

Remote Learning Plan!

Hello 4NJ!

Over the next couple of weeks, I will be providing the children with remote learning on a daily basis. The work will be available on the website the day before e.g. Monday's work will be online Sunday.

Everyday the remote learning will consist of:

1. English Lesson
2. Maths Lesson
3. Reading Lesson
4. One other curriculum lesson (PSHE, Art etc)

I will be available during the hours of 9am and 4pm so please feel free to contact myself!

Some of the work provided will be split into the star levels that the children use everyday in class (1,2 3).

Stay safe everyone and look after yourselves!

All my best wishes Mrs Jukes.

English: Last week in English we were learning about the use of Palm oil in products such as shampoo that we buy from the supermarket. The English lessons will be based on persuasive features and the language we use to persuade other.

Objective: To support points of persuasion.

Palm Oil Video

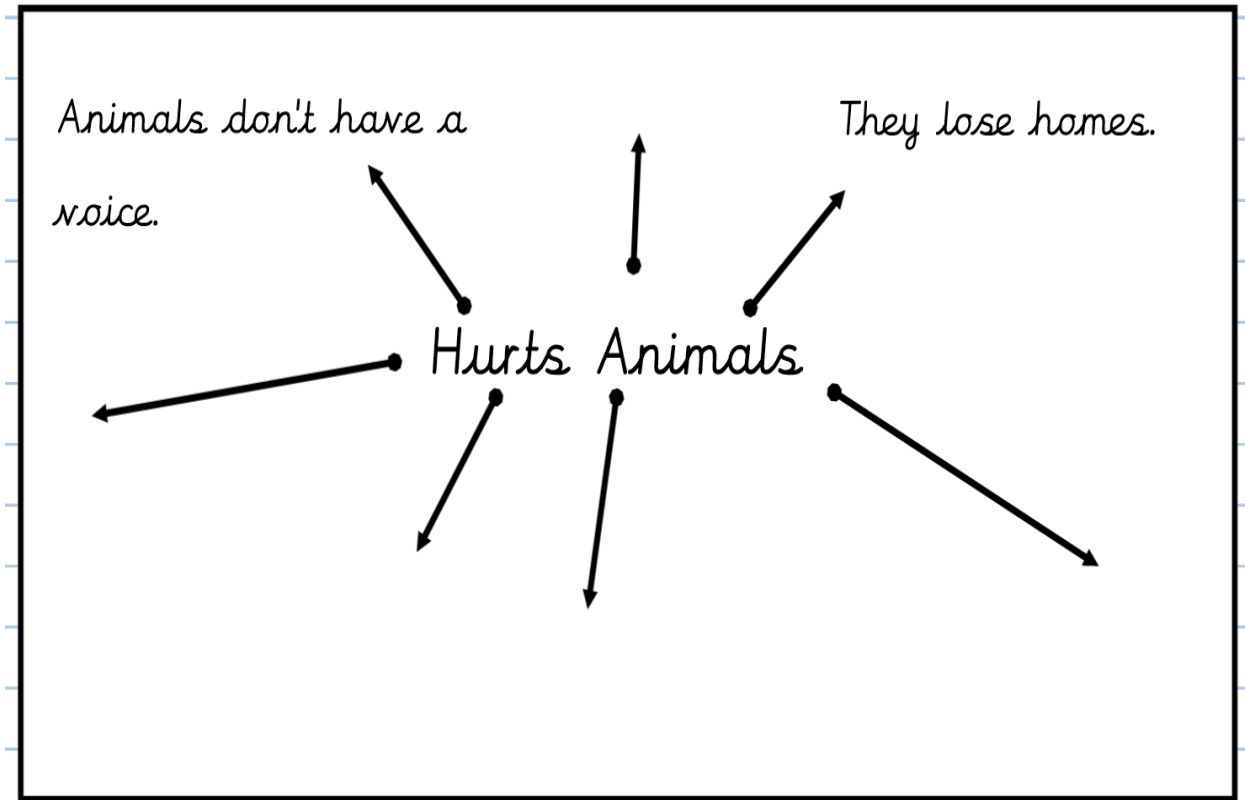
1 Star - After watching the above video, write two sentences about why supermarkets should not sell products with palm oil in them. Please complete the mind map to the right and think of at least 3 more ideas about the effects palm oil has on animals and their habitats.

Once you have completed the mind map, pick one point from it and try and persuade your family.

2 Star/ 3 Star:

Please watch the video focusing on palm oil. Write a paragraph about why we should not purchase products that contain palm oil from the supermarket. Please complete the mind map to the right of the page focusing on how palm oil effects and destroys animals and their homes.

Once you have completed the mind map, pick one point from it and try and persuade your family.



Maths:

Objective: To multiply numbers by a single digit using Short multiplication.

Remember to take into account the tens and units column.
There are two zeros here holding place with the 5 to make it 500.

Th	H	T	U	
4	5	4	3	
		×	4	
<hr/>				
		1	2	(4 × 3)
	1	6	0	(4 × 40)
2	0	0	0	(4 × 500)

Write down each number clearly (one digit per square.)
Write down underneath the number you are multiplying by. Multiply the units first, then the tens and then the hundreds after.

1* - See next slide for multiplying a 3-digit number by a single digit.

2*/3* - The children will be multiplying a 4-digit number by a single digit and as an extension they will complete the grid method multiplication sums.

Using short multiplication to multiply numbers using a single digit!

Once you have multiplied the units, tens and hundreds remember to add together the three separate answers..

E.G. 12 + 160 + 2000

Recap:

1. Multiply the units.

Th	H	T	U
----	---	---	---

2. Multiply the tens.

	5	4	3
--	---	---	---

3. Multiply the hundreds.

		×	4
--	--	---	---

4. Add together the three separate answers.

		1	2	(4 × 3)
	1	6	0	(4 × 40)
2	0	0	0	(4 × 500)
<hr/>				
2	1	7	2	

1 STAR TASK!

$$\begin{array}{r} 725 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 973 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 344 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 226 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 575 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 897 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 919 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 843 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 427 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 784 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 148 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 991 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 987 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 328 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 684 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 143 \\ \times 2 \\ \hline \end{array}$$

2/3 STAR TASK!

1. $6586 \times 5 =$
2. $6682 \times 9 =$
3. $9870 \times 4 =$
4. $1476 \times 4 =$
5. $4217 \times 7 =$
6. $1815 \times 6 =$
7. $8292 \times 8 =$
8. $8940 \times 8 =$
9. $5512 \times 5 =$
10. $9706 \times 8 =$
11. $1268 \times 5 =$
12. $8139 \times 3 =$
13. $1845 \times 9 =$
14. $1386 \times 4 =$
15. $5640 \times 3 =$
16. $4054 \times 3 =$
17. $7137 \times 5 =$
18. $4823 \times 4 =$
19. $4806 \times 7 =$
20. $9212 \times 9 =$

21. $2278 \times 9 =$
22. $9827 \times 8 =$
23. $2466 \times 7 =$
24. $8877 \times 9 =$
25. $8877 \times 4 =$
26. $6861 \times 9 =$
27. $7270 \times 3 =$
28. $1102 \times 9 =$
29. $5226 \times 3 =$
30. $2098 \times 5 =$
31. $1186 \times 4 =$
32. $4353 \times 9 =$
33. $1038 \times 6 =$
34. $6060 \times 5 =$
35. $9988 \times 8 =$
36. $6401 \times 9 =$
37. $8213 \times 6 =$
38. $9465 \times 4 =$
39. $5660 \times 9 =$
40. $2174 \times 4 =$

Please remember to set these multiplication sums out using the short multiplication method.

Extension: Please complete the following grid method multiplication sums.

1. $6139 \times 7 =$

x	6000	100	30	9
7				

2. $6975 \times 3 =$

x	6000	900	70	5
3				

Reading: Every day the children will receive a piece of text to read and some reading comprehension questions. Please complete the following questions after reading the story.

Objective: To revise the story of 'Twas The Night Before Christmas.'

'Twas The Night Before Christmas

'Twas the night before Christmas, when all through the house,
Not a creature was stirring, not even a mouse.
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there.

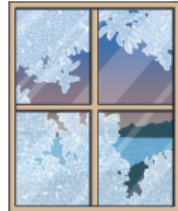


The children were nestled all snug in their beds,
While visions of sugar-plums danced in their heads.
And mamma in her 'kerchief, and I in my cap,
Had just settled our brains for a long winter's nap.

When out on the lawn there arose such a clatter,
I sprang from the bed to see what was the matter.

Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.

The moon on the breast of the new-fallen snow,
Gave the lustre of mid-day to objects below.
When, what to my wondering eyes should appear,
But a miniature sleigh, and eight tiny reindeer.



With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by name!

'Twas The Night Before Christmas



"Now, Dasher! now, Dancer! now, Prancer and Vixen!
On, Comet! on, Cupid! on, Donner and Blitzen!
To the top of the porch! To the top of the wall!
Now dash away! Dash away! Dash away all!"

As dry leaves that before the wild hurricane fly,
When they meet with an obstacle, mount to the sky.
So up to the house-top the coursers they flew,
With the sleigh full of toys, and St. Nicholas too.

And then, in a twinkling, I heard on the roof,
The prancing and pawing of each little hoof.
As I drew in my head, and was turning around,
Down the chimney St. Nicholas came with a bound.

He was dressed all in fur, from his head to his foot,
And his clothes were all tarnished with ashes and soot.

A bundle of toys he had flung on his back,
And he looked like a peddler, just opening his pack.

His eyes-how they twinkled! His dimples, how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as the snow.



The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath.

He had a broad face and a little round belly,
That shook when he laughed, like a bowl full of jelly!

He was chubby and plump, a right jolly old elf,
And I laughed when I saw him, in spite of myself.

A wink of his eye and a twist of his head,
Soon gave me to know I had nothing to dread.

He spoke not a word, but went straight to his work,
And filled all the stockings, then turned with a jerk.

And laying his finger aside of his nose,
And giving a nod, up the chimney he rose.

He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
But I heard him exclaim, ere he drove out of sight,
"Happy Christmas to all, and to all a good night!"



1 Star Questions

Questions

1. What could be found in the following places?

a) Hung by the chimney: _____

b) Snug in their beds: _____

2. Why did the main character jump out of bed? Tick one.

He heard a noise outside.

He saw a light outside his window.

His alarm went off.

He wanted to get in the shower first.

3. What are all of St. Nick's reindeer called?

4. Which word means a violent storm? Tick one.

obstacle

coursers

hurricane

mount

5. How do we know that St. Nick had red cheeks?

6. What simile is used to describe St. Nick's nose?

2*/3* Questions.

'Twas The Night Before Christmas

Questions

1. What are the children doing in the poem?

2. Why did the main character jump out of bed? Tick one.

He heard a noise outside.

He saw a light outside his window.

His alarm went off.

He wanted to get in the shower first.

3. What are St. Nick's courasers? Tick one.

the children

his sleigh

his reindeer

eagles

4. Find and copy a synonym for dirty.

5. Find and copy two similes used to describe St. Nick's appearance.

6. Where do the reindeer and sleigh land? Tick one.

on the front lawn

next door

on the drive

on the roof

'Twas The Night Before Christmas

Questions

7. Tick the correct box related to each statement in the table:

	True	False
St. Nicholas never stopped talking.		
St. Nicholas' clothes were clean.		
The sleigh was almost empty.		
He laughed when he saw St. Nicholas.		
St. Nicholas was smoking a pipe.		

For those statements which are false, write the correct statement below:

8. How does St. Nicholas tell the reindeer it is time to move on?

9. Why does St. Nicholas whistle to the reindeer?

10. When does St. Nick say this sentence? Tick one.

Happy Christmas to all, and to all a good night!

When he first comes down the chimney.

When he fills the stockings with presents.

When he pats the reindeer.

As he drove his sleigh out of sight.

Other Subject: Geography

Objective: To write facts about Inuit settlers

This term we have been focusing on the Arctic and Antarctic climate and as part their geography topic, I would like the children to research facts about the Inuit settlers.

1* - Create a poster about the Inuit people and include at least four facts about them!

2* and 3* - Create a fact-file all about the Inuit settlers. Include at least a paragraph of facts and information about them.

The Inuit People



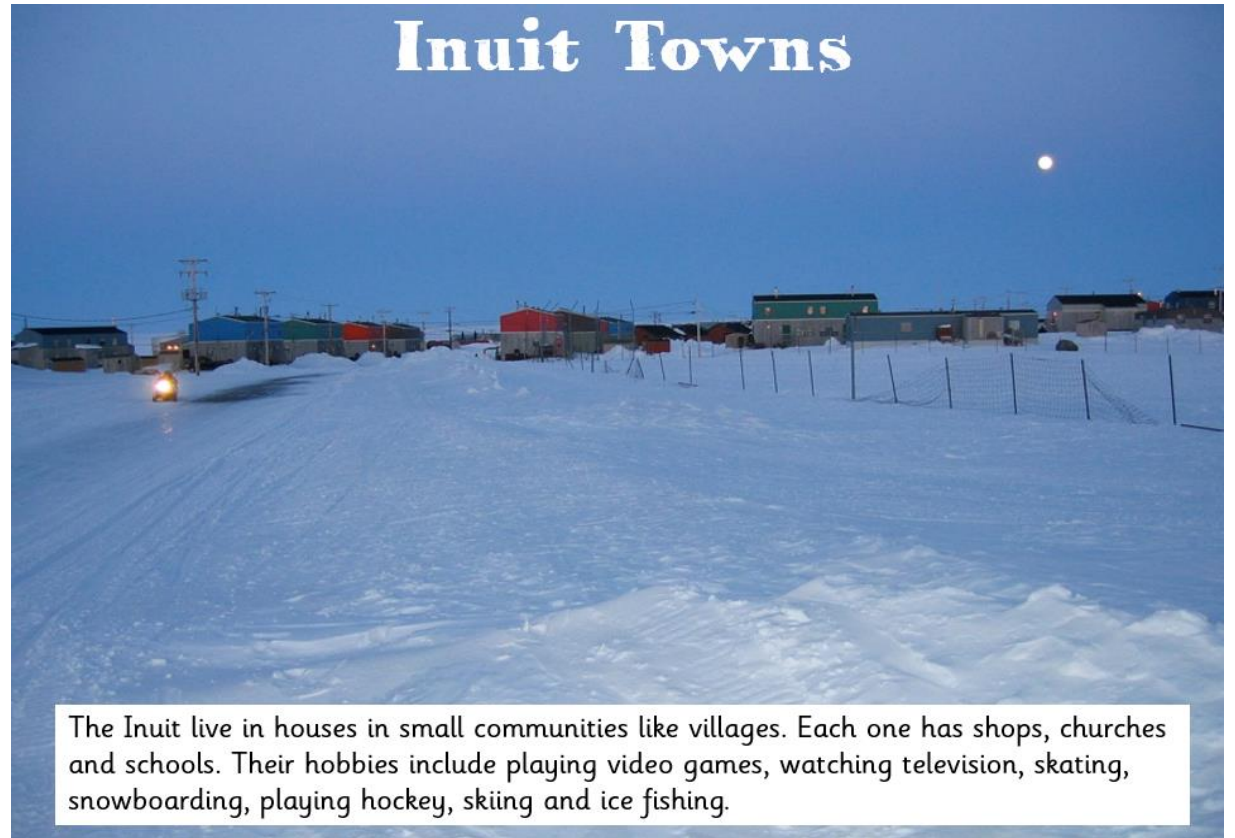
The Inuit people are a community of people who live in the Arctic. They live along the coast and eat fish, seal, caribou and even whales!

They ride in kayaks to hunt and live in some of the harshest conditions on Earth.

Most of the Inuit diet is made up of meat as not much can grow in such a cold environment and frozen, raw white fish is a favourite.

Although the Inuit don't eat many vegetables, they are among the healthiest people in the world. This is fascinating to scientists.

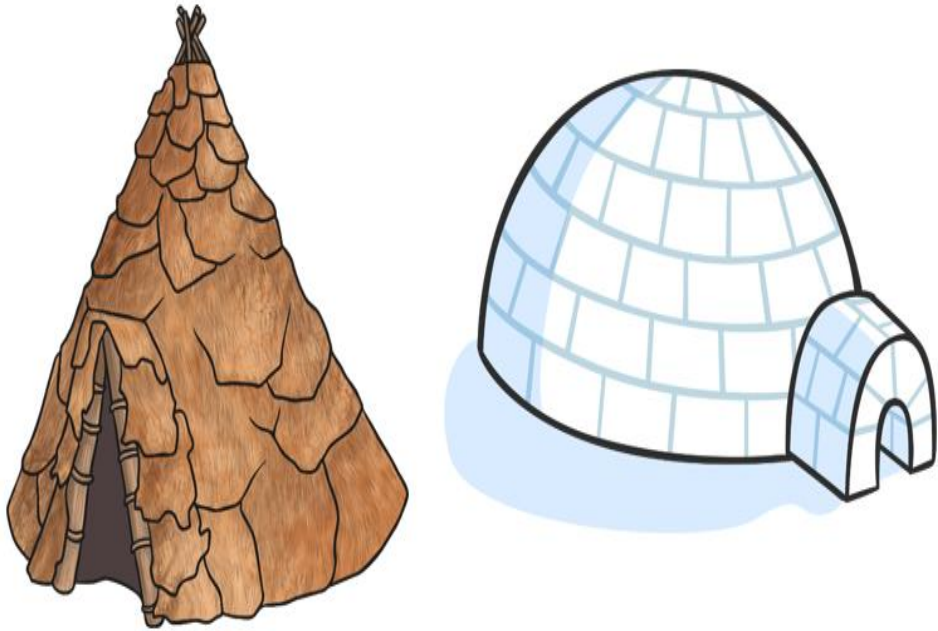
Inuit Towns



The Inuit live in houses in small communities like villages. Each one has shops, churches and schools. Their hobbies include playing video games, watching television, skating, snowboarding, playing hockey, skiing and ice fishing.

Igloos

Igloos are often associated with the Inuit people but they are used more as a shelter for travelling. A lot of Inuit people roam around all year and don't stay in one single place so igloos are perfect for them to stay in during the winter. Tents are more likely to be used in Summer.



Keeping Warm

Keeping warm is very important in such a cold climate, which is why the Inuit people wear long parkas made from animal skins. They can buy their clothes from a shop but some people still make their own. Babies are sometimes kept in the hood of their mother's parka.



Travelling

The Inuit tend to travel, fish and hunt using kayaks, snowmobiles or dog sleighs.

