



Year 4 Distance Learning – w.b. 23.03.20

For more detailed information on activities, please see plans below the timetable!

Monday	Reading	Maths	Times Tables/Number Bonds/Telling the Time/Measuring	Playtime!	Writing	Grammar and Spelling	Lunchtime!	RE	French	PE
Tuesday	Reading	Maths	Times Tables/Number Bonds/Telling the Time/Measuring		Writing	Grammar and Spelling		Geography	Music	PE
Wednesday	Reading	Maths	Times Tables/Number Bonds/Telling the Time/Measuring		Writing	Grammar and Spelling		Science	Circle time/PSHCE	PE
Thursday	Reading	Maths	Times Tables/Number Bonds/Telling the Time/Measuring		Writing	Grammar and Spelling		Art/DT		PE
Friday	Reading	Maths	Times Tables/Number Bonds/Telling the Time/Measuring		Writing	Grammar and Spelling		Computing	Handwriting	PE

Reading

Please read either your school or a home reading book for 30 minutes every day.

Monday – During your reading today, write down 3 words that you don't know the meaning of. Look up the meaning. Can you put these words into a sentence of your own?

Tuesday – During your reading today, write down 3 words that the author has chosen on purpose to have an effect on the reader. Explain what image this makes the reader think of. For example: *snatched* reminds someone of grabbing something from someone quickly, taking something that does not belong to them in a nasty way.

Wednesday – After your reading today, summarise what you have read and tell an adult. Can you summarise it in 50 words? 25 words? 10 words?

Thursday – After your reading today, write down how a character is feeling. Use evidence from the text to prove you are correct.

Friday – After your reading today, make a prediction about what will happen next. See if it is correct in your reading next week!

Maths

Solve one set of these calculations each day.

For **every calculation**, you need to draw or write your method!

Write down an explanation of your method, or tell an adult your method if they are not busy.

Get a grown up to check if your answer is correct. If you get any wrong, try and correct them yourself.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Using column addition:</p> <p>$345 + 428 =$</p> <p>$484 + 563 =$</p> <p>$845 + 472 =$</p> <p>$656 + 759 =$</p> <p>Challenge: can you write a word problem for these addition calculations?</p>	<p>Using column subtraction:</p> <p>$432 - 256 =$</p> <p>$528 - 363 =$</p> <p>$823 - 667 =$</p> <p>$1006 - 621 =$</p> <p>Challenge: can you write a word problem for these subtraction calculations?</p>	<p>Using expanded multiplication:</p> <p>$25 \times 6 =$</p> <p>$36 \times 7 =$</p> <p>$42 \times 8 =$</p> <p>$56 \times 9 =$</p> <p>Challenge: can you write a word problem for these multiplication calculations?</p> <p>**Note** Please watch the video on the expanded multiplication method <u>before</u> you start to answer these questions! The video is on our class page: https://www.binfieldschool.co.uk/year-4/</p>	<p>Using the partitioning method for division:</p> <p>$42 \div 3 =$</p> <p>$84 \div 6 =$</p> <p>$96 \div 8 =$</p> <p>$84 \div 7 =$</p> <p>Challenge: can you write a word problem for these division calculations?</p>	<p>Some of these word problems are 1-step and some of them are 2-step. Work out how many steps each problem has and solve them.</p> <p>I bought 5 boxes of 6 muffins. I gave my friend 12. How many did I have left?</p> <p>If there are 36 sweets in a bag and I share them between my 4 friends – how many sweets do I give my friends each?</p> <p>I have 12 packs of 9 pencils. How many pencils do I have altogether?</p> <p>The new football trainers I want cost £67. I saved up £18 and I was given £38 for my birthday. How much more money do I need?</p>

Times Tables/Number Bonds/Telling the Time/Measuring

Spend some time revising these different areas of maths.

Over the week you could:

- Practise whichever 'Maths Minutes' you are on at the moment.
- You could watch a Percy Parker video on YouTube or play TT Rockstars.
- Have a look at some of the maths games you could play!

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://trockstars.com/>

<https://www.topmarks.co.uk/maths-games/daily10>

<https://www.topmarks.co.uk/Flash.aspx?a=activity11>

<https://www.topmarks.co.uk/Flash.aspx?f=GuessMyNumber>

- Look at the clock and identify the time. What will the time be in 5 minutes? 30 minutes? Can you work out how long you have spent reading today? How many minutes until lunchtime? etc.

- Have a go at measuring things around your house! You could measure how much milk you put in your cereal, how many centimetres there are between the sofa and the door. You might like to help an adult make lunch or dinner and see what measurements you might need then. How much taller are you than the dining table? How much smaller are you than the door frame? Etc.

You might like to practice one area per day, e.g. Monday – Times Tables, Tuesday – Number Bonds etc. or do a little practicing of all the areas each day.

Writing

Your task this week is to write a balanced argument for the question: *should teachers be replaced by computers?*

Monday – plan your ideas out first; what are your arguments for and against the question? Create a bubble map for each side of the argument.

Tuesday – plan, write, edit and improve the introduction.

Wednesday – plan, write, edit and improve your arguments for

Thursday – plan, write, edit and improve your arguments against

Friday – plan, write, edit and improve the conclusion

Remember:

*the introduction should tell the reader what the argument text is going to be about. It must: gain the reader's attention; explain the argument question and use examples to highlight why there is a discussion.

*each reason for or against your argument should be one paragraph and you should clearly explain your reason and how it links to the argument question.

*the conclusion should summarise both sides of the argument. Sometimes it will reach a decision and sometimes it will ask the reader to decide for themselves.

You should include:

- argument sentence starters (firstly, on the other hand, in addition, furthermore, finally)
- paragraphs

- subordinate conjunctions (because, if, when, although)
- different sentence types (compound, complex and simple).

When you have drafted it all and edited it, write it up and share it on Showbie under the “Balanced Argument” assignment.

Grammar and Spelling

Grammar

Monday - Please watch the videos on the following websites: <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs> and <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt>

Complete the following task linked to this on Showbie (under the “Apostrophes” assignment):

Tick one box in each row to show whether the apostrophe is used for contraction or possession.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Is that Mandy’s coat?		
Sunil’s going swimming today.		
The cat’s stuck in the tree.		
Harry hid Asha’s pencil case.		

Rewrite the following sentence with an apostrophe in the correct place.

The sisters house was the most delightful shade of yellow.

Tuesday – write your own sentences using apostrophes for contractions

Wednesday – write your own sentences using apostrophes for possession

Thursday – look in a reading book and see if you can find any apostrophes. Are they apostrophes for possession or contraction?

Friday – watch <https://www.youtube.com/watch?v=zNFPnVz7JB4> and think about how possessive apostrophes may change with plurals. Write your own sentences using plurals and apostrophes for possession, e.g. *The monsters’ dinner was cold.* (There was more than one monster, so the apostrophe goes after the ‘s’)

Spelling

Please practise the following spellings every day this week.

Various	Suppose	Quarter
Therefore	Separate	Experience

You might like to write out the words in different colours, try ‘look, cover, say, write, check,’ write sentences using the spellings in or ask an adult to test you on your spellings.

RE

Our RE this term is all linked to Christianity and the Easter Story.

Watch: <https://ministry-to-children.com/last-supper-video/> to remind you of the story of the Last Supper.

Pretend you have interviewed the disciples at the Last Supper. What questions might you ask them? What might their answers be?

Write down your questions and their answers.

You might even like to draw a picture of your own interpretation of the Last Supper!

French

Go to: <https://www.french-games.net/frenchtopics>.

Remind yourselves of the *colours* in French using this website.

Go through the tutorial and then play the games!

PE

Mr Gooch's Weekly Challenge – See the video on the website for this week's challenge. What score can you get?

Joe Wicks is also doing a daily P.E. session for children from 9am every day this week!

Here is the link for his YouTube channel should you wish to participate. <https://www.youtube.com/user/thebodycoach1>

Please make sure you get lots of physical exercise even whilst you are at home.

Write down your answers to each of these activities below. Can you beat your score each day?

How many:

Star jumps can you do in a minute?

Times can you run up and down the stairs in a minute?

Times can you bounce the ball on the floor and catch it in a row?

You might even like to continue practicing our dances for *Robin and the Sherwood Hoodies!*

Try to take a walk or a jog with an adult around your local area – stretch your legs!

Remember GoNoodle is free to sign up to and play or the videos are on YouTube.

Which videos have you done?

Geography

As you will know, our topic this term is *Rainforests*.

Can you find out some more about this topic by having a look on these websites:

<https://kids.mongabay.com/>

<http://www.primaryhomeworkhelp.co.uk/rainforest.html>

<https://www.activewild.com/rainforest-facts-for-kids/>

Create a fact file poster, leaflet or booklet containing interesting facts about the rainforest, labelled diagrams and pictures with captions to show the different things you would find in a rainforest and different layers etc.

Music

Continue to practise our songs for the play. Think about the importance of the lyrics and how you could take inspiration from them, e.g. *If we all work together, we're bound to come through!*

Science

Look at a family photograph – what features have you inherited from your mum? Your dad?

Have your siblings inherited the same or different traits?

What features cannot be inherited? Why not?

Stick the photograph in the middle of a piece of A4 paper and annotate around the outside with what you have learned about inheritance in your family.

Circle time/PSHCE

Think of ways we could spread happiness or kindness over the next few weeks. Share your ideas with friends and family!

Art/DT

Art

Watch the first video clip on *starting to draw*.

<https://www.youtube.com/watch?v=OezMavBqWXc>

Practise your observational drawing skills. Find an everyday object e.g. a mug, spoon, shoe. Place it in front of you and try and draw it exactly how you see it.

You could try using different pencils, crayons or pens that you have available at home.

Try and draw it from a different angle/position e.g. from above, from the side.

Experiment with shading in your finished pieces.

Cooking

Can you help an adult do some cooking? Perhaps you can follow a recipe together and practise measuring/weighing the ingredients.

Think about how the ingredients change when they're mixed together.

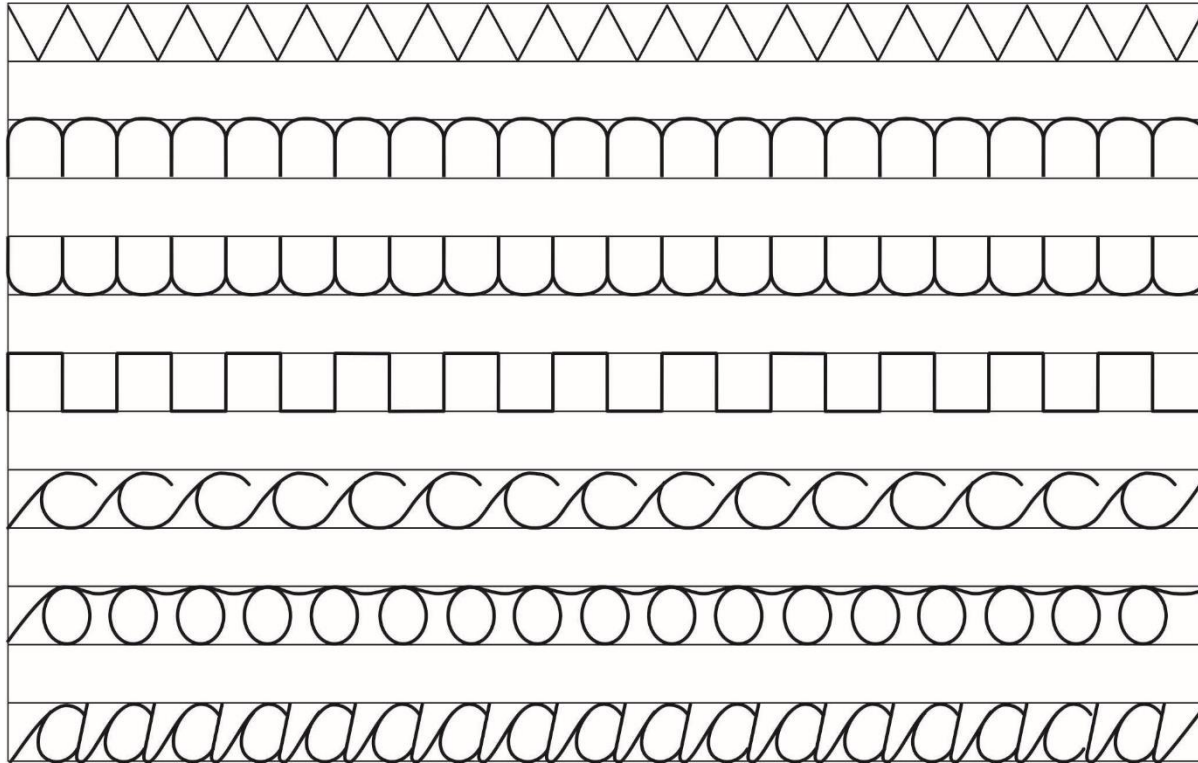
Computing

Type up your balanced argument.

You may like to type it up in paragraphs in a Word Document or create a PowerPoint presentation and add in images to illustrate your arguments.

Handwriting

Copy the following patterns. Try to make sure everything stays the same height.



Choose one piece of work from this week and write it up in your *neatest* handwriting. Take your time and make sure you form your letters correctly. Remember, any piece of writing you do at home can be used to show Mrs Mistry for pen licence when we return to school!