



# Dormanstown Primary Academy

Y4  
09.11.20

Hello everyone!  
 Hopefully you are all ok and had a lovely weekend.  
 Please send all work to the following email address.  
 The email is: [RDTY4dormanstown@tved.org.uk](mailto:RDTY4dormanstown@tved.org.uk)  
 Please continue to access 'Spelling Shed' and 'Rock stars'.  
 Thank you!

Subject	Learning Challenge								
	Y4								
<b>Maths</b>	<p>Times tables  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>            Times table quiz  <a href="http://www.timestables.me.uk/index.htm">http://www.timestables.me.uk/index.htm</a>            Times Table Rock Stars</p> <p>Multiplication            Practise multiplying 3 numbers together. For example, <math>2 \times 2 \times 2 = 8</math> or <math>3 \times 2 \times 5 = 30</math>            Do not go higher than 7.            Then have a go at multiplying a 2-digit number by a 1-digit number. For example, <math>16 \times 4</math> or <math>22 \times 4</math>.            Do not go past the 7 times tables.            Use the grid method and show all working out.  <a href="https://www.theschoolrun.com/what-is-the-grid-method">https://www.theschoolrun.com/what-is-the-grid-method</a>            If you become confident with this, try a 3-digit number by 1-digit number. For example, <math>123 \times 4 =</math></p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">✖</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">20</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">6</td> <td style="padding: 0 10px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">5</td> <td style="border: 1px solid black; padding: 5px; text-align: center; color: red;">100</td> <td style="border: 1px solid black; padding: 5px; text-align: center; color: red;">30</td> <td style="padding: 0 10px;">= 130</td> </tr> </table>	✖	20	6		5	100	30	= 130
✖	20	6							
5	100	30	= 130						
<b>Reading</b>	<p><b>Please continue to read your reading books at home. If you are finished, please find books or a magazine around the home.</b></p> <p><b>Comprehension (on the next page):</b>            Skill focus: Making inferences            'Opening night'</p>								
<b>Writing</b>	<p>As we have really enjoyed reading the story: Romulus and Remus, I would like you all to create a comic strip to retell the story of it.  <a href="https://www.youtube.com/watch?v=wA1D9wd29jI">https://www.youtube.com/watch?v=wA1D9wd29jI</a></p> <p>I would also like you to draw Romulus and Remus and use a speech bubble to think about what they may have said to each other. Then have a go at writing this as a speech sentence using inverted commas and speech verbs.            Keep diary of you 2 weeks isolation period.            Log on to Spelling shed and continue to practise spellings.</p>								
<b>Wider Curriculum</b>	<p>History.            Find 5 facts about Julius Caesar and present them into a fact file.  <a href="http://www.primaryhomeworkhelp.co.uk/Romans.html">http://www.primaryhomeworkhelp.co.uk/Romans.html</a>  <a href="https://www.ducksters.com/history/ancient_rome/julius_caesar.php">https://www.ducksters.com/history/ancient_rome/julius_caesar.php</a></p>								

Year 4 Reading  
The Diary of a Killer Cat  
Read and Listen to chapter 1.

What might happen next?

<https://m.youtube.com/watch?v=cF1o8OJzjuA>

Skill focus: Making inferences

### Opening night

Tim took another deep breath. Inside his chest, he could feel his heart pounding like a bass drum. Again, he took slow, deep breaths and picked up his script. Flicking through the pages, he read through his lines quietly to himself, mumbling under his breath. All his hard work over the last few months had been for tonight. Crossing his fingers tightly, he wished for good luck.

"Tim, are you ready? You're on in 2 minutes," said Mr. Smith.

"I think so, Sir," said Tim in a shaky voice.

"Don't worry, you'll be fine, Tim. Break a leg!"

Slowly, Tim stood up and made his way towards the heavy, red velvet curtain. He pulled it to the side and stepped through.

Questions:

1. How do you think Tim is feeling at the beginning of the text?
2. Explain how you know how he is feeling.
3. What do you think Tim is waiting to do?
4. What clues told you what Tim might be doing?
5. Who do you think Mr. Smith is?
6. Do you think "Opening Night" is a good title? Why?
7. If you had to give this text a different title, what would you call it?