Year 4: Remote Learning Schedule

W/C 18th January	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *(approx. 45 mins per lesson)* **This week our focus is:** **Multiplying and Dividing**	**Lesson 1:** **Divide 2 digits by 1 digit.** *Click here to watch the video to support you.*	**Lesson 2:** **Divide 2 digits by 1 digit.** *Click here to watch the video to support you.*	**Lesson 3:** **Divide 3 digits by 1 digit.** *Click here to watch the video to support you.*	**Lesson 4:** **Correspondence problems.** *Click here to watch the video to support you.*	**Lesson 5:** **Arithmetic**
	You will find links to videos above. The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then ask your teacher at the end of the live session for help!				
	Remember to log in to TT Rockstars each week to practise your times tables! *Message your teacher on **Class Dojo** if you've forgotten your login details.*				
	Remember to share your learning on Class Dojo! *Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.*				
English *(approx. 45 mins per lesson)* **This week our focus is:** **Myths & Legends** **Writing good dialogue**	**Lesson 1:** **To understand how to use inverted commas.**	**Lesson 2:** **To plan and write the introduction to my myth.** .	**Lesson 3:** **To plan and write the dilemma to my myth.**	**Lesson 4:** ***To plan and write the resolution to my myth.*** .	**Lesson 5:** ***To edit and write my final draft of my myth***
	The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then ask your teacher at the end of the live session for help!				
This week's spellings are: library, material, medicine, mention, minute **(Remember to test yourself on Friday!)**					
Reading for Productivity *is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.*	**Lesson 1:** Art	**Lesson 2:** History	**Lesson 3:** RE	**Lesson 4:** Science	**Lesson 5:** Computing
Reading for Pleasure *is such an important part of our curriculum – follow the link here to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.*					
Extended Curricular Learning *provides an excellent opportunity to exercise skills in foundation subjects, and Science. At the end of this pack, you will find 5 activities, one for each day, which link to our current topic. Please continue to upload your work on Dojo for your teachers to see!*					

Maths resource:

Year 4 Knowledge Organiser: Multiplication and Division

PONTEFRACT ACADEMIES TRUST

VIPs

Making a number ten times bigger is the same as multiply by ten or ten lots of.

Making a number a hundred times bigger is the same as multiply by a hundred or a hundred lots of.

When multiplying by 10, all the digits move one place value to the left. The number becomes bigger.

When multiplying by 100, all the digits move two place values to the right. The number becomes bigger.

For multiplication the order of the numbers can change – the commutative law.

When dividing by 10, all the digits move one place value to the right. The number becomes smaller.

When dividing by 100, all the digits move two place values to the right. The number becomes smaller.

A number multiplied by 1 is itself.

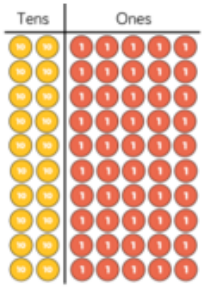
A number multiplied by 0 is always 0.

A number divided by 1 is itself.

Inverse means opposite. Multiplication is the inverse of division and vice versa.

Each multiple of 6 is double the equivalent multiple of 3.

Multiplying by 10



25 x 10 = 250

10 lots of 25

Multiplying by 1

34 x 1 = 34 1 x 65 = 65

The answer is always itself.

Multiplying by 0

34 x 0 = 0 5 x 0 x 8 = 0

The answer is always 0.

Commutative law

4 x 8 x 5 = 4 x 5 x 8

The order of the numbers can change for multiplication.

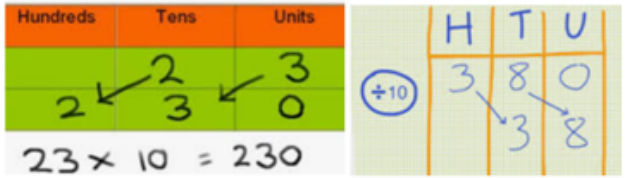
Dividing by 1

23 ÷ 1 = 23 5 ÷ 1 = 5

The answer is always itself.

Using Place Value to Multiply and Divide by 10, 100 and 1000

Multiplying		Dividing	
X 10	digits move LEFT **1** space	÷ 10	digits move RIGHT **1** space
X 100	digits move LEFT **2** spaces	÷ 100	digits move RIGHT **2** spaces
X 1000	digits move LEFT **3** spaces	÷ 1000	digits move RIGHT **3** spaces



Key vocabulary

dividend, divisor, quotient, product, multiplication, multiplying, division, dividing, commutative law, associative law, base 10, calculation, calculating, place value, whole number, fact family, pictorial representation, group, grouping, share, sharing, equal, equivalent, inverse, operations

Fat Questions

How is the commutative law useful when multiplying numbers?

Are formal methods always the most appropriate when multiplying and dividing?

When might you use multiplication or division in real life?

Intent

To build on place value understanding that multiplying and dividing by 10 or 100 means the digits remain the same, but change their value and how this links to money in everyday use. To understand that the order of numbers in a multiplication can change which may make a calculation easier and contrast with how the order for division is important. To understand why dividing and multiplying by 1 give the sane answer and to understand the effect of "no lots of".

Maths Lesson 1

Divide 2-digits by 1-digit (1)

White Rose Maths

1 Rosie is working out 93 ÷ 3 using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

a) Talk about Rosie's method with a partner.

b) Work out the division.

2 Use place value counters to work out the divisions.

a) 66 ÷ 3 **c)** 50 ÷ 5 **e)** 39 ÷ 3

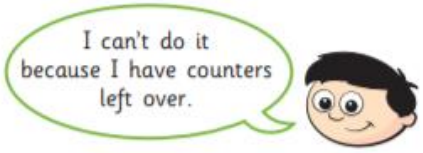
b) 86 ÷ 2 **d)** 48 ÷ 4 **f)** 84 ÷ 4

3 Dexter is working out 56 ÷ 4 using a place value chart.

T	O
10	1
10	1
10	1
10	1

10 10 1 1

a)



Do you agree with Dexter?

Explain your answer.

b) Work out 56 ÷ 4 using place value counters.

4 Use place value counters to work out the divisions.

a) 72 ÷ 3 **c)** 65 ÷ 5 **e)** 45 ÷ 3

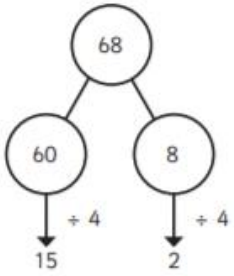
b) 92 ÷ 4 **d)** 48 ÷ 6 **f)** 64 ÷ 4

5 Teddy is working out 57 ÷ 3

How does Teddy know this?

Talk about it with a partner.

6 Amir is working out 68 ÷ 4



68 ÷ 4 = 17

Talk about Amir's method with a partner.

Divide 2-digits by 1-digit (1)

White Rose Maths

4 Use place value counters to work out the divisions.

a) 72 ÷ 3 **c)** 65 ÷ 5 **e)** 45 ÷ 3

b) 92 ÷ 4 **d)** 48 ÷ 6 **f)** 64 ÷ 4

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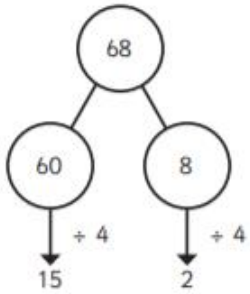
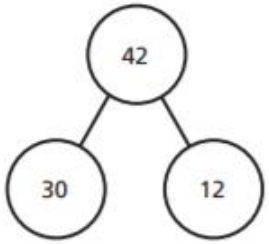


68 ÷ 4 = 17

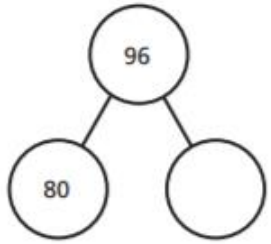
Talk about Amir's method with a partner.

7 Use Amir's method to complete these calculations.

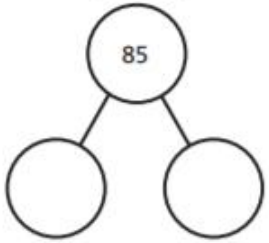
a) 42 ÷ 3 = ☐



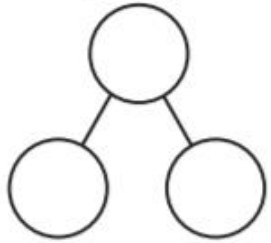
b) 96 ÷ 4 = ☐



c) 85 ÷ 5 = ☐



d) 84 ÷ 6 = ☐



8 Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

9 Write <, > or = to make the statements correct.

96 ÷ 8 ◯ 72 ÷ 6 95 ÷ 5 ◯ 63 ÷ 3

51 ÷ 3 ◯ 64 ÷ 4 98 ÷ 7 ◯ 95 ÷ 5

Maths Lesson 2

Divide 2-digits by 1-digit (2)

White Rose Maths

1 Whitney is working out 49 ÷ 4 using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

a) Talk about Whitney's method with a partner.

b) Why is there one counter left over?

c) Work out the division.

d) Use place value counters to work out the divisions.

50 ÷ 4 51 ÷ 4

What do you notice?

2 Work out the divisions.

a) 47 ÷ 3 **b)** 26 ÷ 5 **c)** 89 ÷ 4

d) 32 ÷ 5 **e)** 49 ÷ 6 **f)** 47 ÷ 4

g) 74 ÷ 3 **h)** 81 ÷ 7

3 Work out the divisions.

a)	**b)**	**c)**	**d)**
36 ÷ 4	70 ÷ 5	45 ÷ 3	92 ÷ 4
37 ÷ 4	71 ÷ 5	46 ÷ 3	91 ÷ 4
38 ÷ 4	72 ÷ 5	47 ÷ 3	90 ÷ 4
39 ÷ 4	73 ÷ 5	48 ÷ 3	89 ÷ 4
40 ÷ 4	74 ÷ 5	49 ÷ 3	88 ÷ 4

4 Dora has been working out some divisions.

72 ÷ 4 = 18
73 ÷ 4 = 18 r1
74 ÷ 4 = 18 r2
75 ÷ 4 = 18 r3

I know without working it out that 76 ÷ 4 must be 18 r4

a) Why does Dora think this?

b) Explain why Dora is wrong.

5 Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.

a) Complete the division to work it out.

☐ ÷ ☐ = ☐ r ☐

b) What does the remainder represent?

Talk about it with a partner.

c) Complete the sentence.

Annie can fill ☐ boxes with ☐ eggs left over.

Divide 2-digits by 1-digit (2)

White Rose Maths

4 Dora has been working out some divisions.

$72 \div 4 = 18$
$73 \div 4 = 18$ r1
$74 \div 4 = 18$ r2
$75 \div 4 = 18$ r3

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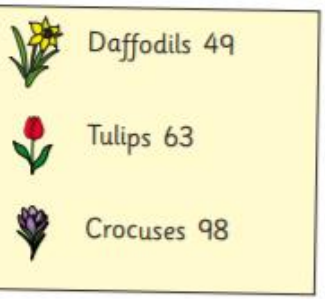
$\square \div \square = \square$ r $\square$

b) What does the remainder represent?
Talk about it with a partner.

c) Complete the sentence.

Annie can fill $\square$ boxes with $\square$ eggs left over.

6 Jack has these bulbs.



Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

How many of each bulb will be left over?

How many tubs could Jack use so that there are no bulbs left over?

Maths Lesson 3

Divide 3-digits by 1-digit

White Rose Maths

1 Jack is working out 844 ÷ 4 using a place value chart.

H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1

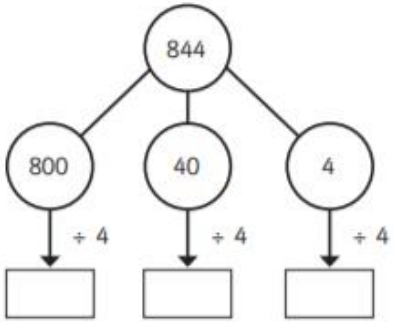
a) Talk about Jack's method with a partner.

b) Work out the division.

2 Use Jack's method to work out these divisions.

a) 525 ÷ 5 **b)** 636 ÷ 6 **c)** 840 ÷ 8 **d)** 903 ÷ 3

3 Eva is working out 844 ÷ 4 using a part-whole model.



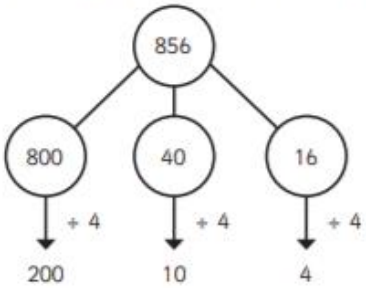
Complete Eva's method. 844 ÷ 4 = ☐

4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

5 Whitney is using flexible partitioning to divide a 3-digit number.

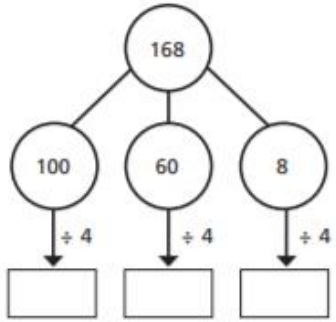


Could Whitney have partitioned her number another way?

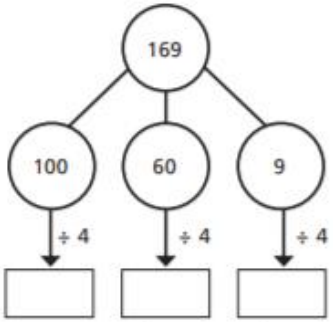
Use Whitney's method to work out these divisions.

a) 585 ÷ 5 **b)** 672 ÷ 6 **c)** 648 ÷ 4 **d)** 847 ÷ 7

6 Complete the part-whole models and divisions.



168 ÷ 4 = ☐



169 ÷ 4 = ☐

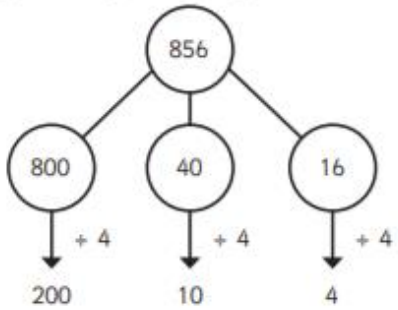
What is the same and what is different about the calculations?

Talk about it with a partner.

Divide 3-digits by 1-digit

White Rose Maths

5 Whitney is using flexible partitioning to divide a 3-digit number.



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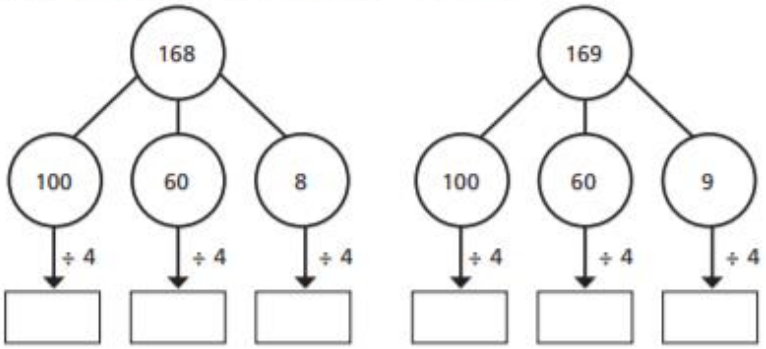


168 ÷ 4 = ☐ 169 ÷ 4 = ☐

What is the same and what is different about the calculations?

Talk about it with a partner.

7 Work out the divisions.

a) 258 ÷ 6 **b)** 623 ÷ 5 **c)** 864 ÷ 4 **d)** 824 ÷ 3

8 Eva has a piece of ribbon.

The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

Can Eva cut the ribbon into equal pieces with no ribbon left over?

Explain your answer.

9 Use 15 counters and a place value chart.

a) Can you make a number that is divisible by 3? _____

b) Can you make a number that has a remainder of 1 when divided by 3? _____

c) Can you make a number that has a remainder of 2 when divided by 3? _____

What do you notice? Talk about your findings with a partner.

Maths Lesson 4

Correspondence problems

White Rose Maths

1 A canteen has 2 types of bread and a choice of 3 sandwich fillings.

Bread	Fillings
white	cheese
brown	tuna
	chicken

a) List the different sandwiches that can be made.

One has been done for you.

cheese on white

b) Complete the multiplication to represent the number of different combinations of bread and filling.

☐ × ☐ = ☐

Complete the sentence.

There are ☐ combinations.

c) How many combinations would there be if there were 4 choices of sandwich filling?

2 A pizzeria offers a choice of bases and toppings.

Pizza base	Toppings
deep pan	mushrooms
thin	chicken
	onion
	peppers
	sweetcorn

Complete the multiplication to work out how many different combinations of pizza there are.

☐ × ☐ = ☐

Complete the sentence.

There are ☐ combinations of pizza.

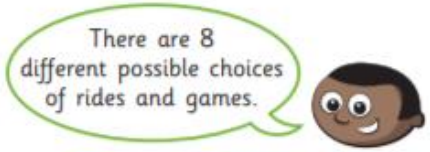
3 Mo visits the funfair.

He buys a ticket that allows him to choose 1 ride and 1 game at the fair.

Rides
Big dipper
Dodgems
Carousel

Games
Hook-a-duck
Basketball
Coconut shy
Lucky dip
Test-your-strength

a)



Is Mo correct?

Explain your answer.

b) List all the different choices Mo can make.

Correspondence problems

Complete the multiplication to work out how many different combinations of pizza there are.

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Complete the sentence.

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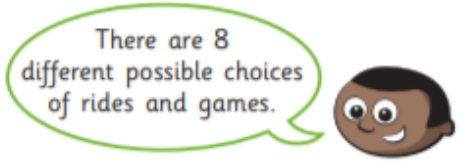


Is Mo correct?

Explain your answer.

b) List all the different choices Mo can make.

4 Aisha has 3 headbands and 5 hair slides.

Kim has 2 headbands and 6 hair slides.

Who has more choices of combinations for wearing one headband and 1 slide?

Talk about it with a partner.

5 Here are the activity choices available at Summer Camp.

Sport	Arts and crafts	Outward bound
football	painting	wall climbing
tennis	pottery	kayaking
golf	mosaics	abseiling
	origami	

Each child is allowed to choose 3 activities per day:
1 sport, 1 arts and crafts and 1 outward bound.

a) How many activity combinations are there?

b) Due to a flooded pitch, football is cancelled.

How many combinations are now possible?

6 Tom and Esther are building a snowman.

They have a choice of 5 hats, 4 scarves and 2 pairs of gloves to dress their snowman.

How many different combinations are possible?

Maths Lesson 5

1 mark

1 702 + 100 =

1 mark

2 479 - 100 =

1 mark

3 72 + 200 =

1 mark

4 624 - 30 =

1 mark

5 82 x 3 =

1 mark

6 64 ÷ 4 =

7 $\frac{1}{10} + \frac{7}{10} =$

1 mark

8 $\frac{8}{15} - \frac{4}{15} =$

1 mark

9 2267 + 1000 =

1 mark

10 7003 - 1000 =

1 mark

11 2788 + 3417 =

1 mark

12 8291 - 713 =

1 mark

13 $9 \times 5 =$

1 mark

14 $9 \times 2 \times 4 =$

1 mark

15 $352 \times 3 =$

1 mark

16 $641 \times 9 =$

1 mark

17 $\frac{5}{6} + \frac{5}{6} =$

1 mark

18 $\frac{7}{8} - \frac{1}{8} =$

1 mark

19 3.54 + 0.09 =

1 mark

20 3.8 - 0.8 =

1 mark

21 68 ÷ 100 =

1 mark

22 92 ÷ 10 =

1 mark

23 $\frac{1}{3}$ of 24 =

1 mark

24 7.2 + 2.89 =

1 mark

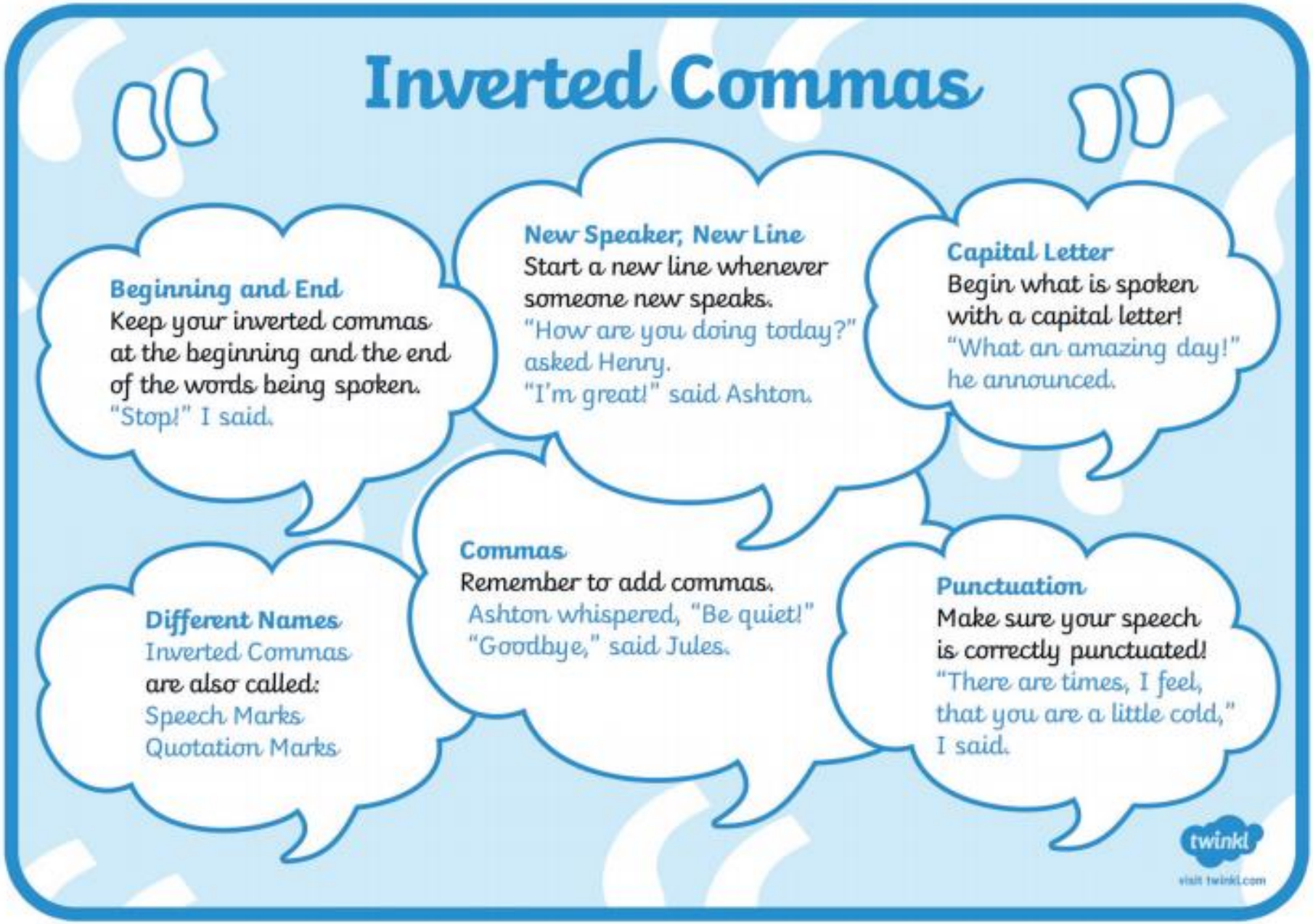
English – Practise your spellings

Remember to ... **Look, cover, say, write and then check!**

library			
material			
medicine			
mention			
minute			

Use the first column example words to go over the letters and practise your handwriting joins.
Can you write sentences for each of your spellings?

English – Lesson 1 - Support Mat

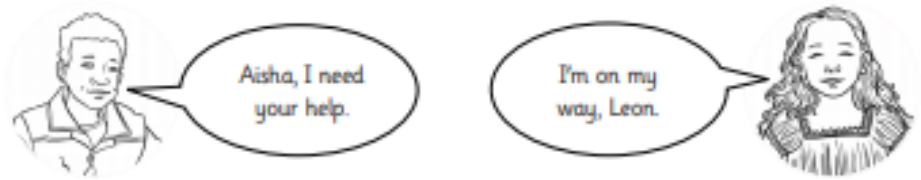


English – Lesson 1 - Inverted Commas

Direct speech is punctuated with inverted commas which are sometimes called speech marks. They are placed around direct speech to show the reader what a person says. The inverted commas are place around the speech (including the punctuation) and are usually followed by a reporting clause. This is the part of the sentence that tells the reader who is speaking. E.g. “What’s for lunch?” asked Sally.

1. Turn these conversations into direct speech sentences.

a)

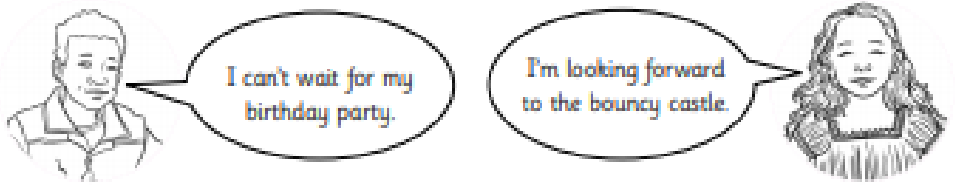


b)

c)

d)

e)



English – Lesson 2 - Support Mat

How to Write a Good Story

Characters
Who are the characters in your story?

Setting
Where is your story set? Is it in a forest, a town, in the park or somewhere else?

Opening
Introduce the characters and the location of the story.

Build-Up
Begin to write about what is happening at the start of your story. Don't forget to use the characters you introduced at the beginning of your story.

Dilemma
Write about a problem that is happening in your story. What is it that has gone wrong?

Resolution
Write about how the problem will be fixed. Think about how the characters might work together to solve whatever has gone wrong.

Closing
Bring everything in the story to an end and make sure the problem has been fixed.

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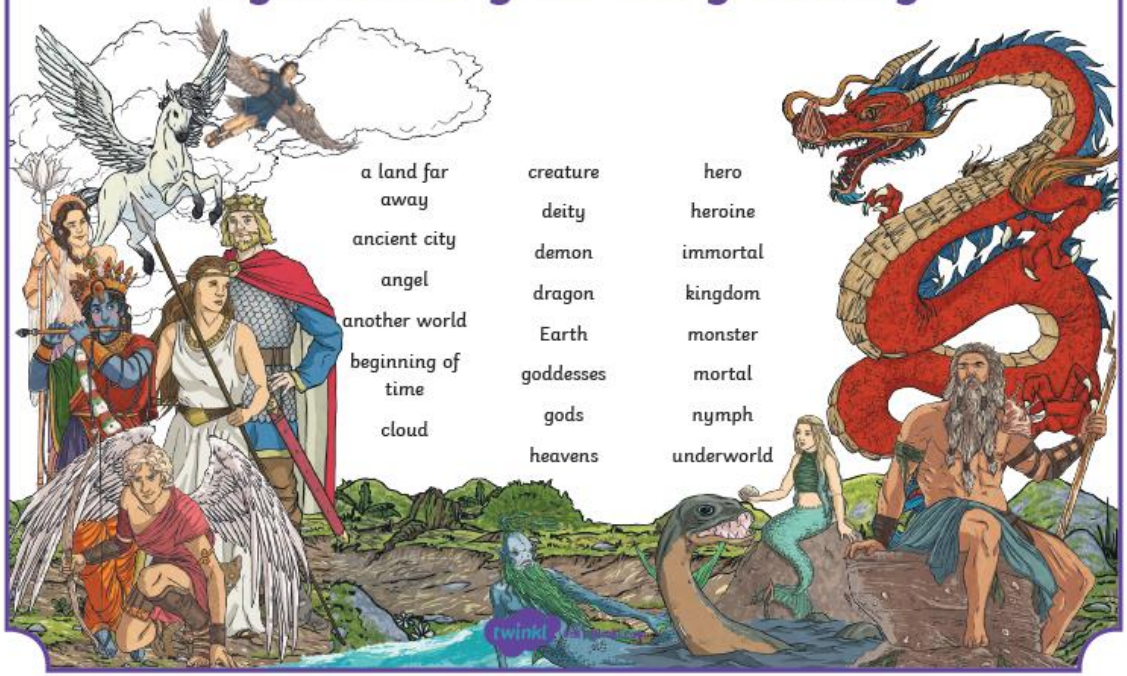
Myth and Legend Story Writing



a land far away	creature	hero
ancient city	deity	heroine
angel	demon	immortal
another world	dragon	kingdom
beginning of time	Earth	monster
cloud	goddesses	mortal
	gods	nymph
	heavens	underworld

What Are Myths and Legends?

A **myth** is a story used to explain why things are the way that they are in the world around us. Some myths have survived for thousands of years.

A **legend** is a story that is loosely based on truth. Legends are passed down through generations and have important meanings or symbolism. They often feature a hero or heroine who fights monsters with the help of mythical creatures.

English – Lesson 2 - Writing an introduction to our Myth.

Use the template to plan your introduction to your Myth based on the picture. Once you have completed this plan, you need to write your introduction on the next page.

Collecting Vocabulary

Write down nine ambitious words to describe this picture.

Quick Questions

Write your answers on the back of your sheet.

1. What do you think the real identity of this knight is?
2. If you were a knight, what design would be on your shield?
3. What does a typical day for this knight include?

Opening Lines

Write the opening to a story based on this picture.

Name It

Give this picture a title.

Quote It

Write one line of correctly punctuated speech that the knight might say.

Give Your Opinion

Do you think that knights have a place in modern Britain?

Circle **YES** or **NO**

Give a reason for your answer that includes the word 'because'.

English – Lesson 2 Continued - Writing an introduction to our Myth.

Using your plan and the picture, write the introduction to your myth. Remember, this section needs lots of character and setting description.

English – Lesson 3

Use the template to plan your dilemma to your Myth based on the picture. Once you have completed this plan, you need to write your dilemma on the next page. Remember, a dilemma is when something goes wrong or a problem that needs to be solved.

Collecting Vocabulary
Write down nine ambitious words to describe this picture.

Name It
Give this picture a title.

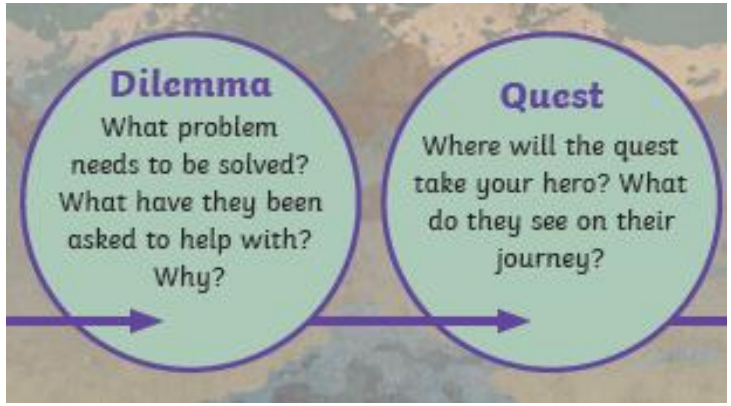
_____

Problematic Lines
Write the dilemma of a story based on this picture.

_____
_____
_____
_____
_____
_____
_____

Quote It
Write one line of correctly punctuated speech from the giant in the image.

_____
_____
_____



What problems will your characters encounter?

English – Lesson 3 Continued - Writing a dilemma to our Myth.

Using your plan and the picture, write the dilemma to your myth. Remember, this section needs to include dialogue.

English – Lesson 4 - Writing resolution to our Myth.

Use the template to plan your resolution to your Myth based on the picture. Once you have completed this plan, you need to write your resolution on the next page.

Collecting Vocabulary
Write down nine ambitious words to describe this picture.

Name It
Give this picture a title.

_____

Closing Lines
Write the ending to a story based on this picture.

_____

_____

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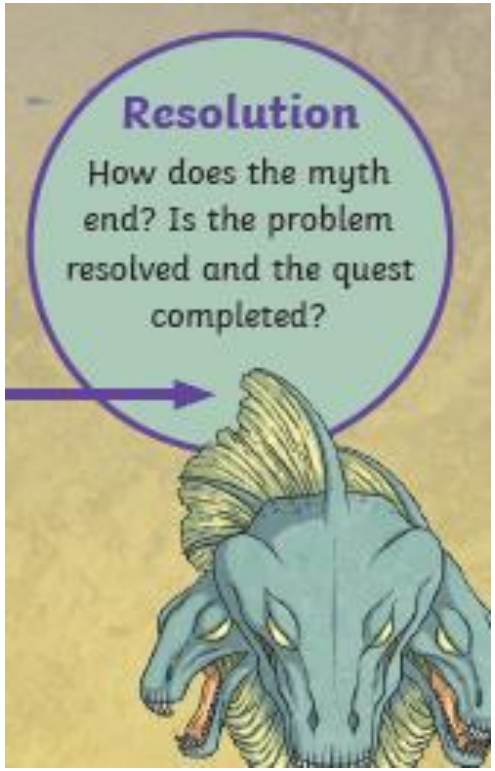
Quote It
Write one line of correctly punctuated speech from the person shown in the picture.

_____

_____

_____



a land far away	beginning of time	demon	heavens	monster
ancient city	cloud	dragon	hero	mortal
angel	creature	Earth	heroine	nymph
another world	deity	goddesses	immortal	underworld
		gods	kingdom	

English – Lesson 4 Continued - Writing a resolution to our Myth.

Using your plan and the picture, write the resolution to your myth. Remember, this section needs to include a clear ending to finish your story.

English – Lesson 5 - To edit and write the final draft of our Myth.

It's really important to proof read and check our work. Using our knowledge on spelling, punctuation and grammar, complete the tasks on the sheet to up-level them. Once you have done this, you need to do the same for your story and then write out your final draft.

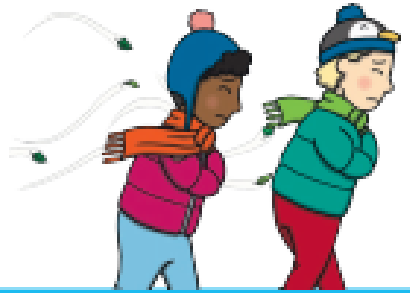
Use these proofreading marks to correct 10 mistakes in the story below.

Make a capital letter. ≡ **Add a question mark.** ?

Add a full stop. ⊙ **Correct the spelling mistake.** ~~there~~ their

A Windy Walk

it was cold and windy as teh twins walked to school. julie had forgotten to put on her beanie before she and her brother lsft home. "Why are your ears red Julie " asked her brother ben Julie replied "because they're super cold Ben!" then shhe shivered as the wind howled, blowing leaves all around them.



Choose two sentences that have mistakes and write them correctly.

1. _____

2. _____

Use these proofreading marks to correct 10 mistakes in the story below.

Make a capital letter. ≡ **Add a question mark.** ?

Add a full stop. ⊙ **Correct the spelling mistake.** ~~there~~ their

Going to the Circus

Today we are goin to the circus. I am so excited to see the tightrope walkers and trapeze artists! i bet it would be scary being uup so high Mi brother just wants to see teh elephants. they're his favourite animal Have you ever been to the circus What would yuo most like to see?

Choose two sentences that have mistakes and write them correctly.

1. _____

2. _____

Reading for Productivity Lesson 1 - Art

Artist Fact Sheet

Pablo Picasso 1881 - 1973

Pablo Picasso was born in Malaga, Spain. When he was baptized, his name was 23 words long! Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Martyr Patricio Clito Ruiz y Picasso.

Picasso's father was an artist and gave Pablo art lessons. He finished his first painting, Le Picador, when he was nine. When he was 13, he was admitted to the School of Fine Arts in Barcelona. At 16, he went to Spain's top art school, Madrid's Royal Academy of San Fernando.

In 1900, Picasso went to Paris where he met Max Jacob, a journalist who helped Picasso learn French. In 1905, some American art collectors bought some of Picasso's paintings and he became famous. Initially, Picasso painted in a realistic manner but later his work became more abstract.

Picasso co-founded the Cubist movement. Cubism was a new way of painting, in which artists would paint a person or object from different angles using geometric shapes. The artists created a picture of something by breaking it up into different blocks. Picasso, and other artists, later began to add other materials, leading to the invention of collage.

Picasso died in France in 1973. Several of his paintings are amongst the most expensive in the world. More of his paintings have been stolen than any other artist's.

Work: The Lovers (1923), Femme aux Bras Croisés (1901-1902), Woman with a Book (1932)

Reading for Productivity – Pablo Picasso

Retrieval

1.) What was the first painting that Picasso finished called?

2.) Where did Picasso move to in 1900?

Inference

3.) Why do you think Picasso's paintings became more abstract in his later years?

Summarise

4.) In a sentence, summarise the cubism movement.

Vocabulary

5.) Picasso co-founded the cubism movement where artists would paint an object or person using geometric shapes. What does the word 'geometric' mean?

Reading for Productivity Lesson 2 - History

What was life like in Viking Britain?

The Vikings were not all bloodthirsty raiders. Some came to fight, but others came to Britain to live peacefully.

Their longships brought families who settled in villages.

What jobs did Vikings do?

Vikings were skilled at shaping things from wood. These wooden bowls and cups were 'turned' (cut to shape) on a machine called a lathe.

Many Vikings worked as farmers. Everything had to be done by hand on a Viking farm, so life was tough. Farmers grew oats, barley and wheat. Then they ground the grain to make flour, porridge and ale. They planted vegetables too, and kept animals like cows, sheep, pigs and chickens.

Other Vikings were craft workers. They made the things that people needed. Woodworkers and leatherworkers made plates, cups, belts and shoes. Jewellers made rings and brooches from precious metals. Blacksmiths hammered and twisted red-hot iron into tools, knives and swords. Potters baked clay pots in an oven heated by wood fires.

People took these goods to market to sell. Here a family could buy anything from amber beads and apples, to walrus tusks and wolf-skins. Viking traders sold their goods even further away. They sailed the seas to buy silver, silk, spices and furs to bring back home.

Where did Vikings live?

Many Viking families lived together in a longhouse. This was built from wood or stone and had a thatched or turf roof on top.

With just one room for all the family to share with their animals, a longhouse would have been a crowded and smelly place to live. There was no bathroom inside, but the Vikings kept clean by washing in a wooden bucket or beside a stream. Instead of toilets, people used a cesspit, which was a hole outside dug for toilet waste.

The Vikings also brought with them their way of life and beliefs. The Norse people worshipped many gods and loved to tell stories of magic and monsters, and myths and legends about their gods around the fire.

Viking family

A Viking boy usually took his father's name. So Eric, son of Orme, became Eric Ormeson.
Children didn't go to school. Instead, boys were also expected to help out with their parents' work. Boys learned hunting and fighting skills, as well as history, religion and law from spoken stories and songs.
Most Viking men were all-round handymen, but some had special skills like pottery or metalwork.
They could also fight if they had to, to protect their family or to support their chieftain.
Viking women did lots of different jobs.
They made clothes for the family by spinning and weaving sheep's wool. On the farm, women milked the cows and made cheese.
Viking girls helped out around the longhouse and on the farmland.
Their jobs included weeding vegetable patches and scaring away hungry birds.

Did the Vikings have laws?

The Norse people had their own laws and government. The community would gather together at a meeting called a **Thing**. Here they would settle problems and make decisions.

People could vote on what should happen. For example, the Thing might decide who owned a piece of land or how to punish a criminal. All this was overseen by a chieftain or a judge known as a **law-speaker**.

The 'Thing' was an early version of today's parliament where people met to discuss new laws and settle disputes

Viking laws were not written down, so laws were passed from person to person by word of mouth. People who broke the law became **outlaws**. They were forced to live in the wilderness.

Reading for Productivity- Life in Viking Britain- History

Retrieval

1) Name two things blacksmiths made on the first page.
2) Which of the following statements are true?
   A. All Vikings were raiders.
   B. Jewellers made plates.
   C. The Norse people had their own laws.
   D. The king was at the top of the Viking society.

Inference

3) Do you think the laws being passed from person to person by word of mouth was a good thing or a bad thing? Explain your answer.

Vocabulary

4) Find a synonym for 'has great power'.
5) Vikings were very skilled people. What does the word skilled mean?

Summarise

6) Summarise this text in no more than two sentences

Reading for Productivity Lesson 3 - RE

Who are Christians?

Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death.

Christians believe that Jesus rose from the dead and appeared to his disciples (followers) to show everyone that there is another life with one, eternal, loving God.

Why are Christians called Christians?

Christians get their name from Jesus Christ who is God's son.

What do Christians believe?

Christians believe that Jesus Christ was the Son of God and that:

- God sent his Son to earth to save humanity from the consequences of its sins
- Jesus was fully human, and experienced this world in the same way as other human beings of his time
- Jesus was tortured and gave his life on the Cross (At the Crucifixion)
- Jesus rose from the dead on the third day after his Crucifixion (the Resurrection)

Christians believe that Jesus was the Messiah promised in the Old Testament

Christians believe that there is only one God, but that this one God consists of 3 "persons"

- God the Father
- God the Son
- The Holy Spirit

Christians believe that God made the world.

What are the Christian symbols?

The cross is the main symbol. It reminds Christians that Jesus died on the cross to save them.

The dove is the symbol of the holy spirit and peace.

The fish symbol was created using the Greek letters which spell out ICHTHUS : Jesus Christ God's Son Saviour.

The Romans persecuted the Christians and it became dangerous for them to meet. So the Christians devised a secret code. They drew half a fish in the sand. If a person completed the fish, they knew he or she was a believer too. Under the fish sign the Christians wrote the Greek word fish.

ΙΧΘΥΣ

These letters stood for: **Jesus Christ God's Son Saviour**

Reading for Productivity

Retrieval

1. What do Christians believe about Jesus?
2. What '3 persons' do they believe that God consists of?

Vocabulary

3. What does the word 'persecuted' mean?
4. What is a 'consequence'?

Inference

5. What do you think a dove symbolises?
   How does this link to Christianity?

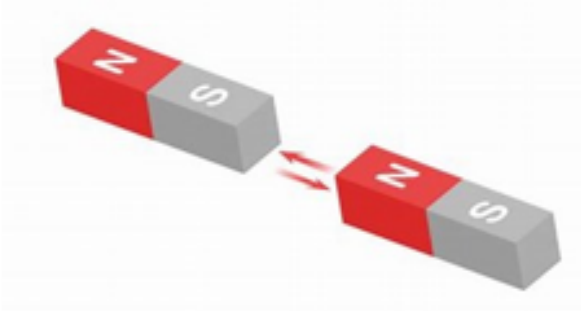
Deepen the moment

How do you think Christian beliefs have changed from 100 years ago?

Reading for Productivity Lesson 4 - Science

Magnets

A magnet is an object that is made of materials that create a magnetic field. Magnets have at least one north pole and one south pole. A magnetic field is the region in space where a magnetic force can be detected.



Magnetism is the force of attraction or repulsion between substances made of certain materials. The force of magnetism, simply put, is due to the motion of electric charges.

Magnets are present in most electronic devices. In fact, anything that has a motor uses a magnet. Televisions, computers and microwave ovens all operate with magnets. Magnets are used to keep refrigerator doors closed and are even mounted on trucks that clean roads. You'll also find magnets in medical devices to create a magnetic picture, in trains, and in the systems used to slow down roller coasters.

Magnets attract, or pull, objects made with iron or steel. Paper clips, scissors, screws, nuts, and bolts are just a few common everyday objects that are magnetic. A magnet will not attract paper, rubber, wood, or plastic.

It is **not true** that a magnet will attract any kind of metal. For example, aluminium cans are metal, but do not contain iron, therefore they are not magnetic. Steel is a metal that is made with iron, so steel objects like tools and silverware are usually magnetic.

Reading for Productivity – Magnetic and Non-magnetic materials

Retrieval

1. Name 2 objects that contain magnets.
2. What force do magnets use? Push or Pull.
3. Why do plastic objects not get attracted to magnets?
4. How many poles do magnets have?

Vocabulary

5. What does the word invisible mean?

Not able to be seen Magnetic Close

Reading – Lesson 5

The History of Computing

Although we can barely imagine life without computers, they have only become such a key part of our lives relatively recently. Only fifty years ago, there were no home computers, tablets, smartphones or games consoles. However, early mathematicians began developing computers hundreds of years ago.

The First Computers

Early computers were in fact people. The word 'computer' was first used in 1613 to describe people who did very accurate calculations or 'computations'. Even before the word was used, the Babylonians used the abacus as a calculation tool. The abacus is a frame with beads which represent different numbers and can be used to perform extremely quick calculations. The soroban, a type of abacus, is still used by children in Japan and other countries today.

In 1837, Charles Babbage designed the Analytical Engine which used cards with punched holes to control a mechanical calculator. Some consider him to be the father of the computer even though it was actually a woman, Ada Lovelace, who first understood that the machine could use a sequence of instructions to perform a more complex sequence of calculations.

Did You Know?
Ada Lovelace was the world's first computer programmer nearly two hundred years ago.

Cryptology

During the Second World War, important mathematicians developed machines and programs to decode messages sent in code by their enemies. In Britain, these cryptologists (codebreakers) worked at Bletchley Park in Buckinghamshire and the government recruited the very best academics. The work done at Bletchley Park was top secret and details about the work done there were only released to the public in the 1970s, 30 years after the end of the war.

Alan Turing developed the Bombe, a machine specifically designed to decode the German Enigma code. At its peak, the Bombe could decode 4000 messages every day and the information gained from these is believed to have

significantly shortened the war. Although over 200 Bombes were built, they were all deconstructed after the war.

Did You Know?
Bletchley Park is now a codebreakers museum. In 2007, a specially built Bombe was installed at the museum.

Rapid Developments

The 1970s saw developments in computing gain pace. Microsoft and Apple were both founded in this decade. Some of the first widely available computer games, Pong and Space Invaders, were designed at the same time. In 1975, Bill Gates dropped out of Harvard University to set up Microsoft as he saw the importance of software in the development of computing. In just over ten years, the company was so successful with its Windows operating system that he became the world's youngest billionaire at the age of only 31.

Tim Berners-Lee invented the World Wide Web in 1989, which meant that people were able to access and share huge amounts of information quickly. There were many different companies producing hardware in the 80s and 90s, with computers such as the Commodore Amiga and ZX Spectrum competing for sales. Computers were still quite expensive and many homes simply couldn't afford one. Today, things are much more affordable. The release of the Raspberry Pi, a small single-board computer, in 2012 (at a cost of only £35) introduced programming to school children all over the world. Now there are many free online programs, such as Scratch, which have brought coding to the masses. Almost every aspect of our lives involves computers, from emailing and reading to gaming and texting. It's hard to imagine a time when we didn't have all this at our fingertips even though it was less than half a century ago!

Did You Know?
The first email was sent in 1971 and by 2015, it was estimated that over 205 billion emails were sent every day.

1. Name two technological developments in the last fifty years.

    1.
    2.

2. When was the word computer first used and what did it mean?

3. What is a soroban?

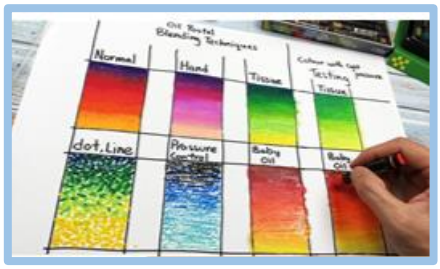
4. Who was the world's first computer programmer? Tick one

    - Bill Gates
    - Ava Lovelace
    - Time Berners-Lee

5. Find and copy a word from the text that means the same as **cryptologist** and explain what they do.

6. When did the public first learn about the work done at Bletchley Park during the Second World War? Tick one.

    - In the 1960s
    - At the end of the war
    - In the 1970s



Year 3-4 Extended Curricular Learning

Art – Creating a dragon's eye

Monday 18th January 2021 – Activity 1

VIPs

Oil pastel (also called wax oil crayon) is a painting and drawing medium with characteristics similar to pastels and wax crayons.

Oil pastels can be blended using different techniques including with your fingers, tissue, dotted lines and pressure control.

Today, you will be learning about oil pastel art and creating your own dragon's eye artwork using oil pastels, crayons or colouring pencils:

1. Choose one of these 3 oil pastel artists to research about and write down 10 facts about them: Pablo Picasso, Vincent Van Gogh or Mary Cassat.
2. Click here to watch a video of how to create a dragon's eye with oil pastels. Whilst watching this video, practise sketching out your ideas for your own design. Remember – practise makes perfect!
3. Create your own dragon's eye design, using the video and the examples below to guide you through it. If you don't have oil pastels at home, you can use crayons or colouring pencils as a replacement.

Deepen the moment

- ✓ Year 3- Why is oil pastel a good medium for creating a dragon's eye?
- ✓ Year 4- what are the advantages and disadvantages of using oil pastels?

Year 3-4 Extended Curricular Learning

History – The Vikings

Tuesday 19th January 2021 – Activity 2

VIPs

The Vikings were not all bloodthirsty raiders. Some came to fight, but others came to Britain to live peacefully.

Their long ships brought families who settled in villages.

There were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful metalwork and wooden carvings. Everyone lived together in a large home called a **longhouse**.

Today, you will learn about what life was like in Viking Britain and where they lived:

1. Research online what about Viking life in Britain and the long houses they lived in. Make notes about what you learnt.
2. Draw and label a long house with all its features:

- ✓ Year 3 – can you explain underneath the long house about Viking family life?
- ✓ Year 4 – can you include fronted adverbials to describe life in Viking Britain? Include information about housing, family life, jobs and laws.

Deepen the moment

How does Viking life differ to life in 2021? Consider housing, family life, beliefs and jobs.

Year 3-4 Extended Curricular Learning

RE – Comparing Hindu and Christian beliefs

Wednesday 20th January 2021 – Activity 3

VIPs

Christian beliefs come from one holy text called the Bible, whereas Hindu beliefs are taken from many different texts and scriptures. The Hindu place of worship is the Mandir Temple and the Christian place of worship is a Church.

Today, you will be learning about Hindu and Christian beliefs and comparing them:

1. Make notes whilst watching the following clips. Hint: these will help you with the next task.
Click here to learn more about Christian beliefs.
Click here to learn more about Hindu beliefs.
2. Complete the table below about the key Christian and Hindu beliefs.
3. Using the table you have completed to help you, write out 2 similarities and 2 differences between Christian and Hindu beliefs.

- ✓ Year 3 – write out the similarities and differences in bullet points.
- ✓ Year 4 – write out the similarities and differences in two separate paragraphs. Can you use comparative openers in your work?

Deepen the moment

How do you think the daily routines of Christians and Hindus are different?

Key Beliefs	Hinduism	Christianity
Beliefs about life and death		
Holy Texts		
Place of Worship		

Year 3-4 Extended Curricular Learning

Science – Forces

Thursday 21st January 2021 – Activity 4

VIPs

A magnet is an object that produces a magnetic force to pull certain objects towards it.
A magnet is a special type of object that produces an area of magnetic force around itself, called the magnetic field.
If certain objects enter this magnetic field, they will be attracted to the magnet; this will cause the materials to stick to the magnet.

Today, you will learn about how a magnetic field is created and which objects are magnetic. Follow the steps below for today's activity:

1. Research online what objects are magnetic and what makes them magnetic.
2. Find 10 items around your house to test if these are magnetic or not magnetic.
3. Draw a table like the one below to show which items are magnet and which aren't.
   - ✓ Year 3 – which items were magnetic and why do you think this is?
   - ✓ Year 4 – make a prediction about which objects you think will be magnetic in your house and explain in your results whether your prediction was incorrect/correct and why.

Deepen the moment

Katie thinks that magnets only attracts objects when they touch them, is she correct? Explain your answer.

Material	Is it magnetic or not?

Year 3-4 Extended Curricular Learning

Computing – designing your own computerised device

Friday 22nd January 2021 – Activity 5

VIPs

The word 'computer' was first used in 1613 to describe people who did very accurate calculations or 'computations'.

During the Second World War, important mathematicians created machines and programmes to decode messages sent by their enemies.

Today, you will be learning about the history of computing and designing your own computerised device that would help people during 2021:

1. Research, using the internet and the reading for productivity, computing discoveries that changed the world. Choose your top 3 computing discoveries and explain why you think they are important.
2. Design your own computerised device that could help people during 2021 and lockdown. Label your design with its features. Hint: Don't make your device too complex because you will have describe how it will work.
3. Write a short paragraph explaining how your computerised device works and how it will make a difference to people in 2021.

- ✓ Year 3 – can you use expanded noun phrases and alliteration to describe your computerised device?
- ✓ Year 4 – can you use fronted adverbials and technical vocabulary to describe your computerised device?

Deepen the moment

Would life be better or worse if computers were not invented? Explain why.

Halfpenny Lane Reading Challenge

We are continuing to run our weekly 'Reading challenge' for all of our children throughout this National Lockdown period. Whilst you are at home, we would like you to continue to read at least 4 times a week and fill in your reading record.

Send us a picture of your completed reading record every Thursday each week on Class Dojo for an extra Dojo point and to be put into 'the reading raffle' for a chance of winning a prize upon our return.

At the end of each week, the names of the winning classes of our reading challenge and the randomly chosen children who have won our reading raffle, will be included in our weekly newsletter and posted on our school Twitter page.

Good luck everyone and continue to read as much as you have been doing! Happy reading!

Halfpenny Lane TT Rockstars Weekly Battles

We are continuing to run our weekly TT Rockstars battles for all of our children in Year 2 to 6, throughout this National Lockdown period. Whilst you are at home, we would like you to continue to go on and access TT Rockstars as much as you can.

Each week we will be able to see how many correct answers each of you have got and which class has won their weekly battle.

An extra Dojo point will be awarded to those children going on and accessing this each week.

At the end of each week, the names of the winning classes and the top three children with the most correct answers across school, will be included in our weekly newsletter and posted on our school Twitter page. Prizes will be awarded upon our return.

Good luck everyone and rock on!