

Whitnash Primary School

Learning, growing and succeeding together



This half-term, weekly homework tasks are designed to help revisit & practise Maths & English skills following the January/February lockdown.

The grid is designed to give your choice, as always. The fact that each column focuses on different aspects of Maths or English means you can do tasks in any order and the fact that there is more than enough for one column per week means you can leave the ones you don't like/want to practise.







Each column is split into challenges-as we use in the classroom. Chose the challenge you think you can complete. REMEMBER: you can always change to the easier/harder challenge at any point

Year 4 Maths and English Homework Menu Spring 2 2021

MATHS

	Multiplication & Division		Addition & Subtraction																																																																										
Mild	<p>Write the calculation shown by the place value counters.</p> <p>Each row has ___ tens and ___ ones.</p> <p>Each row has a value of ___.</p> <p>There are ___ rows.</p> <p>The calculation is $__ \times __ = __$.</p> <p>Use place value counters to calculate:</p> <p>10×3 4×10 12×10</p> <p>Always, Sometimes, Never</p> <p>If you write a whole number in a place value grid and multiply it by 10, all the digits move one column to the left.</p>	<p>$3 \times \text{[tens counter]} = __ \text{ tens} = __$</p> <p>$3 \times \text{[hundreds counter]} = __ \text{ hundreds} = __$</p> <p>a) $2 \times 100 = __$ d) $5 \times 100 = __$</p> <p>b) $4 \times 100 = __$ e) $100 \times 10 = __$</p> <p>c) $100 \times 8 = __$ f) $__ = 20 \times 100$</p> <p>Use <, > or = to make the statements correct.</p> <p>75×100 75×10</p> <p>39×100 $39 \times 10 \times 10$</p> <p>460×10 100×47</p>	<p>a) $5,378 + 200 = __$ e) $5,378 - 60 = __$</p> <p>b) $5,378 + 20 = __$ f) $5,378 - 3,000 = __$</p> <p>c) $5,378 + 2,000 = __$ g) $300 + 5,378 = __$</p> <p>d) $5,378 - 6 = __$ h) $5,378 - 300 = __$</p> <p>Mo is going to add 100 to each number.</p> <p>Circle the numbers where the 1,000s will change.</p> <p>2,450 3,928 4,180 5,905 972</p> <p>What do you notice?</p>	<p>Complete the calculations.</p> <p>a) $4,122 + 2,605 = __$</p> <p>b) $3,709 + 4,160 = __$</p> <p>c) $247 + 1,032 = __$</p> <p>d) $3,007 + 560 = __$</p>	<p>Who has got each question correct? Tick your answer.</p> <p>a) Nijah</p> <table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td>4</td><td>4</td><td>5</td></tr> <tr><td>+</td><td>3</td><td>4</td><td>8</td></tr> <tr><td></td><td>7</td><td>8</td><td>3</td></tr> </table> <p>Scott</p> <table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td>4</td><td>4</td><td>5</td></tr> <tr><td>+</td><td>3</td><td>4</td><td>8</td></tr> <tr><td></td><td>7</td><td>9</td><td>3</td></tr> <tr><td></td><td></td><td>1</td><td></td></tr> </table> <p>Work out a possible set of addition problems.</p> <table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td>+</td><td></td><td></td><td></td></tr> <tr><td></td><td>8</td><td>8</td><td>8</td></tr> </table> <table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td>+</td><td></td><td></td><td></td></tr> <tr><td></td><td>8</td><td>8</td><td>8</td></tr> </table> <table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td>+</td><td></td><td></td><td></td></tr> <tr><td></td><td>8</td><td>8</td><td>8</td></tr> </table>		H	T	O		4	4	5	+	3	4	8		7	8	3		H	T	O		4	4	5	+	3	4	8		7	9	3			1			H	T	O	+					8	8	8		H	T	O	+					8	8	8		H	T	O	+					8	8	8
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Medium	<p>Match each statement to the correct bar model.</p> <p>5 buses have ten passengers.</p> <p>8 pots each have ten pencils.</p> <p>10 chickens lay 5 eggs each.</p> <p>What's the same?</p> <p>What's different?</p>	<p>Use a place value grid and counters to calculate:</p> <p>7×10 63×10 80×10</p> <p>7×100 63×100 80×100</p> <p>Write <, > or = to compare the statements.</p> <p>a) 45×100 45×10</p> <p>b) 36×100 100×36</p> <p>c) 100×27 26×100</p> <p>d) 31×100 $31 \times 10 \times 10$</p> <p>e) 30×10 3×100</p>	<p>a) $6,058 + 1 = __$ b) $6,058 + 20 = __$</p> <p>$6,058 + 2 = __$ $6,058 + 30 = __$</p> <p>$6,058 + 3 = __$ $6,058 + 40 = __$</p> <p>$6,058 + 4 = __$ $6,058 + 50 = __$</p> <p>$5 + 6,058 = __$ $60 + 6,058 = __$</p> <p>Is Eva correct?</p> <p>If I keep taking ten away from the number 2,562 only the tens will change.</p>	<p>Tick the additions that need an exchange of ones for a ten.</p> <table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td>2</td><td>3</td><td>8</td><td></td></tr> <tr><td>+</td><td>1</td><td>4</td><td>1</td></tr> </table> <table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td>4</td><td>2</td><td>7</td><td></td></tr> <tr><td>+</td><td>2</td><td>6</td><td>8</td></tr> </table> <table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td>3</td><td>0</td><td>8</td><td></td></tr> <tr><td>+</td><td>1</td><td>5</td><td>1</td></tr> </table> <p>How do you know if an addition needs to exchange 10 ones for a ten?</p> <p>Fill in the missing digits.</p> <table border="1"> <tr><td></td><td>Th</td><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td>3</td><td></td><td>2</td><td></td></tr> <tr><td>+</td><td></td><td>4</td><td></td><td>6</td></tr> <tr><td></td><td>8</td><td>7</td><td>9</td><td>6</td></tr> </table>		H	T	O	2	3	8		+	1	4	1		H	T	O	4	2	7		+	2	6	8		H	T	O	3	0	8		+	1	5	1		Th	H	T	O		3		2		+		4		6		8	7	9	6	<p>Complete the additions.</p> <p>a) $3,784 + 2,526$</p> <p>b) $79 + 654 + 1,312$</p>																
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Spicy	<p>13×10 10×24 18×10 10×13.5 17.8×10 10×23.9</p> <p>Annie has multiplied a whole number by 10</p> <p>Her answer is between 440 and 540</p> <p>What could her original calculation be?</p> <p>How many possibilities can you find?</p>	<p>Complete the calculations.</p> <p>a) $32 \times 100 = __$ d) $5 \times 7 \times 100 = __$</p> <p>b) $29 \times 100 = __$ e) $__ \times 100 = 6,500$</p> <p>c) $100 \times 72 = __$ f) $100 \times __ = 3,000$</p> <p>Amir thinks of a 2-digit number.</p> <p>He multiplies it by 100.</p> <p>His answer is greater than 3,450 but less than 3,750.</p> <p>Write the number that Amir is thinking of.</p>	<p>Write the missing numbers.</p> <p>a) $6,951 - __ = 6,921$ c) $1,706 + __ = 1,766$</p> <p>$6,951 - __ = 6,881$ $1,706 - __ = 906$</p> <p>b) $6,421 - 700 = __$ d) $3,500 - __ = 2,700$</p> <p>$6,421 + 700 = __$ $3,500 - __ = 3,430$</p> <p>To add 3,812 and 1,400 together, you can add 1,000 to 3,812 and then add 400</p> <p>a) Use Ron's method to work out $3,812 + 1,400$</p> <p>Could you have worked this out mentally?</p>	<p>a) $718 + 108$</p> <p>b) $526 + 294$</p> <p>317 + 203 192 + 784 390 + 177</p> <p>455 + 165 386 + 184 319 + 501</p>	<p>Dexter is playing a computer game.</p> <p>The table shows the number of points he gets in each round.</p> <table border="1"> <tr> <th>Round</th> <th>1</th> <th>2</th> <th>3</th> </tr> <tr> <td>Number of points</td> <td>3,550</td> <td>2,175</td> <td>1,895</td> </tr> </table> <p>a) How many points does Dexter have at the end of Round 2?</p> <p>b) He needs 8,000 by the end of Round 3 to win the game.</p> <p>Does Dexter win the game?</p> <p>Show your workings.</p> <p>Work out the missing digits.</p> <p>a) $\text{[grid]} + \text{[grid]} = \text{[grid]}$</p> <p>b) $\text{[grid]} + \text{[grid]} = \text{[grid]}$</p> <p>c) Find two possible answers.</p> <p>$\text{[grid]} + \text{[grid]} = \text{[grid]}$</p> <p>$\text{[grid]} + \text{[grid]} = \text{[grid]}$</p>	Round	1	2	3	Number of points	3,550	2,175	1,895																																																																
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ENGLISH

	Spelling	Grammar	Reading Retrieval	Reading Inference	Writing
Mild 	Use the spelling list below. Pick 8 words that you are unsure of and write them in accurate sentences. Make sure every word is spelt correctly Remember to use all your sentence writing skills too	Use Grammar Task below Choose 8 sentences. Copy them out with correct use of speech marks and all other correct sentence punctuation. *Use your best handwriting	Use Reading sheet below In the text, find an example of: <ol style="list-style-type: none"> 1. What British Science week is for. 2. How many people take part in science week 3. What this year's theme is. 	Use Reading sheet below In your own words, explain how the author feels about science.	 Imagine you are a scientist who has found an amazing new discovery Write sentences to describe what you found and how you feel. Remember to use all your sentence writing skills
Medium 	Use the spelling list below. Pick 12 words that you are unsure of and write them in accurate sentences. Make sure every word is spelt correctly Remember to use fronted adverbials.	Use Grammar Task below Choose 6 sentences. Copy them out with correct use of speech marks and all other correct sentence punctuation. For each sentence write an appropriate reply. *Use your best handwriting	Use Reading sheet below In the text, find an example of: <ol style="list-style-type: none"> 1. What science is. 2. What British Science week is for. 3. What this year's theme is. 4. What Science part of 5. What science has given us. 	Use Reading sheet below In your own words, explain why people are interested in and get excited about science	 Imagine you are a scientist who has found an amazing new discovery Write sentences to describe what you found and how you feel. Remember to use fronted adverbials.
Spicy 	Use the spelling list below. Pick 20 words that you are unsure of and write them in a spelling story Make sure you use every word in your story Remember to use all your other writing skills too	Use Grammar Task below Choose 5 sentences. Copy them out with correct use of speech marks and all other correct sentence punctuation. Write a short story that includes direct speech.	Use Reading sheet below In your own words, summarise what the piece is about. Include information on science and science week	Use Reading sheet below In your own words, explain how the text can encourage more people to get interested in Science.	 Imagine you are a scientist who has found an amazing new discovery Write a diary to describe what you found and how you feel. Remember to use fronted adverbials.



Years 1, 2, 3 and 4

Common Exception Words



<u>Aa</u> accident accidentally actual actually address after again although answer any appear are arrive ask	business busy by	disappear do door	friend fruit full	<u>Ii</u> I imagine important improve increase interest is island	money most move Mr Mrs my	pass past path peculiar people perhaps plant poor popular position possess possession possible potatoes pressure pretty probably promise prove pull purpose push put	<u>Rr</u> recent regular reign remember	therefore they though thought through to today told
<u>Bb</u> bath be beautiful because behind believe bicycle both break breath breathe build	<u>Cc</u> calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could	<u>Ee</u> early earth eight eighth enough even every everybody exercise experience experiment extreme eye	<u>Gg</u> go gold grammar grass great group guard guide	<u>Kk</u> kind knowledge	<u>Nn</u> natural naughty no notice	<u>Oo</u> occasion occasionally of often old once one only opposite ordinary our	<u>Ss</u> said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	<u>Vv</u> various
	<u>Dd</u> decide describe different difficult	<u>Ff</u> famous fast father favourite February find floor forward forwards	<u>Hh</u> half has he heard heart height here his history hold hour house	<u>Ll</u> last learn length library love	<u>Mm</u> many material me medicine mention mind minute	<u>Pp</u> parents particular	<u>Qq</u> quarter question	<u>Tt</u> the there
							<u>Ww</u> was water we weight were where who whole wild woman women would	<u>Yy</u> you your

Grammar Task

- 1) don't do that shouted the man.
- 2) Mary said I'm going to the shops later
- 3) what are you doing later asked Matt.
- 4) Joan said I'm heading to the shops
- 5) i can't wait to go to the cinema said Joe.
- 6) what time is it asked Peter.
- 7) I don't believe it shouted John.
- 8) what time are you heading to work asked Joanne. In about thirty minutes replied Steven.
- 9) my favourite colour is red said the little boy.
- 10) leave it over there said the man. Ok replied the delivery man. No not there, over there said the man pointing over to the corner.
- 11) are we there yet moaned the children.
- 12) The fans shouted come on City

British Science Week: Innovating for the Future



What Is British Science Week?

British Science Week is an annual event which, despite its name, lasts for a total of ten days. British Science Week celebrates science, technology, engineering and maths (STEM). Each year, over a million people take part in different events across the country.

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This year, the theme for British Science Week is 'Innovating for the Future'. This theme was chosen because innovation is all around us. It's a part of people, animals, nature, materials and everything else in our everyday lives. Without innovation, our world would look very different from how it does today.

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The word 'innovate' means to make changes to something: especially if it has been around for a while. This could be by introducing new ways of doing something, coming up with new ideas or creating new products.

What Is Science?

Science is the study of the world around us in an attempt to learn about how things work. During science lessons, many children get the opportunity to explore and investigate.

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Evidence of science can be found everywhere you look and has inspired people to create wonderful inventions and discover new plants and animals. Without science, we would not have access to cars, computers, effective medicines and so much more.



Innovating for the Classroom of the Future

Lots of innovations come from somebody asking a question, such as: 'How can I make this better?' or 'Could this be easier?' Take a look around your classroom and pick an item that you use every day. How would you innovate it so that it could be improved for the classroom of the future?



How would you innovate it so that it could be improved for the classroom of the future?

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What examples of innovation can you think of?



Become an Innovator Experiment

If you fancy becoming an innovator, why not try experimenting with making your own colour of paint? Simply follow the instructions below. Don't forget to name your new colour when you've finished!

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You will need:

- a selection of materials;
- a strong bowl or hard surface;
- something to crush your ingredients with (for example, a round pebble);
- a dust mask;
- a shallow bowl.



1

To make your new paint, you will need to gather some materials. You might find something in the kitchen or in a garden.

Make sure that you have permission to use the materials before taking them and only take things from outside which have already fallen to the ground. Materials, such as berries, plants, soil or clay, work well.

2

Choose one material and put it into your strong bowl or on a hard surface. Then, while wearing your dust mask, grind and crush the material. Keep doing this until you have made a paste or a powder.

3

Scrape the paste or powder into your shallow bowl and add water. Imagine that you need to add enough to make it into a glass of squash (but don't drink it!). Stir the mixture and leave it in direct sunlight until all of the water has evaporated.

4

You will now be left with dried paint powder. Add a tiny drop of water to the powder and try using it as paint on a piece of paper. Repeat the process with other materials to see what different colours you can create.

