



Weekly Home Learning

Year 4	Monday 25th Jan	Tuesday	Wednesday	Thursday	Friday
English	LI: To conjugate verbs in the past tense	LI: To apply the conventions of speech, accurately	L.I: To select and record information from various sources	LI: To innovate a plot	LI: To organise paragraphs around a theme
Key vocabulary and key questions	<p>Key Vocabulary: verb, tense, past, present, participle</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● When we read a text, how do we know something has already happened? ● What is 'the past'? ● What word class refers to actions? (verbs) ● How do we change verbs to their past tense form? ● What rules do we follow to change a word into past tense? 	<p>Key Vocabulary: inverted comma, speech marks, comma, synonym, punctuation, statement, command, question</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● In a text, how do we identify spoken words? ● Where do speech marks go? ● How do we punctuate spoken words differently if they are a command/ statement or question? ● What other words (synonyms) could be used instead of 'said'? 	<p>Key Vocabulary: research, select, summarise, key words, skim, scan</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● When planning a story, where do we get ideas from? ● How do authors make sure they have enough information/facts to include in their writing? ● What does research mean? ● What 'reading skills' do we use when researching? ● What is the best way for research notes to be recorded? 	<p>Key Vocabulary: plan, substitute, structure, pattern, adapt</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● What is a story pattern? ● How can we use the structure of a story we know, to create a new story? ● What was the story pattern for 'Gregory Cool'? ● What does substitute mean? ● What details from Gregory cool could we substitute to create a new story, following the same pattern? 	<p>Key Vocabulary: paragraph, setting, character, event, tie, link, cohesion, opener</p> <p>Key Questions:</p> <ul style="list-style-type: none"> ● Why does writing need to be organised into paragraphs? ● What are the rules for the organisation for paragraphs in fiction? ● How does this differ to the rules in non-fiction? ● What does cohesion mean? ● How do we use language to create links (to show causality and time shift) between paragraphs?
Introduction	Go through the teaching slides video to find out about verbs, past tense and the rules to change a verb into the past tense form Pause the video to click on the links and do the mini-activities.	Go through the teaching slides video to find out about writing dialogue, the punctuation that needs to be used and how to ensure a balance of action and dialogue in our writing. Pause the video to click on the links and do the mini-activities.	Go through the teaching slides video to find out about today's task. The teacher will model an example of what you need to achieve and show you the best way to conduct and record your research.	Go through the teaching slides video to find out how an existing story pattern (Gregory cool) can be adapted to create a new plot. The teacher will model an example of how to substitute key words and details, using the research from yesterday's lesson and provide a modelled example of what you need to achieve today.	Go through the teaching slides video to find out about paragraphs and the rules for using them in fiction. The teacher will model an example of how to take the ideas from the 'boxing-up' grid (from yesterday) and expand them into sentences and paragraphs. Pause the video to click on the link to find out how language can be used to create links and cohesion. Then complete the mini-task to gain confidence.
Activities	Complete the worksheets, changing the verbs into the past tense and completing the sentences with a verb in the appropriate tense form.	Complete the worksheets, identifying spoken words in a text, inserting the correct punctuation and improving sentences by using a variety of synonyms for 'said'	Choose a culture to research (this will be the basis for the story you write this week). Use the given templates to help you record your information in a systematic way. If this is too challenging, select from a variety of support resources to use as a starting point.	Use the boxing-up tool (with the story pattern) to adapt the details in Gregory Cool by substituting them with ideas from your research (from yesterday) to plan a new story, which you will write today. Support resources with sentence frames are provided to help you, if you need more guidance.	Using the writing mat to support you, expand the ideas you recorded on your boxing-up grid into full sentences and paragraphs. Use language such as adverbials of time to create links and cohesion



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Maths	L1: To use formal written methods of multiplication to solve 3 and 1 digit numbers problems.	L1: To use formal written methods to solve 2 and 1 digit division problems	L1: To use formal written methods to solve 2 and 1 digit division problems, including remainders	L1: To use formal written methods to solve 3 and 1 digit division problems, including remainders	L1: To apply formal and informal multiplication and division methods to solve problems.
Key vocabulary and key questions	<p>Key Vocabulary: multiplication, product, factors, column, formal, hundreds, tens, ones, partitioning, exchange</p> <p>Key Questions: How does multiplication link to addition? How is multiplying a three-digit number by one-digit similar to multiplying a two-digit number by one-digit? How does partitioning help you to multiply 3-digits by a 1-digit number? How does the written method match the concrete representation?</p>	<p>Key Vocabulary: division, inverse, formal, tens, ones, partitioning, dividend, divisor, sharing equally</p> <p>Key Questions: What do you notice about the partitioned numbers and the divisor? Why do we partition in different ways depending on the divisor?</p>	<p>Key Vocabulary: division, inverse, formal, tens, ones, partitioning, dividend, divisor, sharing equally, remainder, left over,</p> <p>Key Questions: How many rows do we need to share equally between? If I cannot share the tens equally, what do I need to do? How many ones will I have after exchanging the tens? If we know $96 \div 4 = 24$, what will $96 \div 8$ be? What will $96 \div 2$ be? Can you spot a pattern? How do we know 13 divided by 4 will have a remainder? Can a remainder ever be more than the divisor?</p>	<p>Key Vocabulary: division, inverse, formal, partitioning, dividend, divisor, sharing equally, remainder, left over, hundreds, tens, ones</p> <p>Key Questions: What is the same and what's different when we are dividing 3-digit number by a 1-digit number and a 2-digit number by a 1-digit number? Do we need to partition 609 into three parts or could it just be partitioned into two parts? Can we partition the number in more than one way to support dividing more efficiently?</p>	<p>Key Vocabulary: 1 step, 2 step, multi-step, key words, illustrate,</p> <p>Key Questions: What information do we have? What information do we need? How can we find the missing information? How many parts are there to this problem? What calculation will we choose to work out the missing information? Then the answer? How will we check the answer? Where would these problem solving skills be useful in real life?</p>
Introduction	1) Look at the marking from the last lesson. 2) Supermovers	1) Look at the marking from the last lesson. 2) Supermovers	1) Mark work from last lesson 2) Times Tables Rockstars	1) Look at the marking from the last lesson. 2) True or False	1) Mark work from last lesson 2) Spot the mistake
Activities	<p>1) Work your way through the teaching slides: Warm-up, What we know already, My go - slides.</p> <p>2) Then complete written multiplication questions on your worksheet that you are instructed to do. This process will be repeated until the end of your worksheet.</p> <p>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.</p> <p>4) Next, mark yourself on the Traffic Lights and complete the next part:</p>	<p>1) Work your way through the teaching slides: Warm-up, What we know already, My go - slides.</p> <p>2) Then complete written division questions on your worksheet that you are instructed to do. This process will be repeated until the end of your worksheet.</p> <p>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.</p> <p>4) Next, mark yourself on the Traffic Lights and complete the next part:</p>	<p>1) Work your way through the teaching slides: Warm-up, What we know already, My go - slides.</p> <p>2) Then complete written division (with remainders) questions on your worksheet that you are instructed to do. This process will be repeated until the end of your worksheet.</p> <p>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.</p> <p>4) Next, mark yourself on the Traffic Lights and complete the next part:</p>	<p>1) Work your way through the teaching slides: Warm-up, What we know already, My go - slides.</p> <p>2) Then complete written division (with remainders) questions on your worksheet that you are instructed to do. This process will be repeated until the end of your worksheet.</p> <p>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.</p> <p>4) Next, mark yourself on the Traffic Lights and complete the next part:</p>	<p>Today you will be playing a maths board game. You will need 1 die (a single dice) - or use the dice link that is saved for an online die. You can play this on the screen or print it out and use counters - your choice. This can be played by yourself or against others in a competition (ask your family to play). 1. Read the rules and open the game.</p> <p>2. The spaces you land on will be the questions you have to answer on the slides. e.g. multiplying, dividing, problem solving.</p> <p>All of the questions link to our learning.</p>



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	<p>a) If you need extra practice, then watch the video and redo some of the Practice Slides.</p> <p>b) If you need help with Times Tables - use the Times Tables Square to help.</p> <p>c) If you coped well, then enter the challenge - record these on paper or on the slide itself.</p>	<p>a) If you need extra practice, then watch the video and redo some of the Practice Slides.</p> <p>b) If you need help with Times Tables - use the Times Tables Square to help.</p> <p>c) If you coped well, then enter the challenge - record these on paper or on the slide itself.</p>	<p>a) If you need extra practice, then watch the video and redo some of the Practice Slides.</p> <p>b) If you need help with Times Tables - use the Times Tables Square to help.</p> <p>c) If you coped well, then enter the challenge - record these on paper or on the slide itself.</p>	<p>a) If you need extra practice, then watch the video and redo some of the Practice Slides.</p> <p>b) If you need help with Times Tables - use the Times Tables Square to help.</p> <p>c) If you coped well, then enter the challenge - record these on paper or on the slide itself.</p>	<p>For support, there is a Times Tables Square.</p>
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Please continue logging into Doodle Maths, 'My Maths', Mathletics and keep up with your Times-table Rockstars regularly.



Weekly Home Learning

Reading-Daily for 20 minutes	Science-Uploaded on Tuesday	Topic-Uploaded on Monday
<p>-Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.</p> <p>-Complete the tasks set for you on Doodle English, Bug Club and Reading Plus. Continue logging in and completing your usual activities.</p>	<p>LI: To explore how water changes state.</p> <p>Key question - What causes water to change state?</p> <p>Introduction - This lesson looks at how water can change between liquid, solid and gas. It explains the process of melting, freezing, evaporation and condensation.</p> <p>Activities - Read through the presentation, answering any questions.</p> <p>Complete the first activity in which 'question' cards are matched with 'answer' cards.</p> <p>With parental supervision, children can investigate how water changes state in three different scenarios.</p>	<p>LI: To make observations</p> <p>Introduction - Building on the children's recent homework, this lesson looks at Shang artefacts and how archaeologists can use them to infer information about Shang life. Go through the teaching slides video to discover how artefacts can be used by historians to discover what life was like in the past. The teacher will model an example of how you will use your prior learning and observation skills to complete today's task.</p> <p>Activities - Choose a Shang dynasty artefact from the pack, and study it, using the questions on the success criteria as a prompt. Then record your observations and thoughts onto the given template. Draw an observational sketch of your chosen artefact (in the specified box) and label it.</p>
Art-Uploaded on Friday		
<p>LI: -To explore the social and cultural meanings behind a piece of art</p> <p>-To experiment with elements of line, shape and colour</p> <p>Introduction -Go through the teaching slides video to find out about Rangoli patterns, their history and the cultural significance to Hindus. The teacher will guide you in identifying the features of rangoli patterns and the different mediums that can be used to create them.</p> <p>Activities - Use symmetry to complete a partial rangoli pattern</p> <p>Challenge - Use the dotted paper to create your own rangoli pattern, drawing inspiration from those we have studied.</p>		
PSHE	Spanish (KS2 only)/RE/Music	PE/Wellbeing
<p>PSHE – Uploaded on Thursday</p> <p>LI: To explain the choices we have about spending money.</p> <p>Key question - What choices do we have about spending money? What impact can these choices have?</p> <p>Introduction - After identifying the meaning of 'budget,' children consider why this is an important word when considering choices about spending.</p> <p>Activities - This leads onto an activity about managing the weekly budget. Using the 'Weekly Money Task Cards,' children make decisions about 'wants' and 'needs' and identify priorities for what they 'buy' each week. Finally, they consider spending priorities - giving reasons for what they think is most and least important.</p>	<p>RE – Uploaded on Wednesday</p> <p>LI: To name and describe some special Sikh festivals</p> <p>Key questions - What special festivals are celebrated by Sikhs? How and why are they celebrated?</p> <p>Introduction - Read the slides about the two main special festivals celebrated by Sikhs. Read the story, 'The Banki Chhor Divas.'</p> <p>Activities - Retell the story using the picture cards and key words for support. Next, read the storyboard about Vaisakhi and answer the questions.</p> <p>Finally, sort the statements on the presentation so that they match the correct festival.</p> <p>Spanish - Uploaded on Thursday</p> <p>LI: to learn the names of shapes in Spanish</p> <p>Music - Uploaded on Wednesday</p> <p>LI: To listen and reflect on a piece of orchestral music</p>	<p>PE – Uploaded on Monday</p> <p>LI: to consider different ways to get active both indoors and outdoors</p> <p>Introduction - Create a game using a balloon or soft ball that will increase your heart rate. Consider ways to adapt your game so that it is safe to play in a small space.</p> <p>Mr Coleman and Miss Alice have organised some lessons for you. Look out for their videos on Google Classroom Stream</p> <p>Watch Joe Wicks' new live PE sessions on his YouTube channel every Monday, Wednesday and Friday at 9:00 AM.</p> <p>https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ</p> 