

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 compare the Viking Gods Loki and Thor.

Read the information on this slide before attempting the main task.

Viking Gods and Goddesses

Thor

Thor was the god of thunder and son of Odin. Thor's magical hammer, Mjöltnir, could summon thunderbolts, knock down mountains and kill giants. Thor was the strongest of the gods. The day Thursday is named after Thor - 'Thor's day'.



Viking Gods and Goddesses

Loki

Loki was known as the trickster god - the god of mischief. He liked to play tricks on humans and other gods. Some of these tricks were amusing but others caused great harm. Unlike many of the other gods, Loki was a descendent of the giants and was born in Jotunheim - the land of the giants.



We have looked at Viking myths involving both Thor (Odin's son) and Loki. Think about what both characters were like in the myths. You can use these website links as well!

<https://www.gods-and-goddesses.com/norse/thor/>

<https://www.gods-and-goddesses.com/norse/loki/>

1* - Imagine Loki has escaped! He has been up to no good and is wanted by Odin.

Create a WANTED poster for Loki. Try to add as much detail as you can so they can find him.



2/3* - Compare and contrast the characters of Loki and Thor. What makes them similar? What makes them different? Use the information from the stories and the research to help your ideas.

LOKI





THOR

Maths:

Objective: To draw and measure lines of angles accurately and compare the sizes.

[\(1\) Angles: measuring angles and their names! | Educational Videos for Kids - YouTube](#)

How can we use our rulers accurately to draw lines carefully in centimetres and millimetres?

*Today you will be learning how compare angles using the more than, Less than and equals symbols.
You will also have a go at drawing accurate lines using your rulers.*

Click on the link above for a quick re-cap on all the various angles which exist. Revise your knowledge of all of the different types of angles and think about how the sizes of angles can vary.

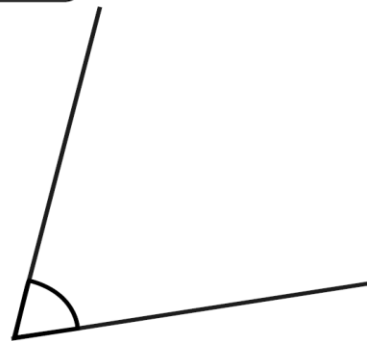
1* - Have a look at the angles and compare the two angles you can see using the more than, less than and equals symbols. Have a go at drawing these angles too.

2*/3* - Today you will be drawing lines accurately using your rulers and comparing the lengths of various lines. You will need to think about accuracy and identifying differences between centimetres and millimetres.

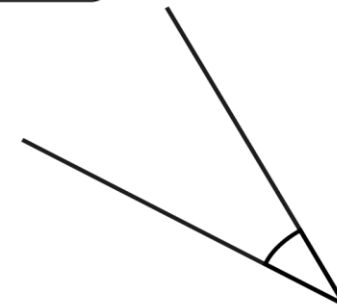
Extension: Complete the True or False statement focusing on length.

Measure the following angles:

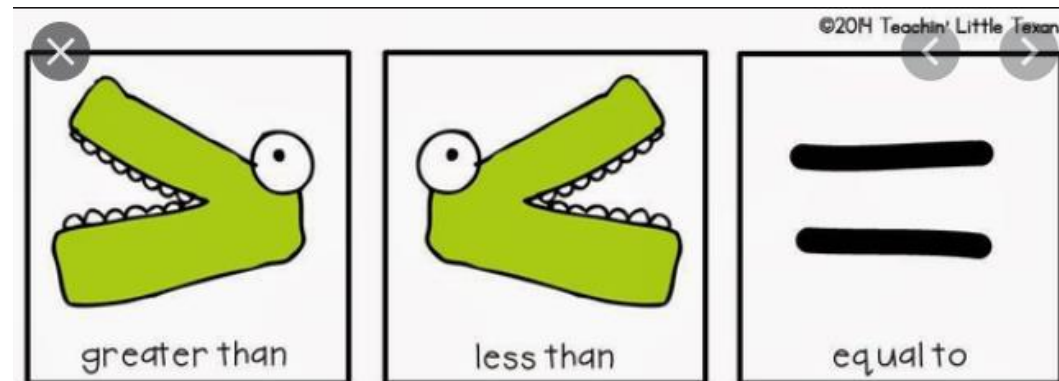
1.



2.



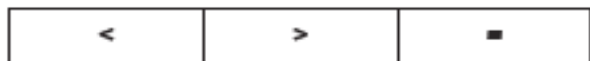
Have a go at drawing an acute angle and measuring the length of the lines. As a challenge, use a protractor to measure how many degrees it has.


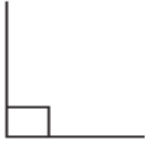



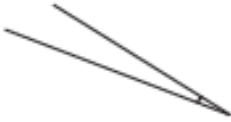

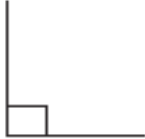


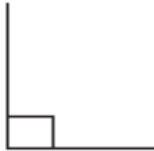
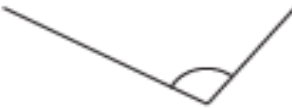
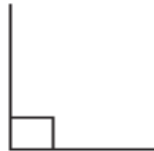
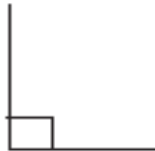






1 STAR TASK!

Acute, Obtuse or Right Angles

Insert one of the symbols below into each box and decide whether each angle is acute, obtuse or a right angle. The first one has been done for you.

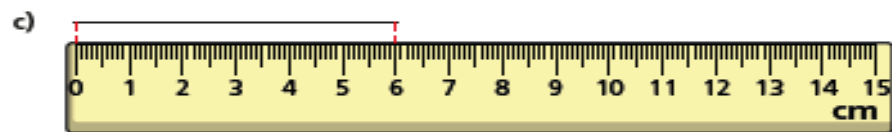
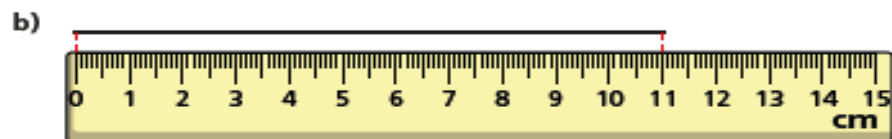
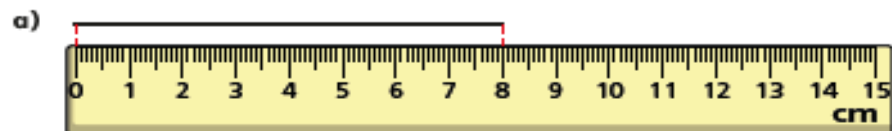


e.g.			
	Acute	$<$	Right angle
1.			
2.			
3.			

4.			
5.			
6.			
7.			
8.			

Draw accurately

1 How long is each line?



2 Draw two lines that are each 5 cm long.

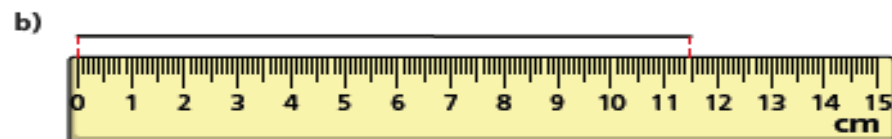
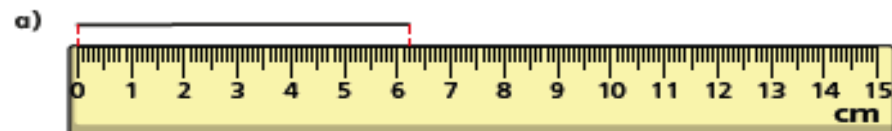
3 Dani says the line is 10 cm long.



a) What mistake has Dani made?

b) How long is the line?

4 What is the length of each line in millimetres?



c) _____

5 Use a ruler to draw the lines.

a) Draw a line 8 cm long.

b) Draw a line 80 mm long.

What do you notice about the lines you have drawn? Why is this?

6 Use a ruler to help you answer the questions.

a) Draw a 4 cm by 4 cm square.

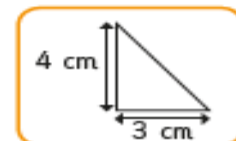
b) Measure the length of the diagonal.

Give your answer in millimetres.

7 Draw a rectangle 8 cm long and 32 mm wide.

8 a) Make a sketch of the triangle.

b) Use your drawing to work out the perimeter of the triangle.

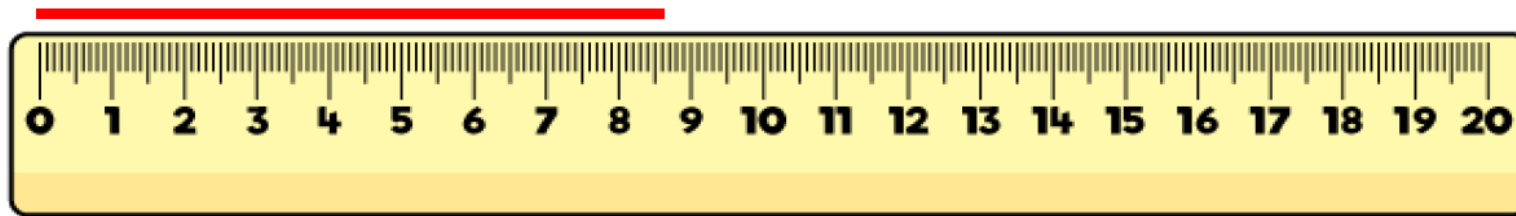


Extension Task!

True or False ?

Draw accurately

The length of this line is 8 cm.



We would like you to explore this statement by drawing the line you see above. How many Centimetres and how many millimetres is it?

Reading:

Objective: To use noun phrases to describe an image.

George spends nearly all his time inside his bedroom. Do you think his room would be tidy or messy?

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>

Have a look at the link above to remind yourself how to write a noun phrase.

Task...

1* - Write a noun phrase for each of the following nouns: the chair, the floor, the shelves, the bed and the desk.

2/3* - Write 5 noun phrases from the picture of the messy bedroom. Then put your phrases into full sentences.

See the next slide for an example to help.



Noun = lake

Noun phrase = the lake

But what is an expanded noun phrase?

the beautiful lake

article + adjective + noun



2/3* - Example...

The camouflage covered bed.

The camouflage covered bed sat **in front of the book case**.

Extra detail such as a preposition
(This explains where something is).

The original noun phrase.



Other:

Objective: To recognise the difference between solids, liquids and gases.

Last week, we looked at sorting different objects into solids, liquids and gases. Read through the information on the properties of each material before completing the task on the final slide.

Properties of Materials: Solids

These items are all solids!

What do they have in common? Share the adjectives you thought of.

Materials in a solid state keep their shape unless a force is applied to them.

Solids can be cut, squashed or twisted. They will not change shape on their own.

Solid materials always take up the same amount of space. They do not spread out or flow. Solids do not have to be hard. They can be squashy or soft.



Properties of Materials: Liquids

These items are all liquids!

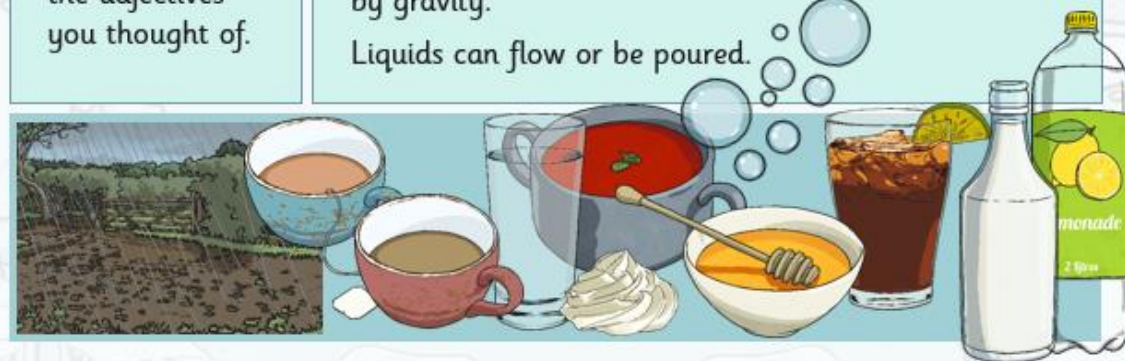
What do they have in common? Share the adjectives you thought of.

Materials in a liquid state take the shape of the container they are in.

Although liquids can change shape, they do not change their volume. This means they still take up the same amount of space.

Liquids are pulled down to the bottom of a container by gravity.

Liquids can flow or be poured.



Properties of Materials: Gases

These items are all gases!

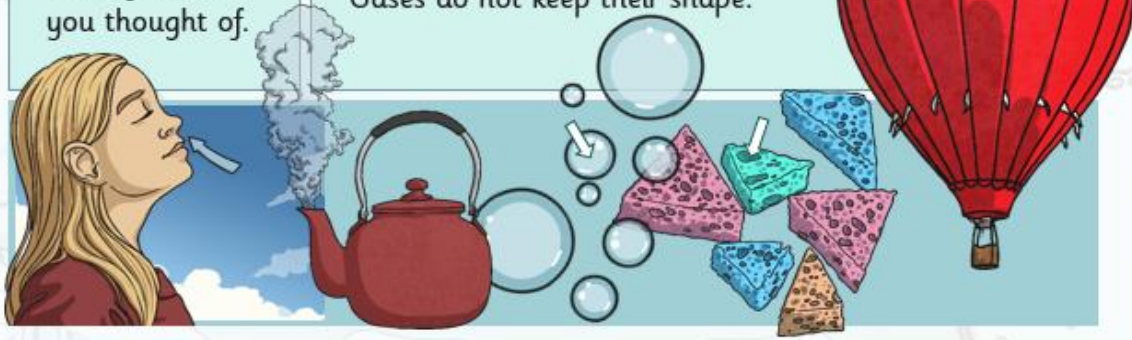
What do they have in common? Share the adjectives you thought of.

Materials in a gaseous state can spread out to completely fill the container or room they are in.

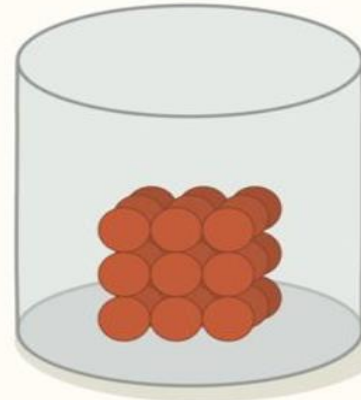
Gases have weight.

Gases can be squashed.

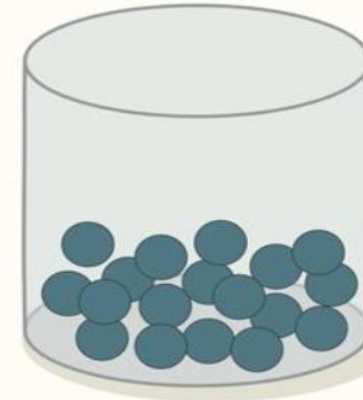
Gases do not keep their shape.



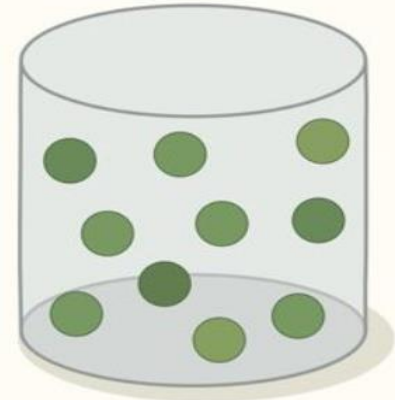
If we were to look at what the tiny particles in the 3 different states they would look like this.... Can you spot the differences?



SOLID



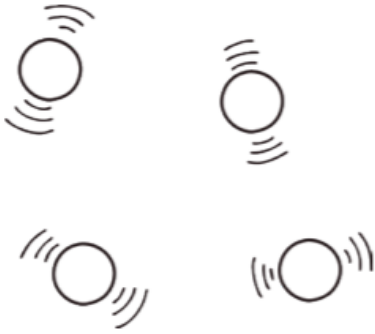
LIQUID



GAS

solid

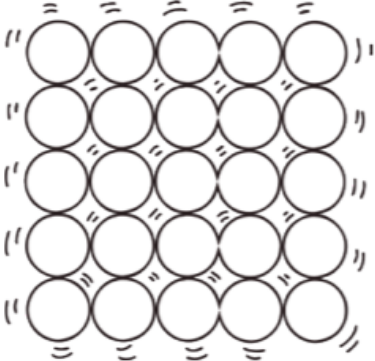
Particles are close together, but random. They can move over each other.



Keeps its shape unless a force is applied to it. Remains the same volume.

liquid

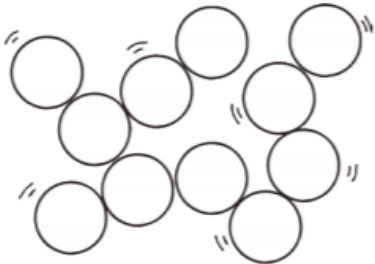
Particles are spread out and can move about quickly in all directions.



Does not keep its shape. Can spread out to fill the space it is in.

gas

Particles are closely-packed in a regular pattern. They vibrate on the spot.



Takes the shape of the container it is in. Stays the same volume.

Task... Write down in your books or cut out and stick in your books which statement applies to which state?

Each key word should have 2 statements and a diagram.