Year 4: Remote Learning Schedule

W/C 18th January	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *(approx. 45 mins per lesson)* **This week our focus is:** **Multiplying and Dividing**	**Lesson 1:** **Divide 2 digits by 1 digit.** *Click here to watch the video to support you.*	**Lesson 2:** **Divide 2 digits by 1 digit.** *Click here to watch the video to support you.*	**Lesson 3:** **Divide 3 digits by 1 digit.** *Click here to watch the video to support you.*	**Lesson 4:** **Correspondence problems.** *Click here to watch the video to support you.*	**Lesson 5:** **Arithmetic**
	You will find links to videos above. The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then ask your teacher at the end of the live session for help!				

Remember to log in to **TT Rockstars** *each week to practise your times tables!*
Message your teacher on **Class Dojo** *if you've forgotten your login details.*

Remember to share your learning on Class Dojo!
Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.

English *(approx. 45 mins per lesson)* **This week our focus is:** **Myths & Legends** **Writing good dialogue**	**Lesson 1:** **To read the poem and answer questions.**	**Lesson 2:** **To read the mythical story and answer questions.** *Click here to watch the video about Viking beliefs.*	**Lesson 3:** **To identify vocabulary and improve a mythical story.**	**Lesson 4:** *To use a balance of description and dialogue.* . *Click here to watch the video of King Midas.*	**Lesson 5:** *To write my own mythical story.*
	The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then ask your teacher at the end of the live session for help!				

This week's spellings are: library, material, medicine, mention, minute **(Remember to test yourself on Friday!)**

Reading for Productivity *is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.*	**Lesson 1:** Art	**Lesson 2:** History	**Lesson 3:** RE	**Lesson 4:** Science	**Lesson 5:** Computing

Reading for Pleasure *is such an important part of our curriculum – follow the link* here *to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.*

Extended Curricular Learning *provides an excellent opportunity to exercise skills in foundation subjects, and Science. At the end of this pack, you will find 5 activities, one for each day, which link to our current topic. Please continue to upload your work on Dojo for your teachers to see!*

Year 4 Knowledge Organiser: Multiplication and Division

PONTEFRACT
ACADEMIES TRUST

VIPs

Making a number ten times bigger is the same as multiply by ten or ten lots of.

Making a number a hundred times bigger is the same as multiply by a hundred or a hundred lots of.

When multiplying by 10, all the digits move one place value to the left. The number becomes bigger.

When multiplying by 100, all the digits move two place values to the right. The number becomes bigger.

For multiplication the order of the numbers can change – the commutative law.

When dividing by 10, all the digits move one place value to the right. The number becomes smaller.

When dividing by 100, all the digits move two place values to the right. The number becomes smaller.

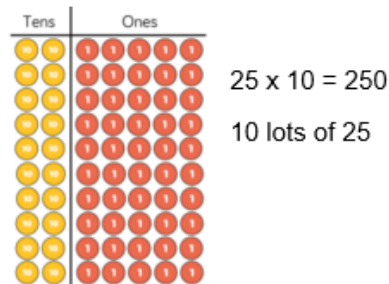A number multiplied by 1 is itself.

A number multiplied by 0 is always 0.

A number divided by 1 is itself.

Inverse means opposite. Multiplication is the inverse of division and vice versa.

Each multiple of 6 is double the equivalent multiple of 3.

Multiplying by 10

Tens   Ones

$25 \times 10 = 250$

10 lots of 25

Multiplying by 1

$34 \times 1 = 34$ $1 \times 65 = 65$

The answer is always itself.

Multiplying by 0

$34 \times 0 = 0$ $5 \times 0 \times 8 = 0$

The answer is always 0.

Commutative law

$4 \times 8 \times 5 = 4 \times 5 \times 8$

The order of the numbers can change for multiplication.

Dividing by 1

$23 \div 1 = 23$ $5 \div 1 = 5$

The answer is always itself.

Using Place Value to Multiply and Divide by 10, 100 and 1000

Multiplying

X 10   digits move LEFT **1** space
X 100   digits move LEFT **2** spaces
X 1000   digits move LEFT **3** spaces
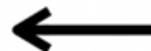
Dividing

÷ 10   digits move RIGHT **1** space
÷ 100   digits move RIGHT **2** spaces
÷ 1000   digits move RIGHT **3** spaces

Hundreds	Tens	Units
2	2 / 3	3 / 0

$23 \times 10 = 230$

H T U
3 8 0
÷10
3 8

Key vocabulary

dividend, divisor, quotient, product, multiplication, multiplying, division, dividing, commutative law, associative law, base 10, calculation, calculating, place value, whole number, fact family, pictorial representation, group, grouping, share, sharing, equal, equivalent, inverse, operations

Fat Questions

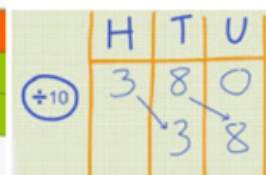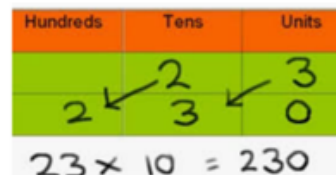How is the commutative law useful when multiplying numbers?

Are formal methods always the most appropriate when multiplying and dividing?

When might you use multipliation or division in real life?

Intent

To build on place value understanding that multiplying and dividing by 10 or 100 means the digits remain the same, but change their value and how this links to money in everyday use. To understand that the order of numbers in a multiplication can change which may make a calculation easier and contrast with how the order for division is important. To understand why dividing and multiplying by 1 give the sane answer and to understand the effect of "no lots of".

Maths Lesson 1

Divide 2-digits by 1-digit (1)

1) Rosie is working out 93 ÷ 3 using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

a) Talk about Rosie's method with a partner.

b) Work out the division.

2) Use place value counters to work out the divisions.

a) 66 ÷ 3   c) 50 ÷ 5   e) 39 ÷ 3

b) 86 ÷ 2   d) 48 ÷ 4   f) 84 ÷ 4

3) Dexter is working out 56 ÷ 4 using a place value chart.

T	O
10	1
10	1
10	1
10	1

a)

I can't do it because I have counters left over.

Do you agree with Dexter?

Explain your answer.

b) Work out 56 ÷ 4 using place value counters.

4) Use place value counters to work out the divisions.

a) 72 ÷ 3   c) 65 ÷ 5   e) 45 ÷ 3

b) 92 ÷ 4   d) 48 ÷ 6   f) 64 ÷ 4

5) Teddy is working out 57 ÷ 3

This division will need an exchange.

How does Teddy know this?

Talk about it with a partner.

6) Amir is working out 68 ÷ 4

68

60   8

÷ 4   ÷ 4

15   2

68 ÷ 4 = 17

Talk about Amir's method with a partner.

4 Use place value counters to work out the divisions.

a) $72 \div 3$ c) $65 \div 5$ e) $45 \div 3$

b) $92 \div 4$ d) $48 \div 6$ f) $64 \div 4$

5 Teddy is working out $57 \div 3$
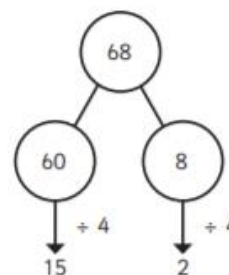
This division will need an exchange.

How does Teddy know this?

Talk about it with a partner.

6 Amir is working out $68 \div 4$

$68 \div 4 = 17$
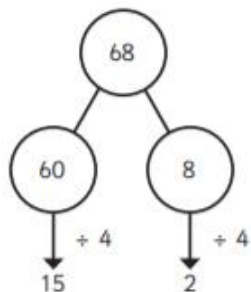
Talk about Amir's method with a partner.

7 Use Amir's method to complete these calculations.

a) $42 \div 3 = \boxed{}$
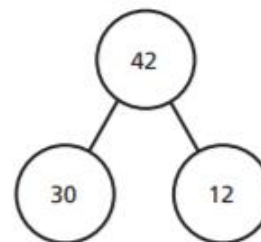
b) $96 \div 4 = \boxed{}$
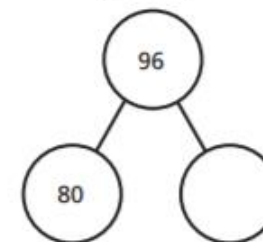
c) $85 \div 5 = \boxed{}$
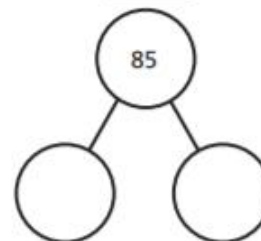
d) $84 \div 6 = \boxed{}$
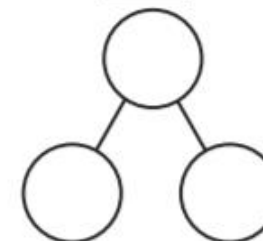
8 Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

9 Write $<$, $>$ or $=$ to make the statements correct.

$96 \div 8 \bigcirc 72 \div 6$ $95 \div 5 \bigcirc 63 \div 3$

$51 \div 3 \bigcirc 64 \div 4$ $98 \div 7 \bigcirc 95 \div 5$

Divide 2-digits by 1-digit (2)

1 Whitney is working out 49 ÷ 4 using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

a) Talk about Whitney's method with a partner.

b) Why is there one counter left over?

c) Work out the division.

d) Use place value counters to work out the divisions.

50 ÷ 4   51 ÷ 4

What do you notice?

2 Work out the divisions.

a) 47 ÷ 3   d) 32 ÷ 5   g) 74 ÷ 3

b) 26 ÷ 5   e) 49 ÷ 6   h) 81 ÷ 7

c) 89 ÷ 4   f) 47 ÷ 4

3 Work out the divisions.

a) 36 ÷ 4	b) 70 ÷ 5	c) 45 ÷ 3	d) 92 ÷ 4
37 ÷ 4	71 ÷ 5	46 ÷ 3	91 ÷ 4
38 ÷ 4	72 ÷ 5	47 ÷ 3	90 ÷ 4
39 ÷ 4	73 ÷ 5	48 ÷ 3	89 ÷ 4
40 ÷ 4	74 ÷ 5	49 ÷ 3	88 ÷ 4

4 Dora has been working out some divisions.

72 ÷ 4 = 18
73 ÷ 4 = 18 r1
74 ÷ 4 = 18 r2
75 ÷ 4 = 18 r3

I know without working it out that 76 ÷ 4 must be 18 r4

a) Why does Dora think this?

b) Explain why Dora is wrong.

5 Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.

a) Complete the division to work it out.

☐ ÷ ☐ = ☐ r ☐

b) What does the remainder represent?

Talk about it with a partner.

c) Complete the sentence.

Annie can fill ☐ boxes with ☐ eggs left over.

4 Dora has been working out some divisions.

$72 \div 4 = 18$
$73 \div 4 = 18 \text{ r}1$
$74 \div 4 = 18 \text{ r}2$
$75 \div 4 = 18 \text{ r}3$

> I know without working it out that $76 \div 4$ must be 18 r4

a) Why does Dora think this?

b) Explain why Dora is wrong.

5 Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.

a) Complete the division to work it out.

☐ ÷ ☐ = ☐ r ☐

b) What does the remainder represent?
Talk about it with a partner.

c) Complete the sentence.

Annie can fill ☐ boxes with ☐ eggs left over.

6 Jack has these bulbs.

Daffodils 49

Tulips 63

Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

How many of each bulb will be left over?

How many tubs could Jack use so that there are no bulbs left over?

Maths Lesson 3

Divide 3-digits by 1-digit

1 Jack is working out 844 ÷ 4 using a place value chart.

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

a) Talk about Jack's method with a partner.

b) Work out the division.

2 Use Jack's method to work out these divisions.

a) 525 ÷ 5   **b)** 636 ÷ 6   **c)** 840 ÷ 8   **d)** 903 ÷ 3

3 Eva is working out 844 ÷ 4 using a part-whole model.

844
800   40   4
÷ 4   ÷ 4   ÷ 4
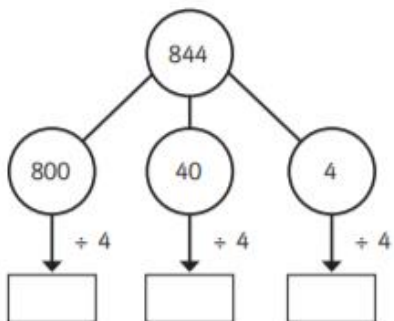
Complete Eva's method.   844 ÷ 4 =

4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

5 Whitney is using flexible partitioning to divide a 3-digit number.
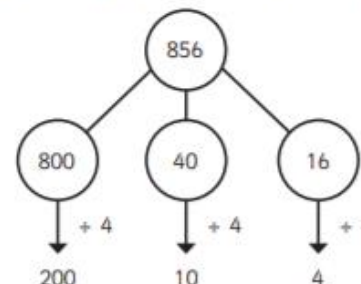
856
800   40   16
÷ 4   ÷ 4   ÷ 4
200   10   4

Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

a) 585 ÷ 5   **b)** 672 ÷ 6   **c)** 648 ÷ 4   **d)** 847 ÷ 7

6 Complete the part-whole models and divisions.

168
100   60   8
÷ 4   ÷ 4   ÷ 4

168 ÷ 4 =

169
100   60   9
÷ 4   ÷ 4   ÷ 4

169 ÷ 4 =

What is the same and what is different about the calculations?

Talk about it with a partner.

5 Whitney is using flexible partitioning to divide a 3-digit number.

Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

a) $585 \div 5$ b) $672 \div 6$ c) $648 \div 4$ d) $847 \div 7$

6 Complete the part-whole models and divisions.

$168 \div 4 = \boxed{}$ $169 \div 4 = \boxed{}$
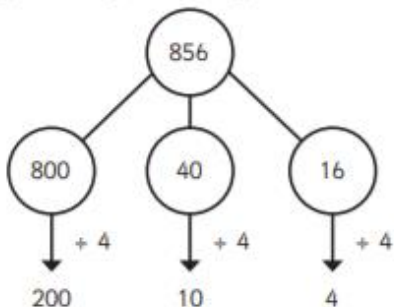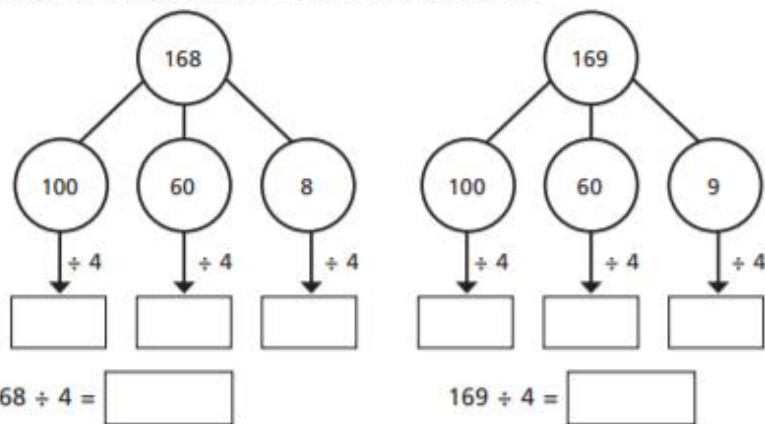
What is the same and what is different about the calculations?

Talk about it with a partner.

7 Work out the divisions.

a) $258 \div 6$ b) $623 \div 5$ c) $864 \div 4$ d) $824 \div 3$

8 Eva has a piece of ribbon.

The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

Can Eva cut the ribbon into equal pieces with no ribbon left over?

Explain your answer.

9 Use 15 counters and a place value chart.

a) Can you make a number that is divisible by 3? _____

b) Can you make a number that has a remainder of 1 when divided by 3? _____

c) Can you make a number that has a remainder of 2 when divided by 3? _____

What do you notice? Talk about your findings with a partner.

Correspondence problems

White Rose 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

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.

□ × □ = □
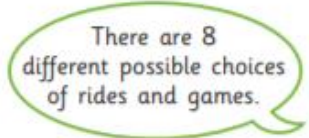
Complete the sentence.

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	Games
Big dipper	Hook-a-duck
Dodgems	Basketball
Carousel	Coconut shy
	Lucky dip
	Test-your-strength

a)

There are 8 different possible choices of rides and games.

Is Mo correct?

Explain your answer.

b) List all the different choices Mo can make.

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)

> There are 8 different possible choices of rides and games.

Is Mo correct?

Explain your answer.

b) List all the different choices Mo can make.

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?

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?

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?

Maths Lesson 5

1 702 + 100 =

1 mark

2 479 - 100 =

1 mark

3 72 + 200 =

1 mark

4 624 - 30 =

1 mark

5 82 x 3 =

1 mark

6 64 ÷ 4 =

1 mark

7 $\frac{1}{10} + \frac{7}{10} =$

1 mark

8 $\frac{8}{15} - \frac{4}{15} =$

1 mark

9   2267 + 1000 =

1 mark

10   7003 - 1000 =

1 mark

11   2788 + 3417 =

1 mark

12   8291 - 713 =

1 mark

13 9 x 5 =

1 mark

14 9 x 2 x 4 =

1 mark

15 352 x 3 =

1 mark

16 641 x 9 =

1 mark

17 $\frac{5}{6} + \frac{5}{6} =$

1 mark

18 $\frac{7}{8} - \frac{1}{8} =$

1 mark

19   3.54 + 0.09 =

1 mark

20   3.8 - 0.8 =

1 mark

21   68 ÷ 100 =

1 mark

22   92 ÷ 10 =

1 mark

23 $\frac{1}{3}$ of 24 =

1 mark

24   7.2 + 2.89 =

1 mark

English – Practise your spellings

Remember to ... **Look, cover, say, write and then check**!

library			
material			
medicine			
mention			
minute			

Use the first column example words to go over the letters and practise your handwriting joins.
Can you write sentences for each of your spellings?

_____

_____

_____

_____

_____

_____

Writing Dialogue

Key Vocabulary

inverted commas: Punctuation marks - " " - used to demarcate direct speech in a sentence.

direct speech: A sentence where the exact words spoken are represented and shown in inverted commas.

dialogue: A conversation or speech that is written down as part of a piece of narrative text.

Try to remember...

Break up your dialogue with extra information and description to keep your reader interested and wanting to read more.

Starting Out!

Recognising what is being said.

If Caleb told me that he wanted an ice cream, Caleb could say the words:

I want an ice cream.

Use It!

Now, write what is being said as direct speech. You will need to correctly punctuate the direct speech using **inverted commas**, a **capital letter** to introduce the speech, a piece of **punctuation** at the end of what is being said and a **reporting clause** to tell the reader who is speaking.

"I want an ice cream," **Caleb told me.**

Become an Expert!

To become an expert at writing dialogue, try using the reporting clause at the beginning of the sentence. You may also wish to add in extra information:

Whilst stamping his feet and waving his hands towards the cart, Caleb shouted, "I want an ice cream!"

"Well, you can't have one!" I snappily replied, tired of having the same conversation over and over.

"Can you please," I reiterated, "stop irritating me!"

Congratulations – you have reached expert status!

Extend It!

To create an extended piece of **dialogue**, you will now need to include a response to what the previous speaker has said.

Each time a new person speaks, use a new line.

"I want an ice cream," Caleb told me.

"Well, you can't have one!" I snappily replied.

"Why not?"

"Mum told you that you can't have a snack before your lunch," I explained.

In extended pieces of dialogue, it is not always necessary to use a reporting clause for every piece of direct speech, as long as it is obvious who would have said it.

English – Lesson 1

<u>Swimming Lessons</u>

If we lived in the sea
Like eels or fish,
We would go to school
And have walking lessons.
We'd reach the beach,
And – nervous in the thin air –
Learn to stagger slowly
On the warm sand.

If we lived in the air
Like dragon-flies or birds,
We'd have our walking lessons
On the tops of hills,
The parapets of tall buildings.
We'd be seized by gravity,
Nervous of the lower depths
And scared of … unfalling.

If we lived in the earth
Like worms or moles,
We'd come to school by tunnel
In dark glasses,
Clump along like spacemen
On the planet's shell;
Perplexed by the horizon
And the rush of blood to our feet.

Reading for Purpose - Poetry

Swimming Lessons

Retrieval

1.) Where would we reach in verse one?

2.) Name two animals that the author uses as an example when he says "*If we lived in the earth*".

Inference

3.) If we lived in the sea like it says in line one, why do you think we would need walking lessons?

4.) Explain why the author has suggested that we would come to school by tunnel.

Vocabulary

5.) Find the adverb which describes how someone is moving.

6.) Use a dictionary to find the definition of 'perplexed'.

Mighty Thor and the Magic Hammer

Thor

Chapter 1

Thor, the God of Thunder, came running into the village. "I've lost my mighty hammer!" he shouted. Thor's hammer was magic. It could kill an army with one blow! It could bring peace to the world!

Odin

Thor's father, Odin, the King of the Gods cried, "We must get the hammer back!" Everyone looked for Thor's hammer – but it was no where to be found.

Suddenly, a servant ran in. "The Frost Giant, Thrym has the hammer!"

"But Thrym is evil! He will never give it back. What shall we do?" screamed Odin.

Thor roared, "I will find Thrym and kill him! I must have my hammer back."

Loki

But Thrym was a very strong giant so Odin told Thor that he should not fight him. They wanted to find out why Thrym had Thor's hammer. They sent Loki, the God of Mischief, to find Thrym.

Chapter 2

Thrym

Loki found Thrym and said, "Thrym, Odin has sent me to ask you to give his hammer back."

"Ha, ha, ha! I am not going to give it back!" shouted Thrym. "I want Freya, the Goddess of Love, to be my wife. Give me Freya and I will give Thor his hammer," shouted Thrym.

When Loki got back he told Thor what Thrym wanted. Odin was angry. "Thrym wants our lovely Freya? Never!"

But Odin knew he had to do something, so he called for Freya. When Freya heard what Thrym wanted, she screamed, "I'd rather die than marry him!"

Freya

Loki shouted out, "I have a plan! I have a plan! Thrym wants Freya – so we will give him what he wants!"

"How can we? She won't go!" Odin said.

Loki said, "Freya won't go. But Thor could dress up as her!"

"Who? Me? But I am a God! I can't dress up like a girl!" he shouted.

But, eventually he gave in. Freya came and dressed Thor in a dress and a wig and gave him her special necklace. "Thrym will recognise the necklace," said Freya. At last, Thor was ready.

Chapter 3

When they arrived, Thrym greeted them. " Oh lovely Freya! I did not think you would come!"

"Well, here she is – now give us the hammer!" said Loki. But Thrym was not a fool. He wanted to talk to Freya first.

"Come, let me kiss you." Thrym whispered to Thor. Thor started to move away.

"No, no, not yet – wait 'til you are married! First you must give us the hammer!" Loki shouted.

But Thrym couldn't wait. He wanted to kiss Freya now. Thrym gave the mighty hammer to Thor.

"Now my sweet Freya, you must thank me with a kiss," Thrym said sweetly.

Thor replied quickly, "I will . . . but not with a kiss . . . I AM THE MIGHTY THOR! YOU GAVE ME THE HAMMER AND I WILL GIVE IT STRAIGHT BACK!"

Thor hit Thrym on the head with his hammer with all his strength. "Run!" yelled Loki to Thor.

Thor and Loki ran back to Odin. The hammer was back where it belonged. Thrym had a very sore head. And Thor never had to wear a dress again!

LO: To read the mythical story and answer questions.

VIP

Features of myths include; heroes/heroines, mythical beasts, magical items/powers, Gods & Goddesses, multiple settings including heaven, earth and hell.

Retrieval

1.) What could Thor's hammer do?

2.) What did Odin tell Thor about Thrym?

Inference

3.) Why do you think Freya was so against marrying Thrym?

4.) What do you think about the character of Loki? What kind of personality traits does he have? Use evidence from the text to support your reasons.

Vocabulary

5.) Think of a synonym for 'strong'

Click here to watch another mythical story featuring Thor.

Deepen the moment

Research about other Viking Gods from the internet. Draw a picture and write down facts on the next page with the information you have found out.

LO: To identify vocabulary and improve a mythical story.

Find examples of these from Mighty Thor and the Magic Hammer.

Adjectives and expanded noun phrases:

……

Verbs:

……

Adverbs:

……

Conjunctions:

……

Dialogue:

……

An apostrophe for possession:

……

A fronted adverbial:

……

Now give your opinion on the story.

My favourite part was………………………………………………………………………………………………

My least favourite part was………………………………………………………………………………………

Remember all the ways we can improve sentences in stories:

- Add in adjectives or improve adjectives
- Create expanded noun phrases
- Improve verbs to make them more powerful
- Add in adverbs
- Add in fronted adverbials
- Add in similes
- Create alliteration
- Create subordinate clauses by adding in subordinating conjunctions

Improve a section from Mighty Thor and the Magic Hammer below:

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Click here to watch another mythical story featuring Thor.

LO: To use a balance of description and dialogue. .

You have watched the short video of King Midas. He travels to Olympus Towers to ask Dionysus to grant him a wish of turning everything he touches into gold. You need to write dialogue sentences between Dionysus and the other Gods once he has granted King Midas his wish. You may also include some sentences relating to King Midas and how he is now feeling to have been granted his wish. Remember to use descriptive sentences as well as dialogue sentences like you would in a story. It is important to get a good balance!

Example: Giggling mischievously, Dionysus returned to Olympus Towers. "I know King Midas will soon come to regret this hideous wish!" he murmured under his breath.

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English – Lesson 5

To write my own mythical story.

Think about everything you have learnt on mythical stories over the last three weeks.

Which was your favourite story that you learnt about and why?

_____

_____

_____

_____

_____

_____

_____

Try to write your own mythical story on the next page following the steps to success below. Don't forget to upload your finished story to Class Dojo to show to your teacher.

Steps to success

I can use full stops, capital letters, question marks and exclamation marks correctly.

I can use adjectives and expanded noun phrases.

I can use powerful verbs and adverbs.

I can write a good balance of description and dialogue.

I can use fronted adverbials.

I can include similes.

I can use conjunctions like because, however and therefore.

Artist Fact Sheet

Pablo Picasso 1881 - 1973

Pablo Picasso was born in Malaga, Spain. When he was baptized, his name was 23 words long! Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Martyr Patricio Clito Ruiz y Picasso.

Picasso's father was an artist and gave Pablo art lessons. He finished his first painting, Le Picador, when he was nine. When he was 13, he was admitted to the School of Fine Arts in Barcelona. At 16, he went to Spain's top art school, Madrid's Royal Academy of San Fernando.

In 1900, Picasso went to Paris where he met Max Jacob, a journalist who helped Picasso learn French. In 1905, some American art collectors bought some of Picasso's paintings and he became famous. Initially, Picasso painted in a realistic manner but later his work became more abstract.

Picasso co-founded the Cubist movement. Cubism was a new way of painting, in which artists would paint a person or object from different angles using geometric shapes. The artists created a picture of something by breaking it up into different blocks. Picasso, and other artists, later began to add other materials, leading to the invention of collage.

Picasso died in France in 1973. Several of his paintings are amongst the most expensive in the world. More of his paintings have been stolen than any other artist's.

Work: The Lovers (1923), Femme aux Bras Croisés (1901-1902), Woman with a Book (1932)

Reading for Productivity – Pablo Picasso

Retrieval

1.) What was the first painting that Picasso finished called?

2.) Where did Picasso move to in 1900?

Inference

3.) Why do you think Picasso's paintings became more abstract in his later years?

Summarise

4.) In a sentence, summarise the cubism movement.

Vocabulary

5.) Picasso co-founded the cubism movement where artists would paint an object or person using geometric shapes. What does the word 'geometric' mean?

What was life like in Viking Britain?

The Vikings were not all bloodthirsty raiders. Some came to fight, but others came to Britain to live peacefully.

Their longships brought families who settled in villages.

What jobs did Vikings do?

Vikings were skilled at shaping things from wood. These wooden bowls and cups were 'turned' (cut to shape) on a machine called a lathe.

Many Vikings worked as farmers. Everything had to be done by hand on a Viking farm, so life was tough. Farmers grew oats, barley and wheat. Then they ground the grain to make flour, porridge and ale. They planted vegetables too, and kept animals like cows, sheep, pigs and chickens.

Other Vikings were craft workers. They made the things that people needed. Woodworkers and leatherworkers made plates, cups, belts and shoes. Jewellers made rings and brooches from precious metals. Blacksmiths hammered and twisted red-hot iron into tools, knives and swords. Potters baked clay pots in an oven heated by wood fires.

People took these goods to market to sell. Here a family could buy anything from amber beads and apples, to walrus tusks and wolf-skins. Viking traders sold their goods even further away. They sailed the seas to buy silver, silk, spices and furs to bring back home.

Where did Vikings live?

Many Viking families lived together in a longhouse. This was built from wood or stone and had a thatched or turf roof on top.

With just one room for all the family to share with their animals, a longhouse would have been a crowded and smelly place to live. There was no bathroom inside, but the Vikings kept clean by washing in a wooden bucket or beside a stream. Instead of toilets, people used a cesspit, which was a hole outside dug for toilet waste.

The Vikings also brought with them their way of life and beliefs. The Norse people worshipped many gods and loved to tell stories of magic and monsters, and myths and legends about their gods around the fire.

Viking family

A Viking boy usually took his father's name. So Eric, son of Orme, became Eric Ormeson! Children didn't go to school. Instead, boys were also expected to help out with their parents' work. Boys learned hunting and fighting skills, as well as history, religion and law from spoken stories and songs.

Most Viking men were all-round handymen, but some had special skills like pottery or metalwork. They could also fight if they had to, to protect their family or to support their chieftain.

Viking women did lots of different jobs. They made clothes for the family by spinning and weaving sheep's wool. On the farm, women milked the cows and made cheese.

Viking girls helped out around the longhouse and on the farmland. Their jobs included weeding vegetable patches and scaring away hungry birds.

Did the Vikings have laws?

The Norse people had their own laws and government. The community would gather together at a meeting called a **Thing**. Here they would settle problems and make decisions.

People could vote on what should happen. For example, the Thing might decide who owned a piece of land or how to punish a criminal. All this was overseen by a chieftain or a judge known as a **law-speaker**.

The 'Thing' was an early version of today's parliament where people met to discuss new laws and settle disputes

Viking laws were not written down, so laws were passed from person to person by word of mouth. People who broke the law became **outlaws**. They were forced to live in the wilderness.

Reading for Productivity- Life in Viking Britain- History

Retrieval

1) Name two things blacksmiths made on the first page.
2) Which of the following statements are true?
   A. All Vikings were raiders.
   B. Jewellers made plates.
   C. The Norse people had their own laws.
   D. The king was at the top of the Viking society.

Inference

3) Do you think the laws being passed from person to person by word of mouth was a good thing or a bad thing? Explain your answer.

Vocabulary

4) Find a synonym for 'has great power'.
5) Vikings were very skilled people. What does the word skilled mean?

Summarise

6) Summarise this text in no more than two sentences

Reading for Productivity Lesson 3 - RE

Who are Christians?

Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death.

Christians believe that Jesus rose from the dead and appeared to his disciples (followers) to show everyone that there is another life with one, eternal, loving God.

Why are Christians called Christians?

Christians get their name from Jesus Christ who is God's son.

What do Christians believe?

Christians believe that Jesus Christ was the Son of God and that:

- God sent his Son to earth to save humanity from the consequences of its sins
- Jesus was fully human, and experienced this world in the same way as other human beings of his time
- Jesus was tortured and gave his life on the Cross (At the Crucifixion)
- Jesus rose from the dead on the third day after his Crucifixion (the Resurrection)

Christians believe that Jesus was the Messiah promised in the Old Testament

Christians believe that there is only one God, but that this one God consists of 3 "persons"

- God the Father
- God the Son
- The Holy Spirit

Christians believe that God made the world.

What are the Christian symbols?

The cross is the main symbol. It reminds Christians that Jesus died on the cross to save them.

The dove is the symbol of the holy spirit and peace.

The fish symbol was created using the Greek letters which spell out ICHTHUS : Jesus Christ God's Son Saviour.

The Romans persecuted the Christians and it became dangerous for them to meet. So the Christians devised a secret code. They drew half a fish in the sand. If a person completed the fish, they knew he or she was a believer too. Under the fish sign the Christians wrote the Greek word fish.

ΙΧΘΥΣ

These letters stood for: **Jesus Christ God's Son Saviour**

Reading for Productivity

Retrieval

1. What do Christians believe about Jesus?
2. What '3 persons' do they believe that God consists of?

Vocabulary

3. What does the word 'persecuted' mean?
4. What is a 'consequence'?

Inference

5. What do you think a dove symbolises?
   How does this link to Christianity?

Deepen the moment

How do you think Christian beliefs have changed from 100 years ago?

Magnets

A magnet is an object that is made of materials that create a magnetic field. Magnets have at least one north pole and one south pole. A magnetic field is the region in space where a magnetic force can be detected.

Magnetism is the force of attraction or repulsion between substances made of certain materials. The force of magnetism, simply put, is due to the motion of electric charges.
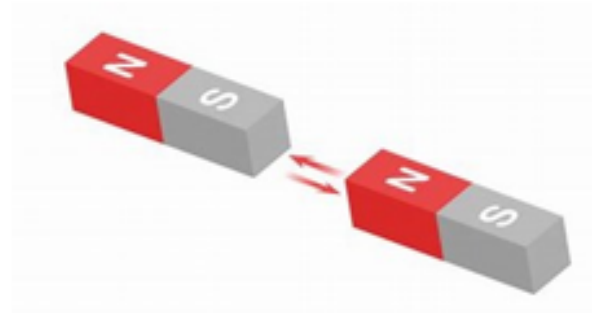
Magnets are present in most electronic devices. In fact, anything that has a motor uses a magnet. Televisions, computers and microwave ovens all operate with magnets. Magnets are used to keep refrigerator doors closed and are even mounted on trucks that clean roads. You'll also find magnets in medical devices to create a magnetic picture, in trains, and in the systems used to slow down roller coasters.

Magnets attract, or pull, objects made with iron or steel. Paper clips, scissors, screws, nuts, and bolts are just a few common everyday objects that are magnetic. A magnet will not attract paper, rubber, wood, or plastic.

It is **not true** that a magnet will attract any kind of metal. For example, aluminium cans are metal, but do not contain iron, therefore they are not magnetic. Steel is a metal that is made with iron, so steel objects like tools and silverware are usually magnetic.

Reading for Productivity – Magnetic and Non-magnetic materials

Retrieval

1. Name 2 objects that contain magnets.
2. What force do magnets use? Push or Pull.
3. Why do plastic objects not get attracted to magnets?
4. How many poles do magnets have?

Vocabulary

5. What does the word invisible mean?

Not able to be seen   Magnetic   Close

The History of Computing

Although we can barely imagine life without computers, they have only become such a key part of our lives relatively recently. Only fifty years ago, there were no home computers, tablets, smartphones or games consoles. However, early mathematicians began developing computers hundreds of years ago.

The First Computers

Early computers were in fact people. The word 'computer' was first used in 1613 to describe people who did very accurate calculations or 'computations'. Even before the word was used, the Babylonians used the abacus as a calculation tool. The abacus is a frame with beads which represent different numbers and can be used to perform extremely quick calculations. The soroban, a type of abacus, is still used by children in Japan and other countries today.

In 1837, Charles Babbage designed the Analytical Engine which used cards with punched holes to control a mechanical calculator. Some consider him to be the father of the computer even though it was actually a woman, Ada Lovelace, who first understood that the machine could use a sequence of instructions to perform a more complex sequence of calculations.

Did You Know?
Ada Lovelace was the world's first computer programmer nearly two hundred years ago.

Cryptology

During the Second World War, important mathematicians developed machines and programs to decode messages sent in code by their enemies. In Britain, these cryptologists (codebreakers) worked at Bletchley Park in Buckinghamshire and the government recruited the very best academics. The work done at Bletchley Park was top secret and details about the work done there were only released to the public in the 1970s, 30 years after the end of the war.

Alan Turing developed the Bombe, a machine specifically designed to decode the German Enigma code. At its peak, the Bombe could decode 4000 messages every day and the information gained from these is believed to have

significantly shortened the war. Although over 200 Bombes were built, they were all deconstructed after the war.

> **Did You Know?**
> Bletchley Park is now a codebreakers museum. In 2007, a specially built Bombe was installed at the museum.

Rapid Developments

The 1970s saw developments in computing gain pace. Microsoft and Apple were both founded in this decade. Some of the first widely available computer games, Pong and Space Invaders, were designed at the same time. In 1975, Bill Gates dropped out of Harvard University to set up Microsoft as he saw the importance of software in the development of computing. In just over ten years, the company was so successful with its Windows operating system that he became the world's youngest billionaire at the age of only 31.

Tim Berners-Lee invented the World Wide Web in 1989, which meant that people were able to access and share huge amounts of information quickly. There were many different companies producing hardware in the 80s and 90s, with computers such as the Commodore Amiga and ZX Spectrum competing for sales. Computers were still quite expensive and many homes simply couldn't afford one. Today, things are much more affordable. The release of the Raspberry Pi, a small single-board computer, in 2012 (at a cost of only £35) introduced programming to school children all over the world. Now there are many free online programs, such as Scratch, which have brought coding to the masses. Almost every aspect of our lives involves computers, from emailing and reading to gaming and texting. It's hard to imagine a time when we didn't have all this at our fingertips even though it was less than half a century ago!

> **Did You Know?**
> The first email was sent in 1971 and by 2015, it was estimated that over 205 billion emails were sent every day.

1. Name two technological developments in the last fifty years.

    1.

    2.

2. When was the word computer first used and what did it mean?

3. What is a soroban?

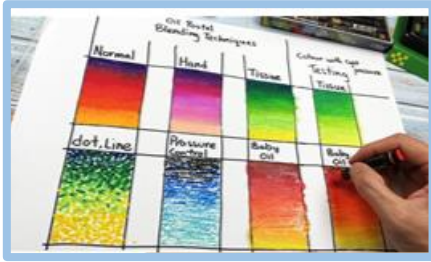4. Who was the world's first computer programmer? Tick one

- o Bill Gates
- o Ava Lovelace
- o Time Berners-Lee

5. Find and copy a word from the text that means the same as **cryptologist** and explain what they do.

6. When did the public first learn about the work done at Bletchley Park during the Second World War? Tick one.

- o In the 1960s
- o At the end of the war
- o In the 1970s

Year 3-4 Extended Curricular Learning

Art – Creating a dragon's eye

Monday 18th January 2021 – Activity 1

VIPs

Oil pastel (also called wax oil crayon) is a painting and drawing medium with characteristics similar to pastels and wax crayons.

Oil pastels can be blended using different techniques including with your fingers, tissue, dotted lines and pressure control.

Today, you will be learning about oil pastel art and creating your own dragon's eye artwork using oil pastels, crayons or colouring pencils:

1. Choose one of these 3 oil pastel artists to research about and write down 10 facts about them: Pablo Picasso, Vincent Van Gogh or Mary Cassat.
2. Click here to watch a video of how to create a dragon's eye with oil pastels. Whilst watching this video, practise sketching out your ideas for your own design. Remember – practise makes perfect!
3. Create your own dragon's eye design, using the video and the examples below to guide you through it. If you don't have oil pastels at home, you can use crayons or colouring pencils as a replacement.

Deepen the moment

✓ Year 3- Why is oil pastel a good medium for creating a dragon's eye?
✓ Year 4- what are the advantages and disadvantages of using oil pastels?

Year 3-4 Extended Curricular Learning

History – The Vikings

Tuesday 19th January 2021 – Activity 2

VIPs

The Vikings were not all bloodthirsty raiders. Some came to fight, but others came to Britain to live peacefully.

Their long ships brought families who settled in villages.

There were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful metalwork and wooden carvings. Everyone lived together in a large home called a **longhouse**.

Today, you will learn about what life was like in Viking Britain and where they lived:

1. Research online what about Viking life in Britain and the long houses they lived in. Make notes about what you learnt.
2. Draw and label a long house with all its features:
- ✓ Year 3 – can you explain underneath the long house about Viking family life?
- ✓ Year 4 – can you include fronted adverbials to describe life in Viking Britain? Include information about housing, family life, jobs and laws.

Deepen the moment

How does Viking life differ to life in 2021? Consider housing, family life, beliefs and jobs.

Year 3-4 Extended Curricular Learning

RE – Comparing Hindu and Christian beliefs

Wednesday 20th January 2021 – Activity 3

VIPs

Christian beliefs come from one holy text called the Bible, whereas Hindu beliefs are taken from many different texts and scriptures. The Hindu place of worship is the Mandir Temple and the Christian place of worship is a Church.

Today, you will be learning about Hindu and Christian beliefs and comparing them:

1. Make notes whilst watching the following clips. Hint: these will help you with the next task.
Click here to learn more about Christian beliefs.
Click here to learn more about Hindu beliefs.
2. Complete the table below about the key Christian and Hindu beliefs.
3. Using the table you have completed to help you, write out 2 similarities and 2 differences between Christian and Hindu beliefs.
   ✓ Year 3 – write out the similarities and differences in bullet points.
   ✓ Year 4 – write out the similarities and differences in two separate paragraphs. Can you use comparative openers in your work?

Deepen the moment

How do you think the daily routines of Christians and Hindus are different?

Key Beliefs	Hinduism	Christianity
Beliefs about life and death		
Holy Texts		
Place of Worship		

Year 3-4 Extended Curricular Learning

Science – forces

Thursday 21st January 2021 – Activity 4

VIPs

A magnet is an object that produces a magnetic force to pull certain objects towards it.

A magnet is a special type of object that produces an area of magnetic force around itself, called the magnetic field.

If certain objects enter this magnetic field, they will be attracted to the magnet; this will cause the materials to stick to the magnet.

Today, you will learn about how a magnetic field is created and which objects are magnetic. Follow the steps below for today's activity:

1. Research online what objects are magnetic and what makes them magnetic.
2. Find 10 items around your house to test if these are magnetic or not magnetic.
3. Draw a table like the one below to show which items are magnet and which aren't.
   ✓ Year 3 – which items were magnetic and why do you think this is?
   ✓ Year 4 – make a prediction about which objects you think will be magnetic in your house and explain in your results whether your prediction was incorrect/correct and why.

Deepen the moment

Katie thinks that magnets only attracts objects when they touch them, is she correct? Explain your answer.

Material	Is it magnetic or not?

Computing – designing your own computerised device

Friday 22nd January 2021 – Activity 5

VIPs

The word 'computer' was first used in 1613 to describe people who did very accurate calculations or 'computations'.

During the Second World War, important mathematicians created machines and programmes to decode messages sent by their enemies.

Today, you will be learning about the history of computing and designing your own computerised device that would help people during 2021:

1. Research, using the internet and the reading for productivity, computing discoveries that changed the world. Choose your top 3 computing discoveries and explain why you think they are important.

2. Design your own computerised device that could help people during 2021 and lockdown. Label your design with its features. Hint: Don't make your device too complex because you will have describe how it will work.

3. Write a short paragraph explaining how your computerised device works and how it will make a difference to people in 2021.

   ✓ Year 3 – can you use expanded noun phrases and alliteration to describe your computerised device?

   ✓ Year 4 – can you use fronted adverbials and technical vocabulary to describe your computerised device?

Deepen the moment

Would life be better or worse if computers were not invented? Explain why.