



# Home Learning Pack

Year 4

Autumn 1 week 5



## 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](http://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=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2MjE1cw%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:

ie

in

il

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



- 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

<u>Etymology:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
<u>Word:</u> triumphant			<u>Opposite:</u>

<u>Definition:</u>	<u>Synonyms:</u>
<u>Put it in a sentence:</u> Remember ABC 🗿 ●	

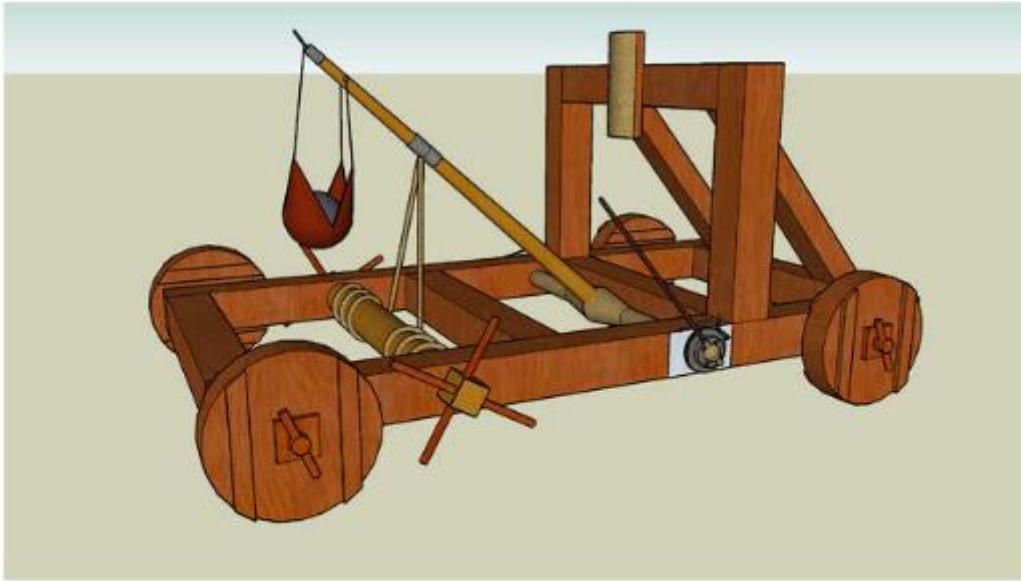
<u>Etymology:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
<u>Word:</u> remnants			<u>Opposite:</u>

<u>Definition:</u>	<u>Synonyms:</u>
<u>Put it in a sentence:</u> Remember ABC 🗿 ●	

# Monday History - Onagers

Monday 14th June

To be able to use secondary research to find out information about Roman onagers.

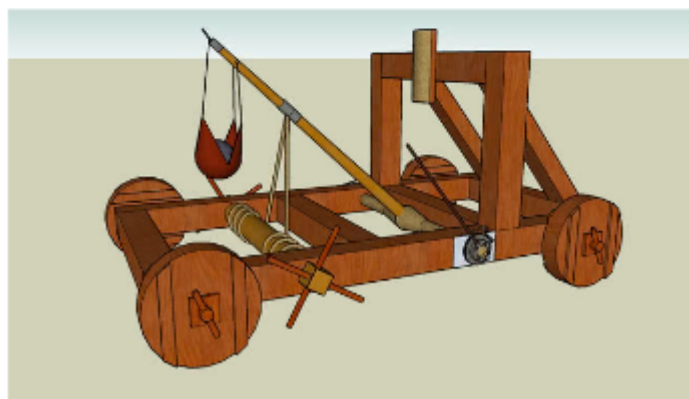


Your learning challenge:

Can you use secondary resources to discover information about Roman onagers?

-What search terms can we use to find our information?

-You will need to create a fact file using the information you find.



Title your fact file

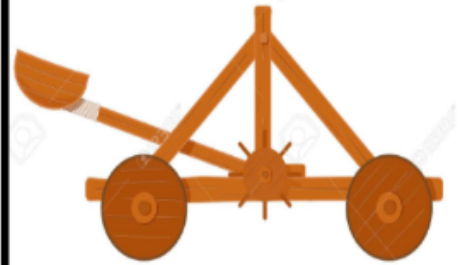
What is a Roman onager?

What were they used for?

What materials did they use to make them?

Were they effective?

Draw a sketch





# Monday Geography - Rivers for Life

Children will investigate the importance of the Nile to life in Egypt. Read the information below and then fill in the table.

Monday 14th June 2021  
The Nile River

## What do you know about the Nile River?

### Fertile Land

The most important thing the Nile provided to the Ancient Egyptians was fertile land. Most of Egypt is desert, but along the Nile River the soil is rich and good for growing crops. The three most important crops were wheat, flax, and papyrus.

- Wheat - Wheat was the main staple food of the Egyptians. They used it to make bread. They also sold a lot of their wheat throughout the Middle East helping the Egyptians to become rich.
- Flax - Flax was used to make linen cloth for clothing. This was the main type of cloth used by the Egyptians.
- Papyrus - Papyrus was a plant that grew along the shores of the Nile. The Ancient Egyptians found many uses for this plant including paper, baskets, rope, and sandals.

### Transportation

Since most of the major cities of Ancient Egypt were built along the Nile River, the river could be used like a major highway throughout the Empire. Boats constantly travelled up and down the Nile carrying people and goods.

### Seasons of the Nile

The Egyptians even built their calendar around the Nile River. They divided their calendar up into three seasons. Akhet, or inundation, was considered the first season and was the time of the flooding of the Nile. The other two seasons were Peret, the growing season, and Shemu, the harvest season.

The Nile River played an important role in shaping the lives and society of Ancient Egypt. The Nile provided the Ancient Egyptians with food, transportation, building materials, and more.

### About the River Nile

The Nile River is the longest river in the world. It is over 4,100 miles long!

The Nile is located in northeast Africa and flows through many different African countries including Egypt, Sudan, Ethiopia, Uganda, and Burundi.

There are two major tributaries that feed the Nile, the White Nile and the Blue Nile. The mouth of the River Nile feeds into the Mediterranean Sea.

### Upper and Lower Egypt

The Nile River flows north through Egypt and into the Mediterranean Sea. Ancient Egypt was divided into two regions, Upper Egypt and Lower Egypt. This looks a bit confusing on a map because Upper Egypt is to the south and Lower Egypt is to the north. This is because the names come from the flow of the Nile River.



### Flooding

Around September of each year the Nile would overflow its banks and flood the surrounding area. This sounds bad at first, but it was one of the most important events in the life of the Ancient Egyptians. The flood brought rich black soil and renewed the farmlands.

### Building Material

The Nile River also provided a lot of building materials for the Ancient Egyptians. They used the mud from the riverbanks to make sundried bricks. These bricks were used in building homes, walls, and other buildings. The Egyptians also quarried limestone and sandstone from the hills along the side of the Nile.

## FACTS

- Egypt's population has depended up the Nile for thousands of years. Most of Egypt's population and settlements lie along the banks of the Nile.
- The Ancient Egyptians called the Nile, the Great River.
- The drainage basin of the Nile covers about one tenth of all of Africa.
- The Nile River is bridged in many places
- The Ancient Egyptians called the rich black soil from the floods the "Gift of the Nile".
- Today, the Aswan Dam keeps the Nile from flooding modern cities.
- The Ancient Egyptians believed that the flood was caused by the tears of the goddess Isis as she cried for her dead husband Osiris.

<p>What is special about the River Nile?</p> 	
<p>Why is the River Nile so important to the people of Egypt?</p> 	



Where has the River Nile come from before it reaches Egypt?



# Tuesday SPaG - Word Classes

Starter: Play the word sorting game:

<https://wordwall.net/resource/157077/english/word-class-sort-game>

## Find the verbs

Which words are the verbs in these sentences?



The children are happy.



The cat is ginger.



I am tired today.

These words (is, are and am) are all different forms of the verb **'to be'**.

## 'Am', 'Is' or 'Are'?

### Singular

You are

He is

She is

It is

### Plural

We are

You are

They are

Can you think of the past and future tense of each form of 'to be'?

Write out the sentences - how many word classes can you label in each one?

1. The lazy **man** walked **slowly** **across** the cold yard.
2. Next, we **walked** **over** the bridge to look at **the** beautiful **ducks**.
3. **The** **rain** **fell** constantly.
4. **Amazingly**, the **quiet** **class** could **find** all the word types **in** the **sentence**.
5. The **man** is **slowly** walking **down** the **damp** **lane** with a **golden-haired** dog.

## Spellings - prefixes - Wednesday

Prefixes - un/dis/in/re/sub/inter/super/anti/auto

Use the matrices and create as many words as they can in 5 minutes.  
Write them in your books.

un def in	fin	ish al ite	ing ed es ly ist ise ive
un re	at de	tach	ing ed es able ment

## Spellings - prefixes - Thursday

Prefixes - un/dis/in/re/sub/inter/super/anti/auto

How many words can you make from the boxes below?

Just join two boxes each time.

<b>un</b>	<b>super</b>	<b>way</b>	<b>highway</b>	<b>finished</b>
<b>dis</b>	<b>inter</b>	<b>merge</b>	<b>national</b>	<b>attach</b>
<b>in</b>	<b>anti</b>	<b>marine</b>	<b>twine</b>	<b>create</b>
<b>re</b>	<b>auto</b>	<b>do</b>	<b>aircraft</b>	<b>marine</b>
<b>sub</b>	<b>cover</b>	<b>man</b>	<b>natural</b>	<b>lock</b>
<b>do</b>	<b>matic</b>	<b>drive</b>	<b>evitable</b>	

Do you know what the word means? Write it in a sentence.

## Spellings - prefixes - Friday

Part One: Write which word is being described.

1. To heat before: \_\_\_\_\_
2. To not like: \_\_\_\_\_
3. To do the opposite of tie: \_\_\_\_\_
4. To write again: \_\_\_\_\_
5. To pay before: \_\_\_\_\_
6. To do the opposite of pack: \_\_\_\_\_
7. To use again: \_\_\_\_\_

Part Two: Add a prefix (pre-, re-, un-, dis-) to the base word to create a new word.

8. \_\_\_\_\_ play

9. \_\_\_\_\_ honest

10. \_\_\_\_\_ do

11. \_\_\_\_\_ known

12. \_\_\_\_\_ heat

13. \_\_\_\_\_ pay

14. \_\_\_\_\_ fund

15. \_\_\_\_\_ read

16. \_\_\_\_\_ true

17. \_\_\_\_\_ use

18. \_\_\_\_\_ obey

19. \_\_\_\_\_ school

20. \_\_\_\_\_ charge

21. \_\_\_\_\_ agree

## Monday English

ActivInspire - Studio

File Edit View Insert Tools Help Battle Speech Monday

Page 2 of 8 Best Fit

Talk to your partner

What is a battle speech?

Where have we seen/heard one before?

Why were they used and why might they be important to the Romans?

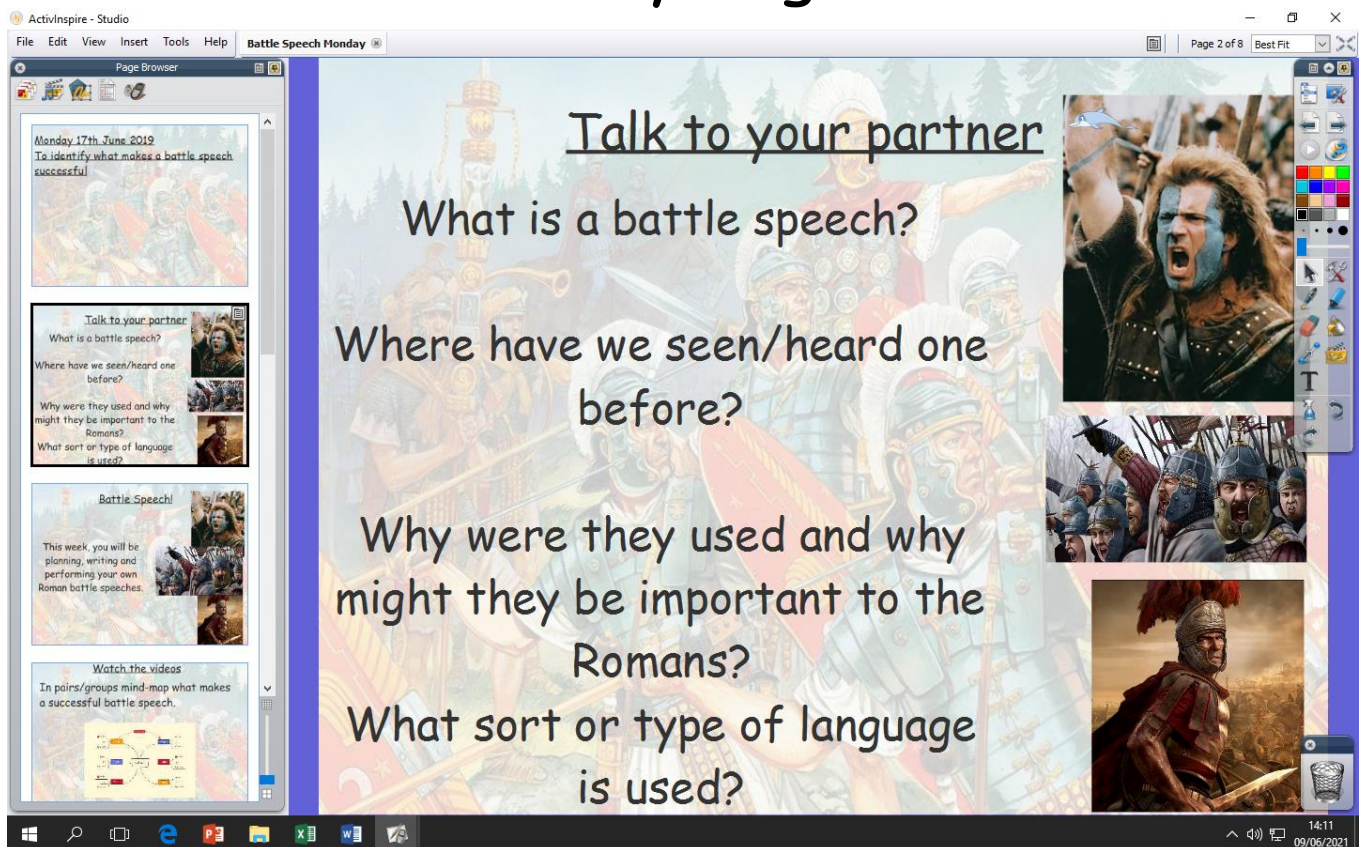
What sort or type of language is used?

Monday 17th June 2019  
To identify what makes a battle speech successful

Talk to your partner  
What is a battle speech?  
Where have we seen/heard one before?  
Why were they used and why might they be important to the Romans?  
What sort or type of language is used?

Battle Speech!  
This week, you will be planning, writing and performing your own Roman battle speeches.

Watch the videos  
In pairs/groups mind-map what makes a successful battle speech.





# Tuesday English

Activinspire - Studio

File Edit View Insert Tools Help Battle Speech Monday Battle Speech Author's language Page 5 of 8 Best Fit

Author's language

In your book, stick in parts of the battle speech. Explain what is meant by each phrase or word, in as much detail as you can. **Challenge: Add your reasons.**

Steady your heart.

'Steady your heart,' shows that the centurion wants his soldiers to calm their nerves and remember that they are brave. **I think this because the soldiers will be anxious about going into battle.**

metaphors  
repetition  
rhetorical question  
second person (you)  
addition conjunctions  
emotive language  
exaggeration  
personification  
technical vocabulary

You are the centurion. This is your speech to your troops. Steady your heart. Look deep into your soul. For your mettle is to be tested this day. 28 in the heart of battle you need a reason to fight on - can take in which you will give up all that you will ever have - you need only to look at the men who fight at your side. This is the 'why' of battle. This is the brotherhood of men in arms. An unbreakable bond made stronger by the crucible of combat. You will never be closer than with those who you shed your blood with. For there is no nobler cause than to fight for those who will lay down their life for you. So you fight strong today. You fight for your brothers. Fight for your families. Most of all you fight for Rome.

centurion

Author's language  
In your book, stick in parts of the battle speech. Explain what is meant by each phrase or word, in as much detail as you can. **Challenge: Add your reasons.**

Steady your heart.  
'Steady your heart' shows that the centurion wants his soldiers to calm their nerves and remember that they are brave. I think this because the soldiers will be anxious about going into battle.

Let's try some repetition. **Challenge: give your reasons.**  
Look deep into your soul.

For your mettle is to be tested this day.

Use the text around each phrase to help identify what is meant or implied by the author.

14:11 09/06/2021

Authors language Tuesday - Word

File Home Insert Design Layout References Mailings Review View Design Layout Tell me what you want to do... Sign in Share

Read Mode Print Web Layout Draft Outline Ruler Gridlines Navigation Pane Zoom 100% One Page Multiple Pages Page Width New Window Arrange All Split View Side by Side Synchronous Scrolling Reset Window Position Switch Windows Macros

heat of battle

This is the "why" of battle.

An unbreakable bond made stronger by the crucible of combat.

You will never be closer than with those who you shed your blood with.

For there is no nobler cause than to fight for those who will lay down their life for you.

So you fight strong today.

You fight for your brothers. Fight for your families. Most of all you fight for Rome.

Page 1 of 1 146 words English (United Kingdom) 14:13 09/06/2021

## Tuesday - Maths

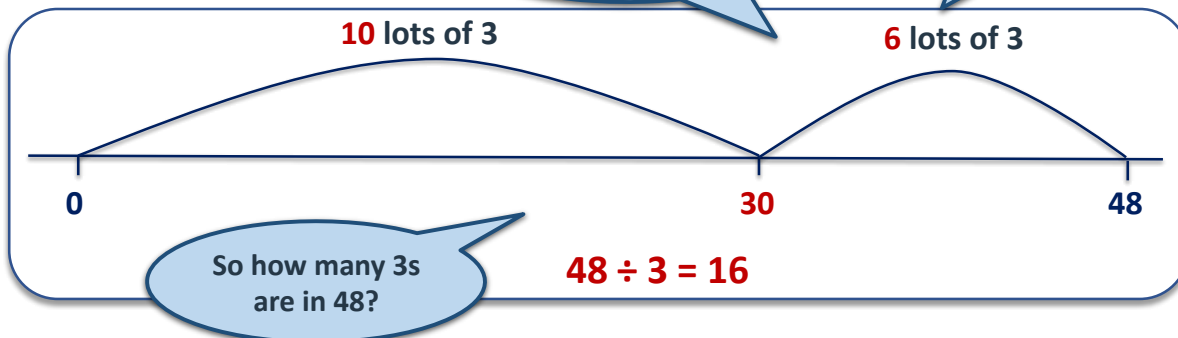
Divide 2-digit numbers by 1-digit numbers, with answers less than 30 (without remainders).

Let's find  $48 \div 3$  on an empty number line.

Can you estimate how many 3s there are in 48? More than 10? Fewer than 10? More than 20?

How much is left to get to 48?

How many 3s in 18?



We can record this same division using the vertical layout.

...or the shortened version using the 'bus shelter'.

$$\begin{array}{r} \square \times 3 = 48 \\ 10 \times 3 = 30 \\ \underline{18} \\ 6 \times 3 = 18 \\ \underline{0} \end{array}$$

$$\begin{array}{r} 10 + 6 \\ 3 \overline{)48} \\ - 30 \\ \hline 18 \\ - 18 \\ \hline 0 \end{array}$$



Day 1: Divide 2-digit numbers by 1-digit numbers, with answers less than 30 (without remainders).

Let's find  $72 \div 3$  using the 'bus shelter' layout.

How many 3s do you think are in 72? More than 10? More than 20? More than 30? What is  $20 \times 3$ ? So let's subtract that and write 20 at the top.

$$\begin{array}{r} 20 + 4 \\ 3 \overline{)72} \\ \underline{-60} \\ 12 \\ \underline{-12} \\ 0 \end{array}$$

So how many 3s are in 72?

How much is left to divide?

How many 3s in 12?

Choose to use either a number line jotting or use a 'bus shelter' to calculate  $96 \div 4$ .


## Tuesday - Science: Pitch

Children will investigate pitch and volume by exploring instruments and the different sounds they make. Read the information below, when you read slide 5, 6 and 7, complete the table below to explain how different instruments make high and low sounds. After that, read the rest of the slides and then have a go at making your own pan pipes. Explain how you created your pan pipes so that they can play sounds of different pitches.

### Different Sounds

Sounds can be loud or quiet. Bigger vibrations make louder sounds, and smaller vibrations make quieter sounds.

There are other ways sounds can be different.

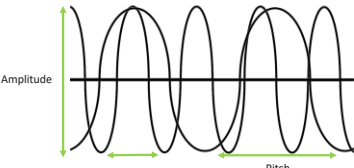


### Different Sounds

High and low are words to describe the pitch of a sound.

The pitch of a sound is different to the amplitude.

Amplitude is a measure of how loud or quiet a sound is, and pitch is a measure of how high or low a sound is. High sounds can be quiet or loud, and low sounds can be quiet or loud too!



## Different Sounds

Watch this clip to see if you can hear and identify how different musical instruments create different sounds.



Click on this image to play the video in a new window.

## Exploring Pitch

You are going to explore how high and low sounds are made, and see if you can spot any patterns when looking at how different instruments can create sounds of different pitches.

You will try three different activities and note down any observations about how the sounds change on your Exploring Pitch Activity Sheet.

Instrument	How do you make a high sound?	How do you make a low sound?
String instrument		
Percussion		
Wind instruments		

## Changing Pitch

On a string instrument, there are several ways to change the pitch.

The tighter, thinner or shorter the string is, the higher pitched the sound will be and the looser, thicker or longer the string is, the lower the sound will be.

Faster vibrations will make a sound higher, and slower vibrations will make a sound lower.

The ways of changing the strings all change the vibrations, which in turn change the pitch of the sound.



## Changing Pitch

On a wind instrument, the column of air inside the instrument is what vibrates to cause the sound.

Shortening the column of air will create a higher sound, and lengthening the column of air will create a lower sound.

This can be done with a sliding mechanism, such as in a trombone.

The length of the column of air can be changed by opening or closing holes in the side of the tube, such as in a recorder.



## Changing Pitch

In a percussion instrument, the surface or object that is struck is the thing that vibrates to create the sound.

The pitch of a percussion instrument can be changed in different ways.

There may be a series of different length bars or keys, such as in a xylophone. The shorter the bar or key, the higher the pitch will be.

There may be different instruments of different sizes. For example, when playing hand bells the musician will have a set of bells to play. The smaller the bell, the higher the pitch. The larger the bell, the lower the pitch.

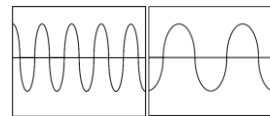
In a drum, the tighter the skin, the higher the pitch will be.

A thinner skin will make a higher pitched sound and a thicker skin will make a lower pitched sound.

## Changing Pitch

Do you notice anything in common with how the different instruments create sounds of different pitches?

Generally, the shorter, tighter or thinner the object is, the higher the pitch of the sound will be. This is because the vibrations will be faster. The longer, looser or thicker the object is, the lower the pitch of the sound will be. This is because the vibrations will be slower.



## Pan Pipes Challenge

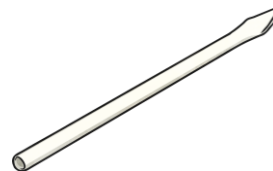
Your challenge is to create a set of pan pipes that will create sounds of different pitches, and explain how to change the pitch.

You will use straws, scissors, sticky tape and string to make the pan pipes.



## Pan Pipes Challenge

Flatten the end 2cm of each straw, and cut a triangle in the end, like this.



Place the triangular end of the straw in your mouth and blow hard through the straw to make a sound. You may have to try a few times to make the sound!

Use several straws to make your set of pan pipes. Stick or tie them together. Think about what you have learnt in order to make each straw make a different pitched sound.

Instrument	How do you make a high sound?	How do you make a low sound?
String instrument		

Percussion		
Wind instruments		

Use several straws to make a set of pan pipes! Each straw should play a different pitch when you blow into it.

Flatten the end 2cm of each straw, and cut a triangle in the end.

Prepare several straws like this, then think about how to change the pitch of the sound each straw makes. Stick or tie the straws together to make your set of pan pipes.

Blow hard through the triangle end of the straw to make a sound. You may have to try few times to make the sound!

Draw a picture or stick a photo of your finished pan pipes in the box below.



Use these words to help you write your explanation:

sound  
 vibration  
 pitch  
 high  
 low  
 short  
 long  
 air  
 different  
 length

Explain how you created your pan pipes so that they can play sounds of different pitches.



# Wednesday English

ActivInspire - Studio

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Page Browser

Why is important to ready your troops for battle?  
How do we make our speeches engaging and persuasive?

Bravery  
Patriotism  
Noble  
Compassion  
Focus

Preparation:  
During the battle:  
First words of encouragement:

Your task:  
In a table, write down the headings of the three sections of a battle speech. Next to each heading, write the contents then ideas for sentences you will include in your own speech.

Bravery  
Love for and loyalty to one's country. Both fighting in a war and protesting against a war can be acts of \_\_\_\_\_.

Patriotism  
Of or showing a strong or excellent mind or character. Putting yourself at risk to help another is a \_\_\_\_\_ act.

Noble  
A feeling of sharing another's suffering that leads to a desire to help. He was a leader with great \_\_\_\_\_ for the people of his country.

Compassion  
To direct or devote (one's attention or efforts) to a central point or task. The sleepy student was trying hard to focus her attention on what the teacher was saying.

Focus  
The ability to face fear or danger. It takes \_\_\_\_\_ to stand up for what you believe in.

14:15 09/06/2021

ActivInspire - Studio

File Edit View Insert Tools Help Battle Speech Monday Battle Speech Author's language Tu Battle Speech plan Wednesday Page 5 of 7 Best Fit

Page Browser

Why is important to ready your troops for battle?  
How do we make our speeches engaging and persuasive?

Bravery  
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Preparation:  
During the battle:  
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Your task:

In a table, write down the headings of the three sections of a battle speech. Next to each heading, write the contents then ideas for sentences you will include in your own speech.

14:16 09/06/2021

# Wednesday - Maths

Divide 2-digit numbers by 1-digit numbers, with answers less than 30 (with remainders).

Day 2: Divide 2-digit numbers by 1-digit numbers, with answers less than 30 (with remainders).

$$\begin{array}{l} 85 \div 3 \\ 85 \div 4 \\ 85 \div 5 \end{array}$$

Which do you think will have an answer greater than 20?

Talk to your partner about which division you think might have the biggest answer and which might have the smallest answer. Then write the divisions, in order, on your whiteboard.

When dividing a number into smaller parts, the number of parts will be more, so  $85 \div 4$  will have a bigger answer than  $85 \div 5$ .

11

Year 4

$$\begin{array}{l} 85 \div 3 \\ 85 \div 4 \\ 85 \div 5 \end{array}$$

Let's find  $85 \div 4$  using the 'bus shelter' layout.

How many 4s do you think are in 85? More than 10? More than 20? More than 30? What is  $20 \times 4$ ? So let's subtract that and write 20 at the top.

$$\begin{array}{r} 20 + 1 \text{ r } 1 \\ 4 \overline{) 85} \\ \underline{- 80} \phantom{00} \\ 5 \phantom{00} \\ \underline{- 4} \phantom{00} \\ 1 \phantom{00} \end{array}$$

How much is left to divide?

$$85 \div 4 = 21 \text{ r } 1$$

Day 2: Divide 2-digit numbers by 1-digit numbers, with answers less than 30 (with remainders).

$$\begin{array}{l} 134 \div 5 \\ 134 \div 6 \\ 134 \div 7 \end{array}$$

Which do you think will have an answer greater than 20?

Talk to your partner about which division you think might have the biggest answer and which might have the smallest answer. Then write the divisions, in order, on your whiteboard.



When dividing a number into smaller parts, the number of parts will be more, so  $134 \div 5$  will have a bigger answer than  $134 \div 7$ .

$$\begin{array}{l} 134 \div 5 \\ 134 \div 6 \\ 134 \div 7 \end{array}$$

Let's find  $134 \div 6$  using the 'bus shelter' layout.

$$\begin{array}{r} 20 + 2 \text{ r } 2 \\ 6 \overline{)134} \\ \underline{-120} \phantom{00} \\ 14 \phantom{00} \\ \underline{-12} \phantom{00} \\ 2 \phantom{00} \end{array}$$

How many 6s do you think are in 134? More than 10? More than 20? More than 30? What is  $20 \times 6$ ? So let's subtract that and write 20 at the top.

How much is left to divide?

$$134 \div 6 = 22 \text{ r } 2$$

Day 2: Divide 2-digit numbers by 1-digit numbers, with answers less than 30 (with remainders).

Work out  
 $75 \div 6$ .



$$75 \div 6 = 12 \text{ r } 3$$

Jimmy has broken his arm and is doing lots of reading. If he reads 6 pages a day of a book with 75 pages, how many days will it take him to finish reading the book?

Jimmy will have three pages left after the 12th day of reading, so the book will take **13 days** to read.

Mr Chidgey's hens have laid 75 eggs. He puts the eggs in boxes of 6. How many boxes can he fill?

He can fill **12 boxes**.

In the first story we needed to round the answer **up**, and in the second we rounded the answer **down**.



## Division with remainders

### Sheet 2

1.  $74 \div 3$
2.  $98 \div 6$
3.  $93 \div 4$
4.  $103 \div 8$
5.  $117 \div 4$
6.  $131 \div 6$
7.  $178 \div 5$
8.  $182 \div 8$
9. Class 6 need 87 exercise books. They come in packs of 6.  
How many packs do they need?
10. Bob the baker has made 95 buns.  
How many packs of 4 buns can he fill?

## Wednesday - Computing

Focus on practicing for times tables test.

Use TTRS, Hit the Button and [www.timestables.co.uk](http://www.timestables.co.uk)

# Thursday English

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Talk to your partner

Today, you will be writing and performing your battle speeches.

How can you ensure they are persuasive?

How will you deliver your speech?

14:17 09/06/2021

ActivInspire - Studio

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# Thursday - Maths

## Use the 'ladder' method to multiply 3-digit numbers by 1-digit numbers

Day 1: Use the 'ladder' method to multiply 3-digit numbers by 1-digit numbers.

Use the grid method to work out  $4 \times 786$ .

Remember, this is called the **ladder method**.

Did you get the same answer?

We leave a line for any extra 10s, 100s or 1000s that we might get when adding the three products.

The place value is more obvious when we use the **grid method** but the addition at the end can be easier with the **ladder method**, especially if there is a lot of 'carrying' in the numbers to add.

Choose either the grid method or ladder method to work out  $7 \times 876$ .

786
$\times 4$
2800
320
24
<hr/>
1
3144

7

Year 4

### Whole class investigation

Work in pairs to solve three challenges.

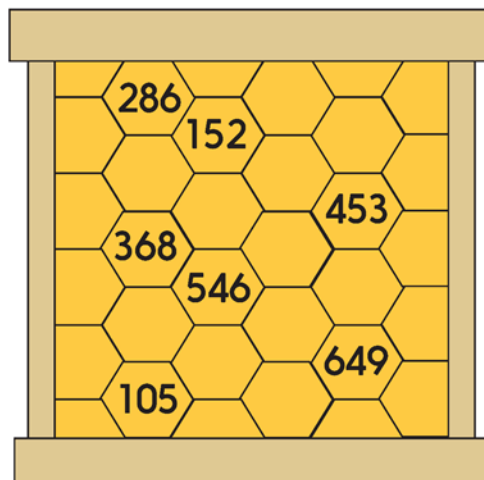
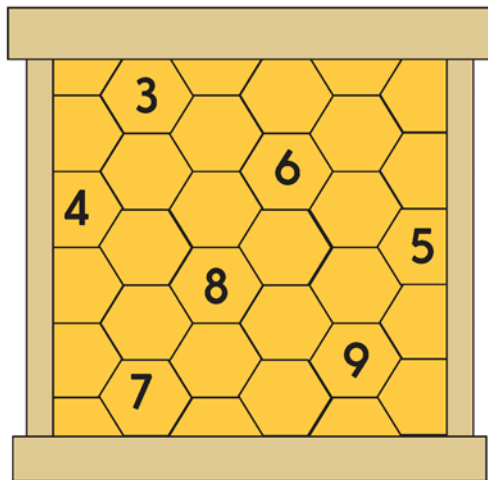
Using only the digits, 5, 6, 7 and 8 in a 3-digit by 1-digit multiplication:

- find the smallest possible answer
- find the biggest possible answer
- find the answer closest to 4000.

## Written multiplication

### Sheet 1

Choose a number from each set to multiply together.  
Write at least three multiplications with answers less than 2000, and three multiplications with answers greater than 2000.



### Challenge









Try to make a multiplication with an answer as close to 2000 as possible.



# Thursday - French



## Retrieval practice

English Adjectives		French Adjective	French Adjective
Happy		content	<u>contente</u>
Intelligent		intelligent	<u>intelligente</u>
Naughty		<u>méchant</u>	<u>méchante</u>
Polite		poli	<u>polie</u>
Funny		<u>drôle</u>	<u>drôle</u>
Sad		triste	triste
Well-behaved		sage	sage
Nice		sympa	sympa

1. Can you remember the French words for any of these personality adjectives?
2. How are French adjectives different to English adjectives?
3. What do we have to do to a French adjective when we use it in a sentence?
4. Are there any exceptions to this rule?



Bonjour! Je m'appelle Agent 005.

Mon anniversaire c'est le vingt décembre.

J'aime les films d'action mais je n'aime pas le tennis.

Je suis timide et poli.

Je ne suis pas méchant.



Bonjour! Je m'appelle Madame Papillon.

Mon anniversaire c'est le quinze septembre.

J'aime la danse et le cinéma.

Je suis drôle mais je ne suis pas triste.



Bonjour! Je m'appelle Agent 005.

Mon anniversaire c'est le vingt décembre.

J'aime les films d'action mais je n'aime pas le tennis.

Je suis timide et poli.

Je ne suis pas méchant.



Bonjour! Je m'appelle Madame Papillon.

Mon anniversaire c'est le quinze septembre.

J'aime la danse et le cinéma.

Je suis drôle mais je ne suis pas triste.

Read the texts above and answer the questions.

1. Who likes dancing and the cinema? .....
2. Whose birthday is on the 6<sup>th</sup> April? .....
3. Who is not kind? .....
4. Who is not sad? .....
5. Which adjectives does Agent 005 use to describe himself? .....
6. When is Madame Papillon's birthday? .....
7. Who is intelligent? .....
8. Who likes action films? .....
9. How does Monsieur Méchant describe himself? .....
10. Which 2 adjectives does Madame X use to describe herself? .....

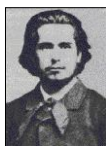
## Thursday - Art

Children will investigate the painting style of Monet and in particular the way in which he captured light reflecting on water.

Can you remember who painted Westminster Palace across the River Thames. Yes, *Claude Monet*! Let's find out a bit more about him. Read the slides below to find out more about Monet and The Impressionists. Choose a rectangle of "water" painted by Monet and look at it very closely. What direction are the brush strokes going - left to right or horizontal. Where are the longest brush strokes? At the bottom - the strokes get shorter as they progress up the rectangle. Why? Because things appear smaller when they are further away - even ripples on water. How many different shades can you see? You are going to try to paint your own sections of water in the style of Monet. If you have acrylic paints, it will give the same effect that Monet gave. Try to make the strokes horizontal and longer at the bottom of the rectangle (closer to the viewer) becoming shorter as they progress up the page.

LKS2 Topic: Mountains, Rivers and Coasts Block C: River Art Inspired by Monet Session 2

### Claude Monet



His real name was Oscar Claude Monet and he was born in Paris in 1840.

His father worked in the family shipping business and wanted Claude to work there too when he grew up.

His mother looked after the family at home but she was also a trained singer.

When Claude was 5 the family moved to Le Havre which was a busy French port (a town where many ships arrived and departed).



The young Claude loved to be outside. He had a sketchbook and drew funny pictures (caricatures) of the people he knew. His mother encouraged him to draw but his father thought he was wasting his time.

Claude met a local landscape artist called Eugene Boudin who introduced him to the idea of painting outside ("en plein air" in French). Most artists made pencil sketches outside but painted in a studio.



A painting of Monet by John Singer Sargent.



Eugene Boudin

When he was 18 Claude decided to go to art school in Paris against his father's wishes. He made friends with other artists and together they loved to paint outside.



The young artist was very poor because few people wanted to buy his paintings. They did not like his style. He met a woman called Camille Doncieux and together they had a son called Jean.  
This is a painting by Monet of Camille and Jean.

These paintings from around the same time are by other artists and show the popular painting style of the day.



Monet and his artist friends found it hard to get their paintings shown in the big exhibitions in Paris. The art critics did not like this new style.



They decided instead to hold their own exhibition.  
When the art critics visited it they mocked the paintings as "mere impressions."



It was this painting by Monet called Impression Sunrise that gave rise to this insult. But Monet and his friends decided to use the word to their advantage and began to call themselves "The Impressionists."





# Friday English

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Talk to your partner

Today, you will be writing and performing your battle speeches.

How can you ensure they are persuasive?

How will you deliver your speech?

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# Friday - Maths

Use the ladder method to multiply 3-digit numbers by 1-digit numbers, estimating answers first.

Day 2: Use the ladder method to multiply 3-digit numbers by 1-digit numbers, estimating answers first.

Which do you think will have the **biggest** answer? Why?

We can **round** each of the 3-digit numbers to the nearest 100, then multiply by the 1-digit number to make an **estimate** for each one.

Do you want to change your mind now?

$4 \times 782$	$618 \times 6$	$5 \times 579$
<b>3200</b>	<b>3600</b>	<b>3000</b>
<b>3128</b>	<b>3708</b>	<b>2895</b>

I'm going to give one multiplication to each third of the class to work out.

When we multiply, our estimates are often not as close to the actual answer as when we add, subtract or divide.

Did your estimates help you to predict which would have the biggest answer?

11

Year 4

Day 2: Use the ladder method to multiply 3-digit numbers by 1-digit numbers, estimating answers first.

Which do you think will have the **smallest** answer? Why?

I'm going to give one multiplication to each half of the class to work out.

$3 \times \text{£}6.27$	$6 \times \text{£}3.89$	$5 \times \text{£}4.78$
<b>£18.81</b>	<b>£23.34</b>	<b>£23.90</b>

Let's use the **grid method** to find  $3 \times \text{£}6.27$ .

$\times$	$\text{£}6$	20p	7p	
3	<b>£18</b>	<b>60p</b>	<b>21p</b>	<b>£18.81</b>

And now the **ladder method**.

$\text{£}6.27$
$\times 3$
<b>£18</b>
<b>60p</b>
<b>21p</b>
<b>£18.81</b>

12

Year 4

## Written multiplication practice

### Sheet 1

Estimate each answer first.

1.  $3 \times 246$

2.  $4 \times 382$

3.  $6 \times 413$

4.  $8 \times 527$

5.  $7 \times 715$

6.  $5 \times 623$

7.  $3 \times 491$

8.  $5 \times 672$

9.  $6 \times 829$

10.  $4 \times 786$

11.  $8 \times 934$

12.  $7 \times 876$

13.  $3 \times \text{£}2.79$

14.  $6 \times \text{£}8.26$

15.  $5 \times \text{£}4.69$

16.  $9 \times \text{£}7.38$

17.  $8 \times \text{£}5.42$

18.  $7 \times \text{£}6.87$

## Friday - PDW

This week we will continue to discuss bullying and the effects it can have a people. Would you act in a way to other people that you would not like if people acted like that towards you. Look at the scenarios below and discuss them with an adult, are the right? How would you feel in this situation?

- You're invited to a party, but your friend isn't. At the party, some of the kids make jokes about your friend and laugh at him. *What would you do?*
- You hear that someone you thought was a friend has been spreading a cruel and untrue rumour about you. *What would you do?*
- Someone shoves you and wants to fight you. You want to stick up for yourself, but you don't want to get into a fight. *What would you do?*
- A new student started at your school this week, and he is having trouble fitting in. Some of your friends have been laughing behind his back. *What would you do?*