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Home Learning Pack

Year 4

Guidance and Answers

Week 3
04/05/2020

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Monday

Maths – Multiply 2 Digits by 1 Digit (page 2)

A **place value chart** is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent 'ones', 'tens', 'hundreds', 'thousands', 'ten thousands', and so on. It can also represent decimal numbers such as 'tenths', 'hundredths', 'thousandths', and so on.

The **formal written method** is also known as the column method. Starting with the ones column, each digit is multiplied by the number on the second row (the multiplier) in turn, and the answer is recorded directly beneath that digit. When the answer is greater than 9, and therefore has 2 digits, the tens in the answer will be transferred to the column to the left, and added after the next multiplication. This is known as an **exchange**.

A **part-whole model** is a concept to show how numbers can be split into different parts. They can be used to represent numbers, as well as a wide variety of calculations. The concept follows the structure part + part = whole, but this may change depending on how many parts there are.

Exchanging can occur when completing calculations. It may also be known as 'carrying' or 'borrowing'. In division, an exchange happens when the number in a place value column cannot be divided exactly. For example, if dividing the hundreds gives a remainder of 1 or more hundreds, the remaining hundreds are exchanged for tens. If dividing the tens gives a remainder of 1 or more tens, the remaining tens are exchanged for ones.

Question 1 - This question uses 3 different methods: a **formal written calculation** (also known as column method), a **place value chart** and a **part-whole** model. In each calculation, the number 32 is being multiplied.

A uses a **place value chart**.

Six rows of three blue counters in the tens column (T) are used and two green counters in the ones column (O). This represents 32 x 6.
Counting up the blue counters (tens) and green counters (ones) separately gives a total of 18 tens (180) and 12 ones (12).
From this, 180 + 12 = 192.

T	O
🔵🔵🔵	🟢🟢
🔵🔵🔵	🟢🟢
🔵🔵🔵	🟢🟢
🔵🔵🔵	🟢🟢
🔵🔵🔵	🟢🟢
🔵🔵🔵	🟢🟢

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Monday

Maths – Multiply 2 Digits by 1 Digit (page 2)

B uses the **formal written calculation** to represent 32 x 7. The numbers are aligned in columns according to their **place value.** First, multiply the ones column: 7 x 2 = 14. The digit 4 is written in the box underneath the 7 and the digit 1 below the bottom line in the tens column. This is known as **an exchange**.

	3	2
x		7
		4
	1	

Next, multiply the tens column: 7 x 30 = 210. The 0 digit is added to the 4 in the ones column (4 + 0 = 4). The digit 1 would go in the tens column, but the 1 ten that was **exchanged** earlier needs adding to this 1 ten, so we write 2 in the tens column. Finally, the 2 hundreds from 210 is written in the hundreds column.

	3	2
x		7
2	2	4
	1	

C uses a **part-whole model.**

32 x 6 is partitioned into its tens (30 x 6) and ones (2 x 6) to make the calculation easier: 30 x 6 = 180 and 2 x 6 = 12.

```
        ( 32 x 6 )
         /      \
  ( 30 x 6 )  ( 2 x 6 )
```
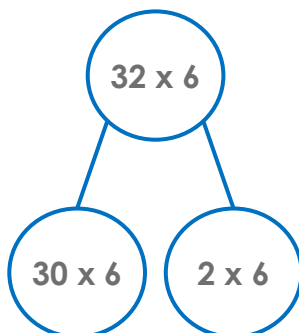
Both parts are then added back together to equal the whole: 180 + 12 = 192.
In this question, the formal written calculation (B.) was the odd one out as it represented 32 x 7, whereas the place value chart and part whole model both represent 32 x 6.

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Monday

Maths – Multiply 2 Digits by 1 Digit (page 2)

> < = are comparison symbols used to represent more than (>), less than (<) and equal to (=).

Question 2 – This question is asking for the calculations to be compared using the comparison symbols. The same calculation has been represented in a **place value chart** and as a **formal written calculation**. For a reminder about how to complete a formal written calculation, please see page 3. These can be calculated to complete the statement which leads to 33 x 5 = 165 and 41 x 3 = 123.

165 is greater than 123, so we complete the box using the > (greater than) symbol.

Question 3 – This question asks children to decide if Cerys's statement is correct. Children can use the method they're most comfortable with to check the answers but they may need to some help devising a strategy. The calculations can be checked in either order. To check the smallest possible total, children will need to chose the digit cards that will have the lowest possible value: 1,3 and 5.

Digit cards:
| 3 | 5 | 1 | 6 |

To create a calculation with the lowest possible total, we multiply the smallest 1-digit number by the smallest 2-digit number. The smallest possible calculation would be 35 x 1 or 1 x 35 = 35

To check the largest possible total, we can select the digit cards with the highest possible value: 6, 5 and 3. To find the largest possible number, we multiply the largest 1-digit number by the largest possible 2-digit number left. 6 x 53 or 53 x 6 = 318.

Is Cerys correct? Cerys is incorrect because the smallest possible number is 35, not 75. The largest possible number is 318, not 315.

English – Sequencing Paragraphs (page 3 and 4)

Fronted adverbials are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

Question 1 – This question asks children to identify three **fronted adverbials** used to sequence the paragraphs in the correct order. In the passage, the three fronted adverbials are: Firstly, Next, Finally

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Monday

Question 2 – This question asks children to look at the content of the paragraphs and decide whether the overall meaning of the passage is lost by changing their order. As paragraphs 3 and 4 describe unconnected activities that happened before the taxi arrived, changing their order would not affect the meaning of the passage.

The answer is: true. Paragraph 3 and 4 could swap positions and the passage would still make sense.

Question 3 – This question asks which paragraph could start with 'Secondly'. This is checking children understand how to sequence.

The answer is: As 'firstly' is used to start paragraph 2, paragraph 3 would be the paragraph that could start with 'Secondly'.

Question 4 – This question asks children to decide where the events of the new paragraph would make most sense in the written passage. As Jess made some toast and ate it in paragraph 4, it would make sense for the new paragraph (which is about washing her plate) to come after paragraph 4.

The answer is: As the final paragraph is about Jess leaving her house, the new paragraph would make sense to go between either 4 and 5 or 5 and 6.

Question 5 – The children are asked to write a new paragraph starting with 'suddenly' that would make sense with the events that have already happened. Children might find it easiest to write a knew paragraph that focuses on the figure mentioned previously.

There are many different possible answers to this question, such as: Suddenly, the dark figure started running in her direction. Layla grabbed her board off the ground and held it tightly. She spun around and sprinted as fast as she could.

Question 6 – This question is similar to question 2. With this passage however, it would not make sense if paragraph 2 and 3 swap positions. The question asks children to explain why it does or doesn't make sense so their answer needs to reference the events in each paragraph.

The answer is: It wouldn't make sense to have Layla walking on the snow, getting ready to snowboard and then waking up so the paragraphs cannot be changed.

Question 7 – This question asks children whether the **fronted adverbial** 'Eventually' could be added to the start of paragraph 5. In order to make a decision, children will need to look at the events in paragraph 4.

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Monday

English – Sequencing Paragraphs (page 3 and 4)

In paragraph 4, Layla closes her eyes and it says she left like she was in heaven. Given this description, Layla could have closed her eyes for a long time, so it would make sense to start paragraph 5 with the **fronted adverbial** 'Eventually'.

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Tuesday

Maths – Multiply 3 Digits by 1 Digit (page 5)

Question 1 – This question requires children to complete three multiplication calculations and then order them from smallest to largest. Each calculation is represented by a **formal written calculation** with a **place value chart** for support. If you need further information on both of these terms, turn to page 2 for a reminder.

To solve 234 x 4, we first start by multiplying the ones column by 4 (4 x 4). This is 16, which is written as shown in the image below. The 10 in 16 much be **exchanged** or 'carried'.

	2	3	4
x			4
			6
		1	

Next, we move along to the tens column where we multiply the tens by 4 (3 tens x 4). This is 12 tens, but we have 1 ten from our **exchange** that we must add on (12 + 1 = 13).

	2	3	4
x			4
		3	6
	1	1	

Finally, we move onto the hundreds column where we multiply the 2 hundreds by 4. This is 8 hundreds, but we have 1 hundred from our exchange that needs to be included (8 +1 = 9).

	2	3	4
x			4
	9	3	6
	1	1	

506 x 3 and 140 x 6 can be solved in the same way.

Order these calculations from smallest to largest. A. 140 x 6 = 840, B. 506 x 3 = 1,518, C. 234 x 4 = 936. Order: A, C, B.

Question 2 – Children are asked to identify which calculation is the odd one out. Children may provide you with different reasons, such as the number of **exchanges** in the calculations.

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Tuesday

The answer is: calculation C is the odd on out as this has been completed incorrectly. In the ones column, 0 x 3 = 0, not 3. This is also shown in the place value as there are no counters in the ones column.

Question 3 – This question requires children to check Adam's calculations using the formal written method and write a sentence to explain whether or not they agree.

The answer is: No, the second multiplication is incorrect because the 15 (5 x 3) has been recorded incorrectly in the answer. The 5 should be in the ones column in the answer and the 1 should be carried over to the tens column, to be added to the 24 (8 x 3). The answer should be 1,455.

Incorrect:

	4	8	5
x			3
1	4	9	1
	2	5	

Correct:

	4	8	5
x			3
1	4	5	5
	2	1	

English – Using Fronted Adverbials (page 6)

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. In our sentence, the verb is 'seen' and the adverbial is 'in the distance'.

Question 1 – This question is asking for your child to identify which **fronted adverbials** would make the most sense in the given sentence. If you need further information on fronted adverbials, turn to page 4 for a reminder.

It could be helpful to discuss the strategy of narrowing down which **fronted adverbial** couldn't be used. As the sentence is written in the past tense, the option 'Sometime next week' would not make sense as there would be a mix in tenses.

The answer is: 'Deep in the jungle' is the option that would make the most sense with this sentence. There is no indication of why the tigers would be nervous, but it 'Deep in the jungle' emphasises the setting.

Question 2 – This question asks children to identify an **adverbial** that isn't at the start of the sentence and to then rewrite the sentence moving the **adverbial** to the beginning.

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Tuesday

English – Using Fronted Adverbials (page 6)

The rewritten sentence is: In the distance, the twinkling stars and the snow-covered peaks could be seen in the distance.

Question 3 – In this question, your child will need to rewrite the sentence changing the **fronted adverbial**. As this sentence starts with 'Nervously', this tells the reader how the boy is feeling. To convey a different meaning, children will need to pick an **adverbial** with a different meaning such as 'cheekily' or 'clumsily'.

The sentence could be rewritten as: Clumsily, the boy crept onto the stage but no one noticed he was there.

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Wednesday

Maths – Divide 2 Digits by 1 Digit (page 7)

A **remainder** is the number that is left over when dividing. For example $12 \div 5 = 2$ r2. 12 cannot be shared out equally and there will be 2 left over.

Factors are numbers we can multiply together to get another number. For example, 2 and 3 are factors of 6 because $2 \times 3 = 6$.

Question 1 – This task is to help children to practise dividing 2-digit numbers by a 1-digit number where a **remainder** will be produced. As the question uses dice, only certain numbers will be available. This can be used to help children narrow down which numbers to test.

Guide children to divide a number that is not a **factor** of the divisor (the number you are dividing by) to ensure there is a remainder. The calculation can then be done by counting in multiples of the number you are dividing by and counting how many groups of this number can be made. For example, $54 \div 5$ could be calculated by counting in 5s: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50. We do not carry on to 55 as this is past 54. This gives 10 'groups of' 5 with 4 left over. This means that $54 \div 5 = 10$ r4.

There are five possible answers below, but there are other correct answers.

Nina	Leroy

5	4	÷	5	=	10	r4	3	4	÷	4	=	8	r2
1	6	÷	6	=	2	r4	5	3	÷	3	=	17	r2
4	6	÷	6	=	7	r4	2	6	÷	6	=	4	r2
6	4	÷	5	=	12	r4	2	2	÷	4	=	5	r2
3	4	÷	6	=	5	r4	6	2	÷	5	=	12	r2

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Wednesday

English – Consolidating Coordinating Conjunctions (page 8)

A **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

Question 1 – This question asks children to identify a sentence that correctly uses a **coordinating conjunction**. The **coordinating conjunctions** used in this question are 'so', 'yet' and 'nor'. 'So' is used to provide a reason, 'yet' is used to provide a comparison and 'nor' is used to demonstrate negative options or information.

The correct answer is: Sentence B has used a coordinating conjunction correctly as it provides a point of comparison (Someone who's poorly and ordinarily would not be well enough to do their homework but they were still able to do so).

Question 2 – This question is asking children to complete each sentence with either 'or' or 'so'. 'or' is used to provide a choice or option and 'so' is used to provide a reason.

The correct answer is: Sentence A: 'so' should be used as it explains why they took an umbrella. Sentence B: 'or' should be used as it is a question offering a choice between peas and beans

Question 3 – In this question, children need to identify the **coordinating conjunction** in the sentence and identify its purpose in the sentence. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

The correct answer is: This sentence uses 'nor' which is used to add more negative information.

Question 4 – This question requires children to rewrite the sentences and change the **coordinating conjunctions** in each. Sentence A uses 'for' and B uses 'nor' which doesn't make sense in this context.

The correct answers are: Sentence A is about a weather forecast and someone not believing it. 'but' would make the most sentence in this context. The weather forecast said it would be hot today, <u>but</u> I didn't believe it. Sentence B is about someone taking a jumper off and it's warn outside. 'for' would make the most sense in this context. I took my jumper off, <u>for</u> it was warm outside.

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Wednesday

English – Consolidating Coordinating Conjunctions (page 8)

Question 5 – This question asks children to explain which sentence is the odd one out. Children's answers will need to focus on the use of **coordinating conjunctions**. When reading the sentences, children may be tempted to say that sentence C is the odd one out as it is the only sentence that uses 'yet'. Children will need to focus on which sentence uses the **coordinating conjunction** correctly.

The correct answer is: Sentence B is the odd one out as it is the only sentence that doesn't use a coordinating conjunction correctly.

Question 6 – This question requires children to write three new sentences that start with "It is freezing cold…" and then include either 'but', 'and' or 'yet' in each sentence. One strategy to discuss with children is to focus on the meaning of each **conjunction** and then construct the sentence around each of the means.

There are various answers, an example for each is given below.
It is freezing cold outside <u>but</u> I have a warm coat on.
It is freezing cold <u>and</u> the boiler has broken.
It is freezing cold <u>yet</u> I've kept warm around the camp fire.

Question 7 – This question asks children to explain whether they agree or disagree with a statement about the use of a **coordinating conjunction** and write a sentence to explain why. This explanation will need to focus on the purpose of the **conjunction** used.

There are various answers, but one example is given below.
As the sentence is about Bushra not liking milk and not eating butter anymore (negative information), the sentence is correct to use 'nor' as 'nor is used to add negative information to sentences.

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Thursday

Maths – Divide 3 Digits by 1 Digit (page 9)

Question 1 – Children must find the mistake in a statement and correct it. The calculation has been set out using a **part-whole model.** If you need further information on part-whole models, turn to page 2 for a reminder.

926 has been partitioned into two parts.
One part is 900, so the remaining part must be 26 (926 – 900 = 26).

This is then completed as two separate division calculations.

900 ÷ 9 = 100 and 26 ÷ 9 = 2 r8. These two parts are then added together. Therefore, 926 ÷ 9 equals 102 r8 (100 + 2 r8).

The answer is, Suzy's says there would be no remainders, but there should be a remainder of 8.

926 ÷ 9 = 102 r8

900 ÷ 9 = 100   **26 ÷ 9 = 2 r8**
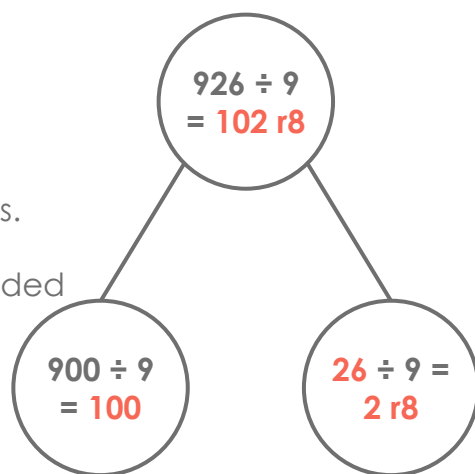
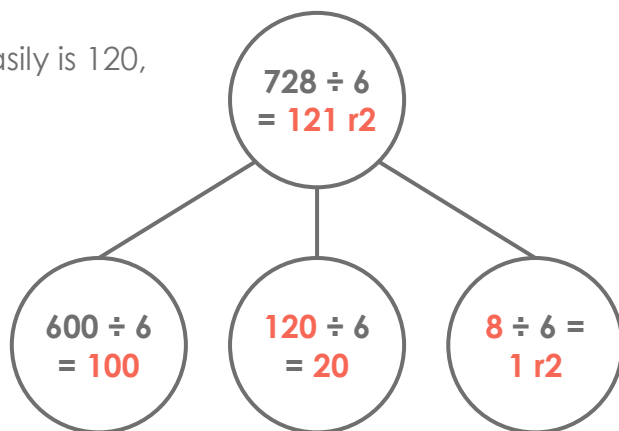Question 2 – This question requires children to compare the answers for two calculations.

The first is a **part-whole model** split into three parts to make the calculation easier. As the calculation uses dividing by 6, encourage children to partition the 726 into smaller multiples of 6.

The first part has 600 in it, so that means we have two more parts to partition 128 into (728 – 600 = 128).

The largest multiple of 6 that can be divided easily is 120, so write this into the second part.

This leaves 8 (128 – 8 = 8) for the last part.

We then complete these calculations:
600 ÷ 6 = 100, 120 ÷ 6 = 20 and 8 ÷ 6 = 1 r2
Finally, add the answers together:
(100 + 20 + 1 r2 = 121 r2).

728 ÷ 6 = 121 r2

600 ÷ 6 = 100   **120 ÷ 6 = 20**   **8 ÷ 6 = 1 r2**

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Thursday

Maths – Divide 3 Digits by 1 Digit (page 9)

The second is given as a **place value chart** showing 736 ÷ 6 (the counters are evenly distributed across 6 rows because we are dividing by 6). There are 7 hundreds counters. As 1 hundreds counter cannot be split, it is **exchanged** for 10 tens counters, giving 13 tens counters. After sharing the tens, 1 tens counter is left. This counter is **exchanged** for 10 ones counters, leaving 16 ones. As 16 cannot be distributed evenly across the 6 rows, there is a remainder. 4 ones counters are left over.

Finally children complete the comparison statement using **<** (less than), **>** (greater than) or **=** (equal). The completed comparison statement is 121 r2 < 122 r4

Question 3 – This question requires children to explain whether they agree or disagree with a statement about a calculation being the odd one out. They must explain their answer in a sentence. Children can complete the calculations using a method of their choice, however using the part-whole model would be most efficient.

The correct answers are A. 219 ÷ 9 = 24 r3; B. 159 ÷ 6 = 26 r3; C. 170 ÷ 7 = 24 r2

Children may agree with Navdeep as he is correct that this is the only answer with a whole number of 26. Children may also say they disagree as C is the only calculation that has a remainder of 2, rather than 3.

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Thursday

English – Present Perfect or Simple Past? (page 10)

The **present perfect tense** is used to talk about experiences that are not time specific, an action that has started in the past but has an outcome in the present, or an action that has started in the past and is continuous up until the present. It is formed by using the present tense of the verb 'have' plus a past participle, for example: I **have been** to Spain

The **simple past tense** is used to describe an action that has started and ended in a time before now. For example: I **walked** the dog.

Question 1 – This question asks children to circle the missing **verb** or **verbs** (a word used to describe an action) from each sentence. This question is checking the understanding of **tenses** and the **verb** forms used to demonstrate either '**present perfect**' or '**simple past tense**'.

To answer the question, children may find it useful to read the sentence, replacing the blank line with each of the given verb forms in turn to identify which sound correct.

The correct answers are: A: Ellie <u>has broken</u> her leg; B: Sam <u>built</u> a new shed.

Question 2 – This question is asking children to decide if a sentence is in the '**present perfect**' or '**simple past**' tense (as explained above).

The correct answers are: A: "has bought" – present perfect; B: "opened" – simple past; C: "flew" – present perfect; D: "misspelt" – simple past; E: "have stolen" – present perfect

Question 3 – This question is asking children to swap the **tenses** of the two sentences. Sentence A is written in '**present perfect**' tense and needs to be rewritten in '**simple past**' tense. Sentence B is written in '**simple past**' tense and needs to be rewritten in '**present perfect**' tense.

The correct answers are: A: We lived in this house for five years and we were very happy here; B: Kayleigh has worn her old boots at the park and has stepped in the mud.

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Thursday

English – Writing a Recount (page 11)

Recount
In this activity children are asked to write a recount of a day that they have really enjoyed in the past year. This is a retelling of the day in time order using some time specific **adverbials** to sequence the writing. Encourage children to think about a day they remember well and to include as much detail as they can. Some of the vocabulary children may want to include in their writing is provided in a word bank, alongside a checklist of the features that they must use.

Vocabulary
An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as, using adjectives to describe it. For example: The tall, beautiful roses.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

Simple past tense is used to describe an action that has started and ended in a time before now. For example: I walked the dog.

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example: She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

Fronted adverbials are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

A text written in the **first person** is a text written about the author. It uses pronouns such as I, me, my, mine and our.

Chronological order is writing events in the order that they happened.

A **conjunction** is a word used to join two clauses. There are different kinds of conjunction such as for time (e.g. **after**), place (e.g. **where**) and cause (e.g. **because**).

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Friday

Maths – Multiplication and Division

Follow the link to watch the learning video clip on multiplication and division. As the video progresses, it will give questions to answer. Pause the video and answer the question. Underneath the video, you will find information on the questions and their answers.
https://classroomsecrets.co.uk/free-11-and-12-times-tables-year-4-multiplication-and-division-learning-video-clip/

English – Revision

Follow the link to play the interactive game to consolidate some of the grammar previously learned in Year 4.
https://kids.classroomsecrets.co.uk/resource/year-4-autumn-revision/

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Additional Resources

English – Guided Reading – The Same But Different (pages 12-16)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are as follows:

1. Use the word bank below to complete the sentence to explain what is meant by the same but different. The <u>three</u> schools have lots of <u>similarities</u> in some ways, but also have <u>key</u> differences.

2. How many children attend Jenson's Primary School? Over 1,200 pupils

3. What does the word 'rural' mean when referring to Whitsham village? In the countryside.

4. Use the word bank below to complete the sentences to explain what Clarissa means when she uses the phrase 'on our school roll'. A school roll is the <u>register</u> of the <u>children</u> who <u>attend</u> the <u>school.</u>

5. Why do you think Clarissa's class have children from different year groups in one class? There are very few pupils who attend the school.

6. What evidence is there to show Jenson's Primary School is a multi-cultural school? Pupils speak over 60 languages at the school.

7. Use the word bank below to complete the sentence to explain why there are so few pupils attending Whitsham Primary School. It is located in a <u>small,</u> rural <u>village</u> with <u>few</u> people living there.

8. Why do you think the teachers at Clarissa's school in Whitsham have worked there for many years? People who live there tend to stay there for a long time. Many of the teachers live in the village.

9. What sort of activities can you take part in at 'Star Town' in Birmingham? Crazy golf; playing laser tag; watching movies and playing arcade games.

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This week's pack supports the <u>Week 3 timetable</u> on Classroom Secrets Kids.

Additional Resources

English – Reading – The Same But Different (pages 12-16)

10. Using evidence from the text, how do the entertainment opportunities vary between Whitsham and Birmingham?

Sort the activities into the table.

Birmingham	Whitsham
• entertainment centres • music venues • restaurants • shops • theatres	• church • cricket • parties and celebrations • rounders • village green • village hall