Year 4 Home Learning week beginning 30/3/20

Please see below the tasks we would like your child to work on this week. If you have any problems, please remember that you can email me on sbutcher@wtwschool.co.uk during school hours.

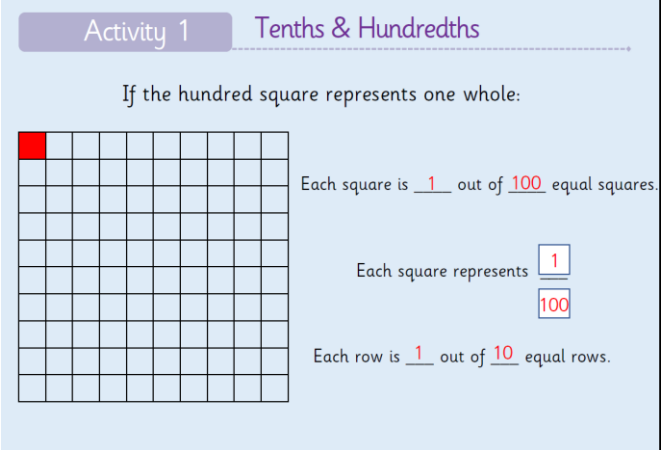
Please note that any links to internet sites and YouTube videos need to be supervised by an adult, and they may contain adverts. You do not need to pay for any of the sites we are suggesting.

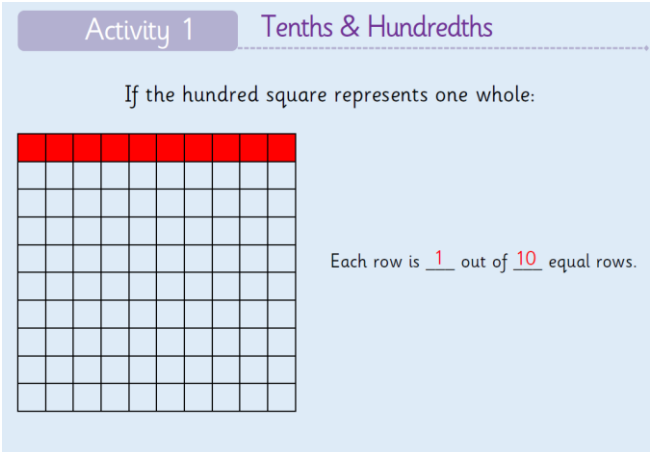
If you need any additional pencils, paper or other stationery, please contact the school and we can arrange that for you to collect.

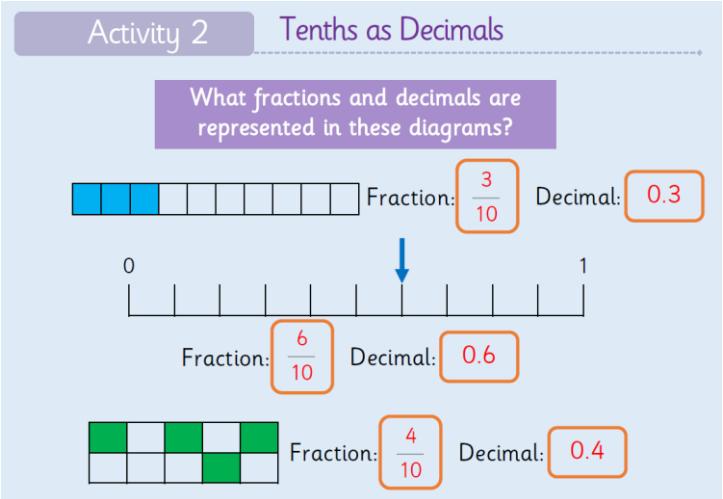
Maths

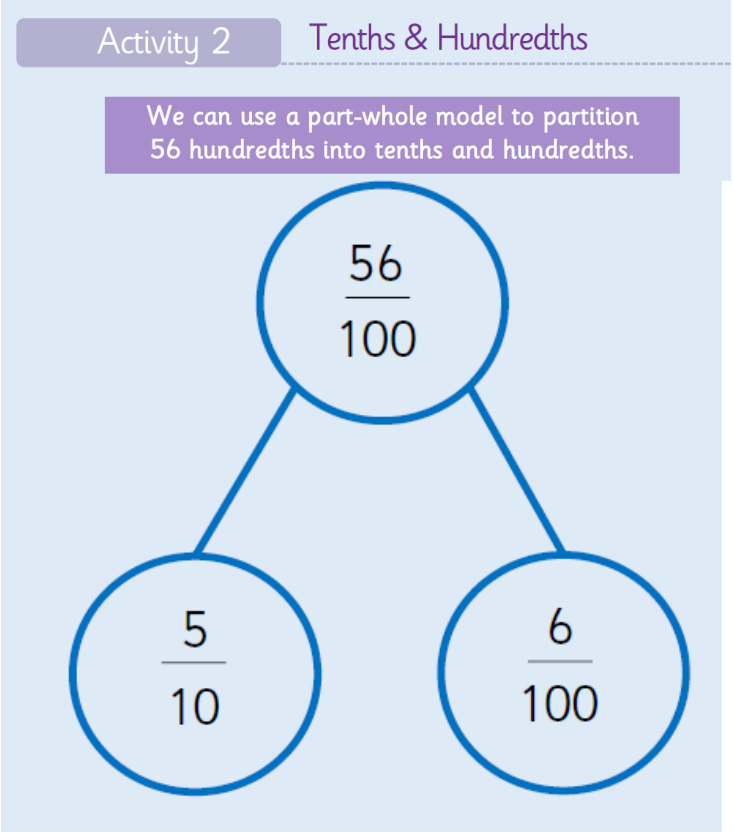
Learn:

This week we will be continuing our work on decimals, building on the work we have been doing in class recently.









Now you try:

Partition into tenths and hundredths:

- 65 hundredths
- 31/100
- 80 hundredths

Watch:

Please go to the following site/ link to see a further explanation (**Parents/Carers – there are adverts with these videos so please supervise if children watch these clips**):

Tenths
https://www.youtube.com/watch?v=WgrTBxKbrgk

Hundredths
https://www.youtube.com/watch?v=SRoepFHelKg

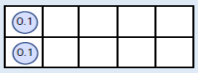
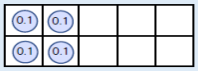
Do:

IXL: Last week I asked you to complete the Decimals section ('CC Decimals'). For some of you, that was only a few sections, and for others that was more. So if you have not

completed them all, you can do continue with those this week. You can also try the following questions:

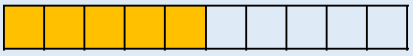
Activity 1 Tenths as Decimals

Complete the table.

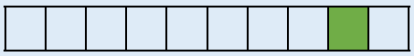
Image	Words	Fraction	Decimal
	Two tenths	$\frac{2}{10}$	0.2
	Seven tenths		
			
			0.9

Activity 2 Tenths as Decimals

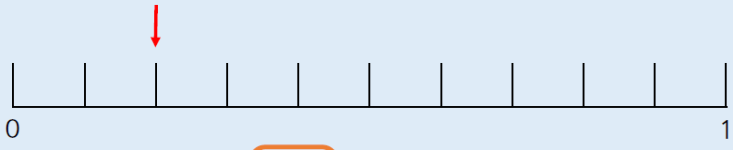
What fractions and decimals are represented in these diagrams?



Fraction: Decimal:



Fraction: Decimal:



Fraction: Decimal:

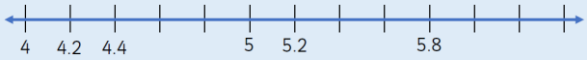
Activity 1 Tenths on a Number Line

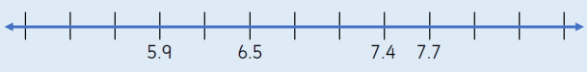
Place the decimals on the number line.

0.5 0.9 1.1

Activity 2 Tenths on a Number Line

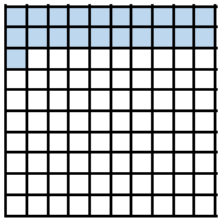
Complete the number lines.





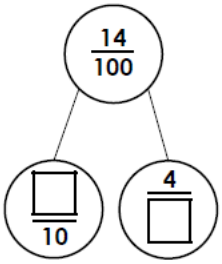
1a. Complete the statement.

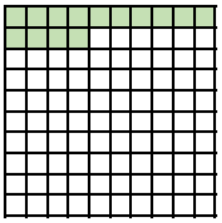
21 hundredths can be partitioned into ___ tenths and ___ hundredth.



D VF

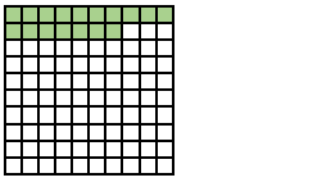
2a. Fill in the missing numbers to complete the part-whole model.

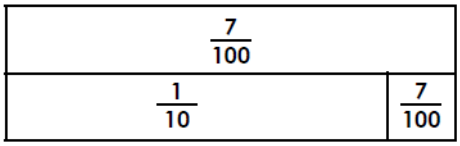




D VF

2a. Hafsa has completed the bar model to match the hundred square.

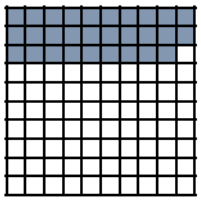


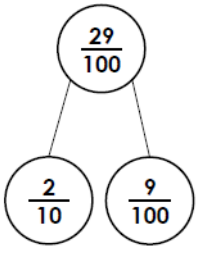


Explain the mistake Hafsa has made.

D R

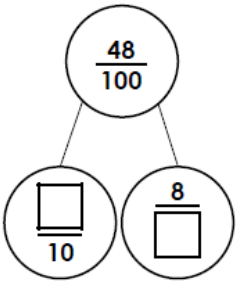
3a. Joe has represented 29 hundredths in two different ways.





Is he correct? Explain your answer.

6a. Fill in the missing numbers to complete the part-whole model.



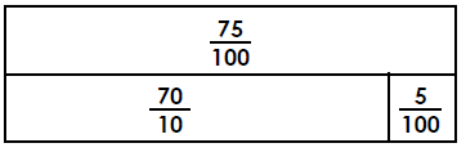
E

7a. Partition the following numbers into tenths and hundredths.

A. $\frac{78}{100}$ = $\frac{\square}{10}$ and $\frac{\square}{100}$

B. $\frac{24}{100}$ = $\frac{\square}{10}$ and $\frac{\square}{100}$

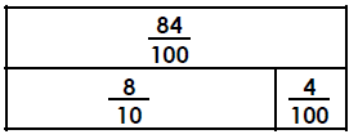
5a. Millie has completed the bar model to represent 7 tenths and 5 hundredths.

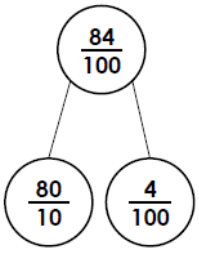


Explain the mistake Millie has made.

E R

6a. Lucas has represented 84 hundredths in two different ways.





Is he correct? Explain your answer.

Reasoning - 1 Tenths as Decimals

1.3 is equivalent to 1 whole and 3 tenths

1.3 is equivalent to 13 tenths

Who is correct? Explain why.

Reasoning - 1 Tenths & Hundredths

Tia

4 hundredths is equivalent to 40 tenths.

40 hundredths is equivalent to 4 tenths.

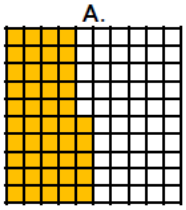
Malachi

Who is correct? Explain why.

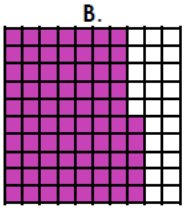
Who is correct? Or are they both correct? Explain why.

3a. Match each image to an equivalent hundredth.

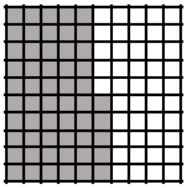
A.



B.



C.



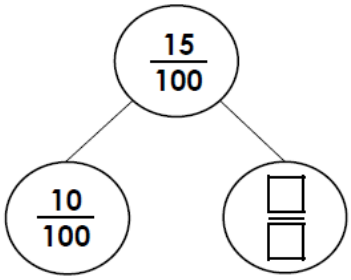
55 hundredths

45 hundredths

75 hundredths

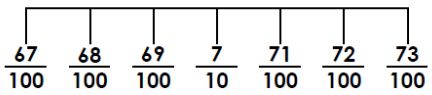
VF

4a. Complete the missing values.



VF

4a. Ollie has completed this section of a number line below.



Is he correct? Explain how you know.

R

5a. Match the child to the correct number.

Sasha has 3 tenths and 7 hundredths.

Tom has 4 tenths and 13 hundredths.

Lottie has 6 tenths and 8 hundredths.

A. $\frac{68}{100}$

B. $\frac{37}{100}$

C. $\frac{53}{100}$

Reminder:

You can also spend some time each day on Time Tables Rock Stars. Your username and password are in your Home Learning pack.

Reading

In addition to reading the chapters of Charlie and the Chocolate Factory, please read daily a book of your choice for at least 30 minutes. Alternatively, you can read a free copy of the children's newspaper, First News, found at:

https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2020/03/Lores_718-1.pdf

After you have read chapters 16 and 17, answer the following questions:

1. Which words tell you how Augustus moved towards the river?
2. Why did he move towards the river in this way?
3. Why do you think Augustus was drinking the melted chocolate 'as fast as he could'?
4. What word tells you that Mr. Wonka was distraught at the thought of somebody drinking from the chocolate river?
5. Look at this sentence

   "Oh, no! *Please* Augustus, *please!*"

   Why is the word please in italics?
6. Write **three** words which describe how Mr. Gloop felt when he shouted "Be careful, Augustus!"
7. Which word tells you that Augustus fell in the river quickly?
8. How do you know that the river is deep?
9. What types of words or sentences has Roald Dahl used to create tension in this part of the story?

Writing

Please complete the next 5 writing tasks you were given. For most of you, that will be tasks 6 to 10 linked to Charlie and the Chocolate Factory. You have a copy of the book in your pack and hopefully you have started to read this. Some of you were given an alternative text, so if that was the case for you please complete the tasks given in your pack.

6. **To write an argument**

   Read chapter 11 of Charlie and the Chocolate Factory. Ask children if they think that Charlie is deserving of winning the golden ticket even though he bought it with stolen money? Children to write an argument arguing for and against this with justifications

for their reasons. Keep your writing in the 3rd person (do not say I or we) apart from in the final paragraph when you can give your opinion. Organise your writing into four sections:

- Introduction: explain what the debate/discussion is about and that there are two sides to this
- Arguments why he deserved to win. Write a separate paragraph for each of your arguments, giving detail. You could start with 'Some people believe that Charlie deserved to win this ticket because …'
- Arguments why he did not deserve to win. Write a separate paragraph for each of your arguments, giving detail. You could start this section with 'On the other hand, some people believe that Charlie did not deserve to win this ticket. The first reason they give is …'
- Conclusion: sum up your points and say what your opinion is

7. **To plan an additional character.**

Read chapter 13 of Charlie and the Chocolate Factory. Children to imagine that there is a news headline that there has been a sixth golden ticket winner. Explain that they are going to be creating their own character. First of all they must think of a name. What is their unappealing habit? What does the character look like? What will be their punishment/ lesson in the factory? What will they look like leaving the factory? Draw a picture of this character and write a character profile describing the character.

8. **To investigate clues within a chapter.**

Read chapter 17. This is the first chapter where a child 'disappears'. Prompt children to look for out for clues about what Mr Wonka thinks of Augustus. Are they surprised by his reaction to this awful accident? Read the Oompa-Loompa song; which lines do the children particularly enjoy and why?

9. **To analyse and retrieve information from the text**

Read page 110. Ask the children to compose a question that they'd like Mr Wonka to answer. See if they can answer any questions as they read the story. Read the insults that the parents shout out. Can the children add to them? Draw the attention to Dahl's use of capital letters. Why do they think he does it? Look at how Dahl uses puns to create jokes and incongruous images and discuss these.

10. **To use inference to justify an opinion**

At the beginning of Chapter 22, Willy Wonka says 'two naughty little children gone. Three good little children left.' Ask the children: What do you think Mr Wonka really thinks about the remaining children? Focus on their attention of Dahl's use of capital letters again and explain how, by creating all these different rooms which we don't go into, we are able to image a bigger, richer factory than he ever could describe because it is left to the readers imagination.

Ask children to describe one of the rooms that they have not entered. Who might that room be for and what might their punishment be? In this task focus on using interesting and creative vocabulary to paint a picture to your reader of what the room looked like.

Remember in all of the writing tasks to focus on:

- Writing using a range of sentence lengths and types
- Use a range of conjunctions to join parts of your sentences (even though, although, despite, because etc)
- Include a range of punctuation – full stops, capital letters, commas, exclamation marks, question marks (and brackets if you are confident using them)

Grammar

Learn:

This week we will be focusing on articles/determiners (particularly a, an, the)

An article (or determiner) in a sentence identifies whether the noun is general or specific – 'a, an' (definite articles) and 'the' (indefinite) are very common ones. See examples below;

We use 'a' before words that start with a consonant – first example

1. Pass me a pencil (the 'a' in the sentence is general and it refers to any pencil)

2. Pass me the pencil (the 'the' in the sentence refers to a particular (specific) pencil)

Words beginning with a silent h are an exception
e.g. a hospital (you pronounce the h sound)
an hour (the h is silent)

A, an and the are part of a wider list of determiners

Types of Determiners

Articles	Possessives	Demonstratives
a an the	my, your his, her, its, our, their, whose	this that these those
Numerals	**Ordinals**	**Quantifiers**
one two three four	first second next last	many, few some, every much, a lot of any, less

See the link below for further learning.

Watch:

https://www.theschoolrun.com/what-is-a-determiner

Do:

Complete the following with 'a' or 'an'

"We're expecting _____ bit of rain, so you'd better take _____ umbrella, especially as you're wearing _____ suit."
"Yes, it's like _____ uniform. I feel like someone in _____ unit in the army, more than _____ person."
"Oh, it's not that bad. Are you going to the company head office?"
"Yes, I'm meeting _____ very senior person in _____ hour's time."
"Well, that's _____ honour! Do you know why?"
"No, I don't It's _____ unusual situation."

Then complete these IXL tasks: Year 4 English:
E1 (some of you have already completed this so only do if you have not reached 100 on this yet)
E2
E3

Science

Food Chains

This week you will be learning about food chains. Start by watching these BBC videos:

https://www.bbc.co.uk/bitesize/clips/zws87hv

https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-food-chains-and-food-webs-in-animals/zn7g92p

For parents, there is some additional info here:
https://www.theschoolrun.com/homework-help/food-chains

Every living plant and animal must have energy to survive. Plants rely on the soil, water, and the sun for energy. Animals rely on plants as well as other animals for energy.

In an ecosystem, plants and animals all rely on each other to live. Scientists sometimes describe this dependence using a food chain or a food web.

Food Chain

A food chain describes how different organisms eat each other, starting out with a plant and ending with an animal. For example, you could write the food chain for a lion like this:

grass ---> zebra ---> lion

The lion eats the zebra, which eats the grass. Here is another example in picture form:

The grasshopper eats grass, the frog eats the grasshopper, the snake eats the frog, and the eagle eats the snake.

Links of the Chain

Here are names to help describe each link of the food chain. The names depend mostly on what the organism eats and how it contributes to the energy of the ecosystem.

- Producers - Plants are producers. This is because they produce energy for the ecosystem. They do this because they absorb energy from sunlight through photosynthesis. They also need water and nutrients from the soil, but plants are the only place where new energy is made.
- Consumers - Animals are consumers. This is because they don't produce energy, they just use it up. Animals that eat plants are called primary consumers or herbivores. Animals that eat other animals are called secondary consumers or carnivores. If a carnivore eats another carnivore, it is called a tertiary consumer. Some animals play both roles, eating both plants and animals. They are called omnivores.
- Decomposers - Decomposers eat decaying matter (like dead plants and animals). They help put nutrients back into the soil for plants to eat. Examples of decomposers are worms, bacteria, and fungi.

Lets go back to this example:

grass ---> zebra ---> lion

- grass = producer
- zebra = primary consumer
- lion = secondary consumer

Task 1: Complete the questions below about food chains

1. Look at the food chain below. Write what they are below each picture and draw the arrows.



_____ _____ _____

What is the producer? _____ What is the prey? _____

What is the predator?_____

Explain what is happening in the food chain above:_____

_____

_____

2. green plant mouse wild cat lion




Where do the green plants get their energy from as a producer? _____

Which in the food chain above are the consumers? Why?_____

_____

3. Order and draw a **snake**, **grasshopper**, **plant** and **frog** below into a food chain. Label them producer or consumers:

_____ _____ _____ _____

What would happen in the food chain if there were suddenly lots more snakes?

_____

_____

_____

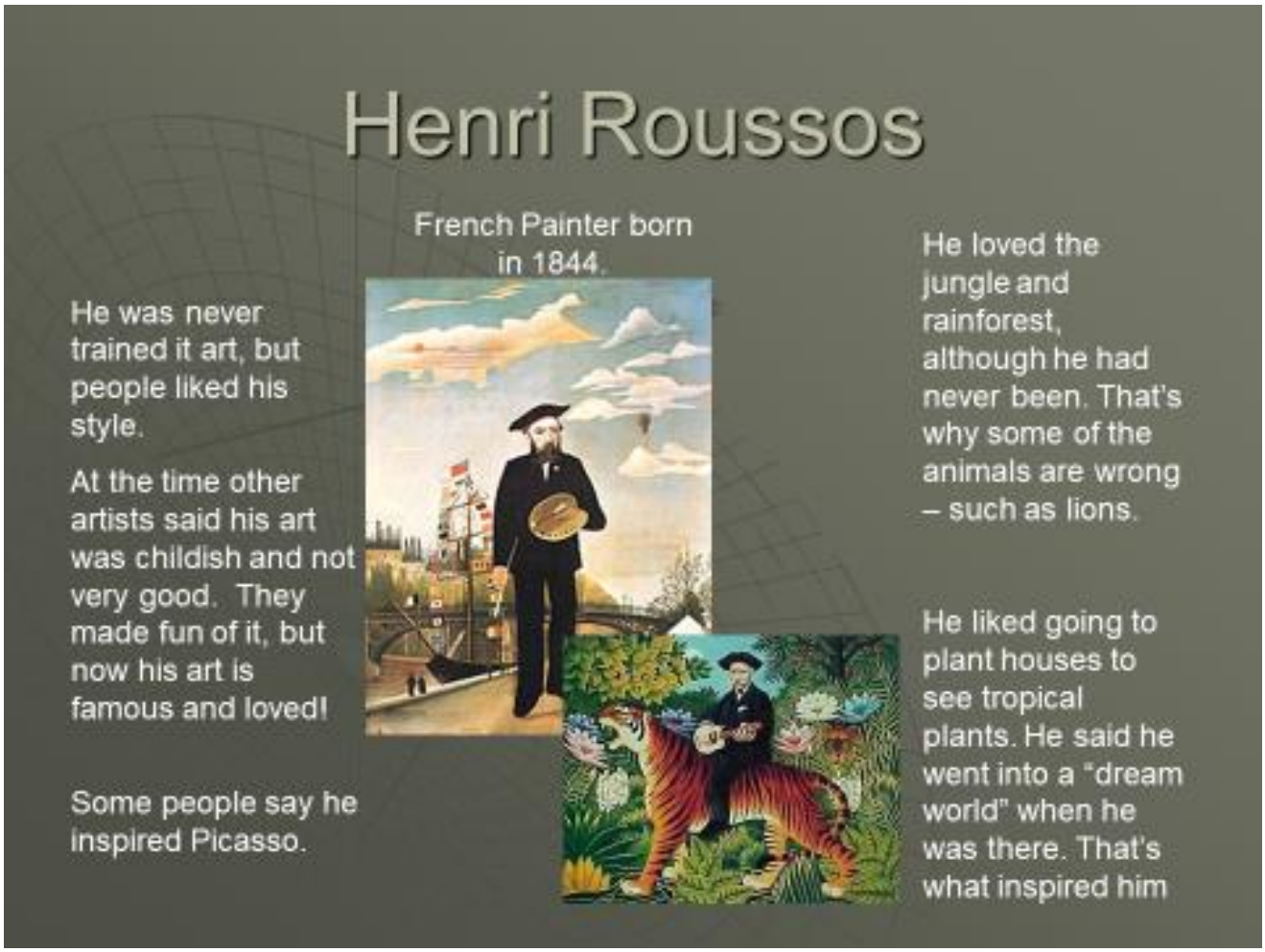
CHALLENGE: Make a food chain below with you (a human) in it:

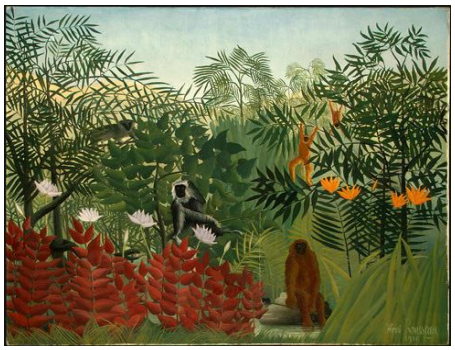
_____ _____ _____ _____

Task 2: Can you now find out about food chains in the Amazon Rainforest. Draw a diagram showing your food chains, labelling using the words producer, primary consumer, secondary consumer etc.

Challenge: What can you find out about food webs? Explain using an example from the rainforest.

Art





Task: Create your own Rainforest art piece in the style of Henry Roussos. Use whatever materials you have at home. Once you have finished your picture, you could get your parent to take a picture and email it to me if you like.

PE/ Yoga

Joe Wicks is providing free PE lessons live at 9am each day via his YouTube channel. This is a great way to start the day and is suitable for all ages. Either google 'Joe Wicks PE lesson' or go to the link below:

https://www.thebodycoach.com/blog/pe-with-joe-1254.html

We will also be providing an online yoga lesson from Kamlyn who used to teach the yoga club at Walnut Tree Walk. This is a session exclusively for children at Walnut Tree Walk and is free for you! To access this free session every Wednesday at 10:30am, go to the following link:
https://zoom.us/j/269625568
To enter the Zoom session you simply need to click on the URL above or copy and paste it in to a new window. Please note, if you are using a phone you will have to download a free Zoom app. On entering the session, video and audio will be muted, but your child can enter their name and see who else is practicing at the same time. If you are unable to make the live session a recorded version will available to practice at your own convenience. **As with all online learning throughout this period, an adult must supervise at all times and the parents/ carers are responsible for ensuring their child is safe online.**

Computing

Computing: Hour of Code:
Why not try some coding in between the tasks above?
https://www.scriptacademy.net/hour-of-code/coding-town/ (Chrome only)
https://code.org/learn/