

Year 4 Timetable 14th May 2020

Reading

Mission:

30

minutes

Children to read or support them to read the following text.

Chocolate Cake by Michael Rosen (the first half of the poem)

I love chocolate cake.
And when I was a boy
I loved it even more.

Sometimes we used to have it for tea
and Mum used to say,
'If there's any left over
you can have it to take to school
tomorrow to have at playtime.'
And the next day I would take it to school
wrapped up in tin foil
open it up at playtime
and sit in the corner of the playground
eating it,
you know how the icing on top
is all shiny and it cracks as you
bite into it,
and there's that other kind of icing in
the middle
and it sticks to your hands and you
can lick your fingers
and lick your lips
oh it's lovely.
yeah.

Anyway,
once we had this chocolate cake for tea
and later I went to bed
but while I was in bed
I found myself waking up
licking my lips
and smiling.
I woke up proper.
'The chocolate cake.'
It was the first thing
I thought of.

I could almost see it
so I thought,
what if I go downstairs
and have a little nibble, yeah?

It was all dark
everyone was in bed
so it must have been really late
but I got out of bed,
crept out of the door

there's always a creaky floorboard, isn't there?

Past Mum and Dad's room,
careful not to tread on bits of broken toys
or bits of Lego
you know what it's like treading on Lego
with your bare feet,

yowwww
shhhhhh

downstairs
into the kitchen
open the cupboard
and there it is
all shining.

So I take it out of the cupboard
put it on the table
and I see that
there's a few crumbs lying about on the plate,
so I lick my finger and run my finger all over the crumbs
scooping them up
and put them into my mouth.

ooooooooommmmmmmmm

nice.
Then
I look again
and on one side where it's been cut,
it's all crumbly.

So I take a knife
I think I'll just tidy that up a bit,
cut off the crumbly bits
scoop them all up
and into the mouth

ooooooooomm mmmm
nice.

Look at the cake again.

That looks a bit funny now,
one side doesn't match the other
I'll just even it up a bit, eh?

Take the knife
and slice.

This time the knife makes a little cracky noise as it goes through that hard icing on top.

A whole slice this time,
into the mouth.

After they can answer these questions. These can be verbal answers or they could be written down or typed. Children could even draw their responses. Suggested answers are in italics.

What would they do with leftover cake?

Why would you wrap the cake in tin foil?

Is the poem written in a formal style or an informal style? How do you know? (Remember: formal is how you would talk to the Queen, informal is how you would talk to a friend.)

What sound does the writer make when he steps on some LEGO in his bare feet?

Why does he then say “shhhhh”?

Why does the writer keep saying “ooommmm”?

Is the writer really worried about how tidy the slices of cake are?

Look at the last line. Do you think the writer took small bites or big bites of the cake slice? Explain your answer.

What do you think will happen next?

What would they do with leftover cake?

Take it to school to eat the next day.

Why would you wrap the cake in tin foil?

So that it stayed clean/didn't get other things dirty/similar answer.

Is the poem written in a formal style or an informal style? How do you know? (Remember: formal is how you would talk to the Queen, informal is how you would talk to a friend.)

Informal style – lots of conversational phrases, rhetorical questions, silly noises.

What sound does the writer make when he steps on some LEGO in his bare feet?

Yoowwww

Why does he then say “shhhhh”?

He does not want to wake up his parents.

Why does the writer keep saying “ooommmm”?

He is enjoying the taste of the chocolate cake.

Is the writer really worried about how tidy the slices of cake are?

No; he just wants to eat it.

Look at the last line. Do you think the writer took small bites or big bites of the cake slice? Explain your answer.

	<p><i>Big bites – “Into the mouth” implies that he put the whole thing in at once!</i></p> <p>What do you think will happen next?</p> <p><i>Your child’s answer.</i></p>		
<p>Writing Mission: 30 minutes</p>	<p>Yesterday we reminded ourselves of some of our inverted commas learning. We are going to put this to a bit more practise today.</p> <table border="1" data-bbox="384 456 1485 1061"> <tr> <td data-bbox="384 456 727 1061" style="background-color: #cccccc; vertical-align: middle; text-align: center;"> <p>Reporting Clause:</p> </td> <td data-bbox="727 456 1485 1061"> <p>The reporting clause is the part of the sentence that tells the reader who or what is speaking. When writing speech, the reporting clause can be placed before or after direct speech. The reporting clauses are bold in the following examples:</p> <p>“What’s for dinner?” asked the boy. “I’m hungry!”</p> <p>Cheryl screamed, “Give me my toy back!”</p> <p>*When the reporting clause is placed in the middle of speech it can be followed by either a full stop or a comma. A comma is used when the reporting clause is placed in the middle of a sentence. For example:</p> <p>“Mum, can I have a chocolate?” becomes, “Mum,” shouted the boy, “can I have a chocolate?”</p> <p>When the reporting clause is placed between two separate speech sentences, it is followed by a full stop. For example:</p> <p>“My name’s Jake. What’s yours?” becomes, “My name’s Jake,” said the boy. “What’s yours?”</p> </td> </tr> </table>	<p>Reporting Clause:</p>	<p>The reporting clause is the part of the sentence that tells the reader who or what is speaking. When writing speech, the reporting clause can be placed before or after direct speech. The reporting clauses are bold in the following examples:</p> <p>“What’s for dinner?” asked the boy. “I’m hungry!”</p> <p>Cheryl screamed, “Give me my toy back!”</p> <p>*When the reporting clause is placed in the middle of speech it can be followed by either a full stop or a comma. A comma is used when the reporting clause is placed in the middle of a sentence. For example:</p> <p>“Mum, can I have a chocolate?” becomes, “Mum,” shouted the boy, “can I have a chocolate?”</p> <p>When the reporting clause is placed between two separate speech sentences, it is followed by a full stop. For example:</p> <p>“My name’s Jake. What’s yours?” becomes, “My name’s Jake,” said the boy. “What’s yours?”</p>
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Split Speech 1

Sometimes the reporting clause can be placed in the middle of a character's speech. For example:

"I'm very late!" declared the White Rabbit. "I have an important date!"

"I need," thought Dad, "a new tie to go with my shirt."

When this happens, you place inverted commas around both parts of the speech, not the whole section of text. Also, you must add a full stop or a comma after the reporting clause.

Read each pair of sentences below and then tick which one is correct.

1. "What time is it?" said John. "I want to go home!"
"What time is it? said John. I want to go home!"
2. "When I grow up, declared Susan, I want to be a policewoman."
"When I grow up," declared Susan, "I want to be a policewoman."
3. "I don't want a bath, sighed Ben. I'm not dirty."
"I don't want a bath," sighed Ben. "I'm not dirty."
4. "I like cake," said Mia. "It's my favourite food."
"I like cake, said Mia. It's my favourite food."
5. "I got a certificate, said Ivy. I swam a full length."
"I got a certificate," said Ivy. "I swam a full length."
6. "My name's Jake," said the boy. What's yours?"
"My name's Jake," said the boy. "What's yours?"
7. We're here," declared the alien. "We've landed on Earth."
"We're here," declared the alien. "We've landed on Earth."

Maths Mission:
30
minutes

We have decided it would be a good idea to explicitly set some times tables practice every day to help keep us sharp! You could have your own mini-test at the end of week, and send me the results if you like! As a reminder, there are plenty of online games to help practise these as well (e.g. <https://www.topmarks.co.uk/maths-games/hit-the-button>).

Today's times table is the **11 times table**.

As with the addition we worked on, we are today going to practise finding missing numbers in column subtraction as well. Apply your knowledge of the method to find the right digit in the question!

Hint: regroup between the columns like you were working out the answer.

$$\begin{array}{r} 1. \quad 7 \square 2 0 \\ - \quad 8 4 9 \\ \hline 6 6 7 1 \end{array}$$

$$\begin{array}{r} 2. \quad 6 4 7 1 \\ - \quad 6 \square 9 \\ \hline 5 7 8 2 \end{array}$$

$$\begin{array}{r} 3. \quad 6 2 1 \square \\ - \quad \square 1 7 \\ \hline 5 8 9 3 \end{array}$$

$$\begin{array}{r} 4. \quad 3 9 \square 3 \\ - \quad \square 1 0 \\ \hline 3 4 2 3 \end{array}$$

$$\begin{array}{r} 5. \quad 3 4 9 \square \\ - \quad 8 \square 5 \\ \hline 2 6 1 5 \end{array}$$

$$\begin{array}{r} 6. \quad 4 \square 9 8 \\ - \quad 4 1 \square \\ \hline 4 4 8 7 \end{array}$$

$$\begin{array}{r} 7. \quad 2 8 \square 0 \\ - \quad 7 3 3 \\ \hline 2 0 7 7 \end{array}$$

$$\begin{array}{r} 8. \quad 1 5 5 4 \\ - \quad 8 2 \square \\ \hline 7 3 0 \end{array}$$

$$\begin{array}{r} 9. \quad 7 \square 5 3 \\ - \quad 6 \square 7 \\ \hline 6 7 4 6 \end{array}$$

$$\begin{array}{r} 10. \quad 7 4 \square 9 \\ - \quad \square 8 4 \\ \hline 6 5 2 5 \end{array}$$

$$\begin{array}{r} 11. \quad 1 3 1 \square \\ - \quad 7 \square 0 \\ \hline 5 2 1 \end{array}$$

$$\begin{array}{r} 12. \quad 2 \square 7 0 \\ - \quad 9 8 1 \\ \hline 1 5 8 9 \end{array}$$

$$\begin{array}{r} 13. \quad 4 8 4 7 \\ - \quad 3 \square 2 \\ \hline 4 5 1 5 \end{array}$$

$$\begin{array}{r} 14. \quad 3 4 5 \square \\ - \quad \square 3 8 \\ \hline 2 8 2 0 \end{array}$$

$$\begin{array}{r} 15. \quad 8 3 \square 5 \\ - \quad \square 2 0 \\ \hline 7 6 1 5 \end{array}$$

$$\begin{array}{r} 16. \quad 5 3 8 \square \\ - \quad 6 \square 8 \\ \hline 4 7 6 5 \end{array}$$

$$\begin{array}{r} 17. \quad 1 \square 1 4 \\ - \quad 4 3 \square \\ \hline 9 8 2 \end{array}$$

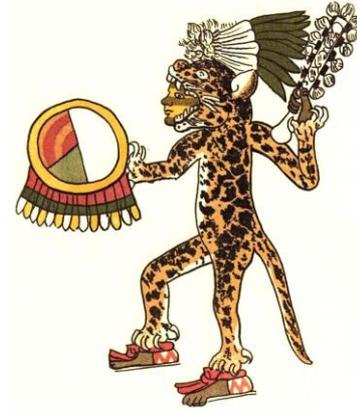
$$\begin{array}{r} 18. \quad 3 6 \square 9 \\ - \quad 5 1 0 \\ \hline 3 1 4 9 \end{array}$$

Question	Answer
1	5
2	8
3	0,3
4	3,5
5	0,7
6	8,1
7	1
8	4
9	3,0
10	0,8
11	1,9
12	5
13	3
14	8,6
15	3,7
16	3,1
17	4,2
18	5

Topic
Mission:
Day 4

The Aztecs had special warriors in their army called Eagle Warriors and Jaguar warriors.

Can you guess which was which?



You are going to choose your own animal warrior! Would you be a shark warrior? A dragon warrior? A pony warrior? A panda warrior?

Choose your animal and design a headdress that you could wear. You could use a cardboard box as a base to create your animal headdress.

Consider:

- How you will make the ears stick up
- How you will add any horns, sticky-out nostrils (e.g. crocodiles) etc
- What materials you will use
- How you will make it look like your animal, but still allow you to see and breathe!