

## 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](mailto: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 create a blue print of my own invention.

Last week, we started looking at explanation texts. On Thursday, you created a mind-map of your own invention ideas.

Today you are going to bring your idea to life!

### Main task...

Create a blue print of your own invention (See next slide).

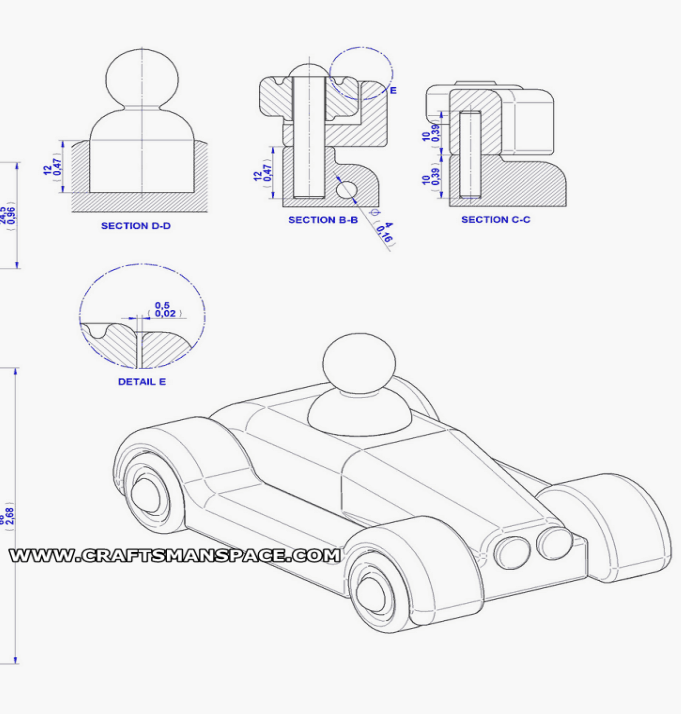
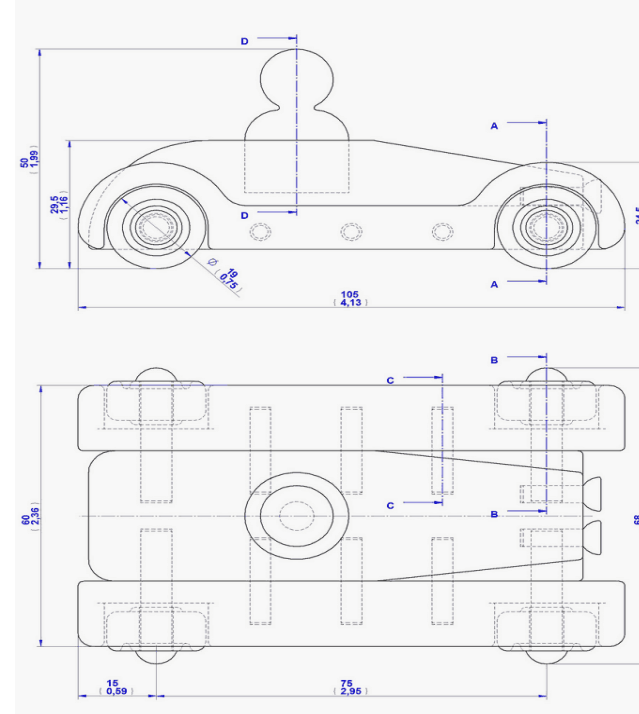
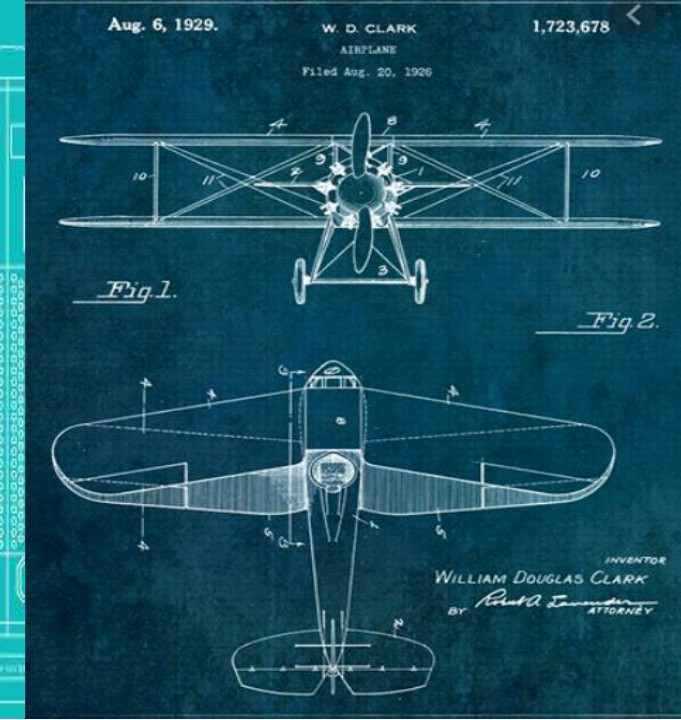
1\* - Draw a picture of your invention.

2/3\* - Draw a picture of your invention and label the parts.

### Task 2...

Answer the following questions in as much detail as possible!

1. What is your invention for?
2. What does your invention do?

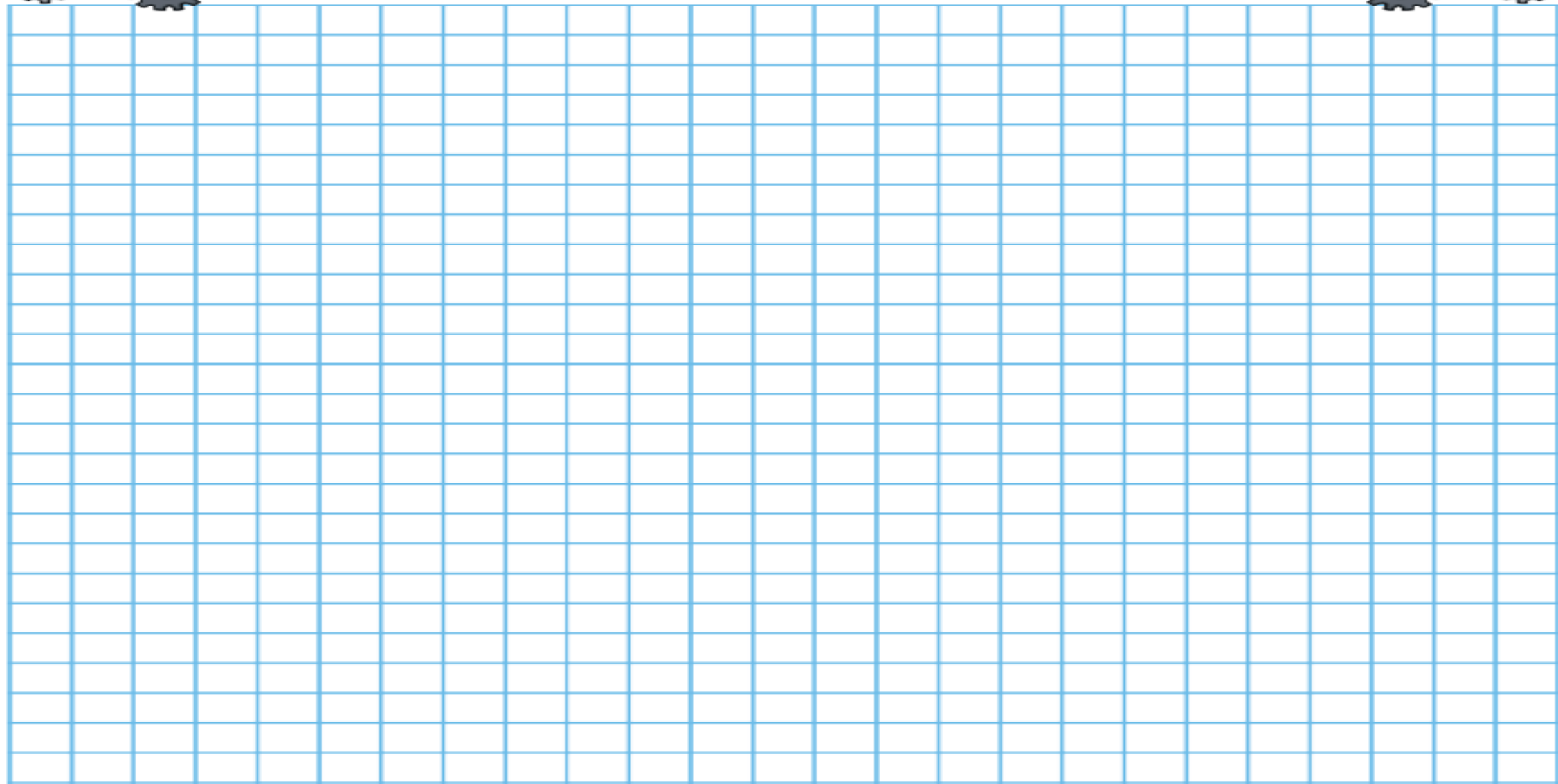




# My Invention Design



Can you design an invention below?



**Maths: We will be focusing on Statistics.**

**Objective: To interpret various Tables.**

Please choose a video from the link below and focus on the teaching strategies used to help you interpret Tables and retrieve data from them.

[Interpreting Data, Graphs and Tables](#)

<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 reading tables, charts and pictograms and you will need to answer the questions focusing on the data.

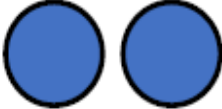


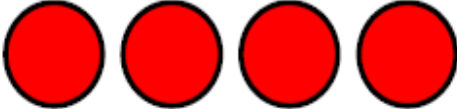
2\*/3\* - Today you will be looking at tables and you will need to look at the data carefully and answer the questions accordingly.


Extension: Today you will be focusing on the pictogram and table.

Answer the true or false statement focusing on the number of children in each table. Do they match?

How many children have voted for M Hussain?

Who is class 4's least favourite author?

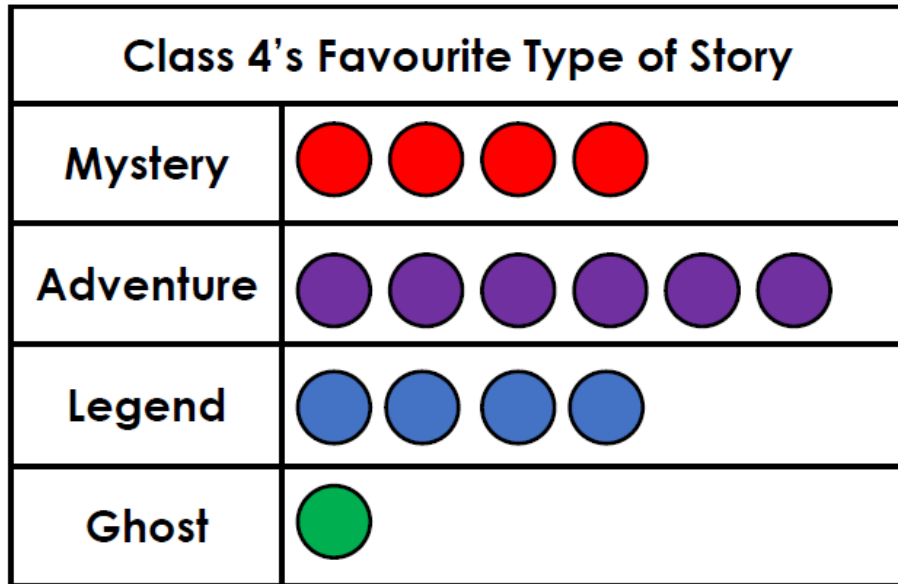
Class 4's Favourite Author	
RD Smith	
DW Jones	
M Hussain	
JK Taylor	

Key:  = 2 children

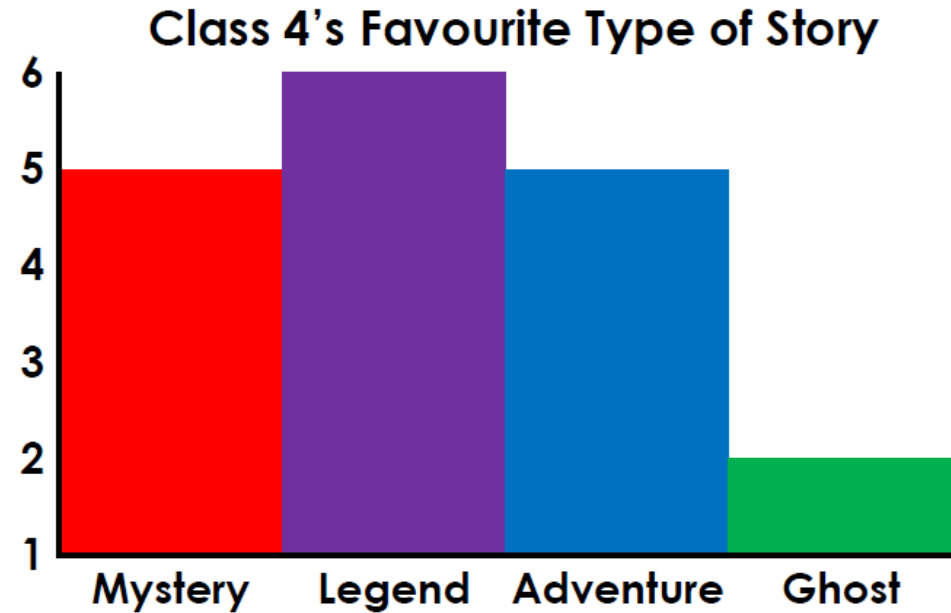
# 1 STAR TASK!

## Interpret Charts

1. True or false? This pictogram has been correctly converted into a bar chart.



Key:  = 1 child



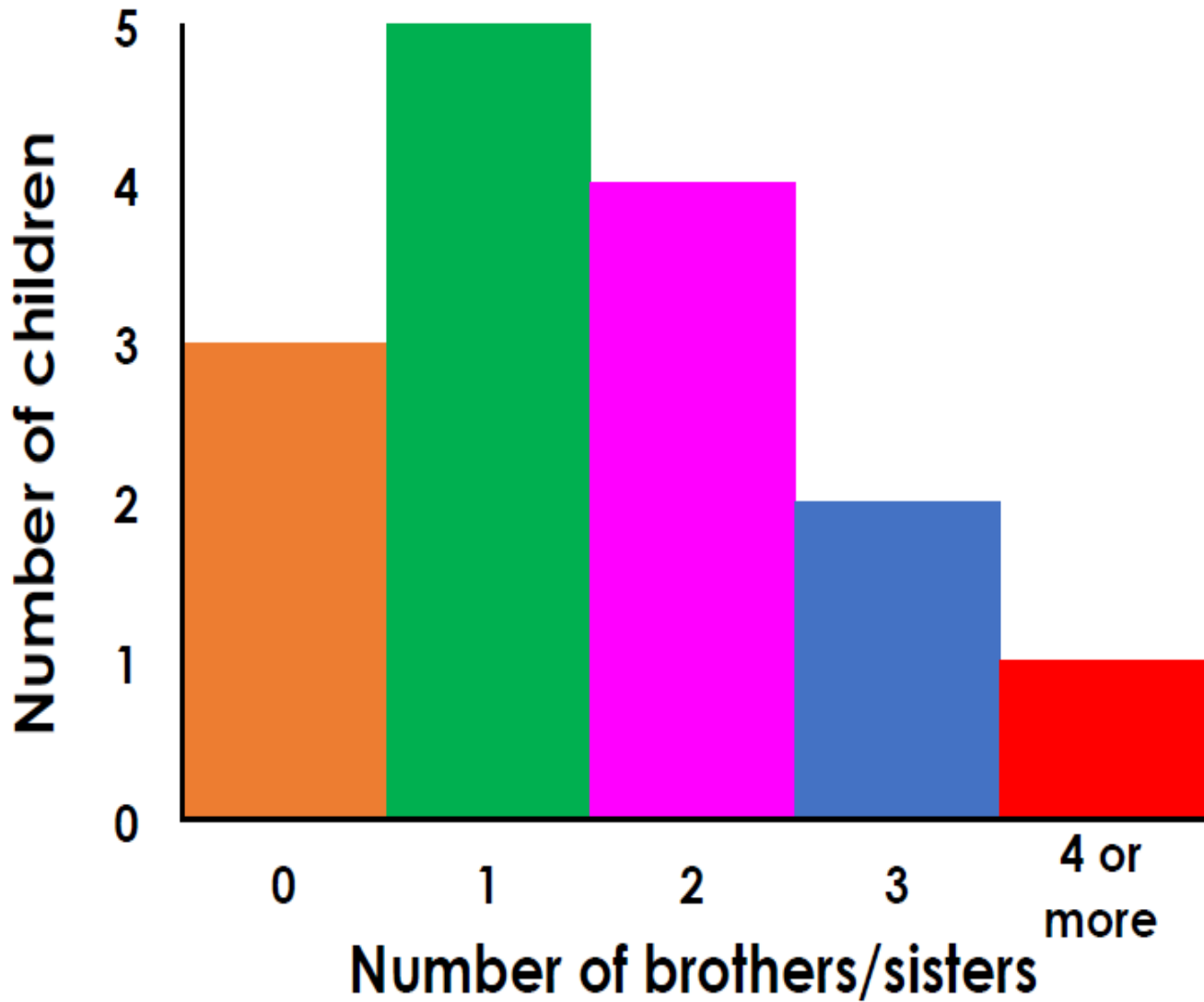
2. Julia says,

5 more children have one brother/sister, than have 4 or more brothers/sisters.



Is she correct?

Class 4's Number of Brothers/Sisters



3. Patrick has used the information in the table below to make a pictogram.

Do you think a pictogram is the best way to present this information? Explain your answer.

Favourite Wild Animal	
Lion	
Tiger	
Giraffe	
Elephant	

Favourite Wild Animal	
Lion	● ● ●
Tiger	● ●
Giraffe	●
Elephant	● ● ● ●

Key: ○ = 1 animal



## Interpret charts

1 The pictogram shows the number of ice creams sold in a shop.

Ice cream flavour	Number of ice creams sold
vanilla	
chocolate	
strawberry	
mint choc	

Key = 2 ice creams

a) How many vanilla ice creams were sold?

b) The shop sold 6 chocolate ice creams.

What mistake has Annie made?

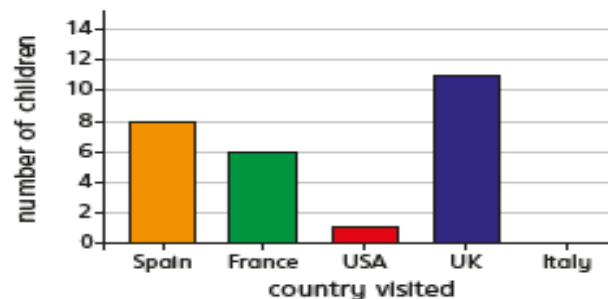
c) How many chocolate ice creams were sold?

d) How many strawberry ice creams were sold?

e) Seven mint choc ice creams were sold.  
Complete the pictogram to show this.



2 The bar chart shows the number of children who went on holiday to some different countries.



a) Draw a table to show the information in the bar chart.

b) Draw a pictogram to show the information in the bar chart.  
Use the key provided.

Key = 4 children



3

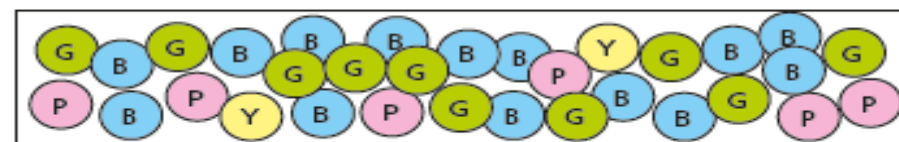


Chart A



Chart B

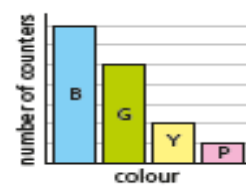
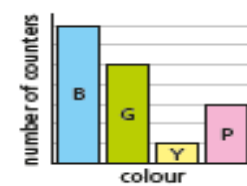


Chart C



Which chart best represents the picture?

Talk to a partner about the reasons for your choice.

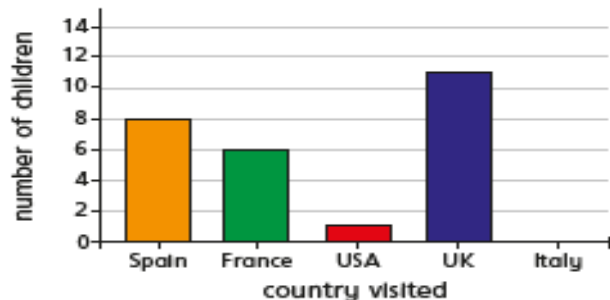




## Interpret charts

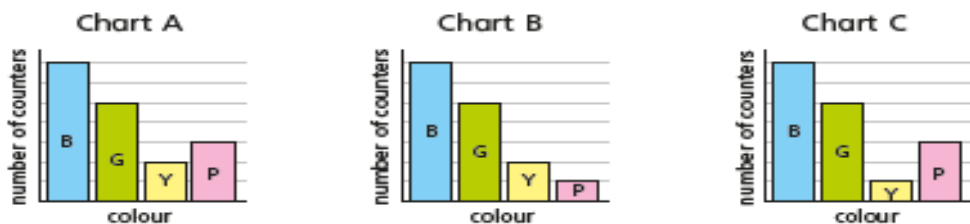
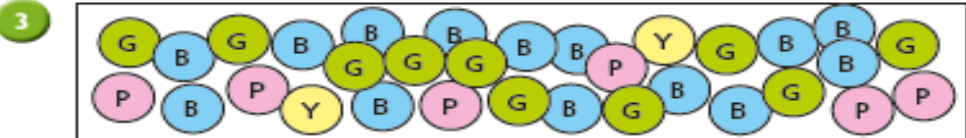


- 2 The bar chart shows the number of children who went on holiday to some different countries.



- a) Draw a table to show the information in the bar chart.  
b) Draw a pictogram to show the information in the bar chart. Use the key provided.

Key ● = 4 children

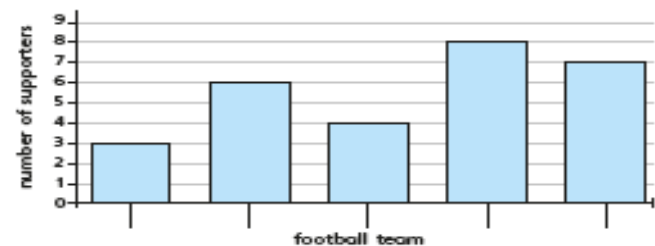


Which chart best represents the picture?  
Talk to a partner about the reasons for your choice.



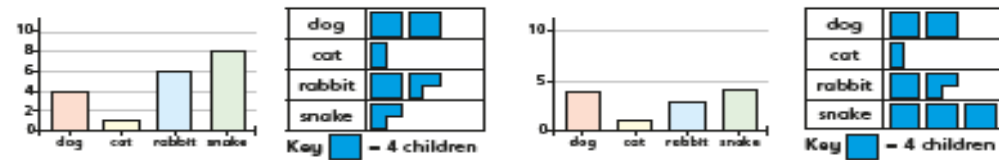
- 4 Use the clues to label the bar chart.

- The number of Huddersfield Town supporters is half the number of Halifax Town supporters.
- More people support Halifax Town than support any other team.
- More people support Manchester United than Leeds United.
- There is 1 less supporter of Bradford City than Halifax Town.



- 5 Four classes of children were asked what their favourite animals are. Match the tables to the charts.

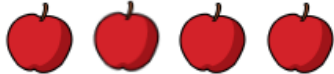


Class	dog	cat	rabbit	snake
Class A	8	2	7	12
Class B	4	1	3	4
Class C	4	1	6	8
Class D	8	2	7	3



## Extension Task!


True or False?

Interpret charts

Fruit	Number of Children
Orange	
Banana	
Grapes	

Fruit	Number of children
Orange	16
Banana	13
Grapes	18

One apple has been used to represent 2 children on the pictogram.



Please explore this statement by focusing on the pictogram.

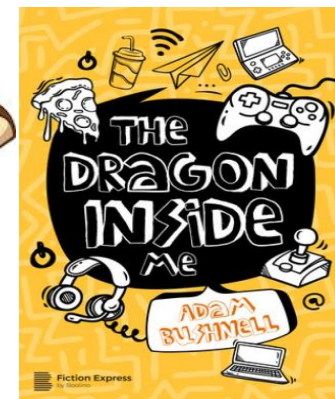
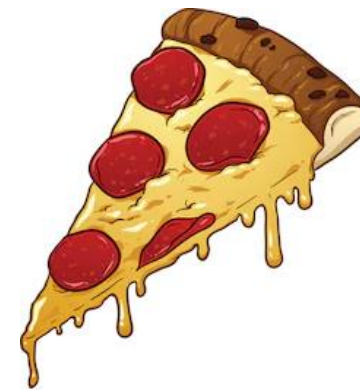
Does the number of children match in each table?  
Is the statement true or false?

**Reading:**

**Objective: To write a book review.**

Read the chapter 'Friends for Life'.

**All Children - Complete the book review!**



The book title .....

Author .....

**Main plot**

What's the story about? Did you like it? Why?

.....

.....

.....

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**Characters**

Which characters did you like the most? Why?

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**Overall rating**

Rate the book from 1 to 5 by filling in the stars and explain your rating.



.....

.....

.....

## Chapter 5

# Friends for Life

I didn't sleep much that night. And I wasn't even gaming. I just didn't feel like sleeping. My mind was a whirlwind of questions. Was Pepperoni real? How could I prove it to Ajay? Should I tell my mum what had been happening?

Morning finally arrived. I had made a decision in the night. I *wasn't* going to talk to Mum... yet. I *wasn't* going to tell my other friends about Pepperoni... yet. I needed to find out myself whether he was real or not.

At that very moment, Pepperoni woke up, yawned and handed me a controller.

“No,” I said. “Let's go outside and play football.”

Pepperoni didn't say anything. He just pushed the controller out towards me forcefully.

I shook my head and went off for a shower. When I returned, Pepperoni was sitting on my bed, playing a game by himself. We ignored each other as I got dressed.

\* \* \*

I went downstairs and into the back garden. I found my old football and started to kick it around. I did keepy-ups and target practice. Every now and again, I noticed Pepperoni looking down from my bedroom window. After a while, he appeared at the back door. But he wouldn't come outside. I played for a while longer but eventually decided to go and meet Ajay and the others.

“Want to come?” I asked Pepperoni, who was now sat down sulkily just inside the back door. He looked back at me moodily.

“I’m off to the park, Mum. Is that OK?” I shouted.

“OK,” she called from upstairs. “Be back for lunch.”

I knew there would be no way that Pepperoni would stay in the house with Mum around. I reckoned that he would follow me to the park. Then I would know that he was real. My friends would too.

\* \* \*

Ajay and the others were already playing football on the field. They waved to me as I approached. Ajay didn't even mention last night, which was good. We played all morning. It was great! I'd missed being outdoors with my friends.

“Shall we meet back here this afternoon?” I asked. “After lunch?”

“Haven't you got a screen to look at?” teased Ajay.

“Sorry about last night,” I replied. “I think I've been spending too long gaming.”

“You reckon?” he smiled, then winked. “How's your dragon?” he asked.

I shrugged and looked around. I really did think that Pepperoni would turn up. But he was nowhere to be seen.

“See you after lunch,” Ajay called, riding off on his bike.

\* \* \*

I ran home. Mum was dishing up a bowl of homemade soup. It smelt delicious! We ate together, and I apologised for how I'd been lately. Then I gave her a hug and went upstairs.

Pepperoni was in my room, and he looked a lot better. He'd opened the curtains and windows. He'd made the bed and picked up all the rubbish. He'd put new pyjamas out.

“Wow!” I exclaimed. “Pepperoni, you've done a fantastic job!”

The dragon smiled, and we played cards. I chatted to Pepperoni about the things I would do with my friends for the rest of the holidays. Then I went back to the park, but Pepperoni didn't come with me.

When I returned home, I saw Pepperoni flying above my house. I guessed he was off to visit another of his friends. I knew I would see him again someday, and that was fine. I'd miss my dragon, but I still had my friends to play with. And perhaps I could still game sometimes. Perhaps...

THE END

## Other: Topic

**Objective:** To explain who King Ethelred II was and understand why Danegeld was introduced.

## Task...

Using the information about King Ethelred II and Danegeld, write an information text about what you discover.

**Use the iPad to research any extra information.**

**You must have information on the following:**

- The Second Viking Age
- King Ethelred II
- Danegeld
- Paying the Dane

**Add some pictures to support your information!**

**Some of these links might be useful...**

[https://kids.kiddle.co/Ethelred\\_the\\_Unready](https://kids.kiddle.co/Ethelred_the_Unready)

[https://wiki.kidzsearch.com/wiki/Ethelred\\_the\\_Unready](https://wiki.kidzsearch.com/wiki/Ethelred_the_Unready)

[https://kids.kiddle.co/Danegeld#:~:text=The%20Danegeld%20\(%22Danish%20tax%22,until%20the%20early%2012th%20century.](https://kids.kiddle.co/Danegeld#:~:text=The%20Danegeld%20(%22Danish%20tax%22,until%20the%20early%2012th%20century.)

<https://wiki.kidzsearch.com/wiki/Danegeld>



# The Second Viking Age

After the early Viking raids, Britain enjoyed a period of relative peace, and Viking attacks stopped for some time.

King Edgar, who ruled from AD 959 - 975, was able to concentrate on organising the Christian church and building many new churches and other religious buildings.

At this time, Denmark was becoming a major power led by King Harold Bluetooth. Viking armies were very strong and well organised and the raids were more about getting money which meant that the Danes could become even more powerful.

The Viking warriors were a greatly feared bunch!



# King Ethelred II The Unready

In AD 978, a young boy called Ethelred became king. His supporters had killed his older brother, Edward II, so that he could rule, even though he was only 7 years old at the time. Ethelred came to be known as 'The Unready' because he was believed to be 'unwise' or 'badly advised'.

Ethelred had a lot to deal with during his reign. His brother's supporters were a constant threat and Viking attacks were brutal. Ethelred was not a good soldier and Britain was struggling from all the Viking raids so he had to think of other ways to deal with the situation.

**Do you think it is fair that King Ethelred is known as 'The Unready'? Why/why not?**





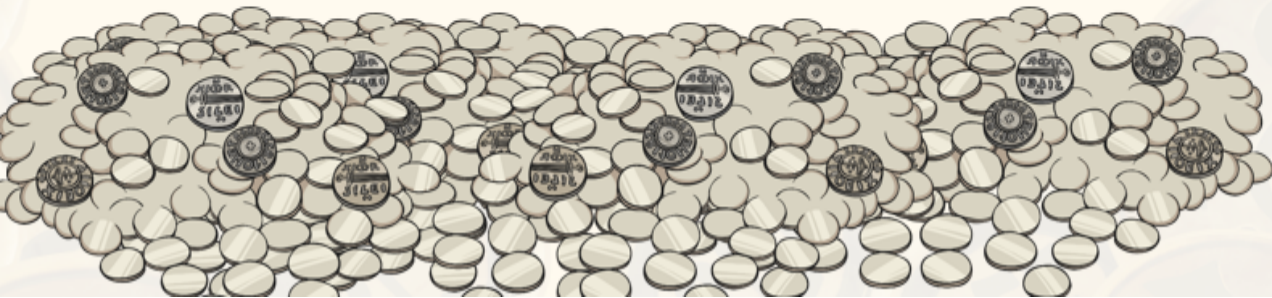
# Danegeld

One thing King Ethelred did was form good relationships with Normandy to give him extra support, and he even married the Duke of Normandy's daughter later on.

Another strategy he used was paying the Vikings to go away. This had been done before (King Alfred the Great was the first to do it many years earlier) but under Ethelred's rule it became an official agreement. The Anglo-Saxons first called it *Gafol*, but it was later called Danegeld by the Normans and it means 'paying the Dane'.

In AD 991 the Vikings were given 4500kg of silver to go home, but they soon returned. Each time there was a fresh attack they were paid again. The Vikings learnt that if they kept raiding Britain they would keep getting paid. By 1012, 22 000kg of silver was given to the Vikings in Danegeld.

King Ethelred II was heavily criticised for his ineffective strategy.



# Paying the Dane

**So why did King Ethelred choose to pay the Vikings rather than fight them?**

The Vikings are probably best known for their fierce warriors. They were expert fighters, extremely organised and very brave in battle.

Viking warriors wore helmets made of leather or metal and they carried a large shield made of wood and covered in leather. They used axes, swords and spears.

Vikings are often shown in pictures wearing helmets with horns but they did not actually wear horned helmets in battle. Instead, the Vikings' helmets would have been smooth and close-fitting to the head which is much more practical! It is thought that horned helmets were worn only in religious ceremonies.

