

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 understand what a 'Kennings' poem is and how to write one.

Kennings are like riddles.
They describe something without ever saying what it is.

Each line of the poem
is made of a two-word
phrase.

The words are joined
by a hyphen.

The phrases are
usually made up of a
noun + a verb (the
verb usually ends in -
ing or -er).

A tail-wager

A face-licker

A ball-catcher

A house-guardian

A furry-friend

A cat-chaser



Some Kennings start
every line with A.

lip-licking

chin-dripping

sauce-swirling

cone-filling

flake-holding

tongue-freezing



Main task...

See the next slide for an example on
how to write your own Kennings Poem.
Then complete the task...

1* - Create a kennings or acrostic poem
about an animal of your choice.

2/3* - Create 2 kennings poems. Poem 1
- Animal of your choice.

Poem 2 - Object of your choice.

How can we write a kenning?

First, we need to choose a theme.
It could be animals, an object or even a location (e.g the beach).

cat



Then, we brainstorm lots of words
or phrases associated with that
theme...

mice stalk sleeps a lot

rub ankles

hunter

hates dogs

fur

purr

scratch

nuzzle

night

To start creating your kenning, try and make a noun +
noun phrase or
a noun + verb phrase using your words.
Finally, put them together in your two-word phrases.
Don't forget the hyphens!

mouse-hunter
milk-drinker
night-stalker
fur-licker
ankle-rubber
dog-hater
nose-nuzzler
ear-scratcher
loud-purrer



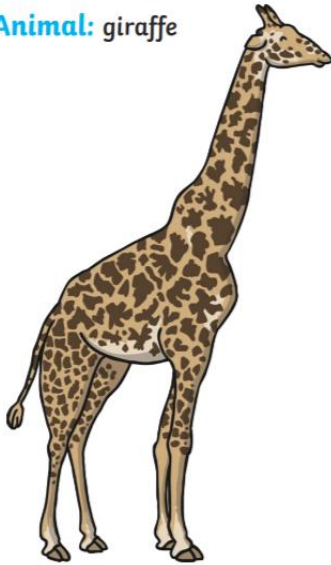
Nouns

A **noun** is a word that names a person, place, animal, object or idea.

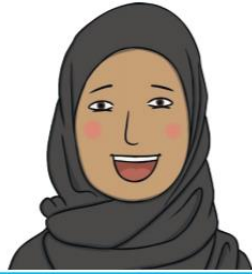
Person: Grandma



Animal: giraffe



Idea: excitement



Object: football



Place: London



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Verbs

A **verb** is a word that shows actions.
The action can be physical or mental.



ride



jump



think

Night flyer,
Mouse eater,
Silent swooper,
Head twister,
Taloned taker

Night = NOUN

Flyer = VERB



Maths:

Objective: To identify what quadrilaterals are.

Quadrilaterals

Click on the link above to learn about what different quadrilaterals exist.

1* - Explore what quadrilaterals are and try and draw as many different quadrilaterals as you can.

2*/3* - Today you will be focusing on quadrilaterals. Label as many different quadrilaterals as you can and have a go at answering the questions and solving the problems focusing on quadrilaterals. What properties do they have?

Extension: Draw the Venn diagram and sort the Quadrilaterals accurately into the venn diagram. Is the statement true or false?

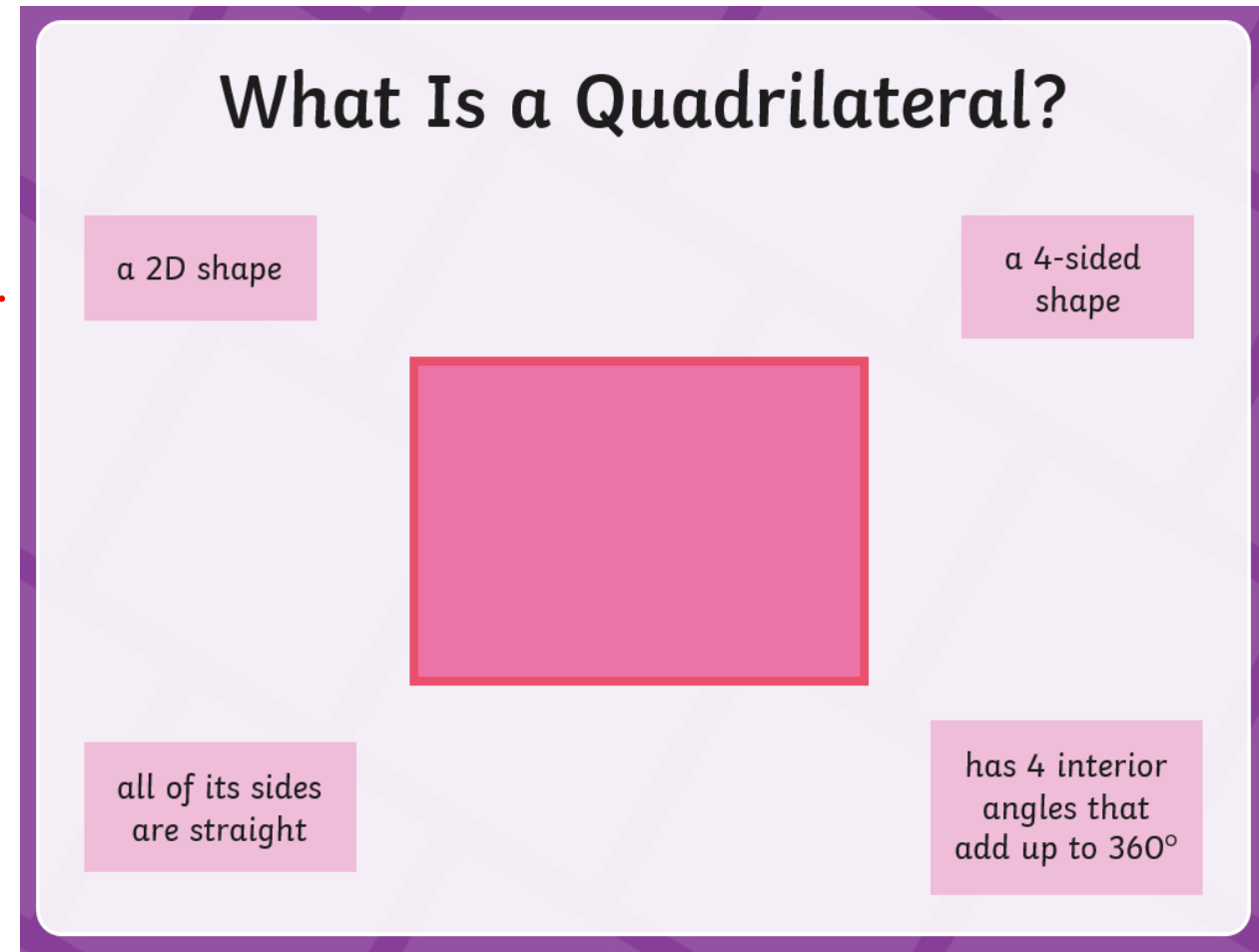
Today you will be learning all about what quadrilaterals are.

Think about:

How many sides does it have?

Is it a 2-D or 3-D shape?

How many angles does it have?



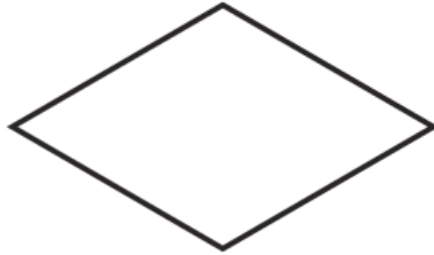
1 STAR TASK!

Quadrilateral Challenge

Amazing Fact

The national flag of Nepal is the only flag in the world that isn't a quadrilateral.

A quadrilateral is a 2D shape with 4 straight sides.



Challenge

See how many different quadrilaterals you can draw on the next page.

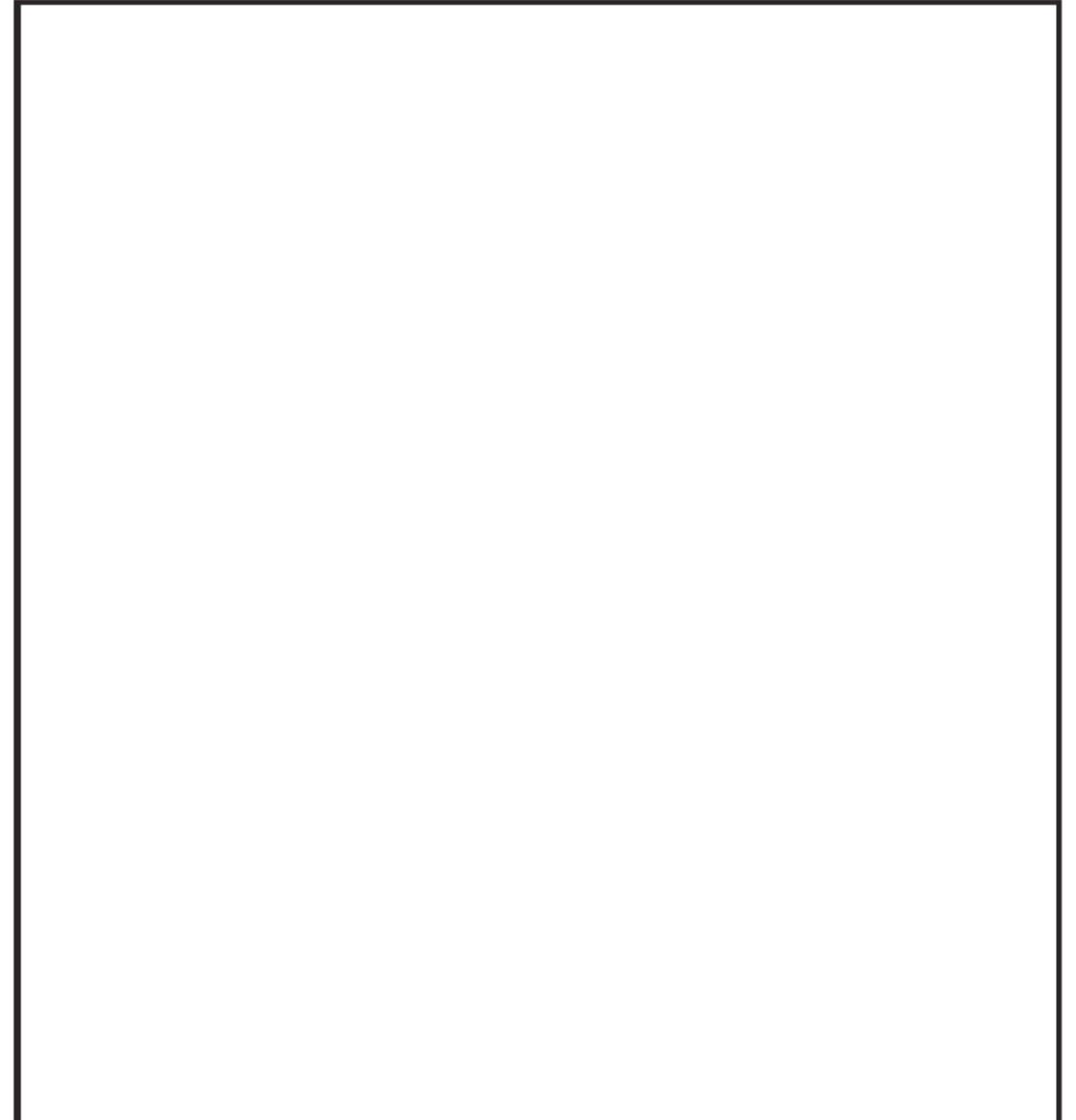
Remember to use a ruler.

You could also try to find out:

- what the flag looks like;
- which flag uses the most colours;
- if flags ever change.

Quadrilateral Challenge

Use the space below to draw as many different quadrilaterals as you can.



Quadrilaterals

1 Use the word bank to label each quadrilateral.

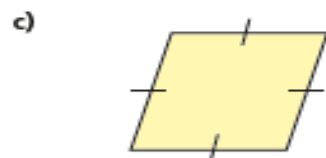
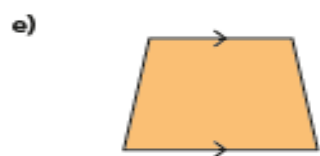
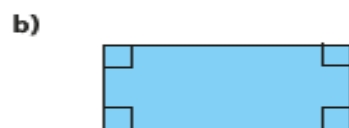
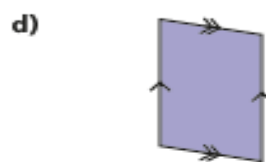
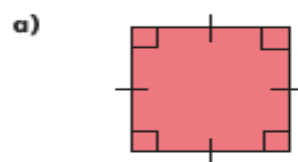
rhombus

parallelogram

trapezium

rectangle

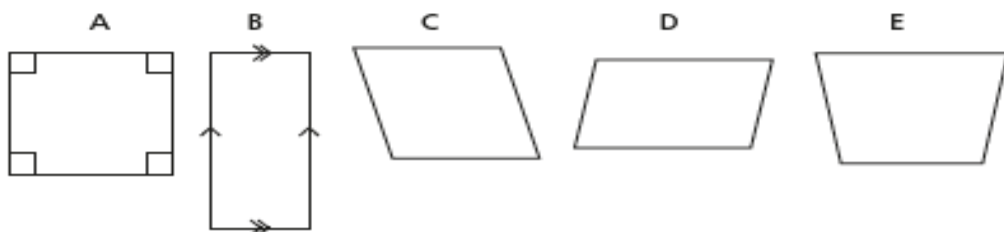
square



How did you know which shape was which?



2 Here are some quadrilaterals.



a) Mark any right angles on the shapes.

One shape has been done for you.

b) Mark any pairs of parallel lines.

One shape has been done for you.

c) Which shapes do not have any right angles?

d) Which shapes have two pairs of parallel lines?

e) Which shapes have four equal sides?

Compare answers with a partner.



3 Complete the table for all the shapes.

The first one has been done for you.



Shape	Polygon?	Number of sides	Number of right angles	Number of pairs of parallel sides	Number of equal sides
	Yes	4	4	2	2 pairs
					2



What is the same about all of the shapes? What is different?



a) Mark any right angles on the shapes.

One shape has been done for you.

b) Mark any pairs of parallel lines.

One shape has been done for you.

c) Which shapes do not have any right angles?

d) Which shapes have two pairs of parallel lines?

e) Which shapes have four equal sides?

Compare answers with a partner.



3 Complete the table for all the shapes.

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Shape	Polygon?	Number of sides	Number of right angles	Number of pairs of parallel sides	Number of equal sides
	Yes	4	4	2	2 pairs
					2



What is the same about all of the shapes? What is different?



4 Draw the shapes on a squared grid.

a) square

b) trapezium

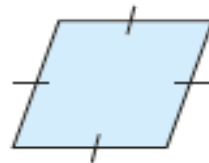
c) parallelogram



5



This is a square because it has got 4 equal sides.



Do you agree with Rosie?

Explain your answer.

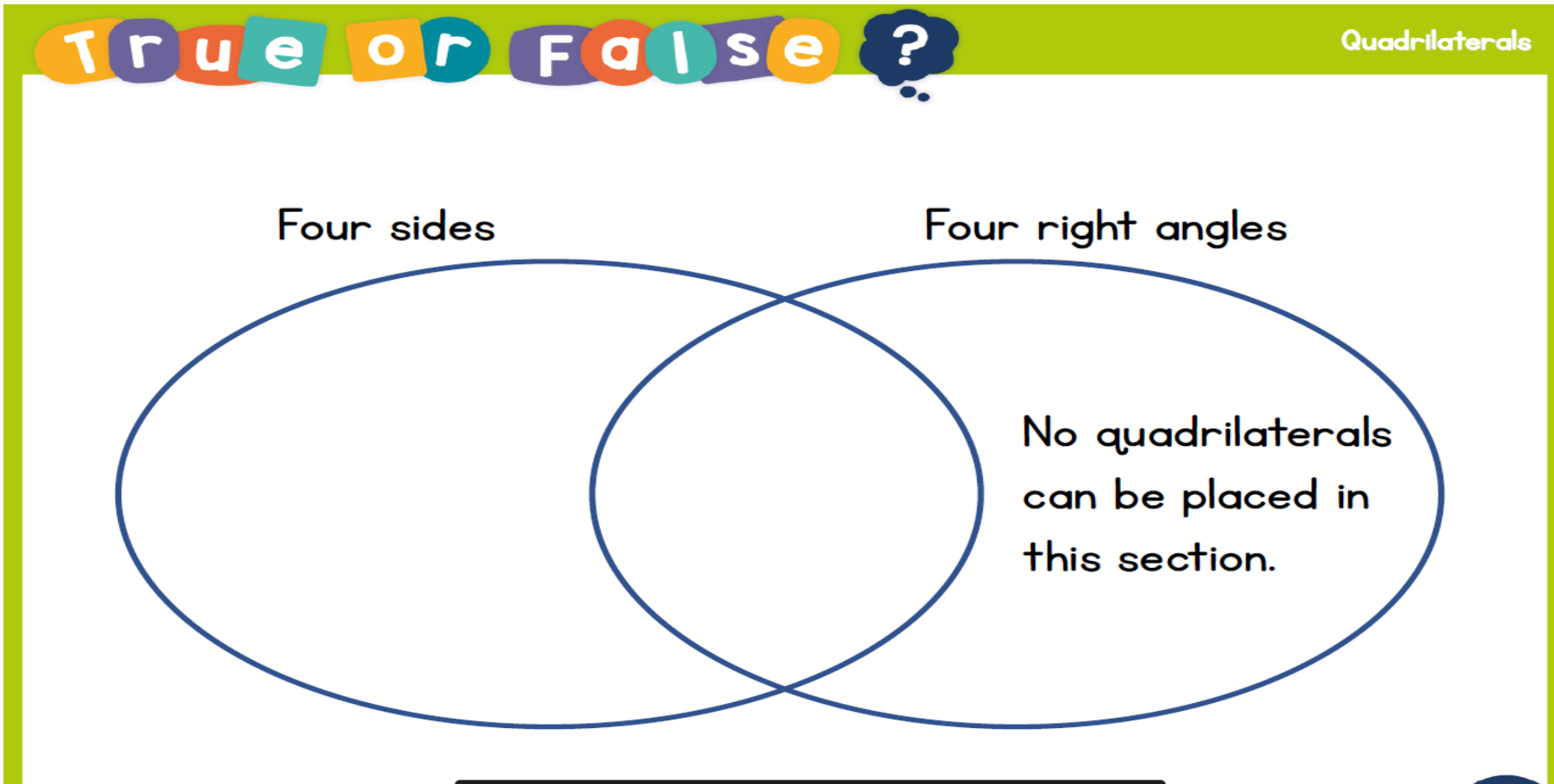


6 Complete this Frayer Model to describe a quadrilateral.



My definition	Key characteristics
Example	Non-example

Extension Task!



Please explore this statement by drawing the Venn diagram. Explore the statement by drawing as many quadrilaterals as you can and sorting them accurately into the Venn diagram. Is it true or false?

Reading:

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

Read the chapter 'A Monster Under My Bed'.



1* Task...

Which option do you think will happen next?

Use the questions under each option to support your ideas.

What happens next?

A

George shows Ajay the dragon and tells him everything

Do you think Ajay will be able to see the dragon? If Ajay cannot, what will he think of George? Will he think George is lying or imagining things? Do you think he will try to help George anyway?

B

Ajay leaves in a temper and tells all of his friends what happened

It sounds like George has been ignoring his friends. Will this make his friendships worse? Do you think Ajay will be more worried than angry about George when he has calmed down?

C

Mum heard what was said and takes away George's game console

Mum was definitely angry at being called names, so she might be prepared to stop his gaming. Do you think this would be good for him? What else might he do if he didn't play games?

2/3* Task...

- Which option do you think will happen next? Use the questions under each option to form your response. Try to use the text to justify your ideas.
- Write a paragraph explaining what you think George **SHOULD** have done when Ajay arrived.

A Monster Under My Bed

“What did you call me?” Mum asked again. She was outside my door now, and her voice was raised.

“Erm, I was talking to someone else,” I said quickly. “Someone in the game. He lost and we – I mean *I* – *I* won. So that makes me the winner and him the loser.”

Mum walked wordlessly back down the stairs.

“Phew!” I breathed long and hard. “That was close.”

Pepperoni was laughing again. There was more smoke puffing from his nose. It filled the room, so I decided to open a window. Bright light spilled inside as I pulled the curtains apart. It made me realise that I hadn't opened them for days.

I jumped on the bed, then Pepperoni and I restarted the game.

* * *

Day became night. The dragon and I were epic gaming champions. I looked over at him. Hmm, he did not look so good. Although he was awesome at the game, he definitely didn't look awesome. His belly was poking out from the bottom of his pyjama top. His hair was greasy and messy. The bags under his eyes were more like suitcases. But it was the smell that was the worst. I don't know if dragons usually take showers or baths, but Pepperoni needed both. He stank!

A message popped up from Ajay. It read, “comin 2 see u”.

Wait. What? Ajay was coming here. Now? Tomorrow?

“You've got to hide,” I said jumping up from the bed.

Pepperoni looked at me with half-closed, bleary eyes. The controller was still in his claws, so I snatched it off him.

“Under the bed!” I barked.

* * *

Pepperoni groaned noisily and squeezed himself under my bed. It took a long time, as he could barely fit under there. When he finally managed it, there was knocking at my door.

“What do you want, loser?” Pepperoni called from under the bed.

The door was flung open, and there stood Mum. Her face was red and flushed. Her arms were crossed, and her eyes were stern.

“I was talking to someone else,” I began. “Someone in the—”

I didn't finish the sentence. Mum took a sidestep to reveal Ajay standing next to her.

“We'll talk about this later,” Mum sighed, turning to go downstairs.

* * *

Ajay was staring at me. I suddenly became self-conscious. I glanced in the mirror to see the same messy hair and tired eyes that Pepperoni had. My belly was sticking out from my pyjamas, too. I couldn't remember when I'd last had a wash, though I told Mum I showered every morning.

“Are you OK?” Ajay asked. “You don't look too good.”

“Yeah,” I replied casually. “Just been gaming.”

“We're all worried, you know?”

“Who is?” I shrugged.

“Your mates,” he replied. “Everyone. We've all been meeting up, but you won't even reply to messages.”

I shrugged again.

“Look, let's meet up tomorrow. We can play football in the park,” Ajay suggested.

I shrugged a third time, and he sighed. He turned to leave, but as he opened my door, a voice as clear as a bell rang out from under my bed.

“You're just jealous coz you can't game! Get lost, you big loser!”

Ajay whirled and glared at me. I looked back at him with wide eyes.

“It wasn't me!” I shouted. “There's a dragon under my bed!”

Other: Topic

Objective: To find similarities and difference between King Alfred the Great and King Athelstan.

Kingdoms

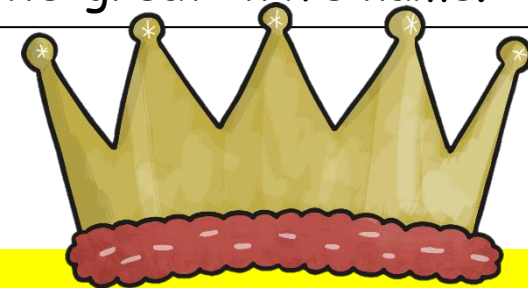
The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They also controlled their own army. Kings constantly fought to control other kingdoms and defend their land. They were known as warrior-kings.

When the Anglo-Saxons first settled in Britain there were seven kingdoms. However, by AD 878 there was only one kingdom left; Wessex, ruled by King Alfred the Great. The other kingdoms had been overrun by the Vikings who established their own kingdoms.



Some of the Anglo-Saxon Kings are well known for the resistance they put up against the Vikings. They fought hard to keep control of their land and tried to push the Vikings out.

One of the best known Anglo-Saxon kings is King Alfred the Great. He is the only British monarch to have the title 'great' in his name.



Main Task...

- 1* - Create a fact file for each king.
 - 2/3* - Divide your page into 2.
- Write down similarities and differences between the two kings.

King Alfred the Great

So, what made King Alfred so great?

King Alfred is credited with being the first Anglo-Saxon king to defeat the Vikings in battle and buy the people of Britain some peace from them.

- Alfred became king in AD 871. He reigned until his death in AD 899.
- In AD 878 the Vikings invaded Wessex and forced King Alfred into hiding. However, Alfred was not prepared to give up.
- Later in AD 878, King Alfred and his small band of followers defeated the Vikings at the Battle of Edington. The Battle of Edington was reported as a fierce and bloody event and King Alfred was reported to charge into battle like a wild boar. King Alfred and his men drove back the attacking Vikings who surrendered. It is said that the Viking leader of this battle, King Guthrum, immediately converted to Christianity and was baptised by King Alfred himself.



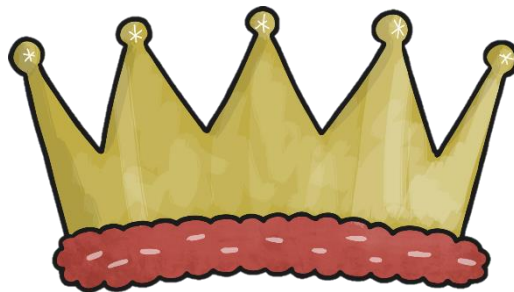
Danelaw

King Alfred knew that although he had been able to stop the Vikings from taking over in Wessex, he would never be able to control them in the rest of England.

In AD 886, he made a deal with King Guthrum and established a treaty which gave the Vikings control over Northern and Eastern England, an area which later became known as Danelaw.

King Alfred got to keep control over Wessex and he also got to rule over West Mercia and Kent.

This arrangement helped to establish more peaceful relationships between the English and the Vikings.



King Athelstan

After the death of King Alfred the Great, his son Edward the Elder took the throne. When Edward died, his son Athelstan (King Alfred's grandson) became king. Athelstan is regarded as the first king of all Britain and he is remembered as a great leader.

- Athelstan was king from AD 924-939.
- During his reign he drove the Vikings back more and more and was able to claim control over a greater area of land.
- In AD 927 Athelstan won back the kingdom of York from the Vikings. He also established control over King Constantine from Scotland and the other Northern kings. The 5 Kings of Wales also agreed to pay tribute (money) each year to King Athelstan.



King Athelstan

At the Battle of Brunanburh in AD 937 Athelstan fought with his Viking and Welsh allies to stop an invasion by the Scottish king.

Athelstan is known for forming good relationships with leaders from other countries. He married his four sisters to important rulers abroad which helped strengthen Britain's position overseas. He also had strong links with religious leaders and he founded many churches.

Do you think Athelstan was as 'great' as King Alfred?

1. Think about the actions and achievements of King Alfred and King Athelstan.
2. What important or influential things did the two kings do?
3. Why are they such important historical figures?

