

The Government guidelines state that children in Year 4 should spend 4 hours each day on their learning from home. To make things clearer, we have made a list of how long we would spend on each of today's activities, if we were in school. These are an approximate guide. Please remember to email us some photos of your work at the end of the day. We look forward to seeing how you get on.

Thinking Skills – 20 minutes Maths – 1 hour English – 1 hour SPAG – 40 minutes Science – 1 hour



<u>Thinking</u> <u>Skills</u>

<u>Can you carry on the</u> <u>sequence 5 more times?</u>

1.8, 12,	16,	,	,	,	,	
2.9, 12,	15,	,	,	,	,	
3. 0, 8,	16,	,	,	,	,	

Subtraction

8. 350 - 100
 9. 112 - 100
 10. 103 - 100
 11. 999 - 100

Addition

4. 102 + 100
5. 340 + 100
6. 326 + 100
7. 304 + 100

CHALLENGE: Pattern



12. Can you explain, what happens to a number when you add or subtract 100?

<u>L.I – To understand what fractions are.</u>

Please access this website – <u>https://whiterosemaths.com/homelearning/year-4/spring-week-5-number-fractions/</u>

If you are struggling to open the link, please try copying it and pasting it into your internet search engine.

There is a video labelled 'What is a fraction?' and it will tell you all the information you need to be able to meet the learning intention today.

Remember, you don't need the worksheets as all of the questions are on the next slide.

- This is a Frayer model.
- In the middle you write the word that you are explaining. Here I am explaining what a unit fraction is, so I have put that in the middle.
- Then around the outside I am going to fill in the different boxes using the sub headings to help me. I need to write a definition of a unit fraction, explain its characteristics, write an example of a unit fraction and write a non-example (something that a unit fraction isn't).
- Can you complete these boxes explaining a unit fraction?



Now complete a Frayer model for the following terms:

- Non-unit fraction
- Numerator
- Denominator

Definition	Characteristics
Examples	Non-examples



Explain how you know.

Always, Sometimes, Never?



Explain your answer.

Here are 9 cards. Sort the cards into different groups. Can you explain how you made your decision? Can you sort the cards in a different way?



• Can you label where ³/₄ would be on this number line?



• Can you label where 6/8 would be on this number line?



• Can you label where 2/10 would be on this number line?



Missing Fractions on a Number Line

What number do you think is marked on the number line?

Explain your thinking to a friend.



English L.I – To ask and answer questions.

- Yesterday, we began to research the poet Valerie Bloom. We gathered a lot
 of important information about her. Today, we are going to add to our
 research.
- Firstly, let's imagine we have the chance to meet this famous poet. What questions would you like to ask her? Try to make your questions specific to who she is and what she does. Think about the information we discovered about her yesterday. Let's use that to help us write questions to ask. We don't want general questions that we could ask anyone, we want questions that will help us to know more about this poet and how she works.
- Create a mind map with all of the questions you'd like to ask. Check that your questions link to Valerie's work and her life.



How long does it take to write a poem?

How do you write your poems?

Where do you get your ideas?

How many poems have you written in total?

Questions for Valerie

What challenges have you faced as a writer?

Who are your favourite poets?

Do you have any advice for someone wanting to write poetry?

What is your favourite poem? (by you or another poet?)

Where do you write your poems?

L.I – To ask and answer questions.



- Now we are going to try and find out some of the answers to our questions. You can
 use the websites from yesterday, or use the websites below to help you –
- <u>https://childrens.poetryarchive.org/interviews/an-interview-with-valerie-bloom/</u>
- <u>http://poetryzone.co.uk/interviews/valerie-bloom/</u>
- http://www.dreaming-star.com/2017/02/27/valerie-bloom/



• When you have an answer to your question, you can add this to yesterday's fact file or create a new fact sheet full of notes. If you haven't been able to find an answer to your question, try another website or try changing around some of your questions.

<u>SPAG</u>

L.I – To use personal and possessive pronouns.

- Last term, we learnt about pronouns.
- Here is the video that we looked at last term, if you want a recap - <u>https://classroom.thenational.academy/lessons/to-explore-</u> pronouns-cmvkjr?activity=video&step=1

We use nouns to name things. However, if we use the same nouns too much, our writing becomes awkward and lacks cohesion. To avoid this happening, we can use pronouns.

There are personal and possessive pronouns.

Let's recap...

Personal pronouns

Personal pronouns replace the names of people or things. They can take the form of 'singular' pronouns – just one person or thing. They can also take the form of 'plural' pronouns – more than one person or thing.

Singular	I	me	you	they	them	she	her	he	him	it
Plural	we	us	you	they	them					



Possessive pronouns

Possessive pronouns replace the people or things that have or own something. They can also take the form of singular and plural, i.e. just one or more than one.

Singular	my	mine	you	yours	their		her	hers	his	its
Plural	our	ours	your	yours	their	theirs				

1. Sort the pronouns into the correct box. Remember that personal pronouns represent people or things and possessive pronouns show ownership.

(v))

I	yours	his	him	he	you	theirs	she
hers	ours	my	it	them	they	we	

Personal 2	Possessive



2. Complete the sentences by choosing the correct pronoun.

a) My sister bought a new coat last week. That coat is _____. his hers her b) Matt is a brilliant footballer. We are so proud of _____. him them his c) Tom broke my pen so _____ bought me a new one. mine he me d) _____ were happy that their bus had finally arrived. they them we e) My friend, Zina, is over there. Can you see _____? his hers her



()) 3. Copy the paragraph below, replacing the underlined words with appropriate pronouns.

Sienna and Paul went to the park. Sienna went on the swings first and after, Sienna went on the roundabout but fell off and grazed Sienna's knee. Paul played in the sandpit. Paul built a sandcastle and even made a moat for Paul's sandcastle. Sienna and Paul played on the climbing frame together. Sienna and Paul enjoyed chasing each other until home time.



Science

<u>L.I – To identify electrical appliances and the types of electricity they use.</u>

Success Criteria

- I can identify electrical appliances and non-electrical appliances.
- I can sort appliances based on whether they use mains or battery power.





Definition:

An **Appliance** is a **device**, **piece of equipment** or an **instrument** designed to perform a **task**.

Examples:



A washing machine is an appliance which performs the task of washing clothes. A **thermometer** is an appliance which performs the task of checking the **temperature**.





Electrical Appliances Answers



Electrical Appliances	Non-electrical Appliances
washing	thermometer
machine	saucepan
mobile	cheese grater
phone	pencil
lawn mower	felt tip
toaster	bowl
microwave	potato peeler
television	fork
tablet	toothbrush
fan	gas oven
sewing	rake
machine	coffee grinder
torch	candle
iron	hammer
hairdryer	sponge

Questions

- Which appliances did you think used electricity?
- 2. Which did you think did not use electricity?
- 3. Can you explain why?







To use this type of electricity, you need to plug the appliance into a socket. To use this type of electricity, you need to insert a battery into the appliance.



In the UK, mains electricity is produced mainly by gas, coal or nuclear power stations.





Wind turbines, hydroelectric and solar panel power stations are also used to generate electricity, but to a lesser extent.



A small number of homes have **solar panels** attached to their roof to provide mains electricity.





Power stations generate a continuous electric current.





Batteries store chemicals which produce an electric current. They eventually stop working as the chemicals stop being able to produce an electric current.



Rechargeable batteries are ones where the chemical reaction can be reversed so that the battery is able to create an electric current again. However, even rechargeable batteries will eventually stop producing an electric current.



Mains or Battery?

Your task is to complete this Venn diagram. Can you identify appliances which use mains electricity, battery electricity or even both types and sort them into the correct area on the Venn diagram?





Staying Safe

Mains electricity can be dangerous, causing anything from a minor electric shock, to serious burns and even death!

Do you know how to stay safe in your home? Click on this link (or copy and paste it into the internet) and let's see -<u>https://www.switchedonkids.org.uk/electrical-safety-in-your-home</u>



Look at the picture and identify the dangers. Number them (one has been done for you) and then explain below why each one is dangerous.



Danger Number	Explanation
1	
2	
3	
4	
5	
6	

