



The Avenue Primary School

Work from home - Year 4, sheet 4.

Scrumdiddlyumptious!

Our topic for this new term would have been:

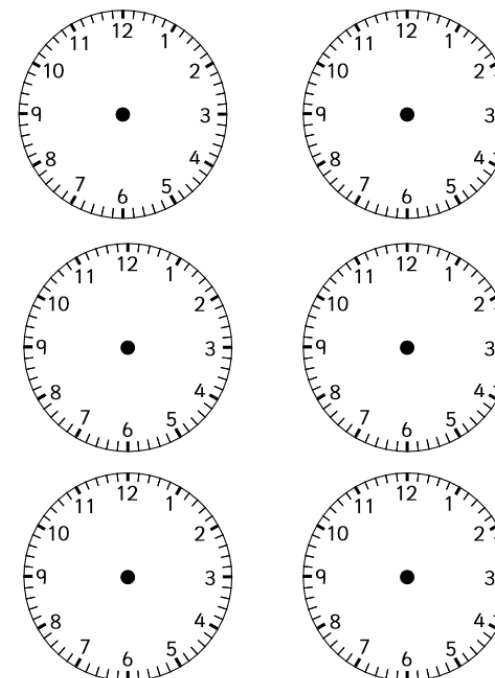
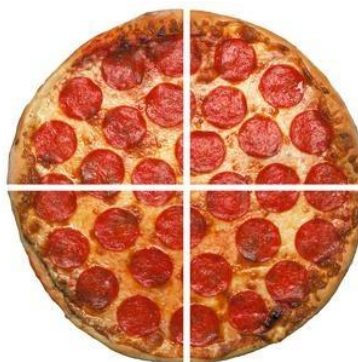
Therefore, there will be lots of activities related to food!

	Morning Start your morning with a workout (Joe Wicks https://www.youtube.com/user/thebodycoach1 , Just Dance, BBC movers)		Afternoon Begin your afternoon session with some handwriting. Keep those writing fingers moving!
Mon	English Twenty minutes reading every day. Learn the new list of words on Spelling Shed. They are listed at the end of this document – ‘re’ prefix . <ul style="list-style-type: none"> List the words in the correct alphabetical order. Find the definition of each word. Use each word in a sentence. Draw a picture to represent each word. <i>Note: Some children may have other, new spellings on Spelling Shed that they will find easier – it is fine to work with these words in the same way.</i>	Maths ALL WEEK 15 min warm up... There are new Purple Mash activities or use an alternative maths website for mental maths. MATHS Time: Lesson 5 Recap last week's clock-work by showing your child an analogue clock with times initially to the nearest 5 mins, then to the nearest minute. Ask... how many minutes in an hour? It is essential that children apply this knowledge this lesson. Start the clock on 8 o'clock then count forward in 5's to 8:40. There is a better way of saying this. If 40 mins have passed since 8 o'clock, and there are 60mins in an hour, how long is it until 9 o'clock (the next hour)? Children should be able to calculate this mentally by counting on. It's 20 minutes until 9, which is known as 20 to 9. Show this by jumping on 5, 10, 15, 20 and draw attention to the small, hour hand that has completed a full circle, moving from 8 to 9. Tell children to ONLY watch what the hour hand does as you go back to 8 to show this. Record... 40mins past = 20 mins to. Using the process outlined above, show all of the 5minute intervals 'to' the hour and record them, like the first one, to form a guide/help sheet if children get stuck. Ensure that you focus specifically on 'quarter to', linking it to fractions where necessary (use the pizza image below if needed). If children are struggling in further examples, always go back to o'clock hour first to show how the large hand has moved round, passing half past to start approaching the NEXT hour. Finally, hand your child the clock and ask them to show you some 'to' the hour times, e.g. 'five to four', 'quarter to eight' etc. until confident. Have breaks if children become overwhelmed or frustrated. Challenge: Ask your child questions about degrees. They should know	Topic / PSHE Food Diary Design a food diary to record the different types of food you eat over the week. Think carefully about the layout: <ul style="list-style-type: none"> What are the main meals in the day? <ul style="list-style-type: none"> Do you have any snacks? Quantities – record how much of each food you eat. Make it a colourful and fun design!

		there are 360 degrees in a full turn, 180 in a half turn and 90 in a quarter turn. If the minute hand moves from the 12 to the 1, how many degrees has it turned? (90 divided by 3 = 30 degrees). How many degrees is a clockwise turn from the 6 to the 3? (can they see that it's a half turn added to a quarter turn? $180 + 90 = 270$ degrees).	
Tues	<p><u>English</u></p> <p>Twenty minutes reading every day.</p> <p><u>In the Year 4 Home Learning section on the school website, we have attached a document entitled 'Home Learning Pack Y3-4'.</u></p> <p>Complete Activity 1 and Activity 2.</p>	<p><u>MATHS</u> <u>Time: Lesson 6</u></p> <p>Recap yesterday's learning by showing and asking for some 'to the hour' times, referring back to the help/guide sheet created yesterday. Children will find this lesson easier if they are confident on number bonds to 60, e.g. $42 + 18$, $31 + 29$. Feel free to practice this separately using a number line. In the example given, draw 42 on the left and 60 on the right of the line, then jump forward 8mins to 50, then another 10 to 60 which = 18mins.</p> <p>Start on 12:55 / 5 to 1 (reiterate why it can be communicated in two ways). Move the minute hand forward 1 minute – this is now 12:56, but how many minutes to 1? Work this out together by considering $56 + \text{something} = 60$ (because there are 60 mins in an hour)... 4 mins to 1. Count on each tiny minute jump until you get to 1 o'clock to show this. Set the time to 12:57, how many mins to 1 now? Go through the same process.</p> <p>Once this is clear, you could either go to 12:50 / 10 to 1 and do the same, focusing on times to the nearest minute. Or to challenge, move closer to half past, e.g. starting on 12:35 / 25 to 1. As you move closer to half past, check your answers by jumping in 5's where possible, rather than each 1 min mark.</p> <p>For example, 12:43... $43 + 17 = 60$, so it's 17 mins to 1. To check using the clock, jump forward 2mins to get to quarter to, then its nice easy jumps of $5 + 5 + 5$, altogether making 17.</p> <p>As always, give the clock to your child and see if they can apply their learning by asking (e.g.) 'Show me 13 minutes to 7'.</p> <p>Extension: https://www.ictgames.com/mobilePage/hickoryDickory/ select level three if confident, level two if unsure, or level 1 to go back to basics (this game works best on Internet Explorer).</p>	<p><u>PSHE</u></p> <p><u>Gratefulness posters</u></p> <p>Create a list of everything in life that you have to be grateful for. Then, turn it into a bright and colourful poster. Here are some topics or ideas you can use as a guide:</p> <ul style="list-style-type: none"> • Something that someone else did for you that day. • A person in your life that you appreciate. • An activity or hobby you are grateful to be able to do. • A skill or ability you have. • An item that you love. • Something that made you laugh. • What you have learned from something that was hard. <p><u>Don't forget to fill in your food diary for today!</u></p>
Wed	<p><u>English</u></p> <p>Twenty minutes reading every day.</p> <p><u>In the Year 4 Home Learning section on the school website, we have attached a document entitled 'Home Learning Pack Y3-4'.</u></p>	<p><u>MATHS</u> <u>Time: Lesson 7</u></p> <p>Spend this lesson getting the children to draw times on clocks. It is important that they can accurately demonstrate their knowledge in this way. Be really picky with slight inaccuracies if children are secure in their knowledge. Use a sharp pencil and ruler, and tell children to use very small arrow heads on the hands. Also, ensure that children are being precise with their minute hand, as well as not just leaving the hour hand exactly on the hour when it should be in the relevant place in between numbers for most times, e.g. half past six – the hour hand should not be</p>	<p><u>Topic / Geography</u></p> <p><u>Food from around the world!</u></p> <p>Type 'food from around the world cards' into the search bar on Twinkl. Look through the cards and learn about which countries different foods originate.</p>

	Complete Activity 3 and Activity 4.	pointing in the exact same direction as the minute hand, but half way to the seven. Use the clock templates below if needed.	Type ' <i>food from around the world matching worksheet</i> ' into search bar on Twinkl. Can you match the foods to the countries? Copy and colour the images of foods and flags. <u>Don't forget to fill in your food diary for today!</u>
Thurs	<p><u>English</u></p> <p>Twenty minutes reading every day.</p> <p>10am Live 'Hive' game on Spelling Shed. You can compete against your classmates in spelling games linked to the spellings that have been available for the last week.</p> <p>If you don't want to join in the game, log in and have a practise on Spelling Shed.</p>	<p><u>MATHS</u> <u>Time: Lesson 8</u></p> <p>AM and PM, morning, afternoon, noon/midday, midnight.</p> <p><i>Recap:</i> How many hours in a day? How many times does the hour hand go around the clock in this time? Twice because $12 \times 2 = 24$. Show this on a clock by winding the hands round fast and keep the clock handy to help you to explain the questions below...</p> <p>Do children know what the above, highlighted terms mean? Which two mean twelve o'clock? What is the difference between them? When does the afternoon begin? When does the morning begin? Put the clock on midnight. The morning actually begins here even though we don't wake up until several hours later. The first time the hour hand goes round, the times are known as AM (morning). Move the hands round to 7/8am and ask what might happen at this time on a normal day? What about 9am? Ask other, similar questions until you get to noon / midday... why do they think it's known as 'midday'?</p> <p>The afternoon, and the second circle of the clock by the hour hand, begins here and PM times start. Show 3:15pm – what happens at this time on a school day? Continue with more examples and show what happens beyond bed time, up to midnight. What happens when we get back to midnight, where we started? A new day begins and we are back to morning/AM times!</p> <p>Task: Children should produce a timetable of a typical school day, showing key AM and PM events with pictures and times recorded as accurately as possible in words, e.g. 25 mins to 8 – alarm goes off (plus picture of alarm clock).</p> <p>Continue to test children on the time throughout Friday and at the weekend. The Internet has a wide range of games on telling the time to consolidate learning.</p>	<p><u>Topic / Geography</u></p> <p>Look back at yesterday's food from around the world matching activity</p> <p>Can you find the countries (where the foods come from) on a map?</p> <p>Type '<i>labelled world map poster</i>' into the search bar on Twinkl. Can you find the countries on the map?</p> <p><u>Don't forget to fill in your food diary for today!</u></p>
Fri	<p><u>English</u></p> <p>Twenty minutes reading every day.</p> <p>Talk to an adult or sibling about what you have been reading this week.</p>	<p><u>MATHS</u></p> <p>A break from time to either do some times tables (including division facts) work or some practice of written methods to keep those skills topped up. Below is some guidance on how to do the latter...</p>	<p><u>Topic / PSHE</u></p> <p><u>Food Diary</u></p> <p>STEP 1:</p>

	<p>Follow link below to spelling games using the word list prefix 're'. (It includes one of our favourites – Bouncing Anagram!)</p> <p>https://www.spellzone.com/word_lists/games-10004.htm</p>	<p>Addition: 3 and 4 digit numbers + 3 and 4 digit numbers using column addition. <i>Line up digits carefully in place value columns and work right to left.</i></p> <p>Subtraction: 3 digits – 2 digits, 3 digits – 3 digits, 4 digits – 3 digits and 4 digits – 4 digits using column method. <i>Ensure the top number is the largest and where the top digit is smaller than the one below it, regrouping/borrowing is needed.</i></p> <p>Multiplication: 2 x 1 digit, 3 x 1 digit and 4 x 1 digit using the formal method. <i>'Carry' numbers above the column to the left and don't forget to add them.</i></p> <p>Division: 3 digit by 1 digit and 4 digit by 1 digit using the 'bus stop method'. <i>Children are unlikely to know what to do with remainders at the end of an answer at the moment and may need a times tables grid to help (back of planner).</i></p>	<p>Watch the BBC Bitesize video and read the information on the web page: https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppv4j</p> <p>STEP 2: Have a look over the food diary that you have created this week. Do you think you have a balanced diet? Make a note of what you could change to make your diet even more balanced / healthy.</p> <p>CHALLENGE: Colour code your food diary to show the 4 main food groups!</p>
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The prefix 're' means 'again' or 'back'. It can be added in front of a root word to change the its meaning. E.g. appear = reappear (to appear again). It is one of our easier spelling rules so we've linked in some root words that come from our big spelling list (in the back of planners / on display in classrooms) at the start of the list below. Notice the final two words contain a 'hyphen'... why do you think this is?

reappear

regroup

reconsider

reimagine

relearn

reposition

repossess

repurpose

recycle

rebuild

recreate

reaction

reassure

rearrange

rewrite

repackage

replacement

refuse

re-enter

re-emerge