


Weekly Home Learning Timetable

Year 4-WB 29.6.20

Monday																																											
<p style="text-align: center;"><u>English</u></p> <p><u>Focus – To extract key information from a text.</u></p> <p>https://www.garlingeprimary.co.uk/website-content/charlottesweb-1585745833.pdf</p> <p>Follow the link above to a lesson where you will be able to read the text, 'Charlottes Web'.</p> <p>Read through the text, whilst identifying and discussing any unfamiliar words - you may find it useful to highlight these words.</p> <p>Then, answer the text related questions by retrieving the relevant information. Think carefully about your answer. Is it a one or two mark question? What is needed to gain the two marks?</p> <p>You can record your answers in your workbook. The answers are located in the year 4 resources section on the Garlinge website.</p>	<p style="text-align: center;"><u>Maths</u></p> <p><u>Focus- To be able to subtract numbers with up to four digits, no exchange.</u></p> <p>https://vimeo.com/427996624</p> <p>Follow the link above and watch the video to remind you how to subtract numbers with up to four digits. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.</p> <div style="border: 2px solid red; padding: 5px;"> <p style="text-align: center; margin: 0;">Use the place value chart to work out $5,624 - 2,301$</p> <table border="1" style="margin: 5px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Th</th> <th style="width: 25%;">H</th> <th style="width: 25%;">T</th> <th style="width: 25%;">O</th> </tr> </thead> <tbody> <tr> <td>1,000 1,000</td> <td>100 100</td> <td>10 10</td> <td>1 1</td> </tr> <tr> <td>1,000 1,000</td> <td>100 100</td> <td></td> <td>1 1</td> </tr> <tr> <td>1,000</td> <td>100 100</td> <td></td> <td></td> </tr> </tbody> </table> <p style="margin: 5px 0;">$5,624 - 2,301 =$ <input style="width: 80px;" type="text"/></p> <p style="margin: 5px 0;">Complete the calculation.</p> <table border="1" style="margin: 5px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td>5</td> <td>6</td> <td>2</td> <td>4</td> </tr> <tr> <td style="text-align: right;">-</td> <td>2</td> <td>3</td> <td>0</td> <td>1</td> </tr> <tr> <td></td> <td colspan="4" style="border-top: 1px solid black;"></td> </tr> <tr> <td></td> <td colspan="4" style="border-top: 1px solid black;"></td> </tr> </tbody> </table> <p style="margin: 5px 0;">What is the same about the representations? What is different?</p> </div>	Th	H	T	O	1,000 1,000	100 100	10 10	1 1	1,000 1,000	100 100		1 1	1,000	100 100				Th	H	T	O		5	6	2	4	-	2	3	0	1											<p style="text-align: center;"><u>Topic</u></p> <p><u>Focus-To learn about the world's most dangerous volcanoes</u></p> <p>Today you will learn about some well-known and dangerous volcanoes around the world. Look at the powerpoint 'World's most dangerous volcanoes' which you can find in the Year 4 resources section on the website. Use the information to help you find out about dangerous volcanoes around the world.</p> <p>Now have a go at the mapwork activity sheet found in the resources section below.</p> <p>Alternatively, you may wish to see if you can find out more information about one of the volcanoes that interests you and present your research in an interesting way.</p> <div style="text-align: center; margin-top: 10px;">  </div>
Th	H	T	O																																								
1,000 1,000	100 100	10 10	1 1																																								
1,000 1,000	100 100		1 1																																								
1,000	100 100																																										
	Th	H	T	O																																							
	5	6	2	4																																							
-	2	3	0	1																																							

Tuesday		
<p style="text-align: center;"><u>English</u></p> <p><u>Focus-To revise the year 4 SPAG curriculum.</u></p> <p><u>SPAG – Punctuation revision</u></p> <p>This SPAG lesson will be focused on punctuation, grammar and spellings revision. There are twenty year 4 challenge cards for you to choose from, located in the resources section. Glue your chosen challenge card into your work book and follow the instructions on the card. Some of the cards you will be able to write</p>	<p style="text-align: center;"><u>Maths</u></p> <p><u>Focus- To be able to subtract numbers with up to four digits, including exchange.</u></p> <p>https://vimeo.com/428000196</p> <p>Follow the link above and watch the video to remind you how to subtract numbers with up to four digits including one exchange. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Focus- To understand what happens when we chew food.</u></p> <p>Having seen how food chains work, over the next two weeks we will be looking at the digestive system. The food we eat has to be broken down into other substances that our bodies can use. This is called digestion. Without digestion, we could not absorb food into our bodies and use it. Digestion happens in the digestive system. This is a series of organs that break the food</p>

the answers on, others will need answers in your workbook.

Work through all of the challenge cards.

Th	H	T	O
1,000 1,000	100 100	10 10	1 1
1,000 1,000	100 100	10 10	1 1
1,000			1

a) Use the place value chart to complete the calculation.

$$5,435 - 3,215 = \square$$

b) Use the place value chart to complete the calculation.

$$5,435 - 3,216 = \square$$

c) Which calculation was easier? Talk about it with a partner.

d) What happens when you don't have enough counters in a column to take away?

down so it can be absorbed into our bloodstream:

<https://www.bbc.co.uk/bitesize/top>



<https://www.bbc.co.uk/bitesize/top>

This week we will consider what takes place inside the mouth. Food enters the **digestive system** through the **mouth**. Food is broken down into smaller pieces by **chewing**. The teeth **cut** and **crush** the food, while it's mixed with **saliva**. This process helps to make it **soft** and easier to **swallow**. After being **swallowed**, the food passes down the **oesophagus** and into the **stomach**:

<https://www.bbc.co.uk/bitesize/top>

Test your understanding by completing the activity under the video.

What happens to the food when it reaches the stomach?

The stomach is an important organ in the digestive system. After food has been chewed in the mouth and swallowed, it enters the stomach via the **oesophagus**. The stomach produces strong acid. This kills many **harmful**



The stomach muscles help to mix and break the food down by churning it around.

microorganisms that might have been swallowed along with the food. It also contains special chemicals called **enzymes**. These are important for breaking down the food so it can be absorbed by the body. After it leaves the stomach, the partially-digested food passes into the **intestines** where it begins

		<p>to be absorbed. Watch the following short video:</p> <p>https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zg2g7p3</p> <p>To see how this works, why not try the following experiment:</p> <p>Modelling - The stomach Take a zip-loc bag and a couple of crackers or piece of bread. The bag is like the stomach - a muscle that squeezes the food. First, pour a little orange juice or coke into the bag to act as the "digestive juices." Observe what begins to happen to the bread. Then squeeze the bag for two minutes. Note the changes in the bread - it turns to liquid and is ready to be absorbed into the small intestine and into the blood stream.</p> <p>Recording Draw what happened in your model, and then use this to explain what happens in your stomach.</p> <p>Don't forget to send your teachers any drawings or diagrams- or even photographs of your experiment!</p>
--	--	---

Wednesday

<p style="text-align: center;">English</p> <p><u>Focus – To spell and use the year 3 and 4 statutory words.</u></p> <p><u>Spelling Focus</u> – this week's spelling lesson will focus on five of the year 3 and 4 statutory spellings. Today the words are: arrive, believe, bicycle, breath, breathe.</p> <p>As a warm up, use the statutory spellings list for year 3 and 4 to practise your spellings by either having a spelling test or writing out the words, cover and repeat.</p> <p>Use the word mats to record your answers and then glue into your work book.</p>	<p style="text-align: center;">Maths</p> <p><u>Focus- To be able to subtract numbers with more than one exchange.</u></p> <p>https://vimeo.com/428000367</p> <p>Follow the link above and watch the video to remind you how to subtract numbers with up to four digits including more than one exchange. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.</p>	<p style="text-align: center;">French</p> <p><u>Focus- Les animaux: To name some animals on the farm.</u></p> <p>Listen to this familiar song. Try to join in as you pick it up: https://www.bbc.co.uk/bitesize/clips/z9q4d2p</p> <p>Apart from the unusual appearance of a snake on the farm, did you also notice the different way the French children described the animal sounds? Listen again, and try to join in with them where you can. The website below has a little game to help you learn the names of some typical farm animals in French. You will need to scroll down until you see the game called 'Animal labelling in French'. It is near the end of the list of activities:</p>
--	--	---

Kim has made a number using base 10

Th	H	T	O

a) Subtract 8 from Kim's number.

b) Explain the method you used.

www.crickweb.co.uk/ks2french.htm

! Finally, show-off your new knowledge by completing the activity sheets in the 'Resources' section below. Enjoy!

Thursday

English

Focus- To use descriptive vocabulary.

DESCRIPTIVE WRITING



golden dumplings

roast duck

sticky rice cake

songs

red clothing

steamed fish

lantern parades

fire crackers

It's festival time in the city. The noise of the fireworks and drums, with the chatter of the crowds, is electric.

Design an invitation to the Chinese New Year celebrations for a friend. Describe the food he might eat, the parade he might see and the sounds he might hear.

What are the key features of descriptive writing?
Think about the vocabulary you would use when describing an object or a scene. How could you best use adjectives, adverbs, similes, metaphors? Think about your senses – what would you see, hear, smell, feel, taste?

Read the descriptive writing slide above, there is a bigger copy in the resources. It's festival time in the city. The noise of the fireworks and drums, with the chatter of the crowds is electric. Design an invitation to the Chinese New Year celebrations for a friend. Describe the food you might eat, the parade you might see and the sounds you might hear.

Look on YouTube for some Chinese New Year festival examples to help you.

Maths

Focus- To be able to subtract numbers efficiently

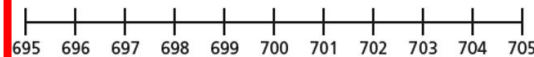
<https://vimeo.com/428003455>

Follow the link above and watch the video to remind you how to find the most efficient method to subtract numbers. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.

a) Use the column method to work out $704 - 696$

	H	T	O
	7	0	4
-	6	9	6

b) Count on the number line to work out $704 - 696$



c) Which method do you prefer? Why?

Music

Focus-To explore Music Express

Music express is an online tool which we use in school to support our teaching of music. They have now started to provide free access to resources to support the home learning of music.

Here is the link which will help you get started:

<https://collins.co.uk/pages/support-learning-at-home-free-childrens-song-bank>

Use this week to explore the resource together and find an activity which appeals to you. There is a lesson bank focusing on specific skills, a song bank with songs to learn and enjoy, skills builder lessons and much more.



Friday

English

Focus- To use descriptive vocabulary.



What descriptive writing key features did you think of yesterday? Think about the vocabulary you would use when describing an object or a scene. How could you best use adjectives, adverbs, similes, metaphors? Think about your senses – what would you see, hear, smell, feel, taste?

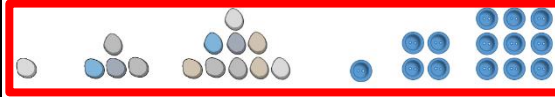
Read the descriptive writing slide above, there is a bigger copy in the resources. You are describing a scene. Think about your most effective chosen vocabulary to describe what you can see in front on you.

Write your descriptive paragraph in your work book.

Maths

Focus- To be able to explore mathematical patterns

Looking at patterns is a brilliant way to train your brain. Scroll down to the resources section and have a look at the patterns. Can you predict what will come next?



Are you looking for something to test your thinking? Why not try the Friday challenge on BBC Bitesize!

<https://www.bbc.co.uk/bitesize/articles/z9ywr2p>

Maybe you could email your teacher with any patterns you have created.

Art

Focus –To explore the work of famous artists to inspire our paintings.

Follow the link below to a lesson where you will explore the work of some famous artists before trying out some of the techniques for yourself.

<https://www.bbc.co.uk/bitesize/articles/zxr3trd>

This lesson includes:

- three video clips demonstrating different famous artists and their exciting paintings
- three activities to try at home



Other activities for the week

Email your teacher

We are all really missing you. Why don't you ask an adult to help you write an email to your class teacher? We would love to hear from you to see how you are and what you have been doing to keep busy during this time. Maybe you could send a photo of yourself doing something fun at home, learning a new skill or working on a home learning activity.

Our class emails are:

Miss Rowden - 4A@garlinge.kent.sch.uk

Mr Cowan - 4B@garlinge.kent.sch.uk

Mrs Goode - 4C@garlinge.kent.sch.uk

Mrs Greenfield - 4D@garlinge.kent.sch.uk



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>



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.

[A battle has been set up between Year 4 boys and Year 4 girls which will run until the end of June.](#)



[So get battling and may the best team win!!](#)

Watch the news

Try watching Newsround each day

https://www.bbc.co.uk/newsround/news/watch_newsround

and maybe try the Newsround quiz at the end of the week.

[Get active-](#) Play some just dance or follow a cosmic yoga story on YouTube.

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	

Monday Maths

Lesson 1

Subtract two 4-digit numbers – no exchange

1 Use the place value chart to work out $5,624 - 2,301$

Th	H	T	O
			

$$5,624 - 2,301 = \boxed{}$$

Complete the calculation.





	Th	H	T	O
	5	6	2	4
-	2	3	0	1

What is the same about the representations?

What is different?

2 Use the place value charts to complete the calculations.

a) $3,412 - 1,201$

Th	H	T	O
			

	Th	H	T	O
	3	4	1	2
-	1	2	0	1

b) $5,361 - 3,241$

Th	H	T	O
1,000 1,000	100 100	10 10	1
1,000 1,000	100	10 10	
1,000		10 10	

	Th	H	T	O
	5	3	6	1
-	3	2	4	1

c) $7,405 - 404$

Th	H	T	O
1,000 1,000	100 100		1 1
1,000 1,000	100 100		1 1
1,000 1,000			1
1,000			

	Th	H	T	O
	7	4	0	5
-		4	0	4

3 Complete the calculations.

a)

	Th	H	T	O
	9	3	1	6
-	7	2	0	5

c)

	Th	H	T	O
	4	9	2	7
-		3	1	5

b)

	Th	H	T	O
	8	0	6	1
-	3	0	6	0

- 4 Aisha is calculating $7,585 - 316$

		Th	H	T	O	
		7	5	8	5	
	-	3	1	6		
		4	4	2	5	

$$7,585 - 316 = 4,425$$

Do you agree with Aisha? _____

Explain your answer.



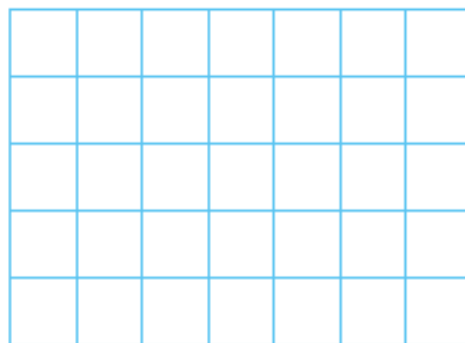
- 5 Complete the calculations. Show your workings.

a) $6,205 - 104 =$

b) $3,749 - 1,642 =$

c) $= 5,371 - 3,260$

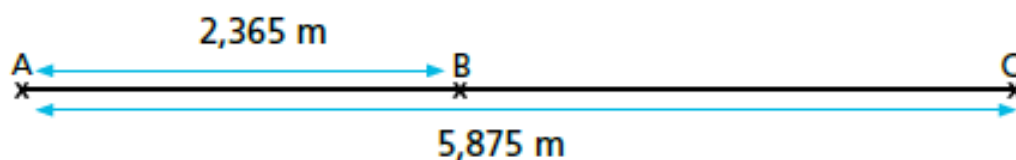
d) = $9,853 - 853$



6 The distance from A to B is 2,365 m.

The distance from A to C is 5,875 m in the same direction.

How far is C from B?



7 Whitney and Ron are playing a game.

Whitney has 1,353 points.

Ron has 230 points fewer than Whitney.

How many points do they have altogether?

Subtract two 4-digit numbers – no exchange

1 Use the place value chart to work out $5,624 - 2,301$

Th	H	T	O
1,000 1,000	100 100	10 10	1 1
1,000 1,000	100 100		1 1
1,000	100 100		

$$5,624 - 2,301 = \boxed{3,323}$$

Complete the calculation.

		Th	H	T	O	
		5	6	2	4	
	-	2	3	0	1	
		<u>3</u>	<u>3</u>	<u>2</u>	<u>3</u>	

What is the same about the representations?

What is different?

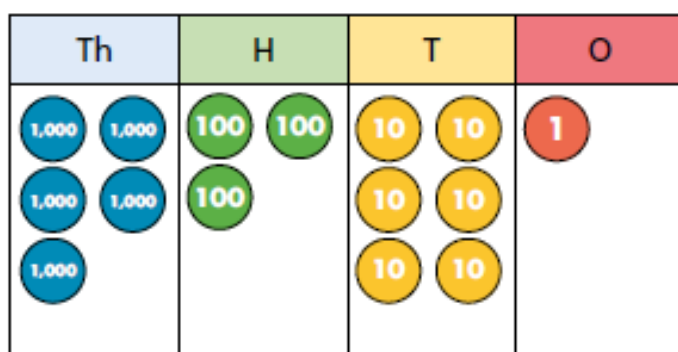
2 Use the place value charts to complete the calculations.

a) $3,412 - 1,201$

Th	H	T	O
1,000 1,000	100 100	10	1 1
1,000	100 100		

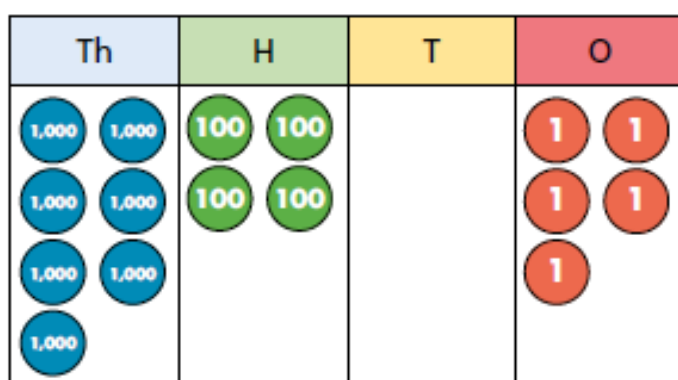
		Th	H	T	O	
		3	4	1	2	
	-	1	2	0	1	
		<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>	

b) $5,361 - 3,241$



	Th	H	T	O
	5	3	6	1
-	3	2	4	1
	<u>2</u>	<u>1</u>	<u>2</u>	<u>0</u>

c) $7,405 - 404$



	Th	H	T	O
	7	4	0	5
-		4	0	4
	<u>7</u>	<u>0</u>	<u>0</u>	<u>1</u>

3 Complete the calculations.

a)

	Th	H	T	O
	9	3	1	6
-	7	2	0	5
	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>

c)

	Th	H	T	O
	4	9	2	7
-		3	1	5
	<u>4</u>	<u>6</u>	<u>1</u>	<u>2</u>

b)

	Th	H	T	O
	8	0	6	1
-	3	0	6	0
	<u>5</u>	<u>0</u>	<u>0</u>	<u>1</u>

- 4 Aisha is calculating $7,585 - 316$

		Th	H	T	O	
		7	5	8	5	
	-	3	1	6		
		4	4	2	5	

$$7,585 - 316 = 4,425$$

Do you agree with Aisha? No

Explain your answer.



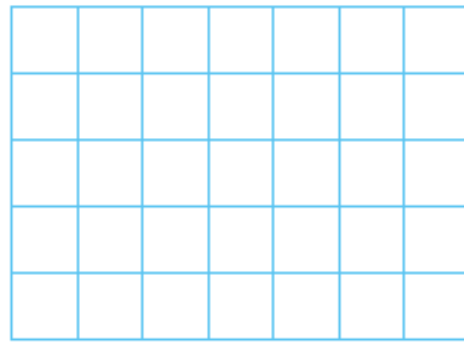
- 5 Complete the calculations. Show your workings.

a) $6,205 - 104 =$ 6,101

b) $3,749 - 1,642 =$ 2,107

c) 2,111 $= 5,371 - 3,260$

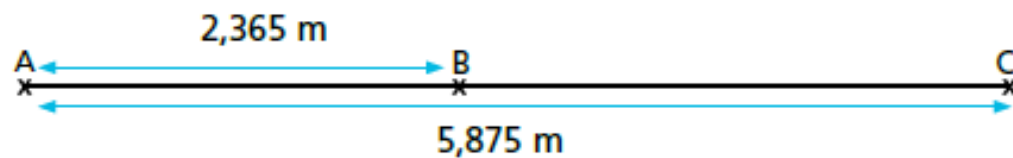
d) $\boxed{9,000} = 9,853 - 853$



6 The distance from A to B is 2,365 m.

The distance from A to C is 5,875 m in the same direction.

How far is C from B?



$\boxed{3,510\text{m}}$

7 Whitney and Ron are playing a game.

Whitney has 1,353 points.





Ron has 230 points fewer than Whitney. (1,123 points)

How many points do they have altogether?

$\boxed{2,476}$

Subtract two 4-digit numbers – one exchange

1

Th	H	T	O
			

a) Use the place value chart to complete the calculation.

$$5,435 - 3,215 = \boxed{}$$

b) Use the place value chart to complete the calculation.

$$5,435 - 3,216 = \boxed{}$$

c) Which calculation was easier? Talk about it with a partner.

d) What happens when you don't have enough counters in a column to take away?

2

Complete the sentences.

1 ten can be exchanged for ones.

1 hundred can be exchanged for 10 _____.

1 thousand can be exchanged for _____.

3

Use a place value chart to complete the calculations.



a)

		H	T	O	
		3	2	7	
	-	1	1	9	
		<hr/>			
		<hr/>			

c)

		Th	H	T	O	
		9	8	4	5	
	-	6	2	1	6	
		<hr/>				
		<hr/>				

b)

		Th	H	T	O	
		7	6	7	3	
	-		1	3	4	
		<hr/>				
		<hr/>				

4

Use a place value chart to complete the calculations.



a)

		H	T	O	
		3	2	7	
	-	1	3	2	
		<hr/>			
		<hr/>			

c)

		Th	H	T	O	
		9	8	4	5	
	-	2	3	6	0	
		<hr/>				
		<hr/>				

b)

		Th	H	T	O	
		7	6	7	3	
	-		2	8	1	
		<hr/>				
		<hr/>				



5 Use a place value chart to complete the calculations.

a)

		Th	H	T	O	
		3	2	7	0	
	-	1	3	2	0	
		<hr/>				
		<hr/>				

c)

		Th	H	T	O	
		9	8	4	5	
	-	1	9	2	1	
		<hr/>				
		<hr/>				

b)

		Th	H	T	O	
		7	6	7	3	
	-		7	2	1	
		<hr/>				
		<hr/>				

6 Annie is calculating $3,467 - 2,148$

Here is her working.

		Th	H	T	O	
		3	4	6	7	
	-	2	1	4	8	
		1	3	2	1	
		<hr/>				

Do you agree with Annie? _____

Explain your answer.

7

A car costs £8,716

A motorbike costs £2,341 less than the car.

How much does the motorbike cost?

8

Jack is thinking of two 4-digit numbers.







The greater number is 6,410.
The difference between the
two numbers is 3,107

What is the sum of the two numbers?



Subtract two 4-digit numbers – one exchange

1

Th	H	T	O
			

a) Use the place value chart to complete the calculation.

$$5,435 - 3,215 = \boxed{2,220}$$

b) Use the place value chart to complete the calculation.

$$5,435 - 3,216 = \boxed{2,219}$$

c) Which calculation was easier? Talk about it with a partner.

d) What happens when you don't have enough counters in a column to take away?

You need to make an exchange.

2

Complete the sentences.

1 ten can be exchanged for $\boxed{10}$ ones.

1 hundred can be exchanged for 10 tens.

1 thousand can be exchanged for $\boxed{10}$ hundreds.

3

Use a place value chart to complete the calculations.



a)

		H	T	O	
		3	2 7		
	-	1	1	9	
		2	0	8	

c)

		Th	H	T	O	
		9	8	4 5		
	-	6	2	1	6	
		3	6	2	9	

b)

		Th	H	T	O	
		7	6	7 3		
	-		1	3	4	
		7	5	3	9	

4

Use a place value chart to complete the calculations.



a)

		H	T	O	
		3 2	7		
	-	1	3	2	
		1	9	5	

c)

		Th	H	T	O	
		9	8 4	5		
	-	2	3	6	0	
		7	4	8	5	

b)

		Th	H	T	O	
		7	6 7	3		
	-		2	8	1	
		7	3	9	2	



5 Use a place value chart to complete the calculations.

a)

		Th	H	T	O	
		3 ²	2	7	0	
	-	1	3	2	0	
		<hr/>				
		1	9	5	0	
		<hr/>				

c)

		Th	H	T	O	
		9 ⁸	8	4	5	
	-	1	9	2	1	
		<hr/>				
		7	9	2	4	
		<hr/>				

b)

		Th	H	T	O	
		7 ⁶	6	7	3	
	-		7	2	1	
		<hr/>				
		6	9	5	2	
		<hr/>				

6 Annie is calculating $3,467 - 2,148$

Here is her working.

		Th	H	T	O	
		3	4	6	7	
	-	2	1	4	8	
		<hr/>				
		1	3	2	1	
		<hr/>				

Do you agree with Annie? No

Explain your answer.

She has found the difference between the numbers in each column rather than making an exchange.

7

A car costs £8,716

A motorbike costs £2,341 less than the car.

How much does the motorbike cost?

£6,375

8

Jack is thinking of two 4-digit numbers.



The greater number is 6,410.
The difference between the
two numbers is 3,107

What is the sum of the two numbers?


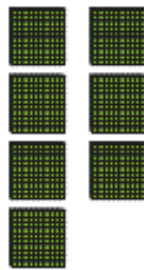



9,713



Subtract two 4-digit numbers – more than one exchange

I Kim has made a number using base 10

Th	H	T	O
			

a) Subtract 8 from Kim's number.

b) Explain the method you used.

c) Subtract 20 from Kim's number.




d) Subtract 900 from Kim's number.

e) Complete the subtractions.

$1,702 - 28 = \boxed{}$

$1,702 - 928 = \boxed{}$

- 2 Use the place value chart to complete the subtractions.

H	T	O
		

a) $564 - 354 =$

c) $564 - 365 =$





b) $564 - 355 =$

Look at your calculations in parts a), b) and c).

What is the same? What is different?



- 3 Use the place value chart to complete the subtractions.

Th	H	T	O
			

a) $5,435 - 2,036 =$

b) $5,436 - 2,036 =$

c) $5,437 - 2,036 =$

Look at your calculations in parts a), b) and c).

What is the same? What is different?



4

Complete the calculations.

a)

		Th	H	T	O
		7	3	2	5
	-	2	4	0	6

c)

		Th	H	T	O
		7	1	0	2
	-		3	9	8

b)

		Th	H	T	O
		5	6	3	4
	-	2	7	4	5

d)

		Th	H	T	O
		5	0	0	0
	-	1	7	3	3

5

A jug contains 1,500 ml of juice.



The juice is poured into 2 glasses.

Each glass holds 258 ml of juice.

How much juice is left in the jug?



6 Work out the missing digits.

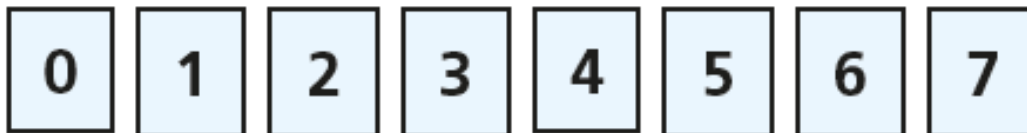
a)

		Th	H	T	O
		7			4
-	1	2	3		
			9	5	8

b)

		Th	H	T	O
		4	0		3
-				3	8
			8	4	

7 Arrange all the digit cards to make a possible subtraction for each description.



a) There are 2 exchanges.

The answer is
less than 2,000

-			

b) There are 2 exchanges.

The answer is
greater than 4,000


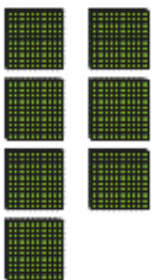

-			

c) There are 3 exchanges.

-			

Subtract two 4-digit numbers – more than one exchange

I Kim has made a number using base 10

Th	H	T	O
			

a) Subtract 8 from Kim's number.

1,694

b) Explain the method you used.

Exchange 1 hundred for 10 tens then 1 ten for 10 ones.

c) Subtract 20 from Kim's number.

1,682

d) Subtract 900 from Kim's number.

802

e) Complete the subtractions.

$$1,702 - 28 = 1,674$$

$$1,702 - 928 = 774$$

2

Use the place value chart to complete the subtractions.

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

a) $564 - 354 =$

c) $564 - 365 =$

b) $564 - 355 =$

Look at your calculations in parts a), b) and c).

What is the same? What is different?



3

Use the place value chart to complete the subtractions.

Th	H	T	O
1,000 1,000	100 100	10 10	1 1
1,000 1,000	100 100	10	1 1
1,000			1

a) $5,435 - 2,036 =$

b) $5,436 - 2,036 =$

c) $5,437 - 2,036 =$

Look at your calculations in parts a), b) and c).

What is the same? What is different?



4

Complete the calculations.

a)

	Th	H	T	O
	6 7	1 3	1 2	1 5
-	2	4	0	6
	<u>4</u>	<u>9</u>	<u>1</u>	<u>9</u>

c)

	Th	H	T	O
	6 7	1 0	1 0	1 2
-		3	9	8
	<u>6</u>	<u>7</u>	<u>0</u>	<u>4</u>

b)

	Th	H	T	O
	4 5	5 6	1 3	1 4
-	2	7	4	5
	<u>2</u>	<u>8</u>	<u>8</u>	<u>9</u>

d)

	Th	H	T	O
	4 5	7 0	1 0	1 0
-	1	7	3	3
	<u>3</u>	<u>2</u>	<u>6</u>	<u>7</u>

5

A jug contains 1,500 ml of juice.



The juice is poured into 2 glasses.

Each glass holds 258 ml of juice.

How much juice is left in the jug?



984ml

6 Work out the missing digits.

a)

	Th	H	T	O
	⁶ 7	1	8	4
-	1	2	3	6
	5	9	5	8

b)

	Th	H	T	O
	³ 4	0	2	3
-		2	3	8
	3	8	4	5

7 Arrange all the digit cards to make a possible subtraction for each description.



0	1	2	3	4	5	6	7
---	---	---	---	---	---	---	---

a) There are 2 exchanges.

The answer is
less than 2,000

E.g.

	2	3	5	3
-	1	0	6	4

b) There are 2 exchanges.

The answer is
greater than 4,000

E.g.

	7	6	4	0
-	2	3	5	1

c) There are 3 exchanges.

E.g.

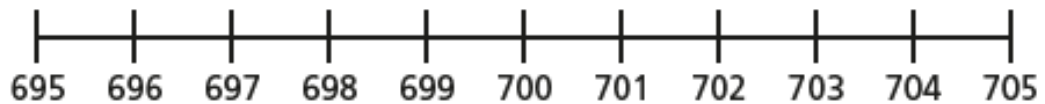
	7	4	2	0
-	6	5	3	1

Efficient subtraction

- 1 a) Use the column method to work out $704 - 696$

		H	T	O	
		7	0	4	
	-	6	9	6	

- b) Count on the number line to work out $704 - 696$



- c) Which method do you prefer? Why?

- 2 Complete the subtractions by counting on.

a) $902 - 897 = \square$

b) $1,902 - 1,894 = \square$

c) $2,027 - 1,999 = \square$

5 A theme park has 3,002 light bulbs.

1,785 of the light bulbs are blue.

How many bulbs are not blue?

Use a method where you subtract 3 from each number.

6 Eva is working out $7,385 - 1,999$

$$7,385 - 2,000 = 5,385$$

$$7,385 - 1,999 = 5,386$$



I subtracted 2,000 from 7,385 and then added one on.

a) Explain why Eva's method works.

b) Explain a different method that Eva could have used.

The method should involve changing each number before subtracting.

c) Work out the subtractions.

$$4,512 - 2,999 = \boxed{}$$

$$5,147 - 997 = \boxed{}$$

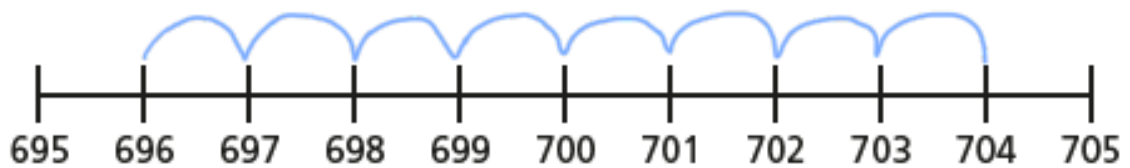
$$3,704 - 2,998 = \boxed{}$$

Efficient subtraction

- 1 a) Use the column method to work out $704 - 696$

		H	T	O	
		7	0	4	
	-	6	9	6	
		0	0	8	

- b) Count on the number line to work out $704 - 696$



- c) Which method do you prefer? Why?

Various answers.

- 2 Complete the subtractions by counting on.

a) $902 - 897 =$

b) $1,902 - 1,894 =$

c) $2,027 - 1,999 =$

c) Amir's method

	H	T	O
	7	0	0
-	3	4	8
	3	5	2

	H	T	O
	6	9	9
-	3	4	7
	3	5	2

Use Amir's method to work out $6,000 - 2,145$

	5	9	9	9															
-	2	1	4	4															
	3	8	5	5															

3,855

d) Whose method do you prefer, Rosie's or Amir's?



4

Use the column method to work out the subtractions.

a) $500 - 341$

1	5	9				

c) $£3,000 - £2,782$

£	2	1	8			

b) $1,000 - 729$

2	7	1				

d) $10,000 \text{ mm} - 7,302 \text{ mm}$

2	6	9	8	mm		

5 A theme park has 3,002 light bulbs.

1,785 of the light bulbs are blue.

How many bulbs are not blue?

Use a method where you subtract 3 from each number.

1,217

6 Eva is working out $7,385 - 1,999$

$$7,385 - 2,000 = 5,385$$

$$7,385 - 1,999 = 5,386$$



I subtracted 2,000 from 7,385 and then added one on.

a) Explain why Eva's method works.

She is subtracting 1 less than 2,000 so she subtracts 2,000 then adds 1 back on

b) Explain a different method that Eva could have used.

The method should involve changing each number before subtracting.

She could add 1 to each number so the difference doesn't change and calculate $7,386 - 2,000$

c) Work out the subtractions.

$$4,512 - 2,999 = 1,513$$

$$5,147 - 997 = 4,150$$

$$3,704 - 2,998 = 706$$

Make it!

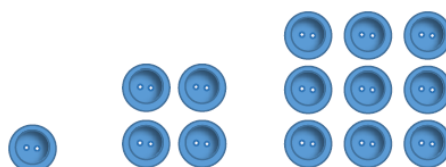
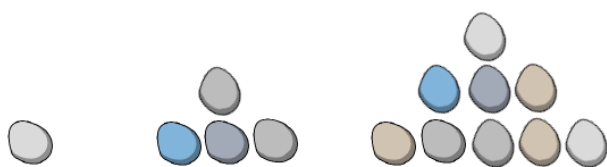
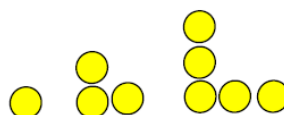


#MathsEveryoneCanAtHome

Exploring growing patterns is a fantastic way to develop your describing and predicting skills.

Can you describe each pattern and predict how it will continue?

Draw or build the patterns to see if your predictions were correct.



Create your own growing patterns and share them.



Grammar and Punctuation

Which word in the following sentence is an **adverb**?

She **carefully** balanced the cup on the saucer.



1

Grammar and Punctuation

Which words below make a **compound word** when combined?

- box
- park
- bird
- board
- water
- skate
- jump
- black



2

Grammar and Punctuation

How would you **correct** these sentences?

We was going to the airport.

If we was not at school, I'd go to the park.

Lily were with her friends.

I were at Noah's house.



3

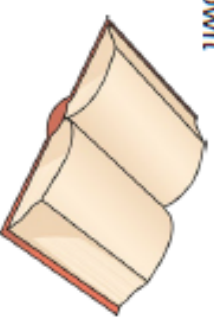
Grammar and Punctuation

Put **brackets** into these sentences.

My favourite book *The Hobbit* is a fantasy story.

The girls who were called Molly and Ella sat next to each other in class.

The parcel which was wrapped in brown paper was sitting on the doorstep.



4

Grammar and Punctuation

Which **conjunction** would you use in this sentence?

The squirrel hurtled up the tree ----- the dog barked at the bottom.

- while
- before
- so
- when



5

Grammar and Punctuation

Why do we start a new **paragraph**?

1. To indicate a new subject or theme.
2. To break up the page.
3. To change the time or place in our story.
4. To make our story look longer.
5. To group relevant information together.



6

Grammar and Punctuation

Where should the **apostrophe** be in these sentences?

Hannahs mum worked at the hospital.

Barry, my sisters rabbit, was grey and white.

Im going to the skatepark to see my friends.

Mum hasnt got time to go to the hairdressers.



7

Grammar and Punctuation

Which **fronted adverbial** would make sense?

... the atmosphere changed and everyone began to feel rather sleepy.

- Without a sound,
- Sometime earlier,
- As the clouds parted,
- Later that evening,



8

Grammar and Punctuation

What is the rule for adding these **suffixes** to the words below?

- | | | |
|--------------|---------------|---------------|
| • ed | • ing | • en |
| begin | forgot | prefer |



9

Grammar and Punctuation

What do these **prefixes** mean? Match them up.

- | | |
|-------|---------|
| sub | against |
| auto | under |
| inter | self |
| anti | amongst |



10

Grammar and Punctuation

What is the correct **spelling** of the missing words in these sentences?



- I ----- you're going on holiday soon. **here/hear**
- We ----- you at school today. **mised/mist**
- The hamster died so we had to ----- **berry/bury**
it. **berry/bury**
- Mum needed some ----- and quiet. **piece/peace**

11

Grammar and Punctuation

In the following sentences the **apostrophe** is used to make one word instead of two. Which two words would these be?

- We haven't had a spelling test for ages.
- "Don't shout!"
- "Who's your class teacher?" asked the secretary.
- "How's your Gran doing?" my neighbour asked me.



12

Grammar and Punctuation

Put the **comma** in the correct place.

The policeman said "Where did you find that bag?"

The flowers were bright yellow the brightest yellow Jasmine had ever seen.

It was later that night when the sirens started.



13

Grammar and Punctuation

What does this sentence need? **Rewrite** the sentence correctly.

Carrie went to the pizza shop. Carrie liked the pepperoni pizza. Carrie's brother didn't like pepperoni. Carrie's brother preferred chicken.

- nouns
- adjectives
- pronouns



14

Grammar and Punctuation

Improve these sentences using **adverbs**.

The dog barked throughout the night, waking everyone up.

The neighbours shouted from their windows. The owner was embarrassed.



15

Grammar and Punctuation

Put the **inverted commas** in these sentences.

I can't find it! shouted my brother.

Harry yelled Eureka! I have the answer!

The vet said what seems to be the problem with Rover?

Where are you going? asked the bus conductor.



16

Grammar and Punctuation

Spot the **conjunctions** in the following sentences.

Kim was talking on her phone as she watched TV.

The cat ran into the house whilst carrying a mouse!

Mix the sugar and butter until it looks white.



17

Grammar and Punctuation

Use the **preposition** that makes sense in these sentences.

I went to the party _____ school.

The new girl sat _____ me on the bus.

after during beside before



18

Grammar and Punctuation

There is something wrong with these sentences.

Rewrite them correctly.

We was going to the concert.

I done a good piece of writing.

She seen the new shopping mall.



19

Grammar and Punctuation

Underline the **determiners**.

The boy rode his red bike home.

There were some girls from our school, on the bus.

The park wasn't far away.

It was a good hotel.

That girl won the race.



20

Grammar and Punctuation Challenge Cards Answers

Card Number	Answer
1	carefully
2	blackbird, skateboard, waterpark
3	We were going to the airport. If we were not at school, I'd go to the park. Lily was with her friends. I was at Noah's house.
4	My favourite book (The Hobbit) is a fantasy story. The girls (who were called Molly and Ella) sat next to each other in class. The parcel (which was wrapped in brown paper) was sitting on the doorstep.
5	The squirrel hurtled up the tree while the dog barked at the bottom.
6	1. To indicate a new subject or theme. 3. To change the time or place in our story. 5. To group relevant information together.
7	Hannah's mum worked at the hospital. Barry, my sister's rabbit, was grey and white. I'm going to the skatepark to see my friends. Mum hasn't got time to go to the hairdressers.
8	Later that evening,
9	When the emphasis is on the last consonant, you double the consonant before adding the suffix.
10	sub ————— against auto ————— under inter ————— self anti ————— amongst
11	I hear you're going on holiday soon. We missed you at school today. The hamster died so we had to bury it. Mum needed some peace and quiet.
12	We haven't had a spelling test for ages. have not "Don't shout!" do not "Who's your class teacher?" asked the secretary. who is "How's your Gran doing?" my neighbour asked me. how is
13	The policeman said, "Where did you find that bag?" The flowers were bright yellow, the brightest yellow Jasmine had ever seen. It was later that night, when the sirens started.


14	Carrie went to the pizza shop. She liked the pepperoni pizza. Carrie's brother didn't like pepperoni. He preferred chicken.
15	Pupil's own response.
16	"I can't find it!" shouted my brother. Harry yelled "Eureka! I have the answer!" The vet said "What seems to be the problem with Rover?" "Where are you going?" asked the bus conductor.
17	As, whilst, until
18	After, beside
19	We were going to the concert. I did a good piece of writing. She saw the new shopping mall.
20	The boy rode his red bike home. There were some girls from our school, on the bus. The park wasn't far away. It was a good hotel. That girl won the race.

Statutory Spelling Word Activity Mat: arrive

1

Use a dictionary to define the word arrive.

Add the word arrive to these sentences.




We watched the train _____

"Did your package _____?" asked Jo.

What time will they _____?

_____ no later than 10 o'clock.

Write the syllables of the word arrive inside the hands.



Which word class does the word arrive belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word arrive.

arr_____	_____ive
_____ve	ar_____

Trace the word arrive.

arrive

arrive

arrive

Which of these words means the same as arrive?

reject reach forget bounty

Now write the full word.

Write your own sentence containing the word arrive.

Edit and improve these words so that they correctly spell the word arrive.

arive arrive arrihv


Statutory Spelling Word Activity Mat: believe

2

Use a dictionary to define the word believe.

Add the word believe to these sentences.

Will did not _____ Chetna.




"I simply don't _____ it!"

Who do you _____?

_____ it or not, it is a true story.

Write the syllables of the word believe inside the hands.



Which word class does the word believe belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word believe.

bel_____	_____eve
_____ve	be_____

Trace the word believe.

believe

believe

believe

Which of these words means the same as believe?

trust explode divine prayer

Now write the full word.

Write your own sentence containing the word believe.

Edit and improve these words so that they correctly spell the word believe.

beleave bilieve beleeve

Statutory Spelling Word Activity Mat: bicycle

3

Use a dictionary to define the word **bicycle**.



Add the word **bicycle** to these sentences.

Jerome rode on his _____

"Is this your _____?" asked Karl.

My _____ has a flat tyre.

I had to oil the chain on my _____



Write the syllables of the word **bicycle** inside the hands.



Finish off the word **bicycle**.

bicy_____	_____cle
_____le	bi_____

Now write the full word.

Which word class does the word **bicycle** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **bicycle**.

bicycle

bicycle

bicycle

Which of these words means the same as **bicycle**?

pedal cycle steamboat blade car

Write your own sentence containing the word **bicycle**.

Edit and improve these words so that they correctly spell the word **bicycle**.

bycicle bicickle bysicle

Statutory Spelling Word Activity Mat: breath

4

Use a dictionary to define the word **breath**.

Add the word **breath** to these sentences.



Do not hold your _____

"I'm out of _____!" called Jim.

Take a deep _____

I gasped for _____

Write the syllable of the word **breath** inside the hands.



Finish off the word **breath**.

bre_____	_____ath
_____th	br_____

Now write the full word.

Trace the word **breath**.

breath

breath

breath

Which of these words means the same as **breath**?

wind acid tired novel

Write your own sentence containing the word **breath**.

Edit and improve these words so that they correctly spell the word **breath**.

breth breathe breaff

Statutory Spelling Word Activity Mat: breathe

5

Use a dictionary to define the word **breathe**.

Add the word **breathe** to these sentences.

They would never _____ a word.
" _____!" demanded the paramedic.
I felt her _____ down my neck.
_____ in and hold it for five seconds.

Write the syllable of the word **breathe** inside the hands.



Which word class does the word **breathe** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **breathe**.

brea__	__the
__he	br__

Now write the full word.

Trace the word **breathe**.

breathe

breathe

breathe

Which of these words means the same as **breathe**?

consume inhale reduce virus

Write your own sentence containing the word **breathe**.

Edit and improve these words so that they correctly spell the word **breathe**.

brethe breath breave

DESCRIPTIVE WRITING

golden
dumplings

roast duck

sticky rice cake

songs



red clothing

steamed fish

lantern parades

fire crackers

It's festival time in the city. The noise of the fireworks and drums, with the chatter of the crowds, is electric.

Design an invitation to the Chinese New Year celebrations for a friend.
Describe the food he might eat, the parade he might see and the sounds he might hear.

M



DESCRIBE A SETTING

The door was already open. You were trying to get your football back after it flew over the fence. As you walk cautiously inside, calling, 'hello!', you are amazed at the splendid room before you.

Describe the carpets, the ceiling, the light fittings, the furniture and the shape of the room, using well-chosen adjectives.

LA: What can you see? Write 5 sentences.

Dangerous Volcanoes

Amazing Fact

There is a volcano on Mars called Olympus Mons, which rises nearly 25 kilometres above the Martian surface. It is almost 3 times as tall as Mount Everest.

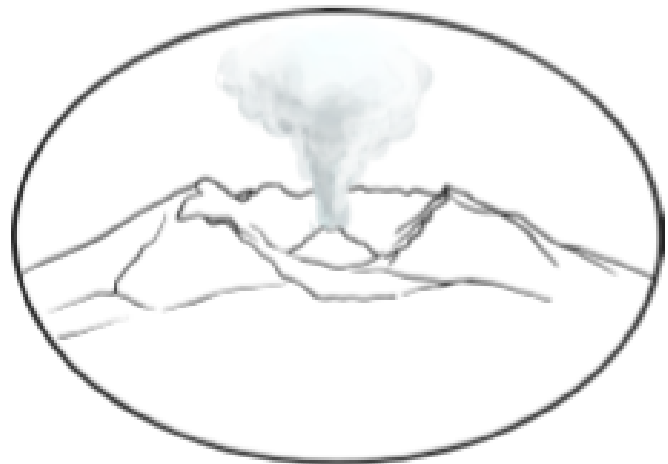
Challenge

At one time, volcanic eruptions on Earth were thought to be a punishment from the gods.

Nowadays, we know volcanic eruptions are a result of glowing hot magma being forced up from the mantle through vents in the Earth's crust. Of course, that doesn't make their explosive effects any less devastating.

Here is a list of the 10 most dangerous active volcanoes around the world:

1. Yellowstone Caldera, Yellowstone National Park, United States of America.
2. Mount Vesuvius, Campagna, Italy.
3. Popocatepetl, Mexico City, Mexico.
4. Sakurajima, Kagoshima, Japan.
5. Galeras, Pasto, Colombia.
6. Mt. Merapi, Yogyakarta, Indonesia.
7. Mt. Nyiragongo, Goma, Democratic Republic of Congo.
8. Ulawun, Papua New Guinea.
9. Taal Volcano, Luzon Island, Philippines.
10. Mauna Loa, Hawaii.

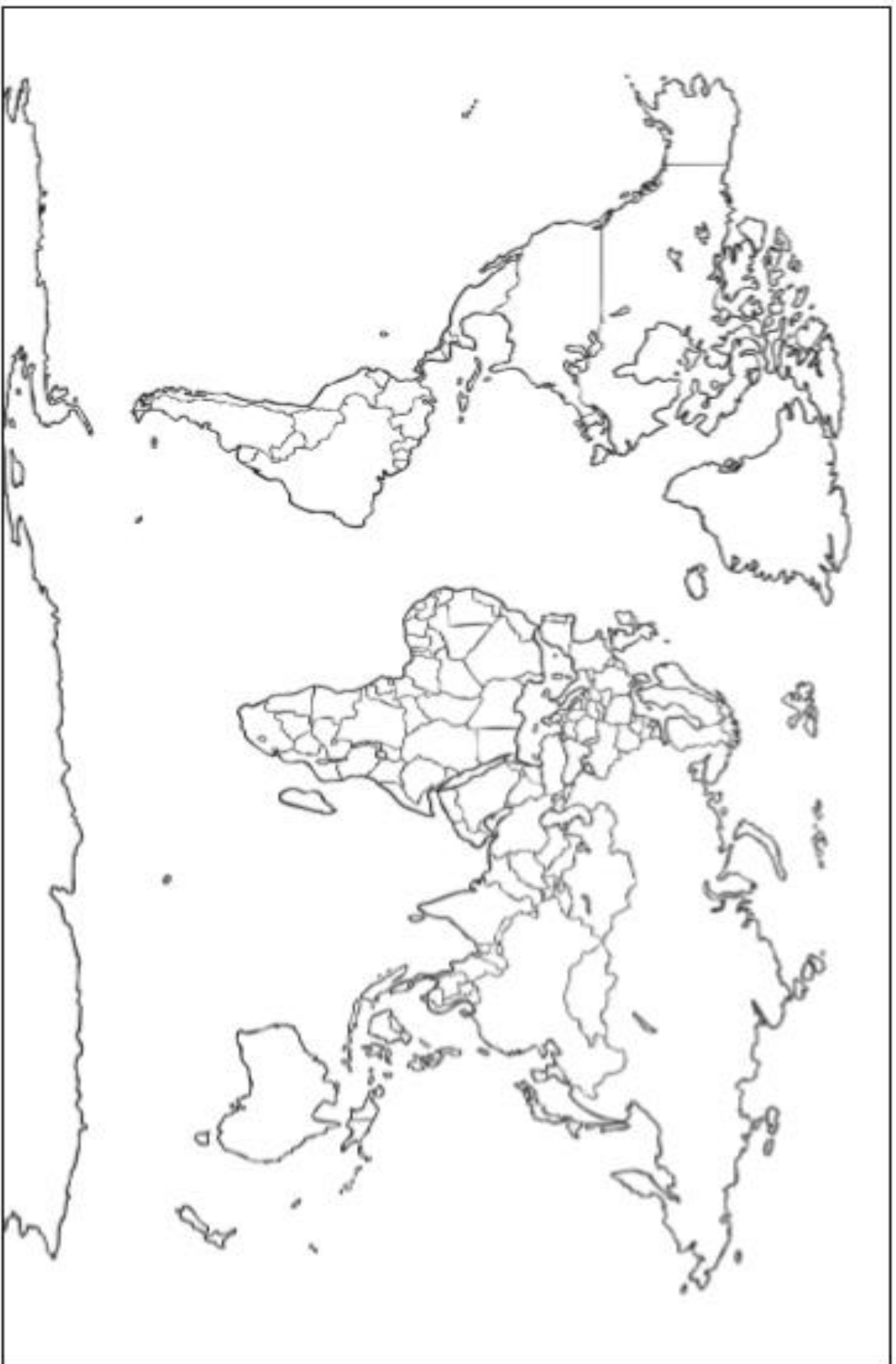


Use the Internet, non-fiction books or an atlas to locate and label them on the world map.

You could also try to find out:

- what the next highest mountain in the Solar System is;
- what the Valles Marineris is;
- what it would be like at the surface of Saturn or Jupiter;
- which of Earth's volcanoes Olympus Mons is most similar to in formation.

Dangerous Volcanoes



À la ferme

LO: to understand/say some farm animals in French

Draw a picture for the animals on the farm.

Nom: _____
Date: _____

un cochon

une vache

un mouton

un cheval

une poule

un canard

une oie

Fill in the missing vowels (a, e, i, o u).

À la ferme, il y a ...



• une v ___ ch ___



• un c ___ n ___ rd



• une p ___ _ l ___



• un m ___ _ t ___ n



• un c ___ ch ___ n



• un ch ___ v ___ l

Find the farm animals in the wordsearch.

p	t	c	c	b	w	v	n	r	e
e	e	h	h	v	a	c	h	e	h
o	r	e	è	p	o	u	l	e	d
r	p	v	v	m	r	d	r	o	a
c	r	a	r	c	o	c	h	o	n
d	a	l	e	o	g	u	o	i	e
â	i	n	m	e	t	e	t	s	f
n	e	n	a	u	n	s	o	o	r
e	s	o	d	r	o	t	e	e	n
s	r	n	y	e	d	o	r	s	t

Words to find:

âne, canard, cheval, chèvre, cochon, dinde, mouton, oie, poule, vache.

Draw a picture of animals on the farm and write a sentence describing it.

