

Inspire Home learning

Year Four

English

Lesson 1

L1: To generate questions based on pictures



Today our focus will be **questioning**. I would like you to look at the images from *The boy, the mole, the fox and the horse* and think of questions you would like to ask to deepen your understanding of the story. We can improve our questioning skills by asking a range of open and closed questions. In our zoom session we will be discussing the different question styles and sharing our lists of questions.



Example : What do the dark clouds in the picture symbolise?

Lesson 2

L1: To make inferences using images

Today we will be using our **inference** skills . Inference is reading between the lines and finding evidence that the author hasn't directly told you.

Analyse the images given and look closely for any clues that could tell you



How are the characters feeling?

What is happening in the picture?

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What is their relationship to one another?



Inference Sentence stems

I can infer that.....

I think the mood of the story is

From the clues I believe that

Example I can tell that the boy and the animals have a close relationship because in the picture they are sitting close to another and they look like they are having a deep conversation.



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Lesson 3

L1: To use reading strategies to evaluate a text

In this lesson we will be reading our core text and using our [evaluation](#) skills to discuss our opinions of the story.



Evaluate

Use this strategy during and after reading to help you form an opinion about what you read.

1. Think about how the author makes the story come alive and makes you want to read it.
2. Think about what was entertaining, informative, or useful about the selection.
3. Think about how you reacted to the story - how well you understood the selection and whether you enjoyed reading it.

Likes

What caught your attention?
What made you want to keep reading?

Dislikes

Was there anything that put you off reading?

Puzzles

Was there anything you found strange or surprising?

Patterns and Connections

Was there any patterns you noticed? Did it remind you of anything?



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Sentence stems

I liked the way the author uses _____ because _____

The quote _____ caught my attention because _____

The text is organised well because _____

Example

I like the meaningful quotes in the story because it makes me reflect on my past experiences and reminds me to always be kind.

Lesson 4

LI: To make connections between the character skills and myself

Today we will be learning about Character skills and in our zoom lesson we will be discussing how we can develop these skills in our lives. Please read the powerpoint attached.

Wonder  is about being curious about the world and questioning.

Relationships  is about collaboration, communication and kindness.

Leadership  is about problem solving, aspirations and decision making.

Integrity  is about honesty, respect and responsibility.

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Mindset

is about effort, motivation and resilience



Your challenge is to order the character skills, with the most important skill at the top of your list ranked at 1, and the least important skill at the bottom ranked at 5. **What is the most important character skill to you? Explain why.**

Lesson 5

L1: To identify a character's feelings and emotions

Today you will be thinking about one of the main characters in the story ([The Boy](#)) . You will need to describe the types of [feelings he has on the inside](#) and how he reflects those feelings on the [outside](#).

Click below on the link to watch the story.

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<https://www.youtube.com/watch?v=GPSsSchZ5-o>



Step 1 – Draw an outline of the boy.

Step 2 – Think about all the different types of feelings the boy might feel on the inside. Then write them inside the drawing.

Step 3– Think about the character skills he displays or how he might present himself to others. Then write them down. Then write them down on the outside.



Maths

This week In Maths we will continue to learn about Place Value and how our place value knowledge could help us with **rounding**. Below are independent activities that should be completed after zoom sessions.

Click the link to watch the videos shown in Week 2 and below to support teaching.

<https://whiterosemaths.com/homelearning/year-4/week-2/>

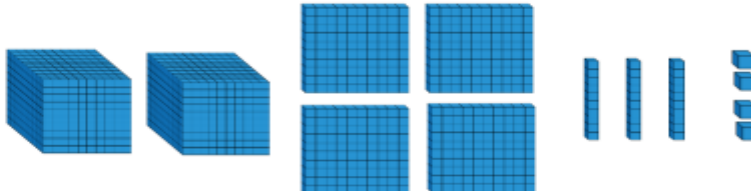
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Lesson 1

LI: To recognise different representations of place value up to 1000.

- ☐ To identify the amount of a number
- ☐ To partition numbers into place value grids
- ☐ To solve questions related to place value.



2000 + 400 + + 4

1000 + + + 14

1000 + 1300 + +



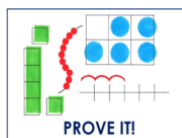

What is the value of the underlined digit in each number ?

6,983 9,021 789 6,570

Represent each number in a place value grid

Extension

4. Miss Adekola says her number has 4 thousands and 301 ones, what is his number? How else could you represent this number in a sentence?



1000s	100s	10s	1s

Lesson 2

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L1: To partition a 4 digit number

- ☐ identify the value of each digit in a number.
- ☐ partition the number using a part whole and bar model in different ways.

1. Represent this number in two different ways using a part-whole model.

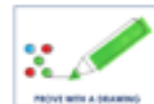


2. Use the part-whole model and bar model to represent the following numbers.

2564

1264

4873



3. Mr Williams was trying to partition the number 2424 and needs some help.
Can you fill in the missing numbers?
How do you know what the missing numbers are?
Could you write explanation for one of the number sentences?

$$\begin{array}{rclcl} 2000 & + & 400 & + & \boxed{} & + & 4 \\ 1000 & + & \boxed{} & + & \boxed{} & + & 14 \\ 1000 & + & 1300 & + & \boxed{} & + & \boxed{} \end{array}$$



Lesson 3

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LI: To solve problems related to place value with reasoning

- ☐ Read the questions carefully and pick out the key information
- ☐ Decide what steps you need to take to find each answer
- ☐ Use concrete objects and previous learning to find your answers

Looking at the numbers below. What is

the **smallest** number you can make?

What is the **biggest** number you can make?

1

6

8

2

What comes next?

$$6706 + 1000 = 7706$$

$$7706 + 1000 = 8706$$

.....



How do you know what the next number in the sequence will be?

Which is the odd one out?

3,500

3,500 ones

2 thousands
and 15 hundreds

35 tens

Explain how you know.

Jack says:



My number has five thousands, three hundreds and 64 ones.

My number has fifty three hundreds, 6 tens and 4 ones.

Amir says:



Explain who has the largest number.



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Lesson 4

LI: To round to the nearest 10

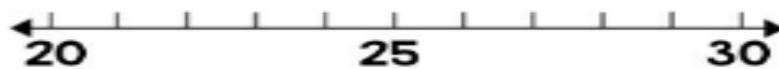
- ☐ To identify the ones digit of a number
- ☐ To decide whether the number should round up or down
- ☐ To record the answers appropriately

Round each number on the number line to the nearest ten

3. Complete the table by rounding the numbers to their nearest 10.

Start number	Rounded to the nearest 10
	
851	

Place 28 on the number line and then round it to the nearest 10.



Reflection: Miss Adesina was thinking of a number, she rounded it the nearest 10, her new number was 430. What could have been her original number?

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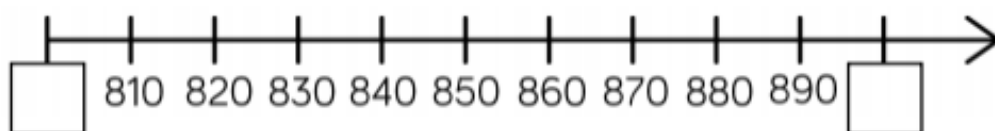
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Lesson 5

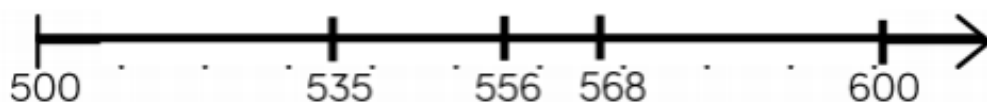
To round to the nearest 100

- ☐ To identify the digit in the tens column
- ☐ To decide whether the number should round up or down
- ☐ To record the answer appropriately

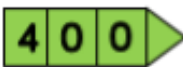


1. Which multiples of 100 are the following numbers between on the number line?



2. Round each number on the number line to the nearest 100.
Use the sentence stem: _____ rounded to the nearest 100 is _____.



3. Complete the table:

Start number	Rounded to the nearest 100
  	
994	



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4. Using the digits 1-9 can you make a number that can correctly complete the sentences below.

0, 1, 2, 3, 4, 5, 6, 7, 8, 9

When rounding to the nearest 10, I round _____ to 20.

When rounding to the nearest 10, I round _____ to 10.

When rounding to the nearest 100, I round _____ to 1000.

When rounded to the nearest 100 I round _____ to 7200

Reflection: How is rounding to the nearest 100 different to rounding to the nearest 10.



Science

LI: To identify the differences between solids, liquids and gases

This week we will be learning about the properties of solids, liquids and gases. The word 'properties' is a scientific term for features we can measure. You are going to watch a video explaining the properties of each state of matter but before you do, think about the questions below.

What are the properties of solids?

What are the properties of liquids?

What are the properties of gases?

Do any of the three states of matter have any properties in common?

Now watch the video below by following the link to learn about the properties of solids, liquids and gases. It might help to pause the video as you go along to make notes as there is a lot of information to take in!



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<https://www.youtube.com/watch?v=wclY8F-UoTE>

Your task now is to complete a Venn diagram that includes the properties of all three states of matter. Use the knowledge you've learnt from the video to help you. You can also use the information in the diagrams below for extra support.

Properties of Materials: Solids

These items are all solids!

What do they have in common?
Share the adjectives you thought of.

Materials in a solid state keep their shape unless a force is applied to them.

Solids can be cut, squashed or twisted. They will not change shape on their own.

Solid materials always take up the same amount of space. They do not spread out or flow. Solids do not have to be hard. They can be squashy or soft.



Properties of Materials: Liquids

These items are all liquids!

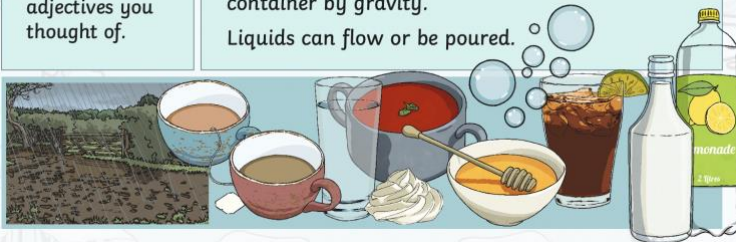
What do they have in common?
Share the adjectives you thought of.

Materials in a liquid state take the shape of the container they are in.

Although liquids can change shape, they do not change their volume. This means they still take up the same amount of space.

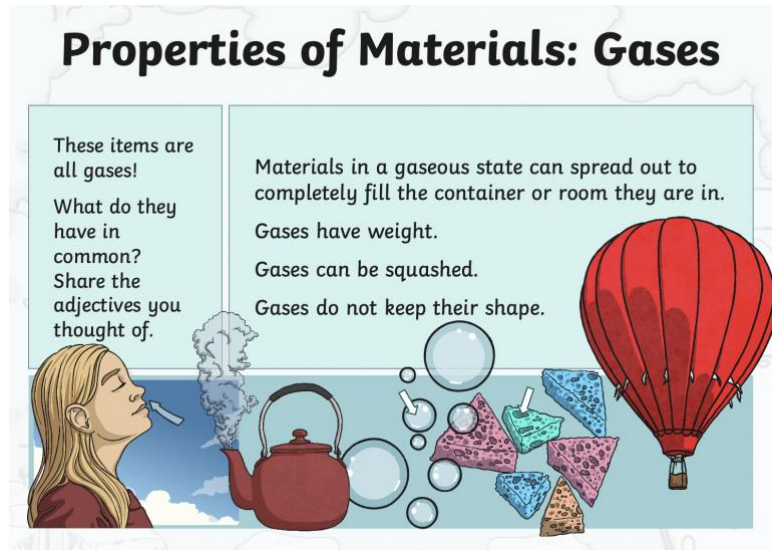
Liquids are pulled down to the bottom of a container by gravity.

Liquids can flow or be poured.



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A copy of the Venn diagram is in the home learning folder if you'd like to print it. However, you can draw your own Venn diagram if you'd prefer. If you are finding it tricky, you can write up the properties of each state of matter into a table instead.

Well Being - Relationships

Mirror Game

This week we will play the Mirror Game.

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First of all, look at your reflection in the mirror. Try making different gestures with your face and body, e.g. touch your nose with your right hand, put your left hand on your head, wink your right eye and then your left...

What do you notice?

What does your reflection look like?

Is that what you expected?

Now try this activity with a partner...



Find a partner in your household that you can play the Mirror Game with. Person 1 is 'the mover' and person 2 is 'the mirror.' Invite 'the mirror' to copy 'the mover's' movements.

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Try these movements and make up some of your own.

Put your hands up, palms outward by your chest and ask the person 2 to mirror your movements.

Move your hands in circle movements or to the side or up and down and the 'mirror' follows the movement.

Then swap over so that person 1 becomes the mirror and person 2 becomes the mover in the game.

You can add some variations of the game by including a leg moving or funny facial expressions. Try to encourage your whole family to get involved and have a go at playing the Mirror Game.

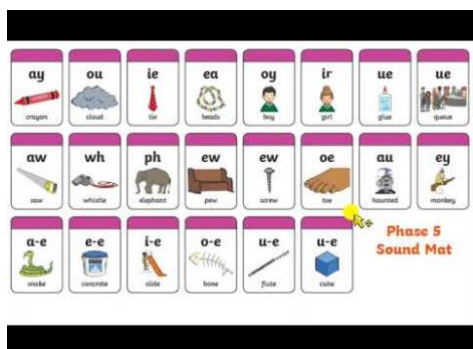
Phonics: Phase 5

Practise pronunciations by following the link below:

https://www.bing.com/videos/search?q=phase+5+phonic+sounds&src=IE11TR&pc=EUPP_HRTS&ru=%2fsearch%3fq%3dphase%2b5%2bphonic%2bsounds%26form%3dPRHPR1%26src%3dIE11TR%26pc%3dEUPP_HRTS&view=detail&mmscn=vwrc&mid=6544118840DB57BC02506544118840DB57BC0250&FORM=WRVORC

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Phase 5 Spellings:

Phase 5 Phonics sound - ay				
Look	Write	Write	Write	Check
played				
clay				
spray				
astray				
tray				
may				
crayon				
praying				
Oh				
Mr				
please				

Spelling focus:



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Spelling Rule 1 - Adding suffixes beginning with vowel letters to words of more than one syllable				
Look	Write	Write	Write	Check
beginner				
beginning				
forgetting				
forgotten				
gardener				
gardening				
limitation				
limited				
limiting				
preferred				
prefer				