



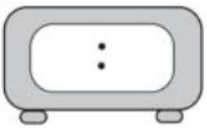



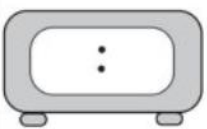



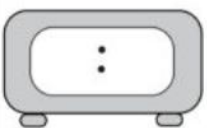

Year 4 Tuesday 23rd February

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)

Today, we will be converting time between 12 and 24-hour clocks.
<https://classroom.thenational.academy/lessons/reading-writing-and-converting-time-between-12-hour-and-24-hour-clocks-6hj66t>

Please complete the following task, as per the teacher's instruction:

Independent Task

| | | | |
|---|--|--|--|
|  |  a.m. / p.m. |  |  a.m. / p.m. |
|  |  a.m. / p.m. |  |  a.m. / p.m. |
|  |  a.m. / p.m. |  |  a.m. / p.m. |

English

Today we are going to have a go at designing our own *Goblin* and describing it.

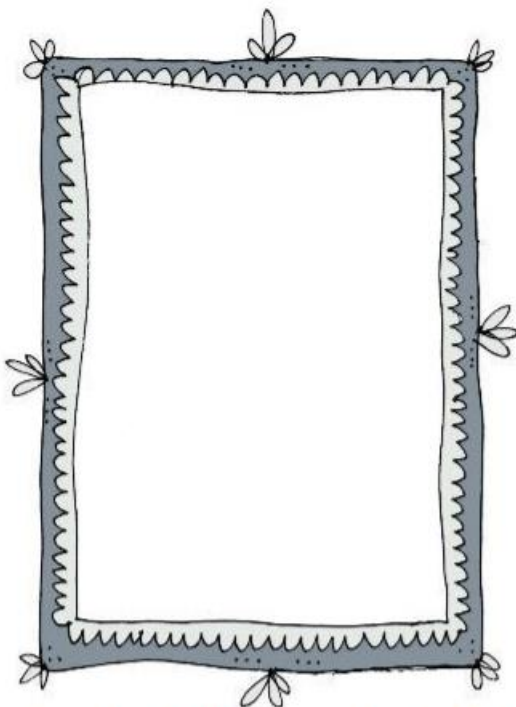
LO: Can I design and describe a goblin?

You can use the template I have given you, or you could do it on another piece of paper. It's up to you!

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Can you draw your own goblin, think of a name for it and write down 4 facts? Use the space below.



Name _____

1)

2)

3)

4)

Have a look at this paragraph about the Grass Goblin. What do you notice about how the facts have been written?

Can you now write a descriptive paragraph based on this one below?

Unsurprisingly, the **vast majority** of Grass Goblins can be found in gardens **because** they love to eat red and yellow roses.

Interestingly, **most** Grass Goblins like stealing garden gnomes **and** leaving behind their slime.

If you read carefully, you may notice that you've included:

I have:

- ★ started the sentences with some engaging **adverbs**
- ★ joined two facts together showing how one led to the other by using **'because'**
- ★ joined two facts together using **'and'**
- ★ Used words like, **'the majority'** and **'most'** to generalise about these goblins
- ★ used the present tense (love/like).
- ★ Here is a word bank with more useful words to use:

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| | | | | | | | | | | | | | | | | |
|--|---|---------------|----------------|-----------------------------|--------------|-----------------------------|-------|---------|------|-----|---------------------|---------|------|----|----|---------|
| | <table border="1"><tr><td>Amazingly,</td><td>Interestingly,</td><td>Surprisingly,</td><td>In addition,</td><td>Contrary to popular belief,</td></tr><tr><td>A few</td><td>Several</td><td>Many</td><td>All</td><td>A small number of..</td></tr><tr><td>because</td><td>when</td><td>as</td><td>if</td><td>despite</td></tr></table> <p>Using what the author has, try to write your own paragraph based on your Goblin.</p> | Amazingly, | Interestingly, | Surprisingly, | In addition, | Contrary to popular belief, | A few | Several | Many | All | A small number of.. | because | when | as | if | despite |
| Amazingly, | Interestingly, | Surprisingly, | In addition, | Contrary to popular belief, | | | | | | | | | | | | |
| A few | Several | Many | All | A small number of.. | | | | | | | | | | | | |
| because | when | as | if | despite | | | | | | | | | | | | |
| Reading | <p>Spend some time reading your book. You can read in your head, but please also read to an adult.</p> <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> | | | | | | | | | | | | | | | |
| Spellings | <p>Use an online dictionary to find out what each of the words mean.</p> <p>https://kids.britannica.com/kids/browse/dictionary</p> <p>Send me what you have learnt on the class email.</p> | | | | | | | | | | | | | | | |
| Afternoon lessons: Music: LO: Can I listen to and appreciate music from films? | <p>For the next few music lessons, we are going to listen to some famous pieces of music from films. We will be looking at the composers, instruments, feelings and images.</p> <p>Today, we are going to listen to Hedwig's Theme from Harry Potter.</p> <p>https://www.youtube.com/watch?v=wtHra9tFISY</p> <p>Answer the following questions:</p> <ol style="list-style-type: none">1. Who composed Hedwig's Theme?2. Have they composed the music for any other films? Name three (or more if you can find them!).3. Name some of the instruments that you can hear in the piece.4. What feelings do you have whilst listening to the music?5. What images does this music make you think of? Draw them! | | | | | | | | | | | | | | | |

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| | |
|---|--|
| French: LO: Can I find the name of pets in French? | We are going to be learning about animals this half term. Today, we will be naming pets. <ul style="list-style-type: none">- Dog- Cat- Hamster- Fish- Rabbit- Guinea Pig (If your pet isn't on this list, please feel free to find the translation of it!) Create a poster drawing and labelling the different animals. |
|---|--|

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 address guard material recent guide forward fruit | different exercise regular complete remember sentence separate special thought weight | child children wild climb most only even class grass class sure |