Hi Year 4,
Welcome to your week 10 learning pack. We hope that you and your families are all keeping safe and well. This week in home learning, we will be looking at different types of poetry for our English and relating it to climate change. For Topic we’ll continue to investigate air pollution in our local area. In Maths, we will be learning how to calculate the area of shapes. We have included the calculation methods at the back of the pack again in case you need them.
Don’t forget to log-in to Seesaw: there will be some more teaching videos from us on there to help you with your home learning.

Take care of yourselves

Kathryn, Nicola, Danika and Ed

Guided Reading & Spelling p 3–7
English p 8–12 Art p 32–34
Maths p 13–25 Computing p 35
Science p 26–28 PE p 36–37
Topic p 29–30 Calculation methods p 38–41
French p 31 Other useful resources p 42
How to view the teaching video folders – guide for home learning packs

To view the teaching videos:

**Step 1**

Click on ‘Journal’.

**Step 2**

Click on the folder symbol.

**Step 3**

Click on the folder for that week.
Guided Reading

Your adults should all have received details of how to access Rising Stars: Reading Planet Online Library. Your teacher will have assigned several books for you to read on this website—there is a quiz at the end of each book for you to show your understanding. Please email admin@hitherfield.co.uk if you have not yet received these details.

Go to: https://my.risingstars-uk.com/Default.aspx?ReturnUrl=%2f

Monday:

This week, we are looking at the ‘s’ sound when it is actually spelt using ‘sc’.

What do these words mean?

- fascinate
- science / scientist
- discipline
- scent
- scissors
- ascent
- crescent
- scenery
- descent
Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

<table>
<thead>
<tr>
<th>Look</th>
<th>Say</th>
<th>Cover</th>
<th>Write</th>
<th>Check</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>science</td>
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<tr>
<td>crescent</td>
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<tr>
<td>discipline</td>
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<tr>
<td>fascinate</td>
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<tr>
<td>scent</td>
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<tr>
<td>scissors</td>
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<td>ascent</td>
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<td>descent</td>
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<td>scientist</td>
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<tr>
<td>scenery</td>
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</tbody>
</table>
Wednesday:

Roll-a-Word Spelling Game

Working with a partner, cut out the roll-a-word net and assemble it to create a die.

Take it in turns to choose one of your spelling words, write on your whiteboard and then roll the die. If you can complete the roll-a-word task, score yourself one point. First to five points is the winner!

<table>
<thead>
<tr>
<th>science</th>
<th>crescent</th>
<th>discipline</th>
<th>fascinate</th>
<th>scent</th>
</tr>
</thead>
<tbody>
<tr>
<td>scissors</td>
<td>ascent</td>
<td>descent</td>
<td>scientist</td>
<td>scenery</td>
</tr>
</tbody>
</table>

- Speed write your word accurately ten times in 50 seconds.
- Use a dictionary to find a definition of your word.
- Use your word in a sentence with a fronted adverbial.
- Use your word in a sentence that contains direct speech.
- Use the letters in your word to make three smaller words.
- Clap the syllables in your word.
Thursday:

Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

science

crescent

discipline

fascinate

scent

scissors

ascent

descent

scientist

scenery
Friday:

Words with the /s/ Sound
Spelt with ‘sc’

science  scissors
crescent  ascent
discipline  descent
fascinate  scientist
scent  scenery
English – This week we are creating climate change poetry.

Monday: Please watch Monday’s lesson on Seesaw.

**Limericks**

Originally thought to be from Limerick, in Ireland, these poems follow a very particular pattern:
- Lines 1, 2 and 5 rhyme with one another.
- Lines 3 and 4 (which are shorter) rhyme with each other.

Humans once honoured their planet
It seems now they take it for granted
Now the Earth old and strong
Must heal before long
Here’s our last chance, so let’s grab it.

There once was a girl named Greta
Who wanted to make the world better
Took some days out from school
To protest, strong and cool
Demanding our ways change forever

**Make your own Limerick!**

**Line 1** – Roll the dice & write it down
1. Deforestation each year,
2. Pollution in our atmosphere,
3. Plastic in ocean severe,
4. Droughts become far more severe,
5. Coral reef bleaching severe,
6. Cyclones wreak havoc each year,

**Line 2** – Roll the dice again & write it down
1. Millions of trees disappear
2. Some species just disappear
3. Floods have made towns disappear
4. The future of nature unclear
5. Ice melts on arctic frontiers
6. The death of the world we hold dear,

**Line 3** – roll a third time & write it down
1. Don’t you give up the fight
2. Let us stand up and fight
3. Be Earth’s voice in this fight
4. Let’s stand up and unite
5. Let our voices unite
6. Stand as one and unite

**Line 4** – roll a fourth time
1. They are wrong, we are right
2. Let your passion ignite
3. Let your passions incite
4. Let us end this, tonight
5. We must uphold what’s right
6. We must defend our Earth’s rights

**Line 5** – Roll the dice a final time
1. A solution we must engineer.
2. With protests we must persevere.
3. Stand up and speak out, volunteer.
4. We must love and protect the Earth’s sphere
5. A safer world let’s engineer.
6. To a safer world let us now steer.

If you haven’t got a dice at home, click here: [https://dice.virtuworld.net](https://dice.virtuworld.net)
Tuesday: Please watch Tuesday’s lesson on Seesaw.

Haiku poetry comes from Japan.
It has a very particular pattern.

The first line of Haiku has 5 syllables, the second line has 7 syllables, and the third has 5 syllables.

Use the video on Seesaw to help you create your own Haiku.

Wet will get wetter
and dry drier, since warm air . . .
carries more water.

Glaciers melt, seas warm,
giant polar ice sheets stir:
Seas may rise faster.
Wednesday:

Today we will use our knowledge of word classes to create poems about the impact humans have had on our natural world. You can choose your subject: here is an arctic example.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Verb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice caps</td>
<td>gleaming, sapphire</td>
<td>melting</td>
<td>slowly, frantically</td>
</tr>
<tr>
<td>Polar bears</td>
<td>confused</td>
<td>swimming</td>
<td>menancingly</td>
</tr>
<tr>
<td>Oceans</td>
<td></td>
<td>rising</td>
<td></td>
</tr>
</tbody>
</table>

Now choose your own environmental issue or concern to write your own poem. You can use the same word-class list to format as above. (It doesn’t have to be about polar bears!)
Thursday:
Today we will be writing an acrostic poem based on climate change.
Friday:

A metaphor is a figure of speech that describes an object in a way that isn’t literally true, but helps explain an idea or make a comparison. For example, look at these images which depict the idea of ‘melting’.

Design and illustrate your own metaphor for climate change.

Don’t forget to share your own metaphoric art on Seesaw!
Maths

MATHS INFORMATION FOR PARENTS:

● Don’t forget the NCETM parent support page for homelearning. Go to https://www.ncetm.org.uk/resources/54432 for access to support in the form of learning games, activities, videos and Facebook groups.

● Whiterose maths has also produced some great learning sequences with short, clear explanation slideshows and related activities. Our maths for this week comes from here. https://whiterosemaths.com/homelearning

● Please remember to continue practising your times tables using https://www.ttrockstars.com/ and https://mathsframe.co.uk/. Try to complete 1 Soundcheck quiz each week on TTRockStars.

Top tips!

Here are some songs and interactive game links to go with the lessons:

https://www.bbc.co.uk/bitesize/topics/z2c9q6f/articles/zkkrxyc:

https://www.bbc.co.uk/bitesize/topics/zjbg87h/articles/zwqt6fr

https://www.splashlearn.com/area-and-perimeter-games

https://www.youtube.com/watch?v=Tpy09HOkHyI
**Monday:** This week we are going to explore Area.

For this lesson watch the See Saw teaching video named: **Maths, Mon&Tues, Wk beg 15th June**

The **Area is the space inside or covered by a 2-D shape.**

We can use squares to help us calculate area because they do not leave any of the space uncovered. If we used circles, there would be lots of gaps – so we would not have calculated the whole area.

![Gaps](Image)

To calculate the area, count how many squares fill the inside of the shape.

How many squares fill the inside of this rectangle?

![Rectangle](Image)

That’s right, 20 squares.

Try this one. How many squares are used to fill it?
Activity 1

Calculate the area of these letters by counting the squares inside them. Top tip: mark each square so that you don’t count any twice (or forget them).
1. Area = ___ cm²
2. Area = ___ cm²
3. Area = ___ cm²
4. Area = ____ cm²
5. Area = ____ cm²
Activity 2

Draw a letter shape with an area of 18 squares.
Tuesday: For this lesson watch the See Saw teaching video named: Maths, Mon&Tues, Wk beg 15th June

Have a go at calculating the area of the following shapes using the method we learnt yesterday. Remember, the area of the shape is the space inside the shape, and we can calculate this by counting the squares.

Activity 1

Calculate the area of these shapes

Which shape has the largest area?

Which shape has the smallest area?

What is the difference between the area of shape 1 and shape 2?

What do you notice about the areas of shape 1 and shape 4?
Activity 2

The blue area is ____ squares.
The red area is ____ squares.
The white area is ____ squares.
The total area is ____ squares.

The green area is ____ squares.
The yellow area is ____ squares.
The grey area is ____ squares.
The white area is ____ squares.
The total area is ____ squares.

3) a) Count the squares of each colour and add them to find the area of the mosaic.

Blue = _______                     Brown = _______
Green = _______                   Yellow = _______
____ + ____ + ____ + ____ = ____ squares

b) Write a calculation to find the area of the mosaic. ________________

c) Which method is better? Why do you think that?
**Wednesday:** For this lesson watch the See Saw teaching video named: Maths, Wed, Wk beg 15th June

Today we are going to explore finding the areas of rectangles without using the inside grid, but by using the measurements of the sides.

Have a look at the rectangle below. The total area is 12 squares.

![Rectangle Diagram](image)

$3 \times 4 = 12 \quad \text{OR} \quad 4 \times 3 = 12$

We can see that the rectangle is made of 4 squares along the top (length) and 3 squares down the side (width). We know that $3 \times 4$ (or $4 \times 3$) = 12.

So we can see that we can find the area of rectangles by multiplying the length and the width of the rectangle together.

**Activity 1:**

Copy and complete the table for each example.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Description</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Shape Example 1" /></td>
<td>There are ____ squares in each row. There are ____ rows altogether. ____ rows of ____ squares equals ____ squares.</td>
<td>____ x ____ = ____ or ____ x ____ = ____</td>
</tr>
<tr>
<td><img src="image" alt="Shape Example 2" /></td>
<td>There are ____ squares in each row. There are ____ rows altogether. ____ rows of ____ squares equals ____ squares.</td>
<td>____ x ____ = ____ or ____ x ____ = ____</td>
</tr>
<tr>
<td><img src="image" alt="Shape Example 3" /></td>
<td>There are ____ squares in each row. There are ____ rows altogether. ____ rows of ____ squares equals ____ squares.</td>
<td>____ x ____ = ____ or ____ x ____ = ____</td>
</tr>
</tbody>
</table>
Activity 2:

Now use the multiplying method to calculate the area of these rectangles – the width and length measurements have been given to you.

1. 6cm \times 3cm
2. 7cm \times 4cm
3. 8cm \times 5cm
4. 10cm \times 3cm
5. 11cm \times 4cm
6. 12cm \times 7cm

Activity 3:

Nicola and Jack are going to use different sized squares to measure the area of the top of the table. Nicola has a larger square and Jack has a smaller square. Will they get the same answer or a different answer? Explain your thinking.
Thursday: For this lesson watch the See Saw teaching video named: Maths, Thurs & Fri, Wk beg 15th June

Today we are going to look at finding the area of more complex shapes. Look at this shape.

How could we find its area?
First count the whole blue squares.
Then look at the green part. It is a triangle which is exactly ½ a square. So the total area of this shape is 3 ½ squares.

Activity 1:
Have a go at calculating the area of the coloured shapes:

Activity 2:
Dexter has taken a bite of the chocolate bar.
The chocolate bar was a rectangle. Can you work out how many squares of chocolate there were to start with?
This rectangle has been ripped.

What is the smallest possible area of the original rectangle?

What is the largest possible area if the length of the rectangle is less than 10 squares?

**Activity 3:**

Here is a rectilinear shape.

Using 7 more squares, can you make a rectangle?
Can you find more than one way?
Friday: For this lesson watch the See Saw teaching video named: Maths, Thurs&Fri, Wk beg 15th June
Here are some area challenges to get your brains whirring. Think about what you have learnt throughout the week and try out different strategies. Don’t give up if you haven’t got the answer straight away – they are meant to challenge you!

Activity 1:
How could you calculate the area of this shaded shape?

Activity 2:
Calculate the area of these 2 rectilinear shapes

A =  squares  B =  squares
**Activity 3:**

Kylie and Marcel are having a disagreement over whose shape has the greater area. Who do you think is correct? Explain your reasoning.

- My shape has the greater area because it is taller than Marcel’s.
- My shape has the greater area because it is all filled in and does not have gaps in the middle like Kylie’s.

---

**Activity 4:**

Read these descriptions about the area of each shape. Can you work out which shape belongs to each child?

<table>
<thead>
<tr>
<th>Child</th>
<th>Area</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silas</td>
<td></td>
<td></td>
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<tr>
<td>Craig</td>
<td></td>
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<tr>
<td>Shashank</td>
<td></td>
<td></td>
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<tr>
<td>Lindsey</td>
<td></td>
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<tr>
<td>Nuala</td>
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</tbody>
</table>

- Only 1 other shape has a greater area than my shape.
- The area of my shape is greater than 8 and it is symmetrical.
- The area of my shape is greater than 1 other shape.
- The area of my shape is greater than 6 squares but it does not have the greatest area.
- My shape has the smallest area.
- The area of my shape is an odd number.
Activity 5:

Mo is building a patio made of 20 square slabs. What could the patio look like? Mo is using 6 black square slabs in his design. None of them are touching each other. Where could they be in the designs you have made?
Science

This term's science topic is sound.

Over the course of this term, we will look at how sound is made, how we hear it and the factors that control why something sounds the way it does.

But to begin with this week we will look at different ways to describe sounds.

**Task 1:**

Listen to the mystery sounds quiz. Write down on the table of results (see page 27) what you think each sound is after it is played.

Using the below word bank write down, also on the table of results, any of the sound words that describe each sound.

You will need to pause the video clip after each sound to give you time to fill in your answers.

**Mystery sound quiz – 20 sounds:**

https://www.youtube.com/watch?v=n1m4h79JZso

**Sound word bank:**

- High
- Low
- Loud
- Quiet
- Long
- Short
- Continuous
- Repeated pattern
- Irregular pattern
**Mystery sound quiz – Table of results**

<table>
<thead>
<tr>
<th>Sound</th>
<th>What made the sound?</th>
<th>Sound description words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>19</td>
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<tr>
<td>20</td>
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</tr>
</tbody>
</table>
## Science sound challenge – Make some noise!

Can you create some of the sounds described below?

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High</td>
<td>Loud</td>
<td>Continuous</td>
<td>2.</td>
<td>High</td>
<td>Loud</td>
<td>Regular repeating</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.</td>
<td>High</td>
<td>Quiet</td>
<td>Continuous</td>
</tr>
<tr>
<td>4.</td>
<td>Low</td>
<td>Quiet</td>
<td>Continuous</td>
<td>5.</td>
<td>Low</td>
<td>Loud</td>
<td>Continuous</td>
</tr>
<tr>
<td>6.</td>
<td>Low</td>
<td>Loud</td>
<td>Continuous</td>
<td>7.</td>
<td>High</td>
<td>Quiet</td>
<td>Continuous</td>
</tr>
<tr>
<td>8.</td>
<td>Low</td>
<td>Loud</td>
<td>Regular repeating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use your voice or body (e.g. clapping) or create your own sounds using objects around your house.

The adventurous among you might even want to use musiclab for regular repeating patterns (see computing homework page 33)

https://musiclab.chromeexperiments.com/Song-Maker/
Topic -

Air Pollution:

How are we affected in our local area?

The red lines show areas of particularly high pollution.

Can you find Leigham Vale/Hitherfield on the map of Lambeth primary schools below? Is it near to the red line on the left?
Some Facts: How are we affected in our local area?

Read these facts and jot down the words that are the most important to you.

In Lambeth the main sources of air pollution are road traffic, heating in houses and businesses, and emissions from building sites.

Being exposed to air pollution for a long time contributes to: lung diseases like Asthma, Chronic Obstructive Pulmonary Disease (COPD), Lung cancer and lung development problems in children, heart disease and strokes.

In Lambeth air pollution contributes to:
400 emergency admissions for lung disease
351 emergency admissions for heart disease

Using your own jottings from the information you have just read, can you create your own ‘word cloud’ or ‘wordle’?

You could bunch them together as a cloud, like this:

Or maybe even arrange them on a map of Lambeth, like this one
Bonjour,

Look at the questions asked by the man & woman and Jessica’s answers.

**Task 1:**
Translate the questions and answers into English. Uses the photos at the bottom to help you with the final answer.

**Challenge task:**
Use Jessica’s answer to try to write your own statement about where you live. E.g.

*Bonjour, Je m’appelle Bob. J’ai dix ans. J’habite en streatham á Londres. Á Streatham, il y a....*

**Message from Sharon:**
How is your Hitherfield French Culture Project going? Let us know by posting something on Seesaw! (See French area on home learning page)
Art 1:

William Morris uses a technique called block printing where he takes a pattern and duplicates (copies) it many times. Have a go at duplicating (copying) these patterns in the boxes below.

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The text is written in a clear, readable font. The page contains a section on William Morris, a famous artist known for his block printing technique. The instructions encourage readers to practice duplicating patterns. The page includes visual examples of patterns that the reader is expected to reproduce. The layout is well-organized, with clear sections and instructions. The page is designed to be educational and engaging, with a focus on artistic practice.
Art 2: There is a video in the home learning folder in seesaw to accompany this lesson

What do you see when you look at this painting by our artist of the week, Wadsworth Jarrell? What do you see hidden within the picture? Try moving closer, then moving away. Notice how the detail and shading is formed by the letters and words Wadsworth chooses to use in this painting. We have already heard that the letter 'b' represents black in Jarrell's painting who liked to comment on injustices in America with regards to the treatment of Black communities as well as celebrate the life and culture of those communities. What else can you see?

Your task is to create a piece of artwork inspired by what you see here. You may like to use letters or words or even phrases in your art to make a comment on something you see as unfair in today’s world either in the UK or abroad. Perhaps it is to do with people, perhaps animals or maybe something entirely different altogether.

You may like to do a close up of a face like in this painting (maybe your face or a face of a relevant person), perhaps just an eye, or a mouth. You may even like to choose another body part, say your hands or feet (you could draw around them). I would suggest lightly drawing the body part first.

Use any resources you think may suit this artwork. Perhaps felt tips, maybe coloured pencils. If you have coloured paper, you may like to use that in your picture too.
Remember to:

Lightly draw the body part first

Use words or phrases to create light, shade and detail.

Be bold

Have fun.
Computing –

For your Computing home learning this week, we would like you to explore the Chrome Music Lab:

https://musiclab.chromeexperiments.com/Experiments

Once you have tried the different activities, why not put it all together and make a song using the Song Maker:
**PE** – Our PE topics for this half term are athletics and tag rugby. Here are some skills you could practice when you go to the park.

### Tag Rugby Activities

#### Ball-Handling Skills
Practise your ball-handling skills. Can you move the ball around your head using both hands? Try throwing the ball straight up into the air and clapping before catching it again with two hands. How many times can you clap in between throwing and catching?

Use a rugby ball, if you have one, although any large ball will do!

#### Passing and Catching Skills
Try this activity to sharpen your rugby passing and catching skills. Stand side-on to a friend or family member, approximately three metres apart. Throw a ball to your partner using the correct technique. Once they have caught it, they throw it back to you. Count each pass that is caught successfully. The aim of the game is to see how many times you can catch the ball before one of you misses. That’s the record to beat! Try to get a higher score each time.

#### Sidestepping
Practise the sidestepping movement, which is often used to try to outwit and get past defenders. Place two cones (or similar) approximately three metres apart and sidestep between them as quickly as you can. Remember to keep a low body position and to be quick and light on your feet.

How many times can you move between the cones in one minute?
And remember these for when you are at home/inside:

- Join Joe Wick’s for his PE lesson every weekday
  https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ

- Cosmic Kids Yoga
  https://www.youtube.com/results?sp=mAEB&search_query=cosmic+kids

- Just Dance - can you find your favourite tune?
  https://www.youtube.com/channel/UCHljW4BWKLqopojTrS_tX0mq

- Try a daily Joe Wicks 5 minute mover video
  https://www.youtube.com/watch?v=d3LPrl0v-w
**Calculation methods used in Year 4**

**Addition:**
We use a numberline for addition in Year 4:

\[ 48 + 36 = 84 \]

‘Put the biggest number first (48), and then partition the smaller number (36 = 30 + 6) and count on: 48 + 30 + 6.’

\[
\begin{align*}
48 &\quad 58 &\quad 68 &\quad 78 &\quad 79 &\quad 80 &\quad 81 &\quad 82 &\quad 83 &\quad 84 \\
+10 &\quad +10 &\quad +10
\end{align*}
\]

If children are confident, use more efficient jumps...

\[
\begin{align*}
48 &\quad 78 &\quad 80 &\quad 84 \\
+30 &\quad +2 &\quad +4
\end{align*}
\]

And :
\[ 423 + 248 = \]

\[
\begin{align*}
423 &\quad 623 &\quad 663 &\quad 671 \\
+200 &\quad +40 &\quad +8
\end{align*}
\]
We also use the partitioning method to add numbers:

\[
48 + 36 = 84
\]

\[
\begin{array}{cccc}
40 & 8 & 30 & 6 \\
\end{array}
\]

\[
40 + 30 = 70 \\
8 + 6 = 14 \\
70 + 14 = 84
\]

\[
48 + 36 = 84
\]

**Partition the numbers into tens and ones/units.**
Add the tens together and then add the ones/units Together. Recombine to give the answer’.

**Subtraction:**
We use an empty number line to subtract in year 4:

\[
126 - 45 = 81
\]

When confident children can use more efficient jumps:
Extend with larger numbers by **counting back**…

**216 – 27 = 189**

\[ -1 \quad -6 \quad -20 \]

…and by **counting on** to find the difference (small difference):

**231 – 198 = 33**

\[ +2 \quad +30 \quad +1 \]

‘The difference between 198 and 231 is 33.’

**Multiplication:**

In year 4 we partition to multiply and use our times tables facts to support us. So:

**13 x 5 = 65** (Partition 13 into 10 + 3)

10 x 5 = 50  
3 x 5 = 15  
50 + 15 = 65

Children in Year 4 also use an empty number line to show their
multiplication

\[ 13 \times 5 = 65 \]
\[ 10 \times 5 = 50 \]
\[ 3 \times 5 = 15 \]

**Division:**
In year 4 we use our times tables facts to support us with division - showing this on a numberline. So:

‘Eight jumps of three and one left over.’

\[ 25 \div 3 = 8 \text{ r} 1 \]

Alternatively you could jump forwards in multiples of three from zero to twenty four (‘*and one more makes 25*’)

\[ 25 \div 3 = 8 \text{ r} 1 \]
Other useful resources:

KS2 BBC bitesize - [https://www.bbc.co.uk/bitesize/subjects/z826n39](https://www.bbc.co.uk/bitesize/subjects/z826n39)

Oak Academy - [https://www.thenational.academy/online-classroom/year-4#subjects](https://www.thenational.academy/online-classroom/year-4#subjects)


WhiteRose Maths - [https://whiterosemaths.com/homelearning/year-4/](https://whiterosemaths.com/homelearning/year-4/)

Nrich - [https://nrich.maths.org/](https://nrich.maths.org/)

Topmarks - [https://www.topmarks.co.uk/](https://www.topmarks.co.uk/)

Fun art activities - [https://www.happinessishomemade.net/quick-easy-kids-crafts-anyone-can-make/](https://www.happinessishomemade.net/quick-easy-kids-crafts-anyone-can-make/)


French - have a look at the French area on the Hitherfield Home learning page