

Remote Learning Plan!

Hello Year 4!

During the next few weeks, we 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)

We will be available during the hours of 9am-4pm so please feel free to contact us on our new e-mail

njs.year4@taw.org.uk

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!

Miss Jones, Mrs Jukes, Mrs Kuczynska and Mrs Sisson.

English:

Objective: To write creatively using an idea or stimulus.

FREE WRITE FRIDAY!

Use the image to create your own piece of writing.

This picture shows the Viking God of the sea and wind. You could:

- Describe yourself as a Viking God - what would you be the God of? What would you look like?
- Write a story about this God. How does he control his powers? Does he use them for good or evil?
- Write a diary entry as someone who witnesses the God of sea and wind at work.
- Write a poem about water.
- Write a conversation between you and the Viking God.

Be as creative as you can!



Maths:

Objective: To draw and identify horizontal and vertical lines.

<https://www.bbc.co.uk/bitesize/articles/zxc9ydm>

Today you will be learning the difference between horizontal and vertical lines.

Remember to use your rulers accurately to draw straight lines.

As a challenge revise all of the 2-D shapes. How many horizontal/vertical lines can you identify?

Click on the link above for a quick reminder what horizontal and vertical lines are.

1* - Have a go at drawing examples of horizontal and vertical lines. Find examples in your homes and solve the problem at the end.

2*/3* - Today you will be identifying the difference between horizontal and vertical lines. Have a go at solving the following problems.

Extension: Complete the True or False statement focusing on horizontal and vertical lines.

How many different types of horizontal or vertical lines can you find in your home?

We can describe lines as horizontal or vertical.

A **horizontal** line runs across, from left to right (or right to left):



A **vertical** line runs up and down:



1 STAR TASK!

1) Label these lines as horizontal or vertical:



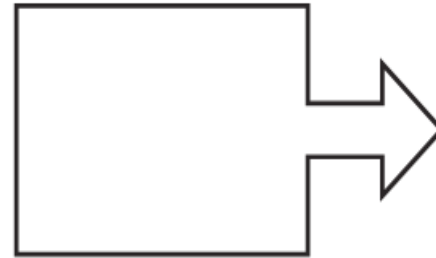
Now, find two examples of:

horizontal lines in the classroom _____

vertical lines in the classroom _____

2) Use a red colouring pencil to trace over the vertical lines and a blue colouring pencil to trace over the horizontal lines in this shape.

How many of each type are there? How many lines in the shape are neither horizontal nor vertical?



Vertical _____ Horizontal _____ Neither _____

Remember to find objects around your own home that contain horizontal and vertical lines.

Horizontal and vertical

1 Which line is horizontal?



2 Which line is vertical?

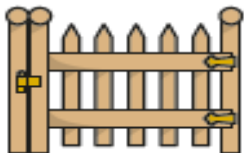


3 Use a ruler to draw the lines.

- Draw a horizontal line 5 cm long.
- Draw a line that is not horizontal or vertical.
- Draw a vertical line 5 cm long.



4 Find two horizontal lines on the gate.



5 Find three vertical lines on the chair.



6 Here are some flags.

a) Which flags have horizontal stripes?



b) Which flags have vertical stripes?



c) Is the statement true or false?

This flag has vertical and horizontal stripes.



6 Here are some flags.

a) Which flags have horizontal stripes?



b) Which flags have vertical stripes?

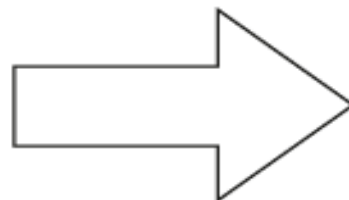
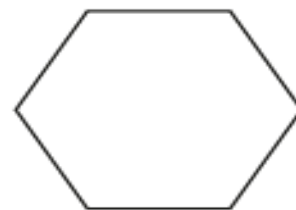


c) Is the statement true or false?

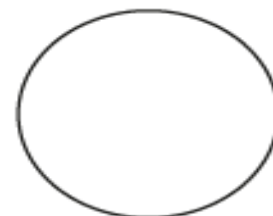
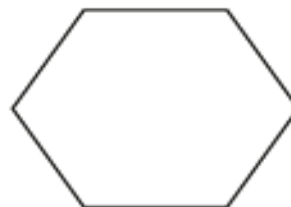
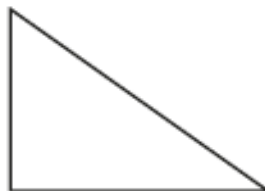
This flag has vertical and horizontal stripes.



7 Draw the shapes that have a vertical line of symmetry. Mark the line of symmetry on the shapes.



8 Draw the shapes that have a horizontal line of symmetry. Mark the line of symmetry on the shapes.



True or False ?

There are letters other than E, H and T
that have **only**
horizontal and vertical lines.

We would like you to explore this statement by drawing the letters of the alphabet and working out which other letters have horizontal and vertical lines only?

Reading:

Objective: To find descriptive phrases within a text.

Task...

All - Read the extract from chapter 1!

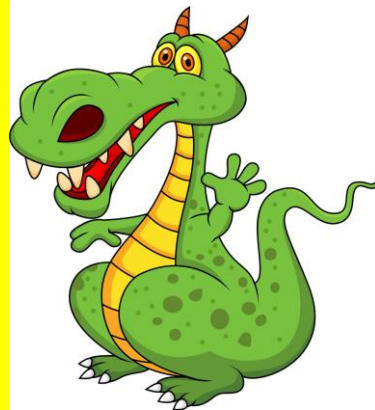
All Children - Find and copy sentences used by the author to describe the dragon in George's room.

Once you have found them all, draw a picture of what you think the dragon will look like using the descriptive sentences.

For example: 'covered in green scales'.

2/3* - Extra task... write a character description for the dragon using the information on this slide.

Example descriptions are also included after the chapter extract!



Dragons



You need to describe its:

-eyes

-head

-ears

-mouth

-neck

-trunk

-legs

-wings

-tail

•How does it move?

•How does it represent itself in attack?

•How does it defend itself?

Remember to use:

•Similes and metaphors

•Alliteration

•Onomatopoeia

Head, Face and Eyes

horns, nostrils, tongue, slime
hooked, curved, forked, knobby, rubbery
dripping, snarling, slavering, grotesque
scissor-like jaws
monstrous, slobbering mouth
savage, needle teeth like spikes on a trap
dripping slime
pupils, sockets, slits, beady, cold, evil, piercing
glared, flickered, bulged
blazing, bloodshot eyes
glowing red eyes, malicious staring eyes
burned like furnaces

Legs and Feet

terrifying, four-legged monster
tree-trunk legs
razor talons, eagle talons on its fingers were long and deadly
fingernails made of brass
long, agile legs and four-toed feet
powerful legs and feet, which were tipped with vicious talons

Covering

spikes, studs, scales
spikes along its back
body armour with spikes along its back
tough, armour-plated skin with pointed, bony plates
hairless, leathery, scaly, wrinkled
hard, leathery skin
glistened like wet leather
as wrinkled as a prune
scaly body
covered in heavy scales
scaly, clammy skin
dry, scaly skin
slippery, wet, moist, clammy, slimy
sharp, stiff, bony, pointed
vicious spirit in the shape of a dragon
ran from its head to the tip of its tail

One night, after another day of gaming, I looked at myself in the bathroom mirror. I looked tired. There were dark circles under my eyes. My hair was a rat's nest.

When I returned to my bedroom, I gasped. Sitting on the floor, beside my bed, was a dragon. I rubbed my eyes. I must be dreaming. This was impossible!

The dragon wasn't scary. It was covered in green scales but wore pyjamas like mine, with the pepperoni pizza picture bulging out over its belly. It looked like a cartoon dragon, with blunt horns, a long tail and small wings that stuck out from the back of the pyjamas.

The pyjamas weren't the only similarity between us. It had hair between its horns, and this was messy like mine. It even had bags under its eyes like it was really tired. It looked just like me.

I rubbed my eyes again. I noticed that the dragon was holding two controllers. It offered one to me. Then the dragon smiled. The smile was filled with sharp, yellow teeth but seemed friendly enough. I stared in wonder.

Example 1

The dragon squatted on enormous haunches. Without warning, scorching torrents of flame exploded downward, outwards, upwards, filling the air with choking black smoke. Nothing was visible except the mesmerizing source of this terrifying inferno. It was the most imposing monster ever seen by man; a towering, erupting volcano.

Its hideous mouth gaped open. Jets of flame poured forth to reveal rows of razor sharp, flesh tearing incisors set deep in crimson jaws. It reared up on its hind legs; savage claws, sharp as daggers, sliced the fetid air. The venomous light that burned in its vengeful eyes was enough to turn a man to stone. As the beast fell forward the earth trembled. Folds of skin encasing its steely core hung loose like a coat of impenetrable armour.



Example 2

The dragon stirred. It raised its head through the leaf mould. It opened first one then the other large, lazy blood-shot eye. Spring was bringing to the land light winds and soft rains.

The dragon had slept out the winter in the hole which it had carefully chosen a hundred days ago. Its mouth, which had not opened to fresh air all that time, stank with the accumulated odour of a hundred days and nights. On the day before it had lain down, it had consumed its last meal. This had consisted of two lambs which had strayed too far from their mother, and then the mother.

Now the dragon was hungry. Overwhelmingly and immediately, it needed the taste of new meat.



Other:

Objective: To recognise why people listened to Jesus.

What do you think the words '**Don't judge a book by its cover**' means?

Write down your ideas.

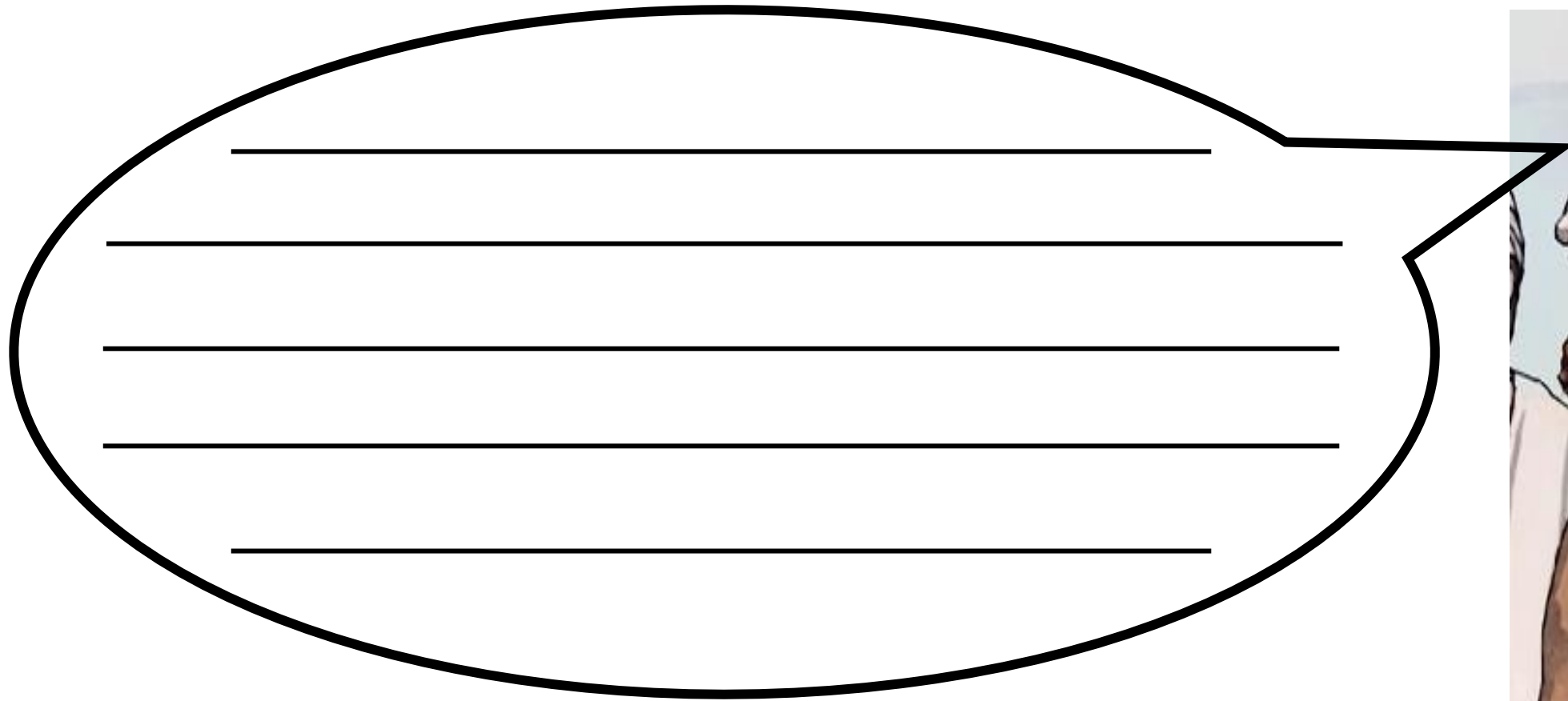
Matthew 4:18-19 - Jesus Calls His First Disciples.

18. As Jesus was walking beside the Sea of Galilee, he saw two brothers. Simon called Peter and his brother Andrew.

They were casting a net into the lake for they were fishermen.

19. "Come, follow me," Jesus said, "and I will send you out to fish for people".

Write down what you think this statement from the bible means.





**What are Peter and Andrew being asked to do?
Do you think they were giving up a lot?**

Jesus is the symbol of good news.
Complete the speech bubble for one of the brothers... in the bubble write down what they would be thinking as Jesus spoke to them.

Once you have completed the previous tasks, complete this final one...
Jesus asks Peter and Andrew to give up everything in order to follow him.

What would you be willing to give up in your life?

Is there anything that you wouldn't give up?

What about if someone really important to you asked you to give something up?