Autumn Term 2 Year 4 Homework Assignments

You **must** choose 4 maths and 4 topic homework assignments to complete in your homework log book. Please see below for deadline guidance. If you want to do extra – that's great! You will receive house points for an outstanding piece of homework.

Maths **Choose 4 to complete**	Topic **Choose 4 to complete**
Use the grid method to answer these questions. *A baker bakes twenty doughnuts per day, how many does he bake in a 2 weeks?* *Sam bought 138 rolls of paper. Each roll was 34m long. How long is it altogether?* *Niamh eats 246 apples a year. How many does she eat in twelve years?* *If Fanta is packed in boxes of 67, how many cans will there be in 25 boxes?*	Choose a famous river to investigate. It can be anywhere in the world. Which country is it in? Find out at least five interesting facts about your river.
Investigate examples of tessellation in the natural world. Find 3 examples and describe the repeated 2D shape using illustrations and/or photographs. See the following website for further explanations https://www.mathsisfun.com/geometry/tessellation.html	Imagine you are a new visitor to England. Which human feature (man-made) and which physical feature (natural) would you like to visit? Explain where in England these features are and why you would like to visit them.
Design a poster to explain to a year 2 pupil the following mathematical statement. Your poster should include appropriate examples. **'Subtraction is the inverse of addition'**	Think about somebody that you admire. Which of our Learning Friends do you think they most represent. Explain your reasons. They could be famous or someone that you know. Danny Determination, Chloe Communication, Colin Curiosity or Izzy Independence
See the Topic challenge opposite. Present your bird watch survey in the form of a bar chart. **Extra spicy challenge**: If you observed the birds over 2 periods of time, can you present your findings in the form of a stacked bar chart?	Conduct a bird survey of the birds you can see from your window. Try to spend half an hour in the morning and half an hour in the afternoon. Keep a tally on the identification sheet. Try to use different coloured pens for the morning tally and the afternoon tally. (See the Maths challenge opposite) Please ask your class teacher for an identification sheet.

The fox, the chicken and the grain You have a fox, a chicken and a sack of grain. You must cross a river with only one of them at a time. If you leave the fox with the chicken he will eat it; if you leave the chicken with the grain he will eat it. How can you get all three across safely?	Make a mini-beast home using recycled materials or make a birdcake or feeder. Look at the RSPB, Woodland Trust or BBC Wildlife websites for ideas. Take a photo or draw diagrams of what you need, explaining the process.
Watch your language Mathematicians have many ways of describing the 4 mathematical operations of addition, subtraction, multiplication and division. Design a poster to help children recognise the language of maths	Write about three things you are either looking forward to doing or have enjoyed doing at Holt Hall. Give reasons and explanations. (Depending whether you do this homework before or after our trip!)
Write a step by step explanation for **adding** and **subtracting** using a number line. Tips: Make up a number sentence, e.g. 234 + 273 Then explain each step required to add these numbers together using a number line. Complete the activity by completing 2 more addition calculations using the steps you have outlined. Repeat the process for subtracting on a number line, e.g. 435 – 136 Try to demonstrate subtraction using both the 'take away' method and the 'find the difference' method. **Extra spicy challenge**: Can you write a step by step explanation of addition and subtraction using a different method?	We have been learning how to write an explanation text focusing on a topic of our choice. We have learnt that explanations often involve something happening (a cause) which leads to another event (the effect). When we link the cause and effect we use a **conjunction.** Good examples of cause and effect conjunctions are – so, since, due to, because, for the reason, as a result etc. There may be others. We would like your child to consider one of the activities that they enjoyed at Holt Hall (or, for those who did not go to Holt Hall, an activity they enjoyed in Year 3) and **to write an account** of the activity in the form of an explanation text. Attempt to include at least one **cause and effect conjunction** within your explanation. An example of a 'cause and effect conjunction' - The children fell over in the mud … … **because** the ground was so wet. … **due to** the heavy rainfall the night before. … **since** none of them had thought to bring their wellies.

These are the deadlines that we recommend to help you organise your homework diary.

Complete 3 homework activities by **Friday 9th November**

Complete a further 3 activities by **Friday 23th November**

All homework to be completed by **Friday 7th December**

Have fun!

Year 4 Team