

# Year 4 Maple Class

Friday 5th February 2021

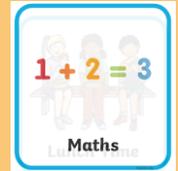


Keep practising those times tables!

8:45-9:00



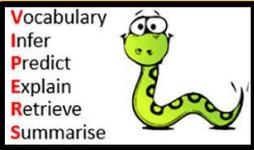
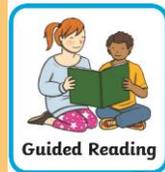
9:00- 10:00



10:00- 10:15



10:15- 10:45



10:45-11:00



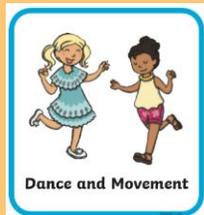
11:00-12:00



12:00-1:00



1:00-2:00



Remember to take some time out to do some exercise or dancing between your learning time!

Every Friday- be sure to check out the Wow Work page! Let it be you next time!

Use the link sent out earlier this week for Teams!



### English

Today we are

**learning to:** Write Chapter Six in our worn words

**Task:** Use your plan to help you write your own version of Chapter Six. Remember to give it a title and ensure that you write in paragraphs. The expectation is that you write at least 1 side of A4 paper. I really look forward to reading your extended writing! Make sure you include all we have learnt over the past four weeks!

**Success Criteria:**

- Consistently write in the past tenses
- Use paragraphs to structure writing
- Write in the third person using nouns and pronouns such as Varjak Paw, he, him, they, etc
- Use the verb inflections 'was' and 'were' accurately
- Use expanded noun phrases
- Use a list of interesting adjectives punctuated by a comma
- Use senses to describe a setting
- Use a variety of adverbs of place



### Wider Curriculum

**PE :** Here is an exercise session with Coach. Today's session is linked to mental health. Enjoy!

Lesson Video Link:

[https://chipsteadvalley.sharepoint.com/:v/s/CVPSremotelearning2020-21/EWa\\_OHfGMxRBvJymEt8zogEBk3oWWRFTVFc9OH\\_hMRVOq?e=5gL9Pc](https://chipsteadvalley.sharepoint.com/:v/s/CVPSremotelearning2020-21/EWa_OHfGMxRBvJymEt8zogEBk3oWWRFTVFc9OH_hMRVOq?e=5gL9Pc)

**PE :** Why not have a session with Joe Wick? Click the icon for more PE with Joe!



### Spelling Test:

Ask someone in your household to test you on this week's spellings. Here they are:

**earth**      **eight**      **eighth**      **enough**      **exercise**  
**experience**      **experiment**      **extreme**  
**famous**      **favourite**

**Handwriting:** Take a look at the Handwriting slide.



### Maths

This week we are studying:

#### Fractions Greater than One

Please follow the links to the White Rose website to find today's lesson

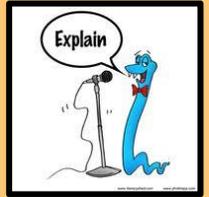
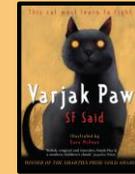
Lesson Video Link: [Spr4.6.4 - Fractions greater than 1 on Vimeo](https://www.youtube.com/watch?v=Spr4.6.4)

Lesson Activity Sheet Link: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-3-WO4-Fractions-greater-than-1-2019.pdf>

Today's Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-3-ANS4-Fractions-greater-than-1-2019.pdf>



### VIPERS



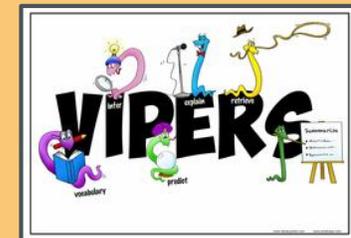
#### Skill: Explain

**Task:** Read Chapter Six again. Explain why you think Elder Paw had confidence in Varjak Paw to go Outside. Explain why you think Elder Paw is a good leader of the family.

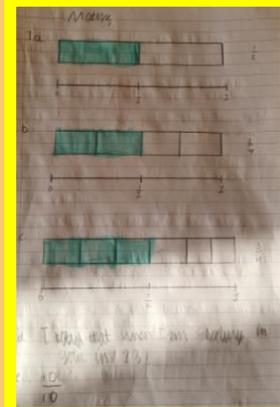


**Listen to Chapter Six here:**

<https://www.youtube.com/watch?v=oA53Nubucs0>



# WOW Work!

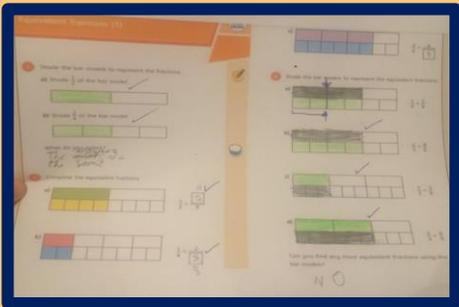


**Zian**  
Good work with drawing bar models to help you find equivalent fractions

Steadily and carefully, varjak walked towards the cat flap. His heart was pounding fast. He slowly creaked out of the cat flap. wow! He had finally made it outside!

As varjak entered into the garden he saw tall trees criss making a tangled net of hatched wood. Under his feet, he felt cold stones. When he looked up ~~fast~~ at the night sky, he saw a thin sliver of the moon. As he looked around, he noticed the garden was very messy. It looked like it hadn't been cut for years.

As varjak raised his nose in the air, he felt the cold wind blow through his fur. The air felt cold like it was going to blow his whiskers. The leaves made varjak's fur feel odd, wet and ~~so~~ damp.



**Leoni**  
Excellent work on fractions and you are working so hard in lots of areas- Keep it up!

English

Steadily, varjak went up to the cat door. He took a long, deep breath and without thinking, he just pushed the cat flap open. At last he was outside! As soon as he stepped out the door he was shocked at the sight of the garden. Near the house, twisted branches hung over the old, mossy garden. Other side of the bench stood lots of tall, thin trees, standing like a silencing serpent. These were had many other that crunched and cracked with every step varjak took. Varjak had breathed in the damp, cold air. Varjak had never smell such a thing.

There was a stream of light that had ~~secretly~~ <sup>secretly</sup> had to peek through the trees. The light was as bright as a star.

Diamond that sparkled all night long. The tall, thin branches crunched, slowly against the night air. The branches were so tall they were almost touching the sky.

Varjak looked on, watching for the branches the old, mossy garden was leaning towards the grass, glowing clouds. Suddenly, suddenly, varjak used branches the wall as he saw older than sitting there, watching. So, him. What was he thinking? It felt like when varjak ~~was~~ <sup>was</sup> near ready to listen.

**Giselle**  
A magnificent setting description including adverbs of place, using senses and similes!

**Paige**  
A fantastic setting description organised well with paragraphs and you included some super noun phrases- well done!

1. There was a bench ~~in~~ <sup>in</sup> the middle of the ~~garden~~ <sup>grosly landscape</sup>.
2. There were trees in the middle of the ~~garden~~ <sup>grosly landscape</sup>.
3. The house was looking over the quiet ~~of~~ <sup>of</sup> garden.
4. The bench was between two dense, snow bushes.
5. There was a thick bush on either side of the bench.
6. Twisted branches hung on twisted, gnarled tree trunks.
7. In front of the bench ~~was~~ <sup>was</sup> climbing plants. There was a bench.
8. In the middle of the grosly landscape, there were trees.
9. Looking over the quiet garden, there was a house.
4. Between two dense, snow bushes there was a thick bush.
5. Either side of the bench was a thick bush.

**Patrick**  
Impressive grammar work using adverbs of place and prepositions in sentences that describe the setting.

Simple Past Tense

Varjak ~~peered~~ <sup>peered</sup> ~~looked~~ <sup>looked</sup> ~~jumped~~ <sup>jumped</sup> ~~high~~ <sup>high</sup> ~~across~~ <sup>across</sup> the garden.

Event of Chapter Six

Varjak ~~peered~~ <sup>peered</sup> ~~looked~~ <sup>looked</sup> ~~jumped~~ <sup>jumped</sup> ~~high~~ <sup>high</sup> ~~across~~ <sup>across</sup> the garden.

Varjak ~~peered~~ <sup>peered</sup> ~~looked~~ <sup>looked</sup> ~~jumped~~ <sup>jumped</sup> ~~high~~ <sup>high</sup> ~~across~~ <sup>across</sup> the garden.

**Annalise**  
You have worked so hard this week! I am very impressed- keep it up!

## Chapter One

Elder Paw was telling the tales of Jala- the warrior cat, Varjak Paw enjoyed hearing the stories.

Unlike the rest of the litter, he has yellow eyes ( the sign of danger) and wants to explore the outside world.



## Grammatical Skills:

Determiner  
Noun  
Noun Phrase  
Adjective  
Expanded Noun Phrase  
Verb Inflection- 'was' and 'were'  
Singular and Plural Nouns  
Senses  
Adverbs of Place  
Prepositions  
Fronted Adverbial

# English Working Wall 1

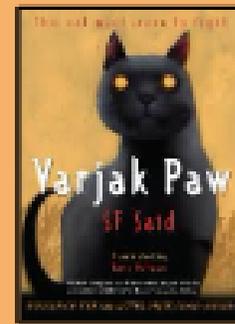
## Chapter Two

A strange man has entered the house with two, peculiar black cats. The Contessa's room is empty and know one knows where she is. Varjak warns the family but nobody believes him. Elder Paw calls an urgent Family Council Meeting.



## Chapter Three

Elder Paw warns the family about the stranger- he is not to be trusted for he remembers the stranger once had a bitter argument with the Contessa. He believes the Contessa is dead. The family of Mesopotamian Blues must leave and go into the outside worlds. Father rages and threatens Elder Paw explaining he will be leading the family from now on.



## Extended Writing

Last week:  
Description of a setting

Setting: The Contessa's garden

## Chapter Four

After much taunting from the rest of the litter, Varjak secretly makes his way into the Contessa's garden where he sees Elder Paw. Elder Paw tells Varjak he must leave and find a monster (a dog) to help them. Elder Paw shares a hidden family secret, 'The Way!' There are Seven Skills in the Way of Jala! but only three are known- 'Slow Time. Moving Circles. Shadow Walking.' All of a sudden the Gentlemen appears with the two peculiar black cats.

## Chapter Five

The Gentleman sent his black cats to the garden, where Varjak and Elder Paw were talking. Varjak and Elder Paw waited nervously as the cats got closer to them, but Elder Paw commanded Varjak to run for help, while he stayed back to keep the black cats busy. Against his will, Varjak climbed the huge wall that separated the house from the outside world, leaving his grandfather alone with the cats. He heard a howl, but it was time to begin his mission, he couldn't look back...



# English Working Wall 2

## Chapter Six

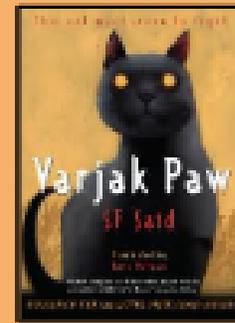
Varjak was Outside! He could see the city, the roads, the buildings... He had a problem. The wall was too high to jump off, so he used the branches of a tree, but they cracked and he fell down... everything went black



## Chapter Seven



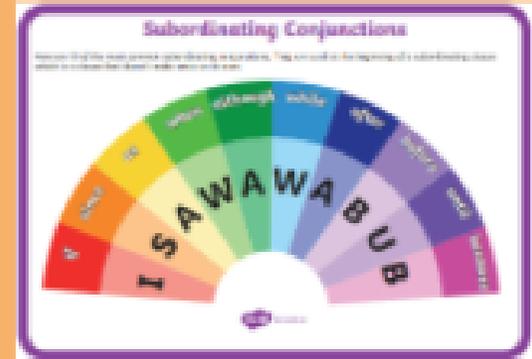
Don't read it yet!



## Extended Writing:

This week:  
Narrative

Retell Chapter Six in your own words



## Grammatical Skills:

Subordinating Conjunctions  
Subordinate Clause

Main Clause

Comma to separate a subordinate clause from a main clause |  
Verbs

Simple Past Tense

Adverbs of Manner

Synonyms

Regular verbs

Irregular verbs

Planning

www.Tricks12345.com

## Verbs

Regular Verbs	Irregular Verbs
Past form ends with Ed,d,t,ied	Change in VOWEL in past form
Examples:	Examples:
Walk --- Walked	Drink --- Drank
Change --- Changed	Give --- Gave
Spend --- Spent	Eat --- Ate
Manage --- Managed	Teach --- Taught
Worry --- Worried	Buy --- Bought

## How?

angrily	seriously
anxiously	nervously
carelessly	quickly
cheerfully	wisely
concernedly	safely
cruelly	shyly
defiantly	solemnly
doubtfully	weakly
elegantly	well
enthusiastically	wildly
feistily	
frantically	
gently	
gladly	
gracefully	
happily	
happily	
happily	
impatiently	
irritably	
joggingly	
loudly	
madly	

## WINK!

### What I Need to Know:

**Paragraph-** Includes a group of sentences about a particular topic within a piece of narrative.

**Verb-** An action word or a doing word. It can also be a state of being.

**Simple Past Tense-** Used when a complete action has already taken place.

**Regular Verb-** A verb which ends with the suffix 'ed' e.g jumped, sprinted, padded etc

**Irregular Verb-** A verb which does not follow a particular spelling pattern e.g fell, ran, sang etc.

**Adjective-** Describes a noun

**Expanded Noun Phrase-** Made up of a determiner, list of adjectives, noun and prepositional phrase



# English: Narrative Retelling Chapter Six

## WIND!

### What I Need to Do:

- Read Chapter Six to remind you what happened
- Look at your plan from yesterday
- Use your plan to help you write Chapter Six in your own words



**TIPTOP**

Start a new paragraph when there is a change in:

**TIME** → 

**PLACE** → 

**TOPIC** → 

**PERSON/SPEAKER** → 

## English

Here is a story opener you might like to use to start your own version of Chapter Six.

At long last, Varjak had ventured beyond the Contessa's house and for the first time he could see the Outside world. Mesmorised, Varjak sat transfixed as he gazed at the wonderous sight before him. He could see for miles and miles for there were no tall walls or old, crooked trees to block his view anymore. He was free!



# English Resources

## Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.

if since as when although while after before until because

I S A W A W A B U B

twinkl

## Chapter Six Story Board

Chapter Six Story Board

## How?

angrily	merrily
anxiously	nervously
cautiously	quickly
cheerfully	sadly
courageously	safely
crossly	shyly
cruelly	solemnly
defiantly	weakly
doubtfully	well
elegantly	wildly
enthusiastically	
foolishly	
frantically	
gently	
gladly	
gracefully	
happily	
hungrily	
inquisitively	
irritably	
joyously	
loudly	
madly	

## Co-ordinating Conjunctions

These are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.

for and nor but or yet so

F A N B O Y S

twinkl

## Sentence Starter Ideas

At long last, Varjak had ventured beyond the Contessa's house and .....

Before him, he could see...

In his mind was a raging battle for he wondered.....

Desperately, he clung...

Slowly, he whispered.....

Thud! Without warning he.....

## Prepositions

through opposite

beside behind between

across in by on around

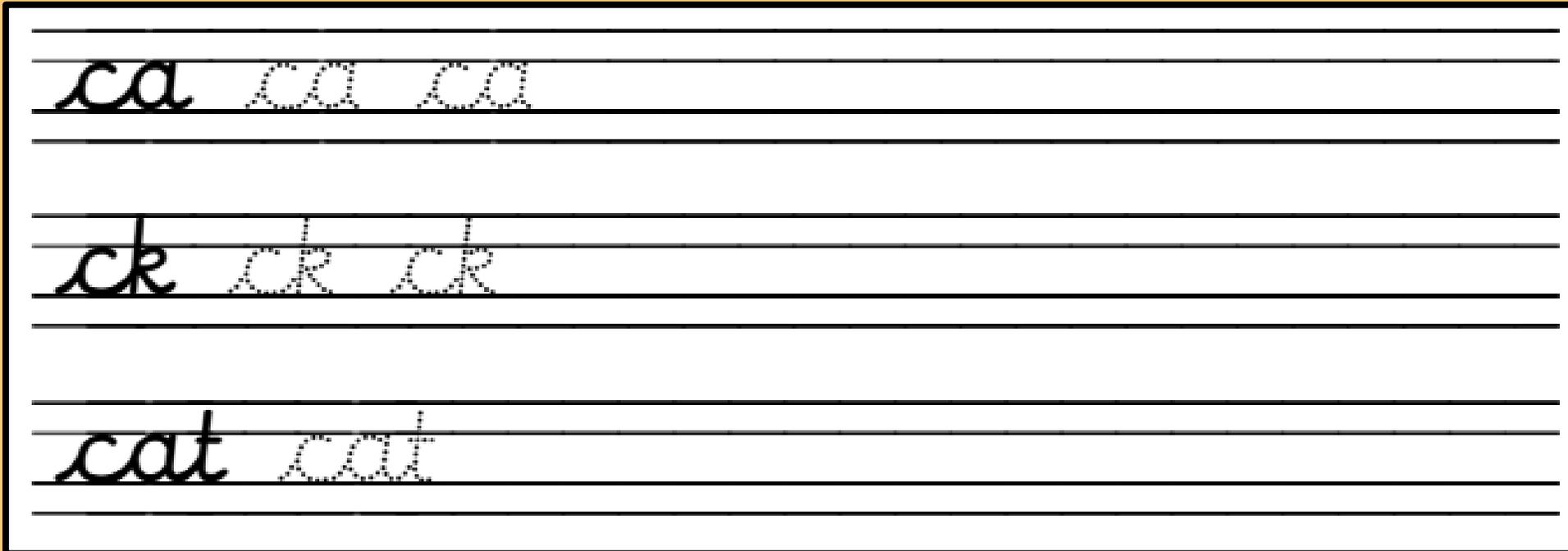
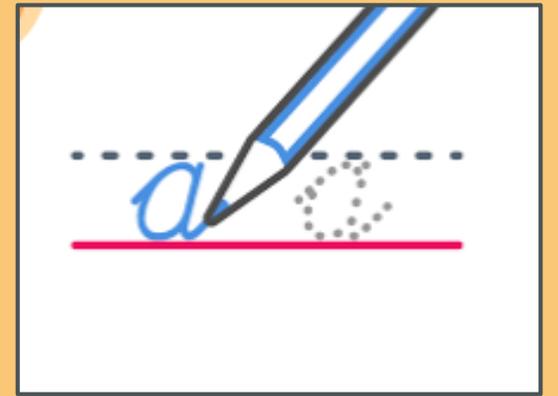
upon below to next to up above down

near outside

twinkl

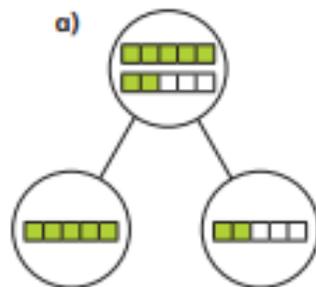
# Handwriting

Use a lined sheet of paper to practise using the cursive script.  
Make sure ascenders (tall letters) go up to the line and descenders (letters with tails) go below the line.



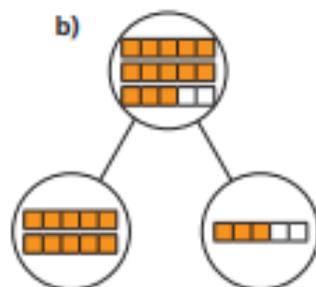
Watch a video clip here to help you with your joins:  
<https://www.loom.com/share/b50fad546c584a5388330626fc61a7e2>

1 Complete the sentences.



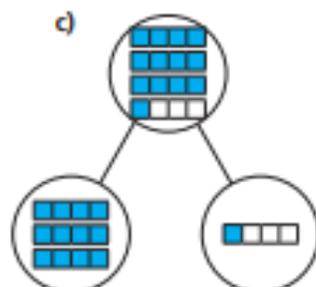
There are 7 fifths altogether.

7 fifths =  whole +  fifths



There are  fifths altogether.

fifths =  wholes +  
 fifths

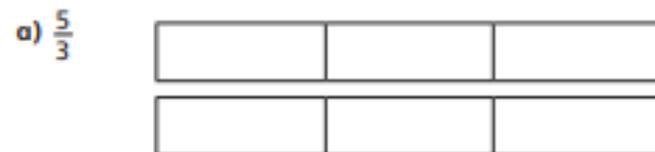


There are  quarters altogether.

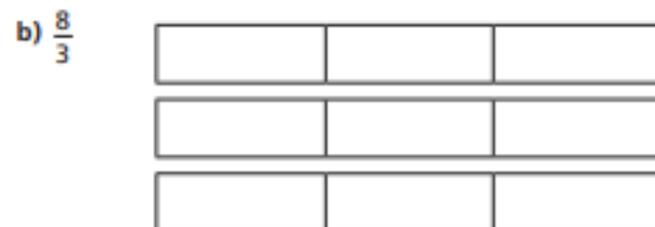
quarters =  wholes +  
 quarter

2 Shade the bar models to represent the fractions.

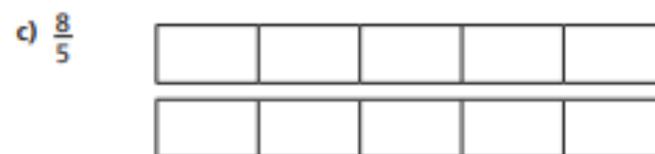
Complete the number sentences.



$$\frac{5}{3} = \square \text{ whole} + \square \text{ thirds} = \square$$



$$\frac{8}{3} = \square \text{ wholes} + \square \text{ thirds} = \square$$



$$\frac{8}{5} = \square \text{ whole} + \square \text{ fifths} = \square$$

3 Complete the statements.

a)  $\frac{12}{2} = \square$  wholes

e)  $\frac{15}{3} = \square$  wholes

b)  $\frac{12}{4} = \square$  wholes

f)  $\frac{15}{5} = \square$  wholes

c)  $\frac{12}{6} = \square$  wholes

g)  $\frac{15}{4} = \square$  wholes +  $\square$  quarters

d)  $\frac{12}{3} = \square$  wholes

h)  $\frac{15}{2} = \square$  wholes +  $\square$  half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4



a) How many boxes can Whitney fill?

Whitney can fill  $\square$  boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs  $\square$  muffins to fill another box.

Explain how you know.

---

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How does writing  $\frac{26}{4}$  help you to answer this?

5 Write  $<$ ,  $>$  or  $=$  to complete the statements.

a) 2 wholes and 3 quarters  $\bigcirc$  5 quarters

b) 2 wholes and 3 quarters  $\bigcirc$  15 quarters

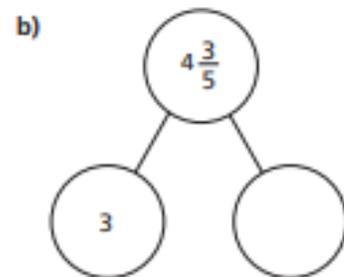
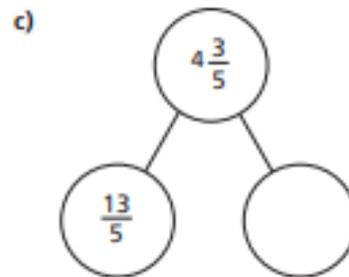
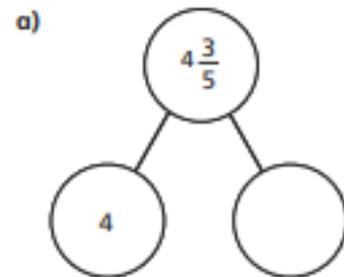
c) 2 wholes and 3 sixths  $\bigcirc$  15 sixths

d) 2 wholes and 3 eighths  $\bigcirc$  15 eighths

e)  $\frac{15}{3} \bigcirc \frac{15}{5}$

f)  $\frac{15}{3} \bigcirc \frac{20}{4}$

6 Complete the part-whole models.



## WINK

### What I Need to Know:

Whole- A number that is complete e.g. 1,2,3 etc.

Fraction- part of a whole.

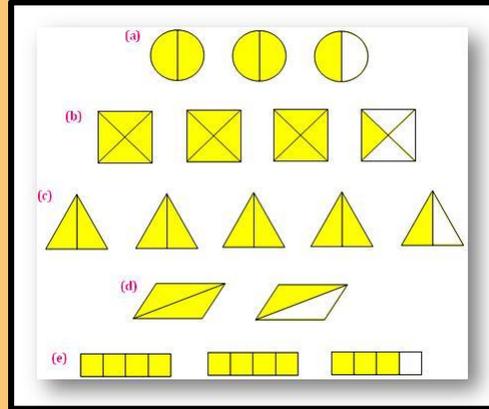
A fraction is made up of the numerator and denominator.

Numerator- the top number. This shows how many parts we have.

Denominator- the bottom number. This shows how many parts make a whole.



## Maths: Fractions



## WIND

### What I Need to Do:



-Draw out the bar

-Count how many parts there are all together.

-Identify how many wholes there are.

-Identify what fraction is left.

## Stem Sentence

There are \_\_\_\_ all together.

\_\_\_\_\_ is the same as \_\_\_\_ wholes and \_\_\_\_\_.

