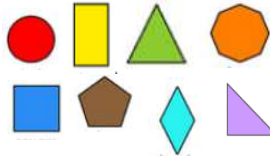
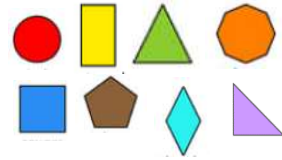


English		
<p>Online/Offline Titanium – Reading Comprehension Online video on teams for support. Read through the extract below and have a go at answering these questions:</p> <ol style="list-style-type: none"> What happened to Mark a couple of weeks ago? Where is Mark? How did the teacher feel? What damage had happened to the school? Make a prediction: How do you think the damage happened? 	<p>Offline: Expanded Noun Phrases Our lessons this week and next week will be based on the song 'Titanium by David Guetta'. You can listen to this song here: https://www.youtube.com/watch?v=JrfuAukYTKg</p> <p>We can use expanded noun phrases to give a person more information. We can use adjectives (e.g. sparkly, broken, rough, smooth, mystical, warm, cold etc) and prepositions (within, without, opposite, adjacent, towards, upon, since, despite, except, of) to describe the noun. For example, Mark opposite the classroom, sat in the sea of broken lockers and destroyed display boards. Can you use expanded noun phrases to describe the picture attached below?</p>	<p>Offline: Adverbial Clauses Adverbial clauses give extra detail to a sentence. They start with a subordinating conjunction. The year 4 conjunctions are: even though, so that, just as, as soon as, by the time.</p> <p>Here is an example of an adverbial clause in a sentence: <i>Just as Mark walked by the classroom, the frightened teacher shut the door.</i></p> <p>Adverbial clauses can be moved to different parts of the sentence e.g.: <i>The frightened teacher, just as Mark walked by the classroom, shut the door.</i> <i>The frightened teacher shut the door just as Mark walked by the classroom.</i></p> <p>Can you write some sentences using adverbial clauses about the picture attached below? Challenge: can you move your adverbial clauses to a different part of the sentence?</p>
<p>Offline Non-Finite Clauses Non-finite clauses begin with a verb. In year 4, we use non-finites that start with an 'ing' verb.</p> <p>Part 1: Think of a verb and then write an adverb after it e.g. Running swiftly, Phoning the police urgently, Watching the boy wearily,</p> <p>Part 2: Look at your list, choose one or two non-finite clauses and use them within a sentence. E.g. <i>Hanging off the lockers awkwardly, the once strong metal doors had become bent and tilted.</i></p>		

Grammar task:
 Look at this sentence, circle the determiner, underline the noun, draw a star above the possessive pronoun and draw a triangle above the adjective.
The scrumptious chocolate is all mine!


Maths			
<p>ONLINE: New Learning: Translating coordinates Online TEAMS video available for support. Watch the video on TEAMS to learn how to translate the coordinates. When we translate coordinates and shapes, we move it into a different place without turning. It can be moved up, down or side to side. Follow the instructions on the grid below to move point A, B and C to another location. Alternative video: https://www.khanacademy.org/math/basic-geo/basic-geo-transformations-congruence/basic-geometry-translations/v/translating-points</p>	<p>ONLINE: New Learning Describe the translation Online TEAMS video available for support. Have a look at the grid, can you describe how the coordinate has moved. e.g it moved up 3 places and right 2 places.</p>	<p>Offline: Have a look at the Carroll diagram below. Can you place these shapes into the correct box on the Carroll diagram, thinking carefully about the shapes different features?</p> 	<p>Offline: Think about these shapes... Can you name them all? Can you answer these questions about the shapes?</p> <ol style="list-style-type: none"> Which of these shapes have horizontal lines? Which of these shapes have vertical lines? Which shapes have pairs of parallel lines? Which of these shapes have right angles? Which of these shapes only has acute angles? Which of these shapes only has obtuse angles? Which shape has no angles? 

Recap Task: Multiplication using grid method: Online TEAMS video available for support.
 When we are multiplying, we use grid method. Watch the video to recap the method, if you need it, and then answer the questions below.
Have a go at these multiplication questions to remind yourself of the method: You could always make some of your own up too.


1. $463 \times 2 =$ 2. $753 \times 4 =$ 3. $378 \times 3 =$ 4. $532 \times 6 =$ 5. $927 \times 7 =$ 6. $346 \times 8 =$

Flashback:
 Think back to the French sessions we have completed this year. Can you draw pictures and label them in French?
 Think about: numbers, animals, classroom objects, musical instruments, colours...

Lapin



New Weekly learning project:
 This year we have started to look at Human and Physical features in Geography. A human feature is something that has been built or made by humans E.g. a house or statue. A physical feature is something that is there naturally E.g. a river or hillside. We would like you to go for a walk or a ride in the car and write down a list of human and physical features that you have seen in your local area. You could present these in a written list or you could take photos or draw the different feature in a list. Can you think carefully about each of the features you have seen and write a sentence explaining why it is a positive or negative feature of our local environment?
 Here is my example:
 Soil is a physical feature. Soil is good because it helps us to grow fruit and vegetables which keep us healthy.



Coming soon...Watch out for a transition video from your new class teacher this week. These will be posted on TEAMS and Facebook. Your new class teacher will introduce themselves and set you a short transition task.

Year group: 4

Class email: 4AB@suttonroad.org

English Task 1 Reading Comprehension:

W.b. 6.7.2020

4EP@suttonroad.org

It all began a couple of weeks ago. A young boy by the name of Mark began to display some unusual powers. He discovered that he was able to move things with his mind. Additionally, he discovered he could push a mystical shockwave from his body. It was electrifying! What happened next though could only be described as traumatic and unexpected.

As any child would think, discovering that you have a strange magical power was mysterious and fun. Mark practiced every moment he got. Until one day, he went too far. . .

Sitting in the middle of the devastating mess he had just created, Mark looked downcast and miserable as he held his head in his hands. Cautiously, he began to rise to a sitting position. He looked around in shock towards all the chaos that surrounded him.

Hanging off the lockers, the once strong metal doors had become bent and tilted. Upon the floor is a sea of scattered paper. Looking towards the wall, he noticed cracks within the paint, displays had been ripped off and wooden doors hung off of their hinges. He was all alone. How was he ever going to come back from this? Who would trust him now? If only that was where his troubles would end. . .

Taking a deep breath to steady his nerves, the young boy began to rise to his feet. Nervously, he walked down through the corridor of destruction that he once called his school. A place of safety no more.

Just as he walked past an open door, a frightened teacher, frantically talking on her phone, glanced terrified towards him. As soon as he turned and looked at her, she grabbed the door handle and closed it desperately begging for help from whomever is on the other end of the telephone line.

Anxiously, Mark pulled a red woollen hat over his head. He made his way over to the entrance of the school. His warm coat and thick gloves prepared him for the cold weather waiting for him outside.

English Task 2: Picture to describe:



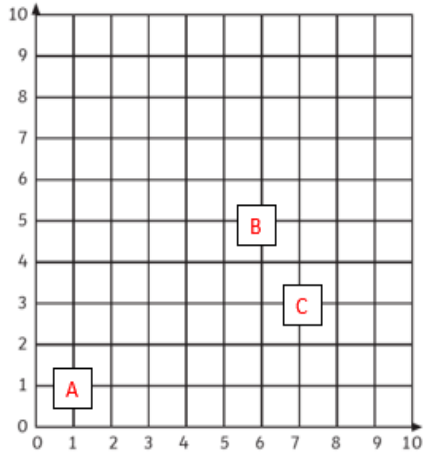
English Task 3: Picture:



Describe the character using

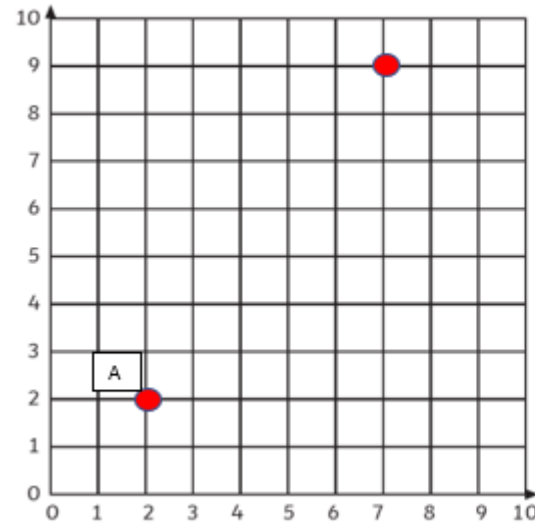
AC

Maths Task 1:



- 1) Move A up 2 places and right 3 places.
- 2) Move B up 1 place and left 4 places.
- 3) Move C left 2 places, down 1 place and right 3 places.

Maths Task 2:



Coordinate A has moved

Year group: 4

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W.b. 6.7.2020

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Maths Task 3:

	Has right angles	Has no right angles
Has 4 sides or more		
Has less than 4 sides		

