Home Learning Pack

Year 4
Autumn Term Week 4

Home Learning Links

Oak National Academy
Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.
www.thenational.academy

BBC Bitesize
With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.
https://www.bbc.co.uk/bitesize

Phonics English Hubs
Online phonics lessons for the Letters and Sounds phonics programme.
https://www.wandleenglishhub.org.uk/lettersandsounds

World Book Online
World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.
https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%3D%3D

Read Works.org
Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.
https://www.readworks.org/

Beanstalk
Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.
https://beanstalk.co/

Tutortastic
An online platform with tutorials and videos for home learning.
https://www.tutortastic.co.uk/blog/homelearning

Education Quizzes
A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.
https://www.educationquizzes.com/ks1/

Top Marks
A range of activities here but especially good interactive activities for maths.
https://www.topmarks.co.uk/

Classroom Secrets
Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs
https://kids.classroomsecrets.co.uk/

National Geographic
National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.
https://www.natgeokids.com/uk/teacher-category/primary-resources/

Reading Eggs
https://readingeggs.co.uk/

Handwriting Monday – Friday

- Please practise the following joins for 5 minutes each day:

ly

ky

ny

- The image below shows how these letters are correctly joined:

aaa   bbb   ccc   ddd   eee   fff   ggg

hhh   iii   jjj   kkk   lll   mmm   nnn

ooo   ppp   qqq   rrr   sss   ttt   uuu

vvv   www   xxx   yyy   zzz

- Write down 5 words which include our joined letters this week.
- Now try to create a sentence which included all of our joins in different words.

Monday
Vocabulary Deconstruction

Etymology:	Prefix:	Root word:	Suffix:

Word:

incriminating

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC ●

Etymology:	Prefix:	Root word:	Suffix:

Word:

conceal

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC ●

Monday Maths – Revision

21.06.21
To revise Maths skills

1.

Sort these angles from Smallest to largest.

CHALLENGE. Can you name the different types of angles shown?

| A | B |
| C | D |
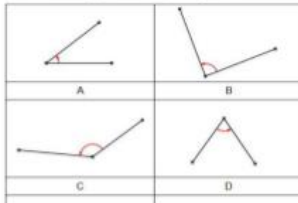
2. Complete the multiplication grid.

x	2	7	11
4			
6			

3. 3 children collect poppits.

Ben has 42 poppits
Katie has 2315 poppits
Grace has 563 poppits.

How many poppits do they have altogether?
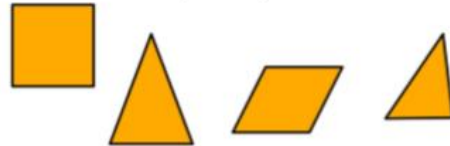
4. Which of the shapes is symmetrical?

5. Tick the number where 2 represents 2 hundreds.

2562   327   1237   27

6. Order the temperatures from the coldest to the hottest.

-13°C 0°C -3°C 13°C 7°C   ___ ___ ___ ___ ___

8. What is the approximate answer to this subtraction?

797 - 486

300   400   500   600   700   800

7. Which shape has the smallest area?

9. Label the missing number

0.2

.20   0.21   0.22   0.29

10. Order the durations from longest to shortest.

1 month
33 days
6 weeks
25 days

11. I have got £8.67.
I save £3.35 in my piggy bank.
How much do I have in my purse?

12. 3/4 + 3/4 =

13. There are 5 oranges in a bag.
A shop had 30 bags.
It sold 20 bags.
How many oranges does the shop have left?

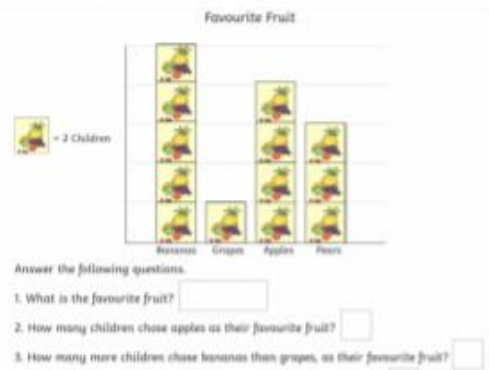14. Name another set of coordinates on this line:

15. Mrs Grant has 32 sweets.

She gives 3/4 of them to the class.

How many sweets does she have left?

16.

Favourite Fruit

= 2 Children

Answer the following questions.

1. What is the favourite fruit?

2. How many children chose apples as their favourite fruit?

3. How many more children chose bananas than grapes, as their favourite fruit?

17. 424 divided by 4 =

18. Which Roman numeral is the greatest?

XXXIII   XXVI   XLVI   LXVI

19. Round 3781 to the nearest 1000.

20. Fill in the missing numbers:

0.3
0.09

21. What number is halfway between 240 and 460?

22. The perimeter of the rectangle is 32cm.

What is the length?

5cm

?cm

23. Order these times from earliest to latest.

17:10
Quarter to 4
3:10pm
25 minutes past 5 in the afternoon
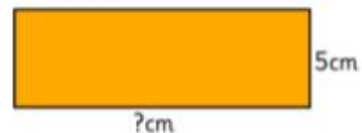
Monday: Geography – Settlements along Rivers

Children will review the importance of rivers and rainfall in the growing of crops; and investigate the relationship between rivers and settlements in Britain.

https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv

A long time ago, early settlers (like the Romans, Vikings and Anglo-Saxons) came to settle in Britain. Some originally game to gain riches and increase their territory. Others came looking for good farm land for their families. But they didn't have ready-made towns to move into. They had to creat their own settlements.

What kind of things do you think they looked for when trying to find somewhere to settle?

Why do places have certain names?

What is the meaning of Birmingham? What is the meaning of Boldmere? Can you think of any other place names with these name endings?

Name ending	Meaning	Name ending	Meaning
-don	hill	-bury	fort
-ham	village	-caster	Roman fort
-ing	people of	-borough	fort
-chester	Roman fort	-wick	trading place
-den	pasture	-ly	wood
-ton	farm	-mere	pond

Settlements are the places people live such as villages and towns. A settlement can range in size from a small number of dwellings grouped together to the largest of cities with surrounding urbanised areas.

When early settlers were looking for a site to begin their settlement the looked for some of the following features to make their life easier:

- flat land, to make building easier and safer
- local raw materials, eg wood and stone, to build homes
- a local water supply for drinking, washing, cooking and transport
- dry land, so that people could build on areas that don't flood
- a defendable site, eg a hilltop or river bend, to protect from attackers
- good farm land with fertile soils, so people could grow crops
- shelter, eg to protect from bad weather
- transport links, eg a ford or low crossing point of a river

The largest settlements are cities. This map of the British Isles shows most of the major cities.

Which cities are near the coast? These are built on the lower course of a river where the land is flatter.

Are there any cities that are not near the coast?

Design a Settlement

Iron Age hillforts had lots of features that made them easy to defend. They were built on hills, so approaching enemies were easy to spot. They had ditches at the bottom, which were difficult for attackers to cross. Hillforts were built with high walls that were hard for enemies to climb. Entrances to the hillfort were guarded. Design your own settlement that could withstand an enemy attack. Incorporate the features of an Iron Age hillfort and add some of your own. Label the features you have included.

Tuesday: History – Roman Architecture

Children study the types and architecture of Roman buildings, including the use of columns, pediments, colonnades, etc. They make a model Roman building.

The Pantheon in Rome

Roman Baths
In the city of Bath

Pompeii
Near Naples, Italy

A Roman temple in Nimes, France

Roman Architecture and Design

- Pediment
- Capital
- Shaft
- Fluting
- Base
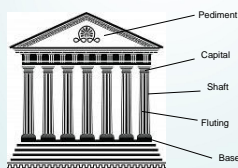
Roman columns are made up of 3 sections; the base, the shaft and the capital. They are often carved with attractive designs. The shafts of Roman columns are sometimes decorated with vertical grooves or bands. This is called fluting. Many Roman buildings have a triangular shaped stone structure resting on columns. This is called a pediment.

Roman Colonnade
A design where many columns are built in a row to hold up a long roof or cover a walkway.

Arched Colonnade
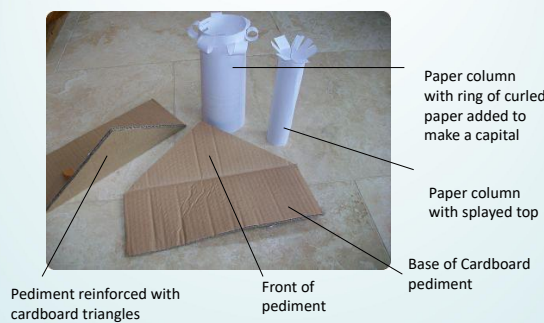A row of columns with an archway spanning the gap between each one.

Task
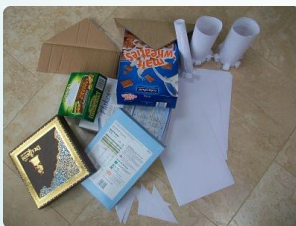
Make a Roman style building using paper columns, cardboard roofs and pediments.

The next few slides will give you some tips and ideas that will help!

Columns and Pediments

- Paper column with ring of curled paper added to make a capital
- Paper column with splayed top
- Base of Cardboard pediment
- Front of pediment
- Pediment reinforced with cardboard triangles

Cardboard pediments need to be held at a right angle using card triangles. The ones used here are right angled isosceles triangles with 8cm sides.

1. Draw round a right angle about 2cm from the corner
2. Snip off the outside corner
3. Fold along the 2 drawn lines
4. Glue the 2 folded flaps
5. Stick one of the flaps to the base of your pediment and the other to the triangular front (hold them in place for a minute or two until they are firmly stuck)
6. Put 2 of these triangles on your pediment

Make paper columns by rolling A4 or A5 paper and gluing the edge to stick it in place.

All the columns holding up one roof or pediment need to be exactly the same height so always use the same size paper.

Use A4 portrait for a tall slender column. A4 landscape makes a shorter wide column that is very stable (like the one in the photo above). Use A5 for a short slender column.

If you use slender (thin) columns you may need to snip around the tops to splay them so you can stick them to your roof or pediment. Wide columns will be stable enough without gluing.
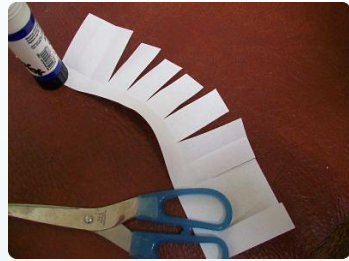
You can make a decorative capital for your column by cutting a strip of paper the same width as the paper you used for the column.

1. Use a ruler to draw a line all the way along it about 2cm from one edge.

2. Make parallel cuts (flaps) up to the line (see photo).

3. Snip off the last 2 flaps and curl the others by drawing each flap across the blade of a pair of scissors whilst pressing it firmly with your thumb.

4. Glue all the way along the strip above the line of flaps and wrap it around the top of your column with the flaps curling up.

6. Glue the tip of each curl in place
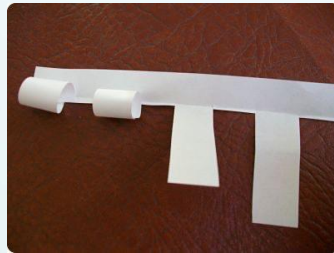
For a different effect, try cutting away alternate flaps before curling.

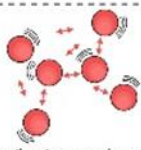# Tuesday: Science – String Telephone

Children will be exploring how sounds change over distance and they will make a string telephone and then fill out the "String Telephone" sheet to explain what they have done and how the string telephone works.

Travelling Sounds

Cut out these pictures with their captions and place them in the correct order in the boxes above.

The vibrations are changed into electrical signals and sent to your brain. Your brain tells you that you are hearing a sound!
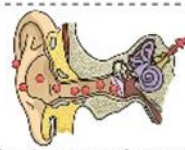
Vibrations pass from the sound source to particles in the air around it.

The vibrations reach your ear, and pass into your ear.

The sound source begins to vibrate.

The vibrations pass from particle to particle.

Travelling Sounds

Sounds get quieter as the distance between the sound source and your ear increases.

Sounds travel as vibrations. As the sound waves travel, the particles of whatever they are travelling through vibrate, or move quickly on the spot. The further the vibrations travel, the more they spread out. As they spread out through more and more particles, the vibrations become smaller and smaller. This causes the sound to get quieter and quieter.

Think of dropping a leaf into a pond. The very first ripples directly around the leaf will be very large, but as the ripples spread out across the pond, they will get smaller and smaller until eventually they disappear.

This is why sounds get quieter and quieter as you move further away from the source, until you eventually can't hear the sound at all.
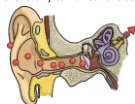
Travelling Sounds

You can see the ripples getting smaller as they spread out across the pond, until they eventually disappear. This is like the way the vibrations of sound get smaller as they spread out over distance, getting quieter and quieter.

Travelling Sounds

Sounds also get quieter over distance because some of the vibrations are absorbed by obstacles they meet.

If the ripples in the pond below hit an obstacle such as a stick or rock, they would not travel as far. This can help you understand why sounds get quieter as you move further away.

Sound over Distance

Try this investigation to explore how sounds change over distance.

Sit near to a ringing alarm clock and think about how loud it sounds. Then move one metre away and again listen to how loud it is. Continue moving away one metre at a time, stopping each metre to listen to how loud the alarm sounds.

Now choose one member of your class and place a blindfold on them! Sound the alarm clock a certain distance away from them. Can they tell the distance the alarm is away from them just by listening to how loud it sounds? Let several people have a go.

Who is closest at guessing the distance? Did anyone get it exactly right?

Sound over Distance

We know that vibrations spread out and get smaller as they travel, making sounds quieter as we move further away from the source of the sound. But often people need to be able to hear sounds from far away.

Can you think of any devices that transmit sound over a distance, or ways of making sounds louder so that they travel further?

Talk to your partner about your ideas.

Phone   Microphone   Radio   Walkie Talkie   Putting hands around   Television

Telephone Transmission

Telephones are used to transmit the sound of people's voices over long distances.

When you speak into a telephone, the sound energy in your voice is turned into electrical energy, which is transported down a wire to the other person's telephone. The electrical energy is converted back into sound energy, and they can hear what you are saying!
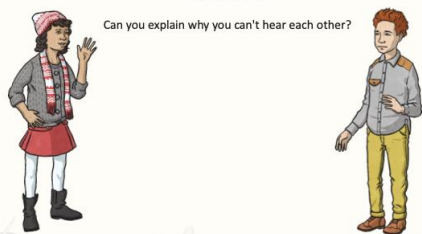
Your challenge today is to create a string telephone that will transmit the sound of your voice over a distance.

Telephone Transmission

You and your partner should stand far apart from each other.

Use your normal speaking voice to try to talk to each other. Make sure that you can't hear each other!

Can you explain why you can't hear each other?

Telephone Transmission

The vibrations from the sound of your voice cannot continue moving as far as your partner's ear. The vibrations get smaller and stop before they reach your partner.

Now use the instructions on the String Telephone Activity Sheet to construct your string telephone.

Stand the same distance apart as you did earlier. Use your telephone to speak to each other. Remember to use your normal speaking voice. You should be able to hear each other now!

Telephone Transmission

How does your telephone work?

The string and the cups are solid, so the particles are much closer together than the particles in the air, which is a gas.

The sound energy can travel from particle to particle far easier in the solid string telephone, so the sound of your voice is louder over the same distance than it was in the air.

Solid Particles   Gas Particles
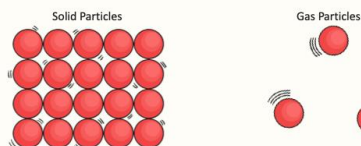
String Telephone

Make a string telephone to explore how sounds travel over a distance.

You will need:

Two paper cups

A compass or sewing needle to make holes in the cups;

Approximately 20m length of string (kite string works well).

What to do:

1. Use the compass or sewing needle to carefully poke a hole in the bottom of each cup. You may need to ask an adult to help you.

2. Thread the string through the holes and tie a knot at each end to stop it pulling through the cups.

3. You and your partner should each hold a cup and move apart so that the string is tight.

4. Take turns talking into your cup while your partner listens in their cup.

How does it work?

Use the key words to fill in the gaps to explain how your string telephone works.

When one person talks into their cup, the cup _____. The movement _____ of these vibrations passes along the string. The string is a _____, so the particles are very close together, and the vibrations can pass _____ and easily along the string. The vibrations pass from the _____ into the second cup, which also vibrates. These vibrations pass through the air _____ into the second person's _____, who can then hear the sound of the first person's voice. The sound of the person's voice is _____ through the string than it is through the air over the same _____.

sound	vibrates	energy	string	solid
particles	distance	ear	louder	quickly

Spellings – Year3 & 4 Word List - Wednesday

Ask a grown-up at home to dictate this to you. They read it out loud and you write it down. Afterwards see how many words you spelt correctly.

Dictation Activity 2

The Olympic Games will be a **popular** and **important** event in this year's summer **calendar**. Many athletes are currently **busy** training to try and gain their place in Olympic **history**. The **pressure** to perform at their best during the games is **extreme**. **Imagine** how it feels to **experience** walking out to **appear** in an Olympic final- your **heart** racing and you barely being able to **breathe**.

Wednesday Maths – Word Problems

1. A puppy eats 80g of dried food each day. How much will it eat in a week?

2. An adult Labrador needs 375g of dried dog food each day. How much would five Labradors eat in a day?

3. Mrs Walker spends £102 per month on cat food. This works out at £6 for each cat. How many cats does she have?

4. Mr Chidgey needs 5 cans of dog food each day to feed his dogs. How many days will 130 cans last?

5. A cat needs one worming tablet four times a year. How many tablets would the cat sanctuary need each year for its 148 cats?

6. Jack is checking rabbits' paws. If Jack checks 52 paws, how many rabbits are there?

7. A dog needs three walks a day. How many walks does it need in a year?

Challenge

Make up your own pet number story for a friend to try to answer.

Calculate:

154 x 7   6 x 289   4 x 5 x 9 x 3

_____

This calculation has the same number missing from each box.

Write the missing number in the boxes.

□ x □ - □ = 72

_____

A shop sells some boxes of 'Posh-Chocs' that cost £3.58 each, and makes £32.22. How many boxes did they sell?

Wednesday Art – Painting 'en plein air'

What do we know about Monet so far?

What can we notice about what he liked to paint?

https://www.youtube.com/watch?v=0JTazf7tH44

We are going to use Monet's squinting technique to paint 'en plein air' today.

In a pair, you will need...
- Paper
- Watercolour pallet
- A pencil each and brushes
- water pot

We will sit under the tree and you may face the direction of your choice. Choose a small area to draw and paint.

Spellings – Year3 & 4 Word List – Thursday

How many of the words from the list can you find in the wordsearch in five minutes?

w	w	a	y	u	r	e	g	f	v	b	g
a	g	g	d	x	u	w	o	m	a	n	a
p	e	e	e	t	h	g	i	e	w	h	l
v	h	g	u	o	h	t	a	u	a	g	t
s	u	p	n	e	m	o	w	o	z	u	h
h	c	i	n	t	o	j	m	s	k	o	o
l	t	b	y	b	h	v	u	t	z	r	u
t	h	e	r	e	f	o	r	e	q	h	g
g	z	r	a	j	i	z	u	k	d	t	h
q	q	n	h	r	x	c	a	g	i	a	f
o	w	x	a	s	q	o	c	f	h	k	p
y	w	v	l	r	w	y	f	i	p	t	r

therefore	various
though	weight
although	woman
thought	women
through	

Thursday – French

Find out what the following clothes are in English?

un pull

un pantalon

une jupe

une robe

une casquette

un jogging

des lunettes de soleil

un maillot de foot

un t-shirt

des baskets

Now using the box below make 10 sentences about when you wear clothes.

Le weekend (At the weekend) À l'école (At school)	je porte (I wear)	un (a)	pantalon (a pair of trousers) jogging (a pair of jogging bottoms) maillot de foot (foot shirt) t-shirt (t-shirt)
En été (In the summer)		une (a)	jupe (skirt) robe (dress) casquette (hat)
En hiver (In the winter) Normalement (Normally)		des (some)	lunettes de soleil (sunglasses) baskets (trainers)

Spellings – Year3 & 4 Word List – Friday
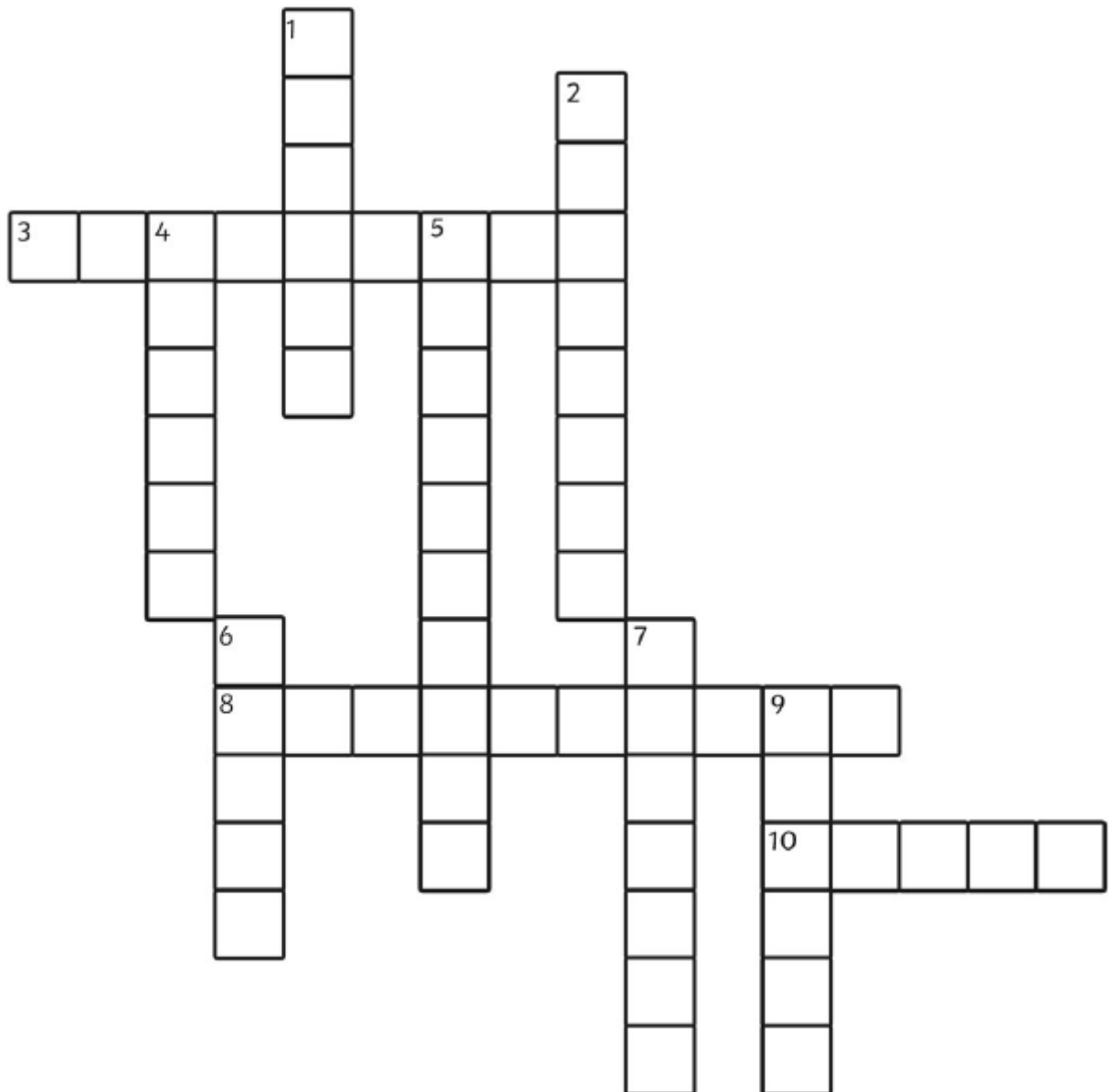
Across
3. Not identical.
8. Knowledge gained from what one has encountered.
10. To have control, rule, or influence.

Down
1. Not long past.
2. Starchy vegetables.
4. Renowned, has a widespread reputation.
5. A test or trial.
6. An organ that pumps blood around the body.
7. To have confidence in something without absolute proof.
9. A shape with one edge.

PIRA Practice

Date: "Text Talk" Year 4/5

Skill Focus: Retrieving information

BIG BEN GETS A BATH!

People from all over the world come to London and visit Big Ben but one week this August, they would have seen an unusual sight!

Five highly-trained abseiling experts started cleaning all four clock faces on 18th August. It will be the clock's first scrub for 4 years. Experts think it will take a week to complete the cleaning so long as the weather stays fine.

The Houses of Parliament clock (nicknamed Big Ben), which was built in 1859, will also be checked for damage to the dials. Each clock face is made up of 312 pieces of opal glass, which must be treated carefully. The hands of the clock were made in copper because it is lighter than other metals.

> **DID YOU KNOW?**
> Big Ben's real name is the Great Clock of Westminster which is at the top of the Elizabeth Tower (named after the Queen). The Elizabeth Tower is part of the Houses of Parliament.

To keep the climbing cleaners safe, the clock's hands have been frozen in the midday position.

1. Where is Big Ben?
2. What year was Big Ben last cleaned in?
3. Over 250 pieces of glass are used in Big Ben. True or false?
4. What material was chosen to make the hands of the clock and why?
5. How have they made sure the cleaners will not be in danger?
6. How many days will it take to finish the job?
7. What is the correct name for the building the clock is at the top of?

Date: "Text Talk" Year 4/5

Skill focus: Making inferences

Opening night

Tim took another deep breath. Inside his chest, he could feel his heart pounding like a bass drum. Again, he took slow, deep breaths and picked up his script. Flicking through the pages, he read through his lines quietly to himself, mumbling under his breath. All his hard work over the last few months had been for tonight. Crossing his fingers tightly, he wished for good luck.

"Tim, are you ready? You're on in 2 minutes," said Mr. Smith.

"I think so, Sir," said Tim in a shaky voice.

"Don't worry, you'll be fine, Tim. Break a leg!"

Slowly, Tim stood up and made his way towards the heavy, red velvet curtain. He pulled it to the side and stepped through.

1. How do you think Tim is feeling at the beginning of the text?
2. Explain how you know how he is feeling.
3. What do you think Tim is waiting to do?
4. What clues told you what Tim might be doing?
5. Who do you think Mr. Smith is?
6. Do you think "Opening Night" is a good title? Why?
7. If you had to give this text a different title, what would you call it?

Grammar Practice

Grammar and Punctuation

Grammar
and Punctuation
Year 4
Challenge Cards

twinkl

1
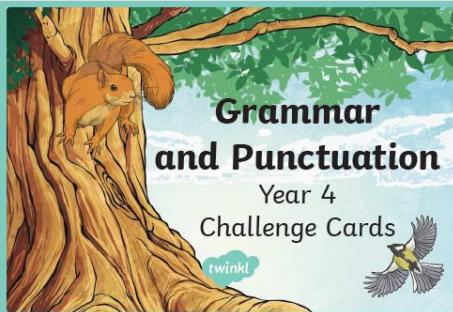
Grammar and Punctuation

Which word in the following sentence is an **adverb**?

She carefully balanced the cup on the saucer.

2

Grammar and Punctuation
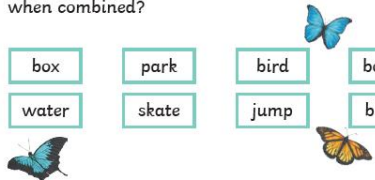
Which words below make a **compound word** when combined?

| box | park | bird | board |
| water | skate | jump | black |

3

Grammar and Punctuation

How would you **correct** these sentences?

We was going to the airport.
If we was not at school, I'd go to the park.
Lily were with her friends.
I were at Noah's house.

4

Grammar and Punctuation

Put **brackets** into these sentences.

My favourite book The Hobbit is a fantasy story.

The girls who were called Molly and Ella sat next to each other in class.
The parcel which was wrapped in brown paper was sitting on the doorstep.

5

Grammar and Punctuation

Which **conjunction** would you use in this sentence?

The squirrel hurtled up the tree _____ the dog barked at the bottom.

| while | before |
| so | when |

6

Grammar and Punctuation

Why do we start a new **paragraph**?

1. To indicate a new subject or theme.
2. To break up the page.
3. To change the time or place in our story.
4. To make our story look longer.
5. To group relevant information together.

7

Grammar and Punctuation

Where should the **apostrophe** be in these sentences?

Hannahs mum worked at the hospital.
Barry, my sisters rabbit, was grey and white.
Im going to the skatepark to see my friends.
Mum hasnt got time to go to the hairdressers.

Grammar and Punctuation (8)

Which **fronted adverbial** would make sense?

… the atmosphere changed and everyone began to feel to feel rather sleepy.

Without a sound,	As the clouds parted,
	Later that evening,
	Sometime earlier,

Grammar and Punctuation (9)

What is the rule for adding these **suffixes** to the words below?

- ed   - ing   - en

prefer   begin   forgot

Grammar and Punctuation (10)

What do these **prefixes** mean? Match them up.

sub   against

auto   under

sub   against

auto   under

Grammar and Punctuation (11)

What is the correct **spelling** of the missing words in these sentences?

I _____ you're going on holiday soon.   here/hear

We _____ you at school today.   missed/mist

The hamster died so we had to _____ it.   berry/bury

Mum needed some _____ and quiet.   piece/peace

Grammar and Punctuation (12)

In the following sentences the **apostrophe** is used to make one word instead of two. Which two words would these be?

We haven't had a spelling test for ages.

"Don't shout!"

"Who's your class teacher?" asked the secretary.

"How's your Gran doing?" my neighbour asked me.

Grammar and Punctuation (13)

Put the **comma** in the correct place.

The policeman said "Where did you find that bag?"

The flowers were bright yellow the brightest yellow Jasmine had ever seen.

It was later that night when the sirens started, that Jayne began to worry.

Grammar and Punctuation (14)

What does this sentence need? **Rewrite** the sentence correctly.

Carrie went to the pizza shop. Carrie liked the pepperoni pizza. Carrie's brother didn't like pepperoni. Carrie's brother preferred chicken.

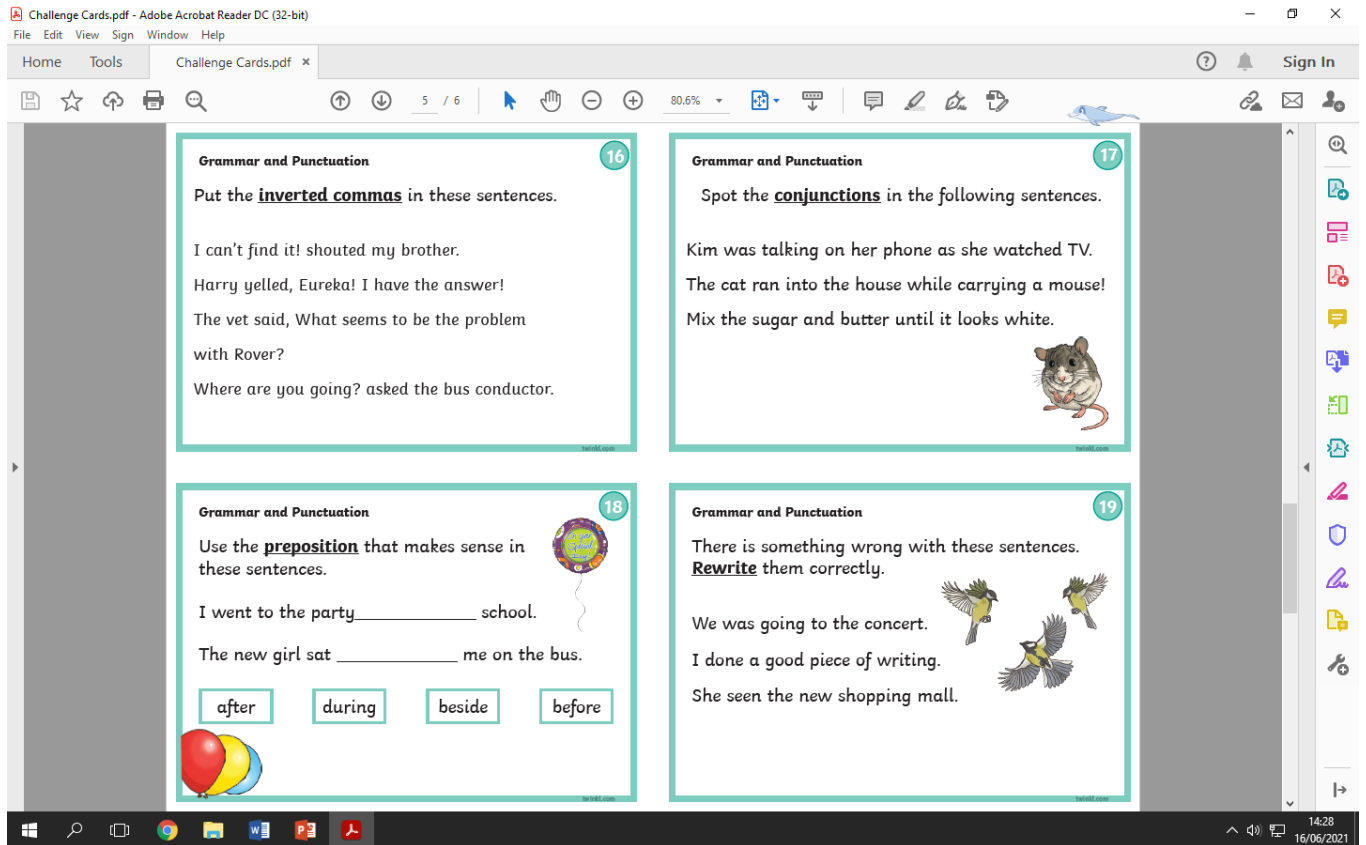nouns   adjectives   pronouns

Grammar and Punctuation (15)

Improve these sentences using **adverbs**.

The dog barked throughout the night, waking everyone up. The neighbours shouted from their windows. The owner was embarrassed.

Grammar and Punctuation 16

Put the **inverted commas** in these sentences.

I can't find it! shouted my brother.

Harry yelled, Eureka! I have the answer!

The vet said, What seems to be the problem

with Rover?

Where are you going? asked the bus conductor.

Grammar and Punctuation 17

Spot the **conjunctions** in the following sentences.

Kim was talking on her phone as she watched TV.

The cat ran into the house while carrying a mouse!

Mix the sugar and butter until it looks white.

Grammar and Punctuation 18

Use the **preposition** that makes sense in these sentences.

I went to the party_____ school.

The new girl sat _____ me on the bus.

| after | during | beside | before |

Grammar and Punctuation 19

There is something wrong with these sentences. **Rewrite** them correctly.

We was going to the concert.

I done a good piece of writing.

She seen the new shopping mall.

Thursday – Maths

Complete the following sets of calculations. Be careful they are all mixed up – addition, subtraction, multiplication and division.

Choosing how to do calculations Sheet 1

1.   456 + 200

2.   3 × 426

3.   832 - 489

4.   100 ÷ 4

5.   4368 - 1001

6.   3474 + 2362

7.   2 × 124

8.   84 ÷ 6

Choosing how to do calculations
Sheet 2

1. 3×21
2. $368 + 201$
3. $8734 - 2372$
4. $81 \div 8$
5. 432×2
6. $5278 + 3846$
7. $760 \div 10$
8. $72 - 65$
9. $172 \div 8$
10. 3×678
11. $402 - 398$
12. $248 \div 2$
13. $76 + 24$
14. $5000 - 4987$
15. 10×43
16. $2478 + 999$

Thursday – Computing – Using HTML

Go to the weblink

https://projects.raspberrypi.org/en/codeclub/webdev-module-1

Follow the instructions to create your own online birthday card. Follow the instructions to save your project via link. Send your link to your teacher so they can have a look!

Friday – Maths

Solve the three parts to this problem. Show which method you used to work out each bit.

Vikram and his three friends go to watch a film. The whole show lasts 134 minutes, but there are 27 minutes of trailers and adverts.
How long is the actual film?

Vikram and his three friends each pay £3.80 to see the film at 2pm.
How much do they pay altogether?

Vikram and his three friends buy four boxes of popcorn for a total of £4.80.
How much is one box of popcorn?

Complete these word problems.

1. A family of four are travelling on holiday.
   Their destination is 248 miles away.
   After 136 miles they stop for lunch.
   How much further do they have to go?

2. They each have a panini for £3.25 each, and a drink for £1.75 each.
   How much do they spend on paninis?

3. The family are renting a holiday lodge for £350 for the week.
   How much does this cost per night?

4. They have tea in a local café.
   Mum's meal costs £8.95, Dad's costs £9.49, Jack's costs £3.95 and Mel's costs £4.45.
   How much do the children's meals cost altogether?

Use a mental strategy (with jottings) for each of these.

17 x 11   298 x 3   25 x 19

Write >, = or < in each box to make the statements correct:

15 x 10 ☐ 11 x 14

90 ÷ 30 ☐ 60 ÷ 20

120 ÷ 4 ☐ 160 ÷ 8

30 x 8 ☐ 100 x 10

A shop sells some boxes of 'Posh-Chocs' that cost £3.69 each, and makes £59.04. How many boxes did they sell?

In July, Ali collects 2, 3 or 4 eggs each day from her hens. In the first 20 days, she collects 57 eggs altogether.

What is the greatest number of eggs Ali can collect in July?