

Term 2 part 2 Directory – Year 4

This directory is provided to support online learning in the event of children being unable to come to school to access learning (during self-isolation, bubble closure, local or national lockdown). The links contained will take you to online content that matches the learning in school during the relevant week.

Generic online learning		Children will also need to access these sites to support their learning: Mathletics, TT Rockstars, Accelerated Reader, Myon and Phonics Play. Weekly homework related to current learning is set on Mathletics and TT Rockstars.					
Key Question		Why do some parts of the world grow so well?					
Subject/weeks	Week beginning – 7/11/22	Week beginning – 14/11/22	Week beginning – 21/11/22	Week beginning – 28/11/22	Week beginning – 05/12/22	Week beginning – 12/12/22	Week beginning – 19/12/22
English	<p>Writing Geography/English Story Weekly focus: Geography: Story based on a biome. Skills: Can write a clear story structure with build up and climax. https://www.youtube.com/watch?v=GUhL_0nJ7sQ – Video on story openers. Children will be planning and writing the opening to their story this week.</p>	<p>Writing Geography/English Story Weekly focus: Geography: Story based on a biome. Skills: Can write a clear story structure and build up and climax. https://www.youtube.com/watch?v=tzfE4ULBvIE – Video on how to write the middle of the story. Children will be planning and writing the middle of their stories this week.</p>	<p>Writing Geography/English Story Weekly focus: Geography: Story based on a biome. Skills: Can write a clear story structure and build up and climax. https://www.youtube.com/watch?v=cGzhncDP3ac – Video on how to effective endings to a story. Children will be planning and writing the end of their stories this week.</p>	<p>Book: The Jungle Book Weekly focus: Write a Play Script Skills: Role-play Stage directions () New person new line. Key features in Playscript - YouTube Children will be writing a playscript this week based on the book 'The Jungle Book'</p>	<p>Book: The Jungle Book Weekly focus: Write a newspaper report on child gone missing from village Skills: Heading, paragraphs, inverted commas https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zhxdg7h - Video and tasks on how to write a newspaper article. Children will be learning how to write a newspaper article this week. The children will be reading the second and third chapter of the book this week 'The Jungle Book'</p>	<p>Book: The Jungle Book Weekly focus: Write a newspaper report on child gone missing from village Skills: Heading, paragraphs, inverted commas https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zhxdg7h Video and tasks on how to write a newspaper article. Children this week will be planning their newspaper article, having role play lessons and hot seating characters in the story.</p>	<p>Book: The Jungle Book Weekly focus: Write a book review on book. Skills: Subheading, headings, facts about author https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zhxdg7h Video and tasks on how to write a newspaper article. Children this week will be writing their newspaper article and editing it.</p>
GPAS	<p>Can use adverbials in different positions in a sentence e.g. Finally the sunshine came out; I watched with anticipation https://www.youtube.com/watch?v=Lk-Llc3dWA</p>	<p>Paragraphs are attempted for a change in action, setting and time https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zv4j7nb</p>	<p>Tense and perspective are maintained throughout narrative work https://www.youtube.com/watch?v=DPOm4Z-HpGY</p>	<p>Description of setting and stage directions. https://www.bbc.co.uk/bitesize/topics/zsn4h39/article/s/zx8kng8</p>	<p>Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition. https://www.youtube.com/watch?v=AQKSMEw2clA</p>	<p>Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing' e. Can use verb tenses consistently and accurately across a range of text types https://www.youtube.com/watch?v=4Rm9l6y3-WY</p>	<p>Main features of text type are used e.g. non chronological report has an introduction, some points under subheadings and an end statement. https://www.youtube.com/watch?v=3sxOcNyOjE</p>

<p>Maths</p>	<p>Representing number to 1,000 Partitioning numbers Finding 1,10 or 100 more or less</p> <p>https://classroom.thenational.academy/lessons/partitioning-numbers-in-different-ways-cgw34d https://classroom.thenational.academy/lessons/reading-and-writing-3-digit-numbers-ccrk4r</p> <p>Activity</p> <p>Maths resources for teachers White Rose Maths</p>	<p>Numbers to 10,000 Round to the nearest 10 Round to the nearest 100 Count in 1,000s Representing 4-digit numbers</p> <p>https://whiterosemaths.com/homelearning/year-4/week-1/ https://whiterosemaths.com/homelearning/year-4/week-2/ https://classroom.thenational.academy/lessons/rounding-2-and-3-digit-numbers-to-the-nearest-10-6gu3er</p> <p>Activity</p> <p>Maths resources for teachers White Rose Maths</p>	<p>1000s, 100s, 10s and 1s The number line to 10,000 Roman numerals to 100 Finding 1,000 more or less</p> <p>https://whiterosemaths.com/homelearning/year-4/week-2/ https://whiterosemaths.com/homelearning/year-4/week-3/ https://www.youtube.com/watch?v=49oWYxExWKE https://nrich.maths.org/13271</p> <p>Activity</p> <p>Maths resources for teachers White Rose Maths</p>	<p>Compare 4-digit numbers (2) Order numbers Round to the nearest 1,000 Solving Problems using rounding</p> <p>https://classroom.thenational.academy/lessons/rounding-2-and-3-digit-numbers-to-the-nearest-100-ctgpar https://whiterosemaths.com/homelearning/year-4/week-3/ https://www.youtube.com/watch?v=8KLa0Ppf1I</p> <p>Activity</p> <p>Maths resources for teachers White Rose Maths</p>	<p>Count in 25s Negative numbers Adding and subtracting 1s,10s,100s,and 1,000s Adding two 4-digit numbers</p> <p>https://whiterosemaths.com/homelearning/year-4/week-4/ https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/z3kmrwx https://whiterosemaths.com/homelearning/year-4/week-5/</p> <p>Activity</p> <p>Maths resources for teachers White Rose Maths</p>	<p>Add two 4 digit numbers</p> <p>https://classroom.thenational.academy/lessons/adding-two-3-digit-numbers-regrouping-in-multiple-columns-74u3ce https://classroom.thenational.academy/lessons/adding-using-the-column-method-cmw3cc https://www.bbc.co.uk/bitesize/topics/z69k7ty/articles/zyk8pbk https://whiterosemaths.com/homelearning/year-4/week-5/</p> <p>Activity</p> <p>Maths resources for teachers White Rose Maths</p>	<p>Subtracting two 4-digit numbers</p> <p>https://classroom.thenational.academy/lessons/subtracting-two-3-digit-numbers-without-regrouping-60r3cc https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zc78srd https://whiterosemaths.com/homelearning/year-4/week-6-number-addition-subtraction/</p> <p>Activity</p> <p>Maths resources for teachers White Rose Maths</p>
<p>Science</p>	<p>I can explain that environments can change and that this sometimes means that living things are put in danger.</p> <p>Climate change - BBC Teach</p> <p>Children to create a leaflet on climate change and how it is affecting all habitats.</p>	<p>I can explain how sounds are made and show that some of them are linked to vibrations.</p> <p>Children to write what they know and want to know about Sound.</p> <p>Children to do the rice and cling film experiment and record it using their knowledge of setting up a scientific enquiry https://www.youtube.com/watch?v=KFozHuNdc90</p>	<p>I can explain how sounds are made and show that some of them are linked to vibrations.</p> <p>Children to do the rice and cling film experiment and record it using their knowledge of setting up a scientific enquiry – Write up https://www.youtube.com/watch?v=KFozHuNdc90</p>	<p>I can explain that vibrations from sounds travel through a medium to the ear (air)</p> <p>Explore sound in a listening circle. Blindfold child and ask the other children in a circle to make a noise. Can they identify where it came from? Were some directions easier/harder - in front/behind, high/low, high up or low down? Children to do experiments with air cannon and slinky https://www.youtube.com/watch?v=ivSS0Q8J5LY</p>	<p>I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Looking at different instruments and how their vibrations change to produce different sounds. https://www.youtube.com/watch?v=SkGRzkMgogo</p>	<p>I can find patterns between the pitch of a sound and features of the object that produced it</p> <p>https://www.stem.org.uk/resources/elibrary/resource/33019/sound</p> <p>Experiment looking at the pitch of the sound different animals make, different instruments make and that the children can make using straws of different lengths.</p>	<p>I can find patterns between the pitch of a sound and features of the object that produced it Children to record the previous lesson's outcomes. I can show that sounds get fainter as the distance from the source increases</p> <p>Take the children into an open space. Ask them to close their eyes and listen for the different sounds. Record data. https://www.youtube.com/watch?v=GzzGFRQQtuE</p>
<p>Computing</p>	<p>Creating digital video and audio - BBC Bitesize</p> <ul style="list-style-type: none"> I can identify the input and output devices used to record and play sound 	<p>Creating digital video and audio - BBC Bitesize</p> <ul style="list-style-type: none"> I can re-record my voice to improve my recording I can inspect the soundwave view to know where to trim my recording 	<p>Creating digital video and audio - BBC Bitesize</p> <ul style="list-style-type: none"> I can explain how sounds can be combined to make a podcast more engaging I can save my project so the different parts remain editable 	<p>Creating digital video and audio - BBC Bitesize</p> <ul style="list-style-type: none"> I can record content following my plan I can review the quality of my recordings <p>I can improve my voice recordings</p>	<p>Creating digital video and audio - BBC Bitesize</p> <ul style="list-style-type: none"> I can open my project to continue working on it I can arrange multiple sounds to create the effect I want 	<p>Creating digital video and audio - BBC Bitesize</p> <ul style="list-style-type: none"> I can listen to an audio recording to identify its strengths I can suggest improvements to an audio recording 	<p>Creating digital video and audio - BBC Bitesize</p> <ul style="list-style-type: none"> I can listen to an audio recording to identify its strengths I can suggest improvements to an audio recording

	<p>What is a symbol? What do they stand for? Respecting use of symbols that have meaning and how they can have different meaning for different people. Children will be looking at different symbols and why we need symbols.</p> <p>https://www.youtube.com/watch?v=zuZZ82GDweU</p>	<p>Children draw and write about the Christmas story. What is the most significant part of the Christmas story for Christians? What is the most significant part of the story for you? Christmas/Eid</p> <p>https://www.youtube.com/watch?v=zl2HVhwqnMs</p>	<p>Symbols for Christmas. Organising Christian and commercial and their meaning – game. Children draw the symbols from Christmas.</p> <p>https://www.youtube.com/watch?v=a2gDPcgdOdU</p>	<p>The symbol of Jesus as God's son and God's gift to the world. Introducing Incarnation.</p> <p>Look at symbolism in Christingles – What are they? Children draw them. Discuss symbols of Eid.</p> <p>https://www.youtube.com/watch?v=F1J9efjevT8 – What is a Christingle?</p>	<p>Make a Christingle</p> <p>https://www.youtube.com/watch?v=F1J9efjevT</p>	<p>Design a Christmas tree decoration that which symbolises the most significant part of the Christmas story. Label with reasons for your choices.</p> <p>https://www.youtube.com/watch?v=zl2HVhwqnMs</p> <p>https://www.youtube.com/watch?v=a2gDPcgdOdU</p>	<p>Plan what you want to write by making notes – answer to this question. Write up your notes on this question.</p> <p>https://www.youtube.com/watch?v=zl2HVhwqnMs</p> <p>https://www.youtube.com/watch?v=a2gDPcgdOdU</p> <p>https://www.youtube.com/watch?v=F1J9efjevT</p>
Art	<p>I can discuss art movements, and understand historical and cultural developments in art, craft and design.</p> <p>What happens to our plastic toys?</p> <p>https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z6m7vk7</p>	<p>I can use artworks to generate ideas</p> <p>Create collages of toys/plastic junk to create new shapes, figures and artworks</p> <p>https://www.tate.org.uk/kids/make/cut-paste/play-collage</p>	<p>I can use tools safely</p> <p>Write about how to safe using a glue gun.</p> <p>https://www.youtube.com/watch?v=xbH70SwZuRA</p>	<p>I can create a range of 3D shapes with recycled, manmade and natural materials.</p> <p>Create a sculpture using plastic bottles.</p> <p>https://www.youtube.com/watch?v=V5oz5eAhvMI</p>	<p>I can create a range of 3D shapes with recycled, manmade and natural materials.</p> <p>Create a sculpture using plastic bottles.</p> <p>https://www.youtube.com/watch?v=K4XM1TZq7E8</p>	<p>I can create a range of 3D shapes with recycled, manmade and natural materials.</p> <p>Create a sculpture using plastic bottles.</p> <p>https://www.youtube.com/watch?v=ynNN83fL2ic</p>	<p>I can evaluate my work.</p> <p>Children to write what they like about their work. What they don't like about their work and what they would change if they could make their sculpture again.</p>
PE	<p>https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-incorporating-grooves-into-street-dance/zfd6vk7</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-incorporating-locking-into-street-dance/zmbd6v4</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-incorporating-breaking-into-street-dance/zkhbd6f</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-incorporating-house-into-street-dance/zvjhbdm</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-ballet-and-street-dance-performance/zdxy92p</p>	<p>https://www.bbc.com/ownit/take-control/get-up-and-go-with-mr-motivator-1?collection=get-up-and-go-with-mr-motivator</p>	<p>https://www.bbc.com/ownit/take-control/get-up-and-go-with-mr-motivator-no3?collection=get-up-and-go-with-mr-motivator</p>
MFL	<p>https://classroom.thenational.academy/lessons/saying-some-places-in-the-town-68w36d</p> <p>saying some places in town saying what there is in the town il y a indefinite articles (un/une) conjunctions (et, aussi)</p>	<p>https://classroom.thenational.academy/lessons/saying-what-there-is-and-is-not-in-the-town-cthk2c</p> <p>saying what there is and is not in the town il y a / il n'y a pas de indefinite articles (un/une/des) conjunctions (et, aussi, mais) plural forms</p>	<p>https://classroom.thenational.academy/lessons/saying-where-in-town-you-are-going-to-and-what-transport-you-are-taking-there-6nk36d</p> <p>saying where in town you are going to saying what transport you are taking to a place aller (je vais) à + definite article en / à + transport</p>	<p>https://classroom.thenational.academy/lessons/giving-opinions-of-the-town-and-explaining-those-opinions-6th30t</p> <p>giving opinions of the town explaining the opinions conjugation regular verbs (-ER): j'aime, je n'aime pas, j'adore, je déteste être (elle est, elle n'est pas) intensifiers (assez, très)</p>	<p>https://classroom.thenational.academy/lessons/describing-the-places-in-the-town-6qukee</p> <p>describing the places in town être (est / n'est pas) intensifiers (assez, très) conjunctions (et, aussi, mais) adjectival agreement and position</p>	<p>https://classroom.thenational.academy/lessons/saying-some-clothes-cgr64t</p> <p>saying some clothes words masculine and feminine, singular and plural nouns indefinite articles (un/une/des) notion of grammatical gender être (c'est / ce n'est pas)</p>	<p>https://classroom.thenational.academy/lessons/describing-clothes-with-colours-c9h6at</p> <p>describing clothes with colours masculine and feminine, singular and plural nouns indefinite articles (un/une/des) adjectival position (after the noun) être (c'est / ce n'est pas)</p>
PSHE	<p>https://classroom.thenational.academy/lessons/h20-6dggk6t</p>	<p>https://classroom.thenational.academy/lessons/reduce-reuse-recycle-crt38c</p>	<p>https://classroom.thenational.academy/lessons/better-and-do-more-6dggkcr</p>	<p>https://classroom.thenational.academy/lessons/biodiversity-and-ecosystems-74u38c</p>	<p>https://classroom.thenational.academy/lessons/biodiversity-and-ecosystems-74u38c</p>	<p>https://classroom.thenational.academy/lessons/deforestation-70vk0c</p>	<p>https://classroom.thenational.academy/lessons/deforestation-70vk0c</p>

	In this lesson the children will learn about water, where it comes from, looking specifically at the water cycle. They will then learn the three main uses for water and how to save or reduce water in their household.	Children will learn all about reducing, reusing and recycling. They will explore how a landfill operates and create their own product from recycling household items.	Children will learn about climate change and the causes and effects. They will learn about the greenhouse gases and carry out an experiment to see these effects.	Children will learn what biodiversity means and what makes up an ecosystem. They will also learn that these places are under threat and carry out a speaking and listening task with their parents and carers about what they can do to help.	Children will learn what biodiversity means and what makes up an ecosystem. They will also learn that these places are under threat and carry out a speaking and listening task with their parents and carers about what they can do to help.	Children will decode the word to identify the meaning and look at what impact this has on animals. Children will also understand how human activity is major factor and plan, prepare and conduct a speech	Children will decode the word to identify the meaning and look at what impact this has on animals. Children will also understand how human activity is major factor and plan, prepare and conduct a speech
Music	https://classroom.thenational.academy/lessons/understanding-pulse-and-rhythm-chj3cr In this lesson, we will explore steady beats known as 'pulse', and explore rhythm.	https://classroom.thenational.academy/lessons/exploring-4-beats-in-a-bar-cgwk2t In this lesson, we will explore how music is organised and look at music with 4 beats in a bar.	https://classroom.thenational.academy/lessons/exploring-2-beats-in-a-bar-6xk34d In this lesson, we will explore music structured with 2 beats in a bar.	https://classroom.thenational.academy/lessons/exploring-3-beats-in-a-bar-ccukcc In this lesson, we will explore music structured with 3 beats in a bar.	https://classroom.thenational.academy/lessons/exploring-6-beats-in-a-bar-c5jpce In this lesson, we will explore music structured with 6 beats in a bar.	https://classroom.thenational.academy/lessons/recognising-time-signatures-68u3gd In this lesson, we will recognise and identify how many beats are in each bar for different pieces of music.	https://classroom.thenational.academy/lessons/recognising-time-signatures-68u3gd In this lesson, we will recognise and identify how many beats are in each bar for different pieces of music.
SFL	Make a cup of tea https://www.do-it-yourself-invitations.com/printable-tea-party-invitations.html	Make a nature painting https://www.tate.org.uk/kids/make/paint-draw/make-mud-painting	Build your own board game https://www.instructables.com/Build-your-Own-Board-Game/	Dance challenge https://www.youtube.com/watch?v=ja3SPTthUBI	How to make paper straws https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/how-to-make-paper-straws/	To express yourself through photography https://www.tate.org.uk/kids/make/art-technology/photo-challenge-filters	Make a model out of recycled material https://www.tate.org.uk/kids/make/sculpture/make-robot