

**Year 4 – Mr. Churchill**

**Tuesday 19<sup>th</sup> January 2021**

**English**

Today, your task is to write the opening of your own science fiction story. This must be written in the first person and past tense. The function of the introduction is to describe the characters and setting. This work also needs to include the GPS features practiced last week:

- dialogue between characters using inverted commas
- paragraphing
- description

**Example attached.**

**English-Reading**

Please read your chosen text and send a video via Class Dojo of you reading aloud.

**Mathematics**

In mathematics, we are focusing on division. Please watch the following video and complete the worksheet attached.

<https://vimeo.com/497573248>

Remember, you can watch this video as many times as you need to.

Please also use the following link to access some interactive manipulatives that may help you with this operation.

<https://mathsbot.com/manipulatives/placeValueCounters>

**P.E.**

Please use the following link to get active!

<https://www.youtube.com/watch?v=tSi2ix1i180>

**R.E.**

Miss. Swan has set the RE work for this afternoon.

**Prayer and EWB after maths and English resources**

## English example:

“Errr, where are we?” I shook my head to try and clear some of the fog that seemed to be between my ears. I looked around. I didn’t know where we (my best friend Monty and I) were. It sort of looked like school but it sort of didn’t at the same time. It was weird. Something was definitely not the same but I couldn’t put my finger on it.

“I think we’re still at school Monty, but something feels different. What was that huge flash?” I asked.

“No idea-the last thing I remember was sneaking into the science block to get the stuff. Then I heard Professor Brown shouting.” The fog started to clear as Monty spoke. We were sneaking into the prefabs to ‘borrow’ some chemicals for an experiment. As we crept silently through the corridor that connected all of the classrooms, a bright light shot out from under a door. It caught our attention. With a nod of our heads we agreed to investigate. As we got nearer, a voice could be heard.

“It’s not ready yet! We use it now and there’s no telling when we’d end up!” Professor Brown protested. I shook my head-surely the voice meant where we’d end up, not when? I glanced at Monty-he was as puzzled as me (mind you, he normally looks puzzled). “Let’s get in and see what’s in there,” I whispered. We got to the door and quietly opened it.

FLASH! BANG! We were both thrown backwards-it felt like a thousand burning needles were trying force their way out of my skull. Now I remember. We opened the door, saw the flash and then woke up here, wherever that was.

Dialogue

Fronted adverbial

Parenthesis

Description

questions

# Mathematics Task resource

## Fluency

F1)

Jack is dividing 84 by 4 using place value counters. First, he divides the tens. Then, he divides the ones.

Use Jack's method to calculate:

$$69 \div 3 \quad 88 \div 4 \quad 96 \div 3$$

F2)

Rosie is calculating 96 divided by 4 using place value counters. First, she divides the tens. She has one ten remaining so she exchanges one ten for ten ones. Then, she divides the ones.

Use Rosie's method to solve:

$$65 \div 5$$

$$75 \div 5$$

$$84 \div 6$$

## Reasoning

R1)

Dora is calculating  $72 \div 3$ . Before she starts, she says the calculation will involve an exchange.

Do you agree? Explain why.

## Problem solving

PS1)

Eva has 96 sweets. She shares them into equal groups. She has no sweets left over. How many groups could Eva have shared her sweets into?

### **Prayer-Reflection**

Please think of a time when you did something that made someone else happy-what was it?  
How did it make you feel?

### **Reflection (Prayer)**

*(Dear God)*

Thank you for the things that we are good at, for our talents and giftings. We also thank you for good things, for certain objects that are important to us. May we never use our talents, gifts or objects to make others feel worse about themselves. *(Amen)*

### **Emotional Well-Being Activity**

Please complete the first task about positive affirmations from the pdf resource on the school website.

Choose six positive affirmations that best describe you.



