

Hello Year 4! We hope you and your family are all safe and well.

Here are some daily activities to keep you busy. Try to keep up that reading too.

Do what you can but remember to relax, spend some time playing and exercising.

Keep smiling from Mrs Platek and Mrs Stewart



Hello everyone

All English/maths lessons follow on from the previous day.

Try to remember to go onto TTRockstars too and practise those times tables.

Remember you can email any of your work for us to see at

Year4@westfield.staffs.sch.uk

Learning Objective

To answer problems by multiplying and dividing

Steps to Success:

Listen to demonstration first

1. Find the combinations
2. Multiply them together or divide
3. Answer worksheet activity on BBC Bitesize. Find out what ONE thing equals by dividing.
4. Multiply to find out what more than one equals.
5. Check answers.

See next slide for confirmation of week to work from whiterose maths website (summer Term week 4 w/c 11th May)

Demonstration click on left hand side of page for demo before clicking on activity or answers (see next slide)

<https://whiterosemaths.com/homelearning/year-4/>

To find activity click on the BBC Bitesize link on right hand side. Once on BBC Bitesize scroll down to Maths 11th May and complete the activities,

<https://www.bbc.co.uk/bitesize/articles/zmbtpg8>

Lesson 1 - Multiplying and dividing problem solving

Multiplying and dividing problem solving

Children can choose one piece of fruit and one flavoured doughnut as a snack.



Looking for the worksheets? Contact your child's school to check if they have a subscription to our worksheets. Alternatively, [read more here](#) or get some extra practice from [BBC Bitesize](#).

Home Learning - Early Years

Home Learning - Year 1

Home Learning - Year 2

Home Learning - Year 3

Home Learning - Year 4

Home Learning - Year 5

Home Learning - Year 6

Home Learning - Year 7

Home Learning - Year 8

Home Learning - Year 9

Home Learning - Year 10

To find out what **one** is worth we always **divide** by the amount.

e.g. If **six** cakes cost 54 pence, what does **one** cake cost?

$$\text{One cake} = 54p \div 6 = 9p$$

In the first exercise find out what **one** is worth. The following tables may help.

4	8	12	16	20	24	28	32	36	40
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90

Exercise 1:

<p>1. If 6 pencils cost 48p, find the cost of one pencil.</p> <p>One pencil = _____ p</p>	<p>2. If eight chews cost 24p, what does one chew cost?</p> <p>One chew = _____ p</p>
<p>3. If 4 rulers cost 36p, what does one cost?</p> <p>One ruler = _____ p</p>	<p>4. If 7 pens cost 63p, what does one cost?</p> <p>One pen = _____ p</p>
<p>5. If I buy 5 apples for 60p, how much would I pay for just one apple?</p> <p>One apple = _____ p</p>	<p>6. Nine rubbers cost 72p. What does one rubber cost?</p> <p>One rubber = _____ p</p>
<p>7. What does one cake cost, if six cost 42p?</p> <p>One cake = _____ p</p>	<p>8. How much is one pen, if 8 cost 88p?</p> <p>One pen = _____ p</p>

To find the cost of any other amount, we **divide** first to find what **one** is worth then **multiply** back.

e.g. If **8** small bananas cost 72p, what is the cost of **3** bananas?

One costs $72p \div 8 = 9p$

So **3** bananas cost $3 \times 9 = 27p$ ($9p + 9p + 9p = 27p$)

Exercise 2:

1. If **7** bubbly gums cost 42p, find the cost of **3** bubbly gums.

Answer = _____ p

2. If **4** small cans of pop cost 40p, what do **12** cans cost?

Answer = _____ p

3. If I pay 54p for **6** eggs, how much would I pay for **4** eggs?

Answer = _____ p

4. If **9** sticks of gum cost 45p, how much would I pay for **6** sticks?

Answer = _____ p

5. If I pay 24p for **3** chews, how much would I pay for **8** chews?

Answer = _____ p

6. If **2** bags of crisps cost 22p, how much will 6 bags cost?

Answer = _____ p

7. If I buy **9** pencils for 54p, how much would I pay for **6** pencils?

Answer = _____ p

8. If I buy **4** pens for 60p, how much would **10** pens cost?

Answer = _____ p

9. If **12** scones cost 72p, what do **5** cost?

Answer = _____ p

10. If **20** chews cost 80p, what do **12** cost?

Answer = _____ p

Exercise 1

1. $48p \div 6 = 8p$	2. $24p \div 8 = 3p$
3. $36p \div 4 = 9p$	4. $63p \div 7 = 9p$
5. $60p \div 5 = 12p$	6. $72p \div 9 = 8p$
7. $42p \div 6 = 7p$	8. $88p \div 8 = 11p$

Exercise 2

1. $42p \div 7 = 6p$ $3 \times 6p = 18$	2. $40p \div 4 = 10p$ small cans of pop cost $10p \times 12 = 120p$ or £1.20
3. $54p \div 6 = 9p$ $9p \times 4 = 36p$	4. $45 \div 9 = 5p$ $5p \times 6 = 30p$
5. $24p \div 3 = 8p$ $8p \times 8 = 64p$	6. $22p \div 2 = 11p$ $6 \times 11p = 66p$
7. $54p \div 9 = 6p$ $6 \times 6p = 36p$	8. $60p \div 4 = 15p$ $15p \times 10 = 150p$ or £1.50
9. $72p \div 12 = 6p$ $6p \times 5 = 30p$	10. $80p \div 20 = 4p$ $4p \times 12 = 48p$

Learning Objective

To summarise events in a story and give your own opinions.

Write a quiz using your comprehension knowledge of the story.



Steps to Success:

1. Read the pages 3 - 6
2. Review the story by giving your own opinions on it.
3. Test your knowledge of the story by answering true or false.
4. Write your own quiz linked to the story.

English

'Mission Possible'

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Mission1.pdf>

Click on the above link and follow all demonstrations and activities

Pages of unit p 1 - 9

Monday

Spelling [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

Learning Objective- To spell words from the Year 3 & 4 word list

Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
3. Complete sentences
4. How many syllables does it have?

Complete all activities on the sheet below the spelling sheet

A **syllable** is a single, unbroken sound of a spoken (or written) word. **Syllables** usually contain a vowel and accompanying consonants. The number of times you hear a vowel (a, e, i, o, u) in a word is equal to the number of **syllables** a word has.

5. Spell the word

6. Edit the words

7. Write your own sentence with the word in

Year 3 and 4 Statutory Spellings

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

Statutory Spelling Word Activity Mat: consider

1

Use a dictionary to define the word **consider**.

Which word class does the word **consider** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **consider**.

consider

consider

consider

Add the word **consider** to these sentences.



I will _____ your request.

"_____ me shocked!" retorted Hassan.

Which would you like to _____?

Write the syllables of the word **consider** inside the hands.



Finish off the word **consider**.

con_____	_____der
_____er	co_____

Now write the full word.

Which of these words means the same as **consider**?

contemplate conversation condensation

Write your own sentence containing the word **consider**.

Edit and improve these words so that they correctly spell the word **consider**.

consider

considre

connsidder

Monday Topic ART

Learning Objective

Use observational skills to draw in the style of a famous artist

Steps to Success:

Follow instructions from link

Please send us photos of your completed pictures we would love to see them.

Observational drawing

Learn how to draw in the style of Rob Biddulph famous author and illustrator.

Click on link

<http://www.robbiddulph.com/draw-with-rob>

Scroll down and choose monkey

Follow instructions on screen



Learning Objective

To know the properties of rectangles and know how to find the perimeter

Steps to Success:

Listen to demonstration first

Remember perimeter means add up the length of all sides.

- 1. Watch demonstration**
- 2. Watch clip on BBC Bitesize**
- 3. Complete activity with paper shapes**
- 4. Answer quiz.**

See next slide for confirmation of week to work from whiterose maths website (summer Term week 4 w/c 11th May)

Demonstration click on left hand side of page for demo before clicking on activity or answers (see next slide)

<https://whiterosemaths.com/homelearning/year-4/>

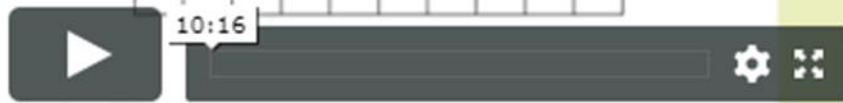
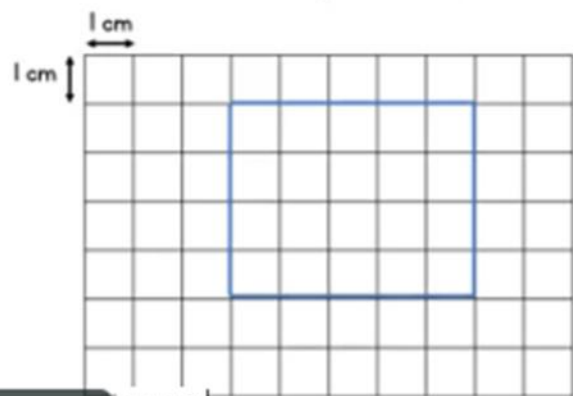
To find activity click on the BBC Bitesize link on right hand side. Once on BBC Bitesize scroll down to Maths 12th May and complete the activities,

<https://www.bbc.co.uk/bitesize/articles/zmbtpg8>

Lesson 2 - Perimeter of rectangles

Perimeter of rectangles

Perimeter = the length around a 2-D shape



Looking for the worksheets? Contact your child's school to check if they have a subscription to our worksheets. Alternatively, [read more here](#) or get some extra practice from [BBC Bitesize](#).

Practise

Activity 1

Rectangle of squares

Try this activity

Cut out 12 equal-sized squares of paper or use 12 square sticky-notes. Put them into one long rectangle.

- What is the perimeter of this rectangle?
- Rearrange them to make different rectangles - do they all have the same perimeter?
- How many different perimeters can you make by rearranging these squares?

Keep the squares of paper somewhere safe, you can reuse them in another activity tomorrow.

Activity 2

Perimeter quiz

Ready to take on the perimeter quiz? Have a go at the questions and see if you can get them all right!



What is the perimeter? Quiz

Test your knowledge of calculating perimeters with this quiz.

[Play](#)

Learning Objective
To know the meanings of vocabulary.



Steps to Success:

1. Match the words to the correct meaning
2. Look up any unknown words in the dictionary
3. Create a character profile of a story character you know well.
4. Make up a character profile for the Mission characters.

English

'Mission Possible'

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Mission1.pdf>

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Pages of unit p 11 - 17

Tuesday

Spelling [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

Learning Objective- To spell words from the statutory list

Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
3. Complete sentences
4. How many syllables does it have?

Complete all activities on the sheet below the spelling sheet

A **syllable** is a single, unbroken sound of a spoken (or written) word. **Syllables** usually contain a vowel and accompanying consonants. The number of times you hear a vowel (a, e, i, o, u) in a word is equal to the number of **syllables** a word has.

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actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Statutory Spelling Word Activity Mat: continue

2

Use a dictionary to define the word **continue**.

Which word class does the word **continue** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **continue**.

continue

continue

continue

Add the word **continue** to these sentences.



_____ with the story.

"Please _____," replied the butler.

Food prices _____ to rise.

I hope the warm weather will _____

Which of these words means the same as **continue**?

prevent protect prevail persist

Write the syllables of the word **continue** inside the hands.



Finish off the word **continue**.

con_____	_____nuc
_____c	c_____

Now write the full word.

Write your own sentence containing the word **continue**.

Edit and improve these words so that they correctly spell the word **continue**.

continew

conntinue

continyue

Learning Objective

To identify and name parts of the human digestive system.

Steps to Success:

1. Explain what you think the digestive system is.
2. Draw what you think the digestive system look like.
3. Label any names of parts that you know are parts of the digestive system.
4. Check your answers.
5. See how many you can remember by labelling the diagram.

If you can get onto Twinkl you can print off the body parts labelling sheet or you could print it off the power point slide.

Otherwise, just draw it into your red book.



Digestive System Parts

twinkl

Digestive System



Humans digest food. They have a digestive system that allows them to do this.

What do you think digest/digestive system mean?

Digestive System



Humans digest food. They have a digestive system that allows them to do this.

What do you think digest/digestive system mean?

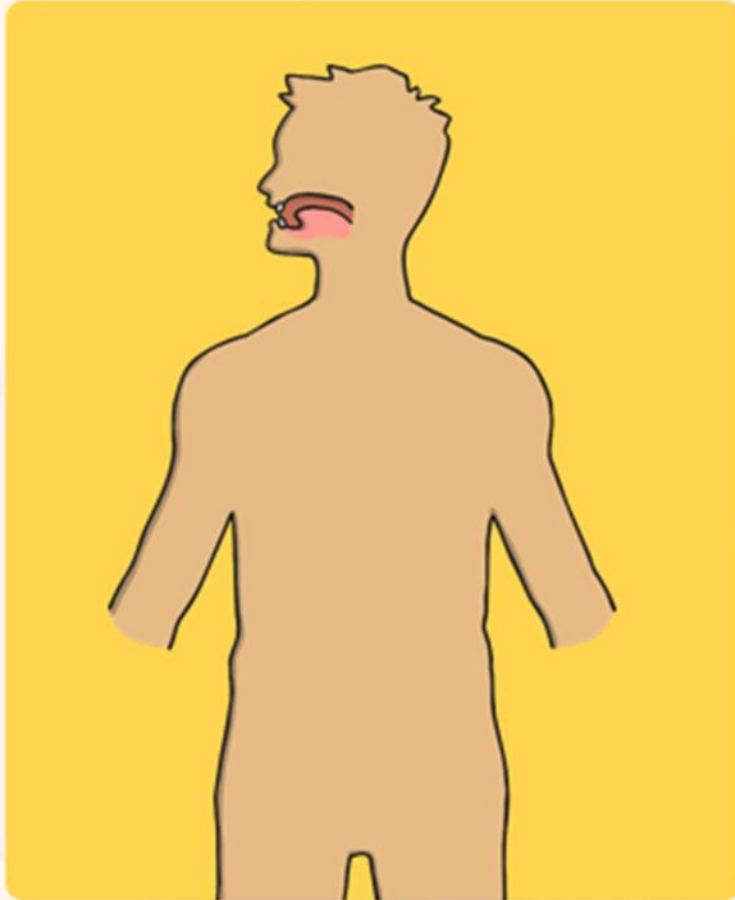
Digest

Break down food so it can be used by the body.

Digestive System

System of organs that get food in and out of the body and which make use of the food to keep the body healthy.

Digestive System Parts



You are now going to draw and label the body parts that you think are part of the digestive system!

Think about the following to help you:

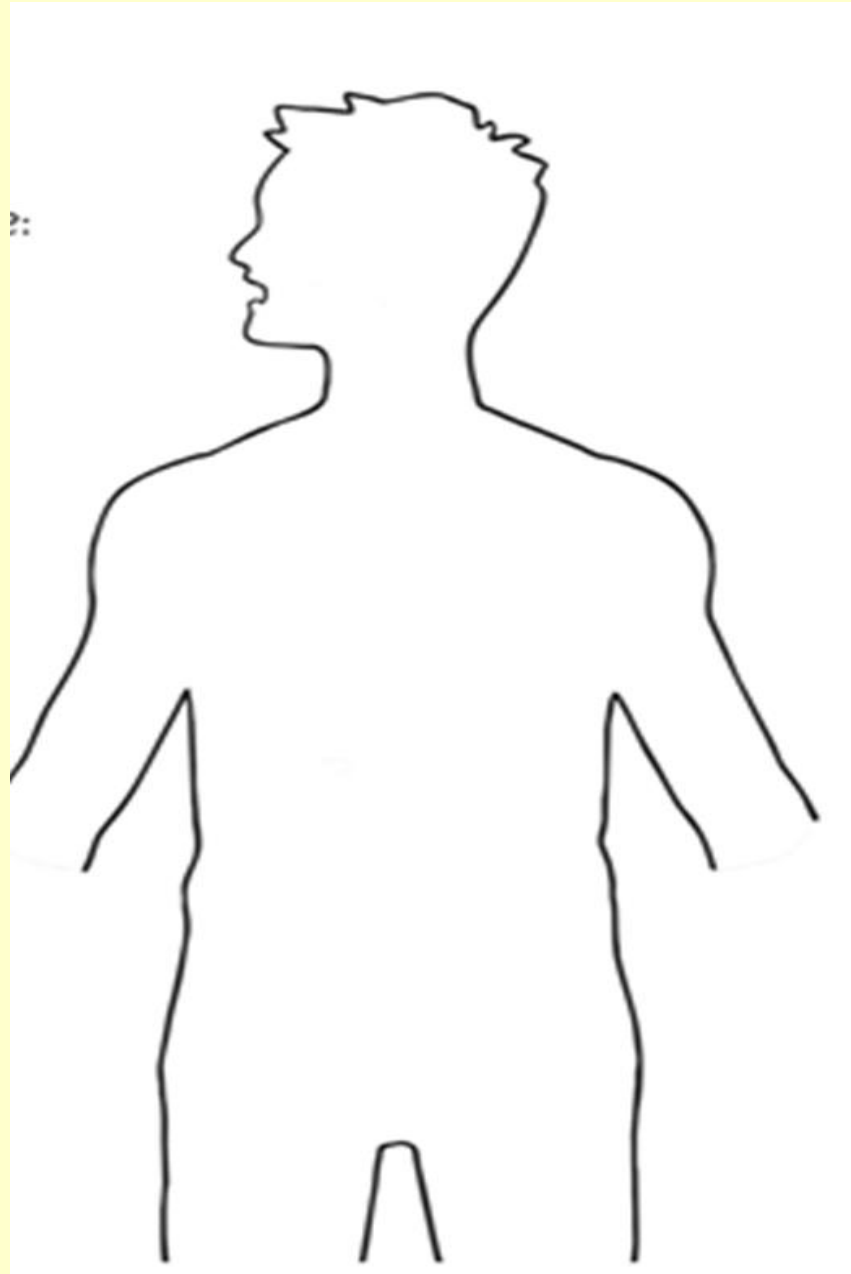
How do humans digest food?

How does food travel through the body?

What parts of the body are involved?

(Hint: it's not just the ones on the outside that you can see!)

Print this out or copy the outline and draw what you think the digestive system looks like.



Mouth

Teeth

Salivary Gland

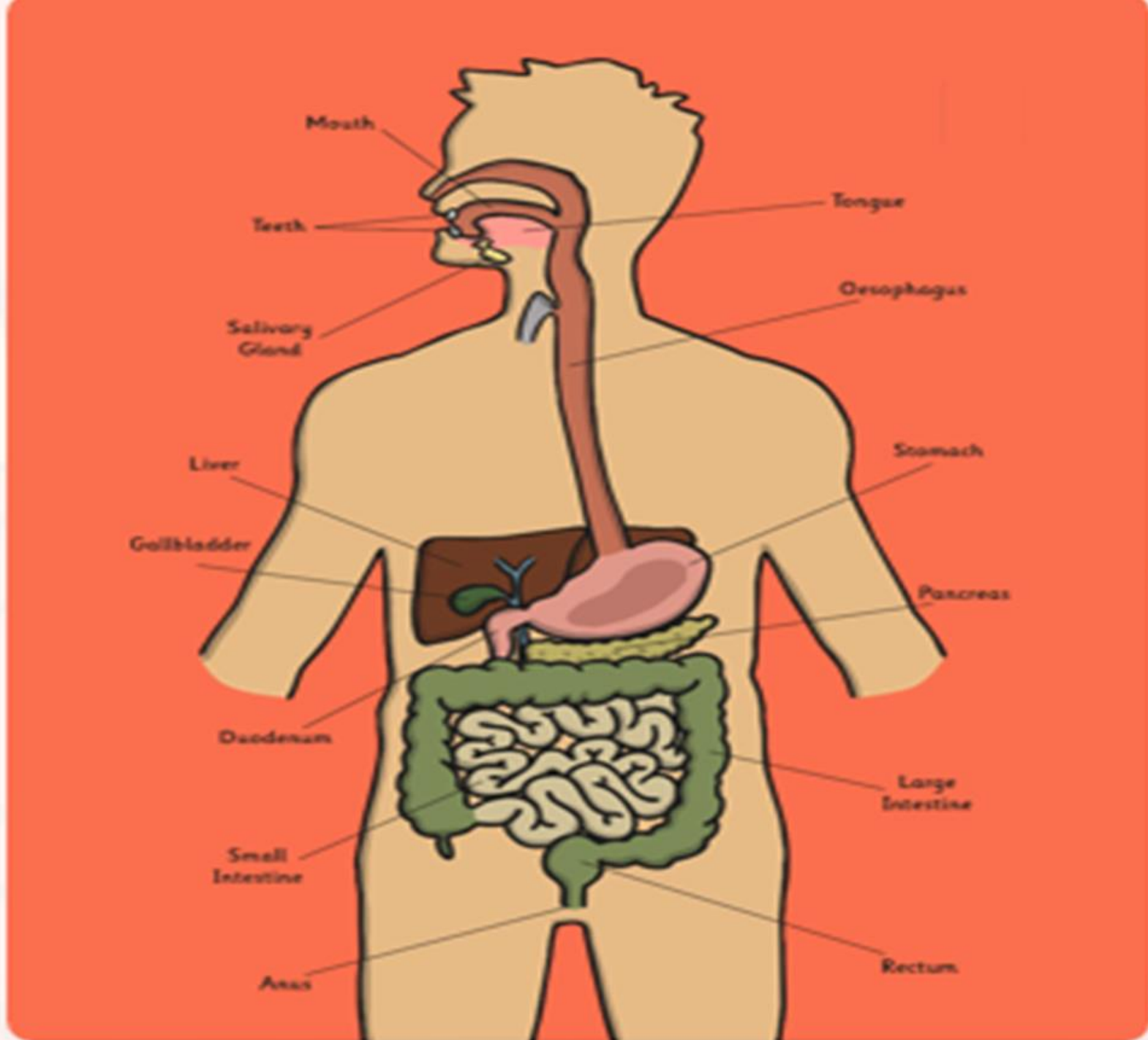
Liver

Gallbladder

Duodenum

Small Intestine

Anus



Tongue

Oesophagus

Stomach

Pancreas

Large Intestine

Rectum

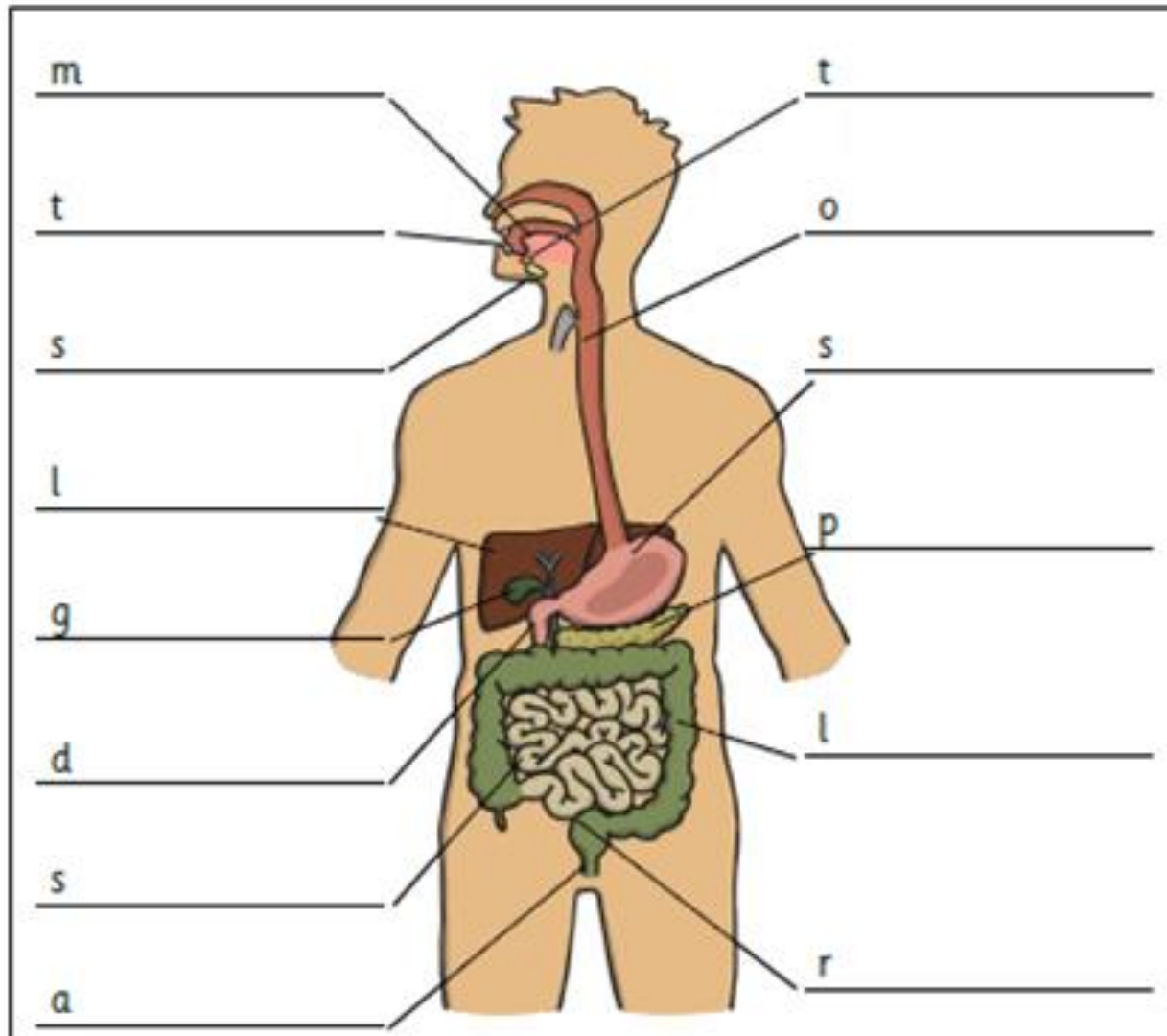
- Tick any body parts that were correct and cross any that were incorrect.

- Were there any obvious body parts you missed out?
- Were there any body parts that you were surprised by?



Naming Parts of the Digestive System

How many can you remember?



Learning Objective

To understand the properties of rectilinear shapes and work out its perimeter.

Steps to Success:

Listen to demonstration first

1. Watch demonstration

2. Click on link for BBC Bitesize and scroll to y4 maths week May 13th

If you can't get onto the classroom secrets link, there is a copy on the next slide.

Otherwise, have a go at drawing your own rectilinear shapes and adding length sizes to work out their perimeter.

See next slide for confirmation of week to work from whiterose maths website (summer Term week 4 w/c 11th May)

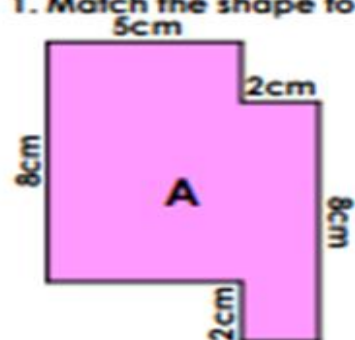
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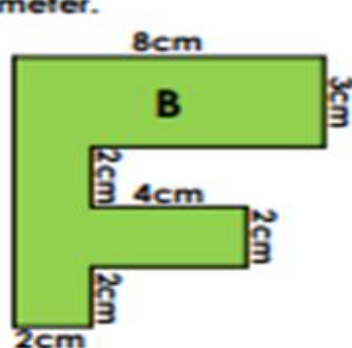
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<https://www.bbc.co.uk/bitesize/articles/zmbtpg8>

1. Match the shape to its perimeter.

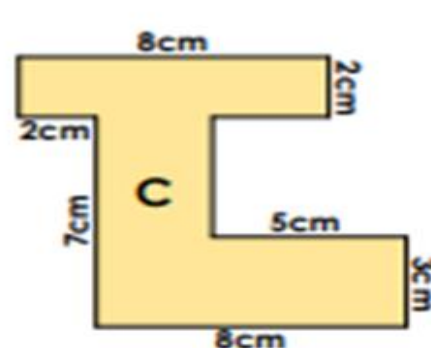


44cm



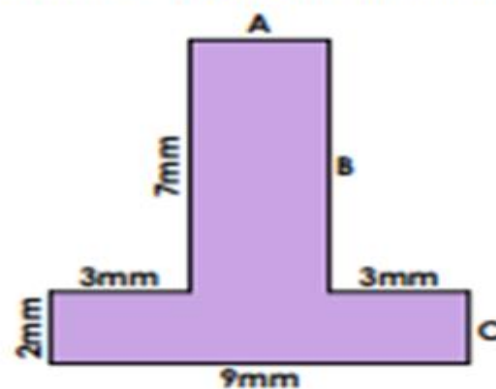
34cm

Not to scale



42cm

2. Put an 'X' next to the statements which are correct.



A. The perimeter is 40mm.

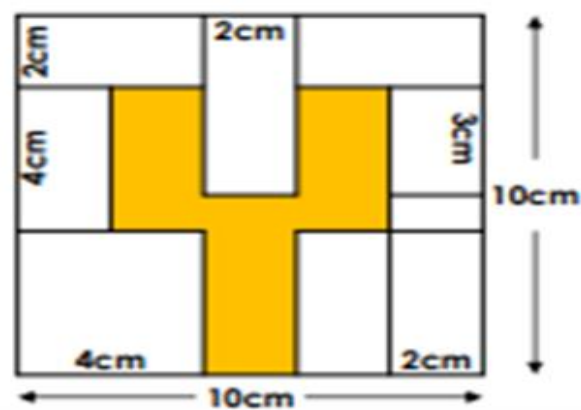
B. The length of side A is 3mm.

C. Side A is half the length of side B.

D. The total of sides A and C is 5mm.

Not to scale

3. Use the measurements of the rectangles to calculate the perimeter of the shape below.



Perimeter = cm

Not to scale

Learning Objective
To create character names thinking
about their origin



Steps to Success:

- 1. Write your opinion of the characters names from Mission Possible.**
- 2. Write your favourite characters name from a book or film you know.**
- 3. Invent some character names of your own using the tips to help.**
- 4. Explain whether your new character names are goodies or baddies.**

English

'Mission Possible'

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Pages of unit p 18 - 19

Wednesday

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Learning Objective- To spell words from the statutory list

Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
3. Complete sentences
4. How many syllables does it have?

Complete all activities on the sheet below the spelling sheet

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5. Spell the word

6. Edit the words

7. Write your own sentence with the word in


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actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Statutory Spelling Word Activity Mat: **decide**

Use a dictionary to define the word **decide**.

Add the word **decide** to these sentences.




I will take a while to _____

"When will you _____?" asked Bo.

Read the menu and _____

How can I possibly _____?

Write the syllables of the word **decide** inside the hands.



Which word class does the word **decide** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **decide**.

dec_____	_____ide
_____dc	dc_____

Now write the full word.

Trace the word **decide**.

decide

decide

decide

Which of these words means the same as **decide**?

choose remain forfeit sovereign

Write your own sentence containing the word **decide**.

Edit and improve these words so that they correctly spell the word **decide**.

deecide deside decied

Learning Objective

To label and understand the structure of a tooth.

Steps to Success:

1. Go on purple mash and label the digestive system -(Home, Science, The Human Body, Digestive system)
2. Find out how each part of the digestive system works.
3. Answer the quiz questions.

Glands

You will come across the word **glands** in this lesson so we should find out what they are!

Glands are organs that release fluids to be used in the body.

Tear glands produce tears.

Sweat glands produce sweat.



Enzymes

Similarly, you will come across the term enzymes.

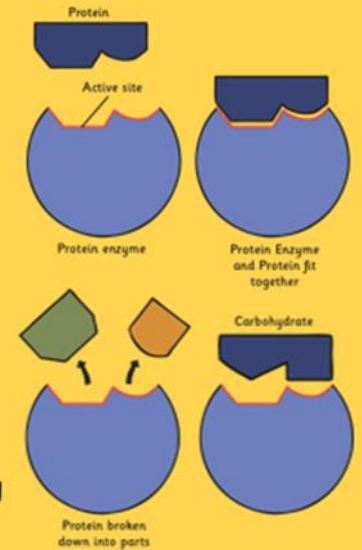
Enzymes are special molecules in the body (molecules make up cells, which make up tissue, glands, organs, etc).

They act to create a chemical reaction.

In the digestive system the reaction they produce breaks down food.

There are lots of **different types of enzymes** as a type of enzyme can only do one thing – so **enzymes** that break down protein can not also break down carbohydrates. You need different enzyme for that!

They are often thought of as a lock – only the right key will fit!



Salivary Glands

Function:

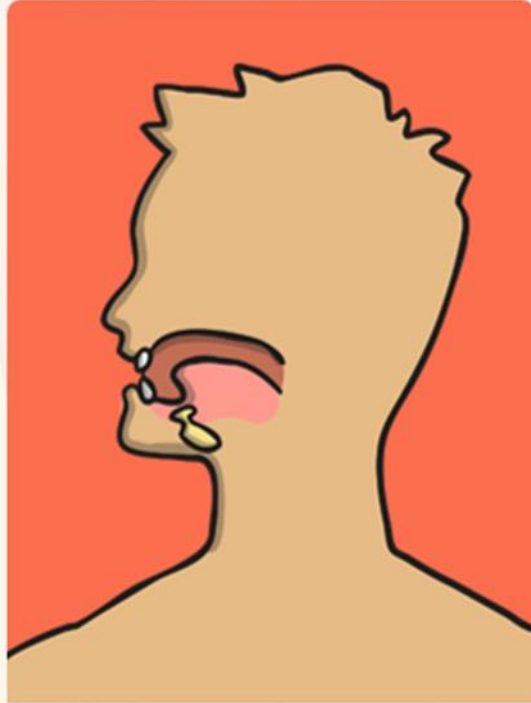
First part of the digestion process starts without you even eating!

The smell of food triggers the salivary glands to produce saliva (some call it your mouth watering).

The amount of saliva increases as you taste the food.

Saliva is mostly made of water and it helps you to chew, taste and swallow food.

Contains enzymes which start to break down the food we eat.



Mouth

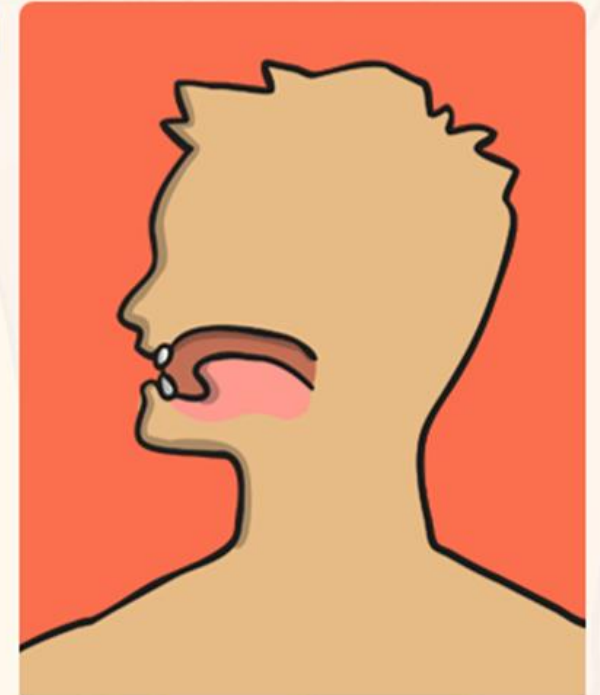
Function:

Entry point for food.

Where saliva mixes with food.

Location of tongue and teeth.

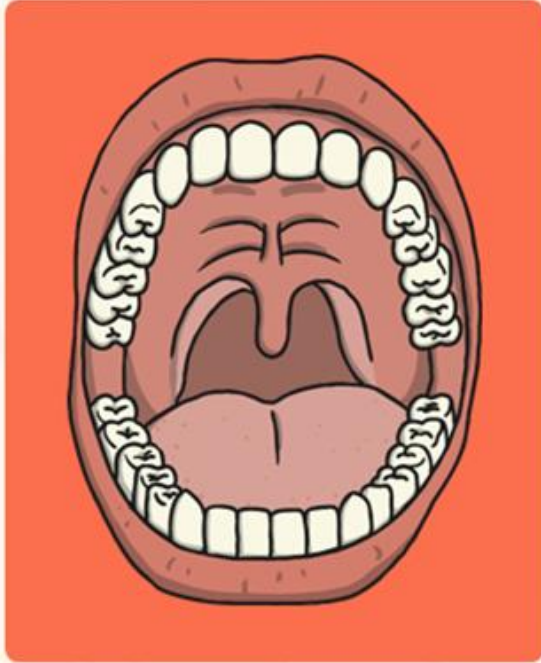
Top part of the mouth (soft palate) helps move food along to the oesophagus.



Teeth

Function:

Tear, cut and grind food into smaller pieces.



Tongue

Function:

Helps mix the food and saliva.

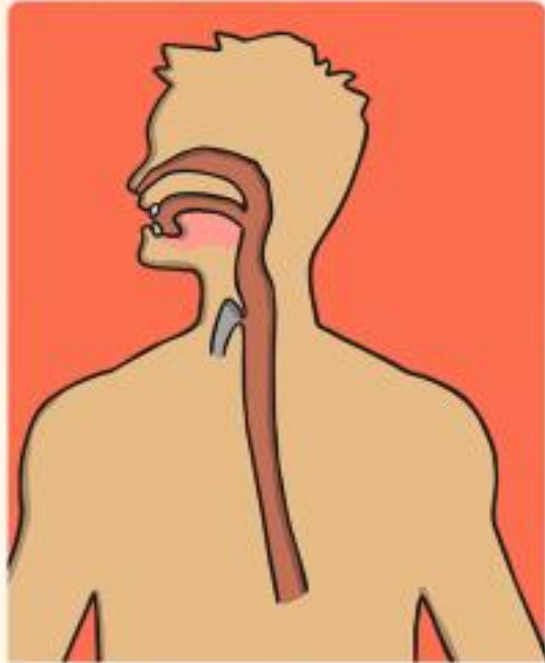


Oesophagus

Function:

A muscular tube which forms the path from the mouth to the stomach.

Muscles contract and relax to move food down the oesophagus to the stomach.

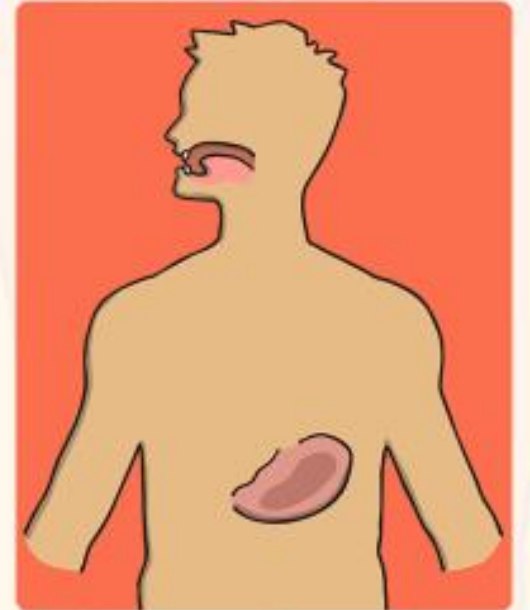


Stomach

Function:

Glands line the stomach produce acid and **enzymes** which breaks the food down further.

Muscles in the stomach mix the food.

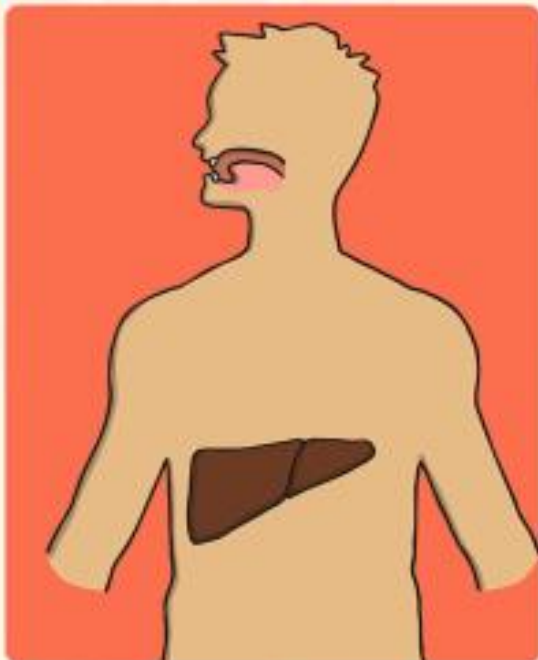


Liver

Function:

Produces bile which helps to absorb fats.

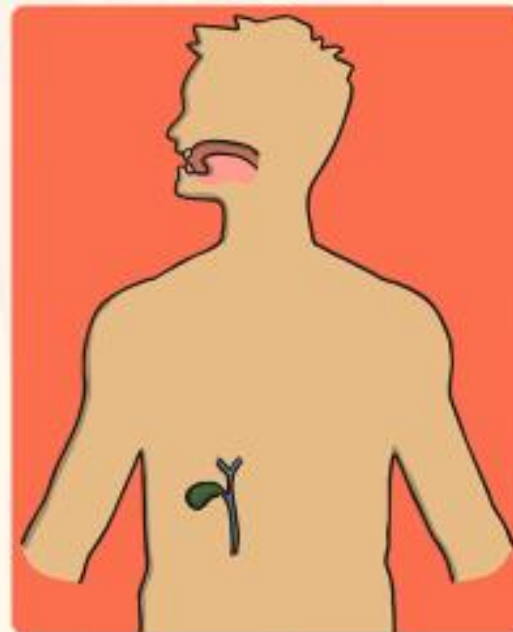
Bile is sent to the gallbladder to be stored.



Gallbladder

Function:

Releases bile into the duodenum when needed.

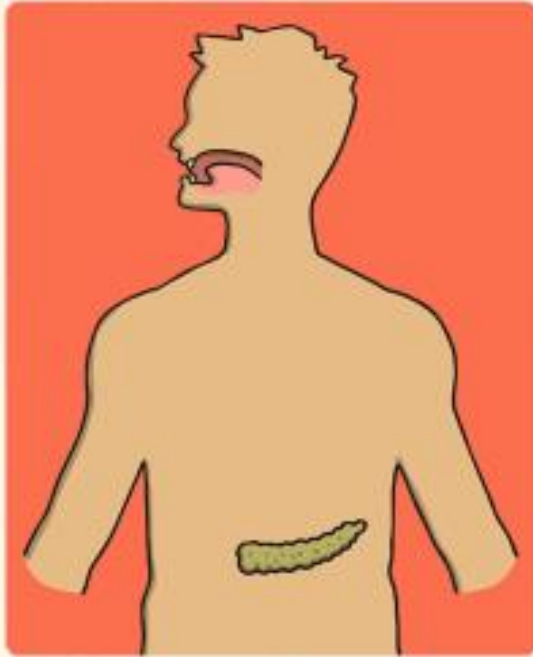


Pancreas

Function:

Produces enzymes to break down fats, proteins and carbohydrates.

Releases them into the duodenum.

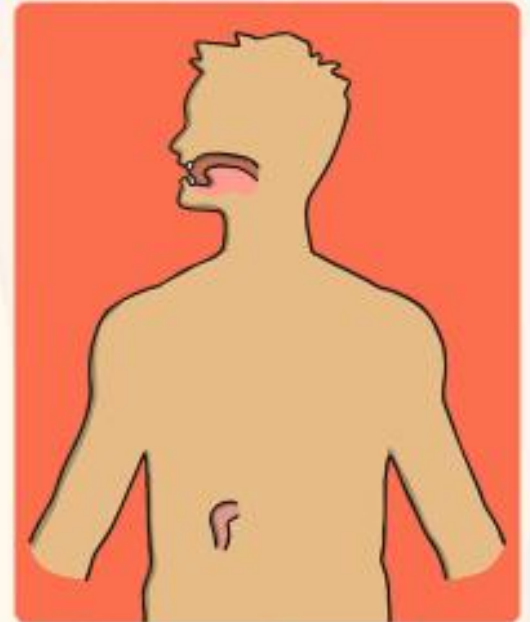


Duodenum

Function:

First part of the small intestine

Food is broken down by bile from the gallbladder and enzymes from the pancreas.

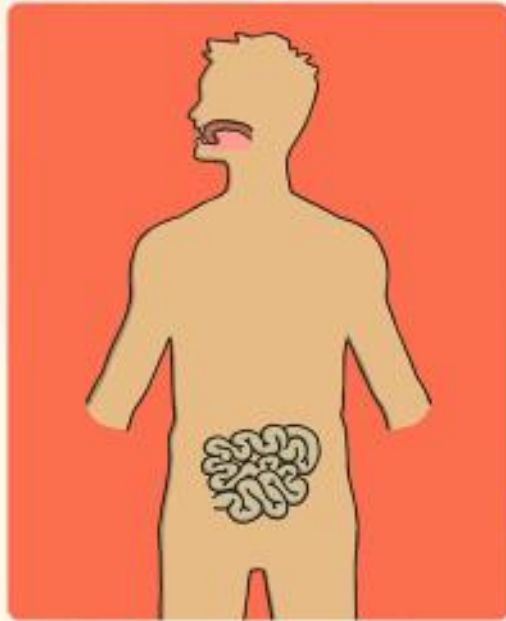


Small Intestine

Function:

The other parts of the small intestine – (jejunum and ileum) absorb nutrients from the food.

Pass any leftover broken down food to the large intestine.



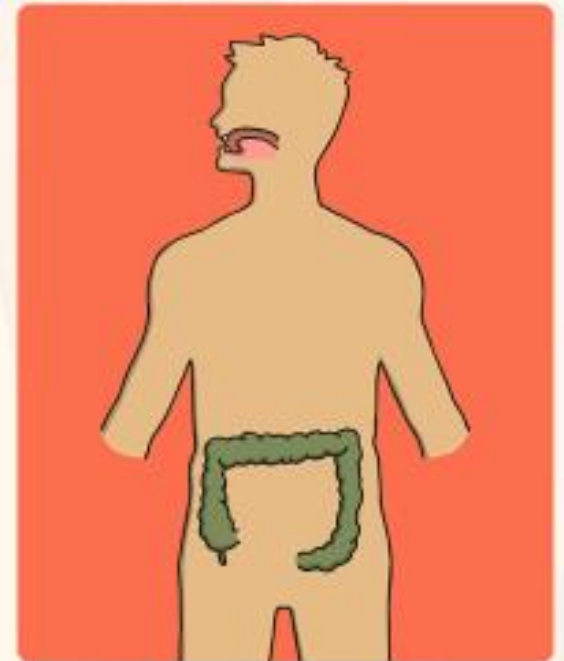
Large Intestine

Function:

Connects the small intestine to the rectum.

Absorbs water from waste food.

Forms stool from waste food.

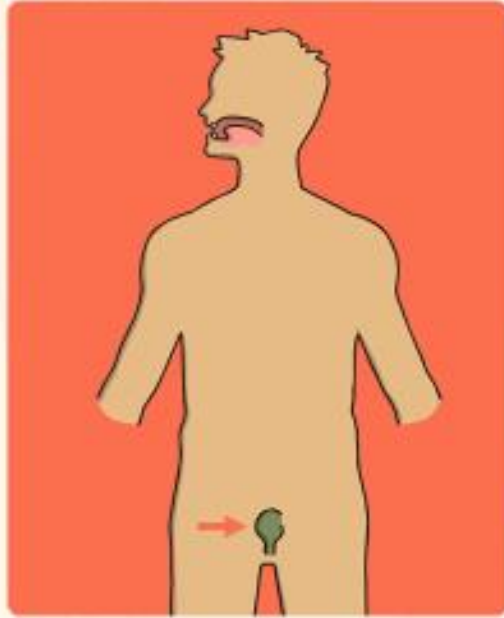


Rectum

Function:

Stores stool passed to it from the large intestine.

Makes brain aware of need to go to the toilet.

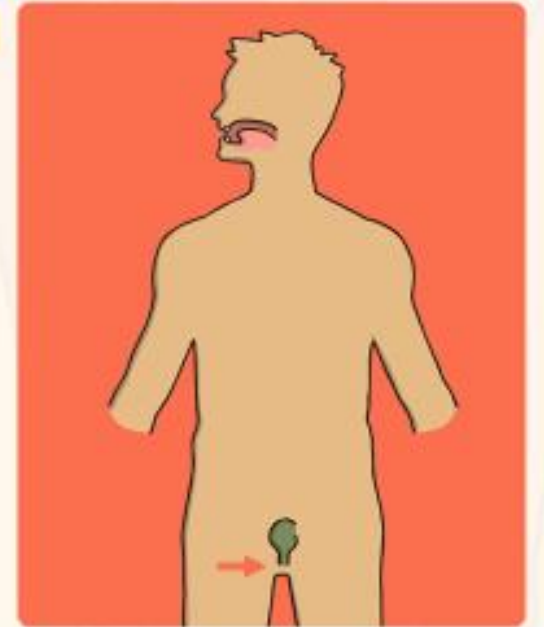


Anus

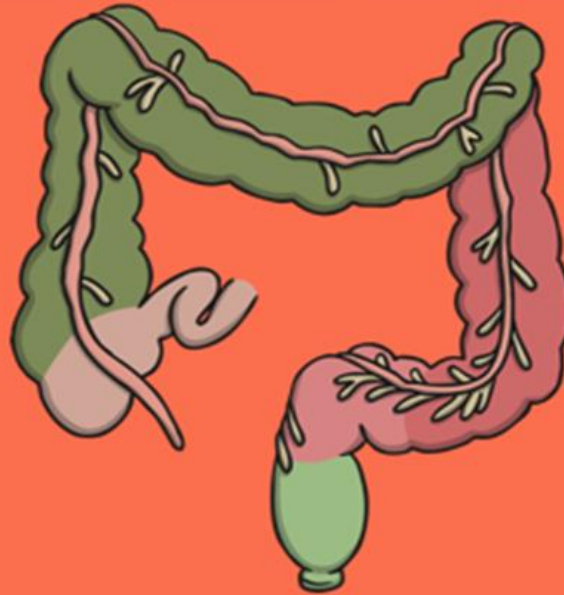
Function:

Releases the stool.

End of the digestive process.



Digestive System Quiz



Answers are on the slides below.

Digestive System Quiz



?

What part of the digestive system tears, cuts and grinds food?



stomach

teeth

salivary glands

pancreas

Digestive System Quiz



What part of the digestive system tears, cuts and grinds food?

Well done!



stomach

teeth

salivary glands

pancreas

Digestive System Quiz



?

Which part of the body produces saliva?



mouth

gallbladder

salivary glands

liver

Digestive System Quiz



?

Which part of the body produces saliva?

Well done!



mouth

gallbladder

salivary glands

liver



Digestive System Quiz



?

What is the function of the tongue?



mixes food with saliva

cuts food

produces saliva

breaks down food



Digestive System Quiz



?

What is the function of the tongue?

Well done!



mixes food with saliva

cuts food

produces saliva

breaks down food

Digestive System Quiz



?

How many different parts of the digestive system does food enter?



eight

ten

thirteen

three

Digestive System Quiz



How many different parts of the digestive system does food enter?

Well done!



eight

ten

thirteen

three

Digestive System Quiz



?

What two substances break down food in the duodenum?



acid and enzymes

bile and saliva

acid and bile

enzymes and bile

Digestive System Quiz



What two substances break down food in the duodenum?

Well done!



acid and enzymes

bile and saliva

acid and bile

enzymes and bile



Learning Objective

To find the area of a shape by counting squares.

Steps to Success:

Listen to demonstration first

1. Watch demonstration
2. Click on link for BBC Bitesize and scroll to y4 maths week May 14th
3. Understand the difference between the perimeter and area.
4. Click on May 14th year 4 maths on BBC Bitesize.
5. Watch the video clip.
6. Complete activity 1.(picture of what it looks like on slides below)
7. Complete activity 2 (slides below)
8. Work out the area of the shapes on slide below.

See next slide for confirmation of week to work from whiterose maths website (summer Term week 4 w/c 11th May)

Demonstration click on left hand side of page for demo before clicking on activity or answers (see next slide)

<https://whiterosemaths.com/homelearning/year-4/>

To find activity click on the BBC Bitesize link on right hand side. Once on BBC Bitesize scroll down to Maths 14th May and complete the activities,

<https://www.bbc.co.uk/bitesize/articles/zmbtpg8>

Lesson 4 - Area counting squares

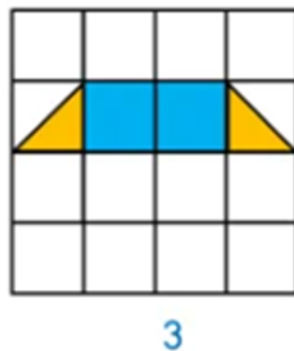
1)



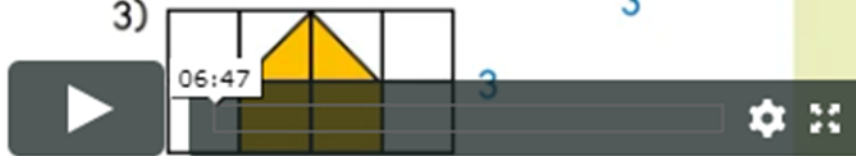
Have a go



2)



3)



06:47



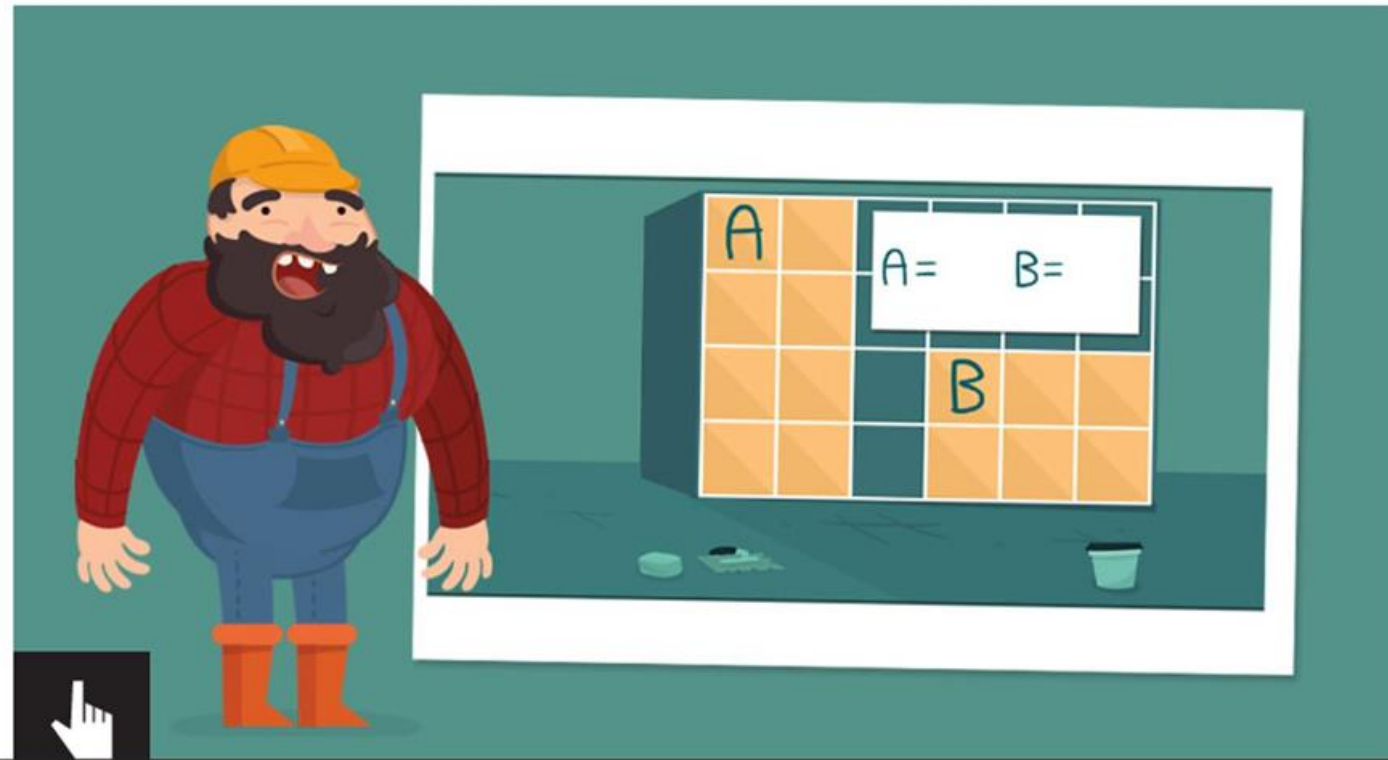
© White Rose Maths 2019

Looking for the worksheets? Contact your child's school to check if they have a subscription to our worksheets. Alternatively, [read more here](#) or get some extra practice from [BBC Bitesize](#).

Activity 1

Count the squares

Try the activity below, count the squares to find the two correct answers.



Activity 2

Work out the area of your favourite book

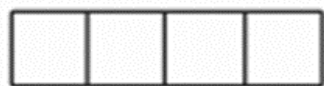
Using squared paper, draw around your book.

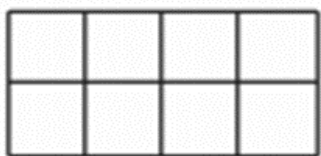
Count the squares inside the drawing to work out the area of your book.

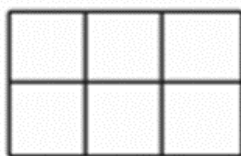
What else can you find the area of? Look for rectangles and squares in your home and draw around them!

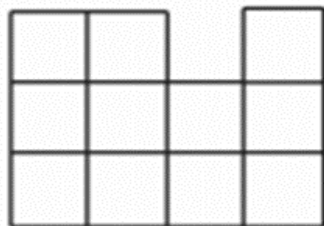
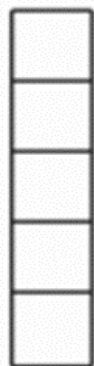


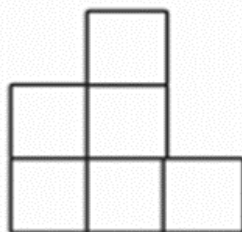
Calculate the Area

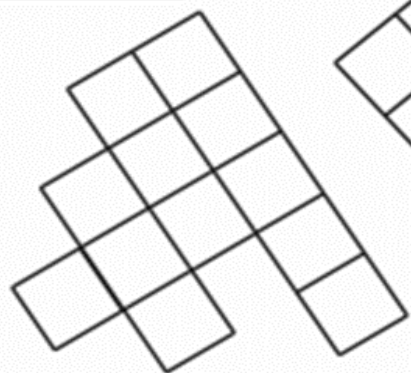


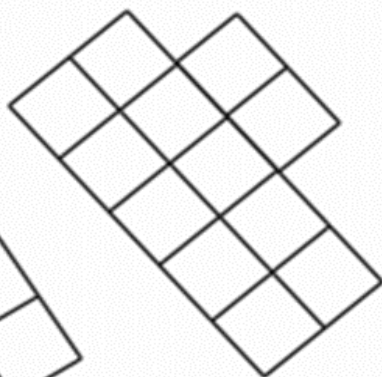


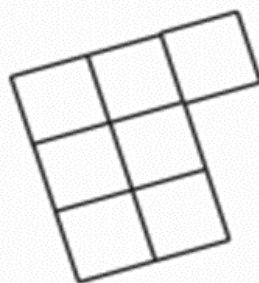


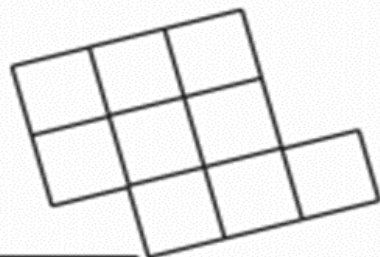


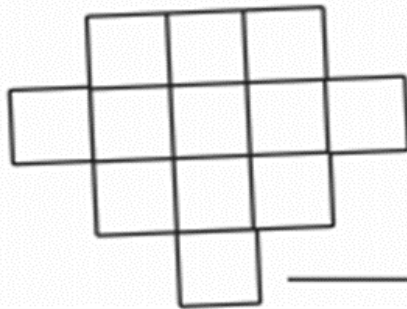












Learning Objective
To create character names thinking
about their origin



Steps to Success:

- 1. Answer questions about characters from a piece of text.**
- 2. Create your own characters for your own story.**
- 3. Use the template to help.**
- 4. Include Name, Age, Where they live, Family, Appearance, Behaviour and a picture of what they look like.**

English

'Mission Possible'

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Mission1.pdf>

Click on the above link and follow all demonstrations and activities

Pages of unit p 20 - 22

Thursday

Spelling [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

Learning Objective- To spell words from the statutory list

Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
3. Complete sentences
4. How many syllables does it have?

Complete all activities on the sheet below the spelling sheet

A **syllable** is a single, unbroken sound of a spoken (or written) word. **Syllables** usually contain a vowel and accompanying consonants. The number of times you hear a vowel (a, e, i, o, u) in a word is equal to the number of **syllables** a word has.

5. Spell the word

6. Edit the words

7. Write your own sentence with the word in

Year 3 and 4 Statutory Spellings

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

Statutory Spelling Word Activity Mat: describe

Use a dictionary to define the word **describe**.

Add the word **describe** to these sentences.



_____ what you can see.

"How would you _____ the suspect?"

I couldn't possibly _____ it!

_____ your favourite meal.

Write the syllables of the word **describe** inside the hands.



Which word class does the word **describe** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **describe**.

des_____

_____ibe

_____c

d_____

Now write the full word.

Trace the word **describe**.

describe

describe

describe

Which of these words means the same as **describe**?

support

report

relax

reduce

Write your own sentence containing the word **describe**.

Edit and improve these words so that they correctly spell the word **describe**.

discribe

descrieb

desscibe

Learning Objective

To consolidate learning

Steps to Success:

1. Use the information from yesterday to help you.
2. Describe each function of the major parts of the digestive system.

Describe each function of the major parts of the digestive system.

Liver



<hr/> <hr/> <hr/> <hr/> <hr/>

Large intestine



<hr/> <hr/> <hr/> <hr/> <hr/>

Stomach



<hr/> <hr/> <hr/> <hr/> <hr/>

Small Intestine



<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Mouth



<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Oesophagus



<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Liver



- **Helps to get rid of nasty toxins in the body.**
- **Produces bile which is used to digest fats.**
- **Processes the nutrients absorbed from the small intestine.**

Large intestine



- **Absorb water from remaining food not digested.**
- **Move the waste material out of the body.**

Stomach



- **Break down food into molecules that the body can use.**
- **Stores food that has just been eaten.**
- **Releases the broken-up food into the small intestine.**

Small Intestine



- **The small intestine further breaks up food.**
- **Allows for absorption of nutrients and minerals from the food into the body.**

Mouth



- **The mouth is where food is tasted. Which not only adds to the enjoyment of eating food but can warn someone if food is spoilt.**
- **Grinds food up so it can be swallowed**
- **Saliva softens food up and helps with breaking it up.**

Oesophagus



- **The oesophagus is a long tube which carries food, liquids and saliva from the mouth to the stomach.**

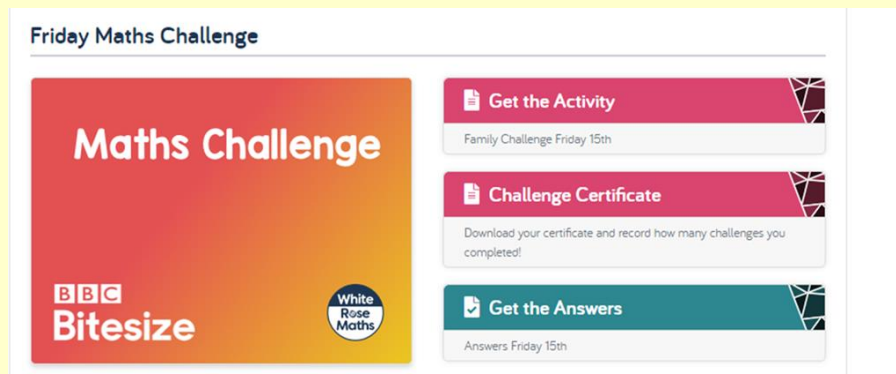
Learning Objectives

Solve problems and reason about numbers

Steps to Success:

Complete suggested questions

Answer question 1- 10 in link opposite



See next slide for confirmation of week to work from whiterose maths website

<https://whiterosemaths.com/homelearning/year-4/>

Questions

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Family-Challenge-Friday-15th.pdf>

Answer sheet

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Answers-Friday-15th.pdf>

Learning Objective
To create character names thinking
about their origin



Steps to Success:

- 1. Collect some settings where stories could take place.**
- 2. Identify adjectives that help describe a setting or object.**
- 3. Draw a picture using the adjectives to help to add detail.**

English

'Mission Possible'

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Mission1.pdf>

Click on the above link and follow all demonstrations and activities

Pages of unit p 22 - 24

Friday

Spelling [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

Learning Objective- To spell words from the statutory list

Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
3. Complete sentences
4. How many syllables does it have?

Complete all activities on the sheet below the spelling sheet

A **syllable** is a single, unbroken sound of a spoken (or written) word. **Syllables** usually contain a vowel and accompanying consonants. The number of times you hear a vowel (a, e, i, o, u) in a word is equal to the number of **syllables** a word has.

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accidentally	centre	enough	heart	natural	potatoes	strength
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actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Statutory Spelling Word Activity Mat: difference

5

Use a dictionary to define the word **difference**.

Which word classes does the word **difference** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **difference**.

difference

difference

difference

Add the word **difference** to these sentences.

It will make no _____.

"What's the _____?" asked Alice.

What a _____ it makes!

We have a _____ of opinion.

Write the syllables of the word **difference** inside the hands.



Finish off the word **difference**.

diff_____	_____nce
_____ce	di_____

Now write the full word.

Which of these words means the same as **difference**?

disappear dissimilar distrust

Write your own sentence containing the word **difference**.

Edit and improve these words so that they correctly spell the word **difference**.

diference differance diffrunce

Learning Objective To create a fact poster about the digestive system.

Steps to Success:

1. Design a bright and colourful poster that is filled with facts you have learnt about the digestive system.
2. Add pictures/ diagrams to go with your facts.
3. It can be done on the computer or on paper using pens, crayons or paint.
4. Make lettering big and bold

Digestion

The Digestive System

Mouth
Each mouthful of food spends 15 seconds in your mouth.

Oesophagus
Once swallowed, food takes 2 seconds to slide down the oesophagus into the stomach.

Liver
Makes bile which breaks down fat.

Gallbladder
Stores Bile.

Pancreas
Produces digestive enzymes.

Small Intestine
Passing through the 5m long intestine takes up to 6 hours. In the first part, called the **duodenum**, the food is mixed with bile from the **liver** and enzymes from the **pancreas** and **small intestine**. Then further along, the nutrients are passed through the intestine walls into the bloodstream.

Large Intestine
Also known as the colon. Anything not absorbed in the small intestine, passes along the colon. Liquid is absorbed through the walls into the blood, leaving solid waste or faeces which is then expelled from the body. This can take 14 hours.

Rectum

Anus

Appendix

Longitudinal Muscle Layer

Circular Muscle Layer

Oblique Muscle Layer

Stomach Lining

Stomach
Food is churned and mixed with the acid and enzymes in the stomach for 2-4 hours.

What Happens to your Food

Mouth
Food and drink are chewed, mixed with **saliva** then swallowed.

Digestive Tract
This is a tube of 7 metres which starts at your mouth and finishes at the anus. Food passes along the tube, mixing with chemicals known as **digestive enzymes** along the way. These enzymes split the food into smaller and smaller units which are the **nutrients** that the body needs to make it work properly. These nutrients are tiny enough to pass through the wall of the intestine and enter the bloodstream. The blood carries the nutrients round the body to where they are needed for building, repairing and maintaining a healthy person.

Peristalsis

The food is passed through the system by a series of rhythmic muscular contractions. These wave-like contractions are called **peristalsis**. The walls of the tract contract behind the food and push it downward.

Movement of food

Oesophagus

Food

Muscle contraction

Movement of food

The Food Pyramid

Fats and Oils for heat and energy

Animal Proteins for growth and repair

Fruit and Vegetables for health and vitality

Carbohydrates for energy

To stay healthy, you need to eat the correct amount of food from the main food groups. The proportions of foods in a balanced diet form a pyramid.

Body Waste

The "leftovers" from digestion have to be expelled from the body.

We produce 45,000 litres of liquid waste or urine during our lives - enough to fill a fuel tanker!

The solid waste is called **faeces**, which the body pushes out through the anus.

Our anus also releases 2 litres of gas called **flatus** every day - enough to fill a party balloon.

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