

## Class 4 working from home information for week beginning 1<sup>st</sup> February 2021

Hello Class 4,

We hope that you are all staying safe and well during this tricky time. As many of us are now working from home, try your best to complete the work that we have attached to this document. There is a timetable at the top of Class 4's page with links to the resources you will need for the rest of the week, so make sure to have a look through that as well! Explanations for what each resource/link is are included on this document. If you would like any work checking or marking, please email messages and photos of your work to the Slingsby Admin team and they will forward it on to me. It would be lovely to see how you are getting on with your tasks! Do your best to also read to an adult for 15-20 minutes a day.

Remember, it is really important that you focus on your health and wellbeing as well, so make sure you take enough breaks and time for yourselves!

Stay safe and well Class 4!

Miss Secker and Mrs Smurthwaite ☺

### Guided reading/SPaG task

From this week Class 4, we are going to take areas from our SPaG mats that we found quite tricky and revise them. Thank you to everyone who sent in a comment through Dojo about the areas that you felt you needed to spend more time building on, this has been really useful to help us move forward in our learning! If you haven't yet let me know of the areas that you found tricky but would like to, you are welcome to let me know in a comment through Dojo when you post pictures to your portfolio!

This week, we are focusing on capital letters, full stops and commas. These are elements of punctuation that we use all the time but, when we write, we get really excited about our ideas and it's really easy in those circumstances to forget to use them sometimes. To access the resources for the SPaG task this week, click the link on the timetable titled 'SPaG - capital letters, full stops and commas task' and 'SPaG - capital letters, full stops and commas input'. There will be an input to go alongside the weekly SPaG task just to consolidate our knowledge. It will either be guidance from myself (through resources or videos) or a clip from BBC Bitesize. Just like the SPaG mats, this task can be completed at any point in the week.

### Maths starter

Click on the link on Class 4's page titled 'weekly maths starters' to access the starter cards. Choose one to complete at any point in the week.

### Free writing time

Click on the link on the timetable titled 'Free writing - image stimulus'. On this document, there is an image. You could complete some free writing based on that image. It could be that you write a story and your character visits the setting that the image shows. I know that some of you liked to write songs or poems when we completed free writing at school. You are welcome to do this during this free write time (which can be any length of time that you have available during the school week), but your challenge is to make whatever you write link to the image on the document. Have fun with it and get creative!

If you have not yet finished your flashback story, I would like you to prioritise getting that finished first in free writing time. It's really important that we develop our ideas in that story so that the plans that we worked so hard on can come to life within the story! We can't wait to read them on Dojo! Feel free to send in any pictures to Dojo of your writing at any stage. For example, you could send in the first paragraph of your flashback story, even if your whole story is not finished yet. It would be wonderful to see your initial ideas and to discuss how you could move forward through the story.

### Monday

#### Maths

(Starter) O LO: Can I recap my knowledge of converting units of measure like mass (kg and g)?

(Main) O LO: Can I start to interpret line graphs and describe the information that they show?

To access the resources for the lesson today, click the links titled 'Maths - line graph activities' and 'Maths - weekly input.'

### Monday

#### English

O LO: Can I start to research to find information to include in my non-chronological report?

To access the English input for this week, click the link titled 'English - weekly video input'.

In the lesson today, I would like you to start to research a dinosaur and find facts out about it in preparation for planning and writing our non-chronological reports. You are welcome to choose which dinosaur you focus on but it must be a real dinosaur that lived millions of years ago as, in non-chronological reports, we present and write about factual information. To start with, I would just like you to research the dinosaur in a more general way. For example, you could search for the name of your dinosaur followed by 'fun facts' into google just to start getting general ideas.

### Monday

#### Spellings and times table

Mrs Smurthwaite has filmed three videos where she delivers the spelling tests for each group. Click on the links titled 'Spelling test group 1', 'Spelling test group 2' and 'Spelling test group 3' to access the test for your group. Follow along at home and then pass your completed spellings onto an adult to mark with you.

Your spellings to learn for this week are on Class 4's page on the link titled 'Class 4 spellings w.b. 1<sup>st</sup> February'. Make sure to access these and practice them for the video spelling tests next week!

For times tables this week, we have set up a Sumdog assessment on the 4 times tables. When you login to Sumdog, click the link titled '4 times table test week beginning 02.02.21' to access it. Continue to revise these for next week's Sumdog assessment as well. We are recapping our skills with 4's to then move onto 8's in the near future. To practice for next week, click on the task that says 'x4 tables'.

### Monday

#### PE

There are two links on the timetable for PE this week! You can choose which link you decide to follow on Monday and which you decide to follow on Wednesday.

### Tuesday

#### Maths

(Starter) O LO: Can I recap my knowledge of converting units of measure like capacity (ml, l and cl)?

(Main) O LO: Can I continue to interpret line graphs and use them to solve problems?

To access the resources for the lesson today, click the links titled 'Maths - line graph problem solving' and 'Maths - weekly input.'

Tuesday

English

O LO: Can I continue to research to find information to include in my non-chronological report?

In the lesson today, you have got more time to research information about the dinosaur that you will be writing a non-chronological report about. I would like you to look at the information you have gathered so far and decide what categories/areas you have found out about. For example, you may have found and noted down facts about the dinosaur's:

- Habitat - where they lived/the environment that they adapted to
- Food - what they ate and if your specific dinosaur was a carnivore, herbivore or omnivore.
- Appearance (what they looked like).
- Height and weight at the time that it existed (if shared/ found out by Palaeontologists who studied the fossils).

You may have also discovered facts about other categories/aspects of the dinosaur you are researching and that is absolutely fine! Do take the time today however to split the facts you have found into little sections. This will help you plan for and structure your subheadings and paragraphs in your non-chronological report.

For further guidance on our researching, planning and writing tasks this week, click on the English input video link in the Monday box on Class 4's timetable.

Tuesday

Theme (Dinosaurs and Fossils)

O LO: Can I start to understand more about how Palaeontologists identify different dinosaurs from fossils by recognising and describing the family groups of dinosaurs?

To access the resources for today, click the links titled 'Theme - dinosaur families' and 'Theme input PowerPoint'. Your task today is to look at the family

tree of dinosaurs provided on the timetable and research each of the seven dinosaurs on the right side. Find an image of each of the dinosaurs as well as one fact about them. It could be a fact about their habitat, what they ate, what they looked like etc. Your challenge is then to research any dinosaurs that are Ornithischian (bird hipped) and Saurischian (lizard hipped). Palaeontologists use these two main groups to focus on these body parts to understand more about the dinosaur fossils they have found. Use the links on the PowerPoint to support you in doing this.

### Wednesday

#### Maths

(Starter) O LO: Can I recap my knowledge of converting units of measure like distance (cm and m)?

(Main) O LO: Can I start to construct line graphs from given data?

To access the resources for the lesson today, click the links titled 'Maths - constructing line graphs from given data' and 'Maths - weekly input.'

### Wednesday

#### English

O LO: Can I start to plan my non-chronological report, using my research as a guide?

Today, we will start to plan our non-chronological reports. All of our plans may look a little bit different, depending on the categories that we have researched on our dinosaurs, but there is a planning proforma on the timetable titled 'Wednesday English - non-chronological planning proforma' to guide you in terms of the number of paragraphs you could include and what your introductory and concluding paragraph could look like. For more guidance on this, click the link titled 'English - weekly video input'.

### Wednesday

#### PE

There are two links on the timetable for PE this week! You can choose which link you decide to follow on Monday and which you decide to follow on Wednesday.

### Wednesday

#### RE

O LO: Can I create a poster that includes images and words that represent Humanist views?

In the lesson today, we are going to take all that we have learnt so far about Humanist views and values (from the input PowerPoints and the activities we have completed so far this half term such as the summaries of ideas from the influential thinkers) and create a poster to summarise Humanism using images and words that we feel represents these views. For further guidance on this task, see the video input on Class 4's timetable titled 'RE - Humanism lesson'.

#### Thursday

##### Maths

(Starter) O LO: Can I recognise that shapes with the same area can sometimes have different perimeters?

(Main) O LO: Can I continue to draw line graphs and start to solve problems using the data shown?

To access the resources for the lesson today, click the links titled 'Maths - constructing line graphs and solving problems' and 'Maths - weekly input.'

#### Thursday

##### English

O LO: Can I start to plan the layout of my non-chronological report to help the reader navigate and find information?

Today, we are going to continue to plan our non-chronological report. Whilst we planned the structure of our writing yesterday using the planning document, today we are going to play around with the layout of our non-chronological report on the page. Once you are happy that your plan includes the facts that you want to show in your main non-chronological report and that you have carefully thought about your subheadings, wow facts and diagrams, I would like you to draft a layout on your page. You can draw out the title of your non-chronological report and the boxes that you are going to write your paragraphs and sub-headings in. For further guidance on this, click on the 'English - weekly video input'.

#### Thursday

##### Science

O LO: Can I record the results of my eggshell experiment and evaluate how successful my experiment was?

O LO: Can I consider what I have learnt about how we should care for our teeth from this experiment?

In the lesson today, I would like you to check your eggshell experiment from last week. Think about the different drinks and liquids that you dipped the eggs

into and think about how the eggs have changed. Is it that they are now stained? Have the egg shells cracked? Has there been no change at all? What happened to the egg that was covered in toothpaste before you placed it into the liquid? Make notes on all of the observations and changes you can see that have happened to the eggs and why that might be (e.g. one of the drinks you have used may have had a high sugar content, therefore, it could have caused more damage to the egg).

Then, evaluate your experiment. When we evaluate, we look at the positives of the experiment (what went well) and the areas that we could improve it if we were to carry it out again. Was it a success and why might that be? Are you able to compare the results you have found? Was your test fair? Did you think about and set independent, dependent and controlled variables? Finally, think about what the experiment tells us we should do to care for our teeth.

## Thursday

### Art

O LO: Can I complete observational drawing of flowers and plants, focusing on drawing techniques such as shading, patterns and shadow?

In art today, we are going to focus again on observational drawing. This time, however, we are going to focus specifically on flowers and plants. To access images of 2D and 3D flowers, click the link on the timetable titled 'Art - observational drawing: flowers and plants'. I would like you to complete an observational drawing of one of the 2D flower or plant images (thinking about the amount of texture, shading etc. you would need to show it is 2D). I would also like you to complete an observational drawing of one of the 3D flower or plant images (or a flower/plant in your house if you have one). As you do this, you will need to think about the techniques you need to use to make the 3D image look 3D. For example, you may need to use more patterns to create texture on that particular image.

## Friday

### Maths

O LO: Can I use my problem solving skills to solve several maths puzzles involving units of measure?

To access the resources for the lesson today, click the links titled 'Maths - units of measure problem solving' and 'Maths - weekly input.'

Friday

English

O LO: Can I start to write my non-chronological report using my plan and the success criteria?

To access guidance on this lesson and the success criteria/top tips to support you in writing your non-chronological report, click on the link titled 'English - weekly video input'.

Friday

Computing

O LO: Can I practice using formulas in Excel to work out sums and averages?

O LO: Can I answer questions about a set of data using these skills and formulas?

To access the resources for the lesson today, click the links titled 'Computing - Excel template', 'Computing - lesson input' and 'Computing - questions on data'. We are going to continue our work with formulas today and look more closely at working out sums and averages. Follow along with the video input and then use the guidance from that to answer the questions on the data in front of you.

Friday

PSHE

O LO: Can I explore the Slingsby Values and write a summary of what each one represents for me?

In the lesson today, I would like you to consider the values of Slingsby School and think about what they mean to you and how and why we follow them. To watch a short input on this lesson, click the link titled 'PSHE - Slingsby Values input'. To access the template that is mentioned in the video, click the link titled 'PSHE - template'.