



Daily Learning

Year 4

Task Sheet 6

Morning Starter - Maths Task

Maths: Shape

3D shapes can be seen all around us. Can you name the 3D shapes on the sheet? Your second task is to then explore the properties of each. Remember, vertices are how many 'points' the shape has, the edges are where 2 faces meet and faces are flat or curved surfaces on the shape.

Challenge: Can you find any examples of 3D shapes around your home or garden? Make a list of what you find!

English:

Write a letter to either one of your teachers or one of your friends. Tell them how you are feeling learning from home and what you are missing about school. Maybe ask them some questions and tell them anything interesting that you would normally share with them at school.

Challenge: To make your letter look more official, see if you can remember or research some of the features of letter writing.

Reading:

Have a go at the comprehension attached below. Remember to read the text carefully before answering the questions.

Challenge: In the same style of the text, write some more lines for the play.

PSHE:

Sometimes we take things for granted and we are guilty of not always appreciating the people and things around us. Have a think about the things you are grateful for and why. Write either a poem or design a poster to share your thoughts and give thanks.

Challenge: Complete a Cosmic Kids Yoga session. Think about the things you are grateful for whilst watching this video and practising mindfulness. Here is the link:

<https://www.youtube.com/watch?v=wf5K3pP2IUQ&t=6s>

Ongoing tasks:

Maths Flex - Consolidate your knowledge of the objectives we have been covering in class

TT Rockstars - Master your times tables and the corresponding division facts

Spelling Shed - Practise your weekly spellings

Purplemash - Complete any outstanding 'To Do's'

Home Learning which is posted to Dojo weekly

Please let me know if you are struggling to log on to any of these resources.

Year 4 Maths Activity Mat

2

Section 1

Fill in the missing numbers:

$$72 \div \square = 8$$

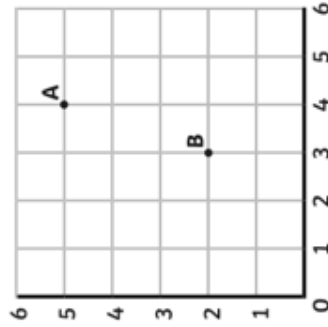
$$7 \times \square = 42$$

$$60 \div \square = 5$$

$$\square \times 3 = 27$$

Section 2

Write the coordinates for the following points:

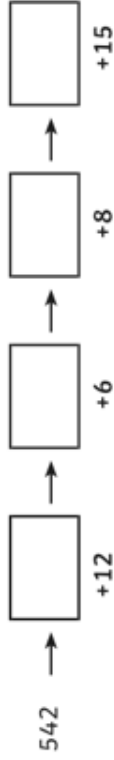


A =

B =

Section 3

Fill in the boxes.



Section 8

Work out $480 \div 4$.

Explain how you worked it out.

Section 5

Write the equivalent decimal or fraction:

$$\frac{4}{10} = \square$$

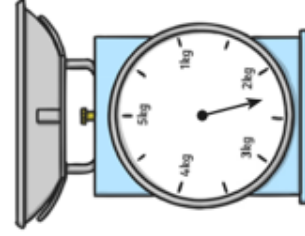
$$0.9 = \square$$

$$0.1 = \square$$

$$\frac{5}{10} = \square$$

Section 6

Round the weight to the nearest kg.



Section 7

What time will it be in 1 hour and 35 minutes?



Section 4

I think of a number.

I multiply it by 3.

I add 5.

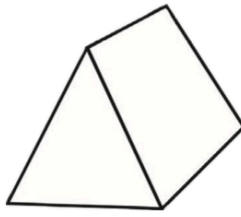
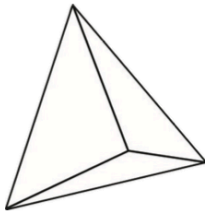
I divide it by 8.

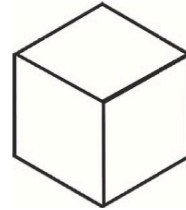
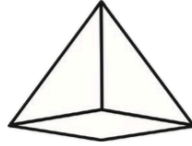
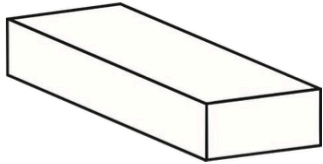
My answer is 4.

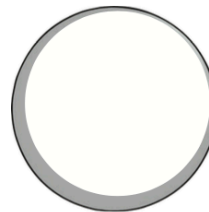
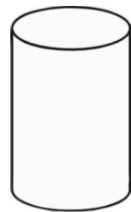
What was my number?

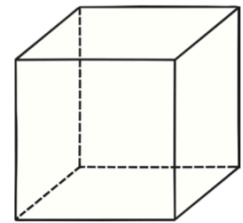
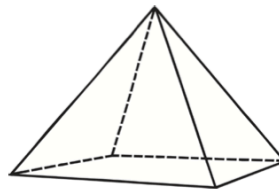
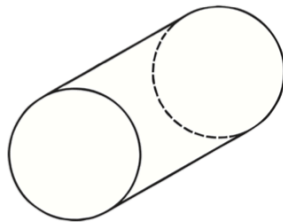
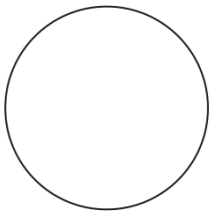
Maths

Write the name of the 3D shapes beneath each picture.









Shape of faces: _____

Shape of faces: _____

Shape of faces: _____

Shape of faces: _____

Number of vertices: _____

Number of vertices: _____

Number of vertices: _____

Number of vertices: _____

Number of edges: _____

Number of edges: _____

Number of edges: _____

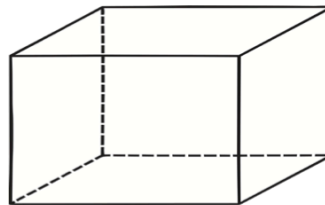
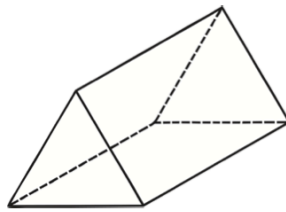
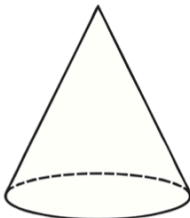
Number of edges: _____

Name: _____

Name: _____

Name: _____

Name: _____



Shape of faces: _____

Shape of faces: _____

Shape of faces: _____

Number of vertices: _____

Number of vertices: _____

Number of vertices: _____

Number of edges: _____

Number of edges: _____

Number of edges: _____

Name: _____

Name: _____

Name: _____

Reading

Oliver Twist

Scene One – The Workhouse

(Narrator stands in front of the closed stage curtain, lit by a spotlight.)

Narrator: Through no fault of his own, Oliver Twist finds himself being cared for by an elderly woman three miles from where he once lived. He spends his days with 20 or 30 other children, who are lying on the floor with their stomachs rumbling. On his ninth birthday, Oliver is pale, thin, short and in need of a wash. Nevertheless, Oliver is in good spirits.

Unexpectedly, Mr Bumble – the man who had given Oliver his name – visits the workhouse. As Oliver has now turned nine years old, Mr Bumble explains to Mrs Mann that he is too old to stay in her care. He says that Oliver must return to the workhouse and takes him to begin yet another new life.

(Curtains open as Narrator exits to stage right. Five workhouse orphans, including Oliver, walk across the stage towards stage left. They are holding empty bowls in front of them. At stage left, the boys join the back of the queue that has formed in front of two women and The Master. These people wear aprons and ladle gruel into each boy's bowl.)

Boy 1: **(holding his stomach)** I'm so hungry. If I don't have an extra spoonful of gruel today, I'm scared that I might end up eating the boy who sleeps next to me!

Boy 2: **(quietly)** One of us should say something. We should ask for more food.

Boy 3 and

Boy 4: **(together)** Not me!

(All characters move forward one place in the queue. The children before move to sit around the table with their full bowl.)

Boy 2: What about you, Oliver?

Boy 1: Yes, Oliver, will you ask The Master for more supper?

Oliver: **(hesitant)** Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?

Oliver Twist Scene One – The Workhouse

(All orphans move through the queue, receive their gruel and take their seats at the table. Boy 1 sits next to Oliver. The Master and the two women remain stood at stage left. They are watching the orphans as they eat.)

Boy 2: (winks at Oliver) Now's your chance, Oliver. Ask him.

Boy 1: Go on, Oliver. Ask. (nudges Oliver with his elbow)

(Oliver stands up and walks towards The Master. He carries his bowl and spoon in front of him. He has an unsure expression on his face.)

Oliver: (quietly) Please, sir, I want some more.

The

Master: (open-mouthed, with a faint voice) What?!

Oliver: Please, sir, I want some more.

(The Master tries to hit Oliver over the head with the serving spoon but Oliver ducks just in time. The Master grabs Oliver by the arm.)

The

Master: (loudly calling to offstage right) MR BUMBLE!

(Mr Bumble and Mr Limbkins enter quickly from stage right.)

The

Master: Mr Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!

(Orphans around the table gasp and look at one another with shocked faces.)

Mr

Limbkins: For more?! (turns to Mr Bumble) Mr Bumble, answer me clearly. Do I understand that Oliver asked for more after he had already eaten the supper he was allowed?

Mr

Bumble: He did, sir.

Mr

Limbkins: That boy will be hung! I know that boy will be hung!

(Lights fade. Curtains close.)

Questions

1. Why do the orphans gasp? Tick one.

- because The Master shouted loudly
- because Oliver Twist has asked for more
- because Mr Limbkins is scary
- because they are out of breath

2. Whom did Oliver live with before Mr Bumble took him to the workhouse? Tick one.

- his parents
- Mr Limbkins
- Mr Bumble
- Mrs Mann

3. Number the events 1-4 to show the order they happen in the stage directions.

- The Master loudly calls to offstage right.
- Boy 3 and Boy 4 speak at the same time.
- Boy 2 winks at Oliver.
- Mr Limbkins turns to Mr Bumble.

4. Draw **four** lines to match each character to one piece of their dialogue from the play script.

Boy 1

Oliver

The Master

Narrator

Nevertheless, Oliver is in good spirits.

Oliver Twist has asked for more!

I'm so hungry.

Well, I don't know.

5. Find and copy a phrase said by the Narrator which implies that the children living with the elderly woman are hungry.

6. **Well, I don't know. I guess we are hungry. Just another spoonful wouldn't hurt, would it?**

According to the stage directions, how should Oliver act when saying this line?

7. Why do you think that the narrator stands in front of the closed curtain at the start of the script?

8. Explain how Oliver feels about asking The Master for more supper. Give **two** points and give evidence from the text to support both.

