



# Year 4 Remote Learning

# ANSWER PACK

*1<sup>st</sup> – 5<sup>th</sup> February  
2021*



## Maths Answers: Lesson 1

### Unit and non-unit fractions



1 Write fractions to complete the sentences.



a)  $\frac{1}{3}$  of the counters are yellow.

b)  $\frac{2}{3}$  of the counters are red.

2 Write fractions to complete the sentences.

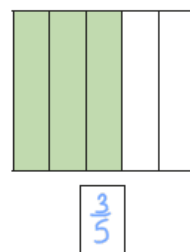
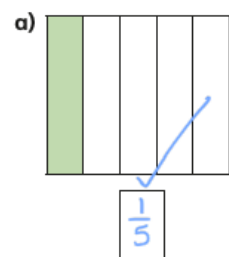
a)  $\frac{3}{6}$  of the tower is green.

b)  $\frac{2}{6}$  of the tower is yellow.

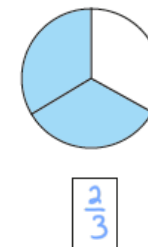
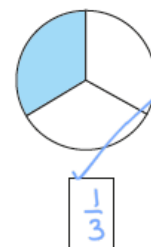
c)  $\frac{1}{6}$  of the tower is blue.



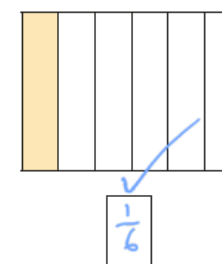
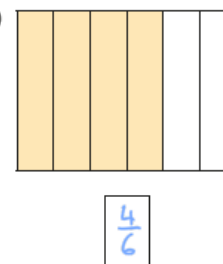
3 What fraction of each shape is shaded?



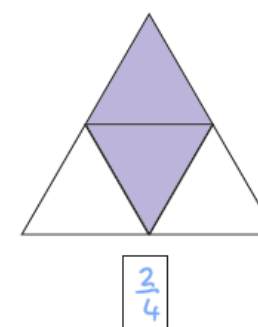
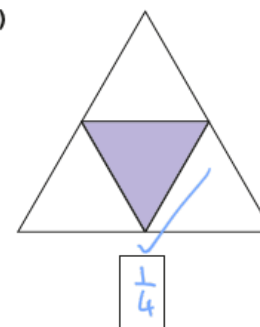
b)



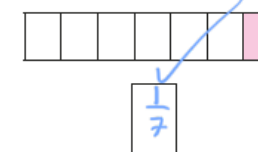
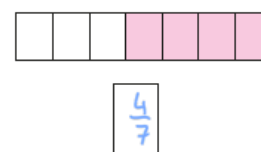
c)



d)



e)



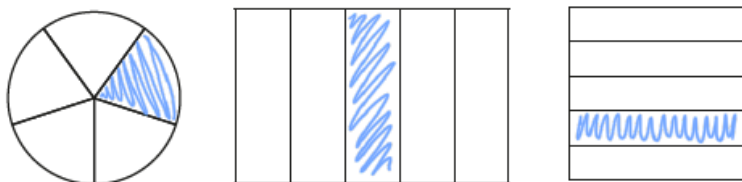
Tick the unit fraction in each pair of shapes.

How did you know which was the unit fraction?

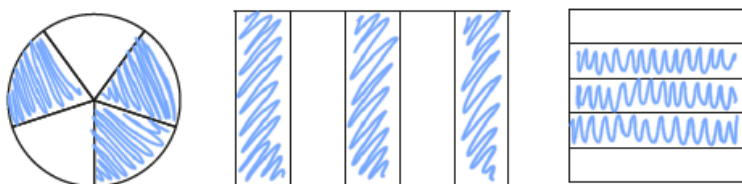




- 4 a) Colour  $\frac{1}{5}$  of each shape.

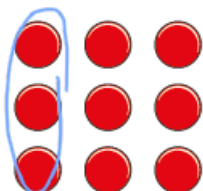


- b) Colour  $\frac{3}{5}$  of each shape.

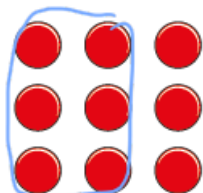


What is the same and what is different about your answers?

- 5 a) Circle  $\frac{1}{3}$  of the counters.



- b) Circle  $\frac{2}{3}$  of the counters.



What is the same and what is different about your answers?

- 6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions
$\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{99}$ $\frac{1}{10}$ $\frac{1}{8}$ $\frac{1}{250}$	$\frac{6}{1}$ $\frac{3}{4}$ $\frac{2}{3}$ $\frac{3}{5}$

Write two more examples of your own in each column.

- 7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

- b) Complete the sentences.

An example of a unit fraction is  $\frac{1}{5}$

The numerator is always 1

An example of a non-unit fraction is  $\frac{3}{5}$

The numerator is always greater than 1



## Maths Answers: Lesson 2

### What is a fraction?

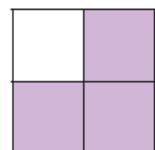
1 What fraction of each shape is shaded?

a)



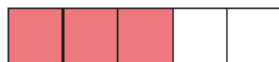
$\frac{1}{4}$

c)



$\frac{3}{4}$

b)



$\frac{3}{5}$

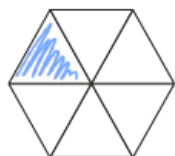
d)



$\frac{4}{7}$

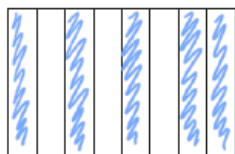
2 Shade each diagram to represent the fractions.

a)



$\frac{1}{6}$

c)



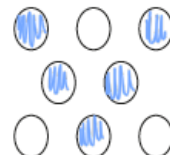
$\frac{5}{8}$

b)



$\frac{5}{6}$

d)



$\frac{5}{8}$

3 Circle the unit fractions.

$\frac{1}{3}$

$\frac{1}{5}$

$\frac{3}{5}$

$\frac{1}{8}$

$\frac{2}{3}$

$\frac{10}{11}$

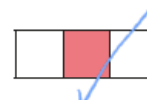
How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.

A



D



F



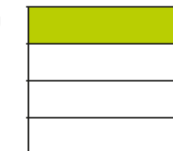
B



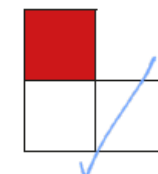
E



G



C



b) Complete the sentences to describe the shapes with one third shaded.

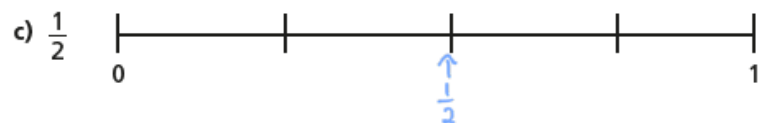
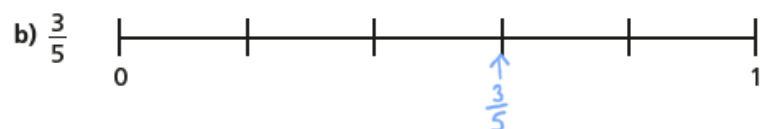
There are  $3$  equal parts altogether.

$1$  out of  $3$  equal parts is shaded.

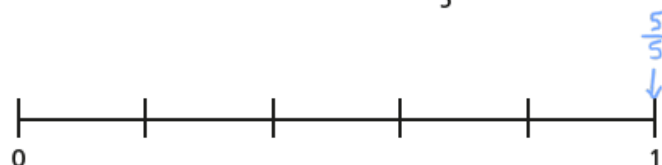
$\frac{1}{3}$  of the shape is shaded.



- 5 Draw an arrow to show the position of the fraction on the number line.



- 6 Draw an arrow to show the position of  $\frac{5}{5}$  on the number line.



What do you notice?



- 7 Draw four different representations of  $\frac{3}{4}$

Various answers e.g.



- 8 Amir has drawn some 2D shapes.



- a) What fraction of the shapes are triangles?

$\frac{1}{7}$

- b) What fraction of the shapes are squares?

$\frac{4}{7}$

- c) What fraction of the shapes have four sides?

$\frac{6}{7}$

- d) Draw 2D shapes to match the description.

$\frac{1}{5}$  are squares,  $\frac{2}{5}$  are triangles,  $\frac{3}{5}$  have more than 3 sides.



Compare shapes with a partner.

What is the same about your shapes? Is anything different?

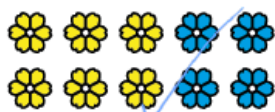
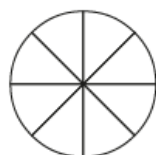
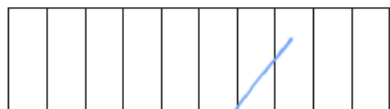




## Maths Answers: Lesson 3

### Tenths

1 Tick the pictures that show tenths.



2 Write fractions to complete the sentences.

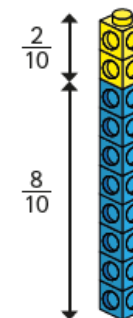


a)  $\frac{3}{10}$  of the counters are yellow.

b)  $\frac{6}{10}$  of the counters are red.

c)  $\frac{1}{10}$  of the counters are green.

3 Amir has some blue and yellow cubes.  
He makes a tower using 10 cubes.



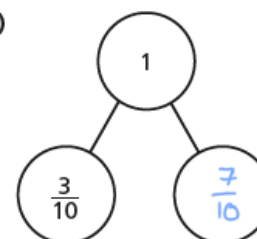
Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

Possible answers:

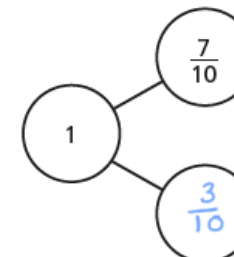
Yellow	$\frac{0}{10}$	$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$	$\frac{5}{10}$	$\frac{6}{10}$	$\frac{7}{10}$	$\frac{8}{10}$	$\frac{9}{10}$	$\frac{10}{10}$
Blue	$\frac{10}{10}$	$\frac{9}{10}$	$\frac{8}{10}$	$\frac{7}{10}$	$\frac{6}{10}$	$\frac{5}{10}$	$\frac{4}{10}$	$\frac{3}{10}$	$\frac{2}{10}$	$\frac{1}{10}$	$\frac{0}{10}$

4 Complete the part-whole models.

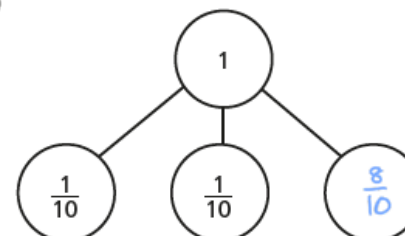
a)



b)

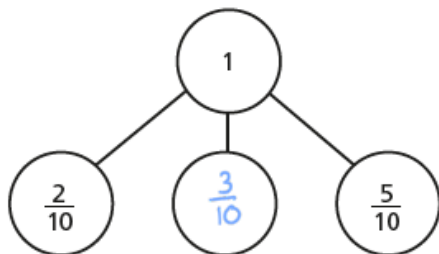


c)

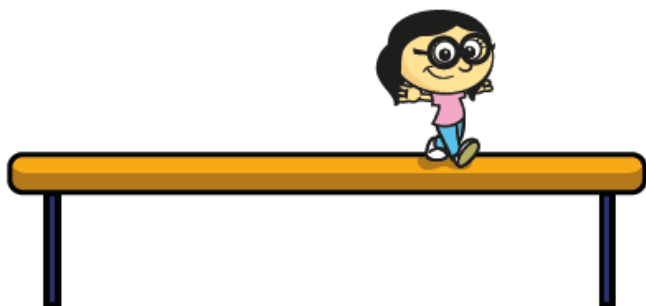




d)



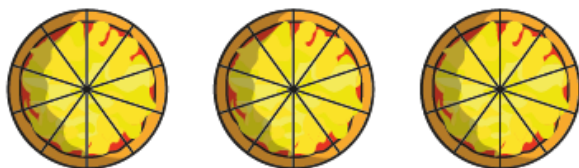
- 5 Annie has travelled  $\frac{7}{10}$  of the way across a balance beam.



How many tenths does she have left to travel?

$\frac{3}{10}$

- 6 10 boys share 3 pizzas equally.



What fraction of a pizza do they each get?

$\frac{3}{10}$

$\frac{3}{10}$

- 7 Dani has a bag of sweets.

$\frac{1}{2}$  of the sweets are red.

$\frac{3}{10}$  of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?



$\frac{2}{10}$

- 8 Mo also has a bag of sweets.

$\frac{4}{10}$  of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

e.g.  $\frac{1}{10}$

What fraction could be yellow?

$\frac{5}{10}$

How many possible answers can you find?

Possible answers:

Green  $\frac{0}{10}$   $\frac{1}{10}$   $\frac{2}{10}$   $\frac{3}{10}$   $\frac{4}{10}$   $\frac{5}{10}$   $\frac{6}{10}$

Yellow  $\frac{4}{10}$   $\frac{5}{10}$   $\frac{6}{10}$   $\frac{7}{10}$   $\frac{8}{10}$   $\frac{9}{10}$   $\frac{10}{10}$

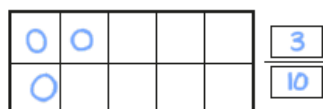
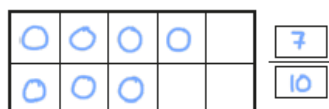
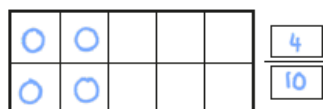
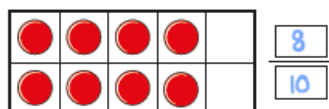
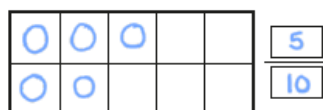
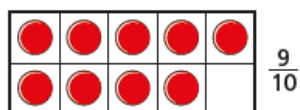
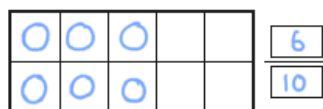
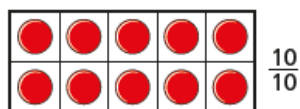
Compare answers with a partner.



## Maths Answers: Lesson 4

### Count in tenths

1 Continue the sequence.

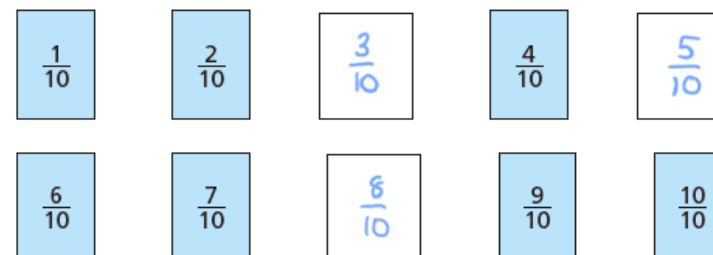


2 Continue the sequence.

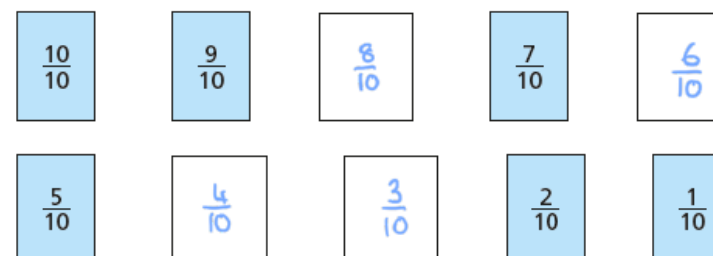


3 Write the missing fractions in each sequence.

a)



b)



4 What fraction is each arrow pointing to?

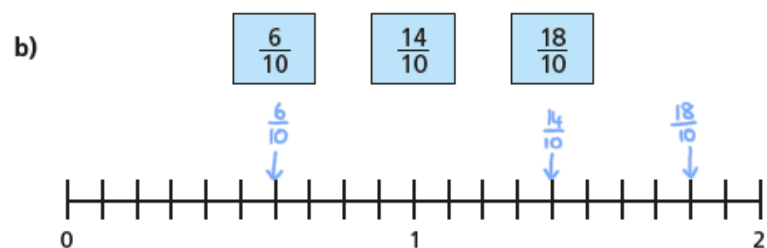
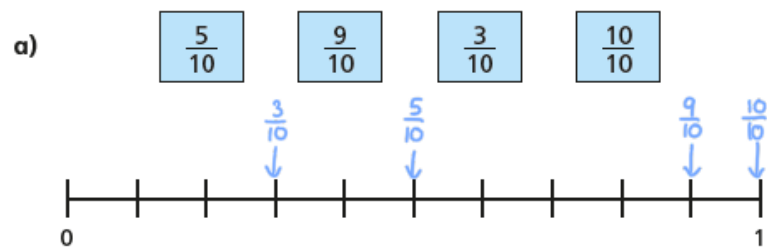


A =  $\frac{1}{10}$  B =  $\frac{5}{10}$  C =  $\frac{8}{10}$

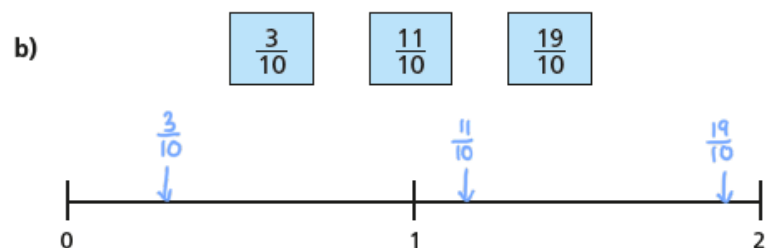
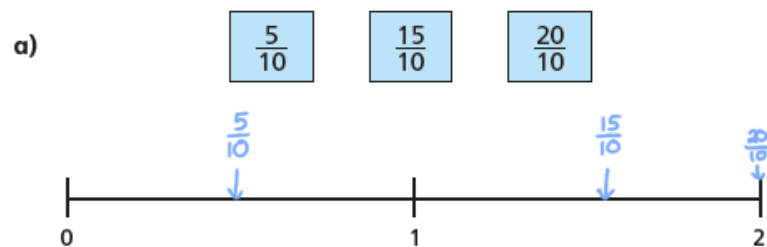




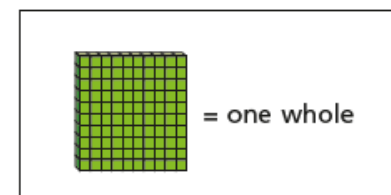
5 Write the fractions in the correct places on the number lines.



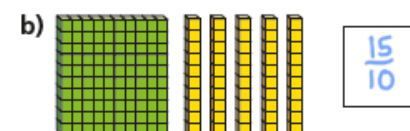
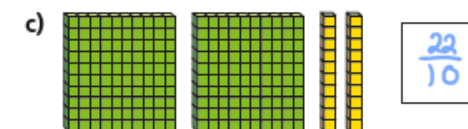
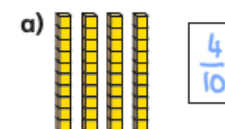
6 Draw and label arrows to estimate the position of the fractions on the number lines.



7



What number is represented in each picture?



8

Whitney is thinking of a fraction.



My fraction is more than one whole but less than 2  
My fraction has an odd number.  
*as the numerator*

What could Whitney's fraction be?

List all the possible fractions.

Compare answers with a partner.



## Maths Answers: Lesson 5

question	answer	marks
1	<b>139</b>	1
2	<b>481</b>	1
3	<b>508</b>	1
4	<b>378</b>	1
5	<b>292</b>	1
6	<b>23</b>	1
7	$\frac{6}{8}$ or $\frac{3}{4}$	1
8	$\frac{2}{10}$ or $\frac{1}{5}$	1
9	<b>7721</b>	1
10	<b>3037</b>	1
11	<b>8181</b>	1
12	<b>6541</b>	1
13	<b>72</b>	1
14	<b>56</b>	1
15	<b>2724</b>	1
16	<b>4744</b>	1
17	$1\frac{1}{2}$	1
18	$\frac{2}{12}$ or $\frac{1}{6}$	1
19	<b>3.1</b>	1
20	<b>4.89</b>	1
21	<b>8.2</b>	1

question	answer	marks
22	<b>0.31</b>	1
23	<b>3</b>	1
24	<b>0.84</b>	1
		Total 24



## English Answers: Lesson 1

### Why Must We Go To School?

**Key vocabulary:** prepare, problem, relying, inclined, desperate, hint.

#### Retrieval

- 1.) What will they learn about? **Fractions and Francis Drake.**
- 2.) Which of these statements are true?
  - A. **You must go to school to prepare for life.**
  - B. You must go to school to make a puzzle.
  - C. **You must go to school to learn.**
  - D. You must go to school to have something to do.

#### Inference

- 3.) Why is it important to go to school? Use the text to help support your answer.

**Various answers – To learn things like fractions etc.**

#### Vocabulary

- 4.) Find and copy one word that means you are willing to do something. **Inclined.**
- 5.) Write a synonym for the word hint. **Clue, mention, suggest, indicate.**
- 6.) Write a sentence using **both** of the new words you have discovered from question 4 and 5.

#### Summarise

- 7.) What is the underlying message of this poem? **That it is important we go to school to prepare for life and to learn.**



## English Answers: Lesson 2

**Task 1:** Underline the direct speech in this paragraph:

"I accept your challenge," said Snotlout super-fast, grinning all over his horrid, smug face. "Axes or fists?"

"Fists," said Hiccup. Because axes were a REALLY bad idea.

"I shall look forward to showing you how a real Future Hero fights," said Snotlout, and then he remembered something, "AFTER the Initiation thing on Thor'sday Thursday, though. I don't want to stub my toe or anything while I'm kicking you all around the village."

"Hiccup might win," Fishlegs pointed out.

**Task 2:** Rewrite these sentences with accurate speech punctuation. (In the first three the spoken words are in bold).

**"Anybody would be better than Hiccup,"** sneered Snotface Snotlout.

Gobber the Belch roared, **"SILENCE!"**

**"Hiccup will be in charge and that is an order!"** screamed Gobber.

**"Now,"** said Gobber, "do you notice those four caves about halfway up the cliff, grouped roughly in the shape of a skull?"

**"I'm going to get a Monstrous Nightmare,"** boasted Snotlout.

**"Oh shut up, Snotlout, you can't,"** said Speedifist. **"Only Hiccup can have a Monstrous Nightmare."**

**Task 3** Use the information in the table to write sentences as if you were writing a newspaper article. To do this include accurate direct speech punctuation and words and phrases that make it read like a newspaper report.

Stoick the Vast, the Chief of the Tribe, told the Viking Herald, "I'm sure my boy was fine. He is stronger than he looks."

Fishlegs, Hiccup's best friend, told our reporter, "I've been in a cave full of man-eating reptiles tied up to eight complete maniacs. I can tell you it was scary!"

Gobber, in charge of the Viking boys, was heard shouting, "There were dragons everywhere. We had to run for our lives."

An eye witness explained what she saw, "It was chaos. There were boys running for their lives."

A bystander, who wanted to remain anonymous, said, "I couldn't stop laughing. I've never seen Gobber run so fast."

Hiccup, the Chief's son, revealed, "We were lucky to escape."



## English Answers: Lesson 3

**Task 1** From the reported speech, write what you think was actually said. Use your skills from yesterday:

Snotlout told Hiccup that he was a useless leader.

*Snotlout said, "Hiccup, you are a useless leader."*

Fishlegs complained that he didn't want to climb the cliff.

*Fishlegs complained, "I don't want to climb the cliff."*

Gobber told the boys not to wake the dragons.

*Gobber said, "Boys, do not wake the dragons."*

Dogsbreath said that he would catch a Monstrous Nightmare.

*Dogsbreath said, "I'm going to catch a Monstrous Nightmare."*

**Task 2** Change these direct speech sentences into reported speech. Remember to get rid of the inverted commas. You may need to change a few words to make it read correctly.

Gobber the Belch shouted, "We need to leave quickly!"

*Gobber the Belch shouted that they needed to leave quickly!*

"I just want to get out of the cave alive," said Hiccup.

*Hiccup said that he just wanted to get out of the cave alive.*

"Sorry about the challenge," Fishlegs apologized.

*Fish said he was sorry about the challenge.*

"Hiccup should challenge you for the dragon," suggested Fishlegs.

*Fishlegs suggested that Hiccup should challenge him for the dragon.*

"Waste of a good axe," grunted Gobber.

*Gobber grunted that it was a waste of a good axe.*



**Task 3** Use the information in the table to write sentences as if you were writing a newspaper article. Change the speech so that it reads as reported speech.

Stoick the Vast, the Chief of the Tribe, told the Viking Herald that he was sure his boy would be fine and that he was a lot braver than he looked.

Fishlegs, Hiccup's best friend, told our reporter that he had been in a cave full of man-eating reptiles tied up to eight complete maniacs which he said was scary.

Gobber, in charge of the Viking boys, was heard shouting that there were dragons everywhere and that they had to run for their lives.

An eye witness explained that she saw chaos with boys running for their lives.

A bystander, who wanted to remain anonymous, said that she couldn't stop laughing and that she had never seen Gobber run so fast.

Hiccup, the Chief's son, revealed that they were lucky to escape.



## English Answers: Lesson 4

**Task 1** Look at this newspaper article. Label the subheadings. Underline the first sentence of each paragraph – see how it introduces the sentences that follow.

# WIKIPEDIA TURNS 20

**WIKIPEDIA** – the free online encyclopedia – is 20 years old today (15 January). It is one of the top ten most popular websites in the world.

### The beginning

Wikipedia was begun by Jimmy Wales and Larry Sanger in 2001. They originally wanted the information to be written carefully by experts – just like a book encyclopaedia – but the project was taking too long. Then Larry had a big idea: let everyone write the pages! Wikipedia was born.

### A simple idea – a huge success

Anyone can write a Wikipedia page and anyone else can edit and improve it. This freedom has been the secret to its success around the world. There are now over six million pages (in English) and there are pages in 306 different languages. Its information is free to use, it doesn't have adverts and isn't owned by any of the big tech companies.

### But is it reliable?

As anyone can write a Wikipedia page, some information is going to be misleading or just plain wrong. In the early days, teachers used to tell their pupils not to use Wikipedia, because the information wasn't reliable, but things have improved over the years.

Nic Smallshaw, Head of Education at First News says: "I'm a big fan of Wikipedia. It is incredibly useful and there is so much to learn by dipping into it. There is a very important 'but' though. You need to know how it is put together!"

"It's important to question where online information comes from. Always check your facts with another reliable source."



## Reading for Productivity Answers

### Lesson 1: Music

#### Reading for Productivity - Tips on Starting a New Musical Composition - History

##### Retrieval

1. What are the 4 stages of creating your own composition?

Improvise

Write down your ideas

Compose every day

Work hard

2. Why is improvising so important?

Improvising when beginning a new composition helps get the juices flowing. It allows for you to stay in the bounds of your original idea while generating new material for thematic, harmonic, and rhythmic development.

3. Write two of the critical questions you need to ask yourself when composing. Any 2 from below:

Does this musical idea add to or detract from the atmosphere of my composition?

Does this thematic idea make sense?

Is my theme relatable?

Am I happy with how this sounds?

Am I pushing the boundaries or am I playing it safe?

##### Vocabulary

4. What does the word 'perspiration' mean? Sweating. Perspiration is the body's way of cooling off when it gets too hot.

##### Summarise

5. Summarise why you should compose every day. Any suitable answer.

### Lesson 2: PE

#### Reading for Productivity – PE: Mental Health and Wellbeing

##### Retrieval

1. What is the name of the campaign? Better Health – Every Mind Matters.
2. Name one of the tips suggested by Every Mind Matters for helping mental health. Focus on things you like such as hobbies or talk about your feelings with someone you trust.

##### Vocabulary

3. 'This campaign comes as children return to school and **adjust** to a 'new normal'. What does the word adjust mean in this sentence? Change

##### Inference

4. Why do you think the campaign is call Every Mind Matters? Any answer that suggest helping everyone.
5. How do you think parents and carers will feel when they see this campaign? Any answer that suggest they will be happy/relieved.

##### Summarise

Summarise the key information in this article in no more than 3 sentences. Any appropriate answers.





## Lesson 3: History

### Reading for Productivity – Viking Traders and Explorers - History

#### Retrieval

- 1.) Name four things the Vikings bought. Silver, silk, spices, wine, jewellery, glass and pottery.
- 2.) Which of the following statements are true?
  - A. Eric the Red discovered America.
  - B. Swedish Vikings sailed along rivers into Russia.
  - C. Ingólfur Arnarson discovered Iceland.
  - D. Eric the Red is the son of Leif Ericsson.
  - E. Traders carried folding scales to weigh coins.
- 3.) How did the Vikings find their way? Various answers. Key answers – Sailed close to the coast when possible, out of sight of the land they looked for the sun. If they saw birds they knew they were close to land.

#### Inference

- 4.) Which part of the longship do you think was the least important? Use the text to help support your answer. Various answers – Could include; The Prow because the ship doesn't need this to be able to float.

#### Vocabulary

- 5.) 'Viking longships could sail in shallow water so they could travel up rivers as well as across the sea.' What is meant by shallow water? 1. Lacking physical depth. 2. A shallow container, hole or area of water that measures only a short distance from the top to the bottom.
- 6.) Write two synonyms for the word discover. Find, locate, uncover, unearth, come across.
- 7.) Match the correct word with its definition.

Voyage	How a ship finds their way from one place to another.
Trader	A long journey involving travel by sea or in space.
Navigator	A person who buys and sells goods.
Explorer	A person who travels to places people know very little about.



## Lesson 4: Science

### Reading for Productivity – Magnetic Forces

#### Retrieval

1. What are the names of the two magnetic poles? How can you identify them? **Blue and Red. North and south.**
2. If you try to put two magnets together with the same poles pointing towards one another what will happen? **They will repel.**
3. Explain why two of the same poles will repel each other. **Because of the force between them.**

#### Vocabulary

4. Write a definition for the following words:

Attract – **to pull towards using a force (or any similar answer)**

Repel – **to push away with force (or any similar answer)**

Force – **an interaction that, when unopposed will change the motion of an object.**

## Lesson 5: RE

### Reading for Productivity – Adam and Eve

#### Retrieval

1. What was the garden called that God created in the story? **The Garden of Eden.**
2. Why did God make Adam? **To keep him company and look after the world.**

#### Vocabulary

3. What does 'dwelling' mean in the sentence 'his spirit dwelling in them'? **Being inside them and living within them.**

#### Inference

4. What does the snake represent in the story of Adam and Eve? **The temptation and evil that exists within the world.**
5. Explain how Eve disobeyed what God said to her. Use evidence from the text to back up your answer. **Various answers.**