

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 label the features of an explanation text.

Main task...

Read through the example explanation text on the next slide.

Can you find the following features?

You could present your task the following ways:

1. A mind-map. Draw lines off the text and show what the feature is.
2. A list. Write down the feature followed by an example from the text.
3. A key. Colour-code each feature in the list and then find in the text.

	Title shows what the text is about. Often uses "How..." or "Why..."		Technical vocabulary specific to the topic.
	Opening paragraph introduces the process.		Diagrams/illustrations with labels.
	Chronological order with time conjunctions .		Cause and effect conjunctions explain how one event leads to the next.
	Stages of the process clearly broken down.		Final paragraph (conclusion) links back to the opening.
	Present tense (unless it's a historical explanation).	Try and find as many as you can... don't worry if you are struggling to find a couple. Move on and come back to them if you can!	
	Impersonal tone .		

How bees make honey



Honey bees collect nectar and pollen from flowers, but only nectar is used to make honey. Nectar is a "reward" given by the plant to attract bees. Pollen is transported back to the hive in the pollen baskets on the hind legs whereas the nectar is transported in the stomach. Nectar is mostly water with dissolved sugar. The amount of sugar varies greatly but is usually 25-50%. Back in the hive the nectar is placed into wax honeycomb cells and the excess water evaporates until the honey is approximately 83% sugar and 17% water. This takes a few days. The cell is then covered over with a layer of wax which is later removed when the bees need to eat the honey. When large amounts of nectar are being collected the bees speed up evaporation by using their wings to ventilate the hive.

The sugar is also changed. Sugar in nectar is mostly sucrose (table sugar). Sucrose has large molecules. The bees produce an enzyme which breaks each sucrose molecule into two smaller sugar molecules, glucose and fructose. By evaporating the excess water and converting the sucrose into smaller sugars the bees make the honey too concentrated for yeasts and other microorganisms to grow. Preventing spoilage is important to the bees because the honey made in the summer is used as winter food.

Without at least 10kg of honey a bee colony cannot survive the winter, when there are no flowers. In addition to sugar, nectar contains other chemicals. Although these are only present in small amounts they are important because they give different honeys their distinctive colours and flavours. Although the bees from one

colony collect nectar from many species of plants, at certain times they collect most of their nectar from one or a few species of plants that are very abundant. These "nectar flows" are responsible for most of the honey that actually gets stored. Beekeepers often harvest honey after a nectar flow, thereby producing honey predominantly from a single plant species and with a characteristic flavour and colour.



Did You Know?

- * Beekeepers often move their hives to places where there are lots of flowers. The hives are moved by vehicle at night when the bees are all inside.
- * A full-time bee farmer usually keeps 1000 or more hives. With 30,000 bees per hive that makes 30 million bees to look after.
- * The bees in a hive help each other to forage more efficiently by telling each other the direction and distance of flower patches using the "waggle dance".
- * The Quran says this about bees and honey "From its belly comes forth a fluid of many hues, a medicinal drink for men". In other words, honey is good for you!

How Amazing!

- * When full, the honey stomach can weigh more than half a forager bee's unladen weight and the forager's abdomen is visibly longer.
- * It takes approximately 50,000 bee loads of nectar to make one pound of honey.
- * Honey bees will collect nectar as far as 14km (8 miles) from their hive.
- * The ancient Egyptians used honey to help wound healing. Modern science has shown that honey kills bacteria and honey is coming back as an antiseptic.

Maths: We will be focusing on Statistics.

Objective: To create Pictograms.

Please watch the video link below and focus on the teaching strategies used to help you create Pictograms using symbols to represent Symbols.

Pictograms

<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 focusing on pictograms and you will need to answer the questions by looking carefully and interpreting the symbols on the graph.

2*/3* - Today you will be looking at comparing pictograms to tally charts and you will answer the following questions.

Extension: Today you will be comparing pictograms to tally charts and decide if the statement is true or false.

Sport	Number of Children
Football	● ● ● ● ● ● ●
Rugby	● ● ◐
Tennis	●
Hockey	● ◐

Key

●

= 2

children

The most popular sport was _____.

_____ children chose hockey.

_____ more children chose football than rugby.

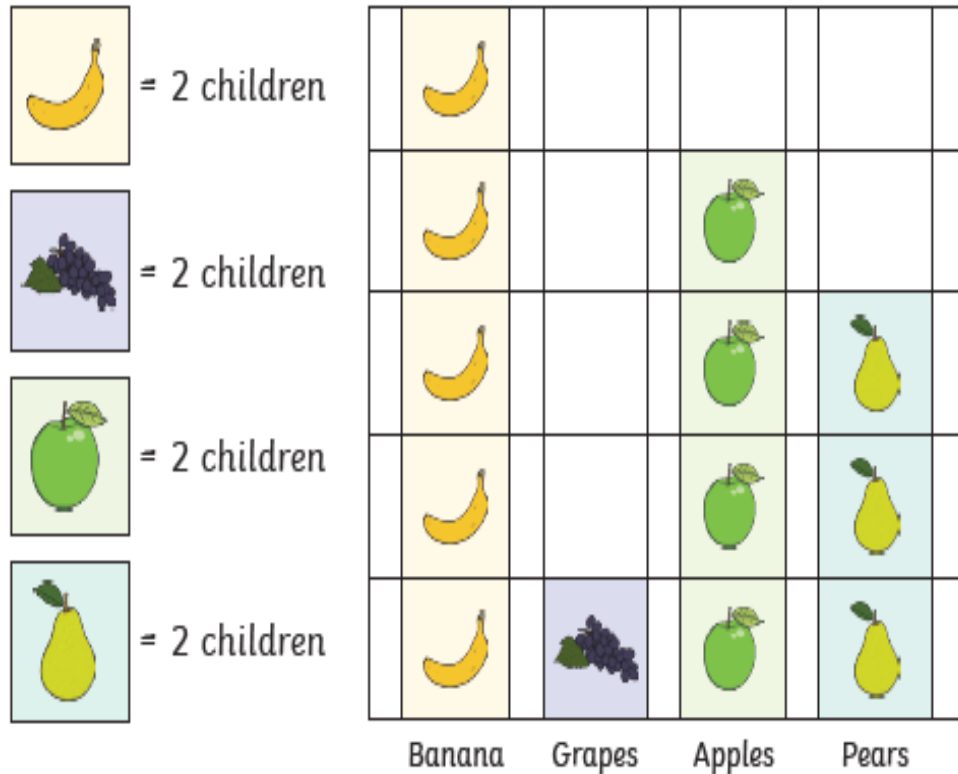
_____ children were included in the survey.

1 STAR TASK!

Interpreting Scaled Pictograms

Learning Objective: I can interpret scaled pictograms

Favourite Fruit



Answer the following questions.

What is the favourite fruit? _____

How many children chose apples as their favourite fruit? _____

How many more children chose bananas than grapes, as their favourite fruit? _____


How many children chose apples or pears as their favourite fruit? _____


Write your own questions for a friend.

1 STAR TASK!

Interpreting Scaled Pictograms


Learning Objective: I can interpret scaled pictograms

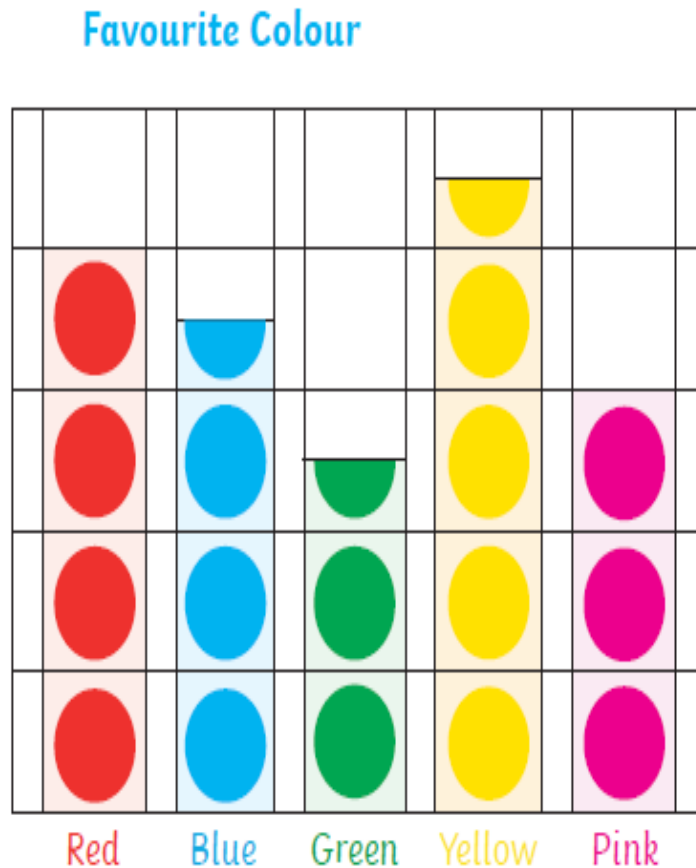
 = 2 children

 = 2 children

 = 2 children

 = 2 children

 = 2 children



Answer the following questions.

What is the least favourite colour? _____

How many children chose yellow as their favourite colour? _____

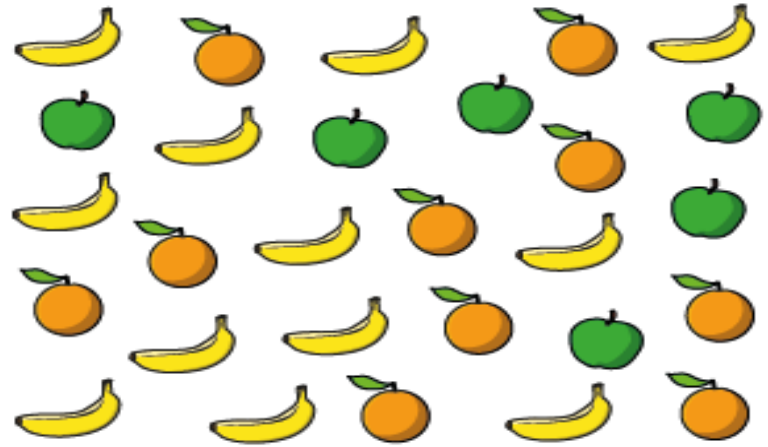
How many fewer children chose green than blue as their favourite colour? _____

How many children chose pink and red as their favourite colour? _____

Write your own questions for a friend.

Draw pictograms (2, 5 and 10)

1 Here is some fruit.



a) Complete a tally chart.

b)



I will use a circle for each piece of fruit.

Draw Dora's pictogram.

c)



I will use a circle for every 2 pieces of fruit.

Draw Tommy's pictogram.

d) Whose pictogram do you prefer? Why?

2 Class 2 vote for whether they would like to play tennis, football or netball.

The tally chart shows the votes.

Sport	Tally	Total
Tennis		5
Football		20
Netball		10

a) Complete the pictogram.

Sport	
Tennis	●
Football	
Netball	

Key
● = 5 votes

b) Complete the pictogram.

Sport	
Tennis	
Football	
Netball	●

Key
● = 10 votes



2/3 STAR TASK!

Draw pictograms (2, 5 and 10)

- 2 Class 2 vote for whether they would like to play tennis, football or netball.

The tally chart shows the votes.

Sport	Tally	Total
Tennis		5
Football		20
Netball		10

- a) Complete the pictogram.

Sport	
Tennis	●
Football	
Netball	

Key
● = 5 votes



- b) Complete the pictogram.

Sport	
Tennis	
Football	
Netball	●

Key
● = 10 votes











- 3 The tally chart shows the weather for 55 days.


Weather	Tally
Sun	
Cloud	
Rain	

- a) Draw a pictogram to show this information.
Choose your own key.
- b) Compare pictograms with a partner.
What is the same? What is different?



The tally chart and the pictogram both show the same thing.

Pencils		Colours	
Red		Red	
Blue		Blue	
Green		Green	
Brown		Brown	

 = 10 pencils

White

Please explore this statement by focusing on comparing the tally chart with the Pictogram.

We know the square represents 10.
What does one cluster of tallies represent?

Reading:

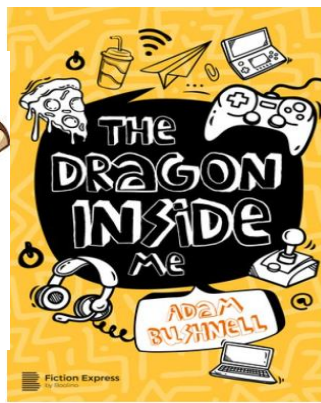
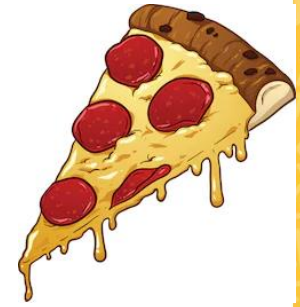
Objective: To describe characters in the story.

Read the chapter 'Mirror, Mirror'.

All Children... Using chapter 4, answer the following comprehension questions in full sentences.

2/3* - Try to find evidence in the text to support your ideas.

1. What does the word 'blurted' mean?
2. Why do you think Ajay can't see the dragon?
3. Why is Ajay disappointed when he thinks George is pretending to see a dragon?
4. Find a copy a simile in the chapter. Remember a simile uses 'like' or 'as'. For example free like a bird!
5. What would you like to happen in the final chapter?



2/3* - Task 2! Complete the reading challenge card.

Reading Challenge

Find 5 interesting words in the text. Write down the meaning of each word then use each one in a sentence of your own.

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 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: French

Objective: To introduce family members in French.

Main Task... Read and listen to the alien family sentences.

They show the names of family members for an alien family.

1* - Complete the 'Unmuddle it!' challenge. Can you identify the members of the alien family. Write out the correct family name.

2/3* - Complete the 'Unmuddle it!' challenge. Then write some sentences about your own family. See the slides for some examples.

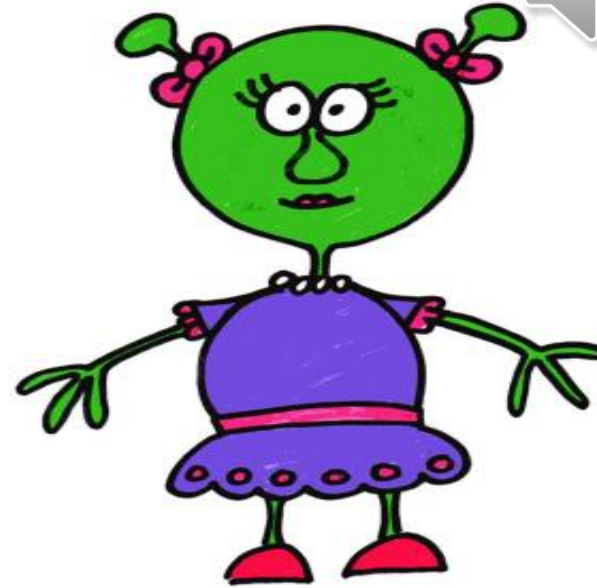


Unmuddle It!

- 1 Can you identify the members of the alien family? Look at the pictures and unmuddle their family names.
- 2 Write the word correctly underneath the muddled up word.

le paap	
la manma	
le frère	
la rusoe	
le bééb	

**Bonjour,
Je suis le
papa extra-
terrestre**



**Bonjour,
Je suis la
maman
extra-
terrestre**

**Hello, I'm the
Alien Mom.**

**Bonjour je suis
le frère
extra-terrestre**



**Bonjour je suis
la soeur
extra-terrestre**

**Hello, I'm the
alien Brother.**

**Hello, I'm the
alien Sister.**

**Bonjour je suis
le bébé extra-
terrestre.**

**Hello, I'm the
alien baby.**



**Bonjour je suis la
grand-mère
extra-terrestre.**

**Hello, I'm the
alien
grandmother.**



**Bonjour je suis
le grand-père
extra-terrestre.**

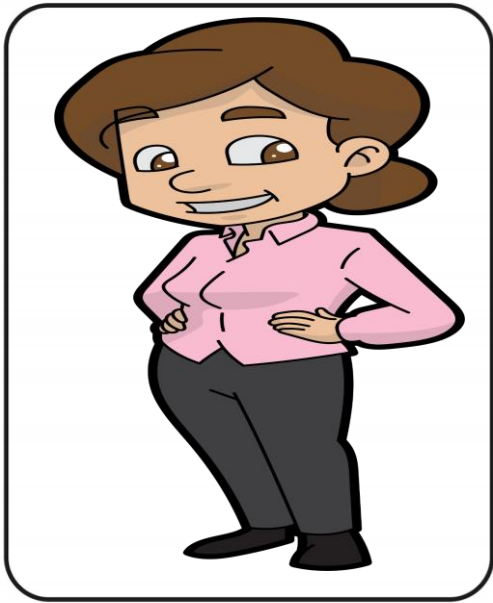
**Hello, I'm the
alien
Grandfather.**



2/3* - Challenge

Draw each member of your own family and write a sentence to explain who they are.

See the next slide for an example!



Ma maman est Mary = My
mum is Mary.

**Female
members...**

Ma _____ est _____



Ma soeur est Abi = My
sister is Abi.

**Male
members...**

Mon _____ est _____



Mon pere est Bob = My dad
is Bob.