Y4

Remote Learning

ANSWER PACK

22th- 26th February 2021

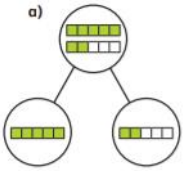
Math lesson 1 Answers

Fractions greater than 1

White Rose Maths

1 Complete the sentences.

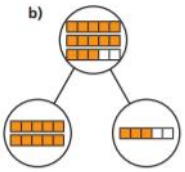
a)



There are 7 fifths altogether.

7 fifths = [1] whole + [2] fifths

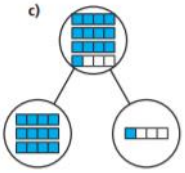
b)



There are [13] fifths altogether.

[13] fifths = [2] wholes + [3] fifths

c)



There are [13] quarters altogether.

[13] quarters = [3] wholes + [1] quarter

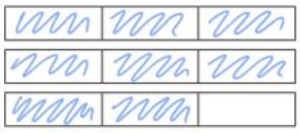
2 Shade the bar models to represent the fractions.

Complete the number sentences.

a) $\frac{5}{3}$

$\frac{5}{3}$ = [1] whole + [2] thirds = [$1\frac{2}{3}$]

b) $\frac{8}{3}$



$\frac{8}{3}$ = [2] wholes + [2] thirds = [$2\frac{2}{3}$]

c) $\frac{8}{5}$

$\frac{8}{5}$ = [1] whole + [3] fifths = [$1\frac{3}{5}$]

3 Complete the statements.

a) $\frac{12}{2}$ = [6] wholes

b) $\frac{12}{4}$ = [3] wholes

c) $\frac{12}{6}$ = [2] wholes

d) $\frac{12}{3}$ = [4] wholes

e) $\frac{15}{3}$ = [5] wholes

f) $\frac{15}{5}$ = [3] wholes

g) $\frac{15}{4}$ = [3] wholes + [3] quarters

h) $\frac{15}{2}$ = [7] wholes + [1] half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?

Whitney can fill [6] boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs [2] muffins to fill another box.

Explain how you know.

She will fill 6 boxes with 2 left over so another 2 are needed to fill the seventh box.

How does writing $\frac{26}{4}$ help you to answer this?

5 Write <, > or = to complete the statements.

a) 2 wholes and 3 quarters (>) 5 quarters

b) 2 wholes and 3 quarters (<) 15 quarters

c) 2 wholes and 3 sixths (=) 15 sixths

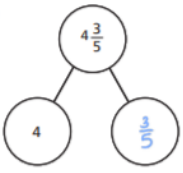
d) 2 wholes and 3 eighths (>) 15 eighths

e) $\frac{15}{3}$ (>) $\frac{15}{5}$

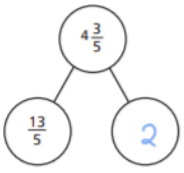
f) $\frac{15}{3}$ (=) $\frac{20}{4}$

6 Complete the part-whole models.

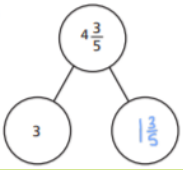
a)



c)



b)



Reasoning and Problem Solving
Fractions Greater Than 1

Developing

1a. Various answers, for example:

$\frac{1}{4}$ and $\frac{6}{4}$; $\frac{2}{4}$ and $\frac{5}{4}$; $\frac{3}{4}$ and $\frac{4}{4}$.

2a. False. The image shows seven thirds which is equal to two wholes and one third.

3a. Simon is correct because there are two whole shapes shaded and one half of the third shape.

Greater Depth

7a. Various answers, for example:

$\frac{12}{12}$ and $\frac{17}{12}$; $\frac{11}{12}$ and $\frac{18}{12}$; $\frac{14}{12}$ and $\frac{15}{12}$

Accept correct answers given in sixths.

8a. False. The image shows forty-six twelfths which doesn't have an equivalent of ninths.

9a. Emily and Jacob are both correct because the fraction shown is forty-two eighteenths which is equivalent to twenty-eight twelfths and fourteen sixths.

Varied Fluency
Fractions Greater Than 1

Developing

1a. $\frac{3}{4} + \frac{1}{4} = \frac{4}{4} = 1$

2a. Four thirds shaded;

1 whole and 1 part = $\frac{4}{3}$

3a. 1 whole and 1 part

Greater Depth

7a. $\frac{15}{7} = 2\frac{1}{7}$

8a. 4 wholes and 6 parts shaded.

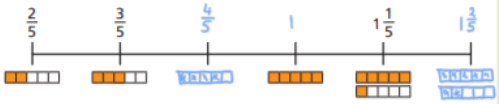
$\frac{27}{6} = 4\frac{6}{12}$

9a. 2 wholes and 7 parts

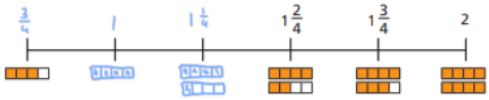
Count in fractions

1 Complete the number lines.

a)

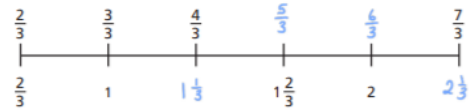


b)

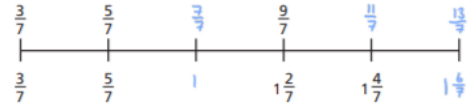


2 Complete the number lines.

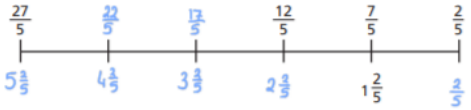
a)



b)



c)



3 Write the next three fractions in each sequence.

a) $\frac{1}{8}, \frac{2}{8}, \frac{3}{8}, \boxed{\frac{4}{8}}, \boxed{\frac{5}{8}}, \boxed{\frac{6}{8}}$

b) $\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \boxed{\frac{4}{4}}, \boxed{\frac{5}{4}}, \boxed{\frac{6}{4}}$

c) $\frac{1}{4}, \frac{3}{4}, 1\frac{1}{4}, \boxed{1\frac{3}{4}}, \boxed{2\frac{1}{4}}, \boxed{2\frac{3}{4}}$

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

4 What is the missing fraction?

Give two possible answers.

a) $\frac{8}{3}, \frac{12}{3}, \frac{16}{3}, \frac{20}{3}, \boxed{}, \frac{28}{3}, \frac{32}{3}$

$\frac{24}{3}$ 8

b) $\frac{8}{5}, \frac{12}{5}, \frac{16}{5}, \frac{20}{5}, \boxed{}, \frac{28}{5}, \frac{32}{5}$

$\frac{24}{5}$ $4\frac{4}{5}$

c) $\frac{8}{7}, \frac{12}{7}, \frac{16}{7}, \frac{20}{7}, \boxed{}, \frac{28}{7}, \frac{32}{7}$

$\frac{24}{7}$ $3\frac{3}{7}$

5 Amir, Dexter and Dora are counting in fractions.

$\frac{8}{10}, \frac{9}{10}, \frac{10}{10}, \frac{11}{10}$

Amir: The next fraction is $\frac{12}{10}$

Dexter: The next fraction is $1\frac{2}{10}$

Dora: The next fraction is $1\frac{1}{5}$

a) Who is correct? All

Explain your answer.

They are all equivalent.

b) Compare answers with a partner.

Math lesson 2 Answers

Reasoning and Problem Solving
Count in Fractions

Developing

1a. $\frac{4}{3}$, $\frac{3}{3}$, $\frac{2}{3}$; $1\frac{1}{3}$, 1, $\frac{2}{3}$

2a. Various answers, e.g. decrease by $\frac{1}{7}$ making the fifth fraction $\frac{5}{7}$.

3a. Adam is incorrect. The next number should be $1\frac{1}{5}$ because the sequence decreases by $\frac{1}{5}$ each time.

Greater Depth

7a. $\frac{17}{10}$, $\frac{13}{10}$, $\frac{9}{10}$; $1\frac{7}{10}$, $1\frac{3}{10}$, $\frac{9}{10}$

8a. Various answers, e.g. increase by $\frac{4}{6}$, making the fifth fraction $2\frac{5}{6}$.

9a. Zira is correct. The next number should be $3\frac{2}{6}$ which is equivalent to $3\frac{1}{3}$ because the sequence decreases by $\frac{2}{6}$ each time.

Varied Fluency
Count in Fractions

Developing

1a. $\frac{5}{6}$ and $\frac{6}{6}$ should be shaded.

2a. $\frac{7}{6}$

3a. $1\frac{3}{8}$; the next two numbers in the sequence are $1\frac{4}{8}$ and $1\frac{5}{8}$.

4a. $\frac{2}{3}$ and $\frac{5}{3}$; the sequence is $\frac{1}{3}$, $\frac{2}{3}$, 1, $1\frac{1}{3}$ and $1\frac{2}{3}$.

Greater Depth

9a. $1\frac{2}{8}$ and 2

10a. $\frac{9}{6}$

11a. $2\frac{7}{8}$; the next two numbers in the sequence are $2\frac{5}{8}$ and $2\frac{3}{8}$.

12a. $\frac{6}{3}$ and $\frac{8}{3}$; the sequence is $1\frac{1}{3}$, 2, $2\frac{2}{3}$, $3\frac{1}{3}$ and 4.

Math lesson 3 Answers

Add fractions

1 Complete the additions.

Use the bar models to help you.

a) $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

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

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

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

2 Shade the circles and complete the additions.

a) $\frac{1}{8} + \frac{3}{8} = \frac{4}{8}$

b) $\frac{5}{8} + \frac{1}{8} = \frac{6}{8}$

c) $\frac{3}{8} + \frac{3}{8} = \frac{6}{8}$

d) $\frac{5}{8} + \frac{3}{8} = \frac{8}{8}$

3 Complete the part-whole models.

a) $\frac{4}{9}$ → $\frac{2}{9}$, $\frac{2}{9}$

c) $\frac{6}{6}$ → $\frac{1}{6}$, $\frac{5}{6}$

b) $\frac{4}{6}$ → $\frac{1}{6}$, $\frac{3}{6}$

Which part-whole model is the odd one out? varies

Talk about your choice with a partner. Did they choose the same odd one out?

4 Alex and Huan are eating a cake.

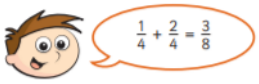
Alex eats $\frac{4}{7}$ of the cake.

Huan eats $\frac{2}{7}$ of the cake.

What fraction of the cake have they eaten altogether?

They have eaten $\frac{6}{7}$ of the cake altogether.

5 Teddy is adding fractions.



a) Draw a bar model to show that Teddy is wrong.

$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$ not $\frac{3}{8}$

b) Complete the addition $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$

6 Annie has baked 12 muffins.

She puts them into 2 boxes.

What fraction of the muffins could she put in each box?

Complete the table to show four possibilities.

One has been done for you.

Box 1	Box 2
$\frac{1}{12}$	$\frac{11}{12}$
$\frac{2}{12}$	$\frac{10}{12}$
$\frac{3}{12}$	$\frac{9}{12}$
$\frac{4}{12}$	$\frac{8}{12}$
$\frac{5}{12}$	$\frac{7}{12}$
$\frac{6}{12}$	$\frac{6}{12}$

Are there any other possibilities? Talk about it with a partner.

7 Complete the additions.

a) $\frac{3}{8} + \frac{4}{8} = \frac{7}{8}$

b) $\frac{3}{9} + \frac{4}{9} = \frac{7}{9}$

c) $\frac{3}{29} + \frac{4}{29} = \frac{7}{29}$

d) $\frac{3}{103} + \frac{4}{103} = \frac{7}{103}$

e) $\frac{5}{31} + \frac{9}{31} = \frac{14}{31}$

f) $\frac{17}{111} + \frac{33}{111} = \frac{50}{111}$

Reasoning and Problem Solving
Add Fractions

Developing

1a. Finn is incorrect because he has added the denominators as well as the numerators. The correct answer is $\frac{3}{4}$

2a. Various possible answers, for example:

$\frac{0}{4} + \frac{3}{4}$, $\frac{1}{4} + \frac{2}{4}$ and $\frac{2}{4} + \frac{1}{4}$

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

Greater Depth

7a. Joshua is correct because he has simplified $\frac{6}{22}$ to $\frac{3}{11}$ in order the match the denominators in the other numbers in order to get the correct answer.

8a. Various possible answers, for example:

$\frac{0}{12} + \frac{8}{12}$, $\frac{1}{12} + \frac{7}{12}$ and $\frac{2}{12} + \frac{6}{12}$

9a. $\frac{2}{12} + \frac{3}{12} + \frac{4}{12} = \frac{9}{12}$

Varied Fluency
Add Fractions

Developing

1a. A – $\frac{3}{4}$, B – $\frac{4}{5}$

2a. $\frac{1}{8} + \frac{\boxed{4}}{8} = \frac{5}{\boxed{8}}$

3a. False; answer should be $\frac{4}{7}$

4a. $\frac{7}{10}$

Greater Depth

9a. A – 3, B – 7

10a. 10

11a. False; it is $\frac{6}{10}$

12a. 10

Math lesson 4 Answers

Add 2 or more fractions

1 Complete the additions.

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

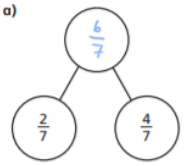
b)  $\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$

c)  $\frac{3}{8} + \frac{3}{8} = \frac{6}{8}$

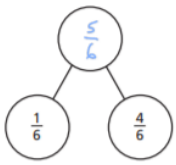
d)  $\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$

2 Complete the part-whole models.

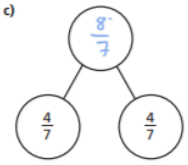
a)



b)



c)



d) Which part-whole model is the odd one out?

Explain your choice to a partner.

Did you both have the same answer?

3 Complete the additions.

a) $\frac{3}{7} + \frac{3}{7} = \frac{6}{7}$

b) $\frac{3}{7} + \frac{4}{7} = \frac{7}{7} = 1$

c) $\frac{4}{5} + \frac{3}{5} = \frac{7}{5} = 1\frac{2}{5}$

d) $\frac{8}{5} + \frac{6}{5} = \frac{14}{5} = 2\frac{4}{5}$

e) $\frac{8}{11} + \frac{6}{11} = \frac{14}{11} = 1\frac{3}{11}$

f) $\frac{4}{11} + \frac{4}{11} + \frac{6}{11} = \frac{14}{11} = 1\frac{3}{11}$

g) $\frac{3}{11} + \frac{3}{11} + \frac{8}{11} = \frac{14}{11} = 1\frac{3}{11}$

h) $\frac{3}{7} + \frac{3}{7} + \frac{8}{7} = \frac{14}{7} = 2$

4 $\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$

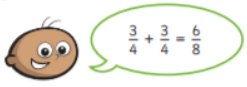
What could the missing numerators be?

Give four different possibilities.

e.g. $\frac{1}{4} + \frac{8}{4} = \frac{9}{4}$ $\frac{3}{4} + \frac{6}{4} = \frac{9}{4}$

$\frac{2}{4} + \frac{7}{4} = \frac{9}{4}$ $\frac{4}{4} + \frac{5}{4} = \frac{9}{4}$

5 Tommy is adding fractions.



Explain why Tommy is incorrect.

He has added the denominators when he shouldn't have. Each whole is still split into quarters so $\frac{3}{4} + \frac{3}{4} = \frac{6}{4}$

6 Complete the number sentences.

a) $\frac{3}{8} + \frac{4}{8} = \frac{7}{8}$

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

c) $\frac{3}{16} + \frac{13}{16} = 1$

d) $\frac{4}{9} + \frac{7}{9} = \frac{11}{9} = 1\frac{2}{9}$

e) $\frac{4}{9} + \frac{9}{9} = \frac{13}{9} = 1\frac{4}{9}$

f) $\frac{4}{9} + \frac{12}{9} = \frac{16}{9} = 1\frac{7}{9}$

g) $\frac{5}{7} + \frac{4}{7} + \frac{5}{7} = 2$

h) $\frac{5}{7} + \frac{11}{7} + \frac{5}{7} = 3$

7 Rosie, Whitney and Teddy have each been for a walk.

Rosie walked $\frac{5}{8}$ km.

Whitney walked $\frac{7}{8}$ km.

Teddy walked $\frac{3}{8}$ km.

a) How far did they walk altogether? $1\frac{3}{8}$ km

b) Jack also went for a walk.

Altogether the four children walked 3 km.

How far did Jack walk? $1\frac{1}{8}$ km

Varied Fluency
Add 2 or More Fractions

Developing

1a. $\frac{7}{8}$

2a. $\frac{8}{9}$

3a. $\frac{11}{15}$

4a. A. $\frac{8}{\boxed{14}} + \frac{4}{14} = \frac{\boxed{7}}{14} + \frac{5}{14} = \frac{\boxed{12}}{14}$

B. $\frac{\boxed{1}}{9} + \frac{6}{9} = \frac{4}{9} + \frac{3}{\boxed{9}} = \frac{\boxed{7}}{\boxed{9}}$

Greater Depth

9a. Various answers, for example:

$\frac{12}{9} = 1\frac{3}{9}$

10a. Various answers, for example:

$\frac{16}{10} = 1\frac{6}{10}$

11a. $2\frac{1}{4}$

12a. A. $\frac{1}{3} + \frac{5}{6} = \frac{\boxed{4}}{12} + \frac{20}{24} = \frac{\boxed{7}}{\boxed{6}} = \boxed{1}\,\frac{\boxed{1}}{\boxed{6}}$

B. $\frac{8}{6} + \frac{\boxed{21}}{12} = \frac{38}{24} + \frac{18}{12} = \frac{\boxed{37}}{\boxed{12}} = \boxed{3}\,\frac{\boxed{1}}{\boxed{12}}$

Reasoning and Problem Solving
Add 2 or More Fractions

Developing

1a. A. $\frac{3}{12} + \frac{5}{12} + \frac{\boxed{2}}{12}$

B. $\frac{\boxed{3}}{12} + \frac{6}{\boxed{12}} + \frac{1}{12}$

2a. $\frac{2}{9} + \frac{5}{9}$ or $\frac{3}{9} + \frac{4}{9}$

3a. Jake is correct because Steph has added the denominators as well as the numerators.

Greater Depth

7a. A. $\frac{2}{3} + \frac{4}{6} + \frac{\boxed{3}}{6}$

B. $\frac{14}{\boxed{12}} + \frac{\boxed{1}}{3} + \frac{\boxed{2}}{6}$

8a. $\frac{6}{5} + \frac{7}{5} + \frac{2}{20}$ and $\frac{6}{5} + \frac{30}{20}$

9a. Hannah is correct because Isabel's calculation will equal $\frac{15}{7}$.

Math lesson 5 Answers

question	answer	marks
1	**1001**	1
2	**462**	1
3	**228**	1
4	**107**	1
5	**306**	1
6	**31**	1
7	$\frac{2}{6}$ or $\frac{1}{3}$	1
8	$\frac{2}{8}$ or $\frac{1}{4}$	1
9	**9345**	1
10	**317**	1
11	**8311**	1
12	**8489**	1
13	**72**	1
14	**0**	1
15	**2265**	1
16	**5104**	1
17	$1\frac{1}{3}$	1
18	$\frac{6}{9}$ or $\frac{2}{3}$	1
19	**4.3**	1
20	**6.68**	1
21	**8.2**	1

question	answer	marks
22	**0.57**	1
23	**15**	1
24	**5.67**	1
		Total 24

English Lesson 1: Reading - The Old Teacher Answers

The Old Teacher by Alan Ahlberg

ANSWERS

Key vocabulary: Stock-cupboard, Hymn-books, Wendy house.

Retrieval

1.) Where did the old teacher sleep?

The old teacher usually slept in the stock-cupboard

2.) What did the children bring her to eat?

The children brought her apples to eat

3.) How did the old teacher keep herself clean?

She washed her face in the goldfish water.

Inference

4.) Do you think that the old teacher was happy living as she did? Explain your reasoning.

If yes, answers may include that she continued to live there and had lived there for many years /her basic needs were being met; the poem says that she had food, shelter, somewhere to sleep, somewhere to wash / She had been a teacher for many years, an may have loved the school so much that she chose to live there / there is nothing in the poem to suggest that she wanted things to be any different.

If no, answers may include that she could have been lonely, the stock-cupboard was probably not very comfortable / she would have been cold with paper for blankets, hungry with only apples to eat, dirty with only the goldfish water to wash her face in / the Wendy house would have been small, even for an old lady to live in.

5.) Do you think a Wendy house is an appropriate place for the old teacher to live? Why / Why not?

Yes it is – answers may include that the Wendy house is cosy / it is free to live in / it is a small place to keep clean and tidy and any other reasonable explanations.

No it is not – answers may include that the Wendy house is too small for anyone to live in properly / it does not have running water and electricity and any other reasonable explanations.

Vocabulary

6.) What does "as a rule" mean in line 3?

As a rule means usually

7.) What is a Hymn-book? Where else, other than a school, might a Hymn-book be used?

A hymn-book is a book that contains religious songs and music

8.) What is a stock cupboard? Why might a stock cupboard be needed in a school?

A stock-cupboard is where all the school's resources (the stock) such as pens, paper, books are kept.

Deepen the Moment

"There was an old teacher, who lived for years in a Wendy house, or so it appears."

Do you think the teacher really lived in school? Why might people have believed this to be true?

Yes I believed this to be true because the poem talks about how she lives in the Wendy house and sleeps in the stock cupboard / the poem goes into detail about how she lived, ate, washed and slept/ any other reasonable explanation.

No I do not believe this to be true because it would not be possible for a grown lady to live in a Wendy house as it is too small / the stock cupboard resources such as the paper blanket and the hymn books for pillows would be uncomfortable – she would not get a good night's sleep to then be able to teach the next day.

People may have believed this to be true because the old teacher is always seen at school from early in the morning until late at night / may work hard and have little time away from school / any other reasonable explanations.

The Old Teacher by Alan Ahlberg

ANSWERS – Red Set

Key vocabulary: Stock-cupboard, Hymn-books, Wendy house.

Retrieval

1.) Where did the old teacher sleep?

The old teacher usually slept in the stock-cupboard.

2.) What did the children bring her to eat?

The children brought her apples to eat

Inference

3.) Do you think that the old teacher was happy living as she did? Give one reason to support your answer.

If yes, answers may include that she continued to live there and had lived there for many years /her basic needs were being met; the poem says that she had food, shelter, somewhere to sleep, somewhere to wash / She had been a teacher for many years, an may have loved the school so much that she chose to live there / there is nothing in the poem to suggest that she wanted things to be any different.

If no, answers may include that she could have been lonely, the stock-cupboard was probably not very comfortable / she would have been cold with paper for blankets, hungry with only apples to eat, dirty with only the goldfish water to wash her face in / the Wendy house would have been small, even for an old lady to live in.

Vocabulary

4.) What does "as a rule" mean in line 3? Does it mean usually, sometimes or never?
As a rule means usually.

5.) What is a Hymn-book?
A hymn-book is a book that contains religious songs and music

Deepen the Moment

Why do you think that the teacher lived in school? Write at least one reason to support why she might live there.

Reasons could include that she had no house of her own / not enough money / that she loved the school / that she wanted to look after the school / she worked so hard at being a teacher each day, that it was easier to live in school than to travel each day / her house was too far away to travel to school each day.

English Lesson 2: Fronted Adverbials

Task 1: Accept any appropriate fronted adverbial

e.g. 1. Without looking back, the girl ran through the park.

Deepen the moment:

Where Is It?

Below the waves, the fish swam quickly.

In the park, Jack went on the swings.

On the table, Sarah placed her book and pen.

In a forest, the monkeys swung from branch to branch.

On a rock, the mermaid watched ships passing by.

Behind the counter, the shopkeeper stood serving customers

Challenge!

Accept any fronted adverbial that is grammatically correct and explains where the event may have happened.

When Did It Happen?

After dinner, Sarah ate her delicious dessert.

Before school, John had to put his uniform on.

In December, many people celebrate Christmas.

In the evening sun, long shadows stretched across the ground.

Every year, I celebrate my birthday.

After a while, the rain cleared and the sun came out.

Challenge!

Accept any fronted adverbial that is grammatically correct and explains where the event may have happened.

English Lesson 3 Reading

Various acceptable similarities / differences between formal and informal letters. e.g.

Both have a receiver address, both say Dear ____, both would say who it's from. etc.

Only a formal letter would have sender address, only an informal letter might tell them news or gossip, only a formal letter would introduce the reason for writing in an introductory paragraph etc.

Formal and Informal Language

Fill in the blanks using the word bank below.

Formal	Informal	Slang
Spectacles	Glasses	Specs
Beverage	Drink	Bevy
Pick your Brains	Pleased	Chuffed
Gentleman	Man	Bloke
Enquire	Ask	Wicked
Brilliant	Great	Delighted
Acquaintance	Friends	Mates
Insignificant	Small	Piddly

English Lesson 5: Verb tenses

Past and Present Tense **Answers**

Tick the boxes to show whether these sentences use the past or the present tense.

	Past	Present
My name is Ash, I'm twelve years old and I love to sing.		✓
This made it very hard to put my costume on.	✓	
"You're doing it up all wonky."		✓
"Come on, Ash, we're all waiting."		✓
The music galloped along and my heart galloped with it.	✓	

Can you turn these whole sentences from the past tense into the present tense?

1. I stuck my arm out and felt a paperclip ping off the back of my costume.
   I stick my arm out and feel a paperclip ping off the back of my costume.
2. I looked into my Dad's calm, brown eyes and my chin went wobbly.
   I look into my Dad's calm, brown eyes and my chin goes wobbly.
3. My lines were clear, like printed words in my head.
   My lines are clear, like printed words in my head.
4. I blinked until my eyes stopped stinging.
   I blink until my eyes stop stinging.

Reading for Productivity Answers

Lesson 1: Geography

Geography - Europe Information Sheet – Year 4

Retrieval

1.) Which countries sit next to Sweden? Norway and Finland

2.) What is the largest lake and which country is it in? Ladoga in Russia

3.) Which country is number 8? Albania

Inference

3.) Why do you think Europe is a popular holiday destination? Use evidence from the text to support your answer. Any acceptable answer

Vocabulary

5.) What does the word 'population' mean on the third paragraph? How many people live in a certain area.

Lesson 2: R.E.

Retrieval

1. How many different names does Allah have?
   99.
2. What are used by Muslims when praying to remember the names of Allah?
   Subhah beads.
3. What do Muslims believe Allah created?
   Heavens and the Earth.

Vocabulary

4. What does the word 'merciful' or mercy mean?
   Forgiving, gracious, kind, sympathetic, understanding, patient, compassionate.
5. What do you think the word 'entity' means?
   Something that exists on its own, separate, independent.

Inference

6. How could Muslims show respect to Allah in their everyday life?
   Read the Qur'an, show peace and kindness to others, pray when they are supposed to, follow rules.
7. Why do you think Muslims strictly believe in one God and not more than one?
   Because if there were more than one God then those Gods would be powerful in one thing but not powerful overall.

Lesson 3: D.T.

Reading for Productivity- DT

1. Name two examples of fruit and vegetables. Cucumber, apple etc.
2. What food and drink is high in sugar? Fizzy drink, sweets etc.
3. Name two types of protein that are important to our diet. Fish, eggs, meat etc
4. What does the word **'alternative'** mean in this sentence?
   Beans and pulses are a good ***alternative*** to meat as they contain less fat and are higher in fibre and protein. Different etc
5. Why do you think it is important for a baby to have a good amount of protein and calcium in their diet? To grow strong bones and teeth
6. If an individual was struggling with tiredness, what would you recommend they eat and drink?
   Increase the amount of fruit, vegetables, wholegrain foods, low fat dairy products and lean meats in your diet.

Lesson 4: Science

Retrieval

1. What are the three things that vibrate with sound?

1. the source object
2. the molecules in the air
3. the eardrum

2. Does air travel with sound? Use the text to back up your answer?

Air itself does not travel with the wave (there is no gush or puff of air that accompanies each sound); each air molecule moves away from a rest point and then, eventually, returns to it.

3. What is the fastest vibration is your ear able to hear?

The fastest vibration we can hear is 20,000 times per second.

Vocabulary

4. What do you think the word 'frequency' means?

The rate at which something occurs over a particular period of time. etc.

5. Can you find a synonym for the word 'individual'?

Single

Lesson 5: Computing

Retrieval

1) What is a branching story? A story with multiple options and endings.
2) Why is a branching story different to a normal story? A normal story only has one ending.
3) How many options could a branching story have? As many as you want.
4) How is the reader more involved in a branching story? The reader gets to decide how the story goes.

Inference

5) Why do you think branching stories are better when using software such as PowerPoint? Explain your answer. Accept any appropriate answer.
6) What type of stories do you think would work best as a branching story? Accept any appropriate answer.

Vocabulary

7) Find and copy a word from the text that has the same meaning as 'for all time'. Forever
8) What does the word 'interactive' mean? You can interact with it, so you can change it and make it move – anything similar to this.