

Class 4 working from home information for week beginning Monday

14th September

If you are working from home due to having to self-isolate, try your best to complete this work. I will endeavour to match it as close as I can to what we are doing in class so you do not miss anything. If you would like any work checking or marking, please email messages and photos of your work to the Slingsby Admin team and they will forward it on to me. Do your best to also read to an adult for 15-20 minutes a day.

Looking forward to seeing you again soon.

Mr. Smith

Monday

English

Please look at your weekly spellings and use a dictionary (paper or internet <https://dictionary.cambridge.org/https://dictionary.cambridge.org/>) to find the correct definition (meaning) for each word. Then have a go at thinking of a suitable synonym and antonym for each spelling.

A synonym is another word which means the same.

An antonym is a word which means the opposite.

Example:

Word: geese

Meaning: The plural of goose. A large water bird similar to a duck but larger, or the meat from this bird.

Synonym: game

Antonym: fish

Word: teeth

Meaning: The plural of tooth. One of the hard, white objects in the mouth that are used for biting and chewing.

Synonym: Gnashers (slang)

Antonym: Gums

Mathematics

O LO: Can I multiply and divide whole numbers and decimals by 10, 100 or 1000?

When we \times by 10, the digits move 1 place to the left.

When we \times by 100, the digits move 2 places to the left.

When we \times by 1000, the digits move 3 places to the left.

The opposite happens when we divide:

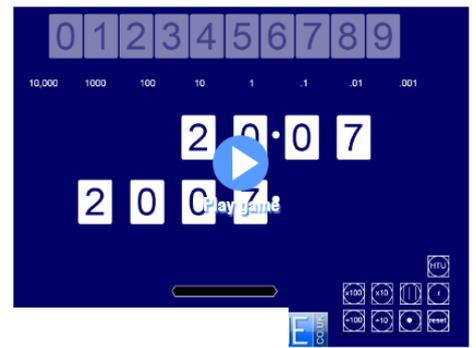
When we \div by 10, the digits move 1 place to the left.

When we \div by 100, the digits move 2 places to the left.
When we \div by 1000, the digits move 3 places to the left.

You can use this resource to practise this:

<https://mathsframe.co.uk/en/resources/resource/60/itp-moving-digits>

Then have a go at completing the following questions:



$5 \times 10 = \underline{\quad}$

$5 \div 10 = \underline{\quad}$

$6 \times 100 = \underline{\quad}$

$8 \div 10 = \underline{\quad}$

$7 \div 10 = \underline{\quad}$

$7 \times 100 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$70 \div 100 = \underline{\quad}$

$3 \times 100 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$2 \div 10 = \underline{\quad}$

$2 \times 100 = \underline{\quad}$

$80 \div 100 = \underline{\quad}$

$28 \div 10 = \underline{\quad}$

$9 \times 10 = \underline{\quad}$

Fill in the missing numbers:

$7 \times \underline{\quad} = 700$

$64 \div \underline{\quad} = 6.4$

$30 \div \underline{\quad} = 0.3$

$3 \times \underline{\quad} = 30$

Fill in the space with either \times or \div so that the calculation is correct:

$62 \underline{\quad} 10 = 6.2$

$4 \underline{\quad} 10 = 40$

$5 \underline{\quad} 100 = 500$

$40 \underline{\quad} 100 = 0.4$

If you are feeling confident, try these slightly harder examples:

$34 \times 10 = \underline{\hspace{2cm}}$

$65 \div 10 = \underline{\hspace{2cm}}$

$65 \times 100 = \underline{\hspace{2cm}}$

$42 \div 10 = \underline{\hspace{2cm}}$

$53 \div 10 = \underline{\hspace{2cm}}$

$17 \times 100 = \underline{\hspace{2cm}}$

$87 \times 10 = \underline{\hspace{2cm}}$

$453 \times 10 = \underline{\hspace{2cm}}$

$785 \div 100 = \underline{\hspace{2cm}}$

$34 \times 100 = \underline{\hspace{2cm}}$

$64 \times 10 = \underline{\hspace{2cm}}$

$24 \div 10 = \underline{\hspace{2cm}}$

$39 \times 100 = \underline{\hspace{2cm}}$

$124 \div 100 = \underline{\hspace{2cm}}$

$283 \div 10 = \underline{\hspace{2cm}}$

$736 \times 10 = \underline{\hspace{2cm}}$

Fill in the missing numbers:

$67 \times \underline{\hspace{2cm}} = 670$

$68 \div \underline{\hspace{2cm}} = 6.8$

$640 \div \underline{\hspace{2cm}} = 6.4$

$73 \times \underline{\hspace{2cm}} = 7300$

Fill in the space with either \times or \div so that the calculation is correct:

$542 \underline{\hspace{1cm}} 10 = 54.2$

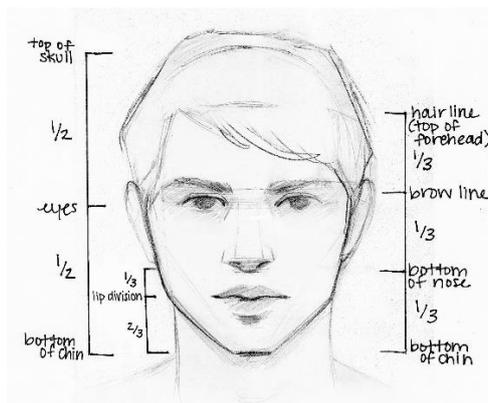
$46 \underline{\hspace{1cm}} 10 = 460$

$473 \underline{\hspace{1cm}} 100 = 4.73$

$37 \underline{\hspace{1cm}} 10 = 370$

Art:

I would like you to produce a portrait of yourself to go on display in the classroom. It should be A4 size and please photograph it so we will be able to print it out. It's a good idea to either take a photo of yourself or sit in front of a mirror. Include colour and shading if you can.



Tuesday

In class, we are reading *War Horse* by Michael Morpurgo. It is set in World War One and is told by Joey - a horse. See if you can pick up a copy and try to read through chapters 1 to 5 this week.

For your writing today, I'd like you to write a recount about your favourite day of the Summer holidays. A recount is like a diary style of writing and you should try to:

- Use interesting and lively words and phrases to make your writing interesting to read
- Remember to use full stops, capital letters, commas and other punctuation where it is needed
- Include information which explains how you and others felt
- Include detailed descriptions of settings and events
- Write in paragraphs if you can

I'm looking forward to reading about your best day!

Mathematics

OLO: Can I use column addition?

1.					2.					3.					4.				
	1	0	9			4	5	5			1	7	0			5	5	4	
+	1	3	9		+	2	8	1		+	2	4	9		+	2	0	9	
5.					6.					7.					8.				
	1	9	6			6	2	8			6	7	7			5	2	4	
+	7	0	6		+	3	1	9		+	1	6	0		+	2	0	8	
9.					10.					11.					12.				
	1	9	9			1	5	8			3	8	5			6	6	5	
+	3	9	1		+	4	6	6		+	1	3	7		+	1	0	7	
13.					14.					15.					16.				
	1	0	9			2	3	7			2	9	0			8	6	2	
+	4	9	8		+		6	8		+	2	7	6		+		6	7	
17.					18.					19.					20.				
	7	1	9			5	9	5			2	6	7			6	0	6	
+	1	8	2		+	1	1	7		+	5	7	9		+	2	5	8	

Have a go at completing these sums using column addition.

If you find them too easy, have a go at some 4 and 5 digit addition:

$$23456 + 13567 =$$

$$4572 + 763 =$$

$$3298 + 9842 =$$

$$8905 + 2486 =$$

$$6667 + 43287 =$$

Extension: Choose 5 of your answers and write them in words.

Useful information and videos at:

<https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/z3kmrwx>

World War 2:

The second world war began in 1939. By 1941, the German army and the countries that supported them (The Axis Powers) had invaded and defeated many European Countries. Have a go at colouring in the map of Europe (on next page) to show:

Allies

United Kingdom
Syria – Lebanon
Iraq
Iceland
Turkey

Axis Controlled

Norway
Soviet Union
Estonia
Latvia
Lithuania
Netherlands
Poland
Guernsey
Jersey
France
Yugoslavia
Belgium
Albania

Axis Powers

Germany
Denmark
Finland
Czechoslovakia
Austria
Hungary
Italy
Romania
Bulgaria
Iran

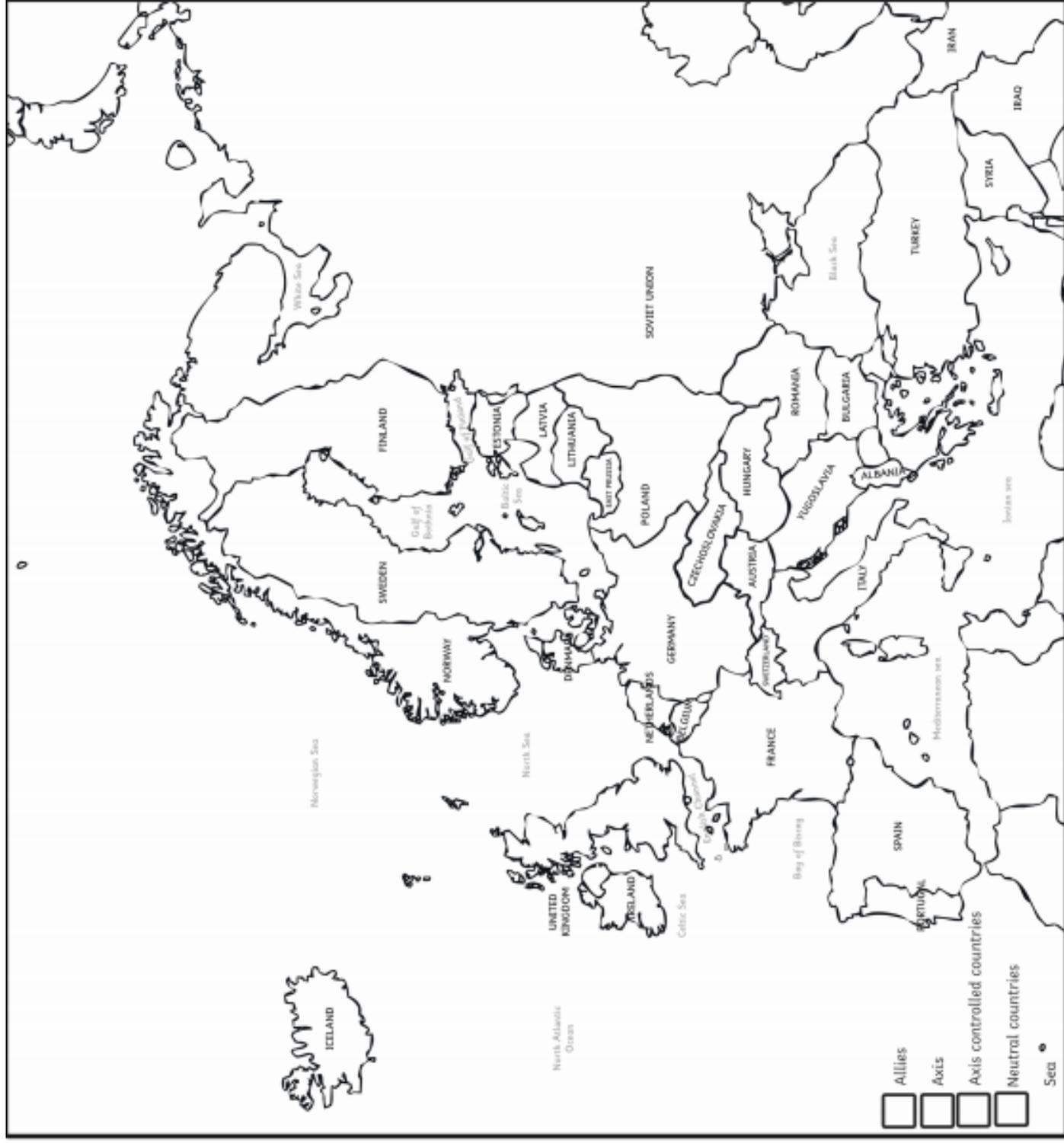
Neutral (Not supporting either side)

Sweden
Ireland
Spain
Portugal
Switzerland

Europe during the Second World War Areas of Influence by 1941

Can you colour in the countries according to whether they were Allies, Axis, Axis controlled or Neutral on the map?

Use the key on the map.



Wednesday

English

O LO: Can I recognise and use different types of conjunction?

Choose a **coordinating conjunction** from the box to complete these sentences.

and	but	or	so
-----	-----	----	----

1. I went to bed very late _____ I am tired today.
2. I listened to the weather forecast _____ put an umbrella in my bag.
3. I enjoy playing hockey _____ it's not my favourite sport.
4. We could go to the park _____ to the cinema.

Choose a **subordinating conjunction** from the box to complete these sentences.

although	because	so that	even if	whenever
----------	---------	---------	---------	----------

1. My dad has fixed my bike _____ I can take it to the park.
2. My brother is grumpy _____ he has got to do his homework.
3. I will always support my local team, _____ they always lose!
4. He goes abroad on holiday, _____ he doesn't like flying.

Choose a pair of **correlative conjunctions** from the box to complete these sentences.

whether/or	either/or	both/and	not only/but
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1. I'm not sure _____ I'm going to the match _____ not.
2. My mum is _____ a brilliant doctor, _____ she is a great runner too.
3. The weather is forecast to be _____ hot _____ humid.
4. We are having _____ pasta _____ curry for dinner.

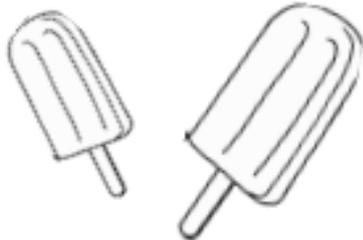
Mathematics

O LO: Can I use column subtraction?

<p>a) $\begin{array}{r} 159 \\ - 111 \\ \hline \end{array}$</p> <p>c) $\begin{array}{r} 523 \\ - 473 \\ \hline \end{array}$</p> <p>e) $\begin{array}{r} 281 \\ - 243 \\ \hline \end{array}$</p> <p>g) $\begin{array}{r} 364 \\ - 109 \\ \hline \end{array}$</p>	<p>b) $\begin{array}{r} 620 \\ - 478 \\ \hline \end{array}$</p> <p>d) $\begin{array}{r} 423 \\ - 335 \\ \hline \end{array}$</p> <p>f) $\begin{array}{r} 756 \\ - 464 \\ \hline \end{array}$</p> <p>h) $\begin{array}{r} 810 \\ - 627 \\ \hline \end{array}$</p>	<p>a) $947 - 796 = \underline{\hspace{2cm}}$</p> <p>b) $907 - 216 = \underline{\hspace{2cm}}$</p> <p>c) $565 - 384 = \underline{\hspace{2cm}}$</p> <p>d) $525 - 126 = \underline{\hspace{2cm}}$</p> <p>e) $888 - 396 = \underline{\hspace{2cm}}$</p> <p>f) $898 - 143 = \underline{\hspace{2cm}}$</p> <p>g) $913 - 354 = \underline{\hspace{2cm}}$</p> <p>h) $680 - 204 = \underline{\hspace{2cm}}$</p> <p>i) $163 - 159 = \underline{\hspace{2cm}}$</p>
<p>a) $\begin{array}{r} 67 \\ - 36 \\ \hline \end{array}$</p> <p>c) $\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$</p> <p>e) $\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$</p> <p>g) $\begin{array}{r} 28 \\ - 10 \\ \hline \end{array}$</p>	<p>b) $\begin{array}{r} 7 \\ - 100 \\ \hline \end{array}$</p> <p>d) $\begin{array}{r} 578 \\ - 139 \\ \hline \end{array}$</p> <p>f) $\begin{array}{r} 1 \\ - 2 \\ \hline \end{array}$</p> <p>h) $\begin{array}{r} 1 \\ - 777 \\ \hline \end{array}$</p>	<p>a) $\begin{array}{r} 72 \\ - 365 \\ \hline \end{array}$</p> <p>c) $\begin{array}{r} 95 \\ - 51 \\ \hline \end{array}$</p> <p>e) $\begin{array}{r} 3 \\ - 23 \\ \hline \end{array}$</p> <p>g) $\begin{array}{r} 28 \\ - 10 \\ \hline \end{array}$</p>

a) At a football cup final, 523 people support one team and 499 people support the other. What is the difference in the number of supporters for each team?

b) An ice cream van has a stock of 882 ice lollies in the freezer. At the end of the day, 395 are left. How many ice lollies were sold?



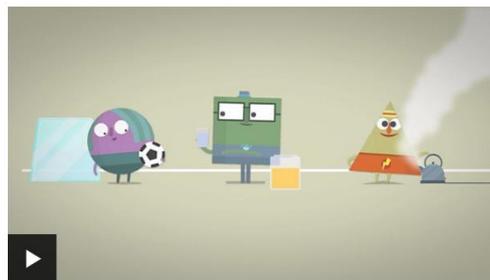
Useful information and videos at:

<https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zc78srd>

Science: Solids, Liquids & Gases

Watch the videos and read the information at:

<https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/zsgwwxs>



Properties of Solids, Gases and Liquids **Cut and Stick**

Cut out all the statements below and stick them onto the activity sheet under the correct heading: solids, liquids or gases.

typically have a medium density
have a definite shape
have no fixed volume; will always fill the container
are not easily squashed
are not easily squashed
will always take on the shape of the container
typically have a high density
do not flow
they are easily squashed
will match the shape of the container where it is sealed
have a fixed volume
have a fixed volume
typically have a very low density
flow easily
flow easily

Stick the statements on the previous page into the correct section:

Solids:

Liquids:

Gases:

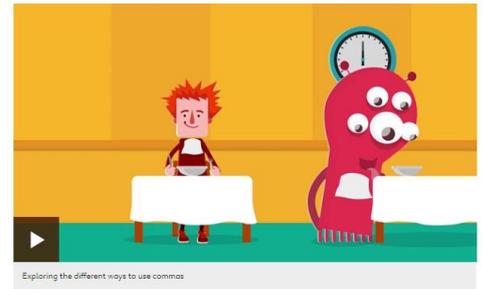
You could also design a poster to show different solids, liquids and gases to go up in the classroom!

Thursday

English

O LO: Can I use commas in lists and to separate clauses?

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zc773k7>



 **Commas** 

A comma separates units of meaning in a sentence.

A comma separates items in a list.

Jenna bought some apples, grapes, bananas and pears for her fruit salad. 

A comma separates a subordinate clause from a main clause at the start of a sentence.

Although she was tired, Tilly went to the party. 

A comma always follows a fronted adverbial.

After the party, Greta excitedly opened her presents. 

A comma marks out a relative clause (extra information that has been added into the sentence).

The children, who were in class six, were very excited.   

Copy these sentences and make sure you find the right place to put commas, full stops and capital letters!

1. the monster was huge spiky and fat
2. everyone threw spears stones and boiling oil at the creature
3. it roared spat and groaned but still it did not die
4. a tall handsome and kind knight appeared
5. he held his magic sword in the air chased the monster and killed the beast
6. the huge beast screamed fell to the floor and died
7. the king rewarded the knight with gold rubies and other precious things
8. the robber climbed through the window crept up the stairs and peered into the bedroom
9. she called as loudly as she could but no one could hear her
10. the telephone was not far away yet there she couldn't reach it
11. after she had sneaked downstairs anabelle switched on all the lights so the man ran away
12. the policeman who arrived later told her to put a lock on her window

Mathematics

O LO: Can I multiply two-digit numbers by a one-digit number?

$$\begin{array}{r} 1. \quad 24 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 22 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 18 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 26 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 12 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 48 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 41 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 31 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 44 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 32 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 62 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 66 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 82 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 87 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 94 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 53 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 85 \\ \times 4 \\ \hline \\ \hline \end{array}$$

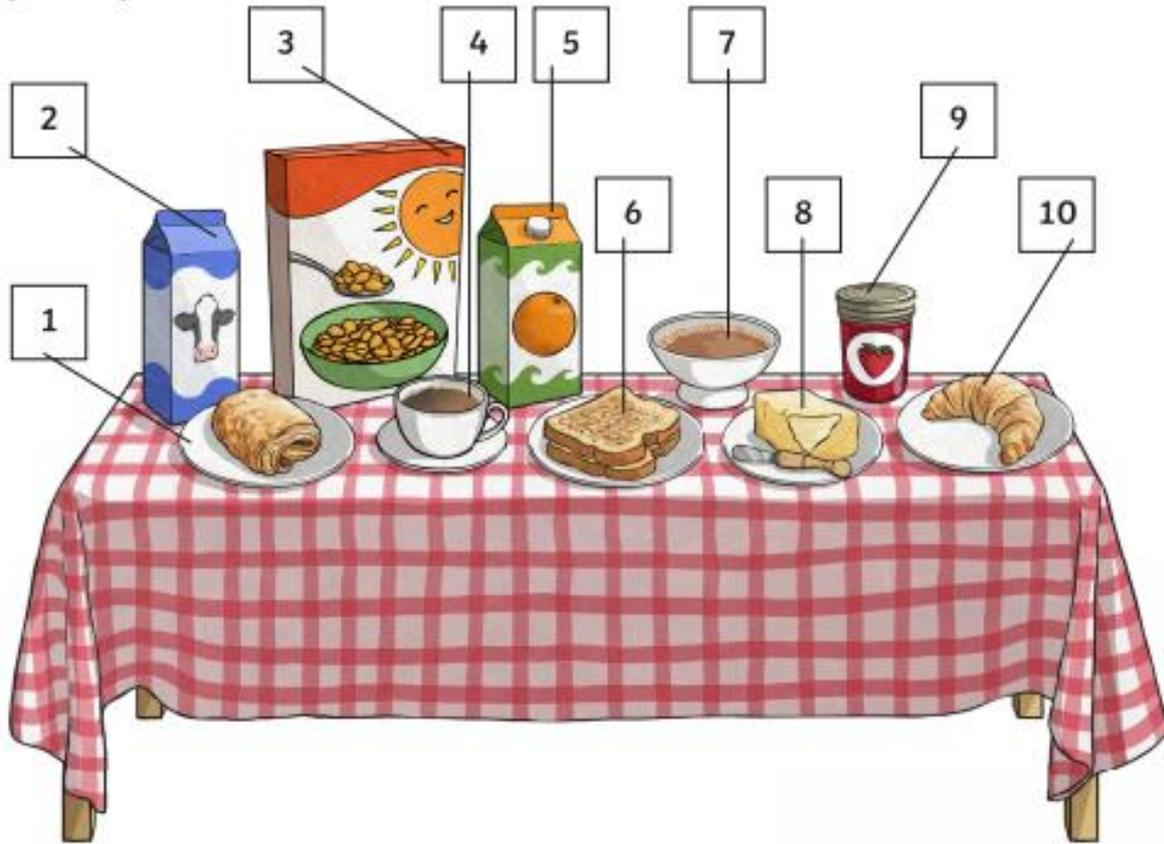
$$\begin{array}{r} 18. \quad 75 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 68 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 78 \\ \times 7 \\ \hline \\ \hline \end{array}$$

French Breakfast

Look at the items on this typical French breakfast table and the word list beneath. Can you match up the words to the correct breakfast item? Use your common sense and knowledge of English words to help. To check your answers, or if you get stuck, use the vocabulary list which follows afterwards.



1		6	
2		7	
3		8	
4		9	
5		10	

French Breakfast

Vocabulary List

English	French	Phonetic Pronunciation
Coffee	Le café	Luh kafay
Milk	Le lait	Luh lay
Orange juice	Le jus d'orange	Luh jhew doronjh
Toast	Le pain grillé	Luh pang gree-yay
Butter	Le beurre	Luh beur
Jam	La confiture	La confityur
Croissant	Le croissant	Luh crwassong
Pain au chocolat	Le pain au chocolat	Luh pang oh shokolah
Hot chocolate	Le chocolat chaud	Luh shokolah show
Cereal	Les céréales	Lay sayrayal

Friday

English

O LO: Can I use there, their and they're correctly?

"Their" vs. "There" vs. "They're": Do You Know The Difference?



The trio of *their*, *there*, and *they're* can be confusing; they are homophones, meaning they have the same pronunciation (sound) but differ in meaning.

Even though they sound the same, they aren't spelled the same. Let's explore the correct usages of the three:

How do you use *their*, *there*, and *they're*?

These three words serve many functions.

Their

Their means 'belonging to them'. As in:

- They left **their** cell phones at home.

Their is generally plural, but it is increasingly accepted in place of the singular *his* or *her* after words such as *someone*:

- Someone left **their** book on the table.

There

There is an adverb that means *in or at that place*. In this sense, *there* is essentially the opposite of *here*. This is what's known as an adverb of place, which answers the question *where* an action is taking place. Many common adverbs end in *-ly*, like *quickly*, *usually*, and *completely*, but not all adverbs do.

- She is **there** now.

There is also used as a pronoun introducing the subject of a sentence or clause:

- **There** is still hope.

They're

They're is a contraction of the words *they* and *are*.

- **They're** mastering the differences between three homophones!

Take a hint from the spelling!

If you find yourself coming up blank when trying to determine which one to use, take a hint from the spelling of each:

- **Their** has the word *heir* in it, which can act as a reminder that the term indicates possession.

- **There** has the word *here* in it. *There* is the choice when talking about places, whether figurative or literal.
- **They're** has an apostrophe, which means it's the product of two words: *they are*. If you can substitute *they are* into your sentence and retain the meaning, then *they're* is the correct homophone to use.

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over _____ on the shelf.
5. _____ bus was running late.
6. The cold wind made _____ teeth chatter.
7. Could they be in _____?
8. Blue sweets are the best; _____ my favourites.
9. Ava and Lucas put _____ hands up at the same time.
10. Are you sure _____ not real?
11. The new teacher got _____ books in a muddle.
12. I went _____ last summer too!
13. Is _____ a doctor anywhere near?

Now see if you can write two sentences of your own for each one (there, their or they're) correctly.

Mathematics

O LO: Can I use short division methods?

<https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zgxdfcw>



1.

2	4	1				

2.

8	2	5	7			

3.

9	3	9	9			

4.

5	2	1	4			

5.

7	5	4	5			

6.

9	8	6	7			

7.

5	4	3	3			

8.

5	1	3	7			

9.

7	4	3	9			

10.

8	4	8	9			

11.

1	1	3	4	2		

12.

1	2	2	9	8		

Class 4 spelling list for group 1: Week 1.

Spellings will be handed out by Tuesday and children will be tested on the following Monday.

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

Objective: To investigate the prefix un-

Spellings	Look, cover, write, check		
unusually			
unfortunate			
unknown			
unemployed			
unpleasant			
unexpected			
uncertainty			
uncomfortable			
unfamiliar			
unemployment			
unfortunately			
unnecessary			
unnecessarily			
unacceptable			
unsuccessful			
unreasonable			
undesirable			
unconscious			
unconditional			
unpredictable			

Class 4 spelling list for group 2: Week 1.

Spellings will be handed out by Tuesday and children will be tested on the following Monday.

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

Objective: To investigate, collect and classify spelling patterns in pluralisation, including irregular plurals.

Spellings	Look, cover, write, check		
geese			
teeth			
children			
thieves			
hooves			
halves			
calves			
leaves			
shelves			
themselves			
potato			
potatoes			
tomato			
tomatoes			
women			
knives			
wolves			
scarves			
Formulae			
antennae			

Class 4 spelling list for group 3: Week 1.

Spellings will be handed out by Tuesday and children will be tested on the following Monday.

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

Objective: To investigate, collect and classify spelling patterns in pluralisation, including irregular plurals.

Spellings	Look, cover, write, check			
boxes				
foxes				
churches				
lunches				
watches				
tries				
cries				
babies				
mice				
lives				
geese				
teeth				
children				
thieves				
hooves				
halves				
calves				
leaves				
shelves				
themselves				

Class 4 spelling list for group 4: Week 1.

Spellings will be handed out by Tuesday and children will be tested on the following Monday.

After completing 'look, cover write, check,' please try to write 5 interesting sentences in your spelling homework book. You can use more than one word from your spelling list in each sentence.

Objective: To spell irregular tense changes

Spellings	Look, cover, write, check			
blow				
blew				
grow				
grew				
throw				
threw				
know				
knew				
swim				
swam				
begin				
began				
sweep				
swept				
break				
broke				
write				
wrote				
hear				
heard				