

Please use the following link for this week - **Year 4 English week 3.**

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

<p>Monday Week 3 day 1</p>	<p>1. Take notes from a video</p> <ul style="list-style-type: none"> • Watch the video clip about the Impala and the Leopard. Don't be worried: it has a happy ending! https://www.youtube.com/watch?v=LhSDxp0oQK8 • Read <i>Impala Notes</i>. Fill in the answers. Write as much description as you can. Watch the video again to help you. <p>2. Plan a story about a narrow escape</p> <ul style="list-style-type: none"> • Look at <i>Narrow Escape Pictures</i>. Which is the predator, and which is the prey in each of these pictures? • Choose your favourite <i>Narrow Escape Picture</i> and write notes about it on the <i>Narrow Escape Storyboard</i>. Try to answer each of the questions and give extra information as well. <p>3. Tell your story to somebody else.</p> <ul style="list-style-type: none"> • Use your <i>Narrow Escape Storyboard</i> to tell your story to somebody else.
<p>Tuesday Week 3 day 2</p>	<p>1. Remind yourself about adverbials</p> <ul style="list-style-type: none"> • Use the <i>PowerPoint Presentation</i> or the <i>Revision Cards</i> to remind yourself about adverbials. Make sure that you know these things: <ul style="list-style-type: none"> - An adverbial can be just one word or it can be a phrase. - What 'job' an adverbial does. - Where an adverbial can be placed. - What it means when an adverbial is 'fronted'. <p>2. Practise finding adverbials</p> <ul style="list-style-type: none"> • Use <i>Little Mouse Adverbials</i>. • Read the sentences, find the verb, find the adverbial and then write to say which question the adverbial answers. <p>3. Write sentences using adverbials</p> <ul style="list-style-type: none"> • Think about the <i>Narrow Escape Storyboard</i> from Day 1. • Find your storyboard and remind yourself about the story. Tell the story out loud to someone. • Now write some sentences about your story. Make sure that your sentences include adverbials – extra information about the verb in your sentence.
<p>Wednesday Week 3 day 3</p>	<p>1. Tell your story from the point of view of the prey</p> <ul style="list-style-type: none"> • Find your Storyboard about your <i>Narrow Escape story</i> from Day 1. • Imagine that you are the prey in the story. <ul style="list-style-type: none"> - Where were you at the start? What were you doing? - What did you see and feel when the predator attacked? - How did you escape? - How did you feel afterwards? <p>2. Remind yourself about Personal Recounts</p> <ul style="list-style-type: none"> • Read <i>Personal Recount Features</i>. • When you tell your story from the point of view of the prey you are giving a personal recount. Can you spot the features of a recount as you tell your story? <p>3. Write your story from the point of view of the prey</p> <ul style="list-style-type: none"> • Now write your story. You can use your storyboard to remind you what to write about but do remember to write from the point of view of the prey. • Include adverbials in your writing. Read the three pages about adverbials to help you to do this.
<p>Thursday Week 3 day 4</p>	<p>1. Read the poem: 'All Creatures'</p> <ul style="list-style-type: none"> • Read <i>All Creatures</i>. Read it in your head at first and then read it out loud. Try to find the rhythm of the poem as you read.

	<ul style="list-style-type: none"> • Think about the poem. What do you like about it? Is there anything that you dislike? Does it remind you of anything or anyone? What patterns can you find? (Look for rhyme and alliteration). <p>2. Remind yourself about Noun Phrases</p> <ul style="list-style-type: none"> • Use the <i>Revision Card</i> to remind yourself about noun phrases. • Complete <i>Spotting Noun Phrases</i>. Highlight the noun phrase and underline the head noun. <p>Well done! Explain your answers to a grown-up. You can check them together at the end of this pack.</p> <p>3. Plan and write a poem with noun phrases.</p> <ul style="list-style-type: none"> • Follow the instructions on the <i>Poem Planner</i> to plan a poem called 'All Animals'. • Write your finished poem out carefully.
<p>Friday Week 3 day 5</p>	<p>1. Read the poem: In The Cave</p> <ul style="list-style-type: none"> • Read the poem. Read it in your head at first and then read it out loud. • How much of the poem can you learn off by heart? Practise reading the lines and see if you can remember them without looking. • Underline the nouns in the poem. These include the objects that were found in the cave. <p>2. Remind yourself about Noun Phrases and Prepositions.</p> <ul style="list-style-type: none"> • Read the <i>Revision Card – Noun Phrases/Prepositions</i>. • Complete <i>Spotting Prepositional Phrases</i>. Underline the preposition and highlight the prepositional phrases. Explain your answers to a grown-up. Show them the prepositions that you have spotted. You can check your answers at the end of this pack. <p>3. Plan and write a poem that uses prepositional phrases</p> <ul style="list-style-type: none"> • Follow the instructions on <i>Poem-Planning</i>. You can also use the <i>Word Bank</i> to help you write your poem • Write your finished poem out carefully.

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Monday Week 4 day 1	<p>1. Read a story.</p> <ul style="list-style-type: none">• Read <i>Ananse and the Pot of Wisdom</i>.• How would you describe the character of Ananse? Can you make up three sentences to describe him? Do you think what happened to him was fair? Why? <p>2. Summarise the story</p> <ul style="list-style-type: none">• Use words and pictures to put the story on <i>Story Summary</i>.• Try using your summary to help you tell the story to somebody else. <p>3. Practise using conjunctions</p> <ul style="list-style-type: none">• Use the <i>PowerPoint 1</i> or <i>Revision Card</i> to remind yourself about verbs, verb phrases, clauses and conjunctions.• Complete <i>Multi Clause Sentences 1</i>.• Challenge yourself to complete <i>Multi Clause Sentences 2</i>.
Tuesday Week 4 day 2	<p>1. Read an Ananse Story</p> <ul style="list-style-type: none">• Read <i>Why Pig Has a Short Snout</i>.• How does it compare to the other Ananse story you read? What is similar? What is different? Which do you prefer? Why? <p>2. Make a summary of the story</p> <ul style="list-style-type: none">• Use words and pictures to make a summary of the story on <i>Story Summary</i>.• Try using your summary to help you to tell the story to somebody else. <p>3. Learn about conjunctions for time, place and cause.</p> <ul style="list-style-type: none">• Use the <i>PowerPoint 2</i> or <i>Revision Card</i> to learn about using conjunctions for time, place and cause.• Complete <i>Conjunctions for Time, Place and Cause 1 and 2</i>.
Wednesday Week 4 day 3	<p>1. Write notes about an illustration</p> <ul style="list-style-type: none">• Look carefully at the <i>Bird Illustration</i>. It is from a story about Ananse.• Make notes about what you notice. Can you spot 10 different things? Ask somebody else to test you e.g. What is the colour of the feather near the owl? <p>2. Make up a story</p> <ul style="list-style-type: none">• Use the <i>Story Summary</i> to make up a story about Ananse and the Birds.• Start with the second box and then think about how the story could start and how it could end.• Use your notes from the <i>Bird Illustration</i> to help you with the third box. <p>Share your story with a grown-up. Tell them what happens and what descriptions you will include.</p> <p>3. Write your story</p> <ul style="list-style-type: none">• Write your story of Ananse and the Birds.• Try to include sentences that use conjunctions as you do.
Thursday Week 4 day 4	<p>1. Read a set of poems</p> <p>Read the four nature poems: <i>The Garden Year</i>; <i>First Primrose</i>; <i>Colouring In</i>; <i>Autumn Fires</i>. You could also challenge yourself to read <i>Snow in the Suburbs</i>. Choose your favourite of these poems. Why do you like it?</p> <p>2. Answer questions about your favourite poem</p> <p>Use <i>Poetry Questions</i> and think about your favourite poem. Read each of the sets of questions, think about your answer and then carefully write it down. Share your answers with a grown-up. Show them the poems and ask them which their favourite would be.</p> <p>3. Practise reading your favourite poem out loud</p> <p>Read the <i>Top tips for reading a poem aloud</i>. Practise reading your poem out loud and then share your reading with somebody else.</p>

Friday Week 4 day 5	<p>1. Read and learn a poem</p> <ul style="list-style-type: none">-Read <i>Keep a poem in your pocket</i>. Read it twice: the first time in your head and the second time out loud. What do you think it means? How could a poem stop you from being lonely?-Read <i>Top tips for learning a poem by heart</i>. Try memorising the poem, 'Keep a poem in your pocket'. <p>2. Make a comparison between two poems</p> <p>Use your favourite poem from yesterday and one other poem.</p> <ul style="list-style-type: none">-Pick the <i>Compare Frame</i>, the <i>Contrast Frame</i> or the <i>Compare/Contrast Frame</i>.-Fill it in to compare or contrast the two poems. <p>Use your frame to explain about the two poems to somebody else. Ask them which of the poems they prefer and whether they think the poems are mainly similar or mainly different.</p> <p>3. Make illustrations</p> <ul style="list-style-type: none">-Use any of the poems from yesterday and draw or make an illustration to go with it.
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Week 6, 7, 8: <https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

MATHS- Week 6 and 7

Follow the links above to locate the appropriate week for your year group (Year 4). This will download a file with daily, labelled activities. Click on and complete the activities for the day specified below from each week. The sheets do not need to be printed (however, this might be easier) and can be done on paper.

Use the learning reminders at the top of each day to help you with the activities. The activity sheets in green are classed as mild and the sheets in red are classed as hot so do not be discouraged if you cannot complete some of the tasks- give them a go, ask for help from someone at home and if in doubt send us an email!

<p><u>Week commencing 18/5/20</u> Monday Week 6, Day 1 -</p>	<p>The 7 times table.</p> <ol style="list-style-type: none"> 1) Use the grid to help you with the 7 time table calculations. 2) Have a go at the questions related to the 7 time table, if you have it, have a go at the challenge. 3) If you are still unsure have a go at the 'seven success' activity, if not move onto the investigation task.
<p>Tuesday Week 6, Day 2-</p>	<p>Factors.</p> <p>Remember a factor is a number that goes into another number. For example, a factor of 10 would be 2 or 5 because you can times 2 and 5 together to create. Together they make a factor pair for the number 10.</p> <ol style="list-style-type: none"> 1) Match the number to its factors. Think about what is explained above and remember when we did this in class. Go through it systematically. For example, for the number 3. Can 1 be times by anything to get to 3? Yes 1x3 so 1 is a factor. What about 2, Can 2 be times by anything to make 3? No, so 2 is not a factor of 3. 2) If you are still unsure try the next activity 'array or disarray' to help or move onto the investigation.
<p>Wednesday Week 6, Day 3-</p>	<p>Co-ordinates.</p> <ol style="list-style-type: none"> 1) Have a go at plotting the co-ordinates on the grid. Remember 'along the corridor and up the stairs' so the first number is the bottom axis and the second numbers is the side axis. Remember to Draw lines to connect the dots. 2) If you are still unsure have a go at the 'matching points' task. If not move onto test questions.
<p>Thursday Week 6, Day 4-</p>	<p>Moving shapes on a grid.</p> <ol style="list-style-type: none"> 1) Plot the co-ordinates on the grid and join them up. 2) Move the shape up 3 squares. Remember to choose a point on the shape and move that same point up 3 squares, then do the same for the other points. 3) Complete the rest of the questions. 4) If you are still unsure, with a partner, complete the 'walk then fly' activity 5) Answer the test questions.
<p>Friday Week 6, Day 5-</p>	<p>Drawing polygons on a grid.</p> <ol style="list-style-type: none"> 1) Look at the shapes on the grid. Choose a point and write what the co-ordinate is for it. Repeat this for all the points. 2) If you are still unsure, follow the link to the co-ordinates game. Then have a go at the 'all square' activity. 3) Have a go at the investigation.
<p><u>Week commencing</u></p>	<p>Multiplying in 10's and 100's.</p>

<p><u>25/5/10</u> Monday Week 7, Day 1-</p>	<p>When x's by 10 or 100 think about your place value. For example, a quick cheat- if you have $6 \times 80 =$ take off the 0 and do $6 \times 8 = 48$ and then put the 0 back on the end so the answer is 480.</p> <ol style="list-style-type: none"> 1) Use a dice to complete the game. If you do not have a dice, have a go at making one using a cub net. 2) Have a good at the questions. 3) If you are still unsure, work with a partner or on your own and have a go at the 'moving multiplications' activity. If not, move onto the investigation.
<p>Tuesday Week 7, Day 2-</p>	<p>Multiplying in 10's and 100's.</p> <ol style="list-style-type: none"> 1) Have a go at the multiplication questions. Remember the method for x's by 10 and 100. 2) Finding the multiplication sum to the answer. For example, if you have 2100- which two numbers multiply together to make 21? 7×3 so if you know this, you know that 7×300 makes 2100. 3) If you are stuck have a go at 'Ladders to success' or move straight onto the investigation.
<p>Wednesday Week 7, Day 3-</p>	<p>Mental multiplication and division.</p> <ol style="list-style-type: none"> 1) Have a go at the questions. Remember to use your inverse if you are not sure. 2) If you are finding this tricky have a go at the task 'the 60 times table' or move onto the questions.
<p>Thursday Week 8, Day 1</p>	<p>Grid Multiplication.</p> <ol style="list-style-type: none"> 1) Use the grid method we have looked at in class to solve the multiplication sums. 2) If you are still unsure, have a go at the task 'grid genius' or move onto the questions.
<p>Friday Week 8, Day 2</p>	<p>Grid Multiplication.</p> <ol style="list-style-type: none"> 1) Use the grid method we have looked at in class to solve the multiplication sums. 2) If you are still unsure, have a go at the task 'grid luck' or move onto the investigation.