



Year 4: Remote Learning Schedule Answers

Maths Answers - Lesson 1

Divide 2-digits by 1-digit (1)

White
Rose
Maths

- 1 Rosie is working out $93 \div 3$ using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

- a) Talk about Rosie's method with a partner.
b) Complete the division.

$$93 \div 3 = \boxed{31}$$

- 2 Use place value counters to complete the divisions.

a) $66 \div 3 = \boxed{22}$

d) $48 \div 4 = \boxed{12}$

b) $86 \div 2 = \boxed{43}$

e) $\boxed{13} = 39 \div 3$

c) $50 \div 5 = \boxed{10}$

f) $84 \div 4 = \boxed{21}$

- 3 Dexter is working out $56 \div 4$ using a place value chart.

T	O
10	1
10	1
10	1
10	1



- a)

I can't do it because I have counters left over.



Do you agree with Dexter? No

Explain your answer.

He can exchange 1 ten for 10 ones

- b) Work out $56 \div 4$ using place value counters.

$$56 \div 4 = \boxed{14}$$

- 4 Use place value counters to complete the divisions.

a) $72 \div 3 = \boxed{24}$

d) $48 \div 6 = \boxed{8}$

b) $92 \div 4 = \boxed{23}$

e) $\boxed{15} = 45 \div 3$

c) $65 \div 5 = \boxed{13}$

f) $64 \div 4 = \boxed{16}$



- 5 Teddy is working out $57 \div 3$

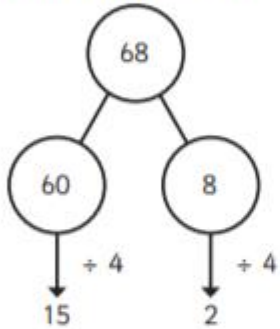
This division will need an exchange.



How does Teddy know this? Talk about it with a partner.



- 6 Amir is working out $68 \div 4$



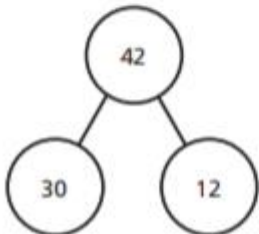
$$68 \div 4 = 17$$

Talk about Amir's method with a partner.

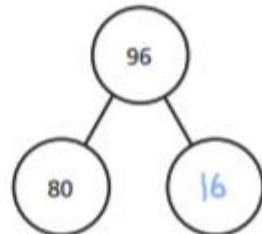


- 7 Use Amir's method to complete these calculations.

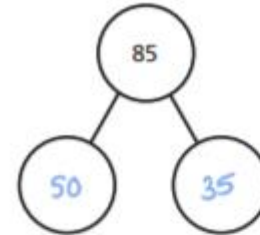
a) $42 \div 3 =$



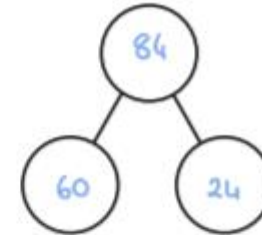
b) $96 \div 4 =$



c) $85 \div 5 =$



d) $84 \div 6 =$



- 8 Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

- 9 Write $<$, $>$ or $=$ to make the statements correct.

$96 \div 8$ $72 \div 6$

$95 \div 5$ $63 \div 3$

$51 \div 3$ $64 \div 4$

$98 \div 7$ $95 \div 5$





Maths Answers - Lesson 2

Divide 2-digits by 1-digit (2)

White
Rose
Maths

- 1 Whitney is working out $49 \div 4$ using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

- a) Talk about Whitney's method with a partner.
b) Why is there one counter left over?

It is a remainder.

- c) Complete the division.

$$49 \div 4 = 12 \text{ r } 1$$

- d) Use place value counters to complete the divisions.

$$50 \div 4 = 12 \text{ r } 2$$

$$51 \div 4 = 12 \text{ r } 3$$

What do you notice?

- 2 Complete the divisions.

$$\text{a) } 47 \div 3 = 15 \text{ r } 2$$

$$\text{e) } 49 \div 6 = 8 \text{ r } 1$$

$$\text{b) } 26 \div 5 = 5 \text{ r } 1$$

$$\text{f) } 47 \div 4 = 11 \text{ r } 3$$

$$\text{c) } 89 \div 4 = 22 \text{ r } 1$$

$$\text{g) } 74 \div 3 = 24 \text{ r } 2$$

$$\text{d) } 32 \div 5 = 6 \text{ r } 2$$

$$\text{h) } 81 \div 7 = 11 \text{ r } 4$$

- 3 Complete the divisions.

$$\text{a) } 36 \div 4 = 9$$

$$\text{c) } 45 \div 3 = 15$$

$$37 \div 4 = 9 \text{ r } 1$$

$$46 \div 3 = 15 \text{ r } 1$$

$$38 \div 4 = 9 \text{ r } 2$$

$$47 \div 3 = 15 \text{ r } 2$$

$$39 \div 4 = 9 \text{ r } 3$$

$$48 \div 3 = 16$$

$$40 \div 4 = 10$$

$$49 \div 3 = 16 \text{ r } 1$$

$$\text{b) } 70 \div 5 = 14$$

$$\text{d) } 92 \div 4 = 23$$

$$71 \div 5 = 14 \text{ r } 1$$

$$91 \div 4 = 22 \text{ r } 3$$

$$72 \div 5 = 14 \text{ r } 2$$

$$90 \div 4 = 22 \text{ r } 2$$

$$73 \div 5 = 14 \text{ r } 3$$

$$89 \div 4 = 22 \text{ r } 1$$

$$74 \div 5 = 14 \text{ r } 4$$

$$88 \div 4 = 22$$



- 4 Dora has been working out some divisions.

$$\begin{aligned} 72 \div 4 &= 18 \\ 73 \div 4 &= 18 \text{ r}1 \\ 74 \div 4 &= 18 \text{ r}2 \\ 75 \div 4 &= 18 \text{ r}3 \end{aligned}$$



I know without working it out that $76 \div 4$ must be 18 r4

- a) Why does Dora think this?

She has spotted a pattern.

- b) Explain why Dora is wrong.

You can't have a remainder of 4 when dividing by 4

- 5 Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.



- a) Complete the division to work it out.

$$75 \div 6 = 12 \text{ r} 3$$

- b) What does the remainder represent?

Talk about it with a partner.

- c) Complete the sentence.

Annie can fill 12 boxes with 3 eggs left over.

- 6 Jack has these bulbs.

	Daffodils 49
	Tulips 63
	Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

Daffodils 12 Tulips 15 Crocuses 24

How many of each bulb will be left over?

Daffodils 1 Tulips 3 Crocuses 2

How many tubs could Jack use so that there are no bulbs left over?



Maths Answers - Lesson 3

Divide 3-digits by 1-digit



1 Jack is working out $844 \div 4$ using a place value chart.

H	T	O
100 100	40	4
100 100	40	4
100 100	40	4
100 100	40	4

a) Talk about Jack's method with a partner.

b) Complete the division.

$$844 \div 4 = \boxed{211}$$

2 Use Jack's method to work out these divisions.

a) $525 \div 5 = \boxed{105}$

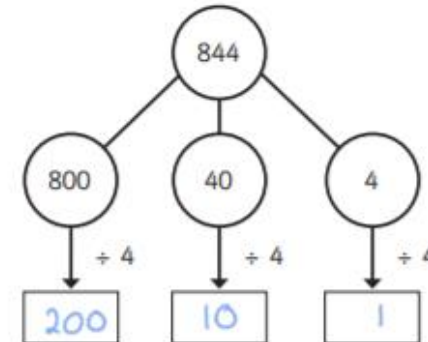
c) $840 \div 8 = \boxed{105}$

b) $636 \div 6 = \boxed{106}$

d) $903 \div 3 = \boxed{301}$



3 Eva is working out $844 \div 4$ using a part-whole model.



Complete Eva's method.

$$844 \div 4 = \boxed{211}$$

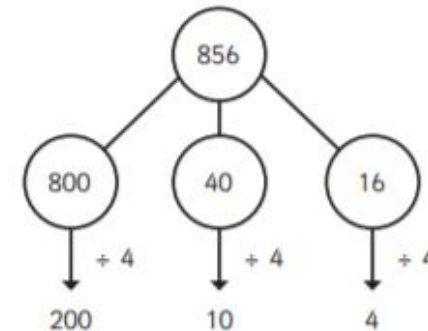
4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

$$\boxed{212\text{cm}}$$

5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?





Use Whitney's method to work out these divisions.

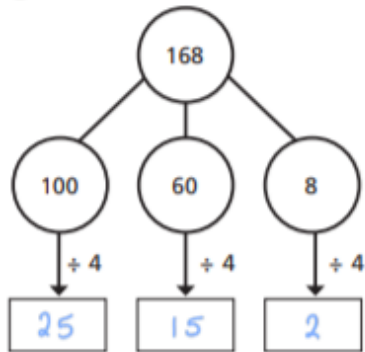
a) $585 \div 5 = 117$

c) $648 \div 4 = 162$

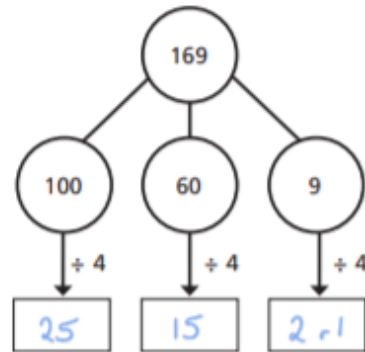
b) $672 \div 6 = 112$

d) $847 \div 7 = 121$

6 Complete the part-whole models and divisions.



$168 \div 4 = 42$



$169 \div 4 = 42 \text{ r}1$

What is the same and what is different about the calculations?

Talk about it with a partner.

7 Complete the divisions.

a) $258 \div 6 =$

c) $864 \div 4 =$

b) $623 \div 5 =$

d) $824 \div 3 =$



8 Eva has a piece of ribbon.



The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

Can Eva cut the ribbon into equal pieces with no ribbon left over?

Yes

Explain your answer. *839 pieces each 1cm long.*

9 Use 15 counters and a place value chart.

a) Can you make a number that is divisible by 3? yes

b) Can you make a number that has a remainder of 1 when divided by 3? no

c) Can you make a number that has a remainder of 2 when divided by 3? no

What do you notice? Talk about your findings with a partner.





Maths Answers – Lesson 4

Correspondence problems

White
Rose
Maths

- 1 A canteen has 2 types of bread and a choice of 3 sandwich fillings.

Bread	Fillings
white	cheese
brown	tuna
	chicken

- a) List the different sandwiches that can be made.

One has been done for you.

cheese on white cheese on brown
tuna on white tuna on brown
chicken on white chicken on brown

- b) Complete the multiplication to represent the number of different combinations of bread and filling.

$$\boxed{2} \times \boxed{3} = \boxed{6}$$

Complete the sentence.

There are $\boxed{6}$ combinations.

- c) How many combinations would there be if there were 4 choices of sandwich filling?



- 2 A pizzeria offers a choice of bases and toppings.

Pizza base	Toppings
deep pan	mushrooms
thin	chicken
	onion
	peppers
	sweetcorn

Complete the multiplication to work out how many different combinations of pizza there are.

$$\boxed{2} \times \boxed{5} = \boxed{10}$$

Complete the sentence.

There are $\boxed{10}$ combinations of pizza.

- 3 Mo visits the funfair.

He buys a ticket that allows him to choose 1 ride and 1 game at the fair.

Rides	Games
Big dipper	Hook-a-duck
Dodgems	Basketball
Carousel	Coconut shy
	Lucky dip
	Test-your-strength



- a)

There are 8 different possible choices of rides and games.



Is Mo correct? No



Explain your answer.

He has done $3+5$ not 3×5

b) List all the different choices Mo can make.

BH BB BC BL BT

DH DB DC DL DT

CH CB CC CL CT

Mo can make 15 different choices.

- 4 Aisha has 3 headbands and 5 hair slides.
Kim has 2 headbands and 6 hair slides.
Who has more choices of combinations for wearing one headband and 1 slide?

Aisha has more choices.

Talk about it with a partner.



- 5 Here are the activity choices available at Summer Camp.

Sport	Arts and crafts	Outward bound
football	painting	wall climbing
tennis	pottery	kayaking
golf	mosaics	abseiling
	origami	

Each child is allowed to choose 3 activities per day:
1 sport, 1 arts and crafts and 1 outward bound.

- a) How many activity combinations are there?

36

- b) Due to a flooded pitch, football is cancelled.
How many combinations are now possible?

There are 24 combinations.

- 6 Tom and Esther are building a snowman.
They have a choice of 5 hats, 4 scarves and 2 pairs of gloves to dress their snowman.
How many different combinations are possible?

$$\boxed{5} \times \boxed{4} \times \boxed{2} = \boxed{40}$$

There are 40 combinations.





Maths Answers – Lesson 5

question	answer	marks
1	802	1
2	379	1
3	272	1
4	594	1
5	246	1
6	16	1
7	$\frac{8}{10}$ or $\frac{4}{5}$	1
8	$\frac{4}{15}$	1
9	3267	1
10	6003	1
11	6205	1
12	7578	1
13	45	1
14	72	1
15	1056	1
16	5769	1
17	$1\frac{2}{3}$	1
18	$\frac{6}{8}$ or $\frac{3}{4}$	1
19	3.63	1
20	3	1
21	0.68	1

question	answer	marks
22	9.2	1
23	8	1
24	10.09	1
		Total 24



English Answers – Lessons 1

Reading for Purpose - Poetry

Swimming Lessons

Retrieval

1.) Where would we reach in verse one?

The beach.

2.) Name two animals that the author uses as an example when he says "If we lived in the earth".

Like worms or moles.

Inference

3.) If we lived in the sea like it says in line one, why do you think we would need walking lessons?

I think we would need walking lessons because we would be used to swimming rather than walking. For example, now we walk on land and have swimming lessons because we don't need to swim as often as we walk.

4.) Explain why the author has suggested that we would come to school by tunnel.

I think the author has said this because if we lived in the ground like he previously mentioned, it would be the fastest way to get to school.

Vocabulary

5.) Find the adverb which describes how someone is moving.

"Stagger slowly".

6.) Use a dictionary to find the definition of 'perplexed'.

To be confused or bewildered by something that isn't understood or certain.



English Answers – Lessons 2

LO: To read the mythical story and answer questions.

VIP

Features of myths include; heroes/heroines, mythical beasts, magical items/powers, Gods & Goddesses, multiple settings including heaven, earth and hell.

Retrieval

1.) What could Thor's hammer do?

Kill an army with one blow or bring peace to the world.

2.) What did Odin tell Thor about Thrym?

That Thrym was a very strong giant and he should not fight him.

Inference

3.) Why do you think Freya was so against marrying Thrym?

Because he was an evil giant and she doesn't want to be his wife if she doesn't love him. She doesn't want to be forced to marry him.

4.) What do you think about the character of Loki? What kind of personality traits does he have? Use evidence from the text to support your reasons.

Loki was clever because he came up with the plan to trick Thrym. Loki is a good friend as he helps Thor get his hammer back.

Vocabulary

5.) Think of a synonym for 'strong'

Powerful, fierce, extreme, tremendous, mighty, terrific

[Click here to watch another mythical story featuring Thor.](#)



English Answers – Lessons 3

Various answers but some examples below:

Adjectives and expanded noun phrases: mighty, evil, strong, angry, special, sweet, sore

Verbs: running, lost, shouted, kill, bring, cried, looked, screamed, have, wanted, sent, find, found, ask, shouted, knew, heard, die, said

Adverbs: suddenly, eventually, quickly.

Conjunctions: but, so, and

Dialogue: Thor roared, "I will find Thrym and kill him! I must have my hammer back."

An apostrophe for possession: Thor's father, Thor's hammer

A fronted adverbial: Suddenly, When they arrived,

Improved section from *Mighty Thor and the Magic Hammer* (WAGOLL)

After a while, exhausted Loki found Thrym and *declared*, "Thrym, Odin has sent me to ask you to give him his *important, mighty* hammer back." *Thrym' face went as a red as a tomato and he let out an evil laugh.* "Ha, ha, ha! I am not going to give it back!" shouted Thrym *angrily, whilst waving his fists in the air.* *Loki kept quiet because he knew he could anger Thrym even more if he wasn't careful.*



English Answers – Lessons 4

Example answers of a good balance of dialogue and description:

Like a raging bull, Biorn squared up to his opponent. "I'm going to get you!" cried the old warrior loudly, whilst waving his sword high up in the air.

Faster than a speeding car, Biorn's opponent raced down the hill. "I'm not scared of you!" shouted Biorn. "I've got my sharp sword and shield ready to protect me." As Biorn spoke, a giant eagle came swooping down and flew off with the opponent Biorn wanted to fight.

"Aaaaargh!" the opponent grumbled in surprise.

Read all of the English resource sheet to help you master dialogue writing.

<p>Key Vocabulary</p> <p>inverted commas: Punctuation marks - " " - used to demarcate direct speech in a sentence.</p> <p>direct speech: A sentence where the exact words spoken are represented and shown in inverted commas.</p> <p>dialogue: A conversation or speech that is written down as part of a piece of narrative text.</p>	<p>Starting Out!</p> <p>Recognising what is being said.</p> <p>If Caleb told me that he wanted an ice cream, Caleb could say the words:</p> <p>I want an ice cream.</p>	<p>Use It!</p> <p>Now, write what is being said as direct speech. You will need to correctly punctuate the direct speech using inverted commas, a capital letter to introduce the speech, a piece of punctuation at the end of what is being said and a reporting clause to tell the reader who is speaking.</p> <p>"I want an ice cream," Caleb told me.</p>	<p>Extend It!</p> <p>To create an extended piece of dialogue, you will now need to include a response to what the previous speaker has said.</p> <p>Each time a new person speaks, use a new line.</p> <p>"I want an ice cream," Caleb told me.</p> <p>"Well, you can't have one!" I snappily replied.</p> <p>"Why not?"</p> <p>"Mum told you that you can't have a snack before your lunch," I explained.</p> <p>In extended pieces of dialogue, it is not always necessary to use a reporting clause for every piece of direct speech, as long as it is obvious who would have said it.</p>
<p>Try to remember...</p> <p>Break up your dialogue with extra information and description to keep your reader interested and wanting to read more.</p>	<p>Become an Expert!</p> <p>To become an expert at writing dialogue, try using the reporting clause at the beginning of the sentence. You may also wish to add in extra information:</p> <p>Whilst stamping his feet and waving his hands towards the cart, Caleb shouted, "I want an ice cream!"</p> <p>"Well, you can't have one!" I snappily replied, tired of having the same conversation over and over.</p> <p>"Can you please," I reiterated, "stop irritating me!"</p> <p>Congratulations – you have reached expert status!</p>		



Reading Answers – Lesson 1

Reading for Productivity – Pablo Picasso

Retrieval

- 1.) What was the first painting that Picasso finished called? **Le Picador**
- 2.) Where did Picasso move to in 1900? **Paris**

Inference

- 3.) Why do you think Picasso's paintings became more abstract in his later years? **Picasso will have been influenced by different things and people over the years and also found more creative freedom throughout his career.**

Summarise

- 4.) In a sentence, summarise the cubism movement. **Artists would paint a person or object from different angles using geometric shapes.**

Vocabulary

- 5.) Picasso co-founded the cubism movement where artists would paint an object or person using geometric shapes. What does the word 'geometric' mean? **A geometric pattern or arrangement is made up of shapes such as squares, triangles, or rectangles.**



Reading Answers – Lesson 2

Reading for Productivity – Life in Viking Britain - History

Key vocabulary: longship, longhouse, woodworkers, leatherworkers, brooches, blacksmith, lathe, thatched, cesspit, dispute, outlaw, duel, jarls, karls, thralls.

Retrieval

1.) Name three jobs the Vikings had. Farmer, craft workers – Woodworkers, leatherworkers, jewellers, blacksmiths, potters.

2.) Which of the following statements are true?

- A. All Vikings were raiders.
- B. Jewellers made plates.
- C. The Norse people had their own laws.
- D. Jarls were everyday people who did jobs like farming.
- E. The king was at the top of the Viking society.

3.) Write a fact about the long house. Any of the following - Many Viking families lived together in a longhouse. This was built from wood or stone and had a thatched or turf roof on top. With just one room for all the family to share with their animals, a longhouse would have been a crowded and smelly place to live. There was no bathroom inside, but the Vikings kept clean by washing in a wooden bucket or beside a stream. Instead of toilets, people used a cesspit, which was a hole outside dug for toilet waste.

Inference

4.) Do you think the laws being passed from person to person by word of mouth was a good or bad thing? Explain your answer.

Various answers - Could include; No because people could add extra things on to benefit themselves.

Vocabulary

5.) Find and copy one word from the text that means has great power. Powerful.

6.) Vikings were very skilled people. What does the word skilled mean? having or showing the knowledge, ability, or training to perform a certain activity or task well.

7.) Write a couple of sentences using the new words you have discovered from questions 5 and 6.

Summarise

8.) Summarise this text in no more than two sentences. Various answers.



Reading Answers – Lesson 3

Retrieval

1. What do Christians believe about Jesus? **He is the son of God and rose from the dead.**
2. What '3 persons' do they believe God consists of? **God the Father, God the Son, The Holy Spirit.**

Vocabulary

3. What does the word 'persecuted' mean? **Treating someone unfairly over a long period of time.**
4. What is a 'consequence'? **A result to an action that is usually negative.**

Inference

5. What do you think a dove symbolises? **Peace, hope, purity.**
6. How does this link to Christianity? **Peace, love and hope links to the Christian beliefs of the Holy Spirit and going to heaven after death.**



Reading Answers – Lesson 4

Reading for Productivity – Magnetic and Non-magnetic materials

Retrieval

1. Name 2 objects that contain magnets. **Fridge Key**
2. What force do magnets use? Push or **Pull.**
3. Why do plastic objects not get attracted to magnets? **They are not magnetic.**
4. How many poles do magnets have? **2**

Vocabulary

5. What does the word invisible mean?

Not able to be seen

Magnetic

Close



Reading Answers – Lesson 5

1. Name two technological developments in the last fifty years.
Computers, laptops, smartphones, games consoles.
2. When was the word computer first used and what did it mean? **The word computer was first used in 1613 to describe people who did very accurate calculations.**
3. What is a soroban?
A soroban is a type of abacus still used by children in Japan.
4. Who was the world's first computer programmer? Tick one.
Ada Lovelace.
5. Find and copy a word from the text that means the same as cryptologist and explain what they do. **Another word for cryptologist is a codebreaker. A codebreaker deciphers messages sent in code.**
6. When did the public first learn about the work done at Bletchley Park during the Second World War? Tick one.
In the 1970s.