

# Year 4NK Christ Church Timetable

## Day 3 – Wednesday 25<sup>th</sup> March 2020

Breakfast



Exercise – (for those of you who love ballet, The English National Ballet are live streaming classes every-day on YouTube <https://youtu.be/fcT9uRjQCrE>)



10am – Maths Task 1



Brain Break and snack – *something healthy and lots of water (your brain will thank you for it!)*



11am - English



Play

Lunch



1.30pm – R.E – See Recipe for Success



Brain break



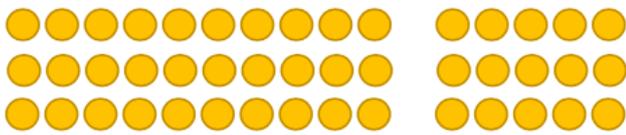
3pm – Maths Task 2 - Maths meeting



Reward yourself for a day's hard work and don't forget to read before bed!

## Maths Task 1- Multiplication and Division

1 Georgia and Dan each have some counters.



Georgia's Counters

Dan's Counters

Write down a multiplication to work out how many counters Georgia has.

$$\square \times \square = \square$$

Write down a multiplication to work out how many counters Dan has.

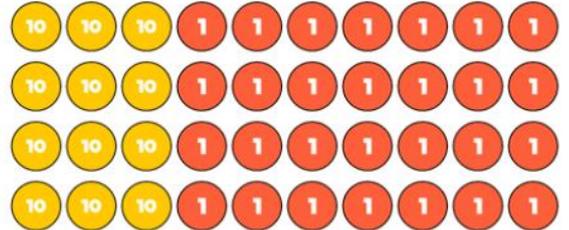
$$\square \times \square = \square$$

How many counters do they have altogether?

\_\_\_\_\_ counters

2 Amir is working out  $37 \times 4$

He uses place value counters to help him.



Work out  $37 \times 4$

Show all your working.

3



How many pens in total?

\_\_\_\_\_ pens

4 Work out the following multiplications.

$$36 \times 8 = \underline{\hspace{2cm}}$$

$$215 \times 7 = \underline{\hspace{2cm}}$$

5 Tina has £2,000

She buys 6 new paintings.

Each painting costs £259

How much money does she have left?

£ \_\_\_\_\_

6 Work out  $5 \times 797 \times 2 = \underline{\hspace{2cm}}$

Show or explain your method.

7 Complete the missing numbers.

	5	4	2
×			
			8

8 A small bag of sweets contains 15 sweets.

A large bag of sweets contains 7 times as many as the small bag.

Max buys 8 bags of each.

How many sweets does he buy in total?

\_\_\_\_\_ sweets

English Task – Take one sentence and improve it!



This could be the answer to what question?

---

---

---

Re-write the best sentence you can make

---

---

---

---

Past or present tense?

---



Add a fronted adverbial

---

---

Add a conjunction and extend after the last word

---

---

Verb(s)

---

Noun(s)

---



Add adjectives to describe nouns

boys =

---

bicycles =



*Forever, (2003) Ai Weiwei*



NUMBER

6114

Write it in words

---

---

Place Value

Thousands

---

Hundreds

---

Tens

---

Ones

---

Multiply by

10 = \_\_\_\_\_

100 = \_\_\_\_\_

1000 = \_\_\_\_\_

Halve it

---

Double it

---

Divide by

10 = \_\_\_\_\_

100 = \_\_\_\_\_

1000 = \_\_\_\_\_

Round it to the nearest...

10 = \_\_\_\_\_

100 = \_\_\_\_\_

1000 = \_\_\_\_\_

More than

10 more = \_\_\_\_\_

100 more = \_\_\_\_\_

1000 more = \_\_\_\_\_

Less than

10 less = \_\_\_\_\_

100 less = \_\_\_\_\_

1000 less = \_\_\_\_\_

Write a word problem that has this number as the answer.

---

---

---

---

---

---

---

---

---

---

Show it in base 10 (draw it)

■ Ones

■ Hundreds

■ Tens

■ Thousands



# Year 4NK Christ Church Timetable

## Day 4 – Thursday 26<sup>th</sup> March 2020

Breakfast



9am - Exercise – Joe Wick’s workout. Let’s try and get a shout out, I will be joining in again!



10am – Spanish with Miss Aina



Brain Break and snack – *something healthy and lots of water (your brain will thank you for it!)*



11am – English (SPAG with Mrs Ross)



Play

Lunch



1.30pm – Art



Brain break



3pm – Stig of the Dump discussion



Reward yourself for a day’s hard work 😊

## TASK 1 – Spanish with Miss Aina

Dear parents/ caregivers,

While I wish this was not the way we involved families in the children's Spanish learning, I thought it would be a good opportunity to tell you about what we've been learning, and leave you with a few links to fun videos to watch during this time, as well as some work to for now review what we have been doing, and perhaps in the future slowly make our way into simple new lessons.

In year 4 we have been doing Spanish for a while, and the first thing we did was to review what we had done before (Colours and numbers, basic instructions...) always adding a few pieces of new vocabulary. The topics we have covered in year 4 have been the parts of the body, the weather, months and seasons, clothes, food, animals and their habitats, and a bit of culture (Dia de Muertos, Carnaval, Halloween...). It is also the year where we can start having reading and video comprehension, and we have been doing a few in class!

To work on these topics we normally watch videos, sing songs, talk about the topic and learn the vocabulary and do a few worksheets on each of them. I would recommend that during this time we continue watching videos at home, and if possible, take extra time to watch one small episode of their cartoon of choice in Spanish every now and then - Netflix and other streaming services allow you to change the language (button is at the right bottom of the screen), but Youtube also has got many children's series that you can watch in Spanish.

For the **months**, they know a very good song to remember them:

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

For the **parts of the body**, we retook the song "Head Shoulders Knees and Toes" in Spanish, as it is quite fun and upbeat. The video we use is this one <https://www.youtube.com/watch?v=71hiB8Z-03k>, as it includes a bit that they love to dance to, and this year we have added a lot of new vocabulary!

To work on the **feelings** we talked about the vocabulary and then watched a few videos where we would take turns to identify what each character was feeling. <https://www.youtube.com/watch?v=s7inwr36UXA>

There were not many videos about **clothes**, so we used the topic to review colours again!

For **food**, we talked about our favourites, played a game of guessing the vocabulary (it is fairly easy), and watched a series of videos called "Te gusta el brocoli". Then, we did a food pyramid to talk about what foods are the healthiest.

<https://www.youtube.com/watch?v=OonqrUZCef4>

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

<https://www.youtube.com/watch?v=N6gPZWdxijU>

The topic of animals has been the longest one, as it allowed us to play many games in class, and there are many songs that we can sing, as well as stories to read to learn new animals. After learning about animals, we decided to divide them in habitats. We also learned some vocabulary to describe animals.

I'm also leaving videos you could watch together again (there are many videos to learn about animals, the best one would be from Smile and Learn Español)

<https://www.youtube.com/watch?v=YwYckV5hLjI&t=23s> rockalingua, la granja

<https://www.youtube.com/watch?v=dhsy6epaJGs> Pollito pio (they love this one)

<https://www.youtube.com/watch?v=j5ThRHh4Pho> vamos al bosque

The last topic we have done has been the houses. We have learned about the different rooms in a house. Here's a helpful video!

<https://rockalingua.com/videos/rooms-house-difficult-version>

**As homework, I'd like them to draw a house that includes all of these parts:**

**TEJADO - CHIMENEA - JARDÍN - DORMITORIO - BAÑO - COMEDOR - ÁTICO - ESCALERA - SALÓN - COCINA - GARAJE - PUERTA - VENTANA**

Wish you all the best,  
Aina Manresa

Task 2 – SPAG with Mrs Ross

**Test- Thursday 26<sup>th</sup> March 2020**

Green words - everyone must learn to spell these words  
Blue words - most people will learn to spell these words too  
Red words - some people will also learn these words

	Main focus: prefixes (National Curriculum word list words in bold)	1st Attempt	2nd Attempt	3rd Attempt
1	<b>interest</b>			
2	interesting			
3	<b>island</b>			
4	<b>appear</b>			
5	disappear			
6	<b>discontinue</b>			
7	submerge			
8	submarine			
9	<b>sentence</b>			
10	legible			
11	<b>illegible</b>			
12	<b>literate</b>			
13	<b>illiterate</b>			
14	<b>relevant</b>			
15	<b>irrelevant</b>			

**Words of the Week**

Check you know the MEANING of the words of the week.  
(You can learn to spell them too.)

literate	
illiterate	
legible	
illegible	
irrelevant	

## Spring 2020

### Y4: Recap of Spring Term Spelling Words – for a test next week.

- Go over all the **green words first**. Only move on if you feel very confident with these.
- If you can easily spell all the green words, go over the **blue** words - and then the **red** words too, if appropriate. (Bold words are from the Y3/4 word list.)

Use a whiteboard or piece of scrap paper to practise writing the words with your eyes closed!  
Remember to **SOUND OUT** – chunk by chunk and sound by sound...

Learn the words in a way that works best for YOU.

Spring Words Page 1		
Focus: The sound /ay/ written as <b>ei, eigh</b> and <b>ey</b>	Main focus: the prefixes <b>re-</b> and <b>pre-</b>	Main focus: the prefixes <b>in-</b> and <b>im-</b>
they	return	important
grey	replay	increase
obey	prepare	imagine
neigh	predict	possible
weigh	prediction	impossible
weight	previous	imperfect
eight	previously	impolite
height	preparation	incorrect
vein (blood!)	bicycle	incomplete
rein(s)	rewrite	ordinary
reindeer	rebuild	extraordinary
neighbour	precaution	immortal
reign	recycle	immense (huge!)
foreign	retreat	immature
beige	recede	premature
leisure		
veil		

## Spring Words Page 2

Spring Words Page 2	
Main focus: prefixes (National Curriculum word list words in bold)	Main focus: prefixes (National Curriculum word list words in bold)
<b>extreme</b>	<b>interest</b>
<b>extremely</b>	interesting
<b>experiment</b>	<b>island</b>
<b>exercise</b>	<b>appear</b>
<b>experience</b>	disappear
<b>regular</b>	<b>discontinue</b>
irregular	submerge
legal	submarine
illegal	<b>sentence</b>
national	legible
<b>international</b>	<b>illegible</b>
<b>interact</b>	<b>literate</b>
<b>binoculars</b>	<b>illiterate</b>
<b>bilingual</b>	<b>relevant</b>
<b>irresponsible</b>	<b>irrelevant</b>

## Websites for Art and Design

Why study Art?: <https://www.tate.org.uk/art/talking-point/why-study-art>

Why teach Art & Design: <https://www.bbc.co.uk/teach/class-clips-video/art-and-design--english-ks2-get-creative/zmkrf4j>

### GALLERIES AND MUSEUMS

TATE KIDS: <https://www.tate.org.uk/kids>

National Gallery of Art Washington: <https://www.nga.gov/education/kids.html>

Birmingham Museum of Art: <https://www.birminghammuseums.org.uk/schools/bmag-for-kids>

Metropolitan Museum of Art: <https://www.metmuseum.org/art/online-features/metkids/>

Royal Academy of Art: <https://www.royalacademy.org.uk/families>

### ILLUSTRATORS:

<https://www.quentinblake.com/>

<https://www.oliverjeffers.com/>

<https://axelscheffler.com/>

Colouring in: <https://axelscheffler.com/colouring-in>

### COLOUR:

<https://www.royalacademy.org.uk/article/family-how-to-make-a-colour-wheel-1>

DRAWING: <http://www.robbiddulph.com/draw-with-rob>

<https://www.quentinblake.com/about-drawing>

[http://www.nicksharratt.com/drawing\\_tips.html](http://www.nicksharratt.com/drawing_tips.html)

<https://www.youtube.com/user/ShooRaynerDrawing>

MAKING: <https://www.bbc.co.uk/cbeebies/makes>

PABLO: <https://www.bbc.co.uk/cbeebies/shows/pablo>

<https://www.youtube.com/watch?v=vY49eNceLBo>

<https://www.youtube.com/watch?v=FpvlOpciq2Y>

Portraits: <https://www.theschoolrun.com/what-your-child-can-learn-doing-self-portrait>

Stop motion animation: <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-stop-motion-animation/zr67kmn>

Cake sculptures: <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-cake-sculptures/zk4bnrd>

Costume Design: <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-costume-design/z4wkbdm>

Research: <https://www.dkfindout.com/uk/>

IMAGES: <https://www.dkimages.com/>

## Additional discussion ideas for Chapter 1 Stig of the Dump

- Ask the children what clues there are in the first paragraph which tell us that Barney's adventure doesn't take place near his own home. (The story takes place during Barney's various school holidays over the course of a year, a key element of the plot structure.)
- Look together at the dialogue in the paragraph beginning, 'Something, or Somebody'. Invite someone to read it aloud, using an expressive voice and noting the punctuation. Ask: *Why is only Barney speaking?* (Stig doesn't seem to have any language.)
- Invite the children to read the paragraph beginning, 'He'd never seen anything like the collection...'. Ask them to identify examples of: alliteration, for example 'bric-à-brac and old brock', 'stacks of sticks', 'bolts and bobbles from brass bedsteads'; assonance, such as 'fossils and bottles', 'stacks' and 'hanks'; and rhyme, for example 'skins and tins', 'stones and bones'. Point out the rhythm of the language used in the description.
- Focusing on how Barney and Stig react to each other, ask the children to find examples showing that they quickly seem to trust each other. For example, Stig lets Barney into his cave and Barney is happy to go in; Barney lets Stig use his pocket-knife.