



Year 4: Remote Learning Schedule

W/C 25 th January	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Maths (approx. 45 mins per lesson) This week our focus is: Area</p>	<p>Lesson 1: <i>What is area?</i> Click on the link here</p>	<p>Lesson 2: <i>Counting squares</i> Click on the link here</p>	<p>Lesson 3: <i>Making shapes</i> Click on the link here</p>	<p>Lesson 4: <i>Comparing area</i> Click on the link here</p>	<p>Lesson 5: END OF BLOCK ASSESSMENT Arithmetic Skills <i>Challenge yourself with our weekly number skills check.</i></p>
<p><i>You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i></p>					



Remember to log in to [TT Rockstars](#) each week to practise your times tables!

Message your teacher on ClassDojo if you've forgotten your login details.



Remember to share your learning on ClassDojo!

Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.



<p>English (approx. 45 mins per lesson) This week our focus is: Newspaper Report writing</p>	<p>Lesson 1: <i>To answer a range of questions based on the poem Billy McBone.</i></p>	<p>Lesson 2: <i>To answer reading comprehension questions.</i></p>	<p>Lesson 3: <i>To identify features of a newspaper report.</i></p>	<p>Lesson 4: <i>To understand chronological order and the five Ws.</i></p>	<p>Lesson 5: <i>To gather evidence from a witness.</i></p>
<p><i>The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i></p>					

This week's spellings are: scene, seen, mail, male, bawl, ball **(Remember to test yourself on Friday!)**

Reading for Pleasure is such an important part of our curriculum – follow the link [here](#) to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.

Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.

Mon:	Tues:	Wed:	Thurs:	Fri:
DT	Geography	PSHE	Science	Spanish

Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. At the end of this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!



Year 4 Knowledge Organiser: Area

VIPs

Area is the amount of space taken up by a shape or surface.

Area is measured using squares.

Count the number of squares inside the shape to find the area.

Times table facts can be used to calculate the area of rectangles.

When drawing rectilinear shapes, the squares need to join at the sides, not just at the corners.

Draw shapes accurately using the lines and squares in your book.

When comparing area, the same size squares must be used.

To compare use greater than $>$, equal to $=$ and less than $<$.

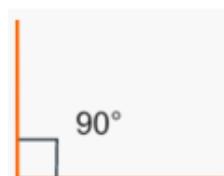
Right Angle

A right angle can be described several ways:

Where two lines meet at 90° .

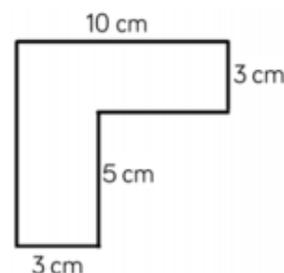
Where two perpendicular lines meet.

A quarter turn.



Rectilinear Shapes

Rectilinear shapes are made of straight lines and right angles.

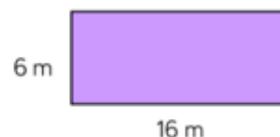


Key vocabulary

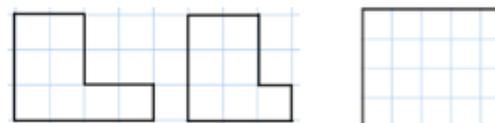
Area	Shape
Surface	2D
Space	Squares
Squared	Units
Measure	Rectangle
Rectilinear	Greater than
Less than	Equal to

Rectangle

The opposite sides of a rectangle are the same length. The corners are right angles.



Area by Counting Squares



Fat Questions

Does the UK have enough land to grow sufficient food for the population?

How can area be used to record changes to the planet?

Intent

To understand that area is the amount of space taken by a shape or surface. To understand that area is measured in squares. To find the area of a shape, count the number of squares that fit inside it.



Maths lesson 1:

What is area?



1 a) Work with a partner.

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

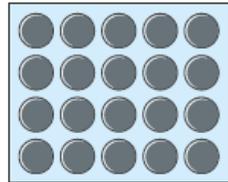
How many different shapes did you make?



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.



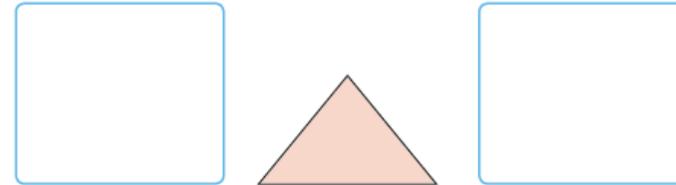
a) Amir thinks the area of the rectangle is exactly 20 counters.

Is Amir correct? _____

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



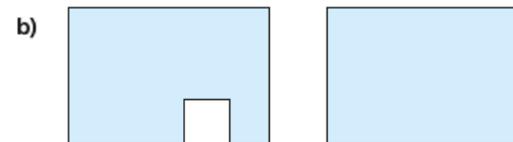
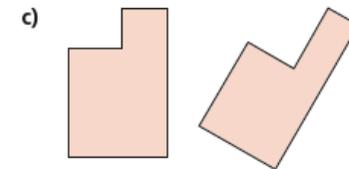
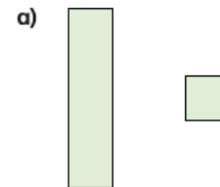
3 Eva draws this shape.



a) 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.





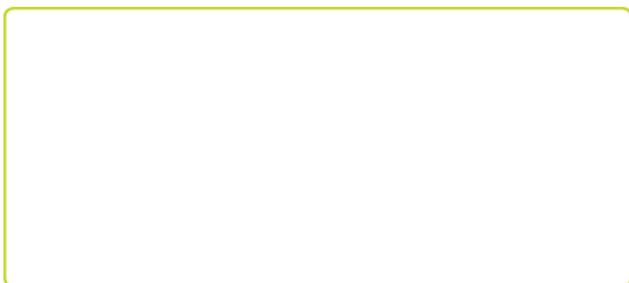
5



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

Do you agree with Teddy? _____

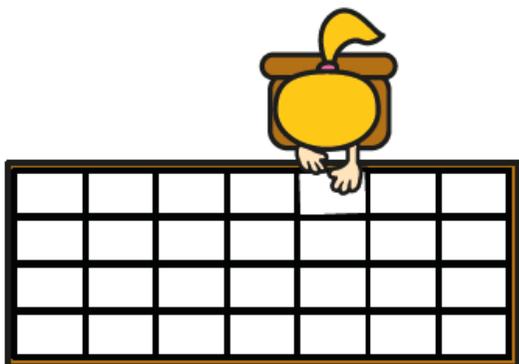
Draw a picture to support your answer.



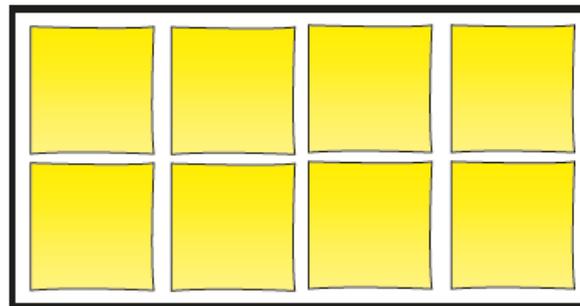
6

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.

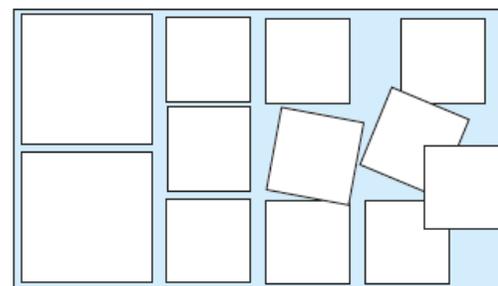


What is the area of the tabletop in sticky notes?

sticky notes

7

Kim thinks the area of the rectangle is 12 squares.



Is Kim correct? _____

How do you know?





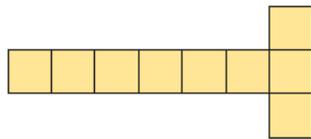
Maths lesson 2:

Counting squares



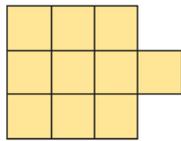
1 Count the squares in each shape to find the area.

A



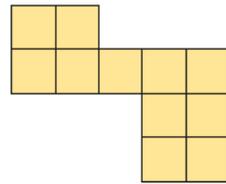
The area is squares.

B



The area is squares.

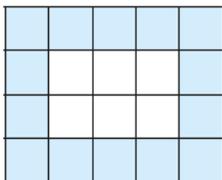
C



The area is squares.

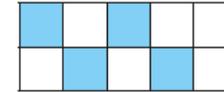
Which shape has the greatest area? _____

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



The area is squares.

3 Here is a kitchen tile.

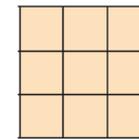
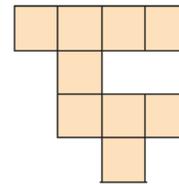


a) What area of the tile is blue? squares

b) What area of the tile is white? squares

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

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



Jack

These two shapes have the same area.

Rosie



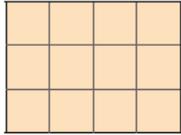
The first shape is bigger as it takes up more space.

Who is correct? _____

Explain how you know.



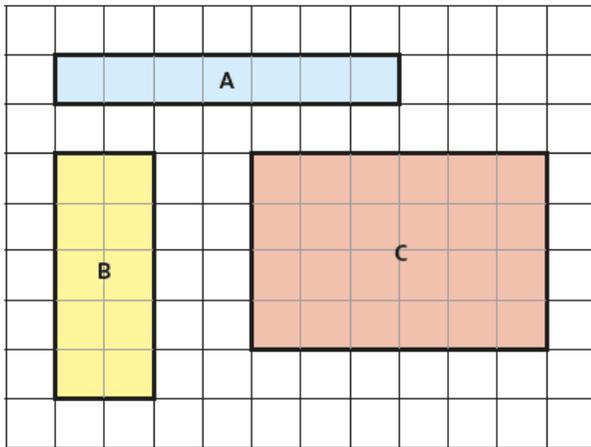
5 Here is a rectangle.



- a) The rectangle has rows and columns.
- b) What is the area of the rectangle? squares
- c) How did you work out the area?



6 Find the area of each rectangle.

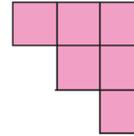


A = squares B = squares C = squares

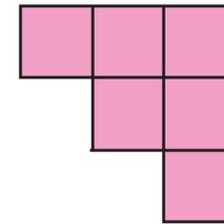
7 Nijah and Eva are making shapes.

They each use 6 squares.

Nijah's shape



Eva's shape

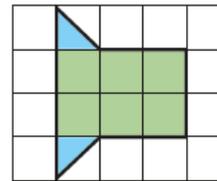


The area of Nijah's shape is equal to the area of Eva's shape.

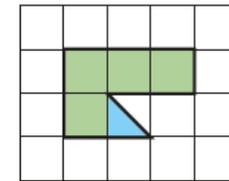
Is this true or false? _____

How do you know?

8 What is the area of each shape?



area = squares



area = squares





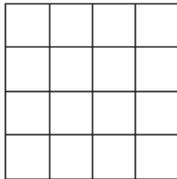
Maths lesson 3:

Making shapes

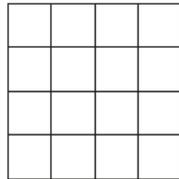


1 Draw a shape with the given area.

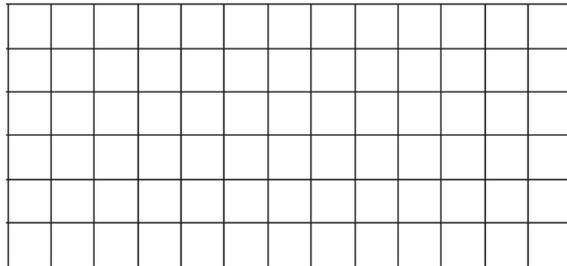
a) area = 7 squares



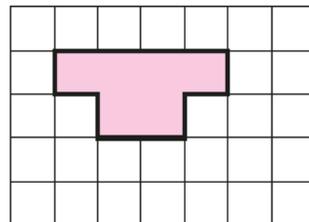
b) area = 13 squares



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



3 Shade more squares to make the area 11 squares.

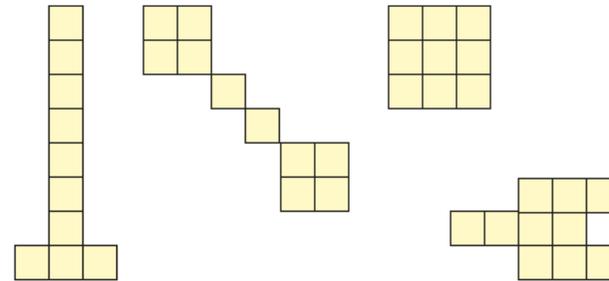


4 Amir has created a shape.



My shape has an area of 10 squares and is rectilinear.

Tick the shapes that Amir could have made.



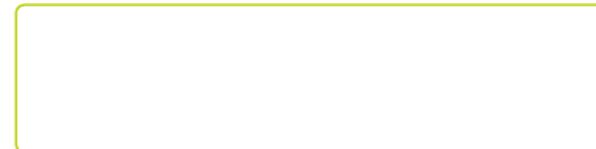
5



I cannot make a large square using an odd number of smaller squares.

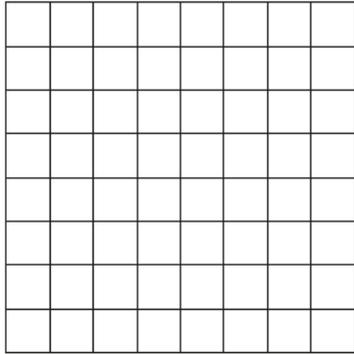
Do you agree with Whitney? _____

Draw a picture to support your answer.

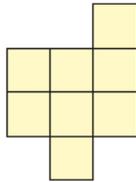




- 6 Draw two different rectangles, each with an area of 12 squares.



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



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

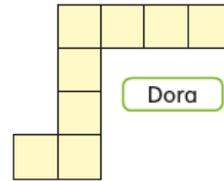
squares

- 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.



Dora



Tommy

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.

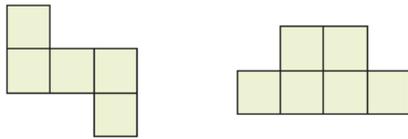


Maths lesson 4:

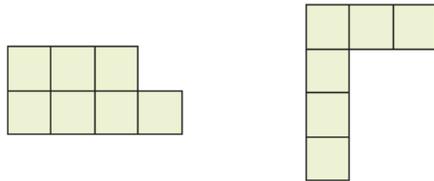
Comparing area



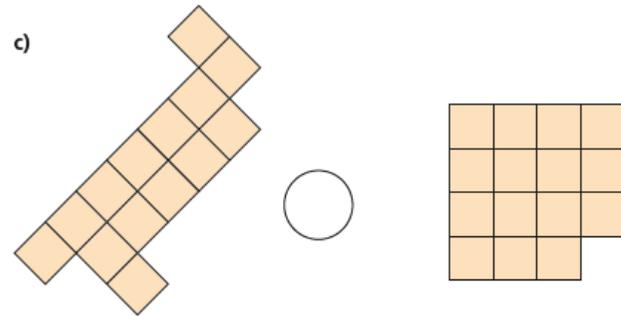
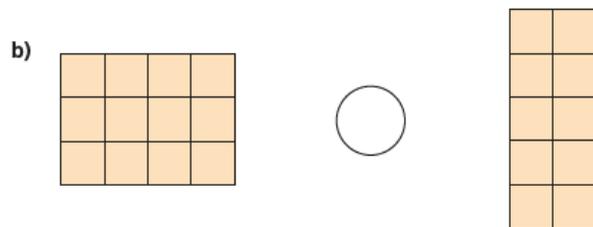
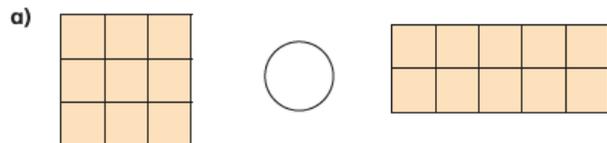
1 a) Tick the shape with the larger area.



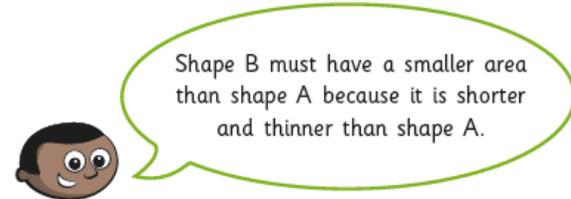
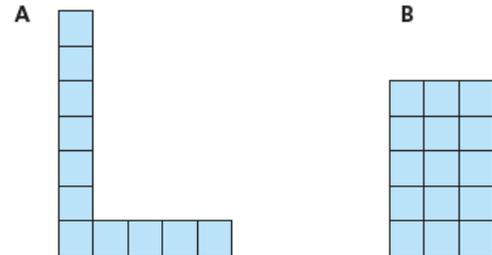
b) Tick the shape with the smaller area.



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



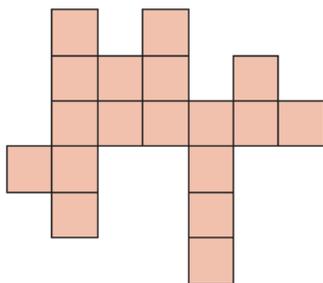
3 Mo draws these two shapes.



Do you agree with Mo? _____
Explain your reasoning.

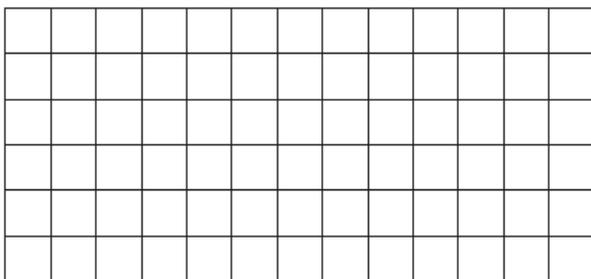


4 Here is a shape.



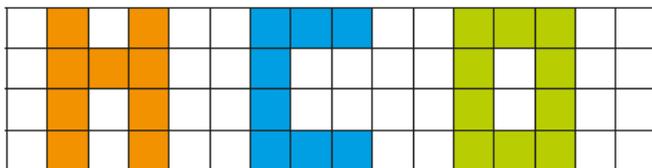
a) What is the area of this shape? squares

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



5 Put these letter shapes in order of size.

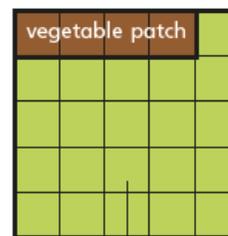
Start with the shape with the smallest area.



6 Here are plans of two school fields.

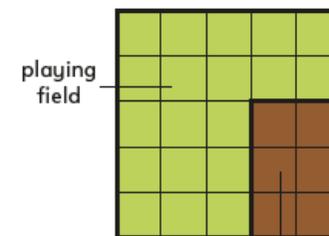
Each has a playing field and a vegetable patch.

High Street School



playing field

Main Street School



playing field

vegetable patch

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

The difference in area of the playing fields is squares.

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

The difference in area of the vegetable patches is

squares.

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

Main Street School adds 1 square to its vegetable patch.

Which school now has the larger vegetable patch?

Show your working.

_____ School now has the larger vegetable patch.





13 $7 \times 9 =$

1 mark

16 $656 \times 7 =$

1 mark

14 $3 \times 8 \times 5 =$

1 mark

17 $\frac{2}{5} + \frac{3}{5} =$

1 mark

15 $562 \times 5 =$

1 mark

18 $\frac{14}{15} - \frac{2}{15} =$

1 mark



English – Practise your spellings

Remember to ... **Look, cover, say, write and then check!**

<i>scene</i>			
<i>seen</i>			
<i>mail</i>			
<i>male</i>			
<i>bawl</i>			
<i>ball</i>			

Use the first column example words to go over the letters and practise your handwriting joins.
Can you write sentences for each of your spellings?



Newspaper Report Knowledge Organiser- Year 4

Key vocabulary:

Captions – A sentence which explains a picture
Chronological order- time order.
Conjunction – joins sentences together.
Facts – real events.
Introduction- introduces the topic.
Non-fiction – writing based on facts.
Paragraphs- a group of sentences about a topic.
Past tense – used to explain or talk about the past.
Photo- an image relating to the topic.
Broadsheet – a type of newspaper that generally focuses on more serious, in-depth reporting.
Tabloid – a type of newspaper that generally reports on scandals, gossip and celebrities in a sensational way.
Headline – used to grab the reader's attention and try to tell the story in as few words as possible.
Opinion – a view of judgement, not necessarily based on fact.
Pun – a joke that exploits different possible meanings of a word.
Alliteration – the repetition of the same letter or sound at the beginning of words that are closely connected.

V.I.Ps

- Newspapers have a name which is at the top of the paper.
- A headline is eye-catching, short and normally a pun to draw the reader in.
- Alliteration is often used in headlines or sub-headings to catch the readers attention.
- Introductory paragraphy that includes that five Ws.
- Pictures are used which have a caption underneath.
- Facts need to be truthful.
- Written in third person and past tense.
- Quotes are written as direct speech using inverted commas.
- Reported speech does not need inverted commas and is used widely in newspaper reports.
- A concluding paragraph to summarise main points.
- There are two types of newspapers in the United Kingdom; broadsheets and tabloids.
- Broadsheet is a type of newspaper that generally focuses on more serious, in-depth reporting.
- Tabloid is a type of newspaper that generally reports on scandals, gossip and celebrities in a sensational way.
- Broadsheet examples include: The Times, The Telegraph, The Guardian.
- Tabloid examples include: Daily Mail, Daily Express, Metro, Sunday People, The Sun, Daily Star, Daily Mirror.

Weekly news

www.mirror.co.uk	Top newspaper in the UK	Put the date here
Put your headline here.		
Start your news article with the basics: <ul style="list-style-type: none"> • who • what • where • when. 	Insert a photograph or draw a picture of your event.	
Write about the sequence of events in your news story.	Write a caption to describe your picture	
Draw an advert here.	Include a quote from someone who was present at the news event.	
	Finish your article by explaining what is happening now.	

Fat Question:
Could society function without getting news from newspapers?

Intent:
 You will learn about the purpose of newspaper reports and will explore the different features used within this text type.
 We will explore the uses of newspaper reports and will use chronological order, direct and reported speech to create your newspaper report.
 You will create your own headline, subheading and paragraphs to structure it.





DAILY NEWS

BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the International Space Station (ISS), alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

The men were launched into space on 15th December 2015 and in the months before take-off, they trained intensively for their trip. Training involved learning to speak Russian, spending 12 days under the sea and a winter survival expedition.

During their space mission, the astronauts conducted experiments, tested out new technology and inspired the next generation of space travellers. Peake told reporters that the highlight of his trip was a spacewalk where he had to make a repair on the space station. Whilst he was 400km away from his home, Tim also ran the equivalent of the London Marathon on his treadmill.

Having circled the planet nearly 3,000 times in 186 days, the crew returned home to Earth via a Soyuz capsule, which reached speeds of up to 28,000 kilometres per hour (25 times the speed of sound). The touchdown was bumpy due to high winds, however the astronauts landed safely near the town of Zhezkazgan in Kazakhstan. They all returned in good health. Having arrived back on solid ground, the astronauts were pulled out of the capsule and carried as their leg muscles were too weak to walk. Whilst sitting in their space suits, the men were checked over by medical staff. During these checks, Peake was asked how it felt to be home, 'The smells of Earth are so strong and it's wonderful to be back in the fresh air.'



Landing with a bump! Tim Peake lands safely in Kazakhstan.

Tim later flew from Kazakhstan to the headquarters of the European Space Agency in Cologne, Germany where he is recovering and adjusting to life back on Earth. Scientists are carrying out tests to see how his body has been affected by his time in space.

In a recent press conference, Peake commented on how he'd missed family and friends, and even the rain. Tim expressed how much he was now looking forward to spending some quality time with his family. When asked if he'd return to space in the future, he replied, '...in a heartbeat.'

His service to science has earned him an honour from the Queen. Peake was made a CMG, or companion of the order of St Michael and St George. In response, Tim said, 'I am only one privileged person in a complex team of technicians, scientists, engineers, educators, trainers and flight directors, all working in pursuit of one of the greatest scientific and technical challenges of our time – exploring our solar system for the benefit of people on Earth. This award is for them.'



1. Who did Tim Peake stay on the ISS with?

2. Explain fully how Tim prepared for his mission.

3. Why do you think Tim ran the equivalent of the London Marathon on his treadmill?

4. What did the astronauts return to Earth in?

5. In which town did the astronauts land? Tick one.

Kazakhstan

Cologne

Zhezkazgan

London

6. Find and copy a word which shows that Tim's body is changing now that he is back on Earth.

7. Why were the astronauts carried from the capsule? Tick one.

Their leg muscles were too weak.

Their spacesuits were too heavy.

They couldn't be bothered to walk.

They weren't feeling well.

8. Why do you think Tim dedicated his CMG to the entire team?



English lesson 3:

Task 1: Use this features list to find examples from the text.

Feature	Example from the text
Name of the newspaper	
Headline	
Introductory paragraph -What?	
Introductory paragraph -When?	
Introductory paragraph -Who?	
Introductory paragraph -Why?	
Introductory paragraph -Where?	
Caption with a picture	
Facts about the main event	
Third person	
Past tense	
Quotes written as direct speech	
Reported speech (indirect speech)	
Paragraphs	
Chronological order	



DAILY NEWS

BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the International Space Station (ISS), alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

The men were launched into space on 15th December 2015 and in the months before take-off, they trained intensively for their trip. Training involved learning to speak Russian, spending 12 days under the sea and a winter survival expedition.

During their space mission, the astronauts conducted experiments, tested out new technology and inspired the next generation of space travellers. Peake told reporters that the highlight of his trip was a spacewalk where he had to make a repair on the space station. Whilst he was 400km away from his home, Tim also ran the equivalent of the London Marathon on his treadmill.

Having circled the planet nearly 3,000 times in 186 days, the crew returned home to Earth via a Soyuz capsule, which reached speeds of up to 28,000 kilometres per hour (25 times the speed of sound). The touchdown was bumpy due to high winds, however the astronauts landed safely near the town of Zhezkazgan in Kazakhstan. They all returned in good health. Having arrived back on solid ground, the astronauts were pulled out of the capsule and carried as their leg muscles were too weak to walk. Whilst sitting in their space suits, the men were checked over by medical staff. During these checks, Peake was asked how it felt to be home, 'The smells of Earth are so strong and it's wonderful to be back in the fresh air.'



Landing with a bump! Tim Peake lands safely in Kazakhstan.

Tim later flew from Kazakhstan to the headquarters of the European Space Agency in Cologne, Germany where he is recovering and adjusting to life back on Earth. Scientists are carrying out tests to see how his body has been affected by his time in space.

In a recent press conference, Peake commented on how he'd missed family and friends, and even the rain. Tim expressed how much he was now looking forward to spending some quality time with his family. When asked if he'd return to space in the future, he replied, '...in a heartbeat.'

His service to science has earned him an honour from the Queen. Peake was made a CMG, or companion of the order of St Michael and St George. In response, Tim said, 'I am only one privileged person in a complex team of technicians, scientists, engineers, educators, trainers and flight directors, all working in pursuit of one of the greatest scientific and technical challenges of our time – exploring our solar system for the benefit of people on Earth. This award is for them.'



English lesson 4:

LO: To understand chronological order and the five Ws.

In this lesson, you will gather information and evidence about a scene from "How to Train Your Dragon" to use in your own newspaper report. The incident you are gathering information about can be found in chapter 2. This journey begins in the isle of Berk as Hiccup embarks on the first part of the Dragon Initiation Test which involved burglary. **"Inside the dragon nursery."** Read this chapter from pages 31-40.

Task 1: Put these events in order.

<p>A. Hiccup found one that was about the right size and fairly cool to the touch and manoeuvred it into his basket as quickly and carefully as he could.</p>	<p>B. 'R-R-R-U-U-U-U-U-N-N-N!' shouted Hiccup, grabbing Fishlegs' arm and dragging him away. The boys ran for the exit tunnel.</p>	<p>C. Their eyes were popping with excitement as they walked through the cave, hands over their noses to keep out the revolting smell, looking for the biggest dragon they could find that would fit in their basket.</p>
<p>D. The cavern was full of more dragons than Hiccup could ever have imagined existed.</p>	<p>E. It was a perilous climb. The rocks were slippery with snow.</p>	<p>F. Hiccup goes into the cave first because HE is the son of the Chief...</p>

Why is chronological order a key feature of a newspaper report?

Task 2: Using the events that you have put into chronological order, create a wanted poster for Hiccup. Remember to use the five Ws to explain the following :

Crime

- **Who** has committed the crime?
- **What** have they done?
- **Where** has this taken place?
- **Why** has he done it?
- **When** did the crime take place?
- Describe Hiccup using pages 28-30.
- Use expanded noun phrases.
- Similes.
- Subordinate clauses.
- Alliteration.
- Appearance and personality features.
- Think about your five senses when describing Hiccup.

Description

Use **ambitious vocabulary** to help engage the reader and remember to **show** the reader, not tell the reader.

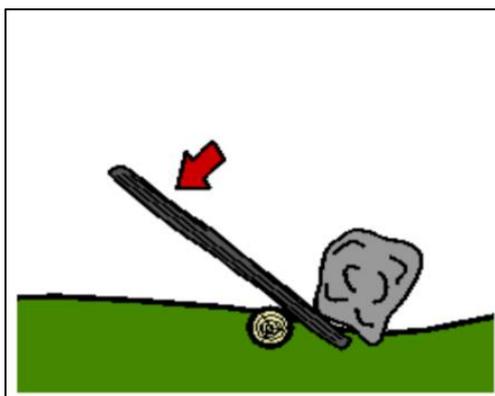
E.g. ~~He is small. His face is unmemorable.~~

A young boy (who was no taller than an average dustbin) had an ordinary face that blended into the crowd and was easily forgotten



Reading for Productivity Lesson 1 – DT

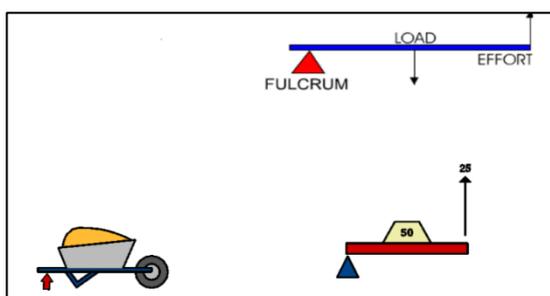
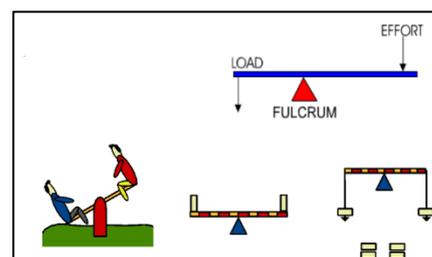
Levers



Levers are the simplest form of mechanism and date back to way beyond the time of Stone Age man. By using a stiff branch resting on a log, early man was able to move heavy loads such as rocks. This is similar to the way we use a screwdriver to lever the lid of a paint tin. A lever is a rigid beam that can rotate about a fixed point called the fulcrum. An effort applied to one end of the beam will cause a load to be moved at the other. By moving the fulcrum nearer to the load, you can lift a large load with only a little effort. (This is called mechanical advantage.)

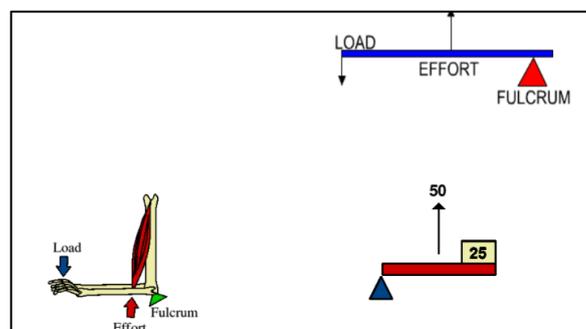
Lever Class 1

This is the most common type of lever. With a class 1 lever the fulcrum is in the middle. The effort is on one side and the load is on the other.



Lever Class 2

With a class 2 lever, the fulcrum is at one end, the effort is at the other end and the load is in the middle.



Lever Class 3

With a class 3 lever, the pivot is at one end, the load is at the other and the effort is in the middle.

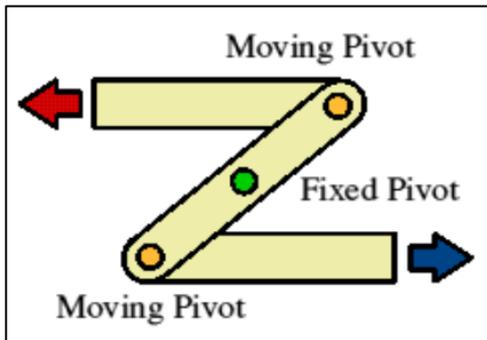
Linkages

A linkage is a mechanism made by connecting together levers.

- To connect the levers together you can use any type of fastening which allows free movement, for example screws, pins, paper fasteners, pop rivets etc.
- The linkage can be made to change the direction of a force or make two or more things move at the same time.
- A linkage which makes things move in opposite directions is called a REVERSE MOTION LINKAGE.
- A linkage which makes the output move in the same direction as the input is called a PUSH-PULL LINKAGE.



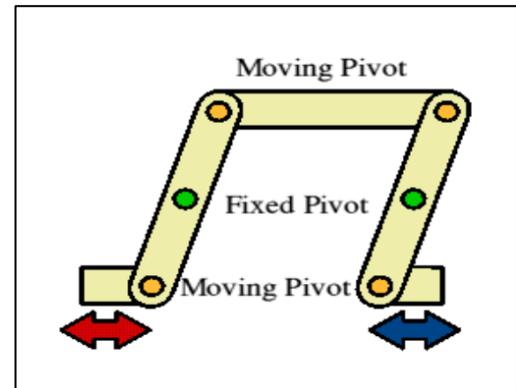
Reverse Motion Linkage



As the top rod moves to the left the bottom rod moves to the right. The bars move in opposite directions. Another way of describing this linkage is the direction of movement in one rod is reversed in the other rod. The fixed pivot is the centre of rotation.

Push Pull Linkage

If you want the output to move in the same direction as the input, then you would use the push-pull linkage. This consists of levers connected with two fixed pivot points.



Reading for Productivity - DT - Levers and linkages

Key vocabulary: linkages, levers, mechanism, input, output, fulcrum

Retrieval

- 1.) What is a linkage?
- 2.) How do you make a linkage?
- 3.) What is the difference between a lever and linkage?

Inference

- 4.) Explain the differences in the uses of linkages and levers in present time compared to ancient times.

Vocabulary

- 5.) What is a 'fulcrum'?



Year 3 - 4 Extended Curricular Learning



DT – Dragon mechanism

Monday 25th January 2021 – Activity 1



VIPs

- A lever is something that turns on a pivot.
- A linkage is a system of levers connected by a pivot.
- A mechanism is a collection of moving parts that work together.
- A prototype is a model of the mechanism used for evaluation before creating the real product.

Today, you will be designing your own mechanism. You will be drawing a dragon and you will need to think about how you would like it to look and move. Here are a couple of examples of a mechanical dragon to help with your design.



If you were to create a prototype of your product you could use the following materials; cardboard, paper, split pins, scissors, glue and coloured pencils. You need to label each part of your design with the materials you would use.

1. Draw your own dragon mechanism, label the materials you would use and describe your product. Think about how it would move using your RFP to help with this.
 - ✓ Year 3 – can draw the front view of your dragon design.
 - ✓ Year 4 – can draw the front view and the back view of your dragon design.
2. Watch the following video about prototypes. Design a poster all about prototypes.
[Art and Design KS2: Product Design - BBC Teach](#)

Deepen the moment

Why would a prototype of a mobile phone be an important step for the development and selling process for a company like Apple?



Reading for Productivity Lesson 2 – Geography

Vegetation Belts

Scientists divide the Earth's land into what are called vegetation regions. These areas have distinct types of plants, soil, and weather patterns. Vegetation regions can be divided into five major types: forest, grassland, tundra, desert, and ice sheet. Climate, soil, the ability of soil to hold water, and the slope, or angle, of the land all determine what types of plants will grow in a particular region.

Forest

Forests are areas with trees grouped in a way so their leaves, or foliage, shade the ground. Forests can be found just about anywhere trees can grow, from below sea level to high in the mountains. From tropical rain forests near the Equator to boreal forests in cold climates close to the Arctic Circle, different types of forests can be found all over the world.

Grassland

Grasslands are, as their name suggests, flat and open areas where grasses are the dominant type of vegetation. Grasslands can be found on every continent except Antarctica. Climate plays a role in the type of grassland you get.

Tundra

Tundra is an area where tree growth is difficult because of cold temperatures and short seasons. Vegetation in tundra is limited to a few shrubs, grasses, and mosses. Scientists estimate roughly 1,700 different species live in the tundra, which isn't much compared to forests and grasslands. The ground is often too cold for plants to set down roots, and without plants, few animal species can survive.

Desert

Deserts have almost no precipitation, or rainfall. In fact, deserts are specifically defined as areas with an average annual precipitation of less than 10 inches per year. Deserts usually have really high daytime temperatures, low night time temperatures, and very low humidity.

Ice Sheet

The interesting thing about the ice sheet "vegetation region" is that there really isn't any vegetation there at all! An ice sheet is a large stretch of glacier ice that covers the land all around it for more than 50,000 square kilometres (20,000 square miles). Currently, the only ice sheets are in Antarctica and Greenland. Don't confuse the ice sheets, called polar ice caps, with other ice shelves or glaciers; an ice sheet is much, much bigger.



Year 3 - 4 Extended Curricular Learning

Geography – Vegetation belts

Tuesday 26th January 2021 – Activity 2



VIPs

- Vegetation belt is an area of the planet characterised by certain plants due to climatic conditions.
- They can be divided into five major types: forest, grassland, tundra, desert and ice sheet.
- Climate, soil, how much water soil can hold, the slope or angle of the land all determine what types of plants will grow in a particular region.

Today, you will be learning about vegetation belts and how they can be divided into five major types. You will write about the five vegetation belts.

1. Watch this video and write down notes to help build on your understanding of Biomes and Vegetation belts. <https://www.youtube.com/watch?v=oYS2Xo2vsb8>
2. Write about the five vegetation belts including drawing a picture with each. Forest, grassland, tundra, desert and ice sheet.

Year 3 – Write a few sentences about the five vegetation belts and include a picture of each vegetation belt.

Year 4 – Complete an information text based on the five vegetation belts including a picture with each paragraph.

Deepen the moment

Which vegetation belt do you think is most suited to the United Kingdom? Give reasons for your answer.

Forest



Desert



Grassland



Tundra



Ice Sheet





Reading for Productivity Lesson 3 – PSHE

Children's Mental Health Week 2020

- Children's Mental Health Week runs from 3rd to 9th February 2020.
- It is a time for children, young people and adults to celebrate their differences.
- It is a time to know that everyone has different qualities and strengths.

The theme for Children's Mental Health Week 2020 is 'Find your Brave'. Life can sometimes be challenging and scary. Being brave does not mean that you have to cope on your own or hold things in. Instead, bravery can be about sharing worries and asking for help. It can be trying something new or pushing yourself outside your comfort zone. Being brave means finding ways to overcome challenges.

What is Mental Health?

Mental health concerns how people feel about things in their lives such as their relationships, health, work and how they feel about themselves. Mental health is important because it can affect how people deal with different situations each day.

A Place2Be

- A school-based charity called Place2Be was founded in 1994.
- The charity has gone from supporting a few schools in London to supporting 294 schools nationwide.
- The charity helps children become more confident and positive through talk, creative work and play.
- They also provide school support and training to help children develop a positive self-image.
- Place2Be launched the first Children's Mental Health Week in 2015.

Place2Be want to help let people know that children's mental health is just as important as what they learn in class. Mental health improves if people have a positive view of themselves. The aim is to help children learn how to have good self-esteem and tackle life's challenges in the future.



Children's Mental Health Week 2020

A Royal Patron

The Duchess of Cambridge has been a patron of Place2Be since 2013. She says that people who care for children must work together to help children be the best they can be.

Helpful Tips

These tips are suggested to help young people to improve the way they see things and improve their emotional wellbeing.

- Get outside! A little time outdoors every day is great for the whole body, including the mind.
- Talk to an adult you trust if something is worrying or upsetting you. Even if you think it isn't worth bothering someone about, it often helps to share with someone.
- Try and focus on a positive thing that happens every day, even if it is something small.





Year 3- 4 Extended Curricular Learning

PSHE – Looking after our mental health

Wednesday 27th January 2021 – Activity 3



VIPs

Looking after mental health is ensuring the promotion of a balanced and contented mind that can help us blossom in life.

Many things in everyday life can affect our mental health and wellbeing. We can have the power to tackle and change negative mental health.

Today, you will learn about the importance of recognising mental health in yourself and others. You will be able to identify a variety of things which have a positive and negative effect on your mental and physical health. You will research different strategies to help tackle any problems you encounter. Follow the steps below for today's activity:

3. On a piece of paper draw two mind maps: one with the word positive and one with the word negative. From each of the bubbles write activities, people or things that have a positive or negative impact on you. In the positive think about what makes you happy. In the negative think about what makes you sad or angry.
4. Next, it is time to research activities that can improve your mental health. You may want to use a tablet, books or use notes from your live reading session. Make a list of different activities and strategies you can try to improve your mental health.
5. Create a poster giving advice on how children can keep good mental health. Use the information from your research and live session to help you. Make sure your poster is eye-catching, interesting and includes relevant information.
 - ✓ Year 3 – Create a poster with 4 different ways to help maintain good mental health including an eye catching image for each.
 - ✓ Year 4 – Create a poster with 6 different ways to help maintain good mental health. Include relevant images to represent each. Include a 'top tips' section with your own advice on how to stay positive and happy.

Deepen the moment

One piece of advice given when someone is feeling sad is to 'write your feelings down on paper, in a diary or notebook'. Why do you think this would be helpful?

What advice would you give to a friend if they weren't feeling very happy?





Reading for Productivity Lesson 4 – Science

Magnets

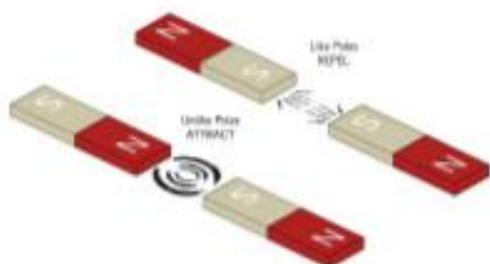
Magnets are objects that give out a **magnetic force** around it called a **magnetic field**. Magnetic fields cannot be seen by the human eye but we can tell they are there by what happens to objects when near the magnet. **Magnetic** objects are affected by magnets. Magnets can **attract** some objects and can **repel** others. These objects are magnetic. Some objects are not affected at all by a magnet. We call these **non-magnetic**.

<u>Magnetic</u>	<u>Non-Magnetic</u>
iron	glass
nickel	plastic
cobalt	wood
steel	some metals such as copper, silver, gold, aluminium

This table shows which materials are magnetic and which are not. You could test these by seeing if they respond to a magnet.

Magnetism can push or attract magnetic materials. To do this the object has to be close to the magnet so that it is in its magnetic field.

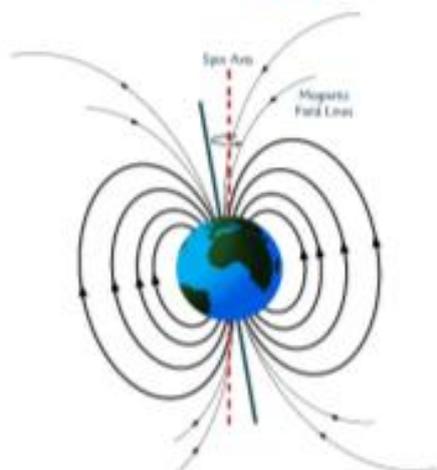
Magnets have a **magnetic north pole** and a **magnetic south pole**. If the same pole of two magnets are placed near each other they will push away (repel), while if different poles are placed near each other they will pull together (attract). The diagram below shows what happens.



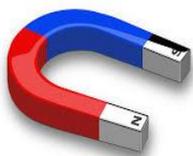
The core of the Earth is thought to be made up of two magnetic metals. It is an **molten alloy** (mix) of nickel and iron. This means that the Earth has its own magnetic field.

It too has its own magnetic poles; north and south. That is where the names The South Pole and The North Pole come from!

This magnetic field around Earth keeps us safe from **space radiation** and **particles**.

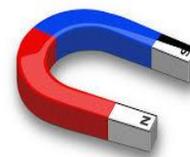


When we try to draw magnetic fields we use lines to show the direction and the **intensity** of the magnetic field, just like this picture of the Earth showing its magnetic field.



Year 3- 4 Extended Curricular Learning

Science - Magnets



Thursday 28th January 2021 - Activity 4

VIPs

- The North and South poles are found at different ends of the magnet.
- Repulsion is a force that pushes objects away.
- Attraction is a force that pulls objects together.

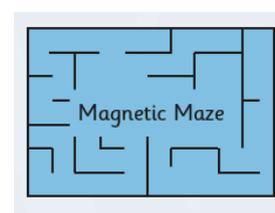
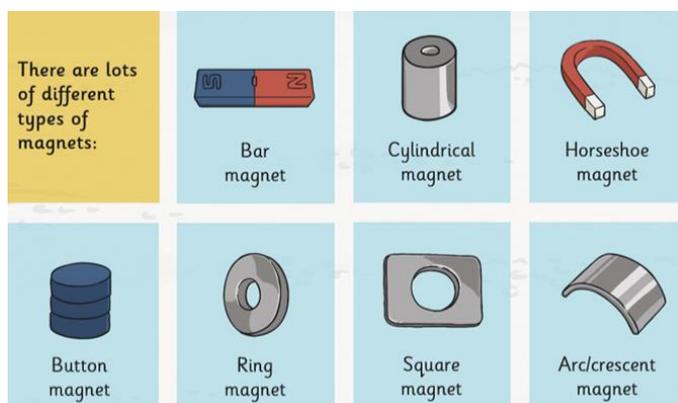
Today, you will learn about the magnetic force which surrounds a magnet. You will observe different magnet strengths, record your finding and create a magnet game. Follow the steps below for today's activity:

6. A magnet can attract materials without direct contact. You are going to try a trick to investigate this. You will need a magnet, a paperclip and some string. Tie the paperclip to the string and hold steadily. Then hold that magnet underneath from far away and move closer to the paperclip. What can you see happening? Explain why you think this is happening.
7. There are many different types of magnets. Using the picture below research the different types of magnets online. Which magnet is the strongest?
8. Design a game which uses magnetic force to attract materials. You can plan, design then create your game if you have the materials. If you don't have the materials at home then you can draw your game and explain how to play it.
 - ✓ Year 3 – When creating your game consider how does your game use magnetic force? Helpful words: magnet, magnetic field, metal, steel, force, pull
 - ✓ Year 4 – What type of magnets would you use? Why would you use these magnets in particular? How can you make the game challenging? Could you use more than one magnet?

Deepen the moment

Sarah says that the bigger the magnet the stronger is it, do you agree? Explain your answer.

Kate says the only reason the magnet picks up the paper clips is because they are not heavy, is she correct? Explain your answer.





Top Ten Spanish Festivals

Spanish people like to celebrate. There are important festivals in every season: in spring there is "La Feria de Abril" and "Las Fallas"; in the summer the "Tomatina" Tomato Fight, the "Romería del Rocío" and "Sanfermines"; in the autumn All Saints Day and in winter Carnival celebrations in Tenerife, Cádiz and Águilas among others. At Christmas they have "Nochebuena" dinner on the 24th of December and "Nochevieja" on the 31st, culminating in the "Cabalgata de Reyes" or Three Wise Men Parade on the 5th of January. Easter (Holy Week) celebrations happen all over Spain as well.

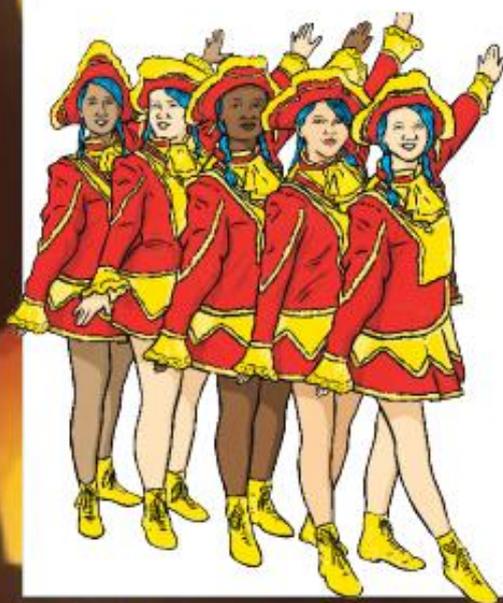
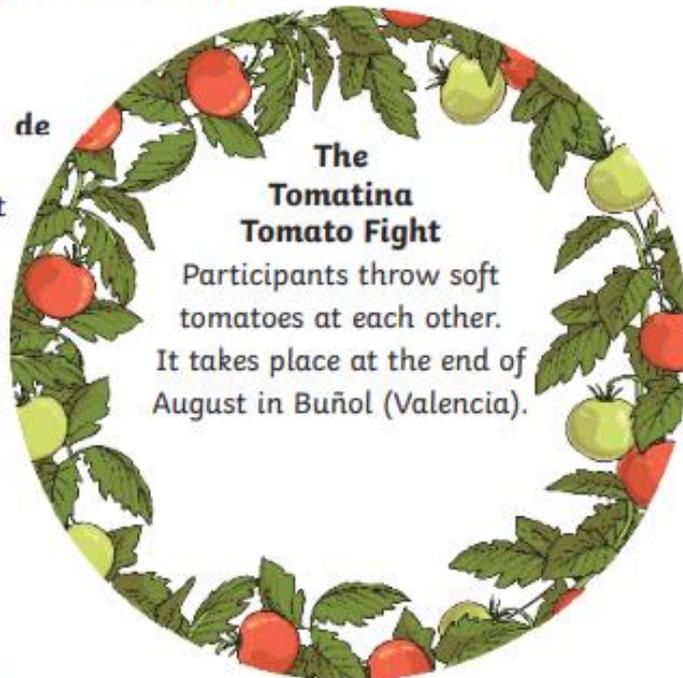
These are ten famous Spanish festivals:

Carnival of Santa Cruz de Tenerife

Considered the second most famous carnival in the world, with thousands of people in fancy dress dancing through the streets in floats. They elect a Carnival queen and bury a giant sardine at the end of the festival.

The Tomatina Tomato Fight

Participants throw soft tomatoes at each other. It takes place at the end of August in Buñol (Valencia).



Carnival Celebrations in Cádiz

Both the comparsas and the chirigotas are groups of people who dress up the same way. The first invent songs about famous people and the second make fun of what happens in the news.

Top Ten Spanish Festivals



Carnival Celebrations in Águila

Especially famous for the dialogue between Don Carnal (Mr Meat) and Doña Cuaresma (Ms Lent) which finishes with a battle of confetti-filled eggs.

Las Fallas in Valencia

Figures called ninots and structures called fallas are built. There is a competition between all the structures and figures and at the end they burn them on the night called La Cremà.

La Feria de Abril in Sevilla

For six days, this fair starts with a parade of horses and flamenco-dressed men and women. Then there is "sevillanas" (a traditional dance similar to flamenco), drinking and eating at the fairgrounds.

Sanfermines (Running of the Bulls)

Ernest Hemingway, the writer, made Sanfermines famous by mentioning them in his book *The Sun Also Rises*. Early in the morning bulls are released and people run away from them along the streets of Pamplona.



All Saints Day

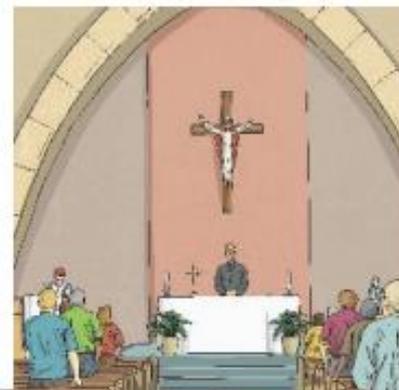
People visit cemeteries and leave flowers in honour of the dead. There are special sweets called "huesos de santo" and "buñuelos".

The Romería del Rocío

This is a pilgrimage, a group of people that travel on foot, on horse or in horse-drawn carriages to the church of El Rocío, in the province of Huelva.

Holy Week in Cartagena

This is a religious feast in which the processions are serious and a bit sad. Participants in the processions wear cloaks and hoods and carry religious figures that are quite heavy.





Year 3- 4 Extended Curricular Learning

Spanish - Festivals

Friday 29th January



VIPs

- **The letter ñ in Spanish is pronounced 'ny', like the 'ni' sound in the word onion.**

Today, you will review the seasons in Spanish and practise them with a family member. You will then discuss different Spanish festivals and practise having a basic conversation in Spanish. Finally, you will compare British and Spanish festivals and celebrations. Follow the steps below for today's activity:

9. There are many Spanish festivals throughout the year. Every season there is at least one festival. Your first task is to practise talking about the seasons with someone at home.

Spring - **primavera**

Summer - **verano**

Autumn - **otoño** (aw ton yor)

Winter - **invierno** (in vee er nor)

10. Now it is time to practise a conversation in Spanish. Using the different Spanish festivals on your reading for productivity sheet, practise this conversation in English. When you are happy with it have a go in Spanish.

What is your favourite festival?

¿Cuál es tu festival favorito?

My favourite festival is La Feria de Abril.

Mi fiesta favorita es La Feria de Abril.

When is it?

¿Cuándo es?

It's in spring.

Es en primavera.

11. Using the knowledge you have gained from the reading for productivity today and using the internet to research further write a list of Spanish and British festivals. Compare their similarities and difference. Which festival is your favourite?
 - ✓ Year 3 – Discuss 3 Spanish and 3 British festivals, compare when and why the events happen. Draw a picture of your favourite festival.
 - ✓ Year 4 – Discuss 4 Spanish and British festivals, compare when and why they happen and the significance of the festivals. Include Spanish vocabulary in brackets where possible (seasons, numbers).

Deepen the moment

Do you think it is important to learn about other countries traditions and celebrations? Give reasons for you answer.