

Thursday 30th April

Daily Activities

Reading at home

You should still be aiming to read for *at least 20 minutes everyday*.

Remember, you can now take Accelerated Reader quizzes from home by using this link [Howley Grange Renaissance at home](#) and logging on as usual using your username and password.

To check that the book you are reading has a quiz, you can check it using [Accelerated Reader Bookfinder](#). It's okay to read books which haven't got a quiz - just keep a record of what you have read.

Keep reading and exploring new worlds and adventures!

Daily Physical Exercise

- <https://www.bbc.co.uk/teach/super-movers/ks2-pshe-teamwork-with-the-super-movers-crew/zkpdvk7>



BBC



English

Daily spelling practice

- You may choose to use the strategies shared in yesterday's PowerPoint to continue to practise this week's spellings/focus words (see next slide) or alternatively you can think back to Tuesday's spelling lesson, where you explored the meanings of the focus words, and complete the following task.
- **Task:** write out the focus word (the whole point is that you practise spelling these words) and match to the correct definition from the table below. You can copy out the definition or you may choose to print off the definitions and cut and stick them next to the words you write.
- **Focus words:** dialogue, fatigue, tongue, catalogue, rogue, vague, meringue, colleague, intrigue and league.

A fluffy pudding made from egg whites.	A one-syllable adjective that means unclear.	A noun that means an organ inside the mouth or it can mean a language.	A written conversation between characters in a story.	A one syllable noun which means dishonest.
A noun meaning exhaustion or tiredness.	A book or magazine with pictures of objects that a shop or website sells.	A two-syllable noun that means someone you work with or a team mate.	A noun meaning group or association e.g. netball or football has one of these.	A two-syllable word that can be a verb or a noun involving a conspiracy or secrecy.

This week's spellings/focus words:

catalogue

colleague

dialogue

fatigue

intrigue

league

meringue

vague

rogue

tongue

WALT plan for a persuasive piece of writing.

- Today you are going to plan for a persuasive piece of writing about Italy.
- The title of your argument will be - **Italy is the best country to visit for a holiday.**
- You should have plenty of information on Italy from last week's English work.
- Remember to refer back to Monday's text to remind you what should be in each paragraph.



First, think of reasons why people would go to Italy on their holidays. Create a mind map like the one on this slide.



Magpie some of my ideas if you want to!

beaches

not too far away

food

educational

Italy is the Best Place to go on Holiday

weather

culture

nice hotels

people

lots to do

good for families

history

You now need to pick the three strongest points to support your argument and refer to Monday's lesson: 'Features' to complete a table like this one. You can divide the page in your English Homework book into sections-you do not need to print this page.

Arguments	Three supporting facts	Conjunctions	Persuasive/wow Language
1) A trip to Italy would be educational.	<ul style="list-style-type: none"> • lots of historic landmarks to visit • learn new language • 	Firstly In addition because	Obviously It can not be denied that Historical cultural
2)	<ul style="list-style-type: none"> • • • 		
3)	<ul style="list-style-type: none"> • • • 		

These are just my ideas. You don't need to copy them but feel free to pinch them!

Maths



- Aim to spend 15 minutes playing on TT Rock Stars. If you are unable to access TT Rockstars online, work through the paper booklet you were given.

10-4-10

Complete in the same way as we do in school. Aim to complete as many questions as you can in 10 minutes. Miss them out if you're spending too long thinking about how to tackle them. You don't need to write the question. Only show your workings if you need to. You should use the squares in your Maths homework book as this will help you set out any written methods.

1. $652 + 100 =$
2. 10 less than 793 =
3. _____ = 7×12
4. $36 \div 4 =$
5. $2,753 + 874 =$
6. $968 - 280 =$
7. $4 \times 5 \times 8 =$
8. $10 \div \underline{\quad} = 10$
9. _____ + 2,082 = 5,928
10. $3,717 + 4,777 =$

Extension

11. $1,500 = \underline{\quad} + 1,418$
12. $6 \times 90 =$
13. _____ - 4,788 = 7,000
14. 5,576 rounded to the nearest 10 =
15. $60 \div 2 = 5 \times \underline{\quad}$
16. $7,000 - 6,599 =$
17. _____ $\div 9 = 12$
18. $6,888 + 2,000 - 200 =$
19. $50 \div 5 = \underline{\quad} \times 2$
20. $0.713 \times \underline{\quad} = 713$

10-4-10 **Answers**

1. $652 + 100 = 752$
2. 10 less than 793 = **783**
3. 84 = 7×12
4. $36 \div 4 = 9$
5. $2,753 + 874 = 3,627$
6. $968 - 280 = 688$
7. $4 \times 5 \times 8 = 160$
8. $10 \div \underline{1} = 10$
9. **3,846** + 2,082 = 5,928
10. 3,717 + 4,777 = **8,494**

Extension

11. 1,500 = 82 + 1,418
12. $6 \times 90 = 540$
13. 11,788 - 4,788 = 7,000
14. 5,576 rounded to the nearest 10 = **5,580**
15. $60 \div 2 = 5 \times \underline{6}$
16. $7,000 - 6,599 = 401$
17. 108 $\div 9 = 12$
18. $6,888 + 2,000 - 200 = 8,688$
19. $50 \div 5 = \underline{5} \times 2$
20. $0.713 \times \underline{1000} = 713$

NEW learning-you've not been taught this in year 4 before

W.A.L.T: develop our understanding of money.


•You should click and follow the following link: <https://whiterosemaths.com/homelearning/year-4/>

Once you reach the website click: [Summer Term-Week 2 \(w/c: 27th April\)-Lesson 3-Pounds and Pence-click on the image/video](#)

This is a video explaining the concept in various ways like we would do in school. You can pause, rewind or fast forward at any time.

•There are questions for you to think about during the video but you don't have to write down the answers to those if you don't want to. There are also points in the video where you can pause it and complete suggested questions on the sheets. These are in black and white on the following slides so that you can print them out and write on them **if you wish**; alternatively you could write the answers in your maths homework book.

•If you would prefer to watch all the video first and then attempt the worksheets (on the following slides) that is fine too. If you look at the worksheet and feel confident to attempt without watching the video, again, that is fine- you don't have to watch it. You can use the answers (which follow the question slides-no cheating though!) to self mark-if you've made lots of errors and you didn't watch all of the video-it is essential you watch it next time.

 Questions 1-3

 Questions 1-5

 Questions 1-7

As we're not there to check your understanding throughout the lesson, instead of having challenges for you to move on to, we have used the stars slightly differently-above you will see the question numbers which we'd like you to concentrate on. Start with the star you often start on, in maths, and then you can always continue on if you feel confident but **do not** pressure yourself to.

Pounds and pence

1 How much money is there?



p



£

2



a) Complete the statements.

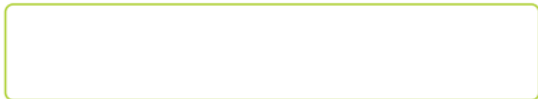
There is pounds.

There is pence.

There is £ and p.

There is £

b) Draw money so that there are fewer coins but the same total amount.



3 Match the amounts that are equal.

Fill in the missing digits.

460p	£__ and __p	£4.62
420p	£4 and 62p	£4.06
__p	£4 and 6p	£4.20
462p	£4 and 20p	£. .
426p	£4 and 26p	£4.60

4 Match the person to the correct amount.



Ron

I have a note and some coins.



Rosie

I have more than Ron.



Jack

I have the most money.



5 Amir has a note in his pocket.

Annie has three coins in her pocket.



Amir must have more money than Annie.

Do you agree with Dora? _____

Explain your answer.

6 Kim has four coins.

- The coins add to a multiple of 10
- The total amount is more than £1
- All the coins are silver.
- The total is less than £1.50

a) Which four coins could Kim have?

b) How many different combinations can you find?



7 Mo has this money.



Decide whether Mo's statements are true (T) or false (F).

Circle your answer and give a reason for your choice.



You can make an amount greater than £11

T F



You can make exactly £1.50 using three coins.

T F



You can make exactly £2.02 using four coins.

T F



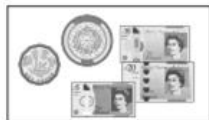
You can make exactly £6.11

T F

1 How much money is there?



38 p



£ 38



a) Complete the statements.

There is 4 pounds.

There is 75 pence.

There is £ 4 and 75 p.

There is £ 4.75

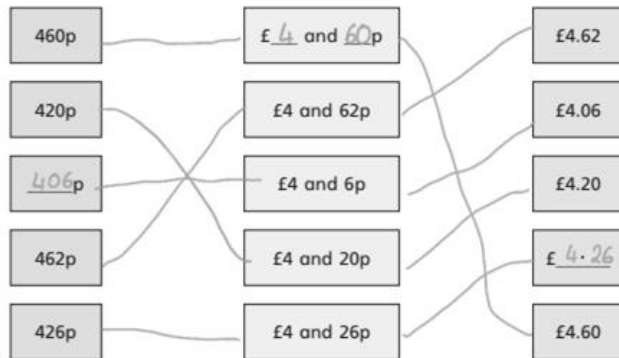
b) Draw money so that there are fewer coins but the same total amount.

e.g.



3 Match the amounts that are equal.

Fill in the missing digits.



4 Match the person to the correct amount.



Ron



Rosie



Jack

I have a note and some coins.

I have more than Ron.

I have the most money.



Answers

- 5 Amir has a note in his pocket.
Annie has three coins in her pocket.



Amir must have more money than Annie.

Do you agree with Dora? NO

Explain your answer.

Amir could have a £5 note and Annie could have three £2 coins.

- 6 Kim has four coins.

- The coins add to a multiple of 10
- The total amount is more than £1
- All the coins are silver.
- The total is less than £1.50

a) Which four coins could Kim have?

e.g. 50p 50p 20p 10p

b) How many different combinations can you find?

- 7 Mo has this money.



Decide whether Mo's statements are true (T) or false (F).

Circle your answer and give a reason for your choice.

- a) You can make an amount greater than £11 T F

Mo had £11.21 altogether.

- b) You can make exactly £1.50 using three coins. T F

No combination of 3 coins makes £1.50

- c) You can make exactly £2.02 using four coins. T F

£1 + 50p + 50p + 2p = £2.02

- d) You can make exactly £6.11 T F

£5 + £1 + 5p + 2p + 2p + 2p = £6.11

Science

A decorative border surrounds the slide, featuring illustrations of a red and white drum, an acoustic guitar, a brass instrument (trumpet), a bamboo instrument (xylophone), and a flute. On the left and right sides, there are vertical lines of musical notes, including a treble clef and various note values.

NEW learning-you've not been taught this in Year 4 before

Q: How are sounds created and how does sound travel?

Success Criteria

- I can identify and describe sound sources around school.
- I can explain how sources of sound vibrate, creating sound.

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What is Sound?



Watch this clip to see to see how the different families of musical instrument create different sounds. Listen out for, **and jot down**, words that explain how the sound is created.



Click on this image to play the video in a new window

What is Sound?



Did you come up with some words to explain how the musical instruments make sounds?

Look at the words below. Did you jot down any of these words?

Vibrate

Vibration

Twang

Blow

Bang

Scrape

Shake

Pluck

Vibrations



All the instruments are played in different ways, but they all have something in common. They all create sounds by vibrating.

The strings of the guitar and the gopichand vibrate when they are plucked.

The pan pipes and horn are filled with air, which vibrates when they are blown.

The balafon and the bongos make sounds when they are hit or banged, causing the blocks or the skin to vibrate.

But what is a vibration?



Vibrations



We can see and feel vibrations whenever sounds are made.

Gently place your hand on your throat.

Say 'Ah!'

Can you feel the vibrations from your vocal cords?

Ahh

Vibrations



If you place a few grains of rice on a drum skin and gently bang the drum, what do you think will happen?

If you have a drum at home, give it a try!

The grains of rice bounce on the drum skin when it is hit.



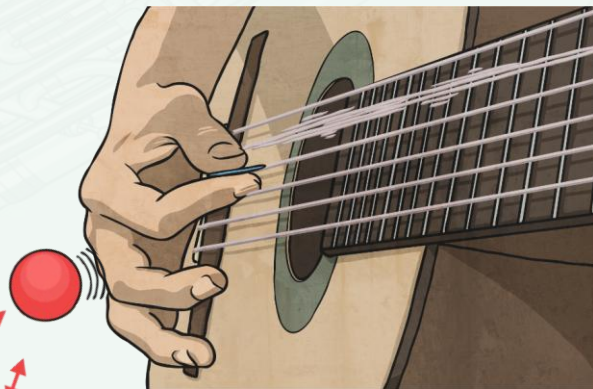
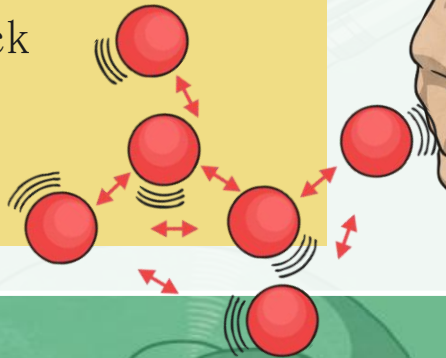
This is because the drum skin vibrates, and the vibrations pass to the grains of rice, which also vibrate.

How Sound is Made

- Sound travels through the air in waves.
- Sound is made by air molecules vibrating.
- When you clap your hands, the air around your hands shakes. This is the air molecules vibrating.

Meaning

Vibrating – shake quickly back and forth.

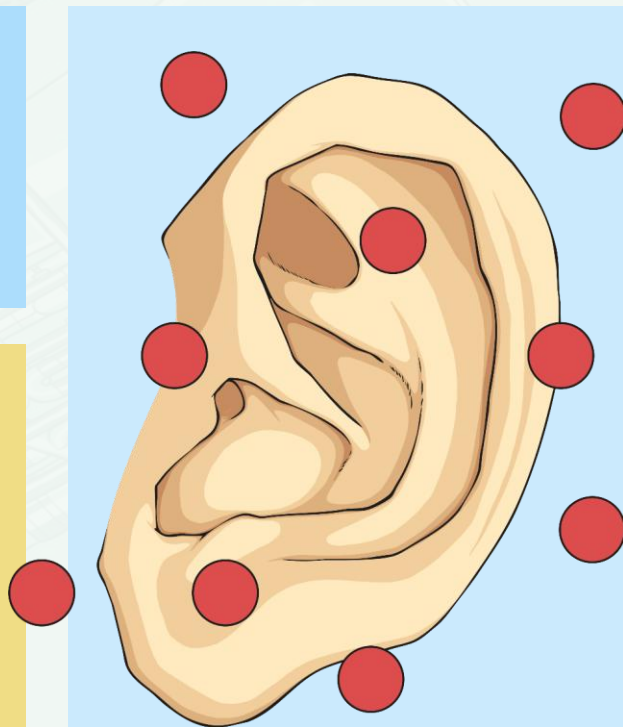


How Sound is Made

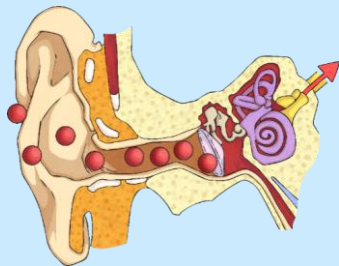
The vibration of the air molecules around the hands, shake the molecules next to them and so on, until the air molecules in the ear are vibrating.

Have you ever felt a speaker when the sound is on?

It vibrates



How Sound is Made

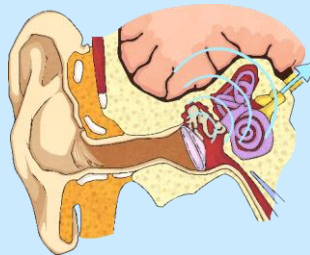


Molecules Vibrating

When air molecules inside the ear vibrate, they shake tiny hairs on the insides of the ears.

The hairs are connected to nerves under the skin.

These nerves send messages to your brain to tell you that you heard a noise.

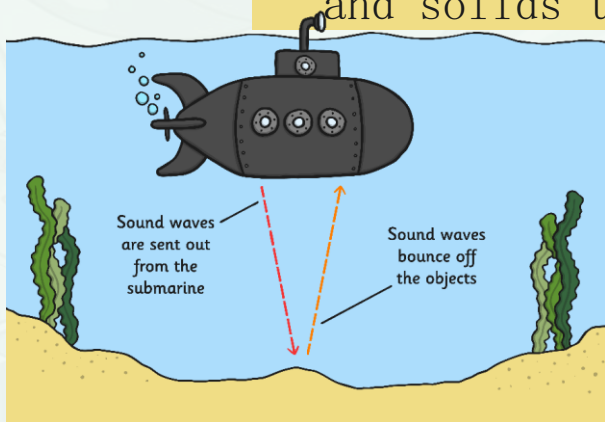


Communicating with the brain



How Sound is Made

- Sound needs molecules to move. It is impossible for sound to travel in space.
- Sound doesn't have to move through air. It can travel through water or metal.
- In fact, sound travels faster through water and solids than it does through air.



How Sound is Made

Sound travels much slower than light, whether in air or in water.

Light travels at 186,000 miles per second.
Sound travels at 770 miles per hour.

You often hear things after you see them, for example you see the lightning before you hear the thunder.



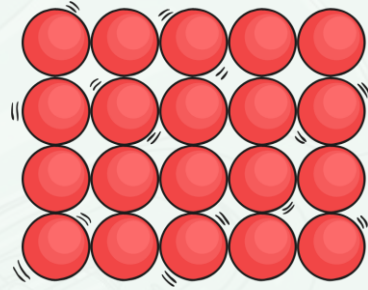
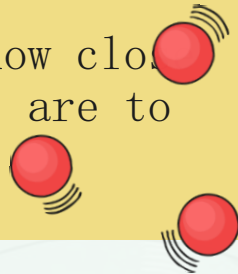
TASK- now you have read the previous information all about sound-write a short paragraph or draw a labelled diagram to explain how sound is made and how it travels.

Challenge

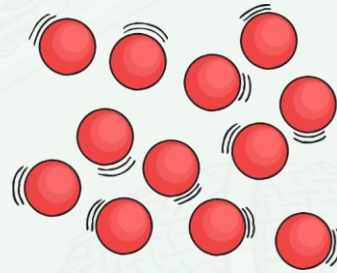
Why do you think sound travels faster through solids and liquids, than gases?

Hint

Think about how close the molecules are to each other.



Solid



Liquid