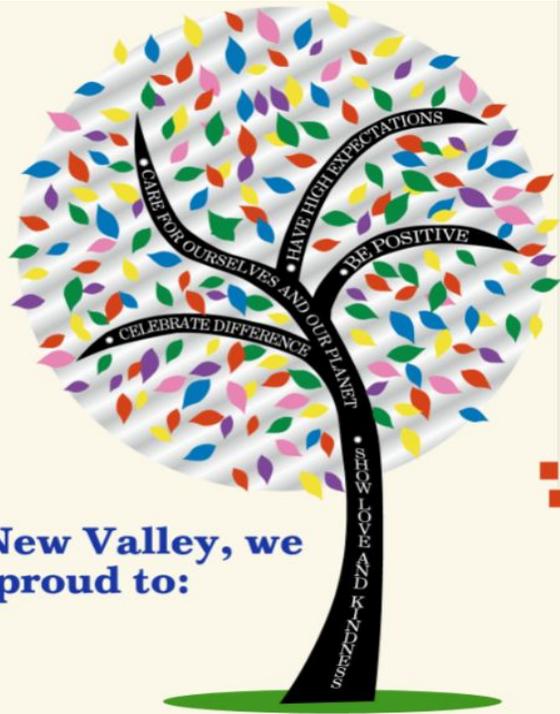




NEW VALLEY PRIMARY SCHOOL REMOTE LEARNING

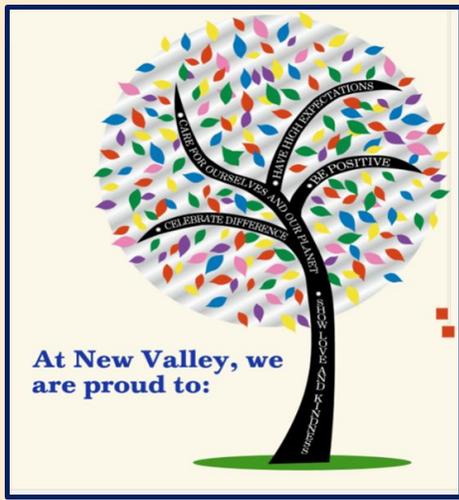


At New Valley, we
are proud to:

Year 4

Maple Class

Week Beginning 25/01/2021



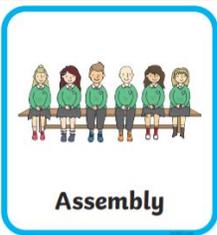
New Monday
New week
New goals

Year 4
Maple Class

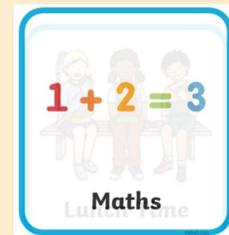
Monday 25th January 2021



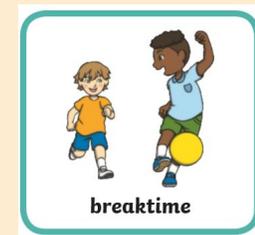
8:45-9:00



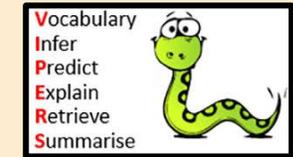
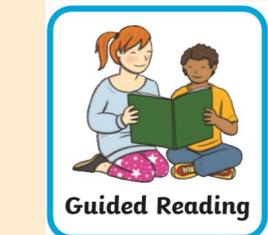
9:00- 10:00



10:00- 10:15



10:15- 10:45



10:45-12: 00



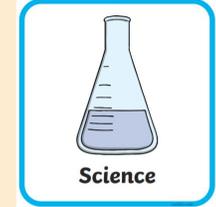
12:00-1:00



1:00-1:30



1:00-3:00



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



IT'S MONDAY,
I'M HAPPY,
I'M BLESSED,
AND I'M GOING
TO DO AMAZING
THINGS THIS WEEK.



Click me!

English



Today we are learning to: **Use expanded noun phrases**

Today, you will be learning add detail to a noun phrase to make it an expanded noun phrase.

Please see the English slides.

Task: Look at the given noun phrases and use the word by, in or with to help you write an expanded noun phrase.

Challenge: Write at least four of your own expanded noun phrases, describing the Contessa's garden.



Remember to take lots of exercise and brain breaks during the day!

Wider Curriculum



Science: What do we mean by amplitude?

Lesson Link:

<https://classroom.thenational.academy/lessons/what-do-we-mean-by-amplitude-of-sound-c8tp8e>

In today's lesson you will explore the amplitude of sound and how the atmosphere can affect the acoustics of a sound. You will continue to learn about volume and how decibels is the unit of measurement for sound.

Handwriting and Spelling:

On a sheet of lined paper practise your handwriting and spellings. Be sure to go over your spellings daily for a spelling test on Friday.

This week's spellings are:

circle	complete	consider	continue
decide	describe	different	difficult
disappear	early		



Maths



This week we are studying:

Area

Please follow the links to the White Rose website to find today's lesson. Today's session is a revision session on remainders.

Lesson Video Link: <https://vimeo.com/500864228>

Lesson Activity sheet:

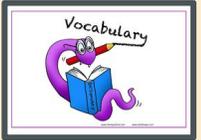
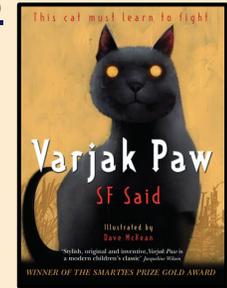
<https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-WO3-Making-shapes-2019.pdf>

Today's Answers:

<https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-ANS3-Making-shapes-2019.pdf>



VIPERS



In our VIPERS session today, the skill we will be using is: **Vocabulary**
Read Chapter Four.

Task: Read the description of the Contessa's garden. Underline and highlight the words the author uses to describe the garden.

Draw a picture based on the description.

The garden was a dark, gloomy place, full of gnarled old trees. They'd bent back on themselves, grown inwards and locked together, making a tangled net of knotted wood. It was hard to see the sky through them.

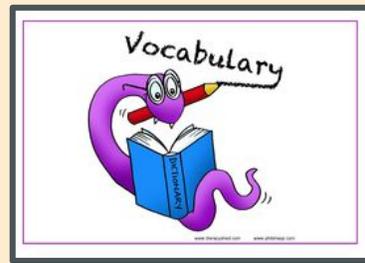
Beyond the trees lay the stone wall that enclosed the Contessa's house and garden. It was so high the no one in the family could imagine climbing it – even Varjak, who could sometimes make it half way up a curtain before Mother or father shouted him down.

He drank in the cold night air, peered at the massive wall, the tangled branches – and thought he could see a thin white whisker of moon up there, far, far above.

Listen to Chapter Four here:

<https://www.youtube.com/watch?v=wbEt6FLcEEY>

VIPERS



First, read Chapter 4.

Task: Read the description of the Contessa's garden.

Write down or highlight the descriptions and interesting words or phrases that the author uses to describe the Contessa's garden.

Draw a picture based on the description.

The garden was a dark, gloomy place, full of gnarled old trees. They'd bent back on themselves, grown inwards and locked together, making a tangled net of knotted wood. It was hard to see the sky through them.

Beyond the trees lay the stone wall that enclosed the Contessa's house and garden. It was so high the no one in the family could imagine climbing it – even Varjak, who could sometimes make it half way up a curtain before Mother or father shouted him down.

He drank in the cold night air, peered at the massive wall, the tangled branches – and thought he could see a thin white whisker of moon up there, far, far above.

WINK!
What I Need to Know:



- **Determiner** introduces a noun.
- **Noun**- Person, place or object
- **Concrete noun**- an object you can see, touch, smell, taste or hear
- **Adjective**- describes a noun
- **Noun phrase**- Made up of a determiner, adjective and noun
- **Expanded noun phrase**- Adds detail to a noun phrase using words such as by, with, in or on

English:
Setting
Description



WIND!
What I Need to Do:



- Write four sentences describing the Contessa's garden. These should all be expanded noun phrases.
- Build up the expanded noun phrase by:
1. Determiner
 2. List of adjectives
 3. Noun
 4. Expanded noun phrase using the words by, with or in.

Determiner + **Adjective** + **Noun** + **Prepositional Phrase** = Expanded Noun Phrase

The **slim** **woman** with the purple hat.

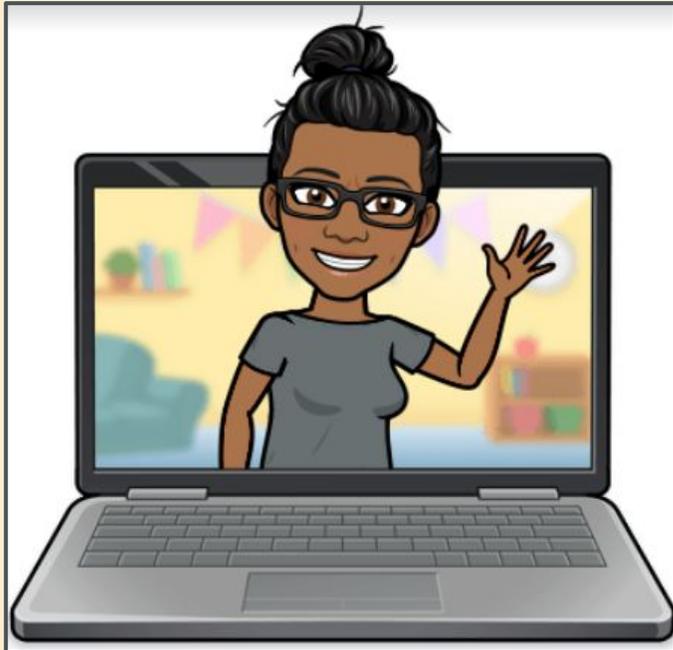




English

Hello Maple Class,
Miss Gayle here!
Need some extra
help with your
English today.
Click here:

CLICK
HERE

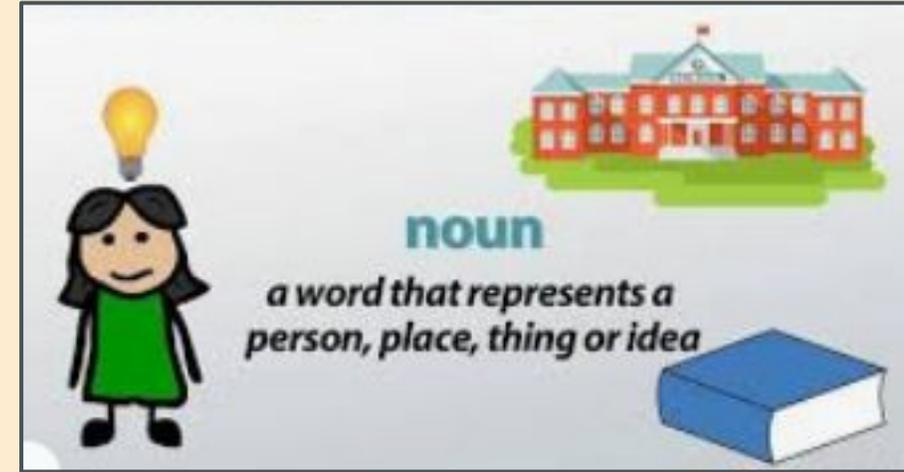


English

L.O: Use expanded noun phrases

What is a noun?

A **noun** is the name of a thing, such as an object, a place, or a person. Nouns are often described as naming words.

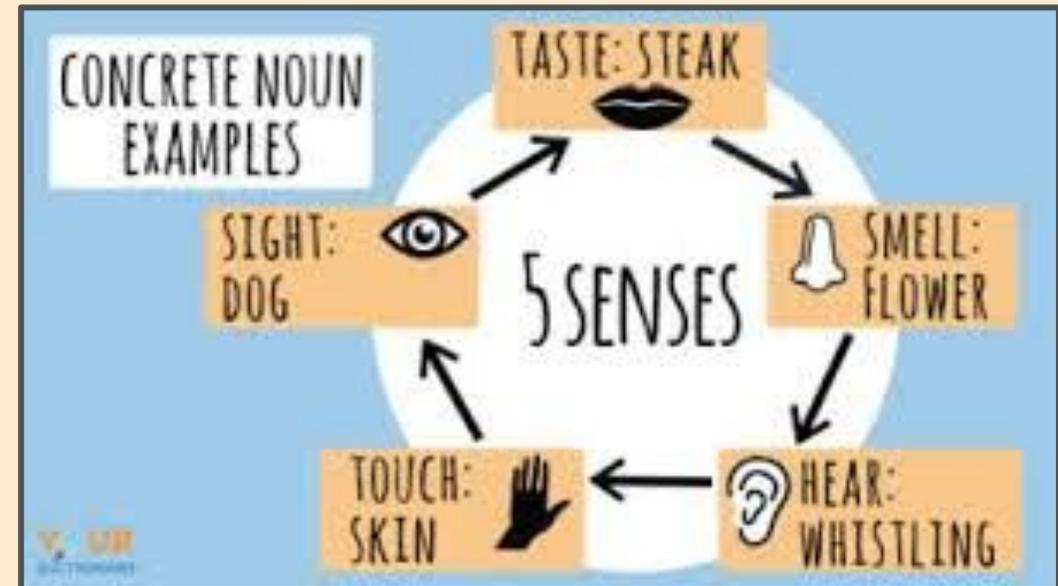


What is a concrete noun?

Concrete nouns represents something that can be seen, touched, tasted, heard, or smelt.

For example:

Tree, house, wind, sky etc. These are all **concrete nouns**.



Task: Look at the following pictures of the Contessa's garden. Make a list of all the concrete nouns that you can think of. E.g. ground, bush, twig, wind etc.

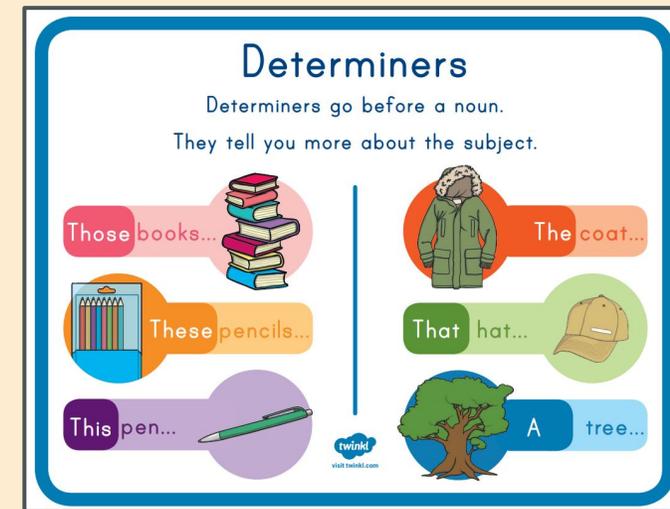


What is a determiner?

A **determiner** is a word that goes before a **noun** and identifies the noun in further detail.

E.g a, an, the

E.g **the** moon, **a** tree, **an** owl



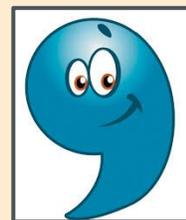
What is a noun phrase?

A **noun phrase** is made up of a **determiner** and **noun** and we can use **adjectives** to make the noun phrase interesting.

Remember an **adjective** describes a **noun**!

E.g **The** dark, gloomy **clouds**

A tall, slender **tree**



(Remember to use a comma between lists of adjectives!)

What is an expanded noun phrase?

An expanded noun phrase. Is a noun phrase with extra detail added about the noun. We can use the words by, with or in to expand the noun phrase.

E.g The dark, gloomy clouds in the murky sky.
A tall, slender tree by the wall.



Task: How can we expand the following noun phrases?

Use the words to help you expand the noun phrase.

by

with

in

E.g. There was a round, thick bush with sharp, spiky thorns.

There was a tall, stone wall _____.

There were towering, trees _____.

The thick, grey clouds _____.

The long, dry grass _____.

Challenge:

Now write four more of your own expanded noun phrases, describing the Contessa's garden. Use your list of nouns and the pictures of the Contessa's garden to inspire you!

Chapter One

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

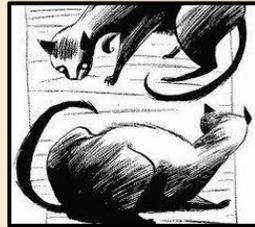
Unlike the rest of the litter, he has yellow eyes (the sign of danger) and wants to explore the outside world.



English Working Wall

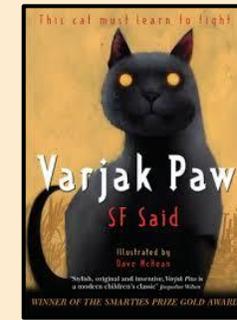
Chapter Two

A strange man has entered the house with two, peculiar black cats. The Contessa's room is empty and now no 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:

This week:

Description of a setting

Setting: The Contessa's garden

Chapter Four

READ IT NOW

Grammatical Skills:

Determiner

Noun

Noun Phrase

Adjective

Expanded Noun Phrase

WINK

What I Need to Know:



- **Area is the amount of space inside a 2D shape. It is a measurement.**
- **Unit of measurement- We measure the area in squares.**
- **Rectilinear Shape- A shape with straight sides and right angles**
- **Odd number- a number that is not divisible by 2. In the ones column an odd number must end in the digits 1,3,5,7 or 9.**
- **Square- A 2D shape with equal sides.**
- **Rectangle- A 2D shape with two pairs of equal sides. A rectangle has two short sides and two longer sides.**

Maths: Area

WIND

What I Need to Do:



- Careful counting!
- Count the number of squares.
- Check that the total number of squares is the right area.
- Use a ruler to draw rectilinear shapes



Area

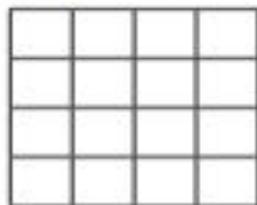
is the amount of space a flat shape takes up on a plane.



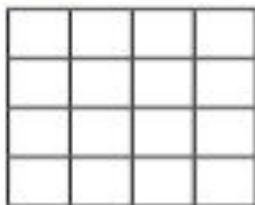
Making shapes

- 1 Draw a shape with the given area.

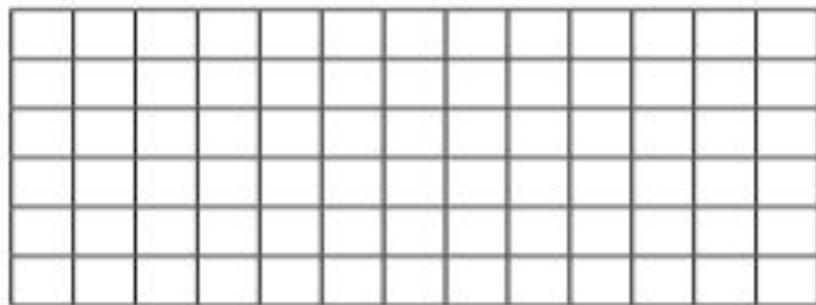
a) area = 7 squares



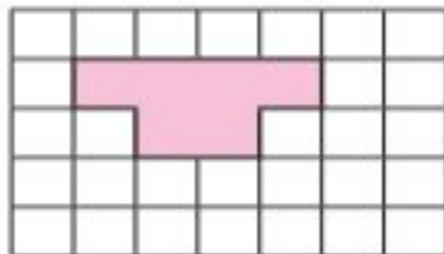
b) area = 13 squares



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



- 3 Shade more squares to make the area 11 squares.

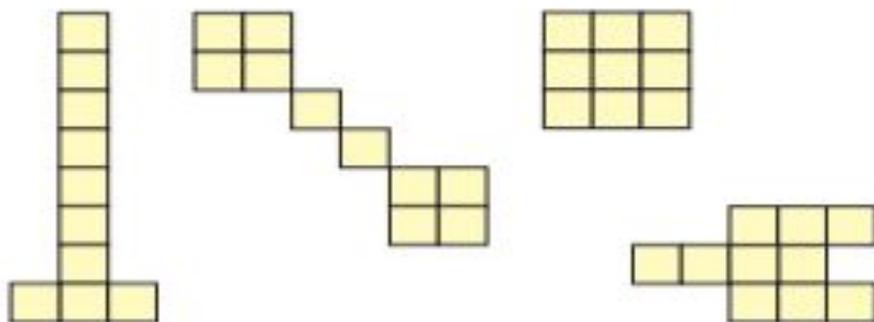


- 4 Amir has created a shape.



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

Tick the shapes that Amir could have made.



- 5



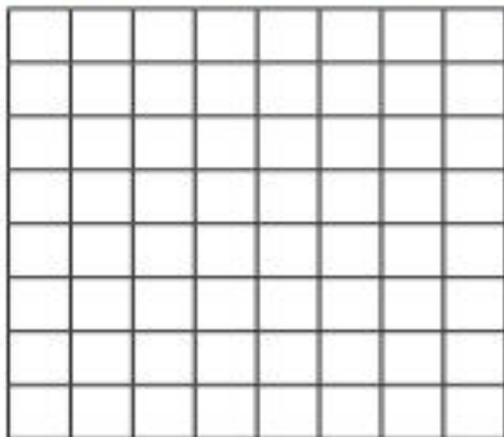
I cannot make a large square using an odd number of smaller squares.

Do you agree with Whitney? _____

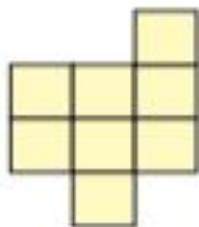
Draw a picture to support your answer.



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



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



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

squares

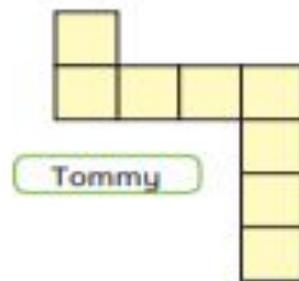
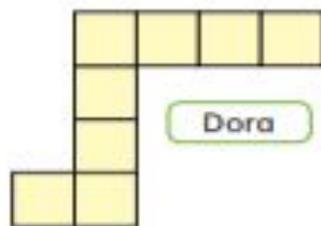
- c) How could you make a larger square?

How many more squares do you need to add?

Show your working.



- 8 Dora and Tommy have drawn rectilinear shapes.



Tommy says he has made a different shape with the same area.

Do you agree with Tommy? _____

Explain your answer.

- 9 Use six square sticky notes or square shapes.



Make as many different rectilinear shapes with the squares as you can.

Draw some of your shapes.



Compare answers with a partner.

Spelling and Handwriting

Year 3 and 4 Statutory Spellings

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early