

Year 4: Remote Learning Schedule

W/C 11 th January	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Maths (approx. 45 mins per lesson)</p> <p>This week our focus is: Multiplying and Dividing</p>	<p>Lesson 1: To use written methods for multiplication. Click on the link here.</p>	<p>Lesson 2: To recap multiplying 2-digits by 1 –digit. Click on the link here.</p>	<p>Lesson 3: To multiply 2-digits by 1 – digit. Click on the link here.</p>	<p>Lesson 4: To multiply 3-digits by 1-digit. Click on the link here.</p>	<p>Lesson 5: Arithmetic Skills <i>Challenge yourself with our weekly number skills check.</i></p>
	<p>You will find links to videos above. The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</p>				



Remember to log in to [TT Rockstars](#) each week to practise your times tables!

Message your teacher on *ClassDojo* if you've forgotten your login details.



Remember to share your learning on ClassDojo!

Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.



<p>English (approx. 45 mins per lesson)</p> <p>This week our focus is: Fronted adverbials and how to use these to retell a story.</p>	<p>Lesson 1: To read the poem and answer questions.</p>	<p>Lesson 2: To read the mythical story and answer questions. Click on the link here to see what a myth is.</p>	<p>Lesson 3: To create a hero/heroine character and describe them.</p>	<p>Lesson 4: <i>To understand and use fronted adverbials.</i> Click on the link here to see what a fronted adverbial is.</p>	<p>Lesson 5: <i>To sequence a story in order and use fronted adverbials to retell it.</i> Click on the link here to watch the video of 'The Saga of Bion' which you will then sequence.</p>
	<p>The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</p>				

This week's spellings are: ambitious, delicious, obvious, previous, religious, various, mysterious. **Remember to test yourself on Friday!**

<p>Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.</p>	<p>Lesson 1: Science</p>	<p>Lesson 2: Geography</p>	<p>Lesson 3: DT</p>	<p>Lesson 4: Music</p>	<p>Lesson 5: History</p>
<p>Reading for Pleasure is such an important part of our curriculum – follow the link here to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.</p>					





Maths resource:

Year 4 Knowledge Organiser: Multiplication and Division



VIPs

Making a number ten times bigger is the same as multiply by ten or ten lots of.

Making a number a hundred times bigger is the same as multiply by a hundred or a hundred lots of.

When multiplying by 10, all the digits move one place value to the left. The number becomes bigger.

When multiplying by 100, all the digits move two place values to the right. The number becomes bigger.

For multiplication the order of the numbers can change – the commutative law.

When dividing by 10, all the digits move one place value to the right. The number becomes smaller.

When dividing by 100, all the digits move two place values to the right. The number becomes smaller.

A number multiplied by 1 is itself.

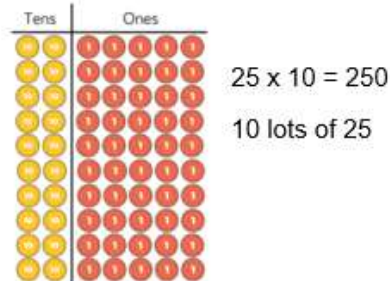
A number multiplied by 0 is always 0.

A number divided by 1 is itself.

Inverse means opposite. Multiplication is the inverse of division and vice versa.

Each multiple of 6 is double the equivalent multiple of 3.

Multiplying by 10



Multiplying by 1

$34 \times 1 = 34$ $1 \times 65 = 65$

The answer is always itself.

Multiplying by 0

$34 \times 0 = 0$ $5 \times 0 \times 8 = 0$

The answer is always 0.

Commutative law

$4 \times 8 \times 5 = 4 \times 5 \times 8$

The order of the numbers can change for multiplication.

Dividing by 1

$23 \div 1 = 23$ $5 \div 1 = 5$

The answer is always itself.

Key vocabulary

dividend, divisor, quotient, product, multiplication, multiplying, division, dividing, commutative law, associative law, base 10, calculation, calculating, place value, whole number, fact family, pictorial representation, group, grouping, share, sharing, equal, equivalent, inverse, operations

Fat Questions

How is the commutative law useful when multiplying numbers?

Are formal methods always the most appropriate when multiplying and dividing?

When might you use multiplication or division in real life?

Using Place Value to Multiply and Divide by 10, 100 and 1000

Multiplying

X 10 digits move LEFT 1 space
X 100 digits move LEFT 2 spaces
X 1000 digits move LEFT 3 spaces



Dividing

÷ 10 digits move RIGHT 1 space
÷ 100 digits move RIGHT 2 spaces
÷ 1000 digits move RIGHT 3 spaces



Intent

To build on place value understanding that multiplying and dividing by 10 or 100 means the digits remain the same, but change their value and how this links to money in everyday use. To understand that the order of numbers in a multiplication can change which may make a calculation easier and contrast with how the order for division is important. To understand why dividing and multiplying by 1 give the same answer and to understand the effect of "no lots of".



Maths Lesson 1

Written methods



1 Dora uses base 10 to work out 34×3

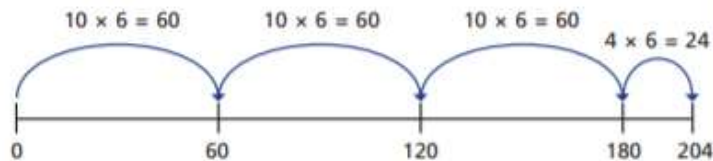
Tens	Ones
	
	
	

Use base 10 to work out 3×28 and 3×36

$3 \times 28 = \square$

$3 \times 36 = \square$

2 Class 4 are using number lines to solve 6×34



a) Talk about Class 4's method with a partner.

b) Use a number line to complete the multiplications.

$5 \times 32 = \square$



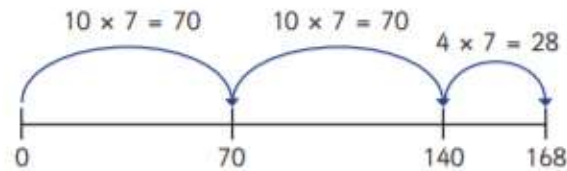
$7 \times 32 = \square$



$4 \times 56 = \square$



- 3 Mo uses a number line to work out 7×34

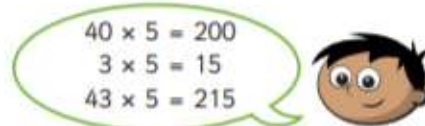


What mistake has Mo made?

Talk about it with a partner.

What should the number line look like? Draw it here.

- 4 Amir is working out 43×5



a) Talk about Amir's method with a partner.

b) Use Amir's method to complete the multiplications.

$32 \times 6 = \square$

$7 \times 31 = \square$

$8 \times 42 = \square$

- 5 A farmer is calculating the number of sheep on her farm. She has 6 fields.

Each field has 35 sheep.

Use a written method to work out how many sheep there are altogether.

- 6 Here are 6 multiplications.

4×59	3×33	5×36	9×32	7×21	6×25
A	B	C	D	E	F

Which of the multiplications would you calculate mentally?

Which of the multiplications would you use a written method for?

Talk about your choices with a partner.

Complete the multiplications. Show your working where necessary.

$4 \times 59 = \square$

$9 \times 32 = \square$

$3 \times 33 = \square$

$7 \times 21 = \square$

$5 \times 36 = \square$

$6 \times 25 = \square$



Maths Lesson 2

Multiply 2-digits by 1-digit (1)



1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones

How many marbles are there in total?

3×3 ones =

3×2 tens =

+ =

3×23 =

There are marbles in total.



2 Use the place value chart to work out 2×24

Complete the multiplication sentences.

Tens	Ones

2×4 =

2×20 =

2×24 =



3 Annie works out $43 \times 2 = 86$

Tens	Ones

		T	O	
		4	3	
		x	2	
		8	6	

Talk about Annie's methods with a partner.

What is the same? What is different?



4 Complete the multiplications.

a)

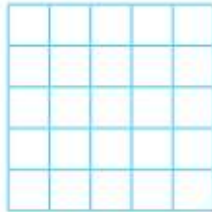
		T	O	
		2	4	
		x	2	

b)

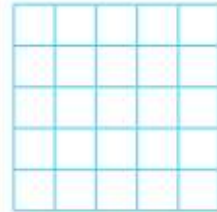
		T	O	
		4	4	
		x	2	



c) 31×3



d) 42×2

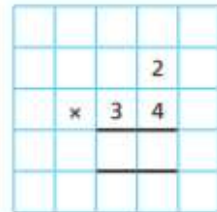


Compare answers with a partner.

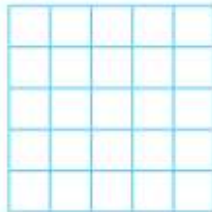
- 5 Jack is trying to work out 34×2 using the column method.



I'm not sure what to do.



Show how Jack could improve his column method and work out the answer.



- 6 One toaster costs £32
How much do 3 toasters cost?



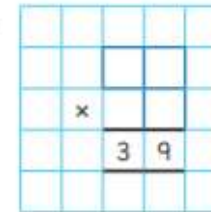
- 7 Whitney has multiplied a 2-digit number by a 1-digit number.



I had to do $30 + 9 = 39$ to get my answer.

What numbers is Whitney multiplying?

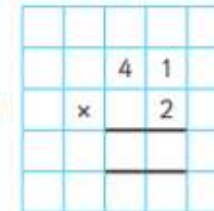
Fill in the missing digits.



- 8 Filip used the column method to work out 41×2



I can work this multiplication out in my head.



- a) How do you think Eva will work this out in her head?
b) Tick the multiplications that you can work out in your head.

4×22

3×23

3×33

12×4

3×32

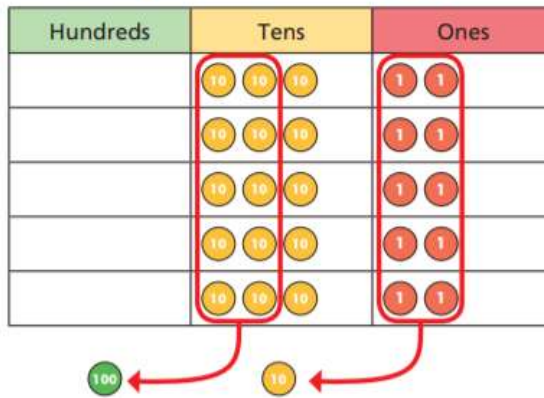
4×20



Maths Lesson 3

Multiply 2-digits by 1-digit

- Brett uses a place value chart to work out 5×32



Talk about Brett's method with a partner.
 Complete the multiplication.

$5 \times 32 = \square$

Use Brett's method to work out 6×34

$6 \times 34 = \square$

- Rosie works out 4×37 using a written method.

		H	T	O			
			3	7			
	x			4			
			2	8		(7 x 4)	
		1	2	0		(3 0 x 4)	
		1	4	8			

Talk about Rosie's method with a partner.
 Use Rosie's method to work out 6×28

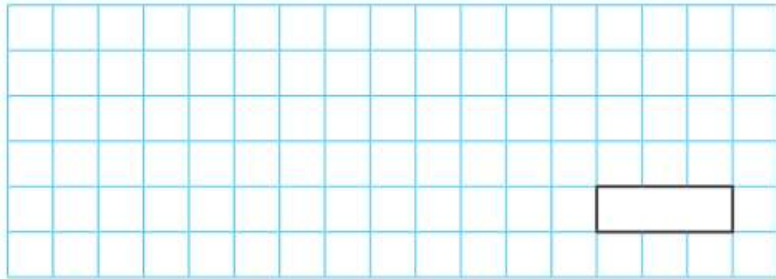
- Dani uses a different written method to work out 8×42

		H	T	O	
			4	2	
	x			8	
		3	3	6	
				1	

Talk about Dani's method with a partner.

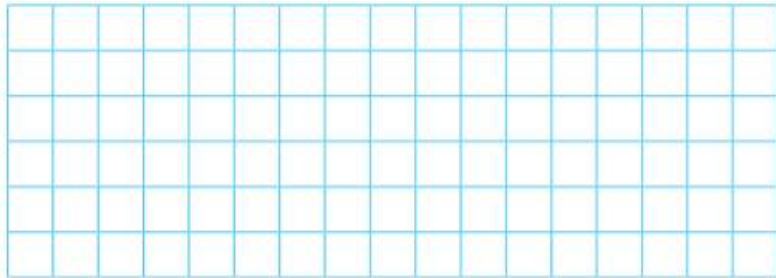


Use Dani's method to work out 3×27

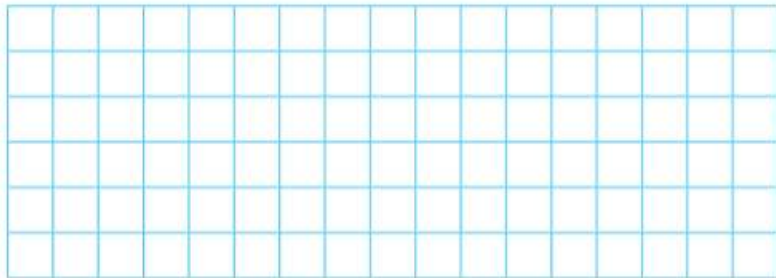


4 Use a written method to complete the multiplications.

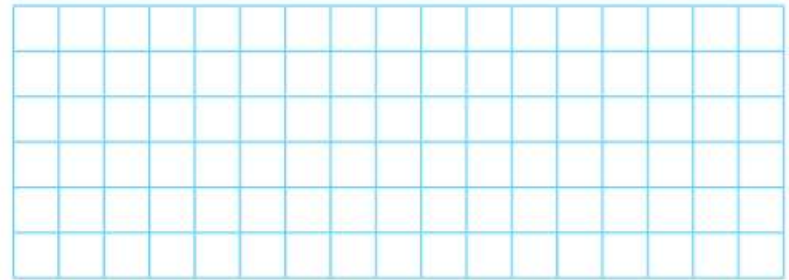
a) $38 \times 6 = \square$ c) $45 \times 9 = \square$



b) $71 \times 3 = \square$ d) $52 \times 5 = \square$



e) $29 \times 8 = \square$ f) $17 \times 4 = \square$



5 Class 4 is selling tickets for a play.
Tickets cost £5 per person.
56 tickets have been sold so far.
How much money has Class 4 collected?

6 Rosie buys 8 bunches of flowers. Each bunch has 17 flowers.
How many flowers does she have altogether?



Maths Lesson 4

Multiply 3-digits by 1-digit

- 1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

- a) What multiplication is Filip working out?

$$\square \times \square$$

- b) What is the answer to Filip's multiplication?

- 2 Use place value counters to complete the multiplications.

a) $3 \times 213 = \square$

d) $6 \times 106 = \square$

b) $4 \times 216 = \square$

e) $4 \times 209 = \square$

c) $5 \times 106 = \square$

f) $317 \times 3 = \square$

- 3 Complete the multiplication.

Use the place value chart to help you.

H	T	O
100 100	10	1 1 1
100 100	10	1 1 1
100 100	10	1 1 1

	H	T	O
	2	1	5
\times			3

- 4 Complete the multiplications.

a)

	H	T	O
	2	1	7
\times			4

c)

	H	T	O
	1	0	8
\times			6

b)

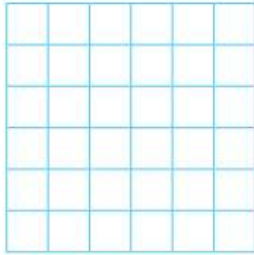
	H	T	O
	4	3	9
\times			2

d) 163×5

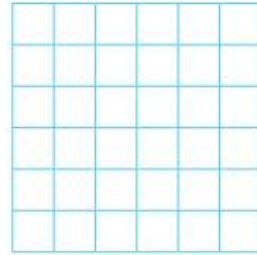
	H	T	O



e) 3×240



f) 7×131



- 5 A lorry driver travels 156 km per day.
How many kilometres will the lorry driver have travelled after 3 days?

- 6 Ron and Teddy are working out 5×245



Ron

I know the answer will be greater than 1,000 because I know 5×200 is 1,000



Teddy

I know the answer should end in 5 because I know 5×5 is 25

- a) Who is correct? Circle your answer.

Ron

Teddy

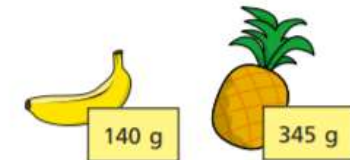
both

neither

- b) Use a written method to work out 5×245

- 7 There are 7 year groups in a school.
There are 112 children in each year group.
How many children are there in the whole school?

- 8 A banana weighs 140 g
A pineapple weighs 345 g



- Bag A contains 8 bananas and bag B contains 3 pineapples.
Which bag weighs more and by how much?
Show your working.

Bag _____ weighs g more than bag _____.



Maths Lesson 5 Arithmetic – Set 3 – Test 1

1 $346 - 9 =$

1 mark

4 $30 \div 10 =$

1 mark

2 $6 \times 9 =$

1 mark

5 $564 - 80 =$

1 mark

3 $\frac{2}{3}$ of 27 =

1 mark

6 $609 + 214 =$

1 mark



7

$96 - \square = 55$



1 mark

10

$3,421 + 1,278 =$



1 mark

8

$11 \times 9 =$



1 mark

11

$3,621 - 400 =$



1 mark

9

$42 \times 0 =$



1 mark

12

$\frac{1}{5} \text{ of } 30 =$



1 mark



19

$7,321 + 2,136 =$



1 mark

20

$64 \div 8 =$



1 mark

21

$\square = 3,742 - 80$



1 mark

16

$936 - 764 =$



1 mark

17

$7 \times 6 =$



1 mark

18

$6,421 + 1,000 =$



1 mark





English – Practise your spellings

Remember to ... **Look, cover, say, write and then check!**

<i>ambitious</i>			
<i>delicious</i>			
<i>obvious</i>			
<i>previous</i>			
<i>religious</i>			
<i>various</i>			
<i>mysterious</i>			

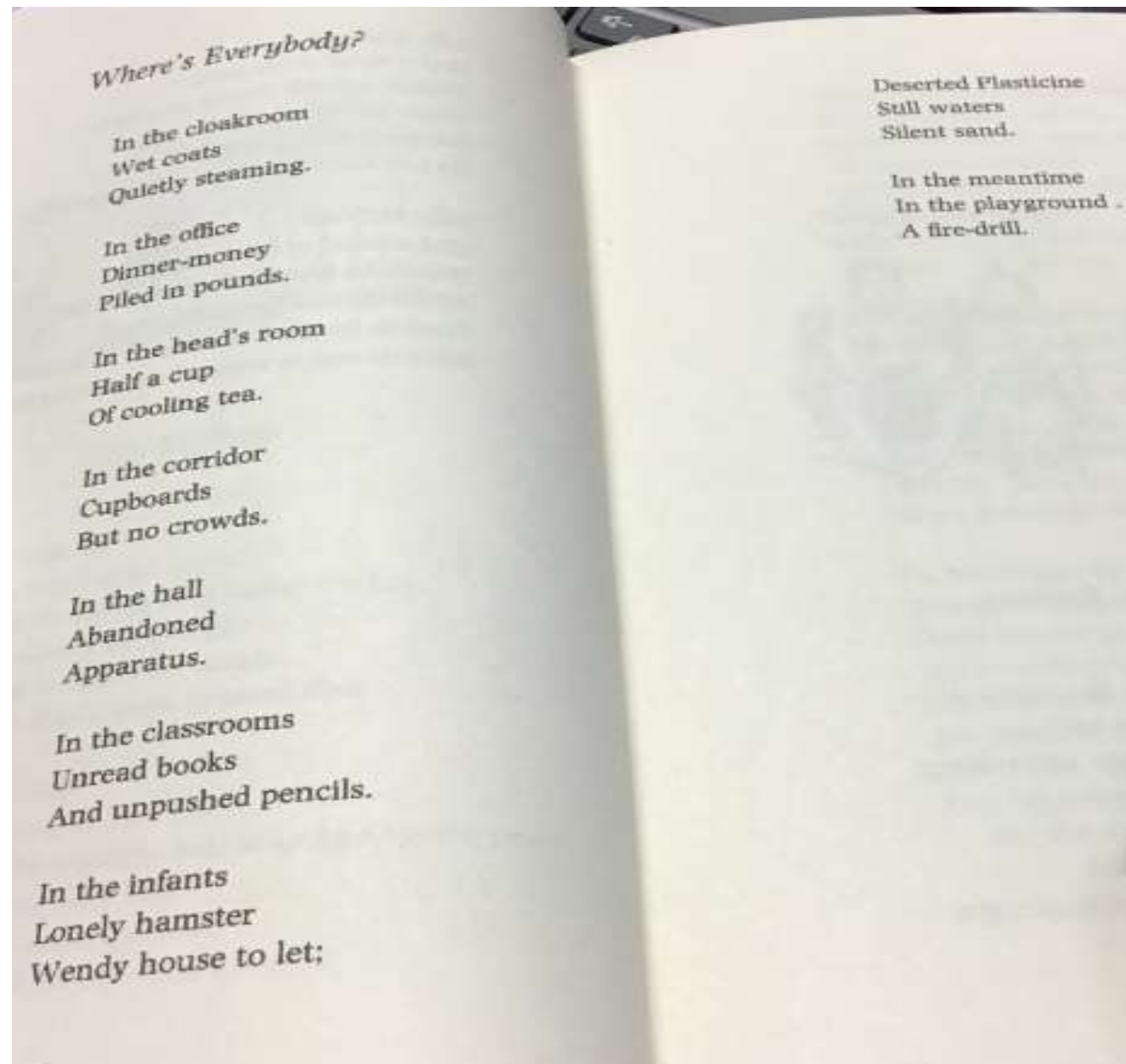
Use the first column example words to go over the letters and practise your handwriting joins.

Can you write sentences for each of your spellings?





English – Lesson 1



English – Lesson 1 Questions

Where's Everybody? - Poetry

Key vocabulary: apparatus, abandoned, deserted

Retrieval

- 1.) What is in the head's room?
- 2.) What adjective is used to describe the hamster?

Inference

- 3.) Why might the coats in the playground be wet?
- 4.) How might the children be feeling on the playground?
- 5.) What apparatus might be abandoned in the hall? Justify your answer.

Vocabulary

- 6.) 'Abandoned Apparatus' and 'Silent sand' are examples of what grammatical feature?
- 7.) Can you find two words that mean almost the same as each other? (Synonyms)
- 8.) Can you think of a word that retains the same meaning as 'still' to describe the waters?



English - Lesson 2

Mythical Stories from Different Cultures: The Story of Arachne

A long time ago, there lived a young Greek girl called Arachne. She was the daughter of a shepherd. From a young age, Arachne taught herself how to weave beautiful tapestries. She wove pictures of animals, flowers and landscapes. By the time she was an adult, her work was so famous that people would travel for thousands of miles to see it.



When people saw Arachne's work, they would tell her how talented she was. They were so impressed that they started to say that Arachne was like a god. Every day, people would tell Arachne over and over again how brilliant she was. The more praise she was given, the more Arachne believed that she was the best.



Meanwhile, at the home of the gods, the goddess Athena had heard about Arachne. She was angered by the idea that someone would say that they were more talented than a god so Athena hatched a plan to confront Arachne.

A few days later, disguised as an old woman, Athena knocked on Arachne's door. "I have come to warn you," Athena rasped. "You should never have compared yourself to the gods. If you apologise now, Athena will forgive you."

Arachne, who was surprised at what had just happened, looked at the old woman. "Pah!" she laughed. "Apologise? Why should I? You've seen my tapestries; I'm better than any human or any god. If Athena wants an apology, she can come down here and challenge me for it."

By now, Athena was so angry that she threw off her disguise and revealed her true self. "I accept your challenge," she whispered to Arachne in a cold voice.



Mythical Stories from Different Cultures: The Story of Arachne

Arachne got to her feet right away and began to gather the finest threads she had. Both women started weaving and, for hours, the only noise that could be heard was the gentle sound of working hands.



Several hours later, Athena declared that the competition was over and demanded that Arachne bring over her work. Arachne held up her tapestry to the lamplight. Her scene was beautiful. It showed gods being mean to humans and not being punished. Even in the low light, it was clear to see that this was a masterpiece. Athena's work, which showed the gods punishing humans who misspoke about them, was nowhere near as fine.

Athena was furious that she had lost and immediately ripped Arachne's work into pieces. Arachne screamed at her to stop but it was too late. The tapestry was ruined. Arachne fell to the floor and sobbed; she knew that nobody would buy her work now.

However, Athena did not feel like Arachne had been punished enough. She took a small bag of herbs from her pocket and sprinkled them over Arachne. Suddenly, instead of two legs, Arachne now had eight thin legs coming out of her sides. She was covered in tiny, black hairs and a single thread of silk hung from her.

"Well, you can now weave all day long!" cried Athena, looking at the hideous creature in front of her. "You, a spider, better than the gods? I don't think so."



English – Lesson 2 Questions

Questions

1. What type of animal does Arachne get turned into? Tick one.

- sheep
- spider
- scorpion
- silkworm

2. Number the events from 1-4 to show the order that they happened.
The first one has been done for you.

	Athena disguises herself as an old woman.
	Athena sprinkles herbs over Arachne.
	Arachne wins the competition.
1	Crowds of people told Arachne how talented she was.

3. When Athena accepted the challenge, what was the **first** thing Arachne did? Tick one.

- She gathered wool.
- She told the crowds that she was going to win.
- She gathered the finest threads she had.
- She begged Athena to reconsider.

4. Match Arachne's actions to Athena's response. One has been done for you.

Arachne believes she is the best.	Athena accepts the challenge.
Arachne says Athena should challenge her.	Athena begins weaving.
Arachne starts weaving a masterpiece.	Athena gets angry and hatches a plan.
Arachne wins the competition.	Athena tears Arachne's work into pieces.

5. What does Athena disguise herself as when she meets Arachne for the first time?

6. Look at the last paragraph. Find and copy one word which tells you that Arachne looks disgusting.

7. Do you think that Arachne's punishment was fair? Explain your answer.



English- Lesson 3

A hero or heroine is a real person or a main fictional character who, in the face of danger, combats adversity through courage or strength.

Create your own mythical hero/heroine. Label them with adjectives and then write a description. Try to include details about their personality and appearance. You may also want to use:

Adjectives - An adjective is a word that describes a noun (the name of a thing or a place).

Expanded noun phrases- An expanded noun phrase consists of a determiner, adjectives and a noun.

Similes- A simile is the comparison of one thing with another, e.g; "As brave as a lion."

amiable	attractive	audacious
charming	beautiful	bold
delightful	exquisite	brave
good natured	gorgeous	courageous
likable	handsome	fearless
nice	stunning	plucky
pleasant	winsome	valiant
disagreeable	grotesque	almighty
horrible	hideous	big
insufferable	repugnant	enormous
loathsome	repulsive	gargantuan
nasty	revolting	gigantic
obnoxious	ugly	humongous
unpleasant	vile	massive



My character:

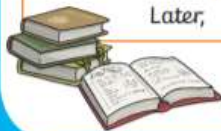
Adjectives



Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Totally overwhelmed,
Later,	Never before,	North of here,	Carefully,	



English - Lesson 4

Fronted adverbials

Fronted adverbials

Adverbials are words or phrases that give more information to the sentence.

"I discovered fronted adverbials, earlier today."

'Earlier today' is the adverbial.

"Earlier today, I discovered fronted adverbials."

A fronted adverbial is when the adverbial word or phrase is moved to the front of the sentence, before the verb. So here, 'earlier today' is a fronted adverbial.

1. Tick **all** the sentences that contain a **fronted adverbial**.

Walking across the field, the children became very muddy.

It was great fun doing the washing up.

Her mum works in an office.

Standing by Emma, Jack hopped on one leg.



2. Make three fronted adverbial sentences from the blue and orange tiles. Your sentences must make sense.

After that,	As quickly as possible,	Without reason,
In the morning,	Back at the house,	Unexpectedly,
Fortunately,	Once a year,	While I was waiting,

I tried again.	we are going to the seaside.	my computer screen turned off.
Dad was cleaning the kitchen.	we celebrate Christmas.	she reappeared right in front of us.
I checked my coat pocket and my lunch money was there.	she ran back from school.	I drew a picture in my journal.

1. _____

2. _____

3. _____



3. Underline the adverbials, circle the verbs.

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood.

4. Insert the comma in the correct place to demarcate the fronted adverbial.

Before the sun came up she stood and waited.

In the dead of night the black cat began to wake.

Throughout the film my sister talked on her phone.

Positively trembling with excitement he accepted the award.

Unfortunately they arrived after the film had started.

In the blink of an eye the magician was gone.



5. Now have a go at creating some sentences using fronted adverbials relating to our theme of mythical stories.



English – Lesson 5

The Saga of Biorn - Sequencing the story

<https://www.youtube.com/watch?v=MV5w262XvCU>

Draw images to sequence the story.



Now re-tell the story, including some fronted adverbials that you used yesterday.







Reading for Productivity: Lesson 1 – Science

What is friction?

Friction is the resistance to motion of one object moving relative to another. It is not a fundamental force, like gravity or electromagnetism. Instead, scientists believe it is the result of the electromagnetic attraction between charged particles in two touching surfaces.

Scientists began piecing together the laws governing friction in the 1400s, but because the interactions are so complex, characterizing the force of friction in different situations typically requires experiments and can't be derived from equations or laws alone.

For every general rule about friction, there are just as many exceptions. For instance, while two rough surfaces (such as sandpaper) rubbing against each other sometimes have more friction, very smoothly polished materials (such as plates of glass) that have been carefully cleaned of all surface particles may actually stick to each other very strongly.

Types of friction

There are two main types of friction, static friction and kinetic friction. Static friction operates between two surfaces that aren't moving relative to each other, while kinetic friction acts between objects in motion.

In liquids, friction is the resistance between moving layers of a fluid, which is also known as viscosity. In general, more viscous fluids are thicker, so honey has more fluid friction than water.

The atoms inside a solid material can experience friction as well. For instance, if a solid block of metal gets compressed, all the atoms inside the material move, creating internal friction.

In nature, there are no completely frictionless environments: even in deep space, tiny particles of matter may interact, causing friction.



Coefficient of friction

Two solid objects moving against each other experience kinetic friction. In this case, the friction is some fraction of the perpendicular force acting between two objects (the fraction is determined by a number called the coefficient of friction, which is determined through experiments). In general, the force is independent of the contact area and doesn't depend on how fast the two objects are moving.

Friction also acts in stationary objects. Static friction prevents objects from moving and is generally higher than the frictional force experienced by the same two objects when they are moving relative to each other. Static friction is what keeps a box on an incline from sliding to the bottom.

Applications of friction

Friction plays an important part in many everyday processes. For instance, when two objects rub together, friction causes some of the energy of motion to be converted into heat. This is why rubbing two sticks together will eventually produce a fire.

Friction is also responsible for the wear and tear on bike gears and other mechanical parts. That's why lubricants, or liquids, are often used to reduce the friction — and wear and tear — between moving parts.



Reading for Productivity: Science – Questions

Reading for Productivity – Friction

Retrieval

1. What is friction? Give a definition.
2. How many types of friction are there? What are they?
3. Why does rubbing two sticks together cause a fire?

Vocabulary

4. Use a dictionary to find the definition for these words:

Complex

Resistance

Interactions

5. Write a synonym for the word 'rough'.



Reading for Productivity: Lesson 2 - Geography

Biomes

An ecosystem is a system of plants and animals which are interconnected and working together.

Some ecosystems are found under a stone or in a pond and are very small, whereas others are very large and cover the majority of a continent.

An ecosystem covering a large area of a continent is called a biome.

Map of the world's biomes



Deciduous forest

Warm, wet and mild areas and dominated by deciduous trees (trees that lose their leaves in the autumn).

Desert

Deserts are dry; less than 25cm rain per year. They can be hot and sandy or cold and icy. Both hot and cold deserts can support life as long as it is well adapted, such as cacti and silver ants in hot deserts, and penguins in cold deserts.

Grasslands

Areas where a variety of grasses grow. There are few other trees or plants apart from near to water sources. The grasslands are very hot places in summer. Some become extremely cold in the winter.

Rainforest

Warm, wet and humid, rainforests are home to half of the world's species and are populated with dense vegetation and trees. Rainforest animals include sloths, howler monkeys and jaguars.

Savanna



This is a mixture of grasslands and woodland. There are some trees but they are spread out enough to allow the sunlight to reach the ground and grasses in between. Animals that live here include zebras, giraffes and lions.

Taiga

Very wet and cold, receiving plenty of snow during the winter. Coniferous trees are evergreen and remain green all year round. The soil is not very nutritious and therefore, the variety of vegetation is limited.

Tundra

Cold, harsh and difficult for much vegetation to survive. Found at the top of mountains and the Poles. These areas are snow-covered and all life here is very hardy, including mosses, birds and mountain goats.



Reading for Productivity: Lesson 2 – Geography Questions

Reading for Productivity - Biomes

Key vocabulary: ecosystem, biome, deciduous forest, desert, grasslands, rainforest, savanna, taiga and tundra.

Retrieval

- 1.) Copy one sentence from the text which explains what a biome is.
- 2.) Why is the variety of vegetation limited in a Taiga?

Inference

- 3.) Which biome do you think relates to the light blue/white colour on the map? Use evidence from the text to support your answer.
- 4.) Where on the map would you expect to see a warm desert?

Vocabulary

- 5.) Match the biomes to their correct climate.

Desert	Warm, wet and humid.
Tundra	Hot and sandy or cold and icy.
Rainforest	Cold and harsh.



Reading for Productivity: Lesson 3 – DT

Overview of Puppetry

Definition: Puppetry is a form of theatre that involves the physical manipulation of inanimate objects known as puppets. This form of art can be used in the classroom to enhance the curriculum in many different ways.

History: A popular belief is that puppets were developed as children's toys or for entertainment, but the origins of puppetry are more closely linked to ancient religious practices. Some puppet researchers believe that puppets were originally part of cultural rituals and religious ceremonies. In some parts of the world these objects were seen as magic creatures "obedient only to those puppeteers armed with a magic formula" (Jurkowski, 1996). Puppetry grew to become a form of entertainment as people looked for ways to preserve and share their epic tales. Throughout history, puppets have been used to share dramas, epic love stories, morality plays, and fine art performances. In the nineteenth century, during the Golden Age of Children's literature puppetry was seen as good for children.

Types of puppets that can easily be used in the classroom: Shadow puppets, marionette puppets, pup up puppets, stick puppets

Types of Puppets

Stick Puppets



These puppets are simple and easy to create. An image or picture is attached to a stick, and the puppeteer holds the stick to manipulate the puppet. Movement is limited to lateral and vertical movements, but some variations of those movements can be achieved by using other factors such as speed.

Shadow Puppets

Flat puppets that cast a shadow when the puppeteer manipulates them between a light source and a screen. The puppet can become larger or smaller as the puppeteer moves the puppet farther or closer to the screen. Shadow puppets can be stick puppets or movable rod puppets (puppets that have rods attached to different parts which allow them to have more movement).



Marionette Puppets



A puppet with strings attached to limbs that allow the puppeteer to manipulate different parts of the puppet. Marionettes can have between about 4 and 30 different strings and can be one of the trickiest types of puppets to manipulate.

Hand Puppets (Glove Puppets)

This puppet is placed on a puppeteer's hand like a glove. Some variations have moveable mouths which require the puppeteer to use his or her thumb and four fingers to move the jaw. Other hand puppets that do not have a movable mouth allow for the puppeteer to use three fingers for the neck and two arms of the puppet.



Hand and Rod Puppets



This puppet is similar to a hand puppet because the puppeteer places his or her hand in the puppet to move the mouth. Rods are also attached to the puppet to bring movement.



Reading for Productivity: Lesson 3 – DT Questions

Reading for Productivity in DT

Key vocabulary: puppeteer, manipulate, lateral, vertical, variations, inanimate

Retrieval

- 1.) What is puppetry?
- 2.) What types of puppets are easy to make in the classroom?
- 3.) What is the difference between marionette puppets and hand puppets?

Inference

- 4.) Why is it more useful to use a hand and rod puppet for the filming of the Muppets rather than a marionette puppet?

Vocabulary

- 5.) What is a 'puppeteer'?
- 6.) What does 'obedient' mean?



Reading for Productivity: Lesson 4 - Music

Composers

A composer is someone who writes music. Anyone can be a composer. However the word 'composer' normally means someone who has written classical music, or possibly jazz.

Composers of classical music are normally known by their last name. For example, one very famous composer is Wolfgang Amadeus Mozart. However, nobody talks about him as Wolfgang. Instead he is simply known as Mozart. Perhaps you have heard of this name before? After the name, the next most important thing about a composer of classical music is when they lived. This is normally written in parentheses (-) after the composer's name. For example, we often see Mozart's name written as Wolfgang Amadeus Mozart (1756–1791). This means Mozart was born in 1756 and died in 1791. Examples of other things you might see are:

- [Philip Glass](#) (1937–). This means the composer was born in 1937 but is still alive.
- [Thomas Tallis](#) (c.1505–1585). The 'c.' means that nobody is sure of the exact year, but it's sometime about then. In other words, nobody know exactly when Tallis was born, but it was about 1505.

It is **important to know when a composer lived** because different times in history have **different musical styles**. For example, [baroque](#) music is a style of music written between about 1600 and 1750. The more you listen to classical music, the more you will begin to recognise these different styles. If you know when a composer lived, you know what to expect before you hear their music. You will also know what to listen out for. Another reason for knowing when a composer lived is to understand what was happening in their lives. Understanding **history is very important** for music. For example, if there was a war on when a composer was alive, this composer might have written music about that war. They might have written about how they felt during the war (one example is [Shostakovich](#)). Or they might have written music to celebrate the end of the war (one example is [Handel](#)).

The more we understand about a composer's life, the more we can understand their music. **Good music is not just a lovely tune. Good**



music says something about the **deepest feelings and thoughts** of the composer. In this way, **good music can say something about our own deepest feelings and thoughts** as well.

[Composers of jazz music](#) are a little more straight-forward. They are often known by **both their names**, such as [Louis Armstrong](#) or [Dave Brubeck](#). It is also important to know when a jazz composer lived—although it is not as important as it is for composers of classical music. Different times do have different styles of jazz. However jazz has only been around about 100 years. It doesn't have a very long history like classical music.

By the way, composers of jazz music are often called **jazz artists**. This is because most jazz composers are known for playing their own music.

When most people think of a jazz composer they don't think of the composer *writing* music. They think of the composer *playing* music—just like we would think of a rock band. In fact, many jazz artists don't really *write* music at all. They simply *play* other people's music differently. But a good jazz artist will play the music so differently that they really are making a new piece of music. So I think they should be called 'composers' too.

I should say one last thing about composers. **Almost all composers of classical music are men**. Until very recently there were **almost no women composers at all**. And there still aren't very many. Even in jazz, most composers are men.



Reading for Productivity- Questions

Reading for Productivity – Composition

LO – To answer questions about improvisation

Retrieval

1. What is a composer?
2. What are composers of classical music usually known by?
3. After the name, what is the **next most important thing** about a composer of classical music?
4. What does (1937–) mean?

Vocabulary

5. What does parenthesis mean?
6. What is a synonym for 'recognise'?

Summarise

7. Summarise what the text says about a 'jazz artist.'



Reading for Productivity: Lesson 5 - History

Who were the Vikings?

The Viking age in European history was from about AD700 to 1100. During this period many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland.

When the people of Britain first saw the Viking longboats they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground.

The people of Britain called the invaders 'Danes', but they came from Norway and Sweden as well as Denmark.

Were the Vikings all bad?



Viking warriors fought using long swords and axes

The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. But not all the Vikings were bloodthirsty warriors.

Some came to fight, but others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings.

Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes.

The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery. Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books. There was food, drink, cattle, clothes and tools too – all very tempting to a Viking raider.

The 'great' Viking invasion



In AD865 an army of Vikings sailed across the North Sea. This time they wanted to conquer land rather than just raid it.



When the 'great' Viking army of AD865 sailed across the sea, they came to conquer rather than to raid

Over several years the army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia.

By AD874, almost all the kingdoms had fallen to the Vikings. All except for Wessex, which was ruled by Alfred the Great. King Alfred beat the Viking army in battle but wasn't able to drive the Vikings out of Britain.

After years of fighting the Vikings and Alfred made a peace agreement. But even after this agreement, fighting went on for many more years. An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the North West.

The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east.

Where did the Vikings settle in Britain?



Vikings travelled from Scandinavia to Britain. They mostly settled in the Danelaw, to the north and east of England.

Some Norwegian Vikings or 'Norse' sailed to Scotland. They made settlements in the north, and on the Shetland and Orkney Islands.



Vikings also settled on the Isle of Man and often raided Wales, but few made homes there. In Ireland, the Vikings founded the city of Dublin.

Life in the Danelaw



This photo shows evidence that the Vikings of Jorvik went horse riding and hunting. These are stirrups, weapon points and a horseshoe

The Danelaw covered an area east of their line joining London and Chester. Everything to the east belonged to the Vikings.

There were three main areas where Vikings lived - Northumbria (which included modern-day Yorkshire), East Anglia, and the Five Boroughs. A borough was a town and the five towns were Leicester, Nottingham, Derby, Stamford and Lincoln.

Viking families came to settle on these lands. Good farmland was scarce in the Vikings' own countries, and they were looking for a better

life.

The most important city in the Danelaw was the city of York, or 'Jorvik' (pronounced 'your-vick'), as the Vikings knew it. Over 10,000 people lived there and it was an important place to trade goods.

Many towns and cities in Britain that were founded by the Vikings can still be spotted today. Places that end in -by, -thorpe or -ay were almost certainly Viking towns.



Reading for Productivity: History

Reading for Productivity - Who were the Vikings? - History

Key vocabulary: invaders, longboats, Old Norse, warriors, carvings, monastery, cattle, Danelaw, raided, scarce.

Retrieval

- 1.) Where does the name 'Viking' come from and what does it mean?
- 2.) Which of the following statements are true?
 - A. All Vikings came to fight.
 - B. By 874 AD, almost all of the kingdoms had fallen to the Vikings.
 - C. The Vikings travelled from Britain to Scandinavia.
 - D. The Vikings founded the city of Dublin.
 - E. Places ending with -thorpe were definitely not Viking towns.
- 3.) Name three of the areas where the Vikings lived.

Inference

- 4.) What impression do you get of the Vikings from this text? Give evidence to support your answer.

Vocabulary

- 5.) Find and copy one word from the text that means a brave or experienced soldier.
- 6.) Vikings are known as invaders. What does this mean?
- 7.) Write a couple of sentences using the new words you have discovered from questions 5 and 6.



