



Activities for Thursday 28th 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

POR - 1 hour

Spelling – 30 minutes

Science - 1 hour

Times Table Activity – 15 minutes



Thinking Skills

Try to get as close as you can to the target number using these six numbers:

75 25 50 3 7 1

Target Number: 598

Use each number only once.
You can use addition, subtraction, multiplication
and division.

L.1 – To count the squares to find the area of a shape.

Please access this website – <https://whiterosemaths.com/homelearning/year-4/spring-week-4-measurement-area/>

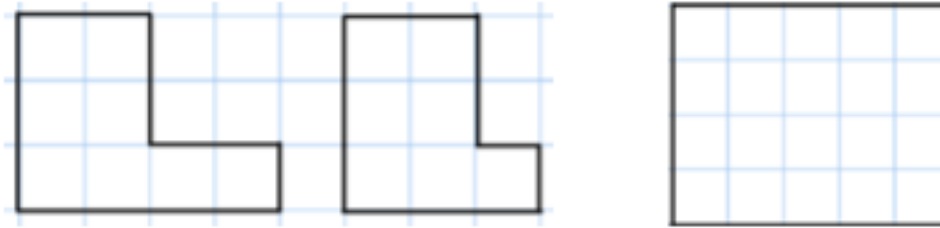
If you are struggling to open the link, please try copying it and pasting it into your internet search engine.

There is a video labelled 'Counting Squares' 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.

Activities 1 and 2

- 1) Complete the sentences for each shape.



The area of the shape is ____ squares.



- 2) Here is a patchwork quilt.
It is made from different coloured squares.
Find the area of each colour.

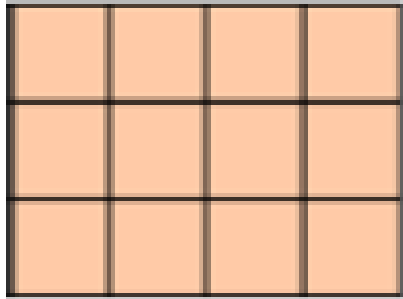
Purple = ____ squares Green = ____ squares
Yellow = ____ squares Orange = ____ squares



Activity 3



Jack uses his times-tables to count the squares more efficiently.

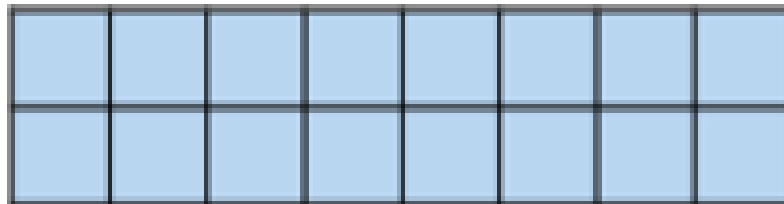


There are 4 squares in 1 row.

There are 3 rows altogether.

3 rows of 4 squares = 12 squares

Use Jack's method to find the area of this rectangle.



Problem Solving 1

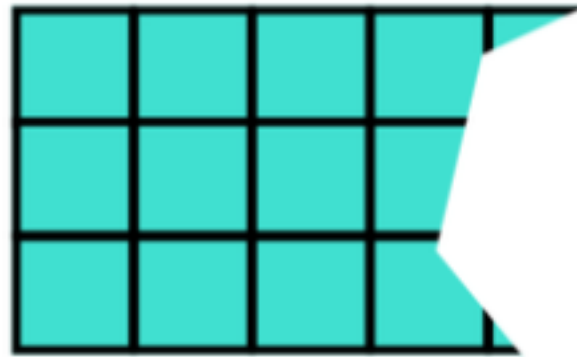
Dexter has taken a bite of the chocolate bar.



The chocolate bar was a rectangle.
Can you work out how many squares of
chocolate there were to start with?

Problem Solving 2

This rectangle has been ripped.



What is the smallest possible area of the original rectangle?

What is the largest possible area if the length of the rectangle is less than 10 squares?

Problem Solving Answers

Dexter has taken a bite of the chocolate bar.

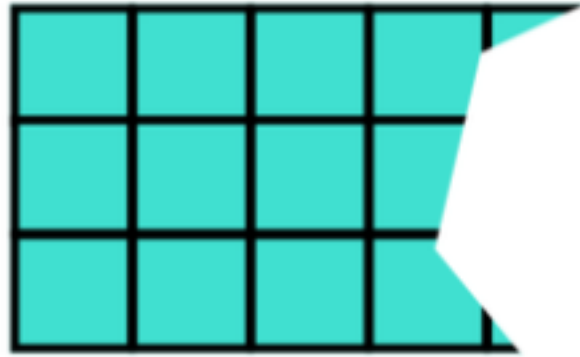


The chocolate bar was a rectangle.
Can you work out how many squares of
chocolate there were to start with?

There were 20
squares. You know
this because two
sides of the
rectangle are
shown.

Problem Solving Answers

This rectangle has been ripped.



What is the smallest possible area of the original rectangle?

What is the largest possible area if the length of the rectangle is less than 10 squares?

Smallest area – 15 squares.

Largest area – 30 squares.

LI: To make links between a book and the period of time it was set



I can begin to understand what life was like living through segregation



I can develop my understanding of segregation

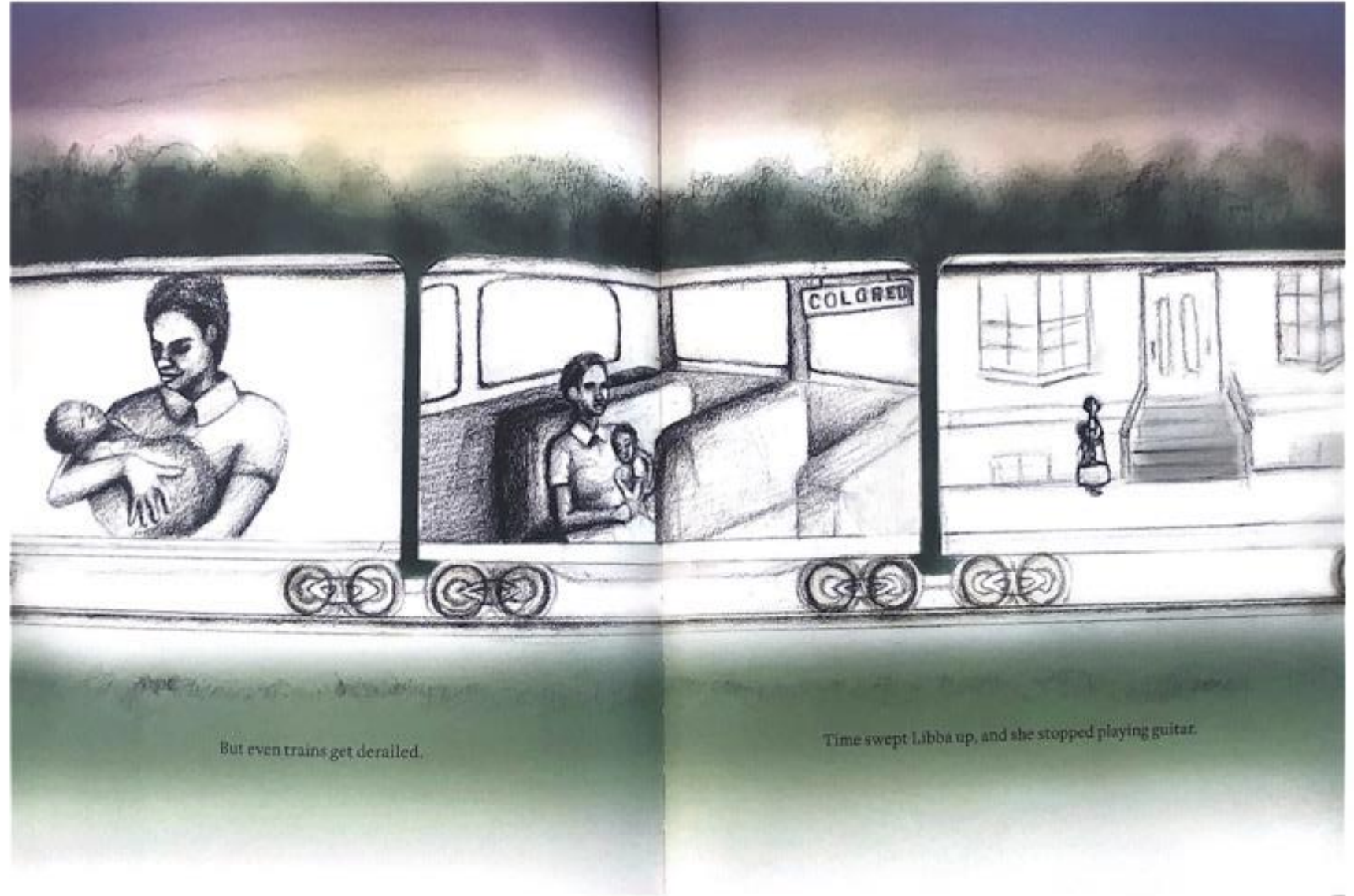


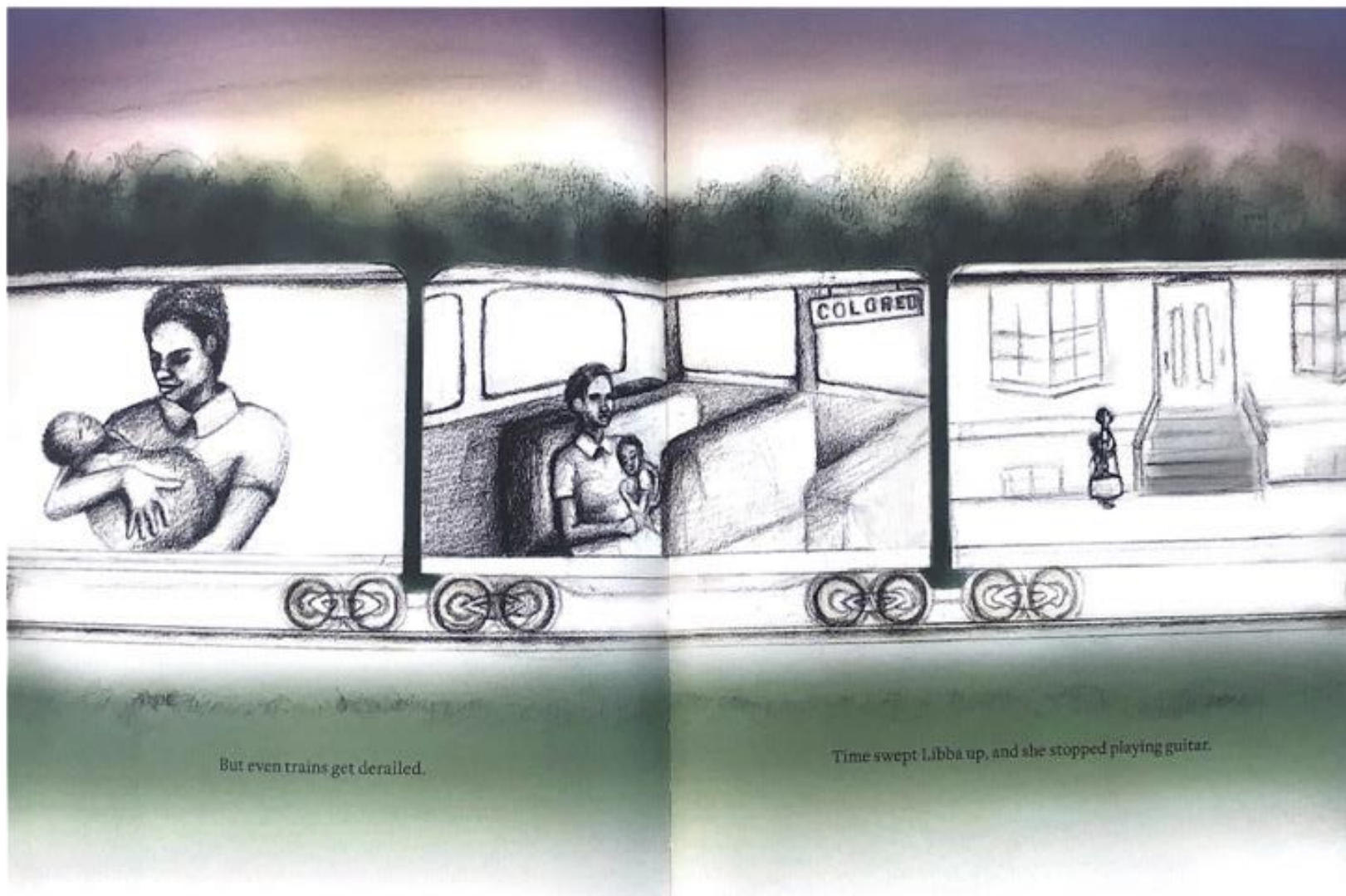
I can infer from an illustration



Have a look at the next double page spread in the book...

- What do you think is happening?
- Who might these figures be?
- How old do you think Libba is now?
- How much time do you think has passed in between each drawing?
- Why is she looking up at the door like that? Where could she be?





This illustration shows an extended period of time in Libba's life. She had a baby, travelled out of town and arrived at a large house with a suitcase in her hand.

Why do you think there is a sign saying 'coloured' in the second panel?



After the abolition of slavery, some of the people in government still wanted to reclaim power over the freed slaves. This led to the creation of 'Jim Crow' laws. The Jim Crow laws required that people of colour were separated (or segregated) from white people in public. This meant that they could not attend the same schools, sit together on public transport, or live in the same neighbourhoods. It even affected which jobs they could take and therefore how much money they could earn. This was segregation.





In 1896, only a few years after Libba was born, the act of segregation was ruled constitutional in America. This meant that the central government had agreed that it was acceptable and legal for those **segregation** laws to exist.





Your task...

Think about the following question...

How would it feel if you were told you couldn't do something, go somewhere, be something because of the colour of your skin?

In the middle of your page write the word 'segregation' around it, describe all of the things you wouldn't be able to do, how your life would be different and how this would make you feel.



Segregation

Spellings – er and est

- We are going to continue using the Oak Academy website to help us learn about the suffixes er and est.
- You will need a piece of paper, a pencil and some colouring pencils.
- Remember to keep a record of your spelling score and sent it to me. 😊
- Here is the link you will need –
<https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-er-and-est-suffixes-including-test-6gwkje?activity=video&step=1>

Science – Making Music

L.I – I can make a musical instruments to play different sounds.



Making Music

You have been learning all about sound.



Today, you are going to use your knowledge and understanding of sound, including pitch and loudness, to design and create your own musical instrument!



Your musical instrument should be able to make high, low, loud and quiet sounds.

You can use junk modelling items to create your musical instrument. Speak with your adult to see what resources you have available. These could be old shoe boxes, cereal boxes, bottles, etc.

You can make a string, wind or percussion instrument.

Talk to your adult about your first thoughts about this challenge.



Making Music



Did you come up with some ideas?

Watch this clip to see a band called 'Weapons of Sound', who make all their instruments out of junk. Look carefully to see how they change the sounds their musical instruments make. Can you see anything that will help you make your own musical instrument?



<https://www.bbc.co.uk/bitesize/clips/z32qxn timer>



Design and Create

Use your Making Music
Activity Sheet to design your
musical instrument.

Look at the materials you
have available, and decide
how you will use them to
bring your ideas to life. Make
sure you plan how you will
make your musical
instrument play high, low,
quiet and loud sounds.

Design and Create

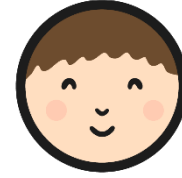
What will you use to make your musical instrument? Draw or write a list of things you will need.

Draw a picture of how you think your musical instrument will look when it is finished. Label it to show what each part will be made from and how it will work.

How will you make high and low sounds on your musical instrument? Draw a picture or write about it.

How will you make loud and quiet sounds on your musical instrument? Draw a picture or write about it.

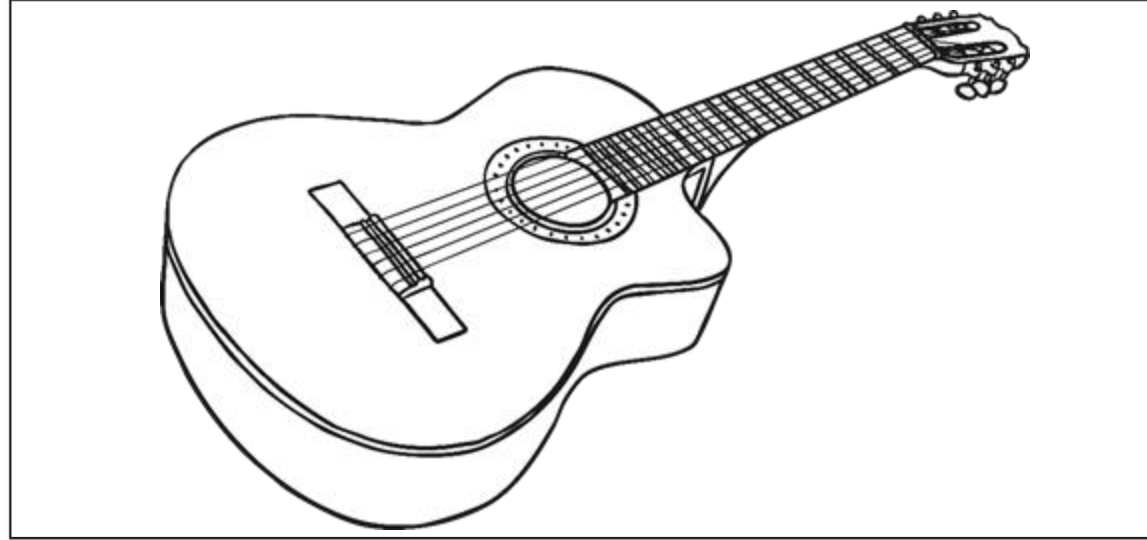
Design and Create



Now it's time to turn your plan into reality! Use your design to create your musical instrument.

While you make it, remember to try it out at regular intervals to make sure it works the way you want it to. If you come across any problems, think carefully to find a solution. Try different ideas if you need to.

Draw a picture of how you think your musical instrument will look when it is finished. Label it to show what each part will be made from and how it will work.



Test and Evaluate



Once your musical instrument is complete, you need to test it out.

Practise how you play your instrument and how you use it to make different sounds. Think about whether your musical instrument has turned out the way you planned it.

Complete the Evaluation sheet on the following slide, explaining how your musical instrument works.

You can share your instrument and all of this information with us during our Show and Tell session on Microsoft Teams on Friday if you would like.

We look forward to seeing what you have created. 😊

Test and Evaluate

Test your musical instrument out to see how well it works.

Has it turned out how you expected?

How did you solve any problems you had while making it?

Can you explain how you can hear different sounds from your musical instrument?
Refer to vibrations, particles and your ear, as well as high, low, loud, and quiet sounds.

You may want to stick a photo of your musical instrument below.

Times Table Activity



Fancy Times Tables

Use your fanciest handwriting to copy out your x tables

example $2 \times 9 = 18$

