Activities for Tuesday 26th January

The Government guidelines state that children in Year 4 should spend 4 hours each day on their learning from home. To make things clearer, we have made a list of how long we would spend on each of today's activities, if we were in school. These are an approximate guide. Please remember to email us some photos of your work at the end of the day. We look forward to seeing how you get on.

Thinking Skills – 15 minutes
Maths– 1 hour
SPAG – 1 hour
Spelling – 30 minutes
POR – 1 hour
Times tables Activity – 15 minutes

Thinking Skills

Write down as many different calculations as you can that give the answer

58

White Rose Maths

L.I – To solve correspondence problems.

Please access this website – https://whiterosemaths.com/homelearning/year-4/spring-week-3-number-multiplication-and-division/

If you are struggling to open the link, please try copying it and pasting it into your internet search engine.

There is a video labelled 'Correspondence Problems' and it will tell you all the information you need to be able to meet the learning intention today.

Remember, you don't need the worksheets as all of the questions are on the next slide. It may help you to watch the whole video before starting the activities on the slides.

Activity 1

■ An ice-cream van has 4 flavours of ice-cream and 2 choices of toppings.

Ice-cream flavour	Toppings
Vanilla Chocolate Strawberry Banana	Sauce Flake

How many different combinations of ice-cream and toppings can be made?

Complete the multiplication to represent the combinations.

___ × ___ = ___   There are ____ combinations.

Activity 2

Jack has two piles of coins.
He chooses one coin from each pile.
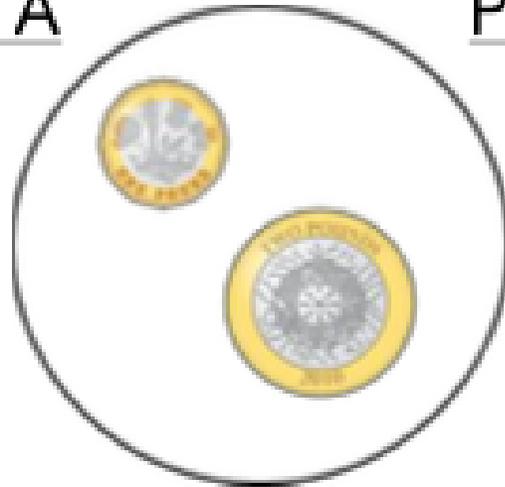
Pile A   Pile B
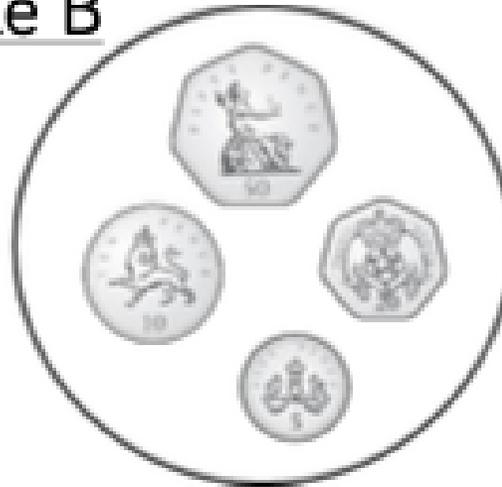
What are all the possible combinations of coins Jack can choose?
What are all the possible totals he can make?

Problem Solving 1

Here are the meal choices in the school canteen.

Starter	Main	Dessert
Soup Garlic Bread	Pasta Chicken Beef Salad	Cake Ice-cream Fruit Salad

There are 2 choices of starter, 4 choices of main and 3 choices of dessert.

How many meal combinations can you find? Can you use a systematic approach?
Can you represent the combinations in a multiplication?

If there were 20 meal combinations, how many starters, mains and desserts might there be?

Problem Solving 2

Alex has 6 T-shirts and 4 pairs of shorts.
Dexter has 12 T-shirts and 2 pairs of shorts.
Who has the most combinations of T-shirts and shorts?
Explain your answer.

Answers

Here are the meal choices in the school canteen.

Starter	Main	Dessert
Soup Garlic Bread	Pasta Chicken Beef Salad	Cake Ice-cream Fruit Salad

There are 2 choices of starter, 4 choices of main and 3 choices of dessert.

How many meal combinations can you find? Can you use a systematic approach?
Can you represent the combinations in a multiplication?

If there were 20 meal combinations, how many starters, mains and desserts might there be?

There are 24 meal combinations altogether.
$2 \times 4 \times 3 = 24$

20 combinations
$1 \times 1 \times 20$
$1 \times 2 \times 10$
$1 \times 4 \times 5$
$2 \times 2 \times 5$
Accept all other variations of these four multiplications
e.g. $1 \times 20 \times 1$

Answers

Alex has 6 T-shirts and 4 pairs of shorts.
Dexter has 12 T-shirts and 2 pairs of shorts.
Who has the most combinations of T-shirts and shorts?
Explain your answer.

Alex and Dexter have the same number of combinations of T-shirts and shorts.

SPAG - Prepositions

- Prepositions show the relationship between one thing and another.

- Prepositions have three functions –

1. They are words or phrases that describe place
2. They are words or phrases that describe time
3. They are words or phrases that describe cause

Where Is Everything?

Look at this bedroom scene. Can you describe
**where everything is?**

Where Is Everything?
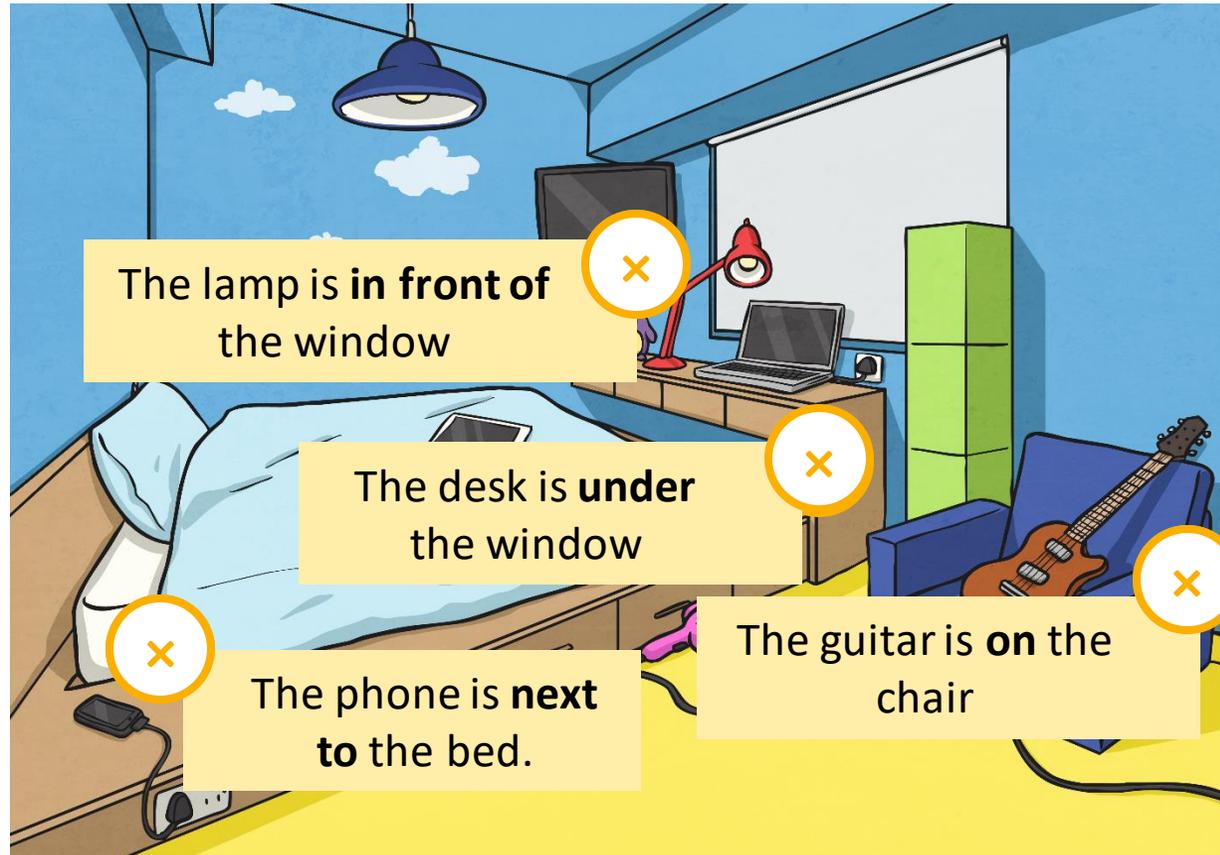
Preposition Mind Map

How many different words or phrases (**prepositions**) can you think of to describe **time**, **place** or **movement**?

across

under

before

below

at six o'clock

through

Prepositions

after

toward

on

in

above

above

beside

off

with
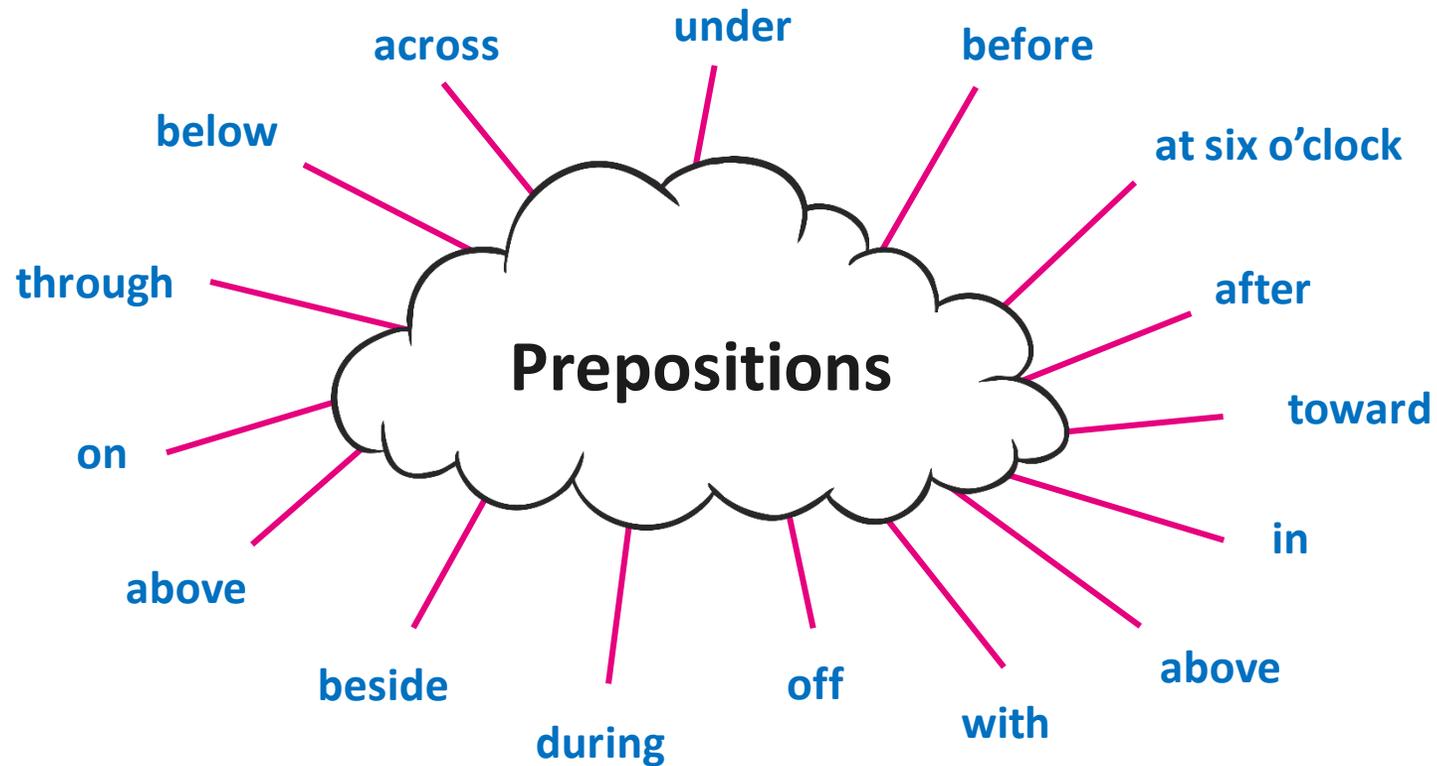
during

Add a Preposition

Read the sentences below and add a **preposition** which describes the place, time or cause.

The girl held her arms ____**above**____ her head.

Go and sit ____**next to**____ Stan.
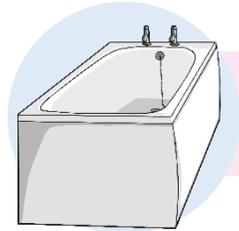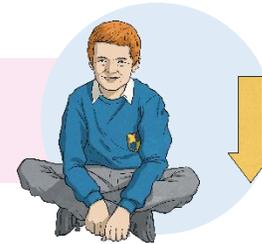
Joe was ____**in**____ the bath when the phone rang.

They hid **under** the table ____**during**____ an earthquake.

Look at the prepositions in the box below. Sort them into the table based on their purpose: **place**, **time** or **cause**.

adjacent to	on	because of	on Thursday
beside	due to	after	thanks to
at the weekend	before	in between	across
under	following	owing to	since

Place	Time	Cause

Find the Preposition

In each of the sentences below, underline the word that is the preposition. Then try and identify if the preposition shows **time**, **place** or **cause** by writing each one of these words in the box provided. The first one has been done for you.

1. The squirrel sat <u>on</u> the branch.

2. After football training, I went home.

3. The tennis match was cancelled due to the bad weather.

4. There was a celebration in honour of the Queen.

5. At 12 o'clock, the children have their lunch.

6. The car was parked opposite the shop.

7. There was a fire drill during our English lesson.

8. Since yesterday, I have felt very ill.

9. The dog stood between his owners.

Place

Activity Answers

Sort it! Sort it!

1. Look at the prepositions in the box below. Sort them into the table based on their purpose: **place**, **time** or **cause**.

   Place: under, on, beside, adjacent to, in between, across.

   Time: before, after, following, on Thursday, at the weekend, since.

   Cause: thanks to, due to, because of, owing to.

Activity Answers

Find the Preposition

In each of the sentences below, underline the word that is the preposition. Then try and identify if the preposition shows time, place or cause by writing each one of these words in the box provided. The first one has been done for you.

1.   The squirrel sat **on** the branch.   **Place**

2.   **After** football training, I went home.   **Time**

3.   The tennis match was cancelled **due to** the bad weather.   **Cause**

4.   There was a celebration **in honour of** the Queen.   **Cause**

5.   **At 12 o'clock**, the children have their lunch.   **Time**

6.   The car was parked **opposite** the shop.   **Place**

7.   There was a fire drill **during** our English lesson.   **Time**

8.   **Since yesterday**, I have felt very ill   **Time**

9.   The dog stood **between** his owners.   **Place**

- A preposition is a word that shows the relationship between one thing and another.

- It might tell you where a thing is in relation to something else. For example – The house was built under the ground.

- It might tell you when something is in relation to another event. For example – The ceiling would not stop leaking until the hole was fixed.

- Can you write 5 of your own sentences using a range of different prepositions.

- Try to mix them up and use prepositions to describe where something is in relation to something else and when something is in relation to another event.

- Look back at the previous slides to help you, if you get stuck.

Spellings – er and est

- We are going to use the Oak Academy website to help us learn about the suffixes er and est.

- You will need a piece of paper and a pencil.

- Remember to keep a record of your spelling score and sent it to me. ☺

- Here is the link you will need - https://teachers.thenational.academy/lessons/to-investigate-suffixes-er-and-est-suffixes-ccw32d

English
LI: To interview a character

I can order questions from most important to least important

I can ask questions about a characters life

I can respond to a text

Libba played and played. And before you could say "DANG,"
she'd written her first song.

She wasn't even thirteen yet!

"Freight train, freight train run so fast

Freight train, freight train run so fast

Please don't tell what train I'm on

They won't know what route I've gone."
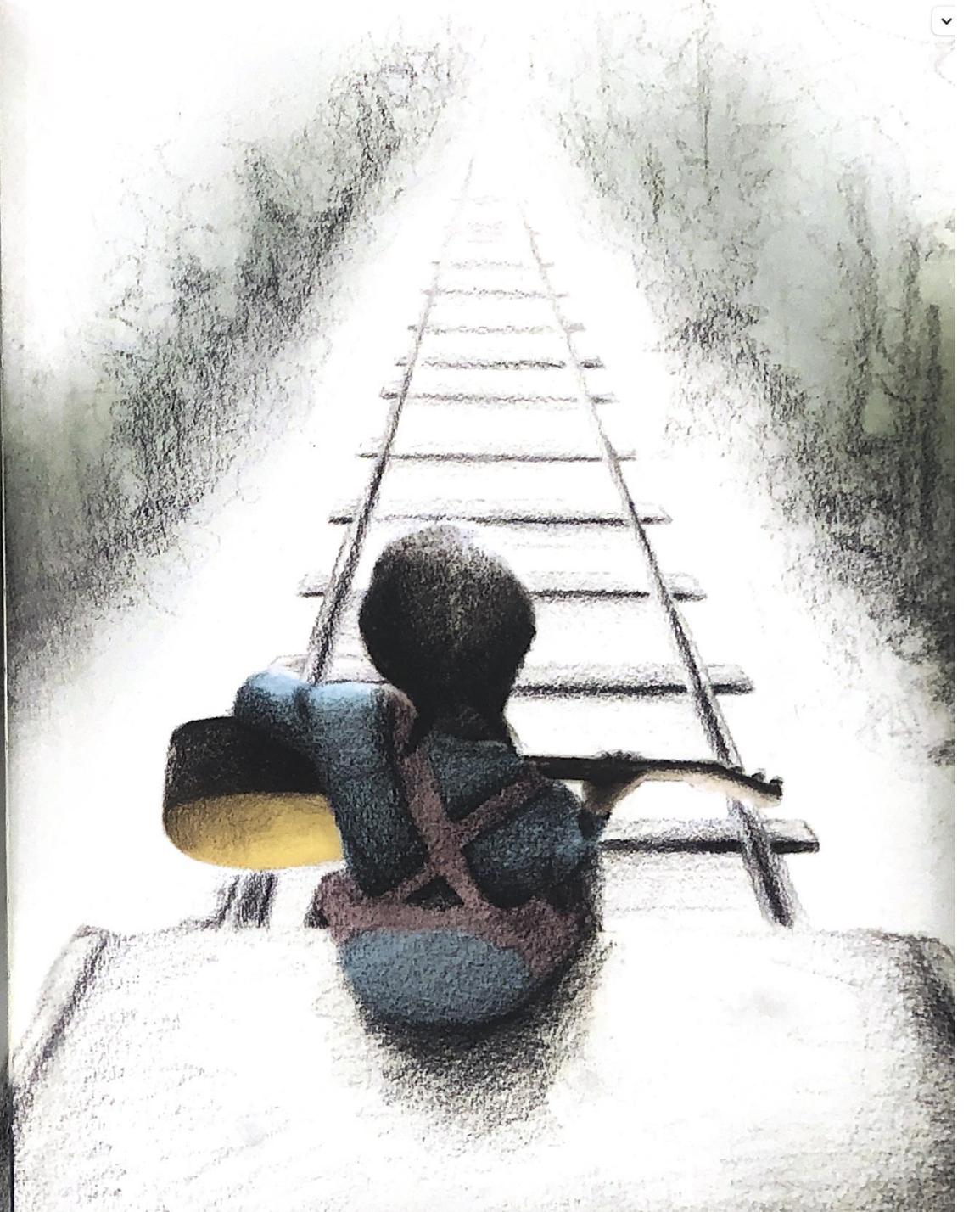
Looking at the next double page spread in the book, answer the following questions…

- *How has Libba's hard work paid off?*

- *Do you think it is surprising she wrote a song at such a young age?*

- *Has this changed your thoughts on the song 'Freight Train' since when we listened to her performing it as an elderly lady?*

Your task…

Think about everything we know about Libba so far and the what life was like for black families in the late 19th century and early 20th century in North America (remember this was after slavery however unfair treatment and inequalities still existed. Such as segregation and poverty).

Your task is to pretend you are interviewing a 13 year old Libba who has just written her first song, 'Freight Train'. Write down all of the questions you would like to ask her in the interview and rank them from most important to least important using the diamond pyramid on the next slide.
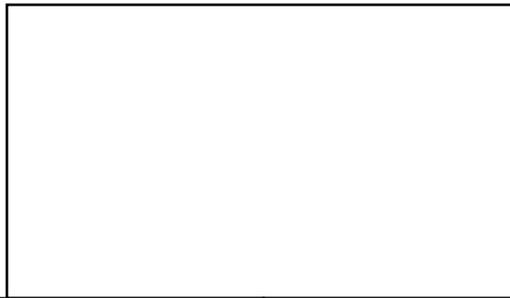
Most important
question
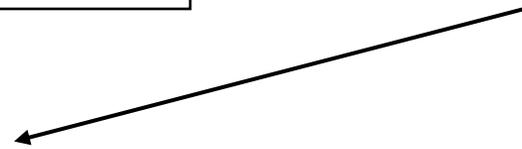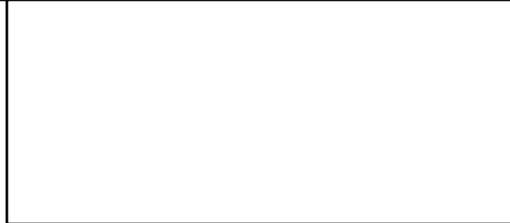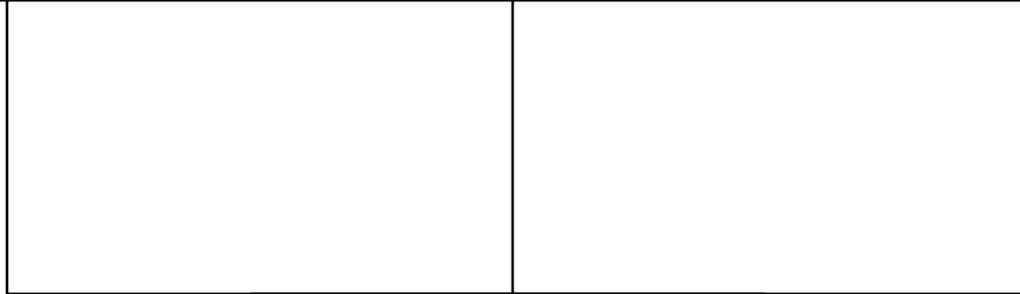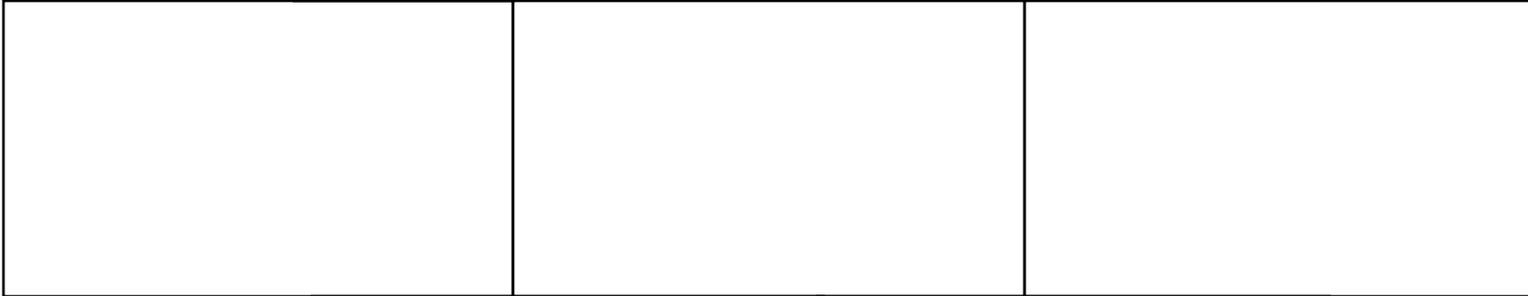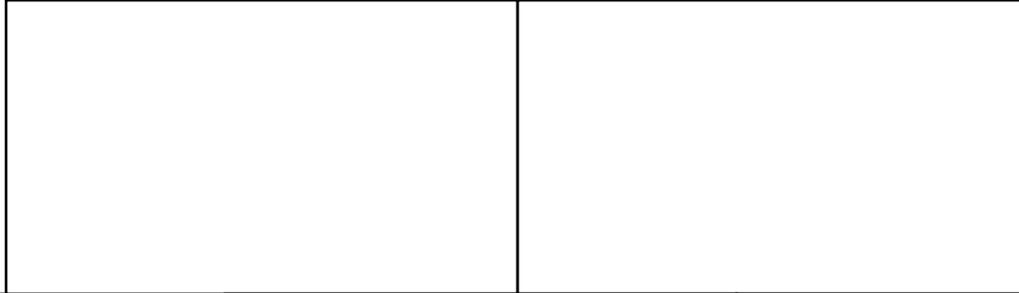
Least important
question

What is life like growing up in an unfair/unjust society?

Most important question

Do you worry about your father's job as a dynamite setter?

What made you want to write a song about freight trains?

How did it feel when you were able to buy your first guitar?

Least important question

Times Tables Activity

Rainbow Multiplication

Can you write out the times tables you are learning using multi-colours?

Multiplication	Multi-coloured x tables
1 x	
2 x	
3 x	
4 x	
5 x	
6 x	
7 x	
8 x	
9 x	
10 x	