







Year 4: Remote Learning Schedule

| W/C 22 nd February | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|---|---|---|
| Maths (approx. 45 mins per lesson) This week our focus is: Fractions | Lesson 1: To identify and use fractions greater than 1. Click on the link here . | Lesson 2: To count in fractions. Click on the link here | Lesson 3: To add fractions (recap). Click on the link here . | Lesson 4: To add two or more fractions. Click on the link here . | Lesson 5: Arithmetic Skills Challenge yourself with our weekly number skills check. |
| | 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! | | | | |
| <div><div></div><div>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.</div><div></div></div> | | | | | |
| <div><div></div><div>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.</div><div></div></div> | | | | | |
| English (approx. 45 mins per lesson) This week our focus is: A formal letter | Lesson 1: To read the poem- The Old Teacher Answer the questions | Lesson 2: To understand and identify the language features and the structural features of a formal letter. | Lesson 3: LO: To understand formal writing. | Lesson 4: To use the present and past verb forms correctly. | Lesson 5: To understand fronted adverbials. |
| | 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! | | | | |
| This week's spellings are: interview, interlink, interlock, antifreeze, antibody, anticlockwise. (Remember to test yourself on Friday!) | | | | | |
| 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. | | | Lesson 1: Geography | Lesson 2: RE | Lesson 3: DT |
| | | | Lesson 4: Science | Lesson 5: Computing | |
| Reading for Pleasure is such an important part of our curriculum – follow the link here to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in. | | | | | |
| 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! | | | | | |
| Fairtrade fortnight - Fairtrade fortnight starts on Monday. Go to the last page to find out more! | | | | | |



Maths resource:

Year 4 Knowledge Organiser

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.

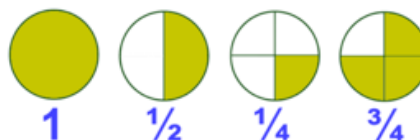
When adding fractions, the denominator remains the same.

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.

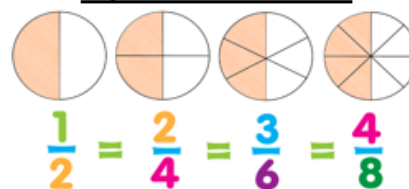
Pictures of Fractions



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

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?

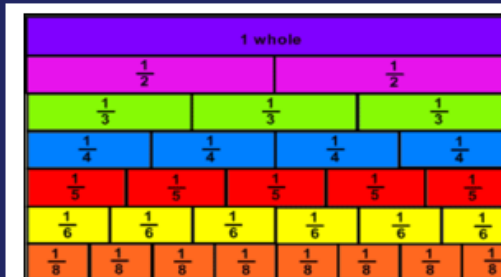
What fraction of farm land is used to grow food to feed animals?

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.





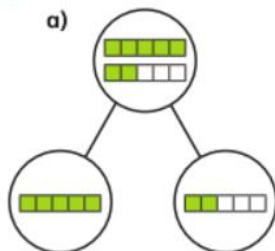
Maths lesson 1: To identify and use fractions greater than 1 (Main, Blue Task)

Fractions greater than 1



1 Complete the sentences.

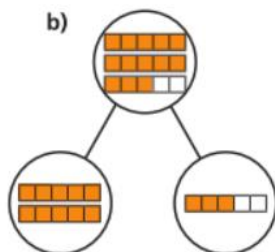
a)



There are 7 fifths altogether.

7 fifths = whole + fifths

b)

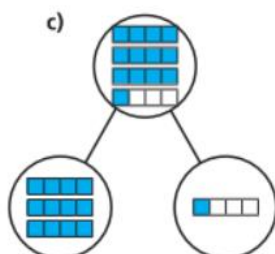


There are fifths altogether.

fifths = wholes +

fifths

c)



There are quarters altogether.

quarters = wholes +

quarter

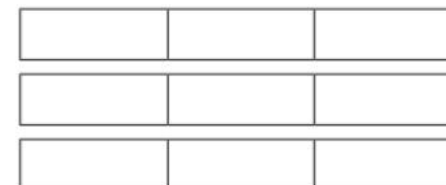
2 Shade the bar models to represent the fractions.

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



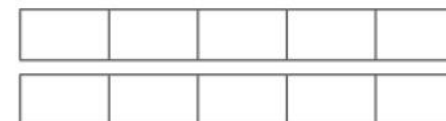
$\frac{5}{3} =$ whole + thirds =

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



$\frac{8}{3} =$ wholes + thirds =

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



$\frac{8}{5} =$ whole + fifths =





3 Complete the statements.

- a) $\frac{12}{2} = \square$ wholes e) $\frac{15}{3} = \square$ wholes
- b) $\frac{12}{4} = \square$ wholes f) $\frac{15}{5} = \square$ wholes
- c) $\frac{12}{6} = \square$ wholes g) $\frac{15}{4} = \square$ wholes + \square quarters
- d) $\frac{12}{3} = \square$ wholes h) $\frac{15}{2} = \square$ wholes + \square half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4



a) How many boxes can Whitney fill?

Whitney can fill \square boxes.

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

Whitney needs \square muffins to fill another box.

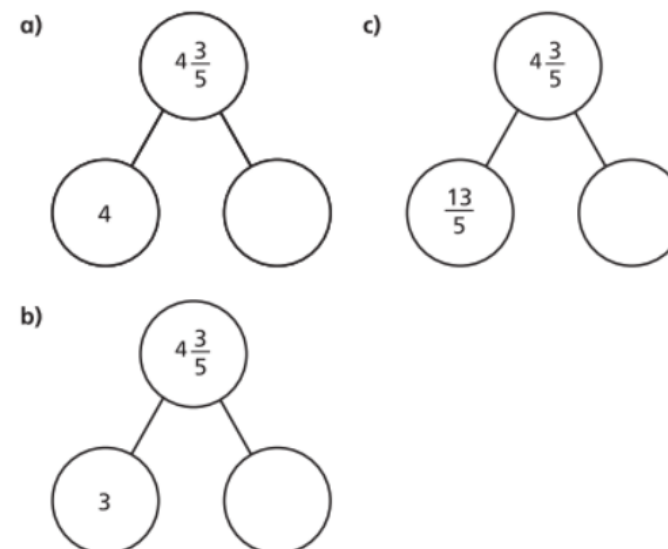
Explain how you know.

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

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

- a) 2 wholes and 3 quarters \bigcirc 5 quarters
- b) 2 wholes and 3 quarters \bigcirc 15 quarters
- c) 2 wholes and 3 sixths \bigcirc 15 sixths
- d) 2 wholes and 3 eighths \bigcirc 15 eighths
- e) $\frac{15}{3} \bigcirc \frac{15}{5}$
- f) $\frac{15}{3} \bigcirc \frac{20}{4}$

6 Complete the part-whole models.





Maths lesson 1 - Red task

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

Varied Fluency

Reasoning & Problem Solving

Fractions Greater Than 1

1a. How many parts need to be shaded to complete the whole?

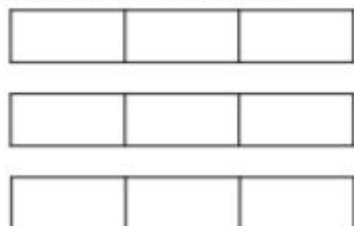


Complete the calculation below.

$$\frac{3}{4} + \frac{\square}{4} = \frac{\square}{4} = 1$$



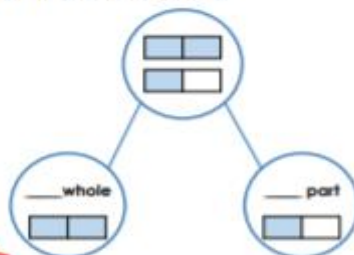
2a. Shade the images below to show 1 whole and 1 part. Complete the improper fraction to describe the image.



$$1 \text{ whole and } 1 \text{ part} = \frac{\square}{\square}$$



3a. Complete the part-whole model to show how many wholes and parts there are in the fraction below.



Fractions Greater Than 1

1a. James and Chloe are sharing some chocolate. Together, they have eaten $\frac{7}{4}$ of the chocolate.



What fraction of chocolate could James and Chloe each have eaten? Show 3 combinations.



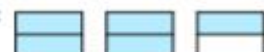
2a. True or false? The shaded image shows one whole and two thirds.



Explain how you know.



3a. Simon and Daria are discussing this image:



It is two wholes and one half.

Simon

It is three wholes and one half.



Daria

Who is correct? Convince me.



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

Reasoning & Problem Solving

Fractions Greater Than 1

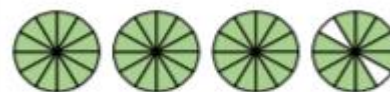
7a. Phoebe and Finn are sharing some pies. Together, they have eaten $\frac{29}{12}$ of the pies.

Finn ate more pie than Phoebe. Phoebe ate more than $\frac{5}{6}$ of a pie.

What fraction of pie could Phoebe and Finn each have eaten? Show 3 combinations.



8a. True or false? The image below shows a fraction equivalent to $\frac{33}{9}$.



Explain how you know.



9a. Emily and Jacob are discussing this image:



It is twenty-eight twelfths.

Emily

It is fourteen sixths.



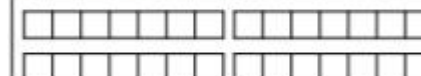
Jacob

Who is correct? Convince me.



Fractions Greater Than 1

7a. If I have $\frac{15}{7}$, how many wholes and how many parts do I have?

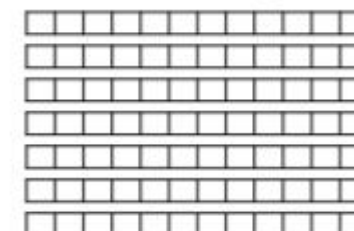


Complete the calculation below.

$$\frac{15}{7} = \frac{\square}{\square}$$



8a. Shade the images below to show twenty-seven sixths. Complete the fraction to describe the image.



$$\frac{\square}{6} = \frac{\square}{12}$$



9a. Draw a part-whole model to show how many wholes and how many parts there are in the fraction below.

$$\frac{23}{8}$$





Maths Lesson 1 - Deepen the moment

Fractions Greater than 1

1. Fraser, Dalia, Anderson and Julia have been sharing food at their party. They can't remember how many whole plates of food they started with, but they can remember the fraction that they each ate.



Fraser

I ate more than one whole plate but less than two and a half plates.

I had between $\frac{5}{6}$ of a plate and one and a half plates.



Dalia



Julia

I ate the least amount of food, but I still ate more than a whole plate.

I ate more food than Julia, but less food than Fraser. I ate at least one full plate and a sixth.



Anderson

Investigate the fraction of plates of food that each child could have eaten.

DP

2. Use the digit cards to create different fractions and sort them into the boxes below. You can use each number card more than once.

Fractions less than one

Fractions equal to a whole number greater than 1

Fractions greater than one

12

4

8

10

16

15

9

6

7

30

17

11

18

3

Investigate the different fractions that can be made and sort them correctly.

DP



Maths lesson 2 : To count in fractions (Main, Blue Task)

Count in fractions

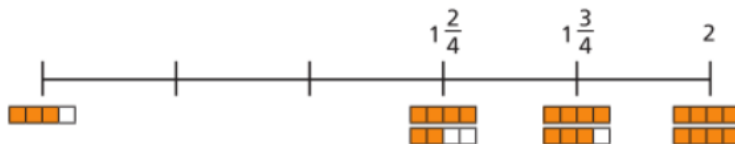


1 Complete the number lines.

a)

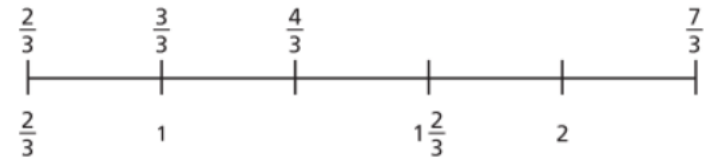


b)

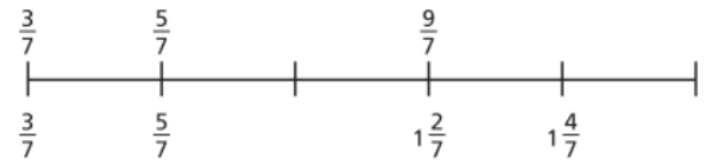


2 Complete the number lines.

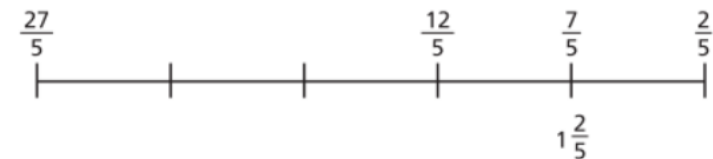
a)



b)



c)





3 Write the next three fractions in each sequence.

a) $\frac{1}{8}, \frac{2}{8}, \frac{3}{8},$, ,

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

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

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

4 What is the missing fraction?

Give two possible answers.

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

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

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

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 $\frac{12}{10}$

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



Dexter



Dora

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

a) Who is correct? _____

Explain your answer.

b) Compare answers with a partner.





Maths lesson 2 - Red task

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

Varied Fluency

Reasoning & Problem Solving

Count in Fractions

1a. Choose three fractions to create a sequence which decreases by $\frac{1}{3}$ each time.

$$\frac{7}{3} \quad \frac{3}{3} \quad \frac{6}{3} \quad \frac{2}{3} \quad \frac{4}{3}$$

Place the fractions on the number line and record as mixed numbers below.



PS

2a. If a sequence starts at $\frac{9}{7}$ and the fifth number is less than 1 whole, what could the number be?

$$\frac{9}{7}$$



Explain your answer.



PS

3a. Adam has written the following sequence:

$$1\frac{4}{5}, 1\frac{3}{5}, 1\frac{2}{5}$$



The next number will be $4\frac{1}{5}$.

Is he correct?

Count in Fractions

1a. A sequence increases by $\frac{1}{6}$ each time. Shade the bar models to show the next two fractions in the sequence.



VF

2a. Which fraction comes next in the sequence below? Circle the correct answer.

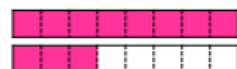


$$\frac{8}{6} \quad \frac{7}{6} \quad \frac{5}{6}$$



VF

3a. What fraction is represented by the bar model below?

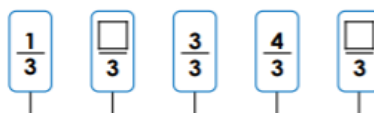


Write the next two fractions needed if the sequence increases by $\frac{1}{8}$ each time.



VF

4a. Complete the sequence.



Rewrite the sequence using mixed numbers.



VF

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

Reasoning & Problem Solving

Count in Fractions

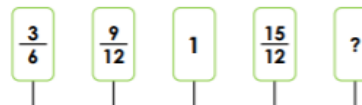
9a. A sequence increases by $\frac{3}{4}$ each time. Write the next two fractions in the sequence.



_____ and _____

VF

10a. Which fraction comes next in the sequence below? Circle the correct answer.

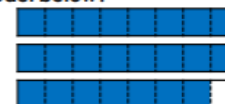


$$\frac{8}{6} \quad \frac{16}{12} \quad \frac{9}{6}$$



VF

11a. What fraction is represented by the bar model below?

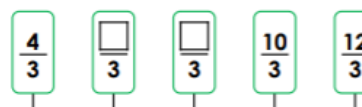


Write the next two fractions needed if the sequence decreases by $\frac{1}{4}$ each time.



VF

12a. Complete the sequence.



Rewrite the sequence using mixed numbers.



VF

Count in Fractions

7a. Choose three fractions to create a sequence which decreases by $\frac{2}{5}$ each time.

$$\frac{13}{10} \quad \frac{6}{10} \quad \frac{17}{10} \quad \frac{1}{10} \quad \frac{9}{10}$$

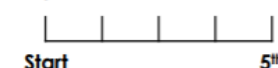
Place the fractions on the number line and record as mixed numbers below.



PS

8a. If a sequence starts at $\frac{1}{6}$ and the fifth number is greater than $2\frac{2}{3}$, what could the number be?

$$\frac{1}{6}$$



Explain your answer.



PS

9a. Zira has written the following sequence:

$$4\frac{2}{6}, 4, 3\frac{4}{6}$$



The next number will be $3\frac{1}{3}$.



Maths Lesson 2 - Deepen the moment

Count in Fractions

1. Using the rules below, complete the track from start to finish by counting in equal fractions. Remember to use equivalent fractions to save your 6ths!

Start

| | | | | |
|-----------------|---|---|---|----------------|
| $\frac{51}{24}$ | → | → | → | ↓ |
| ← | ← | ← | ← | ← |
| ↓ | → | → | → | $\frac{10}{6}$ |

Finish

Rules

1. Three of the boxes must contain 6ths.
2. Three of the boxes must contain 12ths.
3. Six of the boxes must contain 24ths.

DP

2. Help Francesca the frog cross the river by exploring which of the starting fractions she can use. Choose one of the starting fractions below, and then create your own fractions to complete the number line.

The final number must be 2 and the jumps between stepping stones must be equal.

$1\frac{1}{16}$
 $\frac{7}{8}$
 $1\frac{11}{16}$
 $\frac{3}{4}$
 $\frac{1}{8}$

START

FINISH

Explore the fractions that can be used to start the number line. Which fraction can not be used?

DP



Maths lesson 3: To add fractions (recap) - (Main, Blue Task)

Add fractions



1 Complete the additions.

Use the bar models to help you.

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

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

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

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

2 Shade the circles and complete the additions.



$\frac{1}{8} + \frac{3}{8} = \square$



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



c)



$\frac{3}{8} + \frac{3}{8} = \square$

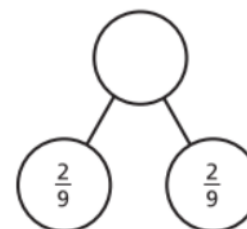
d)



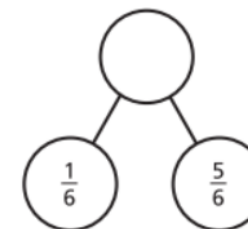
$\frac{5}{8} + \frac{3}{8} = \square$

3 Complete the part-whole models.

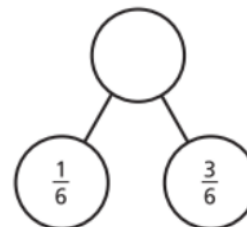
a)



c)



b)



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

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

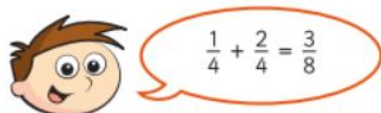




- 4 Alex and Huan are eating a cake.
Alex eats $\frac{4}{7}$ of the cake.
Huan eats $\frac{2}{7}$ of the cake.
What fraction of the cake have they eaten altogether?

They have eaten of the cake altogether.

- 5 Teddy is adding fractions.



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

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

- 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 different possibilities.

One has been done for you.

| Box 1 | Box 2 |
|----------------|-----------------|
| $\frac{1}{12}$ | $\frac{11}{12}$ |
| | |
| | |
| | |
| | |
| | |

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

- 7 Complete the additions.

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

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

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

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

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

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



Maths lesson 3 - Red task

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

Varied Fluency

Reasoning & Problem Solving

Add Fractions

1a. Complete these equations.

+
=

+
=

2a. Complete this equation.

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

3a. True or false?

$$\frac{3}{7} + \frac{1}{7} = \frac{4}{14}$$

4a. Complete this part whole model.

$\frac{3}{10}$

$\frac{4}{10}$

Add Fractions

1a. Finn says,

$$\frac{2}{4} + \frac{1}{4} = \frac{3}{8}$$

Is he correct? Explain why.

2a. This is the answer.

What fractions could you have added together to get this answer?

Find three possible combinations.

3a. Katie bought a pack of four stickers. She stuck two stickers on her pencil case and stuck one on her diary. What fraction of the pack was used? How do you know?

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

Add Fractions

9a. Complete these equations.

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

B + + = $\frac{\square}{10}$

10a. Complete this equation.

$$\frac{5}{12} + \frac{1}{12} + \frac{8}{24} = \frac{\square}{12}$$

11a. True or false?

$$\frac{1}{10} + \frac{6}{30} + \frac{3}{10} = \frac{10}{10}$$

12a. Complete this part whole model.

$\frac{7}{11}$

$\frac{3}{33}$

$\frac{2}{11}$

Add Fractions

7a. Joshua says,

$$\frac{6}{11} + \frac{1}{11} + \frac{6}{22} = \frac{10}{11}$$

Is he correct? Explain why.

8a. This is the answer.

What fractions could you have added together to get this answer?

Find three possible combinations.

9a. Tammy bought a box of 12 doughnuts to share. She ate two and Yulia ate three. Dennis ate $\frac{8}{24}$ doughnuts from the original total.

What fraction of the box of doughnuts did they eat altogether? How do you know?



Maths Lesson 3 - Deepen the moment

Add Fractions

1. Fill in the fractions below to make the addition correct.

How many different answers can you find?

$$\begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array} + \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array} = 1$$

DP

1. Complete the magic square below.

| | | |
|----------------|---------------|---------------|
| $\frac{1}{6}$ | | $\frac{2}{6}$ |
| $\frac{6}{12}$ | | |
| $\frac{2}{6}$ | $\frac{1}{6}$ | |

Each row and column must add up to the same total.

DP



Maths lesson 4: To add two or more fractions (Main, Blue task)

Add 2 or more fractions



1 Complete the additions.

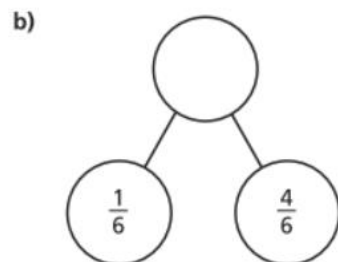
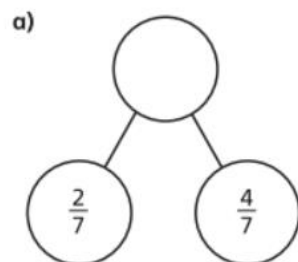
a)  $\frac{1}{5} + \frac{2}{5} = \square$

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

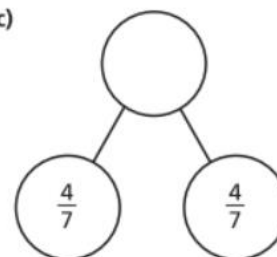
c)  $\frac{3}{8} + \frac{3}{8} = \square$

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

2 Complete the part-whole models.



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) $\frac{3}{7} + \frac{3}{7} = \square$

e) $\frac{8}{11} + \frac{6}{11} = \square = \square$

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

f) $\frac{4}{11} + \frac{4}{11} + \frac{6}{11} = \square = \square$

c) $\frac{4}{5} + \frac{3}{5} = \square = \square$

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

d) $\frac{8}{5} + \frac{6}{5} = \square = \square$

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



4

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

What could the missing numerators be?

Give four different possibilities.

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

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

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

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

5

Tommy is adding fractions.



$$\frac{3}{4} + \frac{3}{4} = \frac{6}{8}$$

Explain why Tommy is incorrect.

6

Complete the number sentences.

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

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

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

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

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

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

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

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

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?

km

b) Jack also went for a walk.

Altogether the four children walked 3 km.

How far did Jack walk?

km





Maths lesson 3 - Red task

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

Varied Fluency

Reasoning & Problem Solving

Add 2 or More Fractions

1a. Use the digit cards to complete the calculations so that they equal $\frac{10}{12}$.

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

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

2a. Using at least two of the fraction cards, create an addition calculation to equal the target fraction.



3a. Steph and Jake are finding missing numbers in a calculation.

$\frac{4}{10} + \frac{3}{10} + \frac{2}{10} = \frac{\boxed{}}{\boxed{}}$

Steph: I think the answer is $\frac{9}{30}$.

Jake: I think the answer is $\frac{9}{10}$.

Who is correct? Explain how you know.

Add 2 or More Fractions

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

$\frac{3}{8} + \frac{4}{8} = \frac{\boxed{}}{\boxed{}}$



2a. Complete the calculation below.

$\frac{3}{9} + \frac{1}{9} + \frac{4}{9} = \frac{\boxed{}}{\boxed{}}$



3a. Tick the correct answer. Use the empty number line to help you.

$\frac{6}{15} + \frac{5}{15} =$

4a. Fill in the missing numbers below.

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

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

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

Add 2 or More Fractions

7a. Use the digit cards to complete the calculations so that they equal $\frac{22}{12}$.

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

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

8a. Using at least two of the fraction cards, create two addition calculations to equal the target fraction.



9a. Isabel and Hannah are finding missing numbers in a calculation.

$\frac{4}{7} + \frac{\boxed{}}{14} + \frac{\boxed{}}{7} = 2 \frac{6}{7}$

Isabel: $\frac{10}{14}$ and $\frac{6}{7}$ are missing.

Hannah: $\frac{24}{14}$ and $\frac{4}{7}$ are missing.

Who is correct? Explain how you know.

Add 2 or More Fractions

9a. Shade the model to complete the following calculation.

$\frac{3}{9} + \frac{4}{9} + \frac{10}{18} = \frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{\boxed{}}$



10a. Complete the calculation below.

$\frac{7}{10} + \frac{6}{20} + \frac{1}{5} + \frac{4}{10} = \frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{\boxed{}}$

11a. Tick the correct answer.

$\frac{2}{4} + \frac{7}{8} + \frac{14}{16} =$

12a. Fill in the missing numbers below.

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

B. $\frac{8}{6} + \frac{\boxed{}}{12} = \frac{38}{24} + \frac{18}{12} = \frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{\boxed{}}$



Maths Lesson 4 - Deepen the moment

Add 2 or More Fractions

1. Alexia the artist has made a painting for an art gallery. She has some paint left over and wants to make a painting for her mum. The canvas will need at least 7 bottles of paint.



I have different amounts of each colour left. I want to use a mixture of at least 2 colours.



$\frac{14}{4}$ bottles



$\frac{7}{2}$ bottles



$\frac{25}{15}$ bottles



$\frac{12}{18}$ bottles



$\frac{13}{6}$ bottles



$\frac{4}{16}$ bottles



$\frac{44}{24}$ bottles



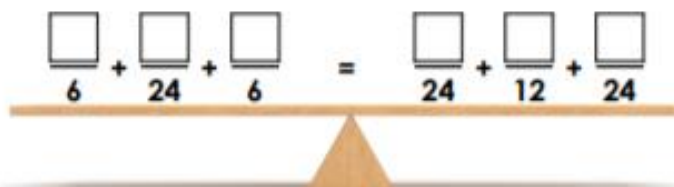
$\frac{6}{8}$ bottles



$\frac{35}{30}$ bottles

Explore the combinations of colours that Alexia could use to complete her painting.

2. Daniel is trying to make the scales below balance by filling in the missing numerators.



Rules

1. Both calculations need to be equal to make the scale balance.
2. There are at least three improper fractions across the two calculations.
3. The answer is an improper fraction that is not a whole number.

Help Daniel to investigate the possible numerators to balance the scale.



Maths Lesson 5

| | |
|---|---------------|
| 1 | $276 + 100 =$ |
|---|---------------|

[illegible]

1 mark

| | |
|---|---------------|
| 4 | $698 - 300 =$ |
|---|---------------|

| | |
|--|--|
| | |
|--|--|

1 more

| | |
|---|---------------|
| 2 | $672 - 100 =$ |
|---|---------------|

[illegible]

1 mark

| | |
|---|-----------------|
| 5 | $34 \times 8 =$ |
|---|-----------------|

[illegible]

1 mark

| | |
|---|-------------|
| 3 | $56 + 70 =$ |
|---|-------------|

[illegible]

1 mark

| | |
|---|---------------|
| 6 | $72 \div 4 =$ |
|---|---------------|

[illegible]

1 mg/l



| | |
|---|-------------------------------|
| 7 | $\frac{2}{5} + \frac{1}{5} =$ |
|---|-------------------------------|

1 mark

| | |
|----|-----------------|
| 10 | $1892 - 1000 =$ |
|----|-----------------|

1 m

| | |
|---|-------------------------------|
| 8 | $\frac{7}{8} - \frac{3}{8} =$ |
|---|-------------------------------|

●

1 mark

| | |
|----|-----------------|
| 11 | $6782 + 2561 =$ |
|----|-----------------|

1 m

| | |
|---|----------------|
| 9 | $476 + 1000 =$ |
|---|----------------|

1 mark

| | |
|----|----------------|
| 12 | $5112 - 456 =$ |
|----|----------------|

1 mo



| | |
|----|----------------|
| 13 | $7 \times 9 =$ |
|----|----------------|

A 20x10 grid with a rectangle in the bottom right corner. The rectangle is 5 units wide and 2 units high, starting from the 15th column and 8th row, extending to the 20th column and 10th row.

1 mark

| | |
|----|------------------|
| 16 | $656 \times 7 =$ |
|----|------------------|

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A rectangle is drawn in the bottom right corner, spanning from the 15th to the 20th unit horizontally and from the 1st to the 3rd unit vertically. The rectangle is outlined in black and is empty.

1 mark

| | |
|----|-------------------------|
| 14 | $3 \times 8 \times 5 =$ |
|----|-------------------------|

A 20x10 grid with a rectangle in the bottom right corner. The rectangle is 5 units wide and 2 units high, starting from the 15th vertical line and the 8th horizontal line from the bottom-left corner.



1 inch

| | |
|----|-------------------------------|
| 17 | $\frac{2}{5} + \frac{3}{5} =$ |
|----|-------------------------------|

A 20x10 grid with a rectangle drawn in the bottom right corner, spanning 5 units wide and 2 units high.

1 mark

| | |
|----|------------------|
| 15 | $562 \times 5 =$ |
|----|------------------|

A 20x10 grid with a rectangle in the bottom right corner. The rectangle is 5 units wide and 2 units high, starting from the 15th vertical line and the 8th horizontal line from the left and bottom respectively.

1 mark

| | |
|----|----------------------------------|
| 18 | $\frac{14}{15} - \frac{2}{15} =$ |
|----|----------------------------------|

1 mark



19 $4.5 + 0.6 =$



1 mor

| | |
|----|----------------|
| 22 | $87 \div 10 =$ |
|----|----------------|

A 20x10 grid with a rectangle drawn in the bottom right corner, spanning 5 units wide and 3 units high.



1 m.

| | |
|----|-----------------|
| 20 | $7.82 - 0.02 =$ |
|----|-----------------|



1 mg

23 $\frac{3}{4}$ of 8 =



1 m

| | |
|----|-----------------|
| 21 | $56 \div 100 =$ |
|----|-----------------|

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A rectangle is drawn in the bottom right corner, spanning from the 16th to the 20th unit horizontally and from the 1st to the 4th unit vertically. The rectangle is outlined in black and is empty.

1 mg

| | |
|----|----------------|
| 24 | $4.56 + 2.9 =$ |
|----|----------------|



1 m.

Maths Lesson 5: Deepen the moment...

Write 2 top tips for somebody trying to complete question 24 and write an explanation on how you would work it out.



English – Practise your spellings

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

| | | | |
|---------------|--|--|--|
| interview | | | |
| interlink | | | |
| interlock | | | |
| antifreeze | | | |
| antibody | | | |
| anticlockwise | | | |

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.

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

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.

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

The Old Teacher

There was an old teacher

Who lived in a school.

Slept in the stock-cupboard as a rule,

With sheets of paper to make her bed

And a pillow of hymn-books

Under her head.

There was an old teacher

Who lived for years,

In a Wendy house, or so it appears.

Eating the apple that the children bought her,

And washing her face

In the goldfish water,

There was an old teacher

Who ended her days

Watching schools' TV and children's plays:

Saving the strength she could just about muster,

To powder her nose

With the white board duster.

There was an old teacher

Who finally died

Reading Ginn (level 5), which she couldn't abide.

The words on her tombstone said: TEN OUT OF TEN

And her grave was the sandpit.

That's all now. Amen.



The Old Teacher – Questions

The Old Teacher by Alan Ahlberg

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

Retrieval

- 1.) Where did the old teacher sleep?
- 2.) What did the children bring her to eat?
- 3.) How did the old teacher keep herself clean?

Inference

- 4.) Do you think that the old teacher was happy living as she did?
Explain your reasoning.
- 5.) Do you think a Wendy house is an appropriate place for the old teacher to live? Why / Why not?

Vocabulary

- 6.) What does "as a rule" mean in line 3?
- 7.) What is a Hymn-book? Where else, other than a school, might a Hymn-book be used?
- 8.) What is a stock cupboard? Why might a stock cupboard be needed in a school?

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?

Red set - Questions

The Old Teacher by Alan Ahlberg

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

Retrieval

- 1.) Where did the old teacher sleep?
- 2.) What did the children bring her to eat?

Inference

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

Vocabulary

- 4.) What does "as a rule" mean in line 3? Does it mean usually, sometimes or never?
- 5.) What is a Hymn-book?

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.



English lesson 2

To understand fronted adverbials.

Key reminder of previous learning and VIPs

1. **Fronted adverbial-** Fronted adverbials are phrases or words at the start of a sentence which are used to describe the action that follows.
2. Adverbs of time describe how long and when an action occurred.
3. Adverbs of place describe the location of where an action occurred.
4. Adverbs of manner describe how something happened.
5. Adverbs of frequency describe how often an action happens.
6. Adverbs of manner describe how something happens.

Click on the link and watch the video.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3>

Look at the worksheet below and add the fronted adverbials.



English lesson 2 – Task 1

How Did It Happen?

Fronted Adverbials to Show Manner

Fronted adverbials can also be added to sentences to describe manner. They explain to the reader how something happens. They can be a single word or a phrase. For example:

Without a sound, the boy entered the room.

The fronted adverbial in this sentence is '**Without a sound**' because it tells the reader how the boy entered the room. Use the words and phrases in the word bank to complete the sentences below with a **fronted adverbial** for manner (to show how it happened).



1. _____, the girl ran through the park.
2. _____, the sun disappeared and it began to rain.
3. _____, Jack and Sarah entered the haunted house.
4. _____, the fish swam away from the terrifying shark.
5. _____, the frog jumped from lily pad to lily pad.
6. _____, the knight fought the mighty dragon.
7. _____, the witch cast a magical spell.
8. _____, Hamsa opened his birthday present.





Deepen the moment

If you found the above task easy then challenge yourself with Task 2

GD: Now see if you can add the fronted adverbials to the sentences.

Where Is It?

Fronted Adverbials to Show Location

Fronted adverbials can be added to sentences to describe location. They tell the reader where something takes place. For example:

In class, the boy sat listening to his teacher.

The fronted adverbial in this sentence is '**In class**' because it tells the reader where the boy is. In the activity below, please match the fronted adverbial with the correct sentence to explain where it happens.

In a forest,

Below the waves,

Behind the counter,

In the park,

On the table,

On a rock,



the fish swam
quickly.



Jack went on the swings.

Sarah placed her book and pen.

the monkeys swung through
the trees.

the mermaid watched ships passing.

the shopkeeper stood
serving customers.

Challenge!

Add a fronted adverbial to each of these sentences to explain where they might happen.



English Lesson 3

LO: To understand and identify the language features and the structural features of a 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

Dear

Mr

Mrs

Sir

Madam

To whom it may concern

Yours sincerely

Yours faithfully

Love

From

Best wishes

Kind regards

Address

Signature

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



Features of Formal Letters Checklist

Does your formal letter include...



| | |
|---|--|
| the sender's address? | |
| the address of the recipient? | |
| the greeting 'Dear Sir/Madam' if you don't know the recipient or 'Dear Mr/Mrs/Miss (surname)' if you know the recipient? | |
| an introduction? | |
| formal sentence starters such as 'I am writing to inform you' or 'I would like to express'? | |
| details organised into paragraphs? | |
| a conclusion saying what needs to happen next? | |
| 'yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do know the recipient when you have finished the letter? | |
| your name at the end? | |
| | |
| | |



33 Henry Avenue
Rustington
Sussex
30th September, 1939

Dear Mum,

I'm writing to tell you that I arrived safely and to say thank you for the new hair slides you packed in my case. How lovely to have a nice surprise after such a long day!

When we got to Rustington, we all had to go into the village hall where they gave us milk and buns. I shared mine with my best friend Rita Evans because she dropped hers on the floor. After that, we were lined up along the wall and people from the village came to choose evacuees to take home. Some children went together especially the brothers and sisters but unfortunately Rita and I got split up. I was disappointed but it didn't matter as a really smiley lady called Mrs Clark asked, "Would you like to come and stay with me dearie?" So now, that's where I am. She says I've to call her Auntie Ivy and her husband is Uncle Bob. What do you think of that?

Their house is a bit different to our flat in London. It stands in the middle of a fine-looking garden with lots of vegetables growing and there's even some chickens! Uncle Bob says it all helps to prop up our rations. He's apparently been working every evening with their neighbour Mr Jacques to dig out spaces for an Anderson Shelter. They've dug up a load of grass and they're going to put it back over the top afterwards to hide the metal. Auntie Ivy says he had to dig out all his prize roses to build the shelter but she thinks actually he can replant them over its roof. I took a peek inside and it's got little beds for us all like a doll's house. Smells a bit damp and musty mind you so I don't know about sleeping in it. Unless there's an air raid, I'm in the attic on a sort of canvas cot bed. It's alright but I can't see out since there's only a little skylight and it's too high up for me. Teddy lives on the bed and when we go to sleep, we say a little prayer for you all back in London so you'll be safe.

Guess what we did yesterday? We went paddling in the sea and built sandcastles! It was incredible fun and we splashed each other. Auntie Ivy says we won't be able to do it again though because the Home Guard are busily putting barbed wire along the beaches to stop the Germans' ships invading from the sea. There are also anti-aircraft guns in the dunes to stop the planes.

Have you had a letter from Dad yet? I asked Uncle Bob if he was going to join up but he's in a reserved occupation at the water board so he has to stay in Sussex.

I miss you, Nanny and Didi very much. Can you come and visit me here soon? Please write and tell me what's happening at home.

Lots of love,

Jane X



Y4 Letter Writing: Formal Example Text

235 Westbury Lane,
Arnold,
Nottingham,
NG5 3AT

Sunnyside School,
Arnold,
Nottingham,
NG5 7PA

28th November 2016

Dear School Councillors,

I am writing to you because I have some excellent suggestions about how to improve break times. I know as a school council you are always keen on developing new ways to improve school and listen to the children of Sunnyside, so here are my class's top three ideas to make break times better.

Most importantly, we feel there should be more sports equipment available on our playground to promote a healthy, active lifestyle in Sunnyside students. Each and every day, we could fill our precious minutes of inactive time with increased physical activity. Information from health officials advises that children should have at least thirty minutes of exercise a day to increase their fitness levels and help tackle the obesity crisis in children. Surely, you cannot disagree that it is the school's duty to provide us with the equipment to encourage us to get moving. We have discussed this as a class and have decided the most desirable pieces of new equipment would be new footballs, space hoppers and skipping ropes. Please don't disappoint us.

In addition to our equipment request, another popular suggestion was to have a snack bar available at break times. We all know that our bodies and brains work best when they have sufficient food to fuel them. Unfortunately, some children will have missed having a healthy, nutritious breakfast at home before arriving at school. A snack bar could offer them a much needed mid-morning snack. In an ideal world, the snack bar would provide a range of healthy snacks such as crunchy carrots sticks with hummus dip, small boxes of dried fruits and nuts, fresh fruit and healthy cereal bars. I believe it would make a big difference to our pupils' learning.

Our final suggestion is to have a special book box out on the yard. Whilst many children are excited about the prospect of a more active break time, I am certain that some would rather have a more educational break that involves reading books. As my teacher says, reading is like exercise for the brain and many children would thoroughly enjoy having this dedicated time to explore new worlds through extra reading. I am sure that you would agree that this could be a very worthwhile way to spend some of your budget.

In conclusion, I would like to thank you for taking the time to read this letter and I hope you consider my suggestions carefully. I look forward to hearing whether some of our suggested changes can be put into action. I really hope to see some positive changes being made to improve students' break times.

Yours sincerely,

Kieran Bliyth,
Class 4GH



English Lesson 3

Task 1

Read through the two example texts above: An informal letter and the formal letter.

Use the formal letter to identify the feature that are used in the writing of a formal letter. Highlight the text or circle the feature in the letter using the features checklist.

Task 2

Identify the similarities and differences between a formal letter and an informal letter.

| Similarities | Differences |
|--------------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |



English Lesson 4

LO: To understand formal writing.

Key reminder of previous learning and VIPs

1. Formal writing should include longer sentences, limited range of emotions, little emotive punctuation and no contractions and abbreviations.
2. Formal writing does not include colloquialism.

On the sheet below identify the different types of language use –

Formal – Done in accordance of convention or etiquette, suitable for or contributing an official or an important occasion.

Informal – Having a relaxed or friendly undertone or style, manner or nature.

Slang – Words and phrases that are informal and they are more common in speech and are restricted to a context or group.



Task 1

Look at the work sheet below and identify the different types of language- formal, informal and slang, and sort them into the table.

Fill in the blanks using the word bank below.

| Formal | Informal | Slang |
|------------|----------|-------|
| Spectacles | | Specs |
| | | |
| | | |
| | | Bloke |
| | Ask | |
| Brilliant | | |
| | | |
| | | |

Insignificant
Beverage
Pleased Man
Drink Friends
Delighted
Bevy Chuffed
Mates Enquire
Pick your Brains
Piddly Gentleman
Great Wicked
Acquaintance
Small Glasses



Deepen the Moment

If you found the above task easy then challenge yourself with Task 2

GD: Write a paragraph informally and then rewrite the same paragraph changing it into formal writing.

Informal

Formal

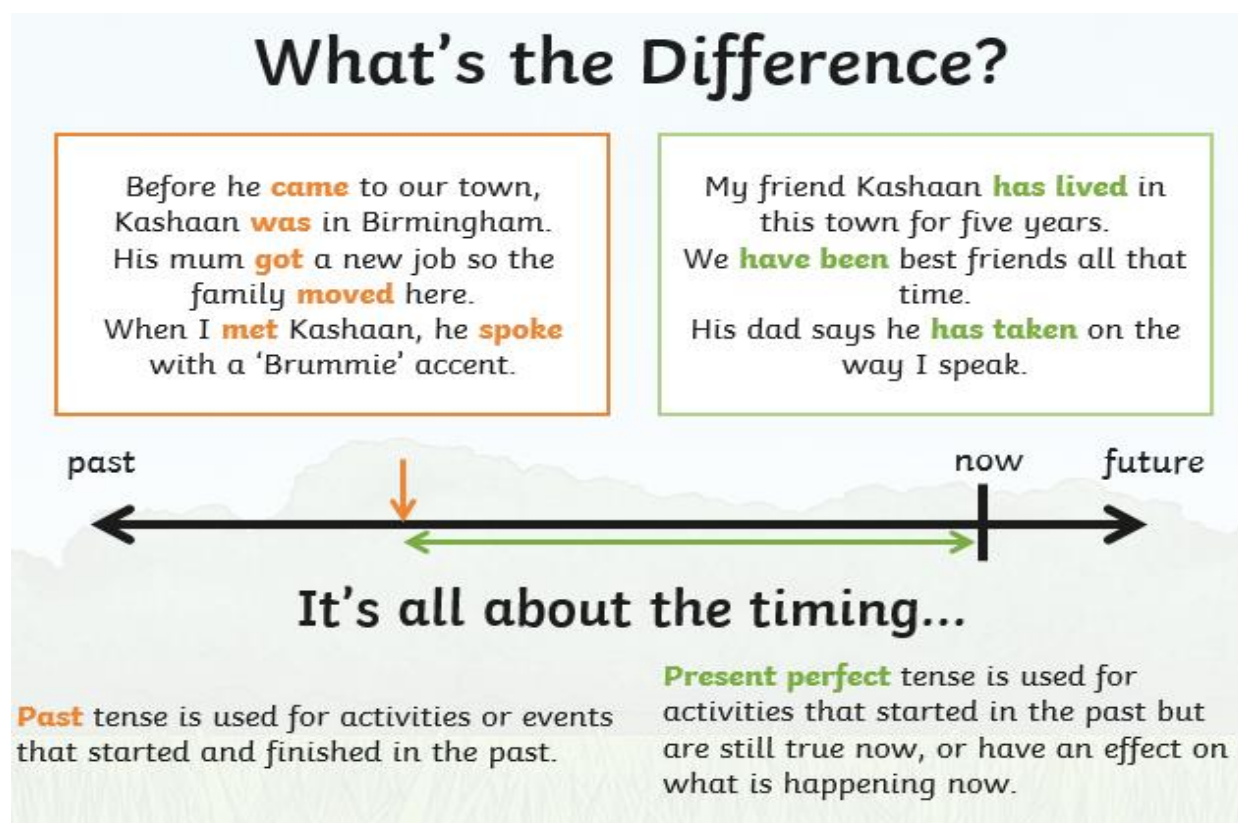


English – Lesson 5

LO: To use the present and past verb forms correctly.

Key reminder of previous learning and VIPs

1. **Present tense**- A verb tense used to describe a current activity or state of being.
2. **Past tense**- A verb tense used to describe a past activity or past state of being.





Task 1

Past and Present Tense

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 verbs from the present into the past tense? The first one has been done for you.

| Present | Past |
|------------|-------------|
| it belongs | it belonged |
| he stands | |
| she laughs | |
| we wonder | |
| I breathe | |



Deepen the moment

If you found the above task easy then challenge yourself with Task 2

GD: Now see if you can turn these sentence from past tense in to present tense.

1. I stuck my arm out and felt a paperclip ping off the back of my costume.

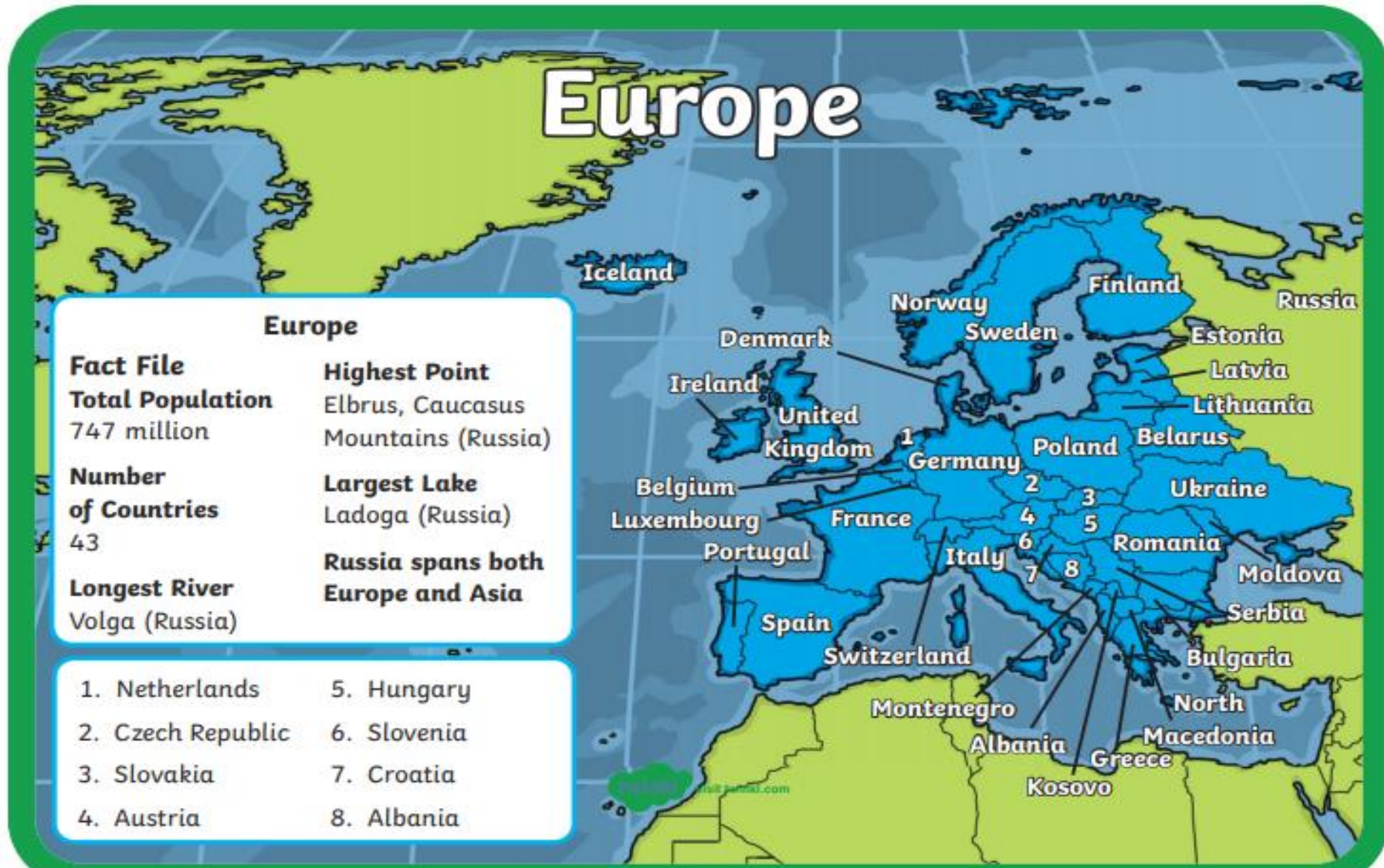
2. I looked into my Dad's calm, brown eyes and my chin went wobbly.

3. My lines were clear, like printed words in my head.

4. I blinked until my eyes stopped stinging.



Reading for Productivity: Geography lesson 1





Reading for Productivity: Geography lesson 1 Questions

Geography - Europe Information Sheet – Year 4

Retrieval

1. Which countries sit next to Sweden?
.....
- 2.) What is the largest lake and which country is it in?
.....
- 3.) Which country is number 8?
.....

Inference

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

Vocabulary

- 5.) What does the word 'population' mean on the third paragraph?
.....



Extended Curricular Learning

Geography – Europe

VIPs:

The country that we live in is England and the continent that we live in is Europe. Europe is entirely in the northern hemisphere with part of it in the north-east hemisphere.

You have been learning about Europe today. In reading for productivity, you have focused on the European map. Today, you will showcase your learning by creating a fact file or poster about just one biome you have found interesting. Follow the steps below for today's activity:

1. Research and identify the capital cities of these countries: Italy, England, Germany, France, Spain and Wales.
2. Locate each country on the map using an atlas.
3. Research and make notes about one country in Europe, for your poster.

Create an informative leaflet, including a map and relevant pictures, about one of the countries in Europe.

Fat Question

If you live in a capital city of a country, do you have better life opportunities than if you live in another part of the country? Justify your answer.

Deepen the moment

What country or capital city would you most like to live in within Europe? Use your knowledge of the equator and hemispheres to help explain your answer.



WAGOLL

Spain

Population: Over 46 million (2016)

Capital City: Madrid

Language: Spanish, Catalan, Galician, Basque

The most common immigrant languages are: Arabic, Romanian, English, German, French, Italian, Portuguese, Chinese, Bulgarian

Continent: Europe

Currency: Euro

Government: Unitary parliamentary constitutional monarchy.

National Day: 12th October

Religion: Mainly Roman Catholic (68.5%)

Famous Spanish People: Salvador Dalí, Federico García Lorca, Manuel de Falla, Joan Miró, Diego Velázquez, Francisco de Goya, Penélope Cruz, Miguel de Cervantes

Flag:



Climate:

Four seasons (spring, summer, autumn and winter)

Winters can get cold, with rain and some snow, especially in the mountain regions. Summers can get very warm, with temperatures over 35°C

Interesting Information:

Spain had a Civil War, from 1936 to 1939, a conflict between Republicans and Nationalists led by General Francisco Franco

Blue Task





Reading for Productivity: RE lesson 2

LO: To learn about the Muslim God, Allah.

The word Allah is the name of the Islamic God.

In Islam, Allah is the main word for "God." Muslims use 99 Names of God to describe God, but "Allah" is the most common of these and means all of them. Al-Hakim (The Wise), Al-Hakam (The Judge) and Al-Rahim (The Most Merciful) are examples of Allah's 99 names in the Qur'an. Subhah beads are used in prayer when Muslims are remembering the 99 names of Allah.

When a Muslim says "Allah," all of the other names of God are thought of as part of it. Muslims also believe that this word tells about God's being a single entity and as being without wrong or defect and of God having no partner.

"Allah" is often used by Muslims when they are praying. Muslims have a faith in one God. They believe that God is the one who made everything, the one judge, and the only one who has power over all things. They also believe that Allah created the heavens and the Earth just by saying "Kun" which means "Be".

Muslims believe that Allah:

- is the one true God - all worship and praise is directed towards him
- should be treated with respect as he is the supreme being
- is the creator, designer and sustainer of the world



The word Tawhid is used to describe the oneness of Allah, which is the fundamental belief of Islam. It means believing in Allah, believing that he is the one and only God. It helps Muslims to think of Allah as the centre point of life.

Muslims believe that Allah is:

- **Transcendent** – Allah is above and beyond anything that exists in the world.
- **Fair and just** – Allah judges everyone equally.
- **Immanent** – Allah is close to every human and within all things on Earth.
- **Omnipotent** – Allah is all-powerful.
- **Beneficent** – Allah is all-loving.
- **Merciful** – Allah shows compassion and mercy, and he forgives people.

Muslims believe that Allah is just and created the world in a fair way (Adalat). They also believe that he always behaves in a merciful way.



Reading for Productivity: RE lesson 2 Questions

Year 4

Retrieval

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

Vocabulary

4. What does the word 'merciful' or mercy mean?
5. What do you think the word 'entity' means?

Inference

6. How could Muslims show respect to Allah in their everyday life?
7. Why do you think Muslims strictly believe in one God and not more than one?



Year 4 Extended Curricular Learning

RE

VIPs:

- The word for Allah is the Arabic term for God. In Islam, Allah is the main word for 'God'.
- Muslims use 99 names of God to describe God, but 'Allah' is the most common of these and means all of them.

In reading for productivity, you have read and answered questions to demonstrate your understanding about Allah, the Muslim God. Today, you will think about Allah and write information that will help you to compare different religions Gods in upcoming lessons.

1. Watch the video up to 2.10 and make notes:
<https://www.bbc.co.uk/bitesize/guides/zcss7p3/video>
2. Use the reading text, the video and the internet to research the Muslim God Allah.
3. Draw your own table using a ruler and pencil like the one below. Fill it in with the main facts you have learnt today on the Muslim God, Allah.

Deepen the moment...

Why do you think Muslims do not draw pictures of their God Allah?

| | Muslim God |
|--|------------|
| Main name and names of different versions | |
| Are there any other Gods? Or people close to the main God? | |
| Other interesting facts about the main God. | |

Reading for Productivity: DT lesson 3

Food Groups

Fruit and Vegetables

These are good sources of vitamins and minerals and fibre. Aim to eat 5 portions a day! Choose from fresh, frozen, tinned, dried or juiced. Fruit juice and/or smoothies should be limited to no more than a combined total of 150ml per day.

Carbohydrates

Starchy foods such as potatoes, bread, rice, pasta and cereals should make up just over a third of the food you eat. These are important for giving us energy. Choose higher-fibre, wholegrain varieties, such as wholewheat pasta and brown rice, or simply leave skins on potatoes.

Food and Drinks High / or Sugar

Eat less often and in small amounts.

Proteins

Proteins such as beans, pulses, fish, eggs, meat are very important for helping us grow and build muscles. Beans and pulses are a good alternative to meat as they contain less fat and are higher in fibre and protein. Try to eat 2 portions of fish a week, and try to reduce intake of red and processed meat.

Dairy and Alternatives

These are a source of calcium which is important for strong teeth and bones. Choose lower fat and sugar options.

Oil & Spreads

Choose unsaturated oils and spreads and use in small amounts. Eat sparingly.

6-8 a day

Water, lower fat milk, sugar-free drinks including tea and coffee all count. Limit fruit juice and/or smoothies to a total of 150ml a day.



Reading for Productivity: DT lesson 3 Questions

Retrieval

1. Name three examples of fruit and vegetables.
.....
2. What food and drink is high in sugar? Can you come up with your own example of a food and drink you think would be high in sugar?
.....
.....
3. Name three types of protein that are important to our diet.
.....

Vocabulary

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.
.....
5. What does the word '**source**' mean in this sentence?
These are a **source** of calcium which is important for strong teeth and bones.
.....

Inference

6. Why do you think it is important for a baby to have a good amount of protein and calcium in their diet?
.....
.....

Deepen the Moment: Research the advantages of drinking a lot of water on the human body.



Reading for Productivity: Science lesson 4

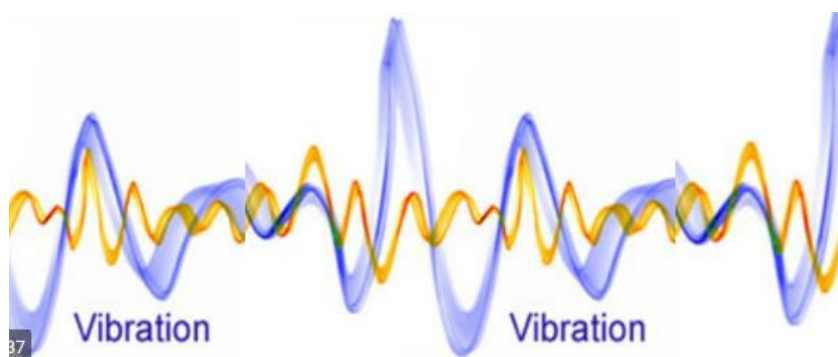
Sound = Vibration.

Three things vibrate when sound is created:

1. the source object
2. the molecules in the air (or another medium e.g. water)
3. the eardrum

When a sound is produced, it causes the air molecules to bump into their neighbouring molecules, who then bump into their neighbours, and so on. There is a progression of collisions that pass through the air as a sound wave.

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.



When we hear something, we are sensing the **vibrations** in the air. The number of vibrations per second is known as the **frequency**, measured in Hertz (1 Hz = 1 vibration per second).



These vibrations enter the outer ear and cause the eardrum to vibrate too. We cannot hear the vibrations that are made by waving our hands in the air because they are too slow. The slowest vibration our human ears can hear is 20 times a second. That would be a very low sound.

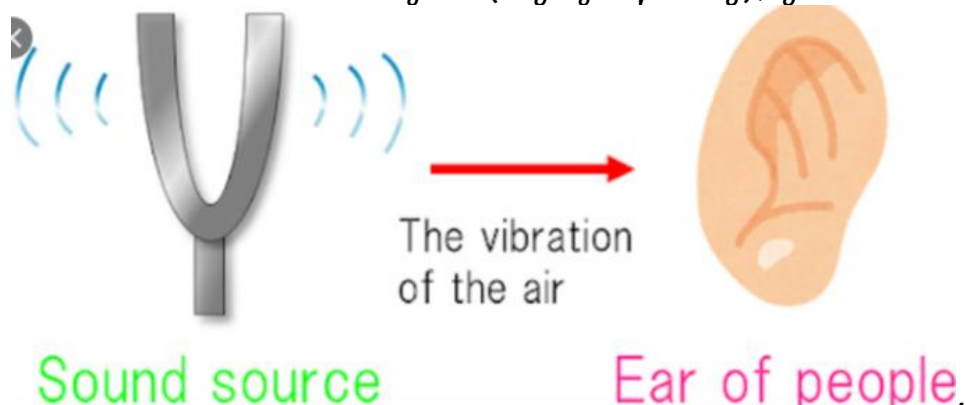
The fastest vibration we can hear is 20,000 times per second, which would be a very high sound. Animals can hear different frequencies from humans. Cats can hear even higher frequencies than dogs, and porpoises can hear the fastest vibrations of all (up to 150,000 times per second).

It takes 3 different vibrations to hear a sound, since sound is made when things vibrate (or wiggle):

1. The object that makes the noise vibrates (our bell).
2. The air molecules vibrate as the sound moves through the air.
3. The eardrum vibrates when the sound wave reaches it.

When sound waves move through the air, each air molecule vibrates back and forth, hitting the air molecule next to it, which then also vibrates back and forth. The individual air molecules do not "travel" with the wave. They just vibrate back and forth.

When the vibrations are fast (high frequency), you hear a high note. When vibrations are slower, you hear a lower note





Reading for Productivity: Science lesson 4 Questions

Retrieval

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

.....

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

.....

.....

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

.....

Vocabulary

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

.....

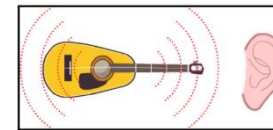
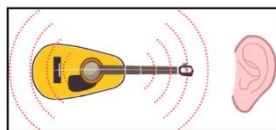
5. Can you find a synonym for the word 'individual'?

.....



Year 4 Extended Curricular Learning

Science – Sound



VIPs:

1. Sound is caused by vibrations.
2. Vibrations are movements backwards and forwards.
3. Some things which vibrate to cause sound are: guitar strings, hard surfaces, air and vocal chords.

Watch the video <https://www.bbc.co.uk/bitesize/clips/zr7w2hv> which is about Evelyn Glennie, who is a percussion player performing at solo concert. She is an enormously successful musician despite being deaf. She has learned to use her whole body to 'hear' sounds. For example, she describes feeling the vibrations on her cheekbones, scalp and chest.

Research how to and create your own musical instrument. There are lots of great videos on youtube. These are some examples -



Afterwards, write a set of instructions about how to make it. Use the checklist on the next page to ensure you have included everything needed for a great set of instructions.

An example is given below.



This is really the fancy version of what most people know as “spoons.” But you could also use just about anything in your utensil drawer. Castanets are a classic Spanish percussion instrument, and you can come pretty close to mimicking them with 2 spoons.

How To:

1. Hold the spoons back to back.
2. Put your finger in between the handles of the spoons and grip the two handles with the rest of your fingers and thumb.
3. All you need to do now is clack the two spoons together to produce a rhythm

Deepen the moment

Can we feel sound in the same way we
can hear it?



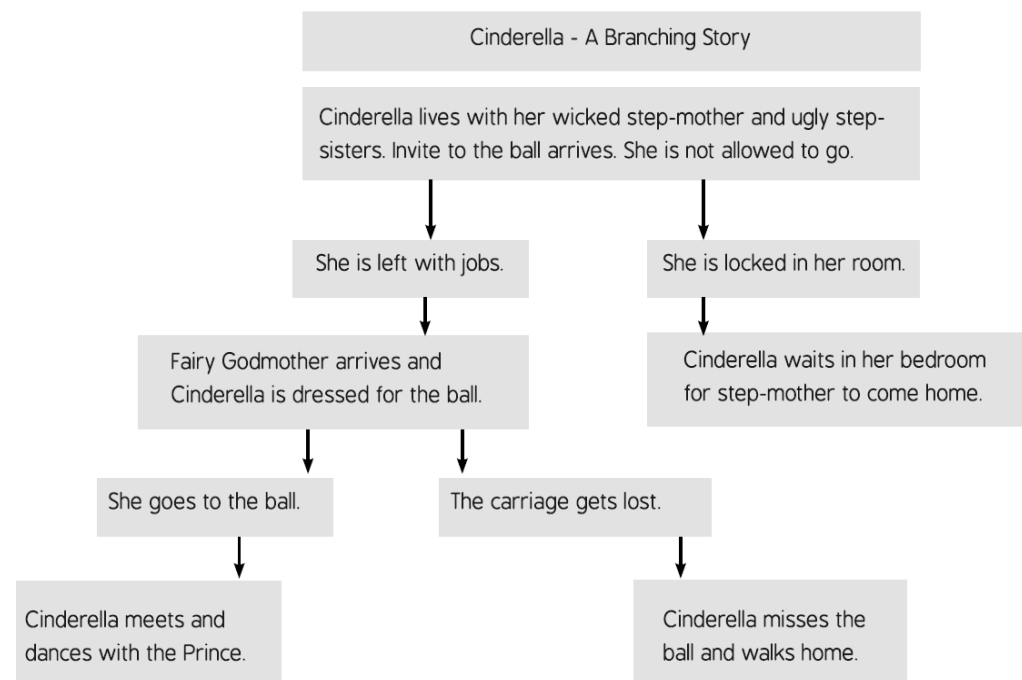
Reading for Productivity: Computing lesson 5

A Branching Story

When we read books, we often only have one beginning and one ending. The storyline is decided by the writer, when the book is being written. With a branching story, you start at the beginning until you get to a key decision that a character has to make. Instead of the writer making this decision, you get to choose from several options, and those options lead to new choices, which each lead to new choices...this can go on forever. In most branching stories, you will eventually reach a 'dead end' where there are no more choices. These are usually unhappy endings. If you choose the right path, and make the right choices, you will reach a happy ending.

Here is an example of a plan for a branching story:

You can see that the beginning of the story is the same but it branches off into two options. The reader can either decide that Cinderella is left at home with jobs to do, or she gets locked in her room. On this plan, if she is locked in her room then the result is a dead end because there are no more choices after that. The story could carry on forever with multiple options throughout.



Branching stories work best as an interactive, online story. Popular computer software such as Microsoft PowerPoint are great tools to create engaging, interesting stories.



Reading for Productivity: Computing lesson 5 Questions

Reading for Productivity – Year 4

Key words: branching, decision, dead end, beginning, ending, options.

Retrieval

- 1) What is a branching story?
- 2) Why is a branching story different to a normal story?
- 3) How many options could a branching story have?
- 4) How is the reader more involved in a branching story?

Inference

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

Vocabulary

- 7) Find and copy a word from the text that has the same meaning as 'for all time'.
- 8) What does the word 'interactive' mean?

Deepen the moment:

Can you continue the plan for Cinderella? What options could you add on to progress the story? Can you create a happy ending and a sad ending?



Year 4 Extended Curricular Learning

Computing

Friday 26th February 2021

VIPs:

PowerPoint is software used to give information.

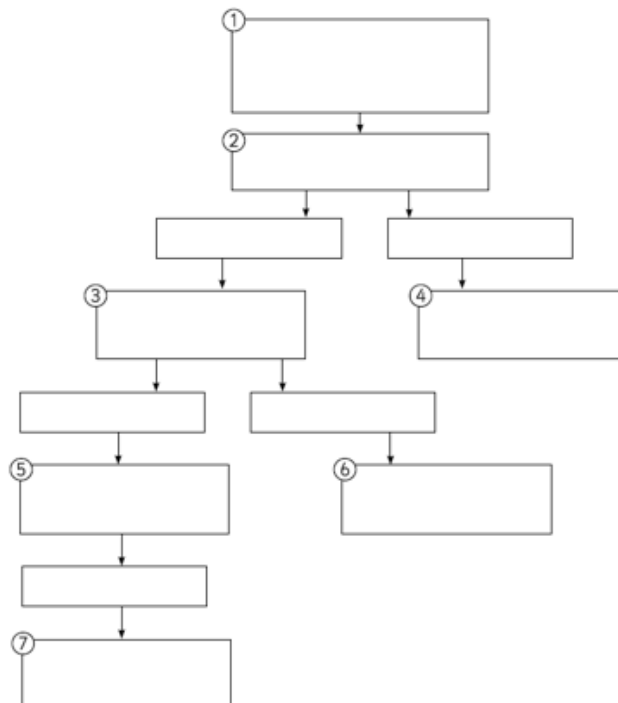
A branching story has multiple endings depending on decisions made throughout.



A branching story is a story that has different endings, depending on what decisions the reader makes as they go through, it allows the reader to choose the characters actions at certain points in the story.

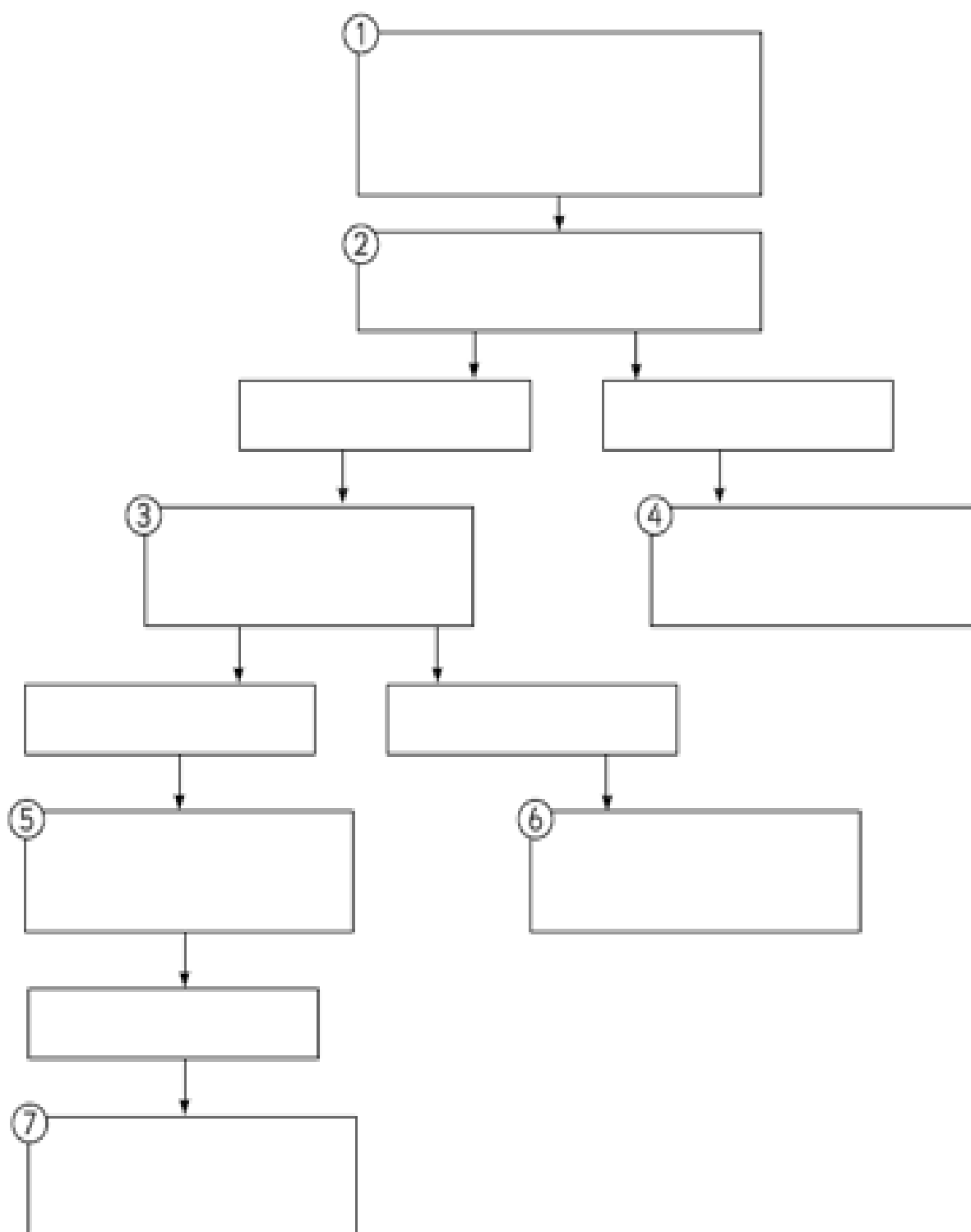
On the next page, you are going to have a go at creating your own branching story using a well-known story: Cinderella.

1. Familiarise yourself with the story by listening to it being told here:
https://www.youtube.com/watch?v=FnqotT3x4g8&feature=emb_logo
2. Consider the main characters in the story: The wicked step mother, the Fairy Godmother, Cinderella and The Prince. Think about the choices they will make. Use the branching template to design your own Cinderella branching story.



Deepen the moment...

Investigate other branching stories. Can you create an alternative ending to our class text?





Fairtrade Fortnight

Monday 22nd February - Sunday 7th March 2021

Monday 22nd February marks the beginning of Fairtrade fortnight. This Fairtrade Fortnight we are thinking about what we want the world to be and the ways in which we can make choices to shape the world.

To make a choice that is good for us, we need to know a bit about what our options are. But the choices we make don't just affect us. Many of our choices will have an effect on other people. Sometimes they will have a big effect.

Today, you have already made choices that impact the lives of many other people around the world. The things we buy and enjoy have a big effect on the lives of other people. Everything we eat, wear or play with has been grown or made by someone somewhere, and the products we buy will make a difference to the sort of lives those people have. The more we learn about the people we rely upon, the more likely we are to want to make good choices.

Task 1 : To join in with some of the activities you can do to understand fairtrade better, why not follow some of the links below:

Come on in to Coobana: a board game to help students learn about Fairtrade, Coobana and the banana trade: <https://schools.fairtrade.org.uk/teaching-resources/come-coobana-board-game/>

The journey of a Fairtrade football: a presentation explaining the process of how footballs are made and how Fairtrade can help: <https://schools.fairtrade.org.uk/teaching-resources/journey-fairtrade-football/>

A fairtrade quiz: <https://schools.fairtrade.org.uk/teaching-resources/primary-school-quiz-for-fairtrade-fortnight-2021/>

Or, Visit: <https://schools.fairtrade.org.uk/teaching-resources/climate-fairtrade-and-you-education-pack-for-primary-schools/> for the full Primary Schools pack.

Task 2: Watch this video to find out more about the things you can do to live a fairtrade-conscious lifestyle: <https://schools.fairtrade.org.uk/teaching-resources/change-the-world-through-your-choices/>

Task 3: Make a poster outlining some of the ways people can help to make the world a fairer place by being conscious of fairtrade.

Why not share some of the Fairtrade activities you've enjoyed with your teachers on Class Dojo or post them on to your school's social media platforms. You can tag @FairtradeUKEd and use the hashtag #FairtradeTogether on social media posts!





Halfpenny Lane Reading Challenge

We are continuing to run our weekly 'Reading challenge' for all of our children throughout this National Lockdown period. Whilst you are at home, we would like you to continue to read at least 4 times a week and fill in your reading record.

Send us a picture of your completed reading record every Thursday each week on Class Dojo for an extra Dojo point and to be put into 'the reading raffle' for a chance of winning a prize upon our return.

At the end of each week, the names of the winning classes of our reading challenge and the randomly chosen children who have won our reading raffle, will be included in our weekly newsletter and posted on our school Twitter page.

Good luck everyone and continue to read as much as you have been doing!
Happy reading!





Halfpenny Lane TT Rockstars Weekly Battles

We are continuing to run our weekly TT Rockstars battles for all of our children in Year 2 to 6, throughout this National Lockdown period. Whilst you are at home, we would like you to continue to go on and access TT Rockstars as much as you can.

Each week we will be able to see how many correct answers each of you have got and which class has won their weekly battle.

An extra Dojo point will be awarded to those children going on and accessing this each week.

At the end of each week, the names of the winning classes and the top three children with the most correct answers across school, will be included in our weekly newsletter and posted on our school Twitter page. Prizes will be awarded upon our return.

Good luck everyone and rock on!

