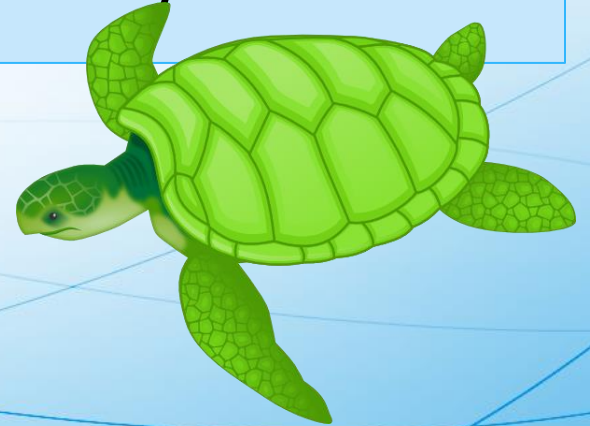
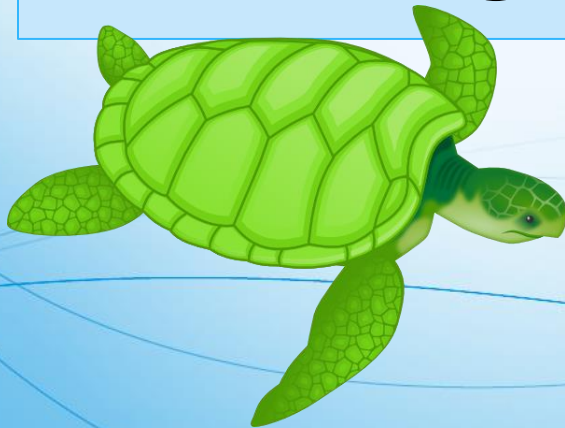
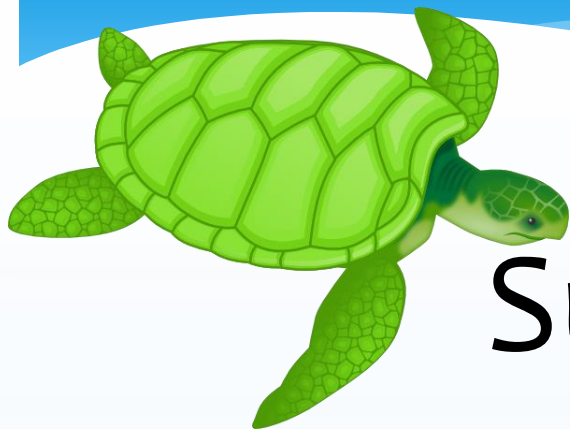


Class: Turtle

Group: Y4

Week beginning: 13th July

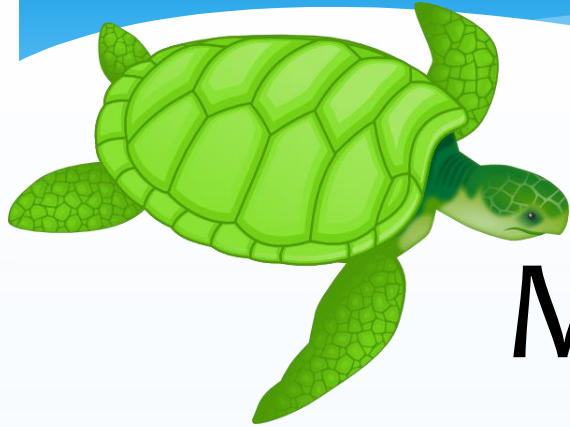




Turtle Class

Suggested Timetable

Subject	Suggested daily time	Online links
Reading	30 minutes	CBBC Newsround ; Oxford Owl ; BookFlix (Login: Learning20 / Clifford)
PE	20 minutes	Joe Wicks ; Go Noodle
Times Tables	20 minutes	TTRS ; Transum
Spellings	20 minutes	Spelling Shed
Maths	30 minutes	White Rose
English	30 minutes	
Other subject	30 minutes	
Have fun!	All afternoon	No screen time!



Make 'home learning' work for you.

I'd be delighted if children want to login to Google and share their work on Docs or Slides (ewilson@sjna.uk). Photos and messages on ClassDojo are always a joy to receive.

If you need any of your logins, message Mrs Wilson on ClassDojo.

This week's spellings

Spellings Y4

expansion

extension

comprehension

tension

suspension

exclusion

provision

explosion

erosion

invasion

<https://play.edshed.com/login>

Login to [Spelling Shed](https://play.edshed.com/login) to practise.

(Your login details have been sent out on ClassDojo.)

Use the next slides to help you practise this week.



Stage: 4

Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'

List: 13

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
expansion					
extension					
comprehension					
tension					
suspension					
exclusion					
provision					
explosion					
erosion					
invasion					



Stage: 4

Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' the then the suffix '-ion' needs to be '-sion.'

List: 13

Name:

Spellings

expansion

extension

comprehension

tension

suspension

exclusion

provision

explosion

erosion

invasion

d

Did the root word end in 'd,' 'de' or 'se?'

Sort your spellings into these three groups.

se

de

Tip: You may want to write down the 10 root words before sorting out your spellings.

CHALLENGE
Can you add any more '-ion' words to the sticky notes?



Monday to Friday



[CLICK FOR TODAY'S PRAYERS](#)

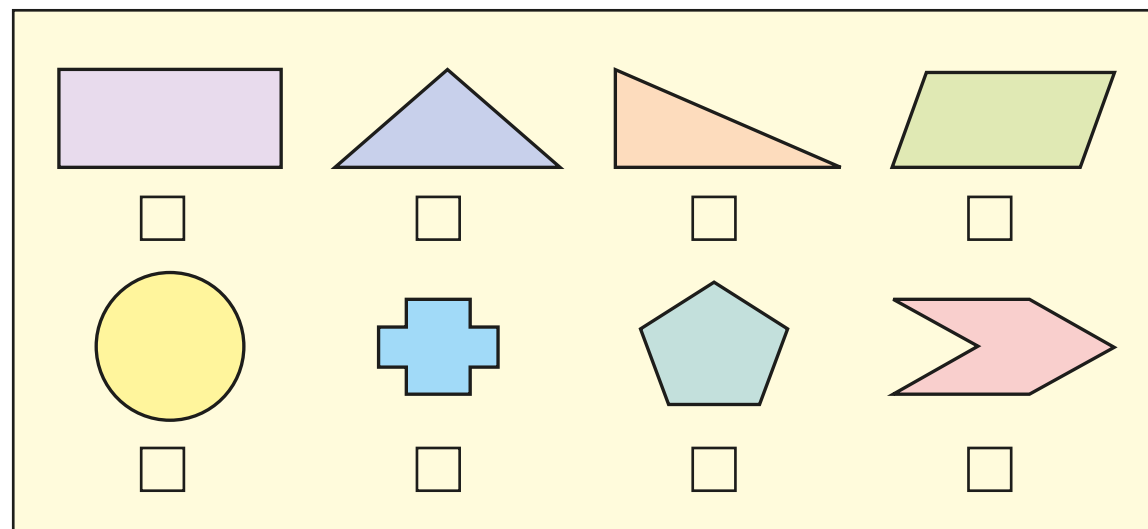


Monday 13th – Friday 17th July

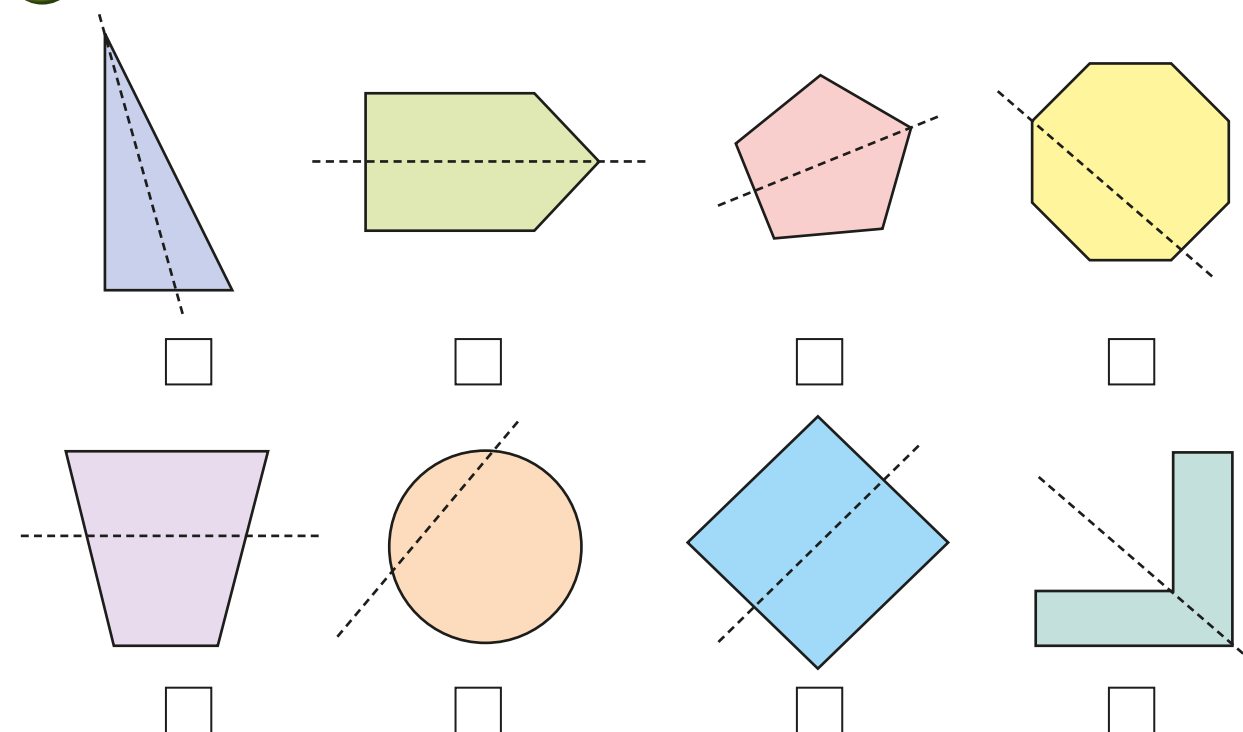
1. Practise your spellings and times tables.
2. Maths – White Rose Summer 1 Week 12. Watch the video and complete the worksheets for each day. <https://whiterosemaths.com/homelearning/year-4/>
3. 'Welcome to your new class' - transition work for your new teacher.

Lines of symmetry

1 Tick the shapes that have at least one line of symmetry.



2 Tick the shapes that show a correct line of symmetry.

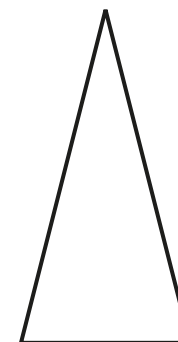


How did you know which shapes to tick?

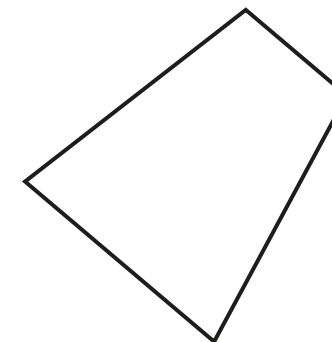


3 Draw one line of symmetry on each shape.

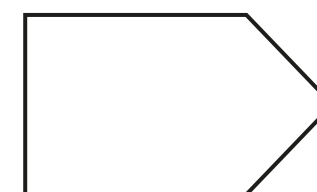
a)



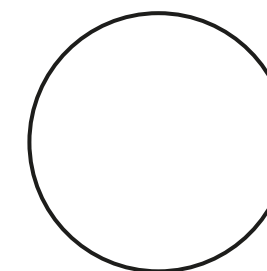
e)



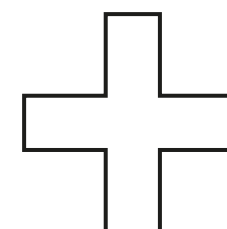
b)



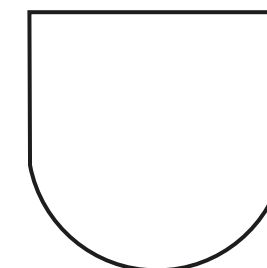
f)



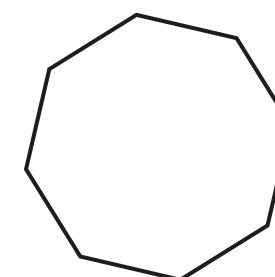
c)



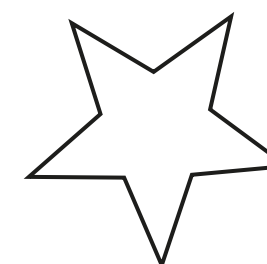
g)



d)



h)

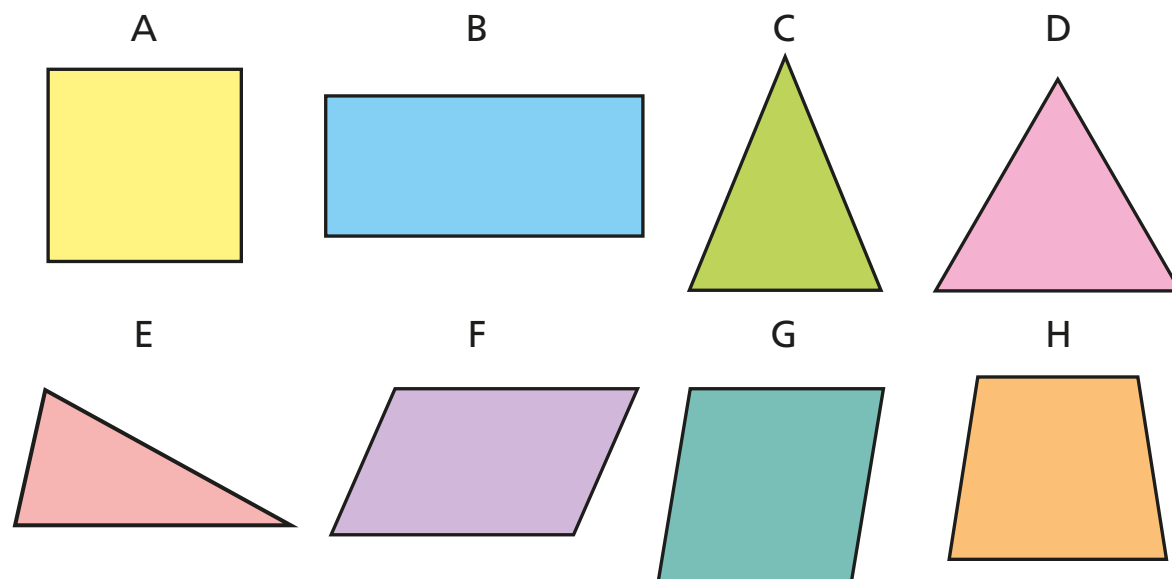


Is there more than one possible answer for each?



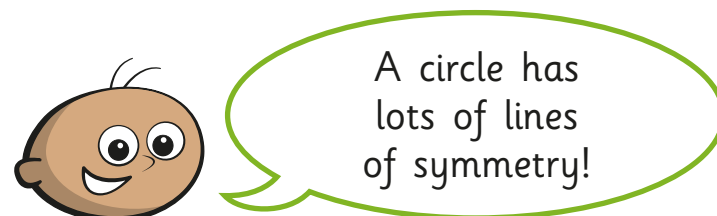
4 Sort the shapes into the table.

The first one has been done for you.



	1 line of symmetry	More than 1 line of symmetry	No lines of symmetry
Triangle			
Quadrilateral		A	

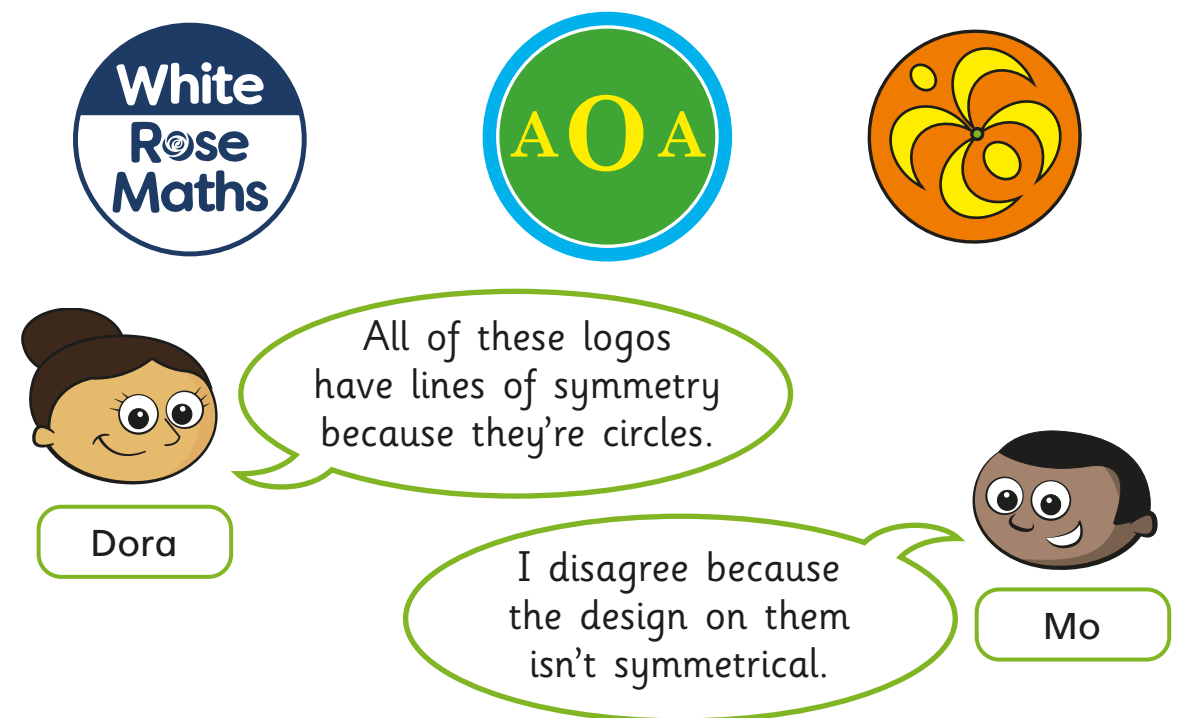
5 Tommy is folding a paper circle to find lines of symmetry.



Do you agree with Tommy? _____

Talk about it with a partner.

6 Here are 3 logos.



Who do you agree with? _____

Talk about it with a partner.

7 Shade a maximum of 8 squares to make a symmetrical shape.

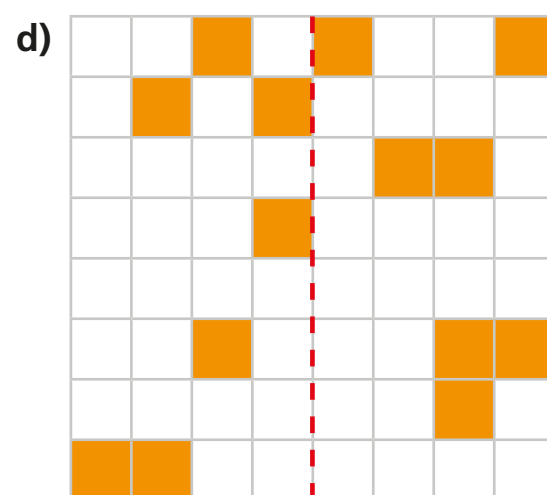
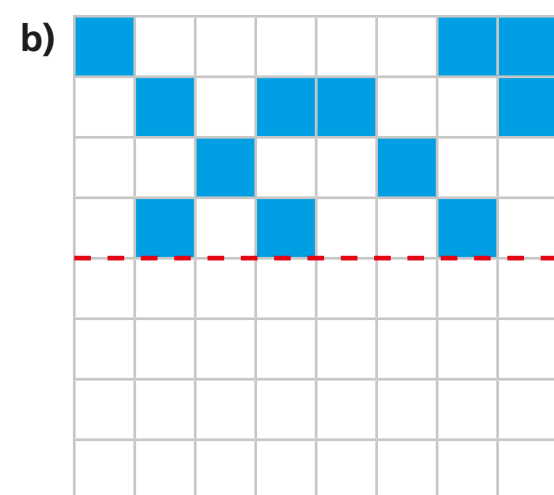
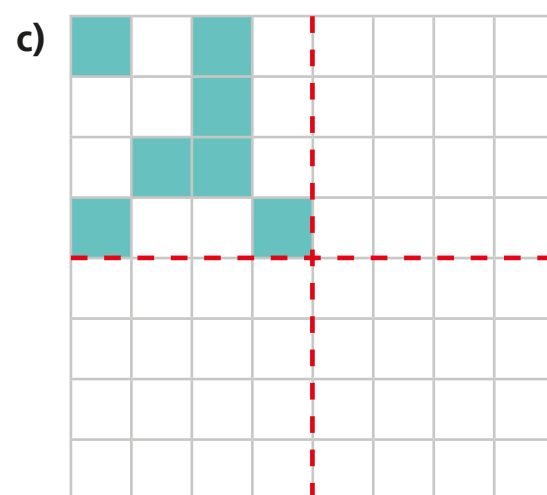
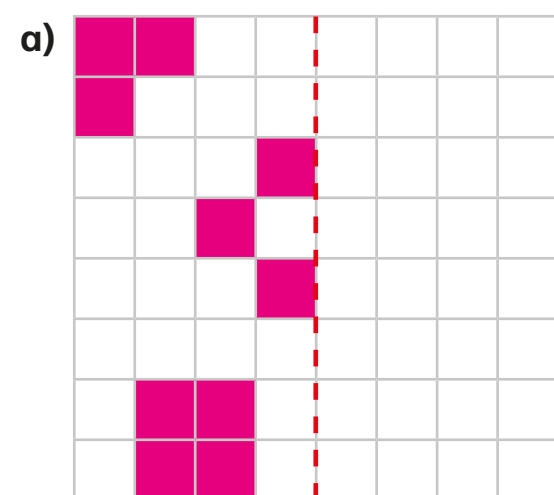


Compare answers with a partner. How many different shapes can you make?

Complete a symmetric figure

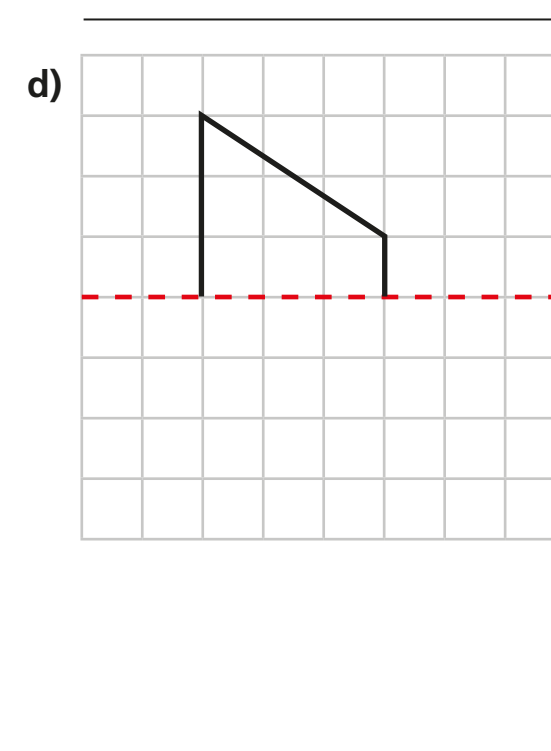
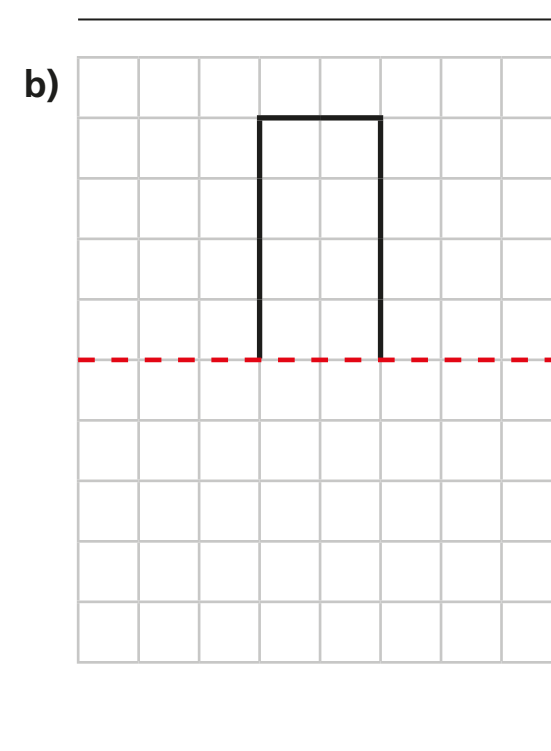
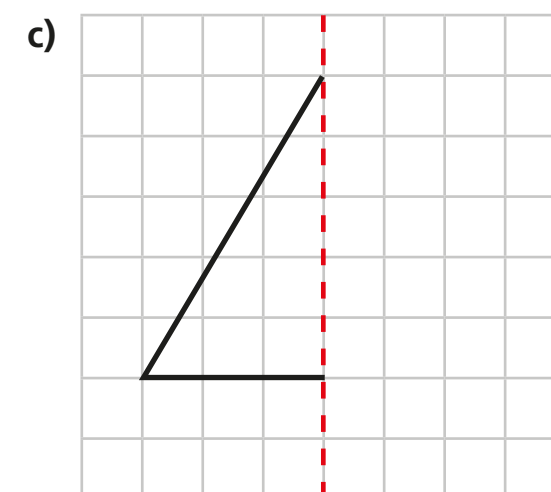
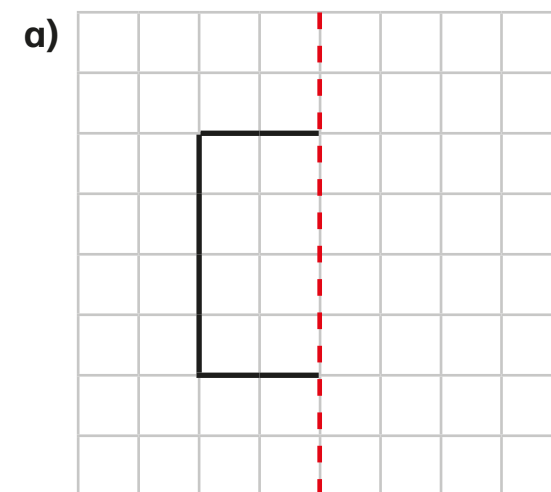


1 Shade squares to make the patterns symmetrical.

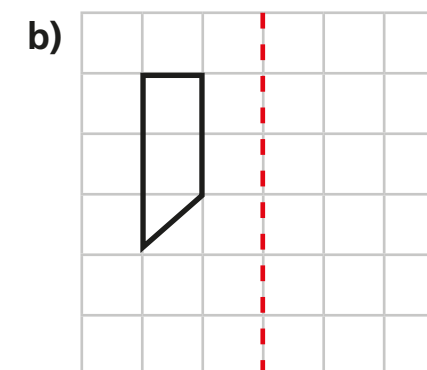
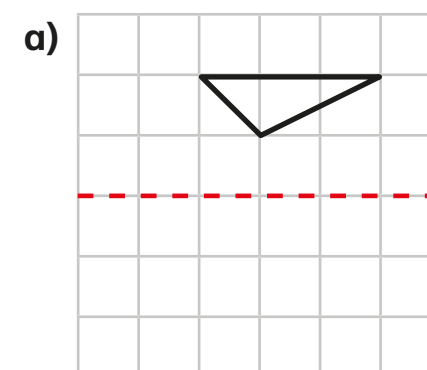


Compare methods with a partner.


2 Complete the shapes according to the lines of symmetry. Name each shape once you have drawn it.

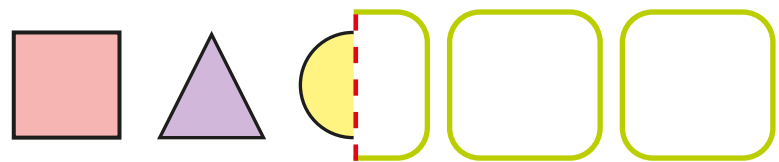


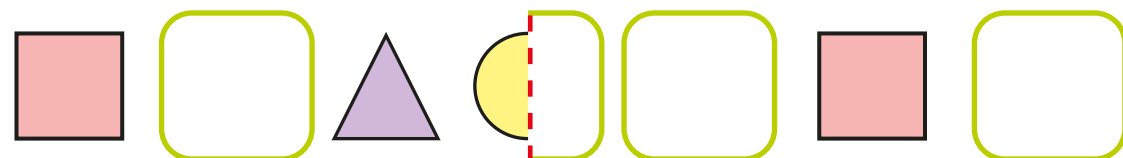
3 Reflect the shapes in the given mirror line.



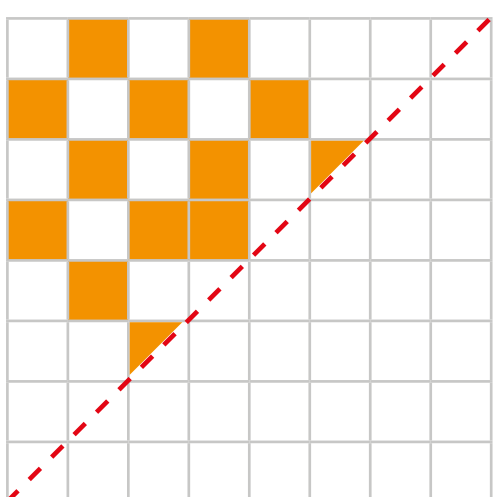
- 4 Each pattern is symmetrical around the mirror line.
Complete the patterns.

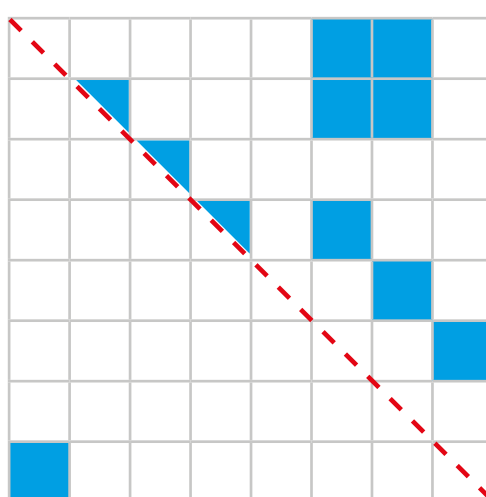
a) 

b) 

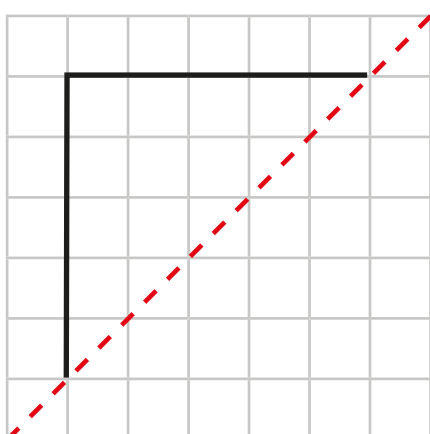
c) 

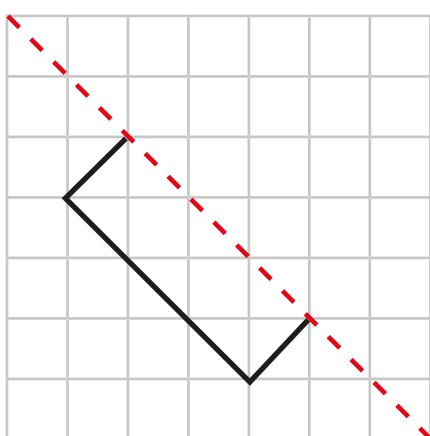
- 5 Shade squares to make the patterns symmetrical.

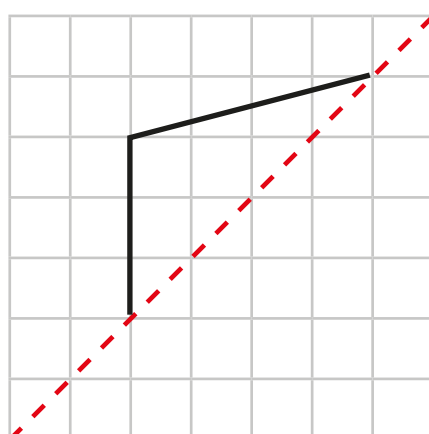
a) 

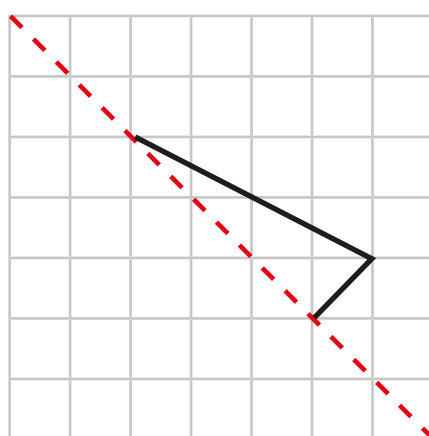
b) 

- 6 Complete the symmetric figures.

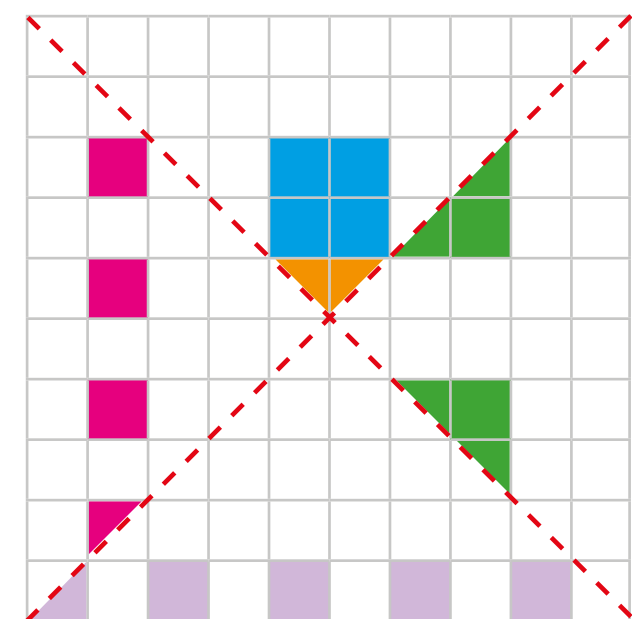
a) 

b) 

c) 

d) 

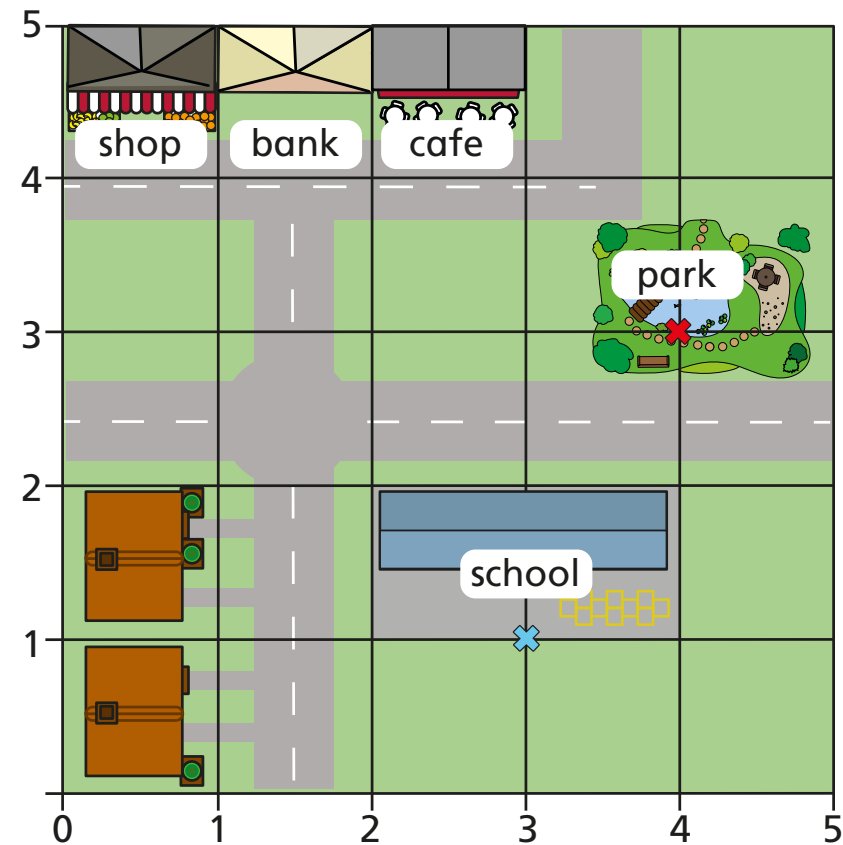
- 7 Complete the symmetric figure.



Create your own question like this for a partner.

Describe position

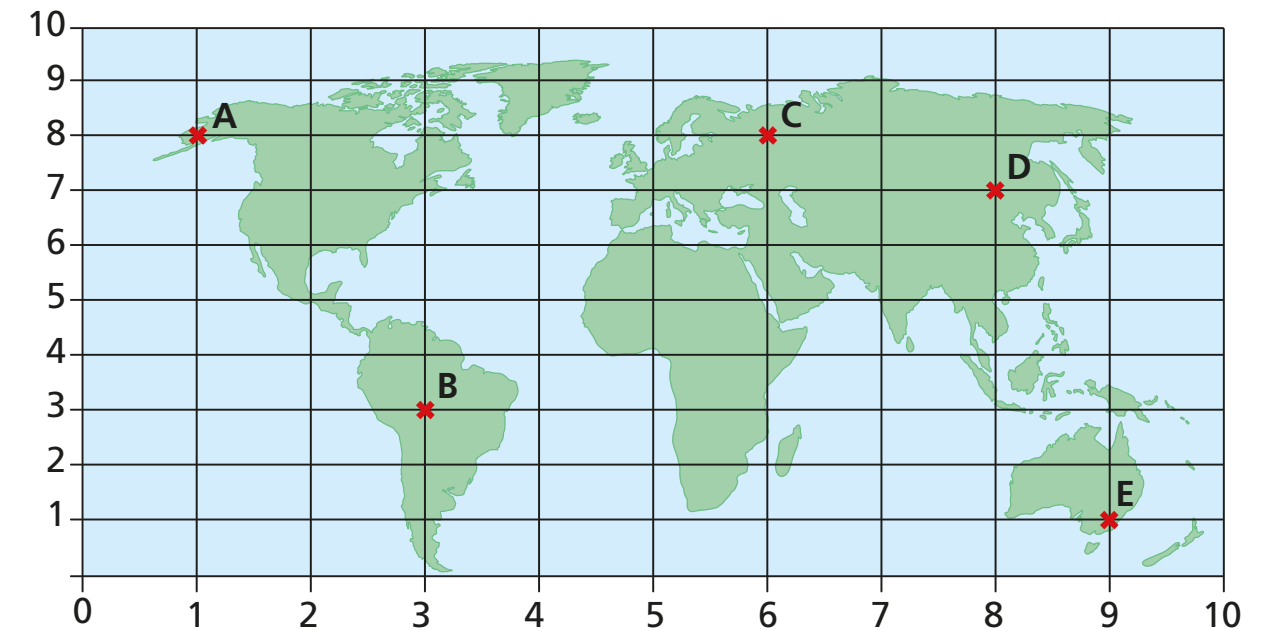
1 Here is a map of part of a town.



- Which place is next to the shop? _____
- Which place is next to the bank and close to the park? _____
- The front gates of the school have been marked with a cross.
Write the coordinates of the school gates. (,)
- The slide in the park has been marked with a cross.
Write the coordinates of the slide. (,)

Compare answers with a partner.

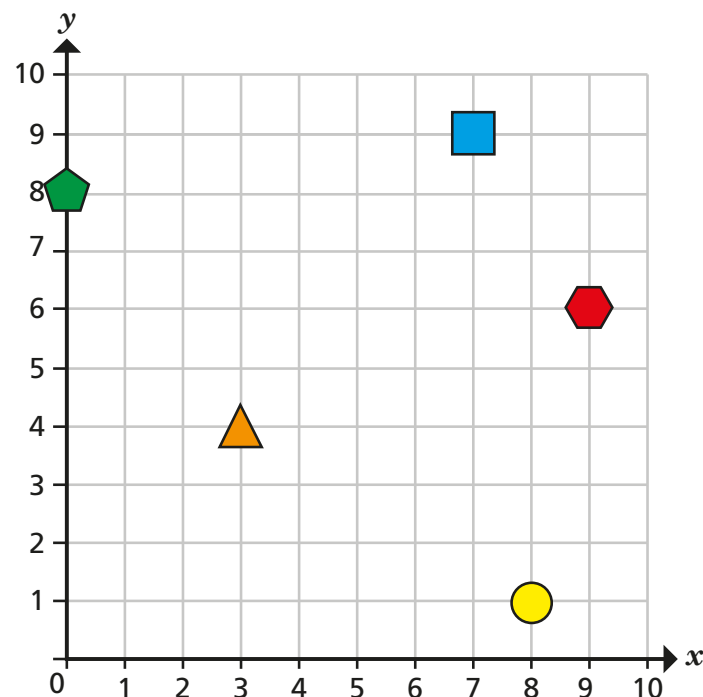
- A map of the world is drawn on a grid.
Some locations are marked at points A to E.



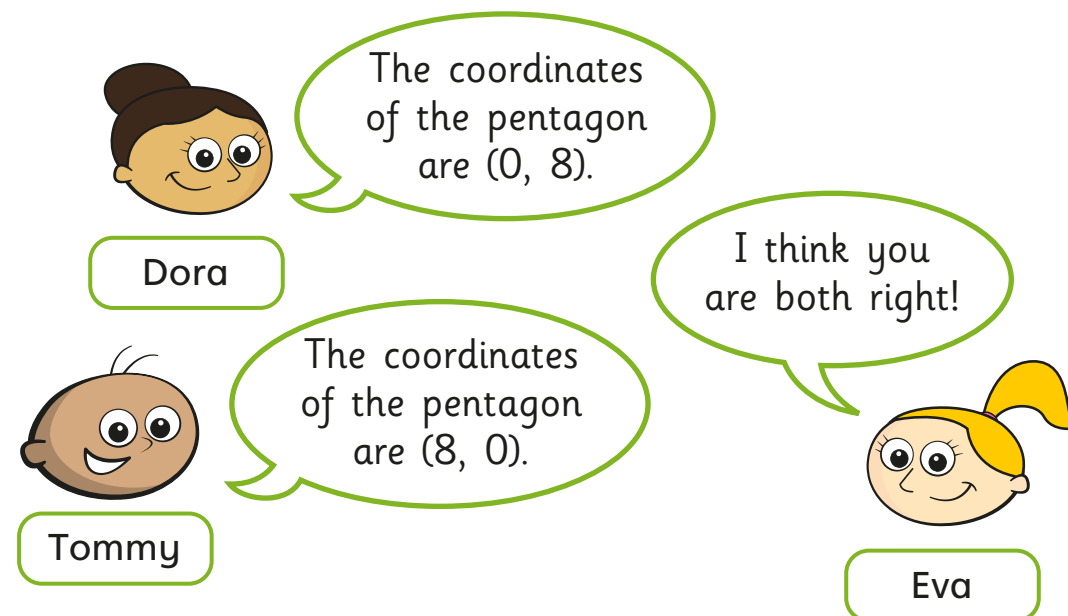
- Which point is at the bottom right of the grid? _____
- Which two points are to the left of point C on the map? _____ and _____
- Write the coordinates of each location.
A (,) D (,)
B (,) E (,)
C (,)



- 3 Some shapes are drawn on a grid.



- a) Tommy, Dora and Eva are working out the coordinates of the pentagon.



Who is correct? _____

Talk about it with a partner.

- b) Write the coordinates of the other shapes.

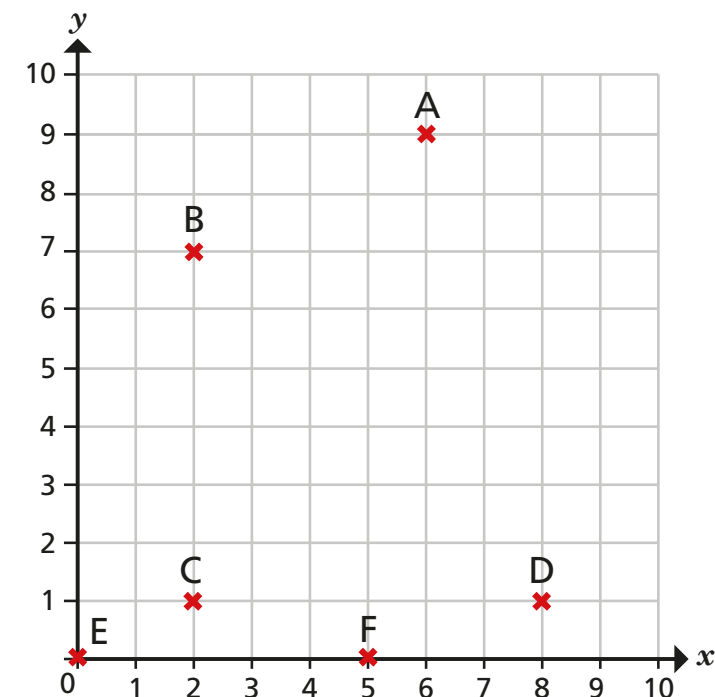
square (,)

triangle (,)

circle (,)

hexagon (,)

- 4 Six points are drawn on a grid.



- a) Write the coordinates of each point.

A (,)

C (,)

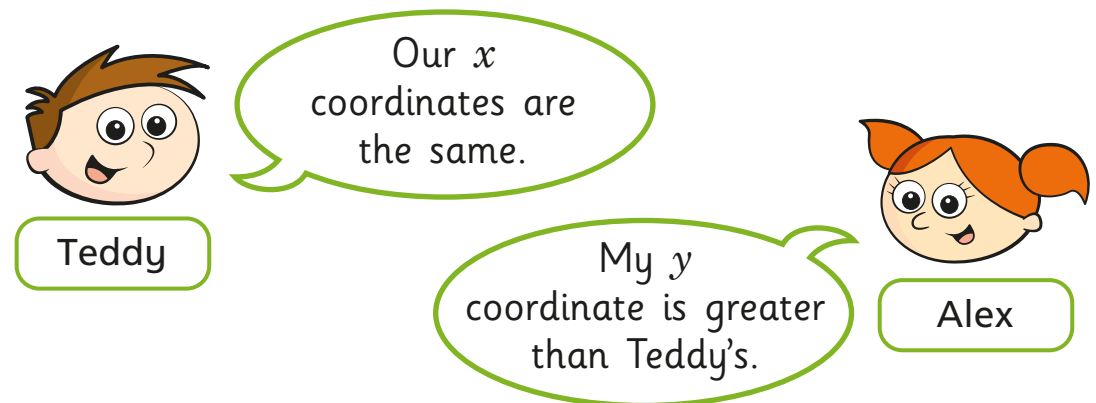
E (,)

B (,)

D (,)

F (,)

- b) Teddy and Alex each choose a point.



What points have Alex and Teddy chosen?

Alex (,)

Teddy (,)

Draw on a grid

1 The cards show the coordinates of six points.

A (4, 4)

B (2, 3)

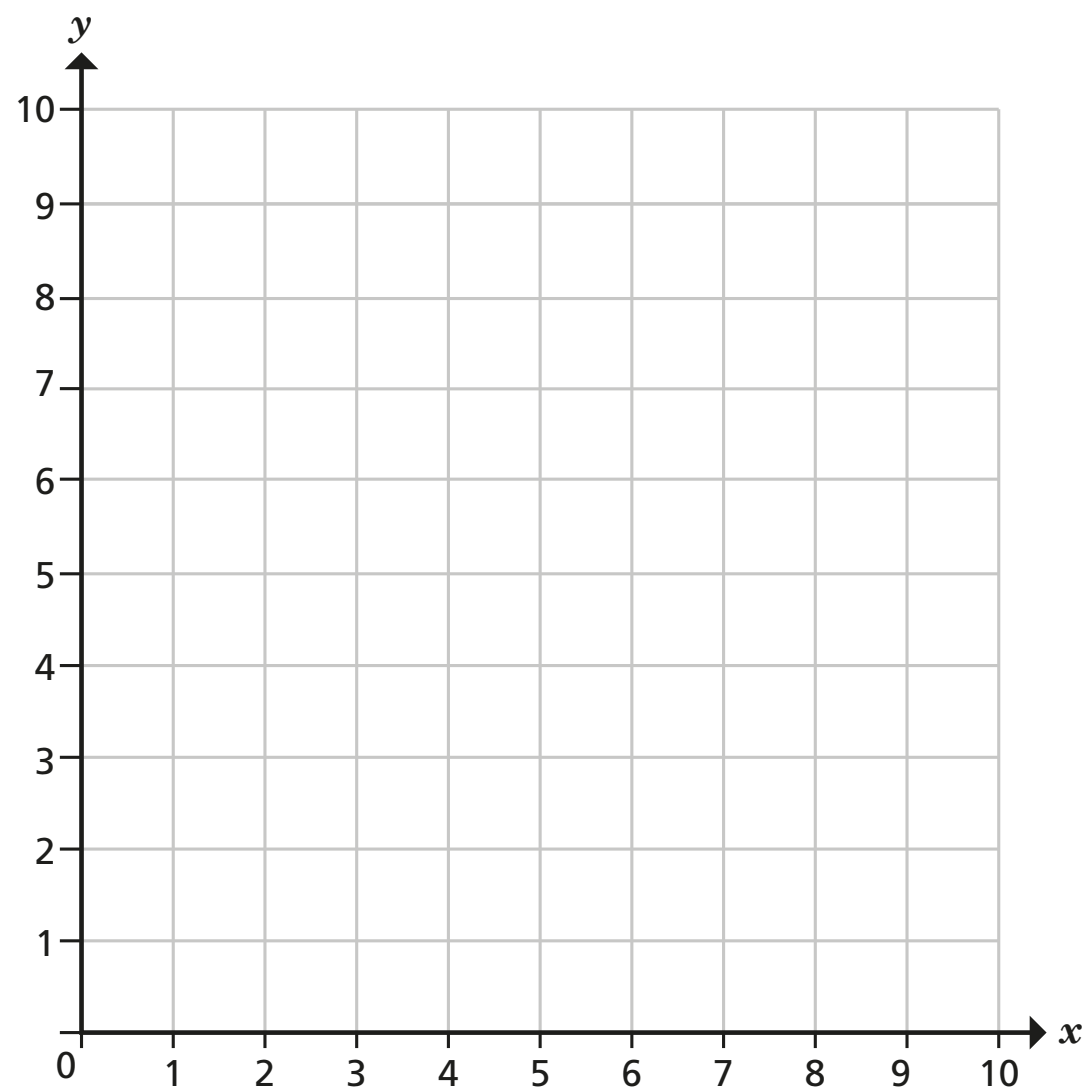
C (6, 4)

D (10, 8)

E (0, 5)

F (9, 0)

Plot and label the points on the grid.



Compare answers with a partner.



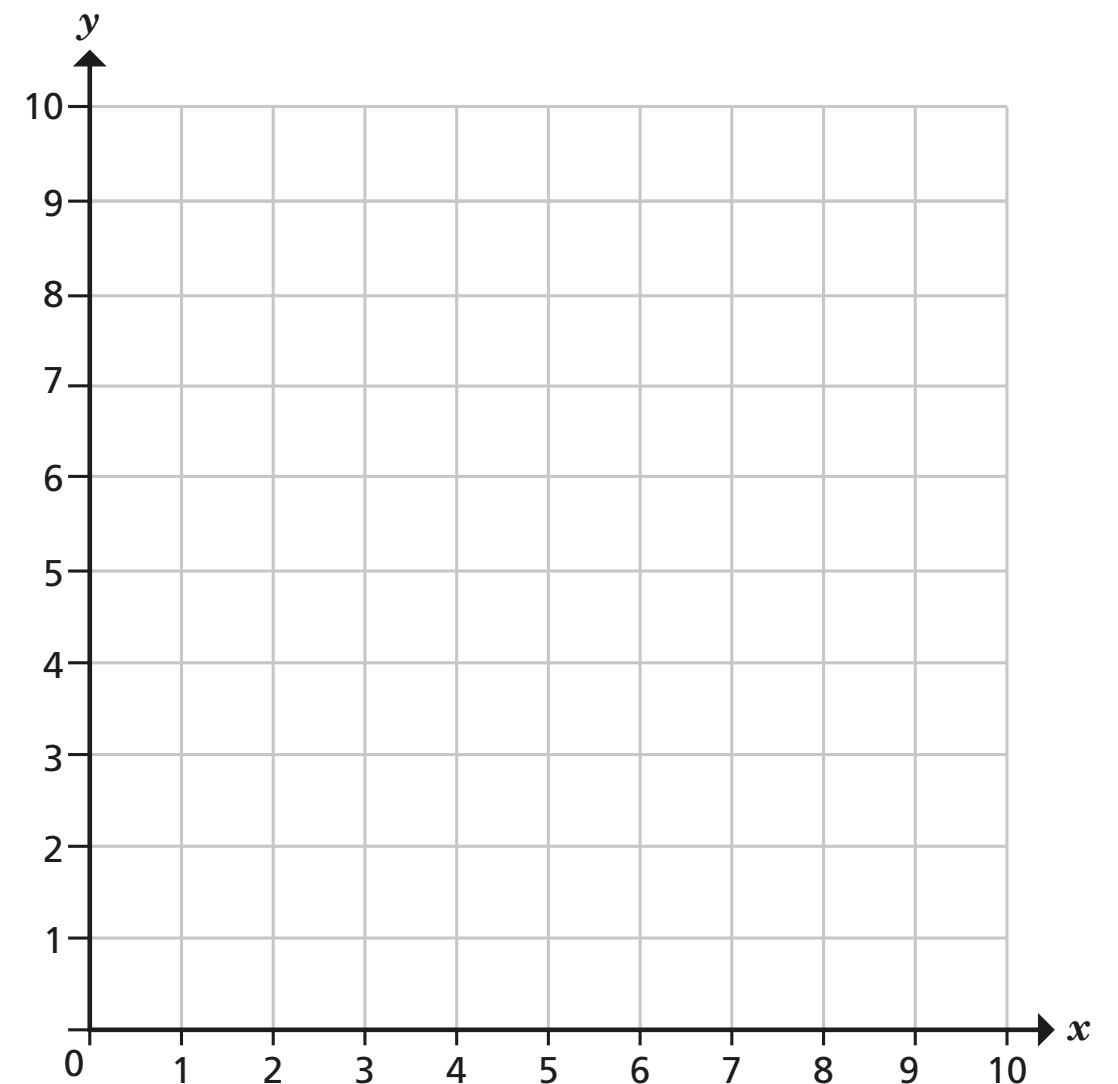
2 Here are the coordinates of three points.

X (1, 3)

Y (2, 5)

Z (3, 7)

a) Plot and label the points on the grid.



b) Join up the points.

What do you notice?

c) Write the coordinates of two other points that fit this pattern.

(,) and (,)

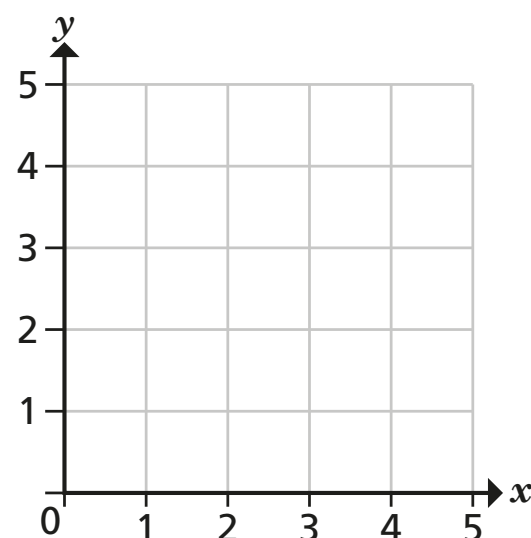
Compare answers with a partner.



- 3 Here are the coordinates of the vertices of a rectangle.

(1, 1)	(5, 1)	(1, 3)	(5, 3)
--------	--------	--------	--------

Draw the rectangle on the grid.



- 4 Two squares are drawn on a grid.

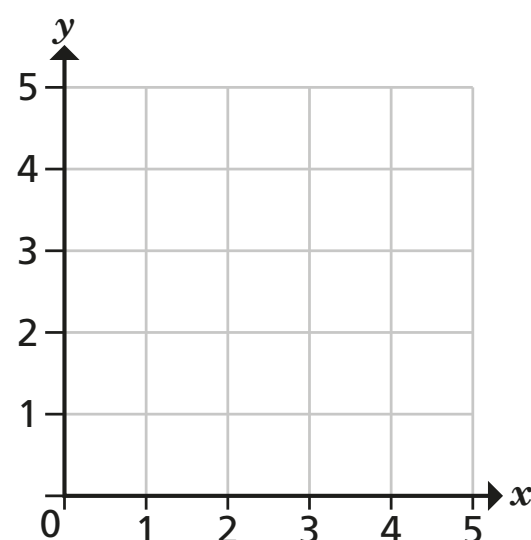
Here are the coordinates of the vertices of each square.

Square A (1, 1) (1, 3) (3, 3) (3, 1)

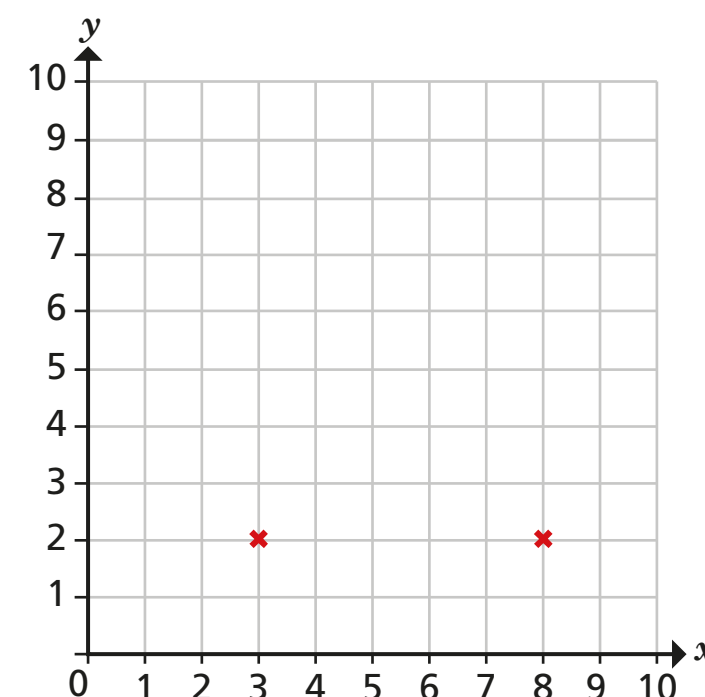
Square B (2, 2) (2, 4) (4, 4) (4, 2)

a) Do you think the squares will overlap? _____

b) Draw on the grid to check your answer.



- 5 Two vertices of a triangle are shown on the grid.



a) What are the coordinates of the two vertices shown?

(,) and (,)

b) Give a possible coordinate for the third vertex, if the triangle is right-angled.

(,)

c) Give a possible coordinate for the third vertex, if the triangle is isosceles.

(,)

Compare answers with a partner.

- 6 The coordinates of one vertex of a square are (10, 10).

Give possible coordinates for the other three vertices.

(,) (,) (,)

How many different answers can you find?