



## Year 3/4 – 5<sup>th</sup> January 2022

Please use the following to support home learning during this time – further document will be available for the duration of your isolation.

To help us feedback to your child, please can you email all your work to: [year3and4@fr.coastandvale.academy](mailto:year3and4@fr.coastandvale.academy) or **drop off** all your work at school if and when safe to do so. A member of staff will telephone to talk to your child about their learning.

Please continue to check the website: <https://www.friarage.org.uk/> and Facebook page

### Mathematics

This week in year 3 and 4 we are continuing to learn about multiplication and division.

Please use the following links to support learning for today:

Year 3 Multiplying 2 digits by 1 digit

<https://classroom.thenational.academy/lessons/multiply-2-digit-numbers-by-6-using-the-partitioning-method-ccvkar>

Year 4 Multiplying 2 digits by 1

[Multiply 2-digit numbers by 8 using the partitioning method \(thenational.academy\)](#)



Remember to access TT Rockstars!

### Writing

#### We are learning how to write a suspense story.

Look through the exemplar text and see if you can use the colour code to identify:

Use of adverbs to modify verbs

Determiners

Prepositions to express time and place

Writing in first or third person

Can you write some example sentences using the above grammatical features for effect?

*Try to imagine/understand why the author has used the different features as you are doing it. What effect does it have on you as a reader? Does it help you read it in a certain way?*

Write a sentence using the vocabulary identified in the excellence text.

### Reading

Please read a reading book of your choice. Complete one of the tasks:

- Draw a picture of the main character
- Write a book review
- Write a blurb
- Describe your book to someone

#### SPELLINGS:

expansion
extension
comprehension
tension
suspension
exclusion
provision
explosion
erosion
invasion

## Other Online and Offline Activities

### Religious Education



National Literacy Trust Activities

<https://literacytrust.org.uk/family-zone/>

### Theme:

Ask an adult what a map is and try to fill in the missing information on the maps provided.



<https://www.youthsporttrust.org/resources/coronavirus-support/after-school-sport-club>

Have a try at these physical activities

Have a go at reading these Phonic books at home.

<https://home.oxfordowl.co.uk/>



[Internet Safety](#)

[Complete the task](#)

### Science:

[What is sound? \(thenational.academy\)](#)

### Be Helpful

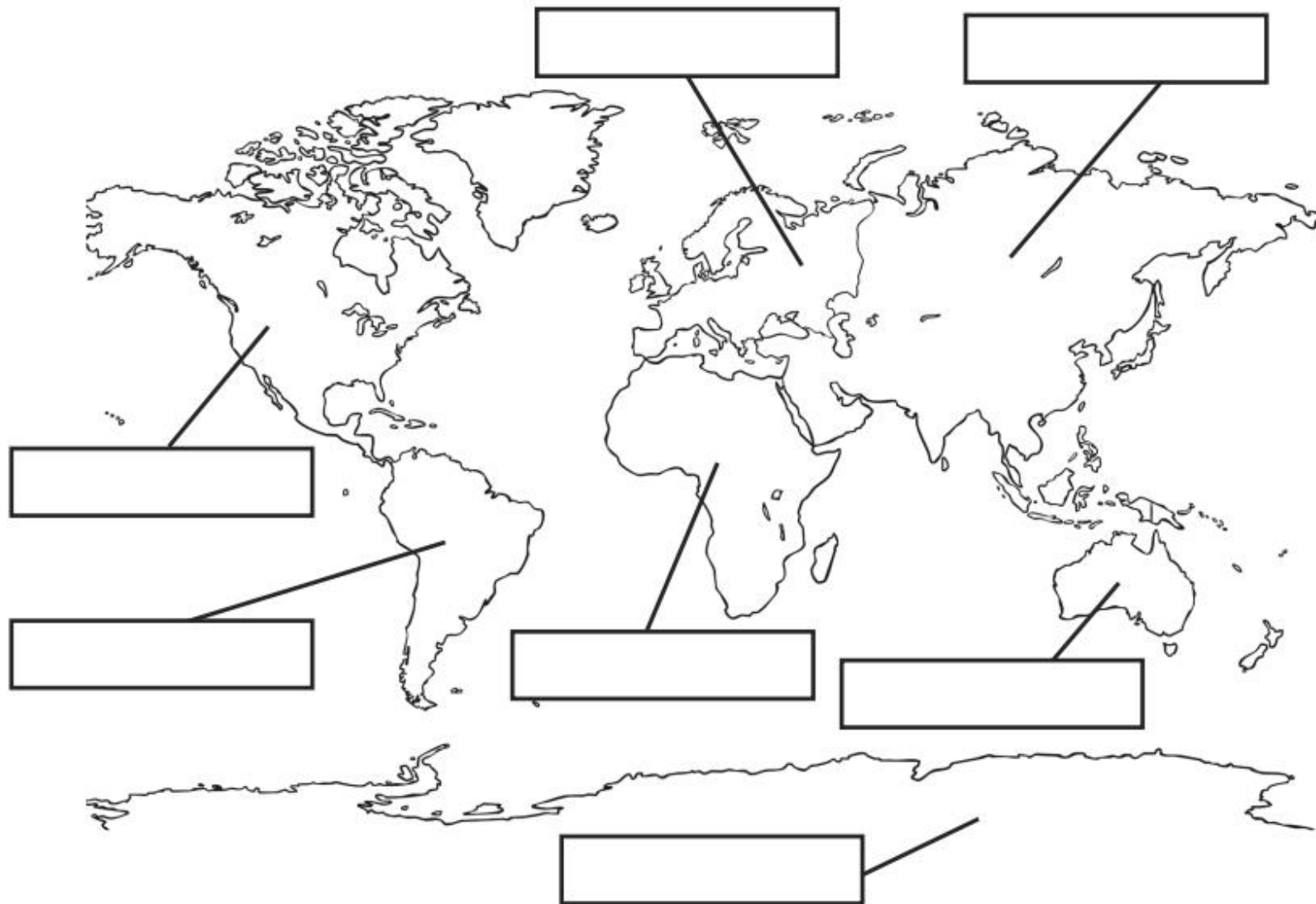
Choose something that you can do to help at home and offer to do it every day for a week.

### ART

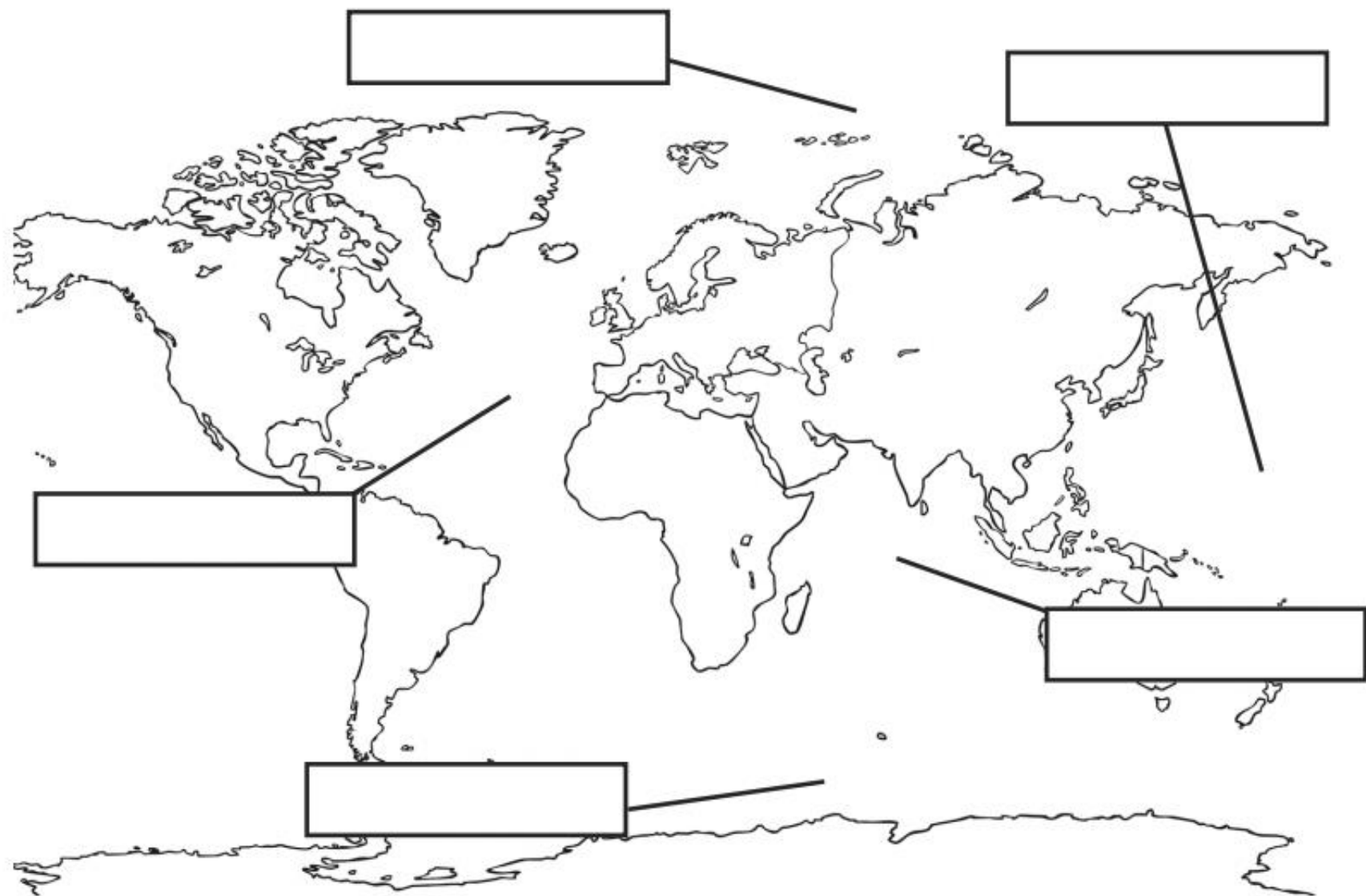
Colour the land in green and the sea in blue on one of your world maps

### Create a map

Draw a 2D map of your kitchen or living room. Pretend you are on the ceiling looking down and draw what you see using shapes and labels.



Can you label  
three countries  
on the map?



### The Nightmare Man

Sally was afraid. At school, they called her the 'fraidy girl' because she seemed afraid of everything. But what she feared the most was the darkness. Every night she didn't want to go upstairs to bed. She hung around in the kitchen making excuses. Anything, to delay going up the stairs. Anything to delay the moment, when the light was switched off, plunging her room into darkness.

One moment the room was bright; the next split second and the room was darker than jet. As her eyes adjusted, vague shapes swam into view. The chair in the corner looked like an old man crouching down, ready to leap at her. The dressing gown on the back of the door was like a thin man, leaning, waiting for her to sleep before he hobbled across the room towards her...

Sally lay in the darkness every night watching the old man and the thin man. Neither of them ever moved but she was sure that when she fell asleep they would be up and wandering round - peering at her sleeping face. But, more than anything, she feared the Nightmare Man.

Sally had seen him once, watching her through the window - a tall, dark shape with a cloak billowing out behind him and two red eyes that glowed. She had spent the rest of the night buried under the covers, waiting for dawn. Of course, she had told her mother but all she ever said was, 'don't be so silly' or 'hurry up and eat your breakfast' or 'not now, we'll be late for school'. Since that night Sally made sure that her curtains were tightly pulled together.

The night of the storm, Sally lay in her bed watching the old man and the thin man. Thunder grumbled in the distance. Lightning crackled. Rain lashed the street. Surely, the Nightmare Man wouldn't be out on a night like this? Sally just had to know. Heart thudding, she crept from her bed and peeked through the curtains. She got the shock of her life because there he was, clinging to the window with his twin red eyes staring right at her.

Sally stepped back but at that very moment the lightning flashed, lighting up the night sky. The Nightmare Man had gone but Sally could see a distant tower, a tower with two red lights. She also saw the tree by her window move in the wind, casting a dark shadow. In that moment, as the lightning lit up the night, she realised that the Nightmare Man had not really existed at all. Only in her mind. She laughed aloud...

Her bed seemed warm and cosy. She stared across her room, through the curtains at the distant lights of the tower and watched the tree's shadow blowing in the wind. After that, the Nightmare Man never came back. Soon the thin man became a dressing gown and the old man was just a chair with her clothes draped across it, ready for the next morning, ready for the sunlight.

excuses

delay

plunging

vague

crouching

hobbled

leaning



Star  
Words



## PRIOR KNOWLEDGE:

- To know where we live
- To know the seven continents and the five oceans of the world
- To be able to identify the main countries of Europe

### Continents

- There are seven continents:
  - Europe
  - Asia
  - Africa
  - North America
  - South America
  - Antarctica
  - Australia (also

### Oceans

- There are five oceans:
  - Pacific Ocean
  - Atlantic Ocean
  - Indian Ocean
  - Southern Ocean
  - Arctic Ocean

## ORDNANCE SURVEY MAP SYMBOLS/KEYS

It's a good idea to know and be able to identify some of these features usually found on the **legend**.



Symbol	Meaning
	Contour
	Motorway
	Railway
	Railway station
	River
	School
	Place of worship
	Post office (post areas only)
	Woods

## MAPS

A map is a **two-dimensional** drawing of an **area**. Maps can show the countryside, a town, a country or even the whole world! They are used to help **plan routes** from one place to another, or to find certain **features** such as castles or hills.

Different types of map are used for different things depending on whether you are walking, driving or even flying somewhere. Maps can be on paper or on a mobile phone, tablet or computer.

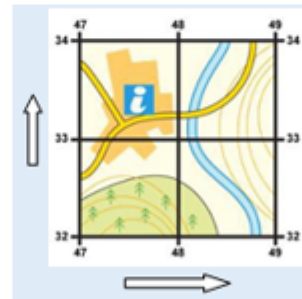
## FOUR AND SIX FIGURE GRID REFERENCES

Maps have grid lines on them—we use them to pinpoint locations by using grid reference. A four-figure grid reference is a handy way of identifying any square on a map, six-figure grid references are best for giving exact locations. Grid references are easy, **as long as** you remember that you always go

Step 1: Start at the left-hand side of the map and go east until you get to the bottom-left corner of the square you want. Write this number down e.g. 47(**EASTING**)

Step 2: Move north until you get to the bottom-left corner of the square you want e.g. 33 (**NORTHING**)

Step 3: Now put your two answers together e.g. 47 33. There is no need to add brackets, commas, dashes etc.



## DESCRIBING DIRECTION ...

**CARDINALS:** North, South, East, West

N - Never

E - Eat

S - Shredded


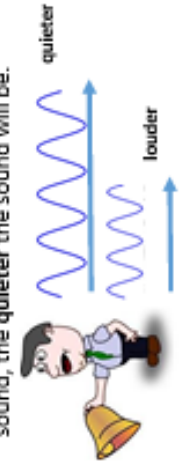
W - Wheat



Ordnance Survey is an organisation that has mapped the UK. It produces paper maps and digital mapping products.

<https://www.bbc.co.uk/bitesize/topics/zvsfr82> - use this link to BBC Bitesize KS2 Geography/Maps to help with learning the key facts

What should I already know?	
	<ul style="list-style-type: none"> <li>Hearing is one of my five senses.</li> <li>Sounds can be combined using musical instruments.</li> <li>What the word vibration means.</li> </ul>
What will I know by the end of the unit?	
What is a sound?	A thing that can be heard. The object that makes the sound is called the <b>source</b> .
How is a sound made?	<ul style="list-style-type: none"> <li>When objects <b>vibrate</b>, a sound is made.</li> <li>The <b>vibration</b> makes the air around the object <b>vibrate</b> and the air <b>vibrations</b> enter your ear. These are called <b>sound waves</b>.</li> <li>If an object is making a sound, a part of it is <b>vibrating</b>, even if you cannot see the <b>vibrations</b>.</li> </ul>
How do sounds travel?	<ul style="list-style-type: none"> <li><b>Sound waves</b> travel through a <b>medium</b> (such as air, water, glass, stone, and brick).</li> <li>For example, if somebody is playing music in the room next door, the sound can travel through the bricks in the wall.</li> </ul>
How do we hear sounds?	<ul style="list-style-type: none"> <li>When an object <b>vibrates</b>, the air around it <b>vibrates</b> too. This <b>vibrating</b> air can also be known as <b>sound waves</b>.</li> <li>The <b>sound waves</b> travel to the ear and make the <b>eardrums vibrate</b>.</li> <li>Messages are sent to the brain which recognises the <b>vibrations</b> as sounds.</li> </ul>
How do sounds change?	<p><b>Pitch:</b></p> <ul style="list-style-type: none"> <li>The <b>pitch</b> of a sound is how <b>high</b> or <b>low</b> it is.                             <ul style="list-style-type: none"> <li>A squeak of mouse has a <b>high pitch</b>.</li> <li>A roar of a lion has a <b>low pitch</b>.</li> </ul> </li> </ul> <p><b>Volume:</b></p> <ul style="list-style-type: none"> <li>The <b>volume</b> of a sound is how <b>loud</b> or <b>quiet</b> it is.</li> <li>When a sound is created by a little amount of <b>energy</b>, a <b>weak sound wave</b> is created which doesn't travel far. This makes a <b>quiet</b> sound.                             <ul style="list-style-type: none"> <li>A small tap of a hammer is used with small amounts of <b>energy</b> and so creates a <b>quiet</b> noise.</li> </ul> </li> <li>A vibration with lots of <b>energy</b> makes a powerful <b>sound wave</b> and therefore a <b>loud</b> sound.                             <ul style="list-style-type: none"> <li>A powerful, smashing tap of a hammer is used with lots of <b>energy</b> and so creates a <b>loud</b> noise.</li> </ul> </li> </ul>
How do we measure sound?	<ul style="list-style-type: none"> <li><b>Amplitude</b> measures how strong a <b>sound wave</b> is.</li> <li><b>Decibels</b> measure how <b>loud</b> a sound is.</li> <li><b>Frequency</b> measures the number of times per second that the <b>sound wave</b> cycles.</li> </ul>

Diagrams
<p><b>Pitch:</b></p> <ul style="list-style-type: none"> <li><b>High pitch</b> sounds are created by short sound waves.</li> <li><b>Low pitched</b> sounds are created by long sound waves.</li> </ul>  <p><b>Volume:</b></p> <ul style="list-style-type: none"> <li>The closer you are to the source of the sound, the <b>louder</b> the sound will be.</li> <li>The further away you are from the <b>source</b> of the sound, the <b>quieter</b> the sound will be.</li> </ul> 

Vocabulary	
amplitude	a measure of the strength of a sound wave
decibel	a measure of how loud a sound is
electricity	a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices
energy	the power from sources such as electricity that makes machines work or provides heat
frequency	a measure of how many times per second the <b>sound wave</b> cycles
medium	something that makes possible the transfer of <b>energy</b> from one location to another
pitch	how <b>high</b> or <b>low</b> a sound is
power	<b>Power</b> is energy, especially electricity, that is obtained in large quantities from a fuel source and used to operate lights, heating, and machinery
sound waves	invisible waves that travel through air, water, and solid objects as <b>vibrations</b>
source	where something comes from
transmit	to pass from one place or person to another
travel	how something moves around
vibrations	invisible waves that move quickly
volume	how <b>loud</b> or <b>quiet</b> a sound is

Investigate!
<ul style="list-style-type: none"> <li>Fill identical jars with different volumes of water. Which one creates the highest pitch?</li> <li>Which material would make the best sound defender? How can you investigate this?</li> <li>Make musical instruments using different length strings. How do their pitches differ?</li> </ul>