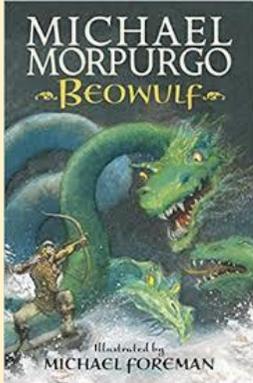


Year 4 Learning Grid Week of 1st February 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>ENGLISH <u>Spelling for Week 5</u> serious, obvious, curious, previous, hideous, various, courteous, spontaneous, courageous, outrageous.</p> <p>Direct speech Click the image for a recap on direct speech.</p>  <p>Use the tips to help reconstruct the paragraph at the bottom of the learning grid into actual conversation.</p> <p>Example: Susan said she now thought she knew what to do. <i>Susan said, "I think I know what to do".</i></p> <p>Please email year4@st-john.southwark.sch.uk</p>	<p align="center">Demonstrate an understanding of a text</p> <p>Read the extract from Beowulf below the learning grid and answer the questions that follow:</p> 	<p align="center">Writing in role</p> <p>Write a letter in role as Beowulf as he sits in the Meadhall waiting for Grendel to attack.</p> <p>As Beowulf explain how you heard all about the plight of the Danes:</p> <ul style="list-style-type: none"> • what you decided to do about that • meeting Hrothgar • waiting in the feast hall for Grendel's attack. <p>Please see the section below the learning grid where you can find an example to help you get started.</p> <p>I look forward to reading these so when it is finished make sure you email year4@st-john.southwark.sch.uk</p>	<p align="center">Writing in role</p> <p>Complete the letter you started yesterday. In role as Beowulf you need to tell your friend about the journey to Denmark. Include:</p> <ul style="list-style-type: none"> • your reception from the guards when he and his men arrived. • details about meeting Hrothgar and how you came up with the plan for him to hold a feast to tempt Grendel into attacking. • details about how you are feeling as you sit alone in the hall waiting for Grendel. <p><i>Does he think it was a good idea? Is he nervous? Is he looking forward to ending Grendel's reign of terror?</i></p> <p><i>When you are finished, edit your work to make sure you have included, fronted adverbials, a range of tenses and expanded noun phrases.</i></p>	<p align="center">Spellings test</p> <p>serious, obvious, curious, previous, hideous, various, courteous, spontaneous, courageous, outrageous.</p> <p>Write each of these words in a sentence. When you are finished, ask a family member to test you.</p> <p>Correct any errors you have made in your written sentences and email your edited work and spellings score for this week to year4@st-john.southwark.sch.uk</p> <p><u>Friday Feedback.</u> Please click here for details on self-assessment of your learning this week and email this to year4@st-john.southwark.sch.uk</p>

Reading

This week I have assigned books for you to read. To access these, please send an email to year4@st-john.southwark.sch.uk for your unique user name and password.

Once you have read the book, there are some activities and questions on the back page for you to work through. You can also access a resource sheet on some book by clicking the three dots next to the read button underneath the book.

Please start with 'Stowaway'

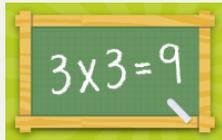
Log on here – click the image.



MATHS

9 or 7 x tables practise

Please test your speed here



Factors.

For a recap, click [here](#)
When you have watched the video, complete the short activities, then find the factors of the following numbers:

- 1)12
- 2)16
- 3)18
- 4)21
- 5)24
- 6)25
- 7)27
- 8)28
- 9)30
- 10)32
- 11) 33

EXTENSION

Mr. Burns says the bigger the number is the more factors it has. Miss Lorraine says he is wrong. Who is correct? Please back up your answer with examples.

Investigation involving factors.

Use what you have learnt about factors to answer the following question:

Miss Lorraine says there are 7 numbers between 40 and 70 that have only two factors each.

Mr. Burns says there are 8. Find the factors of all the numbers between 40 and 70.

Who is correct?

Mathletics:

This week, I have assigned you all quite a few multiplication activities.

Please make sure you spend some time each day doing these as you have a test on Friday.

Do NOT attempt this test before Friday.

Multiplication – Formal method

For a quick reminder click [here](#)

Do the quiz and then follow the examples to help remind you of this method.

Use these to help you solve the following sums:

- 1)7x34
- 2)8x46
- 3)6x97
- 4)8x57
- 5)5x39
- 6)7x76
- 7)8 x21
- 8)8x96
- 9)7x43
- 10)8x65
- 11)7x98
- 12)8x99

EXTENSION

When you have finished, go back to the link above and play the game to save Mathematica. Have fun!

Word problems involving Multiplication.

Use the formal method for multiplication to solve the word problems below this learning grid.

Please email your work to year4@st-john.southwark.sch.uk

Mathletics test.

If you have not yet completed all the multiplication activities assigned to you for this week, please do so before taking the test.

Take your time to read the questions and carry out your calculations. Good luck!

<p>RE Eucharist, Giving and Receiving</p> <p>Make a list of what you receive at home throughout the day (e.g. breakfast, a kind word etc) or at school and what you are able to give in return (e.g. give your time to help, give food to your pet).</p> <p>Think about how the parish family gathers to celebrate Mass. How can we celebrate belonging to the Catholic Church during the Lockdown?</p> <p>Here is a link to some prayers you and your family can say together.</p>  <p>Can you create a picture or a model which you can use as a focal point at home when you are saying your prayers?</p>	<p>SCIENCE Sound linked TV</p> <p>Pick two short films/cartoons you have watched. Make a list of the different sounds you hear in each. Record what is similar, what is different. There should be lots!</p> <p>A table like the one below the learning grid will help to structure your findings.</p> <p>EXTENSION: Build on previous work and identify sounds that are high/ low in pitch short/ sustained (long) loud/ quiet in the two films you have watched.</p> <p>Please email your work to year4@st-john.southwark.sch.uk</p>	<p>HISTORY Anglo-Saxons</p> <p>This week you are going to learn about one of the great legacies of the Anglo-Saxons.</p> <p>Did you know that the names of most places in England come from Anglo-Saxon terms?</p> <p>The table below this learning grid gives lots of information about what the endings of words mean.</p> <p>Your challenge is to pick 10 of these endings and record 2 places in England with each of these endings.</p> <p>Eg: ending - wich</p> <p>Woolwich Greenwich</p> <p>Have lots of fun!</p> <p>Please email your work to year4@st-john.southwark.sch.uk</p>	<p>ART/DT Anglo-Saxon settlement.</p> <p>Use the plan from last week to make an Anglo -Saxon settlement.</p> <p>Use materials of your choice, build at least four homes and a Meadhall for inside the compound and surround it with a fence.</p> <p>This will take some time so aim to create a little part each day over the next 2 weeks.</p> <p>The aim is to have fun so please use your imagination and enjoy this activity.</p> <p>You do not need to buy anything; just recycle whatever materials you have at home.</p> <p>You might need to collect old food packaging, boxes etc this week so you have a selection of items to use!</p>	<p>PSHE/PE Healthy eating</p> <p>We are supposed to eat 5 portions of fruit or vegetables per day. Are you sure you do? Let's find out.</p> <p>Everyone in Year 4 (including the adults) will record each day what fruits and vegetables they eat. Make sure you include the amounts eg; half an apple, glass of fruit juice, two scoops of peas.</p> <p>The table below the grid will help with recording this.</p> <p>I look forward to finding out how we are all doing as a class, so please send in your results at the end of the week.</p> <p>Online Safety. As you are all spending a lot of time online, it's important to understand how to treat one another.</p> <p>Please click here to complete this week's activity Kind Kingdom which is all about treating one another with kindness when online.</p>
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Monday - English

Susan said she now thought she knew what to do. Joseph immediately asked her what her plan was, but Susan replied that she didn't have a plan yet; she was going to ask the person she had been talking about.

Joseph asked whether she could tell him who it was. Susan told him not to worry and that he would find out very soon. Joseph said that he would carry on clearing up the mess, as there was milkshake everywhere.

Susan told him that was a good idea as he was the one who made the mess in the first place. Joseph replied that she had a very bad memory and reminded her that she was the one who had knocked the table.

Extract from Beowulf

After Grendel's attack, King Hrothgar and the Danes were terrified of it happening again. The celebrations and feasts at Heorot came to an end. King Hrothgar and his people lived in fear of Grendel for over twelve years!

Eventually, news travelled over the water to the Geats where a young warrior, Beowulf, heard of King Hrothgar's plight. He was outraged that the poor Danes had had to live like that for so long. He decided that it had to end. He sailed to Denmark to offer help. King Hrothgar was grateful for Beowulf's help and agreed to hold another feast in Heorot.

After the feast, Beowulf stayed in the great hall while all the Danes went back to their homes.

Questions from text

1. Why did the Danes stop holding celebrations?
2. For how long did the Danes live in fear?
3. What word tells you that it took a long time for Beowulf to hear about the plight of the Danes?
4. "News travelled over the water". In your own words, explain what this means.
5. How did Beowulf feel when he heard about the problems the Danes were having?
6. Why did Beowulf sail to Denmark?
7. Explain how you know Hrothgar was pleased to accept Beowulf's offer of help.
8. What do you think will happen next? Explain why you think this.

Wednesday English

Introduction.

Here is my example:

Dear Dillgar,

I hope you are well. I am writing to you from the great Meadhall, Heorot waiting to be attacked by the most fiercesome of creatures. Let me tell you how this all came about.

We were feasting at home in the courtyard, as usual, when a stranger came in and asked if he could possibly have some food as he hadn't eaten for days. I could tell by his appearance that he was telling the truth so I offered him a chair and ordered him some food.

Use this as your introductory paragraph (or write your own) and then complete the first half of the letter.

Write about the stranger telling you about the poor Danes, how you felt upon hearing this sad tale, what you decided to do, your parents trying to talk you out of it, gathering up your men and leaving.

Remember to use the **fantastic adjectives** you created when we did degrees of intensity for feelings.

When you are finished edit your work to make sure you have included **fronted adverbials**, a **range of tenses** and **expanded noun phrases**.

Thursday - Maths

- 1) If a baker bakes 15 loaves of bread every day, how many will he have baked in 7 days?
- 2) Charlie has packed his soldiers into 4 boxes ready to move house. In each box he has managed to pack 65 soldiers. How many soldiers does Charlie have altogether in the boxes?
- 3) For the Oscars, 76 special goody bags have been prepared. Each bag has 6 special presents inside. How many presents has the organiser had to buy for these bags?
- 4) Ninety three children each bring in 7p towards their class' CAFOD fund. How much money did they bring in altogether?
- 5) At a theme park, 59 people each paid an £8 entrance fee. How much did the park make from these people?
- 6) Year Four completed four hours of schoolwork each day of the lockdown. How many hours in total did they spend working if lockdown lasted 8 weeks (Be careful, I am trying to catch you out).
- 7) Mr. Burns set 42 Maths questions each week during lockdown. How many questions did he set if lockdown lasted 7 weeks.
- 8) Mr. Burns made 19 calls each Tuesday to Year Four students studying at home. If lockdown lasted 8 weeks and each phone call cost 3p. How much did the calls cost in total?

SCIENCE

high/ low in pitch

short/ sustained (long)

loud/ quiet

musical sounds/mechanical sounds

natural/computer generated

Film/Cartoon	Similarities	Differences

PSHE

	FRUIT	VEGETABLES
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

Anglo-Saxon Place Names

I can understand how the Anglo Saxons have influenced Britain by explaining some of the place names they established and their meanings.

Name Ending	Meaning
burh	town
bury	fortified place
croft	small enclosure
field	open land
ford	river crossing
ham/hamm	village
ings	___'s people
ley	clearing
mermere	pool or lake
ney	island
stow/stowe	meeting place or holy place
ton/tun	farmstead or village
wice/wich	farm
worth/worthy	enclosure