



## HOME LEARNING

YEAR 4

29/06/2020

### 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, we will be planning ideas for this week's story. The reading task is about **The Last Supper**. We have come to the end of statistics – End of Unit Check.

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's have a good day everyone.**

Ms Foster, Ms Greenaway & Mr Sowa

### Today's Picture



### Writing

## Monday LO: To plan a story

Today, we will be planning ideas for the story. You will need to consider 3 parts of the story as above. Include some descriptive vocabulary for characters and settings.

Choose a format to plan.

You might use a **story map, mind map, bullet points or story mountain.**

Tell your idea to a family member. I have used bullet points here:

### The discovery

- Molly, a 9-year-old girl, recently started new school. Miserable and lonely – no friends yet and being picked on by nasty older girl.
- hiding in library at lunch. Discovers miniature dragon behind books!
- dragon angrily demands food “I demand you find me steak and chips!”
- Molly puts in pocket and keep hidden all day until she gets home to bedroom

### The idea

- conversation between Molly and Dragon
- Molly find him some biscuits
- dragon becomes grateful, reveals he can grow to an enormous size
- Molly has an idea!

### The funny scene

- on school playground next day, dragon in pocket, bully approaches and starts being mean.
- Molly shouts “Now!” – dragon jumps from pocket and becomes huge
- One teacher faints, another cries,
- Dragon burps accidentally “Oops, I always get a bit gassy when changing size,” he bellowed.
- picks up bully and flies into sky, scaring the bully who screeches and cries. Lectures her on being nice to Molly
- places bully back down, she apologises to Molly.
- Molly introduces Gerald to everyone at school

### 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

### The Last Supper

During the feast of unleavened Bread, or Passover (a Jewish celebration of the freedom of the Israelites), Jesus entered Jerusalem on a donkey. He was welcomed by large crowds, who laid their cloaks down for him and sang, but there were also many people who wanted him to perish because they were angry at his claim to be the son of God and his challenge to religious authority. Jesus sent two disciples ahead, instructing them to find a man carrying a jar of water, who would lead them to a house where they would find a large upper room, furnished and ready. The two disciples did as they had been asked. They were later joined by Jesus and the ten remaining disciples, who sat around the large table to share the Last Supper.

It was a very dangerous time for Jesus because of the bad feeling towards him so the disciples felt anxious; this caused them to remain quiet during the meal until Jesus broke the silence to predict his betrayal. All of the disciples were aghast, wondering who the traitor would be - each believing that it could not possibly be them. Jesus continued to explain that he would die but his betrayer would feel sorry forever.

Then Judas, the one who would betray him, said "Surely you don't mean me, Rabbi?"

Jesus answered, "You have said so."

Judas, feeling discomfited and nervous, was pleased that the other disciples had not heard the conversation because they were distracted.

Jesus took some of the unleavened bread (flat bread with no yeast) and broke it to share, explaining, "This is my body which is for you: do this in remembrance of me."

Following this, he took a cup of red wine and announced, "This is my blood: do this in remembrance of me."

Everyone took a sip as the cup was passed around. This act is commemorated in the Christian church today in the form of the Eucharist, a sacrament (a ceremony regarded as imparting spiritual grace in the Christian church) in which bread and wine are consecrated (made sacred) and consumed (eaten, drunk or ingested).

The meal continued until Jesus moved to a different area of the room, where he exchanged his clothing for uncomplicated servant clothes – a simple towel wrapped around his body – before filling a bowl with water. In an act of servitude to them, he used this to wash his disciple's feet before drying them with the towel he was wearing.

The disciples could not believe that they were witnessing Jesus perform this lowly act; to them, Jesus was the King of kings not a servant as his actions were suggesting. Peter refused to let Jesus wash his feet.

"If you don't allow me to wash your feet, you can no longer be with me,"

Jesus explained so Peter replied that, if that was the case, then Jesus could wash his hands and head as well as his feet. To this, Jesus responded that he only needed to wash his feet for his body to become clean. Peter then conceded and allowed Jesus to wash his feet. As Jesus finished his task of washing the disciples' feet, he explained that he came, not to be served but to serve and to give

his life as a ransom for many. “Following this act, Jesus changed back into his normal clothes and returned to the table of men eagerly waiting to try to understand the unusual deed they had just witnessed.

Together they prayed and Jesus prepared the disciples for his departure, telling them they were his “friends and not servants.” He then asked them, “Do you understand what I have done for you? You call me ‘Teacher’ and ‘Lord’, and that is who I am. And now that I have washed your feet, you can wash one another’s feet”

Through the significance of his actions, Jesus tried to share an essential lesson with his disciples about the importance of acting compassionately towards one another and that everyone should be treated equally.

Monday:

**Day 1.**

Your extract for this week is about **The Last Supper**.

You must read the extract out loud to a family member practising using volume, tone and expression.

As you read the text underline or make notes of any words that you do not understand in your home learning writing book.

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>

## End of unit check



1 How many more people prefer a cat than prefer a rabbit?

- A  $1\frac{3}{4}$
- B 7
- C 9
- D 10

Favourite pet

	Number
cat	
dog	
rabbit	
hamster	

Each represents 4 people.

2 Which statement is not true?

- A The most popular pet is a cat.
- B The least popular pet is a rabbit.
- C 4 more people like hamsters than like rabbits.
- D 3 people's favourite pet is a dog.

3 This table shows the scores out of 100 of 4 children in their termly spelling tests.

Which child showed the biggest improvement between Autumn term and Summer term?

- A Otis
- B Grace
- C Evie
- D Milo

	Autumn term	Summer term
Otis	73	93
Grace	21	71
Evie	42	93
Milo	32	81

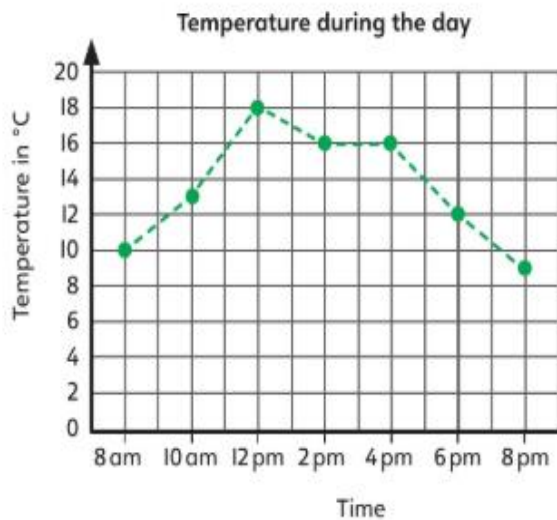
- 4 Sam asked some children in Year 4 how they came to school today.

He put his results in a bar chart.

How many people came by scooter?



- A 20                      C 21  
B 24                      D  $18\frac{1}{2}$
- 5 How many more people walked, biked or scooted to school in total compared to the number of people who came by car?
- A 6                      B 3                      C 40                      D 42
- 6 What is the difference between the highest and lowest temperature in the day?



Now complete **pages 90 - 92** 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.

<b>accident</b>	<b>accidentally</b>	<b>although</b>
<b>breathe</b>	<b>business</b>	<b>calendar</b>
<b>continue</b>	<b>disappear</b>	<b>eighth</b>
<b>enough</b>	<b>exercise</b>	<b>experience</b>
<b>favourite</b>	<b>February</b>	<b>grammar</b>

**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>.



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Diary

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