

Home Learning – Cuddington and Dinton C of E Primary School

Year 4 – Daily Lesson Plans

Week 2

Day 1

<p>Lesson 1 Phonics, Spelling or Guided Reading</p>	<p>Concentrate on learning these spelling words that are related to our topic.</p> <p>volcano volcanoes earthquake tectonic plate lava eruption dormant icicle fossil fuel climate geographical ozone layer</p> <ol style="list-style-type: none"> 1. Choose one of the fun ways from the Spelling document on our class page and practise writing these words/ phrases. This is handwriting practise as well, so make sure you form each letter properly. Don't rush and make sure you are writing on the line. 2. Get a dictionary and look up the meaning of each word then write a sentence telling me the definition. Write it in your own words, rather than just copying from the dictionary. 																												
<p>Lesson 2 Maths</p>	<p>There are 21 coloured balls on a snooker table. How many coloured balls are there on 3 snooker tables?</p> <p>Use Base 10 to calculate: 21×4 and 33×3</p> <p>Complete the calculations to match the place value counters.</p> <table style="display: inline-table; border-collapse: collapse; margin-right: 10px;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th style="padding: 2px 5px;">Tens</th> <th style="padding: 2px 5px;">Ones</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">● ●</td><td style="text-align: center;">● ●</td></tr> <tr><td style="text-align: center;">● ●</td><td style="text-align: center;">● ●</td></tr> <tr><td style="text-align: center;">● ●</td><td style="text-align: center;">● ●</td></tr> <tr><td style="text-align: center;">● ●</td><td style="text-align: center;">● ●</td></tr> </tbody> </table> <div style="display: inline-block; margin-right: 10px;"> $\square + \square + \square + \square = \square$ $\square \times \square = \square$ </div> <p>Annie uses place value counters to work out 34×2</p> <table style="display: inline-table; border-collapse: collapse; margin-right: 10px;"> <thead> <tr style="background-color: #008000; color: white;"> <th style="padding: 2px 5px;">Tens</th> <th style="padding: 2px 5px;">Ones</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">● ● ●</td><td style="text-align: center;">● ● ● ●</td></tr> <tr><td style="text-align: center;">● ● ●</td><td style="text-align: center;">● ● ● ●</td></tr> </tbody> </table> <table style="display: inline-table; border-collapse: collapse; margin-right: 10px;"> <tr><td style="padding: 2px 5px;"></td><td style="padding: 2px 5px;">T</td><td style="padding: 2px 5px;">O</td></tr> <tr><td style="padding: 2px 5px;"></td><td style="padding: 2px 5px;">3</td><td style="padding: 2px 5px;">4</td></tr> <tr><td style="padding: 2px 5px;">×</td><td style="padding: 2px 5px;"></td><td style="padding: 2px 5px;">2</td></tr> <tr style="border-top: 1px solid black;"><td style="padding: 2px 5px;"></td><td style="padding: 2px 5px;">6</td><td style="padding: 2px 5px;">8</td></tr> </table> <div style="border: 1px solid #008000; border-radius: 10px; padding: 5px; display: inline-block;"> <p>Use Annie's method to solve:</p> <p>23×3 32×3 42×2</p> </div>	Tens	Ones	● ●	● ●	● ●	● ●	● ●	● ●	● ●	● ●	Tens	Ones	● ● ●	● ● ● ●	● ● ●	● ● ● ●		T	O		3	4	×		2		6	8
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September 3-10, 2021



Plastic – it's drastic!

» Abbie Sellers runs a plastic-free shop and campaigns and advises on the reduction of plastic use in our daily lives. Here, she tells us how we can all help

Why is it so important that we use less plastic?

Plastic use is increasing every year, with an expected increase of six times what we use and throw away now by 2030. It is polluting waterways and our environment all across the world.

Recycling seems like a great solution, but this uses a lot of energy – and therefore carbon – and is often incinerated or shipped across the globe.

Recycling also isn't infinite. Once a piece of plastic has been recycled a few times, it can't continuously be made into another plastic bottle, for example, as it loses quality and changes its properties.

Plastic is also made from oil, a non-renewable resource we should all be moving away from in order to slow down climate change.

Using less disposable plastic is the best solution, reusing what we have rather than throwing it away.

What can children do to help?

The best thing you can do now is take a look at what you throw away.

Recycle properly by checking your local council's guides, and spot ways in which you can switch to a reusable alternative, such as:

- Refilling a water bottle;
- Baking snacks at home and taking them to school instead of having snacks in wrappers;
- Thinking whether you really need all the new trends.

Educating families and friends also has a massive impact. Asking to go to your nearest refill or plastic-free store

Fact SHED



■ Abbie's shop, Plentiful (pictured), is open seven days a week in Ramsbottom, Greater Manchester.

■ It is one of hundreds of plastic-free shops now open around the country.

■ You can also shop online and the website has loads of great ideas and advice on reducing our use of plastic:

plentifulshop.co.uk

is a great start to learn what's out there. Adults are often unaware of what they can do to help, but there is so much.

How can schools make a difference?

Schools are of course great educators, so showing students and parents the impact of plastic locally and around the world has a big impact.

Also, switching to reusables in the canteen is something I've heard lots of young people tell me frustrates them – sticking

to metal cutlery is the way forward.

Schools can also put pressure on their suppliers to change packaging, as businesses have a big role to play in the plastic solution too.

What handy hints do you have for families to use less plastic around the home?

Back in the 1960s, disposable plastics just weren't a thing as they are now – sometimes thinking about our grandparents' frugal ways is actually a way to be more sustainable!

I recommend doing a 'bin audit' first – writing down the big offenders you keep throwing away, and then switching them out one by one. You can refill bottles and dry food in most plastic-free shops, and there are lots of home cleaning products out there now that use no plastic.

Lastly, I can't emphasise home batch cooking enough. Making massive meals or batches of snacks and freezing them in old containers means less plastic – and less effort throughout the week, too.

Are plastic-free shops like yours becoming more popular?

Definitely! When I started there was only a handful of us, now there are more than 300. I lost count at 50!

The television series *Blue Planet 2* started a wave of people caring about the planet and despite single-use plastic spiking with Covid last year, people are settling down again and seeing how much of a change they can make.

If you type into a search engine 'zero waste shops near me' there are lots of directories to find your nearest one.

Plastic - it's drastic

Explain what makes this headline effective. Give at least two reasons why.

.....

.....

.....

.....

Use a dictionary to find these words from the article and write your own definition in the boxes below.

disposable

unaware

frugal

What do you need to type into the search engine to find your nearest 'plastic free' shop?



Write your answer on the screen.



The **NEWS** *Shed*

Lesson 4
PE



Colour Combination PE Home Learning

Can you encourage each other and work together fairly?

Time to Learn:

- Layout several different coloured objects on the floor.
- Partner one chooses three different coloured objects for partner two to run out and touch.
- When partner one says go, how quickly can partner two touch the coloured objects in the correct order?
- To make the game harder increase the number of colour objects that are called out or put the objects in different rooms.



Play on your own!
How many objects can you touch in 60 seconds?
Can you beat your score?

Challenge yourself to move in different ways to touch the objects!

Compete against someone!
Who can touch the three coloured objects the quickest?

Top Tips

Keep Low!

- Bend your knees and keep your body low towards the ground. This will help create power when you push off, changing direction quicker!



Let's Reflect

How were you able to move quickly, changing direction?

Can you explain why we might need to change direction quickly when we participate in different activities?

Day 2

Lesson 1 Word Games

Making compound words

Watch this BBC Bitesize video to remind yourself about compound words then take the quiz.

[What are compound words? - BBC Bitesize](#)

See how many compound words you can make starting with:

- 1) Snow
- 2) Rain
- 3) Sun

Use a dictionary to check that the words you have created are actually compound words as opposed to two separate words.

Lesson 2
English

Watch this video on Literacy Shed

[Monkey Syphony - THE LITERACY SHED](#)

In a musical family two brothers are separated by musical differences. At the beginning of the film, we see a talented chimpanzee playing the piano wearing his overalls, he seems to be a cleaner with a hidden talent. As he leaves the stage, we see the maestro enter. The two chimps share a look. This look leads to a flashback and we see these two chimps as young boys having a piano lesson in a Parisian apartment with a strict Madame. One boy sticks to the rules and plays classically, resisting the urge to have fun and 'funk' it up whilst the other is reprimanded and forced to leave.

Back in the present we see both Chimps on stage. One behind the curtain and the other in front. Their practice session becomes duelling pianos. The Madame tries her best to stop them playing in the modern style, while a friendly gorilla ensures that they enjoy themselves. They bond over the music; the Madame leaves and the chimpanzees rekindle their friendship over a grand piano.

Your task is to write a 'Mary Poppins' style advert for the post of a music teacher. Imagine what kind of teacher the two young brothers would have liked. If you have music lessons, what is good about your music teacher. Are they patient, inspiring, good at explaining, creative?

Think about how best to set out your advert so that it is eye-catching and will attract the right kind of applicant. It would be good to practise your keyboard skills by typing up your advert.

One of Thirty Six



Can you find the chosen number from this square using the clues below?

1. The number is odd
2. It is a multiple of three
3. It is smaller than 7×4
4. Its tens digit is even
5. It is the greater of the two possibilities

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36



Extension: Create your own number grid, choose a number to be the answer and then write five clues for your family to use to solve your puzzle. Remember the kinds of questions we ask when we play this game in class. Odds/evens, multiples, greater than/less than, a prime number, the place value of each digit...

Lesson 4
Out
door
learning



Lockdown Indoor/Outdoor Remote Educational Activities

Magic Spot

Location—Garden if you have one or by a window.

KS1 or KS2 — English.

Activity

Find a special place in the garden, or by a window, to sit or stand quietly.

Try not to make any noise and listen carefully to the different sounds you can hear.

Try and identify some natural sounds as well as human sounds.



Health and Safety Considerations

- Check with an adult safe places to go in the garden.
- Take an adult with you if you prefer or try and keep an adult in view.
- Never lean out of a window to look or listen.
- Take a plastic bag to sit on if wet.

Extensions

1. Try and draw a shape or symbol on a piece of card that represents the sounds you heard.
2. Have a go at writing a Haiku (5-7-5) poem from the sounds.

Review

Share and talk about your sounds/pictures from the activity.

Make a class mural to display the variety of sounds across the class.

Read out a Haiku if you made one.

Day 3

Lesson
1
Spell-
ing

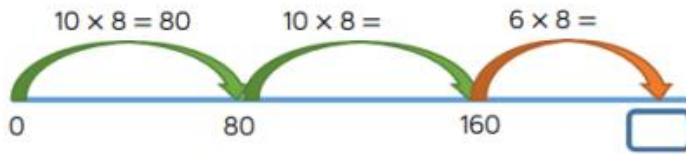
Look back at Monday's spelling words and the definitions you discovered. Today I would like you to put each word into a sentence. You could put your sentences into alphabetical order and present them as a glossary for someone who is studying the topic, Fire and Ice.

Lesson

2

Maths

There are 8 classes in a school.
Each class has 26 children.
How many children are there altogether?
Complete the number line to solve the problem.

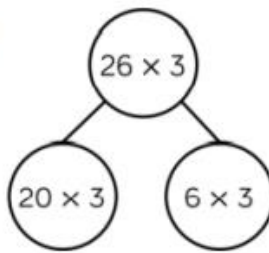


Use this method to work out the multiplications.

16×7 34×6 27×4

Rosie uses Base 10 and a part-whole model to calculate 26×3
Complete Rosie's calculations.

Tens	Ones



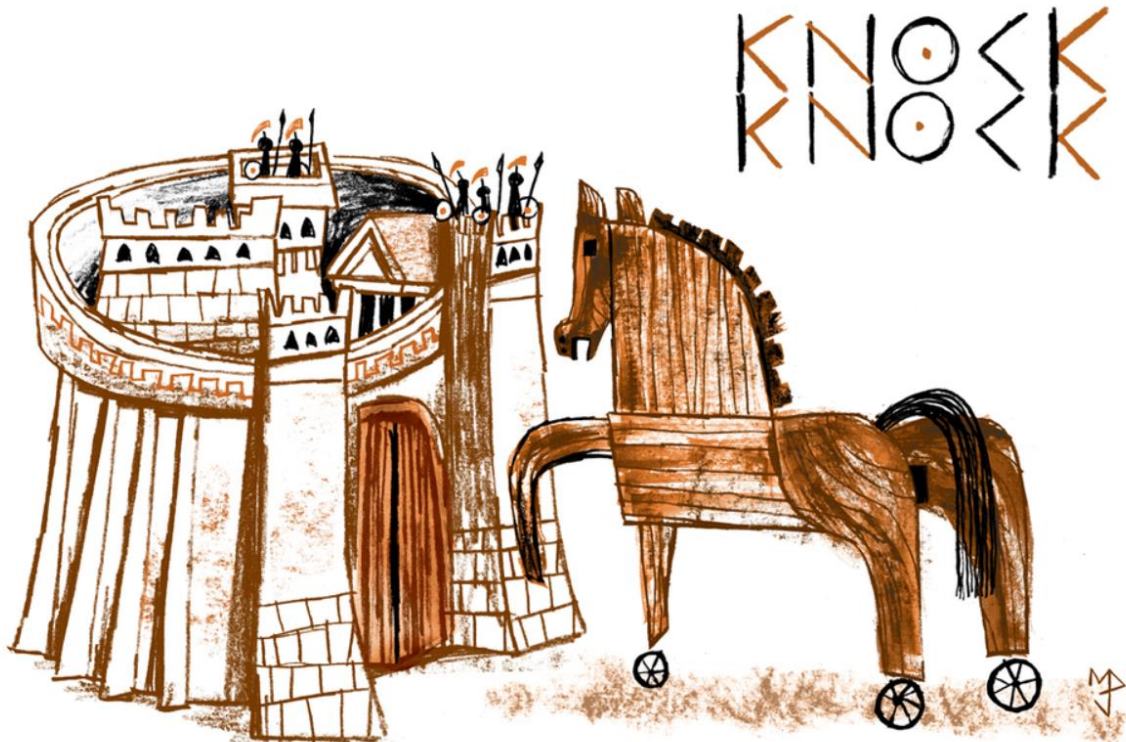
Use Rosie's method to work out:
 36×3
 24×6
 45×4

Lesson

3

English

This is a three day piece of work:



	<p>Research the story of the Trojan Horse then write a diary extract as if you are one of the soldiers hiding inside the giant wooden horse. How would you be feeling? What would you be able to see, hear and smell? How would you feel when the horse was pushed in through the gates into the city of Troy?</p> <p>OR</p> <p>Re-write the story in your own words, remembering to use exciting vocabulary such as powerful verbs, adverbs and adjectives to inspire and entertain the reader.</p>
<p>Lesson 4 RE</p>	<p>This term we are considering what kind of world Jesus wanted. Click on this link to listen to a reading of the book 'If the world were a village'.</p> <p>If the World Were a Village - Global Water Story - YouTube</p> <p>Now think about what kind of world you would like to see. Draw a large circle on a piece of paper and split the circle in half. On one half, write the way the world is, and in the other, the way you would like it to be. Explain why you want the world to be like this, and think of some ideas as to actions people would need to take to make the world like this. What actions are you willing to take to bring this kind of world about? Jesus' message is one of love (love from God inspiring love for God and for others). How important is love in your ideas about a better world and the steps to get there?</p>

Lesson 1
Guided
Reading

Unit focus: Volcanoes
Text focus: Narrative (680L)

STAGE 4



Pompeii

Small pebbles rattled across the cobblestones. Birds took to the sky and shrieked a warning to the people bustling below. A little boy sat with his back against the wall of his house and watched the dust dance. Something big was happening underneath the street.

He tentatively placed his hand on the stones. They felt warm in the midday sun. He felt tremors in his fingertips. He thought to call for his mother, but she was out in the back, scrubbing their linen. Instead, he wandered along the street until it reached the city walls. His fingers idly traced the outline of the mortar as he slowly followed its curve towards the gate. Even the wall was shaking.

When he reached the open gate, the boy stopped and stared. To the north, he could make out the familiar sight of Mount Vesuvius. A vivid blue sky hung peacefully above it. Ever since he'd been little, he'd talked to his friends about climbing to the top. His mother had caught him talking about it once and scalded him. It was too dangerous, she'd said.

As he watched, the volcano seemed more prominent than before: more imposing. Suddenly, the world was filled with an almighty thunder. The boy clapped his hands to his ears and fell to his knees. When he looked up, the sky had disappeared. In its place, a thick grey blanket was being rolled out across the horizon.

The boy watched with his mouth agape as thousands of small black dots were tossed from the volcano's peak, like leaves in the wind. The grey blanket seemed unstoppable in the sky; the sun blinked out in its wake.

Terrified, the boy raced back to his house and grabbed his mother. In babbled words, he tried to explain what he'd seen, but she dismissed him. "Your head is stuck in the volcano," she moaned and returned to her washing.

Panicking, the boy raced back out into the street. It seemed as though night had fallen already. There was barely any light to see by, and the boy tripped and landed on his back. As he stared up at

the sky, a lump of rock the size of his fist ripped through the black cloud. Somebody screamed as it smashed through the roof of the house opposite.

Snowflakes started to fall from the sky. The boy stuck out his tongue instinctively, but these flakes were hot and dry and bitter. They fell faster than any snow he'd seen before. Even as he lay on the street, his hands were buried beneath a burning layer.

He screamed and stood up. Now more rocks were crashing into the streets. People were yelling incoherent words to each other, all of them blending into one barrage of noise. Most tried to run away, but the bitter snow was falling too quickly. Some were struck by falling debris and didn't get back up. Within seconds they were buried.

Somebody grabbed the boy from behind and embraced him. It was his mother. They raced back into the house. The beams in the roof were groaning under the weight of the ash. It didn't matter, it was better than being outside.

The boy silently sobbed into his mother's arms as they waited for whatever was going to happen, to happen.

VOCABULARY FOCUS

1. What has the author used the word "tentatively" in the second paragraph?
2. Find a synonym for the word "idly".
3. What do the phrases "vivid blue" and "hung peacefully" tell you about the sky?
4. If the volcano is more imposing, what impression does that give you?
5. What is debris in this context?

VIPERS QUESTIONS

- S** What clues were there that something was about to happen?
- I** What were the snowflakes that the boy tried to taste?
- R** What time of day is it? Copy a quote that supports this.
- I** When it says "It seemed as though night had fallen already", what had happened?
- P** Why did somebody scream when the first rock smashed into the house opposite?

Lesson 2
English

See Day 3

Lesson 3
Maths

Follow this link to the instructions for the Nice or Nasty game and a copy of the scoring sheet. You will need a 6 or 9 sided dice or you could use the digital spinner to create your numbers. You will need to find a partner to play with. Remember that you need to agree whether you are trying to make the highest or lowest number or maybe the number nearest to 5000, for example.

[Nice or Nasty \(maths.org\)](http://Nice or Nasty (maths.org))

	<p style="text-align: center;">Scoring Sheet</p> <p style="text-align: center;">Decide on a target number before playing each round or game</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; text-align: center;">Player 1</th> <th style="width: 25%; text-align: center;">Player 2</th> <th style="width: 25%; text-align: center;">P1 Score</th> <th style="width: 25%; text-align: center;">P2 Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">□ □ □ □</td> <td style="text-align: center;">□ □ □ □</td> <td style="text-align: center;">□ □ □</td> <td style="text-align: center;">□ □ □</td> </tr> <tr> <td style="text-align: center;">□ □ □ □</td> <td style="text-align: center;">□ □ □ □</td> <td style="text-align: center;">□ □ □</td> <td style="text-align: center;">□ □ □</td> </tr> <tr> <td style="text-align: center;">□ □ □ □</td> <td style="text-align: center;">□ □ □ □</td> <td style="text-align: center;">□ □ □</td> <td style="text-align: center;">□ □ □</td> </tr> <tr> <td style="text-align: center;">□ □ □ □</td> <td style="text-align: center;">□ □ □ □</td> <td style="text-align: center;">□ □ □</td> <td style="text-align: center;">□ □ □</td> </tr> <tr> <td style="text-align: center;">□ □ □ □</td> <td style="text-align: center;">□ □ □ □</td> <td style="text-align: center;">□ □ □</td> <td style="text-align: center;">□ □ □</td> </tr> </tbody> </table>	Player 1	Player 2	P1 Score	P2 Score	□ □ □ □	□ □ □ □	□ □ □	□ □ □	□ □ □ □	□ □ □ □	□ □ □	□ □ □	□ □ □ □	□ □ □ □	□ □ □	□ □ □	□ □ □ □	□ □ □ □	□ □ □	□ □ □	□ □ □ □	□ □ □ □	□ □ □	□ □ □
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<p>Lesson 4 Topic</p>	<p>Go to the National Geographic for Kids site by clicking on this link. It will take you to pages all about the young climate activist, Greta Thunberg.</p> <p>https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/greta-thunberg-facts/</p> <p>Find out as much as you can about her then write a list of the top 5 things we can do to try and prevent climate change. Tell your family what you have learned and get them on board to make changes in your lives.</p>																								

Day 5

<p>Lesson 1 Spelling</p>	<p>Ask a member of your family to test you on this week's spelling words.</p>
<p>Lesson 2 Science</p>	<p>Although this experiment is described as taking place in school, if you have access to the items in the kit list, and an adult on hand to help, you can easily follow the instructions at home. Don't forget to ensure that you create a fair test. Explain to your adult why this is important. Think carefully about how to present your results.</p>

About this activity

Antarctica is one of the most extreme environments on Earth. A satellite recently recorded a temperature of -98°C . At the National Maritime Museum, there are letters by polar explorer Ernest Shackleton describing the Antarctic winter. He says that on a warm day the temperature reached the equivalent of -17°C which is about as cold as a freezer. What can explorers dress themselves in to stay warm in such conditions? You will be designing a prototype of a coat to be worn in Antarctica.

Kit list

- Hot (but not boiling) water
- Freezer (or a fridge or coolbox)
- Matching plastic beakers with lids (ensure these have screw tops)
- Stopwatches
- Elastic bands
- Tray
- Wool
- Thermometers
- Measuring cylinder
- Cloth/fabric
- Cotton wool
- Corrugated card
- Tissue paper
- Bubble wrap
- Cling film

Time: 2 hours

Watch out!

Be careful with hot water.

Diverse places

Surviving Antarctica

- 1 Your aim is to find out what material is the best thermal insulator. Split into groups, each equipped with at least one beaker (ideally two or three) and potential insulation materials.
- 2 Wrap identical screw top beakers in different materials.
- 3 Give beakers to your teacher to be filled with hot (not boiling) water from the tap, making sure their lids are screwed on.
- 4 Place beakers in a freezer (or in an cool box filled with ice). To ensure a fair test, you must leave equal space between the beakers.
- 5 After an hour your teacher should collect the beakers and return them to your group, removing the lid.
- 6 As a group, use your thermometer to record the temperature of your water and identify which material kept the water the warmest. Your teachers can show you how to do this and how to record your findings.
- 7 As a class you should share your results and select three materials to make your coat from.
- 8 Design a prototype of your coat using your chosen materials. Think about what else the coat may need:
 - Should it be waterproof?
 - Might it need pockets or a hood?
 - Discuss what problems there might be using these materials to keep a person warm.

Next steps

- What difference does it make if your materials get wet before you put them around the beaker (Use cold tap water rather than hot water for this)?
- What factors do you need to consider to ensure a fair test?





Kitchen Curling PE Home Learning



Can you play fairly and keep the score?

Time to Learn:

- Clear a space on a smooth surface i.e. a table or hallway floor and place a target at one end of the space.
- Using a pair of rolled up socks, slide them across the floor, trying to get them as close to the target as possible.
- Play against an opponent. Each player has three pairs of socks. The pair of socks closest to the target scores a point.
- The player with the most points after three rounds is the winner.



Place the target marker closer to you. Only move it further away when you feel confident.



Place obstacles in the way of the target!



Have a competition!
Create a league table and play against different family members.

Top Tips

Focus on the target

- Concentrate on the target and use an underarm technique to slide the socks along the surface.



Let's Reflect

What did you find easy or hard about this game?
How did you feel when your socks were the closest?