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 kennings poem about the seasons.

Main task…
Write a new Kennings poem for either:
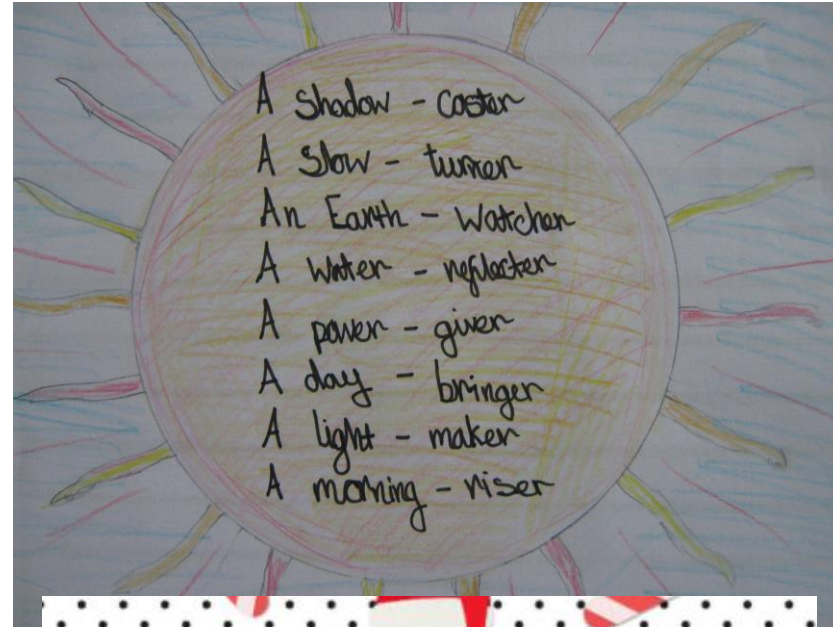**Winter, Spring, Summer or Autumn**.
1* - Pick 1 season and write a kennings or acrostic poem.
2/3* - Pick 2 seasons and write a kennings poem for each.

Make a mind-map of what you associate with the season and then write your poem.

Remember you want people to know you are describing a season without telling them which one.

Use the examples to help you and the reminder on Kennings Rules!

A Shadow - Caster
A Slow - turner
An Earth - Watcher
A Water - neglecter
A power - giver
A day - bringer
A light - maker
A morning - riser

A CHIMNEY CLIMBER
A PRESENT GIVER
A COOKIE LOVER
A SLEIGH RIDER
A CHRISTMAS SPREADER
A RED WEARER

Frost Bringer
Winter Beginner
Conker Faller
Squirrel Storer
Web Bejewelled
Sunshine Fooler
Leaf Swisher
Stew Disher
Rain Blusterer
Scarf Flusterer
Bonfire Lighter
Longer Nighter
Trick Or Treater
Extra Heater!
Leaf Rustler
Cloud Hustler
Animal Hibernator
Starling Debator

AUTUMN

Kennings Rules

What is this poem all about?

They work like a **riddle** - you have to guess what it's all about! **?**

Kennings describe what a **person, idea or object** is or does.

Sun-stealing
Night-stretcher
Cold-maker
Snow-faller
Face-freezer
Christmas-bringing

We use kennings in our everyday language, such as 'sky-scraper' for a very tall building.

If you are creating a noun + a verb phrase, your verb may end in -ing, e.g. milkshake-drinking.

Each line is a simple phrase of either a noun + a noun OR a noun + a verb.

If you are creating a noun + a noun phrase, try adding -er to the second noun, e.g. cheese-eater.

https://www.youtube.com/watch?v=WVM9vaYfe58   -   This link may help with finding nouns to build your kennings. Please note FALL = AUTUMN

My
_____
mind map
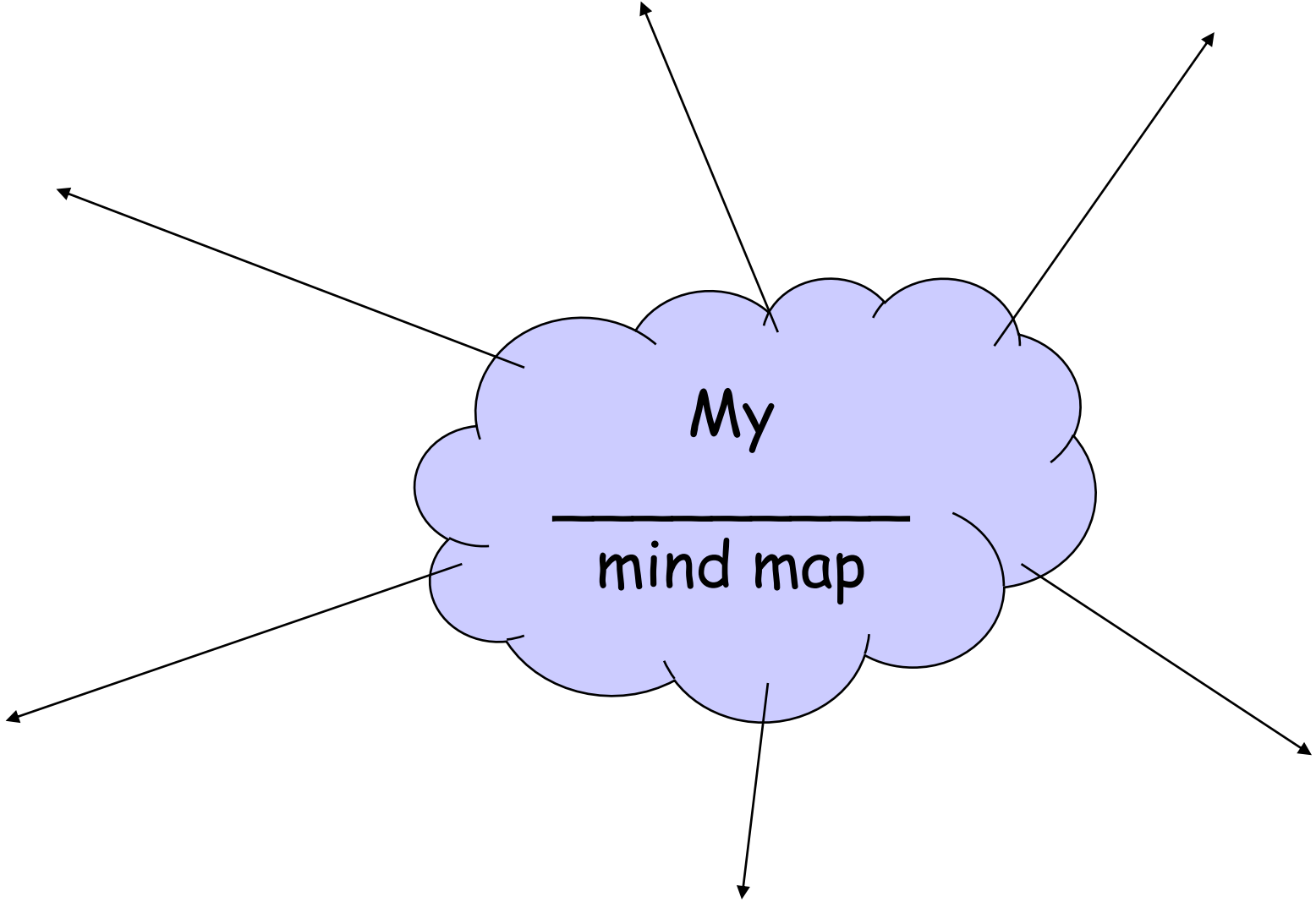
Maths:
Objective: **To identify lines of symmetry.**

Lines of Symmetry in Shape

Click on the link above to learn about what symmetry is.

1* - Name each shape accurately and write how many lines of symmetry each shape has.
2*/3* - Today you will be focusing on lines of symmetry in a variety of shapes. Think about which shapes have at least one line of symmetry?
Extension: Look at the shapes you can see. Think carefully about how many sides of symmetry each one has. Does it match the number of sides the shape has?
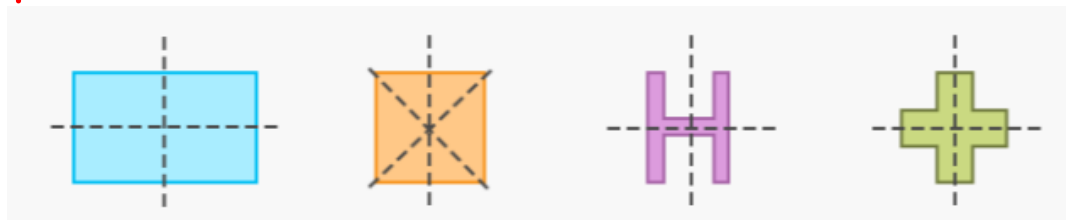
Today you will be learning all about lines of symmetry in shape.
Think about:
How many lines of symmetry there are?
Why are there no lines of symmetry in the irregular trapezium below?
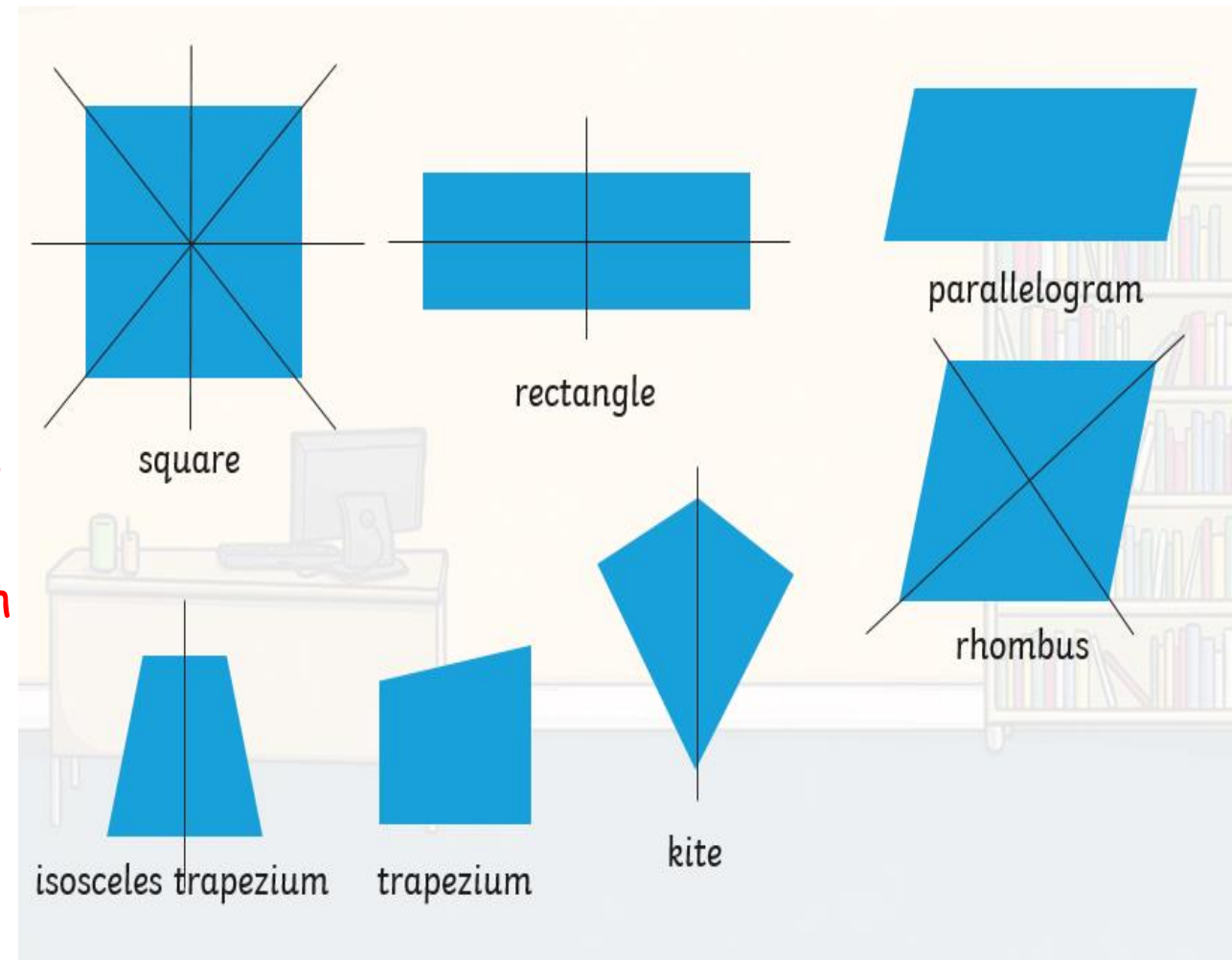
Investigating Lines of Symmetry
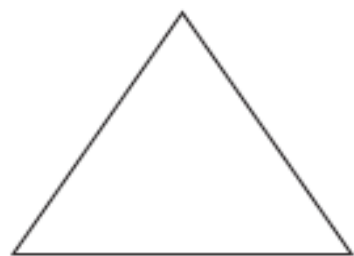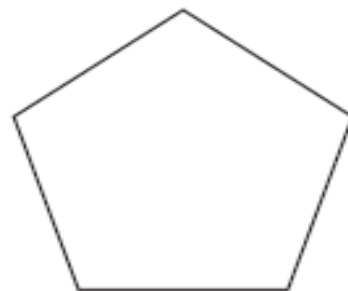
Name _____

Sides _____

Lines of Symmetry _____

Name _____

Sides _____

Lines of Symmetry _____

Name _____

Sides _____

Lines of Symmetry _____

Name _____

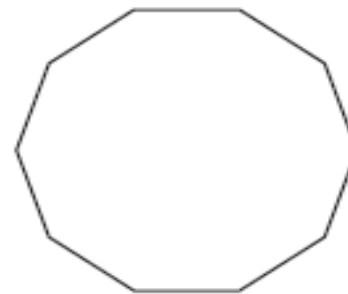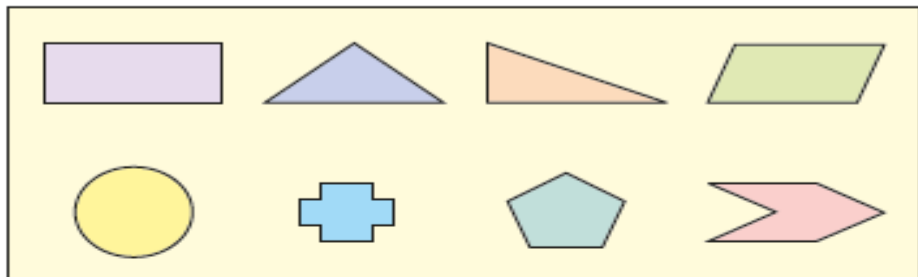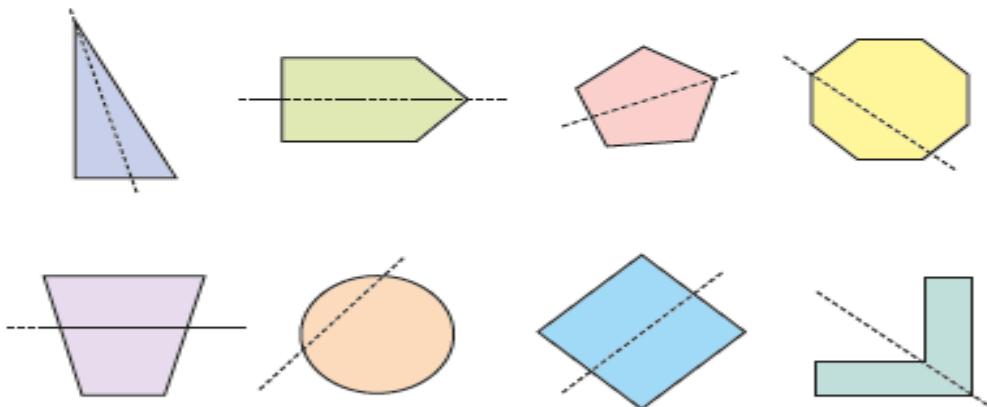Sides _____

Lines of Symmetry _____

Name _____

Sides _____

Lines of Symmetry _____

Name _____

Sides _____

Lines of Symmetry _____

Name _____

Sides _____

Lines of Symmetry _____

Lines of symmetry

White Rose Maths
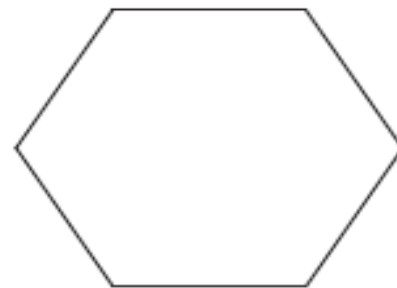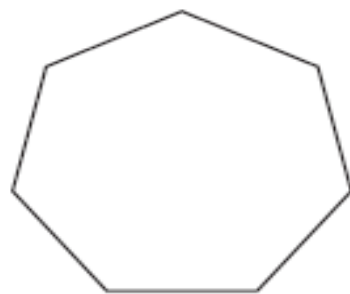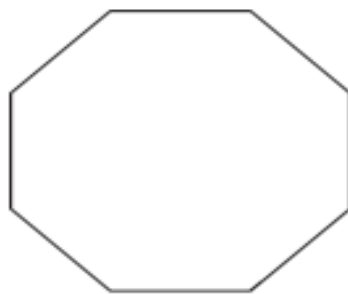
1 Which shapes have at least one line of symmetry?

2 Which shapes show a correct line of symmetry?

How did you know which shapes to choose?

3 Draw one line of symmetry on each shape.
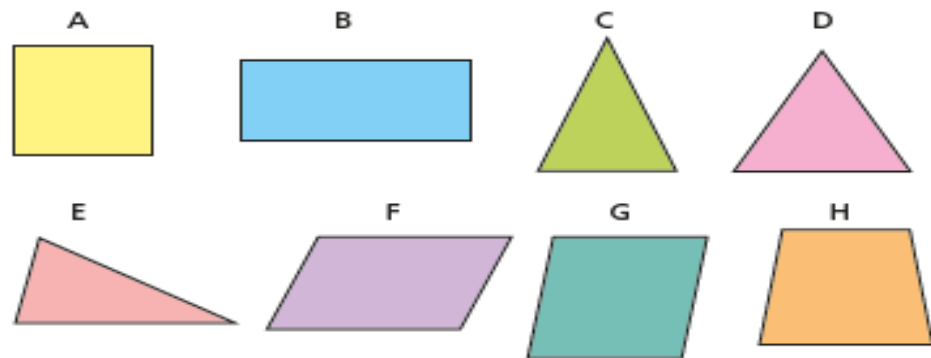
a)

b)

c)

d)

f)

h)

e)

g)

Is there more than one possible answer for each?

4 Sort the shapes into the table.

The first one has been done for you.

A   B   C   D

E   F   G   H

	1 line of symmetry	More than 1 line of symmetry	No lines of symmetry
Triangle			
Quadrilateral		A	

d)

f)

h)

e)

g)

Is there more than one possible answer for each?

4 Sort the shapes into the table.

The first one has been done for you.

A

B

C

D

E

F

G

H
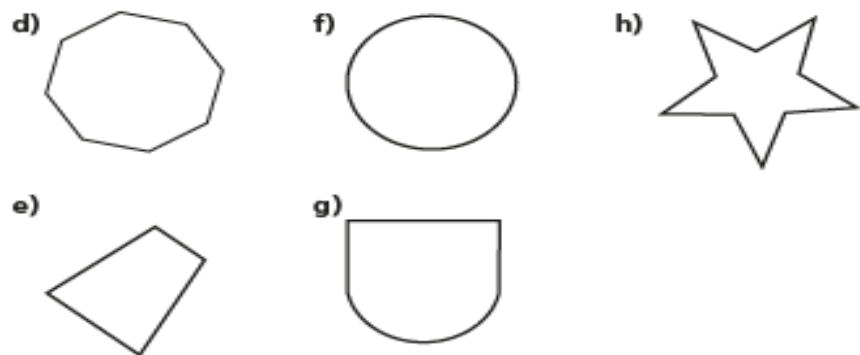
	1 line of symmetry	More than 1 line of symmetry	No lines of symmetry
Triangle			
Quadrilateral		A	

5 Tommy is folding a paper circle to find lines of symmetry.

> A circle has lots of lines of symmetry!

Do you agree with Tommy?

Talk about it with a partner.

6 Here are 3 logos.

White Rose Maths

AQA

> All of these logos have lines of symmetry because they're circles.

Dora

> I disagree because the design on them isn't symmetrical.

Mo

Who do you agree with?

Talk about it with a partner.

7 Shade a maximum of 8 squares on squared paper to make a symmetrical shape.

Compare answers with a partner.
How many different shapes can you make?

True or False?

The number of lines of symmetry these shapes have is equal to the number of sides they have.
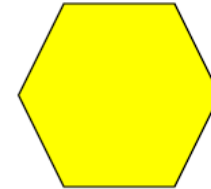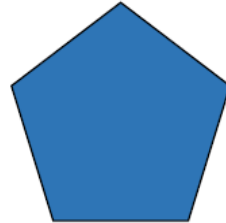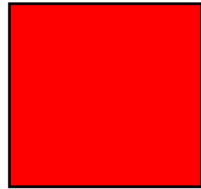
Please explore this statement by drawing the shapes. Can you discover all of the lines of symmetry? Do the lines of symmetry match the number of the sides the shapes have?
Is it true or false?

Reading:

Objective: To describe characters in the story.

Read the chapter 'A Monster Under My Bed'.

The words on this slide all can be associated with the characters…
George, Pepperoni, Mum or Ajay.

1* - Pick 1 word you would associate with each character. For example:
George = Lazy.
Once you have your word, put it into a full sentence to describe the character in detail.

2/3* - Pick 2 words you would use to associate with each character. For example: George = lazy and smelly. Then write two descriptive sentences for each character. However, your sentence must include your chosen words!

Please see an example for each star on the next slide!

smelly

dragon

rude

kind

boy

lazy

helpful

tired

annoyed

funny
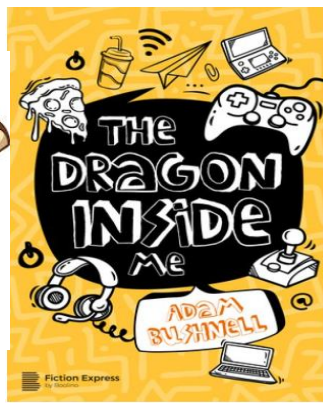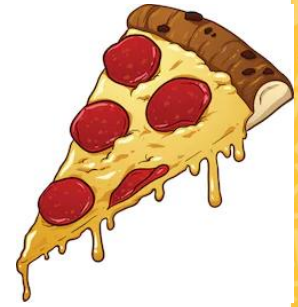
1* Example…

George = **Lazy**.

George is a **lazy** person because he is making his mum do everything for him.

Ajay = **Annoyed**

George has not been a good friend to Ajay by ignoring him all summer so he is **annoyed**.

2/3* Example…

George = **Lazy and smelly**.

Since the start of the holidays, George has not left his room. His **lazy** attitude can be seen through allowing his mum to do everything for him rather than do it himself. As George has not left his room nor has he changed from his pyjamas, this shows the reader he is probably quite **smelly**.

**Use the example to write your own descriptions of George, Pepperoni, Ajay and Mum.
You can only use the words provided on the previous slide!**

Objective: To be able to draw Viking patterns.

One of the main features of Viking art is knots and interweaving patterns. This was also a feature of Celtic art and there are lots of examples of both that have been found in Britain.

These kinds of patterns were often used as borders or as a decorative feature on carvings, jewellery and weaponry.
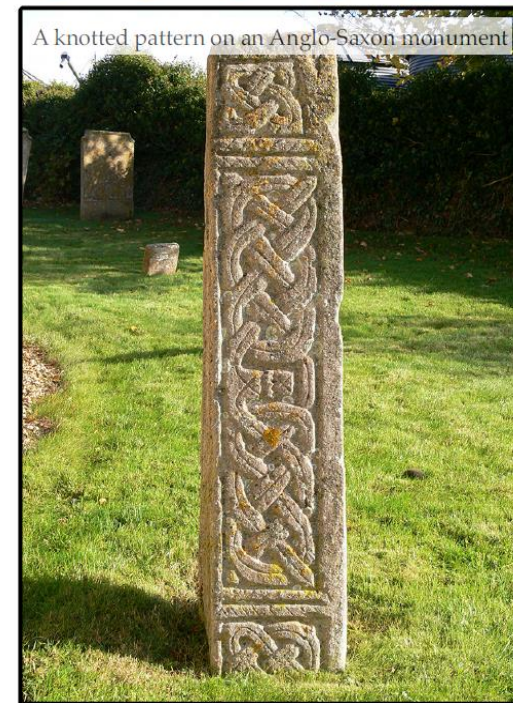
A knotted pattern on an Anglo-Saxon monument

Main Task... Follow the steps on the next few slides to create your own Viking patterns.
You can explore the size of your pattern (make them big or small) and experiment with different colours!

A BASIC VIKING KNOT
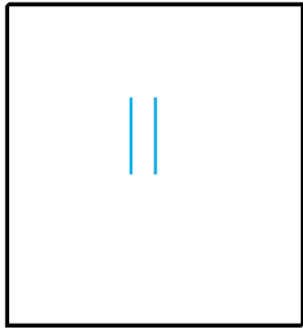
Draw two parallel vertical lines.
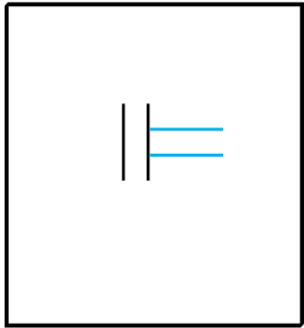
Draw two parallel horizontal lines coming off the right-hand vertical line. Make sure they are central to the other lines.
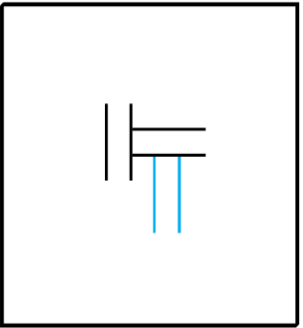
Draw two more vertical parallel lines coming off the bottom horizontal line.
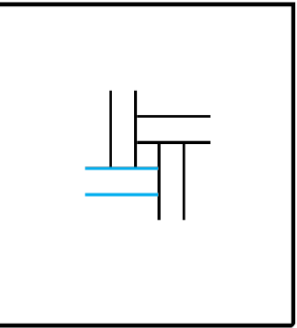
Draw two more horizontal parallel lines. Make sure the top line meets the bottom of the first two lines you drew.
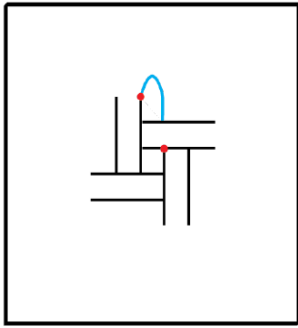
Draw a curved line to join the two points that are marked by the red dots BUT make sure you don't draw all the way through the horizontal line!
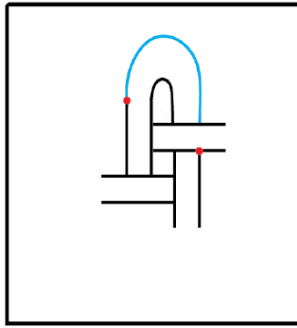
Now draw another curved line to join these two points. Try and make the path you are creating the same width all the way around.
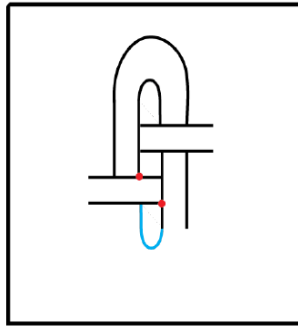
Now do the same thing on the bottom. Join the two points marked by the red dots but don't go through the horizontal line.
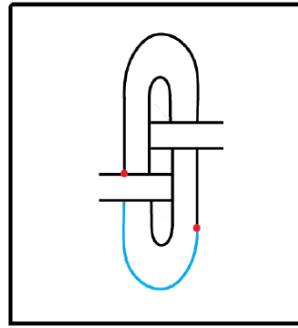
Join the two red dots up with a curved line, keeping the path the same width all the way round.
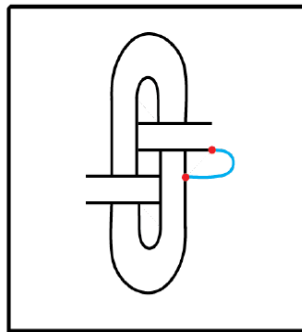
Draw a curved line to join the two points that are marked by the red dots BUT make sure you don't draw all the way through the vertical line!
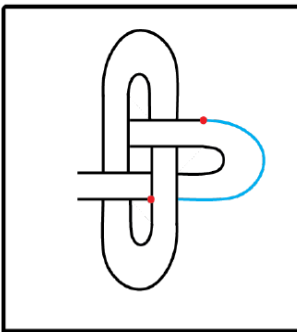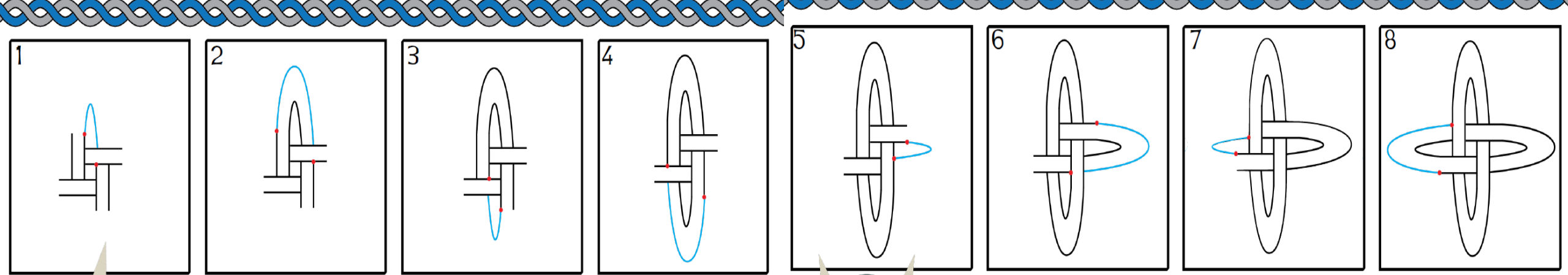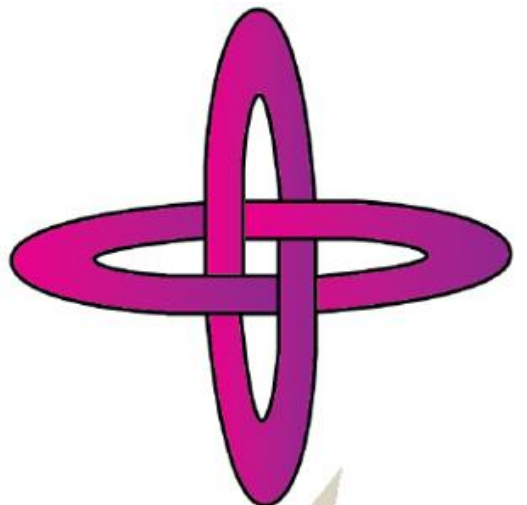
Join up the red dots again.
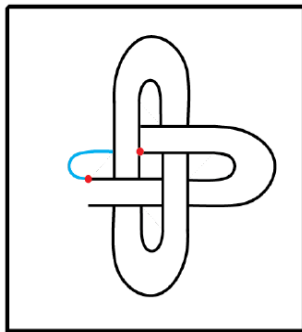
And again!
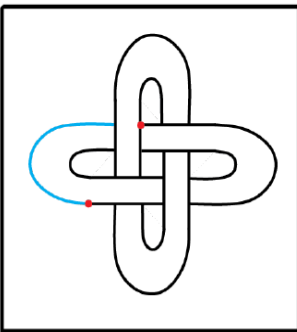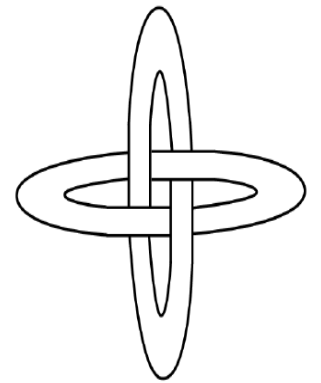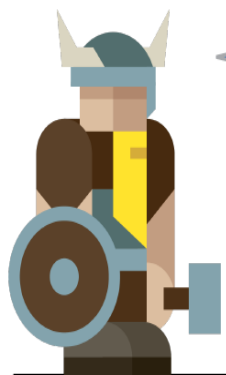
Last one!
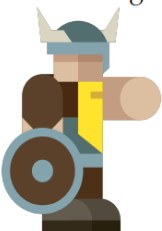
AND THERE YOU HAVE YOUR BASIC VIKING KNOT!
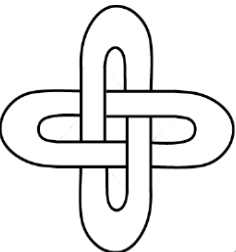
THIS TIME, MAKE THE LOOPS POINTIER.

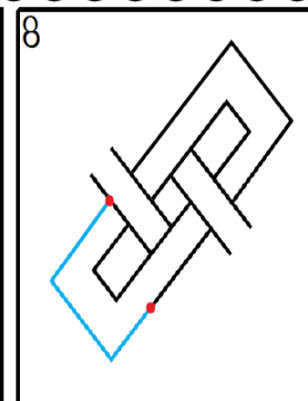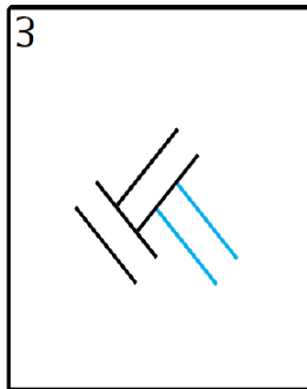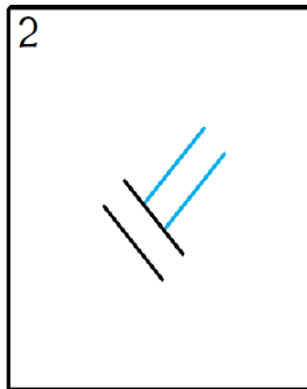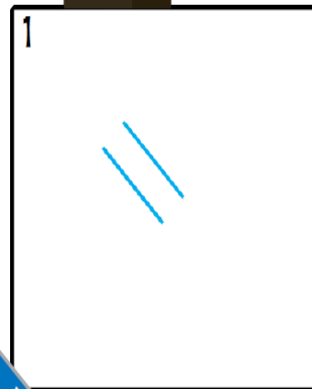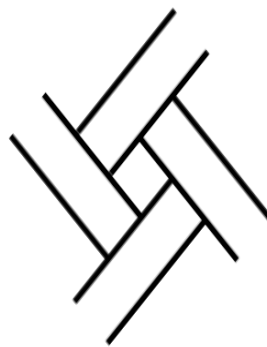YOU THEN END UP WITH A SLIGHTLY DIFFERENT KNOT.

Let's try another one! This time, draw all your parallel lines on a 45° rotation...

1

2

3

4

5

6

7

8

9

10

11

12