




KENRIDGE PRIMARY SCHOOL

Grade 4 Academic Programme: 17-28 August



FOLLOW YOUR NEW TIMETABLE

Subject and Resources	Day 1 (Monday –Tuesday) 17-18 Aug	Day 2 (Wednesday / Thursday) 19-20 Aug	Day 3 (Friday / Monday) 21 & 24 Aug	Day 4 (Tuesday / Wednesday) 25-26 Aug	Day 5 (Thursday / Friday) 27-28 Aug
<p>ENGLISH HOME LANGUAGE</p> 	<p>WORK IN CLASS:</p> <p>Writing: Dialogues: Rewrite the edited version of your dialogue in your planning book on to p. 12 in your HARD COPY Drive-through booklet Pack 2. Refer to p. 9. Mark all your capital letters and punctuation marks in colour.</p> <p>Language Structures: Do the bottom of p. 1 (Comparing adjectives) in the HARD COPY Drive-through Booklet Pack 2. (Memo in pdf)</p>	<p>WORK IN CLASS:</p> <p>Comprehension Test: Mark Test Level 3 with learners. Upload 12</p> <p>Comprehension Test: Do Level 4 on p. 16 in your HARD COPY Assessment Drive-through Booklet. (Memo in pdf)</p> <p>WORK DONE AT HOME:</p> <p>Studying for Informal Spelling Test: Revise List 1 ; 2 on p. 11 and p. 24 ; 25 in the yellow Spelling and Vocab Book. Remember, DO NOT study p. 24 ; 25. Just work through it.</p>	<p>WORK IN CLASS:</p> <p>Spelling: Mark Test 3 p. 8 in HARD COPY Assessment pack with the learners.</p> <p>Spelling Test 4: p. 10 ; 11 in the HARD COPY Assessment Booklet.</p> <p>Reading: Read the fables attached in the pdf file. Discuss fables with the learners again. Rainbow book 1 p. 104. (fables in pdf file)</p> <p>WORK DONE AT HOME:</p>	<p>WORK IN CLASS:</p> <p>Language Structures: In your Owl Book: Complete the following: Tenses: Hardcopy Pack 2: Ex 2 p. 12.5 (change from simple past tense to simple present tense) Ex. 3 p. 12.5 (change from simple present tense to simple future tense) (Example and memo in pdf file)</p> <p>Spelling: Spelling and Vocab Book: p. 31 (-a-sounds)</p>	<p>WORK IN CLASS:</p> <p>Language Structures: Watch the video on adverbs. You will need your English Lit Book. P. 53, a highlighter, a pencil and your planning book. (Audio PP attached)</p> <p>Thereafter, complete the first exercise in the Department Book 2 p. 7. Look back at the story on p. 2. Choose 5 of the adverbs and make your own sentences with them. Ask an adult to edit/mark your sentences for you.</p>

If the work has been completed, do some of the word searches in the lockdown extra activity booklet.

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 **HARDCOPY Revision**

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

(Example and Memo in pdf file)

Reading:

With the HOME-MADE Bookmark.

Comprehension Test:

Use the memo in the pdf file to mark your own answers. Fill in the correct answers if you got them incorrect.

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



This is revision of Gr 3 work.

Complete **ex. 1 and ex. 2 on p. 31**

(MEMO in pdf)

Work done at home after class session:

Reading:

Use your handmade bookmark to read the following:

Department Book 2 p. 18 ; 19 (Screen Time)

Spelling:

Complete **ex. 3 and ex. 4 on p. 32** in the **Spelling and Vocab Book.** Remember to find all the words in the **list** provided on **p. 31**

(MEMO in pdf)

Language Structures:

Rewrite the paragraph (**Ex.4**) on **p. 12.5** from your **HARDCOPY Revision** Booklet **into** your **Owl Book.** First highlight the verbs, then

Look back at the **story** on **p. 6** in the **Department Book 2.** **Underline** the **adverbs** ending in **-ly** and **circle their actions (verbs).**

(MEMO attached)

Spelling:

English Spelling and Vocab Book. Read through the **words** on **p. 33.** You did similar exercises when we did suffixes, so this page is just revision.

Work done at home after the class session:

Reading:

Department Book 2: Read **p. 18 ; 19**

Spelling:

Spelling and Vocab Book:

Complete the **exercise on p. 33.** Remember to drop the 'e' when adding suffixes.

(MEMO attached)

	<p><u>English Department</u> <u>Book 2: p. 14 ; 15</u> for the last time.</p> <p><u>Studying for Informal Spelling Test:</u> Learn <u>List 2</u> on <u>p. 11</u> in the <u>yellow Spelling and Vocab Book.</u></p> <p><u>If the work has been completed, do some of the word searches in the lockdown extra booklet.</u></p>			<p>rewrite the paragraph by changing it to the Simple Past Tense.</p> <p>(Example and MEMO in pdf)</p>	<p><u>Language Structures:</u> <u>Re-write</u> the <u>mind maps</u> on <u>adverbs</u> <u>from</u> the <u>video</u> that you did in your planning book neatly <u>in your Owl book.</u> Add colour/pictures to help you remember the words easily.</p> <p>Complete the <u>last exercise</u> in the <u>Department Book 2 p. 7.</u> <u>Make sentences</u> with the <u>adverbs</u> that you underlined in the story on the lines provided. Ask an adult to edit/mark your sentences for you.</p> <p>(MEMO for adverbs in pdf file)</p>
<p><u>AFRIKAANS EERSTE ADDISIONELE TAAL (EAT)</u></p> <p>Spelboek</p> <p>Handboek</p> <p>“Drive through” pakkie 1</p>	<p><u>WERK IN KLAS:</u></p> <p>Spel: Spellys 18, bl.30 Doen die vertaling en bespreek woorde se betekenis.</p>	<p><u>WERK IN KLAS:</u></p> <p>Kyk dat bl.30 van Spelboek voltooi is. Merk saam. Memo in pdf</p> <p>Werk deur die Informele Begrip &</p>	<p><u>WERK IN KLAS:</u></p> <p>Praat: Bespreek die storie van Florence Nightingale (bl.96).</p> <p>Bespreek die vrae bo-aan bl.96.</p>	<p><u>WERK IN KLAS:</u></p> <p>Merk saam bl.34 in die Werkboek. Memo in pdf</p> <p>Bespreek die beroepe op bl.100 in jou handboek.</p>	<p><u>WERK IN KLAS:</u></p> <p>Merk saam bl.36 Memo in pdf</p> <p>Spel: Skryf speltoets op lyntjies papier. Merk saam as ‘n klas.</p>



Merk die verlede tyd paragraaf wat vir huiswerk was.

Memo in pdf

Skryf:

Gebruik Informele Assesserings “Drive through” pakkie -

Hoe om ‘n goeie vriend te wees.

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.

WERK VIR BY DIE

HUIS:

Voltooi: bl.30 van die Spelboek by die huis.

Voltooi: HOE OM ‘N GOEIE VRIEND TE WEES by die huis.

Taal vraestel wat by die huis gedoen was tydens Inperking. Verbeteringe word in kleur gedoen.

Memo in pdf

Gaan deur die HOE OM ‘N GOEIE VRIEND TE WEES paragraaf. Kyk dat almal dit voltooi het.

Memo in pdf

WERK VIR BY DIE

HUIS:

Lees deur die storie van FLORENCE NIGHTINGALE (bl.96) en WOLRAAD WOLTEMADE (bl.101) van die handboek.

Sien pdf as jy nie ‘n handboek het nie.

Gee leerders kans om die storie te vertel.

Bespreek die storie van Wolraad Woltemade. Vertel hulle van sy standbeeld wat in die stad staan. Hulle moet daarvoor uitkyk wanneer hulle weer stad toe gaan.

Sien pdf as jy nie ‘n handboek het nie.

WERK VIR BY DIE

HUIS:

Voltooi bl.34 in Werkboek. Onthou om vas te skryf.

Vra leerders wat hulle eendag graag wil word.

Gaan saam deur bl.36 in die Werkboek. (Leerders voltooi dit vir huiswerk)

WERK VIR BY DIE

HUIS:

Voltooi bl.36 in jou Werkboek. *Onthou om vas te skryf en die prente in te kleur.*

Leer Spellys 17 + 18, bl.29 + 30 in Spelboek. Jy skryf ‘n speltoets hieroor wanneer jy weer skool toe kom.

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 – tonnel – loop – pen, ens. Almal kry ‘n beurt. As jy ‘n fout maak moet jy sit.

Laaste een oor wen!

WERK VIR BY DIE

HUIS:

Gebruik ‘n A4 papier en teken ‘n Soortname-dorp. Teken jou droom dorp en skryf al die soortname (nouns) op die bladsy.

MATHS



WORK IN CLASS:

GROUP A:

Revision: DB book:
Pgs.14, 15, 16, 20 Q1,
22, 23, 24, 25
Start with Term 3
Iconic pages.

Revise Fractions –
comparing fractions
using a fraction wall.

Do: 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 to compare.
e.g. which is bigger $\frac{1}{4}$
or $\frac{1}{2}$ do as many
examples as you like.

WORK DONE AT

HOME:

Do: Use the second
page with big fraction
wall and shade in to
compare fractions.

WORK IN CLASS:

Watch: Video on
sharing fractions.

For example, what is a
 $\frac{1}{4}$ of 24 sweets.

[Click here for video](#)

Do: The two
worksheets provided
in booklet.
(Sharing/equivalent)

WORK DONE AT

HOME:

Do: Revision
worksheet in booklet:
identify the shaded
fractions; shade in the
fractions and adding
or subtracting
fractions.

PDF memo

WORK IN CLASS:

Revision of addition,
subtraction.

Do: the following
sums in Maths
workbook Term 3 &
4.

Remember to set out
correctly.

1. $1569 + 4361$
2. $4275 + 3269$
3. $2548 + 2658$

4. $5267 - 3245$
5. $7441 - 5235$
6. $5718 - 3459$

Mark with them as
you work through the
sums to ensure they
are being done
correctly.

WORK DONE AT

HOME:

Do: the following
sums in Maths
workbook Term 3 &
4.

Remember to set out
correctly.

1. $3521 + 2657$
2. $4598 + 2346$
3. $7693 - 2376$

WORK IN CLASS:

Revision of dancing
sums.

Do: the following
sums in Maths
workbook Term
3 & 4

1. 23×45
2. 52×33
3. 61×26
4. 72×28

Mark with them as
you go along to
ensure they are being
done correctly.

Do more examples on
whiteboards if
necessary.

WORK DONE AT

HOME:

1. 43×24
2. 27×53
3. 41×38

PDF memo

WORK IN CLASS:

Revise long division.

- $473 \div 4$
 $371 \div 3$
 $685 \div 5$
 $837 \div 4$
 $527 \div 3$
 $696 \div 6$
 $459 \div 3$
 $761 \div 4$

WORK DONE AT

HOME:


Revise long division:
Do: the following
sums in the booklet
on the templates
provided.

- $469 \div 4$
 $321 \div 3$
 $698 \div 5$
 $842 \div 4$

PDF memo

	(See PDF for examples to use) PDF memo		4. 4789 – 3426 PDF memo		
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<u>NS</u>	<p><u>WORK IN CLASS:</u> 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><u>WORK DONE AT HOME:</u> NONE</p>	
<u>HISTORY</u>	<p><u>WORK IN CLASS:</u> Animal Transport:</p> <ul style="list-style-type: none"> • Read and discuss p. 90-91 -Discuss questions such as when and why were animals used. -Is animal transport still used today? • Complete activity 6.1 on p. 28 of the History workbook. <p>Carts, wagons and coaches:</p> <ul style="list-style-type: none"> • Discuss the link between animal transport and the first forms of land transport. • Read and discuss p. 92-93. • Go through the PowerPoint: History first forms of transport Eng and Afr. Carefully look at the pictures of each form of transport. • Watch the following YouTube Video to look at pictures of the different uses and kinds of coaches. • Click here for video • Complete Activity 6.2 on p. 29 in the History Workbook. 	<p><u>WORK IN CLASS:</u> The bicycle:</p> <ul style="list-style-type: none"> • Read and discuss p. 94-95 • Discuss bicycles of today: -Why are they used? -When are they used? -When can you use bicycles? • Watch the YouTube video Click here for video on bicycles over time to see how they have evolved. -Discuss why bicycles have evolved over time. • Complete the bicycle mindmap on p. 5 of the History Workbook together as a class (see memo attached) • Learners must then complete the bicycle PEEL method on p. 6 of the History Workbook. • Mark together as a class. (See memo attached)

	<ul style="list-style-type: none"> • Mark together as a class. <p><u>WORK DONE AT HOME:</u> NONE</p>	<p><u>WORK DONE AT HOME:</u> NONE</p>
<u>GEOGRAPHY</u>	<p><u>WORK IN CLASS:</u> Read textbook page 70 – 71 Complete Act. 5.2. no. 1 verbally</p> <p>Complete workbook pages 33 and 34 Add colour</p> <p><u>WORK DONE AT HOME:</u> NONE</p>	<p><u>WORK IN CLASS:</u></p> <ul style="list-style-type: none"> • WAYS OF FARMING • Introduce subsistence and commercial farming in textbook pg72 and 73. • Discuss the TB pages classically • Classroom Activity 5.3 and 5.4 orally <p>Complete the pages in the workbook based on Subsistence and commercial farming (pages 35 and 36)</p> <p><u>WORK DONE AT HOME:</u> NONE</p>
<u>TECHNOLOGY</u>	<p><u>WORK IN CLASS:</u> Movement and musical instruments. See pdf.</p> <p><u>WORK DONE AT HOME:</u> NONE</p>	
<p><u>ARTS AND CULTURE</u></p> 	<p><u>WORK IN CLASS:</u></p> <p><u>The colour wheel.</u> Colour is one of the elements of art. We will look at the colour wheel a little bit closer.</p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • Watch the video on the colour wheel. • Print out the pdf document “The colour wheel” • Colour the colour wheel and add necessary information. • Have a look at the colour wheel memo to see if you coloured in correctly. <p><u>WORK DONE AT HOME:</u> NONE</p>	

LIFE SKILLS

WORK IN CLASS:

Textbook pages: 35 – 37

Working in a group

- Open the discussion by looking at the “Let us check” section. Give learners a chance to explore this topic by relating personal experiences with group work at school so far.
- ***Teaching:*** *Every person has something that they are good at. When you work in a group, each person brings their **strengths, knowledge and skills** to the task the group is doing. Group work is a **life skill**. Working in a group at school prepares us for situations in the workplace one day.* Read through “Working in a group at school” and “Working in a group at home”.
- **Activity 4: Discussing work in groups**

Learners answer number 2 and 3 on whiteboards. Feedback to the class. Learners write down 3 of their own likes and dislikes in their workbooks.

Heading: Working in a group

Sub-headings: What I like about group work; What I dislike about group work.

- Discuss the benefits and challenges of working in a group. Then talk about possible responses to these challenges.
- Read through Ideas for successful group work and decide to implement these ideas in the class next time they do group work.

WORK DONE AT HOME:

NONE