

# 2 Week Isolation Pack



## Year 4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Times Table Practise

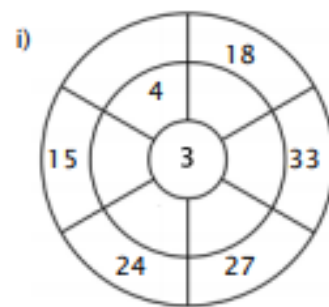
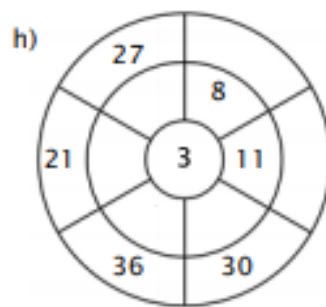
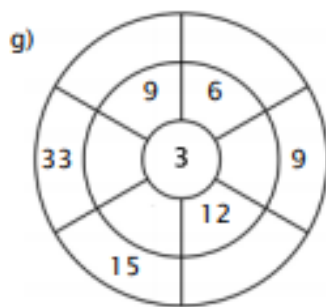
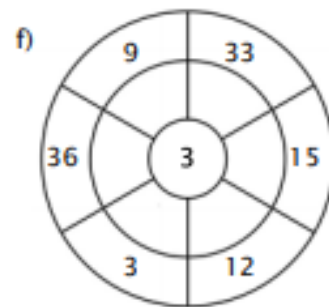
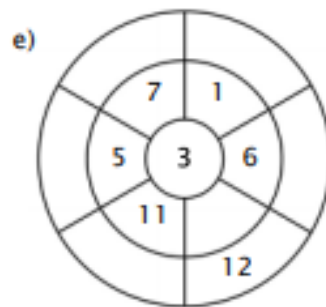
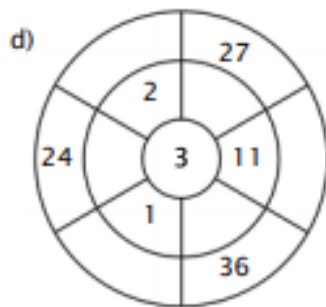
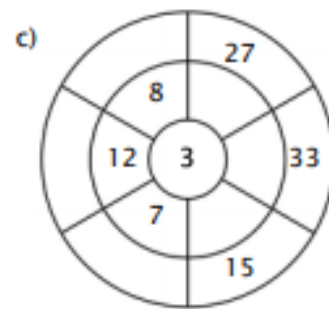
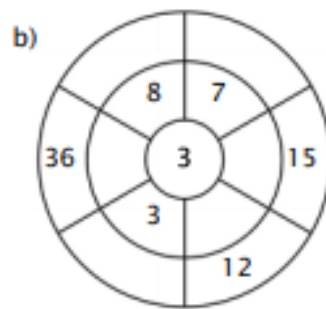
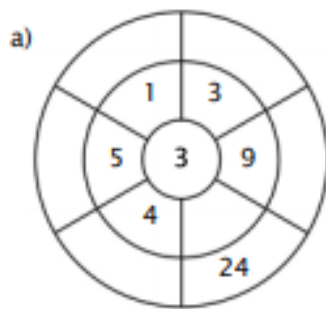
Tick the box every time you practice each times table.

<b>X2</b>	<b>X3</b>	<b>X4</b>	<b>X5</b>	<b>X8</b>	<b>X10</b>

# 3 times table

Name: \_\_\_\_\_

Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



# 4 times table

Name: \_\_\_\_\_

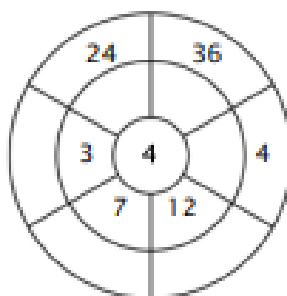
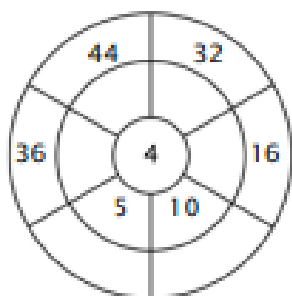
## Exercise 1:

Color in all of the boxes that are the solutions of this time table.

36	37	8	20	34
11	4	24	22	16
23	2	44	6	40
3	36	20	48	12
24	19	32	28	44

## Exercise 2:

Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



## Exercise 3:

Fill in the correct product.

a)  $11 \times 4 = \underline{\quad}$

b)  $3 \times 4 = \underline{\quad}$

c)  $10 \times 4 = \underline{\quad}$

d)  $8 \times 4 = \underline{\quad}$

e)  $4 \times 4 = \underline{\quad}$

f)  $6 \times 4 = \underline{\quad}$

# 5 times table

Name: \_\_\_\_\_

## Exercise 1:

Draw a line connecting the multiplication expression with the correct product.

$6 \times 5$	10	
$1 \times 5$		45
$7 \times 5$	5	
$2 \times 5$		20
$9 \times 5$	50	
$12 \times 5$		35
$10 \times 5$	60	
$8 \times 5$		40
$4 \times 5$	25	
$5 \times 5$		30

## Exercise 2:

Fill in the missing number.

a)   $\times 5 = 35$     b)   $\times 5 = 40$     c)   $\times 5 = 5$

## Exercise 3:

Fill in the correct product.

a)  $7 \times 5 =$  \_\_\_\_\_    b)  $11 \times 5 =$  \_\_\_\_\_    c)  $2 \times 5 =$  \_\_\_\_\_  
d)  $10 \times 5 =$  \_\_\_\_\_    e)  $9 \times 5 =$  \_\_\_\_\_    f)  $8 \times 5 =$  \_\_\_\_\_

# 10 times table

Name: \_\_\_\_\_

$5 \times 10 = \underline{\quad}$

$1 \times 10 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$9 \times 10 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$9 \times 10 = \underline{\quad}$

$1 \times 10 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$12 \times 10 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$9 \times 10 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$11 \times 10 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$12 \times 10 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$12 \times 10 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

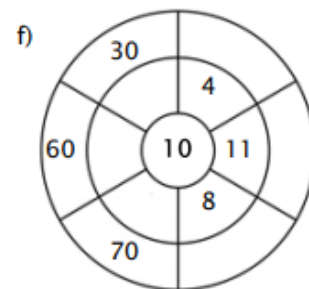
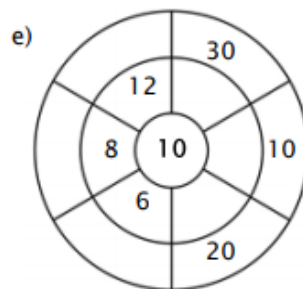
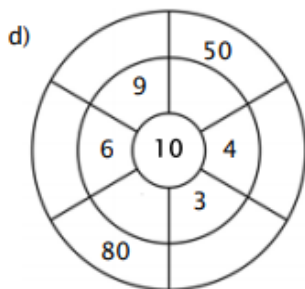
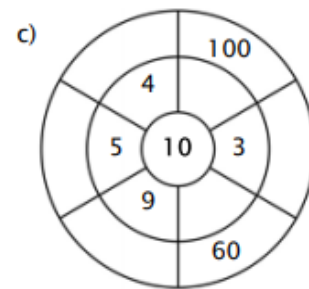
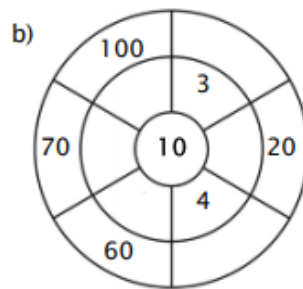
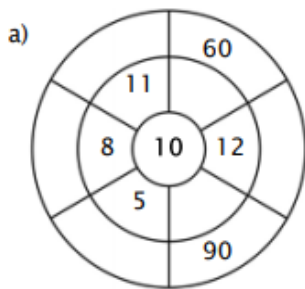
$12 \times 10 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$11 \times 10 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



## Useful links:

<https://trockstars.com/>

Build up their score to create their rock star by practising times tables. Login is in their homework book.

[www.topmarks.co.uk](http://www.topmarks.co.uk)

Hit the button times table challenge game and others.

uk.mathletics.com-

Extra reading books

[Www.myON.co.uk](http://www.myON.co.uk)

<https://www.oxfordowl.co.uk/>

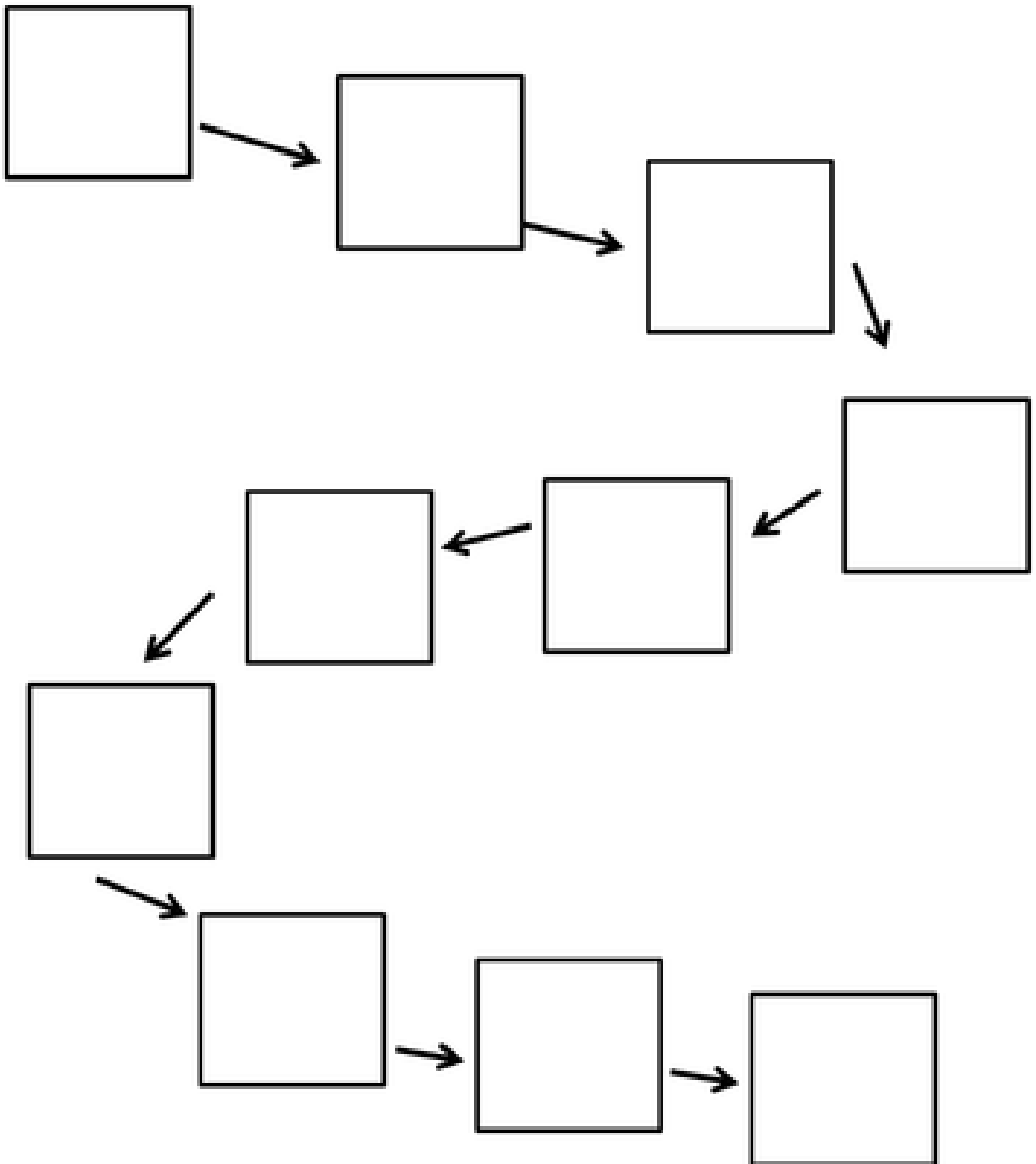
Games and clips

<https://www.bbc.com/bitesize/subjects/zv48q6f>

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

**If you need any password/usernames contact Miss Denham, Mr Cowey or Miss Bailey via dojo and she will respond as soon as possible.**

Create a story map showing the main events of the Iron Man Story. Draw a picture in each box showing the key events. If you want to re-read the Iron Man the book is on YouTube. Chapter by chapter.







## 100s, 10s and 1s

1. Fill in the correct letter to match the place value charts to the correct numbers.

Table 1:



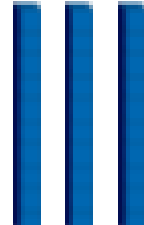

Hundreds	Tens	Ones
		

Table 2:

Hundreds	Tens	Ones
		

A. fifty-two


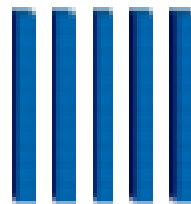

B. 205

C. 310

D. thirty-one

E. 301

2. Fill in the missing numbers and insert shapes to represent Base 10.

Hundreds	Tens	Ones
		

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Hundreds	Tens	Ones

600	0	8
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3. Suzie has five digit cards.



She wants to make the largest 3-digit number possible using 3 of these cards.

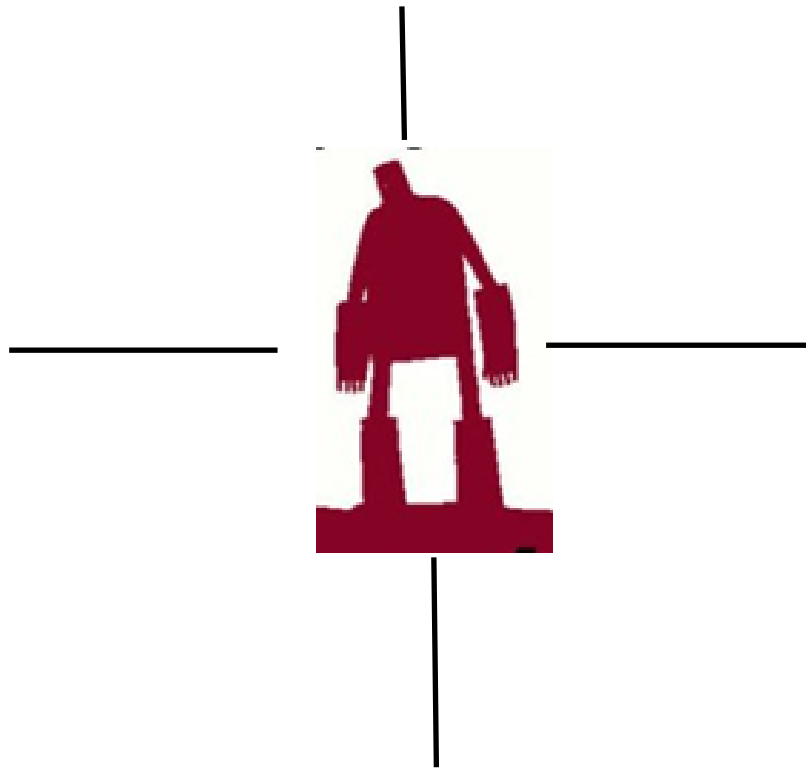


The largest number I can make is six hundred and ninety-four because I've used the three largest digits.

Is Suzie correct? Explain your answer.

Tuesday

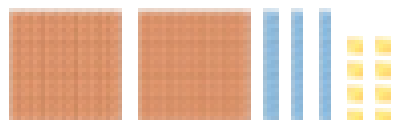
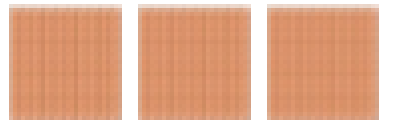
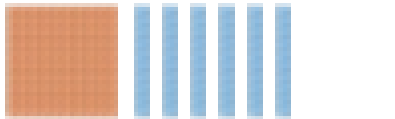
Annotate the Iron Man with adjectives to describe him. Then, write a description of the Iron Man's appearance.



Lined writing area consisting of 25 horizontal blue lines.

## Numbers to 1,000

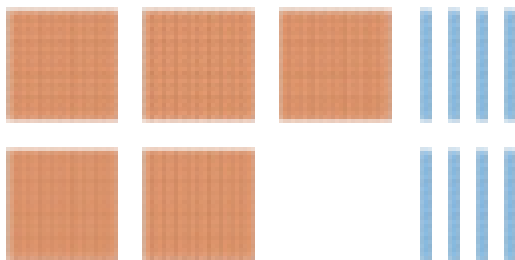
1. Match the blocks to the numbers.

	160
	238
	304

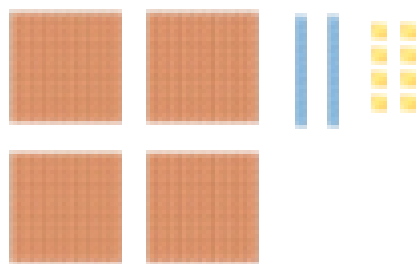
2. Complete the number track below.

606	607		609	
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3. True or false? The image below represents the number 580.



4. Fill in the missing digits.



=     2    

5. Write as many 3-digit numbers as you can using these digit cards.

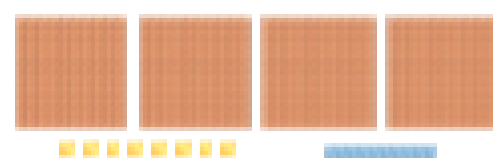
5

9

0


6. Shabana says,

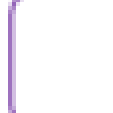
I have made 408.

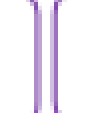


Do you agree? Explain your answer.


7. Model A is the same as Model B. Do you agree? Explain why.

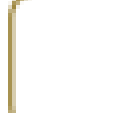


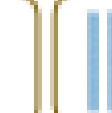




Model A      106







Model B      106

Is either model correct?

Wednesday

During the burial scene, the Iron Man's eyes flash a variety of colours. This was because he was feeling several different emotions, (shocked, confused, angry and frightened.) Use your imagination to match the colour of eyes to these different emotions. Colour in the eye balls and then explain why you have chosen this colour.



Confused

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Angry

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Frightened

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## Comparing Numbers

1. Use  $>$ ,  $<$  or  $=$  to complete the statement.

three hundred and fifty-six



$$300 + 40 + 6$$

2. True or false?

two hundred and seventy-five

$>$



3. Add 10s to the chart to show a number greater than 317 but less than 400.

100s	10s	1s

4. Which representations show the smallest number?

A.

53 tens

B.

5 hundreds, 2 tens and 2 ones

C.

five hundred and twenty-one

D.

521

5. Look at the statement below. Which numbers could fill the gap?

$$200 + 50 + 7$$

$>$

?

$>$

one hundred and forty-nine

6. Which number is the greatest? Prove it.

seven hundred and thirty-two

$$700 + 20 + 3$$

7. Compare the numbers adding  $<$  or  $>$  and then follow the clues to crack the code.

five hundred and ninety-two



6 hundreds and 21 ones

A = tens digit of the greatest number

B = ones digit of the lowest number

C = hundreds digit of the lowest number

D = the lowest odd digit

A

B

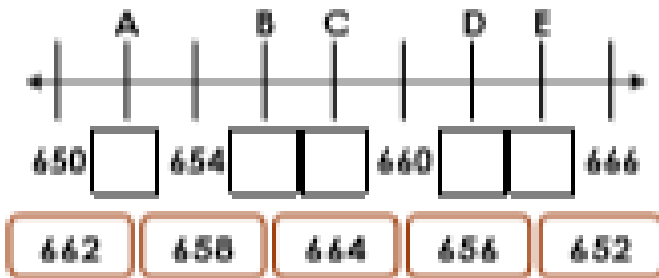
C

D



### Ordering Numbers

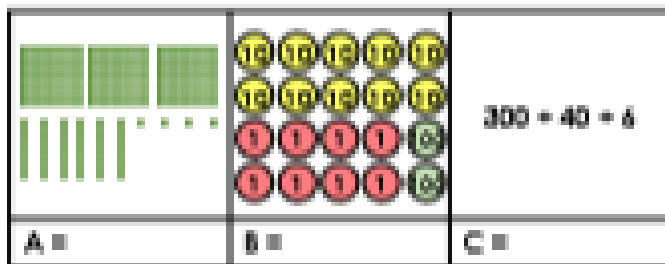
1. Fill the gaps in the number line using the numbers below.



2. Put these numbers in ascending order.



3. What is each representation worth?



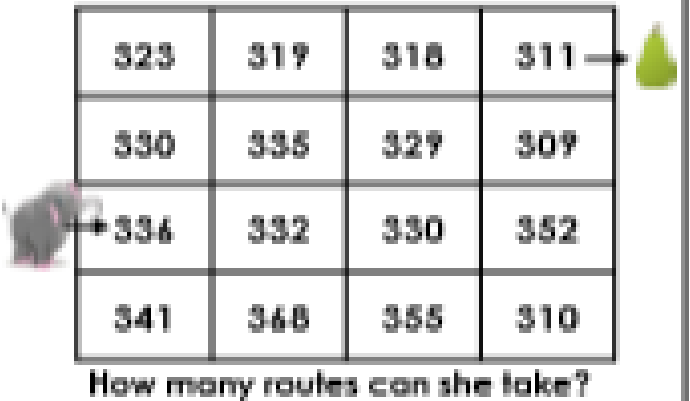
List the numbers in descending order.

\_\_\_\_\_

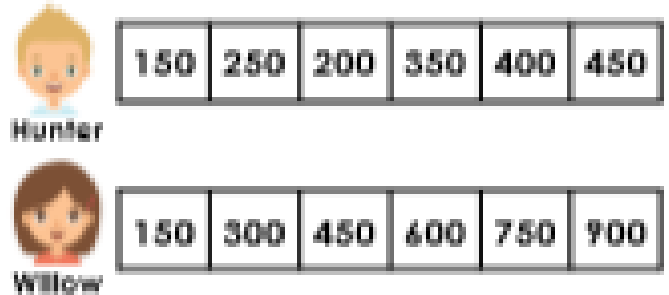
4. True or false? Lucie has placed these five numbers in ascending order.

670
767
676
776
777

5. Elsie the elephant wants to reach the pear. She can only go through the maze by stepping on descending numbers.



6. Hunter and Willow are placing numbers in ascending order. Explain who is correct?



7. Using the place value counters below, create four different 3-digit numbers. You can reuse counters for each new number.



Write the numbers you have created below in descending order.

\_\_\_\_\_





Monday

Design a full menu for an Iron Man restaurant.

Menu

Starters:

Main Courses:

Desserts:

Drinks:



## Truth or rumour?

Sort the statements into what you think is true and what could be just a rumour.

No one knew where the Iron Man came from, or even how he was made.	The Iron Man was taller than a house.	The Iron Man liked dancing and that's how he fell.
The Iron Man's head was shaped like a door.	The wind blew through his iron fingers.	The Iron Man's eyes glowed blue.
The strong wind pressed against his back when he was stood at the top of the cliff.	The Iron Man had an enormous right foot.	The Iron Man tumbled quickly down the cliff.
The Iron Man landed in one piece at the bottom of the cliff.	The Iron Man's head was as big as a bedroom.	The Iron Man had never seen the sea.
The Iron Man was trying to look for a new friend.	The Iron Man rode a bike down the cliff and fell off the bike.	His headlamps glowed white and red, then infra-red.
The Iron Man stood at the bottom of the cliff at the beginning of the story.	The Iron Man was searching the sea.	The cliff the Iron Man stood on was high.

1. Add the numbers in the place value chart below. Circle the correct answer.

	H	T	O
	3		8
+		4	

A. 807

B. 816

C. 817

D. 718

2. Fill in the missing gaps in the place value chart with the correct digits below to complete the addition.

	H	T	O
+			
		8	

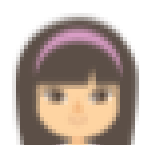
3. Sanjay and Lucie have both worked out the addition shown below. Whose calculation is incorrect? Explain why.



Sanjay

	3	9	5
+	2	6	4
	6	6	9
	1		

	3	9	5
+	2	6	4
	6	5	9
	1		



Lucie

Tuesday

Overall Objective: Use dictionaries to check meaning of words.

Learning Outcome: I can use a dictionary to check the meaning of unfamiliar words.















Use a dictionary to find the meaning of the words and write what type of word it is eg. A noun, an adjective or a verb.



Word	Type of Word	Meaning
Stove		
Distant		
sagging		
Hillock		
draped		
















1. The following subtraction is incorrect. True or false?

	H	T	O
-	  	  	 
	 		

Subtract  
247

2. Find the mistake in one of the questions below.

A.

	H	T	O
-	 	   	 
	  	 	 

Subtract  
158

B.

	5	<del>5</del>	<sup>1</sup> 6
-	3	8	2
	2	3	4

3. Which description matches each of the calculations below? Prove it.



My calculation has been exchanged incorrectly.



My calculation exchanges from the hundreds column.



My calculation exchanges from the tens column.













A.

	7	3	5
-	4	7	4
	2	4	1

B.

	8	8	1
-	5	2	9
	3	5	2

C.

	H	T	O
-	 	  	 
	 		 

Subtract  
467

Wednesday

**Overall Objective:** Draw inferences from characters feelings, thoughts and motives for their actions

**Learning Outcome:** I can draw inferences, such as inferring a characters feelings, thoughts and motives for their actions.



How do we know that the Iron Man was feeling happy? Using pages 71 to 73 write any sentences or phrases that show evidence of how the Iron Man was feeling.

A series of horizontal blue lines provided for writing the answer to the question above.

1. Use the different methods below to solve  $893 - 251$ . Circle the one that is the most efficient.

A.

Subtract using the column method.

-			
<hr/>			
<hr/>			

B.

Count on using a number line.



2. Match each subtraction to the most efficient method and calculate the answer.

count on

A.  $419 - 399 =$

add 1 to both numbers

B.  $242 - 212 =$

3. Below are two different methods used to calculate  $899 - 699$ . Complete both.

A.

	8	9	9
-	6	9	9
<hr/>			
<hr/>			

B.

	9	0	0
-	7	0	0
<hr/>			
<hr/>			

Explain why method B is more efficient than A.



Overall Objective: Identify main ideas drawn from text and summarise them.

Learning Outcome: I can identify the main point of a text.



Draw and write a paragraph to summarise what has happened to the Iron Man so far.

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1. Match the calculations to their inverse operations.

- |                      |                      |
|----------------------|----------------------|
| A. $684 - 253 = 431$ | 1. $51 + 38 = 89$    |
| B. $89 - 51 = 38$    | 2. $684 - 431 = 253$ |
| C. $431 + 253 = 684$ | 3. $89 - 38 = 51$    |
| D. $51 + 38 = 89$    | 4. $431 + 253 = 684$ |

2. Complete the number sentence below.

$$859 - 431 = 428$$

$$431 + \boxed{\phantom{000}} = 859$$

3. Put an 'X' next to the number sentences which could be used to check the answer to:

$$\boxed{937 - 525 = 412}$$

$$525 + 937 = 412 \quad \boxed{\phantom{00}}$$

$$412 + 525 = 937 \quad \boxed{\phantom{00}}$$

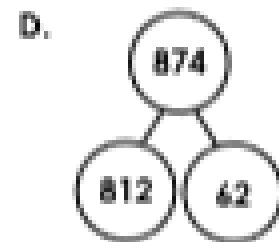
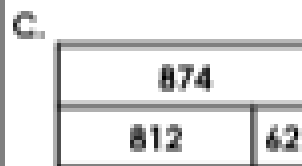
$$525 + 412 = 937 \quad \boxed{\phantom{00}}$$

4. Write 2 addition calculations which could be used to check the number sentence below.

$$\boxed{786 - 31 = 755}$$

5. Circle the odd one out. Explain your choice.

A.  $812 + 62 = 874$       B.  $812 - 874 = 62$



6. Ali is checking his answer to the calculation:  $582 - 71 = 511$

He tries the following calculation:

$$71 + 582$$

Explain the mistake that Ali has made.

What is the calculation he should use?

7. Solve the problem below.

I am thinking of a number.

If I subtract 46 from my number, I get the answer 541.

What number am I thinking of?



<p><i>Addition and Subtraction</i></p> <p><b>Complete the calculation.</b></p> <p><math>316 + 7 =</math></p>	<p><i>Addition and Subtraction</i></p> <p><b>Add 30 to 240.</b></p>	<p><i>Addition and Subtraction</i></p> <p><b>What is 100 more than 550?</b></p>
<p><i>Addition and Subtraction</i></p> <p><b>Complete the calculation.</b></p> <p><math>411 - 111 =</math></p>	<p><i>Addition and Subtraction</i></p> <p><b>What is the missing number?</b></p> <p><math>120 - \underline{\quad} = 90</math></p>	<p><i>Addition and Subtraction</i></p> <p><b>What is the missing number?</b></p> <p><math>\underline{\quad} + 60 = 300</math></p>
<p><i>Addition and Subtraction</i></p> <p><b>If you had 100g of butter but you needed 750g to bake a cake, how much more would you need?</b></p>	<p><i>Addition and Subtraction</i></p> <p><b>Use the columnar method to complete this sum.</b></p> <p><math>142 + 136 =</math></p>	<p><i>Addition and Subtraction</i></p> <p><b>Use the columnar method to complete this sum.</b></p> <p><math>219 - 113 =</math></p>











