



Year 3/4 – 17th 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: 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 www.facebook.com/friaragecpschool/ for all updates.

Mathematics

Complete the worksheet each day: Mon-Thurs, then answer the questions on the arithmetic questions and tables – Friday. Try to time yourself while doing the tests.

Monday – Dividing 2-digit numbers by 1 digit YR3 and 4

Tuesday – Dividing 2-digit numbers by 1 digit YR3 and 4

Wednesday – Dividing 3-digit numbers by 1 digit. YR4 Dividing 2-digit numbers by 1 digit YR3

Thursday - Dividing 3-digit numbers by 1 digit Dividing 2-digit numbers by 1 digit YR3

Friday - Arithmetic (20 mins) and tables test (3 mins)

<https://classroom.thenational.academy/units/multiplication-and-division-6dbb>

Writing

https://www.youtube.com/watch?v=UNcYm8h_dyg
watch this video if you can – It's called Catch t and can be viewed on You Tube

Monday- Look at the images from the film. Write a sentence that describes what is happening in each one. Use a different fronted adverbial to start your sentence each time.

Tuesday- Grammar Test

Wednesday- plan a piece of writing about the meerkats

Thursday- write your first draft

Friday- edit your work after sharing it with an adult then use this week's spellings to write some sentences to show understanding of the words

Reading

Read the text of the Firework Maker's Daughter and answer the questions on the text.

As a challenge – answer the SATs style questions too.

Spellings

courageous

outrageous

nervous

famous

adventurous

disadvantageous

ridiculous

carnivorous

rapturous

torturous

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 : MAPs revise the terms:

Longitude and Latitude

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr>

What are they and how are they used?

Study the maps enclosed in the pack and answer the questions.



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

Using the information provided, LEARN the difference between pitch and volume. Then if you can have a go at the pitch investigation. You will need to collect some empty bottles.

Be Creative

Draw or make (using anything you want) a picture or model of the vulture in our story stimulus for literacy.

French

Can you remember how to say this word in French?
cat
hamster
dog
bird

Find out what it means to make a New Year's resolution and see if you can make some of your own.

YEAR 4

Here's a step-by-step guide to the bus stop method:

$$362 \div 7 =$$

$$\begin{array}{r} 51 \text{ r}5 \\ 7 \overline{) 362} \end{array}$$

$$362 \div 7 = 51 \text{ r}5$$

- Start by thinking about whether 7 will go into 3.
- It doesn't, so think about whether 7 will go into 36. It goes 5 times to make 35. Put the 5 over the 6.
- There is a remainder of 1, so this 1 goes next to the 2 to make 12.
- We know that 7 goes into 12 once and there is a remainder of 5, so I write 1 over the 2 and put 'R 5' at the end.

Divide 2-digits by 1-digit (2)

- 1 Whitney is working out $49 \div 4$ using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

- a) Talk about Whitney's method with a partner.
b) Why is there one counter left over?

- c) Complete the division.

$$49 \div 4 = \boxed{}$$

- d) Use place value counters to complete the divisions.

$$50 \div 4 = \boxed{}$$

$$51 \div 4 = \boxed{}$$

What do you notice?

- 2 Complete the divisions.

a) $47 \div 3 = \boxed{}$

e) $49 \div 6 = \boxed{}$

b) $26 \div 5 = \boxed{}$

f) $47 \div 4 = \boxed{}$

c) $89 \div 4 = \boxed{}$

g) $74 \div 3 = \boxed{}$

d) $32 \div 5 = \boxed{}$

h) $81 \div 7 = \boxed{}$

- 3 Complete the divisions.

a) $36 \div 4 = \boxed{}$

c) $45 \div 3 = \boxed{}$

$37 \div 4 = \boxed{}$

$46 \div 3 = \boxed{}$

$38 \div 4 = \boxed{}$

$47 \div 3 = \boxed{}$

$39 \div 4 = \boxed{}$

$48 \div 3 = \boxed{}$

$40 \div 4 = \boxed{}$

$49 \div 3 = \boxed{}$

b) $70 \div 5 = \boxed{}$

d) $92 \div 4 = \boxed{}$

$71 \div 5 = \boxed{}$

$91 \div 4 = \boxed{}$

$72 \div 5 = \boxed{}$

$90 \div 4 = \boxed{}$

$73 \div 5 = \boxed{}$

$89 \div 4 = \boxed{}$

$74 \div 5 = \boxed{}$

$88 \div 4 = \boxed{}$

Divide 3-digits by 1-digit

- 1 Jack is working out $844 \div 4$ using a place value chart.

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

- a) Talk about Jack's method with a partner.
b) Complete the division.

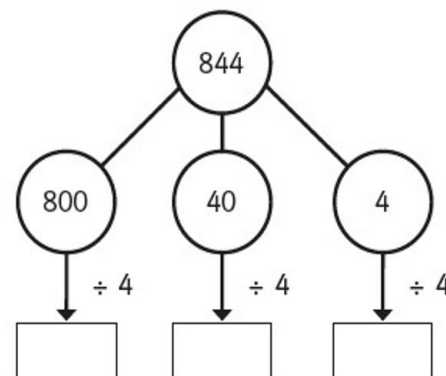
$$844 \div 4 = \boxed{}$$

- 2 Use Jack's method to work out these divisions.

a) $525 \div 5 = \boxed{}$ c) $840 \div 8 = \boxed{}$

b) $636 \div 6 = \boxed{}$ d) $903 \div 3 = \boxed{}$

- 3 Eva is working out $844 \div 4$ using a part-whole model.



Complete Eva's method.

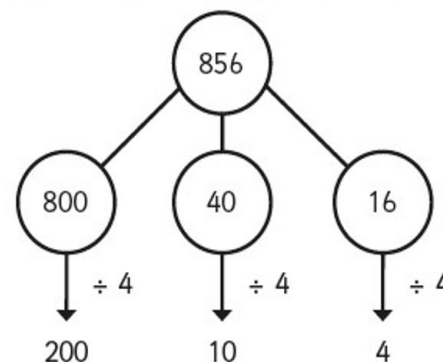
$$844 \div 4 = \boxed{}$$

- 4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

- 5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?

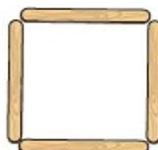
Divide 2-digits by 1-digit (3)

White
Rose
Maths

- 1 Mo has these lolly sticks.



He uses them to make squares.
How many squares can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 4

There is lolly stick remaining.

$17 \div 4 =$ remainder

Mo can make squares.

- 2 Mo now uses the lolly sticks to make triangles.
How many triangles can Mo make?



Complete the sentences.



YEAR 3 - ORANGE

There are 17 lolly sticks.

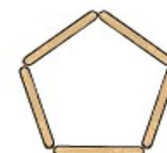
There are groups of 3

There are lolly sticks remaining.

$17 \div 3 =$ remainder

Mo can make triangles.

- 3 Finally, Mo uses the lolly sticks to make pentagons.
How many pentagons can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 5

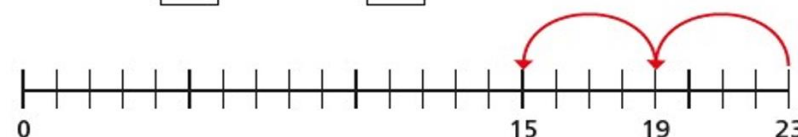
There are lolly sticks remaining.

$17 \div 5 =$ remainder

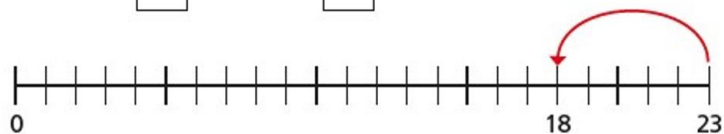
Mo can make pentagons.

- 4 Use repeated subtraction to complete the divisions.
Use the number lines to help you.

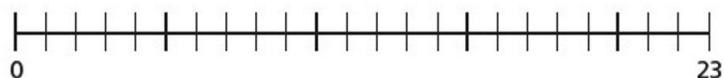
a) $23 \div 4 =$ remainder



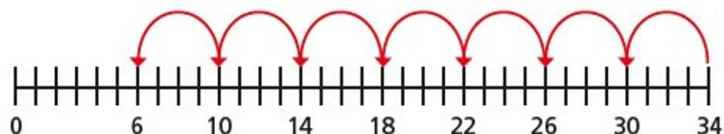
b) $23 \div 5 = \square$ remainder \square



c) $23 \div 3 = \square$ remainder \square



- 5 Eva works out $34 \div 4$



There is a remainder of 6



Is Eva correct? _____

How do you know?

- 6 Complete the calculations.

a) $29 \div \square = 4$ remainder 5

c) $29 \div \square = 14$ remainder 1

b) $29 \div \square = 4$ remainder 1



- 7 How do you know there is no remainder when 75 is divided by 5?

Without doing the division, what is the remainder when 76 is divided by 5?

- 8 Use place value counters and a place value chart to work out the divisions.

a) $87 \div 4 = \square$ remainder \square

b) $77 \div 3 = \square$ remainder \square

c) $74 \div 5 = \square$ remainder \square

- 9 Teddy has fewer than 60 marbles but more than 40. When he shares them equally into 3 pots he has no remainders. When he shares them equally into 4 pots he has remainder 3. When he shares them equally into 5 pots he has remainder 1. How many marbles could Teddy have?

FRIDAY ARITHMETIC

1	$6 \times 3 =$	<input type="text"/>	<input type="text"/> 1 mark
2	$10 \times 12 =$	<input type="text"/>	<input type="text"/> 1 mark
3	$95 \times 1 =$	<input type="text"/>	<input type="text"/> 1 mark
4	$36 + 9 + 9 =$	<input type="text"/>	<input type="text"/> 1 mark
5	$\frac{2}{9} + \frac{5}{9} =$	<input type="text"/>	<input type="text"/> 1 mark
6	$75 \times 0 =$	<input type="text"/>	<input type="text"/> 1 mark
7	$7979 + 1000 =$	<input type="text"/>	<input type="text"/> 1 mark

8	$7 \times 7 =$	<input type="text"/>	<input type="text"/> 1 mark
9	$12 \times 6 =$	<input type="text"/>	<input type="text"/> 1 mark
10	$77 \div 7 =$	<input type="text"/>	<input type="text"/> 1 mark
11	$28 \div 4 =$	<input type="text"/>	<input type="text"/> 1 mark
12	$\frac{8}{7} - \frac{5}{7} =$	<input type="text"/>	<input type="text"/> 1 mark
13	$84 - 7 - 7 =$	<input type="text"/>	<input type="text"/> 1 mark
14	$5050 + 250 =$	<input type="text"/>	<input type="text"/> 1 mark

Number of Questions: 40

Testing: 2×, 3×, 4×, 5×, 6×, 7×, 8×, 9×, 10×, 11×, 12× (with inverse)

$11 \times 11 = \underline{\quad}$

$12 \times 7 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$12 \times 1 = \underline{\quad}$

$8 \div 8 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$27 \div 9 = \underline{\quad}$

$20 \div 5 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$80 \div 8 = \underline{\quad}$

$14 \div 7 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$11 \times 7 = \underline{\quad}$

$84 \div 7 = \underline{\quad}$

$2 \div 2 = \underline{\quad}$

$4 \times 12 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$28 \div 7 = \underline{\quad}$

$12 \times 5 = \underline{\quad}$

$36 \div 9 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$108 \div 9 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$1 \times 3 = \underline{\quad}$

$11 \times 4 = \underline{\quad}$

$11 \times 12 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

$66 \div 6 = \underline{\quad}$

$110 \div 10 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$6 \times 3 = \underline{\quad}$

$21 \div 3 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

Monday literacy



On a separate piece of paper write a sentence to describe each scene using a different fronted adverbial start for each picture. Use the sheet provided to help you.

Fronted Adverbials

An adverbial word or phrase that normally comes after the verb may be moved before the verb:

when this happens, we say it has been 'fronted'.

The lion **roars** **loudly**.

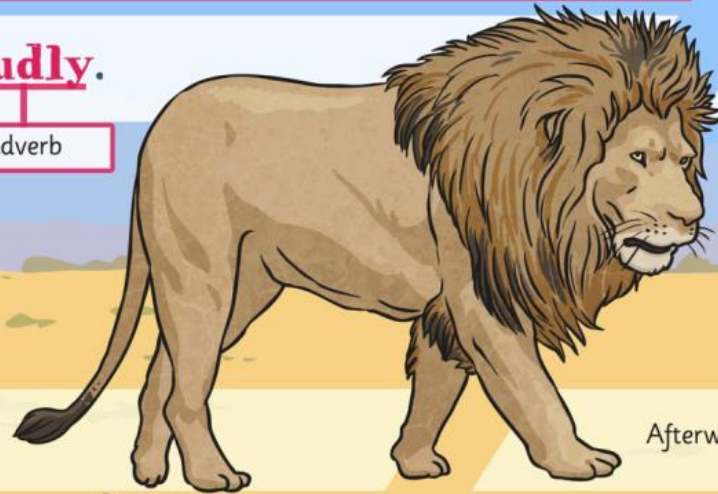
verb

adverb

Loudly, the lion **roars**.

adverb

verb



Time

Afterwards, Already, Always, Immediately, Last month, Now, Soon

Frequency

Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second

Place

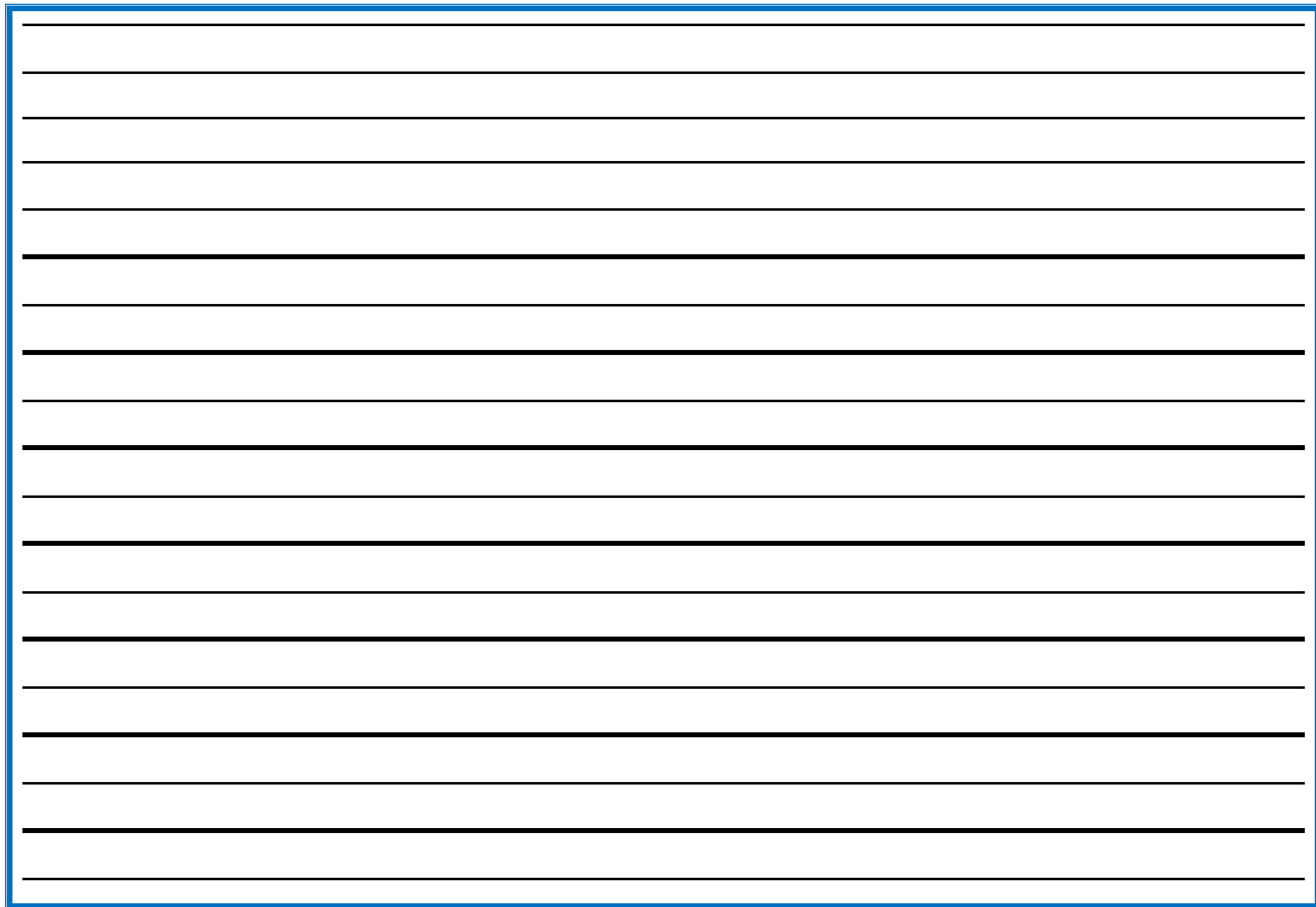
Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground

Manner

Badly, Slowly, Happily, Awkwardly, Bravely, Silently, As quick as a flash, Without a sound

Degree

Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps



Tuesday literacy

1. Read the sentence below. What type of word is 'strict'? **Tick one.**

I hope we have Mrs Wilson next year. She is a very strict teacher but she is fair.

noun ☐

adjective ☐

preposition ☐

2. Who does the pronoun 'her' refer to in the passage below? **Circle one option.**

Mum and Gran drove Caroline back to Bristol last night. It is time for her to go back to college.

Mum

Gran

Caroline

3. **Tick** the sentence which uses direct speech.

"Let's make a treasure hunt," said Dad.

☐

Freddie said that we couldn't go through the park.

☐

4. **Add the correct punctuation** to the sentence below.

Come on everyone shouted Charlotte Dinner is ready

5. Do the noun phrases in the table indicate **singular or plural possession**? **Tick one box** for each example.

Noun Phrase	Singular Possession?	Plural Possession?
the teacher's mug	<input type="checkbox"/>	<input type="checkbox"/>
the children's hats	<input type="checkbox"/>	<input type="checkbox"/>
the waiter's apron	<input type="checkbox"/>	<input type="checkbox"/>
the animals' food	<input type="checkbox"/>	<input type="checkbox"/>

6. **Underline** the errors in the sentence below, then **write the corrections** in the boxes.

We was lost – I was meant to read the map but I done it wrong.

Using the pictures and the video if you can access it, plan a piece of writing about the meerkats. Choose a way of writing from the list below and plan your ideas.

- Tell the story from a meerkat's point of view.
- Create an internal monologue for the vulture and describe what he is thinking and feeling as the meerkats chase him.
- Describe the beautiful setting of the African plains.
- Create some dialogue between the meerkats at various points in the film.
- In the movie the meerkats end up playing a game of rugby with the seed the vulture is carrying, write a story ending for the pictures that includes this scenario and think about what happens next. Does the vulture get his seed back? And if so, how?

If you want to cut out the pictures and put them on the plan below - you can.

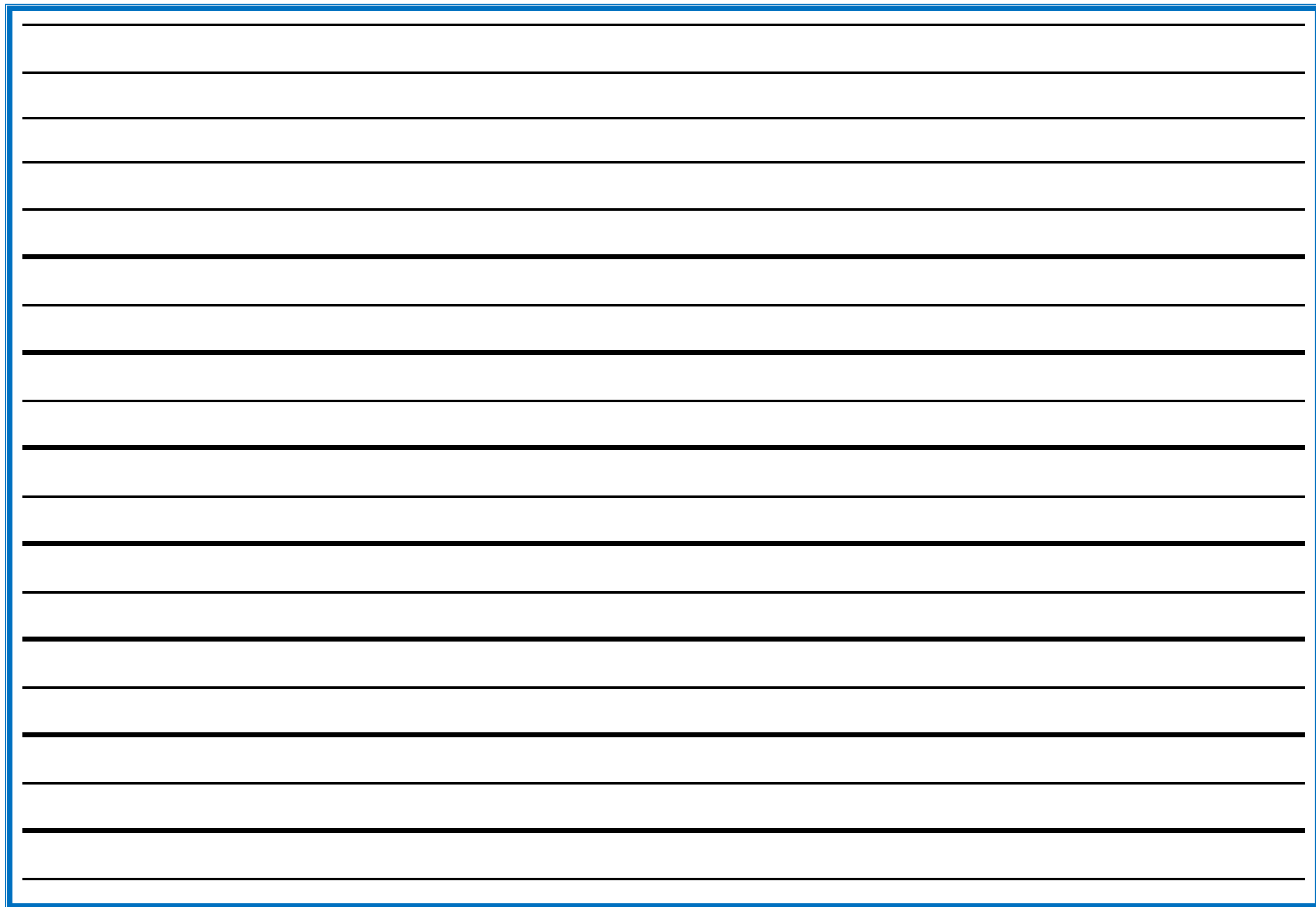
Storyboard Template

For planning and outlining a short story

Name _____

Title _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



[illegible]

The Firework-Maker's Daughter - Chapter Two –end of page 20/ page 21

Lalchand forced his way through the crowd to Chulak's side. 'Did you tell Lila about Razvani and the Royal Sulphur?' he panted.

'Course,' said Chulak. 'You should have told her yourself. Why?'

'Because she's gone, you wretch! She's gone off by herself to Mount Merapi – and she doesn't know the rest of the secret!'

'Is there more, then?'

'Of course there is!' said Lalchand, struggling to keep up. No-one can go into the Fire-Fiend's Grotto without protection. She needs a flask of magic water from the Goddess of the Emerald Lake – otherwise she'll perish in the flames! Oh, Chulak, what have you done?'

Monday – Text mark. Demonstrate your understanding and clarify any words you don't know.

Tuesday – Identify all the direct speech in the text and label each line of speech with either 'Lalchand' or 'Chulak' and underlining any proper nouns and pronouns.

Questions for the week:

Looking Question – What did Chulak tell Lila?

Clue Question – Why does Lalchand call Chulak ‘a wretch’?

Thinking Question – Would you go in the volcano?

Use the prompts below to answer the questions on the text.

1. I think that... I can see that...
Whilst....

I know this because....

2. Lalchand calls Chulak a wretch because....

3. I would/would not... because

ANSWERS:

READING COMPREHENSION – SATS STYLE QUESTIONS ON OUR TEXT.

Write these events 1-5, in the order they happened in the story.

Lalchand finds it hard to keep up with Chulak.

Lila sets off to Mount Merapi.

Lalchand tells Chulak that Lila could die in the volcano's fire.

Lalchand finds Chulak.

Chulak tells Lila about Razvani and the Royal Sulphur.

ANSWERS:

SCIENCE QUESTION – What is the difference between pitch and volume?

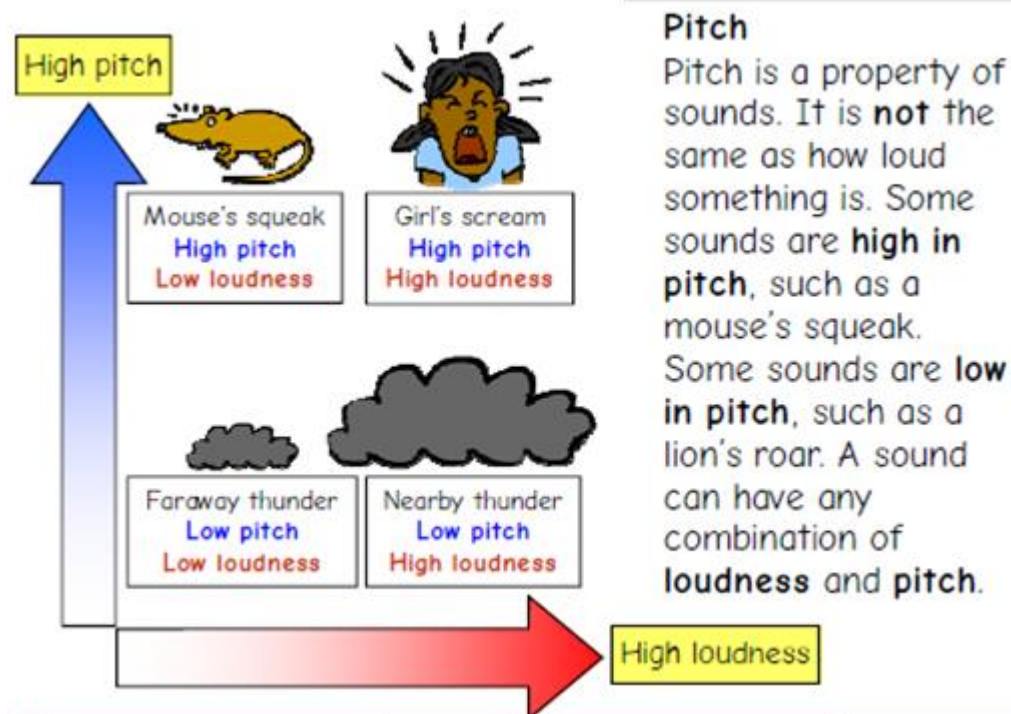
Use the information below to help you learn the answer to this question and then if you can find some empty bottles of the same size, have a go at the investigation and write up your findings.

Volume

Volume is a measure of how **loud** or **soft (quiet)** a sound is. A shout is a loud sound, while a whisper is a quiet sound. If you clap your hands, you can increase the volume by clapping your hands together harder and harder.



A sound can have any combination of pitch and volume. A **fire alarm** has high pitch and high volume, while a mouse's squeak has a high pitch and low volume.



Pitch

Pitch is a property of sounds. It is **not** the same as how loud something is. Some sounds are **high in pitch**, such as a mouse's squeak. Some sounds are **low in pitch**, such as a lion's roar. A sound can have any combination of **loudness** and **pitch**.

Scientific question

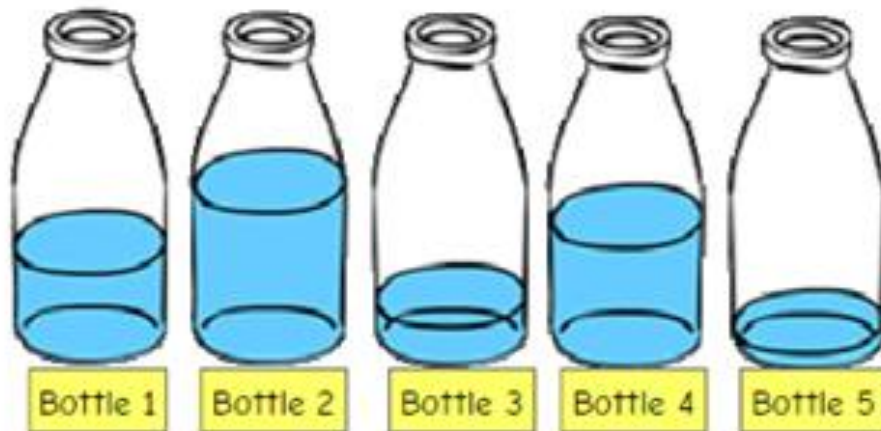
How does the amount of water in a bottle affect the pitch of the sound it makes?

You will need:

- 5 identical containers (e.g. bottles, thin measuring cylinders, test tubes in a rack)

Method

Place different amounts of water in each container as shown in the diagram. Predict and then test the pitch of the sound made by each container when the top is gently blown across. Compare the pitch made by each container and use this to place them in order of pitch, from lowest pitch to highest pitch.



Discussion

How does the amount of water in the container affect the pitch of the sound it makes? Why do you think this is?

SCIENTIFIC ENQUIRY FINDINGS:

TYPES OF MAPS

- View a range of different types of map on your table (Ordnance Survey maps, tube maps, bus maps, road atlas etc.)
- Which would be most useful to find a house, school, or local landmark? Why?
- Which maps show human features, which show physical features, and which show both?



Continents
<ul style="list-style-type: none"> • There are seven continents: • Europe • Asia • Africa • North America • South America • Antarctica • Australia (also known as Australasia and Oceania)



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

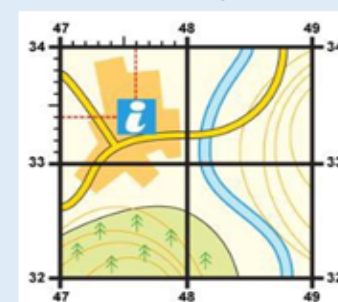
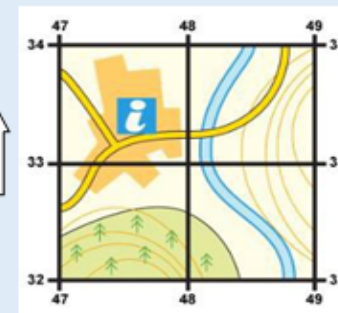
FOUR AND SIX FIGURE GRID REFERENCES

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


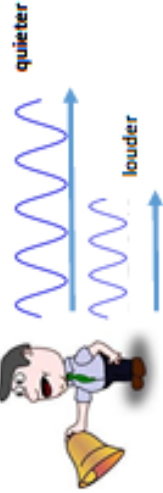
MAPS

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

Diagrams	
<p>Pitch:</p> <ul style="list-style-type: none"> High pitch sounds are created by short sound waves. Low pitched sounds are created by long sound waves. 	
<p>Volume:</p> <ul style="list-style-type: none"> 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!	
<ul style="list-style-type: none"> 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? 	