

Home Learning – Year 4 Christ Church Week Beginning 11th January

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called 'Multiply 2 digits by 1 digit (1)' https://whiterosemaths.com/homelearning/year-4/spring-week-2-number-multiplication-division/ Follow up activity below	Follow the lesson called 'Multiply 2 digits by 1 digit' https://whiterosemaths.com/homelearning/year-4/spring-week-2-number-multiplication-division/ Follow up activity below	Follow the lesson called 'Multiply 3 digits by 1 digit' https://whiterosemaths.com/homelearning/year-4/spring-week-2-number-multiplication-division/ Follow up activity below	Follow the lesson called 'Divide 2 digits by 1 digit (2)' https://whiterosemaths.com/homelearning/year-4/spring-week-2-number-multiplication-division/ Follow up activity below	Follow the lesson called 'Divide 2 digits by 1 digit (1)' https://whiterosemaths.com/homelearning/year-4/spring-week-2-number-multiplication-division/ Follow up activity below
X Tables	Remember: 2x, 5x, 10x - Bronze 3x, 4x, 8x - Silver 6x, 7x, 9x, 11x, 12x - Gold https://www.timestables.co.uk/ https://ttrockstars.com/				
English	Watch Y4 English Lesson 1 on class dojo Follow up activity and supporting resources below	Watch Y4 English Lesson 2 on class dojo Follow up activity and supporting resources below	Watch Y4 English Lesson 3 on class dojo Follow up activity and supporting resources below	Watch Y4 Reading on class dojo Follow up activity and supporting resources below	Watch Y4 English Lesson 4 on class dojo Follow up activity and supporting resources below
SPAG	Weekly SPAG lesson can be found on the school website and the follow up resource is below				
Other Subjects	<p>RE</p> <p>This term we are going to be learning more about what it means to be a Muslim.</p> <p>Create a brainstorm of anything you think you know about Islam already.</p> <p>Look at the images below and watch the video. (see link below) Complete a <i>see, think wonder</i>.</p> <p>3 things you see/hear 2 things you think (is happening, where it is, when it is) 1 thing you are wondering</p>	<p>Science</p> <p>How much do we rely on electricity?</p> <ul style="list-style-type: none"> In this lesson, you will learn about mains and battery electricity. You will identify and sort appliances based on whether they are electrical or non-electrical and also whether they are powered by mains or battery electricity. We will explore the idea of a world without electricity. Follow the link here for the on-line lesson on how much we rely on electricity? 	<p>Science</p> <p>What can electricity do?</p> <ul style="list-style-type: none"> Go on an electricity hunt around your home. Observe all the different effects that electricity has on the various appliances that you encounter– i.e. make them warm/cold, cause movement, produce light, and create sounds. The following video shows the effects that electricity has - https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zcwnv9g Draw a table that classifies different electrical appliances based on their output. Find at least two examples of an appliance that: - Moves because of electricity - Lights up because of electricity - Heats up because of electricity - Makes a sound because of electricity 	<p>Spanish</p> <p>After watching the video, make at least two cards of each category to play the game. You can also use some of my ideas to play. You can play the game on your own, or just use these cards as a review.</p> <p>Miss Aina's cards: Azul -translate Guitarra , Camaleon, Leon, Naranja, Amarillo, Lunes, Febrero Verde - cultura Name 3 people in school that can Speak Spanish Argentina is in Europe - true or false? Name 2 Spanish foods, Do you remember any Spanish traditions? When do we celebrate dia de muertos?, Rosa - challenge 10 burpees, 10 squats, Sing a Spanish song, Plank while singing the song of the months in Spanish! Groc - Pictionary Dragon, Kiwi, Elefante, Papa Noel, Paella, agua.</p>	<p>Geography</p> <p>Where are polar environments?</p> <ul style="list-style-type: none"> Using the map, locate and label the Arctic circle, the Antarctic circle, the North Pole, the South Pole and the equator. You can either print it off or draw the image on paper. Looking at the images, can you identify what the area around the North Pole is like? Is it frozen sea or land? Look at the pictures and information on this website to help you. Look at the images and watch this video. Answer these questions: What are the pictures of? What might they be for? How do you think they are linked to our topic? What questions do you have about polar environments?. Write these questions down for future reference.

Multiply 2-digits by 1-digit (1)

1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones
	
	
	

How many marbles are there in total?

$$3 \times 3 \text{ ones} = \square$$

$$3 \times 2 \text{ tens} = \square$$

$$\square + \square = \square$$

$$3 \times 23 = \square$$

There are \square marbles in total.



2 Use the place value chart to work out 2×24
Complete the multiplication sentences.

Tens	Ones
	
	

$$2 \times 4 = \square$$

$$2 \times 20 = \square$$

$$2 \times 24 = \square$$

3 Annie works out $43 \times 2 = 86$

Tens	Ones
	
	

		T	O	
		4	3	
	x		2	
		8	6	

Talk about Annie's methods with a partner.

What is the same? What is different?

4 Complete the multiplications.

a)

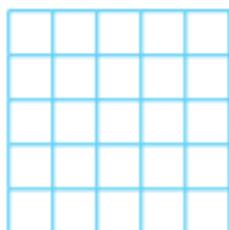
		T	O
		2	4
	x		2

b)

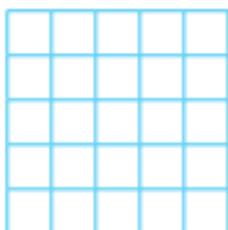
		T	O
		4	4
	x		2



c) 31×3



d) 42×2

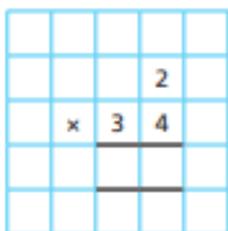


Compare answers with a partner.

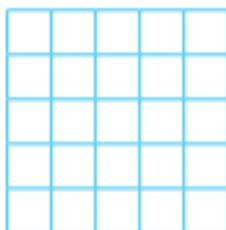
- 5 Jack is trying to work out 34×2 using the column method.



I'm not sure what to do.



Show how Jack could improve his column method and work out the answer.



- 6 One toaster costs £32
How much do 3 toasters cost?



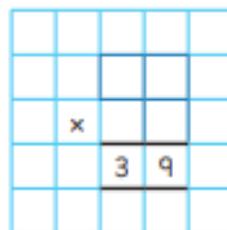
- 7 Whitney has multiplied a 2-digit number by a 1-digit number.



I had to do $30 + 9 = 39$ to get my answer.

What numbers is Whitney multiplying?

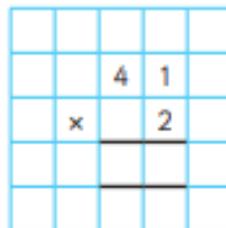
Fill in the missing digits.



- 8 Filip used the column method to work out 41×2



I can work this multiplication out in my head.



- a) How do you think Eva will work this out in her head?
b) Tick the multiplications that you can work out in your head.

4×22

3×23

3×33

12×4

3×32

4×20

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
\times			3
<hr/>			

- 4 Complete the multiplications.

a)

	H	T	O
	2	1	7
\times			4
<hr/>			

c)

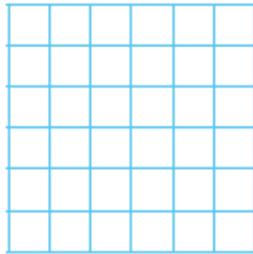
	H	T	O
	1	0	8
\times			6
<hr/>			

b)

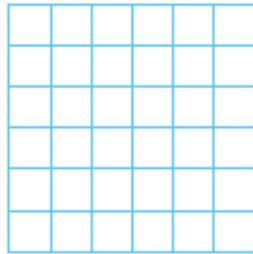
	H	T	O
	4	3	9
\times			2
<hr/>			

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

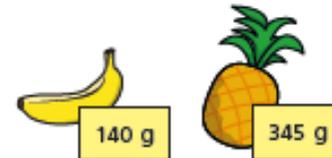
both

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 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$72 \div 3 =$

4 Use base 10 or counters to work out the divisions.

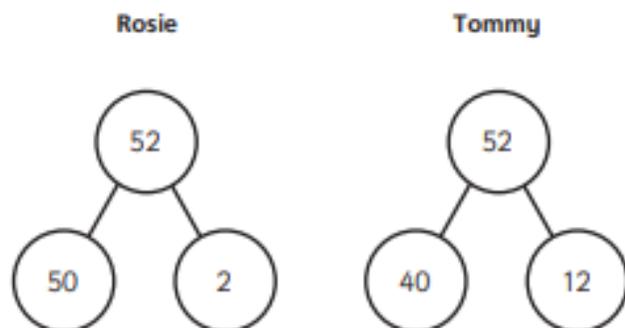
a) $45 \div 3 =$

b) $57 \div 3 =$

c) $92 \div 4 =$

5 Rosie and Tommy are working out $52 \div 4$

They both use a part-whole model.



a) Whose part-whole model will help them with the division?

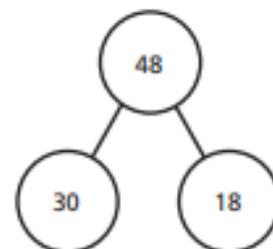
How do you know?

b) Use a part-whole model to work out $52 \div 4$



6 Use the part-whole models to complete the divisions.

a) $48 \div 3 =$

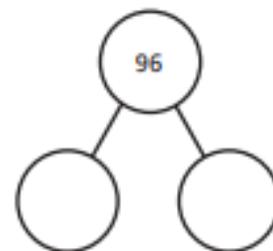


$30 \div 3 =$

$18 \div 3 =$

$48 \div 3 =$

b) $96 \div 4 =$



c) $65 \div 5 =$

d) $75 \div 3 =$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 =$

$96 \div 4 =$

$96 \div 2 =$

c) What do you notice? Talk about it with a partner.

Divide 2-digits by 1-digit (1)



- 1 Rosie is working out $93 \div 3$ using a place value chart.

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

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

$$93 \div 3 = \square$$

- 2 Use place value counters to complete the divisions.

- a) $66 \div 3 = \square$ d) $48 \div 4 = \square$
b) $86 \div 2 = \square$ e) $\square = 39 \div 3$
c) $50 \div 5 = \square$ f) $84 \div 4 = \square$

- 3 Dexter is working out $56 \div 4$ using a place value chart.

T	O
10	1
10	1
10	1
10	1

a)

I can't do it because I have counters left over.



Do you agree with Dexter? _____

Explain your answer.

- b) Work out $56 \div 4$ using place value counters.

$$56 \div 4 = \square$$

- 4 Use place value counters to complete the divisions.

- a) $72 \div 3 = \square$ d) $48 \div 6 = \square$
b) $92 \div 4 = \square$ e) $\square = 45 \div 3$
c) $65 \div 5 = \square$ f) $64 \div 4 = \square$

5 Teddy is working out $57 \div 3$

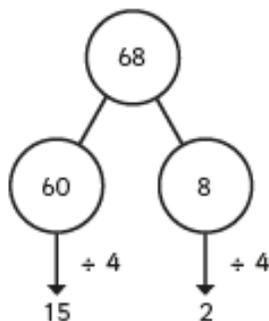
This division will need an exchange.



How does Teddy know this? Talk about it with a partner.



6 Amir is working out $68 \div 4$



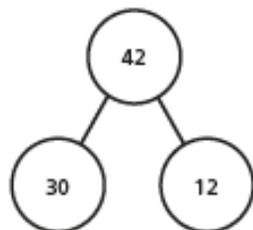
$$68 \div 4 = 17$$

Talk about Amir's method with a partner.

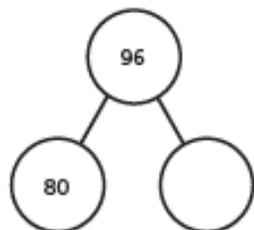


7 Use Amir's method to complete these calculations.

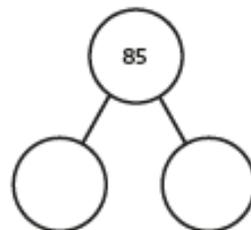
a) $42 \div 3 = \square$



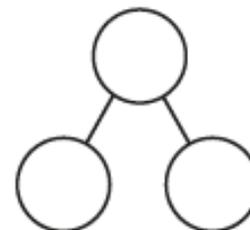
b) $96 \div 4 = \square$



c) $85 \div 5 = \square$



d) $84 \div 6 = \square$



8 Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

9 Write $<$, $>$ or $=$ to make the statements correct.

$96 \div 8$ $72 \div 6$

$95 \div 5$ $63 \div 3$

$51 \div 3$ $64 \div 4$

$98 \div 7$ $95 \div 5$



Multiply 2-digits by 1-digit (1)



1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones

How many marbles are there in total?

$$3 \times 3 \text{ ones} = 9$$

$$3 \times 2 \text{ tens} = 60$$

$$9 + 60 = 69$$

$$3 \times 23 = 69$$

There are 69 marbles in total.



2 Use the place value chart to work out 2×24

Complete the multiplication sentences.

Tens	Ones

$$2 \times 4 = 8$$

$$2 \times 20 = 40$$

$$2 \times 24 = 48$$

3 Annie works out $43 \times 2 = 86$

Tens	Ones

		T	O
		4	3
	x		2
		8	6

Talk about Annie's methods with a partner.

What is the same? What is different?

4 Complete the multiplications.

a)

		T	O
		2	4
	x		2
		4	8

b)

		T	O
		4	4
	x		2
		8	8

c) 31×3

		T	O
		3	1
	x		3
		9	3

d) 42×2

		T	O
		4	2
	x		2
		8	4

Compare answers with a partner.

- 5 Jack is trying to work out 34×2 using the column method.



I'm not sure what to do.

			2	
	x	3	4	

Show how Jack could improve his column method and work out the answer.

		3	4	
	x		2	
		6	8	

- 6 One toaster costs £32
How much do 3 toasters cost?



£96

- 7 Whitney has multiplied a 2-digit number by a 1-digit number.



I had to do $30 + 9 = 39$ to get my answer.

What numbers is Whitney multiplying?

Fill in the missing digits.

		1	3
	x		3
		3	9

- 8 Filip used the column method to work out 41×2



I can work this multiplication out in my head.

		4	1
	x		2

- a) How do you think Eva will work this out in her head?
b) Tick the multiplications that you can work out in your head. *Various answers.*

4×22

3×23

3×33

12×4

3×32

4×20

Multiply 2-digits by 1-digit

1 Brett uses a place value chart to work out 5×32

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



Talk about Brett's method with a partner.

Complete the multiplication.

$5 \times 32 = \boxed{160}$

Use Brett's method to work out 6×34

$6 \times 34 = \boxed{204}$

2 Rosie works out 4×37 using a written method.

		H	T	O				
				3	7			
	x			4				
		2	8			(7 x 4)		
		1	2	0		(30 x 4)		
		1	4	8				

Talk about Rosie's method with a partner.

Use Rosie's method to work out 6×28

		2	8					
	x		6					
		4	8		(8 x 6)			
		1	2	0	(20 x 6)			
		1	6	8			1	6

3 Dani uses a different written method to work out 8×42

		H	T	O
			4	2
	x			8
		3	3	6
			1	

Talk about Dani's method with a partner.

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?

$$\boxed{124} \times \boxed{3}$$

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

$$\boxed{372}$$

- 2 Use place value counters to complete the multiplications.

a) $3 \times 213 = \boxed{639}$

d) $6 \times 106 = \boxed{636}$

b) $4 \times 216 = \boxed{864}$

e) $4 \times 209 = \boxed{836}$

c) $5 \times 106 = \boxed{530}$

f) $317 \times 3 = \boxed{951}$



- 3 Complete the multiplication.

Use the place value chart to help you.

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

	H	T	O
	2	1	5
x			3
	6	4	5
			1

- 4 Complete the multiplications.

a)

	H	T	O
	2	1	7
x			4
	8	6	8
			2

c)

	H	T	O
	1	0	8
x			6
	6	4	8
			4

b)

	H	T	O
	4	3	9
x			2
	8	7	8
			1

d) 163×5

	H	T	O
	1	6	3
x			5
	8	1	5
	3		



e) 3×240

		H	T	O
		2	4	0
	x			3
		7	2	0
		1		

f) 7×131

		H	T	O
		1	3	1
	x			7
		9	1	7
		2		

- 5 A lorry driver travels 156 km per day.
How many kilometres will the lorry driver have travelled after 3 days?

468km

- 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

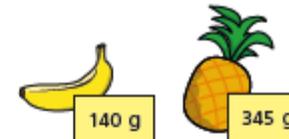
- b) Use a written method to work out 5×245

1225

- 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?

784

- 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 A weighs 85 g more than bag B.

Divide 2-digits by 1-digit (2)

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.



Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

14

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

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

b) How much money does each person get?

£14

3 Divide 72 by 3



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

Use the place value counters to help you.

$$72 \div 3 = 24$$

4 Use base 10 or counters to work out the divisions.

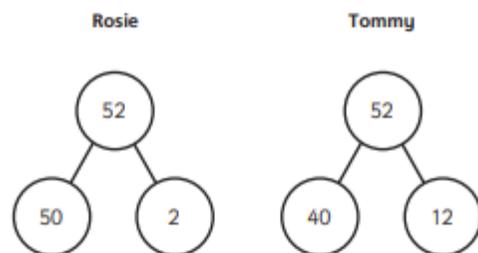
a) $45 \div 3 = 15$

b) $57 \div 3 = 19$

c) $92 \div 4 = 23$

5 Rosie and Tommy are working out $52 \div 4$

They both use a part-whole model.



a) Whose part-whole model will help them with the division?

Tommy

How do you know?

40 and 12 are both divisible by
4

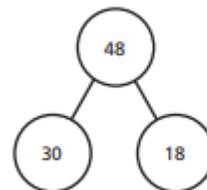
b) Use a part-whole model to work out $52 \div 4$

13



6 Use the part-whole models to complete the divisions.

a) $48 \div 3 = 16$

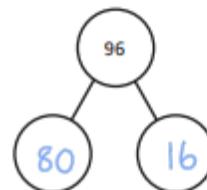


$30 \div 3 = 10$

$18 \div 3 = 6$

$48 \div 3 = 16$

b) $96 \div 4 = 24$



c) $65 \div 5 = 13$

d) $75 \div 3 = 25$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 = 12$

$96 \div 4 = 24$

$96 \div 2 = 48$

c) What do you notice? Talk about it with a partner.

Divide 2-digits by 1-digit (1)

1 Rosie is working out $93 \div 3$ using a place value chart.

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

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

$$93 \div 3 = \boxed{31}$$

2 Use place value counters to complete the divisions.

a) $66 \div 3 = \boxed{22}$

d) $48 \div 4 = \boxed{12}$

b) $86 \div 2 = \boxed{43}$

e) $\boxed{13} = 39 \div 3$

c) $50 \div 5 = \boxed{10}$

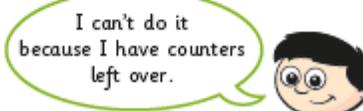
f) $84 \div 4 = \boxed{21}$

3 Dexter is working out $56 \div 4$ using a place value chart.

T	O
10	1
10	1
10	1
10	1

10
1 1

a)



Do you agree with Dexter? No

Explain your answer.

He can exchange 1 ten for 10 ones.

b) Work out $56 \div 4$ using place value counters.

$$56 \div 4 = \boxed{14}$$

4 Use place value counters to complete the divisions.

a) $72 \div 3 = \boxed{24}$

d) $48 \div 6 = \boxed{8}$

b) $92 \div 4 = \boxed{23}$

e) $\boxed{15} = 45 \div 3$

c) $65 \div 5 = \boxed{13}$

f) $64 \div 4 = \boxed{16}$

- 5 Teddy is working out $57 \div 3$

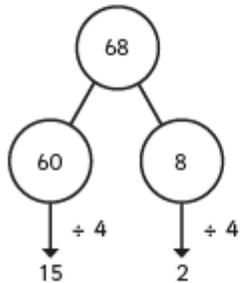
This division will need an exchange.



How does Teddy know this? Talk about it with a partner.



- 6 Amir is working out $68 \div 4$



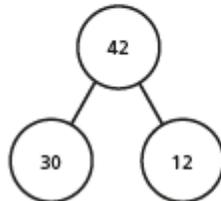
$$68 \div 4 = 17$$

Talk about Amir's method with a partner.

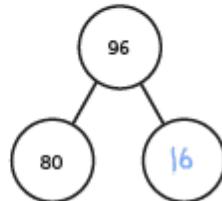


- 7 Use Amir's method to complete these calculations.

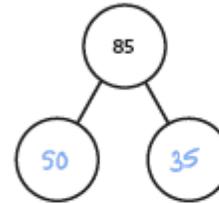
a) $42 \div 3 = \boxed{14}$



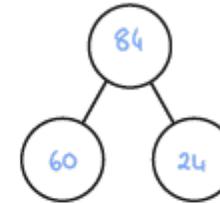
b) $96 \div 4 = \boxed{24}$



c) $85 \div 5 = \boxed{17}$



d) $84 \div 6 = \boxed{14}$



- 8 Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

$\boxed{23}$

- 9 Write $<$, $>$ or $=$ to make the statements correct.

$96 \div 8 \quad \boxed{=}$ $72 \div 6$

$95 \div 5 \quad \boxed{<}$ $63 \div 3$

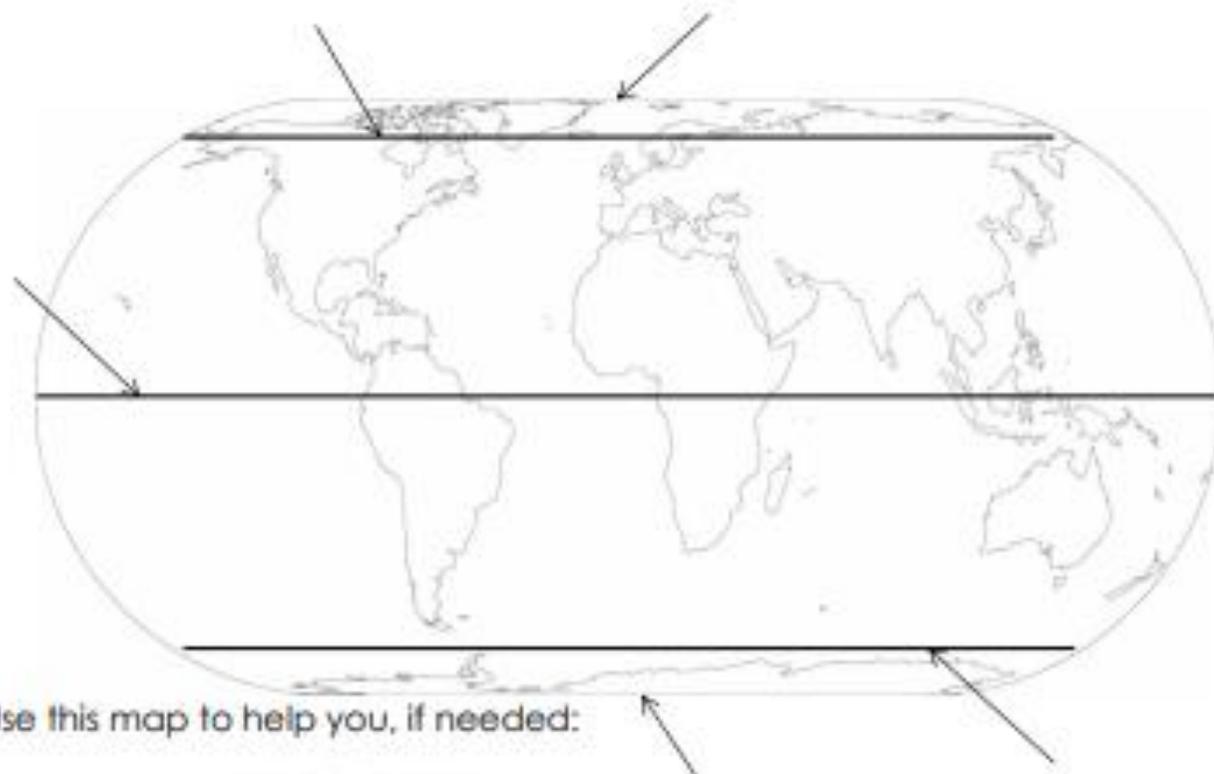
$51 \div 3 \quad \boxed{>}$ $64 \div 4$

$98 \div 7 \quad \boxed{<}$ $95 \div 5$



Geography

Resource 1: Map





Resource 3



Y4: Spring SPAG Lesson 1 Spelling

Words to learn for test in a fortnight (2 weeks)

Green words - everyone must learn to spell these words

Blue words - most people will learn to spell these words too

Red words - some people will also learn these words



	Focus: The sound /ay/ written as ei, eigh, and ex	1st Attempt	2nd Attempt	3rd Attempt
1	they			
2	grey			
3	obey			
4	neigh			
5	weigh			
6	weight			
7	eight			
8	height			
9	vein (blood!)			
10	rein(s)			
11	reindeer			
12	neighbour			
13	reign			
14	foreign			
15	beige			
16	leisure			
17	veil			
Words of the Week Check you know the MEANING of each word of the week. (You can learn to spell these too.)				
	obey			
	vain			

- **Extension** Write a definition or a sentence, or draw a picture, which shows you understand
 - a) the meaning of the word vain (not vein!)
 - b) the difference between pray and prey
 - c) the difference between rain, rein and reign.

RE

Video: The Adhan (sung) | Call to Prayer | Channel 4

(<https://www.youtube.com/watch?v=3paZoyU-1aE>)

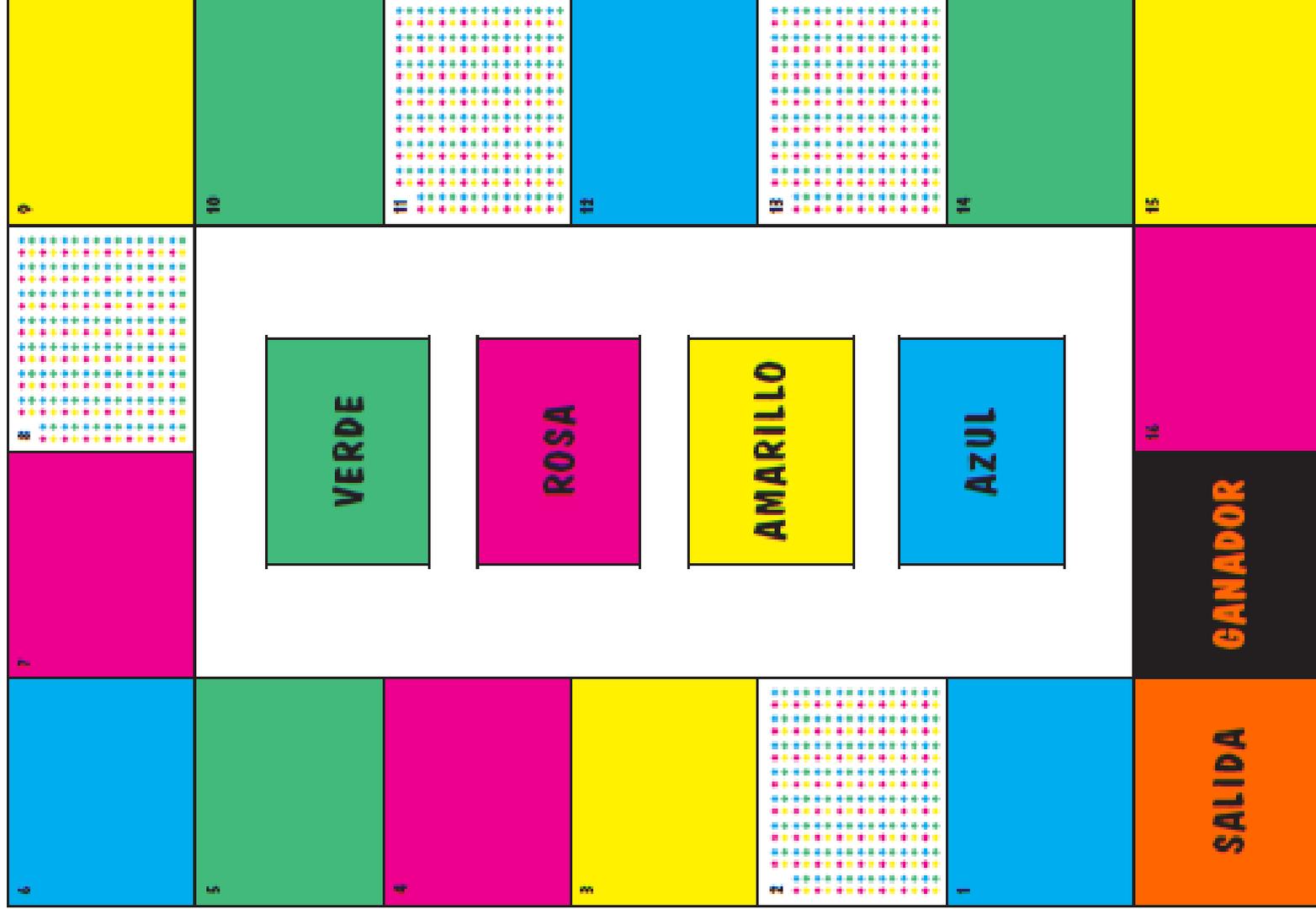


3 things you see/hear

2 things you think (is happening, where it may be, when it may be)

1 thing you are wondering

Tablero



English Lesson 1 – Monday

Step 1. Re-read pages 16 and 18. Think about how Lila is feeling at this point in the chapter.

Step 2. You are going to pretend you are Lila and write a longer letter to Father – explaining why you left and how you are feeling. You could use the sentence starters below to help structure your writing. **You need to write in paragraphs, using the first person and conjunctions to extend your sentences.**

I do not think that you appreciate my skills and talents as a firework-maker.

After raising me, how can you think that I want a life as a wife and mother?

I feel let down by your low expectations of me.

We will probably not see one another again because

English Lesson 2 – Tuesday

Step 1. Remind yourself of Chapter 3 (you should have read this over the weekend or Monday evening) Miss Kennedy will read some to remind you, but won't be able to read all of the pages.

Step 2. Think of 5 literal questions and 3 inference questions about the chapter and write them down in the table below. Use this time to warm up your handwriting. We will think of an example together.

Literal questions	Inference questions
Example:	Example:

English Lesson 3 – Wednesday

Note: This lesson is separated into 2 parts (Wednesday and Friday). First, Year 4 are going to revise fronted adverbials, and answer questions about the text. On Friday, the children will use fronted adverbials to write a description.

Step 1. Can you remember what a fronted adverbial is? Have a look at the examples used in the lesson. Can you circle the sentence below with a fronted adverbial?

1. **When Lalchand was at the paper merchant's, Lila left.**
2. **Lila left when Lalchand was at the paper merchants.**

Step 2. Have a look at the list of fronted adverbials Miss Kennedy came up with. Can you come up with some of your own? Jot down a list if you can or share your ideas with someone.

Step 3. Answer the following questions about 'The Full Moon Ceremony' on pages 53-57

1. Who prepared the lakeshore for the Full Moon Ceremony?
2. What was scattered on the water?
3. How do you know that the ceremony was popular?
4. What were the dancers wearing?
5. Which instruments were played in the orchestra?
6. Describe the Goddess from the lake.
7. What things did the villagers ask the Goddess?
8. Why did Chulak have to 'gather his wits' before talking to her?

Reading /PSHE– Thursday

Today we are going to read Chapter 5 of The Boy in the Dress (I will post chapters 3 and 4 onto dojo on Monday and Tuesday or you can come and collect a copy of the book, which will have your name on!)

Have a think about the questions below and discuss with someone at home. *These questions don't necessarily link to chapter 5*

- The first sentence in the book is 'Dennis was different.' How are people different? Why is this a good thing?
- Dennis wants to cry because he misses his mum but his dad and brother don't like crying. Why do people cry? How can we help each other when we feel like crying?
- How might Dennis be feeling when the other children are laughing at him on the playground?
- By the end of the story, we will find out that Dennis' dad is proud of his achievements. Which of your achievements are you proud of?

English Lesson 4 - Friday

Note: Today you are going to put your fronted adverbial revision to practise. You are going to write a description of the full moon ceremony using some fronted adverbials.

Step 1. Take a look at Miss Kennedy's examples. Some of the children in class might also come up with some good examples. You're only allowed to magpie one example!

Step 2. Spend some time describing the Full Moon Ceremony – adding fronted adverbials to change the structure of some sentences.