

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 and describe a setting for a character.

Re-watch the video should you feel you need a reminder...

<https://vimeo.com/91642206>

In the video, we are introduced to three main characters: Rock, Paper and Scissors. We know little about them and where they came from.

Today... we are going to imagine where they might live. **Imagine what type of house Rock, Paper or Scissors would live in (See examples).** What would it look like? What would it be made from? Where would it be? How safe is it?

1* - Design a home for either Rock, Paper or Scissors. Label your home to explain your choices.

2/3* - Design a home for either Rock, Paper or Scissors. Write a setting description for your home (no less than 1 paragraph, roughly 7/8 lines). Use the word banks on the next slides to support your description.



Descriptive Settings: Forests and Woodland

What Can I Describe?

bark
berries
birds
brambles
branches
deer
fallen leaves
ferns
foxes
ground
insects
ivy
mice
moss
pine cones
spiders
squirrels
thickets
trees
trunks
undergrowth

How Can I Describe It?

abundant
chirping
creaking
damp
decaying
earthy
fallen
gloomy
humming
impenetrable
peaceful
rotting
rough
serene
shady
silent
stagnant
sun-dappled
tangled
tranquil
whistling

What Can It Do?

bend
creep
govern
groan
jut
perch
protrude
rise
rustle
scamper
scramble
scramble
scurry
settle
shuffle
slouch
stumble
sway
twist
weave
whisper

Examples of Effective Phrases

The rustling leaves sang a soothing melody...

...sun-dappled secrets being uncovered...

...scampered and scurried through a labyrinth of roots and fallen foliage...

The haunting shadows of branches danced across the floor...

...holding its majestic crown of leaves high...



Descriptive Settings: Rivers, Lakes, Streams and Waterfalls

What Can I Describe?

basin
brook
cascade
creek
dam
drop
estuary
fish
flow
fountain
glaciers
lake
mud
rapids
riverbank
riverbed
riverside
shoreline
stream
valley
waterway

How Can I Describe It?

dramatic
eutrophic
famous
glacial
icy
impressive
magnificent
majestic
marshy
mighty
narrow
navigable
noisy
picturesque
polluted
sacred
shallow
sluggish
spectacular
turbulent
wide

What Can It Do?

border
cascade
cross
divert
drain
flow
foam
head
lead
plunge
pour
rise
roar
rush
sail
stretch
surround
swim
trickle
tumble
wash

Examples of Effective Phrases

...turbulent waters swirled...

...lulled and lapped the tranquil riverbed...

A thundering cascade...

Famous for its eutrophic conditions...

The gentle current sashed against the marshes...

Infamously unnavigable...



Descriptive Settings: Fairy Tale Cottage

What Can I Describe?

atmosphere
beams
building material
chimney
cleanliness
doors
fireplace
flooring
furniture
garden
history
lighting
occupants
pathway
roof
rooms
smell
surroundings
trinkets
visitors
windows

How Can I Describe It?

antique
cosy
derelict
detached
dilapidated
enchanted
homely
homemade
humble
idyllic
isolated
lowly
modest
picturesque
pleasant
quaint
remote
secluded
shabby
snug
tiny

What Can It Do?

adjoin
belong
build
dwell
enter
furnish
inhabit
live
lodge
nestle
occupy
overlook
perch
ramble
return
settle
situate
stand
stay
surround
visit

Examples of Effective Phrases

...aged beams hung low overhead...

Nestled amongst the luscious, rolling hills...

...quaintly occupying the landscape...

Surrounded by acres of emptiness...

...the picturesque residence was dreamlike...

...snug within the tiny, humble bungalow.



Maths: We will be focusing on Statistics.

Objective: I can estimate how much money I need.

Please choose a video from the link below and focus on the teaching strategies used to help you identify all the various types of money we use.

Calculating Change From A £5 Note

<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 estimating amounts of money. Place the amounts on a number line and round the amounts to the nearest pound.

2*/3* - Today you will be focusing on estimating money. Answer the questions on the worksheet.

Extension: Is the statement true or false?

How does the addition sum help you to estimate how much money you will need to buy both toys?

Please solve the following by looking at picture below:

In each of the purses there are ...

Estimate which purse contains the most?

Estimate which purse contains the least?



Remember there are 100p in every pound £.

Estimating Money Amounts:

Objective:

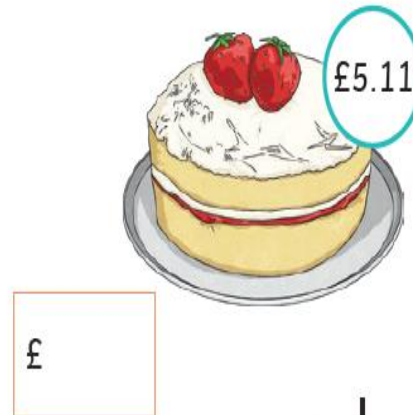
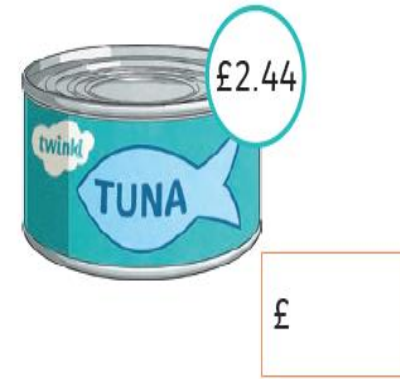
I can estimate how much items cost.

Remember:

When rounding to
The nearest pound;
if it is 49p or less
round down.

If it is 50p or
more you will need
to round up..

- 1) a) Show the cost of these items on the number line and round each amount to the nearest pound.



1 STAR TASK! Extension Task

Look at the items of food below:

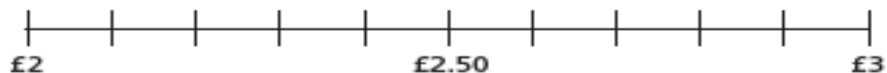
Estimate how much change you would receive if you paid for each item with a £5 note?

Estimate how much change would you receive if you paid for each item with a £10 note?



Estimating money

- 1 a) Complete the number line.



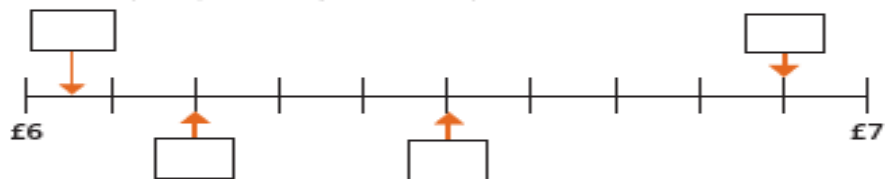
- b) Which amounts round to £3?

- c) What do you notice about the amounts that round to £2 and the amounts that round to £3?

- 2 Here are some amounts of money.

£6.90 £6.20 £6.50 £6.05

- a) Use the amounts to label the number line.



- b) Sort the amounts into the table.

Rounds to £6	Rounds to £7

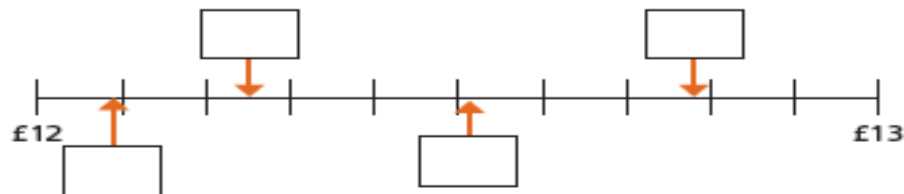
- 3 a) Estimate where each amount is on the number line.



Which amounts were difficult to place on the number line?

- b) Which amounts round to £9?

- 4 a) Write an estimate for each of the missing amounts.



- b) Which amounts round to £12?

- 5 Eva buys a book for £4.85 and a pen for £2.70



The total will be approximately £6 because £4 plus £2 is £6

What would be a more accurate estimate for Eva to make?

Explain your answer.

- 6 A football costs £5.65 and cones cost £1.49 each.

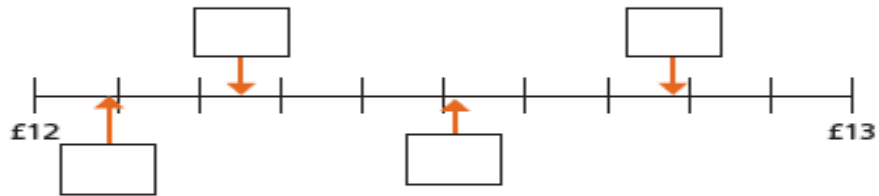
Alex wants to buy three footballs and four cones for the football team.

- a) Round the amounts and complete the bar model to estimate the total cost.



Estimating money

4 a) Write an estimate for each of the missing amounts.



b) Which amounts round to £12?

5 Eva buys a book for £4.85 and a pen for £2.70



The total will be approximately £6 because £4 plus £2 is £6

What would be a more accurate estimate for Eva to make?

Explain your answer.

6 A football costs £5.65 and cones cost £1.49 each.

Alex wants to buy three footballs and four cones for the football team.

a) Round the amounts and complete the bar model to estimate the total cost.



b) Alex has this much money.



Does Alex have enough money?

Talk about it with a partner.

7 Ron and Rosie have bought these items.



Round each amount to find an approximate total.

Use $<$, $>$ or $=$ to compare Ron and Rosie's totals.

8 Filip is thinking of an amount of money.

- The amount rounds to £22 to the nearest pound.
- In the pence, there is an even amount of ones and an odd amount of tens.
- In the pence, the tens digit is less than the ones digit.

What amounts could Filip be thinking of?

Compare answers with a partner.

Knowing $5 + 15 = 20$ will help me estimate the cost of the two toys.



Please explore this statement by focusing on a rough estimate of how much Money you would need to buy both of these toys.

Is the statement true or false?

How does $5 + 15$ help you make an estimate?

Reading: This week we will be focusing on a Non-fiction book about the Vikings.

Objective: To recall information about a Viking Warrior using an interactive and secondary source.

Read through the slide about Weapons and Armour! The complete the following task...

Look at this link to find out more about a Viking Warrior...

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zy9j2hv>

Task... Draw a picture of a Viking Solider or print the one you can see on this slide.

Label your Viking Warrior to explain what each section is for.

2/3* - Use the Viking book information to add more detail to your mind-map.

Click on the labels below to find out more about a Viking warrior's weapons and armour.



Click here to make the warrior interactive for your task.

Each section has its own information for you to recall from.

WEAPONS AND ARMOUR

Viking battles were mostly fought on foot. Warriors leaped from their ships or lined up behind their leaders – then charged! Sometimes, they threw a single spear before attacking. They did this to show that they claimed all the men they were going to kill for the Viking war-god, Odin.



Viking warriors had to provide their own weapons and armour, or steal them on raids! The man on the left is wearing chain mail.

DID YOU KNOW?

KINGS HAD BLOOD-CURDLING NICKNAMES SUCH AS 'RUTHLESS', 'BLOODAXE', 'IRONSIDE', 'FLATNOSE' AND 'HAIRY-BREEKS' (WHICH MEANS HAIRY TROUSERS).

Banners were carried on tall poles so that Viking warriors could see where their leaders were on the battlefield, and follow them.

WEAPONS AT THE READY

Vikings fought using several different weapons, but their favourites were long, sharp swords and heavy battleaxes. They used these to hack, stab and bash their enemies at **close quarters**. Warriors also hurled spears and shot arrows from bows to attack enemies from a distance. Swords, axes, spear-tips and arrowheads were all crafted from iron. Bows and spear-shafts were made of wood. The best weapons were decorated with real gold and silver, and had names such as 'Stinger' and 'Leg Biter'.

DRESSED TO FIGHT

For protection in battle, ordinary Vikings wore tough leather caps and **tunics**. Kings, chiefs and other top warriors had iron helmets and chain-mail armour made from hundreds of iron rings linked together. Warriors carried circular shields made of wood and leather strengthened with iron. These guarded a warrior's body, from his shoulders to his knees.



MAKE A BATTLE BANNER

Viking warriors carried banners high as they went into battle. Banners often had pictures of strong, fierce animals painted on them.

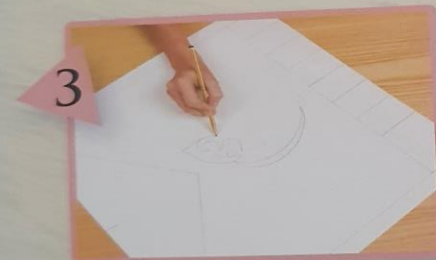
YOU WILL NEED:
 A1 SHEET OF WHITE CARD •
 PENCIL • RULER • BLACK FELT-TIP
 PEN • BLUE AND WHITE PAINT
 • PAINTBRUSHES • SCISSORS •
 DOUBLE-SIDED STICKY TAPE •
 1m LENGTH OF DOWEL



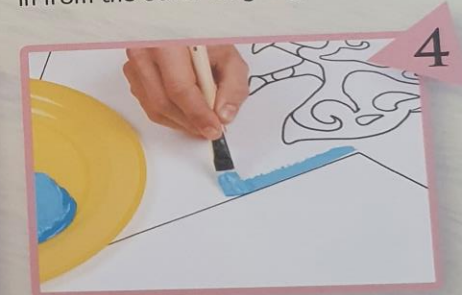
Draw a 58 x 44cm rectangle on card. Make a mark a third in from one long edge and halfway along.



Join up the corners to the mark. Draw a vertical margin line 8cm in from the other long edge.



Draw eight equally spaced horizontal lines in the margin. Copy the boar from this page onto the banner.

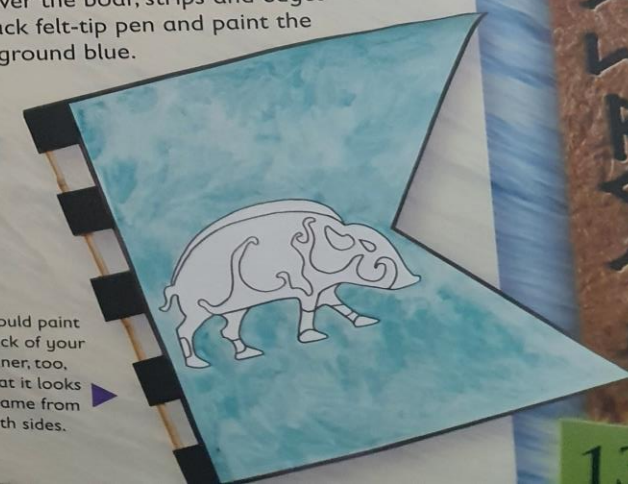


Go over the boar, strips and edges in black felt-tip pen and paint the background blue.



Cut the banner out. Cut away every other strip down the margin. Fix the remaining strips around the dowel.

You could paint the back of your banner, too, so that it looks the same from both sides.



Other: E-Safety

Objective: To understand the importance of being safe and kind online.

Remind yourself of the video on the last e safety lesson: **Block him right good, Alfie**

https://www.thinkuknow.co.uk/8_10/watch/

Alfie made 4 big steps to stay safe online...

1. Profile picture is an avatar not an actual picture of himself.
2. Username does not feature his name.
3. Privacy set to friends only.
4. Clothes do not reveal which school he is from

We need to be safe online but also need to understand...
Being kind online

Watch the following clip...

<https://www.youtube.com/watch?v=Ou6-2aCea-M>

When you watch the second video, think about the following questions:

Why when you write a post is it important to be kind?

How do you feel if someone says something unkind about you?

What sort of words would you use if you were being positive about someone?

Task...

Use the pictures of Sam, Alfie and Ellie on the next slide to think of positive words they could use to each other.

What positive words could Ellie, Alfie and Sam use to describe each other?

