Year 4 Remote Learning

Week beginning 31st January 2022

Music Unit: Mamma Mia

https://interactive.servicesforeducation.co.uk/yumu/log

charanga YUMU

	PE	Maths	English	Wider Curriculum
Mon	**Choose from:** **PE at Home** Football Rounders ***Joe Wicks*** **https://www.youtube.com/user/thebodycoach1** **Daily Mile** **Pupil Home Access Login – 5 a day TV** *Username*: clifton-primary-school-b128ly-home Password: LZYR6bVd	**Lesson 1:** LO: What is area? https://vimeo.com/499229510	**Lesson 1:** Handwriting/Spellings Grammar: Fronted adverbials **Watch**: https://www.youtube.com/watch?v=0o6wJET1gdI Reading: Retrieve and record information from a text (Zoom lesson) Writing: LO: Sequence events in a story	**Science:** LO: Identify the types of food eaten by animals. **Watch**: **https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z846gdm** **Music:** Lesson 2 Unit: Mamma Mia https://interactive.servicesforeducation.co.uk/yumu/login
Tues		**Lesson 2:** LO: Counting squares https://vimeo.com/500381471	**Lesson 2:** Handwriting/Spellings Grammar: Fronted adverbials Reading: identify the meaning of words in context. Writing: LO: Evaluate an author's style of writing.	**IPC:** LO: Know that Ancient Egyptians believed in hundreds of different gods and goddesses. **https://www.bbc.co.uk/bitesize/articles/zdq3gwx**
Weds		**Lesson 3:** LO: Making shapes https://vimeo.com/500864228	**Lesson 3:** Handwriting/Spellings Grammar: Time Conjunctions Reading: Order events. Writing: LO: Describe key events in a story	**RE:** LO: To learn how Sikhs show they belong **PSHE:** Privacy and Security
Thurs		**Lesson 4:** LO: Comparing area https://vimeo.com/501678823	**Lesson 4:** Reading: Handwriting/Spellings Reading: Make Predictions Grammar: Time Conjunctions **Watch**: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3 Writing: LO: Analyse a character	**IPC:** LO: Know that Ancient Egyptians believed in hundreds of different gods and goddesses.
Fri		**Lesson 5:** LO: Area Mini Assessment	**Lesson 5:** Reading: Use evidence to create a picture Spelling activities Spelling Test Reading Comprehension	**Computing/J2E:** LO: Create a table **Art**: How to draw the Eye of Horus https://www.youtube.com/watch?v=9Zslluyjf7I&feature=youtu.be

Year 4 Home learning

Week beginning 31st January 2022

How to use your home learning pack: The home learning pack contains work for you to complete during the week and it covers the whole curriculum.

The ***timetable*** sets out the activities for each day. Please try and complete the lessons for each day while you are at home.

TOP TIP: *Every time you complete a lesson cross it off the timetable.*

Maths: Please watch the video before completing the worksheet. The link for the video is on the timetable and on the worksheet. The video will explain and teach you the lesson. It will also help you complete the worksheet.

Extra Maths Support: Some lessons may be tricky; these extra sheets help you practise your fluency skills a little more.

Math Challenges – Challenge yourself with the varied fluency, reasoning and problem-solving question.

Reading for Pleasure – please try and find the time to read and enjoy a book!

Create a free account on: https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/

Reading Success Criteria: Use the success criteria to help you answer the reading comprehension questions. **Extra Reading Support** – a quick activity to support your skills.

Simple retrieval • Read the question carefully. • Identify the key word/words. • Find the section in the text. • Scan for the key word/words.	**Multiple Choice** • Read the choices. • Find the section in the text. • Cross out the answers that are wrong. • Choose the answer that is left.
Inference • Read the question carefully. • Think about what you have read and what you now know. • Find the **evidence** in the text that support what you are saying.	**Find evidence** I think that _____. this is because the text says _____ _____.
Find and copy one word • Find the paragraph. • Read the paragraph. • Find the word. • Replace the word in the text and test it! • THINK: Does it make sense?	**Closest meaning** • Find the sentence in the text. • Read around the sentence. • Replace the sentence with each option. • THINK: What is happening in the text?

Please continue to use Times Tables Rockstars! Watch out for new battles for you to compete in. https://ttrockstars.com/

Parents: Please establish a timetable that suits you and your family. Try to stick to a daily routine and use the timetable/schedule to help children keep on top of their daily learning. Children should take regular breaks and if possible encourage them to get some fresh air/exercise.

Websites you will need:

J2E **How to use J2E:** https://youtu.be/5ksB0r3oPuU

Log into J2E: **https://www.j2e.com/**

Pupil Home Access Login – 5 a day TV

Username: **clifton-primary-school-b128ly-home**

Password: ***LZYR6bVd***

Joe Wicks: https://www.youtube.com/user/thebodycoach1

This week in Year 4…

In Maths we will be looking at area! This is something new and exciting. We will understand that area is the amount space is taken up by a 2D shape or surface and we will use the strategy of counting the number of squares in a shape to measure and compare the areas of rectilinear shapes. In this unit we will explore the most efficient method of counting squares and link this to their understanding of squares and rectangles. **In English** we will continue with the story 'Alice in Wonderland'. We will sequence and describe key events in the next few chapters of the story, evaluate an author's style of writing and analyse a character! The grammar this week is time comjunctions and fronted adverbials – these skills will help us with our writing activities. On Friday you will have a spelling test, your will have been practicing the words everying in your handwriting pattern. **In IPC** you will learn about how the Ancient Egyptians believed in hundreds of different gods and goddesses, use hieroglyphics to write names and design an Ancient Egyptian death mask. **In Science** you will identify the types of food eaten by animals, look at the teeth carefully and decide if an animal is a carnivore, herbivore or an omnivore. You will also look at the skull of different aninals and label the skull with the name and type of animal.

Keeping Your Child Safe Online: A guide for parents.

If your child is accessing school work online, please work with us to help keep them safe.

1. **REMEMBER OUR SMART RULES!**

   Talk to your child about our SMART rules and ensure they understand what they mean.

2. **ENSURE YOUR CHILD CANNOT ACCESS INAPPROPRIATE MATERIAL.**

   Find out how you can lock down your devices with parental restrictions to ensure your child is not accessing harmful content. This will be on the device settings. You can also restrict what they can view with help from your internet provider.

3. **ADVICE FOR ZOOM MEETINGS**

   We hope your child will enjoy our live teaching sessions, but we must ask you to ensure we keep all the children in the session safe. You can do this by:

   - not recording the meeting in any way – photograph or video;
   - ensuring the child is working in a neutral environment with no personal items behind them in camera;
   - making sure the display name is the child's first name, not a personal email address etc;
   - if possible, ensuring the child is working in a quiet environment and
   - making sure the child is appropriately dressed.

4. **ADVICE FOR USING J2E**

   - Children must keep their log in credentials safe and must only log in as themselves.
   - The **'Chat'** feature is managed by teachers. Children **cannot** message each other and **cannot** upload photos. However, you must ensure that children **do not share URLs**.
   - Teachers will only respond to messages during school time.
   - **You need to ensure that your children are sending appropriate messages at all times.**

Thank you for your support in keeping all our children as safe as possible.

Physical

Game 12 – Football Rounders
Equipment: A football, four cones and two hoops (to mark the bowler and batter area)

A game played like normal rounders, but with a football, which is kicked. It is not handled by anyone.
1. Split the children into 2 equal teams. One team fields first for an allotted time and the other team bats (kicks the ball).
2. Mark out four bases (using the football cones) in a square with a bowling area (hoop) in the centre and a batting area (hoop) in the middle of one side
3. The bowler kicks the ball gently towards the batting area and the batter kicks it as far away as possible. They have 3 goes, if they miss the ball and then they have to run
4. They must try to run around the full square without the fielding team kicking the ball against the post they are running towards. If they don't reach a post before the ball hits it they are out
5. They are also out if the ball is caught off their kick without it touching the ground
6. If they do not kick the ball and still run then the batter can only run to the first base.
7. As the team takes turns to kick, the batting team on the posts must continue their journey around the 4 cones before joining the back of the batting queue
8. If two people are on a base then the last person to get there is out
9. Points are scored for making it all the way round in one go (a rounder)
10. The team with the most rounders at the end of the game is the winner.

Pupil Home Access Login – 5 a day TV

Username: clifton-primary-school-b128ly-home

Password: LZYR6bVd

Joe Wicks: https://www.youtube.com/user/thebodycoach1

Monday https://vimeo.com/499229510

Maths LO: What is area?

Success criteria

Area is the amount of space taken up a closed 2D shape.

The bigger the shape the larger the area.

What is area?

1 **a)** Work with a partner.

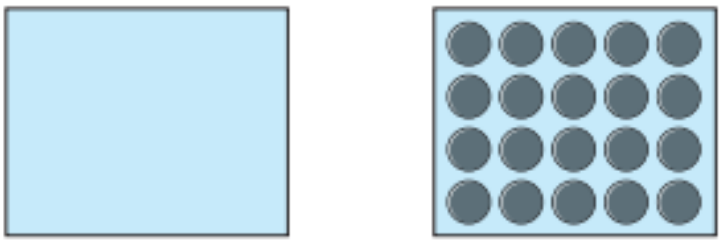
Use 4 sticky notes to make as many different rectilinear shapes as you can.

How many different shapes did you make?

b) All of the shapes that you made have the same area.

Explain how you know that this is correct.

2 Amir covers a rectangle with some counters.

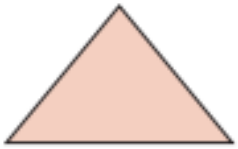


a) Amir thinks the area of the rectangle is exactly 20 counters.

Is Amir correct?

b) Explain why counters are not the best way to measure area.

3 Eva draws this shape.

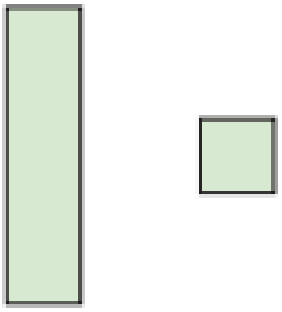


a) Draw a triangle with a smaller area

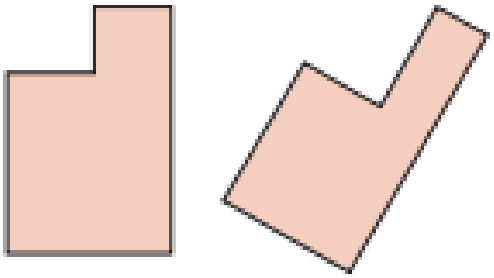
b) Draw a triangle with a greater area.

4 For each pair of shapes, which has with the greater area?

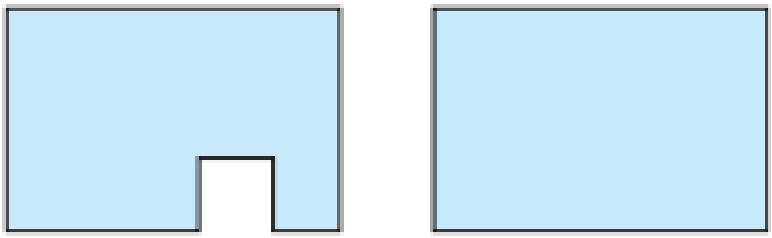
a)



c)



b)



5

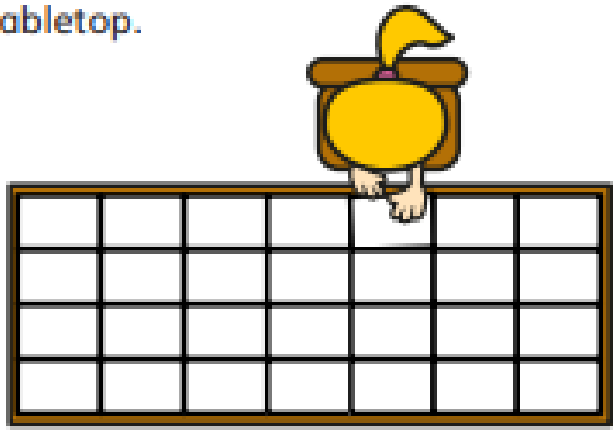
A longer object will always have a greater area than a shorter object.

Do you agree with Teddy?

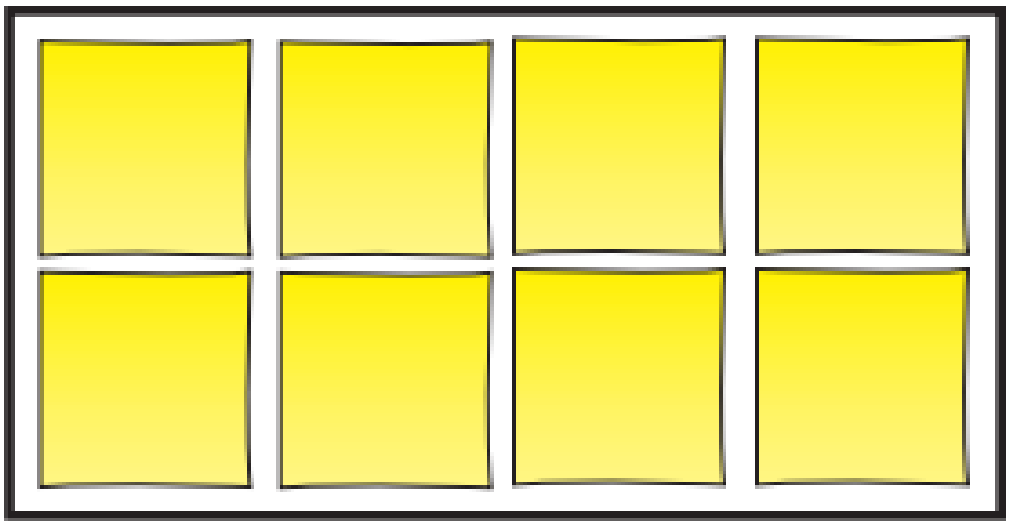
Draw a picture to support your answer.

6 Eva is measuring the area of the tabletop.

She has covered the table
with exactly 28 sheets of paper.

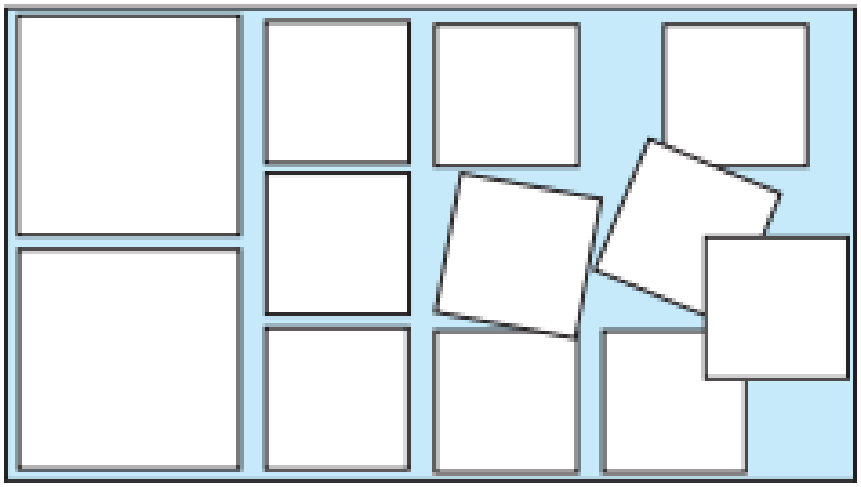


She covers one sheet of paper with sticky notes.



What is the area of the **tabletop** in sticky notes?

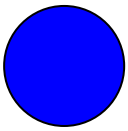
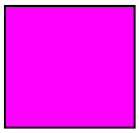
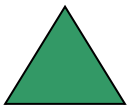
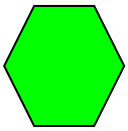
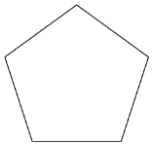
7 Kim thinks the area of the rectangle is 12 squares.



Is Kim correct?

How do you know?

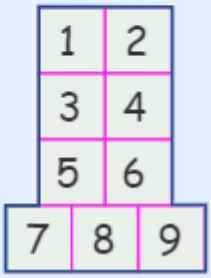
Monday Extra Math Support

Shape	Match shape to name	Name of shape
		square
		circle
		rectangle
		hexagon
		pentagon
		triangle

What is Area?

Area is the amount of space an object takes up

These shapes all have the same area of 9:



Count the squares to find the area. 1 has been done for you.

Calculate the Area

What is the area of these shapes in cm^2?

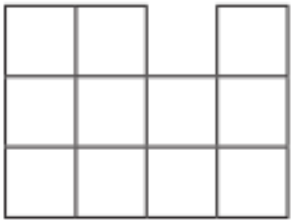
1.

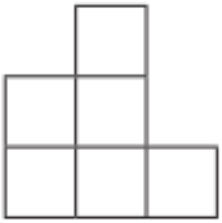
$3\ cm^2$

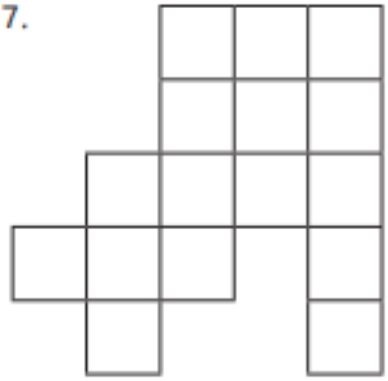
2.

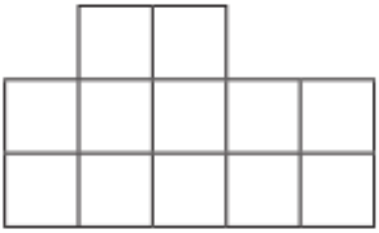
3.

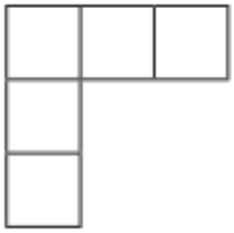
4.

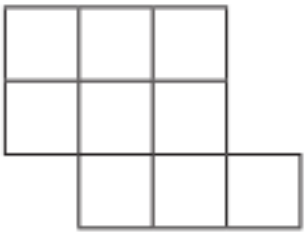
5. 

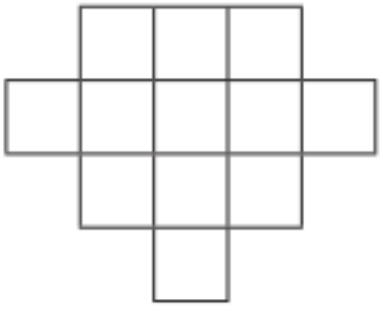
6. 

7. 

8. 

9. 

10. 

11. 

Monday – Maths Varied Fluency, Reasoning and Problem- Solving Questions

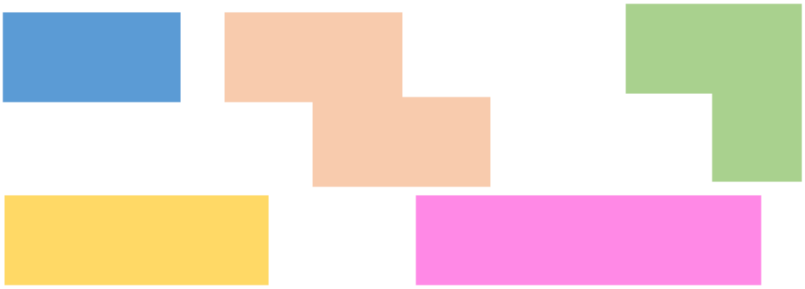
Varied Fluency

Which of the two shapes covers most surface?

How do you know?

This is a square sticky note.

Estimate how many sticky notes you need to make these shapes?



Now make the shapes using sticky notes.
Which ones cover the largest amount of surface? Which ones cover the least amount of surface?

What is Area?

Reasoning and Problem Solving

Two children have measured the top of their desk. They used different sized squares.

Dora

The area of the table top is 6 squares.

The area of the table top is 9 squares.

Alex

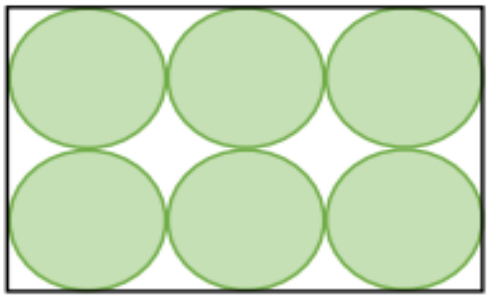
Who used the largest squares?
How do you know?

What is Area?

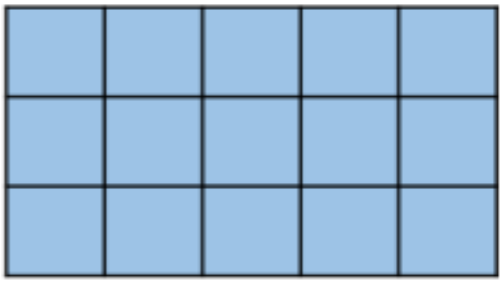
Reasoning and Problem Solving

Teddy and Eva are measuring the area of the same rectangle.

Teddy uses circles to find the area.



Eva uses squares to find the area.



Whose method do you think is more reliable?
Explain why.

Monday

English Lesson 1

teachers'

women's

men's

Grammar: Fronted adverbials

Watch: https://www.youtube.com/watch?v=0o6wJET1gdI

When did it happen?

Fronted Adverbials to show time!

Fronted adverbials can be added to sentences to describe time. They tell the reader when something takes place.

For example:

Early this morning, I went for a stroll in the park.

Remember: there is a comma after the fronted adverbial!

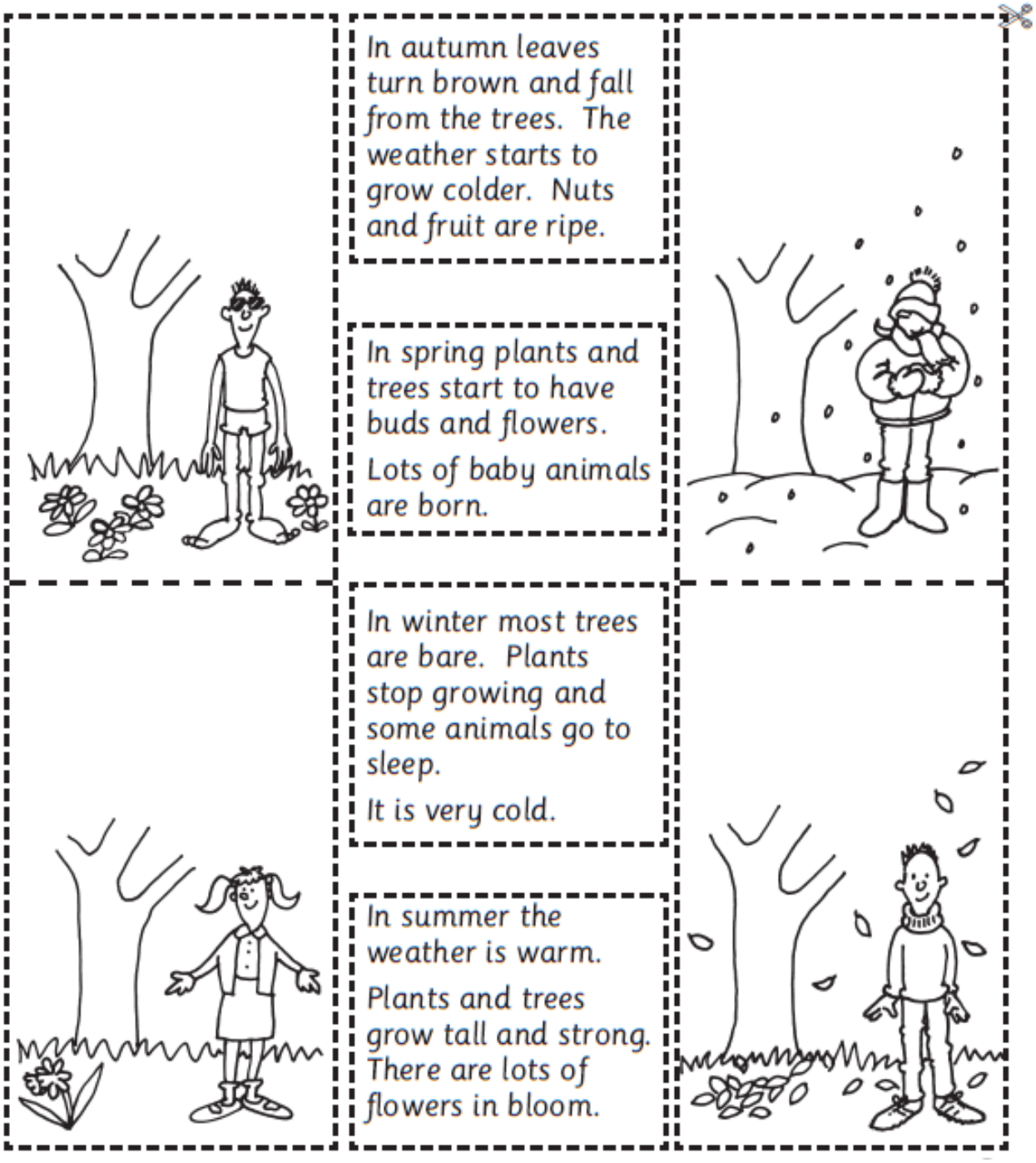
TASK: Match the fronted adverbial.

After a while,	Siraaj ate his delicious dessert.
Every year,	John had to put his uniform on.
Before school,	many people celebrate Christmas.
In the evening sun,	long shadows stretched across the ground.
After dinner,	I celebrate my birthday.
In December,	the rain cleared and the sun came out.

Monday Extra Reading Support

What do you know about the seasons?

Cut out the picture boxes and the sentences below.
Stick them in your book in the right order - start with spring.
Draw a tree in the picture box.



Monday: Whole Class Reading

We will be using this lesson for Monday's Zoom lesson

LO: To retrieve and record information from a text

There are two versions of the story. The original version on page 16 or a simple summary on page 17. Read the version you feel able to, and use the success criteria to answer the questions.

Success Criteria:

- Read the question carefully.
- Identify the key word/words.
- Find the section in the text.
- Scan for the key word/words.

Questions for Option 1:

1. What did the label on the bottle that Alice found say? _____

2. Why did Alice check the bottle before she drank from it?

_____

3. How tall was Alice after she drank from the bottle? _____

4. What was behind the door, that Alice wanted to get to? _____

5. *…but, alas for poor Alice! when she got to the door, she found she had forgotten the little golden key, and when she went back to the table for it, she found she could not possibly reach it…*

Why couldn't Alice reach the golden key?

_____

6. Read the paragraph beginning; *Soon her eye fell on a little glass box…*

How does Alice feel when she decides to eat the cake? Tick one.

a) she hopes to get smaller
b) she hopes to get taller
c) she doesn't mind if she gets smaller or taller

7. *"…now I'm opening out like the largest telescope that ever was! Good-bye, feet!" (for when she looked down at her feet, they seemed to be almost out of sight, they were getting so far off)…*

What happened to Alice after she ate all of the cake? Tick one.

a) she got smaller
b) she got taller
c) she got fatter
d) nothing

Option 1: This is where the Story of Alice's Adventures in Wonderland continues...

There seemed to be no use in waiting by the little door, so she went back to the table, half hoping she might find another key on it, or at any rate a book of rules for shutting people up like telescopes: this time she found a little bottle on it, ("which certainly was not here before," said Alice,) and round the neck of the bottle was a paper label, with the words "DRINK ME," beautifully printed on it in large letters.

It was all very well to say "Drink me," but the wise little Alice was not going to do *that* in a hurry. "No, I'll look first," she said, "and see whether it's marked '*poison*' or not"; for she had read several nice little histories about children who had got burnt, and eaten up by wild beasts and other unpleasant things, all because they *would* not remember the simple rules their friends had taught them: such as, that a red-hot poker will burn you if you hold it too long; and that if you cut your finger *very* deeply with a knife, it usually bleeds; and she had never forgotten that, if you drink much from a bottle marked "poison," it is almost certain to disagree with you, sooner or later.

However, this bottle was *not* marked "poison," so Alice ventured to taste it, and finding it very nice, (it had, in fact, a sort of mixed flavour of cherry-tart, custard, pine-apple, roast turkey, toffee, and hot buttered toast,) she very soon finished it off.

"What a curious feeling!" said Alice; "I must be shutting up like a telescope."

And so it was indeed: she was now only ten inches high, and her face brightened up at the thought that she was now the right size for going through the little door into that lovely garden. First, however, she waited for a few minutes to see if she was going to shrink any further: she felt a little nervous about this; "for it might end, you know," said Alice to herself, "in my going out altogether, like a candle. I wonder what I should be like then?" And she tried to fancy what the flame of a candle is like after the candle is blown out, for she could not remember ever having seen such a thing.

After a while, finding that nothing more happened, she decided on going into the garden at once; but, alas for poor Alice! when she got to the door, she found she had forgotten the little golden key, and when she went back to the table for it, she found she could not possibly reach it: she could see it quite plainly through the glass, and she tried her best to climb up one of the legs of the table, but it was too slippery; and when she had tired herself out with trying, the poor little thing sat down and cried.

"Come, there's no use in crying like that!" said Alice to herself, rather sharply; "I advise you to leave off this minute!" She generally gave herself very good advice, (though she very seldom followed it), and sometimes she scolded herself so severely as to bring tears into her eyes; and once she remembered trying to box her own ears for having cheated herself in a game of croquet she was playing against herself, for this curious child was very fond of pretending to be two people. "But it's no use now," thought poor Alice, "to pretend to be two people! Why, there's hardly enough of me left to make *one* respectable person!"

Soon her eye fell on a little glass box that was lying under the table: she opened it, and found in it a very small cake, on which the words "EAT ME" were beautifully marked in currants. "Well, I'll eat it," said Alice, "and if it makes me grow larger, I can reach the key; and if it makes me grow smaller, I can creep under the door; so either way I'll get into the garden, and I don't care which happens!"

She ate a little bit, and said anxiously to herself, "Which way? Which way?", holding her hand on the top of her head to feel which way it was growing, and she was quite surprised to find that she remained the same size: to be sure, this generally happens when one eats cake, but Alice had got so much into the way of expecting nothing but out-of-the-way things to happen, that it seemed quite dull and stupid for life to go on in the common way.

So she set to work, and very soon finished off the cake.

Chapter II: The Pool of Tears

"**C**uriouser and curiouser!" cried Alice (she was so much surprised, that for the moment she quite forgot how to speak good English); "now I'm opening out like the largest telescope that ever was! Good-bye, feet!" (for when she looked down at her feet, they seemed to be almost out of sight, they were getting so far off). "Oh, my poor little feet, I wonder who will put on your shoes and stockings for you now, dears? I'm sure *I* shan't be able! I shall be a great deal too far off to trouble myself about you: you must manage the best way you can;—but I must be kind to them," thought Alice, "or perhaps they won't walk the way I want to go! Let me see: I'll give them a new pair of boots every Christmas."

Option 2: Short version

Alice went across to the table where there was a bottle with a label saying DRINK ME. Alice thought for a while and then decided to taste the liquid in the bottle. She discovered that it was quite nice. After drinking the liquid, Alice started to feel as though she was shrinking. She soon realized that she was now the right size to fit through the tiny door in front of her. She waited to see if she would shrink any more but she didn't. She then realized that she had forgotten the little key and now she was too small to reach the table. She sat down and cried. A short while later, she told herself that she needed to stop crying and sort this mess out. She noticed a little box under the table and she opened it. Inside was a small cake and on it were the words EAT ME. She ate a little bit and held on to her head, waiting to see if you would grow or shrink. She began to grow and grow.

Success Criteria:

- Read the question carefully.
- Identify the key word/words.
- Find the section in the text.
- Scan for the key word/words.

Questions for option 2:

1. What did the label on the bottle say? _____

2. How did the liquid in the bottle taste? _____

3. What happened when Alice drank the liquid? Tick one.

   a) she got smaller
   b) she got taller

4. What did Alice forget to do? Tick one.

   a) to drink something
   b) to eat the cake
   c) to get the key

5. Why was Alice upset? Tick one.

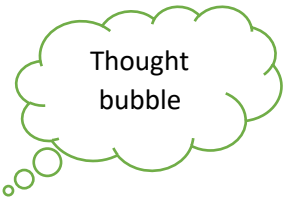
   a) because she was hungry
   b) because she couldn't get the key

6. What happened after Alice ate the cake? Tick one.

   a) she got smaller
   b) she got taller

Writing LO: Sequence events in a story

What happens to Alice? You need to identify the key events and create a cartoon strip to retell the story. Look at the text you read for Whole Class Reading to help you find key events. You can read option 1 on page 16 or the shorter version, option 2 on age 17.

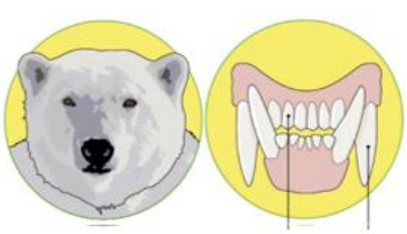


Success Criteria:
Chronological order- start with the first event
Speech bubbles
Thought bubbles
Descriptive sentences- She tried desperately to scramble up the table leg.
Fronted adverbials- Slowly, Afterwards,

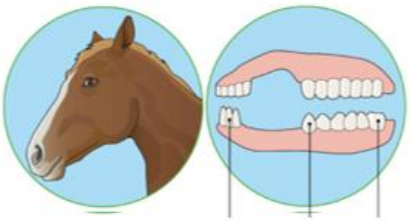
Monday Science Lesson

Watch: https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z846gdm

LO: Identify the types of food eaten by animals.

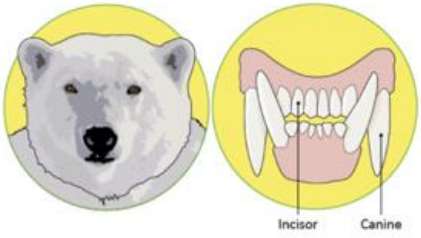


A polar bear is a **carnivore**.
It only eats **meat**?
What sort of teeth does it have?
Why? Explain



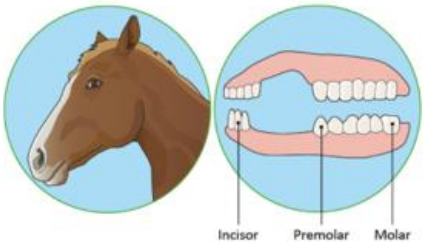
A horse is a **herbivore**.
It only eats **plants**?
What sort of teeth does it have?
Why? Explain

A badger is a **omnivore**.
It eats **meat** and **plants**?
What sort of teeth does it have?
Why? Explain



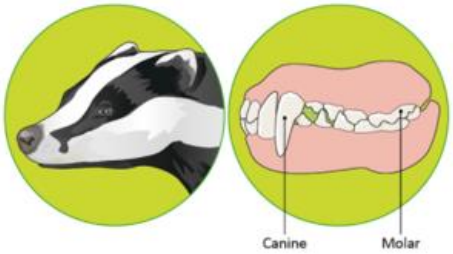
A polar bear is a carnivore.
It eats only meat.

- What sort of teeth does it have?



A horse is a herbivore.
It eats only plants.

- What sort of teeth does it have?



A badger is an omnivore.
It eats plants and meat.

- What sort of teeth does it have?

A simple food chain.

Grass seed is eaten by the vole.

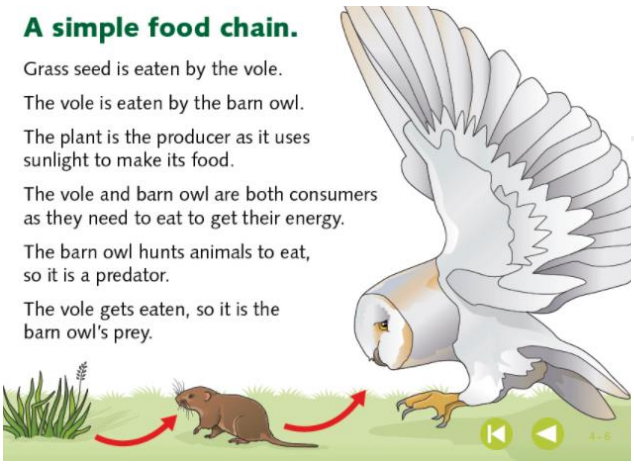
The vole is eaten by the barn owl.

The plant is the producer as it uses sunlight to make its food.

The vole and barn owl are both consumers as they need to eat to get their energy.

The barn owl hunts animals to eat, so it is a predator.

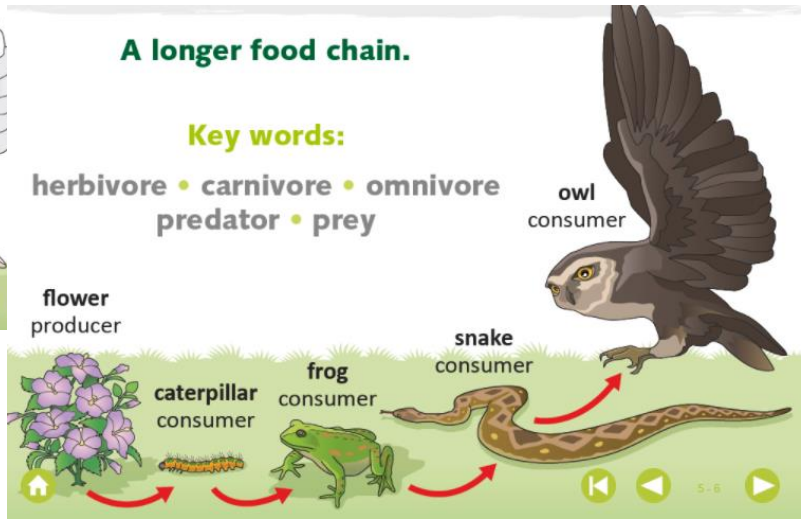
The vole gets eaten, so it is the barn owl's prey.



A longer food chain.

Key words:

herbivore • carnivore • omnivore
predator • prey



TASK: Use the pictures of the skulls to help you identify the animals.
Look at the teeth carefully, are they carnivores, herbivores or omnivores?
How do you know? **Label the skull with the name and type of animal.**

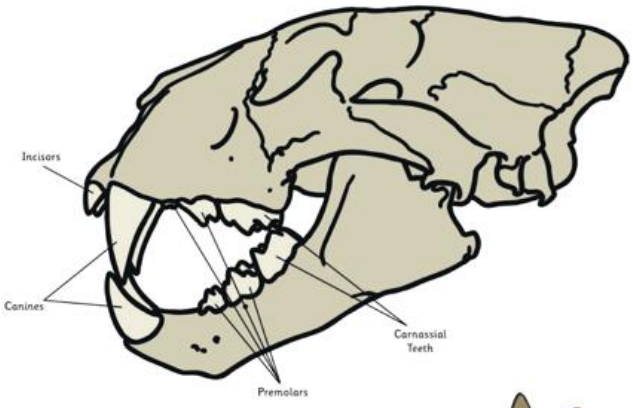
Hyrax	**Hunting dog**	**Hyena**	
Leopard	**Giraffe**	**Elephant**	**Impala**
Baboon	**Crocodile**	**Anteater**	

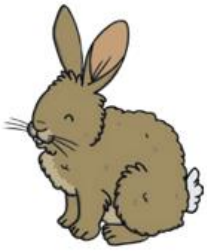
What do rabbits eat?

Why does the rabbit have large incisors?

Why doesn't the rabbit have canines?

Describe/explain the function of the rabbit's teeth.



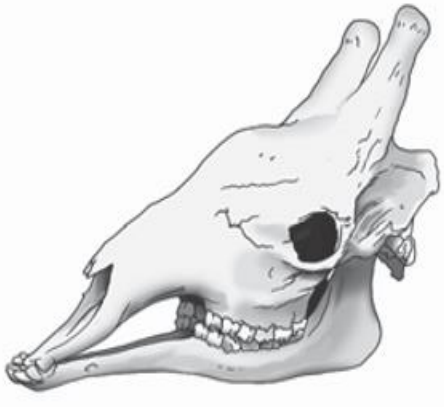


Challenge 2

1. Look at the animal skull and teeth.
2. Label the different types of teeth it has.
3. Explain the function of each tooth.

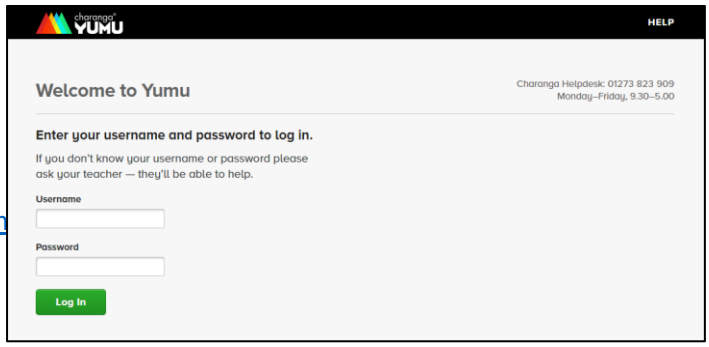
Crocodile

Giraffe

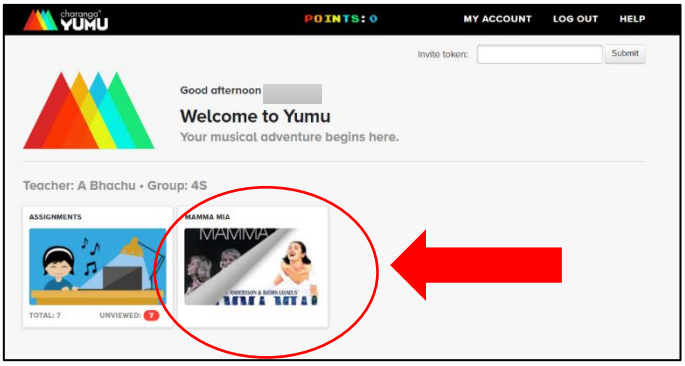


Monday Music Lesson

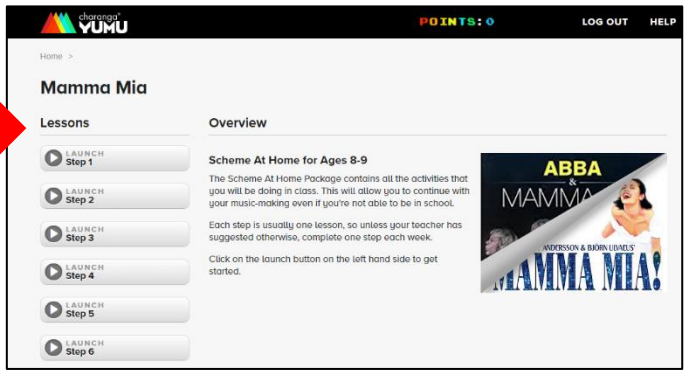
1. If you have a computer or tablet, use this link to log in to Yumu. Your teacher will give you your Yumu password.
https://interactive.servicesforeducation.co.uk/yumu/login
(or Google 'Yumu login' to find the page)



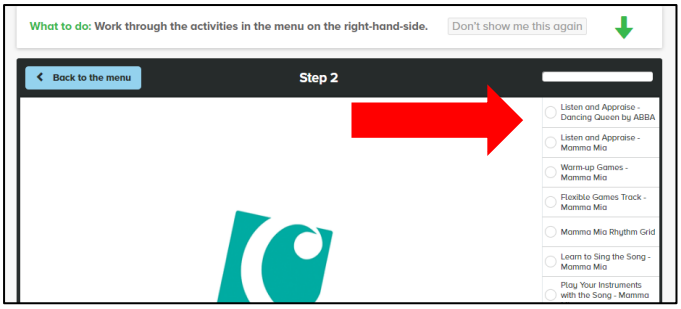
2. Click on the unit 'Mamma Mia'.



3. Click on step one if you haven't done the first lesson. Click on step 2 to do lesson 2 after you've done step 1.



4. Do each part of the lesson using the list on the right hand side of the page.



5. As you do each part of the lesson, activities and instructions will appear in the black box

Tuesday

https://vimeo.com/500381471

Maths LO: Counting squares

Success criteria

Count the squares- as you count cross off each square so you do not count them again.

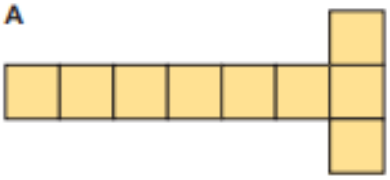
Make sure you read the question carefully.

Two triangles = one square (See question 8)

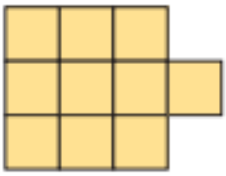
Counting squares

1 Count the squares in each shape to find the area.

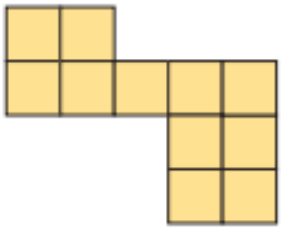
A



B

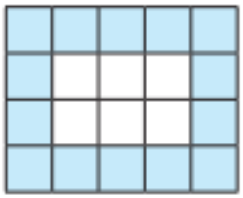


C



Which shape has the greatest area?

2 What is the area of the shaded part of the shape?



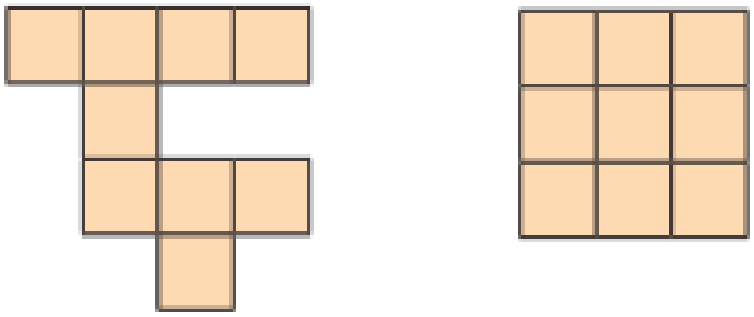
3 Here is a kitchen tile.

a) What area of the tile is blue?

b) What area of the tile is white?

c) What is the total area of the tile?

4 These two shapes are made up of squares of the same size.

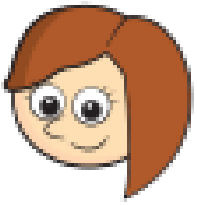


These two shapes have the same area.

Jack

The first shape is bigger as it takes up more space.

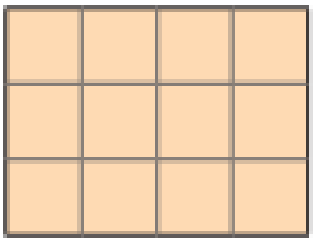
Rosie



Who is correct?

Explain how you know.

5 Here is a rectangle.

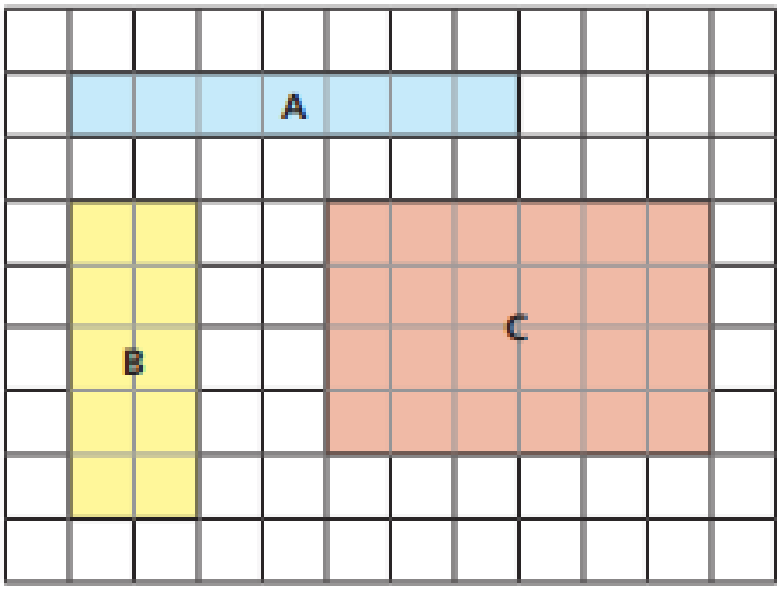


a) The rectangle has ☐ rows and ☐ columns.

b) What is the area of the rectangle?

c) How did you work out the area?

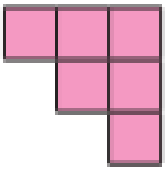
6 Find the area of each rectangle.



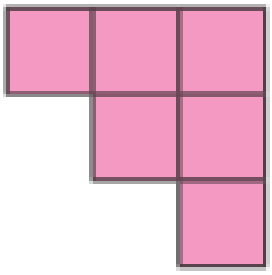
7 Nijah and Eva are making shapes.

They each use 6 squares.

Nijah's shape



Eva's shape

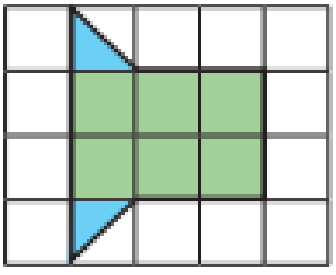


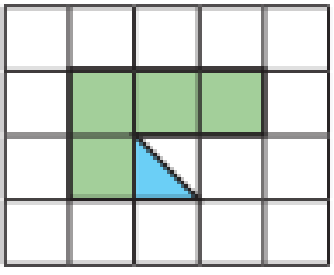
The area of Nijah's shape is equal to the area of Eva's shape.

Is this true or false?

How do you know?

8 What is the area of each shape?

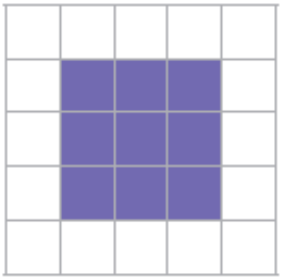


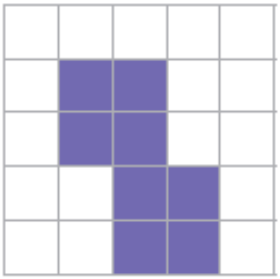


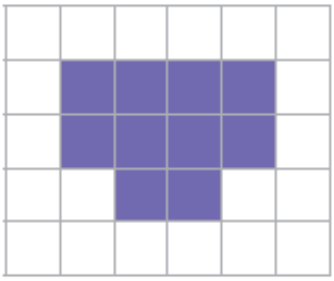
Tuesday Extra Math Support

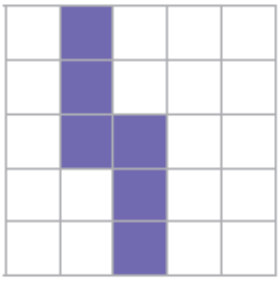
Lesson 2

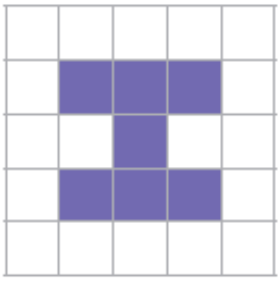
1) Match each shape to the correct area.





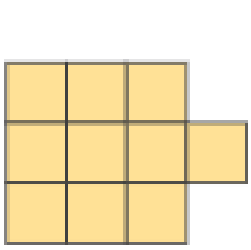




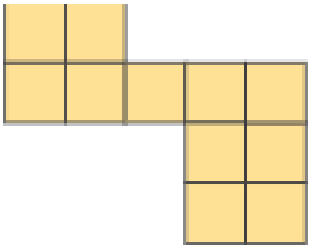


The area of this shape is 10 squares.	The area of this shape is 7 squares.	The area of this shape is 8 squares.
The area of this shape is 9 squares.	The area of this shape is 6 squares.	

B



C

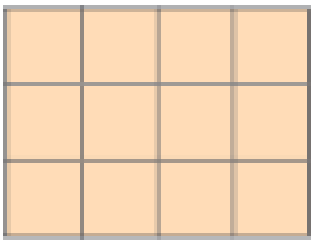


The area is ☐ squares.

The area is ☐ squares.

Which shape has the greatest area? _____

Here is a rectangle. _____ x _____ = _____



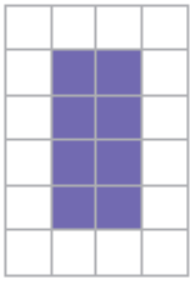
a) The rectangle has ☐ rows and ☐ columns.

b) What is the area of the rectangle? ☐ squares

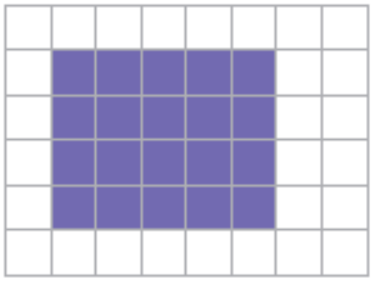
c) How did you work out the area?

2) Copy and complete the table for each example.

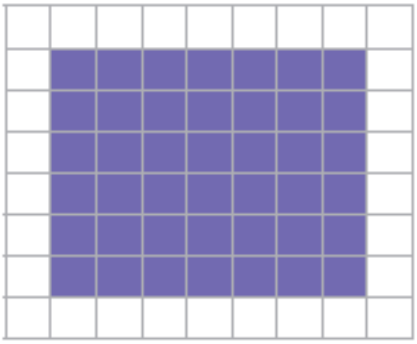
a)



b)



c)



There are ____ squares in each row.

There are ____ rows altogether.

____ rows of ____ squares equals ____ squares.

_____ × _____ = _____

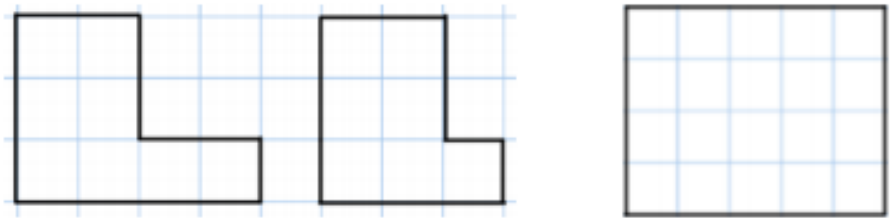
or

_____ × _____ = _____

Tuesday – Maths Varied Fluency, Reasoning and Problem- Solving Questions

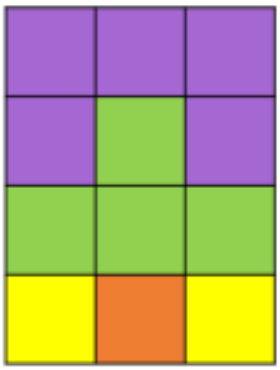
Varied Fluency

Complete the sentences for each shape.



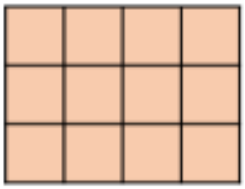
The area of the shape is ____ squares.

Here is a patchwork quilt.
It is made from different coloured squares.
Find the area of each colour.



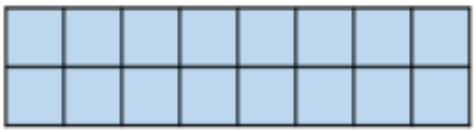
Purple = ___ squares Green = ___ squares
Yellow = ___ squares Orange = ___ squares

Jack uses his times-tables to count the squares more efficiently.



There are 4 squares in 1 row.
There are 3 rows altogether.
3 rows of 4 squares = 12 squares

Use Jack's method to find the area of this rectangle.



Counting Squares

Reasoning and Problem Solving

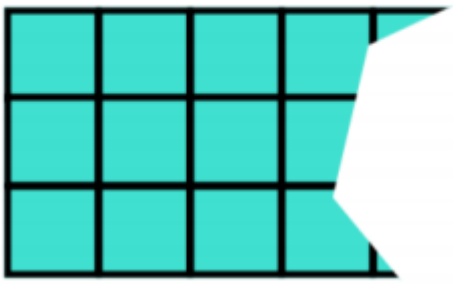
Dexter has taken a bite of the chocolate bar.

The chocolate bar was a rectangle.
Can you work out how many squares of chocolate there were to start with?

Counting Squares

Reasoning and Problem Solving

This rectangle has been ripped.



What is the smallest possible area of the original rectangle?

What is the largest possible area if the length of the rectangle is less than 10 squares?

Tuesday English Lesson 2

children's

people's

mice's

Grammar: Fronted adverbials can be added to sentences to describe time. They tell the reader when something takes place.

For example: **Early this morning, I went for a stroll in the park.**

Remember: there is a comma after the fronted adverbial!

TASK1: Add a fronted adverbial to each of these sentences.

1. _____, I get ready to go to school.
2. _____, the dog went to sleep.
3. _____, Alisha cleaned her teeth.

After a while,	On Tuesday,	Early this morning,
Every morning,	As soon as she could,	
Eventually,	Twice a year,	Sometimes,
Afterwards,	Later,	Yesterday,

NOW: Write 2 sentences of your own, using the **fronted adverbials above.**

1. _____

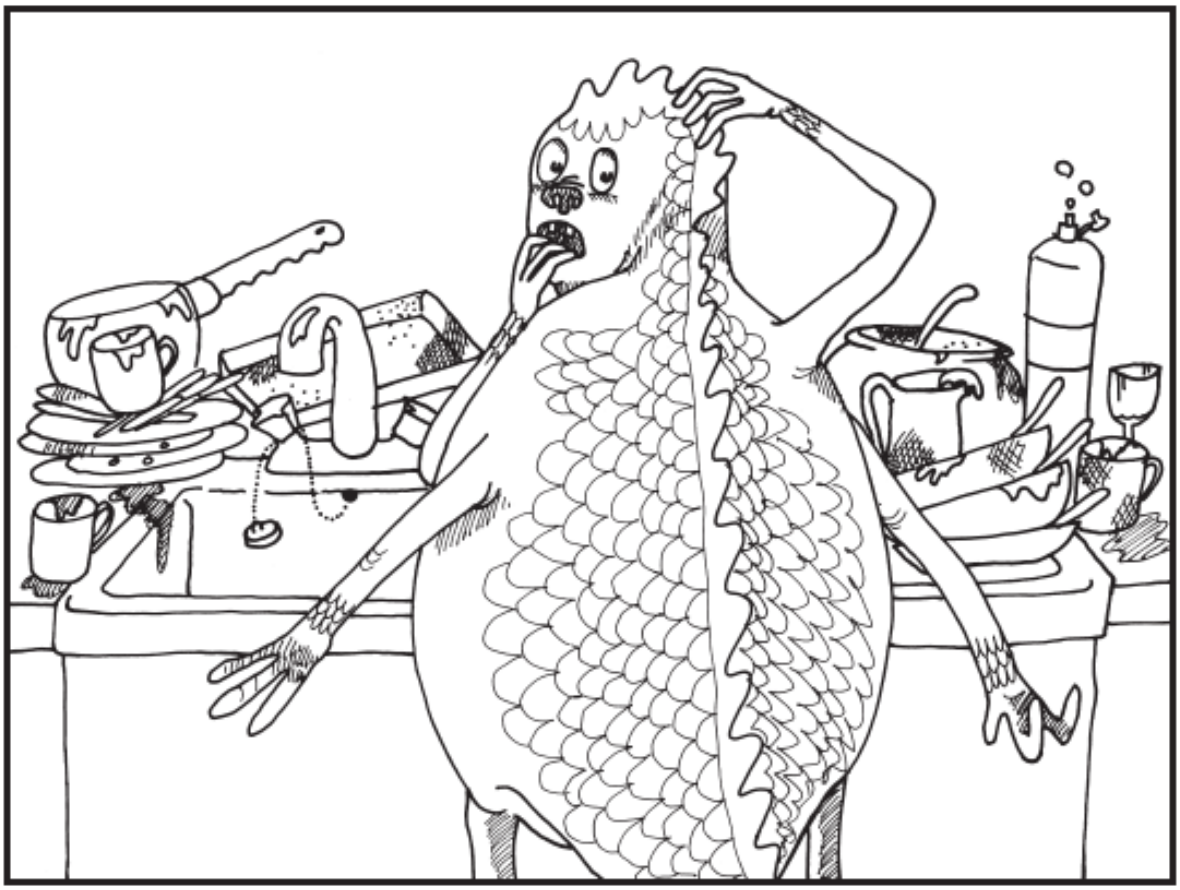
_____

2. _____

_____

Tuesday Extra Reading Support

Help Zog to wash up!



Zog the moonman has to wash up ..... but he doesn't know how!
Cut out the sentences below and put them in the right order.
Then Zog will know what to do!

Empty the sink.	Dry them with a tea towel.
Put everything away.	Fill the sink with hot water.
Wash the glasses first.	Put in some washing-up liquid.
Stack the dirty plates and glasses near the sink.	Then wash all the other things.

Tuesday: Whole Class Reading

Success Criteria: Closest meaning

- Find the sentence in the text.
- Read around the sentence.
- Replace the sentence with each option.
- THINK: What is happening in the text?

LO: To identify the meaning of words in context

Option 1: Read the text on the page 34 and use the success criteria answer the following questions.

1. *The cat only grinned when it saw Alice…*

What does the word *grinned* mean in this sentence? Tick one.

a) smiled
b) spoke
c) spat

2. *"Cheshire Puss," she began, rather timidly…*

What does the word *timidly* mean in this sentence? Tick one.

a) confidently
b) shyly
c) happily

3. *Alice felt that this could not be denied…*

What does the *this could not be denied* mean in this sentence? Tick one.

a) that you couldn't say it's not true
b) that you couldn't say it's true

4. *"But I don't want to go among mad people"…*

What does the word *among* mean in this sentence? Tick one.

a) alone
b) without any
c) in the middle of

5. *"You'll see me there," said the Cat, and vanished…*

What does the word *vanished* mean in this sentence? Tick one.

a) sat down
b) disappeared
c) went to sleep

6. *…she was getting so used to queer things happening…*

What does the word *queer* mean in this sentence? Tick one.

a) normal
b) strange
c) annoying

Option 2: Do this option for extra support

Read the text on the page 34 and answer the following questions.

1. *The cat only **grinned** when it saw Alice…it had very long claws and a great many teeth…*

What does the word ***grinned*** mean in this sentence? Tick one.

a) smiled
b) jumped

2. *"Cheshire Puss," she began, rather **timidly**, as she did not at all know whether it would like the name…*

What does the word ***timidly*** mean in this sentence? Tick one.

a) often
b) shyly

3. *"But I don't want to go **among** mad people"…*

What does the word ***among*** mean in this sentence? Tick one.

a) first
b) with

4. *"You'll see me there," said the Cat, and **vanished**… While she was looking at the place where it had been, it suddenly appeared again…*

What does the word ***vanished*** mean in this sentence? Tick one.

a) talked
b) disappeared

After trying some more potions and meeting a number of strange creatures, Alice comes across the Cheshire Cat…

The Cat only grinned when it saw Alice. It looked good-natured, she thought: still it had *very* long claws and a great many teeth, so she felt that it ought to be treated with respect.

“Cheshire Puss,” she began, rather timidly, as she did not at all know whether it would like the name: however, it only grinned a little wider. “Come, it’s pleased so far,” thought Alice, and she went on. “Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where—” said Alice.

“Then it doesn’t matter which way you go,” said the Cat.

“—so long as I get *somewhere*,” Alice added as an explanation.

“Oh, you’re sure to do that,” said the Cat, “if you only walk long enough.”

Alice felt that this could not be denied, so she tried another question. “What sort of people live about here?”

“In *that* direction,” the Cat said, waving its right paw round, “lives a Hatter: and in *that* direction,” waving the other paw, “lives a March Hare. Visit either you like: they’re both mad.”

“But I don’t want to go among mad people,” Alice remarked.

“Oh, you can’t help that,” said the Cat: “we’re all mad here. I’m mad. You’re mad.”

“How do you know I’m mad?” said Alice.

“You must be,” said the Cat, “or you wouldn’t have come here.”

Alice didn’t think that proved it at all; however, she went on “And how do you know that you’re mad?”

“To begin with,” said the Cat, “a dog’s not mad. You grant that?”

“I suppose so,” said Alice.

“Well, then,” the Cat went on, “you see, a dog growls when it’s angry, and wags its tail when it’s pleased. Now *I* growl when I’m pleased, and wag my tail when I’m angry. Therefore I’m mad.”

“*I* call it purring, not growling,” said Alice.

“Call it what you like,” said the Cat. “Do you play croquet with the Queen to-day?”

“I should like it very much,” said Alice, “but I haven’t been invited yet.”

“You’ll see me there,” said the Cat, and vanished.

Alice was not much surprised at this, she was getting so used to queer things happening. While she was looking at the place where it had been, it suddenly appeared again.

“By-the-bye, what became of the baby?” said the Cat. “I’d nearly forgotten to ask.”

“It turned into a pig,” Alice quietly said, just as if it had come back in a natural way.

“I thought it would,” said the Cat, and vanished again.

Tuesday: Writing

LO: Evaluate an author's style of writing.

We are going to think about the way this extract on page 34 has been written. You can discuss this with your teacher and share your thoughts.

1. What do you think about the way this has been written?

_____

_____

2. Challenge: Why has the author decided to write in this way?

_____

_____

3. Challenge: What techniques do you notice the author using?

_____

_____

4. How would you describe the Cheshire Cat?

_____

_____

5. How is this piece of text different to some of the other texts you have studied?

_____

_____

6. What do you think about the story so far?

_____

_____

7. Do you find the story easy to read? Why or why not?

_____

_____

Tuesday IPC

Week 5 - Lesson 1

Ancient Egyptians

LO: Know that Ancient Egyptians believed in hundreds of different gods and goddesses.

Challenge 1: Definitions

Try to find the definitions of Key Words for today's learning. You can use https://www.oxfordlearnersdictionaries.com/ and also look for clues in the learning.

Harmony _____
Sacred_____
Sickle_____
Linen_____
Embalming _____
Ritual_____
Jackal_____
Ibis _____

What did the ancient Egyptians believe in?

https://www.bbc.co.uk/bitesize/articles/zdq3gwx

Ancient Egyptian gods

The ancient Egyptians had many gods. Gods created the universe and maintained order, but they were also involved in everyday life.

Egyptians believed that a long time ago, only chaos existed. Out of chaos a hill emerged (called the Benben). The first god, Atum, was sitting on the hill.

Atum, realising he was alone, created two children called Shu and Tefnut. His children left to create the world. Shu and Tefnut were away for a long time so Atum sent his eye to look for them.

Shu and Tefnut returned with Atum's eye and he was so grateful the eye started crying. The tears dropped to the earth on the hill and from them the first humans were created!

Cartouches

The word 'hieroglyph' means sacred (or special) carving. There are over 700 hieroglyphs.

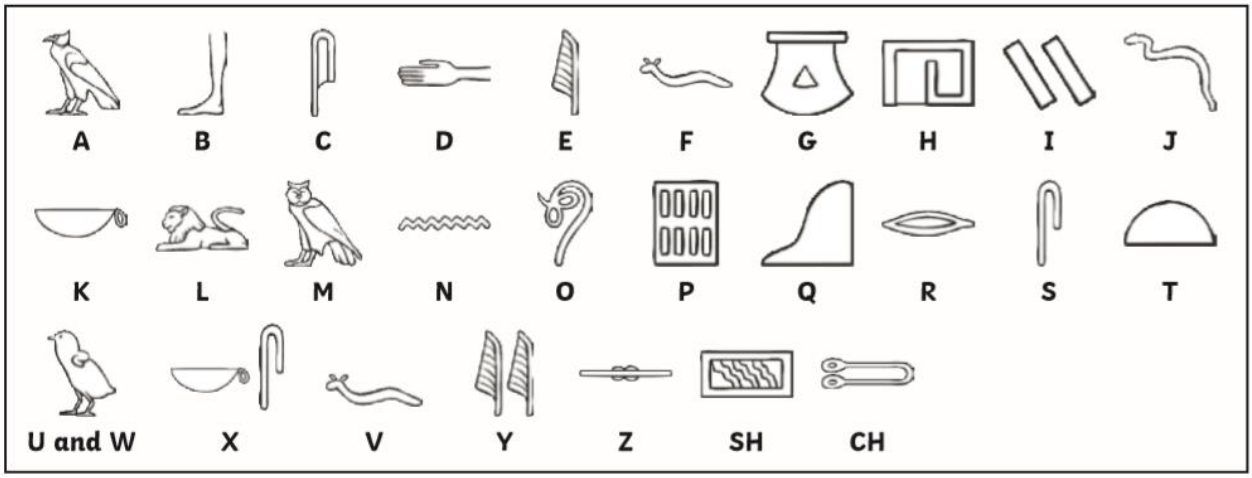
They can be written from the top to the bottom of the page, or across the page just as we write.

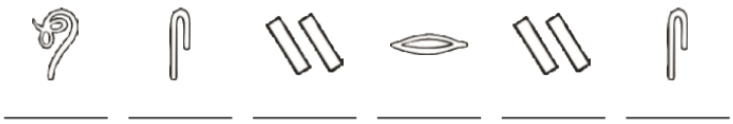
The Egyptians wrote the names of their kings or queens inside an oval shape called a cartouche, to show that they were special.

Challenge 2: Egyptian God names

Crack the Egyptian God Names

Crack the names of the Egyptian Gods below:



1. 

2.

3.

4.

Did You Know?

These are the Greek spellings for the names of the Egyptian gods. In Egyptian, these names are very different; such as 'Wsjr' or 'Asir' instead of 'Osiris'!

Now write your name using the hieroglyphics:

_____

_____

Wednesday https://vimeo.com/500864228

Maths LO: Making shapes

Success Criteria

Use a ruler and squared paper if you have them

Take care when drawing your shapes read the question carefully.

Rectilinear =straight lines only

Making shapes

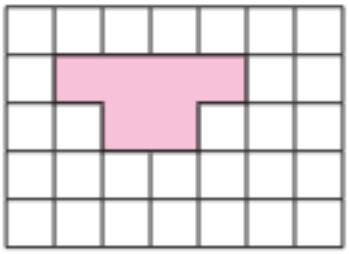
1 Draw a shape with the given area.

a) area = 7 squares

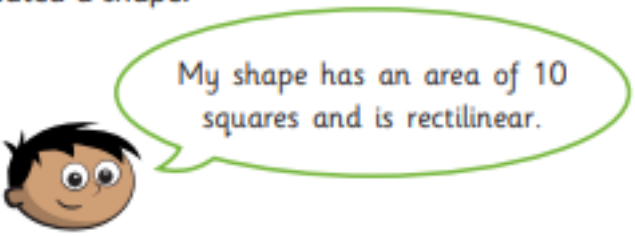
b) area = 13 squares

2 Draw two different shapes, each with an area of 8 squares.

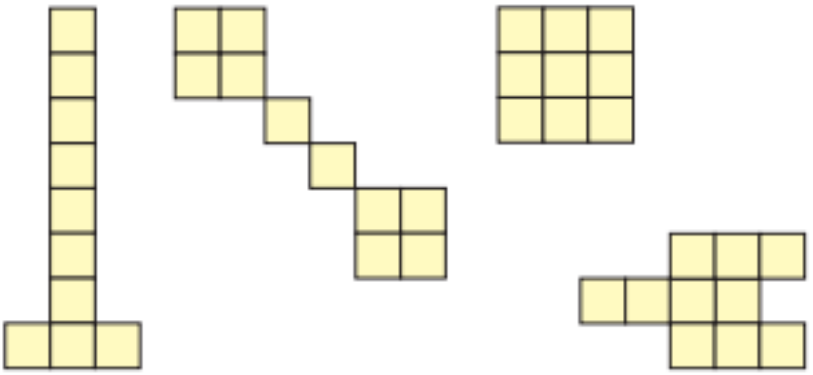
3 Shade more squares to make the area 11 squares.



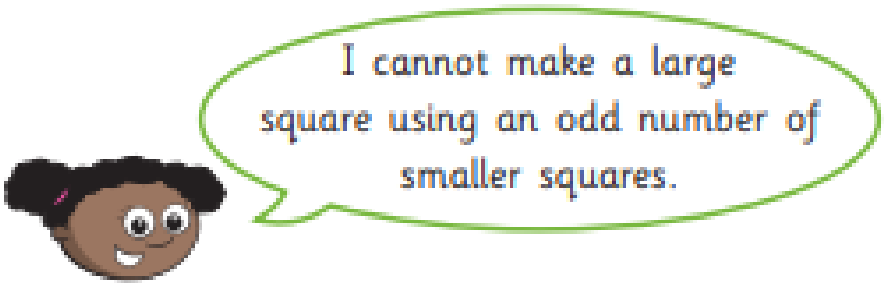
4 Amir has created a shape.



Tick the shapes that Amir could have made.



5

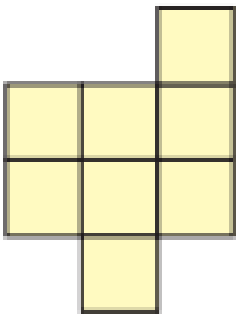


Do you agree with Whitney?

Draw a picture to support your answer.

6 Draw two different rectangles, each with an area of 12 squares.

7 **a)** Add squares to this shape to make it into a square.



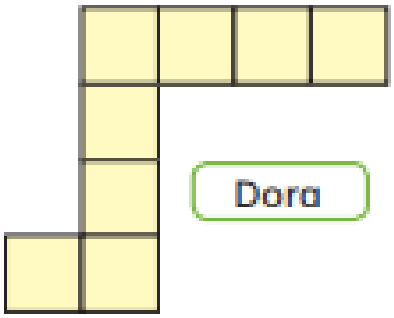
b) What is the area of the square you have made?

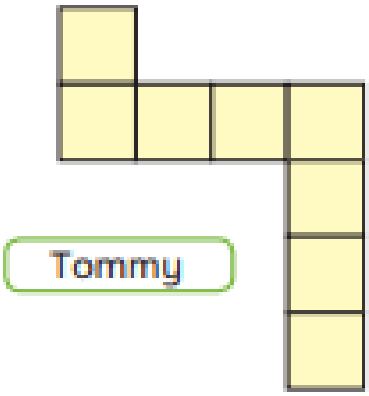
c) How could you make a larger square?

How many more squares do you need to add?

Show your working.

8 Dora and Tommy have drawn rectilinear shapes.



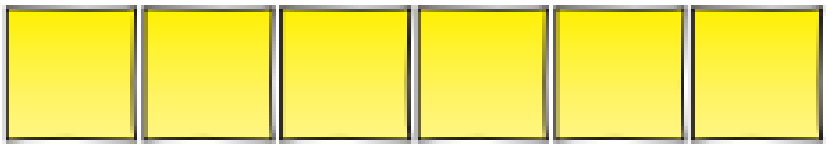


Tommy says he has made a different shape with the same area.

Do you agree with Tommy?

Explain your answer.

9 Use six square sticky notes or square shapes.

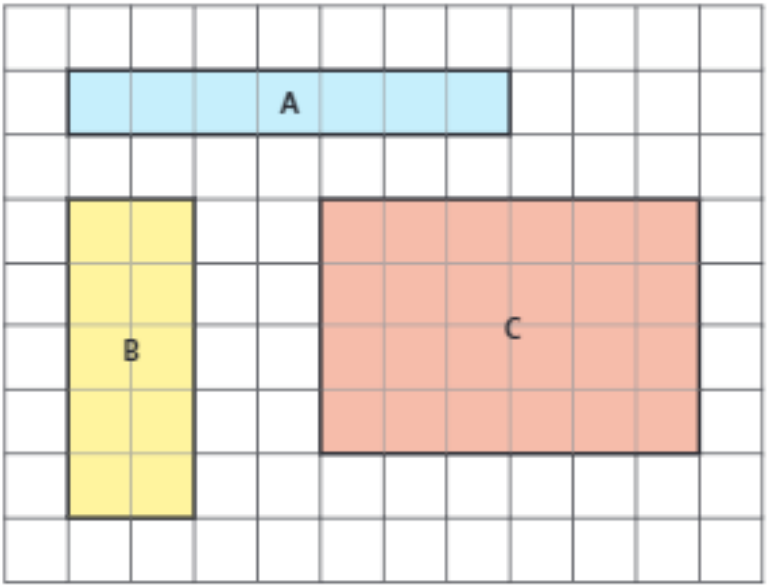


Make as many different rectilinear shapes with the squares as you can.

Draw some of your shapes.

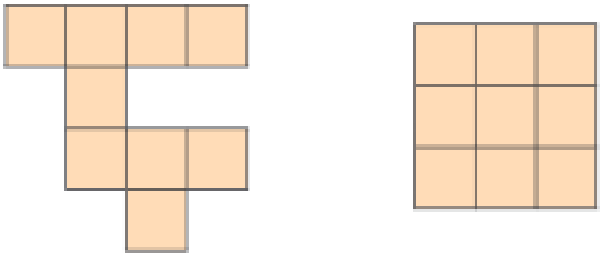
Compare answers with a partner.

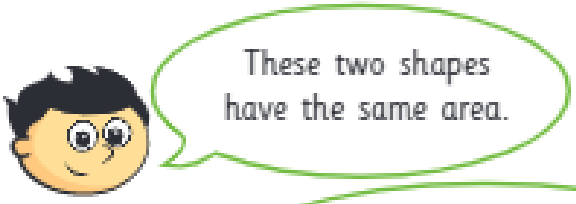
Find the area of each rectangle.



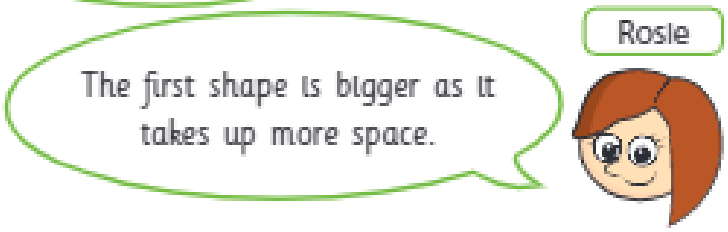
A = ☐ squares B = ☐ squares C = ☐ squares

These two shapes are made up of squares of the same size.





Jack



Rosie

Who is correct? _____

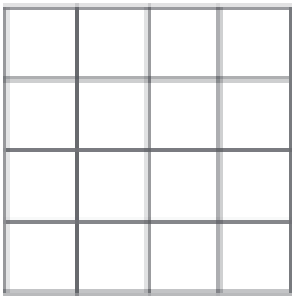
Explain how you know.

_____

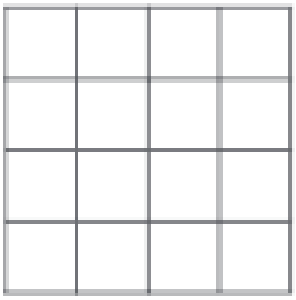
_____

Draw a shape with the given area.

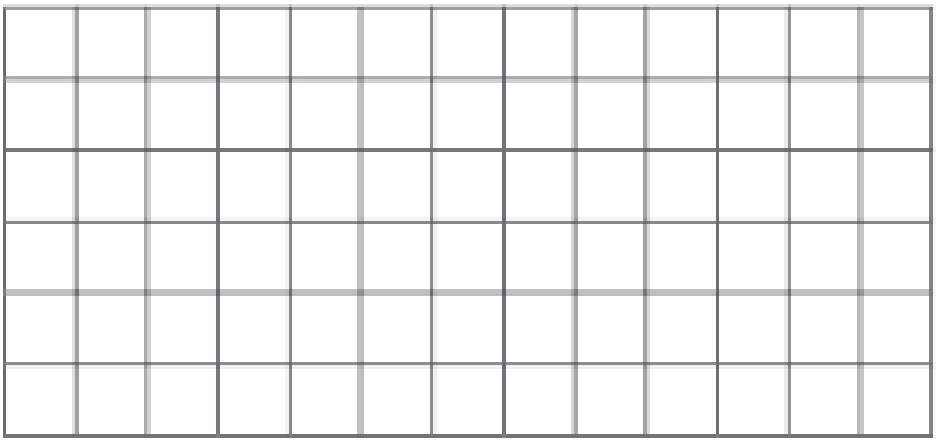
a) area = 7 squares



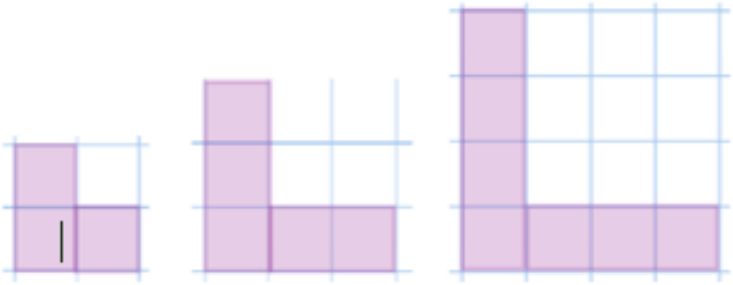
b) area = 13 squares



a) Draw two different shapes, each with an area of 8 squares.



Reasoning and Problem Solving



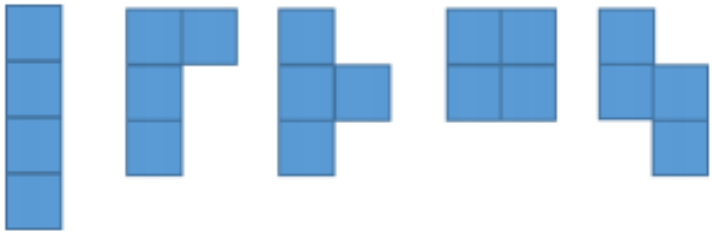
Look at the shapes. Can you spot the pattern and explain how the area is changing each time?

Can you predict what the area of the 6th shape in this sequence would be?

Wednesday – Maths Varied Fluency, Reasoning and Problem- Solving Questions

Varied Fluency

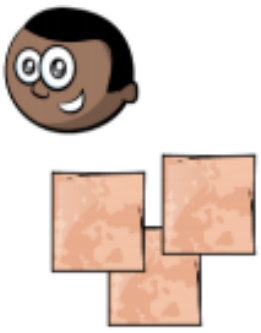
- Ron has 4 squares.
  He systematically makes rectilinear shapes.



  Use 5 squares to make rectilinear shapes.
  Can you work systematically?

- Use squared paper to draw 4 different rectilinear shapes with an area of 12 squares.
  Compare your shapes to a partner.
  Are they the same?
  Are they different?

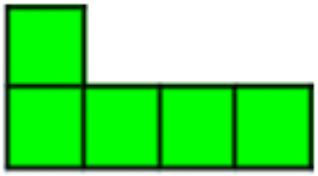
- Mo is building a patio made of 20 square slabs.
  What could the patio look like?
  Mo is using 6 black square slabs in his design.
  None of them are touching each other.
  Where could they be in the designs you have made?



Making Shapes

Reasoning and Problem Solving

Here is a rectilinear shape.

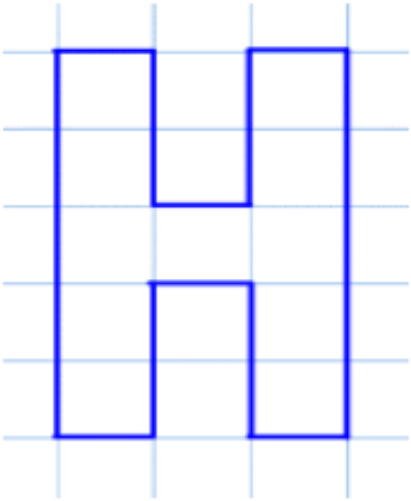


Using 7 more squares, can you make a rectangle?
Can you find more than one way?

Making Shapes

Reasoning and Problem Solving

Can you make some capital letters on squared paper using less than 20 squares?



Make a word from some and count the total area of the letters.
Which letters have a line of symmetry?
What is the area of half of each letter?

Wednesday

English Lesson 3 This will be Wednesday's Zoom lesson

babies'

parents'

Grammar: Time conjunctions. Time conjunctions link ideas in a sentence.

TASK1: Match the two parts of the sentences.

Alice knew she would fit through the door	before she came in sight of the house of the March Hare.
Alice came across the Cheshire Cat	after sampling some more of the potions.
Alice grew larger in size	while Alice looked around her.

TASK 2:

She waited patiently	as soon as she finished eating the cake.
She had not gone much farther	when she started to shrink.
The cat disappeared	until her curiosity took over.

Choose the best time conjunction to complete the sentence.

Use the word bank below for support.

after	**as long as as**	**as soon as**	**before**
by the time	**now that**	**once**	**since**
while	**until**	**when**	**whenever**

1. Alice decided on going into the garden _____

_____.

2. I wag my tail _____

_____.

3. The Cat only grinned _____

_____.

4. She tried another question _____

_____.

5. Alice came across the house of the March Hare _____

_____.

TASK 3: Write three sentences of your own, using **before**, **after** or **when** as time conjunctions.

1. _____

_____

2. _____

_____

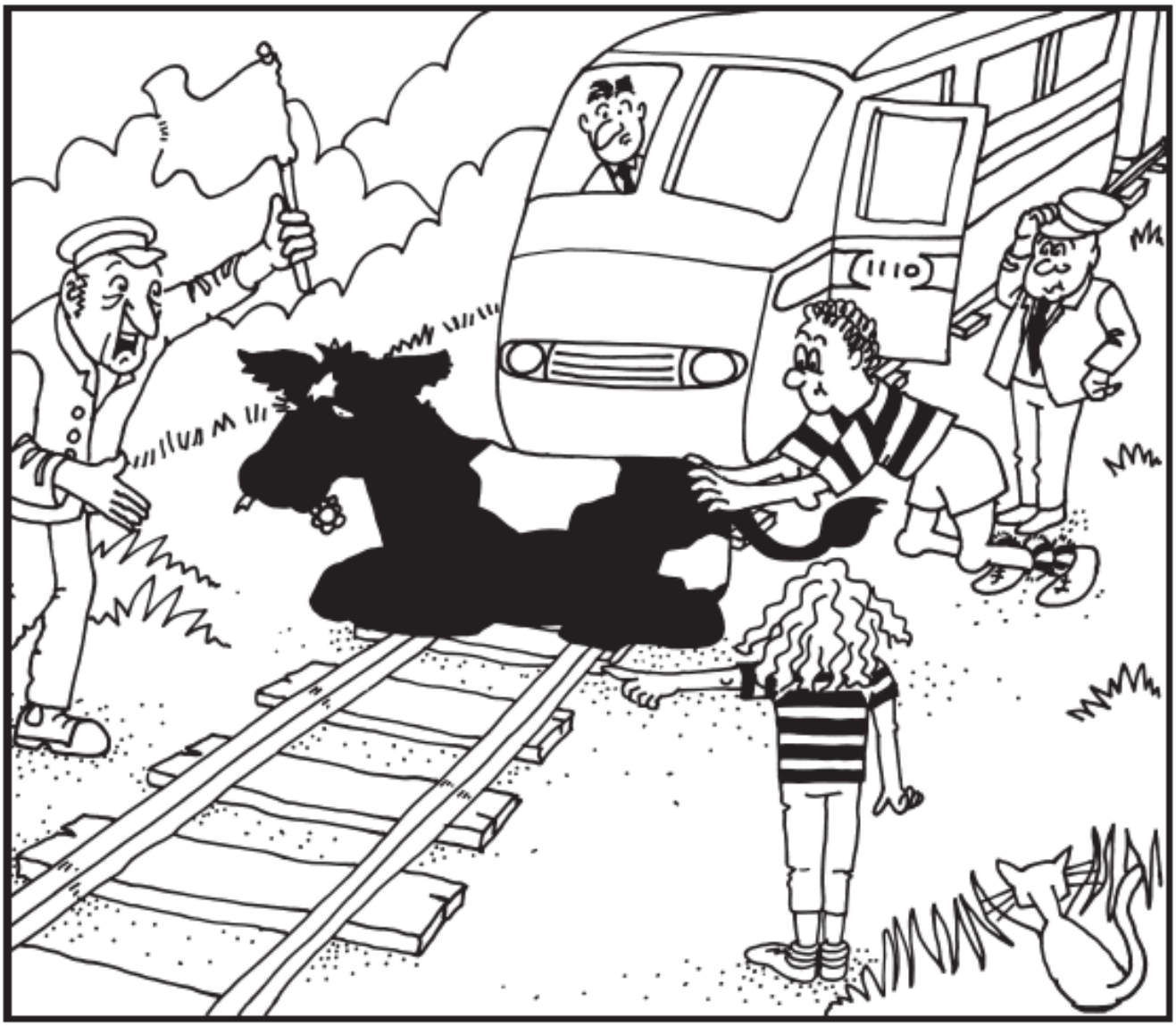
3. _____

_____

Wednesday Extra Reading Support

Tell the truth

☑ ☒



The cow is standing up. ☐

She is black with white patches. ☐

A boy is pushing her. ☐

The train is going fast. ☐

A man is waving a flag. ☐

A cat is looking at the cow. ☐

Wednesday Whole Class Reading

LO: To order events from a text

Option 1: Read the text on page 34 from Tuesday's lesson again, and put the following statements in the order they appear in the text.

The cat told Alice that a Hatter lives one way, and a March Hare lives the other way.	
The cat talked about a game with the queen.	
The cat smiled at Alice.	1
The cat explained that everyone is mad.	
The cat asked about a baby and then vanished again.	
The cat vanished and then reappeared.	
Alice asked the cat where she should go.	

Option 2: Extra support

Look at these quotes from the text. Put them in the order they appear in the text. The first has been done for you.

	"Then it doesn't matter which way you go,"	
	"It turned into a pig,"	
	"Would you tell me, please, which way I ought to go from here?"	**1**
	"In *that* direction, …lives a Hatter: and in *that* direction, … lives a March Hare. Visit either you like: they're both mad."	
	"you see, a dog growls when it's angry, and wags its tail when it's pleased. Now *I* growl when I'm pleased, and wag my tail when I'm angry. Therefore I'm mad."	

Wednesday Writing

LO: Describe key events in a story

Imagine that you are Alice. What has happened to you since you fell down the rabbit hole?
Can you compose a tweet to describe what has happened to Alice so far? You can only use 280 characters (letters, punctuation and spaces). You have to include the key events and write in full sentences.
Challenge: can you use exactly 280 characters? Tweet us your best version!

A	l	i	c	e		f	e	l	l		d	o	w	n		a		h	o
l	e	.		S	h	e		l	a	n	d	e	d		i	n		a	
s	t	r	a	n	g	e		r	o	o	m	.		T	h	e	r	e	
w	a	s		a		s	m	a	l	l		d	o	o	r	.			

Attempt 1:

Attempt 2:

Wednesday RE

LO: To learn how Sikhs show they belong

TASK: Draw and write about the 5ks.

Rahit Maryada

Amritdhari Sikhs (those who follow the Khalsa):

must pay **daswandh**. (10% of *their incolme is given in charity).*

must not eat meat that has been ritually slaughtered (such as halal and kosher meat). However, most Amritdhari Sikhs are vegetarian.

must not drink alcohol or gamble.

must not arrange marriages for their children for financial gain.

Which of these rules would be the easiest for you to follow? Explain why.

_____

_____

Which of these rules is the best rule to follow? Explain why you think this.

Wednesday PSHE

Week 5 – Privacy and Security

Is this a 'Strong' or 'wrong' password?	Is this a 'Strong' or 'wrong'?
1234567890	redshipsharkpizza
'Wrong'	'Strong'
Easy to guess!	Four random unrelated words of different lengths.

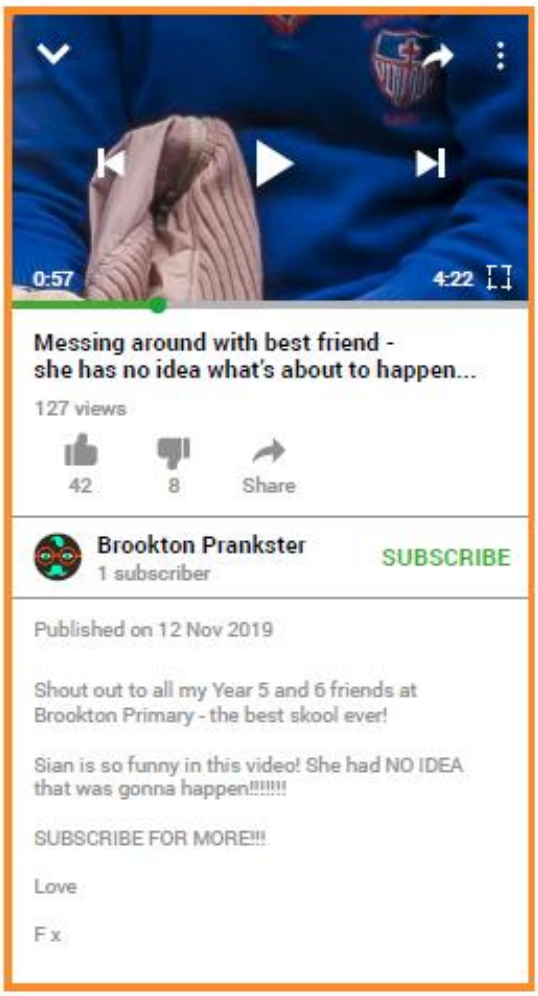
Questions to thinks about:

- Why do we use passwords? (What do they keep safe?)
- What is a strong password - how would you know?
- What might happen if you didn't have a (strong) password?
- Why do we share personal information online? Who might we share it with?
- What ways do you know to keep personal information private online?

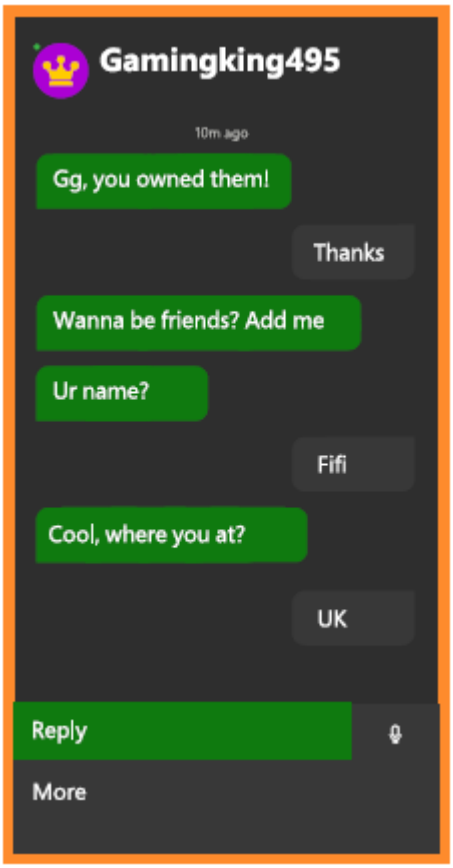
TASK: *Data Detectives*

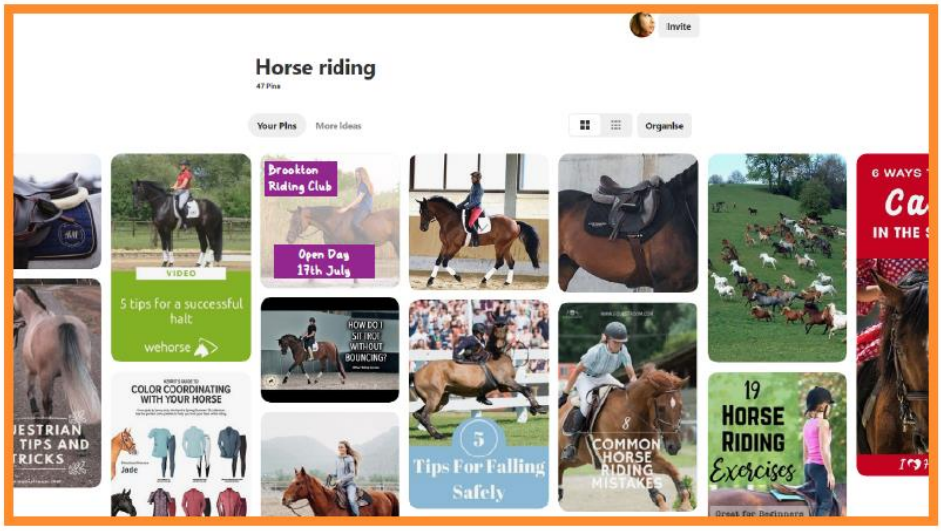
- *Are you a data detective?*

➢ *How much can you learn about a person just from their online profiles and posts?*



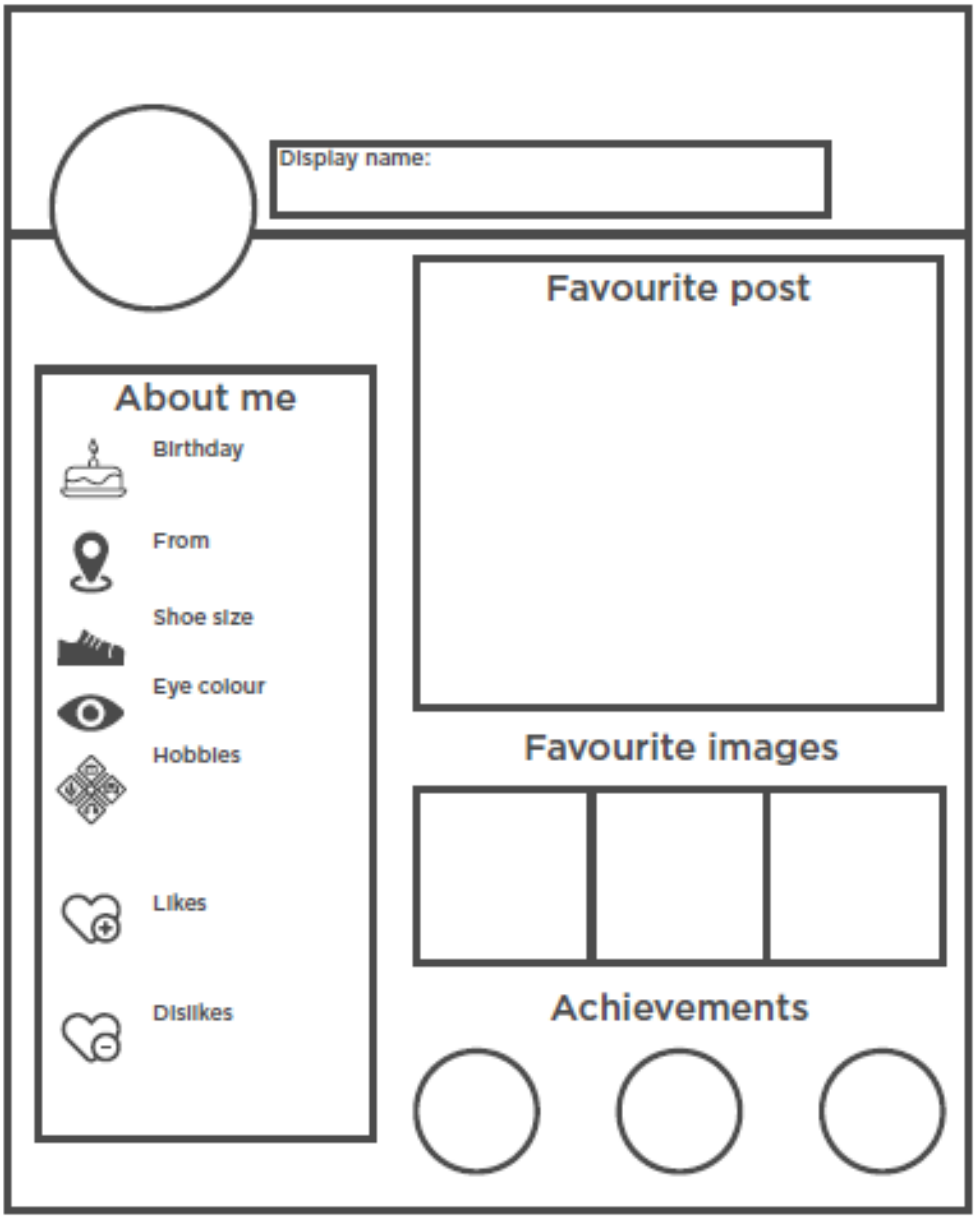
➢ *What can you learn from these posts?*





Instead of this...do/say this...

A public social media profile:



Using the information you collected as a data detective, create a **public profile** for the person.
What ways can you think of to ensure that the profile has some detail but **doesn't give away personal information**?

Thursday https://vimeo.com/501678823

Maths LO: Comparing area

Success criteria

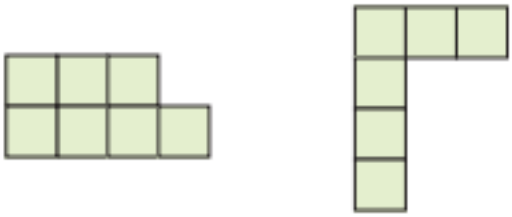
Count the square

As you count cross of the shape you have counted so you do not count them again.

Comparing area

1 a) Which shape has the larger area?

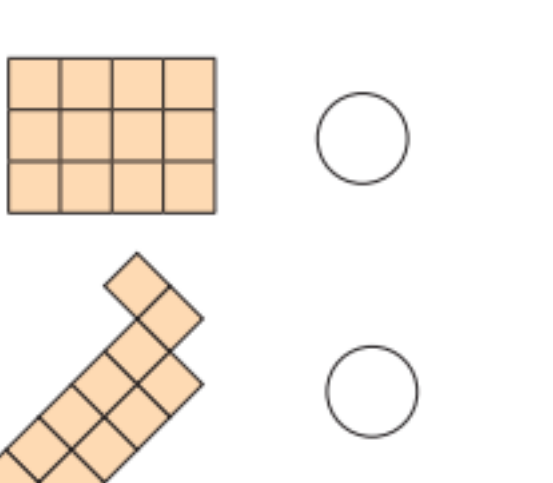
b) Which shape has the smaller area?



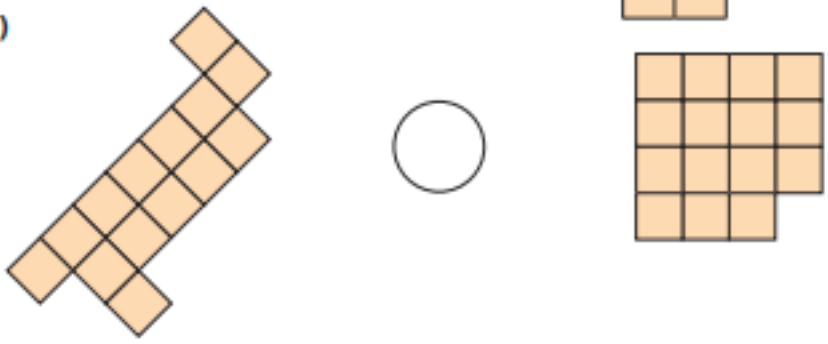
2 Write <, > or = to compare the area of the shapes.

a)

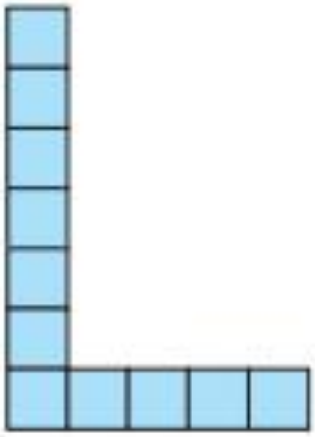
b)



c)



3 Mo draws these two shapes.

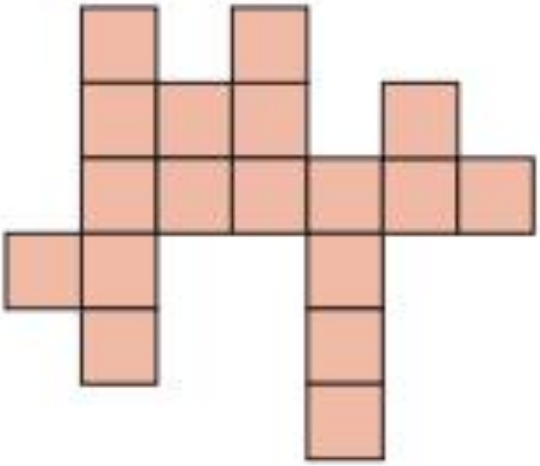


Shape B must have a smaller area than shape A because it is shorter and thinner than shape A.

Do you agree with Mo?

Explain your reasoning.

4 Here is a shape.

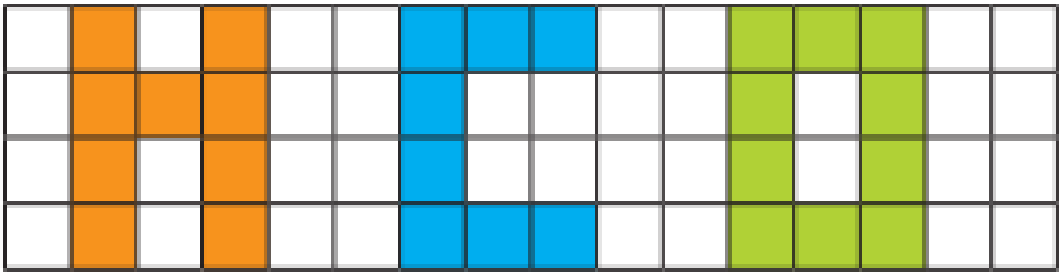


a) What is the area of this shape?

b) Draw a different shape with an area that is 2 squares larger.

5 Put these letter shapes in order of size.

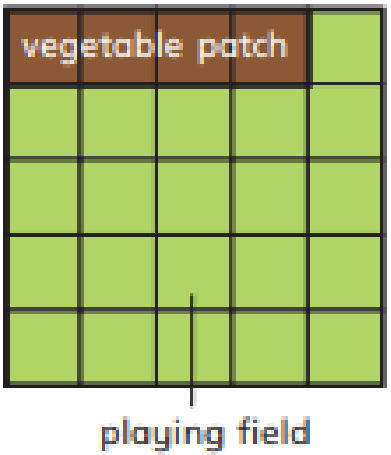
Start with the shape with the smallest area.



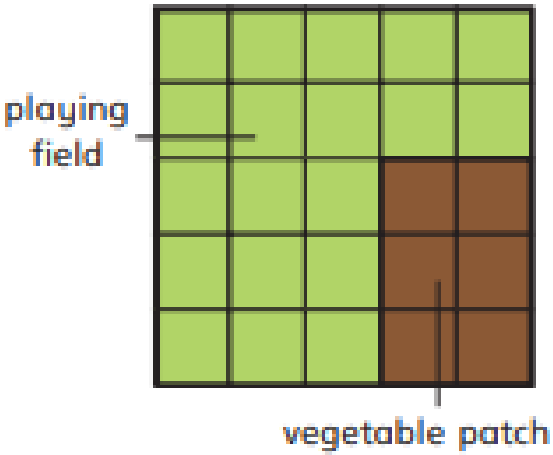
6 Here are plans of two school fields.

Each has a playing field and a vegetable patch.

High Street School



Main Street School



a) What is the difference in the area of the playing fields?

b) What is the difference in the area of the vegetable patches?

c) High Street School doubles the size of its vegetable patch.

Main Road School adds 1 square to its vegetable patch.

Which school now has the larger vegetable patch?

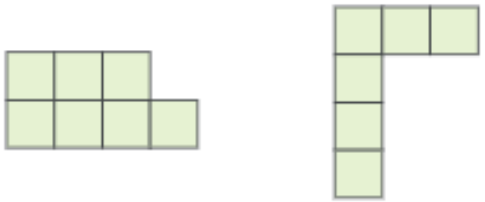
Show your working.

Thursday Extra Math Support

Lesson 4

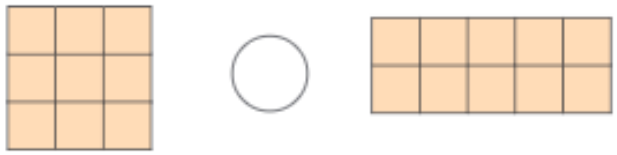
1 a) Tick the shape with the larger area.

b) Tick the shape with the smaller area.

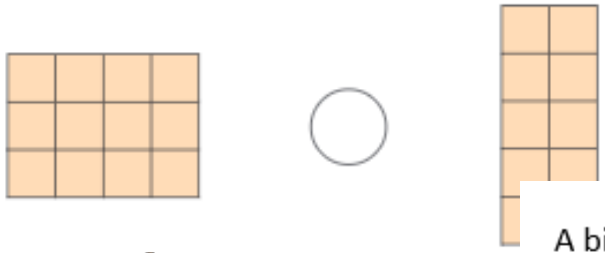


2 Write <, > or = to compare the area of the shapes.

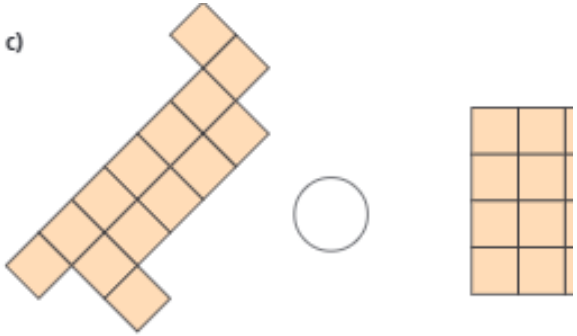
a)



b)

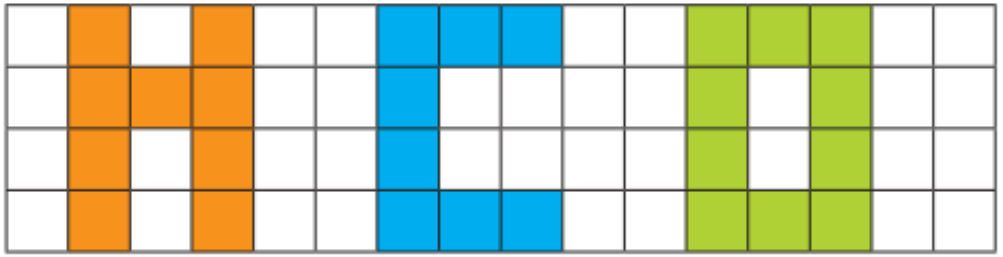


c)



Put these letter shapes in order of size.

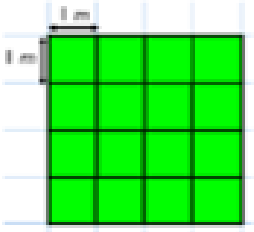
Start with the shape with the smallest area.



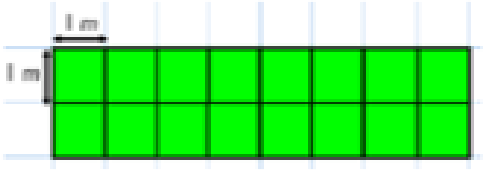
_____ _____ _____

Farmer Greg and Farmer Brian are measuring their fields in square metres.

Farmer Greg



Farmer Brian



Whose field is larger?

Reasoning and Problem Solving

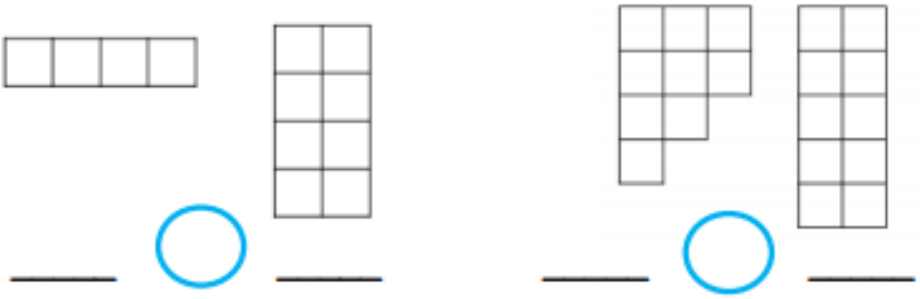
A bite has been taken out of this chocolate bar. The bar was a rectangle.

Can you find the area of the bar before the bite was taken?

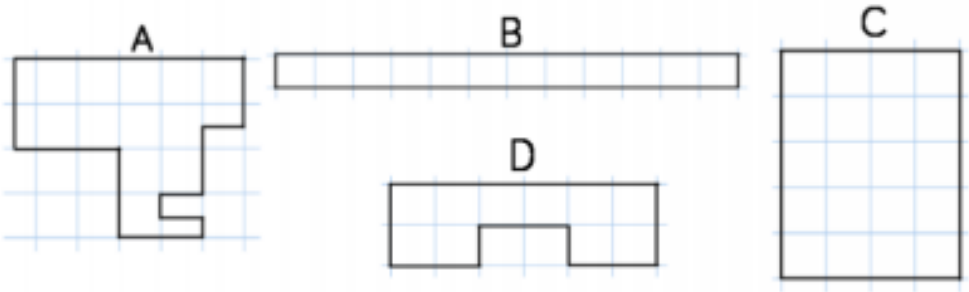
Thursday – Maths Varied Fluency, Reasoning and Problem- Solving Questions

Varied Fluency

- Use the words 'greater than' and 'less than' to compare the rectilinear shapes.
  Complete the sentence stems using < and >



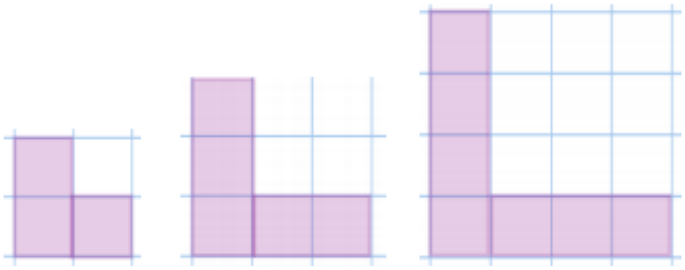
- Put the shapes in order from largest to smallest area.



- Here is a shape.
  Draw a shape that has a smaller area than this shape but an area greater than 7 squares.
  Draw a shape that has an area equal to the first shape, but looks different.

Comparing Area

Reasoning and Problem Solving



Look at the shapes. Can you spot the pattern and explain how the area is changing each time?

Draw the next shape. What is its area?

Can you predict what the area of the 6th shape would be?

Can you spot any patterns in your answers?

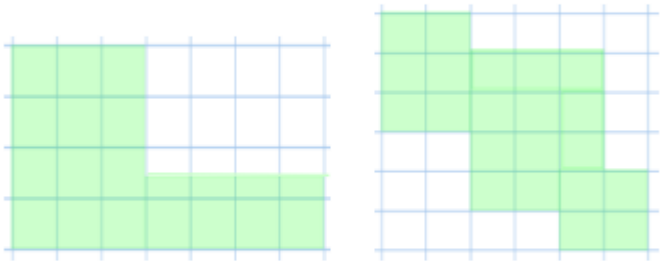
Comparing Area

Reasoning and Problem Solving

Shape C has been deleted.

Area C > Area B
Area C < Area D

Can you draw what shape C could look like?



B D

Shape A is missing too.

- It has the smallest area.
- It is symmetrical.

Can you draw what it could look like?

Thursday

English Lesson 4

Grammar: Time Conjunctions

Watch: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3

***When, after, before, until, since, while, once, as* and *as soon as* are subordinating conjunctions which can be used to connect an action or an event to a point in time.**

Task

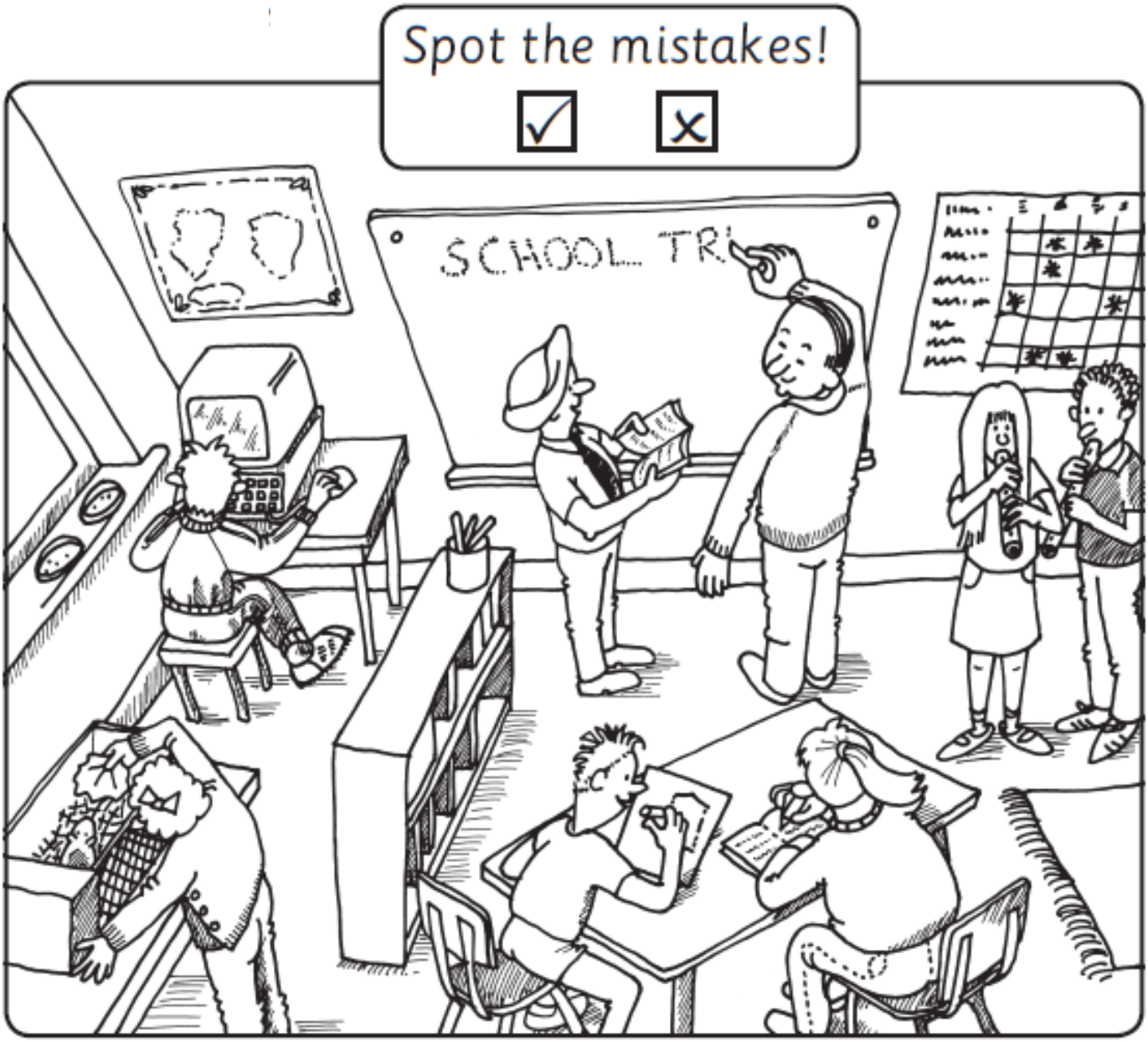
Complete the following sentences by adding in a time conjunction into the sentences. Make sure they make sense!

when	after	before
	until	
since	while	once
	as soon as	as

action/event	**conjunction**	**time**
She was in a bad car accident	_____	*she was young.*

action/event	conjunction	time
We can't play loud music	_____	*everyone has gone to bed.*
Brush your teeth	_____	*you go to bed!*
I'll wait with you	_____	*the bus comes.*
I've been very busy	_____	*I started my new job.*
No one left the cinema	_____	*the movie was on.*
I'll call you	_____	*I arrive.*
We always have an ice cream	_____	*we get to the beach.*
I bumped into her	_____	*I came out of the bank.*

Thursday Extra Reading Support



The girl wearing jeans is writing. ☐

The boy with the turban is watching TV. ☐

The girl with long hair is playing the piano. ☐

The boy wearing the tracksuit is using the computer. ☐

The boy wearing shorts is drawing. ☐

The girl wearing a cardigan is talking to the teacher. ☐

The teacher is feeding the guinea pig. ☐

Thursday: Whole Class Reading

LO: To make predictions about a text

Reread Tuesday's text on page 34 to help you make predictions about what will happen to Alice next.

1) Where do you think Alice will go next? What might she see?

_____

_____

2) Do you think Alice will meet anyone else? Who or what might she meet?

_____

_____

3) Do you think she will see the Cheshire Cat again? Why do you think that?

_____

_____

4) So far, some strange things have happened to Alice, she has got smaller after drinking from a bottle which said 'drink me', then she grew after eating a cake that said 'eat me'. What other strange things might happen to Alice?

_____

_____

Thursday: Writing LO: Analyse a character

You will need to do this work before Friday's Zoom lesson. When you have done it, please make a document on j2e5 and write your questions on it if you can. You can name this file 'Questions'. Your teacher will look at it before the Zoom lesson on Friday morning.

Here is the rest of the conversation between Alice and the Cheshire Cat:

Alice waited a little, half expecting to see it again, but it did not appear, and after a minute or two she walked on in the direction in which the March Hare was said to live. "I've seen hatters before," she said to herself; "the March Hare will be much the most interesting, and perhaps as this is May it won't be raving mad—at least not so mad as it was in March." As she said this, she looked up, and there was the Cat again, sitting on a branch of a tree.

"Did you say pig, or fig?" said the Cat.

"I said pig," replied Alice; "and I wish you wouldn't keep appearing and vanishing so suddenly: you make one quite giddy."

"All right," said the Cat; and this time it vanished quite slowly, beginning with the end of the tail, and ending with the grin, which remained some time after the rest of it had gone.

"Well! I've often seen a cat without a grin," thought Alice; "but a grin without a cat! It's the most curious thing I ever saw in my life!"

She had not gone much farther before she came in sight of the house of the March Hare: she thought it must be the right house, because the chimneys were shaped like ears and the roof was thatched with fur. It was so large a house, that she did not like to go nearer till she had nibbled some more of the lefthand bit of mushroom, and raised herself to about two feet high: even then she walked up towards it rather timidly, saying to herself "Suppose it should be raving mad after all! I almost wish I'd gone to see the Hatter instead!"

What did you learn about the Cheshire Cat from his conversation with Alice?

Task 1: Look at the adjectives in this table. Split them into two categories. **Which words describe Alice and which describe the Cheshire Cat?** Use a dictionary to find the meaning of the challenge words. You could use Longman's online dictionary here: https://www.ldoceonline.com/

Mysterious	Kind	Thoughtful	Challenge words:		
Gentle	Clever	Scared	Eccentric	Delicate	Enigmatic
Mischievous	Strange	Playful	Resourceful	Peculiar	Inquisitive
Alice			**Cheshire Cat**		

Task 2: Imagine you were going to have a conversation with the Cheshire Cat and with Alice. What questions would you ask them? You may get the chance to Hot Seat the characters when you have your Zoom meeting.

Questions for Alice	**Questions for the Cheshire Cat**
e.g. *Lots of scary things have happened to you since you fell down the rabbit hole, what's the scariest?*	e.g. *How did you make yourself vanish?*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

LO: Know that Ancient Egyptians believed in hundreds of different gods and goddesses.

GODS AND GODDESSES
Ancient Egyptian Religion

There were more than 2000 gods in ancient Egypt. Most took human form but some had the heads of animals. Here is a selection of the more important gods that Egyptians would have worshipped.

1. **Ra:** Ra was god of the Sun and the lord of the gods. He is shown to have the body of a human and the head of a falcon. Above his head sits a sun disc with a sacred cobra twisted round it. It is said that Ra sailed the heavens in a boat called 'Barque of Millions of Years'. At the end of every day many **thought** Ra had died as he sailed through the night in the Underworld leaving the Moon to light the night sky until he was born again at dawn.

2. **Amun:** Amun was an important god because it is said that he created all things. However, there are not many stories or pictures of him as he was invisible. Many of the pictures of him come from when he mixes with another god like Ra, when he becomes Amun-Ra. Amun is usually in human form **but som**etimes has a ram's head.

3. **Horus:** Horus has the head a hawk which makes him look similar to Ra but Horus has a crown made to look like the two parts of Egypt, the red and the white to show that he ruled all of the land. Horus was the god of the sky and it was believed that the pharaohs were a living version of Horus **ma**king them godlike.

4. **Thoth:** Thoth was the god of wisdom, writing, time and the moon. The ancient Egyptians believed that Thoth created hieroglyphics and kept a record of all knowledge. He has the head of an ibis bird, a long beaked bird common in Egypt.

5. **Ma'at:** Ma'at was the goddess of truth, justice and harmony and the wife of Thoth. A pharaoh had to promise to follow Ma'at and be a fair and honest leader.

6. **Isis:** Isis is the mother of Horus and the queen of the goddesses. Sometimes she is shown to have a throne on her head and other times she has a sun disk similar to Hathor.

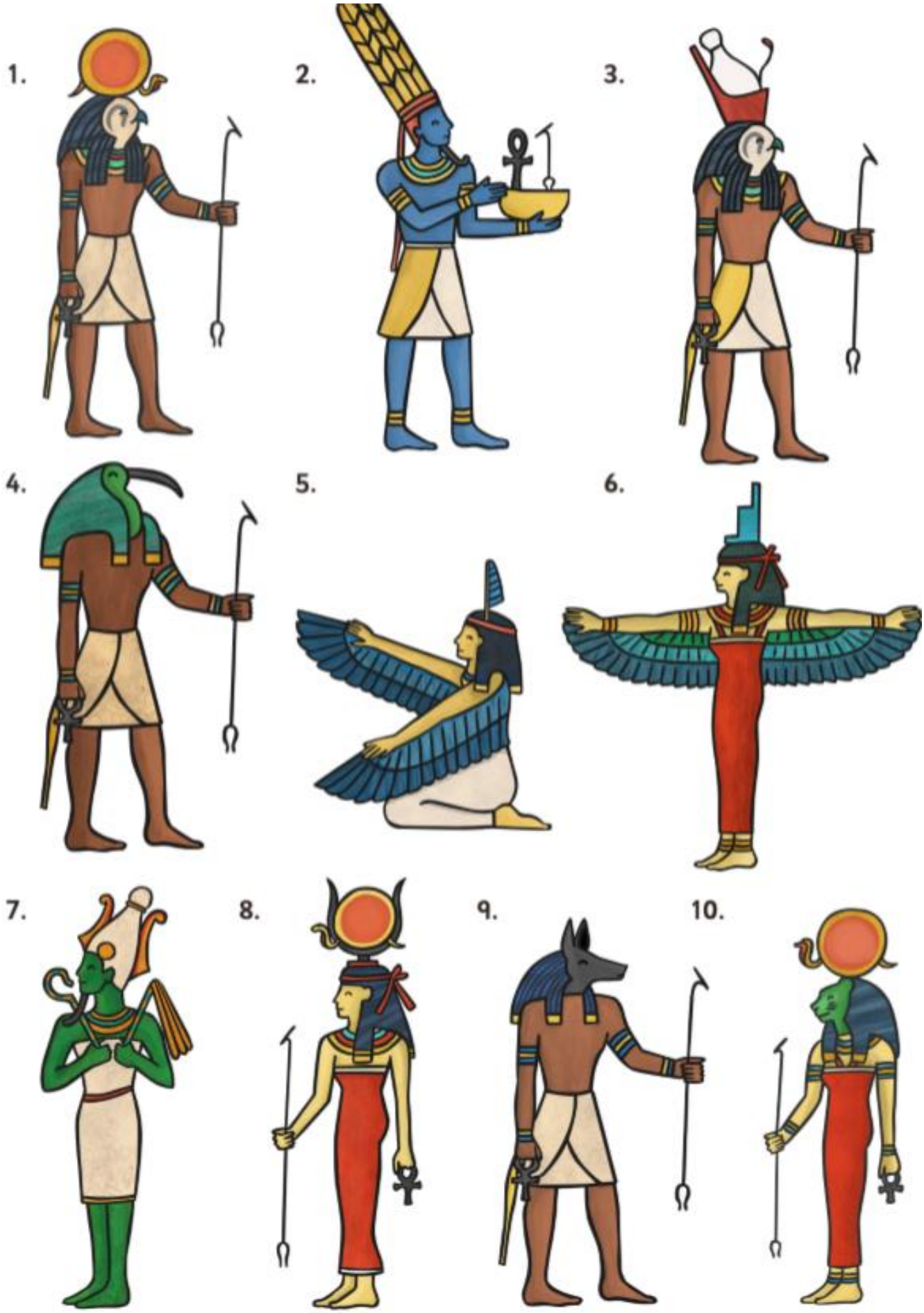
7. **Osiris:** Osiris is the god of the dead and husband of Isis. He is shown wearing the white linen wrapping from a mummy. He wears a white crown with large feathers. Although he was the god of the Underworld, Egyptians still liked him for helping people pass on to the next life.

8. **Hathor:** Hathor was the goddess of love, music and dance. She looked after all women in life and death. Hathor sometimes took the form of a cow with a sun disk above her head.

9. **Anubis:** Anubis was the god of embalming, the mummification ritual.It is believed he made the first mummy, Osiris. Anubis was the guide of the dead, he helped them pass to the next life. It was said that Anubis would wait for you in the hall of the dead to weigh your heart. If your heart was **light**er than Ma'at's feather, you would live forever. If it was heavier, your heart would be eaten by the demon Ammit. Anubis had the head of a jackal.

10. **Sekhmet:** Sekhmet was goddess of war, fire and medicine. She has a head of a lion, the best hunter known to the Egyptians and her breath is said to have created the desert.

Challenge 1: Comprehension



Questions

1. How do you think the author selected these ten gods from a list of 2000?

_____

_____

_____

2. What does the author mean by the word ‘mummification’?

_____

_____

3. Find a word in section nine that means the same as a religious act.

_____

_____

4. If you could choose the head of a bird for yourself, which bird would you choose and why?

_____

_____

_____

5. What do you think the Egyptians meant by a ‘heavy heart’?

_____

_____

6. Why do you think the Egyptians had so many gods?

_____

_____

_____

7. Why is it important to know about ancient Egyptian gods?

_____

_____

_____

8. How does the layout of this text help you to understand the information better?

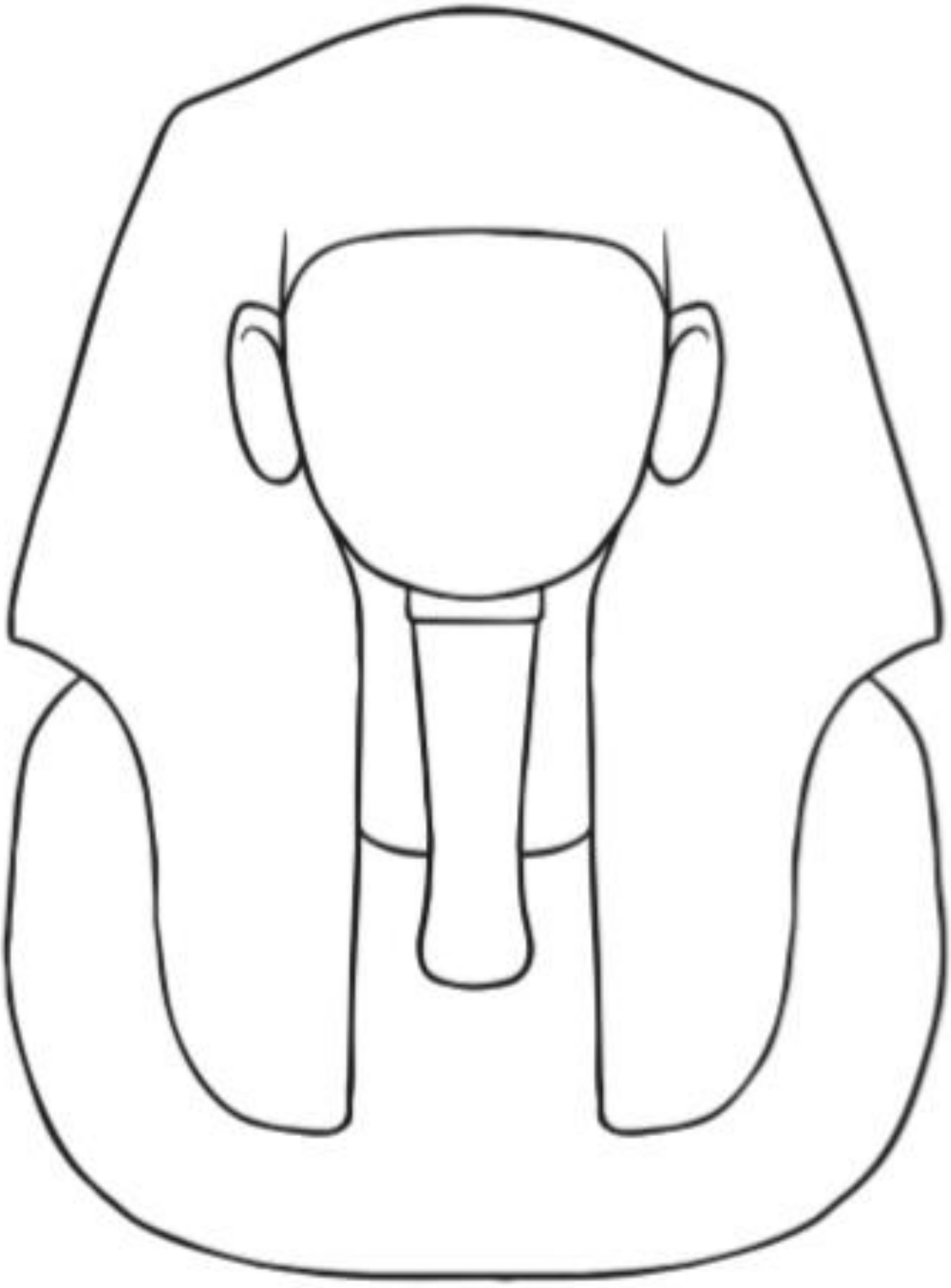
_____

_____

_____

Challenge 2: Design a Death Mask

Design an Ancient Egyptian Death Mask



Friday

Maths LO: Area Mini Assessment

Year 4
Area

Name _____

1 Tick the shape with the greatest area.

1 mark

2 Match each shape to its area.

5 squares

8 squares

9 squares

2 marks

3 What is the area of the rectangle?

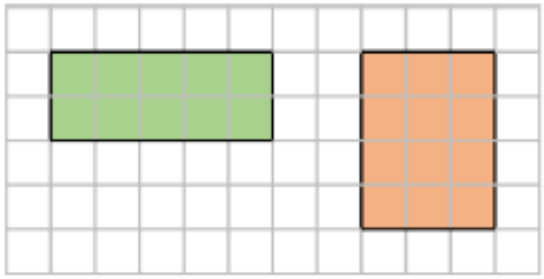
_____ squares

1 mark

4 Draw two different shapes with an area of 8 squares.

2 marks

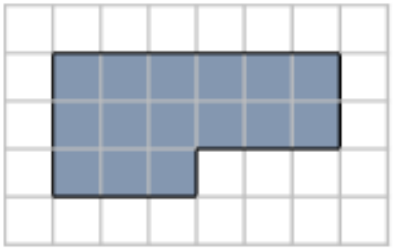
5 Which shape has the greatest area?



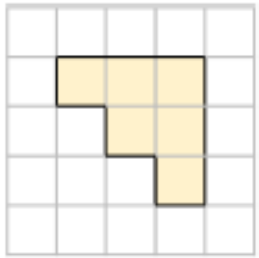
Explain your answer.

2 marks

6 What is the area of each shape?



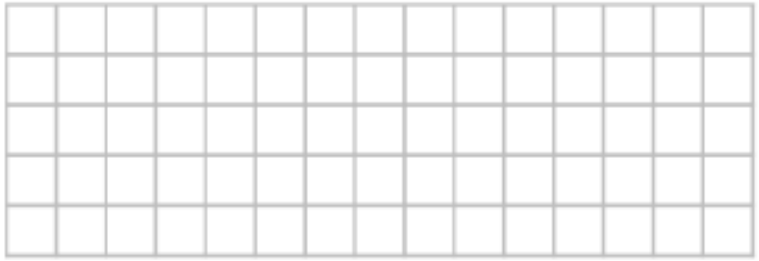
_____ squares



_____ squares

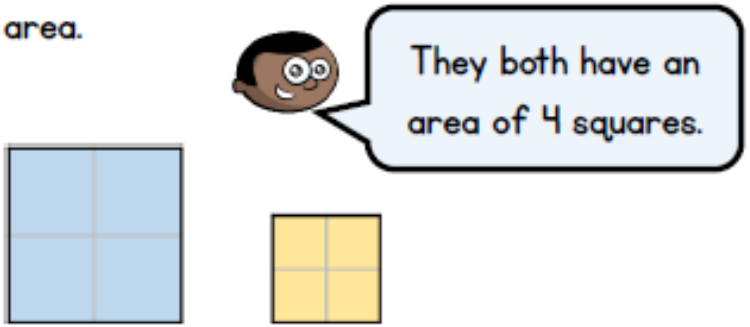
2 marks

7 Draw a rectangle with an area of 15 squares.



1 mark

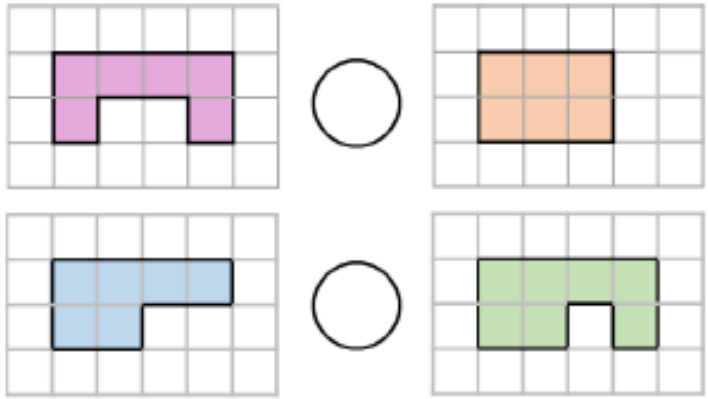
8 Mo says that these two shapes have the same area.



Is Mo correct? Explain your answer.

2 marks

9 Use <, > or = to compare the areas.



2 marks

Circle how confident you feel with area.

1	2	3	4	5
Not confident				Very confident

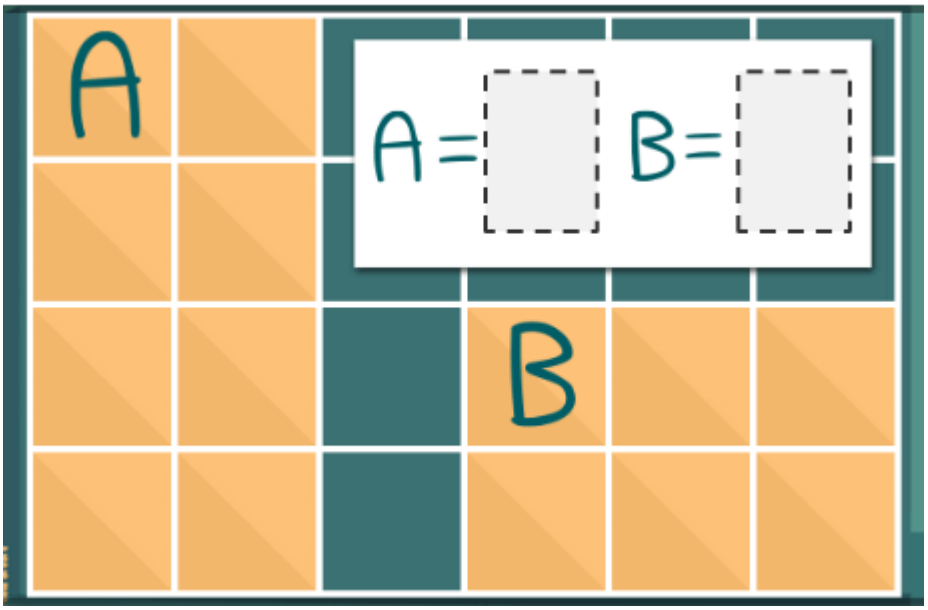
Friday Extra Math Support Lesson 5

Calculating area

To work out the area of a square or rectangle, multiply its height by its width.

If the height and width are in cm, the area is shown in cm^2. If the height and width are in m, the area is shown in m^2.

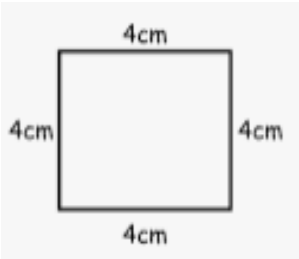
Work out the number of tiles in each shape



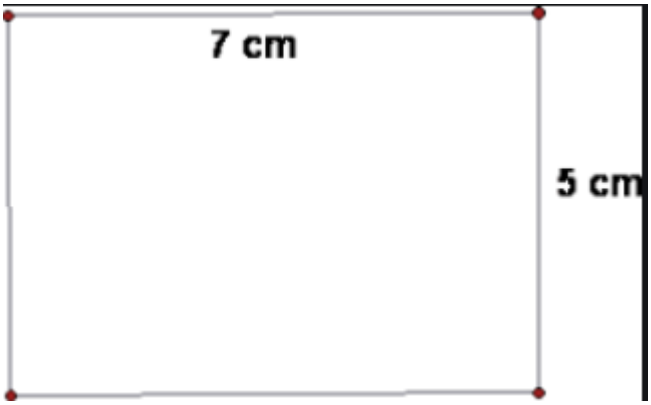
A. _____ x _____ = _____
B. _____ x _____ = _____

If you had a square with sides of 4cm, what would the area be?

- 8cm²
- 16cm²
- 4cm²



The width of the rectangle is 7cm and the height is 5cm. What is the area?



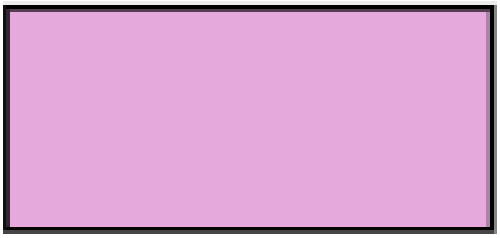
- 12cm²
- 24cm²
- 35cm²

The area of a rectangle is 24cm². What could the width and height of the rectangle be?

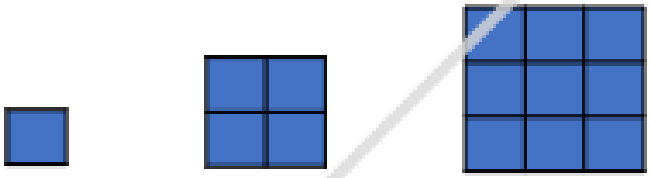
- 6cm and 5cm
- 9cm and 3cm
- 8cm and 3cm

_____ x_____ = 24cm²

Tick the shape with the greatest area.



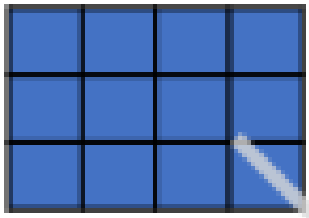
1. Look at the shapes.



a) Can you spot the pattern and explain how the area is changing
b) Draw the next shape. What is the area?
c) Predict the 6th shape.

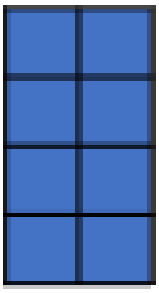
2. Ben and Lisa are comparing the shapes they have drawn.

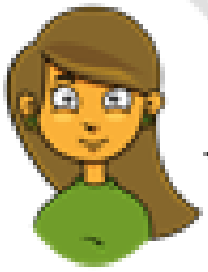
Ben says,



My shape has an area of 12 squares so my shape is bigger.

Lisa says,



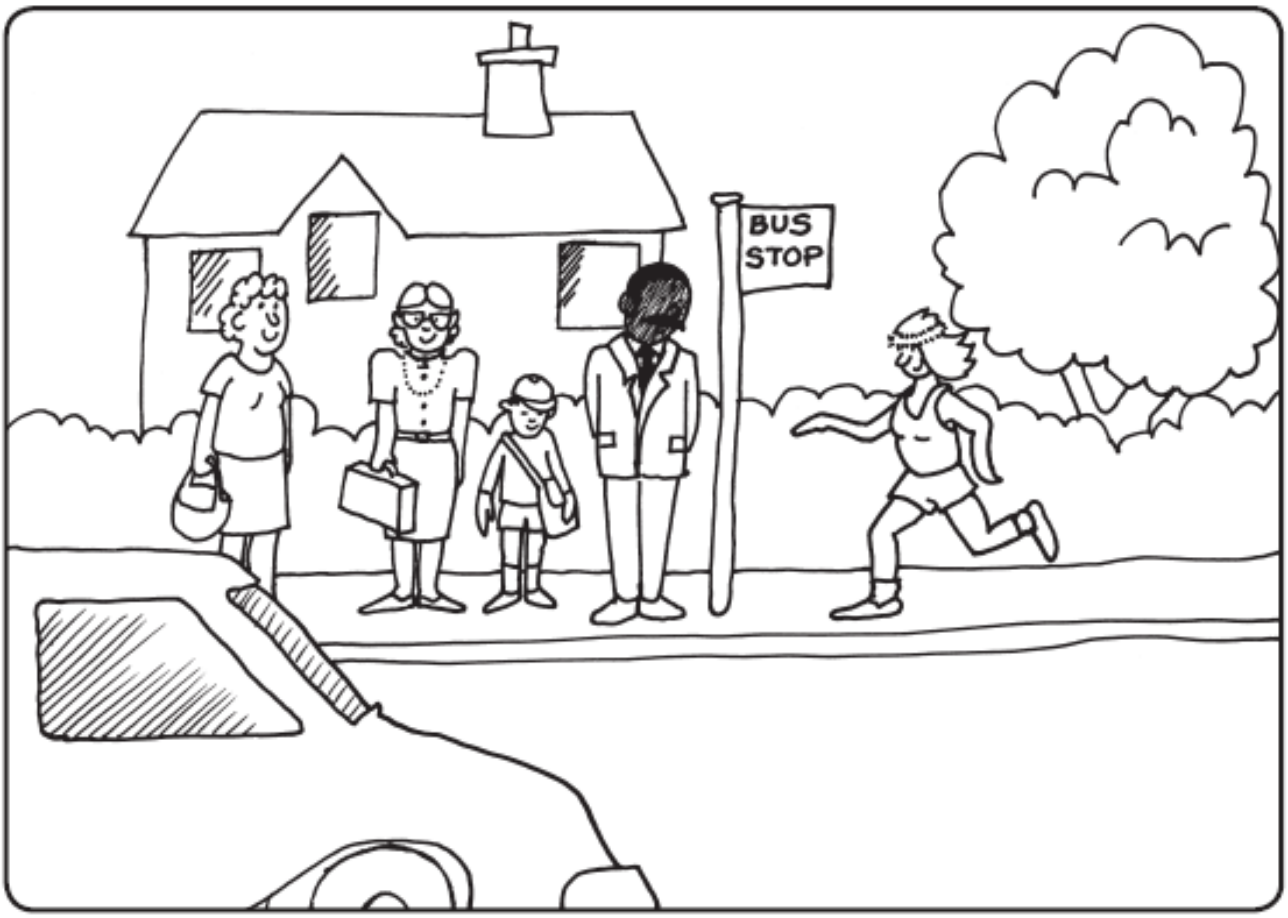


My shape is longer so mine is bigger.

Who is correct?
Explain your answer.

Friday Extra Reading Support

Is it true?



It is winter.	☐	☐
People are waiting for a bus.	☐	☐
The stars are shining.	☐	☐
It is raining.	☐	☐
The man is bigger than the boy.	☐	☐
The jogger is running backwards.	☐	☐
The car has square wheels.	☐	☐
The house has windows.	☐	☐

Friday: Whole Class Reading

LO: To use evidence from a text to create a picture

Read these quotes from the text, then draw a picture of Alice talking to the Cheshire Cat.

The Cat only grinned when it saw Alice. It looked good-natured, she thought: still it had *very* long claws and a great many teeth, so she felt that it ought to be treated with respect.	"Oh, you can't help that," said the Cat: "we're all mad here. I'm mad. You're mad."	"In *that* direction," the Cat said, waving its right paw round, "lives a Hatter: and in *that* direction," waving the other paw, "lives a March Hare. Visit either you like: they're both mad."
As she said this, she looked up, and there was the Cat again, sitting on a branch of a tree.	"All right," said the Cat; and this time it vanished quite slowly, beginning with the end of the tail, and ending with the grin, which remained some time after the rest of it had gone.	"Well! I've often seen a cat without a grin," thought Alice; "but a grin without a cat! It's the most curious thing I ever saw in my life!"

Draw your picture here:

If you want to show your teacher the picture, you could ask an adult to take a picture and post it on Twitter (see page 3 for Twitter details).

Friday

Plural Possessive Apostrophes with Plural Words

Find the words in the word search below, then add their apostrophe.

s	h	p	p	h	r	v	p	v	p	h	h
g	c	e	c	h	i	l	d	r	e	n	s
u	v	o	g	w	o	m	e	n	s	l	k
t	m	p	p	s	t	s	y	g	t	x	h
q	k	l	u	d	e	j	j	u	k	b	l
c	k	e	h	i	a	m	h	w	c	q	s
k	m	s	b	l	c	c	e	d	j	t	p
b	j	a	b	z	h	v	u	n	n	z	s
r	b	y	o	o	e	c	a	e	s	l	p
g	h	b	y	k	r	m	r	b	r	d	s
t	d	t	s	i	s	a	l	i	a	t	t
m	i	c	e	s	p	w	g	b	m	w	v

girls'	parents'	men's	mice's
boys'	teachers'	children's	
babies'	women's	people's	

Spelling Activity: This week you have practised your spelling in the handwriting tasks and with the wordsearch.

Now test yourself by completing the Spelling Task below.

Remember you can try as many time as you want – keep practicing until you get them ALL!

Spelling Task

1. Where is the _____ changing room please?
2. These are the _____ shoes.
3. The _____ toys were scattered all around the nursery.
4. "These are the _____ seats," said Mr Graham before the show.
5. Please collect the _____ mugs from the playground.
6. The _____ relay team won the gold medal.
7. Are those _____ clothes over there?
8. This is a _____ shoe shop.
9. Those _____ kite is much better than ours.
10. The _____ wheel squeaked as they played during the night.

Tutankhamun's Tomb

Who Found His Tomb?

The tomb was found by a group of researchers led by Howard Carter. Tutankhamun is one of the most famous and talked about pharaohs because his tomb was only found in 1922, which means that all of the treasures and the body inside had been left in very good condition.

Howard Carter knew where to look because he worked out from other important finds that the tomb would be in the Valley of the Kings. Howard Carter said that a cup, with Tutankhamun and his wife on it, was a clue that helped him find the tomb. The cup was found by a man called Theodore Davies.

What They Found Inside

Inside the tomb, they found over 3,000 treasures that were put in for Tutankhamun to take with him into the afterlife.

Many of the items were made from, or covered in, gold which was only fitting for a king to own.

The tomb itself was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held his decorated stone coffin, called a sarcophagus.

Decoration

The burial chamber with the body was a very unusual resting place for a king because it was the only decorated room in the tomb.

Normally, all of the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly. Many historians also believe that the tomb itself was not made for him in the first place and that the burial chamber and decorations were added later. The images on the walls were from a ritual called the 'opening of the mouth'.

The Curse of the Mummy!

Rumors about the curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers over any who disturb them. It started with Lord Carnarvon who was the man who paid for the dig of King Tut's tomb as he died five months after it was opened. As soon as he died, all of the lights in Cairo went out mysteriously. Other stories are that Howard Carter's pet canary was killed by a cobra and Lord Carnarvon's dog died that same night. Some people believe that an unusual germ was released when the tomb was opened and that this caused Lord Carnarvon to become ill. Other people believe that it was a magical curse.

Questions

1. Who discovered Tutankhamun's tomb? Tick one.
   - ○ Lord Carnarvon
   - ○ Theodore Davies
   - ○ Howard Carter
   - ○ Howard Carnarvon

2. Why is Tutankhamun one of the most famous pharaohs?

   _____

3. Explain, in your own words, how we know Tutankhamun died suddenly.

   _____

   _____

   _____

4. How many treasures were found inside the tomb?
   - ○ over 3,000
   - ○ over 300
   - ○ over 30,000
   - ○ over 30

5. **Find** and **copy** a word that means 'a religious ceremony'.

   _____

6. What happened five months after the tomb was opened? Tick one.
   - ○ Howard Carter died.
   - ○ Lord Carnarvon died.
   - ○ The tomb collapsed.
   - ○ Lord Carnarvon's cat died.

7. Fill in the missing words.

   Most of the rooms were for the _____, apart from the burial chamber which just held his _____ stone coffin.

8. Do you think Howard Carter believed in the mummy's curse? ••••••••••••••••••••
Use the text to support your ideas.

Friday J2E Lesson **LO: Create a table.**

Mummification sequencing

Make sure you have completed your IPC remote learning task from week 3 to help you

This week we are going to crate a table to show the sequence of how mummification was performed.

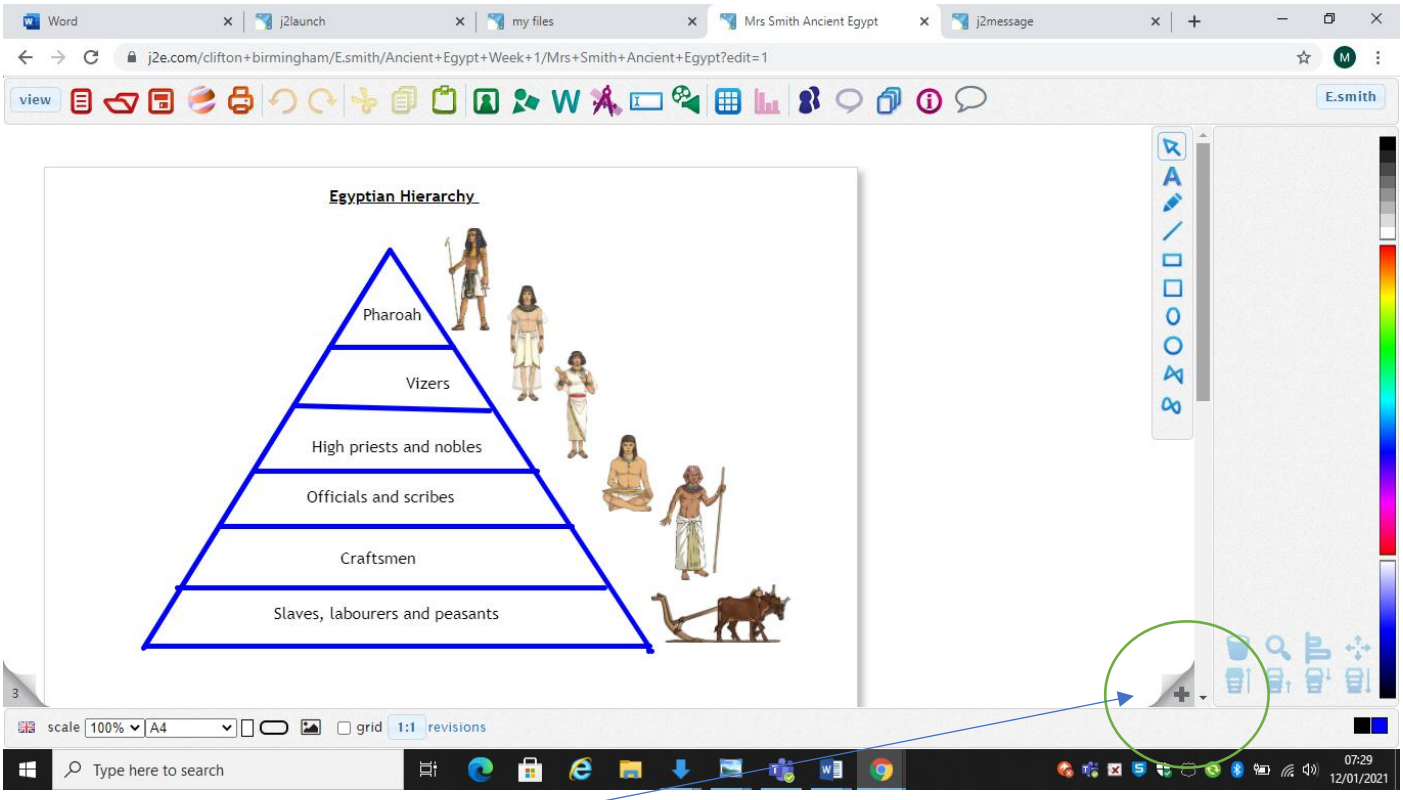
Log into J2E

https://www.j2e.com/

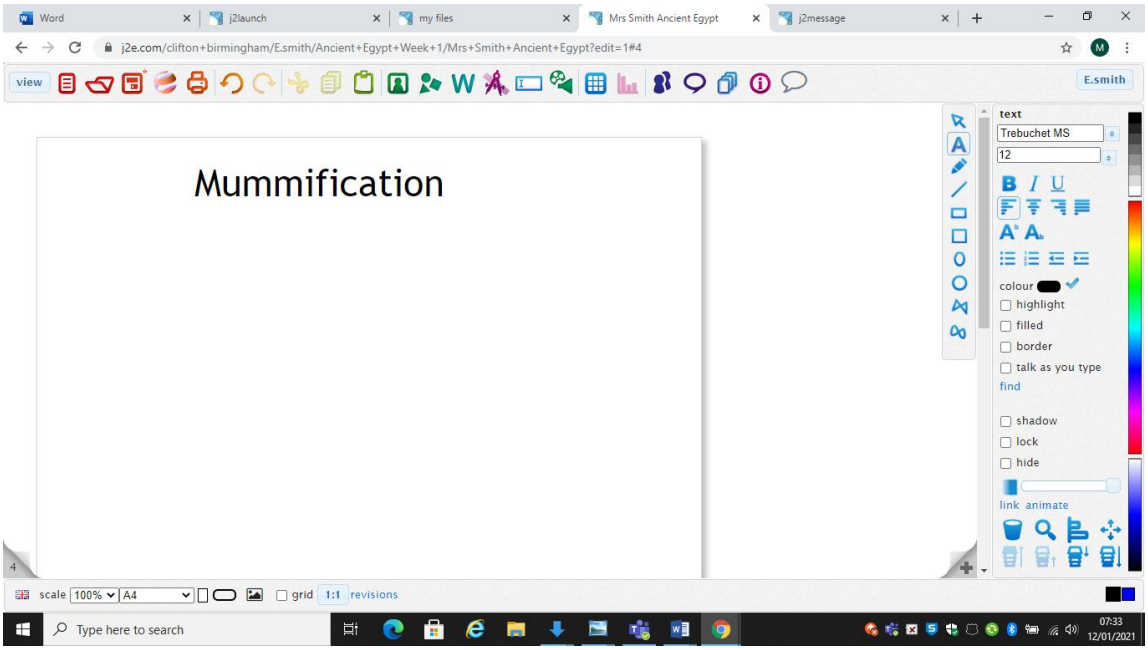
Click on j2e5 j2e5

To open your work from last week click on the icon.

Select the work you saved last week on the right hand side of the screen by clicking on it.

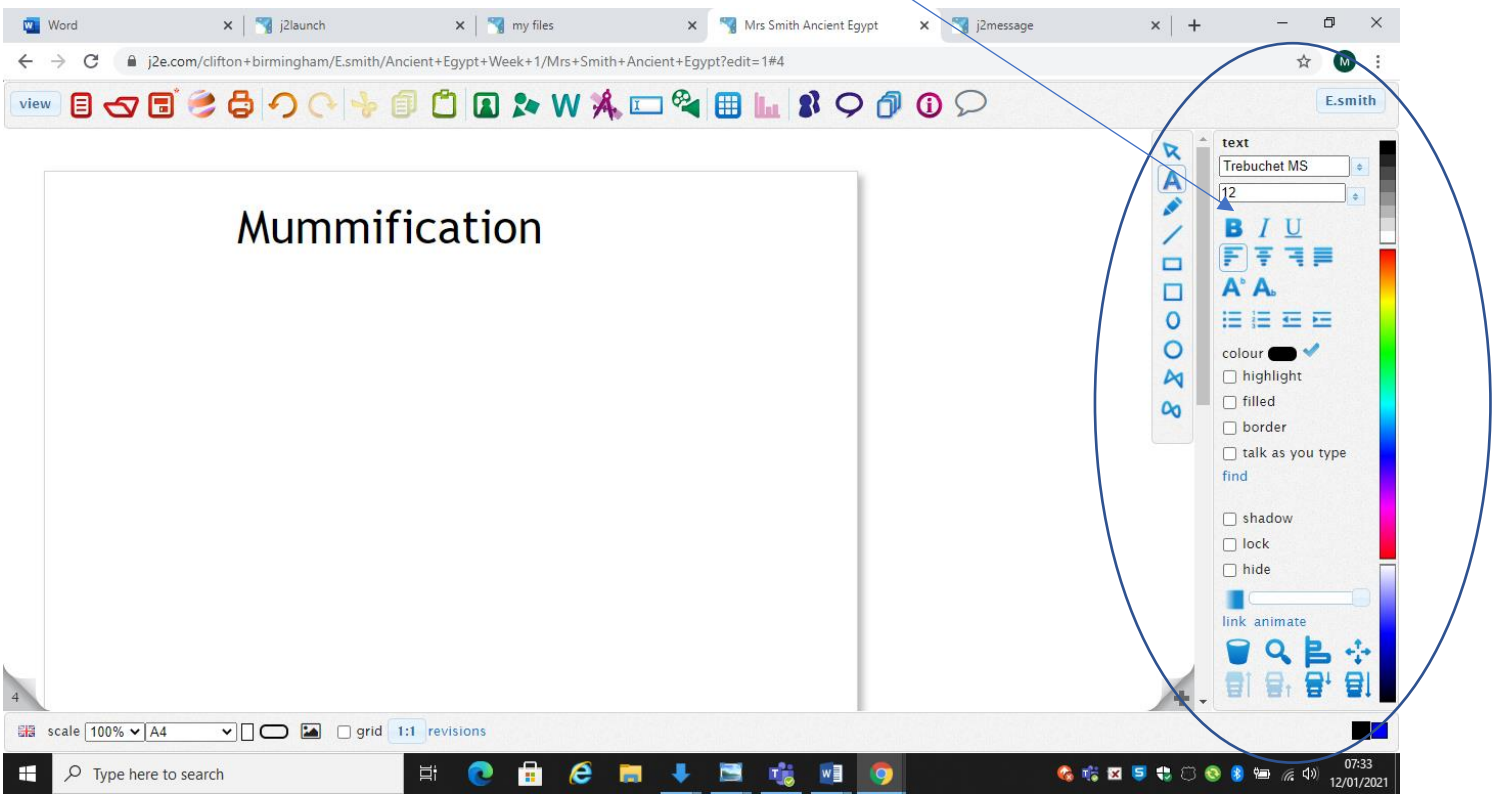


Use the + icon to create a new page

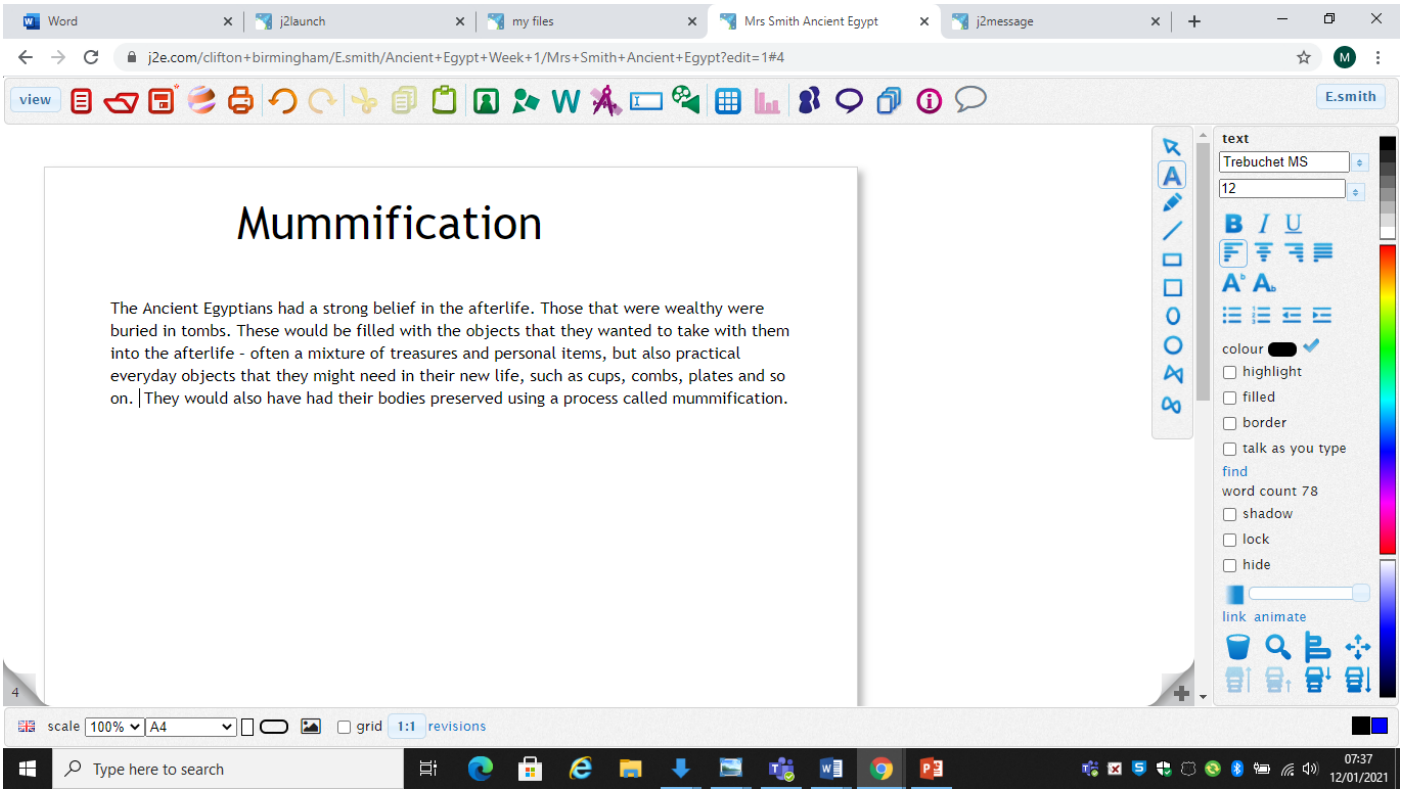


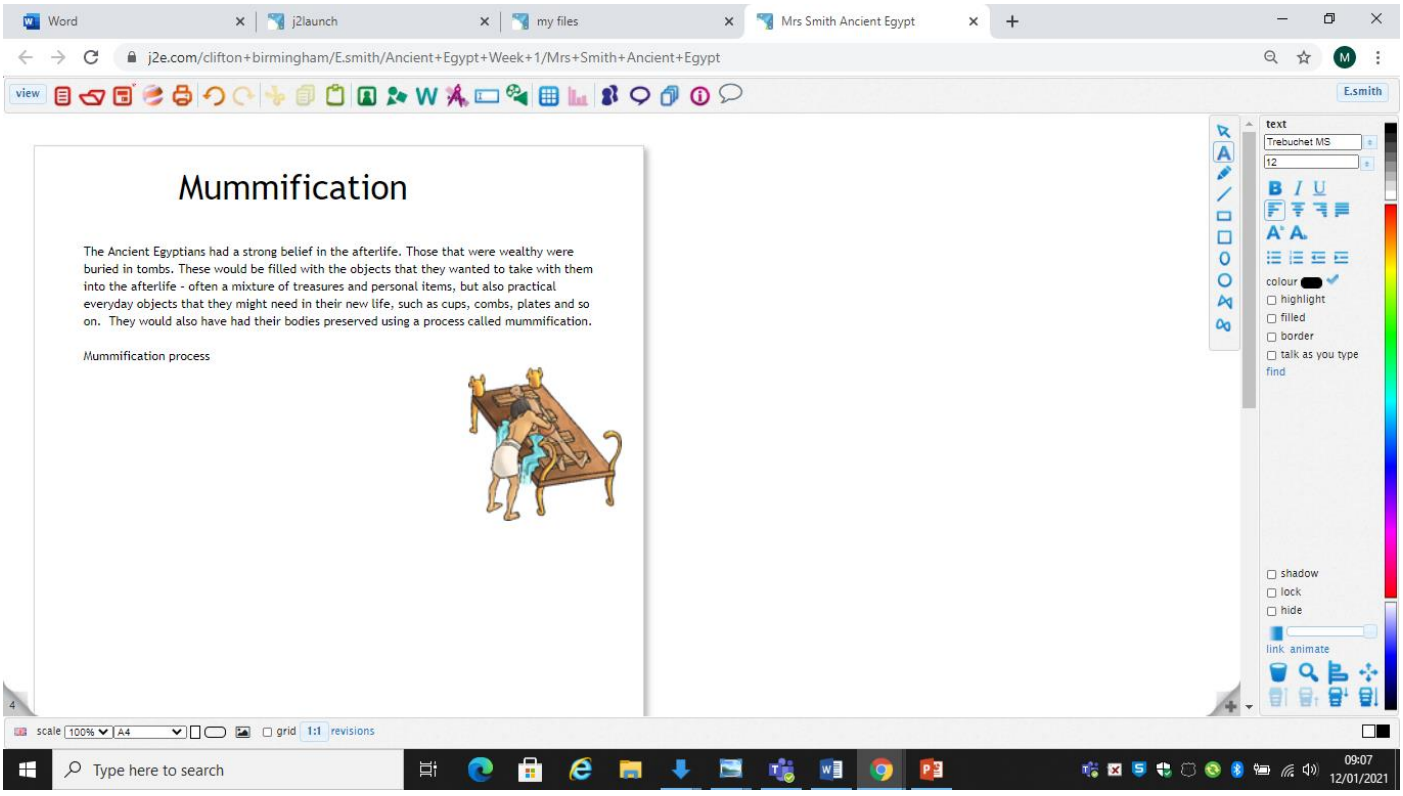
Add title mummification

Try changing the font/ size / colour by exploring the toolbar on the left



Write a paragraph introducing what mummification is.

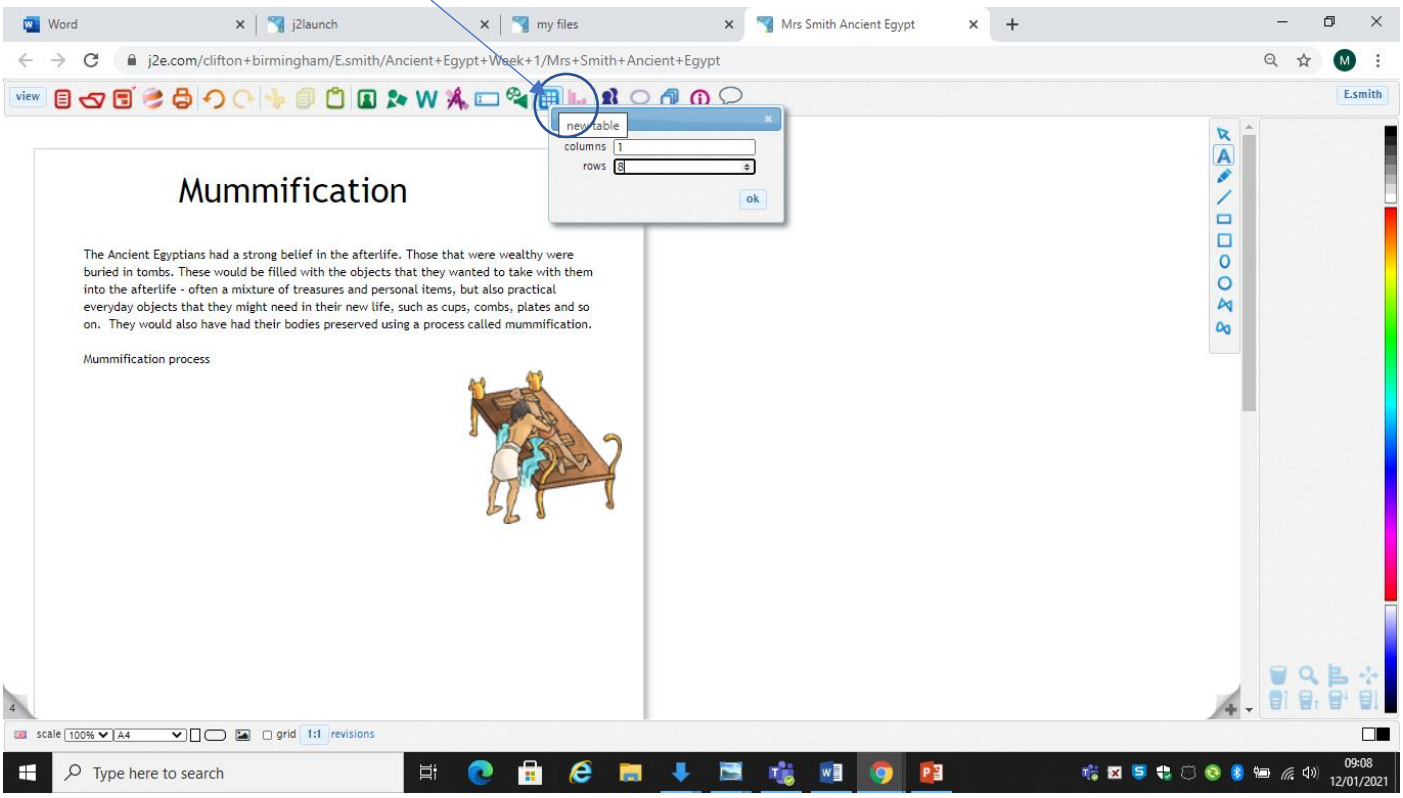




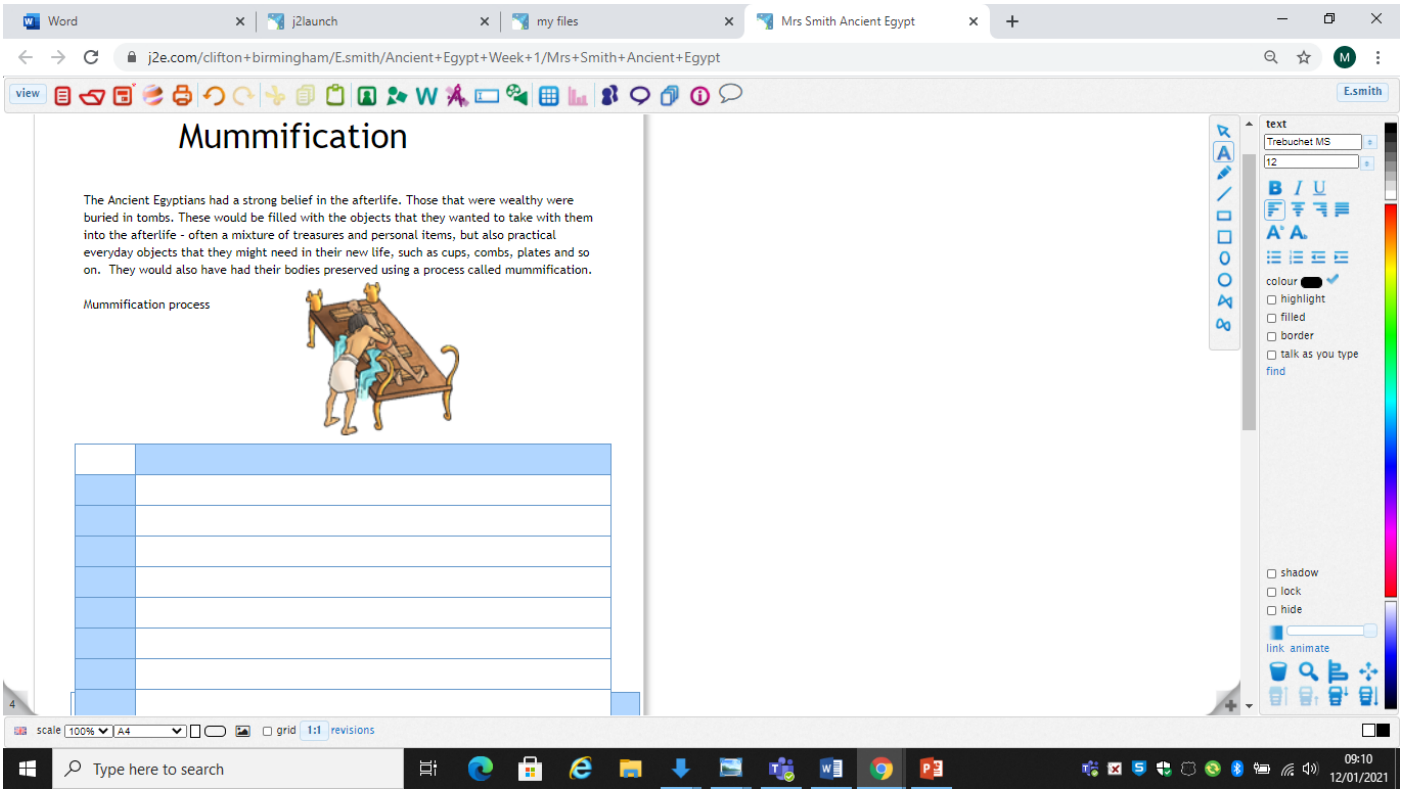
Add a picture

Now we are going to add a table

Click on the icon that looks like

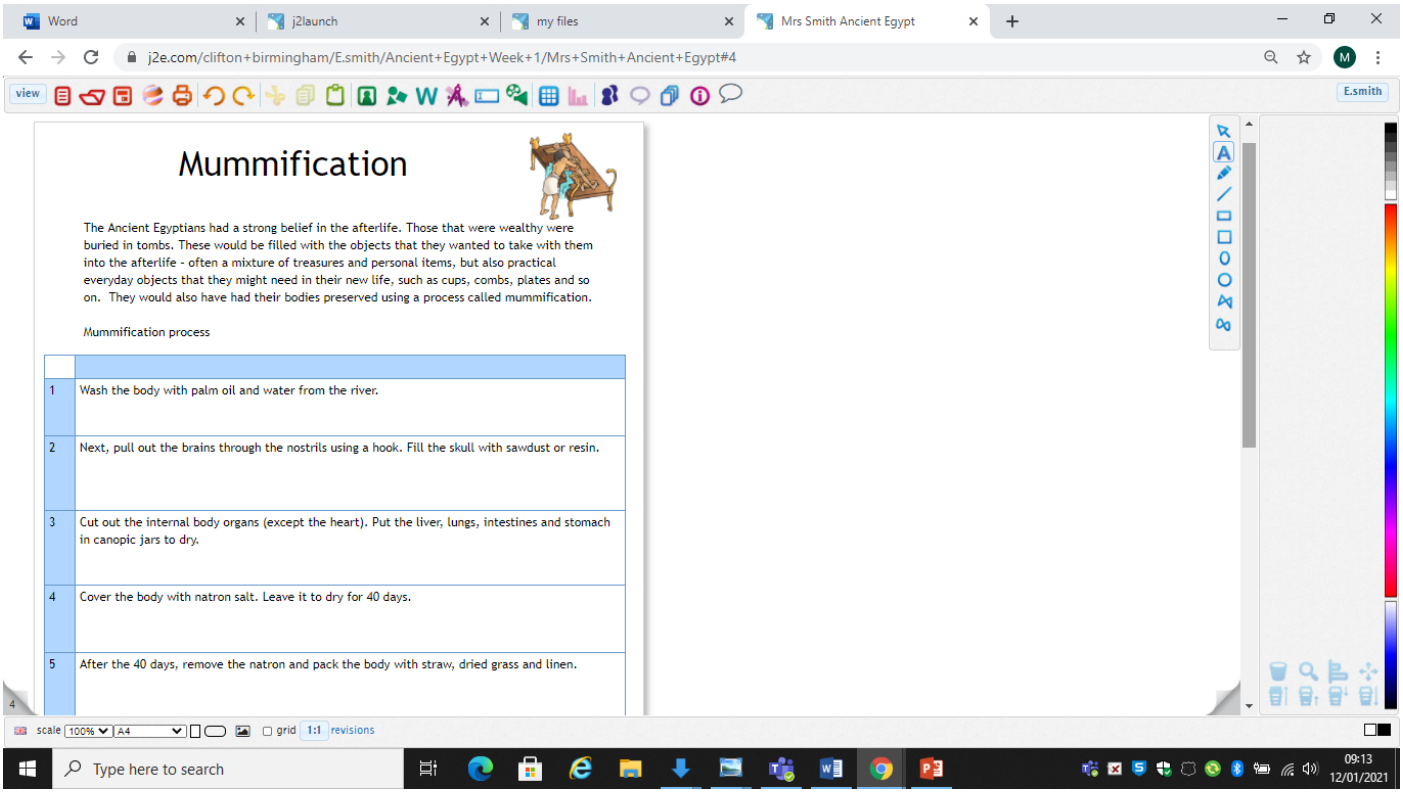


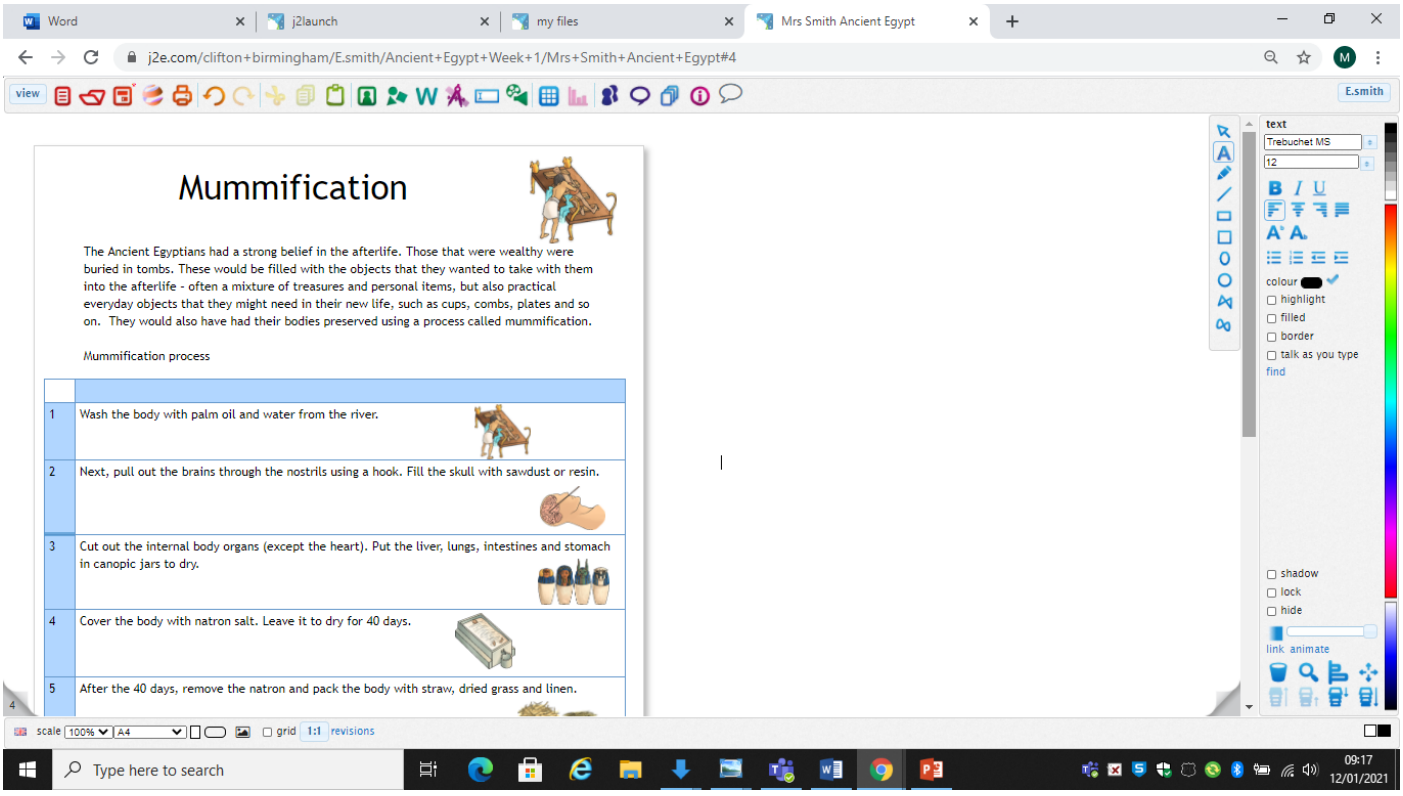
Then you need to input how many rows and columns you need. You will need 1 column and 8 rows.



Use the blue squares on the corners to make the table to size you would like.

Using the information you found out from your week 3 IPC task input the sequence of mummification into the table. Include imperative (bossy) verbs and time conjunctions.





Using the images in shared files week 4 add to the sequencing. Ensure they are in the right order!

Save your work.

Friday Art Lesson

LO: How to draw the Eye of Horus

Watch: https://www.youtube.com/watch?v=9Zslluyjf7I&feature=youtu.be

Maths Answers

What is area?

Maths

1 **a)** Work with a partner.

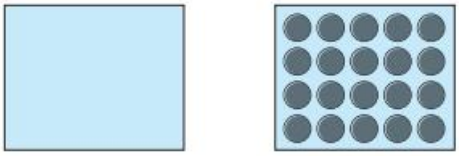
Use 4 sticky notes to make as many different rectilinear shapes as you can.

How many different shapes did you make? 5

b) All of the shapes that you made have the same area.

Explain how you know that this is correct.

2 Amir covers a rectangle with some counters.



a) Amir thinks the area of the rectangle is exactly 20 counters.

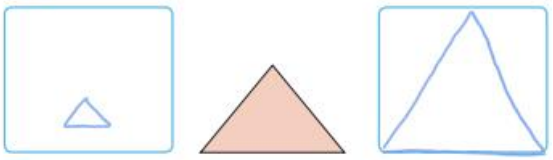
Is Amir correct? NO

b) Explain why counters are not the best way to measure area.

They are round so don't fill the space.

3 Eva draws this shape.

E.g.

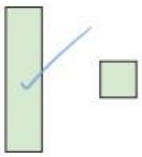


a) To the left, draw a triangle with a smaller area

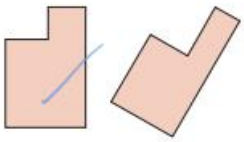
b) To the right, draw a triangle with a greater area.

4 For each pair of shapes, tick the shape with the greater area.

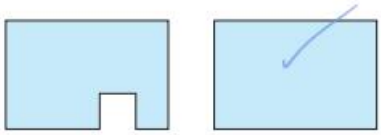
a)



c)



b)



5

A longer object will always have a greater area than a shorter object.

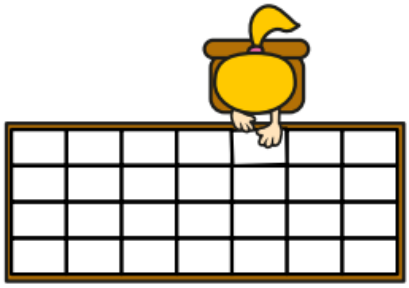
Do you agree with Teddy? No

Draw a picture to support your answer.

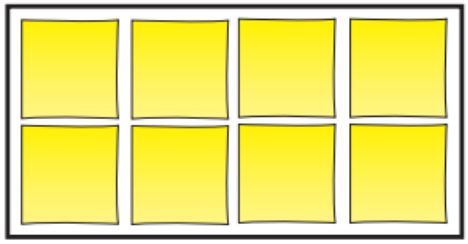
E.g.

6 Eva is measuring the area of the tabletop.

She has covered the table with exactly 28 sheets of paper.



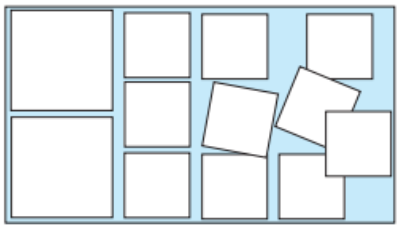
She covers one sheet of paper with sticky notes.



What is the area of the **tabletop** in sticky notes?

224 sticky notes

7 Kim thinks the area of the rectangle is 12 squares.



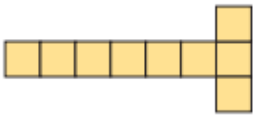
Is Kim correct? NO

How do you know?

Counting squares

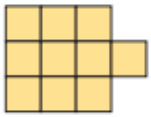
1 Count the squares in each shape to find the area.

A



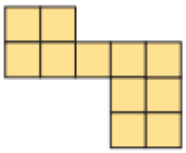
The area is 9 squares.

B



The area is 10 squares.

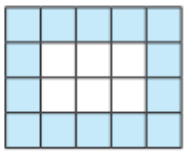
C



The area is 11 squares.

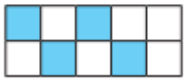
Which shape has the greatest area? C

2 What is the area of the shaded part of the shape?



The area is 14 squares.

3 Here is a kitchen tile.

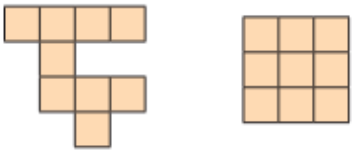


a) What area of the tile is blue? 4 squares

b) What area of the tile is white? 6 squares

c) What is the total area of the tile? 10 squares

4 These two shapes are made up of squares of the same size.



Jack: These two shapes have the same area.

Rosie: The first shape is bigger as it takes up more space.

Who is correct? Jack

Explain how you know.

They both have an area of 9 squares.

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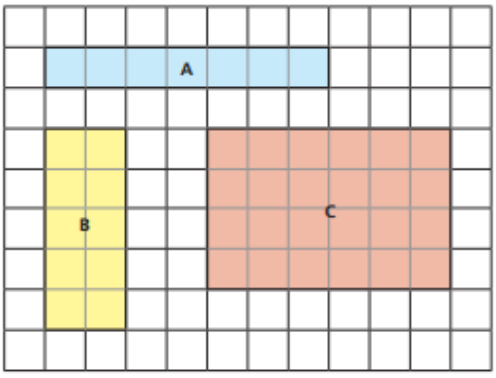
5 Here is a rectangle.

a) The rectangle has 3 rows and 4 columns.

b) What is the area of the rectangle? 12 squares

c) How did you work out the area?

6 Find the area of each rectangle.



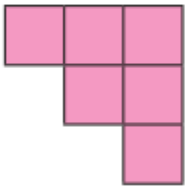
A = 7 squares B = 10 squares C = 24 squares

7 Nijah and Eva are making shapes.

They each use 6 squares.

Nijah's shape

Eva's shape



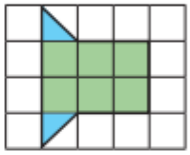
The area of Nijah's shape is equal to the area of Eva's shape.

Is this true or false? False

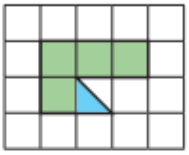
How do you know?

They are not made using the same size shapes.

8 What is the area of each shape?



area = 7 squares

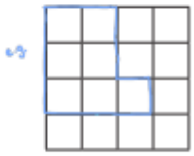


area = $4\frac{1}{2}$ squares

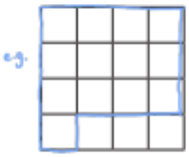
Making shapes

1 Draw a shape with the given area.

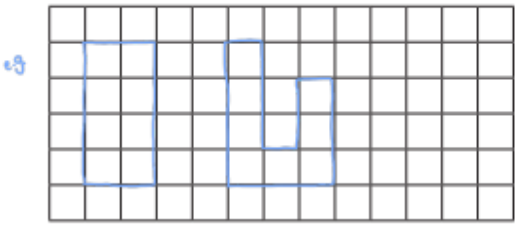
a) area = 7 squares



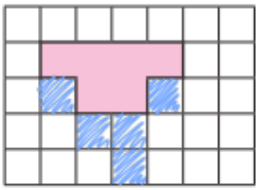
b) area = 13 squares



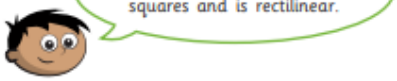
2 a) Draw two different shapes, each with an area of 8 squares.



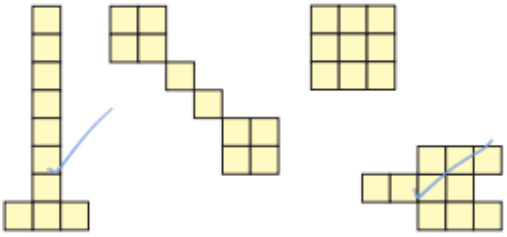
3 Shade more squares to make the area 11 squares.



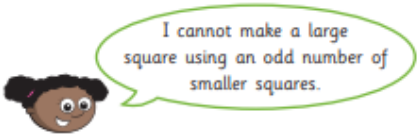
4 Amir has created a shape.



Tick the shapes that Amir could have made.



5



Do you agree with Whitney? No

Draw a picture to support your answer.

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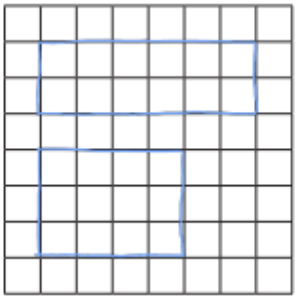
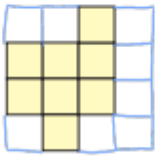
6 Draw two different rectangles, each with an area of 12 squares.



7 a) Add squares to this shape to make it into a square.



b) What is the area of the square you have made?

16 squares

c) How could you make a larger square?

How many more squares do you need to add?

Show your working.

9

8 Dora and Tommy have drawn rectilinear shapes.

Tommy says he has made a different shape with the same area.

Do you agree with Tommy? No

Explain your answer.

9 Use six square sticky notes or square shapes.

Make as many different rectilinear shapes with the squares as you can.

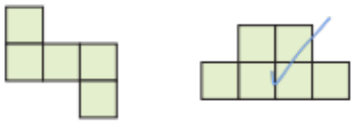
Draw some of your shapes.

Compare answers with a partner.

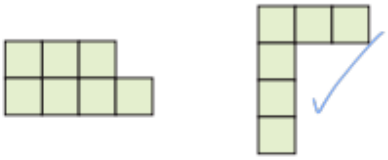
Comparing area

Maths

1 **a)** Tick the shape with the larger area.

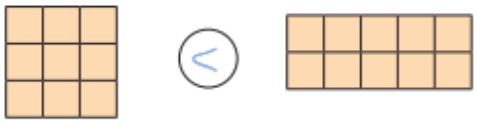


b) Tick the shape with the smaller area.

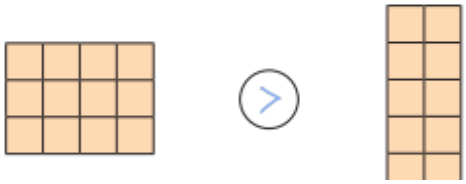


2 Write <, > or = to compare the area of the shapes.

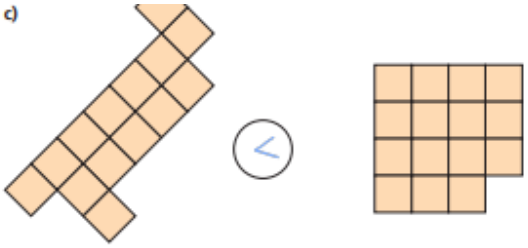
a)



b)

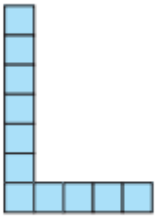


c)

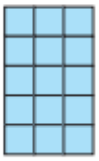


3 Mo draws these two shapes.

A



B

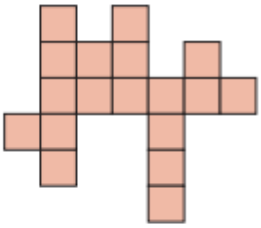


Shape B must have a smaller area than shape A because it is shorter and thinner than shape A.

Do you agree with Mo? No

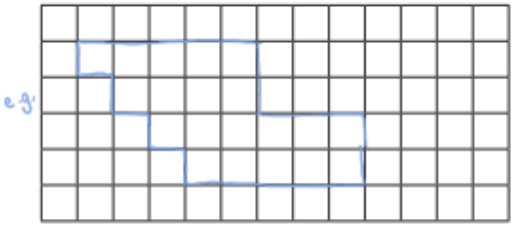
Explain your reasoning.

4 Here is a shape.



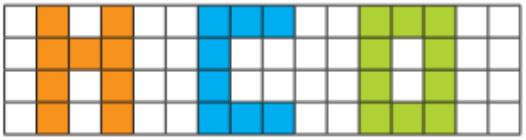
a) What is the area of this shape? 18 squares

b) Draw a different shape with an area that is 2 squares larger.



5 Put these letter shapes in order of size.

Start with the shape with the smallest area.



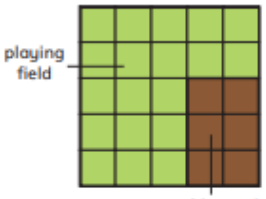
C H O

6 Here are plans of two school fields.

Each has a playing field and a vegetable patch.

High Street School

Main Street School



a) What is the difference in the area of the playing fields?

The difference in area of the playing fields is 2 squares.

b) What is the difference in the area of the vegetable patches?

The difference in area of the vegetable patches is 2 squares.

c) High Street School doubles the size of its vegetable patch.

Main Road School adds 1 square to its vegetable patch.

Which school now has the larger vegetable patch?

Show your working.

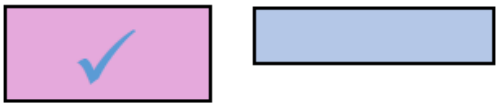
High Street School now has the larger vegetable patch.

Year 4

Area

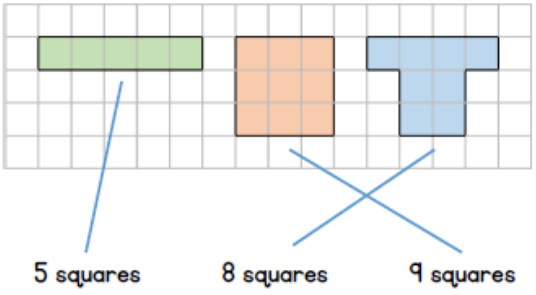
Name _____

1 Tick the shape with the greatest area.



☐ 1 mark

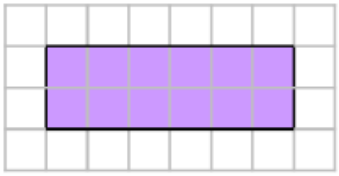
2 Match each shape to its area.



☐ 2 marks

1 mark for 2 correct

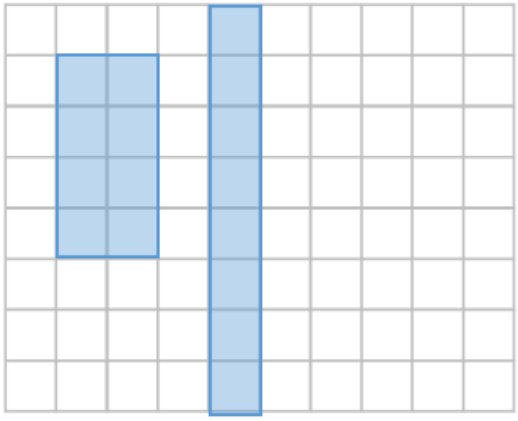
3 What is the area of the rectangle?



12 squares

☐ 1 mark

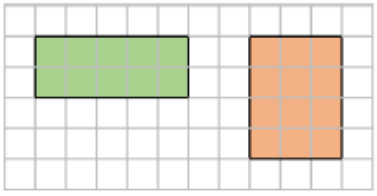
4 Draw two different shapes with an area of 8 squares.



☐ 2 marks

Any two **different** shapes with an area of 8 squares.

5 Which shape has the greatest area?



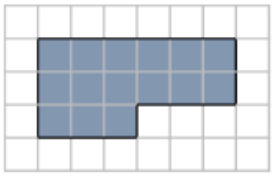
1 mark for correct shape, 1 for correct explanation.

Explain your answer.

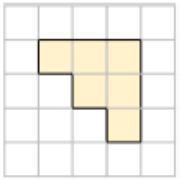
The orange one because it has an area of 12 squares whereas the green one only has 10 squares.

☐ 2 marks

6 What is the area of each shape?



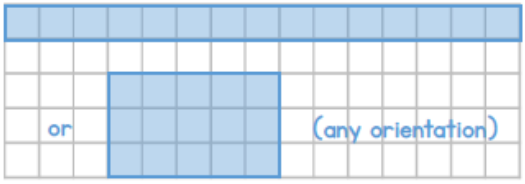
15 squares



6 squares

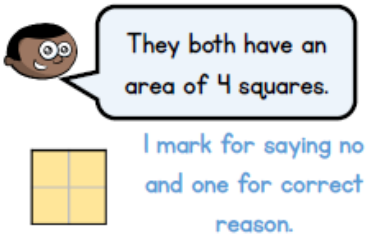
☐ 2 marks

7 Draw a rectangle with an area of 15 squares.



☐ 1 mark

8 Mo says that these two shapes have the same area.



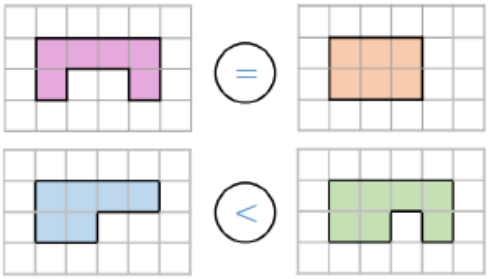
1 mark for saying no and one for correct reason.

Is Mo correct? Explain your answer.

No because the blue squares are bigger so the blue one has a bigger area.

☐ 2 marks

9 Use <, > or = to compare the areas.



☐ 2 marks

Circle how confident you feel with area.

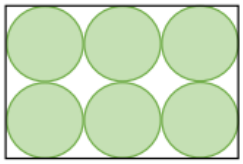
1	2	3	4	5
Not confident				Very confident

What is Area?

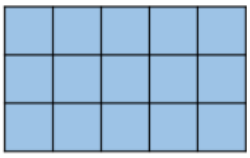
Reasoning and Problem Solving

Teddy and Eva are measuring the area of the same rectangle.

Teddy uses circles to find the area.



Eva uses squares to find the area.



Whose method do you think is more reliable?
Explain why.

Possible answer:

Eva's method is more reliable than Teddy's because her squares cover the whole surface of the rectangle whereas the circles leave some of the surface uncovered.

Two children have measured the top of their desk. They used different sized squares.

Dora

The area of the table top is 6 squares.

The area of the table top is 9 squares.

Alex

Who used the largest squares?
How do you know?

Dora needed fewer squares to cover the space, so her squares must have been the larger ones. If the squares are smaller, you need more of them.

Counting Squares

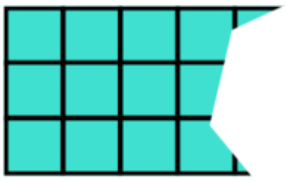
Reasoning and Problem Solving

Dexter has taken a bite of the chocolate bar.

The chocolate bar was a rectangle.
Can you work out how many squares of chocolate there were to start with?

There were 20 squares. You know this because two sides of the rectangle are shown.

This rectangle has been ripped.



What is the smallest possible area of the original rectangle?

What is the largest possible area if the length of the rectangle is less than 10 squares?

Smallest area – 15 squares.

Largest area – 30 squares.

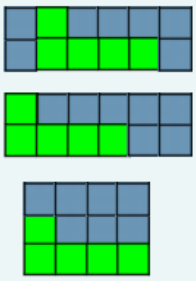
Making Shapes

Reasoning and Problem Solving

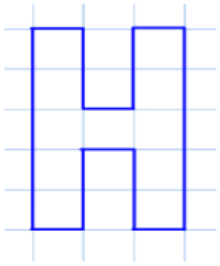
Here is a rectilinear shape.

Using 7 more squares, can you make a rectangle?
Can you find more than one way?

Possible answers include:



Can you make some capital letters on squared paper using less than 20 squares?

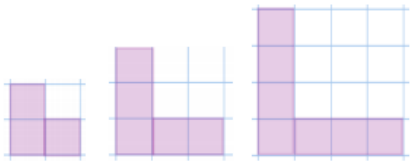


Make a word from some and count the total area of the letters.
Which letters have a line of symmetry?
What is the area of half of each letter?

Most letters can be made. They could be drawn on large squared paper or made with square tiles.

Comparing Area

Reasoning and Problem Solving



Look at the shapes. Can you spot the pattern and explain how the area is changing each time?

Draw the next shape. What is its area?

Can you predict what the area of the 6th shape would be?

Can you spot any patterns in your answers?

The area increases by 2 each time.

The next shape will have an area of 9.

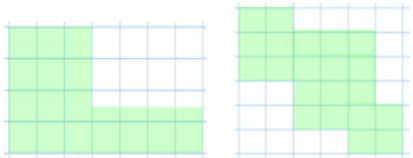
The 6th shape will have an area of 13.

The answers are all odd numbers and increase by 2 each time.

Shape C has been deleted.

Area C > Area B
Area C < Area D

Can you draw what shape C could look like?



B D

Shape A is missing too.

- It has the smallest area.
- It is symmetrical.

Can you draw what it could look like?

Shape B has an area of 18 squares.

Shape D has an area of 21 squares.

So Shape C can be any shape that has an area between 18 and 21 squares.

Shape A must have area less than 18 squares, but can be any symmetrical design e.g. a 4 by 4 square.

Whole Class Reading: Answers

Monday:

Option 1: 1. Drink me 2. To check if it was poison. 3. ten inches (high) 4. the (lovely) garden 5. Because she was now very small, and the table was too high 6. c 7. b

Option 2: 1. Drink me 2. quite nice 3. a 4. c 5. b 6. b

Tuesday:

Option 1: 1. a 2. b 3. a 4. c 5. b 6. b

Option 2: 1. a 2. b 3. b 4. b

Wednesday:

Option 1:

The cat told Alice that a Hatter lives one way, and a March Hare lives the other way.	3
The cat talked about a game with the queen.	5
The cat smiled at Alice.	1
The cat explained that everyone is mad.	4
The cat asked about a baby and then vanished again.	7
The cat vanished and then reappeared.	6
Alice asked the cat where she should go.	2

Option 2:

	"Then it doesn't matter which way you go,"	**2**
	"It turned into a pig,"	**5**
	"Would you tell me, please, which way I ought to go from here?"	**1**
	"In *that* direction, …lives a Hatter: and in *that* direction, … lives a March Hare. Visit either you like: they're both mad."	**3**
	"you see, a dog growls when it's angry, and wags its tail when it's pleased. Now *I* growl when I'm pleased, and wag my tail when I'm angry. Therefore I'm mad."	**4**

Answers

1. Who discovered Tutankhamun's tomb? Tick one.

   ✓ **Howard Carter**

2. Why is Tutankhamun one of the most famous pharaohs?

   Tutankhamun is one of the most famous pharaohs because his tomb was discovered quite recently (1922). This means that the artefacts and the body are in a good condition.

3. Explain, in your own words, how we know Tutankhamun died suddenly.

   Accept any response that suggests Tutankhamun died before the tomb was finished, such as: 'We know Tutankhamun died suddenly because the tomb was not completely decorated. Usually a tomb for a king would have paintings in all of the rooms, but only his burial chamber had paintings in, so maybe he died before the tomb was ready for him.'

4. How many treasures were found inside the tomb?

   ✓ **over 3,000**

5. **Find** and **copy** a word that means 'a religious ceremony'.

   ritual

6. What happened five months after the tomb was opened? Tick one.

   ✓ **Lord Carnarvon died.**

7. Fill in the missing words.

   Most of the rooms were for the **objects**, apart from the burial chamber which just held his **decorated** stone coffin.

8. Do you think Howard Carter believed in the mummy's curse?
   Use the text to support your ideas.

   Pupils' own responses, such as 'I believe Howard Carter might start to believe in the mummy's curse because of all of the things that happened to Lord Carnarvon and his dog.

Answers – Thursday- Time Conjunctions

When, after, before, until, since, while, once, as and *as soon as* are subordinating conjunctions which can be used to connect an action or an event to a point in time.

Task

Complete the following sentences by adding in a time conjunction into the sentences. Make sure they make sense!

action/event	conjunction	time
She was in a bad car accident	when	*she was young.*
We can't play loud music	after	*everyone has gone to bed.*
Brush your teeth	before	*you go to bed!*
I'll wait with you	until	*the bus comes.*
I've been very busy	since	*I started my new job.*
No one left the cinema	while	*the movie was on.*
I'll call you	once	*I arrive.*
We always have an ice cream	as soon as	*we get to the beach.*
I bumped into her	as	*I came out of the bank.*