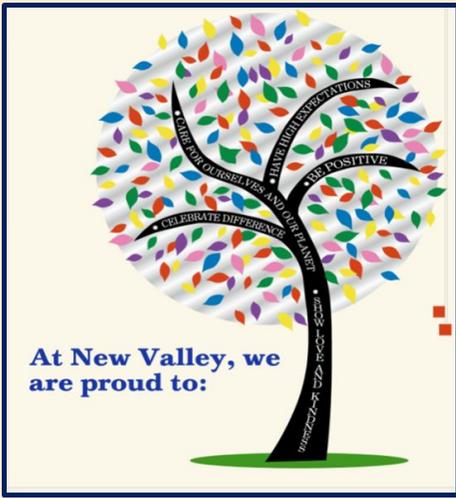


Year 4 Maple Class

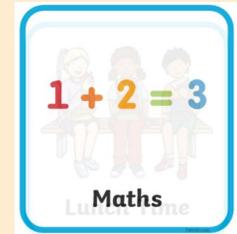
Tuesday 26th January 2021



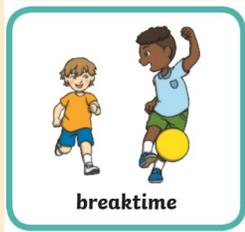
Keep practising those times tables!



9:00- 10:00

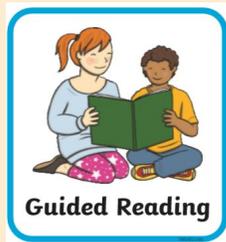


10:00- 10:15



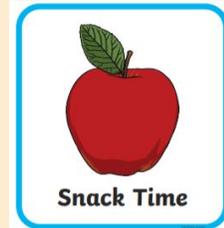
breaktime

10:15- 10:45



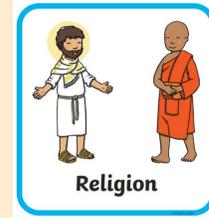
Guided Reading

10:45-11:00



Snack Time

11:00-12:00



Religion

12:00-1:00



Spelling

1:00-2:00



Lunch Time

2:00-3:00



Writing

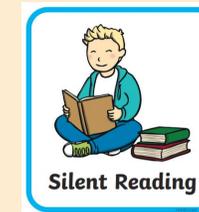
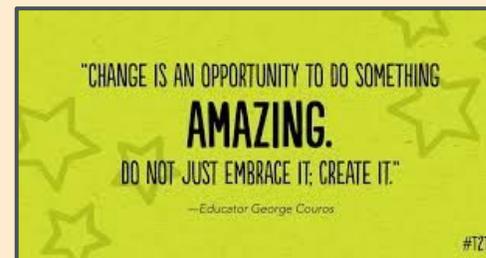


SPaG



Dance and Movement

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



Silent Reading

Use the link sent out at the beginning of the week for Teams!

English



Today we are learning to: Use the verb inflections 'was' and 'were' in sentences

Today you will be learning about how to use the verb inflections 'was' and 'were' correctly. You will be thinking about how nouns can be singular or plural and how this affects how we use the the verb inflections 'was' and 'were'

Please see today's English slides for further information.

Task:
Look at the given sentences and copy them out neatly. Identify and circle the subject in each sentence. (This is the noun doing the action of the verb!). Then select the correct verb inflection and underline it:

WAS **VS** **WERE**



Wider Curriculum



RE: Why do some people judge or 'label' others without knowing them?

Discuss these with your grown up or jot down your ideas:
What is special about you that makes you different? • When are there times when some people are left out? • Have you ever stopped someone joining a group or activity? What do people mean when they say 'labels stick'? • Why do people 'label' other people.

Task: Describe three things that make you the same as one of your friends and three that make you different from them

Lesson Link: Explore one of the stories at the following link:

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-same-but-different/zn87vk7>

Reading: Continue to read your own choice of books. Try reading a nonfiction book!



Maths



This week we are studying
Area

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

Lesson Video Link: <https://vimeo.com/501678823>

Lesson Resource Sheet:

<https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-WO4-Comparing-area-2019.pdf>

Today's answers:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/02/Y4-Spring-Block-2-ANS4-Comparing-area-2019.pdf>

Times Table Rock Stars

Continue to practise your times tables. Log in to Times Tables Rock Stars and see how quickly you can answer the multiplication questions!



VIPERS



Skill: Retrieval

Task:

Read Chapter Four of Varjak Paw and answer the following questions. Remember to lift the words from the text to help you answer the questions in full sentences.

Listen to Chapter Four here:

1. What reason did Julius give for why he thinks the Contessa is no longer there?
2. What two insults did Julius say to Varjak Paw?
3. What adverb is used to describe how Julius' tail struck the floor?
4. Can you find a phrase that suggests Varjak was frightened of fighting Julius, even though he would not let his fear show?
5. Why couldn't Varjak stop himself from wanting to fight Julius. Find the information in the text.
6. What language does the author use to describe Julius's eyes?
7. What insult hurt Varjak the most?
8. What 'monster' does Elder Paw suggest they need?

Listen to Chapter Four here:

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

WINK!

What I Need to Know:



- **Verb-** an action or doing word or a state of being.
- **Verb Inflection-** 'was' and 'were' are verb inflections. These are the past tense for of the verb 'to be'.
- **Noun-** Person, place or an object
- **Subject-** The noun doing the action (verb) in a sentence
- **Determiner-** Introduces a noun
- **Singular noun-** Only one object
- **Plural noun-** More than one object
- **Standard English-** Formal language that follows agreed grammatical rules

English: **Setting** **Description**



WIND!

What I Need to Do:



- Select and write the Correct verb inflection:
Was or Were

Remember if the subject (noun doing the verb) is singular use 'was'.

If the subject is plural use 'were'.

E.g.

There **were** leaves scattered on the ground.

There **was** a leaf on the ground.



English

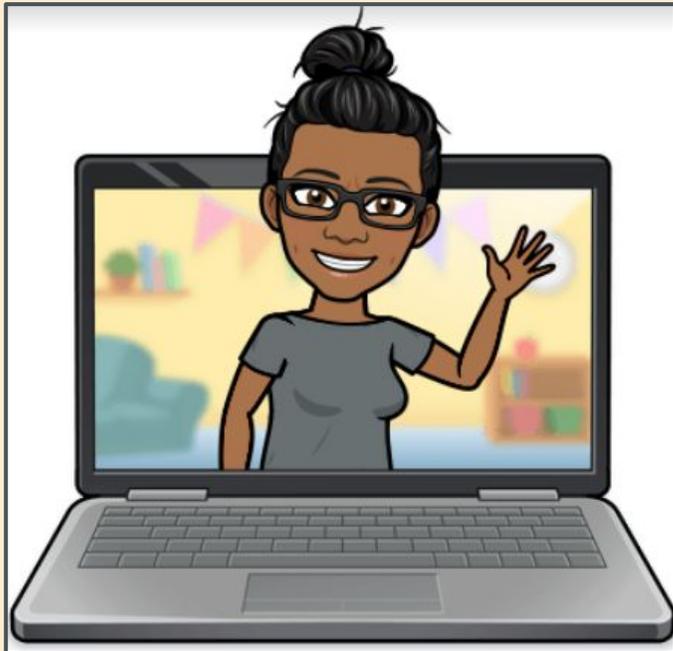
Hello Maple Class,
Miss Gayle here!
Need some extra
help with your
English today.
Click here:



Slide 1
and 2



Slide 3
and 4



English

L.O Use the verb inflections 'was' and 'were' in sentences

What is a verb inflection?

Verbs change their form according to how they are used within a sentence.

We need to recognise the correct verb inflection to use standard English in our writing instead of local spoken forms.

There were leaves.

not

There was leaves.

Using 'was' and 'were'

'was' and 'were' are the past tenses of the verb 'to be'.

It is important to be careful when choosing
the correct form of the verb for the subject of a sentence.

For a singular noun we use the verb inflection 'was'.

For plural nouns we use the verb inflection 'were'.

Here is a list of **nouns**:

Remember!

Singular nouns are when there is only one. Plural nouns are when there is more than one. An 's' can be added to the end of most nouns to indicate this.

Singular	Plural
Tree	Trees
Leaf	Leaves
Bush	Bushes

Now, let's see how the verb inflection 'was' and 'were' are used in sentences.

There **was** **a** tall, slender **tree**.

There **were** tall, slender **trees**.

There **was** **a** wrinkled, dry **leaf**.

There **were** wrinkled, dry **leaves**.

There **was** **a** thick, prickly **bush**.

There **were** thick, prickly **bushes**.

Notice how if the **noun** is singular, you need to use the verb inflection 'was' and a **determiner** to introduce the noun.

If the **noun** is plural, you need to use the verb inflection 'were' and a determiner is not needed.

When should we use 'was' and when should we use 'were'?

Task: Copy the sentences out neatly.

Identify and circle the subject in each main clause. (This is the noun doing the action of the verb!)

Then select the correct verb inflection and underline it:



E.g In the distance, there was a tall, stony wall that stretched high into the sky.

Winding like a slithering serpent, there _____ an old path.

In the sky, there _____ dark, gloomy clouds.

There _____ a stream of light that tried desperately to peek through the trees.

Thick, prickly bushes that _____ overgrown sat lifelessly in the garden.

There _____ an old, rotten tree trunk.

Beside the wall, there _____ a muddy pond.

Above, the branches _____ swaying slowly against the icy, cool breeze.

There _____ hard, noisy pebbles that crunched and creaked with each step Varjak took.



Challenge: Write four of your own sentences, describing the Contessa's garden, and underline the verb inflection 'was' and 'were' ensuring you have used these correctly.

English Working Wall

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.



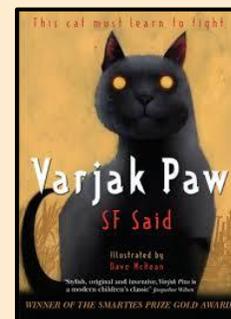
Chapter Two

A strange man has entered the house with two, peculiar black cats. The Contessa's room is empty and 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

Grammatical Skills:

Determiner

Noun

Noun Phrase

Adjective

Expanded Noun Phrase

Verb Inflection- 'was' and 'were'

Singular and Plural Nouns

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.

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**
- **Difference- To find the difference subtract the smallest value from the largest value**
- **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

A cartoon illustration of a man with a beard and glasses, wearing a blue sweater and dark pants, pointing towards the text.

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

Three flat shapes are shown: a green square, a light blue circle, and a purple oval.

1 a) Tick the shape with the larger area.



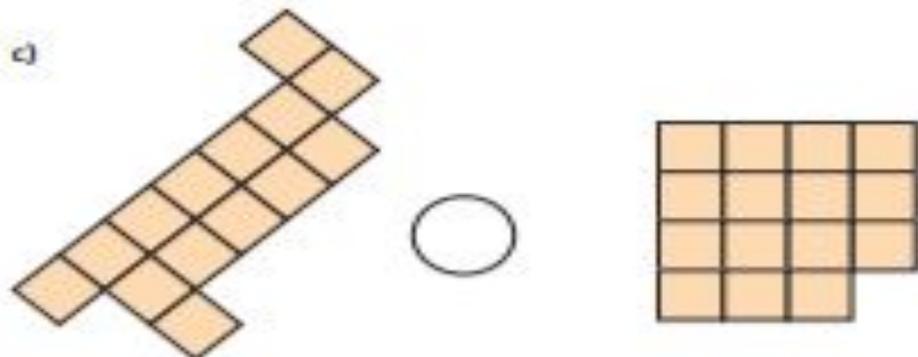
b) Tick the shape with the smaller area.



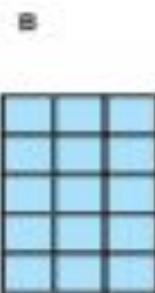
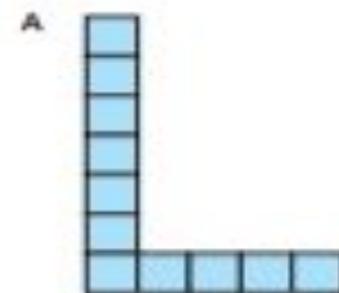
2 Write $<$, $>$ or $=$ to compare the area of the shapes.



c)



3 Mo draws these two shapes.

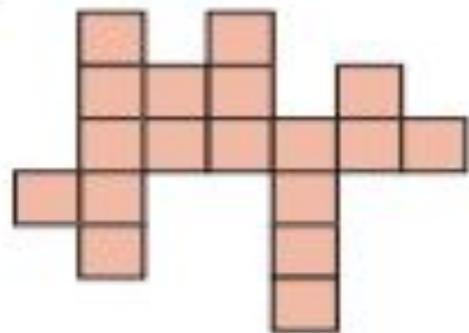


Shape B must have a smaller area than shape A because it is shorter and thinner than shape A.

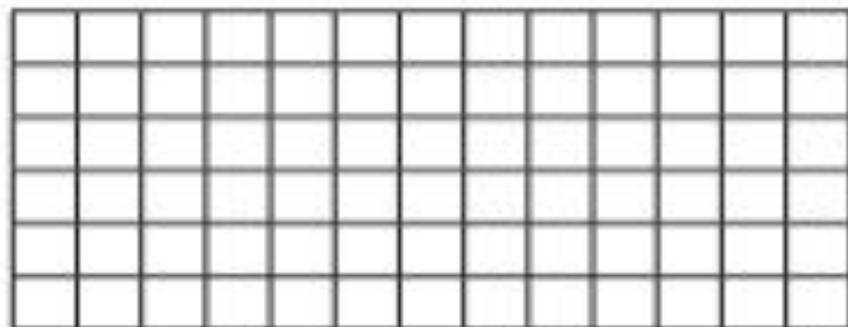
Do you agree with Mo? _____

Explain your reasoning.

- 4 Here is a shape.

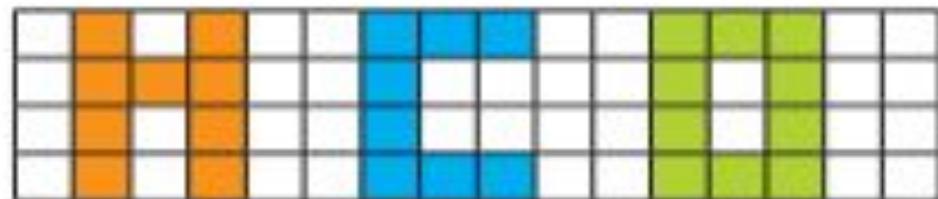


- a) What is the area of this shape? squares.
- b) Draw a different shape with an area that is 2 squares larger.



- 5 Put these letter shapes in order of size.

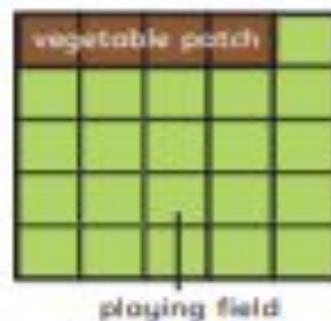
Start with the shape with the smallest area.



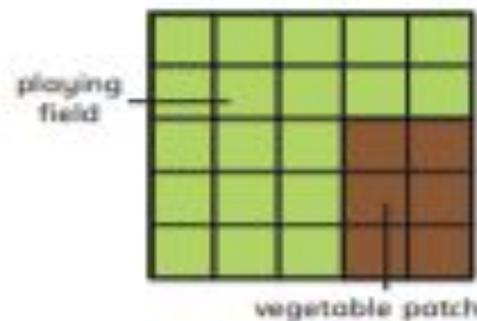
- 6 Here are plans of two school fields.

Each has a playing field and a vegetable patch.

High Street School



Main Street School



- a) What is the difference in the area of the playing fields?
The difference in area of the playing fields is squares.
- b) What is the difference in the area of the vegetable patches?
The difference in area of the vegetable patches is squares.
- c) High Street School doubles the size of its vegetable patch.
Main Road School adds 1 square to its vegetable patch.
Which school now has the larger vegetable patch?
Show your working.

_____ School now has the larger vegetable patch.