

## 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-4pm so please feel free to contact us on our new e-mail

[njs.year4@taw.org.uk](mailto:njs.year4@taw.org.uk)

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:

**Objective:** To write creatively using an idea or stimulus.

Main task...

Free Writing Friday!

Use the images of Odin's creation to create a piece of writing.

You might write a letter, diary, story or poem.

It is up to you!



## Maths:

Objective: To divide a 3-digit number by a 1-digit number.

[\(47\) Short Division - 3 digits by 1 digit - YouTube](#)

Here is an example of how we set out a division sum using the bus stop method.

$$362 \div 7 =$$

$$\begin{array}{r} 51 \text{ r}5 \\ 7 \overline{) 362} \end{array}$$

$$362 \div 7 = 51 \text{ r}5$$

Write down each number clearly (one digit per square.)  
Write the number you are dividing by next to the box and place the numbers you would like to divide in her box.

1\* - See next slide for dividing a 3-digit number by a 1 digit number. Remember to use the bus stop method to show your working out.

2\*/3\* - The children will be dividing a 3-digit number by a 1-digit number and solving the problems using the bus stop method.

Extension task: Match the calculations on the last page to the answers.

Using short division to divide a 3-digit number by a 1 digit number!

$$9 \overline{) 927}$$

$$3 \overline{) 411}$$

$$9 \overline{) 981}$$

$$6 \overline{) 924}$$

$$3 \overline{) 537}$$

$$6 \overline{) 702}$$

$$5 \overline{) 575}$$

$$3 \overline{) 417}$$

$$4 \overline{) 516}$$

$$8 \overline{) 984}$$

$$8 \overline{) 832}$$

$$5 \overline{) 510}$$

$$4 \overline{) 760}$$

$$5 \overline{) 955}$$

$$2 \overline{) 636}$$

$$7 \overline{) 798}$$

$$4 \overline{) 852}$$

$$8 \overline{) 960}$$

$$9 \overline{) 900}$$

$$7 \overline{) 812}$$

# 1 STAR TASK!

## Divide 3 Digits by 1 Digit

1a. Max has spilled paint all over his maths homework!

He used the place value chart below.

$$881 \div \text{[orange blob]} = \text{[orange blob]}$$

H	T	O

1

What could his equation have been?



PS

## Divide 3 Digits by 1 Digit

1b. Ava's pen has leaked all over her maths homework!

She used the place value chart below.

$$808 \div \text{[blue blob]} = \text{[blue blob]}$$

H	T	O

What could her equation have been?

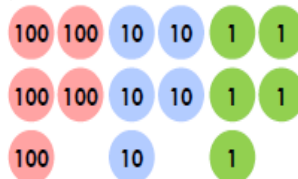


PS

3a. Jay says,



I can divide five hundred and fifty-five equally by 5.



Is he correct? Convince me.

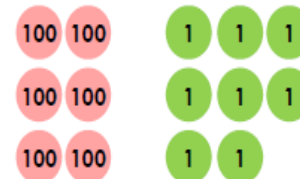


R

3b. Tayyeba says,



Six hundred and eight can be divided equally by 2 and 3.



Is she correct? Convince me.



R

2a. Complete the place value chart to find the missing digits.

$$\square\square 3 \div 3 = \square\square\square$$

H	T	O
100 100 100		
	10 10	



PS

2b. Complete the place value chart to find the missing digits.

$$\square 2 \square \div 2 = \square\square\square r \square$$

H	T	O
100 100		
		1

1



PS

## 2 STAR TASK!

### Divide 3 Digits by 1 Digit

4a. Josh's pen has leaked all over his maths homework!

He divided 654 by a 1-digit number and his answer is a whole number greater than 200.

$$654 \div \text{virus} = \text{two viruses}$$

What could his equation have been?



PS

### Divide 3 Digits by 1 Digit

4b. Tara has spilt tomato soup all over her maths homework!

She divided 846 by a 1-digit number and her answer is a whole number less than 300.

$$846 \div \text{virus} = \text{two viruses}$$

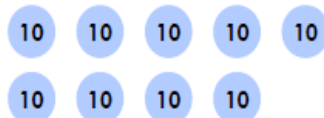
What could her equation have been?



PS

5a. Use the tens counters to correctly complete the calculation. All counters must be used once.

$$6 \square 5 \div 3 = 2 \square 5$$



PS

5b. Use the ones counters to correctly complete the calculation. All counters must be used once.

$$63 \square \div 9 = 7 \square r \square$$



PS

6a. Mary says,



Four hundred and fifty-nine divided by nine equals fifty-one remainder two.

Is she correct? Convince me.



R

6b. Gareth says,



I can divide seven hundred and twenty-eight equally by 2 and 4.

Is he correct? Convince me.



R

# 3 STAR TASK!

## Divide 3 Digits by 1 Digit

## Divide 3 Digits by 1 Digit

7a. Megan has spilt paint all over her maths homework!

She divided 579 by a 1-digit number, and her answer had a remainder of 3.

$$579 \div \text{[blot]} = \text{[blot]}$$

What could her equation have been?



PS

7b. Ben's pen leaked all over his maths homework!

He divided 316 by a 1-digit number, and his answer had a remainder less than 2.

$$316 \div \text{[blot]} = \text{[blot]}$$

What could his equation have been?



PS

8a. Use the ones counters to correctly complete the calculation. All counters must be used once and one digit may be 0.

$$65\boxed{\phantom{0}} \div 7 = 9\boxed{\phantom{0}} \text{ r } \boxed{\phantom{0}}$$



Find two solutions.



PS

8b. Use the ones counters to correctly complete the calculation. All counters must be used once and one digit may be 0.

$$78\boxed{\phantom{0}} \div 3 = 26\boxed{\phantom{0}} \text{ r } \boxed{\phantom{0}}$$



Find two solutions.



PS

9a. Junaid says,



When I divide six hundred and eighty-eight by 7 and 9 both answers have a remainder of two.

Is he correct? Convince me.



9b. Jaya says,



Three hundred and seventy-nine divided by five equals the same as four hundred and fifty-four divided by six.

Is she correct? Convince me.



R

## Extension Task!

Match the calculation to the answer.

$$85 \div 5$$

$$84 \div 3$$

$$64 \div 4$$

$$91 \div 7$$

13

17

28

16

## Reading:

**Objective:** To answer questions from a different point of view.

## Task...

Imagine you are the man who finds the lost thing.

1\* - Think of 3 questions you would like to ask the object.

Try and write a response as the lost thing to each of your questions.

2/3\* - Write down 5 questions you would like to ask the object.

Write down five responses you think the lost thing would say to your questions.





Other:

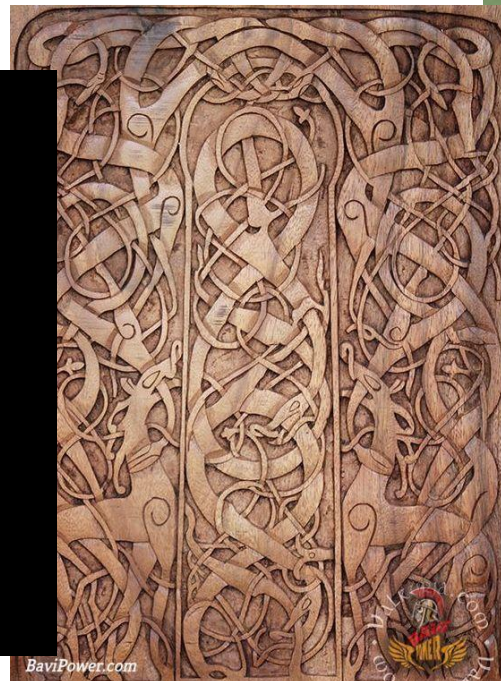
**Objective: To explore Viking Art and Identify its key characteristics and features.**

Task...

Have a look at the slides based on Viking Art. Look through the examples and the different styles of art that the Vikings used.

**Which style do you like the most and why? Write down your thoughts.**

Choose a design from the styles or example pictures - Copy this design.



The Vikings came from three countries in Scandinavia: Norway, Sweden and Denmark. The Viking period in history was between around the year 700 and the year 1100. During this time, the Vikings invaded other countries, including Britain. Some came to settle in these new lands and others came to raid and plunder.



CAN YOU FIND NORWAY, SWEDEN AND DENMARK ON THIS MAP?

Over the next few lessons we will be exploring **Viking art.**

WHAT KIND OF ARTWORK DO YOU THINK THE VIKINGS CREATED?

WHAT KIND OF MATERIALS DO YOU THINK THEY WORKED WITH?

Let's have a look at some examples...



This is a picture stone. Picture stones were often used as memorials, although not often next to graves.

WHAT CAN WE LEARN ABOUT VIKING ART FROM THIS?

WHAT COLOURS, PATTERNS, IMAGES AND STYLES CAN YOU SEE?

This is a brooch. Brooches were used by Vikings to hold clothing, such as capes, closed as they didn't have zips.

WHAT CAN WE LEARN ABOUT VIKING ART FROM THIS?

WHAT COLOURS, PATTERNS, IMAGES AND STYLES CAN YOU SEE?



This is the handle of a Viking sword.

WHAT CAN WE LEARN ABOUT VIKING ART FROM THIS?

WHAT COLOURS, PATTERNS, IMAGES AND STYLES CAN YOU SEE?



This Viking ring is made from gold and silver.

WHAT CAN WE LEARN ABOUT VIKING ART FROM THIS?

WHAT COLOURS, PATTERNS, IMAGES AND STYLES CAN YOU SEE?

This is part of the famous Oseberg ship which was excavated in 1904. It is one of the best preserved Viking ships that has been discovered. It was built around 820 and is the tenth oldest surviving ship in the world.

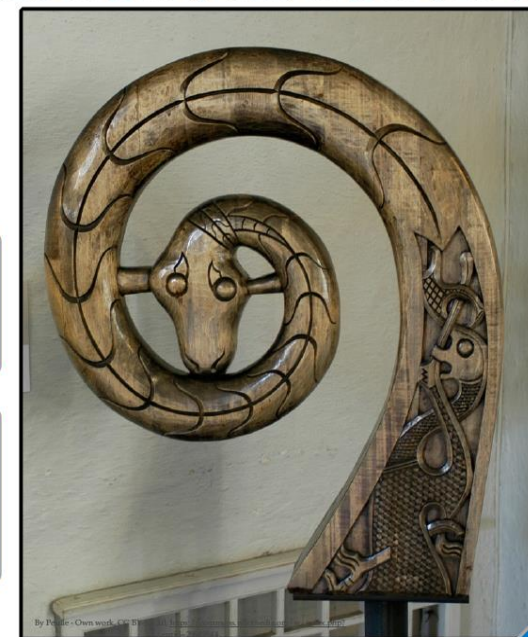
WHAT CAN WE LEARN ABOUT VIKING ART FROM THIS?

WHAT COLOURS, PATTERNS, IMAGES AND STYLES CAN YOU SEE?

This is a reconstruction of the serpent head from the Oseberg Viking ship.

WHAT CAN WE LEARN ABOUT VIKING ART FROM THIS?

WHAT COLOURS, PATTERNS, IMAGES AND STYLES CAN YOU SEE?



st like with any culture or civilisation, Viking art changed and evolved over time. Historians now recognise six distinct art styles from the Viking era:

## THE OSEBERG STYLE



This style takes its name from the discovered ship. The main **motif**\* of the Oseberg style (which lasted most of the 9th century) is a 'gripping beast' motif. Beasts are seen gripping borders, other creatures or their own bodies.

## THE BORRE STYLE

The Borre style continued with the 'gripping beast' motif but animals now had a triangular head, a cat-like face with round eyes and protruding ears. Geometric knots and patterns were also features of this style.



By Casiopeia - fotografiert von Casiopeia, CC BY-SA 2.0 de, <https://commons.wikimedia.org/w/index.php?curid=387130>

\*A motif is a decorative image or design, often used in a repeating pattern.

## THE JELLING STYLE

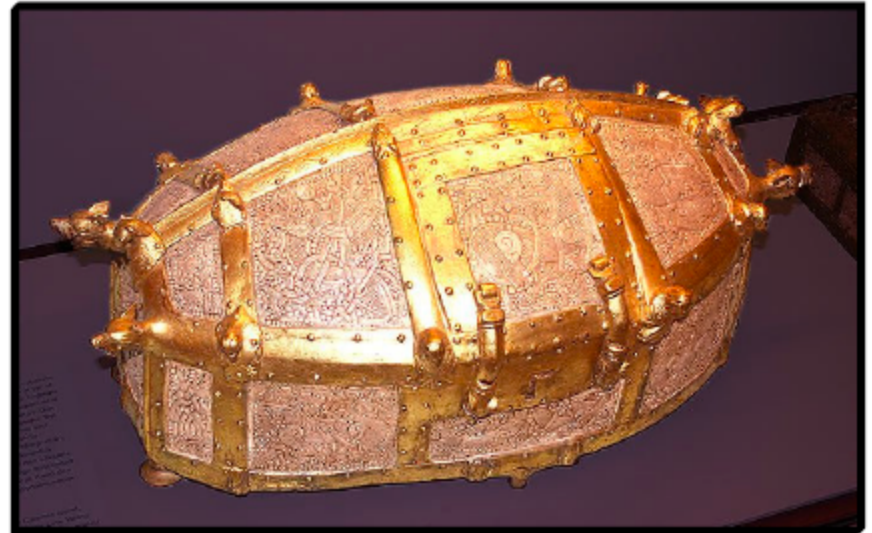


The Jelling style often overlapped with the Borre style. It was used for about 75 years from the beginning of the 10th century. Animals are S-shaped and intertwined. Their heads are usually seen in profile as opposed to front-on.



## THE MAMMEM STYLE

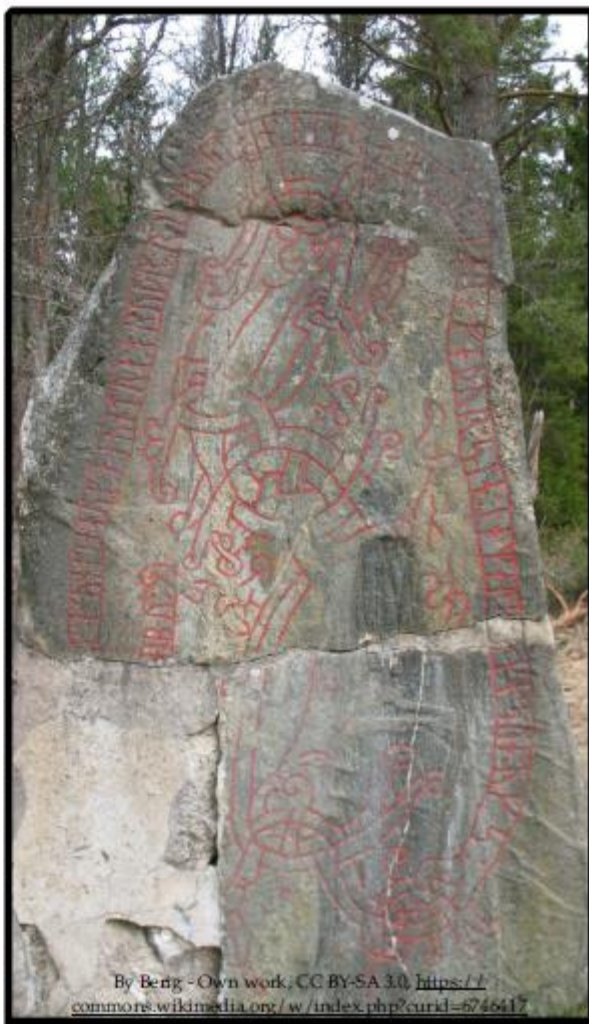
The Mammem style was popular in the first half of the tenth century and gets its name from an axe that was found at Mammen in Denmark. This style used animals such as lions, snakes and birds in its designs, as well as plants and leaves.



This is a replica of a chest that was found at the Mammen excavation site.

## THE RINGERIKE STYLE

The Ringerike style gets its name from Ringerike in Norway where red sandstone was used to carve patterns. Animals in the Ringerike style were often very long and thin. Runes (Viking writing) were becoming more popular and were used a lot in this style of art.



By Berg - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=6746617>

## THE URNES STYLE

The Urnes style was the latest style of Viking art which lasted from the mid-11th to mid-12th centuries. The main features of this style are animals that are interwoven into tight patterns. They have long, almond-shaped eyes and their faces are in profile.



## THE OSEBERG STYLE



## THE BORRE STYLE



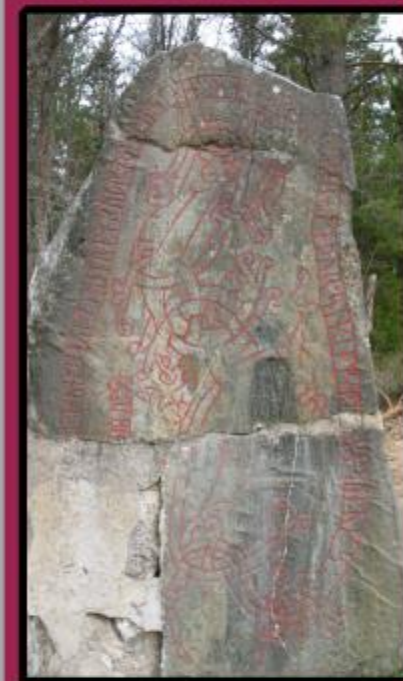
## THE JELLING STYLE



## THE MAMMEM STYLE



## THE RINGERIKE STYLE



## THE URNE STYLE



WHICH OF THESE STYLES OF ART DO YOU LIKE  
BEST? WHY?