

**Year 4 – Mr. Churchill**

**Monday 8<sup>th</sup> February 2021**

**English**

This week we are going to be completing a non-chronological report linked to our learning about the various locations we have studied. Today, we are going to complete research on the USA. Please research the following topics:

Physical geography (mountain ranges, deserts, lakes etc), The States (what are they, how many there are etc) the weather and climate, population (specific cities/areas) and interesting facts. Please record in a bullet-pointed list for future reference.

**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 continuing to look at fractions. In our previous session, we looked at equivalent fractions. We are continuing to look at equivalent fractions over the next few days and how we can use our multiplication and division knowledge to help calculate equivalent fractions.

Please use the following link to access the learning stimulus:

<https://vimeo.com/504316253>

Please use the following link to access interactive fraction wall to support the children:

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

**Our Curriculum**

Over this half term, we have been looking at various locations and broadening our knowledge of these places. To conclude our unit, we need to complete our debate. The question to be debated is:

The USA is a better holiday destination than the UK-discuss.

In order to answer this question, the children need to draw upon all of their previous work and use this knowledge to formulate an answer to the question (see example attached).

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

## **English resource:**

### **Physical geography of the USA:**

- Mountain ranges – Appalachians, Rockies, Flatirons etc
- Rivers – Mississippi, Hudson (NY)
- Deserts- Mojave Desert and Death Valley

### **The States**

- 50 states in total
- Each state has a capital
- Includes Hawaii and Alaska even though these states don't have land borders with other states.

### **Weather and climate**

- Tropical climate in Florida and Hawaii
- Alaska – arctic conditions

### **Population**

- 328.2 million people
- NY – 8.4 million people

### **Interesting facts**

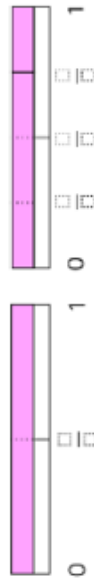
- Did you know that the material NYLON was developed between two labs-one in New York and one in London – hence the name NYLON (New York and London).
- Donald Trump was the 45<sup>th</sup> President of the USA.
- The USA does not have a royal family.

# Mathematics Task resource

## Fluency

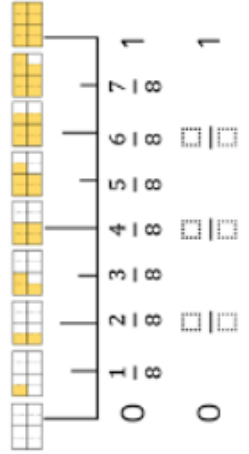
F1)

Use the models on the number line to identify the missing fractions. Which fractions are equivalent?



F2)

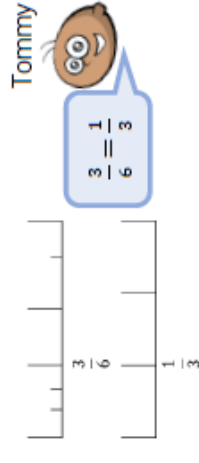
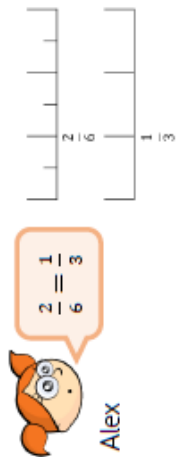
Complete the missing equivalent fractions.



## Reasoning

R1)

Alex and Tommy are using number lines to explore equivalent fractions.



Who do you agree with? Explain why.

## Problem solving

PS1)



Use the clues to work out which fraction is being described for each shape.

- My denominator is 6 and my numerator is half of my denominator.
- I am equivalent to  $\frac{4}{12}$
- I am equivalent to one whole
- I am equivalent to  $\frac{2}{3}$

Can you write what fraction each shape is worth? Can you record an equivalent fraction for each one?



## Prayer and Reflection

Please see resource below.

## Emotional Wellbeing Task:

Before you go to bed, write down three things that have made you or someone else happy today.

## Prayer and Reflection Resource:

### Preparation

Search and display a range of superheroes.

Who is your favourite superhero? Is it Superman because he can fly? Spiderman because he can throw webs or Batman because he's mysterious and just a normal human? You may want to explain who your favourite superhero is. Ask the pupils to tell you their favourite? If you could have any superpower what would it be? Would it be super strength like the Hulk? Or the ability to heal yourself if you get hurt like Wolverine. You may want to explain what superpower you would like. Ask the pupils what super power they would like? Many of the superheroes are known for their actions, stopping criminals, saving cats from trees, averting the world from disaster or just helping an old lady across the road. They don't often show their true identity; they hide behind glasses, 'normal' lives and 'normal' clothes. Peter Parker is just a normal kid in a normal school, but when he puts on the costume he becomes a wall climbing, web-slinging superhero. Like many others, he wears a specialised costume when fighting crime or saving the world. Most superheroes have an arch enemy. Ask the pupils to pair up some superheroes and supervillains. Supervillains are often evil characters who go to extreme lengths to take over the world or create as much damage as they can. They are often called 'megalomaniacs', a term that refers to a person who is desperate for more and more power. Sometimes they have super powers and other times they are really clever, but they use it for evil purposes.



Have you heard or used the term 'goodies and baddies'? The superhero is often the 'goodie', and evil villain is often the 'baddie'. It's easy to put cartoon characters into these categories; their actions tell us if they are good or bad. Now the important question this morning is which one are you? Are you a goodie or a baddie? I think the answer is a little more complicated than being just a goodie or baddie. Actually, I don't know if anybody thinks of themselves as a baddie. If you have children use them as an example, or you could use a niece, nephew or friend's children, etc. My children generally do good things, they are kind, they are helpful, and they often do what they are asked to do. But sometimes they aren't so good, they aren't always nice to their brother or sister, or sometimes they find themselves saying the wrong thing and getting into trouble. Generally, I try to do the right thing, but I know that I can say or do the wrong things too and I can make life harder for someone else. Does that make me a 'goodie' or a 'baddie'? We are probably a bit of both. It's easy to label other people as 'good' or 'bad', but it's important to remember that we all have the ability to do good things and do bad things.

If we know that we all do good and bad things then it can help us to forgive ourselves when we do or say something wrong. We can all try to do and say the right things, but we also know that we will all fail as well, and that is okay and all part of getting better at doing the right things. Knowing that we all do good things and bad things can help us to forgive others for the wrong things they do. Is it right to dislike someone when they have said something unkind to you if you have said unkind things about others in the past?

A cartoon 'baddie' will probably only say unkind and horrible things, a 'goodie' will only say positive and helpful things. Knowing that we all have the option of being the 'goodie' or the 'baddie' can help us to make the right choices whatever is going on around us. Even when we have the option of being unkind or saying hurtful things, we know that we can change the situation by saying words that are kind and helpful.

It is easy to label other people as 'good' or 'bad', but it's important to remember that we all have the ability to be good or bad, including me and (name a really nice teacher). It was for this reason, Jesus told his followers that they shouldn't judge others, or God would judge them. He used the example of a man who notices a piece of dust in his brother's eye while failing to see the large piece of wood that was ruining his own view. The man can't help his brother until he is able to remove the wood from his own eye. Rather than writing someone off as a baddie, we should all give people a second chance and hope that when we need it, we'll get a second chance too.

## Time to reflect

- Think of a time when you were a 'baddie'.
- Think of a time when you were a 'goodie'.
- Choose to give second chances today.

## Reflection (Prayer)

*(Dear God)*

It is important for us to remember that we have the capacity to be good and bad. May we celebrate the goodies in all of us and may we not judge too harshly when people do us wrong. May we be reminded to say sorry when we know that we have wronged others. *(Amen)*

### **Our Curriculum example debate question:**

The USA is a better holiday destination than the UK-discuss.

I think the answer to this statement depends on the kind of holiday you want but also where you are from. If you live in England, you will most likely want to holiday abroad rather than stay in the UK. However, stay-cations are becoming more popular.

My opinion is that the UK is a better holiday destination than the USA for some elements but the USA is better for others.

-In the UK there is a wide a varied landscape – if you wanted a ‘city break’ you could visit historic London or Edinburgh etc. If you wanted a walking holiday, the Lake District would be perfect.

-The USA is a much larger nation and contains amazing places and natural wonders-Yosemite National Park, The Grand Canyon etc.

-If you wanted a holiday in the sunshine, the USA would be better. Florida is much nearer the Equator so has more tropical climate.

-The USA could be better for families with young children as they have a wide range of theme parks (Disney etc) and activities and lots of things to do.

-The UK does also have theme parks but they aren’t as well known.

-Travelling to the USA takes a long time (not good for people who are scared of flying or suffer from motion sickness) and it is an expensive place to visit. You would also have to exchange pounds for dollars.

-Most locations in the UK are in driving distance so this would be an advantage to staying in the UK.

Overall, the best destination for a holiday depends on who is going and what type of holiday is desired. There are both pros and cons of both the UK and the USA. It’s a draw!