Mossbourne Riverside Academy
Home Learning Year 3 & 4
Date: 22 June 2020

Suggested Daily Timetable

Time	Activity
07:30 – 08:30	**Get dressed –** Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	**"Walk to school" –** use this time to exercise or take a look at the MRA website and select the work you will be completing for the day
9:00 – 9:30	**P.E -** complete a P.E activity, eg, Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy - Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	***Break time** – Have a snack and a break*
10:30 – 11:30	**Maths activity –** Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	**Quiet reading time –** choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	*Lunch*
13:00 – 13:30	**Free time/playtime**
13:30 – 14:15	**Topic/Spanish activity – Homework provided by teacher**
14:15 – 15:00	**Creative activity –** visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	**Home time exercise activity - P.E -** complete a P.E activity, eg: Watching Joe Wicks or Cosmic Yoga on Youtube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

Monday

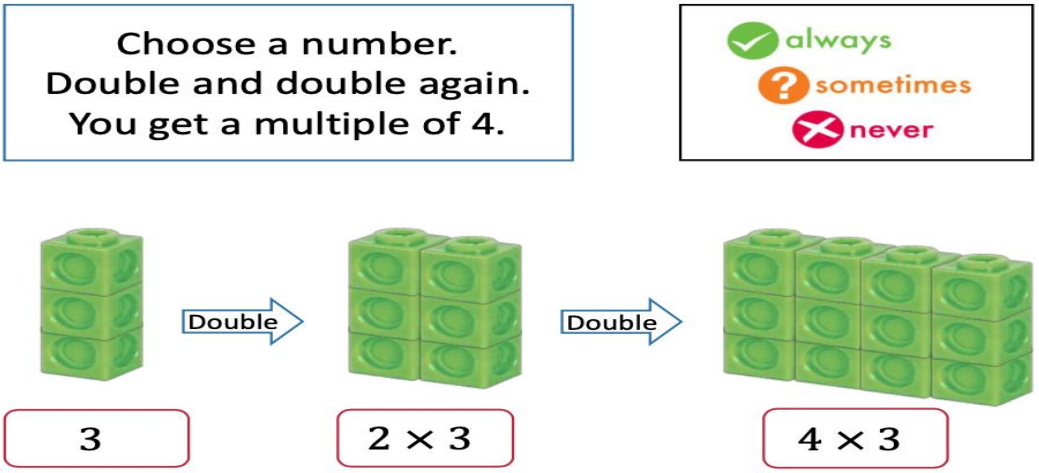
Maths

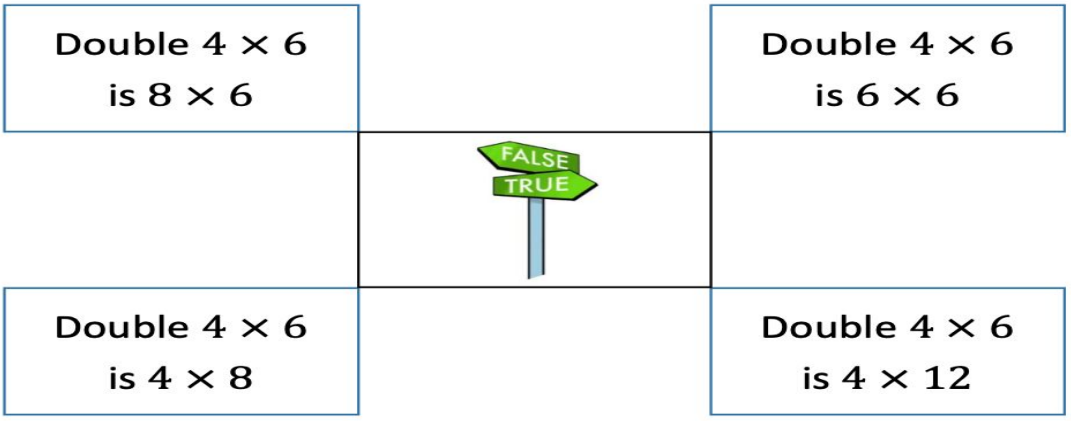
Task: Doubling

The purpose of this session is to help pupils to realise that they can use facts they know and doubling to work out related facts.

Starter:

Talk Task: Doubling





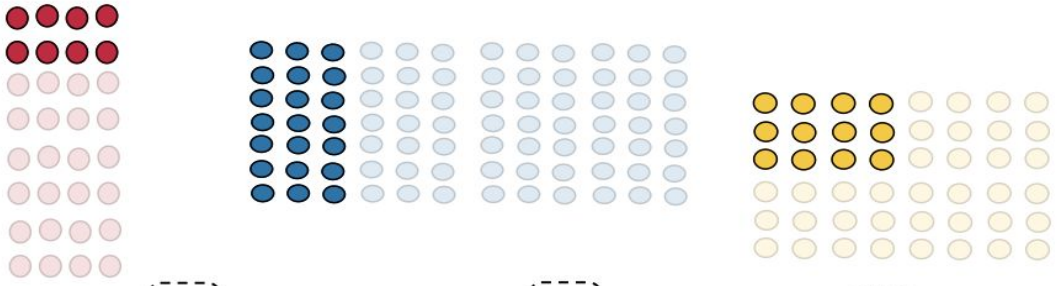
The talk mat is designed to prompt discussion about the connection between the multiplication facts for 2 and 4. Prompt children to use cubes to explore the instructions and decide if it is always, sometimes or never true. Encourage them to try to explain the reasons for their answer using the cubes to show.The images of cubes with the calculation give evidence to support understanding why doubling a number and doubling again is a multiple of 4. It is the same as multiplying the number by 4.

Conclude this by writing some facts from the 2 times tables and doubling them to work out facts in the 4 times tables so that pupils see how they can use this understanding.

Worksheet:

Activity: Equal groups

1) Use these arrays and doubling to complete the calculations



$4 \times 2 = \square$ $\quad$ $3 \times 7 = \square$ $\quad$ $3 \times \square = 12$

$4 \times 4 = \square$ $\quad$ $\square \times 7 = 42$ $\quad$ $3 \times 8 = \square$

$4 \times 8 = \square$ $\quad$ $12 \times 7 = \square$ $\quad$ $\square \times 8 = 48$

2) Give examples to show that each of these strategies works.

To divide a number by 4, I can halve twice

To multiply a number by 8, I can double three times

3) Match each calculation to a valid strategy and then to the answer.

7×8	8×6	5×8	8×9
$9 \times 4 \times 2$	$8 \times 3 \times 2$	$7 \times 4 \times 2$	$5 \times 2 \times 2 \times 2$
56	72	40	48

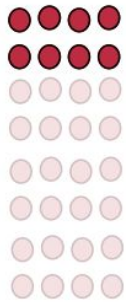
The activity sheet consolidates the ideas explored in the Talk Task. Children write calculations to describe array of counters that are doubled.Then they give evidence to support calculation strategies for dividing by 4 and multiplying by 8. For the dividing by 4 strategy you may want to give pupils the starting numbers 40, 24 or 88 to explore. Finally pupils match calculations to a doubling strategies and the answer.

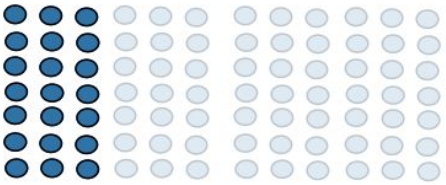
Parent/Carer Guidance:

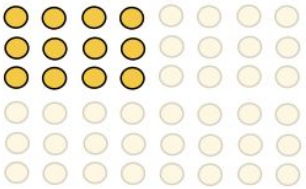
Please find the answer sheet below.

Activity: Equal groups

1) Use these arrays and doubling to complete the calculations







$4 \times 2 = 8$

$4 \times 4 = 16$

$4 \times 8 = 32$

$3 \times 7 = 21$

$6 \times 7 = 42$

$12 \times 7 = 84$

$3 \times 4 = 12$

$3 \times 8 = 24$

$6 \times 8 = 48$

2) Give examples to show that each of these strategies works.

$4 \times 2 = 8$

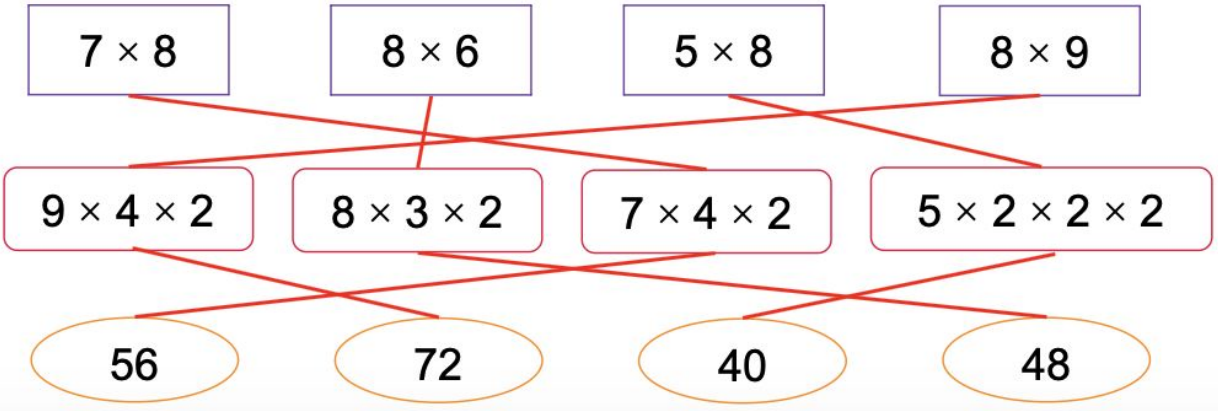
To divide a number by 4, I can halve twice

Example:
12 ÷ 4 = 3
Half of 12 is 3 and half of 6 is 3

To multiply a number by 8, I can double three times

Example:
5 x 8 = 40
Double 5 is 10, double 10 is 20 and double 20 is 40.

3) Match each calculation to a valid strategy and then to the answer.



Literacy

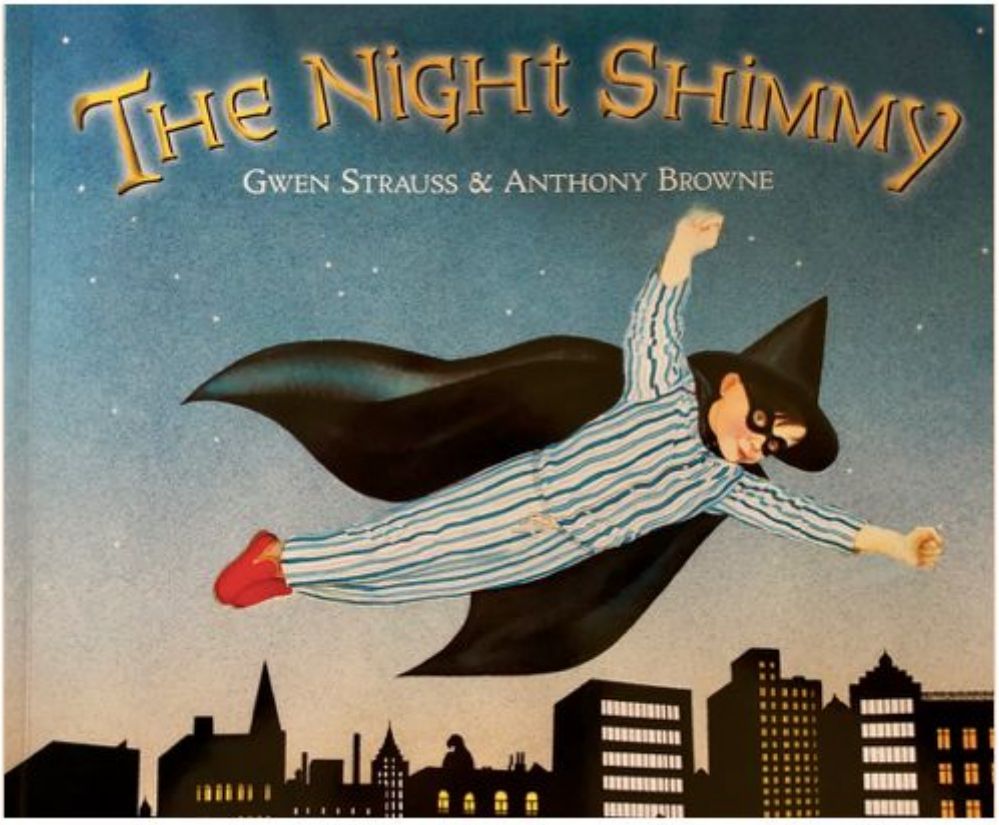
Fiction: Day 1

Today we will read ‘The Night Shimmy’ by Gwen Strauss and Anthony Browne.

1. Make predictions

Look at the front cover.

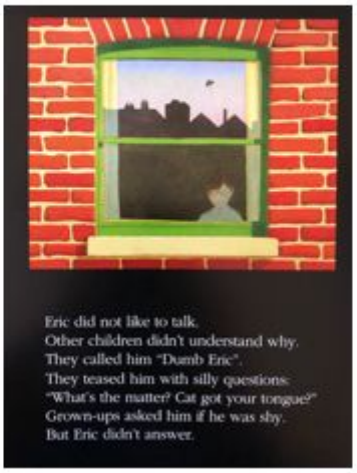
Front Cover



What do you think this story could be about? What could the Night Shimmy be?

2. Read the first page

First Page



Eric did not like to talk.

Other children didn't understand why.

They called him "Dumb Eric"

They teased him with silly questions:

"What's the matter? Cat got your tongue?"

Grown-ups asked him if he was shy.

But Eric didn't answer.

Write down what you know about Eric.

Does he remind you of anyone?

3. Listen to the story

Listen to the Night Shimmy by Gwen Strauss being read by Ruth Merttens: https://youtu.be/h7ypmw-0JU0

What do you like about the story?

Is there anything that you dislike about it?

What did it remind you of?

3. Design your own superhero friend like The Night Shimmy

What would they look like?

What would they do for you?

What super powers will they have?

Computing

Task:
Your task, if you haven't already started, is to access the series of coding lessons on **code.org**:

Year 3: https://studio.code.org/sections/QDSJGM

Year 4: https://studio.code.org/sections/ZMVXZL

Optional: If you have successfully completed your course, then explore code.org for any ***Hour of Code*** lesson: https://code.org/hourofcode/overview

You have been given your personal login details by Mr Jones already (this should appear in your stream in Google Classroom).

Try and complete each task before moving onto the next one. Remember, coding can be challenging at times and computational thinking requires a lot of thought, concentration and resilience. If it doesn't work, debug and start again. Really think carefully about the algorithm you need and apply that in your sequence of code. Good luck!

Parent/Carer Guidance:
Children have been given access to a series of lessons on code.org, a safe and secure environment for them to practice and consolidate their coding skills. Inevitably, children will always ask for help when their code doesn't work but it is really important they take the time to examine their code and work out what is going wrong themselves. Of course, if they get really stuck and frustrated, they can contact Mr Jones on their code.org login post on Google Classroom.

Optional: Isle of Tune

Parents/ Carers Guidance: *A short video explaining how Isle of Tune works- https://www.youtube.com/watch?v=TL-dAYG1SZQ. Allow your child to explore making music using the different components.*

Have a go at producing digital music using 'Isle of Tune'. You can produce music by creating an island, all the parts of the island (homes, trees, lamp posts etc) have a sound associated with them. The car acts as a player. Have a go at building your own island and producing your own music.

Download the app: Isle of Tune or go on: http://isleoftune.com (requires Flash Player)

Tuesday

Maths

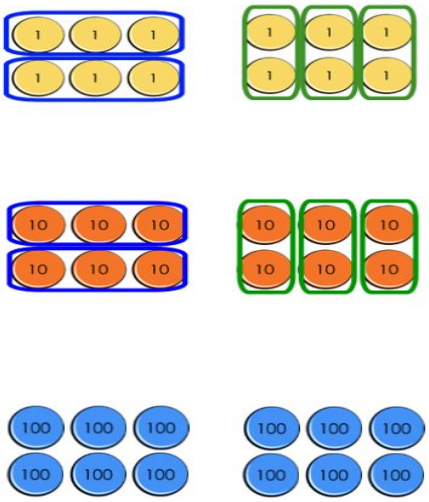
Task Derived facts:

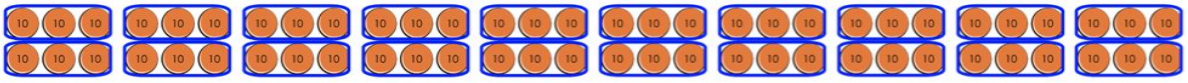
The purpose of this task is to realise how much can be worked out from a known multiplication fact by using multiplication by 10, 100, ...

Starter:

Talk Task: Derived facts

What multiplication and division facts can these arrays represent?





If a factor is 10 times greater, the product is ____ times greater.

If a factor is 100 times greater, the product is ____ times greater.

If both factors are 10 times greater, the product is ____ times greater.

The chosen representation is an array of counters grouped in two different ways with the value of the counters changing.Look at the first two arrays and discuss the calculations they can represent, reviewing that multiplication is commutative and the relationship with the corresponding division facts.The next set of arrays has the value of 10 for each counter and discuss, explain and write calculations making connections with the previous arrays for example *Two groups of 3 tens is 6 tens, three groups of 20 is 60.*

The longer arrays at the end can represent 30 × 20 and 20 × 30. Discuss, explain and write. Possible questions: Can you see groups of 30? Can you see ten ofthe 30×2 array? 30×2×10

Worksheet:

Activity: Derived facts

Copy and complete the calculations this array could represent as the value of each counter is changed.

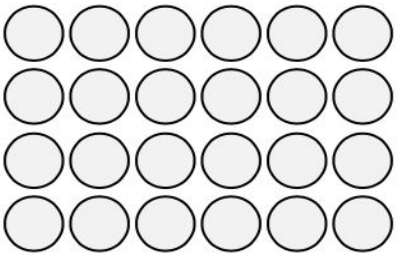
Each counter has a value of (1)

$4 \times 6 = \square$

$\square \times 4 = 24$

$24 \div 6 = \square$

$\square \div 4 = 6$



Each counter has a value of (10)

$40 \times 6 = \square$

$\square \times 40 = 240$

$240 \div 6 = \square$

$240 \div \square = 6$

$4 \times 60 = \square$

$\square \times 4 = 240$

$\square \div 60 = 4$

$240 \div \square = 60$

Use the fact that 4 × ___ = 28 to answer the following.

I do 40 minutes of exercise every day. How many minutes will I have done after 7 days?

280 grams of sugar is split into bowls with 40g in each. How many bowls of sugar are there?

Completing a level of a game gets you 70 points. You manage to do 40 levels, how many points do you have?

£280 is shared equally between 4 people. How much does each get?

The worksheet provides a similar experience and then has a variety of worded problems that can be solved with calculations derived from one fact.

Parent/Carer Guidance:

If required use counters to assist with misconceptions. Counters alternative: buttons, pasta shells or smarties.

Please find the answer sheet below.

Activity: Derived facts

Copy and complete the calculations this array could represent as the value of each counter is changed.

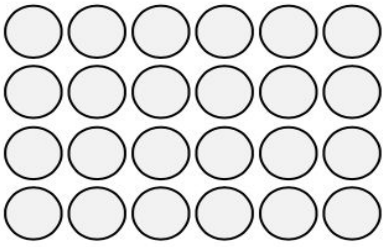
Each counter has a value of (1)

$4 \times 6 = 24$

$6 \times 4 = 24$

$24 \div 6 = 4$

$24 \div 4 = 6$



Each counter has a value of (10)

$40 \times 6 = 240$

$6 \times 40 = 240$

$240 \div 6 = 40$

$240 \div 40 = 6$

$4 \times 60 = 240$

$60 \times 4 = 240$

$240 \div 60 = 4$

$240 \div 4 = 60$

Use the fact that $4 \times 7 = 28$ to answer the following.

I do 40 minutes of exercise every day. How many minutes will I have done after 7 days?

$4 \times 7 = 28$
$40 \times 7 = 280$

280 grams of sugar is split into bowls with 40g in each. How many bowls of sugar are there?

$28 \div 4 = 7$
$280 \div 40 = 7$

Completing a level of a game gets you 70 points. You manage to do 40 levels, how many points do you have?

$4 \times 7 = 28$
$40 \times 70 = 2800$

£280 is shared equally between 4 people. How much does each get?

$28 \div 4 = 7$
$280 \div 4 = 70$

Literacy

Day 2

1. Listen to a story

Listen to *Silly Billy* by Anthony Browne, read by Ruth Merttens.
https://youtu.be/vHiW5ndFNQQ

What do you like about this story? Did it remind you of anyone or anything? What would you ask Billy if you met him?

2. Write a set of instructions

Read Worry Doll Instructions below and highlight the imperative (bossy) verbs in this writing.

3. Re-write the instructions

Re-write the instructions into a numbered list, so that they are clearer.

How to write clear instructions guide:

https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-instructions/zrvtscw

Worry Doll Instructions

Highlight the imperative (bossy) verbs. The first three have been done for you.

Start with a pipe cleaner. Fold it in half and twist it around your finger to make a loop for the head. Twist it three to five times so that the head is fixed. Take one part of the pipe cleaner. Fold it over and back to make an arm. Twist three to five times to fix the arm. Repeat this for the other arm. Next, twist the pipe cleaner over itself to make the body. Leave the remaining ends untwisted to make the legs. Cut out lengths of wool in different colours. Start with the hair. Choose a hair colour and tie the hair on. Repeat until you have all the hair that you want. Use scissors to cut the hair to the right length. Take another piece of yarn. Hold it with one finger and wrap it around the head. Wrap it like a mummy. Wrap the end of the yarn around the body a little bit so that it doesn't unravel. Choose the colour of the clothes. Fold the yarn in half and wrap it around the pipe cleaner to make the top. Choose another colour for the trousers. Wrap the wool around the legs. Use a glue-gun to secure any loose ends. Draw a face on your worry-doll using a marker.

Worry Doll Instructions - ANSWERS

Start with a pipe cleaner. Fold it in half and twist it around your finger to make a loop for the head. Twist it three to five times so that the head is fixed. Take one part of the pipe cleaner. Fold it over and back to make an arm. Twist three to five times to fix the arm. Repeat this for the other arm. Next, twist the pipe cleaner over itself to make the body. Leave the remaining ends untwisted to make the legs. Cut out lengths of wool in different colours. Start with the hair. Choose a hair colour and tie the hair on. Repeat until you have all the hair that you want. Use scissors to cut the hair to the right length. Take another piece of yarn. Hold it with one finger and wrap it around the head. Wrap it like a mummy. Wrap the end of the yarn around the body a little bit so that it doesn't unravel. Choose the colour of the clothes. Fold the yarn in half and wrap it around the pipe cleaner to make the top. Choose another colour for the trousers. Wrap the wool around the legs. Use a glue-gun to secure any loose ends. Draw a face on your worry-doll using a marker.

Worry Doll Instructions

Optional: Write your instructions as a numbered list here.

Guided Reading

Log in to google classroom and follow the instructions for your Guided reading **'Learning by questions'** lesson.If you are unable to access your **'Learning by questions'** lesson, this is an alternative guided reading session.

The Rosetta Stone

Whilst digging to expand their fort in 1799, a group of French soldiers made one of the most important historical discoveries of all time– the Rosetta Stone. Named after the town it was discovered in, the Rosetta Stone was created over two thousand years ago and on it was the clue to finally decoding ancient Egyptian hieroglyphics.

Hieroglyphics was a complicated way to writing in ancient Egyptian times which used thousands of symbols. Some of the symbols represented sounds, like our letters, whilst others stood for whole words. Written on the Rosetta Stone was one passage of text, but it was in three different languages: hieroglyphics, demotic (old Egyptian) and Greek. It finally unlocked the secret of how to read hieroglyphics because scholars knew what was being said in a language we still speak today.

Questions

Vocabulary
Which word from the text means to 'make bigger'?

Retrieval
Why is it called the Rosetta Stone?

Inference
How do you think scholars felt when the Rosetta stone was discovered? Give a reason for your answer.

Contrast and compare
How do hieroglyphics compare to the alphabet we use today?

Parent/Carer Guidance:
Please encourage children to log into their google classrooms to participate in the **'Learning by questions'** lesson. The **'Learning by questions'** lesson is only available on the date stated above.

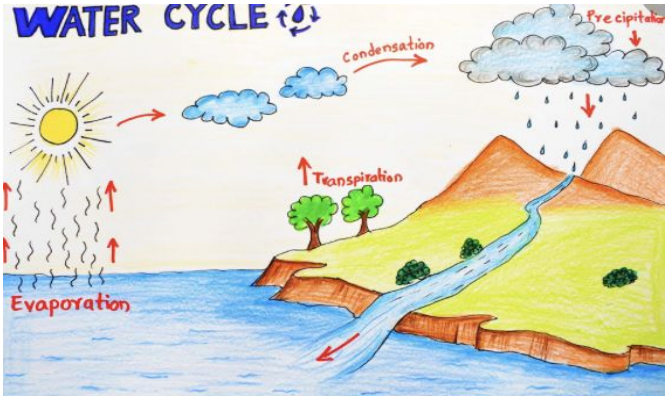
Science

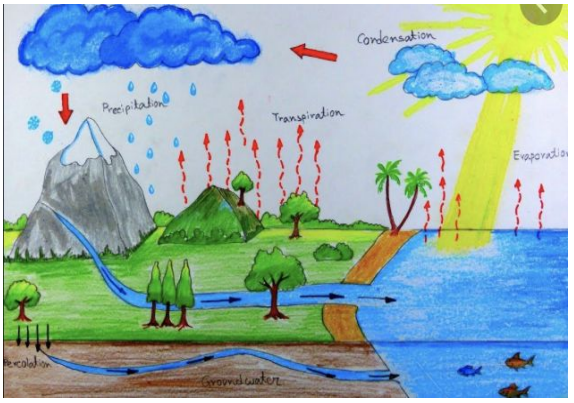
Task: Water is vital for all living things. Animals drink water, while plants take water up through their roots. Water never leaves the Earth, it simply moves around the 'water cycle'. The water cycle follows the journey of water from oceans to clouds to rain to streams to rivers and back into the ocean. The water cycle involves the scientific processes of evaporation and condensation.

Activity:

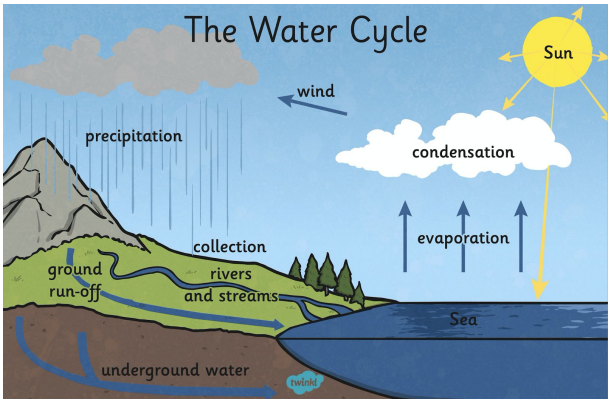
1. Watch this: https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39
2. Watch this: https://www.bbc.co.uk/bitesize/clips/z8qtfg8

Create your own water cycle or fill in the worksheet in **Science Appendix 1**. Explain the water cycle by writing what is happening in each of the boxes. Here are some scientific words to include: **evaporation**, **water vapour**, **invisible**, **condensation**, **clouds**, **precipitation**, **flow**, **rivers** and **sea**. You may think of even more. Each time you use a scientific word, underline it with a ruler to make it stand out.

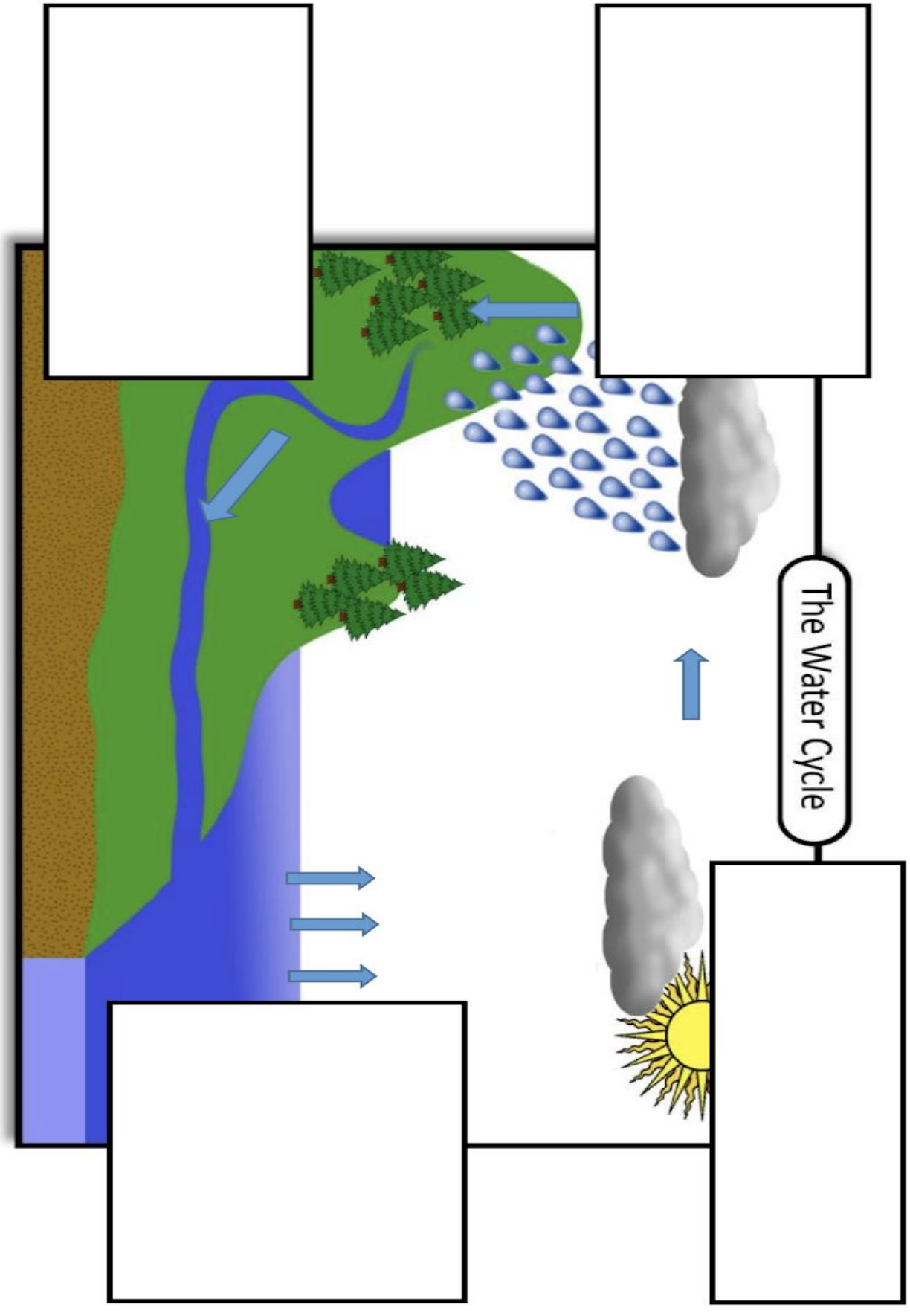




Parent/Carer Guidance:
Below is a completed example of a water cycle.



Science Appendix 1



Wednesday

Maths

Task Adjust a factor by 1: The purpose of this session is to explore the relationships between multiplication facts where one factor is one more or one less.

Starter:

Talk Task: Derived facts – adjusting a factor by 1

There are 8 apples in each bag.

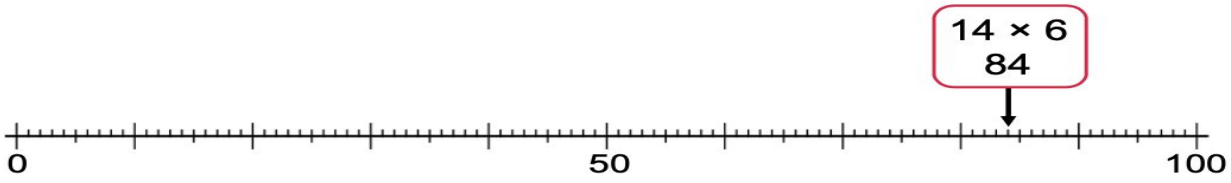
$8 \times 7 = 56$

Take away a bag

Add a bag

Take one apple out of every bag

Add one apple to every bag



14×5 14×7 13×6 15×6

14×5 is ____ less than 14×6

14×7 is ____ more than 14×6

13×6 is ____ less than 14×6

15×6 is ____ more than 14×6

A situation is presented with seven bags each containing eight apples. Ask pupils to explain why the given calculation describes the total number of apples.Think about what happens when you adjust the situation and discuss and write calculations that can show the result each time. Think about the relationships between the calculations explored so far.E.g. *9 groups of 7 is 7 more than 8 groups of 7*

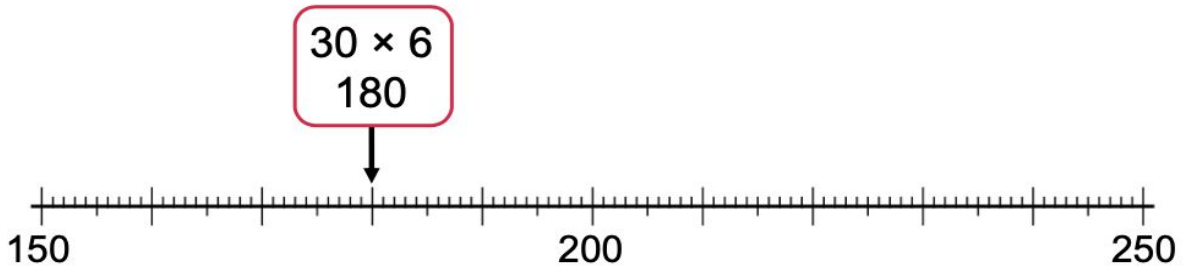
The second set of calculations are outside of the 'times tables' in order to prompt pupils to use the given fact rather than work out each calculation separately.A calculation is placed on a number line and pupils are prompted to use this to place related facts on the line. Think about the relationship between the calculations by completing the sentences.

The parts of a multiplication calculation can be called **factor × factor = product**

Worksheet:

Activity: Derived facts – adjusting a factor by 1

1) Use the known fact to place the calculations onto the number line and complete the statements to describe the relationship.



31 × 6 29 × 6 30 × 7 30 × 5

29 × 6 is ___ less than 30 × 6

31 × 6 is ___ more than 30 × 6

30 × 5 is ___ less than 30 × 6

30 × 7 is ___ more than 30 × 6

2) Complete the calculations. What relationships do you notice..

$3 \times 5 + 3 = 3 \times \square$

$4 \times 5 + 4 = 4 \times \square$

$5 \times 5 + 5 = 5 \times \square$

$6 \times 5 + 6 = 6 \times \square$

$7 \times 5 + 7 = \square$

$9 \times 2 = 20 - 2$

$9 \times 3 = \square - 3$

$9 \times 4 = 40 - \square$

$9 \times \square = 50 - 5$

$9 \times 6 = \square - 6$

$9 \times 14 = 140 - \square$

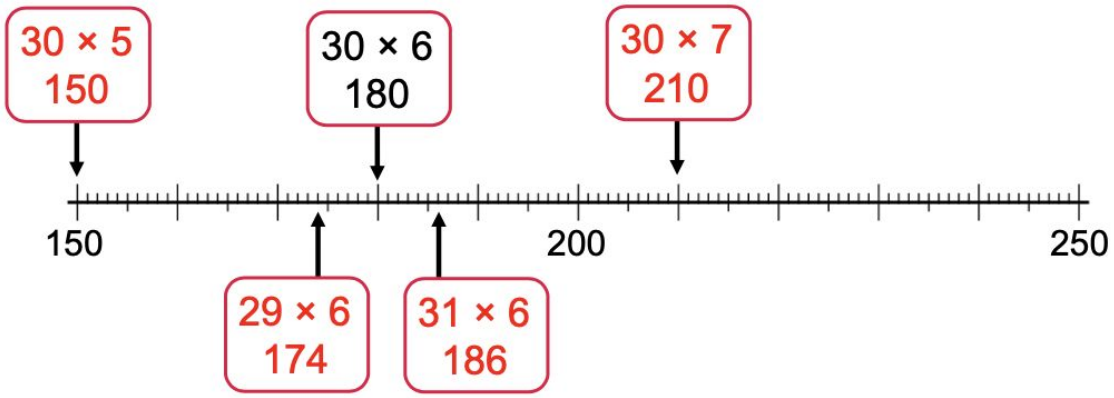
The activity sheet guides children through tasks similar to the talk task. Then chains of calculations are used to help children think about the relationship between multiples of 5 and multiples of 6 and between multiples of 9 and multiples of 10.

Parent/Carer Guidance:
Online dienes resource https://mathsbot.com/manipulatives/blocks
Please find the answer sheet below.

Answers

Activity: Derived facts – adjusting a factor by 1

1) Use the known fact to place the calculations onto the number line and complete the statements to describe the relationship.



29 × 6 is 6 less than 30 × 6

31 × 6 is 6 more than 30 × 6

30 × 5 is 30 less than 30 × 6

30 × 7 is 30 more than 30 × 6

2) Complete the calculations. What relationships do you notice..

$3 \times 5 + 3 = 3 \times 6$

$4 \times 5 + 4 = 4 \times 6$

$5 \times 5 + 5 = 5 \times 6$

$6 \times 5 + 6 = 6 \times 6$

$7 \times 5 + 7 = 7 \times 6$

$9 \times 2 = 20 - 2$

$9 \times 3 = 30 - 3$

$9 \times 4 = 40 - 4$

$9 \times 5 = 50 - 5$

$9 \times 6 = 60 - 6$

Literacy

Day 3:

1. Listen to both stories again

Listen to each of the stories again:

The Night Shimmy https://youtu.be/h7ypmw-0JU0 and Silly Billy https://youtu.be/vHiW5ndFNQQ

What do you notice when you hear these stories for a second time?

2. Compare the two stories

Think about what is similar and what is different between the two stories.

Complete Comparison Questions, writing in clear sentences.

Comparison Questions

- *How are the starts of each story similar? How are they different?*
- *How are the ends of each story similar? How are they different?*
- *In what ways are Billy and Eric similar? Write three things that are similar. In what ways are they different? Write three things.*
- *How are Grandma and Marcia similar? How are they different?*
- *Which story do you prefer? Why?*

3. Imagine that Billy and Eric met each other

Imagine that Billy and Eric have met each other. You are going to write the story of how they met. Have a think about how they first met and how they would tell each other their story.

Write what they would say to one another.

History & Geography

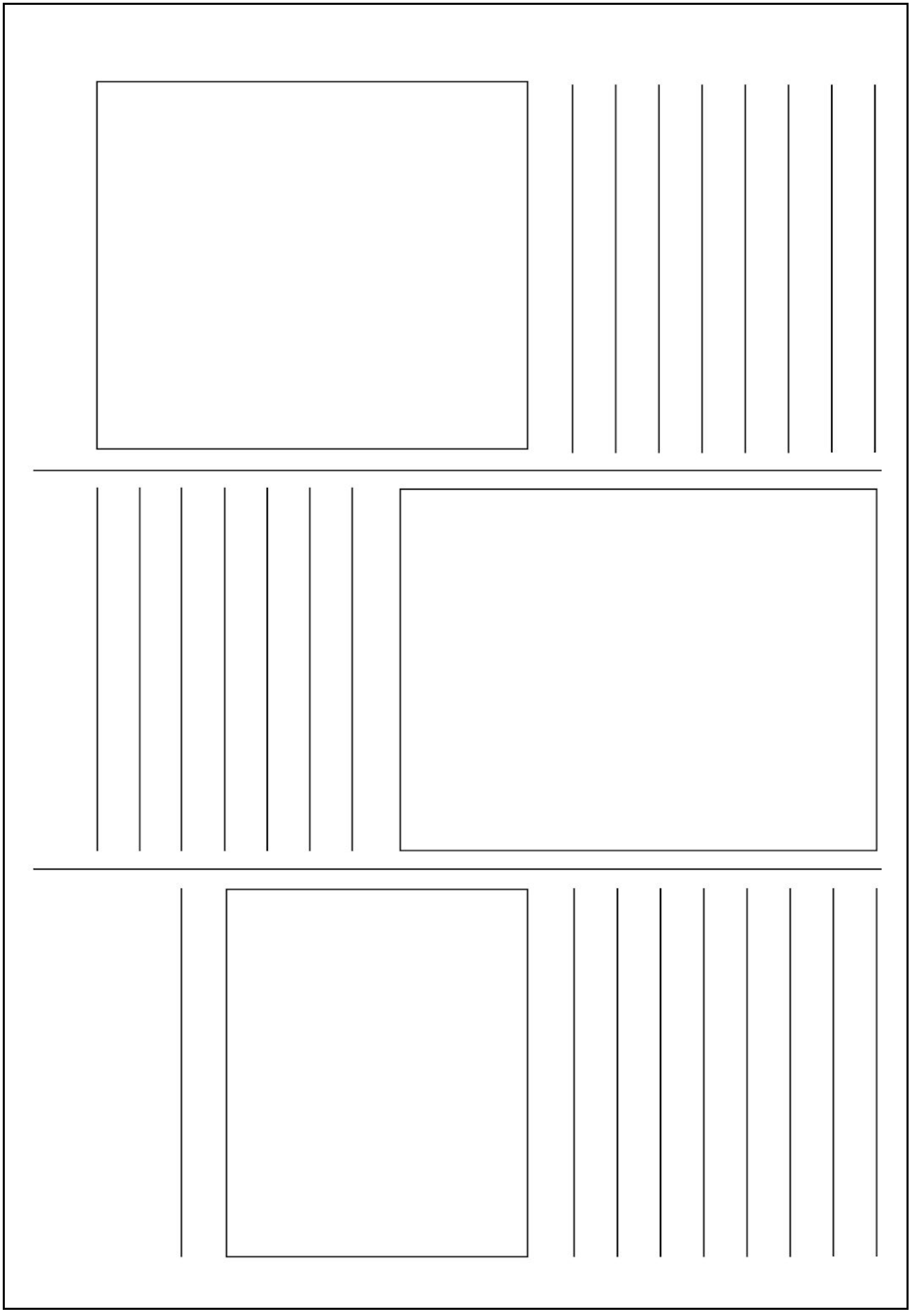
Task:

1. Watch this child- led tour of Inzell in Bavaria Germany https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-a-childled-tour-of-inzell-in-bavaria-germany/zn3sgwx
2. Watch this child- led tour of Fussen in Bavaria https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-a-childled-tour-of-fssen-in-bavaria/zmc87nb
3. Research a river or mountain in Europe of your choice. Create a travel information brochure for your chosen place.
   Remember to include:
   -The location.
   -History of the chosen place.
   -Why someone should visit.
   -Include photos or drawings.

Resources needed: pencil, paper, colouring pencils and ruler.
There is a template for the brochure on the next page, or you can make your own like the example below.

Useful links:
https://about-france.com/tourism/massif-central.htm Massif southern France website
https://www.worldatlas.com/webimage/countrys/euriv.htm Eurpoean rivers

Parent/Carer Guidance:
If possible allow children to locate the rivers on a map. If possible use google maps, google earth or an atlas to do so. https://earth.google.com/web/



Thursday

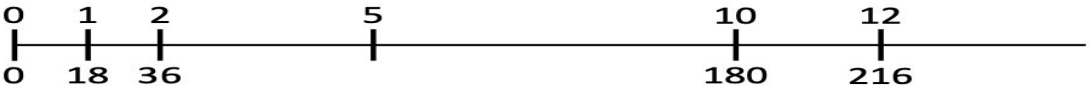
Maths

Task Monthly payments**:** The purpose of this session is to use what they know about related multiplication facts to multiply a 2-digit number.

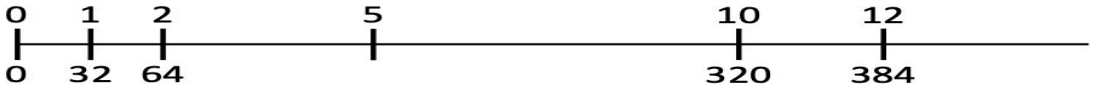
Starter:

Talk Task: Monthly payments

Month	1	2			5					10		12	
Cost	18	36								180			



Week	1	2			5					10		12	
Money	32	64								320			



Connect the context of the talk task to students' experiences by asking if they have ever had pocket money, or a job that paid the same amount on a regular basis. Do they (or do they know anyone) who makes regular payments each month? Discuss the first situation and the table of values, asking students to explain how the table relates to the situation.*The table shows how much it will cost after 1 month, 2 months and 10 months.*

Explore strategies to find other values in the table

- *5 months will be half the cost of 10 months. Half of 18 is 9. Half of 180 is 90.*
- *6 months will be £18 more than 5 months.*
- *4 months is double the cost of 2 months or £18 less than the cost of 5 months.*

A double number line is a useful tool for seeing relationships and keeping track of calculation steps. Explore the information on the number line, connect to the table and the context and record more values.

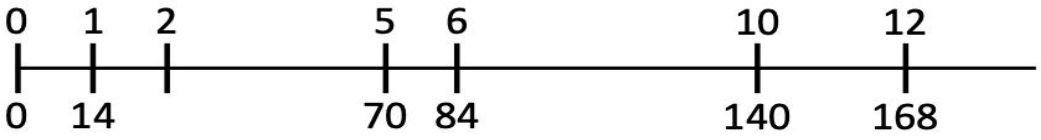
Worksheet:

Activity: Monthly payments

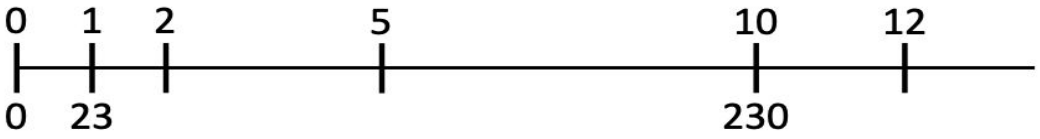
For each situation, write as much information as you can about the cost across a year.

My contact lenses cost £14 each month.

Month	1	2			5					10		12
Cost	14									140		

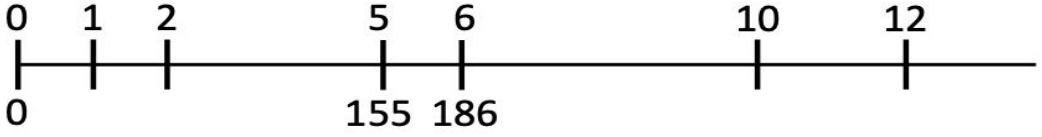


My mobile phone costs £23 each month.



After 5 months I have paid £155

After 6 months I have paid £186



The activity sheet guides children through using tables and double number lines in the context of monthly payments across a year. The last situation does not give the value of one payment. Support might be needed to think about how to use the information given.

The difference between 5 and 6 months will be the cost of a month. I can use 5 months to find the cost of 10 months.

Parent/Carer Guidance:

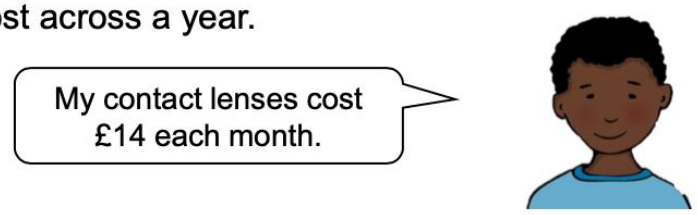
Additional information- https://www.theschoolrun.com/what-number-line

Please find the answer sheet below.

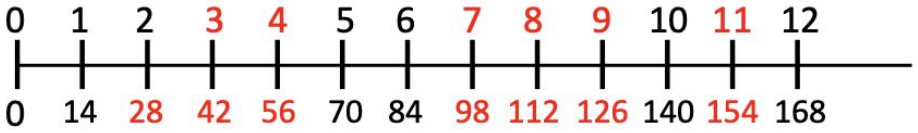
Answers

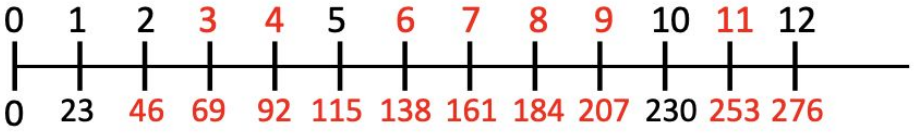
Activity: Monthly payments

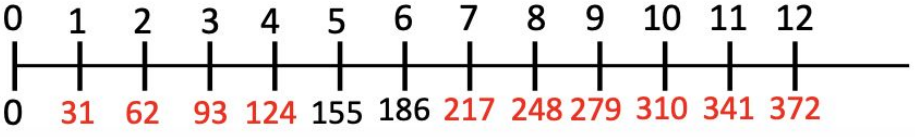
For each situation, write as much information as you can about the cost across a year.



Month	1	2	3	4	5	6	7	8	9	10	11	12
Cost	14	28	42	56	70	84	98	112	126	140	154	168







Literacy

Day 4:

1. Listen to a story

Listen to 'Voices in the Park': https://youtu.be/58kla7Ghxas

What did you like about the story? Which was your favourite character? Why do you think the author wrote this book?

2. Writing Task

Imagine what the two dogs might have noticed most about the trip to the park. Write notes about your ideas on Victoria and Albert.

Choose one of the dogs and write about the trip to the park in their voice. When you write in first person, you put yourself inside the writing by describing how you felt and what you were doing. Use "I"

Use the text below as an example of writing in first person.

Extract from the book:

I needed to get out of the house, so me and Smudge took the dog to the park.

He loves it there. I wish I had half the energy he's got. I settled on a bench and looked through the paper for a job. I know it's a waste of time really, but you've got to have a bit of hope, haven't you?

Then it was time to go. Smudge cheered me up. She chatted happily to me all the way home.

Victoria and Albert

Victoria		Albert
		

RE

“Life is a Journey”

Have a think: *What do you think it means when people say “life is a journey”?*

What are the features of a journey that make it a good metaphor for life?

Perhaps, that we are moving through time or that we progress to a destination. Each of us takes a journey throughout our lives and some people take a religious journey. These journeys are important such as the special ceremonies taken by Christians, Jewish people and Hindus on their life journey.

Have a think about your life journey so far and create a list of the most important things that have happened to you e.g. learning to ride a bike, becoming an older brother/ sister or joining a club.

Think about:

Why are they important?

Are some more important than others? Why?

Think about your own life journey and your hopes and expectations for the future. Using an example of a growing tree, you are going to record where you are now and what you will achieve in the future, your hopes and dreams.

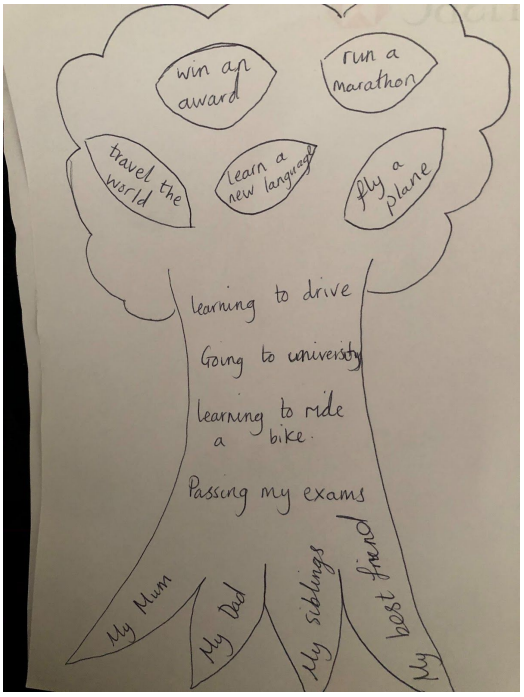
First, draw an outline of a tree with roots

For the **roots** name the people and groups that give you strength, inspire you and keep you safe.

In the **trunk** record your achievements and things you have done so far in your life journey.

On the **leaves,** write down your ambitions, hopes and dreams for the future.

Here is an example:



Friday

Maths

Task: Multiplication

The purpose of this session is to continue to practice using multiplication in real life context.

Worksheet:

MULTIPLICATION PROBLEMS

Have a go at solving these multiplication problems.
Can you spot the 'trick' problem which is not a multiplication problem?

1) Sally shoots an arrow 30 metres. Flame shoots her arrow three times as far. How far did Flame's arrow go?

2) How many days in 10 weeks?

3) A pencil costs 70p. How much do 2 pencils cost?

4) A baseball team has 9 players. In a tournament, there are 5 teams. How many players in total?

5) Tyger uses brick which are 4cm tall to build a tower. His final tower is 6 bricks high. How many cm tall is it?

6) There are 50 pieces in a jigsaw puzzle. How many pieces in 4 puzzles?

7) Newton sees 12 frogs in the morning, and 7 frogs in the afternoon. How many frogs did he see in total?

8) A car travels at 40 miles per hour for 3 hours. How far has it travelled?

Challenge: Login to google classroom and follow the instructions for your **'Learning by questions'** lesson. The **'Learning by questions'** lesson is only available on the date stated above.

Parent/Carer Guidance:

MULTIPLICATION PROBLEMS

1) Sally shoots an arrow 30 metres. Flame shoots her arrow three times as far. How far did Flame's arrow go?

30 x 3 = 90 metres

2) How many days in 10 weeks?

7 x 10 = 70 days

3) A pencil costs 70p. How much do 2 pencils cost?

70p x 2 = 140p or £1.40

4) A baseball team has 9 players. In a tournament, there are 5 teams. How many players in total?

9 x 5 = 45 players

5) Tyger uses brick which are 4cm tall to build a tower. His final tower is 6 bricks high. How many cm tall is it?

4cm x 6 = 24cm

6) There are 50 pieces in a jigsaw puzzle. How many pieces in 4 puzzles?

50 x 4 = 200 pieces

7) Newton sees 12 frogs in the morning, and 7 frogs in the afternoon. How many frogs did he see in total?

12 + 7 = 19 frogs

*** Trick questions - this was an addition question ***

8) A car travels at 40 miles per hour for 3 hours. How far has it travelled?

40 x 3 = 120 miles

Literacy

Day 5

1. Listen to a story

Listen to Voices in the Park again. https://youtu.be/58kla7Ghxas

What do you notice about the story this time?

2. Plan

Imagine all four characters go to the park the next day. *What would they each do?*

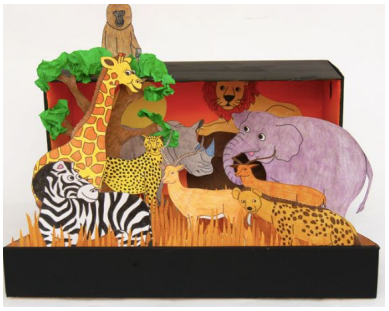
Write down your ideas for each character below.

3. Write about the next day

Pick one of the characters and write about what happened the next day. Remember you are writing in 'first person'. Try to make your writing sound like your chosen character. Organise your writing in paragraphs.

Art

This week have a go at making a *Diorama* based on a habitat of your choice. A diorama is a model representing a scene. It could be a rainforest, woodland or an ocean scene. Have a look at some of these examples:


You will need:

- A box (shoe box, egg box etc) which could be painted, coloured in or even collaged.
- Animals- which could be made out of paper- by adding little tabs on the bottom you can stick them in or it could be hanging from the top of the box. Be imaginative!
- Recycled materials- anything that you can cut up from the recycling bin or even things from the park or garden. This could be used to decorate or create the scenery.

Add a photograph of your diorama to your learning journal to show your teachers and classmates.