

Year 4 Home Learning!



Tuesday

What are we doing today?

Every day you will have lessons, just like you did in school!

Times Tables

Reading for Pleasure

Whole Class Reading

Maths

SPAG and Writing challenge

Inquiry weekly project

Please complete your work into an exercise book, if you have one. There is no need to print lots of sheets out, just copy questions onto paper if needed.

Parents/carers:

If you have any questions about the work I have set, please contact our schools email address:

air.balloon.hill.p@bristol-schools.uk

and I will try to get back to you as soon as possible.

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



TIMES TABLES

Please spend at least 20 minutes a day on Times Tables Rock Stars.

This could be games, Garage or Studio - whatever helps you learn!



Reading

This week, we are reading a playscript!

A playscript is a story that has been written for actors to perform in the theatre. The playscript we are reading is from 'Matilda the Musical'. Matilda was a book written by Roald Dahl. Dennis Kelly has turned the book into a playscript so actors can perform it.

Watch the video to see the words performed

<https://www.youtube.com/watch?v=wo-bhB4wG8U&feature=youtu.be>



Reading

MRS WORMWOOD enters and screams.

MRS WORMWOOD
Harry!

MR WORMWOOD
[to the phone] Hang on. |

MRS WORMWOOD
Look at this. She's reading a book. That's not normal for a five-year-old. I think she might be an idiot.

MATILDA
Listen to this: "It was the best of times. It was the worst of times. It was the age of wisdom . . . "

MRS WORMWOOD screams again.

MR WORMWOOD
Stop scaring your mother with that book, boy.

MATILDA
I'm a girl!

MRS WORMWOOD
And she keeps trying to tell me stories, Harry. Stories. Who wants stories? I mean, it's just not normal for a girl to be all . . . "thinking".

MR WORMWOOD
[to the phone] I'm gonna call you straight back. [to MRS WORMWOOD] Would you please shut up? I am trying to pull off the biggest business deal of my life and I have to listen to this. It's your fault. You spend us into trouble and you expect me to get us out. What am I? A flaming escapologist?

MRS WORMWOOD
"Escapologist", he says! What about me, then? I've got a whole house to look after! Dinners don't microwave themselves, you know! If you're an escapologist, I must be an acrobat to balance that lot. The world's greatest acrobat! I am off to bleach my roots . . . and I shan't be talking to you for the rest of the evening, you horrid little man!

MR WORMWOOD
But I'm gonna make us rich!

MRS WORMWOOD
Rich? How rich?

MR WORMWOOD
Oh, very rich. These businessmen: very, very stupid! Your genius husband is going to sell them one hundred and fifty five knackered old bangers as brand-new luxury cars.

MATILDA
But that's not fair! The cars will break down. What about the businessmen?

Reading

MR WORMWOOD

"Fair." Listen to the boy.

MATILDA

I'm a girl!

MR WORMWOOD

"Fair" does not get you anywhere, you thickheaded
twit-brain! All I can say is, thank heavens Michael
has inherited his old man's brains, eh, son?

MICHAEL

[dully] Michael.

MRS WORMWOOD

Hmm. Well, I shall take your money when you earn it,
and I shall spend it. But I shan't enjoy it, because
of the despicable way in which you have spoken to me
tonight.

MRS WORMWOOD exits.

Reading

Victor Vocabulary helps us to find out the meaning of words



There are some interesting words in this text. Let's try and work out what they mean without looking in a dictionary!

Key Word	Sentence	What do you already know about the word? What does the sentence around the word tell us?
knackered old bangers	Your genius husband is going to sell them one hundred and fifty five knackered old bangers as brand-new luxury cars.	What does he sell them as? What could they be? What does the word 'knackered' mean? Do ' knackered old bangers ' sound like things you would want to buy? Why? Why not?

Meaning

I think '**knackered old bangers**' means very old, bad cars. I know they are cars because it says he is selling them as 'luxury cars'. The word 'old' means they are not 'brand new'. The word 'knackered' means 'tired'. If a car is tired, it will not be very good.

Reading

Victor Vocabulary helps us to find out the meaning of words



There are some interesting words in this text. Let's try and work out what they mean without looking in a dictionary!

Key Words	Sentence around the word	What do you already know about the word? What does the sentence around the word tell us?	Meaning
Business Deal	"I am trying to pull off the biggest business deal of my life..."	Business: a place where people work, often to sell things. Deal: an agreement.	
escapologist	"You send us into trouble and expect me to get us out. What am I? A flaming escapologist ?" "If you're an escapologist , I must be an acrobat."	Escape (get out) -ologist (an expert)	
inherited		Have you heard of this word before? Where?	
old man's brains		Old man is a term used to refer to someone's father	
despicable		Have you heard of this word before? Where?	

Reading

Victor Vocabulary helps us to find out the meaning of words

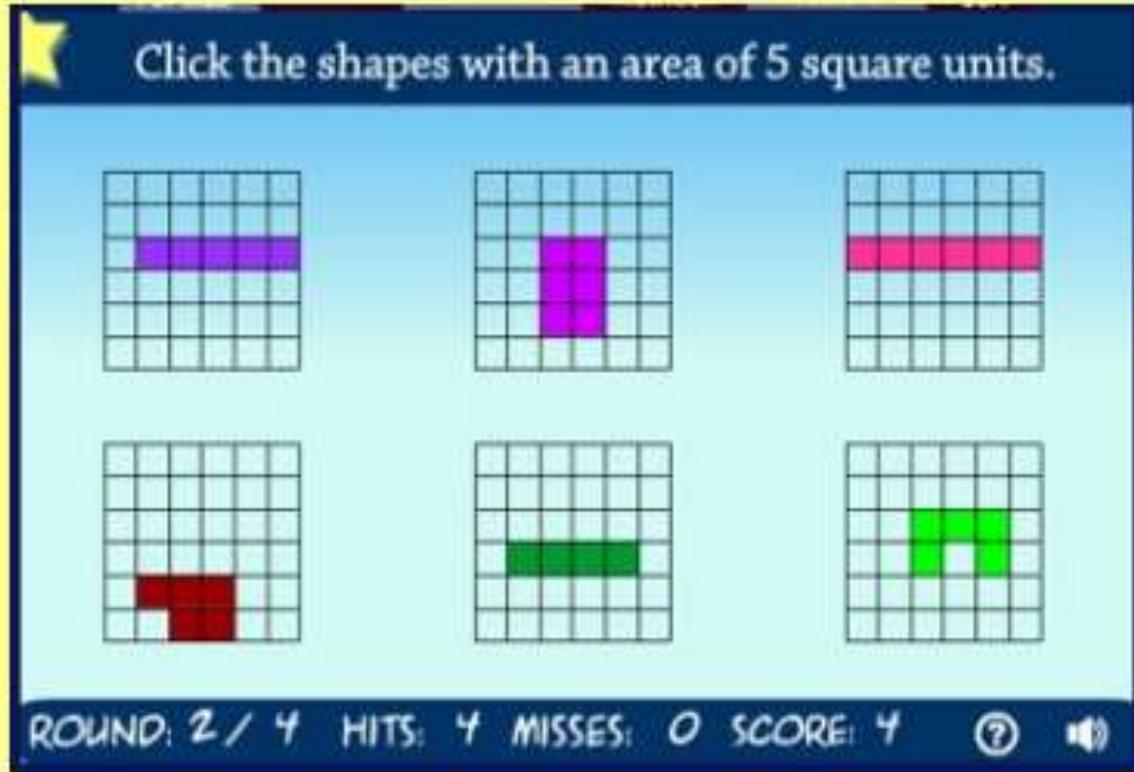


Meanings

Key Words	What do you already know about the word? What does the sentence around the word tell us?	Meaning
Business Deal	Business: a place where people work, often to sell things. Deal: an agreement.	An agreement to sell something
escapologist	Escape (get out) -ologist (an expert)	Someone who escapes from things. Because Mr. Wormwood said Mrs. Wormwood was 'spending us into trouble', he probably means escaping from money trouble.
inherited	Have you heard of this word before? Where?	Getting something from your parents/grandparents such as your appearance or personality
old man's brains	Old man is a term used to refer to someone's father	Inherited his old man's brains means becoming how clever his father is
despicable	Have you heard of this word before? Where?	Nasty – something nobody likes.

Maths - Starter Game!

Follow the link to play a maths game. You will need to calculate the area of various shapes!



Or, remind yourself how to find the area of a shape by watching Mr Barker's video.



<https://www.youtube.com/watch?v=zRASMZ-5kOw>

<https://www.sheppardsoftware.com/mathgames/geometry/shapshoot/AreaShapesShoot.htm>

Maths - The four operations

This week in maths, we are going to be revising written methods for our four major operations. The four operations are as follows...

 add plus altogether total Find the sum of... how many more than increase count on	 subtract find the difference count back take away minus less than decrease
 multiply times groups of lots of product of	 divide share equally share group How many times will it go into ___ ?



If you need help remembering the order of thousands, hundreds tens and ones, then why not sing along to this banger from our time in school? Sing as loud as you can!

<https://www.youtube.com/watch?v=a4FXl4zb3E4>



Maths - Column Subtraction



Hint

$$\begin{array}{r} 38 \\ - 25 \\ \hline \end{array}$$

1:12 / 6:56

<https://www.youtube.com/watch?v=Y6M89-6106I>

6 steps to subtraction

1

$$\begin{array}{r} 453 \\ -348 \\ \hline \\ \hline \end{array}$$

Place the numbers one on top of the other, lining up the hundreds, tens and ones.

2

$$\begin{array}{r} 453 \\ -348 \\ \hline \\ \hline \end{array}$$

Subtract the ones (note that the answer to $3 - 8$ is negative).

3

$$\begin{array}{r} 4\overset{1}{\cancel{5}}3 \\ -348 \\ \hline 5 \\ \hline \end{array}$$

Exchange a 10 from the 50 to give 13 ones. Subtract the ones: $13 - 8 = 5$

4

$$\begin{array}{r} 4\overset{1}{\cancel{5}}3 \\ -348 \\ \hline 05 \\ \hline \end{array}$$

Subtract the tens: $40 - 40 = 0$

5

$$\begin{array}{r} 4\overset{1}{\cancel{5}}3 \\ -348 \\ \hline 105 \\ \hline \end{array}$$

Subtract the hundreds: $400 - 300 = 100$

6

$$\begin{array}{r} 4\overset{1}{\cancel{5}}3 \\ -348 \\ \hline 105 \\ \hline \end{array}$$



Check your answer.

Maths - Activity 1

Write the following multi-digit subtraction problems in your workbook.
Remember; **copying the problems accurately and neatly is very important.**

1.					2.					3.					4.			
	7	8	4			2	0	5			9	6	4			4	3	8
-	2	3	5		-		6	5		-	5	5	8		-	2	7	9
5.					6.					7.					8.			
	6	4	3			8	7	1			5	0	6			5	1	7
-	1	7	8		-	8	5	6		-	2	6	8		-	3	7	9

Can you borrow from 0?
We need to make 0 into 10, then borrow 1 and leave 9
Where can we borrow from to make 0 into 10?

Maths Answers - 1

1.					2.					3.					4.			
	7	8	4			2	0	5			9	6	4			4	3	8
-	2	3	5		-		6	5		-	5	5	8		-	2	7	9
	5	4	9			1	4	0			4	0	6			1	5	9
5.					6.					7.					8.			
	6	4	3			8	7	1			5	0	6			5	1	7
-	1	7	8		-	8	5	6		-	2	6	8		-	3	7	9
	4	6	5				1	5			2	3	8			1	3	8

Have you made any mistakes? What were they?

What did you do?

How can you remember not to do that for the next activity?

Maths - Activity 2

Write the following multi-digit subtraction problems in your workbook. Remember; **copying the problems accurately and neatly is very important.**

$$\begin{array}{r} 1 \quad 8017 \\ - 5004 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 6276 \\ - 3153 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 8068 \\ - 2044 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 9894 \\ - 8452 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 6873 \\ - 5175 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 7043 \\ - 5878 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 7861 \\ - 7200 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 9803 \\ - 1985 \\ \hline \\ \hline \end{array}$$

Maths - Activity 3

Write the following multi-digit subtraction problems in your workbook.
Put each digit in the right column to do your column subtraction accurately!

Which symbol should go in each box: > or < or =?

a) $2371 - 1938 =$ _____ $1287 - 1038 =$ _____

b) $5738 - 3474 =$ _____ $6246 - 3982 =$ _____

c) $6084 - 2969 =$ _____ $7114 - 3998 =$ _____

Remember: the crocodile eats the **BIGGER NUMBER**

$6 > 2$

$123 < 298$

$2+3 = 3+2$

Maths Answers - 2 & 3

1	3013
2	3123
3	6024
4	1442
5	1698
6	1165
7	661
8	7818

- a)** $2371 - 1938 = 433 > 1287 - 1038 = 249$
- b)** $5738 - 3474 = 2264 = 6246 - 3982 = 2264$
- c)** $6084 - 2969 = 3115 < 7114 - 3998 = 3116$

Maths

Deepening

Challenge - Find the missing numbers in the subtraction calculations below:

10.					11.					12.			
	6		9				3	5			8	1	7
-		9	8		-	2	7			-	6		
	2	6				1	6	0				8	9

Agent OOR9 breaks 4573 secret codes each week.
744 are in German. 453 are in French. The rest are in English.

How many English codes are broken each week?



SPAG and Handwriting

These are the words we would like you to practise this week. Do you know what they all mean? Perhaps you could use an online dictionary to help you find out.

breathe

build

busy

business

calendar

caught

What is a determiner?

A word before a noun

Articles

- A, an, the

Quantifiers

- telling us how many

Possessives

- telling us whose it is

Demonstratives

- telling us which one

Examples

Articles

a an the

A dog owns nothing, yet is seldom dissatisfied.

Demonstratives

this that these those

You can't control **this** dog.

Possessives

my your his their

Host **your** guest and also **his** dog.

Quantifiers

few some six no

When **two** dogs fight over a bone, the third carries it away.

SPAG and Handwriting

A quantifier is a determiner that gives us information about how much or how many of the nouns.

Quantifiers are a type of determiner that we use when we want to give information about the number or amount of something; they tell us **how much** or **how many**. Choose one of the **quantifiers** from the list below that fits best in each sentence.

three some many few fewer some more any

1. There were only a _____ biscuits left in the biscuit tin.
2. In the game, Aaron had _____ points than Chelsey. That's why he lost!
3. José saw _____ dogs whilst walking in the park.
4. There were _____ people in the swimming pool; it was almost full to capacity.
5. "I want _____ chocolate!" shouted the toddler.
6. "Are there _____ left?" asked Neeta.
7. _____ people have blue eyes.

What is a determiner?

A word before a noun

Definite and indefinite articles	Possessive Determiners	Interrogative Determiners	Demonstrative Determiners	Quantifiers
the	her	which	this	more
a	his	what	those	less
an	our		these	any
	my		that	few
	their			some
	your			many
				four

SPAG *answers*

Quantifier Quiz.

1. There were only a **few** biscuits left in the biscuit tin.
2. In the game, Aaron had **fewer** points than Chelsey. That's why he lost!
3. José saw **three** dogs whilst walking in the park.
4. There were **many** people in the swimming pool; it was almost full to capacity.
5. "I want **more** chocolate!" shouted the toddler.
6. "Are there **any** left?" asked Neeta.
7. **Some** people have blue eyes.

Writing challenge

For this week's writing challenge, you will need to watch the short film 'Bridge'.



<https://www.literacyshed.com/the-bridge.html>

Writing challenge

Your writing challenge this week is to create an 'inspired' piece of writing based on the short film, 'Bridge'.

A letter from Rabbit to Raccoon

Imagine you are Rabbit or Raccoon from the video.

You have decided to keep in touch with your new friend. Write them a letter talking about:

- What a genius idea you both had!
- Wondering what happened to Bear and Elk.
- Asking questions about your new friend's life.
- Telling your new friend about your life.
- Asking your new friend to meet up with you soon.

Remember, you are writing in an informal tone as you are writing to a friend.

Use 'Dear...' to begin and sign off your letter at the end.

A diary entry as Bear or Elk

Imagine you are either the Bear or the Elk from the video.

You are writing in your diary about the terrible day you have had!

You could include:

- Mention how angry you are and why.
- Explain to your diary what happened on the bridge.
- Blame it all on the other animal.
- Explain what happened after you fell off the bridge.

Remember, you can use an informal tone as you are writing to your private diary.

A story with a moral

After watching the video, think about what the moral of the story could be. Once you have come up with a moral, write the story of the video but don't forget to add your moral to the end paragraph!

Don't forget to use your ISPACE openers with a comma and lots of lovely expanded noun phrases!

- I** **ing** When he found the bones, the dog started barking.
- S** **simile** Like the children at the bus, she walked quickly.
- P** **preposition** On top of the hill, the wind roared and whistled.
- A** **adverb** Finally, he reached the river.
- C** **conjunction** When he found the bones, the dog started to bark because of the noise.
- E** **ed** He passed with some of his bones, he was excited and happy to meet.

I **ing** - Smiling sweetly, she turned and walked away.

S **simile** - Like the chocolates in the box, she vanished quickly.

P **preposition** - On top of the hill, the wolf stood and watched.

A **adverb** - Happily, he snatched the ticket.

C **conjunction** - When he found his bone, the dog settled at the bottom of the stairs.

E **ed** - Pleased with what he had done, he stood back and admired his work.

Basic story plot

Opening:

Introduce the main character/s and setting.

Build-up:

Something starts to go wrong.

Problem:

Characters try and solve their problem by coming up with a plan.

Resolution:

Main characters have to be brave and face their tense situation.

Ending:

All is well again.

Inquiry

This week, we are going to be developing our DT skills by designing, making and evaluating our own DIY Fidget Spinners!



Activity 1: Research

You may have seen a Fidget Spinner before - you might even already own one!

They are small, often plastic toys that can spin around.

To get an idea of the kind of design you want to pick for your own Fidget Spinner, see if you can find some examples and then sketch them.

Design brief:

Your spinner must be suitable for children between 7 - 11 years old.

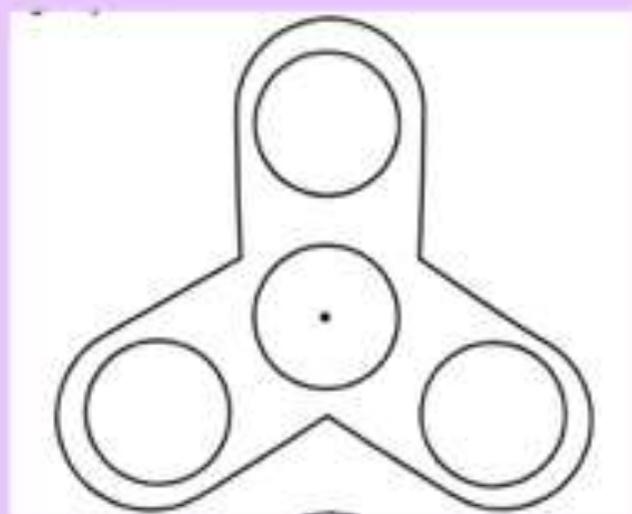
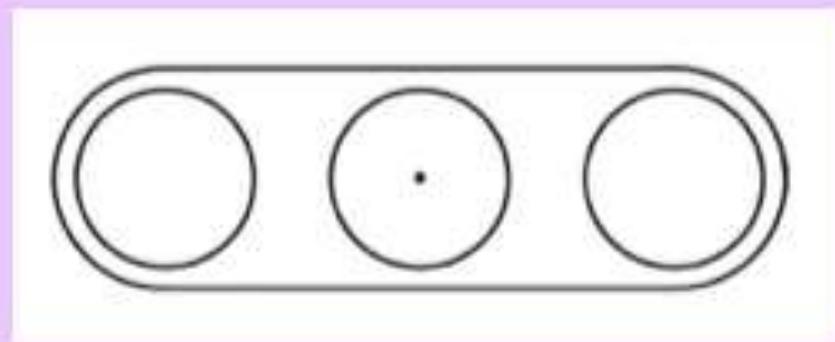
1. Research Fidget Spinner designs.
2. Record your findings by sketching them.
3. How many different designs can you find?



Activity 2: Planning and designing

Now we have carried out some research about the design of existing Fidget Spinners, it is up to you to think about what you would like for your own.

Two branch or three branch?



Think about:

- What will make your Fidget Spinner fun?
- How will you make it eye-catching?
- Would other people like your product?
- Will it keep you entertained?
- Who is your target audience?

Activity 2: Planning and designing

Design two or three options so you can choose which option you like the best.

Design 1

Design 2

Design 3

Activity 3: Making

Here are the instructions to make your Fidget Spinner:

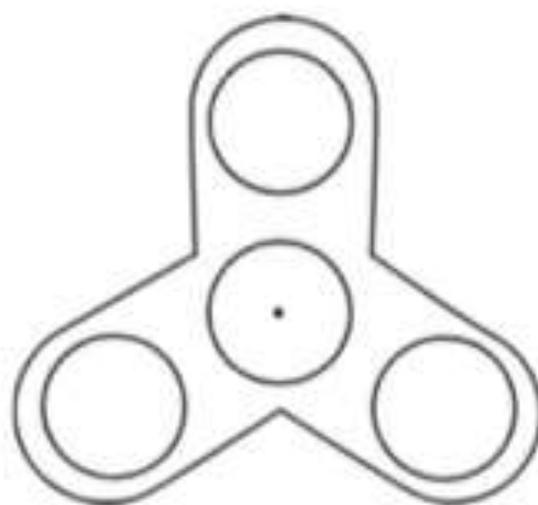
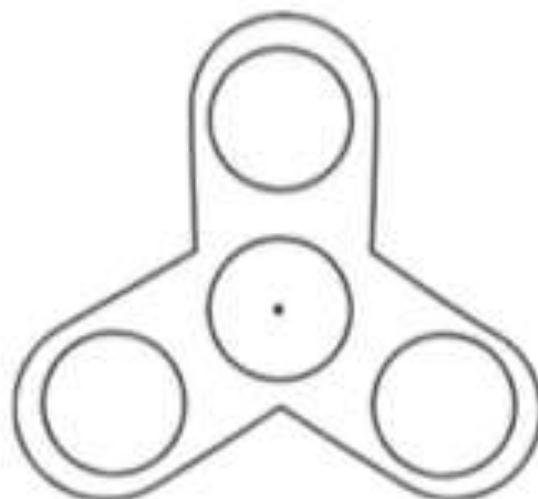
To make one spinner you will need:

- 2 or 3, 1p coins (depending on if you are making a 2 or 3 branch spinner)
- 1p coin to use as a template
- Good quality card
- Wooden toothpick/cocktail stick (cut off both of the sharp ends before starting) - **ASK AN ADULT TO HELP WITH THIS**
- Pen or sharp pencil
- Ball of modelling clay or blue tack
- Scissors
- Glue stick
- Strong glue (if you have any at home)
- Spinner template to draw around (with either 2 or 3 branches)

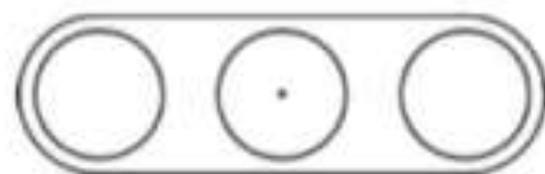
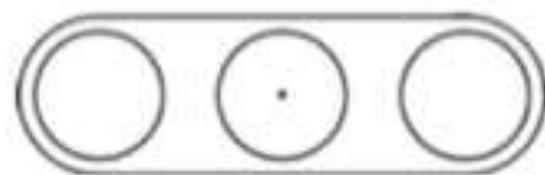
Use either the 2-branch or 3-branch templates below to create your own fidget spinner.

You could print these templates off and use them to make your spinner.

If you don't have a printer, you could draw the template yourself and then cut it out.



3 branch fidget spinner



2 branch fidget spinner

Activity 3: Making

Here are the instructions to make your Fidget Spinner:

1. First, take either the two or three branch template and draw around the shape twice onto card. Be sure to mark the centre points too. These two pieces will form the front and back of your spinner and give it more stability.
2. Next, carefully cut out the front and back pieces and decorate with your chosen design.
3. Take your pen nib/sharp pencil and make a hole through the centre point of each piece of card, one at a time. Position the modelling clay underneath the centre hole and ensure you push the pen nib/sharp pencil slowly.
4. Now, glue the two halves together using a glue stick and leave to dry.
5. Once dry, put the cocktail stick through your spinner. **(BE CAREFUL THE STICK MIGHT BE SHARP)**
6. Next, stick coins on the ends of the branches using a strong glue. (An adult could do this for you if necessary.) There should be a border between the coins and the edge of your spinner. Leave to dry.

Activity 3: Making

7. To create the centre spinning mechanism, take some more card and draw around a 1p coin twice so that you have two card circles. Cut them out carefully.

8. Now, take your pen nib/sharp pencil again and using the modelling clay once more, safely make holes in the very centre of both card circles.

Top Tip - This time, the holes need to be just big enough for the cocktail stick to fit tightly inside.

9. Next, push the cocktail stick right through one circle of card, pushing the stick through to the very end. Only a small amount of the cocktail stick needs to poke through the card circle at one end.

10. Then, push the other card circle up from the bottom end of the cocktail stick. Ensure a small gap is left between both card circles and the spinner, to allow it to rotate easily.

11. Glue the top card circle in place with a blob of strong glue (where the cocktail stick is slightly poking out). Also glue the underside of the bottom card circle to the cocktail stick. Leave to dry, by sticking in modelling clay to ensure it remains upright.

12. Once completely dry, using scissors, cut off the long length of cocktail stick.

Activity 4: Evaluating

Copy and fill in this sheet to evaluate your product.

Did you face any problems? If yes, how did you overcome them?

If you could give one piece of helpful advice to someone who is about to make a spinner, what would it be?

What do you like most about your spinner?

How could you make your spinner even better?

What would you score your finished spinner out of 10?

/10