



## Year 3/4 – 10<sup>TH</sup> January

Please use the following to support home learning during this time.

To help us feedback to your child, please can you email all your work to: [year4@friarage.n-yorks.sch.uk](mailto:year4@friarage.n-yorks.sch.uk) 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 [www.facebook.com/friaragecpschool/](https://www.facebook.com/friaragecpschool/) for all updates.

### Mathematics

#### MULTIPLYING AND DIVIDING

##### YR3 ORANGE WORK

<https://classroom.thenationalacademy/lessons/consolidating-multiplication-and-division-knowledge-part-1-70vkec>

##### YR4 GREEN WORK

<https://teachers.thenationalacademy/lessons/consolidating-multiplication-and-division-knowledge-part-2-cdhk0t>

Arithmetic

### Writing

**Tuesday-** read the excellence text provided. Read it using the suggestions from the Readers Theatre. Think about what type of text it is, who is the audience? And what is its purpose? Highlight all of the features on your grid (see attached) and think about what effect they have on the reader.

**Wednesday-** Complete the 'spotlight' sheet for the words excuses, plunging, delay, vague, crouching, hobbled and leaning.

**Thursday-** see attached sheet

**Friday-** choose a sentence start from the attached sheet. Can you finish the paragraph and include all of the grammatical features from yesterday? Write in the first or third person, adverbs to modify verbs, determiners and prepositions.

### Reading

**Read the text and answer the questions**

**Looking Question – Who was Lila?**

**Clue Question – How old was Lila?**

**Thinking Question – Should Lila be allowed to make fireworks?**

**Identify any words you don't know the meaning of and find out what they mean.**

### Spellings

Expansion

Extension

Comprehension

Tension

Suspension

Exclusion

Provision

Explosion

Erosion

Invasion

## Other Online and Offline Activities



<https://www.bbc.co.uk/bitesize/articles/zvqgsk7>

Year group focus page



National Literacy Trust Activities

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

**Theme**  
**Can you label the continents and oceans on the world map provided?**



Try the 60-second challenges

<https://www.youthsporttrust.org/60-second-physical-activity-challenges>

Have a go at reading these Phonic books at home.

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



[Internet Safety](#)

[How do you keep safe online?](#)

Science

Can you write an explanation text explaining how we hear things? Use the information sheets provided to support you.

ICT

Can you research what is meant by plagiarism? Why is it seen as a bad thing?

French

Can you learn these French pets?

Un lapin- rabbit

Un chat- cat












Un hamster- hamster

Un chien- dog

Un oiseau- bird

# Multiply 2-digits by 1-digit (1)

- 1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones
 	  
 	  
 	  

How many marbles are there in total?

$$3 \times 3 \text{ ones} = \square$$

$$3 \times 2 \text{ tens} = \square$$

$$\square + \square = \square$$

$$3 \times 23 = \square$$

There are  $\square$  marbles in total.



- 2 Use the place value chart to work out  $2 \times 24$   
Complete the multiplication sentences.

Tens	Ones
 	   
 	   

$$2 \times 4 = \square$$

$$2 \times 20 = \square$$

$$2 \times 24 = \square$$

- 3 Annie works out  $43 \times 2 = 86$

Tens	Ones
   	  
   	  

		T	O	
		4	3	
	x		2	
		8	6	

Talk about Annie's methods with a partner.

What is the same? What is different?

- 4 Complete the multiplications.

a)

		T	O	
		2	4	
	x		2	

b)

		T	O	
		4	4	
	x		2	

## Divide 2-digits by 1-digit (2)

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$$72 \div 3 = \boxed{\phantom{00}}$$

- | Hundreds | Tens     | Ones |
|----------|----------|------|
|          | 10 10 10 | 1 1  |
|          | 10 10 10 | 1 1  |
|          | 10 10 10 | 1 1  |
|          | 10 10 10 | 1 1  |
|          | 10 10 10 | 1 1  |
- Diagram illustrating the conversion of 32 tens to 3 hundreds and 2 tens:
- 32 tens are shown as 32 yellow circles labeled "10".
  - 30 tens are grouped into 3 hundreds (3 green circles labeled "100").
  - 2 tens remain as 2 yellow circles labeled "10".

Complete the multiplication.

$5 \times 32 = \boxed{\phantom{000}}$

 $6 \times 34 = \boxed{\phantom{000}}$ 

- |   |   |   |   |    |    |   |    |  |
|---|---|---|---|----|----|---|----|--|
|   |   |   |   |    |    |   |    |  |
|   | H | T | O |    |    |   |    |  |
|   |   | 3 | 7 |    |    |   |    |  |
| x |   |   | 4 |    |    |   |    |  |
|   |   | 2 | 8 |    | (7 | x | 4) |  |
|   | 1 | 2 | 0 | (3 | 0  | x | 4) |  |
|   | 1 | 4 | 8 |    |    |   |    |  |
|   |   |   |   |    |    |   |    |  |

Use Rosie's method to work out  $6 \times 28$

A 20x10 grid is shown. A rectangle is drawn in the bottom right corner, spanning 4 units wide and 2 units high.

- |  |   |          |          |          |  |
|--|---|----------|----------|----------|--|
|  |   |          |          |          |  |
|  |   | H        | T        | O        |  |
|  |   |          | 4        | 2        |  |
|  | x |          |          | 8        |  |
|  |   | <u>3</u> | <u>3</u> | <u>6</u> |  |
|  |   |          | 1        |          |  |

Talk about Dani's method with a partner.

3 Complete the multiplication.

Use the place value chart to help you.

H	T	O
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1

		H	T	O
		2	1	5
x				3

e)  $3 \times 240$


f)  $7 \times 131$


5 A lorry driver travels 156 km per day.

How many kilometres will the lorry driver have travelled after 3 days?

4 Complete the multiplications.

a)

		H	T	O	
		2	1	7	
	x			4	

c)

		H	T	O	
		1	0	8	
	x			6	

b)

		H	T	O	
		4	3	9	
	x			2	

d)  $163 \times 5$






## Friday

1.  $5500 - 1000 =$
2.  $85 \times 0 =$
3. 21 divided by 3 =
4.  $48 - 6 - 6 =$
5.  $\frac{4}{5} - \frac{1}{5} =$
6.  $7210 - 1290 =$
7.  $375 + 25 + 25 =$
8.  $8 \times 4 =$
9.  $12 \times 5 =$
10. 68 divided by 1 =
11.  $8345 + 298 =$
12.  $7 \times 8 =$
13.  $11 \times 11 =$

## Challenges

Calculate the missing number in the following number sentence and write a number story to go with it.

$$8 \times \square = 560$$

What are the missing digits? Is there more than one possibility? If so, how many possibilities are there?

$$3\square \times \square = \square 4$$

Lulu completed these three questions on a test. Each question was worth one mark. How many marks did Lulu get? Show your reasoning.

6 1	7 4	2 6
x 5	x 7	x 4
3 5	4 9 8	8 2 4

## CONTOURS

These are lines drawn on a map that join places of the same height

- On OS maps they are orange/brown
- Some will have their heights written on them—some you will have to work out
- They are always an EQUAL distance apart
- If the lines are CLOSE together the land is steep
- If the lines are FAR apart the land is flat or very gently



## Geography Skills Knowledge organiser—Map Skills



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

## SPOT HEIGHTS

- The exact height of the land shown by a black dot with a number next to it.
- The number is the height above sea level in metres.



## 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** (below).

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

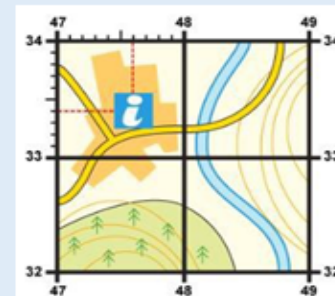
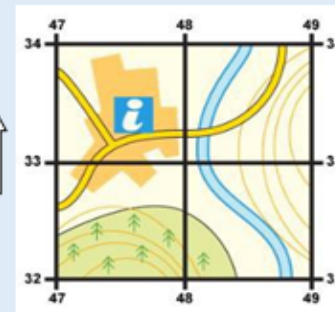
## FOUR AND SIX FIGURE GRID REFERENCES

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 along the corridor before you go **up** the stairs.

Step 1: Start at the left-hand side of the map and go east until you get to the bottom-left-hand 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.



## GREATER DEPTH - SIX FIGURE GRID REFERENCES...

To pinpoint an exact place on a map, such as a church or farm building, then you will need to use a six-figure grid reference.

Step 1: Find the four-figure reference.

Step 2: Imagine this square is divided up into 100 tiny squares, 10 along the bottom and 10 up the side.

Step 3: Still remembering to go along the corridor and then up the stairs, estimate how far across and then up the square the feature is. 476 334

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



#### 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

## Geography Skills Knowledge organiser—Map Skills

#### Contin

- 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



#### DESCRIBING DIRECTION ...

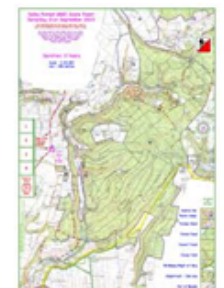
**CARDINALS:** North, South, East, West

- N - Never
- E - Eat
- S - Shredded
- W - Wheat

#### 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.



What should I already know?	
How do we hear sounds?	<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 vibration makes the air around the object <b>vibrate</b> and the air vibrations 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 vibrations.</li> </ul>
How do sounds travel?	<ul style="list-style-type: none"> <li>Sound waves 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 vibrates too. This vibrating 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</b> <b>vibrate</b>.</li> <li>Messages are sent to the brain which recognises the vibrations 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 energy, 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 sound wave cycles.</li> </ul>

## Diagrams

### Pitch:

- High **pitch** sounds are created by short sound waves.

- Low **pitched** sounds are created by long sound waves.



### Volume:

- The closer you are to the **source** of the sound, the **louder** the sound will be.

- The further away you are from the **source** of the sound, the **quieter** the sound will be.



## 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 sound wave cycles
medium	something that makes possible the transfer of energy from one location to another
pitch	how high or low a sound is
power	Power 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 vibrations
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 loud or quiet a sound is

## Investigate!

- Fill identical jars with different volumes of water. Which one creates the highest pitch?
- Which material would make the best sound defender? How can you investigate this?
- Make musical instruments using different length strings. How do their pitches differ?

## Reading text

### **Chapter One**

A thousand miles ago, in a country east of the jungle and south of the mountains, there lived a Firework-Maker called Lalchand and his daughter Lila.

Lalchand's wife had died when Lila was young. The child was a cross little thing, always crying and refusing her food, but Lalchand built a cradle for her in the corner of the workshop, where she could see the sparks play and listen to the fizz and crackle of the gunpowder. Once she was out of her cradle, she toddled around the workshop laughing as the fire flared and the sparks danced. Many a time she burnt her little fingers, but Lalchand splashed water on them and kissed her better, and soon she was playing again.

When she was old enough to learn, her father began to teach her the art of making fireworks. She began with little Crackle-Dragons, six on a string. Then she learned how to make Leaping Monkeys, Golden Sneezes and Java Lights. Soon she was making all the simple fireworks, and thinking about more complicated ones.

**1. Looking Question** – Who was Lila?

**2. Clue Question** – How old was Lila?

**3. Thinking Question** – Should Lila be allowed to make fireworks?

### 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.

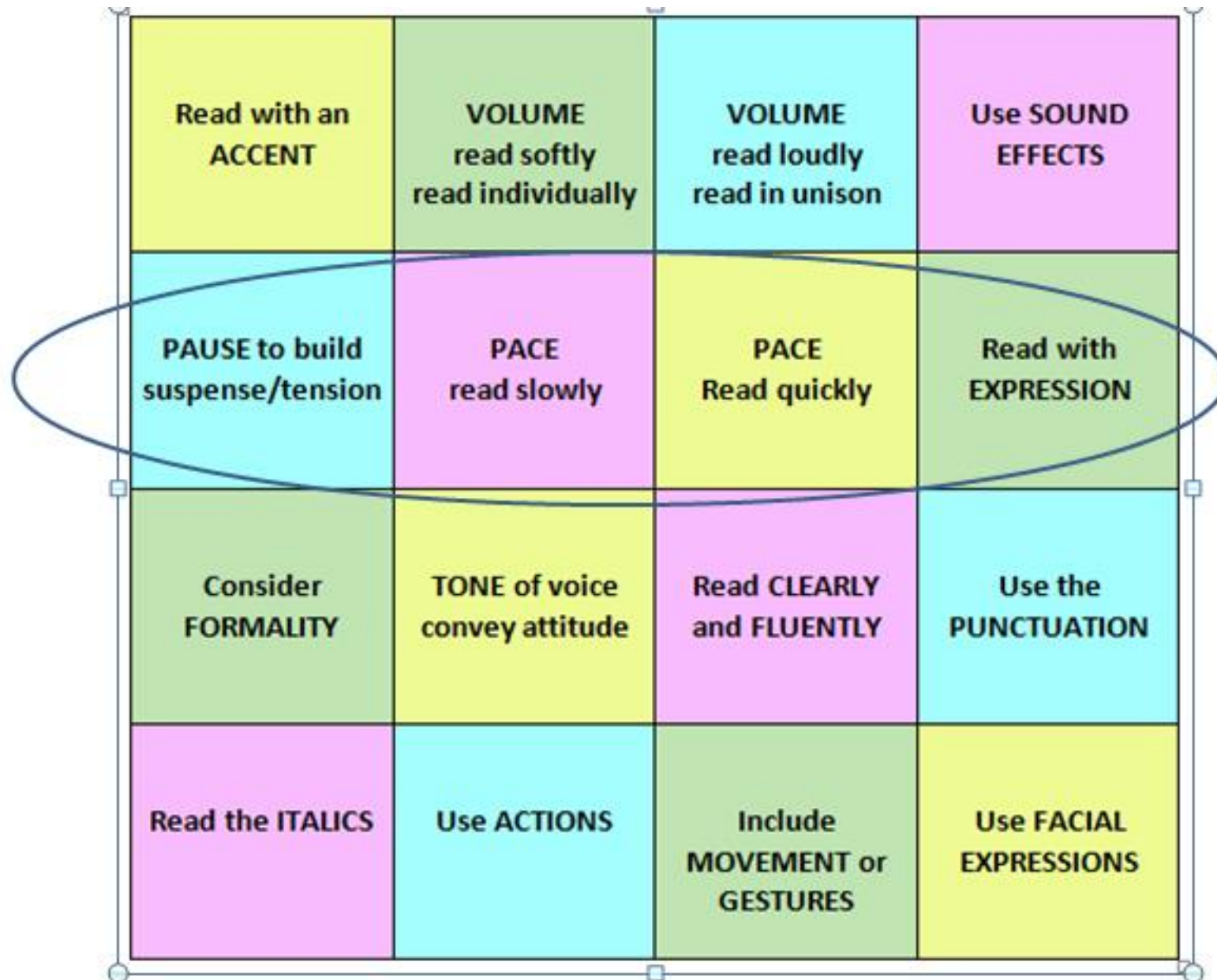
Sally had seen him once, watching her through the window - a tall, dark shape with a cloak billowing out behind him and two red eyes that glowed. She had spent the rest of the night buried under the covers, waiting for dawn. Of course, she had told her mother but all she ever said was, 'don't be so silly' 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.

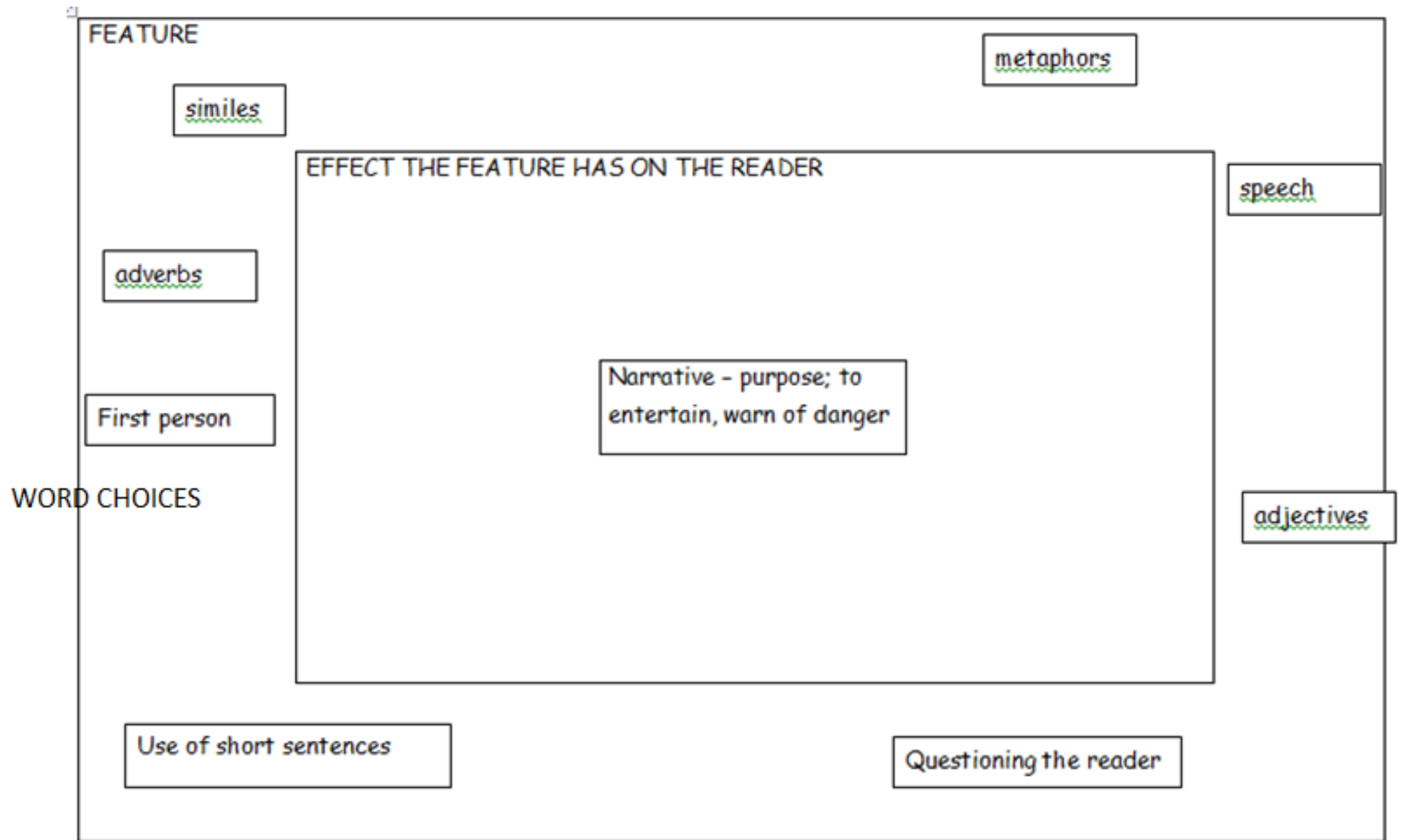
Monday




Read with an <b>ACCENT</b>	<b>VOLUME</b> read softly read individually	<b>VOLUME</b> read loudly read in unison	Use <b>SOUND</b> <b>EFFECTS</b>
<b>PAUSE</b> to build suspense/tension	<b>PACE</b> read slowly	<b>PACE</b> Read quickly	Read with <b>EXPRESSION</b>
Consider <b>FORMALITY</b>	<b>TONE</b> of voice convey attitude	Read <b>CLEARLY</b> and <b>FLUENTLY</b>	Use the <b>PUNCTUATION</b>
Read the <b>ITALICS</b>	Use <b>ACTIONS</b>	Include <b>MOVEMENT</b> or <b>GESTURES</b>	Use <b>FACIAL</b> <b>EXPRESSIONS</b>



Tuesday



Wednesday

 <p><b>Key word in the spotlight</b></p>	<p><b>Use the key word correctly in a sentence</b></p>	
<p><b>Synonyms</b></p>	<p><b>Create a question where the key word is the answer</b></p>	<p><b>Draw a picture to illustrate the key word</b></p>

Definition

Continuum

Thursday

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?*

Friday

The wind swirled around me and the world went black...

At first, I couldn't understand why I had woken up - then I felt the icy fingers close around my wrist...

Walking through the graveyard, Katie couldn't shake the feeling that she was being watched...

With a sudden rush of panic, I realised I had no idea where I was...

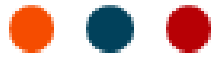
She was here, standing in front of my house again...

Jenny could feel her heart racing as she stared at herself in the mirror...

My hair stood on end, a shiver raced down my spine and a lump came to my throat. It was him...

Not again, Jess thought...

It's a strange and scary sensation to suddenly forget your own name...



Can you label the seven continents on your map?

**Royal  
Geographical  
Society**  
with IBG

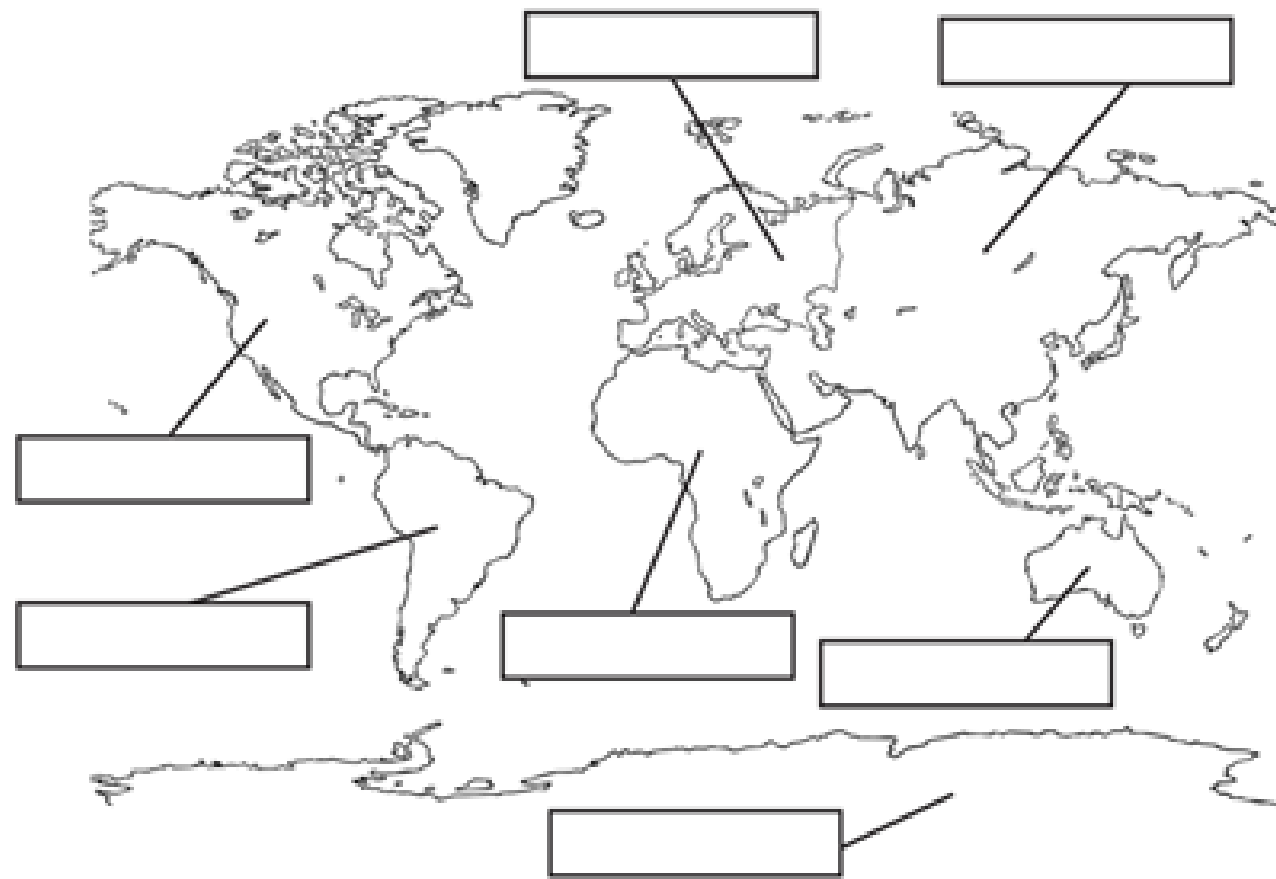
Advancing geography  
and geographical learning

Challenge:

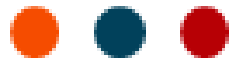
Can you label  
three countries  
on the map?

England  
France  
Spain

Greater  
Depth:  
Label other  
countries  
using your  
atlas that  
are not in  
Europe.





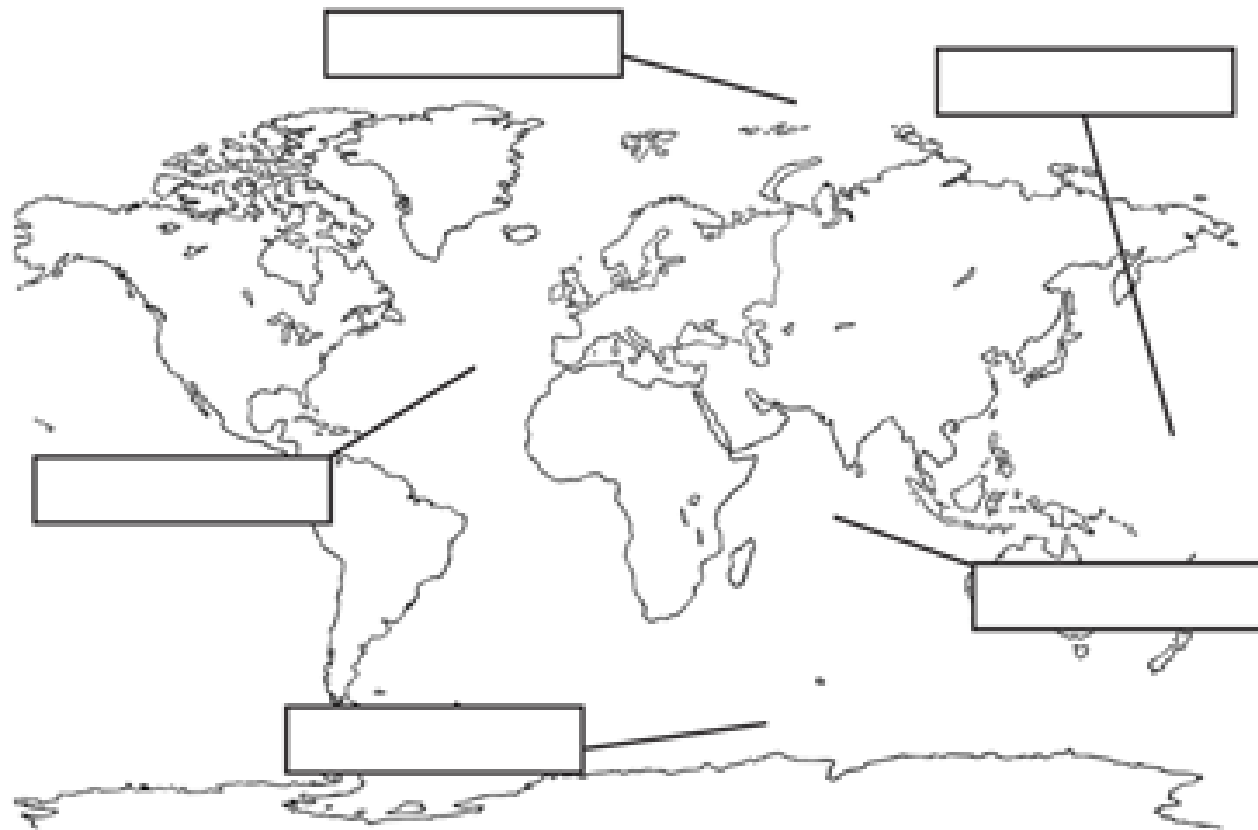


Can you label the five oceans of  
the world on your map?

**Royal  
Geographical  
Society**

with IBG

Advancing geography  
and geographical learning



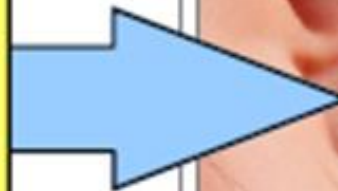
## How sound is made

Sound is caused by **vibration**. Vibration means **wobbling** very quickly back and forth. When you pluck a guitar string, or hit a drumskin, you can see the material vibrate. This causes the **air** touching the string to vibrate, which causes air further away to vibrate, which causes the air near your **ear** to vibrate, which your brain experiences as **sound**.

The moving vibration is called a **sound wave**.



The vibrating **guitar** causes the **air** to vibrate. This vibrating air is called a **sound wave**. When the air near your **ears** vibrates, your brain experiences a **sound**.



## How our ears work

When a sound wave reaches our ear, our **outer ear** (the part that we can see on the side of our heads) funnels the sound into our heads down the **ear canal**. At the end of the ear canal is the **eardrum**, which is waterproof and airtight. Past the ear canal is the **middle ear**. Inside the middle ear are the **hammer, anvil** and **stirrup** (the three smallest bones in the body) which vibrate and pass the sound waves to the **inner ear**, which contains the **cochlea**, which turns the vibrations into **electrical signals**. These signals travel down the **auditory nerve** to the **brain**, which experiences the signal as sound.

