Home Learning

Hello Year 4! Welcome to another week of home learning.

This home learning pack is for

Term 4, Week 2, Monday 1st – Friday 5th March.

Please give as much a go as you can. You have all been working so hard at home, keep being Spikey Superstars!

Please see below the tasks we would like your child to work on this week. If you have any problems, please remember that you can email at ask@priestley.wilts.sch.uk during school hours.

Don't forget to upload your work to Seesaw so we can see how you are getting on.

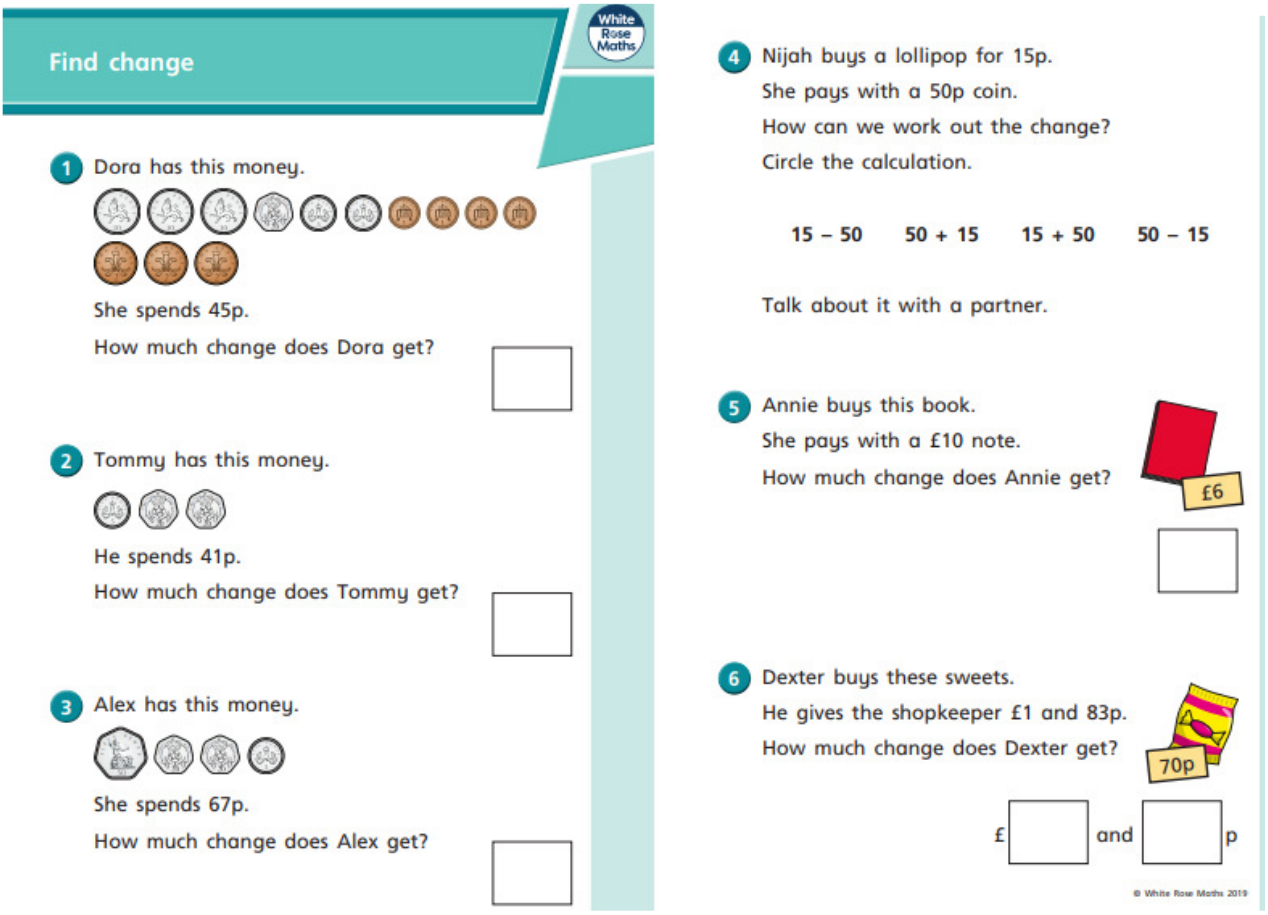
Please note that any links to internet sites and YouTube videos need to be supervised by an adult, and they may contain adverts. You do not need to pay for any of the sites we are suggesting.

Maths

Don't forget your child has access to My Maths and has a personalised login where activities and challenges have been set for them.

Day 1 – Give Change / Find Change - Year 3 Recap (missed learning from last year)

https://vimeo.com/499227948



Find change

White Rose Maths

1 Dora has this money.

She spends 45p.

How much change does Dora get?

2 Tommy has this money.

He spends 41p.

How much change does Tommy get?

3 Alex has this money.

She spends 67p.

How much change does Alex get?

4 Nijah buys a lollipop for 15p.

She pays with a 50p coin.

How can we work out the change?

Circle the calculation.

15 – 50 50 + 15 15 + 50 50 – 15

Talk about it with a partner.

5 Annie buys this book.

She pays with a £10 note.

How much change does Annie get?

£6

6 Dexter buys these sweets.

He gives the shopkeeper £1 and 83p.

How much change does Dexter get?

70p

£ and p

© White Rose Maths 2019

7 Whitney, Jack and Amir each have £1

a) Whitney buys a bottle of water for 70p.
How much change does Whitney get?

b) Jack buys a box of raisins for 67p.
How much change does Jack get?

c) Amir buys a bottle of milk for 91p.
How much change does Amir get?

d) How did you work out your answers?

8

I paid for a drink using one coin and I got £2 and 19p change.

Eva is wrong. How do we know?

9 Rosie and Tom buy some of these items.

a) Rosie has a 50p coin.
She buys one item.
Rosie's change is all silver coins and one of them is a 20p.
What did Rosie buy? _____
How do you know?

b) Tom has £1
What items could he buy?

_____

_____

How much change will he get?

© White Rose Maths 2019

Give change

1 How much change would you get from a £10 note?

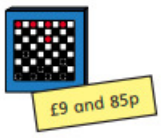
a)

£ ☐ and ☐ p

b)

£ ☐ and ☐ p

c)

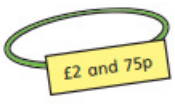


£ ☐ and ☐ p

d)

£ ☐ and ☐ p

e)



£ ☐ and ☐ p

2 Annie buys some crayons.

She pays with this money.

She gets this change.

Has Annie been given the correct amount of change?

Explain your answer.

_____

_____

3 Huan buys a hot chocolate for £2 and 60p.
He pays with a £5 note.
How much change does he get?

£ ☐ and ☐ p

4 Dani buys a milkshake.

She pays with a £5 note.

She gets £2 and 60p change.

How much did the milkshake cost?

£ ☐ and ☐ p

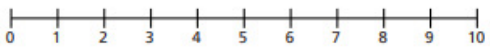
5 Ms Hall has £9 to buy breakfast.

She gets £4 and 25p change.

Waffles	£4 and 75p
Omelette	£5 and 75p

Which breakfast does Ms Hall buy?

Use a number line to explain your answer.



Ms Hall buys the _____ for breakfast.

6 A train ticket costs £3 and 60p.

A bus ticket costs £2 and 85p.

Mr Khan buys a train and a bus ticket.

He pays with a £10 note.

How much change does he get?

£ ☐ and ☐ p

7 Mrs Dean buys a T-shirt.

She pays with a £10 note.

She gets four coins in change.

Each coin is different.

a) What is the lowest possible price of the T-shirt?

£ ☐ and ☐ p

b) What is the highest possible price of the T-shirt?

£ ☐ and ☐ p

Compare answers with a partner.

Day 2 – Ordering Money

https://www.bbc.co.uk/bitesize/articles/z47mkty

Ordering money

White Rose Maths

1 What is the value of the digit 2 in these amounts?

a) 524p _____

b) £24 and 50p _____

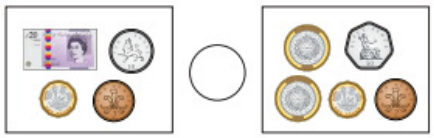
c) £54.02 _____

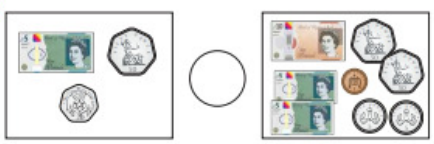
d) 5,240p _____

e) £42.54 _____

f) 2,544p _____

2 Write <, > or = to compare each pair of amounts.

a) 

b) 

c) How did you compare the amounts?

3 Draw three coins in each box to make the statements correct.

£26.70 < ☐

£26.70 > ☐

£26.70 = ☐

Is there more than one way to make each statement correct?

4 Write <, > or = to compare the amounts.

a) 743p ◯ 734p

b) £37.40 ◯ £37.04

c) £3.74 ◯ 734p

d) £40.07 ◯ 4,003p

e) 4,037p ◯ £40.37

f) 7,304p ◯ £73.40

5 a) Write the amounts in ascending order.

270p 2,007p 2,700p 720p 7,020p

_____

b) Write the amounts in descending order.

£4.65 £46.50 £6.45 £45.60 £46.05

_____

c) Write the amounts in ascending order.

£21.89 1,289p 8,291p £82.19 9,128p

_____

d) Write the amounts in descending order.

£5.05 550p 5,500p £50.50 £55.05

_____

6 Huan has three different silver coins in his hand.

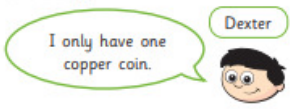
What amounts could he have?

Write them in ascending order.

_____

7 Teddy has £6.55 and Annie has 673p.

Dexter has more money than Teddy, but less than Annie.



a) How much money could Dexter have? £ ☐

b) What different amounts can you find?

8 What could the missing amount of money be?

369p < £ ☐☐.☐☐ < £16.63

Use the digit cards to complete the inequality.

1	3	6	9	0

Use each digit card once only.

You do not need to use every card.

Compare answers with a partner. How many different answers can you find?

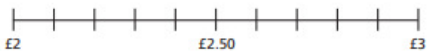
© White Rose Maths 2020

Day 3- Estimating Money

https://www.bbc.co.uk/bitesize/articles/z92x8hv

Estimating money

1 a) Complete the number line.



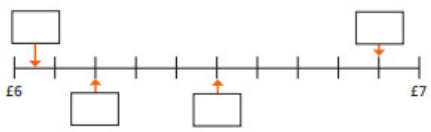
b) Circle the amounts that round to £3

c) What do you notice about the amounts that round to £2 and the amounts that round to £3?

2 Here are some amounts of money.

£6.90	£6.20	£6.50	£6.05

a) Use the amounts to label the number line.

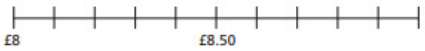


b) Sort the amounts into the table.

Rounds to £6	Rounds to £7

3 a) Draw arrows to estimate where each amount is on the number line.

£8.60	£9.00	£8.45	£8.89

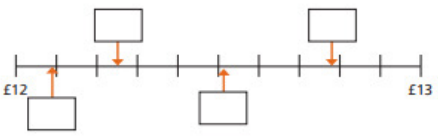


Which amounts were difficult to place on the number line?

b) Which amounts round to £9?

_____

4 a) Write an estimate for each of the missing amounts.



b) Which amounts round to £12?

_____

5 Eva buys a book for £4.85 and a pen for £2.70

The total will be approximately £6 because £4 plus £2 is £6

What would be a more accurate estimate for Eva to make?

_____

Explain your answer.

6 A football costs £5.65 and cones cost £1.49 each.

Alex wants to buy three footballs and four cones for the football team.

a) Round the amounts and complete the bar model to estimate the total cost.

b) Alex has this much money.

Does Alex have enough money?

Talk about it with a partner.

7 Ron and Rosie have bought these items.

Round each amount to find an approximate total.

Write <, > or = to compare Ron and Rosie's totals.

Rosie's total		Ron's total
☐	○	☐

8 Filip is thinking of an amount of money.

- The amount rounds to £22 to the nearest pound.
- In the pence, there is an even amount of ones and an odd amount of tens.
- In the pence, the tens digit is less than the ones digit.

What amounts could Filip be thinking of?

_____

Compare answers with a partner.

Day 4 – Working with Money

Bart bought a spray can for _____and an orange t shirt for _____.
How much did he spend altogether? _____.

For Christmas, Bart was given a pair of headphones from Marge costing _____. Lisa bought him some headphones to match, costing _____ . How much did his presents cost all together? _____

Bart wanted to dress like Batman for Halloween, so decided to buy a mask for _____. Millhouse lent him a cape to match, which cost _____. How much did his costume cost in total? _____.

Bart went for a drive to see Grandpa. He wore his new chain which cost _____. He also wore his sunglasses from Marge _____. What is the total of these two items? _____

Bart saved up his pocket money to buy his skateboard, which cost him _____. He wears his blue shorts, which cost _____, to perform his cool tricks.

Baseball is one of Bart's favourite sports. He bought a bat for _____. He also bought a red hat for _____ to keep the sun out of his eyes. How much did he spend in total? _____

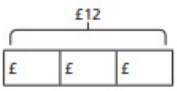
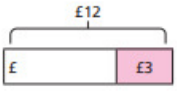
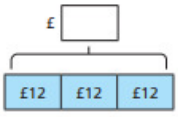
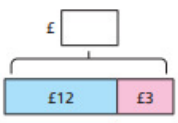
Day 5 – Four Operations

https://www.bbc.co.uk/bitesize/articles/zkm6dp3

Four operations

Rose Maths

1 a) Match the problems to the bar models.

Nijah has £12. Her mum gives her £3 more. How much does she have now?	
Nijah has £12. She buys a book for £3. How much does she have now?	
Nijah has £12. She shares it between 3 of her friends. How much does each friend get?	
Nijah has £12. Her friend has 3 times as much. How much does her friend have?	

b) Complete the bar models.

2 A child's ticket to the cinema costs £4.50 and an adult's ticket costs £7.95
Dexter wants to know how much more an adult's ticket costs than a child's ticket.

I just need to add £7.95 to £4.50 to find out how much more.

Do you agree with Dexter? _____

Explain your answer.

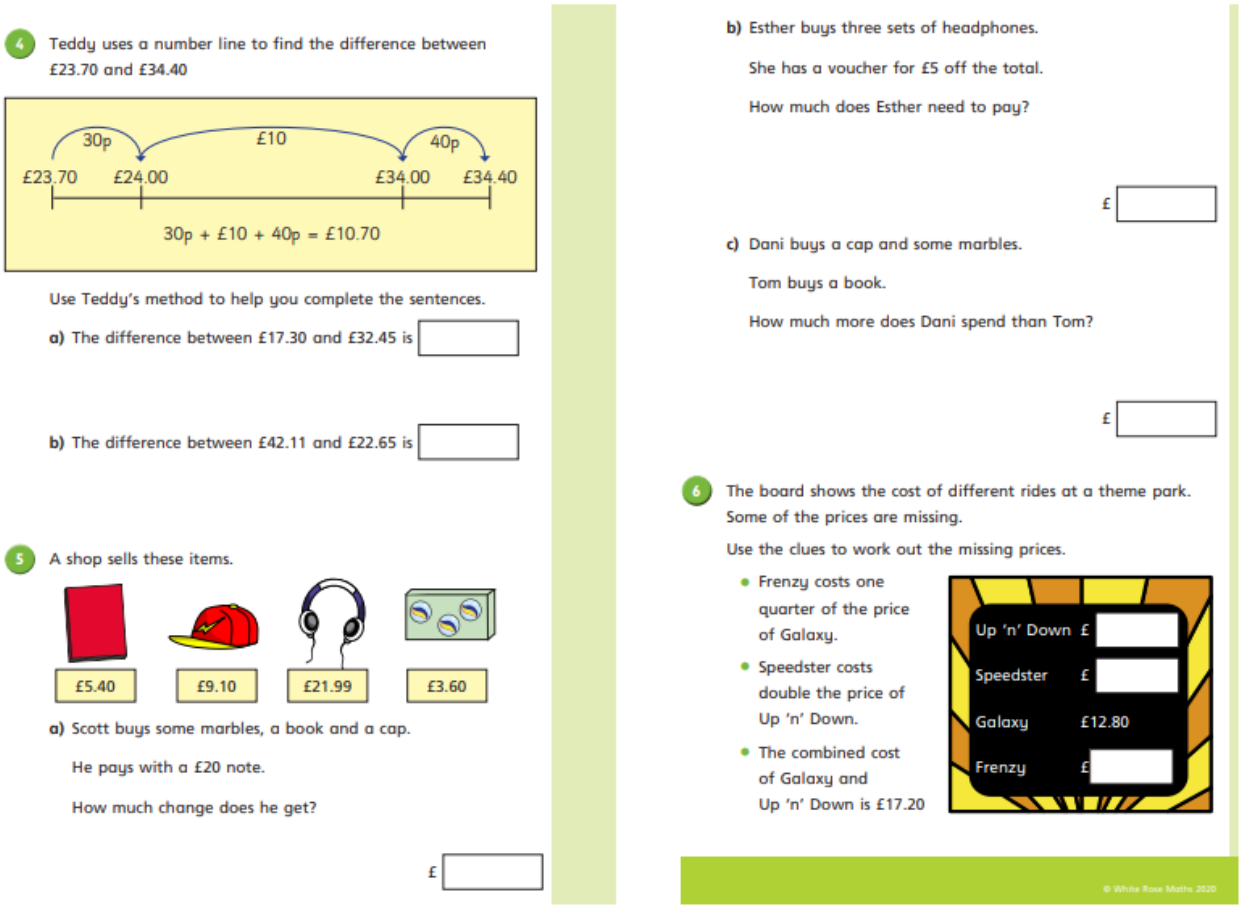
3 Whitney is finding the total of £23.70 and £34.40

I can add £23 and £34 together to give £57 and add 70p and 40p together to give £1.10 and then combine the two parts. So the total is £58.10

Use Whitney's method to complete the additions.

a) £8.60 + £7.80 = ☐

b) £11.80 + £9.25 = ☐



4 Teddy uses a number line to find the difference between £23.70 and £34.40

Use Teddy's method to help you complete the sentences.

a) The difference between £17.30 and £32.45 is ☐

b) The difference between £42.11 and £22.65 is ☐

5 A shop sells these items.

a) Scott buys some marbles, a book and a cap.

He pays with a £20 note.

How much change does he get?

£ ☐

b) Esther buys three sets of headphones.

She has a voucher for £5 off the total.

How much does Esther need to pay?

£ ☐

c) Dani buys a cap and some marbles.

Tom buys a book.

How much more does Dani spend than Tom?

£ ☐

6 The board shows the cost of different rides at a theme park. Some of the prices are missing.

Use the clues to work out the missing prices.

- Frenzy costs one quarter of the price of Galaxy.
- Speedster costs double the price of Up 'n' Down.
- The combined cost of Galaxy and Up 'n' Down is £17.20

© White Rose Maths 2020

Reading

Don't forget your child also has access to Reading Planet where books matching their school reading book band have been allocated to them.

Make sure that children are continuing to read every day at home. They can read to an adult at home or their siblings. Make sure that you are also discussing what they have read and asking them questions to see how much they have understood of the story.

Useful links:

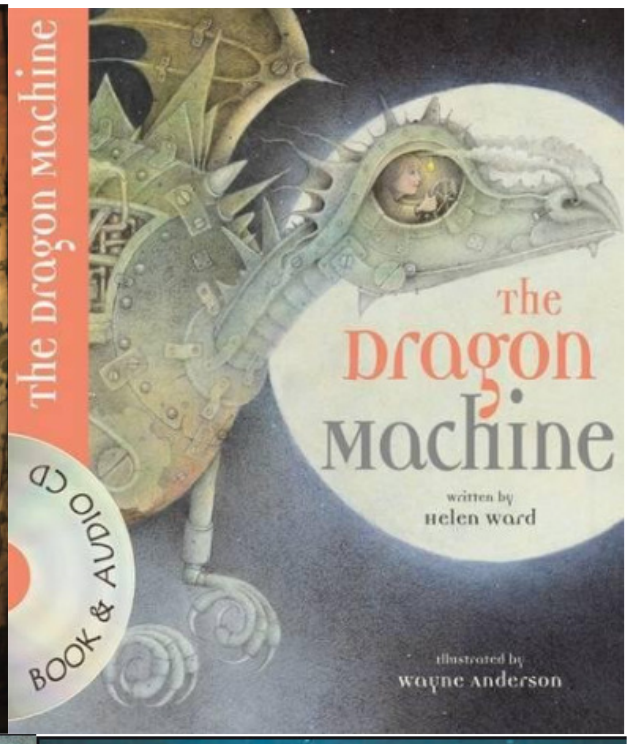
Please see the Useful Links document which contains information for a selection of online reading resources the children can access.

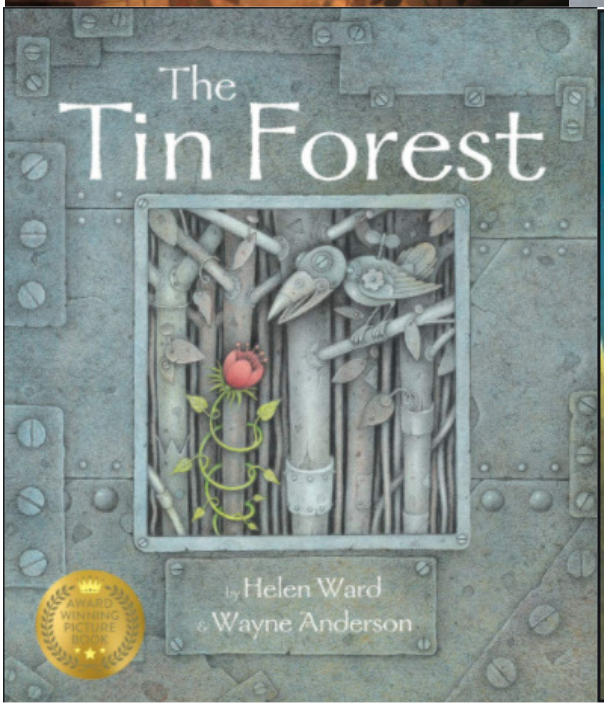
If you are not sure of your child's book band, please contact ask@priestley.wilts.sch.uk

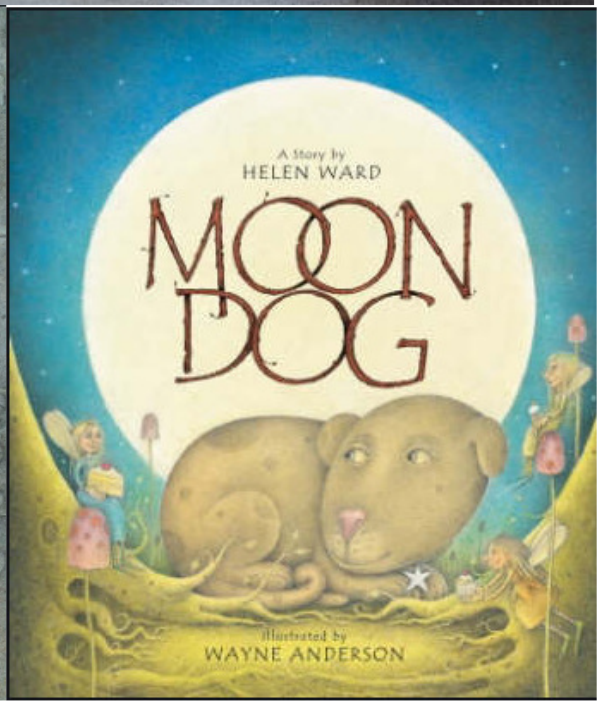
Day 1 – Compare book covers

Have a look at the four book covers below. What do you notice when you look at them?

Are there any similarities?
Are there any differences?
Do you notice anything unusual about the books?







Day 2 – Dragon Machine

Read or listen to the story 'Dragon Machine' by Helen Ward.

https://www.youtube.com/watch?v=_puW66Xn-u0&feature=youtu.be

What is unusual about the Dragon Machine? Does it look like a normal dragon?

If you have had to make an animal out of a machine, what animal would you choose?

Draw and label your own animal machine. What body parts does it have? What is the animal made of? Bolts? Screws? Can you get inside the machine?

Day 3 – The Tin Forest

Read or listen to 'The Tin Forest' by Helen Ward.

https://www.youtube.com/watch?v=_j_XPFxy5js&feature=youtu.be

Think about what there is, what we see and what we discover in the Tin Forest. Then think about what we see and discover in the real forest. Is anything the same in both forests?

Complete the comparison sheet below making notes of what you discover in each forest.

The Tin Forest Compare and Contrast

Compare and contrast the tin forest and the real forest. Are there any aspects that are the same?

The Tin Forest	Both Forests	The Real Forest

Then, write a short setting description of the two forests showing their differences and similarities.

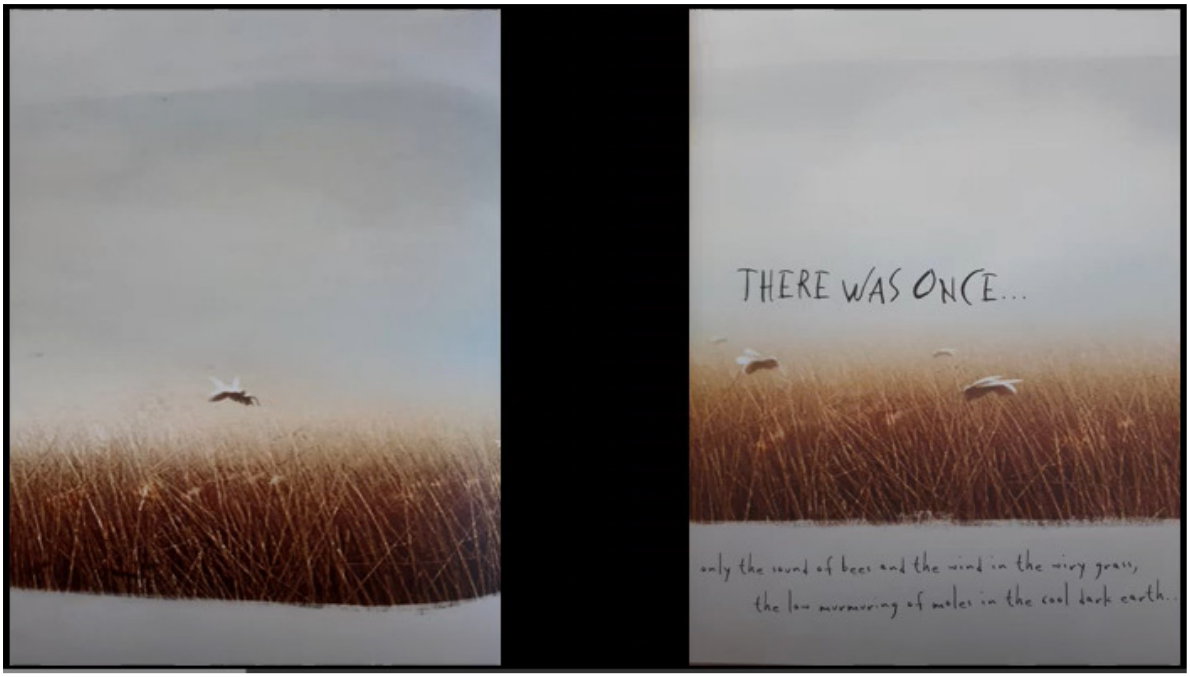
Day 4 - Varmints

Read or listen to the story 'The Varmints'.

https://www.youtube.com/watch?v=P-EBoIcKX84&feature=youtu.be

The book begins with the sentence:

'There was once only the sounds of bees and the wind in the wiry grass, the low murmuring of moles in the cool, dark earth and the song of birds in the high blue sky".



Could you use this sentence as the starting point for your own short story?

Day 5 – Varmints -

Have a look at the comparison sheet below. What do you remember about the book from yesterday?

Who were the characters? What was the setting? What language was used? Is there a moral or a message? What was your favourite part?

Book and Film Comparison

	Book	Film
Character(s)		
Setting(s)		
Problem and Resolution		
Use of Language		
Moral or Message		
My Favourite Part		

Now watch the 24 min short film 'Varmints'.

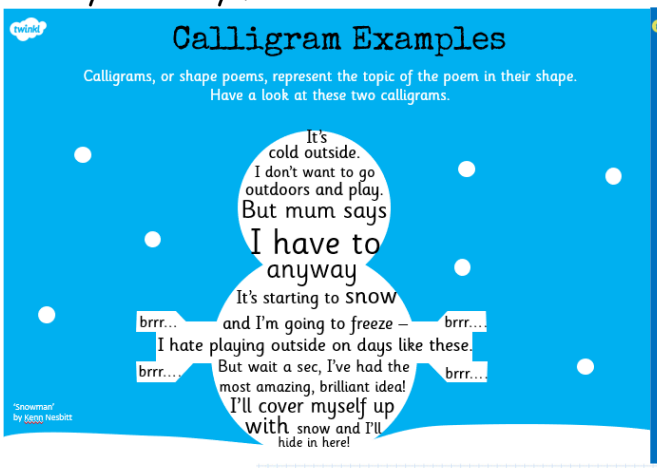
https://www.youtube.com/watch?v=YxD02c2pIsI

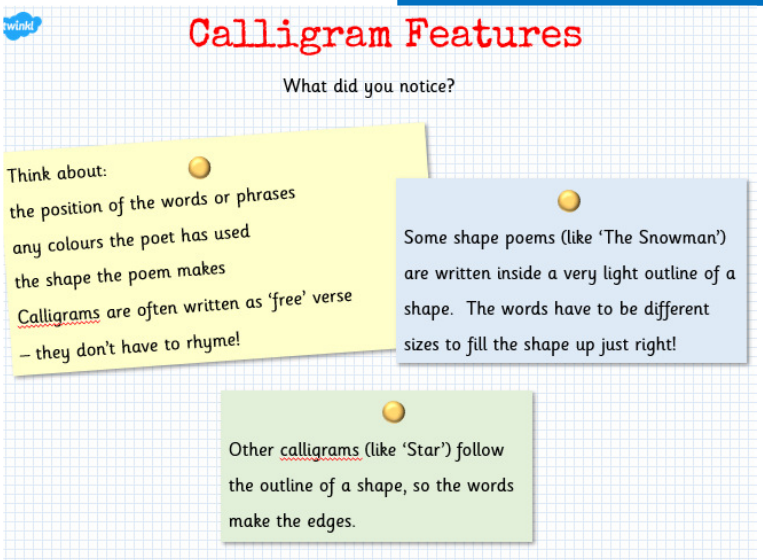
Now you have watched the film, complete your comparison sheet. Were the characters the same? What about the setting? How were the problems resolved in the film compared ot the book?

Writing

Day 1 – What are Calligrams?

This week, we are going to be looking at Calligrams. Let's have a look at the PowerPoint below to find out what they are.
Do they have any features that we have to include?





- Calligrams are also known as shape poems or concrete poems.
- Calligrams don't have to rhyme.
- They form a shape which represents the topic of the poem.
- Sometimes they are written inside a shape.
- Sometimes the words themselves form the outside edges of a shape.
- Words and phrases can be stretched, squashed or distorted to show their meaning.

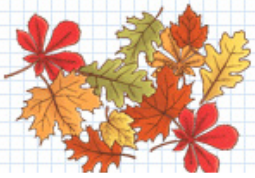
Your Turn!

Have a look at these poems. How could you make one into a brilliant calligram?

Standing under the bridge
The river ripples beside me
I shiver and look out
At the pouring rain.

My teddy is my best friend
His fat tummy is made
For hugging when I 'm happy or sad.
His big ears listen to my secrets
Soft paws, fluffy fur, bright eyes
I think he knows
Everything about me!

Falling leaves
Swaying, fluttering
Rustling under foot
Drifting into piles
Like autumnal snow
I miss the green leaves
When will it be spring again?



Day 2 – Word Calligrams

We now know that Calligrams are just text that is designed to look like what the word, phrase or poem describes. Here are a few examples of word Calligrams:

Create your own Calligrams for single words. Think of an adjective that you could turn into a calligram.

Here are a few ideas in case you are struggling to get started:

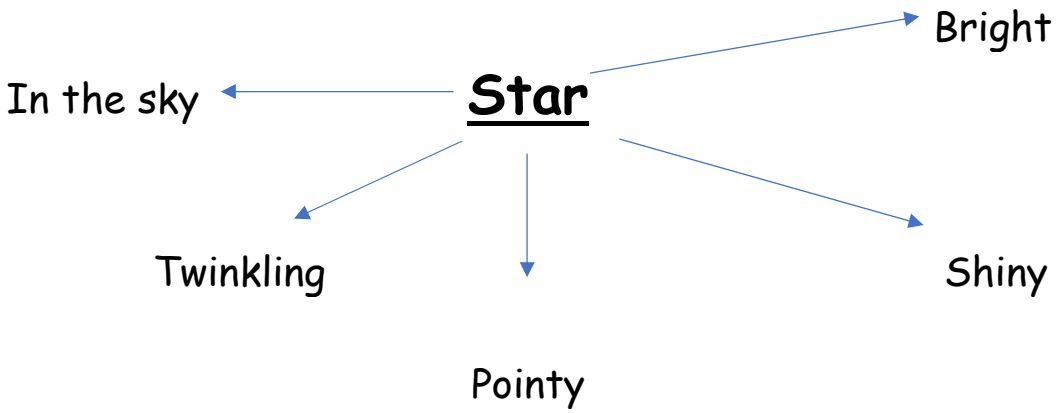
Smooth Curly Furry Spikey Dripping Sketchy Fuzzy Leafy Cold

Day 3 – Gather ideas for your chosen object

Looking back to the examples of the snowman and the star Callligrams from Monday's PowerPoint.

Pick 2 of your own objects. They can be absolutely anything (rock, tree, chair, sandwich, dolphin, car etc!)
Create a mind map aounr each word gathering ideas and descriptive words. Your mind map should be filled with words and phrases that describe or relate to your chosen object.

For example:



Day 4 – Thesaurus Skills!

Look back to your two objects you were describing yesterday. Today you are going to focus on just one – you need to decide which one.

When you have chosen your object, look back at the descriptions you thought of yesterday. Can you find synonyms for some of your descriptions using a thesaurus to help you?

Shiny – shimmering / glimmering/ glistening

Pointy – spikey / sharp

Bright – brilliant / vivid / dazzling

Day 5 – Write your own Calligram

Use all your ideas to write a poem about your chosen object.

Remember – a calligram needs to be in the shape of your object! Will you write inside the outline of your object's shape, or will your writing create the shape (like the star poem did)?

Spellings

See the school website for the Year 3/4 spelling lists and rules that have already been posted.

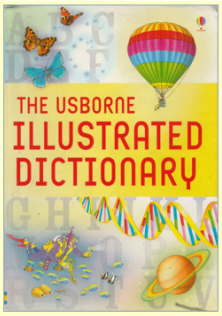
Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	group	island	natural	popular	**Rr**	surprise
accident	breathe	continue	exercise	guard	**Kk**	naughty	position	recent	**Tt**
accidentally	build	**Dd**	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	**Hh**	**Ll**	**Oo**	possession	reign	though
actually	business	describe	**Ff**	heard	learn	occasion	possible	remember	thought
address	**Cc**	different	famous	heart	length	occasionally	potatoes	**Ss**	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	**Vv**
answer	caught	disappear	February	history	**Mm**	opposite	probably	separate	various
appear	centre	**Ee**	forward	**Ii**	material	ordinary	promise	special	**Ww**
arrive	century	early	forwards	imagine	medicine	**Pp**	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	**Qq**	strange	woman
believe	circle	eight	**Gg**	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	**Nn**	perhaps	question	suppose	

twinkl
visit twinkl.com

Grammar

Using a dictionary



Use a dictionary to check the meaning of words

How do you find words in a dictionary?

Finding words alphabetically:

1st letter	2nd letter	3rd letter
Able	Aardvark	Director
Disarm	Abacus	Dismiss

What comes first?

- Dingy or Dinner
- Diplomat or Diploma?

Look at the 4th letter

Dingy

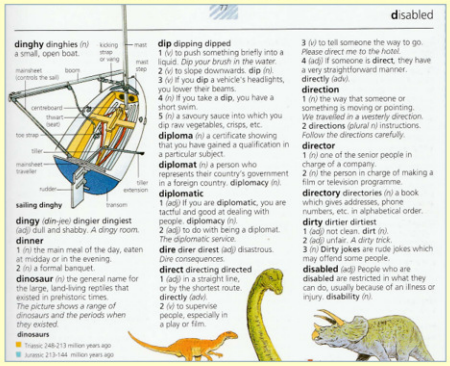
Dinner

Look at the word length

Diploma

Diplomat

Meaning of words



1) Sort these words into alphabetical order:

Wrong order:	Right order:
1) Expensive	1)
2) Dismiss	2)
3) Experiment	3)
4) Casino	4)
5) Casket	5)
6) Buddha	6)
7) Dismal	7)
8) Disperse	8)
9) Shock	9)
10) Shop	10)

2) Find out the meaning of these words:

Word:	Meaning:
Shoddy Thwart Vulnerable	
Bulletin Counterfeit	

Dictionary Skills

Dictionary Skills

Scavenger Hunt

Use a dictionary to answer the following questions.

Find a word with more than 8 letters.

Find a verb beginning with 't'.

What page number is the word 'route' on?

What is a 'cornet'?

Find three words that begin with 'th'.

What is the last word in your 'dictionary'?

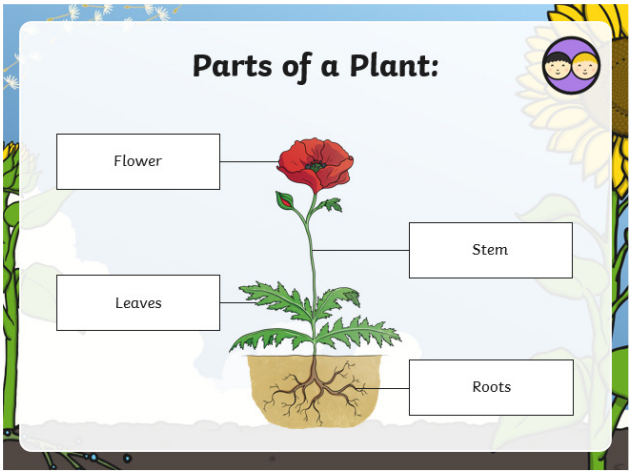
Where would you wear a 'sporran'?

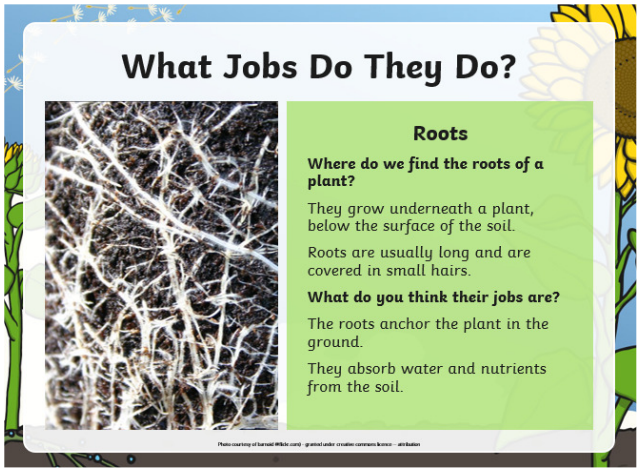
How many words begin with 'z'?

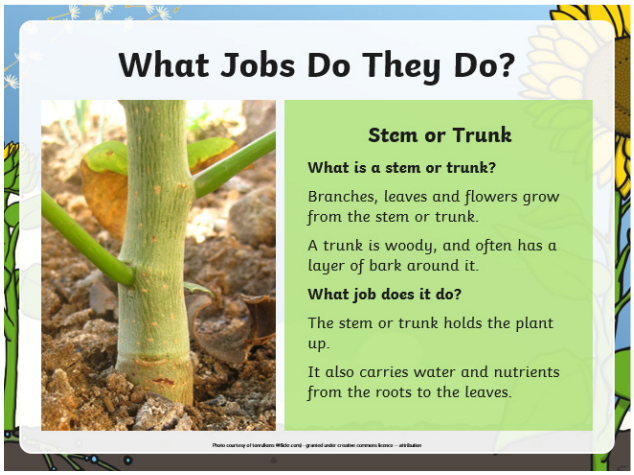
Science

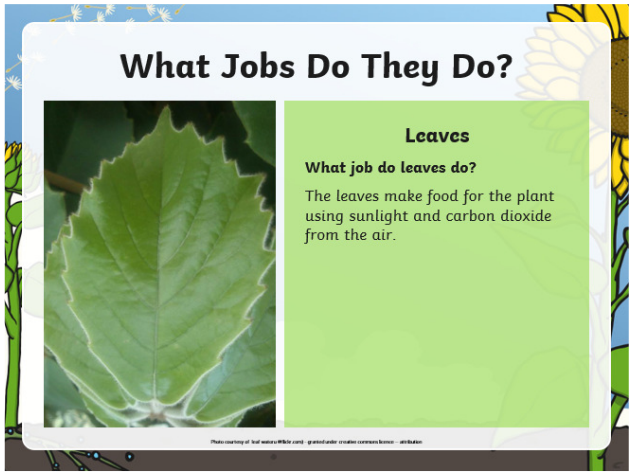
Plants

Identify and describe the functions of different parts of flowering plants

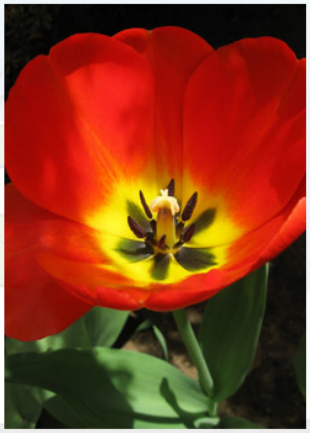








What Jobs Do They Do?



Flowers

Do you know what the flower's job is?

Flowers are brightly coloured to attract insects and birds.

The insects carry pollen to other flowers.

Flowers use the pollen to make seeds to grow new plants.

Photo courtesy of Puzzler4879 @flickr.com) - granted under creative commons licence - - attribution

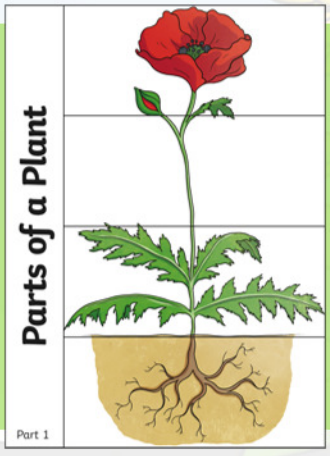
What Can You Remember?

Look at these pictures of the different parts of a plant.
Try to tell someone what you can remember about the job or jobs each part does. Have a go at remembering as much as you can!

Fun Facts

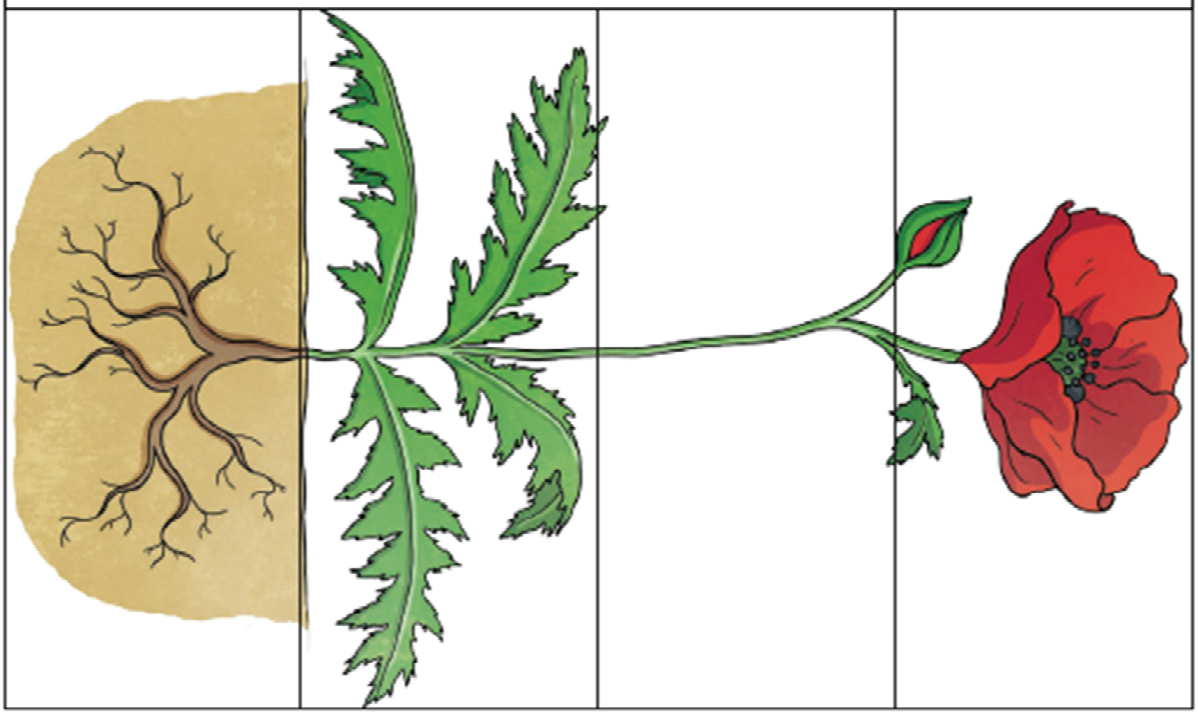
Now is your chance to show what you have learnt!

Your job is to create a folding leaflet to explain the function of the different parts of a plant.



Part 1

Parts of a Plant



Part 2

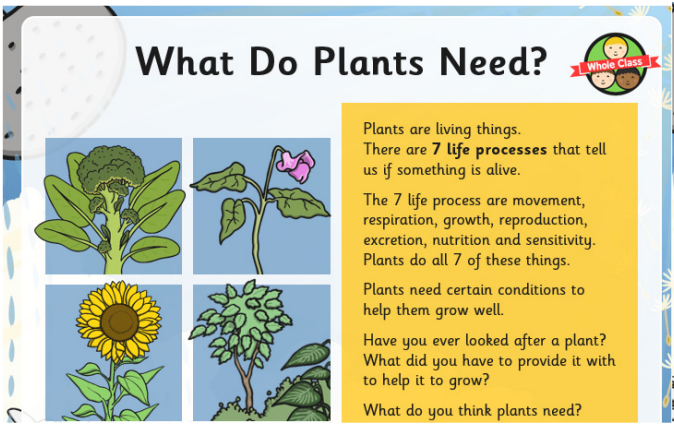
Glue part 1 here.

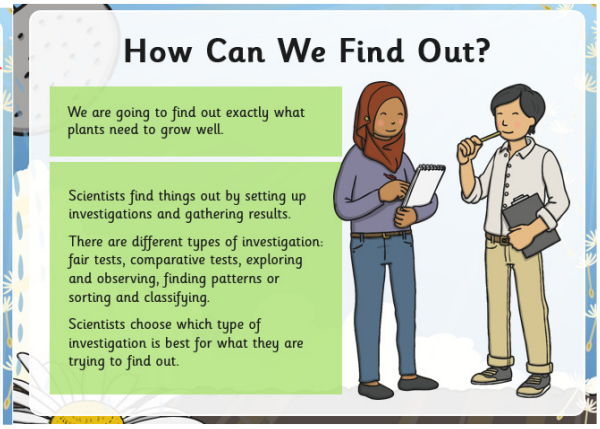
Fill in the gaps to explain the different jobs.

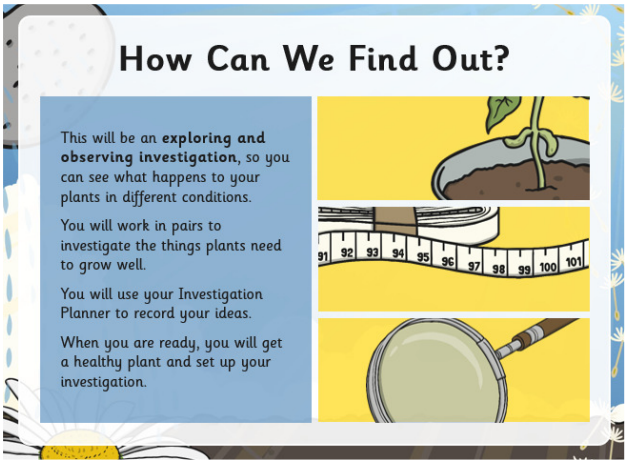
Plants

What do plants need for life and growth?

https://www.bbc.co.uk/bitesize/clips/z9f87hv#:~:text=Five%20conditions%20for%20successful%20growth,seed%20and%20tending%20the%20plant.







What Do You Predict Will Happen?

Before setting an investigation up, scientists think about what they will find out. This is called 'making a prediction'.

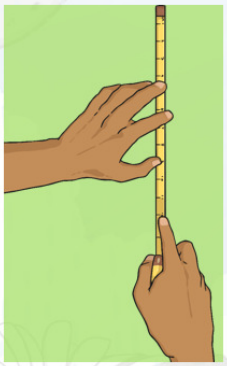
When you make a prediction, you say what you think will happen in your investigation.

Talk to your partner about what you predict will happen in your investigation.

Challenge: Can you explain why you predict this will happen?

Add your prediction to your Investigation Planner.

What Are You Going to Do?



Have a go at trying to plan what you are going to do in your investigation.

You could use pictures, words or both to explain your ideas on your Investigation Planner.

Don't forget to measure the height of your plant so that you can tell if it has grown taller at the end of the investigation.

Set It Up!

Now your investigation is set up, you will need to watch your plant carefully.

When scientists look carefully at things, it is called 'observing', or 'making an observation'.

Over the coming days, observe your plant regularly and see if you notice anything.

If you do observe anything happening or changing, record it on your Recording Results Sheet.

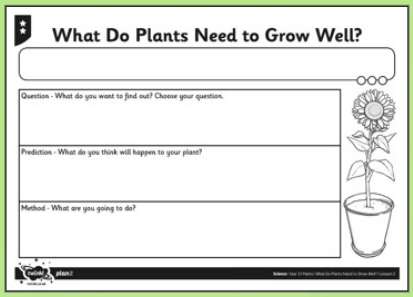
When you have completed your observations, you will look at your results and think about what you found out.

Set It Up!

When you are ready, find a healthy plant and set up your investigation!

You can use your Investigation Planner to help you remember what you need to do.

Make sure you are very careful when handling the plants. Always wash your hands after touching the plants.



What Do Plants Need to Grow Well?

Question: What do you want to find out? Underline or circle your choice.

What happens if a plant has no water?

If a plant has no heat, will it still grow?

Can a plant grow in the dark?

Prediction: What do you think will happen to your plant?

I think my plant will...

Method: What are you going to do?

Think about where you will put your plant, or what you will do to it.

Ideas:

Dark cupboard

Fridge

Water

Recording Results

Height of plant at the start of the investigation:		Height of plant at the end of the investigation:	

Observe your plant regularly and record what you notice.

Date:					
Observations:					

Describe what you have observed once the investigation is complete.

Answer your question.

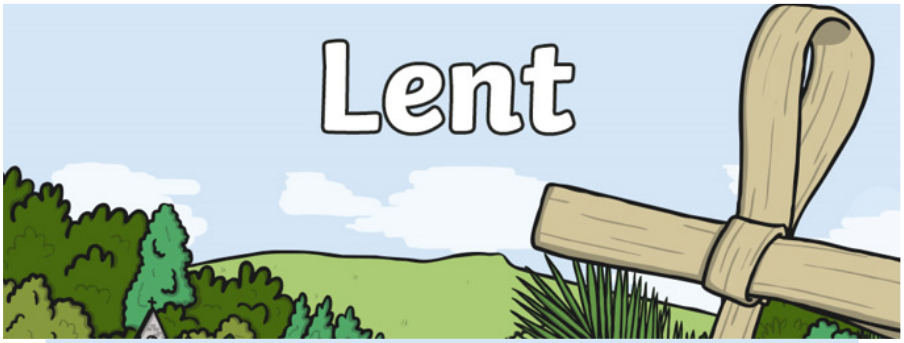
Computing

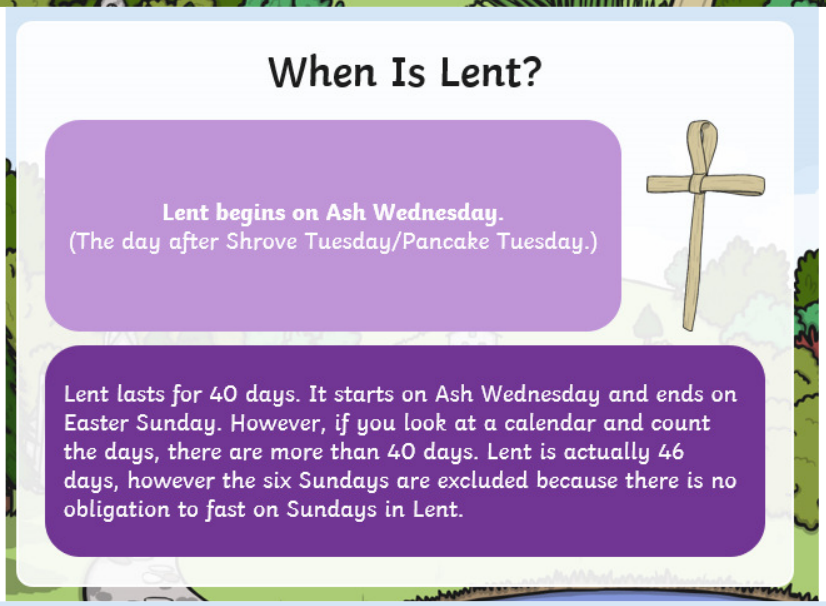
The story 'Varmints' have been turned into a short film.

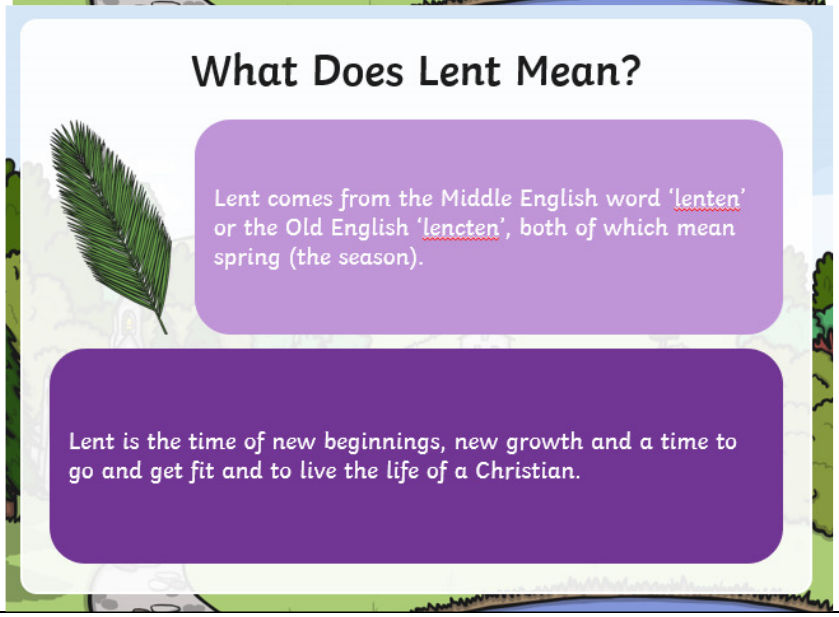
Can you create a poster on a tablet or computer encouraging someone to read the book or watch the film?

RE

Lent



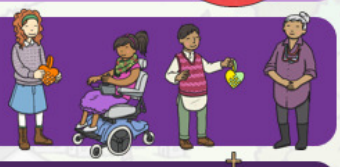




What Three Things Do Christians Do During Lent?

1. Fasting

2. Giving



3. Praying

The Colour Purple

The priest wears purple garments and a purple cloth is placed on the altar during Lent.

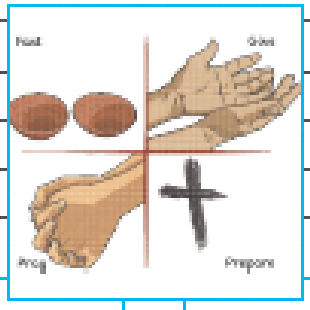
Why?

- Purple symbolises both pain and suffering leading up to the crucifixion of Jesus.
- It also symbolises the suffering of all humans and the world under sin.
- Purple is also the colour of royalty. This reminds people that Jesus is King.

Lent

Many Christians give up something during Lent. Often the thing they give up is something that they feel they spend too much time or money on or something that is bad for them. They might give up chocolate, crisps. Or they could try to watch less TV or give up playing computer games. If you were going to give up something for Lent, what would it be and why?

Christians often give money to charities during Lent. This is to help people in need. Have you ever done anything for charity? If so, what did you do? If not, if you were going to raise money for a charity, which charity would it be and why?



Many Christians spend time during Lent praying (talking to God). If you could talk to anyone in the world, who would it be? What would you say to them?

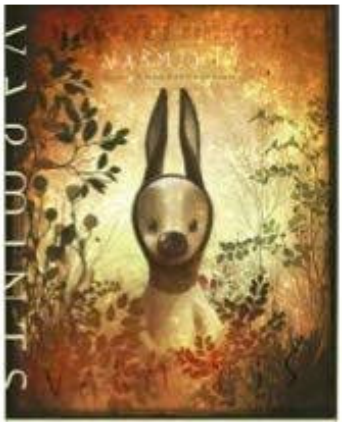
Lent is the period when many Christians get ready for Easter. Write about a time when you got ready for a special event. What was the event? How did you feel? How did you prepare?

Art

Look at these pictures from the book 'Varmints'.

How does the use of colour change as the story progresses?

Could you use this technique for your own story or a story you know well and enjoy? Draw a series of pictures to show a story thinking about how to use colour to show the story is changing.



PE

Supermover - https://www.bbc.co.uk/teach/supermovers

GoNoodle - https://www.gonoodle.com/

60 seconds challenges - https://www.youthsporttrust.org/60-second-physical-activity-challenges

https://www.nhs.uk/10-minute-shake-up/shake-ups