

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

Hello 4/5B,

So, we have an unexpected two weeks at home! I'm sure you're all experts at home learning by now; here are some tasks to keep you busy and to make sure that we don't fall behind in our learning this term. It's important to try to do some work each day, so we have included a timetable to help you to organise your studies. You may not finish everything, but please make sure your focus is on maths and literacy activities. **You *should* be able to complete these independently but please ask Mum or Dad if you need help.**

Please email the school at enquiries@cranwell.lincs.sch.uk if you need assistance with logins, etc., or if you need any support from me – I am available every day to help!



Week 1

For maths we will be using a combination of videos and worksheets. We will access materials available online from White Rose Maths and The National Academy. Please follow the links given below for each objective.

Please continue to complete your daily maths lessons as follows:

Mon Find 10,100 or 1,000 more/less (1)

<https://classroom.thenational.academy/lessons/finding-10-100-or-1000-more-than-a-given-number-cmu62c>

Tues Find 10,100 or 1,000 more/less (2)

<https://classroom.thenational.academy/lessons/finding-10-100-or-1000-less-than-a-given-number-c8w3gc>

Wed Order and compare 4-digit numbers (1)

<https://classroom.thenational.academy/lessons/ordering-and-comparing-numbers-beyond-1000-cmr66c>



Week 2

For maths we will be using a combination of videos and worksheets. We will access materials available online from White Rose Maths and The National Academy. Please follow the links given below for each objective.

Please continue to complete your daily maths lessons as follows:

Mon Count in 25s

[See worksheet below](#)

Tues Negative Numbers

<https://www.bbc.co.uk/bitesize/topics/znwj6sg/articles/zxthnbk>
Video, game and short quiz

Wed Negative Numbers (2)

[See worksheet below](#)

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

Thurs Order and compare 4-digit numbers (2)

<https://classroom.thenational.academy/lessons/ordering-and-comparing-a-set-of-numbers-beyond-1000-6nh36r>

Fri Round to nearest 1,000

<https://classroom.thenational.academy/lessons/rounding-numbers-to-the-nearest-1000-crr66d>

Thurs Roman Numerals

https://www.youtube.com/watch?v=P84MK_wJsPc

You only need to know up to 100, so watch the first 9 minutes.

Fri Roman Numerals / Place Value Assessment


[Worksheet / Mathletics](#)

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

Counting in 25s



1 The children have each got some packets of balloons.

Filip	Eva	Mo	Esther
			

a) How many balloons does each child have?

Filip Eva Mo Esther

b) How many balloons are there in 6 packets?

2 Complete the number tracks.

200	225	250	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>
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750	725	700	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>
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3 Ron is counting up in 25s from 0 to 1,000

0, 25, 50 ...



a) Circle all the numbers that Ron will say.

51	100	175	305
90	258	720	725

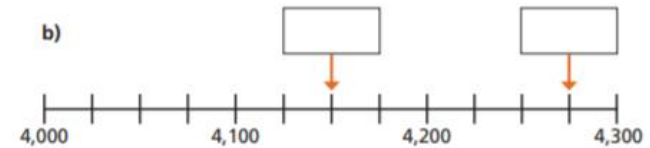
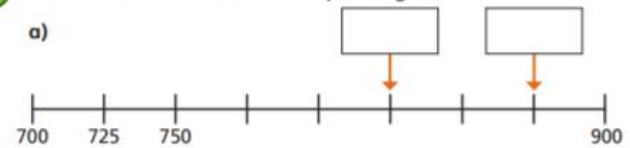
b) Ron keeps counting past 1,000

Ron will say all of these numbers.

1,025	1,775	1,900	2,025
-------	-------	-------	-------

Explain how we know this.

4 What numbers are the arrows pointing to?



4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

5 Is this true or false?

These scales will balance.



Explain your answer.

6 Dora has 28 sheets of stickers.

Each sheet contains 25 stickers.

She has 700 stickers in total.



a) How many stickers are there on 29 sheets?

b) How many stickers are there on 30 sheets?

c) How did you work this out?

7 Players in a game win coloured tokens.

A blue token wins 50 points.

An orange token wins 25 points.



a) Kim wins these tokens in round 1



How many points does she win?

Explain how you know.

b) By the end of the game, Kim has 600 points.

How many more points has she won?

What new tokens could she have won?



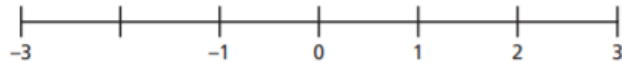
4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)



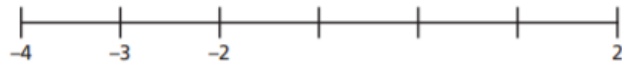
Negative numbers

1 Complete the number lines.

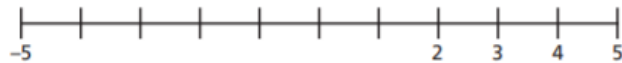
a)



b)



c)



d)



2 Complete the temperature labels on the thermometer.

Circle the warmer temperature in each pair.

a) 2°C 4°C

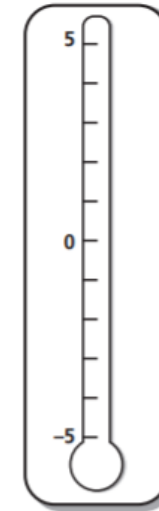
b) 5°C 0°C

c) -1°C 1°C

d) -3°C 0°C

e) 4°C -1°C

f) -4°C 1°C



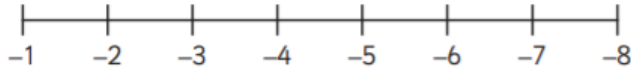
3 a) Tommy is counting backwards in 1s starting from 4
Write the first five numbers that Tommy will say.

b) Annie is counting backwards in 2s starting from 4
Write the first five numbers Annie will say.

c) Alex is counting forwards in 3s starting from -4
Write the first five numbers Alex will say.

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

- 4 Rosie has labelled a number line.



What mistake has Rosie made?

- 5 Continue the sequences.

a) 20, 15, 10, , ,

b) -10, -8, -6, , ,

c) -7, -5, -3, , ,

d) 7, 4, 1, , ,

e) 75, 50, 25, , ,

- 6 The temperature in London is 5°C.

a) The temperature in Birmingham is 8°C warmer than London.

What is the temperature in Birmingham?

b) The temperature in Manchester is 8°C colder than London.

What is the temperature in Manchester?

- 7 Teddy is counting backwards.



three, two, one,
negative one,
negative two ...

What mistake has Teddy made? Talk about it with a partner.



- 8 Whitney is counting backwards in 10s from 37



37, 27, 17,
7, -7, -17

Is Whitney correct? _____

Write the numbers she should say, to check your answer.



4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

Roman numerals



1 Match the numbers to the Roman numerals.

1
5
10
50
100

L
C
V
X
I

2 Write each number in Roman numerals.

a) 7 d) 55 g) 17

b) 12 e) 72 h) 41

c) 23 f) 89 i) 27

3 Eva lives in this house.



What number does Eva live at?

Eva lives at number

4 Jack rolls two 6-sided dice.



What is Jack's total score?

Alex rolls the same 2 dice and gets two different numbers.

Her score is the same as Jack's.

What numbers could Alex have rolled?

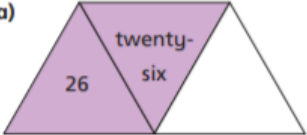
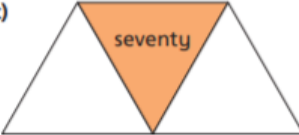
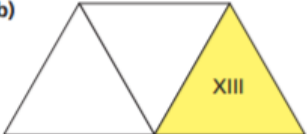
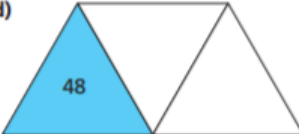
and

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)


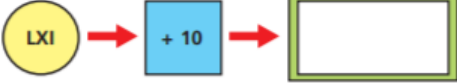
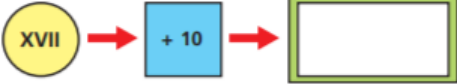


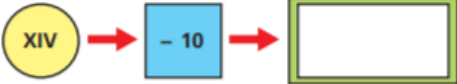
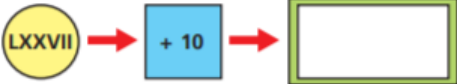
5 Write the Roman numeral in numerals and words.

- a) XXIV _____
- b) LXXI _____
- c) LXVIII _____
- d) XCVI _____
- e) XXVIII _____
- f) XCI _____

6 Each diagram should show a number in numerals, words and Roman numerals. Complete the diagrams.

- a)  c) 
- b)  d) 

7 Complete the function machines.

- a) 
- b) 
- c) 
- d) 
- e) 
- f) 
- g) 

8 Complete the calculation.

$$XXIX + \boxed{} = LXI + \boxed{}$$

How many other calculations can you write that give the same total?

Compare your answers with a partner.



4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

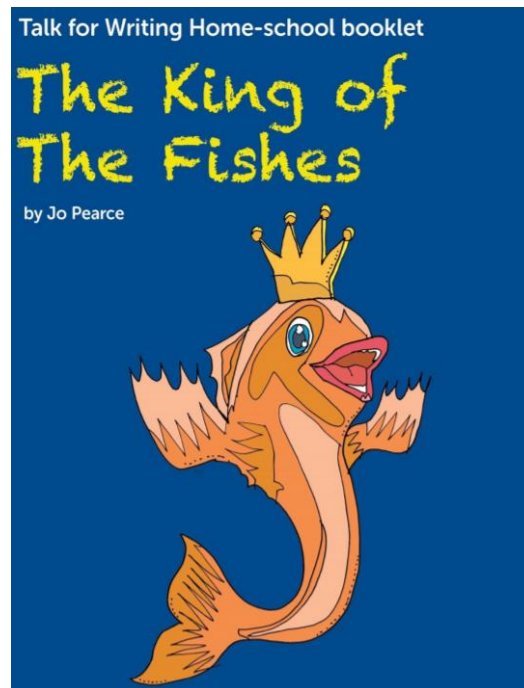


Please follow the link below to access a home learning booklet called 'The King of Fishes' (this can either be printed or you can write your answers and ideas in your exercise books):

<https://www.talk4writing.com/wp-content/uploads/2020/04/Y4-Unit.pdf>

This booklet is designed for you to work at your own pace over a **two-week** period, taking you through a series of literacy tasks related to the story including: reading comprehension, grammar, vocabulary and planning tasks. The booklet culminates in you producing your own story!

Please don't try to complete this in one sitting. Try to complete a couple of pages per session as you work towards creating a fantastic story – good luck!



4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)



Reading Comprehension – A Victorian Mine

Read the text on the following page and answer the following comprehension questions:

VOCABULARY FOCUS	<ol style="list-style-type: none">1. Which word give you the image of factories growing like flowers?2. Find a word that is a synonym for many.3. Explain what “vital” means.4. What is meant by the phrase “back-breaking work”?5. What does the word “prevented” mean?
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VIPERS QUESTIONS	
Inference	Why were children sent to work in the mines?
Inference	Why were trappers considered vital?
Inference	Why was it important that factories had so much coal?
Retrieval	Why was the dust in a mine dangerous?
Retrieval	Which job required children to push heavy loads?

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

A Victorian Mine



During the Industrial Revolution, Britain needed greater amounts of coal. The coal was used to power the factories that sprouted across the landscape, and to provide energy for the nation. Unfortunately, lots of the jobs were in tight spaces, places that children were perfect for working in. Children as young as five were sent down the mines to perform a myriad of jobs.

Trappers were vital in a coal mine. A common job for children, trappers were responsible for keeping the air flowing through the shafts by opening and closing vents. This prevented dangerous gases from building up.

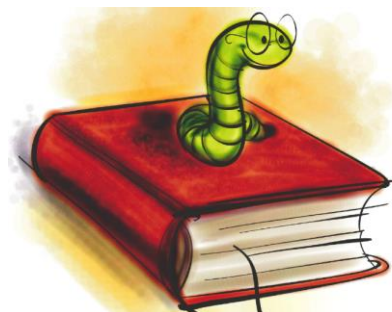
The entrance to lots of mines was via a vertical well. Children and adults would hang on to a bucket or platform and be lowered down into the pit. To prevent unnecessary trips, they weren't allowed out until their shift was over. Many people slipped during the journey and fell to their death.

Once coal had been hacked out of the shaft, it needed to be carted to the surface. Drawers were responsible for pushing heavy carts of coal either to the entrance of the mine or to the well to the surface. The carts were extremely heavy and often crushed the children who were trying to push them.

Digging the coal out of the mine shaft was back-breaking work. This job was often left to adults or older children. The dust would clog people's lungs and make them sick.

Sometimes, the seam of coal went underneath hard rock or bad quality coal. If this happened, the miners had to **undermine**, which meant digging a smaller tunnel into the wall. Children were often used for this as they were smaller. Lots of these smaller tunnels collapsed, killing anybody trapped underneath them.

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)



Reading Comprehension – Worst Jobs For Kids

Read the text on the following page and answer the following comprehension questions:

VOCABULARY FOCUS	<ol style="list-style-type: none">1. What word tells the reader how loud a noise was?2. Find and write a definition for the word “reign”.3. Explain what the phrase “horrific conditions” means.4. What is meant by “dainty”?5. What is meant by “toxic”?
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VIPERS QUESTIONS	
Summarise	What were most children lucky to do?
Summarise	Which features of children made them perfect for many jobs?
Summarise	What did all of the jobs have in common in terms of children’s health?
Summarise	What happened that meant more children were needed in railway stations?
Inference	How do you think the author felt about Victorian children? What tells you this?

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

Worst Jobs For Kids

Ever moaned about having to do your homework? What about cleaning your bedroom, or hoovering the floor? Count yourself lucky you weren't a child during Queen Victoria's reign. You were lucky if you were sent to school back then; most children were sent out to work in some of the most horrific conditions you can imagine. You've probably heard about chimney sweeps and flower sellers, but there were much worse jobs out there if you were desperate.

Do you love rolling around in the mud? How about scraping through the dirt to find any coins or lost bits of jewellery? If that sounds good, then a job as a tosher might have been right up your street. It wasn't just the muck and filth on the street though, you'd spend most of your time down in the sewers rummaging around for anything that the rich folk up above might have dropped into the drains.

Tiny children have tiny hands, and they were perfect for fixing the fiddly little mechanisms on the enormous looms that factories used to weave fabric. The sound of the shuttles flying backwards and forwards would have caused quite a din; however, they couldn't stop working just to fix a machine. Instead, children would scuttle around underneath the vast wooden machines and try to time their movements perfectly. Quite often they would get it wrong. The lucky ones only lost a finger. The unlucky ones? Well, I'm sure you can guess.

It wasn't just fixing the looms that children's dainty digits were perfect for. The rise of the steam train meant that lots of children were needed to scrape out the cinders and clean the undercarriage of the engine. Not only did this involve a lot of choking dust and ash, but the cinders were often still red-hot, and many children suffered horrific burns.

Most houses were lit by candles back then, and so matches were needed by the thousands. Dipping the sticks in the toxic phosphorus was another job saved for the cursed children. The horrible chemical would rot their teeth and often led to fatal lung disease. Not sure it was worth it for a penny a day.



Dick Whittington said that the streets of London were paved with gold. More accurately, they were often paved with filth, particularly dog droppings. Luckily for the children of the time, they could earn money by scraping it up and selling it to the tanners - people who turned the hide of a cow into leather. If they really wanted to earn some money, they could help the tanners by stamping the poo into an odorous mix of chemicals (barefoot, of course) and using it to soak the skins. Unfortunately, many poor children didn't have access to a bath afterwards!

So there you have it. There were some pretty vile jobs for luckless lads and lasses in Victorian times, and we haven't even mentioned leech collectors, coal miners, rat catchers, navvies (canal diggers) and grave robbers. No wonder so many children were desperate to go to school!

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)



Science – Rocks

Using the two study sheets about rocks and soil at the end of this document, can you answer the following questions?

1. Which of the following is a **property** of some types of rock: sedimentary / permeable / igneous / metamorphic?
2. Put the stages of fossil formation in the correct order:
 - A shape or imprint of the plant or animal is formed in the rock.
 - A plant or animal dies
 - The layers become compressed and form rock over and around the plant or animal.
 - Over time, the plant or animal gets covered by sand and mud.
3. Complete the sentence: Soil is made of four things: organic material, water, air and _____.
4. Can you describe sedimentary, igneous and metamorphic rocks and give examples of each type?

You could present this information in the form of an information text along with illustrations and labelled diagrams.



Geography – UK & British Isles

We are revisiting a topic from your previous year: UK & British Isles. Using the worksheets provided below, can you complete the following tasks?

1. Match the UK Country to its capital and then draw that country's flag (using the worksheet provided below).
2. A UK map activity – follow the worksheet instructions, you will be labelling countries, bodies of water and colouring them according to instructions.
3. Using the map, record which cities of the United Kingdom can be found at each latitude and longitude coordinate. You will need to **round** to the nearest degree.

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)



Week 1

Please learn your spellings for this week:

treasure
measure
leisure
enclosure
pleasure
closure
picture
adventure
capture
mixture
creature
puncture

Can you use these words in a sentence?



Week 2

Please learn your spellings for this week:

trouble
enough
toughest
rougher
young
country
double
touch
youngest
younger

Can you use these words in a sentence?

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)



Please try to keep fit around the home and garden – you could take pictures of all the physical challenges you attempt.



SPAG (spelling, punctuation and grammar) activities will be set online.



Mathletics activities will be set in addition to White Rose tasks.



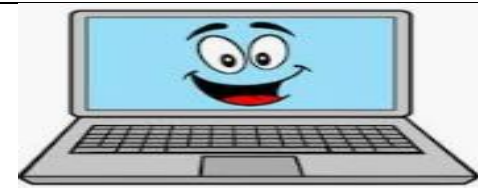
Your timetable asks you to learn your 3, 6, 9 and 12x tables. Please also have a play on Times Tables Rock Stars each Friday!



Please read for at least 20 minutes every day this week.

Try to read aloud with an adult, at least once, and discuss what you've read with them.

Once you have read a book, please complete a book review in your exercise books.



Can you create a PowerPoint (or written information sheet) to educate children about E-safety and how to stay safe online?







4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

Birds of Prey Sudoku – just for fun!

Can you fill in the gaps so that every bird of prey appears only once in each row and column? Write the first letter of their name in each of the squares to complete the challenge (see key provided below, e.g., write R for Red Kite in the right square)!



Key:

	R	Red Kite		W	White Tailed Eagle
	S	Sparrow Hawk		P	Peregrine Falcon
	O	Osprey		B	Barn Owl

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

Answers to Sudoku puzzle:

W	P	B			
O		S		B	
B	O	R	S		
		P	B	O	R
	S		P		B
			O	R	S

Rocks and Earth and Space

Rocks and Soil

- Compare and group rocks and recognise that soil is made from rocks and organic matter
- Describe how fossils are formed

Rocks

There are three different types of rock, which are all formed in different ways.



Sedimentary rock, e.g. limestone, sandstone, chalk and coal:

- Made from lots of small pieces of materials.
- Formed when plant and animal remains, sand, mud and other small rocks get compressed (squashed together) over time.



Igneous rock, e.g. basalt, granite and pumice:

- Made from melted rocks and minerals.
- Formed when magma cools.



Metamorphic rock, e.g. marble, slate and anthracite:

- Made from igneous or sedimentary rock.
- Formed when rock is heated to high temperatures and compressed under great pressure.

Key Point

There are three main types of rock which have many different varieties. Each variety can look very different and have different properties. The different properties of each rock make them useful for different jobs.

Key Point

Permeable materials allow water to pass through them; impermeable materials do not.

Properties of Rocks

Some rocks, like granite and marble, are tough and strong and are useful for building.

Other rocks, like chalk and sandstone, are softer, and break apart more easily. Chalk can be used as a writing tool because it is so soft.

Some softer rocks, like limestone, are **permeable**, while other harder ones like slate are **impermeable**. Impermeable rocks can be used for roofs.

Fossils

Fossils are mostly found in sedimentary rock.

How Fossils are Formed

1. A plant or animal dies.
2. It sinks to the ground and slowly gets covered in mud and sand.
3. Over time, the mud and sand are compressed and a layer of rock is formed.
4. Eventually, a cast (print) of the plant or animal is left in the rock.

Soil

Soil is a mixture of four main things:

1. **particles** of rock, like sand or clay
2. **organic material** (decayed plants and animals)
3. water
4. air.

The properties and texture of soil change depending on the amount of sand or clay it contains. Soil is heavier and stickier when it contains more clay and water.

Quick Test

1. What word describes rocks that allow water to pass through them called?
2. What is made when the remains of a plant or animal are imprinted in rock?
3. Complete the sentence: Soil is made of four things: organic material, water, air and _____.

Study



Working Scientifically

Have a look around your home and garden or neighbourhood. Can you find any different types of rock? See if you can group the rocks in different ways. For example, are they hard or soft, rough or smooth, permeable or impermeable?

Key Point

Soil is made of four things and is very important to life as it allows plants including fruit, vegetables and other crops to grow.

Key Words

- Sedimentary
- Igneous
- Metamorphic
- Permeable
- Impermeable
- Particles
- Organic material

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

Name: _____

UK Countries



Match each country with its capital.

____ 1. England

a. Edinburgh

____ 2. Scotland

b. Belfast

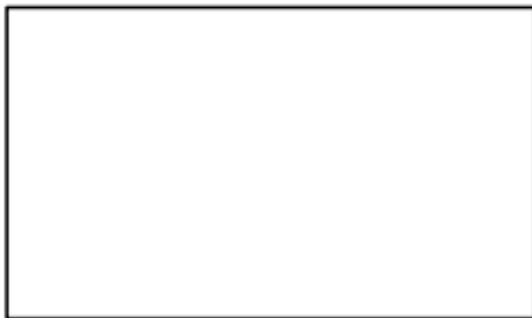
____ 3. Wales

c. London

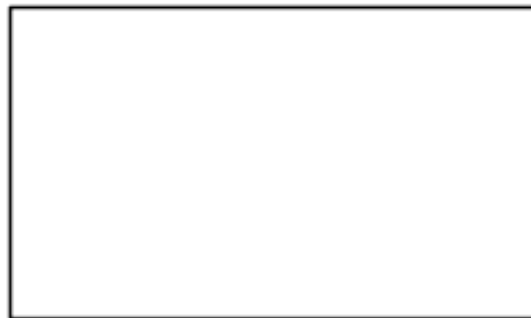
____ 4. Northern Ireland

d. Cardiff

Draw and colour the flag of the United Kingdom.



Draw and colour the flag of England.



Draw and colour the flag of the Wales.



Draw and colour the flag of Scotland.



Northern Ireland doesn't have an official flag. On a separate sheet of paper, design your own flag for Northern Ireland.

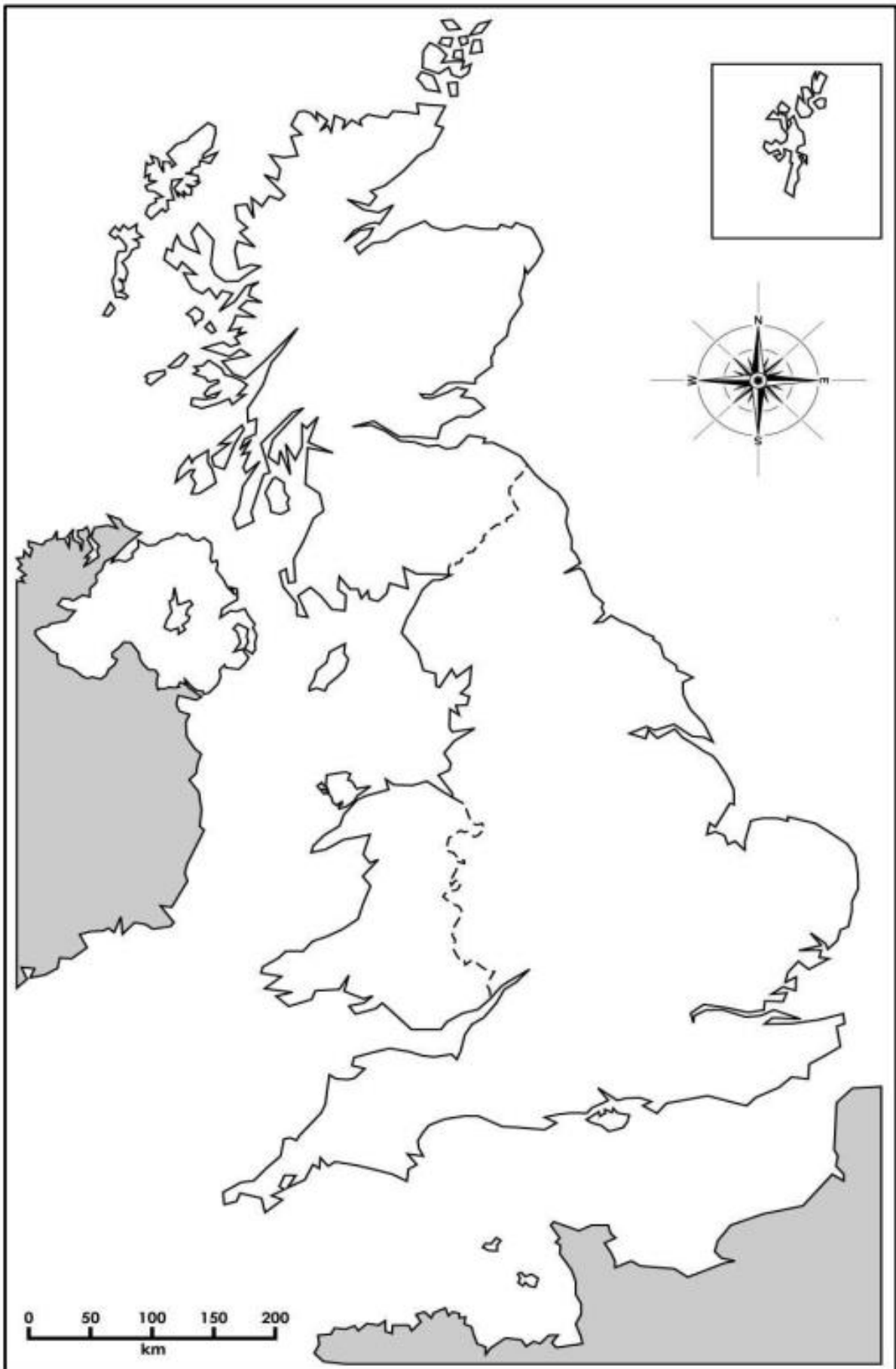
United Kingdom Map Activity

To complete your map of the United Kingdom, follow the directions below. Be sure you write and color neatly.

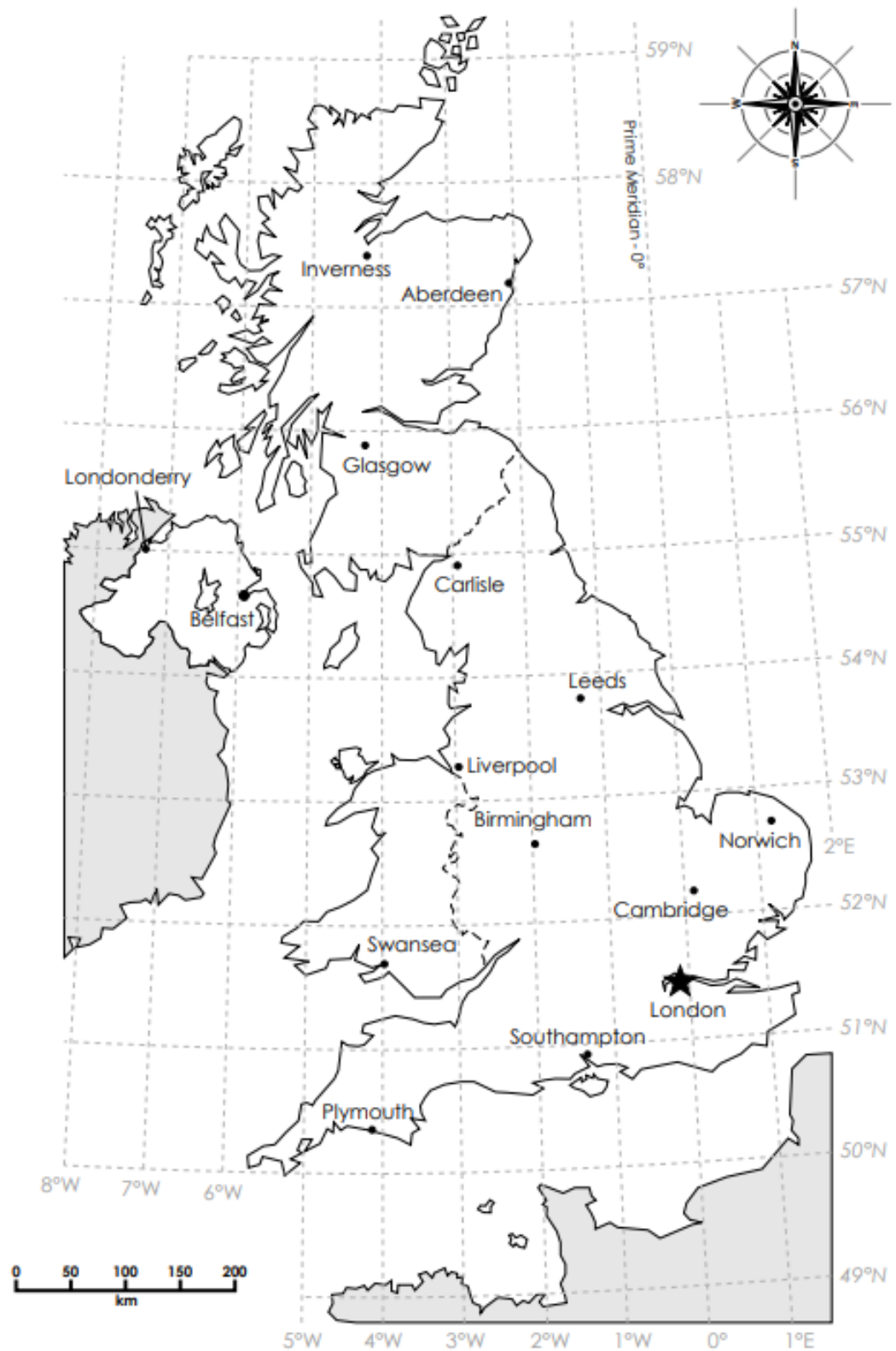


1. Write your name and date at the top of your map paper.
2. Label the following countries:
England
Wales
Scotland
Northern Ireland
3. Label these bodies of water:
Celtic Sea
North Sea
Irish Sea
English Channel
Atlantic Ocean
4. Label the following nations:
France
Ireland
5. Colour all of the water on the map light blue.
Be sure you colour lightly so your words can still be seen.
6. Colour the countries as follows:
England - Green
Ireland - Orange
Scotland - Red
Wales - Purple

United Kingdom
of Great Britain and Northern Ireland



United Kingdom of Great Britain and Northern Ireland



4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

United Kingdom Latitude and Longitude

Using the map, tell which cities of the United Kingdom can be found at each latitude and longitude coordinates. You will need to round to the nearest degree.

Aberdeen	Cambridge	Inverness	London	Plymouth
Belfast	Carlisle	Leeds	Londonderry	Southampton
Birmingham	Glasgow	Liverpool	Norwich	Swansea

- a. 55°N, 3°W _____ i. 53°N, 3°W _____
- b. 52°N, 0° _____ j. 50°N, 4°W _____
- c. 57°N, 2°W _____ k. 51°N, 0° _____
- d. 52°N, 4°W _____ l. 57°N, 4°W _____
- e. 51°N, 1°W _____ m. 54°N, 1°W _____
- f. 53°N, 1°E _____ n. 55°N, 7°W _____
- g. 55°N, 6°W _____ o. 53°N, 2°W _____
- h. 56°N, 4°W _____

4/5 (Year 4) Home Learning: 21st September to 2nd October (2 weeks)

United Kingdom Latitude and Longitude

Using the map, tell which cities of the United Kingdom can be found at each latitude and longitude coordinates. You will need to round to the nearest degree.

Aberdeen	Cambridge	Inverness	London	Plymouth
Belfast	Carlisle	Leeds	Londonderry	Southampton
Birmingham	Glasgow	Liverpool	Norwich	Swansea

- a. 55°N, 3°W _____ **Carlisle** _____ i. 53°N, 3°W _____ **Liverpool** _____
- b. 52°N, 0° _____ **Cambridge** _____ j. 50°N, 4°W _____ **Plymouth** _____
- c. 57°N, 2°W _____ **Aberdeen** _____ k. 51°N, 0° _____ **London** _____
- d. 52°N, 4°W _____ **Swansea** _____ l. 57°N, 4°W _____ **Inverness** _____
- e. 51°N, 1°W _____ **Southampton** _____ m. 54°N, 1°W _____ **Leeds** _____
- f. 53°N, 1°E _____ **Norwich** _____ n. 55°N, 7°W _____ **Londonderry** _____
- g. 55°N, 6°W _____ **Belfast** _____ o. 53°N, 2°W _____ **Birmingham** _____
- h. 56°N, 4°W _____ **Glasgow** _____