Year 4 – Mr. Churchill

Tuesday 23rd February 2021

English

In today's English task, I would like you to re-watch the video clip 'Powerless'. In this session, I would like you to, after watching the video clip, compose a summary about what happens. A summary is a short account about the main points of an event/experience etc. Please refer to the model provided about the film 'Trolls' in order to gain an understanding of what is required. In your own summary of 'Powerless', make sure you address the following questions:

What is the story about? Which characters are in the film? What are the **main** things that happen?

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.

Please also complete the attached comprehension activity.

Mathematics

In mathematics, we are continuing to look at calculations with fractions. Today's session focuses on the addition of more than two fractions. Please re-watch the video if required.

https://vimeo.com/507468794

P.E.

Please use the following link to get active!

https://www.youtube.com/watch?v=E5mREgx5Euw

Please make sure that you warm up and down before and after completing this workout!

R.E.

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

Prayer and EWB after maths and English resources

English resource:

<u>Summary of Trolls:</u>

After the Bergens invade Troll Village, Poppy, the happiest Troll ever born, and the overly-cautious, miserable Branch set off on a journey to rescue her friends. Their mission is full of adventure and mishaps, as this mismatched duo try to tolerate each other long enough to get the job done. At the end of the film, Poppy and Branch rescue their friends and bring happiness to the Bergens.

A summary is a **short account** of the **main/most important** parts of what you are writing about. The most effective summaries are those that are concise and precise-no words are wasted. It is very difficult to write a summary as you don't have too many words to play with.

Reading Task:

Quick Questions

1. Which two tall, natural features was Gary unable to go to?

_____

2. 'Gary knew that he needed to find a vantage...'
   What do you think vantage means in this sentence?

_____

3. Who do you think Gary is looking for? Use evidence from the text to support your answer.

_____

4. What do you think Gary will do next?

_____

Gary's Big Adventure

11 Gary knew that he needed to find a vantage – a place
22 which would give him a good view of the entire rainforest.
34 Without that, a tiny frog like him would never be able to
45 find them. But where could he go? He was surrounded by
54 acres of thick, dense vegetation. No cliffs. No waterfalls.
65 Suddenly, he had an idea. He stretched out his toes as
75 wide as they would go and jumped towards the nearest
84 tree trunk. Clinging on, he climbed higher and higher
94 until he finally reached the canopy. He stood atop the
101 wide-reaching fronds, looking towards the horizon in
111 search of two tiny, blue specks, which looked just like
122 him. Just as he had given up hope, an auburn orangutan
132 swung by, carrying two sticky, blue lumps on her back...

Mathematics Task resource

Fluency

F1)

Use the models to add the fractions:
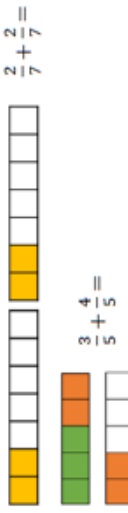
$$\frac{2}{7} + \frac{2}{7} =$$
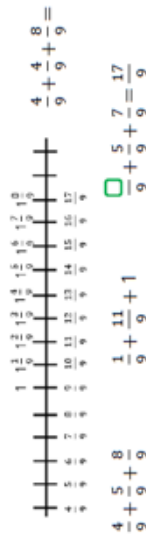
$$\frac{3}{5} + \frac{4}{5} =$$

Choose your preferred model to add:

$$\frac{2}{5} + \frac{1}{5} \qquad \frac{3}{7} + \frac{6}{7} \qquad \frac{7}{9} + \frac{4}{9}$$

F2)

Use the number line to add the fractions.

$$\frac{4}{9} + \frac{5}{9} + \frac{8}{9} =$$

$$\frac{4}{9} + \frac{5}{9} + \frac{8}{9} =$$

$$\frac{1}{9} + \frac{11}{9} + 1 \qquad \frac{5}{9} + \frac{7}{9} + \frac{\square}{9} = \frac{17}{9}$$

Reasoning

R1)

Alex is adding fractions.

$$\frac{3}{9} + \frac{2}{9} = \frac{5}{18}$$

Is she correct? Explain why.

R2)

How many different ways can you find to solve the calculation?

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{11}{9}$$

Problem solving

PS1)

Mo and Teddy are solving:

$$\frac{6}{13} + \frac{5}{13} + \frac{7}{13}$$

Mo

The answer is 1 and $\frac{5}{13}$

Teddy

The answer is $\frac{18}{13}$

Who do you agree with? Explain why.

F1)

Use the models to add the fractions:

$$\frac{2}{7} + \frac{2}{7} =$$

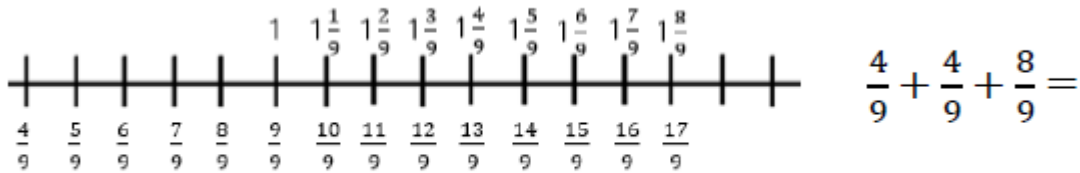$$\frac{3}{5} + \frac{4}{5} =$$

Choose your preferred model to add:

$$\frac{2}{5} + \frac{1}{5} \qquad \frac{3}{7} + \frac{6}{7} \qquad \frac{7}{9} + \frac{4}{9}$$

F2)

Use the number line to add the fractions.

$$\frac{4}{9} + \frac{4}{9} + \frac{8}{9} =$$

$$\frac{4}{9} + \frac{5}{9} + \frac{8}{9} \qquad \frac{1}{9} + \frac{11}{9} + 1 \qquad \frac{\boxed{}}{9} + \frac{5}{9} + \frac{7}{9} = \frac{17}{9}$$

Prayer and reflection resource:

How can you tell the difference between an apple tree and a pear tree? Even for those of us who can't tell the difference between different varieties of plants and shrubs, we can probably identify fruit trees because of the fruit they produce. An apple tree produces apples and a pear tree produces pears. You can't judge a book by its cover, or a banana by its spots, but you can certainly identify a tree by its fruit. There are a number of berries common to Britain that are poisonous, for example, mistletoe, ivy and holly berries are all toxic and should never be eaten. Our knowledge of fruit trees enables us to make the right choices. When teaching his disciples, Jesus told them that "just as you can identify a tree by its fruit, so you can identify people by their actions" (Matthew 7:16, NLT). We are told not to judge others, but we can identify what a person is like. To judge means that we make an opinion about someone. If we judge someone based on our first impressions then our opinion of that person will often be wrong. To 'identify' is slightly different. 'Identify' means that we use knowledge to make a decision, we need to get to know a person before forming our opinion. Wisdom is the ability to use the experiences we have had, and the experiences others have told us about, to make the right choices. We also need the wisdom to remember that we all make mistakes so that we can be fair to everyone around us.

Time to reflect

- Think about the superheroes that we discussed two weeks ago, are you always a goodie?

- What would happen if people judged you only on the bad things you did?

- What good things do you want to be known for?

Reflection (Prayer)

(Dear God)

It is important that we don't judge people wrongly. May we identify people based on who they really are. Today, let us focus on the good things that help our school community produce good fruit. *(Amen)*

Prayer and Reflection Activity

Please see resource attached.

Emotional Well-Being Activity

Use your playlist or listen to your favourite music. Spend 10-15 minutes listening to this music and have a dance with someone else in your house.