

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 design a powerful object for a Viking God..

Main task... See next slide!

On Monday we looked at features of a myth including a powerful or magical object.

The story below shows how Loki (God of Mischief) created some powerful objects, including Thor's Hammer. Read the story and think about the question at the bottom before attempting the task on the next slide.

Loki, being his mischievous self, cut off the hair of Thor's wife Sif. When Thor found out, he was furious and threatened Loki, who begged for mercy and said he would get her new, better hair. Thor allowed this. Loki went down to Svartalfheim, home of the dwarves, to get Sif new hair. He first went to the sons of Ivaldi who made him Sif's new hair, Skidbaldnir (a ship that always has favourable winds and can fold up and fit in one's pocket), and Gungnir (the best spear). But Loki wasn't satisfied, he hadn't caused any trouble. So he went to the brothers Brokkr and Sindri and asked them to make gifts that were even better. He said if they did, they could have his head. They agreed. In order to win the bet, Loki took the shape of a fly and bit one of them each time they made an item. They made Gullinbursti (a live boar with golden hair "who gave off light in the dark and could run better than any horse"), Draupnir (a ring from which "every ninth night, fell nine new golden rings of equal weight), and finally Mjollnir (a hammer which never missed and returned to its owner). The only gift that was flawed was the hammer, which had a short handle. Loki took all the gifts and returned to Asgard where he distributed them among Thor, Sif, Odin and Freyr.

If you were a Viking God, which gift would you want from what Loki has? Why?

Main task...

ALL Children - Design your own powerful object that could be used by a Viking God. It could be a form of transport, a weapon or something you wear (glasses, jewellery)

1* - Draw your object in detail and create a mind-map to explain the features.

2* - Draw your object in detail and write a paragraph explaining why it is powerful and magical. Within this paragraph, explain how it works.

3* - Draw your object in detail then write a 3 paragraphs.

1 - What does it do?

2 - How does it work?

3 - Why is it useful?



Gullinbursti



Draupnir



Skidbaldnir



Gungrir

Mjollnir



Maths:

Objective: To compare and order the size of angles.

<https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h>

Today you will be learning how to order angles by focusing on the size of each angle.

Which angle is acute, obtuse or a right angle?

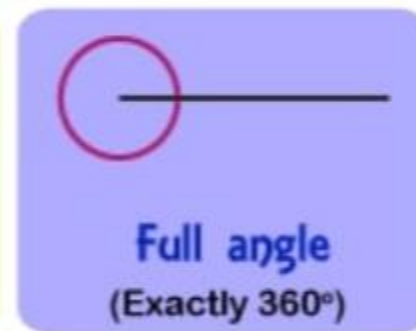
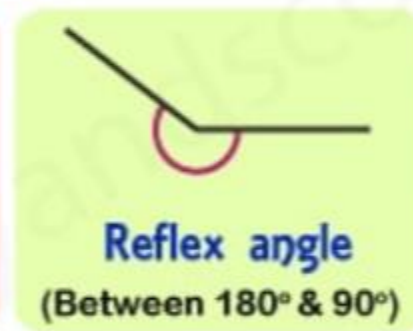
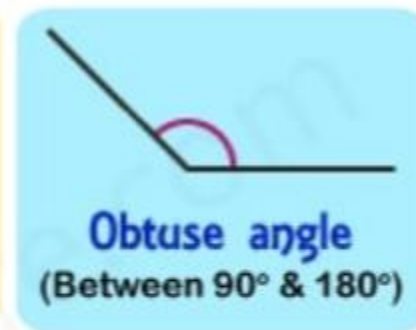
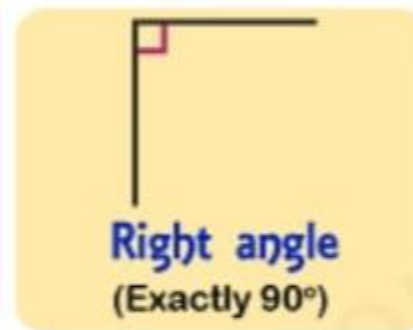
Click on the link above for BBC Bitesize. Revise your knowledge of all of the different types of angles that exist within shapes.

1* - See next slide for ordering angles from smallest to largest. Use the squared boxes to write A B and C in the correct order .

2*/3* - Look at the questions and read them carefully. Solve the problems focusing on how angles can be compared from smallest to largest.

Extension: Complete the True or False statement about acute angles.

What are the different types of angles which exist?



Types of angles

Remember there is 360 degrees in a full angle.


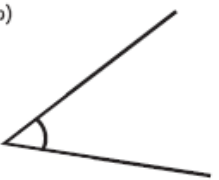

Look at how the degrees vary in each angles.


1 STAR TASK!

Ordering Angles

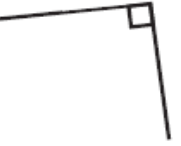


Aim: I can order angles.


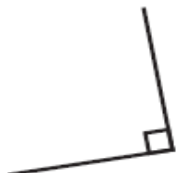

Order these angles from smallest to largest.


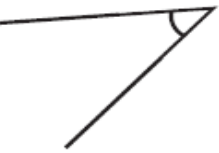

1. a)  b)  c) 




2. a)  b)  c) 

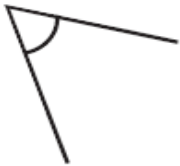


3. a)  b)  c) 

4. a)  b)  c) 

5. a)  b)  c) 

6. a)  b)  c) 

7. a)  b)  c) 

8. a)  b)  c) 

Ordering Angles **Answers**

9. a)



b)



c)



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10. a)



b)



c)



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Challenge

Draw three angles in order of size from smallest to largest.

1.

b	c	a
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2.

b	a	c
---	---	---

3.

c	b	a
---	---	---

4.

b	a	c
---	---	---

5.

c	b	a
---	---	---

6.

b	c	a
---	---	---

7.

b	a	c
---	---	---

8.

a	b	c
---	---	---

9.

a	c	b
---	---	---

10.

b	a	c
---	---	---

Compare angles

1 Here are some angles.

a) Which angle is greater than a right angle?



b) Which angle is less than 90 degrees?



2 Draw three different angles that are less than a right angle.

Compare answers with a partner.

Complete the sentence.

These are all examples of _____ angles.

3 Draw two different obtuse angles.

Compare answers with a partner.

Complete the sentence.

Obtuse angles are greater than degrees

but less than degrees.

4 Is the angle between the hands of the clock acute or obtuse?

a)



b)

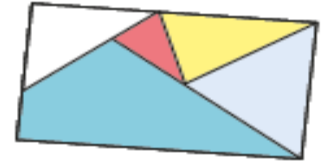


5 Here is a piece of wallpaper.

a) Find two right angles on the wallpaper.

b) Find four acute angles on the wallpaper.

c) Find two obtuse angles on the wallpaper



6 Write $<$, $>$ or $=$ to compare the sizes of the angles.

a)



b)



c)



7 Draw a shape that has one right angle, two acute angles and one obtuse angle.

Compare answers with a partner.

What is the same and what is different about your shapes?

True or False ?

Acute means “less than a right angle”.

We would like you to explore this statement by drawing at least five different examples of acute angles.

Chapter 1
School's Out!

“See you soon, George,” called Ajay.

“Sure,” I mumbled.

I couldn't wait to get home. I walked out of school with barely a word to anyone. Not that anyone really spoke to me. It was the summer holidays. I had weeks ahead of me to do just what I wanted. And what I wanted was non-stop gaming. My mum had told me that I could order pizza tonight. Pizza and gaming. Life was sweet.

When I arrived home, I changed out of my school clothes into my pyjamas. They had a picture of a slice of pepperoni pizza on the front. I closed the curtains and threw myself onto my bed.

It was the best night ever. Gaming, pizza, gaming, staying up late, gaming, more pizza, gaming, gaming, gaming.

* * *

The next morning, I was rudely woken by my mum.

“You want a hot chocolate?” she asked, peering round the door.

I groaned when I looked at the clock. 11:30.

“It's late. I thought I'd better get you up. Hot chocolate?”

I mumbled a reply to say that I would like a hot chocolate.

My mum said something, then picked up the empty pizza box and went off to make my drink.

I picked up the controller from the floor. It must have dropped there when I fell asleep. *What time was that?* I had no idea. Not that it mattered. I continued the game where I had left it. A hot chocolate was delivered to me, then I began my day of non-stop gaming.

My mum brought me a breakfast/lunch, then went downstairs to work. The day drifted into evening, but I didn't really notice. My curtains stayed closed. I stayed in my pyjamas. The controller stayed in my hands. Occasionally, my mum interrupted me by saying something like:

“I wish you'd get dressed.”

Or, “Aren't you getting up today?”

I just mumbled some reply about tomorrow.

* * *

After a few days, I found that I kept losing in my game. It was really annoying. Surely I should be getting better with more practice, not worse? Ajay messed me, but I ignored him. I had to sort out my gaming.

I couldn't really sleep though. I was staying up later and later. *Maybe that was the problem?* Even though I was tired, sleep just wouldn't come.

One night, after another day of gaming, I looked at myself in the bathroom mirror. I looked tired. There were dark circles under my eyes. My hair was a rat's nest.

When I returned to my bedroom, I gasped. Sitting on the floor, beside my bed, was a dragon. I rubbed my eyes. I must be dreaming. This was impossible!

The dragon wasn't scary. It was covered in green scales but wore pyjamas like mine, with the pepperoni pizza picture bulging out over its belly. It looked like a cartoon dragon, with blunt horns, a long tail and small wings that stuck out from the back of the pyjamas.

The pyjamas weren't the only similarity between us. It had hair between its horns, and this was messy like mine. It even had bags under its eyes like it was really tired. It looked just like me.

I rubbed my eyes again. I noticed that the dragon was holding two controllers. It offered one to me. Then the dragon smiled. The smile was filled with sharp, yellow teeth but seemed friendly enough. I stared in wonder.

Other:

Objective: To recognise sections of an orchestra.

Watch the following videos about different sections of an orchestra.

Woodwind

<https://www.youtube.com/watch?v=KEt1Mm8sSkA&list=PLLIE84w8WIZ-KKM-jtpEY13aQyY4tshMT&index=2>

String

https://www.youtube.com/watch?v=MP2_6OLummA&list=PLLIE84w8WIZ-KKM-jtpEY13aQyY4tshMT&index=1

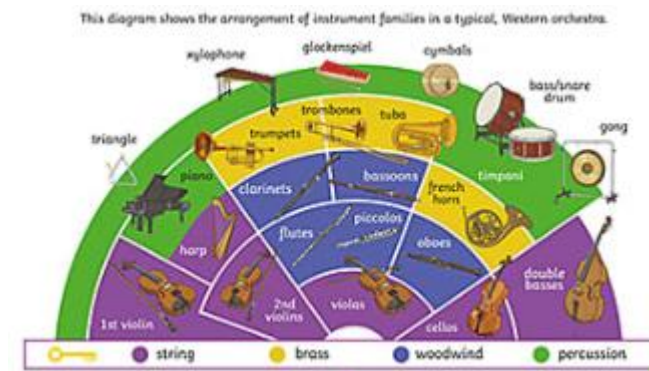
Percussion

<https://www.youtube.com/watch?v=xGKpngeslSI&list=PLLIE84w8WIZ-KKM-jtpEY13aQyY4tshMT&index=4>

Brass

<https://www.youtube.com/watch?v=yEOaSxziNdY&list=PLLIE84w8WIZ-KKM-jtpEY13aQyY4tshMT&index=3>

On the next slide you will find some of the instruments seen in the orchestra followed by your task.



Woodwind



Flute



Oboe



Clarinet



Bassoon

Keyboard



Piano



Organ



Harpsichord

Strings



Violin



Viola



Cello



Double Bass



Harp

Brass



Tuba



Trumpet



French Horn



Trombone

Percussion



Snare drum



Guiro



Cymbals



Tambourine

Electronic



Electric Violin



Electric Keyboard



Electric Guitar

1* Task...

Colour STRING family in RED

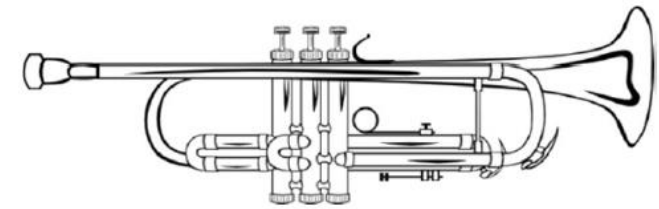
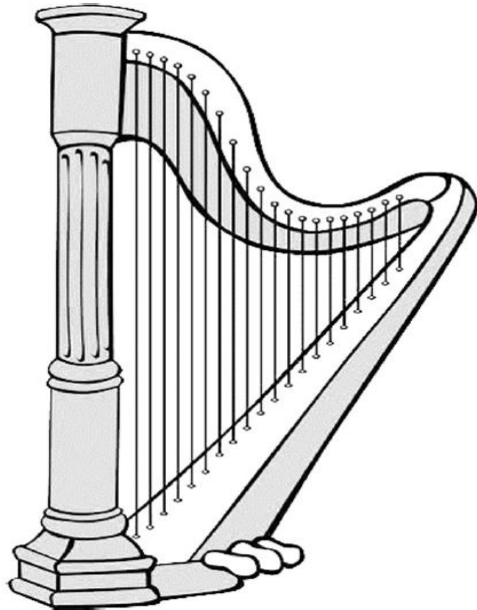
Colour WOODWIND family in BLUE

Colour BRASS family in GREEN

Colour PERCUSSION family in YELLOW

Colour KEYBOARD family in BROWN

Colour ELECTRONIC family in PURPLE



2/3* Task... Create a mind-map of an Orchestra. Explain what instruments you might find in each section. You could draw the diagram below or cut it out.

Challenge:

Research 2 facts that you could add to your mind-map about each family.

