

Year 4 Home Learning – 01/06/2020

With children returning to school this week we have decided to move towards a whole-school approach to learning so that all children are getting a similar experience. You will have seen the weekly timetable that will be being used at school so feel free to use this at home too. We wanted to offer you some ideas for maths and spelling that will help the children with their learning at home, we understand this time is really tricky but keeping some learning in place at home will help children with the transition when they return to school. The activities outlined below are appropriate for Year 4 and are the type of activities we would be using in the classroom with the children and similar to the activities children will be experiencing at school. We will alter the activities slightly each week but if you find a particular activity works well for your child then definitely use it again. We hope they are helpful.

Mr Bowman, Mrs Scruby and Mrs Jackson ☺

<u>Timetabled Subject</u>	<u>Activities to use at home</u>
<p><u>Phonics/Spelling – 30 minutes</u> This week's spellings</p> <p>serious obvious curious hideous spontaneous courteous furious various victorious gaseous</p>	<p>We focus on learning spelling patterns in Year 4 (as well as common exception words). Weekly spellings are added to Spelling Shed but it will help children to recall them better if they learn them in different ways, so as well as Spelling Shed please practise them in other ways too. Here are some ideas:</p> <ul style="list-style-type: none"> ☆ Look, Cover, Write Check with the words ☆ How many times can you write the spelling correctly in one minute? ☆ Write the words out then cut them up and put them back together ☆ Use chalks and write the spellings outside. ☆ Put the spellings into your own sentences. ☆ Dictate sentences for your child with the words in e.g. 'I disagree with that answer'. ☆ Make word searches/crosswords with the words in. ☆ Ask your child to look up the spellings in a dictionary, Can you give the dictionary definition to your child- are they able to have a go at writing the word?
<p><u>Maths – 30 minutes.</u> Timings are a guidance.</p> <p>(Choose which numbers/times tables to focus on based on your child)</p>	<p>Number bonds (Pairs of numbers) to make 100, 500, 1000, Fractions and decimals if I have $\frac{1}{4}$ how many more would I need to make 1 whole? Or number bonds to 1 (e.g. 0.8 and 0.82) – 10 minutes.</p> <ul style="list-style-type: none"> ☆ Hit the Button (no need to download the app, it is a website, just google it) ☆ Make cards with the bonds/fractions/decimals on and play 'matching pairs' ☆ Write a list of ten numbers then time your child to see how long it takes them to write down the other number that makes up each pair (20 and 80; 50 and 50; 44 and 56). <p>Times Tables – 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or 12 and corresponding division facts– 20 minutes.</p> <ul style="list-style-type: none"> ☆ Chant the times table doing actions as you do so, or bounce a ball, whisper and shout them. Sing them to a favourite song. ☆ My Turn, Your turn with times tables. Adult says 5x5 child says the answer. Or adult says 25 what could the times table question be? ☆ Write times table calculations then the opposite division calculation – $4 \times 2 = 8$ and $8 \div 2 = 4$, Look at the connection between the calculations. ☆ Make a song to help remember the times table or watch a song on YouTube. ☆ Write out some times tables for your child to have a go at solving ☆ Ask your child to design a game similar to snakes and ladders with a times table theme. ☆ Hit the button (times tables and division) ☆ .TTrockstars