







Halfpenny Lane Year 4: Home Learning Schedule

| W/C 15 th June | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|--|
| Maths 9:30 – 10:15am This week we will be focussing upon: Number and calculation From next week we will be providing a 'pre-teach' maths video to further support your child in their learning. This will be incredibly useful to view before commencing the first lesson. | Lesson 1: Place value of 4-digit numbers. Learn how to identify 3- and 4-digit numbers by clicking on the link here <i>You will find two videos, four interactive activities and a set of questions to complete - answers provided</i> | Lesson 2: Finding 1000 more and 1000 less. Learn how to identify 1000 more and 1000 less than a given number by clicking on the link here <i>You will find one learning video and two sets of questions to complete – answers provided</i> | Lesson 3: Rounding to the nearest 10/100/1000. Learn how to round numbers to the nearest 10,100 and 1000 by clicking on the link here <i>You will find two videos, four interactive activities and a set of questions to complete – answers provided</i> | Lesson 4: Negative numbers on a number line. Learn how to identify negative numbers and understand the purpose of a number line by clicking on the link here <i>You will find two videos, two interactive activities and a set of questions to complete – answers provided</i> | Lesson 5: Consolidation Apply your learning from across the previous sessions by undertaking the weekly Maths challenges! Click here <i>These are designed to test your problem-solving skills. See how many you and your family can do together!</i> |
| <div>  Remember to share your learning on Class Dojo!  </div> <p>Take a photo of your work and upload it to the Portfolio section for your teacher to see.</p> | | | | | |
| English 10:45 – 11:30am This week our text type is a: Narrative As above, from next week we will be providing a 'pre-teach' English video to further support your child in their learning. Both videos will be created by Halfpenny Lane staff. | Lesson 1: Reading Comprehension - Word Meaning Description: Learn how to identify key words and match them to the correct meaning by clicking the link here | Lesson 2: Reading Comprehension - Fact Retrieval Description: Learn how to read the text carefully and find and retrieve key words and phrases by clicking here | Lesson 3: Writing Focus - Identify features of a narrative Description: Learn about the key features found in narrative texts and identify them. Click here | Lesson 4: Writing Focus - Fronted adverbials Description: Learn how to start sentences in a range of ways by clicking here | Lesson 5: Writing Focus -To continue a story Description: Learn how to use a range of fronted adverbials, exciting vocabulary and a range of synonyms for the word 'said' when completing a story. Click here |
| <p>This week's spellings are: inactive, incorrect, invisible, insecure, incurable, inadequate.</p> | | | | | |
| <div>  Having any problems with the tasks?  </div> <p>Feel free to pop any questions or issues onto our class Padlet here!</p> | | | | | |
| <p>A live discussion and feedback session, with your classmates and teacher, about each day's learning is coming soon. Look out for further details about how to access this fantastic resource!</p> | | | | | |



Maths Lesson 1

Write a single-digit number in each star.



| What is the... | |
|---|--|
| largest 4-digit number you can make? | |
| smallest 4-digit number you can make? | |
| largest odd 4-digit number? | |
| largest even 4-digit number? | |
| smallest odd 4-digit number? | |
| smallest even 4-digit number? | |
| largest 4-digit number rounded to the nearest 10? | |
| largest 4-digit number rounded to the nearest 100? | |
| smallest 4-digit number rounded to the nearest 10? | |
| smallest 4-digit number rounded to the nearest 100? | |

Arrange the given digits to make a number that meets the given criteria.

1. Between 161 and 182:

6, 1, 7

| | | |
|--|--|--|
| | | |
|--|--|--|

H T O

4. Between 352 and 401:

2, 6, 3

| | | |
|--|--|--|
| | | |
|--|--|--|

H T O

7. Between 2850 and 2870:

9, 5, 2, 8

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

TH H T O

2. Between 295 and 311:

9, 2, 8

| | | |
|--|--|--|
| | | |
|--|--|--|

H T O

5. Between 573 and 601:

6, 5, 7

| | | |
|--|--|--|
| | | |
|--|--|--|

H T O

8. Between 1900 and 1930:

2, 1, 8, 9

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

TH H T O

3. Between 373 and 397:

8, 3, 9

| | | |
|--|--|--|
| | | |
|--|--|--|

H T O

6. Between 784 and 811:

8, 9, 7

| | | |
|--|--|--|
| | | |
|--|--|--|

H T O

9. Between 1000 and 1050:

0, 1, 2, 4

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

TH H T O

Activate Windows
Go to Settings to activate Windows.



Maths Lesson 2

Test of Strength

I can find 1000 more or less than a given number.

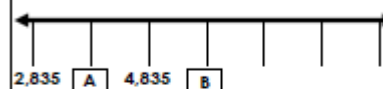
Start at the bottom and work your way towards the top. When you have finished, check your answers (starting from the bottom) and colour each question you answered correctly. How far can you go until you answer incorrectly?



| | |
|--|----------------------|
| I am thinking of a number. I add 1000, then add another 1000. My answer is 91 776. What was my starting number? | <input type="text"/> |
| A football club has a crowd capacity of 70 829 people. A rugby club has a crowd capacity, which is 1000 less than the football club. What is the crowd capacity of the rugby club? | <input type="text"/> |
| I am taking part in a race. I have already ran 9450 metres. I have 1000 metres left to run. How long is the race? | <input type="text"/> |
| I am thinking of a number. I subtract 1000 and my answer is 59 382. What was my starting number? | <input type="text"/> |
| Rhian has £67 748 in his bank account. He then spends £1000. How much money does he have left remaining? | <input type="text"/> |
| Alicia is collecting pennies for a local charity. So far, she has 13 902 pennies. She is given 1000 more pennies by her father. How many pennies does she have in total? | <input type="text"/> |
| What is 1000 less than 60 382? | <input type="text"/> |
| What is 1000 more than 53 394? | <input type="text"/> |

1,000 More or Less

4a. Work out the value of A and B.



Explain how you know.



5a. Find the odd one out.

My number is 1,000 less than four thousand, six hundred and seventeen.



My number is 1,000 more than 2,617.



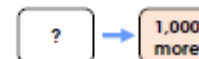
1,000 more than my number is 3,617.



6a. What was Simon's number? Explain how you know.



I put my number in the function machine below and the answer was 5,231.





Maths Lesson 3

PS Problem-solving questions

Challenge 1

1 Round each number to the nearest 10.

a) 54 _____ b) 99 _____ c) 76 _____

2 Enrico is rounding numbers to the nearest 10.
Circle the numbers he will round to 80.



3 Jo estimates the answer to $52 + 74$ by rounding both numbers to the nearest 10 and adding.

Write Jo's estimated answer. _____

4 Round each number to the nearest 100.

a) 326 _____ b) 704 _____ c) 1477 _____



Marks...../10

Challenge 2

1 Round each number to the nearest 100.

a) 3783 _____ b) 6317 _____ c) 5078 _____

2 Round 2628 to the:

a) nearest 10. _____

b) nearest 100. _____

c) nearest 1000. _____

3 Round each number to the nearest 1000.

a) 4009 _____ b) 2505 _____ c) 8199 _____





Challenge 3

1 Round each number to the nearest 1000.

a) 6043 _____ b) 789 _____ c) 3911 _____

2 Max has a secret number.

He rounds the number down to the nearest 1000, the answer is 7000.

He rounds the same number to the nearest 10, the answer is 7340.



Write a possible secret number. _____

3 Oliver rounds numbers to the nearest 10.

Circle the numbers Oliver has rounded.

350

4005

6000

7900

10 101

4 Eve has four numbers cards. She makes four-digit numbers using the cards and rounds them to the nearest 1000.

5

9

6

1

Write the 4 four-digit numbers that Eve will round to 7000.

3 marks

1 mark

3 marks

4 marks

Marks..... /11

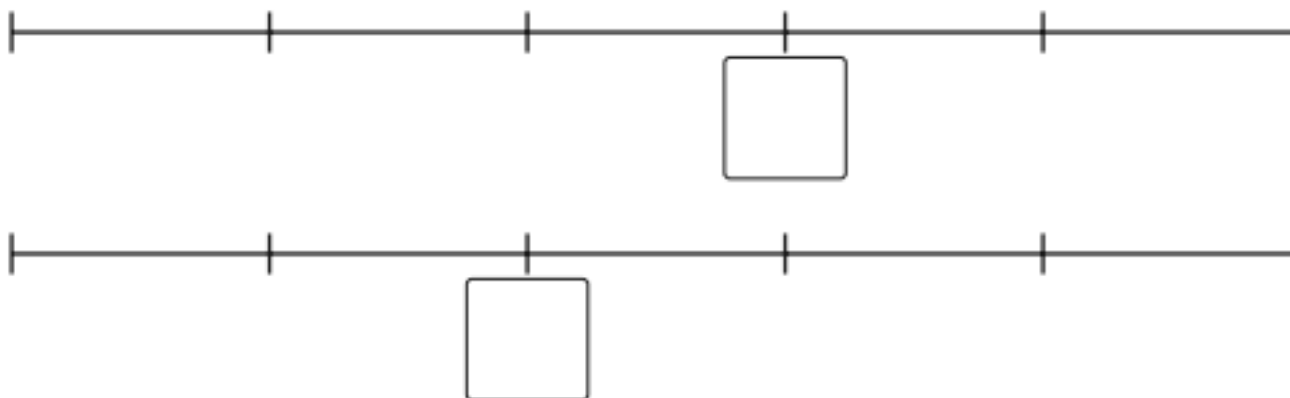


Maths Lesson 4

Quick Test

1. Order these numbers from smallest to largest:
10 -3 5 -9 6 -2 0 -5
2. Fill in the next three terms counting back in 3s:
4 1 -2 _____
3. Fill in the next three terms counting on in 50s:
-50 0 _____

Negative Line-up



| | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|---|---|---|
| | | | | | | | ? | ? | ? | ? | ? |
| -9 | -8 | -7 | -6 | -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 |
| -9 | -8 | -7 | -6 | -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 |



Maths Lesson 5

Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \blacktriangle$$

Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

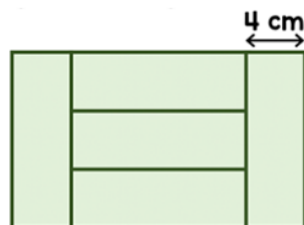
He has no money left. How much does a pencil cost?



Challenge 4

Five identical rectangles are put together to make a large rectangle.

The width of one rectangle is 4cm. Work out the perimeter of the large rectangle.



Challenge 3

Here are some digit cards.



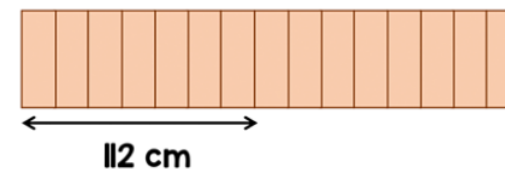
Amir and Donna each make a three-digit number using all the cards.

Amir notices that when he subtracts his number from Donna's number he gets an answer greater than 300 but less than 400.

What numbers did they make?

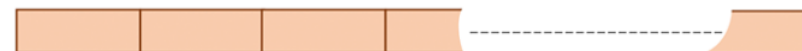
Challenge 5

15 identical blocks are lined up as shown.



The length of each individual block is twice the width.

If all 15 blocks are then laid end to end lengthways, what is the total length of the blocks altogether now?





English Lesson 1

1. In the first paragraph, which **two** words tell us that there were a lot of people outside the bank?

2. Read from 'out of nowhere' to the end of the paragraph.
Write down the word that tells us that Jacob couldn't miss his meeting at the bank.

3. *'Suddenly, the hustle and bustle of a nearby crowd drew his attention towards the steep stone steps in front of the bank'.*

Which **two** words in this sentence tell you it was busy?

4. **Find and copy** the word which is a synonym for 'same'.

5. Which of the following words means **peculiar**?

Choose **one**.

- Wonderful ☐
- Strange ☐
- Long ☐
- Boring ☐

Spellings

These are the words that you are trying to learn this week:

inactive

incorrect

invisible

insecure

incurable

inadequate

Spelling Strategy

Look



Cover



Write



Check





English Lesson 2

1. Write down two things Newt marvelled at as he explored New York City.

2. According to the text, what was the woman outside the bank talking about?

3. What did the Niffler use to open the suitcase that he was hidden inside?

4. Using information from the text, tick one box in each row to show whether each statement is true or false.

| | True | False |
|---|--------------------------|--------------------------|
| The Niffler was hidden inside a leather suitcase | <input type="checkbox"/> | <input type="checkbox"/> |
| The man flipped a coin | <input type="checkbox"/> | <input type="checkbox"/> |
| Several bags of money were spotted on a large shelf | <input type="checkbox"/> | <input type="checkbox"/> |
| The Niffler hid behind a giant statue | <input type="checkbox"/> | <input type="checkbox"/> |

5. Who owned the hat that Newt saw being dragged away into the distance?

Spellings

These are the words that you are trying to learn this week:

inactive

incorrect

invisible

insecure

incurable

inadequate





English Lesson 3

1. Who is the main character in this extract?

2. Where is this extract set? Can you find the exact address?

3. Find and copy two examples of alliteration in the paragraph beginning '*Lifting the bag...*'

4. Write down an example of onomatopoeia in the last paragraph.

5. Find and copy an example of a simile in the first paragraph.

6. Write a summary of the dilemma.

Spellings

These are the words that you are trying to learn this week:

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incurable

inadequate

Spelling Strategy

Look



Cover



Write



Check





English Lesson 4

1. Tick all the sentences that contain a fronted adverbial?

Without warning, one of the unopened dream eggs began to roll towards the edge of the bed.

☐

The dream egg landed and exploded onto a shadow serpent book resting on the floor.

☐

Carefully, he pushed the wooden frame open, so not to make a sound.

☐

Above his legs, his skinny body was covered by just a tiny pair of green silk shorts, which hung limply from his narrow waist.

☐

3. Insert the comma in the correct place to demarcate the fronted adverbial.

Before the sun came up he stood and waited.

In the dead of night the Dreamgiver began his journey.

Positively trembling with excitement he entered the orphanage.

Unfortunately the egg fell to the floor and exploded.

In the blink of an eye the spirit was gone!

2. Make your own 3 fronted adverbial sentences, using phrases from box A and box B. Check that your sentences make sense.

Box A:

| | | |
|-------------------------|-------------|------------------|
| As quickly as possible, | After that, | Behind the door, |
| Unexpectedly, | Silently, | Carefully, |

Box B:

| | | |
|-----------------------------|--|---|
| a shadow serpent appeared. | the Dreamgiver told the spirit to stay back. | he carried the glowing golden dream eggs. |
| he tiptoed out of the room. | he ran towards the exit. | the child hid shaking in fear. |

Spellings

These are the words that you are trying to learn this week:

inactive

incorrect

invisible

insecure

incurable

inadequate





English Lesson 5

Fronted adverbial examples:

| | | |
|-------------------------|---------------------------------------|------------------|
| From around the corner, | Perfectly confident, | Without a sound, |
| Almost unbelievably, | Positively trembling with excitement, | Without warning, |
| Quite understandably, | Feeling anxious, | Unexpectedly, |
| Really happily, | Utterly joyous, | Unfortunately, |
| Perhaps, | Totally overwhelmed, | Suddenly, |
| Obviously angry, | Slowly, | Mysteriously, |
| Definitely confused, | Bravely, | Frantically, |
| Completely exhausted, | Like a ... , | Courageously, |
| Out of breath, | As quick as a flash, | Silently, |

To be successful...

| Feature | Example |
|--------------------------------|------------------------------------|
| Capital letters and full stops | |
| 3rd person | Newt, Jacob, Niffler |
| Adjectives | unusual, magical, marvellous |
| Fronted adverbials | From behind the... Unexpectedly... |
| Figurative language | As quick as a flash |
| Dialogue | "Imperio!" commanded Newt |

Words to replace 'said':

| | | |
|-----------|-----------|----------|
| boomed | replied | screamed |
| bellowed | roared | yelled |
| laughed | whispered | mumbled |
| stuttered | shrieked | muttered |

Vocabulary you could use:

| | | | |
|------------|-----------|------------|---------|
| abandoned | chilling | ancient | dark |
| bizarre | darkness | bravely | unlit |
| creature | eerie | dangerous | shady |
| disastrous | familiar | disturbing | sunless |
| enemy | magical | evil | gloomy |
| Furiously | splendid | hero | sombre |
| perilous | weird | terrifying | bleak |
| sturdy | enchanted | determined | dismal |



Lesson 1

Fantastic Beasts

As Newt Scamander explored the streets of New York City, eager to discover which magical creatures awaited him, he marvelled at the sights: the skyscrapers peering down; the train passing overhead and the traffic honking its horns in angry protest. Suddenly, the hustle and bustle of a nearby crowd drew his attention towards the steep stone steps in front of the bank where a woman was delivering a peculiar speech - about the supernatural - to the crowd.

From out of nowhere, Jacob Kawolski, who had an important meeting at the bank, approached the vast crowd but, as he did so, lost his footing and tripped over Newt's identical leather suitcase, which had been placed on the ground adjacent to his feet. Kawolski, who then picked up the wrong suitcase, hurriedly made his way through the crowd, up the steps towards the bank.



Lesson 2

Fantastic Beasts

Meanwhile, at the very top of the steps, a man exiting the bank, flipped a coin and whether it was the sound of it as it bounced down the steps, or the smell of the metal - who knows - but something caught the Niffler's attention! Razor-sharp, diminutive claws began to prise open the side of the case inside which he was concealed. Unable to resist anything shiny, the greedy Niffler escaped and scuttled behind a stone pillar from behind which, Newt caught a glimpse of a beggar's hat being dragged off into the distance...

One shiny, valuable coin was not enough to satisfy the cute yet extremely greedy Niffler. The whiff of freshly polished coins hung in the air luring the mischievous gold-digger. Scurrying furtively into the bank, the naughty Niffler spotted a trolley containing several bags of money. Seconds later, Newt, who was desperate to find the cunning little money thief, entered the building then suddenly, from out of nowhere, a deep voice bellowed across the room:

"Hey! Mr English guy, I think your egg is hatching!"



Answers

Maths Lesson 1

★ ★

Place Value

1. 167 / 176
2. 298
3. 389
4. 362
5. 576
6. 789 / 798
7. 2859
8. 1928
9. 1024 / 1042

Maths Lesson 2

100 more/less

Test of strength answers

1. 89776
2. 69829
3. 10450m
4. 60382
5. 66748
6. 14902
7. 59382
8. 54394

4a. The increments are increasing by 1,000.

$$A = 2,835 + 1,000 = 3,835$$

$$B = 4,835 + 1,000 = 5,835$$

5a. Danny.

6a. 4,231.

The function machine added 1,000 so you need to subtract 1,000 to find the original number. $5,231 - 1,000 = 4,231$.

Maths Lesson 3

10/100/1000 more or less

Challenge 1

1. a) 50 b) 100 c) 80
2. 84, 75 and 77 circled
3. 120

4. a) 300 b) 700 c) 1500

Challenge 2

1. a) 3800 b) 6300 c) 5100
2. a) 2630 b) 2600 c) 3000
3. a) 4000 b) 3000 c) 8000
4. Any three numbers ≥ 650 but < 750

Challenge 3

1. a) 6000 b) 1000 c) 4000
2. Any number ≥ 7335 but < 7345
3. 350, 6000 and 7900 circled
4. 6951, 6915, 6591, 6519

Maths Lesson 4

10/100/1000 more or less

Quick Test Answers

-9, -5, -3, -2, 0, 5, 6, 10

1, 0, -1, -2

50, 100, 150

Maths Lesson 5

Challenges

Answers

Challenge 1 - star = 10, heart = 17, triangle = 0

Challenge 2 - A pencil costs 8p

Challenge 3 - Amir's number is 538, Donna's number is 853

Challenge 4 - Perimeter = 64 cm

Challenge 5 - The length is 480 cm