

Timetable for Year 4 class wb 4.5.2020

	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: Money**

Monday maths task 1	<p><b>Warm Up:</b> 10 mins on TT Rockstars</p> <p><b>Main Learning:</b> <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-4-2018-19-Summer-Block-2-Money.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-4-2018-19-Summer-Block-2-Money.pdf</a> Complete page 3 Varied Fluency activities</p> <p><b>Extension Activity:</b> <a href="http://www.classroomsecrets.co.uk">www.classroomsecrets.co.uk</a> and complete the Free Pounds and Pence Homework Extension for Year 4.</p>
Tuesday maths task 2	<p><b>Warm Up:</b> 10 mins on TT Rockstars</p> <p><b>Main Learning:</b> <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-4-2018-19-Summer-Block-2-Money.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-4-2018-19-Summer-Block-2-Money.pdf</a> Complete page 4 Reasoning and Problem Solving activities</p> <p><b>Extension Activity:</b> <a href="http://www.classroomsecrets.co.uk">www.classroomsecrets.co.uk</a> and complete the Free Pounds and Pence Discussion Problems for Year 4.</p>
Wednesday maths task 3	<p><b>Warm Up:</b> 10 mins on TT Rockstars</p> <p><b>Main Learning:</b> <a href="https://www.math-salamanders.com/year-4-money-challenges.html">https://www.math-salamanders.com/year-4-money-challenges.html</a> and complete Row of Coins Challenges 4.1 and 4.2</p> <p><b>Extension Activity:</b> <a href="https://nrich.maths.org/public/topic.php?group_id=15&amp;code=7">https://nrich.maths.org/public/topic.php?group_id=15&amp;code=7</a> How Much Did It Cost?</p>
Thursday maths task 4	<p><b>Warm Up:</b> 10 mins on TT Rockstars</p> <p><b>Main Learning:</b> <a href="https://www.math-salamanders.com/year-4-money-challenges.html">https://www.math-salamanders.com/year-4-money-challenges.html</a> and complete Tyger's Money Square 4.1 and 4.2</p> <p><b>Extension Activity:</b> <a href="https://nrich.maths.org/public/topic.php?group_id=15&amp;code=7">https://nrich.maths.org/public/topic.php?group_id=15&amp;code=7</a> Plenty of Pens</p>
Friday maths task 5	<p><b>Warm Up:</b> 10 mins on TT Rockstars</p> <p><b>Main Learning:</b> <a href="https://www.math-salamanders.com/year-4-money-challenges.html">https://www.math-salamanders.com/year-4-money-challenges.html</a> and complete How Much Money Challenge 4.1 and 4.2.</p> <p><b>Extension Activity:</b> <a href="https://nrich.maths.org/public/topic.php?group_id=15&amp;code=7">https://nrich.maths.org/public/topic.php?group_id=15&amp;code=7</a> Money Bags</p>

<p>Monday English task 1</p>	<ul style="list-style-type: none"> <li>• <b>Spellings:</b> 1) Minute, 2) natural, 3) naughty, 4) notice, 5) occasion, 6) occasionally, 7) often, 8) opposite, 9) ordinary, 10) particular</li> <li>• <b>Grammar:</b> Go to <a href="https://www.youtube.com/c/thetrainingspace">https://www.youtube.com/c/thetrainingspace</a> and complete the sentence stacking for that day (this is live at 9:45am)</li> <li>• <b>English:</b> Edit your Big Write. Read through your story from the last lesson. Use this check list to up level the story.</li> </ul> <p>Sparkle: Sentences make sense. KS1 conjunctions used. All events in the story written about.          Shine: Sentences make sense. KS2 conjunctions used. Adverbials used in sentences. Story words used.          Glow: Story appeals to the reader. KS2 conjunctions used. Adverbials used in sentences. WOW words used.</p>
<p>Tuesday English task 2</p>	<ul style="list-style-type: none"> <li>• <b>Word Association – write 5/10/15 words for the word ‘tribe’</b></li> <li>• <b>Grammar:</b> Go to <a href="https://www.youtube.com/c/thetrainingspace">https://www.youtube.com/c/thetrainingspace</a> and complete the sentence stacking for that day. (this is live at 9:45am)</li> <li>• <b>English:</b> Listen and watch the story Fly, Eagle Fly on <a href="https://www.youtube.com/watch?v=Bgl4tVcRHs">https://www.youtube.com/watch?v= Bgl4tVcRHs</a> and write a letter to the eagle chick, telling him what you would do to train him. <b>Challenge:</b> Can you use a range of KS2 conjunctions in your sentences?</li> </ul>
<p>Wednesday English task 3</p>	<ul style="list-style-type: none"> <li>• <b>Word of the Day-</b> Write the following word in a sentence. Challenge: Use a KS2 conjunction &amp; other WOW words. ‘obselete’</li> <li>• <b>Grammar:</b> Go to <a href="https://www.youtube.com/c/thetrainingspace">https://www.youtube.com/c/thetrainingspace</a> and complete the sentence stacking for that day. (this is live at 9:45am)</li> <li>• <b>English: VIPERS – answer the VIPER questions about the story. V)</b> What do the words, ‘ without really moving, feeling the updraft of a wind more powerful than any man or bird...’ tell you about the situation? <b>I)</b> Find and copy a group of words that tell you about the moment the farmer, his friend and the eagle chick were at the top of the mountain. What impression do you get of the farmer from this? <b>P)</b> What do you think will happen to the eagle chick now? <b>E)</b> Explain how the eagle chick changed throughout the story. <b>R)</b> How did the friend carry the bird to the ledge of the rock? What did the farmer do at this point? Why? <b>S)</b> Summarise the key events from the friend’s point of view.</li> </ul>

<p>Thursday English task 4</p>	<ul style="list-style-type: none"> <li>• <b>Odd one out</b> – Which word is the odd one out and why? 1) clean, muddy, unwashed, filthy, 2) roared, shouted, whispered, yelled. 3) claws, paws, nails, feet, 4) dawn, morning, sunrise, sunset</li> <li>• <b>Grammar:</b> Go to <a href="https://www.youtube.com/c/thetrainingspace">https://www.youtube.com/c/thetrainingspace</a> and complete the sentence stacking for that day. (this is live at 9:45am)</li> <li>• <b>English:</b> Write a poem about the eagle chick. Try and make your poem rhyme. Here is an example:          Tiny, little eagle chick sheltering from the storm,          Along came a farmer who didn't expect me to perform.          He gave me food and shelter,          I felt like I was on a helter skelter,          After a while he set me free,          So I could be magnificent me!</li> </ul>
<p>Friday English task 5</p>	<ul style="list-style-type: none"> <li>• <b>Word Association:</b> Write 5/10/15 words for 'freedom'</li> <li>• <b>Grammar:</b> Go to <a href="https://www.youtube.com/c/thetrainingspace">https://www.youtube.com/c/thetrainingspace</a> and complete the sentence stacking for that day. (this is live at 9:45am)</li> <li>• <b>English:</b> Write a Haiku about the eagle chick. A Haiku has to have 3 lines. The first and last lines of the Haiku have 5 syllables and the middle line has 7 syllables. There are examples on <a href="http://www.kidzone.ws">www.kidzone.ws</a> Here is an example:           Comforting the chick          The farmer was a kind friend          He set the chick free</li> </ul>

<p>RE task 1</p>	<p>The Story of Paul.          Read the information about Paul and answer these questions:          1) How did Paul become a Christian and how did he feel about it? What was the Good News that Paul gave?</p> <p>Sparkle: Create a character sketch of Paul before he became a follower of Jesus. Write a second character sketch of Paul after he became a follower of Jesus. How did he change and why?</p> <p>Shine: Create a storyboard of the main events in the story. Accompany it with any artwork you are able to do.</p> <p>Glow: Transporting a character. Imagine you are Paul today and many people are turning out at the O2 Arena to listen to you. Your task is to help people understand how the Holy Spirit is working today in the Church in the same way as we read in the Acts of the Apostles.</p>
<p>RE task 2</p>	<p>Paul spreads the Good News.          Read God's Story 3. What do you wonder about the journeys of Paul? What do you think it was that kept Paul going for 30 years in spite of the all the hardships he faced?</p> <p>Sparkle: Write and draw scenarios for daily life. Use the gifts of the Holy Spirit to resolve the situation giving reasons for the gift you have chosen.</p> <p>Shine: Look in the Bible and make a list of all the letters Paul wrote to people living in certain places. Using the map, match up the names of the people with the names of the places.</p>

	<b>Glow:</b> Write a diary extract based on the events of Paul's experiences on his journeys. Include how he felt and why.
Computing	<p>Can I explain how toys work?</p> <ul style="list-style-type: none"> <li>• Name as many different computers, or devices containing computers, as you can.</li> <li>• Have you seen (or have) any toys that contain a computer, and what this computer allows the toy to do. Can you identify each toy's input(s) and output(s). You are going to become a toy designer, you will be designing their own interactive toy and then using Scratch to make an on-screen simulation of their toy.</li> <li>• Think of a target audience for your toy – how can you make the toy interactive? Think first in terms of the toy as a computer system, which accepts input (such as a pressure pad, a button or a proximity sensor), runs a stored program (what would the program need to do?), and produces output (such as a sound, lights or a motor to create some kind of movement). Sketch a few toy ideas (possibly using a paint program or IWB software), adding annotations to show the toy's input(s) and output(s). They should keep this sketch to use during the next step.</li> <li>• E.g Draw a teddy. On teddy's paw, write 'click here'. This is the input. The output is that the pressure pad underneath 'click here' that has a motor that will make teddy blink.</li> <li>• The steps of the input and output are called the algorithm.</li> </ul>
Science	<p><b>Science National Curriculum Objective:</b> Identify the different types of teeth in humans and their simple functions. Go to BBC Bitesize (<a href="https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc">https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc</a>), and find out about the different types of teeth you have. Describe to someone else in your home what function the different types of teeth have. Go to <a href="https://tpet.co.uk/downloads/teeth-labelling-differentiated-activities/">https://tpet.co.uk/downloads/teeth-labelling-differentiated-activities/</a> and complete the labelling activities on teeth.</p>
Topic	<p>Can I ask questions about historical events?</p> <p>Go to <a href="https://www.theschoolrun.com/homework-help/kingdom-benin">https://www.theschoolrun.com/homework-help/kingdom-benin</a> and complete the following activities:</p> <p>Write 3 facts about Benin that you have found interesting and 2 questions that you would like to find out.</p>
Art/DT	<p>Oba's were important people in the history of Benin. Look at images of Oba's on <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/africa/classroom-resource-art-benin">https://www.britishmuseum.org/learn/schools/ages-7-11/africa/classroom-resource-art-benin</a> - Can you make one at home?</p> <ol style="list-style-type: none"> <li>1) Get a cardboard box (empty Amazon one or empty cereal one) and cut to A5 size. Keep the pieces you don't yet need.</li> <li>2) Draw the image from the website in pencil/pen – whatever you have to hand.</li> <li>3) Start cutting the rest of your cardboard into smaller pieces.</li> <li>4) Layer the small pieces of cardboard on top of your drawing to start making the image 3D.</li> </ol> <p>*If you do not have enough cardboard for this, you could use any recyclable food packaging.</p>
Music	<p>Listen and sing along to Ha Ha Ha. <a href="https://www.allaroundthisworld.com/listen/african-songs-for-kids/west-african-drum-song/#.XoYAQRdKhQI">https://www.allaroundthisworld.com/listen/african-songs-for-kids/west-african-drum-song/#.XoYAQRdKhQI</a></p>
French	<p>Go to <a href="https://www.bbc.co.uk/bitesize/clips/z82kjsx">https://www.bbc.co.uk/bitesize/clips/z82kjsx</a> and then practise using phrases about food.</p>