St Denys Primary School

Y4 Home Learning

Summer 2 2020

Week 1 – 1st June 2020

Creativity, Choice, Challenge
Achievement for All

Welcome back to Summer 2, Week 1, Class4-tastic!

We hope that you are all well and that you have had a restful and fun half term.

This week we are delving into the filthy World of Mr and Mrs Twit as we read the start of 'The Twits' by Roald Dahl in English.

In Maths we will be revising multiplication. We found learning the formal strategy tricky in class so really concentrate hard, use the videos and be resilient rabbits!

There are some interesting and fun activities to do for topic this week. Try some Spanish addition, doodle like Twits illustrator Quentin Blake and grow a beard like Mr Twit!

Have a super week,

Stay safe and smiley.

Mrs Andrews & Ms Bandey

Activity 1 :
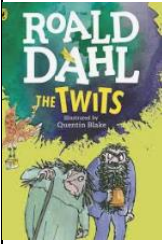
We are going to be using this brilliant book by Roald Dahl for our English.
Find Activity sheet 1, read the extract and answer the questions about Mr. Twit. Prepare to be disgusted.

Activity 2:

Now it is Mrs. Twit's turn. Read how Roald Dahl describes her and answer the questions on Activity Sheet 2.

Activity 3:

Find Activity Sheet 3 to investigate how Roald Dahl uses similes and metaphors in The Twits.

Activity 4:

Write like Roald Dahl!

Today you are going to create a plan for a brand new chapter of The Twits.

Activity 5:
The 'NEW TRICK'!

Today we are going to take the ideas we wrote in our writing frame for the 'NEW TRICK' and turn them into a brand new chapter!
Your focus today is deciding how you will present your new chapter.
- Will you write it (like Roald Dahl) using full, punctuated sentences organised into paragraphs that include direct speech?
- Will you turn your writing frame ideas into a short play? Maybe you could get your brother or sister to join in? Maybe you could video it ready to share? Maybe you could get dressed up and use some props?
- Will you use a storyboard (like we did for the Willow pattern plate story poem) and turn your ideas into a cartoon using sentences for action and speech bubbles for what Mr and Mrs Twit say?

We are going to be using this brilliant book by Roald Dahl for our English.

1. Read these 5 pages from the start of our book describing Mr Twit. Prepare to be disgusted!

Hairy Faces

What a lot of hairy-faced men there are around nowadays.

When a man grows hair all over his face it is impossible to tell what he really looks like.

Perhaps that's why he does it. He'd rather you didn't know.

Then there's the problem of washing.

When the very hairy ones wash their faces, it must be as big a job as when you and I wash the hair on our heads.

So what I want to know is this. How often do all these hairy-faced men wash their faces? Is it only once a week, like us, on Sunday nights? And do they shampoo it? Do they use a hairdryer? Do they rub hair-tonic in to stop their faces from going bald? Do they go to a barber to have their hairy faces cut and trimmed or do they do it themselves in front of the bathroom mirror with nail-scissors?

I don't know. But next time you see a man with a hairy face (which will probably be as soon as you step out on to the street) maybe you will look at him more closely and start wondering about some of these things.

1

Mr Twit

Mr Twit was one of these very hairy-faced men. The whole of his face except for his forehead, his eyes and his nose was covered with thick hair. The stuff even sprouted in revolting tufts out of his nostrils and ear-holes.

Mr Twit felt that this hairiness made him look terrifically wise and grand. But in truth he was neither of these things. Mr Twit was a twit. He was born a twit. And now at the age of sixty, he was a bigger twit than ever.

2

The hair on Mr Twit's face didn't grow smooth and matted as it does on most hairy-faced men. It grew in spikes that stuck out straight like the bristles of a nailbrush.

And how often did Mr Twit wash this bristly nailbrushy face of his?

The answer is NEVER, not even on Sundays.

He hadn't washed it for years.

Dirty Beards

As you know, an ordinary unhairy face like yours or mine simply gets a bit smudgy if it is not washed often enough, and there's nothing so awful about that.

But a hairy face is a very different matter. Things *cling* to hairs, especially food. Things like gravy go right in among the hairs and stay there. You and I can wipe our smooth faces with a flannel and we quickly look more or less all right again, but the hairy man cannot do that.

We can also, if we are careful, eat our meals without spreading food all over our faces. But not so the hairy man. Watch carefully next time you see a hairy man eating his lunch and you will notice that

even if he opens his mouth very wide, it is impossible for him to get a spoonful of beef-stew or ice-cream and chocolate sauce into it without leaving some of it on the hairs.

Mr Twit didn't even bother to open his mouth wide when he ate. As a result (and because he never washed) there were always hundreds of bits of old breakfasts and lunches and suppers sticking to the hairs around his face. They weren't big bits, mind you, because he used to wipe those off with the back of his hand or on his sleeve while he was eating. But if you looked closely (not that you'd ever want to) you would see tiny little specks of dried-up scrambled eggs stuck to the hairs, and spinach and tomato ketchup and fish fingers and minced chicken livers and all the other disgusting things Mr Twit liked to eat.

TINNED SARDINE

CORNFLAKE

STILTON CHEESE
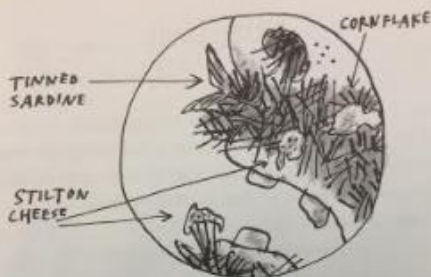
If you looked closer still (hold your noses, ladies and gentlemen), if you peered deep into the moustachy bristles sticking out over his upper lip, you would probably see much larger objects that had escaped the wipe of his hand, things that had been there for months and months, like a piece of maggoty green cheese or a mouldy old cornflake or even the slimy tail of a tinned sardine.

Because of all this, Mr Twit never went really hungry. By sticking out his tongue and curling it sideways to explore the hairy jungle around his mouth, he was always able to find a tasty morsel here and there to nibble on.

What I am trying to tell you is that Mr Twit was a foul and smelly old man.

He was also an extremely horrid old man, as you will find out in a moment.

1. What was revolting about Mr Twit's beard?

2. Why is the word NEVER in capital letters?

3. "His hair grew in spikes that stuck out straight like the bristles of a nailbrush". When a writer likens something to something else it is called a S_M_ L _.

4. Why was Mr Twit never hungry?

5. Can you find / think of some adjectives to describe the decaying food?

6. Mr Twit's beard is described as being a 'hairy jungle'.
   What does the word 'jungle' make you think of?
   How is Mr Twit's beard like a jungle? Why do you think Roald Dahl used that image of a jungle?

Mr Twit
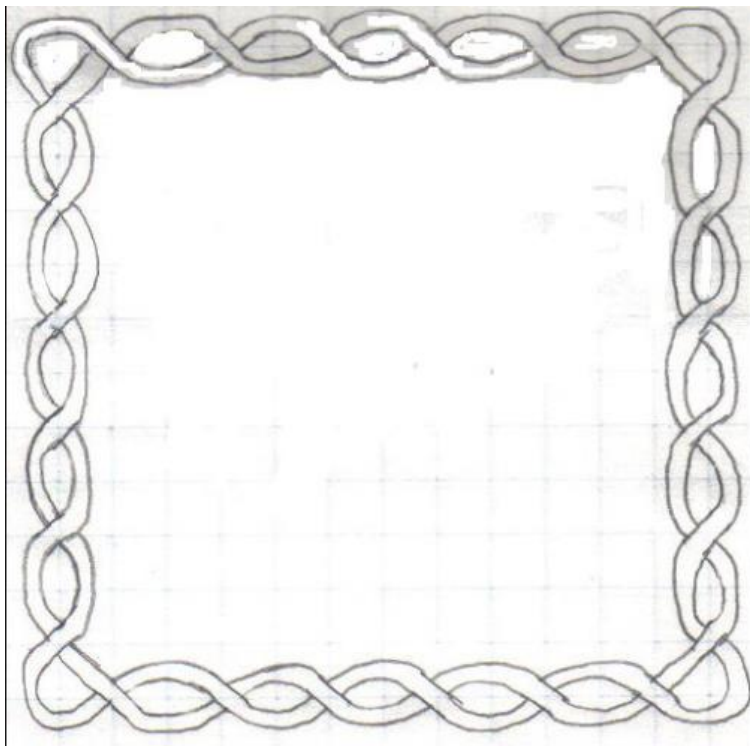
7. Draw your own portrait of Mr Twit here.

What could he be saying?

8. Add it into the speech bubble.

Today we are going to learn about Mrs Twit!

1. Read this short chapter all about the despicable Mrs Twit.

Mrs Twit

Mrs Twit was no better than her husband.

She did not, of course, have a hairy face. It was a pity she didn't because that at any rate would have hidden some of her fearful ugliness.

Take a look at her.

Have you ever seen a woman with an uglier face than that? I doubt it.

But the funny thing is that Mrs Twit wasn't born ugly. She'd had quite a nice face when she was young. The ugliness had grown upon her year by year as she got older.

6

Why would that happen? I'll tell you why. If a person has ugly thoughts, it begins to show on the face. And when that person has ugly thoughts every day, every week, every year, the face gets uglier and uglier until it gets so ugly you can hardly bear to look at it.

A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.

Nothing shone out of Mrs Twit's face.

In her right hand she carried a walking-stick. She used to tell people that this was because she had warts growing on the sole of her left foot and walking was painful. But the real reason she carried a stick was so that she could hit things with it, things like dogs and cats and small children.

And then there was the glass eye. Mrs Twit had a glass eye that was always looking the other way.

2. Now answer these questions. Think carefully about your answers.

WHAT DO YOU THINK ROALD DAHL MEANS BY *'good thoughts will shine out of your face like sunbeams'*?

DO YOU AGREE WITH ROALD DAHL, *'A person who has good thoughts cannot ever be ugly'*?

WHY do you think Roald Dahl included this paragraph in the chapter about MRS TWIT?

WHAT DO YOU THINK ROALD DAHL IS IMPLYING about Mrs Twit's personality?

Would you rather meet Mr or Mrs Twit?

WHY?

What are Similes and Metaphors?

" If you have good thoughts they will shine out of your face **like** sunbeams."= SIMILE

"It grew in spikes that stuck out straight **like** the bristles of a nail brush."=SIMILE

"The beard **was** a hairy jungle." = METAPHOR

- Roald Dahl uses similes and metaphors to help us build up a detailed picture of how Mr and Mrs Twit look.
- What is the difference between a simile and a metaphor?

Simile

A simile is when you can say one thing is **like** another by comparing them. Similes use the words 'as' and 'like' to make the connection between the two things being compared.

Max's shadow was huge and menacing, like Frankenstein's monster.
His coat was as yellow as daffodils.
Her hands were as cold as a Polar Bear

A simile compares.

Similes use the word 'like' or 'as'.

METAPHOR

A metaphor is a figure of speech that compares two things by saying one thing **is** the other thing.

He has the heart of a lion.   The meal was a rainbow of flavors.   You are the sunshine of my life!

Metaphor = A comparison in which one thing is said to be another.

If the sentence contains a simile colour it yellow.

If the sentence contains a metaphor colour it blue.

The car moved like a snail.

The house was a zoo.

The librarian was as sweet as candy.

The stars are diamonds in the sky.

The puppy was as fast as a cheetah.

The test was a breeze.

He is a walking dictionary.

Abigail is as tall as a giraffe.
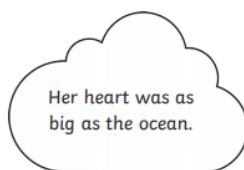
My dad is a teddy bear.

My brother eats like a pig.

Her heart was as big as the ocean.

Peter is an angel.
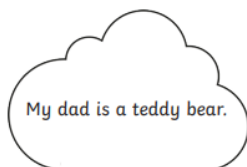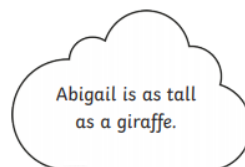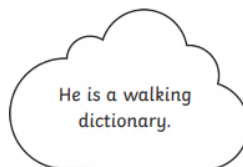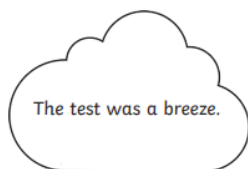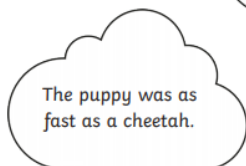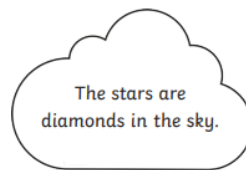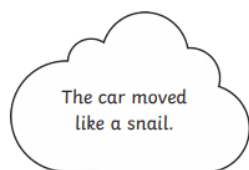
Now try competing the sentences using a simile or metaphor:

1. Mr Twit trudged down the road like…………………………………………………
2. The cornflakes in the beard were like…………………………………………………
3. Their garden was …………………………………………………………………….
4. Mr Twit's table manners were like…………………………………………………
5. Mrs Twit's glass eye ………………………………………………………………….
6. He was as smelly as …………………………………………………………………

Write like Roald Dahl!

1. Today we are going to start by reading the next chapters in the book which describe the dreadful tricks that ghastly Mr and Mrs Twit play on each another.

from 'The Glass Eye' pp.9-11

You can play a lot of tricks with a glass eye because you can take it out and pop it back in again any time you like. You can bet your life Mrs Twit knew all the tricks.

One morning she took out her glass eye and dropped it into Mr Twit's mug of beer when he wasn't looking.

Mr Twit sat there drinking the beer slowly. The froth made a white ring on the hairs around his mouth. He wiped the white froth on to his sleeve and wiped his sleeve on his trousers.

'You're plotting something,' Mrs Twit said, keeping her back turned so he wouldn't see that she had taken out her glass eye. 'Whenever you go all quiet like that I know very well you're plotting something.'

Mrs Twit was right. Mr Twit was plotting away like mad. He was trying to think up a really nasty trick he could play on his wife that day.

'You'd better be careful,' Mrs Twit said, 'because when I see you starting to plot, I watch you like a wombat.'

'Oh, do shut up, you old hag,' Mr Twit said. He went on drinking his beer, and his evil mind kept working away on the latest horrid trick he was going to play on the old woman.

Suddenly, as Mr Twit tipped the last drop of beer down his throat, he caught sight of Mrs Twit's awful glass eye staring up at him from the bottom of the mug. It made him jump.

'I told you I was watching you,' cackled Mrs Twit. 'I've got eyes everywhere so you'd better be careful.'

To pay her back for the glass eye in his beer, Mr Twit decided he would put a frog in Mrs Twit's bed.

He caught a big one down by the pond and carried it back secretly in a box.

That night, when Mrs Twit was in the bathroom getting ready for bed, Mr Twit slipped the frog between her sheets. Then he got into his own bed and waited for the fun to begin.

Mrs Twit came back and climbed into her bed and put out the light. She lay there in the dark scratching her tummy. Her tummy was itching. Dirty old hags like her always have itchy tummies.

Then all at once she felt something cold and slimy crawling over her feet. She screamed.

'What's the matter with you?' Mr Twit said.

'Help!' screamed Mrs Twit, bouncing about. 'There's something in my bed!'

'I'll bet it's that Giant Skillywiggler I saw on the floor just now,' Mr Twit said.

'That *what*?' screamed Mrs Twit.

'I tried to kill it but it got away,' Mr Twit said. 'It's got teeth like screwdrivers!'

'Help!' screamed Mrs Twit. 'Save me! It's all over my feet!'

'It'll bite off your toes,' said Mr Twit.

Mrs Twit fainted.

Mr Twit got out of bed and fetched a jug of cold water. He poured the water over Mrs Twit's head to revive her. The frog crawled up from under the sheets to get near the water. It started jumping about on the pillow. Frogs love water. This one was having a good time.

When Mrs Twit came to, the frog had just jumped on to her face. This is not a nice thing to happen to anyone in bed at night. She screamed again.

'By golly it *is* a Giant Skillywiggler!'Mr Twit said. 'It'll bite off your nose.'

Mrs Twit leapt out of bed and flew downstairs and spent the night on the sofa. The frog went to sleep on her pillow.

2. We are going to invent our own trick and write a new chapter.

3. Let's start by thinking about how Roald Dahl structures these chapters about 'the tricks'.
   Look back at Extract 1,'The Frog'. Grab some coloured pens or pencils. You can see which colours you will need in the chart below.

What you're looking for:	Underline in ...
Why play the trick? Tell the reader what the trick will be	Red
Description of the setting up the trick	Yellow
The trick begins ...	Green
Perpetrator's behaviour during the trick	Orange
Victim's reaction	Blue
Humorous ending	Purple

4. Look carefully at the chart. Use the appropriate coloured pen and read back through 'The Frog' and 'The Glass Eye', highlighting the parts you are looking for. This will help you to see that there is a structure to the way Roald Dahl has organised his ideas.

   Now that you have carefully analysed the structure of these 'trick' chapters you are going to come up with your own new 'trick chapter'!

5. You can use this writing frame on the next page to help you plan and structure your ideas.

Situation	Props
Mr Twit is washing his car	a cork/a rubber snake/a bucket of mud
Mrs Twit is watching TV	a remote control/ a mirror/ a loud speaker
Mr Twit is putting on his trousers	a hamster/ velcro/scissors
Mrs Twit sprays her perfume	rotten fish/old cheese/ stinky socks
Mr Twit eats some bird pie	oil/flour/toenails
Mrs Twit weighs herself on her bathroom scales	rocks/super glue/camera

Some inspiring ideas!

Chapter title: ....

Who will play the trick? ....

Which object will be used in the trick? ....

Where will the trick take place? ....
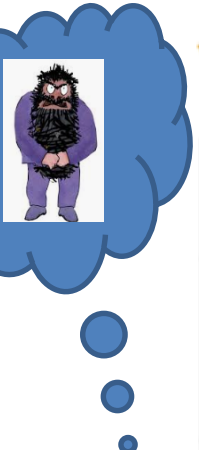
Roald Dahl's layout	
Why play the trick?	
What will the trick involve?	
How will the trick be set up?	
How does the trick begin?	
How will the trickster act?	
How does the victim react?	
How does the trick end?	

Activity 4 Answers:

Simile or Metaphor? **Answers**

Simile	Metaphor
Her heart was as big as the ocean.	Peter is an angel.
Abigail is as tall as a giraffe.	He is a walking dictionary.
My brother eats like a pig.	The test was a breeze.
The puppy was as fast as a cheetah.	My dad is a teddy bear.
The car moved like a snail.	The house was a zoo.
The librarian was as sweet as candy.	The stars are diamonds in the sky.

St Denys Primary School   Y4 Spelling Home Learning Tasks

Each week you will have 10 new spelling words - with a choice of 2 levels.

Some of the 10 spellings will help you investigate and learn a spelling pattern - this week we are carrying on with the suffix (word ending) **tion.**

Others will be from our Year 4 spelling mat or are common exception words.

We suggest a structure like this for the week, based on 10-15 minutes practice per day:

Session 1	Choose your spelling level for this week, or which spellings you are going to 'mix and match' (be honest about which one will be the right challenge for you). Get someone to test you and work out which ones from the list you will really need to focus on (remember to aim to learn about 5 spellings a week).
Session 2	Complete Look, Cover, Write, Check for your focus spellings (5-8 words you chose yesterday). Investigate the spelling pattern with Activity sheet 1.
Session 3	Write your focus spellings in sentences to show you understand what they mean.
Session 4	Practise your focus spellings. You could use Pyramids (adding one letter at a time to your word), Rainbow Writing (write each spelling in at least 5 different colours), or another strategy that works for you.
Session 5	Test! Ask someone to test you on your spelling words. How many did you learn this week? You could also use Activity sheet 2 to investigate the spelling pattern further.

Focus pattern: 'tion' - a suffix which is an action or state of being.

Level 1	Level 2
relation	exhibition
injection	operation
national	calculation
earth	discussion
early	admit
recent	admission
notice	construction
caution	transmission
exercise	peculiar
surprise	position

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.

	look	say	cover	write	check	correction

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.

	look	say	cover	write	check	correction

Add the suffix -ion to the words in the brackets to complete the sentences.
Don't forget to make any changes necessary.

I went to an art .... (exhibit) at the weekend.

It left me with a very good .... (impress).

There is a lot of .... (pollute) in our cities.

The .... (situate) isn't good for the environment.

You can't come to the disco without your .... (admit) ticket.

Perhaps Mr Stamen will give you .... (permit) to come in.

Did you do the .... (correct) for maths?

It was a very hard .... (calculate).

Match the words in the box to the children's definitions.

| ordinary | particular | peculiar | position |
| possession | pressure | probably | purpose |

Something that is owned is a ....

When you push very hard against something, you exert ....

Something that is odd or strange is ....

Normal means the same as ....

The reason for doing something is the ....

The location of something is its ....

Almost certainly is the same as ....

We use the word .... when it is related to a single person or thing.

Activity 1:

We spend a lot of time in class maths lessons talking about what we notice. Spotting patterns helps us understand new ideas in maths better and make links with things we already know.
The activity today is all about spotting patterns in the 6 times tables. Knowing these will help you with the multiplications you will be doing in later activities.
First watch the video https://st-denys-primary-school.secure-primarysite.net/activity-1-19/ reminding you of some of the key vocabulary, and then complete the activity. Remember to check your answers once you've finished.

Activity 2:

The activity today is all about spotting patterns in the 9 times tables. Knowing these will help you with the multiplications you will be doing in later activities.

You might want to rewatch Activity 1's video reminding you of some of the key vocabulary, before completing the activity. Remember to check your answers once you've finished.

Activity 3:

Now it's time to use those patterns to help you while you use a column method to multiply larger numbers.

First watch the video https://st-denys-primary-school.secure-primarysite.net/activity-3-19/ to remind you how to set out and complete your calculations. Then complete the activity and remember to check your answers once you've finished.

Activity 4:

Build on yesterday's activity by using the same strategy for larger numbers.

You might find it helpful to watch yesterday's video again before you start.

Then complete the activity and remember to check your answers once you've finished.

Activity 5:

How far can you get with these challenges? Challenge 5 is a real chance for you to test those multiplication skills you've been honing this week!

Complete the facts represented by the array.

	×		=	
	×		=	
	÷		=	
	÷		=	

Complete the number tracks.

| 30 | 36 | | | 60 | 66 | |
| 36 | 30 | 24 | | | | |

Fill in the gaps.

3 times-table

0 × 3 =

1 × 3 = 3

2 × 3 = 6

3 × 3 = 9

4 × 3 =

5 × 3 =

6 × 3 = 18

6 times-table

0 × 6 =

1 × 6 =

2 × 6 = 12

3 × 6 =

4 × 6 = 24

5 × 6 =

6 × 6 =

What patterns can you see?

Colour the multiples of 6

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Use the grid to complete the calculations.

72 ÷ 6 = ☐   78 ÷ 6 = ☐

Teddy has an odd number of counters.

I can share my counters into 6 equal groups.
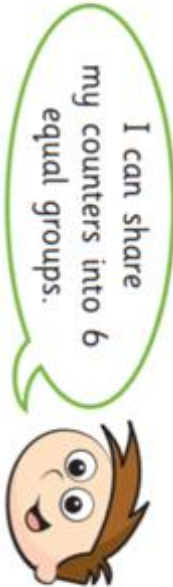
Do you agree with Teddy? _____

Why?

_____

Sort the number cards into the diagram.

| 18 | 15 | 36 | 16 | 20 | 6 | 72 |

| 63 |

	Multiples of 6	Not multiples of 6
Even numbers		
Odd numbers		

Are any of the boxes empty?

Compare answers with a partner.

Jack is thinking of two whole numbers.

The sum of the numbers is 13

The difference between the numbers is 1

What is the product of the numbers?

Maths Activity 2 – 9 times tables

Colour all the multiples of 9

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you notice?

Complete the number tracks.

| 0 | 9 | 18 | | | | 54 | |

| 108 | 99 | | 72 | | 45 | 36 |

These numbers are all multiples of 9

| 45 | 54 | 18 | 108 |

a) Show that the sum of the digits of each number is the same.

_____

b) These numbers are also multiples of 9

| 198 | 657 | 891 | 999 |

What is the sum of the digits of each number?

_____

_____

c)

> I've noticed something about the sum of the digits of numbers that are multiples of 9
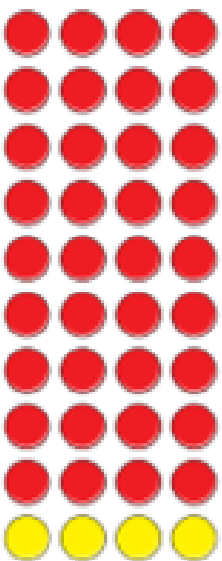
What do you think Whitney has noticed?

d) 7,59_ is a multiple of 9

What is the missing digit? ▢

Jack is making arrays.

a) Use the arrays to complete the multiplications.

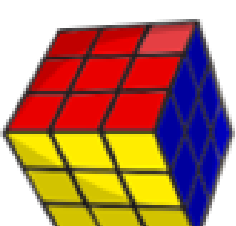|	
1 x 10 = ☐	1 x 9 = ☐
2 x 10 = ☐	2 x 9 = ☐
3 x 10 = ☐	3 x 9 = ☐
4 x 10 = ☐	4 x 9 = ☐

b) Write steps for a partner to explain how you can use the 10 times-table to multiply by 9

_____

_____

_____

c) Use your steps to work out these multiplications.

19 x 9 = ☐   72 x 9 = ☐

There are 9 coloured squares on each face of a puzzle cube.

How many coloured squares are there on the whole puzzle cube?

☐

Here is a number puzzle.

$$\square \times \square \times \triangle = 81$$

Find three different values of the square and triangle.

▷ = ☐	▷ = ☐	▷ = ☐
☐ = ☐	☐ = ☐	☐ = ☐

Activity 3

1 Brett uses a place value chart to work out 5 × 32

Hundreds	Tens	Ones

Talk about Brett's method with a partner.

Complete the multiplication.

5 × 32 = [ ]

Use Brett's method to work out 6 × 34

6 × 34 = [ ]

2 Rosie works out 4 × 37 using a written method.

```
      H  T  O
         3  7
   ×        4
   _____
      1  2  8   (7 × 4)
   1  2  0      (3 0 × 4)
   _____
   1  4  8
```

Talk about Rosie's method with a partner.

Use Rosie's method to work out 6 × 28

3 Dani uses a different written method to work out 8 × 42

```
      H  T  O
         4  2
   ×        8
   _____
   3  3  6
      1
```

Talk about Dani's method with a partner.

Use Dani's method to work out 3 × 27

4. Use a written method to complete the multiplications.

a) 38 × 6 =

c) 45 × 9 =

b) 71 × 3 =

d) 52 × 5 =

e) 29 × 8 =

f) 17 × 4 =

5. Class 4 is selling tickets for a play.

Tickets cost £5 per person.

56 tickets have been sold so far.

How much money has Class 4 collected?

6. Rosie buys 8 bunches of flowers. Each bunch has 17 flowers.

How many flowers does she have altogether?

Activity 4

Multiply 3-digits by 1-digit

1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

a) What multiplication is Filip working out?

☐ × ☐

b) What is the answer to Filip's multiplication?

☐

2 Use place value counters to complete the multiplications.

a) 3 × 213 = ☐

b) 4 × 216 = ☐

c) 5 × 106 = ☐

d) 6 × 106 = ☐

e) 4 × 209 = ☐

f) 317 × 3 = ☐

3 Complete the multiplication.
Use the place value chart to help you.

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

	H	T	O
	2	1	5
×			3

4 Complete the multiplications.

a)
	H	T	O
	2	1	7
×			4

b)
	H	T	O
	4	3	9
×			2

c)
	H	T	O
	1	0	8
×			6

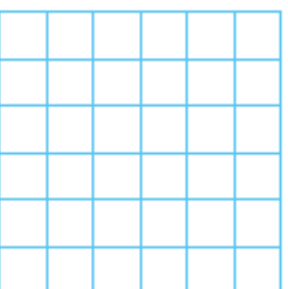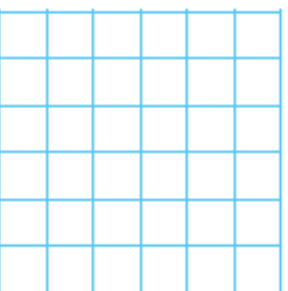d) 163 × 5

e) 3 × 240

f) 7 × 131

b) Use a written method to work out 5 × 245

5 A lorry driver travels 156 km per day.

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

[ ]

6 Ron and Teddy are working out 5 × 245

Ron: I know the answer will be greater than 1,000 because I know 5 × 200 is 1,000

Teddy: I know the answer should end in 5 because I know 5 × 5 is 25

a) Who is correct? Circle your answer.

Ron   Teddy   both   neither

7 There are 7 year groups in a school.
There are 112 children in each year group.

How many children are there in the whole school?

[ ]

8 A banana weighs 140 g
A pineapple weighs 345 g

140 g   345 g

Bag **A** contains 8 bananas and bag **B** contains 3 pineapples.
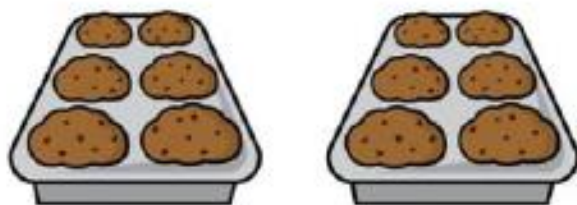
Which bag weighs more and by how much?
Show your working.

Bag ____ weighs [ ] g more than bag ____ .

Challenge 1

Eric bakes these two trays of muffins.
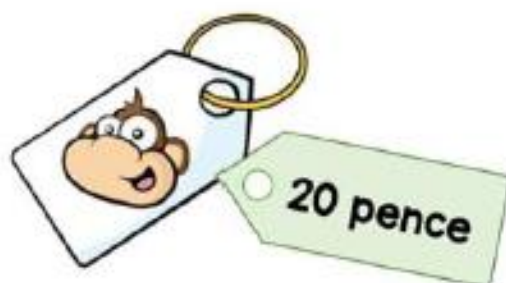

He eats 2 muffins.

His dad eats 3 muffins.

His sister eats 4 muffins.

How many muffins does he have left?

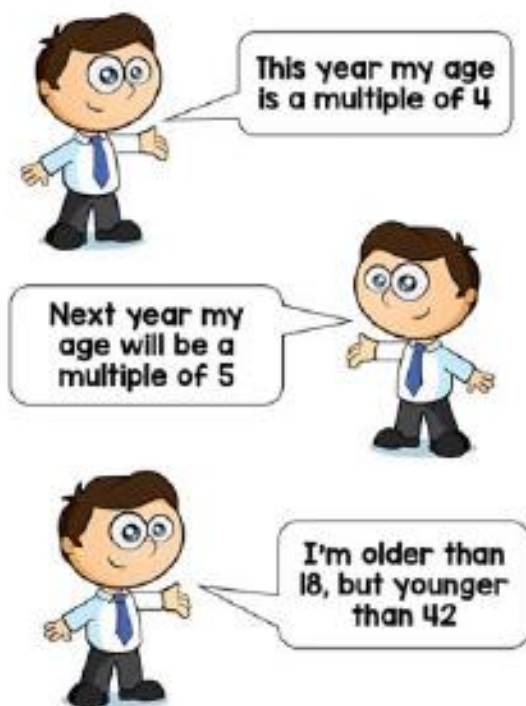## Challenge 2

Lola buys this key ring.

Her mum gives a quarter of the money.

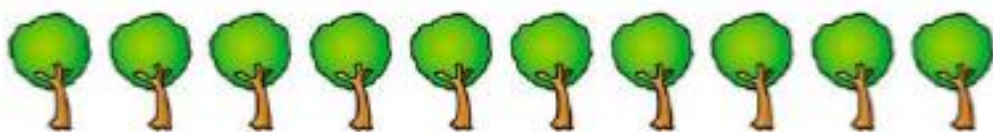She pays for the rest herself.

How much does she pay herself?

Challenge 3

This year my age is a multiple of 4

Next year my age will be a multiple of 5

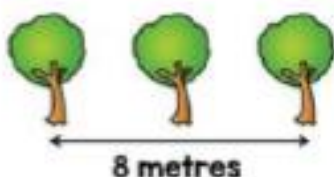I'm older than 18, but younger than 42

How old is the teacher?

Challenge 4

Ten trees are planted in a row.

The trees are spaced out equally.

The distance between the fourth and sixth tree is 8 metres.

8 metres

What is the distance between the first and last tree?

Challenge 5

Filip has these five digit cards.

He uses all of the cards to make a three-digit number and a two-digit number.

He multiplies the two numbers together and the answer is **15,741**.

What are the two numbers Filip makes?

St Denys Primary School   Y4 Topic Home Learning Tasks

Geography

What is a volcano? Can you start to do some research?

Use the worksheets and the internet / an atlas / non-fiction books to help you find out about where in the World there are volcanoes and what a volcano might look like inside.

ART

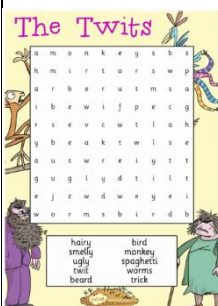Try drawing your own illustrations of Mr and Mrs Twit in the style of Quentin Blake.

Spanish

Test your knowledge of numbers – in Spanish!

Biology!

Grow your own Mr Twit beard or just try making this one!

Just for fun!

Have a go at this Twits wordsearch – just for fun!

Volcanoes Labelling Activity

Look at this diagram of the inside of a volcano. Label the diagram with the missing words from the bottom of the sheet.
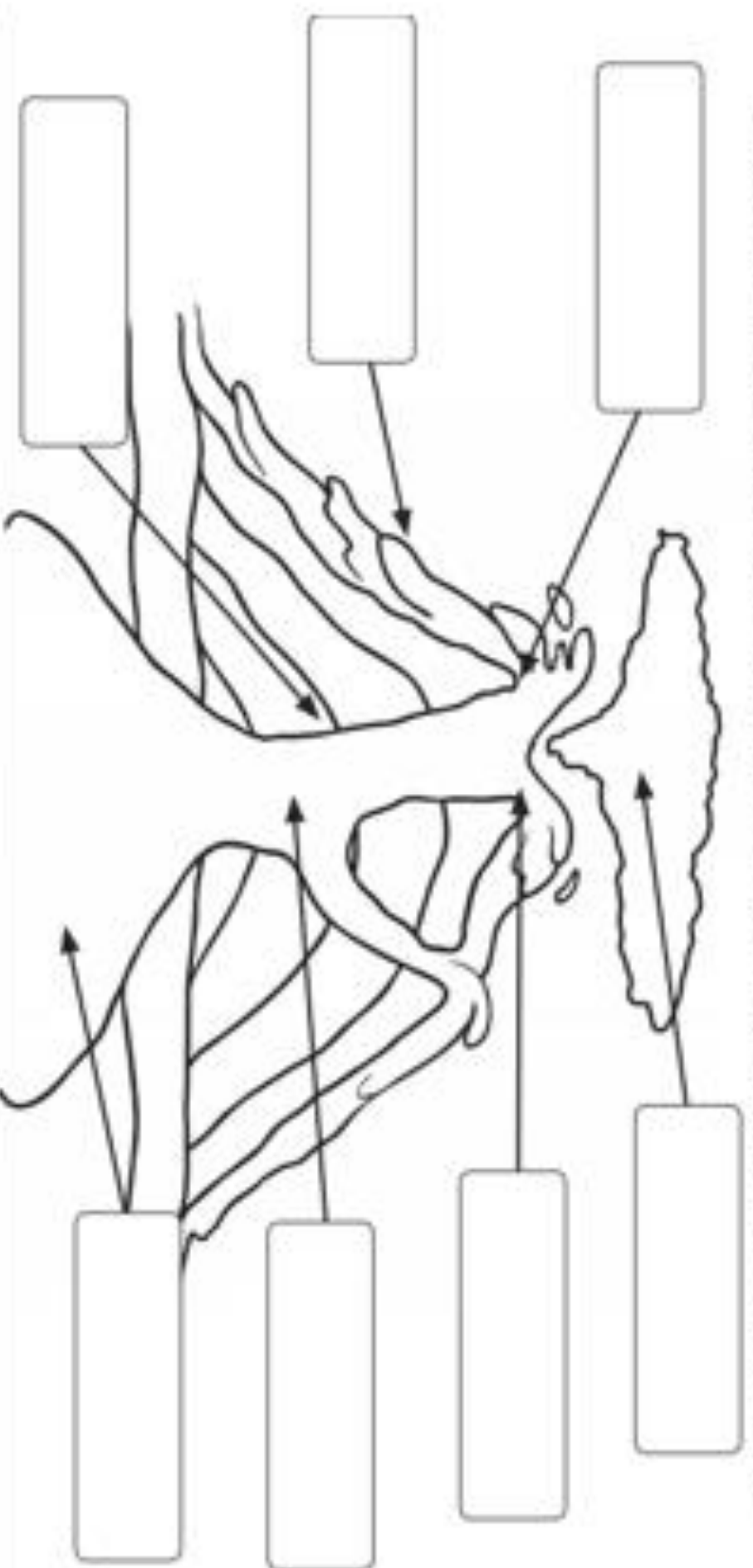
| main vent | lava flow | conduit | magma reservoir |
| ash cloud | crater | layers of ash and solidified lava | |

Famous Volcanoes of the World
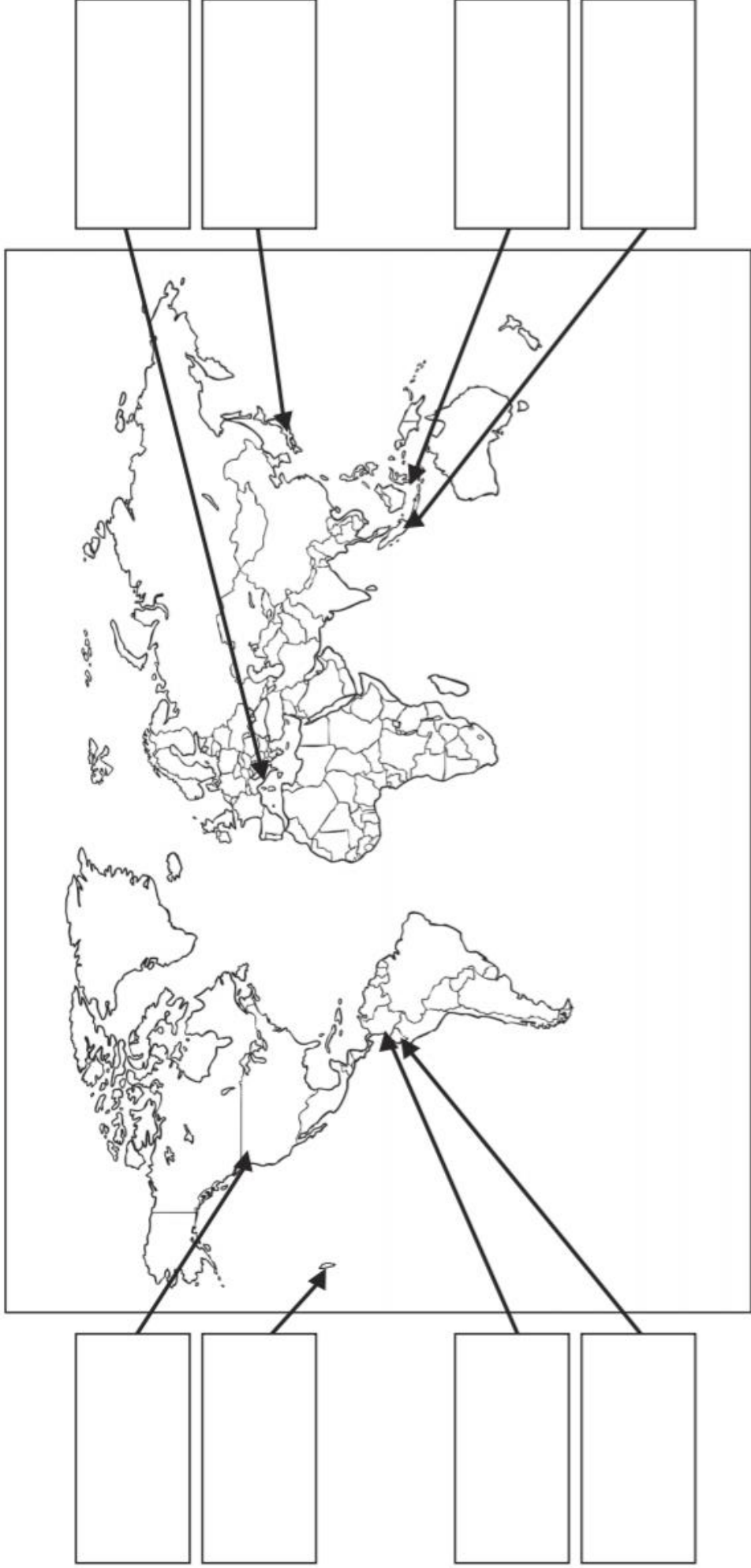
Krakatoa	Mount St. Helens	Cotopaxi	Mount Vesuvius
Mount Ruiz	Mount Tambora	Mauna Loa	Mount Fuji

The Twits

a	m	o	n	k	e	y	s	b	s
h	m	i	r	t	o	r	s	w	p
a	r	b	e	r	u	t	m	s	a
i	b	e	w	i	f	p	e	c	g
r	s	e	v	c	w	t	l	a	h
y	b	e	a	k	t	w	l	s	e
a	u	s	w	r	e	i	y	t	t
g	u	g	l	y	d	t	i	l	t
e	j	z	w	d	w	e	y	e	i
w	o	r	m	s	b	i	r	d	b

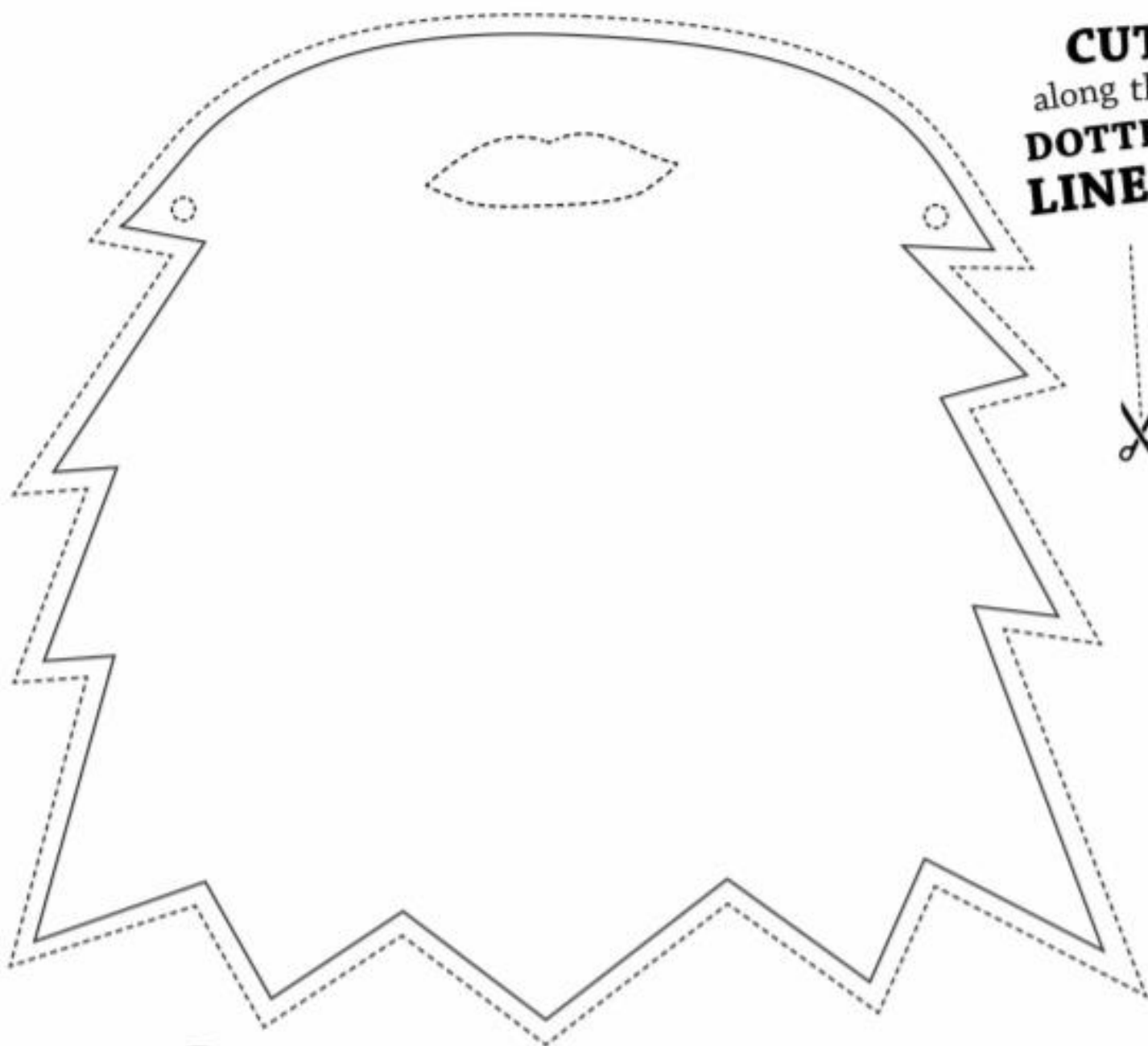|	
hairy	bird
smelly	monkey
ugly	spaghetti
twit	worms
beard	trick

HAIRY FACES!

Mr Twit is one of the **ugliest men ever!** Draw **maggoty pieces of food** on this picture or stick on pieces of rubbish and wool to make it look **really disgusting!** Then attach it to your face with a piece of string or elastic.

CUT along the **DOTTED LINES!**

Spanish Numbers 1-30

¿Cuántos hay?

1. uno	11. once	21. veintiuno
2. dos	12. doce	22. veintidós
3. tres	13. trece	23. veintitrés
4. cuatro	14. catorce	24. veinticuatro
5. cinco	15. quince	25. veinticinco
6. seis	16. dieciséis	26. veintiséis
7. siete	17. diecisiete	27. veintisiete
8. ocho	18. dieciocho	28. veintiocho
9. nueve	19. diecinueve	29. veintinueve
10. diez	20. veinte	30. treinta

Hay _____ gatos.
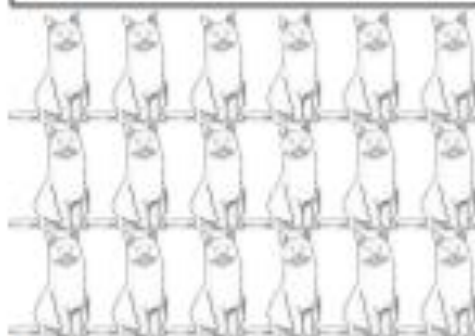
Hay _____ peces.
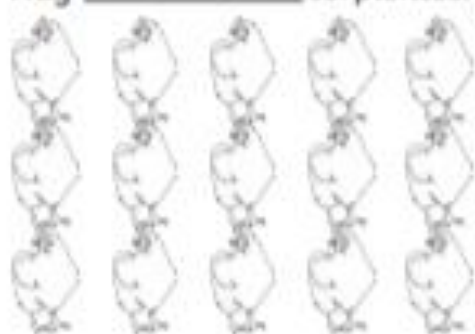
Hay _____ perros.

Hay _____ serpientes.

Hay _____ caballos.

Hay _____ osos.

Hay _____ gallinas.
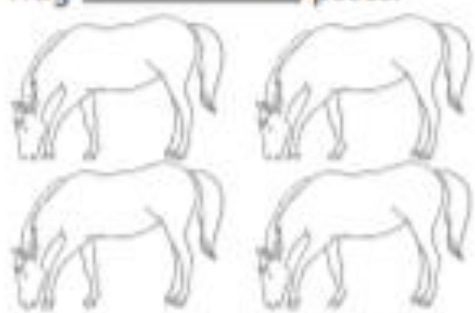
Hay _____ vacas.

Hay _____ tortugas.

WE ARE WRITERS!

Can you write a mini book review for what we have read so far in THE TWITS?

The Twits

Name _____

Date _____

What is the setting?

Who is the main character?

What happens first?

What happens next?

What happens last?

Fill in the gaps.

3 times-table

$0 \times 3 = 0$

$1 \times 3 = 3$

$2 \times 3 = 6$

$3 \times 3 = 9$

$4 \times 3 = 12$

$5 \times 3 = 15$

$6 \times 3 = 18$

6 times-table

$0 \times 6 = 0$

$1 \times 6 = 6$

$2 \times 6 = 12$

$3 \times 6 = 18$

$4 \times 6 = 24$

$5 \times 6 = 30$

$6 \times 6 = 36$
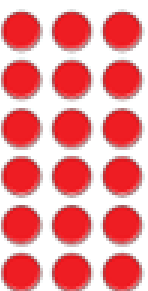
Complete the facts represented by the array.

$3 \times 5 = 15$

$5 \times 3 = 15$

$15 \div 3 = 5$

$15 \div 5 = 3$

Complete the number tracks.

30	36	42	48	54	60	66	72

36	30	24	18	12	6	0

Colour the multiples of 6

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Use the grid to complete the calculations.

$72 \div 6 =$ [12] $78 \div 6 =$ [13]

Teddy has an odd number of counters.

I can share my counters into 6 equal groups.

Do you agree with Teddy? __No__

Why?

__All numbers in the 6 times-table are even.__

Sort the number cards into the diagram.

18   15   36   16   20   6   72   63

	Multiples of 6	Not multiples of 6
Even numbers	18 36 6 72	16 20
Odd numbers		15 63

Are any of the boxes empty?
Compare answers with a partner.

Jack is thinking of two whole numbers.
The sum of the numbers is 13
The difference between the numbers is 1
What is the product of the numbers?

The product of the numbers is [42]

Activity 2 Answers

Colour all the multiples of 9

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you notice?

Complete the number tracks.

0	9	18	27	36	45	54	63

108	99	90	81	72	63	54	45	36

These numbers are all multiples of 9

45	54	18	108

a) Show that the sum of the digits of each number is the same.

$4+5=9$ $5+4=9$ $1+8=9$ $1+0+8=9$

b) These numbers are also multiples of 9

198	657	891	999

What is the sum of the digits of each number?

$1+9+8=18$ $6+5+7=18$ $8+9+1=18$ $9+9+9=27$

c)

> I've noticed something about the sum of the digits of numbers that are multiples of 9

What do you think Whitney has noticed?

The digits add to another multiple of 9

d) 7,59_ is a multiple of 9
What is the missing digit? 6

Jack is making arrays.

a) Use the arrays to complete the multiplications.

$1 \times 10 = \boxed{10}$	$1 \times 9 = \boxed{9}$
$2 \times 10 = \boxed{20}$	$2 \times 9 = \boxed{18}$
$3 \times 10 = \boxed{30}$	$3 \times 9 = \boxed{27}$
$4 \times 10 = \boxed{40}$	$4 \times 9 = \boxed{36}$

b) Write steps for a partner to explain how you can use the 10 times-table to multiply by 9

Multiply by 10 then subtract one lot of the number. E.g. 15 × 9 = 15 × 10 − 15 × 1 = 150 − 15 = 135

c) Use your steps to work out these multiplications.

$19 \times 9 = \boxed{171}$ $72 \times 9 = \boxed{648}$

Here is a number puzzle.

$$\boxed{\text{□}} \times \boxed{\text{□}} \times \boxed{▷} = 81$$

Find three different values of the square and triangle.

$\boxed{\text{■}} = \boxed{1}$ $\boxed{▶} = \boxed{9}$ $\boxed{▶} = \boxed{81}$

$\boxed{\text{■}} = \boxed{9}$ $\boxed{\text{■}} = \boxed{3}$ $\boxed{\text{■}} = \boxed{1}$

There are 9 coloured squares on each face of a puzzle cube.

How many coloured squares are there on the whole puzzle cube?

Activity 3 ANSWERS

1 Brett uses a place value chart to work out 5 × 32

Hundreds	Tens	Ones

Talk about Brett's method with a partner.

Complete the multiplication.

5 × 32 = $\boxed{160}$

Use Brett's method to work out 6 × 34

6 × 34 = $\boxed{204}$

2 Rosie works out 4 × 37 using a written method.

H	T	O	
	3	7	
×		4	
	2	8	(7 × 4)
1	2	0	(30 × 4)
1	4	8	

Talk about Rosie's method with a partner.

Use Rosie's method to work out 6 × 28

```
    2 8
  ×   6
    4 8   (8×6)
  1 2 0   (20×6)
  1 6 8
```

$\boxed{168}$

3 Dani uses a different written method to work out 8 × 42

H	T	O
	4	2
×		8
3	3	6
	1	

Talk about Dani's method with a partner.

Use Dani's method to work out 3 × 27

$$
\begin{array}{r}
2\ 7 \\
\times\quad 3 \\
\hline
_{2}8\ 1 \\
\end{array}
$$

$$\boxed{81}$$

4 Use a written method to complete the multiplications.

a) 38 × 6 = $\boxed{228}$

c) 45 × 9 = $\boxed{405}$

b) 71 × 3 = $\boxed{213}$

d) 52 × 5 = $\boxed{260}$

e) 29 × 8 = $\boxed{232}$

f) 17 × 4 = $\boxed{68}$

5 Class 4 is selling tickets for a play.

Tickets cost £5 per person.

56 tickets have been sold so far.

How much money has Class 4 collected?

$\boxed{£280}$

6 Rosie buys 8 bunches of flowers. Each bunch has 17 flowers.

How many flowers does she have altogether?

$\boxed{136}$

Maths Activity 4 Answers

1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100 100 100	10 10 · 10 10 · 10 10	1 1 1 1 · 1 1 1 1 · 1 1 1 1

a) What multiplication is Filip working out?

$$124 \times 3$$

b) What is the answer to Filip's multiplication?

$$372$$

2 Use place value counters to complete the multiplications.

a) 3 × 213 = **639**

b) 4 × 216 = **864**

c) 5 × 106 = **530**

d) 6 × 106 = **636**

e) 4 × 209 = **836**

f) 317 × 3 = **951**

3 Complete the multiplication.

Use the place value chart to help you.

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

	H	T	O
	2	1	5
×			3
	6	4	5
	1		

4 Complete the multiplications.

a)

	H	T	O
	2	1	7
×			4
	8	6	8
	2		

b)

	H	T	O
	4	3	9
×			2
	8	7	8
		1	

c)

	H	T	O
	1	0	8
×			6
	6	4	8
		4	

d) 163 × 5

	H	T	O
	1	6	3
×			5
	8	1	5
	3	1	

e) 3 × 240

H	T	O
	2	4	0
×			3
	7	2	0
		1	

f) 7 × 131

H	T	O
	1	3	1
×			7
	9	1	7
	2		

b) Use a written method to work out 5 × 245

1,225

5 A lorry driver travels 156 km per day.

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

468km

6 Ron and Teddy are working out 5 × 245

Ron

I know the answer will be greater than 1,000 because I know 5 × 200 is 1,000

Teddy

I know the answer should end in 5 because I know 5 × 5 is 25

a) Who is correct? Circle your answer.

Ron   Teddy   (both)   neither

7 There are 7 year groups in a school.

There are 112 children in each year group.

How many children are there in the whole school?

784

8 A banana weighs 140 g

A pineapple weighs 345 g

140 g   345 g

Bag **A** contains 8 bananas and bag **B** contains 3 pineapples.

Which bag weighs more and by how much?

Show your working.

Bag ___A___ weighs 85 g more than bag ___B___ .

Multiplication

4x
1 × 4 = 4
2 × 4 = 8
3 × 4 = 12
4 × 4 = 16
5 × 4 = 20
6 × 4 = 24
7 × 4 = 28
8 × 4 = 32
9 × 4 = 36
10 × 4 = 40
11 × 4 = 44
12 × 4 = 48

8x
1 × 8 = 8
2 × 8 = 16
3 × 8 = 24
4 × 8 = 32
5 × 8 = 40
6 × 8 = 48
7 × 8 = 56
8 × 8 = 64
9 × 8 = 72
10 × 8 = 80
11 × 8 = 88
12 × 8 = 96

12x
1 × 12 = 12
2 × 12 = 24
3 × 12 = 36
4 × 12 = 48
5 × 12 = 60
6 × 12 = 72
7 × 12 = 84
8 × 12 = 96
9 × 12 = 108
10 × 12 = 120
11 × 12 = 132
12 × 12 = 144

3x
1 × 3 = 3
2 × 3 = 6
3 × 3 = 9
4 × 3 = 12
5 × 3 = 15
6 × 3 = 18
7 × 3 = 21
8 × 3 = 24
9 × 3 = 27
10 × 3 = 30
11 × 3 = 33
12 × 3 = 36

7x
1 × 7 = 7
2 × 7 = 14
3 × 7 = 21
4 × 7 = 28
5 × 7 = 35
6 × 7 = 42
7 × 7 = 49
8 × 7 = 56
9 × 7 = 63
10 × 7 = 70
11 × 7 = 77
12 × 7 = 84

11x
1 × 11 = 11
2 × 11 = 22
3 × 11 = 33
4 × 11 = 44
5 × 11 = 55
6 × 11 = 66
7 × 11 = 77
8 × 11 = 88
9 × 11 = 99
10 × 11 = 110
11 × 11 = 121
12 × 11 = 132

2x
1 × 2 = 2
2 × 2 = 4
3 × 2 = 6
4 × 2 = 8
5 × 2 = 10
6 × 2 = 12
7 × 2 = 14
8 × 2 = 16
9 × 2 = 18
10 × 2 = 20
11 × 2 = 22
12 × 2 = 24

6x
1 × 6 = 6
2 × 6 = 12
3 × 6 = 18
4 × 6 = 24
5 × 6 = 30
6 × 6 = 36
7 × 6 = 42
8 × 6 = 48
9 × 6 = 54
10 × 6 = 60
11 × 6 = 66
12 × 6 = 72

10x
1 × 10 = 10
2 × 10 = 20
3 × 10 = 30
4 × 10 = 40
5 × 10 = 50
6 × 10 = 60
7 × 10 = 70
8 × 10 = 80
9 × 10 = 90
10 × 10 = 100
11 × 10 = 110
12 × 10 = 120

1x
1 × 1 = 1
2 × 1 = 2
3 × 1 = 3
4 × 1 = 4
5 × 1 = 5
6 × 1 = 6
7 × 1 = 7
8 × 1 = 8
9 × 1 = 9
10 × 1 = 10
11 × 1 = 11
12 × 1 = 12

5x
1 × 5 = 5
2 × 5 = 10
3 × 5 = 15
4 × 5 = 20
5 × 5 = 25
6 × 5 = 30
7 × 5 = 35
8 × 5 = 40
9 × 5 = 45
10 × 5 = 50
11 × 5 = 55
12 × 5 = 60

9x
1 × 9 = 9
2 × 9 = 18
3 × 9 = 27
4 × 9 = 36
5 × 9 = 45
6 × 9 = 54
7 × 9 = 63
8 × 9 = 72
9 × 9 = 81
10 × 9 = 90
11 × 9 = 99
12 × 9 = 108

÷ Division ÷

÷One
1 ÷ 1 = 1
2 ÷ 1 = 2
3 ÷ 1 = 3
4 ÷ 1 = 4
5 ÷ 1 = 5
6 ÷ 1 = 6
7 ÷ 1 = 7
8 ÷ 1 = 8
9 ÷ 1 = 9
10 ÷ 1 = 10
11 ÷ 1 = 11
12 ÷ 1 = 12

÷Two
2 ÷ 2 = 1
4 ÷ 2 = 2
6 ÷ 2 = 3
8 ÷ 2 = 4
10 ÷ 2 = 5
12 ÷ 2 = 6
14 ÷ 2 = 7
16 ÷ 2 = 8
18 ÷ 2 = 9
20 ÷ 2 = 10
22 ÷ 2 = 11
24 ÷ 2 = 12

÷Three
3 ÷ 3 = 1
6 ÷ 3 = 2
9 ÷ 3 = 3
12 ÷ 3 = 4
15 ÷ 3 = 5
18 ÷ 3 = 6
21 ÷ 3 = 7
24 ÷ 3 = 8
27 ÷ 3 = 9
30 ÷ 3 = 10
33 ÷ 3 = 11
36 ÷ 3 = 12

÷Four
4 ÷ 4 = 1
8 ÷ 4 = 2
12 ÷ 4 = 3
16 ÷ 4 = 4
20 ÷ 4 = 5
24 ÷ 4 = 6
28 ÷ 4 = 7
32 ÷ 4 = 8
36 ÷ 4 = 9
40 ÷ 4 = 10
44 ÷ 4 = 11
48 ÷ 4 = 12

÷Five
5 ÷ 5 = 1
10 ÷ 5 = 2
15 ÷ 5 = 3
20 ÷ 5 = 4
25 ÷ 5 = 5
30 ÷ 5 = 6
35 ÷ 5 = 7
40 ÷ 5 = 8
45 ÷ 5 = 9
50 ÷ 5 = 10
55 ÷ 5 = 11
60 ÷ 5 = 12

÷Six
6 ÷ 6 = 1
12 ÷ 6 = 2
18 ÷ 6 = 3
24 ÷ 6 = 4
30 ÷ 6 = 5
36 ÷ 6 = 6
42 ÷ 6 = 7
48 ÷ 6 = 8
54 ÷ 6 = 9
60 ÷ 6 = 10
66 ÷ 6 = 11
72 ÷ 6 = 12

÷Seven
7 ÷ 7 = 1
14 ÷ 7 = 2
21 ÷ 7 = 3
28 ÷ 7 = 4
35 ÷ 7 = 5
42 ÷ 7 = 6
49 ÷ 7 = 7
56 ÷ 7 = 8
63 ÷ 7 = 9
70 ÷ 7 = 10
77 ÷ 7 = 11
84 ÷ 7 = 12

÷Eight
8 ÷ 8 = 1
16 ÷ 8 = 2
24 ÷ 8 = 3
32 ÷ 8 = 4
40 ÷ 8 = 5
48 ÷ 8 = 6
56 ÷ 8 = 7
64 ÷ 8 = 8
72 ÷ 8 = 9
80 ÷ 8 = 10
88 ÷ 8 = 11
96 ÷ 8 = 12

÷Nine
9 ÷ 9 = 1
18 ÷ 9 = 2
27 ÷ 9 = 3
36 ÷ 9 = 4
45 ÷ 9 = 5
54 ÷ 9 = 6
63 ÷ 9 = 7
72 ÷ 9 = 8
81 ÷ 9 = 9
90 ÷ 9 = 10
99 ÷ 9 = 11
108 ÷ 9 = 12

÷Ten
10 ÷ 10 = 1
20 ÷ 10 = 2
30 ÷ 10 = 3
40 ÷ 10 = 4
50 ÷ 10 = 5
60 ÷ 10 = 6
70 ÷ 10 = 7
80 ÷ 10 = 8
90 ÷ 10 = 9
100 ÷ 10 = 10
110 ÷ 10 = 11
120 ÷ 10 = 12

÷Eleven
11 ÷ 11 = 1
22 ÷ 11 = 2
33 ÷ 11 = 3
44 ÷ 11 = 4
55 ÷ 11 = 5
66 ÷ 11 = 6
77 ÷ 11 = 7
88 ÷ 11 = 8
99 ÷ 11 = 9
110 ÷ 11 = 10
121 ÷ 11 = 11
132 ÷ 11 = 12

÷Twelve
12 ÷ 12 = 1
24 ÷ 12 = 2
36 ÷ 12 = 3
48 ÷ 12 = 4
60 ÷ 12 = 5
72 ÷ 12 = 6
84 ÷ 12 = 7
96 ÷ 12 = 8
108 ÷ 12 = 9
120 ÷ 12 = 10
132 ÷ 12 = 11
144 ÷ 12 = 12