



# KENRIDGE PRIMARY SCHOOL

Grade 4 Academic Programme: 20 - 31 July



## FOLLOW YOUR NEW TIMETABLE

Subject and Resources	Day 1 (Monday –Tuesday)	Day 2 (Wednesday / Thursday)	Day 3 (Friday / Monday)	Day 4 (Tuesday / Wednesday)	Day 5 (Thursday / Friday)
<p><b>ENGLISH HOME LANGUAGE</b></p>	<p><b><u>WORK IN CLASS:</u></b></p> <p><b><u>WRITING: Dialogues:</u></b>  <b>HARD COPY</b> Drive-through <b>Pack 2</b> p. 10. Watch the video.</p> <p>Thereafter, choose a topic. <b>Start</b> the <b>planning</b> for the topics on <b>p. 11</b>. Refer to the planning in the video that you watched on Friday.</p> <p><b><u>Language Structures:</u></b>            Go over <b>p. 7</b> in the <b>HARD COPY</b> Drive-through <b>Revision Booklet</b>.</p> <p><b><u>WORK DONE AT HOME:</u></b></p> <p><b><u>Writing:</u></b></p>	<p><b><u>WORK IN CLASS:</u></b></p> <p><b><u>Writing: Dialogues:</u></b>            Use your <b>planning Book</b>. <b>Start writing</b> the <b>rough draft</b> of your dialogue that you have planned on <b>p. 11</b> in your <b>HARD-COPY Drive-through Booklet Pack 2</b>. Complete at home.</p> <p><b><u>Language Structures:</u></b>            Do <b>p. 6</b> in the <b>HARD-COPY Revision</b> Drive-through pack.</p> <p><b><u>Spelling:</u></b>            Go through <b>p. 24 ; 25 in the yellow Spelling and Vocab Book</b>.</p> <p><b><u>WORK DONE AT HOME:</u></b></p>	<p><b><u>WORK IN CLASS:</u></b></p> <p><b><u>Writing: Dialogues:</u></b>            Rewrite the edited version of your dialogue in your planning book on to <b>p. 12</b> in your <b>HARD COPY</b> Drive-through booklet <b>Pack 2</b>. Refer to <b>p. 9</b>. <b>Mark</b> all your <b>capital letters</b> and <b>punctuation marks</b> in <b>colour</b>.</p> <p><b><u>Language Structures:</u></b>            Do the <b>bottom</b> of <b>p. 1</b> (Comparing adjectives) in the <b>HARD COPY</b> Drive-through Booklet <b>Pack 2</b>.</p>	<p><b><u>WORK IN CLASS:</u></b></p> <p><b><u>Comprehension Test:</u></b>  <b>Mark Test Level 3</b> with learners. Upload 12</p> <p><b><u>Comprehension Test:</u></b>            Do <b>Level 4</b> on <b>p. 16</b> in your <b>HARD COPY Assessment</b> Drive-through Booklet. Marking will be done in class.</p> <p><b><u>WORK DONE AT HOME:</u></b></p> <p><b><u>Studying for Informal Spelling Test:</u></b>  <b>Revise List 1 ; 2</b> on <b>p. 11</b> and <b>p. 24 ; 25</b> in the yellow <b>Spelling and Vocab Book</b>. Remember, <b>DO NOT</b></p>	<p><b><u>WORK IN CLASS:</u></b></p> <p><b><u>Spelling:</u></b>            Mark <b>Test 3</b> p. 8 in <b>HARD COPY Assessment</b> pack with the learners.</p> <p><b><u>Spelling Test 4:</u></b>  <b>p. 10 ; 11</b> in the <b>HARD COPY Assessment Booklet</b>.</p> <p><b><u>Reading:</u></b>            Read the fables attached in the pdf file. <b>Discuss fables</b> with the learners again. <b>Rainbow book 1 p. 104</b>.  <i>(fables in pdf file)</i></p> <p><b><u>WORK DONE AT HOME:</u></b></p>

**Complete** the **planning** of your dialogue on **p. 11** in **your HARD COPY** Drive-through Booklet **Pack 2.**

**Language Structures:**

Use **p. 7** in the **first HARD COPY Revision** Booklet to help you with the exercises on **p. 1** in the **HARD COPY** Drive-through Booklet **Pack 2.** Complete the **exercises 1 – 6** (Top of the page).

**Study for Informal Spelling Test 4:**

Study **List 1** on **p. 11** in the yellow **Spelling and Vocab Book.**

**Reading:**

**English Department Book 2 p. 14 ; 15**

With HOME-MADE Bookmark. (Diary of a Wimpy Kid). Fix the spelling of some of the misspelt words.

**Dialogue Writing:**

**Complete** the draft of your dialogue. Ask an **adult to edit** the draft dialogue. **Refer** to the **rubric on p. 10** in your **HARD COPY** Drive-through Booklet **Pack 2.**

**Language Structures:**

Do **p. 4** in the **first HARD COPY Revision** Drive-through Pack.

**Reading:**

With the HOME-MADE bookmark.

**Department Book 2 p. 14 ; 15** for the Comprehension Test to come.

**Studying for Informal Spelling Test:**

**DO NOT LEARN**, but **go through p. 24 ; 25** (Synonyms and Antonyms) in your yellow **Spelling and Vocab Book.**

**WORK DONE AT HOME:**

**Dialogue Writing:**

**Complete** the **rewriting of your dialogue** on **p. 12** in the **HARD COPY** Drive-through Booklet **Pack 2.**

Read, fix and get it ready for submission on your next day at school.

**Language Structures:**

**Tenses:** Do **p. 12.5**

**Ex 1 ONLY** in the **Revision** Booklet.

Rewrite in the Owl Book. Date and Heading in example.

**(Example and Memo in pdf file)**

**Reading:**

With the HOME-MADE Bookmark.

**English Department Book 2: p. 14 ; 15** for the last time.

**Studying for Informal Spelling Test:**

Learn **List 2** on **p. 11** in the **yellow Spelling and Vocab Book.**

**study p. 24 ; 25.** Just work through it.

Catch up with everything that you didn't manage to do. Or, just have a break and read your novel!



<p><b><u>AFRIKAANS EERSTE ADDISIONELE TAAL (EAT)</u></b></p> <p>Spelboek</p> <p>Oefenboek</p> <p>“Drive through” pakkie 1</p>	<p><b><u>WERK IN KLAS:</u></b></p> <p><b>Spel:</b> Spelboek bl.29 Spellys 17 – Lees deur die woorde en skryf die vertaling neer van elke woord.</p> <p><b>Praat:</b> Vertel vir mekaar wat julle tydens Inperking gedoen het. Wat was lekker? Wat was nie lekker nie? Wat was interessant?</p> <p><b><u>WERK VIR BY DIE HUIS:</u></b> Voltooi bl.29 van die Spelboek by die huis.</p>	<p><b><u>WERK IN KLAS:</u></b></p> <p>Kyk dat bl.29 van Spelboek voltooi is. <b>Memo in pdf</b></p> <p><b>Taal:</b> Hersiening van verlede tyd. Gebruik <b>pdf</b> – Verlede tyd – oefen om sinne oor te skryf in verlede tyd. (Kan op IWB geskyn word) Hierdie word op witbordjies gedoen.</p> <p><b><u>WERK VIR BY DIE HUIS:</u></b> Skryf die paragraaf oor in die verlede tyd. (Deel uit) Doen dit in jou oefenboek.</p>	<p><b><u>WERK IN KLAS:</u></b></p> <p>Merk die verlede tyd paragraaf wat vir huiswerk was. <b>Memo in pdf</b></p> <p><b>Skryf:</b> Gebruik Informele Assesserings “<b>Drive through</b>” pakkie - <b>Hoe om ‘n goeie vriend te wees.</b> Werk saam deur die leesstuk. Hoe kan ons iets opsom? Onderstreep belangrike dinge in leesstuk. Saam som julle elke paragraaf op in een sin. Leerders vul in op hul bladsy.</p> <p><b><u>WERK VIR BY DIE HUIS:</u></b> Skryf ‘n opsomming vir die storie – <b>Oewerkonyne is bedreigde diere.</b> Jy mag net 5 sinne skryf. Werkvel was in die klas uitgedeel. (<b>Sien pdf</b>)</p>	<p><b><u>WERK IN KLAS:</u></b></p> <p><b>Skryf:</b> Werk saam deur die opsomming wat hulle vir huiswerk moes doen. Laat hulle verbeteringe doen. <b>Memo in pdf</b></p> <p>Werk deur die Informele Begrip &amp; Taal vraestel wat by die huis gedoen was tydens Inperking. Verbeteringe word in kleur gedoen. <b>Memo in pdf</b></p> <p><b><u>WERK VIR BY DIE HUIS:</u></b> Leer Spellys 17, bl.29 in Spelboek. Jy skryf ‘n speltoets hieroor wanneer jy weer skool toe kom.</p>	<p><b><u>WERK IN KLAS:</u></b></p> <p><b>Spel:</b> Skryf speltoets op lyntjies papier. Merk saam as ‘n klas.</p> <p>Speel saam ‘n spelspeletjie. Almal moet staan. Juffrou/Meneer begin met ‘n woord. Die volgende woord moet begin met die letter waarmee die vorige woord geeindig het. Bv. kat – <b>tonnel</b> – <b>loop</b> – <b>pen</b>, ens. Almal kry ‘n beurt. As jy ‘n fout maak moet jy sit. Laaste een oor wen!</p> <p><b><u>WERK VIR BY DIE HUIS:</u></b> Gebruik ‘n A4 papier en teken ‘n Soortname-dorp. Teken jou droom dorp en skryf al die soortname (nouns) op die bladsy.</p>
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<p><b><u>MATHS</u></b></p>	<p><b><u>WORK IN CLASS:</u></b>  <u>Watch:</u> Clock video.  <u>Do:</u> Fill in the clock on the first page of the Maths booklet together as shown in video.</p> <p><a href="#">Click here for video</a></p> <p><u>Watch:</u> PowerPoint.  <u>Do:</u> Write the times as shown in PowerPoint on your whiteboards.</p> <p><b><u>WORK DONE AT HOME:</u></b>  <u>Do:</u> the first-Time worksheet – the 4 in the morning clocks. pg74.  <b>PDF memo</b></p> <p>Entire maths booklet in PDF file</p>	<p><b><u>WORK IN CLASS:</u></b>  <u>Do:</u> the next two-Time worksheet pg75 and pg76. Go over and mark together.</p> <p><b><u>WORK DONE AT HOME:</u></b>  <u>Do:</u> the last-Time worksheet pg77.  <b>PDF memo</b></p>	<p><b><u>WORK IN CLASS:</u></b>  <u>Watch:</u> Videos from Gr3 fractions as revision  Introduction to Fractions -  <a href="#">Click here for video</a>  Fraction wall –  <a href="#">Click here for video</a>  Comparing Fractions -  <a href="#">Click here for video</a></p> <p><u>Do:</u> first worksheet on fractions using the fraction wall  Q a-e.  Turn to the first page with big fraction wall – give a variety of fractions to compare. Show them how to shade in the wall in order compare.  e.g. which is bigger: <math>\frac{1}{4}</math> or <math>\frac{1}{2}</math> do as many examples as you like.</p> <p><b><u>WORK DONE AT HOME:</u></b>  <u>Do:</u> Use the second page with big fraction wall and shade in to compare fractions.  (See PDF for examples to use)</p>	<p><b><u>WORK IN CLASS:</u></b>  <u>Watch:</u> Video on sharing fractions.  For example, what is a <math>\frac{1}{4}</math> of 24 sweets.  <a href="#">Click here for video</a></p> <p><u>Do:</u> The two worksheets provided in booklet.  (Sharing/equivalent )</p> <p><b><u>WORK DONE AT HOME:</u></b>  <u>Do:</u> Revision worksheet in booklet: identify the shaded fractions; shade in the fractions and adding or subtracting fractions.  <b>PDF memo</b></p>	<p><b><u>WORK IN CLASS:</u></b>  Revise long division.  <math>473 \div 4</math>  <math>371 \div 3</math>  <math>685 \div 5</math>  <math>837 \div 4</math>  <math>527 \div 3</math>  <math>696 \div 6</math>  <math>459 \div 3</math>  <math>761 \div 4</math></p> <p><b><u>WORK DONE AT HOME:</u></b>  Revise long division:  <u>Do:</u> the following sums in the booklet on the templates provided.</p> <p><math>469 \div 4</math>  <math>321 \div 3</math>  <math>698 \div 5</math>  <math>842 \div 4</math>  <b>PDF memo</b></p>
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<p><b><u>NS</u></b></p>	<p><b><u>WORK IN CLASS:</u></b> Revise and discuss the answers of the open book Assessment. Revise term 2 and discuss the work. Decorate pg.23 in workbook.</p> <p><b><u>WORK DONE AT HOME:</u></b> Decorate pg.23 in workbook.</p>	<p><b><u>WORK IN CLASS:</u></b> Read and discuss pg. 109-112 in textbook. Discuss Herbivore, Carnivores, Omnivores. Learners need to work through the questions on pg.110 and discuss the answers with them. Give examples on the bord. Complete the word search on pg. 24 in workbook.</p> <p><b><u>WORK DONE AT HOME:</u></b> NONE</p>
<p><b><u>HISTORY</u></b></p>	<p><b><u>WORK IN CLASS:</u></b> -Discuss and mark the History open book assessment.</p> <p>-Watch the video – moving on</p> <ul style="list-style-type: none"> <li>• Discuss the Term 3 topic – Transport through time.</li> </ul> <p><a href="#">Click here for video</a></p> <p><b><u>WORK DONE AT HOME:</u></b> NONE</p>	<p><b><u>WORK IN CLASS:</u></b> <b>Animal Transport:</b></p> <ul style="list-style-type: none"> <li>• Read and discuss p. 90-91</li> </ul> <p>-Discuss questions such as when and why were animals used. -Is animal transport still used today?</p> <ul style="list-style-type: none"> <li>• Complete activity 6.1 on p. 28 of the History workbook.</li> </ul> <p><b>Carts, wagons and coaches:</b></p> <ul style="list-style-type: none"> <li>• Discuss the link between animal transport and the first forms of land transport.</li> <li>• Read and discuss p. 92-93.</li> <li>• Go through the PowerPoint: History first forms of transport Eng and Afri. Carefully look at the pictures of each form of transport.</li> <li>• Watch the following YouTube Video to look at pictures of the different uses and kinds of coaches.</li> <li>• <a href="#">Click here</a> for video</li> <li>• Complete Activity 6.2 on p. 29 in the History Workbook.</li> </ul>

		<ul style="list-style-type: none"> <li>• Mark together as a class.</li> </ul> <p><b><u>WORK DONE AT HOME:</u></b> NONE</p>
<b><u>GEOGRAPHY</u></b>	<p><b><u>WORK IN CLASS:</u></b> Go over the answers to the open book assessment for Geography.</p> <p>Revise and discuss Term 2 work for Geography.</p> <p><b><u>WORK DONE AT HOME:</u></b> NONE</p>	<p><b><u>WORK IN CLASS:</u></b> Read textbook page 70 – 71 Complete Act. 5.2. no. 1 verbally</p> <p>Complete workbook pages 33 and 34 Add colour</p> <p><b><u>WORK DONE AT HOME:</u></b> NONE</p>
<b><u>TECHNOLOGY</u></b>	<p><b><u>WORK IN CLASS:</u></b> We are starting with Term 3 work. Movement and energy in a system. <b>See pdf.</b></p> <p><b><u>WORK DONE AT HOME:</u></b> NONE</p>	
<b><u>ARTS AND CULTURE</u></b>	<p><b><u>WORK IN CLASS:</u></b></p> <p><b><u>The colour wheel.</u></b> Colour is one of the elements of art. We will look at the colour wheel a little bit closer.</p> <p><b><u>Instructions:</u></b></p> <ul style="list-style-type: none"> <li>• Watch <a href="#">the video</a> on the colour wheel.</li> <li>• Print out the pdf document “The colour wheel”</li> <li>• Colour the colour wheel and add necessary information.</li> <li>• Have a look at the colour wheel memo to see if you coloured in correctly.</li> </ul> <p><b><u>WORK DONE AT HOME:</u></b> NONE</p>	
<b><u>LIFE SKILLS</u></b>	<p><b><u>WORK IN CLASS:</u></b> Watch the attached powerpoint: Discuss the five golden rules. Discuss how everyone feels being back at school and how the lockdown was for the children.</p>	

**WORK DONE AT HOME:**

NONE