

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 create a flow chart.

Now you have designed your invention, you need to explain how it works in steps.

A flow chart can help you separate each function, which will help with your explanation text.

Main Task...

1* - Use the slide to create a simple flow chart. Start with how your invention turns on. Then the steps you take for it to work.

2/3* - Use the slide to create a detailed flow chart. Think about how your invention starts (turns on) and what happens when you press buttons for example.

BOTH - Please the see the example I have created!

The household robot starts on a charging point. The robot can take itself to the changing station as it has a warning system built in.



When fully charged, the person who owns the robot can switch on the main screen by pressing the home button. This will take the owner to a personalised menu.


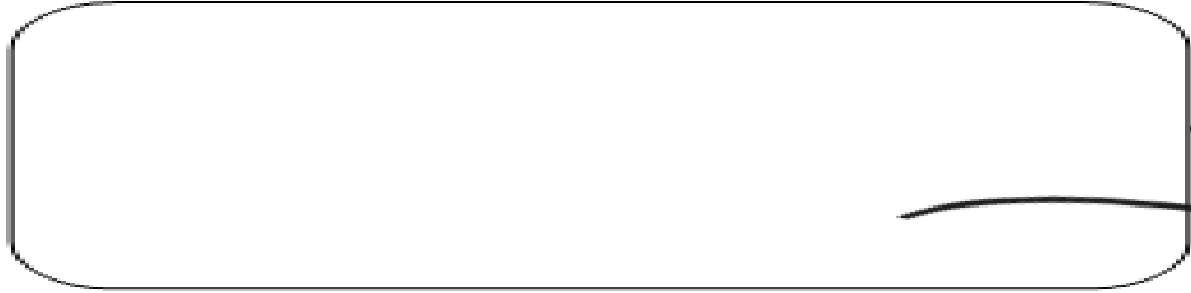
On the menu, you can choose the room which you would like the robot to clean or tidy.

The robot already had a floor plan of your house so knows where they need to go.

Once they arrive, they will begin your task. When they are almost finished, the robot will send message to an Alexa or smart watch to let you know.

You can then programme your robot to move to another room. Your robot should always have a clear path as they can break easily should they fall over.

1 Star Template



First.....
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Following that
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Then.....
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Finally.....
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Word Bank – Try to use these conjunctions or openers if you can!

Therefore, Consequently, Because, As a result of this, Following, So, If

2/3* Template

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 comparison, sum and difference and you will need to answer the questions by completing totals columns and finding differences.

2*/3* - Today you will be looking at comparison, sum and differences between various tables. You will need to answer the following questions.

Extension: Today you will be focusing on the pictogram.

Answer the true or false statement focusing on the differences between the orange and banana?

Can you calculate the total number of visitors for each of the days and fill in the missing Total column?

Bank holiday visitors to the Art Gallery

| Days | Visitors (AM) | Visitors (PM) | Total Visitors |
|----------|---------------|---------------|----------------|
| Friday | 30 | 40 | |
| Saturday | 80 | 70 | |
| Sunday | 70 | 60 | |
| Monday | 20 | 30 | |


1 STAR TASK!





Comparison, Sum and Difference

1. Calculate the totals for each set of data.

Goals scored in football tournament

| Match | Score | Total Goals |
|--------------------|-------|-------------|
| Town vs. City | 2 – 1 | |
| United vs. Wolves | 1 – 2 | |
| Athletic vs. Villa | 2 – 2 | |
| Borough vs. Rovers | 1 – 0 | |

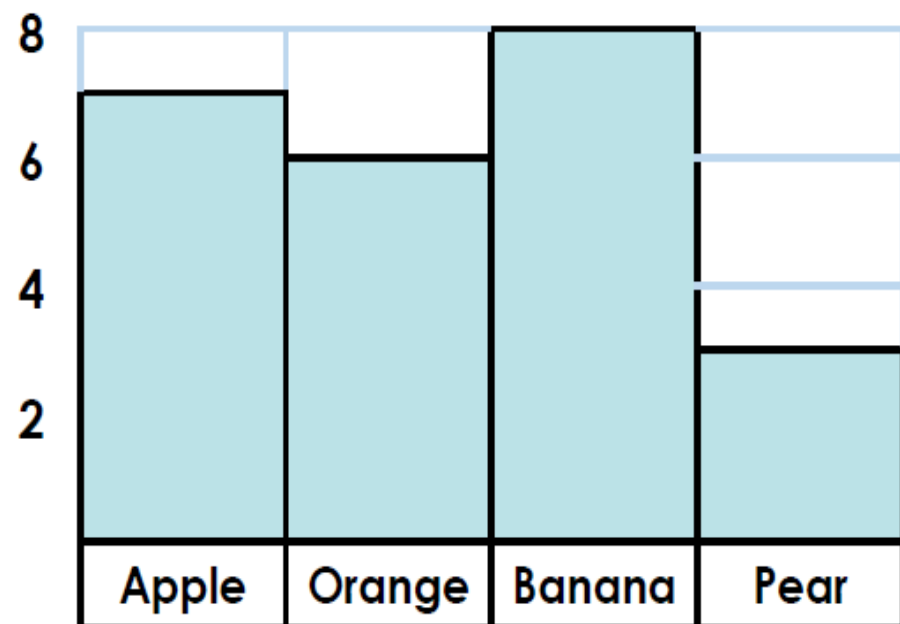
 = 2 cars

| Day | Number of Cars Sold | Total |
|----------|---|-------|
| Thursday |  | |
| Friday |  | |
| Saturday |  | |
| Sunday |  | |

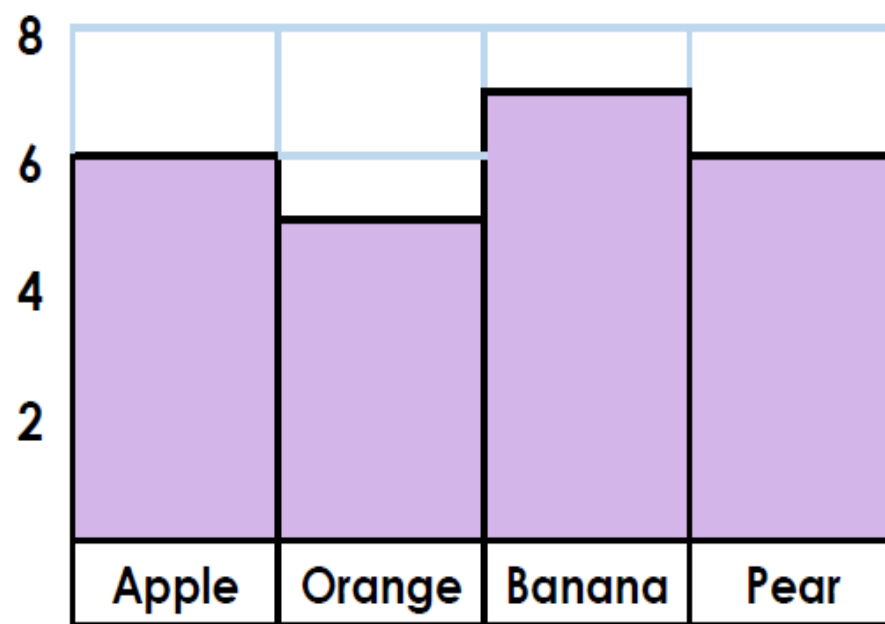


2. Calculate the difference for each fruit.

Year 1's Favourite Fruit



Year 2's Favourite Fruit



Differences

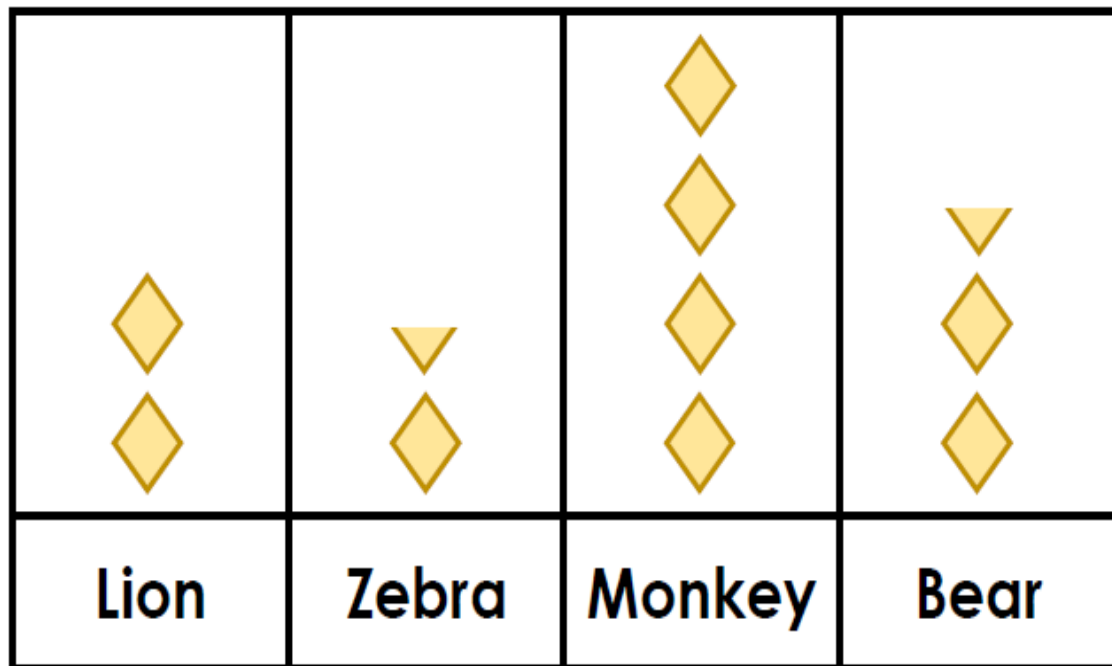
| | |
|--------|--|
| Apple | |
| Orange | |
| Banana | |
| Pear | |


Write 3 questions which compare the data.



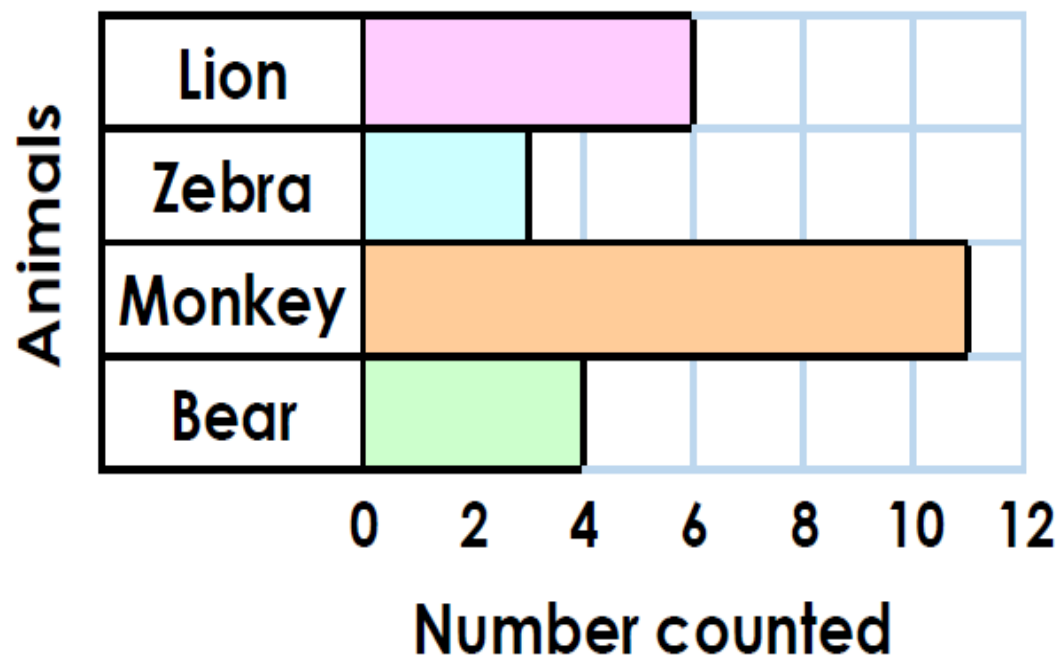
3. What is the same? What is different?

A Animals counted at a safari park.



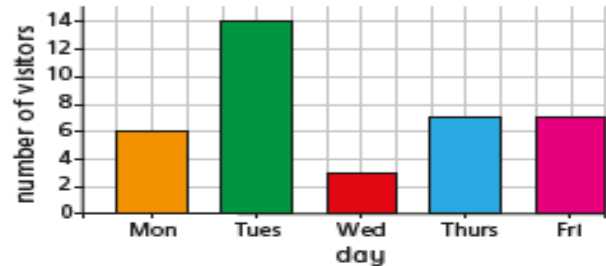
 = 2 animals

B Animals counted at a zoo.



Comparison, sum and difference

- 1 The bar chart shows the number of visitors to a museum in a week.



- How many more visitors went to the museum on Tuesday than on Wednesday?
- What is the difference between the number of visitors on Monday and the number of visitors on Friday?
- What was the total number of visitors for the whole week?
- If there were 3 times as many visitors on Saturday as there were on Thursday, how many people visited on Saturday?

- 2 The pictogram shows the points scored in a game by five teams.

| Team | Points |
|--------|--------|
| Red | |
| Blue | |
| Green | |
| Yellow | |
| Pink | |

Key = 4 points

- a) Write $<$, $>$ or $=$ to compare the points scored by the teams.

Red Blue and Green Red and Green Yellow and Blue

Red and Blue Green and Yellow Blue and Green Yellow

- b) The Pink team scored half the number of points that the Green team scored.

Complete the pictogram for the Pink team.

- c) Teddy is working out the difference in points between the Red and Green teams.



I can work out how many points each team scored and then subtract one from the other.

Is there another way Teddy could work out the answer?

- 3 Two children are asked to find out how many hours of sunshine there were altogether.

| Country | Number of hours sunshine |
|---------|--------------------------|
| Spain | |
| UK | |
| Italy | |
| Germany | |
| Iceland | |

Key = 3 hours

- a)



I can find out how many hours sunshine each country has and then add up all the totals.

Use Mo's method to calculate the total hours of sunshine.

b) The Pink team scored half the number of points that the Green team scored.

Complete the pictogram for the Pink team.

c) Teddy is working out the difference in points between the Red and Green teams.



I can work out how many points each team scored and then subtract one from the other.

Is there another way Teddy could work out the answer?



3 Two children are asked to find out how many hours of sunshine there were altogether.

| Country | Number of hours sunshine |
|---------|--------------------------|
| Spain | |
| UK | |
| Italy | |
| Germany | |
| Iceland | |

Key = 3 hours

a)



I can find out how many hours sunshine each country has and then add up all the totals.

Use Mo's method to calculate the total hours of sunshine.

b)

I can count how many sunshine symbols there are altogether and multiply that by 3



Use Rosie's method to calculate the total hours of sunshine.

Which method is the most efficient?
Will that always be the case?



4 The table shows the number of men and women who watched three different films.

| Film | Women | Men | Total |
|-------|-------|-------|-------|
| A | 364 | 618 | |
| B | 411 | | 895 |
| C | 609 | 255 | |
| Total | | 1,357 | |

a) Complete the table.

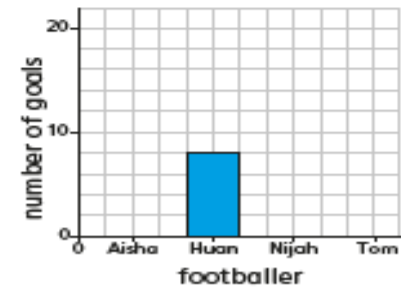
b) Are these statements true or false?

- More women than men watched one of the films.
- Film B was the most popular.

5 The bar chart represents the number of goals scored by four footballers.

Use the clues to complete the bar chart.

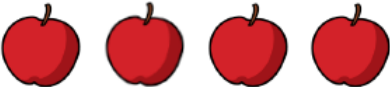


- Tom has scored 13 fewer goals than Aisha.
- Aisha has scored twice as many goals as Huan.
- Huan and Nijah combined have scored a total of 20 goals.



Extension Task!

True or False ?

Comparison, sum and difference.

| Fruit | Number of Children |
|--------|---|
| Orange |  |
| Banana |  |
| Grapes |  |

19 children
were asked to
choose their
favourite fruit.

The difference between the
number of children who chose
orange and banana was 3

Please explore this statement by focusing on the pictogram.
Work out the difference between the orange and banana totals.
Is the statement true or false?

Reading:

Objective: To design a front cover.

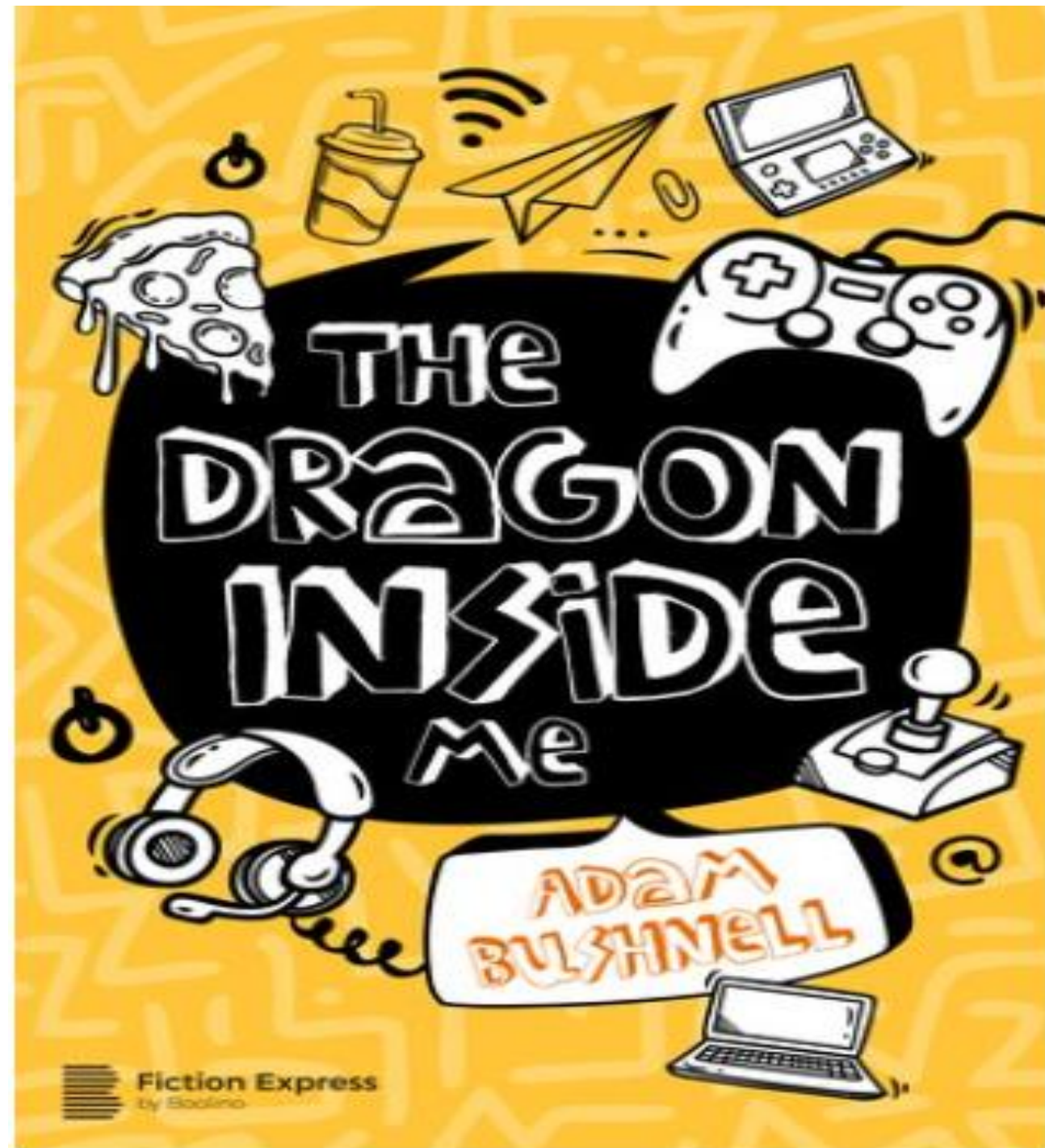
This afternoon, we would like you to aim for a screen free afternoon. Once you have seen your task, try to complete it without the use of a screen.

We have now read the full story of 'The Dragon Inside Me' by Adam Bushnell. During the first few lessons, we looked at the front cover and how it would link to the story.

For your screen free task, we would like you to **design a new front cover for the book**. What would you include?

Do you think the original matches the story?

Make sure your design shows the reader what they might see in the story but don't give too much away - otherwise, they might not want to read it!



Other: Art

Objective: To create a picture in the style of Jackson Pollock.

This afternoon, we would like you to aim for a screen free afternoon. Once you have seen your task, try to complete it without the use of a screen. You will see Jackson's paintings show his feelings so you can do the same.

Today we are going to look at a different artist called Jackson Pollack. Have a look at the fact sheet to understand more life and about his style of art.

We would then like you to create a picture in the style of Jackson Pollack - either by creating a collage, painting, drawing, using chalk or in any way that interests you. Please email in your finished artwork so we can create a gallery for the website.

At the end of the slides is an outline that might give you inspiration.

Jackson Pollock

1912 - 1956



"Autumn Rhythm (Number 20)" by Matthew Mandoza @flickr is licensed under CC BY 2.0



"Jackson pollock painting" by Hans Namuth Estate is licensed under CC BY 2.0

Pollock was born in 1912, in America. His full name was Paul Jackson Pollock. Growing up, he got into a lot of trouble at school. Jackson had four older brothers.

When he was 18, he moved to New York with one of his brothers, who was an artist. Jackson decided to become a painter.

Rather than using an easel like most painters, Pollock put his canvases on the floor. Jackson invented 'drip painting' which meant he used different tools to drip, pour and splatter paint onto the canvas from above.

Jackson's paintings show his feelings, such as happiness or sadness. Pollock was often very unhappy so many of his paintings use dark, gloomy colours.

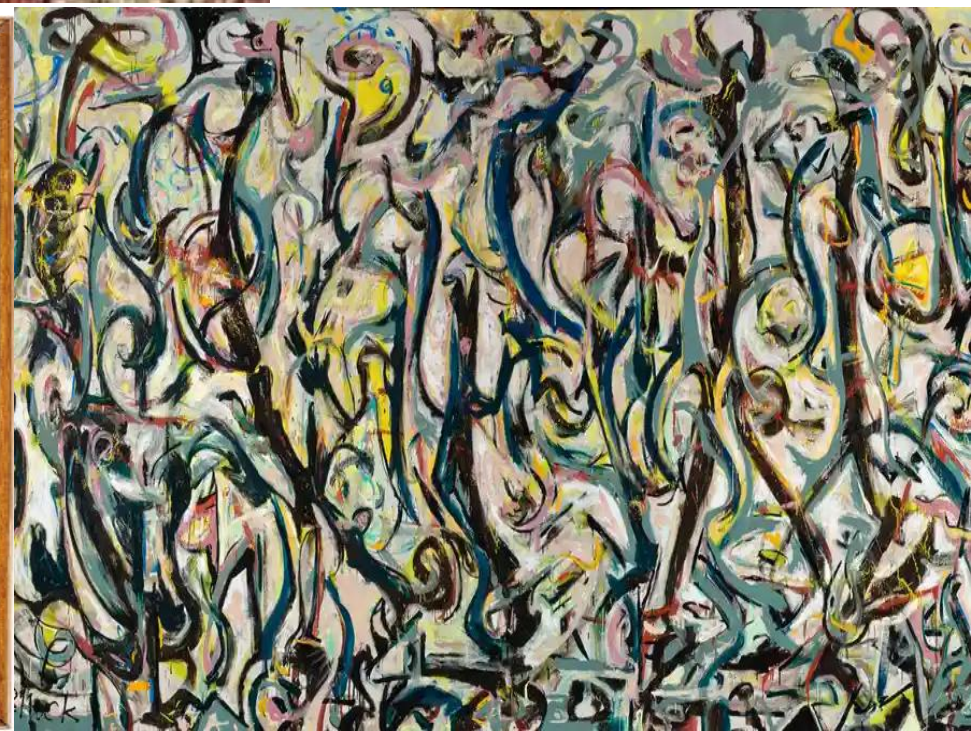
Many people think that Jackson was one of the greatest modern artists. His art became very famous and people have spent millions of pounds on his work.



"Convergence" by C-Monster @flickr is licensed under CC BY 2.0



Jackson Pollock Examples



Jackson Pollock Colouring Sheet

Colour in the Jackson Pollock inspired shapes below.

Consider which colours you will use. What colours did Pollock choose in his artwork?

