

Year 4

Home Learning Pack 9

For Week Commencing 08/06/2020



This is Year 4's **Ninth** 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 – I love seeing what you are all getting up to. Don't forget to use your new Lexia logins to support your spelling progress.

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://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 – PLANNING AN ARGUMENT TEXT

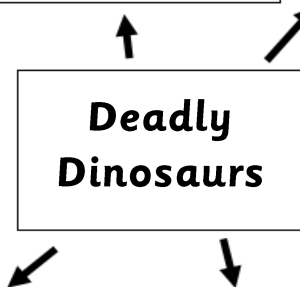
An argument text is a text which presents points for and against a topic. An argument text can be balanced if you present the same number of for points as you do against. If it is not balanced, your argument text will try to persuade the reader either for or against your topic. We are writing a **non-balanced** argument. Use this planning sheet to help you gather research for your writing.

Other dangerous dinosaurs you could research: Velociraptor, Troodon, Spinosaurus, Majungasaurus, Giganotosaurus, Liopleurodon, Mapusaurus, Allosaurus, Utahraptor.

1) Dinosaur: Tyrannosaurus Rex

2) Dinosaur: _____

3) Dinosaur: _____



4) Dinosaur: _____

Questions to think about when researching:

- How big was the dinosaur?
- How heavy was the dinosaur?
- How many teeth did the dinosaur have?
- How big were the teeth of the dinosaur?
- How powerful was the bite of the dinosaur?
- How strong was the dinosaur?
- Was the dinosaur fast?
- Was the dinosaur clever?
- Did the dinosaur work alone or hunt in packs?
- What did the dinosaur eat? Can it still be deadly if it is a herbivore or only ate fish?
- Did the dinosaur have any special features which made it more deadly? Eg. Sharp claws, spikes, toxic saliva working during the Coronavirus?
- Was the dinosaur a cannibal (ate dinosaurs of the same species)?

N.B You do not have to research all of these questions, but try and get as many facts as you can which **prove** deadliness for your argument.

ENGLISH 2 – WRITING THE TITLE & INTRODUCTION

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

An argument text is a text which presents points for and against a topic. An argument text can be balanced if you present the same number of for points as you do against. If it is not balanced, your argument text will try to persuade the reader either for or against your topic. We are writing a **non-balanced** argument.

See below for the key features of an argument text.

Key Features of an Argument Text

Structure:

- A snappy title
- Introduction
- Main (for/against) paragraphs using PEEE
- Conclusion

Language:

- Third person
- Present tense
- Persuasive language
- Adding and contrasting conjunctions

Your work is going to focus on the following argument:

The Tyrannosaurus Rex (T-Rex) was the most deadly dinosaur of the Mesozoic era.

Task Support:

Today, we are beginning our work by creating a **title** and writing an **introduction** for our balanced argument.

A title is a **name** that we give to a text so that readers know, at a glance, what the argument will be about. One way in which you can make your title eye-catching is by using **alliteration**, where you use several adjectives or nouns that all begin with the same letter or sound.

An introduction is an **opening** that we give to so that the reader understands the basic sides of the argument before learning more detail about them. Think about answering the following questions within your introduction, but remember – this should be written as a paragraph using full sentences:

- **What** is the argument?
- **What** are the two different sides of the argument?
- **What** might most people believe at the moment?
- **Why** is this an interesting argument to have? Consider: Education, films, etc.
- **How** are you going to argue in this text?

Today's Task:

Write a title and introduction paragraph which open your argument text nicely 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.

Remember: You must tell the reader which side you are going to argue in your text, for or against Tyrannosaurus being the most deadly dinosaur.

Challenge: Use alliteration or powerful words to grab your reader's attention, eg. Down-right deadly dinos or petrifying instead of scary.

★ ENGLISH 3/4 – WRITING THE MAIN PARAGRAPHS

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

An argument text is a text which presents points for and against a topic. An argument text can be balanced if you present the same number of for points as you do against. If it is not balanced, your argument text will try to persuade the reader either for or against your topic. We are writing a **non-balanced** argument.

See below for the key features of an argument text.

Key Features of an Argument Text

Structure:

- A snappy title ✓✓
- Introduction ✓
- Main (for/against) paragraphs using PEEE
- Conclusion

Language:

- Third person
- Present tense
- Persuasive language
- Adding and contrasting conjunctions

Over the next two days, we are continuing our work by writing the **main paragraphs** of our argument text.

Our main paragraphs will provide the reader with information which supports or disagrees with the argument that Tyrannosaurus Rexes were the most deadly dinosaur species. One of the most important things to think about when you write the main paragraphs of an argument text is how you **sequence** your information. You must think carefully about the **best order** for your information. **

** Use the **traffic light structure**, also known as the **PEEE** structure, where you make a **Point**, Explain it, give **Evidence** and show the **Effect** of this information on the argument stance.

1

Topic sentence. Tell the reader **what** your paragraph is going to be about by making a **point**.

Was the T-Rex or was a different dinosaur the deadliest to have ever lived?

2

Supporting sentences. Give the reader **more detail** about your topic by **explaining** and giving the reader **evidence**.

Why was the T-Rex/ other dinosaur species the most deadly? Eg. Strongest/most intelligent/fastest. What **fact** from your research proves this?

3

Ending sentence. Summarize your topic for the reader by telling them the **effect** of this information.

Was the T-Rex the most deadly dinosaur to have lived? Use persuasive language.

Wednesday's Task: Write your paragraphs one and two. The first paragraph should present the argument that the T-Rex **was** the deadliest dinosaur with your research facts. The second paragraph should argue **against** it by suggesting a different dinosaur was deadlier.

Challenge: Can you use a contrasting conjunction between your **for** (first) and **against** (second) paragraphs to show that you are changing sides in the argument.

Thursday's Task: Write your next two main paragraphs which should both argue **against** the Tyrannosaurus rex being the most deadly dinosaur by suggesting that a different dinosaur was deadlier in some way.

Challenge: Can you use adding conjunctions within and between your paragraphs to show that you are including more or similar information? Eg. **Additionally** or **moreover**.

Complete these tasks on paper at home, on MyON Projects on the MyON site or on Class Dojo Portfolios.

Remember: Use your research and think carefully about how your paragraphs should be structured with a point, explanation and evidence that supports it.

★ ENGLISH 5 – WRITING THE CONCLUSION

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

An argument text is a text which presents points for and against a topic. An argument text can be balanced if you present the same number of for points as you do against. If it is not balanced, your argument text will try to persuade the reader either for or against your topic. We are writing a **non-balanced** argument.

See below for the key features of an argument text.

Key Features of an Argument Text

Structure:

- A snappy title ✓✓
- Introduction ✓
- Main (for/against) paragraphs using PEEE ✓
- Conclusion

Language:

- First and third person
- Present tense
- Persuasive language
- Adding and contrasting conjunctions

Task Support:

Today, we are finishing our work by writing a **conclusion** for our argument text.

A conclusion is an **ending** that we give to an argument text that **sums up** all the information for the reader. It will remind the reader of different deadly dinosaurs which existed through the Mesozoic era. Importantly, it will also provide your **opinion** to the reader. Your argument text had been arguing **against** the topic that Tyrannosaurus Rexes were the most deadly dinosaur to have ever existed so you need to **persuade** the reader to agree with you in these final few sentences.

Persuasive language is where a writer exaggerates (goes over the top) about what they are saying to make their point obvious and convince others to agree with them. There are many different techniques that writers can use to do this which you may want to consider using to persuade your reader that other dinosaurs were deadlier than the Tyrannosaurus Rex, eg:

- **Rhetorical Questions** – Asking a question to make the reader think.
- **Repetition** – Saying the same word or phrase again and again so it sticks in the reader's mind.
- **Superlatives** – Words that mean the most, eg. Deadliest, fastest, most vicious.
- **Power of Three** – Listing words or ideas in groups of three to make them stand out, eg. long, hard, terrifying claws
- **Similes** – Comparing one thing to something similar to emphasize a feature, eg. 'As fast as a racecar' exaggerates how fast something is.
- **Powerful Words** – Using strong vocabulary like petrifying instead of scary.

Today's Task:

Write a concluding paragraph which ends your text 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 persuasive language to exaggerate your argument, eg. alliteration, similes, list of three, powerful words or superlatives (deadliest, scariest, etc).

MATHS 1 – ADDING AND SUBTRACTING FRACTIONS WITHIN A WHOLE

When we add and subtract fractions of the same denominator, we do not change the number of pieces the whole has been split into – just the number of pieces that we have. See the support video linked on Class Dojo to remind you how to do this.

Complete the calculations by adding/subtracting the fractions.

A) $\frac{2}{4} + \frac{1}{4} =$

B) $\frac{3}{5} + \frac{2}{5} =$

C) $\frac{6}{12} - \frac{5}{12} =$

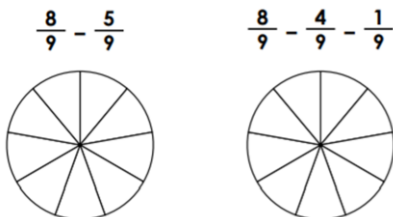
D) $\frac{17}{20} - \frac{14}{20} =$

E) $\frac{26}{50} + \frac{15}{50} =$

Using at least two of the fraction cards, create two addition calculations to equal the target fraction:



Are these calculations the same? Use the shapes to prove your answer:



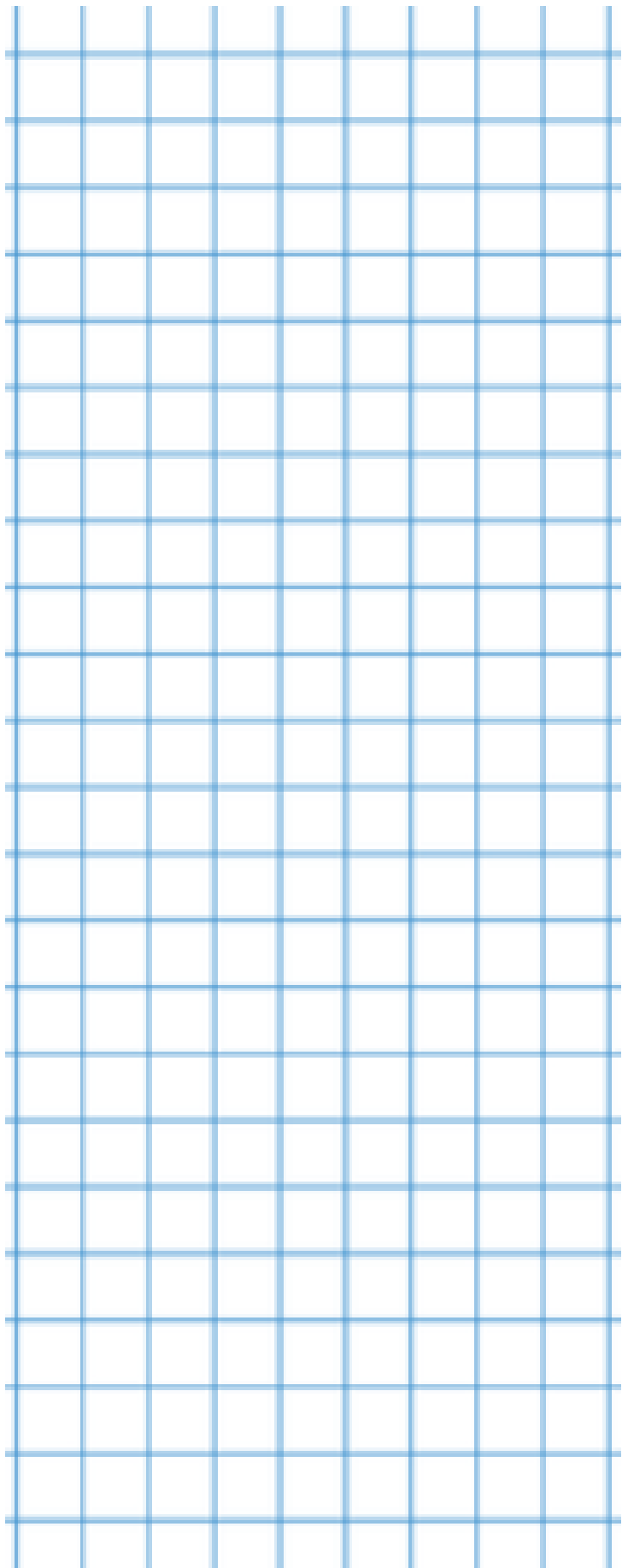
Miss James is marking Lola's book and spots a mistake in the calculation below:

$$\frac{5}{3} + \frac{2}{3} = \frac{7}{6}$$

What advice could Miss James give Lola to help her?

Marcas has a rainbow cake for his birthday. He splits it into 10 equal pieces. He eats $\frac{4}{10}$ and gives his little sister $\frac{3}{10}$ of the cake.

What fraction of the cake is left for his parents?



MATHS 2 – MIXED AND IMPROPER FRACTIONS

Mixed and improper fractions arise when we have more than one whole. Mixed fractions are a whole number and a left over fraction. Improper fractions are expressed as total parts above the smaller denominator. See the support video linked on Class Dojo.

Convert these improper fractions into mixed fractions:

A) $\frac{6}{4}$

B) $\frac{13}{5}$

C) $\frac{14}{12}$

D) $\frac{10}{3}$

Convert these mixed fractions into improper fractions:

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

F) $1\frac{3}{6}$

G) $2\frac{3}{4}$

H) $3\frac{1}{2}$

Use the greater than, less than or equal to symbols to compare these mixed and improper fractions:

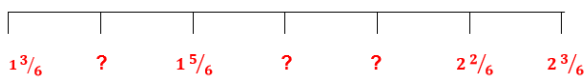
$1\frac{3}{10}$ ○ $\frac{11}{10}$

$\frac{8}{4}$ ○ $1\frac{3}{4}$

$\frac{14}{5}$ ○ $2\frac{2}{5}$

3 ○ $\frac{9}{3}$

Complete the **mixed fraction** number line:

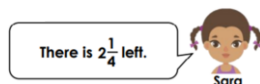


Then re-write the number line using improper fractions.

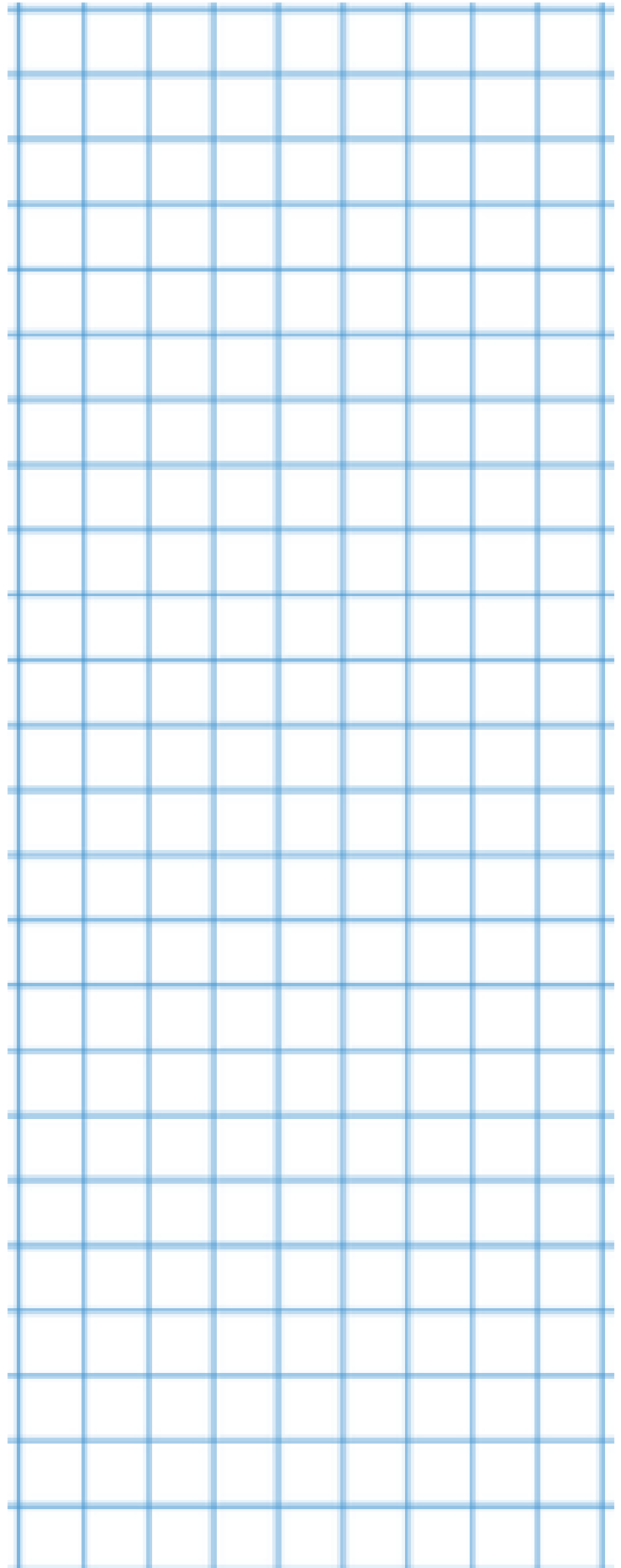
Four pizzas are brought for a party. They are all cut into four equal slices. At the end of the party, there are 9 pieces left. Which child's statement is correct?



There is $1\frac{9}{4}$ left.



There is $2\frac{1}{4}$ left.



MATHS 3 – ADDING FRACTIONS BEYOND ONE WHOLE

Adding fractions of the same denominator only affects the numerator. Explore how we can add fractions when they are mixed or improper fractions beyond whole by watching the support video linked on Class Dojo.

Complete the calculations by adding the fractions. Give your answers as a mixed fraction.

Clue: Convert the improper fractions to mixed fractions before you do the calculation.

A) $1\frac{1}{4} + \frac{3}{4} =$

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

C) $\frac{5}{6} + \frac{4}{6} =$

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

E) $\frac{7}{4} + \frac{3}{4} =$

How many different ways can you find to solve this calculation?

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{11}{9}$$

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

$\frac{11}{12}$ $\frac{5}{12}$
 $\frac{3}{12}$ $\frac{8}{12}$



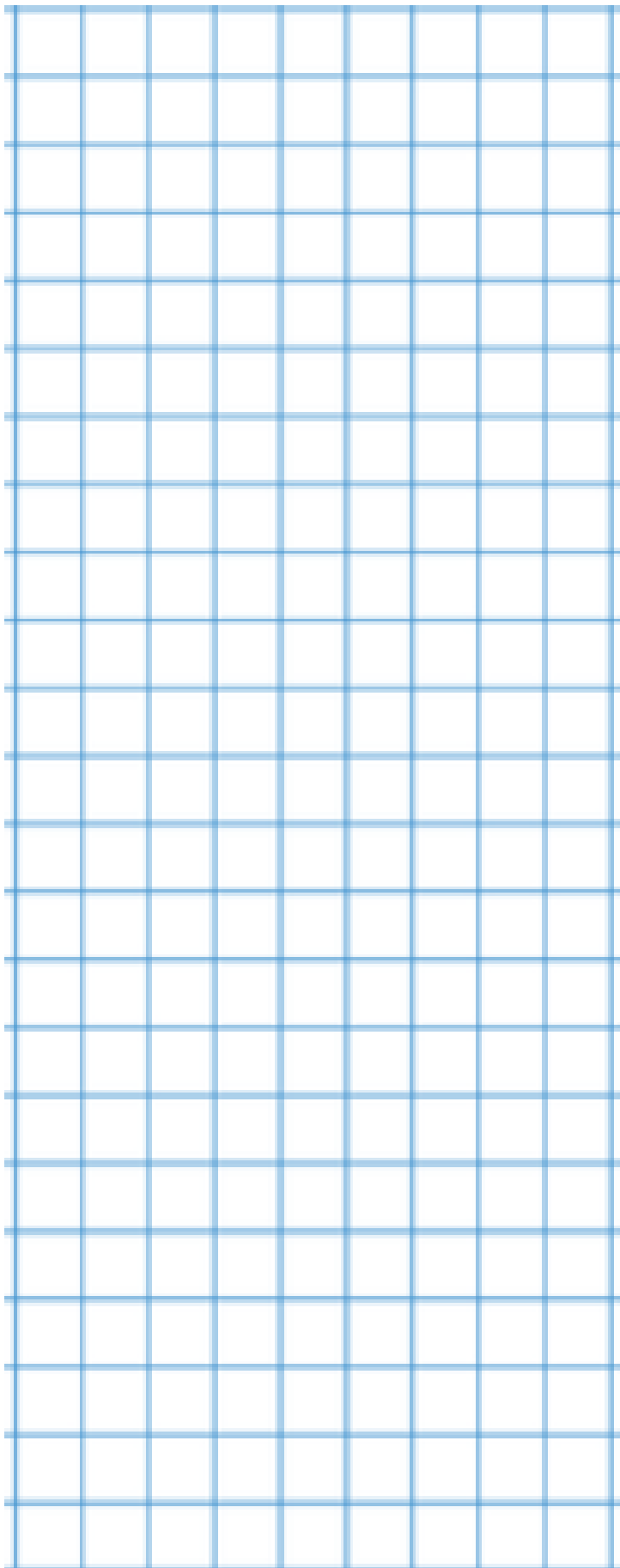
Rodney is doing the **3 miles in 3 days** challenge.

On Monday, he runs $1\frac{3}{8}$ miles.

On Tuesday, he runs $1\frac{1}{8}$ miles.

By Wednesday he is exhausted, he runs $\frac{5}{8}$ of a mile.

Did Rodney succeed in completing the challenge?



MATHS 4 – SUBTRACTING FRACTIONS BEYOND ONE WHOLE

Subtracting fractions of the same denominator only affects the numerator. Explore how we can subtract fractions when they are mixed or improper fractions beyond whole by watching the support video linked on Class Dojo.

Complete the calculations by subtracting the fractions. Give your answers as mixed fractions.

Clue: Convert the improper fractions to mixed fractions before you do the calculation.

A) $1\frac{2}{3} - \frac{2}{3} =$

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


C) $\frac{17}{6} - \frac{4}{6} =$

D) $\frac{13}{9} - \frac{4}{9} =$

E) $\frac{9}{2} - 1\frac{1}{2} =$

Dora is subtracting a fraction from a whole.

$5 - \frac{3}{7} = \frac{2}{7}$



Can you spot and **explain** her mistake?
What should the answer be?

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

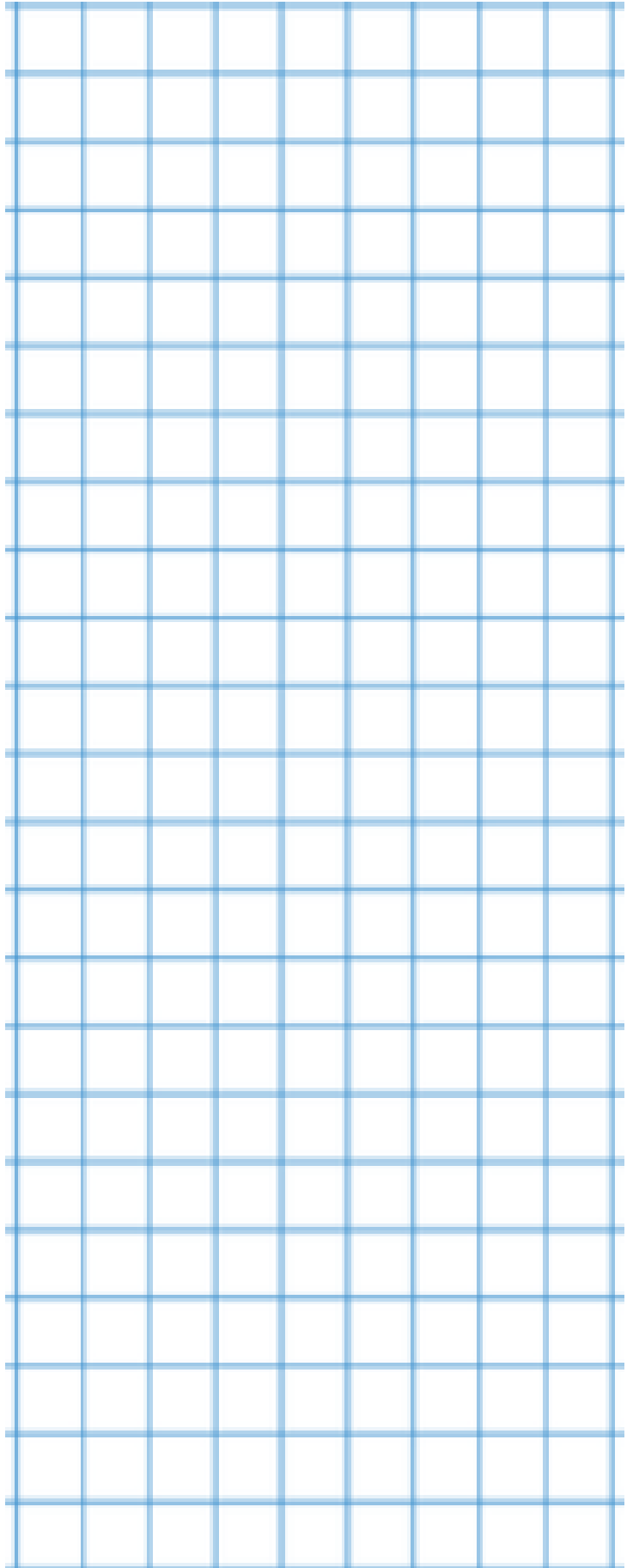
9 6 4 13

$$\begin{array}{r} \boxed{19} \\ \hline \boxed{} \end{array} - \begin{array}{r} \boxed{} \\ \hline \boxed{} \end{array} = \begin{array}{r} \boxed{} \\ \hline \boxed{} \end{array}$$

Ian is having a party. He has enough lemonade to fill $\frac{20}{5}$ of a litre jug which he serves to his guests.

At the end of the party, Ian pours all the leftover lemonade from the cups into litre jugs. He fills $1\frac{4}{5}$ litres of space.

How much lemonade did his guests drink? Express your answer as a fraction of a litre.



MATHS 5 – ADDING AND SUBTRACTING WITH TENTHS AND HUNDREDTHS

We can add and subtract tenth and hundredth amounts expressed as fractions and decimals. Watch the support video linked on Class Dojo to see how.

Complete the calculations by adding the fractions. Express your answer as decimals.

A) $\frac{6}{10} + \frac{2}{10} =$

B) $\frac{64}{100} + \frac{13}{100} =$

C) $\frac{200}{100} - 1 =$

D) $1\frac{4}{10} - \frac{5}{10} =$

E) $\frac{90}{100} + \frac{30}{100} =$

Complete the calculations by adding the fractions. Express your answer hundredth fractions.

Clue: Convert the tenths to hundredths before you do the calculation.

A) $\frac{4}{10} + \frac{2}{100} =$

B) $\frac{60}{100} - \frac{2}{10} =$

C) $1\frac{5}{10} + \frac{50}{100} =$

D) $1\frac{9}{10} - \frac{45}{100} =$

E) $\frac{90}{100} + \frac{30}{100} =$

Optional Challenge: Can you express your answers as decimal?

Optional Challenge: Martha goes to the shop with £1. She spends $\frac{3}{10}$ of her money on crisps and $\frac{25}{100}$ of her money on chocolate.

How much money does Martha have left?

Write your answer as decimalized money.

