

Year 4

Home Learning Pack

16



Week Commencing
Monday 8th 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.

Simplifying Mixed Numbers

Lesson 6

In Focus



share 5 cakes.



I take the orange parts.

I take the blue parts.



I take the pink parts.

Let's Learn

1



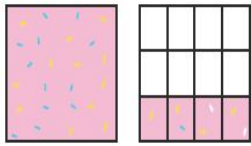
$$1 + \frac{5}{12} = 1\frac{5}{12}$$

$1\frac{5}{12}$ is the simplest form.

I take 1 and 5 twelfths of a cake.



2

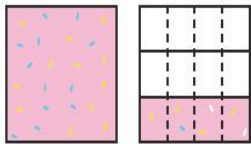


I take 1 and 4 twelfths of a cake.



$$1 + \frac{4}{12} = 1\frac{4}{12}$$

$1\frac{4}{12}$ can be simplified.



4 smaller parts become 1 larger part.

$$\frac{4}{12} = \frac{1}{3}$$

$\div 4$
 $\div 4$

$$1\frac{4}{12} = 1\frac{1}{3}$$

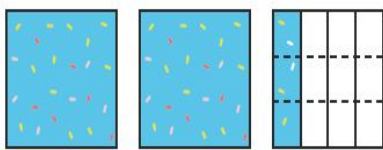
$1\frac{1}{3}$ is the simplest form.



3



I take 2 and 3 twelfths of a cake.



3 smaller parts become 1 larger part.

$$\frac{3}{12} = \frac{1}{4}$$

$\div 3$
 $\div 3$

$2\frac{3}{12}$ can be simplified.

$$2\frac{3}{12} = 2\frac{1}{4}$$

$2\frac{1}{4}$ is the simplest form.



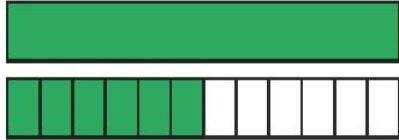
What if they share the 5 cakes equally?



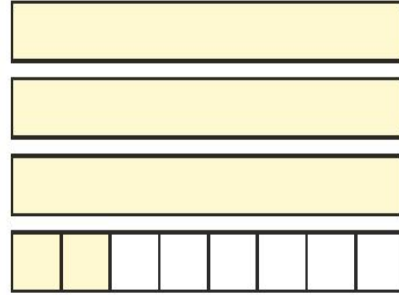
Guided Practice

1 Simplify.

(a) $1\frac{6}{12} =$

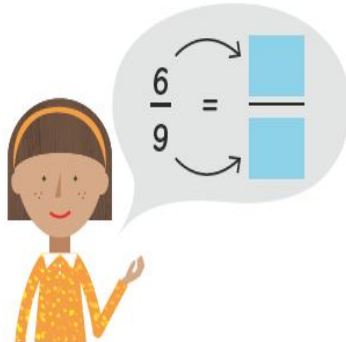


(b) $3\frac{2}{8} =$

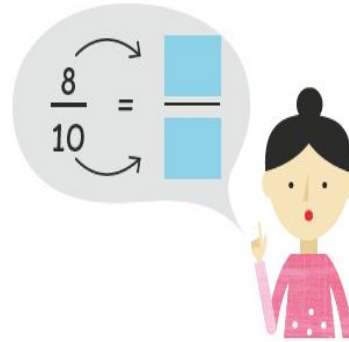


2 Write each mixed number in its simplest form.

(a) $2\frac{6}{9} =$



(b) $5\frac{8}{10} =$



3 Which mixed numbers are in their simplest form?

$5\frac{8}{12}$

$2\frac{5}{8}$

$1\frac{7}{12}$

$3\frac{4}{8}$

$3\frac{5}{10}$

$1\frac{9}{12}$

$7\frac{7}{8}$

$2\frac{4}{6}$

Name: _____ Class: _____ Date: _____

Worksheet 6

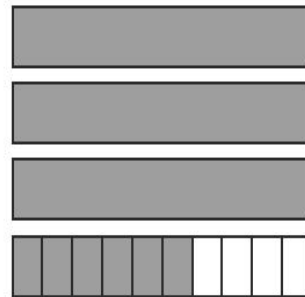
Simplifying Mixed Numbers

1 Simplify.

(a) $2\frac{4}{12} = \square$

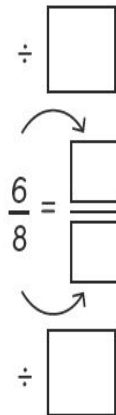


(b) $3\frac{6}{10} = \square$

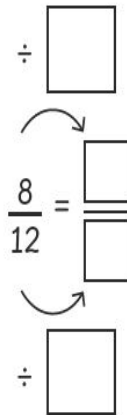


2 Write each mixed number in its simplest form.

(a) $2\frac{6}{8} = \square$



(b) $3\frac{8}{12} = \square$



(c) $4\frac{5}{20} = \square$

$\div \square$

$\frac{5}{20} = \frac{\square}{\square}$

$\div \square$

(d) $6\frac{6}{9} = \square$

$\div \square$

$\frac{6}{9} = \frac{\square}{\square}$

$\div \square$

3 Circle the mixed numbers that are in the simplest forms.

$2\frac{3}{5}$

$9\frac{4}{10}$

$1\frac{5}{8}$

$7\frac{4}{6}$

$3\frac{3}{9}$

$6\frac{2}{8}$

$2\frac{5}{12}$

$4\frac{3}{7}$

4 Match each mixed number with its simplest form.

$1\frac{8}{12}$

$2\frac{1}{2}$

$2\frac{2}{4}$

$2\frac{1}{4}$

$1\frac{3}{9}$

$1\frac{2}{3}$

$2\frac{2}{8}$

$2\frac{2}{3}$

$2\frac{4}{6}$

$1\frac{1}{3}$

Monday English Lesson 1

Comparing poems

The Witch by Percy H. Ilott	Two Witches by Alexander Resnikoff
I saw her plucking cowslips, And marked her where she stood; She never knew I watched her While hiding in the wood.	There was a witch The witch had an itch The itch was so itchy it Gave her a twitch.
Her skirt was brightest crimson, And black her steeple hat, Her broomstick lay beside her- I'm positive of that.	Another witch Admired the twitch So she started twitching Though she had no itch.
Her chin was sharp and pointed, Her eyes were- I don't know- For, when she turned towards me- I thought it best- to go!	Now both of them twitch So it's hard to tell which Witch has the itch and Which witch has the twitch.

Glossary – cowslips: a type of flower steeple hat – a cone shaped hat

Questions

1. Why do you think the witch was picking cowslips in 'The Witch'? Explain.

2. What colour is the witches skirt in 'The Witch'?

3. Why do you think the narrator decided to leave at the end of 'The Witch'?

4. Why is it hard to tell which witch has the itch in 'The Two Witches'?

5. 'Two Witches' has been described as a tongue-twister. Why do you think that is?

6. 'Two Witches' also uses word play. Which two words in the poem are used in word play? _____

7. How are the witches from both poems different?

8. Which poem do you prefer? Explain your answer.

Monday RE Lesson 1

Read this story and think about what has happened.

What a day! The day did not start well today. First thing this morning, Mum asked me to help her with the breakfast – just to put the cereal on the table. I said, “No”. She was cross. Then my little brother, Charlie, knocked his juice over. I was not going to pick it up. He is always doing that. He began to cry. Dad was annoyed and told me to pick it up. “No”, I replied again, “why should I? He’ll only knock it over again. Mum, have you got my stuff ready for swimming today and I want a chocolate biscuit for my packed lunch not a mouldy old cereal bar?” Mum stopped what she was doing. She didn’t look very happy and asked me what the matter was and why was I so cross. She made me sit down and think about what I had said.

Dad explained that everyone has bad days, but life is full of giving and receiving. He asked me to think about what I receive at home – care, love, a packed lunch ready for school, my swimming kit put in my bag. Sometimes it is my turn to give, by helping and being kind. I shrugged my shoulders and said nothing, I still felt cross. “Come on Ethan,” called Dad, “you don’t want to be late for school when it is swimming today.” Dad and I walked to school. When I got there, I didn’t say goodbye to him but rushed into the playground. During prayers in the morning, I thought about what had happened earlier.

I felt miserable. I knew I had been selfish. When we got on the coach to go swimming, I saved a seat by the window for my friend, Connor, because I knew he liked that seat. ‘Thanks,’ he said with surprise. When we got into pairs, I let Connor choose which float we were going to use. On the way back to school, Connor said how much he had enjoyed the lesson today and that I was a good friend. I felt really good. When I got home, I gave Mum and Dad a hug and told them I was sorry, and said, ‘I think it is more fun when you give.’ We all had a happy evening.

Questions

1. What do you think of Ethan’s behaviour at breakfast?

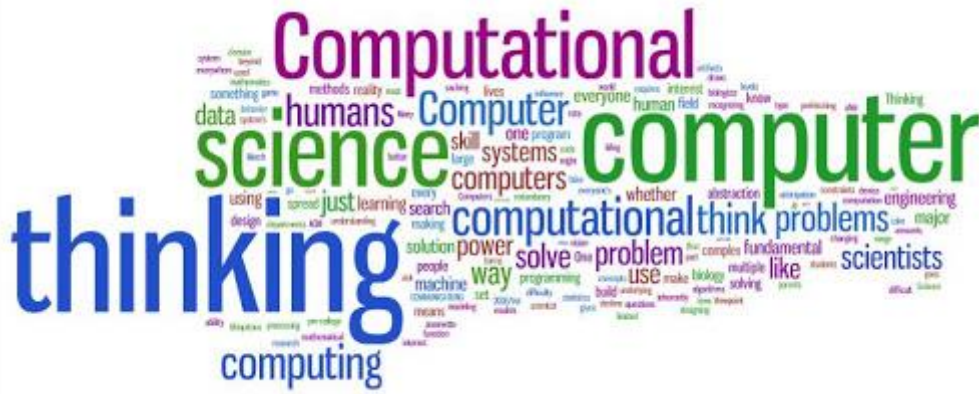
2. What do you think made Ethan realise that the way he had behaved at breakfast was silly?

3. How did Ethan feel?

4. How did Ethan show he wanted to give and not just receive?

5. What do you think about giving and receiving?

6. What has been your experience of giving and receiving?



Hello Year 4,

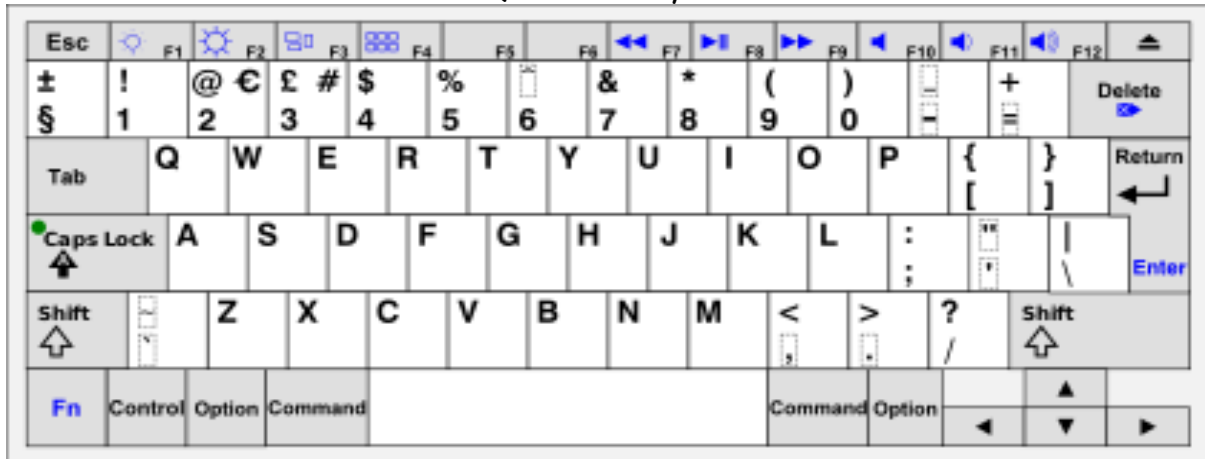
This week it is 'Computing Week', we realise how difficult this is going to be at the moment so we have created a couple of activities that you can do if you are using a laptop at home. If you don't have access to any equipment then we will go over this when you are back in school.

We will be looking at 'word processing' and 'keyboard' skills, these are very important because lots of you will be completing your work on laptops. This will help you with typing and setting out your work.



Let's recap some information we have learnt in previous computing lessons:

A QWERTY Keyboard



Here are some of your learning objectives from past learning, do you remember them?

- Recognise what a QWERTY keyboard looks like.
- Use the space bar to make space and to delete letters/words.
- Remember to use the spacebar only once between words.
- Use caps lock for capital letters.
- Add images beside text in a word processed document.

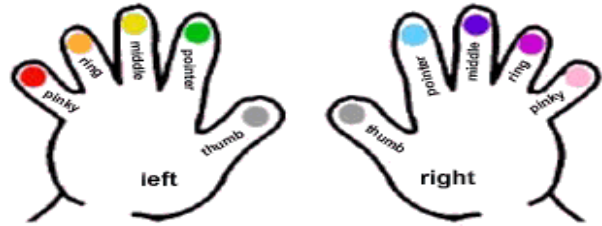




Keyboard Practice



Lesson 1



Objective - To use index fingers on keyboard home, left fingers for a/s/d/f/g and right hand for h/j/k/l

Now practice typing some sentences using these keys:

I have enjoyed playing in the snow, it really has been great fun.

I went to the park because it was a beautiful sunny day.

The girl put on her boots because she was getting ready for a football match.

The boy put on his raincoat so that he did not get wet in the rain.

I could not go to school this week because I have been feeling poorly.

Monday: Safer Internet Day – Lesson 1 (Adverts)

1. What is an advert?

.....
.....

2. Have a think about what an advert is? Can you list 4 places where you would see an advert? E.g. Newspapers

1

2.....

3.....

4.....

What is an advert?

An advert is an announcement or piece of information in a newspaper, television, radio, poster, leaflet, on the side of a bus, at the cinema etc about something such as a product, event, or job. An example would be a newspaper announcement about a job.

*Please watch the video below and tally chart in the box whenever you see an advertisement.

<https://vimeo.com/481316945>



Is this an advert? **Yes** or **No**
Circle any clues that helped you decide.

YES OR NO?



Is this an advert? **Yes** or **No**
Circle any clues that helped you decide.

YES OR NO?



00:38

Is this an advert? **Yes** or **No**

Circle any clues that helped you decide.

YES OR NO?



00:55

Is this an advert? **Yes** or **No**

Circle any clues that helped you decide.

YES OR NO?



01:25

Is this an advert? **Yes** or **No**

Circle any clues that helped you decide.

YES OR NO?



01:33

Is this an advert? **Yes** or **No**

Circle any clues that helped you decide.

YES OR NO?

Challenge – Key questions.

How do you feel about online adverts? Why?

.....
.....
.....

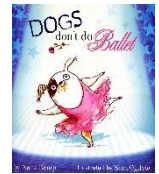
Lesson 1

Learning Intention: To know when to be assertive.

To know what assertive means and why being assertive can be sometimes hard.



[Dogs Don't Do Ballet \(by Anna Kemp, illustrated by Sara Ogilvie\) - YouTube](#)



Hello Year 4, the story we will be listening to today is called 'Dog's Don't Do Ballet' by Anna Kemp.

Have a think about the following discussion points: (You may want to answer these in your books)

What is the message in the story?

How does the dog feel when people say he can't do ballet?

How do you think the girl feels?

Does the girl love her dog?

Does she try and stop her dog?

What helps to make peoples mind up at the end of the story?



Imagine...



Can you close your eyes and imagine you are doing something that you really love like, dancing, football, dancing, or computer games. How does it feel to be doing this? Are you happy?

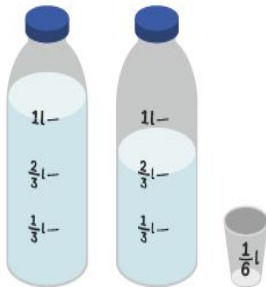
Now imagine you have been told that you couldn't do it anymore and you are given no explanation. How do you feel now?

Your activity today is to write a letter to the dog and give him some advice. If you think he should give up the ballet then explain your reasons. However if you think that the dog should carry on with ballet then explain why.

Remember it can be difficult to stand up for yourself and sometimes it's just easier to do things people tell you so that you can fit in. We all need make sure that people are allowed to be what they want to be.

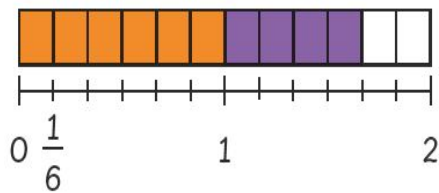
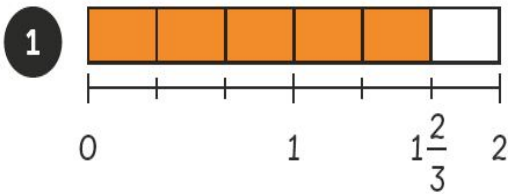
Simplifying Improper Fractions

In Focus



How many $\frac{1}{6}$ l cups can we fill with $1\frac{2}{3}$ l of water?

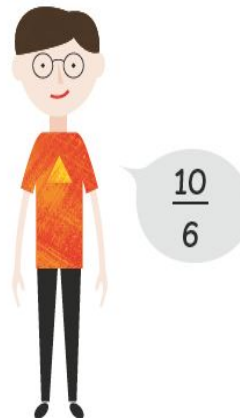
Let's Learn



$$1 = 6 \text{ sixths} \quad \frac{2}{3} = 4 \text{ sixths}$$

$$1\frac{2}{3} = 10 \text{ sixths}$$

We can fill 10 $\frac{1}{6}$ l cups.



What if the cup has a capacity of $\frac{1}{3}$ l?

$$1 = 3 \text{ thirds} \quad \frac{2}{3} = 2 \text{ thirds}$$

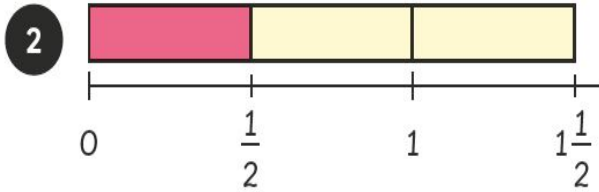
$$1\frac{2}{3} = 5 \text{ thirds}$$

$$\frac{10}{6} = \frac{5}{3}$$

$$\frac{10}{6} \xrightarrow{\div 2} \frac{5}{3}$$

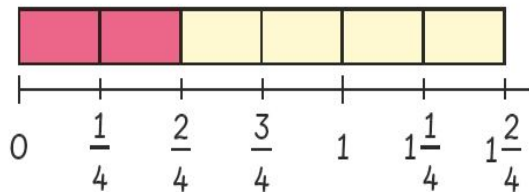


We can fill 5 $\frac{1}{3}$ l cups.



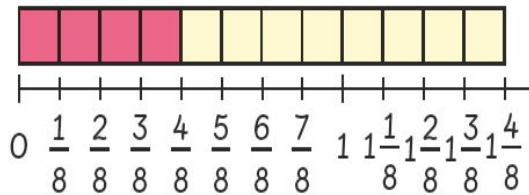
$$1\frac{1}{2} = 3 \text{ halves}$$

How many $\frac{1}{4}$ s make $1\frac{1}{2}$?



$$1\frac{1}{2} = 6 \text{ quarters}$$

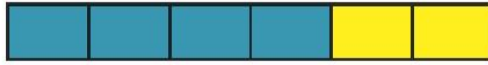
How many $\frac{1}{8}$ s make $1\frac{1}{2}$?



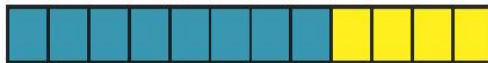
$$1\frac{1}{2} = 12 \text{ eighths}$$



$$3 \text{ halves} = \frac{3}{2}$$



$$6 \text{ quarters} = \frac{6}{4}$$



$$12 \text{ eighths} = \frac{12}{8}$$

$$\begin{array}{c} \div 4 \\ \curvearrowright \\ \frac{12}{8} = \frac{3}{2} \\ \curvearrowleft \\ \div 4 \end{array}$$

8 smaller parts become
2 larger parts.



$$\begin{array}{c} \div 2 \\ \curvearrowright \\ \frac{6}{4} = \frac{3}{2} \\ \curvearrowleft \\ \div 2 \end{array}$$

4 smaller parts become
2 larger parts.

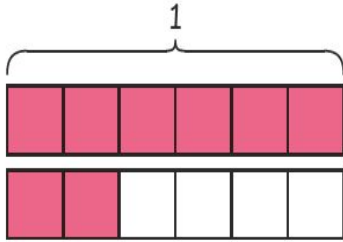


$$\frac{12}{8} = \frac{6}{4} = \frac{3}{2}$$

$\frac{3}{2}$ is in the simplest form.

Guided Practice

1 Simplify.

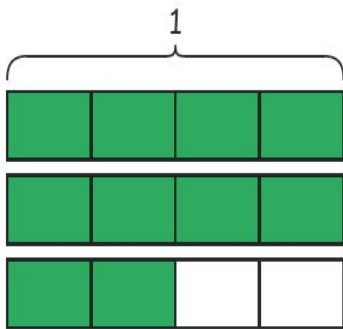


$$\frac{8}{6} = \square$$

8 sixths



2 Simplify.



$$\frac{10}{4} = \square$$

10 quarters



3 Simplify each fraction that is not in its simplest form.

(a) $\frac{6}{12}$

(b) $\frac{15}{10}$

(c) $\frac{18}{8}$

(d) $\frac{9}{7}$

Name: _____ Class: _____ Date: _____

Worksheet 7

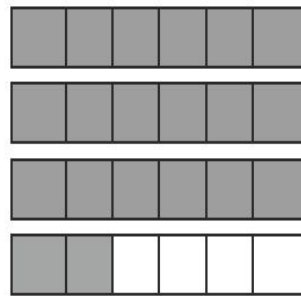
Simplifying Improper Fractions

1 Simplify.

(a) $\frac{15}{9} = \square$

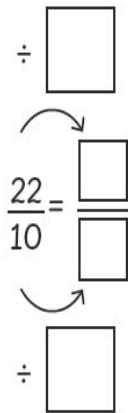


(b) $\frac{20}{6} = \square$

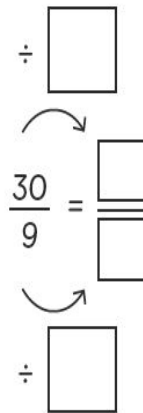


2 Write each improper fraction in its simplest form.

(a) $\frac{22}{10} = \square$



(b) $\frac{30}{9} = \square$



Tuesday English Lesson 2

A Red, Red Rose

O' my Luve's like a red, red rose
That's newly sprung in June:

O' my Luve's like the melodie
That's sweetly play'd in tune!

As fair art thou, my bonnie lass,
So deep in luve am I:

And I will luve thee still, my dear,
Till a' the seas gang dry:



Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun;

I will luve thee still, my dear,
While the sands o' life shall run.

And fare thee weel, my only Luve,
And fare thee weel a while!

And I will come again, my Luve,
Tho' it were ten thousand mile.

(by Robert Burns)

This is a famous poem by Robert Burns. What do you think it is about?

If you look carefully you will notice the poem is written in couplets and the last word of each couplet rhymes E.G. June/tune, I/dry sun/run, ... The poet uses simple language and similes to describe his love for someone or something.

Task 1:

Create a set of similes of your own for the colour yellow

As yellow as a...

As yellow as

As yellow as

As yellow as

Yellow like a

Yellow like a

Yellow like a



Task 2: Look at the subject matter in each stanza. They are all about love conquering problems and celebrating e.g. distance, the end of the world, Give each one a subtitle

In your own words

1 *Using your own words, write a subtitle for each verse.*

A Red, Red Rose

Verse 1 subtitle:

O' my Luve's like a red, red rose
That's newly sprung in June:
O' my Luve's like the melodie
That's sweetly play'd in tune!

Verse 2 subtitle:

As fair art thou, my bonnie lass,
So deep in luv am I:
And I will luv thee still, my dear,
Till a' the seas gang dry:

Verse 3 subtitle:

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun;
I will luv thee still, my dear,
While the sands o' life shall run.

Verse 4 subtitle:

And fare thee weel, my only Luve,
And fare thee weel a while!
And I will come again, my Luve,
Tho' it were ten thousand mile.

(by Robert Burns)

2 *Why do poets use flowers to make comparisons?*

We think poets use flowers because _____

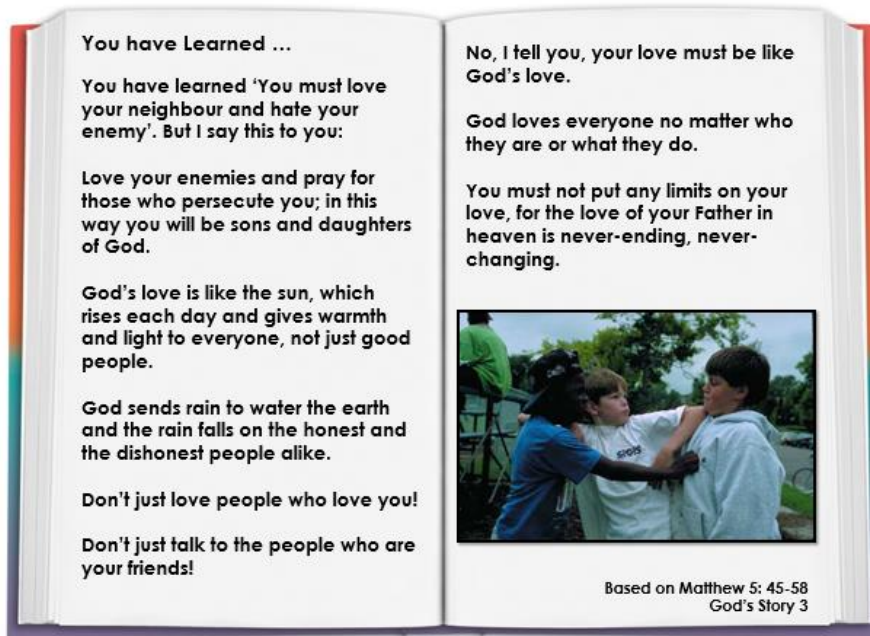
This poet has used a rose because _____

Activity 3: Perform the Poem 'A Red Red Rose' and upload it onto class dojo for your teacher.

Tuesday RE Lesson 2

When people gather at Mass on Sunday, they bring with them their joys and sorrows, their giving and receiving, the good they have done and those things they are sorry for. Life is full of giving and receiving (taking) and sometimes gets out of balance. The Mass helps people to reflect on their daily lives and challenges them to try again. It gives Christians the strength and courage for this and the knowledge that they are supported in love and prayer. Jesus understood very well how people often find it hard to love as much as they might do. In Matthew's Gospel Jesus explains how God loves and gives advice to us on how to love better.

Read Matthew 5: 45-58:



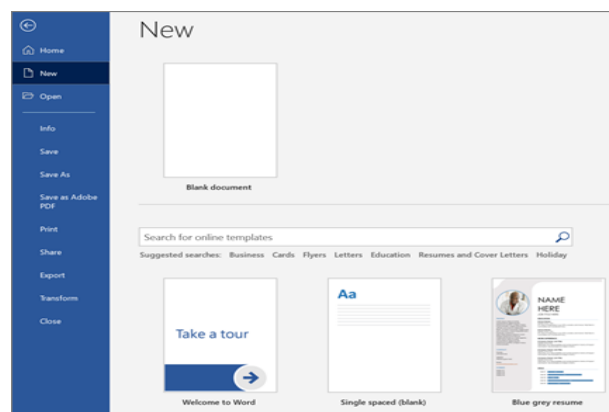
1. The reading tells you something of what God's love is like. Chose 2 or 3 lines from this and describe how you would apply them in your daily life. How could this shape your life as you get older?

Lesson 2

Objective - Edit the style and effect of my text to make my document more engaging and eye-catching

Now let's see if you can open a new document on Microsoft word...

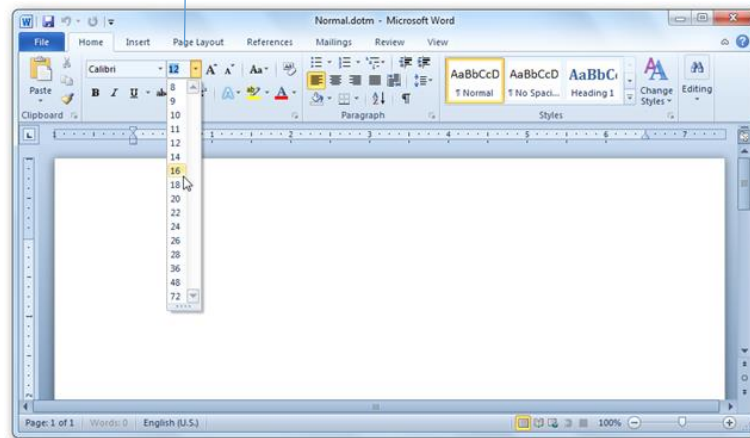
1. Click on 'File' in the top left hand corner, you will find it on the blue bar.
2. Click on 'New' and you will see the image below.
3. Click on 'Blank Document' and you will have your new page.



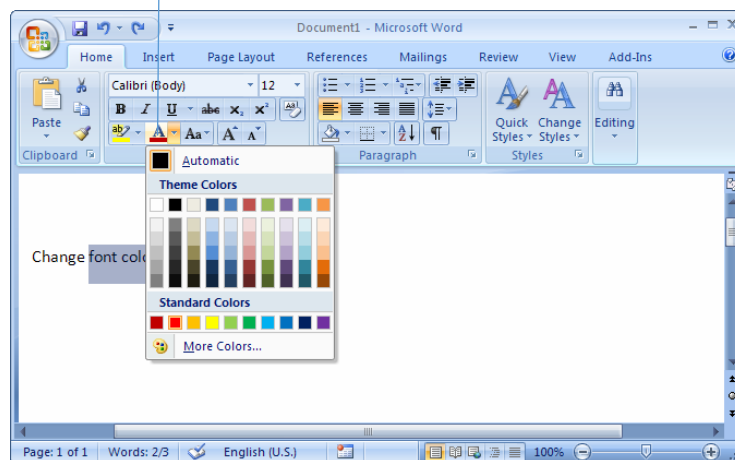
Now we have a new page, try writing you name. We can change the effect of this text to make it bigger or smaller, use a different colour or even change the style of the letters!

Let's have some fun...

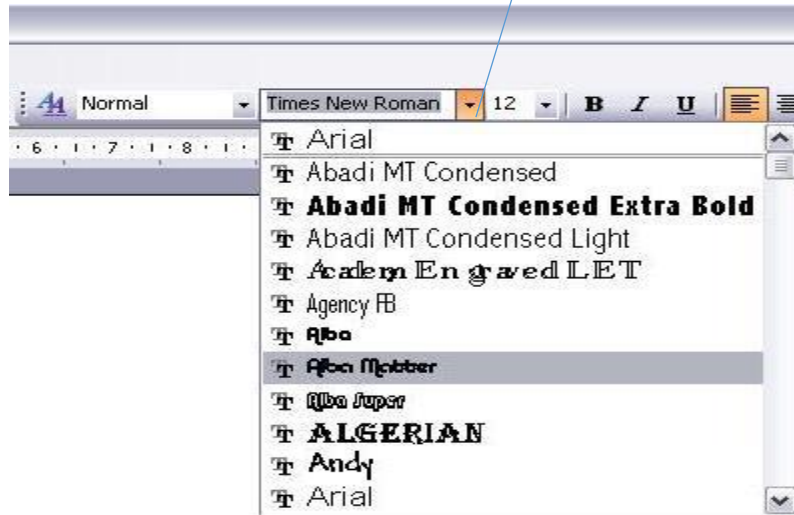
1. Changing the size of your letters.



2. Changing the colour of your letters.



3. Changing the style of your letters.



Look at this example:

My original word is 'Eleanor'

Eleanor

Eleanor

Eleanor

Can you try with your name and maybe the sentences from the first lesson.

Tuesday Safer Internet Day – Lesson 2 (Video terms)

1. Do you think you can make money from what you share online?

.....
.....

2. What does profit mean?

.....

Profit is when you earn more money from something than you originally paid for it. e.g., If Mr Herron bought a game for £10 and then sold it for £15, he would have made a £5 profit.

Quiz

Can you write whether you think the creator of each of these will make a profit? Yes, no or maybe.

A video where someone unpacks a parcel on camera?

YES, NO OR MAYBE?

A competition where a free prize can be won?

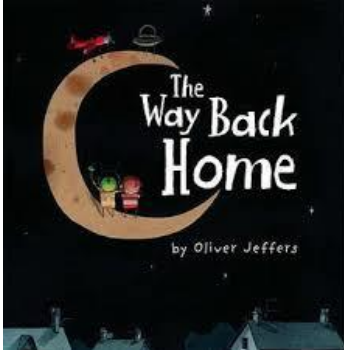
YES, NO OR MAYBE?

Collaboration – where two or more people or companies work together?

YES, NO OR MAYBE?

Lesson 2

Learning Intention: To understand that people speak different languages.
To know that there are ways to overcome this barrier.



[The Way Back Home by Oliver Jeffers - YouTube](#)

[The Way Back Home - Oliver Jeffers Animation - YouTube](#)

Hello Year 4, the story we will be listening to today is called 'The Way Back Home' by Oliver Jeffers

Have a think about the following discussion points: (You may want to answer these in your books)

How does the boy feel when he first got stuck on the moon?

When the boy and the alien hear each other in the dark, why do they think of the monster?

The boy and the alien are very different but why do they shake hands?

Why can't the boy forget about the alien?

Why does he go back to the moon?

What is the present and who sent it?

What do you think happens next?



Imagine...

Can you close your eyes and imagine that you needed to make friends with someone who speaks a different language. What ways would you try and communicate with them? What body language could we use?



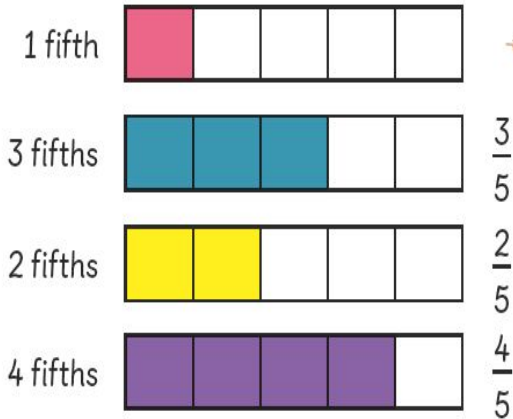
Look at the picture above, the boy and the alien are deciding what to do. Your activity today is to draw a diagram of what the boy and the alien are planning to do, but without using any words.

The Plan.



Adding Fractions

In Focus

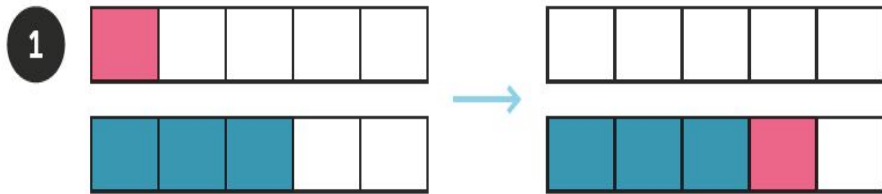


This shows $\frac{1}{5}$.

Which two numbers make more than 1?



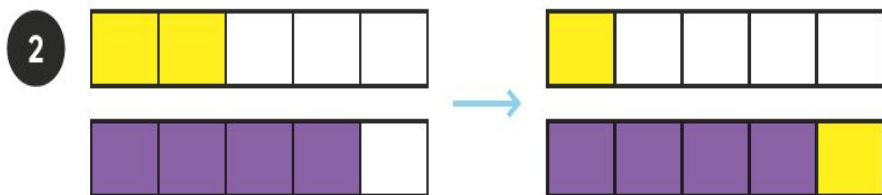
Let's Learn



$\frac{1}{5}$ and $\frac{3}{5}$ make $\frac{4}{5}$.

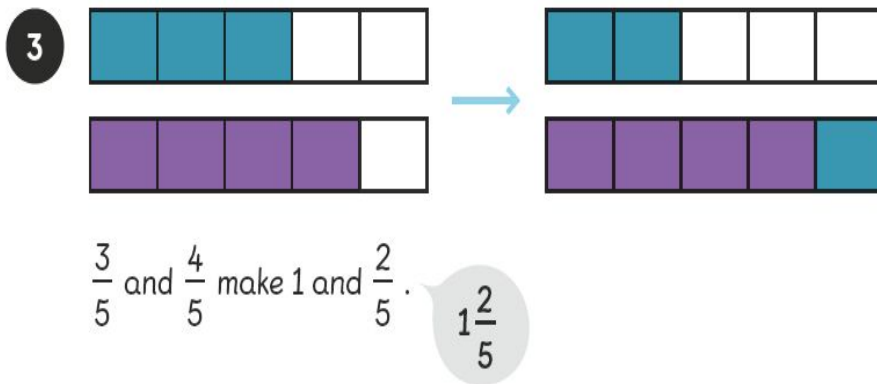
$\frac{4}{5} < 1$

1 fifth and 3 fifths

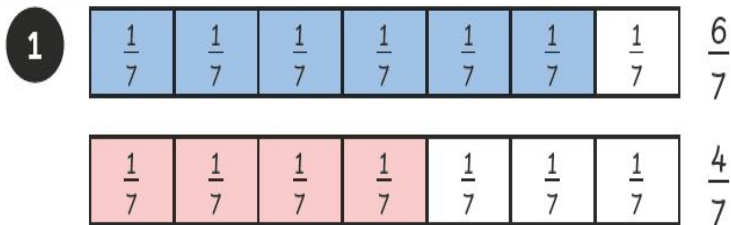


$\frac{2}{5}$ and $\frac{4}{5}$ make 1 and $\frac{1}{5}$.

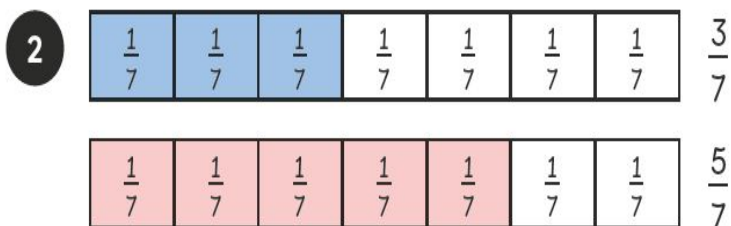
$1\frac{1}{5}$



Guided Practice



$\frac{6}{7}$ and $\frac{4}{7}$ make 1 and .



$\frac{3}{7}$ and $\frac{5}{7}$ make and .

Name: _____ Class: _____ Date: _____

Worksheet 8

Adding Fractions

1 Fill in the blanks.



$\frac{2}{3}$ and $\frac{2}{3}$ make 1 and .



$\frac{3}{5}$ and $\frac{4}{5}$ make 1 and .



$\frac{2}{6}$ and $\frac{5}{6}$ make and .



$\frac{5}{9}$ and $\frac{8}{9}$ make and .

Wednesday English Lesson 3

Read the three very famous poems and then look at the activity afterwards

1. Daffodils

I wander'd lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretch'd in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

By William Wordsworth

2. Trees

I think that I shall never see
A poem lovely as a tree.
A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;
A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in Summer wear
A nest of robins in her hair;
Upon whose bosom snow has lain;
Who intimately lives with rain.
Poems are made by fools like me,
But only God can make a tree.

By Joyce Kilmer

3. Flint

An emerald is as green as grass,
A ruby red as blood;
A sapphire shines as blue as heaven;
A flint lies in the mud.
A diamond is a brilliant stone,
To catch the world's desire;
An opal holds a fiery spark;
But a flint holds a fire.

By Christina Rossetti

Activity 1: What is the title of the three poems?

Describe what you think each of the poems is about

Poem 1

Poem 2

Poem 3

Give examples of similes, rhyme and other techniques from all three poems.

History Lesson 6

Anglo-Saxon Kings

Today we will finish our topic back where we started. We found out that there were 7 Anglo-Saxon kingdoms in England and with kingdoms come kings. Two of the most famous Anglo Saxon Kings were Alfred the Great and his grandson King Athelstan. By the time Alfred became king there was only one kingdom left standing – Wessex. The others had all been taken over by Vikings. Find out more about Alfred and Athelstan on the next page and answer the questions below.

Questions

1. What was the last remaining Anglo Saxon kingdom in AD 878?

2. When did King Alfred the Great become king?

3. What happened when the Vikings invaded Wessex in AD 878?

4. What happened at the Battle of Edington?

5. Who was Guthrum?

6. When did King Alfred agree a treaty to divide up land with the Vikings?

7. What was Danelaw?

8. When did Athelstan become king?

9. Which kingdom did King Athelstan take back from the Vikings?

10. Which Scottish king did Athelstan manage to control?

11. When was the Battle of Brunanburh?

12. How did Athelstan help to strengthen the British relationships overseas?

13. Who do you think was the greater king: Alfred the Great or Athelstan?

14. In what ways do you think the two kings are similar and in what ways are they different?

King Alfred the Great

One of the best known Anglo-Saxon kings is King Alfred the Great. He is the only British monarch to have the title of 'great' in his name. So, what made King Alfred so great?

Alfred became king in AD 871 and he is credited with being the first Anglo-Saxon king to defeat the Vikings in battle and buy the people of Britain some peace. In AD 878, when the Vikings invaded Wessex and forced King Alfred into hiding, he was not prepared to give up. In the same year, King Alfred and his small band of followers defeated the Vikings at the Battle of Edington. The Battle of Edington was reported as a fierce and bloody event and King Alfred was reported to charge into battle like a wild boar. Alfred and his men drove back at the attacking Vikings, who surrendered. It is said that the Viking leader of this battle, King Guthrum, immediately converted to Christianity and was baptised by King Alfred himself.

King Alfred knew that although he had been able to stop the Vikings from taking over in Wessex, he would never be able to control them in the rest of England. So, in AD 886 he made a deal with the Viking King Guthrum and established a treaty which gave the Vikings control over Northern and Eastern England, an area which later became known as Danelaw. The treaty allowed King Alfred to keep control over Wessex and he also got to rule over West Mercia and Kent. This arrangement also helped to establish more peaceful relationships between the English and the Vikings. Alfred the Great remained king until his death in AD 899.

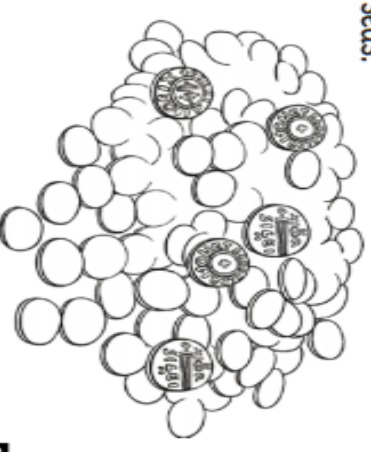
King Athelstan

After the death of King Alfred the Great, his son Edward the Elder took the throne. During Edward's reign, his sister, Aethelflaed, became the Lady of Mercia. When Edward died, his son Athelstan (King Alfred's grandson), became the king.

Athelstan was king from AD 924 - 939. During his reign he drove the Vikings back more and more and was able to claim control over a greater area of land. In AD 927, Athelstan won back the kingdom of York from the Vikings. He also established control over King Constantine from Scotland and the other Northern kings. The five Kings of Wales also agreed to pay tribute (money) each year to King Athelstan. At the Battle of Brunanburh in AD 937, Athelstan fought with his Viking and Welsh allies to stop an invasion by the Scottish king.

Athelstan is known for forming good relationships with leaders from other countries. He married his four sisters to important rulers abroad which helped strengthen Britain's position overseas.

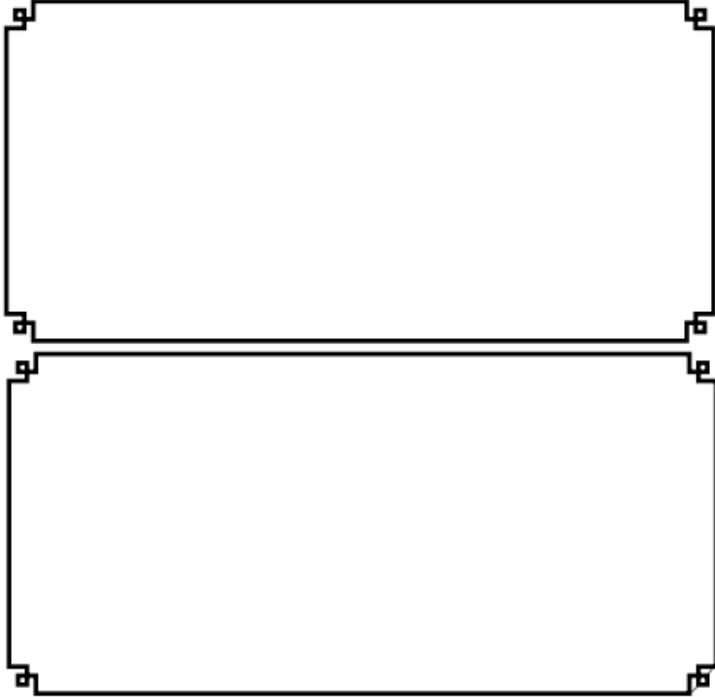
He also had strong links with religious leaders and he founded many churches.



Activity Two

5 Great Things about King Alfred

Can you find and stick on the correct facts about King Alfred from the Fact Cards Activity Sheet?

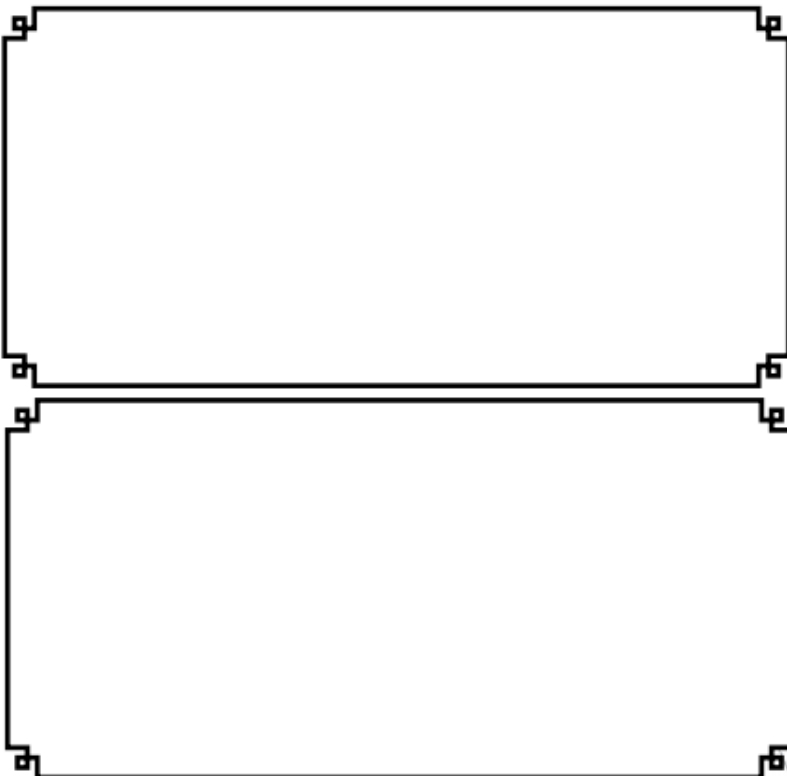


Two empty rectangular boxes with decorative corner tabs, intended for students to write or stick facts about King Alfred.



5 Things about King Athelstan

Can you use the information you have learnt in the lesson to complete the poster with 5 facts about King Athelstan?



Two empty rectangular boxes with decorative corner tabs, intended for students to write or stick facts about King Athelstan.



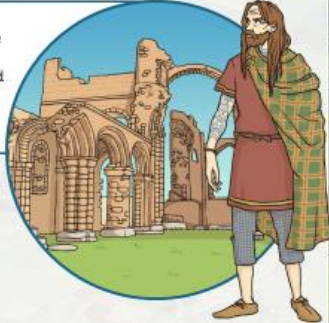
Activity Three:

Anglo Saxon Art have a look at some of the amazing creations artistic creations of the Anglo-Saxons. Then create one of your own.

Early Britain

The Anglo-Saxons lived in Britain from the 5th century – so around AD 400. The term relates to people from mainly the Germanic areas of Europe, who migrated to Britain after Roman rule came to an end, and lived amongst the people already living in Britain.

The Anglo-Saxons were highly skilled craftsmen and women who created jewellery, ceramics, sculptures and wall paintings.



Metalwork Craft

The Anglo-Saxons created buckles, jewellery and purse fittings which were made from gold, silver and bronze. The metal was beaten and engraved, often with dots and dashes representing the fur of animals. Gemstones like garnet were inlaid into the metal. Niello was used to add letters and symbols to the engraved items.

Niello was a black paste made from copper, sulphur, silver and lead. It was added to the metal and then fired – heated to a very high temperature – to set the paste.



The Fuller Brooch – 9th century Anglo-Saxon

By: 200001 - Our work, CC BY-SA 4.0

The Great Buckle

In 1939, an Anglo-Saxon burial site was discovered in Sutton Hoo, Suffolk. It consisted of a buried ship containing objects of incredible historical and archaeological importance.

This buckle, known as The Great Buckle, was part of the hoard. Its plate is hollow and has a hinge at the back. This reveals a secret chamber which might have contained a religious relic. The engraving is intricate and inlaid with niello.



By: 200001 - Our work, CC BY-SA 4.0

A Purse Lid

Purse lids were attached to the fabric of a purse and would clasp shut. This purse lid was also part of the Sutton Hoo hoard and was discovered in the burial mound thought to be that of the Anglo-Saxon King of East Anglia, Raedwald. It is decorated in gold and garnet enamel and is a sign of great wealth.



By: 200001 - Our work, CC BY-SA 4.0

The Alfred Jewel

The Alfred Jewel is made from enamel and quartz and surrounded by gold. It was made for Alfred the Great, who was the King of Wessex from AD 871 to AD 899.

It was designed to be on the top of a pointing stick used to point at words when reading a book. There is the figure of a man inside the teardrop shape and this is thought to be of Christ.

The Alfred Jewel is engraved with the phrase **aelfred mec heht gewyrcean** which means **Alfred ordered me made**.



By: 200001 - Our work, CC BY-SA 4.0

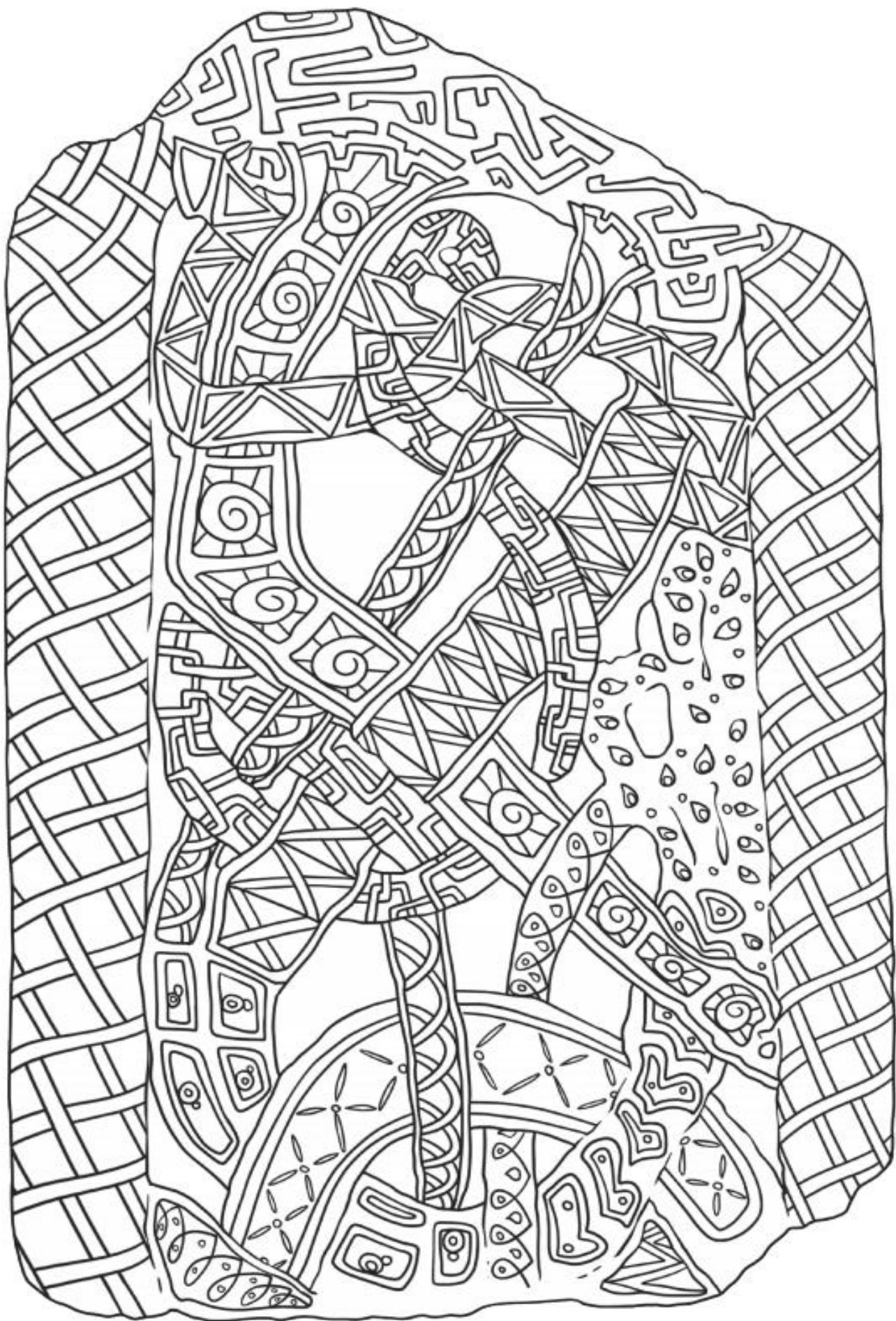
Stone Sculpture and Carving

Most Anglo-Saxon stone carving is of crosses on or beside churches. Many are now incomplete with carving faded.

This cross is in the churchyard of St Edward the Confessor in Leek, Staffordshire.



Photo by: 200001 - Our work, CC BY-SA 4.0





Adding Fractions

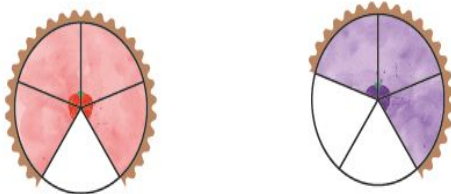
In Focus

There is $\frac{4}{5}$ of a strawberry pie and $\frac{3}{5}$ of a blackcurrant pie of the same size.



How many pies are there altogether?

Let's Learn



4 fifths + 3 fifths = 7 fifths

$$\frac{4}{5} + \frac{3}{5} = \frac{7}{5}$$

$$\frac{1}{5} \quad \frac{2}{5}$$

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

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



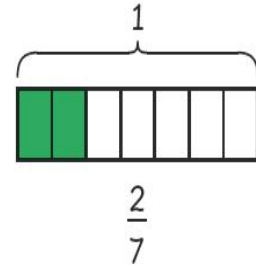
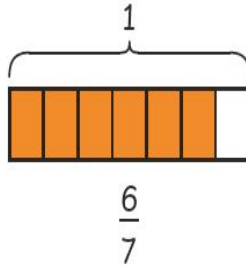
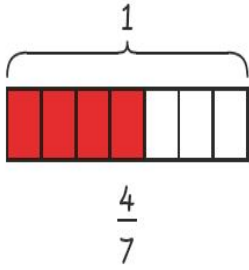
$\frac{4}{5} + \frac{1}{5} = 1$

$$\frac{4}{5} + \frac{3}{5} = 1\frac{2}{5}$$

There are $1\frac{2}{5}$ pies altogether.

Guided Practice

1



Add.

(a) $\frac{4}{7} + \frac{6}{7} =$

(b) $\frac{4}{7} + \frac{2}{7} =$

(c) $\frac{6}{7} + \frac{2}{7} =$

2

$\frac{2}{9} + \frac{8}{9} = \frac{\text{□}}{9} =$

3

$\frac{4}{7} + \frac{4}{7} = 1 + \frac{\text{□}}{7} =$

4

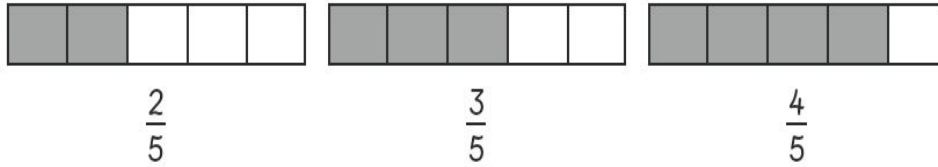
$\frac{7}{12} + \frac{5}{12} + \frac{1}{12} = 1 + \frac{\text{□}}{12} =$

Name: _____ Class: _____ Date: _____

Worksheet 9

Adding Fractions

1 Add.



$$\begin{aligned} \text{(a)} \quad \frac{2}{5} + \frac{4}{5} &= \frac{\quad}{5} \\ &= 1 + \frac{\quad}{5} \\ &= \square \end{aligned}$$

$$\begin{aligned} \text{(b)} \quad \frac{2}{5} + \frac{3}{5} &= \frac{\quad}{5} \\ &= \square \end{aligned}$$

$$\begin{aligned} \text{(c)} \quad \frac{3}{5} + \frac{4}{5} &= \square \\ &= \square + \square \\ &= \square \end{aligned}$$

2 Add.

(a) $\frac{2}{4} + \frac{3}{4} = \boxed{\frac{\quad}{4}}$

(b) $\frac{8}{7} + \frac{5}{7} = \boxed{\frac{\quad}{7}}$

(c) $\frac{4}{9} + \frac{7}{9} = \boxed{\frac{\quad}{9}}$

(d) $\frac{5}{6} + \frac{2}{6} = 1 + \boxed{\frac{\quad}{6}} = \boxed{\quad}$

(e) $\frac{6}{8} + \frac{7}{8} = \boxed{\quad} + \boxed{\quad} = \boxed{\quad}$

(f) $2\frac{3}{9} + \frac{7}{9} = 2 + \boxed{\quad} = \boxed{\quad}$

(g) $5\frac{4}{8} + \frac{11}{8} = 5 + \boxed{\quad} = \boxed{\quad}$

(h) $\frac{9}{10} + \frac{10}{10} = \boxed{\frac{\quad}{10}} = \boxed{\quad}$

(i) $\frac{4}{5} + \frac{4}{5} = 1 + \boxed{\quad} = \boxed{\quad}$

(j) $1\frac{3}{7} + \frac{6}{7} = 1 + \boxed{\quad} = \boxed{\quad}$

Thursday English Lesson 4

I am a sword

I am a sword,
Sharper than a tongue
Nobody can defeat me,
Because I am a sword,
I cannot be hurt by what people say
About me,
I will not show my anger
Against
Someone else.

Look at the poem above, the poet does not use similes this time or describe himself like a sword but he becomes the sword he uses metaphors - something you describe by saying *it is* something else. The person has become the object.

Activity 1: Make a list of Sun metaphors below



EXAMPLE: The sun *is* a ball or *is* an orange dinghy

1. _____
2. _____
3. _____
4. _____
5. _____

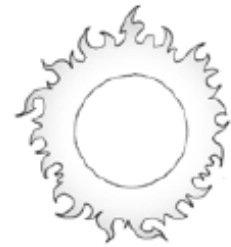
Look at Tuesday's lesson again and find your list of sentences/similes for as yellow as... This time we will write our list of metaphors for the sun on the line, 'The sun is a...' and On the line 'and yellow like a...' I would like you to find your lesson from Tuesday and put your yellow similes in here. Finally, complete the last line that begins with, 'That's...' to make verse. Example: **The sun is a ball**

And yellow as a lion

That roars across the sky

You should now have created a powerful poem of similes and metaphors.

The sun is a...



Title: _____

The sun is a _____

And yellow like a _____

That's _____

The sun is a _____

And yellow like a _____

That's _____

The sun is a _____

And yellow like a _____

That's _____

The sun is just _____

Thursday English skills lesson

Personification is a figure of speech in which an object, an idea or an animal is given human qualities (something only humans can really do). If you can imagine an object doing actions or behaving like a person, that's personification.







Examples:

Object	Human quality
The candle flame	danced in the dark.
The chocolate cake in the fridge	was calling her name.
The party	died as soon as he left.
The wallflowers	nodded into the wind.
Along with the teacher, silence	crept into the classroom.
The wind	sang a lonely song.

Activity 1

Use a picture and choose a verb to create your own sentence using personification to describe the object. Use the best verb to create the image that you want to put in the reader's mind.

For example: *The summer sun hugged the meadow.*

	sang		watched	
Hugged			screched	
	yelled			
	smiled			swallowed

Activity 2: Using the same verbs from the first activity, choose your own object to create a sentence with personification.

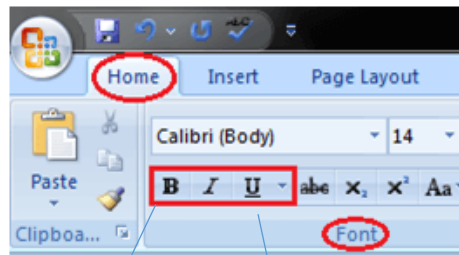
Example: *The tiny boat danced on the waves.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



Thursday: Computing Lesson 3

Objective - To demonstrate the skill of editing a piece of work by changing the writing to bold and underline it.



First you will need to type the poem by Michael Rosen in a new word document, then you can practice the editing skills for today's objective.

I Made a Robot

I made a robot
out of boxes and cans
with buttons for its eyes
wooden spoons for its hands.

The robot's mouth was a burger box
I painted it all red.
One day I wasn't looking
and it clonked me on the head.

Edit the following words in **BOLD**:

robot, boxes, buttons, spoons, burger, painted, looking

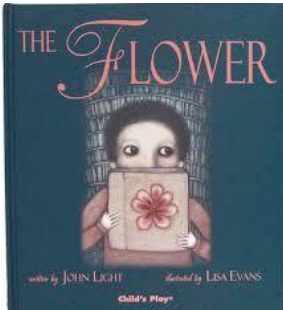
Now edit these words using the underline function:

made, cans, eyes, wooden, mouth, day, clonked

Lesson 3

Learning Intention: To know that it is good to ask questions.

To know we all have choices and it's good to learn about new things.



[“The Flower” by John Light, read by Kara - YouTube](#)

Hello Year 4, the story we will be listening to today is called ‘The Flower’ by John Light

Have a think about the following discussion points: (You may want to answer these in your books)

Where do you think this story is set?

What clues are there in the text that the book is in the future?

Why do you think the books in the library are labelled dangerous?

How does the flower change Brigg’s life?

What do you think the flower represents?

Imagine...

Close your eyes and imagine being in Brigg’s world, everything is dull. Flowers are not permitted, in fact they are considered dangerous. How would you feel?

Your activity today is to complete the sentence starters. At the end of the activity you could use these thoughts to think about the kind of world you would like to live in and what would make you feel confident.



He read it in secret.

The Flower.



1. The flower book is labelled dangerous because...

2. Brigg wanted to read this book because...

3. The flower makes Brigg feel more confident because...

4. It's good to ask questions and think for yourself because....

What kind of world would you like to live in? (Draw & Label)

A large empty rectangular box with a black border, intended for a drawing and labels.

Adding Fractions

Lesson 10

In Focus

Each strip of ribbon is $\frac{3}{4}$ m.

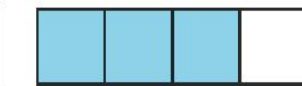
Find the total length of the 2 strips.



Let's Learn



3 quarters



3 quarters

=

6 quarters

$$\frac{3}{4}$$

+

$$\frac{3}{4}$$

=

$$\frac{6}{4}$$

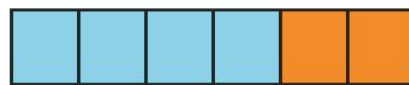
$$\frac{6}{4} = \frac{3}{2} = 1\frac{1}{2}$$



1

$\frac{1}{2}$

$$\frac{6}{4} = 1\frac{2}{4} = 1\frac{1}{2}$$



1

$\frac{2}{4}$

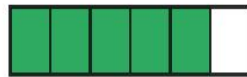


Guided Practice

1 Add.



$$\frac{5}{6}$$



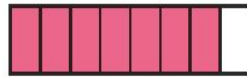
$$\frac{5}{6}$$

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

Is it in its simplest form?



$$\frac{5}{8}$$



$$\frac{7}{8}$$

$$\frac{5}{8} + \frac{7}{8} = \square$$

Is it in its simplest form?



$$\frac{9}{10} + \frac{7}{10} = \frac{\square}{10} = \square$$

Is it in its simplest form?

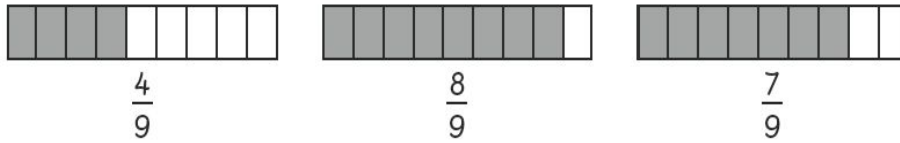


3 $2\frac{9}{10} + \frac{7}{10} = \square$

Worksheet 10

Adding Fractions

1 Add and then write each fraction in its simplest form.



(a) $\frac{4}{9} + \frac{8}{9} = \frac{\quad}{9}$
 $= 1 + \frac{\quad}{9}$
 $= \square$

(b) $\frac{8}{9} + \frac{7}{9} = \square$
 $= \square + \square$
 $= \square + \square$
 $= \square$

(c) $\frac{4}{9} + \frac{8}{9} + \frac{7}{9} = \square$
 $= \square + \square = \square$

2 Show your answers in the simplest form.

$$(a) \quad \frac{3}{4} + \frac{3}{4} = \frac{\boxed{\quad}}{\boxed{4}} = \boxed{\quad}$$

$$(b) \quad \frac{7}{6} + \frac{3}{6} = \frac{\boxed{\quad}}{\boxed{6}} = \boxed{\quad}$$

$$(c) \quad \frac{13}{12} + \frac{8}{12} = \frac{\boxed{\quad}}{\boxed{12}} = \boxed{\quad}$$

$$(d) \quad \frac{7}{10} + \frac{9}{10} = \frac{\boxed{\quad}}{\boxed{10}} = \boxed{\quad}$$

3 Add and then write each answer its simplest form.

$$(a) \quad \frac{5}{6} + \frac{3}{6} = 1 + \frac{\boxed{\quad}}{\boxed{6}} = \boxed{\quad}$$

$$(b) \quad \frac{5}{8} + \frac{7}{8} = \boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

$$(c) \quad 2\frac{9}{10} + \frac{6}{10} = \boxed{\quad} + \boxed{\quad}$$
$$= \boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

$$(d) \quad \frac{3}{4} + \frac{3}{4} + \frac{4}{4} = \boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

Friday English Lesson 5

Today we are going to use our new poetic skills to create a 'What is it?' Poem. Which is like a riddle or a verse.

Example:

*It is a plate
And is as yellow as custard
That's thrown high in the sky*

*It is a gold coin
And is as shiny as treasure
That's an invitation to a magpie
What is it?*

Answer: The Sun

Task: using your new knowledge of metaphors and similes complete the writing frame below and then video yourself performing the poem aloud to me on dojo. A gold Star will be given to all those try their best.

What is it?

It is a _____

And _____ like a _____

That's _____

It is a _____

And _____ as a _____

That's _____

It is a _____

And _____ as a _____

That's _____

What is it? _____

Friday Maths Skills Lesson

Lesson
4

Adding Money

In Focus



Emma

How much money does Emma have?
Which pairs of items could Emma buy?



£3 and 20p



£5 and 10p



70p

Let's Learn

1 How much do  and  cost?



£3 and 20p



70p



£3



70p, 90p

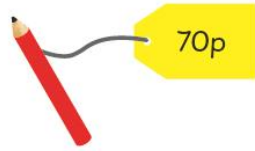


and



cost £3 and 90p.

2



These cost £5 and 80p.

I can calculate the total.



fountain pen:	£5	10p
pencil:		+ 70p
	£5	80p

3



£3 and 20p



£5 and 10p

£3 and 20p

£5 and 10p

These cost £8 and 30p.

fountain pen:	£3	20p
stapler:	+ £5	+ 10p
	£8	30p

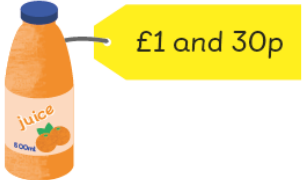
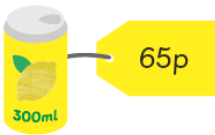

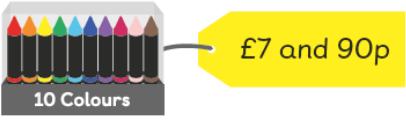


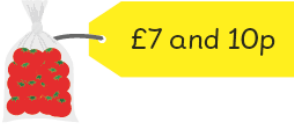






£5 and 10p
 ↓ + 20p
 £5 and 30p
 + £3 ↓
 £8 and 30p



Guided Practice

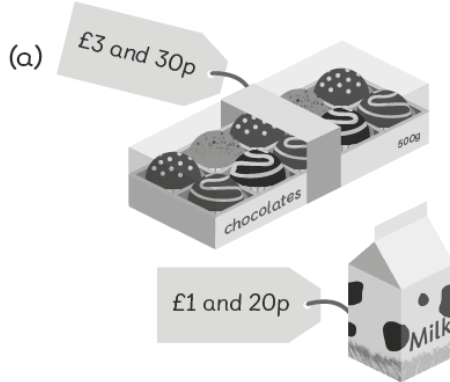
Find the total price.

- (a)  £1 and 30p  65p 
- (b)  £7 and 90p  £2 
- (c)  £10 and 25p  £7 and 10p 
- (d)  £17 and 50p  £18 and 30p 

Worksheet 4

Adding Money

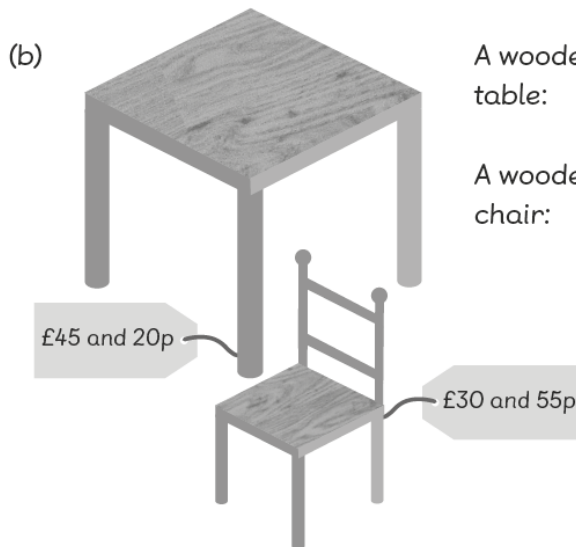
1 Find the total price.



A box of chocolates: £3 30p

A carton of milk: + £1 + 20p

The box of chocolates and the carton of milk cost .

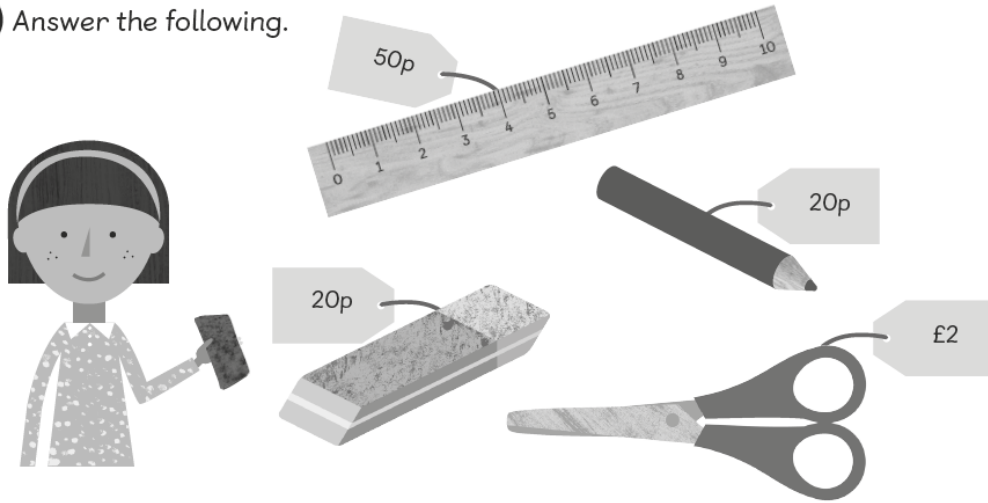


A wooden table: £45 20p

A wooden chair: + £30 + 55p

The wooden table and the wooden chair cost .

2 Answer the following.



- (a) The costs as much as the .
- (b) Amira has to pay to buy 2 wooden pencils and a pair of scissors.
- (c) The and the together cost 40p.
- (d) The total cost of the four items is .
- (e) Amira needs £1 coins and 10p coins to pay for all the items.

Friday: Computing Lesson 4

Objective - Combine digital images from different sources, objects and text to make a final piece of work (e.g. posters, scripts, information texts)



Here are some videos to watch, they will help you improve your skills with this technique:

<https://www.youtube.com/watch?v=uL-gEtDkmWY>

<https://www.youtube.com/watch?app=desktop&v=d-nxFHYsxNO>

Your task for today is to design a poster for an event that is coming up like 'Pancake Day' or 'Valentine's Day'. You will need to insert a digital image into your work.

Remember you can also try to include some of the other objectives you have been looking at.



Does my poster have a picture?

Does my text have a mixture of different size fonts and colours?

Have I got different style fonts?

Are my titles or sub headings underlined or in **bold**?

Friday French Lesson: Food

A gold star is waiting for those of you who can say the words in a video on dojo. Remember to try to use an accent.

Draw lines to match the French food words to the English words:

le lait

le fromage



le poulet

la glace

le yaourt



le pain

le chocolat

les pâtes

le jus d'orange

le jambon

le poisson

le gâteau

chicken

orange juice

pasta

cheese

ice-cream

fish

milk

yoghurt

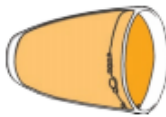
ham

cake

chocolate

bread





Le jus d'orange



Les pâtes



Le poisson



Le chocolat



Le fromage



La glace



Le pain



Le jambon



Le yaourt



Le sandwich



l'oeuf



Le poulet

Group 1	Monday	Tuesday	Wednesday	Thursday
league				
unique				
plague				
antique				
rogue				

This week's Topic Words

advert				
digital				
simile				

Choose any three words and create your sentences

Year 4 Spellings ~ Monday 8th February 2021 Objective: words ending in gue and que

Group 2	Monday	Tuesday	Wednesday	Thursday
league				
unique				
plague				
antique				
rogue				
mosque				
vague				
cheque				
This week's Topic words				
advertisement				
kingdom				
simile				
metaphor				

Please choose **5** of the words and write an interesting sentence for each on the back.

Please make sure your child tries to learn their spelling words.

The children will be tested each Friday.

Thank you for your co-operation.

Group 3	Monday	Tuesday	Wednesday	Thursday
league				
unique				
plague				
antique				
rogue				
mosque				
vague				
cheque				
fatigue				
technique				
This Week's topic words				
advertisement				
kingdom				
simile				
metaphor				
personification				
monarch				

Please make sure your child tries to learn their spelling words.

The children will be tested each Friday.

Thank you for your co-operation.

Choose 6 words from your list and compose your own sentences using commas for clauses.

Group 4	Monday	Tuesday	Wednesday	Thursday
league				
unique				
plague				
antique				
rogue				
mosque				
vague				
cheque				
fatigue				
technique				
dialogue				
grotesque				
This Week's topic words				
advertisement				
kingdom				
simile				
metaphor				
personification				

Please make sure your child tries to learn their spelling words.

The children will be tested each Friday.

Thank you for your co-operation.

Choose 6 words from your list and compose your own sentences using commas for clauses.
