

Year 4 1.3.21

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)

Maths:

Morning problem:

a)

	18	27		45	54
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b)

300	275	250	225		
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Times tables - answer the following problems:

1.	$8 \times 7 =$		
2.	$4 \times 7 =$		
3.	$2 \times 3 =$		
4.	$11 \times 8 =$		
5.	$4 \times 12 =$		
6.	$1 \times 3 =$		
7.	$8 \times 4 =$		
8.	$4 \times 10 =$		
9.	$8 \times 3 =$		
10.	$3 \times 8 =$		
11.	$4 \times 6 =$		
12.	$3 \times 9 =$		

13.	$64 \div 8 =$		
14.	$12 \div 4 =$		
15.	$33 \div 3 =$		
16.	$16 \div 8 =$		
17.	$20 \div 4 =$		
18.	$24 \div 3 =$		
19.	$8 \div 8 =$		
20.	$48 \div 4 =$		
21.	$21 \div 3 =$		
22.	$40 \div 8 =$		
23.	$40 \div 4 =$		
24.	$27 \div 3 =$		

Learning

This week, we are going to be looking at graphs.


As usual, we will be using Oak National Academy for our maths lessons. Remember to follow the teacher's instructions and complete the tasks when they tell you to do so, as well as the quizzes attached to the lesson.

**LO: Can I read, interpret and compare pictograms?**

In this lesson, you will be looking at tally charts, frequency tables and pictograms

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	<p><b>Independent Task: Answer the questions using the 2 pictograms</b></p> <ol style="list-style-type: none"> <li>1. How many more children than adults said that Central Park was their favourite attraction?</li> <li>2. How many adults and children said their favourite attraction was the Empire State Building?</li> <li>3. Which was the most popular attraction for children?</li> <li>4. Which was the least popular attraction for adults?</li> <li>5. In total, was the Empire State Building or Central Park more popular?</li> <li>6. If you were planning a children's tour of New York, which two places would you choose to include and why?</li> <li>7. How many adults' favourite attraction was the Chrysler Building or Brooklyn Bridge?</li> <li>8. What was the most popular attraction overall?</li> <li>9. Which attraction was twice as popular for adults than it was for children?</li> <li>10. Tim and Julie's tour takes tourists to the Empire State Building, Brooklyn Bridge and Times Square. How could they change their tour to make it more popular?</li> </ol> <p style="text-align: right;"></p>															
English	<p><b>LO: Can I plan my Goblin report?</b>  <b>Today, we are going to be planning our Goblin report.</b>  <b>Aim to use these words:</b></p> <table border="1" data-bbox="288 1032 1206 1335"> <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><b>As well as aiming to include headings and subheadings to help guide your reader.</b></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,												
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	<p><b>Title:</b> <i>What is your report all about?</i></p>		
	<p><b>Introduction</b> <i>What 2 or 3 key facts are you going to write about to start your report?</i></p>		
	<p><b>Appearance</b> <i>Make some notes about what your goblin looks like including what they wear.</i></p>		
	<p><b>Habitat</b> <i>Where does your goblin live? Are there any extra details that your reader needs to know about where they live? How will you describe it?</i></p>		
	<p><b>Diet</b> <i>What do they eat? What's their favourite thing to eat? Is there anything that they don't like or can't eat?</i></p>		
	<p><b>Surprising features</b> <i>Think of 2 or 3 fascinating facts about your goblin. What will surprise the reader about them?</i></p>		
	<p><b>Hobbies</b> <i>What does your goblin like doing? What do they do in their spare time?</i></p>		
	<p><b>Conclusion</b> <i>How will you finish your report? What final thing will you tell your reader?</i></p>		
<p>There are many different ways you could present this. You could simple write it up, or you could use one of the ideas below:</p>			

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## Publish your report

Now to write and publish your report. You could present it like the Cloud Goblin in this booklet OR in the style of Clotilde Perrin's book, 'Inside The Villains'. Clotilde uses lift up flaps to reveal more about her characters. Have a look at this example:



To find out more about a day in the life of Clotilde Perrin have a look at this website: <https://geckopress.com/day-in-life-of-clotilde-perrin/>

*Thank you Clotilde and Gecko Press for giving us the permission to share this wonderful book.*

Look at these examples that other children have done. They may give you some inspiration: 1. A large poster created by pupils at East Hunsbury Primary School, Northampton



© Talk for Writing

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Reading

Spend some time reading your book. You can read in your head, but please also read to an adult.

Continue to use the list of questions that have been supplied on the previous daily plans. You can download the Libby app, which allows you to borrow books and e-books from your local library.

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/>

Oak National Academy also have an online library which may be of use: <https://library.thenational.academy/>

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	Continue to fill in your reading records and completing the activities in your reading records.																		
Spellings	<p><b><u>LO: Can I look, say, cover, write and check my spellings?</u></b></p> <table border="1" data-bbox="284 353 1506 723"> <thead> <tr> <th data-bbox="284 353 890 398"><b>Spelling - 'super-'</b></th> <th data-bbox="898 353 1506 398"><b>Miss Dorr's group - /u/ spelt as 'o'</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="284 398 890 443">superman</td> <td data-bbox="898 398 1506 443">other</td> </tr> <tr> <td data-bbox="284 443 890 488">superstar</td> <td data-bbox="898 443 1506 488">brother</td> </tr> <tr> <td data-bbox="284 488 890 533">supermarket</td> <td data-bbox="898 488 1506 533">nothing</td> </tr> <tr> <td data-bbox="284 533 890 577">supercar</td> <td data-bbox="898 533 1506 577">money</td> </tr> <tr> <td data-bbox="284 577 890 622">superglue</td> <td data-bbox="898 577 1506 622">cover</td> </tr> <tr> <td data-bbox="284 622 890 667">superhero</td> <td data-bbox="898 622 1506 667">honey</td> </tr> <tr> <td data-bbox="284 667 890 712">superpower</td> <td data-bbox="898 667 1506 712">discover</td> </tr> <tr> <td data-bbox="284 712 890 723">supersonic</td> <td data-bbox="898 712 1506 723">wonder</td> </tr> </tbody> </table> <p>Read all of your spellings aloud. Do you recognise any of them? Which ones don't you know? Once you have done this, complete a 'look, say, cover, write, check' task.          You look at the word.          Say the word aloud.          Cover up the word so you can't see it!          Write the word, trying to spell it correctly.          Check to see if you got it correct!          Send me what you have learnt on the class email.</p>	<b>Spelling - 'super-'</b>	<b>Miss Dorr's group - /u/ spelt as 'o'</b>	superman	other	superstar	brother	supermarket	nothing	supercar	money	superglue	cover	superhero	honey	superpower	discover	supersonic	wonder
<b>Spelling - 'super-'</b>	<b>Miss Dorr's group - /u/ spelt as 'o'</b>																		
superman	other																		
superstar	brother																		
supermarket	nothing																		
supercar	money																		
superglue	cover																		
superhero	honey																		
superpower	discover																		
supersonic	wonder																		
Afternoon lessons:	<p><b><u>LO: Can I compare a human and animal anatomy?</u></b></p> <p>In this lesson, you will learn about the differences between humans and other animals. You will first learn about vertebrates and invertebrates, followed by the differences of animals who use lungs and gills to breathe. Then, you will briefly compare brains of animals. Finally, you will complete some application questions.</p> <p><a href="https://classroom.thenational.academy/lessons/how-does-human-anatomy-compare-to-other-animals-6rvk4e">https://classroom.thenational.academy/lessons/how-does-human-anatomy-compare-to-other-animals-6rvk4e</a></p> <p>Complete the tasks below and the online quizzes too:</p> <div data-bbox="284 1496 1394 1630" style="background-color: green; color: white; padding: 10px; text-align: center;"> <p><b>Think back to previous knowledge. Draw a line to match the terms:</b></p> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="395 1742 721 1787">Endoskeleton</div> <div data-bbox="1027 1742 1279 1787">Vertebrate</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 40px;"> <div data-bbox="418 1944 699 1989">Exoskeleton</div> <div data-bbox="1008 1944 1302 1989">Invertebrate</div> </div>																		

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**Thinking Task:**

Do all invertebrates have an exoskeleton?

**Vertebrates and invertebrates are divided into smaller groups. Sort these groups to show which are vertebrates and which are invertebrates.**

insects      reptiles      crustaceans      mammals      arachnids  
fish      birds      amphibians

Vertebrates	Invertebrates

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**Recap Task: For each of the animal groups below, describe the organs they use to breathe.**

Mammals



Reptiles



Birds



Fish



Amphibians



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**Thinking Task:**

What are some of the similarities between gills and lungs? What are some of the differences?

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**Write whether each statement describes the gills or lungs:**

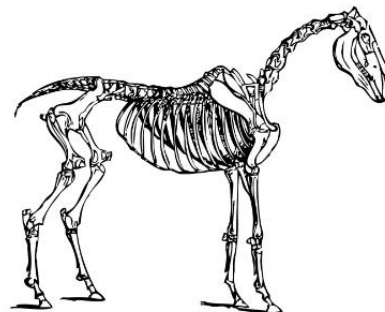
Descriptions	Lungs or gills?
Takes in oxygen from air	
Takes in oxygen from water	
Organs of fish	
Organs of mammals (and other animals)	
Located in chest of animal	
Located in head of animal	

**Answer these questions:**

1. What animal has an olfactory bulb that is five times the size of humans?
2. Name two animals that have a larger brain than humans.

**Look at the two skeletons below. Add the following labels to each:**

- Skull
- Spine
- Ribcage
- Foot bones



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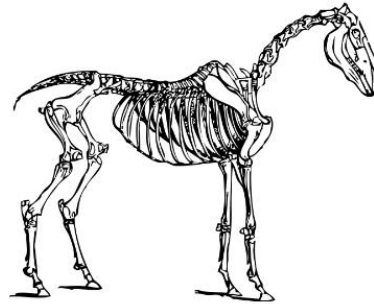
**Now, with the help of those keywords, write at least one similarity and difference between humans and horses.**

Skull

Spine

Ribcage

Foot bones



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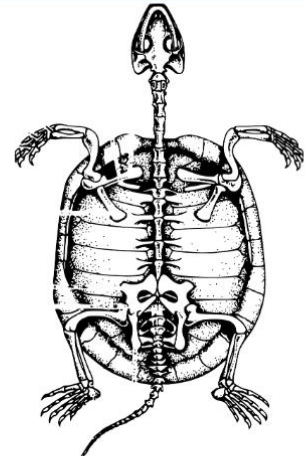
**Look at the two skeletons below. Add the following labels:**

Skull

Spine

Ribcage

Foot bones



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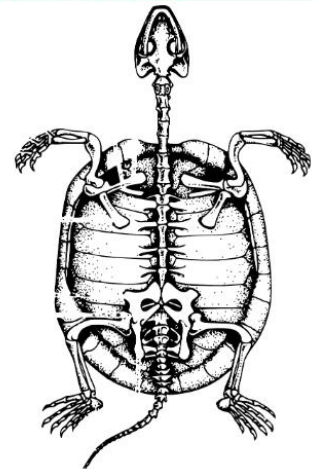
**Now, with the help of those keywords, write at least one similarity and difference between birds and turtles.**

Skull

Spine

Ribcage

Foot bones



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

I will provide feedback via the class email.