

Remote Learning Plan!

Hello Year 4!

During the next few weeks, we will be providing the children with remote learning on a daily basis. The work will be available on the website the day before e.g. Monday's work will be online Sunday.

Everyday the remote learning will consist of:

1. English Lesson
2. Maths Lesson
3. Reading Lesson
4. One other curriculum lesson (PSHE, Art etc)

We will be available during the hours of 9am and 4pm so please feel free to contact us!

The some of the work provided will be split into the star levels that the children use everyday in class (1,2 3).

Stay safe everyone!

Miss Jones, Mrs Jukes, Mrs Kuczynska and Mrs Sisson.

English: Please read the file 'Peace Lily - Story'. The English lessons will be based on this story.

Objective: To make inferences about a character.

1 Star - After reading the story 'Peace Lily' complete the hearts and minds task on the next slide. On one side, write down how you think Lily will feel after different points in the story. On the other side, write down what she might be thinking?

For example:

I think Lily feels sad when Ben and Ray go to war.




Lily is worried about her friends as she doesn't know if they will survive the war.

2/3 Star - We often make assumptions about character based on what we read.

Use the example opposite to write 3 assumptions about Lily.

You might assume she is brave, loyal, kind, daring, friendly etc.

Start with your assumption. Then explain how you know that and finally, does your assumption make you question anything about her.

	<i>The thought bubble is what we infer or an assumption about a character.</i>
	<i>The magnifying glass is evidence to support your thoughts.</i>
	<i>The puzzle piece is any questions we have about the text or character.</i>

We assume that Lily is a kind person.

We know this because she saves Ben. Even though they believed Ben could not be saved by sending the Padre, Lily did not listen.

I wonder if Lily was able to save others like Ben when they believed they could not survive?

Maths:

Objective: To multiply by 10.

Tth Ten Thousands 10 000	Th Thousands 1000	H Hundreds 100	T Tens 10	U Units 1
	3	4	2	0

Diagram illustrating the place value columns for multiplying by 10. The columns are labeled: Tth (Ten Thousands, 10 000), Th (Thousands, 1000), H (Hundreds, 100), T (Tens, 10), and U (Units, 1). The original digits are placed in the correct place value column. The digits 3, 4, and 2 are moved one place to the left from the original positions (3 in T, 4 in H, 2 in T) to the new positions (3 in Th, 4 in H, 2 in T). A zero is placed in the Units column.

Place your original digits in the correct place value column. Move all the digits one place to the left, like the example provided.

1* - See next slide for multiplying by 10 questions.

2* - Complete the White Rose Hub Questions.

3* - Complete the White Rose Hub Questions and then the missing number sheet (What number did they start with?)

Multiplying by 10!

When you multiply by 10, move all the digits one place to the left, **putting a zero in the empty space.**

E.G $21 \times 10 = 210$

Hundreds	Tens	Ones
	2	1
2	1	0

Diagram illustrating the multiplication of 21 by 10. The original digits 2 and 1 are placed in the Tens and Ones columns respectively. The digits are moved one place to the left, resulting in 2 in the Hundreds column, 1 in the Tens column, and 0 in the Ones column. The equation $21 \times 10 = 210$ is shown below.

1 STAR TASK!

$82 \times 10 = \underline{\quad}$

$66 \times 10 = \underline{\quad}$

$14 \times 10 = \underline{\quad}$

$58 \times 10 = \underline{\quad}$

$42 \times 10 = \underline{\quad}$

$56 \times 10 = \underline{\quad}$

$63 \times 10 = \underline{\quad}$

$42 \times 10 = \underline{\quad}$

$54 \times 10 = \underline{\quad}$

$816 \times 10 = \underline{\quad}$

$711 \times 10 = \underline{\quad}$

$287 \times 10 = \underline{\quad}$

$224 \times 10 = \underline{\quad}$

$567 \times 10 = \underline{\quad}$

$302 \times 10 = \underline{\quad}$

$879 \times 10 = \underline{\quad}$

$440 \times 10 = \underline{\quad}$

$379 \times 10 = \underline{\quad}$

3 STAR EXTRA TASK!

1. $\times 10 = 190$

3. $\times 10 = 130$

5. $\times 10 = 150$

7. $\times 10 = 380$

9. $\times 10 = 260$

11. $\times 10 = 370$

13. $\times 10 = 460$

2. $\times 10 = 160$

4. $\times 10 = 170$

6. $\times 10 = 370$

8. $\times 10 = 250$

10. $\times 10 = 280$

12. $\times 10 = 580$

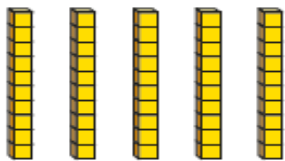
14. $\times 10 = 590$

2/3 STAR TASK!



Multiply by 10

1 Complete the calculation shown in base 10



$$5 \times 1 \text{ ten} = \boxed{} \text{ tens}$$

$$5 \times 10 = \boxed{}$$

2 Complete the number sentences.

a) $2 \times 10 = \boxed{}$

d) $7 \times 10 = \boxed{}$

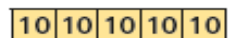
b) $4 \times 10 = \boxed{}$

e) $10 \times 6 = \boxed{}$

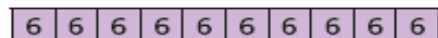
c) $10 \times 8 = \boxed{}$

f) $\boxed{} = 3 \times 10$

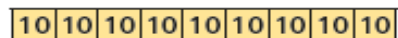
3 Match the bar models to the multiplications.



5×10



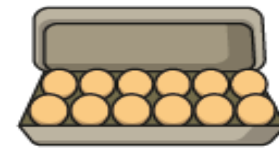
10×9



6×10



- 4 Tom has 10 boxes of eggs.
There are 12 eggs in each box.
How many eggs does he have altogether?



Tom has eggs.

5 Complete the sentences.

H	T	O
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1

Each row has ten and ones.

There are rows.

The calculation is \times =



- 6 Use counters on a place value chart to work out 23×10

$$23 \times 10 = \square$$

- 7 Which of these is the odd one out? Tick your answer.

There are 10 teams with 7 players on each team.

There are 10 red flowers and 7 yellow flowers.

There are 7 ten frames with 10 counters in each.

Talk about it with a partner.



- 8 Complete the calculations.

a) $45 \times 10 = \square$

e) $10 \times \square = 140$

b) $36 \times 10 = \square$

f) $\square = 40 \times 10$

c) $\square = 10 \times 78$

g) $32 \times 10 = 10 \times \square$

d) $31 \times \square = 310$

h) $670 = 2 \times 5 \times \square$

- 9 Eva walks 60 m to school.

Teddy walks 10 times as far as Eva to school.

How far does Teddy walk to school?

Teddy walks m to school.

- 10 Amir thinks of a 2-digit number.

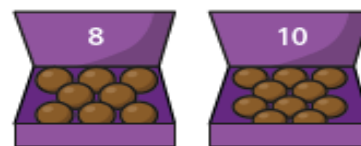
He multiplies it by 10



My answer is between 755 and 795

Write all the numbers Amir could be thinking of.

- 11 Chocolates come in boxes of 8 and 10



Rosie needs to buy 80 chocolates.

- a) What boxes could Rosie buy?

- b) What is the fewest number of boxes Rosie needs to buy?



Reading: Every day the children will receive a new chapter from our book 'The Boy Who Biked the World'. Please complete the following tasks after reading the chapter.

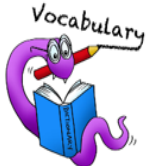


Objective: To write a letter from Tom's perspective.

Note: For today ONLY, 4S will have a separate task (See other slide). This is due to them completing the original task last week in class. From tomorrow, all classes will have the same task.

Task 2...

Tom has been away from home for a long time now. He has been to France, Germany, Turkey and now The Middle East.

Task 1... Answer the following questions.

Text Title: The Boy Who Biked The World by Alastair Humphreys	
 Vocabulary	What is 'Salaam Aleikum'? What does Tom mean when he says 'ultimate temple'?
 infer	Why did Tom use his fingers to buy bananas?
 Predict	Where will Tom go next? Use an Atlas to help!

2/3* - Write a letter from Tom to his family. Remember to tell them everything you have done and seen. You can add some images if you like.

REMEMBER - You ARE Tom!

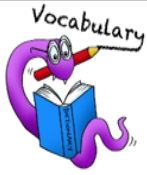


1* - Write a postcard home from either France, Turkey or Germany. What would the picture look like? What would you tell them?

4S ONLY!

Objective: To decide on my own final destination.



Task 1... Answer the following questions.

Text Title: <i>The Boy Who Biked The World</i> by Alastair Humphreys	
 Vocabulary	What is 'Salaam Aleikum'? What does Tom mean when he says 'ultimate temple'?
 infer	Why did Tom use his fingers to buy bananas?
 Predict	Where will Tom go next? Use an Atlas to help!

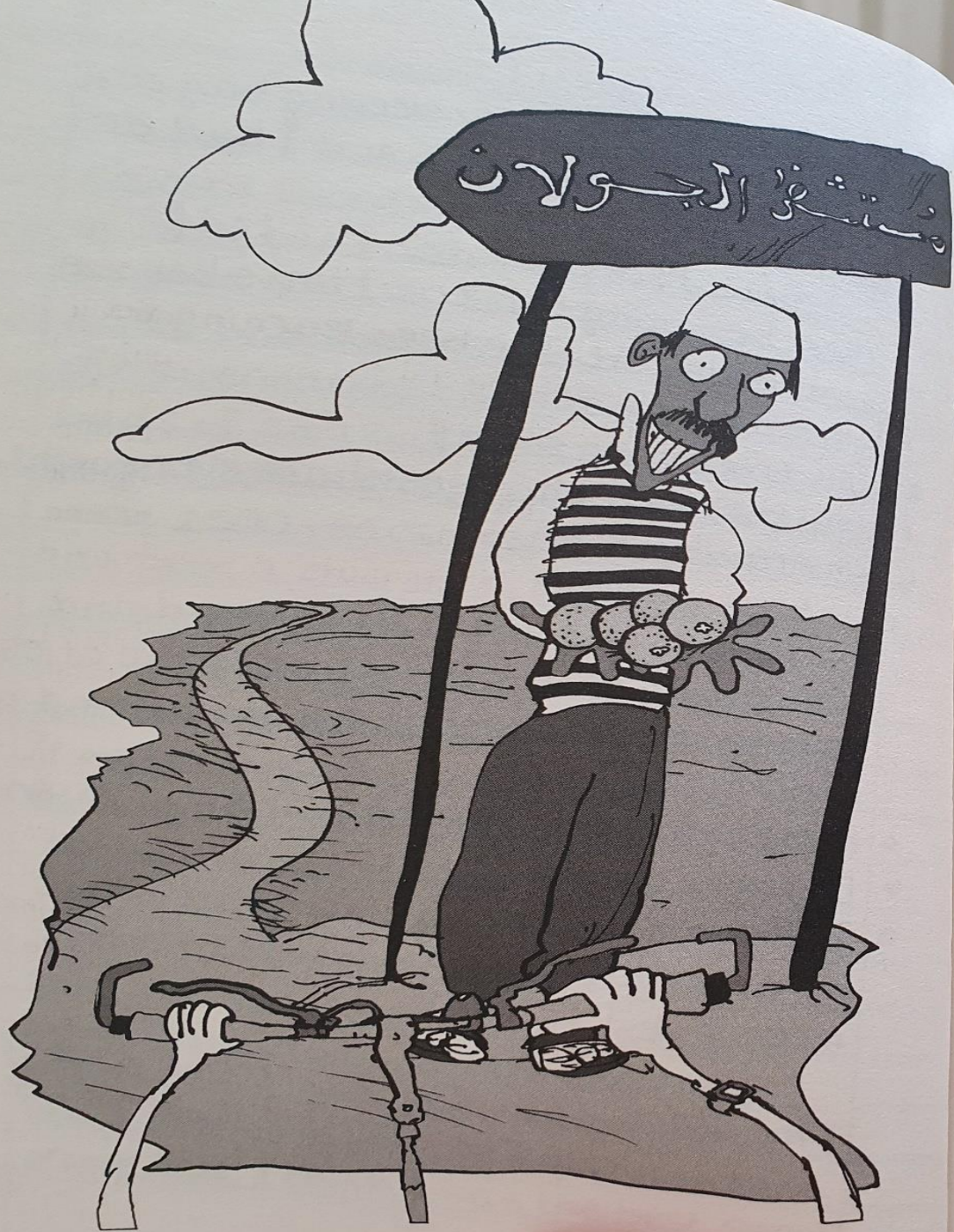
Task 2...

Imagine that you were going to bike somewhere in the world like Tom. His aim was to bike around the world. Answer the following questions and write a paragraph for your responses.

Where would you like to bike to in the world?

Why would you like to go there?

Can you find 5 interesting facts about your destination?



SALAAM ALEIKUM!

After Turkey Tom rode into an area known as the Middle East, which consists of several different countries. The language of the Middle East is Arabic. Tom once again began learning new words. But he was faced with an extra difficulty in Arabic: even the alphabet was totally different. Suddenly shopfronts looked as though they had been splattered by spaghetti rather than words! His journey had just become even more difficult.

"How could all these squiggles be words?" thought Tom, helplessly. He could not even understand the road signs or distance signs because numbers are also written differently in Arabic. Tom had to use his fingers to explain how many bananas he wanted to buy when he pointed to them in shops.

Of course to the local people Arabic was easy and normal, and they would have found the English language just as funny-looking and difficult. Arabic is the fifth most common language on Earth, spoken by nearly 250 million people, so Tom thought he had better start learning.

The first thing Tom learned was how to greet people.

"*Salaam aleikum!*" shepherd boys shouted from the fields. In the mornings the people in the bakeries where Tom

bought delicious, fresh flat bread (so hot he had to juggle it back to his bike), would smile and say "Salaam aleikum."

In fact every single person Tom met would say "Salaam aleikum!" to him.

Tom learned how to reply to this greeting which means "Peace be with you!"

He said "Aleikum salaam" which means "And peace to you also."

This greeting is used by every Muslim person in the world. A Muslim is someone who follows the religion of Islam. Islam is the second largest religion in the world and the biggest one in the Middle Eastern countries Tom was riding through.

Tom was on his way to Baalbek in Lebanon to see the largest Roman temples in the world. He had also been told about 'Hajar-al-Habla,' the biggest brick in the world which lay near to the temples. He definitely wanted to see that. The Romans had dreamed of building the ultimate temple, using bricks bigger than a bus! Tom couldn't even imagine how big this temple would have been. However, after carving the first giant brick out of stone in a quarry, the Romans realised that it was maybe just a bit too big. It weighed 1200 tons! So in the end they only made the first brick.

Baalbek was an exciting place. The temples were so well preserved that Tom found it easy to imagine Romans living there 2000 years ago. Six huge columns towered above him. Tom learned that eight more of the original stone columns had been taken down and carried by ship to Istanbul 1500 years ago. They were used in the building of Hagia Sophia

which Tom had recently visited. This journey was teaching Tom how the history of so many different countries and cultures are all mixed up together.

The historic city of Petra in Jordan was even more astonishing. It took Tom about two weeks to ride there from Baalbek. Petra was another ancient city. Incredible temples and buildings have been carved into the side of cliffs. Although Petra was 2000 years old, people in Europe did not even know it existed until a Swiss explorer called Johann Ludwig Burckhardt re-discovered it just 200 years ago.

Petra is hidden away down a narrow, winding canyon. Tom pedalled down its winding route for about a mile. The steep rock walls rose up above him on both sides and he could see only a tiny slice of sky far, far above him.

"What an unbelievable entry to a city!" Tom thought to himself. "No wonder it stayed secret for so long."

But that was nothing compared to his excitement when he reached the end of the narrow gorge. Facing him, rising up from the sandy floor, was an enormous building carved out of the cliff known as the Treasury.

It was a beautiful rose-red colour. Tom's jaw dropped as he stared up at it. If people could make something so wonderful 2000 years ago then he could definitely ride his bike around the world. He was inspired to believe that he could actually do it.

Who discovered
Petra?

THE MIDDLE EAST

Riding through the Middle East, I have learned a lot about the religion of Islam. Each year there is one holy month for Muslims, called Ramadan. It had just started when I got there. During Ramadan Muslims are not ~~allowed~~ supposed to eat or drink anything between sunrise & sunset - even water!

Muslim people use this month to think extra hard about how to live a better life that Allah (God) would approve of. I have tried to follow other cultures' traditions while on my journey, but I don't have to follow the rules of Ramadan, because:

- 1 I am not a Muslim and
- 2 I am on a journey!

Going on long journeys is so hard that you cannot manage without food, so you're let off all the normal rules. In other words, I need my banana sandwiches and water bottle at all times of the day!

The Arabic language

Arabic is extra hard for me because it doesn't use the letters that I'm used to, plus it's written from right to left (so 'hello' would read 'olleh'). Here are some words I have learned in Arabic. I got someone I met to write the letters out for me - I can't do it!

English	Arabic	How it sounds
hello	سلام	salaam
goodbye	مع السلامة	mah-ah-salaama
please	من فضلك	min-fah-dlak
thank you	شكراً	shoo-krahn
bicycle	دراجة	dah-rahj-ah
food	أكل	ah-kell
water	ماء	mah-ah

0 1 2 3 4 5 6 7 8 9 = ٩ ٨ ٧ ٦ ٥ ٤ ٣ ٢ ١ ٠

Even though I normally count numbers out on my fingers, I wanted to learn what numbers look like in Arabic because I found out that's where our own numbers come from!

Other Subject: Art

Objective: To research a famous artist.

This half term our art lessons will focus on an artist... Henri Matisse.

1* - Create a fact file about Henri Matisse. Use the template on the next slide to help!

2* and 3* - Create a poster all about Henri Matisse.

You can find your own research about Henri or use any of the links below to help.

https://www.ducksters.com/biography/artists/henri_matisse.php

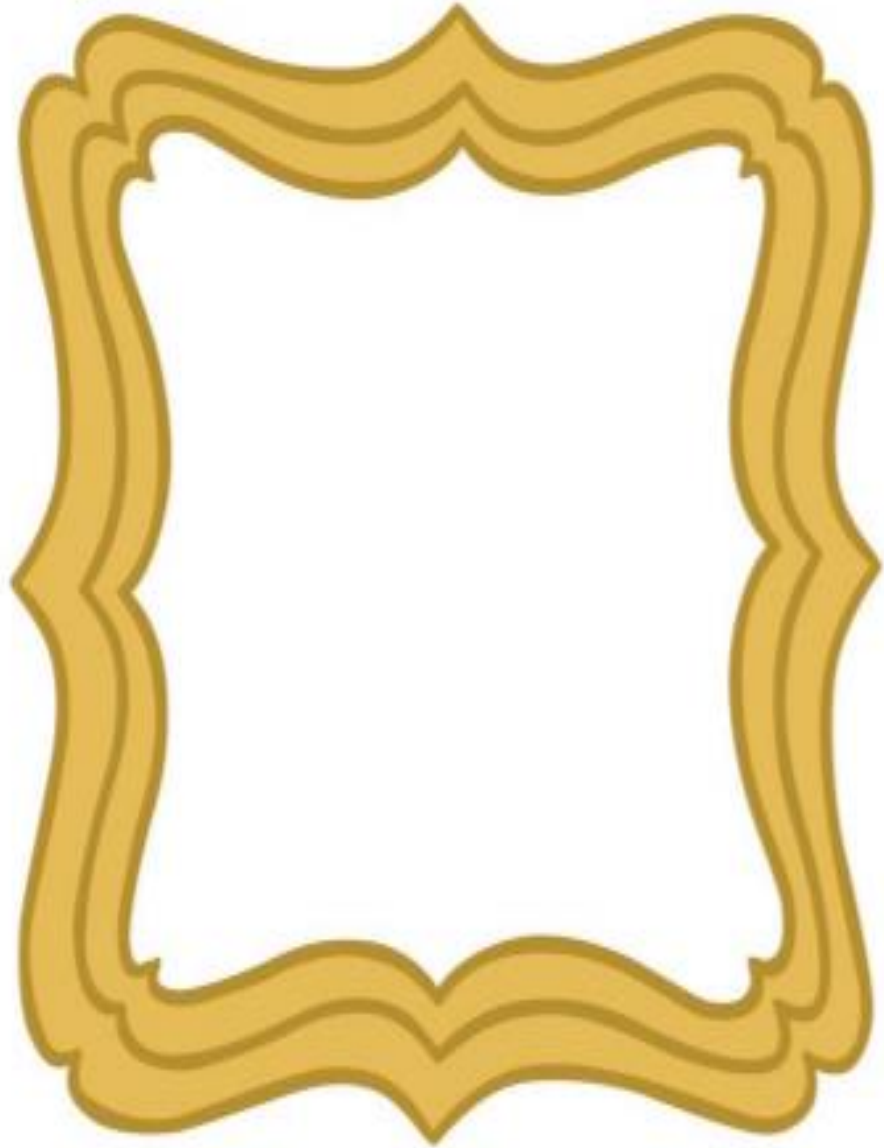
https://kids.kiddle.co/Henri_Matisse

<https://primaryfacts.com/845/10-henri-matisse-facts/>



Artist Study

Artist Name:



4 interesting things you've learned about this artist:

1. _____

2. _____

3. _____

4. _____
