



Day	Handwriting & Spelling	Reading	English	Maths	The Wider Curriculum
<p>Monday 22nd February</p> <h2 style="margin: 0;">Whole School INSET Day</h2>					
<p>Tuesday 23rd February</p>	<p>Handwriting – words beginning with non-</p> <p>Remember to complete handwriting activities on paper with a pencil and upload a photo of your work.</p>	<p>Reading & summarising Read chapter 1 of 'Beowulf'. Use your imagination and what you know about the text so far to write a prediction for this story. What might happen in the next chapter? What do you think might happen to the characters? What problem might the characters have to face or overcome? How might the problem be solved? Your paragraph should answer the questions above. Can you give more detail using conjunctions e.g. because, so, and, but?</p>	<p><u>L.O.: Can I respond to poetry linked to a theme?</u></p> <p>Today you need to listen to or read the poem, Change by Karl Nova.</p> <p>https://vimeo.com/265490638</p> <p>Watch or read it more than once. Then answer questions about the poem. Write clearly and explain fully using full sentences.</p>	<p>5 minute starter: Practise answering mixed times table and division questions using Hit the Button https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Watch the video https://vimeo.com/491687378</p> <p>(Focus – written methods)</p> <p>After watching the video, you should be able to complete the worksheet.</p> <p>Tip for completing your maths work: Work on the sheet if you can or write your answers on paper and upload a photograph to Seesaw.</p>	<p><u>New Topic Launch/Art: Classification and Conservation</u></p> <p>Watch the BBC video clip about classification https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx</p> <p><i>Animals can be divided into groups or 'classified' by looking at the similarities and differences between them. Animals are divided into two main groups. Animals that have a backbone are called vertebrates. Animals that don't have a backbone are called invertebrates.</i></p> <p><i>Vertebrates and invertebrates are divided into smaller groups. Vertebrates, for example, are divided into fish, amphibians, reptiles, birds and mammals.</i></p> <p>Your task: Draw and write about 2 animals, each one on a Top Trumps style card. You should state which animal group your chosen animal belongs to, describe physical features and at least one other interesting fact. A template and example have been included for you.</p>
<p>Wednesday 24th February</p>	<p>Handwriting – words beginning with ar- er-</p> <p>Spelling:</p> <p><u>L.O: Can I recall the different spellings of the long a sound (sounds like 'ay')?</u></p> <p>Grouping words that have the same digraph.</p>	<p>Reading and follow up activity For today's reading you need to read chapter 1 and 2. Once you have read both chapters, complete the follow up activity. Each question has a page number. This is where you will find the correct answer e.g. P.6 means that the answer is found on page 6.</p>	<p><u>L.O.: Can I write my own version of 'Change' by Karl Nova?</u></p> <p>Today you will be generating ideas for your own poem based on the original poem (from yesterday's lesson).</p> <p>https://vimeo.com/265490638</p> <p>You should plan using a mind map and jotting down ideas/changes that you have observed over time. What has changed? How has it changed?</p> <p>Then look at the example before writing your own.</p>	<p>If you find this topic tricky, remind yourself of the learning from year 3 by watching the year 3 recap video and trying the activity. Once you're more confident, watch the year 4 video and complete the activity.</p> <p>Watch the video Yr 3 recap https://vimeo.com/492101238 Yr 4 https://vimeo.com/492463370</p> <p>(Focus – multiply 2 digits by 1 digit)</p> <p>After watching the video, you should be able to complete the worksheet.</p> <p>Tip for completing your maths work: Work on the sheet if you can or write your</p>	<p>History:</p> <p>L.O. Can I explain how the use of animals has changed through out the prehistoric period?</p> <p>Today we will look the change in attitude towards animals throughout the prehistoric period. The prehistoric period is made up of the Stone Age, Bronze Age and Iron Age.</p>



Kelvin Grove Year 4 Home Learning – Week commencing Monday 22nd February

				answers on paper and upload a photograph to Seesaw.	
<p>Thursday 25th February</p>	<p>Handwriting – words ending in -ous</p> <p>Remember to complete handwriting activities on paper with a pencil and upload a photo of your work.</p>	<p><u>Reading Comprehension</u></p> <p>Read the text about the 'Layers of the Rainforest' and answer the questions. Once you have finished, use the answer sheet to check your answers.</p>	<p><u>L.O.: Can I read, prepare and perform a poem?</u></p> <p>Today you will be performing a poem and either asking someone at home to listen or by recording yourself and then uploading it to Seesaw.</p> <p>You will also need to find out what the word 'enjambment' means. It will help your performance.</p> <p><i>He Thinks if his Past Faces</i> by John Canfield.</p>	<p>5 minute starter: Practise answering mixed times table and division questions using Hit the Button https://www.topmarks.co.uk/mathsgames/hit-the-button</p> <p>Watch the video https://vimeo.com/492456871</p> <p>(Focus – multiply 3 digits by 1 digit)</p> <p>After watching the video, you should be able to complete the worksheet.</p> <p>Tip for completing your maths work: Work on the sheet if you can or write your answers on paper and upload a photograph to Seesaw.</p>	<p>PSHCE Jigsaw: <u>L.O. Can I recognise how different friendship groups are formed and identify the feelings I have about my friendship groups?</u></p> <ul style="list-style-type: none"> • Discuss the friends you have both at home and at school. • Create a Friendship Chart • Reflection -I know how to work out the steps to take to achieve a goal. -Can I recognise how different friendship groups are formed, how I fit into them and the friends I value the most? -Can I identify the feelings I have about my friends and my different friendship groups? • Upload a photo of your work on SeeSaw <p>P.E.:</p> <p>Relax and stretch with Mr Djavit – a 10 minute workout https://vimeo.com/510474526/e711c9643e</p>
<p>Friday 26th February</p>	<p>Handwriting – words ending in -ous</p> <p>Spelling:</p> <p><u>L.O: Can I learn alternative spellings of the long a sound (sounds like 'ay') and spelt ei, eigh or ey?</u></p> <p>Read the words, underline the 'ay' phoneme in each word. Write the meaning of each word.</p>	<p><u>Reading for pleasure</u></p> <p>You choose what you read – just like you do in class at school.</p> <p>Today, you could read aloud to someone else, share a book taking turns to read or practise reading aloud and then read a page to use on Seesaw. If you choose to read on Seesaw, remember to introduce the book.</p>	<p><u>L.O.: Can I respond to poetry and make comparisons?</u></p> <p>Today you will look at 2 more poems linked to this week's theme. <i>Fire</i> by Brain Moses and <i>The Way Through the Woods</i> by Rudyard Kipling (Brian Moses likes this poem because it shows how something changes over time).</p> <p>Read or listen to both poems. For each poem draw a picture that shows what you see or imagine in your mind as the poem is being read.</p> <p>Main task: Complete the similarities and differences chart.</p> <p>Challenge: write a list poem inspired by this week's work. There is a video showing the 4 seasons of the year, watch it to stimulate your ideas. https://www.youtube.com/watch?v=D5PKjJzapq8</p>	<p>If you find this topic tricky, remind yourself of the learning from year 3 by watching the year 3 recap video and trying the activity. Once you're more confident, watch the year 4 video and complete the activity.</p> <p>Watch the video Yr 3 recap: https://vimeo.com/492601303 Yr 4: https://vimeo.com/497573248</p> <p>(Focus – divide 2 digits by 1 digit)</p> <p>After watching the video, you should be able to complete the worksheet.</p> <p>Tip for completing your maths work: Work on the sheet if you can or write your answers on paper and upload a photograph to Seesaw.</p>	<p><u>Science: Can I group organisms in a range of ways?</u></p> <p>In this, the first lesson in our Living things and their Habitats unit of learning, you meet lots of new vocabulary and vocabulary you have met in previous learning. You will find out how and why scientists have sorted living things in different ways and how this can help us understand the living world better.</p> <p>Watch the video and try the activities: https://www.loom.com/share/b067159dbe9048a1adceffae57f809bd</p> <p>Fun Science practical: 1 minute expert! Watch this BBC Teach clip on classification : https://www.youtube.com/watch?v=ITrRMiQB8g4&feature=emb_logo</p> <p>Choose <u>one</u> group of animals (fish, mammals, reptiles, birds or amphibians) and prepare, practice and present a 1 minute video or audio clip on how we can all identify this special group of animals.</p> <ul style="list-style-type: none"> - Give your presentation a title. E.g., How to spot a - If choosing to video record your presentation, you can make or use any props. - Add a question to test the audience at the end. - Sentence starters could include: Did you know..., Not many people may know this but..., Have you ever wondered...Its easy to spot a ...if you look for... - Submit to SeeSaw.