



# Year 4 Remote Learning

## ANSWER PACK

*8<sup>th</sup> - 12<sup>th</sup> February  
2021*



# Maths Lesson 1 Answers:

## Equivalent fractions (1)



1 Shade the bar models to represent the fractions.

a) Shade  $\frac{1}{2}$  of the bar model.

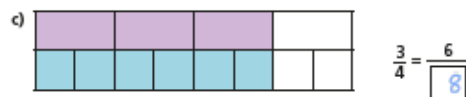
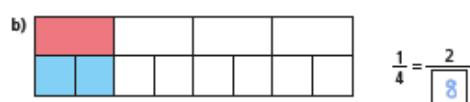


b) Shade  $\frac{2}{4}$  of the bar model.

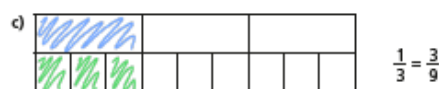
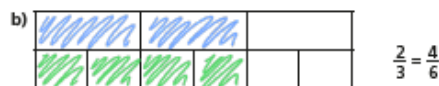
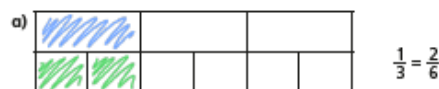


What do you notice?

2 Complete the equivalent fractions.

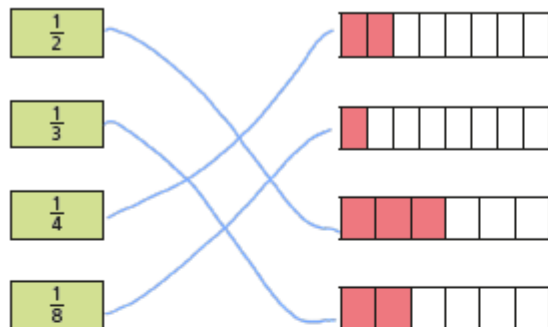


3 Shade the bar models to represent the equivalent fractions.

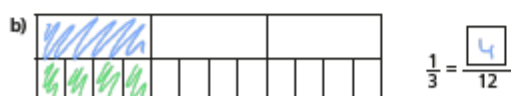


Can you find any more equivalent fractions using the bar models?

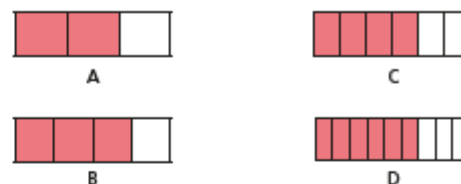
4 Match each bar model to its equivalent fraction.



5 Shade the bar models to complete the equivalent fractions.



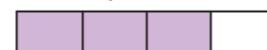
6 The bar models represent fractions.



Which is the odd one out? B

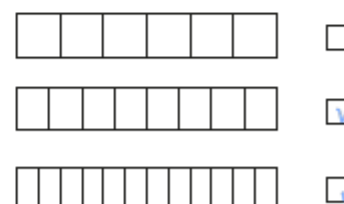
Why do you think this?

7 This bar model represents  $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to  $\frac{3}{4}$

Shade the bar models to support your answers.



Talk to a partner about your answers.



## Maths Lesson 1 Answers Continued:

### Red Task VF (sheet 1):

#### Developing

1a.  $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$

2a. A and B

3a.  $\frac{1}{2}$  and  $\frac{4}{8}$

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

### Gold Task VF (sheet 1):

#### Greater Depth

9a. Various answers, for example:

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

10a. B and C

11a.  $\frac{1}{6}$  and  $\frac{2}{12}$

12a.  $\frac{2}{6} = \frac{6}{18}$   $\frac{3}{8} = \frac{6}{16}$

### Red Task PS (sheet 2):

#### Developing

1a.  $\frac{1}{2} = \frac{2}{4}$  Any 2 squares need to be coloured in for each shape.

2a. one half =  $\frac{2}{4}$   $\frac{3}{6}$   $\frac{4}{8}$

one third =  $\frac{1}{3}$   $\frac{3}{9}$   $\frac{4}{12}$

3a. Sian is not correct as one half is equivalent to two quarters.

### Gold Task PS (sheet 2):

#### Greater Depth

7a.  $\frac{1}{8} = \frac{2}{16}$  Any 2 squares need to be coloured in for each shape.

8a. one fifth =  $\frac{4}{20}$   $\frac{6}{30}$  one eighth =  $\frac{4}{32}$   $\frac{5}{40}$   
odd ones out =  $\frac{5}{15}$   $\frac{10}{20}$

9a. Crystal is not correct as two sixth is equivalent to four twelfths.

### Deepen the moment:

I do not agree because you should always times or divide the numerator and denominator by the same number.



# Maths Lesson 2 Answers:

## Equivalent fractions (2)



1 Shade the bar models to represent the fractions.

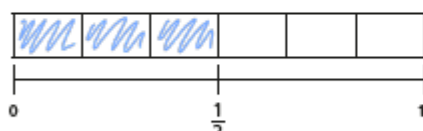
a) Shade  $\frac{1}{2}$  of the bar model.



b) Shade  $\frac{2}{4}$  of the bar model.



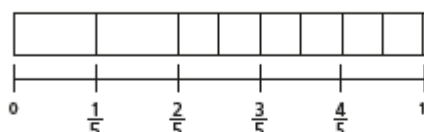
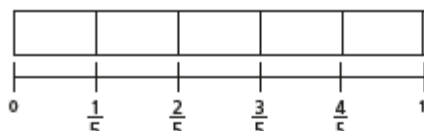
c) Shade  $\frac{3}{6}$  of the bar model.



d) What do you notice?

e) Write another fraction that is equivalent to  $\frac{1}{2}$

3 Mo is finding equivalent fractions.

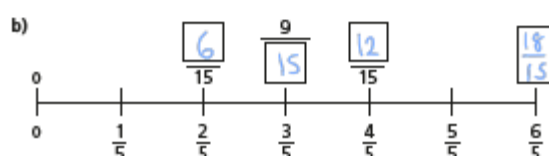
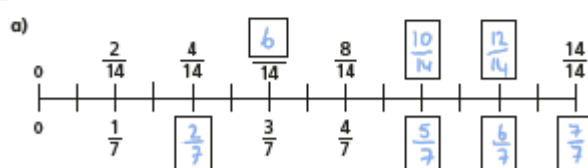


$\frac{6}{8}$  is equivalent to  $\frac{4}{5}$

Do you agree with Mo? No

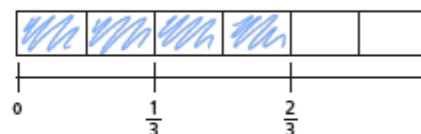
Explain your answer.

4 Find the missing numbers.

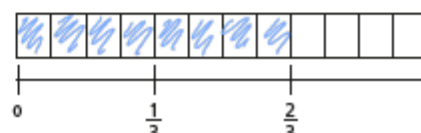


2 Shade  $\frac{2}{3}$  of each bar model.

a)



b)



c)

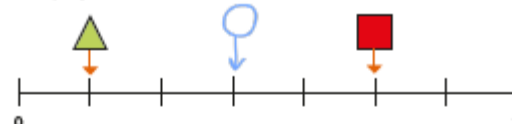


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{4}{6} = \frac{8}{12} = \frac{10}{15}$$

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5 Here is a number line.



a) What fraction is each shape pointing to?

$$\triangle = \frac{1}{7} \quad \square = \frac{5}{7}$$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

c)

The circle is pointing to  $\frac{9}{21}$



Do you agree with Eva? Yes

Show how you worked this out.

d) Write three equivalent fractions for each shape.



Compare answers with a partner.



## Maths Lesson 2 Answers Continued:

### Red Task VF (sheet 1):

#### Developing

1a.  $\frac{1}{2}$  and  $\frac{2}{4}$

2a. B (thirds)

3a. A = 4; B = 4

### Gold Task VF (sheet 1):

#### Greater Depth

7a.  $\frac{1}{6}$  and  $\frac{3}{18}$  ;  $\frac{2}{6}$  and  $\frac{6}{18}$  ;  $\frac{3}{6}$  and  $\frac{9}{18}$  ;

$\frac{4}{6}$  and  $\frac{12}{18}$  ;  $\frac{5}{6}$  and  $\frac{15}{18}$

8a. B (fifths)

9a. A = 4; B = 14; C = 3; D = 7; E = 5; F = 14

### Red Task PS (sheet 2):

#### Developing

1a. Mark has made a mistake. Two fifths is not equivalent to one half.

2a. Various possible answers, for example:

$\frac{1}{4}$  as  $\frac{2}{8}$  and  $\frac{2}{4}$  as  $\frac{1}{2}$

3a. Object A, because it shows one quarter.

A denominator of 4 cannot be turned into a denominator of 9 by multiplication or division, so the fractions are not equivalent.

### Gold Task PS (sheet 2):

#### Greater Depth

7a. Pippa has made a mistake. She has not used fractions which are equivalent to fourteenths.

8a. Various possible answers, for example:

$\frac{3}{15}$  as  $\frac{1}{5}$  and  $\frac{10}{15}$  as  $\frac{2}{3}$

9a. Object C, because it shows seven eighths. The two fractions have the same denominator but different numerators so cannot possibly be equivalent.

### Deepen the moment:

They are incorrect because the next number in the sequence should be  $\frac{4}{32}$  but  $\frac{4}{8}$  is not equivalent to this.

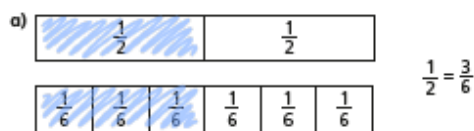


# Maths Lesson 3 Answers:

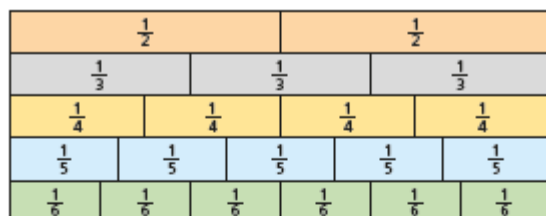
## Equivalent fractions (1)



1 Shade the bar models to represent the equivalent fractions.



4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

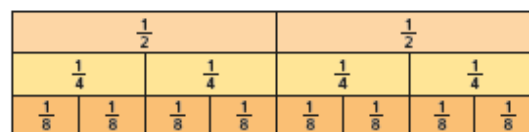
- |   | True                                | False                               |
|---|-------------------------------------|-------------------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

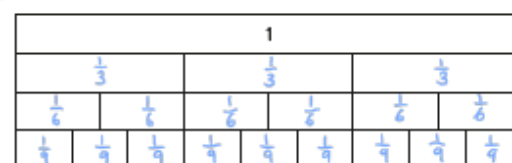


2 Use the fraction wall to complete the equivalent fractions.



- a)  $\frac{1}{2} = \frac{4}{8}$  c)  $\frac{2}{4} = \frac{4}{8}$  e)  $\frac{6}{8} = \frac{3}{4}$   
 b)  $\frac{1}{2} = \frac{4}{8}$  d)  $\frac{2}{8} = \frac{1}{4}$  f)  $\frac{2}{2} = \frac{4}{4} = \frac{8}{8}$

3 a) Label the fractions on the fraction wall.



b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$   $\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$   
 $\frac{3}{8} = \frac{6}{8} = \frac{9}{9} = 1$

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always sometimes never



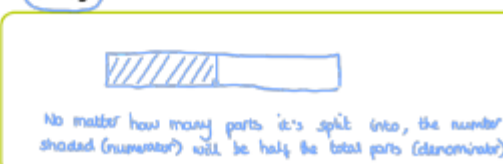
b) Fractions equivalent to one half have even numerators.

always sometimes never



c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never





## Maths Lesson 3 Answers Continued:

### Red Task VF (sheet 1):

#### Developing

1a.  $\frac{1}{4}$  and  $\frac{2}{8}$

2a. A.  $\frac{4}{6}$ ; B.  $\frac{2}{3}$

3a. A.  $\frac{6}{8}$  and C.  $\frac{3}{4}$  are equivalent; B.  $\frac{1}{2}$  is not equivalent.

4a.  $\frac{2}{6}$  of triangle;  $\frac{4}{12}$  of rectangle;  
 $\frac{4}{12}$  of circle;  $\frac{2}{6}$  of hexagon

### Gold Task VF (sheet 1):

#### Greater Depth

9a.  $\frac{3}{4}$ ,  $\frac{6}{8}$  and  $\frac{9}{12}$

10a. A. 8 parts shaded; B.  $\frac{10}{15}$

11a. B.  $\frac{9}{24}$  and C.  $\frac{6}{16}$  are equivalent; C.  $\frac{4}{8}$  is not equivalent.

12a.  $\frac{4}{6}$  of hexagon;  $\frac{16}{24}$  of rectangle;  
 $\frac{8}{12}$  of circle;  $\frac{8}{12}$  of rectangle

### Red Task PS (sheet 2):

#### Developing

1a. Zaina is not correct because  $\frac{1}{5}$  is equivalent to  $\frac{2}{10}$ , not  $\frac{2}{8}$ .

2a. A, C and D are equivalent because they represent  $\frac{1}{2}$ . B is not equivalent because it represents  $\frac{2}{3}$ .

3a.  $\frac{6}{8} = \frac{3}{4}$ ;  $\frac{2}{8} = \frac{1}{4}$

### Gold Task PS (sheet 2):

#### Greater Depth

7a. Freya is not correct because  $\frac{2}{6}$  is equivalent to  $\frac{5}{15}$ , not  $\frac{6}{15}$ .

8a. A and E represent  $\frac{3}{4}$ ; B and D represent  $\frac{2}{3}$ . C is not equivalent to any option.

9a. Various answers, for example:

$$\frac{1}{4} = \frac{6}{24} = \frac{3}{12}$$

### Deepen the moment:

It is equivalent because the fractions are  $\frac{18}{72}$  and  $\frac{9}{36}$ . Both 9 and 36 have been multiplied by 2 to get  $\frac{18}{72}$ .



# Maths Lesson 4 Answers:

## Equivalent fractions (2)



- 1 Shade the diagrams to help you complete the equivalent fractions.

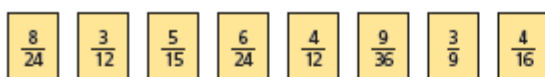
The first one has been done for you.



- 2 Draw a diagram to show that  $\frac{3}{4} = \frac{6}{8}$



- 5 a) Write the fractions in the correct place on the sorting diagram.



	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator	$\frac{5}{15}$ $\frac{3}{9}$	
even denominator	$\frac{8}{24}$ $\frac{4}{12}$	$\frac{3}{12}$ $\frac{6}{24}$ $\frac{9}{36}$ $\frac{4}{16}$

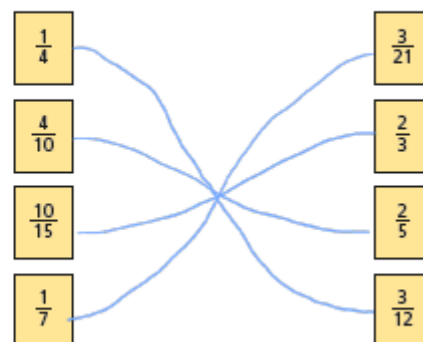
- b) Are any of the boxes empty?

Why do you think this is?

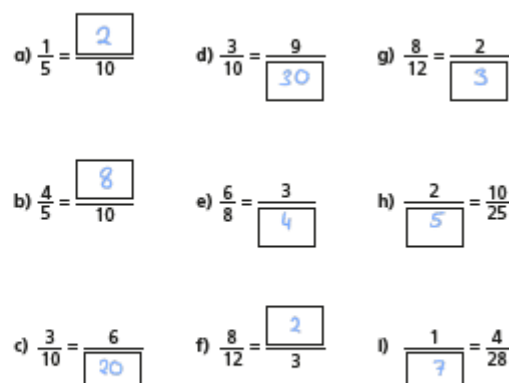
Talk about your answer with a partner.



- 3 Match the equivalent fractions.

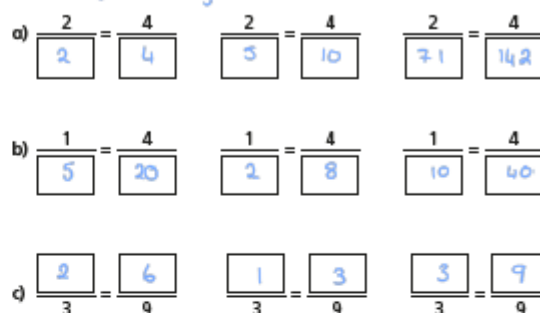


- 4 Complete the equivalent fractions.



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- 6 Find three ways to make the fractions equivalent.  
*Various answers e.g.*



- 7 Eva and Ron have a baguette each.

The baguettes are the same size.

Eva cuts her baguette into 8 equal pieces.



3 of my equal pieces are equal to 6 of Eva's.



How many equal pieces has Ron cut his baguette into?

Eva 

Ron 

Ron has cut his baguette into  $\frac{4}{8}$  equal pieces.



## Maths Lesson 4 Answers Continued:

### Red Task VF (sheet 1):

#### Developing

1a.  $\frac{1}{3} = \frac{2}{6}$

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

3a.  $\frac{2}{4}$

4a.  $\frac{2}{14}$ , multiply by 2

### Gold Task VF (sheet 1):

#### Greater Depth

9a.  $\frac{1}{3} = \frac{3}{9} = \frac{6}{18}$

10a. multiply by 4, 28

11a.  $\frac{5}{35}$ ,  $\frac{3}{21}$  and  $\frac{2}{14}$

12a. Various answers, for example:

$\frac{3}{5}$ , divide by 4;  $\frac{24}{40}$ , multiply by 2

### Red Task PS (sheet 2):

#### Developing

1a.  $\frac{2}{12}$  is the odd one out because  $\frac{2}{6}$  and  $\frac{1}{3}$  can be grouped as equivalents.

2a. Various answers, for example:  $\frac{1}{4}$ ,  $\frac{2}{8}$

3a. Grace is incorrect because  $\frac{1}{5}$  is not equivalent to  $\frac{3}{10}$ . It is equivalent to  $\frac{2}{10}$ .

### Gold Task PS (sheet 2):

#### Greater Depth

7a.  $\frac{4}{28}$ ,  $\frac{5}{35}$  and  $\frac{8}{56}$  are grouped because they are equivalent,  $\frac{6}{36}$  and  $\frac{3}{18}$  are grouped because they are equivalent so  $\frac{9}{49}$  is the odd one out.

8a.  $\frac{4}{12}$ ;  $\frac{10}{30}$ ;  $\frac{7}{21}$

9a. Finn is incorrect. Although all of the numbers are divisible by 3, this does not mean they are equivalent.

### Deepen the moment:

The fractions are:

Year 2 =  $\frac{2}{7}$

Year 3 =  $\frac{4}{14}$

Year 4 =  $\frac{6}{21}$

They are equivalent fractions and the next fraction in the would be  $\frac{8}{28}$  because the numerator is increasing by 2 and the denominator by 7.



## Maths Lesson 5 Arithmetic Paper 3 Answers:

question	answer	marks
1	<b>802</b>	1
2	<b>379</b>	1
3	<b>272</b>	1
4	<b>594</b>	1
5	<b>246</b>	1
6	<b>16</b>	1
7	$\frac{8}{10}$ or $\frac{4}{5}$	1
8	$\frac{4}{15}$	1
9	<b>3267</b>	1
10	<b>6003</b>	1
11	<b>6205</b>	1
12	<b>7578</b>	1
13	<b>45</b>	1
14	<b>72</b>	1
15	<b>1056</b>	1
16	<b>5769</b>	1
17	$1\frac{2}{3}$	1
18	$\frac{6}{8}$ or $\frac{3}{4}$	1
19	<b>3.63</b>	1
20	<b>3</b>	1
21	<b>0.68</b>	1

question	answer	marks
22	<b>9.2</b>	1
23	<b>8</b>	1
24	<b>10.09</b>	1
		Total 24



## English Lesson 1 Answers:

### Boys

#### retrieval

- 1) What will boys do before they are boys? Sit around in prams wearing woolly hats with sticky chins.
- 2) What do boys actually do? Just get on with it.

#### Inference

- 3) Look at the second verse. Who do you think this verse is about? Justify your answer. Older men who aren't boys any more – any answer related to this.

#### Vocabulary

- 4) Find two adjectives that have been used in the poem to describe chins. Sticky and stubbly.
- 5) What does the word 'upper' mean? Can you think of an antonym? Higher, above, top – a word that is appropriate, along with any word that has the opposite meaning.

#### Summarise

In no more than three sentences, can you summarise the poem? Any appropriate summary.

#### Deepen the Moment

If the poem was called Girls, rewrite verse two to tell what girls who used to be girls do. Various answers

## English Lesson 2 Answers:

**Task 1:** Write 'Fact' or 'Opinion' next to each statement:

1. That man has a beard. FACT
2. Red is the best colour. OPINION
3. Apples taste better than pears. OPINION
4. Peter can run faster than Paul. FACT
5. There's a frog in the pond. FACT
6. I don't want sausages for dinner. FACT
7. Chelsea will definitely win. OPINION
8. I am the smartest kid in my class. OPINION
9. He's better at art than maths. OPINION
10. You shouldn't go swimming in the sea. OPINION

#### Deepen the moment...

'An opinion is always wrong because it is what one person thinks.'

Do you agree? Why? Why not?

**Varied answer depending on supporting evidence.**

**Task 2:**

**Key-** Fact ☐ Opinion ☐

1. Hate housework? You'll love the SuperSweep vacuum cleaner! With five interchangeable nozzles and three times the usual suction power there's nothing quite like it. Buy it today and receive a 1% discount. Miss out and you'll regret it!
2. Thomas is the best runner in the class. James has won more races, but that's just because he's a fast runner. Thomas can run almost 15 kilometres! That's a really long way. I think the most exciting race was the one where Thomas overtook James right near the end.
3. The jungle is a very dangerous place to visit. There are lots of poisonous bugs in the jungle, not to mention tigers, snakes and more. You should never visit the jungle unless you have all the proper safety equipment. Mosquito nets can help keep you safe from mosquito bites. Rope is a helpful thing to take, too.

**Task 3** - Individual to each child



## English Lesson 3 Answers:

**Task 1 - Some examples could be:**

Similarities	Differences
They all have quotes in using direct speech.	Some are longer than others.
They all have an opening sentence before being followed by a quote.	A includes a rhetorical question.
They all wrap up the main point of the newspaper reports.	B and C shows more formal writing in the first sentence.

**Task 2 - Individual to each child.**

**Task 3 - Individual to each child.**

### Deepen the moment...

Mr Smith thinks that reported speech is not a true quotation as it does not have inverted commas within it. Do you agree? Why? Why not? I disagree because even though it doesn't have inverted commas it is still telling the reader what the person was saying. It is another language technique to display a quotation.

## English Lesson 4 Answers:

**Task 1**

1. Yesterday lunchtime, Jake ate a packed lunch because he doesn't like school dinners.
2. Yellow dart frogs are extremely poisonous and dangerous creatures.
3. Last night, Joe watched a great football match on television.
4. The chef mixed together eggs, plain flour, sugar and milk to create an enormous cake.
5. At the supermarket, the people in the queue were beginning to feel impatient.

**Task 2 - Individual to each child.**

### Deepen the moment...

Explain the importance of editing our work. Various answers - to make sure it makes sense, to identify spelling mistakes, to improve vocabulary etc

## English Lesson 5 Answers:

**Task 1 - Individual to each child.**

**Task 2 - Individual to each child.**

### Deepen the moment...

When I am writing a final draft, I cannot make any more edits. Do you agree? Justify your answer. Yes, as you may find more mistakes or improvements as you are writing your final draft out.



## Reading for Productivity Lesson 1: Art Answers

### Reading for Productivity –

Cressida Cowell- author and illustrator of How to Train your Dragon

#### Retrieval

- 1.) About a year.
- 2) *How to Be a Pirate, How to Speak Dragonese, How to Cheat A Dragon's Curse, How to Twist A Dragon's Tale, How to Steal A Dragon's Sword, and How to Betray a Dragon's Hero.*

#### Inference

- 3.) Because they are about Dragon's and children like mythical creatures like dragons.
- 4.) Pencil or black pen

## Reading for Productivity Lesson 2: Computing Answers

### Reading for Productivity – Computing - Safer Internet day

#### Retrieval

- 1.) Tuesday 9<sup>th</sup> February
- 2.) B.) It happens in over 100 countries around the world.  
C.) It aims to help young people to use the Internet safely and make good choices online.
- 3.) An internet we trust: exploring reliability in the online world.
- 4.) Poor web design, spelling, punctuation and grammar, no author or journalists.

#### Inference

- 5.) Any acceptable answer - could aim to help young people recognise what is real and fake and what to do if they find something misleading.

#### Vocabulary

- 6.) Trustworthy.

## Reading for Productivity Lesson 3: Geography Answers

### Reading for Productivity – Geography - Rainforests

#### Retrieval

- 1.) Tropical and temperate.
2. ) Tropical.

#### Inference

- 3.) Various answers - because it is a warm climate and they can survive and create habitats. Because there is running water and food available through plants and fruit etc.

#### Vocabulary

- 4.) Something that is used for covering.
- 5.) Humid



## Reading for Productivity Lesson 4: Science Answers

### Reading for Productivity – Magnetic fun

#### Retrieval

1. P & L Toys.
2. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.
3. Large sheets of paper, card, small magnetic whiteboards, felt, funky foam, tissue paper, scissors, googly eyes and coloured pipe cleaners etc.

#### Vocabulary

4. Something that shows the same or very nearly the same features/ideas
5. Write another synonym for related. Linked, relevant, similar, like

## Reading for Productivity Lesson 5: PSHE Answers

### Questions

- 1) Which two adjectives (which rhyme) are used to describe the place? *Tiny and shiny*
- 2) Who else knows about the secret place? *No one*
- 3) Which word means the same as describe? *explain*
- 4) Where is the place? *Inside myself*
- 5) Do you think that the author likes their secret place? How do you know? *Yes. Once I'm there, it's right. Feels as though I never leave at all.*