

# Home Learning - Year 4

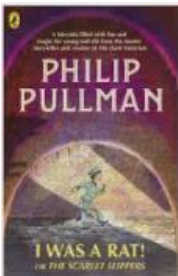









Please complete all activities in the exercise book provided.




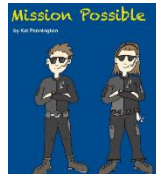


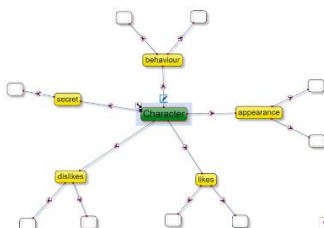


PE with Joe Wicks

[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 1	Monday 22 <sup>nd</sup> February	Tuesday 23 <sup>rd</sup> February	Wednesday 24 <sup>th</sup> February	Thursday 25 <sup>th</sup> February	Friday 26 <sup>th</sup> February												
<div>9:00 Reading</div> <div>This week we will be continuing our shared text called 'I was a Rat' By Phillip Pullman.</div> <div></div>	<p>Today you are reading Chapter 9 – A Curious and Interesting Case.</p> <p>We are going to focus on evaluating the text this week.</p> <p>Let us remind ourselves on how we evaluate.</p> <p>Our reading strategy is Evaluating </p> <div>What is evaluating?</div> <p>To: Comment on the <i>quality</i> of what you read Say: <i>How the author/text made you think or feel</i></p> <div>Why do we evaluate?</div> <ul style="list-style-type: none"><li>✓ To deepen our understanding of texts and what the author wants us to or feel.</li><li>✓ To help us to understand more</li><li>✓ Use these ideas in our writing</li></ul> <div>What makes good evaluations?</div> <ul style="list-style-type: none"><li>✓ Look for techniques the writer has used: layout, language, sentences structure</li><li>✓ Say why they may have done this</li></ul> <div>Discuss and Explain</div> <p>It could be but ... What evidence do you have to back up that point?</p> <div>A B C</div> <p>Choose 3 words or phrases from this chapter and write how they affect the reader.</p>	<div>Evaluating stems</div> <div></div> <p>The word/phrase * works well because...</p> <ul style="list-style-type: none"><li>• I like the way the author uses*</li></ul> <p>It makes me think about *</p> <ul style="list-style-type: none"><li>• I think it would have read better if *</li><li>• It's very clever the way the author uses (e.g. imagery) because *</li><li>• That sentence has high impact because *</li></ul> <p>Using the evaluating stems, write an evaluation of this chapter. Try to include any techniques the author may have used, for example, alliterations, metaphors and similes. What impact does it have on the reader?</p>	<div>Evaluating stems</div> <div></div> <p>The word/phrase * works well because...</p> <ul style="list-style-type: none"><li>• I like the way the author uses*</li></ul> <p>It makes me think about *</p> <ul style="list-style-type: none"><li>• I think it would have read better if *</li><li>• It's very clever the way the author uses (e.g. imagery) because *</li><li>• That sentence has high impact because *</li></ul>	<p>Read Chapter 12 – Where's He Gone.</p> <p>Use your story spinner. Write down <b>four</b> questions and your responses</p> <div></div>	<p>Today you are going to complete a comprehension task 'Big Picture'. See school website.</p> <p>Things to remember!</p> <p>S -subject A - audience P - purpose</p> <table><tr><td>Code</td><td>Look for clues!</td></tr><tr><td>Clues</td><td>Circle words, think what phrases could mean, look for question words / instructions</td></tr><tr><td>Locate</td><td>Find where the answers might be on the page and in the text. (Skim and scan)</td></tr><tr><td>Explore</td><td>Read around—is the answer before / after that word/ phrase or sentence?</td></tr><tr><td>Answer</td><td>Write the answer—to the point!</td></tr><tr><td>Re-read</td><td>Re-read and check—does what you have written match the question?</td></tr></table> <div><div>Right there</div><div></div><div>Evaluate</div><div></div><div>Think and search</div><div></div><div>Vocabulary</div><div></div></div>	Code	Look for clues!	Clues	Circle words, think what phrases could mean, look for question words / instructions	Locate	Find where the answers might be on the page and in the text. (Skim and scan)	Explore	Read around—is the answer before / after that word/ phrase or sentence?	Answer	Write the answer—to the point!	Re-read	Re-read and check—does what you have written match the question?
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<div>9:45 Maths</div> <div>If you do not have a printer – no worries, just answer as many questions in your workbook as possible.</div>	<p>Look at today's video; you are going to recap dividing a 2-digit number by 1 digit. Click <a href="#">here</a>.</p> <p>Now complete the worksheet provided below. Click <a href="#">here</a>.</p> <p>Challenge! Some of you can try the reasoning and problem-solving question provided below.</p>	<p>Today's video is about dividing 2 digits by 1 digit. Click here to <a href="#">view</a>.</p> <p>Now complete the worksheet. Click <a href="#">here</a>.</p> <p>Challenge! Some of you can try the reasoning and problem-solving question provided below.</p>	<p>Look at today's video on dividing 3 digits by 1 digit. Click <a href="#">here</a>.</p> <p>Complete the worksheet. Click <a href="#">here</a>.</p> <p>Challenge! Some of you can try the reasoning and problem-solving question provided below.</p>	<p>Look at today's video on correspondence problems. Click <a href="#">here</a>.</p> <p>Now complete the worksheet. Click <a href="#">here</a>.</p> <p>Challenge! Some of you can try the reasoning and problem-solving question provided below.</p>	<p>Today you can practice your multiplications and division on purple mash. 2Do Multiplication and Division</p> <div></div>												

	<p>Which calculation is the odd one out? Explain your thinking.</p> <div><div>64 ÷ 8</div><div>77 ÷ 4</div><div>49 ÷ 6</div><div>65 ÷ 3</div></div>	<p>Whitney is thinking of a 2-digit number that is less than 50</p> <p>When it is divided by 2, there is no remainder.</p> <p>When it is divided by 3, there is a remainder of 1</p> <p>When it is divided by 5, there is a remainder of 3</p> <p>What number is Whitney thinking of?</p>	<p>You have 12 counters and the place value grid. You must use all 12 counters to complete the following.</p> <table><tr><td>Hundreds</td><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td><td></td></tr></table> <div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div> <p>Create a 3-digit number divisible by 2 Create a 3-digit number divisible by 3 Create a 3-digit number divisible by 4 Create a 3-digit number divisible by 5 Can you find a 3-digit number divisible by 6, 7, 8 or 9?</p>	Hundreds	Tens	Ones				<p>Alex has 6 T-shirts and 4 pairs of shorts. Dexter has 12 T-shirts and 2 pairs of shorts.</p> <p>Who has the most combinations of T-shirts and shorts? Explain your answer.</p>	
Hundreds	Tens	Ones									
10:25 Break											
11:00 Literacy	<p>Today you are going to create a secret code. Open your 'Mission Impossible' text.</p> <div><div><p>Mission Possible</p></div><div>Read pages 2 to 6 again. Then have a go and complete page 26.</div></div>	<p>Open up your 'Mission Impossible' text to page 27.</p> <div><div><p>Mission Possible</p></div><div>You are designing a spy gadget today.</div></div>	<p>Open up your 'Mission Impossible' text.</p> <div><div><p>Mission Possible</p></div><div>You will be planning your very own spy story today. Work through and complete pages 28 to 32.</div></div>	<p>Open up your 'Mission Impossible' text.</p> <div><div><p>Mission Possible</p></div><div>Continue working through page 28 to 32.</div><div>Head on over to Purple Mash to publish your story on your 2Do Create a Spy Story.</div></div>	<p>IXL or Busy Things Literacy activities.</p> <div></div>						
12:00 Lunch											
1:00 IXL Maths	<p>Spend half an hour on IXL – focus on multiplication and division question types.</p> <p>Play some multiplication games. <a href="https://www.multiplication.com/games/all-games">https://www.multiplication.com/games/all-games</a></p>										
1:30 Spelling & Handwriting	<p>Spelling – Homophones and near homophones: There will be a zoom meeting to conduct your spelling test for last week's spelling words</p> <p>Recap your words for this week: <b>accept/except/berry/bury/affect/effect/hear/here/groan/grown</b></p>										
2:00 Topic	<p><b>RE</b></p> <p>Today you are going to be looking at being able to describe what a monastic community is.</p> <p>Head on over to Purple mash to view images of different monastic communities. Have a go at writing what you can see in each picture.</p> <div></div> <p>Now watch a video about living a monastic life.</p> <p><a href="https://vimeo.com/460920029">https://vimeo.com/460920029</a></p> <p>Write about what a monastic life is based on what you have watched.</p>	<p><b>Science</b></p> <p>Today you are going to watch a video on solids, liquids and gases. Click <a href="#">here</a>.</p> <p>Go on a hunt to find 3 examples of a solid, liquid and gas around your house. Now login to Purple Mash and complete the 2 Connect activity. In the activity, you will identify the three state of matter and their key features.</p> <div></div>	<p><b>History/Geography</b></p> <p>Introduction video on who the Romans were and why their empire was so big. <a href="#">Click</a> to view.</p> <p>Espresso Username: student21406 Password: mary13</p> <p>View the power point about the spread of the Roman Empire.</p> <p>Below you will view a map of the Roman empire with the Roman names for the city. Can you recreate your own Roman empire map labelling and colouring it in?</p>	<p><b>Art/DT</b></p> <p>Today you will start the lesson by watching a <a href="#">video</a> on Roman inventions focusing on heating systems, ice houses and catapults.</p> <p>You will now make a simple catapult using lolly sticks and rubber bands. Test your catapult to see how far it can accurately throw cotton wool or crushed up paper or tissue etc.</p> <p>Click <a href="#">here</a> to view how.</p>	<p><b>P.E</b></p> <p>Complete this workout video.</p> <p>Click <a href="#">here</a></p> <p>This week you are doing 'Just Dance' work out. Have fun and make sure to drink your water!</p>						

<b>3:00 Reading</b>	Enjoy listening to <a href="#">‘The Twits’</a> by Roald Dahl.				

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

## The Roman Empire in 117 AD

