Happy Wednesday Year 4s!

I hope you're all ready for another busy day. See below your home learning activities for today. Don't forget we are battling against Willow on Times Table Rockstars this week. You can let me know what you get up to today at: n.mison@allsaintsprimary.org.

Wednesday 10th June

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

Maths:
Today's activities include:
- Multiplication Grid.
- Magic Ten.
- Calculating area.
- Area and Perimeter exploration: https://toytheater.com/area-perimeter-explorer/#
- Practise your times tables on Times Table Rockstars for 15 minutes. Remember, we are battling against Year 5 this week. https://play.ttrockstars.com/

English:
Today's activities include:
- Write a couple of sentences in your diary about what you've been doing today.
- Writing out your story.

Reading and Vocabulary:
Today's activities include:
- Spelling. – Find this week's spellings in the word search.
- Read for 30 minutes. – You could login to Rising Stars.

French:
Today's activities:
- I would like... (French matching sheet).

Computing:
Today's activities:
- HTML Video
- Follow the instructions to explore HTMLs further.

Have a brilliant day!
Best Wishes,
Mr Mison ☺

Spelling – Wednesday 10th June

Find your spellings in the word search below.

Spelling 10th June

B G W L Q S S U D D B W C J E Z F F M V
E G L A G W I T K I D C X H B N M M I W
U W X E B G Z I I F F L T B W H H V J B
C O A V O E T F T F I F Z J X U G V Z M
F T W E G O Q W E E K O I W C U P D Q L
F C X L B F I W X R M G X C G A L W G O
L Y Y P S I C U S E H E S E U N I Q G Y
D I I R A A R Z X N G V G P T L Y C L E
N C B U W C U C M T A P V V U D T R V I
P O N I V F D M S V I X I G O B A B R T
S T U C O N S I D E R D B L T E K B H N
N P U G F D A K U V D P X V C P C G Q S
S L Y W C E B Q T L I B A C I R C L E U
H E E K A C E X P C S G B O B T S I G Y
O T Z G A I U J T Z A B A N M M L E J I
J E R Z B D J W X P P F Z T V G L T P P
N J Q U G E T X W T P H L I N I E M V T
R I G L H D C Y C R E E N N J G P G Z D
L A F V L I Q R X J A I N U K H I D M E
I D P N K X E J A D R Z G E W R W P E U

CIRCLE
COMPLETE
CONSIDER
CONTINUE
DECIDE
DESCRIBE
DIFFERENT
DIFFICULT
DISAPPEAR
EARLY

Maths – Wednesday 10th June

Multiplication Grid:

×	3	7	5	2	10	7	12	8	100	13
4										
7										
2										
5										
9										
6										
3										
6										
12										
65										

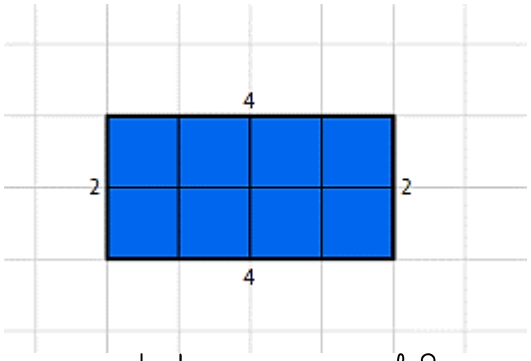
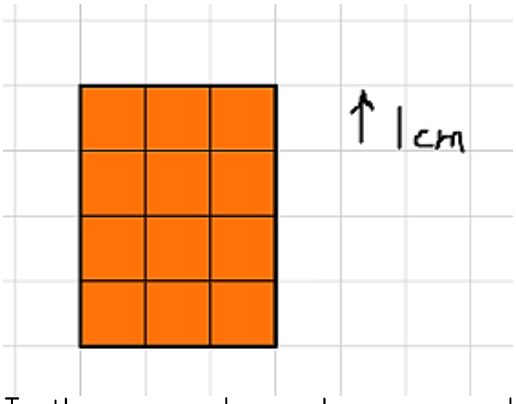
Magic Ten:

1. 7 × 9 =
2. Round 925 to the nearest 1,000.
3. What is 7 worth in 35.79?
4. What is 1,000 more than 2,835?
5. 598 + 871 =
6. How many 6s in 54?
7. 3 × 7 × 7 =
8. £4.58 - £2.45 =
9. _____ = 208 × 8
10. 4 × 57 = 2 × _____

Calculating Area.

Over the past couple of days, you have explored perimeter. Remember perimeter is the distance all the way around the shape.

Today, we are changing. We are looking at area, which is the space inside the shape. In Year 4, our shapes will be on a grid so we are counting the squares inside the shape.

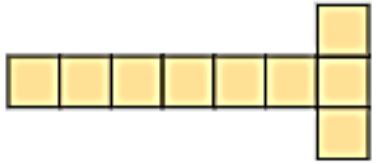
If there is no key (unit of measure), give your answer in squares. Count how many squares there are and give you answer.	If there is a key (unit f measure), give the answer using the unit of measure. Count the squares and write your answer giving the unit of measure afterwards.
 This example has an area of 8 squares.	 In this example, each square is 1cm. There are 12 squares in this shape. There are 12 square cm. 12 cm^2

Have a practise of working with area on this website: https://toytheater.com/area-perimeter-explorer/#

Counting squares

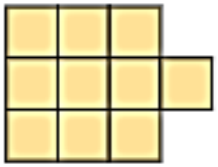
1 Count the squares in each shape to find the area.

A



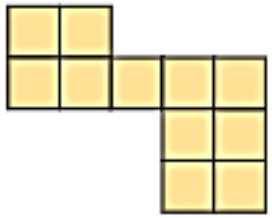
The area is ☐ squares.

B



The area is ☐ squares.

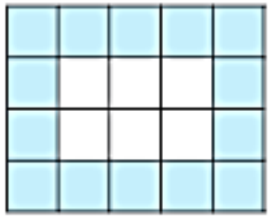
C



The area is ☐ squares.

Which shape has the greatest area? _____

2 What is the area of the shaded part of the shape?



The area is ☐ squares.

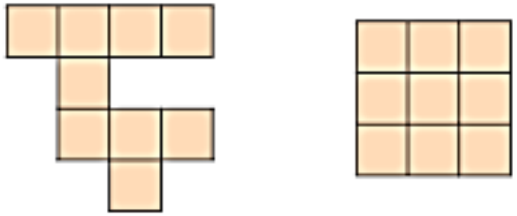
3 Here is a kitchen tile.

a) What area of the tile is blue? ☐ squares

b) What area of the tile is white? ☐ squares

c) What is the total area of the tile? ☐ squares

4 These two shapes are made up of squares of the same size.



Jack: These two shapes have the same area.

Rosie: The first shape is bigger as it takes up more space.

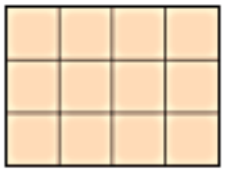
Who is correct? _____

Explain how you know.

_____

_____

5 Here is a rectangle.

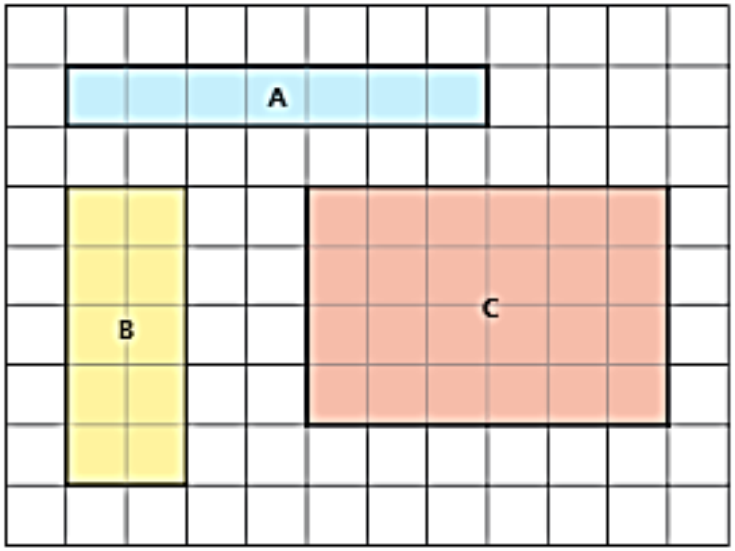


a) The rectangle has ☐ rows and ☐ columns.

b) What is the area of the rectangle? ☐ squares

c) How did you work out the area?

6 Find the area of each rectangle.

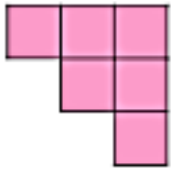


A = ☐ squares B = ☐ squares C = ☐ squares

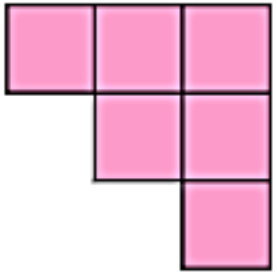
7 Nijah and Eva are making shapes.

They each use 6 squares.

Nijah's shape



Eva's shape



The area of Nijah's shape is equal to the area of Eva's shape.

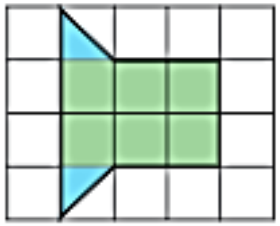
Is this true or false? _____

How do you know?

_____

_____

8 What is the area of each shape?



area = ☐ squares

area = ☐ squares

Answers:

×	3	7	5	2	10	7	12	8	100	13
4	12	28	20	8	40	28	48	32	400	52
7	21	49	35	14	70	49	84	56	700	91
2	6	14	10	4	20	14	24	16	200	26
5	15	35	25	10	50	35	60	40	500	65
9	27	63	45	18	90	63	108	72	900	117
6	18	42	30	12	60	42	72	48	600	78
3	9	21	15	6	30	21	36	24	300	39
6	18	42	30	12	60	42	72	48	600	78
12	36	84	60	24	120	84	144	96	1200	156
65	195	455	325	130	650	455	780	520	6500	845

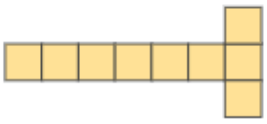
1. 63
2. 1,000
3. 7 tenths
4. 3,835
5. 1,469
6. 9
7. 14.7
8. £2.13
9. 1,664
10. 114

Counting squares

Rose Maths

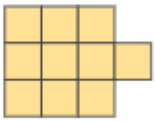
1 Count the squares in each shape to find the area.

A

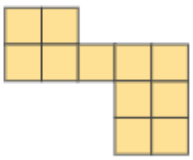


The area is 9 squares.

B



C

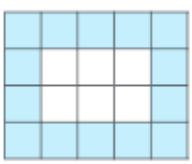


The area is 10 squares.

The area is 11 squares.

Which shape has the greatest area? C

2 What is the area of the shaded part of the shape?



The area is 14 squares.

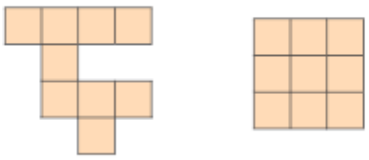
3 Here is a kitchen tile.

a) What area of the tile is blue? 4 squares

b) What area of the tile is white? 6 squares

c) What is the total area of the tile? 10 squares

4 These two shapes are made up of squares of the same size.



Jack: These two shapes have the same area.

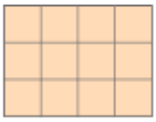
Rosie: The first shape is bigger as it takes up more space.

Who is correct? Jack

Explain how you know.

They both have an area of 9 squares.

5 Here is a rectangle.

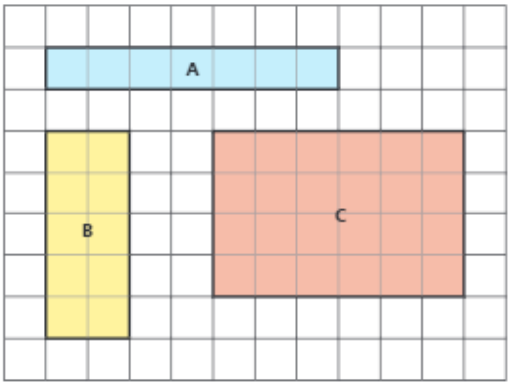


a) The rectangle has [3] rows and [4] columns.

b) What is the area of the rectangle? [12] squares

c) How did you work out the area?

6 Find the area of each rectangle.

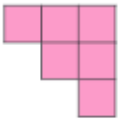


A = [7] squares B = [10] squares C = [24] squares

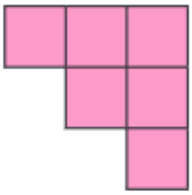
7 Nijah and Eva are making shapes.

They each use 6 squares.

Nijah's shape



Eva's shape



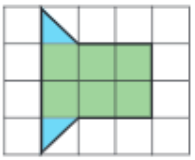
The area of Nijah's shape is equal to the area of Eva's shape.

Is this true or false? False

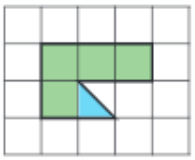
How do you know?

They are not made using the same size shapes

8 What is the area of each shape?



area = [7] squares



area = [4 ½] squares

English – Wednesday 10th June

Yesterday, you created a storyboard for your favourite of the two poems. Today, I'd let to see some writing from you. Write at least one paragraph of your story (I'd love to see the whole thing if you can). Try to include the noun phrases we looked at last week.

You can write here if you want:

French – Wednesday 10th June.

Last week, we began looking at food, some of you were able to read a story with some of these words. We aregoing to recap the French vocabulary for some food today.
The new learning today is how to ask for something.
In French this is "Je voudrais .... s'il vous plait." – This is French for please may I have.
So, please may I have an apple is *Je voudrais une pomme s'il vous plait.*

Let's recap some of the vocabulary:

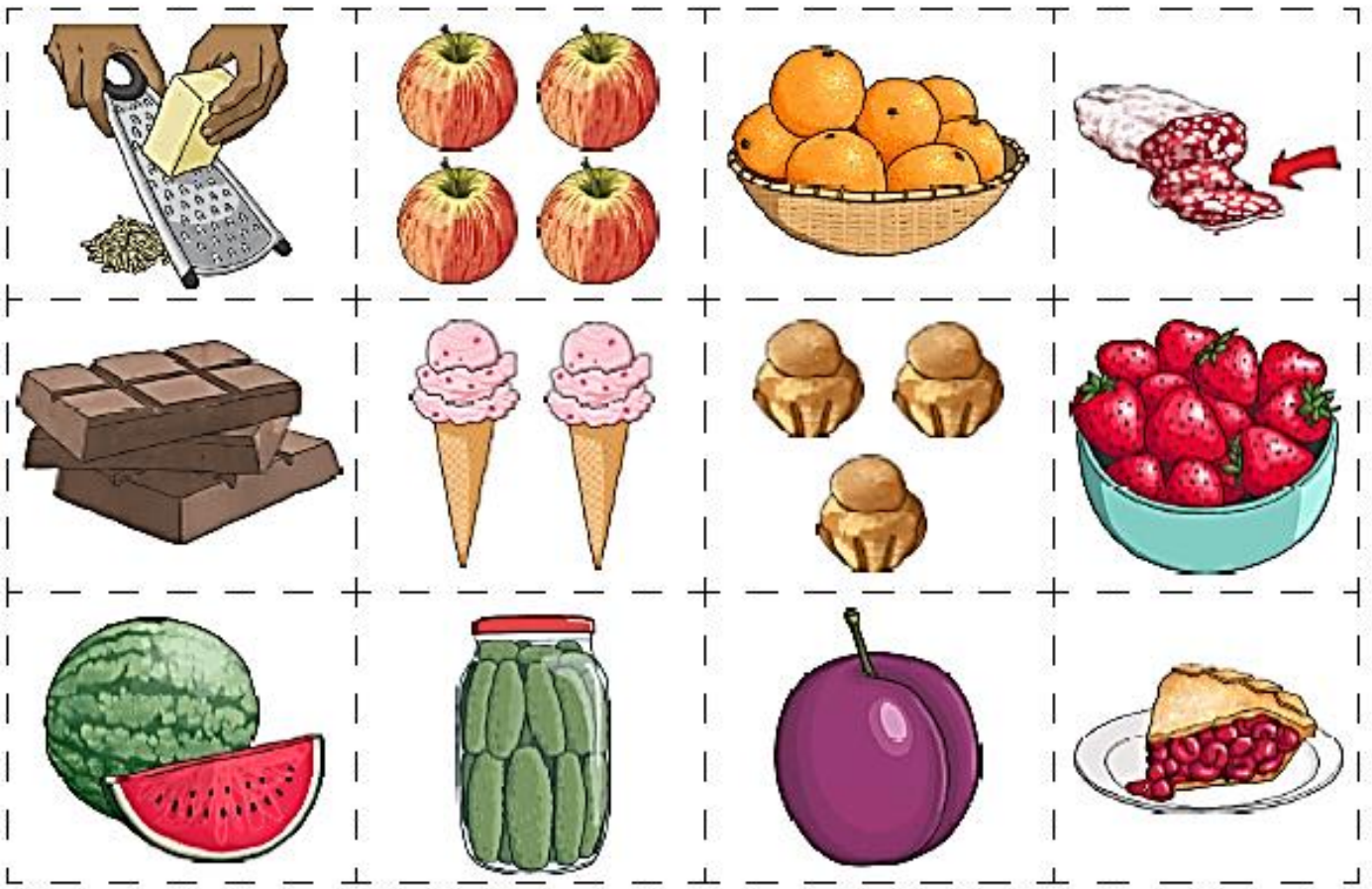
Food, Glorious Food

Je voudrais....s'il vous plait (Please May I Have)

Cut out each picture and stick it in your book. Use the word bank to create the correct phrase to match the picture and write it underneath. Choose the food name and appropriate number or 'some' word from the word bank.

Challenge: Which French food words need a plural 's' on the end? Write it in!

Word Bank - Foods			Numbers/'Some' Words		
chocolat	cornet de glace	fromage	un	cinq	de la
pastèque	fraise	prune	deux	une	trois
saucisson	tarte aux cerises	pomme	des	du	quatre
brioche	cornichon	orange			



If you want a challenge, why not watch this clip: https://www.youtube.com/watch?v=s63adSjywus I would what French you can understand using the pictures to help you.

Answers

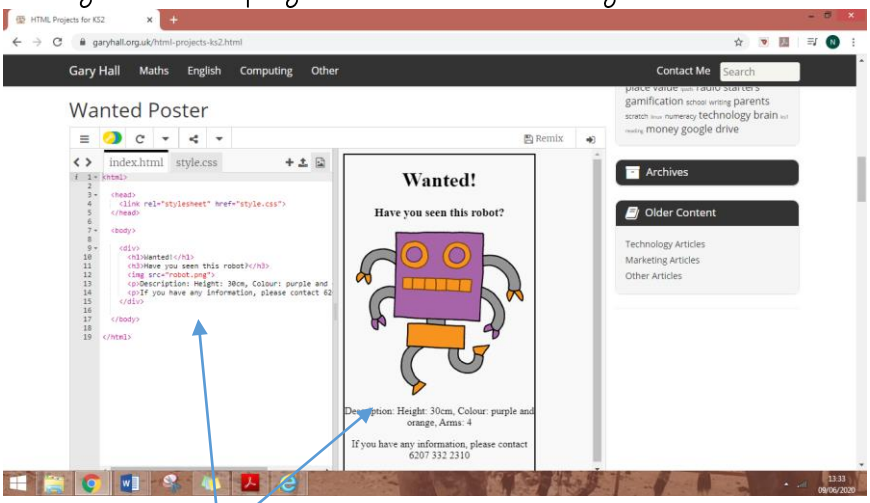
du fromage		trois brioches	
quatre pommes		des fraises	
des oranges		de la pastèque	
du saucisson		des cornichons	
du chocolat		une prune	
deux cornets de glace		de la tarte aux cerises	

Computing – Wednesday 10th June.

Last week, we began looking at HTML. We are going to build on this knowledge this week.

Have a quick watch of this video which talks in further detail about HTML https://www.youtube.com/watch?v=DRdGWLZEuxw&t=8s.

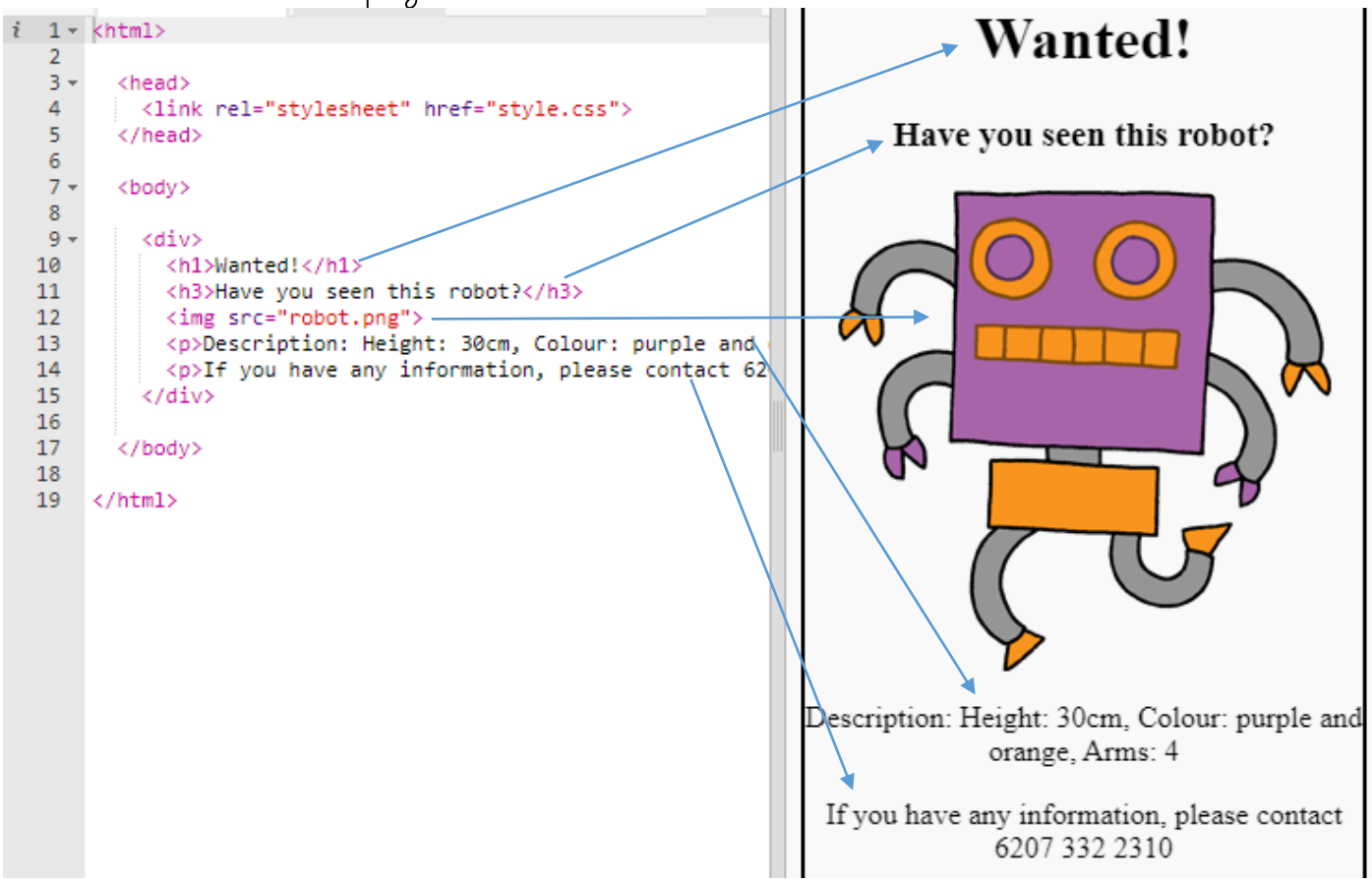
Today, we are going to have a look at a piece of HTML and see if we can edit it to change the webpage. This sounds tricky, but let's have a look step by step.



On your computer, go onto this website https://garyhall.org.uk/html-projects-ks2.html and scroll down to the wanted poster.

Down the left side of the page, you will see some of the HTML code. This is what we are going to be editing today. If we change this, we might see a difference on the picture to the right.

So, what can we see here? I have drawn some arrows so you can see where the parts of the code match the webpage.



What does this tell us?
<h1> & </h1> stands for the heading (title) – you can see the next line there h3. This is still a heading but the writing is smaller. h1 is the biggest tittle font, h8 the smallest. Why not have a go at changing the 1 in h1 (at the beginning and end of the line).What do you notice?

<img _____> stands for the image on the webpage. Change robot.png for rocketship.gif and see what happens.

<p> stands for the paragraph of writing. You will see there are two of these. Try editing the writing, what happens?

Your task: You have already edited the picture, changing it to a rocket. Now edit the rest of the writing on the webpage to create an advert/poster for this rocket.