

# Home Learning Year 4 – Week 4

We are amazed at the amount of work that we are receiving and how hard the children are working at home. Once again, we would like to say a HUGE thankyou to everyone at home who is supporting with this.

If you are running out of books to read. Please log on to:

<https://www.oxfordowl.co.uk/> (In the top right corner select log in, then choose student)

Username: Y3LHKS (This is for our Y4 pupils too)

Password: abc123

The books are free electronic books and many of them are on Accelerated Reader.

If there is anything we can help with, please let us know using the email addresses below:

Year 3 – [Year3@LakesPrimary.co.uk](mailto:Year3@LakesPrimary.co.uk)

Year 4 – [Year4@LakesPrimary.co.uk](mailto:Year4@LakesPrimary.co.uk)

The Year 3/4 team



## Year 3 / 4 Hall of Fame



*Mathletics Master*

**Leo C**

*Lexia Leader*

**Max A**

*Super Star Home  
Learner*

**Harry C**

*Accelerated Reader  
Achiever*

**Mollie W**

**Will you be in  
the hall of  
fame next  
week?**

*Kahoot Champion*

**Sadie J**

**Monday**

**25.01.21**

## Literacy

Literacy		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>Read the first section of the story under the subheading, 'Monday'.</p> <p>You can also listen to the story being read aloud using the link in the resources.</p>	<p><a href="https://www.youtube.com/watch?v=K7aYNcv9uDI">https://www.youtube.com/watch?v=K7aYNcv9uDI</a></p> <p><b>Story pg 4&amp;5</b></p>
2	<p>Answer the following questions using full sentence answers. (An example of how to answer in full sentences is given in Q1)</p> <ol style="list-style-type: none"> <li>1. What shipping bay was the city of Pompeii next to? <i>The city of Pompeii was next to ...</i></li> <li>2. Name three things which Tranio used to listen to.</li> <li>3. What does, "looming in the distance mean?"</li> <li>4. What was Vesuvius?</li> <li>5. Did Tranio feel safe in Pompeii? How do you know?</li> <li>6. What did Tranio used to watch next to the River?</li> <li>7. What job did Tranio's father do?</li> <li>8. Why did Dion take Tranio to the theatre?</li> <li>9. Name 4 things which Tranio enjoyed watching at the theatre.</li> <li>10. Use the internet to research 'Mount Vesuvius.' What was special about it</li> </ol>	
3	<p>Draw a picture of the streets of Pompeii including as much detail as you can from the text. E.g. ships, Vesuvius, walls, theatres etc.</p> <p>Can you label your picture using the words from the text?</p>	

## Escape from Pompeii

### Monday

On a hillside overlooking the sparkling bay of Naples, the Roman city of Pompeii glimmered in the sunlight.

From his window, young Tranio listened to the noise humming from bars, taverns and shops around him, and to the busy tradesmen haggling in the streets below. Beyond the massive city walls, he could see Pompeii's greatest protector looming in the distance. They called it Vesuvius, the Gentle Mountain.

Could anyone feel safer than here, Tranio wondered? Was anything more beautiful?

Tranio was the son of Dion the actor and lived with his parents near the Theatre District of Pompeii. He'd often sneak to the harbour at the mouth of the River Sarnus and hide behind sacks of grain. There he'd watch pots of wine, oil and spices being carried to and from the ships or fishermen unloading their rich catches.

One hot August day, Dion took Tranio through a shady passage into one of Pompeii's two theatres on the edge of the city, where a pantomime was being rehearsed.

"Sit on the steps, son, and learn!" said Dion. "We'll be using you in small parts soon."

To begin with, Tranio enjoyed watching the sword fights and strutting clowns. The masked actors playing thieves and devils and the leaping acrobats quite took his breath away. But eventually his attention began to wander. Then something happened ...

### Tuesday

The stone steps creaked, the flaps began to rattle and the building quivered. Props fell to the stage and scenery split. Tranio's father froze to the spot. Everyone fell silent.

One by one the actors began to relax. "Rumble down, tumble down, here we go again!" they chanted.

"Nothing to fear, everybody!" called Tranio's father. "Back to rehearsal, please." The actors fastened their masks and carried on as if nothing had happened. Meanwhile, Tranio wriggled through the awning and ran away down the street.

He ran as fast as he could to Livia's house. Everyone was shouting, arguing, carrying belongings outside to safety.

“Livia!” he called. “Liv, where are you?” The bakery kitchen was empty. Loaves lay scattered on the floor, the oven blazed and the small donkey turning the corn mill brayed and jumped nervously against its chain.

“Tranio!” Livia leapt down the stairs. “Father’s chasing our goat through the market! The poor old thing bolted when the ground began to grumble. You’d have died laughing. Come on!”

Flushed and excited, the two children ran off hand in hand into the dusty streets. As they ran, the sky began to darken and a thick cloud drifted slowly overhead.

Livia turned to Tranio. “Why are the seagulls flying towards the woods? They’re going the wrong way.” A small bird hanging in a cage chirped frantically, trapped behind its bars, as the air began to fill with ash.

### **Wednesday**

Livia coughed. “Tranio ... perhaps we should go back.” Tranio grabbed her hand. “We can’t go back. The dust is too thick. Quick – the harbour! Run! Just run!”

Boats were bobbing on the choppy water as men began to untie the moorings and ropes. No one noticed two small children climb up the narrow plank of a small Greek cargo ship and hide beneath a pile of coloured rugs. Dusty and tired in their hiding-place, they soon fell asleep.

Many years passed ... and the mountain grew cool and still. At first its slopes were burnt and barren, but in time plants began to grow as the volcanic soil brought forth its riches once more. Most people had forgotten the buried city.

An old man and woman stood in the shade of an orange tree and laid a flower there. Long ago, they had been rescued by the kind captain of a Greek cargo ship and he had raised them as his own. They were Tranio and Livia, saying farewell to those buried under the ash beneath their feet.

“We won’t forget you,” they whispered.

Would anyone ever find their beloved Pompeii, they wondered? Would anyone ever see its splendid streets? Perhaps, perhaps not. Tranio and Livia walked back to their small house beside the orange grove.

## Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>Science</b></p> <p>Watch <a href="https://www.schoolsofkingedwardvi.co.uk/ks2-science-year-6-4-light-seeing/">https://www.schoolsofkingedwardvi.co.uk/ks2-science-year-6-4-light-seeing/</a> to remind yourself of the terms transparent, translucent and opaque.</p> <p>Opaque – Did not let any light through (made a shadow)</p> <p>Translucent – Let some light pass through</p> <p>Transparent – Did not let any light pass through (no shadow)</p> <p>Sort the items into the correct column on the attached sheet to say which are transparent, translucent or opaque.</p>	<p><a href="https://www.schoolsofkingedwardvi.co.uk/ks2-science-year-6-4-light-seeing/">https://www.schoolsofkingedwardvi.co.uk/ks2-science-year-6-4-light-seeing/</a></p> <p>Attached sheet. Pg 7</p>
2	<p><b>PHSE</b></p> <p>We are going to continue thinking about how to stay safe online, especially when gaming.</p> <p>Watch the video in the link and then discuss the questions below with an adult in your house.</p> <p>What did you like about Play Like Share?</p> <p>What different things do Sam, Ellie and Alfie do online? E.g. make videos</p> <p>What problem did Alfie face at the beginning of the cartoon?</p> <p>How did the gamer make Alfie feel?</p> <p>What did Alfie do when he realised something wasn't right?</p> <p>What happened when Selfie's video was made public? How did it make them feel?</p> <p>Design a poster for Selfie</p> <p>Create a poster for Sam, Ellie and Alfie's new band Selfie. Try to come up with a design that shows off each character's talents and personality.</p>	<p><a href="https://www.thinkuknow.co.uk/810/watch/">https://www.thinkuknow.co.uk/810/watch/</a></p>



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Transparent, Translucent, or Opaque Sort

Transparent Items (allow all light to pass through)	Translucent Items (allow some light to pass through)	Opaque Items (allow no light to pass through)

 eyeglasses	 concrete wall	 door	 desks	 colored balloons	 window
 thin curtains	 measuring cup	 lampshade	 stained glass window	 book	 water

## Maths

	<u>Activity Description</u>	<u>Resources</u>										
1	<p><b>5 a day</b> – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<p><b>A. £287 + £276 =</b>  <b>B. £821 – £278 =</b>  <b>C. £261 x 4 =</b>  <span style="color: red;"><b>£61 x 4 =</b></span>  <b>D. £653 ÷ 6 =</b>  <span style="color: red;"><b>£89 ÷ 6 =</b></span>  <b>E. Compare using &lt; or &gt;</b>  <b>6.72 ? 6.98</b></p>										
2	<p>Every Monday we will revise mental number skills. These will include number bonds, mental addition and subtractions, number facts and timestables.</p> <p>First, please complete your 144 Ultimate Times Table Quiz. The aim is to complete all 144 questions as quick as possible (ideally within 10 minutes). Please set a timer and see how quickly you can answer all of the questions.</p>	<p>144 Times Table Quiz – pg9</p> <p>To revise times tables further select times tables on this game:  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>										
3	<p>This week we will be exploring all aspects of multiplication. Try these games to make sure your mental multiplication is ready for the week ahead! Record your scores using the grid in resources.</p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p>(Select times tables – then mixed) How many answers can you complete in 1 minute? Try the game 3 times.</p> <p><a href="https://www.topmarks.co.uk/times-tables/coconut-multiples">https://www.topmarks.co.uk/times-tables/coconut-multiples</a></p> <p>(Select mixed 2 – 12) For this you have to click the numbers which are multiples of that times table. E.g. for 3 x the multiples are 3, 6, 9, 12, 15 ....</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Game</th> <th style="width: 30%;">Score</th> </tr> </thead> <tbody> <tr> <td><b>Hit the button 1</b></td> <td></td> </tr> <tr> <td><b>Hit the button 2</b></td> <td></td> </tr> <tr> <td><b>Hit the button 3</b></td> <td></td> </tr> <tr> <td><b>Coconut Multiples</b></td> <td></td> </tr> </tbody> </table>	Game	Score	<b>Hit the button 1</b>		<b>Hit the button 2</b>		<b>Hit the button 3</b>		<b>Coconut Multiples</b>	
Game	Score											
<b>Hit the button 1</b>												
<b>Hit the button 2</b>												
<b>Hit the button 3</b>												
<b>Coconut Multiples</b>												

### The Ultimate Times Table Test - How fast can you do it ?

A	B	C	D
12 x 1	8 x 1	4 x 1	9 x 12
5 x 12	4 x 4	9 x 10	5 x 11
2 x 8	12 x 2	8 x 2	4 x 2
11 x 5	7 x 5	3 x 6	9 x 11
6 x 8	2 x 9	12 x 3	8 x 3
4 x 3	11 x 6	7 x 6	3 x 7
10 x 8	6 x 9	2 x 10	12 x 4
8 x 4	4 x 5	11 x 7	7 x 7
3 x 8	10 x 9	6 x 10	2 x 11
12 x 5	8 x 5	4 x 6	11 x 8
7 x 8	3 x 9	10 x 10	6 x 11
2 x 12	12 x 6	8 x 6	4 x 7
11 x 9	7 x 9	3 x 10	10 x 11
6 x 12	1 x 1	12 x 7	8 x 7
4 x 8	11 x 10	7 x 10	3 x 11
10 x 12	5 x 1	1 x 2	12 x 8
8 x 8	4 x 9	11 x 11	7 x 11
3 x 12	9 x 1	5 x 2	1 x 3
12 x 9	8 x 9	4 x 10	11 x 12
7 x 12	2 x 1	9 x 2	5 x 3
1 x 4	12 x 10	8 x 10	4 x 11
10 x 1	6 x 1	2 x 2	9 x 3
5 x 4	1 x 5	12 x 11	8 x 11
4 x 12	10 x 2	6 x 2	2 x 3
9 x 4	5 x 5	1 x 6	12 x 12
8 x 12	3 x 1	10 x 3	6 x 3
2 x 4	9 x 5	5 x 6	1 x 7
11 x 1	7 x 1	3 x 2	10 x 4
6 x 4	2 x 5	9 x 6	5 x 7
1 x 8	11 x 2	7 x 2	3 x 3
10 x 5	6 x 5	2 x 6	9 x 7
5 x 8	1 x 9	11 x 3	7 x 3
3 x 4	10 x 6	6 x 6	2 x 7
9 x 8	5 x 9	1 x 10	11 x 4
7 x 4	3 x 5	10 x 7	6 x 7
1 x 12	9 x 9	5 x 10	1 x 11

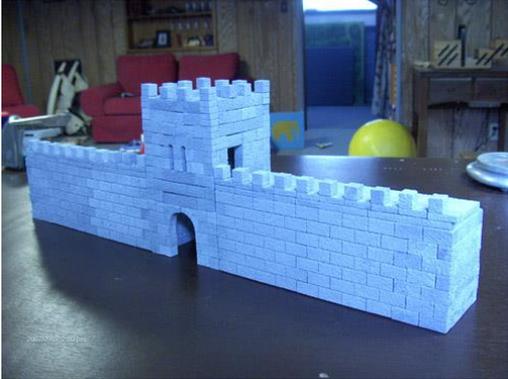
**Tuesday**

**26.01.21**

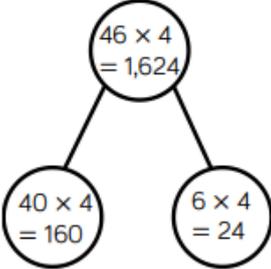
## Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Using this link, listen to the first section of the story which we read yesterday.</p> <p>Continue reading/listening to the section of the text under the subheading, "Tuesday".</p>	<p><a href="https://www.youtube.com/watch?v=K7aYNcv9uDI">https://www.youtube.com/watch?v=K7aYNcv9uDI</a></p> <p><b>story pg 4 &amp; 5</b></p>
2	<p>Answer the following questions using full sentence answers. (An example of how to answer in full sentences is given in Q1)</p> <ol style="list-style-type: none"> <li>1. When the ground first began to shake, were people worried? How do you know? <i>When the ground first began to shake, people felt ...</i></li> <li>2. Did their feelings about the shake stay the same or did they change? How do you know?</li> <li>3. What were the people in the streets doing when Tranio ran to Livia's?</li> <li>4. When Tranio reached the bakery, how did he know that someone had been there recently?</li> <li>5. What funny thing was Livia's father doing?</li> </ol>	
3	<p>Can you create a cartoon strip showing what has happened so far in the story? You could put a sentence under each picture to help you explain.</p> <p>To make a cartoon strip, just fold a piece of paper in half, half again and then again. That will give you 8 squares on the front and the back and you can draw each part of the story in a box.</p>	

## Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>DT</b></p> <p>Last week you started to think about materials you could use to make Hadrian's wall. This can be anything you have in the house: paper, lego, wood, card, junk modelling (bottles/boxes etc) You could even draw a picture if you'd prefer.</p> <p>There are lots of ideas on Google Images / Pinterest.</p> <p>Create a plan of what you want your Hadrian's Wall model to look like. Make sure you label all of the different materials that you will use to create your wall.</p>	 
2	<p><b>PE</b></p> <p>Join Joe Wicks, using the first blue link in the resources box, to complete his PE With Joe. This can be either live at 9am or later using the same link.</p> <p>Or you could use the second blue link to join take part in a couple of his Active 8 Minute Workouts.</p>	<p><a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p><a href="https://www.youtube.com/watch?v=uqLNxJe4L2I&amp;list=PLyCLOpd4VxBvPHOpzoEk5onAEbq4Og2-k&amp;index=6">https://www.youtube.com/watch?v=uqLNxJe4L2I&amp;list=PLyCLOpd4VxBvPHOpzoEk5onAEbq4Og2-k&amp;index=6</a></p>

## Maths

	<u>Activity Description</u>	<u>Resources</u>																																						
1	<p><b>5 a day</b> – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<p><b>A. <math>786 + 217 =</math></b>  <b>B. <math>725 - 216 =</math></b>  <b>C. <math>126 \times 5 =</math></b>  <span style="color: red;"><b><math>26 \times 5 =</math></b></span>  <b>D. <math>£726 \div 7 =</math></b>  <span style="color: red;"><b><math>98 \div 7 =</math></b></span>  <b>E. Compare using &lt; or &gt;</b>  <b>-8 ? -19</b></p>																																						
2	<p>Using the link in the resources, watch the video, ‘Multiply 2 digits by 1 digit.’</p> <p>After watching the video, solve these questions:</p> <p><math>26 \times 4 =</math></p> <p><math>32 \times 5 =</math></p> <p><math>54 \times 6 =</math></p> <p>If you got all three of them correct, complete activity sheet 2.</p> <p>If you feel you need a bit more practise, complete activity sheet 1.</p>	<p><a href="https://whiterosemaths.com/homelearning/year-4/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-4/spring-week-2-number-multiplication-division/</a></p> <p>Activity sheet 1 – pg 14</p> <p>Activity sheet 2 (word problems) – pg 15  <a href="https://www.youtube.com/watch?v=K7aYNcv9uDI">https://www.youtube.com/watch?v=K7aYNcv9uDI</a></p> <p><b>pg 4 &amp; 5</b></p>																																						
3	<p><b>CHALLENGE</b></p> <p>Ron is calculating 46 multiplied by 4 using the part-whole model.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p style="text-align: center;">Here are three incorrect multiplications.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td>T</td><td>O</td></tr> <tr><td></td><td>6</td><td>1</td></tr> <tr><td>x</td><td></td><td>5</td></tr> <tr style="border-top: 1px solid black;"><td></td><td>3</td><td>5</td></tr> </table> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td>T</td><td>O</td></tr> <tr><td></td><td>7</td><td>4</td></tr> <tr><td>x</td><td></td><td>7</td></tr> <tr style="border-top: 1px solid black;"><td></td><td>4</td><td>9</td><td>8</td></tr> </table> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td></td><td>T</td><td>O</td></tr> <tr><td></td><td>2</td><td>6</td></tr> <tr><td>x</td><td></td><td>4</td></tr> <tr style="border-top: 1px solid black;"><td></td><td>8</td><td>2</td><td>4</td></tr> </table> </div> <p>Can you explain Ron's mistake? <span style="margin-left: 200px;">Correct the multiplications.</span></p>		T	O		6	1	x		5		3	5		T	O		7	4	x		7		4	9	8		T	O		2	6	x		4		8	2	4	
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4	Please log in to Mathletics where an activity has been set to complete.																																							

Name

Date



## MULTIPLICATION: 2-DIGITS BY 1-DIGIT SHEET 4

*Multiply a 2-digit number by a single digit.*

$$\begin{array}{r} 1) \quad 67 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 38 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 51 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 69 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 92 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 55 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 82 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 79 \\ \times \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 41 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 89 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 47 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 61 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 85 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 97 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 73 \\ \times \quad 7 \\ \hline \end{array}$$

Name

Date

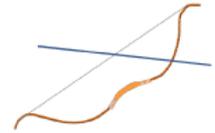


## MULTIPLICATION PROBLEMS 4.1C

Have a go at solving these multiplication problems.

Can you spot the 'trick' problem which is not a multiplication problem?

1) Sally shoots an arrow 48 yards. Flame shoots her arrow three times as far.  
How far did Flame's arrow go?



2) How many days in 26 weeks?



3) A pencil costs 74¢. How much do 3 pencils cost?

4) A baseball team has 9 players. In a tournament, there are 24 teams. How many players in total?



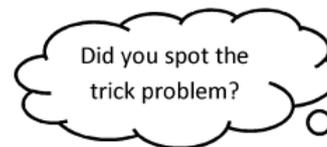
5) Tyger uses brick which are 7cm tall to build a tower. His final tower is 26 bricks high. How many cm tall is it?

6) There are 225 pieces in a jigsaw puzzle. How many pieces in 4 puzzles?

7) Newton sees 65 frogs in the morning, and 7 fewer frogs in the afternoon. How many frogs did he see in total?



8) A car travels at 57 miles per hour for 4 hours. How far has it travelled?



**Wednesday**

**27.01.21**

## Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Using your cartoon strip from yesterday, orally retell what has happened so far in the story to someone else in your house.</p>	
2	<p>Read the final section of the text (Wednesday).</p> <p>Answer the following questions using full sentence answers. (An example of how to answer in full sentences is given in Q1)</p> <ol style="list-style-type: none"> <li>1. What was the first thing which made Livia think they should go back? <i>The first think that made Livia think they should go back was ...</i></li> <li>2. Why did Tranio decide that their only option was to run?</li> <li>3. What does, "choppy water," mean?</li> <li>4. Why do you think the water was choppy?</li> <li>5. At the beginning, they called Vesuvius their, "Great Protector." Was this actually the case? Why?</li> <li>6. Why is the ground burnt and barren at the end?</li> <li>7. Why had people forgotten the buried city?</li> <li>8. What was the buried city once called?</li> <li>9. Who might they be talking to when they say, "we won't forget you"?</li> <li>10. How do you think Livia and Tranio feel at the end of the story?</li> </ol>	<p><a href="https://www.youtube.com/watch?v=K7aYNcv9uDI">https://www.youtube.com/watch?v=K7aYNcv9uDI</a></p> <p><b>Story - pg 4 &amp; 5</b></p>
3	<p>Can you add the last section of events to your comic strip from yesterday?</p>	

## Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>RE</b></p> <p>In the last two weeks, you looked at Christian and Muslim prayer. Today, you will find out about how Buddhists pray. Watch <a href="https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv">https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv</a> to find out about the religion of Buddhism and answer these questions.</p> <p>What does Buddha mean?</p> <p>What are Buddhist teachings called?</p> <p>What do Buddhists call prayer?</p> <p>Now watch <a href="https://www.bbc.co.uk/bitesize/clips/z64tfg8">https://www.bbc.co.uk/bitesize/clips/z64tfg8</a> to find out how Buddhists pray.</p> <p>Who do Buddhists pray to?</p> <p>What do Buddhists think prayer will help them to achieve?</p> <p>Where do Buddhists pray?</p> <p>Why do Buddhists use prayer flags?</p> <p>What do Buddhists believe about the prayer wheel?</p> <p>Why do Buddhists meditate?</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv">https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z64tfg8">https://www.bbc.co.uk/bitesize/clips/z64tfg8</a></p>
2	<p><b>History - Hadrian's Wall</b></p> <p>Using the link in the resources, find out more about Hadrians Wall. If you click the speaker picture, the website will read out the information for you. Can you write down 5 key facts that you have found out?</p> <p>Challenge: Can you use the internet to find out 5 more facts?</p>	<p><a href="https://kids.britannica.com/kids/article/Hadrians-Wall/603149">https://kids.britannica.com/kids/article/Hadrians-Wall/603149</a></p>

Maths		
	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>5 a day</b> – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<p>A. <math>872 + 199 =</math>            B. <math>880 - 197 =</math>            C. <math>362 \times 7 =</math>               <math>62 \times 7 =</math>            D. <math>817 \div 8 =</math>               <math>98 \div 9 =</math>            E. Compare using <math>&lt;</math> or <math>&gt;</math>               <math>17.17</math> ? <math>17.71</math></p>
2	<p>Yesterday we multiplied 2 digit numbers by 1 digit numbers. Today we are multiplying 3 digit numbers by 1 digit numbers.</p> <p>Using the link in the resources, watch the video titled, 'Multiplying 3 digits by 1 digit'.</p> <p>Then try these 3 questions using the written method to solve them:</p> <p><math>234 \times 3 =</math></p> <p><math>354 \times 6 =</math></p> <p><math>274 \times 8 =</math></p> <p>Did you manage to solve all three correctly? If you did, complete activity sheet 2. If you need a bit more practise, complete activity sheet 1.</p>	<p><a href="https://whiterosemaths.com/homelearning/year-4/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-4/spring-week-2-number-multiplication-division/</a></p> <p>Activity Sheet 1 – pg 20</p> <p>Activity Sheet 2 – pg 21</p>
3	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

Name

Date



### 3-DIGITS BY 1-DIGIT MULTIPLICATION SHEET 4

$$\begin{array}{r} 1) \quad 127 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 529 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 121 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 604 \\ \times \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 438 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 135 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 213 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 127 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 107 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 340 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 231 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 243 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 638 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 432 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 703 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 374 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 609 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 232 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 763 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 859 \\ \times \quad 3 \\ \hline \end{array}$$

5a. Add the missing digits to the calculation below.

4 1 8 9 6

	2	2	
x			4
<hr/>			
		9	6



PS

5b. Add the missing digits to the calculation below.

1 7 3 5 2

	4		6
x			6
<hr/>			
	8	5	6
	4		



PS

6a. Jack says,



My number 3,534 is 7 times larger than 504.

Is Jack correct? Prove it.



R

6b. Inaaya says,



My number 3,430 is 8 times larger than 430.

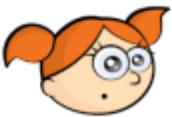
Is Inaaya correct? Prove it.



R

## Spot the mistake

Alex and Dexter have both completed the same multiplication.



Alex

	H	T	O
	2	3	4
x			6
<hr/>			
1	2	0	4
	2	2	



Dexter

	H	T	O
	2	3	4
x			6
<hr/>			
1	4	0	4
	2	2	

Who has the correct answer?

What mistake has been made by one of the children?

7a. Match the numbers which have an answer of 3,456.

908	3
735	8
864	6
432	4

Which numbers cannot be used?



PS

**Thursday**

**28.01.21**

## Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Use this link to watch a lesson reminding you how to use inverted commas (speech sentences).</p> <p>Work through the activities in the video. Remember, as well as the "" (66 and 99) you will also need other punctuation to show that the speech is starting or ending.</p>	<p><a href="https://classroom.thenational.academy/lessons/to-explore-punctuating-speech-first-c9j30c?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-explore-punctuating-speech-first-c9j30c?activity=video&amp;step=1</a></p>
2	<p>In your best handwriting, copy and complete the sentences below. Make sure you add the "" and any other punctuation too.</p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p style="margin: 0;"> <span style="border: 1px solid black; padding: 2px;">Reporting Clause</span> <u>        </u> Rachel said, "My favourite food is pizza."         </p> <p style="margin: 0; text-align: center;">           "My favourite food is pizza," <u>        </u> said Rachel. <span style="border: 1px solid black; padding: 2px;">Reporting Clause</span> </p> </div> <p>If the reporting clause is <b>before</b> the speech, place a comma to separate it from the speech. However, if the reporting clause comes <b>after</b> the speech, use a full stop to show it's the end of the sentence.</p> <p><b>Complete the sentences below by adding all the correct punctuation in the space provided.</b></p> <ol style="list-style-type: none"> <li>1. What time will they arrive asked Sarah</li> <li>2. Jack said My favourite colour is blue</li> <li>3. The dragon sighed I'm tired of everyone running away from me</li> <li>4. Off with her head shouted the Queen of Hearts</li> <li>5. The frog declared Kiss me and I'll turn into a prince</li> <li>6. Little pig, let me come in pleaded the big, bad wolf</li> </ol>	
3	<p>Look in the sentences above, lots of words have been used instead of, 'said.' These words are synonyms. Can you write down all the words that have been used and that you can think of instead of said?</p>	

## Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>French</b></p> <p>We will continue to learn our numbers 20 – 50. First watch the link and sing along with the song to help you learn the numbers.</p> <p>Using the activity sheet, can you match the number to the word?</p> <p><b>CHALLENGE:</b> Using the second link, click on the pictures of the ear to hear a number said in French. Can you fill in the missing gaps to spell that number in French?</p>	<p><a href="https://www.youtube.com/watch?v=wlyqz2unHKc">https://www.youtube.com/watch?v=wlyqz2unHKc</a></p> <p>Activity Sheet – pg 25</p> <p><a href="https://www.liveworksheets.com/jm883339gb">https://www.liveworksheets.com/jm883339gb</a></p>

**2 PE**

This is one of this week’s challenges from Redcar and Eston School Sport Partnership’s Scrap Book Challenge.

Alphabet workout



Plan your Challenge

Write down all the letters of the alphabet. Next to each letter write down an exercise. E.g. A = 10 tuck jumps, B = 5 Press ups, C = 10 set ups, D = running on the spot for 20 seconds. If you run out of ideas you can just use the same exercise again, but using a different amount of repetitions. E.g. Z = 20 tuck jumps.



Spell out

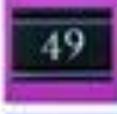
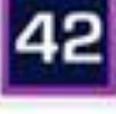
Using your plan, spell out lots of different sports. E.g. FOOTBALL (you will need to do the exercise for F, then the exercise for O twice, then the exercise for T then B then A and the exercise for L twice).  
In your scrap book, write down all of the sports you manage to spell out whilst doing the exercises. Add in photos too.



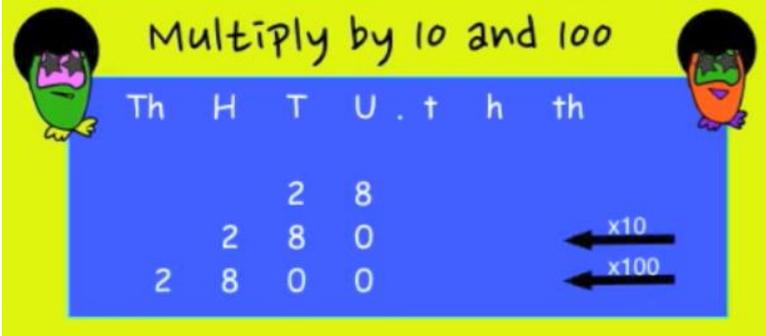
Challenge others

Can you challenge any others in your household?  
Watch them do the exercises to check their spellings!

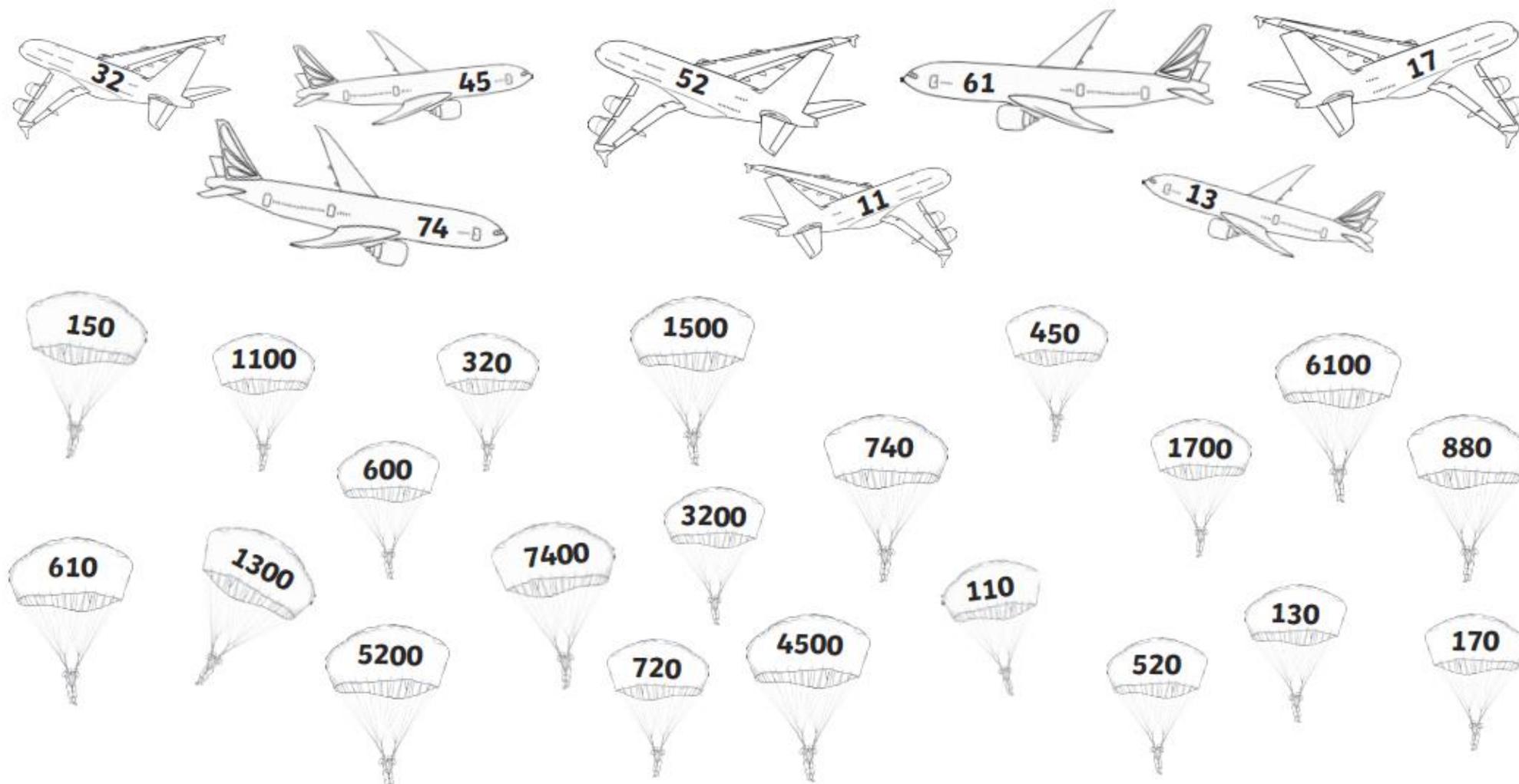
As well as sharing it with school via our year group email, you ask your parents to share it on Redcar and Eston School Sport Partnership’s social media.  
 Facebook@RedcarEstonSSP, Twitter@RedcarEston\_SSP or Instagram@redcar-eston\_ssp

		<input type="checkbox"/>	quarante-huit	<input type="checkbox"/>	vingt-sept
		<input type="checkbox"/>	trente et un	<input type="checkbox"/>	quarante-neuf
		<input type="checkbox"/>	trente-trois	<input type="checkbox"/>	cinquante
		<input type="checkbox"/>	quarante-deux	<input type="checkbox"/>	cinquante-neuf
		<input type="checkbox"/>	vingt-trois	<input type="checkbox"/>	cinquante-quatre
		<input type="checkbox"/>	cinquante-cinq	<input type="checkbox"/>	quarante-six
		<input type="checkbox"/>	trente-six	<input type="checkbox"/>	vingt et un

## Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>5 a day</b> – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<p><b>A. 300cm + 326cm =</b>  <b>B. 726m – 215m =</b>  <b>C. 167m x 3 =</b>  <span style="color: red;"><b>67m x 3 =</b></span>  <b>D. 818m ÷ 4 =</b>  <span style="color: red;"><b>81m ÷ 4 =</b></span>  <b>E. 736cm = ? m</b></p>
2	<p>Complete these sums mentally? What is the pattern that you notice?</p> <p>1 x 10 =                  2 x 10 =                  3 x 10 =                  4 x 10 =</p> <p>Watch the video in the resources to see how we can multiply numbers by 10 and 100 without using any written methods.</p> <div style="text-align: center;">  </div> <p>Remember:</p> <p>Move each digit to the left when you multiply by 10.</p> <p>Move each digit two places to the left when you multiply by 100.</p> <p>Using the attached worksheet, match the aeroplane with the correct answers in the parachutes.</p>	<p><a href="https://www.youtube.com/watch?v=q39V2SASAV0">https://www.youtube.com/watch?v=q39V2SASAV0</a></p> <p style="text-align: right;"><b>Activity Sheet pg 27</b></p>
3	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

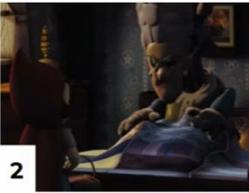
Multiply the numbers in the aeroplanes by 10 and 100. Colour in the planes and their answers in the parachutes in matching colours.



**Friday**

**29.01.21**

## Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	Watch this video, to remind yourself about the speech punctuation we explored yesterday. Work through the activities in the video by pausing the video for each task.	<a href="https://classroom.thenational.academy/lessons/to-revise-speech-punctuation-cngp8t?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-revise-speech-punctuation-cngp8t?activity=video&amp;step=1</a>
2	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">  <p>1</p> </div> <div style="text-align: center; margin: 5px;">  <p>2</p> </div> <div style="text-align: center; margin: 5px;">  <p>3</p> </div> <div style="text-align: center; margin: 5px;">  <p>4</p> </div> <div style="text-align: center; margin: 5px;">  <p>5</p> </div> <div style="text-align: center; margin: 5px;">  <p>6</p> </div> </div> <p>Can you write speech sentences to show what each of these characters said in the film? You may need to watch the video back to remind yourself. Remember to try and use speech first as well as speech last.</p>	
3	<p><b>CHALLENGE:</b> Can you identify the correct sentences in each of these?</p>	Activity sheet pg 30

Read each pair of sentences below and then tick which one is correct.

1. "What time is it?" said John. "I want to go home!"

"What time is it? said John. I want to go home!"

2. "When I grow up, declared Susan, I want to be a policewoman."

"When I grow up," declared Susan, "I want to be a policewoman."

3. "I don't want a bath, sighed Ben. I'm not dirty."

"I don't want a bath," sighed Ben. "I'm not dirty."

4. "I like cake," said Mia. "It's my favourite food."

"I like cake, said Mia. It's my favourite food."

5. "I got a certificate, said Ivy. I swam a full length."

"I got a certificate," said Ivy. "I swam a full length."

6. "My name's Jake," said the boy. What's yours?"

"My name's Jake," said the boy. "What's yours?"

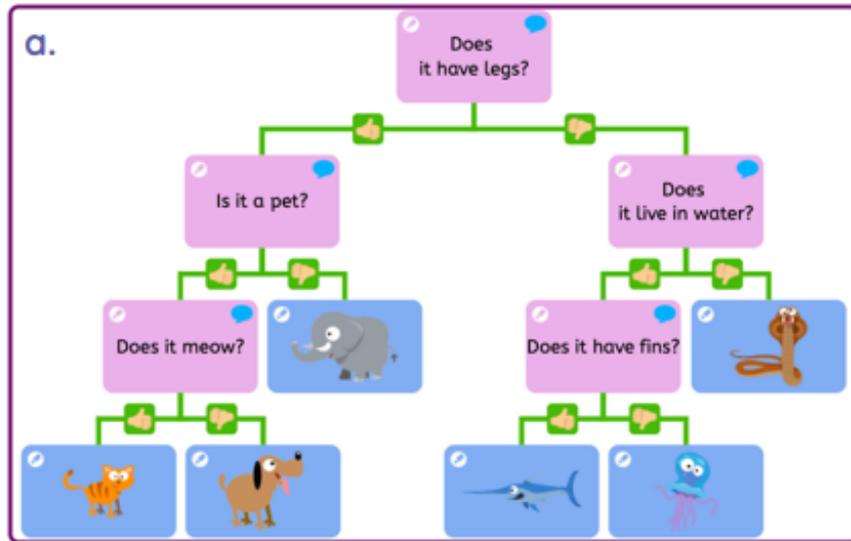
7. We're here," declared the alien. "We've landed on Earth."

"We're here," declared the alien. "We've landed on Earth."

## Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>ICT</p> <p>Look at the attached sheet. It shows two ways of making questions and separating different animals using those questions.</p> <p>The second database has a lot of questions. Do you think you can improve the second one by using the same animals but asking fewer questions? Use the attached pictures and write your own questions to organise them.</p> <p>Is your database clearer?</p>	<p><b>Attached sheet pg 32</b></p> <p><b>Attached pictures and lines for writing questions pg 33</b></p>
2	<p>On Friday afternoon at 1:30 we will have our LIVE Zoom PSHE / Reflection session. Please follow the link which you are sent on Marvellous Me to join in with this. We can't wait to see you.</p> <p>After the Zoom call, please complete the Kahoot quiz about this week's learning using the link you have been sent on Marvellous Me.</p>	

# Comparing branching databases

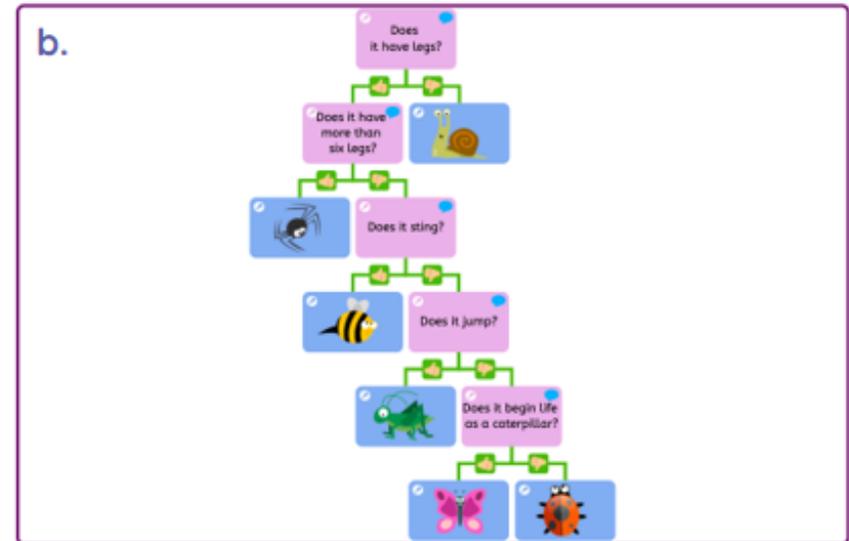


How many attributes have been used in the database?

\_\_\_\_\_

How many questions do you need to answer to find an object on the bottom row? E.g. cat

\_\_\_\_\_



How many attributes have been used in the database?

\_\_\_\_\_

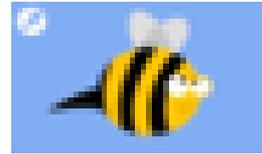
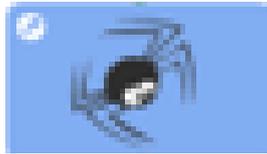
How many questions do you need to answer to find an object on the bottom row? E.g. butterfly

\_\_\_\_\_

Which branching database is the most evenly structured?

a.

b.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Maths		
	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>5 a day</b> – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<p>A. <math>172\text{cm} + 273\text{cm} =</math></p> <p>B. <math>917\text{cm} - 278\text{cm} =</math></p> <p>C. <math>263\text{cm} \times 3 =</math> <b><math>73\text{cm} \times 3 =</math></b></p> <p>D. <math>478\text{cm} \div 4 =</math> <b><math>92\text{cm} \div 4 =</math></b></p> <p>E. <math>6.27\text{m} = ? \text{ cm}</math></p>
3	<p>This week we have explored different types of multiplication. Today you are going to be the teacher and you have some work to do!</p> <p>Look at the work on the next page. Some of the sums are correct and some are incorrect. First, can you tick or dot the work depending on whether they have it right or wrong.</p> <p>Can you explain where they have made a mistake in any incorrect questions?</p> <p>Can you correct the sums?</p>	<p>Activity Sheet – pg 35</p>
4	<p><b>CHALLENGE:</b></p> <p>Can you identify the missing numbers in the multiplication calculations?</p>	<p>Activity sheet – pg 36</p>
4	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

Below are Jess and Harry's tests. Check them and give them a mark out of 5. If they made mistakes, give them some feedback as to where they went wrong.

**Jess**

$$\begin{array}{r} \phantom{0}^1 3 \phantom{0}^1 8 \phantom{0} 7 \\ \times \phantom{0} \phantom{0} \phantom{0} 2 \\ \hline 7 \phantom{0} 7 \phantom{0} 4 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} 1 \phantom{0} 1 \phantom{0} 9 \\ \times \phantom{0} \phantom{0} \phantom{0} 7 \\ \hline 7 \phantom{0} 7 \phantom{0} 3 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} 2 \phantom{0} 0 \phantom{0} 3 \\ \times \phantom{0} \phantom{0} \phantom{0} 3 \\ \hline 6 \phantom{0} 0 \phantom{0} 9 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} 4 \phantom{0}^1 3 \phantom{0} 6 \\ \times \phantom{0} \phantom{0} \phantom{0} 3 \\ \hline 1 \phantom{0} 2 \phantom{0} 0 \phantom{0} 8 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} 4 \phantom{0} 0 \phantom{0} 1 \\ \times \phantom{0} \phantom{0} \phantom{0} 7 \\ \hline 2 \phantom{0} 8 \phantom{0} 0 \phantom{0} 7 \\ \hline \end{array}$$

**Harry**

$$\begin{array}{r} \phantom{0}^1 3 \phantom{0}^1 8 \phantom{0} 7 \\ \times \phantom{0} \phantom{0} \phantom{0} 2 \\ \hline 7 \phantom{0} 7 \phantom{0} 4 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0}^1 1 \phantom{0}^6 1 \phantom{0} 9 \\ \times \phantom{0} \phantom{0} \phantom{0} 7 \\ \hline 8 \phantom{0} 3 \phantom{0} 3 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} 2 \phantom{0} 0 \phantom{0} 3 \\ \times \phantom{0} \phantom{0} \phantom{0} 3 \\ \hline 6 \phantom{0} 9 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0}^1 4 \phantom{0}^1 3 \phantom{0} 6 \\ \times \phantom{0} \phantom{0} \phantom{0} 3 \\ \hline 1 \phantom{0} 3 \phantom{0} 0 \phantom{0} 8 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0} 4 \phantom{0} 0 \phantom{0} 1 \\ \times \phantom{0} \phantom{0} \phantom{0} 7 \\ \hline 2 \phantom{0} 8 \phantom{0} 7 \\ \hline \end{array}$$

## Missing Number Challenge

- |   |   |   |   |
|---|---|---|---|
| <p><b>1.</b></p> $\begin{array}{r} 9 \square \\ \times \quad 8 \\ \hline 7 \quad 2 \quad 0 \end{array}$       | <p><b>2.</b></p> $\begin{array}{r} \square 7 \\ \times \quad 2 \\ \hline \quad 7 \quad 4 \end{array}$   | <p><b>3.</b></p> $\begin{array}{r} 7 \quad 1 \\ \times \quad \square \\ \hline 4 \quad 2 \quad 6 \end{array}$ | <p><b>4.</b></p> $\begin{array}{r} \square 9 \\ \times \quad 7 \\ \hline 4 \quad 8 \quad 3 \end{array}$ |
| <p><b>5.</b></p> $\begin{array}{r} 4 \quad 1 \\ \times \quad \square \\ \hline 2 \quad 4 \quad 6 \end{array}$ | <p><b>6.</b></p> $\begin{array}{r} 8 \square \\ \times \quad 5 \\ \hline 4 \quad 0 \quad 5 \end{array}$ | <p><b>7.</b></p> $\begin{array}{r} \square 9 \\ \times \quad 6 \\ \hline 4 \quad 1 \quad 4 \end{array}$       | <p><b>8.</b></p> $\begin{array}{r} 7 \square \\ \times \quad 8 \\ \hline 5 \quad 6 \quad 0 \end{array}$ |

1. 
$$\begin{array}{r} \_06 \\ \times \quad 2 \\ \hline 412 \end{array}$$

11. 
$$\begin{array}{r} 10\_ \\ \times \quad 2 \\ \hline 206 \end{array}$$

21. 
$$\begin{array}{r} \_95 \\ \times \quad 4 \\ \hline 2380 \end{array}$$

2. 
$$\begin{array}{r} 2\_0 \\ \times \quad 4 \\ \hline 1040 \end{array}$$

12. 
$$\begin{array}{r} 2\_4 \\ \times \quad 3 \\ \hline 672 \end{array}$$

22. 
$$\begin{array}{r} 2\_0 \\ \times \quad 2 \\ \hline 540 \end{array}$$

3. 
$$\begin{array}{r} \_95 \\ \times \quad 4 \\ \hline 1180 \end{array}$$

13. 
$$\begin{array}{r} 44\_ \\ \times \quad 4 \\ \hline 1760 \end{array}$$

23. 
$$\begin{array}{r} \_83 \\ \times \quad 2 \\ \hline 1166 \end{array}$$

Return to school by Friday 29<sup>th</sup> January 2021 Focus - have the sh sound spelt ch

Spellings	Monday	Tuesday	Wednesday	Thursday
<b>chef</b>				
<b>chalet</b>				
<b>machine</b>				
<b>brochure</b>				
<b>champagne</b>				
<b>moustache</b>				
<b>chivalry</b>				
<b>chandelier</b>				
<b>Michelle</b>				
<b>Chicago</b>				

Choose three of these words to make into sentences with these sentence starters:

As \_\_\_\_\_

When \_\_\_\_\_

If \_\_\_\_\_

n	x	i	p	b	e	a	w	h	o	x	u	v	y	t
c	p	p	u	o	f	c	y	C	h	i	c	a	g	o
h	c	r	n	c	a	o	b	a	c	o	z	q	t	r
a	t	h	t	z	h	o	i	f	f	t	a	r	k	e
m	j	d	a	i	a	a	t	a	w	z	e	m	r	i
p	M	t	u	l	u	o	n	j	x	n	s	u	p	w
a	i	c	a	x	e	g	y	d	i	c	h	o	v	a
g	c	y	o	c	a	t	h	h	e	c	a	h	y	t
n	h	j	j	m	g	v	c	u	o	l	o	a	p	s
e	e	s	c	z	f	a	i	r	f	c	i	c	w	m
r	l	a	a	x	m	c	b	h	j	h	p	e	v	m
z	l	m	o	u	s	t	a	c	h	e	v	u	r	o
d	e	m	k	e	o	b	g	y	x	f	a	w	t	j
c	e	a	n	j	n	p	t	k	e	a	p	c	g	o
a	l	t	a	c	h	i	v	a	l	r	y	t	a	a

Chicago Michelle brochure chalet  
champagne chandelier chef  
chivalry machine moustache