

## Class 4 online learning – 20/1/22

If you are feeling well enough today, have a go at the online learning below! Try to also complete 20 minutes of reading if you can, but make sure you get plenty of rest. That takes priority. If you do complete the online learning today, please get in touch and send in images via ClassDojo; I would love to see how you have found the tasks!

Take care,

Miss Secker 😊

### Morning activities

#### Morning starter

Have a go at the maths slide below. Challenge: can you complete all of the questions below with some working out attached?

**Day 1**

**Menu**

**Place Value**  
What is the value of the underlined digit?  
5 775 934  
Reveal answer

**+ and -**  
Use column subtraction to solve this calculation:  
 $95.7 - 68.46 =$    
Reveal answer

**× and ÷**  
Use a written method to solve this calculation:  
 $1344 \div 24 =$    
Reveal answer

**Problem Solving**  
 $\frac{1}{2} + \frac{1}{3} =$    
Reveal answer

**Reasoning**  
There are 12 apples in a basket.  
Mo takes two-thirds of the apples.  
Nishi takes a quarter of the apples.  
I think there are 2 apples left in the basket.  
Is Alison correct?  
Explain your reasoning.

Has Henry partitioned the decimal number correctly? Explain your reasoning.

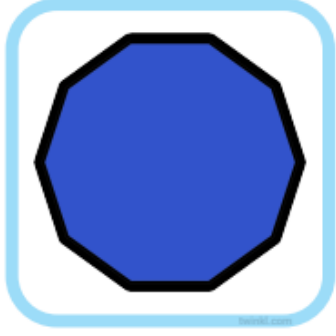
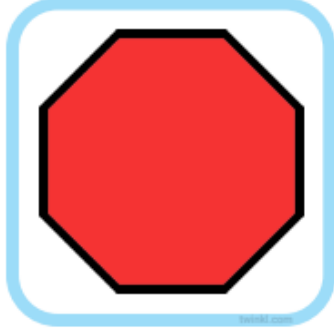
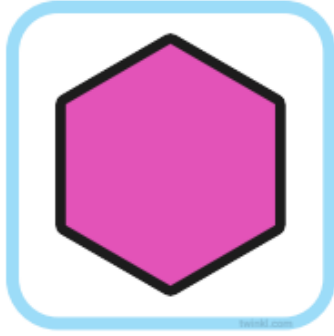
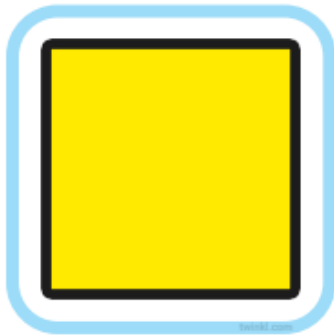
$\frac{1}{1}$     $3.967$     $\frac{7}{1000}$   
 $\frac{29}{10}$     $\frac{6}{100}$

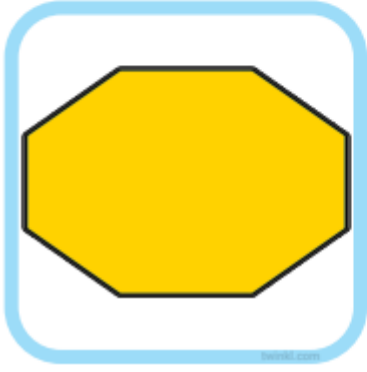
### Maths

O LO: Can I recap my knowledge of regular and irregular shapes?

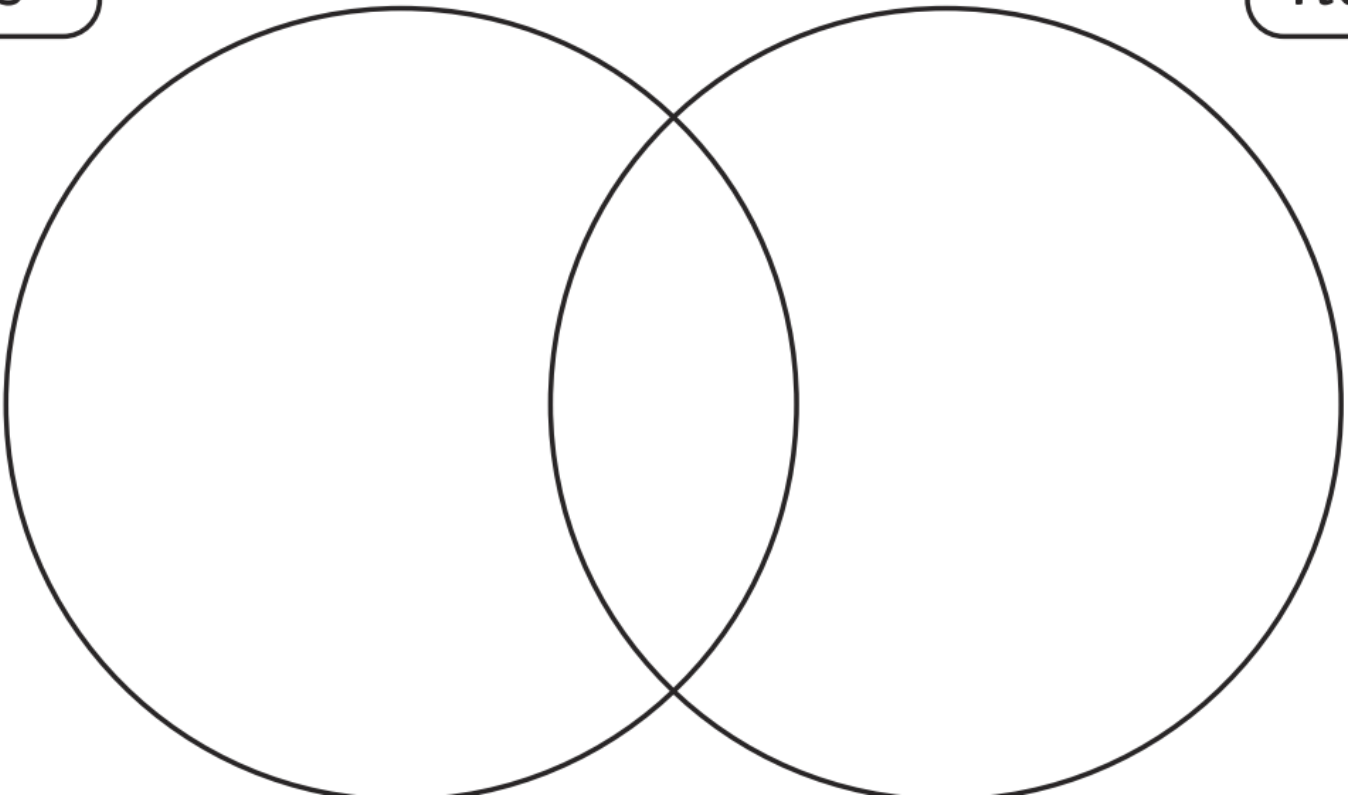
Your task today is to show me how much you remember about regular and irregular shapes. In the Venn diagram below, can you sort the shapes into regular and irregular shapes? The middle

section is there to hold any shapes that are both regular and irregular? Think carefully, is it possible for a shape to be both regular and irregular? Why/why not?





1



2

## **Guided reading**

Please read aloud for at least 20 minutes this morning, either to an adult or to yourself. Then, you can practice your 9x tables using Sumdog. The game should pop up when you log in as it is now set up.

## **English**

O LO: Can I continue to write my piece of discussion writing using a planned layout and my research?

Use your planning and research from the past couple of days, you now need to continue to write your discussion/debate piece. See below for an example of how you could set it out and for the help sheets (looking at the persuasive language you could use).

### **Should petrol and diesel cars be completely banned?**

*In the UK today, helping the environment is a topic that is heavily debated by many. Many people recognise our need to do more to preserve the environment and reduce the risk of climate change and global warming. I believe that, by banning the use of petrol and diesel cars over time, we will see a reduction in the amount of pollution in the UK. The use of petrol and diesel transport currently accounts for a third of CO2 production in the UK. By phasing out the production and use of these cars in favour of electric cars, a big difference could be made to our levels of pollution.*

*Whilst many may argue that a quick change around in the types of transport that we use is unrealistic, the Department for Transport have outlined key strategies in order to make electric transport more affordable and widely available in the future. For example, they state that, through their £2.5 billion programme, they aim to increase the production of charge point infrastructure, making it available in people's homes, workplaces, on residential streets and across the wider road network (such as changing pre-existing fuel stations). In the same way, they recognise that families will not be able to instantly switch from petrol or diesel to electric. Therefore, they are providing options such as using hybrid cars until 2035 to support in transitioning to fully electric transport.*

*However, what is not clear is the environmental impact of the accelerated production of electric cars in order to meet the zero-carbon emissions UK target by 2050...*

Notice how, in the example above, I alternate between points that support the question as well as those that go against the question.

If you finish writing your piece today and you still have time, start to check for any inaccuracies in SPaG.

## **Afternoon activities**

### **Theme**

O LO: Can I recap my knowledge of the water cycle?

O LO: Can I present information about estuaries and deltas?

As a starter to the lesson today, watch this BBC Bitesize video ([What is the water cycle? - BBC Bitesize](#)) and make some brief notes on the four stages of the water cycle and their names.

As part of the main task, I would like you to read through the definitions below and have a look at the pictures of deltas (on the PowerPoint link named 'Thursday 20<sup>th</sup> Theme PPT'):

Tidal: Affected by tides i.e. the rise and fall of water

Silt: Tiny pieces of sand or rocks. These are dropped by the water where the current is slow

Delta: A fan-shaped area of sediment built up at the mouth of a river.

Mudflats: Mudflats are large area of mud that the tide washes over twice each day. They are rich in plant and animal life

Saltmarsh: An area of coastal grassland that is regularly flooded by seawater.

Then, read through and complete the activity below:

**I can create an illustrated guide to wildlife in an estuary**

Your task is to make a wildlife guide to give to visitors at an estuary nature reserve. Draw a bird or animal in each section and write its name underneath. Use the Chichester Harbour website to help you. <http://www.conservancy.co.uk/learn/wildlife/animals.htm>

**Visitors Guide to Estuary Wildlife**


## Science

O LO: Can I use my knowledge of electricity to determine which circuit diagrams would work and which need repairs?

Using your knowledge of electricity and circuits, look at the circuits carefully below. Can you identify which ones would work if they were built and which ones would require more or less components? Can you then redraw the circuits that wouldn't work to make them work? You can use the symbols below this sheet to help you.

Bulb On	Bulb Off	Bulb On	Bulb Off	Bulb On	Bulb Off
Bulb On	Bulb Off	Bulb On	Bulb Off	Bulb On	Bulb Off
Bulb On	Bulb Off	Bulb On	Bulb Off	Bulb On	Bulb Off

Can you fix the circuits that don't work?

