Remote Learning for Year 3 and 4
Monday
25.1.2021

Celebration Worship

We are coming together for this Celebration worship at 9.10am on Monday 25th January 2021. Please log into you Google account and follow the instructions to join.

At St Mary's C of E Primary school, we come together to celebrate our successes on a Monday morning. We would love for you to join us but if you are unable to, use the following activity to reflect on all the amazing ways you have been successful in the past week.

This week, I am most proud of _____.

I achieved this by _____.

The people who helped me to achieve this are _____.

Next week, I would like to achieve _____.

Number knowledge

We are focussing on rapid recall of times tables.

For your number knowledge sessions at home this week play the following games.

Non computer options

- Play the times table game with a pack of cards
- Get a family member or friends to test you
- Draw out your chosen times table (e.g. 6 x table) in as many different colours as you can
- Create your own song or rhyme to help you remember your chosen times table

purple mash

You all have a Purple Mash login – our school postcode is OX16 2EG

You have a TT rockstars login – our school postcode is OX16 2EG

This is being taught as a 'Live Lesson' on Monday 25th January 2021 at 9.30am. Please log into you Google account and follow the instructions to join.

English

WALT understand and use imperative verbs.

Imperative verbs *are sometimes known as* ***bossy verbs****. These are* ***verbs*** *that tell us what to do. They are often used at the beginning of a sentence to create a command. Here are some examples:*

Eat *your lunch.*

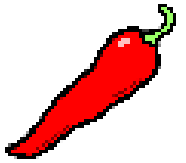
Tidy *the cloakroom.*

Write *today's date.*

Walk *home after school.*

Imperative verbs *are often seen in persuasive adverts, sets of instructions, recipes and in conversation.*

English - Activity



Activity 1

Circle the imperative verb in each sentence:

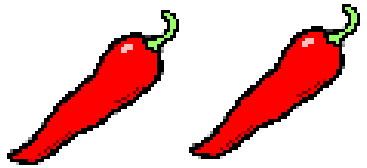
1. Place the cup on the table.
2. Tear the sandwich into pieces.
3. Share the cake with your friends.
4. Listen to your teacher.
5. Hold my hand.
6. Cross the road safely.
7. Open the door for Mrs Smith.
8. Type in your password.

Activity 2

Add an imperative verb to each of these commands so that they make sense:

1. _____ a line with a ruler.
2. _____ the ingredients together properly.
3. _____ to the instructions.
4. _____ your hand up to answer a question.
5. _____ your homework by Friday.

English - Activity



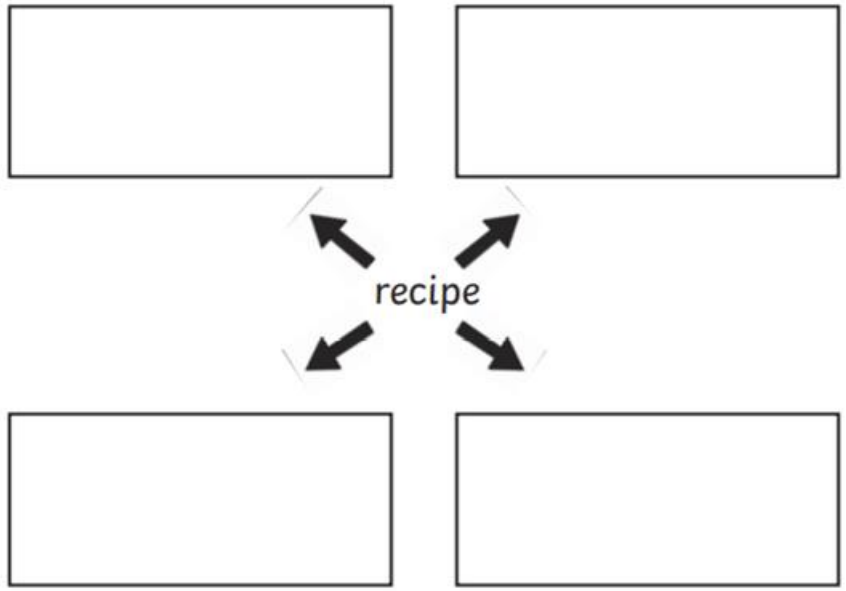
Activity 1

Add an imperative verb to each of these commands so that they make sense:

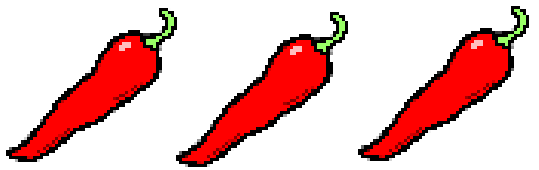
1. _____ *what you saw.*
2. _____ *the suspects about a crime.*
3. _____ *the webpage.*
4. _____ *your answers.*
5. _____ *to bring your book bag.*
6. _____ *milk into the bowl.*

Activity 2

Write four imperative verbs that you might find in a recipe.



English - Activity



Write four imperative verbs that might be used in each of these situations:

baking a cake

washing a car

at school

before bed

Now think of at least 3 different imperative verbs that can be used to complete each of these sentences:

1. _____ *the chocolate bar down.*
2. _____ *to the head teacher.*
3. _____ *your playtime.*

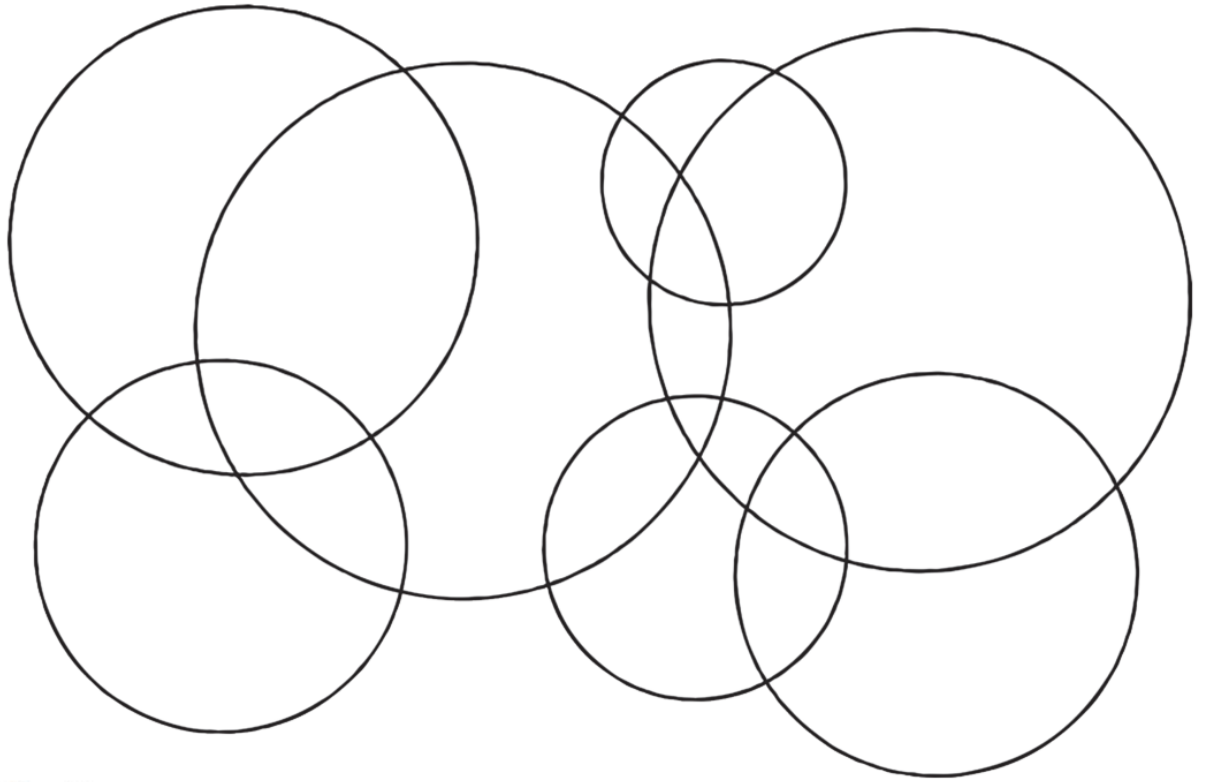
Brain break ideas

It is important to give our brain some time to stretch and relax. Here are some activities you could try:

Click this icon to play come maths game

GoNoodle

Click this icon for some dancing.



Brain Break!
Pencil Balance

Balance a pencil horizontally on your index finger. Raise and lower your arm , can you do it without dropping the pencil? Can you hold it for 30 seconds?

Brain Break Breathing

Bumble Bee Breaths

Open your hands out with the palms facing towards your face. Place your thumbs over your ears and your fingers over your eyes. Close your lips with your teeth slightly apart. Inhale deeply through the nose and breathe in. Count silently 1, 2, 3, 4, 5.

Exhale slowly through your mouth and make a humming sound like a bee. Count silently 1, 2, 3, 4, 5. Repeat.

Mindfulness doddle colouring

Miss Sturgeon and Mrs Lee's Maths Group

WALT divide by 2.

Watch the video to help you with your learning https://vimeo.com/471011802

1 Complete the sentences.

a) There are 12 cherries.

There are ☐ groups.

There are ☐ cherries in each group.

12 ÷ 2 = ☐ 2 × ☐ = 12

b)

There are 10 muffins.

There are ☐ muffins in each group.

There are ☐ groups.

10 ÷ 2 = ☐ ☐ × 2 = 10

2 Complete the number sentences for each array.

a)

☐ × 2 = 8

8 ÷ 2 = ☐

☐ × 2 = 16

16 ÷ 2 = ☐

3 There are 14 socks.

Amir puts them in pairs.

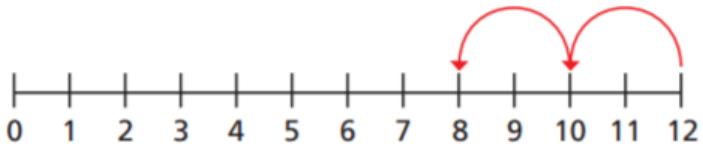
a) How many pairs of socks does he have?

b) Complete the number sentence.

☐ ÷ ☐ = ☐

4 Use the number lines to complete the division sentences.

a) 12 ÷ 2 = ☐



Miss Sturgeon and Mrs Lee's Maths Group

WALT divide by 2.

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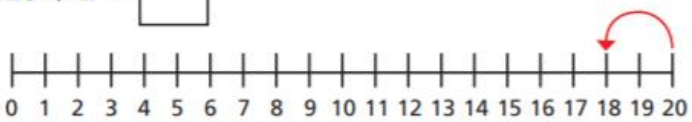
b) 20 ÷ 2 = ☐



Is there another way to work this out?

5 Alex has 22 pencils.
She puts them into pots.
Each pot has 2 pencils.
How many pots does Alex need?

6

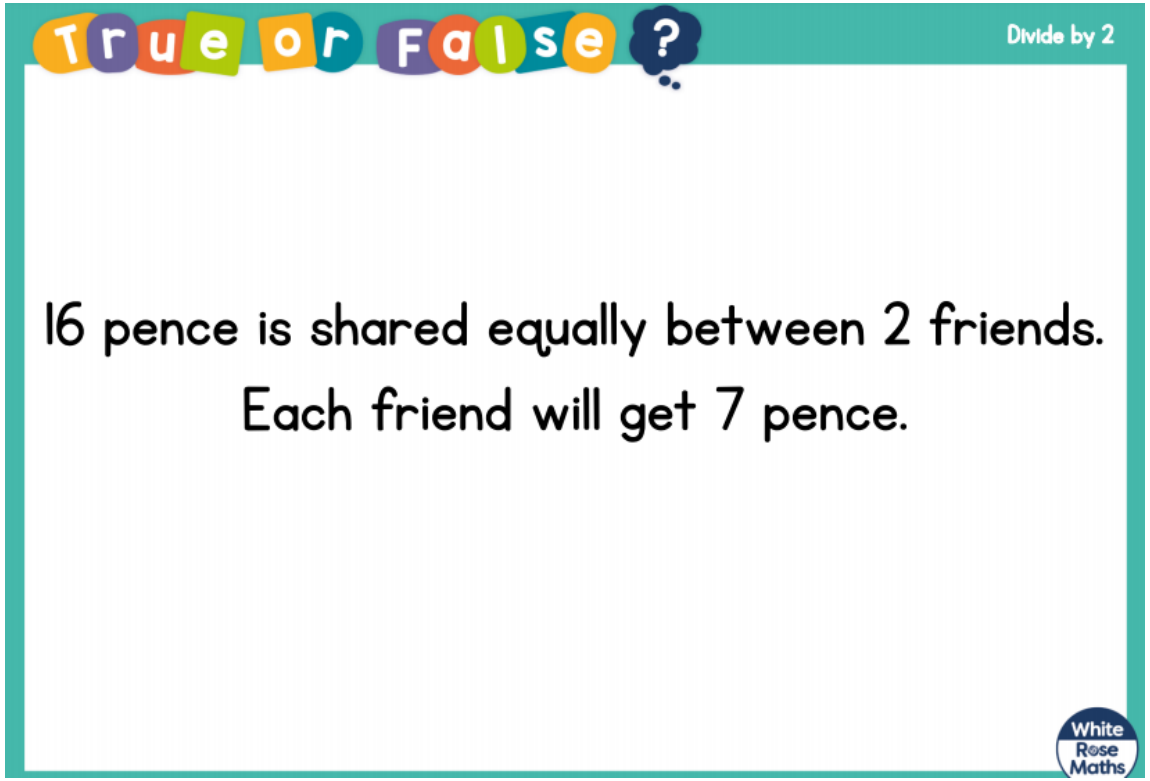
If I know my 2 times-table, I can use this to help me divide by 2

Do you agree with Dora?
Talk about it with a partner.

7 Work out the divisions.

a) 6 ÷ 2
b) 10 ÷ 2
c) 14 ÷ 2
d) 0 ÷ 2
e) ☐ ÷ 2 = 5
f) ☐ ÷ 2 = 6
g) ☐ ÷ 2 = 9
h) ☐ ÷ 2 = 11

Challenge:



Mrs Smith's Maths Group

WALT multiply by 100.

Watch the video to help you with your learning https://vimeo.com/474994600

1 Complete the calculation shown in base 10

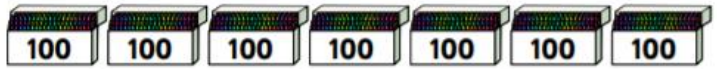
3 × 1 hundred = ☐ hundreds 3 × 100 = ☐

2 Work out the calculations.

a) 2 × 100 **c)** 100 × 8 **e)** 100 × 10

b) 4 × 100 **d)** 5 × 100 **f)** 20 × 100

3 There are 7 boxes of 100 crayons.



Which calculations work out the total number of crayons?

100 + 7 100 × 7 7 + 100 7 × 100

4 Match the images to the calculations. Work out the calculations.

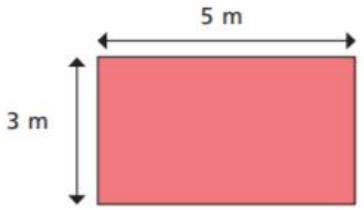
9 × 100 = ☐ 6 × 100 = ☐ 12 × 100 = ☐

5 Complete the calculations.

a) 32 × 100 = ☐ **c)** 100 × 72 = ☐ **e)** ☐ × 100 = 6,500

b) 29 × 100 = ☐ **d)** 5 × 7 × 100 = ☐ **f)** 100 × ☐ = 3,000

6 Calculate the perimeter of the rectangle.



Give your answer in centimetres.

7 Write <, > or = to compare the statements.

a) 45 × 100 ◯ 45 × 10

b) 36 × 100 ◯ 100 × 36

c) 100 × 27 ◯ 26 × 100

d) 31 × 100 ◯ 31 × 10 × 10

e) 30 × 10 ◯ 3 × 100

Mrs Smith's Maths Group

WALT multiply by 100.

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8 Amir thinks of a 2-digit even number.

He multiplies it by 100

His answer is greater than 3,450 but less than 3,750

Write the number that Amir is thinking of.

9 Four children are making numbers using base 10

The table shows how many of each piece they use.

	Number of 100s	Number of 10s
Eva	17	0
Ron	15	8
Dexter	16	15
Whitney		

a) What number has Eva made?

b) Who has made the biggest number?

c) Whitney has made the same number as Eva.

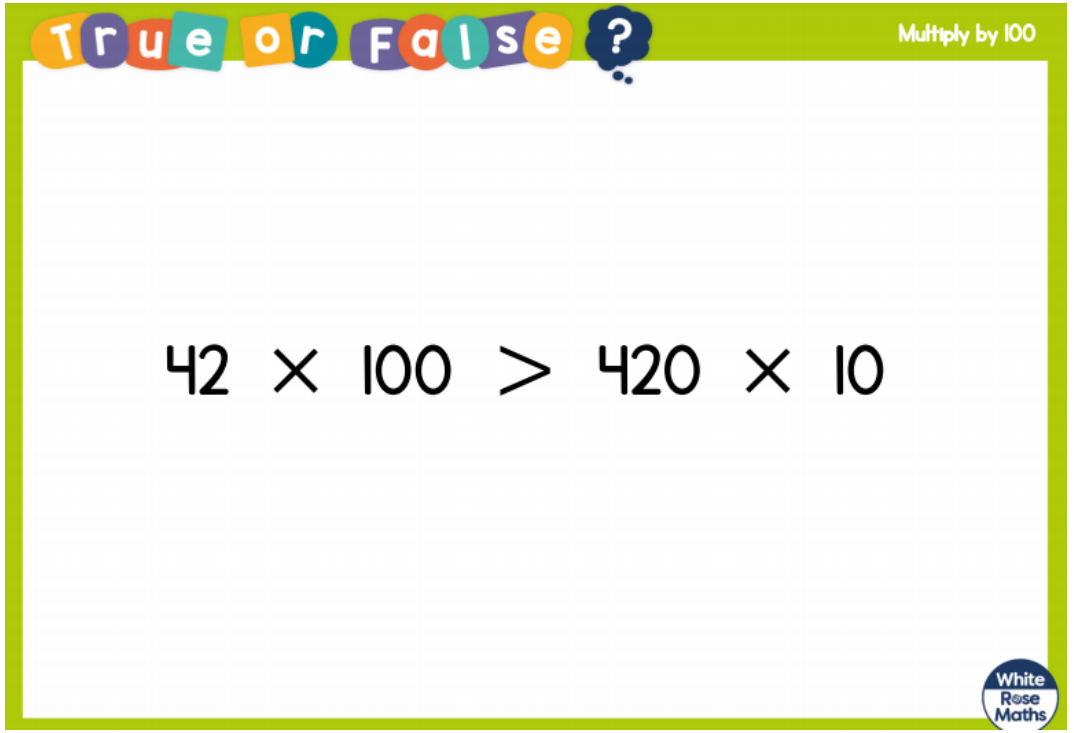
She used 100s and 10s.

What pieces could Whitney have used?

Write your answer in the table.

Are there any other answers? Talk about it with a partner.

Challenge:



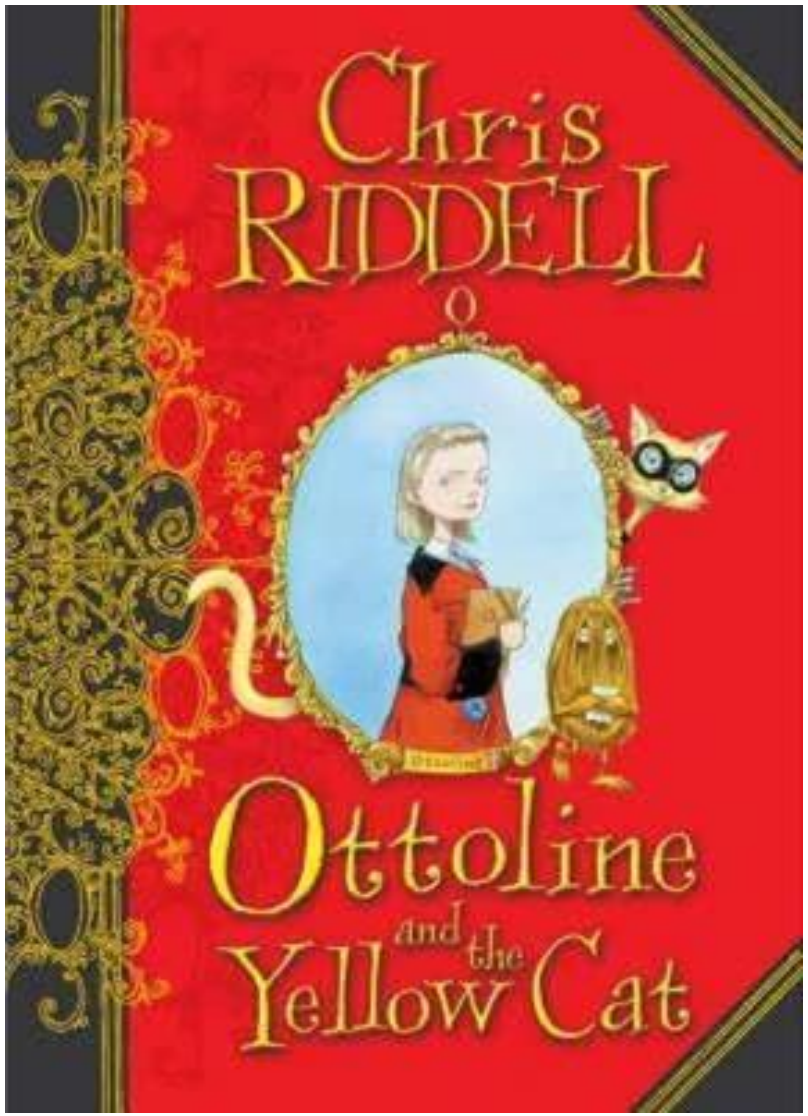
Guided Reading

This week, we have organised different activities depending on your guided reading group (if you are unsure of which group you are in, email us and ask).

Group	**Activities**
Mrs Liuta's Group	Phonics lesson at 1pm each day (please check your email for a link to the Google Meet). This week you are learning the set 2 sounds:
Roald Dahl, CS Lewis and Philip Ridley	Activities linked to 'Ottoline and the Yellow Cat' by Chris Riddell. You can choose to complete the activities on classkick, on paper or digitally. This book has been written by the person who illustrated 'Gulliver'.
Dr Seuss, Shirley Hughes and Enid Blyton	Activities linked to 'Scribbleboy' by Philip Ridley. You can choose to complete the activities on classkick, on paper or digitally. This is one of Mrs Smith's favourite authors so we hope you enjoy it.

Roald Dahl, CS Lewis and Philip Ridley

Guided Reading



WALT retrieve information from a text.

Before you start reading the book, look closely at the front cover and answer this question:

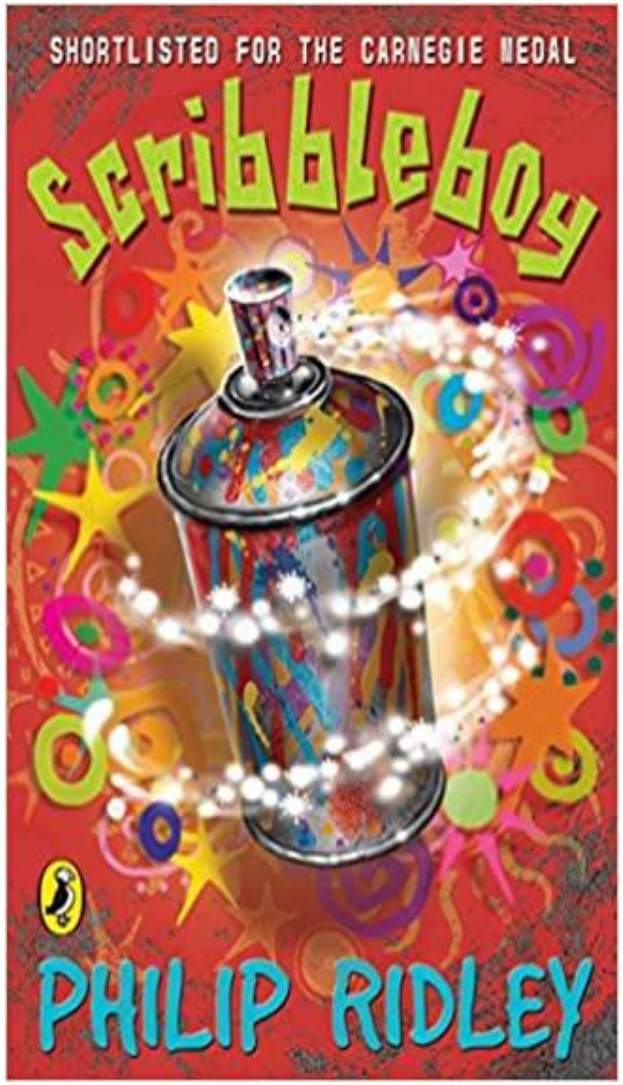
- *What do you think the book is going to be about?*

Now read chapter 1 (which you can find on your class page of the school website) and answer these questions:

- *Which floor does Ottoline live on?*
- *Why does everyone call it the Pepperpot building?*
- *What number is her apartment?*
- *Who does she live with?*

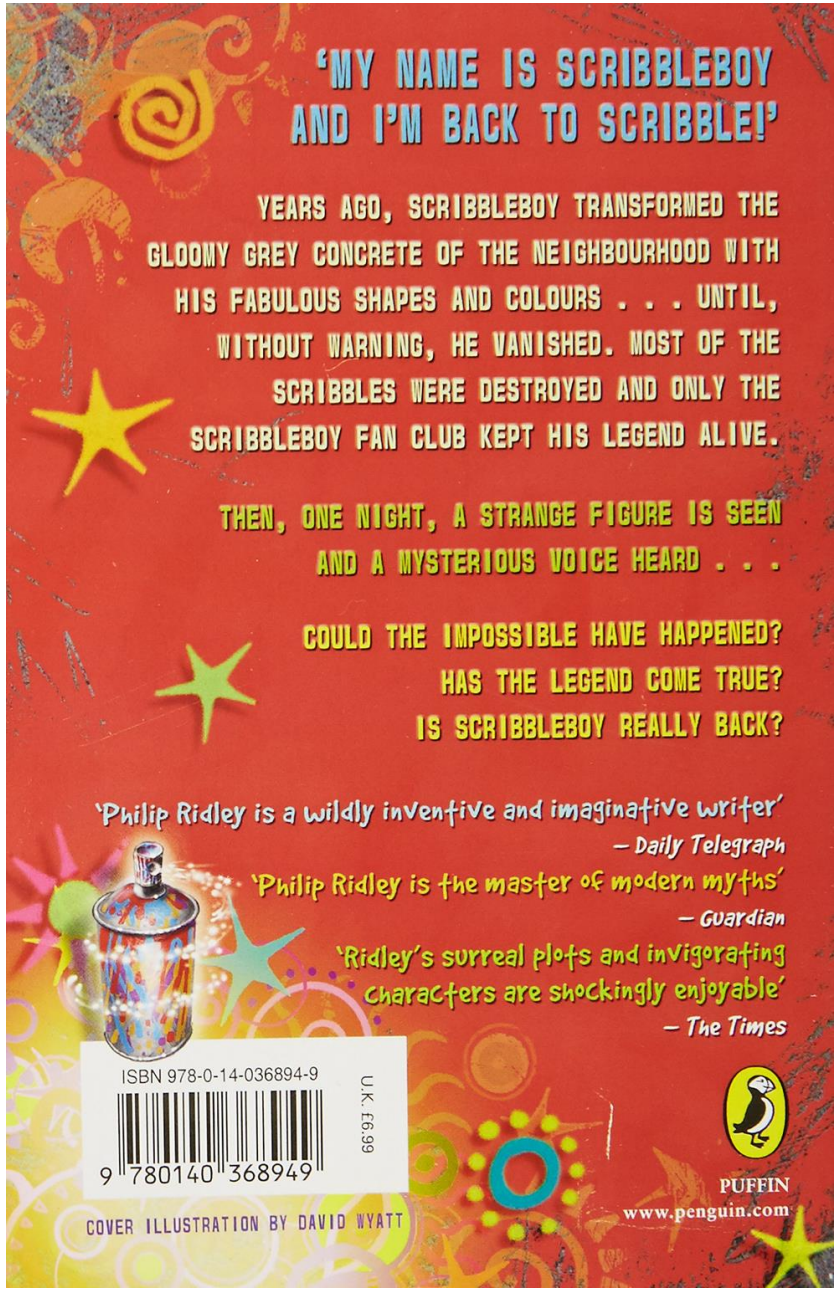
Guided Reading

Dr Seuss, Shirley Hughes and Enid Blyton



WALT: Predict what might happen from details stated and implied and explain why?

- *What do you notice from looking at the front cover? Does it remind you of anything?*
- *What do you think the book might be about?*
- *What themes do you think might be in the book?*
- *What genre do you think the book is?*



Dr Seuss, Shirley Hughes and Enid Blyton

Now read the blurb…

- *Who do we think Scribble boy is, what do we think he might look like?*
- *Why might he have vanished without warning?*
- *Do we think Scribbleboy is back or if not who might the strange figure be?*

Look on the website to hear me read this out loud.

Project - PSHE

Different feelings

Look at each of these pictures and decide how you might feel in each place.

Would everyone else feel the same way? How would you know if a friend was feeling the same/different?

Project - PSHE

Different feelings

Pick one of the following emotions (or you can choose your own) and act it out. Get a family member to take a photograph of you.

Happy Excited Nervous Worried Angry

Now annotate your photo to show how someone might experience or show this feeling. For example, to show angry feelings, they could draw a line to the hands and add the label 'clenched fists'.

It is important to understand what different emotions look and feel like. This is really important in helping us understand what we need to do next.