



HOME LEARNING

YEAR 4

01/07/2020

Morning Message

Bonjour Year 4! Comment ça va?

Here is the zoom meeting ID, which will be the same for all lessons.

812-8477-8145

Your parents will receive the password via email.

In English today, you will be writing the scene where your character has an idea and continuing with geometry in maths.

Please also remember to log on to **Accelerated Reader** when you finish a book to complete a quiz. Continue practising your spellings and multiplication tables. For this, you will be using Purple Mash-**Monster Multiplication**. Please make sure you read every day.

Let us have an awesome day everyone!

Ms Foster, Ms Greenaway & Mr Sowa

Today's Picture



Writing

Wednesday

LO: to write an idea scene

Today we will write the scene where our character has an idea of how to use the dragon. Use the plan you made on Monday and continue writing from where you left off yesterday. If I were continuing my writing from yesterday, it might go something like this:

“Who ARE you?” Molly asked the dragon excitedly.

“The name’s Gerald. But friends call me Gerry. I don’t think we’ve reached that point yet because you still haven’t brought me food! Where’s that steak and chips you promised?”

“I made no such promises,” said Molly, before eventually sighing and going downstairs to search the cupboards. She returned with a packet of chocolate digestives. “This is all I can manage, I’m afraid.”

The dragon blew fire out of his nostrils and the wrapper was turned to smoke. He then set about demolishing every single one of the biscuits as Molly looked on, astonished. She estimated he finished the packet in less than 20 seconds.

The dragon licked his lips and sighed contently, “Thanks for that Molly. If you ever need a favour, I can grow to an enormous size, you know. Might come in useful, I don’t know.”

That gave Molly an idea. She suddenly saw a way to get back at that horrible bully at school. A smile came to her lips and she said, “So, Gerry, tell me exactly what it is you can do?”

Tips for success:

Fronted adverbials to describe the action that follows.

Expanded noun phrases to enhance your writing (complex sentence)

Variety of punctuation – colon, brackets, apostrophes, inverted commas etc

Remember the rule for using inverted commas (speech marks)

Interesting vocabulary – to grab the attention of your reader.

Reading

Wednesday:

Day 3

In your home learning writing book write today's date in the margin and write:

Reading -Day 3 Teacher comprehension questions.

Re-read this week's text and answer these questions. You do not need to write out the questions, but you do need to write in full sentences which means include part of the question in your answer.

1. Find and copy two phrases or sentences which show that Jesus was behaving differently during the Last Supper.
2. Why was it a dangerous time for Jesus?
3. Why do you think the meal is known as the Last Supper?
4. Summarise what Jesus was trying to teach his disciples when he washed their feet in one sentence.
5. Why was Judas pleased that the other disciples had not heard his conversation with Jesus?
6. Do you think that the story of The Last Supper can still be important to people in the world today?

Children to access **Accelerated Reader** whilst at home.

Please follow the link below to the exact same page as the children have seen in school:

<https://ukhosted3.renlearn.co.uk/1922510/Public/RPM/Login/Login.aspx?srcID=s>

Maths

Year 4

Power Maths Book 4C

30-6-20

Pages 93 - 95

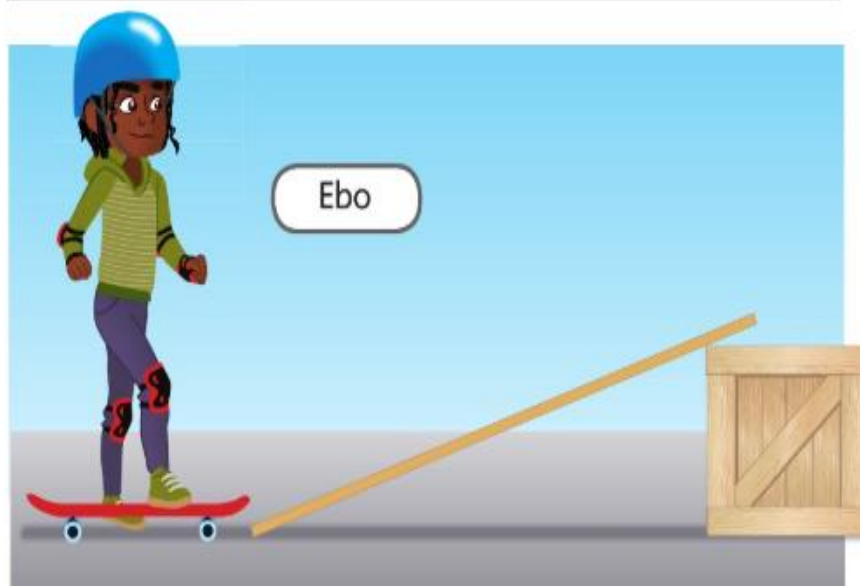
Statistics

Vocabulary:

quadrilateral, triangle, regular, irregular, interior angle, angle, acute, obtuse, reflect, right angle, symmetrical, isosceles, scalene, equilateral, line of symmetry, reflective symmetry

Comparing and ordering angles

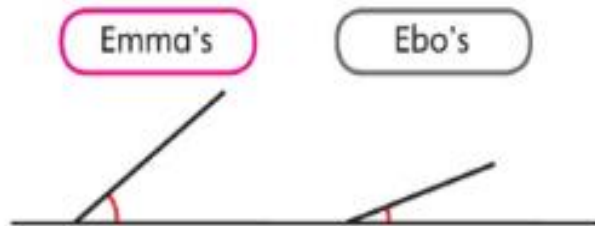
Discover



- I** a) Which ramp will allow the highest jump?
- b) At what angle would each ramp stop working as a ramp?

Share

- a) The children have set their ramps up at different angles. Emma's ramp has a greater angle than Ebo's ramp.

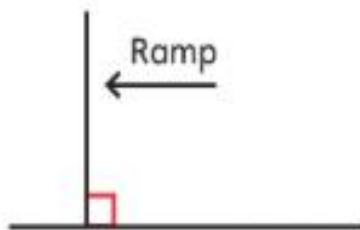


As Emma's ramp is set to a greater angle than Ebo's, she would be able to jump the highest from her ramp.

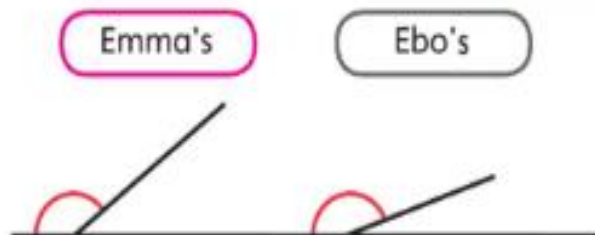
Both of these angles are smaller than a right angle. Remember, any angle smaller than a right angle is called an acute angle.



- b) A ramp set at a right angle definitely would not be able to function as a ramp.



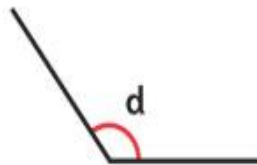
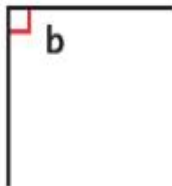
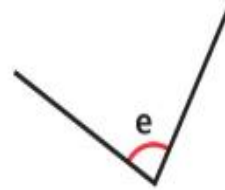
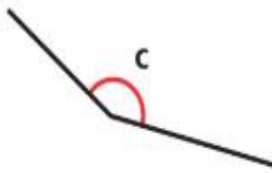
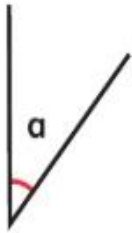
This will not work because the ramp is set at a right angle! I wonder if some acute angles also will not work.



Remember, any angle which is larger than a right angle but less than a straight line is called an obtuse angle.

Think together

- 1 Sort these angles into groups by putting the letter of each angle in the correct column.



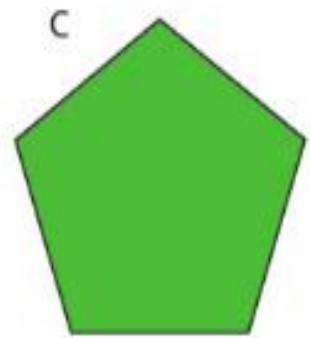
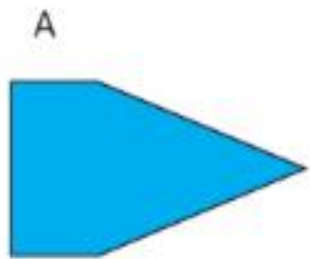
Acute	Right angle	Obtuse

- 2 Order the angles you have sorted from smallest to largest, writing them in a table like the one below.

Smallest					Largest



3 a) Sort the three shapes below. Complete the table by filling in all three columns for each category. One has been done for you.



Fewest acute angles		Most acute angles
Fewest right angles		Most right angles
C		
Fewest obtuse angles		Most obtuse angles

b) Can you draw a four-sided shape with three acute angles and a right angle? Explain why or why not.

Now complete **pages 96 - 98** in your Power Maths books.

Tuesday and Thursday: Go on the Mathletics website to complete the tasks that have been set.

<https://www.mathletics.com/uk/>

Weekly Spellings

Spelling focus for the week: We are revising the statutory spelling words for Year 4.

accident	accidentally	although
breathe	business	calendar
continue	disappear	eighth
enough	exercise	experience
favourite	February	grammar

You should know what the word means and be able to use it in a sentence.

Foundation Work (for the week)

Art- due Friday at 12pm

MONOGRAMS:

This week you are going to use your printing skills to design a PE bag which will hold your PE kit next year.

It will have your Monogram on the front which means a pattern made from your initials.



Design brief:

1. Your design must incorporate your initials.
2. Your design must be a repeat.



Method.

1. Write your initials out (for example William Shakespeare would have the initial WS)
2. Rearrange them so they fit together and make a symbol. Use your home learning book to sketch some ideas. Here are some examples.

Draw/photocopy or make a block and design a repeat in your home learning book

3. Go to **Purple-mash**.
4. **There is a 2Do** and put your design into the magnifying glass and it will repeat for you. Save and share and we will be able to see what you have designed.

You may want to have a go at making a PE bag. Here is a video to help you.

<https://youtu.be/XRfuHIR7ImM>.



shutterstock.com • 418149616

Write a diary of what work and activities you did today.
Remember to include your **emotions and opinions**.