



Here is the remote learning for your child to complete at home. You will find the timetable and learning activities. These activities cover the same objectives that will be covered in school and are part of our sequence of learning and our curriculum. We will be sharing Zoom links so that your child can access live lessons where appropriate.

Please complete your learning in the homework book that was sent home in September. If you need new exercise books, please let us know and we can arrange for them to be collected. Please add photographs of the completed learning to Class Dojo, ideally at the end of each day. We appreciate that this may not be possible but please be aware that we may not be able to provide any feedback if you return it too late.

We will try and provide feedback as soon as we can, but please bear with us as this may take a day or two whilst we teach a keyworker group at school.

If you have any questions or concerns particularly around accessing the learning, or you need learning printed off, please contact us via Class Dojo or our class email address which is Hérons@brickhillprimary.co.uk or Eagles@brickhillprimary.co.uk

Here is the timetable we will be following in school:

9:00-9:15	Handwriting (see the video on the class webpage)
9:15 -9:30	Class Zoom (virtual registration and programme of the day)
9:30 – 10:30	Literacy The teacher will begin the lesson by sharing the live teaching on zoom. After the input from, the children will then work on the literacy learning independently.
10:30-10:45	Break
10:45-11:00	Spelling Practice (see planning below)
11:00 -12:00	Maths The teacher will begin the lesson by sharing the live teaching on zoom. After the input from, the children will then work on their maths independently.
12-1	Lunch
1-130	Reading (see powerpoint attached)
1:30 – 2:30	Foundation subject input (on Zoom) The teacher will begin the lesson by sharing the live teaching on zoom. After the input from, the children will work on their afternoon learning independently.
2:30-3:25	Optional extra lesson – see end of planning.

Core Learning

Maths

As referenced in the timetable above, we are offering the chance for pupils at home to receive some live teaching. This is where they can watch the class teacher teaching Maths in the classroom. The lesson will begin at 11am with the input lasting between 20-30 minutes but we will leave the zoom lesson running so children can ask questions and share their learning.

Please be aware that where a substitute resource is more appropriate, we may direct you to White Rose Maths.

We will provide the pages from the textbook and practice books. Do not worry if you are unable to print them because the children can write the answers in their book or if you know how to write on the attachment then that would work too.

For children working at a different stage, differentiated work will also be available – see Year 1, 2 and 3 work from White Rose maths for those who need it (these will be sent directly to those pupils who require this). Extension activities are also attached for those that want to try them.

Mon WAL: About Area.

In this lesson, children will be introduced to the concept of the area of a 2D shape. They will measure this by counting non-standard units that fit within squares and rectangles. Children may link a shape's height (or width) to its size, so will assume that a taller shape is necessarily larger than a shorter shape. Ask: • Which shape is larger? Why do you think this? Children may use different types of non-standard units of measure and compare them or may use one type inconsistently (for example, leaving gaps in between them). Ask: • Should your units of measure cover the whole shape? Why? What should you remember when choosing the units of measure to use? Does it matter how you arrange the shapes?

Tues WAL: To use squares as a unit of measure when calculating area.

In this lesson, children will begin to use squares as a standard unit of measuring the area of squares and rectangles. Children may confuse the distance around a shape (perimeter) with the space inside it (area). Ask: • Can you show me the area of this shape? Now show me the perimeter. Children may use standard units inconsistently (for example, leaving gaps between squares) or not understand why squares are a good measure of area (they tessellate leaving no gaps). Ask: • Why do you think squares are a good measure of area? How should they be arranged?

Weds WAL: To use squares as a unit of measure when calculating area.

In this lesson, children will find areas of more complex rectilinear shapes (including those drawn on squared grids) by counting squares. Children often have difficulties in identifying and relating the area of rectilinear shapes to the rectangles that make up the shape. Similarly, with a shape made from a rectangle with an inner rectangle removed to show a hole, they may ignore the hole and simply work out the area of the complete rectangle, or they may count the overlap of the rectangle twice or forget to subtract the 'hole'. Ask: • Is this part of the shape or not? Why is this section not part of the area of this shape?

Thurs	WAL: To make shapes using a given area. In this lesson, children will be given opportunities to apply their understanding of the concept of area by making shapes with given areas. Children may not recognise the 'conservation of area' (for example, that when a rectangle is rearranged into a different shape it still has the same area as the original rectangle). Children may also see a long, thin combination of squares as having a different area to, for example, the same number of squares arranged in a block. Ask: • What is the area of this shape? Can you rearrange the squares into a different shape? What is its area now? Is that the same or a different area to the first shape? Children may think that they have arranged squares to make a new rectilinear shape, when it is a reflection or rotation of one already found. Ask: • Can you turn this shape so that it looks the same as this one?
Fri	WAL: To compare shapes by thinking about their area. In this lesson, children will learn how to compare shapes according to their areas. Children may compare a shape's area visually, by the way it looks rather than by counting squares. As area is dependent on two dimensions (length and width), children may find it difficult to compare shapes when both dimensions differ. Ask: • What do you need to do to work out which shape is larger?

	Literacy
	<p>As referenced in the timetable above, we are offering the chance for pupils at home to receive some live teaching. This is where they can watch the class teacher teaching Literacy in the classroom. The lesson will begin at 9:30 straight after the virtual registration with the input lasting between 20-30 minutes but we will leave the zoom lesson running so children can ask questions and share their learning.</p> <p>Please be aware that where a substitute resource is more appropriate, we may direct you to Oak Academy.</p> <p>We will provide the resources needed but do not worry if you are unable to print the resources because the children can write the answers in their book or if you know how to write on the attachment then that would work too.</p>
Mon	<p>WAL: To explore a Viking myth. In this lesson, the children will be introduced to their next text, Arthur and the Golden Rope. After listening to the myth being read, the children will complete a short review of the story and attempt to make links to the knowledge they gained in the previous unit of learning focusing on Beowulf.</p>
Tues	<p>WAL: To identify the features of a myth. In this lesson, the children will recap on what they learned about legends in the previous unit of learning and compare Arthur and the Golden Rope against the features of a myth. The children will be challenged to identify the features of myth writing in this text.</p>
Weds	<p>WAL: To recap the story using drama. In this lesson, the children will summarise the story of Arthur and the Golden Rope and look at key moments in the tale. Although it will be challenging, the children will try and use drama to recap and retell the story. This will include some hot seating and may even include some help from others at home too!</p>
Thurs	<p>WAL: To explore descriptive language in the text. In this lesson, the children will look at examples from the text and recap expanded noun phrases with modifiers. The children will then explore a character from the myth and suggest descriptive language that could be used to describe them and what is happening around them. If you have a thesaurus at home then this would come in handy, otherwise we will use an online thesaurus instead.</p>
Fri	<p>WAL: To describe a character. In this lesson, the children will build on yesterday's word mining and begin to construct descriptive sentences to describe the characters in the myth. This will include recapping on their knowledge of describing a character as part of the action, similes, metaphors and EDINGLY openers.</p>

Spellings

WAL: To explore the suffix 'y'.

Please watch the Oak Academy lessons the use of the 'y' suffix. In these lessons, they will explain the rules around ending words in 'y' and also give you a chance to practice these spelling words:

[To investigate suffixes: -y suffix \(thenational.academy\)](https://thenational.academy)

Handwriting

On the class webpage, you will find a video modelling the letter formation and joins for this week.

Grammar

If you would like additional literacy activities then please access the grammar activity mats. They look like this:

murky
moody
cheeky
smelly
grimy
stony
smoky
shiny
slippy
knotty

Year 4 Autumn Term 1 SPaG Mat

①

Section 1
Write a sentence about this scene that contains two prepositions. Underline them.



Section 2
Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

"(Quiet/Quite) class 12!" yelled Mrs Green. "This spelling test is (quiet/quite) important."

The children in Class 12 got out (there/their) pencils and waited to (hear/here) the first spelling word. Lily wondered (weather/whether) she would get full marks again this week.



Section 3
Circle all the conjunctions in these sentences.

The man jogged down the road before stopping for a drink. After catching his breath, he set off again and sprinted up the hill.

Section 6
Rewrite this sentence with a subordinate clause at the beginning.



The family stood safely behind the barriers to watch the fireworks.

Section 4
Mr Whoops has accidentally jumbled up two Y3/ Y4 spelling words. All the letters from the two words are muddled together. Can you help him to unjumble them? (Clue: they're both nouns!)

brrryiltfuia



Section 5
Change these adjectives into adverbs.

noble - _____

angry - _____

basic - _____

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <p style="text-align: center;">t o t a l l y</p>

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using <u>coloured</u> pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different <u>colour</u>. You could also write each letter in a different <u>colour</u>, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Foundation Subjects

Here are the Foundation lesson objectives for this week. These lessons will be live at 1:30pm each day. They will consist of the teaching input, then we encourage children to complete the activity away from the screen.

Mon	Science: WAL: To recognise how sounds are made. In this lesson, the children will be introduced their new science unit of learning which is all about sound. There are no resources needed for this lesson and the children will be shown what their new unit is all about as of this introductory lesson. They will discuss sounds we hear in daily life and share what they already know about sound as a class.
Tues	History: WAL: About Viking longships. In this lesson, the children will explore the features and purpose of a Viking longship and attempt to design their own using the knowledge gained in this lesson. This lesson will also build on the children's learning about the Vikings before half term.
Wed	Please note: There will be no live lesson this afternoon due to class teacher PPA. Music: WAL: To learn how to read music. Miss Cartledge has made powerpoints to go with the resources which will be available on the website.
Thurs	PSHE: WAL: Understand the importance of road safety. In this lesson, the children will be looking at some common road signs and will learn how to keep safe whilst out on a bike. Children will become familiar with the car seat law and create a fact sheet on what they have learnt.
Fri	History: WAL: About Viking raids. In this lesson, the children will recap on what they learned about the reasons why groups of people like the Anglo-Saxons invaded Britain by exploring how Vikings raided in order to get what they wanted. This lesson does not have any additional worksheets but will instead challenge the children to show what they have learnt through the use of hot seating.

Optional Extra Lessons for this week:

The DfE have set expectations that in Key Stage Two, pupils should be completing 4 hours of a learning each day at home. Currently, we are offering just over that and your children are doing a fantastic job. We are rotating subjects that we set at home but want you to also have an element of choice given that the children in school will receive additional lessons. These ideas and activities are OPTIONAL and do not have to be done if you don't want to and we will not be expecting to see any evidence of these on Class Dojo, but they are there at your discretion.

Computing: Thursday	WAL explore coding using Purple Mash. On Purple Mash, children can explore any of the coding challenges in the Chimp section. They have already completed the Guard the Castle and Superhero challenges but may wish to revisit these. Click the link below to access the login page. https://www.purplemash.com/sch/brickhill-mk41
RE: Wednesday	WAL: About Christian celebrations. Click this link to watch and follow the lesson: What are the Christian celebrations? (thenational.academy) In this lesson, the children will be learning about Christian celebrations. Some might be familiar to you but some will be new and interesting.
PE: Monday Friday	Go to afternoon resources and look at the physical activity diary. Here there are fourteen activities that you could try to keep active. You could even keep a diary of each day's activities. In school, we are looking at creating symmetrical shapes in gymnastics. Can you make symmetrical shapes with your body at home? We are also practicing our tennis skills. This may be hard to replicate at home if you do not have the equipment so why not focus on improving your fitness using the activities from the physical activity diary.
French:	WAL: To count to 12 and say our age. Click this link to watch and follow the lesson: Saying the months (thenational.academy) In this lesson, the children will recap phonic sounds in French, the numbers to 12 and how to say our age. Then they will explore the months in French.