

Year 4 – Mr. Churchill

Wednesday 20th January 2021

English

Before we continue writing our science fiction story that we began yesterday, I would like the children to edit and improve their work. Editing is a vital skill in the writing process. Please look at the attached editing document (pdf format on school website). I would then like the children to edit their story beginnings from yesterday for:

- spelling – have the children used correct spelling?
- vocabulary – have the children used effective vocabulary e.g. huge instead of big etc
- punctuation – has all punctuation been used accurately?

English-Reading

Please continue reading your chosen text for 20 minutes. Once you have completed this reading, please answer the following challenge:

Write a short letter to the author and express my opinion of their text.

Mathematics

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

<https://vimeo.com/497601665>

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>

Science

Miss Swan has set the Science work for today.

Prayer and EWB after maths and English resources

English resource:

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.

Looked - glanced

weird (too informal) - unusual

“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.

Missing comma after and an adverbial

“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.

Spelling mistake – opened = opened

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.

How to Write a Good Story

Characters

Who are the characters in your story?



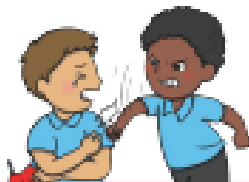
Setting

Where is your story set? Is it in a forest, a town, in the park or somewhere else?



Opening

Introduce the characters and the location of the story.



Build-Up

Begin to write about what is happening at the start of your story. Don't forget to use the characters you introduced at the beginning of your story.

Dilemma

Write about a problem that is happening in your story. What is it that has gone wrong?

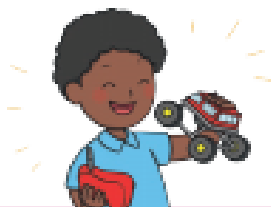


Resolution

Write about how the problem will be fixed. Think about how the characters might work together to solve whatever has gone wrong.

Closing

Bring everything in the story to an end and make sure the problem has been fixed.



Mathematics Task resource

Problem solving

PS1)

Dora and Eva are planting bulbs. They have 76 bulbs altogether.

Dora plants her bulbs in rows of 8 and has 4 left over.

Eva plants her bulbs in rows of 10 and has 2 left over.

How many bulbs do they each have?

Reasoning

R1)

Which calculation is the odd one out? Explain your thinking.

$$64 \div 8$$

$$77 \div 4$$

$$49 \div 6$$

$$65 \div 3$$

Fluency

F1)

How many squares can you make with 13 lollipop sticks?

There are ___ lollipop sticks.

There are ___ groups of 4

There is ___ lollipop stick remaining.

$13 \div 4 =$ ___ remainder ___

Use this method to see how many triangles you can make with 38 lollipop sticks.



F2)

Tommy uses repeated subtraction to solve $31 \div 4$



Use Tommy's method to solve 38 divided by 3

F3)

Use place value counters to work out $94 \div 4$

Did you need to exchange any tens for ones?

Is there a remainder?



Tens	Ones

Emotional Well-Being Activity

Please complete the 'I am loved' section from your positive affirmations journal.

The Lord's Prayer

See below.

Emotional Well-Being Resource:



I am loved.



Draw the people who care for you:

A large empty rectangular box with a black border, intended for drawing people who care for you at home.

at home;

A large empty rectangular box with a black border, intended for drawing people who care for you at school.

at school;

A large empty rectangular box with a black border, intended for drawing people who care for you in your community.

in your community.



Prayer resource:

The Lord's Prayer

Our Father in Heaven,
Hallowed be Your name,
Your Kingdom come,
Your will be done,
On earth as it is in Heaven.
Give us today our daily bread.
Forgive us our sins,
As we forgive those who sin against us.
Lead us not into temptation,
But deliver us from evil.
For the Kingdom, the power
And the glory are Yours
Now and for ever.
Amen.

