Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 4

Week beginning: 1st February 2021

Weekly Home Learning

	Monday 1st February 2021	Tuesday	Wednesday	Thursday	Friday
English	**LI:** To identify causal conjunctions and adverbs	**LI:** To synthesise information from a text to answer questions	**L.I:** To identify the structural and language features of a text	**LI:** To evaluate and compare texts	**LI:** To draw a clear explanatory diagram
Key vocabulary and key questions	**Key Vocabulary:** cause, effect, consequence, result **Key Questions:** ● What are conjunctions? ● What are adverbials? ● How do authors demonstrate that an event doesn't happen in isolation, but rather, has been caused or pre-determined by another event? ● What is a consequence?	**Key Vocabulary:** connect, collate, select, identify, relevance, phrase, theme, organisation **Key Questions:** ● What skills do we use when reading information texts? ● How do we summarise information from a longer text into the main points? ● How can we collate information from different parts of a text to answer questions?	**Key Vocabulary:** sub-headings, passive voice, adverbials of reason, brackets, formal **Key Questions:** ● What is an explanation text? ● What is the purpose of an explanation text? ● How is the information organised? ● What person is it written in? ● Why might a glossary be important in this type of text? ● What role do quotes play in an explanation text?	**Key Vocabulary:** effect, logic, purpose, audience, cohesion, similar, different **Key Questions:** ● What does evaluate mean? ● How do we decide how purposeful a text is? ● What language can we use to compare and contrast?	**Key Vocabulary:** labels, cross-section, arrows, numbers, component **Key Questions:** ● Why do explanation texts need a labelled diagram? ● When explaining how something works, why is a cross sectional diagram better? ● As well as a diagram being labelled, why might parts being numbered be useful?
Introduction	Watch the teaching slides video to find out about causal conjunctions and adverbials. Complete the mini activities to get practise. Click on the link attached to the assignment if further support is needed	Watch the teaching slides video to find out how to identify relevant points in an information text and the comprehension skills used to answer questions. The teacher will model some examples of synthesis and link it to the success criteria. If further support is required, click on the link attached to the assignment.	Watch the teaching slides video to find out about explanation texts, their purpose and intended audiences. The teacher will model using the key to 'mark the text' to identify the language and structural features of this type of text. If further support is required, click on the link attached to the assignment.	Watch the teaching slides video to find out how to evaluate and compare explanation texts. The teacher will model using the checklist to identify the features used in 2 texts, using 1 colour for one text and another colour for the second. Click on the link to find out about comparative language and how it can be used to compare and contrast.	Watch the teaching slides video to find out about the use of labelled diagrams, within explanation texts. The teacher will model an example of making a labelled diagram. Explore how, when explaining how a gadget works, a labelled diagram is improved by being cross-sectional.
Activities	Complete the worksheets using the word bank provided. **Challenge:** Make your own cause and effect matching game and play with your family.	Read the text and use the success criteria to answer the question, in your own words. **Challenge:** Write a summary of the information presented in the text.	Using the key, at the bottom of the sheet, mark the text, demonstrating the features. **Challenge:** Sort the features onto the grid to show which belong to this genre and which do not.	As modelled by the teacher, use the checklist to identify the features used in 2 texts, using 1 colour for one text and another colour for the second. Once you have completed this, write a statement, using the evidence you just recorded, to explain which text is better and why. **Challenge:** With the text you thought was weaker, suggest improvement that the author could make.	Design a gadget of your own and create a cross-sectional labelled diagram of it. Make sure to refer to the success criteria so that your diagram is useful. **Challenge:** Write a brief sentence to accompany each of the labels for your diagram, explaining the purpose of that component.

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Maths	**LI: To solve correspondence problems**	**LI: To recognise the term 'area' and how it can be measured.**	**LI: To find the area of rectilinear shapes by counting squares**	**LI: To draw and create rectilinear shapes with specific areas**	**LI: To compare the areas of rectilinear shapes**
Key vocabulary and key questions	**Key Vocabulary:** systematic, record, n objects, m objects, symbols, representation **Key Questions:** Can you use a table to support you to find all the combinations? Can you use a code to help you find the combinations? e.g. VS meaning Vanilla and Sauce Can you use coins/counters or markers to support you to make all the possible combinations? What information do you have? What information do you need? How will you record your information?	**Key Vocabulary:** 2d shape, surface, length, width, perpendicular, right angles, sides, corners, measurement **Key Questions:** Which items have the largest surface area in your room/house/garden/ classroom? Would we want to find the area of the playground using sticky notes or rulers? What else could we use? Why are shapes with perpendicular sides more effective to find the area of rectilinear shapes?	**Key Vocabulary:** 2d shape, surface, length, width, perpendicular, right angles, sides, corners, measurement, squares **Key Questions:** What strategy can you use to ensure you don't count a square twice? How can we use our knowledge of squares and rectangles to aid our measuring of area?	**Key Vocabulary:** 2d shape, surface, length, width, perpendicular, right angles, sides, corners, measurement, squares **Key Questions:** If you turn a shape upside down, do they stay the same or are they different? Should you overlap the squares when counting area? Explain your answer. How many different rectilinear shapes can you make with ... squares? Will the area always be the same? Why?	**Key Vocabulary:** 2d shape, surface, length, width, perpendicular, right angles, sides, corners, measurement, squares **Key Questions:** How much larger/smaller is the area of the shape? How can we order the shapes? Can we draw a shape that would have the same area as ____?
Introduction	1. Supermovers 2. Flash Back 4	1. Flash Back 4 2. 2D shape identification	1. Look at your marking 2. Flash Back 4	1.Mark your work 2. Thinking problem slide	1. Look at your marking 2. Area problem
Activities	1) Work your way through the teaching slides: Warm-up, What we know already, My go - slides. 2) Then complete the 'correspondence questions' on your worksheet and slides that you are instructed to do. 3) When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic. 4) Next, mark yourself on the Traffic Lights and complete the next part:	1) Work your way through the teaching slides: Warm-up, What we know already, My go - slides. 2) Then complete the 'understanding area questions' on your worksheet and slides that you are instructed to do. 3) When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic.	1) Work your way through the teaching slides: Warm-up, What we know already, My go - slides. 2) Then complete the 'working out area questions' on your worksheet and slides that you are instructed to do. 3) When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic.	1) Work your way through the teaching slides: Warm-up, What we know already, My go - slides. 2) Then complete the 'drawing area questions' on your worksheet and slides that you are instructed to do. 3) When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic.	1) Work your way through the teaching slides: Warm-up, What we know already, My go - slides. 2) Then complete the 'comparing area questions' on your worksheet and slides that you are instructed to do. 3) When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic.

	a) If you need extra practice, then watch the video and redo some of the Practice Slides. b) If you need help then use our the 'Recording Tables' to support you. c) If you coped well, then enter the challenge - record these on paper or on the slide itself. **Challenge** - Deeper thinking Problem Solving and Reasoning.	4) Next, mark yourself on the Traffic Lights and complete the next part: a) If you need extra practice, then watch the video and redo some of the Practice Slides. b) If you need help then use our the 'Knowledge Mat'. c) If you coped well, then enter the challenge - record these on paper or on the slide itself. **Challenge** - Deeper thinking Problem Solving and Reasoning.	4) Next, mark yourself on the Traffic Lights and complete the next part: a) If you need extra practice, then watch the video and redo some of the Practice Slides. b) If you need help then use our the 'Knowledge Mat'. c) If you coped well, then enter the challenge - record these on paper or on the slide itself. **Challenge** - Deeper thinking Problem Solving and Reasoning.	4) Next, mark yourself on the Traffic Lights and complete the next part: a) If you need extra practice, then watch the video and redo some of the Practice Slides. b) If you need help then use our the 'Knowledge Mat'. c) If you coped well, then enter the challenge - record these on paper or on the slide itself. **Challenge** - Deeper thinking Problem Solving and Reasoning.	4) Next, mark yourself on the Traffic Lights and complete the next part: a) If you need extra practice, then watch the video and redo some of the Practice Slides. b) If you need help then use our the 'Knowledge Mat'. c) If you coped well, then enter the challenge - record these on paper or on the slide itself. **Challenge** - Deeper thinking Problem Solving and Reasoning.

Please continue logging into Doodle Maths, 'My Maths', Mathletics and keep up with your Times-table Rockstars regularly.

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Weekly Home Learning

Reading-Daily for 20 minutes

-Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.
-Complete the tasks set for you on Doodle English, Bug Club and Reading Plus. Continue logging in and completing your usual activities.

Art-Uploaded on Friday

LI: To create precise and repeating patterns
Introduction - Watch the teaching video to find out about and explore various African patterns. Click on the link to explore how we can use sketching skills to create different textures in our patterns
Activities - Use the templates provided to replicate some of the patterns we have learned about. Explore how you can use pencil technique to create texture.
Challenge - Create your very own repeated pattern, drawing inspiration from those we learned about in today's lesson.

Science-Uploaded on Tuesday

LI: To explore how water changes state.
Key question - How do wet clothes dry?
How does temperature affect the process of evaporation?
Introduction - This lesson explains the process of evaporation (which is responsible for the fact that clothes dry when hung on a washing line). Read through the presentation carefully.
Activities -
1: Read the 'Evaporation Statements' sheet and decide whether you agree or disagree with each statement.
2: If a parent/carer can supervise, an investigation can be carried out into whether temperature affects how fast towels dry. If not, write a plan for how you would do the investigation and your predictions for what might happen. Complete the 'Evaporation Investigation Activity Sheet' as you go along.
3: Complete the 'Washing Lines Conclusion' sheet. (Most of you should use the three star *** sheet. If you are EAL or supported in class, use the one star * sheet).

Topic-Uploaded on Monday

LI: To summarise and collate information from secondary sources
Introduction - Watch the teaching video to find out about the different types of sources historians refer to and their usefulness. Find out how historians retrieve and present information from sources, in an unbiased way.
Activities - Study the secondary sources and identify the important information. You will need to carefully judge its relevance and usefulness.
Once you have read all the information , use it to answer the questions about the Shang Dynasty by summarising the information from the sources.

Wellbeing Wednesday

Complete the first activity on the Wellbeing Wednesday sheet. This is in your wellbeing folder on Google Classroom. You can do the activity as a family with your parent or siblings.

PSHE

PSHE – Uploaded on Thursday
LI: To explore ways to express ourselves.
Key questions - What is self-expression? Why is it important?
Introduction -The lesson begins with a simple mindfulness exercise. Children practise gentle breathing. They observe their surroundings using all five senses.
Activities - Watch the short video and follow the instructions to draw a simple outline body. Show how each part of your body feels using different colours, patterns and textures.
You can do this as often as you like - how does your self-expression change?

RE

RE – Uploaded on Thursday
LI: To explain what the Sikh holy book is and how it is used.
Key questions - What is the Sikh holy book and how is it used?
introduction - Read the presentation which explains how the Sikh holy book came into being, how it is used and its significance. It also compares important Sikh prayers.
Activities - After the introductory slides about the Pool Mantar and the Sukhmani Sahib, complete the matching activity, 'Comparing Sikh Prayers.'
While reading through the presentation, complete the questions on the 'Guru Granth Sahib Research' sheet. Watch the video clip.

PE/Wellbeing

PE – Uploaded on Monday
LI: To identify ways of being active every day.
Introduction -
Join in the activities in the starter video and the Blue Ocean Just for Fun video.
Create four moderate to vigorous super moves that your family might enjoy doing with you.

Mr Coleman and Miss Alice have organised some lessons for you. Look out for their videos on Google Classroom Stream

Watch **Joe Wicks' live PE sessions** on his channel every **Monday, Wednesday and Friday at 9:00 AM.**

https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ