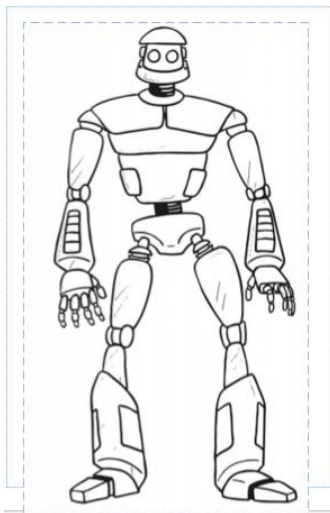
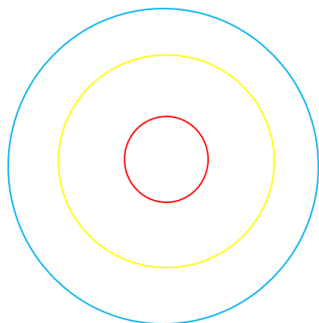
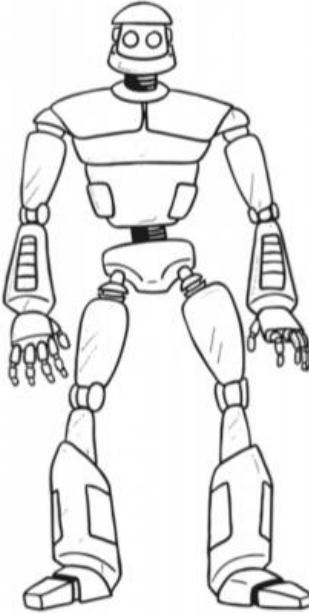


Regents Park Community Primary School
Year 4 Home Learning suggested timetable 2021



Week beginning 25.05.20	PE including Outdoor Learning 9:00 – 9:30	English including SPAG 9:30 – 10:30	10.30-10.45	Maths 10:45 – 11:45	11.45-12.45	Reading	Afternoon activities 1:15 – 3.00
Monday	Joe Wicks Daily Challenge https://www.youtube.com/watch?v=4wzoy_J3I_c 	LO: To make predictions from details stated and implied. SPAG: Handwriting Task: Focusing on the front cover of the book, you are going to fill out the grid provided focusing on what you think, what you know and what you want to find out about the story. 	Snack/Break 	LO To identify lines of symmetry in 2d shapes Read through the presentation slides and complete the activity for your group.	Lunch/break 	 <u>RS4 - Comprehension</u> LO: To retrieve and record information Read the first few pages of Chapter 1 and answer some questions One star – some confidence Two star if you feel confident There is a vocabulary sheet to help you.	RE LO: To reflect on who you belong to. Think about all the different groups that you belong to, e.g. school, family, football club, etc. What are the responsibilities associated with this group? Your task: Identify all the groups that you belong to and complete these sentences for each group. I belong to In this group I have to behave.... The responsibility that I have to show in this group is....
Tuesday	Joe Wicks Daily Challenge https://www.youtube.com/watch?v=4wzoy_J3I_c 	LO: To discuss words and phrases that captures reader's interest. SPAG: Introduce children to 10 point common exception words. Task: Around the image of Iron Man, you will need to write the words	Snack/Break 	LO To compare and classify geometric shapes based on their properties and sizes, angles and lines of symmetry (quadrilaterals) Read through the presentation slides and complete the activity for your group.	Lunch/break 	 <u>RS8 – Empathise</u> LO: To make inferences from the text	RE LO: To learn how Sikh people show they belong to their religion. Watch the youtube clip on the Amrit Ceremony. Task: Imagine that you are 11 year old Taran. Describe what happened during the Amrit Ceremony. How do you feel now that you have become part of the Khalsa Sikhs for the rest of your life?

		and phrases you have identified from reading chapter 1. Think about the effect and impact they have on the reader? E.g. - Reader feels suspense. - Helps the reader to imagine. 				Finish reading chapter 1 - The Iron Man's eyes glow different colours at different points in the story. What do you think these different colours mean? Complete the grid: <table><tr><th>where in the story</th><th>colour</th><th>meaning</th></tr><tr><td>At the top of the cliff Page 2</td><td>white</td><td></td></tr><tr><td></td><td>red</td><td></td></tr><tr><td></td><td>infra-red</td><td></td></tr><tr><td>The eye and the hand get together Page 4</td><td>blue</td><td></td></tr><tr><td>In the sun Page 8</td><td>red</td><td></td></tr><tr><td></td><td>green</td><td></td></tr></table>	where in the story	colour	meaning	At the top of the cliff Page 2	white			red			infra-red		The eye and the hand get together Page 4	blue		In the sun Page 8	red			green		Do the task on a new J2E page and save into your pupil file.
where in the story	colour	meaning																										
At the top of the cliff Page 2	white																											
	red																											
	infra-red																											
The eye and the hand get together Page 4	blue																											
In the sun Page 8	red																											
	green																											
Wednesday	Joe Wicks Daily Challenge https://www.youtube.com/watch?v=4wzoy_J3I_c 	LO: To infer a character's thoughts and feelings. SPAG: Spelling Dictation Task: Today you are going to be creating your own zone of relevance board focusing on the Iron Man's thoughts and feelings so far in the story. In the centre, you will need to put thoughts and feelings which are most relevant. E.g. scared, confused, hungry. Use the word bank to help you deepen your vocabulary.	Snack/Break 	LO To compare and classify geometric shapes based on their properties and sizes angles and lines of symmetry (triangles) Read through the presentation slides and complete the activity for your group.	Lunch /break 	 RS2 – Knowledge LO: To retrieve and record information Skim over chapter one. Read the statements and decide whether they are truth or a rumour. Truth or rumour? Sort the statements into what you think is true and what could be just a rumour. <table><tr><td>No one knew where the Iron Man came from, or even how he was made.</td><td>The Iron Man was taller than a house.</td><td>The Iron Man liked dancing and that's how he felt.</td></tr></table>	No one knew where the Iron Man came from, or even how he was made.	The Iron Man was taller than a house.	The Iron Man liked dancing and that's how he felt.	RE LO: To learn how Muslim people show that they belong to their religion. Watch the video clip to explore how Muslim people show that they belong to their religion. Task: Design a 'How to be a Muslim' guide for Muslim people to follow. Do the task on a new J2E page and save into your pupil file.																		
No one knew where the Iron Man came from, or even how he was made.	The Iron Man was taller than a house.	The Iron Man liked dancing and that's how he felt.																										

							
Thursday	Joe Wicks Daily Challenge https://www.youtube.com/watch?v=4wzoy_J3I_c 	LO: To use expanded noun phrases. SPAG: Expanded noun phrases. Task: Around your image of the Iron Man, you are going to create your own expanded noun phrases to describe the Iron Man. Think about the different parts of his body e.g. body, head, fingers, eyes, ears etc. Use the word bank to help you. Challenge: Can you create some similes and metaphors about Iron Man? 	Snack/ Break 	LO To compare and classify geometric shapes based on their properties and sizes angles and lines of symmetry (mixed 2d shapes) Read through the presentation slides and complete the activity for your group.	Lunch /break 	 <u>RS6 – Analysis</u> <u>LO: To identify how meaning is enhanced through choice of words</u> Read chapter 2. For most of chapter 2 the farmers are trying to capture Iron Man but none of them have seen him. Help the farmer create a wanted poster for the Iron Man. 	PE Tag Rugby – watch the powerpoint on Tag Rugby. Follow Mr Crawford and have a go! Complete the theory questions.

