**Year 4**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Science**Circuits and Conductors[What are insulators and conductors? (thenational.academy)](https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors-6rtp8t) | **Maths**Equivalent Fractions[Fractions: Recognising equivalent fractions (Part 2) (thenational.academy)](https://classroom.thenational.academy/lessons/fractions-recognising-equivalent-fractions-2-ccr38c) | **Maths**Unit Fractions[To recognise, identify and describe unit fractions (thenational.academy)](https://classroom.thenational.academy/lessons/to-recognise-identify-and-describe-unit-fractions-ccwpce) | **Maths**Adding Fractions[Fractions: Adding fractions with the same denominator (thenational.academy)](https://classroom.thenational.academy/lessons/fractions-adding-fractions-with-the-same-denominator-c9k3jc) | **Maths**Subtracting Fractions[Fractions: Subtracting fractions with the same denominator (thenational.academy)](https://classroom.thenational.academy/lessons/fractions-subtracting-fractions-with-the-same-denominator-c9jker) |
| **Science**Circuits and Conductors[What are insulators and conductors? (thenational.academy)](https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors-6rtp8t) | **English**Understanding of features used within the poem- linked to imagery. **TASK** *Look at the poem ‘Silver’ by Walter de la Mare. Think about the features used within the poem. Can they identify rhyme, alliteration, use of figurative language etc.?* *Children should then answer the following:*1. *How does the poem make you feel?*
2. *What images can you see when you read the poem?*
 | **English**Personification**TASK***Use an image of a firework display as a basis to create examples of personification that could be used within their imagery poem.**What objects/ things can they see in the picture? What might the object do (human characteristics)?* | **English** Onomatopoeia**TASK***Children should explore examples of imagery poems via the link. They should choose one poem to focus on. Can they identify examples of onomatopoeia?* *Children should then choose three onomatopoeia words to use within their poem next week.*[Imagery – Kenn Nesbitt's Poetry4kids.com](https://www.poetry4kids.com/poetic-device/imagery/) | **English** Can we analyse how the poet uses vocabulary?**TASK***Children should focus on an image of a moonlit scene. They should list words to describe what they see. What colours can they see? Is the view motionless or busy? Using the words they have listed, children should then write a short descriptive piece.**Some example words:** *Silently*
* *Moveless*
* *Gloomy*
* *Shadowy*
* *Tranquil*
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| **PE**Health and Fitness- circuit training **TASK***Children should think about a time when they have participated in circuit training.* *How many stations did it include? What were they? How long was spent on each station? Did you have music to work to? Did it include a warm up and a cool down?**With these questions in mind, children should think about how their circuit can be improved. For example, if they have improved by including music- why?*  | **RE**Joseph trusts in God**TASK***Children to use Bible gateway to read about when Joseph trusted in God. Children should think about similarities and differences between the stories explored so far.* *Children should create a character profile of Joseph. How would you describe Joseph’s character? Give reasons for your choice of words.* | **Geography**Earthquakes on land versus Earthquakes under sea level.**TASK***Children to explore the differences and similarities between the earthquakes on land and under sea level.**Research Tohoku Japan 2011 and Kobe Japan 1995.**Create two fact files about these case studies including:** *Key information*
* *Magnitude*
* *Diagrams*
* *Epicentre*
 | **Computing**Using a device at home, begin to record your own podcast, about the Romans. Remember to check with your adults before doing this. | **DT**Build up your volcano around the Magma Chamber, beginning to mould it into shape. Check with adults before doing this. |