Year 4
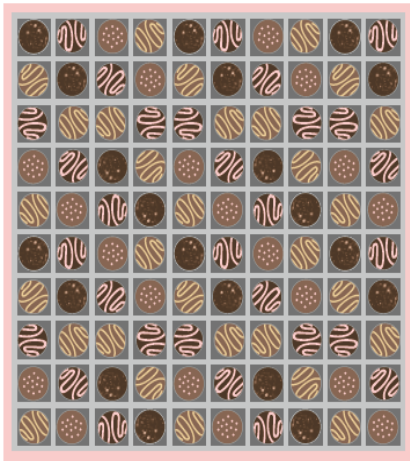# Home Learning Pack 15

Week Commencing
Monday 1st February 2021

Please Note guided reading will be added to dojo every morning for your child to engage with and respond in addition to this learning pack

 *A weekly reading log is attached to the back of the pack for you to fill and load up every Friday for your teacher on class dojo.**

Counting in Hundredths

In Focus
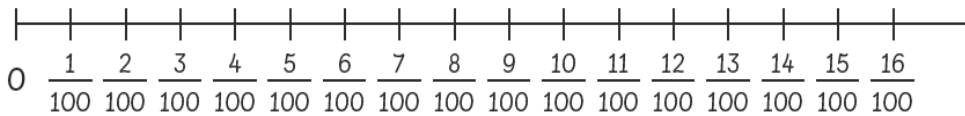
I took 1 🍫 .

I took 3 🍫 .

I took 11 🍫 .
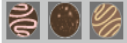
I took 9 🍫 .

How much chocolate did each of them take?

Let's Learn

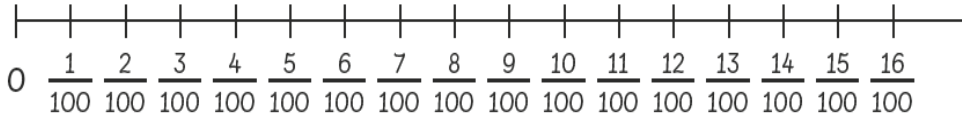**1** The box of chocolates is made up of 100 pieces.

🍫 is 1 hundredth of the box.

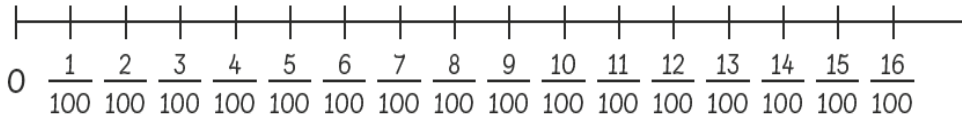| 0 | $\frac{1}{100}$ | $\frac{2}{100}$ | $\frac{3}{100}$ | $\frac{4}{100}$ | $\frac{5}{100}$ | $\frac{6}{100}$ | $\frac{7}{100}$ | $\frac{8}{100}$ | $\frac{9}{100}$ | $\frac{10}{100}$ | $\frac{11}{100}$ | $\frac{12}{100}$ | $\frac{13}{100}$ | $\frac{14}{100}$ | $\frac{15}{100}$ | $\frac{16}{100}$ |

$\frac{1}{100}$

2 ▢▢▢ is 3 hundredths of the box.

$$0 \quad \frac{1}{100} \quad \frac{2}{100} \quad \frac{3}{100} \quad \frac{4}{100} \quad \frac{5}{100} \quad \frac{6}{100} \quad \frac{7}{100} \quad \frac{8}{100} \quad \frac{9}{100} \quad \frac{10}{100} \quad \frac{11}{100} \quad \frac{12}{100} \quad \frac{13}{100} \quad \frac{14}{100} \quad \frac{15}{100} \quad \frac{16}{100}$$
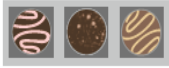
$$\frac{3}{100}$$

3 ▢▢▢▢▢▢▢▢▢ is 9 hundredths of the box.

$$0 \quad \frac{1}{100} \quad \frac{2}{100} \quad \frac{3}{100} \quad \frac{4}{100} \quad \frac{5}{100} \quad \frac{6}{100} \quad \frac{7}{100} \quad \frac{8}{100} \quad \frac{9}{100} \quad \frac{10}{100} \quad \frac{11}{100} \quad \frac{12}{100} \quad \frac{13}{100} \quad \frac{14}{100} \quad \frac{15}{100} \quad \frac{16}{100}$$
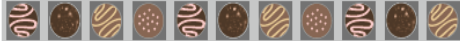
$$\frac{9}{100}$$

4 ▢▢▢▢▢▢▢▢▢▢▢ is 11 hundredths of the box.

$$0 \quad \frac{1}{100} \quad \frac{2}{100} \quad \frac{3}{100} \quad \frac{4}{100} \quad \frac{5}{100} \quad \frac{6}{100} \quad \frac{7}{100} \quad \frac{8}{100} \quad \frac{9}{100} \quad \frac{10}{100} \quad \frac{11}{100} \quad \frac{12}{100} \quad \frac{13}{100} \quad \frac{14}{100} \quad \frac{15}{100} \quad \frac{16}{100}$$
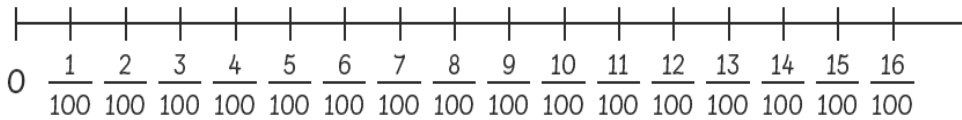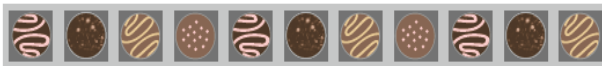
$$\frac{11}{100}$$

5 Count in hundredths.
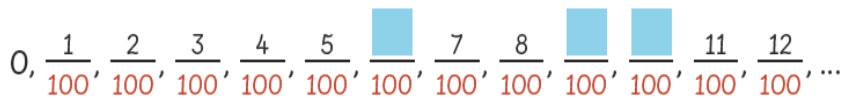
$$0, \quad \frac{1}{100}, \quad \frac{2}{100}, \quad \frac{3}{100}, \quad \frac{4}{100}, \quad \frac{5}{100}, \quad \Box, \quad \frac{7}{100}, \quad \frac{8}{100}, \quad \Box, \quad \Box, \quad \frac{11}{100}, \quad \frac{12}{100}, \ldots$$

6 Count backwards in hundredths.

(a) $\dfrac{12}{100}, \dfrac{11}{100}, \dfrac{10}{100}, \dfrac{\Box}{\,}, \dfrac{8}{100}, \dfrac{7}{100}, \dfrac{\Box}{\,}, \dfrac{\Box}{\,}, \dfrac{4}{100}, \dfrac{3}{100}, \dfrac{2}{100}, \dfrac{1}{100}, 0, \ldots$

(b) $1, \dfrac{\Box}{\,}, \dfrac{98}{100}, \dfrac{97}{100}, \dfrac{\Box}{\,}, \dfrac{\Box}{\,}, \dfrac{94}{100}, \dfrac{93}{100}, \dfrac{\Box}{\,}, \ldots$
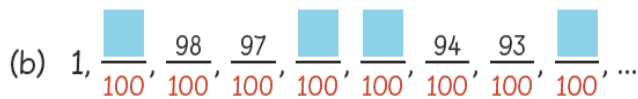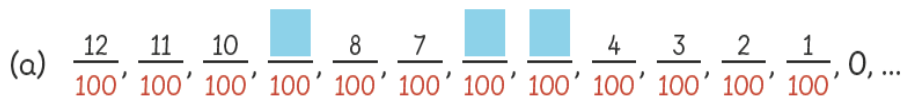
1 This is 1.
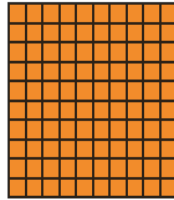
What number does each figure show?

(a)

(b)

(c)
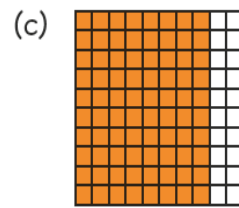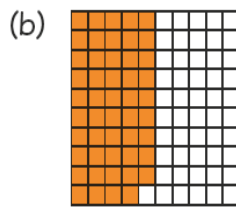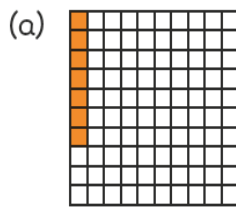
2 What are the missing numbers?

$$0 \quad \frac{1}{100} \quad \frac{3}{100} \quad \frac{5}{100}$$
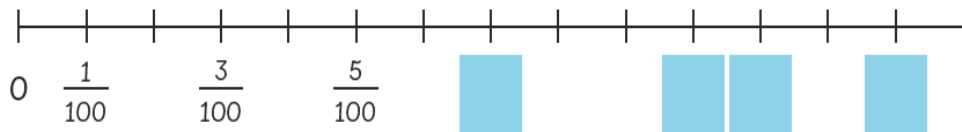
3 Complete the number patterns.

(a) $\frac{32}{100}, \frac{33}{100}, \frac{34}{100}, \quad , \quad , \quad , \frac{38}{100}, \cdots$

(b) $\frac{49}{100}, \frac{48}{100}, \frac{47}{100}, \frac{46}{100}, \quad , \quad , \quad , \frac{42}{100}, \cdots$

(c) $\frac{71}{100}, \frac{69}{100}, \frac{67}{100}, \quad , \frac{63}{100}, \quad , \quad , \frac{57}{100}, \cdots$

(d) $\frac{9}{100}, \frac{13}{100}, \frac{17}{100}, \quad , \frac{25}{100}, \quad , \quad , \frac{37}{100}, \cdots$

Complete Worksheet 1 – Page 159

Fractions

Name: _____ Class: _____ Date: _____

Worksheet 1

Counting in Hundredths

1 What fraction of the block is shaded?

(a)

(b)

2 Fill in the blanks.

(a)

0   $\frac{1}{100}$ ↑ $\frac{4}{100}$ ↑ $\frac{6}{100}$ ↑   ↑
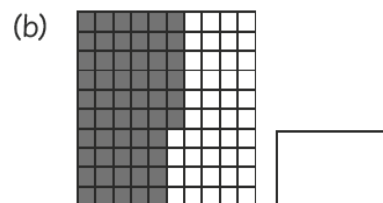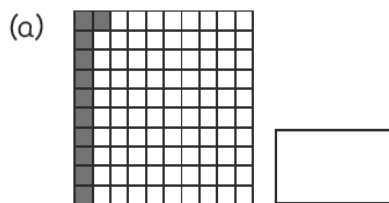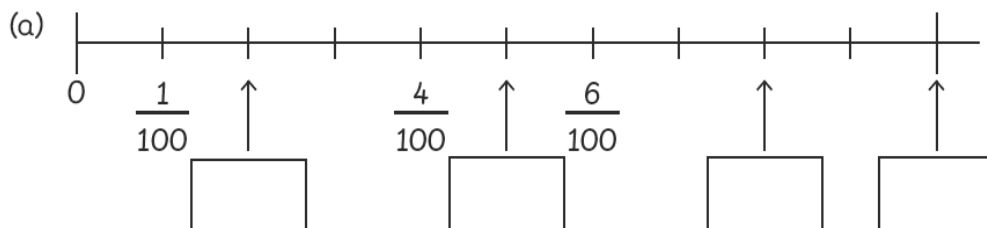
(b) ___ , $\frac{19}{100}$, $\frac{20}{100}$, $\frac{21}{100}$, ___ , $\frac{23}{100}$, $\frac{24}{100}$, ___

(c) $\frac{89}{100}$, ___ , $\frac{85}{100}$, $\frac{83}{100}$, ___ , $\frac{79}{100}$, ___ , $\frac{75}{100}$

Monday English Lesson 1

Comprehension – this is the story that we put our tool kit together for last week. Please re read it and answer the questions that come afterwards

How the Birds Got Their Colours

The following story is based on a traditional Aboriginal Dreamtime story of how the birds got their colours.

Long, long ago in the Dreamtime, all the birds were black in colour. They did not have any bright or fancy colours on their feathers. One day, a little bird was flying around, looking for food. The little bird flew down to catch a big, juicy and delicious looking grub. When the bird flew down to the ground, it hurt itself on a big, sharp stick. It cut deep into his foot and made him very, very sick.

For days, the little bird had a swollen foot and was in so much pain. He was dying! All of the little bird's friends came to see if they could help. They all wanted to save the little bird, except for one bird… the crow. Suddenly, a parrot rushed towards the sick little bird and burst its swollen foot with its beak.

Different colours rushed out and splashed all over the parrot. There were reds, greens, blues, yellows and other colours of the rainbow. All of the wonderful bright colours ran down her chest, wings and tail. The colours also splashed out onto the other birds. Some were red, some were blue, some were brown and some were yellow. Some birds were lucky and even got spots and stripes too.

All of the birds were happy and excited, except for crow, who was standing far away from them all. Crow didn't get any colours at all. The sick little bird soon became better. He thanked the parrot for helping him with his swollen foot and then flew away.

Questions

1. Why did the little bird get hurt?

_____

_____

_____

2. What made the little bird get sick?

_____

_____

_____

3. Why didn't the crow get any colours?

_____

_____

_____

4. What did the parrot do to help the little bird?

_____

_____

_____

5. Use 'Swollen' in a sentence

_____

_____

_____

6. Use 'wandered' in a sentence

_____

_____

_____

7. Use 'delicious' in a sentence

_____

_____

_____

RE Lesson 1 Monday
Giving and Receiving

Listen to the sharing song by Jack Johnson on the link below.
https://www.youtube.com/watch?v=lvY0RKZZPuc

Task 1: Explain your own experiences of giving and receiving

_____

_____

_____

_____

_____

_____

_____

Task 2: How important is giving and receiving at home, in class, school or at clubs? Explain.

_____

_____

_____

_____

_____

_____

_____

Monday Wellbeing Lesson 1

We will start today by watching a short video called

'What is Mental Health?

https://drive.google.com/file/d/1nxj27Kt2Jfc1NS-_5VOHBbdEHAfQFh7t/view?usp=sharing

You maybe have some questions after watching this video, you might feel confident asking them in front of the class or on dojo to your teacher. Either way, we are here to listen.

Activity:

Put on some relaxing music, close your eyes and take some deep breaths….Listen for a few minutes and take time to clear your mind. When your teacher tells you to open your eyes you will find a 'Mindfulness' colouring in sheets in front of you. You can start this activity whenever you want.

Make a note of how you are feeling when you are completing your activity, is it enjoyable? Do you feel relaxed? etc.

Monday PSHE Lesson 4

Task 1: Think about some reality TV shows you have watched or know about e.g. singing competitions or talent shows where members of the public enter. After thinking about this, answer the questions below.

1. How did some of the contestants react to not winning and being disappointed?

_____

_____

2. Did all the contestant who didn't win act the same?

_____

_____

3. How might they overcome their disappointment of losing and reach their goals?

_____

_____

Task 2: Sometimes, you may not succeed on your first attempt. Think about a time when you haven't succeeded and think about how you might have another go. Answer the questions below.

4. How do you stay positive and resilient?

_____

_____

_____

5. Who might help you reach your goals?

_____

_____

_____

6. What steps might you take?

_____

_____

_____

7. How will you know if you have reached your goal?

_____

_____

_____

Writing Mixed Numbers

In Focus

How many cakes are there?

Can you count in sixths?

Let's Learn

1. There are 2 whole cakes and 5 sixths of a cake.

$$2 + \frac{5}{6} = 2\frac{5}{6}$$

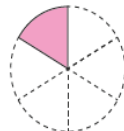$2\frac{5}{6}$ is a mixed number.

2. This stands for 1.

What number does this stand for?

1

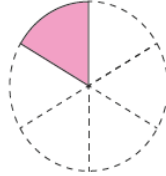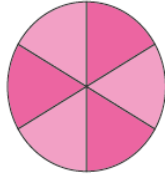$\frac{1}{6}$

$$1 + \frac{1}{6} = 1\frac{1}{6}$$

$1\frac{1}{6}$ is a mixed number.

3 Count in sixths.

$$\frac{1}{6}, \frac{2}{6}, \frac{3}{6}, \frac{4}{6}, \frac{5}{6}, 1, 1\frac{1}{6}, \dots$$

Can you continue counting in sixths?

Guided Practice
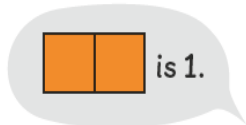
1 What is the total volume of water?

☐ + ☐/☐ = ☐

This is a mixed number.

There are ☐ cups of water altogether.

2 What are the mixed numbers shown?

(a)

$3 + \dfrac{1}{2} = \boxed{}$

 is 1.

3 and 1 half is $\boxed{}$.

(b) $1 + \dfrac{1}{6} = \boxed{}$

 is 1.

1 and 1 sixth is $\boxed{}$.

(c)

$\boxed{} + \dfrac{\boxed{}}{} = \boxed{}$

5 and 2 $\boxed{}$ is $\boxed{}$.

 is 1.

3

What could the number be? $\boxed{}$

Complete Worksheet **2** – Page **160 – 161**
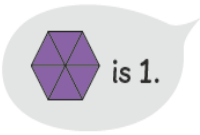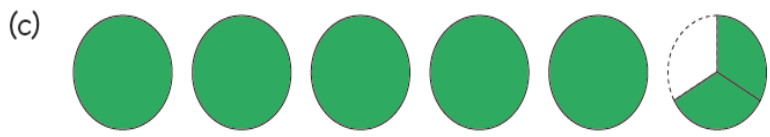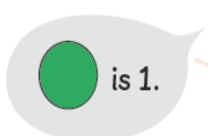
Name: _____ Class: _____ Date:_____

Worksheet 2

Writing Mixed Numbers

1 What is the total number of pizzas?

[ ] + [ ] = [ ]

There are [ ] pizzas altogether.
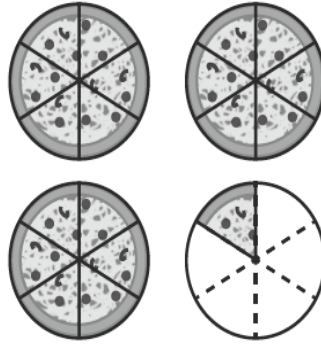
2 How many beakers of water are there?

[ ] + [ ] = [ ]

There are [ ] beakers of water.
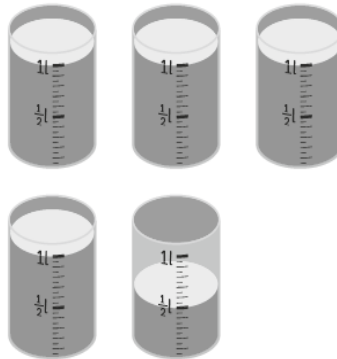
3 How many bars of chocolate are there?

[ ] + [ ] = [ ]

There are [ ] bars of chocolate.
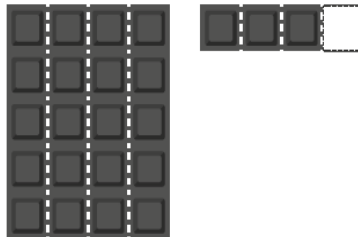
4 What are the mixed numbers shown?

(a)
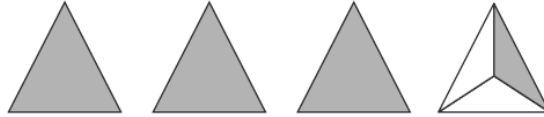
$3 + \dfrac{1}{3} =$ ☐   3 and 1 third is ☐ .

(b)
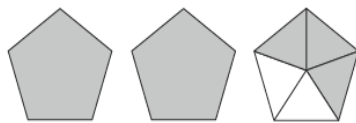
$2 + \dfrac{3}{5} =$ ☐   2 and 3 fifths is ☐ .

(c)
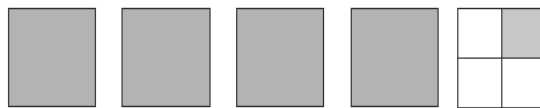
$4 + \dfrac{1}{4} =$ ☐   4 and 1 quarter is ☐ .

(d)
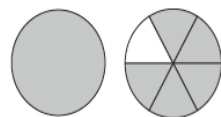
$1 + \dfrac{5}{6} =$ ☐   1 and 5 sixths is ☐ .

(e)

$2 + \dfrac{3}{7} =$ ☐   2 and 3 sevenths is ☐ .

Tuesday: English Lesson 2

Box it up!

Activity Summarise key events from the original story and begin to plan our own in bullet points

Original Story	Plot Structure	Innovation
Beginning *Long, long ago in the Dreamtime when all of the land and animals were being created, all the birds were black in colour. They did not have any bright or fancy colours on their feathers. They were all just one colour.*	Set in the past before people Tells us about the animals and the birds and how they used to be different. How they never had colour.	• Far into the past at the dawn of time. • How the leopard got its spots. • He was once just orange in colour.
Build Up *A little bird flew around looking for food. The little bird flew closer to the ground to catch a big, juicy and delicious-looking grub*		
Problem *When the bird flew close to a tree, he landed on a big, sharp branch. It cut deep into his foot and made him very, very sick. All of his friends came to help except for the Crow, who did nothing.*		
Solution *Then suddenly, a parrot rushed forward towards the sick little bird. With her very sharp and pointy beak, the parrot burst the little bird's swollen foot. Many different colours rushed out and splashed all over the parrot.*		
The End *The sick little bird soon became better. He thanked the parrot for helping him with his swollen foot and then flew away. And that's how the birds got their colours!*		

Tuesday RE Lesson 2

Create a storyboard (comic)that shows how important giving and receiving is either at home, class or a club you belong to.
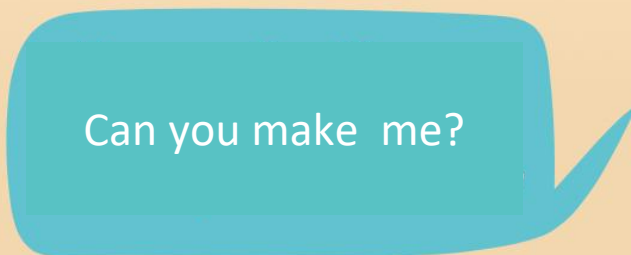
Tuesday PSHE Lesson 5

The best potato person?
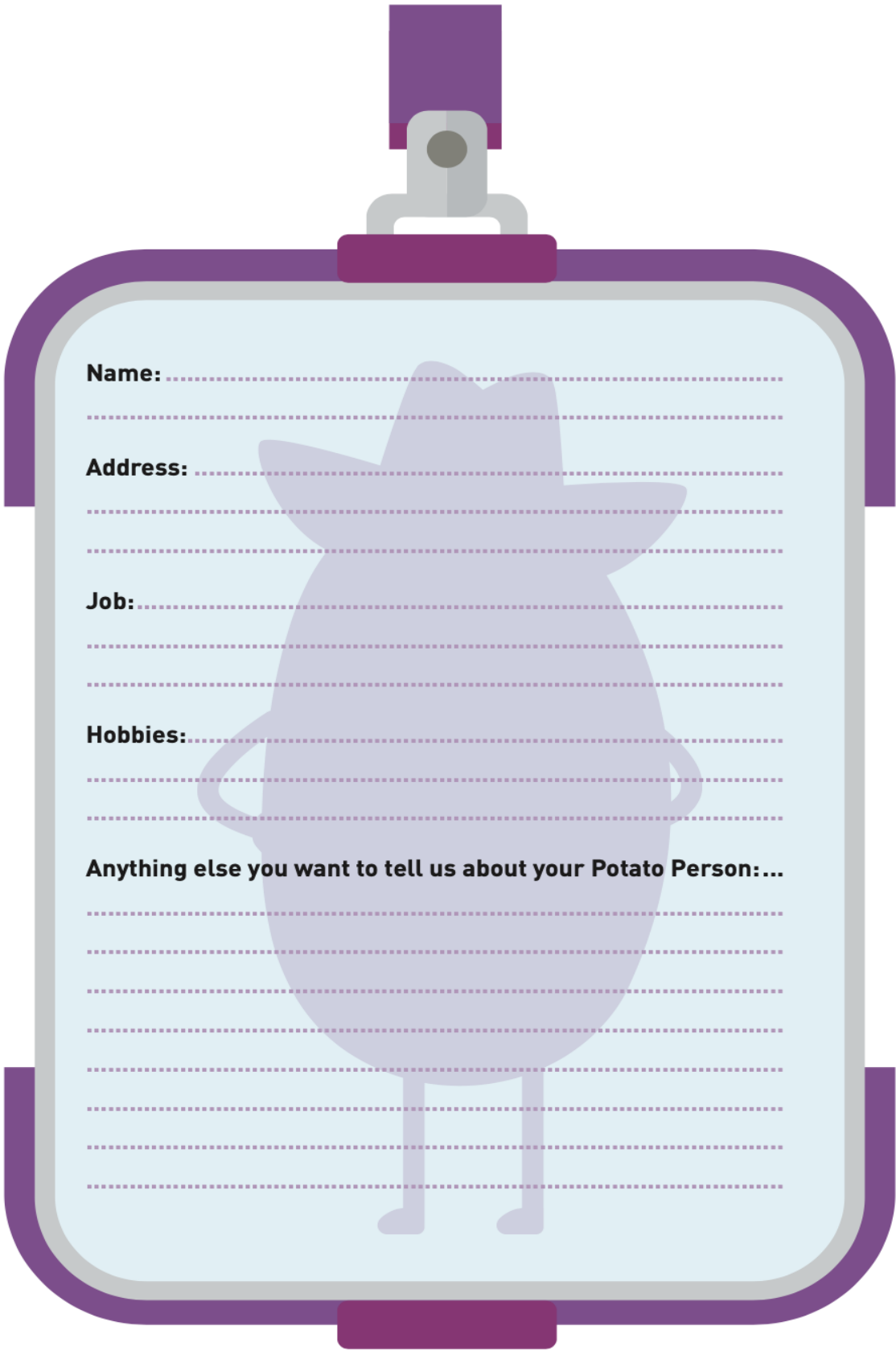
Invitation to the

Funniest

Potato

Person

Competition!

A design and make challenge

Can you make me?

Task 1: You must first create a potato persons ID card

Name: ....
....

Address: ....
....
....

Job: ....
....

Hobbies: ....
....

Anything else you want to tell us about your Potato Person:...
....
....
....
....
....
....

Task 2: You now need to design your potato person in the box below.
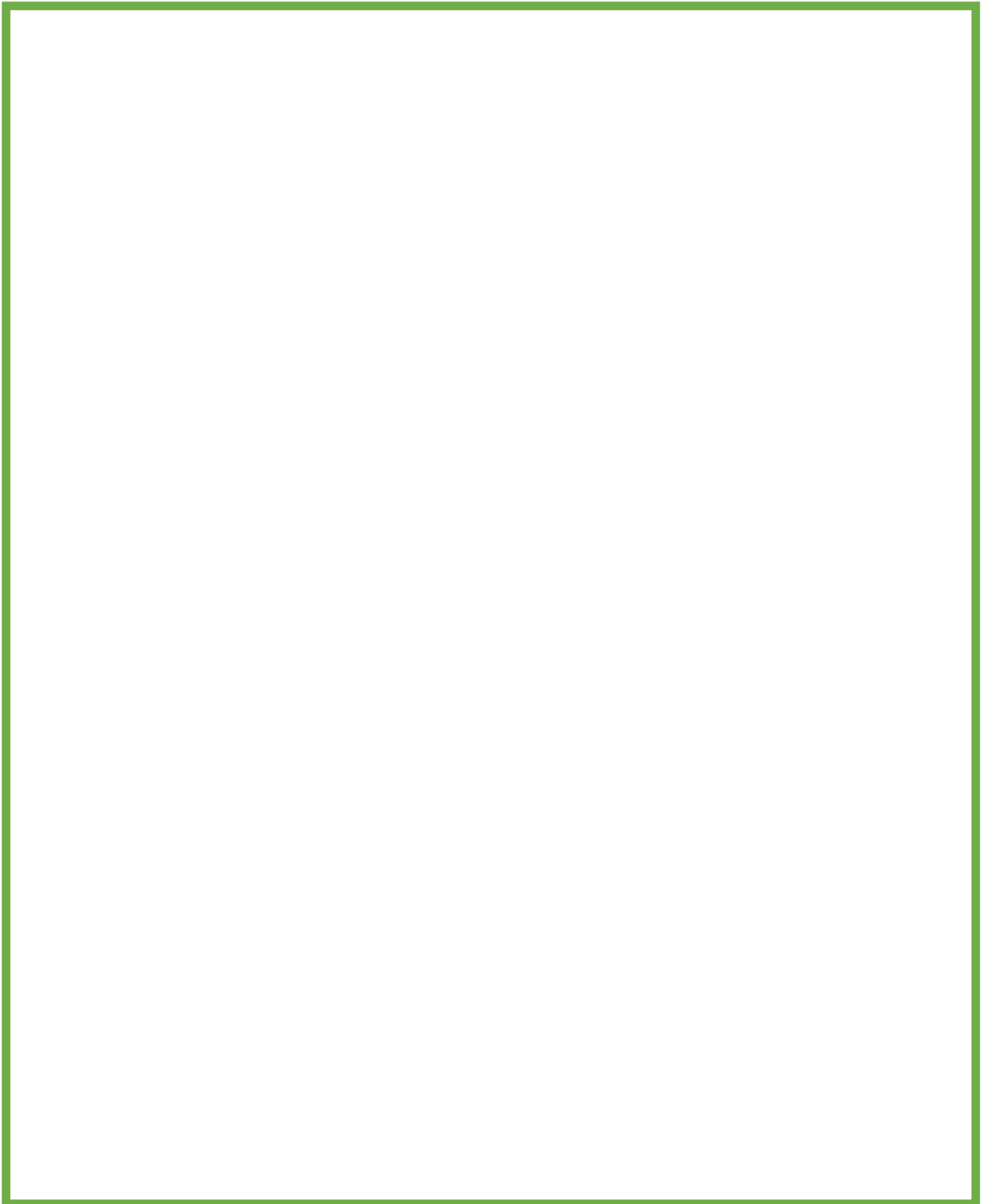
Task 3: Think about what materials your potato person will be made out of and how you will make your potato person. Write your answers below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Finally, take a photography of yourself with your potato person and send it to us good luck

Tuesday Wellbeing Lesson 2

Today we are going to look at some information on how to develop a positive mind set.

https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sg

Meesha and Lucas are in a maths lesson.

- Meesha is happy to take on the challenges set by the teacher, but Lucas is more reluctant.
- Meesha has a growth mindset. She believes intelligence, talent and ability are open to change.
- So she believes she can get better at maths. This means she tries, puts in effort and works hard to master the learning.
- Lucas has a fixed mindset. He doesn't believe he can get better at maths.
- He thinks you're either good at maths or you're not. And he is definitely not good at maths.
- Lucas and Meesha make different decisions about their learning because of their different mindsets.
- As time goes on, Meesha and Lucas talk. Meesha explains that you can change your mindset - and she encourages Lucas to do this. Gradually, Lucas starts to think in a different way.
- He starts to think that he can do maths that he can get better. As he changes his mindset, so Lucas changes his behaviour. He starts to have a go, to keep trying and to persist.
- We see him improve his maths skills as a result. Meesha and Lucas demonstrate the differences between a growth mindset and a fixed mindset.
- They show how each one influences your thoughts, actions and behaviours.
- And they also show that anyone can develop a growth mindset, no matter who they are.

1. Explain all you now know about a growth mindset?

_____

_____

_____

_____

_____

2. How can a fixed mindset affect your learning and development?

_____

_____

_____

_____

3. Explain how a fixed mindset might upset how you think and feel?

_____

_____

_____

_____

4. What advice would you give to someone who has a fixed mindset?

_____

_____

_____

_____

Now, complete the colouring to the best of your ability on the following page. If you are unable to print this off, your challenge is to draw it and colour it in.

WE HAVE A GROWTH MINDSET

Doodle Art Alley ©

Showing Mixed Numbers on a Number Line
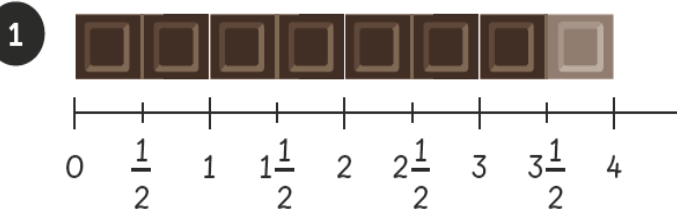
In Focus

Dark chocolate

Milk chocolate

I want to take some of the chocolate.

How many bars of chocolate can Ruby take?

Let's Learn

1

$$0 \quad \frac{1}{2} \quad 1 \quad 1\frac{1}{2} \quad 2 \quad 2\frac{1}{2} \quad 3 \quad 3\frac{1}{2} \quad 4$$

I take $3\frac{1}{2}$ bars of the dark chocolate.
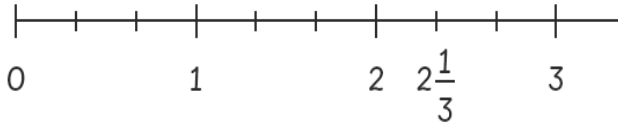
$$3 + \frac{1}{2} = 3\frac{1}{2}$$

$3\frac{1}{2}$ is a mixed number.

Count backwards in halves: start from $3\frac{1}{2}$. $3\frac{1}{2}$, 3, ...

2

$$2 + \frac{1}{3} = 2\frac{1}{3}$$

$2\frac{1}{3}$ is a mixed number.

I take 2 and a third bars of the milk chocolate.

Count backwards in thirds: start from $2\frac{1}{3}$. $2\frac{1}{3}$, 2, ...

Activity Time

Work in pairs.

What you need:

① Shuffle the $\boxed{\frac{1}{2}}$.
Pick a card and throw the 🎲 to get a mixed number.

② Draw a picture to show the mixed number.
Show it on a number line.
Get your partner to check your answer.

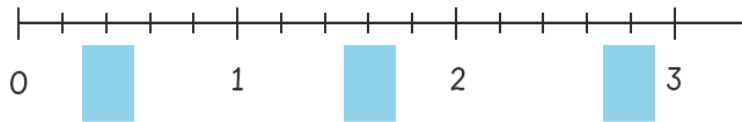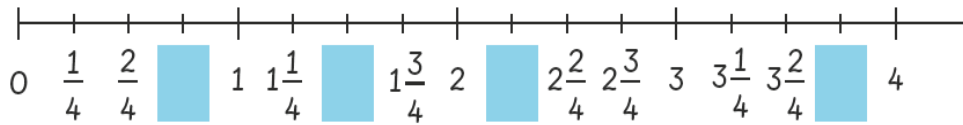We get the mixed number $2\frac{4}{6}$.

③ Take turns to repeat ① to ② .

1 What are the missing numbers?

$$0 \quad \frac{1}{4} \quad \frac{2}{4} \quad \boxed{} \quad 1 \quad 1\frac{1}{4} \quad \boxed{} \quad 1\frac{3}{4} \quad 2 \quad \boxed{} \quad 2\frac{2}{4} \quad 2\frac{3}{4} \quad 3 \quad 3\frac{1}{4} \quad 3\frac{2}{4} \quad \boxed{} \quad 4$$

$$0 \quad \boxed{} \quad 1 \quad \boxed{} \quad 2 \quad \boxed{} \quad 3$$

2 Show $1\frac{5}{6}$, $2\frac{1}{2}$, $2\frac{1}{3}$ and $1\frac{2}{3}$ on the number line.

$$0 \quad\quad\quad 1 \quad\quad\quad 2 \quad\quad\quad 3$$

Complete Worksheet **3** – Page **162**
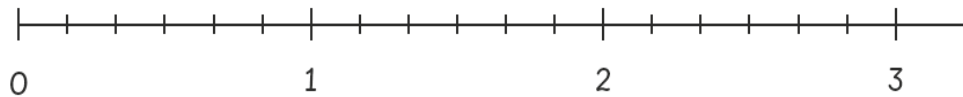
Name: _____ Class: _____ Date: _____
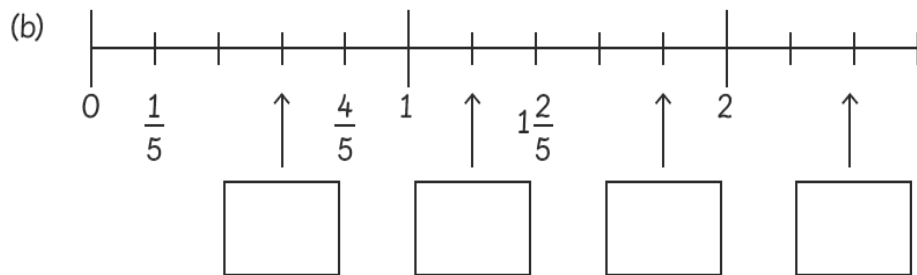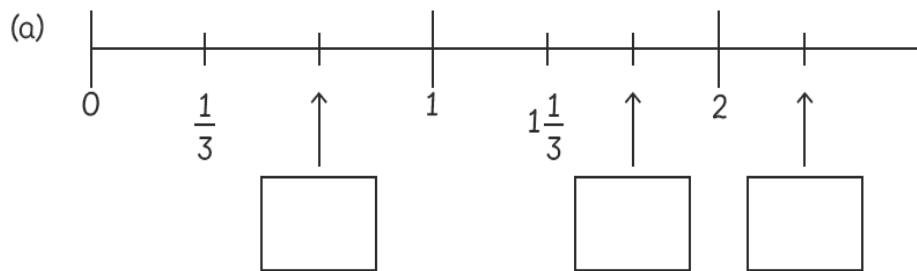
Worksheet 3

Showing Mixed Numbers on a Number Line

1 What are the missing numbers?

(a)

```
|----+----+----|----+----+----|----+----|
0    1/3   ↑    1   1 1/3  ↑   2   ↑
          [   ]              [   ] [   ]
```

(b)

```
|--+--+--+--+--|--+--+--+--|--+--+--+--|
0  1/5    ↑  4/5  1   ↑  1 2/5  ↑   2   ↑
         [   ]    [   ]      [   ]    [   ]
```

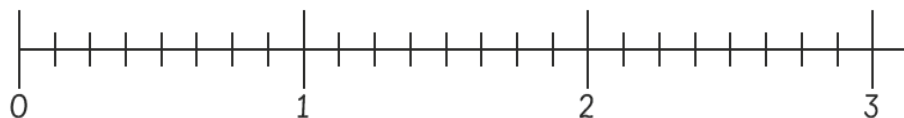**2** Show the following numbers on the number line.

(a) $1\frac{1}{2}$, $2\frac{3}{4}$, $2\frac{1}{2}$ and $1\frac{3}{4}$

```
|--+--+--+--+--|--+--+--+--|--+--+--+--|
0              1           2           3
```
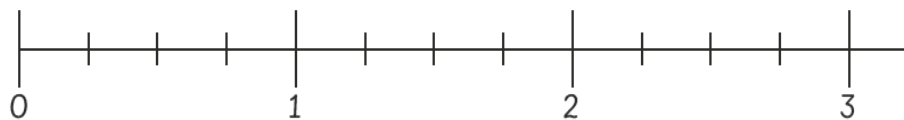
(b) $1\frac{1}{8}$, $2\frac{1}{8}$, $2\frac{3}{8}$ and $1\frac{5}{8}$

```
|+++++++|+++++++|+++++++|
0       1       2       3
```

Wednesday English Lesson 3

Using the two word banks provided, write an opening paragraph describing the picture above. Use your imagination and pretend this forest has been created long ago when the world was just beginning. Imagine you have just been dropped here- tell me what you see, what it feels like?

1. Long, long ago

2. The atmosphere...

3. Since the world began,

4. In the air,

5. As the years past……

6. At the dawn of time …

Obscure   silent   dull   shady   dense

Spooky   creepy   mysterious gloomy flooding
colossal   crawling   pristine   marvellous

Increasingly ancient   vast and vacant   moving silently

Wednesday History Lesson 5

Task 1: Read the information below

Anglo-Saxons houses

We know that the Saxons built mainly in wood, although some of their stone churches remain.

Anglo-Saxons houses were huts made of wood with roofs thatched with straw.

Much of Britain was covered with forests. The Saxons had plenty of wood to use. There was only one room where everybody ate, cooked, slept and entertained their friends. The houses were built facing the sun to get as much heat and light as possible.

The biggest house in an Anglo-Saxon village was the Hall, the Chief's house. He lived there with his warriors.

© Mandy Barrow, Woodlands Junior School

The Hall was long, wide and smoky, with the fire on a stone in the middle. The smoke from the fire escaped through a hole in the roof.

© Mandy Barrow, Woodlands Junior School

The windows were called eyeholes. There was no glass slits in the windows.

On the walls were shields and antlers. The floor was dirty and covered with rushes from the riverbanks. Sometimes the oxen were kept at one end of the Hall.

Anglo-Saxons Villages

Anglo Saxon villages were usually very small. The largest villages had no more than a few hundred people living there.

The villages were built near natural resources. The villagers needed food, water, fuel for heating and cooking and materials for their homes and clothes. The natural resources had to provide the villagers with what they needed to survive.

The village also needed to protect itself. All round the village was a high fence to keep the herds safe at night from enemies and the wild animals of the forests - wolves, foxes and boars.

The Anglo-Saxons grew crops and kept pigs, sheep and cattle. They hunted other animals and fish for food. They made household goods and farm equipment from pottery, wood and metal, clothes from cloth they wove themselves. They traded goods such as hunting dogs and slaves for things they couldn't make, like glass, with people from other countries.
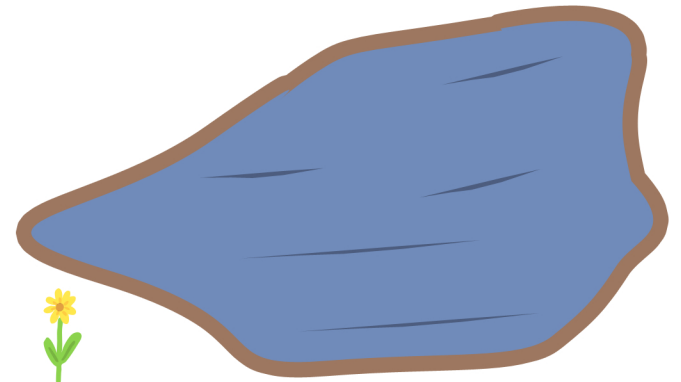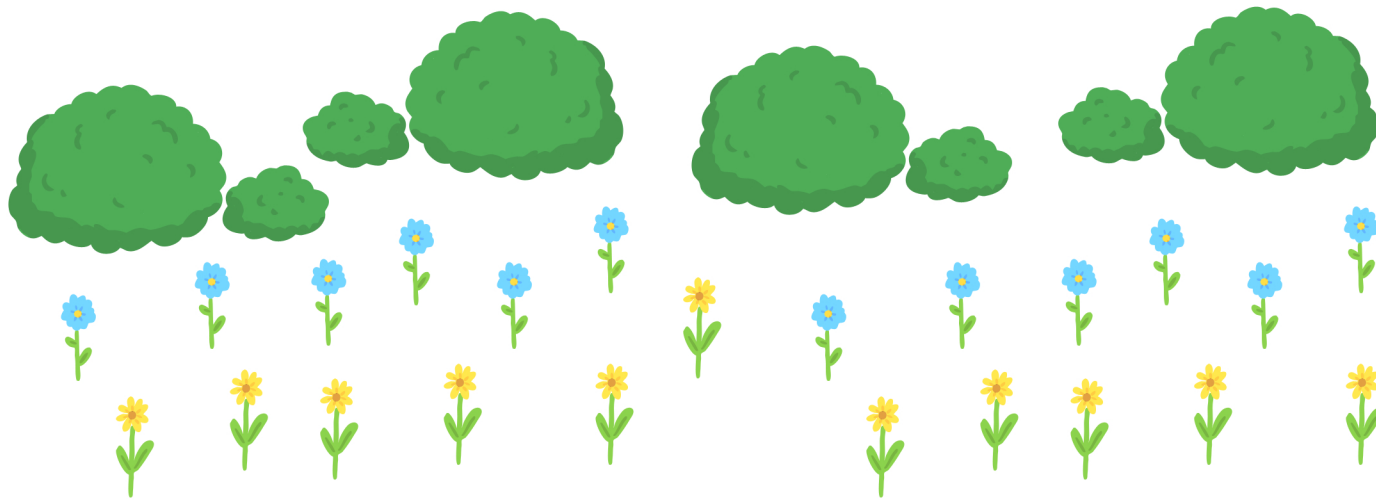
Task2: Write a detailed description of what a Saxon village was like and also comment on the similarities/differences to today's life.

Task 3: Use the images on the next page to cut out or draw your own Anglo Saxon Village. Using the labels, explain the layout for each area.

Task 4: Create your own Iron Age round house with the template provided.
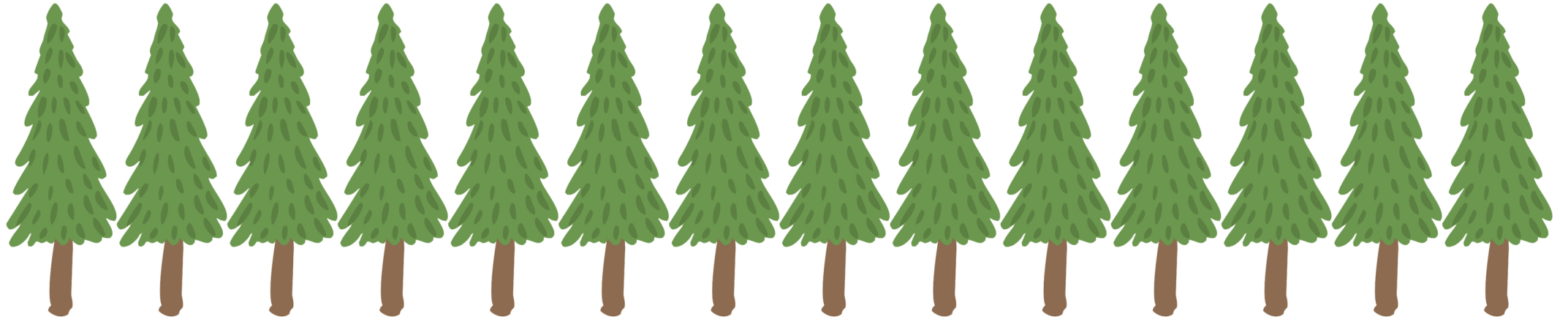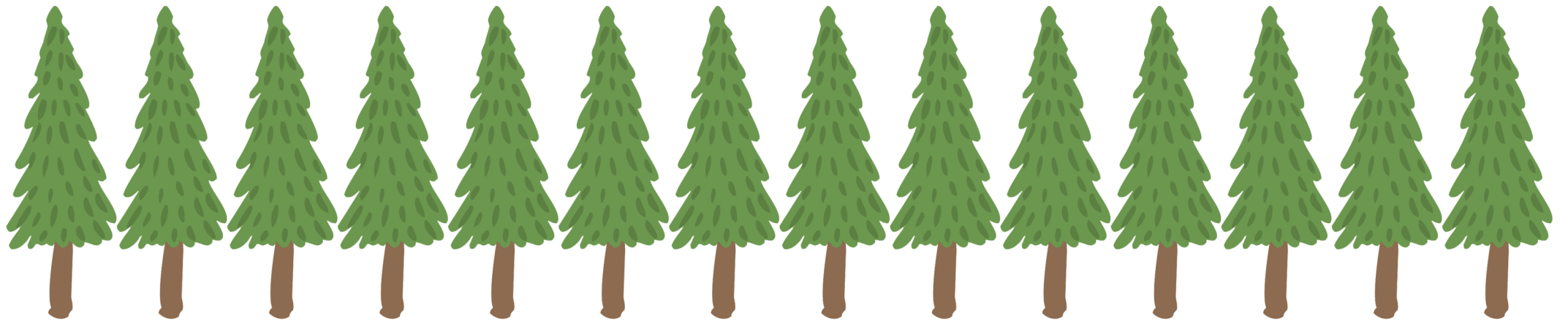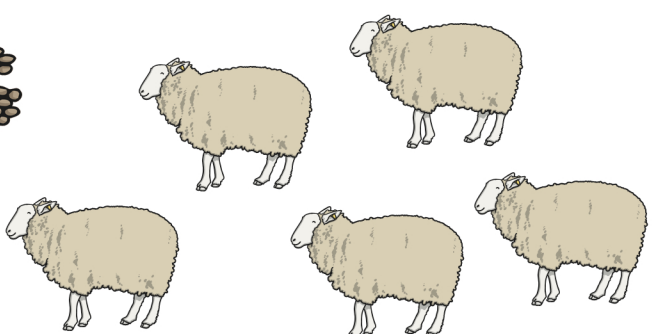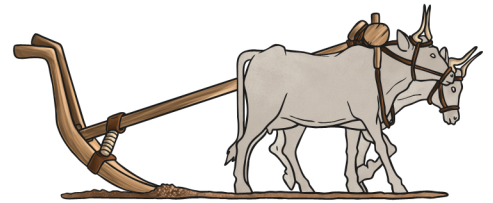
My Anglo-Saxon Village Labels

Use these labels to help you annotate the features of your village. You can also add any extra labels of your own.

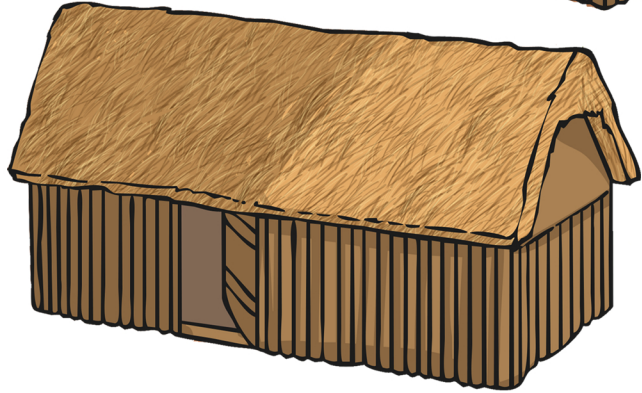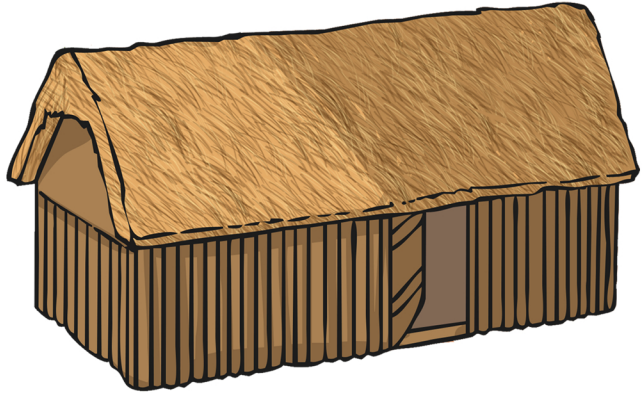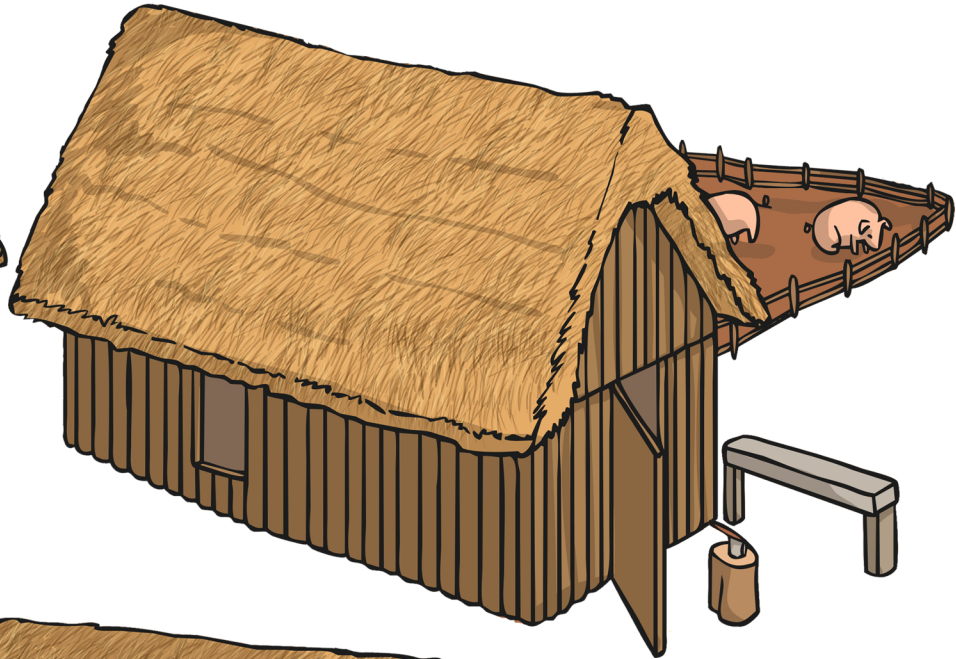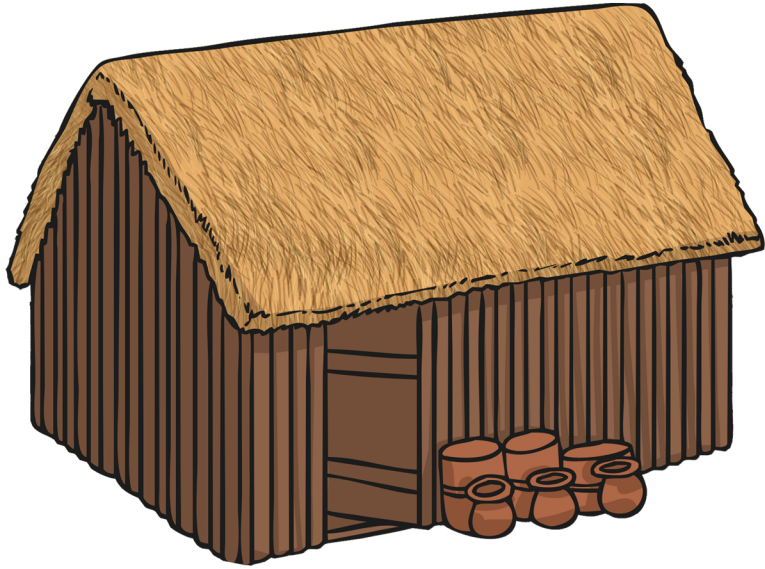|	
The chief of the village lived in a larger house in the centre of the village. This house might also contain a meeting hall.	The Anglo-Saxons positioned their villages near a water source, such as a river or lake, which would provide drinking water and fish to eat.
Livestock was kept in fields in the village. Children would often be responsible for looking out for wolves, which were wild in Britain during the Anglo-Saxon times.	Fields for growing crops were ploughed over to prepare them for planting. Oxen would pull a basic plough which was called an ard.
Family groups living in smaller village houses.	Some buildings were reserved for specific purposes, such as space for performing a craft, like weaving, or as storage units.
Pots made from clay were fired (dried out and hardened) on a large open fire.	Woodland on the edge of the village was looked after carefully to ensure they had a good supply of wood for building.

Iron Age Round House

6

4

1

2

3

7

5
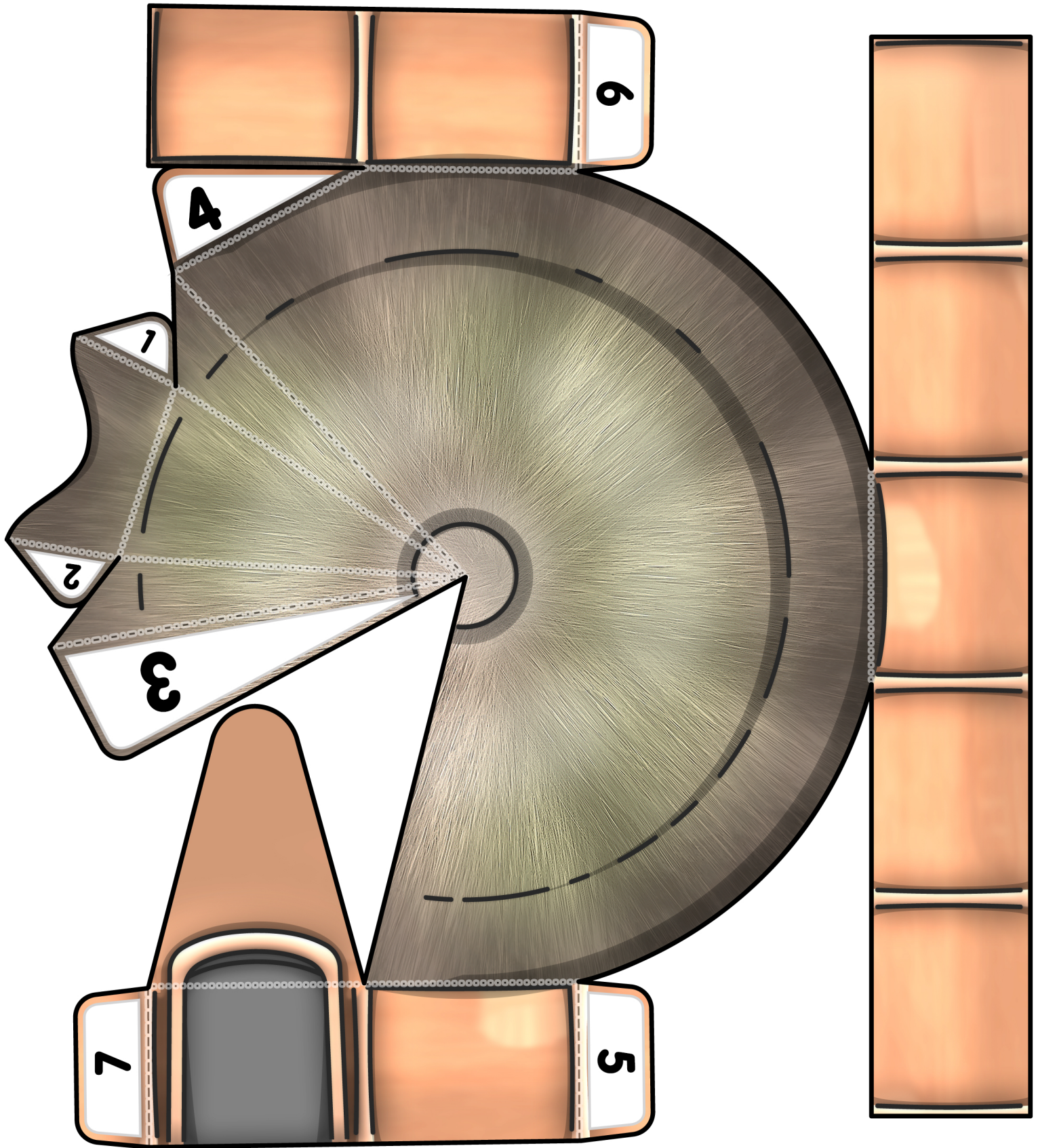
1) Cut ⎯⎯⎯⎯⎯
2) Valley Fold – – – – – –
3) Hill Fold ••••••••••
4) Glue ☐ 1 ☐ 2 ☐ 3

Valley Fold (Fold up)

Hill Fold (Fold down)

Finding Equivalent Fractions

In Focus

$$\frac{4}{8} \quad \frac{3}{6} \quad \frac{3}{4} \quad \frac{2}{4} \quad \frac{1}{3} \quad \frac{1}{2} \quad \frac{2}{8} \quad \frac{1}{4} \quad \frac{3}{8} \quad \frac{3}{12}$$
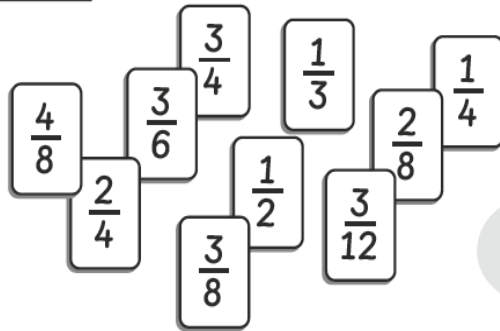
Pick numbers that are equal.

Let's Learn

1 picks $\boxed{\frac{2}{4}}$ $\boxed{\frac{1}{2}}$ $\boxed{\frac{4}{8}}$.

Is $\dfrac{1}{2} = \dfrac{2}{4} = \dfrac{4}{8}$?

1			

1 half = 2 quarters

$\frac{1}{2}$

1 half = 4 eighths

$\frac{1}{4}$ $\frac{1}{4}$

$\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$
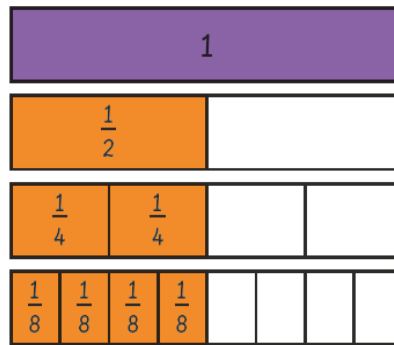
So, $\dfrac{1}{2} = \dfrac{2}{4} = \dfrac{4}{8}$

They are equivalent fractions.

2   Is $\dfrac{2}{4} = \dfrac{1}{2}$?
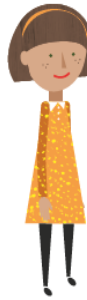
Imagine the line disappears. 4 parts then become 2 parts.

2 smaller parts become 1 larger part.

$$\dfrac{2}{4} \longrightarrow \dfrac{1}{2}$$

$$\dfrac{2}{4} \longrightarrow \dfrac{1}{2}$$

So, $\dfrac{2}{4} = \dfrac{1}{2}$
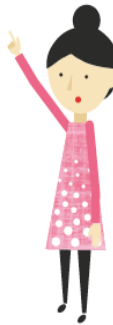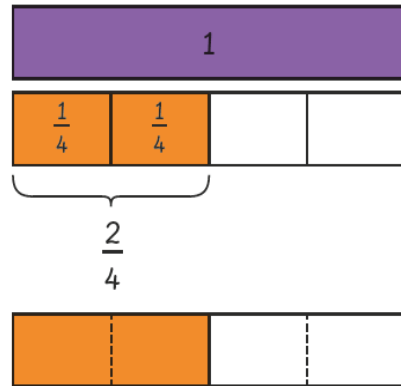
Each smaller part is a quarter and each larger part is half.

3   Is $\dfrac{1}{4} = \dfrac{2}{8} = \dfrac{3}{4}$?
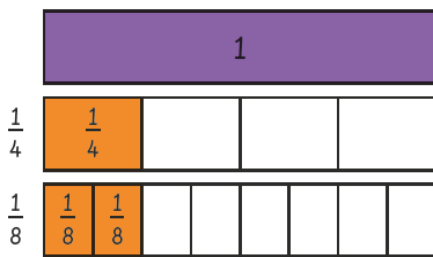
$$\dfrac{1}{4} = \dfrac{2}{8}$$
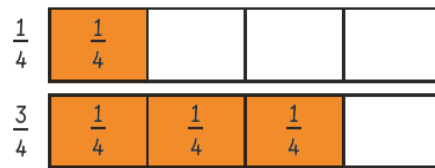
$\dfrac{1}{4}$ is not equal to $\dfrac{3}{4}$.

$$\dfrac{1}{4} < \dfrac{3}{4}$$

Work in pairs.

What you need:

8 0 1 3 5

① Shuffle the cards and pick two cards.

② Use one card as a numerator and the other card as a denominator to make a fraction.

Example
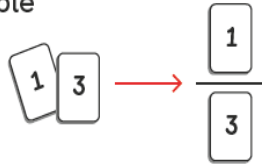
1 3 → $\dfrac{1}{3}$

③ Make another fraction in the same way.
Is it possible to make fractions that are equal?

Is it possible to make more than two equivalent fractions?

Guided Practice

1

$\dfrac{1}{3}$

$$\dfrac{1}{3} = \dfrac{\blacksquare}{6} = \dfrac{3}{\blacksquare}$$

$$\dfrac{2}{3} = \dfrac{6}{\blacksquare} = \dfrac{\blacksquare}{6}$$

2

$\dfrac{1}{5}$

$$\dfrac{1}{5} = \dfrac{2}{\blacksquare} = \dfrac{3}{\blacksquare}$$

$$\dfrac{3}{5} = \dfrac{\blacksquare}{10} = \dfrac{\blacksquare}{\blacksquare}$$

Complete Worksheet 4 – Page **163 – 164**

Worksheet 4

Finding Equivalent Fractions

1 Divide and shade the bars to show the equivalent fractions. Fill in the blanks.

(a)

1

$\frac{1}{2}$	

$$\frac{1}{2} = \boxed{\frac{}{4}} = \boxed{\frac{3}{}}$$

(b)

1

$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	
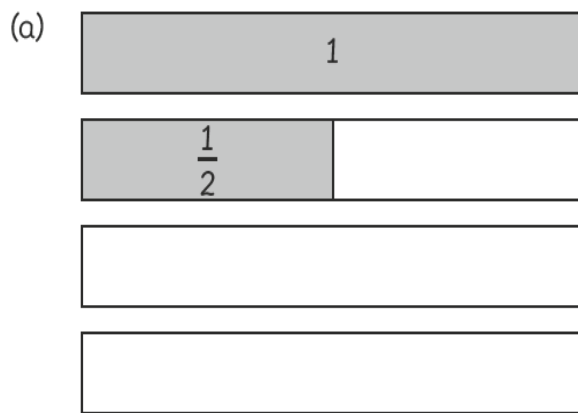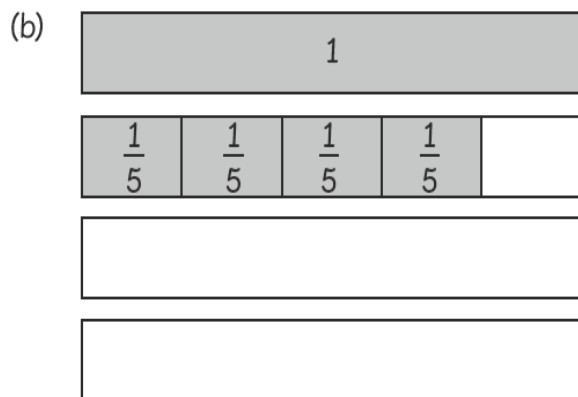
$$\frac{4}{5} = \boxed{\frac{}{10}} = \boxed{\frac{12}{}} = \boxed{\frac{}{20}}$$

2 Fill in the blanks.

(a) $\dfrac{1}{4} = \dfrac{\boxed{}}{8} = \dfrac{3}{\boxed{}}$

$\dfrac{2}{4} = \dfrac{\boxed{}}{12} = \dfrac{1}{\boxed{}}$

$\dfrac{3}{4} = \dfrac{\boxed{}}{16} = \dfrac{15}{\boxed{}}$

(b) $\dfrac{1}{6} = \dfrac{\boxed{}}{12} = \dfrac{4}{\boxed{}}$

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

$\dfrac{5}{6} = \dfrac{\boxed{}}{18} = \dfrac{25}{\boxed{}}$

(c) $\dfrac{1}{7} = \dfrac{\boxed{}}{21} = \dfrac{2}{\boxed{}}$

$\dfrac{3}{7} = \dfrac{\boxed{}}{28} = \dfrac{9}{\boxed{}}$

$\dfrac{6}{7} = \dfrac{\boxed{}}{49} = \dfrac{30}{\boxed{}}$

Thursday English Lesson 4

Working on from Tuesday's 'Box it Up' we are going to focus more on our own stories. Your task is to write your first paragraph that you are going to use in your Hot Task tomorrow. I have completed an example to help you. Use the word bank to support you.

Time Adverbials	Cultural Language	Adjectives
After, Later on, A few hours after, Many years later, The next morning,	tribes plain dreamtime sugar bag bloodwood tree	courageous (brave) desolate (empty) petrified (scared) tranquil (calm) sweltering (hot)

Example:

Many years ago, there was a scrawny young boy, with a delicate hat made of straw. The innocent, hard-working boy was perched alongside a desolate, dejected looking lake. At once, he launched in his line, hoping for the catch of all catches. As the moments ticked by, the boy sat staring at the ledges, which rose just above the tranquil, simmering water, which were often used by the local tribes to hook out their dinner and he could smell the bloodwood trees surrounding the lake, usually synonymous with deserts. It made the boy wonder what lay behind the dense foliage.

Thursday RE Lesson 3
The Introductory Rite.

When you go to a film or see a TV programme, it will begin with a title and a theme tune as an introduction to indicate that it is about to begin.

The start of the Eucharist is the same when you attend mass. It has an introduction to prepare people for what is about to happen. Normally, the Sunday Eucharist will begin with a hymn, which may include something about the theme of that Mass or about people gathering.

As this is sung, the priest and the servers walk in procession through the church towards the altar. The priest kisses the altar first because it is a symbol of Christ. It is with Christ and through the power of the Holy Spirit that the Church offers the Eucharist to God, the Father.

The priest represents Christ and everyone at the Eucharist has their own part to take in the celebration. When the hymn is finished, the priest faces the people and makes the Sign of the Cross. The Eucharist has begun, the people gather in the name of the Trinity - Father, Son and Holy Spirit.

Q   Why do you think it is necessary to have an introduction at the beginning of the Eucharist?

_____

_____

Q   What is carried in procession at the start of the Eucharist and why do you think these symbols are used?

_____

Q   Why does the priest kiss the altar?

_____

Q   Who does the priest represent?

_____

Q   What does the Sign of the Cross signify at the start of the Eucharist?

_____

_____

Thursday English skills Lesson

Verbs with 'have'

You can use the **present form** of the verb 'to have' to talk about something that happened **recently**.

They have collected me.

I have eaten. ⟵ not 'I have ate'

---

1 Rewrite the <u>underlined verb</u> so the sentence talks about something that happened <u>recently</u>.

Alex has <u>cycle</u> to school so far this week. ....

I have <u>buy</u> a new coat for the winter. ....

Isiah has <u>took</u> Sophie's pencil case. ....

They have <u>join</u> our after-school club. ....

---

2 <u>Write out</u> these <u>sentences</u> about things that happened <u>recently</u>, using the present form of 'to <u>have</u>'.

He ✚ (to have) ✚ (to break) ✚ the toy.

....

She ✚ (to have) ✚ (to play) ✚ football today.

....

I ✚ (to have) ✚ (to catch) ✚ a fish.

Thursday PSHE Lesson 6

Task 1: What does it mean to work in a team? Explain.

_____

_____

_____

Task 2: What are the advantages and disadvantages of working in a team?

Advantages	Disadvantages

Task 3: Earlier this week you were challenged to make a potato person all by yourself.

How could you work as a team to create the best potato person? Think about the steps you had to follow. How could these steps be allocated to other team members?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thursday Wellbeing Lesson 3

Our discussion today is all about 'Express Yourself'…that's right it's 'Time to Talk' Year 4!

> Mental health problems affect one in four of us, yet too many people are made to feel isolated, ashamed and worthless because of this. Time to Talk Day encourages everyone to be more open about mental health – to talk, to listen, to change lives. We know that talking about mental health can feel awkward, but it doesn't have to. This time, our theme is 'the power of small' - because a small conversation about mental health has the power to make a big difference.

Something to watch…

https://www.youtube.com/watch?v=snKeR-2VJLU

This was the song for 'Time to Talk' 2019 but it is worth a watch because it still has a great message.

Something to do…

Today we will be playing a game with our friends, if you are at home you can play with members of your family.

The game is called 'Sussed', you have to ask a question and see if someone else can guess your answer! You have 4 playing cards to choose from.

Card 1

sussed?
CARD GAMES

I'd rather have the power to...
A. Fall asleep whenever I want
B. Solve any maths equation in my head
C. Read the emotions of others

I'm stuck on a long coach trip, sitting next to a stranger. If they start making small talk with me, I'd rather it be about...
A. TV shows
B. Sports
C. Current affairs

Which would take me further outside my comfort zone?
A. Taking an improv class
B. Going on a silent retreat for the weekend
C. Eating in a restaurant by myself

If I wanted to talk about my mental health with someone, I'd rather have that conversation...
A. Over text
B. Over a phone call
C. In person

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proud to support
time to change
let's end mental health discrimination

Card 2

sussed?
CARD GAMES

If I could have one wish, which would it be?
A. To always have positive dreams
B. To see the best in every situation
C. To never get embarrassed

I think a stranger would learn more about me if they read...
A. A diary of my dreams
B. A diary of my nightmares
C. My calendar

Which is more likely to keep me up at night?
A. A mistake made
B. An argument unresolved
C. An opportunity missed

Where would I like to see the biggest change in how mental health is discussed?
A. In the news
B. In workplaces
C. In schools

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Card 3

sussed?
CARD GAMES

Which small gesture do I do more often?
A. Tell people I love them
B. Tell people I'm proud of them
C. Tell people I miss them

Given only one week, which do I feel more confident I could learn to do?
A. Solve a Rubik's cube
B. Train a poorly behaved dog
C. Master a Fortnite dance

I'm more likely to get nervous when I...
A. Go places I've never gone before
B. Do things I've never done before
C. Meet people I've never met before

Over the past few years, I've found that the people around me...
A. Are more comfortable discussing mental health
B. Are less comfortable discussing mental health
C. Are as comfortable talking about mental health as they ever were

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Card 4

sussed?
CARD GAMES

Which small thing do I find most satisfying?
A. Admiring a beautiful piece of art
B. Digging my feet into warm sand
C. Tearing the crust off a fresh baguette

Which is my more spy-worthy quality?
A. My instinctive curiosity
B. My powers of observation
C. My ability to adjust to any circumstance

Which would I say has had more of an impact on me?
A. The shows I've watched
B. The books I've read
C. The places I've visited

When it comes to mental health, I feel more at home...
A. Taking care of my own mental health
B. Talking to other people about mental health
C. I feel comfortable doing both

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proud to support
time to change
let's end mental health discrimination
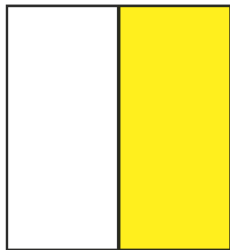
Finding Equivalent Fractions

In Focus

Is it possible to write $\frac{1}{2}$ as tenths?

How about $\frac{1}{4}$?

Let's Learn

1 $\frac{1}{2} = \frac{\square}{10}$

$$\frac{1}{2} = \frac{5}{10}$$

$\times$

$\times$

1 half is equal to 5 tenths.

2 Is $\dfrac{1}{4} = \dfrac{\boxed{}}{10}$ possible?

How about $\dfrac{1}{4} = \dfrac{\boxed{}}{100}$?

How can we get 4 equal parts to become 100 equal parts?
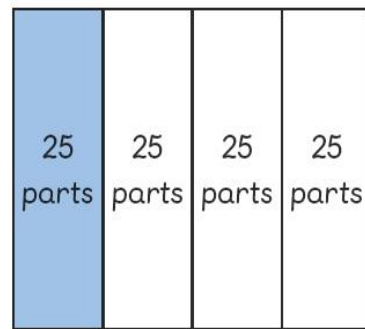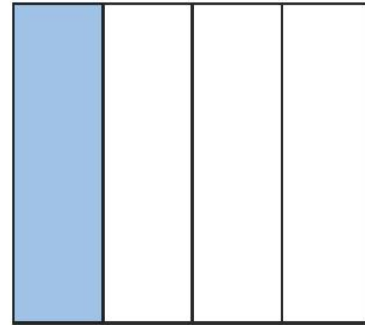
Make this into 25 equal parts.

| 25 parts | 25 parts | 25 parts | 25 parts |

$$\times\ \boxed{}$$
$$\dfrac{1}{4} = \dfrac{25}{100}$$
$$\times\ \boxed{}$$

1 quarter is equal to 25 hundredths.

$\dfrac{1}{4}$ and $\dfrac{25}{100}$ are equivalent fractions.

Name: _____ Class: _____ Date: _____

Worksheet 5

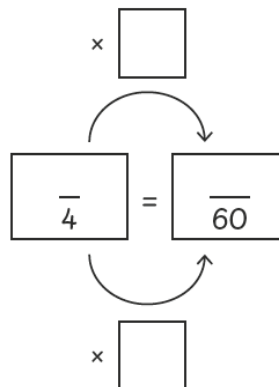### Finding Equivalent Fractions

1 Fill in the blanks.

(a) $\dfrac{1}{4} = \dfrac{}{60}$

   $\dfrac{2}{4} = \dfrac{}{60}$
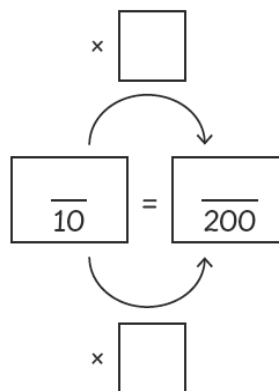
   $\dfrac{3}{4} = \dfrac{}{60}$

$\times \square$

$\dfrac{}{4} = \dfrac{}{60}$

$\times \square$

(b) $\dfrac{1}{10} = \dfrac{}{200}$

   $\dfrac{2}{10} = \dfrac{}{200}$

   $\dfrac{3}{10} = \dfrac{}{200}$

$\times \square$

$\dfrac{}{10} = \dfrac{}{200}$

$\times \square$

2 Fill in the blanks.

(a) $\dfrac{1}{8} = \dfrac{}{40}$

$\dfrac{3}{8} = \dfrac{}{40}$

$\dfrac{5}{8} = \dfrac{}{40}$

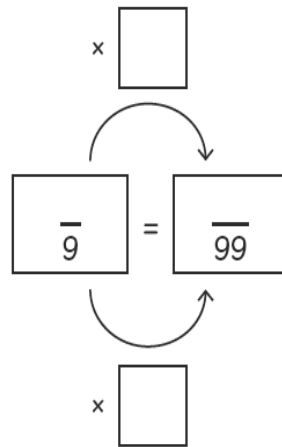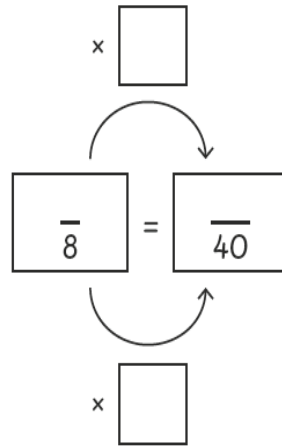$\dfrac{7}{8} = \dfrac{}{40}$

$\times \square$

$\dfrac{}{8} = \dfrac{}{40}$

$\times \square$

(b) $\dfrac{1}{9} = \dfrac{}{99}$

$\dfrac{4}{9} = \dfrac{}{99}$

$\dfrac{7}{9} = \dfrac{}{99}$

$\dfrac{8}{9} = \dfrac{}{99}$

$\times \square$

$\dfrac{}{9} = \dfrac{}{99}$

$\times \square$

Friday English Lesson 5
Hot Task!

Today is our final lesson for 'Stories from other Cultures'. Using ideas from all the stories you have read in this topic and all the skills you have picked up this week, we are looking for you to write your own story today. To make this a success, you should be writing in paragraphs, being descriptive with noun phrases, adverbial phrases and time adverbials, checking spellings and punctuation. Good luck, we are very excited to read your story!

Friday Maths Skills lesson

Telling the Time

Charles leaves school at 1:30 p.m.
Can you tell the time in other ways?

Let's Learn

1. It is 1:30 p.m.
   It is 1:30 in the afternoon.

   1:30 PM

2. It is half past one in the afternoon.

3. It is 30 minutes past one in the afternoon.

4. Charles arrives in school at [clock] every school day.

   8:25

   8:25 a.m.

   8:25 in the morning.

   25 minutes past 8 in the morning.

1 Tell the time in as many ways as you can.

(a)

morning

(b)

afternoon

(c)

night

2

It is ⬚ minutes past ⬚ in the morning.

Tell the time in another way.

3

It is ⬚ to ⬚ in the afternoon.

Write down the time using a.m. or p.m.

⬚

Match.

4:50 a.m. •

1:16 p.m. •

10:21 p.m. •

• At night

• In the afternoon

• In the evening

• In the morning

Fill in the blanks.

(a)

In the afternoon

The time is [ ].

It is [ ] minutes past

[ ] in the afternoon.

(b)

In the morning

The time is [ ].

It is [ ] minutes past

[ ] in the morning.

(c)

At night

The time is [ ].

It is [ ] minutes past

[ ] at night.

(d)

In the evening

The time is [ ].

It is [ ] minutes past

[ ] in the evening.

1 Fill in the blanks.
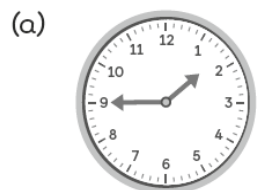
(a)

In the afternoon

The time is [   ].

It is [   ] minutes to

[   ] in the afternoon.

(b)

In the afternoon

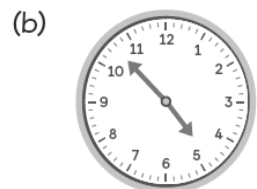The time is [   ].

It is [   ] minutes to

[   ] in the afternoon.

(c)

In the morning

The time is [   ].

It is [   ] minutes to

[   ] in the morning.

(d)
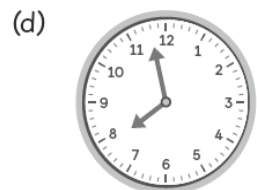
In the morning

The time is [   ].

It is [   ] minutes to

[   ] in the morning.

2 Draw the missing minute hands to show the correct time.

(a)   11 minutes past 6

(b)   47 minutes past 10

(c)   5 minutes to 3

(d)   25 minutes to 12

3 Draw the missing hour and minute hands to show the correct time.

(a)   23 minutes past 8
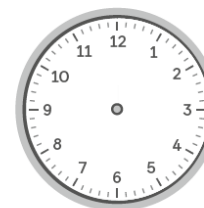
(b)   12 minutes to 11

Telling the Time

Complete the table.

digital clock	time	in words		
11:11	11:11 a.m.	☐ minutes past	☐ in the morning	
14:30	☐	☐ minutes past	☐ in the afternoon	
17:22	☐	☐ minutes past	☐ in the evening	
20:48	☐	☐ minutes to	☐ at night	
02:56	☐	☐ minutes to	☐ in the morning	
07:37	☐	☐ minutes to	☐ in the morning	
☐	☐	18 minutes past 3 in the afternoon		
☐	10:24 a.m.	☐ minutes to	☐ in the morning	

Friday Wellbeing Lesson 4

Be *Kind* to yourself because 'It's okay not to feel okay'

Friday is officially 'Friendship and Kindness Day', take a few moments to think about how we can do this today.

If you are in school you could demonstrate this at playtime with your friends, or if you are at home then perhaps you could do something kind for your family.

Today we are going to watch Holly Smale on BBC Bitesize, she will be telling us all about how we can be kind to ourselves….Enjoy!

https://www.bbc.co.uk/bitesize/articles/zj9sy9q

There is some further reading on this subject if you click on the link below:

https://www.bbc.co.uk/bitesize/articles/zhq77nb?xtor=CS8-1000-[Discovery_Cards]-[Multi_Site]-[SL07]-[PS_BITESIZE~N~~P_HowToAvoidNewsAnxiety]

Can you write 10 ways to be kind to yourself?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

We all know it is important to be kind to others but why is it important to be kind to yourself?

_____

_____

_____

_____

_____

_____

_____

_____

Additional Activity.

https://classroom.thenational.academy/assemblies

There is a great game you can play in class or at home called 'The Squiggle Game'....have a go!

https://www.youtube.com/watch?v=ozKW1M97JXE&feature=youtu.be

French Days of the Week

Look at the table below which explains what the days of the week are called in French, how to say them and what the literal translation of the French word is. Practise saying the French words out loud and see if you can find a rhythm to say them.

English	French	Phonetic Pronunciation	What does the word mean?
Monday	lundi	luhndee	Moon day
Tuesday	mardi	mahrdee	Mars day
Wednesday	mercredi	maircruhdee	Mercury day
Thursday	jeudi	juhdee	Jupiter day
Friday	vendredi	vahndruhdee	Venus day
Saturday	samedi	sahmdee	Sabbath day
Sunday	dimanche	deemahnsh	Day of the Lord

Be careful, in French, days of the week do not start with a capital letter and the week starts with Monday.

lundi

mardi

mercredi

jeudi

vendredi

samedi

dimanche

French Days of the Week

When you have practised sorting the words, stick them down on this template and draw something that you might usually do on that day. You can keep and display your chart so you can use the French instead of English every day.

French	English	What I might do on this day

Aujourd'hui, c'est...

(Today is...)

St Matthew's Lockdown Home Reading Log

https://www.oxfordowl.co.uk/login/

Class Login :	class4mc	Class4Herron
Class Password:	Year4	

Well done for all of your hard work! Send your home reading log back to your class teacher via dojo at the end of the week!

Date:	Book Title:	Pages Read:	Pupil's thoughts/comments:	Parent/Guardian Comments:
E.g 4.1.21	Seas Stories (Level 9)	14-23	I was really surprised when Sylvie jumped out of the box and scared when the waves came to smash up the house.	Josh read really well today and is enjoying this mysterious story about the sea.