

Home Learning - Year 4

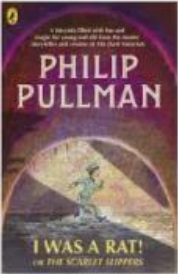



Please complete all activities in the exercise book provided.



PE with Joe Wicks

[Click here](#) and get moving!

Try to include this at some point everyday – He is live at 9am but you can do it at any time.

Week 3 Beginning 8 th March	Day 1	Day 2	Day 3
<p>9:00 Reading</p> <p>This week we will be continuing our shared text called 'I was a Rat' By Phillip Pullman.</p> 	<p>Today you are reading Chapter 17 – Well, Where's He Going?</p> <p>We are going to be revisiting our clarifying skills this week.</p> <p>Let us remind ourselves of how we clarify when reading a piece of text.</p> <div data-bbox="465 549 913 916" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Our reading strategy is Clarifying </p> <p style="text-align: center;">What is Clarifying? What do we use?</p> <ul style="list-style-type: none"> To clarify something is to try to understand a meaning. There are 2 parts: <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid orange; padding: 5px; width: 45%;"> <p style="text-align: center;">1</p> <p style="text-align: center;">Identifying or admitting being stuck on a word or idea.</p>  </div> <div style="border: 1px solid orange; padding: 5px; width: 45%;"> <p style="text-align: center;">2</p> <p style="text-align: center;">Working out how to solve the problem.</p>  </div> </div> <p style="text-align: center;">What makes good clarifying?</p> <ul style="list-style-type: none"> Stopping and checking we understand as we read. Independently using as many strategies as possible such as context and grammar e.g. I know the prefix bi means 2 so..... <div style="border: 1px solid blue; padding: 5px; width: fit-content; margin-left: auto;"> <p style="color: red; font-weight: bold;">Why do we clarify? So we understand what we have read!</p> </div> </div> <div style="display: flex; justify-content: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 60px; height: 60px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 110px; height: 60px;"></div> </div> <p>Using a dictionary to find and clarify the meaning of at least four words within this chapter that you did not understand.</p>	<p>Read Chapter 18 – The Sharp Article.</p> <p>Using the clarifying stems, can you clarify what you think this section of the text is telling you?</p> <p>Use evidence from the text to justify your answer.</p> <div data-bbox="1115 539 1413 874" style="border: 2px solid pink; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Clarifying Stems</p> <ul style="list-style-type: none"> • I think that means • I didn't understand • What does * mean? • I need to reread this part because • * is a tricky word so I • I didn't understand * so I • Let's reread because it doesn't make sense </div> <div data-bbox="1099 900 1413 1171" style="background-color: #e0f2f1; padding: 5px;"> <p>The boys in the cellar slept for most of the day, and so did Roger. When he woke up, he found Billy shaking him and holding some new clothes.</p> <p>'Here,' said Billy, 'I got you some duds.'</p> <p>'Did you just buy 'em?' said Roger, amazed at this generosity.</p> <p>'You're a sharp article, and no mistake,' said Billy. 'I requisitioned 'em, that's what I did. Now slip them old togs off and put these on.'</p> <p>When Roger proudly stood there in his new shirt and jacket he looked quite different from the tattered little page-boy he'd been. He looked like a sharp article, or a downy card.</p> <p>'Now,' said Billy, 'you got to start earning a living.'</p> </div>	<p>Read Chapter 19 – Removals.</p> <p>Freeze frame your favourite part of this chapter and take a picture of yourself. Can you clarify your picture using the Clarifying stems?</p> <div data-bbox="1720 564 1995 874" style="border: 2px solid pink; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Clarifying Stems</p> <ul style="list-style-type: none"> • I think that means • I didn't understand • What does * mean? • I need to reread this part because • * is a tricky word so I • I didn't understand * so I • Let's reread because it doesn't make sense </div> <p>Remember to send in your photos to share your learning with St Mary's.</p>
<p>9:45 Maths</p> <p>If you do not have a printer – no worries, just answer as many questions in your workbook as possible.</p>	<p>Today you are going to recap your multiplications. Take a look at the following video on multiplying a 2 digit by a 1 digit number.</p> <p>Now have a go at the worksheet. Click here.</p> <p>Now have a go at doing some reasoning and problem solving questions below.</p>	<p>Continuing with revisiting your multiplications. Take a look at the following video on written methods.</p> <p>Now have a go at doing the worksheet. Click here.</p> <p>Have a go at the problem solving and reasoning questions below.</p>	<p>Take a look at the following video on multiplying a 2 digit by a 1 digit number. Click here.</p> <p>Now have a go at completing the worksheet. Click here.</p> <p>Now you can have a go at the problem solving questions below.</p>

<p>Alex completes the calculation:</p> 43×2 <p>Can you spot her mistake?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td></td><td>T</td><td>O</td></tr> <tr><td></td><td>4</td><td>3</td></tr> <tr><td>x</td><td></td><td>2</td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td></tr> <tr><td></td><td></td><td>6</td></tr> <tr><td>+</td><td></td><td>8</td></tr> <tr><td></td><td>1</td><td>4</td></tr> </table>		T	O		4	3	x		2						6	+		8		1	4	<p>Teddy completes the same calculation as Alex. Can you spot and explain his mistake?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td></td><td>T</td><td>O</td></tr> <tr><td></td><td>4</td><td>3</td></tr> <tr><td>x</td><td></td><td>2</td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td></tr> <tr><td>8</td><td>0</td><td>6</td></tr> </table> <p>Dexter says,</p> 4 × 21 = 2 × 42 <p>Is Dexter correct?</p>		T	O		4	3	x		2				8	0	6	<p>How close can you get to 100? Use each digit card once in the multiplication.</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px;">2</div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px;">3</div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px;">4</div> </div> <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;"> <div style="border: 1px solid blue; border-radius: 10px; width: 30px; height: 30px;"></div> <div style="border: 1px solid blue; border-radius: 10px; width: 30px; height: 30px;"></div> <div style="font-size: 2em;">×</div> <div style="border: 1px solid blue; border-radius: 10px; width: 30px; height: 30px;"></div> <div style="font-size: 2em;">=</div> </div>	<p>Explain the mistake.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td>2</td><td>7</td></tr> <tr><td>x</td><td></td><td>3</td></tr> <tr><td colspan="3" style="border-top: 1px solid black;"></td></tr> <tr><td>6</td><td>2</td><td>1</td></tr> </table>	H	T	O		2	7	x		3				6	2	1
	T	O																																																				
	4	3																																																				
x		2																																																				
		6																																																				
+		8																																																				
	1	4																																																				
	T	O																																																				
	4	3																																																				
x		2																																																				
8	0	6																																																				
H	T	O																																																				
	2	7																																																				
x		3																																																				
6	2	1																																																				
<div style="border: 1px solid gray; padding: 5px; margin-bottom: 5px;"> <p>I know that when multiplying 3 by 40, 40 is ten times bigger than 4, so my answer will be ten times bigger than 3 × 4</p> </div> <p>Is Mo correct? Explain your answer.</p> <p>Rosie has 240 cakes to sell. She puts the same number of cakes in each box and has no cakes left over. Which of these boxes could she use?</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid brown; border-radius: 10px; padding: 2px 5px;">10</div> <div style="border: 1px solid brown; border-radius: 10px; padding: 2px 5px;">20</div> <div style="border: 1px solid brown; border-radius: 10px; padding: 2px 5px;">30</div> <div style="border: 1px solid brown; border-radius: 10px; padding: 2px 5px;">40</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid brown; border-radius: 10px; padding: 2px 5px;">50</div> <div style="border: 1px solid brown; border-radius: 10px; padding: 2px 5px;">60</div> <div style="border: 1px solid brown; border-radius: 10px; padding: 2px 5px;">80</div> <div style="border: 1px solid brown; border-radius: 10px; padding: 2px 5px;">100</div> </div>																																																						

10:25 Break

<p>11:00 Literacy</p>	<p>Open your ‘Amazing Aliens!’ text and re-read it</p> <p>Today you are going to complete the activities on pages 9 and 10.</p>	<p>Open up your ‘Amazing Aliens!’ text and re read it..</p> <p>Today you will be doing some work on openers. Go to page 12 and have a go at completing the task.</p> <p>Can you do at least 2 versions?</p>	<p>Open up your ‘Amazing Aliens!’ text.</p> <p>Today you are going to be looking at ‘quoting from a piece of text’. Read through the instructions on page 13 and have a go at the task.</p> <p>Remember to use the ‘speech toolkit’ provided!</p>
------------------------------	---	---	---

12:00 Lunch

1:00 IXL Maths Spend half an hour on IXL – focus on Multiplying.

1:30 Spelling & Handwriting Spelling – Homophones and near homophones: **knot/not/medal/meddle/plain/plane/rain/reign/rein/missed/mist**

<p>2:00 Topic</p> <p>RE Today you are going to look at what Jesus did and said at The Last Supper. You will also explore how Christians remember this today. Below, you will find a picture painted by Leonardo Da Vinci a famous artist who painted ‘The Last Supper’. Around that picture write what you see. Think about the following: - Which one is Jesus? What are they doing? How many people are in the picture? How are they feeling?</p> <p>Now login to purple mash and open up the ‘2Do Communion’ where you will watch a short video illustrating how Christians remember ‘The Last Supper’. You will then need to complete the information sheet, sharing what happens during a communion service.</p>	<p>Science Watch the following video about heating and melting. Today you are going to conduct a mini experiment. You are going to observe ice cubes melting under different conditions. On three different plates put one ice cube. One is to be wrapped in cotton or tissue, another sprinkled with salt and one ice cube left alone. Every 5 minutes you are going to observe the ice cube, draw what you see and make a note of any changes.</p> <p>You will find a template to record your findings below.</p> <p>Challenge question – Which ice cube will melt the fastest? Make a prediction.</p>	<p>P.E Today you are going to be doing a dance workout. Make sure you have a bottle of water nearby. Enjoy!</p>
---	---	--

3:00 Reading Enjoy reading and listening to [‘It’s Ok to Be a Unicorn’](#).

Remember to send photos of yourselves engaging with your learning. We would love to share them with the rest of St Mary’s!



Science – Melting Ice Observation sheet

Melting Ice cubes under different conditions

Place 3 ice cubes on 3 separate plates (to catch the water when it melts). One should be wrapped in tissue, another should have salt sprinkled on and the other should just be the plain ice cube. Observe each ice cube every 5 minutes and draw what you see making any notes of the changes.

Ice cube and condition	Draw what the ice cube looks like after 5 minutes.	Draw what the ice cube looks like after 10 minutes.	Draw what the ice cube looks like after 15 minutes.	Draw what the ice cube looks like after 20 minutes.	Draw what the ice cube looks like after 25 minutes.	Draw what the ice cube looks like after 30 minutes.
Plain ice cube						
Ice cube wrapped in tissue.						
Ice cube sprinkled with salt.						