

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 a letter in reply to Wallace.

<https://www.youtube.com/watch?v=6g8WGPmStI>

What does the word **invention** or **inventor** mean? Watch the clip above to see Wallace and Gromit in action! They have been making inventions for a long time... some successful and others not quite.

Wallace has sent the following letter to you year 4!

Main task...

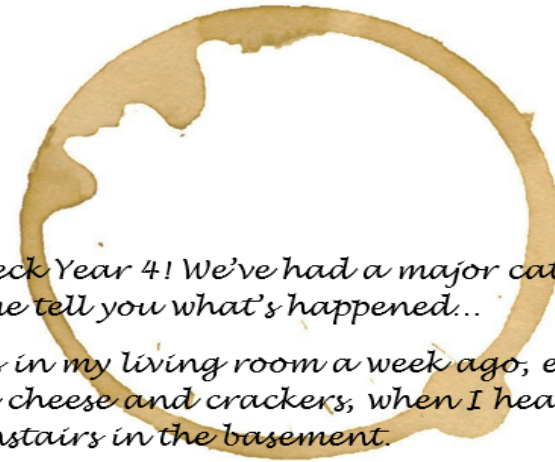
Write a reply to Wallace following his letter.

1* - Use the postcard template to send a response to Wallace.

2*/3* - Write two or three paragraphs in response to Wallace.

Use the next slide for a reminder on letter writing!

Newport Junior School
Avenue Road
Newport
Shropshire
TF10 7EA



By Heck Year 4! We've had a major catastrophe down at the workshop! Let me tell you what's happened...

I was in my living room a week ago, enjoying a nice cuppa tea and some cheese and crackers, when I heard a strange noise coming from downstairs in the basement.

Now, usually it's me that's making strange noises in the basement as I bring my ideas to life and put my inventions together. I thought it might have been Gromit, you know, because sometimes he's a bit clumsy. But wouldn't you know it, the mutt walked in just as I was about to shout him! Then I realised! Someone was down there!

We rushed down there, but were too late! Someone had stolen all of my ideas! All my blueprints, all my explanations of how my machines work, gone!

This is why I'm writing to you, Year 4. I need some new inventions. I need some help getting going again! I want you to draw plans and write explanations of your best machines possible.

I've asked your teachers to help you out, because I need your drawings and writing to be as clear and understandable as possible, so that I can get building again! And don't forget, I'm only going to make the interesting ones! My invention show is in four weeks, and I need these explanations of how to build your machines!

I hope you can help, Year 4?

Wallace

Writing a Letter

There are some special rules you should follow when writing a letter.
Here is an example of how to write a letter.

99 Toytown Avenue,
Arklow,
Co. Wicklow,
W45321
IRELAND

8th June 2017

Dear _____,
(the person/people
you are sending
the letter to)

Dear John and Amy,

I hope you are well. I am writing to say thank you for the lovely gift you sent me for my birthday. The coat is beautiful and I am wearing it a lot. Please come to visit again soon.

Love from,
Susie

Say goodbye

Address of the sender

Date

Your message

Say goodbye

1*



Maths: We will be focusing on Statistics.

Objective: To make Tally Charts.

Please watch the video link below and focus on the teaching strategies used to help you count and learn how to tally numbers

Making Tally Charts and Grouping Numbers

<https://newportjuniorschool.org.uk/wp-content/uploads/2019/10/Calculation-Policy.pdf>

As we are beginning a new topic, please read the calculation policy which will offer guidance on how to set calculations out.

1* - Today you will be gathering data based on different activities and complete the tally chart.

2*/3* - Today you will be looking at data, completing tally charts and having a go at making your own tally chart.

Extension: Today you will be reading the data within the tally chart and deciding if the statement is true or false.

Make Tally Charts



Complete the tally chart.

Birthday Month	Tally	Total
January		12
February		
March		
April		5
May		7
June		
July		
August		11
September		
October		6
November		
December		17

























Which is the most common month for birthdays?

Which month had the fewest birthdays?

1 STAR TASK!

Collecting and Presenting Data

30 children were asked to choose what their favourite activity for a free afternoon at home would be. Here are their answers.

 Trip to the park!	 Swimming!	 Play computer games!	 Swimming!	 Trip to the park!	 Baking!
 Baking!	 Reading!	 Trip to the park!	 Baking!	 Play computer games!	 Reading!
 Play computer games!	 Play computer games!	 Trip to the park!	 Swimming!	 Play computer games!	 Swimming!
 Play computer games!	 Reading!	 Baking!	 Swimming!	 Baking!	 Swimming!
 Play computer games!	 Swimming!	 Swimming!	 Play computer games!	 Reading!	 Trip to the park!

1 STAR TASK!

1. Fill in the tally chart and then calculate the total of each response.

Activity	Tally	Total
Swimming		
Trip to the park		
Play computer games		
Baking		
Reading		

Make tally charts

- 1 Draw tally marks to represent each number.
 a) 5 b) 10 c) 4 d) 16

- 2 There are some socks on a washing line.
 The socks are spotty, stripy or plain.



Complete the tally chart.

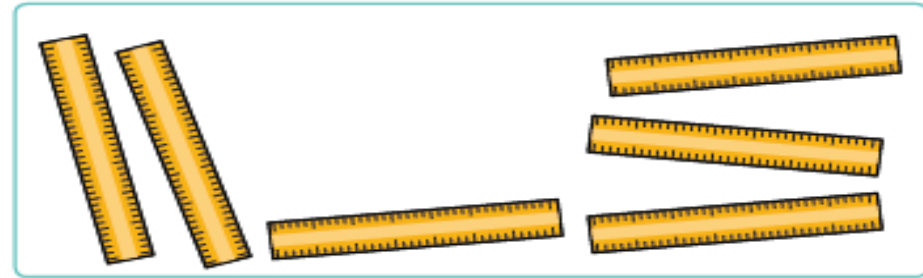
Sock	Tally
spotty	
stripy	
plain	

- 3 Class 2 tally the number of pencils, rubbers and rulers they have.

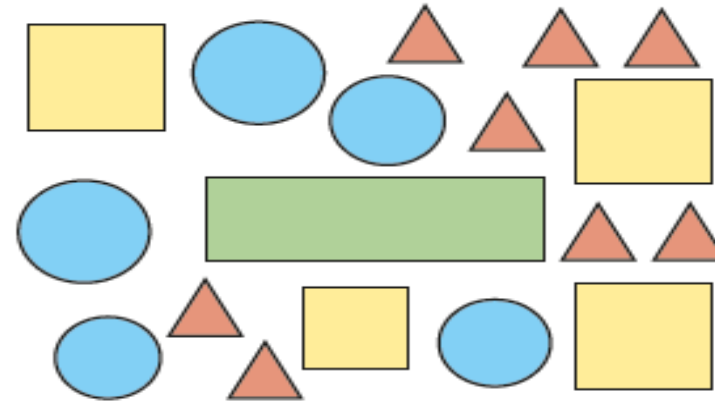
Item	Tally
pencils	IIII
rubbers	HHH IIII
rulers	HHH I



Draw the items. The rulers have been drawn for you.



- 4 Here are some shapes.

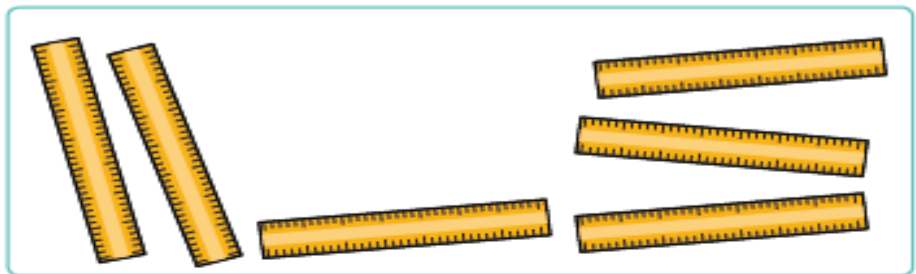


- a) Complete a tally chart to show how many of each shape there are.
 b) How did you do the tallying?
 Compare with a partner.

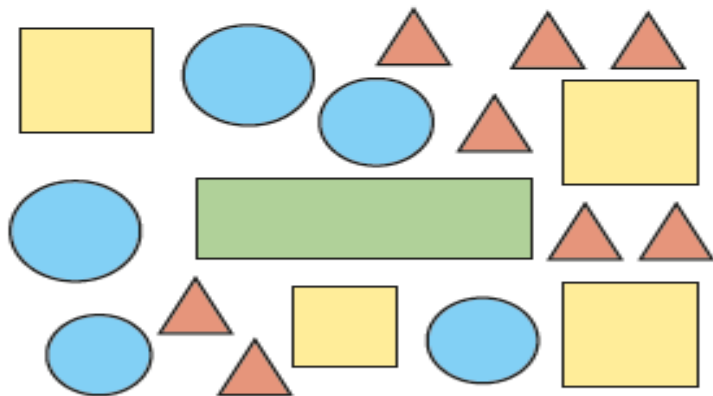


Make tally charts

Draw the items. The rulers have been drawn for you.



4 Here are some shapes.



- Complete a tally chart to show how many of each shape there are.
- How did you do the tallying?
Compare with a partner.



5 Whitney, Teddy and Jack tally how many jumps they can do in a minute.

Jumps	Tally	Total
Whitney	HH I	
Teddy	IIIIIIII	
Jack	IIII	

a)



Do you agree with Whitney?
Explain your reasons.

b) How could Teddy's tallying be improved?

6 Make a tally chart for a topic of your choice.
Compare answers with a partner.



Extension Task!

True or False?

Make tally charts

This tally chart shows 12 children have a pet dog.

Pet	Total
Cat	
Rabbit	
Dog	
Fish	

Please explore this statement by focusing each pet. What is the Total number of tallies for each pet?
How many dogs are there?
How many pets are there altogether?

Reading:

Objective: To make a prediction and use the text to justify my ideas.

Read the chapter 'Mirror, Mirror'.



1* Task...

Answer the question 'How can George find out if Pepperoni is real?' from Option A, B or C.

Use the questions under each option to support your ideas.

2/3* Task...

- Which option do you think answers the questions 'How can George find out if Pepperoni is real?'. Use the questions under each option to form your response. Try to use the text to justify your ideas.
- Write a paragraph explaining if you think Pepperoni is real or not. Provide reasons for your ideas.

How can George find out if Pepperoni is real?

A

Take Pepperoni outside to see if he exists when he's not in the bedroom

Do you think Pepperoni has ever left George's bedroom? Will George still be able to see him when he goes into the rest of the house? If Pepperoni disappears, how will George feel?

B

Tell his mum about Pepperoni and find out if she can see him

George is still in trouble with his mum for calling her names. Do you think he should try and explain to her about Pepperoni? Do you think she will be able to see him? Will she try to help?

C

Take Pepperoni to meet some of his other friends

If Ajay wasn't able to see Pepperoni, do you think any of George's other friends will be able to? Perhaps if they are more into gaming than Ajay? Or do you think only George can see the dragon?

Chapter 4

Mirror, Mirror

“A dragon?” Ajay laughed. “Seriously? *That’s* your excuse for calling me a loser?”

“Yeah, seriously!” I blurted back at him.

“Show me,” he said, with a frown.

I hesitated. Should I really show Pepperoni to Ajay? What if Ajay freaked out? What if Pepperoni freaked out?

“I knew it,” Ajay sighed. He turned to leave again.

“OK,” I said quickly. “I’ll show you. But close the door. My mum can’t see.”

Ajay looked confused for a moment. Then he shrugged, grinned and closed the door.

“Go on then,” he said, with a look of amusement on his face. “Show me this dragon.”

* * *

I nodded.

With both hands, I lifted my bed. Pepperoni breathed out noisily. He’d been squashed under there for a while now.

“Come on out,” I said, grinning. “He’s OK.”

Pepperoni looked from me to Ajay. His eyes were wide, and he looked nervous.

“It’s alright,” I cooed. “You can come out. It’s safe, I promise.”

The dragon clumsily slid out and rolled beside me. I lowered the bed and held out my hand. Pepperoni took it in his claw, and I helped him to his feet. He still looked a bit of a mess with his unruly hair, tired eyes and belly poking out from his tight pyjamas.

“He arrived a couple of days ago,” I explained to Ajay. “He just turned up in my room. I don't know where he came from, but he seems friendly enough.”

I ruffled Pepperoni's hair to show Ajay that the dragon really was friendly.

“Plus, he's an epic gamer,” I went on. “You should see him play. He's awesome. I've got better and better since we started playing together.”

Then an idea hit me. “Hey!” I grinned, “we should all play together! I'll get Mum to make us pizza and we can game all night! You could stay over!”

Just then, I realised that Ajay hadn't said anything at all. I turned to look at him. There was a look of pure disappointment on his face. I'm guessing he didn't want to game all night. What's wrong with gaming with a dragon? Especially a friendly one like Pepperoni.

“I don't know what's going on with you,” Ajay said, shaking his head slowly.

“What?” I asked. “You don't like pizza all of a sudden?”

“There is no dragon!” Ajay shouted.

* * *

I was filled with utter confusion. Pepperoni was standing right there next to me.

“What do you mean?” I asked. “He's right here!”

Ajay looked at me like I was mad. He hesitated for a few moments then pointed at the mirror on my wall. The same mirror I had been looking at self-consciously when Ajay first arrived in my room.

“What?” I shrugged.

Then it hit me like a slap in the face. I was in the reflection of the mirror. Ajay was in the reflection too. But Pepperoni wasn't.

I looked at the dragon. Then the mirror. Then back to the dragon again. My mouth opened and closed a few times.

“Dude,” Ajay said softly, “you've not been sleeping. It makes your brain do weird things.”

I stared at him, not sure what to say.

“Get some sleep,” he went on. “We'll go to the park in the morning. We'll play football.”

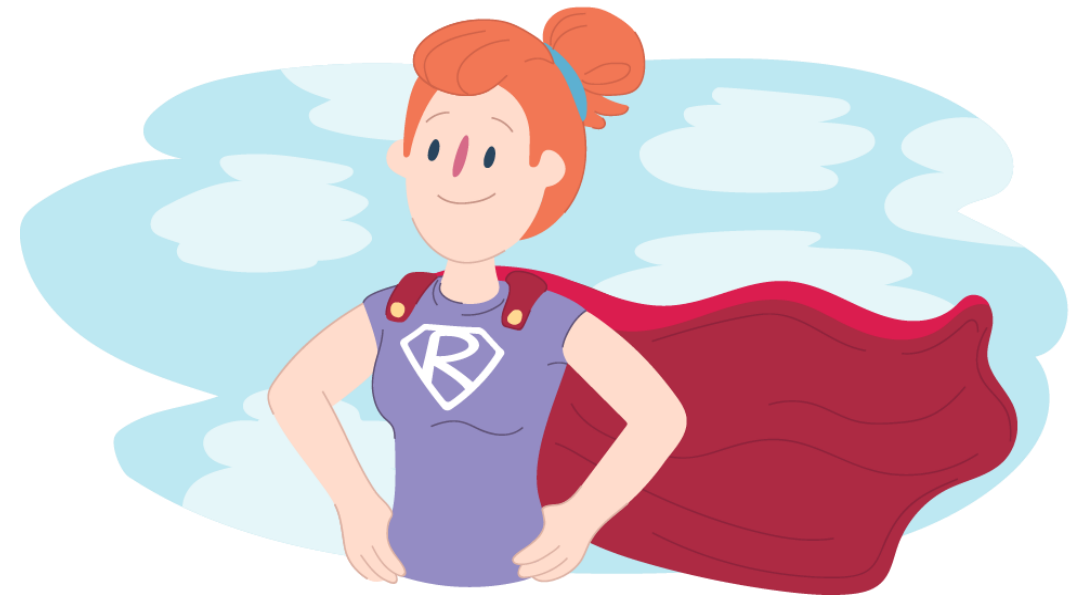
Then Ajay left my room. I looked at Pepperoni. Was he real? I had to find out!

Other: PSHE

Objective: To set goals and understand how to be resilient.

We all face disappointment sometimes.
We need to remember to stay positive, be determined and resilient.
Sometimes our own self-belief can really help us manage being disappointed.
Negative feelings are a natural part of being disappointed but can be unhelpful to us if we hold onto them for too long.

Why is this?



<https://www.youtube.com/watch?v=-fCimjFW4kA>

<https://www.youtube.com/watch?v=vC2IDIGHpvU>

How do you think the runner-up feels here?
What about the winners?
How would you overcome it?

Complete the 3 step approach
to a dream...

Step three... How might you
stay positive and resilient?

Step two... How might you
reach your
goals? Who might help you?

Step one... What is your
dream?

