

Year 4

Home Learning Pack

17

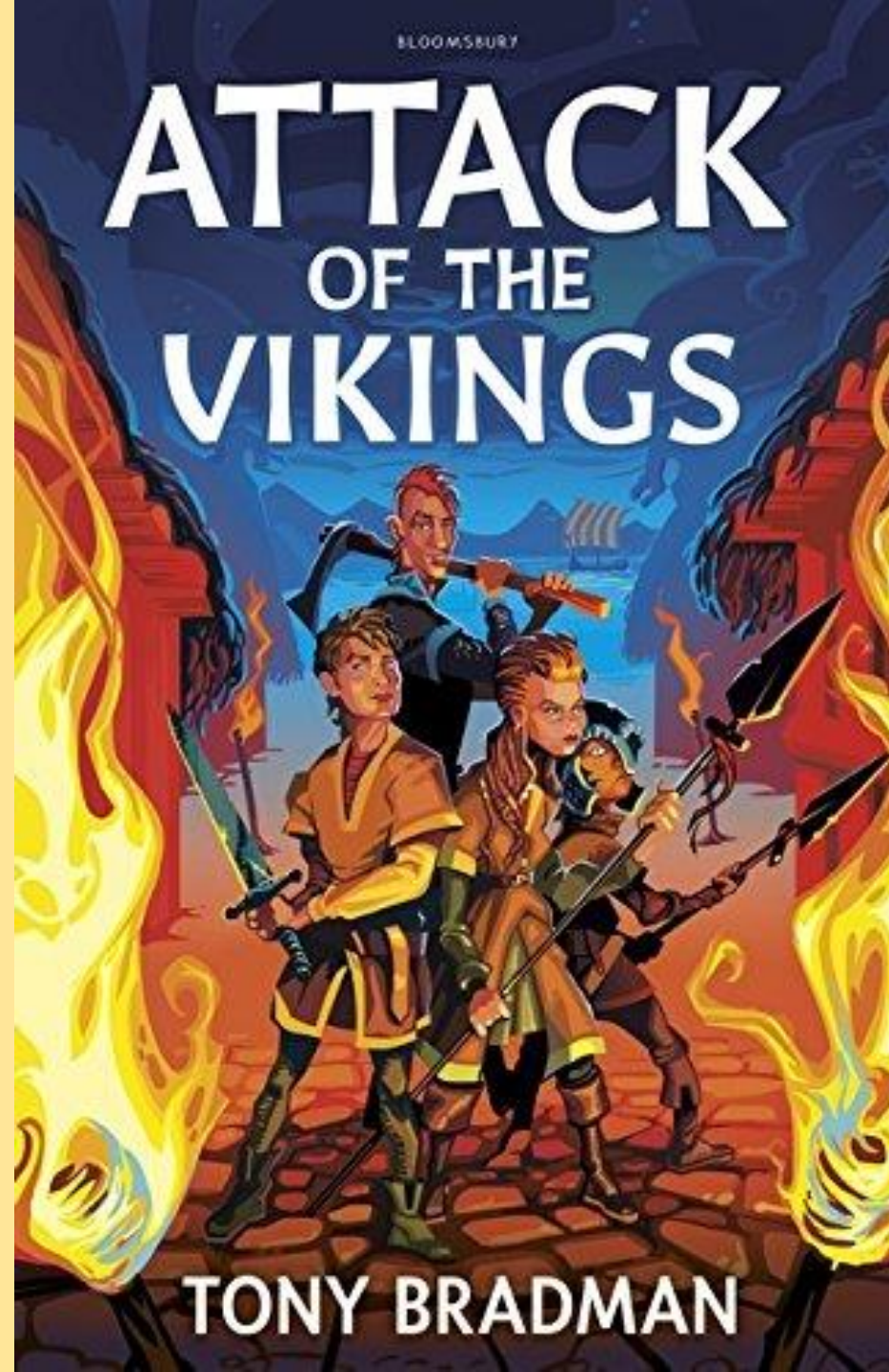


Week Commencing
Monday 22nd February 2021

**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.

Guided
Reading



Monday

him. He was wrapped in a long black cloak and walked the length of the hall, his boots thudding on the rush-covered floor. Finally he stood beside Finn and faced everyone.

‘Go back to your hut, Kjartan, we have no need of you!’ said Kalf, sneering. ‘I don’t know what you’ve been telling the boy, but you can’t fool me.’

‘I swear by great Odin that he’s not trying to fool you,’ said Finn. ‘Kjartan used to be a sea-wolf himself long ago, so he can tell us how to deal with them.’

Kalf gave a shout of laughter, then shook his head. ‘A sea-wolf? Him? That’s the most ridiculous thing I’ve heard in my life. I’d love to see him prove it...’

‘Very well,’ said Kjartan. He threw off his cloak to reveal he was now wearing a fine chain-mail byrnie that covered his body and arms and reached down to his knees. A thick belt of scarlet leather went round his waist, and a sword in a wooden scabbard hung down from it. Its grip was made of plain white ivory, the pommel was a small globe of yellow amber, and the hilt a

simple curved piece of steel. A dagger in a sheath sat on Kjartan’s other hip.

There were a few gasps from the crowd, as well as some murmuring. Finn thought everybody was probably thinking the same as him. Kjartan looked completely different – years younger, and a warrior from head to foot. Everybody except Kalf, that is. He crossed his arms and gave Kjartan a withering glare.

‘I’m not convinced,’ said Kalf. ‘You’ll have to do better than that.’

Kjartan didn’t answer. Instead, he slowly drew his sword from its scabbard and held the blade out at his side. It glinted in the torchlight, and Finn could see the flames of the hearth-fire reflected in Kjartan’s eyes, making him look like some creature of legend, a ghost-warrior perhaps, one who guards the tomb of an ancient king. Then Kjartan stepped towards Kalf and swung his blade in a tight arc, cleanly slicing the bushy tuft from the old man’s head. The people on either side of Kalf leaped out of the way. A cloud of Kalf’s white hairs drifted down to the floor.

‘Satisfied?’ growled Kjartan. ‘Or do you want me to cut something else off?’

‘No, I believe you,’ squeaked Kalf, and swiftly sat back down on the bench.

‘Well, I’m glad that’s settled,’ said Finn, trying not to look at Egil and Njal, who were both grinning. ‘Perhaps we can get on to more important things now.’

‘Tell me what has happened so far,’ said Kjartan, re-sheathing his sword.

Finn did as the old Viking asked, explaining about the attack on Andari’s village, the visit by the three sea-wolves the night before, the death of poor Ranulf. Others spoke too, particularly Solveig, who added details and answered Kjartan’s questions. The hall fell into silence at last, and Kjartan stood in deep thought, his eyes narrowed.

‘If Swein has gone north, it will take his scouts a while to find him,’ he said. ‘So it will be two days before he attacks, perhaps three. That gives us time to prepare.’

‘We thought we were ready for them last night,’ said Finn. ‘But we weren’t.’

Questions p76-78

1. Find and write down a noun phrase at the top of the first page.
2. List 4 points to describe how Kjartan was dressed in the hall.
3. Kalf is unimpressed with Kjartan's appearance. Find two pieces of evidence that supports this.
4. How did Kalf change his mind about Kjartan?
5. Explain why Kjartan thinks they may have 3 days to prepare.

Challenge: What do you think Kjartan may do different to prepare for the fight? Give reasons.

Subtracting Fractions

Lesson 11

In Focus

 had 2 bars of chocolate.
 He gave $\frac{5}{12}$ of a bar to .
 How much chocolate did  have left?



Let's Learn


1 





 had $1\frac{7}{12}$ chocolate bars left.

$$\begin{aligned}
 2 - \frac{5}{12} &= 1\frac{12}{12} - \frac{5}{12} \\
 &= 1\frac{7}{12}
 \end{aligned}$$



$$\frac{12}{12} - \frac{5}{12} = \frac{7}{12}$$

2 





 had $1\frac{7}{12}$ bars of chocolate left.

$$\begin{aligned}
 2 - \frac{5}{12} &= \frac{24}{12} - \frac{5}{12} \\
 &= \frac{19}{12}
 \end{aligned}$$

$$\frac{19}{12} = 1\frac{7}{12}$$

Guided Practice

- 1 What is the difference between 3 and $\frac{5}{8}$?

Method 1

$$3 - \frac{5}{8} = 2 + \frac{\square}{8}$$

$\begin{array}{c} \diagdown \quad \diagup \\ 2 \quad \quad 1 \end{array}$

Method 2

$$3 - \frac{5}{8} = \frac{24}{8} - \frac{5}{8}$$

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

$$= \square$$



- 2 Subtract and give each answer as a mixed number.

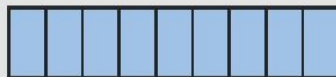
(a) $1 - \frac{6}{11} =$



(b) $4 - \frac{3}{7} =$



(c) $7 - \frac{4}{9} =$



Think of a story for

$$7 - \frac{4}{9}$$



Name: _____ Class: _____ Date: _____

Worksheet 11


Subtracting Fractions

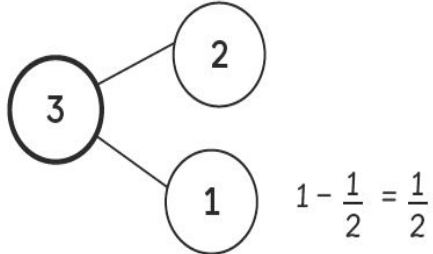
1 Subtract and fill in the blanks.

$$(a) \quad 2 - \frac{1}{6} = \boxed{1\frac{6}{6}} - \boxed{\frac{1}{6}} = \boxed{}$$

$$(b) \quad 3 - \frac{2}{5} = \boxed{} - \boxed{} = \boxed{}$$

$$(c) \quad 5 - \frac{1}{3} = \boxed{} - \boxed{} = \boxed{}$$

2  finds the difference between 3 and $\frac{1}{2}$ like this.



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

Subtract, using 's method.

$$(a) \quad 4 - \frac{4}{7} = \boxed{} + \boxed{} = \boxed{}$$

$$(b) \quad 5 - \frac{3}{8} = \boxed{} + \boxed{} = \boxed{}$$

$$(c) \quad 6 - \frac{5}{9} = \boxed{} + \boxed{} = \boxed{}$$

3 Subtract and give each answer in its simplest form.

$$(a) \quad 2 - \frac{2}{10} = \boxed{1\frac{10}{10}} - \boxed{\frac{2}{10}} = \boxed{} = \boxed{}$$

$$(b) \quad 4 - \frac{4}{6} = \boxed{} - \boxed{} = \boxed{} = \boxed{}$$

$$(c) \quad 3 - \frac{2}{8} = \boxed{} - \boxed{} = \boxed{} = \boxed{}$$

$$(d) \quad 9 - \frac{8}{12} = \boxed{} - \boxed{} = \boxed{} = \boxed{}$$

$$(e) \quad 5 - \frac{2}{4} = \boxed{} - \boxed{} = \boxed{} = \boxed{}$$

$$(f) \quad 6 - \frac{6}{9} = \boxed{} - \boxed{} = \boxed{} = \boxed{}$$

English Monday

Issues and dilemmas: what are they?

Task 1: Write down the meaning of issue and dilemma here...

To have an issue means _____

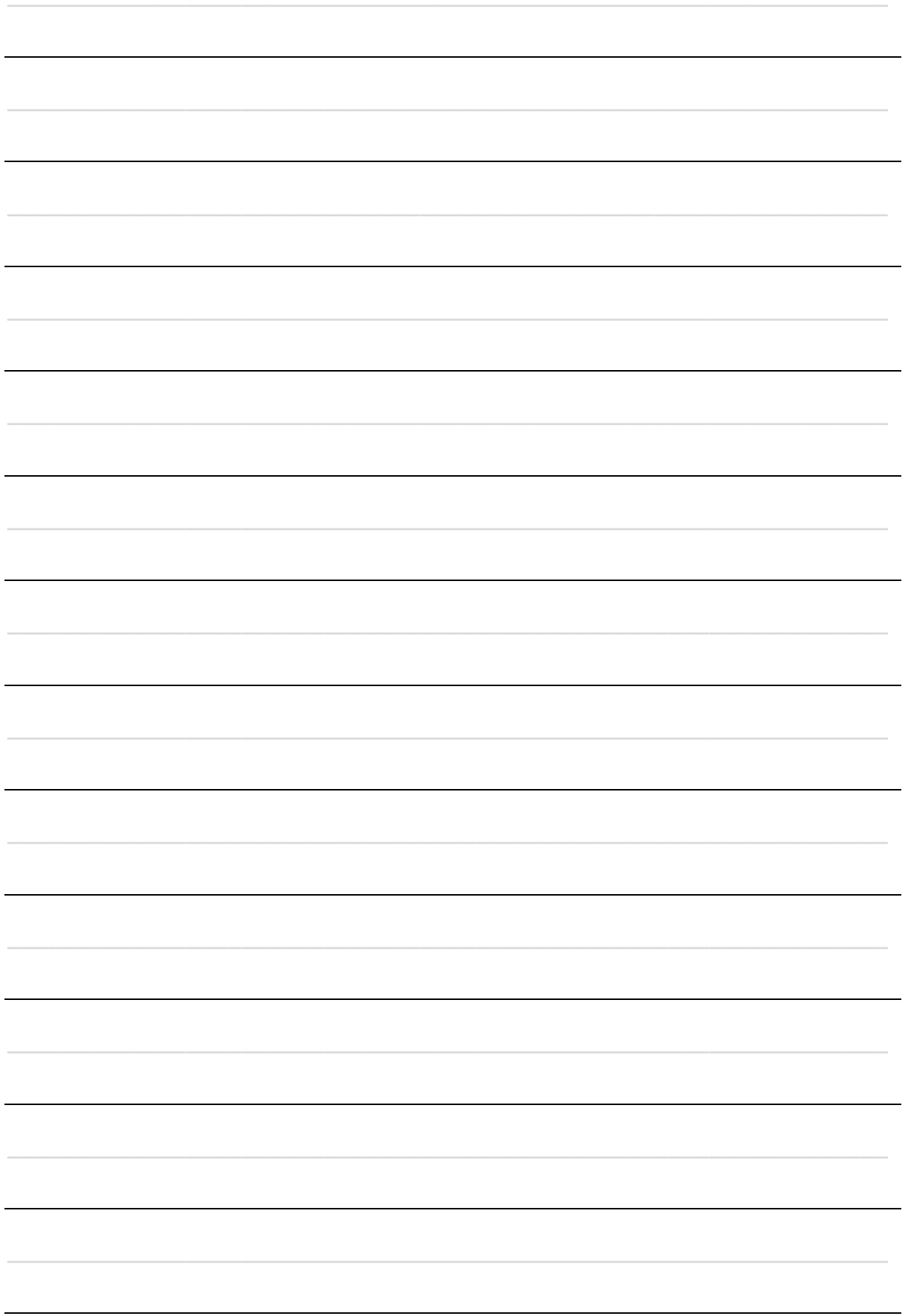
To have a dilemma means _____

Task 2: Study these pictures. Now close your eyes, imagine you are stranded on this beach.



Task 2: write a story about being stranded on this beach. Your story must include an issue and dilemma. There can be other characters in your story.





Monday DT: Lesson 1

Design and Technology

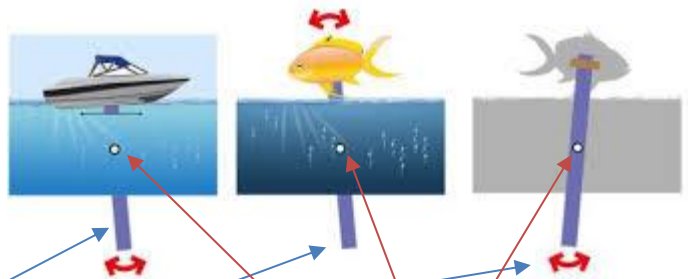
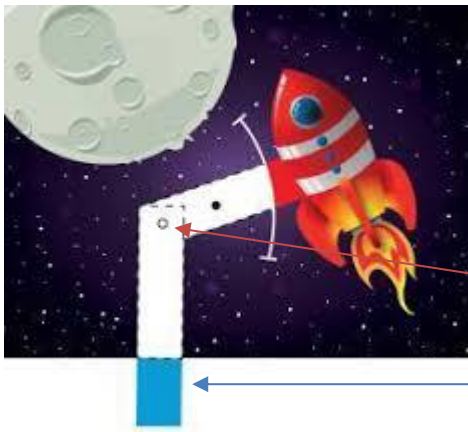
Mechanical Systems – Levers and linkages

Story Book

Name: _____



Task 1: Study these pictures to understand what we are going to make this week. A two page book with moving parts.



Levers

linkages



Research: Looking

at levers and linkages

Investigating similar products to the one I will make. Who might it be for? What is its purpose? What do you think will move? How will you make it move? What part moved and how did it move? How do you think the mechanism works? What materials have been used? How effective do you think it is and why? What else could move?

Product description _____

How is the moving part created?

Sketch and label the moving part(mechanism).

Product description _____

How is the moving part created?

Sketch and label the moving part(mechanism).

Product description _____

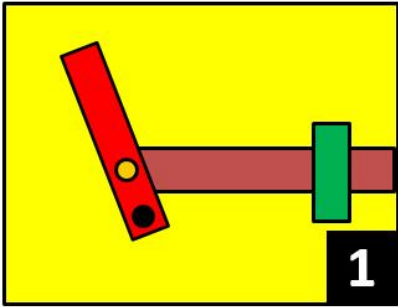
How is the moving part created?

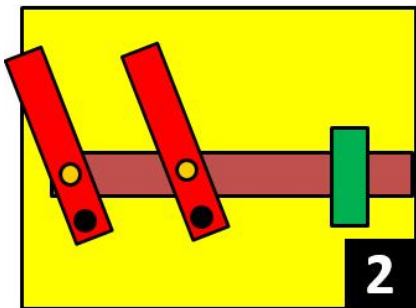
Sketch and label the moving part(mechanism).

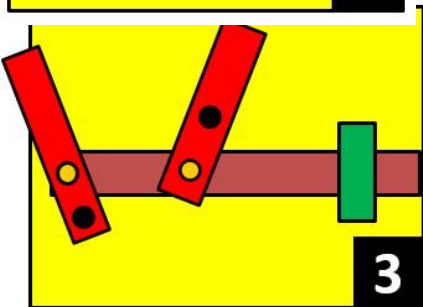
Which one of these designs was your favourite and why?

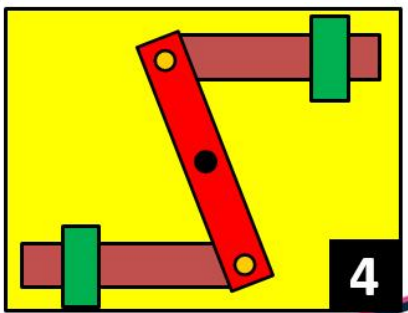
Research: Looking at levers and linkages

What can you tell me about these mechanisms? How do they work?



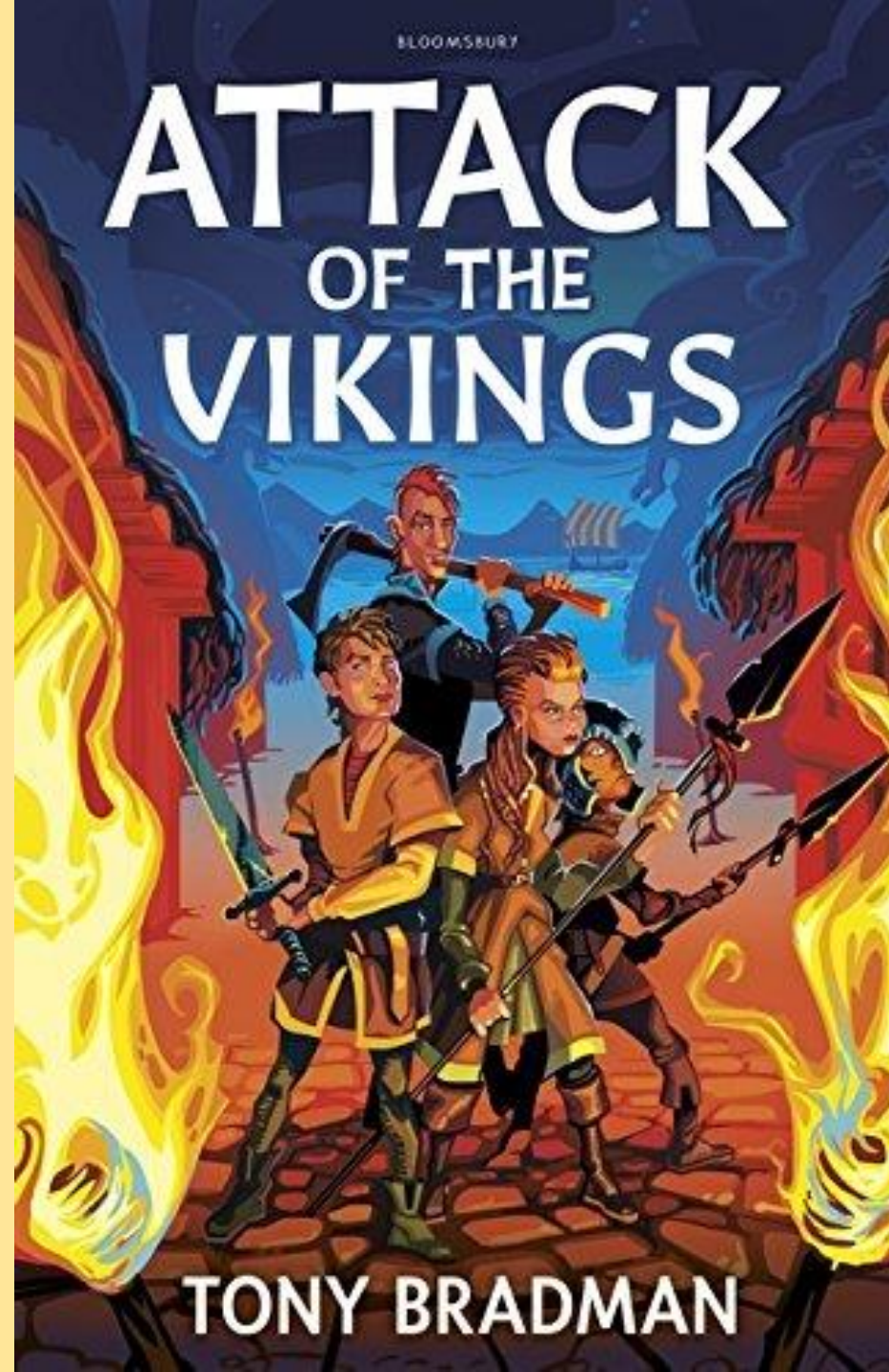






Which do you think will be the hardest make and why?

Guided
Reading



Tuesday

'You came up with the best plan you could – seal the village, defend the stockade, keep them out,' said Kjartan. 'The trouble is, that's just what Swein will expect. And as you discovered, it didn't work against one man, let alone a whole crew.'

'It's our only hope though, isn't it?' said Finn. 'What else can we do?'

'We can give them a surprise,' said Kjartan with that icy smile of his. 'Instead of trying to keep them out, we will leave the gates open – and let them walk right in.'

There was even more murmuring now, and Kalf gave a squeak of protest. Kjartan turned to stare at him, and the old man seemed to shrivel under his gaze.

Finn, however, was struggling to understand what he had just heard.

CHAPTER EIGHT

Stolen Dreams

At first the idea of deliberately letting the sea-wolves into the village seemed utterly crazy, and people were confused. But Kjartan explained what he meant, and soon Finn – and everyone else in the hall – began to see how such a plan could work.

'Don't think of it as a battle, more as hunting a wild beast,' said Kjartan. 'What is the best way to kill a wild boar in the woods? He will rip you to pieces in a one-on-one fight. So, instead you lead him to a place where you can trap and surround him...'

'But it won't be just one wild beast, it will be a whole crew of them,' said Egil, and others murmured their agreement. 'How many sea-wolves can we expect, anyway?'

'Usually around thirty,' said Kjartan. 'Swein will probably leave a few men to guard his ship, then divide the rest into two groups, one entering by the forest gate, the other from the quayside. We will need to split them up even more, and make every dark spot somewhere to ambush them and cut down their number. That means we will need everybody in the village to be involved in the defence.'

'I hope we can count on *all* the men and boys this time...' said Finn, looking around. Several men avoided his gaze, as did some wives and mothers.

'That will not be enough,' said Kjartan. 'We need the women and girls too.'

There were even more gasps now, and several people called out angrily.

'Women can't fight warriors like the sea-wolves,' shouted an older man at the back.

Questions p79-82

1. What is the one important thing Kjartan says the villagers must do to prepare for Red Swein?
2. How does Kjartan stop Kalf complaining?
3. What does Kjartan compare the oncoming battle to?
4. How many Sea Wolves should the villagers expect to see?
5. Why did the people gasp angrily at Kjartan's plan?

Challenge: Explain Kjartan's plan in as much detail as possible.

Subtracting Fractions

In Focus

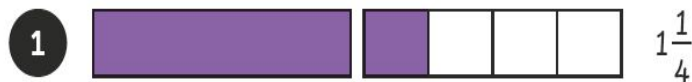


There is $1\frac{1}{4}$ kg of flour in the sack.



What is the mass of flour left in the sack after $\frac{3}{4}$ kg is removed?

Let's Learn



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

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

There is $\frac{1}{2}$ kg of flour left in the sack.

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



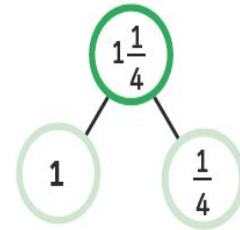


$$1 - \frac{3}{4} = \frac{1}{4}$$

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

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

There is $\frac{1}{2}$ kg of flour left in the sack.



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



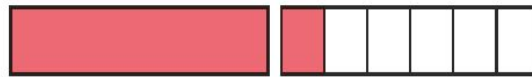
Guided Practice

1 Subtract.

(a) $1\frac{2}{5} - \frac{3}{5} =$

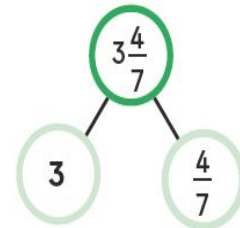
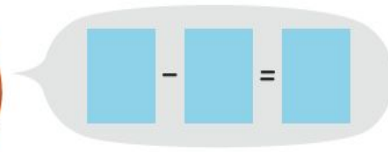


(b) $1\frac{1}{6} - \frac{5}{6} =$

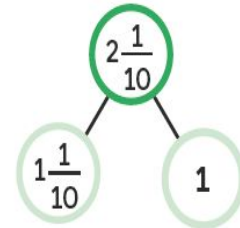
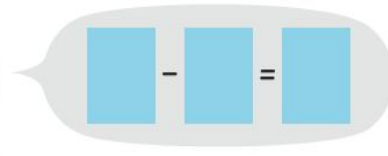


2 Find the difference.

(a) $3\frac{4}{7}$ and $\frac{2}{7}$



(b) $2\frac{1}{10}$ and $\frac{7}{10}$



Name: _____ Class: _____ Date: _____

Worksheet 12

Subtracting Fractions

1 Subtract and fill in the blanks.

$$(a) \quad 1\frac{1}{3} - \frac{2}{3} = \boxed{\frac{4}{3}} - \boxed{\frac{2}{3}} = \boxed{}$$

$$(b) \quad 1\frac{5}{8} - \frac{6}{8} = \boxed{} - \boxed{} = \boxed{}$$

$$(c) \quad 2\frac{2}{5} - \frac{3}{5} = \boxed{} - \boxed{} = \boxed{}$$


2 Subtract and then write each answer in its simplest form.

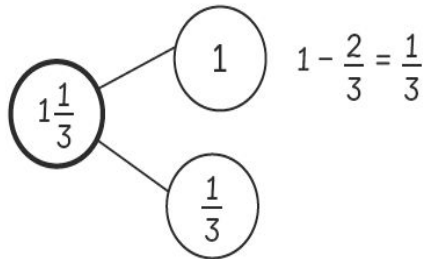
$$(a) \quad 1\frac{3}{6} - \frac{5}{6} = \boxed{} - \boxed{} = \boxed{} = \boxed{}$$

$$(b) \quad 1\frac{1}{4} - \frac{3}{4} = \boxed{} - \boxed{} = \boxed{} = \boxed{}$$

$$(c) \quad 1\frac{7}{10} - \frac{9}{10} = \boxed{} - \boxed{} = \boxed{} = \boxed{}$$

$$(d) \quad 2\frac{4}{9} - \frac{7}{9} = \boxed{} - \boxed{} = \boxed{} = \boxed{}$$

3 This is how  finds the difference between $1\frac{1}{3}$ and $\frac{2}{3}$.



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

Subtract, using 's method.

(a) $1\frac{2}{4} - \frac{3}{4} = \boxed{\frac{2}{4}} + \boxed{\frac{1}{4}} = \boxed{}$

(b) $1\frac{2}{5} - \frac{4}{5} = \boxed{} + \boxed{} = \boxed{}$

(c) $1\frac{1}{6} - \frac{4}{6} = \boxed{} + \boxed{} = \boxed{} = \boxed{}$

(d) $2\frac{2}{9} - \frac{8}{9} = \boxed{} + \boxed{} = \boxed{} = \boxed{}$

(e) $3\frac{3}{10} - \frac{7}{10} = \boxed{} + \boxed{} = \boxed{} = \boxed{}$

Tuesday English Lesson 2

Issues and dilemmas: Did you find this out?

A **dilemma** is a conflict, problem, or situation with two possible solutions. When a **dilemma** occurs, a person has to make the difficult choice between two desirable options, or, contrastingly, two undesirable options.

An **issue** in a story is a conflict that affects the characters or causes big disasters but is usually solved at the end.

They both symbolise a problem in a story.

Task 1: Read the story below and think about any issues and dilemmas there are in the story.

Once upon a time there was an ant. The ant lived on the edge of a wood. The wood was a quiet wood, and not many folk came by there. This particular ant lived right on the edge – in a small detached little mound which had once been occupied by hundreds of ants but was now empty of all except her. Close beside the wood was a meadow. In winter, the meadow was quite bare, with muddy furrows and a bleak wind whistling over it, making the branches of the trees groan and creak. However, in summer, the meadow was like paradise. The grass grew long, and the flowers bloomed. The butterflies wandered erratically over the red and yellow flowers straggling in the tall grass. It was in these tall grasses that a grasshopper lived. Her home was only a few metres from the ant's dusty mound, but it could just as well have been on another planet.

The grasshopper lived untidily – strewing wheat seeds and particles of grass everywhere as she ate. She had made no effort to tidy it, or to create a space for herself to live. Instead, she spent most of her time sitting on the top of the strands of wheat. From here she could see the rest of the meadow, sloping down away from the wood, and toward the river. However, turning the other way, the grasshopper looked over the ant's small, neat and tidy home. As the grasshopper sat on the waving strands of wheat, she sang. Rubbing her legs together, she created a surprising variety of sounds. The grasshopper's song mirrored the summer laziness, the drone and haze of the long, hot, still days, but it also caught the haunting beauty of the breeze whistling through the trees. Her music was never the same two days running.

The grasshopper knew the ant. From her home she watched the ant scurrying about, tidying the entrance to the mound, sweeping up the debris which fell from the nests of the blackbirds and crows in the trees above, and generally keeping busy from dawn to dusk. Additionally, the ant knew the grasshopper. Sometimes she would pause, as she rolled a large nut into her winter basement or dragged an enormous berry round to the back of her mound, and listen, to the grasshopper sing. The ant was almost tempted to stop her work and dance to the music. But she would rub her little hands together and tut at herself and get on. 'Busy, busy, busy,' she would mutter as she swept and cleaned, collected and stored. 'Keep busy, collect food, store it, tidy things away...' The grasshopper smiled and waved at the ant, and sometimes the ant waved back. But the grasshopper was too busy singing and the ant was too busy working for them to have a long conversation.

Then, gradually, almost unnoticeably at first, the days shortened. The evenings started to draw in, the clouds scudding across the sky appeared more frequently, and the gentle breeze of summer became the more biting gusts of early autumn. At first the grasshopper didn't mind. She drew in her wings, moved a little further down her grassy stem, and played a slower music, full of low notes and drawn-out sounds. But as the cold sting in the evening air turned into a windy chill and the morning dew whitened into frosty fingers, the grasshopper became less happy. She crouched many hours in her inadequate bed at the foot of the grass stem. She had no straw to cover her, and the breeze in the grass was a howling gale along the field floor.

One day the snow came. It was a November snow – a flurry of light white flakes on the wind. The ground was too damp for much to settle, but the grasses and trees acquired an edging of glistening frost, as if a giant hand had outlined them in white. The grasshopper was almost frozen to the hard earth floor at the base of her grass. She had not eaten for days – maybe weeks. Summoning what little strength she had left she climbed the length of her now yellow blade of grass. From the top she could still see across the meadow, but it looked cold and bleak. No sign of life or warmth could she see, only the frozen tips of the grasses and the hard stony earth, now covered with a thin sprinkling of icy snow. She looked the other way. There, as always, was the ant's mound. Despite its dusting of snow, it looked tidy and homely. She could see the neat entrance, where the ant had placed the old seed husks and nut shells which she could not eat. The grasshopper was starving and frozen. She imagined how cosy it would be inside the ant's home – the warm interior safe from the wind, the food stored in neat piles, the ant sitting eating....

The grasshopper crept down her blade of grass and staggered weakly along between the stems towards the wood. She felt the floor change under her

Tuesday RE Lesson 2

Holy Communion

The priest invites people to come to Communion. He lifts up the Sacred Host and the chalice and says,
“Behold the Lamb of God, behold him who takes away the sins of the world.

Blessed are those called to the supper of the Lamb.”

**The people respond,
“Lord, I am not worthy
that you should enter under my roof,
but only say the word
and my soul shall be healed.”**

Some of the phrases in these prayers are taken from the Bible. The phrase *‘Behold the Lamb of God’* echoes the words of John the Baptist in John 1:29 where John points out Jesus to his followers.

‘The supper of the Lamb’ refers to words in Chapter 19 of the Book of Revelation, where the writer is describing Heaven and the lamb is Jesus.

‘I am not worthy that you should enter under my roof,’ is found in Matthew 8:8 and Luke 7:6, where a Roman centurion has asked Jesus to heal his servant. The centurion believes he is not worthy to have Jesus come into his home, that is ‘under his roof.’

Then the priest receives the Body and Blood of Christ and gives Communion to the Extraordinary Ministers of Holy Communion, who help the priest distribute Holy Communion. The people process to the altar to receive Holy Communion or a blessing. The priest or the Extraordinary Ministers raise the host to each person saying, “The Body of Christ,” and each person replies, “Amen,” (which means ‘I agree’) and receives the host. Then sometimes the people receive the chalice and the priest or Extraordinary Minister says, “The Blood of Christ,” and each person replies, “Amen,” and drinks from the chalice.

In the Prayer after Communion – the priest invites the people to pray that, having received Jesus in Holy Communion, they will have the strength to live in communion that is to ‘give and take’ every day.

1. Who said in John’s Gospel *‘Behold the Lamb of God’*? When?

2. Of what might people want to be healed?

3. What does the priest say when he raises the Host and the Chalice?

4. How do you think people can live in *communion* with one another?

Tuesday DT

Criteria

Make a list of all the features that your book will need

1.

2.

3.

4.

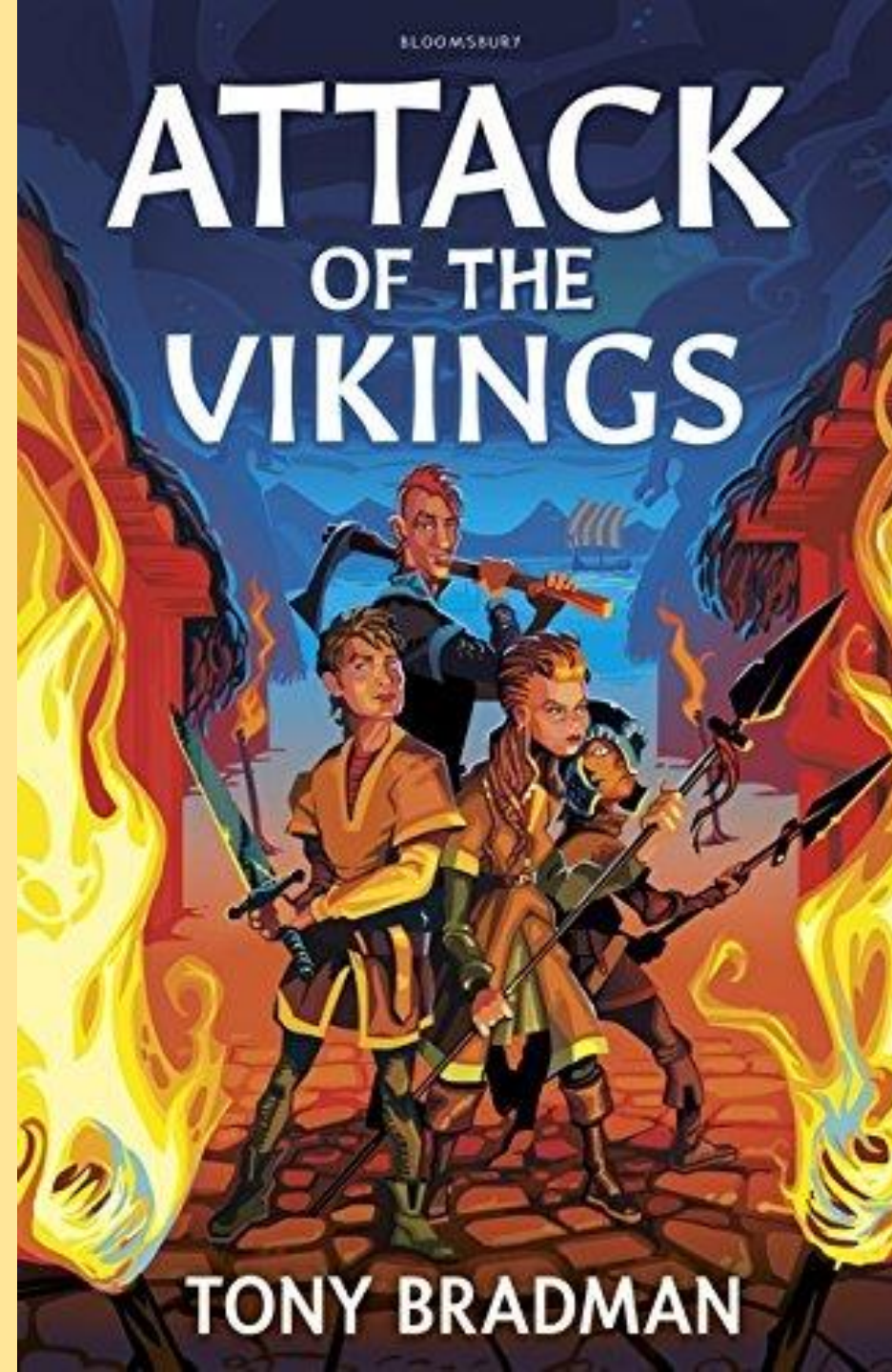
5.

6.

Design: Plan a sequence of actions to make the product.

Use the story board below to design the mechanical book. Label your design and write instructions below the diagram.

Guided
Reading



Wednesday

'You told me there are fifty men and boys to defend the village,' said Kjartan. 'With that we will outnumber the sea-wolves by less than two to one. How many women and girls can we add to our band of hunters? Fifty or more? Then it would be at least three to one. Even a sea-wolf might baulk at those odds.'

'And don't forget, we women are fiercest when someone threatens our young,' said Astrid, her voice ringing out loud and clear. 'A she-wolf fighting to protect her cubs is a terrible thing to behold, and we have many cubs to protect in our village.'

'Some of those cubs can take care of themselves,' said Gunnhild. She was sitting beside her mother, but her eyes were defiantly fixed on Finn's. He returned her gaze and shrugged uncomfortably, unsure what to say. His father had told him to trust Astrid's judgement, and what she had said made sense. But Finn still had his doubts.

'Well, I suppose that's agreed then,' he said at last. 'What now, Kjartan?'

'I'll have a look round the village first,' said the old Viking. 'Then, once I've worked out how to set the traps, you farmers can do what you do best.'

'And what would that be?' said Finn, feeling puzzled.

'Digging,' said Kjartan with his wintry smile. He strode out of the hall, and Finn followed.

* * *

It didn't take Kjartan long to work out his plan. He walked all over the village, Finn trailing in his wake with Egil and Njal, and finally climbed up to the stockade platform at the forest gate. Kjartan stood thinking for a moment, then nodded to himself.

'Yes, that will be the way to do it,' he murmured. 'Draw them into the heart...'

Kjartan was sure Swein would come at night and said they should empty all the houses, with everyone who would not be fighting – the vet-

old and the very young – taking shelter in Ottar's hall. The rest of the villagers would be organised into small war-bands, each made up of ten or so fighters, armed as well as possible. Their task would be to hide throughout the settlement, ready to strike when the moment came. No torches or lamps would be left burning, so the place would be in total darkness.

'There is a quarter-moon tomorrow night, and it will not be that much bigger the night after...' Kjartan murmured. 'The sea-wolves will bring torches, but it should be easy for everyone to stay concealed from them, at least to begin with.'

'Then what do we do?' said Finn. 'We can't beat them just by hiding.'

'Trust me, Finn Ottarsson, we will not be hiding long,' said Kjartan. 'When they see the houses are empty, they will think that you have fled into the forest. Most of them will make for the hall, hoping to find any plunder that has been left.'

'And that's when we attack,' said Finn. 'Just when they think we've gone.'

Questions p83-85

1. How many people could possibly fight from the village?
2. Why does Astrid believe women are the fiercest of fighters?
3. Which adverb describes how Gunnhild was looking at Finn?
4. What does Kjartan believe farmers do best and what does he want them to do now?
5. Why do you think Kjartan talks about the moon?

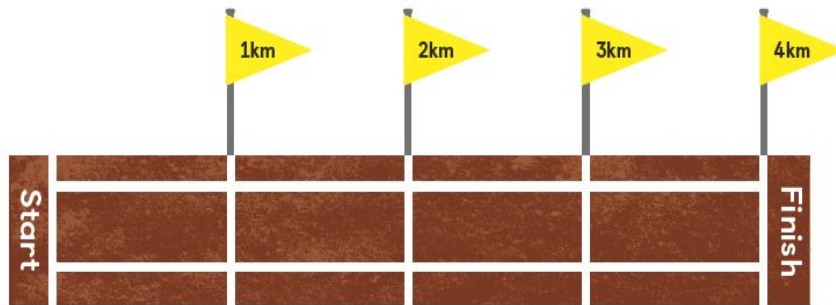
Challenge: Explain why they want the Sea Wolves to enter the hall during the battle.

Solving Word Problems

Lesson 13

In Focus

A relay race is 4 km long. Each runner completes $\frac{2}{3}$ km.
How many runners are needed altogether?



Let's Learn

1



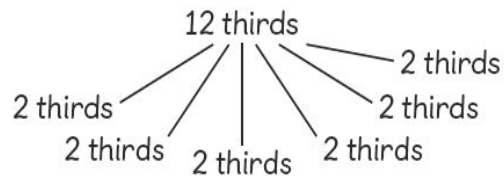
6 runners are needed.

There are six $\frac{2}{3}$ s in 4.

2

1 = 3 thirds

4 = 12 thirds

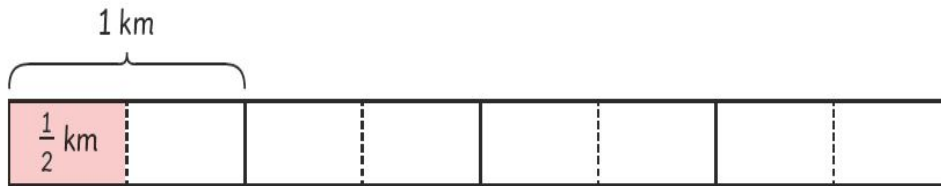


There are six 2 thirds in 4.
6 runners are needed.

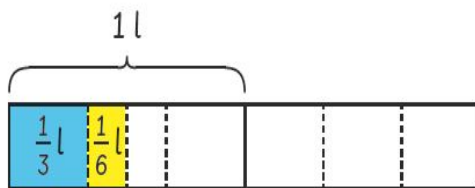
$$12 \div 2 = 6$$

Guided Practice

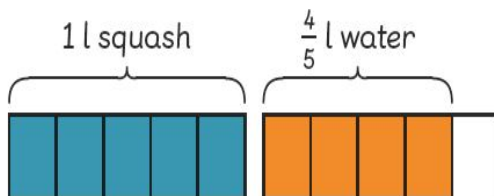
- 1 A relay race is 4 km long.
Each runner completes $\frac{1}{2}$ km.
How many runners are needed altogether?



- 2 Sam had a 2-litre bottle of honey.
After using $\frac{1}{3}$ l, he poured the rest into $\frac{1}{6}$ -litre containers.
How many $\frac{1}{6}$ -litre containers of honey did he get?



- 3 After using $\frac{3}{5}$ l of squash from a 1-litre bottle, Amira mixed the remaining squash with $\frac{4}{5}$ l of water to make a drink.
Find the volume of the drink Amira made.



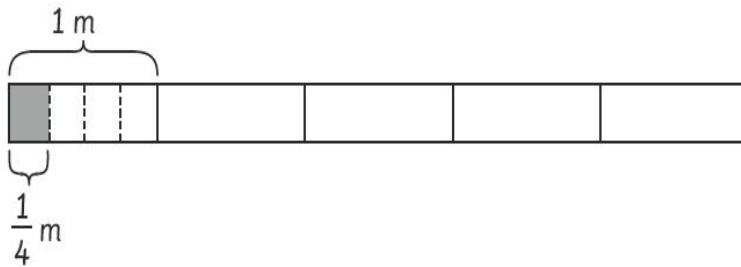
Name: _____ Class: _____ Date: _____

Worksheet 13

Solving Word Problems

- 1 Charles cuts a 5-m ribbon into pieces, each $\frac{1}{4}$ m long.

How many pieces does he get?

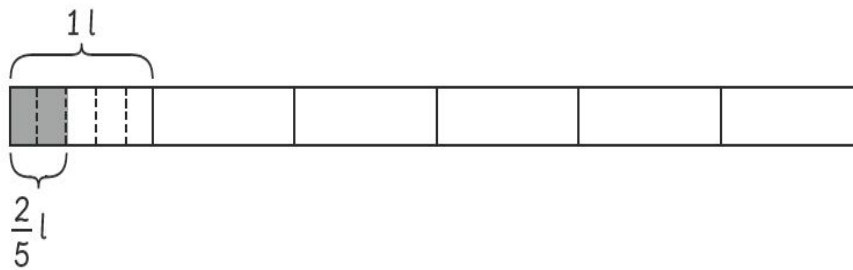


He gets $\frac{1}{4}$ m long pieces of ribbon.

- 2 A small bottle can hold $\frac{2}{5}$ l of water.

A container holds 6 l of water.

How many small bottles of water will fill the container completely?



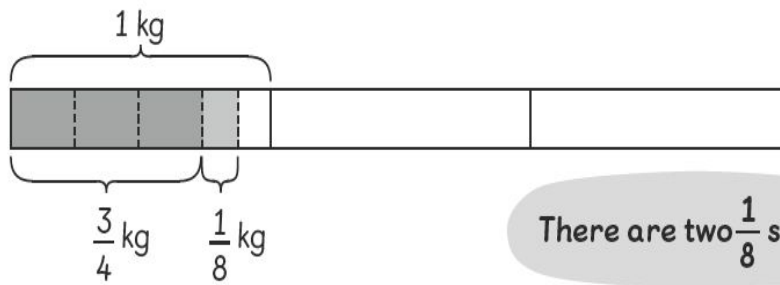
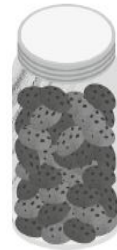
small bottles of water will fill the container completely.

3 Holly had 3 kg of flour.

She used $\frac{3}{4}$ kg of flour to bake buns and the rest to bake cookies.

Each cookie needs $\frac{1}{8}$ kg of flour.

How many cookies did Holly bake?



There are two $\frac{1}{8}$ s in $\frac{1}{4}$.



4 Lulu had 1 l of water in her bottle at first.

She then drank $\frac{4}{10}$ l during break, and added $\frac{7}{10}$ l more water to her bottle from the tap.

Find the volume of water Lulu had in her bottle in the end.

Wednesday English Lesson 3

Comprehension

Task 1: Read the ending of the story of the ant and the grasshopper.

“Ant, my friend and neighbour, Ant!” exclaimed the grasshopper. “I am starving and frozen. I have had no food, no warmth. I am too cold to survive and too weak to live. Perhaps you can lend me some of your food and maybe share your home with me.”

“Grasshopper!” said the ant sternly. “Grasshopper, why is it that you have no food? How is it that you have no hole to be in, no nest to keep you warm?”

The grasshopper gazed back at the ant. Her mind was blurred.

“I worked and slaved all summer,” went on the ant. “In the long hot days, I collected nuts and berries, I strengthened my house and stored my food. What were you doing when the berries were out, and the nuts hung from the trees? Where were you when the straw lay on the ground and the strips of hay could be gathered?”

The grasshopper again stared at the ant. “Summer,” she muttered, “summer. Oh yes, I remember summer. I sang. All summer long I played beautiful music. You heard me. I sang.”

The ant put her hand back on the door handle. “I see,” she said crisply. “I worked; you sang.” she slammed the door closed.

The grasshopper was distraught and slowly made her way back to her yellow blade of grass. The grasshopper was becoming weaker and weaker. A few hours passed and the ant could see the grasshopper laying on the cold icy floor whilst crying and dithering. The ant began to empathise with the grasshopper and decided that maybe she should help the grasshopper and share her home and food.

“Grasshopper!” shouted the ant. “I have made space for you to stay in my warm cosy home.”

The grasshopper was overjoyed and used her remaining energy to make her way back to the ant’s home.

Throughout the remaining winter months, the grasshopper sang beautiful comforting music for the ant and the ant provided the grasshopper with shelter, warmth and food. As a result, their friendship grew, and they became best of friends.

Task 2: Looking back at what we read yesterday and today. Answer the following comprehension questions.

Comprehension questions

1) How is the meadow described in summer?

2) Where did the ant and the grasshopper live?

3) What did the grasshopper and the ant do in the summer?

4) Give 3 words to describe the grasshopper's home and 3 words to describe the ant's home.

5) Why was the grasshopper not prepared for the winter and why did this cause a problem?

6) What month did the snow appear?

7) What words would you use to describe the ant and the grasshopper?

8) How do you think the grasshopper felt when the ant slammed the door?
And why?

9) What was the dilemma/issue of the story?

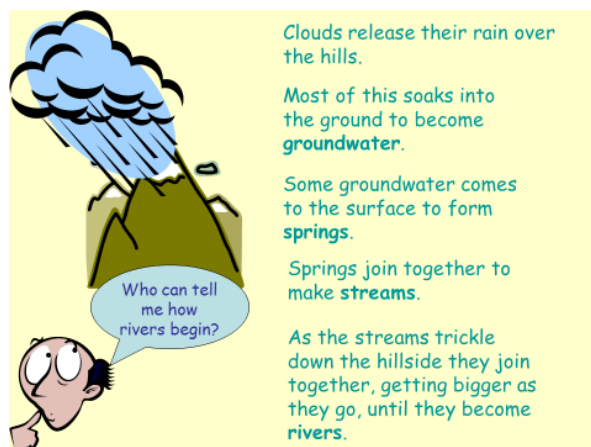
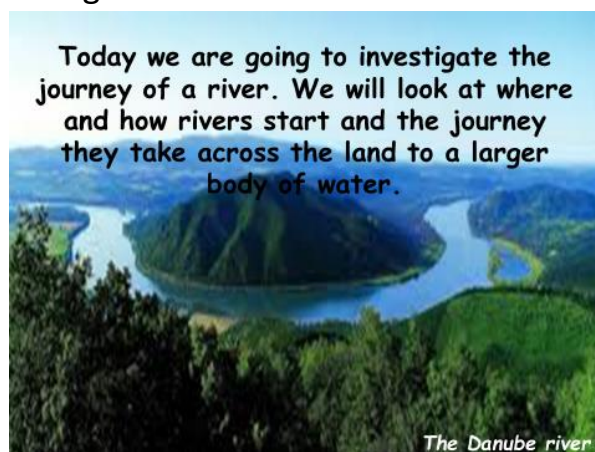
10) How was the dilemma/issue resolved?

Wednesday Geography Lesson 1

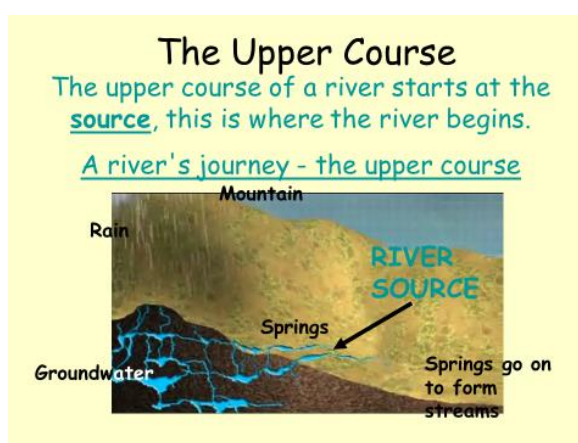
Rivers

Interesting Facts: Ninety-seven percent of all the water on Earth is found in the oceans. The remaining three percent is fresh water. This fresh water is found primarily frozen in ice sheets, ice caps or in glaciers. Fresh water is also held deep underground, in naturally occurring aquifers (porous rocks that hold water like a sponge) or in groundwater (contained in soils). Only 0.011% of all water is fresh water found on the surface as rivers or lakes. However, rivers continue to shape the landscape and impact of the lives of people who live in their vicinity.

Activity 1: study the information on the following slides.



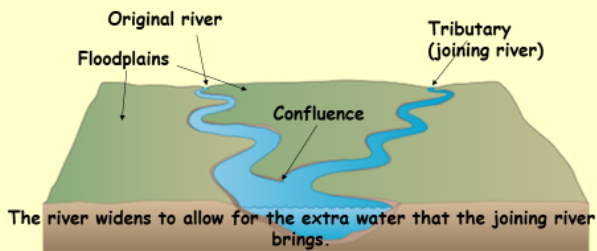
<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8>



The Middle Course

On either side of the middle course of the river are **floodplains**, these areas are flat and often become flooded when heavy rainfall causes the river to overflow. Sometimes another river (a **tributary**) will join a river; the joining point is called a **confluence**.

A river's journey - the middle course



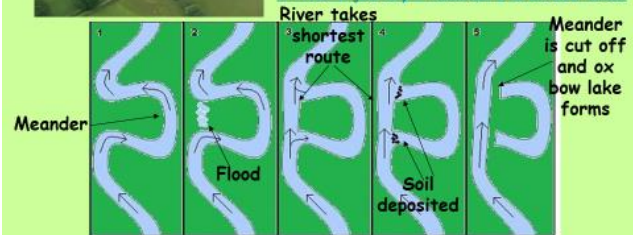
The Middle Course - Meanders



A **meander** is a large bend in the river. If a river floods, the neck of the meander becomes flooded and the river will take this route - rivers take the shortest route.

Over time the neck of the meander will become the new path of the river, soil will be deposited by the river and the meander will be cut off completely and end up forming an **ox bow lake**.

A river's journey - meanders & ox bow lakes



<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8>

The Lower Course

The lower course of the river leads to the **mouth** of the river; the mouth of the river is where the river meets the sea. The lower course of the river has larger meanders. The river has energy and so carries less material, it deposits the soil and other materials which eventually form small islands or **deltas**.

A river's journey - the lower course

BBC - Learning Zone Class Clips - River Tay - lower course and estuary - Geography Video



Key Words



- **Source** - the beginning of a river.
- **Groundwater** - rain that soaks into the ground.
- **Spring** - groundwater that comes up to the surface.
- **Stream** - a small river.
- **River** - a large natural stream of water.
- **Floodplain** - area of flat land either side, likely to flood.
- **Confluence** - the point where a tributary joins a river.
- **Tributary** - a stream or river that joins another river.
- **Meander** - a bend in a river.
- **Ox bow lake** - a lake created when a meander is cut off.
- **Mouth** - the place where a river meets the sea.
- **Delta** - a small island created by deposited material (soil).

Rivers have a big impact on shaping the landscape and that there are rivers on every continent. During the next few weeks, you are going to look at rivers, both locally as well as nationally and internationally.

As soon as rain falls on high ground it starts to flow downhill. The water finds the easiest way it can to the sea. The picture shows the course of a river from the hills to the sea.

Activity 2: Look at the photos of rivers below. Which part of the river does each picture show – the upper, middle or lower course?



The passage below describes how a river changes along its course from its source to the sea. Use the words in the box to complete the sentences.

tributaries estuary flat meander load source

A river starts at its _____ which is usually high up in the hills or mountains.

_____ can join the river and make it bigger. In its middle course, the river flows

faster and gets wider and deeper. It also begins to _____ which means it curves.

In its middle course, the river flows faster and gets wider and deeper. It also begins to

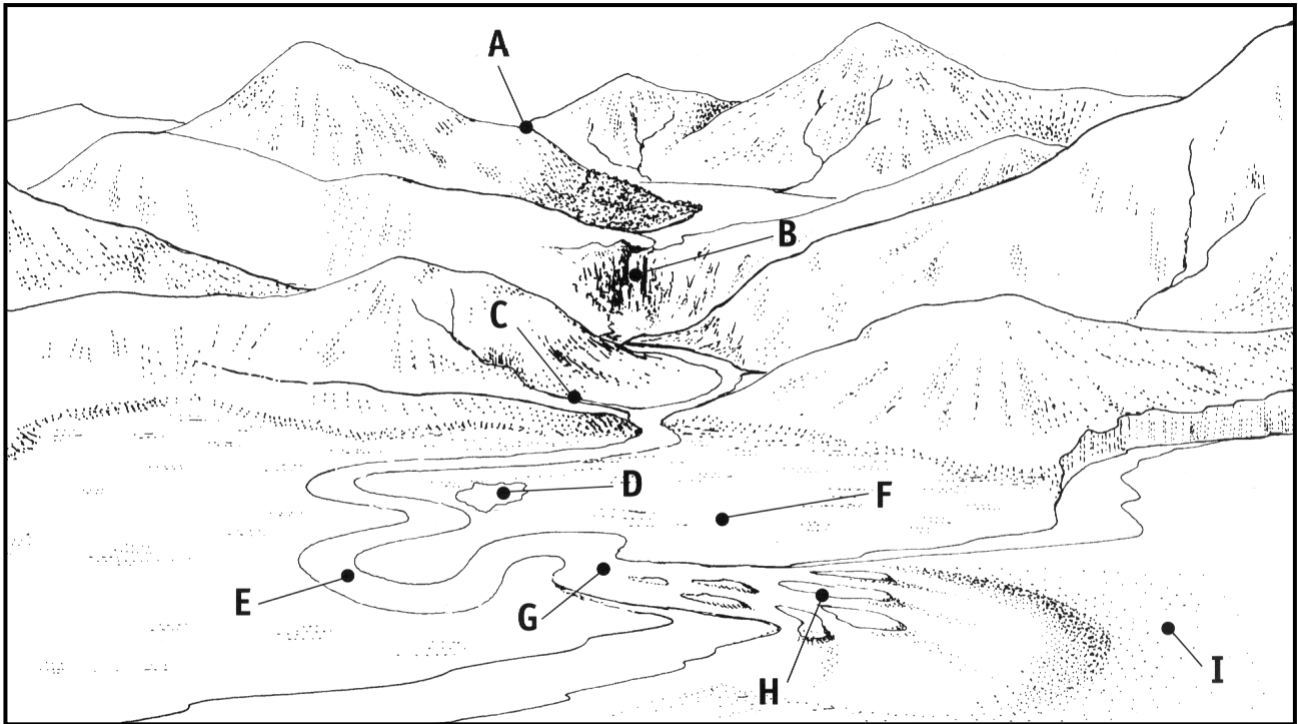
_____, which means it curves and bends. In its lower course, the river carries rocks

and stones, which are also known as its _____. The land around the river is

_____ and the river is fast. The river meets the sea at an _____,

where the fresh water and the salty sea water mix.

Activity 3: What are the features marked at **A, B, C, D, E, F, G, H** and **I**? Choose the correct labels from those listed below and write the letter in the boxes.



mouth

lake

waterfall

delta

meander

tributary

flood plain

sea

source

Use the picture to help you fill in the gaps in these sentences:

The place where a river starts is called its _____.

A _____ is a smaller river or stream which flows into a larger one.

A large bend in a river is called a _____.

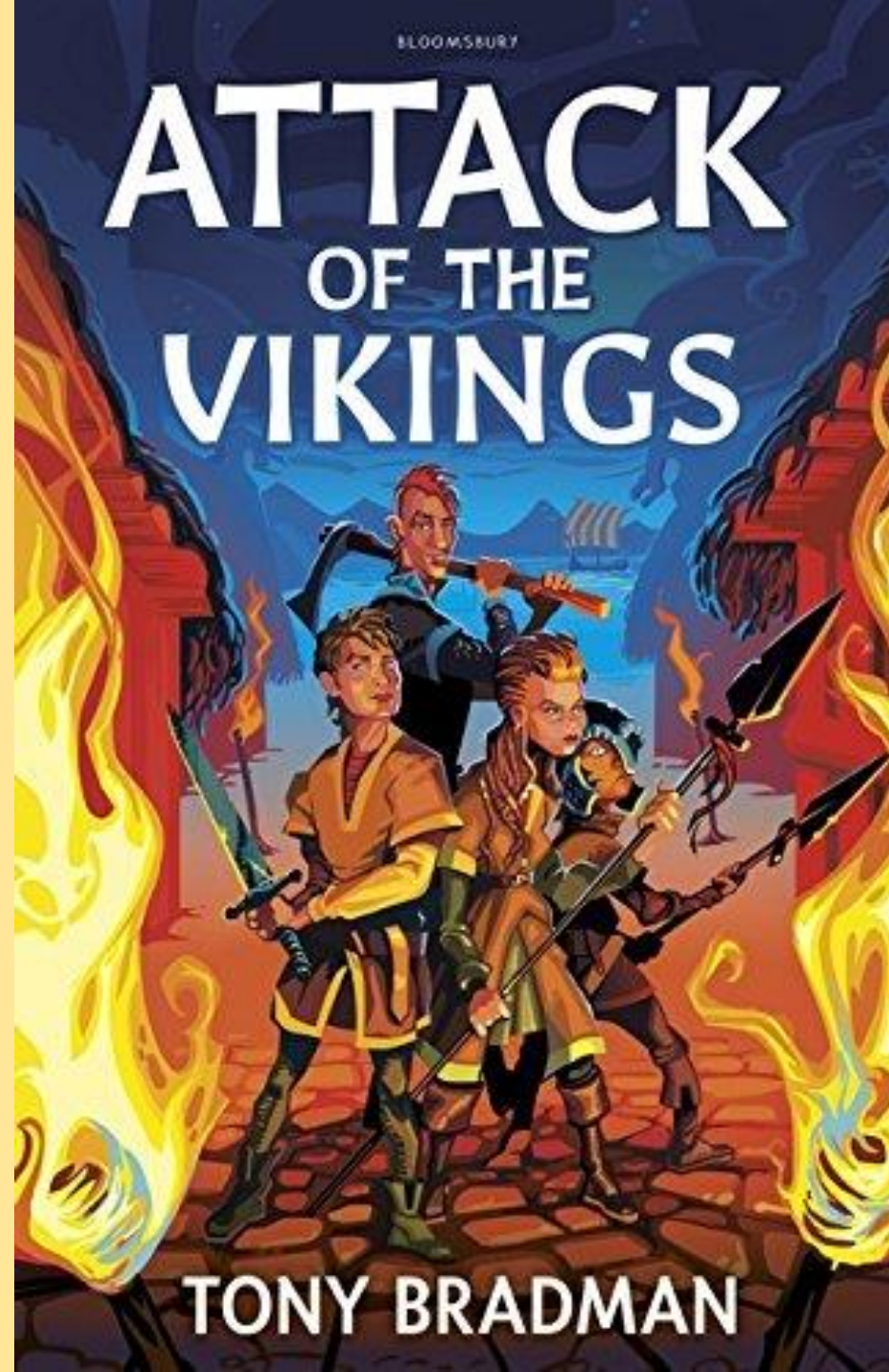
A _____ is an area of land roughly triangular in shape which forms where a river enters a lake or the sea.

Wednesday D.T.

Design: Mechanical features you will include in your book.

Diagram	<i>What you will use to create the lever or linkage</i>

Guided
Reading



Thursday

'Exactly,' said Kjartan. 'You trip them and stab them with knives and spears. You tangle them in fishing nets dropped from roofs and beat them with clubs. You shoot them with arrows from the shadows. You make sure they fall into the hidden pits you will be digging, the ones you are going to fill with sharpened stakes. You set fire to their cloaks and their hair, and you make sure always to stay ahead of them...'

If everything went to plan, there would be a lot fewer sea-wolves by the time they made it to the hall, where those that hadn't been killed could be surrounded.

'Do you think they will ask for mercy?' said Finn. Kjartan shook his head.

'Not while Red Swein lives,' he said. 'He is their lord and master, and they are sworn to follow him wherever he might lead, even if it is to their deaths.'

'But he might already have been killed,' said Finn. 'What will they do then?'

'Oh, you will not catch such a warrior in a fishing net,' said Kjartan. 'I think the Fates have

a different end in store for Red Swein. I will be waiting for him at your father's hall, and perhaps what happens there will change things for his men.'

He said no more, but Finn noticed how he frowned and gripped the hilt of his sword. There was no time to ask what was in his mind, though – they had far too much to do. Finn sent Egil and Njal to round up as many people as possible to dig pits and prepare other surprises for the sea-wolves, and he was pleased to see that nobody argued. The villagers worked for the rest of that day, and some even kept going through the night. By morning the village was full of hidden traps.

Then it was time to organise the war-bands and almost nobody argued about that, either. Finn called everyone to the hall once more, and he and Kjartan decided who would fight together and in which part of the village they would wait. Of course Kalf made a fuss, loudly demanding that he be made leader of his war-band, until Kjartan quelled him with a look.

'I think we should just let him have what he wants,' Finn whispered. 'It will be easier that way – he won't stop complaining otherwise.'

Kjartan shrugged. 'So be it,' he said. 'Little things loom big in small minds.'

A group of girls was hanging back – Gunnhild and Freydis and Signy, and half a dozen friends of the same age. They were all wearing rough tunics and trousers, and had their long hair tied up in ponytails. Gunnhild stepped forward at last.

'We girls are going to fight together,' she said. 'I'm just letting you know.'

'Well, thanks for that,' said Finn. 'We boys will try not to get in your way.'

'Good,' Gunnhild snapped, and walked away, the others following her.

Finn watched her go, then realised that Kjartan was looking at her with his eyes narrowed. 'She is a brave girl, that one,' he said. 'I only hope she lives.'

Finn went cold all over. Of course there was a possibility that Gunnhild might be killed,

Questions p86 -88

1. Why wont the Sea Wolves ask for mercy if they look like being beaten?
2. What is Kjartan's plan for Red Swein?
3. What was Egil and Njal's job?
4. What does Kalf want in the plan when it is explained?
5. What did Gunnhild tell Kjartan and Finn?

Challenge: Make a list of what Kjartan wants to do with the Sea Wolves.

Solving Word Problems

Lesson 30

In Focus

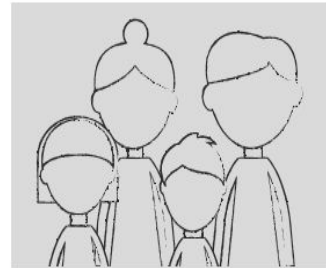
April						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Elliott spent $\frac{1}{3}$ of the month drawing.

After that, he spent the rest of the month painting his drawing.

He took 30 days to complete the drawing and painting.

How many days is $\frac{1}{3}$ of 30 days?



April						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



Let's Learn

- 1 How many days is $\frac{1}{3}$ of 30 days?

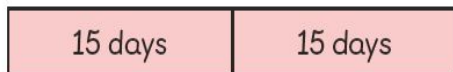
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

I draw a diagram.



$$\frac{1}{3} \text{ of } 30 \text{ days} = 10 \text{ days}$$

- 2 What is $\frac{1}{2}$ of 30 days?

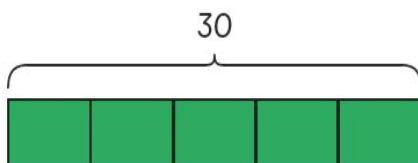


$$\frac{1}{2} \text{ of } 30 = 30 \div 2$$

$$\frac{1}{2} \text{ of } 30 \text{ days} = 15 \text{ days}$$



- 3 What is $\frac{1}{5}$ of 30 days?



$$\frac{1}{5} \text{ of } 30 \text{ days} = 30 \text{ days} \div 5$$

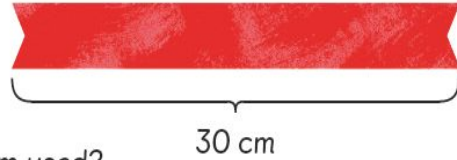
$$= \boxed{} \text{ days}$$


Guided Practice


Solve.

- 1 Sam used $\frac{1}{3}$ of the piece of ribbon.

How long is the piece of ribbon that Sam used?



- 2  (a) How heavy is half a bag of nuts?
(b) How heavy is a quarter of a bag of nuts?

- 3  Ruby drank $\frac{1}{2}$ of the milk in the bottle.

- (a) How much milk did she drink?
(b) How much milk was left?

- 4 Elliott has 10 days to finish a project.

He needs to spend $\frac{1}{5}$ of the time planning it.

How many days does Elliott spend on planning?

Complete Worksheet 30 – Page 128 – 129

Mind Workout

Name a fraction Lulu could be thinking of.
Explain how you get your answer.

Draw a number line to help you.

I am thinking of
a fraction that is more than $\frac{1}{3}$.
It is also less than $\frac{1}{2}$.



Name: _____ Class: _____ Date: _____

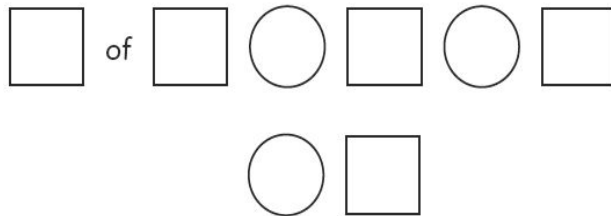
Worksheet 30

Solving Word Problems

Solve.

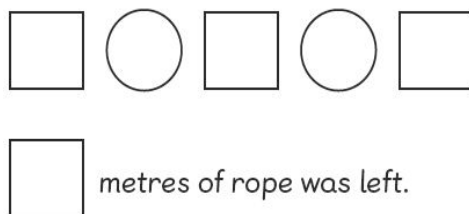
1 A rope is 25 metres long. Sam used $\frac{1}{5}$ of it to tie a parcel.

(a) How long is the piece of rope that Sam used?



Sam used □ metres of rope.

(b) How much of the rope was left?



Thursday English Lesson 4

Magpie words.

Today, we are going to be looking at magpie words.

We are looking for really good language that has been used by the writer. This good language can then be used in your own stories.



Task 1: Read through the story about the ant and the grasshopper and highlight any words you think are good or don't know the meaning of.

Task 2: You then need to pick 5 words describe what they mean and then write a sentence that contains these words.

Once upon a time there was an ant. The ant lived on the edge of a wood. The wood was a quiet wood, and not many folk came by there. This particular ant lived right on the edge – in a small detached little mound which had once been occupied by hundreds of ants but was now empty of all except her. Close beside the wood was a meadow. In winter, the meadow was quite bare, with muddy furrows and a bleak wind whistling over it, making the branches of the trees groan and creak. However, in summer, the meadow was like paradise. The grass grew long, and the flowers bloomed. The butterflies wandered erratically over the red and yellow flowers straggling in the tall grass. It was in these tall grasses that a grasshopper lived. Her home was only a few metres from the ant's dusty mound, but it could just as well have been on another planet.

The grasshopper lived untidily – strewing wheat seeds and particles of grass everywhere as she ate. She had made no effort to tidy it, or to create a space for herself to live. Instead, she spent most of her time sitting on the top of the strands of wheat. From here she could see the rest of the meadow, sloping down away from the wood, and toward the river. However, turning the other way, the grasshopper looked over the ant's small, neat and tidy home. As the grasshopper sat on the waving strands of wheat, she sang. Rubbing her legs together, she created a surprising variety of sounds. The grasshopper's song

mirrored the summer laziness, the drone and haze of the long, hot, still days, but it also caught the haunting beauty of the breeze whistling through the trees. Her music was never the same two days running.

The grasshopper knew the ant. From her home she watched the ant scurrying about, tidying the entrance to the mound, sweeping up the debris which fell from the nests of the blackbirds and crows in the trees above, and generally keeping busy from dawn to dusk. Additionally, the ant knew the grasshopper. Sometimes she would pause, as she rolled a large nut into her winter basement or dragged an enormous berry round to the back of her mound, and listen, to the grasshopper sing. The ant was almost tempted to stop her work and dance to the music. But she would rub her little hands together and tut at herself and get on. 'Busy, busy, busy,' she would mutter as she swept and cleaned, collected and stored. 'Keep busy, collect food, store it, tidy things away...' The grasshopper smiled and waved at the ant, and sometimes the ant waved back. But the grasshopper was too busy singing and the ant was too busy working for them to have a long conversation.

Then, gradually, almost unnoticeably at first, the days shortened. The evenings started to draw in, the clouds scudding across the sky appeared more frequently, and the gentle breeze of summer became the more biting gusts of early autumn. At first the grasshopper didn't mind. She drew in her wings, moved a little further down her grassy stem, and played a slower music, full of low notes and drawn-out sounds. But as the cold sting in the evening air turned into a windy chill and the morning dew whitened into frosty fingers, the grasshopper became less happy. She crouched many hours in her inadequate bed at the foot of the grass stem. She had no straw to cover her, and the breeze in the grass was a howling gale along the field floor.

One day the snow came. It was a November snow – a flurry of light white flakes on the wind. The ground was too damp for much to settle, but the grasses and trees acquired an edging of glistening frost, as if a giant hand had outlined them in white. The grasshopper was almost frozen to the hard earth floor at the base of her grass. She had not eaten for days – maybe weeks. Summoning what little strength she had left she climbed the length of her now yellow blade of grass. From the top she could still see across the meadow, but it looked cold and bleak. No sign of life or warmth could she see, only the frozen tips of the grasses and the hard stony earth, now covered with a thin sprinkling of icy snow. She looked the other way. There, as always, was the ant's mound. Despite its dusting of snow, it looked tidy and homely. She could see the neat entrance, where the ant had placed the old seed husks and nut shells which she could not eat. The grasshopper was starving and frozen. She

imagined how cosy it would be inside the ant's home – the warm interior safe from the wind, the food stored in neat piles, the ant sitting eating....

The grasshopper crept down her blade of grass and staggered weakly along between the stems towards the wood. She felt the floor change under her feet, and the rocky earth of the meadow gave way to the mushy softness of the forest floor. Soon she could see the brown speckled mound of the ant's house in front of her. Summoning all her last reserves of strength she crawled forward and lent on the wall of the house. With a great effort she raised one thin leg and knocked, weakly, at the ant's small, firm, leafy door. The noise of scurrying feet arose, and the ant opened the door. But the real question is ... will the ant accommodate the grasshopper?

"Ant, my friend and neighbour, Ant!" exclaimed the grasshopper. "I am starving and frozen. I have had no food, no warmth. I am too cold to survive and too weak to live. Perhaps you can lend me some of your food and maybe share your home with me."

"Grasshopper!" said the ant sternly. "Grasshopper, why is it that you have no food? How is it that you have no hole to be in, no nest to keep you warm?"

The grasshopper gazed back at the ant. Her mind was blurred.

"I worked and slaved all summer," went on the ant. "In the long hot days, I collected nuts and berries, I strengthened my house and stored my food. What were you doing when the berries were out, and the nuts hung from the trees? Where were you when the straw lay on the ground and the strips of hay could be gathered?"

The grasshopper again stared at the ant. "Summer," she muttered, "summer. Oh yes, I remember summer. I sang. All summer long I played beautiful music. You heard me. I sang."

The ant put her hand back on the door handle. "I see," she said crisply. "I worked; you sang." she slammed the door closed.

The grasshopper was distraught and slowly made her way back to her yellow blade of grass. The grasshopper was becoming weaker and weaker. A few hours passed and the ant could see the grasshopper laying on the cold icy floor whilst crying and dithering. The ant began to empathise with the grasshopper and decided that maybe she should help the grasshopper and share her home and food.

"Grasshopper!" shouted the ant. "I have made space for you to stay in my warm cosy home."

The grasshopper was overjoyed and used her remaining energy to make her way back to the ant's home.

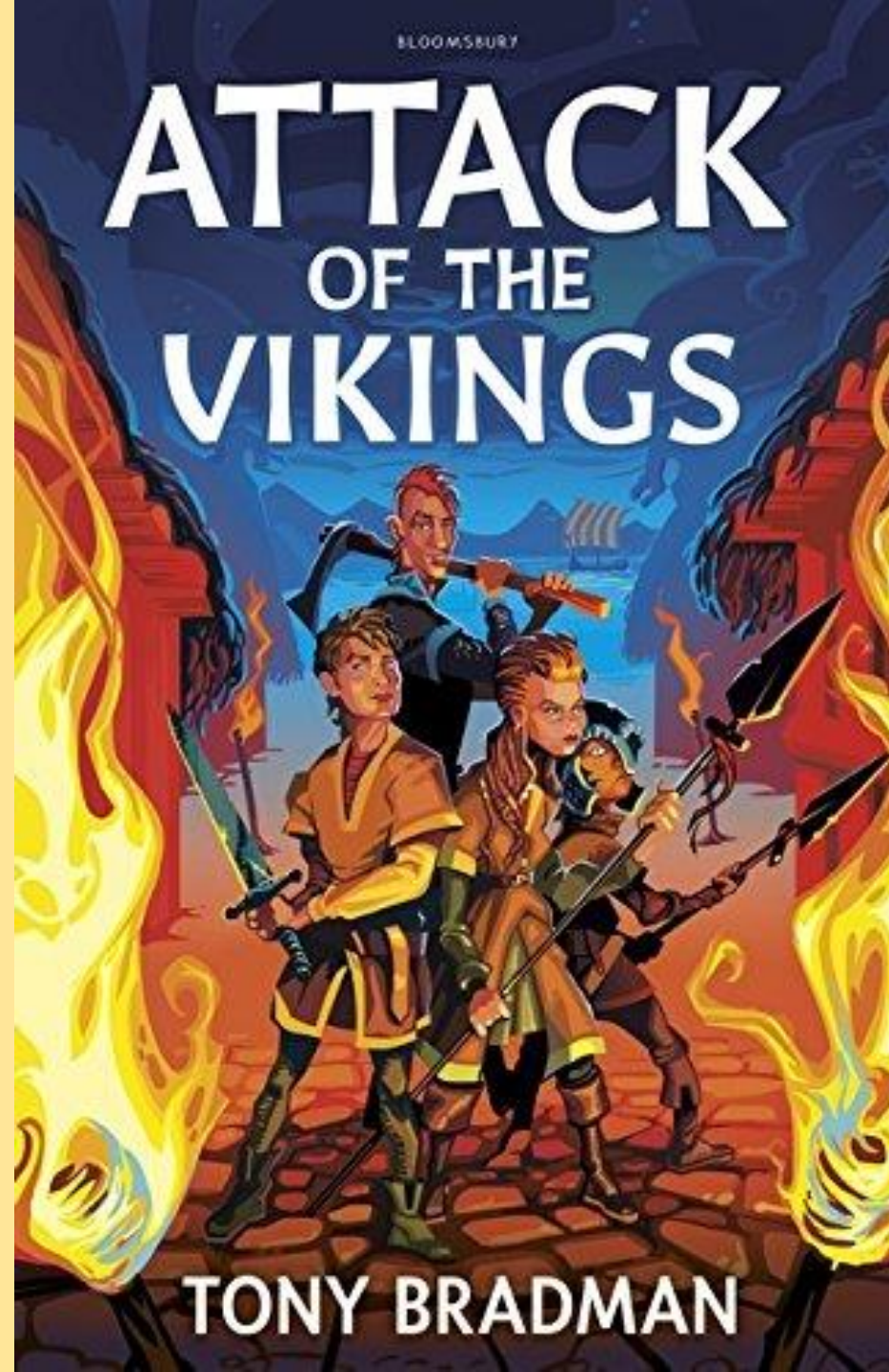
Thursday D.T. Lesson

Make your moving story book

Today you have the task of making your story book – you are going to need several sheets of card, tinfoil or split pins, scissors, glue stick and pictures for your story: The challenge is to create an Easter themed story. You may use the suggested clip art below if you wish.



Guided
Reading



Friday

along with many more of the villagers, even if they did manage to fight off the sea-wolves. It was a sickening thought, and suddenly he wished he hadn't been so horrible to her just now, or at any time in the past. But he could do nothing about it, and he pushed the thought from his mind. Then something else occurred to him.

'We would all have a much better chance of living if you taught us some of your war-craft, Kjartan,' he said. 'It would be a great honour to learn from you.'

'There is not that much to learn, Finn Ottarsson,' said Kjartan. 'You shouldn't believe what you hear in the songs and stories. True, there are a few great fighters, but it takes talent and years of experience to become one. Fighting is brutal and savage, and most Vikings are just killers, the kind of men who never think of glory and fame, and who will stab you in the back if it is the easiest way to win.'

'I... I didn't know...' Finn murmured, unable to hide his disappointment.

'Ah, so Ylva was right, you do want to be a Viking, and now I have crushed your dreams,' said Kjartan. 'I will tell you one thing, though. It is hard to stand in the shield-wall and fight against men who want to kill you. But it is much harder to be a farmer, to build a village and bring children into this world of woe and protect them. Your father is ten times braver, no, a hundred times braver than any Viking.'

Finn had no more questions for Kjartan after that.

* * *

They were ready for the sea-wolves that evening, but they didn't come. They didn't come the next day either, and time seemed to pass very slowly for Finn. He went round checking on everybody until Egil and Njal told him to stop, then he paced up and down in front of his father's hall, worrying. The hall itself was packed with the very young and very

old, looked after by Astrid. Ylva had come to help her.

It had been cold all day, the sky a pale blue, and once the sun went down it grew even colder. The moon appeared, a curved sliver of silver, and soon frost glittered on every surface. Finn waited with Egil and Njal in the shadows by a house near the quayside gate, their breath making clouds in the chill air. The gate was open, the sea calm, almost sluggish, the moon's twin riding gently on its surface. The village was quiet except for the lowing of cattle and the bleating of sheep in their pens.

'I wish they'd hurry up,' Egil muttered, his teeth chattering. 'I'm frozen.'

'You'll soon warm up if they do come,' said Njal. 'Wait... what's that?'

Finn had seen something too, a dark shape moving on the water. He peered into the night, and realised it was a sleek longship making for the shore. Its sail was furled, both banks of oars were beating up and down like the wings of some great bird, and the only sound was a

Questions p89-91

1. Who is Finn worrying about at the top of the first page?
2. What does Finn ask of Kjartan?
3. What is it that leaves Finn so disappointed in this part of the story?
4. Why does Kjartan believe that Finn's father is braver than any Viking?
5. Why does Egil want the attackers to hurry up and arrive?

Challenge: Find the meaning of the word 'furled' and use it in an interesting sentence of your own.

Mind Workout

A metal ball is $\frac{3}{4}$ kg heavier than a rubber ball.

The metal ball is 4 times as heavy as the rubber ball.

What is the total mass of the metal ball and the rubber ball?

Maths Journal

Fractions can be used to show part of one thing.

Fractions can also be used to show part of a group of things.



Think of other examples of fractions you see around you.

I know how to...

- count in hundredths.
- write and show mixed numbers on a number line.
- find equivalent fractions.
- simplify fractions and mixed numbers.
- add and subtract fractions.
- solve word problems.

Self Check

Friday English Lesson 5

Boxing up: The ant and the grasshopper.



We have been looking at the story of the ant and the grasshopper. Today we are going to look at summarising key points in each paragraph to produce an outline of the structure.

Below, there is a box it up table. Part of the story has been placed in the introduction, build up, problem, solution and ending. Your task today is to summarise what each section is about.

For example: The introduction maybe about introducing the characters and setting the scene.

Remember to just set it out in bullet points summing up what devices have been used in each section of the story.

Opening:

The ant lived on the edge of a wood. The wood was a quiet wood. This particular ant lived in a small detached little mound. Close beside the wood was a meadow. In winter, the meadow was quite bare, with muddy furrows and a bleak wind whistling over it. However, in summer, the meadow was like paradise. The grass grew long, and the flowers bloomed. In the tall grasses a grasshopper lived. The grasshopper lived untidily. She had made no effort to tidy. Sloping down away from the wood the grasshopper looked over the ant's small, neat and tidy home.

Build up:

Then, gradually, almost unnoticeably at first, the days shortened. The evenings started to draw in, the clouds scudding across the sky appeared more frequently, and the gentle breeze of summer became the more biting gusts of early autumn. As the cold sting in the evening air turned into a windy chill and the morning dew whitened into frosty fingers, the grasshopper became less happy. One day the snow came.

Problem:

The grasshopper was almost frozen to the hard earth floor at the base of her grass. She had not eaten for days – maybe weeks. No sign of life or warmth could she see, only the frozen tips of the grasses and the hard stony earth, now covered with a thin sprinkling of icy snow. Summoning all her last reserves of strength she crawled forward and lent on the wall of the house. With a great effort she raised one thin leg and knocked, weakly, at the ant's small, firm, leafy door. The noise of scurrying feet arose, and the ant opened the door. But the real question is ... will the ant accommodate the grasshopper?
"I am starving and frozen. I have had no food, no warmth. I am too cold to survive and too weak to live. Perhaps you can lend me some of your food and maybe share your home with me."
The ant put her hand back on the door handle. "I see," she said crisply. "I worked; you sang." she slammed the door closed.

Resolution:

A few hours passed and the ant could see the grasshopper laying on the cold icy floor whilst crying and dithering. The ant began to empathise with the grasshopper and decided that maybe she should help the grasshopper and share her home and food.
"Grasshopper!" shouted the ant. "I have made space for you to stay in my warm cosy home."

Friday PSHE Healthy Me 1

While we are in lockdown this maybe a difficult activity because we are all missing our friends. This lesson is about our friendship groups. Think of as many different friends that you have both in and out of school.

Activity 1:

Make a short list here:

Where do you know your friends from?

Do you like all of your friends in the same way?

Do you like doing the same things with all of your friends?

Do you see some friends only in certain situations/ places?

Would you want to see all of your friends all of the time?

Activity 2:

On the following page is a friendship chart.

Place the following people in the following circles:

In the innermost circle are the friends/family that are closest to you; your best friends, and closest family members;

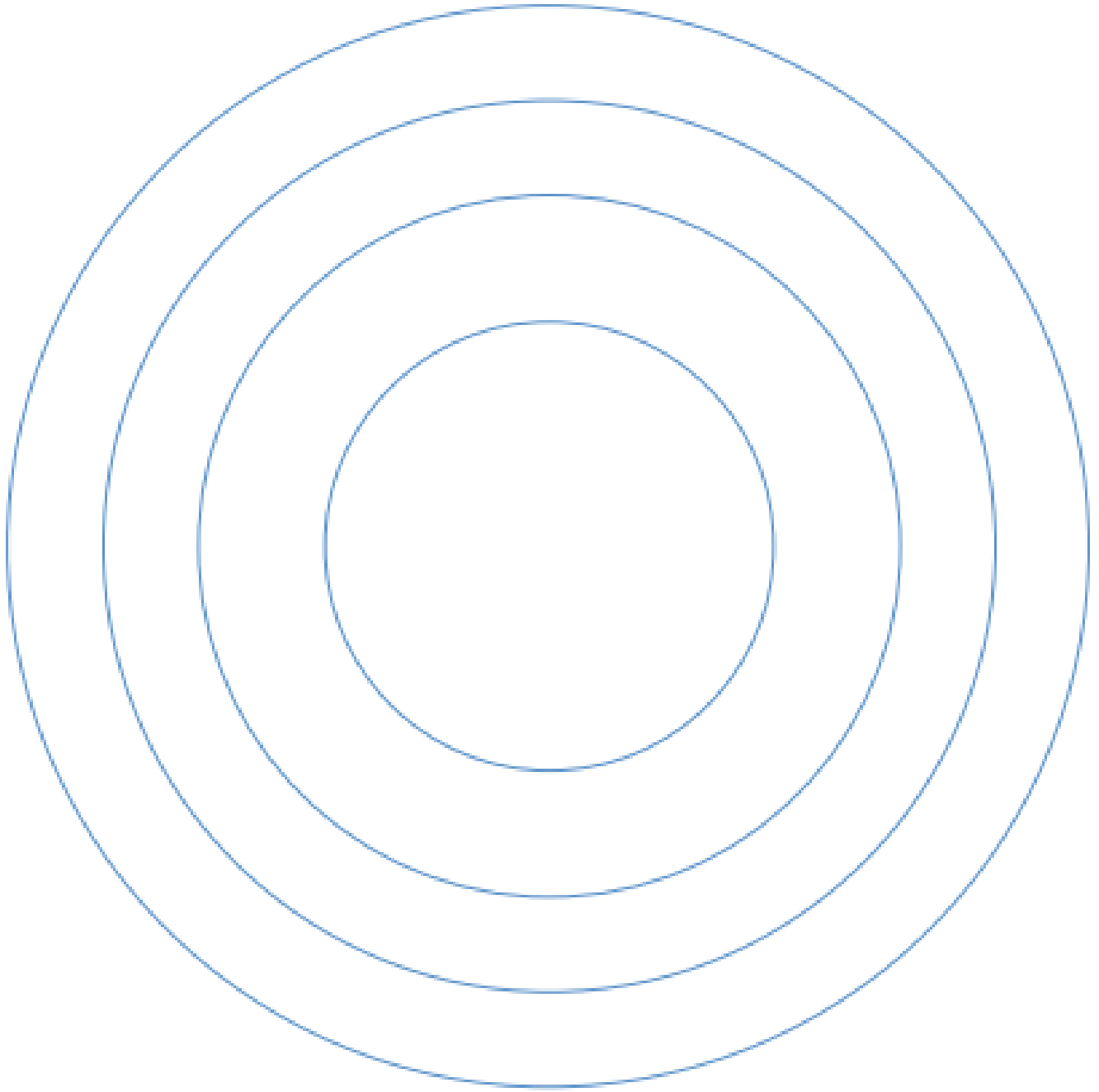
In the second circle your good friends, other family, (who you regard as not the closest);

In the third circle friends who you know less well (perhaps people at groups or societies, relatives you see occasionally etc.);

In the fourth circle, acquaintances (for example, neighbours, friends of friends etc)

We all have different friendships with different people and we behave differently with different groups and this is normal for us. Also, our friendships can change over time and people can move from different friendship groups into others. This is a normal part of life.

Friendship Chart



Why do you think it is important to have friends in different friendship groups?

Which group do you spend most time with and why?

What qualities do you notice in your friends?

Are these qualities the same in all friendship groups?

Friday D.T.
Photograph of my finished design

Evaluating my design

Strengths:

Developments:

Ideas I would like to magpie from other products:

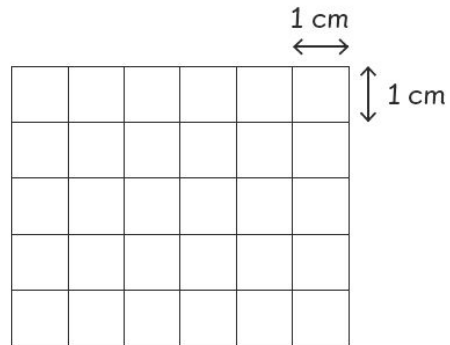
Peer evaluation:

Measuring Perimeter

Lesson 2

In Focus

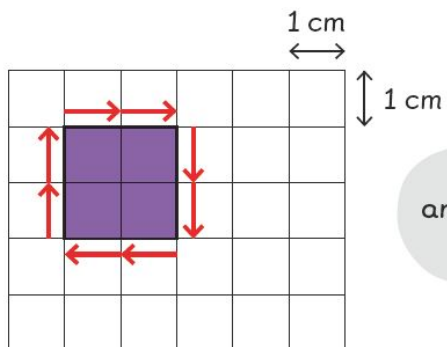
Use     to make a figure that fits into the grid.



Find the total length around each figure.

Let's Learn

1



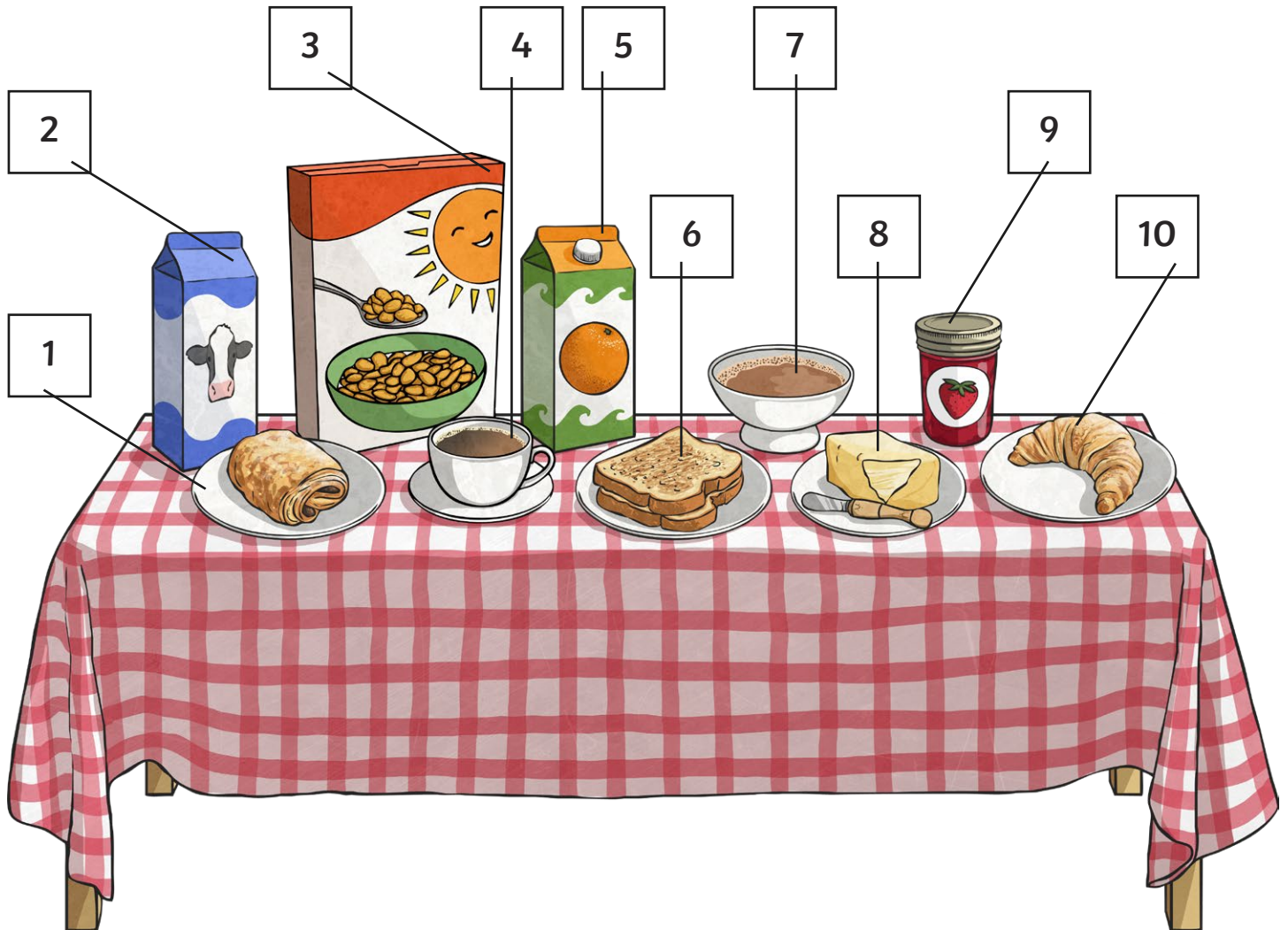
The total length around a figure is called the **perimeter** of the figure.



The perimeter of the square is 8 cm.

French Breakfast

Look at the items on this typical French breakfast table and the word list beneath. Can you match up the words to the correct breakfast item? Use your common sense and knowledge of English words to help. To check your answers, or if you get stuck, use the vocabulary list which follows afterwards.



1		6	
2		7	
3		8	
4		9	
5		10	

French Breakfast

Vocabulary List

English	French	Phonetic Pronunciation
Coffee	Le café	Luh kafay
Milk	Le lait	Luh lay
Orange juice	Le jus d'orange	Luh jhew doronjh
Toast	Le pain grillé	Luh pang gree-yay
Butter	Le beurre	Luh beur
Jam	La confiture	La confityur
Croissant	Le croissant	Luh crwassong
Pain au chocolat	Le pain au chocolat	Luh pang oh shokolah
Hot chocolate	Le chocolat chaud	Luh shokolah show
Cereal	Les céréales	Lay sayrayal

Group 1	Monday	Tuesday	Wednesday	Thursday
copy				
copies				
berry				
berries				
lorries				

This week's Topic Words

source				
waterfall				
stream				

Choose any three words and create your sentences

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

The children will be tested each Friday.

Thank you for your co-operation.

Year 4 Spellings ~ Monday 22nd February 2021 Objective: ies noun plurals

Group 2	Monday	Tuesday	Wednesday	Thursday
copy				
copies				
berry				
berries				
lorries				
tries				
dries				
nappies				
This week's Topic words				
source				
waterfall				
stream				
tributary				

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
copy				
copies				
berry				
berries				
lorries				
tries				
dries				
nappies				
replies				
carries				
This Week's topic words				
source				
waterfall				
stream				
tributary				
basin				
delta				

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
aquaplane				
aqueduct				
aquatic				
aquarium				
transaction				
transmit				
transfer				
biceps				
binoculars				
active				
passive				
comprehension				
This Week's topic words				
source				
waterfall				
stream				
tributary				

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

inference

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

The children will be tested each Friday.

Thank you for your co-operation.

