

Year 4 – Mr. Churchill

Thursday 11th February 2021

English

Over the last three days, we have planned and composed our reports. Non-chronological reports sometimes contain a glossary of terms, organised alphabetically, at the end of the report. Today, you need to look at your report and identify words which could be included in your glossary. These could be words that are not commonly used or perhaps words which people may struggle to understand. Your job is to choose ten words, organise them alphabetically and find their definition to be included in your glossary. There is an example attached for your support.

English-Reading

Please complete the attached reading comprehension task-thank you.

Mathematics

In mathematics, we are continuing to concentrate on fractions, specifically fractions that are bigger than one-this introduces the concept of mixed numbers. E.g. $2 \frac{1}{2}$. The children use their knowledge of mixed numbers and improper (top heavy) fractions in Year 5 and 6 so this is an important step in their fractions journey.

<https://vimeo.com/505143644>

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

P.E.

<https://www.youtube.com/watch?v=uYi1kyMeFHQ>

Have fun! Remember to warm up and down!

PSHCE:

To continue our series of lessons based on relationships we are focusing on bullying-what it is, the forms it can take and what action responsible citizens can take when they encounter it. Please review the presentation and then run through the scenario cards. Your main task is to design an Anti-Bullying Hero for school-what would he/she look like, how would they help people, what special powers could they have etc. Make your ideas as colourful and as fun as possible!

Prayer and EWB after maths and English resources

English resource:

Glossary

Erupted – past tense verb of ‘erupt’ – when a volcano has become active and ejected lava.

Locality – noun – an area of a neighbourhood.

Nation – noun – a community of people contained within an area.

Plethora – noun – a large or excessive amount of something.

Tourist – noun – a person travelling to and visiting a place for pleasure.

The Star-Spangled Banner



The national anthem of the United States of America is a song called The Star-Spangled Banner. The words of the song, known as lyrics, come from a poem written by lawyer and author Francis Scott Key. Francis was born in 1779 and witnessed the Battle of Baltimore in 1814. During this battle, Francis saw the British army try to conquer Fort McHenry by the coast in Locust Point. The fort was not conquered and, as the sun rose, Francis could see a large flag still flying above the fort. He wrote a poem about what he saw called Defence of Fort M'Henry and the words of this poem became the USA's national anthem.

The lyrics have been set to a popular British tune called The Anacreontic Song. The music was written by John Stafford Smith who was born in 1750. He was a composer and he played the organ for churches.

Q1: Who wrote the music that the lyrics were set to?



Q2: ...and witnessed the Battle of Baltimore in 1814.

What do you think that this phrase means?



Q3: At what time of day did Francis see the flag? Explain how you know.



The lyrics to The Star-Spangled Banner are:

Oh, say! Can you see, by the dawn's early light,
what so proudly we hailed at the twilight's last gleaming;
whose broad stripes and bright stars, through the perilous fight,
over the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
gave proof through the night that our flag was still there.
Oh, say! Does that star-spangled banner yet wave
over the land of the free and the home of the brave?

Q4: Fill in the missing words from the poem:

...the land of the _____ and the home of the _____



Q5: Find and copy one word that the poet uses to show that the fight was dangerous.



Q6: ...what so proudly we hailed...

What do you think that this phrase means?



Q7: Explain why the poet felt reassured during the explosions that happened at night.



Mathematics Task resource

Problem solving

PS1)

Rosie says,



Do you agree?
Explain why.

Reasoning

R1)

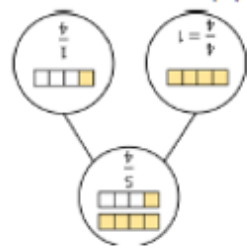
Spot the mistake.



$$\frac{13}{5} = 10 \text{ wholes and } 3 \text{ fifths}$$

Fluency

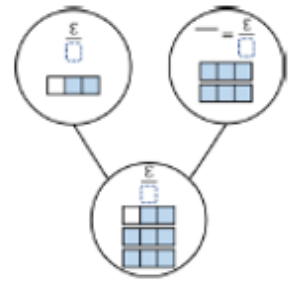
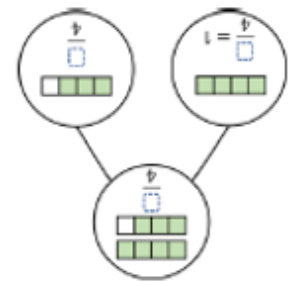
F1)



Complete the part-whole models and sentences.

There are _____ quarters altogether.

_____ quarters = _____ whole and _____ quarter.





Write sentences to describe these part-whole models.

PSHCE resource:

LKS2 VIPs Bullying Scenario Cards

Remember: Bullying is done with the intention of hurting someone. Teasing is a playful form of communicating. However, teasing can become bullying if it is done repetitively in a hurtful way.

Josie is sat at a table with Josh. Caitlin walks over and says, 'Oooh, Josie, you've got a boyfriend.' Josie, Josh and Caitlin smile and laugh.



LKS2 VIPs Bullying Scenario Cards

Remember: Bullying is done with the intention of hurting someone. Teasing is a playful form of communicating. However, teasing can become bullying if it is done repetitively in a hurtful way.



Joe is in the same class as Francesca. Whenever Francesca tries to sit on a chair, Joe pulls it away from her so she falls over. Francesca cries each time but Joe carries on doing it.



LKS2 VIPs Bullying Scenario Cards

Remember: Bullying is done with the intention of hurting someone. Teasing is a playful form of communicating. However, teasing can become bullying if it is done repetitively in a hurtful way.



Poppy is getting changed for PE. Her hair gets all ruffled when she changes her top. Her friend, Maisie, says, 'Wow, your hair looks great!' and then bursts out laughing. Poppy laughs too and pretends to flick her hair from side to side.



LKS2 VIPs Bullying Scenario Cards

Remember: Bullying is done with the intention of hurting someone. Teasing is a playful form of communicating. However, teasing can become bullying if it is done repetitively in a hurtful way.

Mike has trousers on that are a bit too short. Every day a boy in the year above, Charlie, laughs at his trousers and tells him he wears baby clothes. Each day Charlie points and laughs at Mike and Mike feels very embarrassed and uncomfortable.



Prayer and Reflection

See resource below.

Emotional Well-Being Activity

Make a list of ways you could help someone who was being bullied-what positive actions could you take and how would this help them and possibly you?

Prayer and Reflection resource:

Can you name some good superheroes and their enemies? In the first assembly, the term goodies and baddies were used? It was suggested that we all have the ability to do good, but we also have the ability to be bad. An old Native American story helps to explain this.

An old tribal Chief is teaching his grandson about life. "There's a fight going on inside of all of us; it is like a fight between two wolves. One is evil – he is anger, jealousy, sorrow, regret and greed, self-importance, self-pity, guilt, resentment, inferiority, superiority, lies and false pride." He pauses and then continues, "The other is good - he is joy, peace, love, hope, humility, kindness, empathy, generosity, truth, compassion and faith."

The grandson thinks about this and then asks his grandfather, "Which wolf will win?"

The old Chief replied, "The one you feed."

Doing the right thing is a choice, we choose to act on the school values, and we choose to do as we are asked. If we choose to do the right things, then we also choose the good things that come from them like good friendships and a helpful, happy school. Feeding the good wolf is choosing to 'think' and 'do' good things.

Time to reflect

- What can you do today to help feed the good in you?
- What do you need to avoid today?

Reflection (Prayer)

(Dear God)

May we make the right choices today, choices to think, do and say the right things. May we not let bad words said to us affect our good thoughts. *(Amen)*