



St John's Catholic Primary School- Learning at home planning

Year 4

Home Planner 3

Weekly Maths Tasks Suggestions

- Practise your **timestables** on Timetable Rockstars. Q. Can you beat your best speed?
<https://play.ttrockstars.com/auth/school/student>
- White Rose Hub Lesson on **multiplying and dividing** by watching a short 5 minute video and answering a few questions
<https://whiterosemaths.com/homelearning/year-4/>
Start on Week 3 day 1 and complete a different activity each day.
- Complete **daily calculations** (Questions at the end of the planner) Challenge – can you check your calculations by using the inverse? Don't worry if you can't you can check using a calculator, an adult or even ask Siri, google or Alexa.

Daily Calculations

Week 1

Monday

$\begin{array}{r} 2348 \\ + 1953 \\ \hline \end{array}$ <p>(Remember to add your carry)</p>	$\begin{array}{r} 3467 \\ - 1359 \\ \hline \end{array}$ <p>(Remember to exchange if the number at the top is smaller)</p>
$\begin{array}{r} 235 \\ \times 3 \\ \hline \end{array}$	$2 \overline{)468}$

- Revise **factors, multiples and prime numbers** by with the following clips and activities.
<https://www.bbc.co.uk/bitesize/topics/zfq7hyc>

Factors, multiples and primes

Part of Maths

2 learner guides + 5 class clips

What are factors?

Take a look at how to work out the factors of a number.



What are prime numbers?

Find out what a prime number is and put your knowledge to the test.



Weekly Reading Tasks Suggestions

- Complete a story and answer the **mixed questions** on reading plus:
<https://student.readingplus.com/seereader/api/sec/login>
- Choose your favourite humorous **poem** by Ken Nesbitt
<https://www.poetry4kids.com/poems/>
- Choose an online story. Make a story map using pictures to **retell and summarise** the main points.
<https://www.storylineonline.net/>
- Choose an online story. Create a **character outline** for a character of your choice. Draw them and include adjectives to describe their appearance and personality.
<https://home.oxfordowl.co.uk/books/>
- ❖ Read a **newspaper article (non fiction text)** with an adult. Can you find the 5 W's?
 - Who
 - What
 - Where
 - When
 - Why

Weekly Spellings	Weekly Writing tasks (Aim to do 1 per day)
<p>Homophones are words that sound the same but have different spellings and meanings.</p> <p>Watch this video for a further explanation https://www.youtube.com/watch?v=w0H2EV6KeRE</p> <p>bear - bare</p> <p>whether – weather</p> <p>so – sew</p> <p>scene - seen</p> <p>their - they're – there</p> <p>where - were - we're - wear</p> <p>two – to - too</p> <p>Play a homophone game: https://www.learninggamesforkids.com/vocabulary-games/homophones-games/pick-the-homophones.html</p> <p><i>Q: Can you think of any more homophones?</i></p>	<p>Follow the link to Pobble 365 website. Look at the picture for the day and choose one of the suggested activities. Pictures are changed daily. http://www.pobble365.com/</p> <p>Focus on inverted commas (speech marks) Use the link for the BBC Bitesize, watch the videos and complete the short tasks https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h</p> <p>Complete one of the attached worksheets to practise using inverted commas.</p> <p>Complete one of the attached worksheets to practise homophones.</p> <p>After watching your favourite cartoon or TV programme, write a conversation between two of the characters, remember to use inverted commas and speech verbs.</p> <p>Use your spelling words in sentences.</p>

Handwriting- practice your handwriting as often as you can

Your child would be expected to use continuous cursive letters:

<https://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-2.html>

Science

Sound – How are sounds made and detected?

Watch the following clip to see how sounds are made and complete the short online quiz:

<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zstr2nb>

Watch the following clip to see how sounds are detected and complete the short online quiz:

<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zx9hcj6>

Watch this clip to see how we can 'see' the sound vibrations

<https://www.youtube.com/watch?v=37csXse35YQ>

Activity ideas

- ❖ Go on a 'sound hunt' around your home. *How many different sounds could you hear?*
- ❖ Replicate the experiment on the video clip and explain to an adult or sibling how we can 'see' sound.
- ❖ Draw a diagram to explain how sounds are made and how we hear them.
- ❖ Make your own musical instrument. *Can you explain how it makes a sound?*

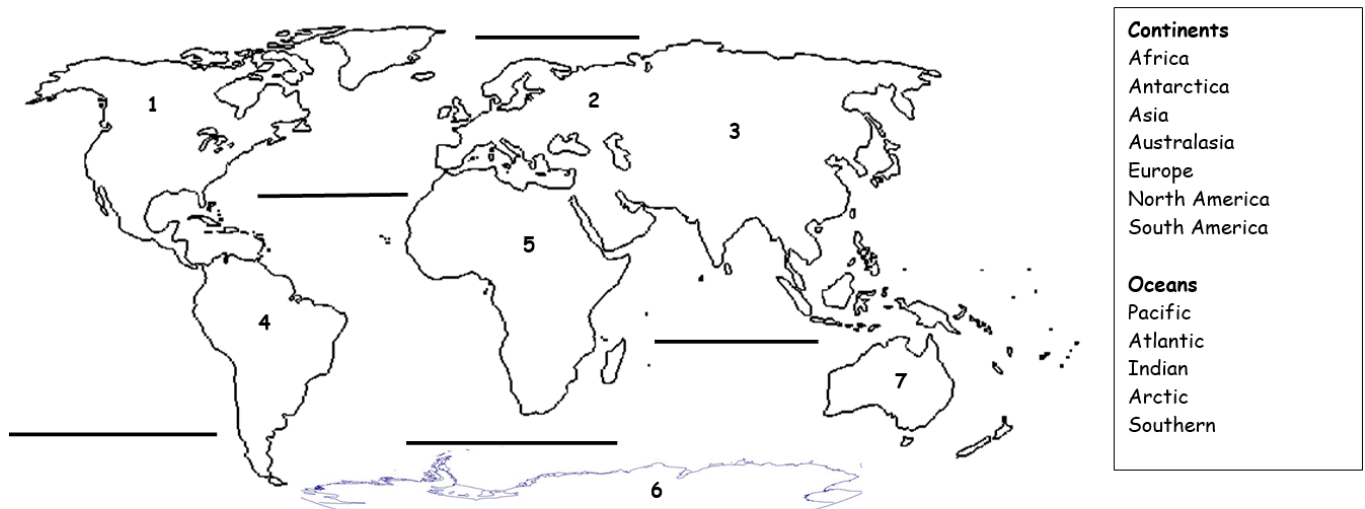
<https://www.kidsacademy.mobi/storytime/sound-science-experiments/>

Geography: North America

Before we learn about North America let's recap the continents and oceans. How many can you label?

Continents <https://www.youtube.com/watch?v=K6DSMZ8b3LE> **oceans**

<https://www.youtube.com/watch?v=X6BE4VcYngQ>



1) _____

5) _____

2) _____

6) _____

3) _____

7) _____

4) _____

Answers are at the end of the planner – Remember to keep practising until you know them all.

North America

Watch the video to introduce North America <https://www.youtube.com/watch?v=-BIDJ8-9JRE>

Now we understand where North America is let's learn some of the American States? How many can you remember? <https://www.youtube.com/watch?v=Gt2mYPwXyAc>

Use the following website help you with the following activities

<https://www.natgeokids.com/uk/discover/geography/countries/usa-facts/> and <https://www.kids-world-travel-guide.com/north-america-facts.html>

Activities suggestions

- ❖ Write a persuasive leaflet to encourage people to visit North America.
- ❖ Pick two states and compare what is similar and different between them (pick a state from the East and one from the west). E.g. population, food, physical features (hills, deserts etc.) human features, buildings (anything man made).
- ❖ Research the type of animals that live in North America. Which is your favourite?
- ❖ Tell a family member or friend about what you have learnt on North America.

Art suggestions

- ❖ Create your own collage. See <https://www.activityvillage.co.uk/collage> for ideas.
- ❖ Draw and design your own Mayan temple (using knowledge from last week's History activities)

<https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zs2ph39>

History – Mayans

Use your historical enquiry skills to describe the artefact below.

**Historical
Artefact
Investigation**



Where might you find it?

What do you think the artefact is?

How heavy is it?

what is the length in cm?

Which era is it from? _____

Is it a replica or real?

Why is _____

_____?

Who would use it?

Describe the artefact _____

Ancient Mayan Food

Use the two following websites to learn about Ancient Mayan food

<https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zg2htv4>

<https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zd844qt>

<https://www.dkfindout.com/uk/history/mayans/what-did-maya-aztecs-and-incas-eat/> There is also information at the bottom of the planner from Twinkl.

Activities suggestions

- ❖ Design a Mayan menu (The following video will help you with your menu <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-did-the-maya-eat/zkxc8xs>)
- ❖ Make a word search to include Mayan foods e.g. maize, cacao, honey, squash, deer, turkey etc.
- ❖ Research the significance of corn (maize) or chocolate (cacao) and prepare a speech to describe why you think it is the most important. Describe your choice in as much detail as you can. Think about the following: the religious significance of the food, myths or stories relating to the food, the role of food in society, and the nutritional and medical benefits.
- ❖ Discuss and explain why farming was important to the Maya people.

DT suggestion

- ❖ Make a Roman inspired catapult



<https://littlebinsforlittlehands.com/popsicle-stick-catapult-kids-stem-activity/>

- ❖ Make a Mayan hot cholate drink following the Twinkl recipe (You will need an **adult** to help you with this one)

Ancient Maya Hot Chocolate

Only the rich and noble members of Maya society drank this chocolately treat. Is your palate distinguished enough to appreciate its rich, wholesome flavour?

Ingredients (Makes 2 small servings)

- 3 tablespoons of instant hot chocolate powder
- 250ml of milk
- 1 teaspoon of ground cinnamon
- A pinch of chilli powder

Equipment

- Small jug
- Spoon (teaspoon and tablespoon)
- Pan for boiling milk

Step 1. Mix the cocoa, cinnamon and chilli together in a small jug.

Step 2. Heat the milk slowly in a small pan on the stove (or in a microwave) until it is bubbly and frothy.

Step 3. Pour the milk into the jug containing the cocoa and spices and stir well.

Step 4. Serve and enjoy!

Top Tip!

If you want to make your hot chocolate more authentic, then use cacao (dark chocolate) and pour it back and forth between two mugs to make it frothy. Depictions on vases show us that this is what the ancient Maya did!

R.E.- Come and See

Explore: Building bridges of friendship

Read the story – a bridge of friendship and choose one of the activities (attached at end of planner)

Additional learning resources children and parents may wish to engage with

<http://www.sciencekids.co.nz/gamesactivities.html>

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/?q&sortOption=AtoZ&pageNo=1#!?q=&sortOption=AtoZ&pageNo=1>

<https://www.literacyshedplus.com/browse/free-resources>

<https://nrich.maths.org/>

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-lessons/1>

<https://sciencebob.com/category/experiments/>

<https://wowscience.co.uk/>

<https://www.coolkidfacts.com/famous-scientists/>

<https://www.historyforkids.net/>

Teacher tips

Let the children lead their learning, if they are interested in a particular thing let them explore it and where possible make links with other things as children learn more if they enjoy it.

Breaks are important- Children cannot concentrate for long periods of time and need to have time built in for them to switch off. Try PE with Joe wicks or Cosmic Yoga on YouTube to get the children moving and enable them to burn off some energy.

Daily Calculations

Week A

Monday

$$\begin{array}{r} 5467 \\ + 1097 \\ \hline \end{array}$$

(Remember to add your carry digit)

$$\begin{array}{r} 5476 \\ - 2236 \\ \hline \end{array}$$

(Remember to exchange if the number at the top is smaller)

$$\begin{array}{r} 456 \\ \times 3 \\ \hline \end{array}$$

$$4 \overline{) 499}$$

Tuesday

$$\begin{array}{r} 4567 \\ + 2681 \\ \hline \end{array}$$

(Remember to add your carry digit)

$$\begin{array}{r} 3905 \\ - 1494 \\ \hline \end{array}$$

(Remember to exchange if the number at the top is smaller)

$$\begin{array}{r} 928 \\ \times 5 \\ \hline \end{array}$$

$$6 \overline{) 846}$$

Wednesday

$$\begin{array}{r} 7356 \\ + 6829 \\ \hline \end{array}$$

(Remember to add your carry digit)

$$\begin{array}{r} 9005 \\ - 2345 \\ \hline \end{array}$$

(Remember to exchange if the number at the top is smaller)

$$\begin{array}{r} 809 \\ \times 6 \\ \hline \end{array}$$

$$3 \overline{) 218}$$

Thursday

$$\begin{array}{r} 7763 \\ + 4902 \\ \hline \end{array}$$

(Remember to add your carry digit)

$$\begin{array}{r} 5643 \\ - 3089 \\ \hline \end{array}$$

(Remember to exchange if the number at the top is smaller)

$$\begin{array}{r} 735 \\ \times 3 \\ \hline \end{array}$$

$$7 \overline{) 919}$$

$$\begin{array}{r} 8079 \\ + 1345 \\ \hline \end{array}$$

(Remember to add your carry digit)

$$\begin{array}{r} 8056 \\ - 3683 \\ \hline \end{array}$$

(Remember to exchange if the number at the top is smaller)

$$\begin{array}{r} 984 \\ \times 8 \\ \hline \end{array}$$

$$9 \overline{) 108}$$

Friday

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Week B

Monday

$\begin{array}{r} 6809 \\ + 5639 \\ \hline \end{array}$ <p><i>(Remember to add your carry digit)</i></p>	$\begin{array}{r} 9060 \\ - 4633 \\ \hline \end{array}$ <p><i>(Remember to exchange if the number at the top is smaller)</i></p>
$\begin{array}{r} 790 \\ \times 7 \\ \hline \end{array}$	$8 \overline{) 656}$

$\begin{array}{r} 6789 \\ + 789 \\ \hline 16 \\ \hline \end{array}$	$\begin{array}{r} £20.99 \\ - £14.78 \\ \hline \end{array}$
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<i>(Remember to add your carry digit)</i>	<i>(Remember to exchange if the number at the top is smaller)</i>
$ \begin{array}{r} 632 \\ \times 4 \\ \hline \end{array} $	$ \begin{array}{r} 9 \overline{) 918} \\ \hline \end{array} $

Tuesday

Wednesday

$\begin{array}{r} \pounds 45.67 \\ + \pounds 9.21 \\ \hline \end{array}$ <p><i>(Remember to add your carry digit)</i></p>	$\begin{array}{r} \pounds 30.78 \\ - \pounds 4.69 \\ \hline \end{array}$ <p><i>(Remember to exchange if the number at the top is smaller)</i></p>
$\begin{array}{r} 986 \\ \times 9 \\ \hline \end{array}$	$6 \overline{)966}$

Thursday

$\begin{array}{r} 7659 \\ 9662 \\ + 878 \\ \hline \end{array}$ <p><i>(Remember to add your carry digit)</i></p>	$\begin{array}{r} 8960 \\ - 5789 \\ \hline \end{array}$ <p><i>(Remember to exchange if the number at the top is smaller)</i></p>
$\begin{array}{r} 906 \\ \times 6 \\ \hline \end{array}$	$7 \overline{)885}$

Friday

$\begin{array}{r} 6750 \\ 5439 \\ + 831 \\ \hline \end{array}$ <p><i>(Remember to add your carry digit)</i></p>	$\begin{array}{r} 9000 \\ - 6789 \\ \hline \end{array}$ <p><i>(Remember to exchange if the number at the top is smaller)</i></p>
$\begin{array}{r} 987 \\ \times 4 \\ \hline \end{array}$	$8 \overline{)569}$

There, They're & Their

Name: _____ Date: _____

Complete the sentences by using one of the words there, they're or their.

- (1) _____ is no excuse for getting your clothes dirty.
- (2) _____ is a lot of work left to do.
- (3) _____ are a lot of cars in the parking lot on weekends.
- (4) Steven and Steven are studying for _____ history test.
- (5) _____ are many people trying to board the train.
- (6) _____ is some fruit in the kitchen.
- (7) Maria and Tiffany can't make up _____ minds.
- (8) Do you think _____ going to come early?
- (9) I think _____ going to do just fine on the final exam.
- (10) Joseph and Nathan told me that _____ coming.
- (11) Look at those dogs. I think _____ poodles.
- (12) Ethan is having a party and I promised him I would be _____.
- (13) I love my school but I wouldn't want to live _____.
- (14) I saw that _____ are a few misspellings in this story.
- (15) _____ playing basketball at Kimberly's house.
- (16) Our swim team always wins because _____ so well trained.

There, They're & Their ANSWER KEY

Complete the sentences by using one of the words there, they're or their.

- (1) There is no excuse for getting your clothes dirty.
- (2) There is a lot of work left to do.
- (3) There are a lot of cars in the parking lot on weekends.
- (4) Steven and Steven are studying for their history test.
- (5) There are many people trying to board the train.
- (6) There is some fruit in the kitchen.
- (7) Maria and Tiffany can't make up their minds.
- (8) Do you think they're going to come early?
- (9) I think they're going to do just fine on the final exam.
- (10) Joseph and Nathan told me that they're coming.
- (11) Look at those dogs. I think they're poodles.
- (12) Ethan is having a party and I promised him I would be there.
- (13) I love my school but I wouldn't want to live there.
- (14) I saw that there are a few misspellings in this story.
- (15) They're playing basketball at Kimberly's house.
- (16) Our swim team always wins because they're so well trained.

Were, Where, Wear and We're

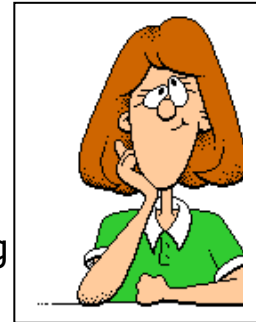
Examples of usage:

Were – used like “was”

Where – a question and a place

Wear – used with an item of clothing

We're = we are



Put the right word in the gap below:

I can't find my shoes, _____ are they?

They are so rubbish, I can't believe you _____ them.

_____ going to the cinema, do you want to come?

I don't know, we _____ going to, but I'm not sure.

_____ did you say I can meet you?

You're going to school, _____ going shopping!

What should I _____ for the disco?

_____ _____ you going when I saw you?

I told you that _____ not giving you any more money!

* Now make up some sentences of your own that use these words correctly.

Homophone sentences

The shop is _____ my house.

I'm going _____ school.

My bike is over _____ .

_____ are my shoes?

"Come over _____" said Miss Brennan.

" _____" called Joseph as he left.

They left _____ jumpers in the playground.

We _____ playing tag at break time.

I can't _____ what you are saying.

I want to _____ sweets with my pocket money.

I don't know what to _____ to the party.

I have _____ pencils so you can use one of mine.

wear buy hear two by were

their bye here where there to

Using inverted commas and speech verbs

Copy the sentences adding in inverted commas and speech verbs.

1. Where are you going? _____ Alfie.
2. Lola _____ , Come back here!
3. Be quiet, _____ Lewis.
4. Bradley _____ My favourite lesson is English.
5. Watch out, it's behind you! _____ Evie.
6. Bobby _____ , Why do I have to go?
7. I don't like broccoli _____ Daisy.
8. Stacey roared _____ .

Inverted commas

Write a sentence with speech in for each picture.

 <p>Read me a story.</p>	 <p>Yuck!</p>	 <p>Does this hurt?</p>	
 <p>Great shoes!</p>	 <p>Can I take him home?</p>	 <p>Listen carefully.</p>	
 <p>Well done.</p>	 <p>I'll help you.</p>	 <p>I won!</p>	
said	shouted	cried	yelled
asked	explained	begged	snapped
boasted	whispered	muttered	answered

Extension Task: Write your own sentences with speech in using the words above.

Direct Speech

"What is the matter with your hand?" asked Mark.

The words actually spoken by Mark were:

What is the matter with your hand?

This is called direct speech.



These words are always written inside speech marks (or inverted commas) "

Copy the following sentences, putting in the inverted commas.

1. Would you like another cake? asked Mrs Brown.
2. These eggs are not fresh, complained the customer.
3. Is this the way to Wishaw? asked the lady.
4. Look out! shouted the builder.
5. I am the best footballer in the team, boasted Alex.
6. We have missed the train! cried Susan.

-
1. What time is it? asked the traveller.
 2. His father said, where is your brother's knife?
 3. My friend exclaimed, what a lovely view!
 4. He has gone to school, said his sister in a quiet voice.
 5. The child suddenly shouted, look!
 6. The boy cried, I have hurt my finger!
 7. Come here, said his mother.
 8. All right, replied the boy.
 9. The man asked, have you seen my hammer?
 10. There it is, said his friend.



Religious Education

RELIGIOUS EDUCATION – YEAR 4 – RECONCILIATION

EXPLORE: Building Bridges of Friendship

Have you ever thought about how bridges are made or constructed?



A bridge needs to be built from both sides. A bridge must be strong enough for people to walk on. Bridges span or stretch across things. A bridge needs to be cared for and looked after otherwise it will just fall down. It needs to have very strong foundations and be anchored to the ground.

Read the story - A bridge of friendship

When I started school, I met Charlotte. She was standing by a table looking shy. I said, "Hello I'm Poppy!" and she said, "Hello!". We were friends from then on. We sat at the same table to do our work. We both liked ICT best in school and we worked on it together. Charlotte is good at art, so she helped me, I'm good at science so I helped her. We shared jokes and laughed together. We were also friends with Lucy and Will. I liked Charlotte, but then things changed. Charlotte went and sat by Emily one day to share her new book. I thought she would come back and sit by me, but she didn't. At playtime, she stayed with Emily and I played with Lucy and Will. I wondered how I could build a bridge of friendship to Charlotte.

A friendship is like a bridge between people - it needs to be strengthened, maintained or repaired.

Choose Activities

- Write an ending to the story, showing how Poppy could build a bridge of friendship to Charlotte and why they acted like that.
- Build a bridge of words or pictures about what makes friendship strong. Start at opposite sides and meet in the middle.
- Using the pictures to help you; build a suspension bridge which can span at least half a metre and be strong enough to hold a few toys.

Continents and ocean answer worksheet



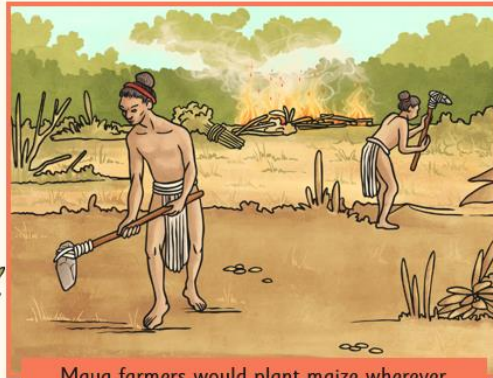
History – Mayan Food Information

Maize

Maize was a very important crop, and formed up to 80% of their diet.

To plant the maize, holes would be made in the soil with a sharp bladed, wooden digging stick called a dibble. The soil was very dry and if the May rains didn't come, a whole year's crop would be lost.

For thousands of years, the Maya worshipped the maize god. They believed that the first humans were made by the gods from maize dough! Because of this, when suffering from severe illness, they would eat nothing but corn.



Maya farmers would plant maize wherever they could. Maize is more commonly known as corn.

twinkl.co.uk

Chocolate

Chocaholics!

Cacao trees sprout cacao pods directly from their trunks. The pods are then opened to reveal the cacao beans inside. The Maya were using these beans to make a chocolatey drink from as far back as the fourth century AD. However, it was not the sweet, chocolately flavour we crave today, but a more bitter tasting version, often laced with chilli or vanilla and other spices.



The drink was enjoyed by the rich and noble members of society, and the cacao beans were highly valued. They were even used as a form of currency later on in Maya history.

The Maya word for chocolate is Kakaw.



The Maya used chocolate in religious ceremonies, and they also mixed them with herbs to make medicines.

twinkl.co.uk