

## Primary 4 Blended Learning Home Pack 2020-21

Dear Parents/Carers,

In the event that your child needs to stay at home as a result of the coronavirus, please continue their education at home using the following resources (provided that they are fit and well):

### Literacy

- **Literacy Across the Curriculum Grids:** Your child should select one of the grids in this booklet and work through each of the activities described. They can share their learning by adding photos of their work to our P4 Microsoft Team on GLOW. Once they have completed one grid, they should move on to the next grid.
- **Spelling:** Your child should continue working through their yellow spelling homework jotter tasks as normal. In addition, your child should continue to review the previous common word lists. Furthermore, your child should use the IDL spelling app for 20-30 minutes daily:  
<https://appuk.idlsgroup.com/#/login>
- **Reading:** Your child should be reading every day. They can read books from their home or access the Epic and Oxford Owl online reading resources. PDFs of books can also be found on our class page on the school website.

### Numeracy and Mathematics

**Maths Word Problems:** Your child should read and complete the maths word problems in this booklet. If they complete all of the word problems, they should write their own maths word problems and challenge someone at home with them. Alternatively, they can post their word problems to the P4 Microsoft Team for their friends and teachers to answer.

**Times Tables:** Your child should continue working on learning their multiplication and division facts for the 2, 5, 10, 3, 4, 6 and 11 times tables.

**Telling the Time:** Your child should revise how to tell the time on an analogue clock to the nearest 5 and 1 minute intervals.

**Sumdog Maths:** Your child should spend 20-30 minutes using their Sumdog app daily. Website: [https://www.sumdog.com/user/sign\\_in](https://www.sumdog.com/user/sign_in)

### Additional Learning Resources




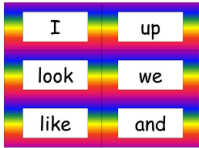





- Please check the current homework grid on our school website for further tasks and activities (particularly the life skills focus).
- In addition, if you require further learning resources, your child can login into their Primary 4 Microsoft Team and complete any of the activities they did not get around to completing whilst in Primary 3 (e.g. Maths and Literacy tasks, the Science packs, Religious Education learning, Judaism topic, Spanish activities, health and wellbeing activities, outdoor learning challenges, time capsule, Charanga music etc.).

# SUPERHEROES

## Literacy Across Learning Superheroes Theme

<https://itunes.apple.com/gb/app/comic-strip-creator/id1007374503?mt=8> – Comic Strip Creator



<p>Write a newspaper article about a daring superhero rescue. Who was it? Who did they save? What did the villain try to do?</p> 	<p>New Vocabulary – Choose your favourite superhero and think of interesting words to describe them. E.g. their powers, their outfit, their personality.</p> 	<p>Discuss what you would do if you became a superhero. Talk about what type of hero you would be, what would your super powers be, what would your costume be like, how would you travel around, what would be your first act?</p> <p>???</p>	<p>Write your own superhero adventure. Choose your favourite characters and write a story about what happens on their adventure.</p> 
<p>Common words- choose a few of your common words and use them in Superhero theme sentences.</p> 	<p>Design your own unique superhero and describe how they became a hero, their name and outfit, what powers they have, any weaknesses etc.</p> 	<p>Create a comic strip adventure featuring your own superhero. Remember to show the sound effects which you find in comics and use short sentences.</p> 	<p>Design a superhero special accessory. It could be a weapon, a special item, a vehicle, a base etc. You could draw it or make it with Lego or junk modelling or Playdoh.</p> 
<p>Talk about being brave. What does being brave mean? Can you tell about a time when you were scared and a time when you were brave?</p> 	<p>Improve a sentence. Take a superhero sentence and add <b>verbs</b>, <b>adjectives</b> and <b>adverbs</b> to improve it e.g. <b>Heroically</b>, Iron Man <b>swooped</b> in and <b>saved</b> the <b>terrified little</b> boy.</p>	<p>Create your own superhero wordsearch for someone to solve. Make sure you write all the words that are hidden underneath. (It is easier if you have squared paper but it not essential.)</p> 	<p>Create an acrostic poem about your favourite superhero.</p> <p>B _____  A _____  T _____  M _____  A _____  N _____</p>

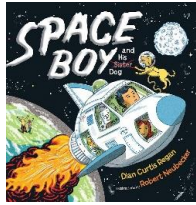


NLC Pedagogy Team

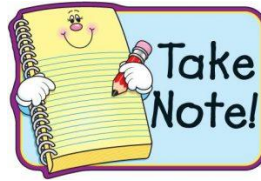


# Literacy Across the Curriculum Space Theme

Can you find and read a fiction book or magazine with a space theme? Read at your leisure and share your thoughts and opinions about the book with someone in your family.



Using different sources- books, internet (for kids), newspapers, news- find out some new and interesting facts about space. Take notes in your own words and organise these under different headings.



Write a story or create a storyboard about you travelling into space. Tell me what you would do, who you might meet and how you would feel. Think about having a clear beginning, middle and end. You could start the story....  
**I looked around and all I could see was the black, emptiness of space....**

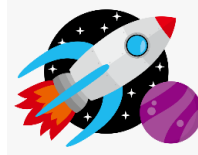
Design your own planet! Draw it and label it and write a paragraph all about it. What would you name it? What would it look like? Who would live there? What would the differences be to Earth?



Choose a few of the planets in the solar system and create mini factfiles about them or create a mini-book. Include pictures and facts about each planet- name, size, distance from the sun etc.



Talk to someone in your family about how you would feel if you were to travel into space. What feelings and emotions would you have? What would you be looking forward to? What would you miss? How do you think you would manage with all the differences?



Write a list and draw pictures of things that you would take if you were going into space, to the International Space Station. What would you wear? What would you need? What would you take with you?



Draw an alien and create a visualiser about that alien you have drawn. Think about their features, colour, size and body coverings. Include as many adjectives and adverbs as you can.



Can you create a song, rap or a mnemonic to help someone learn the order of the planets from the sun?



Use playdough or plasticine, papermache or another material to make a model solar system. Tell someone in the house what you did and how you made the model.



Write an information report about the solar system. Include an introduction, subheadings and information and facts written in your own words. Add in pictures and diagrams. Use any previous notes you have made.



Write an acrostic poem about Space!

S \_\_\_\_\_  
P \_\_\_\_\_  
A \_\_\_\_\_  
C \_\_\_\_\_  
E \_\_\_\_\_



NLC Pedagogy Team

# Literacy across the Curriculum Dinosaur Theme



Choose your favourite dinosaur. Draw a picture of them and label the different parts of it. You might want to include some facts about your favourite dinosaur.



Can you think of any story books that have dinosaurs in them? Write down the different books you can think of and ask an adult to read one to you.



Write a story or create a storyboard about being in the dinosaur times. Tell me what you would do, who you might meet and how you would feel. You could start the story....

*One day I travelled back to the time of the dinosaurs.....*

Design your own dinosaur! Draw it and label it. What would you name it? What would it look like? What would it eat?



Choose some of your common words, from this week or that you think you need to practice, and write a few dinotastic sentences using them!



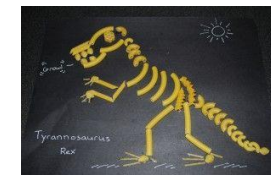
Talk to someone in your family about the different dinosaurs you know. Ask them to ask you some questions about dinosaurs, see how many questions you can answer!



Write a list or draw pictures of things that you would take if you were going on a dinosaur hunt or expedition. What would you wear? What would you need? What would you take with you?



Make your very own dinosaur picture using spaghetti or pasta and glue. While you are making it take someone through what you are doing and how they could make their very own one!



Talk about ways that people can find out all about dinosaurs. Where can people look or go for information? Who finds out all about dinosaurs and their bones? What do they find and what do they find out?



Using playdough or plasticine make some models of different dinosaurs. After you have made them could you create a short play using the models? You could make the voices of the different characters or you could narrate like David Attenborough!



Write a newspaper report that reports on the dinosaurs being wiped out by the asteroid! Include a headline, some pictures, what happened, when it happened and what will happen now!



Write an acrostic poem about dinosaurs!

D \_\_\_\_\_  
 I \_\_\_\_\_  
 N \_\_\_\_\_  
 O \_\_\_\_\_  
 S \_\_\_\_\_
















# Literacy Across Learning Trolls Theme





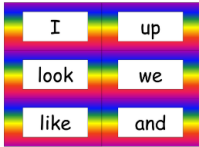



<https://www.youtube.com/watch?v=YFk2NgVuxV8> Trolls Soundtrack



<p>Discuss emotions which are shown through the film. How do we know the characters are feeling this way?</p> 	<p>New Vocabulary – Choose a troll character and think of interesting words to describe them. E.g. their hair, their clothes, their personality.</p> 	<p>Sing – Sing songs from the movie together. Can you make up your own verse to go with one of the songs?</p> 	<p>Write your own troll adventure. Choose your favourite characters and write a story about what happens on their adventure.</p> 
<p>Common words- choose a few of your common words and use them in Trolls themed sentences.</p> 	<p>Design your own unique Troll and describe what kind of troll they are, what do they do, what do they like/dislike? etc.</p> 	<p>Make a Troll themed card to send to someone you are missing seeing at the moment.</p> 	<p>Write a recipe for happiness – Poppy is always happy. Create your own ‘recipe’ or instructions for being happy.</p> 
<p>Talk about being a good friend. What do you like about your friends? Why do your friends like you? How can you be a better friend?</p> 	<p>Improve a sentence. Take a Troll sentence and add <b>verbs</b>, <b>adjectives</b> and <b>adverbs</b> to improve it e.g. The troll was in the forest – The <b>cute</b>, <b>little</b> troll <b>tiptoed</b> <b>quickly</b> through the <b>enchanted</b> forest.</p>	<p>Design some Troll Transport. Draw and label a design for some sort of transport for trolls. Think of how it will move and what the trolls could make it out of?</p> 	<p>Make some Troll puppets (you can make paper cut out or your own drawings). Put on a Trolls show for your family.</p> 














## Literacy Across Learning 'The Gruffalo' Theme

<p>Create a party invitation to persuade someone to come to a Gruffalo party. What food will be on the menu? What games will you play?</p> 	<p>Character Description of the Gruffalo – Draw and label the Gruffalo. What words are used to describe the Gruffalo throughout the story?</p> 	<p>Discuss how the mouse feels throughout the story. How do we know the mouse is feeling this way?</p> 	<p>Think about what you would do if you met the Gruffalo. What would you say? Would you trick the Gruffalo like the mouse did? Write a narrative story – 'If I met the Gruffalo'. Remember the core targets.</p> 
<p>Common words- choose a few of your common words and use them in The Gruffalo theme sentences.</p> 	<p>Design your own unique fantasy character and describe them. What do they look like? How do they behave? What do they eat?</p> 	<p>The mouse was very brave in the story. Talk about being brave. What does being brave mean? Can you tell about a time when you were scared and a time when you were brave?</p> 	<p>Make your own Gruffalo/mouse puppet from an old sock or any other materials that you have. Perform a puppet show for your family and act out scenes from the story</p> 
<p>Rhyming words feature throughout the story. Can you spot the rhyming words in the story? Can you be a text detective and write down the rhyming pairs that you spot? e.g. claws - jaws</p>	<p>Throughout the story, the mouse talks about the Gruffalo's favourite foods. Draw/make these or use food items that you have to make a Gruffalo themed café. Ask a member of your family to visit the café and serve them up some delicious food!</p>	<p>How do you think the Gruffalo described the mouse? Did he say the mouse was scarier than he actually was? Can you draw an illustration and label it of how you think the Gruffalo described the mouse.</p>	<p>Create a word bank about animals that you might find in the woods. Include illustrations.</p>



## Literacy Across Learning 'Room on the Broom' Theme






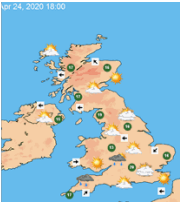





<p>A terrible beast protects the witch from the dragon. Who is this terrible beast? How does it save the witch? Was it such a terrible beast after all? Discuss this with a family member</p> 	<p>New Vocabulary – Choose a character and think of interesting words to describe them. E.g. the way they look, act etc</p> 	<p>A witch will have to learn lots of spells and remember the correct ingredients. Create instructions on how to carry out a new spell designed by you. Remember to list ingredients needed</p> 	<p>Where should the witch and her friends travel to next on the broom? What could their next adventure be? Write a story about what happens on their new adventure.</p> 
<p>Common words- choose a few of your common words and use them in Room on the Broom theme sentences.</p> 	<p>Design your own unique character and describe what they look like, what do they do, what do they like/dislike? etc.</p> 	<p>Make a postcard that the witch may post to her friends and send it to someone you are missing seeing at the moment.</p> 	<p>Create a magic spell for the witch to say as she mixes the potion for her new broom. Perform the spell to your family.</p> 
<p>Create a 'Wanted' poster about the dragon. What did the dragon look like? What crime did he commit? What reward will someone receive for finding him</p>	<p>Improve a sentence. Take a witch sentence and add <b>verbs</b>, <b>adjectives</b> and <b>adverbs</b> to improve it e.g. The witch was in the forest – The <b>friendly</b> witch <b>tiptoed</b> <b>quickly</b> through the <b>enchanted</b> forest.</p> 	<p>Design a new and improved broom for the witch and her friends. What sort of special features does it have? Remember to label its key features</p> 	<p>Make the witch and animal puppets (you can just have paper cut out or your own drawings). Put on a puppet show for your family.</p> 



# Literacy Across Learning with Newsround on iPlayer

<https://www.bbc.co.uk/iplayer/episodes/b006mdbc/newsround>













<p>Watch an episode of Newsround and make notes about one of the articles. Turn the article in a Newspaper Report on the subject.</p> 	<p>Choose one of the topics on Newsround today and research more about it online. Create a poster or fact file with information and pictures on the subject.</p> 	<p>Write and perform to your family, your own report for Newsround. It could be about Coronavirus and the lockdown or any subject which interests you.</p> 	<p>Discuss the meaning of and differences between fact, fiction and opinion. Which do you find on programmes like Newsround? Which do you find when you Google something? Why do we have to be careful with what we read and see online?</p>
<p>Make up and record (if you can), your own weather forecast. What sort of information is given on weather forecasts? Do you need any props?</p> 	<p>Newsround has quizzes on their website. Have a go and see how many you can get right.</p> 	<p>Create your own themed quiz to try out on your family or friends online. What theme will you choose? Will you make it multiple choice or must the person give the correct answer?</p> 	<p>Write an imaginative story, pretending you were one of the people featured on today's Newsround. What has happened to you to be on the news? How are you feeling is this a sad piece or a celebration?</p> 
<p>Talk about how you are feeling about lockdown. How are you coping with it? What are you worried or upset about? Does it help you to see how other people are dealing with it on Newsround or other programmes or do you try not to watch it?</p>	<p>If you were a journalist who could ask Boris Johnson, the Prime Minister, questions just now. What questions would you ask him?</p> 	<p>Read an article from a Newspaper, Magazine or online. Summarise the article in no more than 3 sentences. Note down who the article is targeted at? Who would be interested in reading it? What is the main point it is making?</p>	<p>Captain Tom Moore has been on the news as he has raised a lot of money for the NHS. Many people have been doing inspiring things during lockdown. Design an award and write a short speech that you would present to one of these heroes.</p> 




















# Literacy Across Learning YouTube Theme






























<p>Record Breaking Research – Find out who the top 10 YouTubers are. What genre do they present? How may followers? How much money have they made? Etc.</p> <p>???</p>	<p>Choose your favourite YouTube personality. Research them online and create a biography of their life and achievements.</p> 	<p>Write and perform to your family, your own script for a YouTube broadcast. Maybe you could recount what you have been doing during Lockdown.</p> 	<p>Discuss self-confidence. What does it mean? Are you a confident person or not? What can you do to help if you don't feel confident? Can you be over confident?</p> 
<p>Common words- choose a few of your common words and use them in YouTube themed sentences.</p> 	<p>Design your own YouTube channel. What would it be called? What would be your YouTuber name? What would it be about? Design a logo for your channel.</p> 	<p>Design your own app which would be useful in lockdown. What would it be called? What could it do that other apps don't do? What would the logo look like?</p> 	<p>Write an imaginative story about becoming a famous YouTuber. How did it all start? What happened? What did you do when you became famous?</p> 
<p>Talk about social media. What are the advantages and disadvantages of social media? What do we have to do to ensure we use social media safely and responsibly?</p> 	<p>Create a stay safe on social media poster. Make sure it includes rules for staying safe, kind and healthy.</p> 	<p>Create your own YouTube wordsearch for someone to solve. Make sure you write all the words that are hidden underneath. (It is easier if you have squared paper but it not essential.)</p> 	<p>Write an acrostic poem about YouTube</p> <p>Y _____</p> <p>O _____</p> <p>U _____</p> <p>T _____</p> <p>U _____</p> <p>B _____</p> <p>E _____</p>









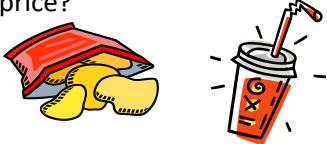

## Maths Word Problems











<p>Sammy the giraffe has 5 spots. Timmy the giraffe has 6 spots. How many spots are there in total?</p> 	<p>There were 7 stars in space. An alien spaceship zapped 3 away! How many stars were left?</p> 	<p>The happy penguin ate 4 fish. His friend ate 5 fish. How many fish did they eat in total?</p> 
<p>Jim had 8 sweets. Lee gave him 4 more. How many sweets has Jim got now?</p> 	<p>Liz had 11 slices of pizza. She ate 5 slices. How many does she have left now?</p> 	<p>Tom had 13 cars. Jen gave him 4 more. How many cars has he got now?</p> 
<p>Sam saw 15 rabbits in the field. 7 rabbits hopped away. How many are left in the field?</p> 	<p>Jack had 17 magic beans. He accidentally dropped 4. How many does he have left?</p> 	<p>Ben cycles 16 miles to school. Bob cycles 21 miles to school. How many miles less does Ben cycle?</p> 
<p>Abi plays outside for 15 minutes. Joe plays outside for 22 minutes. How many minutes longer is Joe outside?</p> 	<p>Zoe bakes 12 cookies for her friends. Pip eats 6. How many are left?</p> 	<p>Ashley had 16 colouring pencils. Joe takes 7 to use. How many does Ashley have left?</p> 
<p>Toby catches 9 mice. 4 of the mice escape. How many does Toby have now?</p> 	<p>The yellow flower has 10 petals. The blue flower has 3 petals. How many less does the blue flower have?</p> 	<p>The villain caught 14 people. The superhero rescued 8. How many does the villain still have?</p> 

<p>Sammy the giraffe has 16 spots. Timmy the giraffe has 9 spots. How many spots are there in total?</p> 	<p>There were 21 stars in space. An alien spaceship zapped 6 away! How many stars were left?</p> 	<p>The happy penguin ate 19 fish. His friend ate 5 fish. How many fish did they eat in total?</p> 
<p>Jim had 22 sweets. Lee gave him 8 more. How many sweets has Jim got now?</p> 	<p>Liz had 19 slices of pizza. She ate 7 slices. How many does she have left now?</p> 	<p>Tom had 16 cars. Jen gave him 8 more. How many cars has he got now?</p> 
<p>Sam saw 11 rabbits in the field. 7 rabbits hopped away. How many are left in the field?</p> 	<p>Jack had 17 magic beans. He accidentally dropped 8. How many does he have left?</p> 	<p>Ben cycles 16 miles to school. Bob cycles 21 miles to school. How many miles less does Ben cycle?</p> 
<p>Abi plays outside for 15 minutes. Joe plays outside for 22 minutes. How many minutes longer is Joe outside?</p> 	<p>Zoe bakes 24 cookies for her friends. Pip eats 6. How many are left?</p> 	<p>Ashley had 16 colouring pencils. Joe takes 7 to use. How many does Ashley have left?</p> 
<p>Toby catches 13 mice. 7 of the mice escape. How many does Toby have now?</p> 	<p>The yellow flower has 10 petals. The blue flower has 3 petals. How many less does the blue flower have?</p> 	<p>The villain caught 14 people. The superhero rescued 8. How many does the villain still have?</p> 

Sammy the giraffe has 26 spots. Timmy the giraffe has 13 spots. How many spots are there in total? 	There were 32 stars in space. An alien spaceship zapped 18 away! How many stars were left? 	The happy penguin ate 21 fish. His friend ate 25 fish. How many fish did they eat in total? 
Jim had 22 sweets. Lee gave him 16 more. How many sweets has Jim got? 	Liz had 19 slices of pizza. She ate 7 slices. How many does she have left now? 	Tom had 26 cars. Jen gave him 9 more. How many cars has he got now? 
Sam saw 24 rabbits in the field. 7 rabbits hopped away. How many are left in the field? 	Jack had 17 magic beans. He accidentally dropped 8. How many does he have left? 	Ben cycles 16 miles to school. Bob cycles 21 miles to school. How many miles less does Ben cycle? 
Abi plays outside for 15 minutes. Joe plays outside for 22 minutes. How many minutes longer is Joe outside? 	Zoe bakes 24 cookies for her friends. Pip eats 9. How many are left? 	Ashley had 16 colouring pencils. Joe takes 6 to use. How many does Ashley have left? 
Toby catches 13 mice. 7 of the mice escape. How many does Toby have now? 	The yellow flower has 20 petals. The blue flower has 13 petals. How many less does the blue flower have? 	The villain caught 14 people. The superhero rescued 8. How many does the villain still have? 

Sammy the giraffe has 46 spots. Timmy the giraffe has 23 spots. How many spots are there in total? 	There were 70 stars in space. An alien spaceship zapped 18 away! How many stars were left? 	The happy penguin ate 31 fish. His friend ate 25 fish. How many fish did they eat in total? 
Jim had 31 sweets. Lee gave him 16 more. How many sweets has Jim got? 	Liz had 19 slices of pizza. She ate 7 slices. How many does she have left now? 	Tom had 26 cars. Jen gave him 12 more. How many cars has he got now? 
Sam saw 44 rabbits in the field. 7 rabbits hopped away. How many are left in the field? 	Jack had 27 magic beans. He accidentally dropped 8. How many does he have left? 	Ben cycles 16 miles to school. Bob cycles 21 miles to school. How many miles less does Ben cycle? 
Abi plays outside for 25 minutes. Joe plays outside for 12 minutes. How many minutes longer is Joe outside? 	Zoe bakes 35 cookies for her friends. Pip eats 9. How many are left? 	Ashley had 52 colouring pencils. Joe takes 13 to use. How many does Ashley have left? 
Toby catches 21 mice. 6 of the mice escape. How many does Toby have now? 	The yellow flower has 27 petals. The blue flower has 13 petals. How many less does the blue flower have? 	The villain caught 24 people. The superhero rescued 16. How many does the villain still have? 

<p>1. Lucy has 28 sweets and gives 15 sweets away to James. How many sweets does she have left?</p> 	<p>2. Anna buys a banana for 21p and an apple for 17p. How much does she spend all together?</p> 
<p>3. Gary is 24, his sister Jane is 16 years younger. How old is Jane?</p> 	<p>4. Chocolate bars used to cost 56p. The cost has been cut by 25p. How much does chocolate now cost?</p> 
<p>5. Joshua has 43p. After he buys a comic he has 22p left. How much was the comic?</p> 	<p>6. Cathy has 37p, and Sally has 15p less. How much does Sally have?</p> 
<p>7. There are 38 people on the bus. At the next stop, 7 people get off. How many people are left on the bus?</p> 	<p>8. Tanya had a ribbon that was 29cm long. She cut off 14cm. How long is her ribbon?</p> 
<p>9. Crisps cost 24p and drinks cost 35p. What is the difference in price?</p> 	<p>10. Polly has 16p less than Gary, who has 48p. How much does Polly have?</p> 

<p>1. Lucy has 28 sweets and James has 15. How many more does Lucy have than James?</p> 	<p>2. Anna buys a banana for 21p and an apple for 17p. How much does she spend all together?</p>  <p>She then buys a 15p sweet. How much has she spent now?</p>
<p>3. Jane is 16 years younger than Gary, who is 24. How old is Jane?</p> 	<p>4. Polly has 16p less than Gary, who has 48p. How much does Polly have?</p> 
<p>5. Two numbers have a total of 15. Their difference is 7. What are the numbers?</p> 	<p>6. My mum is 29 and my dad is 36. What is the difference in their ages?</p>  <p>I am 8. How much younger am I than my mum?</p>
<p>7. There are 38 people on the bus. At the next stop, 7 people get off. How many people are left on the bus?</p>  <p>At the stop after, 12 people get on. How many are there now?</p>	<p>8. Tanya has a ribbon that is 29cm long. She cut off 14cm. How long is her ribbon now?</p>  <p>She then cuts off another 6cm. How much is left?</p>
<p>9. Crisps cost 24p and drinks cost 35p. What is the difference in price?</p>  <p>How much change would Ali get from £1?</p>	<p>10. Chocolate bars used to cost 56p. The cost has been cut by 20p. How much does chocolate now cost?</p>  <p>How much will it cost to buy 2 bars?</p>