The Dean Trust
Partington Central Academy

Week 1 – Home Learning Year 4.

Website Links:

https://classroom.thenational.academy

https://www.onceuponapicture.co.uk

https://www.bbc.co.uk/bitesize/levels/zbr9wmn

https://www.purplemash.com/partington
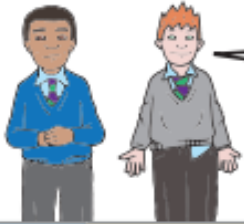
https://ttrockstars.com/

Wednesday - Spelling

- Here are your spellings for this week.

- Read them out loud to yourself. Think about their meaning.

- If you are unsure ask a grown-up to help you.

- Cover them up one by one and try to write them down correctly.

- Look at them to check they are correct or ask a grown up to check them for you.

Practice Sheet
Term 1 Set 2 Week 7

Name .... Date ....

Spelling patterns the prefixes **il-**, **im-**, **ir-**, **extension**, word list

Experience has told me that the things we learn at school are not irrelevant.

Spellings	Write	Write	Cover and write	Cover and write
legible				
illegible				
patient				
impatient				
relevant				
irrelevant				
improbable				
imprecise				
eighth				
experience				

Total   /10

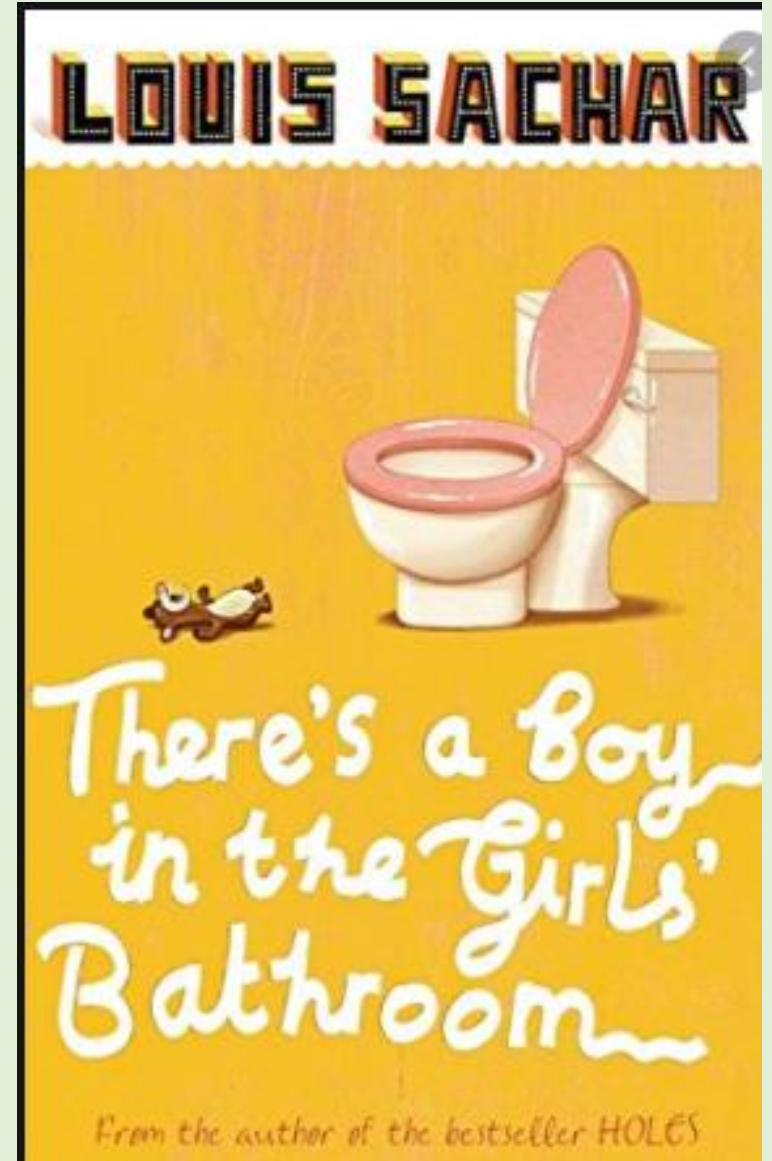...

Wednesday – Guided Reading

Lesson 1

Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-engage-with-the-text-cnhkcd

Wednesday – English
Lesson 1

Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-explore-simple-and-compound-sentences-6hk3ed

To explore simple and compound sentences

In this lesson, we will revise our understanding of simple and compound sentences.

Start Lesson

Wednesday - Maths

L- To multiply by 10

Warm up

1) Complete the missing numbers.

   10 ones are equal to ___ ten

   ___ hundreds are equal to 1 thousand

   ___ tens are equal to 3 hundreds

2) $11 \times 10 = $ ___ $\times 11$

3) $10 = 2 \times$ ____

Click on the link below to access the learning for today

https://whiterosemaths.com/homelearning/year-4/week-10-number-multiplication-division/

Multiply by 10

MULTIPLY BY 10

09:57

Multiply by 10

White Rose Maths

1 Complete the calculation shown in base 10

5 × 1 ten = ☐ tens

5 × 10 = ☐

2 Complete the number sentences.

a) 2 × 10 = ☐

b) 4 × 10 = ☐

c) 10 × 8 = ☐

d) 7 × 10 = ☐

e) 10 × 6 = ☐

f) ☐ = 3 × 10

3 Match the bar models to the multiplications.
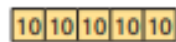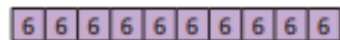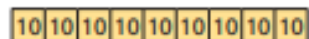
| 10 | 10 | 10 | 10 | 10 | 5 × 10

| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 10 × 9

| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 6 × 10
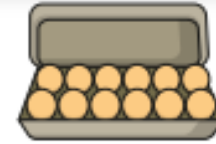
4 Tom has 10 boxes of eggs.

There are 12 eggs in each box.

How many eggs does he have altogether?

Tom has ☐ eggs.

5 Complete the sentences.

H	T	O
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1

Each row has ☐ ten and ☐ ones.

There are ☐ rows.

The calculation is ☐ × ☐ = ☐

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Wednesday – Maths

L– To multiply by 10

6 Use counters on a place value chart to work out 23 × 10

23 × 10 = ☐

7 Which of these is the odd one out? Tick your answer.

| There are 10 teams with 7 players on each team. | There are 10 red flowers and 7 yellow flowers. | There are 7 ten frames with 10 counters in each. |

Talk about it with a partner.

8 Complete the calculations.

a) 45 × 10 = ☐

e) 10 × ☐ = 140

b) 36 × 10 = ☐

f) ☐ = 40 × 10

c) ☐ = 10 × 78

g) 32 × 10 = 10 × ☐

d) 31 × ☐ = 310

h) 670 = 2 × 5 × ☐

9 Eva walks 60 m to school.

Teddy walks 10 times as far as Eva to school.

How far does Teddy walk to school?

Teddy walks ☐ m to school

10 Amir thinks of a 2-digit number.

He multiplies it by 10

My answer is between 755 and 795

Write all the numbers Amir could be thinking of.

_____

_____

11 Chocolates come in boxes of 8 and 10

Rosie needs to buy 80 chocolates.

a) What boxes could Rosie buy?

_____

b) What is the fewest number of boxes Rosie needs to buy? ☐

Wednesday – Maths

- L– To multiply by 10

Multiply by 10

1. Complete the calculation shown in base 10

   5×1 ten = 5 tens

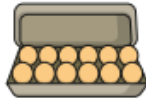 $5 \times 10 = 50$
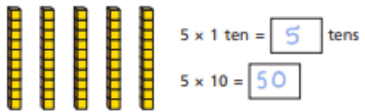
2. Complete the number sentences.

   a) $2 \times 10 = 20$ d) $7 \times 10 = 70$

   b) $4 \times 10 = 40$ e) $10 \times 6 = 60$

   c) $10 \times 8 = 80$ f) $30 = 3 \times 10$

3. Match the bar models to the multiplications.

   | 10 | 10 | 10 | 10 | 10 | —— 5×10

   | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | —— 10×9

   | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | —— 6×10

4. Tom has 10 boxes of eggs.
   There are 12 eggs in each box.
   How many eggs does he have altogether?

   Tom has 120 eggs.

5. Complete the sentences.

H	T	O

   Each row has 1 ten and 3 ones.

   There are 10 rows.

   The calculation is 13 × 10 = 130

6. Use counters on a place value chart to work out 23×10

   $23 \times 10 = 230$

7. Which of these is the odd one out? Tick your answer.

   | There are 10 teams with 7 players on each team. | There are 10 red flowers and 7 yellow flowers. | There are 7 ten frames with 10 counters in each. ✓ |

   Talk about it with a partner.

8. Complete the calculations.

   a) $45 \times 10 = 450$ e) $10 \times 14 = 140$

   b) $36 \times 10 = 360$ f) $400 = 40 \times 10$

   c) $780 = 10 \times 78$ g) $32 \times 10 = 10 \times 32$

   d) $31 \times 10 = 310$ h) $670 = 2 \times 5 \times 67$

9. Eva walks 60 m to school.
   Teddy walks 10 times as far as Eva to school.
   How far does Teddy walk to school?

   Teddy walks 600 m to school.

10. Amir thinks of a 2-digit number.
    He multiplies it by 10

    My answer is between 755 and 795

    Write all the numbers Amir could be thinking of.

    $76, 77, 78, 79$

11. Chocolates come in boxes of 8 and 10

    Rosie needs to buy 80 chocolates.

    a) What boxes could Rosie buy?

    10 boxes of 8
    8 boxes of 10
    5 boxes of 8 and 4 boxes of 10

    b) What is the fewest number of boxes Rosie needs to buy? 8

Wednesday – Science

What is sound?

In this lesson, we will learn about how sound travels, how we hear it in our ear and complete an experiment.

Start Lesson

If you try the experiment send me a picture.

Click on this link:

https://classroom.thenational.academy/lessons/what-is-sound-chh30r

Wednesday – PE

Jogging on the Spot

Jog on the spot and try your best to keep in the same place.

Plank

Hold your body in the plank position for as long as you can. Take a rest when you need to. You can put your knees on the floor to make the move easier.

Burpees

Try to maintain the same pace completing burpees. Try to keep your toes pointed and your legs straight.

What is a burpee?

Standing with your feet at shoulder width apart, bend from the knees and place both palms on the floor. Place your right foot back and then your left foot so that you are in a plank position. Bring your right leg and then left leg back into squat position and jump. Repeat.

Have you got someone you can challenge?

Have a plank off!!!!

Thursday

Thursday – Spelling

Copy and complete the sentences from the worksheet onto paper.

Name ....

Use the spellings below to complete the sentences.

certain	consider	continue	different
eighth	experience	experiment	extreme

I'm .... that the letter 'h' is the .... letter of the alphabet.

You should .... your answer before you .... your work.

Bean doesn't have enough .... to be on the school council.

I'm going to try a .... method for solving the problem.

Sprout can be an .... pain at times!

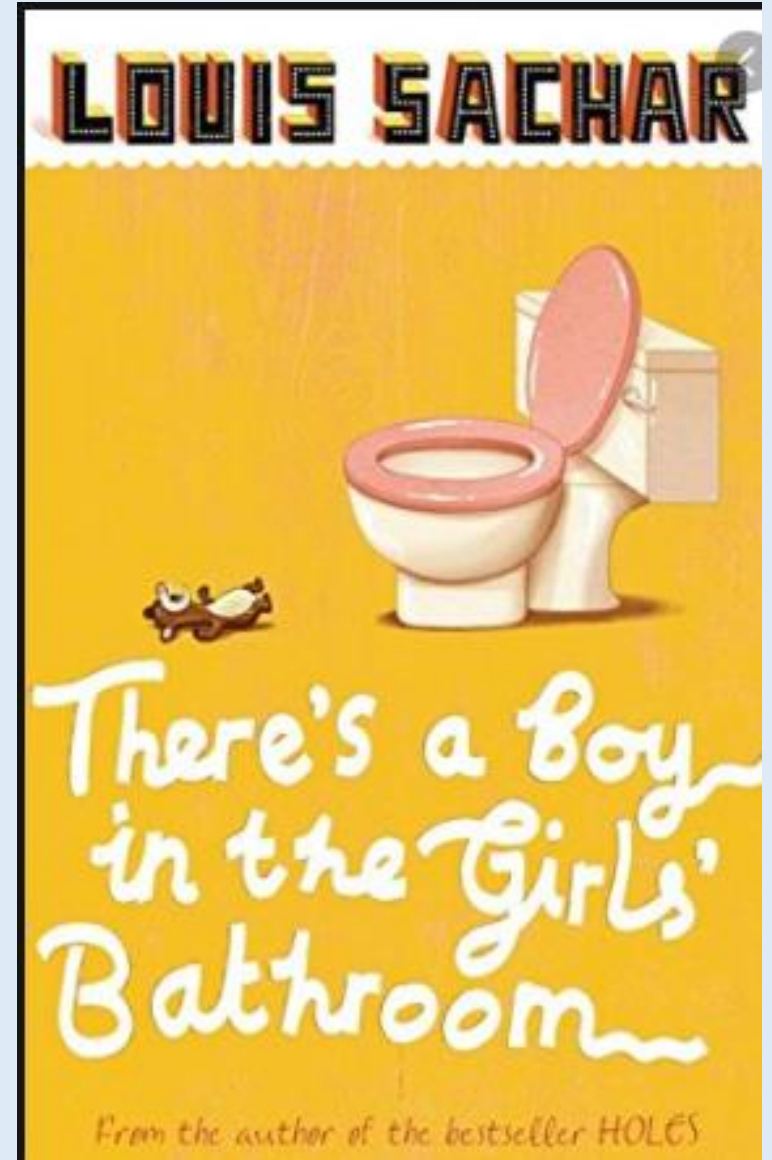Will my .... to create a new life form work?

48

Thursday – Guided Reading

Lesson 2
Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-analyse-a-character-bradley-cgvk8c

Thursday - English

Lesson 2
Write all work into your workbook or on a piece of paper.

To revise our understanding of simple and compound sentences

In this lesson we will revise our understanding of simple and compound sentences.

Start Lesson

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-revise-our-understanding-of-simple-and-compound-sentences-65gkje

Thursday – Maths

L– To multiply by 100

Warm up

1) Complete the sentences.

100 ones are equal to 1 _____

___ tens are equal to 1 thousand

2) $4 \times 100 = $ ___ $\times 4$

3) $4 \times 100 = 10 \times 4 \times$ ___

4) $1{,}000 \text{ cm} = $ _____ m

Click on the link below to access the learning for today
https://whiterosemaths.com/homelearning/year-4/week-10-number-multiplication-division/

MULTIPLY BY 100

08:17

Thursday – Maths

L- To multiply by 100

Multiply by 100

1 Complete the calculation shown in base 10

3 × 1 hundred = [ ] hundreds

3 × 100 = [ ]

2 Complete the number sentences.

a) 2 × 100 = [ ]   d) 5 × 100 = [ ]

b) 4 × 100 = [ ]   e) 100 × 10 = [ ]

c) 100 × 8 = [ ]   f) [ ] = 20 × 100

3 There are 7 boxes of 100 crayons.
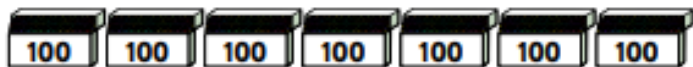
100 100 100 100 100 100 100

Circle the calculations that work out the total number of crayons.

100 + 7   100 × 7   7 + 100   7 × 100

4 Match the images to the calculations.

Complete the calculations.

100 100 100
100 100 100   9 × 100 = [ ]

100 100 100 100 100
100 100 100 100   6 × 100 = [ ]

100 100 100 100 100 100
100 100 100 100 100 100   12 × 100 = [ ]

5 Complete the calculations.

a) 32 × 100 = [ ]   d) 5 × 7 × 100 = [ ]

b) 29 × 100 = [ ]   e) [ ] × 100 = 6,500

c) 100 × 72 = [ ]   f) 100 × [ ] = 3,000

6 Calculate the perimeter of the rectangle.

5 m

3 m
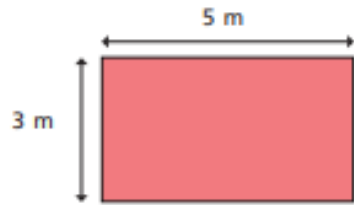
Give your answer in centimetres.

The perimeter of the rectangle is [ ] cm

7 Write <, > or = to compare the statements.

a) 45 × 100 ◯ 45 × 10

b) 36 × 100 ◯ 100 × 36

c) 100 × 27 ◯ 26 × 100

d) 31 × 100 ◯ 31 × 10 × 10

e) 30 × 10 ◯ 3 × 100

8 Amir thinks of a 2-digit even number.

He multiplies it by 100

His answer is greater than 3,450 but less than 3,750

Write the number that Amir is thinking of.

[ ]

9 Four children are making numbers using base 10

The table shows how many of each piece they use.

	Number of 100s	Number of 10s
Eva	17	0
Ron	15	8
Dexter	16	15
Whitney		

a) What number has Eva made?

[ ]

b) Who has made the biggest number?

_____

c) Whitney has made the same number as Eva.

She used 100s and 10s.

What pieces could Whitney have used?

Write your answer in the table.

Are there any other answers? Talk about it with a partner.

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Thursday – Maths

L– To multiply by 100

Multiply by 100

1 Complete the calculation shown in base 10

3×1 hundred = 3 hundreds

$3 \times 100 = 300$

2 Complete the number sentences.
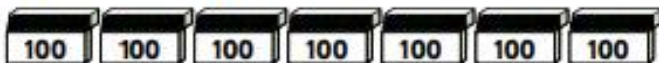
a) $2 \times 100 = 200$

b) $4 \times 100 = 400$

c) $100 \times 8 = 800$

d) $5 \times 100 = 500$

e) $100 \times 10 = 1,000$

f) $2,000 = 20 \times 100$

3 There are 7 boxes of 100 crayons.

100 | 100 | 100 | 100 | 100 | 100 | 100

Circle the calculations that work out the total number of crayons.

$100 + 7$ (100 × 7) $7 + 100$ (7 × 100)

4 Match the images to the calculations.

Complete the calculations.

$9 \times 100 = 900$

$6 \times 100 = 600$

$12 \times 100 = 1,200$

5 Complete the calculations.

a) $32 \times 100 = 3,200$

b) $29 \times 100 = 2,900$

c) $100 \times 72 = 7,200$

d) $5 \times 7 \times 100 = 3,500$

e) $65 \times 100 = 6,500$

f) $100 \times 30 = 3,000$

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Thursday – Maths

L- To multiply by 100

6 Calculate the perimeter of the rectangle.

5 m

3 m

Give your answer in centimetres.

The perimeter of the rectangle is [1,600] cm

7 Write <, > or = to compare the statements.

a) 45 × 100 (>) 45 × 10

b) 36 × 100 (=) 100 × 36

c) 100 × 27 (>) 26 × 100

d) 31 × 100 (<) 31 × 10 × 10

e) 30 × 10 (=) 3 × 100

8 Amir thinks of a 2-digit even number.

He multiplies it by 100

His answer is greater than 3,450 but less than 3,750

Write the number that Amir is thinking of.

[36]

9 Four children are making numbers using base 10

The table shows how many of each piece they use.

	Number of 100s	Number of 10s
Eva	17	0
Ron	15	8
Dexter	16	15
Whitney	15	20

Various answers eg

a) What number has Eva made?

[1,700]

b) Who has made the biggest number?

_____ Dexter _____

c) Whitney has made the same number as Eva.

She used 100s and 10s.

What pieces could Whitney have used?

Write your answer in the table.

Are there any other answers? Talk about it with a partner.

Thursday – PE

Let's have a dance!!!

https://www.youtube.com/watch?v=lQxj2JcHEso

Who will you follow?

Can you convince someone to do it with you?

Lets see a picture of your best moves.

What is the geography of Scotland?

In this lesson, we will recap our knowledge of the seven continents, and locate the UK on a world map. We will then zoom into Scotland and look at the different human and physical geographical features. We can then compare these to the area where we live.

Start Lesson

Click on this link

https://classroom.thenational.academy/lessons/what-is-the-geography-of-scotland-70vk4t

Have you ever been to Scotland?

It's one of my favourite places!

Friday

Friday – Spelling

Copy and complete the sentences from the worksheet onto paper ☺

Activity Sheet
Term 1 Set 2 Week 7

Name ....

Use the words below to complete the sentences.

irregular   impolite   illegible   immature

irrelevant   impatient   irresponsible   impossible

Wait a minute! You are so .... at times, Sprout.

None of its sides are the same, so it is an .... triangle.

You are displaying very .... and .... behaviour.

This writing is .... It is .... to read.

It's .... to point at people.

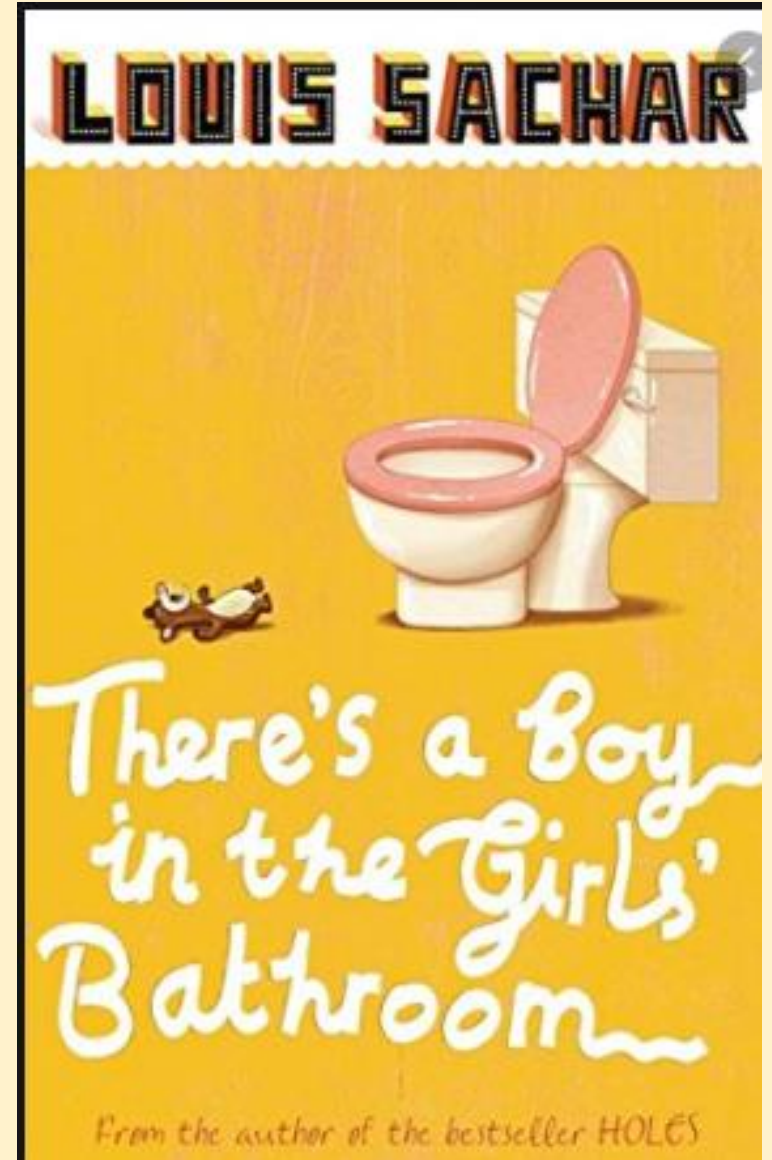The answer you have given to my question is ....

Friday – Guided Reading

Lesson 3
Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-analyse-a-character-jeff-c9k6cd

Friday – English

Lesson 3
Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access

https://classroom.thenational.academy/lessons/to-explore-complex-sentences-68wp8c

To explore complex sentences

In this lesson, we will explore 'As' complex sentences and have a go at writing our own, based on the clip we watched in the first lesson.

Start Lesson

Maths Friday
L- To divide by 10

Warm up

1) 1 hundred = _____ tens

   1 hundred = _____ ones

2) £1 = _____ × 1 p

   £1 = _____ × 10 p

3) $\frac{1}{10}$ of 40 = 40 ÷ _____

   $\frac{1}{10}$ of 40 = _____

DIVIDE BY 10

09:44

Click on the link below to access the learning for today

https://whiterosemaths.com/homelearning/year-4/week-10-number-multiplication-division/

Divide by 10

1 Complete the calculation shown by the array.

$40 \div 10 = \boxed{}$

2 Complete the calculations.

a) $30 \div 10 = \boxed{}$

b) $60 \div 10 = \boxed{}$

c) $90 \div 10 = \boxed{}$

d) $80 \div 10 = \boxed{}$

e) $100 \div 10 = \boxed{}$

f) $\boxed{} = 120 \div 10$

3 Balloons come in bags of 10

Huan has 130 balloons.

How many bags does he have?

Huan has $\boxed{}$ bags of 10 balloons.

4 a) Whitney makes 150 using base 10
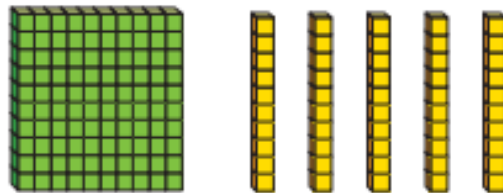
I am going to exchange my hundred for tens

Complete the sentences.

$150 = 1$ hundred $+ \boxed{}$ tens

1 hundred $= \boxed{}$ tens

Whitney has $\boxed{}$ tens altogether.

$150 \div 10 = \boxed{}$

b) Make 230 using base 10

Complete the sentences.

$230 = \boxed{}$ hundreds $+ \boxed{}$ tens

$\boxed{}$ hundreds $= \boxed{}$ tens

There are $\boxed{}$ tens altogether.

$230 \div 10 = \boxed{}$

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

5 Mr Smith has this amount of money.

He buys some rulers costing 10p each.

10p

Mr Smith spends all of his money.

How many rulers does he buy?

6 Aisha has a bag of 10p coins.

She has £3 and 40p altogether.

How many 10p coins does Aisha have?

Aisha has [ ] 10p coins.

7 Fill in the missing numbers.

a) $360 \div 10 =$ [ ]

b) $630 \div 10 =$ [ ]

c) $10 \times$ [ ] $= 520$

d) [ ] $\div 10 = 41$

e) [ ] $= 75$ tens $\div 10$

f) $86 =$ [ ] tens $\div 10$

8 A pool is 10 m long.

Annie and Mo are swimming lengths of the pool.

Annie swims 85 lengths.

Annie and Mo swim 1,240 m in total.

How many lengths does Mo swim?

9 Complete the calculations.

a) $360 \div 10 \div 3 =$ [ ]

b) $450 \div 10 \div 5 =$ [ ]

c) $720 \div 10 \div$ [ ] $= 8$

d) [ ] $\div 10 \div 4 = 1$

After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Question 9 will really get you thinking.

Divide by 10

1. Complete the calculation shown by the array.

$40 \div 10 = \boxed{4}$

2. Complete the calculations.

a) $30 \div 10 = \boxed{3}$

b) $60 \div 10 = \boxed{6}$

c) $90 \div 10 = \boxed{9}$

d) $80 \div 10 = \boxed{8}$

e) $100 \div 10 = \boxed{10}$
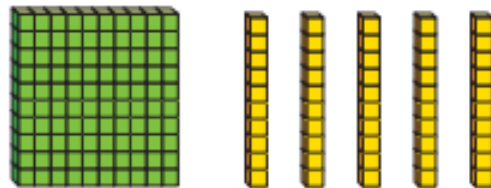
f) $\boxed{12} = 120 \div 10$

3. Balloons come in bags of 10

Huan has 130 balloons.

How many bags does he have?

Huan has $\boxed{13}$ bags of 10 balloons.

4. a) Whitney makes 150 using base 10

I am going to exchange my hundred for tens

Complete the sentences.

$150 = 1$ hundred $+ \boxed{5}$ tens

1 hundred $= \boxed{10}$ tens

Whitney has $\boxed{15}$ tens altogether.

$150 \div 10 = \boxed{15}$

b) Make 230 using base 10

Complete the sentences.

$230 = \boxed{2}$ hundreds $+ \boxed{3}$ tens

$\boxed{2}$ hundreds $= \boxed{20}$ tens

There are $\boxed{23}$ tens altogether.

$230 \div 10 = \boxed{23}$

5 Mr Smith has this amount of money.

He buys some rulers costing 10p each.

10p

Mr Smith spends all of his money.

How many rulers does he buy?

25

6 Aisha has a bag of 10p coins.

She has £3 and 40p altogether.

How many 10p coins does Aisha have?

Aisha has 34 10p coins.

7 Fill in the missing numbers.

a) $360 \div 10 = \boxed{36}$ d) $\boxed{410} \div 10 = 41$

b) $630 \div 10 = \boxed{63}$ e) $\boxed{75} = 75 \text{ tens} \div 10$

c) $10 \times \boxed{52} = 520$ f) $86 = \boxed{86} \text{ tens} \div 10$

8 A pool is 10 m long.

Annie and Mo are swimming lengths of the pool.

Annie swims 85 lengths.

Annie and Mo swim 1,240 m in total.

How many lengths does Mo swim?

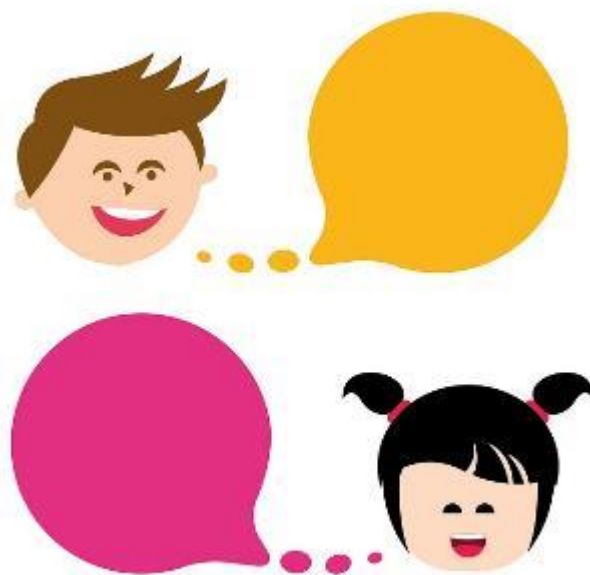39

9 Complete the calculations.

a) $360 \div 10 \div 3 = \boxed{12}$ c) $720 \div 10 \div \boxed{9} = 8$

b) $450 \div 10 \div 5 = \boxed{9}$ d) $\boxed{40} \div 10 \div 4 = 1$

Mark your work. How did you do?

Make sure you check your corrections. Can you work out where you went wrong?

Y3-4 home learning:
Expressing feelings

We are learning about expressing feelings

We will be able to:

- name a range of feelings and emotions

- match feelings to a scale of intensity and identify strong feelings

- describe different feelings and how they are experienced in the body

- recognise why it is important for people to express their feelings

Expressing feelings:
What's our starting point?

Make a 'feelings' graffiti board.
On a piece of paper, jot down all of the words you can think of to describe feelings and emotions.
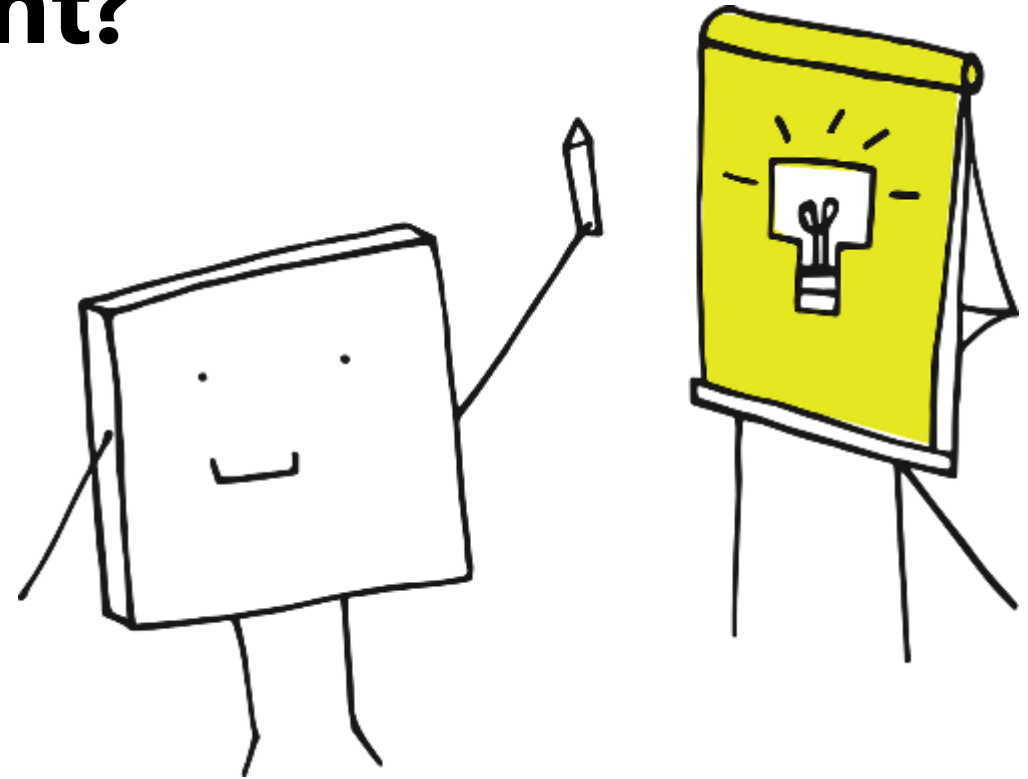
Feelings thermometers

Read the words from the **Feelings match up** sheet (o**n the next slide)**

- Find the root words first.

- Now match the similar feelings words together

- Then organise them in order of intensity

  Which is the biggest feeling?

- Write it down on a piece of paper like this example.

Pleased is the root word and overjoyed is the biggest, strongest or most intense feeling.

overjoyed

↑

delighted

↑

satisfied

pleased

|			
<u>happy</u>	concerned	heart-broken	distressed
<u>sad</u>	cheery	cross	anxious
<u>scared</u>	furious	joyful	irritated
<u>angry</u>	petrified	upset	forlorn
<u>worried</u>	ecstatic	troubled	frightened

Expressing feelings

Choose one of the words that describes a 'big' feeling from your lists.
Now draw a body outline and draw or write on it.

- Where in the body might someone have that feeling?

- If the feeling had a colour, what would it be?

- If it had a shape, what would it be?

- If it had a texture, what would it be?

- If the feeling had a sound, what would it be?

- If the feeling were an image or a picture, what would it be?
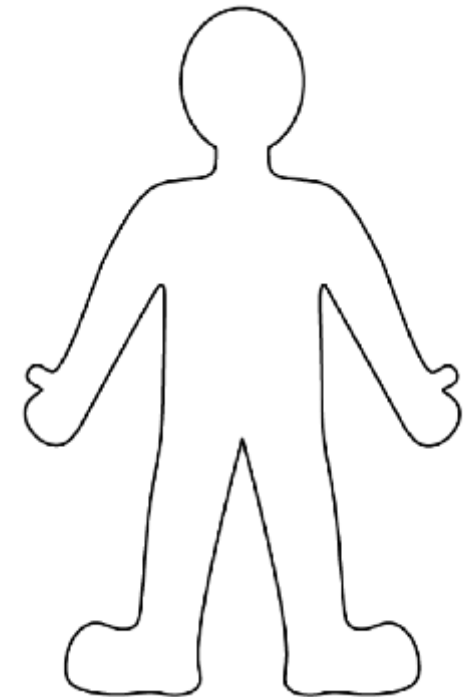
Feelings imagery

Thinking of images can help us describe strong or intense feelings.

What feelings do these images make you think of?

Writing about feelings

Write a sentence to match each picture and describe the feeling you think it best represents.
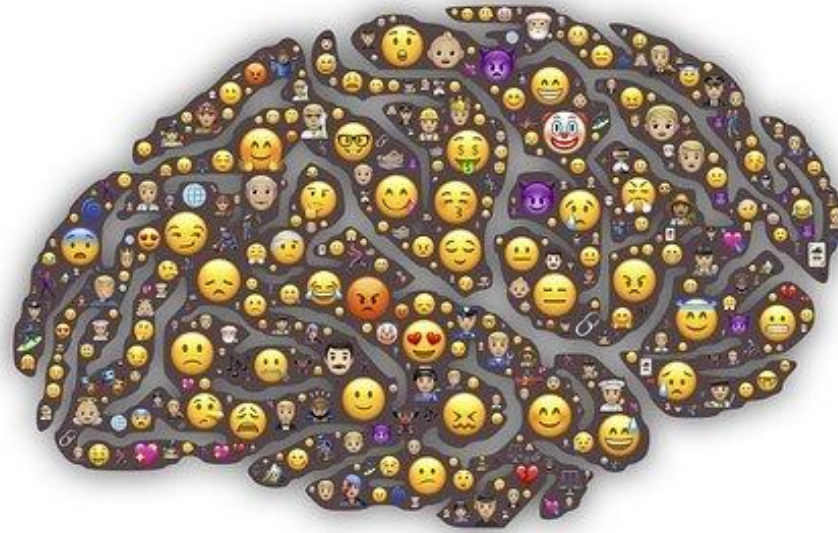

For example: Like a little cat, outside and lost in a snowstorm, she felt lonely and afraid.

Why is it important to express feelings?

Expressing our different feelings helps us to recognise and manage them.

Expressing feelings can help stop strong or intense feelings from taking over our minds and bodies.

It helps us recognise when we might need help with our feelings.

Sometimes it is good for others to know how we are feeling — it helps them to help us.

Ways to express feelings

What are some of the different ways people can express their feelings?

art – drawing, painting, collage

talking to others

writing – diaries, poems, stories, blogs

face and body

music

acting, dancing and singing

Remember!

Expressing our feelings is important — it helps our minds stay well. There are many ways you can do this but talking to an adult you trust is one of the best ways.

Talk to a trusted adult at home or at school
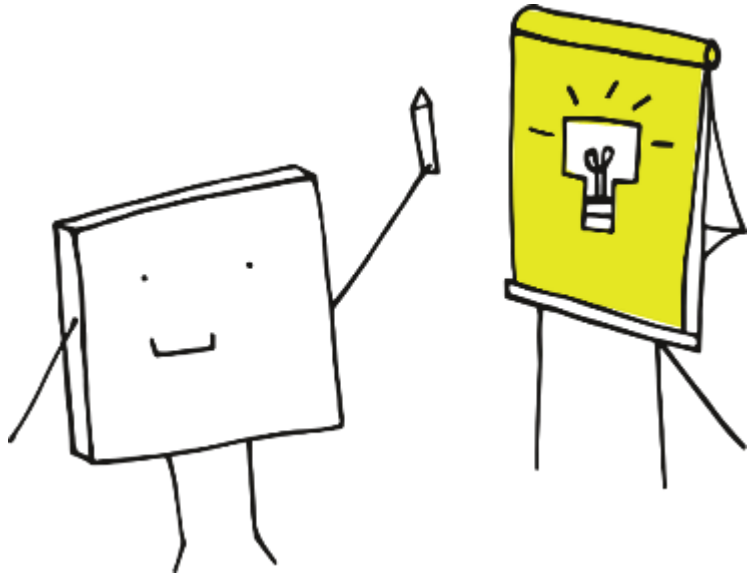
ChildLine: www.childline.org.uk 0800 1111

If you are worried about any feeling, always talk to a trusted adult about it.

If you want to talk to someone other than a parent or teacher, ChildLine can help. See: https://www.childline.org.uk/get-support/ or phone 0800 1111

Expressing feelings:
Where are you now?

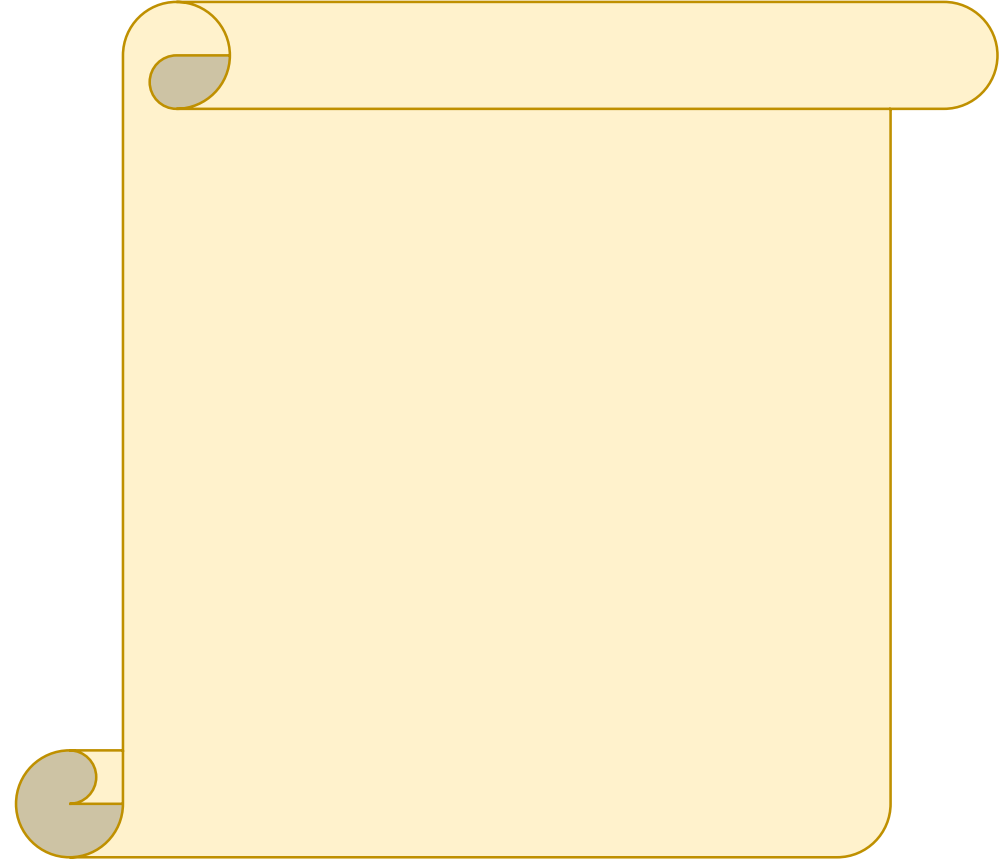**Go back to the 'graffiti board?' activity you did at the start.**

Have you learned any new words or ways to describe feelings and emotions?

Add them to your graffiti board using a <u>different coloured</u> pen or pencil.

Additional activity

Produce a piece of artwork (a painting or collage) or descriptive writing (a poem or the beginning of a story) about feelings.
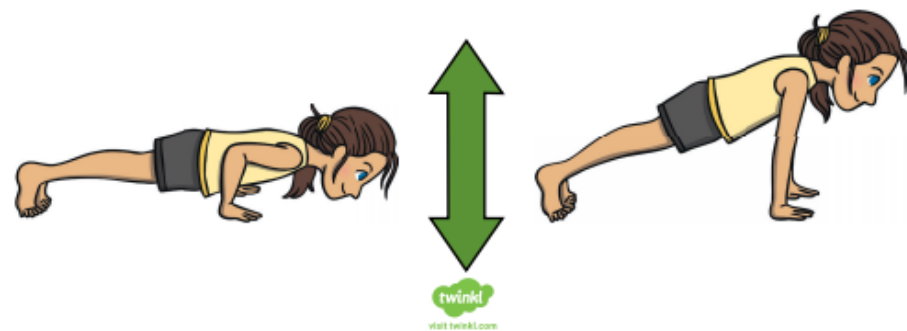
Jogging

Jog from one point to another and try your best to keep the same pace.

Press-Ups

You can put your knees on the floor to make the move easier.

Leg Raises

Lie on your back and slowly raise one leg. Lower your leg slowly back down to the floor. Repeat with the other leg.