

# Home Learning



Year 4 Term 5 Week 6

# Message from the class teacher

Good Morning Year 4,

I hope you all enjoy the bank holiday weekend last weekend and had some VE celebrations.

Well Done in completing another week in Term 5. I hope you have enjoyed another week of Home Learning and have been finding a variety of ways to keep busy and active.

This week we have moved our focus in Maths to Measurement, specifically Money from Decimals. Good Luck and keep up the great work. Remember to take it all in small steps.

We are continuing to study 'The King of Fishes' story in preparation for our write next week. Alongside this instead of R.E we have a research topic.

Good Luck and remember HAVE FUN!

Best Wishes,  
Miss Solomon

# Reading

Hopefully you have access to books at home, but we have sent home extra books with your child.

## Accelerated Reading

Home quizzing is not always recommended but in this case we have adjusted the settings to allow quizzing to happen at home.

If your child wants to read a book from home, please check that there is a quiz available for the book and that the book level (BL) is within or near to your child's reading range. Also take note of the quiz number for future reference.

To check books please visit: <https://www.arbookfind.co.uk/>



The Gruffalo

Donaldson, Julia

AR Quiz No. 203199 EN Fiction

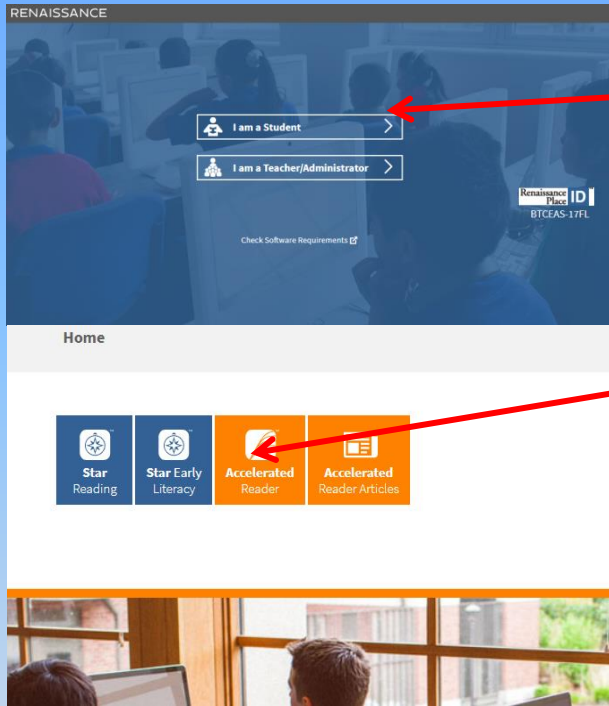
IL: LY - BL: 2.3 - AR Pts: 0.5

AR Quiz Types: RP, RV, VP

Go to the next page  
for how to quiz.

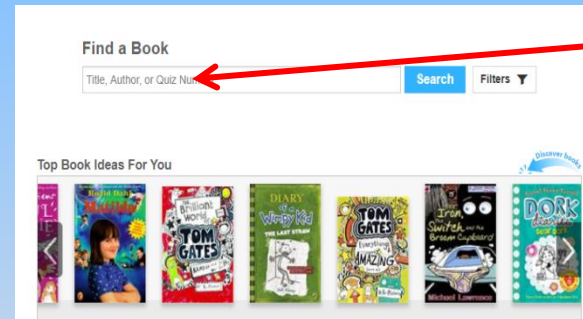
# AR quizzing at home.

To log into AR to take a quiz please visit: <https://ukhosted27.renlearn.co.uk/2240835/>



Your child should know what to do from here and should know their login details. If they are not aware, most details are written in their reading record.

Click on Accelerated reader.



Type in the name the book or the quiz number.

We advise students complete quizzes unaided. If parents/carers wish to support their child, they can do so in the following ways:

- Discuss the book with your child as the book is being read
- Ask your child to read the question out loud
- Re-word questions for your child, if necessary
- Ask your child which answers are **not** correct

Visit <http://readon.myon.co.uk>



## Life is Better When We Read Together

Schools may be closing, but reading doesn't have to stop. To help support teachers, students and parents to **'Keep the UK and Ireland reading'**, we are offering access to thousands of enhanced digital books through myON and articles from myON News.

Start reading! →

### Learn more

myON links with both Star Reading and Accelerated Reader quizzes, and offers practical literacy tools and supports through myON Projects. To learn more about the benefits of full access to myON and five daily news articles from myON News, call us on +44 (0)20 7184 4040, email [answers@renlearn.co.uk](mailto:answers@renlearn.co.uk) or visit: [renlearn.co.uk/myON](http://renlearn.co.uk/myON).

Learn more about myON and myON News

Choose an area that interests you or use the search option.

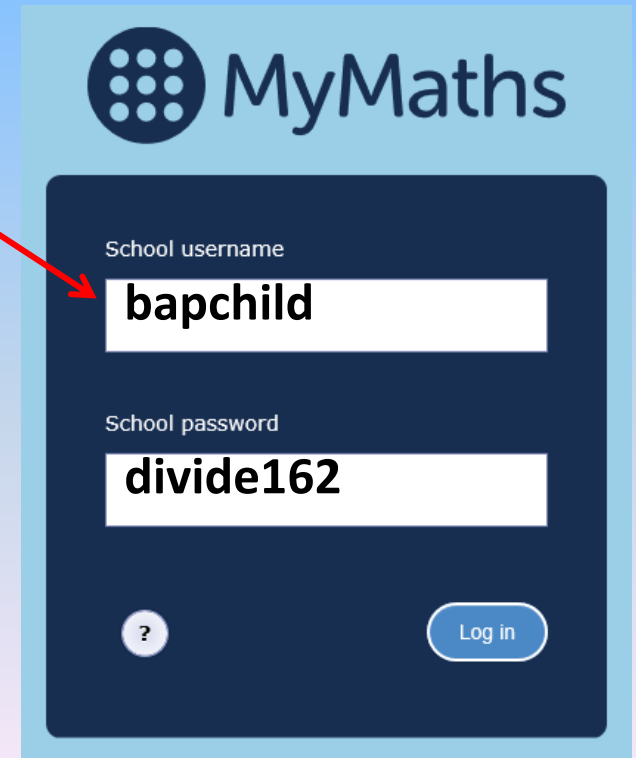
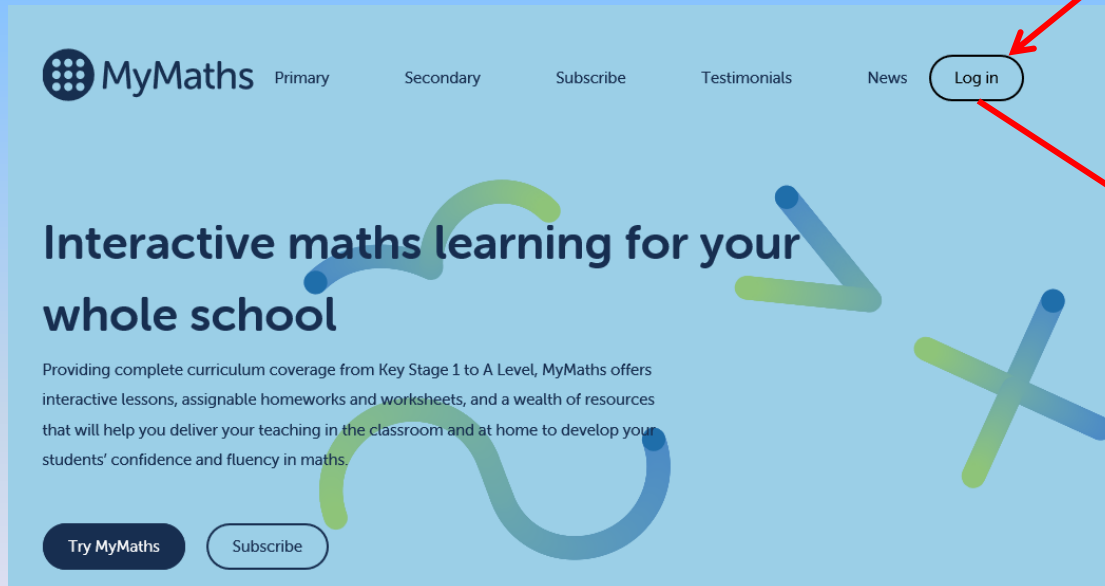
The screenshot shows the myON by Renaissance website interface. At the top, there is a navigation bar with links for myON by Renaissance, Library, News, Projects, and Read Together. Below this is a search bar with a magnifying glass icon and the word "Search". A red arrow points to the search bar. Below the search bar is a section titled "Browse Books By Category" with a green bar indicating "7,102 books". Below this are several category tiles, each with an icon, a title, and a book count. A red arrow points to the "Animals" category tile.

| Category         | Book Count  |
|------------------|-------------|
| About Me         | 1,865 books |
| Animals          | 1,216 books |
| Genres           | 3,759 books |
| Hobbies & How To | 330 books   |
| Literacy Skills  | 325 books   |



# Using My Maths

Children should know their way round My Maths but here are some reminders on how access the lessons. Visit: [www.mymaths.co.uk](http://www.mymaths.co.uk)



# Using My Maths

The image shows the 'My Maths' website interface. At the top, there is a dark blue header with a logo, 'Log out', 'Help', 'Assessment Manager', and a search bar. Below the header, the main content area is divided into a left sidebar and a main panel. The sidebar has a 'Select Curriculum' dropdown set to 'National Curriculum (Eng)', a 'Library' section with 'Latest' selected, and a list of topics: Number, Measurement, Geometry, Statistics, Booster packs, and fSkills. The main panel shows a 'Latest' section with a 'KS2 SATs booster' and a list of assessments: 'Y6 Arithmetic assessment 1' (with a 'Worksheet' button), 'Y6 Arithmetic assessment 2', 'Y6 Mixed assessment 1', 'Y6 Mixed assessment 2', and 'Y6 Mixed assessment 3'. A green overlay on the right side contains a login form with fields for 'My portal username' and 'My portal password', a 'Log in' button, and a link for 'Assessment Manager log in'. Red arrows point from the text below to specific elements: one to the 'Measurement' topic in the sidebar, one to the 'Y6 Arithmetic assessment 1' card, one to the search bar, and one to the password field in the login overlay.

Access any lesson based on what your child is learning in class or search the topic in the search bar.

Use the login portal to access specific homework and lessons that your teacher has set.



# Maths – White Rose Home Learning

- As well as the work that can be accessed through My Maths and TT Rockstars, you can see below the future topics we would be covering.
- To find further support for the rest of our year curriculum, visit the White Rose website for the schemes of learning.  
(<https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/>)
- Here, you can find everything we should be covering across year 4 and the small steps within this. For example...

|        | Year 1                              | Year 2             | Year 3 | Year 4            | Year 5                           | Year 6 |                               |                                   |                                     |               |         |               |
|--------|-------------------------------------|--------------------|--------|-------------------|----------------------------------|--------|-------------------------------|-----------------------------------|-------------------------------------|---------------|---------|---------------|
|        | Week 1                              | Week 2             | Week 3 | Week 4            | Week 5                           | Week 6 | Week 7                        | Week 8                            | Week 9                              | Week 10       | Week 11 | Week 12       |
| Autumn | Number: Place Value                 |                    |        |                   | Number: Addition and Subtraction |        |                               | Measurement: Length and Perimeter | Number: Multiplication and Division |               |         | Consolidation |
| Spring | Number: Multiplication and Division |                    |        | Measurement: Area | Number: Fractions                |        |                               |                                   | Number: Decimals                    |               |         | Consolidation |
| Summer | Number: Decimals                    | Measurement: Money |        | Measurement: Time | Statistics                       |        | Geometry: Properties of Shape |                                   | Geometry: Position and Direction    | Consolidation |         |               |

# Maths – White Rose Home Learning

CONGRADULATIONS, well done for completing the topic on decimals. Our next topic within maths is going to be measurement, specifically money. If you follow that link from the previous slide, it'll open up a PDF that shows me all the information for that topic.



Pounds and pence



Ordering money



Estimating money



Four operations



I've put a star next to the areas we are going to focus on this week. My tip would be to focus on the small steps and to try not too rush. Take your time!

# Maths – White Rose Home Learning

Each small step has notes and guidance for the topic and fluency suggestions. The second page provides reasoning and problem solving questions that the children can try to consolidate their learning.

## Pounds and Pence

### Notes and Guidance

Children develop their understanding of pounds and pence. This is the first time they are introduced to decimal notation for money. Once children are confident with this, they can move on to convert between different units of money.

Children can use models, such as the part-whole model, to recognise the total of an amount being partitioned in pounds and pence.

### Mathematical Talk

How many pence make a pound?

Why do we write a decimal point between the pounds and pence?

How would we write 343 p using a pound sign?

How can the amounts be partitioned in to pounds and pence?

Is there only one way to complete the part-whole model?

How can these amounts be converted into pounds and pence?

### Varied Fluency

How much money is in each purse?



There is \_\_\_\_ pence.  
There is \_\_\_\_ pounds.  
There is £ \_\_\_\_ and \_\_\_\_ p  
There is £ \_\_\_\_



There is \_\_\_\_ pence.  
There is \_\_\_\_ pounds.  
There is £ \_\_\_\_ and \_\_\_\_ p  
There is £ \_\_\_\_

Complete the part-whole models to show how many pounds and pence there are.



Convert these amounts to pounds and pence:

357 p

307 p

57 p

370 p

3

## Pounds and Pence

### Reasoning and Problem Solving

Some children are converting 1206 p into pounds.

Who is correct?



1206 p = £12.6

Whitney

1206 p = £12.06



Rosie



1206 p = £120.6

Teddy

What have the others done wrong?

Rosie is correct. Whitney has not written the 6 p in the correct column. Teddy has not understood how many pence there are in a pound, therefore his place value is incorrect.

Eva has these coins:



She picks three coins at a time. Decide whether the statements will be always, sometimes or never true.

- She can make a total which ends in 2
- She can make an odd amount.
- She can make an amount greater than £6
- She can make a total which is a multiple of 5 pence

Can you think of your own always, sometimes, never statements?

- Never
- Sometimes e.g. £3.05
- Never – she can only choose three coins so the largest amount she can make is £5
- Always, because every coin is a multiple of 5 pence

# Maths – White Rose Home Learning

In school as we follow the White Rose scheme of learning. Their website has put together free lessons and resources that link to the learning taking place in school. Please visit:

<https://whiterosemaths.com/homelearning/>

The screenshot shows the White Rose Maths website's 'Home Learning' page. The top navigation bar includes links for Resources, Professional Development, Home Learning (circled in red), Who We Are, and News. A search icon and a Premium Resources Centre link are also present. The main header features a large image of a hand using a calculator. Below this, the 'Home Learning' section is highlighted. On the left, an 'Easter Alert!' box informs users about the #MathsParty routine and provides a 'Download the activities' button. On the right, a sidebar lists various home learning resources, with 'Home Learning - Year 4' circled in red.

**White Rose Maths** Resources Professional Development **Home Learning** Who We Are News Premium Resources Centre

**Home Learning** Home / Home Learning

**Easter Alert!**

Want to keep up the daily #MathsParty routine over Easter? No problem! We'll be adding lessons for the next two weeks so you don't miss out.

Don't worry if you're taking a break. All four of the weekly blocks of lessons will still be available, so you can catch up later on.

[Download the activities](#)

**Home Learning**

- Easter Fun
- Home Learning – Early Years
- Home Learning – Year 1
- Home Learning – Year 2
- Home Learning – Year 3
- Home Learning – Year 4**

# Maths – White Rose Home Learning

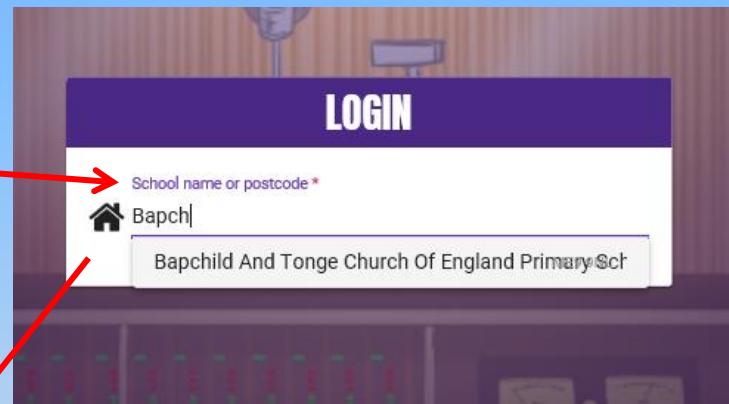
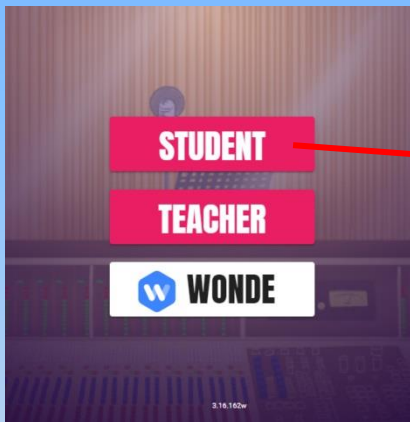
Complete Summer Term-Week 2, Lesson 3-4 and then move onto Summer Term-Week 3, Lessons 1-2 throughout the week. Each Lesson has linked a PowerPoint video to explain how to do that specific maths activity. It also contains an activity with the answers which you can complete and check after.

| Home Learning – Year 4                                                                                                  |   |
|-------------------------------------------------------------------------------------------------------------------------|---|
|  Summer Term - Week 4 (w/c 11th May)   | + |
|  Summer Term - Week 3 (w/c 4th May)    | + |
|  Summer Term - Week 2 (w/c 27th April) | + |
| Summer Term - Week 1 (w/c 20 April)                                                                                     | + |
| Week 2                                                                                                                  | + |
| Week 1                                                                                                                  | + |

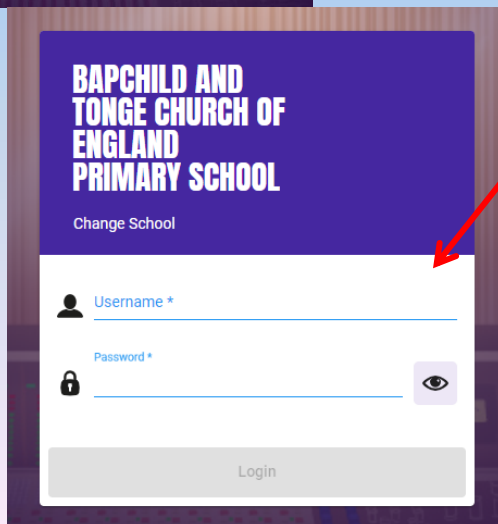
# TT Rockstars

To access TT Rockstars please visit:

<https://play.ttrockstars.com/auth/school>



Start typing  
in the school  
name or the  
post code  
(ME99NL)



Pupils type in their username and password,  
usually written in their reading record.  
Pupils can practice all tables

I have specifically allocated different times tables  
for you to practise each week.

# Accessing Twinkl

Many educational content providers are offering free access to their resources. Twinkl is a website that we use from time to time to resource our lessons to aid in teacher input and pupil activities.

We will be able to direct you towards activities and learning via this website based on lessons that may be missed due to absence. To access Twinkl please visit:

[www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)

You will have to sign up and put in the offer code: **UKTWINKLHELPS**

The screenshot shows the Twinkl website interface. At the top, there is a blue header with the Twinkl logo, a search bar with the text 'Search 500,000+ resources', and links for 'Membership', 'Sign In', and 'Join'. Below the header, there is a navigation bar with links for 'Planning', 'Curriculum Aims', 'EYFS', 'KS1', 'KS2', 'KS3/4', 'SEND', 'EAL', and 'Create'. The main content area is divided into two sections: 'Already a member?' and 'New to Twinkl?'. The 'Already a member?' section has a sign-in form with fields for 'Username or Email:' and 'Password:', and a 'Subscribe now!' button. The 'New to Twinkl?' section has a sign-up form with fields for 'Email address:', 'Password:', 'Occupation:' (a dropdown menu), and 'Offer Code', and a 'Signup & Subscribe now!' button. A red arrow points from the 'Offer Code' field in the 'New to Twinkl?' section to the 'UKTWINKLHELPS' offer code mentioned in the text on the left.



# English Task:

Re-read the story from last week and then complete the tasks



## The King of the Fishes

Once upon a time there was a poor fisherman called Li. Every day, he went down to the sea to fish. There he stood on the rocks and threw the nets into the icy waters and waited. When he pulled the nets in, he would take any fish back to the market and sell them.

One day, he caught a huge fish. It had silver scales that glittered in the sunlight, blood-red fins and a golden crown. It was so beautiful that Li stood, amazed, staring at the fish as it thrashed about in the net. Suddenly Li felt guilty. It was so beautiful, and surely it must have a family...

So, he scooped it up out of the net and set it free. Li stood watching as the fish swam out to sea. Then, to his amazement, it turned and spoke to him.

"Li, you have saved the King of the Fishes. I grant you one wish. When the moon is high in the sky, come back here and tell me your heart's desire.' With a flick of his fin, the King of the Fishes was gone.

Immediately, Li hurried home, wondering what on earth he should wish for. There were so many things that his family needed. First, he asked his elderly father. "Father, if you had one wish, what would it be?" There was a silence and then his father spoke, 'Why son, I would wish for new eyes, for I am blind and will never see again.'

Next, he asked his mother. "Mother, if you had one wish, what would it be?" His mother thought for a minute and then said, "Why son, I would wish for money, for the roof needs mending and the winter winds whip through the house and make my bones shiver so."

Finally, he asked his beautiful wife. "Wife, if you had one wish, what would it be?" There was a silence and then his wife whispered, "Why Li, I would wish for a baby, for who will care for us when we are old? Yes, nothing would be more precious than a child."

Poor Li could not make up his mind - they needed the money certainly, but his father was blind and that was a terrible thing. However, he also knew that a child would bring joy to them all. All evening, Li paced up and down trying to decide what the wish should be.

Suddenly, he stopped pacing and grinned. Yes, he had it! He rushed out of the house, through the forest and down to the sea. The moon was high in the sky and so it was time to talk to the King of the Fishes. Li ran down onto the rocks and stood there with the foam crashing about him. He could see the moon's reflection on the waves, and then came the King of the Fishes.

"What do you wish for Li?" called the King in a high, silvery voice.

"I wish for my father to see our son in a cradle made of gold," shouted Li. There was a silence and the great fish disappeared. The waves stilled and Li could see the stars like silvery freckles in the dark night sky. Then out of the darkness he heard a noise, drifting down through the forest. It was a baby crying...

# English

## Task:

- The King of the Fishes is a wishing tale.
- Let's look at the underlying pattern of the story by putting each section of the plot into a separate box. (As seen in the bigger box, to the right)
- Then complete the task on the next slide.

|                                            |
|--------------------------------------------|
| Main character (MC) really wants something |
| MC tries to get what they want             |
| A barrier gets in the way                  |
| MC overcomes the barrier                   |
| MC gets what they wished for               |
| Sometimes all is well – sometimes not!     |

| The King of the Fishes                                                              | Plot Pattern                                                        |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Li is a poor fisherman.                                                             | MC is poor                                                          |
| Li catches the King of the fishes but chooses to put it back                        | MC rescues an animal that is the King or Queen of its kind.         |
| The King of the Fishes grants Li one wish.                                          | The animal grants the MC one wish.                                  |
| Li asks each member of his family what they would wish for. He struggles to decide. | The MC struggles to decide what to wish for.                        |
| Li combines three wishes into one and asks the King of the Fishes for his wish.     | The MC chooses his wish, asks the creature and his wish is granted. |
| Everyone is happy. Li is now rich.                                                  | All is well. The MC is now rich.                                    |

# Plan your Story

- Looking at the box to the right, can you now complete your own new story plan, in preparation for writing your story next week.

| King of the Fishes                                                                  | Plot Pattern                                                        | My New Story Plan |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------|
| Li is a poor fisherman.                                                             | MC is poor                                                          |                   |
| Li catches the King of the fishes but chooses to put it back                        | MC rescues an animal that is the King or Queen of its kind.         |                   |
| The King of the Fishes grants Li 1 wish.                                            | The animal grants the MC one wish.                                  |                   |
| Li asks each member of his family what they would wish for. He struggles to decide. | The MC struggles to decide what to wish for.                        |                   |
| Li combines three wishes into one and asks the King of the Fishes for his wish.     | The MC chooses his wish, asks the creature and his wish is granted. |                   |
| Everyone is happy.                                                                  | All is well. The MC is now rich.                                    |                   |



# English Task 2

- In your story, your main character will need to rescue a King or a Queen of a species.
- Here's a chance to get creative. Pick an animal and draw or describe what the King or Queen of its kind would look like. You could use paper and coloured pens or pencils. You could make a model or use a computer. Here are two examples



# English Task:

Put the correct word in these sentences:

1. Julia was upset that the thief had stolen her precious painting.
2. Luckily, the police \_\_\_\_\_ the thief red-handed.
3. The courts must \_\_\_\_\_ what the thief's punishment should be.
4. In Victorian times, the thief may have been hit with a \_\_\_\_\_.
5. Unfortunately for the thief, the courts \_\_\_\_\_ that he should be sentenced to time in prison.
6. In prison, the thief had time for \_\_\_\_\_ and decided to change his ways in the future.

|            |        |            |
|------------|--------|------------|
| ✓ precious | whip   | reflection |
| decide     | caught | thought    |

- You can practice and learn these spellings in whichever way suits you best (just like your homework, e.g. look, cover, write, check):

- Remember
- Different
- Difficult
- Knew
- Group
- Earth
- Thought
- Decide
- Quarter
- Perhaps



Spelling  
list...



# Task 3: Applying the spellings and optional additional spelling tasks...

Choose one of the options from below to revise the spellings.

- Write a definition for each of the words.
- Write sentences including each of the words.
- Write a small passage trying to include as many of the words as you can.
- Dictation – can an adult in your house tell you a sentence with the word in and you have to write the sentence and check your spellings are correct?

# Research Topic- The Mayan's

*Read the information below and complete research on the Mayan's. Then complete the table on the next slide.*

## **The Mayan Religion**

Gods lived everywhere, but especially in the heavens. The Maya believed in a heaven, an earth, and an underworld. Earth was for the living.

Heaven was the home of the gods. A piece of the heavens was reserved for the Maya afterlife. They believed their ancestors lived in this little piece of heaven, but kept a watchful eye on their relatives still alive on earth. The poor buried their dead under the floor of the house, to make it easier for their ancestors to know what was going on. Nobles were buried in tombs, but they too believed that their ancestors watched over them.

The Maya also believed in an underworld. This was the Place of Awe. The Maya underworld was not a good place. It was a place where demons lived. If the Maya people did not worship in the right way, the demons would be released and able to leave the underworld and attack the Maya people. This was a huge fear. The Maya held many religious ceremonies to make sure the demons and other evil creatures who lived in the underworld stayed in the underworld. Priests wore masks and costumes at these religious ceremonies to scare the demons. They wanted to appear stronger and more fierce than the demons, so the demons would stay away.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write a sentence for each of these titles to describe what Mayan religion was like, then draw a picture for each one.

### Gods

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### Temples

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### Sacrifice

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### Ceremonies

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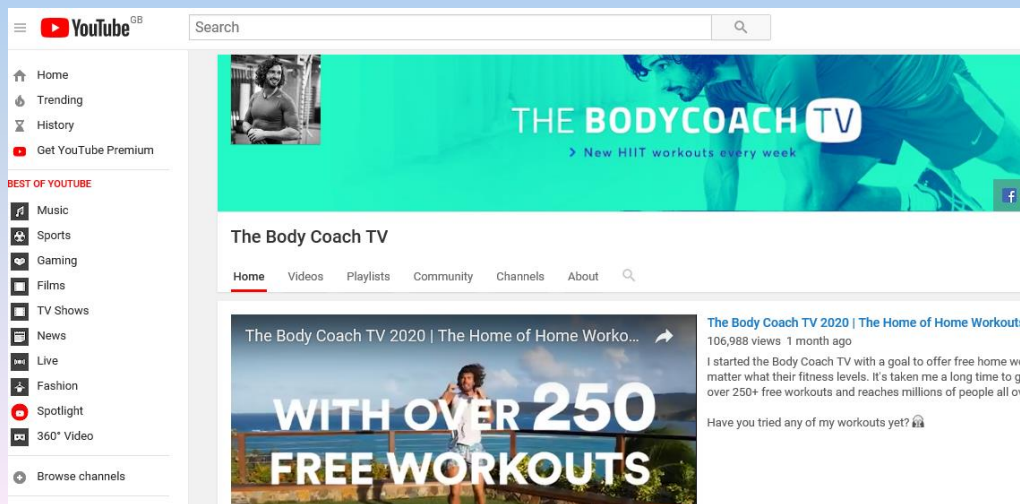
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# P.E.

It is important to keep your children active. If it is safe to do so, ensure they have some time outside throughout the day. Please visit **Joe Wicks** YouTube channel

(<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>), which has lots of exercise videos for children. He will also be hosting a live P.E. lessons Monday to Friday at 9:00am.



**Collins**

# Music

**Out of the Ark Music**

- **Collins** are also providing home learning activities <https://collins.co.uk/pages/support-learning-at-home>.
- You can access free Music Express songs and activities by clicking on the free children's song bank. Some of these the children will recognise from class music lessons with Mrs Julier .

Go to [Collins Connect](#) and click on the Teacher portal and enter:

- Username: **parents@harpercollins.co.uk**
- Password: **Parents20!**
- Click Login.
- Once you've logged into Collins Connect, select **Music Express** from the menu page. To access the **Song Bank** click the link on the welcome page.

- '**Out of the Ark**' music have created 'Out of the Ark at Home' via this website <https://www.outoftheark.co.uk/ootam-at-home/>
- There are 4 weeks on the website so far and when you click on e.g week 1, there is a lively fun song video for every single day. Definitely something you might enjoy and could work well as a brain break, when needed.



# Classroom Secrets

The site classroom secrets

<https://classroomsecrets.co.uk/free-home-learning-packs/> has free class packs which provide some great additional ideas and resources you can use.

