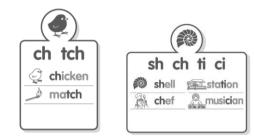
Wilton Public School Year 4 At Home Learning Term 4 – Week 3



Reading resource: <u>www.getepic.com/students</u> Classcode: gaj6409 (Available during

Phoneme of the week: school hours)

Spelling words: much, patch, bunch, reach, March, sandwich, chicken, chase, chance, picture, fresh, smash, short, shining, shoe, shown, friendship, chalet, action, station

Extension words: achieve, attachment, chainsaw, challenge, champion, charity, cheeseburger, chihuahua, culture, departure, brochure, chauffeur, commercial, conscious, discussion, evaporation, expression, invention, luxury, machinery

Additional resources: To support learning from home, there are additional resources for different activities. You will see these listed in the matrix in italics for your reference. As an example: Year 4 - Week 3- Spelling. These resources can be printed or used as a guide. They have been attached to the school website.

Tips to be safe when participating in sport or fitness activities:

- find a clear safe space
- wear your sport clothes and don't forget to check your laces are tied
- remember to be sun safe and stay hydrated
- ensure an adult is present and they have checked your area and you are safe and ready to start
- have fun

Created by Mrs Osgood, Mrs Cleary, Miss Sole, Miss Ford, Miss Bertolla, Mr Humphery, Miss Mayo & Mrs Hamson



	Monday	Tuesday	Wednesday	Thursday	Friday
Morni	https://www.youtube.co m/embed/PyZ3q5IpGI0	English Journal Complete a journal entry using the following prompt:	English Journal Complete a journal entry using the following prompt:	English Journal Complete a journal entry using the following prompt:	English Journal Complete a journal entry using the following prompt:
	English Journal Complete a journal entry using the following prompt:	The funniest thing I ever saw was	One day I'd like to try	The thing I dislike the most is	Friends are important to me because
	I remember feeling happiest when Read - Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz	Read - Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set. <i>If offline: read your own book or novel for</i> 20 minutes and answer the following questions.	Read - Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set. If offline: read your own book or novel for 20 minutes and answer the following questions.	Read - Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set. <i>If offline: read your own</i> <i>book or novel for</i> 20 minutes <i>and answer the following</i> <i>questions.</i>	Read - Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set. If offline : read your own book or novel for 20 minutes and answer the following questions.
	is set. <i>If offline</i> : read your own book or novel for 20 minutes and answer the following questions.	Questioning Is the title of this book the best option? Rename the book and explain your new title.	Visualising So far in this story you have been introduced to a few characters. Draw or write a description of your favourite character so far.	Inferring What is the main message of this story? Are there any lessons the characters have learnt? Writing-	Summarising Summarise this story in three sections beginning, middle and end. What rating would you give it out of 5 Wiltonites?
	Predicting Prior to reading, write a short description or draw a picture showing your prediction about what this story will be about. Once you have read, were your predictions correct? Writing-	Writing- <u>A fun video for Tuesday!</u> <u>https://www.youtube.com/e</u> <u>mbed/m5kGVV8AA01</u> No offline access. Watch: <u>https://www.youtube.com/e</u>	Writing- Short Burst Writing: 'The Troll'	A fun video to watch for Thursday! https://www.youtube.com/e mbed/H7I9iYDxYeM No offline access. In Monday's writing lesson we discussed and brainstormed various things	Writing- <u>A fun video to watch for</u> <u>Friday!</u> <u>https://www.youtube.com/</u> <u>embed/d6XHuE32tq0</u> <i>No offline access</i> . Today's task is to write a
	This week our writing focus is reviews. A review is	mbed/yZAqrO2kNks If cannot view the clip		which we can review. In today's lesson we will be	review. Your job is to choose either a movie or

of a text by providing a summary and an analysis of its features. Watch: https://www.youtube.com/e For an example of what a					
summary and an analysis of its features. Watch: Its://www.youtube.com/ 	used to assess the appeal	above go to the - Offline		looking at reviewing an	book which you are very
of its features. Tuesday. Watch: Thiss://www.youtube.com/e Its:s://www.youtube.com/e For an example of what a It cannot wise the clip book review watch: It cannot wise the clip The statement and look under Monday. After watching the video, in your own words write a offinite or what a review definition of what a review book for your review you own words write a After watching the video, in your own words write a After watching the video, in your own words write a folion. If working offline, review a book of your review is and where you might review things in your everyday life. Watch:: Thitps://www.youtube.com/e It cannot wiew the clip Access resource Book After watching the video, in your review to the google If cannot wiew the clip After watching the video, in watch:: pointion the middle of the review your breakfast or a pointial Beling Access resource And watch we had today. Spelling Optional Spelling Review your breakfas	of a text by providing a	writing instructions		attraction.	familiar with. Using all of
Watch: After vatching the video, in your own disk with a review. Monday. For an example of what a box go to the - Offline writing instructions attachment and look under Monday. For an example of what a box go to the - Offline writing instructions attachment and look under Monday. For an example of what a box go to the - Offline writing instructions attachment and look under Choice, fiction or nonfiction. If working offline review a book of your eview we book of your review things in your eview we book of your review things in your eview we book point eview things of the veriew. Set write the review to the google classroom. Shelling Spelling Complete a review. Your eview we had today. Spelling Complete a review. Your eview to the google classroom. Spelling Spelling Complete the look-coverwite for one or into the middle of the road, sending shockwaves of dust in all directions. So the week 3 Year 4). Complete the look-coverwite for one thinking points before you structure. Access resource fook Monday. Spelling Complete the look-coverwite for one or into the middle of the road, sending shockwaves of dust in all directions. So the google classroom. Spelling Spelling te software set withe for one the condicies to sorod Monday. Spelling te the activity. Spelling te software for one throw the role bock-coverwite for one thow set with the order borind. Sp	summary and an analysis	attachment and look under		Access resource Attraction	the information you have
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	 1.Complete the look-coverwrite check. 2. Draw a stroke for each sound in your list words to segment your words e.g: 3. Brainstorm other words with the 'ch" and 'sh' sound. (see Spelling Monday Week 3 Year 4) Fast finisher: Complete the online games. Access Code: toss701 www.soundwaveskids.com.au Grammar Watch the instructional video by Miss Sole and complete the questions about audience https://www.youtube.com/e mbed/XZJZkTQZ4xU (see Grammar Activities 	the online games. Access Code: toss701 www.soundwaveskids.com.au	Fast finisher: Complete the online games. Access Code: toss701 www.soundwaveskids.com.au		
Break	Week 3 Year 4) Break	Break	Break	Break	Break
Middle	Mathematics Number of the Day: See worksheet in maths resources for Monday's number of the day.	Mathematics Number of the Day: See worksheet in maths resources for Tuesday's number of the day.	Mathematics Number of the Day: See worksheet in maths resources for Wednesday's number of the day.	Mathematics Number of the Day: See worksheet in maths resources for Thursday's number of the day.	Mathematics Number of the Day: See worksheet in maths resources for Friday's number of the day.
	 Multiplication: Multiplication Spirals Choose <u>5</u> spirals and use a timer to time yourself. Write your time above 	 Multiplication: Multiplication Spirals Choose <u>5</u> spirals and use a timer to time yourself. Write your time above 	 Multiplication: Multiplication Spirals Choose <u>5</u> spirals and use a timer to time yourself. Write your time above 	 Multiplication: Multiplication Spirals Choose <u>5</u> spirals and use a timer to time yourself. Write your time above 	 Multiplication: Multiplication Spirals Choose <u>5</u> spirals and use a timer to time yourself. Write your time

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your math mentals of <i>'Monday's Maths'</i> ad		your math mentals on <i>'Wednesday's Maths'</i>	your math mentals on ' <i>Thursday</i> 's <i>Maths</i> ' Activity	Maths Mentals:
worksheet	worksheet	Activity worksheet.	worksheet.	Complete your math
Workshoet	worksheet	Notivity WorkSheet.	worksheet.	mentals on <i>Friday's</i>
Activity 1:	Activity:	Activity:	Activity:	Maths' Activity worksheet.
Watch the following		Watch the following video	Watch the following video to	
about addition involv		about the CUBES strategy.	1 minute 30 seconds about	Activity: Complete the
trading.	trading.	https://www.youtube.com/e	temperature.	activity on <i>Friday's Maths</i> worksheet.
		mbed/CzpdUJf_6ro	https://www.youtube.com/e	worksneet.
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mbed/txYIYPEOD3E		Complete Activity 1 and 2		Choose one of the
		on Wednesday's Maths	Complete Activity 1 and 2	following maths games.
Complete Activity 1		worksheet.	on Thursday's Maths	
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	k/maths-games/7-11-	k/maths-games/7-11-	sequencing	years/problem-solving	
	years/times-tables	years/addition-and-			
		subtraction			
Break	Break	Break	Break	Break	Break

	Theme Unit: Science Forces Lesson Objective: To understand how force can change the distances which objects move. Materials needed: Paper, pencil, laptop or tablet to research, marble or ball or bat/ball Lesson outline: Please watch the link below which runs through step-by-step tasks for the lesson today on forces. https://www.youtube.com/e mbed/zUO2nf_rvGA Tasks for the lesson include: 1. Label the forces pictures 2. Explore the web link https://www.dkfindout.com/ us/science/forces-and- motion/what-is-force/ and answer True/False Q's 3. Use the link https://www.inquisitive.com /guided-research/1422- balanced-forces to investigate 'balanced forces' and record some examples 4. Do an investigation on forces— Use a marble, ball, or bat/ball and observe how the strength of force affects the distance an object moves.	Fitness: Mr Humphrey Fitness challenge https://www.youtube.com/ watch?v=I0rrYoOhsR0 (Please find template attached as Fitness - Tuesday on the website) Dance: 1. Create a dance that incorporates an object. What type of object will you use? It might be a ball or a long ribbon or pillow. Experiment types of ways of moving the object and creating dance moves. Remember to use what we have learnt so far about timing, levels, beats, sounds, rhythm. 2. Create a simple routine (8-16 counts) using the object as part of your dance moves. You can count out loud and add in double beats and pauses if you like. 3. Video yourself completing your dance and upload to google classroom if that is	 Bounce Back: Believe in Yourself Please listen to the story below 'Edward the Emu' and then answer the questions on a google doc or in your workbook. . https://www.youtube.com/e mbed/E96A0cEYtko What made Edward think he wasn't good enough as he was? Was he right? Why is it silly and not helpful to want to be someone else and to think that others are better than you are? Activity: Using the Edward the Emu book review template attached Complete a book review of Edward the Emu and explain how Edward 'had a go', 'took a risk' and 'believed in himself' within the book summary section of the template. Remember: You need to accept and believe that who you are is okay, even though we are all different in many ways. Optional Extra/Extension Internet Safety with Mrs 	 Music: Music Lesson Focus: Percussion, keeping the beat and following rhythm. Today we are going to use a cup and our hands as percussion instruments. Do your best to follow the steps in the video to keep the beat and rhythm. 1. Get a PLASTIC cup and sit at a hard surface - put something down to protect your table if needed like a magazine. You are going to be making some noise so make sure you're not going to disturb anyone. 2. Access the link, https://drive.google.com /file/d/1DpTnK0Fy JHvO pm6HTOpuHF0-uB- ZE74/view?usp=sharing Follow the directions of the pictures on the beat. You can pause it as you need. 3. Practice Makes Progress! Keep watching to get the beat and rhythm right. <u>Optional:</u> 4. Post a video onto the google classroom of you 	PDHPE: throwing and catching. Use the task cards or video for your sport session. (These sessions were completed in week 2 last term. Have your skills improved over the last 12 weeks?) Catching video: https://vimeo.com/4134 42823 Throwing video: https://vimeo.com/4209 57952
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Extension: 'How can forces make us feel'? Draw and explain some examples of how different forces can make us feel. For example, the forces when riding a rollercoaster can make us feel terrified.	available to you! Extension Watch and perform "How to shuffle dance' by DJ Raphi <u>https://drive.google.co</u> m/file/d/1xetdAaN9f3u ngGdKEG2R9NY1tNVx9 Mg4/view?usp=sharing	Payne - Lesson 7 Watch the clip below and complete the activities in your workbook or on a google doc. A copy of the powerpoint is in the paper copies for offline use. ://drive.google.com/file /d/15Yc40DDddXu0DNa IdqUB0- XkRfO0VkY2/view?usp= sharing	performing the cup song along with the video. 5. Have fun! It's fast and challenging!	
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Please find attached on Monday's attachments as additional activities 'Fast Finishers' you can complete if you wish.