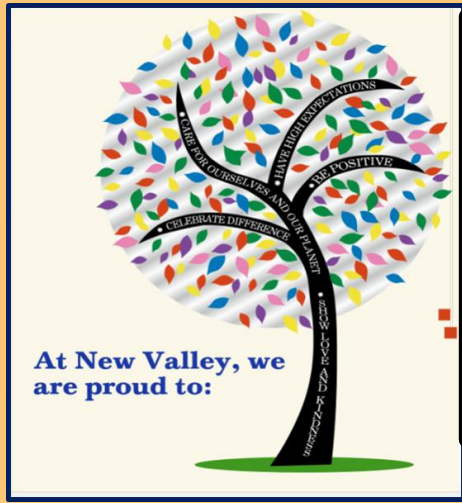


Year 4 Maple Class

Tuesday 2nd March 2021



Keep practising those times tables!



9:00- 10:00

10:00- 10:15

10:15- 10:45

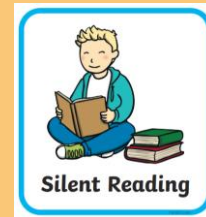
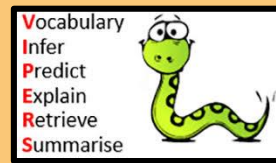
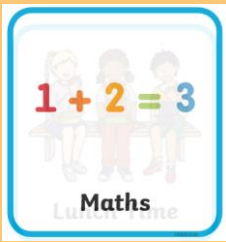
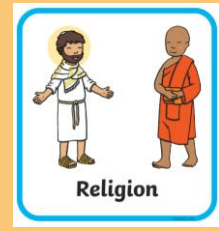
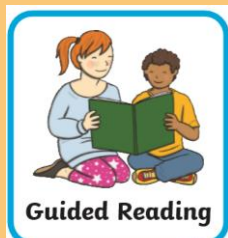
10:45-11:00

11:00-12:00

12:00-1:00

1:00-2:00

2:00-3:00



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

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

English



Today we are learning to: Use a variety of Punctuation

Today you will be learning to identify a range of punctuation marks. You will be revising the basic punctuation marks such as capital letters and full stops and then you will be considering how you can use a wider variety of punctuation to help up-level your writing.

Please see today's English slides for further information.

Task: Write your own sentences using a variety of punctuation marks. Write sentences based on the events in The Promise. Circle or highlight how you have used each punctuation mark.

| PUNCTUATION MARKS | | | |
|-----------------------|------------------------|--------------------|-----------------|
| COMMA , | APOSTROPHE ' | HYPHEN - | ELLIPSIS ... |
| FULL STOP/PERIOD . | EXCLAMATION MARK ! | QUESTION MARK ? | |
| PARENTHESES () | BRACKETS [] | COLON : | SEMICOLON ; |
| SLASH / | QUOTATION MARKS " " | DASH - or — | |



Wider Curriculum

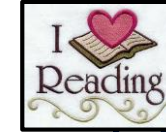
RE: To explore how we can be bridge-builders between people?

Being a 'bridge-builder' is all about resolving conflict.

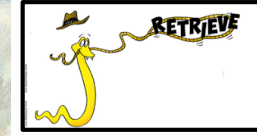
Task: Read 'Checkmate' on the RE page and answer the questions.

- When do you find it hard to say sorry? Why?
- How can saying sorry often help to make things better?
- Do you find it hard to forgive sometimes, if so, when?

Why do you think that some acts of bridge building and asking for forgiveness take courage?



VIPERS



Skill: Retrieval

Task: Read The Promise by Nicola Davies and answer the following questions. Remember to lift the words from the text to help you answer the questions in full sentences.

1. Make a list of the places where she planted the seeds.
2. Find seven prepositions that the author uses to describe where she planted the seeds.
3. What two adjectives are used to describe the streets?
4. What simile is used to describe how the people went to their houses?
5. What did the people do when they saw the trees?
6. What did the people plant?
7. Where did they plant their own seeds?
8. Why did the girl leave the city?
9. How do you think the girl felt when the thief fought her for the sack in her hand? Why?



Listen to The Promise here:

<https://www.youtube.com/watch?v=onSOJvpgLyE&t=99s>



Maths

This week we are studying
Tenths as Decimals



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

Lesson Video Link: <https://vimeo.com/516830789>

Lesson Resource Sheet: <https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-WO2-Tenths-as-decimals-2019.pdf>

Today's answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-ANS2-Tenths-as-decimals-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!

English

L.O: To use a variety of Punctuation

In Year 4, it is important that you are able to use a wide variety of punctuation when you write.



Here are some punctuation marks we use and the reasons for why we use them:

Capital letter- To start a sentence. To punctuate a proper noun E.g
Names of people, places and days of the week and month



Full stop- To end a sentence

E.g, The streets were parched and cracked.



Question mark- To end a question

E.g. Would the mean, hard, ugly city ever change?



Exclamation mark- To end an exclamatory sentence

E.g. What an awful place the city was!



Inverted Commas- To punctuate direct speech.

E.g. “What on earth are you talking about?” I replied.



Comma- To separate items in a list.

E.g. They planted trees, flowers, fruit and vegetables.

To separate a subordinate clause from a main clause.

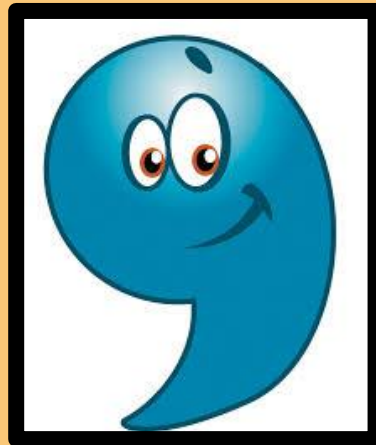
E.g. After I had stolen the bag, I realised it only contained acorns.

To separate a fronted adverbial from a main clause.

E.g. Among the rubble and rusty fences, I planted the seeds.

To separate dialogue from narrative.

E.g. “Promise that you shall plant them,” the old lady croaked.



Task: Write your own sentences using these punctuation marks. Write sentences based on the events in The Promise. Circle or highlight how you have used each punctuation mark.

Full Stop

Capital Letter

Question Mark

Exclamation Mark

Comma in list

Comma to separate clauses

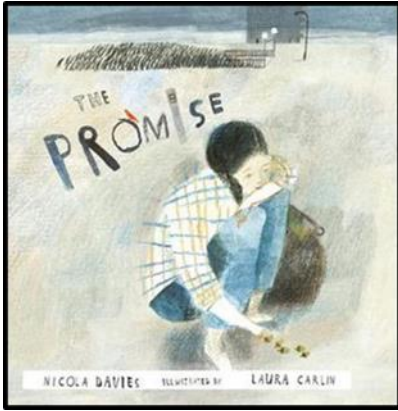
Comma to separate fronted adverbial

Comma to separate dialogue

Inverted Commas



The Promise



Grammatical Skills:

Vvariety of coordinating conjunctions

Vvariety of punctuation

English Working Wall

Extended Writing

This week:

Revising grammar and punctuation

Extended Write: Write a reflection of your experiences of lockdown

Plot

This story is based on the joy of caring for our environment.

Told in the style of a fable, *The Promise* is about a young girl who must steal food and money to survive in the 'mean and hard and ugly' city – a grey and dreary environment, devoid of a single tree, flower or blade of grass.

One evening, she wrestles with a frail old woman for her handbag. The elderly lady relinquishes the bag on the condition the young girl plants what lies within. And so she does, planting acorn seeds all over the city.

Eventually, the seeds begin to grow, and the ugly, dark city is transformed into a green oasis and the people are transformed with happiness.

Then the little girl travels with her seeds to another city, and another, and another, until her bag of seeds is stolen from her by another young thief, who makes the same promise.

WINK

What I Need to Know:

Tenth- One part in ten equal parts.

Hundredth- One part in one hundred equal parts.

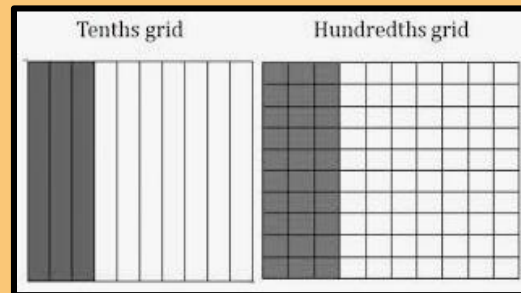
Partition- Showing parts of a number

Decimal- Part of a whole



Maths: Tenths and Hundredths

| | | | | |
|----------|----------|----------|-------------|-------------|
| H | T | O | Tths | Hths |
| | | | | |



WIND

What I Need to Do:

-Shade the fraction in the bar model

-Write the fraction

-Write it as a decimal



Stem Sentence

I have represented _____ because _____ squares are shaded.

This is _____ as a decimal number.

| Fractions | Decimals | Diagram | Out of 100 |
|-----------|----------|---------|------------|
| 1/10 | 0.1 | | 10/100 |
| 2/10 | 0.2 | | 20/100 |
| 3/10 | 0.3 | | 30/100 |
| 4/10 | 0.4 | | 40/100 |
| 5/10 | 0.5 | | 50/100 |

Tenths as decimals





1 Shade the bar models to represent the amounts.

a) 7 tenths 

b) $\frac{4}{10}$ 

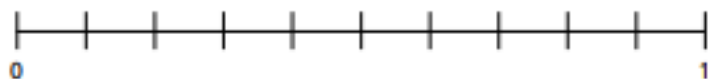
c) 0.3 

2 Complete the table to show the fractions and decimals the bar models represent.

| Bar model | Fraction | Decimal |
|---|----------|---------|
|  | | |
|  | | |
|  | | |
|  | | |

3 Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$ 0.6 $\frac{9}{10}$ 0.1



4 Work out the values of A, B and C.

Give your answers as fractions and decimals.



A or

B or

C or

5 Match the equivalent fractions, decimals and words.

$\frac{3}{10}$

0.7

four tenths

$\frac{9}{10}$

0.3

one tenth

$\frac{7}{10}$

0.4

three tenths

$\frac{4}{10}$

0.1

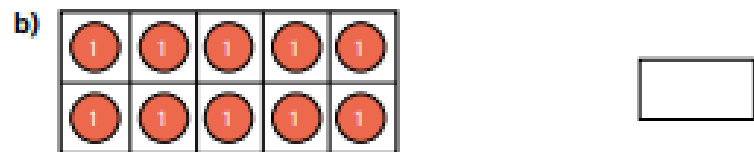
nine tenths

$\frac{1}{10}$

0.9

seven tenths

6 What is the total value represented by each ten frame?



7



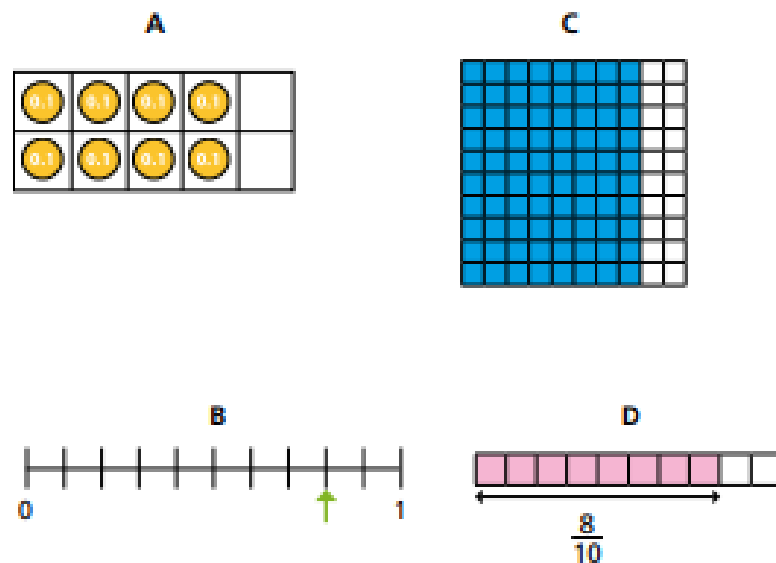
Nine tenths
can be written 0.9, so ten
tenths must be 0.10

Do you agree with Ron? _____

Explain your answer.



8 Eight tenths can be represented in all of the ways shown.



Which do you think is the best representation? _____

Discuss your answer with a partner.

Represent six tenths in each different way.

RE



Checkmate

*I raised my voice but he kept quiet
I picked a fight but he wouldn't riot
I held his arm but he shook it free
I called him names but he smiled at me
I said my brother would treat him rough
He calmly said it was all a bluff
I tried to kick him in the shin
He only answered with a grin
I clenched my fist to give him a punch
He said 'Get lost, you'll be late for lunch'
In the end, to my dismay,
He turned his back and walked away
My mates weren't impressed with what I'd done
In fact they decided **THAT HE'D WON!***



Assessment

This week please continue to complete the assessment tasks independently.

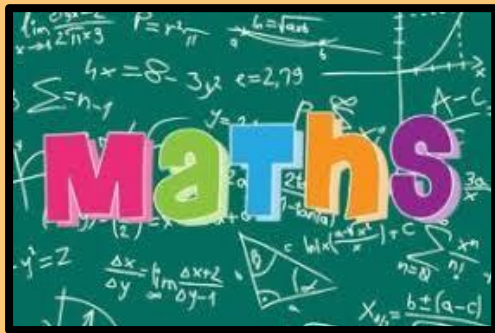
The code is the same from last week.

This week the English assessment task will focus on your punctuation and grammar skills.

Maths will continue to test you on the skills you have covered in Year 4.

Please continue to log into Times Tables Rock Stars everyday for at least 15 minutes. I will be using this information to assess your knowledge of the times tables facts!

Well done to those of you who have consistently sent me work. This has helped me really understand what you know and will help me support you as we 'bounce back' and return to the classroom.



"Nothing is impossible.
The word itself says
'I'm Possible'"



**Just a
reminder...**

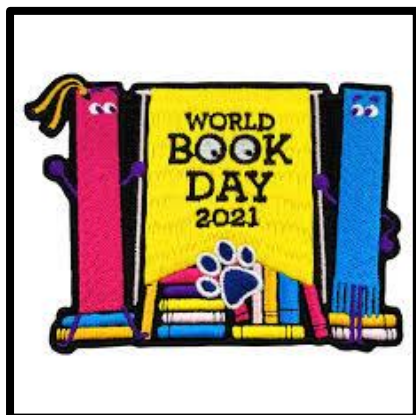


We have an assembly everyday this week at 8:45 am on Zoom.
Please join us! The Meeting ID and Passcode was emailed to
parents in a letter. If your not quite sure, please do email me
and I'll send it to you!



It is World Book day on Thursday
4th March.

We will all be dressing up as a book
character on this day so please
get your costumes ready!



We return to learning in the
classroom on Monday 8th March
so please get your uniform, PE
kit, water bottles, packed lunches
etc. ready this week so you are
fully prepared for our return.

In our class we
**BOUNCE
BACK!**

Continue to practice and
choreograph a
movement dance for
when we return to
learning ag school!

