

29/01/21

Hi, this is your home learning work for today. Make sure you have somewhere quiet to do your work and that you send us photos on Dojo of your tasks.

English, Maths, Enquiry & Investigation and PE

English: To write an information text.

Watch Mrs James' video here –

<https://www.loom.com/share/f2efc602fa52493baafe1280d4b0622b>

Your task today:

- Using what you learnt yesterday about how electricity is made, create a short information text about this. Make sure you include:
 - Facts (information about the process)
 - Pictures/ diagrams
 - Captions
 - Title
 - Sub heading (a mini title for the paragraph of writing)
 - Important words in bold.

You may do this on the computer but you must make sure that you don't copy and paste information from the internet that you don't understand! This needs to be your own work.

Here is the film you watched yesterday if you'd find it helpful to watch again for your information text:

<https://www.bbc.co.uk/teach/class-clips-video/primary-science-how-is-electricity-made/zfhfgwx>

Don't forget to read for 10 minutes with an adult – try to do this every day!



Try to log onto TT Rockstars each day for 10 minutes of practice – you could also try www.timestables.me.uk

Maths: multiplying by 100

Today we are looking at multiplying by 100. Making a number 100 times larger. We will investigate what happens to the digits and place value columns when you multiply by 100.

1. True or False? Following yesterday's work – Does Ron have more sweets than Eva?

Ron has more sweets than Eva.

I have 30 packets of sweets with 10 sweets in each pack.

Ron

Eva

I have 10 packets of sweets with 30 sweets in each pack.

2. When we multiply by 100 we make the number 100 times larger. We move it two columns in the place value columns. Look at these 3 images to explain the step.

H	T	O
		6

H	T	O



How can we multiply 6 by 100?

When 6 is multiplied by 100, it moves two place value columns to the left.

H	T	O
		6

H	T	O
6		



How can we multiply 6 by 100?

When 6 is multiplied by 100, it moves two place value columns to the left.

H	T	O
		6

H	T	O
6	0	0



How can we multiply 6 by 100?

When 6 is multiplied by 100, it moves two place value columns to the left.

We must remember to put **one zero** into the tens column and **one zero** into the ones column to fill the gaps.

$6 \times 100 = 600$

Before you do the questions, you must watch the video because it explains the methods for the worksheets.

- Here is the video explaining and talking you through the steps and the questions.

<https://vimeo.com/474994600>

Complete the questions on your ClassDojo portfolio if you can and send it back to us. If you can't do it on portfolio, write your answers in your purple homework book.

3. Watch this BBC bitesize clip to illustrate multiplying by 10 and 100.

<https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/z2fkwx>

Year 4 PE – Remote Gymnastics

Lesson 3 – Video: https://ashfieldjun-my.sharepoint.com/:v:/g/personal/jpears_ashfield-jun_cumbria_sch_uk/EXOjMqo907hOvuXHdUCashIBPsv_tniZrAZGwk9kzeIY3Q?e=ggcLrB

Starter: Follow Mrs Pears' video. Move around your room in a variety of ways (skipping, jumping, hopping, crawling, rolling, walking on hands and feet) then listen out for these onomatopoeic words. Your task is to make a body shape, balance or jump that matches the word.

- Bang - Wow - Crunch - Boing - Rattle
- Slither - Splash - Splat - Jingle - Whoosh

SKILLS: counterbalance NOUN: a weight that balances another weight.

VERB: (of a weight) balance (another weight).

Curriculum Gymnastics (5–12 Years)
3 B **INDIVIDUAL BALANCES**
 On different body parts



TASK 1: Individual Counterbalance

Investigate as many of these shapes as you can. Practice the shapes and try to hold them for 3 seconds. Hold the balances with full extension and body tension. Head up, stretch everything away from your middle. Point toes.

Challenge: Make some shapes of your own.

Investigate physically and then answer these questions in your home learning book (HLB) about your favourite shape:

1. How does counterbalancing your body parts help you to stay steady for 3 seconds?
2. How can you move smoothly into your balance? How can you move out of it smoothly?
3. How can you make the balances easier or harder to perform?

TASK 2: Partner Counterbalance

Ask someone politely if they will help you to learn these partner counterbalances by following the instructions.

- *Counterbalance 1:* Partners stand facing each other with toes touching. Hold hands and lean backwards. Ensure arms and legs are straight.
- *Counterbalance 2:* Partners face each other, one standing and the other sitting in tucked position. They hold hands and the sitting partner leans backwards while being supported by the standing partner.
- *Counterbalance 3:* Partners face each other, standing approximately 1m apart. They raise their hands above their heads, lean forwards and bring their hands together.

HLB Reflect Questions:

1. How is counterbalance different when working with a partner compared to counterbalancing individually?

2. What does a gymnast need to do while performing a counterbalance?
 3. Why is it important to trust your partner when performing a counterbalance?
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This weekend is the RSPB's Big Garden Watch – if you can take part that would be brilliant! Is it just 30 minutes at some point between 29th and 31st January.

<https://www.rspb.org.uk/get-involved/activities/birdwatch/>

We have seen lots of your bird feeders and bird-boxes, so we know you are keen on the wildlife in your garden habitat. We also know lots of you watched the BBC Winter Watch live yesterday.