



Cotsford
Primary School

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Home learning

Year 3/4

Spring 2

Last Night, I Saw the City Breathing

Andrew Fusek Peters

Last night, I saw the City breathing
Great Gusts of people,
Rushing in and
Puffing out
Of Station's singing mouths

Last night, I saw the City laughing,
Take-Aways got the giggles,
Cinemas split their sides,
And Living Rooms completely creased themselves!

Last night, I saw the City dancing.
Shadows were cheek to cheek with brick walls,
Trains wiggled their hips all over the place,
And the trees
In the breeze,
Put on a show for an audience of windows!

Last night, I saw the City starving,
Snaking Avenue smacked her lips
And swallowed seven roundabouts!
Fat office blocks got stuffed with light
And gloated over empty parking lots.

Last night, I saw the City crying.
Cracked windows poured like falling stars
And the streets were paved with mirrors.

Last night, I saw the City sleeping
Roads night-dreamed,
Street Lamps quietly boasted,
'When I grow up, I'm going to be a star!'
And the Wind,
Like a cat,
Snoozed in the nooks of roofs.



Lesson 2 - Last night I saw the city breathing poem

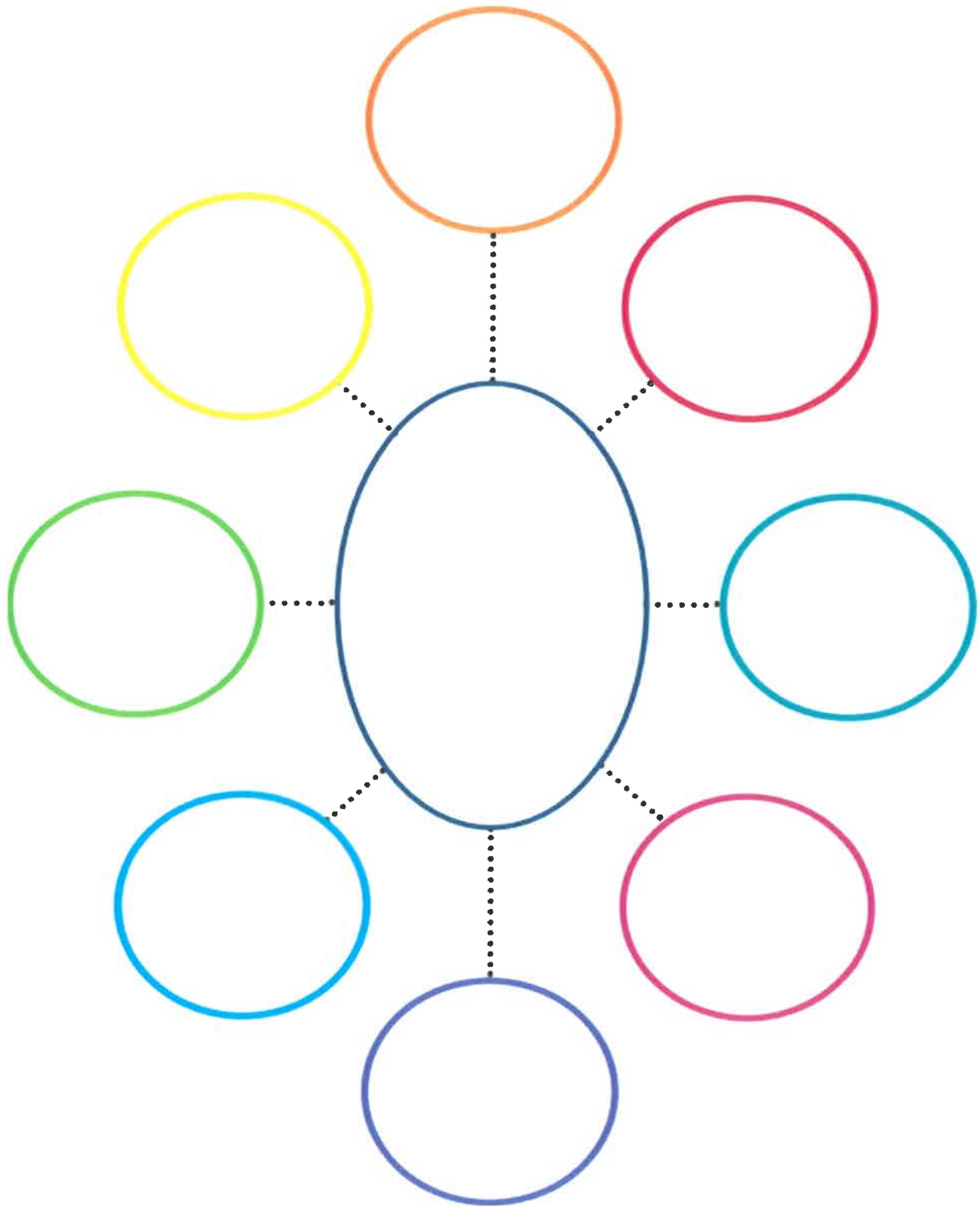
Look for examples of carefully chosen vocabulary and lines used by the poet to create a specific picture in the reader's mind. Highlight interesting verses, lines and vocabulary, Is the city a happy, sad or exciting place to be? How does the poem make them feel about the city? Is it a place that you would like to visit?

Draw a picture of the city in the poem.

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Lesson 5

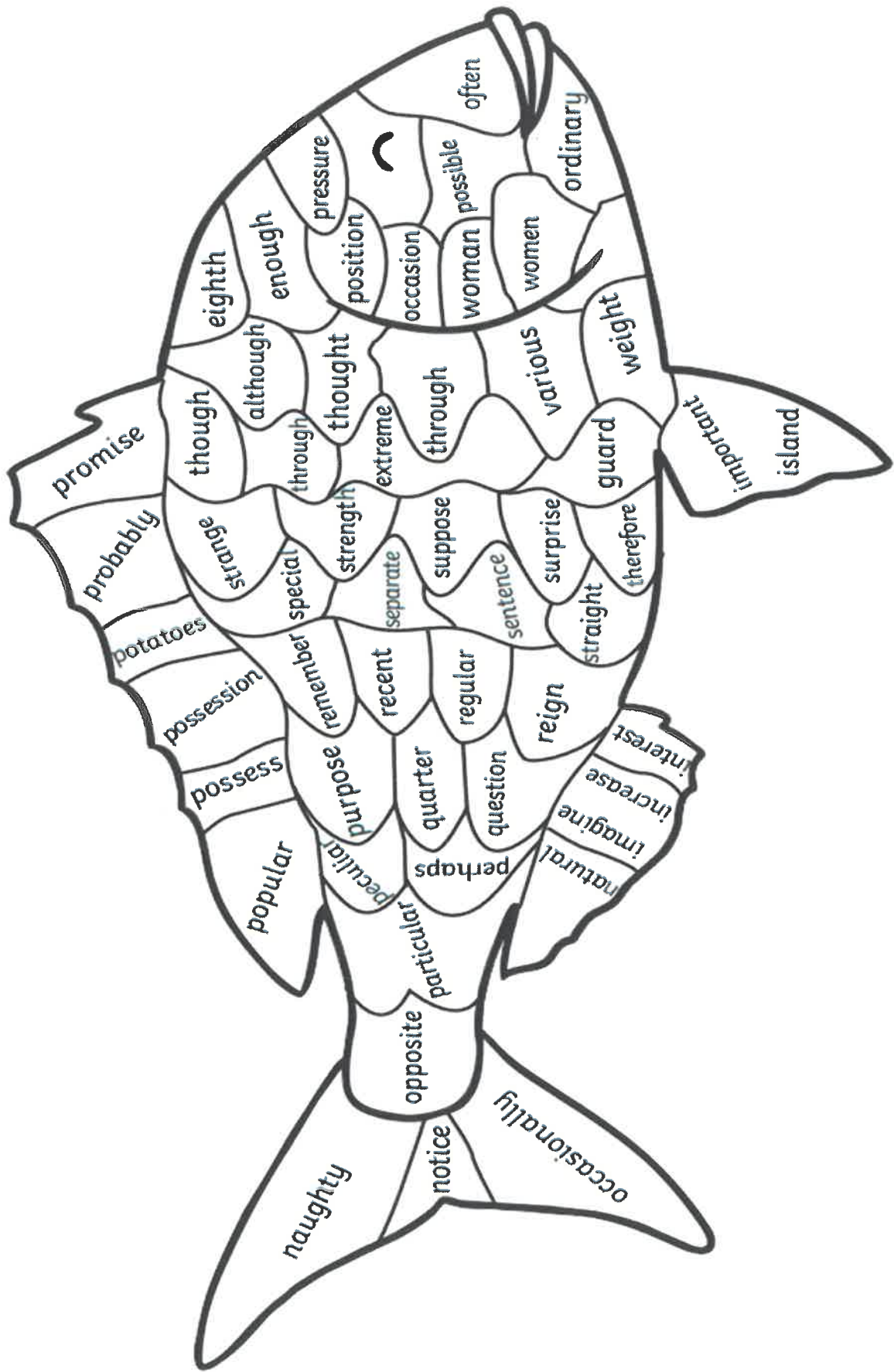
Think about a sign that that you would like to place in a city or town. What would it say? Decide whether to make a funny, poetic, acrostic or informative sign and why. Think about the purpose it would serve. Think of colours, shape, type of lettering, where will it be positioned. Plan out your ideas using a mind map! Then create your sign.



Lesson 6 - Read and test yourself on each word. Then choose 2 words out of each column and write them into a descriptive sentence.

Words with the long /eɪ/ sound spelt with ei	Words with the long /eɪ/ sound spelt with ey	Words with the long /eɪ/ sound spelt with ai	Words with /ə:/ sound spelt with ear	Homophones & near homophones	Homophones & near homophones
eight	hey	straight	earth	berry	here
eighth	they	campaign	early	bury	hear
eighty	obey	contain	learn	brake	heel
weight	grey	brain	heard	break	heel
neighbour	prey	faint	earn	meet	main
vein	whey	waist	pearl	meat	mane
veil	survey	claim	search	ball	mail
beige	convey	praise	unearth	bawl	male
sleigh	disobey	complaint	earl	fair	knot
freight	purvey	afraid	rehearse	fare	not

Lesson 8- read each word, then cover it and spell it. Don't forget to check. Colour it in if you got it correct.



Missing Punctuation



I can punctuate direct speech.

Someone has removed all of the punctuation from the extract below. Can you improve it by adding the correct punctuation?

Use these punctuation marks:

?	!	,	“ ”	.
Question mark	Exclamation mark	Comma	Inverted commas	Full stop

Don't forget to start a new line for each new speaker! You will need to rewrite the extract.

You In tights In front of all of those people Unbelievable Hassan can you stop blathering and actually help I was starting to not be able to breathe very well even though I'm not asthmatic and there were no cats nearby What if I went on stage and I couldn't breathe and then I passed out in front of everyone What if I fell over and knocked into the dancers and they went down in a long line like dominoes Now that I'd started I couldn't stop thinking of all the things that might go wrong Ooh nice tights Ash said Janelle sticking her head round the door They're leggings I repeated trying to untwist the left leg Hey no judgement from me I'm wearing tights too



Lesson 10 Prefixes

Prefixes go at the beginning of words. This changes the meaning of the word.

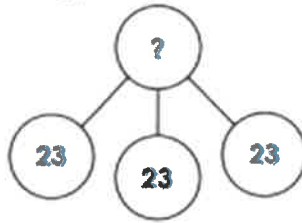
prefix	meaning	example	Write down 3 more examples of words with this prefix
re	to do again	<u>r</u> eturn	
bi	two	<u>b</u> icycle	
dis	not	<u>d</u> islike	
mis	wrong	<u>m</u> isbehave	
pre	before	<u>p</u> rehistoric	
over	too much	<u>o</u> vercook	
un	not	<u>u</u> nhappy	

4. Which representation is the odd one out?

A.

	1	0	
	2	3	
x	4		
	?	?	

B.



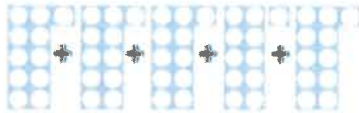
C.

1	0
● ●	● ● ●
● ●	● ● ●
● ●	● ● ●



5. Match the representations to the correct multiplication sentences and complete.

A.



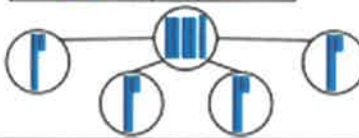
1. x 4 =

B.

1	0
● ●	●
● ●	●
● ●	●

2. 11 x =

C.



3. x 3 =



6. Gabriella and Troy are finding the missing numbers in the calculation.



I think the missing numbers are 33 and 99

Gabriella

3 x =

I think the missing numbers are 31 and 93



Troy

1	0
● ● ●	●
● ● ●	●
● ● ●	●

Who do you agree with? Explain your choice.



Whitney says,



8 x 8 is greater than two lots of 4 x 8

Do you agree?

Can you prove your answer?

Lesson 2 - multiplication

True or false

$$6 \times 7 < 6 + 6 + 6 + 6 + 6 + 6 + 6$$

$$7 \times 6 = 7 \times 3 + 7 \times 3$$

$$2 \times 3 + 3 > 5 \times 3$$

Can you find three different ways to complete each number sentence?

$$\underline{\quad} \times 3 + \underline{\quad} \times 3 < \underline{\quad} \div 3$$

$$\underline{\quad} \div 4 < \underline{\quad} \times 4 < \underline{\quad} \times 4$$

$$\underline{\quad} \times 8 > \underline{\quad} \div 8 > \underline{\quad} \times 8$$

$$\underline{\quad} \times 3 + \underline{\quad} \times 3 < \underline{\quad} \div 3$$

$$\underline{\quad} \div 4 < \underline{\quad} \times 4 < \underline{\quad} \times 4$$

$$\underline{\quad} \times 8 > \underline{\quad} \div 8 > \underline{\quad} \times 8$$

$$\underline{\quad} \times 3 + \underline{\quad} \times 3 < \underline{\quad} \div 3$$

$$\underline{\quad} \div 4 < \underline{\quad} \times 4 < \underline{\quad} \times 4$$

$$\underline{\quad} \times 8 > \underline{\quad} \div 8 > \underline{\quad} \times 8$$



I know that when multiplying 3 by 40, 40 is ten times bigger than 4, so my answer will be ten times bigger than 3×4

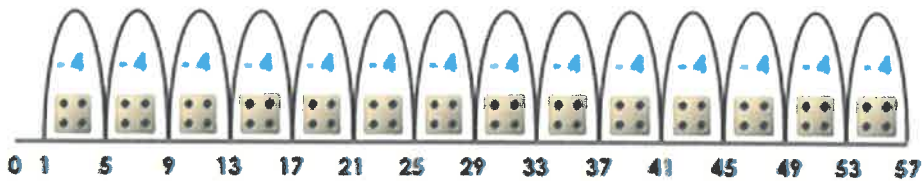
Is Mo correct?

Explain your answer.

Lesson 3 - division

4. True or false?

$$57 \div 4 = 14 \text{ r } 2$$



5. Circle the mistake and solve the division below correctly.

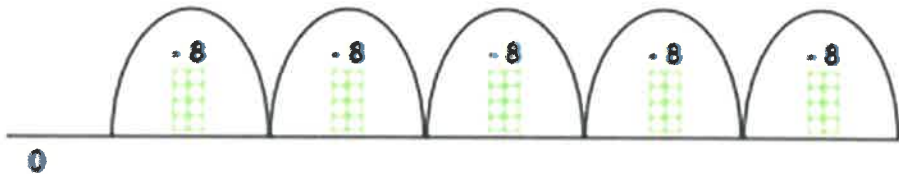
Tens		Ones
10	10	1
10	10	1
10	10	1

$$65 \div 3 = 21 \text{ r } 1$$



6. Create a division number sentence using five of the digit cards below.

8 4 3 2 6 1 5



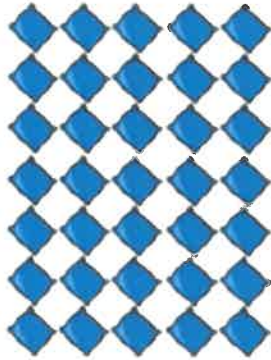
7. Use repeated subtraction on the number lines below to show whether this statement is true or false.



67 ÷ 4 and 85 ÷ 3 both have the same remainder.



1 Use the array to complete the number sentences.



	×		=	
	×		=	
	÷		=	
	÷		=	

2 A shop has 32 apples.
They are put into 8 equal groups.
How many apples are in each group?

apples

3 Use the diagrams to help you.

$6 \times 4 = \square$

$6 \times 40 = \square$

4 Complete the calculation.

Tens	Ones

	T	0	
		3	
X		3	

5 There are 4 jars of sweets.
Each jar has 23 sweets.



How many sweets are there altogether?

	T	0	
X			

sweets

- 6 Evie has calculated 21×4
Her answer is 804
Explain her mistake.

	T	O
	2	1
\times		4
	8	0
		4

- 9 Amir makes groups of 3 gummy bears.



He makes 7 groups and has 2 bears left over.
How many gummy bears does he have altogether?

_____ gummy bears

- 7 Work out 37×5

- 10 There are 25 green cubes in a box.
There are 5 times as many blue cubes than green cubes in the box.
How many cubes are there altogether?

_____ cubes

- 8 Calculate $96 \div 3 =$

Use the place value grid to help.

Tens	Ones

- Calculate $84 \div 4 =$

- 1 Eva has these notes and coins.



How much money does she have?

£ _____ and _____ p

- 2 Circle 4 pounds and 65 pence.



- 3 Max empties his money box.



He spends £1 and 72 pence on a present.

Circle the coins he could have used.

How much money does he have left?

£ _____ and _____ p

- 4 Tick the sets of coins that add up to £1



5 How much money is there altogether?



£ _____ and _____ p

7 Complete.

£1 and 36p = pence

£ and p = 512 pence

£8 = p

6

Pricelist	
Milkshake	£1 and 70p
Water	£1 and 25p
Hot Chocolate	£2 and 15p
Flapjack	£1 and 29p
Brownie	75p

How much does a milkshake and a flapjack cost altogether?

£ _____ and _____ p

Whitney has £5 and 60p. She buys a hot chocolate. How much does she have left?

£ _____ and _____ p

How much does a brownie and a flapjack cost altogether?

£ _____ and _____ p

8 Teddy buys a sandwich for £3 and 55p. How much change does he get from £10?

£ _____ and _____ p

9 Mo buys a kettle and a toaster.

The kettle costs twice as much as the toaster.

The total cost is £63

How much does the kettle cost?

£ _____

1 The pictogram shows the number of animals on a farm.

Animal	Number on farm
Sheep	☆ ☆ ☆ ☆ ☆
Horses	☆ ☆
Chickens	☆ ☆ ☆ ☆ ☆
Cows	☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

☆ = 10 animals

How many cows are there on the farm?

_____ cows

How many more sheep are there than horses?

How many animals are there altogether?

_____ animals

2 Class 3 voted for their favourite drink. The results are shown in the pictogram.

Drink	Number of children
Apple Juice	☒ ☒ ☒
Orange Juice	☒ ☒ ☒ ☒ ☒ ☒
Milk	☒ ☒ ☒ ☒ ☒
Water	

☒ = 2 drinks

7 people like water the most.

Complete the pictogram.

Complete the sentences.

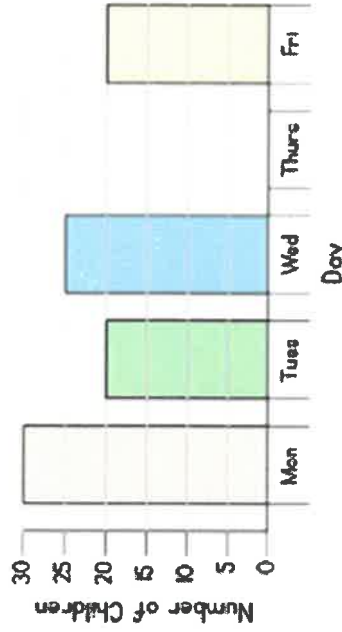
The most popular drink is _____

3 more children like milk than _____

Less children like _____ than water.

3 The table and bar chart show how many children attend breakfast club each day.

Day	Number of Children
Monday	30
Tuesday	
Wednesday	25
Thursday	15
Friday	



Complete the table and bar chart.

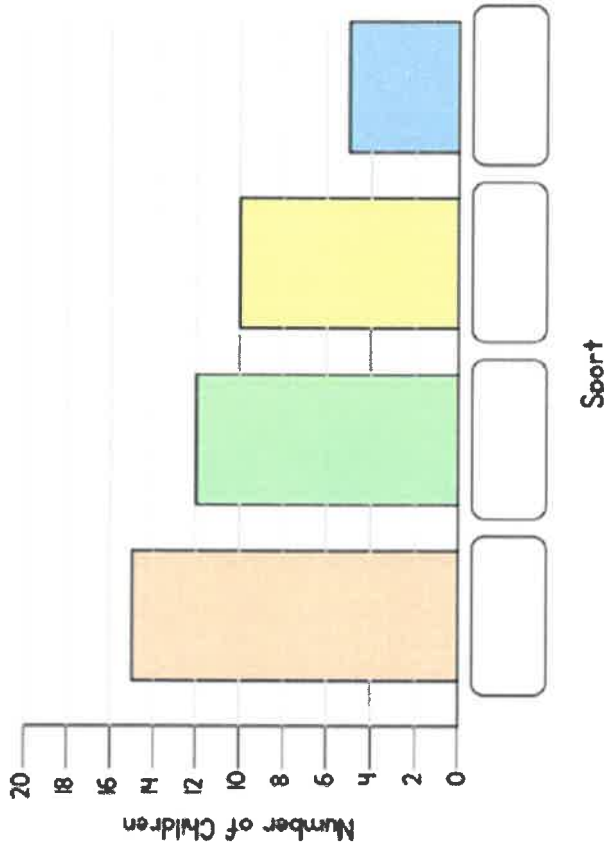
How many more children attend on Monday than on Friday?



Alex says, Less than 100 people go to breakfast club each week.

Do you agree? Explain your answer.

4 Use the information to complete the missing labels on the bar chart.



Netball is the most popular sport.

Three times as many people like netball as like rugby.

Twice as many people like tennis as like rugby.

The number of people who like football is more than 10

Lesson 7 - length

3. Jamal is using a ruler to measure a camera.



I think the camera measures 3cm.



Not drawn to scale

Has he measured the camera correctly? Convince me.

4. Draw a straight line from each of the dots below, using a ruler to match the measurements on the right.

Start your line here

8cm

Start your line here

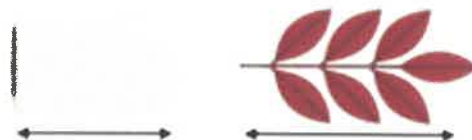
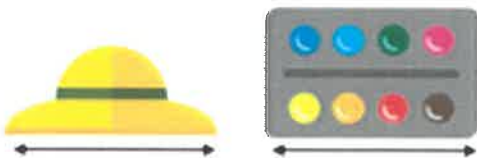
34mm

Start your line here

10cm



5. Circle the statements that are true.



A. The hat and paint pot are the same length.

B. The glove is 2cm and 5mm long.

C. The hat is 2cm and 8mm long.

D. The leaf is 4cm long.



6. Kayla is using a ruler to measure a stick.



I think the stick measures 4cm and 5mm.



Not drawn to scale

Has she measured the stick correctly? Convince me.



Length 8 - perimeter

4. Nina, Terry and Simone have drawn the regular pentagons shown below.



Terry says,



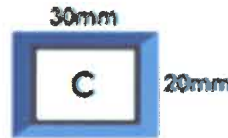
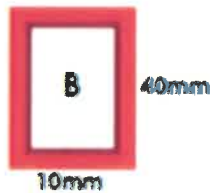
Each pentagon is regular so they all have the same perimeter.

Correct the mistake that Terry has made.



Not drawn to scale

5. Edmund wants to hang his favourite painting up in his living room. His painting has a perimeter of 14cm. He needs to choose one of the photo frames below.



Which photo frame should Edmund use?



Not drawn to scale

6. Vishal and Nadine are calculating the perimeter of the regular shapes below.



All three shapes have a perimeter of 24cm.

Vishal

The triangle has a larger perimeter than the other two shapes because it has the longest sides.



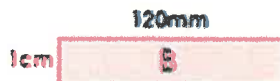
Nadine

Who do you agree with? Prove it.



Not drawn to scale

7. Joe, Elsie and Brigid have drawn the irregular shapes shown below.



Brigid says,



Shape C's perimeter is 10mm greater than Shape A's perimeter.

Correct the mistake that Brigid has made.

1 Measure the line with a ruler.



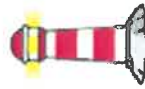
_____ cm

3 How long is the lollipop?



2 From the list, choose an appropriate unit of measure for the height of each object.

- centimetres metres millimetres



Lighthouse



Tin of beans

4 Match the equivalent measurements.
One has been done for you.

10 mm

2 m

1 m

100 mm

10 cm

20 mm

200 cm

1 cm

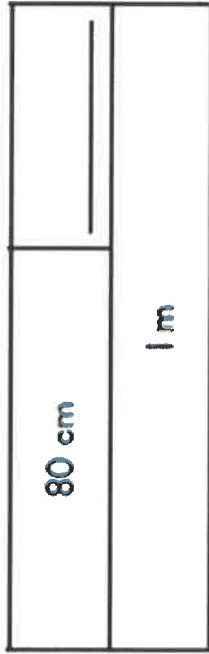
2 cm

100 cm



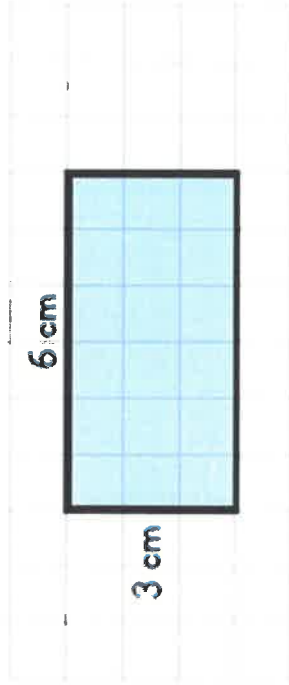
_____ cm

- 5 Complete the bar model.



- 6 Calculate the perimeter of the rectangle.

Write units with your answer.

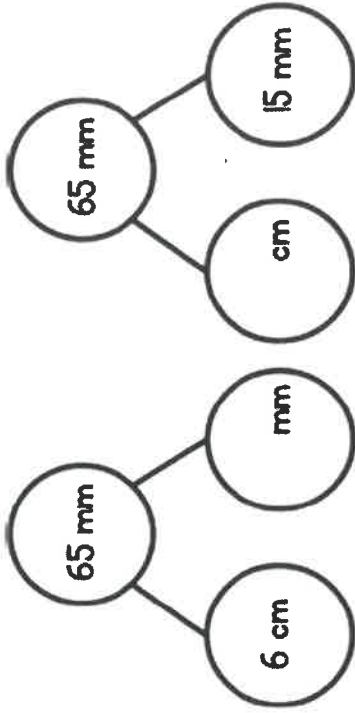


- 7 Write the lengths in order of size starting with the shortest.

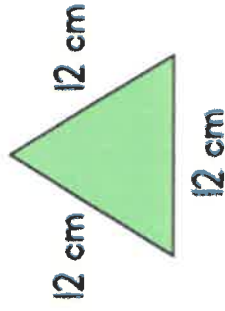
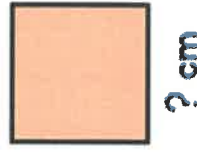
1 m 16 cm 61 mm



- 8 Complete the part-whole model.



- 9 The perimeter of the triangle is equal to the perimeter of the square. What is the length of the square?



_____ cm

3. What makes a great city? Is it the parks and water features, the friendly people, or the clean, tidy streets? Decide what is important to you in a city. Use your ideas to design an imaginary city. Make a map to show how it is planned out and what features it has. Don't forget to include a key.

A large, empty rectangular box with a thin black border, intended for a student to draw a map of an imaginary city. The box is completely blank, providing space for the student's design and any accompanying key.

5. The world has many amazing cities. Choose a city in another part of Europe to compare to your own nearest city. Use the table below to record the information that you find.

Name of city		
Language spoken		
Special buildings		
Population		
Climate		
Industry		
Other information		

6. Graffiti is often found in urban areas. What is your opinion of it? Decide whether you think it is art or vandalism and write a paragraph to explain your thoughts.

8. Finish your home learning by writing a summary of the topic, explaining what you have learned about urban areas and features.

Useful websites

- BBC Bitesize – Cities, towns and villages
- Ordnance Survey – Mapzone
- Tate – Street art game
- Let’s Explore – New York: Brooklyn Street Art with Kids!