

Year 4

Home Learning Pack **10**

For Week Commencing 15/06/2020



This is Year 4's **Tenth** Home Learning Pack. This pack includes information, support and questions for the five English and math tasks that children will be provided through the week.

Where possible, we would like that home learning include:

- ★ Daily reading through the MyON reading site: <https://www.myon.co.uk/login/index.html>
- ★ Daily times tables practise at home or online.
- ★ Completion of the daily English and the daily math task.
- ★ Completion of an additional learning activity (Miss Bailey will recommend activities related to a range of subjects through Class Dojo).

However, we do appreciate that this is a challenging time for families. As such, five tasks have been identified as those we would most recommend focusing on throughout the week.

Look out for this symbol (★) in this booklet and the weekly overview.

A message from Miss Bailey:

Please continue to join me in our learning together and to send me your wonderful work. As I am increasing my time spent in school, I may not be as contactable this week but will try to respond to any worries or concerns ASAP.

As a reminder, please keep up to date with all news regarding our school reopening on our school website. <http://www.westcornforth.durham.sch.uk/category/news/>

LIST OF KEY WEBSITES:

ENGLISH

MyON: <https://www.myon.co.uk/login/>

Lexia Online: <https://www.lexiacore5.com/register>

Reading books: <https://www.oxfordowl.co.uk/>

Trapped: <https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

Parts of Speech: https://www.sheppardsoftware.com/grammar/grammar_tutorial.htm

Finish the Story: <http://www.scootle.edu.au/ec/viewing/L1275/index.html#>

Spooky Spellings: <http://www.ictgames.com/mobilePage/spookySpellings/index.html>

Julia Donaldson's Weekly Broadcast: <https://www.facebook.com/OfficialGruffalo/>

Audible Audiobooks: <https://stories.audible.com/start-listen>

Harry Potter Activities from JK Rowling: <https://www.wizardingworld.com/news/introducing-hp-at-home>

JK Rowling's new book, the Ickabog: <https://www.theickabog.com/read-the-story/>

- Don't forget to send in any of the illustrations you do to JK Rowling's competition and to our school so we can share them on our Twitter page.

MATHS

TTRockstars: <https://ttrackstars.com/>

Marlon's Magical Maths Mission: <https://mathsframe.co.uk/en/resources/resource/383/Marlons-Magical-Maths-Mission-Multiplication>

Maths Fishing: <https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>

Maths Archery: <https://mathsframe.co.uk/en/resources/resource/399/Archery-Arithmetic-Multiplication>

Hit the Button: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Daily 10: <https://www.topmarks.co.uk/maths-games/daily10>

Time Games: <https://www.teachingtime.co.uk/>

Jacob's Maths Car Game: <https://mathsframe.co.uk/en/resources/resource/548/Maths-Road-Turn>

The Maths Factor by Carol Vorderman: <https://www.themathsfactor.com/?r=2064492557>



ENGLISH 1 – PLANNING A STORY ABOUT DINOSAURS

We're practically dinosaur experts after all our work on these prehistoric creatures over the past two weeks. Now is the chance to let your imagination run wild with our whole school theme - develop a dinosaur story about anything you like. You could create a time traveller who goes back to the Cretaceous period like Dr Malone, a Jurassic Park style story that is inspired by the film, a present day catastrophe where a dinosaur shows up at your house or even a story where the main character is a dinosaur itself! Whether it is an action-packed drama, a funny story or a moral tale, choose your favourite dino and make something you enjoy.

Remember, your plan can be written as notes rather than full sentences.

Beginning

Who is your **character**? *Think about: What **species** are they? What is their **name**? What is their **appearance** and **personality** like? What do they **do** (jobs, hobbies, daily life, etc)? Are they **good** or **bad**?*

Where will your story be **set**? *Think about: What can you see in the **big picture** (habitat, building, weather)? What can you see when you **zoom in** (little details like flowers, equipment, cracks in the pavement)? Can you **hear/smell/taste/feel** anything?*

Middle

Problem:

What **problem** starts to happen? *Think about: How will the action start? Eg. Does a time traveler go somewhere? Does a portal open up into our world? Does a character do a dangerous genetic experiment? Think about whether your story is an **action-thriller**, a **comedy** or a **moral tale** when setting up the action.*

- If you are writing an action-thriller you want to make it dramatic.
- If you are writing a comedy, you want to make it funny.
- If you are writing a moral tale, you want your character to do something wrong that they can learn a lesson from.

Action:

What will your character **do** to **tackle the problem**? *Think about: What they can see/hear/smell? How do they feel? How will the problem get worse? Eg. Does a carnivorous dinosaur appear? How your character can beat the problem?*

Ending

How will your story **end** when the action is over? *Think about: If you are going to create a **resolution** (happy), a **tragedy** (sad) or a **cliff-hanger** ending?*

- If you have done an action-thriller story your ending should be dramatic.
- If you have created a comedy, your story should have a funny, happy ending.
- If you have done a moral tale, what lesson did your character learn at the end?

ENGLISH 2 – STORYBOARDING YOUR IDEAS

Sometimes it can be hard to imagine what the sequence of action will be in the stories we write. Something that authors do to support themselves is create a storyboard using pictures and brief notes. Have a go at storyboarding your ideas today so that your plan is really clear for the next three days of writing. For each part of the story, the author draws a picture of what happens and writes a sentence explaining the event. Have a go at storyboarding your ideas today so that your plan is really clear for the next three days of writing.

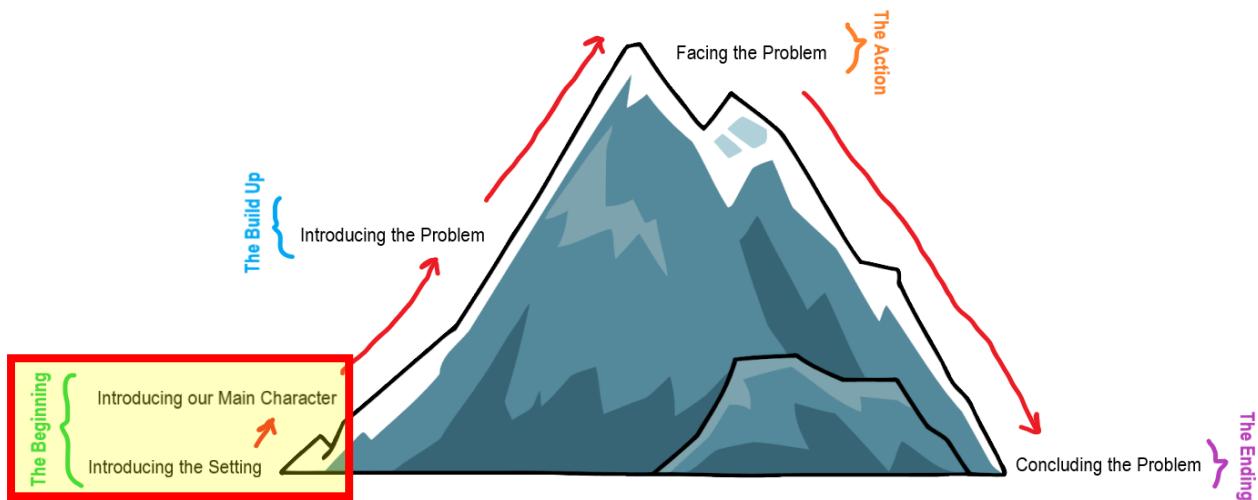
Remember: Take your action one step at a time and make sure it ends with a resolution, tragedy or cliff-hanger ending.

Challenge: Can you label your storyboard with powerful vocabulary which you could use in your story over the next couple of days? Eg. Vicious instead of mean or vivid instead of colourful?

| | | | |
|------------------|--|--|---------------|
| Beginning | | | |
| | | | |
| | | | |
| | | | Ending |

★ ENGLISH 3 – BEGINNING OUR STORY

As we return to story writing this week, we return again to Story Mountain, a writing device used by authors to help structure an exciting tale:



Today, we are beginning our story so we are starting right at the bottom of our story mountain where we **set the scene** and **introduce our main character**.

Setting the scene means to **describe the setting** of the story so the reader can imagine **where** your character is. This includes describing the **zoomed out** view of the overall setting like the building, habitat or weather and a **zoomed in** view of the setting that describes little details. One of the best ways that we can **set the scene** is by describing using our **senses**, what our character can: see, hear, smell, taste and feel.

You also need to make your reader has a **clear picture your character**. To do this you should describe their **appearance** (their species and what they look like, eg. their face and hair, their body, their clothes), their **personality** (what are like, eg. adventurous, intelligent, clumsy, naughty) and what they **do** (eg. their job, hobbies or daily life).

Below are some different settings which could inspire your writing:



Today's Task:

Write a couple of paragraphs which introduce the setting and characters of your story for the reader. Paragraphs should always be at least four sentences long.

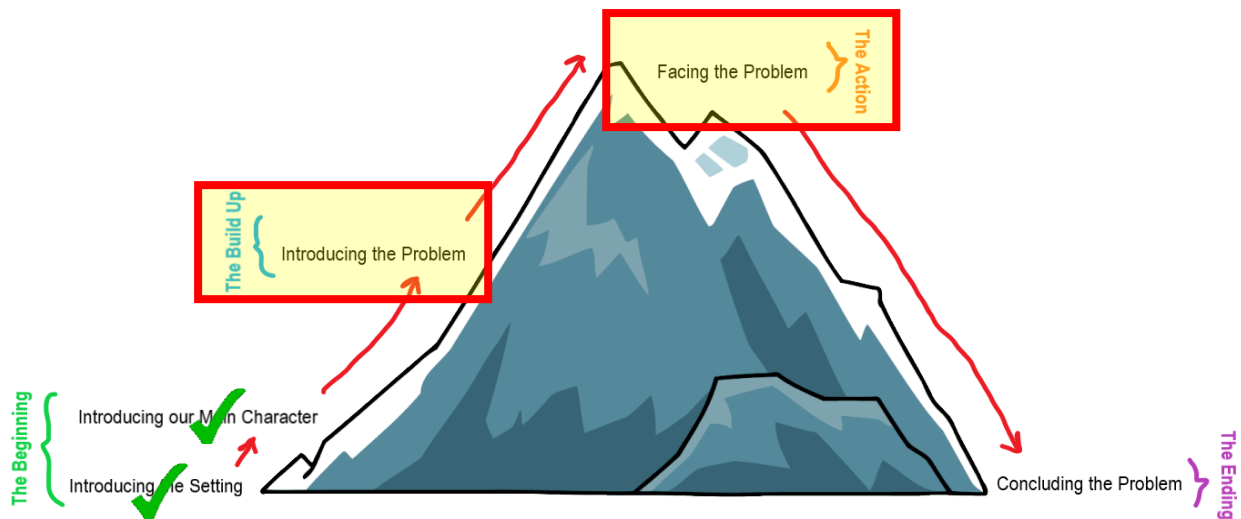
Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

Challenge: Can you use any of the story building skills that we have looked at so far:

- Using the senses to describe, eg. The habitat **smelt** fresher and cleaner than the city air.
- Using expanded nouns phrases to describe, eg. Dr Rogers was a **small, intelligent** woman **with a crisp, white lab coat**.
- Using similes to describe, eg. Barry the dinosaur was **as clumsy as a clown with his shoes on the wrong feet**.

★ ENGLISH 4 – THE MIDDLE OF OUR STORY

As we return to story writing this week, we return again to Story Mountain, a writing device used by authors to help structure an exciting tale:



Now it's time to build up our story and add some excitement by **introducing our problem**, the **danger** that your main character is going to face and then have our main character to **face the problem** in the **action** of our story.

Your first paragraph should show the moment that your character experiences the **problem**. It needs to tell the reader, through **description** of the moment, **what** the problem is going to be, **when** and **where** your character is when the problem appears, **how** and **why** your character is going to face the problem.

Your second paragraph should focus on **building tension** as your character begins to face the problem. Tension is the suspense that makes your reader sit on the edge of their seat because they're not sure what is going to happen. As we said last time, tension can be built by describing the danger using the **five senses**.

Then, your third paragraph should focus on actually **describing the action**. What dangerous, hilarious or bad thing happens suddenly and **what** does your character do about it? Whatever event you choose, don't just tell the reader— **describe** it.



Today's Task:

Write a few paragraphs which outline the problem, build some tension and then put your character in the centre of the action. You are building to a climax before you write your ending tomorrow. Paragraphs should always be at least four sentences long.

Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

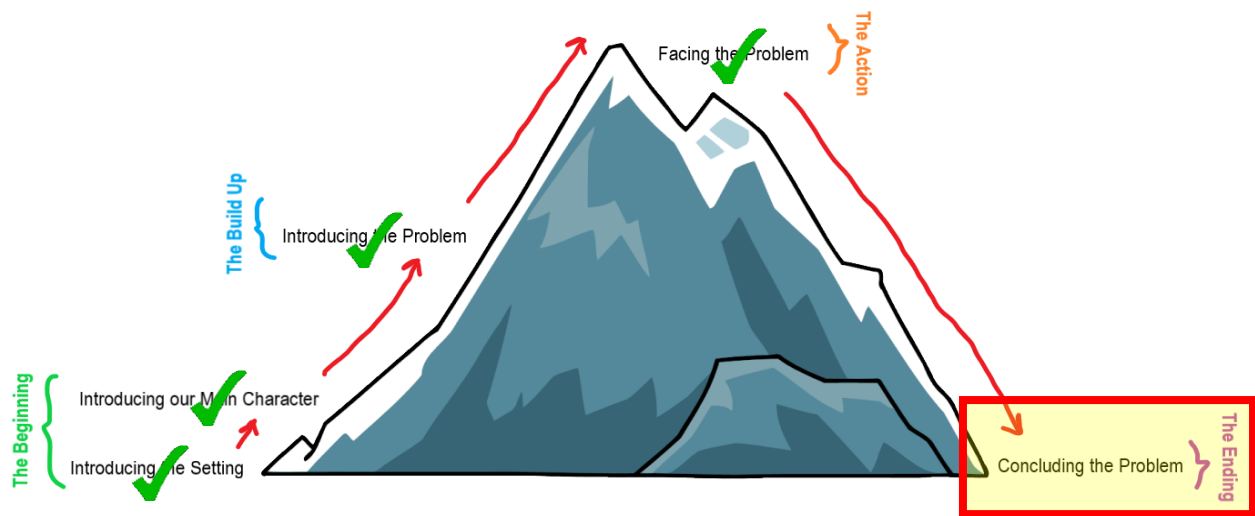
Challenge: Can you use an embedded clause in your work? An embedded clause is a type of subordinate clause where extra information is added to the middle of a sentence using commas. The easiest way to use an embedded clause is to begin the clause with the words **who** or **which**. Like fronted adverbials, the extra information they give might be about place, time or manner. Eg:

- The dinosaur, **which towered high above her**, licked its teeth menacingly when it spotted Dr. Rogers.
- The scientist, **who had never felt more alone**, pushed through the dense forest.
- Suddenly, Barry the Stegosaurus, **who was right by the river**, saw the water ripple as if something was moving closer to him.

ENGLISH 5 – ENDING OUR STORY

Grab your plan – it's time to finish our argument text!

As we return to story writing this week, we return again to Story Mountain, a writing device used by authors to help structure an exciting tale:



Finally, it is time that we **conclude** our story for this week. I have noticed that this tends to be the paragraph that children rush the most, but arguably it is the most important part of the story because it is the last opportunity that you have as a writer to make an impact on the reader and get a good review!

The key is to think about what will happen to your character **at** and **after** the **climax**. We have looked at many types of story ending in Year 4 and it is up to you which you decide to write today. Perhaps a **resolution** where your character survives and the end of the war is celebrated, perhaps a **tragedy** where your character or someone they care about dies or maybe something in the middle like a **cliffhanger** where the problems are only resolved for now. Importantly, you must not just tell the reader what happens at the end. Instead, **describe** what happens and how it happens at the ending in detail. Focus on how your main character feels as the ending happens and what their final thoughts are as the story stops. Are they hopeful? In pain? Amazed about their experience?

Think carefully about making your ending **dramatic** if your story was all about action, **funny** if it was a comedy genre or **reflective** if a moral tale (where your character learns a lesson from their mistakes).

Today's Task:

Write a paragraph(s) that describes the ending of your story as a resolution, a tragedy or a cliffhanger. Paragraphs should always be at least four sentences long.

Complete this task on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

Challenge: Can you add some direct speech at the end of your story? Perhaps your character could say something to another character or even speak directly to the reader themselves? Don't forget to start each new speaker on a new line if you choose to face this challenge. Eg.

"Dr. Rogers, is that you?" asked Benjamin Barnes, Rachel's assistant.

"Yes, yes Ben. It's me. I'm alright," puffed Rogers.

Barnes looked at his boss with a puzzled face, "Why are you so dirty?"

"You wouldn't believe me if I told you," smirked Dr. Rachel Rogers.



MATHS 1 – IDENTIFYING EQUIVALENT FRACTIONS

Equivalent fractions are fractions which have the same value even though they look different. They can be identified through multiplication and division. Whichever operation has been done to the denominator (to split it into more or less parts) must also be done to the numerator. See the support video linked on Class Dojo to remind you how to do this.

For each question, write the fraction shown in image A and then use image B to find the equivalent fraction.



Are the following fractions **equivalent**?

Think carefully: What has the numerator been multiplied/divided by? What has the denominator been multiplied/divided by? Are they the same?

A) $\frac{2}{4}$ and $\frac{9}{18}$

B) $\frac{3}{5}$ and $\frac{18}{25}$

C) $\frac{8}{10}$ and $\frac{4}{5}$

D) $\frac{1}{4}$ and $\frac{4}{16}$

E) $\frac{4}{8}$ and $\frac{12}{64}$

How many equivalent fractions can you see in this picture?

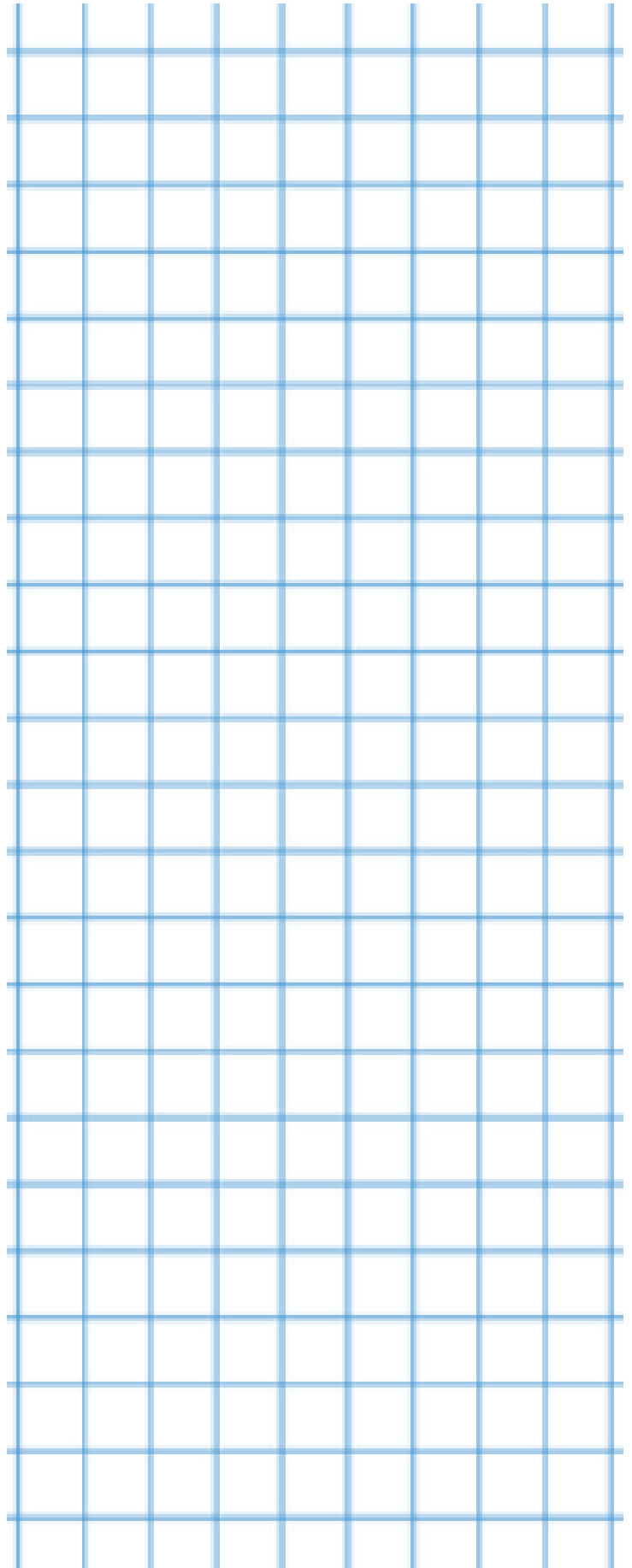


Laura says:



I know that $\frac{3}{4}$ is equivalent to $\frac{3}{8}$ because the numerators are the same.

Is Laura correct? Explain why.



★ MATHS 2 – FAMILIES OF EQUIVALENT FRACTIONS

When you have lots of equivalent fractions you call them a family of equivalent fractions. You can make an equivalent fraction by multiplying the numerator and denominator by the same amount; so, you can make a family of equivalent fractions by using different multipliers for each new fraction. See the support video linked on Class Dojo.

Complete the missing numbers in the calculations below:

$$\frac{1}{8} \begin{array}{c} \xrightarrow{\times 3} \\ = \\ \xrightarrow{\times \square} \end{array} \frac{3}{\square} \qquad \frac{1}{5} \begin{array}{c} \xrightarrow{\times \square} \\ = \\ \xrightarrow{\times 4} \end{array} \frac{4}{\square}$$

Create families of equivalent fractions by increasing the numerator and denominator of the fractions below by the same multiplier. You should have at least 4 fractions in each family.

Eg. $\frac{2}{5} = \frac{4}{10} = \frac{6}{15} = \frac{8}{20} = \frac{24}{60}$

A) $\frac{1}{2}$

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

C) $\frac{4}{10}$

D) $\frac{5}{11}$

Using the digit cards below, create two equivalent fractions:



Shabaz does the following work and says,

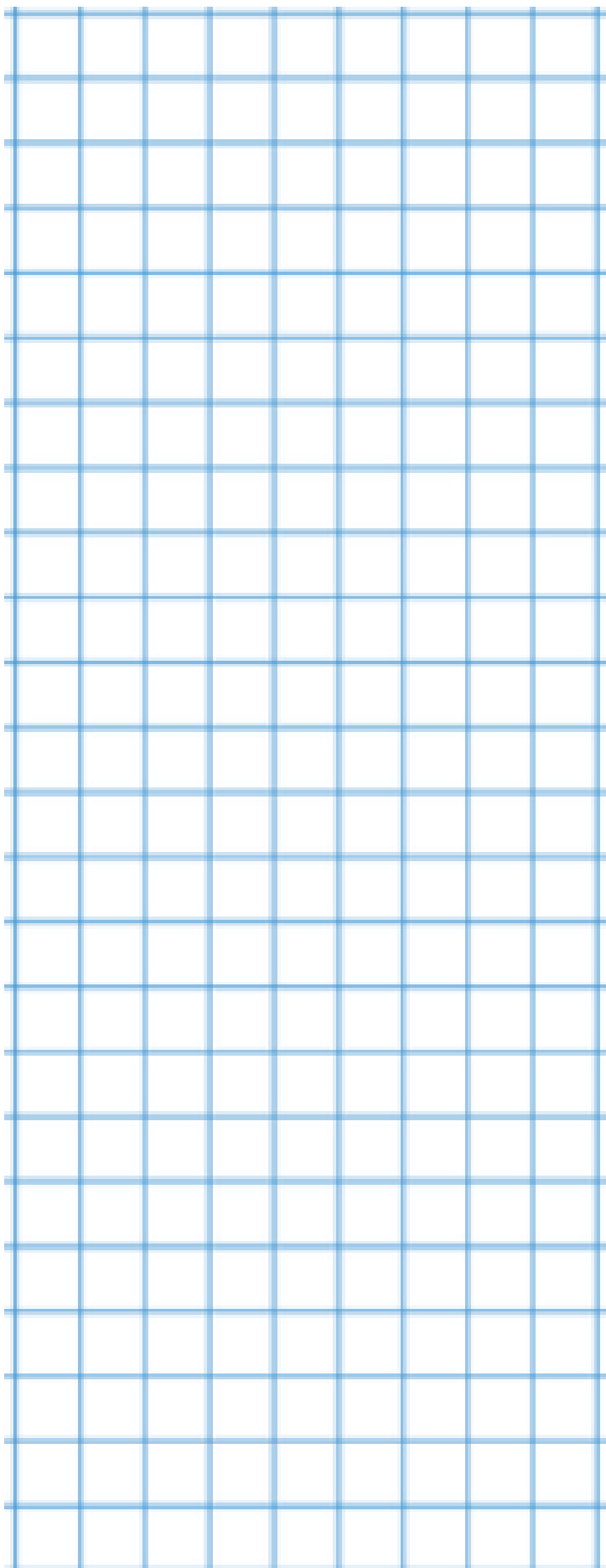
$$\frac{3}{4} = \frac{5}{6} = \frac{7}{9} = \frac{9}{11}$$



I did the same thing to the numerator and the denominator so my fractions are equivalent.

Use your knowledge of equivalent fractions to put these fractions in two groups and find the odd one out:

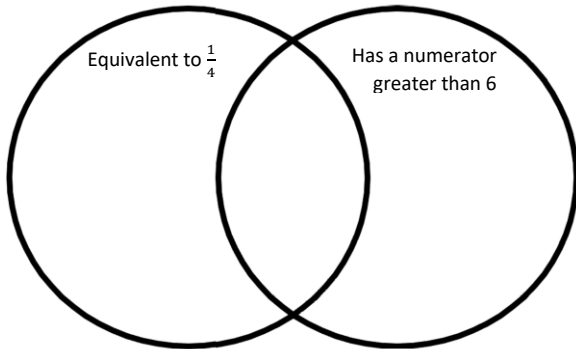
$$\frac{5}{15} \qquad \frac{6}{30} \qquad \frac{4}{12} \qquad \frac{1}{6} \qquad \frac{3}{18}$$



MATHS 3 – DIAGRAMS AND SIMPLIFIED FRACTIONS

Fractions can be simplified by dividing the numerator and denominator by the same amount so it is the most basic version. See the support video linked on Class Dojo.

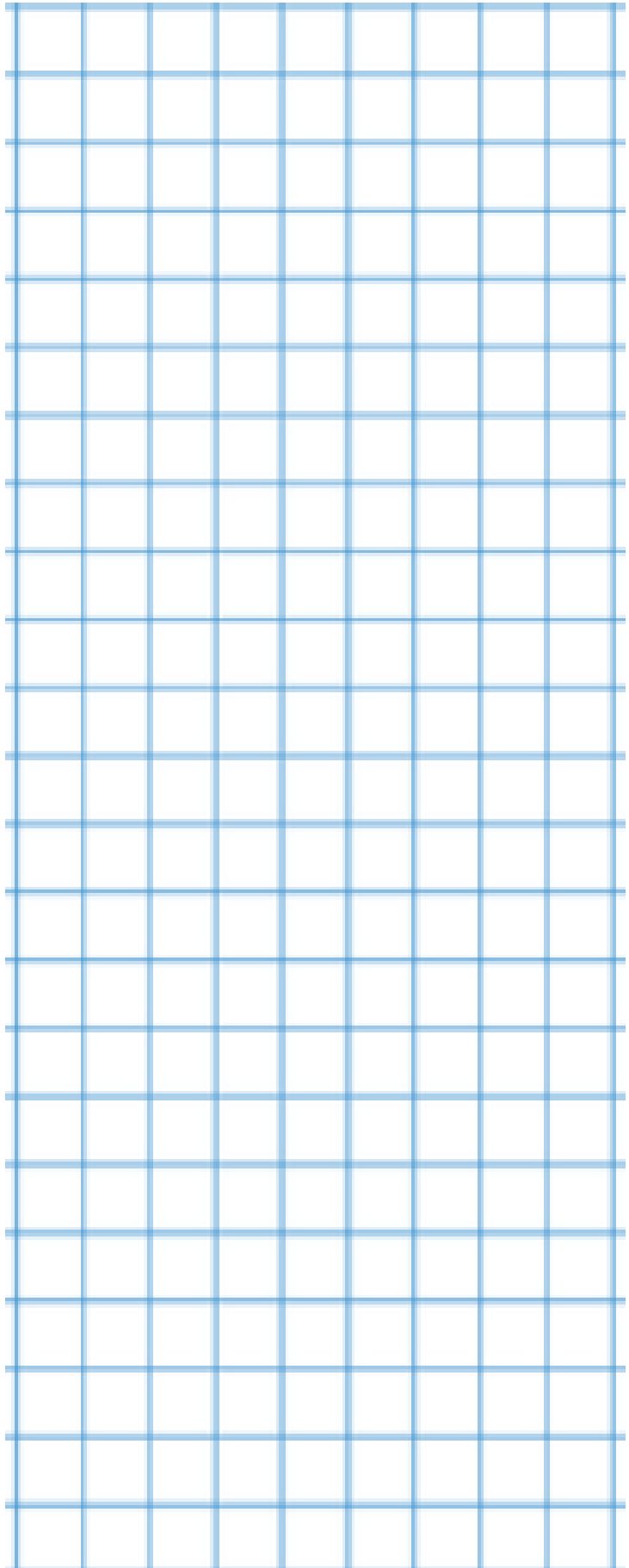
Sort the given fractions into the Venn diagram.



| | | | | | | |
|----------------|----------------|----------------|---------------|----------------|-----------------|-----------------|
| $\frac{3}{12}$ | $\frac{8}{32}$ | $\frac{9}{21}$ | $\frac{2}{5}$ | $\frac{4}{16}$ | $\frac{15}{20}$ | $\frac{12}{48}$ |
|----------------|----------------|----------------|---------------|----------------|-----------------|-----------------|

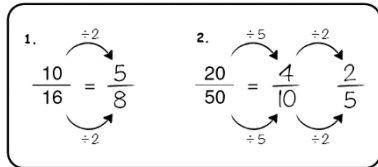
Now create your own Venn diagram based on these fractions.

| | | | | | | |
|---------------|----------------|---------------|----------------|-----------------|---------------|---------------|
| $\frac{1}{2}$ | $\frac{5}{10}$ | $\frac{3}{9}$ | $\frac{7}{14}$ | $\frac{20}{40}$ | $\frac{1}{5}$ | $\frac{2}{8}$ |
|---------------|----------------|---------------|----------------|-----------------|---------------|---------------|



Use division to simplify these fractions to their most basic form.

Examples:



Remember: You must divide the numerator and denominator by the same amount. If

they can still both be divided by an amount, you are not at the simplest form yet.

- A) $\frac{9}{15}$
- B) $\frac{6}{20}$
- C) $\frac{18}{27}$
- D) $\frac{14}{28}$

Challenge:

Find a fraction equivalent to $\frac{4}{6}$ in which the sum of the numerator and the denominator is 50.



MATHS 4 – CALCULATING UNIT FRACTIONS OF AN AMOUNT

A fraction tells us how many parts of a whole we have, but what if that whole has a value bigger than one? We can calculate the unit fraction of an amount by dividing the amount by the denominator.

Calculate the fraction of each quantity below.

- A) $\frac{1}{3}$ of 12
- B) $\frac{1}{4}$ of 24
- C) $\frac{1}{5}$ of 35
- D) $\frac{1}{10}$ of 120
- E) $\frac{1}{8}$ of 40
- F) $\frac{1}{6}$ of 36

William agrees to pay $\frac{1}{3}$ of the price of a PS4 game. The game costs £33.



1. How much money will William pay?
2. How much money will be left over for William's dad to pay?

Below is a recipe for 4 smoothies.

Gabriel only needs to make $\frac{1}{4}$ of that amount of smoothie for himself.

| <u>Smoothie Ingredients</u> |
|-----------------------------|
| 20 strawberries |
| 4 bananas |
| 400ml of milk |
| 24 raspberries |

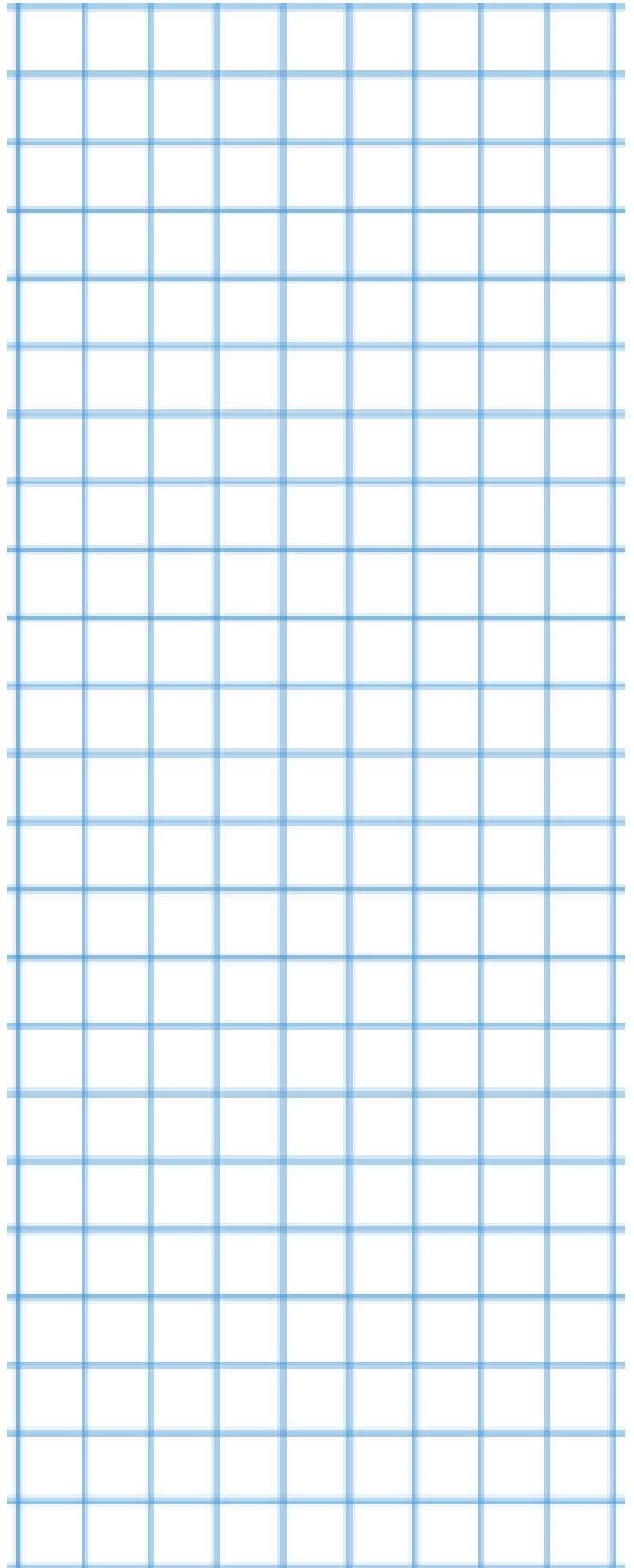
How much of each ingredient will he need?

Ted is in the supermarket choosing cereal to buy. He says,

“ $\frac{1}{5}$ of a 150g box of Cornflakes is equivalent to $\frac{1}{5}$ of a 90g box of Cornflakes so it doesn't matter which one I buy.”

Is Ted correct? Why?

Challenge: Which box would you buy? Why?



★ MATHS 5 – CALCULATING NON-UNIT FRACTIONS OF AN AMOUNT

Yesterday you learnt how you could calculate unit fractions of an amount, so now let's apply this to if we have more than one part (a non-unit fraction) of an amount. Today's task is moving toward next year's Year 5 curriculum.

Calculate the fraction of each quantity below.

- A) $\frac{2}{4}$ of 20
- B) $\frac{3}{10}$ of 100
- C) $\frac{4}{6}$ of 54
- D) $\frac{2}{8}$ of 32
- E) $\frac{3}{5}$ of 45
- F) $\frac{4}{11}$ of 132

True or False

"To find $\frac{2}{5}$ of a number you multiply by 5 and then divide by 2."



Eve the football coach eats $\frac{5}{7}$ of a 28g box of cereal.



1. How many grams has she eaten?

With her cereal she gets a glass of orange juice. Her boyfriend Tom has drunk a glass containing 300ml from the carton. Because of this, Eve has to have a glass which is $\frac{3}{10}$ of what Tom had.



2. How many ml of orange juice does Eve get?

She then sits down at the computer because she needs to buy footballs for the training team. A large bag of balls has 65 balls. A medium bag has $\frac{3}{5}$ of the amount of balls in a large bag.

Eve says, "I need 40 balls to train my team, so I can buy a medium bag."



3. Is Eve correct? Explain your reasoning.

