Y4

Remote Learning

ANSWER PACK

1st March – 5th March 2021

Maths Lesson 1: Answers

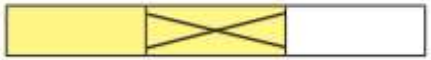
Blue Task

Subtract fractions

White Rose Maths

1 Complete the subtractions.

Use the bar models to help you.

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

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

c)  $\frac{3}{5} - \frac{1}{5} = \boxed{\frac{2}{5}}$

d)  $\frac{4}{5} - \frac{1}{5} = \boxed{\frac{3}{5}}$

2 Jack has $\frac{7}{8}$ of a chocolate bar.

He eats $\frac{4}{8}$ of the chocolate bar.

What fraction of the chocolate bar does he have left?

Jack has $\boxed{\frac{3}{8}}$ of the chocolate bar left.

3 Complete the subtractions.

Simplify your answers where possible.

a) $\frac{7}{10} - \frac{1}{10} = \boxed{\frac{6}{10}} = \boxed{\frac{3}{5}}$

b) $\frac{7}{10} - \frac{2}{10} = \boxed{\frac{5}{10}} = \boxed{\frac{1}{2}}$

c) $\frac{7}{10} - \frac{3}{10} = \boxed{\frac{4}{10}} = \boxed{\frac{2}{5}}$

d) $\frac{7}{12} - \frac{3}{12} = \boxed{\frac{4}{12}} = \boxed{\frac{1}{3}}$

e) $\frac{8}{12} - \frac{4}{12} = \boxed{\frac{4}{12}} = \boxed{\frac{1}{3}}$

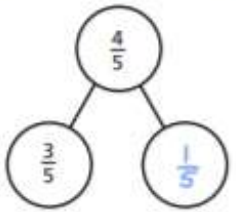
f) $\frac{9}{12} - \frac{5}{12} = \boxed{\frac{4}{12}} = \boxed{\frac{1}{3}}$

g) $\frac{9}{59} - \frac{5}{59} = \boxed{\frac{4}{59}}$

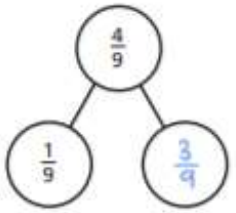
h) $\frac{13}{127} - \frac{9}{127} = \boxed{\frac{4}{127}}$

4 Complete the part-whole models.

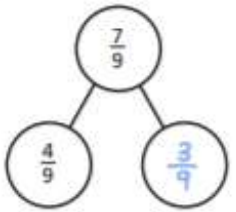
a)



b)

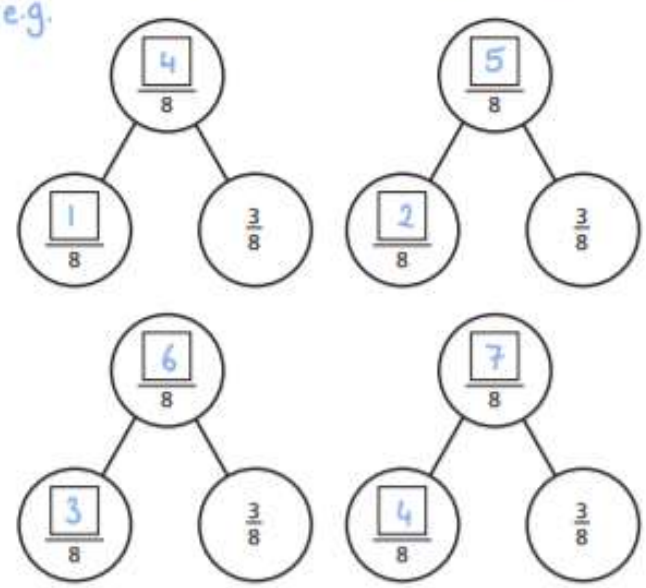


c)



5 Complete the part-whole model in four different ways.

e.g.



6 Kim has read $\frac{6}{7}$ of her book.

Tom has read $\frac{2}{7}$ of his book.

a) Shade the bar models to represent this information.

b) How much more has Kim read than Tom?

Kim has read $\frac{4}{7}$ more of her book than Tom.

7 Write the missing numerators.

a) $\frac{8}{9} - \frac{1}{9} = \frac{7}{9}$

b) $\frac{5}{11} - \frac{1}{11} = \frac{4}{11}$

c) $\frac{8}{9} - \frac{1}{9} = \frac{3}{9} + \frac{4}{9}$

d) $\frac{7}{9} - \frac{5}{9} = \frac{6}{9} - \frac{4}{9}$

e) $\frac{7}{10} - \frac{5}{10} = \frac{1}{10} + \frac{1}{10}$

f) $\frac{3}{4} - \frac{1}{4} = \frac{1}{4} + \frac{1}{4}$

g) $\frac{5}{5} - \frac{2}{5} = \frac{1}{5} + \frac{2}{5}$

h) $\frac{4}{5} + \frac{1}{5} = \frac{3}{7} - \frac{2}{7} + \frac{6}{7}$

8 Complete the table to show three possible values of the square and triangle.

$\frac{\triangle}{92} - \frac{\square}{92} = \frac{13}{92}$

e.g.

△	□
14	1
20	7
30	17

How many other answers can you find?

Red Task

Varied Fluency
Subtract Fractions

Developing

1a. $\frac{2}{9}$

2a. 4

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

4a. Accept any images split into 5 equal parts where 3 parts are shaded, with 2 of the 3 parts crossed out.

5a. False - the answer is $\frac{3}{7}$.

Reasoning and Problem Solving
Subtract Fractions

Developing

1a. $\frac{3}{6}$

2a. No, Charlie has $\frac{4}{7}$ which is less than $\frac{5}{7}$.

3a. $\frac{5}{9}$

Gold Task

Varied Fluency
Subtract Fractions

Greater Depth

11a. 2

12a. 2

13a. $\frac{7}{10} - \frac{1}{2} = \frac{2}{10}$

14a. Accept any images split into 5 equal parts where 2 parts are shaded, with 1 of those parts crossed out.

15a. True

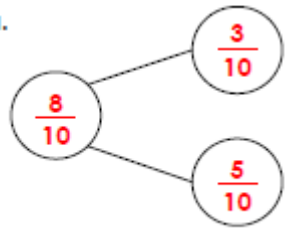
Reasoning and Problem Solving
Subtract 2 Fractions

Greater Depth

7a. $\frac{7}{10}$

8a. Georgie is correct as $\frac{5}{10}$ is more than $\frac{2}{10}$.

9a.



Deepen the Moment

Subtract Fractions

1. Complete the subtraction equation using the digit cards below. Try and use each digit card a maximum of twice. Make as many possible variations as you can find.

Various possible answers including:

$$\frac{6}{8} - \frac{1}{4} = \frac{2}{4}$$

1	2	3	4	5
6	7	8	9	

2. Below are two fraction models which represent a subtraction equation. Complete the equation below and then draw your own fraction models of any shape to represent your own subtraction equations. Use as many fraction models in your equation as you like.

$$\frac{7}{7} - \frac{2}{7} = \frac{5}{7}$$

Accept other subtraction calculations like the one above, which correctly demonstrate a fraction subtraction. Also accept fractions which have been simplified.

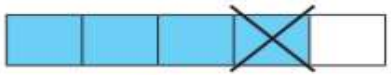
Maths Lesson 2: Answers

Blue Task

Subtract 2 fractions

White Rose Maths

1 Complete the subtractions.

a) 

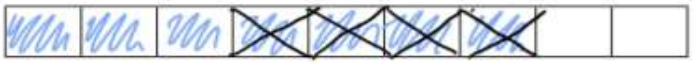
$\frac{4}{5} - \frac{1}{5} = \boxed{\frac{3}{5}}$

b) 

$\frac{4}{5} - \frac{2}{5} = \boxed{\frac{2}{5}}$

c) 

$\frac{5}{7} - \frac{3}{7} = \boxed{\frac{2}{7}}$

d) 

$\frac{7}{9} - \frac{4}{9} = \boxed{\frac{3}{9}}$

2 Complete the calculations.

a) $\frac{7}{10} - \frac{3}{10} = \boxed{\frac{4}{10}}$

b) $\frac{2}{3} - \frac{1}{3} = \boxed{\frac{1}{3}}$

c) $\frac{6}{6} - \frac{6}{6} = \boxed{0}$

d) $\frac{3}{4} - \frac{1}{4} = \boxed{\frac{2}{4}}$

e) $\frac{9}{11} - \frac{3}{11} = \boxed{\frac{6}{11}}$

f) $\frac{6}{7} - \frac{4}{7} = \boxed{\frac{2}{7}}$

g) $\frac{8}{93} - \frac{2}{93} = \boxed{\frac{6}{93}}$

h) $\frac{10}{991} - \frac{3}{991} = \boxed{\frac{7}{991}}$

3 Complete the subtractions

a) $\frac{9}{5} - \frac{6}{5} = \boxed{\frac{3}{5}}$

b) $\frac{9}{5} - \frac{5}{5} = \boxed{\frac{4}{5}}$

c) $\frac{9}{5} - \frac{4}{5} = \boxed{\frac{5}{5}} = \boxed{1}$

d) $\frac{9}{2} - \frac{4}{2} = \boxed{\frac{5}{2}} = \boxed{2\frac{1}{2}}$

e) $\frac{8}{3} - \frac{4}{3} = \boxed{\frac{4}{3}} = \boxed{1\frac{1}{3}}$

f) $\frac{11}{3} - \frac{4}{3} = \boxed{\frac{7}{3}} = \boxed{2\frac{1}{3}}$

g) $\frac{14}{3} - \frac{4}{3} = \boxed{\frac{10}{3}} = \boxed{3\frac{1}{3}}$

h) $\frac{15}{3} - \frac{5}{3} = \boxed{\frac{10}{3}} = \boxed{3\frac{1}{3}}$

4 Jack has $2\frac{1}{4}$ kg of potatoes.

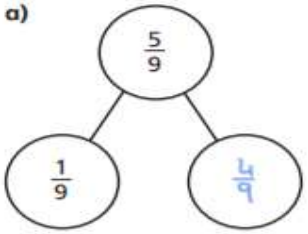
He uses $\frac{5}{4}$ kg of potatoes.

How many kilograms does he have left?

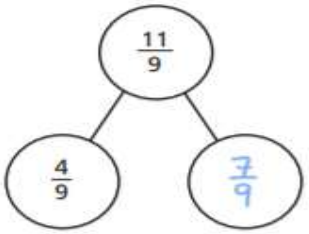
Jack has [1] kg left.

5 Complete the part-whole models.

a)

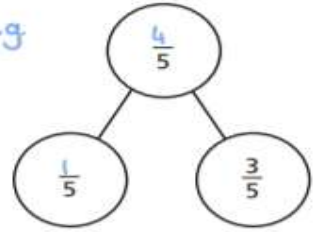


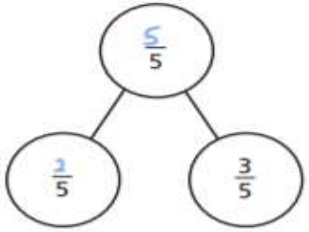
b)



6 Complete the part-whole model in two different ways.

e.g.





7 Fill in the missing numerators.

a) $\frac{10}{11} - \frac{[3]}{11} = \frac{7}{11}$

b) $\frac{10}{11} - \frac{[7]}{11} = \frac{7}{11} - \frac{4}{11}$

c) $\frac{10}{11} - \frac{4}{11} = \frac{[13]}{11} - \frac{7}{11}$

d) $\frac{15}{4} - \frac{[7]}{4} = 2$

e) $\frac{9}{4} - \frac{1}{4} = \frac{[4]}{4} + 1$

f) $\frac{11}{4} - \frac{3}{4} = \frac{11}{3} - \frac{[5]}{3}$

8 Alex and Annie are taking turns playing a computer game.

Annie plays for a total of $2\frac{1}{4}$ hours.

Annie plays for $\frac{3}{4}$ of an hour more than Alex.

How much time do they spend in total playing on the game?

[$3\frac{3}{4}$] hours

Red Task

Varied Fluency
Subtract 2 Fractions

Developing

1a. $\frac{5}{10}$

2a. C

3a. $\frac{8}{11} - \frac{5}{11}$

4a. A. $\frac{3}{5}$; B. $\frac{5}{7}$

Reasoning and Problem Solving
Subtract 2 Fractions

Developing

1a. James is incorrect because $\frac{4}{6} - \frac{3}{6} = \frac{1}{6}$.

2a. $\frac{5}{7} - \frac{2}{7} = \frac{3}{7}$ or $\frac{5}{7} - \frac{3}{7} = \frac{2}{7}$

3a. Yes, both calculations equal $\frac{3}{9}$.

Gold Task

Varied Fluency
Subtract 2 Fractions

Greater Depth

9a. $\frac{17}{10}$ or $\frac{34}{20}$

10a. A

11a. $\frac{54}{12} - \frac{6}{6}$

12a. A. $\frac{24}{28}$; B. $\frac{2}{18}$

Reasoning and Problem Solving
Subtract 2 Fractions

Greater Depth

7a. Evie is incorrect because $\frac{14}{10} - \frac{4}{10} = \frac{10}{10}$

(also accept simplified answers).

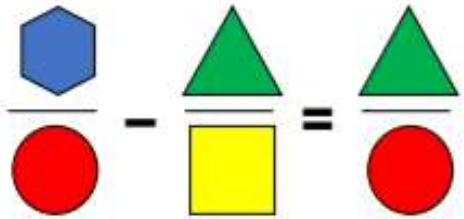
8a. Various answers, for example: $\frac{6}{4} - \frac{8}{8} = \frac{4}{8}$

9a. Yes, both equal $\frac{4}{20}$ or $\frac{2}{10}$.

Deepen the Moment

Subtract 2 Fractions

1. What could the value of each shape be?



Various answers, for example:

2. Play the game with a partner following the rules below.

Dicey Fractions

Aim

To be the first player to reach a number less than one by subtracting fractions created by rolling the dice.

Rules

1. Each player starts with $\frac{48}{12}$.
2. Player One rolls two dice. They select which of the dice they want to be the numerator and the denominator. If 1 is rolled, the dice must be re-rolled.
3. The player subtracts the fraction from their remaining total. The fraction being subtracted may be converted to an equivalent fraction.
4. Play then passes to Player Two who repeats rules 2-4.
5. The winner is the first person to reach a fraction less than one.

Various possible outcomes, for example: $\frac{48}{12} - \frac{6}{3} - \frac{4}{4} - \frac{2}{4} = \frac{1}{2}$

Discuss how your strategy will change if you use dice with different a different number of sides. A dice with more sides would allow for a larger numerator with a smaller denominator so that the game could be won faster.

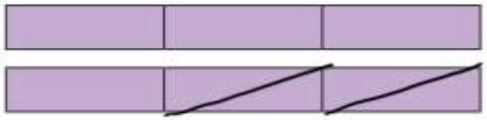
Maths Lesson 3: Answers

Blue Task

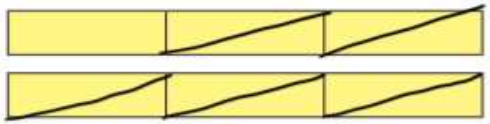
Subtract from whole amounts

White Rose Maths

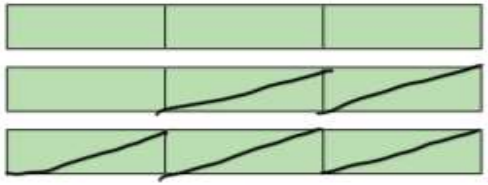
1 Use the bar models to help you subtract the fractions.

a) 

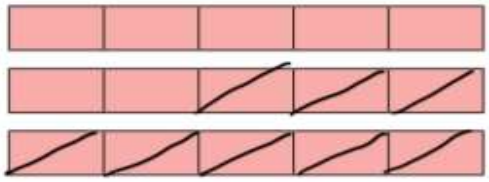
$2 - \frac{2}{3} = 1\frac{1}{3}$

b) 

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

c) 

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

d) 

$3 - \frac{8}{5} = 1\frac{2}{5}$

2 Complete the subtractions.

a) $\frac{8}{8} - \frac{5}{8} = \frac{3}{8}$

b) $1 - \frac{5}{8} = \frac{3}{8}$

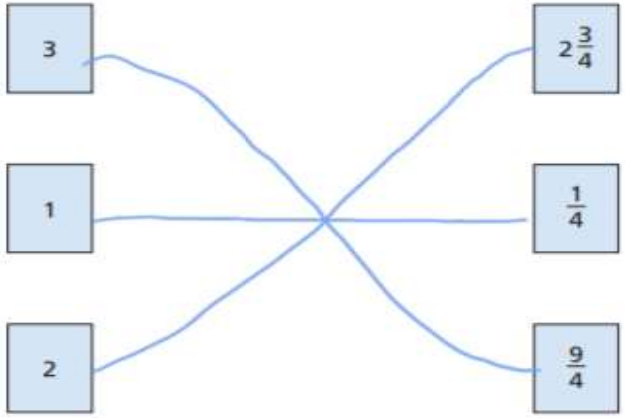
c) $2 - \frac{5}{8} = 1\frac{3}{8}$

d) $2 - \frac{5}{7} = 1\frac{2}{7}$

e) $4 - \frac{5}{7} = 3\frac{2}{7}$

f) $4 - \frac{7}{5} = 2\frac{3}{5}$

3 Match the numbers with a difference of $\frac{3}{4}$



4 Aisha has 4 pies.

a) Aisha gives $\frac{5}{8}$ of a pie to Mo.

How many pies does Aisha have left?

Aisha has [3] whole pies and [$\frac{3}{8}$] of a pie left.

b) Aisha then gives 2 pies to Jack.

Calculate the difference between how much pie Aisha now has and how much pie Mo has.

[$\frac{3}{4}$] of a pie

5 Alex is subtracting fractions.

Explain why Alex is incorrect.

6 Complete the calculations.

a) $3 - [\frac{3}{10}] = 2\frac{3}{10}$

b) $4 - [\frac{5}{8}] = 3\frac{3}{8}$

c) $[4] - \frac{7}{12} = 3\frac{5}{12}$

d) $[14] - \frac{5}{12} = 13\frac{7}{12}$

7 Teddy has 4 litres of juice and 3 jugs.

Teddy pours $\frac{3}{4}$ of a litre into each jug.

How much juice does Teddy have left?

Teddy has [$1\frac{3}{4}$] litres of juice left.

Red Task

Varied Fluency
Subtract from Whole Amounts

Developing

1a. $\frac{6}{5}$

2a. $\frac{24}{4}$

3a. A

4a. A

Reasoning and Problem Solving
Subtract from Whole Amounts

Developing

1a. Various answers, for example:
$\frac{14}{7} - \frac{3}{7} = \frac{11}{7}$

2a. B is the odd one out because it has an answer of $\frac{9}{5}$ instead of $\frac{8}{5}$.

3a. Yes, Naila could be right because the answer is $\frac{3}{3}$ which is the same as 1 whole.

Gold Task

Varied Fluency
Subtract from Whole Amounts

Greater Depth

9a. $\frac{13}{5} = 2\frac{3}{5}$

10a. $\frac{25}{4}$

11a. $3 - \frac{11}{6} = \frac{7}{6}$

12a. B and C

Reasoning and Problem Solving
Subtract from Whole Amounts

Greater Depth

7a. Various answers, for example:
$3 - \frac{2}{8} = \frac{11}{4}$

8a. C is the odd one out because it has an answer of $\frac{6}{4}$ instead of $\frac{50}{9}$.

9a. No, because $1 - \frac{8}{10} = \frac{2}{10}$ which is not an improper fraction.

Deepen the Moment

Subtract from Whole Amounts

1. Fay and Jareth complete a calculation which gives them the answer in the box.

We started with a whole number.

We subtracted an improper fraction which was greater than 2 wholes and less than 9 wholes.

$\square - \frac{\square}{\square} = \frac{17}{4}$

Use the clues to work out what their calculation could be. Find three possibilities.

Various answers, for example: $7 - \frac{11}{4} = \frac{17}{4}$

If Fay and Jareth add an additional clue, what could their calculation be?

The whole number in our calculation is a multiple of 4.

Various answers, for example: $8 - \frac{15}{4} = \frac{17}{4}$

2. Charlie, Anwen and Sadia started with three cups of squash each. At the end of lunchtime, they each give a clue as to what fraction of their cups of squash was left.

Charlie: The fraction of squash that I have left is between $\frac{2}{4}$ and $\frac{7}{4}$.

Anwen: My numerator is double Charlie's and I didn't drink all of my squash.

Sadia: The fraction of squash that I have left is between Charlie and Anwen's.

What fraction of cups of squash could each child have drunk?

Various answers, for example: If Charlie drank $2\frac{1}{4}$ cups then he has $\frac{3}{4}$ remaining. Anwen's fraction must be $\frac{6}{4}$ so she drank $1\frac{2}{4}$ cups, and Sadia could have $\frac{5}{4}$ left if she drank $1\frac{3}{4}$ cups.

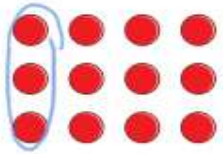
Maths Lesson 4: Answers

Blue Task

Fractions of a set of objects (1)

White Rose Maths

1 Here are some counters.



a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle? 3

c) What is $\frac{1}{4}$ of 12? 3

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a) $\frac{1}{2}$ of 8 = 4

b) $\frac{1}{2}$ of 16 = 8

c) $\frac{1}{4}$ of 8 = 2

d) $\frac{1}{4}$ of 16 = 4

3

To find a half I need to divide by 2

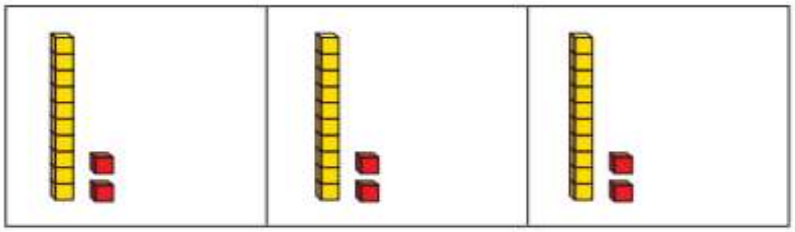
Do you agree with Dexter? YES

Talk about it with a partner.

4 Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter	divide by 4	$\frac{1}{4}$ of 8 = 2	
one third	divide by 3	$\frac{1}{3}$ of 15 = 5	
one fifth	divide by 5	$\frac{1}{5}$ of 15 = 3	

5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

a) $\frac{1}{3}$ of 63 = 21

c) $\frac{1}{4}$ of 92 = 23

b) $\frac{1}{4}$ of 48 = 12

6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36

Use Nijah's method to complete the calculations.

a) $\frac{1}{3}$ of 96 = 32

c) $\frac{1}{4}$ of 52 = 13

b) $\frac{1}{5}$ of 60 = 12

7 Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 ✓ or $\frac{1}{5}$ of £75

Show your workings.

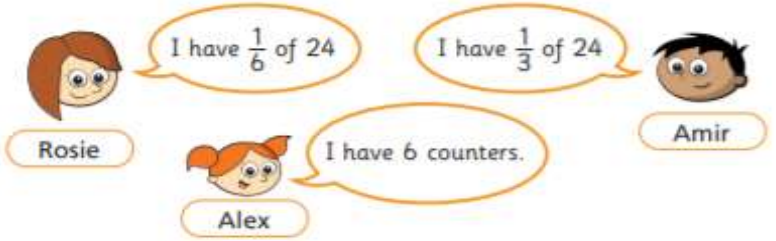
8 Complete the number sentences.

a) $\frac{1}{2}$ of 60 = 30

c) $\frac{1}{5}$ of 250 = 50

b) $\frac{1}{4}$ of 80 = 20

9 Rosie, Amir and Alex each find a fraction of 24 using counters.



a) Order the children from least counters to most counters.

Rosie, Alex, Amir

least counters — most counters

b) What fraction of the counters does Alex have? $\frac{1}{4}$

c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

$\frac{12}{24}$

Red Task

Varied Fluency
Fractions of a Quantity

Developing

1a. 5

2a. 7

3a. 12

4a. A. 8; B. 6; C. 5; D. 8

Reasoning and Problem Solving
Fractions of a Quantity

Developing

1a. 2 eggs, 60g of oats, 30ml of milk, 1 banana.

2a. Tom needs 4 potatoes because 16 ÷ 4 = 4 and 4 x 1 = 4.

3a. Chuan is correct. Alice has taken one fifth away from 35.

Gold Task

Varied Fluency
Fractions of a Quantity

Greater Depth

9a. 10

10a. 660

11a. If $\frac{1}{4}$ of 40 = 10, then $\frac{3}{4}$ of 80 = 60.

12a. A. 18; B. 30; C. 180; D. 20

Reasoning and Problem Solving
Fractions of a Quantity

Greater Depth

7a. 5 eggs, 200g flour, 150g butter, 100g sugar, 50g blueberries.

8a. Todd needs 36 pears in total because $\frac{3}{7}$ of 14 is 6. That's enough pears for 1 pie but because Todd is making 6 pies, he needs to multiple 6 by 6 to get 36 pears in total.

9a. Cian is correct because 96 is three times larger than 32 and the fraction is three times smaller so it will produce the same answer.

Deepen the Moment

Fractions of a Quantity

Use the digit cards to complete the comparison statements. Each digit card can only be used once but two digit cards can be placed in one empty box.

$\frac{\square}{\square}$ of 18 > $\frac{4}{\square}$ of $\square$

$\frac{6}{\square}$ of $\square$ = $\frac{\square}{\square}$ of 48

1	2	2	3	4	4	5	6	8	8

Is there more than one way to solve the problem?
There are various ways to solve this problem. Accept any answer that correctly completes each statement. Two examples are given below.

$\frac{5}{6}$ of 18 > $\frac{4}{4}$ of 8

$\frac{6}{8}$ of 32 = $\frac{1}{2}$ of 48

$\frac{5}{6}$ of 18 > $\frac{4}{4}$ of 12

$\frac{6}{8}$ of 24 = $\frac{3}{8}$ of 48

Math Lesson 5: Answers

question	answer	marks
1	**487**	1
2	**53**	1
3	**839**	1
4	**88**	1
5	**368**	1
6	**25**	1
7	$\frac{10}{12}$ or $\frac{5}{6}$	1
8	$\frac{4}{6}$ or $\frac{2}{3}$	1
9	**9210**	1
10	**8217**	1
11	**8022**	1
12	**7883**	1
13	**110**	1
14	**34**	1
15	**3168**	1
16	**2874**	1
17	$\mathbf{1\frac{3}{5}}$	1
18	$\frac{6}{20}$ or $\frac{3}{10}$	1
19	**7.9**	1
20	**8.6**	1
21	**2.4**	1

question	answer	marks
22	**0.51**	1
23	**16**	1
24	**2.27**	1
		Total 24

English Lesson 1: Reading – Finishing Off Answers

Year 4 Answers

Finishing Off...

Key vocabulary: kiln, plaster cast, unwhiskered

Retrieval

1.) What is the name of the boy in the poem? Malcolm
2.) What was unfinished in his book? Stories and pictures
3.) What was in his drawer? a half-eaten cake
4.) What did Malcolm gaze at? the floorboards

Inference

5.) Do you think Malcolm is a chatty pupil? No because he said very little and his sentence remained incomplete
6.) Why do you think Malcolm has lots of incomplete work? Various answers – he struggles to keep up, he is easily distracted, he is too busy fussing, he lets his mind wander etc.
7.) Look at verse 2. What time of year do you think this poem is written? Why? Probably in the summer term as it suggests Easter is a while ago, but he wouldn't have started the next year.
8.) Which line tells us the teacher is frustrated with Malcolm? I really can't take anymore.

Vocabulary

9.) Find and copy one word that means moved your feet in small steps without lifting them off the floor? shuffled
10.) Write a synonym for the word started. Began, commenced

Summarise

11.) Describe Malcolm in your own words. Various answers
12.) What type of person is the opposite of Malcom? Various answers – organised, always up to date with work, completed work etc

Lesson 1: Red Answers

Key vocabulary: kiln, plaster cast, unwhiskered.

Retrieval

1.) What is the name of the boy in the poem? Malcolm
2.) What was unfinished in his book? Stories and pictures
3.) What was in his drawer? A half-eaten cake
4.) What did Malcolm gaze at? The floorboards

Inference

5.) Do you think Malcolm is a chatty pupil? No because he said very little and his sentence remained incomplete
6.) Which line tells us the teacher is frustrated with Malcolm? I really can't take anymore.

English Lesson 2: Pronouns

Task 1: Table should be filled in as follows:

Personal Pronouns	Possessive Pronoun	Relative Pronouns	Reflexive Pronouns	Demonstrative Pronouns
I	mine	who	myself	this
you	yours	whom	yourself	these
he	his	whose	himself	those
she	hers	which	herself	
it	its	that	ourselves	
we	ours		themselves.	
they	yours			
me	theirs			
him				
her				
us				
them				

Task 2: See below which words should be underlined as nouns and circled as pronouns for each sentence:

1. Some people don't like mince pies because they have dried fruit in.
2. On Thursdays, we have PE so it is my favourite day.
3. "Rachel can do it herself," said mum.
4. The talent show judge was smiling because he really enjoyed the act.
5. The lady pointed at the juicy apples on the market stall and said, "I'll take four of those."
6. The dragon flew through the air with his scaly skin and long, dark wings.
7. Somebody ate the bear's porridge and broke their chair; it was Goldilocks.

Task 3: See below the correct equivalent pronoun:

The lion shook the lion's mane as the lion walked along the rock.
The lion shook his/her/its mane as he/she/it walked along the rock.

Jessica was running late for school so Jessica went on Jessica's bike to get there on time.
Jessica was running late for school so she went on her bike to get there on time.

"This was John's house before John moved. However, John has left some of his things here, which John will pick up. That's John's chair and those are John's CDs," said the estate agent.
"This was John's house before he moved. However, he has left some of his things here, which he will pick up. That's his chair and those are his CDs," said the estate agent.

Deepening the Moment: Accept an adequate argument going against the statement with the use of an example as evidence.

English Lesson 5: Edit

Task 1

Look at the sentences below and rewrite the sentences so that they are written formally.

Tilly always butts in on our chats.

Tilly often interrupts our conversations.

The Kids in Class 4 were mega happy about their trip.

The children in class 4 were extremely happy about their trip.

I can't work out what his job is.

I am finding it difficult to imagine what his job might be.

Task 2

Mrs S. Webb
2 Frustum Road
Pendyville
SP1 4LF

62 Twaddle Street
Rambleswisck
PT5 7AP

Dear Amy,

Thank you for your email regarding my purchase of a plot of land. I have to say, however, that I am deeply disappointed with the lack of access to this land. I applied for this land because I would have liked to own a little piece of the Scottish Highlands. Sadly this land was at the very top of a highly inaccessible mountain and I feel I have wasted a precious £300. I am angry and want my money back!

Your comments would be appreciated.

Regards

Sarah Webb

- The date
- The name of the recipient
- A formal greeting
- Appropriate tone
- A formal close

Reading for Productivity Answers

Lesson 1: Music

Answers

Retrieval

1. What is the pulse?
   Pulse is a steady beat like a ticking clock or your heartbeat.
2. What kinds of beats are there?
   Fast and slow.
3. What is the difference between rhythm and pulse?
   Rhythm is a pattern of long and short sounds. With a pulse, the beats are evenly spaced.
4. What does this sign mean? 
   This means there are 4 beats to a bar.
5. What does BPM stand for?
   Beats per Minute

Vocabulary

6. What simile is used to describe the beat?
   Like a ticking clock.
7. What does 'foundations' mean?
   An underlying basis or principle.
8. Write 2 synonyms for explore.
   Travel discuss sightsee

Lesson 2: Geography

1. When was the Fairtrade Foundation established in the United Kingdom?
   The Fairtrade Foundation was established in 1992.
2. What is an income?
   An income is the money received on a regular basis for work.
3. Why is having a regular income important?
   It is important so that farmers and workers can plan for the future.
4. Which is the closest definition for Fairtrade Premium?
   Money to protect the environment farmers and workers live in.
5. How many farmers does the Fairtrade system support?
   Fairtrade supports 1.65 million farmers.
6. How do you know if an item is Fairtrade?
   To know if an item is Fairtrade, look for the Fairtrade Mark.
7. Give examples of three Fairtrade products.
   Answers may include any 3 products listed.
8. There are three fact files for countries involved in Fairtrade. Which country has the highest number of farmers involved?
   Uganda, 48048 farmers involved in Fairtrade.
9. Why is it important that Fairtrade supports these farmers?
   Fairtrade is important because many of these farmers depend on farming as their main source of income.
10. Do you think Fairtrade is a good idea? Why?
    Various answers possible. May include themes such as supporting people less well off, giving a fair price.

Lesson 3: Science

Reading for Productivity – Sound lesson 2

Retrieval

1. What is sound referred to?

Sound is a type of energy made by *vibrations.*

2. What happens to the chain reaction eventually?

This "chain reaction" movement, called *sound waves*, keeps going until the molecules run out of energy.

Inference

3) How do you think sound would change when it travels through different material?

When the sound waves travel through things they become quieter or muffled and sometime can be stopped.

4) What three parts of the ear are describe in the process of enable the process of hearing?

Ear drum, the hammer, anvil and stirrup bones, auditory nerve.

Vocabulary

5) Can you find a synonym for the word '**disturbed**'? Displaced, moved

6) Use a dictionary to find the meaning of the word '**amplifying**'.

To increase the volume of sound.

Summarise

7) Summarise the reading on '**How we hear**' in no more than 6 sentences.

Lesson 4: World Book Day

1. Name the famous book character. Willy Wonka

2. The author Michael Morpurgo writes books mainly about what?

A. Witches & Wizards

B. Science Fiction

C. Adventures set in real places

D. Comedy

3. Which one of Roald Dahl's characters is being described here?

"She was above all a most formidable female. She had once been a famous athlete and even now the muscles were still clearly in evidence. You could see them in her bull neck, big shoulders, the thick arms, the sinewy wrists and in the powerful legs. Looking at her you got the feeling this was someone who could bend iron bars and tear telephone directories in half."

Miss Trunchbull - Matilda

4. What is the name of Mr Filch's cat in Harry Potter?

A. Mrs Lorris

B. Mrs Morris

C. Mrs Doris

D. Mrs Norris

5. Who wrote the following list of books?
'The Island of Adventure.'
'First Term at Malory Towers.'

'Five Go Adventuring again.'
'The Enchanted Wood.'

Enid Blyton

6. Who is this famous author?
Jacqueline Wilson

7. Which author wrote the following books? Demon Dentist, Ratburger and Billionaire Boy. David Walliams

8. Which famous bear lived in Hundred Acre Wood? Winnie-the-Pooh

9. Fill in the blanks and look at the pictures to find the title of this famous Dr. Seus book. The Cat in the Hat.

10. What was the first children's book Roald Dahl ever wrote?
James and the Giant Peach.

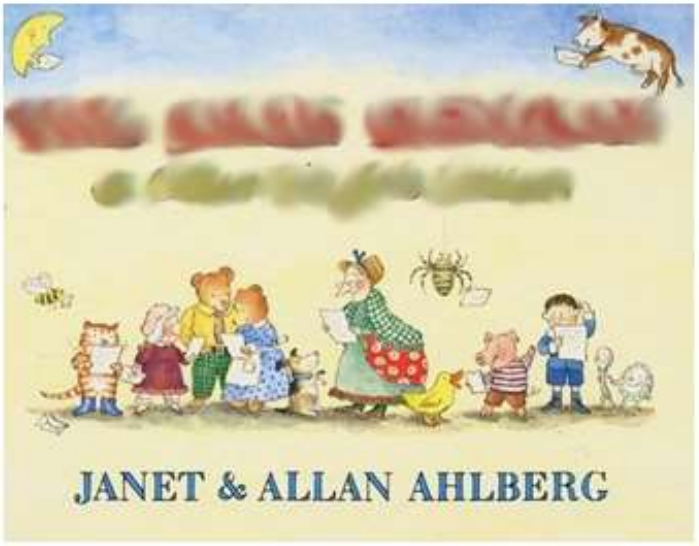
11. Name the author that wrote 'How to Train Your Dragon'. Cressida Cowell.

12. What are the names of the four children in The Lion, The Witch and The Wardrobe? Peter, Lucy, Edmund and Susan.

13. What is the name of the elephant in The Firework Maker's Daughter? Hamlet

14. Name the book.

The Jolly Postman



15. Which magical character is being described? Professor Snape

His eyes were black like Hagrid's but had none of Hagrid's warmth. They were cold and empty and made you think of dark tunnels. He spoke in barely more than a whisper but you caught every word. He swept around in his long, black cloak criticising everyone.

Lesson 5: Art

Reading for Productivity – Art - Giuseppe Arcimboldo

Retrieval

1. What nationality is Arcimboldo? Italian
2. What did Arcimboldo began his career in? Stained glass window

Inference

3. Why do you think Arcimboldo's portraits were so popular? Any acceptable answer.

Vocabulary

4. What do you think the word 'allegorical' means? Constituting or containing allegory.
5. Write a synonym for the word rediscover. Recoup, repair, regain, retrieve, resume, get back

Year 4 Answer Pack