 3	<ul style="list-style-type: none"> • Word of the Day- Write the following word in a sentence. Challenge: Use a KS2 conjunction & other WOW words. ‘fuscous’ (dark and sombre in colour; brownish-grey) • Grammar: Go to https://www.youtube.com/c/thetrainingspace and complete the sentence stacking for that day. (this is live at 9:45am) • English: Give oral instructions to someone in your house to make a meal. What did you learn? What words worked best? Did you need to use detail? What details? Using this information, adapt your instructions.
Thursday English task 4	<ul style="list-style-type: none"> • Odd one out – Which word is the odd one out and why? 1) car, aeroplane, truck, bus, train, 2) camera, computer, television, telephone, fax-machine, 3) love, hatred, fear, greed, anger • Grammar: Go to https://www.youtube.com/c/thetrainingspace and complete the sentence stacking for that day. (this is live at 9:45am) • English: Box up a set of instructions for an African dish if you can (if not use your favourite meal that you are allowed to make). Make sure you include the following: <ul style="list-style-type: none"> • Beginning: Have a sentence that engages the reader so they want to read your instructions. Explain clearly what your instructions will help the reader to do. • Middle: List the ingredients and steps to take using precise vocabulary. • End: Give a final point or reminder. Do you need to give a word or warning or a top tip?

Friday English task 5

- **Word of the Day:** Write the following word in a sentence. Challenge: Use a KS2 conjunction & other WOW words. 'feuillemort' (the colour of dying or faded leaves)
- **Grammar:** Go to <https://www.youtube.com/c/thetrainingspace> and complete the sentence stacking for that day. (this is live at 9:45am)
- **English:** Write your instructions using this checklist.
- **Beginning:** Read your introduction through to see if it sounds good. Ask other people in your house to give an opinion.
- **Middle:** Use commas in a list. Use imperative verbs or adverbs to start your sentences. Use exact language so the reader knows what to do. Use impersonal language such as 'you may wish to..'
- **End:** Read your instructions through to check that they tell the reader what to do in a manner that is clear and can be easily followed.

<p>RE task 1</p>	<p>LEARNING FOCUS 1: Everyone is loved by Jesus.</p> <p>Read the story about the lost sheep from <i>God's Story 3</i> page 104 <i>The Good Shepherd</i> based on Luke 15:3-6,7. In a reflection situation, imagine yourself as a lost sheep. You hear Jesus calling you; you come out from a hiding place where you have gone because you know you have done wrong. Like the lost sheep, you allow yourself to be led home.</p> <p>The Sacrament of Reconciliation brings us back to God, who forgives us and absolves us from our sins. God's mercy and love is like the tenderness shown in the story. We can be sure God loves us.</p> <p>Q How did you feel during the reflection?</p> <p>Q What did the story of the 'lost sheep' mean to you?</p> <p>Sparkle: Act out the story of the lost sheep. Include words that describe your feelings of being lost and found and why the good shepherd should go and look for the sheep.</p> <p>Shine: With someone in your house, discuss why you think God would go in search of the 'lost' giving reasons why God would do this.</p> <p>Glow: Design a 'map' for a Christian on their life's journey who may be 'lost' and wants to be found – include on it 'signposts' of advice and ways to live their lives.</p>
<p>RE task 2</p>	<p>LEARNING FOCUS 2: Sin and Examination of Conscience.</p> <p>People get lost when they deliberately do something wrong, hurting others, themselves or the world they live in. That is what is called 'sin'. It is anything deliberately chosen – to think, say or do. It is also anything you choose to do or not to do that spoils or breaks the friendship with God and with other people. Sin is anything which breaks bridges of love.</p> <p><i>When Jesus was teaching, someone came up to him and asked him what he thought was the greatest commandment of all. This is what Jesus replied: "You must love the Lord your God with all your heart, with all your soul, and with all your mind, and with all your strength." The second most important commandment is this: "Love your neighbour as yourself." There is no other commandment more important than these two.</i></p> <p>Mark 12: 30-31</p> <p>Christians try to build bridges towards one another every day. They 'examine their consciences' to see how they have kept these two commandments. Our conscience is like a voice or feeling inside us. This is the Holy Spirit helping us to respond to God. If we pay attention to the Holy Spirit, it will help us to know if something is good or bad. It is good to think every evening, before you go to bed, about how you have built bridges of love and friendship or, perhaps, broken them through sin. We remember if we have done something that hurt someone else or if someone else has hurt us. We can thank God for all the good and say sorry for the bad and know that God, like the good shepherd, cares about us and loves us. We also must try to forgive those who have hurt us.</p>

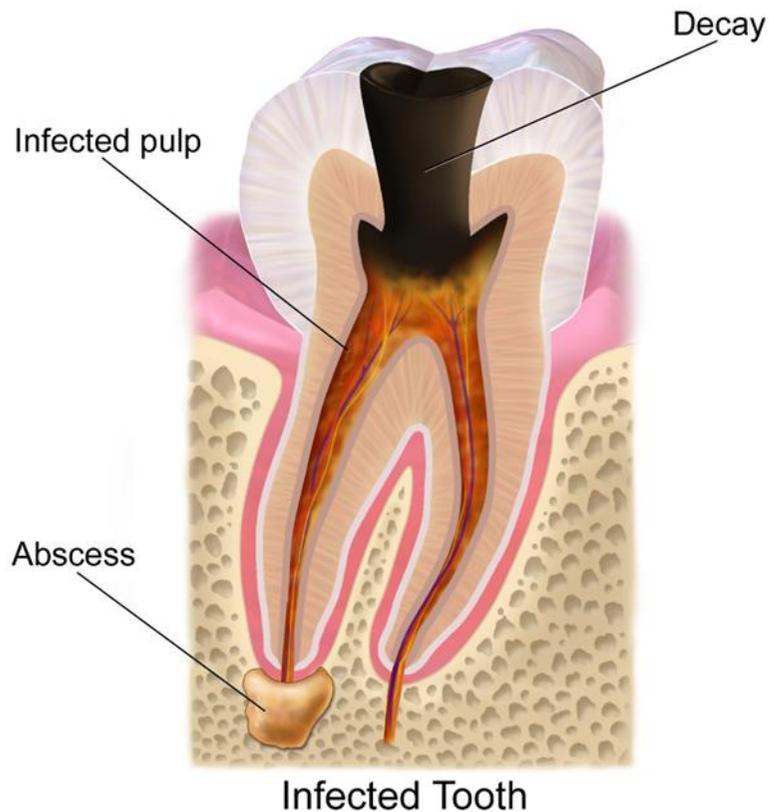
	<p>Q What does “examine your conscience” mean?</p> <p>Q When is it good to think about it? What will it lead us to do?</p> <p>Q Which is easier – to love God or to love your neighbour? Is there a difference?</p> <p>Q Why do you think love of God and love of our neighbour is so important?</p> <p>Q What would be another commandment?</p> <p>Q How would you define ‘sin’?</p> <p>Sparkle: Remember a time when you have reached out to someone you have hurt or offended. Describe how the bridge was broken and give reasons for how you rebuilt the bridge.</p> <p>Shine: Describe the ways in which God’s law of love can be broken – thinking, saying or doing anything that spoils or breaks friendship with God or with other people. It is also choosing not to do something which again results in breaking friendship with God and other people. Write a short story/account to illustrate one of these occasions and how a bridge might be rebuilt.</p> <p>Glow: Using the title ‘Building Bridges’ explore through any medium how Christians can build ‘bridges’ of friendship and goodness through their thoughts and actions. Give examples and make links to relevant Scripture.</p>
Computing	<p>Can I design a toy?</p> <p>Identify any bugs or changes that you would make. It’s unlikely that the toy simulations will work perfectly from the start. Ask them to use logical thinking to identify any bugs in their scripts. Break problems down into smaller steps – a good application for computational thinking (decomposition). Use logical thinking to attempt to fix these bugs, isolating the cause, thinking carefully where the mistake might be, and exploring alternative solutions. Discuss the experience of creating these interactive toy prototypes and to discuss computer control more generally. In the next session you will be pitching your toy to a group of toy experts: the dragons. Think about what resources you will need to gather for your presentations. Do you want to record a screencast showing how the simulation works, or an interview with one of the toy designers? Do you need to scan any of your original sketches from the earlier planning stages?</p>
Science	<p>Get 3 eggs and put one egg in each container. Fill each container with a different liquid. Predict: What do you think will happen to each egg? Each day observe any changes to the eggs. After one week, record what you have found out. As egg shell is similar in composition to teeth enamel, what can you say about the different liquids and the effect on your teeth.</p>
Topic	<p>Read the information on https://www.horniman.ac.uk/resource/ancient-benin/ and then write 5 things that you have learnt about the Oba’s.</p>
Art/DT	<p>Think of a company that could use a geometric design like Dr Mahlangu’s. Can you create your own design for a company? What colours would you use? What would your design be?</p>

Music	Go to https://www.allaroundthisworld.com/listen/african-songs-for-kids/west-african-drum-song/#.XoYAQRdKhQI and listen and sing along to 'Camel!'
French	Go to http://www.bbc.co.uk/languages/french/talk/greetings and practise introductions

Science

Discuss the following questions with someone in your house:

- What is tooth decay?
- What causes tooth decay?
- How do you know?



Simple Practical Enquiry

A simple practical enquiry is when you want to just observe what happens. So if I want to answer the question: *What effect does water have on chewing gum?*

A simple practical enquiry would involve:

- Placing the chewing gum in some form of liquid – for example water.
- Observing what happens to the chewing gum (*does it change colour, grow/shrink, change shape*) either immediately or over time (*what would be sensible time intervals?*).

In this enquiry I would need:

- Chewing gum
- A container
- Water
- A timer/clock (way to measure time)

A table to record my observations

Do different liquids affect the colour of chewing gum?

Liquids (milk, water, orange juice)

- 1) Record observations at regular intervals of time.
- 2) Compare the results from different liquids.
- 3) Spot patterns.

Odd one out answers:

cat - begins c

dragon – mythological

banana – shape

Tokyo -city, not country

England – not in Asia

aeroplane - flies

truck - not for passengers

train - guided by rails

camera - doesn't need electricity

television - 4 syllables

love - positive

greed - not an emotion

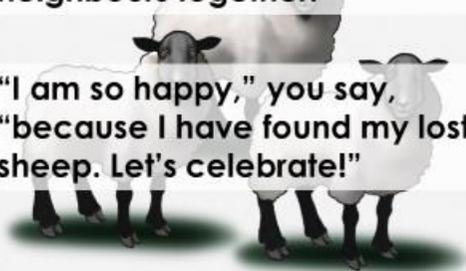
One day Jesus said, "Suppose one of you has a hundred sheep and loses one of them.

What do you do? You leave the other ninety-nine sheep grazing on the hillside and go looking for the one that got lost until you find it.

When you find it, you are so happy that you put it on your shoulders and carry it back home.

Then you call your friends and neighbours together.

"I am so happy," you say, "because I have found my lost sheep. Let's celebrate!"

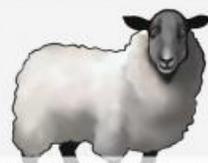
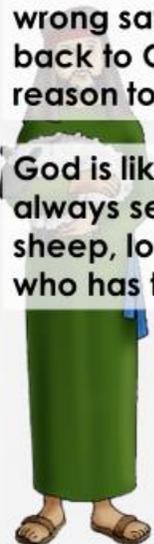


"It's like that with people," Jesus told them.

"If ninety-nine people stay close to God that's good.

But if one who has turned away from God and done something wrong says sorry and comes back to God, then that is a reason to celebrate.

God is like the good shepherd, always searching for the lost sheep, looking out the person who has turned away."



Based on Luke 15: 3-7
God's Story 3