

Weekly Distance Learning plan

Year group: 4

Date: Summer 1 Week 6



Hi everyone! Hope you are all keeping well.

We hope you enjoy the selection of tasks we have chosen for your Distance Learning each week.

Parents, please access as much of this as you feel is suitable for your child – we understand that families are in very different situations with access to different devices and varying amounts of time available to them. Stay safe – we miss you all and send you our good wishes.

From Miss Gray, Mrs. Lucas and Mr. Griffin.

To access this week's video, please click on the link below:

<https://drive.google.com/file/d/1KIhC9GCdMnVnHVI00gw0ORS3IUEQBsdT/view?usp=sharing>

Subject	Task / Activity	Easier / Harder	Notes
Maths 1 (Recap)	Complete 2 Countdowns (calculations practice and concepts recap) that can be found on website (week 5)	Easier: On the calculation countdown, complete just the four questions based on the 4 calculation methods. On the concepts countdown, complete the coloured section but not the challenge. Harder: complete both challenge sections on each activity sheet.	Check through your answers with a calculator.
Maths 2 (new learning)	Time Lesson 1: Convert analogue to digital time (12hr clock) Lesson 2: Convert analogue to digital time (24hr clock)	Lesson 1 All discuss & complete p.1-6 Easier: complete the red task only on p.6 Harder: complete the green challenge on p.7 Lesson 2 All complete p.1-3 Easier: complete the red tasks on p.3 Harder: complete either the amber task on p.4 (separate sheet on website) or complete the green challenges on p.5	Y4-specific support guidance on the website. <i>If you are feeling less confident with time, focus just on lesson 1 this week.</i>
Reading	Read up to 4 times together and discuss book (Fab 4). Look at the 60-Second Reads guidance first, then select at least one of the activities to read aloud and then complete (all have rainforest themes).	Please select at least one text and read it aloud to an adult. Then have a go at answering the questions based on the text. Answer sheets are available for you to check your work.	The numbers at the side of the texts represent the total number of words read. Each dog character represents a different kind of reading question, e.g. literal, inferential, prediction etc. (see guidance for details)

<p>Spelling</p>	<p>Spelling patterns Spelling lists and activities found on website.</p> <p>High Frequency word lists and Y3/4 word lists found on website.</p>	<p>Easier: <i>Patterns:</i> Mrs. Morgan's spelling gp should complete the /zh/ sound spelt with 's' list. <i>Zappers:</i> Mrs. Morgan's gp should work through the High Frequency word list. Harder: <i>Patterns:</i> Owls / Eagles groups should complete the 'auto / ex' list. <i>Zappers:</i> Owls / Eagles groups should work through the Y3/4 word list.</p>	<p>Y4-specific support guidance on the website for spelling.</p> <p>Make sure you understand the meanings of all the spelling words. Try to use them in your conversations and look out for them in your reading books.</p>
<p>Writing</p>	<p>Part 1 a) Re-watch the teacher video for week 5 (link on website). b) Read the orangutan fact sheet and complete the Palm Oil comprehension activity. c) Read the information about Matilda and Ezra, two orangutans living in the rain-forest – discuss their feelings. d) Watch the video of an orang-utan rescue.</p> <p>Part 2 d) Plan your ideas (separate sheet on website) e) Write the story in 3 parts: - intro – <i>this is provided</i> - devastation - rescue - safety (2 week task – wks 5-6)</p>	<p>Easier / harder: try to include as many of the grammar skills introduced in the week 5-6 writing part as you can.</p>	<p>Video link: https://www.youtube.com/watch?v=d_BV7lKV0wM</p> <p>See the website for separate copies of all the support sheets needed for this activity:</p> <ul style="list-style-type: none"> - Planning sheet - Vocabulary mat - Orangupoints card <p>Parents! Have a go at our orangutan-themed caption competition!</p>
<p>Topic</p>	<p>We are continuing our topic Let's go Wild. This week we are looking at some of the threats rainforests face and what this has to do with us in England. There are many more interesting videos to watch and questions to discuss.</p>	<p>Easier: Go through the topic PDF and watch each video at the right point. Discuss anything you don't understand with an adult (this includes emailing your teacher if you need to). Have a go at the sustainable baking with an adult. Harder: Complete the easier task. You can then have a go at writing to a supermarket asking them to only use sustainable palm oil in the products they stock. Some supermarket addresses are on the last page of the topic PDF.</p>	<p>Watch this week's main video after looking at all the videos up to slide 5 of the topic PDF.</p> <p>Topic video links (also available on the separate document).</p> <p>New species are discovered https://www.youtube.com/watch?v=wWw_ibHvr0</p> <p>Deforestation timelapse https://www.youtube.com/watch?v=hIU9NEcJyg</p>

			<p>Why is the rainforest being destroyed? https://www.youtube.com/watch?v=AVh2DEgpvsM</p> <p>What is palm oil and why is it important? https://www.youtube.com/watch?v=w-1DQwaauwE https://www.youtube.com/watch?v=qmRaN5OcQZs</p> <p>What can we do to help? https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-shopping-list/</p> <p>Sustainable baking https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-recipe-pack/</p>
Extra	<p>Have a go at and join in with cosmic yoga here: https://www.youtube.com/watch?v=LZAaZDVqCiA&list=PL8snGkhBF7nhEc52y4C1S9yqjBQSLCmT4&index=3&t=4s Or try a different sporting activity online or in your garden.</p>	<p>Easier / harder: do whatever you can – it should NOT hurt so do not stretch or push yourself too far.</p>	

Please do let us know how you get on this week by sending us a picture of your learning.

Email: y4@ecclesall.sheffield.sch.uk

Remember – please only send one email each week to your teacher and make sure that it comes from an adults' email address. Please put your child's class into the subject line.