Week 2 – Home Learning Year 4.

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Monday

Remember to email us some pictures of you completing some of these activities

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Monday – Spellings

- On the next slide you will see your spellings for this week.

- Read them out loud to yourself.

- 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.

Name .... Date ....

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

I might have been <u>im</u>polite, but slapping me on the face was rather <u>extreme</u>, wasn't it?

Spellings	Write	Write	Cover and write	Cover and write
literate				
illiterate				
polite				
impolite				
replaceable				
irreplaceable				
immovable				
immortal				
experiment				
extreme				

Total	/10

....
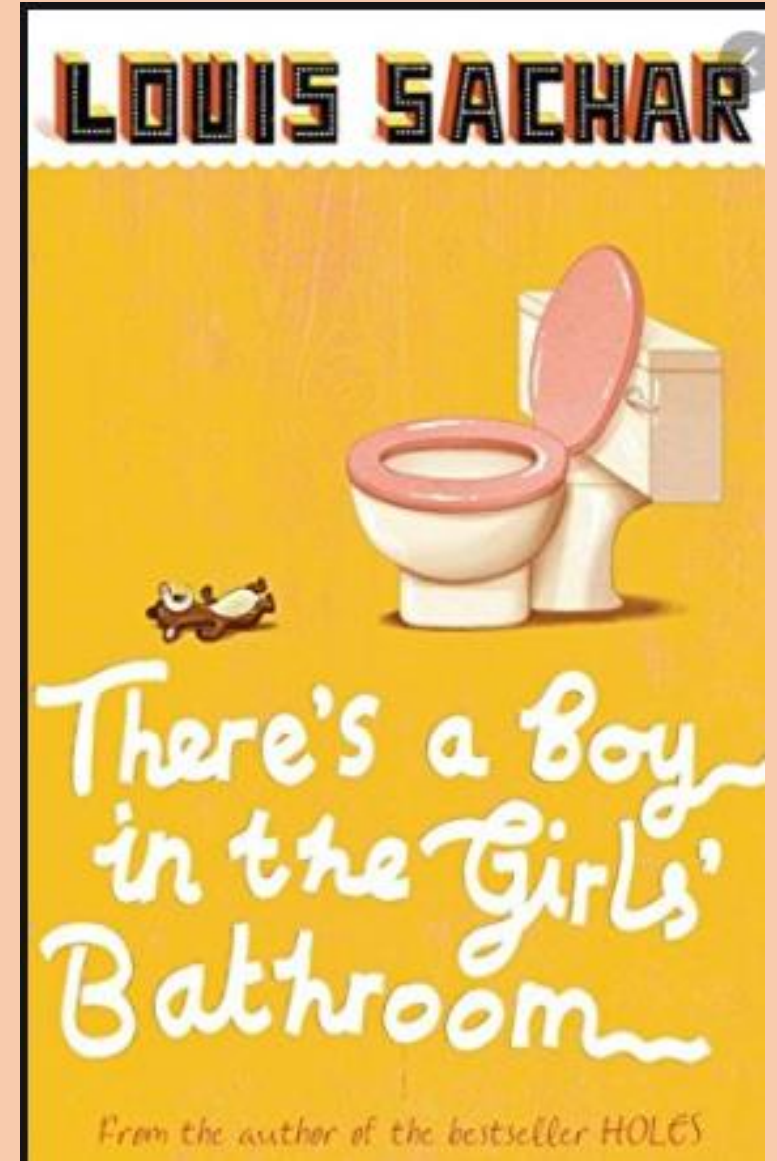
8

Monday - Reading

Lesson 4
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-bradley-further-c9k38d

Monday - English

Today we will begin some work on newspaper reports.

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-identify-the-features-of-a-newspaper-report-6rv30r

To identify the features of a newspaper report

In this lesson, we will discuss journalistic writing and the purpose, audience, language and layout of newspaper reports. We will read an example newspaper report and identify some of the key features.

Start Lesson

Monday - Maths

Warm up

1) 1 hundred = _____ ones

1 _____ = 100 tens

2) £1 = _____ × 1 p

£10 = _____ × 1 p

3) $\frac{1}{10}$ of $800 = 800 \div$ _____

$\frac{1}{100}$ of $800 = 800 \div$ _____

DIVIDE BY 100

10:00

Click on the link below to access the learning for today

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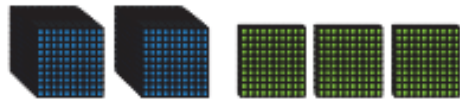
Monday – Maths

L– To divide by 100

Divide by 100

1. There are 400 pins altogether.

   The pins are packed in jars of 100

   How many jars are there? ☐

2. Complete the calculations.

   a) $700 \div 100 =$ ☐

   b) $800 \div 100 =$ ☐

   c) $200 \div 100 =$ ☐

   d) $7,000 \div 100 =$ ☐

   e) $8,000 \div 100 =$ ☐

   f) ☐ $= 2,000 \div 100$

3. a) Teddy makes 2,300 using base 10
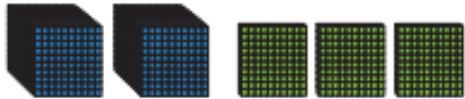
   I will make groups of 100

   Complete the sentences.

   $2,300 = 2$ thousands + ☐ hundreds

   1 thousand = ☐ hundreds

   2 thousands = ☐ hundreds

   Teddy has ☐ hundreds altogether.

   $2,300 \div 100 =$ ☐

   b) Make 3,700 using base 10

   Complete the sentences.

   $3,700 = 3$ thousands + ☐ hundreds

   3 thousands = ☐ hundreds

   There are ☐ hundreds altogether.

   $3,700 \div 100 =$ ☐

4. One hundred 1p coins is equal to £1

   a) Dexter has seven hundred 1p coins.

   How many £1 coins is this equal to?

   ☐

   b) Aisha has seven thousand 1p coins.

   How many £1 coins is this equal to?

   ☐

   c) Jack has 170 1p coins.

   He says, "This is the same as £17"

   Is Jack correct? _____

   How do you know?

   _____

   _____

Monday - Maths

L- To divide by 100

After you have watched the video have a go at the questions on the worksheet.

Answer in your books..

Questions 10 and 11 are trickier. Are you brave enough to try them?

5 Complete the number sentences.

a) 40 ÷ 10 = ☐

400 ÷ 10 = ☐

400 ÷ 100 = ☐

4,000 ÷ 100 = ☐

b) 80 ÷ 10 = ☐

800 ÷ 10 = ☐

800 ÷ 100 = ☐

8,000 ÷ 100 = ☐

What patterns can you see?

6 Complete the calculations.

a) 100 × ☐ = 1,200

b) 6,200 ÷ 100 = ☐

c) 100 × ☐ = 5,200

d) ☐ ÷ 100 = 35

e) ☐ = 35 hundreds ÷ 100

f) 96 = ☐ hundreds ÷ 100

7 Eva and Tommy collect gems in a computer game.

Each gem is worth 100 points.

At the end of the game, Eva has 4,300 points and Tommy has 800 points.

How many gems did they collect in total?

☐

How did you work this out?

8 Use the digit cards to fill in the gaps.

You may use each digit card once only.

| 1 | 2 | 3 | 4 | 5 | 6 |

3_ × 100 = __400

6,__00 ÷ 100 = _2

__500 = 10 × _0 × 55

Monday - Maths

L- To divide by 100

Divide by 100

1. There are 400 pins altogether.

   The pins are packed in jars of 100

   How many jars are there? **4**

   100

2. Complete the calculations.

   a) 700 ÷ 100 = **7**

   b) 800 ÷ 100 = **8**

   c) 200 ÷ 100 = **2**

   d) 7,000 ÷ 100 = **70**

   e) 8,000 ÷ 100 = **80**

   f) **20** = 2,000 ÷ 100

3. a) Teddy makes 2,300 using base 10

   I will make groups of 100

   Complete the sentences.

   2,300 = 2 thousands + **3** hundreds

   1 thousand = **10** hundreds

   2 thousands = **20** hundreds

   Teddy has **23** hundreds altogether.

   2,300 ÷ 100 = **23**

b) Make 3,700 using base 10

   Complete the sentences.

   3,700 = 3 thousands + **7** hundreds

   3 thousands = **30** hundreds

   There are **37** hundreds altogether.

   3,700 ÷ 100 = **37**

4. One hundred 1p coins is equal to £1

   a) Dexter has seven hundred 1p coins.

   How many £1 coins is this equal to?

   7

   b) Aisha has seven thousand 1p coins.

   How many £1 coins is this equal to?

   70

   c) Jack has 170 1p coins.

   He says, "This is the same as £17"

   Is Jack correct? **NO**

   How do you know?

   It is £1 and 70p

Mark your work. How did you do?

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

Monday - Maths

L- To divide by 100

5 Complete the number sentences.

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

$400 \div 10 = \boxed{40}$

$400 \div 100 = \boxed{4}$

$4,000 \div 100 = \boxed{40}$

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

$800 \div 10 = \boxed{80}$

$800 \div 100 = \boxed{8}$

$8,000 \div 100 = \boxed{80}$

What patterns can you see?

6 Complete the calculations.

a) $100 \times \boxed{12} = 1,200$

b) $6,200 \div 100 = \boxed{62}$

c) $100 \times \boxed{52} = 5,200$

d) $\boxed{3,500} \div 100 = 35$

e) $\boxed{35} = 35$ hundreds $\div 100$

f) $96 = \boxed{96}$ hundreds $\div 100$

7 Eva and Tommy collect gems in a computer game.

Each gem is worth 100 points.

At the end of the game, Eva has 4,300 points and Tommy has 800 points.

How many gems did they collect in total?

$\boxed{51}$

How did you work this out?

8 Use the digit cards to fill in the gaps.

You may use each digit card once only.

1	2	3	4	5	6

$3\underline{4} \times 100 = \underline{3},400$

$6,\underline{2}00 \div 100 = \underline{6}2$

$\underline{5},500 = 10 \times \underline{1}0 \times 55$

Monday – Geography

Lesson 2

Let's find out about Wales!

Have you had been there?

What do you already know?

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/what-is-the-geography-of-wales-61jpar

What is the geography of Wales?

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 Wales and look at the different human and physical geographical features. We can then compare these to the area where we live, as well as comparing them to Scotland.
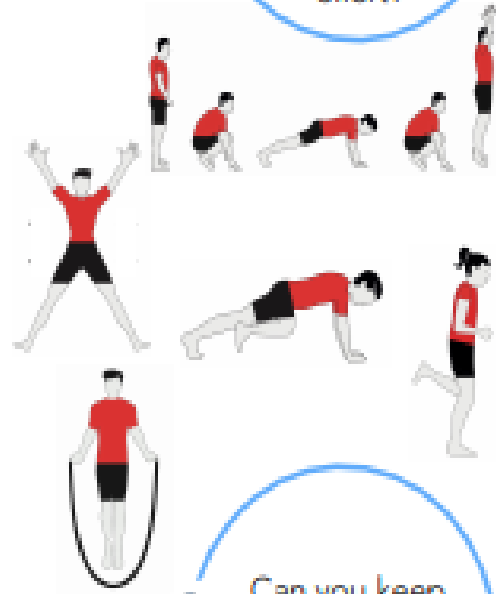
Start Lesson

Monday - PE

Healthy Hearts

How to Learn:

- Layout 5 markers in a space around your area. These are your 5 cardio circuit activities.

- **Station 1:** Perform 10 star jumps.
- **Station 2:** Perform 10 mountain climbers.
- **Station 3:** Skip or jump for 10 seconds.
- **Station 4:** Perform 10 burpees.
- **Station 5:** Jog on the spot for 10 seconds.

- How many times can you repeat the circuit?

Can you complete the circuit more than once and continue to apply maximum effort?

Can you keep trying even if you feel tired?

S An open and safe space.

T Perform 15 repetitions of each activity.

E A skipping rope and 5 markers i.e. cones.

P Perform these activities on your own.

Reflection

Were you able to work hard and increase your heart rate?

Do you understand why it is important to raise your heart rate and keep active?

Tuesday

Remember to email us some pictures of you completing some of these activities

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Tuesday - Spellings

Week 5	Week 6	Week 7	Week 8
legal	logical	legible	literate
illegal	illogical	illegible	illiterate
mature	possible	patient	polite
immature	impossible	impatient	impolite
regular	responsible	relevant	replaceable
irregular	irresponsible	irrelevant	irreplaceable
illegitimate	irrational	improbable	immovable
illimitable	irrefutable	imprecise	immortal
certain	continue	eighth	experiment
consider	different	experience	extreme

In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?

Tuesday- Reading

Lesson 5
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-a-theme-c8vkgt

Tuesday – English – Newspapers

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-revise-speech-punctuation-cngp8t

To revise speech punctuation

In this lesson, we will practise writing speech at the beginning and end of sentences with a focus on accurate punctuation.

Start Lesson

Tuesday Maths

Warm up

1) $12 + 0 =$

2) $12 - 0 =$

3) $12 + 1 =$

4) $12 - 1 =$

MULTIPLY BY 1 AND 0

08:35

White

Click on the link below to access the learning for today

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

Tuesday Maths

L- To multiply by 1 and 0

Multiply by 1 and 0

1. Write a multiplication to work out the total number of strawberries.

$\square \times \square = \square$

2.

a) How many flowers are in each vase? $\square$

b) How many flowers are there in total?

Complete the calculation.

$\square \times \square = \square$

3. Circle the calculation that works out the number of apples.

6 x 0   6 x 1   6 x 2

4. How many marbles are there in total?

$\square \times \square = \square$

5. Complete the calculations.

a) 3 x 1 = $\square$ e) 1 x $\square$ = 4

b) 1 x 3 = $\square$ f) 1 x $\square$ = 14

c) 7 x 1 = $\square$ g) 12 x $\square$ = 0

d) 7 x $\square$ = 0   i) 1 x $\square$ = 31

6. What could the missing number be?

0 x $\square$ = 0

Explain how you know.

_____

_____

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

Tuesday Maths

L- To multiply by 1 and 0

7 a) Circle all the calculations that have an answer of zero.

39×1 95×0 178×0

4×1 0×16

8×0 42×1

0×0

b) How did you work out which calculations to circle?

_____

_____

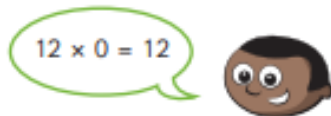**8** Eva and Mo are working out some multiplication problems.

a)

$1 \times 8 = 9$

What mistake has Eva made?

_____

_____

b)

$12 \times 0 = 12$

What mistake has Mo made?

_____

_____

Talk about your answers with a partner.

9 Work out these multiplications.

a) $2 \times 1 = \boxed{}$ b) $8 \times 1 = \boxed{}$

$1 \times 4 = \boxed{}$ $8 \times 1 \times 2 = \boxed{}$

$2 \times 4 \times 1 = \boxed{}$ $8 \times 1 \times 3 = \boxed{}$

What pattern do you notice in each part?

Talk about it with a partner.

c) What multiplication would come next in part b)?

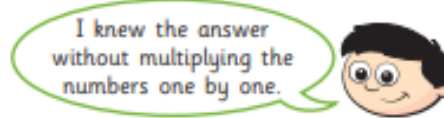$\boxed{} \times \boxed{} \times \boxed{} = \boxed{}$

10 Eva and Dexter have 6 digit cards.

They multiply them all together.

| 3 | 4 | 0 | 9 | 1 | 2 |

I multiplied the numbers from left to right.

I knew the answer without multiplying the numbers one by one.

What could Dexter's method be?

Talk about it with a partner.

Tuesday Maths

Mark your work. How did you do?

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

Multiply by 1 and 0

1 Write a multiplication to work out the total number of strawberries.

$$6 \times 1 = 6$$

2

a) How many flowers are in each vase? 0

b) How many flowers are there in total?

Complete the calculation.

$$8 \times 0 = 0$$

3 Circle the calculation that works out the number of apples.

6 x 0   (6 x 1)   6 x 2

4 How many marbles are there in total?

$$1 \times 8 = 8$$

5 Complete the calculations.

a) 3 × 1 = 3

b) 1 × 3 = 3

c) 7 × 1 = 7

d) 7 × 0 = 0

e) 1 × 4 = 4

f) 1 × 14 = 14

g) 12 × 0 = 0

i) 1 × 31 = 31

6 What could the missing number be?

0 × ___ = 0

Explain how you know.

Anything   Any number multiplied by 0 is equal to 0

Tuesday Maths

L- To multiply by 1 and 0

7 a) Circle all the calculations that have an answer of zero.

39×1 (95 × 0)   (178 × 0)

4×1 (0 × 16)

(8 × 0) 42×1

(0 × 0)

b) How did you work out which calculations to circle?

There was a 0 in the calculation.

8 Eva and Mo are working out some multiplication problems.

a)

$1 \times 8 = 9$

What mistake has Eva made?

She has added 1 and 8

b)

$12 \times 0 = 12$

What mistake has Mo made?

He has multiplied 12 by 1 not 0

Talk about your answers with a partner.

9 Work out these multiplications.

a) $2 \times 1 = \boxed{2}$ b) $8 \times 1 = \boxed{8}$

$1 \times 4 = \boxed{4}$ $8 \times 1 \times 2 = \boxed{16}$

$2 \times 4 \times 1 = \boxed{8}$ $8 \times 1 \times 3 = \boxed{24}$

What pattern do you notice in each part?

Talk about it with a partner.

c) What multiplication would come next in part b)?

$\boxed{8} \times \boxed{1} \times \boxed{4} = \boxed{32}$

10 Eva and Dexter have 6 digit cards.

They multiply them all together.

$\boxed{3}$ $\boxed{4}$ $\boxed{0}$ $\boxed{9}$ $\boxed{1}$ $\boxed{2}$

I multiplied the numbers from left to right.

I knew the answer without multiplying the numbers one by one.

What could Dexter's method be?

Talk about it with a partner.

Mark your work. How did you do?

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

Tuesday - Science
Lesson 2

Let's find out more about sound!
How are sounds produced?

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/how-are-different-sounds-produced-6nj3et

How are different sounds produced?

In today's lesson, we will be learning all about different sounds made by instruments and then making our own!

Start Lesson

Dog's Bark   Fire Alarm   Smoke Alarm

Tuesday - PE

Save the Treasure
Home Physical Education

Can you play by the rules and if you touch the floor start again?

How to play:

- Agree a starting point. Spread treasure across the floor. Use toys and socks as treasure.
- Using two objects can you move without touching the floor, picking up the treasure and returning it to your starting point.
- If you touch the floor you must drop the treasure and start again.
- Create a scoring system so that shoe = 1 point and socks = 2 points. How many points can you score?

Can you keep trying to think of the best ways to use the objects to move?

Top Tips

Do not carry too much treasure in one go!

If you carry too much treasure then you risk falling and losing your treasure.

Let's Reflect

What tactic did you use for collecting treasure?

How did you use your two objects to move around safely and efficiently?

Wednesday

Remember to email us some pictures of you completing some of these activities

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Wednesday – Spellings

Remember to check you understand what the words mean so that you use them correctly.

Name ....

Write your own sentences using the words in the boxes.

illegal

....

illiterate

....

illogical

....

irreplaceable

....

continue

....

certain

....

experiment

....

different

....

Wednesday - Reading

WINGS AND WINDS

Have you travelled on holiday by plane? Airlines are very interested in the weather. Fog – known as *low ceilings* – can prevent aircraft from landing and taking off. Turbulence (when strong winds give passengers a rough ride) is an in-flight hazard. Thunderstorms are a problem for all aircraft because they cause severe turbulence. Ice due to heavy rain, as well as large **hail**, strong winds and lightning, can cause severe damage to an aeroplane in flight. Volcanic ash, depending on the direction of the wind, is quite a serious problem as aeroplanes can lose engine power inside ash clouds.

Read this text and then answer the questions on the next slide. Remember you should look back at the text to check you answers.

Wednesday - Reading

1. What do pilots mean when they talk about a *low ceiling*? _____

2. Why might this be a problem? _____

   _____

3. What is **turbulence?** _____

   _____

4. Name **two** things that cause turbulence. _____

   _____

5. Why are active volcanoes a serious problem for aeroplanes? _____

   _____

Wednesday – English – Newspapers

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-identify-the-features-of-a-newspaper-report-6dh3cr

To identify the features of a newspaper report

In this lesson we will recap the purpose, audience, language and layout of newspaper reports. We will read an example newspaper report and identify some of the key features.

Start Lesson

Wednesday Maths

Warm up

1) $12 \times 1 =$

2) $1 \times 9 =$

3) How many groups of 5 are in 25?

4) Write two divisions using the multiplication fact $3 \times 4 = 12$

Click on the link below to access the learning for today

DIVIDE BY 1 AND ITSELF

09:03

https://whiterosemaths.com/homelearning/year-4/week-11-number-multiplication-division/

Wednesday Maths

L- To divide by 1 and itself

Divide by 1 and itself

1 Annie has 5 cookies and some plates.

She wants to put 1 cookie on each plate.

a) How many plates will she need? ☐

b) Complete the calculation.

☐ ÷ ☐ = ☐

2 Annie has 5 more cookies.

She has 5 friends.

She shares the cookies equally between her 5 friends.

a) How many cookies does each child get? ☐

b) Complete the calculation.

☐ ÷ ☐ = ☐

3 a) Complete the calculations.

8 × 1 = ☐   13 × 1 = ☐   20 × 1 = ☐

8 ÷ 1 = ☐   13 ÷ 1 = ☐   20 ÷ 1 = ☐

b) What do you notice about multiplying and dividing by 1?

_____

_____

c) Use what you have noticed to complete these calculations.

7 × 1 = 7 ÷ ☐

10 ÷ 1 = 10 × ☐

☐ × 1 = 18 ÷ 1

4 Tick all the cards that have an answer of 1

7 ÷ 1	10 ÷ 10	5 ÷ 1
9 ÷ 9	18 ÷ 18	10 ÷ 2
6 ÷ 1	1 × 1	17 ÷ 1

How do you know if a division has an answer of 1?

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

Wednesday Maths

L- To divide by 1 and itself

5 Write >, < or = to compare the calculations.

a) 4 × 0 ◯ 5 ÷ 1   d) 13 ÷ 1 ◯ 31 × 0

b) 24 × 1 ◯ 24 ÷ 1   e) 8 ÷ 8 ◯ 9 ÷ 9

c) 1 × 9 ◯ 9 ÷ 1   f) 10 ÷ 1 ◯ 10 ÷ 10

6 Work out these calculations.

a) 8 ÷ 4 ÷ 1 = ☐

b) 25 ÷ 1 ÷ 5 = ☐

c) 9 × 4 ÷ 1 = ☐

d) 12 ÷ 1 × 4 = ☐

7

$$♥ ÷ ♥ = ▲$$

Complete this calculation.

$$☐ × ▲ =$$

How did you work this out?

8 Rosie has 14 birthday invitations.

She wants to give them out to children in her class.

Each child will get 1 invitation each.

> I did 1 ÷ 14 = 14 to work out how many people I can give the invitations to.

What mistake has Rosie made?

9 Explain how each image shows 16 ÷ 1

16

| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

_____

_____

_____

_____

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

Wednesday Maths

L- *To divide by 1 and itself*

Divide by 1 and itself

White Rose Maths

1) Annie has 5 cookies and some plates.

She wants to put 1 cookie on each plate.

a) How many plates will she need? **5**

b) Complete the calculation.

$5 \div 1 = 5$

2) Annie has 5 more cookies.

She has 5 friends.

She shares the cookies equally between her 5 friends.

a) How many cookies does each child get? **1**

b) Complete the calculation.

$5 \div 5 = 1$

3) a) Complete the calculations.

$8 \times 1 = 8$ $13 \times 1 = 13$ $20 \times 1 = 20$

$8 \div 1 = 8$ $13 \div 1 = 13$ $20 \div 1 = 20$

b) What do you notice about multiplying and dividing by 1?

You get the same answer.

c) Use what you have noticed to complete these calculations.

$7 \times 1 = 7 \div \boxed{1}$

$10 \div 1 = 10 \times \boxed{1}$

$\boxed{18} \times 1 = 18 \div 1$

4) Tick all the cards that have an answer of 1

$7 \div 1$ $10 \div 10$ ✓ $5 \div 1$

$9 \div 9$ ✓ $18 \div 18$ ✓ $10 \div 2$

$6 \div 1$ 1×1 ✓ $17 \div 1$

How do you know if a division has an answer of 1?

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Wednesday Maths

L- To divide by 1 and itself

5 Write >, < or = to compare the calculations.

a) 4×0 (<) $5 \div 1$ d) $13 \div 1$ (>) 31×0

b) 24×1 (=) $24 \div 1$ e) $8 \div 8$ (=) $9 \div 9$

c) 1×9 (=) $9 \div 1$ f) $10 \div 1$ (>) $10 \div 10$

6 Work out these calculations.
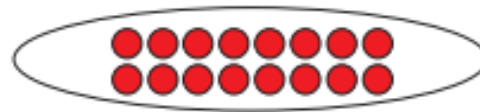
a) $8 \div 4 \div 1 =$ 2

b) $25 \div 1 \div 5 =$ 5

c) $9 \times 4 \div 1 =$ 36

d) $12 \div 1 \times 4 =$ 48

7

$$\heartsuit \div \heartsuit = \triangle$$

Complete this calculation.

$$\square \times \triangle = \boxed{}$$

How did you work this out?

8 Rosie has 14 birthday invitations.

She wants to give them out to children in her class.

Each child will get 1 invitation each.

> I did $1 \div 14 = 14$ to work out how many people I can give the invitations to.

What mistake has Rosie made?

9 Explain how each image shows $16 \div 1$

16

| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

16 grouped into 1s

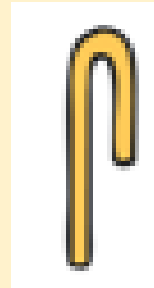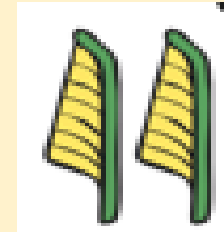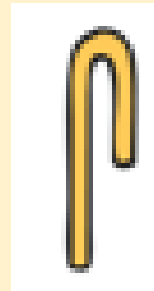16 shared into 1 group

Ancient Egyptians

Can you read the secret message?

Have a look at the next few slides.

We can't wait to see picture of the hieroglyph of your name.
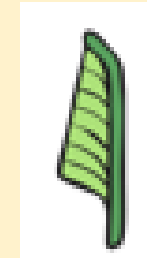
The Ancient Egyptians

About 5000 years ago, the ancient Egyptians created a civilisation that continues to fascinate people even now.
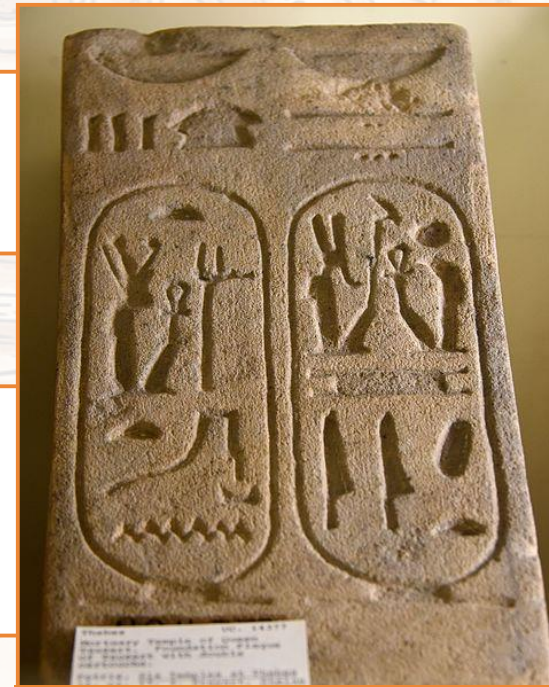
What's in a Name?

A cartouche is an oval ring.

An important person's name, such as a pharaoh, would be surrounded by a cartouche.

It would usually be vertical with a horizontal line at the bottom.

This is from the mortuary temple of Queen Twosret from the 19th Dynasty in Egypt.

twinkl.com

Cartouche

The word 'cartouche' means 'gun cartridge'. When French soldiers were in Egypt in the 19th century, they saw cartouches carved on the walls of tombs. The soldiers thought that they looked like gun cartridges.
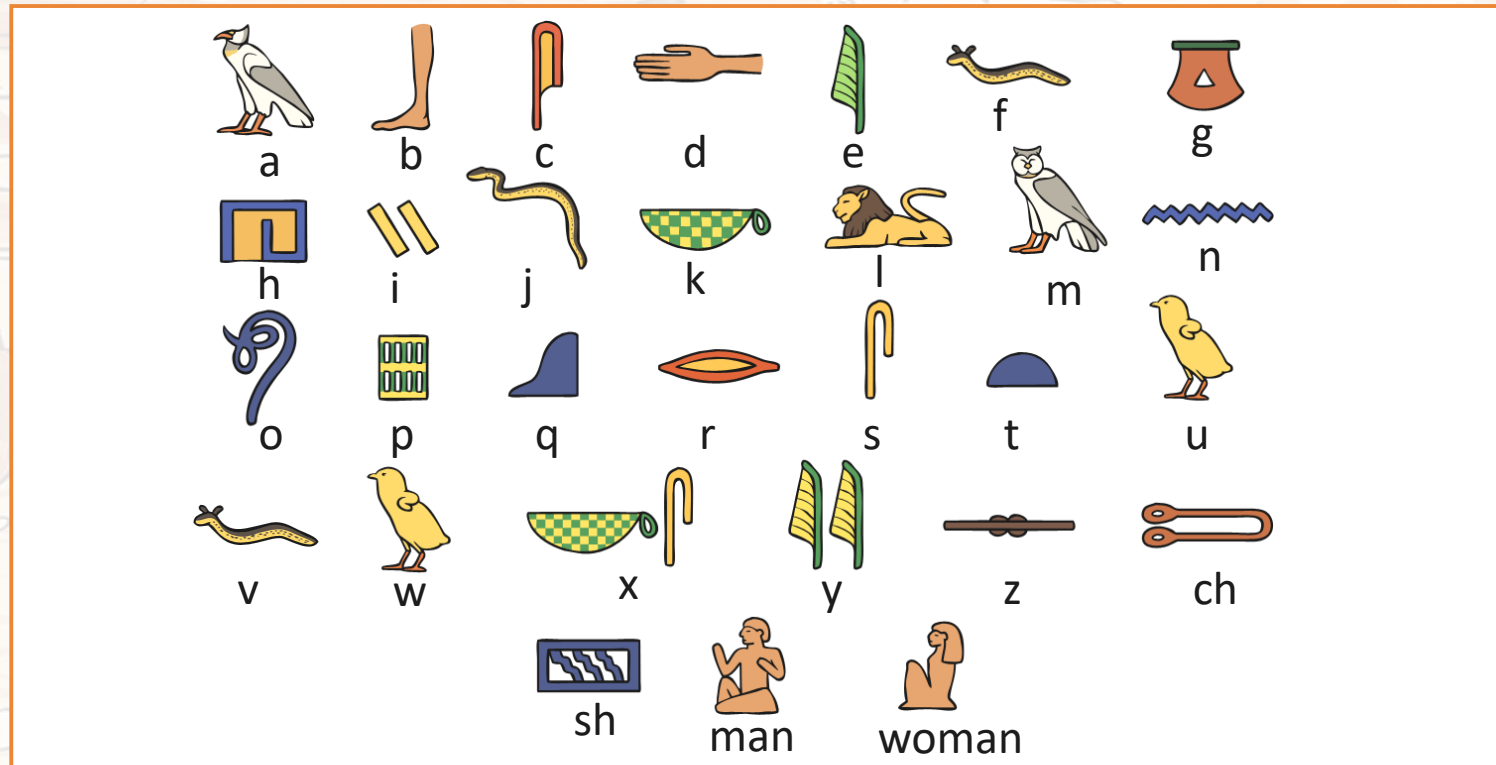
Egyptians call cartouches 'shenu', which means 'encircle'.
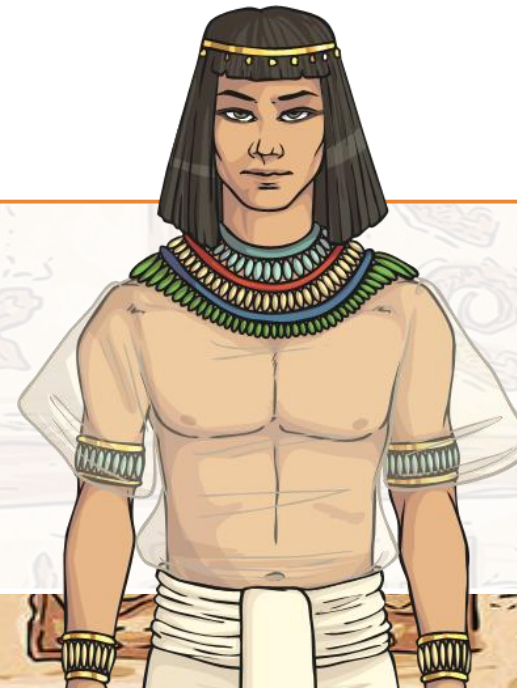
Hieroglyphs

The name within the cartouche would be written in hieroglyphs.
Heiroglyphs were a form of writing created by the ancient Egyptians.

Each symbol represents a letter.
Can you spell your name using the hieroglyphs?

Wednesday - PE

Wacky Races
Home Physical Education

Can you create your own Wacky race ideas?

How to play:

- Mark out a start and finish line using an object to mark out these points.
- Think of different ways you could move from the start to finish.
- Can you move on your hands and feet? Can you move backwards?
- What is the quickest way of moving? What is the slowest way of moving?
- Can you race against a partner using the different ways of moving?

Can you challenge yourself to always try your hardest?

Top Tips

Crawling

Make sure your hands, feet are touching the floor, spread your hands wide, keep your head and bottom down.

Let's Reflect

Which way of moving was the easiest and which was the hardest? Explain why.

How did you feel if you did not win a race?

Thursday

Remember to email us some pictures of you completing some of these activities

4 CW   CatherineWilde@partingtoncentralacademy.co.uk
4 CT   ChrisGreatbanks@partingtoncentralacademy.co.uk

Thursday - Spellings

Silly story

Create a Silly Story using spelling words from this week...try to use as many as you can

Week 8
literate
illiterate
polite
impolite
replaceable
irreplaceable
immovable
immortal
experiment
extreme

Thursday - Reading - Inference

City in a cave

1. Why was this city built in a cave?
2. Who built it?
3. When was the city founded?
4. Who might live here?
5. How large is the population?
6. Are there many children and elderly people here?
7. What jobs do the citizens do?
8. Is this a good place to live?
9. Is this city well-known for anything?

Thursday – English – Newspapers

Lesson 4
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-develop-a-rich-understanding-of-words-associated-with-feeling-surprised-c5j3jt

To develop a rich understanding of words associated with feeling surprised

In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.

Start Lesson

Thursday Maths

1) Complete the calculations

$$3 \times 0 = \qquad 3 \times 1 =$$

$$3 \times 5 = \qquad 3 \times 10 =$$

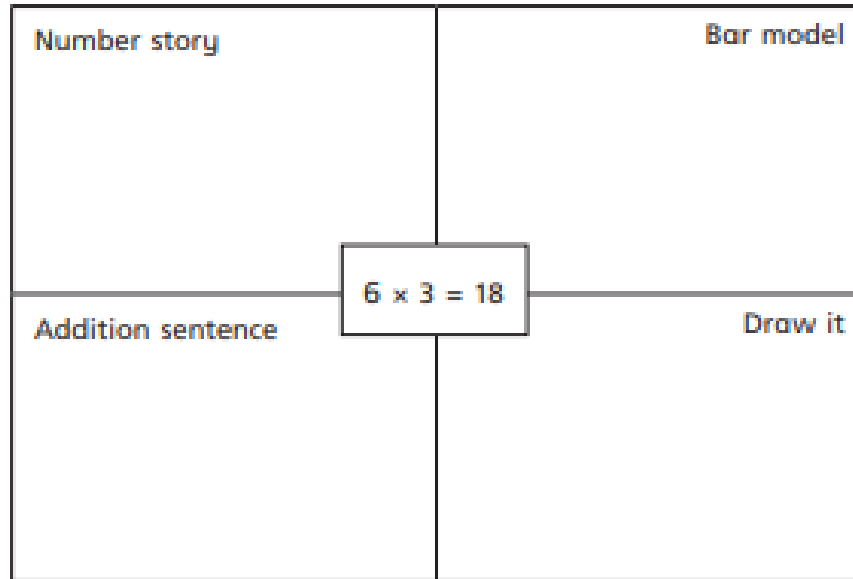2) Double 3

3) Divide 3 by 1
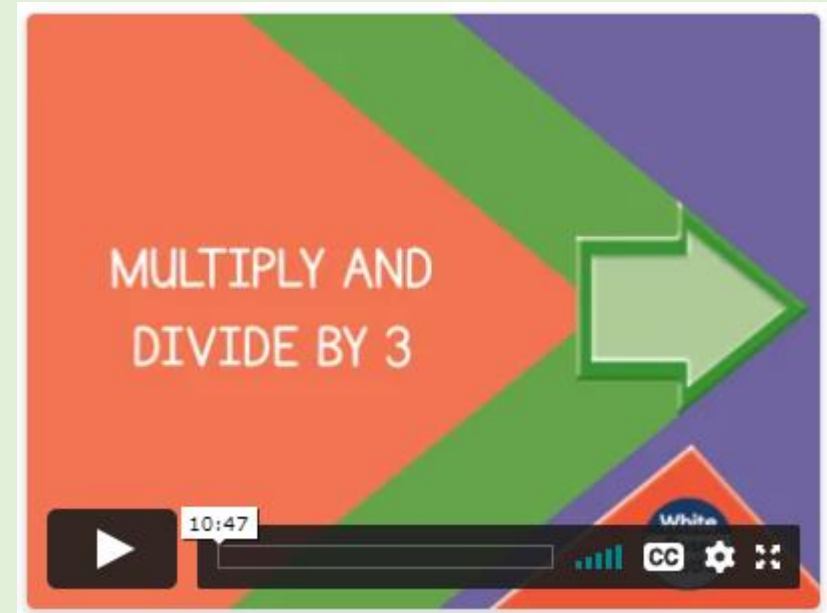
MULTIPLY AND
DIVIDE BY 3

10:47

Click on the link below to access the learning for today

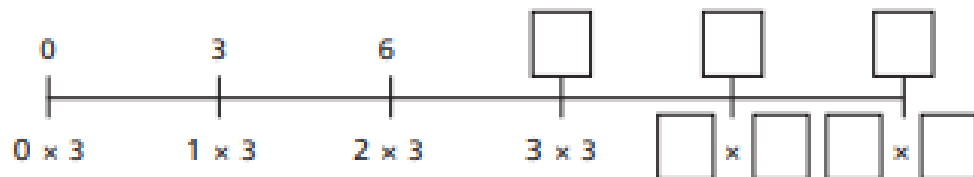https://whiterosemaths.com/homelearning/year-4/week-11-number-multiplication-division/

Thursday Maths

3 Complete the diagram

Number story	Bar model

6 x 3 = 18

Addition sentence	Draw it

4 Complete the number line.

```
0        3        6       [ ]      [ ]      [ ]
|--------|--------|--------|--------|--------|
0 x 3   1 x 3   2 x 3   3 x 3   [ ]x[ ]  [ ]x[ ]
```
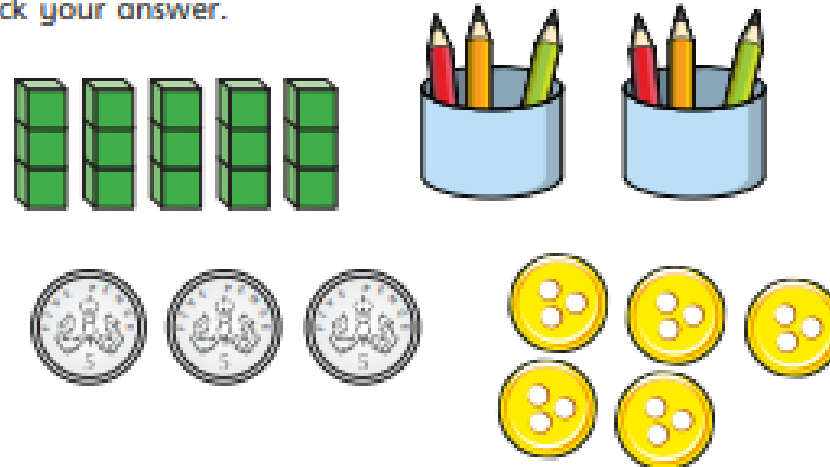
After you have watched the video have a go at the questions on the worksheet. Answer in your books.

Which is the odd one out?

Tick your answer.

Explain your answer.

_____

_____

Is there more than one answer?
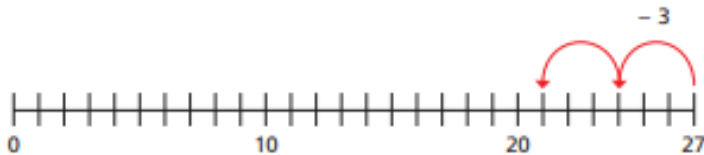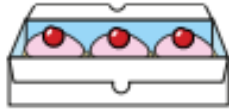
Thursday Maths

L- To multiply and divide by 3
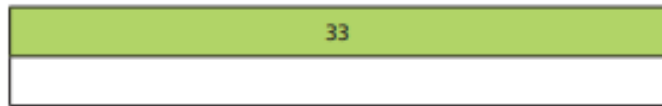
4 There are 27 cakes.

A box can hold 3 cakes.

How many boxes of 3 cakes can be filled?

Use the number line to help you.

-3

0   10   20   27

☐ boxes of 3 cakes can be filled.

5 Complete the bar model for the division $33 \div 3 = 11$

33

Is there more than one way to do this?

6 Complete the division statements for each problem.

a) Esther has 21 balloons.

She puts them into 3 party bags.

How many balloons are in each party bag?

☐ ÷ ☐ = ☐

b) Nijah has 36 apples.

In each box there are 3 apples.

How many boxes are there?

☐ ÷ ☐ = ☐

c) 24 children stand in groups of 3

How many groups are there?

☐ ÷ ☐ = ☐

7 Numbers that follow each other when you count are called consecutive numbers.

Three consecutive numbers can form a staircase.

Here is 4, 5 and 6

When you add three consecutive numbers, the total can always be divided equally by 3

Is this statement correct?

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.
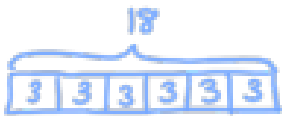
Thursday Maths

L- To multiply and divide by 3

3 Complete the diagram.

Number story	Bar model
Eg. There are 6 plates with 3 cupcakes on each plate.	18 3 3 3 3 3 3

6 × 3 = 18

Addition sentence	Draw it
3+3+3+3+3+3 =18	☺ ☺ ☺ ☺ ☺ ☺

4 Complete the number line.

0   3   6   9   12   15

0 × 3   1 × 3   2 × 3   3 × 3   4 × 3   5 × 3
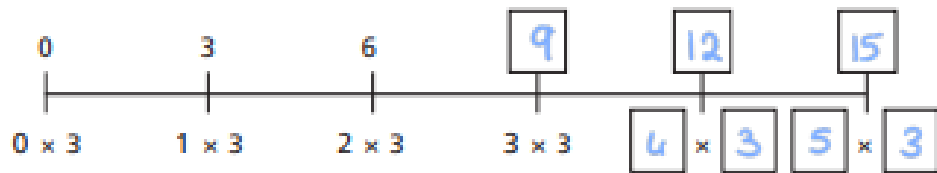
6 Which is the odd one out?

Tick your answer.

E.g.

Explain your answer.

It shows 2×3, the others show 5×3 or 3×5

Is there more than one answer?

Thursday Maths

4 There are 27 cakes.

A box can hold 3 cakes.

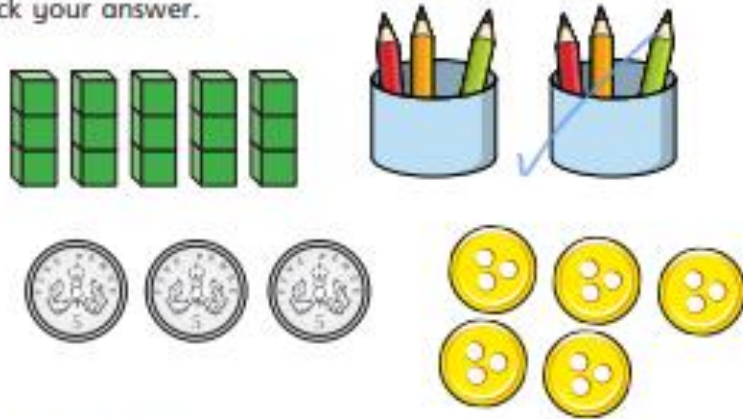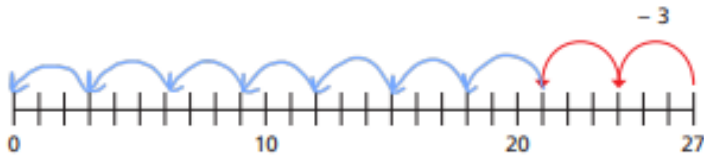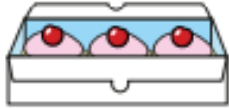How many boxes of 3 cakes can be filled?

Use the number line to help you.

0   10   20   27

9 boxes of 3 cakes can be filled.

5 Complete the bar model for the division 33 ÷ 3 = 11

33
11	11	11

Is there more than one way to do this?

6 Complete the division statements for each problem.

a) Esther has 21 balloons.

She puts them into 3 party bags.

How many balloons are in each party bag?

$21 ÷ 3 = 7$

b) Nijah has 36 apples.

In each box there are 3 apples.

How many boxes are there?

$36 ÷ 3 = 12$

c) 24 children stand in groups of 3

How many groups are there?

$24 ÷ 3 = 8$

7 Numbers that follow each other when you count are called consecutive numbers.

Three consecutive numbers can form a staircase.

Here is 4, 5 and 6

When you add three consecutive numbers, the total can always be divided equally by 3

Is this statement correct?

Talk about it with a partner.

Thursday PSHE

Taking care of myself:

getting a good night's sleep

Over the next two lessons we will have a look at why this is so important.

Have a look at the following slides and complete the activities.

Sleep: What's our starting point?

Draw a person getting ready for a good night's sleep — what might they be doing, thinking, feeling?

Can you draw and write about:

- How this person will feel when they wake up?
- Anything that is helping them to sleep well?
- Anything that might make it hard for them to sleep well?

Once you've finished your picture, put it to one side — you will come back to this tomorrow!

FACTS ABOUT SLEEP

Go on a fact hunt...

Look at the information on the posters on the next few slides.

Use these posters to help you to answer the questions on the Factfile

Doing something relaxing in the hour before going to sleep can really help. This could be things like reading a book or listening to a story being read, having a bath, cuddling a pet, talking to someone in your family about your day, or playing a board game or puzzle.

Children aged 6-12 years old usually need between 10 and 11 hours sleep every night (some may need more or less). To wake up at 7am in time for school, a good time to go to bed is before 9pm.

Keeping to the same routine is a good idea, such as going to bed and waking up at the same time every day, even at weekends.

Spending time outside during the day and exercising can help someone fall asleep and help them to sleep well.

TIDY YOUR ROOM!

A messy bedroom can actually affect good sleep! It is much easier to relax and fall into a deep sleep in a tidy, organised room. Making a bedroom dark and cool before going to sleep can also help.

CALM DOWN!

Avoid running around or doing lots of exercise just before bedtime. This can make the body wake up when it needs to be winding down.

TURN IT OFF!

All electronic screens like the TV, computer, tablet, mobile phone should be turned off at least an hour before bedtime. It's best to put them away in a room where people don't sleep.

DON'T DRINK THAT!

Drinking or eating anything with caffeine (like coffee, tea or energy drinks) or lots of sugar (like sweets and fizzy drinks) can keep someone awake for a long time. This might mean that when they fall asleep, they don't sleep very well.

SLEEP

People who get good quality sleep are more likely to…

FEEL happy

MAKE GOOD decisions

PERFORM better at sports

GET BETTER scores in exams

AVOID illness

LEARN better

BE MORE creative

REMEMBER more

FEEL healthier

HEAL FASTER from an injury

Now try and answer these questions:

1. How much sleep do children need each night?

2. Find 3 things to start doing that help someone get good sleep:

3. Find 3 things to stop doing that would help someone sleep:

4. Why is it important to get good sleep?

Activity 1: Answers

Once you have completed your table, click on each box to reveal a possible answer...

QUESTION	POSSIBLE ANSWERS
How much sleep do children need each night?	
Find 3 things to start doing that help someone get good sleep:	
Find 3 things to stop doing that would help someone sleep:	
Why is it important to get good sleep?	

Thursday - PE

Feeling Flexible?
Home Physical Education

Can you complete the circuit with a partner, encouraging each other?

How to play:

- Layout 5 markers in a space around your area. These are your 5 flexibility circuit activities

- **Station 1:** Perform 10 extended tucks.
- **Station 2:** Perform 10 roll and release.
- **Station 3:** Perform 10 lunges.
- **Station 4:** Perform 10 arches, holding each one for 5 seconds.
- **Station 5:** Perform 10 extended leg raises.

- How many times can you repeat the circuit?

Can you keep trying even if you feel tired?

Top Tips

Stretch Out!

By stretching (static or dynamic) this will improve our flexibility. *'Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion '*

Let's Reflect

Do you understand why stretching your muscles will improve your flexibility?

Do you understand why it is important to be flexible when playing sport?

Friday

Remember to email us some pictures of you completing some of these activities

4 CW CatherineWilde@partingtoncentralacademy.co.uk

4 CT ChrisGreatbanks@partingtoncentralacademy.co.uk

Friday - Spellings

Other handed

First write your spelling the way you usually do it.
Then try writing the list with your other hand.

Friday - Reading

One Tiny Mistake

When I received my first magic wand for my twelfth birthday, I could not have been more excited. I imagined pointing it towards a pile of dirty clothes and having them magically cleaned and folded before my eyes. I'd dreamed about turning my vegetables invisible so I didn't have to eat them for dinner. I never imagined that I would spend the next year of my life trapped inside a bottle. One tiny, little spell gone wrong was all it took to shrink me. My family think that I ran away to a school for witches. They knew it had always been my dream. What they don't know is that I've been here all along; sat on the dusty shelf in my old bedroom, tapping on the glass and praying that one day they will hear me.

Friday - Reading

After you have read the text on the previous slide, have a go at these questions

Quick Questions

1. Where is the narrator of this story?

   _____

2. Did the narrator mean for this to happen? Use evidence from the text to support your answer.

   _____

   _____

3. What story do you know that has a similar theme?

   _____

   _____

4. Sum up the story in 20 words or less.

   _____

   _____

Friday – English - Newspapers

Lesson 5
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/less
ons/to-gather-information-and-evidence-
for-a-newspaper-report-
75h6ad?activity=video&step=1

To gather information and evidence for a newspaper report

In this lesson, we will gather information and evidence about an incident to use in our own newspaper reports.

Start Lesson

Friday Maths

Warm up

1) How many pears?

2) How many fish?

3) Complete the number track.

3	6	9			18		24		30		36

THE 3 TIMES-TABLE

09:58

Click on the link below to access the learning for today

https://whiterosemaths.com/homelearning/year-4/week-11-number-multiplication-division/

Friday Maths

L- To know the 3 times table

The 3 times-table

1 Complete the multiplications.

a)

☘ ☘ ☘ ☘ ☘ ☘ ☘ ☘ ☘

☐ × ☐ = ☐

b)

🍒 🍒 🍒

☐ × ☐ = ☐

2 Dani makes an array using counters.

● ● ● ● ●
● ● ● ● ●
● ● ● ● ●

Write two multiplication and two division facts represented by the array.

☐ × ☐ = ☐

☐ × ☐ = ☐

☐ ÷ ☐ = ☐

☐ ÷ ☐ = ☐

3 Complete the number sentences.

a) 6 × 3 = ☐

b) 3 × ☐ = 27

c) ☐ ÷ 11 = 3

d) ☐ ÷ 3 = 5

e) 12 × 3 = ☐

f) ☐ × 3 = 0

4 Complete the number sentences.

a) 2 × 3 = ☐

4 × 3 = ☐

8 × 3 = ☐

b) 6 = 3 × ☐

12 = 3 × ☐

18 = 3 × ☐

What patterns do you notice?

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

a) 33 ÷ 11 ◯ 3

b) 27 ◯ 30 ÷ 3

c) 9 ÷ 3 ◯ 3 × 6

d) 6 × 3 ◯ 6 ÷ 3

e) 3 × 6 ◯ 18 ÷ 3

f) 0 × 3 ◯ 3 ÷ 3

© White Rose Maths 20

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

Friday Maths

6 Colour all the numbers in the 3 times-table.
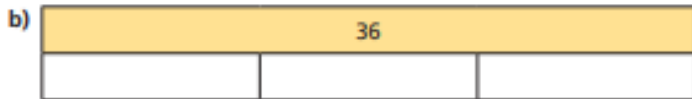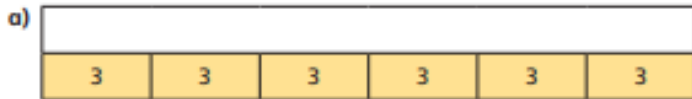
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?

7 Work out the missing values in each bar model.

a)

3	3	3	3	3	3

b)

36

8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? _____

9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

                      odd   even

$1 \times 3 = 3$ ☐ ☐

$2 \times 3 = \boxed{}$ ☐ ☐

$3 \times 3 = \boxed{}$ ☐ ☐

$\boxed{} \times 3 = 12$ ☐ ☐

b) What would the next multiplication be?

$\boxed{} \times 3 = \boxed{}$

c) What do you notice about the products?

d) Will the product of 11×3 be odd or even? _____

10 Use the fact that $12 \times 3 = 36$ to work out the calculations.

$13 \times 3 = \boxed{}$

$3 \times 15 = \boxed{}$

$14 \times 3 = \boxed{}$

$24 \times 3 = \boxed{}$

How did you work this out?

Did you find the answers in the same way as your partner?

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

Friday Maths

L- To know the 3 times table

The 3 times-table

1 Complete the multiplications.

a)

$8 \times 3 = 24$

b)

$3 \times 4 = 12$

2 Dani makes an array using counters.

Write two multiplication and two division facts represented by the array.

$3 \times 5 = 15$

$5 \times 3 = 15$

$15 \div 3 = 5$

$15 \div 5 = 3$

3 Complete the number sentences.

a) $6 \times 3 = 18$

b) $3 \times 9 = 27$

c) $33 \div 11 = 3$

d) $15 \div 3 = 5$

e) $12 \times 3 = 36$

f) $0 \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = 6$

$4 \times 3 = 12$

$8 \times 3 = 24$

b) $6 = 3 \times 2$

$12 = 3 \times 4$

$18 = 3 \times 6$

What patterns do you notice?

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

a) $33 \div 11 \; (=) \; 3$

b) $27 \; (>) \; 30 \div 3$

c) $9 \div 3 \; (<) \; 3 \times 6$

d) $6 \times 3 \; (>) \; 6 \div 3$

e) $3 \times 6 \; (>) \; 18 \div 3$

f) $0 \times 3 \; (<) \; 3 \div 3$

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Friday Maths

6 Colour all the numbers in the 3 times-table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?

7 Work out the missing values in each bar model.

a)

18					
3	3	3	3	3	3

b)

36		
12	12	12

8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? __Eva__

9 a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

	odd	even
1 × 3 = 3	✓	☐
2 × 3 = 6	☐	✓
3 × 3 = 9	✓	☐
4 × 3 = 12	☐	✓

b) What would the next multiplication be?

5 × 3 = 15

c) What do you notice about the products?

d) Will the product of 11 × 3 be odd or even? __Odd__

10 Use the fact that 12 × 3 = 36 to work out the calculations.

13 × 3 = 39

3 × 15 = 45

14 × 3 = 42

24 × 3 = 72

How did you work this out?

Did you find the answers in the same way as your partner?

Friday PSHE

Do you remember what we were discussing in our PSHE lesson yesterday?
Yes, it was sleep!

You can always look back at yesterday's slides if you need to complete todays work.

Can you help solve a problem?

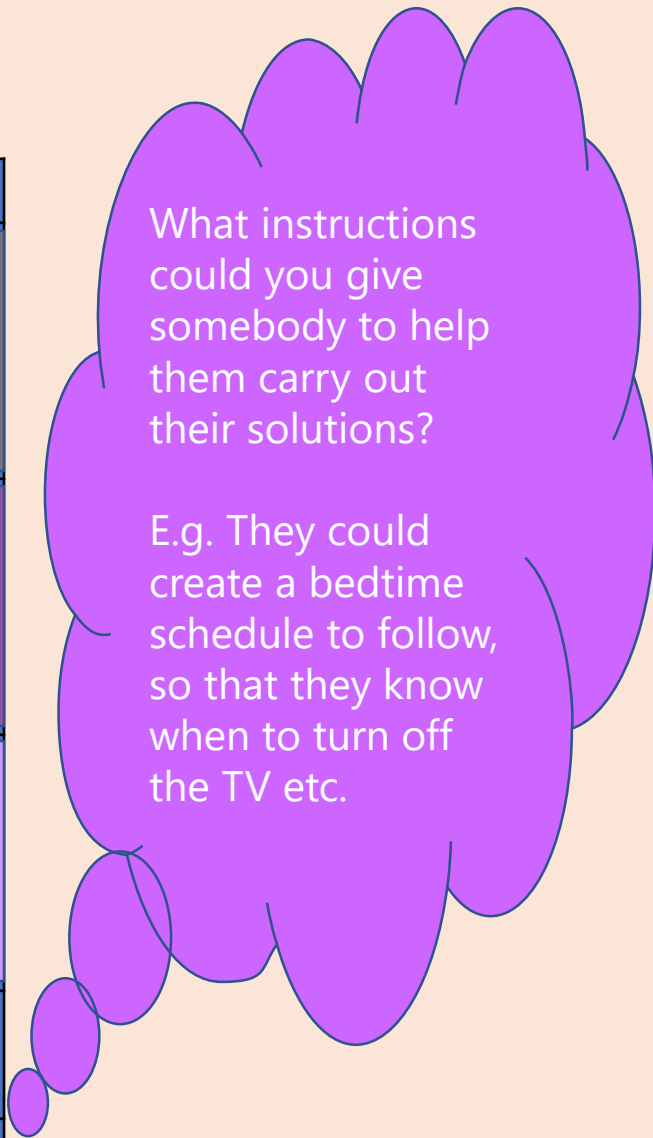# How could you help these people get a better nights sleep?

It is difficult to go to sleep when...	A solution to this might be....
Someone has been watching TV, or playing games online before bed	
Someone is nervous or worried about something, e.g. a test at school	
Someone drinks a sugary drink, such as orange juice or hot chocolate, before bed	

Activity 2: Solutions

It is difficult to go to sleep when...	A solution to this might be....
Someone has been watching TV, or playing games online before bed	
Someone is nervous or worried about something, e.g. a test at school	
Someone drinks a sugary drink, such as orange juice or hot chocolate, before bed	

Individual steps I would need to take to carry out the sleep solution ......

✏
✏
✏

What instructions could you give somebody to help them carry out their solutions?

E.g. They could create a bedtime schedule to follow, so that they know when to turn off the TV etc.

Sleep: Where are we now?

Go back to the 'What's our starting point?' activity

Use a different colour pen or pencil to change your draw and write...

Is there anything you would like to change about your pictures?

Is there anything you would like to add to your pictures?

Can you think of one thing that you could change about your bedtime routine to help you to get better sleep?

Remember...

Finding it hard to get to sleep or not wanting to get up in the morning are all typical experiences as part of growing up. Many adults can sometimes find it hard too. It can sometimes happen when people feel worried or feel stressed about something.

If you're worried about your sleep, you should always speak to your parent or a trusted adult so they can help you.

The **ChildLine website** also has advice about sleep for young people: www.childline.org.uk

Click here to discover Childline's 8 tips for better sleep!

© PSHE Association 2018

More activities if you have time...

Sleep story

Write a short story about a character who is struggling to get a good night's sleep. Include advice for others about how they solved the problem.

Give me 10
Create a poster of 10 top tips for a good night's sleep that you can share with your family and friends.

10 TOP TIPS

Friday - PE

Super Strength
Home Physical Education

Can you complete the circuit with a partner, encouraging each other?

How to play:

- Layout 5 markers in a space around your area. These are your 5 strength circuit activities.
- **Station 1:** Perform 10 squat jumps.
- **Station 2:** Perform 10 lying ball lifts.
- **Station 3:** Perform 10 push outs.
- **Station 4:** Perform 10 sit ups.
- **Station 5:** Perform 10 box press ups.
- How many times can you repeat the circuit?

Can you keep trying even if you feel tired?

Top Tips

Work Hard!

By working hard we will improve our strength

'Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.'

Let's Reflect

Do you understand why working hard will help improve the strength of your muscles?

Do you understand why it is important to be strong when playing sport?