

Year 4

Home Learning Pack 2

For Week Commencing 30/03/2020



This is Year 4's **Second** Home Learning Pack. This pack includes information, support and questions for the five English and math tasks that children should focus on through the week.

Where possible, we would advise that home learning include:

- ★ Daily reading through the MyON reading site: <https://www.myon.co.uk/login/index.html>
- ★ Daily times tables practise at home or online.
- ★ Completion of the daily English and the daily math task.
- ★ Completion of an additional learning activity (Miss Bailey will recommend activities related to a range of subjects through Class Dojo).

A message from Miss Bailey:

Thank you so much to everyone who has been joining me in our learning so far and sending me pieces of work to look at – I love seeing what you are all getting up to. If you are not sure how to do this yourself, please message me about **Class Dojo Portfolios**.

Every weekday I will continue to play TTRockstars between **9am** and **10am** on the Arena setting. If you ever have any worries, concerns or queries, please contact me via the Class Dojo site.

LIST OF KEY WEBSITES:

ENGLISH

Reading books: <https://www.oxfordowl.co.uk/>

Trapped: <https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

Parts of Speech: https://www.sheppardsoftware.com/grammar/grammar_tutorial.htm

Finish the Story: <http://www.scootle.edu.au/ec/viewing/L1275/index.html#>

Spooky Spellings: <http://www.ictgames.com/mobilePage/spookySpellings/index.html>

MATHS

TTRockstars: <https://ttrackstars.com/>

Marlon's Magical Maths Mission: <https://mathsframe.co.uk/en/resources/resource/383/Marlons-Magical-Maths-Mission-Multiplication>

Maths Fishing: <https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>

Maths Archery: <https://mathsframe.co.uk/en/resources/resource/399/Archery-Arithmetic-Multiplication>

Hit the Button: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Daily 10: <https://www.topmarks.co.uk/maths-games/daily10>

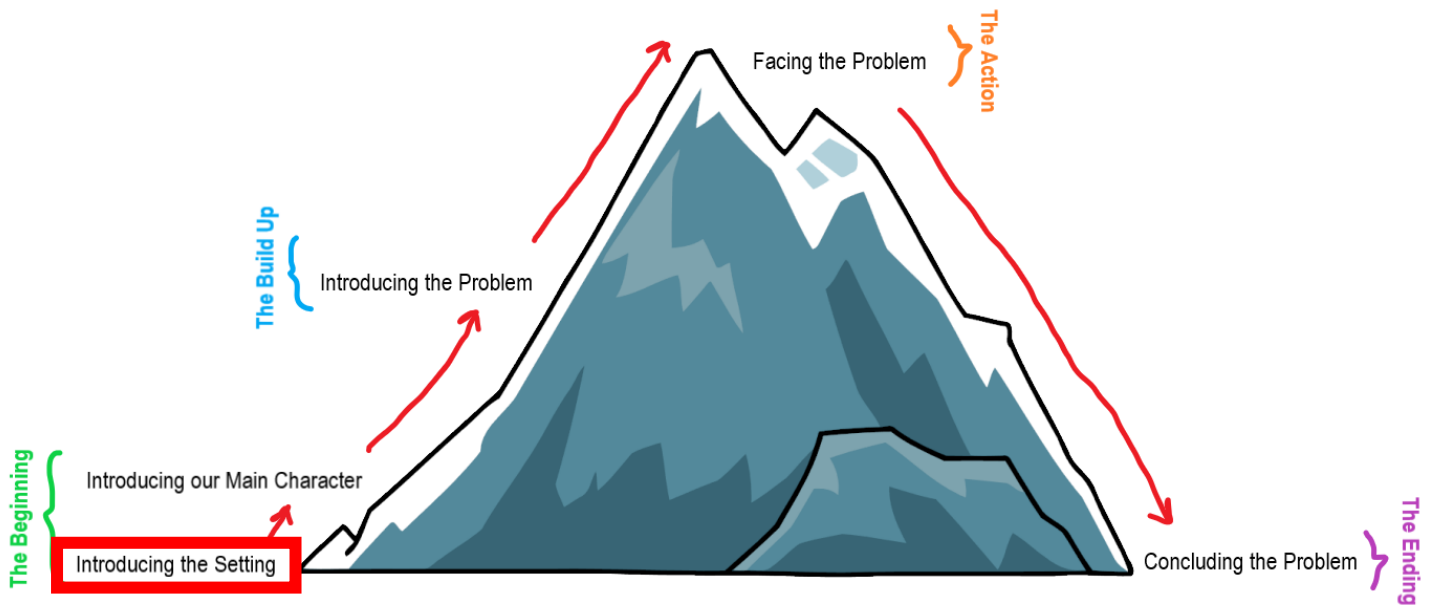
Time Games: <https://www.teachingtime.co.uk/>

ENGLISH 1 – BEGINNING OUR STORY (1)

Grab your plan – its story writing time!

Task Support:

When they create a story, authors often follow a story structure known as the story mountain. Here is a reminder of what the story mountain looks like:



Today, we are beginning our story so we are starting right at the bottom of our story mountain where we **set the scene**.

Setting the scene means to **describe the setting** of the story so the reader can imagine **where** your character is. This includes describing the **zoomed out** big picture of your setting, like the type of place that your character is in (a city, a forest, a planet) and the weather there. It also includes describing the **zoomed in** close-up of the little things in your setting, like a crack in the pavement, the beings living there or the glint of some waves.

One of the best ways that we can **set the scene** is by describing using our **senses**, what our character can: see, hear, smell, taste and feel. Think about each of these senses when doing your writing today. To see an **example** of how to write a setting description before you start your writing, see Miss Bailey's 'Video Support PowerPoint'.

Today's Task:

Write a paragraph(s) which sets the scene for your story by describing the setting. Paragraphs should always be at least four sentences long.

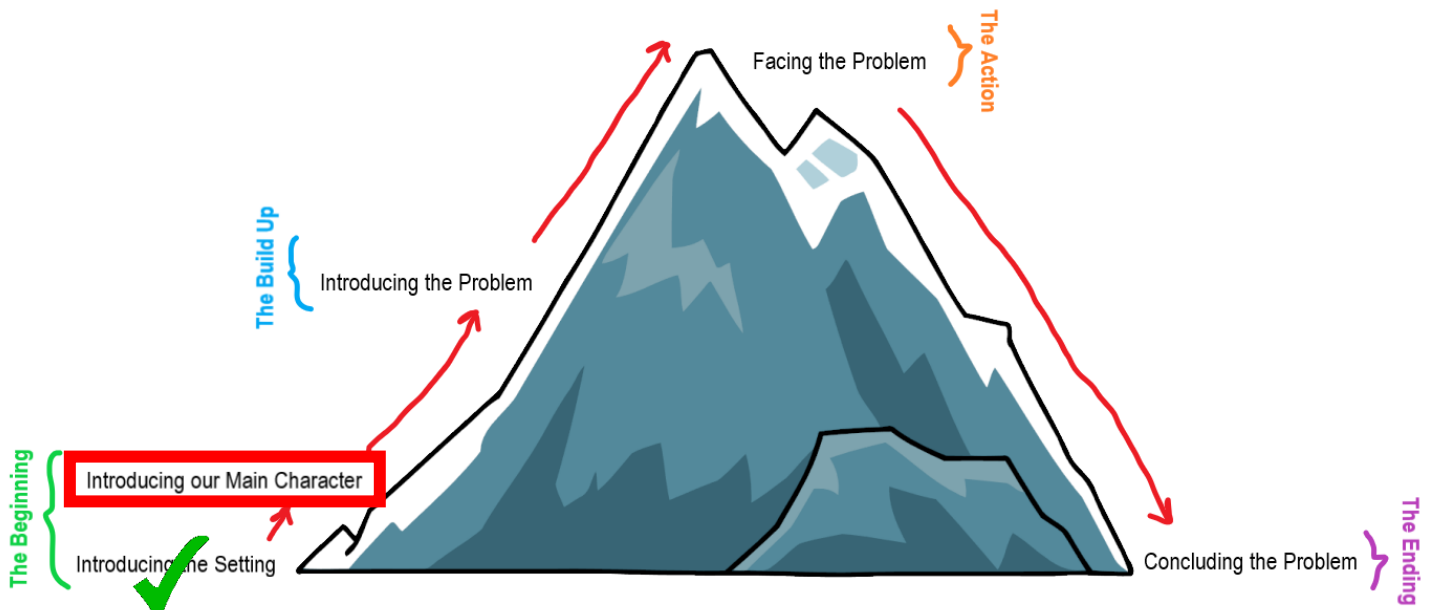
Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

Challenge: Can you use a fronted adverbial and/or an embedded clause in your setting description?

ENGLISH 2 – BEGINNING OUR STORY (2)

Show me your super spy!

Task Support:



Today, we are continuing the beginning of our story and it's time to **introduce our main character**, the super spy.

Introducing our main character is key in making our reader invested in our story so we want to make them interesting. To make your reader have a clear picture your character, you should describe their **appearance** (what they look like) and their **personality** (what type of person they are). In addition, as they are a spy, you should give the reader details about the **interesting gadgets** they have and information about their **spy career** (how long they have been a spy and whether they have been successful).

Last week, you looked at **expanded noun phrases** as a great way to describe. Expanded noun phrases are when we write long descriptions of a noun (thing, place or person) using lots of adjectives in a list and an extra description using the word with. **EG.** The **small, cute baby with beautiful, blue eyes** gazed at the world around her. These can be a great way to build a picture of your main character so think about using them in your writing today. To see an **example** of how to write a character description before you start your writing, see Miss Bailey's 'Video Support PowerPoint'.

Today's Task:

Write a paragraph(s) which introduces your main character in your story. Paragraphs should always be at least four sentences long.

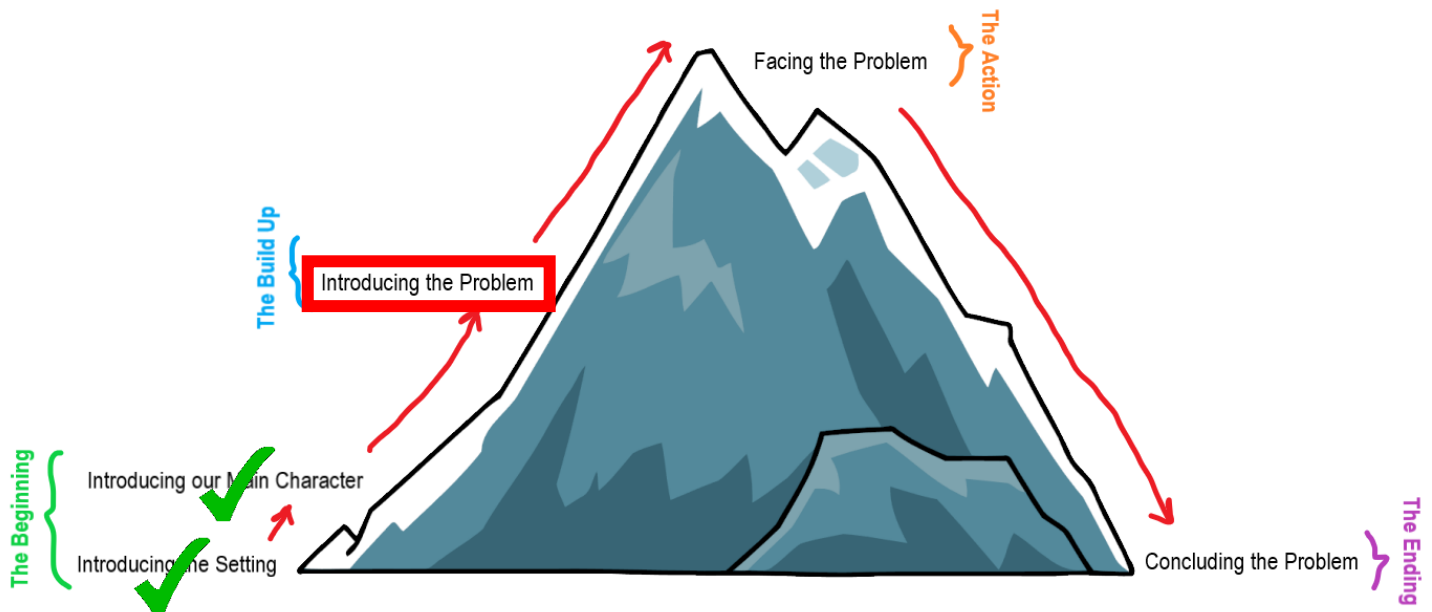
Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

Challenge: Can you use expanded noun phrases to describe your protagonist (hero)?

ENGLISH 3 – THE BUILD UP

It's time to introduce your vicious villain!

Task Support:



Now it's time to build up our story and add some excitement by **introducing our problem**, the villain and his plan.

Every super spy needs a nemesis who causes them problems with their wicked schemes left, right and centre. To make your reader have a clear image of your villain, you should describe their **appearance** (what they look like) and their **personality** (what type of person they are). In addition, as they are a villain, you should give the reader details about any of their assets. For example, whether your villain has any **gadgets**, **sidekicks** or an **evil lair** which they live in.

In a separate paragraph, you will also need to tell your reader what your villain is planning to do which is so catastrophic as this will **moves** the story **towards** the **action**. Include details about what the villain will do, where they will do it, what they will need and why they are doing it.

To see an **example** of how to write a spy story build-up before you start your writing, see Miss Bailey's 'Video Support PowerPoint'.

Today's Task:

Write some paragraphs which build-up to the action in your story by describing your villain and explaining their evil plan to the reader. Paragraphs should always be at least four sentences long.

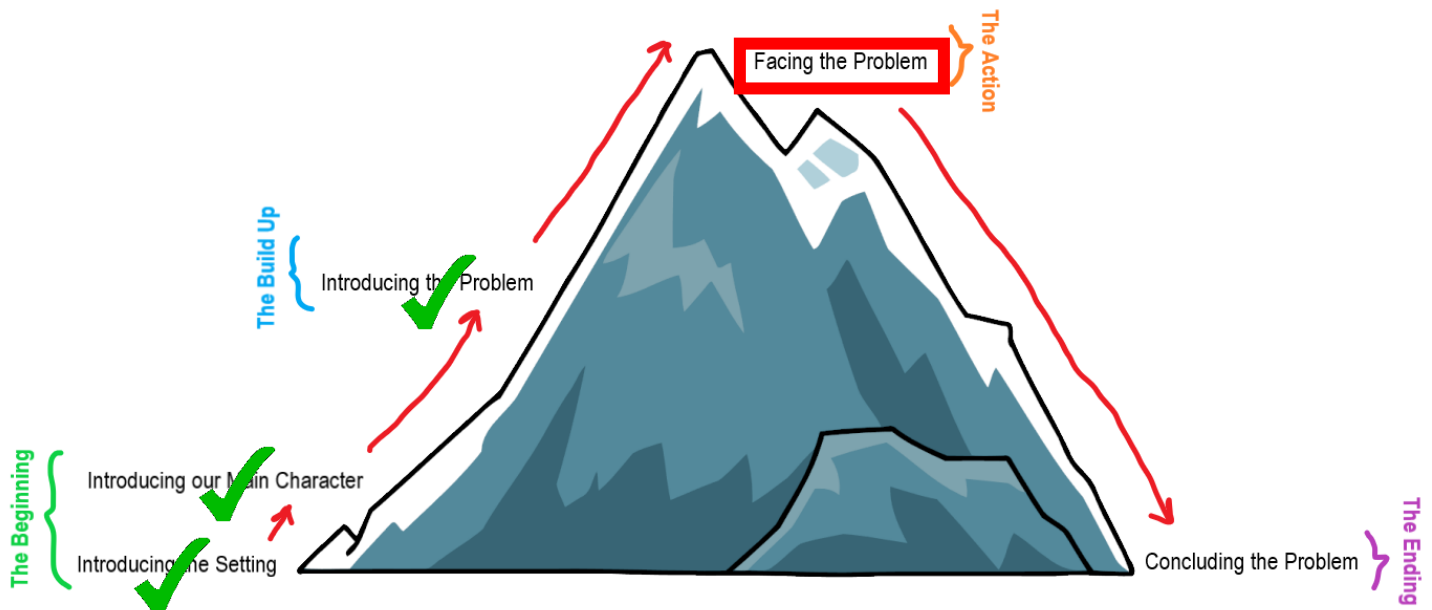
Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

Challenge: Can you use expanded noun phrases to describe your antagonist (villain)?

ENGLISH 4 – THE ACTION

Let's kick some butt!

Task Support:



It's all been building to this. We know where the story is happening, who our main character is and what the villain is planning. Now it's time to get our spy to **face the problem** in the **action** of our story.

In the action, the author will write the **main events** of the story. This means that you will need explain how your spy gets to the action (whether they find the villain somewhere or whether they trick the villain into coming to them) and what happens when your spy and villain do meet. In a spy story, the action usually revolves around a **fight** or a **trap** and could involve some of the gadget you introduced earlier. The **climax** of this action is when it is at its **most exciting** and your reader is left guessing who will win. **Careful – don't give away your ending yet.**

The best way to excite our reader during the action is to create **tension**, where your reader feels a bit nervous about what is going to happen. We can create tension by describing using our **senses** again, thinking about what the character: sees, hears, smells, tastes and feels as something happens. To see an **example** of how to write the action before you start your writing, see Miss Bailey's 'Video Support PowerPoint'.

Today's Task:

Write some paragraphs detailing the action of your story where your spy takes on the villain and tries to kick some butt. Paragraphs should always be at least four sentences long and your final paragraph today should be the climax.

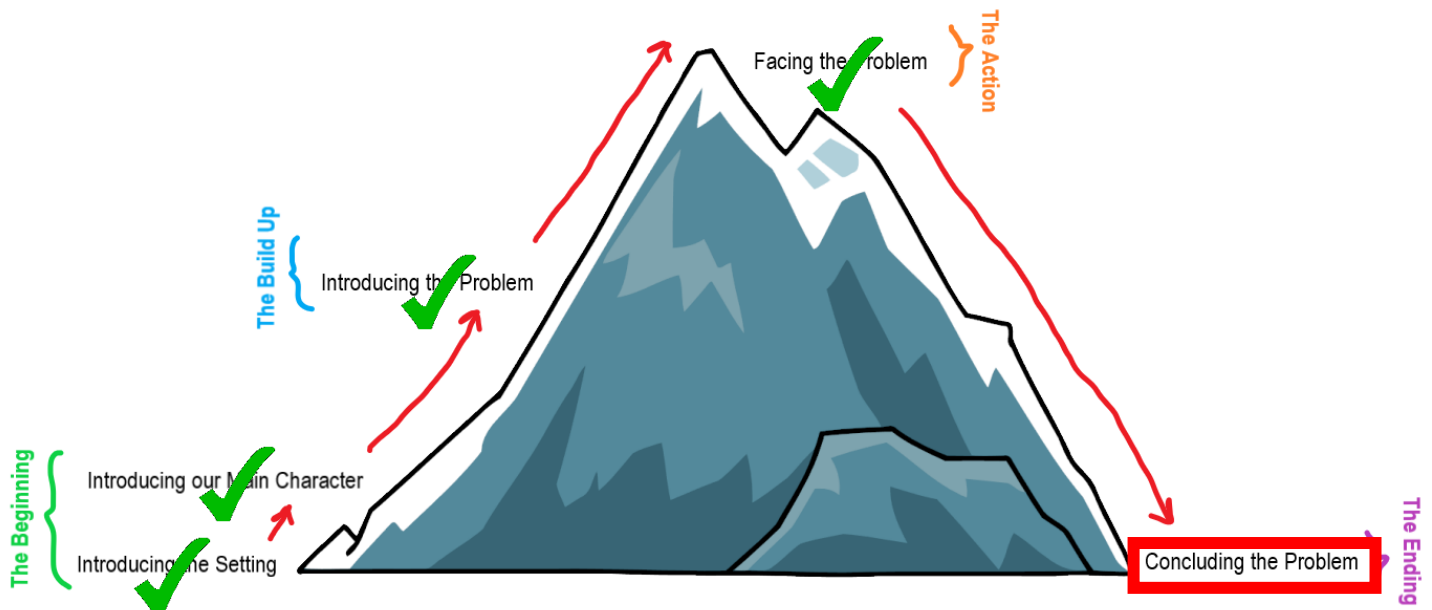
Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

Challenge: Can you build **tension** in your action before something happens?

ENGLISH 5 – THE ENDING

Phew – it's all over!

Task Support:



Finally, all good stories come to an **end** and it is time that we **conclude** ours for this week.

We have looked at many types of story ending in Year 4, including: a resolution, a tragedy and a cliffhanger, and it is up to you which you decide to write today. In a **resolution**, an author will resolve the problem for the reader and give a **happy ending**. For your spy story, this might be your spy winning against the villain and saving the world. Alternatively, in a **tragedy**, an author will give a sad ending for their reader. For your spy story, this might be the villain winning and his evil plan succeeding. On the other hand, in a **cliffhanger**, an author will leave their reader in suspense and set up for the next book. For your spy story, this might be your spy stopping the evil villains plan but the villain getting away this time.

Whichever ending you choose, make sure you explain what the world is like following the action. Think about how it has changed and how people feel now (including your main character). To see an **example** of how to write the action before you start your writing, see Miss Bailey's 'Video Support PowerPoint'.

Today's Task:

Write a paragraph(s) that describes the ending of your story as a resolution, a tragedy or a cliffhanger. Paragraphs should always be at least four sentences long.

Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

Challenge: Can you use fronted adverbials and/or embedded clauses in your concluding paragraph so the reader knows when, where or how something is happening?

MATHS 1 – DIVIDING BY 10

See Miss Bailey's 'Video Support PowerPoint' to recap how to divide by 10. Then, have a go at these questions.

Complete these divisions:

- A) $800 \div 10 =$
- B) $3000 \div 10 =$
- C) $40 \div 10 =$
- D) $9 \div 10 =$
- E) $150 \div 10 =$
- F) $48 \div 10 =$
- G) $3700 \div 10 =$
- H) $99 \div 10 =$

The Gattengo chart shows the number 37

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

Do you agree with Teddy?
Explain why.

I need to move the counters one place to the left, so $37 \div 10 = 26$



Can work out what number was divided by 10 to give these answers?

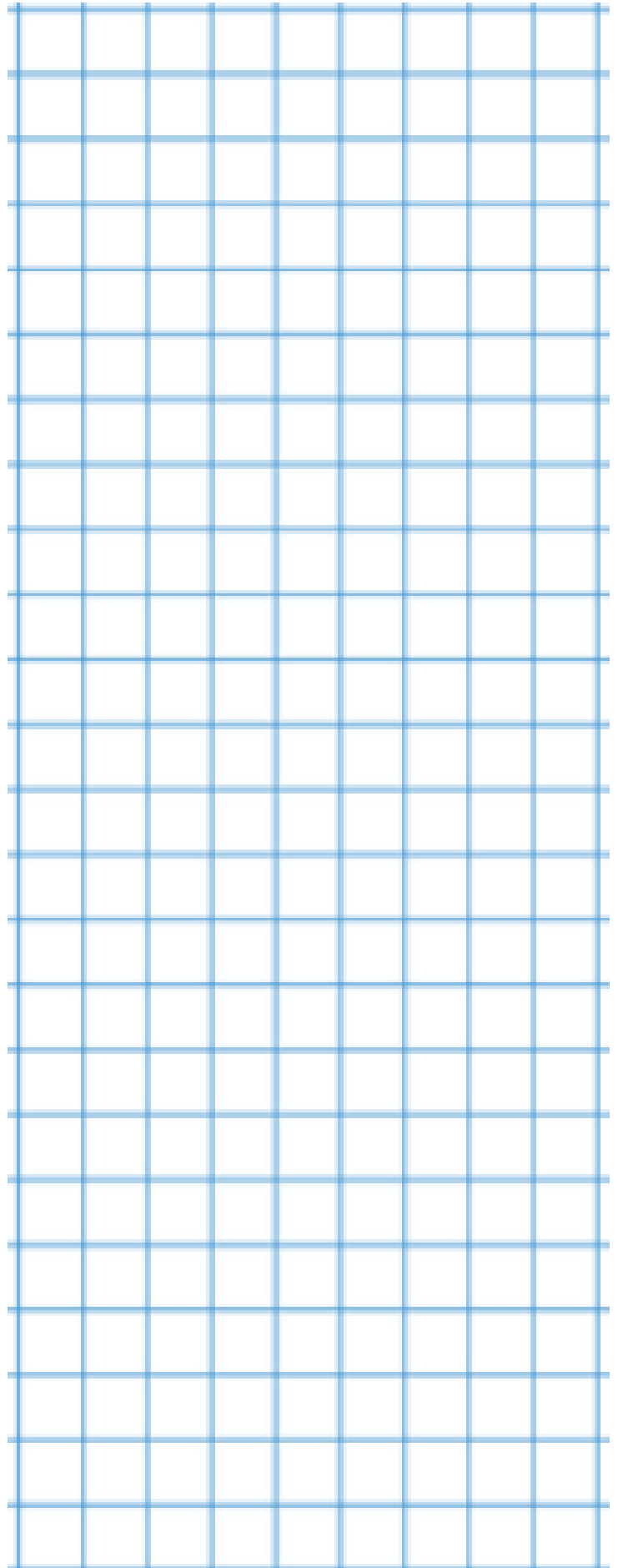
- A) $\div 10 = 14$
- B) $\div 10 = 6.3$
- C) $\div 10 = 800$

Four children are in a race. The numbers on their vests are shown here.

350	35
3500	53

Can you work out which number matched which child using these clues?

- Jack's number is ten times smaller than Rio's.
- Emma's number is not ten times smaller than Jack's or Anya's or Rio's.
- Anya's number is ten times smaller than Jack's.



MATHS 2 – DIVIDING BY 100 and 1000

See Miss Bailey's 'Video Support PowerPoint' to recap how to divide by 100 and 1000. Then, have a go at these questions.

Complete these divisions:

- A) $800 \div 100 =$
- B) $3000 \div 100 =$
- C) $90 \div 100 =$
- D) $1400 \div 100 =$
- E) $850 \div 100 =$
- F) $49 \div 100 =$
- G) $7000 \div 1000 =$
- H) $6400 \div 1000 =$

The Gattengo chart shows the number 37

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

Explain how you would use the Gattengo chart to work out $37 \div 100$.

Amir says,

Dividing by 100
is always the same as
dividing by 10 twice.



Do you agree with Amir?

Explain why/why not.

Play a game with your partner.

Each player should roll two dice to make two 2-digit numbers. Each player should then divide both of their numbers by 100 and then add them together.

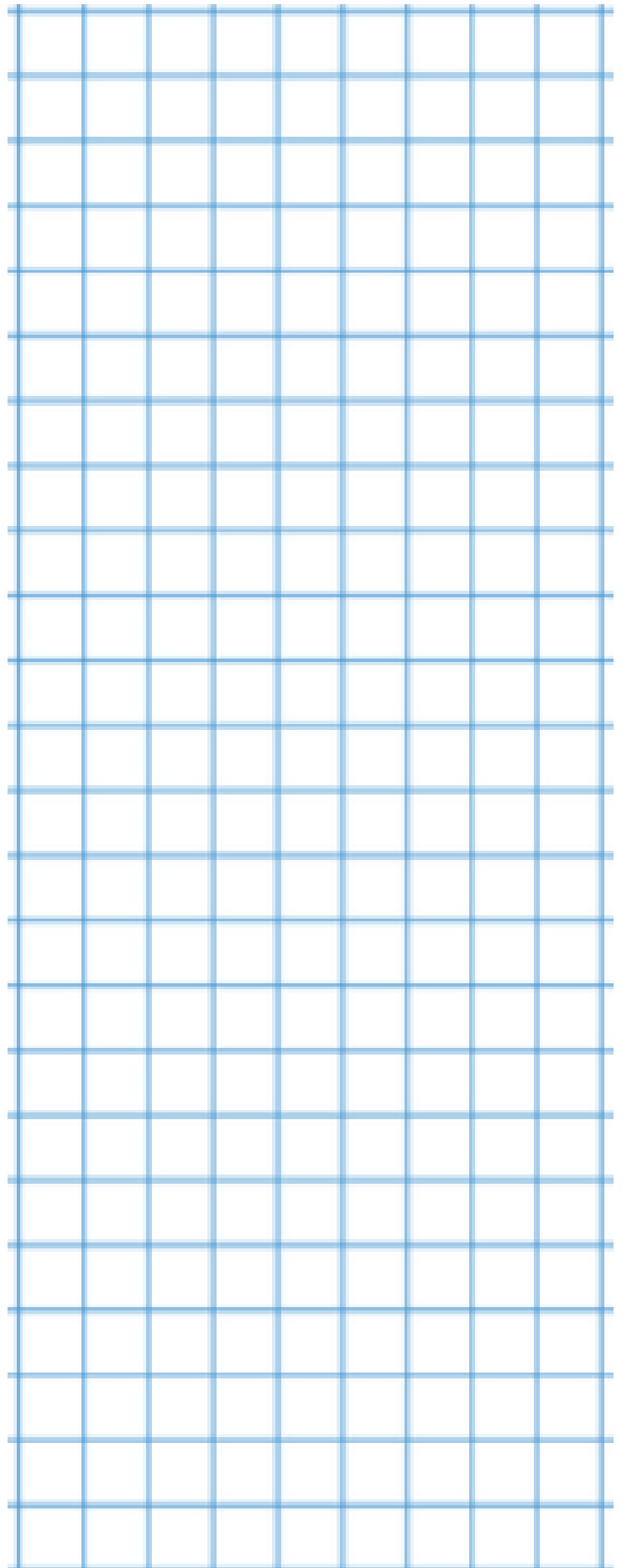
Whoever gets the biggest number is the winner.

Here is an example.



$36 \div 100$ and $63 \div 100$

$$0.36 + 0.63 = 0.99$$



MATHS 3 – CAPACITY CONVERSIONS

See Miss Bailey's 'Video Support PowerPoint' to recap how to convert between millilitres and litres.

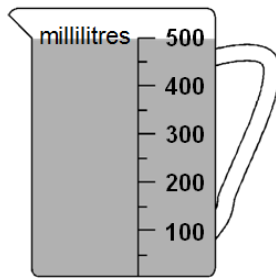
Convert these amounts into millilitres:

- A) 3 litres
- B) 8 litres
- C) 4.5 litres
- D) 0.7 litres

Convert these amounts into litres:

- E) 3,000ml
- F) 6,200ml
- G) 14,000ml

This jug has water in it.

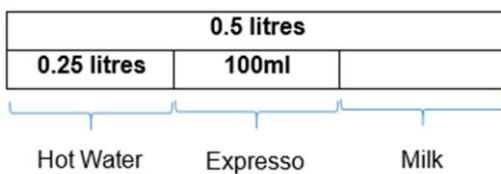


Wilf pours 150 millilitres of water out of this jug.
How much water will be left in the jug?

Solve the problem by completing the bar model.

Cafe42 are making a brand new blend of coffee.

A large coffee has a capacity of 0.5 litres.



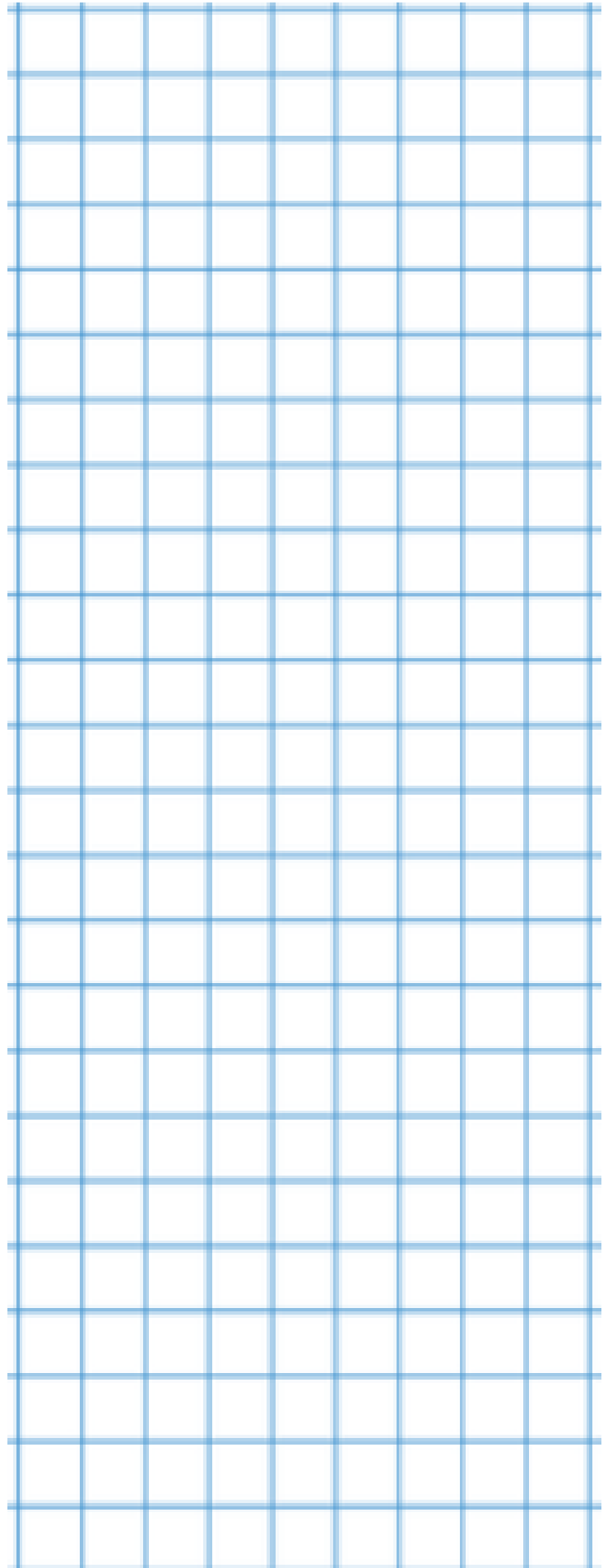
How much milk goes into Cafe42's new coffee blend? Give your answer in **millilitres**.

Bonus: A small version of the coffee has a capacity of 300ml. How many millilitres less does a small coffee hold?

Experiment with capacity at home by investigating the following statement:

The tallest container has the largest capacity.

Use different containers to decide whether this statement is true or false.



MATHS 4 – WEIGHT CONVERSIONS

See Miss Bailey's 'Video Support PowerPoint' to recap how to divide by 100 and 100. Then, have a go at these questions.

Convert these amounts into grams:

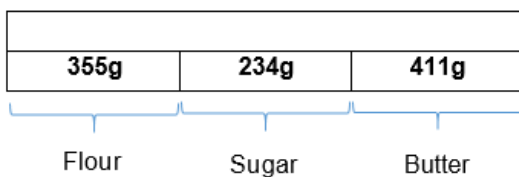
- A) 4000mg
- B) 1500mg
- C) 0.2kg
- D) 1.9kg

Convert these amounts into kilograms:

- E) 700g
- F) 5700g

Solve the problem by completing the bar model.

Frank makes a very big cake. 355g of the batter is flour, 234g of the batter is sugar and 411g is butter.

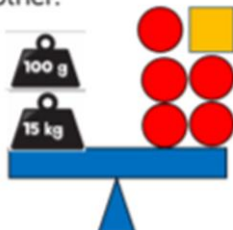


How heavy is the cake altogether. Give your answer in kilograms.

Here is a balance.



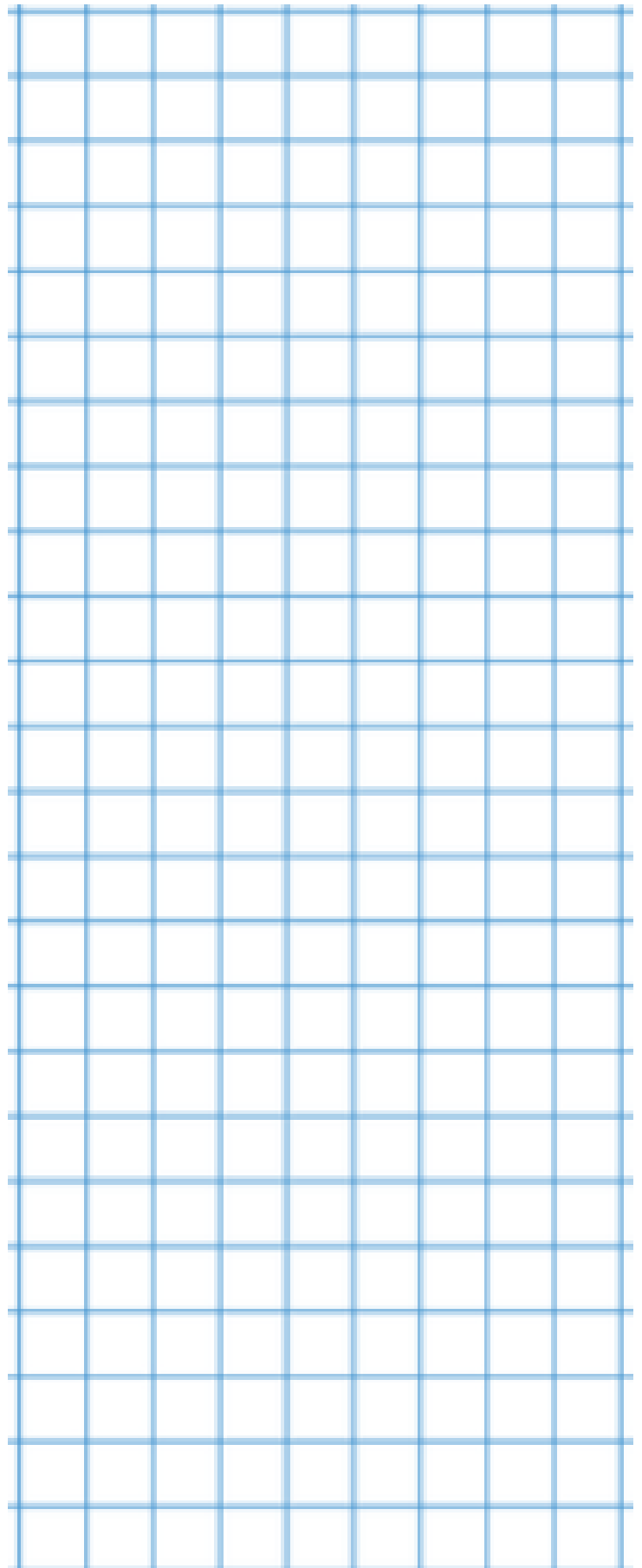
Here is another.



Work out the value of 

An average weight for a large pack of sugar is £1kg. Weigh yourself and your family at home.

Estimate your weight in bags of sugar.



MATHS 5 – LENGTH CONVERSIONS

See Miss Bailey's 'Video Support PowerPoint' to recap how to divide by 100 and 100. Then, have a go at these questions.

Convert these amounts into mm:

- I) 7cm
- J) 13cm

Convert these amounts into cm:

- K) 50mm
- L) 160mm
- M) 0.9m

Convert these amounts into m:

- N) 200cm
- O) 0.4km

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

- | | | |
|------|-----------------------|------------------|
| 500m | <input type="radio"/> | $\frac{1}{2}$ km |
| 7km | <input type="radio"/> | 800m |
| 5km | <input type="radio"/> | 500m |

Laura is 2.72m tall.
She is 59cm taller than her sister.
How tall is her sister?
Give your answer in centimetres.

James and Sita do a sponsored walk for charity.

They walk 15km altogether.



James walks double the amount that Sita walks.

How far does Sita walk?

They each raise £1 for every 500m they walk.

How much money do they each make?

James _____ Sita _____

