



THE DEAN TRUST
Partington Central Academy

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.

Practice Sheet

Term 1 Set 2 Week 8

Name Date

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



I might have been impolite, but slapping me on the face was rather extreme, wasn't it?



Spellings	Write	Write	Cover and write	Cover and write
literate				
ill iterate				
polite				
im polite				
replaceable				
ir replaceable				
im movable				
im mortal				
experiment				
extreme				

Total /10



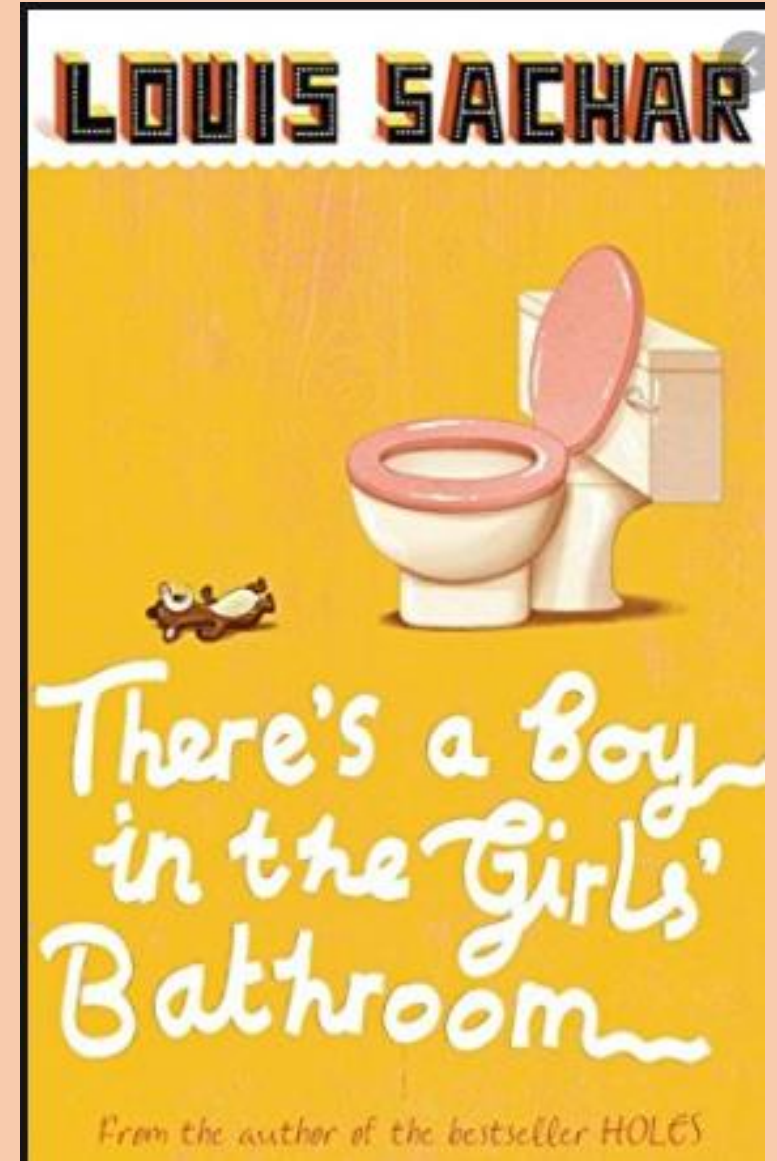
Monday - Reading

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

L- To divide by 100

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 = $800 \div$ _____



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) $700 \div 100 = \square$ d) $7,000 \div 100 = \square$
b) $800 \div 100 = \square$ e) $8,000 \div 100 = \square$
c) $200 \div 100 = \square$ f) $\square = 2,000 \div 100$

- 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.
 $2,300 \div 100 = \square$

- b) Make 3,700 using base 10

Complete the sentences.

- $3,700 = 3$ thousands + hundreds
 3 thousands = hundreds
There are hundreds altogether.
 $3,700 \div 100 = \square$

- 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?



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

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..

5 Complete the number sentences.

a) $40 \div 10 = \square$

b) $80 \div 10 = \square$

$400 \div 10 = \square$

$800 \div 10 = \square$

$400 \div 100 = \square$

$800 \div 100 = \square$

$4,000 \div 100 = \square$

$8,000 \div 100 = \square$

What patterns can you see?

6 Complete the calculations.

a) $100 \times \square = 1,200$

d) $\square \div 100 = 35$

b) $6,200 \div 100 = \square$

e) $\square = 35 \text{ hundreds} \div 100$

c) $100 \times \square = 5,200$

f) $96 = \square \text{ hundreds} \div 100$

Monday - Maths

L- To divide by 100

Divide by 100

Rose Maths

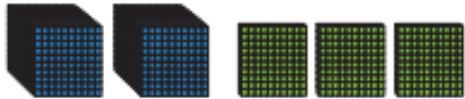
- 1 There are 400 pins altogether.
The pins are packed in jars of 100
How many jars are there?



- 2 Complete the calculations.

- a) $700 \div 100 =$ d) $7,000 \div 100 =$
b) $800 \div 100 =$ e) $8,000 \div 100 =$
c) $200 \div 100 =$ f) = $2,000 \div 100$

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



I will make groups of 100



Complete the sentences.

$2,300 = 2 \text{ thousands} +$ hundreds

$1 \text{ thousand} =$ hundreds

$2 \text{ thousands} =$ hundreds

Teddy has hundreds altogether.

$2,300 \div 100 =$

- b) Make 3,700 using base 10

Complete the sentences.

$3,700 = 3 \text{ thousands} +$ hundreds

$3 \text{ thousands} =$ 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? 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.

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

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

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

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

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

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

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

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

What patterns can you see?

6 Complete the calculations.

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

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

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

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

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

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

Mark your work. How did you do?

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

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

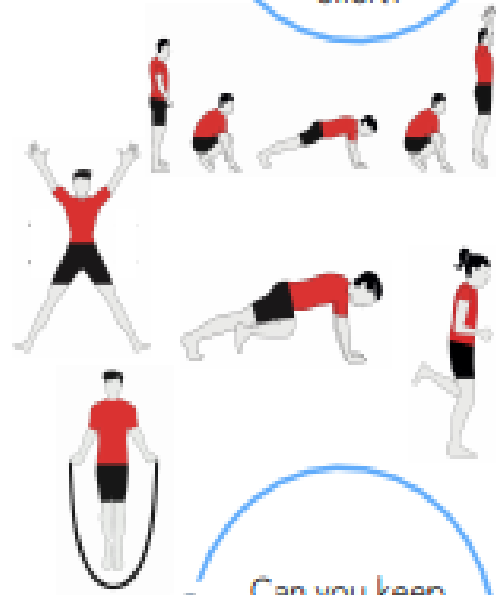
Monday - PE



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.

Perform 15 repetitions of each activity. **T**

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

Perform these activities on your own. **P**

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

	A ₁	B ₃	C ₃	D ₂	
E ₁	F ₄	G ₂	H ₄	I ₁	J ₈
K ₅	L ₁	M ₃	N ₁	O ₁	P ₃
Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₄
	W ₄	X ₈	Y ₄	Z ₁₀	

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?

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

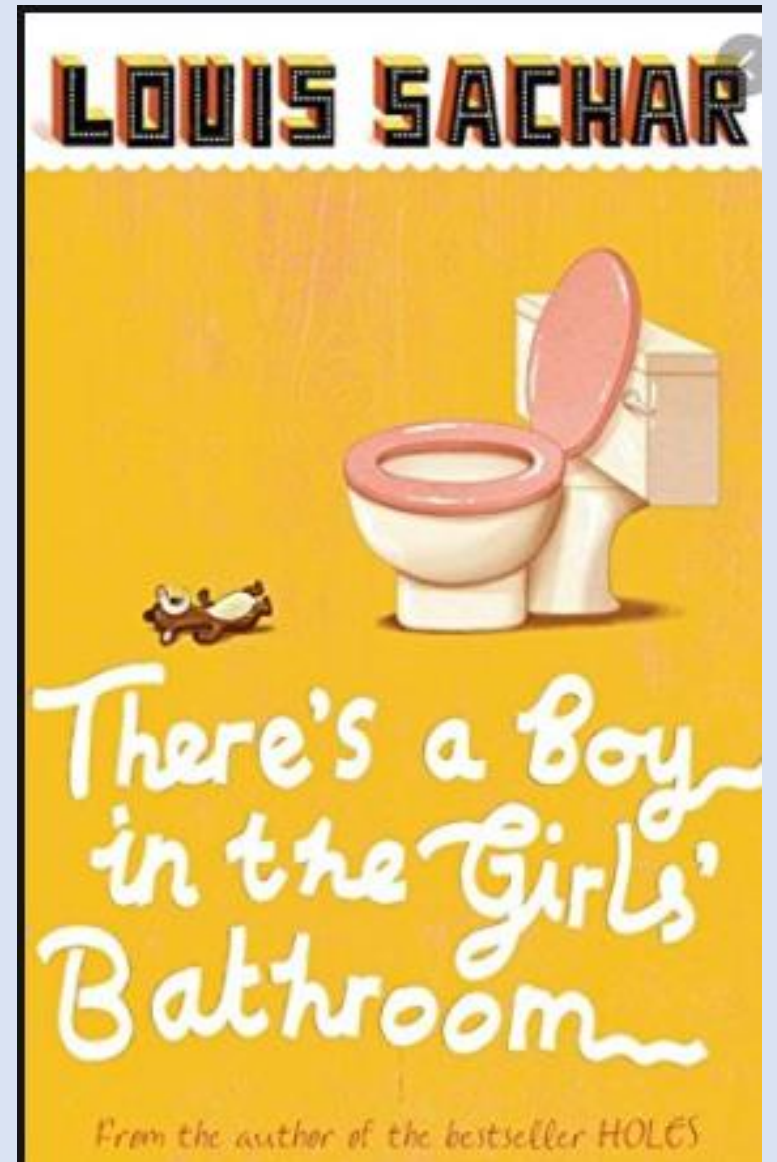
Tuesday- Reading

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

L- To multiply by 1 and 0
Warm up

$$1) 12 + 0 =$$

$$2) 12 - 0 =$$

$$3) 12 + 1 =$$

$$4) 12 - 1 =$$



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

Rose Maths

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



$$\square \times \square = \square$$



- a) How many flowers are in each vase?
- 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.



6×0

6×1

6×2

- 4 How many marbles are there in total?



$$\square \times \square = \square$$

- 5 Complete the calculations.

a) $3 \times 1 = \square$

e) $1 \times \square = 4$

b) $1 \times 3 = \square$

f) $1 \times \square = 14$

c) $7 \times 1 = \square$

g) $12 \times \square = 0$

d) $7 \times \square = 0$

i) $1 \times \square = 31$

- 6 What could the missing number be?

$0 \times \square = 0$

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

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

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

39×1

95×0

178×0

4×1

0×16

8×0

0×0

42×1

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

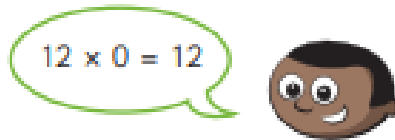
- 8 Eva and Mo are working out some multiplication problems.

a)



What mistake has Eva made?

b)



What mistake has Mo made?

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.



$$\boxed{6} \times \boxed{1} = \boxed{6}$$

2



- a) How many flowers are in each vase?
- b) How many flowers are there in total?

Complete the calculation.

$$\boxed{8} \times \boxed{0} = \boxed{0}$$

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



6×0

6×1

6×2

- 4 How many marbles are there in total?



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

- 5 Complete the calculations.

a) $3 \times 1 = \boxed{3}$

e) $1 \times \boxed{4} = 4$

b) $1 \times 3 = \boxed{3}$

f) $1 \times \boxed{14} = 14$

c) $7 \times 1 = \boxed{7}$

g) $12 \times \boxed{0} = 0$

d) $7 \times \boxed{0} = 0$

i) $1 \times \boxed{31} = 31$

- 6 What could the missing number be?

$0 \times \boxed{} = 0$

Explain how you know.

Anything. Any number multiplied by 0 is equal to 0.

Mark your work. How did you do?

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

Tuesday Maths

L- To multiply by 1 and 0

Mark your work. How did you do?

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

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

39×1

95×0

178×0

4×1

0×16

8×0

0×0

42×1

- 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.

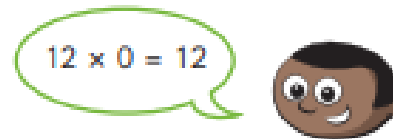
- a)



What mistake has Eva made?

She has added 1 and 8

- b)



What mistake has Mo made?

He has multiplied 12 by 1 not 0

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

Save the Treasure Home Physical Education

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

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

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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.

Activity Sheet

Term 1 Set 2 Week 8

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 your 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

L- To divide by 1 and itself

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

<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.

$$\square \div \square = \square$$

- 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.

$$\square \div \square = \square$$

- 3 a) Complete the calculations.

$8 \times 1 = \square$

$13 \times 1 = \square$

$20 \times 1 = \square$

$8 \div 1 = \square$

$13 \div 1 = \square$

$20 \div 1 = \square$

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

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

$7 \times 1 = 7 \div \square$

$10 \div 1 = 10 \times \square$

$\square \times 1 = 18 \div 1$

- 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?

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 $5 \div 1$ 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) $10 \div 1$ $10 \div 10$

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

- 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.

$$\boxed{5} \div \boxed{1} = \boxed{5}$$

- 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?

- b) Complete the calculation.

$$\boxed{5} \div \boxed{5} = \boxed{1}$$

- 3 a) Complete the calculations.

$$8 \times 1 = \boxed{8} \quad 13 \times 1 = \boxed{13} \quad 20 \times 1 = \boxed{20}$$

$$8 \div 1 = \boxed{8} \quad 13 \div 1 = \boxed{13} \quad 20 \div 1 = \boxed{20}$$

- 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

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

$$\boxed{10 \div 10} \checkmark$$

$$\boxed{5 \div 1}$$

$$\boxed{9 \div 9} \checkmark$$

$$\boxed{18 \div 18} \checkmark$$

$$\boxed{10 \div 2}$$

$$\boxed{6 \div 1}$$

$$\boxed{1 \times 1} \checkmark$$

$$\boxed{17 \div 1}$$

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

Mark your work.
How did you do?

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

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) $10 \div 1$ $>$ $10 \div 10$

Mark your work.
How did you do?

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

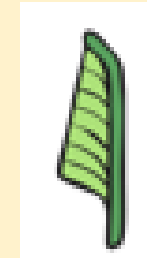
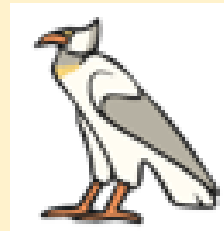
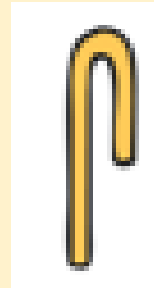
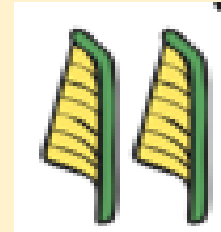
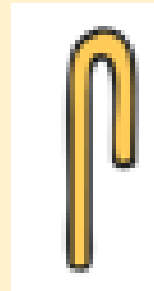
Wednesday - History/Art

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.

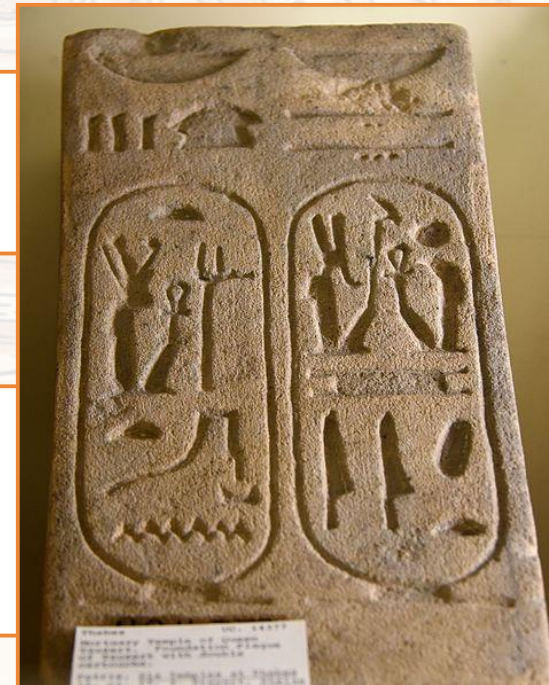


What's in a Name?

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.

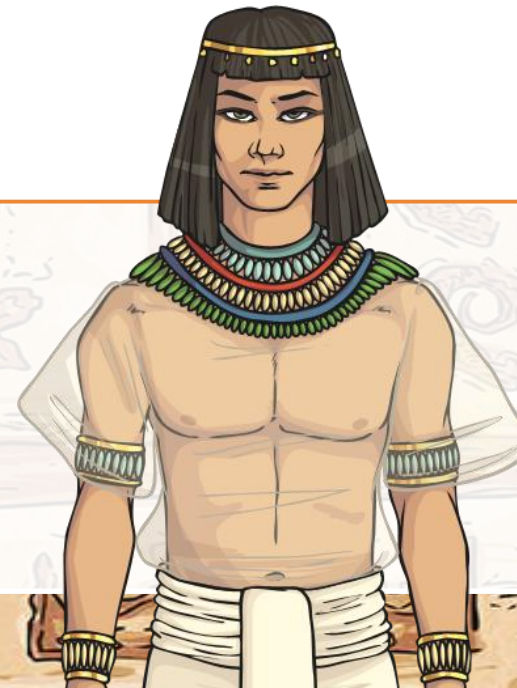


This is from the mortuary temple of Queen Twosret from the 19th Dynasty in Egypt.

Cartouche

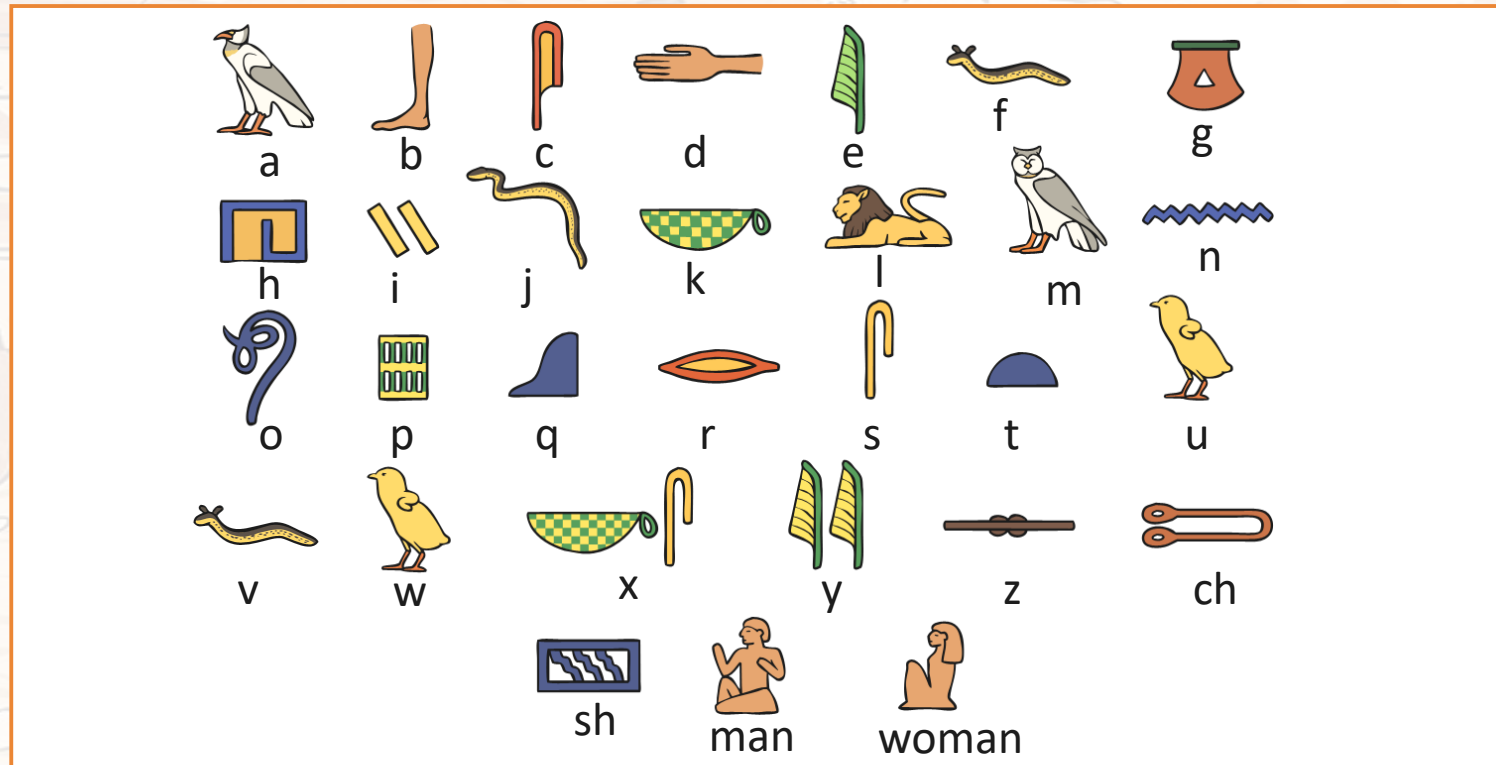
The word 'cartouche' means 'gun cartridge'. When French soldiers were in Egypt in the 19th century, they saw cartouches carved on the walls of tombs. The soldiers thought that they looked like gun cartridges.

Egyptians call cartouches 'shenu', which means 'encircle'.



Hieroglyphs

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



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

Wacky Races Home Physical Education

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 create your own Wacky race ideas?

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

L- To multiply and divide by 3
Warm up

1) Complete the calculations

$3 \times 0 =$

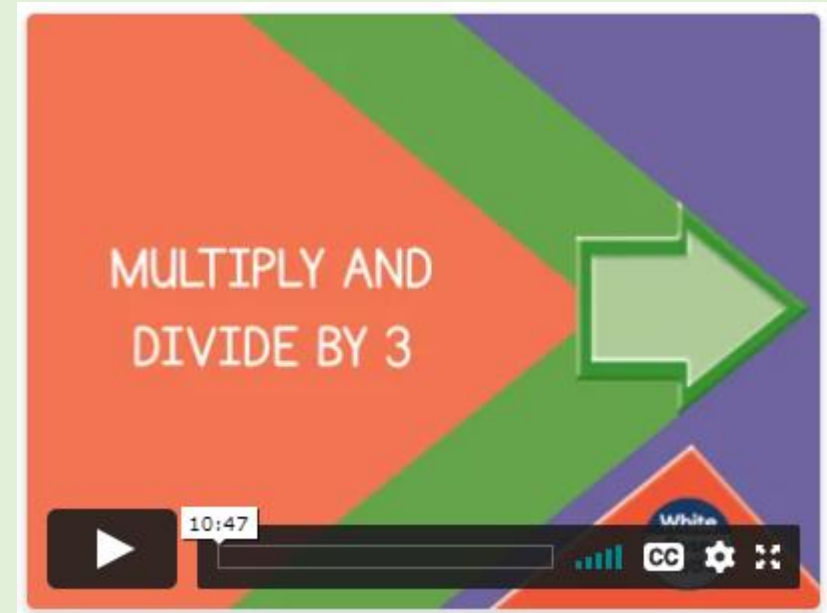
$3 \times 1 =$

$3 \times 5 =$

$3 \times 10 =$

2) Double 3

3) Divide 3 by 1



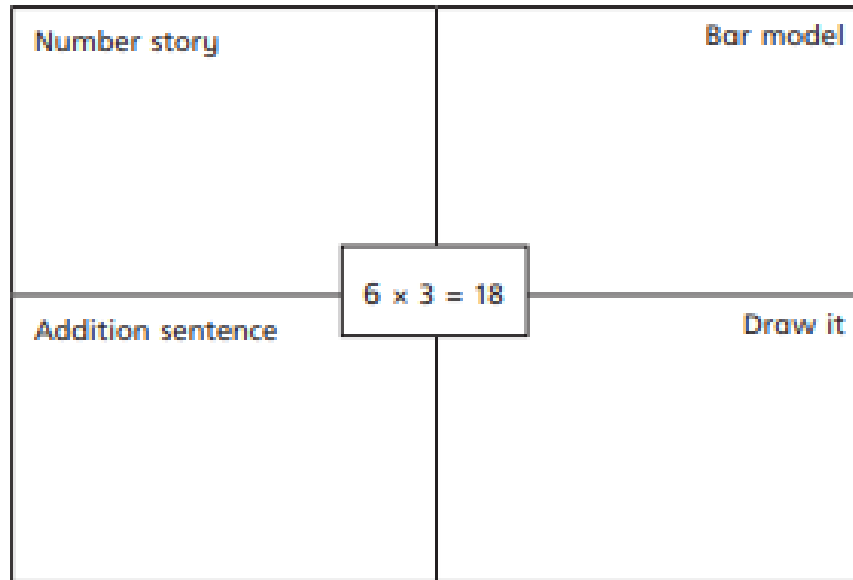
Click on the link below to access the learning for today

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

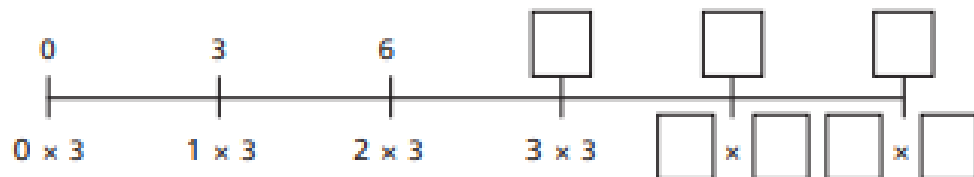
Thursday Maths

L- To multiply and divide by 3

1 Complete the diagram



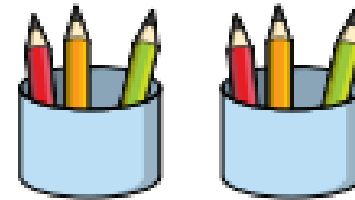
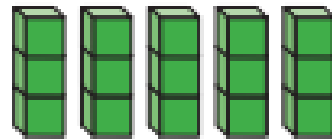
4 Complete the number line.



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.



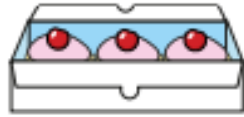
Explain your answer.

Is there more than one answer?

Thursday Maths

L- To multiply and divide by 3

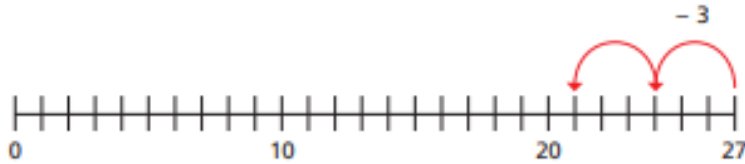
4 There are 27 cakes.



A box can hold 3 cakes.

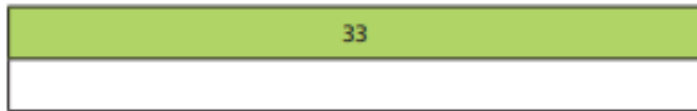
How many boxes of 3 cakes can be filled?

Use the number line to help you.



boxes of 3 cakes can be filled.

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



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?

$$\square \div \square = \square$$

b) Nijah has 36 apples.

In each box there are 3 apples.

How many boxes are there?

$$\square \div \square = \square$$

c) 24 children stand in groups of 3

How many groups are there?

$$\square \div \square = \square$$

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

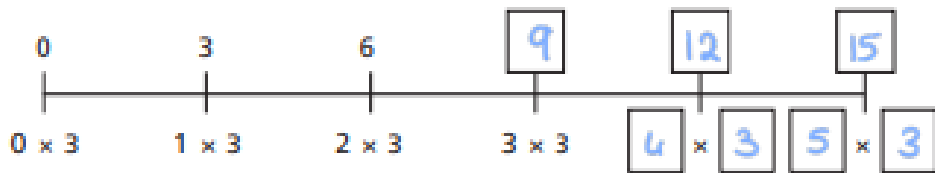
Mark your work. How did you do?

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

3 Complete the diagram.

<p>Number story E.g. There are 6 plates with 3 cupcakes on each plate.</p>	<p>Bar model</p> 
<p>Addition sentence</p> <p>$3+3+3+3+3+3=18$</p>	<p>Draw it</p> 
<p>$6 \times 3 = 18$</p>	

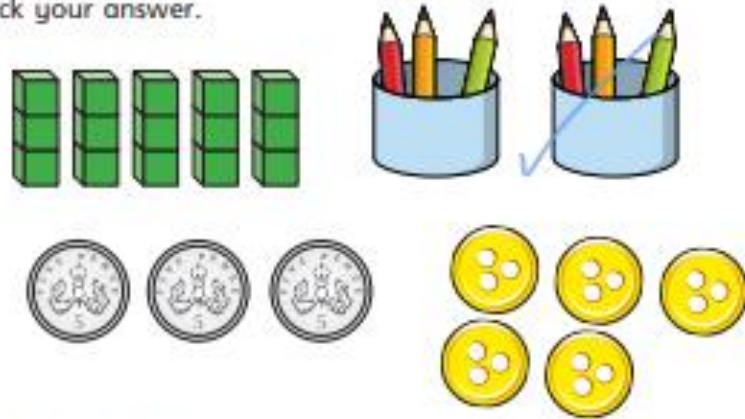
4 Complete the number line.



6 Which is the odd one out?

Tick your answer.

E.g.



Explain your answer.

It shows 2x3, the others show 5x3 or 3x5

Is there more than one answer?

Thursday Maths

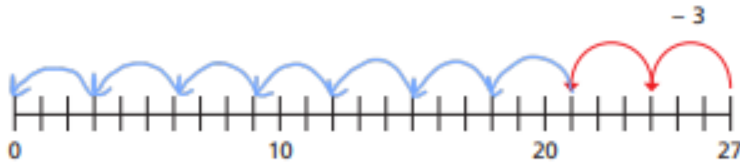
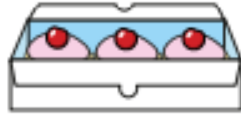
L- To multiply and divide by 3

4 There are 27 cakes.

A box can hold 3 cakes.

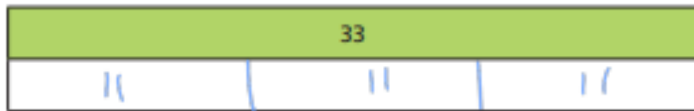
How many boxes of 3 cakes can be filled?

Use the number line to help you.



boxes of 3 cakes can be filled.

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



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?

$$\boxed{21} \div \boxed{3} = \boxed{7}$$

b) Nijah has 36 apples.

In each box there are 3 apples.

How many boxes are there?

$$\boxed{36} \div \boxed{3} = \boxed{12}$$

c) 24 children stand in groups of 3

How many groups are there?

$$\boxed{24} \div \boxed{3} = \boxed{8}$$

Mark your work.
How did you do?

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

If you've had a bit
of a wobble and
need more or
different practise
try this link:

<https://www.bbc.co.uk/bitesize/articles/zmr43j6>



Thursday PSHE

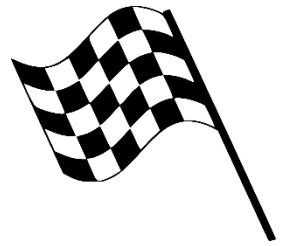


Taking care of myself: getting a good night's sleep

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



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.

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.

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

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.

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

FEEL
happy

People who get good quality sleep are more likely to...

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?	

Feeling Flexible? Home Physical Education

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 complete the circuit with a partner, encouraging each other?

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.

Week 8

literate

illiterate

polite

impolite

replaceable

irreplaceable

immovable

immortal

experiment

extreme

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/lessons/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

L- To know the 3 times table

Warm up

1) How many pears?



2) How many fish?



3) Complete the number track.

3	6	9			18		24		30		36
---	---	---	--	--	----	--	----	--	----	--	----



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.



$$\square \times \square = \square$$



$$\square \times \square = \square$$

2 Dani makes an array using counters.



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

$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

3 Complete the number sentences.

a) $6 \times 3 = \square$

d) $\square \div 3 = 5$

b) $3 \times \square = 27$

e) $12 \times 3 = \square$

c) $\square \div 11 = 3$

f) $\square \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = \square$

b) $6 = 3 \times \square$

$4 \times 3 = \square$

$12 = 3 \times \square$

$8 \times 3 = \square$

$18 = 3 \times \square$

What patterns do you notice?

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

a) $33 \div 11 \bigcirc 3$

d) $6 \times 3 \bigcirc 6 \div 3$

b) $27 \bigcirc 30 \div 3$

e) $3 \times 6 \bigcirc 18 \div 3$

c) $9 \div 3 \bigcirc 3 \times 6$

f) $0 \times 3 \bigcirc 3 \div 3$

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

Friday Maths

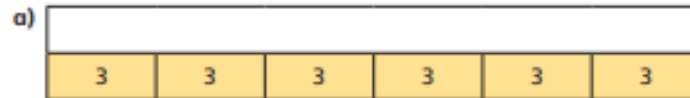
L- To know the 3 times table

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.



8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? _____

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.



$$\boxed{8} \times \boxed{3} = \boxed{24}$$



$$\boxed{3} \times \boxed{4} = \boxed{12}$$

2 Dani makes an array using counters.



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

$$\boxed{3} \times \boxed{5} = \boxed{15}$$

$$\boxed{5} \times \boxed{3} = \boxed{15}$$

$$\boxed{15} \div \boxed{3} = \boxed{5}$$

$$\boxed{15} \div \boxed{5} = \boxed{3}$$

3 Complete the number sentences.

a) $6 \times 3 = \boxed{18}$

d) $\boxed{15} \div 3 = 5$

b) $3 \times \boxed{9} = 27$

e) $12 \times 3 = \boxed{36}$

c) $\boxed{33} \div 11 = 3$

f) $\boxed{0} \times 3 = 0$

4 Complete the number sentences.

a) $2 \times 3 = \boxed{6}$

b) $6 = 3 \times \boxed{2}$

$4 \times 3 = \boxed{12}$

$12 = 3 \times \boxed{4}$

$8 \times 3 = \boxed{24}$

$18 = 3 \times \boxed{6}$

What patterns do you notice?

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

a) $33 \div 11 \quad \boxed{=} \quad 3$

d) $6 \times 3 \quad \boxed{>} \quad 6 \div 3$

b) $27 \quad \boxed{>} \quad 30 \div 3$

e) $3 \times 6 \quad \boxed{>} \quad 18 \div 3$

c) $9 \div 3 \quad \boxed{<} \quad 3 \times 6$

f) $0 \times 3 \quad \boxed{<} \quad 3 \div 3$

Mark your work.
How did you do?

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

Friday Maths

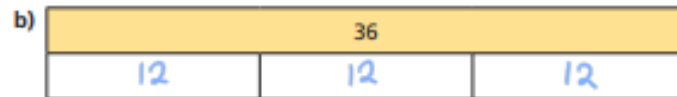
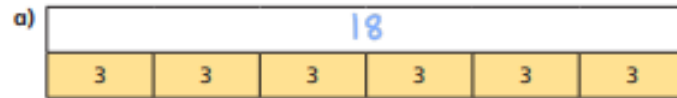
L- To know the 3 times table

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.



8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? Eva



Mark your work.
How did you do?

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

If you feel you
need more practise
you could try this
link:

<https://www.bbc.co.uk/bitesize/articles/zk6vn9q>

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 today's work.

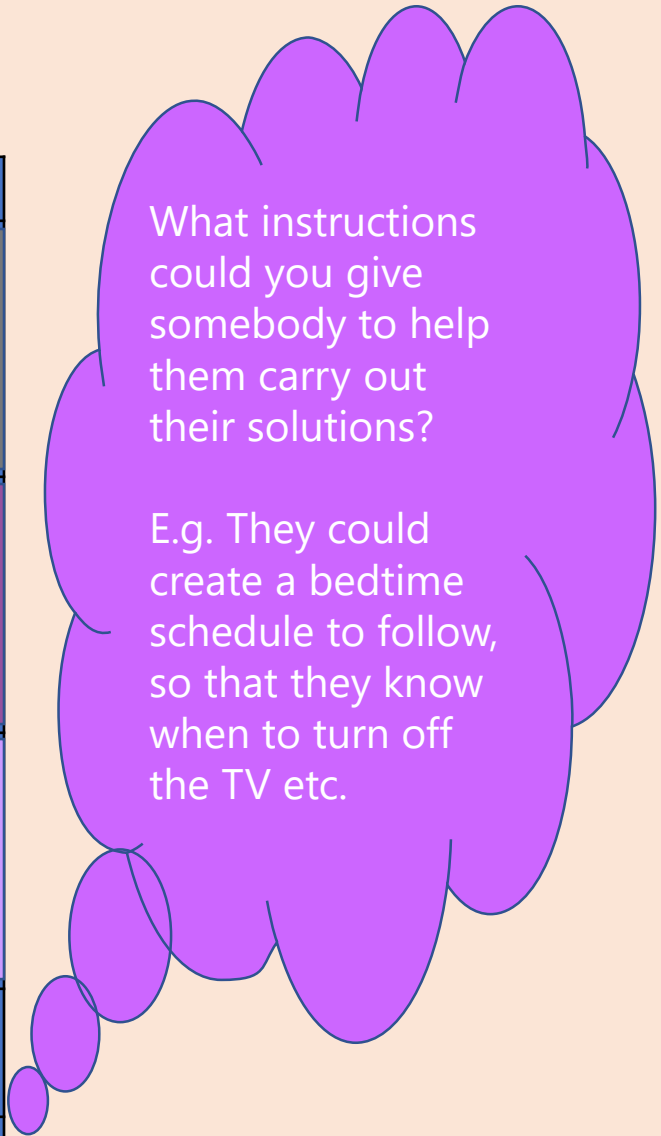
Can you help solve a problem?

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, <u>e.g.</u> 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	
.....	
①	
②	
③	



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!

More activities if you have time...

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.



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.



Super Strength Home Physical Education

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 complete the circuit with a partner, encouraging each other?

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?