

Home Learning



Year 4 Term 6 Week 1

Message from the class teacher

Good Morning Year 4,

I hope you have enjoyed your half term and have had a chance to enjoy the sunshine. Perhaps you played with your siblings or maybe you kicked a ball around in the garden. I personally baked some Scones and a Pavlova. Welcome back to another term can you believe it, we are now into our final term of the year and what an unusual year it has been. For this week I decided to let you finish your story from before half term and have left some of the usual math activities. Alongside this I have left a topic activity. Have fun and Stay safe!

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 or visit: 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



Using My Maths

The image shows the 'My Maths' website interface. The top navigation bar includes a logo, 'Log out', 'Help', 'Assessment Manager', and a search bar. The main content area is titled 'Latest' and features a sidebar with 'Select Curriculum' (National Curriculum (Eng)) and a 'Library' section with categories like 'Latest', 'Number', 'Measurement', 'Geometry', 'Statistics', 'Booster packs', and 'fSkills'. The main content area displays 'KS2 SATs booster' and 'Y6 Arithmetic assessment 1' with a 'Worksheet' button. A login overlay is shown on the right, 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 the search bar, the 'Measurement' category, the 'Worksheet' button, and 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

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



Hours, minutes and seconds



Years, months, weeks and days



Analogue to digital – 12 hour



Analogue to digital – 24 hour



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.

Hours, Minutes & Seconds

Notes and Guidance

Children recap the number of minutes in an hour and seconds in a minute from Year 3.

They use this knowledge, along with their knowledge of multiplication and division to convert between different units of time.

Varied Fluency

Sort the activities under the headings depending on the approximate length of time they take to complete.

One hour	One minute	One second
Clap	Run around the playground	Blink
Swimming lesson	PE lesson	Tie your shoelaces

One hour = ____ minutes One minute = ____ seconds
 Two hours = ____ minutes Three minutes = ____ seconds
 Half an hour = ____ minutes ____ minutes = 240 seconds

Josh reads a chapter of his book in 5 minutes and 28 seconds. Tom reads a chapter of his book in 300 seconds. Who reads their chapter the quickest?

Mathematical Talk

What activity might last one hour/minute/second?
 How many minutes are there in an hour?
 How can we use a clock face to check? How could we count the minutes?
 How many seconds are there in one minute? What could we use to check?
 How many minutes in ____ hours? How many seconds in ____ minutes?

Hours, Minutes & Seconds

Reasoning and Problem Solving

Jack takes part in a sponsored silence. He says,

If I am silent for five hours at 10p per minute, I will raise £50

Do you agree with Jack? Explain why you agree or disagree.

Dora says,

To convert hours to minutes, I multiply the number of hours by 60

Is she correct? Can you explain why?

Jack is incorrect. There are 60 minutes in an hour so $60 \times 10p = 600p$ or £6
 $£6 \times 5 = £30$

Dora is correct. For example
 1 hour = 60 minutes
 $1 \times 60 = 60$
 2 hours = 120 minutes
 $2 \times 60 = 120$

Five friends run a race. Their times are shown in the table.

Name	Time
Eva	114 seconds
Dexter	199 seconds
Teddy	100 seconds
Whitney	202 seconds
Ron	119 seconds

Which child finished the race the closest to two minutes?

What was the difference between the fastest time and the slowest time? Give your answer in minutes and seconds.

Ron was the closest to two minutes, as he is one second quicker than 2 minutes (120 seconds).

Fastest time 100 seconds, slowest time 202 seconds.

The difference between the fastest and slowest time is 1 minute and 42 seconds.

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/>

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 3, Lesson 3-4 and then move onto Summer Term-Week 4, Lessons 1-2 throughout the week. Each Lesson has linked a PowerPoint video to explain how to do that specific maths activity. HOWEVER please note: when you get to Summer Term- Week 4 the website have stopped showing the worksheets, but I have attached a worksheet to complete on the next couple of slides. This worksheet should work alongside the videos from the website.

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	+

Correspondence problems

- 1 A canteen has 2 types of bread and a choice of 3 sandwich fillings.

Bread	Fillings
white	cheese
brown	tuna
	chicken

- a) List the different sandwiches that can be made.

One has been done for you.

cheese on white

- b) Complete the multiplication to represent the number of different combinations of bread and filling.

$$\square \times \square = \square$$

Complete the sentence.

There are combinations.

- c) How many combinations would there be if there were 4 choices of sandwich filling?

- 2 A pizzeria offers a choice of bases and toppings.

Pizza base	Toppings
deep pan	mushrooms
thin	chicken
	onion
	peppers
	sweetcorn

Complete the multiplication to work out how many different combinations of pizza there are.

$$\square \times \square = \square$$

Complete the sentence.

There are combinations of pizza.

- 3 Mo visits the funfair.

He buys a ticket that allows him to choose 1 ride and 1 game at the fair.

Rides

Big dipper
Dodgems
Carousel



Games

Hook-a-duck
Basketball
Coconut shy
Lucky dip
Test-your-strength

- a)

There are 8 different possible choices of rides and games.



Is Mo correct? _____

Explain your answer.

b) List all the different choices Mo can make.

Mo can make different choices.

4 Aisha has 3 headbands and 5 hair slides.

Kim has 2 headbands and 6 hair slides.

Who has more choices of combinations for wearing one headband and 1 slide?

_____ has more choices.

Talk about it with a partner.



5 Here are the activity choices available at Summer Camp.

Sport	Arts and crafts	Outward bound
football	painting	wall climbing
tennis	pottery	kayaking
golf	mosaics	abseiling
	origami	

Each child is allowed to choose 3 activities per day:

1 sport, 1 arts and crafts and 1 outward bound.

a) How many activity combinations are there?

b) Due to a flooded pitch, football is cancelled.

How many combinations are now possible?

There are combinations.

6 Tom and Esther are building a snowman.

They have a choice of 5 hats, 4 scarves and 2 pairs of gloves to dress their snowman.

How many different combinations are possible?

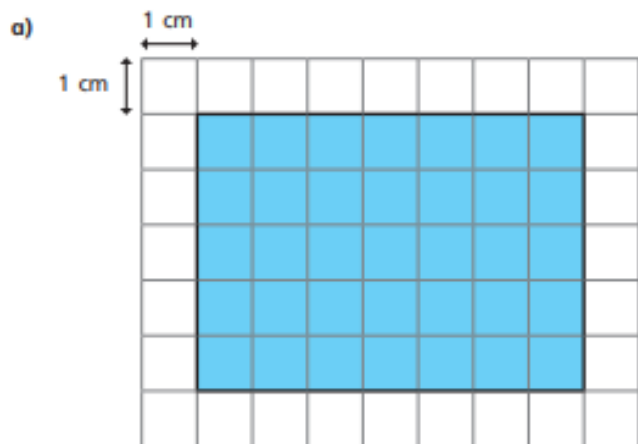
$$\square \times \square \times \square = \square$$

There are combinations.

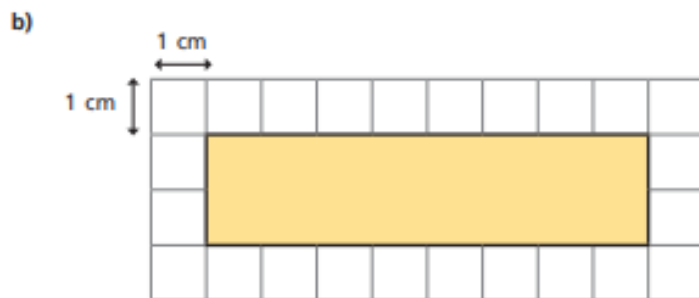


Perimeter of a rectangle

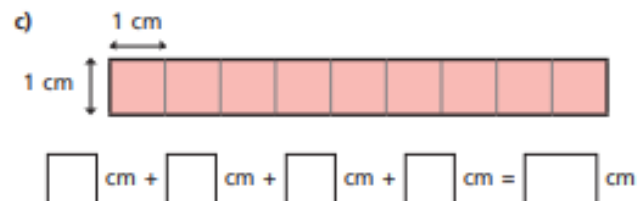
1 Work out the perimeter of each rectangle.



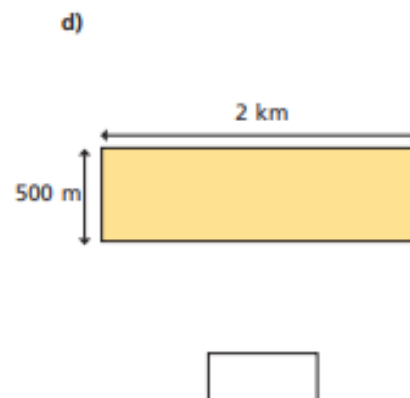
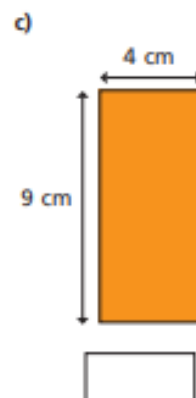
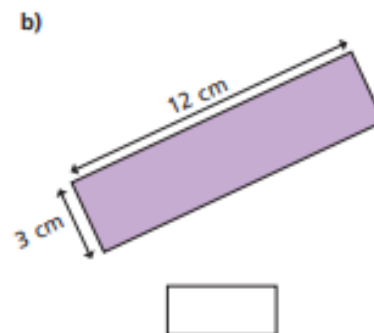
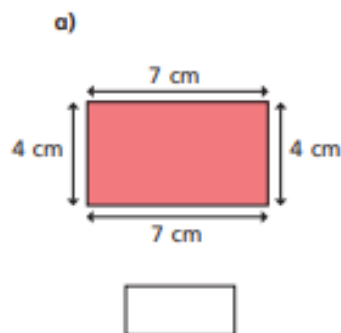
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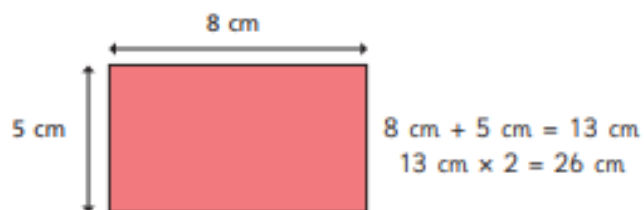
$$\square \text{ cm} + \square \text{ cm} + \square \text{ cm} + \square \text{ cm} = \square \text{ cm}$$



2 Work out the perimeter of the rectangles.

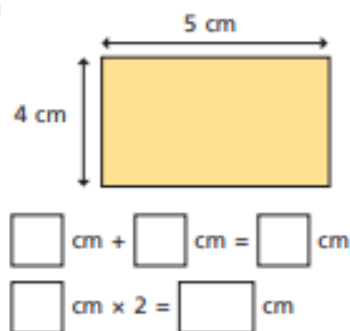


- 3 Tommy is working out the perimeter of some rectangles.

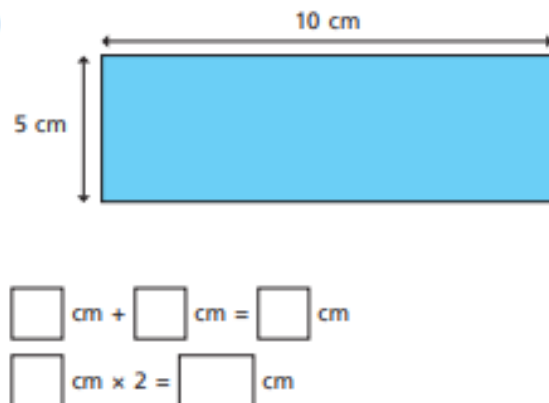


Use Tommy's method to find the perimeter of these rectangles.

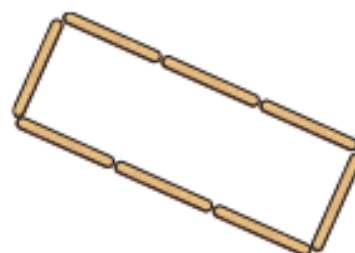
a)



b)

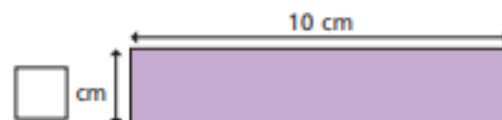


- 4 Each lolly stick is 8 cm long.
Find the perimeter of the shape.

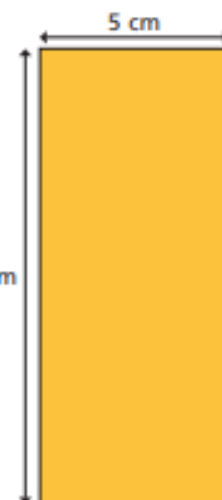


- 5 Each of these rectangles has a perimeter of 24 cm.
Work out the missing lengths and label the diagrams.

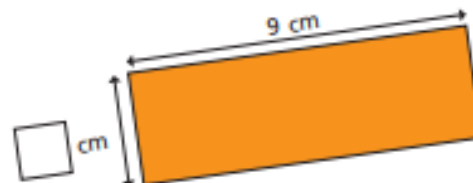
a)



c)



b)



What do you notice?

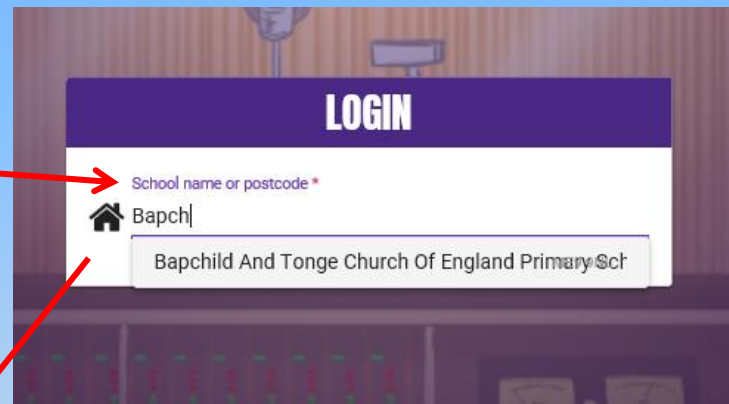
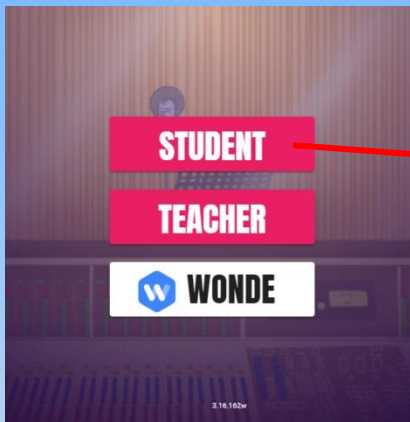
Find any other rectangles that have the same perimeter.



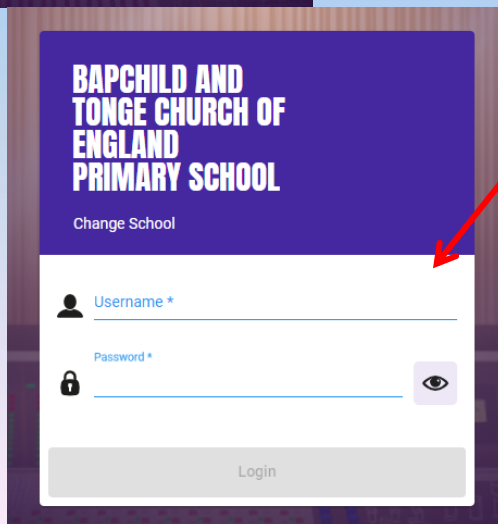
TT Rockstars

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.

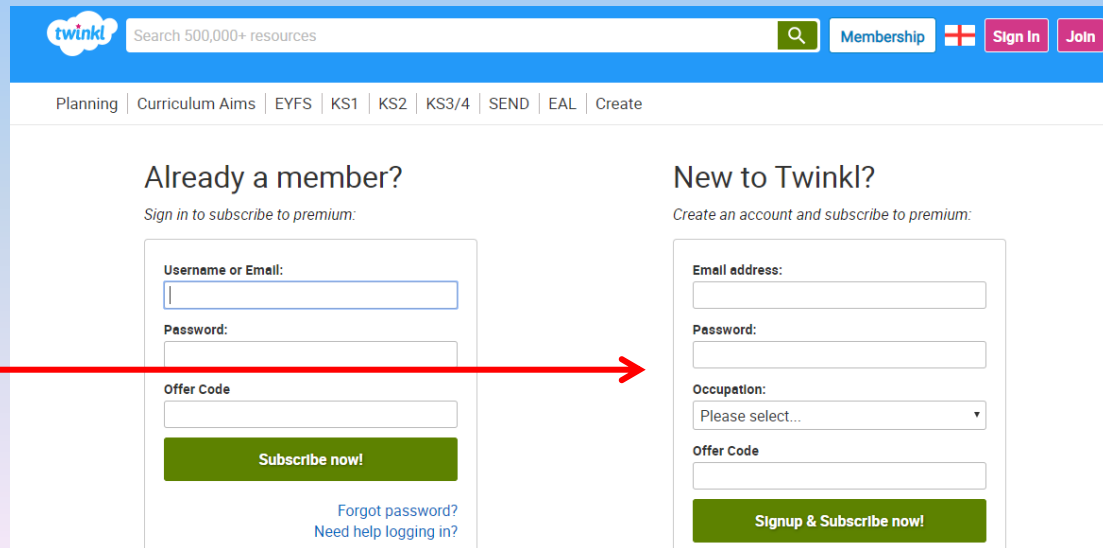
Accessing Twinkl

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

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 'UKTWINKLHELPS' offer code in the text on the left to the 'Offer Code' field in the 'New to Twinkl?' section.

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Email address:

Password:

Occupation:
Please select...

Offer Code

Signup & Subscribe now!

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:

- Now it's time to write your story from the week before last! I'll give you a bit of help on each section.
- Use your boxed-up planner to help you.
- I will help you through each step, using a step by step guide through each slide.
- Begin by Introducing your main character and how the main character is poor;
- Then give a bit more detail about your main character's daily life by using a fronted adverbial like 'every day' or 'each week' or 'during her working hours.'

First Section of the Story

- Here's my first paragraph. Use it to help you write yours:

The Queen of the Oysters

A long time ago in a land of sea and stars, there lived a poor oyster diver named Zoe. When the tide was right, she went deep, deep down in the sea to catch oysters. There she would swim, desperately searching for the secret shells. After her dive, she would take her catch to the market to sell for coins.

- Check your punctuation and spelling. Have you remembered full stops? Are there capital letters after the full stops?
- Have you remembered the comma after your fronted adverbials?

Second Section of the Story

Use your boxed-up planner to help you. Look back at the model text to help you too. In this section I want you to:

- Introduce the new character who is 'helped' in some way by the main character;
- Describe the new character in detail.

Here's my second paragraph. Use it to help you write yours:

One night, she caught an unusually large oyster. She couldn't help herself and she peeped inside. It had diamonds on its shell that glittered in the moonlight, a shimmering pearl and an angelic voice. As the oyster sang its mournful moan, Zoe froze in the water. She was mesmerised. Instantly, she realised that she couldn't take this oyster, so she placed it back on the seabed.

- Check your punctuation and spelling. Have you remembered full stops? Are there capital letters after the full stops?
- Have you remembered the comma after your fronted adverbials? Remember to do this for the next section as well!

Third Section of the Story

In this section I want you to grant the main character a wish. Here's my third paragraph. Use it to help you write yours.

As soon as the oyster touched the sand, it spoke to Zoe. "Zoe, you have saved the Queen of the Oysters. I will grant you one wish. Come back to me when the moonlight dances on the waves and I will give you what your heart desires."

- Check your punctuation and spelling. Have you remembered full stops? Are there capital letters after the full stops?
- Have you remembered the comma after your fronted adverbials?

Fourth Section of the Story

In this section I want you to:

Make sure your main character thinks about what her fa

Here's my fourth paragraph. Use it to help you write yours.

So that night Zoe returned home and tried to listen to what her heart desired. On the one hand, her mum could not walk so it would be wonderful if she could be cured. On the other hand, Zoe's family were so poor that their roof was leaking in two places, so they really needed money for a new house. Zoe dreamed of having a puppy of her very own. She wanted all of these things, but there was only one wish. How was she going to decide?

- Check your punctuation and spelling. Have you remembered full stops? Are there capital letters after the full stops?
- Have you remembered the comma after your fronted adverbials?

Fifth Section of the Story

In this section I want you to:

- Have your main character return to the wish-granting character;
- Combine the needs of your MC's friends or family into one wish;
- Describe the setting.

Here's my fourth paragraph. Use it to help you write yours.

As quick as a flick, it came to her! She knew what to wish for. The sun was setting, and the moon was beginning to take over the day. Zoe could see the moon's light reflecting on the surface of the waves. It was time to talk to the Queen of the Oysters. Down, down, down she swam. The Queen of the Oysters was there, waiting. Zoe used her hands to wish underwater. She used actions and hand signals to ask for her heart's desire: "I wish for my mum to be chasing my puppy around my mansion's garden."

- Check your punctuation and spelling. Have you remembered full stops? Are there capital letters after the full stops?
- Have you remembered the comma after your fronted adverbials?

Final Section of the Story

- Use your boxing up planner to help you. Look back at The King of the Fishes model text to help you too.

In this section I want you to:

- Have the wish come true;
- Make sure your reader knows that your main character has changed because of the wish, like the example below:
- *Suddenly, the oyster shimmered. The water felt cooler and the seaweed seemed to stand still. Zoe swan up to the surface and as soon as she broke into the air, she heard it: a dog barking in the distance. Zoe smiled. Her worries were finally over, and she walked back to her mansion in the moonlight.*

Research Topic- Mayan's

- Complete the table on 'The Mayan Creation Story', from the next two slides. I have provided two different versions to help you complete the worksheet. The first one which has been started for you and the second is a blank document. You DON'T need to complete two. You only need to choose the best one to help you complete it.

THE MAYAN CREATION STORY

In the beginning of the world there were only two gods. These gods were called Gucumatz and Tepeu and they glittered with blue and green feathers. The two gods decided that they would create the Earth. They thought of the Earth and it was created. They thought of the trees, mountains, valleys and cliffs and they were created. They thought of grass, flowers, fields and forests and they were created.

When they had created the world, they said to each other, 'Look at this amazing world we have made. We need beings who will take care of the Earth and who will praise us for what we have created.' So they made the animals. They made jaguars, panthers, snakes and deer. They made dogs, turkeys, parrots, fish and all the other animals that are in the world today.

But the animals could not praise Gucumatz and Tepeu. They could only bark or growl or bleat. They tried as hard as they could but the meows and twitters and roars became so loud that the gods told them to stop. 'What a racket! We need better beings who will be able to say our names to praise us instead of just making noise,' they said.

They decided to make people out of mud but they were weak. They couldn't stand up and soon crumbled and died. They tried again, this time using wood and rushes to make people, but these people had nothing in their minds or hearts. They soon forgot to worship the gods and were destroyed by a great flood. The few people who survived became the monkeys who live in the trees. Gucumatz and Tepeu left them there as warnings of what happens when the gods are not worshipped.

One day, the animals brought the gods a sack of white maize. The gods ground this into a paste and made four men. The four men immediately started praising Gucumatz and Tepeu. The gods knew that these men had hearts full of emotion and heads full of questions. They were so pleased with the men they had made that they created four women for the men. This is how the human race began.

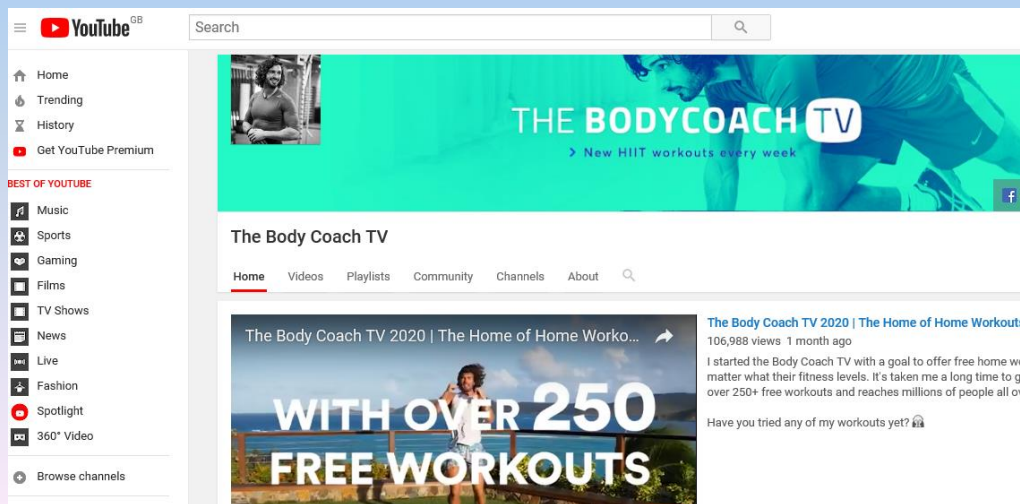
The Mayan Creation Story

In the beginning there were only two gods. They glittered with blue and green feathers.	They thought of Earth and it was created.	They thought of all the trees, plants, rocks and flowers and they were created.
The gods wanted to make beings who would praise them so they made all the animals.	But the animals couldn't praise them. They could only make animal noises.	The gods decided to make people out of clay but they were too weak and they crumbled.
Next they made people out of wood but they forgot to praise the gods so they were destroyed by a flood.	Finally, the gods made four men out of white maize. The people praised the gods.	The gods were so happy with the men that they made four women for them and the human race began.

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.

