

Weekly Maths Tasks

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Lesson 1: Bus Stop Division</p> <ol style="list-style-type: none"> $484 \div 4 =$ $754 \div 7 =$ $824 \div 6 =$ $369 \div 3 =$ $124 \div 4 =$ $250 \div 5 =$ $312 \div 3 =$ $982 \div 4 =$ <p>See the bottom of the document for today's challenge!</p> <p>Extra challenge! Practise your times tables using the games below!</p> <p>https://www.timestables.co.uk/games/</p>	<p>Lesson 2: Multiplication and Bus Stop Division</p> <ol style="list-style-type: none"> $34 \times 4 =$ $48 \times 3 =$ $32 \times 7 =$ $120 \times 4 =$ $316 \times 5 =$ $500 \div 5 =$ $622 \div 6 =$ $3663 \div 3 =$ $4816 \div 4 =$ $5321 \div 3 =$ <p>Challenge:</p> <p>Which answer could be the odd one out? What makes it the odd one out?</p> <p>$3 + 0 = \underline{\quad}$</p> <p>$3 - 0 = \underline{\quad}$</p> <p>$3 \times 0 = \underline{\quad}$</p> <p>Explain why the answer is different.</p>	<p>Lesson 3: Problem solving using multiplication and division</p> <p>Hats : £18 Sunglasses : £26</p> <ol style="list-style-type: none"> How much would it cost to buy 5 hats and 8 pairs of sunglasses? The church is having a charity event. The target is to raise £1400. 188 people have raised £6 each. How much more money is needed to reach the target? Sometimes/Always/Never: When you multiply a whole number by 6, it will always be an even number. <p>Explain why.</p> <ol style="list-style-type: none"> Miss Reeder says: 'All multiples of 9 have digits that add together to make 9. Do you agree? Explain why. Have a go at creating your own word problem and ask someone in your house to solve it! 	<p>Lesson 4: Arithmetic skills</p> <ol style="list-style-type: none"> $267 + 156 =$ $1,700 + \underline{\quad} = 2,000$ $10,000 - 2,400 =$ $332 \times 3 =$ $682 \div 2 =$ $723 - 9 =$ $4589 + 3000 =$ $8732 - 3465 =$ $3 \times 3 \times 2 =$ $175 \times 5 =$ <p>Challenge:</p> <p>When we use column subtraction, we should ALWAYS start with the hundreds column. Do you agree? Give an example to prove your answer.</p>	<p>Lesson 5: Times Tables Challenge!</p> <p>Complete a multiplication check. How did you do? Can you beat your score?</p> <p>https://www.timestables.co.uk/multiplication-tables-check/</p> <p>Spend some time practising your times tables. Below are a few links you can use to do this.</p> <p>https://www.multiplication.com/games/all-games</p> <p>https://mathsframe.co.uk/en/resources/resource/318/Tommys-Trek-Times-Tables</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/times-tables</p> <p>https://www.timestables.co.uk/games/</p>

Weekly English Tasks

Monday - Planning our own diary entry

Today we briefly recapped the WAGOLL and looked at what we need to include in our planning. I gave you a few ideas, and now I'd like you to have a go at planning your own diary entry.
 Use the box up plan at the bottom of this document or create your own plan. Make sure you include elements of the success criteria! Use the word mats to help you and you can magpie a few ideas from the WAGOLL if you wish.
 Use your notes that you made in the lesson to help you too.

Tuesday - Writing our first paragraph

Have a go at writing your first paragraph for your diary entry. Use the success criteria to help you create a high level piece of work. Challenge yourself and see if you can up level a few words using an online thesaurus! Make sure you include what you can see, hear, smell or taste, but don't use all of these in one paragraph!
 A diary entry is the recording of someone's thoughts, so make sure you include a few thoughts in there, perhaps you could be wondering about what your next meal was going to be as you hadn't eaten since 6am?
 Use the pictures as prompts if you need to. **Use your plan!**

Wednesday - Evidence check and second paragraph

Use the checklist at the bottom of this document to make sure you have included at least one of each element within your writing. You can underline the examples or highlight them so that you know you have them.
 Have a go at writing your second paragraph. Did you see any animals? What was the weather like? Were their humans looking to cut down the trees? How were you feeling?

Thursday - Final paragraph

Write your final paragraph for the diary entry. Here you might want to include the reason why you are signing off, and what you are looking forward to the next day. Write a final reflection of how you found the day in the Atlantic Jungle. What were scared of or amazed by?

Friday - Writing

Write up your final piece of work in your neatest handwriting and use your planning/other paragraphs to help you complete this. Once you have done this, show someone else in your household the great work that you have completed! Make sure you send me your work so I can have a look too! I'd love to see your writing!

Reading task

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>

This week's challenge is to read 'Time Zones.' You will find it in the 7 - 9 years old section of the website above. Before starting the book please encourage your child to use the front cover and blurb to predict what they think will happen in the story. Ask them why they think this and what there is on the cover/blurb to support their ideas?

Throughout the book, your child may come across unfamiliar vocabulary, please take the opportunity to research the definition of these words together, preferably using a dictionary but if you do not have access to a dictionary, then look the words up online. At school the children have been developing their dictionary skills by finding the first 3 letters to begin with and identifying the word from there. It would be helpful if you could support your children to do this.

Challenge:

Spend at least 15 minutes each day reading your favourite book, or a book you have at home. It is extremely important that you read on a regular basis and reading actually helps us to relax!

A few extra bits!

- Science snacks! Here you will find a number of snack-size Science experiments that you can complete at home! You will find that you may already have a number of these materials.

<https://www.exploratorium.edu/snacks/collection/family>

- Explore this exciting Science website that is FULL of wonderful activities and games for you to play! There are even a few app recommendations for you to look at! <https://wowscience.co.uk/>

- Scholastic have a wonderful children's zone where you can complete quizzes, puzzles and much more based on your favourite books!

<https://clubs-kids.scholastic.co.uk/>

Year 4: Home-School Learning Menu 06.07.20

Topic Project Menu: These activities should be completed over a number of weeks and should be used to support your child's learning in other areas aside from Maths and English. We would love to see photographs of this completed work or examples of work of quotes about this work through our school email address: info@worlabyacademy.org.uk

We would have been reading *Charlie and the Chocolate Factory* this term if you were in school, so each activity is based around chocolate or the book!

	I like to explore	I like being creative	I like being kind and helpful	Time to get physical!
Strengthen your learning	How many chocolate items can you find in your house? Make a list of all the items you can find! Which product has the highest sugar content?	Miss Reeder needs to improve her baking skills! Bake chocolate buns or a cake and write your own set of very clear instructions that she can follow at home. You could make some chocolate cornflake/rice crispy cakes too!	Play a board game or imaginary game with your siblings. Teach them the rules. You could play a game with anyone in your household but it shouldn't be on a computer.	Invent your own outdoor game that you can play with other members of your household.
Deepen your learning	Research how chocolate is made using this video below as a starting point. https://www.youtube.com/watch?v=4vXb8Tt_VCU Create your own presentation about the process from cocoa bean to chocolate bar!	Design your own chocolate factory! You can use Lego or cardboard for this activity. If you don't have these materials at home, you can draw your own factory! Research Willy Wonka's chocolate factory to give you some ideas. What chocolate would you make?	Tell someone in your household 3 things you love about them each day and what you are thankful for.	Complete the spell your name PE challenge every day for 1 week. See the bottom of this document of the instructions!
Take the challenge!	Which countries around the world help us with the process of making chocolate? Pick one of these countries and research key facts about this location. Create an information text/poster for other children to have a look at.	Do chocolate bars melt? With an adult, have a go at melting a chocolate bar and record your findings. Here are the headings: Prediction - Method - Conclusion - What do you think made it harder/easier to melt the bar? Take some pictures of your experiment!	Create a list of activities that you are looking forward to doing once it is safe to go to different places again. If you have a jar/box, write each activity on a piece of paper, fold it up and put it into the jar/box for you to look at when you feel a little down. It is your jar/box of hope.	It is important to stay healthy, both mentally and physically. Design and record your own mindfulness session, explaining your ideas step by step for someone in your household to follow.

Online resources/links:

<https://www.deltatrust.org.uk/student-home-classroom-primary>

<https://padlet.com/WorlabyAcademy/uuwI511rjah0>

<https://www.timestables.co.uk/multiplication-tables-check/>

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>

Share your learning with us:

<https://info@worlabyacademy.org.uk>

Teachers will be celebrating pupils' achievements in the newsletter over the coming weeks.

WAGOLL - Writing

Jungle Log: 18th April, 2020

Today has been an amazing day of discovery! I woke early and got ready for my trek into the Atlantic Jungle. I was excited and couldn't wait to see what lay ahead of me. I packed my rucksack and put on my sturdy walking boots. I made sure my camera was working because I wanted to record as much of the day as possible. I left the camp at 6am.

First, I trudged silently through the dense forest and collected samples of the plant life. My favourite was a thorny bush. It had tiny, yellow flowers growing on it, which smelt like ice cream! Next, I studied some of the mesmerising insects that were crawling up the rough bark of every tree. One insect looked like a caterpillar but had 2 sets of wings and tiny hands on the ends of its 20 legs. Excitedly, I photographed as many creatures as I could because I wanted to show my explorer friends what I had discovered.

After a short tea break, I measured the circumference of the tallest trees to work out how old they were. One measured 10 metres around and was so tall that I couldn't see the top of it. It reminded me of the beanstalk in a famous children's story. Next, I trekked to a clearing and found a beautiful plunge pool. The water was turquoise and tiny neon fish were splashing on the surface. I tried to catch one, but they were too fast for me. Then it was time for a rest. I lounged lazily on pink grass, soaking up the purple sun beams and listened to the strange jungle noises around me.

Finally, I headed back to camp because the sun began to set. It sets quickly and I was worried I might get lost. When I got to my tent, I unpacked my rucksack and stored my plant samples safely.

Talk tomorrow!

Lilly x

Year 4: Home-School Learning Menu 06.07.20

Monday - Maths challenge resource

17

Kelsey buys some fairy cakes for a party.

She buys 38 packs.

There are 6 fairy cakes in each pack.

189 fairy cakes are eaten.

How many fairy cakes does Kelsey have left?

Show
your
method

2 marks

Monday - English planning resource

Underlying structure	New ideas
State when the exploring happened, sum up the day & tell reader how you felt, e.g. <i>Today has been amazing. I was so ...</i>	
What you did before you set off, e.g. <i>I put on my ...</i>	
Event 1 – what happened? <i>First, ...</i>	
Event 2 – what happened? <i>Next, ...</i>	
Event 3 – what happened? <i>After a short break, ...</i>	
Event 4 – what happened next? <i>Following that, ...</i>	
Round off your report and tell the reader what you did at the end of the day. <i>Finally, ...</i> <i>When I got back ...</i>	

Monday and Tuesday's Writing resource - Success Criteria

- Past tense (went, walked, found, climbed, swam etc)
- Fronted adverbials - As the morning sun rose, Over the glistening waters, Without a doubt
- Conjunctions - and, so, because, until, whenever, although, despite, nevertheless, meanwhile and while.
- Date of the entry - What date are you writing in your diary?
- First person - I, we, me
- High level vocabulary - Use the word mats or a thesaurus for this!
- Adjectives -Beautiful, serene, tranquil, blissful, colossal, incredible, awe inspiring, breath taking, elegant, graceful, starved and ravenous
- Adverbs - Silently, excitedly, unexpectedly, amazingly and shockingly. Use the word mat for further ideas!

Adjectives	Powerful verbs	Adverbs
disgusting	stamped	loudly
horrendous	screamed	carelessly
beautiful	cried	ferociously
shining	rampaged	carefully
perfect	whimpered	stupidly
smelly	whispered	silently
hairy	tiptoed	menacingly
soft	danced	quietly
striking	shuffled	loudly
shocking	leapt	energetically
terrifying	raced	rapidly
funny	roared	viciously
red	declared	gracefully



Diaries

When did it happen?

This morning

At first

As soon as I woke up

Before long

After a while

Afterwards

During

Later

In the meantime

At that moment

Eventually

In the end

How did it happen?

Without a sound

Without warning

As fast as I could

In the blink of an eye

Awkwardly

Silently

Cautiously

In a flash

Wildly

Softly

Trying not to make a sound

How did you feel?

Sadly

Hopefully

Luckily

Nervously

Frantically

Unfortunately

I felt terrible

It was the worst

I was so happy when

My heart was thumping

In a state of terror

Informal phrases

By the way

You'll never believe this but

Guess what happened!

The thing is

I won't even go there

Anyway

Besides

Perhaps

Maybe

I wonder if

Can you believe it?



Touch words:

- gritty
- hard
- prickly
- rough
- sharp
- silky
- slimy
- slippery
- smooth
- soft
- sticky
- stinging

Smelly adjectives!

- fragrant
- pungent
- fresh
- musty
- rotten
- rich
- stale
- strong
- sweet
- perfumed

Words to describe the climate:

- humid
- sweltering
- steamy
- hot
- stifling

Words to describe the trees & general setting

bright
brilliant
colourful
colossal
crooked
crowded
dark
deep
dim
enormous
glistening
high
hollow
light

Animal sounds

- squeak
- squawk
- whistle
- roar
- howl
- screech
- wail
- chatter
- gibber
- croak
- grunt
- hiss
- scream
- shriek
- chant
- caw
- whimper
- purr
- cry
- buzz

General sound adjectives

- echo
- gurgle
- murmur
- rumble
- snap
- tap
- click
- whisper

Forest floor movements

- scuttling
- scampering
- slithering
- shuffling
- scurrying
- rustling
- crunching
- crackling

Wednesday's writing resource - Checklist

<i>Working towards the expected Year 3/4 standard</i>	<i>Assessment</i>	
	<i>Self</i>	<i>Peer</i>
<i>I have used expanded noun phrases to describe the setting.</i>		
<i>I have used adverbs to provide extra detail.</i>		
<i>I have used similes with the vocabulary 'like' and 'as'</i>		
<i>I have used high level vocabulary in my writing</i>		
<i>I have used First person 'I' 'we'</i>		
<i>I have used conjunctions so that I have a variety of sentence structure.</i>		
<i>I have included the date of my diary entry.</i>		
<i>Most words spelt correctly, including common exception words (Year 3 & 4)</i>		
<i>Handwriting is neat, the correct size and joined</i>		
<i>I have used paragraphs to separate my writing.</i>		