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Home Learning Pack Year 4

Guidance and Answers

Week 2

27/04/2020

Classroom
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KIDS



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This week's pack supports the [Week 2 timetable](#) on Classroom Secrets Kids.

Monday

Maths – Add Two 4-Digit Numbers (page 2)

Question 1 - This question requires children to complete **formal written calculations** (also known as column method). The number to be added is written directly under the first number so that the digits line up in columns. To calculate the answer, you begin with adding the ones column (formerly known as units), then move through the columns from right to left until all have been added. If the answer in any column is more than 9, there needs to be an **exchange** (also be known as 'carrying'). This happens when a place value column has a value of 10 or more. For example, if there are 8 ones + 2 ones, the ones column will have a total of 10 ones. You cannot have 10 ones in that column, so 10 ones must be exchanged for 1 ten, leaving 0 ones. This is the case for any column: if there is a value of 10 or more in one column, the 10 is exchanged for one in the column to the left.

Completed calculations shown below. Choose the calculation which has the fewest exchanges: the correct answer is B.

A.

	4	8	6	1
+	3	1	3	9
<hr/>				
	8	0	0	0
		1	1	1

B.

	7	5	8	2
+	1	6	2	7
<hr/>				
	9	2	0	9
		1	1	

C.

	5	2	0	8
+	3	7	9	2
<hr/>				
	9	0	0	0
		1	1	1

Question 2 – In this question, the addition calculations are shown in a different format. A is shown as a **formal written calculation** but uses **place value counters** to replace each digit. The **counters** can be used for support or can be replaced by the digits they represent. B shows a **part-whole model** which shows the two parts to be added together to find the whole, which can be written in the empty circle. C shows a **bar model** which also gives two parts to be added together to find the whole. They require children to write an answer in the space after completing the **formal written calculations**.

True or false? C totals the largest number: the correct answer is **true**. The completed calculations are: **A. 5,100, B. 6,211, C. 7,217**

Question 3 – This question asks children to decide whether the digits Arthur has added to the **formal written calculation** are correct or not. They must explain why they have made their choice using a sentence.

Is he correct? The correct answer is **Arthur is incorrect because $3,754 + 3,778 = 7,432$. The numbers should be: $3,654 + 2,768 = 6,422$**

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Monday

English – Recognising Apostrophes (page 3)

Question 1 – This question is asking for your child to sort each word depending on whether it uses an **apostrophe of possession** or an **apostrophe of contraction**. An **apostrophe of possession** is used to show that something belongs to someone or something, for example: the boy's football; the bus's wheel. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an **apostrophe of contraction**, for example: 'you are' becomes 'you're'.

Read each word and decide which category it belongs to. Words using an **apostrophe of possession**: book's, cat's, Thomas's, teacher's; words using an **apostrophe of contraction**: would've, who'll, I'm, you're, I'll.

Question 2 – In this question, your child will identify the sentences which use an **apostrophe of possession** (see question 1 for an example). Each sentence uses an apostrophe but only B, C and D show possession. Sentence A uses an **apostrophe of contraction** (see question 1).

Question 3 – This question asks your child to read the given sentence and underline examples where an apostrophe has been missed out or used in the wrong place. They will need to explain their choices using the vocabulary **apostrophe of contraction** and **apostrophe of possession** (see question 1 for examples). They will also need to know that **plural possession** is shown by using an apostrophe after the s of the plural noun, for example: the girls' books.

The answers are: There is a missing apostrophe for possession on James, it should be James's; The apostrophe for contraction is in the wrong place in wouldv'e, it should be would've; Hed is missing an apostrophe for contraction, it should be he'd.

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Tuesday

Maths – Subtract Two 4-Digit Numbers (page 4)

Question 1 – This question requires children to look at two calculations and decide which is incorrect. A uses the **formal written subtraction** method (also known as column subtraction). The number to be subtracted is written directly under the first number so that the digits line up in columns. If a digit in the second number is larger than the digit above it, you can increase the value by taking from the next column. This is called an **exchange** (also known as 'borrowing'). An exchange happens when a place value column has a digit on the top row that is lower than the digit on the bottom. For example, we cannot subtract 7 ones from 5 ones. This means a tens counter from the column to the left needs to be exchanged for ten ones in order to complete the subtraction. This makes 15 ones – 7 ones which equals 8 ones. B shows the calculation using **place value counters** which replace each digit of the numbers in the calculation. Children will need to work out the calculations in order to identify the mistake.

Choose the incorrect calculation: the correct answer is **B**. The correct answer 819.

Question 2 – Children are required to complete the three subtraction calculations using **column subtraction** to match them to the correct answer.

Complete the calculations and match to the correct answer.

	3	1	1	
	4	0	6	6
-		6	9	5
	3	3	7	1

	6	1	4	1
	7	5	0	4
-	2	6	8	1
	4	8	2	3

		2	1	5	1
	5	3	6	1	
-	2	0	7	9	
	3	2	8	2	

4,823

3,282

3,371

Question 3 – This question requires children to check Trovak's statement by using the information to complete a subtraction calculation. They must identify the whole (the number they are subtracting from) and the part (the number being subtracted) in order to check whether Trovak is correct. They will also need to write a sentence to explain this alongside their calculation.

Is he correct? Trovak is incorrect. The correct calculation is $8,405 - 3,686 = 4,719$. Accept correctly formatted column subtraction.

	7	1	3	1	9	1
	8	4	0	5		
-	3	6	8	6		
	4	7	1	9		

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Tuesday

English – Using Apostrophes for Possession or Contraction (page 5)

Question 1 – This question is asking for your child to identify the words which use an **apostrophe for possession**. **Singular possession** is when an apostrophe is used to show that something belongs to someone or something, for example: the boy's football; the bus's wheel. They may need to know that **plural possession** is shown by using an apostrophe after the s of the plural noun, for example: the teachers' books. This is used when something belongs to a **plural noun**: a group of things or people.

Some of the questions may have two words that should be circled, for example: **A. bus's, driver's**. The final two sentences have one example each: **B. hamster's; C. girls'**.

Question 2 – In this question, your child will read Siobhan's sentence and then read her statement about what she has written. Your child will then identify whether Siobhan's sentence includes an apostrophe for **plural possession** (see question 1 for an example) and an **apostrophe for contraction**. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an **apostrophe of contraction**, for example: 'you are' becomes 'you're'.

Your child will need to explain whether Siobhan is correct. For example: **Siobhan is incorrect. She has used an apostrophe for contraction (he'd) but she hasn't used an apostrophe for plural possession. She has used an apostrophe for singular possession (bicycle's).**

Question 3 – In this question, your child will read Daniel's sentences and then circle and correct the errors he has made when using apostrophes. Your child will apply the knowledge used across this activity and will need to explain their answer using the vocabulary **apostrophe of contraction, apostrophe for singular or plural possession** (see question 1 and 2 for examples).

Example answer: **Daniel has made three mistakes:**

Freds should be Fred's as it needs an apostrophe for singular possession.

Couldnt should be couldn't because it is a contraction.

Bird's should be birds' because it needs an apostrophe for plural possession not singular possession.

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Wednesday

Maths – Efficient Subtraction (page 6)

Question 1 – Children can choose to use a **formal written method** (see Tuesday's maths explanation), **counting on**, **partitioning** or another method they are already familiar with to complete the subtraction calculation. **Counting on** is a subtraction strategy using a number line to count from the smallest number to the largest number. A horizontal line is drawn with the smallest number written at the beginning and the largest number at the end of the line. Small jumps are then made towards the larger number to break up the subtraction into more manageable chunks. **Partitioning** is where a number is split into different parts, usually into hundreds, tens and ones. For example, the number 547 can be partitioned into 500, 40 and 7. Each part can then be subtracted separately before putting the number back together to find the answer.

Solve the calculation and explain the method chosen: the correct answer is **1,200**. Children should identify the method they have chosen. Methods may include column method, partitioning or counting on (using a number line, if necessary).

Question 2 – As with question one, children can choose three different methods to complete the calculation to help them think about which is most efficient.

Show three different methods to solve the calculation: the correct answer is **3,334**. Methods may include column method, partitioning or counting on (using a number line, if necessary).

Question 3 – Children must think about the methods of subtracting that they know and decide which one will be most efficient to complete the word problem. They must read the problem and identify the whole (the number they are subtracting from) and the part (the number being subtracted) to complete the calculation using their chosen method.

Solve the word problem: the correct answer is **2,411**; calculation method will vary according to preference.

Question 4 – Children must think about which method is going to work best with each calculation.

Match the calculation to the chosen method. Suggested answers, discuss reasons why:

Counting On	$2,347 - 1,847$
Column Method	$8,394 - 3,023$
Partitioning	$7,835 - 6,804$

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Wednesday

Maths – Efficient Subtraction

Question 5 – Children must think about whether the **formal written method** is the most efficient method for the given calculation or whether another method would be more efficient. They must write a sentence to explain their choice and then create a calculation where the **column method** would be most efficient.

Is this method efficient? The correct answer is **No, the method is not efficient. Counting on in hundreds would be more efficient as the numbers are close and the tens and ones have the same value. A calculation where numbers are not easily subtracted mentally is an appropriate answer.**

Question 6 – Children must read Alan's statement and decide if they agree or disagree with him about the need to use the **column method** to check all subtractions. They must then write a sentence to explain their choice.

Do you agree with Alan? An example correct answer is **the column method is for a specific type of subtraction, not just for checking. However, column method can be used for efficient subtraction.**

Question 7 – Children must read both Ivy and Ted's statements and complete the given calculation using both methods. Then they must decide whose method was quickest and write a sentence to explain why. Ivy's method is to add one to each number in the calculation and **partition** into thousands, hundreds, tens and ones to subtract each separately. Ted's method is to **count on** using a number line.

Which was quickest? The correct answer is **Ivy's method should be quicker as $7,284 - 5,180$ requires no exchanges and can easily be done using partitioning. This can be done on a number line, but is less efficient.**

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Wednesday

English – Punctuating Direct Speech (page 7)

Question 1 – In this question, your child will read each sentence to identify the one which has correctly used **inverted commas** to punctuate the speech. **Inverted commas**, also known as speech marks, go before and after **direct speech** in a sentence, for example: "Watch out!" shouted the girl. **Direct speech** is the writing of the exact words that have been spoken, using correct punctuation. Spoken words should begin with a capital letter and end with appropriate punctuation before the inverted commas. Your child will also need to identify the correct use of capital letters and punctuation at the end of sentences.

Sentence B has used correct punctuation because the **inverted commas** show the words that were spoken, it uses capital letters in the correct places, and it ends the speech and sentence with appropriate punctuation.

Question 2 – Your child will be using their knowledge of **direct speech** (see question 1 for an example) to identify the odd one out. Your child will need to know that if the **direct speech** is written after the **reporting clause**, a comma separates the reporting clause and the speech, for example: Jen said, "Let's go to the park.". A **reporting clause** is the phrase within a sentence which states who is speaking or thinking, for example: David wondered; Shabir asked; Tommy whispered.

The odd one out is **C** because it is the only sentence which has not used **inverted commas** correctly.

Question 3 – In this question, your child will underline the errors in the text and explain their reason for doing so. The errors are linked to using capital letters, punctuating after a **reporting clause** (see question 2 for an explanation), and correct use of **inverted commas** (see question 1 for information).

Your child should have underlined as follows: One sunny day, Mindy rushed into the kitchen and cried, "Can we go to the park today Daddy? Pretty please?"
A possible explanation for this choices is: **A capital letter is needed at the beginning of the sentence and at the start of the speech. There should be a comma before the speech and inverted commas to complete the speech.**

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Thursday

Maths – Checking Strategies (page 8)

Question 1 – Children are required to match the calculation in the first column to its **inverse** in the second column. The **inverse** operation to addition is subtraction and is used to check working out or to find a starting number. For example, the inverse of the addition $13 + 7 = 20$ would be $20 - 7 = 13$ or $20 - 13 = 7$.

Match each calculation to its inverse: the correct answer is **A and F, B and D, C and E**

Question 2 – Children must identify which of the given **formal written calculations** (also known as the column method) can be used to check the answer to the addition calculation. In **formal written calculations** the numbers are written directly under each other so that the digits line up in columns. In addition, if the answer in any column is more than 9, there needs to be an **exchange**. For example, if there are 8 ones + 4 ones, the ones column will have a total of 12 ones. You cannot have 12 ones in that column, so 10 ones must be exchanged for 1 ten, leaving 2 ones in the ones column. This is the case for any column: if there is a value of 10 or more in one column, the 10 is exchanged for one hundred or thousand in the column to the left. In subtraction, if a digit in the second number is larger than the digit above it, you can increase the value by **exchanging** from the next column. For example in $447 - 225$, 5 is smaller than 7 so you need to take 10 from the 40, to turn 5 into 15.

Circle the calculation(s) that can be used to check $3,765 + 5,906 = 9,671$: the correct answer is **B and C. A is incorrectly adding the whole to one of the parts.**

Question 3 – Children must read the statements and decide whether they agree with George or Samira. They must then write a sentence to explain who they agree with and why.

Who do you agree with? Explain why. **They are both correct. George will use an addition as the inverse of the subtraction whilst Samira will subtract the other part from the whole.**

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Thursday

English – More Than One Paragraph (page 9)

Question 1 – In this question, your child will read **paragraph** one and identify its focus. A **paragraph** is a group of sentences that share a common idea, so your child will need to check whether the main idea for that **paragraph** is to describe a character, describe a location or introduce a dilemma.

The correct answer is that **paragraph** one **describes a location**.

Question 2 – Your child will read the full text and then read the given sentence. Using their knowledge of **paragraphs** (see question 1 for explanation), they will decide which **paragraph** the new sentence can be added to. It should be a **paragraph** which shares the same focus.

The sentence should be added to **paragraph three because it give information about the cub called Luna**.

Question 3 – This question requires your child to read the start of **paragraph** five to identify the **device** which has been used. A **device** is a technique used by writers, and in this question, it refers to the use of **speech**, a **fronted adverbial** or a **pronoun**. **Direct speech** is shown by writing exactly what was spoken between **inverted commas** (the punctuation used around the speech). For example: "How are you?" asked the teacher. A **fronted adverbial** is a group of words which adds detail to the verb. This group of words has been moved to the front of the sentence. The **fronted adverbial** is usually followed by a comma, for example: Before bedtime, she read her book. A **pronoun** is a word such as I, they, your, or his that takes the place of a noun.

At the start of **paragraph** five, **speech** has been used.

Question 4 – In this question, your child will compare **paragraphs** two and four to decide whether the **fronted adverbial** (see question 3 for an explanation) links the two **paragraphs** together. Your child will need to explain whether the statement is true or false by describing what the **fronted adverbial** tells us in relation to both **paragraphs**.

The statement is true because it tells the reader the location of the characters in **paragraph four**.

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Thursday

English – More Than One Paragraph

Question 5 – Your child will read the full text and use the information to write the next **paragraph**. They should make sure their **paragraph** is written in the **past tense**, so it follows on from the story. A **tense** is the form that a verb (doing word) takes that shows the time at which doing happened. The **past tense** shows that the 'doing' has already happened and is in the past.

There are various answers, for example: *In the blink of an eye, Karl had made it! Looking around, he shuddered. He had dreamt about what the portal might be like, but it certainly wasn't this! The air was thick with dust, making it difficult for him to navigate his way, and the only sound was the repetitive dripping of water.*

Question 6 – In this question, your child should identify the main ideas of **paragraphs** one and two. Once they have identified these themes, they can compare the similarities and differences.

Your child identify that **paragraph one introduces us to Karl** and **paragraph two describes a location**.

Question 7 – Your child will have read the full text and will read Matty's sentence. They will need to compare the sentence to the content of **paragraph** three to check if the sentence matches the main idea. If not, your child can identify if the sentence would be better suited to a different **paragraph**.

The correct answer is: *No, Matty has not added his sentence to the correct paragraph because paragraph three focuses on the game. This sentence would fit better in paragraph two which focuses on the location.*

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Thursday

English – Paragraphs – The Day my Bedroom Changed (page 11)

The Day my Bedroom Changed

In this activity children are asked to write a story using descriptive language to explain what happens next. They must think about what they have been practising this week. Children have been given some words in the word bank to help them to think about what they can include.

Vocabulary

A **complete sentence** begins with a capital letter, has a main clause (see definition) and finishes with a full stop, question or exclamation mark. A complete sentence expresses an idea or thought, always contains a verb and must include the correct punctuation. A complete sentence should always make sense on its own.

A **noun phrase** is a group of words which contains a noun but no verb. For example: a chair; the roses.

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as, using adjectives to describe it. For example: The tall, beautiful roses.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

Simple past tense is used to describe an action that has started and ended in a time before now. For example: I walked the dog.

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example: She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

Fronted adverbials are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

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Friday

Maths – Addition and Subtraction

Follow the link to watch the learning video clip on addition and subtraction. As the video progresses, it will give questions to answer. Pause the video and answer the question. Underneath the video, you will find information on the questions and their answers.

<https://classroomsecrets.co.uk/free-1s-10s-100s-1000s-year-4-addition-and-subtraction-learning-video-clip/>

English – What is an Adverbial? (page 12)

Question 1 – This question asks your child to select the best **adverbial** to fit the sentence. **Adverbials** are groups of words which add detail to the verb. They add information such as how or when an action was carried out. For example: She read her book before bedtime. The verb is 'read', and the adverbial is 'before bedtime'. They will need to check which option makes sense in the sentence provided.

The correct answer is **B**.

Question 2 – In this question, your child will read the sentences and check that Joseph has correctly underlined the **adverbial** (see question 1 for an explanation) in each. Joseph has made a mistake, so your child can identify which sentence has the mistake and which part of that sentence should be underlined.

When checking the sentences, **A and C are correct** and **B is incorrect because he should have underlined 'twice a year'**.

Question 3 – This question is asking your child to write one sentence for each of the **adverbials** (see question 1) provided. Your child will write two sentences which must be punctuated correctly and must make sense.

There are various answers, for example:

- A. The bomb exploded without warning and everyone ducked for cover.
- B. The guard was there within seconds of the alarm going off.

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Friday

English – Adverbials (page 13)

The Little House over the Bridge

In this activity children are asked to write a story using descriptive language to complete the story given. Children are encouraged to use all grammatical features they have been practising. There is a word bank to support children with vocabulary choices.

Vocabulary

A **complete sentence** begins with a capital letter, has a main clause (see definition) and finishes with a full stop, question or exclamation mark. A complete sentence expresses an idea or thought, always contains a verb and must include the correct punctuation. A complete sentence should always make sense on its own.

A **noun phrase** is a group of words which contains a noun but no verb. For example: a chair; the roses.

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as, using adjectives to describe it. For example: The tall, beautiful roses.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

Simple past tense is used to describe an action that has started and ended in a time before now. For example: I walked the dog.

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example: She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

Fronted adverbials are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

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Additional Resources

English – Reading – Get Back on the Bike (Part 1) (pages 14-15)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check using a dictionary/online search. The extract is part 1 of a short story. Part 2 will be in next week's pack.

The answers to the questions are as follows:

1. 'He was living the life Vincent wanted to live.' What does this sentence tell you about Vincent's hopes and dreams? **That Vincent dreams of making it as a top cyclist.**
2. Do you think the opening paragraph is effective in grabbing the readers' attention? Why? **Personal response; must be justified. Possible answer being: Yes because it begins with action and drama. The fact that someone is shouting for an action to stop makes the reader want to know what is happening.**
3. After reading up to 'Vincent's mother had not laughed', write a short summary of what happened to Vincent. **He fell off his bike and crashed into some bins, grazing himself and breaking his leg.**
4. Who is your favourite character in the story? Why? **Personal response; must be justified. Possible answer being: My favourite character is Vincent because he is brave in his cycling and is chasing his dreams.**