

## Home Learning for Week 16: Commencing 11<sup>th</sup> January, 2021

### Year 4

Day	Activities (N.B. timings provided are only intended to be used as a guide)
Monday	<p><b>9:00 – 10:00: Maths</b> (Focus: <u>Multiply by 10 - Recap</u>)</p> <ul style="list-style-type: none"> <li>Please click on the following link for this week's maths lessons / videos: <a href="https://whiterosemaths.com/homelearning/year-4/week-10-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-4/week-10-number-multiplication-division/</a> and each lesson's resources can be found in the <i>Maths Projects</i> sub-section of the Home Learning section on the school website.</li> </ul> <p><b>10:00 – 10:15: Break</b></p> <p><b>10:15 – 11:15: English</b> (Focus: <u>To engage with the poem</u>)</p> <ul style="list-style-type: none"> <li>In this lesson, we will learn a little bit about the poet, read the poem and identify any nonsense words <a href="https://classroom.thenational.academy/lessons/to-engage-with-the-poem-71h66r">https://classroom.thenational.academy/lessons/to-engage-with-the-poem-71h66r</a></li> </ul> <p><b>11:15 – 11:30: Break</b></p> <p><b>11:30 – 12:00: Daily reading and spelling tasks session</b></p> <ul style="list-style-type: none"> <li>Your child can continue to read a chapter from their home reading book or a book that they have borrowed from the library. After this, ask your child to write a short review detailing their likes and dislikes about the novel so far. Encourage them to justify their opinion with examples from the text.</li> <li>Practise your spellings for this week and get an adult to test you on Friday. <ul style="list-style-type: none"> <li>mechanic</li> <li>kettle</li> <li>chemistry</li> </ul> </li> </ul>

- awake
- backpack
- music
- brick
- traffic

Word of the Day: **appeal**

- What do you think it means?
- What is the definition (look it up in the dictionary)?
- Find a synonym.
- Find an antonym.
- Use it in a sentence.

**Lunch: 12:00 – 1:00**

**1:00 – 2:00: Geography** (Focus: OS maps to navigate)

This half term we will be looking at the UK and our local area, particularly around using OS maps to navigate. Have a look at the symbols used on OS maps on this link <https://www.ordnancesurvey.co.uk/documents/resources/25k-raster-legend.pdf>

If you have any OS maps at home, see how many of the symbols you can spot on your map. <https://www.ordnancesurvey.co.uk/mapzone/> has lots of activities to help you learn about maps. Draw your own map of your local area and create your own symbols to represent different features. Don't forget to make a key.

**2:00 – 2:20/30: Seesaw** (Upload work, write to your teacher, listen to class book etc.)

Tuesday

**9:00 – 10:00: Maths** (Focus: Multiply by 100 - Recap)

Refer to links in Monday's section.

**10:00 – 10:15: Break**

**10:15 – 11:15: English** (Focus: To investigate French derived words)

- In this lesson, we will be investigating French derived words and set spelling words to learn.
- <https://classroom.thenational.academy/lessons/to-investigate-french-derived-sounds-ccu3ed>

**11:15 – 11:30: Break**

**11:30 – 12:00: Daily reading and spelling tasks session**

- Encourage your child to record any words that have captured their interest from the chapter that they have read. They can look them up in a dictionary and then write synonyms for these words.
- Practise your spellings.

	<p>Word of the Day: <b>accelerate</b></p> <ul style="list-style-type: none"> <li>• What do you think it means?</li> <li>• What is the definition (look it up in the dictionary)?</li> <li>• Find a synonym.</li> <li>• Find an antonym.</li> <li>• Use it in a sentence.</li> </ul> <p><b>Lunch: 12:00 – 1:00</b></p> <p><b>1:00 – 2:00:</b>  In <b>PSHE</b>, we are looking at emotions. This week the learning objective is to recognise and talk about your emotions. Watch Michael Rosen read his poem 'Losing Things' <a href="https://www.youtube.com/watch?v=oyDbtuLKWFE">https://www.youtube.com/watch?v=oyDbtuLKWFE</a>. Then think about a time when you lost something special. What was it? What made it really important? Did you find it? How did you feel when you found it again? Have you ever been lost? How did this make you feel?  Draw an outline of a teddy and inside, write about what happened, either when you lost the special item or when you were lost yourself. Don't forget to talk about how this made you feel (your emotions).</p> <p><b>2:00 – 2:20/30: Seesaw</b> (Upload work, write to your teacher, listen to class book etc.)</p>
<p>Wednesday</p>	<p><b>9:00 – 10:00: Maths</b> (Focus: <u>Divide by 10 - Recap</u>)</p> <p><b>10:00 – 10:15: Break</b></p> <p><b>10:15 – 11:15: English</b> (Focus: <u>To explore the function of apostrophes</u>)</p> <ul style="list-style-type: none"> <li>• In this lesson, we will investigate how to use apostrophes for singular possession and for contraction. We will practise using them in sentences linked to our Jabberwocky writing. <a href="https://classroom.thenational.academy/lessons/to-explore-the-function-of-apostrophes-70up2d">https://classroom.thenational.academy/lessons/to-explore-the-function-of-apostrophes-70up2d</a></li> </ul> <p><b>11:15 – 11:30: Break</b></p> <p><b>11:30 – 12:00: Daily reading and spelling tasks session</b></p> <ul style="list-style-type: none"> <li>• Practise your spellings.</li> </ul> <p>Word of the Day: <b>valiant</b></p> <ul style="list-style-type: none"> <li>• What do you think it means?</li> <li>• What is the definition (look it up in the dictionary)?</li> <li>• Find a synonym.</li> <li>• Find an antonym.</li> <li>• Use it in a sentence.</li> </ul>

	<p><b>Lunch: 12:00 – 1:00</b></p> <p><b>1:00 – 2:00: Science</b>          In <b>Science</b>, we are looking at Animals including humans. Can you remember what the different teeth are and where they are located in the mouth? What are they for?          Try an investigation, you will need a piece of bread and some paper and a pencil. What do you think happens when you put a piece of bread in your mouth? Put a small piece in and chew it normally, record what happens on your paper. Then chew some bread (do not swallow) for a minute and observe how it changes. Then write down what happens in your mouth and to the bread.          Lastly leave the ball (bolus) of food in your mouth for three minutes and then observe its taste. What liquid has mixed in?          This websites should help to explain the process.  <a href="https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/z2rx82">https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/z2rx82</a></p> <p><b>2:00 – 2:20/30: Seesaw</b> (Upload work, write to your teacher, listen to class book etc.)</p>
Thursday	<p><b>9:00 – 10:00: Maths</b> (Focus: Divide by 100 - Recap)</p> <p><b>10:00 – 10:15: Break</b></p> <p><b>10:15 – 11:15: English</b> (Focus: <u>To generate vocabulary to write the opening</u>)          In this lesson, we will re-read verses 1 and 2 of the poem and use images to help us generate vocabulary.  <a href="https://classroom.thenational.academy/lessons/to-generate-vocabulary-to-write-the-opening-c9j3ct">https://classroom.thenational.academy/lessons/to-generate-vocabulary-to-write-the-opening-c9j3ct</a></p> <p><b>11:15 – 11:30: Break</b></p> <p><b>11:30 – 12:00: Daily reading and spelling tasks session</b></p> <ul style="list-style-type: none"> <li>• Practise your spellings.</li> </ul> <p>Word of the Day: <b>anticipate</b></p> <ul style="list-style-type: none"> <li>• What do you think it means?</li> <li>• What is the definition (look it up in the dictionary)?</li> <li>• Find a synonym.</li> <li>• Find an antonym.</li> <li>• Use it in a sentence.</li> </ul> <p><b>Lunch: 12:00 – 1:00</b></p> <p><b>1:00 – 2:00: PE</b>          In <b>PE</b>, try some rainbow yoga <a href="https://www.youtube.com/watch?v=dF7O6-Qablo">https://www.youtube.com/watch?v=dF7O6-Qablo</a></p>

	<b>2:00 – 2:20/30: Seesaw</b> (Upload work, write to your teacher, listen to class book etc.)
Friday	<p><b>9:00 – 10:00: Maths</b> (Focus: Multiply and divide by 0 and 1 – Recap)</p> <p><b>10:00 – 10:15: Break</b></p> <p><b>10:15 – 11:15: English</b> (Focus: <u>To develop a rich understanding of words associated with being confident</u>)  In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.  <a href="https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-being-confident-cgt3ar">https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-being-confident-cgt3ar</a></p> <p><b>11:15 – 11:30: Break</b></p> <p><b>11:30 – 12:00: Daily reading and spelling tasks session</b></p> <ul style="list-style-type: none"> <li>• Write a small book review for a book you have read and enjoy. Share it on Seesaw.</li> <li>• Ask an adult to test you on your spellings.</li> </ul> <p>Word of the Day: <b>recognise</b></p> <ul style="list-style-type: none"> <li>• What do you think it means?</li> <li>• What is the definition (look it up in the dictionary)?</li> <li>• Find a synonym.</li> <li>• Find an antonym.</li> <li>• Use it in a sentence.</li> </ul> <p><b>Lunch: 12:00 – 1:00</b></p> <p><b>1:00 – 2:00:</b>  In <b>Music</b>, watch the video and try some of the techniques <a href="https://classroom.thenational.academy/lessons/exploring-percussion-chk66t">https://classroom.thenational.academy/lessons/exploring-percussion-chk66t</a></p> <p><b>2:00 – 2:20/30: Seesaw</b> (Upload work, write to your teacher, listen to class book etc.)</p>