

Year 4

Home Learning Pack 4

For Week Commencing 27/04/2020



This is Year 4's **Fourth** Home Learning Pack. This pack includes information, support and questions for the five English and math tasks that children will be provided through the week.

Where possible, we would like 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).

However, we do appreciate that this is a challenging time for families. As such, five tasks have been identified as those we would most recommend focusing on throughout the week.

Look out for this symbol (★) in this booklet and the weekly overview.

A message from Miss Bailey:

A quick reminder: Please continue sending me your child's work so that I can keep an eye on them ticking on and help if needed.

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>

Julia Donaldson's Weekly Broadcast: <https://www.facebook.com/OfficialGruffalo/>

Audible Audiobooks: <https://stories.audible.com/start-listen>

Harry Potter Activities from JK Rowling: <https://www.wizardingworld.com/news/introducing-hp-at-home>

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/>

Jacob's Maths Car Game: <https://mathsframe.co.uk/en/resources/resource/548/Maths-Road-Turn>

The Maths Factor by Carol Vorderman: <https://www.themathsfactor.com/?r=2064492557>



ENGLISH 1 – INTRODUCING OUR REPORT

Grab your plan – it's time to write our non-chronological report!

Task Support:

A non-chronological report is a non-fiction text which informs the reader about a particular topic. The main purpose is to give the reader factual information.

See below for the key features of a non-chronological report.

Key Features of a Non-Chronological Report

Structure:

- An eye-catching title
- Introduction
- Main paragraphs with factual information
- Conclusion
- Non-chronological order (no time sequence)
- Subheadings (to separate paragraphs)

Language:

- Third person
- Present tense
- Standard English (formal language)
- Specialist language (words related to the topic)
- Detailed information

Our work is going to be about the key workers during the Covid-19 outbreak.

Today, we are beginning our work by creating a **title** and writing an **introduction** for our non-chronological report.

A title is a **name** that we give to a text so that readers know, at a glance, what it will be about. One way in which you can make your title eye-catching is by using **alliteration**, where you use several adjectives or nouns that all begin with the same letter or sound.

An introduction is an **opening** that we give to a non-chronological report which provides some **context** for the text. It will **define** key information for the reader which prepares them for the main paragraphs and gives them a reason for reading your work. Think about what a reader might not know about your topic if they had never heard about it before. For example: Do they know what Coronavirus is?

To see an example of how to write a title and introduction before you start writing, see Miss Bailey's YouTube support video: <https://www.youtube.com/watch?v=anpYbzHK-o0>

Today's Task:

Write a title and introduction paragraph which opens your text for 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 an embedded clause in your writing?

★ ENGLISH 2/3/4 – THE MAIN PARAGRAPHS

Grab your plan – it's time to write our non-chronological report!

Task Support:

A non-chronological report is a non-fiction text which informs the reader about a particular topic. The main purpose is to give the reader factual information.

See below for the key features of a non-chronological report.

Key Features of a Non-Chronological Report

Structure:

- An eye-catching title ✓
- Introduction ✓
- Main paragraphs with factual information
- Conclusion
- Non-chronological order (no time sequence)
- Subheadings (to separate paragraphs)

Language:

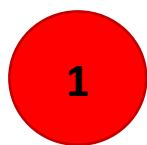
- Third person
- Present tense
- Standard English (formal language)
- Specialist language (words related to the topic)
- Detailed information

Our work is going to be about the key workers during the Covid-19 outbreak.

Over the next three days, we are continuing our work by writing the **main paragraphs** of our non-chronological report. **Don't forget to use subheadings to split them up.**

Our main paragraphs will provide the reader with all the information that they need to know about key worker jobs (from our plan). One of the most important things to think about when you write the main paragraphs of an informative text is how you **sequence** your information. You must think carefully about the **best order** of information for your reader.

A good paragraph order might follow this traffic light structure:



Topic sentence. Tell the reader **what** your paragraph is going to be about. Eg. *What a nurse is/what do they do.*



Supporting sentences. Give the reader **more detail** about your topic. Eg. *Why their job is considered key work.*



Ending sentence. **Summarize** your topic and give your thoughts/feelings on it. Eg. *Whether you think their job is important and why.*

To see an example of how to form a main paragraph before you start writing, see Miss Bailey's YouTube support video: <https://www.youtube.com/watch?v=Cr3WZT38lhs>

Tuesday's, Wednesday's and Thursday's Task:

Aim to write one main paragraph a day which informs the reader about the three different key worker jobs from your plan. 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 an online thesaurus to find interesting vocabulary for your work?



ENGLISH 5 – CONCLUDING OUR REPORT

Grab your plan – it's time to write our non-chronological report!

Task Support:

A non-chronological report is a non-fiction text which informs the reader about a particular topic. The main purpose is to give the reader factual information.

See below for the key features of a non-chronological report.

Key Features of a Non-Chronological Report

Structure:

- An eye-catching title ✓
- Introduction ✓
- Main paragraphs with factual information ✓
- **Conclusion**
- Non-chronological order (no time sequence) ✓
- Subheadings (to separate paragraphs) ✓

Language:

- Third person
- Present tense
- Standard English (formal language)
- Specialist language (words related to the topic)
- Detailed information

Our work is going to be about the key workers during the Covid-19 outbreak.

Today, we are finishing our work by writing a **conclusion** for our non-chronological report.

A conclusion is an **ending** that we give to a non-chronological report that **sums up** all the information for the reader. It will remind the reader of why we need key workers and that there are many different types of key worker. Importantly, it will also provide your **opinion** to the reader. What do you think about key workers and what they are doing for the country in the current lockdown? Do you have a message for the key workers of our country?

It can be very easy to rush a conclusion in a sentence or two, but I want you to really push yourselves to make an impact with your conclusion. Make it clear and meaningful.

To see an example of how to write a conclusion before you start writing, see Miss Bailey's YouTube support video: <https://www.youtube.com/watch?v=phf6idkgFFQ>

Today's Task:

Write a concluding paragraph which ends your text for 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 an expanded noun phrase when giving your opinion about key workers?

MATHS 1 – THREE OF FOUR OPERATIONS

Today you will be revising your addition, subtraction and multiplication skills. See Miss Bailey's YouTube support video if you can't remember what to do.

Link: <https://www.youtube.com/watch?v=JBTQPgaZFCQ>

Complete these calculations, thinking carefully about their operation and method:

- A) What is the sum of 567 and 233?
- B) What is 124 less than 565?
- C) What is the product of 824 and 3?
- D) What is the difference between 1862 and 391?
- E) What would I get from 4 lots of 622?

Use the greater than, less than or equal to symbols to show the largest amount.

$872 - 327$



$455 + 236$

38×8



$164 + 129$

Column Method Problem Solving

- A) Use the digit cards to create an addition calculation using two 4-digit numbers with two exchanges.



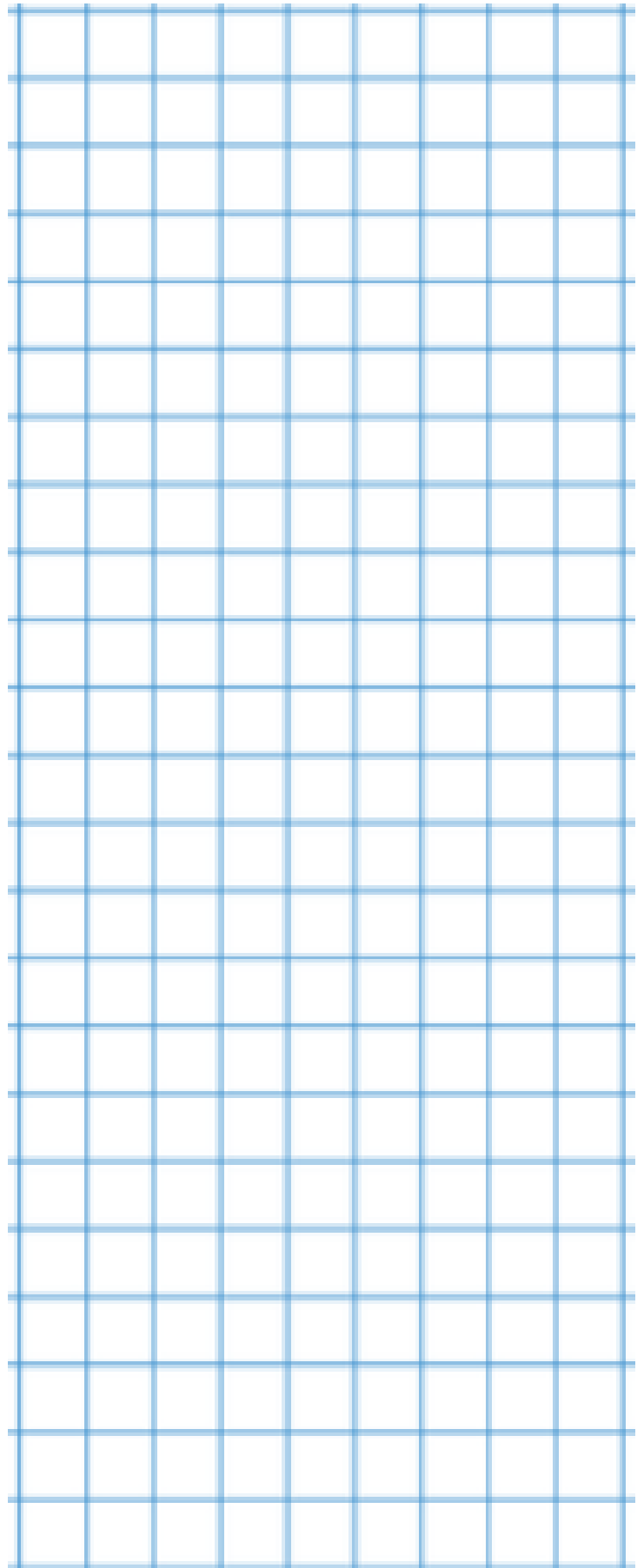
- B) Complete the calculation below:

	7	5	4	
-	2		7	1
		2		1

Optional Challenge: If this is the answer, what is the question?

674

Create your own question to give this answer. You could make it an addition question, a subtraction question or a multiplication question.





MATHS 2 – SHORT DIVISION (BUS STOP)

See Miss Bailey’s YouTube video to remind you of how we lay out and use the short division method (bus stop) to divide bigger numbers.

Link: <https://www.youtube.com/watch?v=DHa0lpZxxnI>

Complete the division calculations using the bus stop method:

- A) $428 \div 2 =$
- B) $136 \div 2 =$
- C) $312 \div 3 =$
- D) $175 \div 5 =$
- E) $324 \div 4 =$
- F) $764 \div 8 =$

- A) Find the missing number in this calculation:

$$\begin{array}{r} 1 \quad 1 \quad 7 \\ 3 \overline{) 3 \quad 5 \quad \square} \end{array}$$

- B) Toby has calculated $1368 \div 4$ incorrectly. Can you spot his error and correct it?

$$\begin{array}{r} 8 \quad 4 \quad 2 \\ 4 \overline{) 1 \quad 3 \quad 3 \quad 6 \quad 8} \end{array}$$

Complete these further fluency division calculations using the bus stop method, but **watch out for the remainders.**

- A) $371 \div 2 =$
- B) $344 \div 3 =$
- C) $754 \div 5 =$
- D) $987 \div 8 =$

Optional Practical Maths:

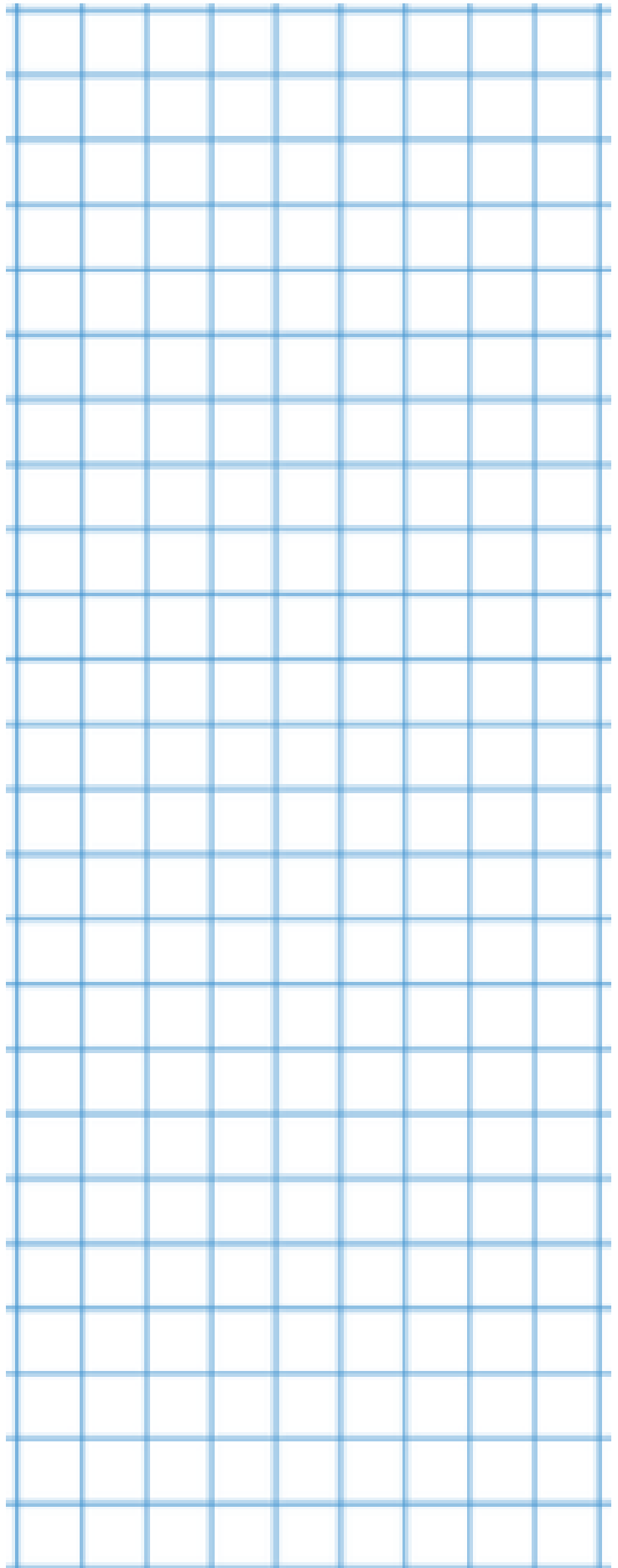
Collect loose change around your house.

Add it all together to find out how much you have.

Then use your bus stop method, with place value columns, to work out how much you would have if the money was split equally between each person in your house.



Don't forget to include yourself.



MATHS 3 – DIVISION PROBLEMS

See Miss Bailey's YouTube video to support you in applying the short division (bus stop) method to a series of problems.

Link: [To be uploaded on Class Dojo.](#)

Complete the division calculations using the bus stop method. *Watch out for remainders.*

- A) What would I have if I shared 147 between 3 groups?
- B) If I split 754 into 5 equal groups, how much would I have in one group?
- C) What is 765 divided by 3?
- D) I have 687 split in 4 equal lots, how many in one lot?

Adnan thinks that the answer to $186 \div 4 = 46 \text{ r}2$.

Is he correct? Explain why.

Maddison wants to bake some brownies for her family of 5. **Rescale** the quantities so that she doesn't end up with way too much mixture.

Serves 5

Ingredient Quantities:



Serves 15

Ingredient Quantities:

225g Flour

360g Sugar

186g Butter

51g Coco Powder

3 Large Eggs



Here is a rule for dividing a number by 12

First divide the number by 6

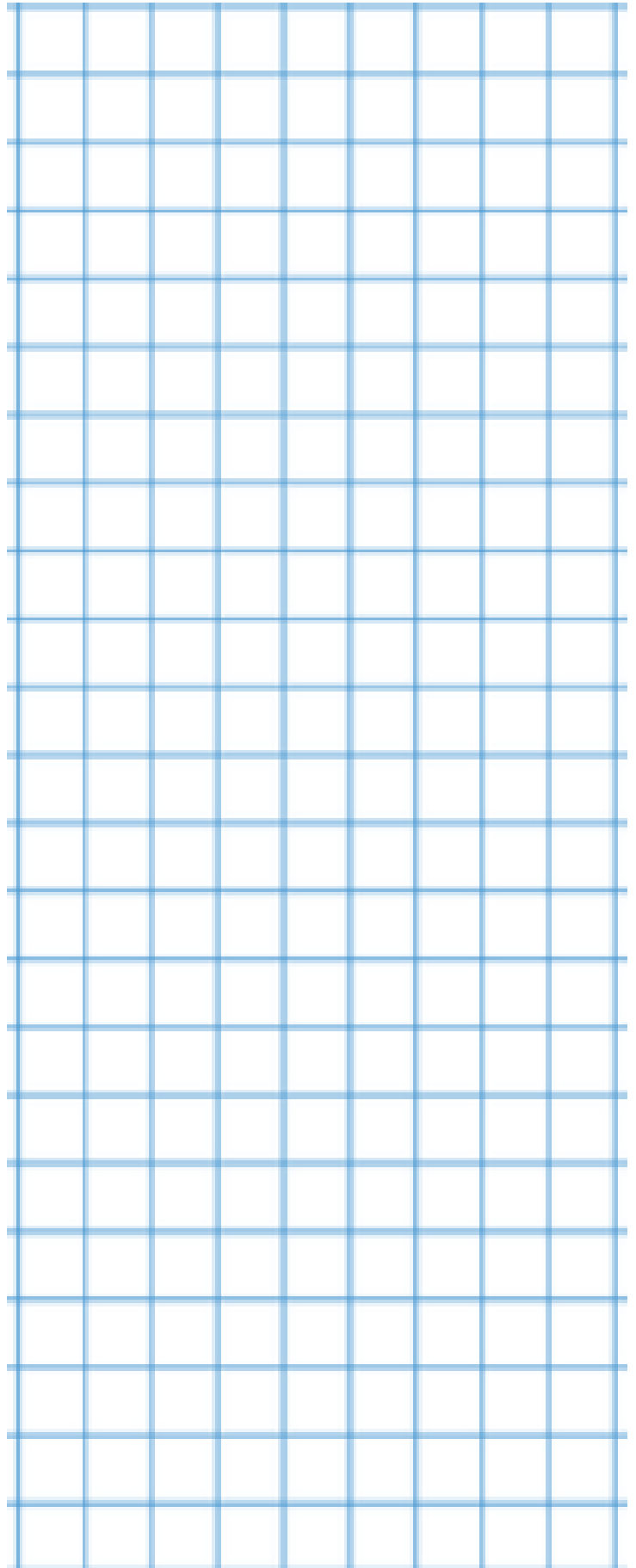
Then divide the answer by 2

Use this rule to work out

$$348 \div 12$$

Optional challenge:

Explain why you think this rule for dividing by 12 works. Can you use what you know to make a rule for dividing by 18?





MATHS 4 – MULTIPLICATION VS DIVISION

See Miss Bailey's YouTube video to support you in understanding missing number problems and identifying the difference between a multiplication and division question.

Link: [To be uploaded on Class Dojo.](#)

Solve these missing number problems:

A) $\div 3 = 324$

B) $\times 5 = 320$

C) $\div 6 = 542$

D) $4 \times$ $= 544$

Identify whether these problems relate to multiplication or division and then calculate the answer.

Problem 1

Tracy has 167 sweets in her jar. She decides to give them to her little sister to share equally with her two friends.

*How many sweets does each little girl get?
Are there any sweets left over?*

Problem 2

Frankie owns a pub. He has 8 crates of Fruit Shoots for his kids menu. Each crate contains 26 bottles.

How many Fruit Shoots does Frankie have to sell at his pub?

Problem 3

76 children visit a theme park. Each child wants to go on the Mighty Mountain rollercoaster ride. Each cart can hold 4 children.

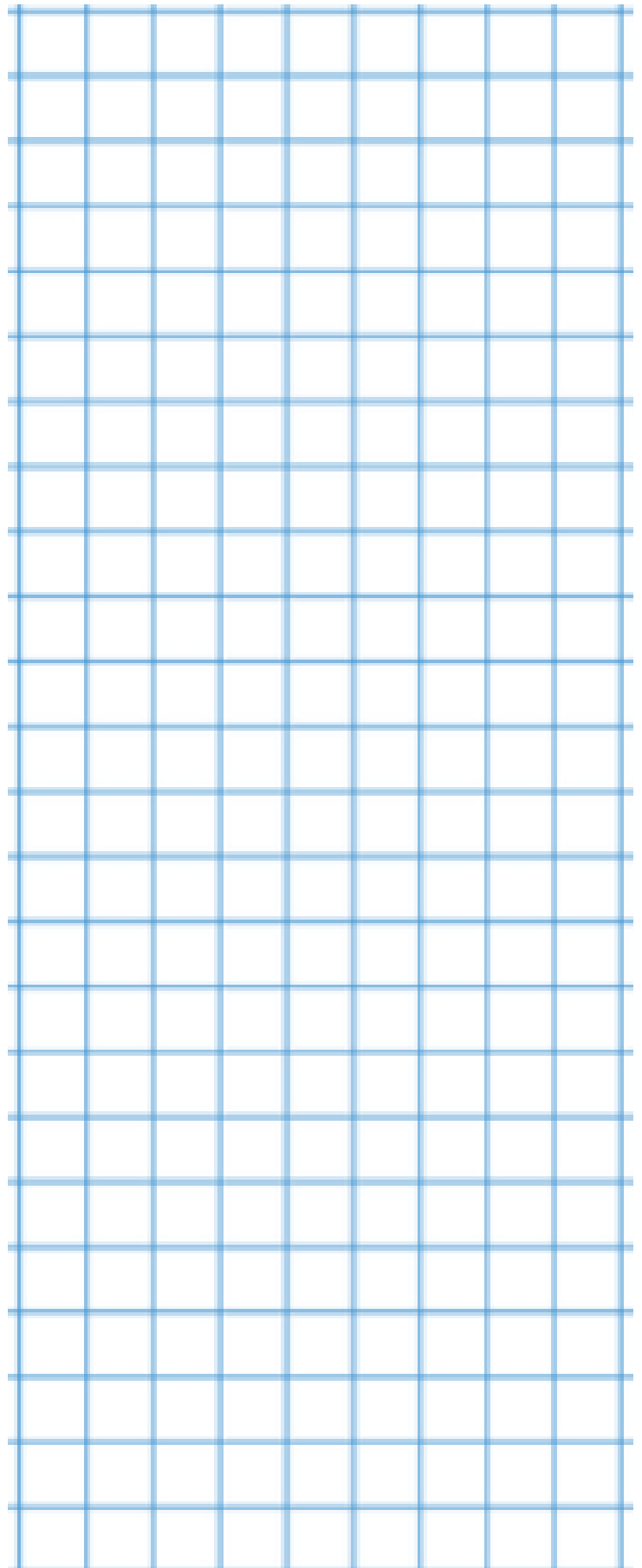
If the rollercoaster has 17 carts, can all the children fit on the ride at once?

Optional challenge:

This word problem is a missing number question. Can you calculate the answer?

Frankie also sells Capri Sun on his kids menu. Capri Sun also comes in crates of 8 drinks.

If Frankie has 152 cartons of Capri Sun, how many crates must he have bought?



MATHS 5 – MULTISTEP PROBLEMS

See Miss Bailey’s YouTube video to support you in understanding the difference between single and multistep problems.

Link: [To be uploaded on Class Dojo.](#)

Complete these two step calculations:

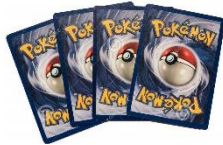
- A) $347 - 126 - 104 =$
- B) $126 + 65 + 12 =$
- C) $452 + 119 - 34 =$
- D) $34 \times 3 \times 4 =$
- E) $135 \div 5 \div 3 =$

TWO-STEP PROBLEMS

Problem 1

Mary and her cousins are comparing their collection of Pokémon cards.

Mary has 316 cards.
Her cousin Joe has 186 cards.
Her cousin Sally has 54 cards.



How many more Pokémon cards does Mary have than her both her cousins together?

Problem 2

I have 726 cupcakes to sell at the fair. Half of my cupcakes are chocolate and the other half are vanilla. I want to split my sales of cupcakes equally between the 3 days the fair is on.



How many chocolate cupcakes should I aim to sell each day?

Problem 3

Frankie buys 3 crates of Tropicana orange. Each crate contains 24 bottles.



If Frankie sells 18 bottles of Tropicana orange, how many bottles will he have left over?

Optional challenge:

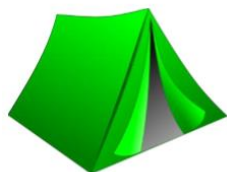
THIS PROBLEM HAS MORE THAN TWO STEPS

75 students go on a camping trip.

There are 35 girls on the trip. The rest are boys.

Male tents sleep 5 children.

Female tents sleep 6 children.



What is the total amount of tents they need to sleep all the children?

