

	Year 4 Class Learning <u>Monday 27<sup>th</sup> April, 2020</u>	<u>27/04/20</u> <u>XXVII/IV/MMXX</u>
9am	PE Morning Workout with the body coach, Joe Wicks If you can log onto this for 30 minutes first thing, that would be great!	
Morning Prayer	<p>Yesterday (Sunday) was the start of the Third week of Easter.</p> <p>Today, tomorrow and Wednesday we are going to focus our morning prayer on the three 'Memorial Acclamations' that are said or sung during Mass.</p> <p>These acclamations are a great statement of what we believe and are said during mass when the priest blesses the Eucharist.</p>  <p><b>Sing or say the first one, which is:</b></p> <p style="text-align: center;">We proclaim your death, O Lord, and profess your resurrection until you come again.</p> <p>Click on this link to hear it sung and join in. Listen to it a few times and reflect on what it means.</p> <p><a href="https://www.youtube.com/watch?v=3rmJqiG-Wqs">https://www.youtube.com/watch?v=3rmJqiG-Wqs</a></p>	<p>If you are able, sit quietly with some gentle music playing and pray.</p> <p>Remember: during this time of the liturgical year our prayer table is white.</p>
Spellings and handwriting	<p><b><u>WEEK 2: words ending 'sion'</u></b></p> <p>divide, division, conclude, conclusion, comprehend, comprehension, intrude, intrusion, evade, evasion</p> <p>Write these words into your handwriting book neatly writing four on a line.</p> <p>Then write each spelling on a small piece of paper so that you can practice them like you do in class.</p>	

<p><b>Reading</b></p> <p><b>Read Theory</b></p>	<p>Sit quietly and read your reading book. Once you have read for 10-15 minutes, write into your log the name of your book and what page you are up to.  <i>Were there any tricky words that you came across?  Remember to look up this/these word(s) so you can find out their meaning.</i></p> <p><i>Log onto your Read theory account and have a go at the comprehension activities. We are checking everyone's accounts daily.</i></p>	
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<p><b>English Grammar</b></p> <p><b>Word Focus</b></p>	<p><b><u>WALT: explain and use plural and possessive –es</u></b></p> <p><b>Activity:</b> Look at the singular nouns below. Write the plural and then a sentence showing the possession of the singular noun. One has been done for you.</p> <table border="1" data-bbox="300 801 1272 1467"> <thead> <tr> <th>Word</th> <th>Plural – add es</th> <th>Sentence</th> </tr> </thead> <tbody> <tr> <td>class</td> <td>classes</td> <td>The two classes sat down quietly in the hall for assembly.</td> </tr> <tr> <td>brush</td> <td></td> <td></td> </tr> <tr> <td>church</td> <td></td> <td></td> </tr> <tr> <td>box</td> <td></td> <td></td> </tr> <tr> <td>buzz</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Challenge:</b>  Continue the table with four more words.  Try adding some of your own nouns. Make sure that they are nouns where you can add an 'es' to make them plural. Change them to plural and then write a sentence..</p>	Word	Plural – add es	Sentence	class	classes	The two classes sat down quietly in the hall for assembly.	brush			church			box			buzz															<p>Remember: The correct spelling of plurals usually depends on what letter the singular noun ends in.</p> <p>1. To make regular nouns plural, add -s to the end. ...</p> <p>2. If the singular noun ends in -s, -ss, -sh, -ch, -x, or -z, add -es to the end to make it plural.</p> <p>We are only looking at examples from (2) today!</p>
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<p><u>English</u></p> <p><b>Focus: Poetry</b></p>	<p><u>WALT: read, write and perform free verse</u></p> <p><u>Free verse poems are not like traditional rhyming poems!</u></p> <p><u>Free verse poems:</u>          Do not follow any obvious rules          Have no set rhyme or rhythm          They often follow the rhythm of everyday speech and can sound like a story          Poets compose free verse poetry because it gives them <b>total freedom</b> to decide how they write and what they say.  <b>So you cannot go wrong when you write a free verse poem!</b></p> <p><b>This is an example of a free verse poem. It is about a magic eye!</b></p>	<p><b>Remember:</b></p> <p><b>Your magic eye can see anything you choose!</b></p> <p>What does it see?          What does it do?          Where does it go?</p>
	<p><b><i>SPECTACULAR</i></b></p> <p>My magic eye can see Julius Caesar celebrating, after a victorious war.</p> <p>It <b>spies</b> plankton <b>floating</b> in the <b>murky</b> sea, <b>while</b> the whale slips behind, unnoticed.</p> <p>My magic eye has <b>searched</b> for craters on the <b>dark side</b> of the moon.</p> <p>It <b>glimpses</b> myself as a grandmother <b>sitting</b> in an armchair, as my grandchildren <b>play</b>.</p> <p><b>Yesterday</b>, it <b>spotted</b> the wind <b>quarreling</b> with the sun, then <b>storming</b> off.</p> <p>My magic eye is spectacular.</p> <p><b>Group Poem by Year 4</b></p>	<p>Use <b>adjectives</b> and at least one interesting <b>fronted adverbial</b>.</p> <p>Use different <b>conjunctions</b></p> <p>Use a variety of <b>verbs</b> to give impact to what is happening.</p> <p><b>Use different words for SEE</b> to avoid repetition.</p>
	<p><u>Task</u></p> <p>Compose your own magic eye poem.          Choose your own title.          Use the tips at the side of this page – they will help you.          Click on the <b>Magic eye poem attachment</b> to see another example of a magic eye poem. <b>The attachment includes a template to help you</b> write your poem, if you need it or want to use it.</p> <p><u>More fun to have</u></p> <p>If you want to hear some interesting and funny poems and stories, Michael Rosen (a famous author and poet) has lots of videos on his website that you can choose from:  <a href="https://www.youtube.com/MichaelRosenOfficial">https://www.youtube.com/MichaelRosenOfficial</a></p>	<p>Watches          Searches          Stares          Spies          Beholds          Spots          Follows          Notices          Examines</p> <p><b>Send us pictures of your poems!</b></p>

**Maths:**  
Fluency

WALT: recognise how the multiplication tables can help us to work out time problems

This week in our maths activities, we will be looking at time.  
We did some work on this already in class and talked about the table below.

Hours to minutes	Minutes to seconds	6 times tables
1 hour = 60 minutes	1 minute = 60 seconds	$1 \times 6 = 6$
2 hours = 120 minutes	2 minutes = 120 seconds	$2 \times 6 = 12$
3 hours = 180 minutes	3 minutes = 180 seconds	$3 \times 6 = 18$
4 hours = 240 minutes	4 minutes = 240 seconds	$4 \times 6 = 24$
5 hours = 300 minutes	5 minutes = 300 seconds	$5 \times 6 = 30$
6 hour = 360 minutes	6 minutes = 360 seconds	$6 \times 6 = 36$
7 hours = 420 minutes	7 minutes = 420 seconds	$7 \times 6 = 42$
8 hours = 480 minutes	8 minutes = 480 seconds	$8 \times 6 = 48$
		$9 \times 6 = 54$
		$10 \times 6 = 60$
		$11 \times 6 = 66$
		$12 \times 6 = 72$

Task

**Read the table** to remind yourself of the numbers to do with time and how seconds convert to minutes and minutes convert to hours.  
Look at the 6 times tables column.

**Questions**

1. What do you notice about the numbers and how they compare?
2. How can the 6 times tables help you to answer questions to do with time?

**Maths**

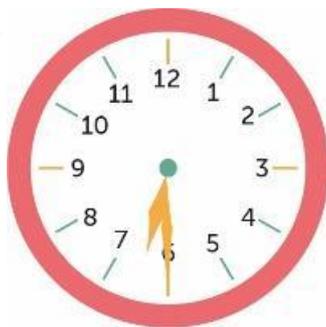
**Focus:**

Time – Read, Write Calculate and Convert Time on Analogue and Digital 12- and 24-Hour Clocks

WALT: practise representing and converting time on a 12-hour and a 24-hour clock

**Look at the clocks around your home to remind yourself how they work**  
Analogue clocks show the time in 12-hour format. They have hands.

Digital clocks can show the time in 12 or 24-hour format. They only have numbers.



This clock shows that it is  
half past six OR six-thirty  
(thirty minutes after six) OR 6:30

How could we write 6:30 in the morning?

We can say 6:30 a.m.  
a.m. means after midnight and before midday.

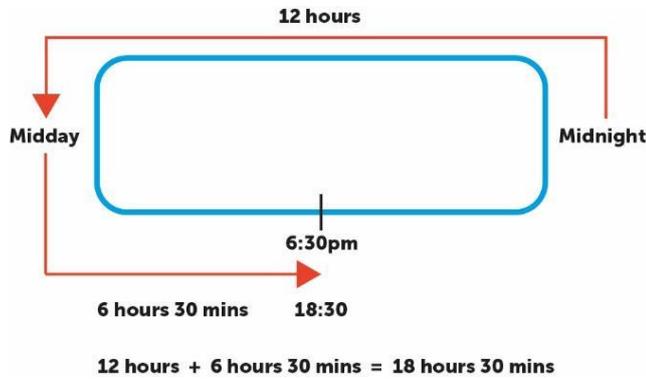
How could we write 6:30 in the evening?

We can say 6:30 p.m.  
p.m. means after midday and before midnight.

**Vocabulary**

- Hours
- Minutes
- a.m.  
morning
- p.m.  
afternoon and evening
- midnight
- midday/noon

This diagram shows WHY **6.30pm** is the same as **18.30** on a digital clock.



Complete the table below to show the same time in different ways.  
Read the top row carefully as it explains how to solve the problems.  
The first one has been done for you.

Time	12 hour clock am – morning pm evening	24 hour clock
6:30 p.m.	6.30pm	18.30
Half-past seven Seven thirty am		
One O'clock 1:00 p.m.		
Quarter past nine. 9:15 a.m.		
	8:30 a.m.	
	4:30 p.m.	
	12.20 p.m.	
		19.25
		14.18
		12.10
<b>CHALLENGES</b>	<b>CHALLENGES</b>	<b>CHALLENGES</b>

**HOW TO...**  
To convert from 24 hour clock to 12 hour clock you need to - **12**

**HOW TO...**  
To convert from 12 hour clock to 24 hour clock you need to + **12** if it is evening (p.m.)

			00.10
	Twenty three minutes to seven p.m.		
		07.45 a.m.	

**History**  
**The Tudors**

**WALT: find out what we can tell about Henry VIII from his portraits and give reasons based on visual clues.**

There are four interesting things to write about in your books today!

Look at these pictures carefully.

**1. Write a couple of sentences about each picture, giving your opinions about the pictures (use the questions below to help you).**

Do you think the picture is of Henry VIII and why?

What do you think the picture tells you about the person?

Why do you think that he was drawn or painted in this way?

What type of person did Henry VIII want people to think he was?

(Remember there were no photos in Tudor times and most people would only ever see a picture of the King, so Henry VIII would have chosen many pictures to put on show)



1



2



3



4



5



6

**Vocabulary to help you**

old  
young

Weak  
Strong  
Leader  
ruler

stately  
regal  
Rich  
Poor

Handsome  
Intelligent

Decorated  
colourful

7



Now look at this picture of two books.

**2. Which book do you think you would prefer to read and why?**



Both books are the same book! They just have different covers.  
Catherine Fletcher wrote a book about Henry VIII and what happened when he wanted the catholic church in Rome to grant him a divorce.

The book on the left has a cover that the author chose.  
The book on the right has a cover that the publisher chose.

**3. Why do you think that the publisher changed the cover and the title?**

Think about...

What difference does it make and why?

Do you think they will sell more or less books and why?

ALL of the pictures above were of Henry at different times of his life.

**4. What order do you think they would be in?**

(Remember, historians do not know when all of Henry VIII's pictures were painted, so even they have to guess sometimes!

**What next?**

If you have time any day in this week, log onto the Class Page and explore what other activities that you could try:

Design and Technology, Geography, Art and Computing!