



Year 4: Remote Learning Schedule

W/C 1 st March	Monday	Tuesday	Wednesday	Thursday	Friday
Maths (approx. 45 mins per lesson) This week our focus is: Fractions	Lesson 1: To subtract fractions (recap). Click on the link here	Lesson 2: To subtract two fractions. Click on the link here	Lesson 3: To subtract from whole amounts. Click on the link here .	Lesson 4: To calculate fractions of a set of objects (1). Click on the link here .	Lesson 5: To consolidate my arithmetic skills.
	<p>You will find links to videos above. The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</p>				
<p>Remember to log in to TT Rockstars each week to practise your times tables! Message your teacher on ClassDojo if you've forgotten your login details.</p>					
<p>Remember to share your learning on ClassDojo! Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</p>					
English (approx. 45 mins per lesson) This week our focus is: A formal letter	Lesson 1: To answer questions based on a poem.	Lesson 2: To understand the use of pronouns.	Lesson 3: To create a structured plan for my formal letter.	Lesson 4: To write a formal letter.	Lesson 5: To edit my formal letter.
	<p>The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</p>				
<p>This week's spellings are: physician, optician, magician, politician, electrician (Remember to test yourself on Friday!)</p>					
<p>Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.</p>			Lesson 1: Music	Lesson 2: Geography	Lesson 3: Science
			Lesson 4: World Book Day	Lesson 5: Art	
<p>Reading for Pleasure is such an important part of our curriculum – follow the link https://www.worldbookday.com/world-of-stories/</p>					
<p>Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. At the end of this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!</p>					



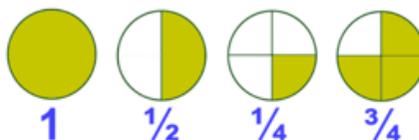
Maths resource:

Year 4 Knowledge Organiser - Fractions

VIPs

A fraction represents part of a whole.
 The numerator is the number above the fraction bar.
 The denominator is the number below the fraction bar.
 Equivalent means equal to.
 The numerators and denominators of equivalent fractions are linked through times tables.
 To calculate an equivalent fraction multiply the numerator and the denominator by the same number.
 A fraction greater than one is called an improper fraction.
 An improper fraction has a numerator greater than the denominator.
 A fraction equivalent to one has the same numerator and denominator.
 When adding and subtracting fractions, the denominator remains the same.
 A mixed number is a whole number and fraction.
 When adding fractions, the denominator remains the same.
 Bar models, split into the same number of boxes as the denominators, can be used to represent adding fractions.
 When subtracting fractions, the denominator remains the same.
 To find a fraction of a quantity, divide the quantity by the denominator and multiply by the numerator.

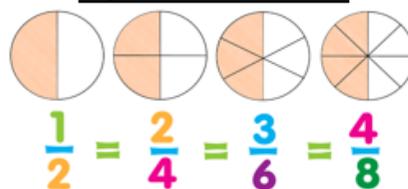
Pictures of Fractions



Intent

To build on children's understanding of fractions from previous year groups. In this unit, children will learn to understand fraction terminology. They will learn how to find fractions of amounts, count in fractions and add and subtract fractions. Children will learn how to recognise and calculate equivalent fractions.

Equivalent Fractions



Types of Fractions

Smaller → $\frac{3}{5}$
 Larger → $\frac{5}{3}$

Larger (or equal) → $\frac{9}{5}$
 Smaller (or equal) → $\frac{5}{9}$

Proper Fraction

Improper Fraction

$2\frac{1}{3}$

Mixed Number

Numerator and Denominator

There are two main parts to a fraction – the numerator and the denominator. The numerator is how many parts you have. The denominator is how many parts the whole was divided into.

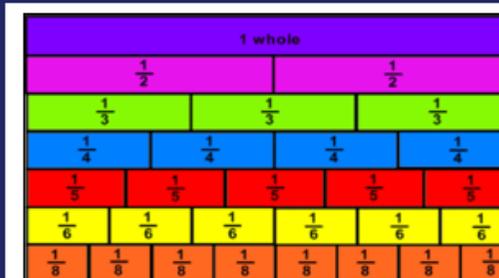
numerator $\frac{1}{2}$ $\frac{5}{8}$
denominator

Fat Questions

What fraction of the earth is covered in ice? How has this changed from the past?
 What fraction of farm land is used to grow food to feed animals?
 What fraction of the world's population live in poverty?
 Is it important to understand fractions to help organise how we spend our money?

Key vocabulary

Fraction, numerator, denominator, proper fraction, improper fraction, unit fraction, non-unit fraction, bar model, equal parts, whole number, mixed number, equivalent.





Maths Lesson 1: To subtract fractions (Main, Blue Task)

Subtract fractions



1 Complete the subtractions.

Use the bar models to help you.

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

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

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

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

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 of the chocolate bar left.



3 Complete the subtractions.

Simplify your answers where possible.

a) $\frac{7}{10} - \frac{1}{10} = \square = \square$

e) $\frac{8}{12} - \frac{4}{12} = \square = \square$

b) $\frac{7}{10} - \frac{2}{10} = \square = \square$

f) $\frac{9}{12} - \frac{5}{12} = \square = \square$

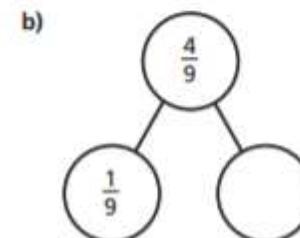
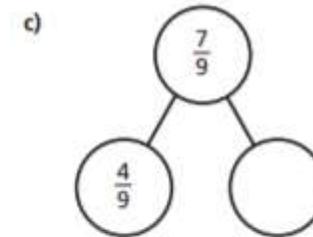
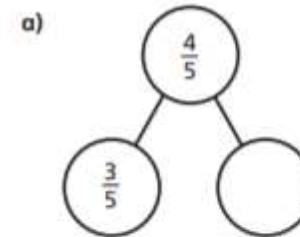
c) $\frac{7}{10} - \frac{3}{10} = \square = \square$

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

d) $\frac{7}{12} - \frac{3}{12} = \square = \square$

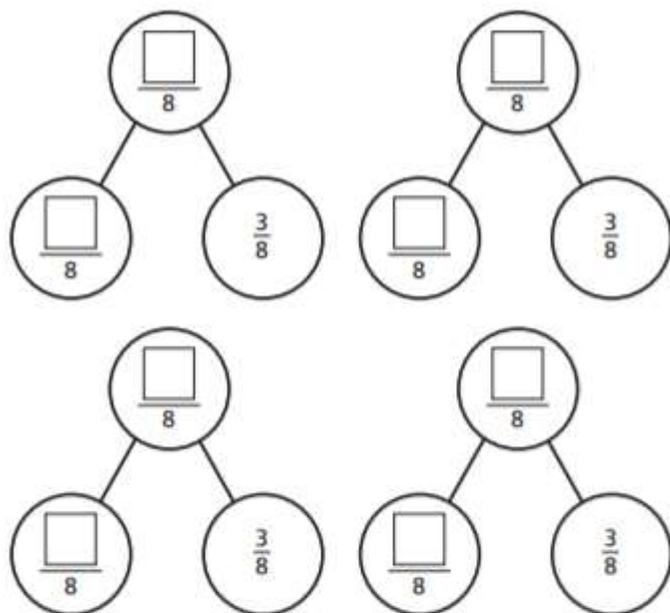
h) $\frac{13}{127} - \frac{9}{127} = \square$

4 Complete the part-whole models.



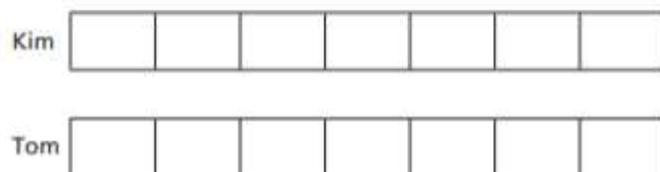


5 Complete the part-whole model in four different ways.



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 more of her book than Tom.

7 Write the missing numerators.

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

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

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

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

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

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

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

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

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

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

How many other answers can you find?





Maths Lesson 1 - Red task

If you find the main activity a bit too tricky, try these questions instead...

Varied Fluency

Subtract Fractions

1a. Complete the calculation.

$$\frac{8}{9} - \frac{6}{9} = \frac{\square}{\square}$$




2a. Fill in the missing numerator.

$$\frac{5}{8} - \frac{\square}{8} = \frac{1}{8}$$




3a. Write a statement to match the images.



4a. Draw an image to match the statement.

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



5a. Five-sevenths subtract two-sevenths equals four-sevenths.

True or false?



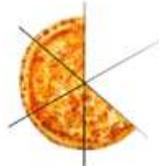
Reasoning & Problem Solving

Subtract Fractions

1a. Joe has $\frac{4}{6}$ of a pizza.

He gives Niall one-sixth of the pizza.

How many sixths does he have left?



2a. Is Charlie correct?



I subtract $\frac{2}{7}$ from $\frac{6}{7}$.
Sami has $\frac{5}{7}$.
I have more than Sami.

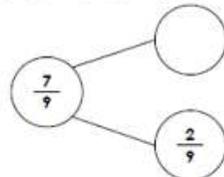
Charlie



Explain why.



3a. Choose a fraction to make the part whole model correct.



Maths Lesson 1 – Gold task

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

Varied Fluency

Subtract Fractions

11a. Complete the calculation.

$$\frac{3}{5} - \frac{2}{10} = \frac{\square}{5}$$



12a. Fill in the missing numerator.

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



13a. Write a statement to match the images.



14a. Draw an image to match the statement.

$$\frac{2}{5} - \frac{2}{10} = \frac{1}{5}$$



15a. Eight-tenths subtract six-twentieths equals five-tenths.

True or false?



Reasoning & Problem Solving

Subtract Fractions

7a. Asha has $\frac{8}{10}$ of a pie.

She gives Tia two-twentieths of the pie.

How many tenths does she have left?



8a. Is Georgie correct?



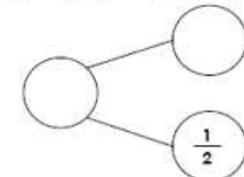
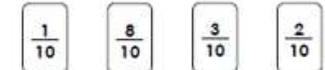
I subtract $\frac{4}{10}$ from $\frac{9}{10}$.
Alice has $\frac{4}{20}$.
I have more than Alice.

Georgie

Explain why.



9a. Choose fractions to make the part whole model correct.





Maths Lesson 1 - 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.

$$\begin{array}{r} \square \\ \hline \square \end{array} - \begin{array}{r} \square \\ \hline \square \end{array} = \begin{array}{r} \square \\ \hline \square \end{array}$$

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.



$$\begin{array}{r} \square \\ \hline \square \end{array} - \begin{array}{r} \square \\ \hline \square \end{array} = \begin{array}{r} 5 \\ \hline 7 \end{array}$$

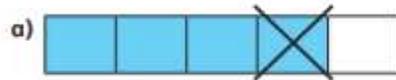


Maths Lesson 2: To subtract two fractions (Main, Blue Task)

Subtract 2 fractions

White
Rose
Maths

1 Complete the subtractions.



$$\frac{4}{5} - \frac{1}{5} = \square$$



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



$$\frac{5}{7} - \frac{3}{7} = \square$$



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



2 Complete the calculations.

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

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

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

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

c) $\frac{6}{6} - \frac{6}{6} = \square$

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

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

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

3 Complete the subtractions

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

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

b) $\frac{9}{5} - \frac{5}{5} = \square$

f) $\frac{11}{3} - \frac{4}{3} = \square = \square$

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

g) $\frac{14}{3} - \frac{4}{3} = \square = \square$

d) $\frac{9}{2} - \frac{4}{2} = \square = \square$

h) $\frac{15}{3} - \frac{5}{3} = \square = \square$



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

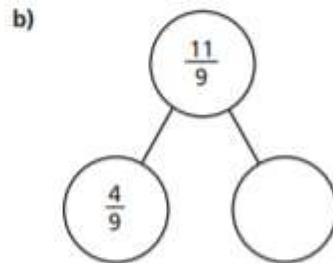
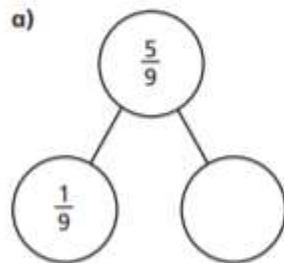
He uses $\frac{5}{4}$ kg of potatoes.

How many kilograms does he have left?

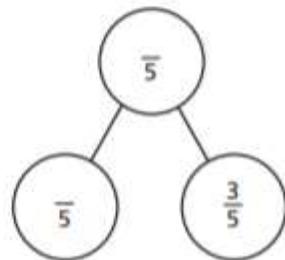
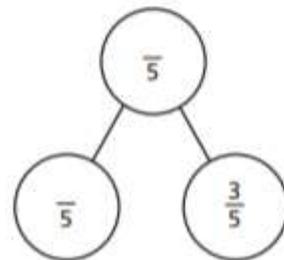


Jack has kg left.

- 5 Complete the part-whole models.



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



- 7 Fill in the missing numerators.

a) $\frac{10}{11} - \frac{\square}{11} = \frac{7}{11}$

d) $\frac{15}{4} - \frac{\square}{4} = 2$

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

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

c) $\frac{10}{11} - \frac{4}{11} = \frac{\square}{11} - \frac{7}{11}$

f) $\frac{11}{4} - \frac{3}{4} = \frac{11}{3} - \frac{\square}{3}$

- 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?

hours





Maths Lesson 2 - Red task

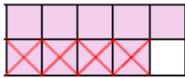
If you find the main activity a bit too tricky, try these questions instead...

Varied Fluency

Subtract 2 Fractions

1a. Use the image to complete the calculation.

$$\frac{9}{10} - \frac{4}{10} = \frac{\square}{\square}$$



VF

2a. Match the correct answer to the calculation.

$$\frac{5}{6} - \frac{4}{6} = \frac{\square}{\square}$$



A. $\frac{9}{12}$

B. $\frac{2}{6}$

C. $\frac{1}{6}$



VF

3a. Circle the calculation that matches the representation.

$$\frac{8}{11} - \frac{5}{11} \quad \frac{8}{11} - \frac{3}{11}$$



VF

4a. Complete the calculations.

A. $\frac{4}{5} - \frac{\square}{\square} = \frac{1}{5}$



B. $\frac{6}{7} - \frac{\square}{\square} = \frac{1}{7}$



VF

Reasoning & Problem Solving

Subtract 2 Fractions

1a. James runs $\frac{4}{6}$ of a mile in a race.
Sofia runs $\frac{3}{6}$ of a mile less than James.



James

Sofia runs $\frac{2}{6}$ of a mile.

Is he correct? Explain your answer.



R

2a. Use the digit cards to complete this calculation.

2 3 5

$$\frac{\square}{7} - \frac{\square}{7} = \frac{\square}{7}$$



PS

3a. Are these calculations the same?

$$\frac{8}{9} - \frac{5}{9}$$

$$\frac{8}{9} - \frac{4}{9} - \frac{1}{9}$$



Use the shapes to prove your answer.



R

Maths Lesson 2 – Gold task

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

Varied Fluency

Subtract 2 Fractions

9a. Complete the subtraction.

$$\frac{19}{10} - \frac{4}{20} = \frac{\square}{\square}$$



VF

10a. Match the correct answer to the calculation.

$$\frac{40}{12} - \frac{10}{6} = \frac{\square}{\square}$$

A. $\frac{10}{6}$

B. $\frac{4}{3}$

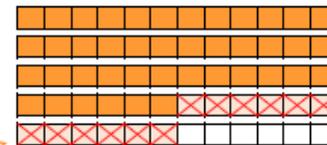
C. $\frac{2}{3}$



VF

11a. Circle the calculation that matches the representation.

$$\frac{54}{12} - \frac{6}{6} \quad \frac{27}{6} - \frac{10}{12}$$



VF

12a. Complete the calculations.

A. $\frac{22}{14} - \frac{\square}{\square} = \frac{20}{28}$

B. $\frac{12}{36} - \frac{\square}{\square} = \frac{4}{18}$



VF

Reasoning & Problem Solving

Subtract 2 Fractions

7a. Evie cycles $\frac{14}{10}$ miles around a park.
Jakub cycles $\frac{2}{5}$ less than Evie.



Evie

Jakub cycles $\frac{4}{5}$ of a mile.

Is she correct? Explain your answer.



R

8a. Use the digit cards to complete this calculation. You can use each card more than once.

4 2 6 0 8

$$\frac{\square}{4} - \frac{\square}{8} = \frac{\square}{\square}$$



PS

9a. Are these calculations the same?

$$\frac{16}{20} - \frac{6}{10}$$

$$\frac{8}{10} - \frac{6}{20} - \frac{6}{20}$$

Draw your own bar model to help you.



R



Maths Lesson 2 - Deepen the Moment

Subtract 2 Fractions

1. What could the value of each shape be?

$$\begin{array}{r} \text{Hexagon} \\ \hline \text{Circle} \end{array} - \begin{array}{r} \text{Triangle} \\ \hline \text{Square} \end{array} = \begin{array}{r} \text{Triangle} \\ \hline \text{Circle} \end{array}$$

$$\text{Circle} = \square$$

$$\text{Square} = \square$$

$$\text{Triangle} = \square$$

$$\text{Hexagon} = \square$$

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

Dice 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.



Discuss how your strategy will change if you use dice with different a different number of sides.

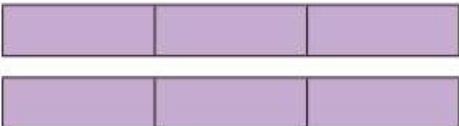


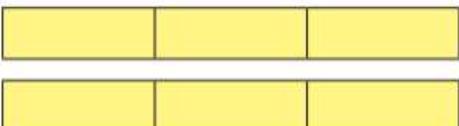
Maths Lesson 3: To subtract from whole amounts - (Main, Blue Task)

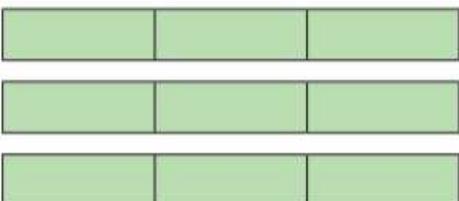
Subtract from whole amounts

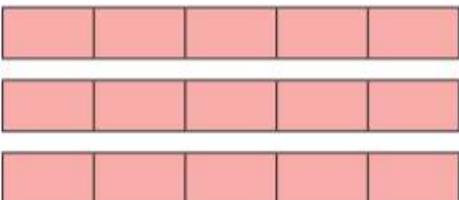
Miss Rose Maths

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

a)  $2 - \frac{2}{3} = \square$

b)  $2 - \frac{5}{3} = \square$

c)  $3 - \frac{5}{3} = \square$

d)  $3 - \frac{8}{5} = \square$



2 Complete the subtractions.

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

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

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

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

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

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

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

3

$2\frac{3}{4}$

1

$\frac{1}{4}$

2

$\frac{9}{4}$



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 whole pies and 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.

5 Alex is subtracting fractions.



Explain why Alex is incorrect.



6 Complete the calculations.

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

c) $\square - \frac{7}{12} = 3\frac{5}{12}$

b) $4 - \square = 3\frac{3}{8}$

d) $\square - \frac{5}{12} = 13\frac{7}{12}$

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 litres of juice left.





Maths Lesson 3 - Red task

If you find the main activity a bit too tricky, try these questions instead...

Varied Fluency

Reasoning & Problem Solving

Subtract from Whole Amounts

1a. Use the bar model to complete the calculation.

$$\frac{10}{5} - \frac{4}{5} = \frac{\quad}{\quad}$$

2a. Complete the calculation by using the number line.

$$\frac{32}{4} - \frac{8}{4} = \frac{\quad}{\quad}$$

3a. Tick the bar model which represents the calculation.

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

A.

B.

4a. Circle the correct calculation.

A. $\frac{25}{5} - \frac{4}{5} = \frac{21}{5}$

B. $\frac{20}{5} - \frac{4}{5} = \frac{18}{5}$

Subtract from Whole Amounts

1a. Use the bar model to create subtraction calculations where a fraction is subtracted from a whole number.

$$\frac{14}{7} - \frac{\quad}{7} = \frac{\quad}{7}$$

Find 3 possibilities.

2a. Circle the odd one out.

A. $\frac{15}{5} - \frac{7}{5}$

B. $\frac{15}{5} - \frac{6}{5}$

C. $\frac{20}{5} - \frac{12}{5}$

Explain your reasoning.

3a. Adam has an improper fraction. He subtracts it from a whole number and gets a whole number as his answer.

Naila says,

I think Adam's calculation is $\frac{9}{3} - \frac{6}{3}$.

Do you agree with Naila? Explain your answer.

Maths Lesson 3 – Gold task

If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

Varied Fluency

Reasoning & Problem Solving

Subtract from Whole Amounts

9a. Draw a bar model to help you complete the calculation.

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

10a. Complete the calculation by using the number line.

$$8 - \frac{7}{4} = \frac{\quad}{\quad}$$

11a. Write the calculation represented by the bar model.

$$\frac{\quad}{\quad} - \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

12a. Circle the correct calculation(s).

A. $\frac{15}{3} - \frac{7}{6} = \frac{23}{3}$

B. $3 - \frac{7}{9} = 2\frac{2}{9}$

C. $\frac{16}{4} - \frac{5}{8} = 3\frac{3}{8}$

Subtract from Whole Amounts

7b. Find three different ways to complete the calculation below.

$$5 - \frac{\quad}{12} = \frac{\quad}{6}$$

8b. Circle the odd one out.

A. $9 - \frac{42}{7}$

B. $4 - \frac{10}{12}$

C. $\frac{30}{6} - \frac{6}{3}$

Explain your reasoning.

9b. Carrie has an improper fraction. She subtracts it from a whole number and gets an improper fraction as her answer.

Doha says,

I think Carrie's calculation is $\frac{24}{6} - \frac{8}{3}$.

Do you agree with Doha? Explain your answer.



Maths Lesson 3 - 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.

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

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

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

The whole number in our calculation is a multiple of 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?

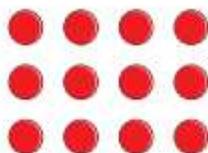


Maths Lesson 4: To calculate fractions of a set of objects (1) (Main, Blue task)

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?

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

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 =

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

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

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

3



To find a half I need to divide by 2

Do you agree with Dexter? _____

Talk about it with a partner.

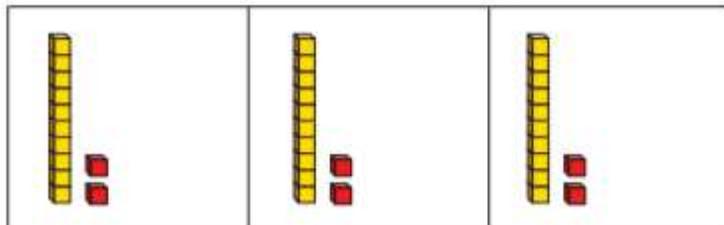
4

Complete the table.

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



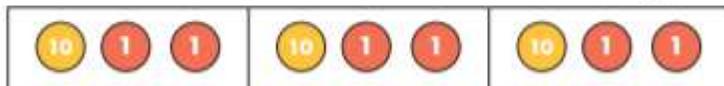
- 5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36



Use Huan's method to complete the calculations.

- a) $\frac{1}{3}$ of 63 = c) $\frac{1}{4}$ of 92 =
 b) $\frac{1}{4}$ of 48 =

- 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 = c) $\frac{1}{4}$ of 52 =
 b) $\frac{1}{5}$ of 60 =

- 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 = 30 c) $\frac{1}{5}$ of = 50
 b) $\frac{1}{4}$ of = 20

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

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

_____ _____ _____
 least counters most counters

- b) What fraction of the counters does Alex have?

- c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24





Maths Lesson 4 - Red task

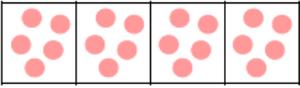
If you find the main activity a bit too tricky, try these questions instead...

Varied Fluency

Reasoning & Problem Solving

Fractions of a Quantity

1a. Circle the number that is $\frac{1}{4}$ of the whole number represented below.



20

5

14

★ VF

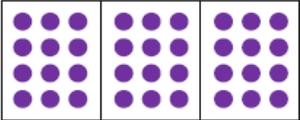
2a. Solve the calculation.

$\frac{1}{3}$ of 21 =

21		
7	7	7

★ VF

3a. Find a third of thirty-six.



$\frac{1}{3}$ of 36 =

★ VF

4a. Use counters to match the calculation to the answer.

A. $\frac{1}{10}$ of 80

B. $\frac{1}{4}$ of 24

C. $\frac{1}{3}$ of 15

D. $\frac{1}{2}$ of 16

8

6

8

5

★ VF

Fractions of a Quantity

1a. Below is the recipe for 18 oat pancakes. Kelly only needs to make $\frac{1}{2}$ of that number of pancakes.

Oat Pancake Ingredients

4 eggs
120g oats
60ml milk
2 bananas

How much of each ingredient will she need?

★ PS

2a. Tom is making a stew. The recipe says to use $\frac{1}{4}$ the amount of potatoes as peppers. Tom uses 16 peppers but he's unsure of how many potatoes to use.



How many potatoes does Tom need?
Show your working.

★ R

3a. Alice and Chuan are calculating $\frac{1}{5}$ of 35.



The answer is 28.



The answer is 7.

Who is correct? Explain how you know.

★ R

Maths Lesson 4 – Gold task

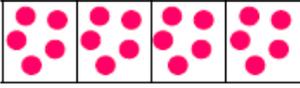
If you whizz through the main activity or feel confident and want to challenge yourself further, try these questions...

Varied Fluency

Reasoning & Problem Solving

Fractions of a Quantity

9a. Circle the number that is $\frac{4}{8}$ of the whole number represented below.



20

40

10

★ VF

10a. Use the first calculation to solve the second.

$\frac{6}{8}$ of 44 = 33

$\frac{6}{8}$ of 880 =

★ VF

11a. Use the related facts to solve both calculations.

If $\frac{1}{4}$ of 40 =

then $\frac{3}{4}$ of 80 =

★ VF

12a. Use counters to match the calculation to the answer.

A. $\frac{6}{9}$ of 27

B. $\frac{3}{8}$ of 80

C. $\frac{6}{9}$ of 270

D. $\frac{6}{12}$ of 40

20

18

30

180

★ VF

Fractions of a Quantity

7a. Below is the recipe for 36 blueberry muffins. Jo only needs to make 30 muffins.

Muffin Ingredients

6 eggs
240g all-purpose flour
180g butter
120g sugar
60g blueberries

How much of each ingredient will she need?

★ PS

8a. Todd is making 6 pies. The recipe says to use $\frac{3}{7}$ the amount of pears as plums for each pie. Todd uses 14 plums for a pie but he's unsure of how many pears to use.



How many pears does Todd need for 6 pies? Explain how you know.

★ R

9a. Steph and Cian calculated $\frac{6}{8}$ of 32.



I just need to double the answer to calculate $\frac{6}{8}$ of 96.



The answer is the same as $\frac{2}{8}$ of 96.

Who is correct? Explain how you know.

★ R



Maths Lesson 4 - 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.

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

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

1 2 2 3 4 4 5 6 8 8

Is there more than one way to solve the problem?

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

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

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

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



Maths Lesson 5- To consolidate my arithmetic skills.

1 $387 + 100 =$



2 $153 - 100 =$



3 $759 + 80 =$



4 $588 - 500 =$



5 $92 \times 4 =$



6 $75 \div 3 =$





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



10 $9217 - 1000 =$



8 $\frac{5}{6} - \frac{1}{6} =$



11 $5634 + 2388 =$



9 $8210 + 1000 =$



12 $8229 - 346 =$





English – Practise your spellings

Remember to... Look, cover, say, write and then check!

<i>physician</i>			
<i>optician</i>			
<i>magician</i>			
<i>politician</i>			
<i>electrician</i>			

Use the first column example words to go over the letters and practise your handwriting joins.

Can you write sentences for each of your spellings?



Year 4 Writing Knowledge Organiser (Formal Letter)

Key Vocabulary:

- Features** – the important aspects of something.
- Present tense**– A verb tense used to describe a current activity or state of being.
- Past tense**– A verb tense used to describe a past activity or past state of being.
- Pronoun**– A word that takes the place of a noun.
- Conjunction** – a word used to connect clauses.
- 1st Person** – replaying of events from their own point of view.
- Fronted adverbial**– Fronted adverbials are phrases or words at the start of a sentence which are used to describe the action that follows.
- Address** – the place that someone lives or is situated.
- Date** – the day of the month and year.
- Greeting** – a word of welcome.
- Informal** – a relaxed, chatty style of writing.
- Formal** – writing with a professional tone.
- Structure** – something of many parts put together.
- Appropriate** – suitable to the circumstance.
- Suffix**– A letter or group of letters that goes on the end of a word and changes the word's meaning.
- Prefix**– A letter or group of letters that goes on the front of a word and changes the word's meaning.

Learning intent:

You will use the reading canon book, *The Accidental Prime Minister* as a basis to write a formal letter using a variety of language features to help write a complaint. You will learn the key features of what makes a formal letter effective through comparing a range of formal letters and use this to help you to plan and write your own formal letter.

Fat Questions

- Do letters always have to be written by hand?
- Is writing and sending a letter the most efficient way to communicate?



Writing styles:

- Writing in an informal, emotive way:
Hey bro, we're hosting a brunch thing at our place this Sunday morning say 10:30-ish. Hope you can make it! P.s. no need to bring any grub, we have tons!!!
- Writing in a formal way:
Hello James, I have the pleasure of inviting you to attend our residence on Sunday for a three course lunch. The time of arrival is 11am for a prompt 12pm start. We hope to see you there.

Recipient's address on the left-hand side.

Date.

A formal greeting 'Dear Sir/Madam' or 'Dear Mr/Mrs/Miss (surname)'

An introduction to explain the purpose of the letter.

More details organised into paragraphs.

More details organised into paragraphs.

More details organised into paragraphs.

Conclusion explaining what is going to happen next.

A formal sign off 'Yours faithfully' if the recipient is not known or 'Yours sincerely' if the recipient is known.

Sender's name.

Sender's address in the top right-hand corner.

VIPs

- A letter is a written, typed or printed communication, typically sent in an envelope by post.
- Formal writing should include longer sentences, limited range of emotions, little emotive punctuation and no contractions and abbreviations.
- Formal writing does not include colloquialism.
- 1st person is someone's own point of view e.g. I and we.
- I can use an appropriate formal greeting (e.g. Dear Sir/Madam)
- Throughout the introduction you must explain the purpose of your letter.
- The conclusion must state what is going to happen next.
- Signing off should be an appropriate formal phrase e.g. Kind Regards, Your Sincerely, Regards.
- **Present tense**– A verb tense used to describe a current activity or state of being.
- **Past tense**– A verb tense used to describe a past activity or past state of being.
- **Fronted adverbial**– Fronted adverbials are phrases or words at the start of a sentence which are used to describe the action that follows.
- **Pronoun**– A word that takes the place of a noun.
- **A formal letter includes the following structural features**; the sender's address in the top right hand corner, the recipient's address is on the left hand side, the date, a formal greeting 'Dear Sir/Madam' or 'Dear Mr/Mrs/Miss (surname)', an introduction, more details organised into paragraphs, a conclusion, a formal sign off 'Yours faithfully' if the recipient is not known or 'Yours sincerely' if the recipient is known.
- **A formal letter includes the following language features**; fronted adverbials, use the correct present and past verb forms, formal language, year 3 and 4 statutory spellings, nouns or pronouns used appropriately to aid cohesion and avoid repetition, conjunctions, subordinate clauses, appropriate expanded noun phrases, adverbs, prepositions, suffix words, prefix words.



English Lesson 1: Poetry

Finishing Off...

The teacher said:
Come here, Malcolm!
Look at the state of your book.
Stories and pictures unfinished
Wherever I look.

This model you started at Easter,
These plaster casts of your feet,
That graph of the local traffic –
All of them incomplete.

You've a half-baked pot in the kiln room,
And a half-eaten cake in your drawer.
You don't even finish the jokes you tell –
I really can't take anymore.

And Malcolm said
... very little.
He blinked and shuffled his feet.
The sentence he finally started
Remained incomplete.

He gazed for a time at the floorboards;
He stared for a while into space;
With an unlined, unwhiskered expression
On his unfinished face.



Lesson 1 – Questions

Finishing Off

Key vocabulary: kiln, plaster cast, unwhiskered.

Retrieval

- 1.) What is the name of the boy in the poem?
- 2.) What was unfinished in his book?
- 3.) What was in his drawer?
- 4.) What did Malcolm gaze at?

Inference

- 5.) Do you think Malcolm is a chatty pupil?
- 6.) Why do you think Malcolm has lots of incomplete work?
- 7.) Look at verse 2. What time of year do you think this poem is written? Why?
- 8.) Which line tells us the teacher is frustrated with Malcolm?

Vocabulary

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

Summarise

- 11.) Describe Malcolm in your own words.
- 12.) What type of person is the opposite of Malcolm?





English Lesson 2- To understand the use of pronouns

A **pronoun** is a word that takes the place of a **noun**.

Anna ate her tea when **she** got home.

Task 1- Sort the pronouns into the correct place in the table.

A few have been completed for you.

I	mine	he	who	theirs
myself	its	it	me	this
we	those	themselves	yours	she
whom	you	ourselves	whose	herself
ours	these	them	his	us
which	hers	himself	that	yourself
him	yours	her		

Personal Pronouns These represent people, places and things	Possessive Pronoun These show ownership	Relative Pronouns These link one part of a sentence to another by introducing a relative clause
I went to the beach.	This is Brian's coat - it is his .	Peter Pan is a boy who can fly.



Task 2- Underline the nouns and circle the pronouns in 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.

Extension

Create three sentences of your own, underlining each noun and circling each pronoun as you go.



Task 3- Change each repeated noun to its equivalent pronoun.

The lion shook the lion's mane as the lion walked along the rock.

Jessica was running late for school so Jessica went on Jessica's 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.

Deepen the moment

Pronouns replace the names of people only. Do you agree? Explain your answer using an example to prove it.



English Lesson 3

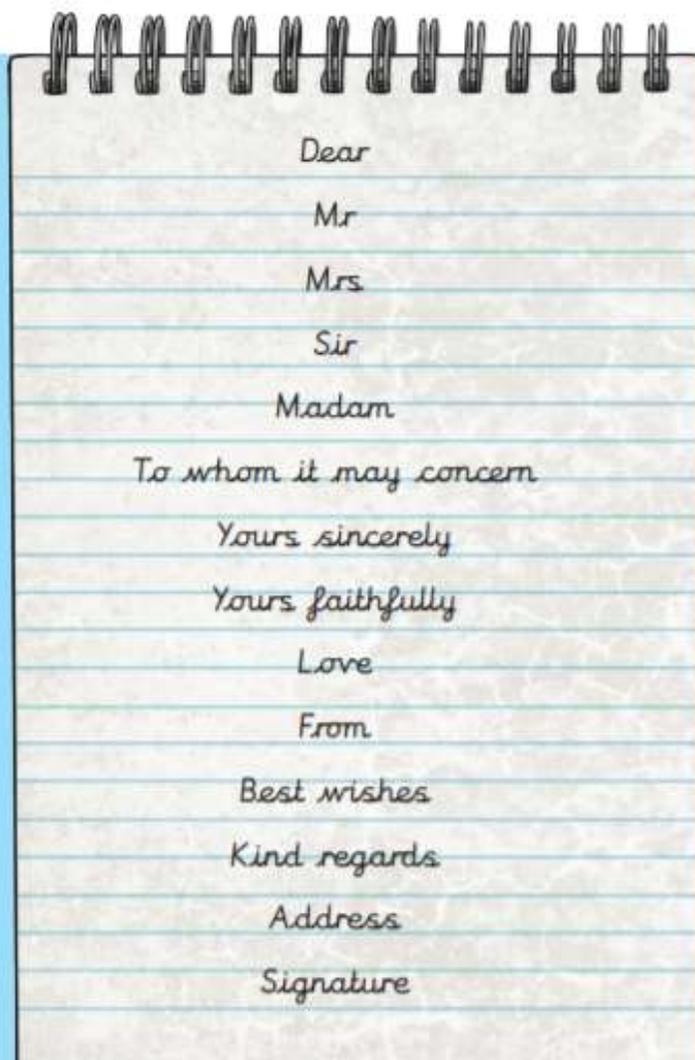
LO: To create a structured plan for my formal letter.

Key reminder of previous learning and VIPs

1. A letter is a written, typed or printed communication, typically sent in an envelope by post.
2. A formal letter includes the following structural features; the sender's address in the top right hand corner, the recipient's address is on the left hand side, the date, a formal greeting 'Dear Sir/Madam' or 'Dear Mr/Mrs/Miss (surname)', an introduction, more details organised into paragraphs, a conclusion, a formal sign off 'Yours faithfully' if the recipient is not known or 'Yours sincerely' if the recipient is known.
3. A formal letter includes the following language features; fronted adverbials, use the correct present and past verb forms, formal language, year 3 and 4 statutory spellings, nouns or pronouns used appropriately to aid cohesion and avoid repetition, conjunctions, subordinate clauses, appropriate expanded noun phrases, adverbs, prepositions, suffix words, prefix words.



Year 4 Letter Writing Word Mat



finally
therefore
however
firstly
during
in conclusion
in addition
for this reason

writing
invite
reply
complain
notify
inform
advise
answer
discuss
explain
persuade
mention
suggest

because
when
if
that
as
since
after





English Lesson 3: Our canon book for this term is 'The Accidental Prime Minister' where a child becomes Prime Minister by accident! Your task is to write a formal letter to the current Prime Minister explaining why you should be considered as the next candidate for the job.

Your address:

Recipient's address:

Date:

Use bullet points to fill in this part of the plan.

Introduction- How are you going to introduce the topic you are talking about?

Main body- What strengths and personality traits do you have that would make you a good prime minister?

What actions would you put in place if you were to become prime minister?

Conclusion- Why would making you prime minister be a good idea overall?

Yours faithfully,



English Lesson 4

LO: To write a formal letter

VIPs

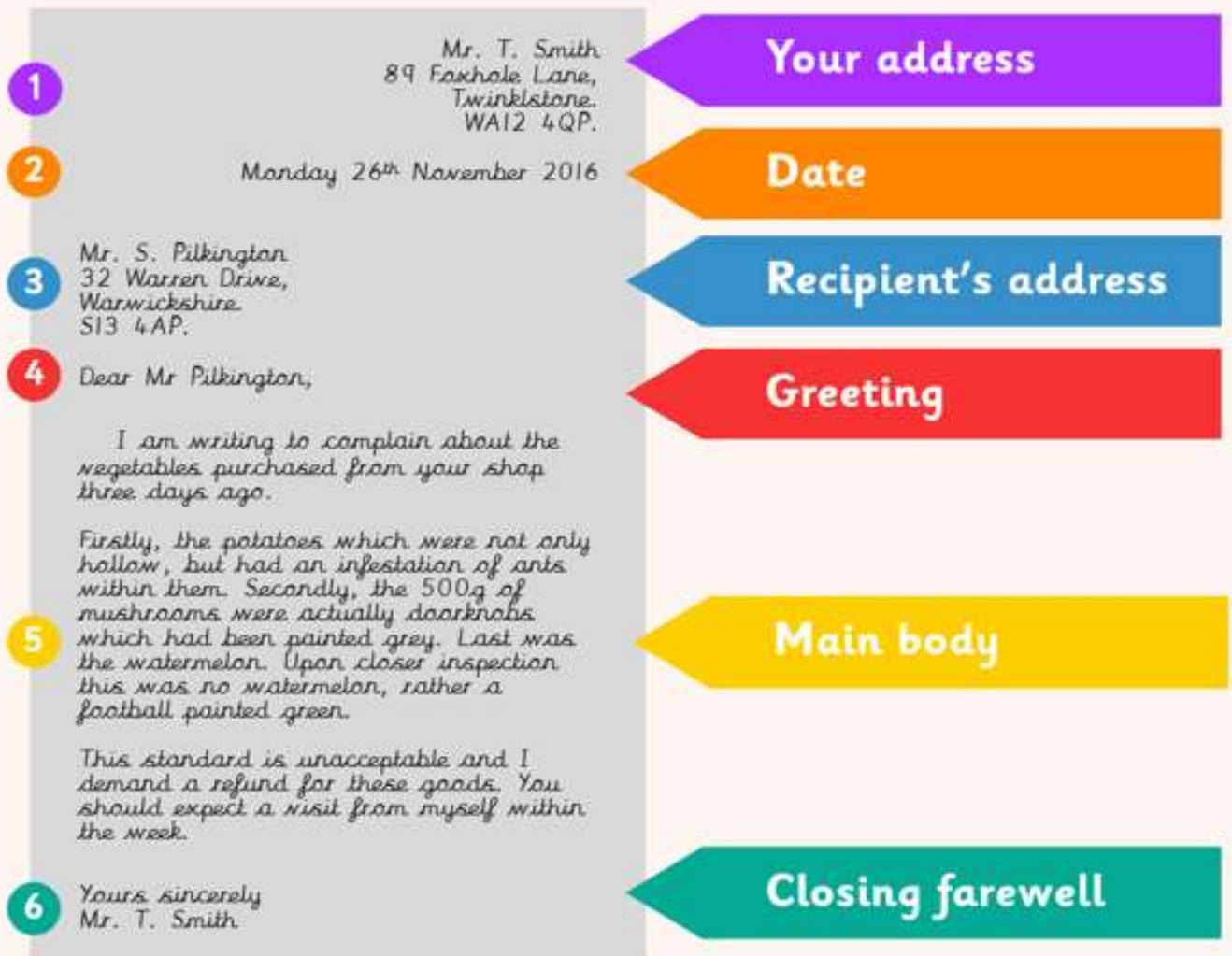
- Formal writing should include longer sentences.
- Formal writing should include a limited range of emotion and little emotive punctuation.
- Formal writing does not use contractions.
- Formal letters follow a specific structure and use formal vocabulary.

Your formal letter should include the following key features:

• The sender's address	
• The address of the recipient	
• The greeting 'Dear Sir/Madam, or 'Dear Mr/Mrs/Miss' (surname)	
• An introduction	
• A formal sentence starter eg 'I would like to inform you' or 'I would like to express'	
• Details organised into paragraphs	
• A conclusion to say what needs to happen next	
• 'Yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do.	
• Your name at the end	



Layout



Your task for today is to write a formal letter. Imagine that there is an opportunity for you to take up the role of Prime Minister. You must write a letter to the existing Prime Minister to persuade them that you are the person for the job!

Use the word mats on the next page to help you to choose suitable vocabulary for your formal letter and make sure that you set out the letter using the correct format.



Persuasive Writing

Introductions

I think...
For this reason...
I feel that...
I am sure that...
It is certain...
I am writing to...
Of course...
In the same way...
On the other hand...
In this situation...

Making your point

Firstly, secondly,
thirdly...
Furthermore...
In addition...
Also...
Finally...
Likewise...
Besides...
Again...
Moreover...
Similarly...
Surely...
Certainly...
Specifically...
If...then...
because...

Details

For example...
In fact...
For instance...
As evidence...
In support of this...

Endings

For these reasons...
As you can see...
In other words...
On the whole...
In short...
Without a doubt...
In brief...
Undoubtedly...

Other Words

reasons
arguments
for
against
unfair
pros
cons



Deepen the Moment

Take a section of your letter and re-write it, using informal, 'chatty' language. This could include the use of abbreviated words, contractions, slang. Write it as if you are writing to a good friend...



English – Lesson 5

LO: To edit my formal letter

Now you have completed your full first draft of your formal letter, it is really important that we use editing techniques to ensure we showcase our best writing. The main four areas we look at when editing and up-levelling are: - Spelling - Punctuation - Grammar - Vocabulary.

Task 1

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

Tilly always butts in on our chats.

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

I can't work out what his job is.

Task 2

Look at the formal letter below. Use your knowledge of the features and editing to identify the missing or incorrect features.



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



Task 3

Using your editing and up-leveiling skills, edit your formal letter in a different coloured pen. Do this straight onto your formal letter. Remember to focus on spelling, punctuation, grammar and vocabulary. Use the editing stations on the next two pages to support your editing.

You've arrived at Grammar Garden.	
You need to either read aloud your learning to your partner here or get your partner to read aloud to you - make sure you read exactly what is on the page!	
<p>Does every sentence begin with a capital letter?</p> <p>Have all your names, cities and places (proper nouns) started with capital letters?</p> <p>Are your tenses correct? (past, present or future?)</p>	<p>Listen carefully to your work, have you missed any words?</p> <p>Is there more than one and therefore have you used a plural?</p> <p>Have you used pronouns appropriately?</p> <p>Does your writing flow? Is it cohesive?</p> <p>Should it be was or were?</p>

Welcome to Punctuation Point.		
<p>Does every sentence end in punctuation?</p> <p>Can you see question marks at the end of every question?</p> <p>Have you put an exclamation mark on the end of something shocking?</p>	<p>Did you use apostrophes for possession and contractions?</p> <p>Have you used commas</p> <ul style="list-style-type: none"> - In a list? - After a fronted adverbial? - Around parenthesis? - To separate clauses? <p>Have you got inverted commas around speech?</p> <p>Could you use a colon before a list (but after a main clause)?</p>	<p>Have you managed to create a compound adjective using a 'sticky' hyphen?</p> <p>Can you use dashes for parenthesis?</p> <p>Semi-colons are used for joining two main clauses, could you use one?</p> <p>A dash is great to introduce extra information - don't you agree?</p>



Greeting from Spelling Square.

It can be really hard to spot your own spelling mistakes since you spelt the word how you believed it was spelt when writing. **Therefore, follow these steps to help you...**

1. Give your learning to your partner and ask them to read through your work and find any words which they think are spelt incorrectly.
2. Underline, in green, any words which are misspelt.
3. Use the dictionary to correct your spelling mistakes.

Finished?

Then use the thesaurus to improve any vocabulary which you feel isn't 'strong' enough or to avoid repetition.

Be careful - the longest and most unfamiliar word isn't always the most appropriate!

A big hello from Vocabulary Valley.

Have you used adjectives to create expanded noun phrases?

Have you repeated the same word or phrase? If so, could you change the sentence structure or create a reference chain to avoid this?

Are your sentence openers varied and therefore create cohesion?
(Adverbials, subordinate clauses, prepositional)

Is the language you used appropriate for the purpose and audience of this piece? (Think about your formality)

Did you use the learning wall to the best of your ability?

Is there any vocabulary which you could improve? (Use the thesaurus)

Deepen the moment

In what ways has the editing process improved your writing today?
How will you use this, to improve your writing in the future?



Reading for Productivity: Music Lesson 1

Pulse and rhythm

If you are starting to explore music it's helpful to know about pulse and rhythm. They're the foundations to every song. Pulse is a **steady beat** like a ticking clock or your heartbeat. It can be measured in time by counting the number of **beats per minute (BPM)**. We can have a fast beat or a slow beat. Pulse is different to rhythm. Rhythm is a pattern of long and short sounds. With a pulse, the beats are evenly spaced.

When you can count 1234 over and over again to a piece of music, we say it is 'in 4 time,' or '4 beats to a bar.' This sign at the start of a piece of music means there are 4 beats to a bar:



 Quaver	that last for one beat	 Crotchet	you the number of beats in a bar	 4 Time Signature	Patterns of sound using different note values	 Dotted Minim
 Rhythm	This type of music has 3 beats in a bar	 Waltz	More than one rhythm played at once	 Polyrhythm	The constant, unchanging 'beat'	 The symbol that means don't play on a beat
 Pulse	This type of music has 4 beats in a bar	 March	A note that lasts for two beats	 Minim	The person who keeps an orchestra in time	 Rest
 Conductor	A note that lasts for four beats	 Semibreve	The name for 'written down' music	 Notation	A note that lasts for three beats	 A note that lasts for half a beat



Monday 1st March 2021 – Activity 1
Year 4 Extended Curricular Learning



Music – Pulse and rhythm

VIPs:

- Pulse is a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM).
- Rhythm is the pattern of long and short sounds as you move through the song.

Create a short routine made up of body percussion and movement.

1. Think about different ways that you can explore pulse and rhythm using your body.



2. Watch the video which shows a group of children using body percussion to explore pulse and rhythm. Make notes of any movements/sounds that you like.
<https://www.bbc.co.uk/bitesize/topics/zcbkjb/articles/z2mqw6f#:~:text=If%20you%20are%20Ostarting%20to,know%20about%20pulse%20and%20rhythm.&text=Pulse%20is%20a%20stead,y%20beat,you%20move%20through%20the%20song.>
3. Create your own sequence using ideas from the video but you can also add in your own creative ideas. You can use the grid below to help sequence and remember your movement pattern.

Deepen the moment...

Kate says a song cannot exist without a pulse. Is this true or false? Give a reason for your answer.



Fairtrade

What Is Fairtrade?

The Fairtrade Foundation was established in 1992. It aims to give farmers in poor communities around the world a better deal. By becoming a Fairtrade farmer or worker, you can:

- Plan for the future because you have a regular income.
- Own 50% of the business, giving you an equal voice in decision making.
- Larger plantation companies must protect workers' rights, keeping them safe and healthy.

Fairtrade Premium is an additional sum of money, which goes towards developing the farming community, protecting the environment farmers live and work in.

Fairtrade Price is a guaranteed minimum price for goods, which covers the cost of sustainable production and provides a good standard of living.



The Fairtrade Mark



This is the Fairtrade logo.

Did You Know?

The Fairtrade system...

- supports 1.65 million farmers and farm workers.
- includes 1226 producer organisations.

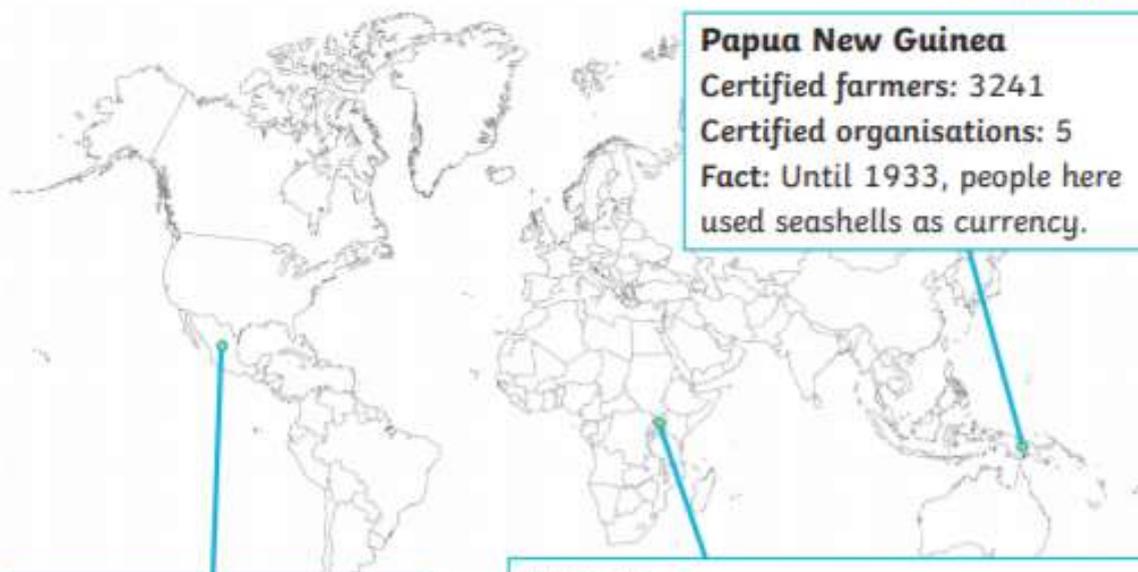
Fairtrade Products

One in three bananas bought in the United Kingdom is Fairtrade! You can identify Fairtrade products around your home by looking for the Fairtrade logo. Examples of Fairtrade products include coffee, tea, bananas, flowers, chocolate, gold and cotton.



Where Can You Find Fairtrade Organisations?

Fairtrade works in 74 countries across 4 continents.



Papua New Guinea
Certified farmers: 3241
Certified organisations: 5
Fact: Until 1933, people here used seashells as currency.

Mexico
Certified farmers: 35 339
Certified organisations: 59
Fact: Mexico introduced chocolate, corn and chillies to the world.

Uganda
Certified farmers: 48 048
Certified organisations: 14
Fact: Many people depend on farming as a main source of income. 90% of women in rural communities are farm workers.

Fairtrade Facts

- An average coffee farmer lives on just £1.37.
- You can become a Fairtrade School. There are currently around 1100 Fairtrade Schools in the UK.
- Most cocoa farmers have never tasted chocolate!
- Cocoa farmers in Ghana live on less than \$1 a day.
- Every day in the UK we drink more than 8 million Fairtrade drinks.
- More than 3000 products have been licensed as Fairtrade.

Glossary

community - group of people living in the same place, having things in common

income - money received, on a regular basis, for work

plantation - an estate or area where crops are grown

workers' rights - the legal entitlement to pay, benefits and safe working conditions

sustainable - able to be maintained at a certain rate or level



Reading for Productivity: Geography Lesson 2 Questions

1. When was the Fairtrade Foundation established in the United Kingdom?

2. What is an income?

3. Why is having a regular income important?

4. Which is the closest definition for Fairtrade Premium?

Fairtrade Premium is money given to protect the environment
farmers live and work in.

Fairtrade Premium is money given to farmers to buy food.

Fairtrade Premium is money given to pay for transporting food.

5. How many farmers does the Fairtrade system support?

6. How do you know if an item is Fairtrade?

7. Give examples of three Fairtrade products.

8. There are fact files for three Fairtrade countries. Which country has the highest number of farmers involved in Fairtrade?

9. Why is it important for Fairtrade to support these farmers?

10. Do you think Fairtrade is a good idea? Why?



Tuesday 2nd March 2021 – Activity 2

Year 4 Extended Curricular Learning

Geography – Fairtrade



VIPs:

- Fairtrade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.
- Fairtrade is a global movement with a strong and active presence in the UK, represented by the Fairtrade Foundation.

Create a map and identify where a range of Fairtrade products are produced

1. Firstly, decide what you will use for your world – this could be a globe, an atlas, a wall map or for the more ambitious a world map made out of masking tape on the floor or on the table.
2. Then, choose how to represent the Fairtrade products – you could draw them, use real fruit, cut them out of this worksheet, mould them out of plasticine or even make them out of marzipan then eat them afterwards! Place them into the correct place on your map.

Product	Appearance	Top Producing Countries	Special Conditions Required
bananas		India/Uganda/ China	Steady warmth without extremes of temperature. Steady moisture in the air and in the ground.
coffee		Brazil/Vietnam/ Colombia/ Indonesia	Rainy season and a dry season. Warmth. High altitude.
tea		China/India/ Kenya	Can grow in lots of conditions. Prefers distinct seasons with rainfall during growing season but does not like long winters.
pineapples		Phillipines/Brazil/ Thailand	High percentage of sunny warm days with cooler nights.
cocoa		Ivory Coast/ Indonesia/Ghana	Warm countries close to the Equator, reliable year round rainfall.
honey		China/Turkey/ India	Honey bees have adapted to conditions all over the world.
sugar		Brazil/India/China	Tropical and subtropical climates. Lengthy rainy seasons.
mangoes		India/China/ Thailand	Tropical lowlands near the Equator. Long dry season, short wet season.

Deepen the moment

What more do you think could be done to promote Fairtrade within school?



Reading for Productivity: Science Lesson 3

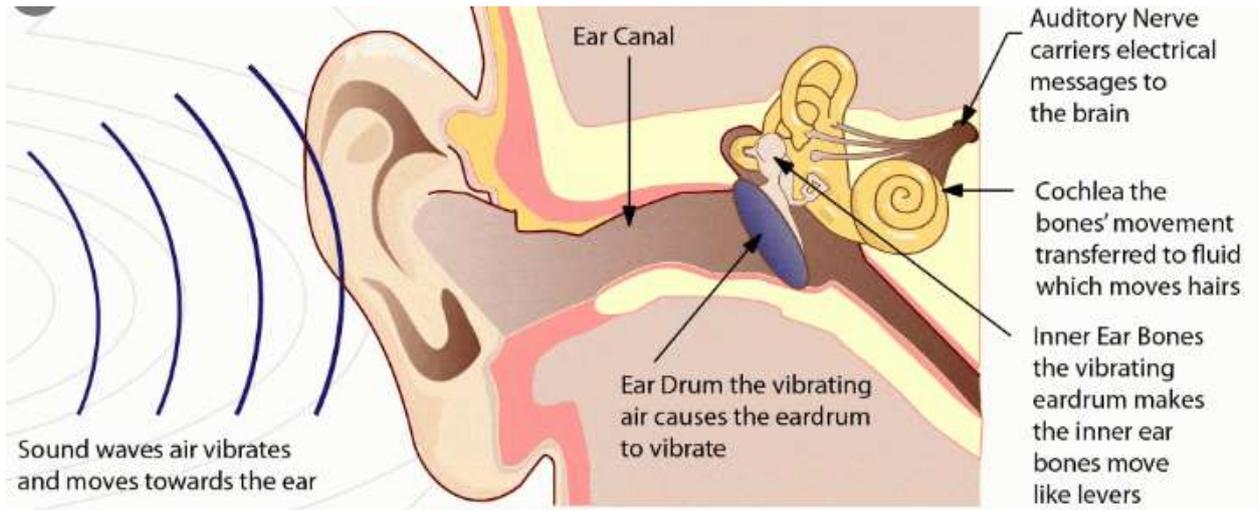
How we hear

Sound is a type of energy made by *vibrations*. When an object vibrates, it causes movement in surrounding air molecules. These molecules bump into the molecules close to them, causing them to vibrate as well. This makes them bump into more nearby air molecules. This “chain reaction” movement, called *sound waves*, keeps going until the molecules run out of energy. As a result, there is a series of molecular collisions as the sound wave passes through the air, but the air molecules themselves don’t travel with the wave. As it is disturbed, each molecule just moves away from a resting point but then eventually returns to it.

What is Sound?

When we hear something, we are sensing the vibrations in the air. These vibrations enter the outer ear and cause our eardrums to vibrate (or *oscillate*). Attached to the eardrum are three tiny bones that also vibrate: the *hammer*, the *anvil*, and the *stirrup*. These bones make larger vibrations within the inner ear, essentially amplifying the incoming vibrations before they are picked up by the *auditory nerve*.





The properties of a sound wave change when it travels through different media: gas (e.g. air), liquid (e.g. water) or solid (e.g. bone). When a wave passes through a denser medium, it goes faster than it does through a less-dense medium. This means that sound travels faster through water than through air, and faster through bone than through water.



Year 4 Extended Curricular Learning

Science – Sound/vibrations

Wednesday 3rd March 2021 – Activity 3



VIPs:

- Sound is caused by vibrations.
- Vibrations are movements backwards and forwards.
- The size of the vibration is called the amplitude. Bigger vibrations have bigger amplitude and produce louder sounds.
- Sound vibrations travel in waves called sound waves, which are picked up by our ears.

Complete a sound walk around your house and create a table to present the data

- Recap how sounds are made by watching the video below.
<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zstr2nb>
- Around your house there are lots of different sounds. Some places will be noisy, whereas some places will be quiet. The loudness of the different places will even change throughout the day!
- You are going to carry out a sound survey of your house to find which places are noisy and which are quiet at different times of day. You may decide to rate each place out of 5, with 5 being very noisy and 0 being totally silent. Use the table as a guide however, you may need to add more.

What sound could you hear?	Loudness /5	What was vibrating to make the sound?

Deepen the moment

Does pitch change over distance? Use an example and discuss vibrations in your answer.



Reading for Productivity: World Book Day Quiz



1. Name the famous book character.

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."

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.'

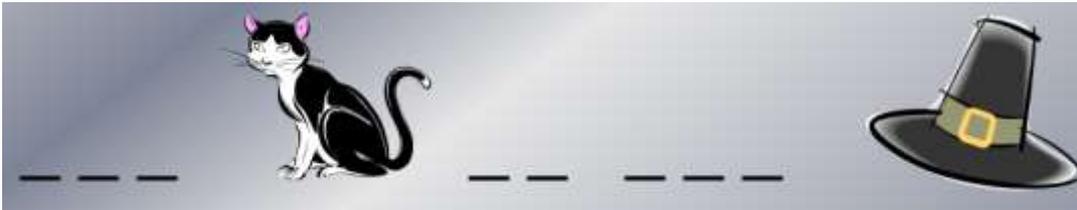


6. Who is this famous author?

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

8. Which famous bear lived in Hundred Acre Wood?

9. Fill in the blanks and look at the pictures to find the title of this famous Dr. Seuss book.



10. What was the first children's book Roald Dahl ever wrote?

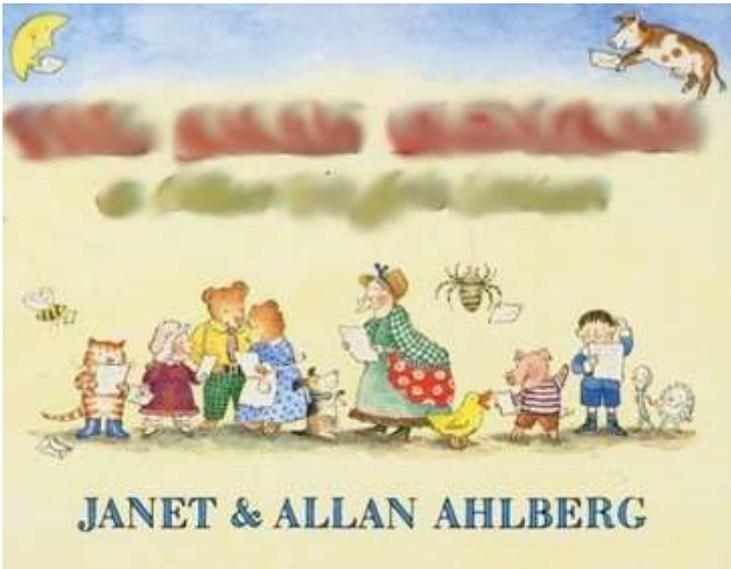
11. Name the author of the book 'How to Train Your Dragon'.

12. What are the names of the four children in *The Lion, The Witch and The Wardrobe*?

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



14. Name the book.



15. Which magical character is being described?

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.



Year 4 Extended Curricular Learning

World Book Day

Thursday 4th March 2021 – Activity 4



VIPs:

- World Book Day is a charity on a mission to help change children's lives by making reading together and reading for pleasure a habit for life.
- World Book Day is a celebration of reading, authors, illustrators and books. It's designated by UNESCO as a worldwide celebration of books and reading, and marked in over 100 countries all over the world.

Create a book in a box

1. Choose a book and have fun reading it.
2. Find a box approximately the size of a shoebox.
3. **Setting:** Paint or colour the outside of the box so that it represents the setting of the book.
4. **Main Character:** Put in **three** objects that represent the main character. (1 – to relate to his/her personality, 2 – what he/she likes to do, and 3 – what he/she looks like.)
5. **The plot:** Put in **five** objects that represent what happened throughout the plot.
6. **The Main Problem:** Put in **one** object that represents the central problem in the book.
7. **The Solution:** Put in **one** object that represents the solution to the problem.
8. Once you have decided on your objects, write, in your neatest handwriting, a list of each object in the box and then a clear explanation of why you put each in there. (What it represents)



You can listen to some free audio books by using the link below.
<https://www.worldbookday.com/world-of-stories/>



Reading for Productivity: Art Lesson 5

Information about Giuseppe Arcimboldo

Italian painter Giuseppe Arcimboldo used fruits, vegetables, animals, books, and other objects to resemble human portraits. His best-known works include individual portraits of the four seasons and the four elements (*Earth, Fire, Air, and Water*).

Arcimboldo (also spelled Arcimboldi) was born about 1527 in Milan (now in Italy).

His father was a painter. Arcimboldo began his career as a designer of stained-glass windows for the Milan Cathedral.

In 1562 he moved to Vienna (now in Austria) to become a court painter to the Habsburg ruler Ferdinand I.

Arcimboldo later worked in Prague (now in the Czech Republic) for Habsburg rulers Maximilian II and Rudolph II. During this

time Arcimboldo also painted settings for the court theater. He returned to Italy in 1587 but continued to produce paintings for the Habsburgs.

Arcimboldo died in 1593 in Milan.

Arcimboldo's paintings contained allegorical meanings, puns, and jokes that his contemporaries enjoyed. However, later audiences did not appreciate his whimsy, and his work lost favor. In the 20th century Salvador Dalí and other Surrealist painters rediscovered Arcimboldo's unique art, leading to a resurgence in his reputation.





Year 4 Extended Curricular Learning

Art- Giuseppe Arcimboldo

Friday 5th March 2021 – Activity 5



VIPs:

- Giuseppe Arcimboldo was born in 1527 in Italy and his job was an artist.
- He is well known for painting portraits of people made out of different types of fruits, vegetables, meat and fish.
- He would pick food that had a connection to whatever he was painting. For example, when creating a picture of autumn he use fruit and vegetables that grew in autumn.

Analyse the work of Arcimboldo and then create a portrait using the same style of his work

1. Looking at the four pieces of work. What do you notice about the produce he has used? Identify what you like or dislike about each one. Can you identify any similarities and differences?



2. Now create a portrait in the style of Arcimboldo. You can draw this or you could create it using fruit.

Deepen the moment

I think that modern day collages are much more effective because we have more advanced technology. Do you agree? Justify your answer.

