



KENRIDGE PRIMARY SCHOOL

Grade 4 Academic Programme: 31 Aug – 11 Sept



FOLLOW YOUR NEW TIMETABLE

Subject and Resources	Day 1 (Monday –Tuesday) 31 Aug – 1 Sept	Day 2 (Wednesday / Thursday) 2-3 Sept	Day 3 (Friday / Monday) 4 & 7 Sept	Day 4 (Tuesday / Wednesday) 8-9 Sept	Day 5 (Thursday / Friday) 10-11 Sept
ENGLISH HOME LANGUAGE	<p><u>WORK IN CLASS:</u></p> <p><u>Language: Adverbs English Department Book 2: p. 11.</u> Read the top part of the page. Thereafter, complete the <u>bottom exercise</u> where you need to make sentences with 4 adverbs from each table. BUT, only <u>use 2 adverbs</u> from each table to make sentences.</p> <p>(Memo in pdf file)</p> <p><u>Comprehension Test: Level 5</u> <u>Reading Piece: Department Book p. 18; 19</u> Do <u>question 1 ; 2; 3</u> on <u>p. 17</u> in the</p>	<p><u>WORK IN CLASS:</u></p> <p><u>Language: Adverbs</u> <u>Complete</u> the worksheet on <u>Adverbs</u> in the <u>Hardcopy Revision Booklet p. 13.</u> Hand the booklet in for marking.</p> <p>(Memo in pdf file)</p> <p><u>Language Structures: Conjunctions</u> Watch the audio PP on Conjunctions. You will need your English Lit book and a highlighter.</p> <p>(Audio PP attached)</p> <p>Thereafter, complete <u>sentences no. 1 ; 2</u> on</p>	<p><u>WORK IN CLASS:</u></p> <p><u>Language: Conjunctions:</u> Do <u>sentences no. 6;7</u> on <u>p. 2</u> in the <u>Hardcopy Pack 2.</u> Remember the comma when starting a sentence with a conjunction.</p> <p>(Memo in pdf file)</p> <p><u>Spelling: ue words</u> Go through the words on <u>p. 37</u> in the <u>Spelling and Vocab Booklet.</u> Show how to break up ‘avenue’ and ‘query’ in class. (The rest will be done at home)</p>	<p><u>WORK IN CLASS:</u></p> <p><u>Language: Revision: Pronouns</u> Gr through <u>p. 43</u> in the <u>English Lit Book Complete sentences 1 – 6</u> on <u>p. 3</u> in the <u>Hardcopy Pack 2</u> (Memo in pdf file)</p> <p><u>Writing:</u> <u>Start</u> writing the <u>rough draft</u> of your <u>descriptive essay</u> about your friend in your <u>planning book.</u></p> <p><u>Reading Comprehension:</u> Discuss the questions at the <u>bottom of p. 70</u> in the <u>Department Book 1</u> on the <u>Map of SA</u></p>	<p><u>WORK IN CLASS:</u></p> <p><u>Writing:</u> <u>Start</u> on the <u>final copy</u> of your Descriptive Essay. Write it on <u>p. 1</u> in the <u>Hardcopy Assessment</u> Booklet.</p> <p><u>Visual Comprehension:</u> <u>Map of SA</u> <u>Complete</u> the visual Comprehension Test on the Map of SA <u>questions 2 – 6</u> Do with the learners.</p> <p>(Memo in pdf)</p> <p><u>Work done at home after the class session</u></p> <p><u>Language:</u></p>

Hardcopy

Assessment Booklet

Mark in class.

(Memo in pdf file)

Spelling: -e- words

Read all the -e- words on p. 34 in the **Spelling and Vocab Book**.

Go through **List 3** on p. 11 in the **Spelling and Vocab Book**.

Highlight all the “strange” parts of the words.

Reading: Descriptive Essay

Read the **Descriptive Essay** on People and Place in the **Department Book 2 p. 52 ; 53**. Take note of the detailed descriptions that they give of each child.

Work done at home after the class session:

Language Structures: Adverbs

p. 2 in the **Hardcopy Pack 2**.

(Memo in pdf file)

Spelling: igh words

English **Spelling and Vocab Booklet p. 36**. Highlight the strange parts in each word. Go through **list 4** on **p. 11** in the **Spelling and Vocab Book**.

Reading: Descriptive Essay

Department Book 2 p. 56 ; 57. This is also a **Descriptive Essay**. Take note of all the details that they give to describe the schools in the different countries.

Work done at home after the class session:

Spelling: igh words

Do the **exercises** on **p. 36** in the **Spelling and Vocab Book**. Learn **List 4** on **p. 11**

(memo in pdf file)

Go through **List 5** on **p. 11** in the **Spelling and Vocab Book**.

Writing: Descriptive Essays

Watch the video on Descriptive Essays again.

[Click here for video](#)
[Click here for video](#)
[Click here for video](#)

After the video, read **p. 1** and **p. 2** in the **Hardcopy Assessment Booklet**. Start **planning** your **descriptive essay** on your best friend, on the planning sheet on **p. 2** in the **Hardcopy Assessment Booklet**.

Work done at home after class session:

Writing: Complete the **planning** of the **descriptive essay** on your friend on **p. 2** in the **Hardcopy Assessment Booklet**.

with the different temperatures. Also discuss the key.

Start on the **Visual Comprehension** worksheet. **Do Question 1**

(Worksheet and Memo in pdf file)

Spelling:

Do the list of words **p. 38** (oo ; ue ; ew sounds) in the **Spelling and Vocab Book**. Use a highlighter to highlight the sounds. Go through **list 6** on **p. 11**

Work done at home after class session:

Language Structures: Complete the worksheet on **p. 3 (Pronouns)** in the **Hardcopy Pack 2 Department Book 2 p. 12: (Complex Sentences)**

(Memo attached)

Complete the sentences on **p. 27** in the **Department Book 2: (Compound Sentences)**

Read/Do the sentences on **p. 43** in the **Department Book 2: (Joining Sentences)**

(Memo in pdf file)

Spelling:

Complete the crossword puzzle on **p. 38** in the **Spelling and Vocab Book**. Learn **list 7** on **p. 11**

(Memo attached)

Writing:

Complete the **final copy** of the Descriptive Essay on **p. 1** in the **Hardcopy Assessment Booklet**. Write neatly and in cursive, please!

Your booklet will be handed in when you get back to school. Your Descriptive Essay will be graded for you!

English Department Book 2: p. 97 (Adverbs). Do **both exercises**. Be careful to spell the words correctly. Also, in your Department Book 2 complete the **exercise on p. 98 (top) Adverbs of place**.

(Memo in the pdf file)

Comprehension Test: Level 5
Complete questions 4 and 5 on p. 17 in the **Hardcopy Assessment Pack**.

(Memo in the pdf file)

Spelling
Complete the exercise on p. 34 ; 35 in the **Spelling and Vocab Book**, except the crossword puzzle. Learn **list 3** on **p. 11**

(Memo in pdf file)

Language Structures: Conjunctions
Complete sentences 3 ; 4 ; 5 on **p. 2** in the **Hardcopy Pack 2 Booklet**.

(Memo in pdf)

Reading: Descriptive Essays
Department Book 2 p. 52 ; 53 ; 56 ; 57

Spelling: -ue-words
Complete the **exercises** on **p. 37** in the **Spelling and Vocab Book**. Learn **List 5** in the **Spelling and Vocab Book**.

(memo in pdf file)

Language:
Complete **sentences 8 ; 9** on **p. 2** in the **Hardcopy Pack 2**
(Memo in pdf file)

Spelling:
Complete the crossword puzzle on **p. 38** in the **Spelling and Vocab Book**. Complete for **Thurs/Fri homework**. Learn **list 6** on **p. 11**

(Memo attached)

Writing
Complete the **rough draft** of your descriptive essay in the planning book. Have the **draft edited** by an adult at home. Ask for suggestions on how to upgrade your writing.



Have a KitKat! Take a break!

<p><u>AFRIKAANS EERSTE ADDISIONELE TAAL (EAT)</u></p> <p>Spelboek</p> <p>Handboek</p> <p>Oefenboek</p> <p>Werkboek</p>	<p><u>WERK IN KLAS:</u></p> <p>Spel: Spellys 19, bl.31 Doen die vertaling en bespreek woorde se betekenis. Memo in pdf</p> <p>Taal: Bl.37 in werkboek. Doen saam met hulle die afkortings. Dis nuut vir hulle. Doen saam nr.B. Hulle doen nr.C – merk saam. Memo in pdf</p> <p><u>WERK VIR BY DIE HUIS:</u> Voltooi: bl.31 van die Spelboek by die huis.</p> <p>Voltooi: Bl.38 nr.D en F – werkboek.</p>	<p><u>WERK IN KLAS:</u></p> <p>Kyk dat bl.30 van Spelboek voltooi is. Merk saam. Merk saam bl.38 nr.D en F van werkboek. Doen verbetering in kleur. Memos in pdf</p> <p>Taal: Voltooi saam bl.38 nr.G in werkboek. Skryf nr.F se 3 sinne oor in die oefenboek. Memo in pdf</p> <p><u>WERK VIR BY DIE HUIS:</u> Lees deur die storie van Die prinses en die padda bl.118-119 in handboek.</p> <p>Maak nou ‘n opsomming van die storie op bl.39 van jou werkboek. Gebruik bl.119 van jou handboek om dit te doen. Sien pdf as jy nie ‘n handboek het nie.</p>	<p><u>WERK IN KLAS:</u></p> <p>Merk saam bl.39 van werkboek. Memos in pdf</p> <p>Skryf: Lees weer die storie van die Prinses en die padda – bl.118-119 van jou handboek.</p> <p>Voltooi bl.41 van werkboek. Rangskik die sinne in die regte volgorde en skryf dit neer. Sien pdf as jy nie ‘n handboek het nie. Memo in pdf</p> <p><u>WERK VIR BY DIE HUIS:</u> Bl.124 nr.C van handboek. Vul die verkleinwoord van die vetgedrukte woorde in. Skryf die paragraaf in jou Oefenboek neer. Sien pdf as jy nie ‘n handboek het nie.</p> <p>Datum Verkleinwoorde</p>	<p><u>WERK IN KLAS:</u></p> <p>Merk saam die paragraaf wat in die Oefenboek gedoen is. Memo in pdf</p> <p>Voltooi saam bl.42 nr.C in jou werkboek.</p> <p>Bespreek die klasopname op bl.42 van die werkboek. Leerders voltooi dit vir huiswerk.</p> <p><u>WERK VIR BY DIE HUIS:</u> Voltooi bl.42 in jou Werkboek.</p>	<p><u>WERK IN KLAS:</u></p> <p>Kyk dat bl.42 in werkboek gedoen is.</p> <p>Spel: Spellys 20, bl.32 Doen die vertaling en bespreek woorde se betekenis. Voltooi in die klas. Memo in pdf</p> <p><u>WERK VIR BY DIE HUIS:</u> Voltooi bl.43 in jou werkboek.</p>
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<p><u>MATHS</u></p>	<p><u>WORK IN CLASS:</u> Introduction to Capacity. Read Recipe book page 51. Write out brief introduction to capacity in Maths Workbook Term 3 and 4. See PDF for what must be written. Do worksheet 1 – Capacity and Volume. HARD COPY measurement booklet. PDF Memo</p> <p><u>WORK DONE AT HOME:</u> Complete worksheet 1 if incomplete</p>	<p><u>WORK IN CLASS:</u> Do worksheet 3 - Problem solving with volume and capacity. HARD COPY measurement booklet. Do this activity in Maths Problems and Patterns workbook. Mark together as you go along in class. PDF Memo</p> <p><u>WORK DONE AT HOME:</u> Do worksheet 2 – Volume and capacity. PDF Memo</p>	<p><u>WORK IN CLASS:</u> Introduction to Mass. Read Recipe book bottom of page 53 Write out brief introduction to mass in Maths Workbook Term 3 and 4. See PDF for what must be written. Do worksheet 1 – Measurement Mass conversions. HARD COPY measurement booklet. Mark together in class. PDF Memo</p> <p><u>WORK DONE AT HOME:</u> Do worksheet 2 – Read scales PDF Memo</p>	<p><u>WORK IN CLASS:</u> Do worksheet 3 +4 – Read scales Mark together in class. HARD COPY measurement booklet. PDF Memo</p> <p><u>WORK DONE AT HOME:</u> Maths Department Book 2 – pgs. 4, 5, 9 Capacity revision</p>	<p><u>WORK IN CLASS:</u> Do worksheet 5 + 6 – Read scales. Mark together in class. HARD COPY measurement booklet. PDF Memo</p> <p><u>WORK DONE AT HOME:</u> Maths Department Book 2 – pgs. 120 Q 3 + 4, 122 Q 2 Mass revision</p>
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<p><u>NS</u></p>	<p><u>WORK IN CLASS:</u> Use textbook pages 110-116 and complete P. 25-27 in workbook. Textbook P. 117-120 & 122 Read and discuss the questions verbally.</p> <p><u>WORK DONE AT HOME:</u> NONE</p>	<p><u>WORK IN CLASS:</u> Revise in Textbook P. 118-120. Read and discuss the questions verbally. Complete P. 28 in workbook.</p> <p><u>WORK DONE AT HOME:</u> NONE</p>
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<p><u>HISTORY</u></p>	<p><u>WORK IN CLASS:</u></p> <p>The steam train</p> <ul style="list-style-type: none"> – Watch a video about the steam train. – Click here for video – Read p. 96 in the Social Science Textbook – Discuss the questions on p.32 in the History Workbook and complete the activity (see memo attached) <p>The motor car</p> <ul style="list-style-type: none"> – Watch the video about the car. – Click here for video – Read p.98-99 in the Social Science TB – Discuss the invention of the car and how cars have changed over time. – Discuss other means of land transport on p.100-101 in the Social Science TB as a class <p><u>WORK DONE AT HOME:</u></p> <ul style="list-style-type: none"> – Complete p. 34 in the History workbook. (see memo attached) 	<p><u>WORK IN CLASS:</u></p> <p>-Discuss answers of p.34 as a class. Mark together using memo attached.</p> <p>Water transport</p> <ul style="list-style-type: none"> – Watch the History of Sea Transportation attached. – Click here for video – Read and discuss p. 104-105 with the class. – Discuss History water transport questions – see pdf questions attached – Complete p. 35 in History workbook (see worksheet memo attached.) <p><u>WORK DONE AT HOME:</u></p> <p>NONE</p>
<p><u>GEOGRAPHY</u></p>	<p><u>WORK IN CLASS:</u></p> <p>· CROP AND FRUIT FARMING:</p> <p><i><u>TB (Textbook) pages: 76-77</u></i></p> <ul style="list-style-type: none"> · Read p. 76 · Complete Classroom Activity 5.6 on whiteboards · Read p. 77 · Complete Crop Farming – p. 37 in workbook – use 	<p><u>WORK IN CLASS:</u></p> <p>· PROCESSED AND UNPROCESSED FOODS:</p> <p><i><u>TB (Textbook) pages: 82-83</u></i></p> <ul style="list-style-type: none"> · Read p. 82-83 · Discuss Classroom Activity 5.11 together orally. · Complete p. 40 in workbook (copy from PDF) · Complete Classroom Activity 5.12 no. 2 in the

	<p>p. 76 in textbook to fill in the table at the top (use the map)</p> <ul style="list-style-type: none"> · ANIMAL AND STOCK FARMING: <p><u>TB (Textbook) pages: 80-81</u></p> <ul style="list-style-type: none"> · Read p. 80 · Complete Stock Farming – p. 38 in workbook · Complete Classroom Activity 5.10 together orally. <p><u>WORK DONE AT HOME:</u> NONE</p>	<p>workbook on p.41</p> <p>Draw pictures of the food under the answers</p> <p>https://tikithepenguin.org/food/food5.html - this website is so awesome. Tiki, the penguin explains processed and unprocessed food so well.</p> <p>If you find yourself with a bit of extra time, scroll to the left or right on the website at the bottom to the different pages as there are many other interesting facts to share with the learners</p> <p><u>WORK DONE AT HOME:</u> NONE</p>
<u>TECHNOLOGY</u>	<p><u>WORK IN CLASS:</u> Work through the notes See pdf.</p> <p><u>WORK DONE AT HOME:</u> NONE</p>	
<u>ARTS AND CULTURE</u>	<p><u>WORK IN CLASS:</u> What is WARM colours? Have a look at the video to find out. Complete the pdf document on warm colours. Learners working from home must do this at home. The learners coming to school, will do this in class.</p> <p><u>WORK DONE AT HOME:</u> NONE</p> <p><u>CREATIVE ARTS – WORK IN CLASS</u> There are different families in life – human families, animal families etc. Today we are going to learn about the instrument families and especially the Symphony orchestra: See Powerpoint in pdf: Instruments of the Orchestra</p>	

After each instrument family on the *powerpoint*, we will watch the video of the *BBC National Orchestra of Whales* where they will let us see and listen to the instruments: Stings, Brass, Woodwind, and Percussion instruments.

[Click here for video](#) (strings)

[Click here for video](#) (brass)

[Click here for video](#) (woodwind)

[Click here for video](#) (percussion)

WERK VIR BY DIE HUIS:

NONE

LIFE SKILLS

WORK IN CLASS:

Cut out both 'gingerbread men'. Write compliments and nice things on the one. Write mean things on the other one. Take the one that you wrote mean comments on and crumple it into a ball in your hands. Throw it as hard as you can onto the floor and jump on it a few times. Pick it up and put it back onto your desk and punch it a few times. Now try to smooth out the crumpled paper. Is it possible? Yes, but no matter what, it looks messed up. Stick both 'men' under the heading: Bullying Leaves Scars Forever.

Read through the worksheet – Strategies for dealing with bullies – add colour and underline keywords. It is not possible for them to act out the skit now, but let them speak out what they would have said if they were doing it just as dialogue – point out that the bystander is equally at fault as the bully.

Be sure that the class CLEARLY understands what bullying is and that it is repetitive behaviour and not a once-off action/comment.

Watch these videos:

[Click here for video](#)

[Click here for video](#)

WORK DONE AT HOME:

NONE