



Marlborough Primary Academy

Home Learning
Class 3/4F

Week beginning
08/02/2021



Marlborough Primary Academy

Class
3/4F

Home
Learning

Monday
08/02/21

Daily jobs- **Daily Zoom Register 10:00**

- 1) 30 minutes Spelling - 20 minutes.
Practice this week's spelling words
- 2) Morning maths [URBrainy](#) or [Bite size](#)
- 3) TTRockstars - log in [here](#)
- 4) Independent Reading - Enjoy 30 minutes
- 5) Joe Wicks is [here](#) or BBC Super-movers [here](#)



Remember to work in your *Home Learning Books* and directly onto the pages posted in your *Class Dojo Portfolios*. You can type and write directly onto these pages and then we will be able to mark them for you. We are here to help! So contact us if you are stuck. You are expected to submit work daily.

Maths

WALT: multiply 2 digit numbers by 1 digit numbers

Follow the [video link](#) and watch the video - make sure you pause the video and try the calculations and problems when you are prompted to.
Then have a go at the [worksheet](#)

English/ Topic

Spellings & Grammar

WALT: spelling words with plural possessive apostrophes
Here are your new spellings for this week. Practising is one of your daily jobs you could do this:
Monday, write the list in your spelling books, cover & check.
Tuesday, bubble & rainbow writing.
Wednesday, shape & pyramid strategies.
Thursday, Silly sentences and syllable clapping.
Friday - test time !

English Reading & Writing Remember Zoom **@ 10:00** for today's input.:

WALT: use extended sentences to describe a setting.
WALT: use adjectives and prepositional phrases to add more detail.

<https://www.literacyshed.com/marshmallows.html>

Vocabulary	Phrases
Reflecting	beyond the treeline
Rippling	beneath the darkening sky
Lapping	Next to the fire
Glistening	Toward the forest
Towering	Across the water
Entwined	By the edge of the...
Substantial	In the shadow of the...
Silhouettes	Under the shadowy branches
Dark	Within several feet of...
Shadowy	By the side of the tent
Embers	Along the pathway
Crackling	By the fireside
Canvas	In view of the...
Temporary	
Situated	

Continuous Cursive Handwriting Practice

Practise your weekly spelling words using continuous cursive handwriting.

girls'

boys'

babies'

parents'

teachers'

women's

men's

children's

people's

nice's

English Spelling & Grammar **Remember**, I'm always looking for those lovely little letters starting in the left.

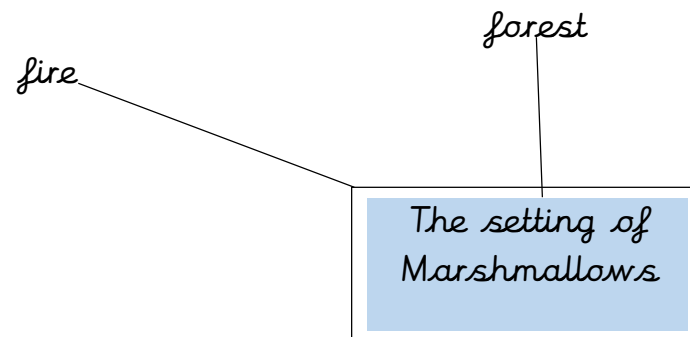
English Reading & Writing.

The video clip you are going to watch is called Marshmallows: <https://www.literacyshed.com/marshmallows.html>

- Watch the first 10 seconds of the clip and stop.
- Make predictions as to what is in the water, what will it do?
- Why do you think this is called Marshmallows?
- Play clip again but stop at 18s.
- What do you think now? Have you changed your mind?
- Play the rest of the clip and stop at 1m20s.
- What do they think the boy will do?
- Play to the end.

You are going to become 'Setting Detectives'. The setting means where the story/film clip is happening. If you were there, what could you see?

Put your answers in the box below or in your Home Learning Book. An example has been done for you.



Play the clip again to see if you have missed anything out. Add these to the box above.

English Reading & Writing

We are now going to use our setting words to describe the setting. We are going to use **prepositional phrases**. These tell us where the 'subject' in our sentence is. The sentence can start or end with a prepositional phrase. e.g. There was a fire **in the forest**. - The subject of this sentence is 'fire'. This is telling us where the fire is.

In the distance, there were mountains. - The subject in this sentence is 'mountains'. This tells us where the mountains are.

Write a sentence for each of your setting words. See if you can add a prepositional phrase to your sentences.

1.

2.

3.

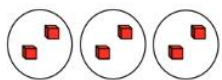
4.

5.

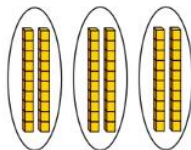
Now go back through your sentences and see if you can add more detail using **'adjectives'**. You can use your purple pen. E.g. There were **thick** trees, **by the edge of the water**. Remember adjectives describe the noun.

Maths **Remember**, to 'Explain' in full sentences in your books if you need more room

1) Complete the calculations



$$3 \times 2 =$$



$$3 \times 20 =$$

2) Complete the calculations

$$1 \times 4 = \quad 1 \times 40 =$$

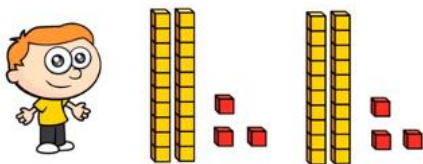
$$2 \times 4 = \quad 2 \times 40 =$$

$$3 \times 4 = \quad 3 \times 40 =$$

3) Complete the number track

30	60	90		150		210	240		
----	----	----	--	-----	--	-----	-----	--	--

Calculate 2×23



Calculate 3×31

Calculate

Have a think



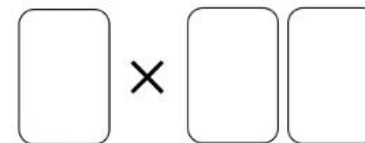
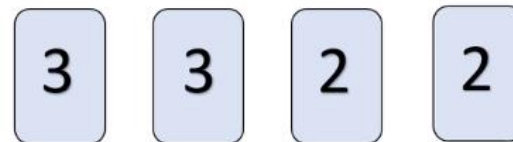
$$3 \times 21 =$$

$$4 \times 22 =$$

$$34 \times 2 =$$

$$13 \times 3 =$$

Arrange 3 of the digit cards into the calculation below.



Have a think

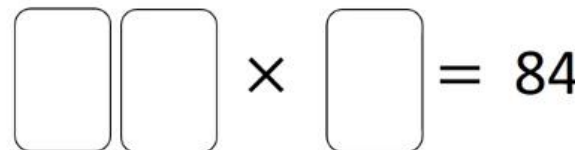


What is the largest total you can make?

What is the smallest?

How many different totals can you make?

Use 3 digit cards to complete the calculation below.



Have a think



Which 3 cards could you use?

Can you find more than one solution?

Maths Remember, to work out 1 step at a time.

1. Which representation is the odd one out?









A.



B.



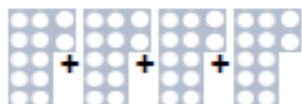
C.

T	O
	
	
	
	



2. Match the representations to the correct multiplication sentences and complete.

A.


















1. $24 \times 2 =$

B.



2. $23 \times 3 =$

C.

T	O
 	  
 	  
 	  

3. $12 \times 4 =$



3. Ryan and Kelsi are finding the missing number in the calculation.



I think the missing number is 36













Ryan

$13 \times 3 = \boxed{}$



Kelsi

I think the missing number is 39

T	O
	  
	  
	  

Who do you agree with? Explain your choice.



Explain why to someone in your house. Write answers in full sentences.



Marlborough Primary Academy

Class
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Home
Learning

Tuesday
09/02/21

Daily jobs- Daily Zoom Register 10:00

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Maths

WALT: multiply 2 digit by 1 digit numbers

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[Answer](#)

English/ Topic

Spellings & Grammar

WALT: spelling homophones and near homophones

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Friday - test time !

English Reading & Writing Zoom @ 10:00

WALT: Create a setting as an opening for a narrative.

https://www.youtube.com/watch?v=Jb_4dE5VD_g

Vocabulary	Phrases
Reflecting	beyond the treeline
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Shadowy	By the side of the tent
Embers	Along the pathway
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Canvas	In view of the...
Temporary	
Situated	

English Reading & Writing

Look at the 5 sentences you wrote for the setting description yesterday. Today you are going to create more of an opening description, by adding in things that would be in the forest that we didn't see in the clip.



Have a listen to this sound clip from a forest : https://www.youtube.com/watch?v=Jb_4dE5VD_g. This will help you understand the sounds that you might hear in a forest. What else might you hear or see in the forest?

Can you think of 8 things you can see or hear? Write them in the box below. Three been done for you.

The glowing fire was crackling.

Owls were hooting in the tall trees

Crickets chirped in the high branches.

What can you hear
or see in the forest?

English Reading & Writing Watch yesterday's clip again: You are going to 'walk' through the setting. Imagine you are there in the forest. You need to decide what you see or hear first and then move on to what you see or hear next. <https://www.literacyshed.com/marshmallows.html>







Remember you are just **describing the setting** not what the characters are doing. Use what you wrote in the box above to help you. There are examples for the first 2 but try to make up your own.

Walk through your setting. What can you see and hear?	
1.	It was a clear dark night, as the moonlight reflected on the lake.
2.	In the high branches of the tall trees, owls were hooting.
3.	
4.	
5.	
6.	
7.	
8.	

Maths **Remember**, to 'Explain' in full sentences in your books if you need more room





Multiply 2-digits by 1-digit (1)

- 1 Ron, Eva and Mo each have 23 marbles.





Tens	Ones
	
	
	

How many marbles are there in total?

- 2 Use the place value chart to work out 2×24
Complete the multiplication sentences.

Tens	Ones
	
	

- 3 Annie works out $43 \times 2 = 86$

Tens	Ones
	
	

		T	O
		4	3
	x		2
		8	6

Talk about Annie's methods with a partner.

What is the same? What is different?

- 4 Complete the multiplications.

a)

		T	O
		2	4
	x		2

b)

		T	O
		4	4
	x		2

c) 31×3

d) 42×2

Compare answers with a partner.

- 5 Jack is trying to work out 34×2 using the column method.



I'm not sure what to do.

			2
	x	3	4

Show how Jack could improve his column method and work out the answer.

- 6 One toaster costs £32

How much do 3 toasters cost?



Activate W

Maths

- 7 Whitney has multiplied a 2-digit number by a 1-digit number.



I had to do
 $30 + 9 = 39$ to get
my answer.

What numbers is Whitney multiplying?

Fill in the missing digits.

	x			
		3	9	

- 8 Filip used the column method to work out 41×2



I can work this
multiplication out in
my head.

		4	1	
	x		2	

- a) How do you think Eva will work this out in her head?
b) Tick the multiplications that you can work out in your head.

4×22

3×23

3×33

12×4

3×32

4×20



Marlborough Primary Academy

Class
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Home
Learning

Wednesday
10/02/21

Daily jobs- **Daily Zoom Register 10:00**

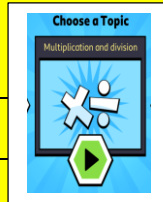
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Practice this week's spelling words

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Maths

WALT: multiply 2 digit number by 1 digit number - exchanging

Follow the [video link](#) and watch the video - make sure you pause the video and try the calculations and problems when you are prompted to.

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English/ Topic

Spellings & Grammar

WALT: spelling homophones and near homophones

Here are your new spellings for this week. Practising is one of your daily jobs you could do this:

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Friday - test time !

English Reading & Writing **Zoom @ 10:00**

WALT: Create a setting description as an opening for a narrative.

KS2 Shared Topic

English Reading & Writing

Here is a WAGOLL of an opening describing the setting for a narrative.

Marshmallows - Opening

It was a clear, warm night. Crickets chirped in the distance, and intermittently an owl hooted. A solitary boat bobbed on the lake and from time-to-time the water slapped against it. Moonlight hit the ripples on the lake, reflecting little sparks of light like diamonds on the water. Far off in the distance, behind the lake, great mountains loomed. They looked like giant purple sleeping beasts. Tall trees with thick trunks edged the water and birds roosted in their tangled branches. A short leaf-littered pathway led to a camping area. In the middle of the camp, a fire crackled with red embers and ash rising upwards into the night sky. By the fire, a fallen log was used as a makeshift bench, and to the rear of the camp was a small canvas tent.

Vocabulary Check:

Underline the words you are not sure of and look them up in a dictionary: <https://kids.wordsmyth.net/we>

intermittently = happening at intervals; stopping and starting

solitary = being, traveling, or living without others; alone.

loomed =

makeshift =

Success Criteria for an opening describing the setting

What features has the writer used in the WAGOLL?

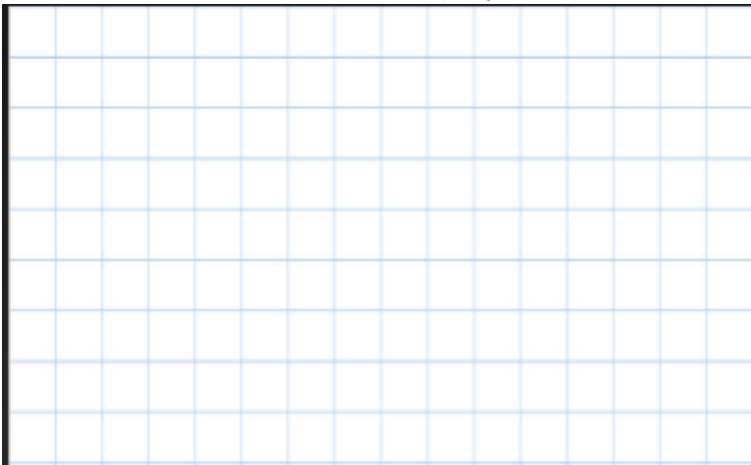
- **Adjectives** to describe the nouns
- **Prepositional** phrases to say where something is
- **Similes** - saying it is like something else e.g. They looked like giant purple sleeping beasts.

Now have a go writing your own opening, describing the setting. Use the 8 sentences you wrote yesterday in your 'Walk' through the setting. Make sure you include the features that we have found in the WAGOLL. You could try adding some similes.

Write your opening in your Home Learning Book.

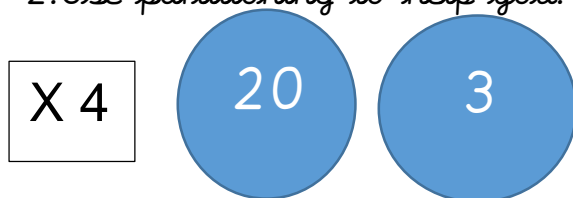
Calculate 4×23

1. Use base ten to help you work this out.



Calculate 4×23

2. Use partitioning to help you.



$$4 \times 20 =$$

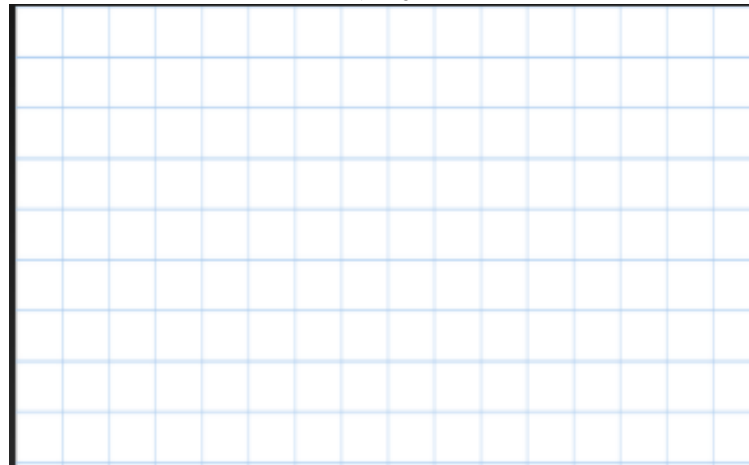
$$4 \times 3 =$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Repeat using base ten and partitioning

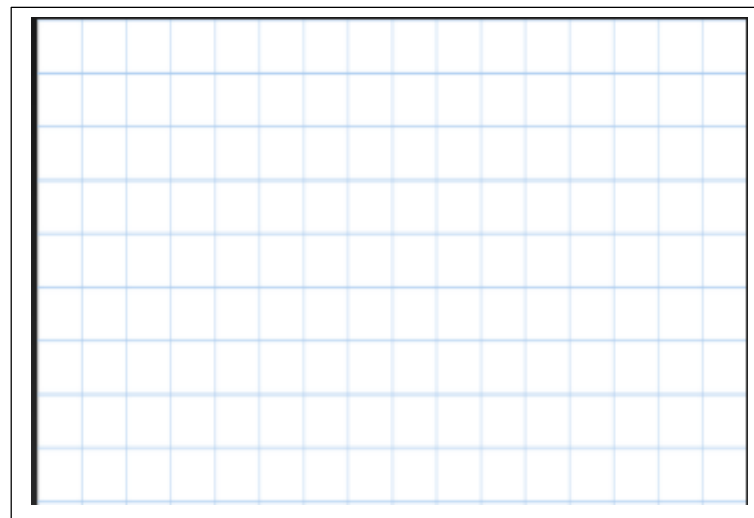
Calculate 5×32

Use base ten to help you work this out.



Calculate 5×32

Use partitioning to help you.



Maths Which method will you choose to help you with these calculations?

Calculate

Have a think



$$5 \times 22 =$$

$$5 \times 35 =$$

$$34 \times 3 =$$

$$18 \times 3 =$$

Arrange the digit cards into the calculation below.

3	4	5
<input type="text"/>	<input type="text"/>	<input type="text"/>

Have a think



How many different totals can you make?

What is the greatest total you can make?

What is the smallest?

What do you notice? Does this always happen?

What if you used these cards?

2	6	4
<input type="text"/>	<input type="text"/>	<input type="text"/>

Have a think



How many different totals can you make?

What is the greatest possible total?

What is the smallest?

Use 3 digit cards to complete the calculation below.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------



Have a think



Which 3 cards could you use?

Can you find more than one solution?

Remember complete one step at a time.



Marlborough Primary Academy

Class
3/4F

Home
Learning

Thursday
11/02/21

Daily jobs- **Daily Zoom Register 10:00**

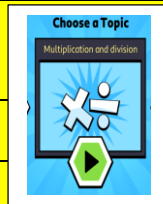
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Maths

WALT: multiply 2 digit by 1 digit - exchanging

Follow the [video link](#) and watch the video - make sure you pause the video and try the calculations and problems when you are prompted to.

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[Answers](#)

English/ Topic

Spellings & Grammar

WALT: spelling homophones and near homophones

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Friday - test time !

English Reading & Writing **Zoom @ 10:00**

WALT: Purple polish' our setting description paragraph

KS2 Shared Topic

English Reading & Writing -

Success Criteria for an opening describing the setting

Today you are 'purple polishing' your setting description paragraph from yesterday.

Read your opening out loud and think...

- Do I need to put the sentences in a different order to make the paragraph flow better?
- Can I use some better adjectives to describe the nouns?
- Have I used prepositional phrases to describe where the subject is?

When you are finished you need to 'Self Assess' using the table below.

FEATURE Features I need to include in my opening	USE IT Tick if you have used it.	PROOVE IT Show where in your opening you have used it. Give an example from your opening.
• Adjectives to describe the nouns		
• Prepositional phrases		
• Similes - saying it is like something else		
• Describe <i>only</i> the setting (not the characters or action).		

Make sure you upload your Purple Polished Opening Paragraph onto your Portfolio on Class Dojo. It would be great if you could also upload a video of you reading it aloud.

Maths Explain in full sentences in your books-what is the same/different < less/smaller than > more/greater than

- 1 There are 23 marbles in a jar.

There are 5 jars.



Tens	Ones

How many marbles are there in total?

- 2 Work out 4×15

Tens	Ones

- 3 Complete the multiplications.

a) 4×24

b) 3×17

c) 3×25

d) 34×4



- 4 Complete the column multiplications.

Tens	Ones

	T	O
	2	4
x		3

Tens	Ones

		T	O
		3	5
x			4

- 5 Work out the multiplications.

a) 25×5

		T	O
		2	5
x			5

b) 35×6

		T	O
		3	5
x			6

c) 5×26

d) 4×36

Activate Windows
Go to Settings to activate

Maths

- 6 Tommy works out 37×2

			T	O	
			3	7	
	x			2	
		6	1	4	

What mistake has Tommy made? Work out the correct answer.

- 7 Find the missing numbers.

		2	2	
	x			
		8	8	

				1	
	x				
		1	2	4	

- 8 Here are some digit cards.

1	2	3	4	5	8
---	---	---	---	---	---

- a) Use the digit cards to create a multiplication and work out the answer.

$$\square \square \times \square = \square$$

- b) Work with a partner to find calculations that have:

- an odd product
- an even product
- an exchange in the ones column
- an exchange in the ones and tens columns.

Activate Windows

Go to Settings to activate Wind

Show your workings out on the squared paper.



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Class
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Home
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Friday
12/02/21

Daily jobs- Daily Zoom Register 10:00

- 1) 30 minutes Spelling - 20 minutes.
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Maths

WALT: divide 2 digits by 1 digit

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[Answers](#)

English/ Topic

Spellings & Grammar

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English Reading & Writing Zoom @ 10:00

WALT: Create a setting description for an opening of a narrative.

KS2 Shared Topic

English Reading & Writing

WALT: Create a setting description for the opening of a narrative story.



Today you are going to use all that you have learnt this week to write a new setting description for **ONE** of the photographs above. You will need to look very carefully at the photograph to make sure you describe it in detail.

1. Choose which setting you are going to describe.
2. Make a mind map of all the things you notice in the setting (like we did on Monday).
3. What sounds would there be in the setting? Add these to your mind map (like we did on Tuesday).
4. Use your mind map to start creating sentences describing the setting - REMEMBER to use the features - **Adjectives** to describe the nouns; **Prepositional** phrases, **Similes**
5. **DON'T** describe characters or action - **DO describe** what you can see or hear in the setting.
6. Put your sentences together into an opening paragraph. **UPLOAD** your finished paragraph onto your Dojo.

Maths Remember, to write any explanations using, using full sentences, into your books.

- 1 There are 84 pencils to be shared equally into 4 pots.



- a) Draw the pencils on a place value chart to show how they are shared.



- b) Complete the number sentences.

$$8 \text{ tens} \div 4 = \boxed{} \text{ tens}$$

$$4 \text{ ones} \div 4 = \boxed{} \text{ one}$$

$$84 \div 4 = \boxed{}$$

- c) How many pencils are in each pot?

- 2 Use a place value chart to work out the calculations.



a) $39 \div 3$

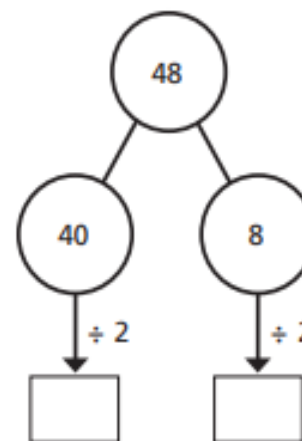
b) $68 \div 2$

- 3 Amir solves $48 \div 2$ on a place value chart.



Tens	Ones

Complete the part-whole model to show what Amir has done.

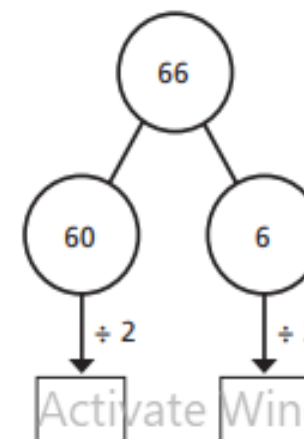
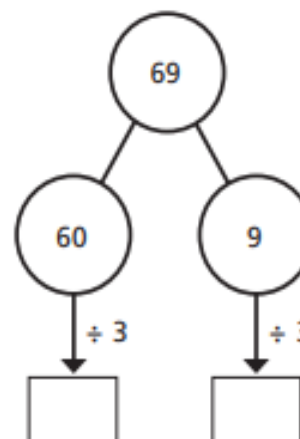


$$48 \div 2 = \boxed{}$$

- 4 Work out the divisions.

a) $69 \div 3 = \boxed{}$

b) $66 \div 2 = \boxed{}$

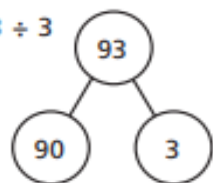


Activate Window

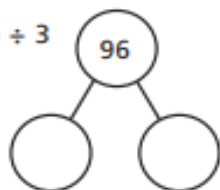
Maths

5 Work out the divisions.

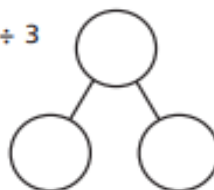
a) $93 \div 3$



$96 \div 3$



$99 \div 3$



b) $82 \div 2$ $84 \div 2$ $86 \div 2$

What do you notice?

6



88 can be
divided equally by 2
and by 4

Do you agree with Annie?

Explain why.

Can Annie divide 88 equally by any other 1-digit numbers?

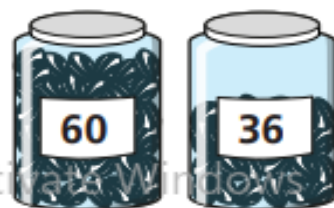
7

Esther has 2 jars of mints.

Esther shares the mints equally
between 3 bowls.

How many mints are in each bowl?

How many different ways can you work out the answer?



Show your working and write in full sentences to explain.