

Year 4

Home Learning Pack 8

For Week Commencing 01/06/2020



This is Year 4's **Eighth** 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:

I hope everyone has had a lovely, sunny half-term holiday. Please continue to join me in our learning together and to send me your wonderful work – I love seeing what you are all getting up to.

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

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>

NEW: 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://trockstars.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 – PLURAL VS POSSESSIVE NOUNS

When there is more than one noun, an **s** is used to show that the word is **plural**.

When a noun owns something we can show this using an **apostrophe**.

- When a **singular** noun owns something we add an apostrophe and an s to the end of the word. **EG.** Ben's football < because the football belongs to Ben.
- When a **plural** noun, which already ends in an s, owns something we add an apostrophe to the end of the word. **EG.** the girls' toys < because the toys belong to more than one girl.
- When an **irregular plural** noun, which does not end in an s, owns something we add an apostrophe and an s to the end of the word. **EG.** the children's work < because the work belongs to a group of children.

Why not re-watch Miss Bailey's YouTube video on this topic before having a go at today's activity?

Link: <https://www.youtube.com/watch?v=OVFfislePeY>

Task 1: Grammar in Theory. Decide whether the underlined word in each sentence, which gives you an interesting dinosaur fact, is a possessive noun and then re-write each one with the correct punctuation.

Remember: Think carefully about whether a possessive noun is singular, regular plural or irregular plural.

1. Dinosaurs roamed the Earth over 200 million years ago.
2. The dinosaurs rule as the main vertebrate living on our planet lasted for 135 million years.
3. Did you know that the word dinosaur means 'terrifying lizard' and was invented by Sir Richard Owens brilliant brain?
4. The time when the dinosaurs were alive was called the Mesozoic era. This eras timeline included Triassic period, the Jurassic period and the Cretaceous period and different dinosaurs lived in each.
5. For example, the Stegosaurus lives ended 66 million years before the Tyrannosaurus Rexes lives even began on Earth so these two dinosaur species would never have met.
6. A dinosaurs egg was very precious to it. Dinosaurs would be very protective of their egg.
7. Because they came from eggs, dinosaur babies were called 'hatchlings'. When they grew beyond the hatchling stage, the dinosaur childrens scientific name was chosen to be 'juvenile dinosaurs'.

Task 2: Grammar in Writing.

That evening, Dr. John Malone perfected his time travelling device, but where to go? The old, balding scientist with adventure in his bones scratched his head and thought for a brief second before declaring, "The Mesozoic era of course!" With that, he beeped the buttons of the time-travel pad and set his course for 200 million years ago. 3...2...1...

The time travelling felt like a tingle which started in his toes and twinkled up to the tips of his fingers and the button of his nose. Malone's final few strands of straggly hair stood on end as he whizzed through history, scenes flashing in his eyes, noise blaring in his ears and a smell of burning sneaking up his nostrils.

Then, he was there – the Mesozoic era of the dinosaurs.



Write the next part of Dr. John Malone's time travel story where he spots some dinosaurs who are protecting their eggs. **Describe** as their eggs roll into one another and get muddled up. **What** might John see the dinosaurs do? **Don't forget to use possessive punctuation if you need it, eg. The egg's shell cracked.**

ENGLISH 2 – DIRECT SPEECH

In our writing, to show that someone is saying something we must use special punctuation.

We must punctuate what someone is saying by surrounding what they say with **inverted commas** “ ” .

We must also show the pause where we change from the narrator voice and the character voice, normally we use a comma to do this.

EG. “I absolutely love salt and vinegar crisps,” said Mollie.

Nina disagreed, “No, prawn cocktail of the crisps are the best.”

The only time that we **do not** use a comma is if the person who is speaking is asking a **question** or is **exclaiming** something. A question mark and exclamation mark trumps the use of a comma.

EG. “What do you think Sam?” asked Mollie.

Task 1: Grammar in Theory. Add punctuation to the **direct speech** in the following conversation.

Did you hear that we are going to be doing about dinosaurs this week asked Katie.

Yeah, I heard that said Karl I can't wait because I love dinosaurs.

Which is your favorite dinosaur asked Mike.

Karl thought for a moment and then said Definitely a pterodactyl – they're awesome

Katie laughed That can't be your favorite dinosaur.

Why not raged Karl.

Because pterodactyls weren't actually dinosaurs said Katie they were flying creatures the lived in the same era as dinosaurs.

What – I can't believe I've been wrong this whole time exclaimed Karl.

Mike slapped Karl's back Sorry mate, it looks like you're going to have to choose a new favorite dinosaur.

Task 2: Grammar in Writing.

After observing the dinosaurs protecting their eggs for some time, Dr. John Malone moved toward the tight, dense forest he could see in the distance. He thought to himself, “Perhaps there will be food, water and shelter in there.” However, this short journey meant that he was out in the open for all to see.

Slowly and stealthily, Dr. John crawled along the dust-covered floor, keeping low so that he was less easily spotted. The heat bore down on him from above, turning his sweaty, balding head into a gleaming beacon of light. Near the outskirts of the shrubbery, Malone smiled to himself, believing that he had made it, until..



Write the next part of Dr. John Malone's time travel story where a Tyrannosaurus Rex spots him. **Describe** how John feels as the creature gets closer and then write a conversation that he might have with the dinosaur, convincing it not to eat him. **Don't forget to use direct speech punctuation, "I'm not delicious, I'm all skin and bones!" cried Dr. Malone.**

ENGLISH 3 – FRONTED ADVERBIALS

We can use fronted adverbials to make our writing more interesting.

Fronted adverbials are **subordinate clauses** at the beginning of a sentence using a **comma**. As subordinate clauses give extra information that you don't need, a sentence should still make sense if the fronted adverbial is removed. These devices can give the reader extra information about when something is happening (time), where something is happening (place) or how something is happening (manner). **EG.** As slowly as she could, the pupil dragged herself to her math lesson. (Manner adverbial).

Task 1: Grammar in Theory. Punctuate the fronted adverbials **and** identify whether they use a time, place or manner adverbial:

1. As the sun shone on a brand new day the dinosaurs began to stir from their slumber.
2. In the distance the sound of baby stegosaurus could be heard as they called out to their mum for breakfast.
3. With sharp teeth primed and ready the juvenile velociraptors also waited patiently for their morning grub.
4. Standing high above the rest the brachiosaurus feasted on the greenest leaves at the top of the trees.
5. Meanwhile bugs buzzed their way along the water's edge and toward some nearby flowers.
6. Like a painting the clouds stood still in the sky and promised a glorious day.
7. Later that day a time traveler was going to arrive from 200 million years in the future, his name would be Dr. John Malone.

Task 2: Grammar in Writing.

Still reeling from his lucky escape, Dr. John Malone stumbled through the thick forest. The fresh rips in the doctor's shirt flapped around him as he tirelessly pushed his way through branches, vines, bushes and plants in front of him. All the time, strange noises surrounded the mad-man in all directions. Some sounded like birds, others sounded like snakes and then there were those that sounded like hungry lions. However, even though this world was terrifying, Dr. John was glad he came.

Soon, Malone reached a clearing. He grabbed a pair of leaves the size of elephant ears and thrust them out of his way so he could see it. Suddenly, before him was a dinosaur's paradise.



Write a postcard from Dr. John Malone to his family who are still in 2020. Your postcard should include a short piece of writing from Malone's POV, eg. A description of the Mesozoic setting and a brief explanation of what he has done so far. You must start at least four sentences with a fronted adverbial and write in the **first person** (as if you are Dr. John). Eg. When I got there, the Mesozoic world amazed me.

ENGLISH 4 – CORRECT THE MISTAKES

Read through the end of the Dr. John Malone story and add the missing punctuation. Here is a checklist of all the punctuation which is missing to help you:

- 5 fronted adverbial commas
- 3 possessive apostrophes
- 4 lines of direct speech punctuation

The world in front of Dr. John Malone was beautiful. There were vivid green grasses that enjoyed the sunlight. In the distance there was a tall, grey mountain with a pale waterfall crashing against its side. Everywhere he looked there were dinosaurs walking, eating and sleeping. Big dinosaurs and small ones, lumpy dinosaurs and bumpy ones, dinosaurs with long necks and dinosaurs with great wings.



Closest to him the Triceratops head bowed. The creature showed off her three horns, the wonderful frill she had and her back which was covered in rough, scaly skin like a modern day reptile. Malone couldn't help but think that she looked gentle. Then...

BEEP! Suddenly all the dinosaurs eyes looked at Dr. John.

BEEP! His time travel device alerted him that he needed to return home.

BEEP! And just in time too because the dinosaurs began to bare their teeth and scream their roar and charge right at him.

BEE- Dr. Johns fingers frantically pressed the buttons to return to 2020 and soon he felt the time travel tingle again.

In no time at all Dr. John Malone was back in his lab, lying on the floor, panting and sweating with his lab assistant, Jeffery, looking concerned above him.

Are you ok Sir Jeffery asked.

With a nod of the head Malone replied I am more than alright.

Where you been Sir, you are covered in filth Jeffery continued.

You wouldn't believe me if I told you the doctor laughed.

THE END.

Bonus Task: Why not write your own story about a time traveler who journeys back to the Mesozoic era of dinosaurs?

ENGLISH 5 – EXPLORING BALANCED ARGUMENTS

An argument text is a text which is written about a topic, where the writer is either 'for' or 'against' the subject. A balanced argument is when the writer proposes both points for and against and then decides which side they agree with in a conclusion. All argument texts make a new point in each paragraph and support this with facts (things that are true) rather than opinions (things that some people believe). Next week we will be planning and writing a balanced argument. *To get ourselves prepared, read the balanced argument text below and answer the questions about it.*

Should Dr. John Malone save the dinosaurs from extinction?

Dr. John Malone has discovered a way to travel through time. His latest invention, the Time-Zinger-3000, recently allowed him to journey back to the Mesozoic era when dinosaurs roamed the earth. Dinosaurs were prehistoric reptilian creatures who were the ruling vertebrate species on Earth for 135 million years. Sadly, 65 million years ago they became extinct. The question is, should Dr. Malone save them from dying out?

On the one hand, some people may argue that the dinosaurs should be saved by Dr. John Malone and his time travelling device because these reptilian creatures did not deserve to die. Scientists have found evidence of there being over 700 different species of dinosaur on Earth. Additionally, it is estimated that tens or even hundreds of millions of dinosaurs once lived on this planet. It is unfortunate that so many living creatures passed away when it was not their fault. If conservationists, which are people that fight to protect animals, are encouraged to save dying species, then why should Dr. Malone not save 700 species all at once?

Moreover, dinosaurs are creatures which humans, particularly children, are interested in. If Dr. John Malone was to save the dinosaurs then they could be rounded up and placed into zoos. Once behind closed bars, the different dinosaurs could be enjoyed as entertainment or used for educational school trips. What better way to get children learning than getting them excited to meet a cool creature?

However, some people would argue that saving the dinosaurs for this purpose would be cruel and unfair to them. Some campaigners believe that it is unfair to keep animals in zoos as they do not have the space and environment they need to live a full life. Furthermore, even if they were allowed to roam wild, the world has changed a lot since the dinosaurs lived here. There is less land as humans have built cities, towns and villages across the planet and the climate of the planet has changed so much that it would be far too cold for many dinosaurs nowadays.

In addition, dinosaurs are creatures which could endanger the lives of many animals across the Earth, including humans. Although there were more herbivorous dinosaurs (65%) than carnivorous or omnivorous dinosaurs (35%), meat-eating species like the Tyrannosaurs Rex were far stronger than mankind, with a bite that could crush with 8000 pounds of force. Is it not possible that bringing back dinosaurs could lead to the extinction of humans?

In conclusion, I think that Dr. John Malone should not save the dinosaurs because, although they would be great education for young people and did not deserve to die, they are far too dangerous to have in our world.

- 1) Summarize what this balanced argument is all about.
- 2) Based on the conclusion, what do you think the opinion of the writer is?
- 3) What sequence of paragraphs (for and against) did the author write in?
- 4) Find two examples of adding conjunctions (adding a similar point) that the writer has used in this text. Can you think of anymore?
- 5) Find an example of contrasting conjunctions (disagreeing with the last point) that the writer has used in this text. Can you think of anymore?
- 6) Find a fact which has been used to support the point that 'dinosaurs are dangerous' in main paragraph 4.
- 7) After reading this text, what is your opinion? Do you think that the dinosaurs should be saved?

Bonus Task: Debates are quite like balanced arguments, where two people argue different sides of an argument. Why not have a debate with a family member about something you care about?

MATHS 1 – MATCHING AND ORDERING

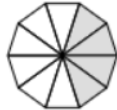
A fraction is an equal part of a whole value. Today we are going to look at common fractions which you should already know. See the support video linked on Class Dojo to remind you.

Match the written fraction to the shaded shape that it represents.

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



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



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



D) $\frac{1}{3}$



E) $\frac{2}{5}$



Use the greater than, less than or equal to symbols to show the largest value.



$\frac{1}{2}$



$\frac{1}{5}$



$\frac{1}{12}$



$\frac{1}{3}$



$\frac{3}{5}$



$\frac{1}{2}$



$\frac{15}{15}$



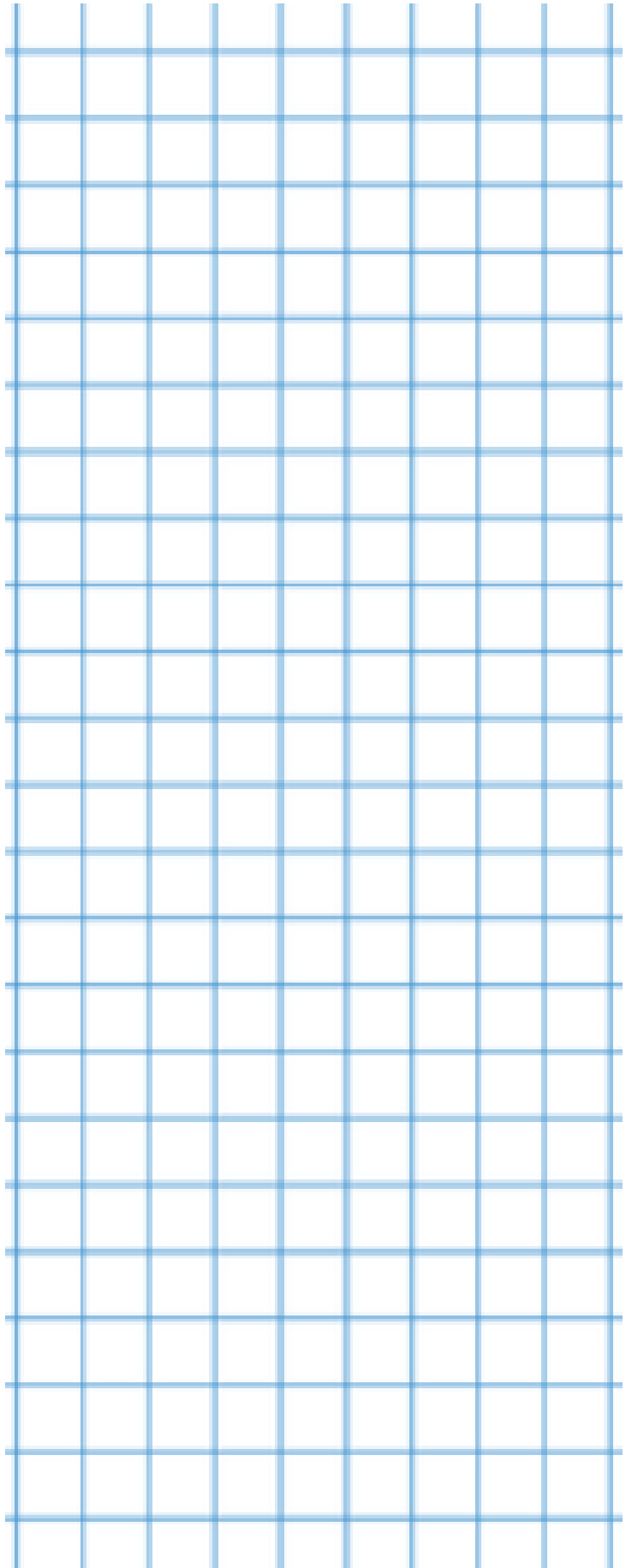
$\frac{4}{4}$



Put these fractions in order from smallest to largest by expressing them with a numerator and a denominator.



Explain why $\frac{1}{3}$ of a whole is a bigger number than $\frac{1}{4}$ of a whole.

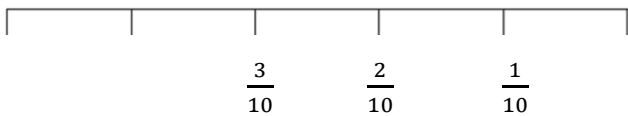
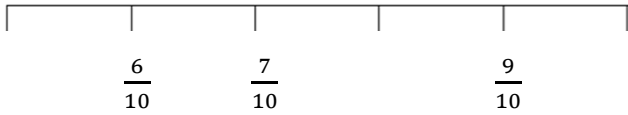


MATHS 2 – TENTHS

A tenth is a value which has been split into ten equal parts. Today we are going to count up/down in tenths and look at its decimal equivalent.

See the support video linked on Class Dojo to remind you.

Complete the number lines which are **ascending** or **descending** in tenths.



Write these fractions as their decimal equivalent.

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

B) $\frac{8}{10}$

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

Use the greater than, less than or equal to symbols to show the largest value.

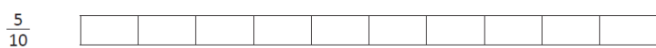
$\frac{3}{10}$ 0.8

0.5 $\frac{6}{10}$

$\frac{10}{10}$ 0.1

$\frac{2}{10}$ 0.2

Shade the fraction strip to match the common fraction/decimal fraction:

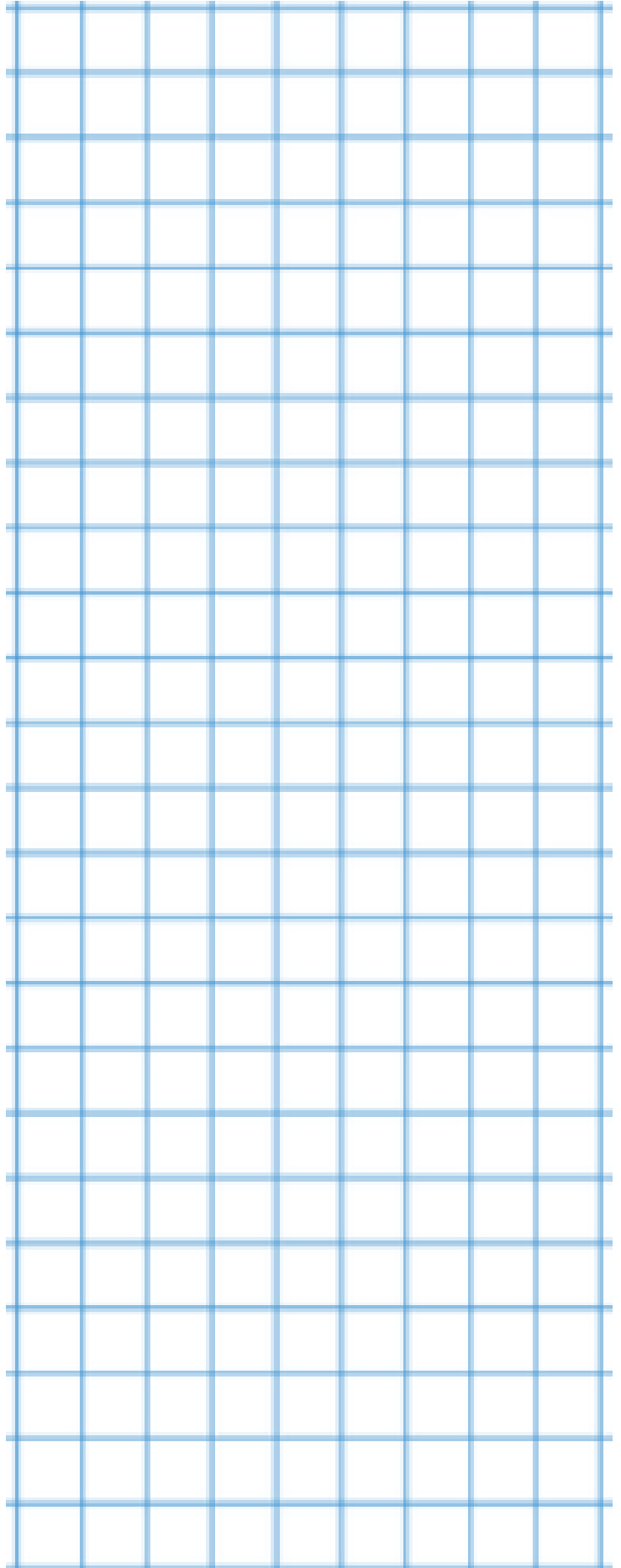


Laura says that the decimal fraction equivalent to $1\frac{4}{10}$ is 1.4

Mark says that the decimal fraction equivalent to $1\frac{4}{10}$ is 0.14

Who do you think is correct?

Why do you think this?

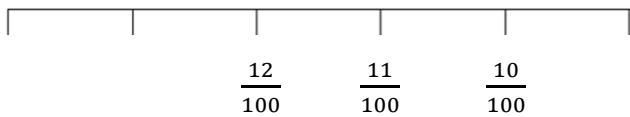
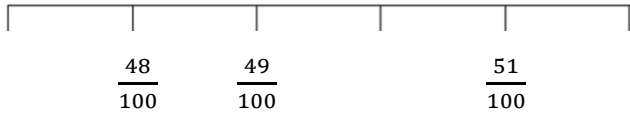


★ MATHS 3 – HUNDREDTHS

A hundredth is a value which has been split into one hundred equal parts. Today we are going to count up/down in hundredths and look at its decimal equivalent.

See the support video linked on Class Dojo to remind you.

Complete the number lines which are **ascending** or **descending** in hundredths.



Write these fractions as their decimal equivalent.

A) $\frac{45}{100}$

B) $\frac{8}{100}$

C) $\frac{0}{100}$

Use the greater than, less than or equal to symbols to show the largest value.

$\frac{35}{100}$ 0.54

0.04 $\frac{40}{100}$

$\frac{99}{100}$ 0.97

$\frac{2}{100}$ 0.02

Match each child to the correct number.

Tara has 9 tenths and 2 hundredths.

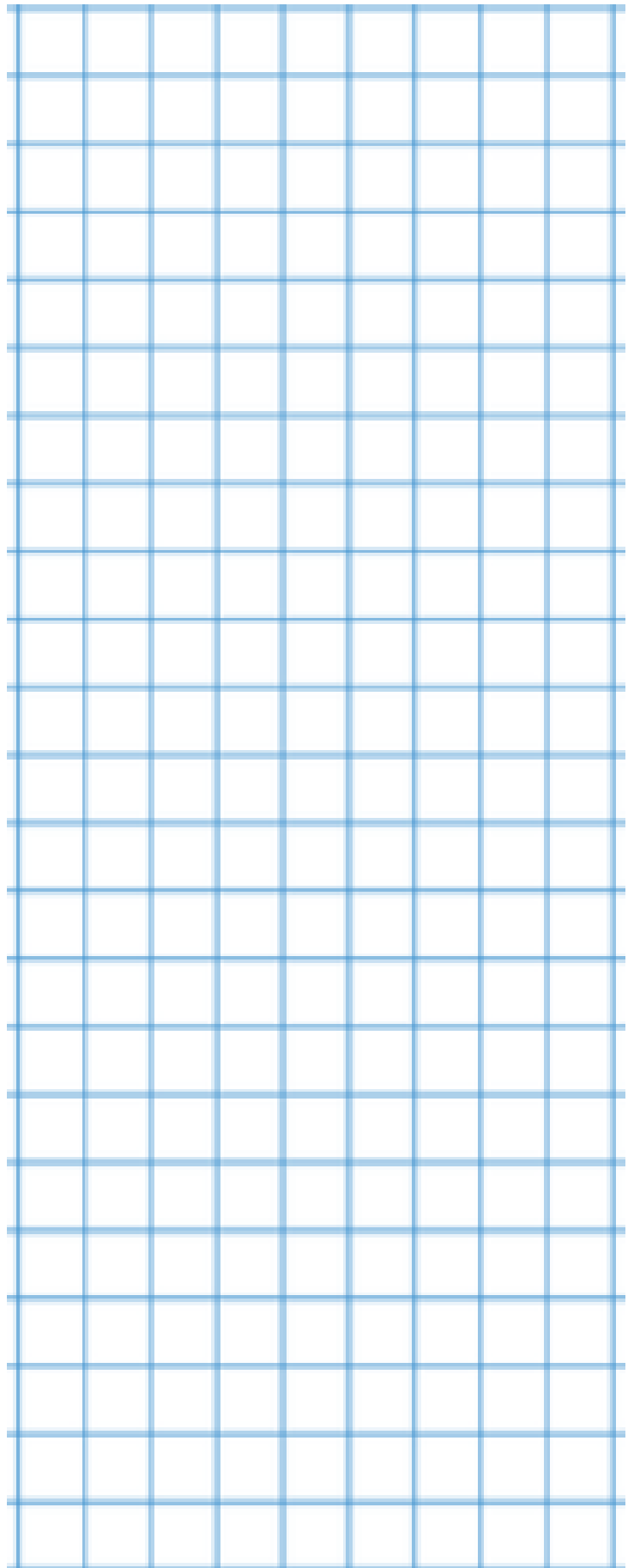
Rick has 6 tenths and 9 hundredths.

Maggie has 8 tenths and 14 hundredths.

A. $\frac{69}{100}$

B. $\frac{94}{100}$

C. $\frac{92}{100}$



MATHS 4 – COMPARING TENTHS & HUNDREDTHS

Have you noticed the relationship between tenths and hundredths? They are quite closely linked which means it's easy to compare them too!

See the support video linked on Class Dojo.

Write these fractions as decimals:

A) $\frac{9}{10}$

B) $\frac{12}{100}$

C) $\frac{30}{100}$

D) $\frac{2}{100}$

Write these decimals as tenths.

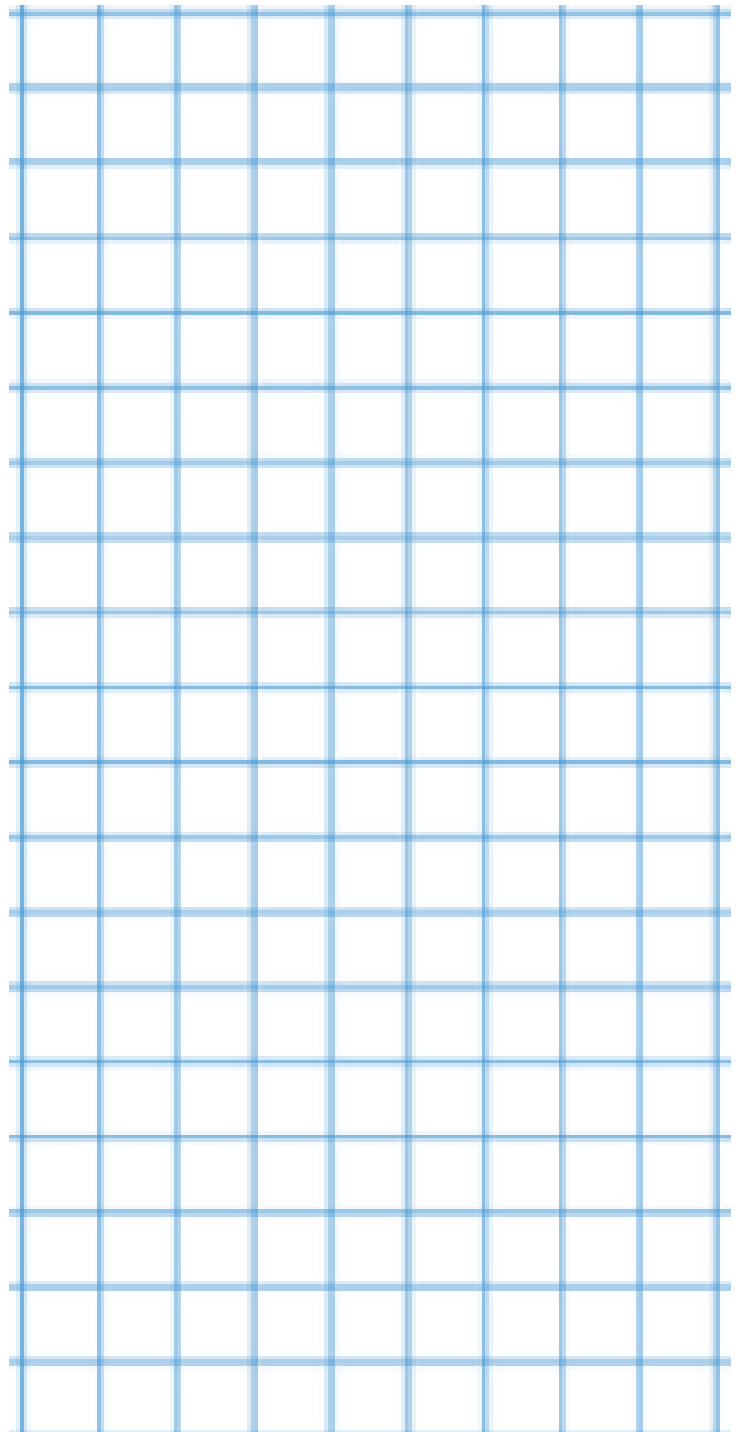
A) 0.7

B) 0.3

Write these decimals as hundredths.

A) 0.67

B) 0.10



Use the greater than, less than or equal to symbols to show the largest value.

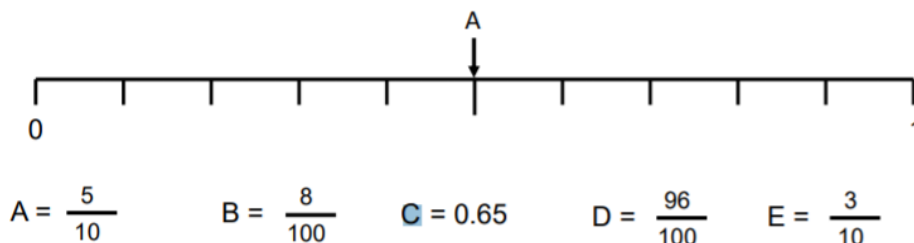
$\frac{7}{100}$ 0.7

$\frac{3}{10}$ $\frac{30}{100}$

$\frac{21}{100}$ 0.2

$\frac{9}{10}$ $\frac{19}{100}$

Draw arrows to show the positions of these numbers on the number line. The first one has been done for you.



MATHS 5 – OTHER DECIMAL EQUIVALENTS

It isn't just tenths and hundredths which have decimal equivalents, other fractions do too!

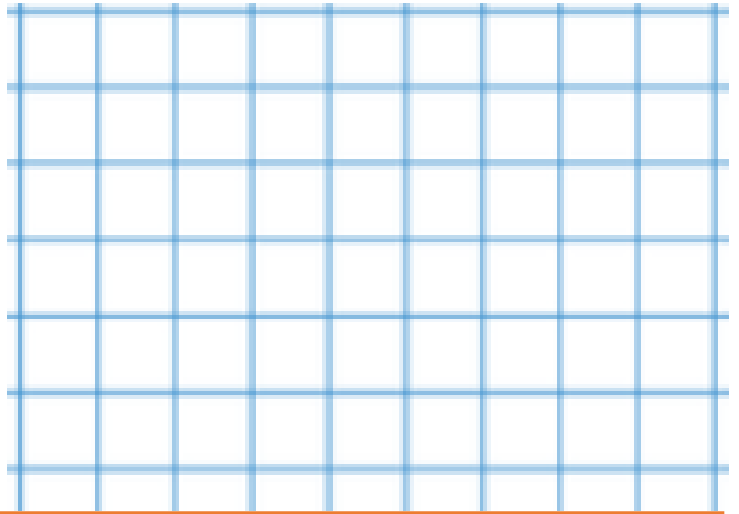
See the support video linked on Class Dojo.

Use the greater than, less than or equal to symbols to show the largest value.

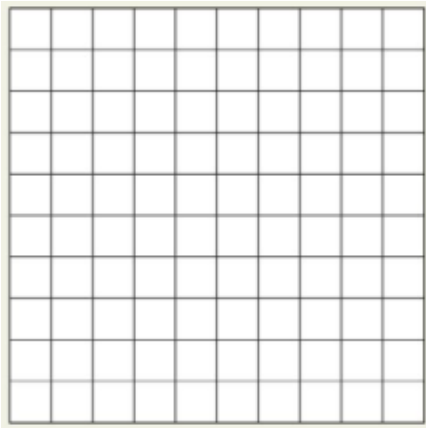
$$\frac{1}{4} \quad \bigcirc \quad 0.5$$

$$0.75 \quad \bigcirc \quad \frac{3}{4}$$

$$\frac{1}{2} \quad \bigcirc \quad 0.05$$

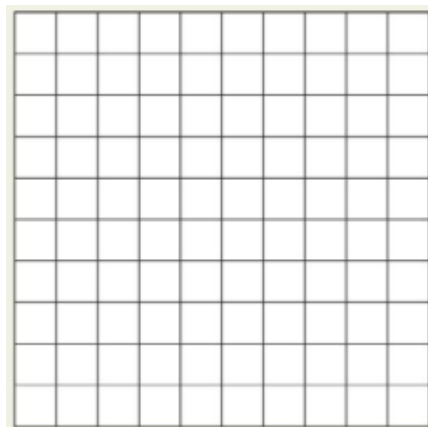
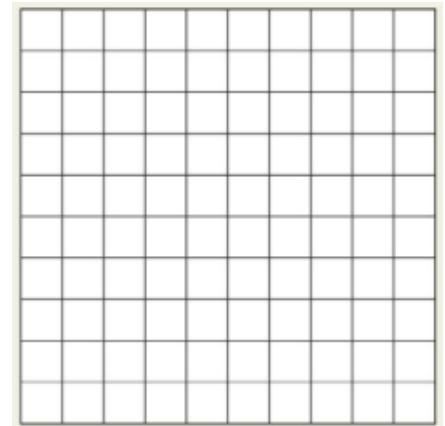


Fill in each hundred square to represent the fraction shown.



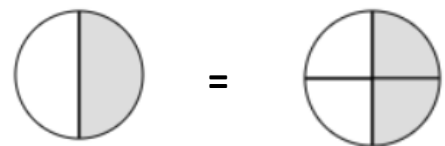
$$= \frac{1}{4}$$

$$\frac{1}{2} =$$



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

Nina says, "If $\frac{1}{2}$ is 0.5 as a decimal, I also know that $\frac{2}{4}$ is equivalent because, as my drawing shows, $\frac{1}{2}$ and $\frac{2}{4}$ have the same value."



Can you think of another fraction which would be equivalent to 0.5 as a decimal and create your own drawing that proves it?