

Year 4 Monday 22nd February

Daily time table - these don't need to be done in order, as long as all activities are completed by the end of the day (3:05)

Hi guys,

We hope you all had a lovely half term!

Just to give grown-ups a heads up for our DT lesson this Friday, as we will be looking at packed lunches. For the lesson you'll need some of the foods you eat for lunch.

Many thanks,

Miss Cartwright, Mrs. Warnes and Miss Dorr.

Maths:

LO: Can I read time on digital and analogue clocks?

Morning problem:

Each parcel weighs 500g.

What is the weight of four parcels in grams?

Times tables:

I can complete 12 times table calculations.

$0 \times 12 = \underline{\quad}$

$1 \times 12 = \underline{\quad}$

$2 \times 12 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$4 \times 12 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$6 \times 12 = \underline{\quad}$

$7 \times 12 = \underline{\quad}$

$8 \times 12 = \underline{\quad}$

$9 \times 12 = \underline{\quad}$

$10 \times 12 = \underline{\quad}$

$11 \times 12 = \underline{\quad}$

$12 \times 12 = \underline{\quad}$

Daily:

- Listen to a times table song on YouTube
- Chant them forwards and backwards
- How do they link with other tables?
- Do you notice a pattern?

For the learning this week, all children in Y4 will be using Oak National Academy to learn about time.

In addition to the Oak Academy lessons, please also complete time related activities on Mathletics. Do email if you need your child's log-in!

There are also plenty of games online to support learning with telling the time. I will link what I have found:

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

<https://www.topmarks.co.uk/time/teaching-clock>

<http://www.maths-games.org/time-games.html>

Monday time challenge:

Discuss time vocabulary with your child.

- a quarter past

- It's a quarter past 4.

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- half past
- It's half past 9.
- a quarter to
- It's a quarter to 12.
- AM
- It's 7:50 AM.
- PM
- It's 11:20 PM.
- noon
- midnight

Go through ways of saying each one (e.g. 10 to 8/7:50) and test them on what they've found.



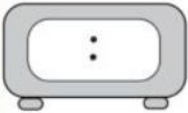



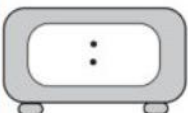



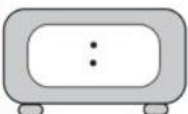

Follow the teacher, and stop when they tell you to stop, so you can complete the independent work. They will tell you when to do this.

Today, you will be reading the time on digital and analogue clocks

<https://classroom.thenational.academy/lessons/reading-analogue-and-digital-12-hour-clocks-6xjk2d>

Please complete the following activity, as per the teacher's instructions:

Draw the times on the clock

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<p>English</p> <p>LO: Can I begin to write about goblins?</p>	<p>We are starting a new unit in English called All About Goblins.</p> <p>Your first task is to have a go at writing an introduction to a book all about Goblins.</p> <p>You could fill in the blanks below:</p> <p>Welcome to the _____ world of _____. Inside this _____ guide you will learn everything that you need to know about _____. Leaf through the different sections to expand your mind and grow your _____ knowledge - enjoy!</p> <p>Alternatively, you could have a go at writing/typing out your own introduction.</p> <p>Your next task is as follows:</p> <p>The book is called <i>Goblinology: The Ultimate Guide to Goblins</i>. -ology is a suffix (a suffix is a group of letters added to the end of a word that change its meaning). Ology means the study of something. So, Goblinology is the study of goblins.</p> <p>Here are some other words you may have heard of ending in -ology. What do you think they are the study of? Circle the correct definition below. The answers are at the back of this book.</p> <p>Biology The study of plants The study of bicycles</p> <p>Zoology The study of zooming rockets The study of animals</p> <p>Archeology The study of past human life and cultures The study of arches</p> <p>Ecology The study of elephants The study of living things and their environment</p> <p>Let's make up some -ology words. Look at my examples: noun + ology = study of that creature</p> <table border="1" data-bbox="320 1565 1153 1709"><thead><tr><th>Title</th><th>The study of</th></tr></thead><tbody><tr><td>Dragonology</td><td>the study of dragons</td></tr><tr><td>Cakeology</td><td>the study of cakes</td></tr><tr><td>Giantology</td><td>the study of giants</td></tr></tbody></table> <p>Now, think of 3 of your own:</p> <table border="1" data-bbox="320 1803 1153 1937"><thead><tr><th>Title</th><th>The study of</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table>	Title	The study of	Dragonology	the study of dragons	Cakeology	the study of cakes	Giantology	the study of giants	Title	The study of						
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<p>Reading</p>	<p>Spend some time reading your book. You can read in your head, but please also read to an adult.</p>																

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	<p>Continue to use the list of questions that have been supplied on the previous daily plans.</p> <p>You can download the Libby app, which allows you to borrow books and e-books from your local library.</p> <p>Those children who are reading banded books - use the Oxford Owl website to find eBooks to read. https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</p> <p>Oak National Academy also have an online library which may be of use: https://library.thenational.academy/</p> <p><i>If you can, please send in a video of your child reading aloud and answering questions. This will allow myself and the TAs to assess their reading and move them up to the next reading level, if appropriate.</i></p>
<p>Spellings</p> <p>LO: Can I look, say, write, cover, check?</p>	<p>Read all of your spellings aloud. Do you recognise any of them? Which ones don't you know?</p> <p>Once you have done this, complete a 'look, say, cover, write, check' task.</p> <p>You look at the word.</p> <p>Say the word aloud.</p> <p>Cover up the word so you can't see it!</p> <p>Write the word, trying to spell it correctly.</p> <p>Check to see if you got it correct!</p> <p>Send me what you have learnt on the class email.</p>
<p>Afternoon lessons:</p> <p>Topic: Can I identify the importance and the function of the skeleton?</p>	<p>We are continuing our 'Healthy Me!' topic by having a look at the skeleton today.</p> <p>In this lesson, we will learn about the function of our skeleton as well as some of our major bones. We will also learn about different types of joints. Finally, we will discuss the differences between exoskeletons and endoskeletons.</p> <p>https://classroom.thenational.academy/lessons/what-are-the-major-bones-in-the-human-body-69gpac</p> <p>Complete the following tasks, as per the teacher's instructions (I will also upload a PDF of the tasks):</p> <p>Answer this question:</p> <p>1. What do you think an exoskeleton might mean?</p>

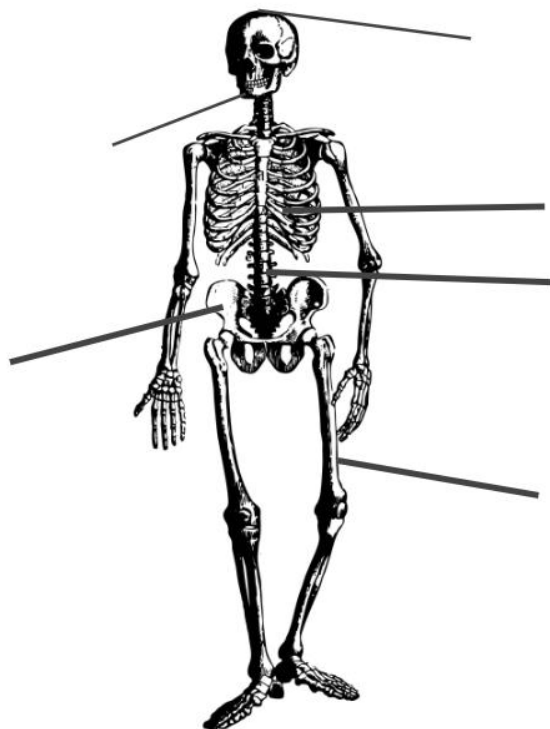
Answer these questions:

1. What are the three functions of the skeleton?

Answer these questions:

1. How do our bodies move?
2. What set of bones helps keep our body upright?
3. What bone structure helps protect our brain?
4. What bone structure helps protect our lungs and heart?

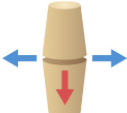
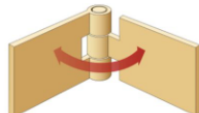

Can you label the bones we just discussed?



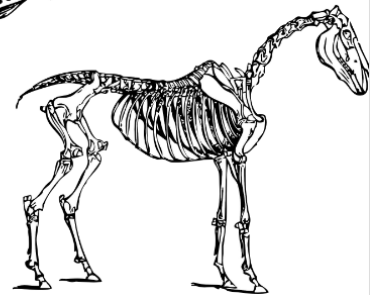
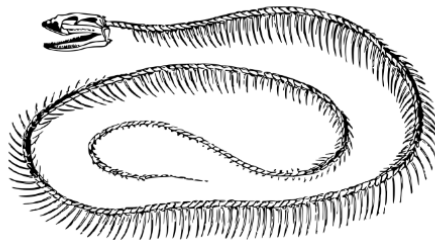
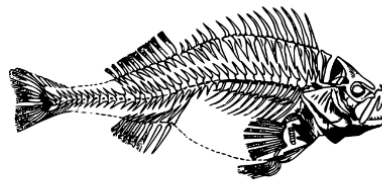
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Can you complete this table?

Type of joint	Image	Type of movement
		
		
		

Name the animals that these endoskeletons belong to:



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Label these animals as animals with exoskeletons or endoskeletons



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Finally, please watch this video:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-do-muscles-and-bones-work/zfgtscw>

Please ensure that you email completed work to rowan@lyng.norfolk.sch.uk so I can provide feedback on certain pieces to ensure progression.

I will provide feedback via the class email.

Y3	Y4	Miss Dorr's group
perhaps	different	child
address	exercise	children
guard	regular	wild
material	complete	climb
recent	remember	most
guide	sentence	only
forward	separate	even
fruit	special	class
	thought	grass
	weight	class
		sure