

Learning Project- Week 7

Year 4

Weekly Maths Tasks (Aim to do 1 per day)

Multiply three numbers together.

Explore multiplying three numbers together by watching this [video](#). Can you pause the video and make links to your multiplication methods when answering each question?

Here is a random number generator. Spin to get three different numbers and multiply them together.

[Spinner numbers 1-10](#)
[Spinner numbers 1-20](#)

Challenge: Can you click on the [link](#) to read the NRich challenge. Can you think about what three numbers would multiply together to give the result at the end of each row/column...

			15
			108
			224
144	8	315	

Recognise and use factor pairs.

What are factors? Find out [here!](#)

Find out about factor pairs [here](#) using arrays to support!

BINGO				
12	25	41	51	63
3	30	37	54	66
7	21	FREE	56	74
1	26	35	50	69
10	17	45	47	64

Look at the bingo card above. Choose numbers of your choice and find how many factor pairs each number has! Use the method in the first video to help you set your working out!

Can you create your own video explaining all about factor pairs.

Convert between different units of measure (m to km and km to m)

This [video explains](#) how we convert km to m and m to km.

Here is another [video](#) explaining converting m to km in context.

You might need a [place value](#) mat to help you x and divide by 1000.

Here is a [quiz](#) based on converting km to m- have a go!



Explore a maths concept of your choice on the [myminimaths](#) website.

Why not take a look at this website and see if you can work your way through **bronze, silver and gold** challenges?

Corbettmαths
primary


Working on Times Table Rockstars - your child will have an individual login to access this (20 mins on garage followed by a sound check (5 minutes).

How many can you score out of 25? Share your score on seesaw and see if you can get as close to 25 as possible!



Weekly Reading Tasks (Aim to do 1 per day)

Can you click on the picture below, download the text and have a go the LIRA questions? (P4 -11)

Literal: The author used the word legendary to describe the monsters, what does this mean? 

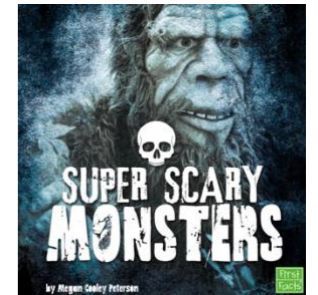
Literal: Where was the Mothman monster first reported?

Author Intent: The author has placed word definitions at the bottom of the page, how does that help the reader?

Literal: How tall do reports say the Yeti is?

Author Intent: On page 10, why does the author compare the creature to Dracula?

Literal: The author has used the word 'sceptics' to describe people on Page 10, what does this mean?



Can you click on the picture below and have a go the LIRA questions?



Reader Response: The author has chosen headings such as; **Hairy Bloodsucker, Monster in the Mountains** and a **Deadly Dragon**, what effect does this have on the reader?

Literal: What was unusual about the worm's breath on P12?

Literal: Where would you find a Bunyip?

Reader Response: P14 'Some say it has the head of an emu or a dog' do you think the authors description is fact or opinion? Why?

Author Intent: The author always includes a picture of the monster but never a real photo, why do you think the author does this?

Author Intent: What impression does the author create of the Minotaur?

Based on the information you have read can you create several true or false questions and share them on seesaw for others to answer?

TRUE

FALSE

The author uses a variety of effective headings such as:

THE FLYING HEAD
A HAIRY BLOODSUCKER
A FLYING NIGHTMARE

Can you choose 3 monsters from the book and create your own headings for them?

Weekly SPAG Tasks (Aim to do 1 per day)

Can you share your learning on  or  ?

Using inverted commas (learn)

Can you click on the picture below and have a go at the activity?



Using inverted commas (practise)

Can you click on the picture and scroll down to have a go at the activity?

How to use inverted commas? Quiz

Test your knowledge of inverted commas with this quiz!

Play

Using inverted commas (apply)

What would your parents say if they saw the super scary monsters in the book you have been reading? Can you use inverted commas correctly to write down what they shout?



Can you revise the spelling rules that you have learnt this year using the spelling frame website?

Click on the photo below to access the Y4 spelling rules.

Spellingframe

Year 3 and 4

- Spelling Rule 1 - Adding suffixes beginning with vowel letters to words of more than one syllable.
- Spelling Rule 2 - Use to avoid quiet letters at the end of words (e.g. gem, myth, ...).
- Spelling Rule 3 - Use to avoid quiet letters at the end of words (e.g. myth, ...).
- Spelling Rule 4 - More prefixes (1 of 2)
- Spelling Rule 5 - More prefixes (2 of 2)

Weekly Writing Tasks (Aim to do 1 per day)

Newsflash! Monster spotted!

A monster has been spotted in a location near you! Can you choose a monster from the book and make a news report explaining what people saw and how they reacted?



Eye witness reports needed!

To find out as much as possible you need to interview the people who saw the monster. Be sure to use inverted commas when noting what they say!



Once you have completed your news report and submitted it to the editor, it's time for your news to hit the live newsroom!

Can you put together a video presenting your story and include footage of the monster?

MONSTER ON THE LOOSE



