

## Year 4 Nova Home Learning




Day	Writing Task	Maths Task	Line of Enquiry Task (If your child has their own ideas for a project, feel free to let them be creative and follow that 'line of enquiry' too)												
1	<p><b>LO: To identify the features of an instructions text</b></p> <p>Ask an adult if you can borrow a recipe book (if they don't have one then look for a recipe on the internet). Find a recipe that interests you!</p> <p>What do you notice about the instructions? Make a list of features that all instructions texts include.</p> <p>For Example: A title.</p> <p><b>Challenge:</b> Copy the recipe in your neatest, cursive handwriting and then annotate the features like we would do in our English books.</p>	<p><b>LO: To convert the 12-hour clock times to the 24-hour clock</b></p> <p>Write the times in 12-hour digital format using am or pm.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #fce4d6;">24-hour digital</td> <td>06:10</td> <td>18:10</td> <td>21:12</td> <td>12:45</td> <td>00:45</td> </tr> <tr> <td style="background-color: #fce4d6;">12-hour digital</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <p>Does Amir's method always work? Explain your reasons.</p> <hr/> <p>Complete the sequences by writing the next two times in 24-hour digital format.</p> <p>a)  pm    pm    pm</p> <p>b) <span style="border: 1px solid black; padding: 2px;">7:30</span> <span style="border: 1px solid black; padding: 2px;">9:45</span> <span style="border: 1px solid black; padding: 2px;">12:00</span></p> <p>c) <span style="border: 1px solid black; padding: 2px;">9:10 pm</span> <span style="border: 1px solid black; padding: 2px;">10:00 pm</span> <span style="border: 1px solid black; padding: 2px;">10:50 pm</span></p>	24-hour digital	06:10	18:10	21:12	12:45	00:45	12-hour digital						<p><b>DT LO: To use research to develop design criteria</b></p> <p>This fortnight we will be beginning our design and development of our own chocolate bars. Very exciting I know!</p> <p>Today, you need to create a questionnaire to survey people as to what they like in a chocolate bar and how they like they packaging to look. Use multiple choice where possible. When finished you could survey your family or even ask other people when you video chat or phone them. You will need at least three responses but more would be useful.</p> <p>Here are some example questions for your survey... (Make sure you ask between 5 – 10 questions)</p> <p>What is your favourite type of chocolate? Milk, dark or white.</p> <p>What type of packaging do you like best? Foil wrapper, boxed or plastic?</p> <p>Which flavours do you like being added to your chocolate? None, biscuit pieces, caramel, cereal pieces...</p>
24-hour digital	06:10	18:10	21:12	12:45	00:45										
12-hour digital															
2	<p><b>LO: To make a list of time conjunctions and adverbs to use in an instructions text</b></p> <p>Go back to your recipe book from yesterday which should help with ideas (if it is well written!). Today, you need to make a list of time conjunctions and adverbs that could be used.</p> <p>Reminder: A time conjunction tells us when to do something. For Example: First, After that.</p>	<p><b>LO: To interpret charts</b></p>	<p><b>Science LO: To observe that some materials change state when they are heated or cooled</b></p> <p>There are three different states of matter... solids, liquids and gases. Follow this link to learn lots more about them. There is information to read and videos to watch.</p>												


An adverb describes the verb. For Example: quickly, slowly, gently.

You can take ideas from the recipe you have found and then add your own.

**Challenge:** List 20 adverbs and 10 time conjunctions!

The pictogram shows the number of ice creams sold in a shop.

Ice cream flavour	Number of ice creams sold
vanilla	
chocolate	
strawberry	
mint choc	

Key  = 2 ice creams

a) How many vanilla ice creams were sold?

b)



The shop sold 6 chocolate ice creams.

What mistake has Annie made?

c) How many chocolate ice creams were sold?

d) How many strawberry ice creams were sold?

e) Seven mint choc ice creams were sold.

Complete the pictogram to show this.

<https://www.twinkl.co.uk/blog/twinkl-science-homework-help-states-of-matter>

**Challenge:** Create a science experiment that involves getting materials to change state when heated or cooled.

**LO: To create an instructions text**

As I have seen from the photos, lots of you have been doing cooking or baking at home with your parents or siblings so for this task you have two choices.

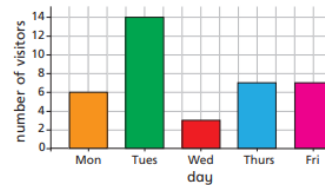
1. Write an instructions text about a recipe that you have already made.
2. Write an instructions text about a made up silly recipe, it could contain anything you like!

Make sure you include Monday and Tuesday's learning and have all the features of an instructions text and lots of time conjunctions and adverbs to make the writing interesting.

**Challenge:** Write an introduction paragraph (like a lot of recipe books do) to describe the recipe and who might like it.

**LO: To compare charts**

The bar chart shows the number of visitors to a museum in a week.



a) How many more visitors went to the museum on Tuesday than on Wednesday?

b) What is the difference between the number of visitors on Monday and the number of visitors on Friday?

c) What was the total number of visitors for the whole week?

d) If there were 3 times as many visitors on Saturday as there were on Thursday, how many people visited on Saturday?

**DT LO: To design and generate a prototype using research**

Look back at your research, what were the most popular options for chocolate? You will need this today.

Your task is to design the chocolate bars that will make in a few weeks time. It has got to be realistic to be made in real life so think carefully.

Last year, we melted chocolate into ice cube trays or old chocolate box trays and added the different flavours to make individual chocolates but you could also design a bar.

Step 1: Draw your chocolate bar/individual chocolates.

Step 2: Label the ingredients that will be used.

Step 3: Decorate.

The table shows the number of men and women who watched three different films.

Film	Women	Men	Total
A	364	618	
B	411		895
C	609	255	
Total		1,357	

a) Complete the table.

b) Are these statements true or false?  
 More women than men watched one of the films.  
 Film B was the most popular.

**LO: To proof read and edit my instructions**

Today is all about making your writing even better! Follow these steps...

1. Read your instructions text out loud to yourself or an adult.
2. Correct any mistakes you have noticed.
3. Punctuation Check: Do all your sentence start with a capital letter and end with punctuation?
4. Have you used at least 5 time conjunctions and 5 adverbs? If not, edit them in.
5. Spell Check: Are there any spellings that might not be correct? Use a dictionary, google them or get an adult to have a look.

**Challenge 1:** Choose one part of your writing that is just 'okay'. Redraft that section to make it excellent! You could make edits or you could write that section again.

**Challenge 2:** Publish your instructions in your neatest, cursive handwriting and decorate.

**LO: To practice spellings**

So far, sixteen of you are regularly using Spelling Shed out of forty eight in the year group. A big thank you to those of you who are using it lots! Today, I would like **all of you** to spend at least 30 minutes on Spelling Shed. (Email the home learning address if you do not have your login at home).

**LO: To investigate line graphs**

The line graph shows the growth of some cress over 10 days.

Day	Height (cm)
0	0
2	4
4	8
6	12
8	16
10	18

- a) How tall was the cress on Day 2?
- b) On what day did the cress reach 10 cm?
- c) Estimate the height of the cress on Day 5
- d) Estimate when the cress will reach a height of 14 cm.
- e) Between which two consecutive days did the cress grow the most?

The table shows the temperature outside on Monday.

Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	14	16	20	26	24	20	18

a) Use the information in the table to draw a line graph.

**LO: To investigate line graphs**

**PE LO: To improve hand eye coordination**

**How to play:**

- Play with a partner; sibling, parent or carer. Stand 3 – 5 steps apart.
- Players make 10 catches and then swap sides, players make 9 catches then swap sides, players make 8 catches and swap sides continuing this process until they reach 0.
- Can each pair reach 0 without dropping the ball?
- If competing against another pair the first pair to reach 0 are the winners.

Can you concentrate on your throw and focus on where to aim?

**How to play:**

- Set up 10 targets at one end of the space; lay these out in a triangle shape.
- Using a ball, each player takes it in turns to roll the ball towards the targets.
- Count how many targets you knocked over then reset for the next turn.
- Each player has 5 turns.
- The winner is the player with the most points at the end.

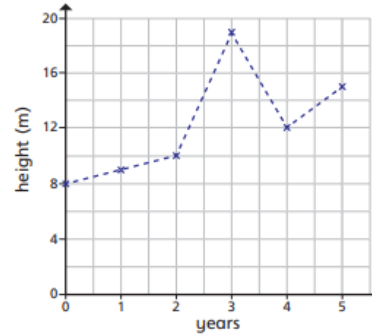
**Art LO: To explore the work of the famous painter Henri Rousseau**

Click on the link and follow the steps used in the videos. It will give you a choice to which activities you choose depending on what you have around at home.

<https://www.bbc.co.uk/bitesize/articles/zijg7nb>

How many points could you score for your team?  
Remember: the more accurate and speedy you are;  
the more points you will earn!

1 The line graph shows the growth of a tree.



- What is the difference in height between the start and end of recording?
- How much did the tree grow between the 2nd and 3rd year?
- What happened in year 3?  
What might have caused this?
- By the 6th year the tree grows to three times the height it was in the 1st year.



The tree will be at the tallest height it has ever been.

Do you agree with Whitney?  
Explain your answer.

**LO: To identify the features of an adventure story**

If you scroll down, you will find an adventure story that Miss Shelton wrote to do with our Line of Enquiry which is all about the journey of maize (corn) from being farmed to being sold. It's a bit silly!

Today, you will need to read this carefully to an adult or just to yourself. Then make a list of the features that you have found that go in adventure stories.

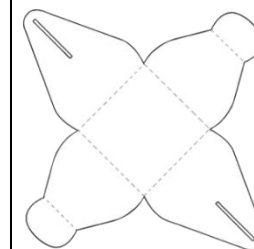
For Example: Inverted commas for speech.

**Arithmetic Maths Test Part 1:**

- 1  $250 + 100 =$
- 2  $5 \times 8 =$
- 3  $3 \times 4 \times 2 =$
- 4  $42 \div 6 =$
- 5  $9 \times 4 \times 2 =$
- 6  $\frac{2}{7} + \frac{3}{7} =$
- 7  =  $3,450 + 1,650$
- 8  $\frac{1}{4}$  of 28 =

**LO: To generate and develop a chocolate packing design using accurate nets**

A net is the design of a box. For example...



Today, you will need to decide on what net you will use for your chocolate bar/box. If you have any chocolate packaging at your house or in your recycling box, you could slowly take it a part to reveal what its net looks like.

Google 'box nets' and look at the images for some ideas.

		<p><b>9</b> <math>1 - \frac{5}{9} =</math></p> <p><b>10</b> <math>39 \times 7 =</math></p>	<p>Once you have chosen your net, then draw it into your book carefully. Take time to measure your lines and use a ruler.</p> <p>Now you can design what it will look like. Make sure you include the name of your chocolates and a short ingredients list. After that, you can decorate.</p>
7	<p><b><u>LO: To understand how authors use 'show not tell'</u></b></p> <p>'Show not tell' is where the author shows us what is happening rather than telling us.</p> <p>Example of Show: The girl was shaking, her eyes moving frantically around her. Example of Tell: The girl was scared.</p> <p>You can see that 'show' makes our writing a lot more interesting! Look back at the story you read yesterday. Can you find any example of 'show, not tell'?</p> <p>Today, make four spider diagrams in your books. In the middle of each, you need the words 'happy', 'sad', 'scared' and 'angry'. Then around the word create examples of 'show not tell'.</p> <p>Examples: Happy = Her grin spread from ear to ear. Sad = Slowly, huge, wet, tears rolled down his face. Scared = He shook violently and hid. Angry = Her face became redder and her fists were clenched tightly.</p>	<p><b>Arithmetic Maths Test Part 2:</b></p> <p><b>11</b> <math>78 \div 3 =</math></p> <p><b>12</b> <math>4,509 - 1,995 =</math></p> <p><b>13</b> <math>\frac{5}{12} + \frac{11}{12} =</math> <input type="text"/> <math>+ \frac{1}{12}</math></p> <p><b>14</b> <math>132 \div 11 =</math></p> <p><b>15</b> <math>134 \times 6 =</math></p> <p><b>16</b> <math>\frac{2}{3}</math> of £36</p> <p><b>17</b> <math>\frac{63}{100} -</math> <input type="text"/> <math>= 0.47</math></p> <p><b>18</b> <math>345 \times 8 = 3,450 -</math> <input type="text"/></p> <p><b>19</b> <math>\frac{3}{5}</math> of <input type="text"/> <math>= 90</math></p> <p>Get an adult to mark your test using the answers (scroll down)</p>	<p><b><u>LO: To take on feedback on a prototype</u></b></p> <p>A prototype is your first draft design. Sometimes a prototype stays the same but most of the time it changes.</p> <p>Show your family your chocolate box design from yesterday and ask them for two things they like about it and one thing they would change to make it better.</p> <p>Decide if you agree with them and if you like their ideas.</p> <p><b>Challenge:</b> Create your new chocolate box net with the changes suggested. You could copy this onto card or paper and see if your net works and glues or tapes together.</p>
8	<p><b><u>LO: To edit and improve an adventure story's introduction</u></b></p> <p>Below is a boring introduction to an adventure story. Edit and improve it to make it more interesting.</p>	<p><b><u>Reasoning Maths Test Part 1:</u></b></p>	<p><b><u>LO: To create a note or poem that could be added to your chocolate boxes</u></b></p> <p>It is also nice to receive surprises so today we will create little notes that could be placed inside the chocolate packaging with the chocolate when we have made it.</p> <p><b>Challenge:</b> Could you create a short poem (acrostic, rhyming, haiku) that could we added to</p>

To improve this writing you need to...

- Add 'show not tell' sentences - don't tell the reader Monty is scared, show the reader with description.
- Add fronted adverbials.
- Add more detail with longer sentences.

Green fields stretched for miles. Tall plants covered the land. The clouds were white. The smell of soil filled the air. A small truck pulled up alongside the dirt track that led to the maize fields.

Monty Maize was terrified. He was very scared because he thought that he might be picked. The sky became darker. Although he could not yet see who it was, he was still frightened.

1

Complete the sequences.

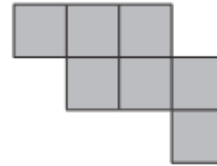
$$\frac{29}{100}, \frac{30}{100}, \frac{31}{100}, \boxed{\phantom{00}}, \boxed{\phantom{00}}$$

$$0.6, 0.7, 0.8, \boxed{\phantom{00}}, \boxed{\phantom{00}}$$

2

Here is a floor made of square tiles.

The area of each tile is 1 m<sup>2</sup>.



What is the total area of the floor?

3

There are 10 sheets of stickers in a pack.

Each sheet has the same number of stickers.

There are 120 stickers altogether in a pack.

How many stickers are on each sheet?

4

Complete the boxes.

$$\boxed{18} \xrightarrow{\text{rounded to the nearest 10}} \boxed{\phantom{00}}$$

$$\boxed{182} \xrightarrow{\text{rounded to the nearest 10}} \boxed{\phantom{00}}$$

$$\boxed{182} \xrightarrow{\text{rounded to the nearest 100}} \boxed{\phantom{00}}$$

make the buyer of the chocolate smile when they open the box?

9

**LO: To practise writing an introduction**

Here is the start of an introduction. Use your imagination to finish the paragraph. Remember to use your ideas from the 'show not tell' work.

Challenge: Add a second paragraph too!

Out of nowhere, a filthy hand with checked blue sleeve snatched at Monty pulling him straight off his stalk, the only place he had ever known has home. Almost unbelievably, .....

**5** Tick the statements that are equal to  $24 \times 9$

$3 \times 8 \times 9$

$2 \times 4 \times 9$

$9 \times 2 \times 12$

**6** Jemima has £352  
Henry has £1,000 more than Jemima.  
How much money do they have altogether?

**Reasoning Maths Test Part 2:**

**7** Match each diagram to the correct fraction.

$\frac{2}{3}$

$\frac{1}{2}$

$\frac{3}{4}$

**8** Complete the table.

Fraction	Decimal
$\frac{3}{10}$	
$\frac{3}{100}$	
$\frac{3}{4}$	

**9** Sarah makes three 4-digit numbers.

A B C

Write A in words and B in digits.

**Music LO: To practise and learn new songs**

Mrs Young would like everyone to use the following free website to practise learning the 'song of the week', each week.

<https://www.singup.org/singupathome/song-of-the-week>

Take time to learn the words and then you could perform for your parents if you are feeling confident!



	<p><b>10</b> Tom is planting seeds. He plants 18 rows with 7 seeds in each row. <math>\frac{1}{3}</math> of the seeds are eaten by birds. How many seeds are eaten by birds?</p> <p><b>11</b> Complete the boxes.</p> <p><math>5 \div 100 = \square</math></p> <p><math>\square \div 10 = 3.5</math></p> <p><math>4 \div 10 = \square \div 100</math></p>	<p>Order the numbers in <b>ascending</b> order. Use the letters A, B and C to complete the boxes.</p> <p><math>\square &lt; \square &lt; \square</math></p> <p>Get an adult to mark your test using the answers (scroll down)</p>	
10	<p><b>French Day:</b> Become familiar with the French words for the fingers. <a href="https://www.youtube.com/watch?v=ucOkATnCNck">https://www.youtube.com/watch?v=ucOkATnCNck</a></p>	<p><b>French Day:</b> Watch the video presentation on the school website.</p>	<p><b>French Day:</b> Illustrate each of your words with a funny picture. 1.Oui ! 2.Non ! 3.C'est Cardiff? 4.C'est Édimbourg ? 5.C'est Londres ? 6.C'est Belfast ? 7.C'est Paris?</p>

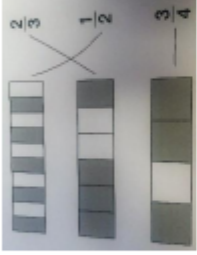
**Arithmetic Answers:**

Question	Answer	Marks
1	350	1
2	40	1
3	24	1
4	7	1
5	72	1
6	$\frac{5}{7}$	1
7	5,100	1
8	7	1
9	$\frac{4}{9}$	1
10	273	1
11	26	1
12	2,514	1
13	$\frac{15}{12}$ or $1\frac{3}{12}$ or $1\frac{1}{4}$	1
14	12	1
15	804	1
16	24	1
17	$\frac{16}{100}$ or 0.16	1

18	690	2
19	150	1



## Reasoning Answers

Q1	$\frac{32}{100}, \frac{33}{100}$ 0.9, 1	2
Q2	7 m <sup>2</sup>	1
Q3	12	1
Q4	20 180 200	2
Q5	First and third statements ticked.	1
Q6	£1,704	1
Q7		2
Q8	0.3 0.03 0.75	2
Q9	Two thousand, two hundred and eleven	1
	2,301	1
	C < A < B	1

Q10	42 seeds	2
Q11	0.05 35 40	3

### The Adventure of Monty Maize by Miss Shelton

A vast landscape of green, dry fields stretched for miles. Tall plants spanned the land as far as the eye could see. Above the fields, thick, white clouds filled the sky, making it feel later in the day than it was. A rich soil smell lingered in the air as the soft winds began to pick up pace, rustling the leaves. In the distance, a small truck pulled up alongside the dirt track and two men, whose hands were encrusted with brown mud and dried on sweat, stepped out onto the edge of the field.

Monty Maize's breathing became uncontrollable. As his eyes darted around the path below him, he panted heavily, searching desperately for something or someone to make him feel better. The sky appeared to get dark suddenly as wind swept through his leaves. He wiggled on the stalk to see if he could shake himself loose but he was firmly stuck. He gulped as a figure moved towards where Monty and his friends were hanging. Although he could not yet see who it was, that did not stop the goose bumps from spreading across his body. He could not take this anymore, he had to get off this plant! All of a sudden, the sound of crunching leaves became louder. Monty Maize held his breath, his eyes glued to the dusty, brown floor, his whole corn tense as he moved from side to side, trying to wiggle free. As silently as possible, he covered his trembling corn body, that was now covered in sweat, with dry leaves.

Out of nowhere, a filthy hand with a checked blue sleeve snatched at Monty pulling him straight off his stalk, the only place he had ever known as home.

"Aahhhhh, where are you taking me?" screamed Monty, although his voice made no sound.

Almost unbelievably, Monty was plunged by the hands of the worker into a dark green net, already filled with several of his friends. He was squashed. He was scared. He was trapped. Around him, the other corn murmured and shook with the realisation that there was nothing they could do, whilst the workers continued to fill the bag.

Monty and his friends huddled together in the depth of the netting as occasional drops of rain started falling from the silver clouds above them. Without warning, after hours of waiting anxiously, the bag was snatched up and launched over the man's shoulder, shaking with every one of his steps towards the truck. Wind whipped through the small holes of the netting causing the corn to shiver.

With the rusty, dirty truck now in sight, Monty suddenly realised that the stories he had heard were true. Corn really was driven away and sold. He had always dreamed of a life of freedom but now the idea was slipping away from him. Above him, the clouds darkened, reflecting the mood inside the net. VRRRRRRM. The engine roared, louder than Monty had ever expected. Thick, black fumes pumping out of the exhaust into the air. Frantically, the corn peered through the netting, hoping someone would rescue them! However, it quickly became clear that this was the end as the truck began to lurch over the dirt track away from the only crops and home they had known.

Before long, the vehicle slowed down and pulled up. The sky was getting darker, the clouds loomed threateningly above them. Rumbles could be heard the distance. Monty and his friends did not know what was going to happen next as they looked at each other nervously. Without a sound, the bags were pushed together with cling film now beginning to be wrapped around them.

"What is this stuff?" thought Monty out loud but again there was no reply.

Around and around went the cling film, securing the sacks of corn tightly in place. Suddenly, another truck with sharp prongs came along and took the frightened corn away. The sound of the truck had changed, now it gave out a high pitch whirring noise with every metre it drove along. Eventually, it stopped. Where were they now? It was dark. It was cold. There was no life here.

"Oi Joe! I need another load!" shouted a deep voice in the distance. As the voice sounded, a sharp, silver knife slit through the cling film smoothly, cutting through Monty's netting too. Without warning, a hand (the first dirt ridden hand he had experienced from back in the field) grabbed him and eleven others, shoving them into a wooden crate. Quickly, the crate was picked up and run out of the dark, cold warehouse into the bright, florescent lighting of a shop. Shocked by the change, the corn buried their eyes towards their protective leaves, terrified once again.