

Class 4 working from home information for week beginning Monday 16<sup>th</sup>  
November 2020

Hello Class 4,

Firstly, thank you all for your hard work over the time that we have been working from home. It has been lovely to read the work that you have been emailing in and catching up with you all over the phone last week. This week, we are returning to school on Tuesday 17<sup>th</sup> November, so focus on the lessons on Monday in this document for now. Please make sure that you also check the newsletter for the changes to start and finish times for each of the bubbles before you return to school.

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. It would be lovely to see how you are getting on with the tasks! Do your best to also read to an adult for 15-20 minutes a day.

Remember, it is really important that you focus on your health and wellbeing as well, so make sure to take enough breaks and time for yourselves! Stay safe and well Class 4! We look forward to seeing you again on Tuesday!

Miss Secker and Mrs Smurthwaite 😊

### Mindfulness

I thought it would be useful for me to link the mindfulness video again from last week, just in case any of you feel you may need it. If you ever feel during the week that things are getting a bit much, it is always alright to pause whatever it is that you are doing and sit and focus on calming yourself down and making yourself happy. Hopefully this video here (<https://www.youtube.com/watch?v=vYQy8-7Ut1E>) will support you in doing this. It is a short, six-minute video that leads you through a few breathing exercises to help you feel relaxed. I have used videos like this previously and I think they are really helpful in helping me reset, so they may also be helpful for you. Feel free to use this as many times as you need throughout the week depending on how you feel.

Monday

Maths

O LO: Can I continue to practice multiplying a 4-digit number by a 1-digit number, using the grid method?

In Maths recently, we have been focusing a lot on multiplication and division. Today, I thought it would be a good idea to continue to practice our multiplication skills, using the grid method. You may have come across the grid method already in maths but, if you haven't, do not worry! Again, we are going to continue to look at multiplication and division in maths when we return to school, so we have plenty of time to practice our methods and become more confident!

Take a look at the example below:

$$1,147 \times 9 = \boxed{?}$$

×	1000	100	40	7
9				

The sum ( $1147 \times 9 =$ ) has been split into 4 different sums. These are:

- $1000 \times 9 =$
- $100 \times 9 =$
- $40 \times 9 =$
- $7 \times 9 =$

To work out the answer to the full question, we would start by working out the answer to the four multiplications above. These answers would be placed into the table (see below):

×	1000	100	40	7
9	9000	900	360	63

Then, you would add the four numbers together to get your final answer. You can use column addition to do this. After adding the numbers together, the final answer to  $1147 \times 9 = 10323$ .

There are some questions below. Attempt as many of them as you can. You can choose which column you start with depending on how confident you feel. I have included some two digit numbers in the green column and some three digit numbers in the orange if you feel you need them.

$23 \times 4 =$	$113 \times 4 =$	$1188 \times 7 =$
$12 \times 2 =$	$245 \times 2 =$	$7569 \times 7 =$
$35 \times 2 =$	$365 \times 3 =$	$5964 \times 9 =$
$16 \times 3 =$	$232 \times 5 =$	$6816 \times 2 =$
$14 \times 5 =$	$135 \times 9 =$	$2924 \times 8 =$
$21 \times 3 =$	$723 \times 3 =$	$5733 \times 4 =$
$11 \times 4 =$	$515 \times 6 =$	$3526 \times 6 =$
$28 \times 2 =$	$643 \times 8 =$	$1582 \times 9 =$
$15 \times 5 =$	$215 \times 4 =$	$5733 \times 5 =$
$11 \times 6 =$	$317 \times 7 =$	$1821 \times 2 =$

Ext:

Follow the Sumdog link on the timetable on Class 4's page. Log in using your login details that Mr Smith sent out last week. Play some of the number games to test your knowledge of your times tables and the four operations!

Monday

English

O LO: Can I recap what parenthesis is and continue to identify it in writing?

Last week, we began to look at parenthesis in short sentences and what it is designed to do. This week, we are going to continue to see if we can find it and punctuate it in written sentences. Click on the link in the timetable (at the top of Class 4's page) titled "English - parenthesis task" to access the resources.

What is parenthesis?

Parenthesis is extra information that is added into a sentence to give extra detail. When we punctuate parenthesis, we use commas, dashes (-) or brackets ().

## Monday

### Times tables and spellings

On a Monday afternoon, we would normally take the time to do our spellings and times tables tests. As we are not at school, I thought it would be useful for you to continue to practice your 9 times tables. We are going to find some time to do tests and activities on these when we return to school. Mrs Smurthwaite has very kindly created a video with a song to help you remember your 9 times tables. You can watch that again here: <https://youtu.be/mpumJSj2wsc>

I've attached the 9 times tables for you to answer below (try as many of them as you can to check your confidence):

$0 \times 9 =$	$7 \times 9 =$	$108 \div 9 =$	$54 \div 9 =$
$1 \times 9 =$	$8 \times 9 =$	$99 \div 9 =$	$45 \div 9 =$
$2 \times 9 =$	$9 \times 9 =$	$90 \div 9 =$	$36 \div 9 =$
$3 \times 9 =$	$10 \times 9 =$	$81 \div 9 =$	$27 \div 9 =$
$4 \times 9 =$	$11 \times 9 =$	$72 \div 9 =$	$18 \div 9 =$
$5 \times 9 =$	$12 \times 9 =$	$63 \div 9 =$	$9 \div 9 =$
$6 \times 9 =$			

Please look at your weekly spellings below (the list that your group would use) and practice them as much as you feel you need to. Then, use a dictionary (paper or internet

<https://dictionary.cambridge.org/https://dictionary.cambridge.org/>) to find the correct definition (meaning) for each word. After that, 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: help

Meaning: the action of supporting someone to do something

Synonym: assist

Antonym: hinder

**Class 4 spelling list for group 4: Week 9**

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: How the spellings of verbs alter when -ing is added**

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
run				
running				
hop				
hopping				
plan				
planning				
sit				
sitting				
win				
winning				
slip				
slipping				
hut				
shutting				
swim				
swimming				
drop				
dropping				
shop				
shopping				

Spelling score this week =

**Class 4 spelling list for group 3: Week 9**

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 recognise and spell the suffixes: -hood, -ship (and ly)

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
kindly				
weekly				
poorly				
really				
nearly				
childhood				
fatherhood				
knighthood				
parenthood				
boyhood				
priesthood				
ownership				
championship				
membership				
partnership				
friendship				

Spelling score this week =

Class 4 spelling list for group 2: Week 9

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 distinguish between homophones as well as other words that are often confused.

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
past				
passed				
affect				
effect				
father				
farther				
led				
lead				
herd				
heard				
aloud				
allowed				
guest				
guessed				
desert				
dessert				

Spelling score this week =

Class 4 spelling list for group 1: Week 9

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 distinguish between homophones as well as other words that are often confused.

Spellings	Look, cover, write, check			
	Monday	Tuesday	Wednesday	Thursday
guest				
guessed				
effect				
affect				
desert				
dessert				
principal				
principle				
practice				
practise				
advice				
advise				
device				
devise				
assistance				
assistants				
stationary				
stationery				

Spelling score this week =

Monday

PE

For the PE session today, have another look through the PE videos that Joe Wicks has made. You can select the video that you choose to follow. Please see



the playlist link titled "Joe Wicks PE sessions playlist" at the top of Class 4's page under "Monday - Foundation Subjects" in the timetable.

## Tuesday

### Maths:

O LO: Can I continue to practice short and long multiplication?

Today, we are going to continue to practice short and long multiplication. To do this, I would like you to watch the video input on short and long multiplication (see 'Short and long multiplication' on 'Tuesday - Maths' in the timetable). Try and answer the questions on that video first (if you haven't already). Then, use the number generator in the timetable (Tuesday - Maths) to design your own multiplication sums. For example, I used the number generator, and it gave me the sums below to work out with short multiplication:

$$25 \times 6 =$$

$$322 \times 4 =$$

I can tell the above questions need to be worked out using short multiplication because I am only multiplying by a one-digit number. The number generator also helped me generate these sums below:

$$23 \times 42 =$$

$$231 \times 12 =$$

I can tell the above questions need to be worked out using long multiplication because I am multiplying by a two-digit number or bigger.

Use the number generator on the timetable to come up with some questions. See how many you can create and answer!

## Tuesday

### English:

O LO: Can I evaluate a set of instruction texts to decide how helpful and clear they are?

Today in English, we are going to read a set of instructions and think about their positive and negative features. This is so that we can think about how helpful they are in getting us to create the end product they ask for. On the timetable at the top of our page, click the link under 'Tuesday - writing' that says 'Evaluating instruction texts'. Read each one and think about how effective they

might be. Are they clear and concise? Do they mention every piece of equipment or ingredient you would need to follow them? Think about each text, then record your thoughts in the table at the end of that link. Can you then make a judgement about which set of instructions is the best and why that might be?

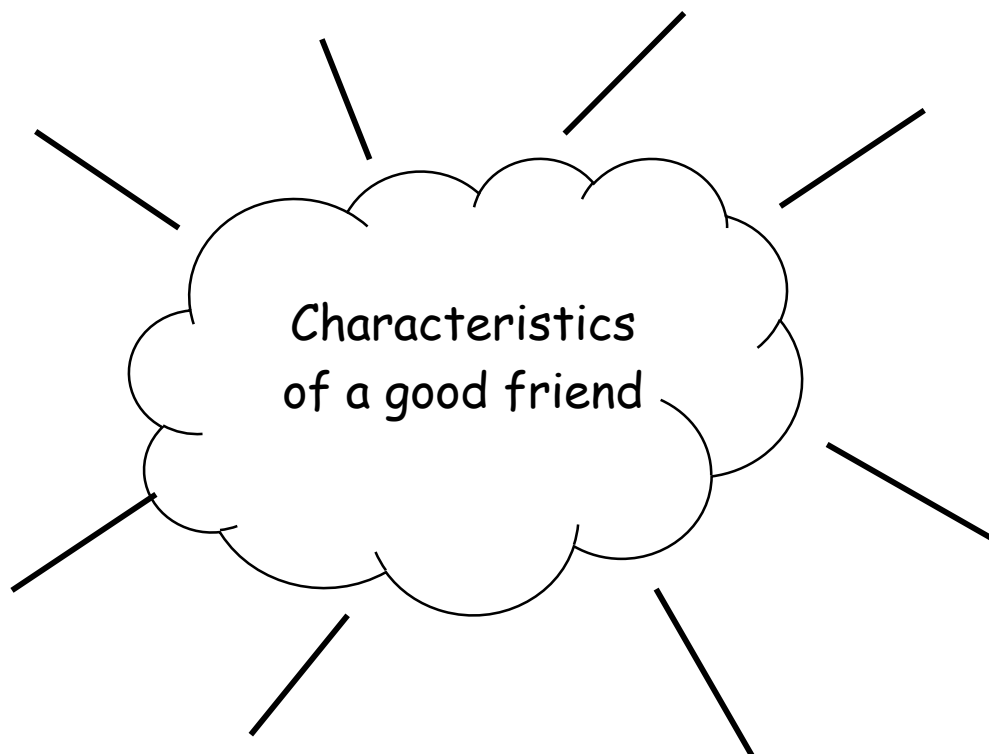
Tuesday

RE/PSHE:

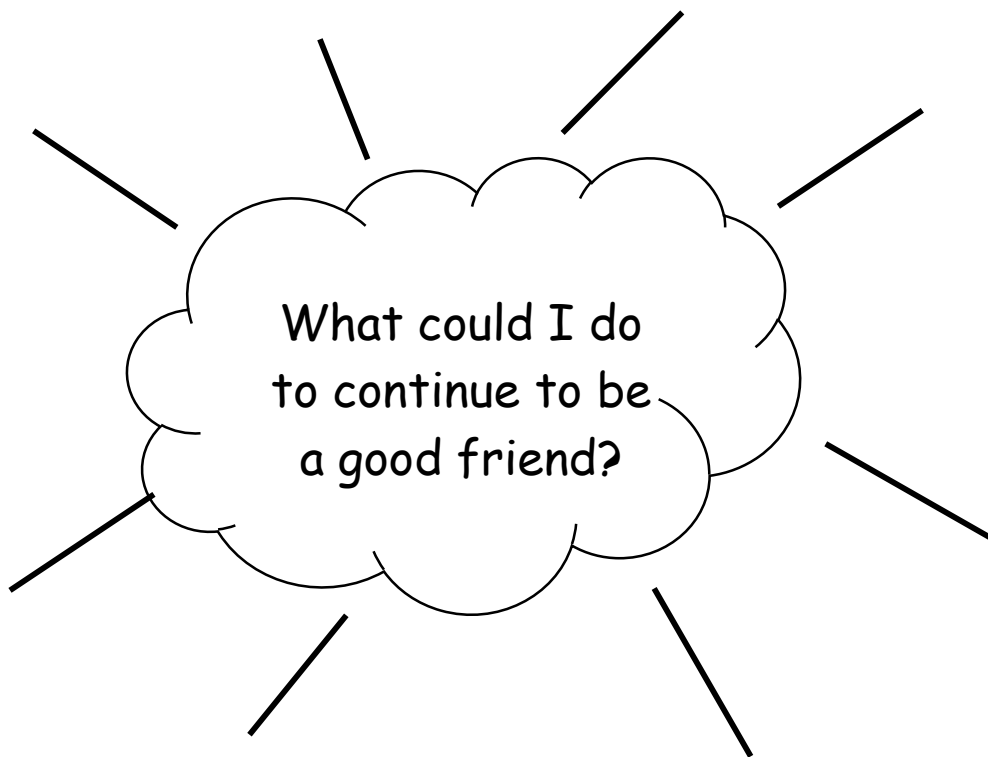
O LO: Can I think about and discuss the qualities that make a good friend?

In PSHE today, we are going to focus on anti-bullying week, which is this week! To do this, we are going to think about the qualities to us that make a good friend. What do we value and feel that we need in a friend? How would we want to be treated?

Use the questions above and any others that you come up with when discussing this task with people at home and use your thoughts to fill in the mind map below.



After thinking about what makes a good friend, think about the actions that you could do to continue to be a good friend to others. Fill in the mind map below with any thoughts you may have.



Tuesday

French:

O LO: Can I practice my pronunciation, using the sentences that I wrote last week about the breakfast foods I would like to order?

Last week, you wrote some sentences on the breakfast foods you would like to order if you went out to eat at a restaurant. This week, I would like you to use the link in the Class 4 timetable "Tuesday - Foundation Subjects - French pronunciation help". When you click on it, it will take you to a translator. Type any French words that you used in the box on the left and press the volume button at the bottom of the box to hear how your sentence would be pronounced in French. See if you can listen along and repeat your sentences.

I have also included a game on the timetable (see Tuesday - Foundation Subjects 'French food game'). Click on this link and it will take you to a game where you need to listen carefully to the food that is said in French and click the matching picture. We have looked at and heard some of these foods before but some of them are new. See if you can try pronouncing this vocabulary as well!

Wednesday:

Maths:

O LO: Can I continue to practice short and long multiplication in word problems?

Today, we are going to focus on word problems with multiplication again. You will find the resources for this on Class 4's timetable on the page under 'Maths - Wednesday' titled 'Multiplication word problems'.

Many of the questions deal with different topics such as money, time, distance and others. Make sure you read the questions carefully to understand if you need to include any other details in your answer!

### Wednesday

#### English:

O LO: Can I plan to edit and improve a piece of instruction writing?

Look back at the instruction texts from yesterday. Pick out the one that you feel is the least effective. Can you, with your green editing pen, add in any features that are missing? These could be:

- imperative verbs
- punctuation marks
- time conjunctions
- numbered steps

### Wednesday

#### History:

O LO: Can I use information on rationing to understand how a family would eat during the war?

In history today, we are going to continue our work on rationing. Click the two links on Class 4's timetable on 'Wednesday - Foundation Subjects' named 'One week's ration for an adult' and 'Family rations quiz'. Read and discuss the 'one week's ration' sheet and then use that information to work out the questions on the quiz.

Once you have done this, think about how you would feel if you were in that families' shoes. Would you dislike that the food you were given was rationed? Why/why not? Discuss this with a partner at home, then write a paragraph showing your judgement.

### Wednesday

#### Music:

O LO: Can I follow and start to create short rhythms?

To begin with in the music lesson today, we are going to listen to a song from the war by Vera Lynn called 'The White Cliffs of Dover'. You will find the link to this under 'Wednesday, Foundation Subjects - Music: The White Cliffs of Dover' on Class 4's timetable. When listening to this piece of music, see if you can think about and answer the following questions:

- What instruments can you hear in the song?
- Listen carefully to the lyrics. What do they mean to you? What do you think the message of the song is?
- How does the tune of the song make you feel?
- How would this song have made people feel during the war? Think about different groups of people with this question such as the soldiers, citizens helping with the war effort at home (in factories, farming etc.), evacuee children and any others.

After you have done this, watch the video on pulse and rhythm (see the link titled 'Pulse and Rhythm' in Class 4's timetable). Can you follow the steady pulse that the characters create? Can you then follow the rhythm's that they create? After this, can you create your own rhythm and practice them with a partner at home? Can you challenge each other to copy the rhythm's that you come up with?

### Thursday

#### Maths:

O LO: Can I continue to practice short and long division?

Today, we are going to continue to practice short and long division. To do this, I would like you to watch the video input on short and long division (see 'Short and long division' on 'Thursday - Maths' in the timetable). Try and answer the questions on that video first (if you haven't already). Then, use the number generator in the timetable (Thursday - Maths) to design your own division sums. For example, I used the number generator, and it gave me the sums below to work out:

$$32 \div 2 =$$

$$412 \div 3 =$$

$$395 \div 5 =$$

Use the number generator on the timetable to come up with some questions. See how many you can create and answer! Remember, you may finish with a remainder in some of your answers!

## Thursday

### English:

O LO: Can I re-write a set of instructions to improve it?

Today in English, we are going to take our plans from yesterday and re-write the set of instructions that we chose to edit to make them more effective. Make sure you include any edits you made in green pen where you added in any imperative verbs, time conjunctions, numbered steps or missing punctuation. There is a template available to you on Class 4's timetable under 'Thursday - writing' titled 'Instructions - writing template' if you feel you need it.

## Thursday

### Science:

O LO: Can I make judgements on everyday materials based on their properties?

Watch the BBC Bitesize video linked in 'Thursday - Foundation Subjects' on materials and their properties. Make a note of the objects that you can see and the possible materials that the objects are made from. When you've noted down what you see, research the materials you have discovered from the video. Think about the following questions when you research and make notes on them:

- Can these materials be recycled? How do you know?
- If these materials cannot be recycled, how are they disposed of? Is this harmful to the environment?
- What properties do these materials have? (think back to the properties and their definitions in last week's learning doc).
- What other products could these materials be used to make? (think about their properties when answering this question).
- Are these materials useful for us? Why/why not? (think about the objects that the materials may make).
- Pick one of the objects in the video (e.g. the bottles). Could this object be made from another material? Would it work as effectively? Why do you think this? What would be the benefits of making this object from a different material?

## Friday

### Maths:

O LO: Can I continue to practice short and long division in word problems?

Today, we are going to focus on word problems with division again. You will find the resources for this on Class 4's timetable on the page under 'Maths - Friday' titled 'Division word problems'.

Many of the questions deal with different topics such as money, time, distance and others. Make sure you read the questions carefully to understand if you need to include any other details in your answer!

Friday

English:

O LO: Can I follow my set of instructions to see how effective they are?

Today in English, try to follow the set of instructions you edited to see how effective they are! When following the instructions, think about the following points:

- Have you included specific imperative verbs that help you work out what to do?
- Have you included time conjunctions and numbers to help you work out when to complete each step?
- Have you included accurate measurements of any ingredients or equipment you need to use to create the final product?

When you have followed your set of instructions, write a small paragraph about how effective they were, thinking about the questions above.

Friday

PE:

Today in PE, we will be working on our skills in Rugby through a variety of mini-games. Look at the mini-games outlined below. Can you recreate any of them at home? You are also more than welcome to follow another Joe Wicks PE video if these mini-games are not available to you. You will find the link to these under the 'Monday - Foundation Subjects' box on Class 4's timetable.

Tag:

This game is designed for two people to play. One person holds the ball and is attempting to get it to the opposite side. The other person has to try and tag them once to stop them from doing it.

The person holding the ball must run whilst holding it. The focus of this game is on dodging your opponent. Think about how you could move with the ball to avoid being tagged. This game is designed to help you practice being light on your feet.

As you work on this task with your partner, continue to swap roles. Think about how you could also make the task more challenging for you and your partner.