

## 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 write the first half of my story.

Yesterday, you had the opportunity to plan your own story using the characters of Rock, Paper and Scissors.



Today...

1\* - Write your story. Try to use full sentences and aim to write at least half of your story.


Focus on using adjectives to describe.

2\* - Write your story. Make sure you use full sentences and write the first half of your story.

Focus on using descriptive phrases to describe the setting and characters.

3\* - Write your story. Make sure you use full sentences and the only the first half.

Focus on description for the settings and characters. Also try to include fronted adverbials.



See the next few slides for some useful word banks!

# Alternative Adjectives

small				big				bad				nice			
tiny	minute	miniature	pocket-sized	enormous	gigantic	mammoth	thundering	appalling	awful	gross	tiny	enjoyable	marvellous	lovely	delightful
microscopic	meagre	modest	insufficient	monumental	whopping	colossal	giant	dreadful	frightful	horrendous	hideous	great	wonderful	excellent	brilliant
slight	diminutive	petite	teensy	large	huge	sizeable	vast	nasty	terrible	unacceptable	shocking	pleasant	charming	pleasurable	swell
quiet				loud				fast				slow			
silent	peaceful	muted	soft	deafening	intense	raucous	resounding	speedy	rapid	brisk	nimble	gradual	moderate	reluctant	leisurely
hushed	muffled	mute	reserved	roaring	thundering	booming	crashing	swift	dashing	flashing	hurried	sluggish	crawling	dawdling	idle
noiseless	speechless	soundless	inaudible	ear-piercing	piercing	deep	boisterous	hypersonic	agile	quick	racing	plodding	slack	creeping	lagging
old				young				hard (not easy)				angry			
ancient	aged	decrepit	elderly	youthful	infant	juvenile	tender	puzzling	challenging	difficult	tricky	enraged	resentful	irate	wound up
mature	debilitated	getting on	seasoned	childish	budding	inexperienced	new	mind-boggling	complicated	complex	laborious	worked up	indignant	seething	furious
venerable	enfeebled	wasted	fossil	blooming	blossoming	fledgling	recent	problematic	arduous	troublesome	tough	touchy	grumpy	infuriated	bitter

# good

kind well-behaved acceptable upright

decent respectable obedient virtuous

moral noble worthy wholesome

# pretty

beautiful attractive stunning picturesque

cute good-looking eye-catching appealing

lovely gorgeous striking beguiling

# ugly

hideous disgusting repulsive vile

horrendous foul abhorrent gross

revolting unsightly shocking repellent

# cold

freezing frosty wintry biting

ice-cold chilly bitter crisp

stone-cold arctic shivery brisk

# happy

overjoyed joyous blissful exultant

ecstatic delighted pleased jovial

thrilled cheerful content elated

# sad

unhappy woeful miserable gloomy

blue despondent melancholy forlorn

depressed down distressed heartbroken

# hot

boiling scorching sweltering scalding

fiery sizzling searing stifling

muggy oppressive sultry blazing

# surprised

astonished stunned flabbergasted startled

amazed dazed staggered bewildered

astounded overwhelmed shocked alarmed

# Emotions Thesaurus Vocabulary Grid

content	glad	joyful	cheerful	elated
joyful	overjoyed	thrilled	ecstatic	delighted
on cloud nine	pleased	gleeful	jubilant	upbeat

depressed	gloomy	miserable	cheerless	heartbroken
chattered	demoralized	gutted	crushed	devastated
tearful	unhappy	dejected	blue	despondent
glum	pitiful			

repelled	revolted	sickened	repulsed	nauseated
shocked	appalled	distaste	horrified	loathed
disliked	horror-stricken	aghast	offended	outraged
grossed out	put off			

annoyed	irritated	fuming	livid	cross
irate	frustrated	enraged	outraged	infuriated
incensed	agitated	furious	upset	bitter
raging	exasperated			

astonished	dazed	shocked	alarmed	stupefied
shaken	astounded	startled	bewildered	aghast
stunned	flabbergasted	thunderstruck	speechless	taken aback

calm	peaceful	tranquil	care free	blissful
content	unruffled	composed	serene	stress free
at ease	laid-back	mellow		

uneasy	terrified	alarmed	startled	anxious
upset	panicky	worried	afraid	distraught
troubled	in a state	petrified	fearful	frightened

thrilled	exhilarated	elevated	animated	delighted
exuberant	enthused	inspired	giddy	eager
roused	provoked			

Key	
Happy	Surprised
Angry	Excited
Scared	Disgusted
Sad	Relaxed

# Colour Thesaurus Vocabulary Grid

grey	shadow	graphite	iron	pewter	brown	mocha	coffee	peanut	carob	orange	tangerine	marigold	cider	rust	red	cherry	rose	jam	merlot
cloud	silver	smoke	slate	anchor	hickory	wood	pecan	walnut	caramel	ginger	tiger	fire	bronze	melon	garnet	crimson	ruby	scarlet	wine
ash	porpoise	dove	fog	flint	gingerbread	syrup	chocolate	tortilla	amber	apricot	clay	honey	carrot	squash	brick	apple	mahogany	blood	sangria
charcoal	pebble	lead	coin	fossil	tawny	brunette	cinnamon	penny	cedar	spice	marmalade	amber	sandstone	ochre	berry	currant	blush	candy	lipstick
green	leaves	juniper	sage	lime	blue	cyan	sky	navy	indigo	purple	mauve	violet	boysenberry	lavender	pink	rose	fuchsia	punch	blush
fern	olive	emerald	pear	moss	cobalt	teal	ocean	peacock	azure	plum	burgundy	lilac	grape	periwinkle	watermelon	flamingo	rouge	salmon	coral
shamrock	seafoam	pine	parakeet	mint	cerulean	lapis	spruce	stone	denim	blackcurrant	aubergine	jam	iris	heather	peach	strawberry	rosewood	lemonade	marshmallow
seaweed	gherkin	pistachio	basil	crocodile	berry	butterfly	admiral	sapphire	arctic	amethyst	raisin	orchid	mulberry	wine	bubble-gum	blossom	crepe	magenta	hot pink
yellow	canary	gold	daffodil	flaxen	tan	beige	camel	hazel wood	granola	white	pearl	alabaster	snow	ivory	black	ebony	crow	charcoal	midnight
butter	lemon	mustard	corn	medallion	oat	taupe	fawn	magnolia	sand	cream	eggshell	cotton	chiffon	salt	ink	raven	oil	grease	onyx
dandelion	fire	bumblebee	banana	butterscotch	sepia	latte	oyster	biscotti	parmesan	lace	coconut	linen	bone	daisy	pitch	soot	sable	jet	coal
goldenrod	honey	blonde	pineapple	sunrise	hazelnut	sandcastle	buttermilk	sand dollar	shortbread	powder	frost	porcelain	parchment	rice	leather	obsidian	spider	blackberry	bat

## Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



Maths: We will be focusing on Telling the Time.

Objective: I can tell the time in increments of 5 minutes.

*Please choose a video from the link below and focus on the teaching strategies used to help you identify how to tell the time to the nearest 5 minutes.*

*Telling the time to five minutes -*

<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 telling the time to the nearest five minutes and you will be using your reasoning skills to solve the following problems.

2\*/3\* - Today you will be focusing on telling the time to the nearest five minutes and you will be using your reasoning skills to solve the following problems.

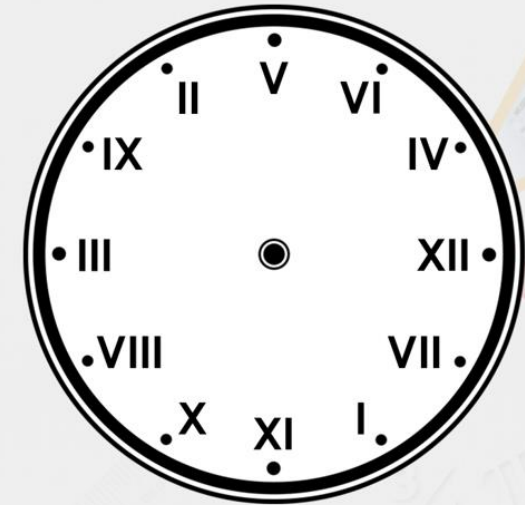
Extension: Solve the True or False Statement.

Is the statement true or false?

What is the time on the clock face?

The Roman numerals on the clock face have been muddled up.

Put them back into the correct order.



True or false?

The clock shows the time 25 past 8.





1a. Find the odd one out.



- A. Twenty-five minutes to four
- B. Twenty minutes past seven
- C. Ten minutes past ten



3 PS

1b. Find the odd one out.



- A. Five minutes to three
- B. Twenty minutes past eight
- C. Five minutes past three



3 PS

## 1 STAR TASK!

2a. Kris and Talia are drawing half past three on a clock.

Kris says,



The minute hand  
points at 3.

Talia says,

The minute hand  
points at 6.



Who is correct? Explain why.



3 R

2b. Chase and Leah are drawing twenty minutes to nine on a clock.

Chase says,



The minute hand  
points at 8.

Leah says,

The minute hand  
points at 9.



Who is correct? Explain why.

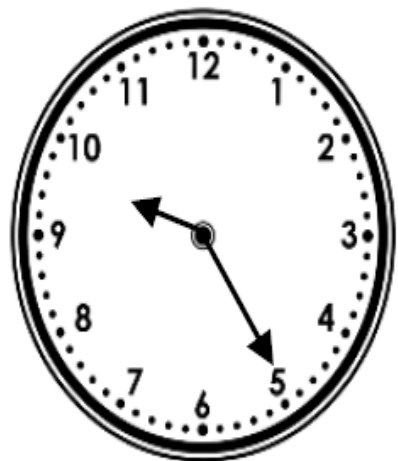


3 R

## 1 STAR TASK!

3a. Kendra's karate class starts at half past nine.

What is the best time for her to arrive?



A



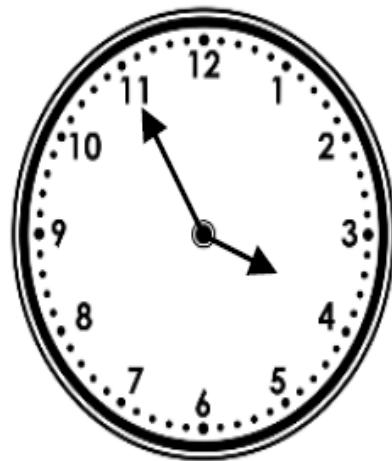
B

Explain why.



3b. Jorge's choir is performing at 4 o'clock.

What time should they be on the stage?



A

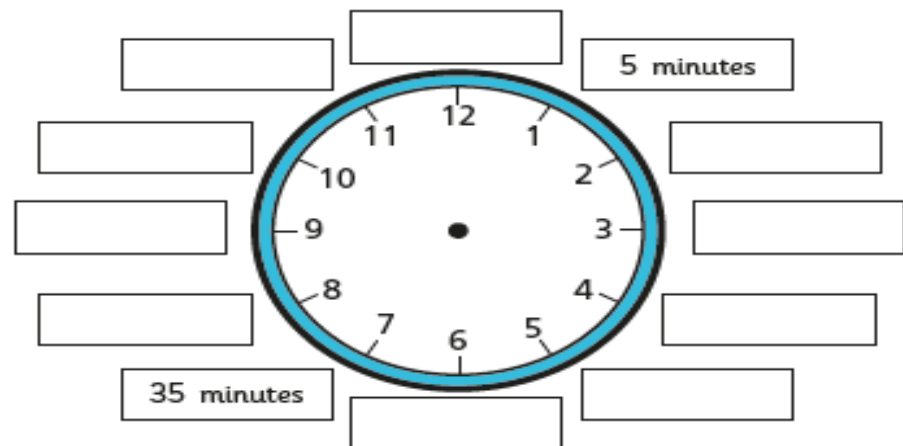


B

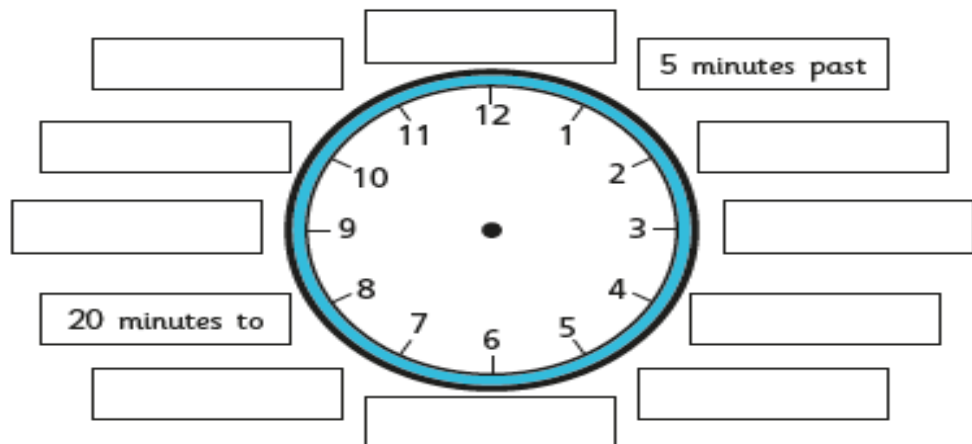
Explain why.



1 Label the clock to show the number of minutes past the hour.



2 Label the clock to show what time would be shown if the minute hand was pointing to each interval.



Is there more than one possible answer for each label?



3



The hour hand is pointing just after 5 and the minute hand is pointing to 2, so the time is 2 minutes past 5



What mistake has Ron made?  
What time is it?

4

What time is shown on each clock?

a)



c)



b)



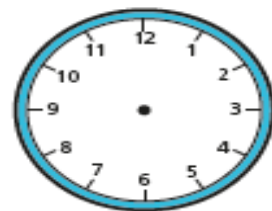
d)



5

Draw the hands on the clock to show the correct times.

- a) 15 minutes past 6
- b) 15 minutes to 9
- c) 25 minutes to 9
- d) 5 minutes to 12



3



The hour hand is pointing just after 5 and the minute hand is pointing to 2, so the time is 2 minutes past 5



What mistake has Ron made?  
What time is it?

4

What time is shown on each clock?

a)



c)



b)



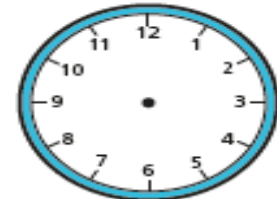
d)



5

Draw the hands on the clock to show the correct times.

- a) 15 minutes past 6
- b) 15 minutes to 9
- c) 25 minutes to 9
- d) 5 minutes to 12



6

Jack wants to tell the time, but the hour hand has fallen off the clock.



There are 12 different possible times it could be during a full day.



Do you agree with Jack?

Talk about it with a partner.

7

The minute hand and the hour hand of a clock are both pointing to an even number.

It is before midday. What times could it be?

Give three possible answers.

Compare answers with a partner. Can you find any more?

8

The numbers of the clock face were written in Roman numerals but they have been rubbed off.

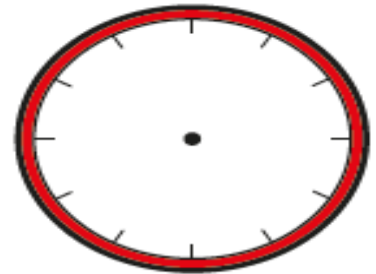
The current time has a V in the hour and a V in the minutes.

What time could it be?

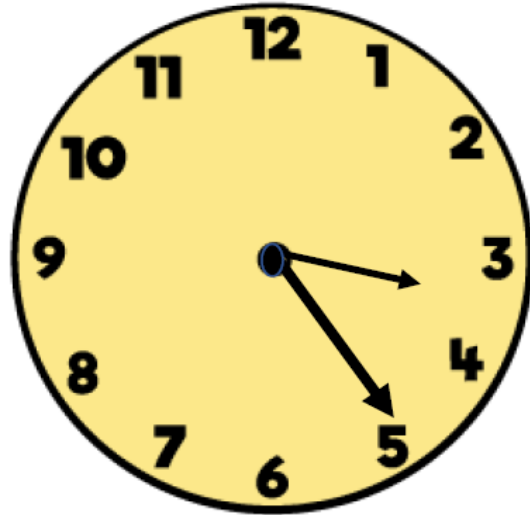
Draw your answer on a clock.

Are there any other answers?

Talk about it with a partner.



The time is 25 minutes to 3



*Please explore this statement. Is it correct?  
How can we check this time is correct?*

**Reading: HAPPY WORLD BOOK DAY!**

**Objective: To write about my chosen character for world book day!**

**Task...** Place a picture or draw a picture of your costume. Then complete the rest of the information on your chosen character.

Here is a picture of me in my World Book Day costume.



For World Book Day, I dressed up as...

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I chose this character because...

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**If you didn't get the opportunity to dress up, complete the following task instead 😊**

Pretend you are in your favourite story. Where does it take place? What is the setting like?

Draw a picture and write a short description of what you might see there.





## Other: Beliefs and Values

**Objective: To create a piece of art work that shows what kind of world Jesus wanted.**

What sort of world did Jesus want?

What have we learnt so far about the way Jesus wanted us to treat people?

Jesus taught his followers not to judge people by what they looked like or what others thought of them.

### Task:

Create a piece of artwork that depicts what kind of world Jesus wanted for his followers. What kind of world would Jesus want today? Maybe you could put a contrast world as well that explains what we are doing that is destroying the world.

