



# Whittingham

COF E PRIMARY SCHOOL

## Mathematics

### Add Two 4-Digit Numbers 2 Resource Pack (pages 2-7)

- Independent activity with 3 levels of difficulty

### Round to the Nearest 1,000 Resource Pack (pages 8-13)

- Independent activity with 3 levels of difficulty

### Round to the Nearest 1,000 Activity Resource Pack (page 14)

- Independent activity
- Involves exploring adding amounts to round to the same 1,000

### Coordinates Picture Activity (pages 15-17)

- Practical activity involving plotting out coordinates to create a picture
- Use the instructions and complete the grid on page 17
- Join up the coordinates to create a picture

### Bus Timetable Trail Chaser Activity (page 18)

- Independent or supported activity to work out journey times from a bus timetable.

## English

### Direct Speech Resource Pack (pages 19-24)

- Independent activity with 3 levels of difficulty

### Using Fronted Adverbials Resource Pack (pages 25-30)

- Independent activity with 3 levels of difficulty

### 'Where Does Our Food Come From?' Guided Reading Activity (page 31-34)

- Supported activity. Read the text and answer the questions through discussion. Encourage your child to answer the question in full sentences

### 'A Refugee Camp' Non-Text Guided Reading Activity (page 35-38)

- Supported activity. Discuss the questions and encourage children to write answers about the image.

### Autobiography Writing Prompt (page 39-40)

- Independent writing activity. Children may need support and time to discuss their ideas
- Extension: Add drawings or photographs to make a full autobiography

## Other Resources and Ideas:

- Go to <https://kids.classroomsecrets.co.uk/> for video tutorials to support the maths in this pack as well as interactive games your child can play
- Access resources for all areas of Year 4 learning including activities just like the ones in this pack for just £4.83 for a full month on [www.classroomsecrets.co.uk](http://www.classroomsecrets.co.uk)

## Differentiated

Questions with different levels of challenge to meet the needs of all children. In this pack some of the activities have three levels of 'differentiated' challenge:

**D – Developing**

**E – Expected**

**GD – Greater Depth**

The questions start with Developing and get progressively harder as children work their way towards Greater Depth.

## VF – Varied Fluency

Question type in both Mathematics and Grammar, Punctuation and Spelling (GPS) Resource Packs. These questions allow children to practise the same Mathematical or English skill in different ways, resulting in children completing problems with speed and accuracy.

## RPS – Reasoning and Problem Solving

Question types in the Mathematics Resource Packs. Reasoning questions involve thinking through mathematical problems logically. It involves explaining or justifying the solution/answer to a problem. Problem solving questions involve children applying their knowledge and skills to an unfamiliar or completely new context.



## AR – Application and Reasoning

**Application and reasoning.** Application involves children using their knowledge and skills in an unfamiliar or completely new context. Reasoning questions involve thinking through written problems logically. It involves explaining or justifying the solution/answer to a problem.

## Fronted Adverbials

An adverbial is a word or phrase that acts like an adverb in modifying a sentence or verb. Fronted adverbials are words or phrases placed at the beginning of sentences to describe the action that follows.

## Place Value Counters

In some of our resources, we have used place value counters which will look something like this: . Each counter has a 'value' and when put together makes a number, in this case, 1101. In some questions, we have also used Base 10, which look like this: .

The cube is worth 1,000, the square is worth 100, the stick is worth 10 and the small single cube is worth 1. Again these are used to teach place value which is vital in Primary mathematics. Although used as pictures in our resources, in school, your child quite probably used a physical version of these.

## Clause

A clause is a group of words that contain a noun or pronoun (the subject) and a verb (a doing word). A clause is part of a sentence. A main clause contains a subject and verb and makes sense on its own as a sentence.

## Further Support and Resources

### Video Tutorials from Qualified Teachers

For further support and guidance try our video tutorials for your year group by clicking [this link](#).

### More Home Learning Packs

Weekly learning packs are now in production. Sign up to our mailing list to find out when they're ready by clicking [here](#).

**Developing Varied Fluency**

- 1a. **B: 5,550**  
 2a. **6**  
 3a. **7,473**  
 4a. **Inserting numbers from 3 to 9 will lead to an exchange. If 5 is used, the answer is 4,842.**

**D – Reasoning and Problem Solving**

- 1a.  **$2,124 + 1,026 = 3,150$  (A and B)**  
 2a. **Any number between 5 and 9.**  
 3a. **He is correct. An exchange will take place when a 2-digit number is created, so  $5 + 6 = 11$  needs an exchange.**

**Expected Varied Fluency**

- 1a. **C: 3,108**  
 2a. **9**  
 3a. **7,863**  
 4a. **Inserting numbers from 7 to 9 will lead to an exchange. If 7 is used, the answer is 7,908.**

**E – Reasoning and Problem Solving**

- 1a.  **$2,420 + 1,611 = 4,031$  (C and B)**  
 2a. **Pupils must recognise there will be 1 from the previous exchange, so the numbers could be 4 and 0; 3 and 1; 2 and 2.**  
 3a. **She is incorrect. The exchange takes place from the ones to the tens ( $9 + 1 = 10$ ).**

**Greater Depth Varied Fluency**

- 1a. **A: 8,186**  
 2a. **5**  
 3a. **9,794**  
 4a. **The numbers 5 to 9 must be inserted. If 5 is used, A totals 3,809 and B totals 6,469.**

**GD – Reasoning and Problem Solving**

- 1a.  **$3,641 + 4,456 = 8,097$**   
 2a. **Various answers, for example: 9 and 6; 8 and 7.**  
 3a. **She is incorrect. The exchange takes place from the hundreds to the thousands ( $700 + 300 = 1,000$ ).**

**Developing Varied Fluency**

- 1b. **C: 3,684**  
 2b. **6**  
 3b. **6,480**  
 4b. **Inserting numbers from 7 to 9 will lead to an exchange. If 8 is used, the answer is 7,661.**

**D – Reasoning and Problem Solving**

- 1b.  **$1,107 + 2,114 = 3,221$  (A and C)**  
 2b. **Any number between 4 and 9.**  
 3b. **He is incorrect. An exchange will take place when a 2-digit number is created, so  $5 + 2 = 7$  does not need an exchange.**

**Expected Varied Fluency**

- 1b. **B: 9,377**  
 2b. **9**  
 3b. **8,683**  
 4b. **Inserting numbers from 6 to 9 will lead to an exchange. If 6 is used, the answer is 9,069.**

**E – Reasoning and Problem Solving**

- 1b.  **$2,007 + 3213 = 5,220$  (A and B)**  
 2b. **Pupils must recognise they will need to make 14 in order for there to be an exchange, so the answers could be 9 and 5; 8 and 6; 7 and 7.**  
 3b. **She is correct. An exchange will take place because  $300 + 800 = 1,100$ .**

**Greater Depth Varied Fluency**

- 1b. **B: 8,979**  
 2b. **8**  
 3b. **8,639**  
 4b. **The number 9 must be inserted. If 9 is used, A totals 6,819 and B totals 9,808.**

**GD – Reasoning and Problem Solving**

- 1b.  **$4,612 + 3,821 = 8,433$**   
 2b. **Pupils must recognise there will be a 1 from the exchange, so the numbers could be 6 and 0; 5 and 1; 4 and 2; 3 and 3.**  
 3b. **He is incorrect. The exchange takes place from the tens to the hundreds ( $60 + 40 = 100$ ).**

## Answers – Round to the Nearest 1,000

### Developing Varied Fluency

- 1a. **B, C**
- 2a. **2,000**
- 3a. **False, A rounds to 7,000.**
- 4a. **Various answers, for example: 3,207**

### D – Reasoning and Problem Solving

- 1a. **A – 2,714, B – 1,875, C – counters (2,231)**
- 2a. **B is the odd one out because it rounds to 4,000. A and C round to 5,000.**
- 3a. **Max is incorrect because 3,148 rounds down to 3,000 as it has a hundreds value of less than 500.**

### Expected Varied Fluency

- 1a. **A**
- 2a. **9,000**
- 3a. **False, B rounds to 3,000.**
- 4a. **Various answers, for example: Eight thousand, three hundred and fifty-eight**

### E – Reasoning and Problem Solving

- 1a. **A – 6,524, B – five thousand, six hundred and one, C – counters (6,101)**
- 2a. **C is the odd one out because it rounds to 6,000. A and B round to 5,000.**
- 3a. **Chuan is incorrect, because eight thousand, five hundred and five rounds up to 9,000 as it has a hundreds value of 500.**

### Greater Depth Varied Fluency

- 1a. **A, C**
- 2a. **7,000**
- 3a. **False, B rounds to 3,000.**
- 4a. **Various answers, for example: Seven thousands, twenty-one hundreds, ten tens and three ones**

### GD – Reasoning and Problem Solving

- 1a. **A – base 10 and counters (3,120), B – three thousand, six hundred and eighteen, C – three thousands and fourteen hundreds**
- 2a. **C is the odd one out because it rounds to 4,000. A and B round to 3,000.**
- 3a. **Josh is incorrect because his number is 8,511 which rounds up to 9,000 as it has a hundreds value of 500.**

## Answers – Round to the Nearest 1,000

### Developing Varied Fluency

- 1b. **A**
- 2b. **1,000**
- 3b. **False, C rounds to 2,000.**
- 4b. **Various answers, for example: 7,674**

### D – Reasoning and Problem Solving

- 1b. **A – 2,961, B – 3,608, C – counters (3,221)**
- 2b. **C is the odd one out because it rounds to 4,000. A and B round to 5,000.**
- 3b. **Saskia is correct because 5,962 rounds up to 6,000 as it has a hundreds value of more than 500.**

### Expected Varied Fluency

- 1b. **B, C**
- 2b. **5,000**
- 3b. **False, A rounds to 3,000.**
- 4b. **Various answers, for example: One thousand, five hundred and seventy-four**

### E – Reasoning and Problem Solving

- 1b. **A – five thousand, six hundred and four, B – 6,418, C – counters (5,111)**
- 2b. **B is the odd one out because it rounds to 3,000. A and C round to 4,000.**
- 3b. **Isabel is correct. Six thousand, seven hundred and eleven rounds up to 7,000 as it has a hundreds value of more than 500.**

### Greater Depth Varied Fluency

- 1b. **B, C**
- 2b. **4,000**
- 3b. **False, C rounds to 2,000.**
- 4b. **Various answers, for example: Four thousands, fifteen hundreds, three tens and twelve ones**

### GD – Reasoning and Problem Solving

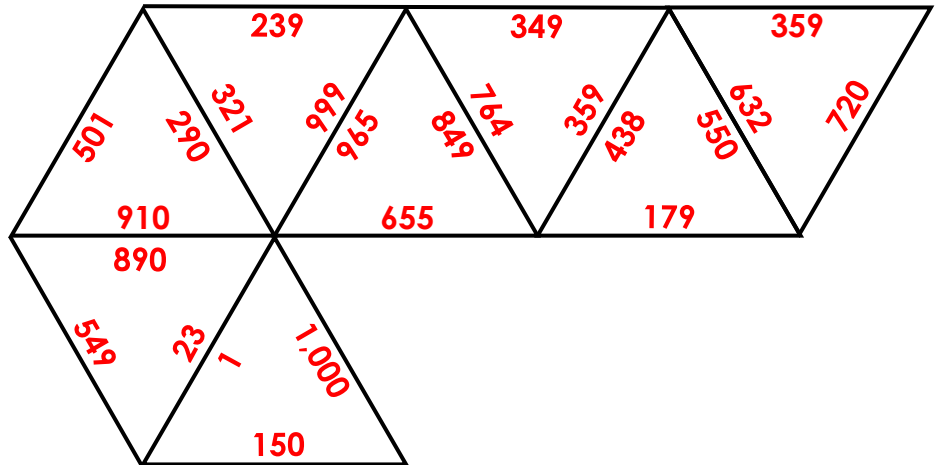
- 1b. **A – two thousands and fifty six tens, B – three thousand, four hundred and ninety nine, C – base 10 and counters (2,112)**
- 2b. **B is the odd one out because it rounds to 4,000. A and C round to 3,000.**
- 3b. **Sophie is incorrect because her number is 2,533 which rounds up to 3,000 as it has a hundreds value of 500.**

## Round to the Nearest 100 ANSWERS

1. Hiro the ninja is trying to solve an ancient puzzle.

He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.

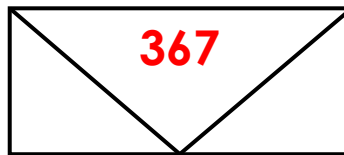
Various answers, for example:



Investigate how he could join the triangles together to solve the puzzle.

DP

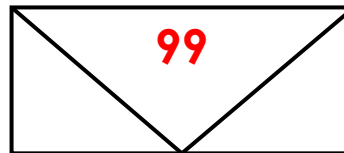
2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.



Envelope 1



Envelope 2



Envelope 3

If Zeebo deposits 1,000 Zog Dollars, explore the different combinations of money that he could have put in the three envelopes.

Various answers, for example:

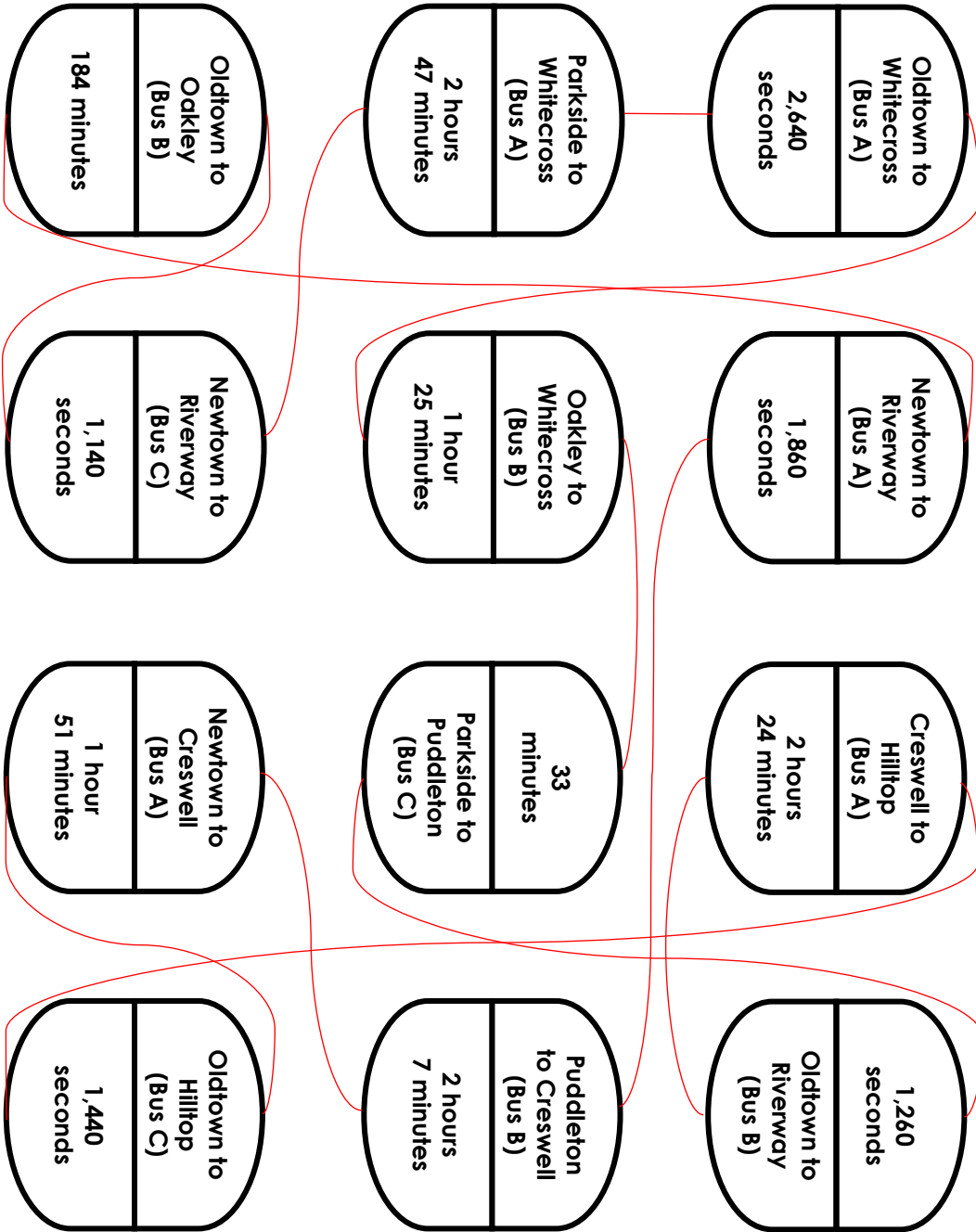
Envelope 1 – 367 (rounds to 400); Envelope 2 – 459 (rounds to 500); Envelope 3 – 99 (rounds to 100).

DP

Bus Timetable Trail Chaser **ANSWERS**

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line. Continue doing this until you have connected all of the journeys and times together.

Destination	Bus A	Bus B	Bus C
Newtown	12:05		15:25
Oldtown	12:23	13:50	15:43
Oakley	12:56	14:09	
Parkside	13:04		16:02
Puddleton		14:38	16:23
Whitecross	13:48	14:42	
Creswell	14:12	15:09	17:11
Hilltop	14:36	15:36	17:34
Riverway	15:09	16:14	18:12



**Developing Varied Fluency**

- 1a. Go and wash your hands, the teacher said.
- 2a. A
- 3a. Inverted commas after 'said' circled.
- 4a. "We could play this game," said Albie.

**D – Application and Reasoning**

- 1a. Various answers, for example: "Can I watch television?" asked Tiana.
- 2a. Various answers, for example: "I'm really sorry," Tom said to his mum.
- 3a. Suzie is incorrect. 'Said' should not begin with a capital letter.

**Expected Varied Fluency**

- 1a. Mum asked, What would you like to drink?
- 2a. B
- 3a. The inverted commas before and after 'sympathetically' circled.
- 4a. Sally said, "I think we should take our bikes with us."

**E – Application and Reasoning**

- 1a. Various answers, for example: "Can I have two scones and a loaf of bread?" the old lady asked the shopkeeper.
- 2a. Mum shouted up the stairs, "You'll have to stop playing soon or the neighbours will complain."
- 3a. Dennis is incorrect. 'Get' should begin with a capital letter.

**Greater Depth Varied Fluency**

- 1a. Seb asked, Shall we take the bus? Not today, replied Ally.
- 2a. B
- 3a. Inverted commas after 'Demi' circled.
- 4a. "I am going to the market." said Adrian, "Would you like anything?"  
"No thanks," answered his brother.

**GD – Application and Reasoning**

- 1a. Various answers, for example: "You can go in goal first," suggested Daniel. "No, I don't want to go first," Jacob replied.
- 2a. Various answers, for example: "I think we should use red paint," Mr Hill said to his wife. "No, it would be too dark," she replied.
- 3a. Hamid is incorrect. There should be a comma after 'window'.

**Developing Varied Fluency**

- 1b. Can you shut the door? asked Dan.
- 2b. B
- 3b. Inverted commas after 'up' circled.
- 4b. "Would you like to go swimming?" he asked.

**D – Application and Reasoning**

- 1b. Various answers, for example: "I am going to catch the bus," Lucas said.
- 2b. Various answers, for example: "Can I have pizza, please?" Kirsten asked.
- 3b. Viktor is incorrect. The second set of inverted commas should be after the question mark.

**Expected Varied Fluency**

- 1b. I would like lemonade, replied the girl.
- 2b. C
- 3b. The inverted commas after 'raining' and 'Faye' circled.
- 4b. The receptionist bellowed, "Next please!"

**E – Application and Reasoning**

- 1b. Various answers, for example: Samuel whispered to Florence, "You're my best friend."
- 2b. Various answers, for example: "Come on slow coach, you'll need to speed up to keep up with me," Joe boasted.
- 3b. Fiona is correct. The direct speech is within inverted commas.

**Greater Depth Varied Fluency**

- 1b. I love theme parks, declared Joe. Me too, agreed his sister.
- 2b. A
- 3b. Inverted commas after 'down' & 'student'
- 4b. Imran shouted to his sister, "Can you bring me a drink, please?"  
"I will," she answered, "but wait a minute."

**GD – Application and Reasoning**

- 1b. Various answers, for example: "Do you want a cup of tea?" Samira asked her grandma.  
"Yes please," she replied, "and a biscuit."
- 2b. Various answers, for example: "1, 2, 3," Tom started counting.  
Becky whispered, "I'm going behind this rock."
- 3b. Louisa is incorrect. The second set of inverted commas surrounding the first speech should be after the question mark, not before.



## Answers – Using Fronted Adverbials

### Developing Varied Fluency

1a. A – 3, B – 1, C – 2

2a. Various answers, for example: Under the tree, the creature slept; In the kitchen

3a. C

4a. Various answers, for example: Silently, he crept through the darkness; Mysteriously, the lights flickered.

### D – Application and Reasoning

1a. Once again, the machine would not work

2a. Later on, the tired bear returned.

3a. C because the adverbial tell us when the trophy was won.

### Expected Varied Fluency

1a. A – 3, B – 2, C – 1

2a. Various answers, for example: On the battlefield, the courageous soldiers were ready.

3a. A

4a. Various answers, for example: In the early morning mist, the glassy lake sparkled.

### E – Application and Reasoning

1a. As carefully as possible, they formed their secret plan and didn't tell a soul.

2a. Deep within its lair, the hungry wolf awoke.

3a. C because it is in the correct tense, it describes how the person walked along the tightrope and the correct punctuation has been used.

### Greater Depth Varied Fluency

1a. A – E – 1, B – D – 3, C – F – 2

2a. Various answers, for example: In the dead of night, from deep underground, the hideous beast broke free from its lair.

3a. A, C

4a. Various answers, for example: As the clock struck midnight, glancing anxiously at the door, Jack waited for his friends to emerge from the room they had entered almost three hours ago.

### Application and Reasoning

1a. While under intense pressure from the police, he hesitantly made his confession with the light shining in his face.

2a. Various answers, sentences must have at least two appropriate fronted adverbials which are punctuated correctly, for example: The next morning, full of excitement, the children visited the dinosaur museum in the next town.

3a. A because two fronted adverbials have been used with the correct punctuation to describe when the cottage existed.

## Answers – Using Fronted Adverbials

### Developing Varied Fluency

1b. A – 2, B – 3, C – 1

2b. Various answers, for example: Nervously, the man ran; Happily, they all cheered.

3b. B

4b. Various answers, for example: Sometimes, Raj visits his grandma; Gently, the wind blew the leaves.

### D – Application and Reasoning

1b. Yesterday, I went on a nature walk.

2b. Usually, we have supper before bedtime.

3b. A because the adverbial tells us how the bells are ringing out.

### Expected Varied Fluency

1b. A – 1, B – 3, C – 2

2b. Various answers, for example: Waving his wand vigorously, the magician cast his spell.

3b. B

4b. Various answers, for example: Trembling with fear, we hid until the danger passed.

### E – Application and Reasoning

1b. As quickly as he possibly could, Bob cycled to school but he was still late.

2b. When nobody was looking, they all crept forwards.

3b. B because it is in the correct tense, it describes where the children are and the correct punctuation has been used.

### Greater Depth Varied Fluency

1b. A – F – 1, B – D – 3, C – E – 2

2b. Various answers, for example: From inside the great hall, with great gusto, the musicians played and the choir sang.

3b. A, B

4b. Various answers, for example: Disobeying his mother and deciding not to wait any longer, Fiaz unlocked his bedroom window and carefully made his way out of the garden.

### Application and Reasoning

1b. Jousting ferociously against the enemy, with the king watching from afar, the brave knights fought in the castle grounds.

2b. Various answers, sentences must have at least two appropriate fronted adverbials which are punctuated correctly, for example: Finally, after much anticipation, the circus was open and the children couldn't wait to visit.

3b. C because two fronted adverbials have been used with the correct punctuation to describe when and how the boy unlocked the door.

### Section A

Use the information from the text to determine whether the statement is true or false.

The survey was carried out by the British Nutrition Foundation. **True**

Cheese comes from a plant. **False**

Pasta is made from dough, a bit like bread. **True**

Tomatoes grow on a plant. **True**

Fish fingers are usually made from trout or swordfish. **False**

Some city-living children believe that a cow is the size of a double decker bus. **True**

Many children say they don't know very much about healthy eating. **False**

### Section B

1. Who did the British Nutrition Foundation question about where our food comes from? **children**
2. What is the cheese made from buffalo's milk called? **mozzarella**
3. What did some of the children that were questioned think pasta was made from? **animals**
4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground. **carrot (also allow other correct answers like potatoes)**
5. What are the two most common fish that are used in fish fingers? **haddock and cod**
6. Why haven't some children ever seen a cow? **They live in cities.**
7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is? **Personal answer**

**Why might people be living in a camp like this?** They are fleeing war-torn countries and hoping to find a better life.

**Describe the photo in your own words.** The image shows a refugee camp with a large quantity of make-shift tents which have been pitched close together. The tents are made from a range of materials. There are a small number of people, including children, who can be seen in and amongst the tents.

**What have the tents been made from?** Blankets, sheets and tarpaulin which has been propped up by wood and tied together.

**State TWO facts and TWO opinions about this photo.** Fact: The majority of tents are made from sheets and wooden sticks. Opinion: It would be uncomfortable sleeping in those tents.

**List 5 nouns that you can see in this photo.** Various responses – could include: people, washing, plastic chair, wooden box, tents.

**How does this photo make you feel?** Various personal responses with explanations linked to the photo.

**What do you think it is like living in this camp?** Various responses which might include both negative and positive comments, i.e. It is very overcrowded and the children have no where to play so they may get bored. The children may feel safe as they are no longer living in a country that is at war.

**What might this photo be used for?** Various responses – might include: news/newspaper report about refugees; information text about the life of refugees; poster to help raise awareness and support for refugees.

**This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining.** Various responses – might include: cold, muddy, depressing, etc.

**Using only the resources they have available, how could this camp be improved?** Various responses – might include: organising the tents into rows so that it is easier to move around the camp; having a central area to socialise, etc.

Write the definitions for each of these words.

refugee	a person who flees a country for safety
camp	a place of temporary accommodation with tents/huts
immigrant	a person who comes to live permanently in a foreign country
persecution	hostility and ill-treatment
migration	movement of people from one area/country to another
politics	activities associated with the governments of a country
population	the number of people living in a particular place
asylum	giving someone shelter from danger or hardship
aid	money to support a worthy person or cause
flee	run away quickly
crisis	a crucial stage or turning point in the course of something
shelter	covering that provides protection from the weather