

Home Learning: Year 4 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 4	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	https://www.topmarks.co.uk/maths-games/daily10 daily 10-level 4-multiplicationmixed tables up to x12	https://www.topmarks.co.uk/maths-games/daily10 daily 10-level 4-multiplicationmixed tables up to x12	https://www.topmarks.co.uk/maths-games/daily10 daily 10-level 4-multiplicationmixed tables up to x12	https://www.topmarks.co.uk/maths-games/daily10 daily 10-level 4-multiplicationmixed tables up to x12	https://www.topmarks.co.uk/maths-games/daily10 daily 10-level 4-multiplicationmixed tables up to x12
Four Days of Reasoning (Monday - Thursday)	https://whiterosemaths.com/homelearning/year-4/ Summer 1 Week 3 (w/c 4 th May) Worksheets for each lesson can be found below. Answers are on the White Rose website.	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. <i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y5.</i> <i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i>			
Friday	Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson(s). You can also use the visual tool by clicking on the link above. Please practise your times table and division facts. You could also spend some time on https://www.bbc.co.uk/bitesize/subjects/z826n39 Guardians: Defenders of Mathematica (start with the Addition and Subtraction section).				

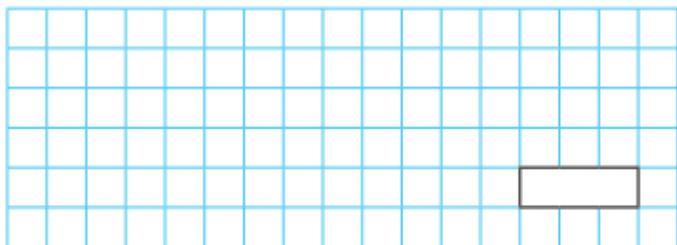
Home Learning – Year 4 English

Year 4	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing	<p>LO: understand a balanced argument This week you will be practising your persuasive writing skills. The first question you will be thinking about is:</p> <p>Should children have to wear school uniforms?</p> <p>Watch the first 2 mins and 45 secs of this video: (the part that is about uniform) https://vimeo.com/267590477</p> <p>Create a table (see example below), organising the arguments for or against school uniform from the video. Can you think of any other arguments for or against school uniform? Add your own ideas to the table.</p>	<p>LO: Plan a Persuasive Letter Look at the table you created yesterday and recap the arguments for or against school uniforms.</p> <p>Decide on your opinion. Do you think children should have to wear a school uniform? Yes or no? Read the model letter below (this is about mobile phones). You are going to write a similar one about whether or not school uniform should be worn at school. Plan which three main points you will use to support your argument about school uniform.</p>	<p>LO: Write Persuasively Write Write your persuasive letter to Ms Hawkins</p> <p>e.g. <i>Dear Ms Hawkins, I am writing to share my opinion about whether children should have to wear a school uniform. Many schools around the world insist that their pupils wear school a uniform. I firmly believe that...</i></p> <p>Remember to:</p> <ul style="list-style-type: none"> - choose three/four excellent points to support your argument - use persuasive sentence starters (see support below). 	<p>LO: Edit and improve writing Finish, edit, revise your persuasive letter text. Use a green pen if you have one. Share it with someone in your family.</p> <p>When you are happy with your work, you can upload it on ClassDojo.</p>	

Home Learning: Year 4 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	Art	RE	Science
<p>LO: understand changes to global changes What might the Arctic/Antarctic (Polar Regions) be like in 250?</p> <p>Task: In 500 words, describe what the Arctic/Antarctic could be like in 2050. You could write a diary entry as a Polar explorer in the future.</p> <p>Or you could write a letter to the '2020 you' and explain what has happened to the Polar Regions. You could create a news report set in 2050 about the Arctic/Antarctic. Be as creative as you can and go on an adventure into the future.</p>	<p>LO: Categorise Items Make a list using words or drawings to find all the things in your home that use electricity.</p> <p>Task: Can you sort the electrical items you found into categories of how they are used / what they are used for? E.g. cooking, entertainment, cleaning, D.I.Y.</p>	<p>This week we want you to create your own sketchbook. Look at the ideas for creating a sketchbook here. https://q1e.co.uk/data/dynamic/spaw/documents/Week%203%20Art%20Home%20learning.pdf</p> <p>Task: Choose any object from home and 1 of the challenges below to practise your careful looking (observation) and your observational drawing skills.</p> <p>Remember to upload your artwork to ClassDojo</p>	<p>Your class Virtue is Forgiveness. In the Parable of the Lost (or Prodigal) Son, Jesus wanted to tell us that God is like the Father who forgives us all. https://www.bbc.co.uk/bitesize/clips/zsm_pvcw</p> <p>Watch the video and then write (or type) a prayer about Forgiveness. You could illustrate your prayer as well. Don't forget to share it with your class teacher.</p>	<p>LO: Explore Use of Electricity in the Home Explore this website. http://www.switchedonkids.org.uk/electrical-safety-in-your-home</p> <p>What are the possible problems and dangers when using electrical items? Watch this clip. https://www.bbc.co.uk/bitesize/clips/zqb7tyc</p> <p>What can people do to make sure they use electrical items safely?</p> <p>Task: Create a 'top tips' list, leaflet or poster explaining why people should be careful around electrical items and how they can use electrical items safely.</p>
Everything is Interesting – Are You Ready for a Challenge?				

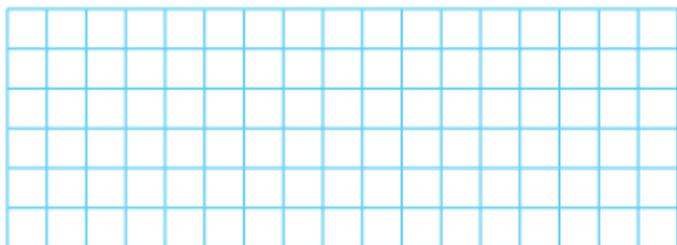
Use Dani's method to work out 3×27



4 Use a written method to complete the multiplications.

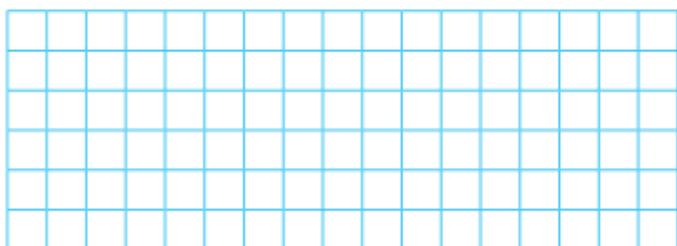
a) $38 \times 6 =$

c) $45 \times 9 =$



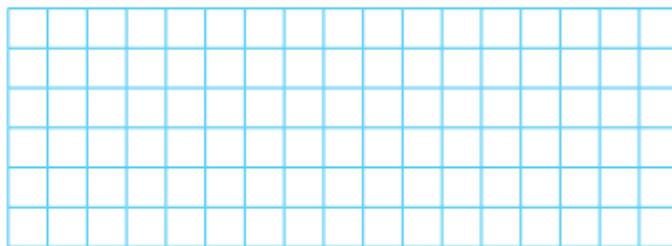
b) $71 \times 3 =$

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?

×

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

2 Use place value counters to complete the multiplications.

a) $3 \times 213 =$

d) $6 \times 106 =$

b) $4 \times 216 =$

e) $4 \times 209 =$

c) $5 \times 106 =$

f) $317 \times 3 =$



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
×			3
<hr/>			
<hr/>			



4 Complete the multiplications.

a)

	H	T	O
	2	1	7
×			4
<hr/>			
<hr/>			

c)

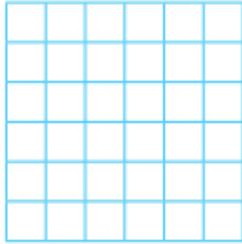
	H	T	O
	1	0	8
×			6
<hr/>			
<hr/>			

b)

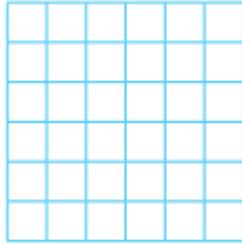
	H	T	O
	4	3	9
×			2
<hr/>			
<hr/>			

d) 163×5

e) 3×240



f) 7×131



- 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 5×245



Ron

I know the answer will be greater than 1,000 because I know 5×200 is 1,000

I know the answer should end in 5 because I know 5×5 is 25



Teddy

- a) Who is correct? Circle your answer.

Ron

Teddy

both

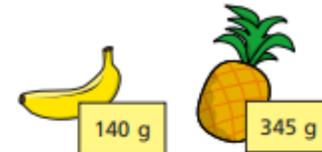
neither



- b) Use a written method to work out 5×245

- 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)



1 Whitney is working out $49 \div 4$ using a place value chart.

Tens	Ones

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

c) Complete the division.

$49 \div 4 = \square$

d) Use place value counters to complete the divisions.

$50 \div 4 = \square \qquad 51 \div 4 = \square$

What do you notice?



2 Complete the divisions.

a) $47 \div 3 = \square$

b) $26 \div 5 = \square$

c) $89 \div 4 = \square$

d) $32 \div 5 = \square$

e) $49 \div 6 = \square$

f) $47 \div 4 = \square$

g) $74 \div 3 = \square$

h) $81 \div 7 = \square$

3 Complete the divisions.

a) $36 \div 4 = \square$

$37 \div 4 = \square$

$38 \div 4 = \square$

$39 \div 4 = \square$

$40 \div 4 = \square$

b) $70 \div 5 = \square$

$71 \div 5 = \square$

$72 \div 5 = \square$

$73 \div 5 = \square$

$74 \div 5 = \square$

c) $45 \div 3 = \square$

$46 \div 3 = \square$

$47 \div 3 = \square$

$48 \div 3 = \square$

$49 \div 3 = \square$

d) $92 \div 4 = \square$

$91 \div 4 = \square$

$90 \div 4 = \square$

$89 \div 4 = \square$

$88 \div 4 = \square$



- 4 Dora has been working out some divisions.

$$\begin{array}{l} 72 \div 4 = 18 \\ 73 \div 4 = 18 \text{ r}1 \\ 74 \div 4 = 18 \text{ r}2 \\ 75 \div 4 = 18 \text{ r}3 \end{array}$$



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

- a) Why does Dora think this?

- b) Explain why Dora is wrong.

- 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
 		
 		
 		
 		

a) Talk about Jack's method with a partner.

b) Complete the division.

$$844 \div 4 = \square$$

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

a) $525 \div 5 = \square$

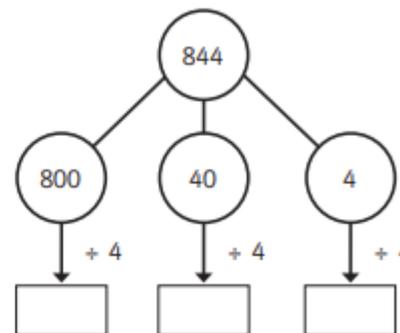
c) $840 \div 8 = \square$

b) $636 \div 6 = \square$

d) $903 \div 3 = \square$



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



Complete Eva's method.

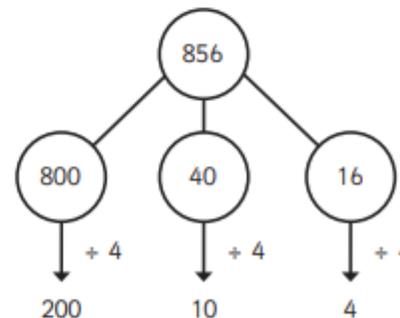
$$844 \div 4 = \square$$

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.

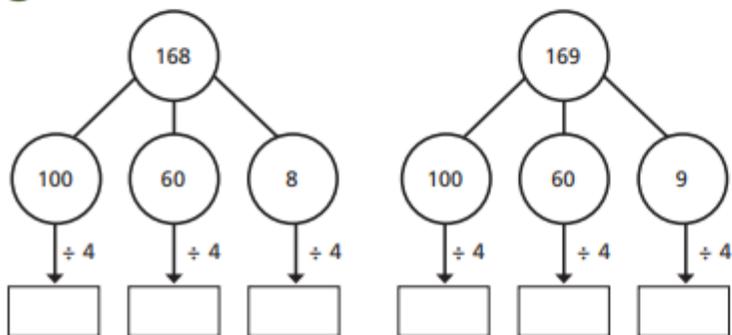
a) $585 \div 5 = \square$

c) $648 \div 4 = \square$

b) $672 \div 6 = \square$

d) $847 \div 7 = \square$

6 Complete the part-whole models and divisions.



$168 \div 4 = \square$

$169 \div 4 = \square$

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

Talk about it with a partner.

7 Complete the divisions.

a) $258 \div 6 = \square$

c) $864 \div 4 = \square$

b) $623 \div 5 = \square$

d) $824 \div 3 = \square$



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.



Question: Should children have to wear school uniforms?	
For	Against
<ul style="list-style-type: none">- Shows that you are from a specific school- You can be proud of your school-	<ul style="list-style-type: none">- Own clothes let you express who you are, your personality and your feelings

Dear Head Teacher,

I have recently read an article about the pros and cons of children owning mobile phones and especially about them bringing them to school. As you know, I am a keen supporter of modern technologies and so wanted to share my views with you.

Firstly, evidence shows that children who own a smart phone are more likely to complete their homework, and, whilst in school, use their devices to access the many on-line learning sites. They will achieve better results in their SATs and GCSES.

Furthermore, mobile phones help keep children safe; parents can track their children and get in contact with them in emergencies. This means that young people can have more independence and lead more interesting lives. Although there is concern about cyber-bullying, phone ownership from a young age means that we can teach children how to be responsible when using social media. We all want our children to be safe, don't we?

In addition to the above, mobile phones are expensive; owning one will teach children to be responsible and take care of their possessions. There will have to be rules about bringing phones to school and consequences if rules are not followed – this is good practise for other areas in life. I hope you will consider all above before making your decision.

Yours sincerely

Mr Smith

Persuasive Writing Sentence Starters – Day 3 and 5

For

In my opinion...

I am certain...

As a matter of fact...

You ought to...

I believe we should...

Would you consider...

It will be worthwhile if...

I strongly suggest...

I truly believe...

It will be an advantage if...

I'm sure you agree...

People all over the world understand that...

I feel extremely confident that...

Against

However...

One disadvantage is...

I disapprove...

On the other hand...

Without a doubt...

It is unfair...

I disagree because...

One major issue...

In addition...

One argument is...

Only a fool would think that...

Art

Use 1 of these prompts at a time to make a drawing of the object in the sketchbook you just made. You don't have to do them all- Just the ones you'd like to try.

Look and draw your subject in the time it takes to inhale and exhale one breath.

Draw the outline of your subject in one, strong gesture.

Draw your subject without blinking.

Draw your chosen subject in five lines.

Look at your subject and draw it without looking at the paper. No cheating!

Draw your subject with your non-dominant hand.

Look at your subject and draw it without looking at the paper. No cheating!

Draw your subject's shadow.

Draw your chosen subject in three lines.

Hold your pencil or pen lightly from the top (with all five fingers) and dangle it over the paper drawing your subject.

Place the object upside down to draw it .

Draw your subject from inside out with no outline or contour at all (use only shading).

Draw your subject in dots and specks.

Draw your chosen subject in a continuous line without taking your pencil or pen off of the paper.