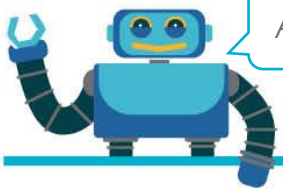


As recommended by gov.uk

Home Learning Pack

Year 4

Guidance and Answers

Week 5
18/05/2020

Take a picture while you work through this booklet and tweet us **@ClassroomSecLtd** using the hashtags **#CSKids** and **#HomeLearningHero** to be in with a chance of winning a month's subscription to **classroomsecrets.co.uk**.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Monday

Maths – Recognise Tenths and Hundredths (page 2)

Question 1 – This question shows three different **representations** of fractions. The first is a **hundred square**, the second a **bar model** and the third a **part-whole model**. Children must look at each representation and write the fraction being shown beneath each. Children must then identify which letter is the odd one out by using the fractions they have written to help.

A **representation** refers to a number that has been shown in different ways. This number may have been shown in numerals, words or using mathematical equipment such as Base 10 or a place value chart.

A **part-whole model** is a concept to show how numbers can be split into different parts. They can be used to represent numbers, as well as a wide variety of calculations. The concept follows the structure part + part = whole, but this may change depending on how many parts there are.

Bar models show how numbers can be split into different parts, by splitting them into bars or boxes. Bar models can be used to solve a wide variety of calculations, showing the relationship between the whole model and the parts.

A **hundred square** is a square split into 100 parts. It is often used to show the numbers from 1-100. It can also be used to show the relationship between tenths and hundredths when working on fractions.

The correct answer is A. $\frac{73}{100}$; B. $\frac{11}{100}$; C. $\frac{73}{100}$. B is the odd one out.

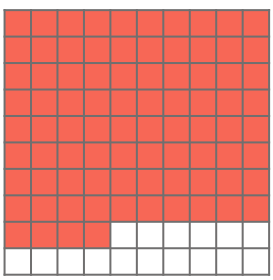
Question 2 – This question involves two blank **representations** for children to complete. The first is a **bar model**. Children need to read the clues and fill in the whole fraction on the top line and the two parts that are described in the boxes on the bottom. The smaller fraction of the two is written in the smaller box and the bigger fraction in the bigger box. The second is a **hundred square**. Children again need to read the clues below and then shade the hundred square to show this fraction.

The correct answers are shown below.

A. $\frac{46}{100}$;

$\frac{46}{100}$	
$\frac{4}{10}$	$\frac{6}{100}$

B. $\frac{84}{100}$;



This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Monday

Maths – Recognise Tenths and Hundredths (page 2)

Question 3 – For this question, children must use the given hundred square to decide which statement matches it correctly.

Liv is correct because she has shaded in $\frac{35}{100}$ of the whole amount. Tom is incorrect because the square represents 7 tenths and 2 hundredths.

English – Using Suffixes (page 3)

A **root word** is basic word that has not been changed by a **prefix** (a group of letters added to the start of the word) or a **suffix**.

A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb. For example, the suffix –er changes the verb 'teach' to the noun 'teacher'.

Question 1 – For this question, there are four sentences which all use words containing different **suffixes**. Children must read each sentence and decide which ones use a suffix correctly.

The sentences using suffixes correctly are sentence B and sentence C.

Question 2 – For this question, children must sort the given **root words** into the table to match them with the **suffix** that can be added to them. Children must write the newly formed words into the table remembering rules about letters that may need to be added to or removed from the **root word.**

The completed table is shown below.

-ous	-sion
disastrous	explosion
adventurous	collision
momentous	decision

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Monday

English – Using Suffixes (page 3)

Question 3 – In this question children must read the given sentence and identify the errors that have been made by Ella. They must rewrite the sentence correctly and then write an explanation of the errors they have corrected.

The correct answer is given below.
Ella should have written occasion instead of occation and fabulous instead of fabulus. She used the incorrect '-sion' spelling and missed the 'o' out of the '-ous' sound.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Tuesday

Maths – Equivalent Fractions 1 (page 4)

Equivalent means equal in value. For example, equivalent fractions may use different numerators and denominators, but represent the same part of a whole.

The **numerator** and **denominator** are the parts of a fraction.

The **numerator** is the number above the line in a fraction and it indicates the number of parts out of the whole there are.

$$\frac{7}{12}$$

The **denominator** is the number below the line in a fraction and it indicates how many equal parts a whole has been divided into.

Question 1 – For this question, children must look at the first image and write the fraction it represents. To do this, children can count the number of shaded parts to find the **numerator** and then count how many pieces there are altogether to find the **denominator**.

For image A, 8 pieces are shaded in yellow, meaning the **numerator** is 8.

The shape has been split into 20 pieces altogether (8 shaded and 12 unshaded) making the **denominator** 20.

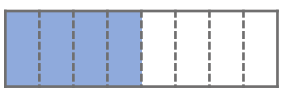
For the second part of the question, children must shade the blank bar so that it matched the first and the write the fraction it shows.

The correct answers are; A. $\frac{8}{20}$; B. $\frac{2}{5}$

Question 2 – For this question, children must look at the images and write the matching fractions. Once they have completed this, they must look at the three images and decide which two are **equivalent**.

The correct answers are shown below.

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

B.  $\frac{4}{8}$ $\frac{1}{2} = \frac{4}{8}$

C.  $\frac{5}{8}$

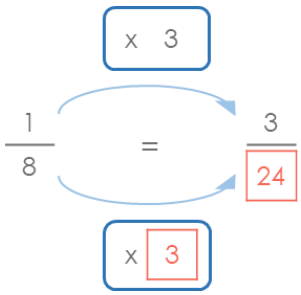
This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Tuesday

Maths – Equivalent Fractions 1 (page 4)

Question 3 – This question is designed to remind children of the rule for creating equivalent fractions. To find equivalent fractions you can multiply both the **numerator** and **denominator** by the same number to create a new fraction. **Equivalent** fractions can also be found by dividing the **numerator** and **denominator** by a **common multiple** (a number that both the **numerator** and **denominator** can be divided by with no remainders).

The correct answer is shown below.



Question 4 – This question is more open-ended than the others. Children must use their multiplication facts to find an equivalent fraction to one fifth. To do this, children must multiply both the numerator and denominator by the same number and then write the new fraction. They must then complete the sentences to explain which number they have multiplied by.

For this question, there are various answers. Some examples are given below;

$\frac{2}{10}$, multiply both by 2; $\frac{3}{15}$, multiply both by 3; $\frac{7}{35}$, multiply both by 7.

Question 5 – For this question children must use the given **digit cards** to create three equivalent fractions. They can use times table and division facts to help. Children may also want to draw a representation to help them find the equivalent fractions.

These are the **digit cards** given in the question.

The correct equivalent fractions are; $\frac{6}{9}$; $\frac{8}{12}$; $\frac{10}{15}$ or $\frac{6}{8}$; $\frac{15}{20}$; $\frac{9}{12}$

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Tuesday

Maths – Equivalent Fractions 1 (page 4)

Question 6 – This question is more open ended to give the children the chance to investigate the fractions that can also be shown on the image provided.

There are various answers for this question, some examples are given below.

$\frac{24}{28} = \frac{6}{7} = \frac{12}{14}$

Question 7 – For this question, Fraser is looking at two fractions. He has made a statement about the fractions and children must decide whether this he is correct. Once they have decided whether the statement is correct, children must write a sentence explaining their choice.

There are various ways to explain this answer. Correct answers must explain that the numerator and denominator must be multiplied by the same number to find an equivalent fraction. One example is: Fraser is incorrect because the numerator and denominator need to be multiplied by 8 to be equivalent, rather than have 8 added.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Tuesday

English – Fact and Opinion (page 5)

A **fact** is a true statement that is backed up by evidence. An example of a fact is: The River Ouse flows through York.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. An example of an opinion is: I look better with my hair tied up.

Question – For this task children must read the text provided. At the bottom of the page, some sentences and phrases have been taken from the text. Children must decide whether each is a **fact** or an **opinion**.

The answers are shown in the table below.

	Fact	Opinion
A fun day was had by all.		✓
On Saturday 29th April, a local Scout group raised a grand total of £560.	✓	
The children, aged between 10 and 14, organised a bake sale.	✓	
I'm so proud of everyone involved.		✓
The Scouts worked really hard to make the day a success.		✓
The money will be divided between two local charities.	✓	
The Scouts are now busy planning their next charity fundraiser.	✓	

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Wednesday

Maths – Equivalent Fractions 2 (page 6)

Equivalent means equal in value. For example, equivalent fractions may use different numerators and denominators, but represent the same part of a whole.

The **numerator** and **denominator** are the parts of a fraction.

The **numerator** is the number above the line in a fraction and it indicates the number of parts out of the whole there are.

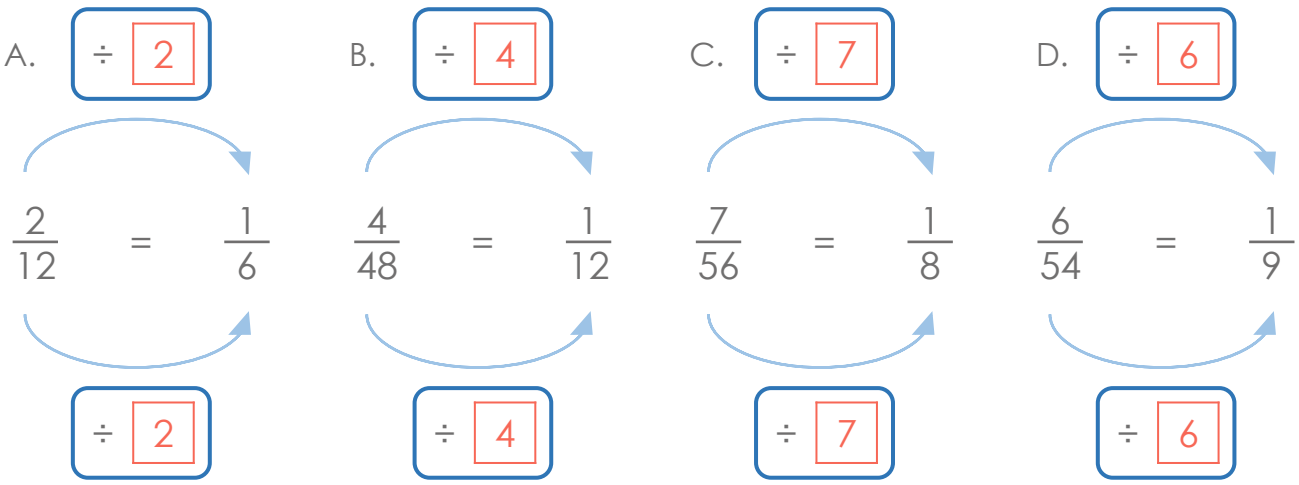
$$\frac{7}{12}$$

The **denominator** is the number below the line in a fraction and it indicates how many equal parts a whole has been divided into.

For this activity, children will be focusing on using division to find equivalent fractions.

Question 1 – For this question, children must look at the given fractions and use their knowledge of times table and division facts to help them to identify what the first **numerator** and **denominator** have been divided by to create the second fraction.

The correct answers are shown on the diagram below.



This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Wednesday

Maths – Equivalent Fractions 2 (page 6)

Question 2 – For this question, children must also use their knowledge of times table and division facts to complete the sequences of fractions. Some fractions have either the **numerator** or **denominator** given to help but there are some where the both need to be completed.

When both the **numerator** and **denominator** are missing children need to find a number that can divide both equally. It may help to write a list of all numbers that both the **numerator** and **denominator** can be divided by. For example:

18 can be divided by:
1, 2, **3**, 6, 9, 18

21 can be divided by:
1, **3**, 7, 12

$\frac{18}{21} = \frac{\square}{\square}$

Both numbers can be divided by 3 giving an equivalent fraction of: $\frac{6}{7}$

For those fractions where there is only one number to complete, children must use the fraction before to identify what it has been divided by to create the number that is given. For example:

$\frac{15}{35} = \frac{3}{\square}$

As 15 has been divide by 5, 35 must also be divided by 5. Again, children may find it useful to write out their 5 times tables up to 35:
5, 10, 15, 20, 25, 30, **35**
This shows us that 35 ÷ 5 = 7 as it is the seventh number in the list. This means the missing **denominator** is 7.

Children may find it useful to write out the 3 times table up to 15 to identify what 15 has been divided by:
3, 6, 9, 12, **15**
This shows us that 15 has been divided by 5

Children who are confident with their times table and division facts will be able to identify the missing fractions without writing out the facts and may simply complete the missing fraction boxes which are shown below.

A. $\frac{8}{32} = \frac{4}{\boxed{16}} = \frac{\boxed{2}}{8} = \frac{1}{\boxed{4}}$

B. $\frac{12}{84} = \frac{6}{\boxed{42}} = \frac{2}{\boxed{14}} = \frac{1}{\boxed{7}}$

C. $\frac{24}{36} = \frac{\boxed{8}}{12} = \frac{\boxed{4}}{6} = \frac{\boxed{2}}{\boxed{3}}$

D $\frac{54}{72} = \frac{27}{\boxed{36}} = \frac{\boxed{9}}{12} = \frac{\boxed{3}}{\boxed{4}}$

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Wednesday

Maths – Equivalent Fractions 2 (page 6)

Question 3 – This question requires children to look at the working out that Robert has already done and identify the mistakes he has made. Once they have identified the mistakes, they must write a sentence to explain what they are.

The correct answer is; Robert has not divided the numerators and denominators to find the equivalent fractions; he has added on the first fraction and subtracted on the second fraction. He should have divided the numerator and denominator of the first fraction by 10 to get $\frac{1}{6}$ and divided the numerator and denominator of the second fraction by 5 to get $\frac{2}{12}$.

English – Recognising Formal and Informal Writing (page 7)

Formal writing is a piece of writing that has a more serious tone and is often used when writing to someone that you have not met, or for professional writing.

Informal writing is a piece of writing that has a more relaxed tone and is often used when writing to someone that you know very well.

The **audience** is a who the piece of writing is aimed at.

Question 1 – For this question, children must read the short piece of writing and decide whether it is **formal** or **informal writing**. Once they have decided, they can look at the selection of **audiences** and think about which would be most likely for the text. Children may find it helpful to identify any slang terms that are used or any **contractions** (words that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.). This will be a clue to whether the language is **formal** or **informal** as **formal** texts do not use slang and **contractions**.

The intended audience for the text is a friend as it is written informally.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Wednesday

English – Recognising Formal and Informal Writing (page 7)

Question 2 – For this question, children must read each phrase and decide whether they are written **formally** or **informally** and sort them into the correct column on the table.

The answers are shown in the table below.

Informal	Formal
Let me know… Hi Luna	I am writing to inform you … Dear Sir/Madam Yours sincerely

Question 3 – For this question, there are two different texts for children to read. After reading bother texts, children must think about which is **formal** and which is **informal**. They must then explain their choice using a sentence to explain the **audience** (who the text might be written to) for the text, the **genre** (the style) of the text and its **purpose** (why it has been written).

There are various answers for this question, one example is given below;
Text A is a formal letter of complaint. It has been formally addressed and organised into paragraphs. It includes formal/specific language, for example: awful, complain, receive, experience, resort etc.

Text B is an informal message to a family member. It has been informally addressed and includes no paragraphs. Exclamation marks have been overused. It includes informal and exaggerated language, for example: nightmare, gross, sick, boring as watching paint dry etc.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Thursday

Maths – Fractions Greater than 1 (page 8)

The **numerator** and **denominator** are the parts of a fraction.

The **numerator** is the number above the line in a fraction and it indicates the number of parts out of the whole there are.

$$\frac{7}{12}$$

The **denominator** is the number below the line in a fraction and it indicates how many equal parts a whole has been divided into.

An **improper fraction** is a fraction where the numerator is greater than the denominator, for example $\frac{5}{4}$.

A **mixed number** is a fraction that includes the whole number and the fraction. For example $1\frac{1}{4}$.

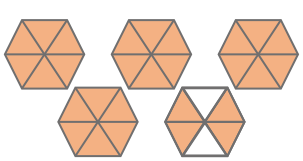
Question 1 – For this question children must match each **representation** to the correct fraction. The **representations** are different shapes split into a different number of parts with some shaded. Children must look at the shaded parts and decide which fraction greater 1 is being represented. Children may find it helpful to count the parts to help them identify the correct fraction. Two fractions are written as **mixed numbers** and one is written as an **improper fraction** as explained above.

The correct answers are; A = $2\frac{7}{8}$; B = $\frac{27}{8}$; C = $3\frac{5}{8}$

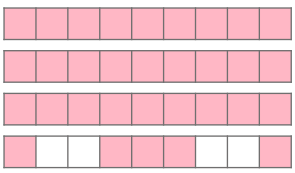
Question 2 – For this question children must complete the sentence to explain how many wholes and how many parts are in the fraction forty-two ninths. They must then circle to correct **representation** from the selection given. Children may find it helpful to identify the image before completing the statement as they can use this to help them to calculate the number of 'wholes' and the number of 'parts'.

The correct answer is; $\frac{42}{9}$ = 4 wholes and 6 ninths;

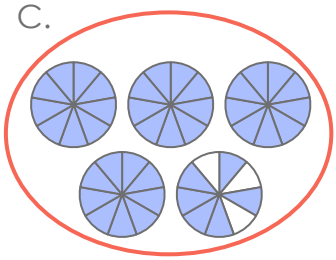
A.



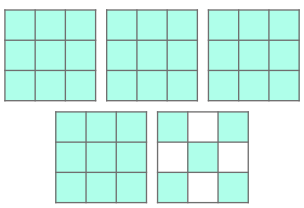
B.



C.



D.



This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Thursday

Maths – Fractions Greater than 1 (page 8)

Question 3 – This is an open-ended question for children to explore. Children must read the given clues and create different **improper fractions** that meet them. Children may need to take some time to explore different fractions before they find one that meets all three clues. The children can draw their own representations to help them to find the answer if they need to.

There are various answers to this question, some examples are given below;

$\frac{21}{6}, \frac{23}{6}, \frac{29}{9}, \frac{28}{9}, \frac{22}{6}$

English – Consolidating Subordinating Conjunctions (page 9)

A **conjunction** is a word used to join two clauses. There are different kinds of conjunction such as for time (e.g. after), place (e.g. where) and cause (e.g. because).

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example: although, because.

A **subordinate clause** contains a subject and a verb, but it does not make sense on its own. It needs to be attached to a main clause. For example: I read books when I have free time.

A **main clause** is a group of words that make sense on their own. It has a subject (the person or thing that does an action) and verb (the action). For example: Adam eats bananas.

Question 1 – For this question, children must read each of the sentences and decide which of the **subordinating conjunctions** in the box will complete each one. It may help children to read the sentences aloud and try each of the **conjunction** to see which sound correct in the sentence.

The correct answers are;
A. Tory went swimming after she had finished school.
B. School was closed, although it was opening again for Summer Camp.
C. I painted the shed that I built in my garden.

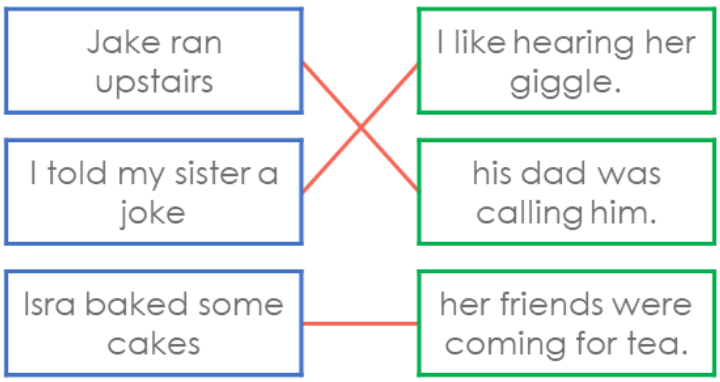
This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Thursday

English – Consolidating Subordinating Conjunctions (page 9)

Question 2 – For this question, children must read each **main clause** and each **subordinate clause** to decide which can be matched to create a sentence when a **subordinating conjunction** is added. Once the **clauses** have been matched, children must rewrite each pair that can be connected with the **conjunction** 'because' to create a complete sentence.

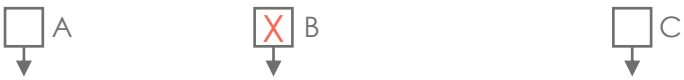
The correct answers are shown below.



All sentences can be rewritten using the **conjunction** 'because' as shown below;
Jake ran upstairs because his dad was calling him.
I told my sister a joke because I like hearing her giggle.
Isra baked some cakes because her friends were coming for tea.

Question 3 – For this question, children must identify where in the sentence the **conjunction** 'when' can be added. Children may find it useful to read the sentence aloud adding 'when' in at each suggested point to identify where it sounds correct.

The correct answer is B.



I dashed out with the rubbish I heard the bin wagon trundling up our street.

Question 4 – For this question, children must read the sentence and identify whether it uses a **subordinating conjunction** correctly. Again, it may be helpful to read the sentence aloud to identify whether it sounds correct.

The correct answer is; False, the sentence does not use a subordinating conjunction correctly. The sentence should be: You can go to the movies if you tidy your bedroom.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Thursday

English – Consolidating Subordinating Conjunctions (page 9)

Question 5 – For this question, children must use the given words to create a **main clause** and a **subordinate clause**. Once they have created this, they must add a **subordinating conjunction** from the selection that can be added to the **clauses** made to create a complete sentence.

There are two correct sentences, both are written below.
We played in the snow while mum cooked our dinner or we played in the snow after mum cooked our dinner.

Question 6 – For this question, children have been given the first part of a sentence that needs to be completed. Children must first select a **subordinating conjunction** from the selection given and then complete the sentence with a **subordinate clause** that makes sense. They must also check that their sentences have been punctuated correctly.

There are various answers for this question, an example for each sentence is given below:
Natasha was looking forward to her birthday celebrations, although there was still a lot to organise.
Sandeep found her favourite toy that she thought she had lost.

Question 7 – For this question, children must read each of the given sentences and identify whether Rob's statement is correct. It may help children to underline any **subordinating conjunctions** that they find to help them to quickly see whether the statement is correct. Once they have identified whether it is correct they must write a sentence to explain their choice.

The correct answer is; Rob is incorrect because sentence C does not include a subordinating conjunction.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Thursday

English – My Likes and Dislikes (page 10)

In this activity children are asked to think about what they like and what they dislike. They must think about each carefully and give reasons to explain why they like or dislike the object or objects they have chosen. This activity is to give children the opportunity to practise writing using their **opinions**. There is a word bank included to help children structure their writing.

Encourage children to write in full, detailed sentences to explain their reasons for liking or disliking an item.

Below is a list of some features that you can encourage children to include in their explanations:

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as using adjectives to describe it. For example, The beautiful, tall roses.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. An example of an opinion is: I look better with my hair tied up.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Friday

Maths – Fractions

Follow the link to watch the learning video clip on fractions. As the video progresses, it will give questions to answer. Pause the video and answer the questions. Answers to the questions are given on the website.
https://classroomsecrets.co.uk/free-year-4-fractions-consolidation-of-steps-1-2-and-3/

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – Titanic Disaster (pages 11-15)

Children should read the text and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are given below.

1. What type of text is this? Circle the correct answer.
A newspaper report.

2. On what date was the text written?
The text was written on Friday 19th April, 1912.

3. What happened to the Titanic?

It set sail and disappeared somewhere in the Atlantic Ocean.	
It was repaired after it hit an iceberg.	
It sank into the cold waters of the Atlantic Ocean.	X
It sailed across the Atlantic Ocean.	

4. Find and copy the words from the text that have the same meaning as the words below. All words can be found on page 14.
first journey – maiden voyage
broke through – breached
struggle – flounder
enough – sufficient
under water – submerged

5. Why was it a shock that the Titanic sank?
It was a shock because it was believed that the Titanic could not sink.

6. What were the names of the ship and its captain who helped to rescue some on the passengers?
The captain was called Arthur Rostron.
The ship was called The Carpathia

7. What could be heard as the ship was sinking?
The passengers could hear the band playing music.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – Titanic Disaster (pages 11-15)

8. Why do you think that Eva Hart described the sound of the people in the water as 'dreadful'?

To show how loud it was when the ship sank.	
To show that she was upset about what was happening.	
To help you to understand how terrible it was to be there.	X

9. How do you think the friends and family of the passengers on the Titanic felt when they heard the news of the sinking? Choose a word from the word bank below and explain your choice. You may choose more than one word.
This question will require a personal response from children. Two correct examples are; I think they would be angry because there weren't enough lifeboats on the boat to save everyone on board or I think they would be upset and worried because they didn't know what was happening and whether their loved ones were alive.

10. Underline the word in the sentence below that means 'ship'?
It took roughly three and a half hours for the nearest rescue vessel, the Carpathia, to reach the site of the disaster after receiving the distress call.

11. Number the events below in the order that they happened, according to the text.

7	The loved ones of passengers went to the White Star Lines office.
2	The Titanic left Southampton.
5	The Titanic sank into the Atlantic Ocean.
4	People began to jump into the water.
6	The Carpathia arrived in New York with 706 survivors.
3	The Titanic hit an iceberg.
1	Thomas Andrews designed the Titanic.