Year 4 Remote Learning Schedule

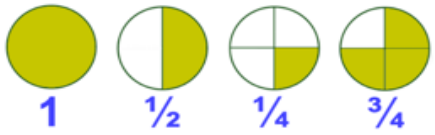
W/C 8th February	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *(approx. 45 mins per lesson)* **This week our focus is:** **Equivalent fractions**	**Lesson 1:** ***Equivalent fractions (RECAP 1)*** *Click on the link here*	**Lesson 2:** ***Equivalent fractions (RECAP 2)*** *Click on the link here*	**Lesson 3:** ***Equivalent fractions (1)*** *Click on the link here*	**Lesson 4:** ***Equivalent fractions (2)*** *Click on the link here*	**Lesson 5:** **Arithmetic Skills** *Challenge yourself with our weekly arithmetic paper*
	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!				
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.*					
English *(approx. 45 mins per lesson)* **This week our focus is:** **Newspaper Report Writing**	**Lesson 1:** ***'Boys'*** *To answer questions about a poem.*	**Lesson 2:** ***Grammar:*** *To understand fact and opinion.* *Click on the link here*	**Lesson 3:** *To write a conclusion to my newspaper report.*	**Lesson 4:** *To edit my newspaper report.* *Click on the link here*	**Lesson 5:** *To write my final draft of my newspaper report.*
	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!				
This week's spellings are: information, location, imagination, organisation, education (Remember to test yourself on Friday!)					
Reading for Pleasure *is such an important part of our curriculum and you should be reading every day. On Wednesday afternoon this week, your class teacher will upload a video onto ClassDojo of them reading a poem or an extract from a book.*					
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:**
	Art	**Computing**	**Geography**	**Science**	**PSHE**
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: Fractions

VIPs

A fraction represents part of a whole.
The numerator is the number above the fraction bar.
The denominator is the number below the fraction bar.
Equivalent means equal to.
The numerators and denominators of equivalent fractions are linked through times tables.
To calculate an equivalent fraction multiply the numerator and the denominator by the same number.
A fraction greater than one is called an improper fraction.
An improper fraction has a numerator greater than the denominator.
A fraction equivalent to one has the same numerator and denominator.
When adding and subtracting fractions, the denominator remains the same.
A mixed number is a whole number and fraction.
When adding fractions, the denominator remains the same.
Bar models, split into the same number of boxes as the denominators, can be used to represent adding fractions.
When subtracting fractions, the denominator remains the same.
To find a fraction of a quantity, divide the quantity by the denominator and multiply by the numerator.

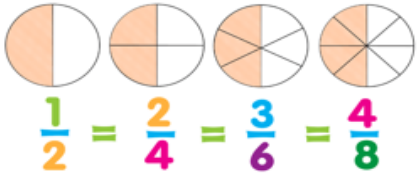
Pictures of Fractions



Intent

To build on children's understanding of fractions from previous year groups. In this unit, children will learn to understand fraction terminology. They will learn how to find fractions of amounts, count in fractions and add and subtract fractions. Children will learn how to recognise and calculate equivalent fractions.

Equivalent Fractions



Numerator and Denominator

There are two main parts to a fraction – the numerator and the denominator. The numerator is how many parts you have. The denominator is how many parts the whole was divided into.

numerator / denominator

1/2 5/8

Fat Questions

What fraction of the earth is covered in ice? How has this changed from the past?

What fraction of farm land is used to grow food to feed animals?

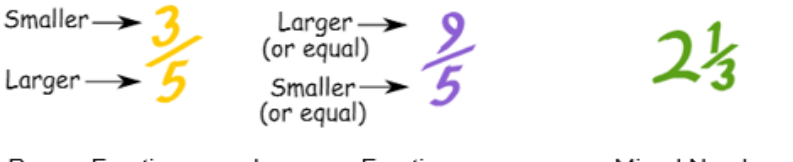
What fraction of the world's population live in poverty?

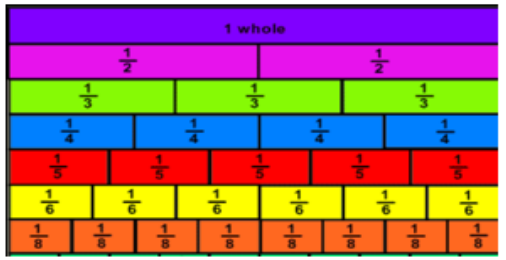
Is it important to understand fractions to help organise how we spend our money?

Key vocabulary

Fraction, numerator, denominator, proper fraction, improper fraction, unit fraction, non-unit fraction, bar model, equal parts, whole number, mixed number, equivalent.

Types of Fractions





Maths Lesson 1: To recap equivalent fractions (1) - BLUE TASK

1 Shade the bar models to represent the fractions.

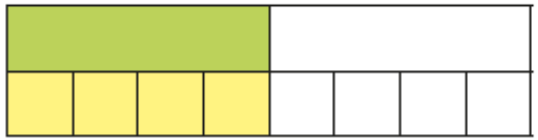
a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

What do you notice?

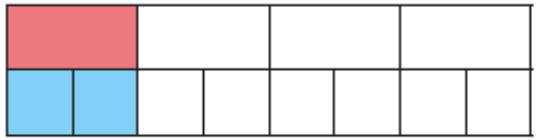
2 Complete the equivalent fractions.

a)



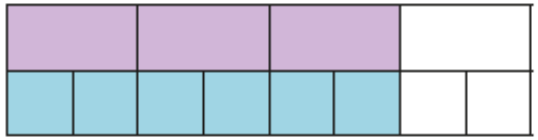
$\frac{1}{2} = \frac{\square}{8}$

b)



$\frac{1}{4} = \frac{2}{\square}$

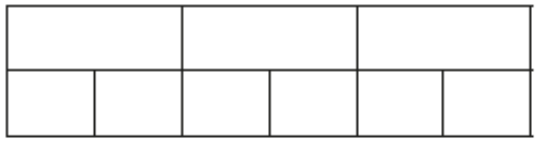
c)



$\frac{3}{4} = \frac{6}{\square}$

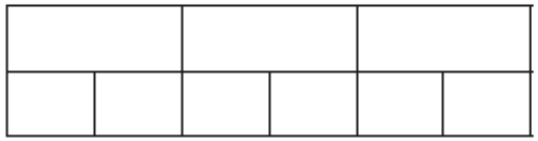
3 Shade bar models to help you represent the equivalent fractions.

a)



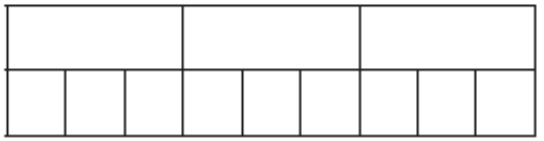
$\frac{1}{3} = \frac{2}{6}$

b)



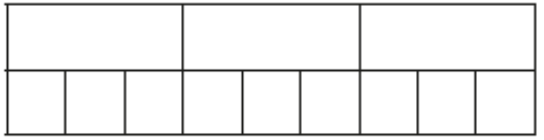
$\frac{2}{3} = \frac{4}{6}$

c)



$\frac{1}{3} = \frac{3}{9}$

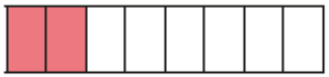
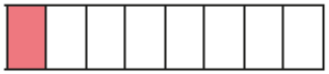
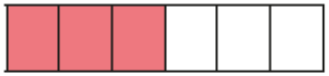
d)



$\frac{2}{3} = \frac{6}{9}$

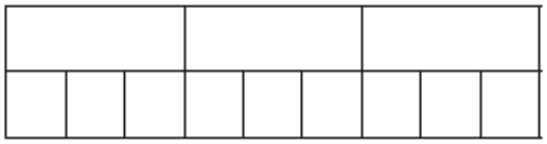
Can you find any more equivalent fractions using the bar models?

4 Match each bar model to its equivalent fraction.

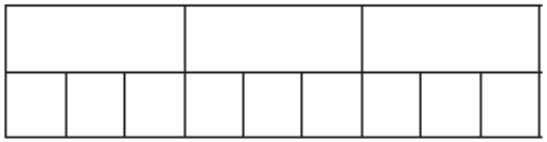
$\frac{1}{2}$	
$\frac{1}{3}$	
$\frac{1}{4}$	
$\frac{1}{8}$	

5 Shade bar models to help you complete the equivalent fractions.

a) $\frac{1}{2} = \frac{\square}{12}$ b) $\frac{1}{3} = \frac{\square}{12}$ c) $\frac{1}{6} = \frac{\square}{12}$

c) 

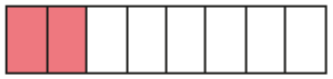
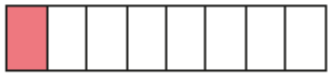
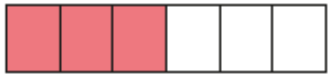
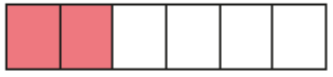
$\frac{1}{3} = \frac{3}{9}$

d) 

$\frac{2}{3} = \frac{6}{9}$

Can you find any more equivalent fractions using the bar models?

4 Match each bar model to its equivalent fraction.

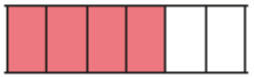
$\frac{1}{2}$	
$\frac{1}{3}$	
$\frac{1}{4}$	
$\frac{1}{8}$	

5 Shade bar models to help you complete the equivalent fractions.

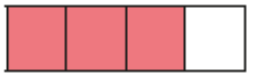
a) $\frac{1}{2} = \frac{\square}{12}$ b) $\frac{1}{3} = \frac{\square}{12}$ c) $\frac{1}{6} = \frac{\square}{12}$

6 The bar models represent fractions.

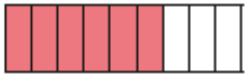
A



C



B



D

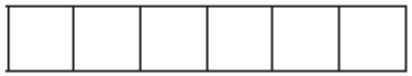
Which is the odd one out?

Why do you think this?

7 This bar model represents $\frac{3}{4}$

Which bar models can be used to show a fraction that is equivalent to $\frac{3}{4}$?

Shade the bar models to support your answers.

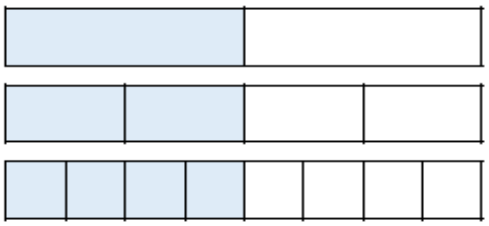


Talk to a partner about your answers.

Maths Lesson 1: To recap equivalent fractions (1) - RED TASK.

If you are finding the main task too difficult, have a go at the red task below.

1a. Complete the statement to match the image.

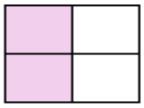


$\frac{1}{2} = \frac{\square}{4} = \frac{\square}{8}$

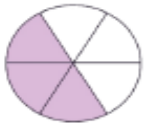
VF

2a. Which shapes show equivalent halves?

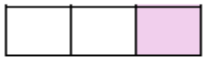
Shape A



Shape B



Shape C



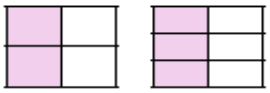
VF

3a. Circle the pair of equivalent fractions.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{2}{7}$ $\frac{4}{8}$

VF

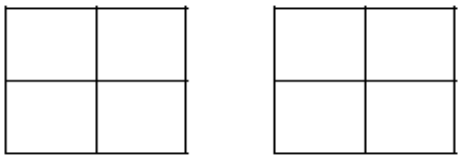
4a. Use the images to complete the statement.



$\frac{1}{2} = \frac{\square}{6}$

VF

1a. Find 2 different ways to colour in a half of the same shape.

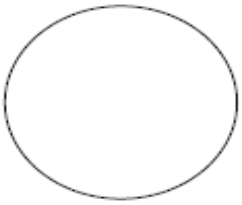


Complete this statement: $\frac{1}{2} = \frac{\square}{4}$

PS

2a. Sort the correct fractions into the circle.

Equivalent to a half



$\frac{1}{3}$ $\frac{4}{8}$ $\frac{2}{2}$ $\frac{3}{6}$ $\frac{2}{4}$

PS

3a. Sian says,

I think that $\frac{1}{2}$ is equivalent to $\frac{2}{2}$.

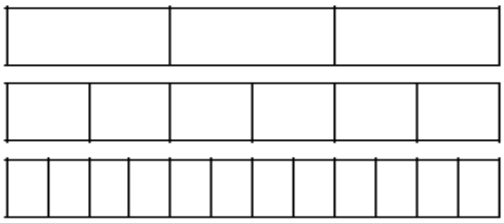
Is she correct? Explain why.

R

Maths Lesson 1: To recap equivalent fractions (1) - GOLD TASK.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

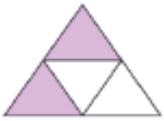
9a. Write an equivalent fraction statement using the fraction wall.



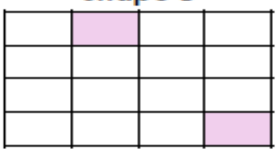
VF

10a. Which shapes show equivalent eighths?

Shape A



Shape B



Shape C

VF

11a. Circle the pair of equivalent fractions.

$\frac{1}{9}$ $\frac{3}{8}$ $\frac{2}{12}$ $\frac{2}{7}$ $\frac{1}{6}$

VF

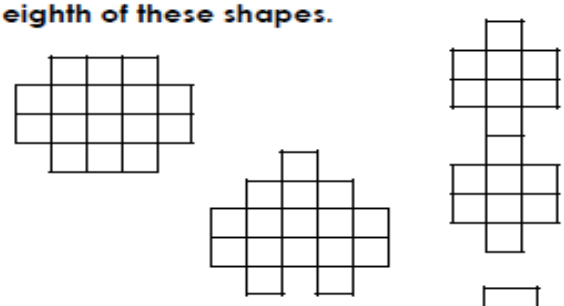
12a. Complete the statements.

$\frac{2}{6} = \frac{\square}{18}$

$\frac{3}{8} = \frac{6}{\square}$

VF

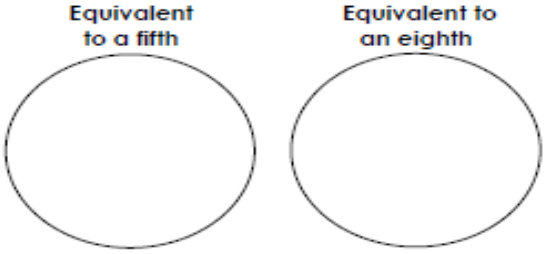
7a. Find 3 different ways to colour in an eighth of these shapes.



Complete this statement: $\frac{1}{8} = \frac{\square}{\square}$

PS

8a. Sort the fractions into the correct circle. Are there any fractions that don't fit in the circles?



$\frac{5}{15}$ $\frac{4}{20}$ $\frac{10}{20}$ $\frac{6}{30}$ $\frac{4}{32}$ $\frac{5}{40}$

PS

9a. Crystal says,

I think that $\frac{2}{6}$ is equivalent to $\frac{5}{12}$.

Is she correct? Explain why.

R

Deepen the moment...

When creating an equivalent fraction you should do the opposite method to the numerator and denominator. For example, I would times the denominator by 2 and divide the numerator by 2.

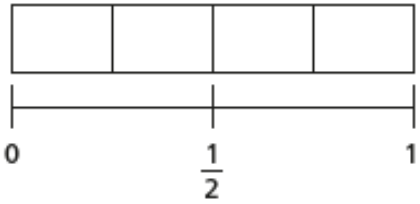
Do you agree? Explain your answer.

Maths Lesson 2: To recap equivalent fractions (2) - BLUE TASK

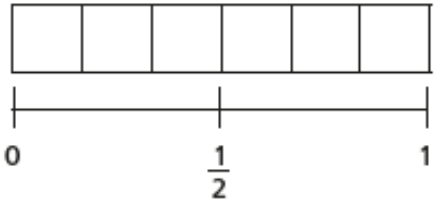
1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.

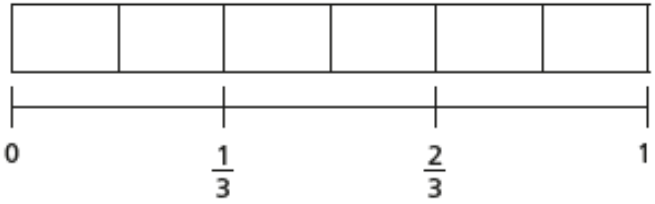


d) What do you notice?

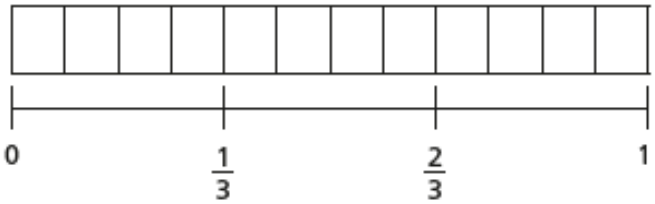
e) Write another fraction that is equivalent to $\frac{1}{2}$

2 Shade $\frac{2}{3}$ of each bar model.

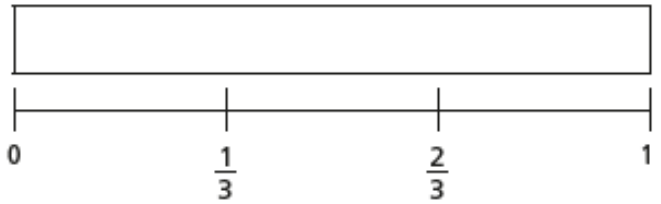
a)



b)



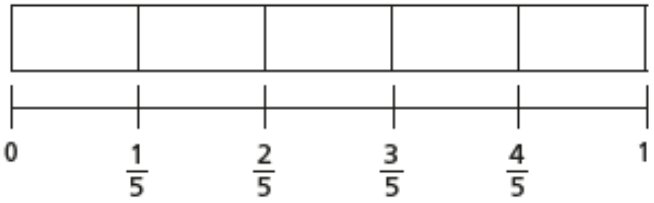
c)

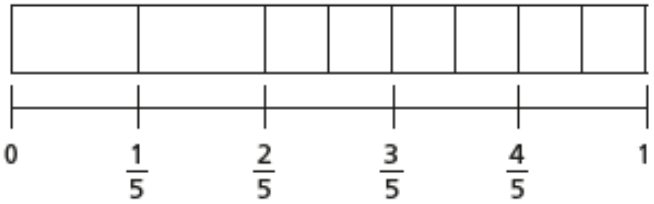


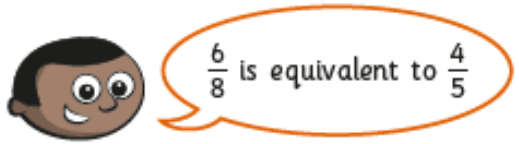
d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

3 Mo is finding equivalent fractions.



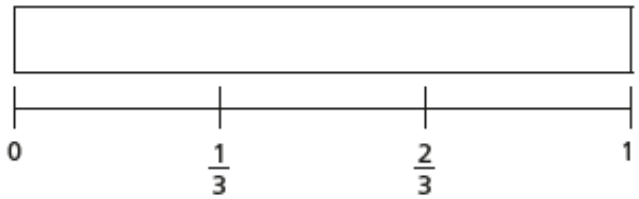




Do you agree with Mo?

Explain your answer.

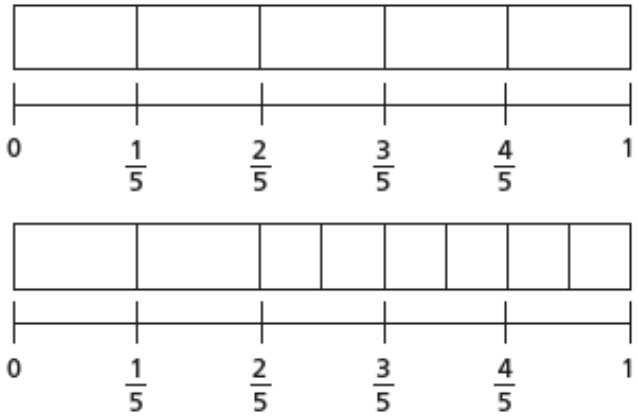
c)

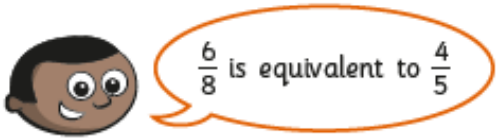


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

3 Mo is finding equivalent fractions.



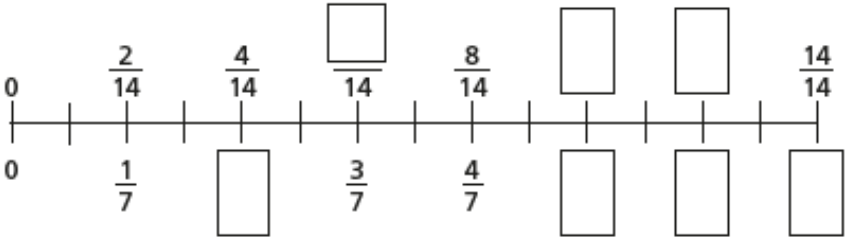


Do you agree with Mo?

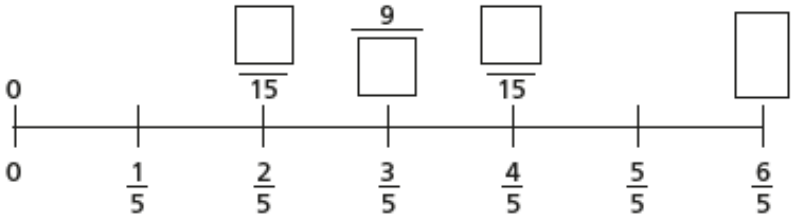
Explain your answer.

4 Find the missing numbers.

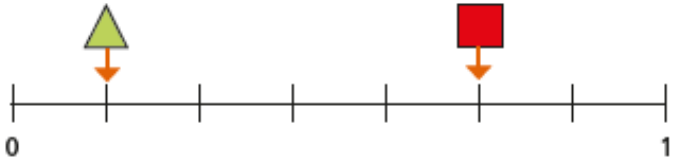
a)



b)



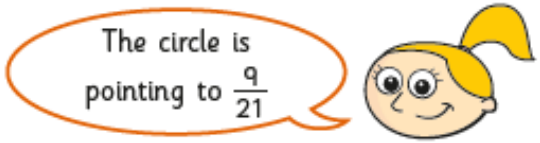
5 Here is a number line.



a) What fraction is each shape pointing to?

b) A circle is halfway between the triangle and the square.
Draw the circle on the number line.

c)



Do you agree with Eva?

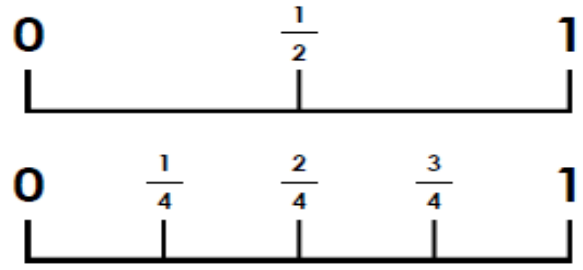
Show how you worked this out.

d) Write three equivalent fractions for each shape.
Compare answers with a partner.

Maths Lesson 2: To recap equivalent fractions (2) - RED TASK.

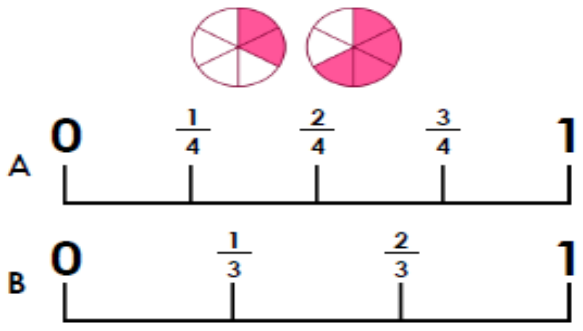
If you are finding the main task too difficult, have a go at the red task below.

1a. There is 1 pair of equivalent fractions on the two number lines. Find it.



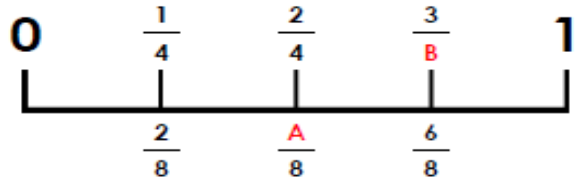
VF

2a. Which number line best matches the set of pictures?



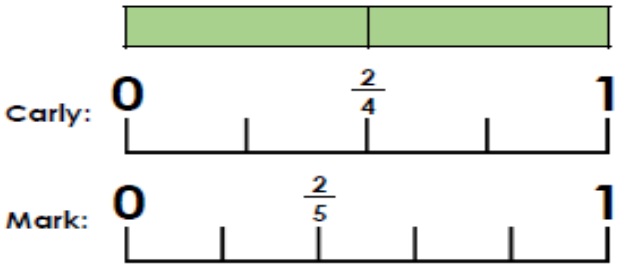
VF

3a. Find which number should replace each letter to complete the number line.



VF

1a. Carly and Mark have made equivalent fraction lines for the halves of this bar.



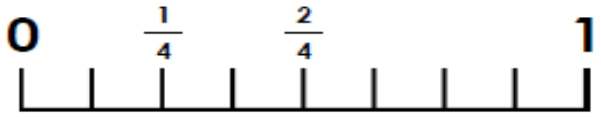
Who has made a mistake?
Explain your answer.

R

2a.

Ahmed

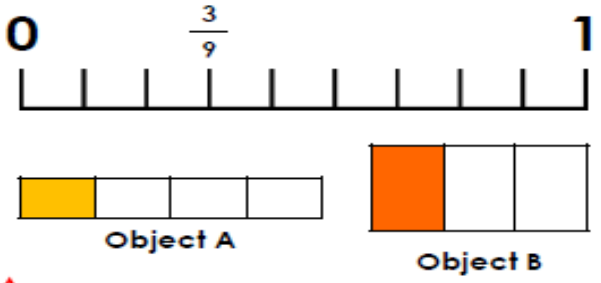
I have to find equivalent fractions for the fractions on my number line, but each one has to have a different denominator.



Solve Ahmed's problem by finding equivalent fractions.

PS

3a. Which object does not show an equivalent fraction to the fraction on the number line? Explain your choice.

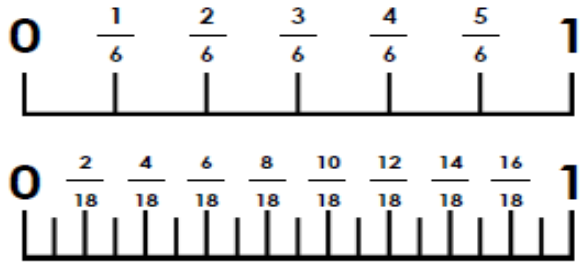


R

Maths Lesson 2: To recap equivalent fractions (2) - GOLD TASK.

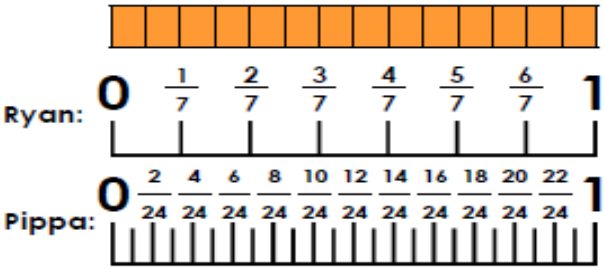
If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

7a. There are 5 pairs of equivalent fractions on the two number lines. Find them.



VF

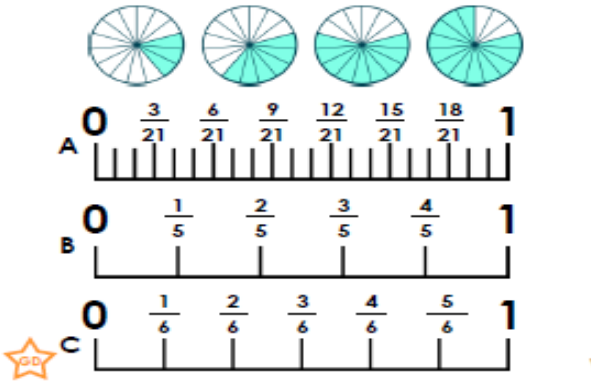
7a. Ryan and Pippa have made equivalent fraction lines for this bar, which is split into fourteenths.



Who has made a mistake?
Explain your answer.

R

8a. Which number line best matches the set of pictures?



VF

8a.

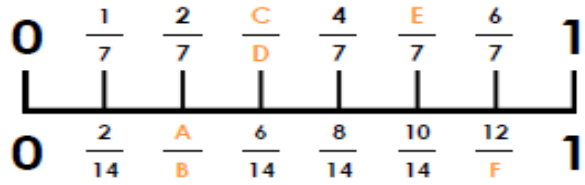
Aliyah

I have to find equivalent fractions for the fractions on my number line, but each one has to have a different denominator.

Solve Aliyah's problem by finding equivalent fractions.

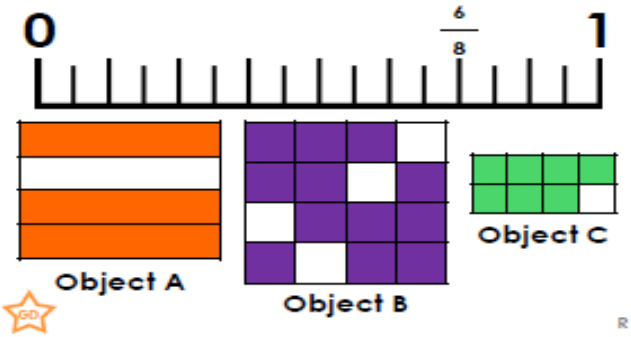
PS

9a. Find which number should replace each letter to complete the number line.



VF

9a. Which object does not show an equivalent fraction to the fraction on the number line? Explain your choice.



R

Deepen the moment...

A student thinks that the following sequence are all equivalent fractions.

One eighth, two sixteenths, three twentyfourths and 4 eighths.

Do you agree? Explain your answer.

Maths Lesson 3: To understand equivalent fractions (1) - BLUE TASK

1 Shade the bar models to represent the equivalent fractions.

a)

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{2} = \frac{3}{6}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

b)

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{2} = \frac{5}{10}$

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

c)

$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

$\frac{4}{5} = \frac{8}{10}$

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

d)

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$\frac{6}{8} = \frac{3}{4}$

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

a) $\frac{1}{2} = \frac{\square}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

c) $\frac{2}{4} = \frac{4}{\square}$

d) $\frac{2}{8} = \frac{\square}{4}$

e) $\frac{\square}{8} = \frac{3}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.

1		

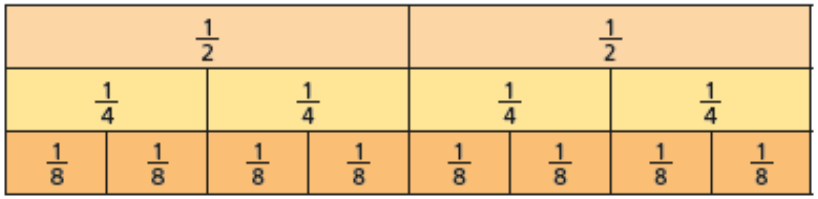
b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{\square}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

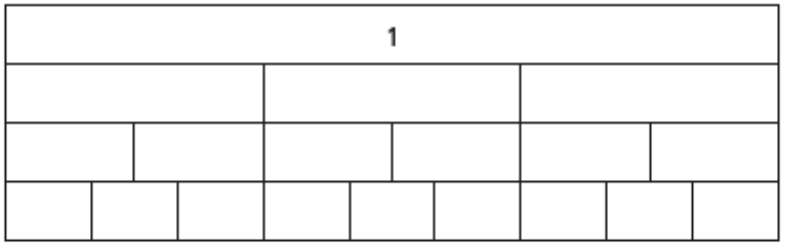
c) $\frac{2}{4} = \frac{4}{\square}$

d) $\frac{2}{8} = \frac{\square}{4}$

e) $\frac{\square}{8} = \frac{3}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.



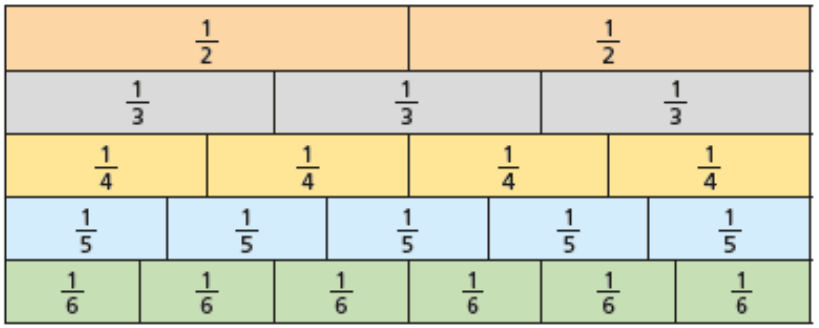
b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

4 Here is a fraction wall.



Is each statement true or false?

a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$

b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$

c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$

d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$

e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$

f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

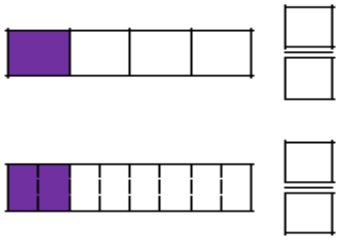
b) Fractions equivalent to one half have even numerators.

c) If a fraction is equivalent to one half, the denominator will be double the numerator.

Maths Lesson 3: To understand equivalent fractions (1) - RED TASK.

If you are finding the main task too difficult, have a go at the red task below.

1a. Write the fraction shaded in the images below.

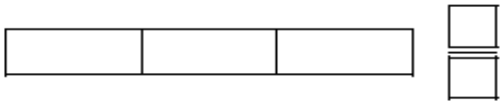


VF

2a. Write the fraction shown in image A. Use image B to find the equivalent fraction.

A.

B.



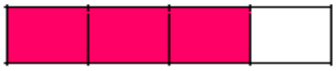
VF

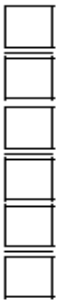
3a. Which two fractions are equivalent to each other?

A.

B.

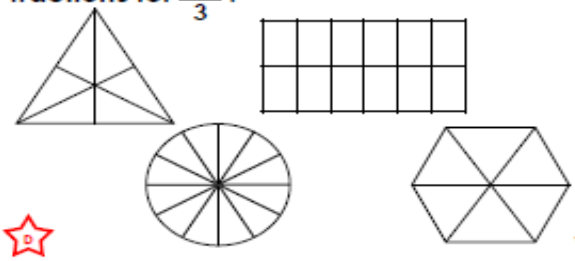
C.





VF

4a. Shade the shapes to find equivalent fractions for $\frac{1}{3}$.



VF

1a. Zaina is investigating equivalent fractions. She says,

"$\frac{1}{5}$ is equivalent to $\frac{2}{8}$."

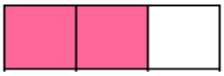
Is she correct? Explain your answer.

R

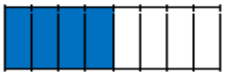
2a. Which of the shaded fractions below are equivalent?

A.

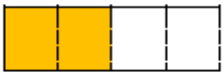
B.



C.



D.



Explain how you know.

R

3a. Ryan is investigating equivalent fractions based on the shape below.

Which equivalent fractions could he have found? Find two possibilities.

PS

Maths Lesson 3: To understand equivalent fractions (1) - GOLD TASK.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

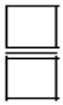
9a. Write the fraction shaded in the images below.

VF

10a. Shade the fraction shown in image A. Use image B to find the equivalent fraction.

A. $\frac{8}{12}$

B.



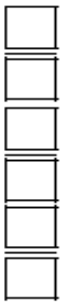
VF

11a. Which two fractions are equivalent to each other?

A. $\frac{4}{8}$

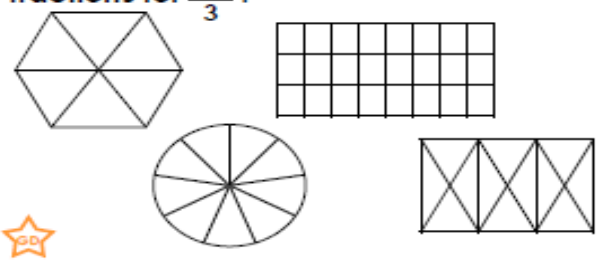
B.

C. $\frac{6}{16}$



VF

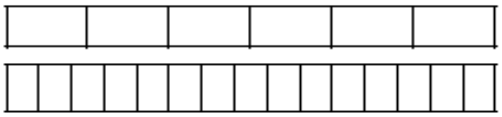
12a. Shade the shapes to find equivalent fractions for $\frac{2}{3}$.



VF

7a. Freya is investigating equivalent fractions. She says,

$\frac{2}{6}$ is equivalent to $\frac{6}{15}$.



Is she correct? Explain your answer.

R

8a. Which of the shaded and written fractions below are equivalent?

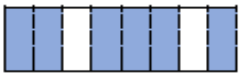
A.

B. $\frac{4}{6}$

C. $\frac{3}{5}$

D.

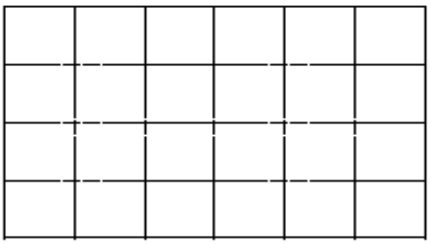
E.



Explain how you know.

R

9a. Reece is investigating equivalent fractions based on $\frac{1}{4}$.



Which equivalent fractions could he have found? Find three possibilities.

PS

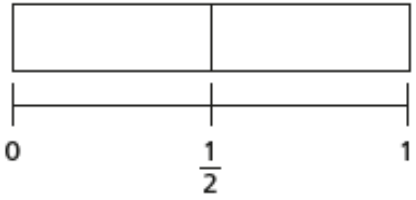
Deepening the Moment

A pirate splits some crewmates between two ships. The capacity of one ship is 72. On this ship he placed 18 crewmates. The capacity on the other ship was 36. On this ship he placed 9 crewmates. Is this an equivalent fraction?

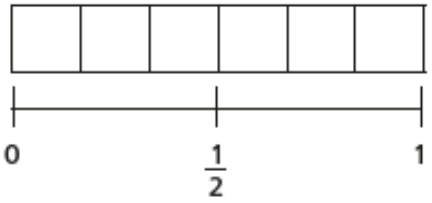
Maths Lesson 4: To understand equivalent fractions (2) - BLUE TASK

1 Shade the bar models to represent the fractions.

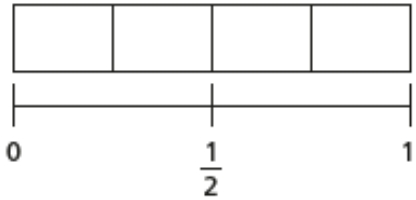
a) Shade $\frac{1}{2}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.

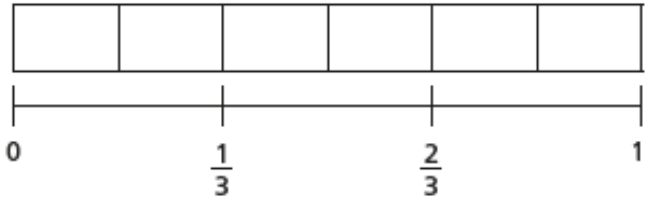


d) What do you notice?

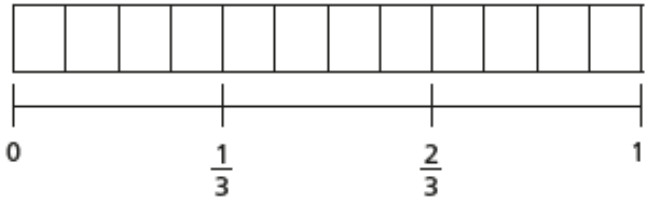
e) Write another fraction that is equivalent to $\frac{1}{2}$

2 Shade $\frac{2}{3}$ of each bar model.

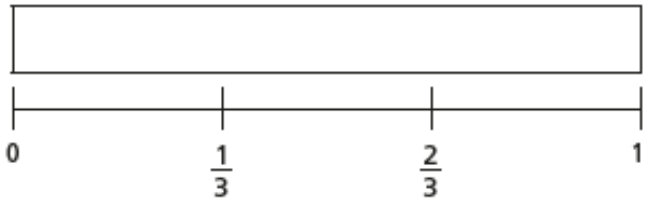
a)



b)



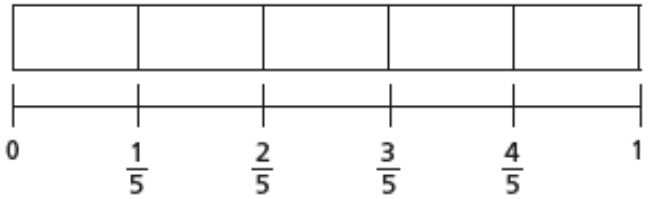
c)

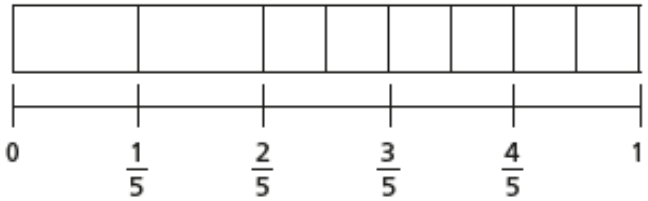


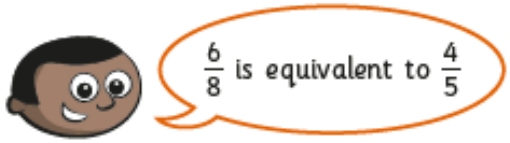
d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

3 Mo is finding equivalent fractions.



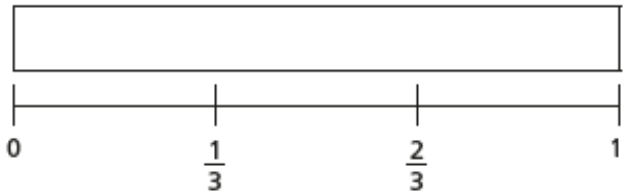




Do you agree with Mo?

Explain your answer.

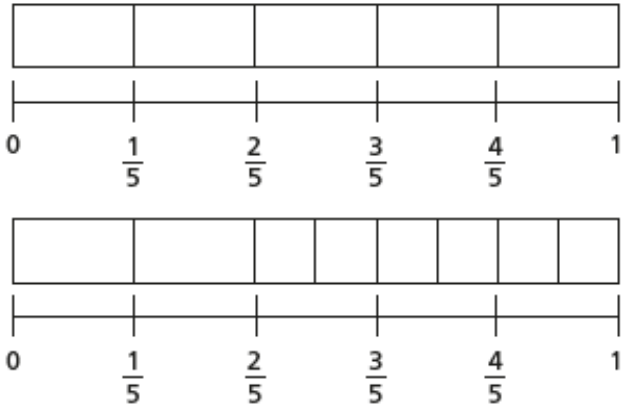
c)

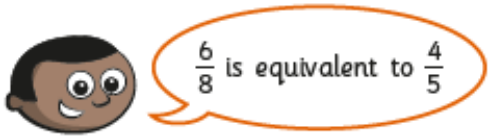


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

3 Mo is finding equivalent fractions.

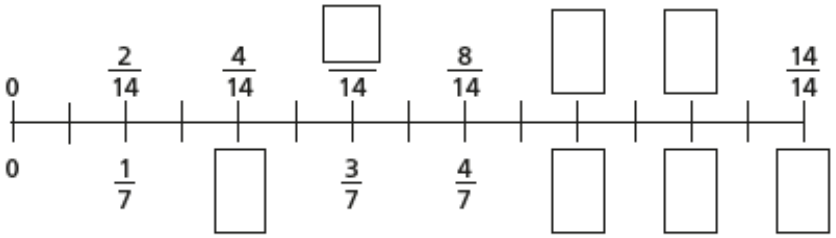




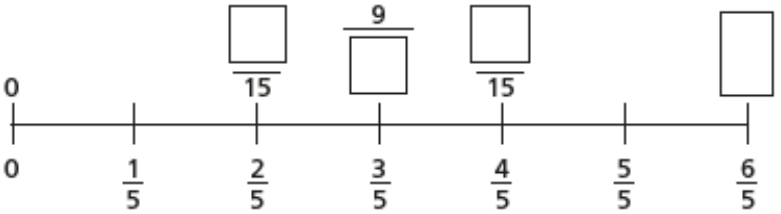
Do you agree with Mo?
Explain your answer.

4 Find the missing numbers.

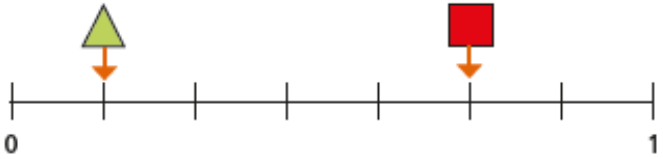
a)



b)



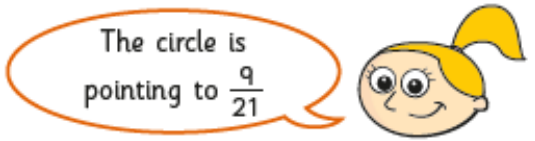
5 Here is a number line.



a) What fraction is each shape pointing to?

b) A circle is halfway between the triangle and the square.
Draw the circle on the number line.

c)



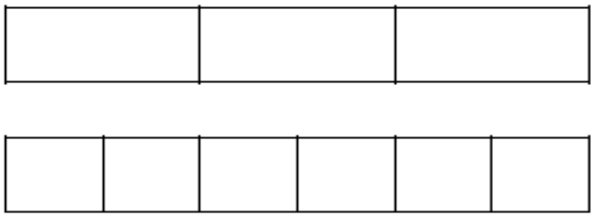
Do you agree with Eva?
Show how you worked this out.

d) Write three equivalent fractions for each shape.
Compare answers with a partner.

Maths Lesson 4: To understand equivalent fractions (2) - RED TASK.

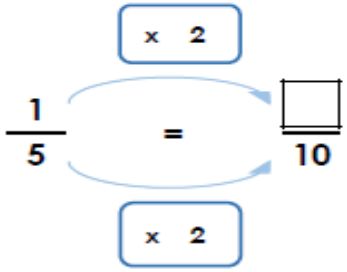
If you are finding the main task too difficult, have a go at the red task below.

1a. Complete the diagrams to show a fraction equivalent to $\frac{1}{3}$.



VF

2a. Complete the missing numbers in the calculation below.



VF

3a. Circle the fraction which is equivalent to $\frac{1}{2}$.

$\frac{2}{3}$ $\frac{1}{4}$ $\frac{2}{4}$

VF

4a. Complete the fraction so that it is equivalent to $\frac{1}{7}$.

$\frac{2}{\square}$

I multiplied the numerator by _____ .
I multiplied the denominator by _____ .

VF

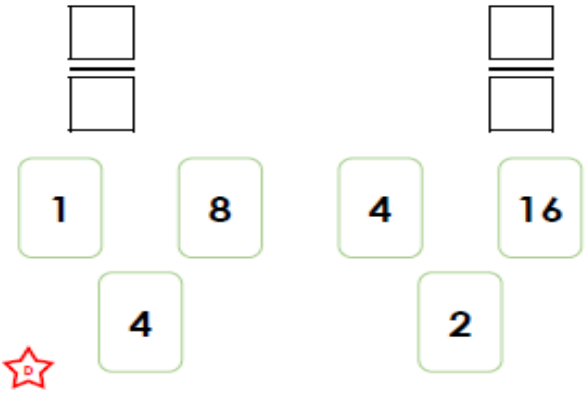
1a. Use your knowledge of equivalent fractions to group the fractions below and find the odd one out.

$\frac{2}{6}$ $\frac{1}{3}$ $\frac{2}{12}$

Explain the reasons for your groupings.

R

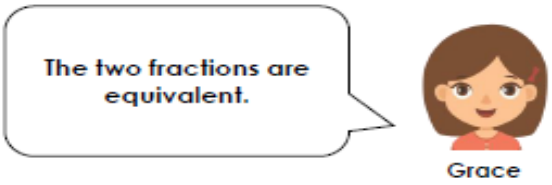
2a. Using the digit cards below, create two equivalent fractions.



PS

3a. Grace is looking at the fractions below.

$\frac{1}{5} = \frac{3}{10}$



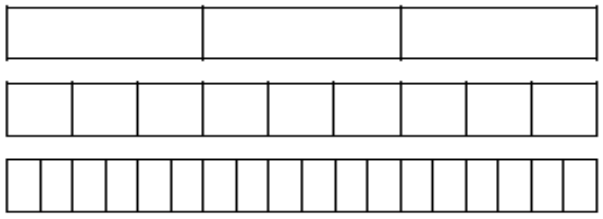
Is she correct? Convince me.

R

Maths Lesson 4: To understand equivalent fractions (2) - GOLD TASK.

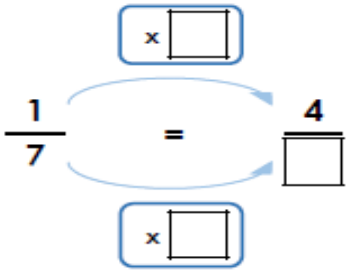
If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

9a. Complete the diagrams to show fractions equivalent to $\frac{2}{6}$.



VF

10a. Complete the missing numbers in the calculation below.



VF

11a. Circle the fractions which are equivalent to $\frac{4}{28}$.

$\frac{5}{35}$ $\frac{1}{8}$ $\frac{3}{21}$ $\frac{6}{30}$ $\frac{2}{14}$

VF

12a. Write two fractions equivalent to $\frac{12}{20}$.

I multiplied the numerator by _____.
I multiplied the denominator by _____.

I divided the numerator by _____.
I divided the denominator by _____.

VF

7a. Use your knowledge of equivalent fractions to group the fractions below and find the odd one out.

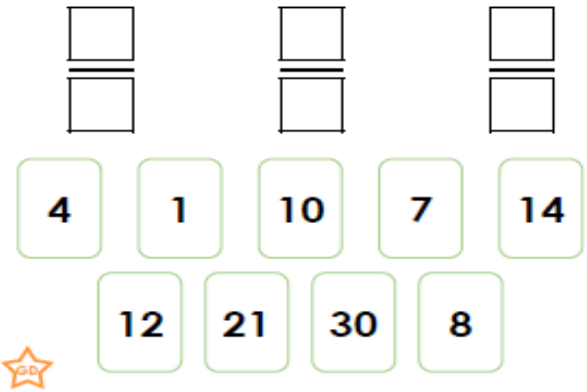
$\frac{4}{28}$ $\frac{8}{56}$ $\frac{6}{36}$

$\frac{9}{49}$ $\frac{3}{18}$ $\frac{5}{35}$

Explain the reasons for your groupings.

R

8a. Using the digit cards below, create three equivalent fractions.



PS

9a. Finn is looking at the fractions below.

$\frac{6}{18} = \frac{9}{21} = \frac{12}{33}$

All three fractions are equal because the numerators and denominators are all divisible by 3.

Finn

Is he correct? Convince me.

R

Deepen the moment...

Halfpenny Lane had a dodgeball competition. Year 2 threw a total of 7 balls but only 2 of them hit a target. Year 3 threw a total of 14 balls but only 4 hit a target. Year 4 threw a total of 21 balls but only 6 hit the target.

Write these figures as fractions. Are they equivalent? If so write the next one in the sequence.

Maths Lesson 5: Arithmetic Test Paper 3

You have 30 minutes to complete your arithmetic test; set a timer so you know how much time is remaining. Remember to highlight symbols and to **show your working out.** When you have finished, use the answer sheet to mark your test and record your score out of 24. If you have any corrections, do these again in a different colour beside your previous answer.

1 702 + 100 =

2 479 - 100 =

3 72 + 200 =

4 624 - 30 =

5 82 x 3 =

6 64 ÷ 4 =

7 $\frac{1}{10} + \frac{7}{10} =$

1 mark

8 $\frac{8}{15} - \frac{4}{15} =$

1 mark

9 2267 + 1000 =

1 mark

10 7003 - 1000 =

1 mark

11 2788 + 3417 =

1 mark

12 8291 - 713 =

1 mark

13 $9 \times 5 =$

1 mark

14 $9 \times 2 \times 4 =$

1 mark

15 $352 \times 3 =$

1 mark

16 $641 \times 9 =$

1 mark

17 $\frac{5}{6} + \frac{5}{6} =$

1 mark

18 $\frac{7}{8} - \frac{1}{8} =$

1 mark

19 3.54 + 0.09 =

1 mark

20 3.8 - 0.8 =

1 mark

21 68 ÷ 100 =

1 mark

22 92 ÷ 10 =

1 mark

23 $\frac{1}{3}$ of 24 =

1 mark

24 7.2 + 2.89 =

1 mark

English: Practise your spellings.

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

Information			
Location			
Imagination			
Organisation			
Education			

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 papaer.
- 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.weeklynews.co.uk	Top newspaper in the UK	Put the date here
Put your headline here.		
Start your news article with the basics: • 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.

Boys

Boys will be boys
But before that
They sit around in prams
In woolly hats
With sticky chins

Boys who used to be boys
(i.e. *Old* boys)
On the other hand
Sit around in pubs
Or on the upper decks of buses
With stubbly chins
Remembering

Boys who are boys
Meanwhile
Just get on with it.

Boys Questions

Key vocabulary: upper decks, stubbly, meanwhile, remembering

Retrieval

1) What will boys do before they are boys?
2) What do boys actually do?

Inference

3) Look at the second verse. Who do you think this verse is about? Justify your answer.

Vocabulary

4) Find two adjectives that have been used in the poem to describe chins.
5) What does the word 'upper' mean? Can you think of an antonym?

Summarise

6) In no more than three sentences, can you summarise the poem?

Deepen the moment...

If the poem was called 'Girls', rewrite verse two to tell what girls who used to be girls do.

English Lesson 2: To understand the difference between fact and opinion.

It's really important when writing a newspaper report that we can differentiate between fact and opinion. A fact is a true statement and an opinion is what someone thinks. A newspaper has a mixture of both but, we need to make this obvious to our reader.

Task 1: Write 'Fact' or 'Opinion' next to each statement:

1. That man has a beard._____
2. Red is the best colour._____
3. Apples taste better than pears. _____
4. Peter can run faster than Paul. _____
5. There's a frog in the pond. _____
6. I don't want sausages for dinner._____
7. Chelsea will definitely win. _____
8. I am the smartest kid in my class. _____
9. He is better at art than he is at maths. _____
10. You shouldn't go swimming in the sea. _____

Task 2: These passages contain facts and opinions. Underline the parts you think are facts in one colour and the parts you think are opinions in another colour. Fill in a key to indicate which colour is which.

Key - Fact ☐ Opinion ☐

1. Hate housework? You'll love the Super Sweep vacuum cleaner! With five interchangeable nozzles and three times the usual suction power there's nothing quite like it. Buy it today and receive a 1% discount. Miss out and you'll regret it!

2. Thomas is the best runner in the class. James has won more races, but that's just because he's a fast runner. Thomas can run almost 15 kilometres! That's a really long way. I think the most exciting race was the one where Thomas overtook James right near the end.

3. The jungle is a very dangerous place to visit. There are lots of poisonous bugs in the jungle, not to mention tigers, snakes and more. You should never visit the jungle unless you have all the proper safety equipment. Mosquito nets can help keep you safe from mosquito bites. Rope is a helpful thing to take, too.

Task 3 For each of the following topics, write one fact and one opinion about each one.

Example: Topic - Music

Fact - One direction was a boy band created on the X factor.

Opinion - One direction is the best boy band in the whole world!

1. Topic - Food

Fact: _____

Opinion: _____

2. Topic - School

Fact: _____

Opinion: _____

3. **Topic - Animals**

Fact: _____

Opinion: _____

4. Topic - Colours

Fact: _____

Opinion: _____

5. Topic - Family

Fact: _____

Opinion: _____

Deepen the moment...

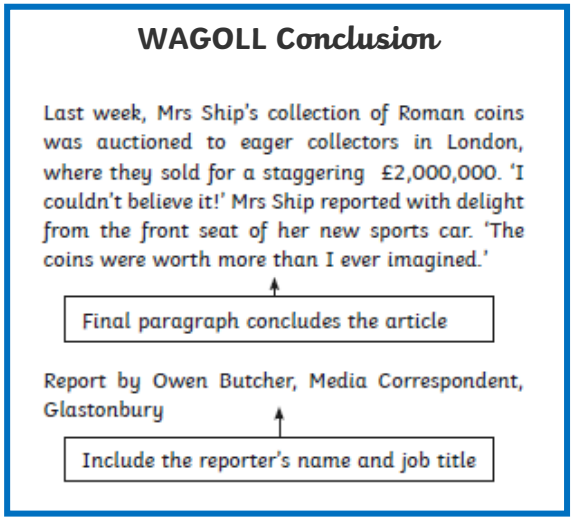
'An opinion is always wrong because it is what one person thinks.'

Do you agree? Why? Why not?

English Lesson 3: To write a conclusion to my newspaper report.

(https://www.youtube.com/watch?v=diC0C7crMlE&feature=emb_logo)

Last week, you watched the above YouTube clip and wrote the first three paragraphs to your newspaper report. Today, we need to write a concluding paragraph to complete our newspaper report. It is important that we write an effective conclusion in order to remind our reader of the key points of the report.



Recap:
Paragraph 1: introduction including the 5 W's.
Paragraph 2: explain how the Vikings are fighting back - include speech.
Paragraph 3: explain how some Vikings are not fighting but helping in other ways.

Task 1: Read the following WAGOLL conclusions and write the similarities and differences between them.

Conclusion A

The two winners have exclusively revealed that they'll be donating £600,000 of their win to local, national and international charities. "They need the money more than we do," stated Mrs Mills, "we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?

Conclusion B

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 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."

Conclusion C

Last week, Mrs Ship's collection of Roman coins was auctioned to eager collectors in London, where they sold for a staggering £2,000,000. "I couldn't believe it!" Mrs Ship reported with delight, from the front seat of her new sports car. "The coins were worth more than I ever imagined!"

Similarities	Differences

Task 2: Using the WAGOLLs, write an explanation to describe which conclusion you think is the most effective and why. Remember to include the language features the author has used.

Example:

I like A because it uses a rhetorical question at the end of the paragraph to make the reader think deeper about the newspaper report. I also think how they have used direct speech has more of an impact then if they were to use reported speech. Finally, I think the fact at the start of the sentence sets the conclusion in the right tone for the rest of the paragraph.

Task 3: Now you have studied some effective WAGOLL conclusions, you need to write the conclusion for your newspaper report. You need to read your newspaper before writing it and ensure it is not too long.

Deepen the moment…

Mr Smith thinks that reported speech is not a true quotation as it does not have inverted commas within it. Do you agree? Why? Why not?

English Lesson 4: To edit my newspaper report.

Now you have completed your full first draft of your newspaper report, it is really important that we use editing techniques to ensure we showcase our best writing. The main four areas we look at when editing and up-levelling are:

- Spelling
- Punctuation
- Grammar
- Vocabulary.

Task 1: Look at the sentences below and using the editing stations, rewrite the sentences so that they are written properly.

1. yesterday lunchtime jake eight a packed lunch becos he does'nt like school dinners

2. Yelow dart frogs is extremely poisonus and dangerus creachurs!

3. Last night Joe watch a grate football match, on the tellyvishun?

4. The shef mixxed together eggs plane flour sugar and milk to create a enormous cake.

5. at the super market the peopel, in the queue were begining to feel inpatient.

Task 2: Using your editing and up-levelling skills, edit your first draft of your newspaper report in a different colour pen. Do this straight onto your first draft. Remember to focus on spelling, punctuation, grammar and vocabulary. Use the editing stations on the next two pages to support your editing.

Deepen the moment...

Explain the importance of editing our work.

You've arrived at Grammar Garden.

You need to either read aloud your learning to your partner here or get your partner to read aloud to you – make sure you read exactly what is on the page!

Does every sentence begin with a capital letter? Have all your names, cities and places (proper nouns) started with capital letters? Are your tenses correct? (past, present or future?)	Listen carefully to your work, have you missed any words? Is there more than one and therefore have you used a plural? Have you used pronouns appropriately? Does your writing flow? Is it cohesive? Should it be was or were?

Welcome to Punctuation Point.

Does every sentence end in punctuation? Can you see question marks at the end of every question? Have you put an exclamation mark on the end of something shocking?	Did you use apostrophes for possession and contractions? Have you used commas - In a list? - After a fronted adverbial? - Around parenthesis? - To separate clauses? Have you got inverted commas around speech? Could you use a colon before a list (but after a main clause)?	Have you managed to create a compound adjective using a 'sticky' hyphen? Can you use dashes for parenthesis? Semi-colons are used for joining two main clauses, could you use one? A dash is great to introduce extra information - don't you agree?

Greeting from Spelling Square.

It can be really hard to spot your own spelling mistakes since you spelt the word how you believed it was spelt when writing. **Therefore, follow these steps to help you...**

1. Give your learning to your partner and ask them to read through your work and find any words which they think are spelt incorrectly.
2. Underline, in green, any words which are misspelt.
3. Use the dictionary to correct your spelling mistakes.

Finished?

Then use the thesaurus to improve any vocabulary which you feel isn't 'strong' enough or to avoid repetition.

Be careful – the longest and most unfamiliar word isn't always the most appropriate!

A big hello from Vocabulary Valley.

Have you used adjectives to create expanded noun phrases?

Have you repeated the same word or phrase? If so, could you change the sentence structure or create a reference chain to avoid this?

Are your sentence openers varied and therefore create cohesion? (Adverbials, subordinate clauses, prepositional)

Is the language you used appropriate for the purpose and audience of this piece? (Think about your formality)

Did you use the learning wall to the best of your ability?

Is there any vocabulary which you could improve? (Use the thesaurus)

English Lesson 5: To write the final draft of my newspaper report.

Today, your task is to write your final draft of your newspaper report. You have worked hard on the different features that need to be included. You have also spent time editing and up-levelling it to make sure it is your best piece of writing.

Task 1: Use the below checklist and re-read your edited newspaper report to ensure you have included everything needed for an effective newspaper report.

My writing checklist

Have I:

Named my newspaper?	
Created a punch headline?	
Started with an introductory paragraph that includes the 5Ws?	
Organised my writing into clear paragraphs?	
Included quotes using accurate speech punctuation?	
Included news reporting style phrases?	
Written in third person and past tense?	
Included an effective conclusion?	
Included a picture with a caption underneath?	

Task 2: Use the template on the next page or create your own, to write your final draft of your newspaper report.

Deepen the moment...

When I am writing a final draft, I cannot make any more edits.

Do you agree? Justify your answer.

Reading for Productivity 1: Art

. Cressida Cowell

- Cressida Cowell was born in London on 15th April 1966.
- She has three children (Maisie, Clemmie and Alexander).
- She's married to a man called Simon Cowell (not the judge on X-Factor!)
- Cressida Cowell studied English at Oxford University and illustration at Brighton University.
- Her first published work was a picture book called *Little Bo Peep's Library Book*. It came out in 1998.
- She's had more than 20 books published – a mixture of novels and picture books.
- She doesn't like spiders.
- Her best friend at school was Lauren Child, the author of the *Charlie and Lola* books.
- The first of Cressida Cowell's books to feature the character Hiccup was *How to Train Your Dragon*. It was published in 2003.
- Other Hiccup titles include: *How to Be a Pirate*, *How to Speak Dragonese*, *How to Cheat A Dragon's Curse*, *How to Twist A Dragon's Tale*, *How to Steal A Dragon's Sword*, and *How to Betray a Dragon's Hero*.
- On 26th March 2010 a computer animated movie version of *How to Train Your Dragon* was released by DreamWorks Animation. *How to Train Your Dragon 2* came out in 2014. The plot of the movie is almost completely different from the book's story line.
- She was 32 when she first had a book published.
- Her favourite teacher was Miss MacDonald who taught History.

- As a child, Cressida used to do lots of drawing and writing when she went on holiday with her family to an island, Little Colonsay, off the west coast of Scotland.
- She won the Nestle Children's Book Prize in 2006 for *That Rabbit Belongs to Emily Brown.*
- *How to Train Your Dragon* has been translated into more than 20 languages.
- It takes her about a year to write a Hiccup book. This includes the illustrations.
- Cressida Cowell would have liked to have been a teacher or an anthropologist if she hadn't become a writer.

Reading for Productivity –

Cressida Cowell- author and illustrator of How to Train your Dragon

Retrieval

1.) How long does it take Cowell to produce one of the Hiccup books, including the illustrations?

2) Name two other books other than 'How to Train your Dragon' that appear in the Hiccup series.

Inference

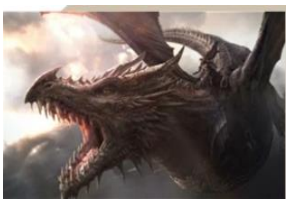
3.) Why do you think Cowell's Hiccup series of books are so popular with children?

4.) Look at the illustrations created by Cressida Cowell in 'How to Train your Dragon'. What medium do you think Cowell has used?

Year 4 Extended Curricular Learning

Art – Paper Layering

Monday 8th February 2021 – Activity 1



VIPs:

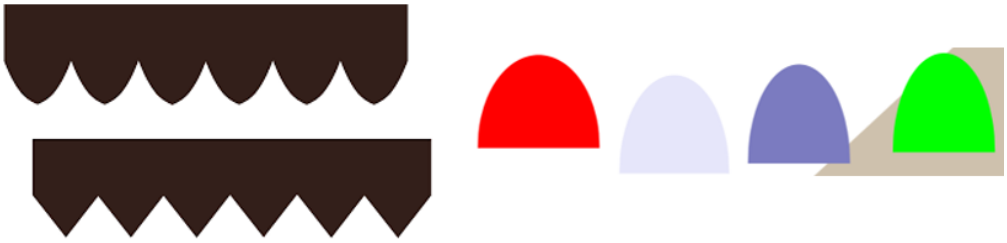
- Paper layering is exactly what it sounds like – placing different pieces of coordinating paper on top of each other to achieve a "layered" look.
- Paper layering can be used to recreate the scaly skin that fish, lizards and dragons and other animals have.

Here are some examples of art created by paper layering. What shape is used to create the scales? How are the pieces of paper or card layered?



Create a piece of dragon art using paper layering.

1. Decide what size and shape your dragon will be. Draw the outline and cut it out.
2. Prepare your scales. Think about what shape scales you will use. Look at the ideas below. Try using different kinds of paper such as card, tissue paper or foil.
3. Glue your scales to your art. Start at the tail and work forwards towards the head.



Deepen the moment...

Is comparing your art to someone else's a good or bad thing?

Reading for Productivity 2: Computing

Safer Internet Day 2021

What is Safer Internet Day all About?

Safer Internet Day started in 2005 and now happens in over 100 countries around the world. It aims to help young people to use the Internet safely and make good choices online. This year, it is happening on Tuesday 9th February and the theme is 'An Internet we trust: exploring reliability in the online world'.

An Internet We Trust: Exploring Reliability in the Online World - What Does the Safer Internet Day 2021 Theme Mean?

The Internet is a great place to chat to friends and find out interesting and fun stuff. But how do we know the difference between what is fact and fiction?

Some Uses of the Internet:

- gaming
- shopping
- learning new things
- reading about famous people
- booking tickets
- chatting to friends

Although the Internet is a great source of information for young people, unfortunately, not everything is always as it seems. The online world also contains fake news and misleading content, which can affect young people's decisions, views and opinions.

What Is Fake News?
Fake news is false information that claims to be true and reliable news.

Safer Internet Day

The 2021 Safer Internet Day theme focuses on supporting young people to be able to decide what they can trust online. It aims to help them to feel more comfortable at separating fact from fiction and to develop skills to be able to make the best decisions while online.

How Is Fake News Harmful?

Fake news is harmful because it:

- affects our views;
- breaks the trust we have of all people in the media, even though many are reporting honestly;
- causes people to act on false information.

How to Spot Fake News
Being able to spot whether content is fact or fiction is difficult and something that even adults can find tricky. Here is a guide to help you spot fake news.

journalist - A person who writes news for newspapers, magazines or news websites.

- Who is reporting the story? Check that a trustworthy news channel is reporting the story, such as the BBC.
- Is there an author or **journalist** name? If not, it could be suspicious.
- What is the domain name? Fake news stories will often have a strange domain name. Websites ending in .com.co are often fake versions of real sites.
- Does it seem professional? Bad web design, as well as poor spelling, punctuation and grammar, might mean it's fake news.
- Don't just believe the first thing you read is true; read stories from different places to get a range of viewpoints.

Reading for Productivity – Computing - Safer Internet day

Retrieval

1.) When is Safer Internet Day celebrated this year?

2.) Tick the following statements that are true:

A.) Safer Internet Day started in 2006.

B.) It happens in over 100 countries around the world.

C.) It aims to help young people to use the Internet safely and make good choices online.

3.) What is the theme for Safer Internet Day 2021?

4.) How can you spot fake news?

Inference

5.) How does the theme of Safer Internet Day 2021 aim to help young people online? Use evidence from the text to support your answer.

Vocabulary

6.) Find and copy one word that means the same as 'honest and reliable'.

Year 4 Extended Curricular Learning

Safer Online Day

Tuesday 9th February – Activity 2

VIPs:

- Safer Internet Day is to support young people online and ensure they make the right choices when using the internet.
- Fake news is false information that claims to be true and reliable news which can affect young people's decisions, views and opinions.

Separating fact from fiction online can be tricky. Fake news is false information and can be misleading. How can we tell the difference between real and fake news online?

1. Watch this video and take notes on how the students decide whether the 4 statements about meerkats are fact or fake. What strategies do they use?

   Meerkats video- https://vimeo.com/480849087

2. Now it's time to test your skills at deciding what is real news or fake news! Remember all the strategies we read about and the ones that the students used in the meerkat video.

   Have a go at this real or fake news quiz- https://www.twinkl.co.uk/go/resource/interactive-fake-news-quick-quiz-tg2-e-62

   Design a bookmark or poster that children could use a reminder of how to decide if online news is real or fake. Include 5 tips.

Deepen the moment...

Do you think it is more difficult to tell if news is real or fake online than on television or in newspapers? Why?

Reading for Productivity 3: Geography

Rainforests

What is a Rainforest?

Rainforests are really big forests that get a lot of rain. They are found in all continents of the world apart from Antarctica (it's far too cold there). There are two types of rainforest: tropical (in the tropical, warm zone near the Equator) and temperate (in the temperate zone further away from the Equator). Most rainforests are tropical, with tall trees, warm climates (weather patterns), and lots of rain. It can rain one inch of rain per day in some rainforests! The largest of these is the Amazon Rainforest in South America.

The Canopy

The rainforest trees are so close together, that the branches and leaves at the top of the trees touch each other and make what is called a 'canopy', which is a bit like a roof for the forest. The canopy can be about 30m above the ground. Animals that live in the canopy have to use loud calls to communicate because they cannot see each other in the thick leaves and some can jump from tree to tree.

The Forest Floor

This is dark because the canopy blocks a lot of the light and it is humid (damp). The floor is where dead animals and plants decompose (rot) and recycle all the nutrients and materials. Also, the larger animals are found here including tapirs, elephants, tigers and jaguars.

Why are they so important?

Rainforests do a few things that are super-important to our life on Earth. One is that they use photosynthesis to take in carbon dioxide and make oxygen which we need to breathe and survive. This is why they are called 'The Lungs of The Earth'.

Fact File in Numbers

- 2% of the Earth's surface is covered in rainforest.
- 50% of the plants and animals of the world live in rainforests.
- 20% of our water is found in a rainforest in the Amazon Basin.
- 25% of natural medicines have been found in rainforests.
- 70% + of the plants that are used to treat cancer are found only in the tropical rainforests.

So, how can we manage without them?

They also help keep our weather system stable by absorbing carbon dioxide, creating rainfall and keeping temperature stable. They also affect the water cycle as they hold so much water which condenses into the atmosphere.

Reading for Productivity – Geography – Rainforests

Retrieval

1. Name the two types of rainforest.
2. Which rainforests are nearer the equator?

Inference

3. Why do you think that there are lots of animals in the rainforest?

Vocabulary

4. What do you think the word 'canopy' means?
5. Find and copy a word that means the same as hot and damp.

Year 4 Extended Curricular Learning

Geography - Biomes

Wednesday 10th February 2021 – Activity 3

VIPs:

- A biome is a natural area of plants and animals depending on what type of biome it is.
- There are 7 different types of biomes that include: boreal or taiga forest, desert, temperate deciduous forest, grassland, rainforest, tundra and savannah.

You have been learning about the different biomes across the world. In reading for productivity, you have focused on the 'Rainforest biome'. Today, you will showcase your learning by creating a fact file or poster about just one biome you have found interesting. Follow the steps below for today's activity:

1. Research and make notes about one biome ensuring you have enough information to fill your fact file or poster.
2. Research where your biome is located in the world and list this for your fact file or poster.
3. Research some images or maps that you will want to include into your fact file or poster.

✓ Year 4 - Create a fact file with lots of information and one or two pictures about your chosen **biome.** (Below is an example of a WAGOLL fact file about sloths).

Deepen the moment...

Would you live in the biome you have written about? Why? How does this biome compare to the biome we live in?

Rainforest Calling

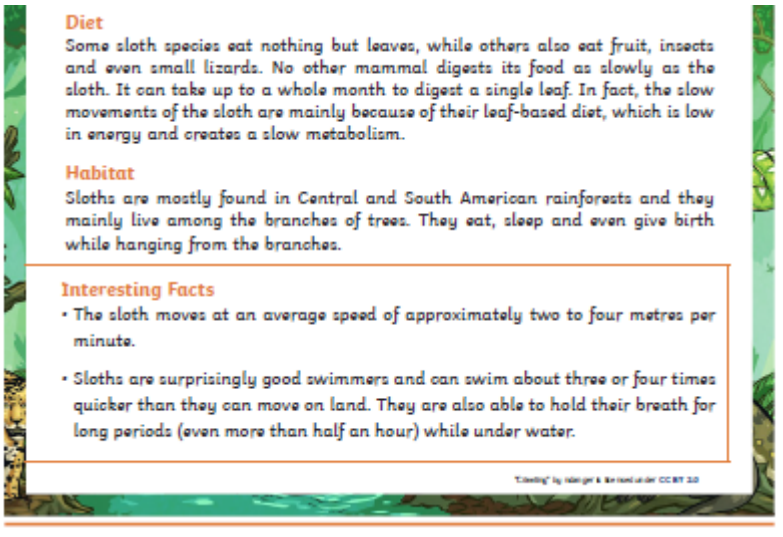
Sloth

Sloths are known for being particularly slow-moving creatures; all of their movements are careful and deliberate. They are mostly nocturnal and spend up to 90% of their time hanging upside down. Sloths have fairly poor vision and hearing so they rely on a strong sense of smell and touch.

Appearance

Species of sloths are divided into two families: two-toed sloths and three-toed sloths. Both of these species share similar appearance characteristics, including thick fur, rounded heads, flat snouts and stumpy tails. As they spend so much of their time hanging from branches, they have long curved claws to help with grip. Typically, they are between 60cm and 80cm in size, weighing anything between 2kg to 10kg.

As they move so little, they often have algae growing on their fur. Their fur provides the algae with a place to grow and the green colouring from the algae provides camouflage for the sloth. What's more, with insects feeding on the algae, it makes the sloth's whole body like a mini jungle habitat of its own!



Diet

Some sloth species eat nothing but leaves, while others also eat fruit, insects and even small lizards. No other mammal digests its food as slowly as the sloth. It can take up to a whole month to digest a single leaf. In fact, the slow movements of the sloth are mainly because of their leaf-based diet, which is low in energy and creates a slow metabolism.

Habitat

Sloths are mostly found in Central and South American rainforests and they mainly live among the branches of trees. They eat, sleep and even give birth while hanging from the branches.

Interesting Facts

- The sloth moves at an average speed of approximately two to four metres per minute.
- Sloths are surprisingly good swimmers and can swim about three or four times quicker than they can move on land. They are also able to hold their breath for long periods (even more than half an hour) while under water.

Reading for Productivity 4: Science

A couple of weeks ago, you had the chance to design your own magnet game. Let's have a look at how your instructions could have looked:

Design and make your own magnet game.

Objectives

It's time to design and create an exciting toy or game that works using magnetism for P & L Toys. Can you explain how it is played and what children will learn from it?

Science Objectives

i) Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

ii) Observe how magnets attract or repel each other and attract some materials and not others.

iii) Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Working Scientifically

1. Identify differences, similarities or changes related to simple scientific ideas and processes.

You Will Need:

Provided Resources

- Quiz PowerPoint
- Answers PowerPoint
- Quiz sheet
- Answers sheet
- Ideas PowerPoint
- Task sheet
- Teachers' Notes

Additional Resources

- Large sheets of paper and card (choice of colours and white)
- Small magnetic whiteboards and sheets of card cut to the same size
- Felt, funky foam, tissue paper, scissors, googly eyes and coloured pipe cleaners
- PVA glue pots and glue spreaders and sticks
- Buttons, dice, counters, garden canes and string

- Recycled materials including: cardboard boxes (e.g. shoe boxes), smaller boxes and tubs that can be used to store playing pieces or equipment, plastic lids and caps (e.g. from milk and juice bottles)
- A range of different magnets, ball bearings, paper clips, paper fasteners, magnetic tape, stop watches, and sand timers

Reading for Productivity – Magnetic Fun

Retrieval

1. What is the name of the company you are designing a game for?
2. What needs to be compared and grouped together?
3. Name two materials used to make the game?

Vocabulary

4. What does the word ***similarities*** mean in the text?
5. Write another synonym for related.

Year 4 Extended Curricular Learning

Science – Magnetic Magic

Thursday 11th February 2021 – Activity 4

VIPs:

- A magnet is an object that produces a magnetic force to pull certain objects towards it.
- Magnetic objects are attracted to a magnet containing iron, nickel or cobalt.
- Magnetic field is the area around the magnet where there is a magnetic force.

You already designed a magnetic game of your own so let's try something different!

Can you be You tube's next biggest magician? Today, you will think about different ways to use magnets to create a magical visual effect. You can simply design and draw your magic trick or, if you have magnets, why not have a go at filming your very own mini show to upload to Dojo?

If you are not sure what is possible, you could research some magic tricks using magnets that are already out there – and maybe even borrow some!

Use some of the following links to help you become the next big magician:
https://www.youtube.com/watch?v=YKXuyTEnc_w

https://www.youtube.com/watch?v=Bux3zA-5RvU

https://www.kidzsearch.com/kidztube/watch.php?vid=f0746c8f2

✓ Design or record a magic trick involving magnets and explain how the magnets make the trick work.

Deepen the moment...

Prove or disprove.

Without magnets, life would be unliveable.

Reading for Productivity Lesson 5: PSHE

THE SECRET PLACE

There's a place I go, inside myself,
Where nobody else can be,
And none of my friends can tell it's there –
Nobody knows but me.

It's hard to explain the way it feels,
Or even where I go.
It isn't a place in time or space,
But once I'm there, I know.

It's tiny, it's shiny, it can't be seen,
But it's big as the sky at night ...
I try to explain and it hurts my brain,
But once I'm there, it's right.

There's a place I know inside myself,
And it's neither big nor small,
And whenever I go, it feels as though
I never left at all.

Questions

1) Which two adjectives (which rhyme) are used to describe the place?
2) Who else knows about the secret place?
3) Which word means to same as describe?
4) Where is the place?
5) Do you think that the author likes their secret place? How do you know?

Year 4 Extended Curricular Learning

PSHE – The Secret Place

Friday 12th February 2021 – Activity 5

VIPs:

- Sometimes a secret can be a fun thing but sometimes it can make us feel uncomfortable.
- If a secret makes us feel uncomfortable there is always someone there to help.

In reading for productivity, you have read 'The Secret Place' and answered questions to demonstrate your understanding. Today, you will think about where your secret place is and design it. You can either draw your secret place on a piece of paper or create it if you have any spare cardboard and plastic bottles laying around. If you feel that you don't have a secret place this would be a great opportunity to create one for the first time!

1. Think about where you like to go to escape, calm down or like to relax.

2. If you don't have a secret place, think about where this could possibly be and what would be inside.

3. Decide whether you are going to draw this secret place or create it using things laying around the house.

4. Collect your materials whether this is a piece of paper and pencil or spare cardboard and plastic bottles.

5. Get creating!

Deepen the moment...

"I don't need a physical secret place that I can touch because I have one in my mind".

What do you think this statement means? Explain your answer.