

## Year 4 Timetable for Online Learning- Week beginning 22<sup>nd</sup> February 2021

|                           | Monday   | Tuesday   | Wednesday   | Thursday   | Friday   |
|---------------------------|--|---|---|--|--|
| <b>Registration</b>       | 9:00-9:45<br>Outline daily expectations  | 9:00-9:45<br>Outline daily expectations   | 9:00-9:45<br>Outline daily expectations   | 9:00-9:45<br>Outline daily expectations  | 9:00-9:45<br>Outline daily expectations  |
| <b>Maths</b>              | <b>Equivalent fractions (2)</b><br><br>Watch the video and complete The worksheet.<br>Ext - Equivalent fractions fluency questions. Choose a set of questions to answer or complete all of them.   | <b>Equivalent fractions (1)</b><br><br>Watch the video and complete The worksheet. Ext - Equivalent fractions. Can you find examples of equivalent fractions? Remember if you multiply the numerator and denominator by the same number it will be an equivalent fraction. E.g. $\frac{1}{2} = \frac{2}{4}$ . | <b>Equivalent fractions (2)</b><br><br>Watch the video and complete The worksheet. Look at the PowerPoint before extension.<br><br>Ext - Fill in the missing numbers for the equivalent fractions. Choose a level of questions A/B/C.         | <b>Fractions greater than 1.</b><br><br>Watch the video and complete The worksheet.<br><br>Ext - Reasoning questions 1. Choose a level of questions and use words and numbers to explain your answers.   | <b>Count in fractions.</b><br><br>Watch the video and complete The worksheet.<br>Ext - Reasoning questions 2. Choose a level of questions and use words and numbers to explain your answers.<br><b>Mental maths</b> - listen to the audio and print worksheet. |
| <b>English</b>            | <b>Comprehension / Grammar</b><br><br>There are two pieces of work today. A comprehension based on a diary entry and follow-up grammar questions.  | <b>Reading/ Story prediction</b><br><br>We are going to read the second Secret Seven book for the next two weeks. Read chapters 1-2. Then write a prediction for the story. I have also included an additional worksheet on features of a diary entry.  | <b>Plan a diary entry</b><br><br>Read chapters 3-7. Imagine you are one of the characters in the story, plan what you might say in a diary entry. Look at the slides to guide you.  | <b>Write a diary entry</b><br><br>Read chapters 8-11. Using your plan from yesterday, write a diary entry for a member of The Secret Seven. Include the key features and use the PowerPoint from yesterday to help you. Ext - Include a picture to go with your diary entry. | <b>Research the author Enid Blyton.</b><br><br>Find out information about the author Enid Blyton. Fill in the research sheet. Ext - Design a poster for the Secret Seven.<br><b>Spelling test</b> - Ask someone to test you on half term words.                |
| <b>Art, R.E, Science</b>  | <b>RE: lesson 1 Communion rite</b><br><br>Read through instruction page and hand-outs. Read the Lord's Prayer line by line, thinking carefully about the meaning. Write an explanation for what the prayer means.                          | <b>Geography: lesson 1 Earthquakes and volcanoes.</b><br><br>Read the instruction page and go to web links and read PowerPoint. What are earthquakes and how are they formed? Fill in the worksheet with your answers.  | <b>RE: lesson 2 The Concluding Rite.</b><br><br>Read through the instruction page. Read Romans on Paul's advice. Think about his advice and create a page of symbols for the different advice he gives. Ext - Create a freeze frame or drama. | <b>Geography: lesson 2 Labelling earthquakes and volcanoes.</b><br><br>Follow the instruction page, there are several videos and a PowerPoint to read. You need to then plot the different earthquakes and volcanoes on the map provided.                                    | <b>Art: Van Gogh self portrait.</b><br><br>Can you create a portrait of yourself in the style of the famous painter Van Gogh? Read through the instruction page and click on the link for further information on the artist.                                   |
| <b>Google Meets Calls</b> | <b>Whole class feedback 1:45-2:30pm</b><br>Feedback/well-being chat-up.<br>A chance for the children to share their work and discussion of how they are accessing and completing the work. Go through any misconceptions that have arisen. | <b>Group feedback</b><br><b>Group 1: 1:45- 2:05</b><br><b>Group 2: 2:05 - 2:25</b><br><br>Split into 2 groups, the children have a chance to feedback on work from that day and ask any questions.  | <b>Group feedback</b><br><b>Group 1: 1:45- 2:05</b><br><b>Group 2: 2:05 - 2:25</b><br><br>Split into 2 groups, the children have a chance to feedback on work from that day and ask any questions.  | <b>Whole class feedback 1:45-2:30pm</b><br>Feedback/well-being chat-up.<br>A chance for the children to share their work and discussion of how they are accessing and completing the work. Go through any misconceptions that have arisen.                                   |  |