

Year 4B Home Learning

Time frame: week beginning: 18.01.2021

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



Year 4B Timetable

Zoom

<p>Wake Up, Shake Up</p> <p>8:30am-9:00am</p>	<p>'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am. <u>On Thursdays, Miss Stevenson will be delivering your wake up shake up!</u></p> <p>Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!</p>
<p>Registration</p>	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration

10:00am	<ul style="list-style-type: none"> Home learning for the day explained
Maths 10:05am-10:30am	<ul style="list-style-type: none"> Teacher to teach the maths concept – up to 20 minutes. Pupils sent off to complete their work independently. Some pupils may stay on with teacher to discuss further.
English 12:00pm-12:30pm	<ul style="list-style-type: none"> Teacher to teach the English concept – up to 20 minutes. Pupils to complete their work independently. Some pupils may stay on with teacher to discuss further.
Curriculum When you have completed Maths and English 1:30pm-2:30pm	<ul style="list-style-type: none"> Pupils to complete the curriculum work in the home learning document. Pupils to post their work on Seesaw to be marked by the teacher. During this time, pupils to have lunch and take some exercise.
Afternoon Registration 2:30pm-3:00pm	<ul style="list-style-type: none"> Whole class reading session. Pupils to share their work and say goodbye for the day.

Maths

Monday

Textbook 4A – Chapter 4 – Worksheet 9

Support:

Your teacher will invite you to stay on our live lesson for extra help with this lesson. You may want to watch the video below to help:

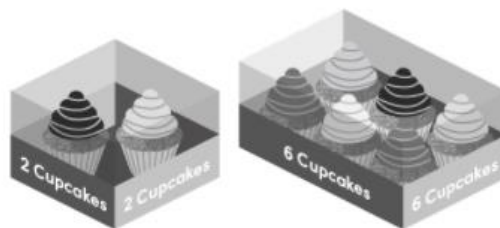
Learn the strategy:

<https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-60t6ae?step=2&activity=video>



Deepening:

A bakery sells cupcakes in small boxes of 2 or regular boxes of 6.







The bakery baked 188 cupcakes.

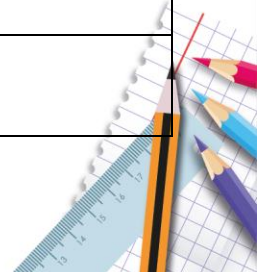
After packing them into the boxes, there were 2 more regular boxes than there were small boxes.

How many small boxes and regular boxes of cupcakes were there altogether?

Tuesday

Textbook 4A – Chapter 4 – Worksheet 10

	<p>Support: Your teacher will invite you to stay on our live lesson for extra help with this lesson. You may want to watch the video below to help: Learn the strategy: https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-60t6ae?step=2&activity=video</p> <p>Deepening: Using 4 different digits, create the largest product possible when multiplying a 3-digit number by a 1-digit number. How do you know you have made the largest product?</p> 
<p>Wednesday</p>	<p>Textbook 4A – Chapter 4 – Worksheet 11</p> <p>Support: Your teacher will invite you to stay on our live lesson for extra help with this lesson. You may want to watch the video below to help: Learn the strategy: https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-60tkid?step=2&activity=video</p> <p>Deepening:</p>  <p>3 <input type="text"/> <input type="text"/> <input type="text"/> × <input type="text"/> = <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Make one multiplication equation. The product must be less than 1000.</p> <p>Is it possible not to repeat any digit in <input type="text"/> <input type="text"/> <input type="text"/> × <input type="text"/> = <input type="text"/> <input type="text"/> <input type="text"/> ?</p> 
<p>Thursday</p>	<p>Textbook 4A – Mid-Year Revision</p> <p>This is meant to be treated like an exam, so please do complete the work independently. We have not covered all the topics in the questions, but I would like you to complete all of them anyway. This way I can see what you already know about the new concepts and can adjust my teaching in those units later on. Good luck!</p> <p>Support: Please complete these questions independently! Check over your work. Have you answered all of the questions?</p> <p>Deepening: Can you do an inverse operation to check that you have come to the</p> 



Friday

Textbook 3A – Chapter 4 – Worksheet 6 – YEAR 3 RECAP

See [worksheet](#)

Textbook 3A – Chapter 4 – Worksheet 8 – YEAR 3 RECAP

See [worksheet](#)

Support:

Your teacher will invite you to stay on our live lesson for extra help with this lesson.

You may want to watch the video below to help:

Recap understanding division:

<https://vimeo.com/436373894/aba51f0862>

Learn the strategy:

<https://classroom.thenationalacademy/lessons/dividing-by-a-one-digit-number-no-regrouping-c5jkar?step=2&activity=video>

Support:

Your teacher will invite you to stay on our live lesson for extra help with this lesson.

You may want to watch the video below to help:

Learn the strategy:

<https://vimeo.com/435652362/0244feed87>



Deepening:

Write a list of instructions on how to solve $84 \div 4 =$

Remember to include this language: Part-whole diagram / Dienes (or Base 10) /

Grouping (or sharing)

Deepening:

In Focus

Charles learns this way to divide 96 by 8.

$96 \div 8 = 12$

What is Charles doing?

$$\begin{array}{r} 12 \\ 8 \overline{) 96} \\ \underline{- 80} \\ 16 \\ \underline{- 16} \\ 0 \end{array}$$

Create your own method like this.




Writing

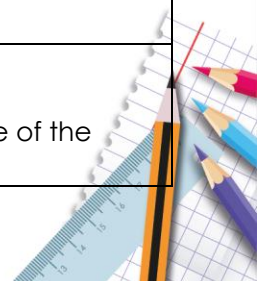
Monday

LAUNCH / READ: Make predictions and retrieve information

- Think - *Do you know any explorers? Have you heard of Sir Ernest Shackleton? If so, what do you know about him?*
- Predict - *What journey do you think Shackleton will be going on?*
- Read this [quote](#). **Shackleton**
- Predict - *Where do you think he is going?*
- Check the [glossary](#) to help you clarify new vocabulary.
- Watch this video from a film called *South – Sir Ernest Shackleton's Glorious Epic of the Antarctic*, made about Shackleton's expedition [here](#) and [here](#).

Independent

	<ul style="list-style-type: none"> Write answers to the questions in this resource. <p>We will check your answers in tomorrow's lesson. Make sure to check the question to see whether it requires a full sentence.</p> <p>Support:</p> <ul style="list-style-type: none"> Look at the cover of <i>Shackleton's Journey</i> by William Grill. Watch a teacher read pages 1 – 8 here. Watch a teacher read pages 9 – 10 here and click here to read it yourself. <p> Deepening:</p> <ul style="list-style-type: none"> Find out three extra facts about Shackleton and his extraordinary expedition to Antarctica.
<p>Tuesday</p>	<p>EXPLORE / READ: Give/ explain the meaning of words in context</p> <ul style="list-style-type: none"> Summarise - <i>What have you learned about Shackleton's journey already?</i> Look at this picture of Shackleton's crew from 1915. Predict - <i>What do you think is going to happen?</i> Look at this recruitment advertisement here. Think - <i>How do you think someone who was selected for the expedition would have felt?</i> Watch part of <i>South</i> here. <p><u>Independent</u> Write answers to the questions in this resource.</p> <p>Support:</p> <ul style="list-style-type: none"> Watch a teacher read pages 11-20 here and click here to read it yourself. <p> Deepening:</p> <ul style="list-style-type: none"> Write a short summary for the pages that you have read in this lesson. Use the subheadings to structure your writing.
<p>Wednesday</p>	<p>PLAN: Diary entry</p> <ul style="list-style-type: none"> Summarise - <i>What has happened so far on the expedition?</i> Watch this video of <i>Endurance</i> leaving Plymouth. Think - <i>If you'd been on board Endurance, how would you have felt?</i> This week, you are going to write a diary entry from the point of view of a member of the crew. Think - Imagine you are on board <i>Endurance</i>. Write down your feelings about what lies ahead of you. Add reasons for why you feel like this. Circle your top three emotions. Read this example diary entry. <p><u>Independent</u></p> <ul style="list-style-type: none"> Plan your own diary entry using the planning format. <p>Plan your introduction on the planning format you used earlier.</p> <p>Support:</p> <ul style="list-style-type: none"> Support planning format <p>Deepening:</p> <p> Add in a planning box to describe how a family member from one of the crew members might be feeling about the expedition.</p>



Thursday

EXPLORE: Main and subordinate clauses/ fronted adverbials

- **Think** - *What is a main clause? What is a subordinating clause?*
- **Write** a list of subordinating conjunctions. Use [this](#) resource to help you.
- **Write** [these pairs](#) of sentences as one sentence, using a subordinating conjunction to link them.
- **Read this resource** and **check/ improve** your answers.
- **Think** - *What are fronted adverbials? Where do they go in a sentence? What punctuation do you need to include when you use a fronted adverbial?*

Independent

- **Look** at [this table](#) of fronted adverbials. **Add** two of your own to each column.
- **Write** at least 3 suitable fronted adverbials on your diary entry plan from yesterday in a different colour pen.

Support:

- **Watch** the second video [here](#) to help you understand.

Deepening:



- Using the list of subordinating conjunctions you created, write at least 5 sentences using as many of them as possible

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Friday

WRITE / IMPROVE: Diary entry

- **Read** through your plan out loud, turning the notes into full sentences.
- **Remember** to write your diary entry with these paragraphs: introduction; what you've left behind; what lies ahead; and right now.

Independent

- **Write** your diary entry, using your plan to help you with content and structure.
- **Include** fronted adverbials, subordinating conjunctions and feelings.

Check and **improve** your work using a different colour pen. The [CUPS and ARMS poster](#) shows you what to look out for.

Support:

- Diary entry support template.
- Word bank



Deepening:

- Use show not tell to describe your emotions. Use this [resource](#) to help you.

Reading

Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

Grammar and Spelling

Ask an adult to test you on your spellings to learn for the week. Complete the Spelling Grid Look up the meaning. Write the spelling in a sentence. Your spellings to learn are:

fracture

knead

furniture	need
future	leak
capture	leek
departure	

Other Curriculum Subjects

Monday

Key Question: How does sugar impact on tooth health?

I have the following items:

- 3 clear plastic cups
- 3 eggs between
- Variety of different liquids (water, cola, orange juice, milk, vinegar)

Can you design and implement an experiment using the items listed above to test what effect they have on your teeth?

Make sure to:

1. Ask a question
2. Predict what will happen
3. List the materials you will use
4. Write out a procedure to follow
5. Record the results
6. Write a conclusion

Tuesday

Science –
Digestion

Key Question: What does each digestive organ do?

Watch this [video](#) about how the digestive system works

Complete the online quiz [here](#)

Complete the [word search](#)

Wednesday

Geography –
Stakeholders

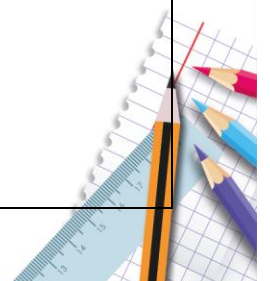
Key Question: Who is our local Member of Parliament/Councillor/School Governor?

Did you know?

“You can contact your MP when you, or people living in your area, are affected by decisions made by the UK Parliament or by the Government. MPs represent all the people in their local area, whether they vote for them or not.”

Research who your local MP is [here](#).

- What is their role within government?
- How can you contact them?
- What sort of things can they help with?



	Create a pamphlet or poster with all that you have learnt.
<p>Thursday</p> <p>Geography – Stakeholders</p>	<p>Key Question: What is the role of the Mayor of London?</p> <p>Think: What is a stakeholder?</p> <p>Think: Who is this and what do they do?</p> <p>Research: Learn more about the mayor for London and what they have done for the city so far here. Create a poster with all that you have learned.</p> <p>Deepening:</p> <p>Choose the topic you feel most passionately about for Sadiq Khan to change. Now, write a letter to Sadiq Khan explaining the change; why you think it is important; and how it can improve London. Feel free to actually post it to the mayor!</p>
Friday	<p>Miss Malinowski will post the link to the music recorded lesson in the week to seesaw.</p> <p>Miss Malinowski will post the link to the PE recorded lesson in the week to seesaw.</p>

Miss Malinowski





Home Learning

Resources

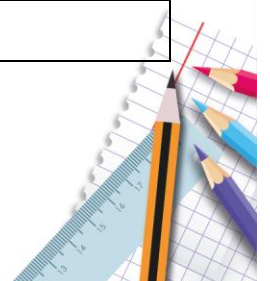
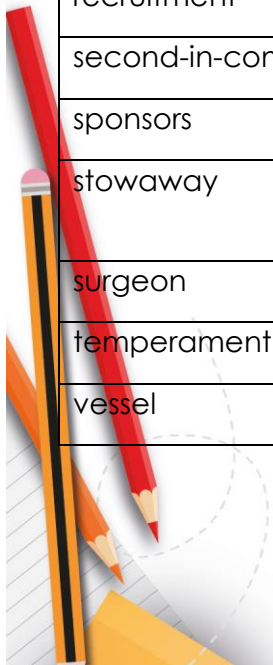
Lesson 1: Shackleton's Quote

"I felt strangely drawn to the mysterious south. I vowed to myself that some day I would go to the region of ice and snow, and go on and on 'til I came to one of the poles of the Earth, the end of the axis on which this great round ball turns."



Lesson 1: Glossary

Word	Definition
biologist	someone whose job is to study all living things
boatswain	The ship's officer in charge of equipment and crew
candidates	Possible men that might come on the expedition
cross-breeding	When two different species (types) of dog were mixed together. Like a cocker spaniel and a poodle = cockapoo
expedition	An exciting adventure
Endurance	The name of Shackleton's ship. It also means perseverance through difficult situations
epic	amazing, awesome, fantastic
fascination	To feel a very strong interest
geologist	scientist that studies the earth's surface and what it is made of
meteorologist	a scientist that studies the atmosphere and can understand and predict the world's weather
meticulous	very careful and precise
mongrel	a cross-bred dog
peril	great danger
recruitment	get someone to join something
second-in-command	person who is most important after the captain
sponsors	someone who gives their money towards the expedition
stowaway	someone who sneaks onto the boat even though they aren't meant to be there
surgeon	a doctor whose job it is to perform operations
temperament	how a person's character affects their behaviour
vessel	a ship or boat



Lesson 1: Comprehension

The following questions are based on [this](#) section of the book.

1. **Find** and **copy** a group of words from page 9 that suggests Shackleton paid a good price for *Endurance*.
2. Why did Adrien de Gerlache and Lars Christensen sell *Endurance* at a fraction of the original cost (p9)?
3. Look at the opening paragraph on page 9.
 - a. **Find** and **copy** the word that suggests uncertainty.
4. Look at page 10.
 - a. What types of wood was *Endurance* made from?
5. A very **robust and sturdy** little ship... (p10)
 - a. What do the words *robust and sturdy* tell you about *Endurance*?



Lesson 2: Picture of Shackleton's Crew



Lesson 2: Newspaper Advertisement



Although this advertisement is almost certainly fake, it summarises what faced those who were part of Shackleton's crew.



Lesson 2: Comprehension

1.Shackleton would need to carry a whole **array** of exploration equipment and supplies... (p11)

Suggest an alternative word to *array* that keeps the meaning of the sentence.

2. Look at the paragraph beginning: *The journey from Plymouth...* (p15)

Find and **copy** the word closest in meaning to *refusal to obey orders*.

3. ...as did a **plucky** 19-year-old stowaway, Percy Blackborrow... (p15)

What does the word *plucky* suggest about Blackborrow?

4. ...Animal life was **abundant** here... (p20)

What does the word *abundant* mean?



Lesson 3: Planning Format for a Diary Entry

Intro	G	
	S	
	V	
→ First, <i>What you're leaving behind</i>		
Detail		
Detail		
Detail FEELING		
→ Then, <i>What lies ahead of you</i>		
Detail		
Detail		
Detail FEELING		
→ Finally, <i>Right now</i>		
Detail		
Detail		
Detail FEELING		

Lesson 3: Example Diary Entry - Setting Sail from Plymouth

Saturday, 8th August 1914

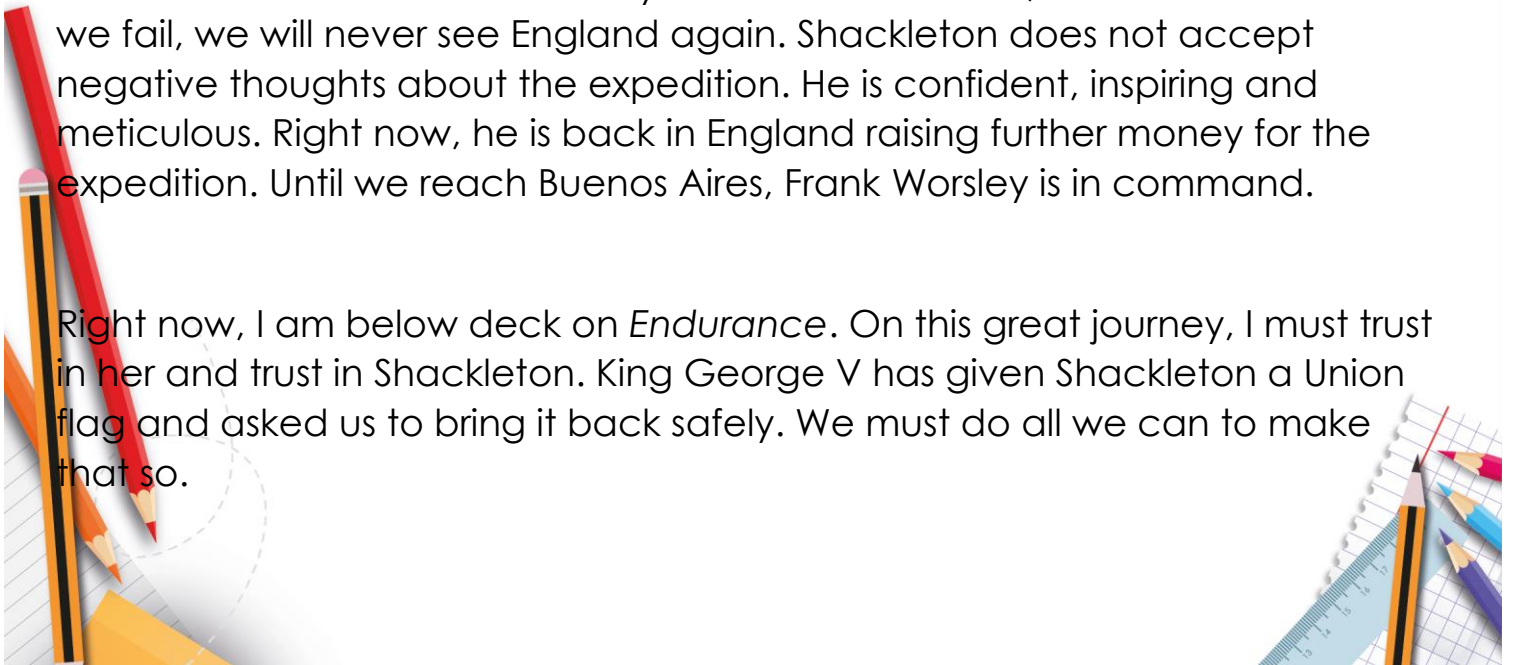
Dear Diary,

Our voyage has begun. After months of anticipation, we finally set sail from Plymouth. Before today, I have never felt such a strange blend of exhilaration and anxiety.

What are we leaving behind? Our homes. Our families. Soon, our country will be at war. As we left Plymouth, huge crowds looked on and waved us off. At the dockside, crowds cheered, men threw bowler hats in the air and a brass band played. My heart raced. Then, it struck me. No-one has ever done what we are trying to achieve. Crossing the Antarctic is a colossal challenge.

What lies ahead of us? The prize is great. Shackleton's crew and *Endurance* have the chance to make history. If we are successful, we will be heroes. If we fail, we will never see England again. Shackleton does not accept negative thoughts about the expedition. He is confident, inspiring and meticulous. Right now, he is back in England raising further money for the expedition. Until we reach Buenos Aires, Frank Worsley is in command.

Right now, I am below deck on *Endurance*. On this great journey, I must trust in her and trust in Shackleton. King George V has given Shackleton a Union flag and asked us to bring it back safely. We must do all we can to make that so.





Home Learning

Lesson 3: Introduction Example

Saturday, 8th August 1914

Dear Diary,

Our voyage has begun. After months of waiting, we finally set sail from Plymouth. Before today, I have never felt such a strange blend of exhilaration and anxiety.

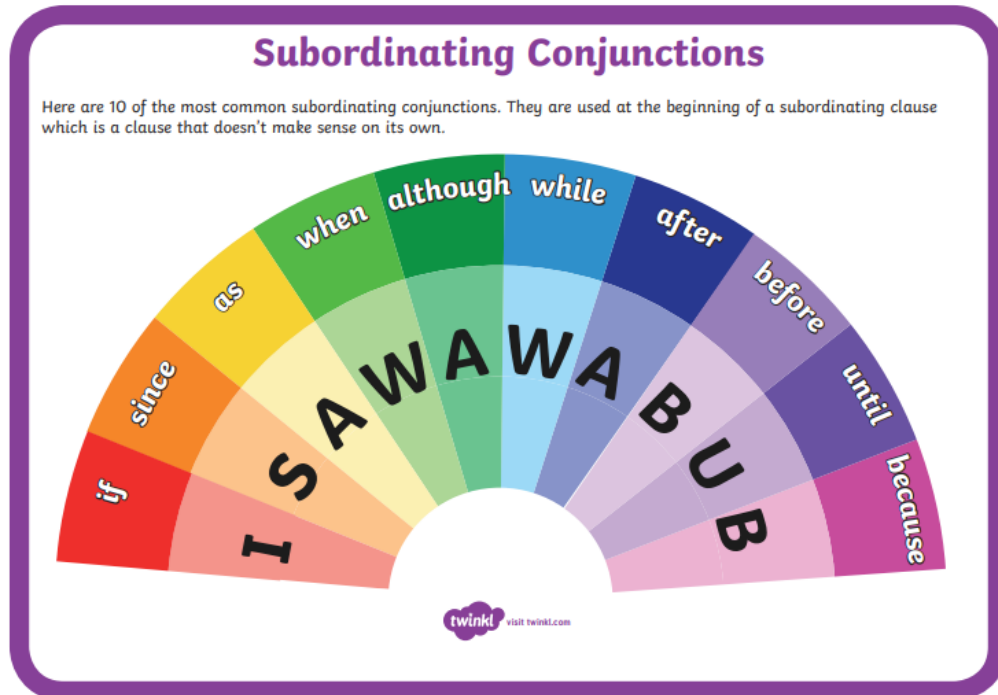
General: Summarises main event

Specific: More detail about the day

Viewpoint: How member of crew feels about the day



Lesson 4: Subordinating Conjunctions



Lesson 4: Subordinating Conjunctions Activity

Write these pairs of single-clause sentences as one sentence, using a **subordinating conjunction** to link them.

1. We arrive in Buenos Aires.
Sir Ernest Shackleton will lead the expedition.
[when/ once]

2. Sir Ernest Shackleton has vast experience.
I trust Sir Ernest Shackleton.
[because/ as]

Lesson 4: Table of Fronted Adverbials

Adverbials of time (when)	Adverbials of place (where)	Adverbials of manner (how)
At noon, For the next few months, For many weeks, Yesterday evening, • •	At the dockside, On the shore, In the crowd, Aboard the ship, Next to the gang plank, Beside the <i>Endurance</i> , • •	Courageously, Nervously, With trembling knees, Tearfully, Timidly, Full of wonder, • •



Lesson 4: Subordinating Conjunctions Activity (Answers)

1. We arrive in Buenos Aires.
Sir Ernest Shackleton will lead the expedition.
[when/ once]

When/ Once we arrive in Buenos Aires, Sir Ernest Shackleton will lead the expedition.

Or

Sir Ernest Shackleton will lead the expedition when/ once we arrive in Buenos Aires.

2. Sir Ernest Shackleton has vast experience.
I trust Sir Ernest Shackleton.
[because/ as]

Because/ As Sir Ernest Shackleton has vast experience, I trust him.

Or

I trust Sir Ernest Shackleton because/ as he has vast experience.

Key:
main clause
subordinate clause



Lesson 5: 'Show Not Tell' Support

Showing Emotions & Feelings...
NOT TELLING

<p>AFRAID</p> <ul style="list-style-type: none"> hands shaking knees like rubber covering mouth with hand heavy, fast breathing heart pounding whimpering 	<p>NERVOUS</p> <ul style="list-style-type: none"> tapping hands or feet biting bottom lip butterflies in stomach stuttering lump in your throat playing with hair 	<p>EMBARRASSED</p> <ul style="list-style-type: none"> blushing/turn red hanging head low holding back tears rolling eyes stomach flips hiding face
<p>ANGRY</p> <ul style="list-style-type: none"> red in the face hands on hips Jaw/hands clenched Veins popping dark squinted eyes punching hand into fist 	<p>HOT</p> <ul style="list-style-type: none"> bright red face sweat on face/back fanning self with hand moving slowly panting for breath drenched hair line 	<p>HAPPY</p> <ul style="list-style-type: none"> Smiling face eyes wide open corners of mouth rising jumping up and down laughing, giggling on cloud nine
<p>SHOCKED</p> <ul style="list-style-type: none"> mouth wide open eyes popping open hands covering mouth jumping/stepping back gasping for air heart beating fast 	<p>TIRED</p> <ul style="list-style-type: none"> droopy red eyes yawning trying to keep eyes open slouching in chair leaning hands on head rubbing eyes 	<p>COLD</p> <ul style="list-style-type: none"> shivering rubbing hands together hugging self blowing on hands seeing breath in the air eyes watering/tears freezing
<p>SHY</p> <ul style="list-style-type: none"> blushing looking down speaking softly arms crossed standing away from others hiding behind things 	<p>SAD</p> <ul style="list-style-type: none"> tears in eyes trembling lips hanging head low dragging feet corners of lips fall towards floor Shaky, quiet voice 	<p>EXCITED</p> <ul style="list-style-type: none"> mouth wide open heart pounding jumping up and down clapping or clasping hands eyes wide open huge smile across face



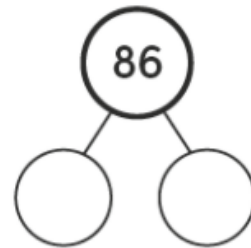
Maths – Thursday

Worksheet 6

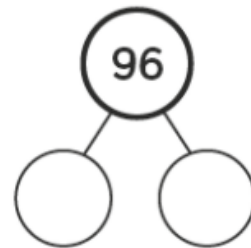
Dividing 2-Digit Numbers

Divide.

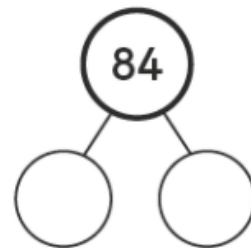
(a) $86 \div 2 =$ $+$
 $=$



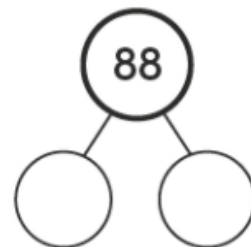
(b) $96 \div 3 =$ $+$
 $=$



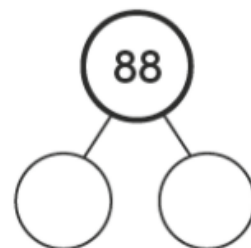
(c) $84 \div 4 =$ $+$
 $=$



(d) $88 \div 8 =$ $+$
 $=$



(e) $88 \div 2 =$ $+$
 $=$



Maths – Friday

Worksheet 8

Dividing with Regrouping

Divide.

(a) $78 \div 2 =$

Work

(b) $87 \div 3 =$

Work

(c) $68 \div 4 =$

(d) $85 \div 5 =$

(e) $96 \div 8 =$

(f) $72 \div 3 =$



Science - Tuesday

Digestive System: Word Find

Directions: Print out the word find. See how many words you can find from the list below.

S	U	G	A	H	P	O	S	E	S	D	O	S	V	F
H	N	S	I	E	Y	I	D	N	I	A	E	D	R	M
R	E	V	Y	Z	N	M	F	G	W	M	L	K	B	A
R	E	C	T	U	M	I	E	V	Y	S	V	I	K	X
E	U	M	U	H	G	S	T	Z	V	H	Z	H	V	O
F	A	C	L	E	T	N	N	S	Q	K	F	C	K	A
U	E	T	I	I	L	E	N	P	E	L	G	T	J	H
V	H	C	V	O	O	I	T	O	D	T	A	K	N	D
O	C	E	E	Q	N	K	B	O	I	V	N	U	G	G
Q	A	F	R	V	V	K	N	P	I	F	Y	I	B	T
D	M	S	I	B	E	B	E	H	L	T	Z	O	E	S
E	O	D	A	C	Z	U	V	N	O	V	U	E	B	T
I	T	J	I	Y	P	I	P	A	B	Z	T	D	Z	O
E	S	D	O	O	F	Y	N	K	H	H	O	C	E	N
N	S	G	Z	M	Z	C	T	R	K	C	F	A	D	K

BILE
DIGESTIVE
ENZYMES
ESOPHAGUS

FOOD
INTESTINE
LIVER
POOP

RECTUM
SALIVA
STOMACH
TEETH

