



# Victoria Dock Primary School Home Learning Plan



## Year 4

### Week Commencing 2<sup>nd</sup> November

As your child is isolating at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by school staff following a quarantine period.

<b>Year 4 Maths – Online Learning</b>		
<b>Addition and Subtraction</b>		
<b>Lesson</b>	<b>Video Link</b>	<b>Worksheet</b>
Lesson 1	<a href="https://vimeo.com/461777711">https://vimeo.com/461777711</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y4-Autumn-Block-2-WO1-1s-10s-100s-1000s-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y4-Autumn-Block-2-WO1-1s-10s-100s-1000s-2019.pdf</a>
Lesson 2	<a href="https://vimeo.com/461778453">https://vimeo.com/461778453</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO13-Add-two-3-digit-numbers-not-crossing-10-or-100-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO13-Add-two-3-digit-numbers-not-crossing-10-or-100-2019.pdf</a>
Lesson 3	<a href="https://vimeo.com/461778690">https://vimeo.com/461778690</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y4-Autumn-Block-2-WO2-Add-two-digit-numbers-no-exchange-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y4-Autumn-Block-2-WO2-Add-two-digit-numbers-no-exchange-2019.pdf</a>
Lesson 4	<a href="https://vimeo.com/461779078">https://vimeo.com/461779078</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO14-Add-two-3-digit-numbers-crossing-10-or-100-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO14-Add-two-3-digit-numbers-crossing-10-or-100-2019.pdf</a>

Continue to challenge yourself on Timetable Rockstars.

We have attached the sheets at the bottom of this grid for ease of printing.

### Writing

Task 1 – Complete the word class activity. Use ‘In Flanders Field’ to find examples.

Task 2 – Create an acrostic poem about Armistice Day/Remembrance Day

Task 3 - Imagine you are a soldier in Flanders Field. What can you see, hear, taste, touch, smell? How are you feeling?

Ext - Maybe write it as a diary/postcard home?

### Reading

Task 1 - As it is Remembrance Day next week, we would like you to learn the poem ‘In Flanders Field’. Can you recite it? Maybe post a video on Dojo class story?

Task 2 – Pick out the words that you think are important and find out what they mean. Explain why you chose these words. Choose a minimum of 5 words  
Why not use the important words that you chose in reading task 2 to create a blackout poem. See the example below.

Task 3 – Write a summary of the poem to tell us what it was about.

Ext – Find other poems about Remembrance. How do they compare?

Don’t forget to read for pleasure.

### Other Subjects

#### History

Find out about the history of Armistice Day/Remembrance Day and create a PowerPoint presentation/poster about it.

#### Art

Create a sketch/painting/drawing of Flanders Field. Use whatever materials/media you have at home.

#### PE

Complete a BBC supermovers video each day.

<https://www.bbc.co.uk/teach/supermovers>

#### Music

With the supervision of an adult, use YouTube to find and learn a WW2 song that was used to lift the spirits of the soldiers.

We would recommend ‘White cliff of Dover’.

\*\* If you are unable to access resources and would prefer a paper copy of these instructions please contact the school office.

1s, 10s, 100s, 1,000s



1 Dora makes a number on a place value chart.

Th	H	T	O

- a) What number has Dora made?
- b) Add 3 ones to Dora's number.  
What number do you have?
- c) Add 2 tens to Dora's number.  
What number do you have now?
- d) Subtract 2 hundreds from Dora's number.  
What number do you have now?
- e) Add 5 thousands to Dora's number.  
What number do you have now?

2 Complete the calculations.

Use the place value chart to help you.

1,000s	100s	10s	1s
5	3	7	8

- a)  $5,378 + 200 =$
- b)  $5,378 + 20 =$
- c)  $5,378 + 2,000 =$
- d)  $5,378 - 6 =$
- e)  $5,378 - 60 =$
- f)  $5,378 - 3,000 =$
- g)  $300 + 5,378 =$
- h)  $5,378 - 300 =$

3 Complete the calculations.

- a)  $6,058 + 1 =$
- b)  $6,058 + 20 =$
- $6,058 + 2 =$
- $6,058 + 30 =$
- $6,058 + 3 =$
- $6,058 + 40 =$
- $6,058 + 4 =$
- $6,058 + 50 =$
- $5 + 6,058 =$
- $60 + 6,058 =$

4 Mo is going to add 100 to each number.

Circle the numbers where the 1,000s will change.

2,450    3,928    4,180    5,905    972

What do you notice?

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5 Mr Hall has £1,342 in the bank.



a) Mr Hall puts in £500 more.

How much money does he have in the bank now?

b) Then he puts in £600 more.

How much money does Mr Hall have in the bank now?

c) Then Mr Hall takes out £60

How much money does he have in the bank now?

6 Is Eva correct?



If I keep taking ten away from the number 2,562 only the tens will change.



7 Write the missing numbers.

a)  $6,951 - \square = 6,921$     c)  $1,706 + \square = 1,766$

$6,951 - \square = 6,881$      $1,706 - \square = 906$

b)  $6,421 - 700 = \square$     d)  $3,500 - \square = 2,700$

$6,421 + 700 = \square$      $3,500 - \square = 3,430$

Which calculations were easy to work out?

Which were more difficult to work out?

8



To add 3,812 and 1,400 together, you can add 1,000 to 3,812 and then add 400

a) Use Ron's method to work out  $3,812 + 1,400$

Could you have worked this out mentally?

b) Use Ron's method to complete the calculations.

$1,780 + 2,200 = \square$

$3,084 + 720 = \square$

$591 + 2,820 = \square$

# Add two 3-digit numbers – not crossing 10 or 100

1 Complete the column addition.

Use base 10 to help you.

Hundreds	Tens	Ones

	H	T	O
	4	5	3
+	1	2	5



2 Kim uses counters and a place value chart to help her work out  $362 + 205$

Hundreds	Tens	Ones

	H	T	O
	3	6	2
+	2	0	5



- Draw counters to complete the chart.
- Complete the column addition.
- Which column did you add first? Talk to a partner about your method.

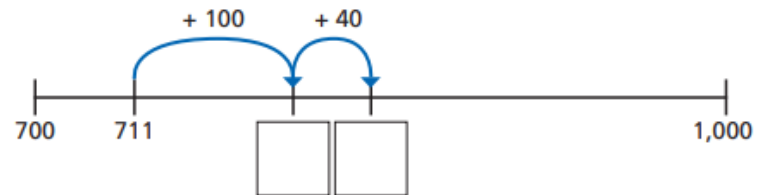
3 Mrs Morgan drives 230 km on Monday.

On Tuesday she drives 169 km.

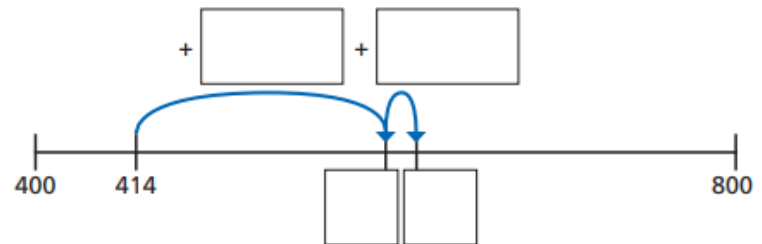
How far does she drive in total on Monday and Tuesday?

4 Complete the number line to work out the addition.

a)  $711 + 140 =$



b)  $414 + 203 =$



c)  $502 + 384 =$



5 Complete the additions.

a)  $736 + 203 =$

c)  $£391 + £505 =$

b)  $184 + 105 =$

6 The table shows the number of boys and girls in two schools.

	Boys	Girls
School A	224	305
School B	400	

a) The total number of children in each school is equal.

Without working it out, which school has more girls?

\_\_\_\_\_

How do you know?

b) How many girls are there in school B?

7 Three children each work out an addition problem.

- Each child uses the same six digits.
- Each addition gives the same answer of 888
- Each child adds two different numbers together.

Work out a possible set of addition problems.

		H	T	O	
	+				
		8	8	8	

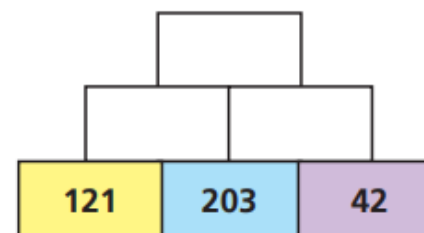
		H	T	O	
	+				
		8	8	8	

		H	T	O	
	+				
		8	8	8	

8 Here is an addition pyramid.

Add the two numbers below to make the number above.

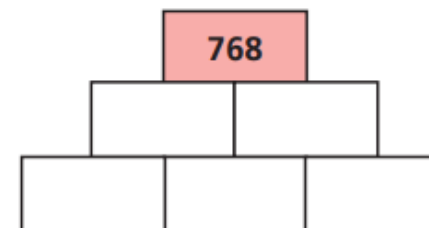
a) Complete the addition pyramid.



b) Complete the addition pyramid.

None of the additions should have an exchange.

The total is 768



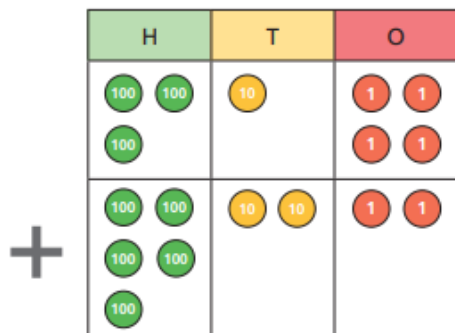
Compare answers with a partner.



## Add two 4-digit numbers – no exchange

1 Calculate  $314 + 522$ 

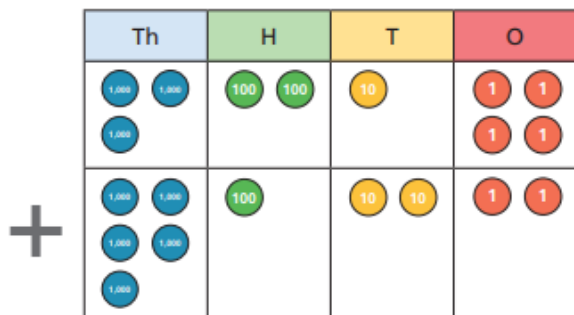
Use the place value chart to help you.



$$314 + 522 = \boxed{\phantom{000}}$$

2 a) Calculate  $3,214 + 5,122$ 

Use the place value chart to help you.



$$3,214 + 5,122 = \boxed{\phantom{0000}}$$

b) Now calculate  $3,214 + 122$  in the same way.

$$3,214 + 122 = \boxed{\phantom{0000}}$$

c) What do you notice about your answers to part a) and part b)?

3 Complete the calculations.

a)  $4,122 + 2,605 = \boxed{\phantom{0000}}$

b)  $3,709 + 4,160 = \boxed{\phantom{0000}}$

c)  $247 + 1,032 = \boxed{\phantom{0000}}$

d)  $3,007 + 560 = \boxed{\phantom{0000}}$

4 Alex is calculating  $5,702 + 125$ 

	Th	H	T	O
	5	7	0	2
+	1	2	5	
	6	9	5	2

Do you agree with Alex? \_\_\_\_\_

Explain your answer.

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Complete the calculation.

$$5,702 + 125 = \boxed{\phantom{0000}}$$





# Add two 3-digit numbers – crossing 10 or 100

1 Complete the column addition.

a)  $235 + 157$

Hundreds	Tens	Ones

	H	T	O
	2	3	5
+	1	5	7

b)  $372 + 144$

Hundreds	Tens	Ones

	H	T	O
	3	7	2
+	1	4	4

2 Tick the additions that need an exchange of ones for a ten.

	H	T	O		H	T	O		H	T	O		
	2	3	8		4	2	7		3	0	8		
+	1	4	1		+	2	6	8		+	1	5	1

How do you know if an addition needs to exchange 10 ones for a ten?

3 Dani uses counters to represent an addition.

H	T	O

a) What addition is Dani trying to work out?

b) Work out the answer to the addition.

c) How many exchanges did you have to do?

4 Work out the additions.

a)

	H	T	O
	1	8	7
+	4	7	1
<hr/>			

c)  $718 + 108$


b)

	H	T	O	
	5	1	7	m
+	2	3	4	m
<hr/>				

d)  $526 + 294$


5 a) Tick the additions with an answer that ends in zero.

$317 + 203$	<input type="checkbox"/>	$192 + 784$	<input type="checkbox"/>	$390 + 177$	<input type="checkbox"/>
$455 + 165$	<input type="checkbox"/>	$386 + 184$	<input type="checkbox"/>	$319 + 501$	<input type="checkbox"/>

b) Did you have to work out all of the additions?

c) Complete the sentences.

The answer to  $175 + 212$  ends with a

The answer to  $609 + 175$  ends with a

The answer to  $334 + 178$  ends with a

The answer to  $716 +$   ends with a 3

6 Fill in the missing digits.

a)

	H	T	O
	3		2
+	4	5	
<hr/>			
		3	7

c)

	H	T	O
	2	7	8
+	2	5	
<hr/>			
			0

b)

	H	T	O
	1	0	9
+		2	
<hr/>			
	5		5

d)

	Th	H	T	O
		5	7	3
+				
<hr/>				
	1	0	0	0

7 Dexter bakes 148 biscuits on Monday.

On Tuesday he bakes 273 more biscuits than he did on Monday.

a) How many biscuits does Dexter bake on Tuesday?

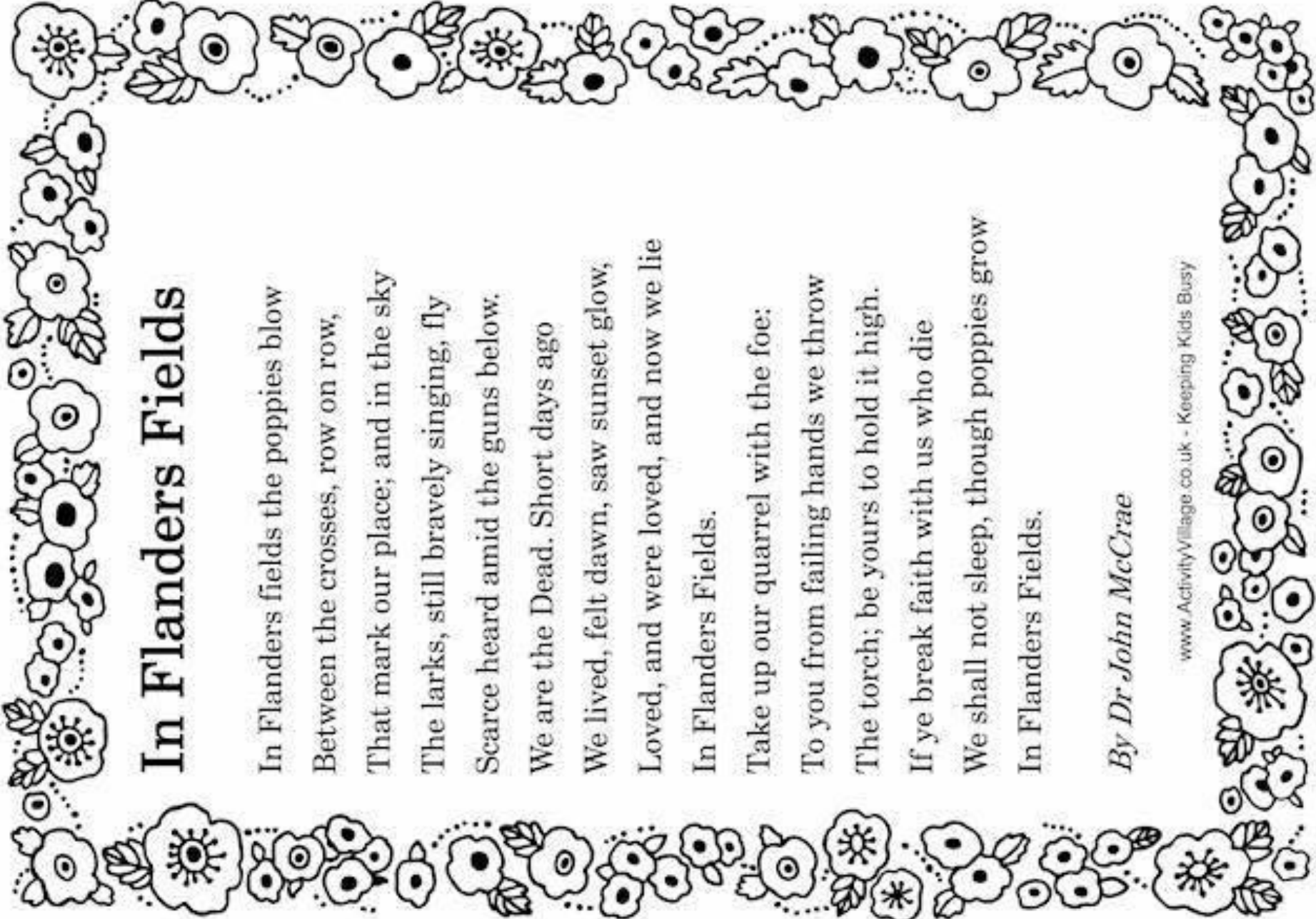
b) How many biscuits does he bake in total on Monday and Tuesday?

8 Write two addition calculations that have:

- 1 exchange
- 2 exchanges.

Compare answers with a partner.





## In Flanders Fields

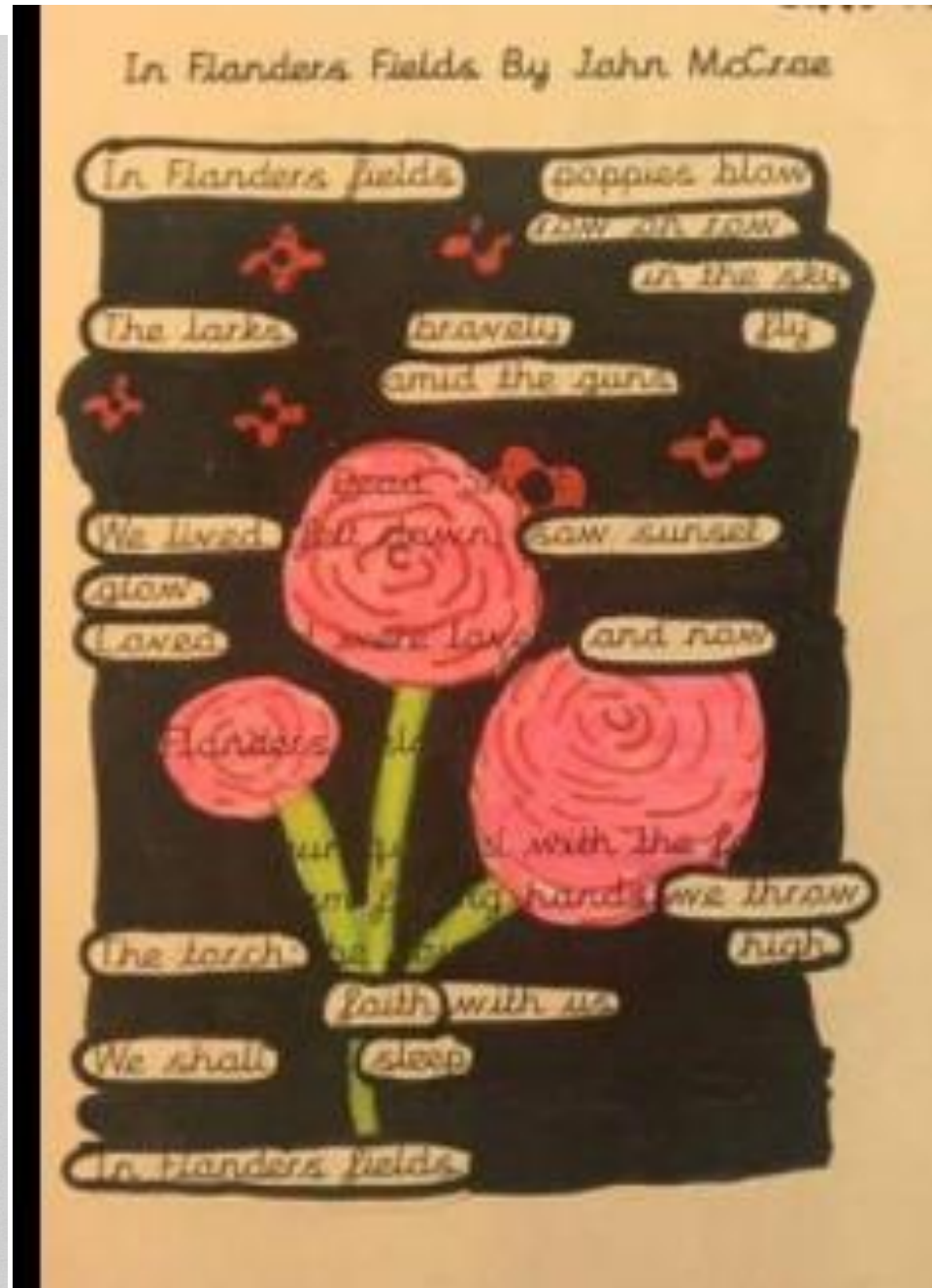
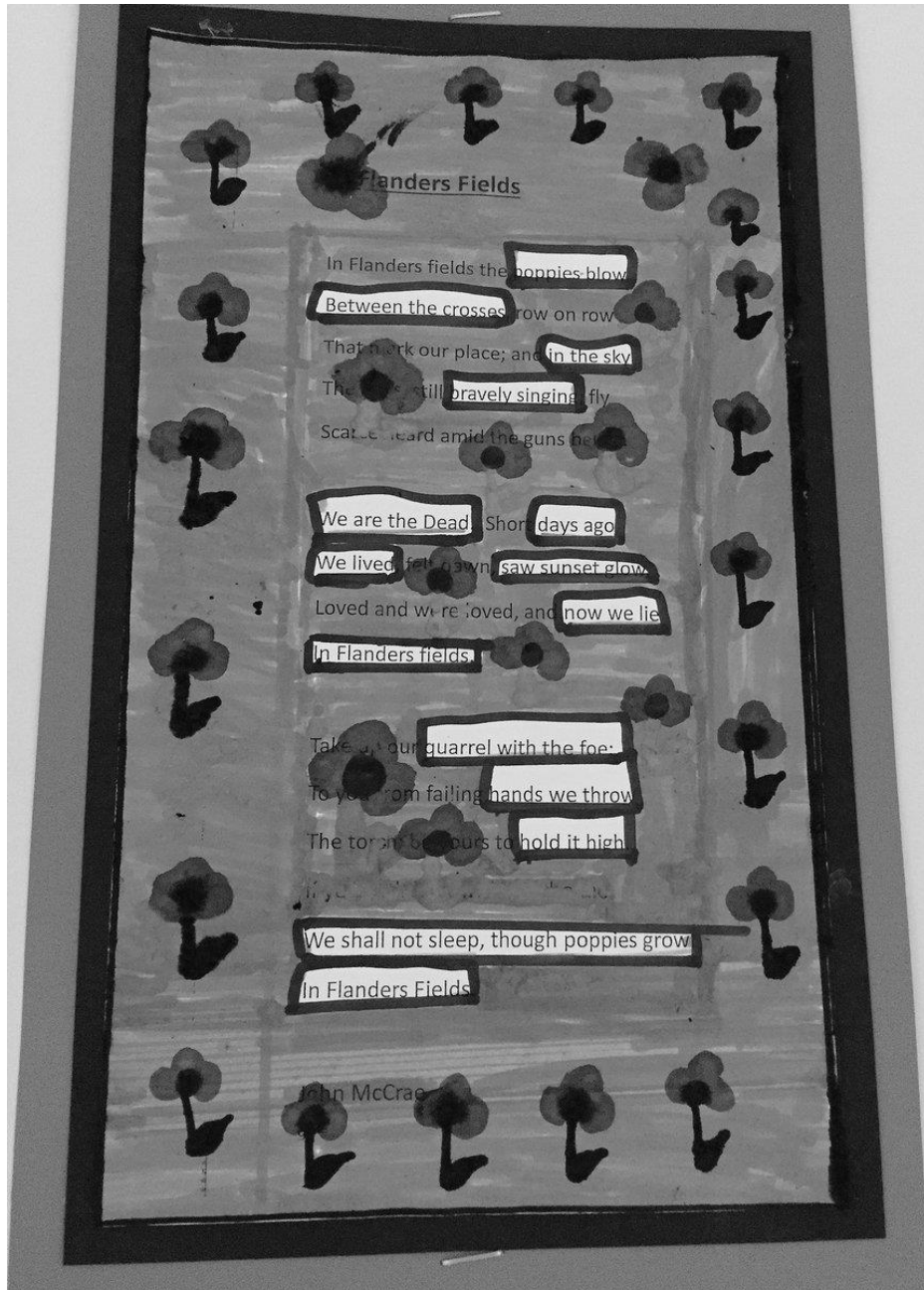
In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.  
We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved, and were loved, and now we lie  
In Flanders Fields.  
Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders Fields.

*By Dr John McCrae*

Word class activity.

WORD CLASS	DEFINITION	EXAMPLE
	The name of a person, place or object.	
	A word that describes a noun.	
	A word that joins phrases or sentences together.	
	A word or phrase that tells you what is being done. It describes an action.	
	A word that describes a verb. It tells you how something is done.	

Blackout poem examples





Flanders Field

