

Home Learning



Year 4 Term 6 Week 2

Message from the class teacher

Good Morning Year 4,

Welcome back for another week. How have you been? It's a pity the weather hasn't been too good over the weekend. For this week I decided to change the English activity to writing a recount about an experience which you have had, alongside this I have left some of the usual math activities. Also I have left another 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

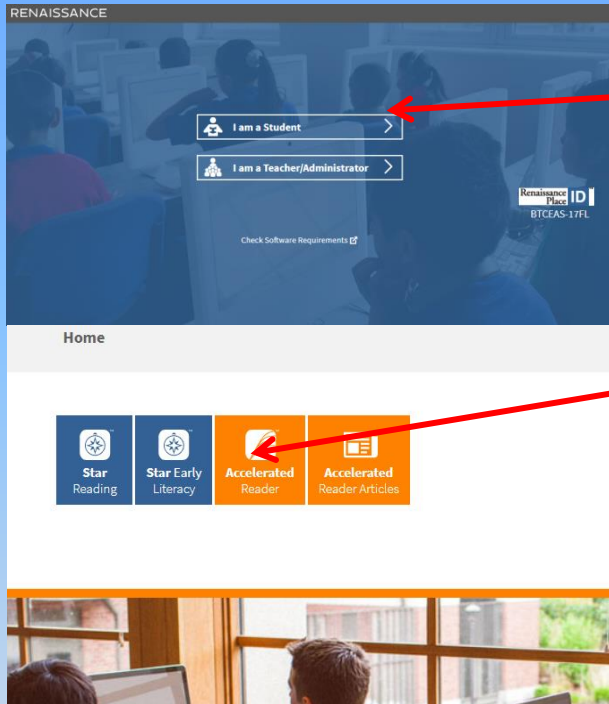
☐ IL: LY - BL: 2.3 - AR Pts: 0.5

☐ AR Quiz Types: RP, RV, VP

Go to the next page
for how to quiz.

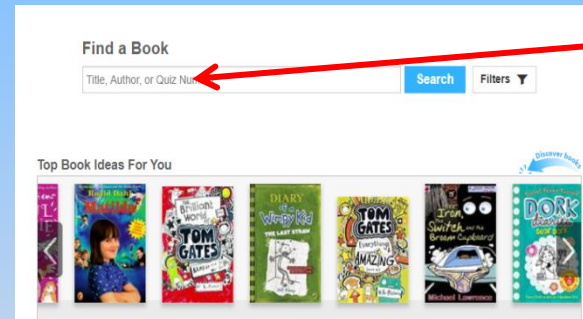
AR quizzing at home.

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

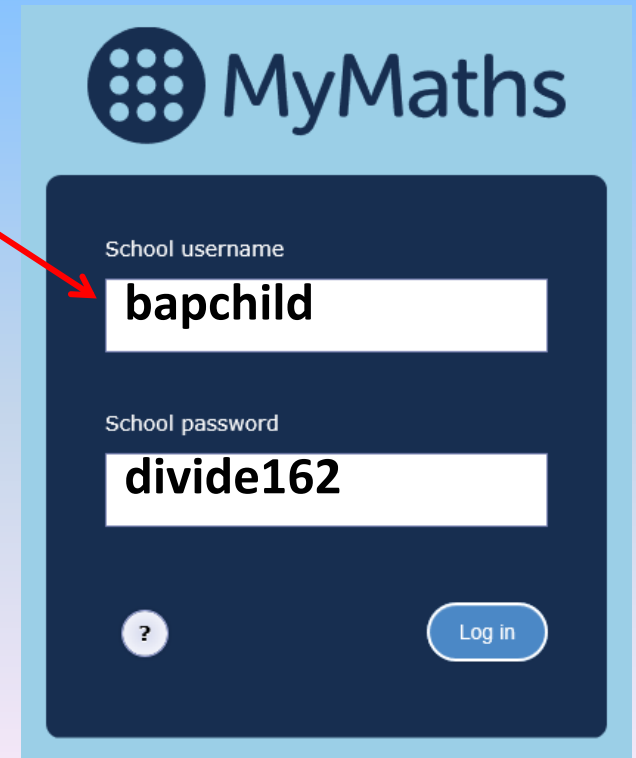
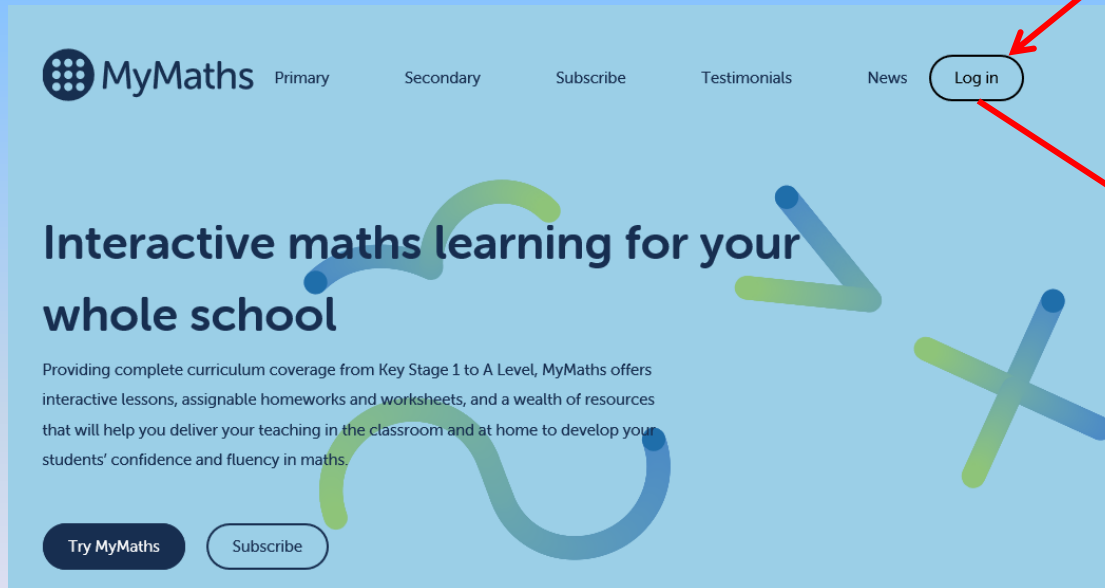
Choose an area that interests you or use the search option.

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". A green bar indicates "7,102 books". Below this, there are several category tiles. A red arrow points to the "Animals" category tile. The categories and their book counts are:

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 main header includes a logo, 'Log out', 'Help', 'Assessment Manager', and a 'Search...' bar. The left 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 content area is titled 'Latest' and shows a 'KS2 SATs booster' section with a 'Bar model' and 'Number' topics. Below this, there are several 'Y6' assessments: 'Arithmetic assessment 1' (with a 'Worksheet' button), 'Arithmetic assessment 2', 'Mixed assessment 1', 'Mixed assessment 2', and 'Mixed assessment 3'. A red arrow points from the 'Search...' bar to the 'Assessment Manager log in' link in the bottom right. Another red arrow points from the 'Measurement' topic in the sidebar to the 'Arithmetic assessment 1' section. A third red arrow points from the 'Geometry' topic in the sidebar to the 'Mixed assessment 1' section. A fourth red arrow points from the 'fSkills' section in the sidebar to the 'Mixed assessment 3' section. A login overlay is shown on the right, with fields for 'My portal username' and 'My portal password', a 'Log in' button, and a '?' icon. A red arrow points from the 'Assessment Manager log in' link to 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 Time. Our new topic this term in maths is going to be Statistics. If you follow that link from the previous slide, it'll open up a PDF that shows me all the information for that topic.



Interpret charts



Comparison, sum & difference



Introducing line graphs



Line graphs



I've put a star next to the areas we are going to focus on this week. Remember 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.

Interpret Charts

Notes and Guidance

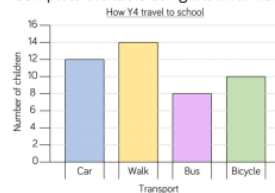
Children revisit how to use bar charts, pictograms and tables to interpret and present discrete data. They decide which scale will be the most appropriate when drawing their own bar charts. Children gather their own data using tally charts and then present the information in a bar chart. Questions about the data they have gathered should also be explored so the focus is on interpreting rather than drawing.

Mathematical Talk

What are the different ways to present data?
What do you notice about the different axes?
What do you notice about the scale of the bar chart?
What other way could you present the data shown in the bar chart?
What else does the data tell us?
What is the same and what is different about the way in which the data is presented?
What scale will you use for your own bar chart? Why?

Varied Fluency

Complete the table using the information in the bar chart.



What is the most/least popular way to get to school?
How many children walk to school?

Produce your own table, bar chart or pictogram with children in your class travel to school.

Represent the data in each table as a bar chart.



Day
Monday
Tuesday
Wednesday
Thursday
Friday

3

Interpret Charts

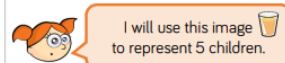
Reasoning and Problem Solving

Halifax City Football Club sold the following number of season tickets:

- Male adults – 6,382
- Female adults – 5,850
- Boys – 3,209
- Girls – 5,057

Would you use a bar chart, table or pictogram to represent this data? Explain why.

Alex wants to use a pictogram to represent the favourite drinks of everyone in her class.



Explain why this is not a good idea.

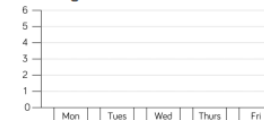
Possible answer: I would represent the data in a table because it would be difficult to show the exact numbers accurately in a pictogram or bar chart.

It is not a good idea, because it would be difficult to show amounts which are not multiples of 5

Here is some information about the number of tickets sold for a concert.

Day	Number of tickets sold
Monday	55
Tuesday	30
Wednesday	45
Thursday	75
Friday	85

Jack starts to create a bar chart to represent the number of concert tickets sold during the week.



What advice would you give Jack about the scale he has chosen?
What would be a better scale to use?
Is there anything else missing from the bar chart?

Possible response: I would tell Jack to use a different scale for his bar chart because the numbers in the table are quite large. The scale could go up in 5s because the numbers are all multiples of 5. Jack needs to record the title and he needs to label the axes.

4

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**

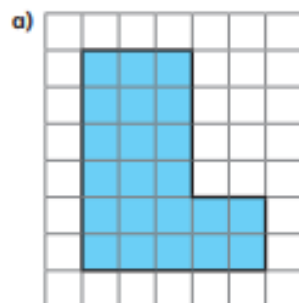
Maths – White Rose Home Learning

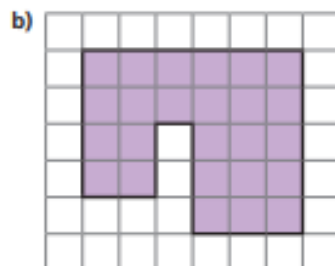
Complete Summer Term-Week 4, Lesson 3-4 and then move onto Summer Term-Week 5, Lessons 1-2 throughout the week. Each Lesson has linked a PowerPoint video to explain how to do that specific maths activity. HOWEVER please note: the website have stopped showing the worksheets on the website, but I have 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 6 (w/c 1st June)	+
★ Summer Term - Week 5 (w/c 18th May)	+
★ 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	+

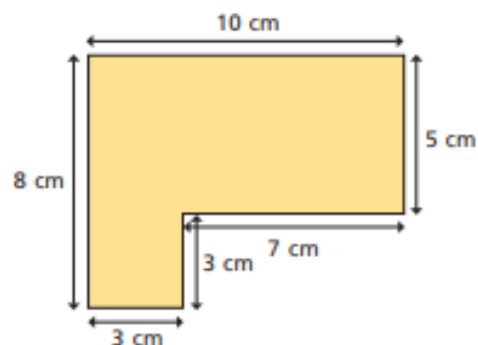
Perimeter of rectilinear shapes

- 1 The length of each square on the grid is 1 cm.
Work out the perimeter of the shapes.

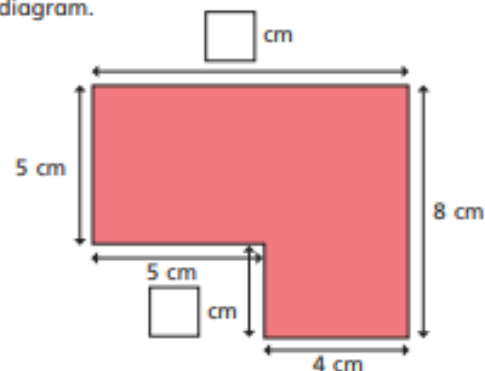




- 2 Work out the perimeter of the shape.

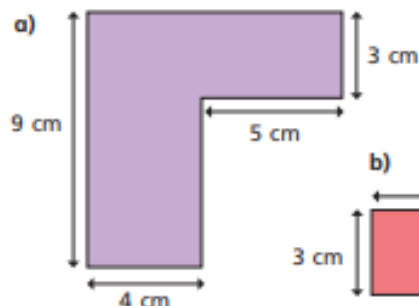


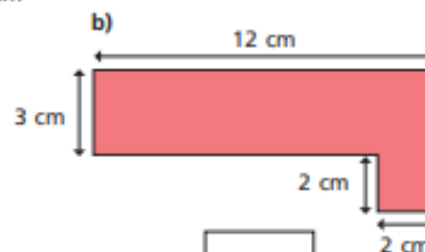
- 3 a) Work out the missing lengths and label them on the diagram.



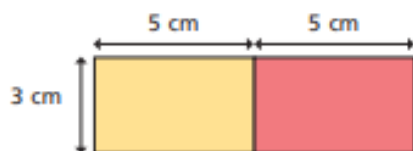
- b) What is the perimeter of the shape?

- 4 Work out the perimeter of each shape.





- 5 Mo puts two 5 cm by 3 cm rectangles next to each other.



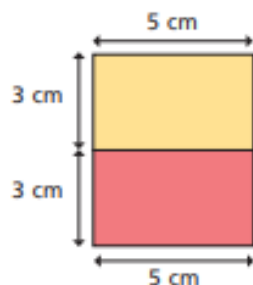
The perimeter of each small rectangle is 16 cm, so the perimeter of my larger rectangle must be $2 \times 16 \text{ cm} = 32 \text{ cm}$.

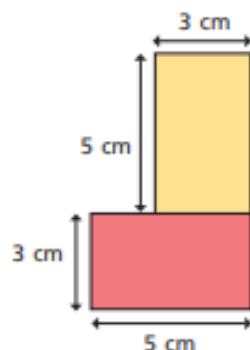
- a) Is Mo correct? _____

Work out the perimeter of the larger rectangle to check your answer.

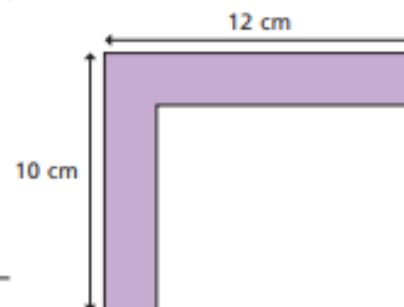
- b) Mo puts the rectangles together in different ways.

Work out the perimeter of each large shape.





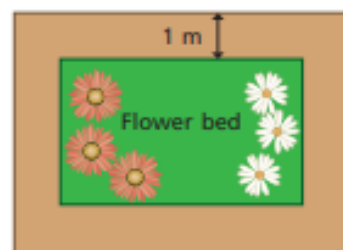
- 6 Dani thinks there isn't enough information to work out the perimeter of the shape.



Is Dani correct? _____

Explain your answer.

- 7 A rectangular flower bed is 5 m long and 3 m wide. The path around the flower bed is 1 m wide.



- a) What is the perimeter of the flower bed?

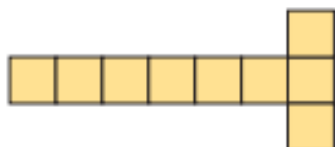
- b) What is the perimeter of the outside of the path?



Counting squares

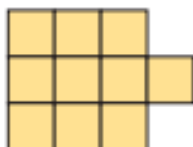
- 1 Count the squares in each shape to find the area.

A



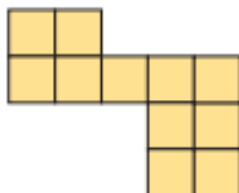
The area is squares.

B



The area is squares.

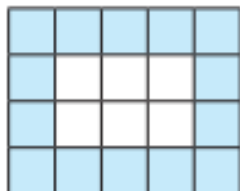
C



The area is squares.

Which shape has the greatest area? _____

- 2 What is the area of the shaded part of the shape?



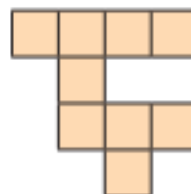
The area is squares.

- 3 Here is a kitchen tile.



- a) What area of the tile is blue? squares
- b) What area of the tile is white? squares
- c) What is the total area of the tile? squares

- 4 These two shapes are made up of squares of the same size.



Jack

These two shapes
have the same area.

Rosie

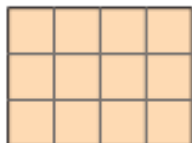


The first shape is bigger as it
takes up more space.

Who is correct? _____

Explain how you know.

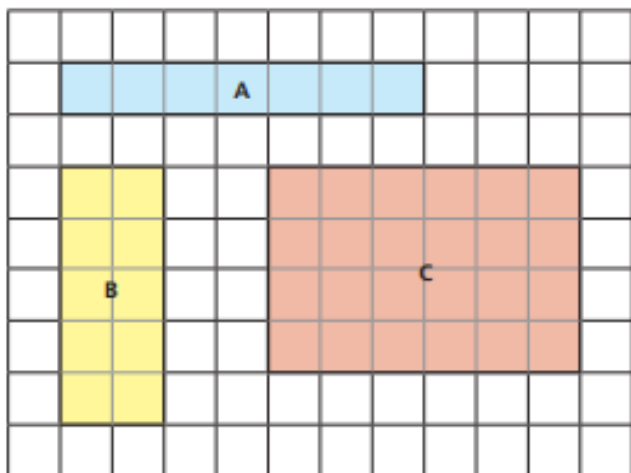
- 5 Here is a rectangle.



- a) The rectangle has rows and columns.
 b) What is the area of the rectangle? squares
 c) How did you work out the area?



- 6 Find the area of each rectangle.

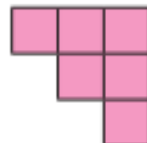


A = squares B = squares C = squares

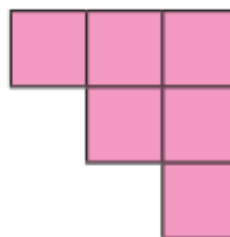
- 7 Nijah and Eva are making shapes.

They each use 6 squares.

Nijah's shape



Eva's shape

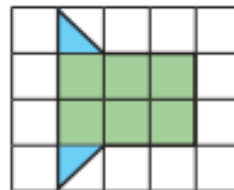


The area of Nijah's shape is equal to the area of Eva's shape.

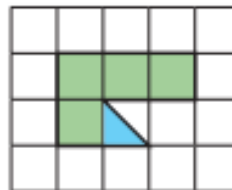
Is this true or false? _____

How do you know?

- 8 What is the area of each shape?



area = squares

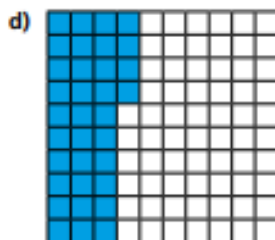
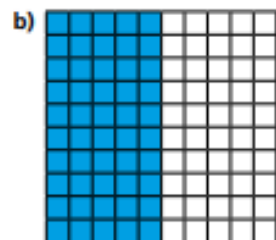
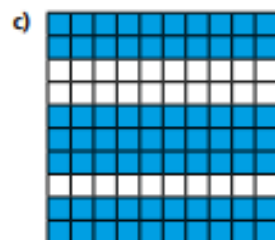
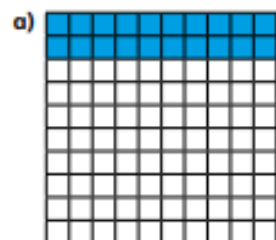


area = squares

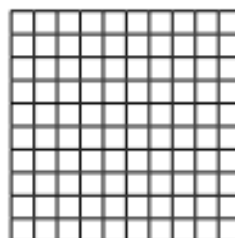
Recognise tenths and hundredths

- 1 The hundred square represents 1 whole.

What fraction of each hundred square is shaded?



- 2 Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows =

b) 6 full columns =

c) 13 squares =

d) 2 full rows and 5 squares =

e) 3 full columns and 8 squares =

- 3 Complete the sentences.

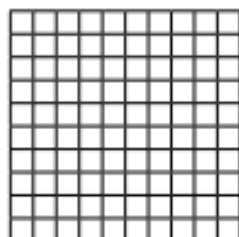
a) 4 tenths is equivalent to hundredths.

b) 70 hundredths is equivalent to tenths.

c) 5 tenths is equivalent to hundredths or 1 _____

4

One row is one tenth and one column is one tenth, so if I colour one row and one column on my hundred square I will have shown 2 tenths.



Is Dexter correct? _____

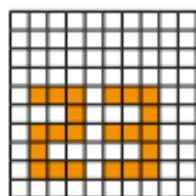
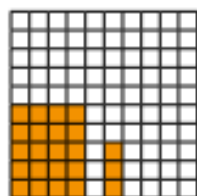
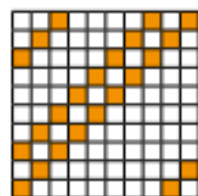
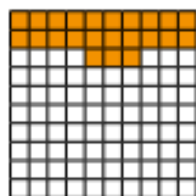
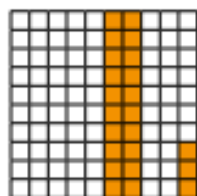
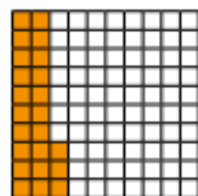
Explain your answer.

You may use the hundred square to help you.



5

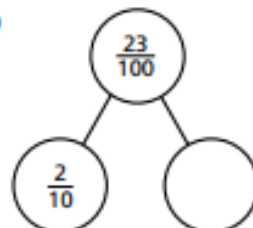
Tick the hundred squares with $\frac{23}{100}$ shaded.



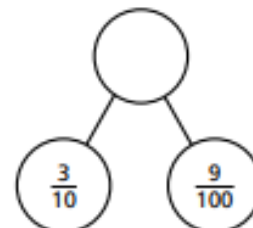
6

Complete the part-whole models.

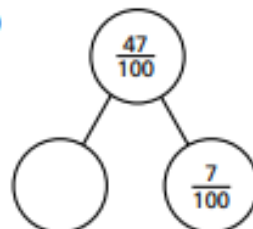
a)



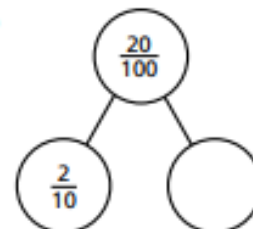
c)



b)



d)



7



$$\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$$

Annie



$$\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$$

Ron

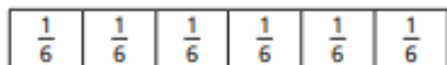
Who is correct? _____

How many ways can you partition $\frac{73}{100}$?

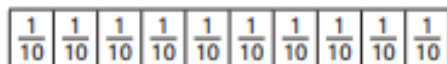


Equivalent fractions (1)

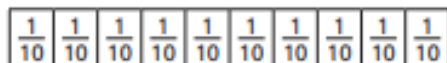
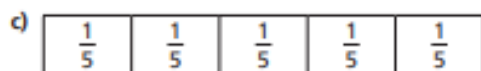
- 1 Shade the bar models to represent the equivalent fractions.



$$\frac{1}{2} = \frac{3}{6}$$



$$\frac{1}{2} = \frac{5}{10}$$



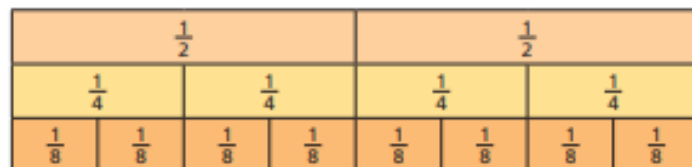
$$\frac{4}{5} = \frac{8}{10}$$



$$\frac{6}{8} = \frac{3}{4}$$



- 2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{\square}{4}$

c) $\frac{2}{4} = \frac{4}{\square}$

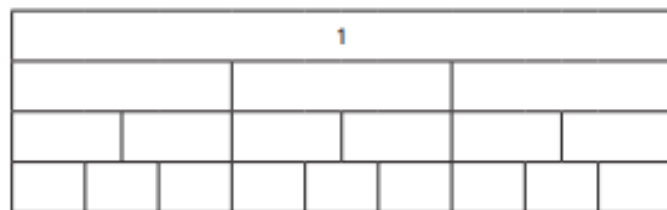
e) $\frac{\square}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

d) $\frac{2}{8} = \frac{\square}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

- 3 a) Label the fractions on the fraction wall.



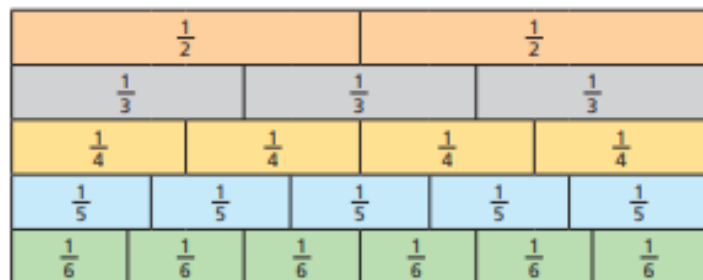
- b) Use the fraction wall to complete the equivalent fractions.

$$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$$

$$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$$

$$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$$

- 4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

- | | True | False |
|---|--------------------------|--------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | ☐ | ☐ |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | ☐ | ☐ |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | ☐ | ☐ |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | ☐ | ☐ |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | ☐ | ☐ |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | ☐ | ☐ |

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.



- 5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

- a) The greater the numerator, the greater the fraction.

always sometimes never

- b) Fractions equivalent to one half have even numerators.

always sometimes never

- c) If a fraction is equivalent to one half, the denominator will be double the numerator.

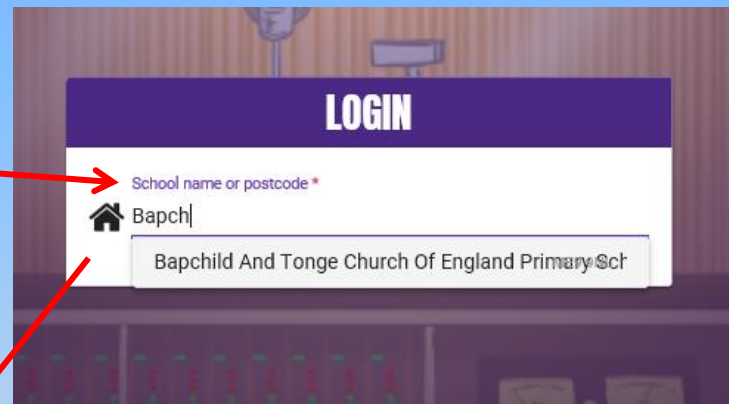
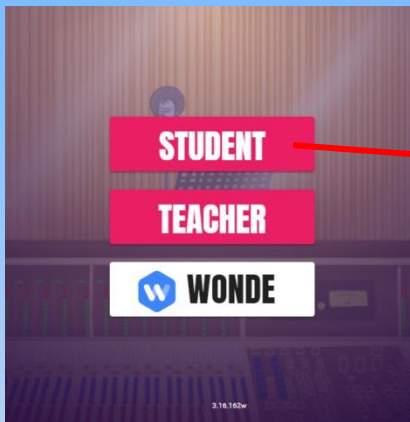
always sometimes never



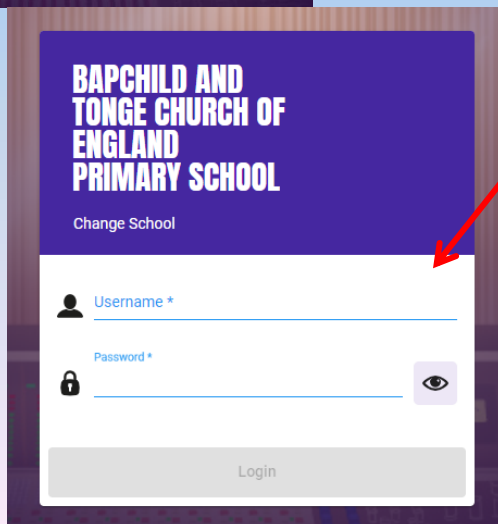
TT Rockstars

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.

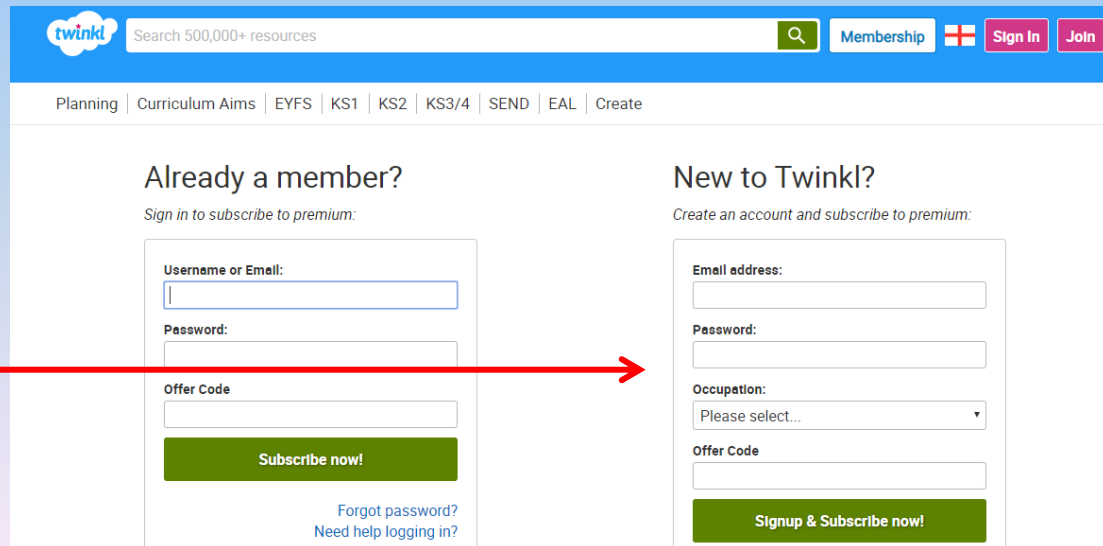
Accessing Twinkl

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

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Create an account and subscribe to premium:

Email address:

Password:

Occupation:
Please select...

Offer Code

Signup & Subscribe now!

English Task:

- 1. Click on the link and watch the video - <https://www.bbc.co.uk/bitesize/articles/zkpvbdm>
- 2. These are the features of a recount:

- Write in the **first person** (I, me, my) because it happened to you.

For example: I felt excited.

- Use the **past tense** because it has already happened.

For example: It was the biggest fish I had ever seen!

- Write in **chronological order** (this means the order in which events actually happened). Use adverbs of time to show this, such as: firstly, next, then and finally.

Use **descriptive words** and **expanded noun phrases** to help your reader imagine what happened.

For example: The huge, silver fish was shiny and slippery.

- Focus on the **most exciting parts**. You don't need to include all the boring details.

English Task

3. Think of a time that only you experienced.

- Did you go on an adventure?
- Did you meet someone amazing?

English Task.

4. Write a recount using the features above and use the plan below to help you order your thoughts.

Plan:

Beginning

- Set the scene
- Who was there?
- Where were you?

Middle

- What were you doing?
- What happened on the lead up to the exciting experience?
- What happened when it happened?
- How did you feel?

End

- What did you do when the experience happened?
- What happened afterwards?

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

- Envious
- Furious
- Various
- Mountainous
- Poisonous
- Dangerous
- Courageous
- Spacious
- Famous
- Monstrous



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- Mayan's

- Activity this week “Who Were The Mayans?” - to write an information text for the Year 3s explaining who the Maya were and what you have learned about their religion and their everyday lives. This should be at least half a page in length, and use vocabulary from the Knowledge Mat.

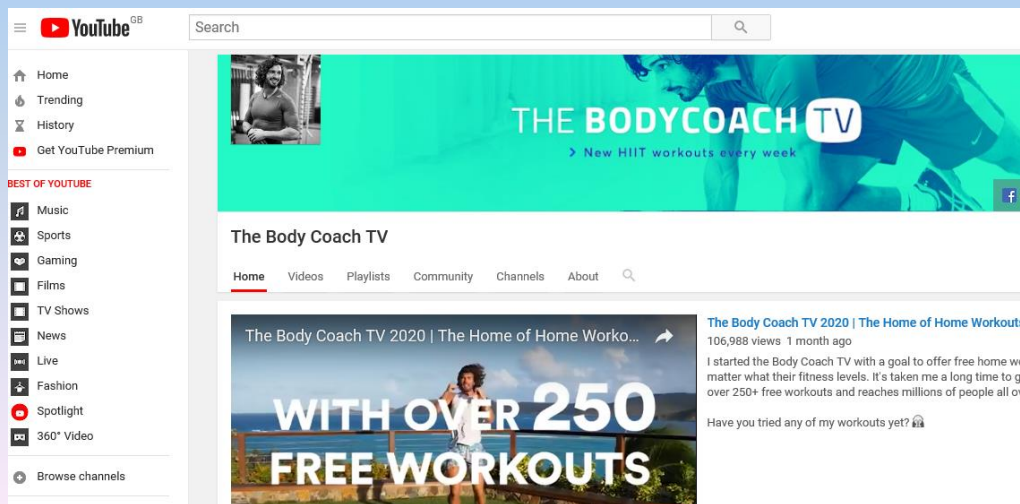
Mayan Civilization Knowledge Mat	
Sticky knowledge	
The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars.	At the top of Mayan society was the King and Royal family who were believed to be closely linked to the Gods. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city.
Although the Mayans had metal working skills, metal ores scarce. Mayans used stone tools to carve limestone that they used for their buildings.	Mayan society was formed of a number of city states each with their own ruler.
Mayan religion was extremely bloodthirsty, demanding human sacrifices and blood letting rituals. They believed in afterlife as well as those killed in war/ women in childbirth went to the place in the 'misty sky'	To understand how the Mayans were a very advanced society and the impact they had - Mayan culture was well established by 1000 BCE and it lasted until 1697.
<u>Key Questions</u> Explain some key features of Mayan society (religion, ruling, inventions). How does Mayan Civilization compare to other at the same period of time? What impact did the Mayans have?	<u>Key words</u> Glyphs, codices, Chichen Itza, Cocoa, Ahau/Ahaw, Batab, Itzamna,, Kukulcan, calendars, metal working skills, religion, Royal family, scribes, city states



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.

