


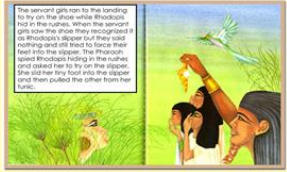


Year 4 Remote Learning – Week 3

Subject	Work at home ideas
<p>Reading</p> <p>A daily story will be uploaded</p>	<ul style="list-style-type: none"> • Reading Plus: log on and complete the readings provided. • Remember ALL reading is important! Read any books you have at home, share with your family. Perhaps you could read to brothers and sisters too. • Focused reading questions will be uploaded to Dojo twice throughout the week
<p>Spelling</p>	<ul style="list-style-type: none"> • Year 4 spellings on class Dojo as per usual. Some extra practice words might also be included.
<p>English</p>	<p>Monday – Narrative (Focus on setting descriptions)</p> <div data-bbox="416 719 1273 1279"> <p>Task 1 What do you think our new book is about? Use the clues to write a short blurb for the back of the book!</p>  <p>Task 2</p> <p>Setting</p> <ul style="list-style-type: none"> • When you write about a setting, you need to make sure you use lots of description so a reader can picture themselves there. • Effective descriptions appeal to the senses.  <p>Vocabulary ideas: Green, luscious, flowing, windy, colourful, magical, glancing</p> <p>Use the two pictures to decide what you can see, hear, smell, feel, touch.</p> <p>Task 2 - Come up with your own descriptive sentences.</p>  <p>Glancing out to the windy river, the princess sat as still as a statue on the bed of luscious, green grass.</p> </div> <p>Tuesday – Model Text and Story Mapping (you might need two days for the story map)</p> <p>Today you are going to learn the model text that we will be using for our English lessons for the next 3 weeks. (Model text is one of the extra sheets)</p> <div data-bbox="416 1525 1054 1883"> <p>Model Text</p> <ul style="list-style-type: none"> • Read through the model text. Underline any tricky words you find. • Can you pick out dialogue, adjectives, verbs. • Now story map the model text – exactly how we do it in class. Take it section by section and draw it. Remember- we don't draw every word, just the key parts. </div> <p>Now story map the model text. Do it exactly the same as how we do it in class. Read each section, then draw each section. Remember – we do not draw every word, just the key parts.</p>

Wednesday – **Spine poem** using a picture from the book. Pick out 5 nouns, then describe the noun using adjectives, then use verbs and adverbs to describe what the noun is doing. We do this in class all the time, so you should be able to have a go at this independently.

Spine Poem
pick out 5 nouns
to describe



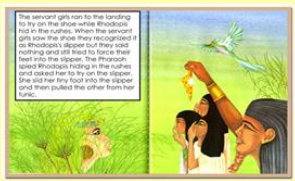
The servant girls ran to the landing to try on the shoe while Rhodope hid in the rushes. When the servant girls saw the shoe they recognised it as Rhodope's slipper but they said nothing and all tried to force their feet into the slipper. The Pharaohs' maid Rhodope hid in the rushes and asked her to try on the slipper. She said her foot into the slipper and then pulled the other from her hand.

Adjectives	Nouns	Verbs	Adverbs

Thursday – Write a short description of the setting in the picture below.

I have created a short one to help you.

Thursday 21st January 2021



The servant girls ran to the landing to try on the shoe while Rhodope hid in the rushes. When the servant girls saw the shoe they recognised it as Rhodope's slipper but they said nothing and all tried to force their feet into the slipper. The Pharaohs' maid Rhodope hid in the rushes and asked her to try on the slipper. She said her foot into the slipper and then pulled the other from her hand.

LI: Can I describe a setting using descriptive language?

Write a short paragraph describing the setting – use the spine poem from yesterday to help you. Make sure you put a picture in someone else's mind – remember they can't see the picture you are describing.

The tall, green grass sways gracefully in the wind as the blue sparkling river winds its way alongside the bank. The beautiful Egyptian girls taunt the sad, lonely girl who sits alone in the luscious grass. Large orange rays shine as brightly as diamonds bringing the river to life.

Friday – Today you are going to use show not tell for your setting description. You are not allowed to use the word of the noun you are describing eg. You cannot use girl, river, grass.


Friday 22nd January 2021

LI: Can I use show not tell to describe a setting?

Telling Sentence
It was an unusual cat.

Showing Sentence
With yellow eyes glowing red, long, black fur that stood on end, a mouth full of sharp pointed teeth that emitted a yowl like a tiger, I knew that the small animal before me was no ordinary cat.

Can you describe this setting – you cannot use the words girls, river, boat, grass – for example: the water flowed like a snake making its way alongside the land.



Maths-

Times Table
Rock Stars

Mental Maths
practice-
[https://www.to
pmarks.co.uk/
maths-
games/daily10](https://www.topmarks.co.uk/maths-games/daily10)

Hit the button-
[https://www.to
pmarks.co.uk/
maths-
games/hit-the-
button](https://www.topmarks.co.uk/maths-games/hit-the-button)

Monday- **LI: Can I multiply and divide by 12?**

Listen to this song to help you remember to 12 timestable:

<https://www.youtube.com/watch?v=9N5NX-olOnI>

What is the 12 timetable?
What tricks do you know to help you remember this?

1x12=	9x12=
2x12=	10x12=
3x12=	11x12=
4x12=	12x12=
5x12=	
6x12=	
7x12=	
8x12=	

Practice: Write the fact families for:

1. $12 \times 6 =$
2. $10 \times 12 =$
3. $11 \times 12 =$
4. $36 \div 12 =$
5. $96 \div 12 =$

Challenge Q:

Apply 1:

Use $>$, $<$ or $=$ to make each statement correct.

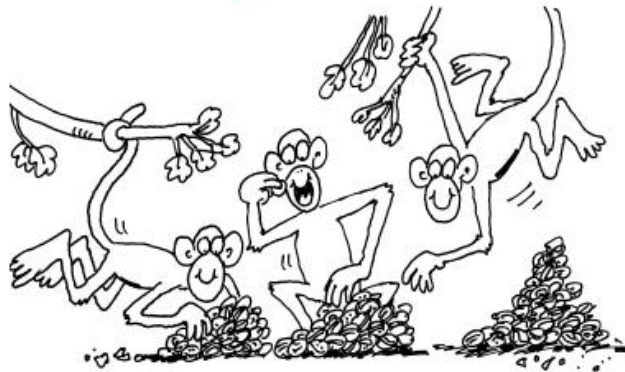
$$96 \div 12 \quad \square \quad 88 \div 11$$

$$5 \times 11 \quad \square \quad 4 \times 12$$

$$12 \times 12 \quad \square \quad 132 \div 11$$

Tuesday- LI: Can I problem solve?

Three monkeys



Three monkeys ate a total of 25 nuts.
Each of them ate a different odd number of nuts.

How many nuts did each of the monkeys eat?
Find as many different ways to do it as you can.

Teaching objectives

Solve mathematical problems or puzzles.
Recognise odd and even numbers.
Add three or four small numbers mentally.

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Wednesday- LI: Can I multiply 3 numbers?

Teach:

$$\begin{array}{l} 2 \times 4 = 8 \\ 2 \times 4 = 8 \\ 2 \times 4 = 8 \end{array} \quad \left. \vphantom{\begin{array}{l} 2 \times 4 = 8 \\ 2 \times 4 = 8 \\ 2 \times 4 = 8 \end{array}} \right\} 3 \times \overset{8}{2} \times 4 = 3 \times 8 = 24$$

Find the easiest way to multiply the numbers by thinking about which timestables you know.

Varied Fluency 1

Complete the calculations below.

10×9

$5 \times 9 \times 2 = 90$

$6 \times 0 \times 7 = 0$

$3 \times 8 \times 3 = 72$

9×8

CLASSROOM CRICKET

Practice Qs:

Calculate the answers to:

- $2 \times 6 \times 0 =$
- $5 \times 1 \times 10 =$
- $2 \times 3 \times 3 =$
- $10 \times 5 \times 4 =$

Challenge Q: True or false? Explain your answer.

True or false?

$6 \times 9 \times 2 = 99$

Thursday- LI: Can I find factor pairs?

A factor is a whole number that multiplies by another number to make a product.

$3 \times 5 = 15$

factor \times factor = product.

Pair means 2, so the factor pair is 3×5 .

CLASSROOM CRICKET

Draw lines to match the factor pairs of 16.

1	2	4	8	16
2	4	16	8	1

1 x ____ = 16 8 x ____ = 16
 2 x ____ = 16 16 x ____ = 16
 4 x ____ = 16

Write the missing factors.

40	
1 □	40
4 □	20 □
	5

Challenge Q-

Apply 1:

2a. Julia says,



14 has more factor pairs than 15 because it is an even number.

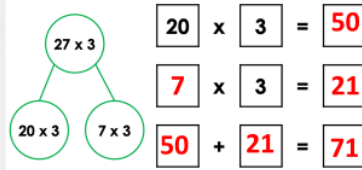
Is Julia correct? Prove it.

Friday- LI: Can I multiply efficiently?

What does efficiently mean?

The easiest and quickest way to do something.

1a. Kyle has started to work out 27×3 .
Complete his calculation.



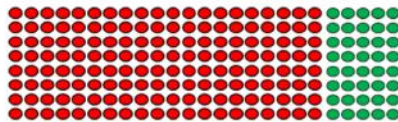
How does partitioning make the calculation easier to work out?

Class 4 are calculating 25×8 mentally.
Can you complete the calculations in each of the methods?

Method 1

$$25 \times 8 = 20 \times 8 + 5 \times 8$$

$$= 160 + 40 = 200$$

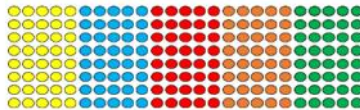


Class 4 are calculating 25×8 mentally.
Can you complete the calculations in each of the methods?

Method 2

$$25 \times 8 = 5 \times 5 \times 8$$

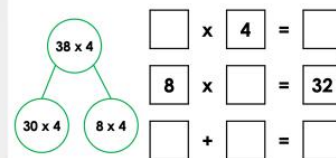
$$= 5 \times 40 = 200$$



Which method do you find the most efficient?

Practice:

1b. Ruby has started to work out 38×4 .
Complete her calculation.



Challenge Q-

Apply:

2b. Harold is calculating 43×6 efficiently.

$1 \times 6 = 6$
 $2 \times 6 = 12$
 $3 \times 6 = 18$
 $4 \times 6 = 24$
 $5 \times 6 = 30$

40	x	6	=	240
3	x	6	=	18
240	+	18	=	258

Harold is correct. True or false?