

Year 4 Remote Learning – Week 4

Subject	Work at home ideas									
Reading A daily story will be uploaded	<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 									
Spelling	<ul style="list-style-type: none"> • Year 4 spellings on class Dojo as per usual. Some extra practice words might also be included. 									
English	Monday – Narrative (Focus on setting descriptions) Today you are going to pull apart the model text. We call this reading as a reader and reading as a writer. The sheet for Monday will explain what to do and how to do it.									
	<div> <div>Tuesday –</div> <div> <p>Task 1 –read the model text through to remind yourself of. Today you are going to box up the story so that you can re-write it later this week.</p> <p>Remember: When we box up we don't write in full sentences, we use bullet points and jot down the key facts. The focus for this piece of writing is setting description so make sure you note down as many adjectives that you can which will help you with your descriptions</p> </div> </div> <div> <div> <p>Remember! When we box up we use bullet points. This is our plan, it is not the whole story – just the key parts</p> </div> <table> <tr> <td>Beginning Where is the story set? How are you going to describe the setting? Who is the main character?</td><td></td></tr> <tr> <td>Build Up What did the girls do to Rhodopis? How is she feeling? What did she like to do each day? What did her master make for her?</td><td></td></tr> <tr> <td>Problem What did the Pharaoh decide to do? Why couldn't Rhodopis go? What happened to her slipper?</td><td></td></tr> <tr> <td>Solution What did the falcon do with the slipper? What did the Pharaoh decide to do? How did her find her?</td><td></td></tr> <tr> <td>Ending What happens at the end? What do the Egyptian girls do? How is Rhodopis feeling?</td><td></td></tr> </table> </div> <div>The box it up template is in the English pack for the week.</div>	Beginning Where is the story set? How are you going to describe the setting? Who is the main character?		Build Up What did the girls do to Rhodopis? How is she feeling? What did she like to do each day? What did her master make for her?		Problem What did the Pharaoh decide to do? Why couldn't Rhodopis go? What happened to her slipper?		Solution What did the falcon do with the slipper? What did the Pharaoh decide to do? How did her find her?		Ending What happens at the end? What do the Egyptian girls do? How is Rhodopis feeling?
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	<p>Wednesday – Write the story beginning and build up – remember the focus is setting so we expect to see lots of descriptive language.</p> <p>Wednesday 27th January 2021</p> <p>Build up</p> <p><i>Every day, like the other Egyptian girls, Rhodopis would take the clothes down to the waters edge to wash. The other girls would taunt her and call her names.</i></p> <p><i>“Come along Rosy-Rhodopis! Hurry up and wash the clothes.”</i></p> <p><i>Rhodopis found friendship with the animals that used to jump and sit beside her. In the cool evenings, Rhodopis would dance under the tall, palm trees. One cool evening, her master woke from a nap and saw the beautiful girl dancing gracefully with the animals.</i></p> <p><i>“Such beauty shall not dance bare foot.” He exclaimed.</i></p> <p><i>That night, he ordered a pair of dainty slippers. The soles were real leather and the toes were finished with rose-red gold. Now when Rhodopis danced, her feet sparkled like fireflies.</i></p>
	<p>Thursday – Write the story problem</p> <p>Thursday 28th January 2021</p> <p>Problem</p> <p><i>As Rhodopis finished her chores, she heard the Egyptian girls talking.</i></p> <p><i>“The Pharaoh is holding court. There will be music and dancing. We must get our best outfits ready.” They turned to Rhodopis.</i></p> <p><i>“You have too many chores to do - you will not be able to join us.” and they walked away as Rhodopis made her way to the river. While Rhodopis was washing the clothes in the river, a hippo jumped up for air and splashed her beautiful slippers with mud.</i></p> <p><i>“Oh no! My precious slippers.” she cried. Rhodopis rubbed the slippers until they sparkled and lay them in the full sunlight to let them dry. At that moment, a falcon, the symbol of the God Horus, was circling the sky with his wings spread so wide that they blotted out the sun.</i></p> <p><i>“Greetings to you proud Horus.” murmured Rhodopis. She bowed her head. When she lifted her head back up, she saw the falcon flying high in the sky with one of her slippers hanging from his beak.</i></p> <p><i>“Stop!” she pleaded but it was too late, the bird was just a small black speck on the horizon.</i></p>
	<p>Friday – Today you are going to write the story solution and ending and then you are going to go back over</p>

Friday 29th January 2021
Solution and Ending

The bird had flown straight to the Pharaoh, his name was Amasis. He was so bored holding court, he preferred driving his chariot as fast as the wind instead of sitting on the throne. Without warning, the falcon dropped the rose-red slipper into his lap. The slipper was so bright, Amasis thought that it was a scrap of the sun. Then he saw the falcon and realised that the god, Horus had sent him a sign.

"Every maiden in Egypt must try on this slipper. She who's foot it fits, shall be my queen!"

At once, the Pharaoh set off to find his queen. When the Egyptian girls arrived to see the Pharaoh, they were fuming to find out that he had left to find his queen. The Pharaoh distanced to far off cities. He tracked the desert where pyramids tower over the lands and he climbed the steep cliffs but, however hard he tried, he could not find his queen. When he reached the river, he saw the group of Egyptian girls and he showed them the slipper. They instantly recognised that it belonged to Rhodopis but they said nothing. Suddenly, the Pharaoh spotted Rhodopis peering through the rushes.

"Come!" he commanded. "You must try on this slipper."

Rhodopis put her foot in the slipper with ease! Rhodopis took out the other slipper and placed it on her foot.

"She is not even Egyptian," screamed the Egyptian girls.

"She is more Egyptian than any of you!" cried the Pharaoh. "Her eyes are as green as the Nile, her hair is as feathery as papyrus and her skin is the pink of the lotus flower."

The Pharaoh and Rhodopis were married and lived happily ever after.

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>

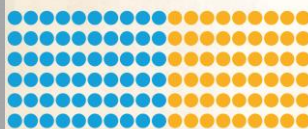
Monday- LI: Can I multiply efficiently?

Solve this worded problem using the arrays:

Inside the box of
chocolates, there
are 6 rows with
19 chocolates in
each row.

How many chocolates
are there altogether?

Method 1:



$$\begin{aligned}10 \times 6 &= 60 \\9 \times 6 &= 54 \\60 + 54 &= 114\end{aligned}$$

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Screencast

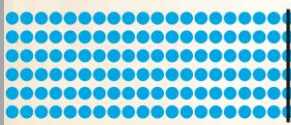
[pmarks.co.uk/
maths-
games/hit-the-
button](http://pmarks.co.uk/maths-games/hit-the-button)

Solve this worded problem using the arrays:

Inside the box of chocolates, there are 6 rows with 19 chocolates in each row.

How many chocolates are there altogether?

Method 2:



$$\begin{aligned} 20 \times 6 &= 120 \\ 1 \times 6 &= 6 \\ 120 - 6 &= 114 \end{aligned}$$

Which method is easier to use and why?

Practice:

Calculate these answers by partitioning the numbers:

- $12 \times 8 =$
- $25 \times 4 =$
- $42 \times 6 =$

Challenge Q:

Apply:

Pavneet has been trying to find an efficient method of multiplication to solve the calculation 52×4 . She has made an error. Identify, explain and correct her mistake.

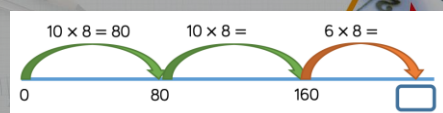
$$\begin{aligned} 52 \times 4 &= 206 \\ 50 \times 4 &= 200 \\ 2 \times 4 &= 6 \\ 200 + 6 &= 206 \end{aligned}$$

Tuesday- LI: Can I use informal written methods of multiplication?

Teach: Number line

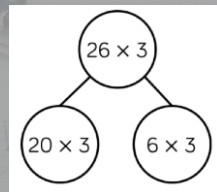
Can you calculate the multiplication mentally or do you need to write down your method?

$$26 \times 8 =$$



Why are there not 26 jumps of 8 on the number line?

Teach: Partitioning:



Tens	Ones

Can you partition the number into more than two parts?

Practice:

Use a **number line** to calculate:

1. $55 \times 4 =$

2. $41 \times 3 =$

Use a **part-part-whole model** to calculate:

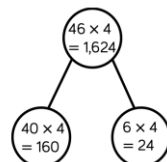
1. $65 \times 5 =$

2. $17 \times 3 =$

Challenge Q:

Embed:

Ron is calculating 46 multiplied by 4 using the part-whole model.



Can you explain Ron's mistake?

Wednesday- LI: Can I use informal written methods of multiplication?

Teach:

Calculation	Place Value Counters		Part - Whole Model
$43 \times 3 = 129$	Tens	Ones	

Teach: Do we always need to use the written method?

Calculation	Mental or Written Method	Explanation
$29 \times 4 = \boxed{116}$	(mental) / written	<p>Round 29 up to 30 and multiply it by four. Then, adjust the answer by subtracting the extra group of four:</p> $30 \times 4 = 120$ $120 - 4 = 116$ This method was chosen because 29 is very close to a multiple of 10. Multiples of 10 are easy facts to calculate mentally.
$64 \times 7 = \boxed{448}$	mental / (written)	<p>Partition 64 into 60 and 4.</p> <p>Multiply 60 by 7 and add this to the answer for 4×7.</p> $60 \times 7 = 420$ $4 \times 7 = 28$ $420 + 28 = 448$ This calculation needs to be broken down into steps and requires information from each step to be used in the final step. Therefore, it would be better to use a written method.

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Practice:

Calculation	Place Value Counters		Part - Whole Model	
$61 \times 5 =$	Tens	Ones	<div>$61 \times 5 =$ <div><div></div></div></div> <div><div>$60 \times 5 =$ <div></div></div><div>$1 \times 5 =$ <div></div></div></div>	
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$87 \times 2 =$ <div></div>	Tens	Ones	<div><div></div></div> <div><div><div>$80 \times 2 =$</div><div>$7 \times 2 =$</div></div></div>	

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Challenge Q:

Apply:

Look at the calculation in the table and decide if you would use a written method or a mental method to calculate the answer. Explain why.



Calculation	Mental or Written Method	Explanation
$34 \times 2 = \boxed{}$	mental / written	

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Thursday- LI: Can I multiply 2-digits by 1-digit?

Teach:

Complete the calculations to match the place value counters.

Tens	Ones
	
	
	
	

$$22 + 22 + 22 + 22 = 88$$

$$21 \times 4 = 88$$

How does multiplication link to addition?

Teach:

There are 21 coloured balls on a snooker table.
How many coloured balls are there on 3 snooker tables?

Tens	Ones
	
	
	

Write an addition equation.

$$21 + 21 + 21 = 63$$

Write a multiplication number sentence.

$$21 \times 3 = 63$$

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Multiplication Strategies

Grid Method

×	40	8
8		

Draw a grid.
Write the partitioned numbers at the top left of the grid.

×	40	8
8	320	64

Multiply the partitioned number.

$$\begin{array}{r} 320 \\ + 64 \\ \hline 384 \end{array}$$

Add the products.

$$48 \times 8 = 384$$



Multiplication Strategies

Column Method

$$\begin{array}{r} 52 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ \times 3 \\ \hline 6 \end{array}$$

Multiply the ones digit in the two-digit number by the one-digit number.

$$2 \times 3 = 6$$

Write the answer in the answer section.

$$\begin{array}{r} 52 \\ \times 3 \\ \hline 156 \end{array}$$

Multiply the tens digit in the two-digit number by the one-digit number.

$$5 \text{ tens} \times 3 = 15 \text{ tens} = 1 \text{ hundred and } 5 \text{ tens}$$

Write the answer in the answer section.

$$52 \times 3 = 156$$



Practice:

Use the **grid method** to calculate:

1. $47 \times 5 =$

2. $27 \times 2 =$

Use the **column method** to calculate:

1. $35 \times 4 =$

2. $56 \times 3 =$

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Challenge Q:

Embed:

Teddy completes the same calculation as Alex.
Can you spot and explain his mistake?

	T	O
	4	3
x		2
8	0	6

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Friday- LI: Can I multiply 2-digits by 1-digit?

Teach:

$$52 \times 3 = 156$$

Place Value Counters

H	T	O
	10	2
	10	2
	10	2
	10	2

How many 10s can you exchange for 100? **10**

Expanded Multiplication

	H	T	O	
		5	2	
x			3	
			6	(3 × 2)
+	1	5	0	(3 × 50)
	1	5	6	

Short Multiplication

	H	T	O
		5	2
x			3
			6
	1	5	6
	1		

Which column should we start with? **ones**

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Teach:

$15 \times 5 =$

75

	H	T	O
		1	5
\times			5
	7	5	5
	5	0	5
	7	5	

Use the column method to solve these calculations.

a) $28 \times 7 = 196$

	H	T	O
		2	8
\times			7
	1	9	6
		5	

b) $59 \times 6 = 354$

	H	T	O
		5	9
\times			6
	3	5	4
		5	

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Teach:

Use short multiplication to solve these calculations.

a) $28 \times 7 = 196$

b) $59 \times 6 = 354$

	H	T	O
		2	8
\times			7
	1	9	6
		5	

	H	T	O
		5	9
\times			6
	3	5	4
		5	

Practice:

Use the column method to calculate the answers to these worded problems.

- Each sweet weighs 5g. What do 37 sweets weigh?
- 79 people pay £5 each for a coach ticket. How much do they pay altogether?
- There are 8 classes in a school. Each class has 26 children. How many children are in the school altogether?

Challenge Q:

Embed:

1) Can you identify the missing digits in these calculations?

a)

		5	<input type="text"/>
x			7
	<input type="text"/>	<input type="text"/>	4
	<input type="text"/>	1	