

# Weekly Home Learning Timetable

## Year 4 – w/c 1.6.20

### Monday

#### English

**Focus - To explore the meaning of words.**

<https://www.thenational.academy/year-4/english/non-chronological-report-reading-comprehension-word-meaning-year-4-wk5-1>

Follow the link above to a lesson where you will look at exploring the meaning of words using a non-chronological report of the ‘Sneagleonkey’.

Read the structure of today’s lesson, before taking the quiz, watching the video and then reading the text. Then, use the text to answer the fact retrieval questions at the end of the slide show.

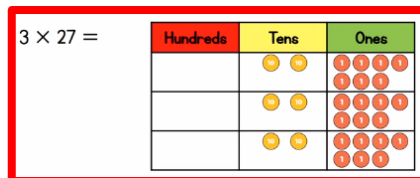
You can record your retrieved facts in your workbook.

#### Maths

**Focus- To be able to multiply 2 digit numbers by a 1 digit number.**

<https://whiterosemaths.com/homelearning/year-4/>

Follow the link above and watch the video for **Summer Term week 3 lesson 1**. This will show you a video about how to multiply 2-digit numbers by a 1-digit number. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.



#### Science

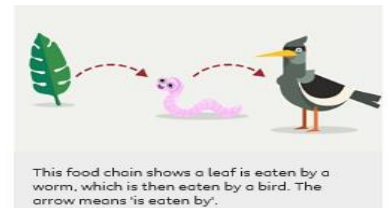
**Focus- To understand the relationship between producer, consumer, predator and prey.**

Animals need to eat in order to get energy to survive. A food chain shows how plants and animals get their energy. Next week you will explore food chains in more detail, but this week we will look at a simple food chain. First, you will need to understand the terms **producer, consumer, predator and prey**.

A food chain always starts with a **producer**. This is an organism that makes its own food. Most food chains start with a green plant, because plants can make their food from the sun’s energy.

A living thing that eats other plants and animals is called a **consumer**. A **predator** is an animal that eats other animals. The animals that predators eat are called **prey**. As animals and plants consume each other, they form a food chain.

An example of this is shown in this this BBC Bitesize video:



<https://www.bbc.co.uk/bitesize/topics/zbnbn9q/articles/zwbtxsg>

- 1) Now a go at the activity underneath the video.



Can you draw your own simple food chain?

## Tuesday

### English

**Focus – To explore the structure of a non-chronological report.**

<https://www.thenational.academy/year-4/english/non-chronological-report-reading-comprehension-structure-year-4-wk5-2>

Follow the link above to a lesson where you will look at how non-chronological reports are structured.

Make sure you will take the quiz and watch the video before reading through the text again.

In this section, you will be looking at the following:

- Use your knowledge of the text
- How different sections link together
- Use your summary skills to understand how a text is ordered and sequenced
- Explain how the format and presentation of a text adds to its meaning.

You can record your retrieved facts in your workbook.

### Maths

**Focus- To be able to multiply a 3-digit number by a 1-digit number.**

<https://whiterosemaths.com/homelearning/year-4/>

Follow the link above and watch the video for **Summer Term week 3 lesson 2**. This will show you a video reminding you how to multiply a 3-digit number by a 1-digit number. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.

$3 \times 150 =$	Hundreds	Tens	Ones
	100	50	0
	100	50	0

### French

**Focus- To practise counting to 20 in French.**

Can you remember how to say the numbers 1 to 10 in French? This video may help remind you:

<https://www.bbc.co.uk/bitesize/clips/zcwrkqt>

Some of you might even remember how to count all of the way up to 20!

0 zéro	11 onze
1 un	12 douze
2 deux	13 treize
3 trois	14 quatorze
4 quatre	15 quinze
5 cinq	16 seize
6 six	17 dix-sept
7 sept	18 dix-huit
8 huit	19 dix-neuf
9 neuf	20 vingt

This YouTube video has a song which is a fun way to remember how to say these numbers:

<https://www.youtube.com/watch?v=eVDuqXTfhkA>



Now play a game such as snakes and ladders. Ludo, Monopoly or so on. But when you roll the dice (two dice would be best) you have to call out your total in French, and also count your moves in French too! Bonne Chance!

## Wednesday

### English

**Focus – To identify the features of a non-chronological report.**

<https://www.thenational.academy/year-4/english/non-chronological-report-identifying-the-features-of-a-text-year-4-wk5-3>

Follow the link above to a lesson where you will understand and identify the features of a non-chronological report. Use the quiz, video and text to refer back to when answering the questions at the end of the slideshow.

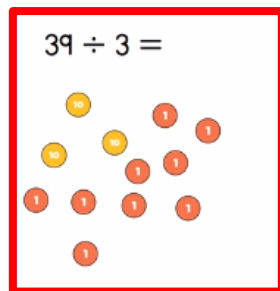
You can record your answers in your workbook.

### Maths

**Focus- To be able to divide a 2-digit number by a 1-digit number.**

<https://whiterosemaths.com/homelearning/year-4/>

Follow the link above and watch the video for Summer Term week 3 lesson 3. This will lead you to a video explaining how to divide a 2-digit number by a 1-digit number. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.



### Topic

**Focus- To understand the importance of bicycles and cycling as part of a healthy lifestyle.**

Today is the United Nations World Bicycle Day. At a time when we are all being encouraged to exercise outdoors for our physical and mental health, let's celebrate the importance of bicycles in not only keeping us healthy but helping the environment too as people around the world are encouraged to cycle rather than using cars/public transport.

You may choose an activity for this session from the following:

- Design a poster encouraging someone to take up cycling as a hobby.
- Create a checklist of safety rules encouraging people to stay safe when cycling.
- Design your 'dream bike'-(Use the sheet in resources if you wish).
- Write an acrostic poem about a bicycle and the experience of cycling and what it may mean to you (see resource sheet).
- Create your own logo for World Bicycle Day (see some examples in resources section).
- Go on a bike ride and take photos at different parts of your journey.



## Thursday

### English

**Focus – To focus on conjunctions within a non-chronological report.**

<https://www.thenational.academy/year-4/english/non-chronological-report-spag-focus-year-4-wk5-4>

SPAG focus - Follow the link above to a lesson where you will look at identifying, understanding and using conjunctions. You will then be able to answer SPAG related questions.

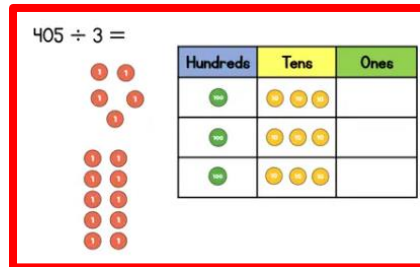
You can record your answers in your workbook.

### Maths

**Focus- To be able to divide a 3-digit number by a 1-digit number.**

<https://whiterosemaths.com/homelearning/year-4/>

Follow the link above and watch the video for **Summer Term week 3 lesson 4**. This will lead you to a video which will show you how to divide a 3-digit number by a 1-digit number. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.



### Design Technology

**Focus-To learn the basics of designing and working to a design specification.**

Follow the link below to a lesson where you will learn the basics of designing and working to a design specification.

<https://www.bbc.co.uk/bitesize/articles/z4bnf4j>

This lesson includes:

- two video clips demonstrating making 3D models and producing a design specification
- two activities to try at home

The suggested worksheets are in the resources section below.

## Friday

### English

**Focus – To plan and write a non-chronological report.**

<https://www.thenational.academy/year-4/english/non-chronological-report-write-a-non-chronological-report-year-4-wk5-5>

Follow the link above to a lesson where you will be guided on how to write your own non-chronological report.

It's time for you to get creative and write your own non-chronological report about a fictional animal. You could also draw your fictional animal and label its unique features!

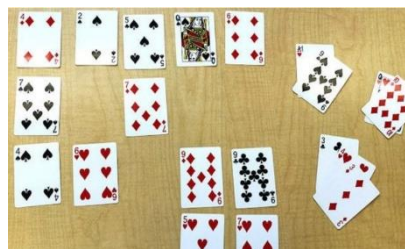
Remember to take the exit quiz at the end to test your understanding from this week.

You can write your non-chronological report in your workbook. **Please feel free to email your fabulous report to your class teacher to read!**

### Maths

**Focus – To investigate number bonds to 10.**

Play game Try for a Total of 10.



Play this

maths card game alone or as a team. Lay out 20 cards on the table (leave out face cards or change them to equal 0, while aces equal 1). Remove sets of cards that add up to 10, ultimately trying to remove all the cards from the table. It's harder than you think!

#### Investigate

Can you use up all of the cards by only removing 2 cards at a time?

### Art

**Focus To learn about French painter Henri Rousseau and use his ideas to inspire my own artwork.**

Follow the link below to a lesson where you will learn about French painter Henri Rousseau. You will use his ideas to inspire your own artwork.

<https://www.bbc.co.uk/bitesize/articles/zigj7nb>

This lesson includes:

- This lesson includes:
- one inspirational video about how imagination lets us paint places we have never been to
  - three practical videos about painting, collage, and printmaking
  - one activity to create your own artwork

**Enjoy the lesson and don't forget to send pictures of any masterpieces to your class teacher.**

## Good luck!



What is the greatest number of cards you can remove in one turn?

What is the smallest number of cards you can remove in one turn?

What happens when you try to make a total of 20?

See if you can make some challenges of your own. You may like to email your teacher and challenge them.



## **Other activities for the week**

### Reading

Continue to read daily if you can and share and discuss good reads with your family.

Look in the Year 4 resources section of the website for lots of different reading comprehension exercises you can have a go at.

<https://www.garlingeprimary.co.uk/home-school-learning>



### Spellings

We have learnt about contractions in year 4. Look at the list of contractions in the resources section below and revise how to spell them accurately.

Can you use them in sentences of your own showing that you can spell them accurately? Ask an adult to test your knowledge.



### Times Tables

Continue to use Times Table Rockstars to practise your times tables. Email your class teacher if you have any issues with the programme and they will be able to help you.

### Singing

Enjoy some of the benefits of a good sing a long and explore the website below where you will find some lovely songs to learn and enjoy.

<https://www.singup.org/singupathome>



### Cereal box puzzle –

Run out of cereal? Don't throw the cereal box away. First, open up your cereal box and draw a beautiful and detailed picture of your choice on one side. Then, cut your picture up into 16 pieces (ask an adult to help). Next, carefully mix up all of the pieces to create a puzzle. After, can you try and put them back together to make your picture again? Finally, why not have a competition with a family member to see who can make your puzzle picture in the quickest time!



## Resources

### Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



### My Contractions Word Mat

should have	could not	do not	I will	we are
should've	couldn't	don't	I'll	we're
could have	let us	they will	you have	would have
could've	let's	they'll	you've	would've
cannot	have not	must not	he would	does not
can't	haven't	mustn't	he'd	doesn't
it is	shall not	they are	had not	she is
it's	shan't	they're	hadn't	she's
should not	I am	was not	would not	
shouldn't	I'm	wasn't	wouldn't	



# Multiply 2-digits by 1-digit

I Brett uses a place value chart to work out  $5 \times 32$



Talk about Brett's method with a partner.

Complete the multiplication.

$$5 \times 32 = \boxed{\phantom{000}}$$

Use Brett's method to work out  $6 \times 34$

$$6 \times 34 = \boxed{\phantom{000}}$$

- 2 Rosie works out  $4 \times 37$  using a written method.

		H	T	O					
			3	7					
	x			4					
			2	8		(7	x	4)	
		1	2	0		(3	0	x	4)
		1	4	8					

Talk about Rosie's method with a partner.

Use Rosie's method to work out  $6 \times 28$

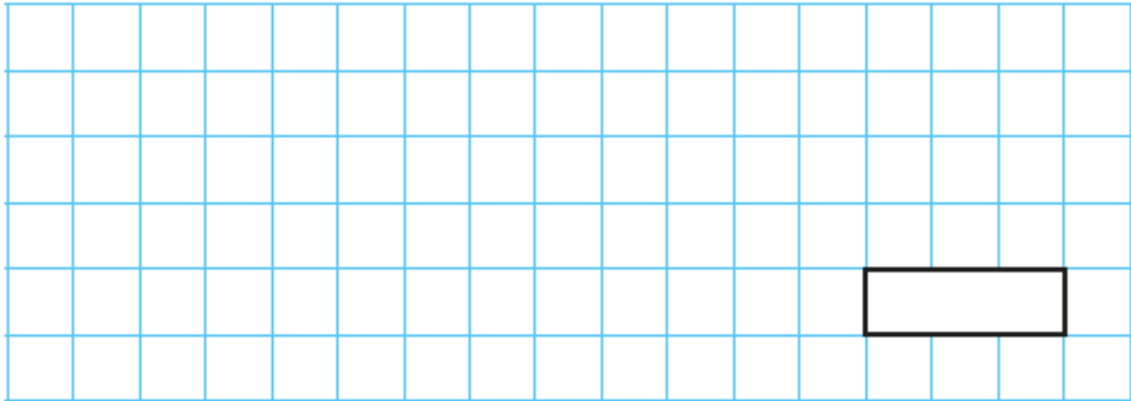

- 3 Dani uses a different written method to work out  $8 \times 42$

		H	T	O			
			4	2			
	x			8			
		3	3	6			
			1				

Talk about Dani's method with a partner.



Use Dani's method to work out  $3 \times 27$

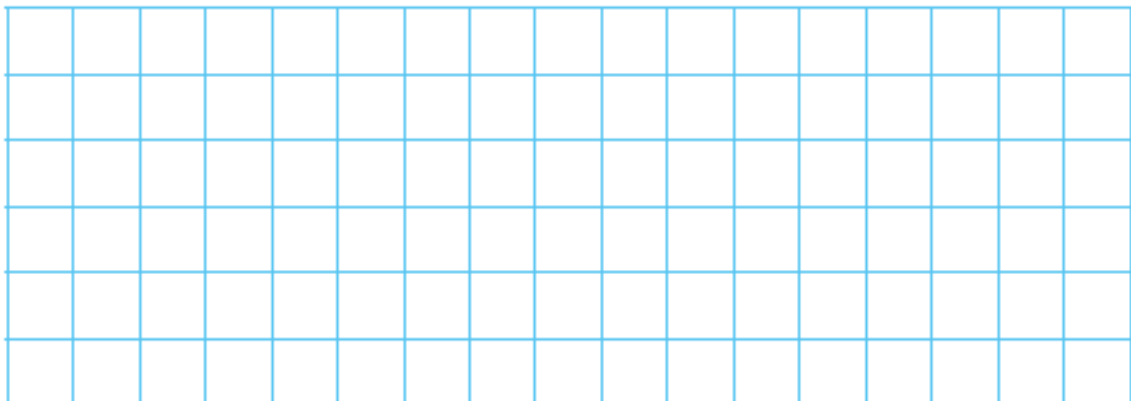


4

Use a written method to complete the multiplications.

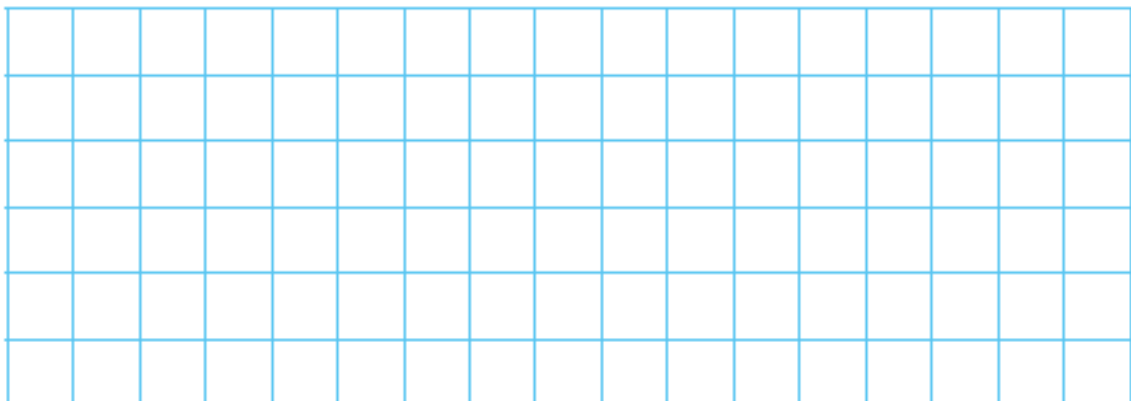
a)  $38 \times 6 =$

c)  $45 \times 9 =$



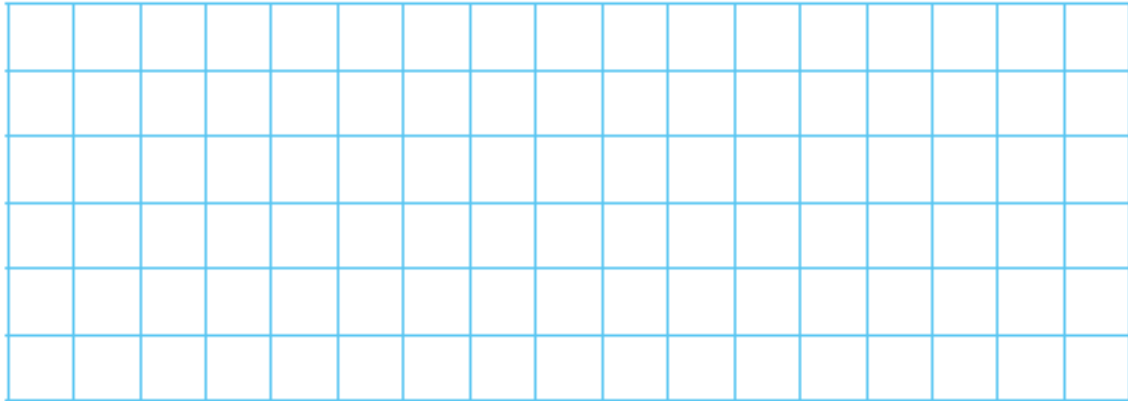
b)  $71 \times 3 =$

d)  $52 \times 5 =$



e)  $29 \times 8 =$

f)  $17 \times 4 =$



5 Class 4 is selling tickets for a play.

Tickets cost £5 per person.

56 tickets have been sold so far.

How much money has Class 4 collected?

6 Rosie buys 8 bunches of flowers. Each bunch has 17 flowers.

How many flowers does she have altogether?

## Multiply 3-digits by 1-digit

- 1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

- a) What multiplication is Filip working out?

$$\square \times \square$$

- b) What is the answer to Filip's multiplication?

- 2 Use place value counters to complete the multiplications.

a)  $3 \times 213 = \square$

d)  $6 \times 106 = \square$

b)  $4 \times 216 = \square$

e)  $4 \times 209 = \square$

c)  $5 \times 106 = \square$

f)  $317 \times 3 = \square$

3

Complete the multiplication.

Use the place value chart to help you.

H	T	O
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1

	H	T	O
	2	1	5
x			3
<hr/>			
<hr/>			

4

Complete the multiplications.

a)

	H	T	O
	2	1	7
x			4
<hr/>			
<hr/>			

c)

	H	T	O
	1	0	8
x			6
<hr/>			
<hr/>			

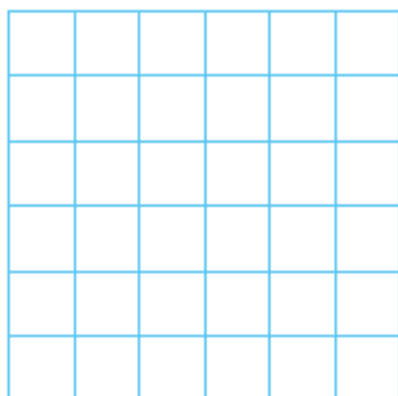
b)

	H	T	O
	4	3	9
x			2
<hr/>			
<hr/>			

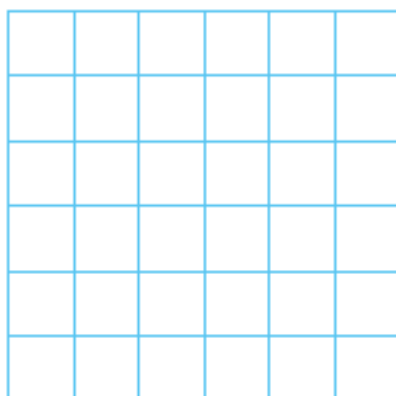
d)  $163 \times 5$




e)  $3 \times 240$



f)  $7 \times 131$



5 A lorry driver travels 156 km per day.

How many kilometres will the lorry driver have travelled after 3 days?

6 Ron and Teddy are working out  $5 \times 245$



Ron

I know the answer will be greater than 1,000 because I know  $5 \times 200$  is 1,000

I know the answer should end in 5 because I know  $5 \times 5$  is 25



Teddy

a) Who is correct? Circle your answer.

Ron

Teddy

both

neither



b) Use a written method to work out  $5 \times 245$

7

There are 7 year groups in a school.

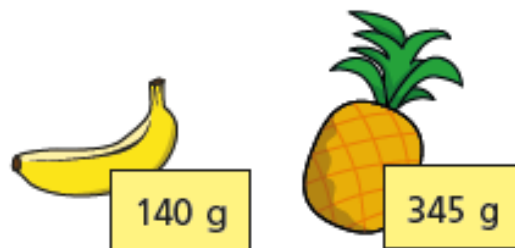
There are 112 children in each year group.

How many children are there in the whole school?

8

A banana weighs 140 g

A pineapple weighs 345 g



Bag A contains 8 bananas and bag B contains 3 pineapples.

Which bag weighs more and by how much?

Show your working.

Bag \_\_\_\_\_ weighs  g more than bag \_\_\_\_\_.

## Divide 2-digits by 1-digit (2)

- I** Whitney is working out  $49 \div 4$  using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

- a) Talk about Whitney's method with a partner.  
b) Why is there one counter left over?

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- c) Complete the division.

$$49 \div 4 = \square$$

- d) Use place value counters to complete the divisions.

$$50 \div 4 = \square$$

$$51 \div 4 = \square$$

What do you notice?



2

Complete the divisions.

a)  $47 \div 3 =$

e)  $49 \div 6 =$

b)  $26 \div 5 =$

f)  $47 \div 4 =$

c)  $89 \div 4 =$

g)  $74 \div 3 =$

d)  $32 \div 5 =$

h)  $81 \div 7 =$

3

Complete the divisions.

a)  $36 \div 4 =$

c)  $45 \div 3 =$

$37 \div 4 =$

$46 \div 3 =$

$38 \div 4 =$

$47 \div 3 =$

$39 \div 4 =$

$48 \div 3 =$

$40 \div 4 =$

$49 \div 3 =$

b)  $70 \div 5 =$

d)  $92 \div 4 =$

$71 \div 5 =$

$91 \div 4 =$

$72 \div 5 =$

$90 \div 4 =$

$73 \div 5 =$

$89 \div 4 =$

$74 \div 5 =$

$88 \div 4 =$





4

Dora has been working out some divisions.

$$72 \div 4 = 18$$

$$73 \div 4 = 18 \text{ r}1$$

$$74 \div 4 = 18 \text{ r}2$$

$$75 \div 4 = 18 \text{ r}3$$



I know without working it out that  $76 \div 4$  must be  $18 \text{ r}4$

a) Why does Dora think this?

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b) Explain why Dora is wrong.

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5

Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.



a) Complete the division to work it out.

$$\square \div \square = \square \text{ r} \square$$

b) What does the remainder represent?




Talk about it with a partner.

c) Complete the sentence.

Annie can fill  boxes with  eggs left over.

6

Jack has these bulbs.

	Daffodils 49
	Tulips 63
	Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

Daffodils  Tulips  Crocuses

How many of each bulb will be left over?

Daffodils  Tulips  Crocuses

How many tubs could Jack use so that there are no bulbs left over?



## Divide 3-digits by 1-digit

- 1 Jack is working out  $844 \div 4$  using a place value chart.

H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1

- a) Talk about Jack's method with a partner.  
b) Complete the division.

$$844 \div 4 = \boxed{\phantom{000}}$$

- 2 Use Jack's method to work out these divisions.

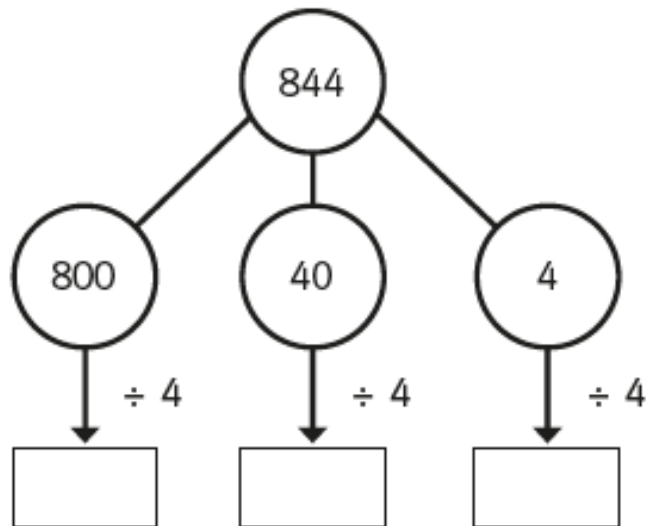
a)  $525 \div 5 = \boxed{\phantom{000}}$

c)  $840 \div 8 = \boxed{\phantom{000}}$

b)  $636 \div 6 = \boxed{\phantom{000}}$

d)  $903 \div 3 = \boxed{\phantom{000}}$

- 3 Eva is working out  $844 \div 4$  using a part-whole model.



Complete Eva's method.

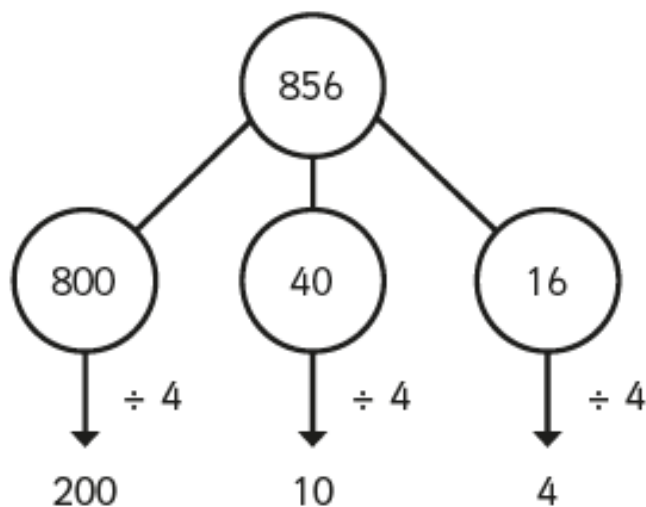
$844 \div 4 =$

- 4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

- 5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?





Use Whitney's method to work out these divisions.

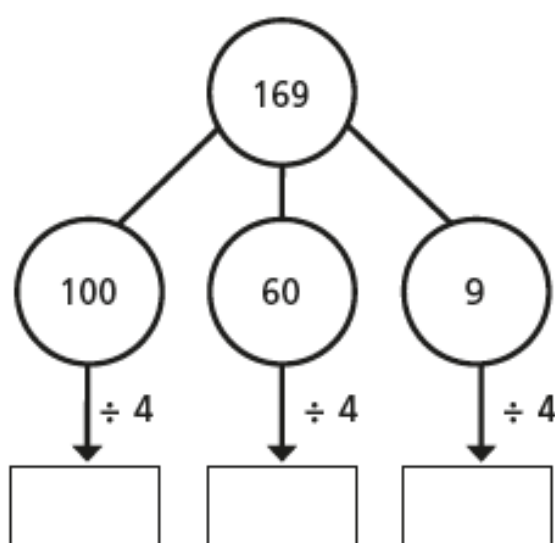
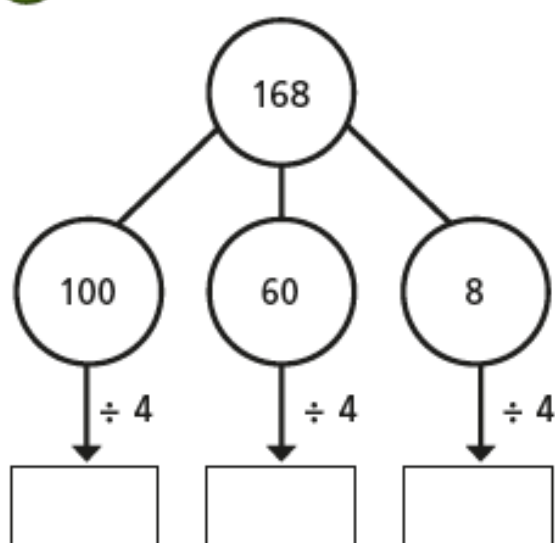
a)  $585 \div 5 =$

c)  $648 \div 4 =$

b)  $672 \div 6 =$

d)  $847 \div 7 =$

6 Complete the part-whole models and divisions.



$168 \div 4 =$

$169 \div 4 =$

What is the same and what is different about the calculations?

Talk about it with a partner.



7 Complete the divisions.

a)  $258 \div 6 =$

c)  $864 \div 4 =$

b)  $623 \div 5 =$

d)  $824 \div 3 =$

8

Eva has a piece of ribbon.



The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

Can Eva cut the ribbon into equal pieces with no ribbon left over?

Explain your answer.



9

Use 15 counters and a place value chart.

a) Make a number that is divisible by 3

b) Make a number that has a remainder of 1 when divided by 3

c) Make a number that has a remainder of 2 when divided by 3

Create your own problem like this for a partner.

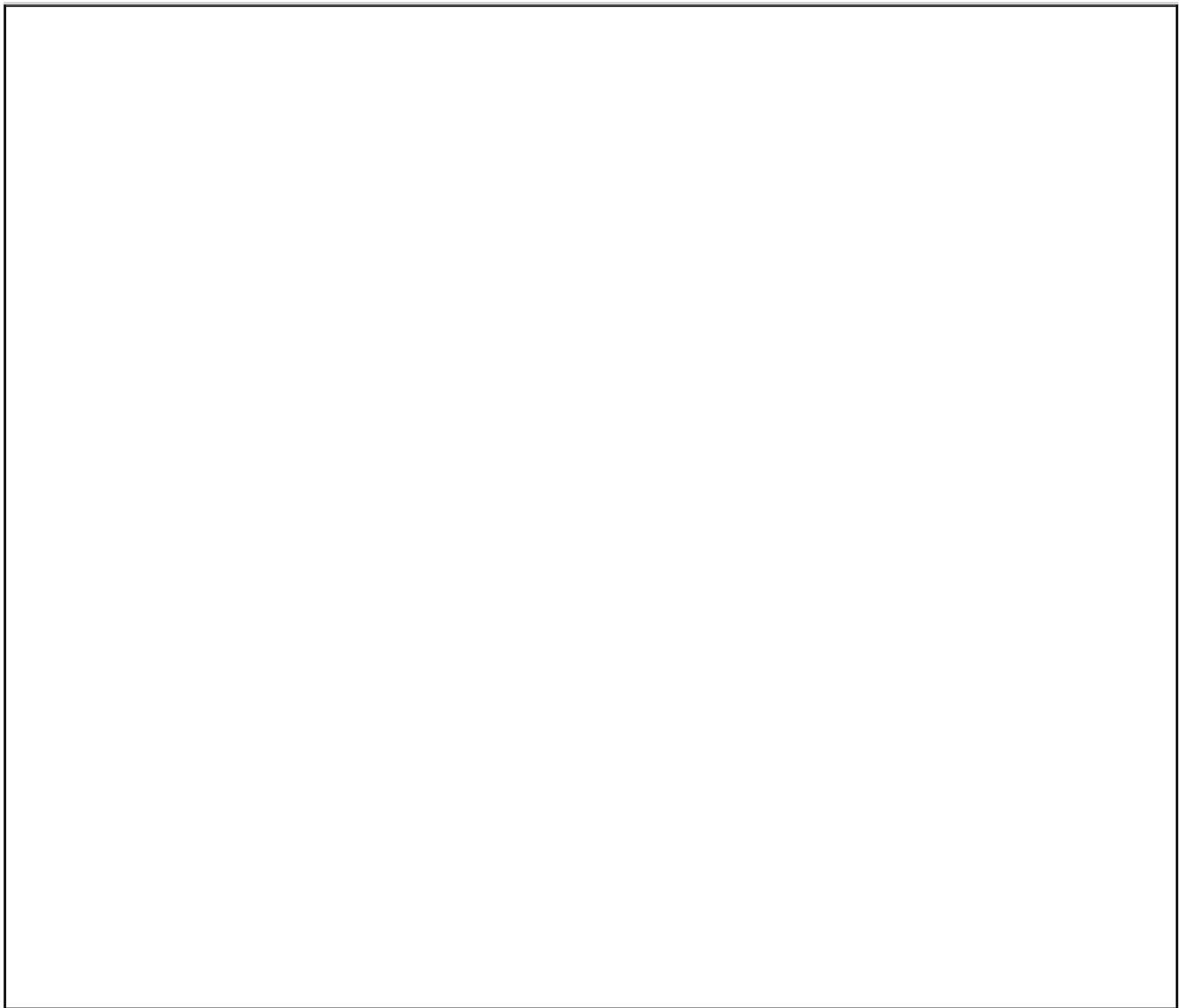


# My Dream Bicycle

Design your own perfect bicycle. You could use books or the Internet to research different styles of bike before you start. What makes a bike fast, slow, sturdy, or safe?

Think about:

- the size of the bike;
- the style of the bike;
- the colours you would use;
- the size and shape of the saddle;
- the type of handlebars you would use;
- the size and thickness of your wheels;
- the number of gears you would choose;
- the materials you would use to make it.

A large empty rectangular box with a thin black border, intended for a student to draw or write their dream bicycle design.

B  
I  
C  
Y  
C  
L  
E

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Example World Bicycle Day images

**ENJOY  
THE WORLD FROM  
THE SEAT OF YOUR  
BIKE**

**CELEBRATE  
WORLD BICYCLE DAY  
ON JUNE 3<sup>RD</sup>**

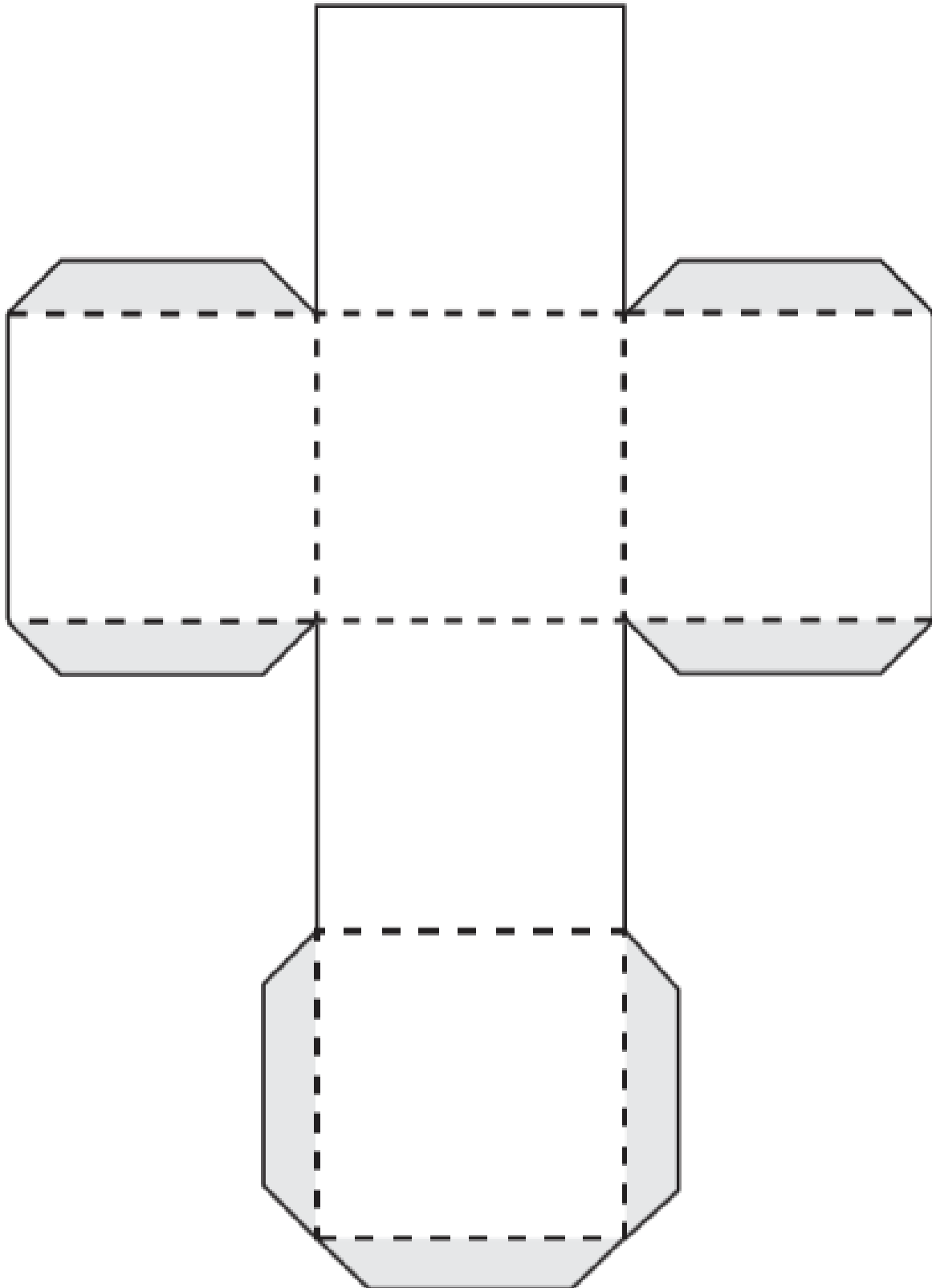


**#June3WorldBicycleDay**



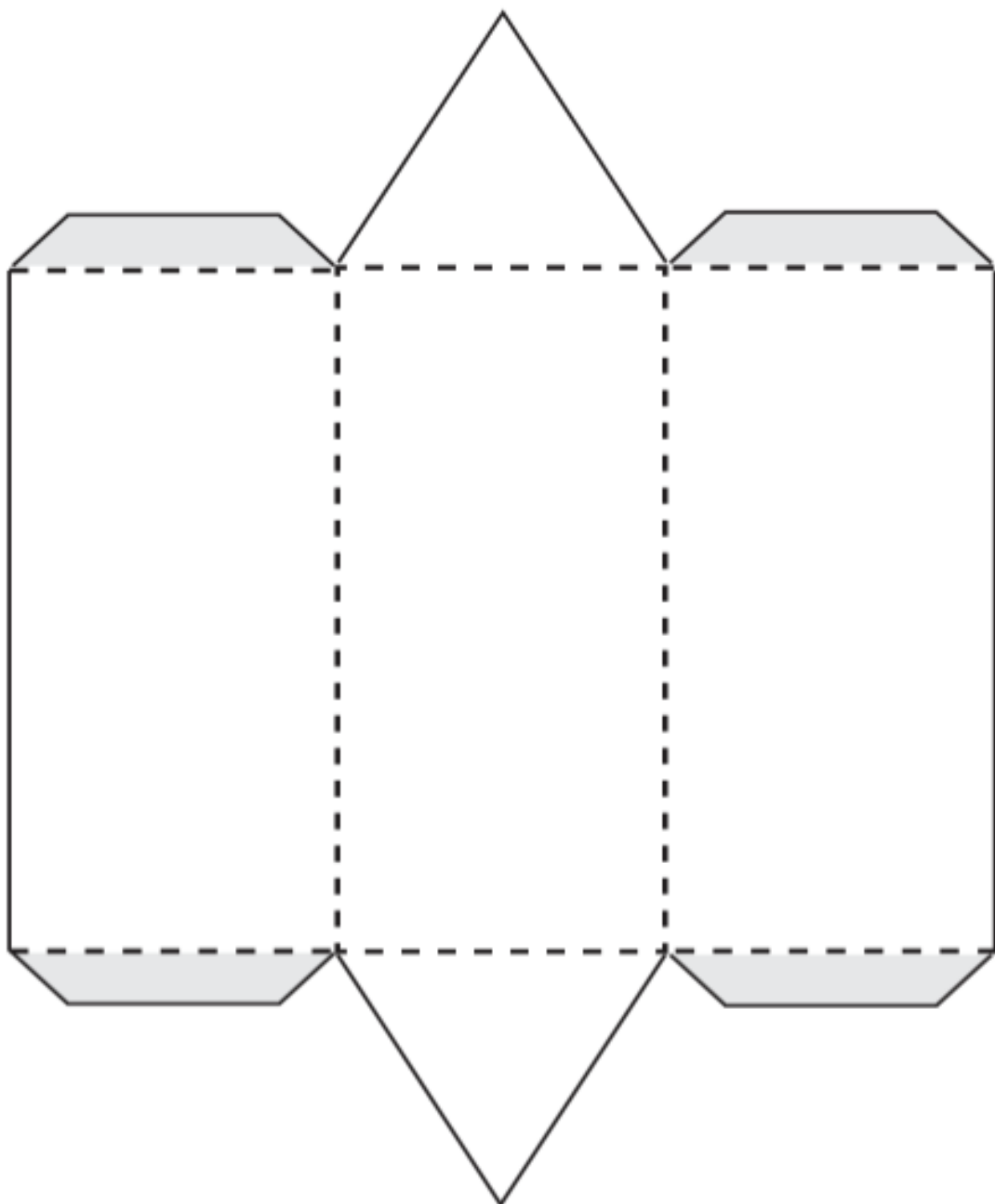
## Make a 3D shape from a net

1. Cut along the solid lines
2. Fold along the dotted lines
3. Glue on the back of the gray areas



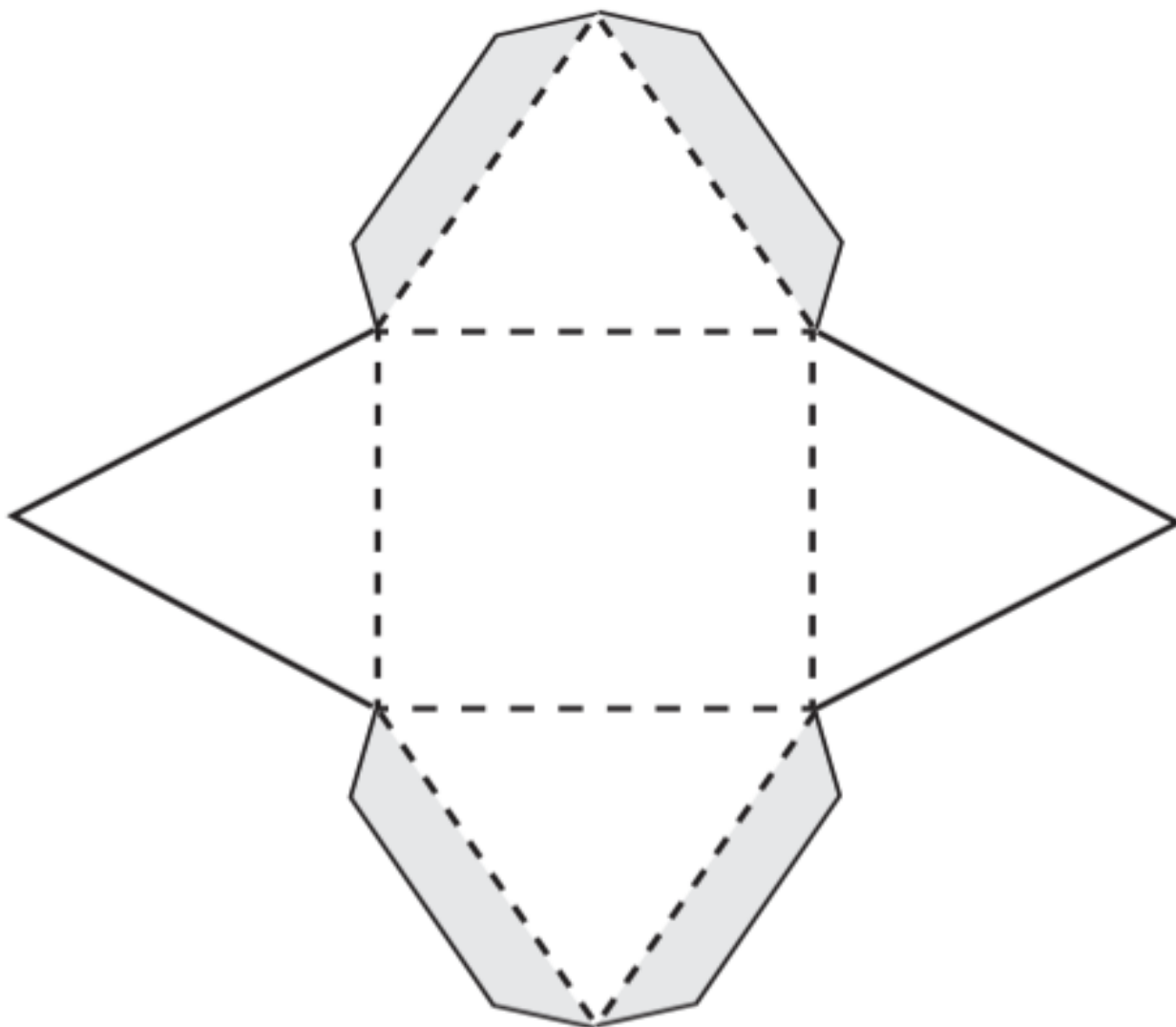
## Make a 3D shape from a net

1. Cut along the solid lines
2. Fold along the dotted lines
3. Glue on the back of the gray areas



## Make a 3D shape from a net

1. Cut along the solid lines
2. Fold along the dotted lines
3. Glue on the back of the gray areas



## Design specification

Build a design specification for a holder for your client's phone or tablet, and then produce some example designs that meet this design specification.

**Fill in the following, getting the answers for any questions from your client:**

I am designing a holder for a                      PHONE                      TABLET

How big is it?              Length: \_\_\_\_\_

   Width: \_\_\_\_\_

How much does it weigh?              \_\_\_\_\_

What angle does the client want it held at?

   PORTRAIT

   LANDSCAPE

   BOTH

Where will the client use the holder?              \_\_\_\_\_

Does the client have any personal preferences that can be used?

   Colours              \_\_\_\_\_

   Patterns or shapes              \_\_\_\_\_

Any other notes...

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## Design ideas

Make sure to label your designs against the design specification.