# Good Morning Year 4s!

Happy Friday Horse Chestnuts! It's your last day before the weekend, so keep going, you're almost there. It was lovely to see so many of your animal information work, your videos are super!
Don't forget to let me know what you get up to today: r.mison@allsaintsprimary.org.

## Friday 5th June

PE: Joe Wicks will be doing his usual session at 9am.

Maths: Today's activities include:
- Multiplication Grid.
- Magic Ten.
- Multiplication and division problems.
- Practise your times tables on Times Table Rockstars for 15 minutes.

English: Today's activities include:
- SPaG starter.
- Features of Narrative poetry.
- Writing using noun phrases..

Reading and Vocabulary: Today's activities include:
- Spelling – Get somebody at home to test you on your spellings:

breath / breathe / build / busy / business / calendar / caught / centre / century / certain

- Fill out the book review template on one of the books you've been reading.
- Read for 30 minutes. – You could login to Rising Stars.
- I will upload the next part of our class book on the class page: https://allsaintsprimary.org/newsletters/horse-chestnut-updates/

Art: Today's activities:
- Have a look on the Draw with Rob website, there have been some more additions this week: http://www.robbiddulph.com/draw-with-rob
- Exploring the artwork of Paula Rigo.
- Illustration challenge.

Have a brilliant day!
Best Wishes,
Mr Mison ☺

# Book Review

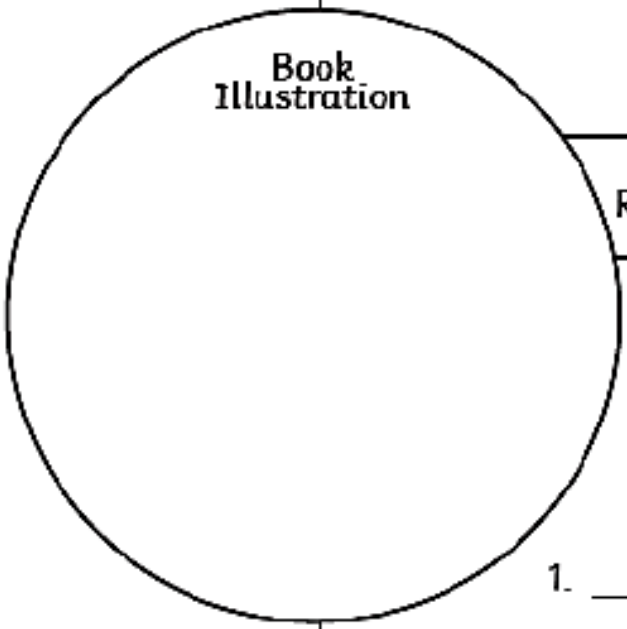
Book Title: _____

Author: _____

Fiction or Non-fiction: _____

What is the book about?

Book Illustration



Who would you recommend the book to? Why?

Rating:

Can you write three facts you have learnt or three things you have learnt about one of the characters?

1. _____
2. _____
3. _____

Reading – Friday 5th June

# English – Friday 5th June

SPaG Starter:

Q1. Which sentence is punctuated correctly?

Tick **one.**

| | |
|---|---|
| Our parents always say "work hard and do your best." | ☐ |
| Our parents always say, "work hard and do your best." | ☐ |
| Our parents always say, "Work hard and do your best." | ☐ |
| Our parents always say "Work hard and do your best." | ☐ |

Q2. Which sentence uses **capital letters** correctly?

Tick **one.**

| | |
|---|---|
| We went to manchester for Kajal and Jamal's party. | ☐ |
| we went to Manchester for Kajal and Jamal's party. | ☐ |
| We went to Manchester for Kajal and Jamal's party. | ☐ |
| We went to Manchester for Kajal and Jamal's Party. | ☐ |

Q3. Circle each word that should begin with a **capital letter** in the sentence below.

when we visited the museum in birmingham, gareth arranged to travel by train with aunt laura.

Narrative Poetry

Read the poem through. Can you make it flow?

## How the Bumble-Bee Got His Stripes

On the day that the world began,
Each of the creatures was shown
All the colours of the universe;
And all were told to choose
Which of these they wanted for themselves.

Well, that day the elephant

Thought carefully and chose to be grey,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind
And the yellow sun shone so brightly
That the bumble-bee's bum became yellow

And that night the goldfish
Thought carefully and chose to be golden,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind
And the black night grew so dark
That the bumble-bee's hips became black

And the next day the cricket
Thought carefully and chose to be green,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind,
And the yellow sun shone so brightly
That the bumble-bee's waist became yellow

And that night the owl
Thought carefully and chose to be brown,
But the bumble-bee
Just bumbled around and buzzed around

And couldn't make up his mind,
And the black night grew so dark
That the bumble-bee's chest became black.

And next day the polar bear

Thought carefully and chose to be white,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind,
And the yellow sun shone so brightly
That the bumble-bee's shoulders became yellow.

And that night the jay
Though carefully and chose to be blue,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind,
And the black night grew so dark
That the bumble-bee's neck and head and legs became black.

And next day the bumble-bee
Began to be thoughtful,
He bumbled around and buzzed around
But thought carefully,
And chose the colours he wanted to be,
He said, I've made up my mind.
I want to be all the colours of the rainbow
But it was too late
Because the bumble-bee
Had already become
Black-striped
And yellow-striped,
From the top of his head
To the tip of this toes

*Nick Toczek – The Works p60*

Have a look at the list of features below. Can you spot each of the different feature s in the poem you read before? Use colouring pencil to underline and label them just like we do in the classroom.

# Narrative Poem Features

- ***Introduction*** - some lines or a verse
- **Characters** – like in a story
- **Plot** – a storyline like in a story
- Chronological series of **events** (This happened, then that, after that… etc.) using time sequencing words (then, next, afterwards, etc.)
- Sometimes have ***rhyming couplets***
- Often have a fairly regular ***rhythm***
- Intended to be **read aloud** – have colloquial language and punctuation to aid this.
- Sometimes have ***dialogue***

For the second part of our session today, we are going to explore noun phrases. Have a quick read of the sheet to refresh your memory of what one is.

## Nouns

A noun names a person, place, idea, thing or feeling.

a bumble-bee
the universe
a question
an answer

In front of a **noun**, we often have
**a an the**

## Adjectives

An **adjective** is a describing word.
It tells you more about a **noun**.

the sweet nectar
an intricate tongue
an elegant creature
a contented buzz

The flower was perfect.

Adjectives sometimes come next to 'their' nouns...
*but sometimes they do not.*

## Noun Phrases

A noun phrase adds extra detail to the **noun**.

*the sweet, sugar-filled nectar*
*the intricate, hollow tongue*
*the elegant bumble-bee*
*a contented buzz*

It can be made by adding an adjective or two.

## Spotting a Noun Phrase

A noun phrase can be replaced by a pronoun.

The sweet sugar-filled nectar attracted the bee.
The intricate hollow tongue reached the nectar.
The elegant bumble-bee flew through the air.
The bee made the contented buzz.

It attracted the bee.
It reached the nectar.
It flew through the air.
The bee made it.

This year we have developed our use of noun phrases by adding more description to create expanded noun phrases.

Put your inventive hat on and create some description of a couple of the animals below. Just like in poem, try to describe the animal without saying it's name. Try to also include a noun phrase in each one.
I wonder if someone at home can guess which animal you are writing about!

Here are some of min in case you're stuck:

The grey, majestic giant thundered through the jungle
The delicate, golden blur floated, flickering in the water.

Answers

Q1. **Award 1 mark** for the correct box ticked.

Our parents always say, "Work hard and do your best." ☑

Q2. We went to Manchester for Kajal and Jamal's party. ☑

Q3. **Award 1 mark** for all five correct.

when we visited the museum in birmingham, gareth arranged to travel by train with aunt laura.

Maths – Friday 5th June

Multiplication Grid:

| x | 4 | 6 | 11 | 3 | 7 | 5 | 12 | 2 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 10 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 19 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 20 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 18 | | | | | | | | | | |
| 58 | | | | | | | | | | |

Magic Ten:

# Maths Challenges.

Today is challenge Friday!

Remember to read through each question carefully and try not to panic

These Problems are linked to our multiplication and division, but those pesky test writers have written them confusingly again! Think carefully and I know you'll get there.

If you do get stuck, have a look at this video: https://vimeo.com/415502609

## Correspondence problems

**1** A canteen has 2 types of bread and a choice of 3 sandwich fillings.

| Bread | Fillings |
|---|---|
| white | cheese |
| brown | tuna |
| | chicken |

a) List the different sandwiches that can be made.

One has been done for you.

cheese on white

_____

_____

_____

b) Complete the multiplication to represent the number of different combinations of bread and filling.

☐ × ☐ = ☐

Complete the sentence.

There are ☐ combinations.

c) How many combinations would there be if there were 4 choices of sandwich filling?

☐

**2** A pizzeria offers a choice of bases and toppings.

| Pizza base | Toppings |
|---|---|
| deep pan | mushrooms |
| thin | chicken |
| | onion |
| | peppers |
| | sweetcorn |

Complete the multiplication to work out how many different combinations of pizza there are.

☐ × ☐ = ☐

Complete the sentence.

There are ☐ combinations of pizza.

**3** Mo visits the funfair.

He buys a ticket that allows him to choose 1 ride and 1 game at the fair.

**Rides**
Big dipper
Dodgems
Carousel

**Games**
Hook-a-duck
Basketball
Coconut shy
Lucky dip
Test-your-strength






a)

Is Mo correct? _____

Explain your answer.

_____

_____

b) List all the different choices Mo can make.

_____

_____

_____

_____

Mo can make ☐ different choices.

4 Aisha has 3 headbands and 5 hair slides.

Kim has 2 headbands and 6 hair slides.

Who has more choices of combinations for wearing one headband and 1 slide?

_____ has more choices.

Talk about it with a partner.

5 Here are the activity choices available at Summer Camp.

| Sport | Arts and crafts | Outward bound |
|---|---|---|
| football | painting | wall climbing |
| tennis | pottery | kayaking |
| golf | mosaics | abseiling |
| | origami | |

Each child is allowed to choose 3 activities per day:
1 sport, 1 arts and crafts and 1 outward bound.

a) How many activity combinations are there?

☐

b) Due to a flooded pitch, football is cancelled.

How many combinations are now possible?

There are ☐ combinations.

6 Tom and Esther are building a snowman.

They have a choice of 5 hats, 4 scarves and 2 pairs of gloves to dress their snowman.

How many different combinations are possible?

☐ × ☐ × ☐ = ☐

There are ☐ combinations.

Answers

| x | 4 | 6 | 11 | 3 | 7 | 5 | 12 | 2 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 10 | 40 | 60 | 110 | 30 | 70 | 50 | 120 | 20 | 90 | 100 |
| 7 | 28 | 42 | 77 | 21 | 49 | 35 | 84 | 14 | 63 | 70 |
| 2 | 8 | 12 | 22 | 6 | 14 | 10 | 24 | 4 | 18 | 20 |
| 5 | 20 | 30 | 55 | 15 | 35 | 25 | 60 | 10 | 45 | 50 |
| 19 | 76 | 114 | 209 | 57 | 133 | 95 | 228 | 38 | 171 | 190 |
| 6 | 24 | 36 | 66 | 18 | 42 | 30 | 72 | 12 | 54 | 60 |
| 20 | 80 | 120 | 220 | 60 | 140 | 100 | 240 | 40 | 180 | 200 |
| 9 | 36 | 54 | 99 | 27 | 63 | 45 | 108 | 18 | 81 | 90 |
| 18 | 72 | 108 | 198 | 54 | 126 | 90 | 216 | 36 | 162 | 180 |
| 58 | 232 | 348 | 638 | 174 | 406 | 290 | 696 | 116 | 522 | 580 |

## Correspondence problems

Maths

**1** A canteen has 2 types of bread and a choice of 3 sandwich fillings.

| Bread | Fillings |
|---|---|
| white | cheese |
| brown | tuna |
| | chicken |

a) List the different sandwiches that can be made.

One has been done for you.

cheese on white — cheese on brown

tuna on white — tuna on brown

chicken on white — chicken on brown

b) Complete the multiplication to represent the number of different combinations of bread and filling.

2 × 3 = 6

Complete the sentence.

There are 6 combinations.

c) How many combinations would there be if there were 4 choices of sandwich filling?

8

**2** A pizzeria offers a choice of bases and toppings.

| Pizza base | Toppings |
|---|---|
| deep pan | mushrooms |
| thin | chicken |
| | onion |
| | peppers |
| | sweetcorn |

Complete the multiplication to work out how many different combinations of pizza there are.

2 × 5 = 10

Complete the sentence.

There are 10 combinations of pizza.

**3** Mo visits the funfair.

He buys a ticket that allows him to choose 1 ride and 1 game at the fair.

**Rides**
Big dipper
Dodgems
Carousel

**Games**
Hook-a-duck
Basketball
Coconut shy
Lucky dip
Test-your-strength

a)

Is Mo correct? No

Explain your answer.

He has done 3 + 5 not 3 × 5

b) List all the different choices Mo can make.

BH BB BC BL BT

DH DB DC DL DT

CH CB CC CL CT

Mo can make 15 different choices.

**4** Aisha has 3 headbands and 5 hair slides.

Kim has 2 headbands and 6 hair slides.

Who has more choices of combinations for wearing one headband and 1 slide?

Aisha has more choices.

Talk about it with a partner.

**5** Here are the activity choices available at Summer Camp.

| Sport | Arts and crafts | Outward bound |
|---|---|---|
| football | painting | wall climbing |
| tennis | pottery | kayaking |
| golf | mosaics | abseiling |
| | origami | |

Each child is allowed to choose 3 activities per day:
1 sport, 1 arts and crafts and 1 outward bound.

a) How many activity combinations are there?

36

b) Due to a flooded pitch, football is cancelled.

How many combinations are now possible?

There are 24 combinations.

**6** Tom and Esther are building a snowman.

They have a choice of 5 hats, 4 scarves and 2 pairs of gloves to dress their snowman.

How many different combinations are possible?

5 × 4 × 2 = 40

There are 40 combinations.

# Art – Friday 5th June

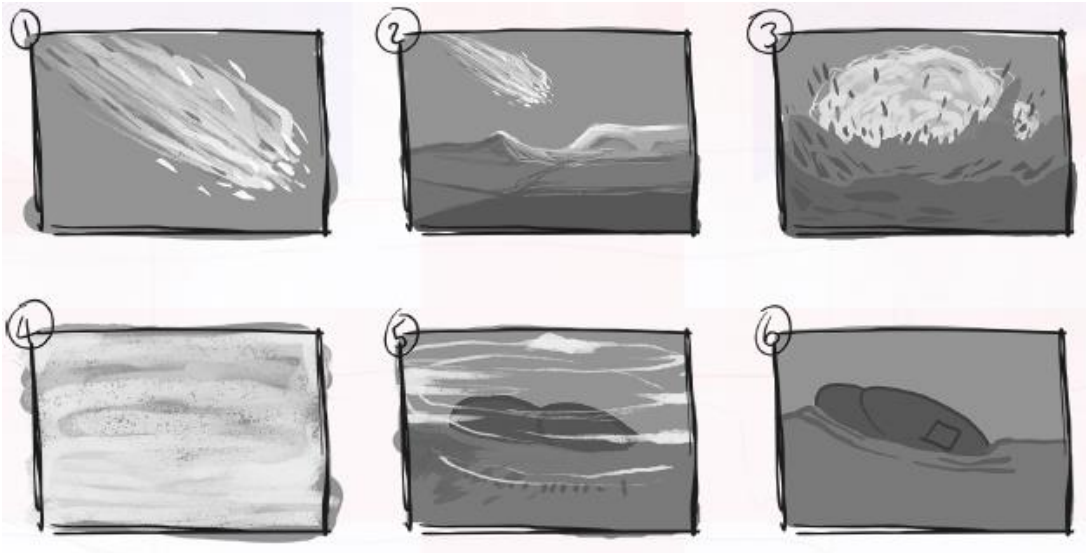
Have a go at one of the Draw with Rob videos: http://www.robbiddulph.com/draw-with-rob

## Paula Rego

Our work today is based upon the artist Paula Rego, an artist known for her paintings of characters and scenes from famous stories.

Paula Rego was born in Portugal, but has lived most of her life in Britain, considering Britain as her home.

Paula Rego likes to tell stories in her paintings and drawings. She uses traditional Portuguese stories, fairy tales and Disney films (Snow White, Pinocchio and Fantasia) to inspire her work.




At the age of four, Paula Rego was left to live with her grandmother for years. Her grandmother was a great storyteller, which is where the theme comes from in her work.

**She often paints women**. Sometimes her women are shown behaving like animals. **She likes to paint women as being strong creatures who often seem sad, angry, worried or afraid**.

Whenever she has a painting in mind, **she uses dolls, toys and people to pose in the positions she wants to paint**, which helps her with her work. Her studio is full of puppets, dolls and models that she makes for the paintings.

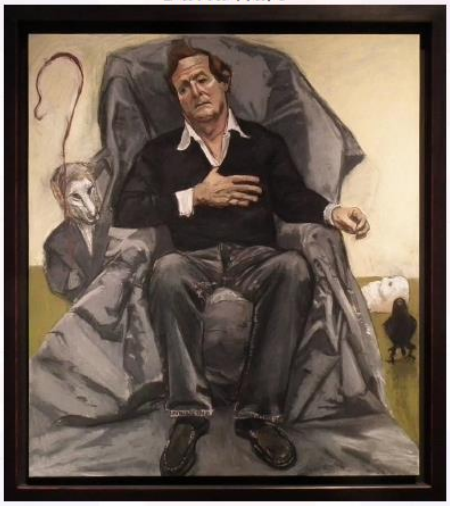
Here is some of her artwork:

'Draughts 1988-1992'

'Unknown'

'Little Miss Muffet'

'David Hare'



Watch this video of Paula Rigo talking about how she creates her artwork:
https://www.youtube.com/watch?v=K4_qHk-CCRk

Let's work like Paula Rigo with our artwork today. She work is usually based upon a story, so let's explore a story:

Once upon a time there was a monkey and a crocodile. They started to talk and to play. Eventually they became good friends. The crocodile asked the monkey to come home with him because he had a present for him. He said that he would carry the monkey to his house to save his legs from becoming tired. The monkey wanted to go home with his new friend, and kindly accepted the offer of a lift on his back.

As the friends were travelling, the monkey noticed that the crocodile looked very sad and worried. He asked the crocodile what was wrong. The crocodile explained that the king of his country was very ill - everyone was worried about him. He needed a monkey's heart to cure him. The monkey thought this was very sad. He explained that if he had known, he could have brought his heart with him, but he had left it behind at home. The crocodile offered to take the monkey back to his village to get his heart so that he could help the crocodile's king. But the crocodile was tricked! As the monkey's village became closer, the monkey leapt up into the nearest tree and would not be tempted back down to the crocodile. From the tree, the monkey told the crocodile a story about a donkey, which was twice persuaded to be with a lion, being eaten the second time. 'I am not a donkey' explained the monkey.

I have split the story up for you, but I have muddled the order. Can you put it back in the right order?

The crocodile offered to take the monkey back to his village to get his heart.

The crocodile asked the monkey to come home with him because he had a present for him.

The monkey leapt up into the nearest tree and would not be tempted back down to the crocodile.

Once upon a time there was a monkey and a crocodile. They started to talk and to play.

The crocodile needed a monkey's heart to cure his king.

As the friends were travelling, the monkey noticed that the crocodile looked very sad and worried.

Your Art activity:

You have explored the work of a famous British artist and have explored a traditional tale.
I would like you to choose part of the story to illustrate. Try to fill a whole piece of paper with your illustration and just like Paula Rigo, think carefully about the characters and maybe even play with scale, making some things larger than they should be. Be creative with your choice of materials and colours.

I look forward to seeing your creations!