

Year 4 – Mr. Churchill

Monday 1st February 2021

English

This week we are going to begin focusing on a different genre of poetry-free verse. This type of poetry does not conform to the conventions of other poems. For example, free verse poems don't need to rhyme. The poem is presented in verses but the poet is 'free' to compose the writing in any way they desire. Please review the attached presentation and plan what your own free verse poem could be-DON'T WRITE THE POEM, just think of some ideas that could be included (the poetry writing will take place on Friday 5.2.21).

English-Reading

Please read your chosen text for at least 30 minutes today (this could be broken into smaller chunks if you wish i.e. 3 x 10 minutes etc)-thank you.

The children who access Lexia please continue to do so for 30 minutes today please-thank you.

Mathematics

In mathematics, we are beginning to look at fractions. To start with this week, we will recap and consolidate work from previous year groups in order to build our Year 4 knowledge and skills. Fractions is traditionally a tricky concept but don't let that put you off-once the 'basics' of what they represent/look like etc are assimilated, the rest of the knowledge progresses from there.

Please use the following link to access the learning stimulus:

<https://vimeo.com/502315136>

Remember you can re-watch this as many times as required to complete the tasks.

Our Curriculum

Over the last three weeks, we have studied the USA, Italy and the UK as holiday destinations. Using this locational knowledge, I would like the children to plan a holiday for two people to one of the destinations (I have also included some other destinations to provide a range of interest and to cater for more than a narrow selection of locations). The children need to utilise their mathematics skills to calculate how much the holiday will cost. Please note the children may require some support with the mathematics (e.g. decimals) required to plan this holiday. Perhaps an adult could support and it will be a fun activity to do together!

Prayer and EWB after maths and English resources

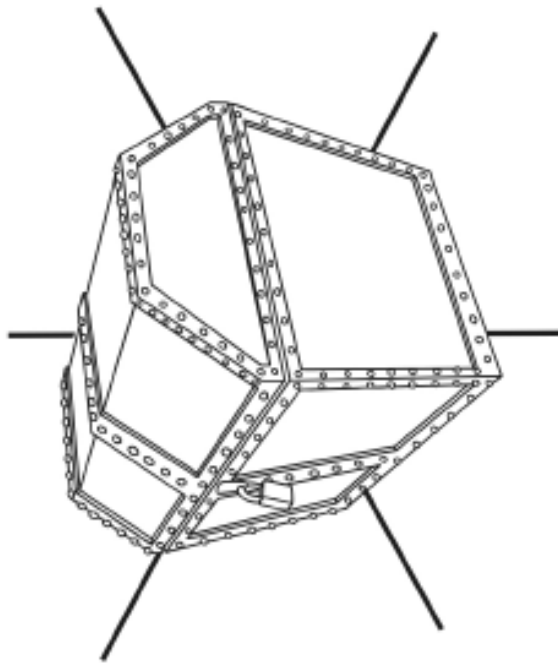
English resource:

The Magic Box

By Kit Wright

What would YOU put in the magic box? Use this spidergram to gather some ideas together.

What are your favourite things to see, hear, smell, taste and feel?



Mathematics Task resource

Fluency

F1)

Complete the sentences to describe the images.



___ out of ___ equal parts are shaded.

of the shape is shaded.

F2)

Shade $\frac{1}{5}$ of the circle.



Shade $\frac{3}{5}$ of the circle

F3)

Circle $\frac{1}{5}$ of the beanbags.



Circle $\frac{3}{5}$ of the beanbags.



What's the same and what's different about $\frac{1}{5}$ and $\frac{3}{5}$?

F4)

Complete the sentences.

A unit fraction always has a numerator of ___
 A non-unit fraction has a numerator that is ___ than ___
 An example of a unit fraction is ___
 An example of a non-unit fraction is ___

Can you draw a unit fraction and a non-unit fraction with the same denominator?

Reasoning

R1)

True or False?



$\frac{1}{3}$ of the shape is shaded.

Problem solving

PS1)

Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{1}{250}$
Unit fractions		Non-unit fractions	

Prayer and Reflection

Please see resource below.

Emotional Wellbeing Task: What makes you proud?

Make a list of 5 reasons why you are proud of yourself-this could be things you have done today or in the past.

Prayer and Reflection Resource:

Preparation

Search and display an image of the ancient lighthouse of Alexandria.

The history of tall buildings and structures is very interesting. *Ask if pupils can name a couple of very tall buildings, can they name some of the oldest tall structures?* Ancient tall buildings were built for a variety of reasons, the Great Pyramids of Ancient Egypt were built around three to four thousand years ago to house the Pharaohs as they passed from this life to the next. The tallest Pyramid was the Great Pyramid at Giza around 147 meters; that's nearly 1 and a half football pitches high. The 'Lighthouse of Alexandria' (*possible image*) was built around 270BC to guide ships safely into the ancient city of Alexandria in Egypt.

Cathedrals were some of the tallest buildings of their time. In 1311, Lincoln Cathedral became the tallest building in the world at around 160 meters. It was the tallest building for over 300 years. In the late 19th century, the Eiffel Tower in Paris, France, became the tallest structure in the world. In the late 1800's architects in America started building skyscrapers and throughout the 20th-century architects and builders were in competition to create the tallest building in the world. New York city has had its share of these skyscrapers; the Singer building built in 1908 stood 187 meters above the pavement, only 30 years later the Chrysler building stood 319 meters high, over 50% bigger. At 443 meters the Empire State building, again in New York, stood as the largest building in the world for over 40 years, from 1930 to 1972 except for some



aerials and TV masts. Many skyscrapers have been built since, with different countries competing to have the tallest.

Currently, the United Arab Emirates holds the record with the Burj Khalifa standing at 828 meters (4 football pitches high). Saudi Arabia is currently building the 'Jeddah Tower' so that it can boast of having the tallest building standing at over 1000 meters. The foundations of the Burj Khalifa building are over 40 meters, the foundations for the Jeddah Tower have been estimated at 60 meters (over half a football pitch). The Jeddah Tower's designers have designed and tested new types of concrete to ensure the foundations and building materials are strong enough. It is hoped to be built around 2021.

Foundations! They are so important in all of the buildings we've mentioned. If they weren't strong enough what would happen? The Bible tells of a parable that Jesus told

about how important our foundations are. *Either you or a pupil read the story below (or from a children's Bible).*

(Taken from Matthew 7:24-27)

Jesus spent a lot of his time teaching people about how they should treat others and how they should live their lives. At the end of one of his most famous teaching sessions' known as the 'Sermon on the Mount', Jesus told a famous parable about two men who each wanted to build themselves a house. The first man sought out a spot that would be ideal for his house. He found a plot of land that had a very firm base. Jesus said that he built his house 'on the rock'. The second man found his spot straight away, no searching for him. He did not 'waste' his time looking for a solid or firm base. Jesus said that this man built his house on the sand. Both men completed their houses and sat down in front of the telly (not in the Bible version). One evening, not long after both men had completed their houses, it started raining. Both men had to turn the volume up on the telly as the wind outside was making it hard to hear. One house was bolted to the rock, it didn't move, and the man sat safely in his house. It wasn't so for the other house, the sand that it was on moved and the foundations began to give way, and the house came tumbling down.

Can anyone tell me what 'good advice' means? Good advice is the information that other people have learned that can help us to achieve what we want to achieve. Good advice can help us to succeed quicker and avoid making mistakes that have stopped or hindered other people trying to do the same thing. Following good advice is like building a house on a firm foundation and avoiding the problems that can stop us from reaching our goals. Jesus said that those who act on his words were like those who build on good foundations and those who choose to ignore them build their lives on

poor foundations. We could say that about many of the things that we learn at school. We can build firm foundations if we choose to listen to the good advice given by our teachers, our friends and our families. Acting on the good advice may help us to build strong foundations and help us to achieve our goals. There is a difference between good and bad advice, (maybe the theme for another assembly) but if we choose to ignore the good advice because it seems too hard or we can think of a shortcut then we are not building on good foundations.

At the beginning of a school year, we have a fresh opportunity to start building on the correct foundations. We will explore this further in our times of reflection throughout this week.

Time to reflect

- What is a piece of good advice that you've heard recently?
- How would you act on that piece of advice?

Reflection (Prayer)

(Dear God)

At this time of year, it is important that we make the right start to our school year. May we take the good lessons that our teachers, important adults and other pupils give us in our school and turn them into a good foundation that will help and support us in the future. *(Amen)*

