



Year 4



Home learning plan WB 18/01/2

English - Performance poetry

Week 3 - Lesson 1

Hot Food by Michael Rosen

We sit down to eat, and the potato's a bit hot.
So I only put a little bit on my fork, and I blow. **puff puff**
'Till it's cool. Just cool.
Then into the mouth. [*licks lips*] **WHOIP* *click**
Noice!

And there's my brother, he's doing the same. [*licks lips*] **puff puff**
'Till it's cool. Just cool.
Into the mouth. **WHOIP* *click**
Noice.

There's my mum, she's doing the same. [*licks lips*] **puff puff**
'Till it's cool. Just cool.
Into the mouth. [*licks lips*] **WHOIP* *click**
Noice!

But my dad. My dad, what does he do?
He stuffs a great big chunk of potato into his mouth, and then that
really does it.
His eyes pop out.
He flaps his hands.
He blows, he puffs, he yells, he bobs his head up and down.
He spits bits of potato all over his plate and he turns to us and he goes,
"Watch out, everybody! The potato's *really* hot!"

English – Performance poetry

Week 3 - Lesson 1

Hot Food by Michael Rosen.

Read and enjoy the poem on the previous page.

Now watch Michael Rosen perform the poem.

<https://www.youtube.com/watch?v=Akwm2UZJ34o>

Learn to recite the poem putting your own actions and noises/sounds to it.

Learn a section at a time and slowly build it up until you can recite it all!

Can you write your own poem about hot food?

What is your favourite hot food?

Who might be eating the hot food with you?

Your brother? Nan? Mum? Auntie? Friend? etc.

Consider the last section of the poem where 'Dad' puts the food in his mouth. How could you change this?

What actions might the person do? E.g. screwing up their face, closing their eyes, fanning their mouth etc.

Write out your new poem and learn it with the actions.

How will you make it funny?

Can you change the volume or the pitch of your voice to emphasise certain words?

Watch the clip again to see how Michael Rosen does this.

What effect does this have on your poem?

Perform your poem to someone in your house and/or film it and send it to your portfolio.

English – Performance poetry

Week 3 - Lesson 2

No Breathing in Class/Strict by Michael Rosen.

Watch Michael Rosen perform this poem.

<https://www.youtube.com/watch?v=z1cfVQyrQ3Q>

Learn and join in with the repetitive sections.

Vocabulary check.

Do you know the meanings of these words from the poem?

- keel
- shame
- tale
- figured
- whiny
- survival?

Write down a definition for each word and find some synonyms.

Use a dictionary/thesaurus or Word Hippo to help.

<https://www.wordhippo.com/>

Choose three of the new synonyms that you have learned and write a sentence including each. Remember to use a type of sentence that you have learned in Year 4, e.g. using a fronted adverbial to show where, e.g. In the middle of the garden, or using an adverb starter, e.g. Cautiously, ...

If you enjoy Michael Rosen performances, there are plenty more here:

<https://www.michaelrosen.co.uk/videos/>

English – Gran can you rap? Lesson 3

Gran was in her chair she was taking a nap
When I tapped her on the shoulder to see if she could rap.
Gran can you rap? Can you rap? Can you Gran?
And she opened one eye and she said to me, man,
I'm the best rapping Gran this world's ever seen
I'm a tip-top, slip-slap, rap-rap queen.
And she rose from the chair in the corner of the room
And she started to rap with a bim-bam-boom,
And she rolled up her eyes and she rolled round her head
And as she rolled by, this is what she said,
I'm the best rapping Gran this world's ever seen
I'm a nip-nap, yip-yap, rap-rap queen.
Then she rapped past my Dad and she rapped past my mother,
She rapped past me and my little baby brother.
She rapped her arms narrow and she rapped her arms wide.
She rapped through the door and she rapped outside.
She's the best rapping Gran this world's ever seen
She's a drip-drop, trip-trap, rap-rap queen
She rapped down the garden, she rapped down the street,
The neighbours all cheered and they tapped their feet,
She rapped through the traffic lights as they turned red
As she rapped round the corner this is what she said,
I'm the best rapping Gran this world's ever seen
I'm a flip-flop, hip-hop, rap-rap queen.
She rapped down the lane and she rapped up the hill,
And as she disappeared, she was rapping still.
I could hear Gran's voice saying, Listen Man,
Listen to the rapping of the rap-rap Gran.
I'm the best rapping Gran this world's ever seen
I'm a –
tip-top, slip-slap, nip-nap, yip-yap, hip-hop, trip-trap,
touch yer cap, take a nap
happy, happy, happy, happy
rap-rap queen.

By Jack Ousby.

English - Performance poetry

Week 3 - Lesson 3

Gran Can You Rap? by Jack Ousby

Read and enjoy the poem on the previous page

Now watch a performance of the poem.

<https://www.youtube.com/watch?v=-AUPieW9fjY>

Can you spot the reduplicative phrases in the poem?

They are words like flip-flop which use alliteration.

Can you think of any more flip-flop phrases?

Have a look in the tables below for some ideas.

Which have you heard before?

Which do you like?

Which sound funny?

Can you replace some of the reduplicative phrases in the poem with some from the table below?

Which work well?

Can you join in with the poem?

In sections, learn the poem with your new words and put your own actions to it.

Enjoy!

English - Performance poetry

Week 3 - Lesson 4

Create your own funny poem to perform about your time so far in lock down.

Think about the following:

What have you been doing each day? (e.g. school work, reading, playing out in your garden/yard, watching TV, playing games, etc.)

What have your siblings been doing?

What have your parents/guardians been doing?

How can you make it funny?

Can you repeat any sections? This could be a chorus.

Does it rhyme? (It doesn't have to!)

It might help to think of some rhyming words or phrases associated with your topic before you write the poem. However, don't be tempted to use silly words just because they rhyme! Ensure the rhyming words still allow the poem to make sense.

Below are some ideas for rhyming words:

Bored, poured, scored, assured Asleep, heap, keep, creep, leap Keeping fit - regretting it - loving it Exercise, disguise, surprise, recognise School, pool, fool, cool, drool (!), ridicule Sunshine, skyline, goal line, headline, define NHS, impress, success, nevertheless, fancy dress.

Can you include some of the reduplicative phrases (flip-flop phrases) that you investigated yesterday?

Use some ideas from the tables below.

clip-clop	clip-clop	crisscross	dingdong
flip-flop	flipperty-flopperty	(hip-hop)	hippity-hoppity
jig-jog	(King Kong)	Ping-Pong	pishposh
singsong	slipslop	(slish-slosh)	(swishy-swashy)
ticktock	tip-top	(tish-tosh)	wiggle-wobble

chiffchaff	chitchat	click-clack	cling-clang
clink-clank	(clitter-clatter)	cringle-crangle	crinkle-crankle
crinkum-crankum	diddle-daddle	dillydally	fiddle-faddle
flick-flack	flimflam	flip-flap	(frizzle-frazzle)
(gibber-jabber)	jimjams	jinglejangle	jipijapa
jirajara	kit-cat	kit-kat	kittle cattle
(kitty-cat)	knick-knack	Lib-Lab	mishmash
(nitter-natter)	pishpash	pitter-patter	(ribble-rabble)
rickrack	ricrac	riffraff	riprap
shilly-shally	snip-snap	splish-splash	(splitter-splatter)
ticktack	(ticky-tacky)	tittle-tattle	
whim-wham	whimsy-whamsy	wiggle-waggle	wigwag
wishy-washy	zigzag		

Here are a couple of clips that might help you with your poem/rap.

<https://www.youtube.com/watch?v=w5o11xZzwM> (start -6:00mins)

<https://www.youtube.com/watch?v=Yh-nwPZxSmY>

<https://www.youtube.com/watch?v=RCkMIJew3Q>

Write down your poem. Read it through out loud (remember this is for a performance!) Can you change any words to improve it? There is no specific format for your poem - be as creative as you like!

Performing is optional. A written version for me to see is more than enough.

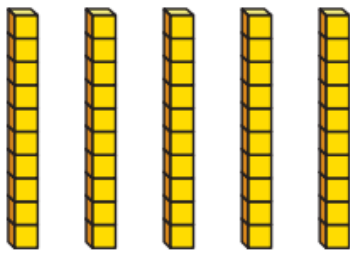
Maths: Week 3

Monday – Multiplying by 10

Watch the link and answer the questions below:

<https://vimeo.com/474994166>

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

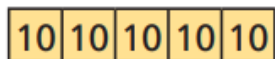
b) $4 \times 10 = \boxed{}$

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

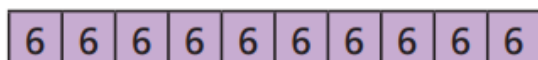
c) $10 \times 8 = \boxed{}$

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

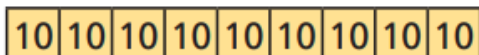
3 Match the bar models to the multiplications.



5×10



10×9

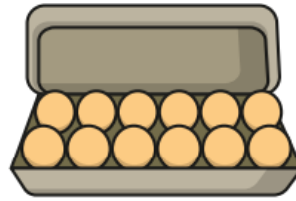


6×10

Maths: Week 3

Monday

- 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 =

Maths: Week 3

Monday

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

$$23 \times 10 = \boxed{}$$

- 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) $45 \times 10 = \boxed{}$

e) $10 \times \boxed{} = 140$

b) $36 \times 10 = \boxed{}$

f) $\boxed{} = 40 \times 10$

c) $\boxed{} = 10 \times 78$

g) $32 \times 10 = 10 \times \boxed{}$

d) $31 \times \boxed{} = 310$

h) $670 = 2 \times 5 \times \boxed{}$

Chocolates come in boxes of 8 and 10



Rosie needs to buy 80 chocolates.

- a) What boxes could Rosie buy?

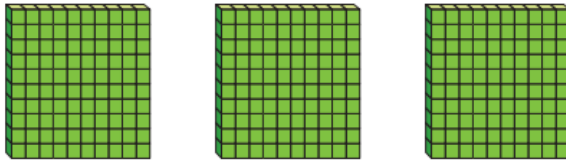
Maths: Week 3

Tuesday – Multiplying by 100

Watch the link and answer the questions below:

<https://vimeo.com/474994600>

- 1 Complete the calculation shown in base 10



$$3 \times 1 \text{ hundred} = \boxed{} \text{ hundreds}$$

$$3 \times 100 = \boxed{}$$

- 2 Complete the number sentences.

a) $2 \times 100 = \boxed{}$

d) $5 \times 100 = \boxed{}$

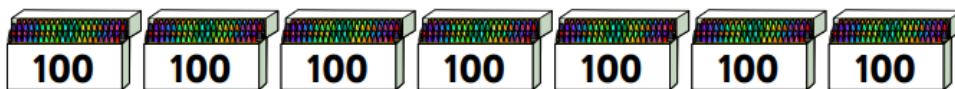
b) $4 \times 100 = \boxed{}$

e) $100 \times 10 = \boxed{}$

c) $100 \times 8 = \boxed{}$

f) $\boxed{} = 20 \times 100$

- 3 There are 7 boxes of 100 crayons.



Circle the calculations that work out the total number of crayons.

$100 + 7$

100×7

$7 + 100$

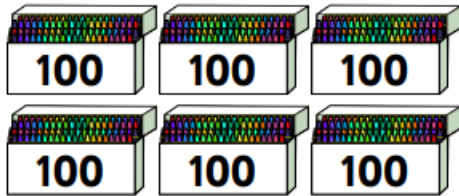
7×100

Maths: Week 3

Tuesday

4 Match the images to the calculations.

Complete the calculations.



$$9 \times 100 = \boxed{}$$



$$6 \times 100 = \boxed{}$$



$$12 \times 100 = \boxed{}$$

5 Complete the calculations.

a) $32 \times 100 = \boxed{}$

d) $5 \times 7 \times 100 = \boxed{}$

b) $29 \times 100 = \boxed{}$

e) $\boxed{} \times 100 = 6,500$

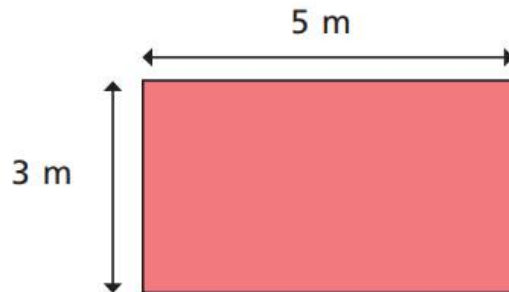
c) $100 \times 72 = \boxed{}$

f) $100 \times \boxed{} = 3,000$

Maths: Week 3

Tuesday

- 6 Calculate the perimeter of the rectangle.



Give your answer in centimetres.

The perimeter of the rectangle is cm

- 7 Write $<$, $>$ or $=$ to compare the statements.

a) 45×100 45×10

b) 36×100 100×36

c) 100×27 26×100

d) 31×100 $31 \times 10 \times 10$

e) 30×10 3×100

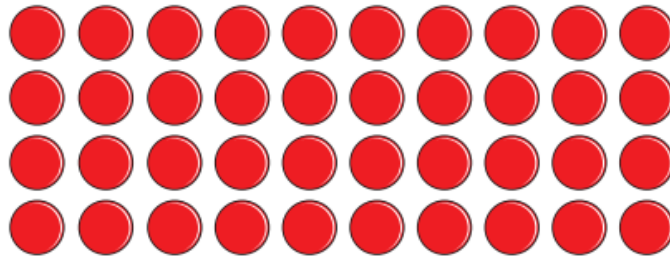
Maths: Week 3

Wednesday – Dividing by 10

Watch the link and answer the questions below:

<https://vimeo.com/475113712>

- 1 Complete the calculation shown by the array.



$$40 \div 10 = \square$$

- 2 Complete the calculations.

a) $30 \div 10 = \square$

d) $80 \div 10 = \square$

b) $60 \div 10 = \square$

e) $100 \div 10 = \square$

c) $90 \div 10 = \square$

f) $\square = 120 \div 10$

- 3 Balloons come in bags of 10

Huan has 130 balloons.

How many bags does he have?



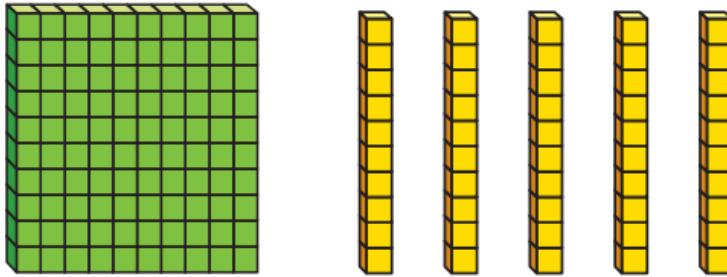
Huan has bags of 10 balloons.

Maths: Week 3

Wednesday

4

a) Whitney makes 150 using base 10



I am going to exchange my hundred for tens

Complete the sentences.

$$150 = 1 \text{ hundred} + \boxed{} \text{ tens}$$

$$1 \text{ hundred} = \boxed{} \text{ tens}$$

Whitney has $\boxed{}$ tens altogether.

$$150 \div 10 = \boxed{}$$

b) Make 230 using base 10

Complete the sentences.

$$230 = \boxed{} \text{ hundreds} + \boxed{} \text{ tens}$$

$$\boxed{} \text{ hundreds} = \boxed{} \text{ tens}$$

There are $\boxed{}$ tens altogether.

$$230 \div 10 = \boxed{}$$

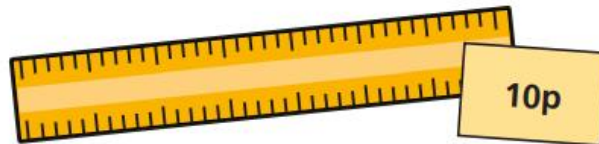
Maths: Week 3

Wednesday

5 Mr Smith has this amount of money.



He buys some rulers costing 10p each.



Mr Smith spends all of his money.

How many rulers does he buy?

6 Aisha has a bag of 10p coins.

She has £3 and 40p altogether.

How many 10p coins does Aisha have?

Aisha has 10p coins.

Maths: Week 3

Thursday – Dividing by 100

Watch the link and answer the questions below:

<https://vimeo.com/475385464>

- 1 There are 400 pins altogether.
The pins are packed in jars of 100
How many jars are there?



- 2 Complete the calculations.

a) $700 \div 100 =$

d) $7,000 \div 100 =$

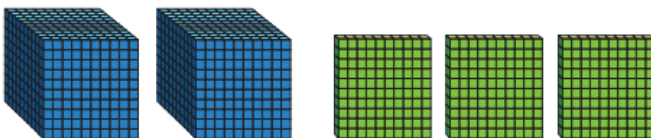
b) $800 \div 100 =$

e) $8,000 \div 100 =$

c) $200 \div 100 =$

f) = $2,000 \div 100$

- 3 a) Teddy makes 2,300 using base 10



I will make groups of 100



Complete the sentences.

$2,300 = 2$ thousands + hundreds

1 thousand = hundreds

2 thousands = hundreds

Teddy has hundreds altogether.

$2,300 \div 100 =$

Maths: Week 3

Thursday

b) Make 3,700 using base 10

Complete the sentences.

$$3,700 = 3 \text{ thousands} + \boxed{} \text{ hundreds}$$

$$3 \text{ thousands} = \boxed{} \text{ hundreds}$$

There are $\boxed{}$ hundreds altogether.

$$3,700 \div 100 = \boxed{}$$

4

One hundred 1p coins is equal to £1

a) Dexter has seven hundred 1p coins.

How many £1 coins is this equal to?

b) Aisha has seven thousand 1p coins.

How many £1 coins is this equal to?

c) Jack has 170 1p coins.

He says, "This is the same as £17"

Is Jack correct? _____

How do you know?

Maths: Week 3

Thursday

5 Complete the number sentences.

a) $40 \div 10 = \square$

b) $80 \div 10 = \square$

$400 \div 10 = \square$

$800 \div 10 = \square$

$400 \div 100 = \square$

$800 \div 100 = \square$

$4,000 \div 100 = \square$

$8,000 \div 100 = \square$

What patterns can you see?

6 Complete the calculations.

a) $100 \times \square = 1,200$

d) $\square \div 100 = 35$

b) $6,200 \div 100 = \square$

e) $\square = 35 \text{ hundreds} \div 100$

c) $100 \times \square = 5,200$

f) $96 = \square \text{ hundreds} \div 100$

8 Use the digit cards to fill in the gaps.

You may use each digit card once only.



$3_ \times 100 = _,400$

$6,_00 \div 100 = _2$

$_,500 = 10 \times _0 \times 55$

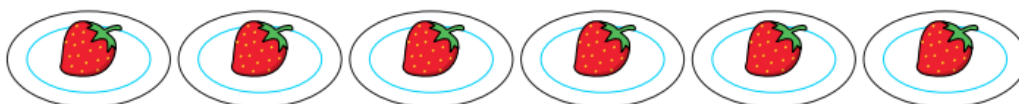
Maths: Week 3

Friday – multiplying by 1 and 0

Watch the link and answer the questions below:

<https://vimeo.com/475452114>

- 1 Write a multiplication to work out the total number of strawberries.



$$\square \times \square = \square$$

2

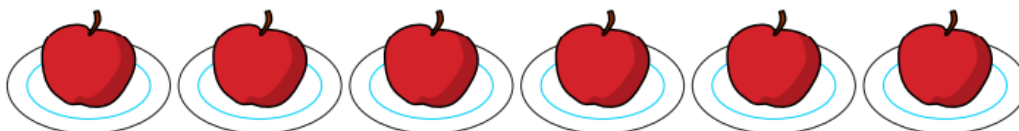


- a) How many flowers are in each vase?
- b) How many flowers are there in total?

Complete the calculation.

$$\square \times \square = \square$$

- 3 Circle the calculation that works out the number of apples.



6×0

6×1

6×2

Maths: Week 3

Friday

4 How many marbles are there in total?



$$\square \times \square = \square$$

5 Complete the calculations.

a) $3 \times 1 = \square$

e) $1 \times \square = 4$

b) $1 \times 3 = \square$

f) $1 \times \square = 14$

c) $7 \times 1 = \square$

g) $12 \times \square = 0$

d) $7 \times \square = 0$

i) $1 \times \square = 31$

6 What could the missing number be?

$$0 \times \square = 0$$

Explain how you know.

Maths: Week 3

Friday

- 7 a) Circle all the calculations that have an answer of zero.

39×1

95×0

178×0

4×1

0×16

8×0

0×0

42×1

- b) How did you work out which calculations to circle?

- 10 Eva and Dexter have 6 digit cards.

They multiply them all together.



I multiplied the numbers from left to right.

I knew the answer without multiplying the numbers one by one.



What could Dexter's method be?

Talk about it with a partner.

Geography – The UK

Have a look at Lancaster on Google maps.

Look for the man made and natural landmarks in Lancaster. E.g. the bridges, castle, Ashton Memorial.

Activity:

Your task this week is to create a hand drawn map of Lancaster with diagrams of the main landmarks of the area.

You can decide how far out of the city centre you want to go, but you must include the main centre in your map.

Example map:

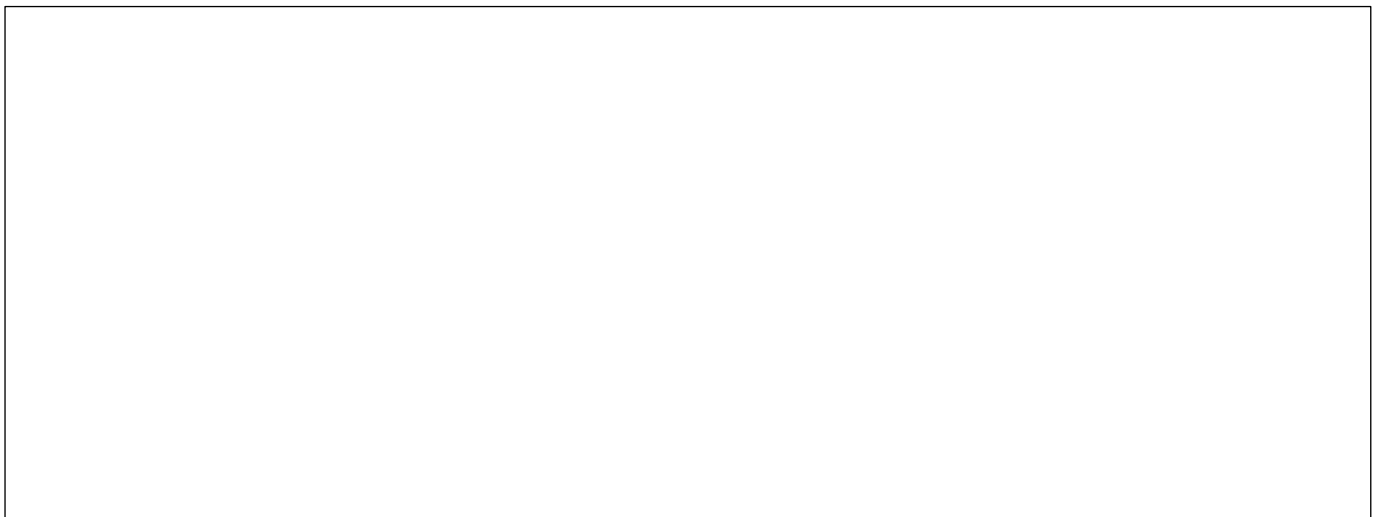
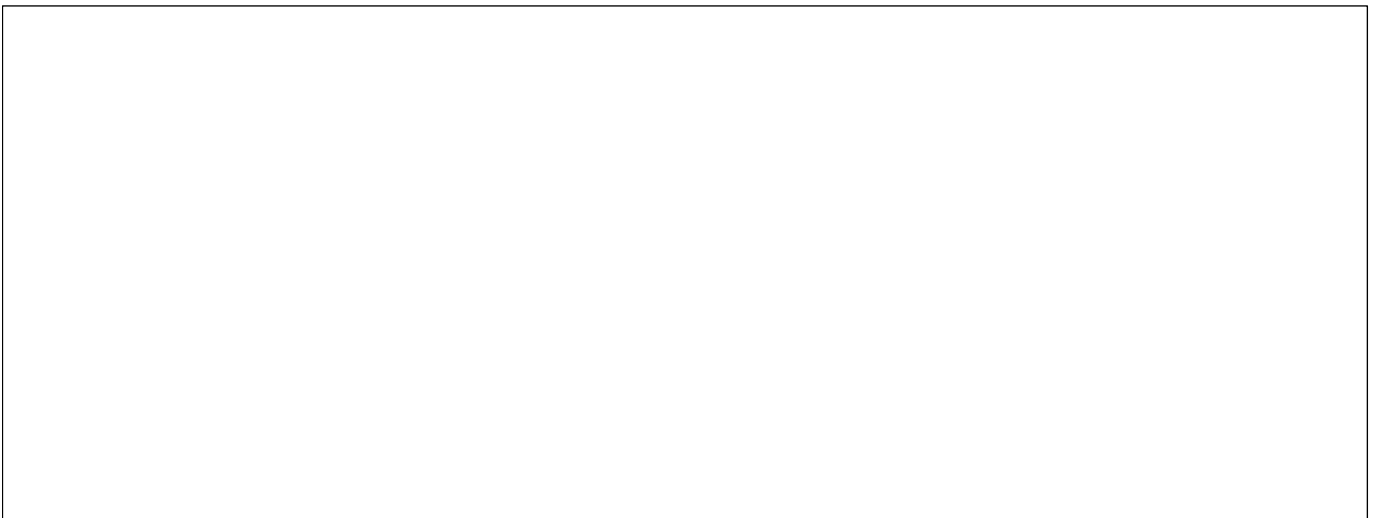
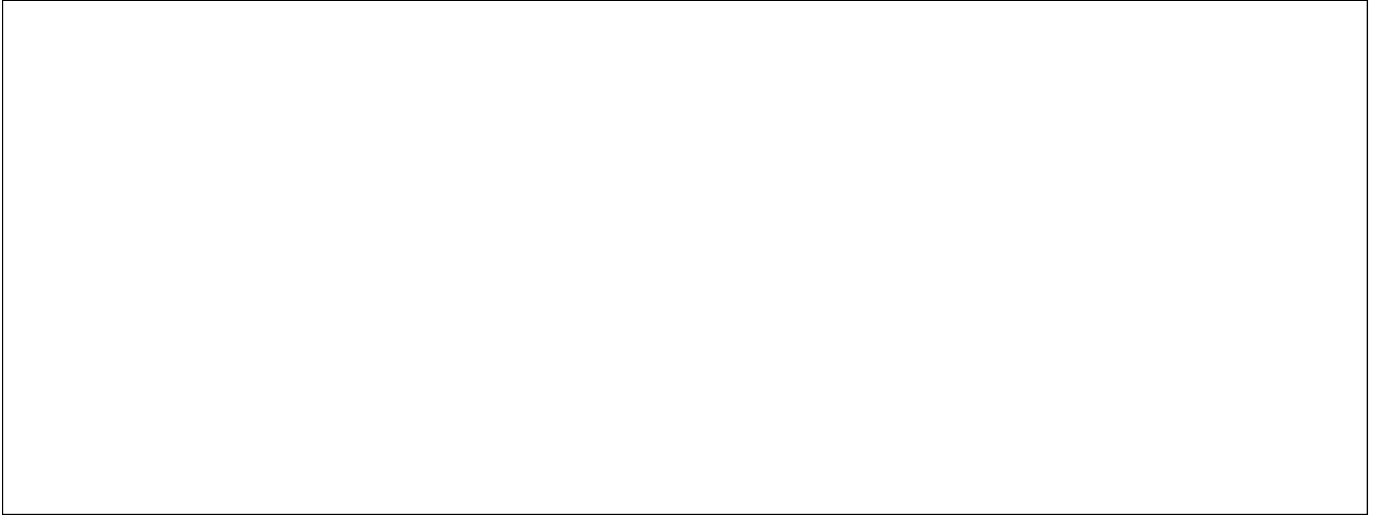


Science – The digestive system

Have a look at the digestive system presentation.

Use the information on the presentation to create an information leaflet about the digestive system.

Make your leaflet colourful and exciting.

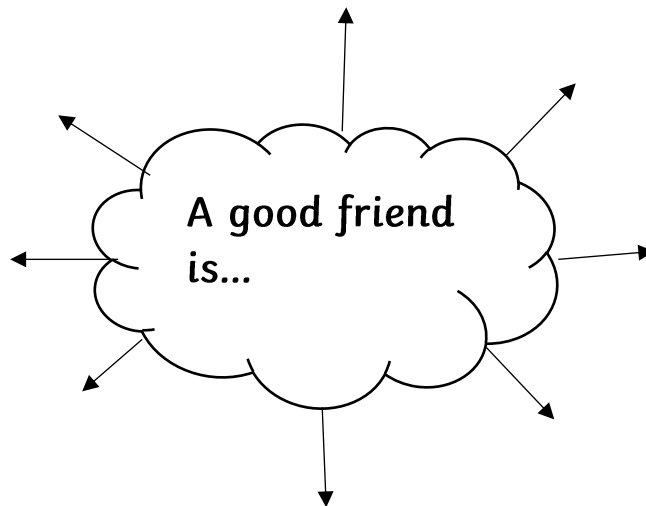


RE- Key Questions

David and Jonathan are friends against the odds, 1 Samuel: 18-20.

1. What makes someone a good and loyal friend?
2. What are the important qualities of friendship?

Share your experiences of a good friend with someone at home and write a list of the traits of a good friend on the mind map below.



Activity:

Use your mind map to write job descriptions for a good friend.

Make sure to include:

1. What you like to see in a good friend
2. What you bring to the friendship
3. The kinds of activities you would want to enjoy with your friend

Day	Handwriting	Spelling
Monday 18/1/2021	Recap any letters that you don't feel as confident with. <i>Take your time to get the formation correct.</i> A, b, c, d, e, f, g, h, I, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.	Both groups: Practice all spelling words for your group. Use the look, cover, write technique.
Tuesday 19/1/2021	Make sure your handwriting is neat when practising your spellings.	Miss Butler's group: Look at the first four spelling words and use them in a sentence. Miss Lund's group: Have a chat with someone in your house about your spelling words. Find the meaning of the words you don't understand.
Wednesday 20/1/2021	Write the following sentence in your neatest handwriting: The quick brown fox jumps over the lazy dog. Keep writing the sentence until you are happy with your letter formation.	Miss Butler's group: Look at the next four spelling words, use a dictionary to find the meaning of the words and use them in a sentence. Miss Lund's group: Use your spelling words in their own sentence.
Thursday 21/1/2021	Make sure your handwriting is neat when practising your spellings.	Miss Butler's group: Look at the final four spelling words, use a dictionary to find the meaning of the words and use them in a sentence. Miss Lund's group: See if you can use more than one of your spelling words in a sentence.
Friday 22/1/2021	Recap the letters: f, g, j, p, q and y. Remember that these letters all have tails that must sit under the line they are written on.	Both groups: Create a whole page of spellings in your home learning books. Use all of your spelling words and decorate each word with images that remind you of the word.

Miss Butler's group

Schwa (u)

1. medium
2. careul
3. difficult
4. succuss
5. genius
6. volunuteer
7. maximum
8. minimum
9. beautiful
10. thesaurus
11. instrument
12. hippopotamus

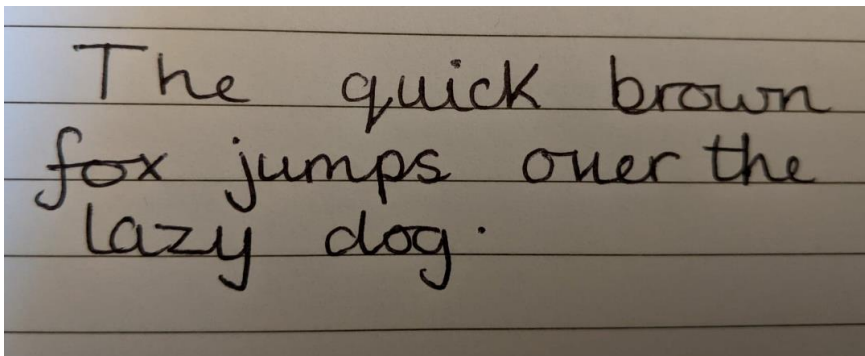
Miss Lund's group

The sound /l/ spelt with /el/
in the words.

1. Camel
2. Tunnel
3. Squirrel
4. Tinsel
5. Bagel
6. vowel

Handwriting:

Use the picture below as a guide for your own handwriting.



Remember to use your rounded letters.

We want them to look like round, water balloons, not deflated balloons.

P.E

Have a look at some of the different activities available on this website.

There are some fantastic activities. Maybe some that can be done as a whole family.

<https://www.weareteachers.com/virtual-pe-classes/>

Computing

Please feel free to use the links below to improve your computing skills on a weekly basis.

Scratch - <https://scratch.mit.edu/> ➡ Google 'Scratch' and it is the first option. On the website, click 'Create' to access the coding stage which the children are used to using in class. They can watch tutorial, step-by-step guides on the website by clicking 'ideas' and this will teach them different skills.

Minecraft Coding- <https://code.org/minecraft> ➡ Google 'Minecraft coding'.

This screen will show up - the orange START buttons are how you access different activities. Introductory videos from one of the makers at Mojang will pop up - this isn't necessary to watch. The children will be able to code using their instructions.

Lightbot - www.lightbot.com

This is a coding game using a robot and problem solving. A favourite in year 4.