

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 shape poem or calligram is and create my own.

A calligram is a poem that we sometimes call 'shape poetry'. The poem takes the shape or outline of an image that relates to the poem itself.

For example... this poster shows a poem about a leaf. The poem is then written as a leaf outline or the shape of a leaf.

Think about:

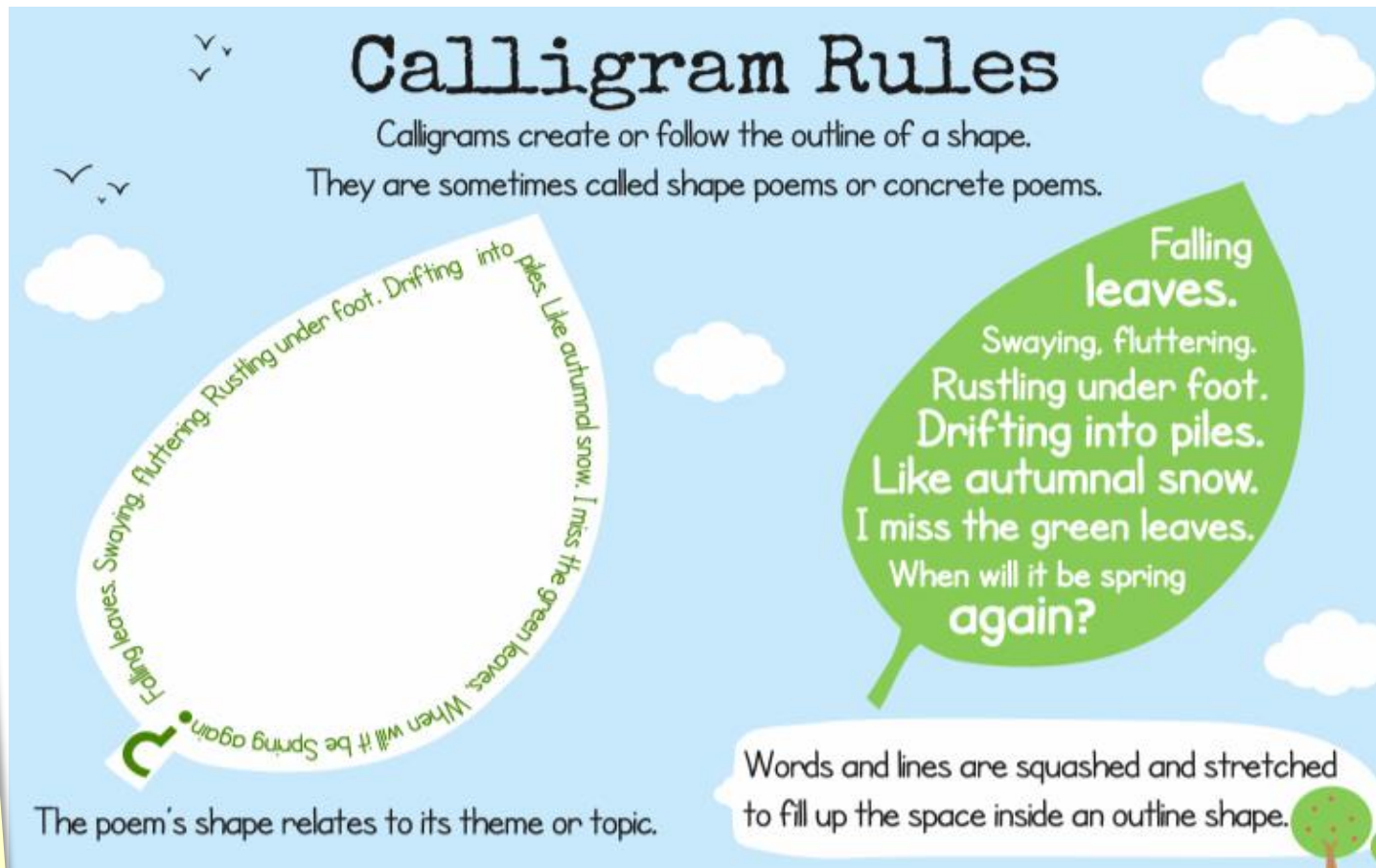
the position of the words or phrases

any colours the poet has used

the shape the poem makes

Calligrams are often written as 'free' verse

– they don't have to rhyme!



Calligram Rules

Calligrams create or follow the outline of a shape.
They are sometimes called shape poems or concrete poems.

Falling leaves.
Swaying, fluttering.
Rustling under foot.
Drifting into piles.
Like autumnal snow.
I miss the green leaves.
When will it be Spring again?

Falling leaves.
Swaying, fluttering.
Rustling under foot.
Drifting into piles.
Like autumnal snow.
I miss the green leaves.
When will it be Spring again?

The poem's shape relates to its theme or topic.

Words and lines are squashed and stretched to fill up the space inside an outline shape.

You will be producing your own calligrams today... your poem can be free verse (no rhyme) or it can rhyme. In order for your calligram to work, the shape must resemble the topic of theme of the poem. For example: A poem about the Vikings could be in the shape of a long boat or shield.

1* Task

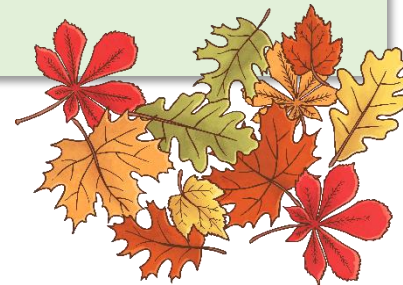
Standing under the bridge
The river ripples beside me
I shiver and look out
At the pouring rain.



My teddy is my best friend
His fat tummy is made
For hugging when I'm happy or
sad.
His big ears listen to my secrets
Soft paws, fluffy fur, bright eyes
I think he knows
Everything about me!



Falling leaves
Swaying, fluttering
Rustling under foot
Drifting into piles
Like autumnal snow
I miss the green leaves
When will it be spring
again?



Have a look at these poems. Pick your favourite poem and turn it into a calligram (shape poem).

Challenge... Write your own poem about a subject of your choosing and turn it into a calligram.

2/3* Task

Main task...

2/3* - Create your own Calligram poems about the Viking Gods Odin, Loki or Thor. Use all of the work we have been looking at to help form your poems.

Remember.. They can be free verse or rhyme but they **MUST** be in a shape of your choice.

You could write your poem in the shape of the character or a weapon (such as Thor's Hammer).

TIP: Start by writing your poem normally and then turn it into a calligram.



Maths:

Objective: To complete symmetrical figures and shapes.

Lines of symmetry in shapes

Click on the link above to learn about lines of symmetry in shapes.

1* - Draw the lines in the new positions to complete the symmetrical patterns. Please remember to use a ruler to draw straight lines.

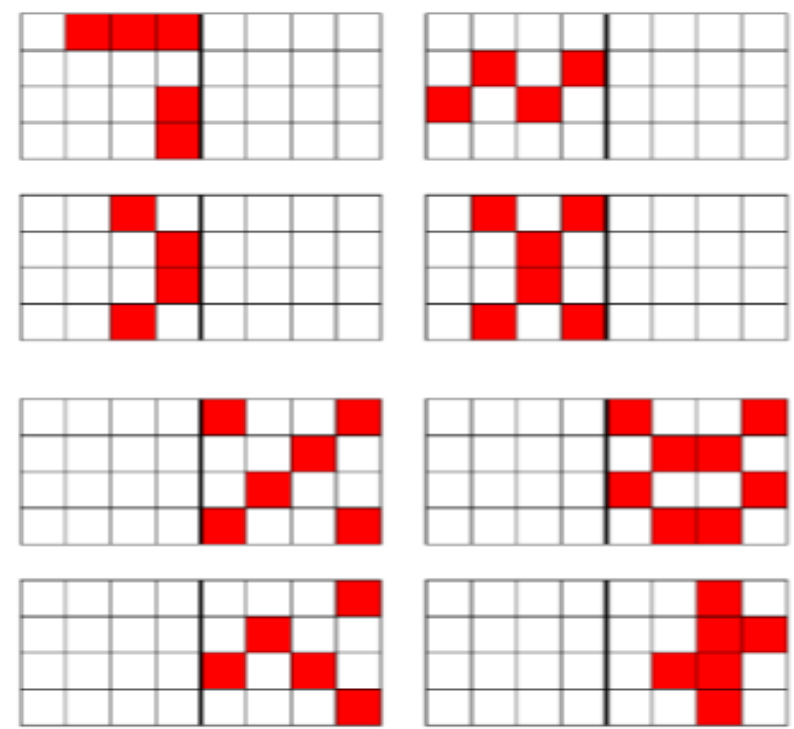
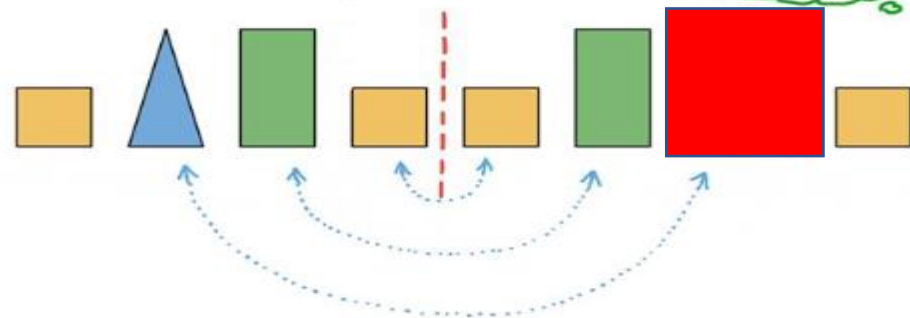
2*/3* - Today you will be focusing on completing symmetrical patterns in shapes. Have a go at reflecting patterns and rotating the shapes to make them symmetrical.

Extension: Focus on the symmetrical pattern. Would you need to add on only five more shaded squares to complete this symmetrical pattern? Is the statement true or false?

Today you will be learning all about completing symmetrical patterns.

This pattern is symmetrical.

What shape is missing?

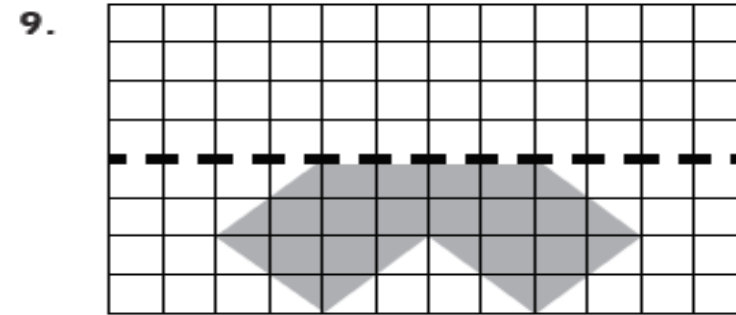
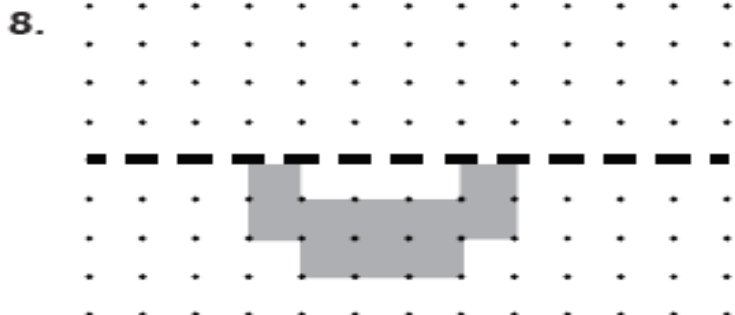
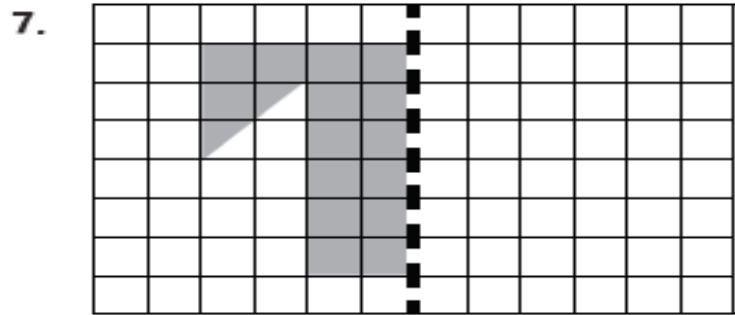
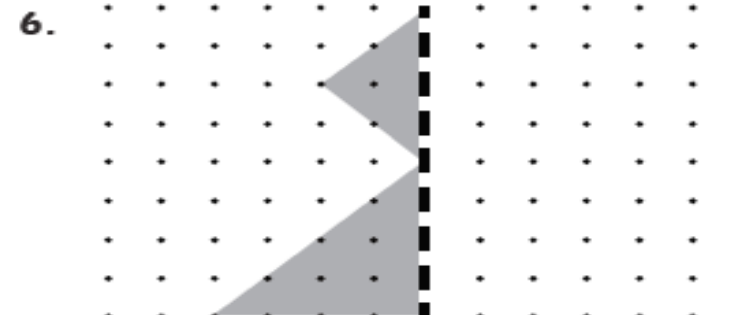
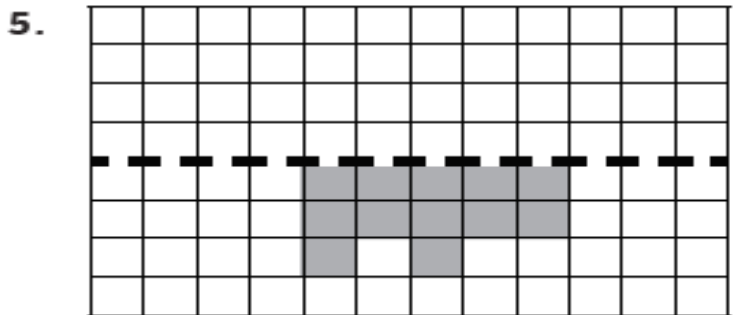
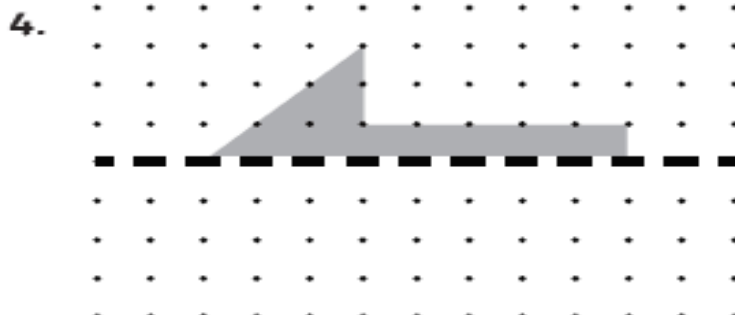
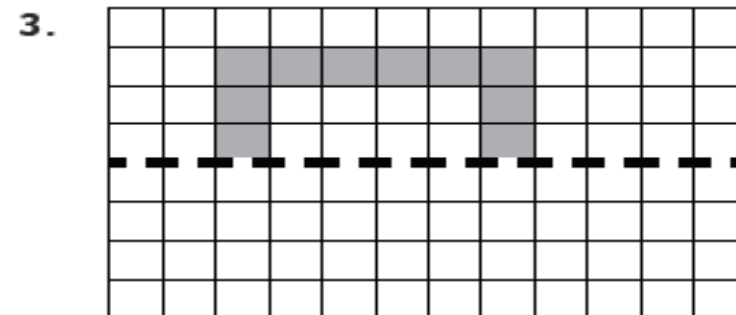
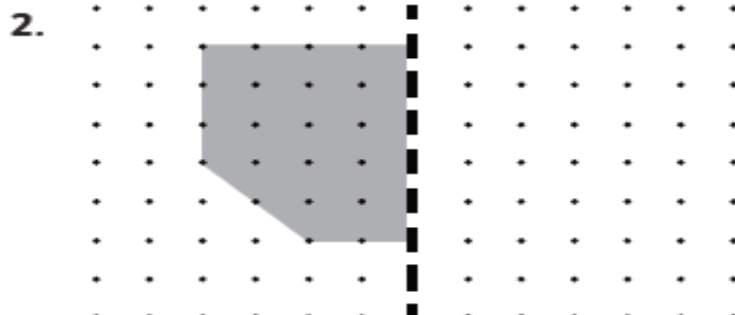
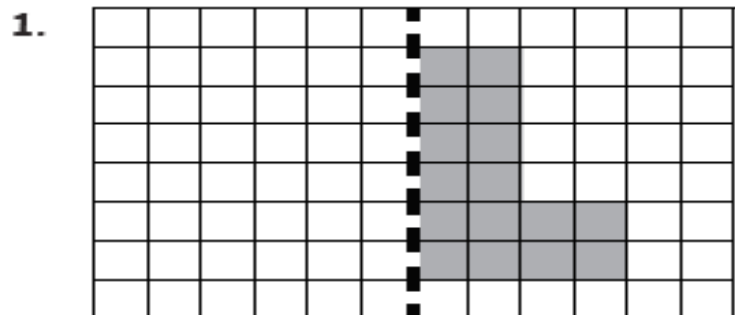


1 STAR TASK!



Drawing Reflected Shapes

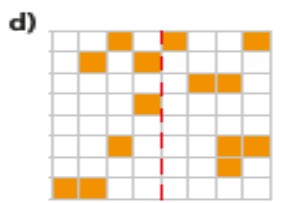
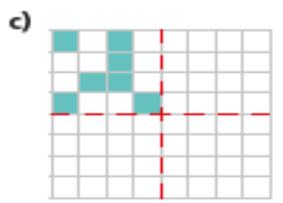
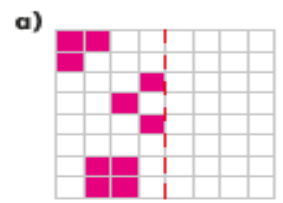
Draw the shapes in their new positions after being reflected over the mirror line.



Complete a symmetric figure

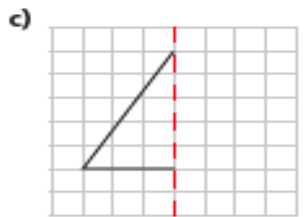
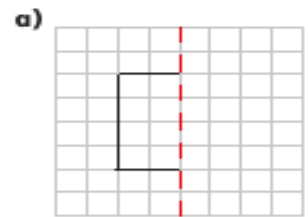


1 Shade squares to make the patterns symmetrical.

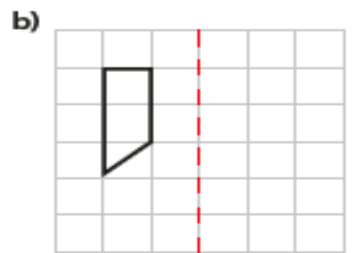
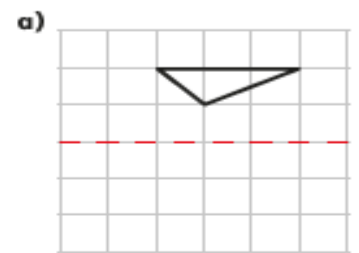


Compare methods with a partner.

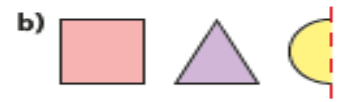
2 Complete the shapes according to the lines of symmetry. Name each shape once you have drawn it.



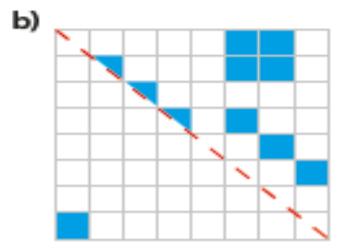
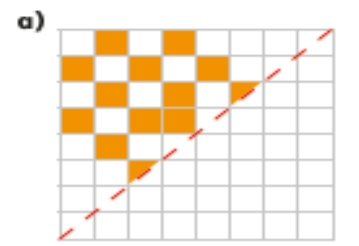
3 Reflect the shapes in the given mirror line.



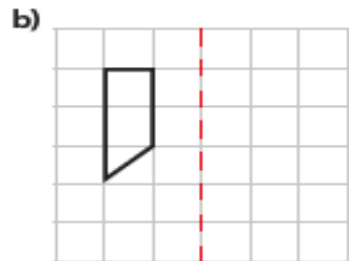
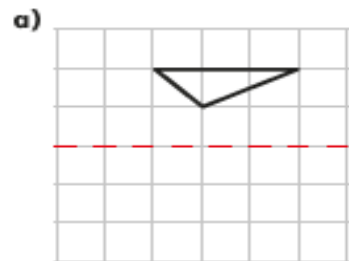
4 Each pattern is symmetrical around the mirror line. Complete the patterns.



5 Shade squares to make the patterns symmetrical.

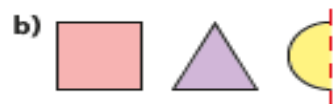


3 Reflect the shapes in the given mirror line.

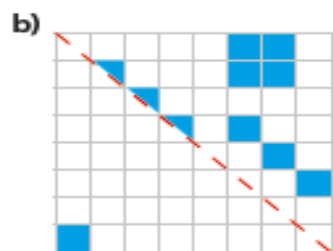
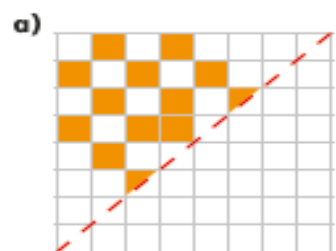


4 Each pattern is symmetrical around the mirror line.

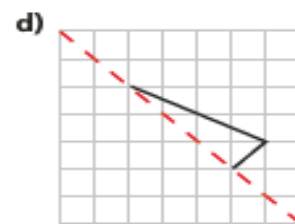
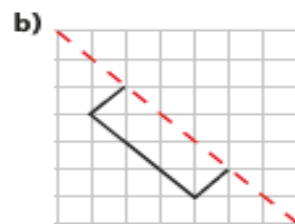
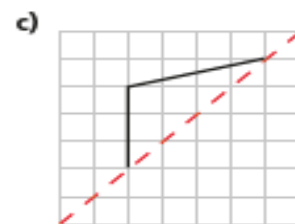
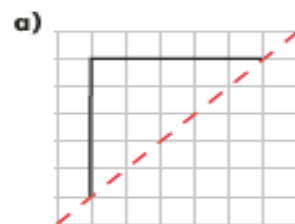
Complete the patterns.



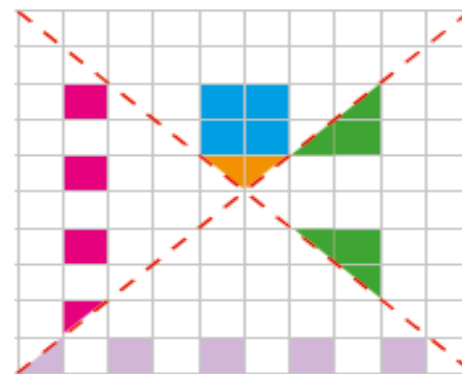
5 Shade squares to make the patterns symmetrical.



6 Complete the symmetric figures.



7 Complete the symmetric figure.



Create your own question like this for a partner.

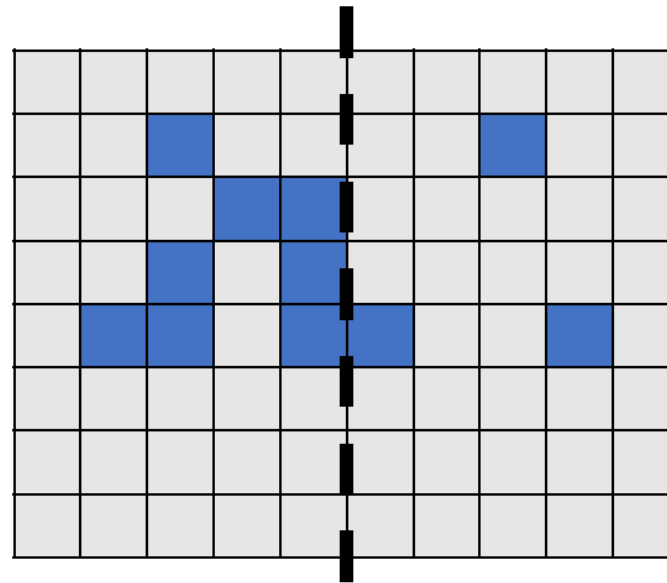


Extension Task!

True or False ?

Complete a symmetric figure

Five squares can be filled to make this pattern symmetrical.



Please explore this statement by drawing the symmetrical pattern exactly as you see it above on some squared paper. Would you need to add only five more shaded squares to place on the right hand side to make it symmetrical? True or false?

Reading:

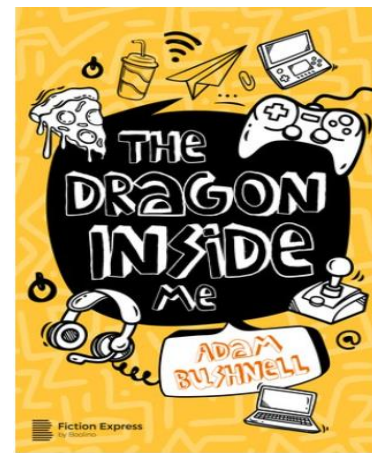
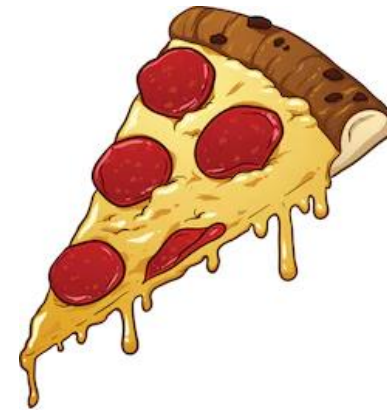
Objective: To develop comprehension skills.

Read the chapter 'A Monster Under My Bed'.

All Children... Using chapter 3, answer the following comprehension questions in full sentences.

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

1. Why do you think George's mother walks away wordlessly?
2. Why does Pepperoni laugh when George's mother walks away?
3. How do you know that George's mother is angry when she opens the door?
4. How is George like the dragon?
5. How is Ajay a good friend to George?



2/3* - Task 2! Complete the reading challenge card. Copy 3 of your favourite sentences from chapter 3. Write a short explanation for what you like about each sentence.

Reading Challenge

Copy out 3 sentences or phrases you really liked in this text. Explain what it is you liked about each of them.

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: Music

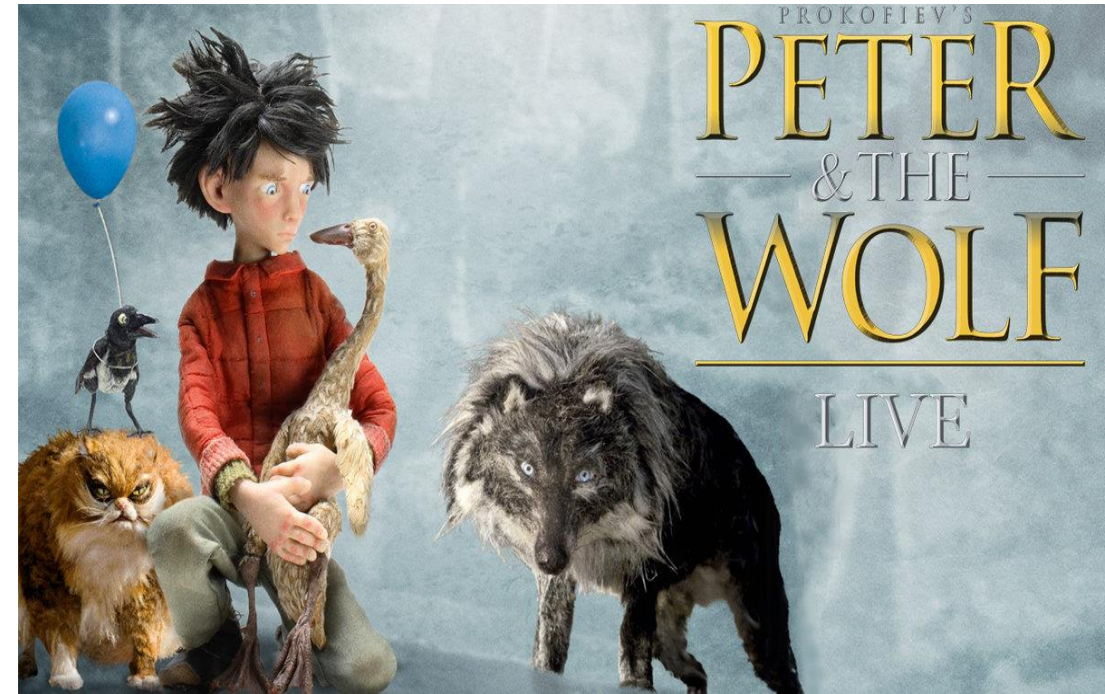
Objective: To identify instruments in Peter and the Wolf.

You are going to watch a short clip from Peter & The Wolf. This is a piece descriptive music and uses sounds to describe a story.

For each character, complete the table on the next slide. Pause the clip between each character.

Peter & The Wolf

Peter: Strings
Bird: Flute
Duck: Oboe
Cat: Clarinet
Grandfather: Oboe
Wolf: 3 French Horns
Rifle Shots: Bass Drum



Key words:

These may help with your task!

Dynamics: Volume of music.

Rhythm & Tempo: Beats and Speed.

Structure: Sections of music.

Instrumentation: Instruments used.

Texture: Layers of music.

Name	Instrument	Musical Features	What does it make you think about the character?
Peter	Strings	Loud (Forte). Moderate speed. Lots of instruments together. Quite high pitched.	Heroic, Happy, confident, Smiley and brave.
Bird	Flute		
Duck	Oboe		
Cat	Clarinet		
Grandfather	Oboe		
Wolf	3 French Horns		
Rifle Shots	Bass Drum		