

Year 4

Learning Grid for week beginning: 27.4.20

All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC [here](#).

Maths		English		Theme	Physical	Social
Arithmetic	Further tasks	Reading	Writing (including spelling, punctuation & grammar)			
<p>Keep building your fluency in mathematics by answering 20 questions each day. Remember, you can copy the equations on to some paper before you answer each one. Answers are available in this pack – mark these with an adult so they can help with any tricky questions.</p> <p>The focuses for this week are:</p> <p>Arithmetic 1 – Comparing decimals</p> <p>Arithmetic 2 – Adding and subtracting fractions</p> <p>Arithmetic 3 – Multiply 3 single digit numbers</p> <p>Arithmetic 4 – Multiplication using formal written method</p> <p>Arithmetic 5 – Four operations</p>	 <p>Go to White Rose Maths website – click here</p> <p>Go to Year 4. Click on 'Summer Term - Week 1 (w/c 20 April)'</p> <p>Watch the video for Lesson 1 (Making a Whole) then complete 'Get the Activity, copying the number sentences and filling in the gaps on to some scrap paper.</p> <p>Watch the video for Lesson 2 (Writing Decimals) then complete the questions in 'Get the Activity'; you may wish to draw your own place value grid on scrap paper to help.</p> <p>Complete the questions in 'Get the Activity' for Lesson 4 (Ordering Decimals), working on some scrap paper or in your Home Learning book if you have it.</p> <p>Bonus: Prodigy sessions. Please use new class code when signing in. Seahorses: 3467AC Turtles: 3EDA4D</p>	<p>Aim to read for 25 minutes every day, with an adult when you can. Make sure you are completing quizzes on the books you are reading at home. We are still checking your quizzes and targets on AR so keep track of all of the book you read.</p> <p>Ebooks links: MyOn – click here Collins – click here Oxford – click here</p> <p>Quiz links: Check whether there's a quiz – click here Complete quizzes from home: https://ukhosted56.rnlearn.co.uk/1894764/</p> <p>Reading task: Create a profile from a character in your book – consider their appearance, personality, actions and if they change or develop. (Examples in pack)</p>	<p>Spelling: Begin learning the adverbials of frequency and possibility given in the pack. These are words that show how often something happens or whether or not it may happen at all. You might choose to have a mini-spelling test at the end of a week where an adult checks your understanding of the words.</p> <p>Writing: Explanation Texts We will now be looking at Explanation Texts. These explain how to do something by splitting an activity into smaller sections. You need to use formal language and language that is specific to what you're writing about e.g. if you are writing about Times Tables Rock Stars you might use vocabulary such as 'multiplication', 'inverse' and 'Rock Status'.</p> <p>Plan your text using boxing up on some scrap paper – there is an example in the Learning Pack. When you're ready, start writing your story but try not to do it all in one go – good story writers think about their ideas over at least a few days and spend time editing!</p>	<p>Use this BBC Bitesize link to learn about Ramadan https://www.bbc.co.uk/bitesize/topics/zpdtbkb/artcles/zjc2bdm After reading this, tell someone else in your household about what you've learnt. You may wish to take notes to help you.</p> <p>Watch this clip or go for a walk in your local area to look at a range of plants and classify them by drawing Venn or Carroll diagrams – some examples of these are in the pack.</p> <p>Complete an investigation on materials. Imagine we had chicks in school again, but the incubator was not working. How could we keep our chicks warm? Find at least 5 different materials around your house and label their properties (warm/soft/waterproof). Which do you think will be best at keeping the chicks and eggs warm? Explain your reasoning.</p>	 <p>The Olympics may have been postponed but we can compete against each year group to see who can travel the furthest.</p> <p>Our school has been set up on the "Get Set Travel to Tokyo" so don't forget to log your family's activity!</p> <p>This week, complete at least two from:</p> <ul style="list-style-type: none"> • Be Boulder • Listen Up! • House Workout 	<p>Complete an activity from the Scouting website 'The Great Indoors' (see attached guidance for suggested activities).</p> <p>Help prepare and cook a meal with your family (see extended writing task for more guidance).</p> <p>There are lots more Wheel of Wellbeing tasks here.</p>



Arithmetic 1

Copy out the following pairs of decimals and compare them using the symbols $>$, $<$ and $=$.

a) 43.5 ___ 43.12

b) 18.49 ___ 19.9

c) 21.75 ___ 21.75

d) 4.63 ___ 4.3

e) 5.17 ___ 5.4

f) 10.35 ___ 10.35

g) 47.31 ___ 39.73

h) 25.6 ___ 25.9

i) 24.5 ___ 24.5

j) 7.7 ___ 6.95

k) 36.62 ___ 36.4

l) 29.3 ___ 29.27

m) 12.7 ___ 12.8

n) 6.1 ___ 6.11

o) 40.24 ___ 40.26

p) 28.5 ___ 28.3

q) 10.20 ___ 10.2

r) 99.1 ___ 99

s) 32.54 ___ 32.45

t) 41.33 ___ 14.33



Arithmetic 2

a) $\frac{1}{4} + \frac{1}{4}$

b) $\frac{1}{2} + \frac{1}{2}$

c) $\frac{4}{4} + \frac{1}{4}$

d) $\frac{3}{4} - \frac{3}{4}$

e) $\frac{2}{4} - \frac{1}{4}$

f) $\frac{2}{3} + \frac{2}{3}$

g) $\frac{4}{5} - \frac{2}{5}$

h) $\frac{7}{8} - \frac{1}{8}$

i) $\frac{5}{7} - \frac{3}{7}$

j) $\frac{8}{9} + \frac{3}{9}$

k) $\frac{5}{6} + \frac{2}{6}$

l) $\frac{6}{9} - \frac{2}{9}$

m) $\frac{5}{7} - \frac{2}{7}$

n) $\frac{7}{12} + \frac{2}{12}$

o) $\frac{1}{4} - \frac{1}{4}$

p) $\frac{3}{4} + \frac{2}{4}$

q) $\frac{7}{11} + \frac{2}{11}$

r) $\frac{9}{12} - \frac{2}{12}$

s) $\frac{1}{2} + \frac{1}{2}$

t) $\frac{3}{3} - \frac{2}{3}$



Arithmetic 3

a) $2 \times 3 \times 5 =$ _____

b) $4 \times 2 \times 10 =$ _____

c) $5 \times 3 \times 7 =$ _____

d) $4 \times 1 \times 9 =$ _____

e) $6 \times 9 \times 10 =$ _____

f) $5 \times 4 \times 8 =$ _____

g) $6 \times 3 \times 4 =$ _____

h) $7 \times 3 \times 10 =$ _____

i) $10 \times 4 \times 3 =$ _____

j) $5 \times 5 \times 4 =$ _____

k) $6 \times 2 \times 0 =$ _____

l) $3 \times 6 \times 4 =$ _____

m) $10 \times 2 \times 6 =$ _____

n) $8 \times 3 \times 2 =$ _____

o) $4 \times 8 \times 2 =$ _____

p) $1 \times 7 \times 4 =$ _____

q) $0 \times 4 \times 3 =$ _____

r) $8 \times 2 \times 1 =$ _____

s) $6 \times 8 \times 2 =$ _____

t) $4 \times 3 \times 7 =$ _____



Arithmetic 4

a) 3×270

b) 7×693

c) 6×897

d) 621×1

e) 947×8

f) 2×258

g) 8×161

h) 946×4

i) 6×776

j) 532×1

k) 7071×3

l) 9×1322

m) 6×6341

n) 9×5687

o) 3626×6

p) 3×1466

q) 7×7548

r) 2×8405

s) 6×3349

t) 6×1016



Arithmetic 5

a.) $922 - 63$

b.) 8×8391

c.) 5×5963

d.) $901 - 35$

e.) $637 - 10$

f.) $1584 \div 9$

g.) $2184 \div 6$

h.) $2862 \div 6$

i.) $4140 \div 9$

j.) $586 - 38$

k.) $411 + 381$

l.) 22×61

m.) $476 + 120$

n.) $948 - 493$

o.) $934 - 666$

p.) $572 + 872$

q.) $597 + 974$

r.) 46×78

s.) $836 + 957$

t.) $2547 \div 3$



Arithmetic Answers

Remember to use these only once you have completed the questions for yourself – a good idea might be to get an adult to help you check your answers and to help with anywhere you went wrong!



Arithmetic 1 – Answers:

- | | |
|------|------|
| a) > | i) = |
| b) < | j) > |
| c) = | k) > |
| d) > | l) > |
| e) < | m) < |
| f) = | n) = |
| g) > | o) = |
| h) < | p) > |
| | q) = |
| | r) > |
| | s) > |
| | t) > |

Arithmetic 2 – Answers:

- | | |
|------------------------------------|-------------------------------------|
| a) $\frac{2}{4}$ | i) $\frac{2}{7}$ |
| b) $\frac{2}{2}$ or 1 whole | j) $\frac{11}{9}$ or $1\frac{2}{9}$ |
| c) $\frac{5}{4}$ or $1\frac{1}{4}$ | k) $\frac{7}{6}$ or $1\frac{1}{6}$ |
| d) 0 | l) $\frac{4}{9}$ |
| e) $\frac{1}{4}$ | m) $\frac{3}{7}$ |
| f) $\frac{4}{3}$ or $1\frac{1}{3}$ | n) $\frac{9}{12}$ |
| g) $\frac{2}{5}$ | o) 0 |
| h) $\frac{6}{8}$ | p) $\frac{5}{4}$ or $1\frac{1}{4}$ |
| | q) $\frac{9}{11}$ |
| | r) $\frac{7}{12}$ |
| | s) 1 or $\frac{2}{2}$ |
| | t) $\frac{1}{3}$ |

Arithmetic 3 – Answers:

- | | |
|--------|--------|
| a) 30 | i) 120 |
| b) 80 | j) 100 |
| c) 105 | k) 0 |
| d) 36 | l) 72 |
| e) 540 | m) 120 |
| f) 160 | n) 48 |
| g) 72 | o) 64 |
| h) 210 | p) 28 |
| | q) 0 |
| | r) 16 |
| | s) 96 |
| | t) 84 |

Arithmetic 4 – Answers:

- | | |
|---------|-----------|
| a) 810 | i) 4656 |
| b) 4851 | j) 532 |
| c) 5382 | k) 21,213 |
| d) 621 | l) 11,898 |
| e) 7576 | m) 38,046 |
| f) 516 | n) 51,183 |
| g) 1288 | o) 21,756 |
| h) 3784 | p) 4398 |
| | q) 52,836 |
| | r) 16,810 |
| | s) 13,494 |
| | t) 6096 |

Arithmetic 5 – Answers:

- | | |
|-----------|---------|
| a) 859 | i) 460 |
| b) 67,128 | j) 548 |
| c) 29,815 | k) 792 |
| d) 866 | l) 1342 |
| e) 627 | m) 596 |
| f) 176 | n) 455 |
| g) 364 | o) 268 |
| h) 477 | p) 1444 |
| | q) 1571 |
| | r) 3588 |
| | s) 1793 |
| | t) 649 |

Further Maths Tasks

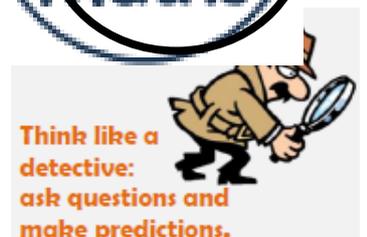
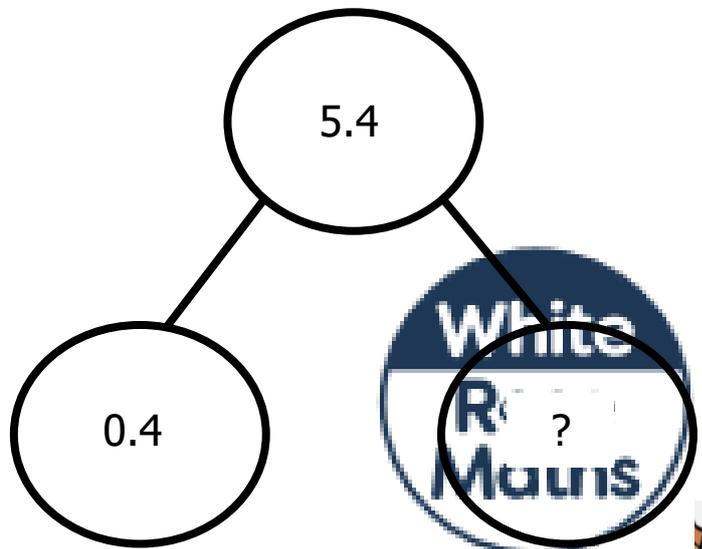
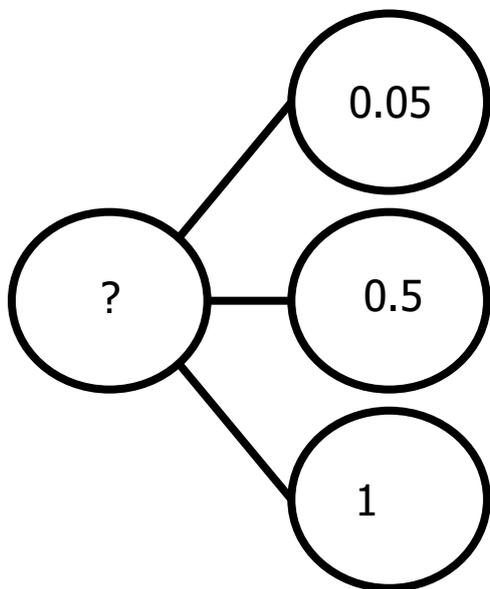
Extra guidance to help you with using part-whole models when completing the White Rose Maths Home Learning:

Remember that part-whole models are really useful for breaking down a known quantity in a question to find what it can be made up of.

They help us to **visualise**.

You have learnt how to use these models at school – just remember a few top tips:

- circles do not need to be drawn perfectly
- think about what type(s) of layout you might need depending on what your known and unknown quantities are

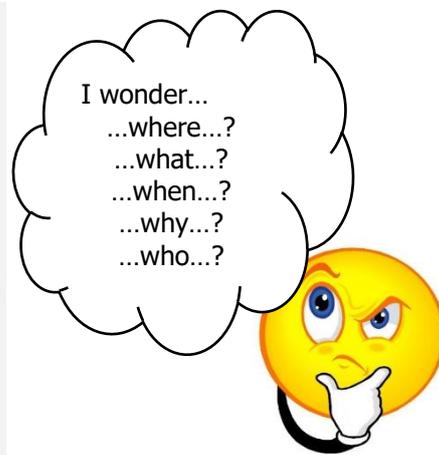
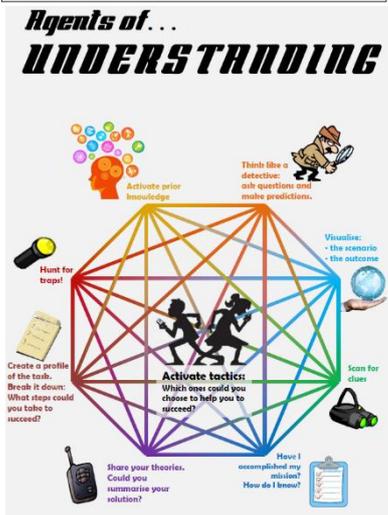


Reading Task

Our weekly skill is *thinking like a detective*: ask questions and make predictions. Draw an outline of a character (this can be a simple gingerbread style drawing) and then you can write notes on your findings around your

drawing. We want to consider how your character has developed over the chapters – you might write in a different colour to show changes. An interesting character to complete a profile on is a 'villain' as in some books there is a plot twist and the good character becomes evil or an evil character changes their ways. Make notes on the appearance, personality and actions of your character. It may look like examples below.

Appearance	Actions
Drawing of them.	
Personality	Do they change?



The form is titled 'CHARACTER PROFILE' in blue. It features a central cartoon character with a large head, small body, and a name tag that says 'NAME'. The character's shirt says 'CHARACTER TRAITS'. The form is enclosed in a dashed-line border. Text prompts around the character include: 'WHAT DOES YOUR CHARACTER DO TO SHOW HIS PERSONALITY?', 'WHAT DOES YOUR CHARACTER LOOK LIKE ON THE OUTSIDE?', 'WHAT DOES YOUR CHARACTER SAY TO SHOW HIS PERSONALITY?', and 'HOW DOES YOUR CHARACTER CHANGE OR WHAT LESSON DOES YOUR CHARACTER LEARN?'.

Think about:

- What does your character look like? Does this change as your character grows and ages in your story? You could draw them.
- What your character's personality is like. Does this change as time goes on? They may be quiet and timid at the beginning and then come out of their shell and be loud and outgoing.
- How does your character behave? How do they act? Your character might mature or become more reckless, for example.

Spelling Task

Begin learning the words listed below. These are adverbials (describing words that show us where, when and how something happens) that show frequency of something happening or the possibility of that thing

happening. You may wish to put these words into sentences to help you understand the meaning e.g. Miss Green **regularly** sings out of tune in class.

regularly
occasionally
frequently
usually
rarely
perhaps
maybe
certainly
possibly
probably



Suffix:

All words have a **root** word. A **root** word is the part of a word that gives it meaning e.g. **teach**. Often, other parts are added to a root word to change the meaning. For example, we can add the suffix **-er** to change the meaning such as **teacher**. Another example would be **farmer**.

Spelling practice ideas:

- Look at the words carefully – do any of these words have suffixes in common? Do any of the words not have this suffix?
- Write each word out, read the word, cover it and have another go at spelling it
- Write each word in fancy writing and create mini flashcards for you to use. Practice reading and writing the word on each flashcard every day
- Make your own word search for each word – draw a grid (start with 10 squares by 10 squares) and add each word in, then fill in the space with random letters
- Write each word in a flower that you cut out and stick up somewhere you see often – on a fridge, in the loo, in your bedrooms (with adult permission)
- Create a spelling pyramid using each word – by writing out the words a letter at a time it will help you to remember how to spell each individual word

Writing Task

Explanation Text Toolkit:

Example of boxing up structure using our new model text – you can copy a blank version of this on to your scrap paper for your own innovation:

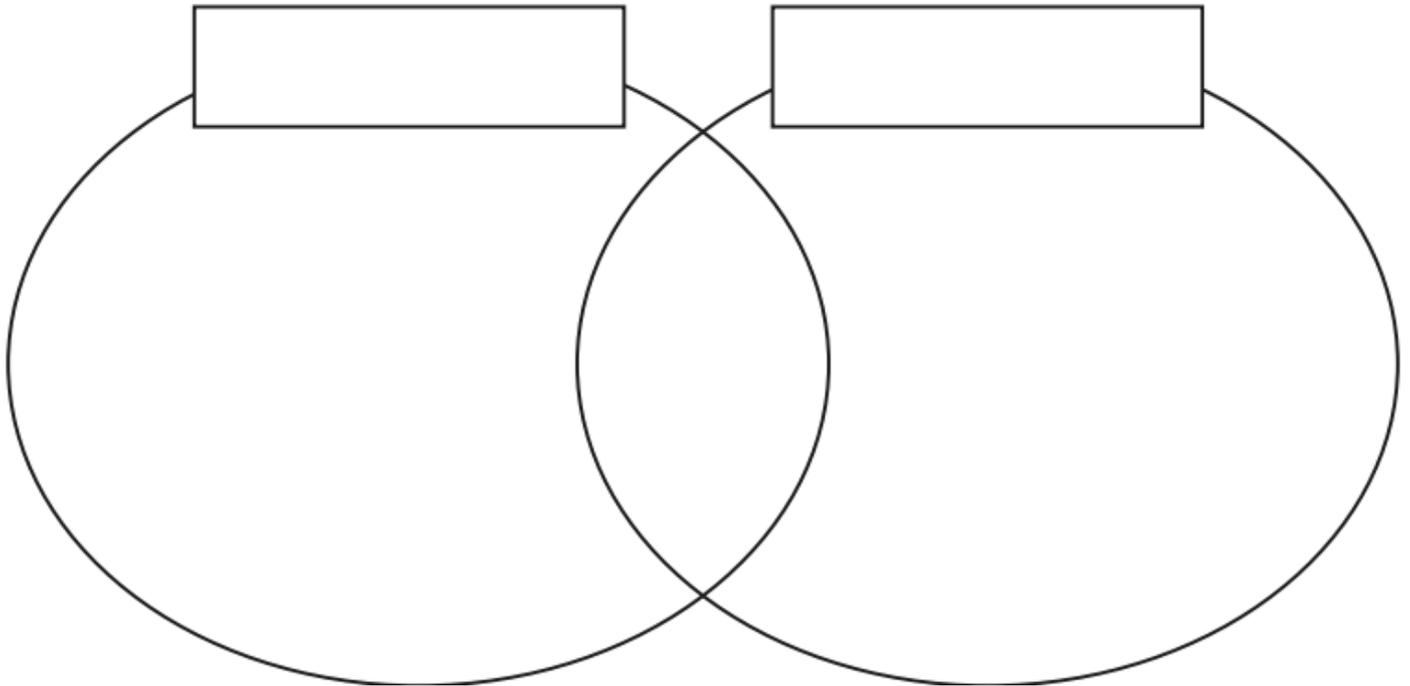
What writerly tool will we use?	How will we achieve this?
<ul style="list-style-type: none"> Pick a suitable topic or concept to explain 	<ul style="list-style-type: none"> Write about how something works or why something happens. Write the heading as a question Ask reader a question in opening paragraph
<ul style="list-style-type: none"> Use formal writing styles 	<ul style="list-style-type: none"> Use technical language linked to the topic Be clear and concise Write in the present tense Avoid contractions such as don't, shouldn't, wouldn't etc.
<ul style="list-style-type: none"> Write chronologically 	<ul style="list-style-type: none"> Introductory paragraph to explain and define topic. Subheadings for each part of the process Adverbials of time to tell us when something is happening e.g. First, Second, After that etc. Summary paragraph to indicate the end of the text
	Ideas
Opening <i>Include a title which is a question and a paragraph to introduce your topic.</i>	How is ice cream made? Ice cream is a delicious dessert to eat. Many people like to eat ice cream when the weather is hot or enjoy it for pudding. Have you ever wondered how ice cream is made? This explanation will tell you how.
Subheading 1 <i>Give each section of your explanation a subheading and clearly explain the steps. Use subject specific vocabulary if you can!</i>	Mixing the Ingredients Ice cream is made with milk, cream and sugar. First, all of the ingredients are mixed together. Then, the mixture is heated up to kill off any unwanted bacteria.
Subheading 2 <i>Give each section of your explanation a subheading and clearly explain the steps. Use subject specific vocabulary if you can!</i>	Flavours and Colours Next, the flavours and colours are added. Colours are added to match the flavour of the ice cream. Mint flavour ice cream is coloured green whilst strawberry flavour ice cream is coloured pink.
Subheading 3 <i>Give each section of your explanation a subheading and clearly explain the steps. Use subject specific vocabulary if you can!</i>	Frozen and Whipped The mix is then frozen and whipped at the same time. This helps to put air into the ice cream in order to give it a soft texture.
Subheading 4 <i>Give each section of your explanation a subheading and clearly explain the steps. Use subject specific vocabulary if you can!</i>	Blast Freezer Now the mix should look like ice cream. It is put into tubs and placed into a blast freezer so that the ice cream can be frozen to -40 degrees Celsius. Did you know? -40 degrees Celsius is as cold as the North Pole in winter.
Ending <i>Summarise the text so far and add a diagram to show something that you have explained in your text.</i>	Summary The ice cream is then packaged and the popular treat is ready to be enjoyed by children all over the world. As explored in this text, the ice cream has been on a long journey before you even unwrap it. Diagram: 

If possible, we would like you to base your own innovation on something that you know very well. It might be that you write an explanation on how to make a meal at home (be careful not to make it a recipe!), how to become a Rock Legend on TTRS or how to become a Word Millionaire on AR.

Theme Tasks

Remember you can sketch your own version of these on paper:

Venn Diagram



Carroll Diagram



Physical Tasks



TRAVEL TOKYO



The Tokyo 2020 Games may not be happening this year but we can still get active.

The Tokyo 2020 Games may not be happening this year but we can still get active.

Get Ready! Our school is getting active with Team GB and Paralympics GB by joining the Travel to Tokyo challenge. We want you to travel the distance to Tokyo by getting active as a family. There are weekly school prizes to be won too!

FIND OUT MORE – [here](#)

LOG ACTIVITY – [here](#)

KEEP TRACK OF PROGRESS – [here](#)

We will be encouraging the entire school community to travel the distance to Tokyo by getting active.

We have turned each year into a **Travel to Tokyo team** (EYFS Team, Year 1 Team, Year 2, Year 3, Year 4, Year 5 and Year 6). All the physical activity your family does at home will count towards their journey to Tokyo. All they need to do is record their activity on our easy-to use **Log Activity page**. Which team can travel the furthest?

There are lots of ideas for getting active on the **Travel to Tokyo website**. You don't need lots of equipment or space – playing in the garden or having a dance off to your favourite song – if it gets their heart pumping, it all counts!

This week, pick at least two of the following activities to have a go at:

Be Boulder

Listen Up!

**House
Workout**

10 Mins



BE BOULDER

じっと我慢

Jitto Gaman

Adventure



Activity type

Home

Away

Indoor

Outdoor

Equipment

Dice



How to play

2

The climbers crouch on their hands and feet (no knees) - this is the rest position.

1

Pick one person to be the dice thrower, the rest will be climbers and agree what the numbers on the dice mean. For example:
1 = left hand
2 = right hand
3 = left foot
4 = right foot
5 = rest
6 = change thrower

3

The thrower throws the dice. The climbers lift the matching body part off the floor and try to stay balanced. Keep throwing until someone falls over or a 6 is thrown, then change the thrower. Who can follow the correct moves and stay balanced longest?

4

Keep going to see who can balance for the longest time! Speed up the game so climbers must change positions faster!

5

Lift up two body parts at once to make it more challenging. For example:
1 = left hand and right foot
2 = right hand and left foot
3 = left hand and left foot
4 = right hand and right foot

Variations

- Play sitting on a chair or standing and raise arms and legs.
- Follow a trail around the floor, alternating hands and feet to touch each trail marker.

Challenge yourself

- Can you balance without wobbling?
- Can you stretch out your lifted arm or leg?
- Can you keep going for longer than last time?

What next?



Try something similar

Bouldering, indoor climbing, adaptive climbing, adventure playground, monkey bars, balance beam



Try something different

Swimming, water polo, diving, sailing



Log your activity and find more Tokyo Ten activities and resources at getset.co.uk/travel-tokyo

getset.co.uk/travel-tokyo



TRAVEL
TOKYO



SPORT
ENGLAND
LOTTERY FUNDED

#TravelToTokyo

10 Mins



LISTEN UP!

よく聞いて!

Yoku kiite!

Ball Games



Activity type

Home

Away

Indoor

Outdoor

Equipment

- A jingle jar: a clean jam jar containing two handfuls of dried peas, lentils, rice or pasta (something that rattles)
- Blindfold

How to play

2

Player A sits on the floor at one end of the room. Player B moves to different places in the room and rattles the jingle jar. Player A points to where Player B is. Are you correct?

4

Player A sits in the middle of the room, with the jingle jar behind them. Player B moves along the floor to 'steal' the jingle jar. Player A points to Player B if they hear them coming or going. If correct, Player B must start again.

1

Ask Player A to wear a blindfold. Player B rattles the 'jingle jar'. Try these challenges to test your goalball skills. You'll need to listen carefully!

3

Player A sits in the middle of the room. Player B tries to roll the jingle jar past Player A - to the left or the right. Can Player A stop it?

5

Swap roles so both players have a go at wearing the blindfold.

Variations

- With more players, roll the jingle jar across a circle. Player A sits in the middle and tries to stop the jar.
- With more players, more than one Player can try to 'steal' the jingle jar.
- Player B guides Player A across the room by rattling the jingle jar.

Challenge yourself

- Can you point to the correct place or stop the jingle jar more often?
- Can you play with more people moving about?
- Can you play in a larger space?

What next?



Try something similar

Goalball, five-a-side football, target shooting, cricket (for visually impaired players)



Try something different

Tandem cycling, guide running, swimming, judo (for visually impaired players)



Log your activity and find more Tokyo Ten activities and resources at getset.co.uk/travel-tokyo

10 Mins



HOUSE WORKOUT

かじたいそう | Kaji taisō

Move & Dance



Tokyo Ten activities are 10-minute activities designed to get everyone moving. Try this activity out in school as part of a whole-school active assembly, or as an energiser for the class. Set it as an active homework challenge for families, and see if they can add new moves to the routine!

Activity type

Home Away Indoor Outdoor

Equipment

Music



How to play

1. Super Sweeper

Pretend to sweep the floor. Push forward with right hand and right foot 4 times. Do the same on the left 4 times. Repeat.

2. Window Wiper

Pretend to clean the windows. Reach up with right hand and make 4 big circles. Do the same with the left hand. Repeat.

3. Washing-up Wiggler

Pretend to reach for dishes. Step right with right foot and stretch right with both hands. Do the same on the left. Repeat 8 times.

4. Laundry Linger

Pretend to hang out the washing. Bend knees and touch the floor. Stand up and stretch both hands high. Repeat 4 times.

5. Play some music

Play some music. Create a routine using all 4 moves. Repeat as many times as you can!

Variations

- Make up your own moves for other housework chores.
- Hold a tin of beans in each hand to act as weights.

Challenge yourself

- Can you work faster?
- Can you push and stretch further?
- Can you move for longer?

What next?



Try something similar

Aerobics, cheerleading, boxercise, salsa, Zumba®



Try something different

Basketball, volleyball, football, rugby, hockey



Log your activity and find more Tokyo Ten activities and resources at getset.co.uk/travel-tokyo

Social Tasks



Wheel of Well-being

Social Activity 1

Here are the links to the different social activities available on the scouting website. Please choose one to complete as part of your social activity for this week.

Option 1:

Art Apart- <https://www.scouts.org.uk/activities/art-apart/> Can you follow your partner's instructions to recreate their work of art without peeking?

Option 2:

Animal Diary- <https://www.scouts.org.uk/activities/animal-diary/>

Keep a diary as you care for an animal. It's up to you whether it's a pet that you actually have, a wild animal you have may rescued before or you may wish to imagine that you have a pet or need to rescue an animal. You can keep an eye out for any wildlife you may see and note what it needs to survive. Here is an example of a diary for this: <https://prod-cms.scouts.org.uk/media/3418/animal-diary-template.pdf>

Social Activity 2

Help make a meal at home – it could be as simple as making a sandwich for lunch. This could be really useful when you are writing your explanation text as you can consider all of the steps it takes. For example, you need to shop for the ingredients, prepare your space by wiping down the sides and getting your utensils ready, construct the sandwich by chopping up your fillings and putting them in the bread and finally serving the sandwich ready to eat. If you choose not to write your explanation text based on this, then it is still a really good way to develop your life skills and spend time with people at home.