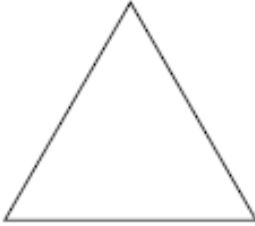


Year 4 Wednesday 24th February

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)

<p>Maths:</p> <p>LO: Can I convert between hours, minutes and seconds?</p>	<p>Morning problem: Draw all the lines of symmetry. How many lines of symmetry does the shape have?</p> 																		
	<p>Times tables:</p> <table><tr><td data-bbox="309 792 683 819">I can count forward in 12s starting at any point.</td><td data-bbox="735 792 1109 819">I can count backwards in 12s starting at any point.</td><td data-bbox="1091 725 1166 757">Daily:</td></tr><tr><td data-bbox="309 869 635 904">12, 24, ____, 48, ____</td><td data-bbox="735 869 1109 904">120, 108, ____, 84, ____</td><td data-bbox="1139 786 1406 860">- Listen to a times table song on YouTube</td></tr><tr><td data-bbox="309 972 683 1008">60, ____, 84, ____, 108</td><td data-bbox="735 972 1109 1008">48, ____, 24, ____, 0</td><td data-bbox="1139 904 1358 1010">- Chant them forwards and backwards</td></tr><tr><td data-bbox="309 1093 683 1128">____, 84, ____, 108, 120</td><td data-bbox="735 1093 1109 1128">____, 48, ____, 24, 12</td><td data-bbox="1139 1016 1422 1090">- How do they link with other tables?</td></tr><tr><td data-bbox="309 1211 683 1247">48, 60, ____, ____, 96</td><td data-bbox="735 1173 1109 1209">120, 108, ____, ____, 72</td><td data-bbox="1139 1090 1382 1164">- Do you notice a pattern?</td></tr><tr><td data-bbox="309 1332 683 1368">____, ____, 60, ____, 84</td><td data-bbox="735 1294 1109 1330">____, ____, 84, ____, ____</td><td></td></tr></table>	I can count forward in 12s starting at any point.	I can count backwards in 12s starting at any point.	Daily:	12, 24, ____, 48, ____	120, 108, ____, 84, ____	- Listen to a times table song on YouTube	60, ____, 84, ____, 108	48, ____, 24, ____, 0	- Chant them forwards and backwards	____, 84, ____, 108, 120	____, 48, ____, 24, 12	- How do they link with other tables?	48, 60, ____, ____, 96	120, 108, ____, ____, 72	- Do you notice a pattern?	____, ____, 60, ____, 84	____, ____, 84, ____, ____	
I can count forward in 12s starting at any point.	I can count backwards in 12s starting at any point.	Daily:																	
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____, 84, ____, 108, 120	____, 48, ____, 24, 12	- How do they link with other tables?																	
48, 60, ____, ____, 96	120, 108, ____, ____, 72	- Do you notice a pattern?																	
____, ____, 60, ____, 84	____, ____, 84, ____, ____																		
	<p>Learning:</p> <p>For the learning this week, all children in Y4 will be using Oak National Academy to learn about time.</p> <p><i>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!</i></p> <p><i>There are also plenty of games online to support learning with telling the time. I will link what I have found:</i></p> <p>https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</p> <p>https://www.topmarks.co.uk/time/teaching-clock</p> <p>http://www.maths-games.org/time-games.html</p> <p>Wednesday time challenge:</p> <p>At points in the day, ask your child what time it will be in x amount of minutes, hours. E.g. at 10 o'clock, ask them that time it will be in 4 hours.</p> <p>Do this throughout the day.</p>																		

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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, we will be converting time between hours, minutes and seconds.

<https://classroom.thenational.academy/lessons/converting-between-hours-minutes-and-seconds-6djket>

Please complete the table below, as per the teacher's instructions:

Complete the table

	Minutes	Seconds
a)	2 minutes, 15 seconds	135 seconds
b)		71 seconds
c)		66 seconds
d)	1 minute 48 seconds	
e)		118 seconds
f)	3 minutes 29 seconds	
	Hours	Minutes
g)	1 hour 13 minutes	
h)		89 minutes
i)	2 hours 45 minutes	
j)	3 hours 27 minutes	
k)		192 minutes
l)		158 minutes

English

LO: Can I answer questions based on a text?

Today we are going to be reading and answering question. You can either read the text below, or listen to it on SoundCloud:

<https://soundcloud.com/talkforwriting/goblin-report/s-fLBBEkUpruz>

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Everything you need to know about a Cloud Goblin (Nubes Cobalus)

Listen to the report here: <https://soundcloud.com/talkforwriting/goblin-report/s-fLBBEkUpruz>



Introduction

Cloud Goblins (Nubes Cobalus) are gentle creatures who have an excellent sense of humour. Read on to find out more.

Appearance (what they look like)

Have you ever seen a Cloud Goblin? Like most goblins, they have huge feet, stubby legs and a large nose. The majority of Cloud Goblins have white, black or rainbow coloured hair. However, some have hair the colour of bright lightning. Additionally, most Cloud Goblins have big bushy beards (often with raindrops

hanging from them) and huge ears, which can detect a small sound over 20 miles away. Cloud Goblins like to wear yellow raincoats and dark sunglasses.

Habitat (where they live)

Cloud Goblins live in the skies all over the world. Cloud Goblins like to live in large rain clouds (nimbostratus clouds) where they are camouflaged. Many Cloud Goblins can be found dwelling in the clouds above mountain ranges such as the Andes or the Alps.

Diet (what they eat)

Cloud Goblins eat marshmallows, candyfloss and lightning-bolt biscuits. They also love to drink frost or fog milkshakes but they must never drink rainwater because they are allergic to it.

Surprising Features

Cloud Goblins have many surprising features. Despite their short legs, they are remarkably good at jumping, which means they are often found jumping long distances from one cloud to another. Interestingly,

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Cloud Goblins are quite heavy and they enjoy playing snow-flake frisbee.

Hobbies

Cloud Goblins love to make shapes out of clouds. Have you ever looked at a cloud and thought: 'That looks like a dog, a flower or a face?' If you have, then it is probably a Cloud Goblin that has created that.

Finally, the most amazing thing about Cloud Goblins is that they never sleep and they really enjoy reading Star Goblins enchanting stories.

Now that you have read and understood the text (read/listen to it as many times as you need to!)

Try to answer the following questions **without looking at the text**:



Quiz Time

What have you learnt about Cloud Goblins? Have a go at this quiz. There are 3 answers to choose from, circle the correct one. The answers are at the back of this booklet if you get stuck or want to check.

Question	Answer 1?	Answer 2?	Answer 3?
What type of feet do Cloud Goblins have?	small	huge	hairy
Where can the vast majority of Cloud Goblins be found living?	on small white clouds	in raindrops	above mountain ranges such as the Alps of Andes
What can't Cloud Goblins drink?	milkshakes	rainwater	wind
What are Cloud Goblins very good at?	jumping long distances	singing	flying
What do Cloud Goblins like doing as a hobby?	cooking	sewing	making shapes out of clouds

Can you now come up with your own multiple choice questions based on the text?

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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> <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 LO: Can I include my tricky words in a sentence?</p>	<p>Try to use your words in a sentence.</p> <p>E.g. When I was baking, I measured the weight of the ingredients in grams.</p> <p>Send me what you have learnt on the class email.</p>
<p>Afternoon lessons:</p> <p>LO: Can I identify Christian's sacred text?</p> <p>LO: Can I create a risk assessment ?</p>	<p>RE:</p> <p>https://classroom.thenational.academy/lessons/what-is-the-sacred-text-of-christianity-c8r6cd</p> <p>In this lesson, we will be learning about the sacred text of Christianity, the Holy Bible. We will be looking at the two parts: The Old Testament and the New Testament. Watch the video and complete the tasks as the teacher tells you to.</p> <p>Complete the quiz at the start of the lesson (try and cast your minds back to your learning about The Good Samaritan!) and also the quiz at the end of the lesson.</p> <p>PSCHE:</p> <p>For the next few lessons, we are going to be looking at keeping safe.</p> <p>Today, you will learn what a hazard is and how to spot them in your own home through a series of images shown. You will then carry out a basic risk assessment on a room of your choice. Watch the video and complete the tasks as the teacher tells you to.</p> <p>https://classroom.thenational.academy/lessons/hazards-in-the-home-6mt68c</p>

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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