

Year 4 Pack 1

This pack contains all the work needed for the week commencing Monday 4th May. The pack starts with activities that are to be completed at your own pace throughout the week. This includes two comprehension activities, a Science activity, a Learning Challenge activity and an extended writing task.

After these tasks, you will then find the Maths and English work that needs to be completed daily. These are dated and are in order from day 1 – day 5. Answers will be given daily and will be sent over Dojo. We will continue to send videos and extra optional challenges and tasks, should you wish to complete them. If you have any questions, please don't hesitate to ask.

We hope you and your families are well.

Mrs Young, Miss Malek and Mrs Bennett

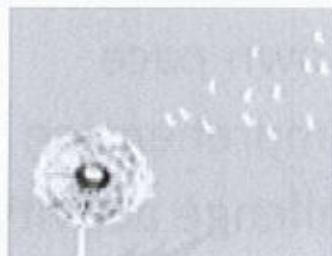
Comprehension activities– there are two texts and questions to be completed throughout week 1. You could complete one text over 2 days and the other text over 3 days. Please complete this work in your small red book.

Text One and Questions

SEED DISPERSAL

Read through this information about plants and the different ways they rely on to scatter their seeds. Then check the information for answers to the questions.

Dandelions



Dandelion seeds are attached to fine, fluffy hairs which are blown some distance by the wind or by children playing at 'telling the time'. This is a very successful way of dispersing seeds.

Sycamore



The seeds of sycamore trees are shaped like wings or propellers. When they fall or are blown from the tree, the wind carries them spinning far away from the shade of the tree.

Hazel



Squirrels like to eat hazelnuts as well as store them for the winter when there is less food around. Often they forget where they buried them, allowing the nuts to grow into new plants.

Coconuts



Coconuts can be carried off by a river or the tide. Their tough skin protects them from salt water for up to two months. Ocean currents can take them thousands of miles before they are washed up on land and start to grow.

Lupins



Lupin seeds are found inside a pod. As the pod dries out, the side facing the sun dries faster, causing the pod to buckle and twist until it pops open. This sends the seeds away to new fertile ground.

Burrs



The seeds of burrs are covered in tiny spines or hooks which hitch a ride on the fur of passing animals or the clothing of human beings. Later, when the seeds are rubbed or scratched off, they fall to the ground.

1. Which two plants rely on the wind to spread their seeds?

2. How does having a thick skin help the coconut find somewhere to grow?

3. Which two plants often get help from human beings?

4. Which two plants rely on animals to disperse their seeds?

5. How are burrs carried to new ground away from the parent plant?

6. How is the wind useful to the sycamore tree?

7. The lupin is a flower that has a special way of dispersing its seeds. How does it happen?

8. Write two phrases that show how important it is for seeds to grow away from the main plant.

Text Two and Questions- Romeo and Juliet

This is an adaptation of a scene from one of William Shakespeare's most famous plays – Romeo and Juliet. In this scene, Romeo Montague and his friends have snuck into their enemy's – the Capulets – mansion to attend a masked ball being held there. Here, Romeo sees Juliet for the first time.

Act 1, Scene 5

(Enter Lord Capulet, Tybalt (who is the Lord's nephew), Lady Capulet, Juliet and other members of the house. They greet Romeo, Benvolio, Mercutio and other masked guests.)

Lord Capulet: (in a booming voice) Welcome, gentlemen!

(Lord Capulet continues to joke that the ladies who refuse to dance are afflicted with corns so that they are too embarrassed to refuse any requests from the male attendees. Lord Capulet then takes a seat to one side with his cousin. Meanwhile, Romeo is sat to one side of the dancefloor.)

Romeo: (talking to a servant) Who is that girl on the arm of that lucky knight over there?

Servant: I cannot tell you that sir for she is masked so I am unable to recognise her.

Romeo: (talking to himself as the servant exits off-stage. He continues to watch the girl who has caught his attention.) Oh my! My eyes have never before seen such an individual equipped with such beauty: she stands out like a white dove in the middle of a flock of crows. I am sincere in my assertion that her beauty is too good for this world. When this dance is finished, I shall go to her and try to hold her soft hand with my ugly, rough one. Did my heart ever love anyone before this moment? If so, my eyes are liars because I have never seen true beauty before tonight.

(From the other side of the room, Tybalt has noticed Romeo's presence.)

Tybalt: (angrily) I know that voice belongs to a Montague.

(Tybalt instructs his page to fetch his rapier*, determined to teach his enemy a lesson.)

Tybalt: How dare that peasant come here with his face masked so that he can sneer and scorn our celebration. I will not have my family teased in this way. Out of honour for my family, it is necessary for me to kill him. Surely, no-one will see this action as a crime, for I am just protecting my family?

Lord Capulet: (grabbing at Tybalt's shoulder) Why, what are you doing? Why are you behaving in such an angry manner?

Tybalt: (turning to his uncle) Uncle, this man is a Montague – I am sure of it! He's an enemy, a scoundrel, who deserves to be taught a lesson.

(Capulet speaks in hushed tones and pulls Tybalt back towards the edge of the room, where they will draw less attention to themselves.)

Lord Capulet: I believe that this is young Romeo. From what I can see, he is carrying himself like a dignified gentleman and has not caused any harm. My sources tell me that he has a good reputation throughout Verona. He is both virtuous and well-behaved. I suggest that you ignore him, calm down and stop frowning. I do not wish for insults to be traded in my house or for my ball to be ruined by your actions.

(Tybalt continues to protest with his uncle which forces Lord Capulet to banish him from the ballroom, where the masked ball is taking place. Tybalt is clearly furious by his uncle's chastisement.)

Tybalt: (under his breath) Forced patience and immense rage are combining to make my whole body tremble! I will follow my uncle's order and leave but Romeo's prank, which seems so sweet to him now, will soon turn bitter. He will live to regret this!

(Tybalt exits the stage)

Glossary:

*rapier – a thin, light, sharp-pointed sword

1. List three people who were in attendance at the ball. (3 marks)

1. _____

2. _____

3. _____

2. How did Lord Capulet encourage all of the women to dance? (1 mark)

3. Why are Romeo and the servant unable to identify the girl? (1 mark)

4. How does Romeo feel about the girl? Use evidence from the text to support your answer. (3 marks)

5. Romeo uses a simile to describe the girl. What is it? (1 mark)

6. Why is Tybalt angry? Circle one. (1 mark)

No-one will
dance with him.

He doesn't like
people talking.

He realises Romeo
is at the party.

He is hungry.

7. Answer true or false to these statements. (4 marks)

	True	False
Tybalt fetches a weapon to fight Romeo.	<input type="checkbox"/>	<input type="checkbox"/>
Tybalt feels guilty about trying to kill Romeo.	<input type="checkbox"/>	<input type="checkbox"/>
Lord Capulet stops Tybalt from attacking Romeo.	<input type="checkbox"/>	<input type="checkbox"/>
Lord Capulet does not want the party disrupted.	<input type="checkbox"/>	<input type="checkbox"/>

8. Match the words from the text to their synonyms in the grid. (3 marks)

virtuous

good

protest

expel

banish

argue

9. Place these events in the correct, chronological order from 1 – 5. (1 mark)

Romeo vows to hold the girl's hand.	<input type="checkbox"/>
Lord Capulet greets the guests.	<input type="checkbox"/>
Tybalt promises to take revenge on Romeo.	<input type="checkbox"/>
Tybalt realises that there is a Montague at the party.	<input type="checkbox"/>
Romeo asks who the pretty girl is.	<input type="checkbox"/>

10. At the end of the scene, Tybalt threatens to get his own back on Romeo. How do you think he will do this? Why? (2 marks)

Science Activity- Our new Science unit is called 'States of Matter'. This activity will explore solids, liquids and gases and their different characteristics. Read the information below about these states of matter and then complete the two activities.

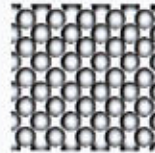
Solids

Characteristics

- Solids stay in one place and you can hold them in your hand.
- Solids keep their shape. They do not flow like liquids.
- Solids always take up the same amount of space. They do not spread out like gases.
- Solids can be cut or shaped.

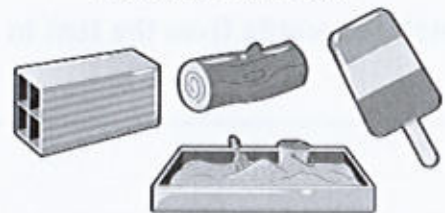
Did you know?

Heating some solids can turn them into liquids. Can you think of an example?



In a **solid**, the particles are closely packed together.

Examples of a solid;



Even though they can be poured, sugar, salt and flour are all solids. Each **particle** of salt for example, keeps the same shape and volume.

Liquids

Characteristics

- Liquids can **flow** or be **poured** easily. They are not easy to hold.
- Liquids change their shape depending on the container they are in.
- Even when liquids change their shape, they always take up the same amount of space. Their **volume** stays the same.

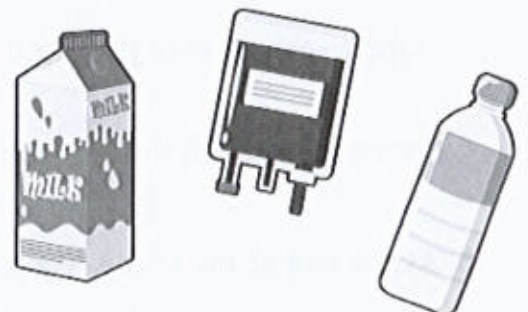
Did you know?

Heating a liquid can turn it into a gas. Can you think of an example?



In a **liquid**, the particles are close together but free to move around.

Examples of a liquid;



Gases

Characteristics

- Gases are often invisible.
- Gases do not keep their shape or always take up the same amount of space. They spread out and change their shape and volume to fill up whatever container they are in.
- Gases can be squashed.

Did you know?

Cooling a gas can turn it into a liquid. Can you think of an example?



In a **gas**, the particles are widely separated and can move freely.

Examples of a gas;



helium in balloons



fumes from volcanoes

Activity One- You can complete the activity on the sheet if you wish.

Solid, Liquid or Gas?

Some materials are solids, some things are liquids and some things are gases. Solids, liquids and gases are called states of matter. This page is about telling them apart.

Say whether each of these objects is a **solid**, a **liquid** or a **gas**. I've done the first two for you.

Stone



a) Solid

Coffee



b) Liquid

Wood



c)

Spade



d)

Water



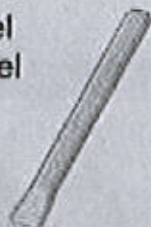
e)

Air in a balloon



f)

Steel chisel



g)

Rhubarb juice



h)

Gold



i)

Tomato sauce



j)

Oxygen



k)

Shampoo

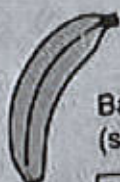


l)

Solids and Liquids

There are many differences between solids and liquids. For example, solids are usually harder than liquids and hold their shape. Liquids are runny and their shape can change.

1. Put a tick (✓) next to the things that Jimbob can pick up, and a cross (X) next to the things that will run out of his hand.



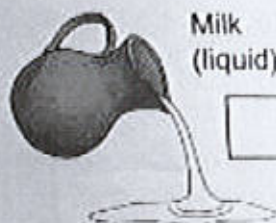
Banana
(solid)

☐


Tap water
(liquid)

☐

Snooker ball
(solid)

☐


Milk
(liquid)

☐

Circle the right words in the sentence below.

He can pick up the things that are **solid / liquid**, but not those that are **solid / liquid**

2. Shelley wants to pour things into her bucket. That means they have to be runny. Tick (✓) the ones she can pour in.



Shelley really
likes pouring.



Tomato
sauce
(liquid)

☐


Metal
anvil
(solid)

☐


Wooden
table
(solid)

☐


Orange
juice
(liquid)

☐

Then complete the sentences by circling the right words.

She can pour the things that are **solid / liquid**, but not the things that are **solid / liquid**. That means that a **solid / liquid** takes the shape of a container. But a **solid / liquid** has a fixed shape — it doesn't take the shape of a container.

CONTINENTS



The seven continents

Continents are very large areas of land. There are seven continents on Earth:

Africa, Antarctica, Asia, Europe, North America, Oceania, South America

Each of these continents (apart from Antarctica) is made up of different countries.



The seven continents

Antarctica

Antarctica is the coldest continent and very few people live there.

Scientists stay in Antarctica for a few months. They want to find out more about this special place.



A science base in Paradise Harbour, Antarctica



The city of Shanghai in China

Asia

Asia is the largest continent. Largest how?

- It is the largest area of land.
- It has the largest number of people living there.

China and India are the only two countries in the world that are home to more than one billion people.

Africa

Africa is the continent with the largest number of countries. It has 54 in total. Kenya, Ivory Coast, Zambia and Egypt are all in Africa. Ivory Coast grows more cocoa than any other country in the world.

Egypt is the home of the Pyramids. The Pyramids in Giza are the tombs of ancient kings.



The Pyramids of Egypt are thousands of years old

CONTINENTS



North America and South America

The USA, Canada and Mexico are in North America. The highest mountain in North America is called Denali.

Have you heard of Argentina, Chile and Brazil of South America?

The Olympic Games in 2016 will be held in the city of Rio de Janeiro, in Brazil.



Odd is waving Brazil's flag

Europe

Europe is made up of 46 countries, including France, Spain and the United Kingdom.

Nineteen different countries in Europe use the same kind of money, called euros.

People carry euros in their purse or wallet in Germany, Greece and Ireland.



Euro notes are used in many European countries

Oceania

Oceania is the smallest continent. It could fit inside Asia about five times! But there's nothing small about Australia.

It would take you six hours to fly across this country, from Sydney in the east to Perth in the west.



Australia is a really big country so, people travel by plane a lot



ancient

area

billion

city

cocoa

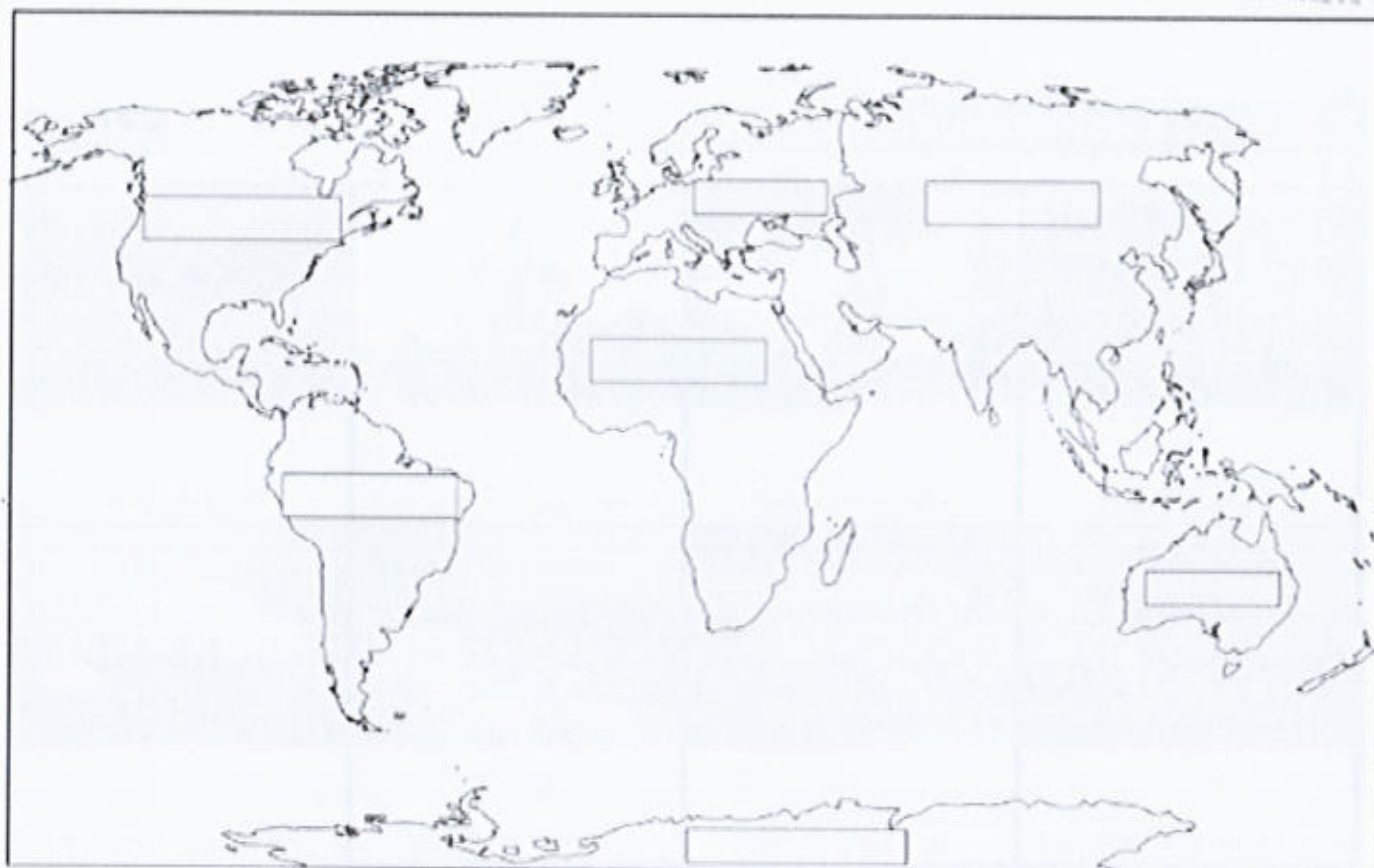
countries

mountain

Olympics

tomb

Continents



Check Your Understanding - Continents

1. Which sentences are true and which are false?
Tick the answer.

Sentence	True	False
There are seven continents on Earth.	✓	
The continent with the least amount of people is Antarctica.		
The Olympic Games in 2016 are being held in the USA.		
China is in Africa.		
Asia has the largest amount of people living there.		

2. Name two countries in Europe.

_____ & _____

3. If you visited Germany or Greece, what kind of money would you use there?

4. How many countries are in Africa? Tick the answer.

59 ☐ 46 ☐

16 ☐ 54 ☐

5. Draw a picture of the Pyramids or the city of Shanghai below.



- 6.



Tell me, Odd, one thing you have learned about continents that you didn't know before.



Name Europe's physical and human features



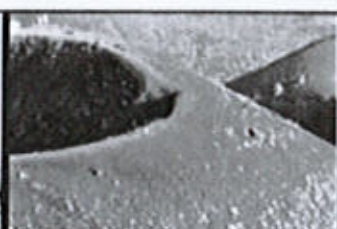
Danube, Hungary



Eiffel Tower, France



St Basil's Cathedral, Moscow, Russia



Mount Etna, Italy



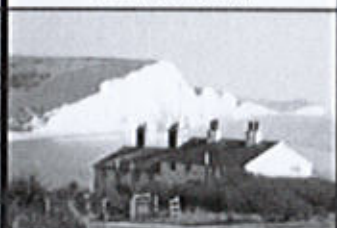
Port of Rotterdam, Netherlands



The Algarve, Portugal



Oia, Santorini, Greece



White Cliffs of Dover, UK



Europe - human or physical features?



Human Features

Physical Features

Use Odizzito to research Europe and complete the fact file.

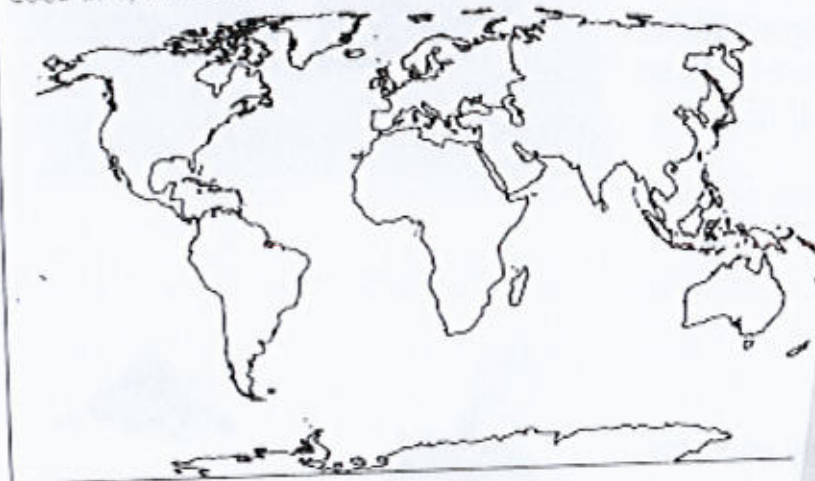
<https://www.oddizzi.com> Username: student Password: NMPA2020

Europe



oddizzitoom | Places - Europe

Colour Europe on the world map.



Europe's Top 8

Complete the boxes.

Highest peak

Number of languages spoken

Largest lake

Most northerly country

Longest river

Most common currency

Biggest country

The country that receives the largest number of holiday-makers each year

Three more interesting facts I found out about Europe

1.

2.

3.

Extended Writing Task- Please complete this task in your small red book.

Week 3 Extended Writing Task

Write a diary entry / entries based on your current experiences living through the Covid 19 pandemic.

Around the world, the history of our present moment is taking shape in journal entries and drawings. Ady, an 8-year-old who lives in the Bay Area of San Francisco, started keeping her own diary when she realised she was living through what would soon become history. She wrote "Dear Ela, Did you know this is getting so bad that I have to go my clarinet lessons on the computer!!" (Ela being the name for her diary since it starts with her favourite animal: an elephant).

You never know, your diary might become the next Anne Frank for the people of the future!

You could write about:

- What you see including window views, daily walks and at the supermarkets.
- What you do throughout your days.
- Describe the strange things that are happening (like running out of toilet roll!)



First person	
Past tenses (including present perfect)	
Chronological order (using fronted adverbials)	
Thoughts using rhetorical questions with ?	
Describe using adjectives, the senses (see, hear, feel, smell, taste), show don't tell for feelings.	

It is about your life and so it is totally up to you what you write. You could also illustrate your diaries like the one shown by Marcos Moreno Maldonado from Malaga Spain who makes drawings that weave around his words. Or create paintings to go with your diary like Margaux Rebourcet, a 28-year-old artist

The following work is to be completed daily. Answers will be given the following day over Dojo. Please continue to complete the work in your exercise books- small red book for English activities and small orange book for Maths activities (you may complete the starter activities on the sheet).

Day 1 - Monday 4th May 2020

English- Spelling, Punctuation and Grammar

Present Perfect and Simple Past Verb Tenses

Circle the correct word or phrase from the brackets to complete each sentence.

e.g. I (have) / has) been to school today.

1. My friends and I (has / have) made a den in the garden.
2. The film (has / have) begun so come and sit down.
3. What (has / have) you got there?
4. (Has / Have) you ever been to France?
5. Mum and Dad (has / have) gone to the cinema tonight.
6. The fox (has / have) eaten everything out of the bin.
7. James (has / have) got blonde hair.
8. We (hasn't / haven't) finished our project yet.
9. My little sister (hasn't / haven't) started school because she's only three.

Choose the correct word or phrase from the brackets to complete each sentence.

e.g. I (**went** / have-been) to school yesterday.

1. You need to line up because the bell (rang / has rung).
2. Sam had a headache at lunchtime because he (didn't drink / hasn't drunk) enough water.
3. If you (finished / have finished) your dinner, you can go out to play.
4. I (haven't / didn't have) any money so I couldn't buy an ice-cream.
5. Ammara (called / has called) for you earlier but you weren't here.
6. Look how neat the hedge is now – Dad and I (trimmed / have trimmed) it.
7. When you (went / have gone) to school this morning, was it raining?
8. My sister (learned / has learned) to ride a bike when she was four.
9. My hair is wet because I (went / have been) swimming.

Maths

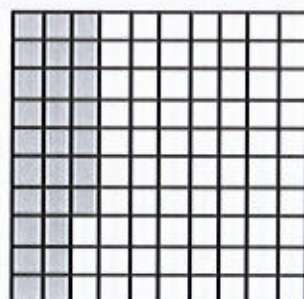
Starter:

1	$11 \times 8 =$	<input type="text"/>	<input type="text"/> 1 mark
2	$7 \times 5 =$	<input type="text"/>	<input type="text"/> 1 mark
3	$35 + 7 + 7 =$	<input type="text"/>	<input type="text"/> 1 mark
4	$\begin{array}{r} 3005 \\ + 3333 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark
5	$8999 - 1000 =$	<input type="text"/>	<input type="text"/> 1 mark
6	$63 - 9 - 9 =$	<input type="text"/>	<input type="text"/> 1 mark
7	$68 \times 0 =$	<input type="text"/>	<input type="text"/> 1 mark

Make a whole

MONDAY

1 Here is a hundred square.



a) How many hundredths are shaded?

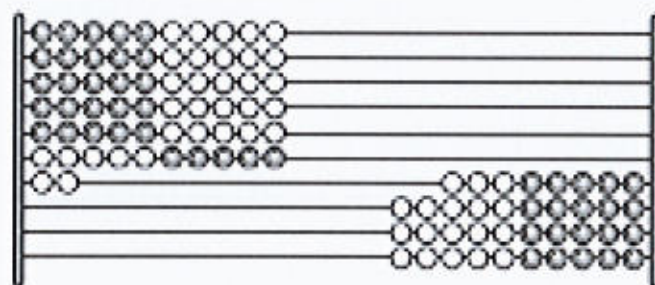
b) How many more hundredths do you need to shade so that the whole hundred square is shaded?

c) Complete the sentence.

hundredths + hundredths = 1 whole

2 Here is a Rekenrek with 100 beads.

Each bead is one hundredth of the whole.



Complete the sentences.

a) hundredths are on the left.

b) hundredths are on the right.

c) + = 1

3 Fill in the missing digits.

a) 1 tenth = hundredths

d) 32 hundredths =

b) $\frac{2}{10} = \frac{\text{}}{100}$

e) 0.4 = tenths

c) 70 hundredths = tenths

f) 50 hundredths =

4 Dora has shaded 4 tenths of a hundred square.



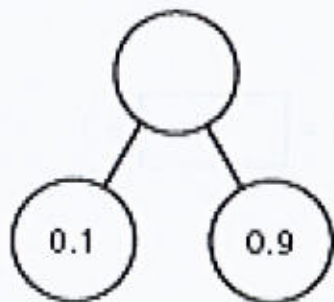
I need to shade
96 more squares to fully
shade it.

Do you agree with Dora? _____

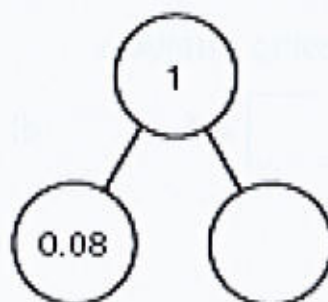
Explain your reasoning.

5 Complete the part-whole models.

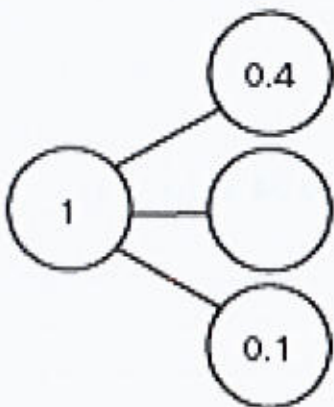
a)



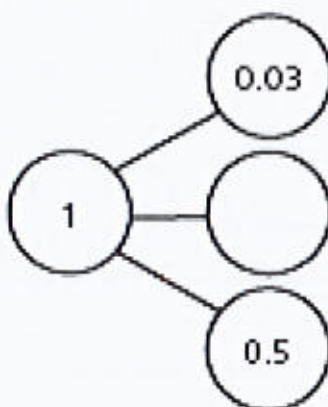
c)



b)



d)



- 6 Tick the calculations that do not sum to 1

$$0.4 + 0.6$$

☐

$$0.4 + 0.06$$

☐

$$0.04 + 0.06$$

☐

$$0.8 + 0.92$$

☐

$$0.08 + 0.92$$

☐

$$0.92 + 0.08$$

☐

How did you work this out?

- 7 Mo has a metre-long piece of ribbon.
He cuts off a piece of ribbon 24 cm long.
What is the length of the remaining ribbon?

The length of the remaining ribbon is m.

- 8 Fill in the missing numbers.

a) $0.1 + \boxed{} = 1$

d) $0.15 + 0.64 + \boxed{} = 1$

b) $\boxed{} + 0.01 = 1$

e) $0.15 + \boxed{} + 0.65 = 1$

c) $0.03 + \boxed{} = 1$

f) $\boxed{} + 0.04 + 0.5 = 1$

9

Two identical bead strings have a total length of 64 cm.

Would the total length of three of these
bead strings be longer or shorter than a metre? _____

Explain how you know.

10

Here are eight number cards.

$\frac{6}{10}$	$\frac{19}{100}$	0.2	0.5	$\frac{8}{10}$	0.01	$\frac{30}{100}$	0.4
----------------	------------------	-----	-----	----------------	------	------------------	-----

Use the number cards to make each calculation correct.

You can use each number once only.

$$\boxed{} + \boxed{} = 1$$

$$\boxed{} + \boxed{} + \boxed{} = 1$$

$$\boxed{} + \boxed{} + \boxed{} = 1$$

How many other ways can you find to make a total of 1?

Present Perfect and Simple Past Verb Tenses

Put the verb in brackets into the simple past tense to complete each sentence.

E.g. I (go) to school yesterday. **I went to school yesterday.**

1. Ammara (call) for you earlier but you weren't at home.

2. I (have) £1.50 pocket money so I (buy) an ice-cream at the fair.

3. When you (go) to school this morning, (be) it raining?

4. Sam had a headache all afternoon because he (not drink) enough water at lunchtime.

Now put these verbs into the present perfect tense to complete each sentence:

E.g. I (break) my pencil so can I borrow your sharpener please?

I have broken my pencil so can I borrow your sharpener please?

5. You need to line up because the bell (ring).

6. Because dad and I (trim) the hedge, it looks very neat now.

7. Mum says we can play out once we (finish) our homework.

8. If you (not bring) your wellies, you can't go out to play in the snow.

9. Rihanna looks very nervous because she (not ride) a horse before.

Maths

Starter:

$\frac{7}{9} - \frac{2}{9} =$	<input type="text"/>	<input type="text"/> 1 mark
$3587 + 444 =$	<input type="text"/>	<input type="text"/> 1 mark
$6 \times 4 =$	<input type="text"/>	<input type="text"/> 1 mark
$9 \times 9 =$	<input type="text"/>	<input type="text"/> 1 mark
$6700 - 670 =$	<input type="text"/>	<input type="text"/> 1 mark
$850 - ? = 250$	<input type="text"/>	<input type="text"/> 1 mark
$36 \div 12 =$	<input type="text"/>	<input type="text"/> 1 mark

Write decimals

TUESDAY

- 1 Make the number represented on each of the place value charts. Complete the sentences to describe each number.

a)

Ones	Tenths	Hundredths
1 1 1	1 1	0.01 0.01 0.01 0.01 0.01

There are ones,
 tenths and
 hundredths.

The number is

b)

Ones	Tenths	Hundredths
	0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01

There are ones,
 tenths and
 hundredths.

The number is

c)

Ones	Tenths	Hundredths
1 1 1		0.01 0.01 0.01 0.01 0.01 0.01 0.01

There are ones,
 tenths and
 hundredths.

The number is

d)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1 0.1 0.1 0.1 0.1 0.1	

There are ones,
 tenths and
 hundredths.

The number is

- 2 Make each number on a place value chart.

Write the value of the underlined digit.

a) 6.31 _____

b) 12.09 _____

c) 0.07 _____

d) 56.82 _____

- 3 Alex says the number on the place value chart is 3.4

Ones	Tenths	Hundredths
● ● ●		● ● ● ●

Do you agree with Alex? _____

Explain your answer.

- 4 Fill in the zeros needed as placeholders for each number.

a)

T	O	Tths	Hths
3	2		4

d)

T	O	Tths	Hths
		5	

b)

T	O	Tths	Hths
	2		4

e)

T	O	Tths	Hths
	2		

c)

T	O	Tths	Hths
			4

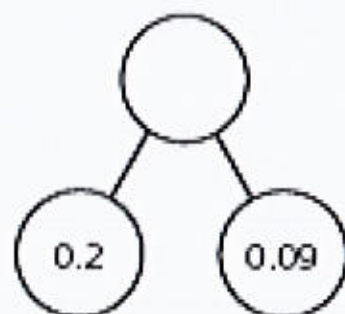
f)

T	O	Tths	Hths
3		5	

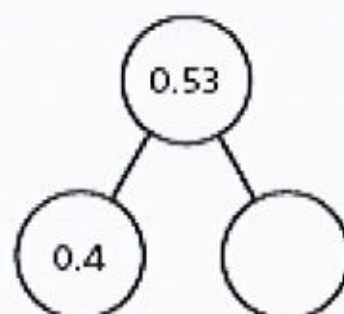
Compare answers with a partner.

5 Complete the part-whole models.

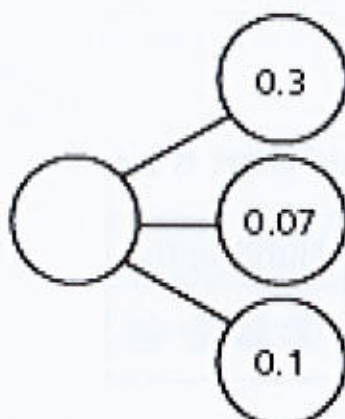
a)



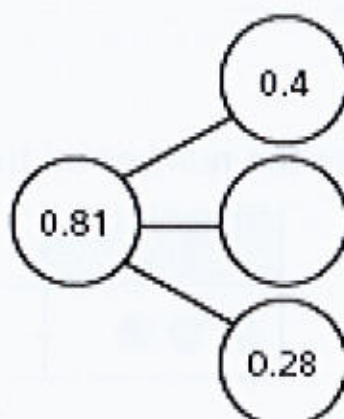
c)



b)

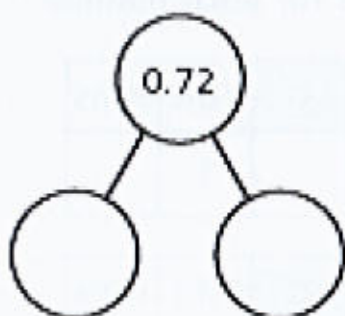


d)



6 Here is a part-whole model.

Partition 0.72 in three different ways and complete the number sentences.



$$\boxed{} + \boxed{} = 0.72$$

$$\boxed{} + \boxed{} = 0.72$$

$$\boxed{} + \boxed{} = 0.72$$

7 Eva is asked to show 10 tenths on a place value chart.

Here is her answer.

Ones	Tenths	Hundredths
	●●●●●●●●●●	
	●●●●●●●●●●	

Is Eva correct?

Here are five number cards.

Annie, Rosie, Jack, Dora and Whitney take one card each.

0.06	0.4	0.2	0.05	0.03
------	-----	-----	------	------

Use the clues to work out which number they each have.

My number has
5 hundredths.



Annie

My number is twice
as much as Dora's.



Rosie

My number has 2
zero place holders.



Jack

My number is
more than Jack's.



Dora

My number is
less than Jack's.



Whitney

Annie

Dora

Whitney

Rosie

Jack

Did your partner use the same method?



Imprisoned

Using black magic, the warlock was able to disappear and reappear at will. He was also able to transport himself to different locations and transform himself into different creatures, including gigantic black spiders.

"You've given me quite a headache, young man," he complained, rubbing the back of his neck. "All this unpleasantness has been quite unnecessary." He waved his hand and Pip's sword was extracted from his grip by an incredible unseen force. The Black Knight reacted quickly and rushed at the warlock. But his movements had not gone unnoticed, and with another wave of the hand the Black Knight felt that he had been hit in the throat by an invisible fist. It knocked him to the ground, leaving him fighting for breath.

"You disappoint me!" the warlock said with disdain. "I thought you would have given me more of a challenge. But now your little games must come to an end." A strange-looking creature with hairy brown skin and bat wings crawled into the cell. Hissing and spitting, it tied the barely conscious knight and the nervous squire together with strong twine.

"Now you must excuse me. I have a ransom note to rewrite, and this time I must remember to include my address." He bent over the screaming Lady Angelica and with his talon-like nails ripped a clump of hair from her head. "And I mustn't forget to enclose this lock of hair." With that he swept out of the cell with the creature following behind.

Year 4 • Term 3

I can use a range of prefixes.



There are a number of words in the passage that use prefixes. Find the words that go with these prefixes and complete the word.

Word	Meaning	Word	Meaning
1 dis	to vanish	8 re	to respond in a certain way
2 re	appear again	9 in	too amazing to be believed
3 in	not be seen	10 un	not needed
4 un	not a nice situation	11 trans	to change completely
5 trans	to move from one place to another	12 ex	to pull out
6 en	to put in		
7 dis	to make sad		



Extension

Now use these words in sentences of your own.

Year 4 • Term 3

Maths

Starter:

$27 \div 3 =$	<input type="text"/>	<input type="text"/> 1 mark
$54 \div 6 =$	<input type="text"/>	<input type="text"/> 1 mark
$108 \div 9 =$	<input type="text"/>	<input type="text"/> 1 mark
$46 \div 1 =$	<input type="text"/>	<input type="text"/> 1 mark

$\frac{3}{7} + \frac{5}{7} =$	<input type="text"/>	<input type="text"/> 1 mark
$2 \times 3 \times 7 =$	<input type="text"/>	<input type="text"/> 1 mark
$? + 190 = 280$	<input type="text"/>	<input type="text"/> 1 mark

Main Activity:

Compare decimals WEDNESDAY

1 Write $<$ or $>$ to compare the decimals.

a)

O	Tths	Hths
	● ●	● ● ● ● ●

○

O	Tths	Hths
	● ● ● ●	● ● ● ● ● ● ● ●

b)

O	Tths	Hths
● ● ● ●	●	● ● ● ● ● ● ● ●

○

O	Tths	Hths
● ● ● ●	● ● ● ● ●	● ● ● ● ● ● ● ●

c)

O	Tths	Hths
● ● ● ● ●	●	● ● ● ● ● ● ● ●

○

O	Tths	Hths
● ●	● ●	● ● ● ● ● ● ● ●

d)

O	Tths	Hths
● ●	● ●	● ● ● ● ● ● ● ●

○

O	Tths	Hths
● ●	● ●	● ● ● ● ● ● ● ●

Did you have to compare all the columns for every question?

2 Draw counters to make the statements correct.

a)

O	Tths	Hths
● ● ● ●	●	● ● ● ● ● ● ● ●

 $<$

O	Tths	Hths

b)

O	Tths	Hths
● ● ● ●	●	● ● ● ● ● ● ● ●

 $>$

O	Tths	Hths
● ● ● ●		

3 Write < or > to compare the decimals.

a)

O	Tths	Hths
7	6	8

○

O	Tths	Hths
7	0	2

b)

O	Tths	Hths
3	2	5

○

O	Tths	Hths
3	9	6

c)

O	Tths	Hths
0	4	1

○

O	Tths	Hths
0	2	9

d)

O	Tths	Hths
1	0	3

○

O	Tths	Hths
1	2	0

e)

O	Tths	Hths
2	7	2

○

O	Tths	Hths
2	7	1

4 Complete the place value charts to make the statements correct.

a)

O	Tths	Hths
6	2	8

<

O	Tths	Hths

b)

O	Tths	Hths
3	2	6

>

O	Tths	Hths
3		

c)

O	Tths	Hths
9	9	8

<

O	Tths	Hths

d)

O	Tths	Hths
1	4	6

>

O	Tths	Hths
	8	

- 5 Ron and Amir have each made a number using counters on a place value chart.

Ron's looks like this:

Ones	Tenths	Hundredths
	●●●●	●●

Amir's looks like this:

Ones	Tenths	Hundredths
●●●		

My number is greater than Amir's, because I have used twice as many counters.



Do you agree with Ron? _____

Explain your reasoning.



- 6 Draw exactly 8 counters in each chart to represent a number that matches each statement.

a) a number less than 0.76

Ones	Tenths	Hundredths

b) a number more than 5.74

Ones	Tenths	Hundredths

c) a number between 5.13 and 5.29

Ones	Tenths	Hundredths

How many different answers are there for each statement?





7 Write $<$ or $>$ to compare the numbers.

a) $3.2 \bigcirc 3.8$

c) $1 \bigcirc 0.99$

b) $1.46 \bigcirc 1.43$

d) $0.16 \bigcirc 0.8$

8 Fill in the missing digits to make the statements correct.

a) $0.34 < 0.3__$

d) $1.3__ < 1.3__$

b) $2.42 > 2.4__$

e) $2.__2 > 2.__2$

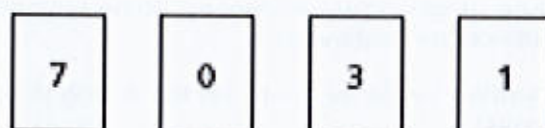
c) $0.74 < 0.__2$

f) $0.8__ < 0.__9$

Is there more than one answer for each?



9 Here are four digit cards.



Use each digit card once to make this statement correct.

$$\square . \square > \square . \square$$

How many possible answers are there?



The Battle⁴

Sparks flew from the warlock's hand, striking Pip's shield with a searing heat that made him drop the shield and quickly run for cover. Then the warlock pointed his trident at the Black Knight, and bolts of lightning struck his shield which sent him reeling back.

"Take shelter in the tower!" the Black Knight shouted to Pip. Dodging further lightning bolts, Pip reached the locked entrance to the tower. Using his enchanted sword, he soon hacked his way through the heavy wooden door. Puffing and panting, the knight joined him in the doorway.

"Quick, up the stairs!" the knight ordered. Safe from the warlock's sorcery, they ran up the spiral stone staircase two steps at a time. Suddenly, something black and hairy dropped from the ceiling and blocked their way. It was a huge black spider with venom-injecting fangs. Pip raised his sword and with lightning speed, he removed the spider's head from its body before it had time to react.

"You're a dab hand with that sword!" the Black Knight praised Pip. They raced up the remaining steps until they reached a door at the very top of the tower. Pip once again raised his sword and struck the door, sending it clattering off its hinges. He could see Lady Angelica cowering against the wall as a dark shape filled the doorway.

"So pleased you could join us," sneered the warlock who had mysteriously appeared in the cell.



Year 4 • Term 3

I can identify different sentence structures.

Some sentences contain one clause (single-clause sentences). Some sentences contain two or more clauses (multi-clause sentences).

Identify the sentences below by writing 'single' or 'multi' on the dotted lines.
(The first one has been done for you.)

- 1 Sparks flew from the warlock's hand. single
- 2 Pip dropped his shield and ran for cover.
- 3 He hacked down the door.
- 4 The knight joined him and together they ran up the stairs.
- 5 A spider dropped down from its web.
- 6 Before it could react, Pip had cut its head from its body.
- 7 They raced to the top of the tower, but were blocked by another locked door.
- 8 Angelica cowered against the wall.
- 9 The warlock, who had used his sorcery, was waiting for them in the tower.



Identify the multi-clause sentences in the passage.

Year 4 • Term 3

Maths

Starter:

$8 \times 3 \times 4 =$	<input type="text"/>	<input type="text"/> 1 mark
$55 \times 6 =$	<input type="text"/>	<input type="text"/> 1 mark
$\begin{array}{r} 6592 \\ - 3105 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark
$\begin{array}{r} 273 \\ \times 3 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark
$4 \times 11 =$	<input type="text"/>	<input type="text"/> 1 mark
$60 - 6 - 6 =$	<input type="text"/>	<input type="text"/> 1 mark
$5600 - 1000 =$	<input type="text"/>	<input type="text"/> 1 mark

Here are four numbers on place value charts.

a) What number is represented in each place value chart?

A

Ones	Tenths	Hundredths
1 1 1	1	0.01 0.01 0.01 0.01

B

Ones	Tenths	Hundredths
1 1 1 1	1	0.01 0.01 0.01 0.01

C

Ones	Tenths	Hundredths
1 1 1	1	0.01 0.01 0.01 0.01 0.01

D

Ones	Tenths	Hundredths
1 1 1	1 1	0.01 0.01 0.01

b) Write the numbers in ascending order.

smallest

greatest

- 2 a) Write digits to show the number represented in each place value chart.

O	Tths	Hths
1	3	2

O	Tths	Hths
1 1		6 6 6

O	Tths	Hths
1 1	3	

O	Tths	Hths
1	3	6 6 6

- b) Write the numbers in ascending order.

- 3 Write the numbers in descending order.

1.42	4.12	1.24	2.41
------	------	------	------

- 4 Teddy's teacher asks him to put some numbers in ascending order.

Here is his answer.

0.64	12.7	2.83
------	------	------

Do you agree with Teddy? _____

Talk about it with a partner.

- 5 Annie and Dexter are comparing the decimals 4.12 and 4.8



Annie

4.12 is greater than 4.8, because 12 is bigger than 8



Dexter

4.12 is smaller than 4.8, because 12 hundredths is less than 8 tenths.

Who do you agree with? _____

Explain your answer.

- 6 Write $<$ or $>$ to complete the statements.

Decide whether the numbers are ascending or descending in each part.

a) 3.2 3.8 3.9 _____

b) 0.41 0.38 0.25 _____

c) 4.2 4.17 4.085 _____

- 7 Write the numbers in ascending order.

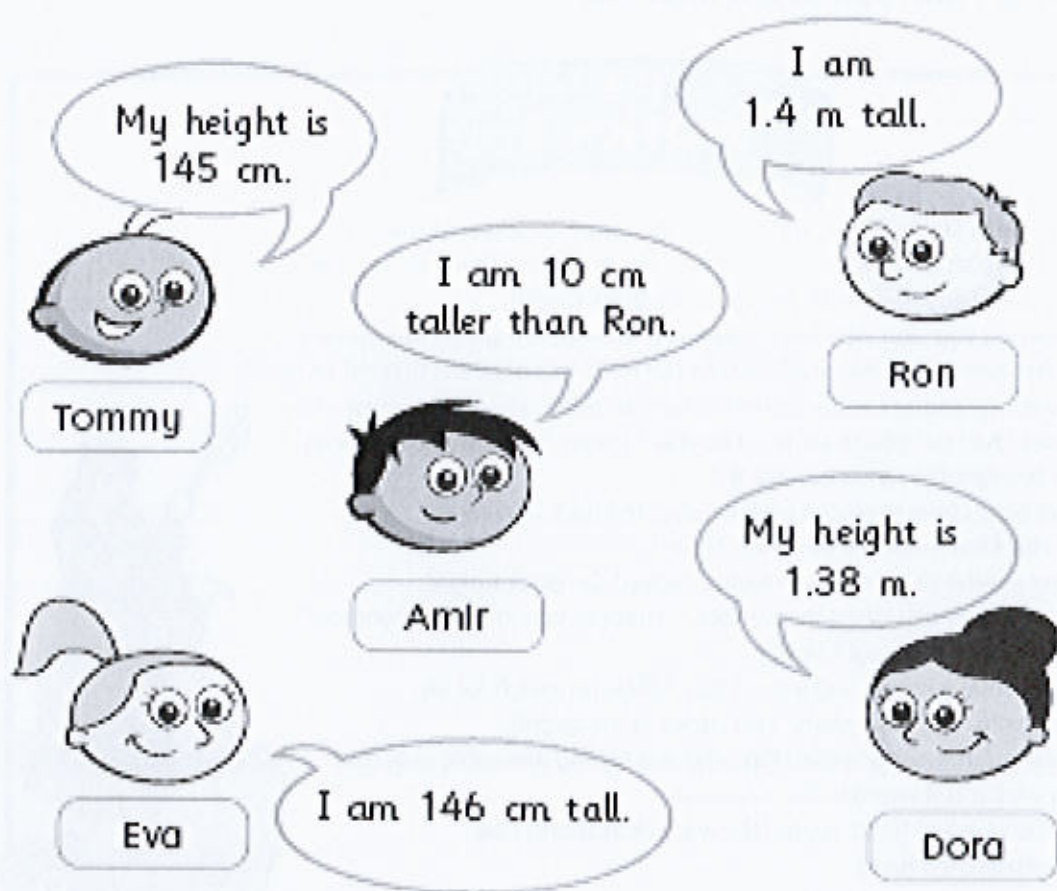
a) 2.38 0.97 1.45 1.81

b) 0.64 0.7 0.09 0.46

c) 12.3 2 7.83 0.99

8

Tommy, Ron, Amir, Dora and Eva have measured their heights.



Write the children's names in order from shortest to tallest.

9

Here are two lists of numbers.

Use the digits 0 to 9 once each to complete the lists.

ascending order $__.4__$ $__.41$ $7.__9$ $__.41$

descending order $__.41$ $7.__9$ $__.41$ $__.4__$

Compare answers with a partner.

Is there more than one way to complete each list?

The Warlock

The dark figure of Lucius Stone appeared at the top of an adjacent tower.
 "Ah! I see you've let my dragon go," remarked the warlock. "That's an inconvenience!"
 "We've come for Lady Angelica!" answered the Black Knight.
 "I was expecting you. But why has it taken you so long?" enquired the warlock.
 "We wouldn't have found her at all had she not left a trail of pearls that led us here."
 "Didn't I write my address at the top of my ransom note? How very remiss of me. I had no idea I had put you to so much trouble." Lucius Stone feigned apology.
 "You have brought the ransom, I take it?"
 "Never! We have come to rescue her!" Pip shouted back bravely.
 "Rescue? Had I not made my demands clear?"
 "We will not submit to your vile demands," replied the Black Knight.
 "Oh! How very trying!" sighed the warlock. "I suppose you intend to fight me!"
 "To the death," said the knight boldly.
 "I rather think that a knight and a small boy will be no match for an evil warlock with magical powers," said Lucius Stone angrily.
 "Then you thought wrong!" yelled Pip, who was feeling invincible now that he had an enchanted sword in his possession.
 "So be it! You've asked for it!" roared the warlock as sparks flew from his outstretched hand.



Year 4 • Term 3

I can identify and use the present perfect and the past perfect tense.



Using the verbs in brackets, complete the sentences with the appropriate present perfect or past perfect tense. (Hint: present perfect = have/has, past perfect = had)

- 1 "My dragon (*escape*) because of you." (*present perfect*)
- 2 "I (*wait*) many days for you to bring me the ransom." (*present perfect*)
- 3 They found Lady Angelica in the tower, but it (*take*) them a long time to track her down. (*past perfect*)
- 4 The warlock left a ransom note over a week ago, but he (*forget*) to put his address at the top of it. (*past perfect*)
- 5 Pip told the warlock that he (*came*) to rescue Lady Angelica. (*past perfect*)
- 6 "I (*make*) my demands very clear." (*present perfect*)
- 7 Pip (*get*) an enchanted sword to fight the warlock. (*present perfect*)



Extension

Read over the passage and try to identify when the present perfect and past perfect tense has been used.

Year 4 • Term 3



Maths

Starter:

$28 \div 7 =$	<input type="text"/>	<input type="text"/> 1 mark
$? + 250 = 800$	<input type="text"/>	<input type="text"/> 1 mark
$4200 + 900 =$	<input type="text"/>	<input type="text"/> 1 mark
$55 \times 1 =$	<input type="text"/>	<input type="text"/> 1 mark
$8 \times 3 =$	<input type="text"/>	<input type="text"/> 1 mark
$63 + 9 + 9 =$	<input type="text"/>	<input type="text"/> 1 mark
$76 \times 0 =$	<input type="text"/>	<input type="text"/> 1 mark

Round decimals

FRIDAY

1 Here are some number cards.

27

61

49

83

a) Draw arrows to estimate the position of the numbers on the number line.



b) Use the numbers to complete the sentences.

Is closer to 50 than 40

Is closer to 30 than 20

Is closer to 80 than 90

Is closer to 60 than 70

2 Here are some number cards.

2.7

6.1

4.9

8.3

a) Draw arrows to estimate the position of the numbers on the number line.



b) Use the numbers to complete the sentences.

is closer to 5 than 4

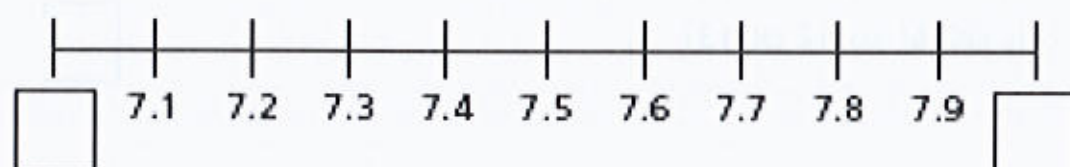
is closer to 3 than 2

is closer to 8 than 9

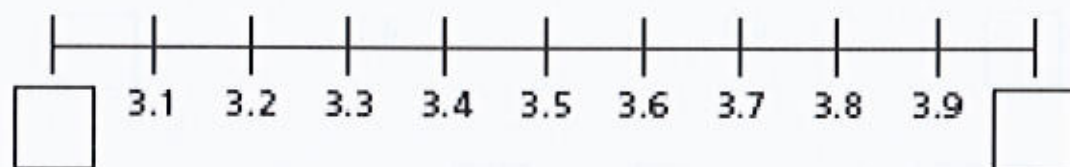
is closer to 6 than 7

3 Fill in the Integers on the number lines.

a)



b)



4 Which Integers do the numbers lie between?

Fill in the boxes to make the statements correct.

a) $< 1.4 <$

b) $< 34.8 <$

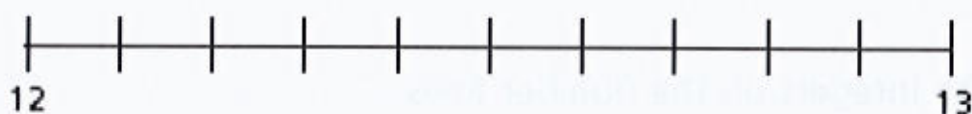
c) $< 0.7 <$

- 5 a) Label 4.3 on the number line.



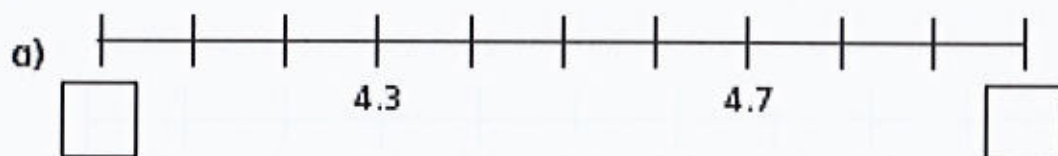
Is it closer to 4 or 5?

- b) Label 12.8 on the number line.



Is it closer to 12 or 13?

- 6 Complete the number lines and sentences.



is closer to than

is closer to than



is closer to than

is closer to than

- 7 Which numbers round up to the nearest whole number?

Circle your answers.

4.1

2.8

0.7

12.3

0.5

99.3

- 8 Round each decimal to the nearest whole number.

a) 1.8

e) 13.7

b) 4.2

f) 20.1

c) 0.9

g) 0.4

d) 1.5

h) 99.8

- 9 Ron is rounding 8.2 to the nearest whole number.



Because 2 tenths
is less than 5 tenths,
the number rounds
down to 7

Do you agree with Ron? _____

Explain your answer.

- 10 Tommy is thinking of a number that has one decimal place.

When he rounds his number to the nearest whole, the answer is 32

What number could Tommy be thinking of?

Are there any other answers?

Year 4 Pack 1

This pack contains all the work needed for the week commencing Monday 11th May. The pack starts with activities that are to be completed at your own pace throughout the week. This includes two comprehension activities, a Science activity, a Learning Challenge activity and an extended writing task.

After these tasks, you will then find the Maths and English work that needs to be completed daily. These are dated and are in order from day 1 – day 5. Answers will be given daily and will be sent over Dojo. We will continue to send videos and extra optional challenges and tasks, should you wish to complete them. If you have any questions, please don't hesitate to ask.

We hope you and your families are well.

Mrs Young, Miss Malek and Mrs Bennett

Comprehension activities– there are two texts and questions to be completed throughout week 1. You could complete one text over 2 days and the other text over 3 days. Please complete this work in your small red book.

Text One and Questions- Babala the Giant Part 1

AN INDIAN TALE

In this story, based on traditional Indian tales, you need to know:

- **ragi** is a type of cereal
- **chowkabara** is a well-known Indian board game similar to Ludo.

Once you have read the first part of this story, answer the questions. Remember you can return to look for answers at any time.

Babala the Giant – part 1

Sontash stopped farming for the day as a jungle crow flew overhead. "Oh, what must it be like," he thought, "to get a bird's eye view of my little farm?" He sighed and thought about his field of ragi, his six chickens, four pigs, three banana trees and one cow.



As he slept under the banyan tree, there was a BOOM like the rumble of thunder! Then another crashing THUMP! It sounded as if the grandfather of all elephants had just tripped over a squirrel.

As the sun rose, a boulder, bigger than a house, dropped from the sky. It landed ten fields away from Sontash's farm. It had been dropped by the giant called Babala – so tall his head touched the clouds. So tall that the black kites that soar high above were circling round his knees.

"Hey!" shouted Sontash, but the giant didn't notice him.

Priti, his wife, who always stuck by him, called to Sontash. "Climb to the top of the banyan tree. He might see you there."

He reached the top just as Babala dropped another huge boulder. It hit the ground just six fields away. What an ear-splitting noise it made. As if the moon had lost its way and bumped into the Earth.

"Hey! Babala!" shouted Sontash. "Why are you trying to destroy my field?"

"Field?" said Babala, bending down so low that his face drew close to Sontash. "What you call *field* is one of the squares of my board game. My chowkabara game. And these rocks are my chowkabara pieces. These logs are my dice. How dare you interrupt my game!"

1. Who is the hero in this story?

2. Who does the hero depend on, no matter what?

3. Who is the villain?

4. Do you think Sontash is rich or poor?

5. What evidence is there for thinking he is rich or poor?

6. What would he like to be able to do?

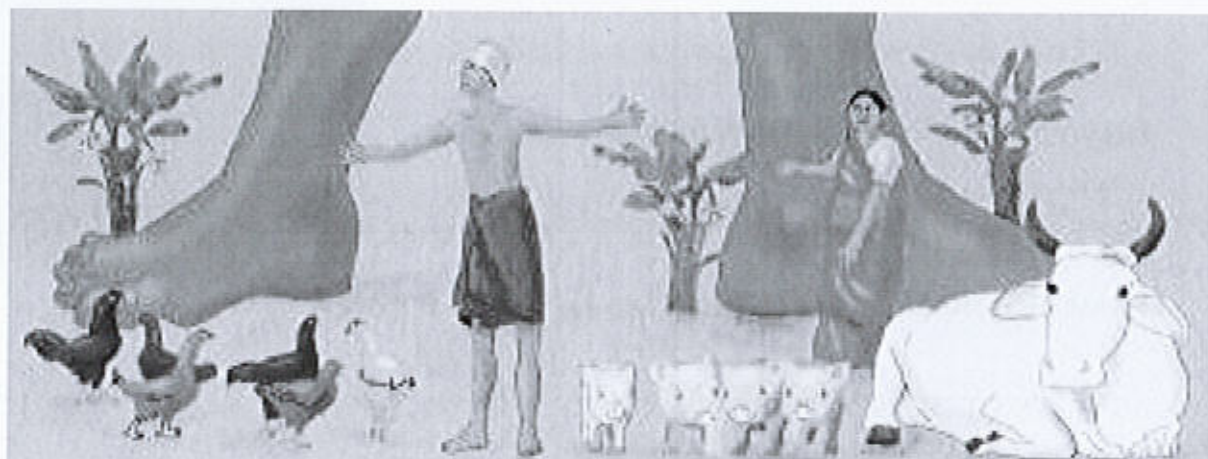
7. What does the giant threaten to do to the farm?

8. Imagine you have to tell this story to a friend. Re-write it in your own words. The challenge is to include all the main points using no more than 50 words.



Babala the Giant – part 2

Babala was about to roll his logs, destroying the farm, when Sontash yelled, “Wait! One person on their own can’t play chowkabara. You need at least two people to play the game.”



While the giant was thinking, Sontash quickly climbed down the banyan tree and immediately went to work to cut the field of ragi. But not all of it. All he cut was two lines joining the corners. Now the field had a cross in the middle.

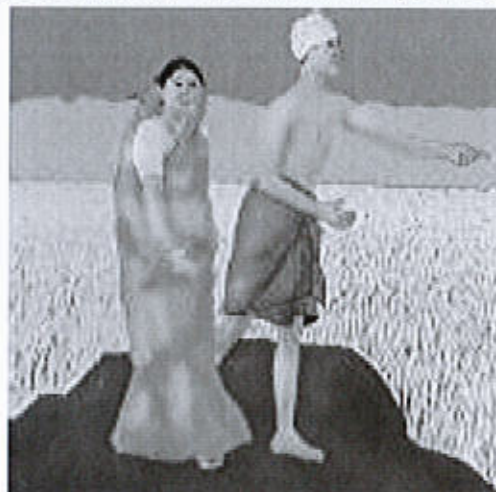
Babala the giant looked down at Sontash's field. “Oh dear,” he said. “I cannot land on a square with a cross.”

“If you land on this field with a cross, you will lose your chowkabara pieces.” Babala held the two logs in his hands. He rattled them around wildly. He blew on them for luck. Then he threw them onto the ground.

Sontash wasn't tall enough to count the number of dots on the sides of the logs. But all the giant said was, “Oh, no! Six.” He sat down on a nearby hill looking glum. “You've won, Sontash, and I will leave all my chowkabara pieces on this little hill next to your farm. Goodbye.”

“Thank you, Babala!” Sontash shouted.

The next evening, when all the farm work was done, Sontash and Priti climbed to the top of the enormous boulders that Babala had left. And together, just like the jungle crow, they were able to see all of their farm – the field of ragi, the six chickens, the four pigs and the three banana trees and the cow.



1. Do you think Babala wants to destroy the farm? Why do you think this?

2. What two things does Sontash do to outwit the giant?

3. What does the story tell you about the rules of chowkabara?

4. This story has a happy ending. Describe it.

5. Now try to re-tell this part of the story in less than 50 words.

Do all liquids behave the same?

We have already discussed the features of a liquid.

- Liquid can **flow** or be **poured** easily. They are not easy to hold.
- Liquids change their shape depending on the container they are in.
- Even when liquids change their shape, they always take up the same amount of space. Their volume stays the same.

Hint

Think about honey and water. Both are liquids but do they behave the same?

But do all liquids behave the same?

Can you think of an example when they don't?

Activity One

Put these liquids in order of runniness.
Write "1" for the **most** runny, and "3" for the **least** runny.



Soup

.....



Treacle

.....



Water

.....

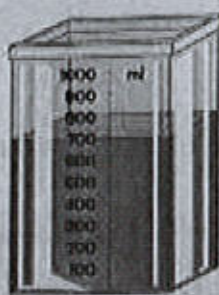
More About Liquids

Liquids are tunny, so you have to pour them into a measuring container to find the volume. They will take the shape of a container or form a pool when they're poured out onto a surface.

1. I bought a bottle of Ace Turnip Juice and wanted to find out how much was in it. I had three different shaped measuring containers, so I tried all of them.

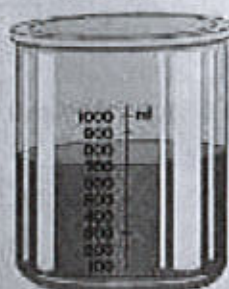


First I poured it into a square tub...



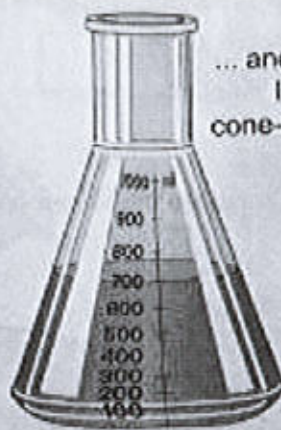
..... ml

... then into a round measuring cylinder...



..... ml

... and finally I used a cone-shaped flask.



..... ml

Write the volume of Ace Turnip Juice underneath each container.

What do you notice about the **shape** of the Ace Turnip Juice when I pour it into:

the square container?

the round container?

the cone-shaped container? It goes cone-shaped.

I've done one for you.

2. Circle the shape the Turnip Juice will make if I pour it onto a table.



Cone-shaped

A pool

Turnip-shaped

A pile

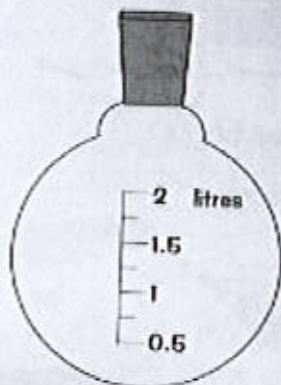
Square

More About Liquids

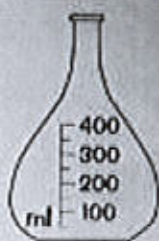
Wilma wants to pickle her toys. She needs 1 litre of vinegar, 100 ml of red gooey stuff and 500 ml of Ace Turnip juice to make the pickling mixture.

Wilma is using these **three measuring bottles**.

Draw the level of the liquid in each bottle, and colour in the liquid.



1 litre of vinegar



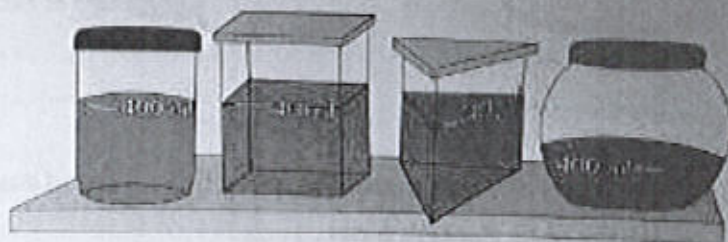
100 ml of red goo

Vinegar is brown and
Ace Turnip Juice is
yucky-orange



500 ml of turnip juice

She mixes the three liquids together and has **1600 ml** of pickling mixture. She shares the mixture evenly between these **four jars**.



Finish off these sentences by choosing the right word in each box and writing it in the gap.

There is ml of pickling mixture in each of these jars. 40 / 400 / 4000

The shape of the mixture is in each jar. DIFFERENT / THE SAME

This is a sentence about all **liquids**. Fill in the missing words from the boxes.

If I pour liquid from one container into a different shaped container,

the shape

STAYS THE SAME / CHANGES

and the volume

STAYS THE SAME / CHANGES

OCEANS



What are the oceans?

Oceans are huge areas of salty water. They cover almost three-quarters of the Earth's surface. No wonder our Earth is known as 'the blue planet!'

All of the oceans are connected, but some are very cold, while others are much warmer. Water in the oceans is on the move.



Ocean waves are created by the force of the winds

How many oceans are there?

There are five oceans:

- Arctic
- Atlantic
- Indian
- Pacific
- Southern

Can you find all five on a globe or map? Hint: the Pacific Ocean is the largest.



Red pins label the Pacific Ocean



Tuna fish

Ocean life

The world's oceans are home to lots of different animals. They come in all shapes and sizes, from teeny-tiny krill (shrimps) to much larger tuna fish, sharks and jumbo-sized whales. Do you like tuna sandwiches?

People and oceans

Oceans are used by people to transport goods in giant cargo ships to and from different countries. Oceans are also fished by people, for food. Sometimes, we humans damage the oceans. Trawler-fishing involves dragging a net along the bottom of the ocean. Many more animals are caught in the net than people actually want to eat.

Oil spills from ships can hurt animals that live in and around the water too.



Container ships carry goods across the oceans

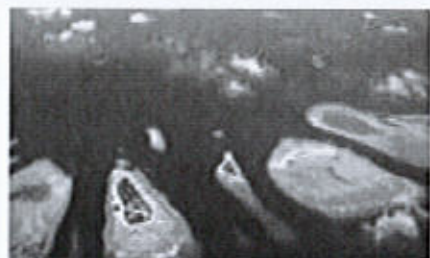
OCEANS



The Indian Ocean

The Indian Ocean is the warmest ocean. There, you'll find dolphins, beautiful fish in a rainbow of colours, coral reefs and lush, tropical islands.

A coral reef is made by small creatures who build it over many thousands of years. It's their home. Many other animals live in and around these stony, underwater constructions. Our changing climate is damaging some reefs and they are getting lighter in colour.



Coral reefs surround the Maldives, in the warm Indian Ocean

The Southern Ocean

The Southern Ocean surrounds Antarctica. It's home to the world's largest mammal, the blue whale.

Large areas of the Southern Ocean freeze over each winter. This makes it harder than usual to reach the South Pole. In the summer, floating icebergs are made as some of this Antarctic ice begins to melt.



Fur seals rest on the coast close to a floating iceberg

Key words:

cargo

connected

coral

damage

iceberg

krill

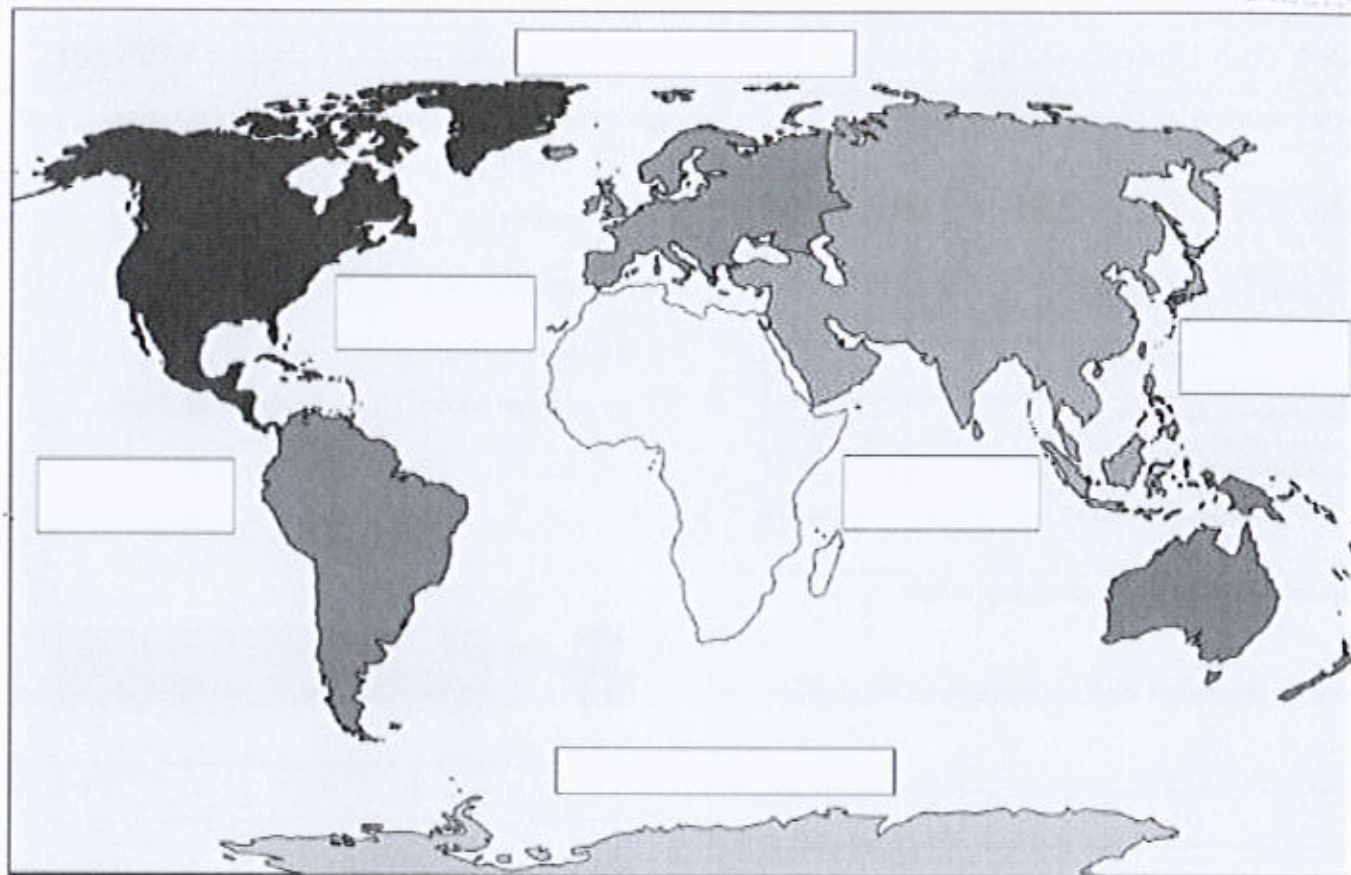
reef

trawler

spill

Oceans

©DD:ZZ:



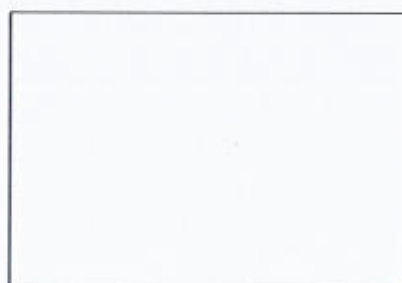
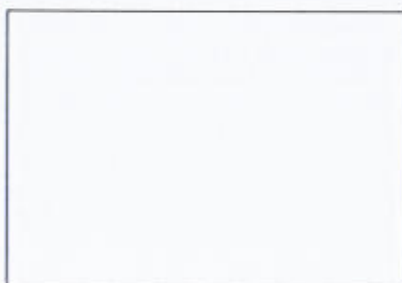
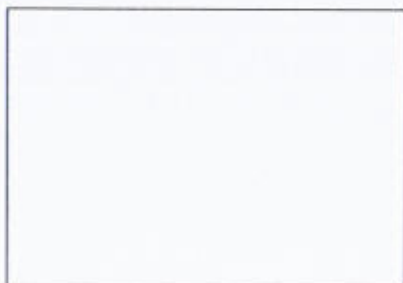
Oceans

©DD:ZZ:

1. Which ocean would you cross if you were flying from Europe to North America?

2. Which ocean would you cross if you were travelling by boat from South America to Antarctica?

3. Can you draw three animals found in the ocean?



Check Your Understanding - Oceans



1. Which sentences are true and which are false?
Tick the answer.

Sentence	True	False
Oceans are huge areas of salty water.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Antarctica is surrounded by the Southern Ocean.	<input type="checkbox"/>	<input type="checkbox"/>
The world's largest mammal is the elephant.	<input type="checkbox"/>	<input type="checkbox"/>
The Indian Ocean is the coldest ocean.	<input type="checkbox"/>	<input type="checkbox"/>
Our Earth is known as the "Green Planet".	<input type="checkbox"/>	<input type="checkbox"/>

2. _____ & _____
are both ways that people can damage oceans.

3. What would you find in the Southern Ocean in the summer?

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4. What is happening to some coral reefs? Tick the answer.
They are...

freezing ☐ melting ☐
changing colour ☐ exploding ☐

5. Draw an animal found in the...

Indian Ocean

Southern Ocean



- 6.



Tell me, Odd, one thing you have learned about oceans that you didn't know before.

Extension Activity: Create a front cover for a new book about oceans. Include a title and pictures. Look at other book covers to give you ideas!

The 'What If' Challenge!



What if all of the water in the Atlantic Ocean drained away?



Extended Writing- Please complete this task in your small red book.



Week 4: Extended Writing Task

Write a film review of any film you have watched in 100 words or less for the IntoFilm Writing Competition. Winners will receive a £20 Amazon voucher and winners are selected every two weeks!

Structure your writing with a short introduction, a synopsis to summarise the film, describe your favourite scene, finally evaluate and rate it.

<u>My Film Review Checklist:</u>	<u>I think...</u>
First person	
Past tense	
Positive, emotive adjectives	
Standard English/ formal language	
Conjunctions (because, if, when, although, since)	
Range of sentence structures (including short, sentences with conjunctions (compound, list and fronted adverbial sentences).	

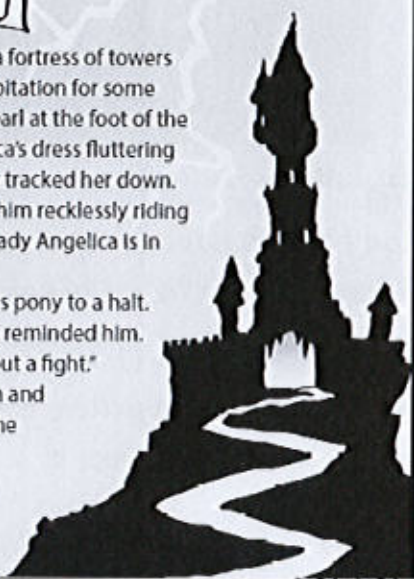
The following work is to be completed daily. Answers will be given the following day over Dojo. Please continue to complete the work in your exercise books- small red book for English activities and small orange book for Maths activities (you may complete the starter activities on the sheet).

Day 1 - Monday 11th May 2020

English- Grammar

The Rescue

Riding further north, Pip and the Black Knight came across a fortress of towers set upon a rocky outcrop. This had been the first sign of habitation for some time and their hopes rose when they discovered one last pearl at the foot of the mountain path. When they saw the white sleeves of Angelica's dress fluttering from a high tower window, they knew they had successfully tracked her down. "Not so fast, lad," the Black Knight warned Pip when he saw him recklessly riding up the path without thinking of the consequences. "If the Lady Angelica is in there, we must proceed with caution." Pip realised he had acted in haste and he quickly brought his pony to a halt. "Remember who we are up against," the Black Knight grimly reminded him. "We won't be able to just walk in there and rescue her without a fight." They decided to leave their horses at the bottom of the path and continue on foot. There appeared to be nobody guarding the fortress, and Pip once again foolishly rushed towards the tower. He was not expecting what happened next. A huge ball of fire shot into the air above his head and singed his hair. Then from behind the base of the tower appeared the green, scaly head of



I can identify different word classes (parts of speech).



Identify different word classes (parts of speech) from the passage and correctly list them in the table below.

Nouns	Verbs	Adjectives	Adverbs



Now see if you can identify the pronouns and the prepositions in the passage.



Maths

Starter:

$7 \times 6 =$	<input type="text"/>	<input type="text"/> 1 mark
$9 \times 7 =$	<input type="text"/>	<input type="text"/> 1 mark
$740 - ? = 320$	<input type="text"/>	<input type="text"/> 1 mark
$\frac{6}{7} - \frac{2}{7} =$	<input type="text"/>	<input type="text"/> 1 mark

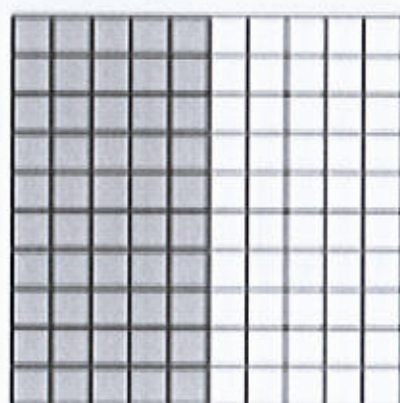
$$\begin{array}{r} 8014 \\ + 1849 \\ \hline \end{array}$$

$$5050 - 250 =$$

$$\frac{3}{5} + \frac{4}{5} =$$

Halves and quarters MONDAY

- 1 Half of the hundred square is shaded.



- a) How many hundredths are shaded?

- b) How many tenths are shaded?

- c) Complete the equivalent fractions.

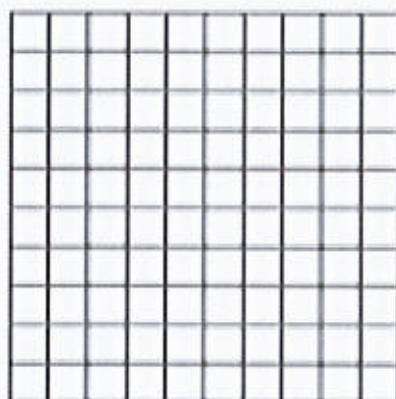
$$\frac{1}{2} = \frac{\boxed{}}{100}$$

$$\frac{1}{2} = \frac{\boxed{}}{10}$$

- d) Write $\frac{1}{2}$ as a decimal.

Main Activity:

- 2 Here is a blank hundred square.



- a) Shade $\frac{1}{4}$

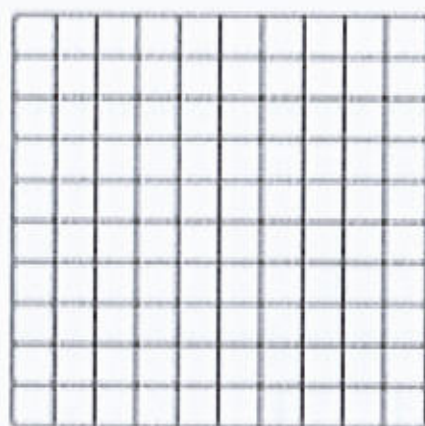
- b) How many hundredths are shaded?

- c) Complete the equivalent fraction.

$$\frac{1}{4} = \frac{\boxed{}}{100}$$

- d) Write $\frac{1}{4}$ as a decimal.

- 3 Here is a blank hundred square.



a) Shade $\frac{3}{4}$

b) How many hundredths are shaded?

c) Complete the equivalent fraction.

$$\frac{3}{4} = \frac{\boxed{}}{100}$$

d) Write $\frac{3}{4}$ as a decimal.

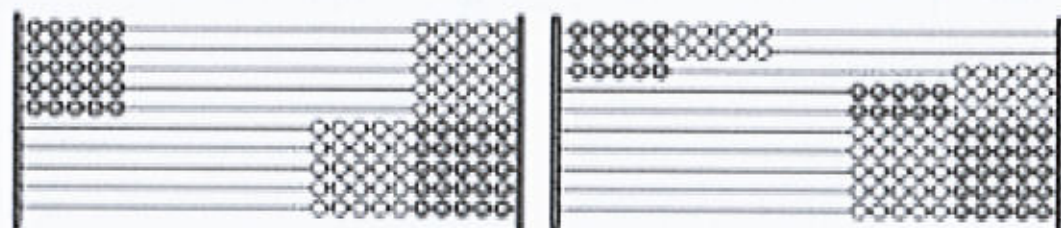
4



I don't need to shade a hundred square to write $\frac{3}{4}$ as a decimal because I already know what $\frac{1}{2}$ and $\frac{1}{4}$ are as decimals.

How does this help Annie?

5

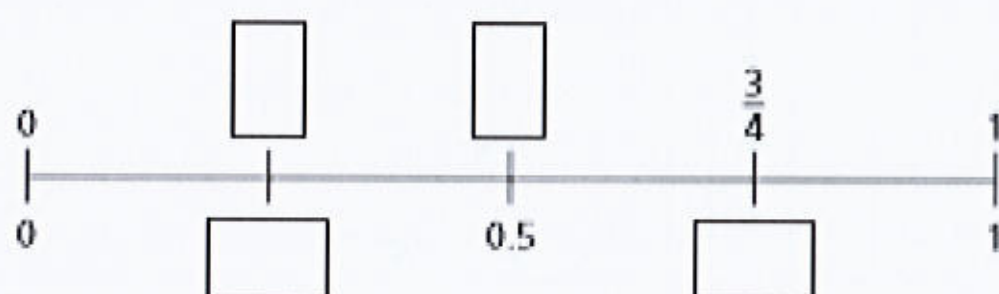


Both Rekenreks represent one quarter.

Is the statement true or false? _____

Talk about it with a partner.

- 6 Fill in the missing fractions and decimals on the number line.



- 7 Complete the equivalent fractions and decimals.

a) $\frac{25}{100} = \boxed{}$

e) $\frac{25}{100} = \frac{\boxed{}}{4}$

b) $\frac{75}{100} = \boxed{}$

f) $\frac{\boxed{}}{4} = \frac{75}{100}$

c) $\frac{1}{4} = \boxed{}$

g) $\boxed{} = \frac{1}{2}$

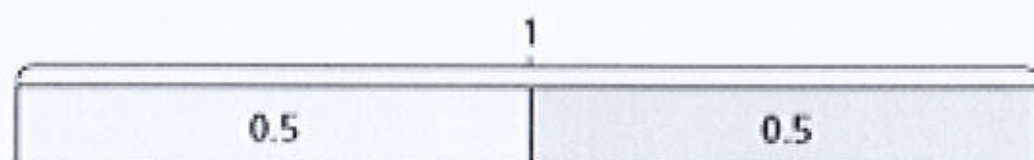
d) $\frac{3}{4} = \boxed{}$

h) $\frac{50}{100} = \frac{\boxed{}}{2}$



$$0.5 + 0.5 = 1$$

This bar model shows that $\frac{1}{2}$ is equivalent to 0.5



Draw a bar model to show that $\frac{1}{4}$ is equivalent to 0.25



Use your knowledge of equivalent fractions to convert between fractions and decimals.

a) $\frac{2}{4} = \boxed{}$

d) $0.25 = \frac{\boxed{}}{24}$

b) $\frac{5}{20} = \boxed{}$

e) $\frac{\boxed{}}{68} = 0.5$

c) $\boxed{} = \frac{21}{28}$

f) $0.75 = \frac{\boxed{}}{400}$

Developing sentences

Build a noun phrase

Underline the noun in the first sentence in each set.
Then add a word, then another and so on.

1a. I found a shell.

1b. I found a _____ shell.

1c. I found a _____ shell.

1d. I found a _____ shell.



Add word, about
its size.

Add another word,
about its colour.

Add another word,
about its shape.

2a. A car stopped outside.

2b. A _____ car stopped outside.

2c. A _____ car stopped outside.

2d. A _____ car
stopped outside.



Add word, about
its colour.

Add another word,
about its size.

Add some more
words about the car.

Day 2 –

Tuesday 12th

May 2020

English- Grammar

Expanded Noun Phrases Mini Test

Underline the noun phrase in each of these sentences.

- a) The young girl sang loudly.
- b) The old, grey haired man sat down.
- c) The teacher talked loudly.
- d) The children skipped happily.
- e) The small child fell over.

Can you expand the noun phrases in these sentences by adding two adjectives before the noun?

- a) The _____, _____ witch cast a spell.
- b) The _____, _____ car won the race.
- c) The _____, _____ swan swam round the lake.

Expand the noun with two adjectives before and an

adverbial phrase or extra detail after the noun. You can use the word bank of adjectives to help. Use these noun phrases in this week’s extended writing task: a film review.

Article	Adjective	Adjective	Noun	Adverbial/ Extra detail using 'that' or 'with' or 'who'
Example: The	magical,	memorable	film	that mesmerised its audience.
(no article)	Valiant,	enthusiastic	Harry	who risks his life for his friends.
The			film	that
The			character	who

An			scene	with

Best selling	adventurous	skilled	Memorable	inspirational	timeless
Well-written	magical	smart	Mesmerising	moving	tragic
Award-winning	creative	epic	astonishing	remarkable	unforgettable
Popular	stunning	original	creative	mysterious	riveting
Traditional	exciting	gripping	Highly-entertaining	touching	universal

Maths

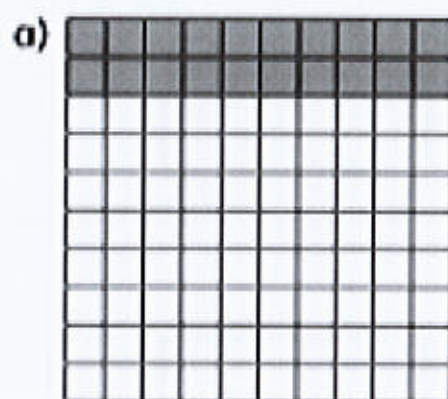
Starter:

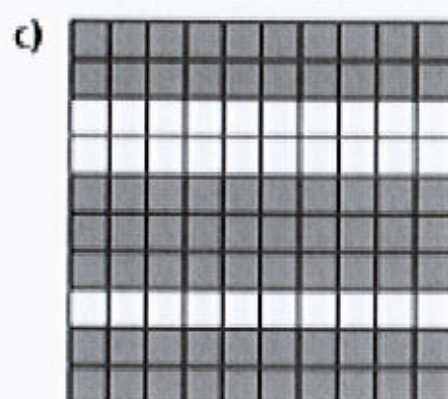
$48 \div 4 =$	<input type="text"/>	<input type="text"/> 1 mark
$64 \div 8 =$	<input type="text"/>	<input type="text"/> 1 mark
$3 \times 4 \times 6 =$	<input type="text"/>	<input type="text"/> 1 mark
$132 \div 12 =$	<input type="text"/>	<input type="text"/> 1 mark
$\begin{array}{r} 43 \\ \times 9 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark
$5 \times 6 \times 5 =$	<input type="text"/>	<input type="text"/> 1 mark
$\begin{array}{r} 213 \\ \times 4 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark

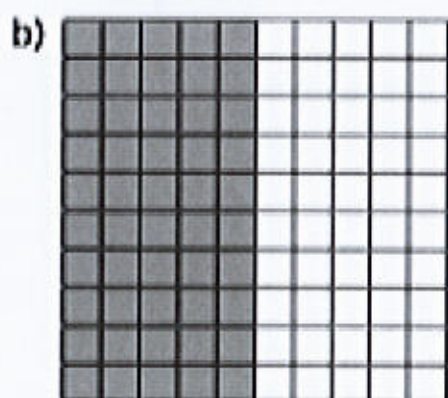
Main Activity:

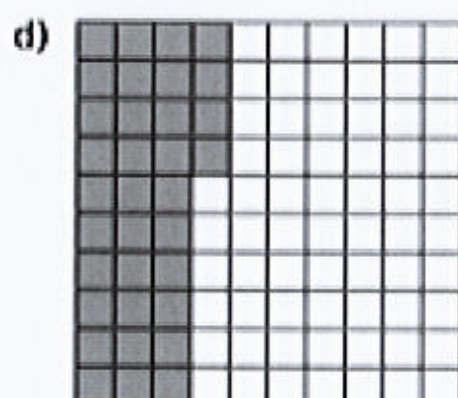
- 1 The hundred square represents 1 whole.

What fraction of each hundred square is shaded?

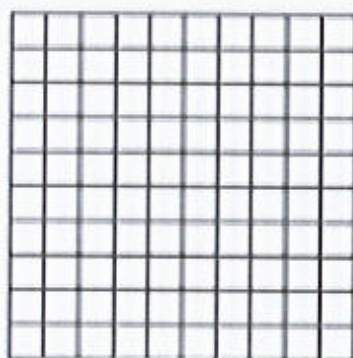








- 2 Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows =

b) 6 full columns =

c) 13 squares =

d) 2 full rows and 5 squares =

e) 3 full columns and 8 squares =

- 3 Complete the sentences.

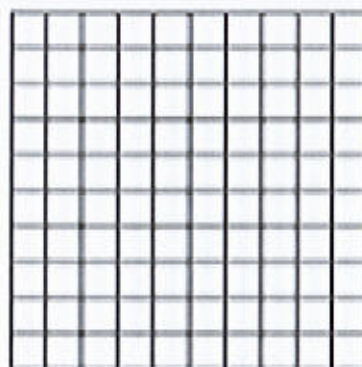
a) 4 tenths is equivalent to hundredths.

b) 70 hundredths is equivalent to tenths.

c) 5 tenths is equivalent to hundredths or 1 _____

4

One row is one tenth and
one column is one tenth,
so if I colour one row
and one column on my
hundred square I will have
shown 2 tenths.



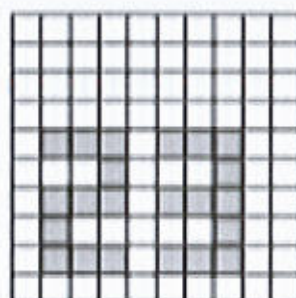
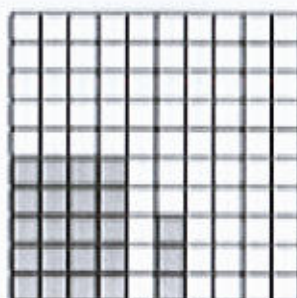
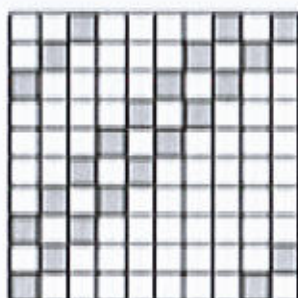
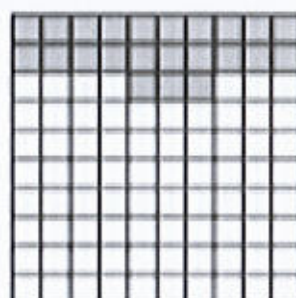
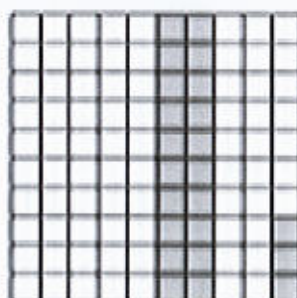
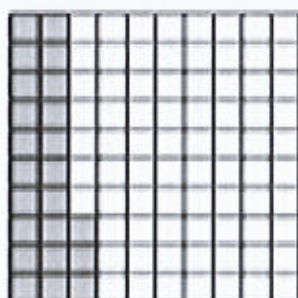
Is Dexter correct? _____

Explain your answer.

You may use the hundred square to help you.

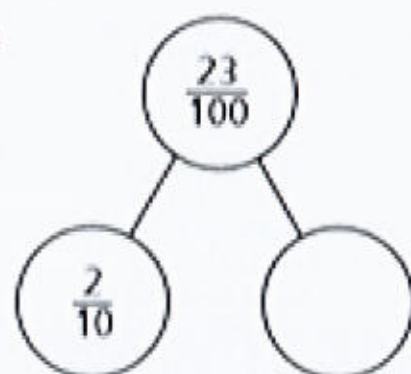
5

Tick the hundred squares with $\frac{23}{100}$ shaded.

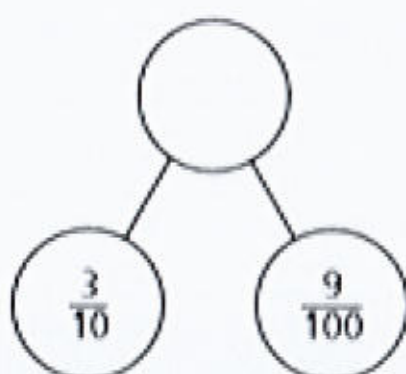


6 Complete the part-whole models.

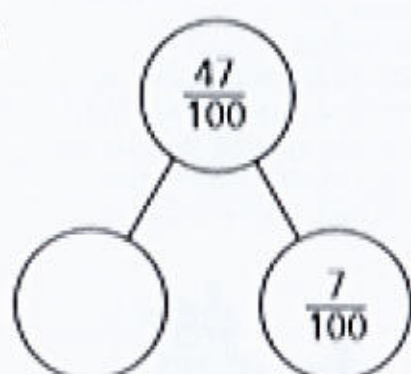
a)



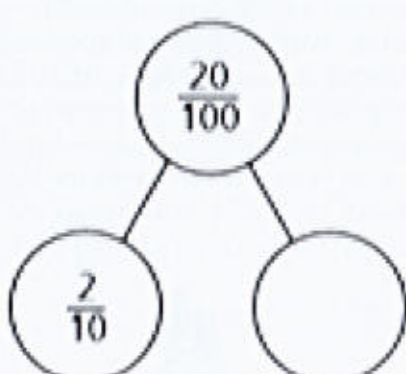
c)



b)



d)



7



Annie

$$\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$$

$$\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$$



Ron

Who is correct? _____

How many ways can you partition $\frac{73}{100}$?

Sir Ansell Saves the Day!

The knight with the quivering lips was, of course, Sir Ansell. He was only too pleased to see the dragons disappearing into the night with the warlock as their prisoner. There was nothing left for him to do but stride into the fortress and claim to be the gallant hero of the hour. Lady Angelica had spotted Sir Ansell from the tower window and ran to greet him in the courtyard below.

"I knew you would come to save me," she said running into his arms. "You are the best knight ever!"

"It was the least I could do," Sir Ansell replied modestly.

Pip and the Black Knight joined them in the courtyard.

"These two are the worst rescuers imaginable," she said. "But you are the bravest, strongest knight ever!"

"You are even more beautiful than I remember!" said the knight gushingly.

"And you are the most handsome man in the kingdom!" she said simpering.

All this was getting too much for Pip and the Black Knight who both decided to leave them to it. Pip had long ago given up any dreams of marrying Lady Angelica, and the Black Knight had made his feelings for her only too clear. Sir Ansell could have her for all they cared! Sir Ansell was possibly the most foolish, most cowardly and conceited knight in the country, but he had once again managed to keep his reputation intact and had got the girl to boot! Life was decidedly unfair. There was to be no fairytale ending for Pip this time!



Year 4 - Term 3

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I can use regular and irregular adjectives to compare.



Write the correct form of the adjective in brackets to complete the sentences.

- Lady Angelica thinks that Sir Ansell is than the Black Knight.
(strong)
- But in many ways he is probably than Pip.
(weak)
- Sir Ansell thinks that Lady Angelica is the girl he has ever seen.
(beautiful)
- He knows for certain that he is the man in the country.
(handsome)
- He may be and he may be than Pip, but Pip is definitely than Sir Ansell.
(big) (tall) (brave)
- Sir Ansell might be the knight in the kingdom, but Pip is the squire a knight could have, which is why he decided to squire for the , but knight in the country – the Black Knight!
(lucky) (good) (rude) (ugly) (loyal)



Maths

Starter:

$9 \times 5 =$	<input type="text"/>	<input type="text"/> 1 mark
$7 \times 4 =$	<input type="text"/>	<input type="text"/> 1 mark
$89 \times 0 =$	<input type="text"/>	<input type="text"/> 1 mark
$70 - 7 - 7 =$	<input type="text"/>	<input type="text"/> 1 mark
$7220 - 1000 =$	<input type="text"/>	<input type="text"/> 1 mark
$5600 + 3200 =$	<input type="text"/>	<input type="text"/> 1 mark
$18 + 9 + 9 =$	<input type="text"/>	<input type="text"/> 1 mark

Tenths as decimals

WEDNESDAY

1 Shade the bar models to represent the amounts.

a) 7 tenths

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

c) 0.3



2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal

3 Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$

0.6

$\frac{9}{10}$

0.1



- 4 Work out the values of A, B and C.

Give your answers as fractions and decimals.



A or

B or

C or

- 5 Match the equivalent fractions, decimals and words.

$\frac{3}{10}$

0.7

four tenths

$\frac{9}{10}$

0.3

one tenth

$\frac{7}{10}$

0.4

three tenths

$\frac{4}{10}$

0.1

nine tenths

$\frac{1}{10}$

0.9

seven tenths

6

What is the total value represented by each ten frame?

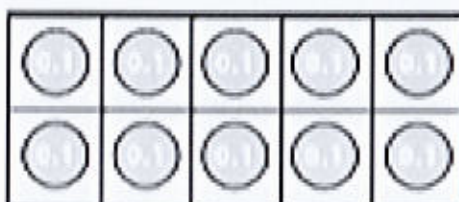
a)



b)



c)



7



Nine tenths
can be written 0.9, so ten
tenths must be 0.10

Do you agree with Ron? _____

Explain your answer.

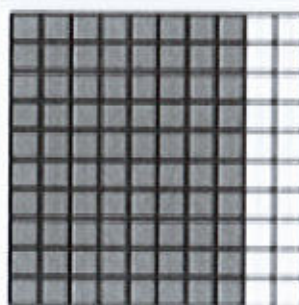


Eight tenths can be represented in all of the ways shown.

A



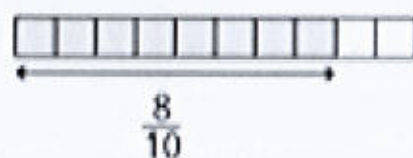
C



B



D



Which do you think is the best representation? _____

Discuss your answer with a partner.

Represent six tenths in each different way.

Activity Sheet

Name: _____

I can identify and use alternative words.

Some words mean **the same** or have a **very similar meaning** to another word.

So if we have a word for something why do we need another word for the same thing?

There are several reasons. Sometimes we need to repeat what we've said and we don't want to keep using the same word. In order to make our language more interesting we should try to vary the words we use.

Use a thesaurus to find alternatives for the underlined words in the sentences.

Dragons

- 1 Dragons are among the world's most popular mythical creatures.
- 2 They have a long and interesting history.
- 3 No one is quite sure when stories of dragons first appeared.
- 4 But in all stories from the Greeks to the early Christians they were described as huge, flying serpents.
- 5 In some cultures they were useful and protective, but by medieval times they were nearly always described as harmful and dangerous.
- 6 When people in the past unearthed large bones, they mistook what we now know to be dinosaur bones for the bones of dragons.
- 7 Most people can imagine a dragon clearly in their heads.
- 8 They are very popular in books and films from "How to Train Your Dragon" through to "The Hobbit".
- 9 They typically protect hoards of treasure such as mountains of gold.
- 10 They nearly all breathe fire and can fly into the sky with gigantic wings.



Maths

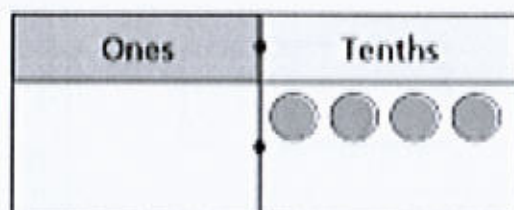
Starter:

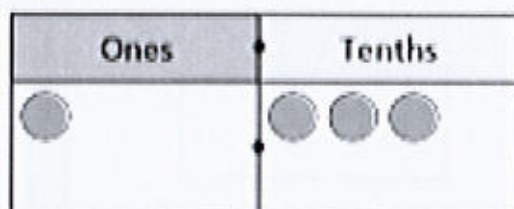
$56 + 1 =$	<input type="text"/>	<input type="text"/> 1 mark
$6999 + 583 =$	<input type="text"/>	<input type="text"/> 1 mark
$\frac{1}{5} + \frac{2}{5} =$	<input type="text"/>	<input type="text"/> 1 mark
$\frac{8}{7} - \frac{3}{7} =$	<input type="text"/>	<input type="text"/>
$\begin{array}{r} 9898 \\ - 1212 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark
$3 \times 4 \times 7 =$	<input type="text"/>	<input type="text"/> 1 mark
$420 + ? = 600$	<input type="text"/>	<input type="text"/> 1 mark

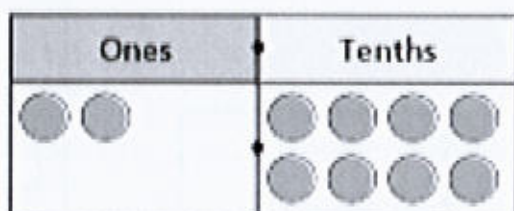
Tenths on a place value grid

THURSDAY

- 1 Write the decimal that is shown in each place value chart.

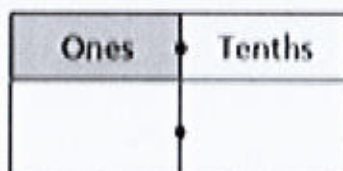




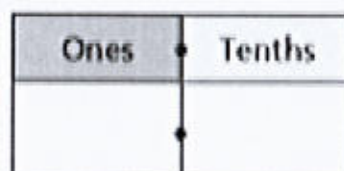


- 2 Draw counters on the place value charts to represent each number.

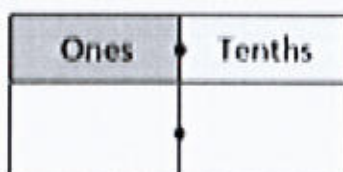
a) 2.1



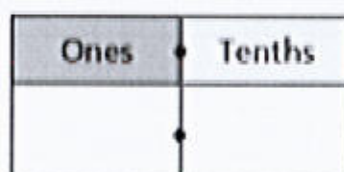
c) 0.2



b) 1.2



d) 2



- 3 Rosie is using this place value chart to make numbers.

Ones	Tenths



She uses all 8 counters each time.

Complete the sentences.

- a) The smallest number possible is
- b) The greatest number possible is
- c) A number between 3 and 4 is
- d) The closest possible number to 5 is

- 4 Tommy has made a number on a place value chart.

Ones	Tenths

- a) What number has Tommy represented?

- b) Draw counters to show how Tommy could have represented this differently.

Ones	Tenths

- c) What method did you use? Talk about it with a partner.

5

Complete the number sentences to match the place value charts.

a)

Ones	Tenths
2	6

There are ones and tenths.

ones + tenths = + =

b)

Ones	Tenths
0	9

There are ones and tenths.

ones + tenths = + =

6

Draw counters to represent each number.

Write each number as a decimal.

a) There are 3 ones and 2 tenths.

Ones	Tenths

b) There are 5 ones and 2 tenths.

Ones	Tenths

c) There are 2 tenths.

Ones	Tenths

7

Match the written numbers to the place value charts.

one tenth

twenty-one tenths

twelve tenths

ten tenths

Ones	Tenths
1	2

Ones	Tenths
2	1

Ones	Tenths
1	0

Ones	Tenths
0	1

8



Six tenths added to four tenths makes ten tenths, which is a whole.

How many other ways can you make a whole from tenths?

Day 5 – Friday 15th May 2020

English- Spelling, Punctuation and Grammar

Standard English: 'was' or 'were'

Subject	Verb form: to be		Verb form: + 's' yes or no (example live or lives)
	<u>Present:</u> (am, is or are) were)	<u>Past:</u> (was or were)	
I			
You			
He			
She			
We			
They			
It			

Irregular Past Tense Verbs

Irregular verb - infinitive form	Simple present	Simple past First attempt	Simple past Second attempt After dictionary check
be	am/is/are		
break	break		
think	think		
bring	bring		
buy	buy		
choose	choose		
creep	creep		
drive	drive		
get	get		
grow	grow		
fly	fly		
keep	keep		
do	do		
go	go		
know	know		
teach	teach		

Maths

Starter:

$3 \times 12 =$	<input type="text"/>	<input type="text"/> 1 mark
$8 \times 8 =$	<input type="text"/>	<input type="text"/> 1 mark
$66 \div 6 =$	<input type="text"/>	<input type="text"/> 1 mark
$24 \div 3 =$	<input type="text"/>	<input type="text"/> 1 mark
$? - 520 = 340$	<input type="text"/>	<input type="text"/> 1 mark
$5 \times 3 \times 4 =$	<input type="text"/>	<input type="text"/> 1 mark
$2345 - 804 =$	<input type="text"/>	<input type="text"/> 1 mark

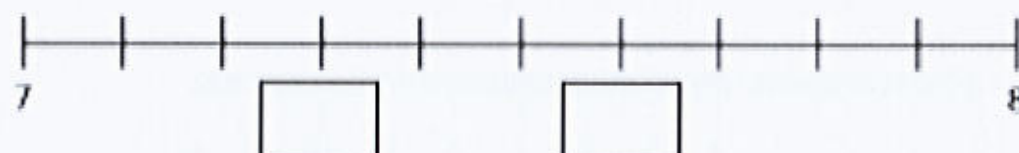
Main Activity:

1 Fill in the decimal numbers on each number line.

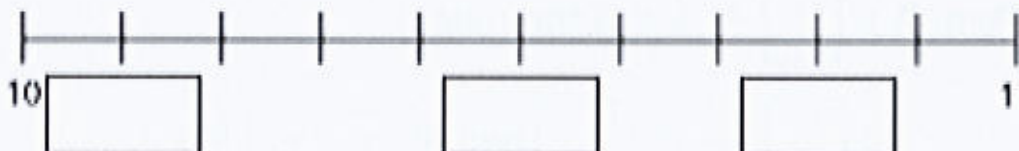
a)



b)



c)



2 Complete the number lines.

a)



b)





- 3 Here is a ruler with centimetres as whole numbers and millimetres as tenths.

Complete the sentences about points A, B and C.



Point A is cm along the ruler.

Point B is cm and mm along the ruler.

As a decimal it is cm.

Point C is cm and mm along the ruler.

As a decimal it is cm.

- 4 Complete the number lines.

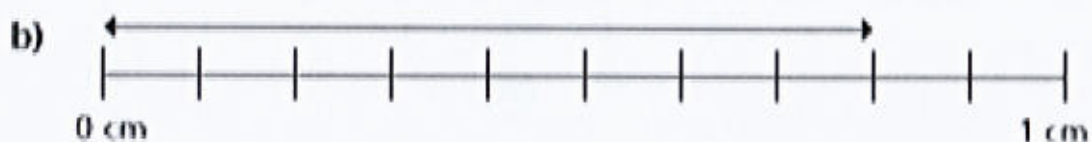




5 How long is each line?



The line is cm long.



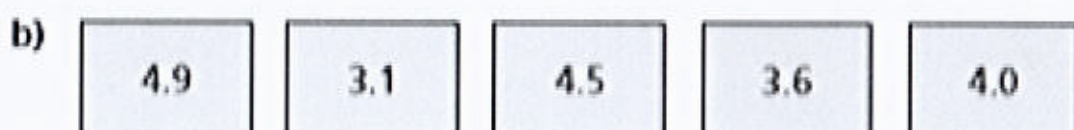
The line is cm long.



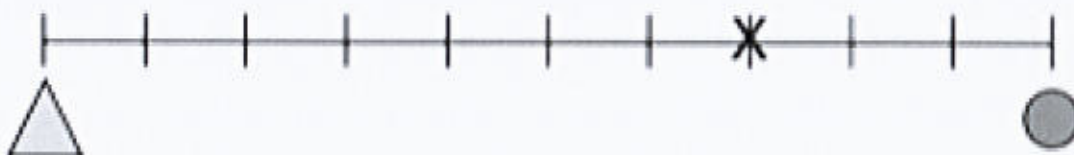
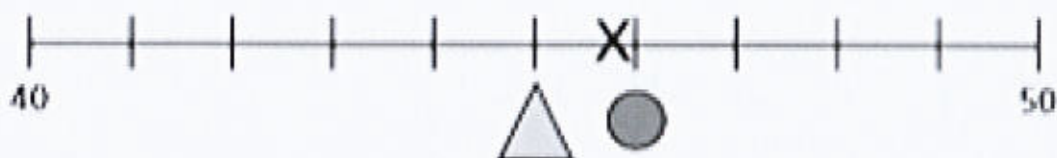
The line is cm long.

How would your answers have been different if given in millimetres?

- 6 Draw arrows to estimate the position of the numbers on the number line.



- 7 The triangle, circle and cross have the same value on both lines.
Work out the values.



$\triangle = \square$
 $\bullet = \square$
 $\times = \square$

Create your own problem like this for a friend.

Year 4 Pack 1

This pack contains all the work needed for the week commencing Monday 18th May. The pack starts with activities that are to be completed at your own pace throughout the week. This includes two comprehension activities, a Science activity, a Learning Challenge activity and an extended writing task.

After these tasks, you will then find the Maths and English work that needs to be completed daily. These are dated and are in order from day 1 – day 5. Answers will be given daily and will be sent over Dojo. We will continue to send videos and extra optional challenges and tasks, should you wish to complete them. If you have any questions, please don't hesitate to ask.

We hope you and your families are well.

Mrs Young, Miss Malek and Mrs Bennett

Comprehension activities– there are two texts and questions to be completed throughout week 1. You could complete one text over 2 days and the other text over 3 days. Please complete this work in your small red book.

PLAY TIME

Here is part of a play. It is set out to help the audience understand who the characters are, what is going on and where it is happening. It's also written to help the actors know how to act. In a playscript, you will find:

- a title
- cast list (the characters in the play)
- names of characters taking turns to speak
- description of the setting (where the action happens)
- stage directions
- speech (dialogue)

The Party

Cast: Aunt Rosie, Max, Kim

Scene 1

The kitchen of Aunt Rosie's house.

Aunt Rosie: *(enters smiling)* Max, help me make some cheese sandwiches for the party.

Kim: That might not be a good idea.

Aunt Rosie: *(puzzled)* Why not? Your friends will be here in an hour.

Kim: Tell her, Max.

Max: *(looking guilty)* You tell her.

Kim: *(shaking her head)* Max ate all the cheese. He's crazy about cheese. Don't ask me why.

Aunt Rosie: Well, let's get the glasses and pour out some cola.

Kim's face turns red as Max puts his hand on her shoulder.

Aunt Rosie: Oh dear!



1. What is the title of the play?



2. Who are the characters in the play?

3. Where does the action take place?

4. Write down an example of stage directions.

5. How do you know Aunt Rosie is cheerful when she first enters?

6. Why is she puzzled?

7. How does Max feel when Kim asks him to explain the missing cheese?

8. What does Kim do while explaining to Aunt Rosie what has happened?

9. Why do you think the writer of the play wrote: Kim's face turns red as Max puts his hand on her shoulder?

10. Can you suggest another title for the play?

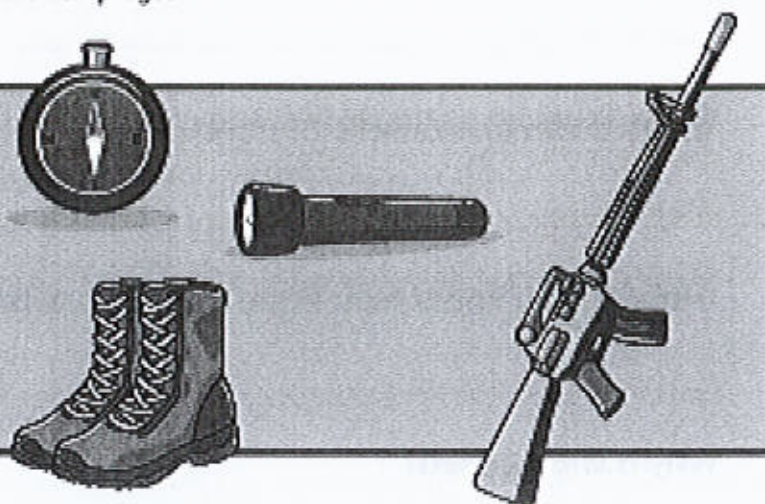
11. Write a stage direction for Aunt Rosie when she says: 'Oh dear!'

Text Two and Questions- How to Escape Enemy Territory

Finding yourself trapped deep in the heart of enemy territory sounds disastrous. The deafening explosions and never-ending stream of bullets may start to scramble your brain. But don't despair! Escaping the pesky Germans can be straightforward; however, you must follow these simple instructions carefully if you wish to see your base camp again.

What do you need?

- 1 torch
- 1 compass
- A pair of military boots
- A weapon (in case things don't go to plan).



What you do:

1. To start with, it is essential that you deduce which of the many enemy territories you are located in. The clues in the area must be closely studied (use your torch if it is dark). Look at the layout and colour of the large, military tents; any signs or symbols around the area; and attempt to listen in on any soldiers nearby, who may give away some clues.
2. Once you have determined where you are, the direction of your base must be located using your compass. It is likely that you will be required to pass through heavily guarded areas. Take your weapon of choice to try and avoid potential death.
3. Next, head in the right direction (taking care to stay hidden from any German soldiers). Use your compass to guide you through the rough, uneven terrain. Your sturdy, military boots should help to keep you balanced and on two feet.
4. Once you have left German territory, continue to move stealthily away from any danger and towards safety.
5. With a great sigh of relief, you should finally spy the warm glow of your base camp fires smiling at you in the distance. Let this be your guide and follow it home.

A final note of warning:

Do not, under any circumstances, lose sight of where you're placing your feet. Booby-traps deviously lie in wait ready to take the next unsuspecting victim's life.

1. Find and copy the word that describes how the instructions must be followed.

2. Tick two words or phrases that are synonyms of 'determined' as it is used in the text.

found out ☐

left ☐

established ☐

reached ☐

3. "...it is essential that you deduce which of the many enemy territories you are located in."
Explain the meaning of essential in this sentence.

4. "Booby-traps deviously lie in wait ready to take the next unsuspecting victim's life."
What does 'deviously' suggest about the enemy?

5. "Let this be your guide and follow it home."

What do the underlined pronouns refer to in the text? Tick one.

6. Tick the word closest in meaning to 'potential'.

certain ☐

possible ☐

likely ☐

unlikely ☐

7. Explain why you should not lose sight of where you are walking.

8. Why should you take a weapon with you?

9. List 3 features the writer has used to guide the reader.

1.

2.

3.

Science Activity

If you are able to, watch this BBC video about measuring temperatures (please don't worry if you can't access it)

<https://www.bbc.co.uk/teach/skillswise/temperature/zh4ghbk>

What is temperature?

Temperature is how **hot** or **cold** something is.

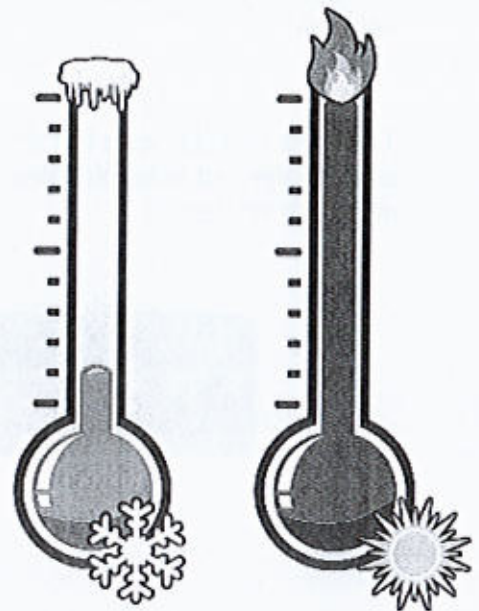
Temperature is measure in degrees Celsius.
This is shortened to $^{\circ}\text{C}$

Did you know?

Our body temperature is 37°C

Water boils at 100°C

Water freezes at 0°C



Temperature

Which of these do you think is the **hottest**? Which do you think is the **coldest**?



Hot chocolate drink



Our classroom now



Ice cream from the freezer



Boiling water



Water from a puddle outside



The playground now



Inside your scrunched fist



Inside your body



Cold can of pop from the fridge



A comfortably hot bath



Water from a hot tap



Water from the cold tap

How do we measure temperature?

We measure temperature with a thermometer.

Thermometers have a scale on the side so we can read the temperature.

The scale usually has a line for each degree but only multiples of 10 are written on.



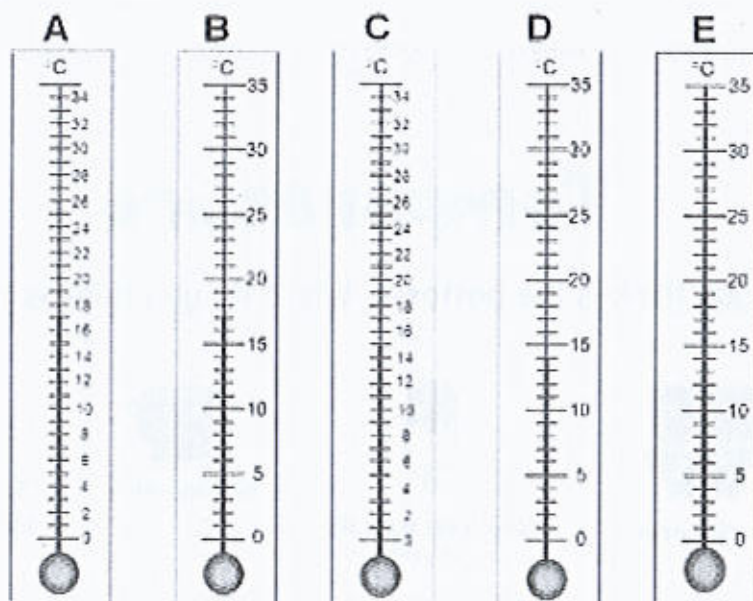
Thermometers have a liquid in the bottom. When the liquid is warmed, it expands and rises in the glass tube.

When the liquid cools, it contracts and falls in the glass tube.

CAUTION

We need to be careful with thermometers! They are made from glass and will break easily if dropped or banged!

Activity One



Have a go at the questions below:

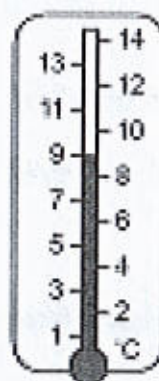
- Which thermometers out of A, B, C, D and E are labelled at 5° divisions?
 - What is the reading on thermometer A?
 - What is the reading on thermometer B?
- Which thermometer, C or D, shows the higher temperature?
 - What is the reading on thermometer C?
 - What is the reading on thermometer D?

Activity Two

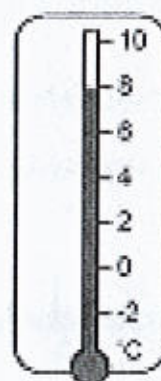
Using different scales

1. Which thermometer, A or B, is labelled at 2°C intervals?

A.



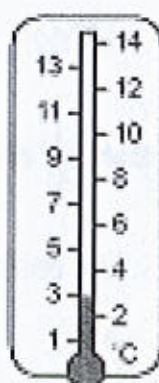
B.



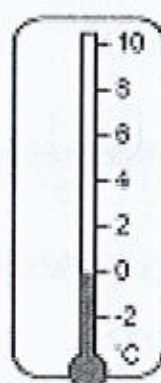
2. Which thermometer, A or B, is showing the higher temperature?

3. Which thermometer, C or D, is showing the lower temperature?

C.

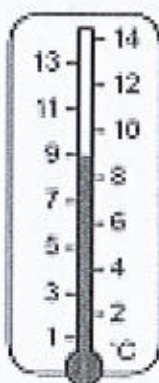


D.

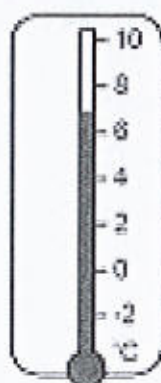


4. Diagram F is showing a higher temperature than diagram E. True or False?

E.



F.

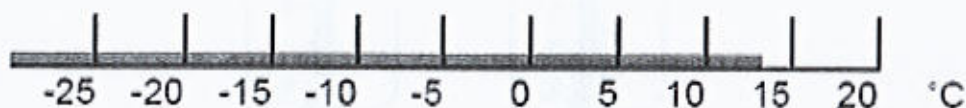


Activity Three

Reading thermometers with marked divisions

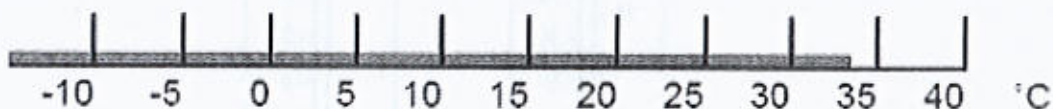
Give your answers to the **nearest marked division**.

1. Caz had to read this thermometer to the nearest marked division. Her answer was 20°C . Was this correct?



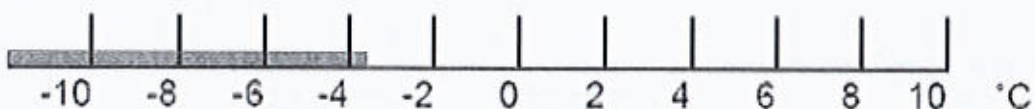
2. To the nearest marked division, is the reading on this thermometer:

a. 35°C b. 30°C or c. -30°C ?



3. Again to the nearest marked division, is the reading on this thermometer:

a. 2°C b. -2°C or c. -4°C ?



Learning Challenge

Use Oddizzi –Physical Features-Biomes-Rainforests for information and complete the fact-file 'Rainforest' and 'Rainforest features'.

<https://www.oddizzi.com> Username: student Password: NMPA2020

What is a rainforest?

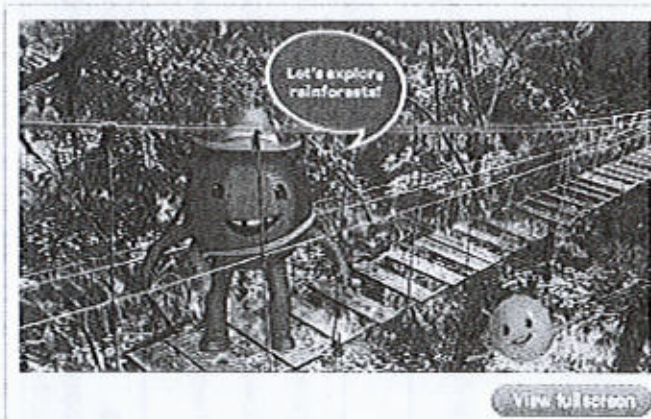


Instructions: Use the pages within Oddizzi to complete the activity below.

[oddizzi.com](https://www.oddizzi.com) | Physical Features - Ecosystems - Rainforest

Definition:	Key features:
<div style="border: 2px solid black; border-radius: 50%; width: 150px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">Rainforest</div>	
Examples:	Non-examples:

RAINFORESTS



The major areas of tropical rainforests are in South East Asia, West Africa and South and Central America.

Some of the best-known rainforests like the Amazon and Congo are actually located on the Equator where the temperatures and rainfall are high all year round.

Rainforests are very dense and wet forests that cover about 6% of the Earth's surface. Rainforests receive at least 1800 mm (70 inches) of rain in a single year. (London receives about a third of that!) However, many rainforests have a much higher annual rainfall.

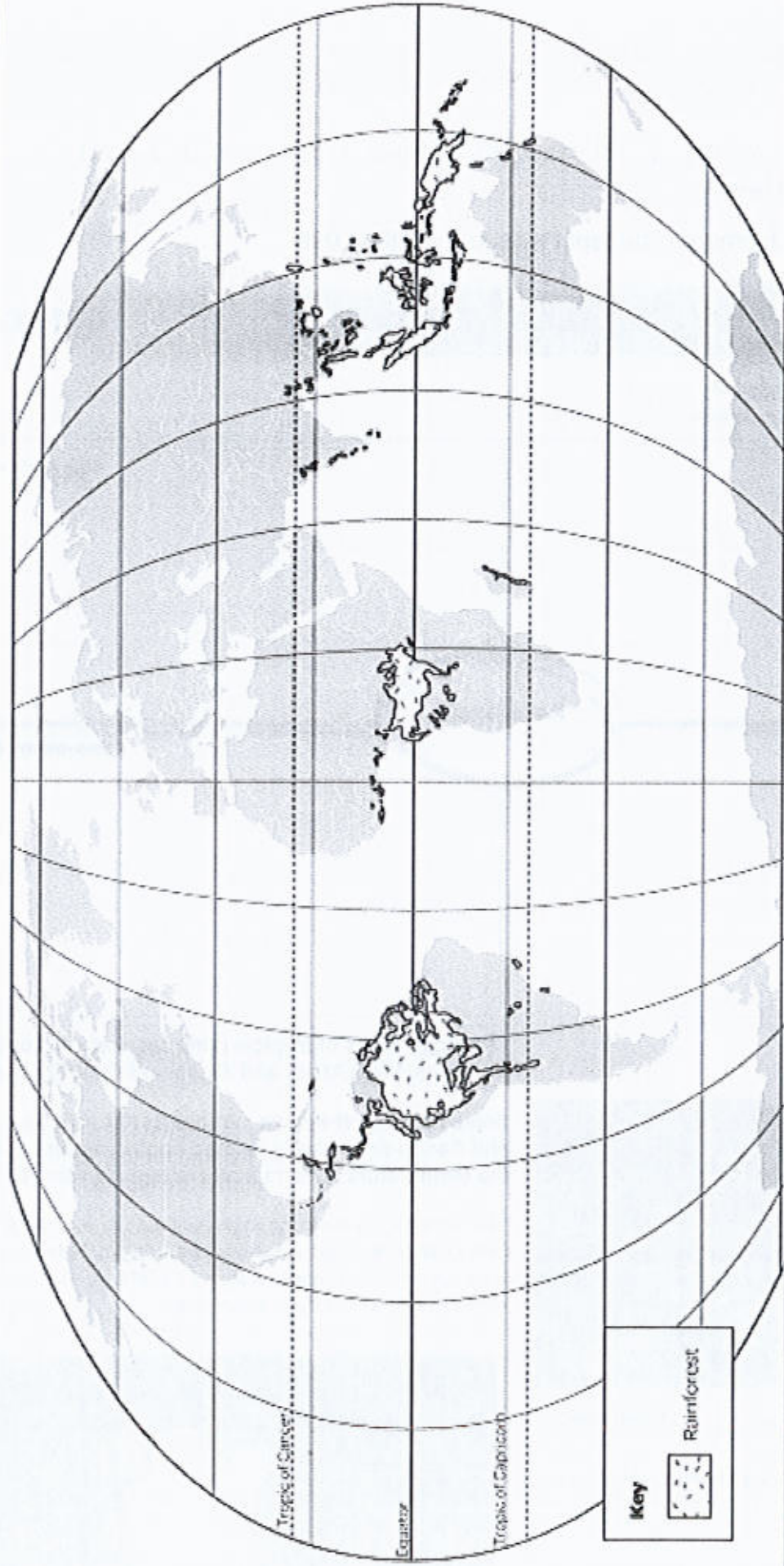
Rainforests are exciting places, jammed packed with tall trees, extraordinary plants and animals. They have Rainforests are critically important as they act as our planet's lungs. Tropical forests absorb 4.8 billion tonnes of carbon dioxide each year, that's about a fifth of all of the greenhouse gases produced each year.

If these gases weren't absorbed by the world's rainforests there would be serious implications for how we live, as scientists believe that the climate could change a lot. (Whether that means warmer or wetter weather it's hard to say.)



Rainforest in Borneo

Where are the world's rainforests?



1. Colour in the areas of rainforest marked on your map. Colour in your key too.

2. Are the following true or false? Rainforests are found in Africa. ☐

There are no rainforests in Asia. ☐

Europe is covered by rainforests. ☐

3. Describe the pattern of rainforests shown on your map. Use some or all of the key words in the box below.

KEY WORDS: Africa America Asia area continents Equator land Northern Hemisphere Southern Hemisphere Tropics

4. Log on to Oddizzi.com - **Physical Features** - **Ecosystems** - **Rainforests** - **World Rainforests** to find out more about some of the world's largest rainforests.

You might add their location to your map.

Rainforest Features



Instructions: Use the pages within Oddizzi to make notes on the features below.

oddizzi.com | Physical Features - Ecosystems - Rainforests

Climate:

Animals:

Plants:

People:

Food and Medicine:

A World Rainforest:

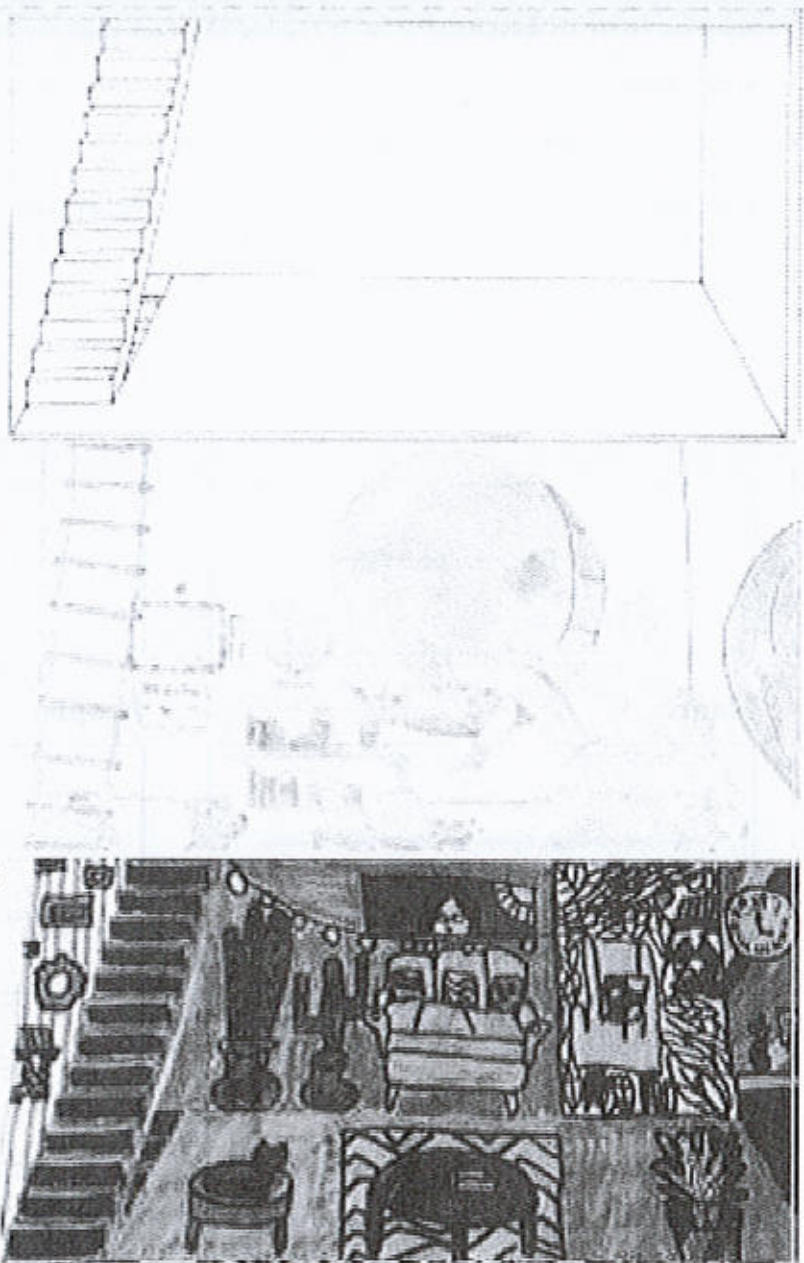
Week 5: Extended Writing Task

Use your ideal room drawing as a stimulus to write a setting description.

We are going to do some collaborative drawing. This means we will each draw something that will then fit together to make one piece. Use your imagination to draw and decorate a room that you would love to self-isolate in. It could have a massive window and out of the window could be a beach, mountains or even outer space with flying dragons; it's totally up to you!

Also think about the inside of the room, what furniture will you have, what objects, what animals, who will be there?

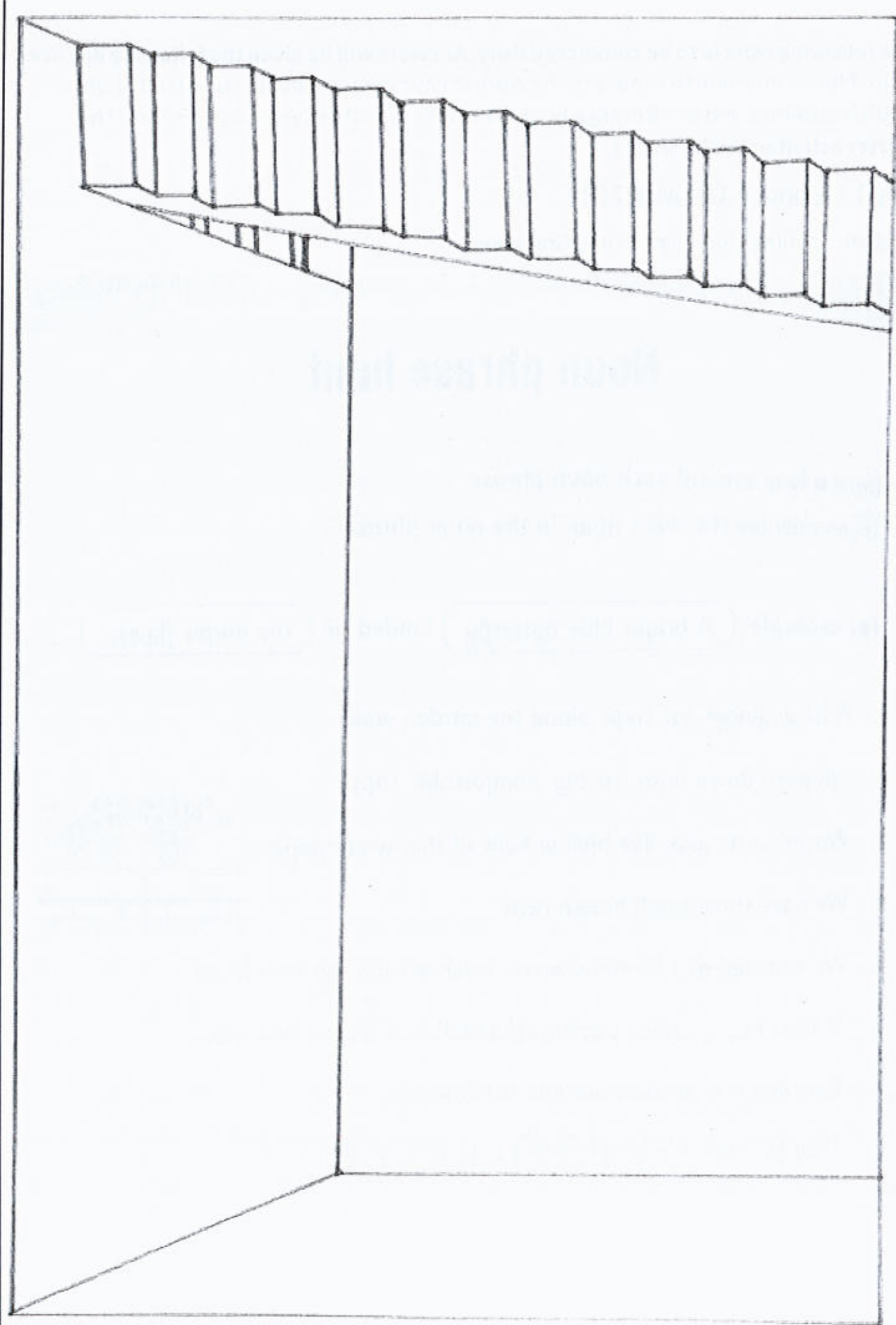
Use the template provided so that all of the rooms will look like they're in the same building: the 4RY Building!



MODEL:

From my bed, I heard the sweetest melody like a heaven/haven which made me glance towards my open window. There perched the sweetest, blue bird I had ever seen. Its body was surely only the size of my thumb yet its harmonic sound filled my ear and made my soul rejoice. It had caught me spying on it when its rainbow wings began to flutter. But not too hastily as the bird remained on my windowsill with the sky clothed in warm golds in the backdrop. Was I watching it or was it watching me? I'm sure that bird wanted to tell me something, but what?





The following work is to be completed daily. Answers will be given the following day over Dojo. Please continue to complete the work in your exercise books- small red book for English activities and small orange book for Maths activities (you may complete the starter activities on the sheet).

Day 1 - Monday 18th May 2020

English- Spelling, Punctuation and Grammar

Noun phrase hunt

Draw a loop around each noun phrase.

Then underline the main noun in the noun phrase.

For example: (A bright blue butterfly) landed on (the purple flower).

1. A large ginger cat crept along the garden wall.
2. I flopped down onto the big, comfortable sofa.
3. Wasps' nests look like hollow balls of thin white paper.
4. We have three small brown hens.
5. We watched as enormous waves crashed onto the little boats.
6. A large heavy brown package flopped through the letterbox.
7. You can't turn a sow's ear into a silk purse.
8. They followed the long winding path through the dense woods.



Expanded noun phrases

Add one or more words to each noun to make expanded noun phrases.
You might need to change the determiners.

1. One _____ day in January we made a _____ snowman.
2. Osman's _____ sister played _____ music on
the _____ piano.
3. Two _____ men were coming down the _____ street towards us.
4. Sarah got her _____ bike out of the _____ shed.
5. As we entered the _____ hall I noticed a
_____ clock high up on the _____ wall.
6. The _____ cupboard is full of _____
shoes, _____ socks and _____ toys.
7. In the _____ fable, the _____ tortoise
won the race against the _____ hare.
8. In another _____ fable a _____ lion
made friends with a _____ mouse.



Maths

Starter:

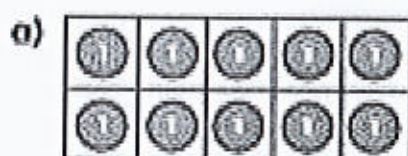
$\begin{array}{r} 38 \\ \times 7 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark
$81 \div 9 =$	<input type="text"/>	<input type="text"/> 1 mark
$121 \div 11 =$	<input type="text"/>	<input type="text"/> 1 mark
$\begin{array}{r} 186 \\ \times 3 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark
$67 \times 1 =$	<input type="text"/>	<input type="text"/> 1 mark
$250 + 25 + 25 =$	<input type="text"/>	<input type="text"/> 1 mark
$6111 + 1000 =$	<input type="text"/>	<input type="text"/> 1 mark

Main Activity:

Dividing 1 digit by 10

MONDAY

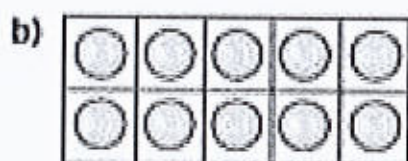
1 Look at the ten frames.



What number is represented?

Complete the division.

$$\boxed{} \div 10 = \begin{array}{c} \boxed{} \\ \boxed{} \end{array}$$



What number is represented?

Complete the division.

$$\boxed{} \div 10 = \begin{array}{c} \boxed{} \\ \boxed{} \end{array}$$

c) What is the same? What is different?

2 a) What calculation is represented by the counters?



$$\boxed{} \div 10 = \boxed{}$$

b) Complete the number sentence.

$$\boxed{} \text{ ones divided by ten} = \boxed{} \text{ tenths.}$$

3

- a) Draw counters on the place value chart to show 7

Ones	Tenths

- b) Complete the division. $7 \div 10 = \square$

- c) Draw counters on the place value chart to show your answer.

Ones	Tenths

- d) What do you notice?

- e) Complete the sentence.

ones divided by ten = tenths.

4

- a) Use a place value chart to represent 9

- b) Move the counters to the right to represent 0.9

- c) Complete the division.

$$9 \div 10 = \square$$

- d) What do you notice?

- e) Complete the sentence.

ones divided by ten equals tenths.

5



Dora

To divide by 10,
you split the counters into
10 equal parts.

To divide by 10,
you put the counters on a place
value chart and move them one
column to the right.



Alex

Who is correct? Circle your answer.

Dora

Alex

neither

both

Compare answers with a partner.

6

Here is a one-digit number on a place value chart.

Ones	Tenths
6	

a) Complete the division.

$$6 \div 10 = \boxed{}$$

b) Write your answer on the place value chart.

O	Tth

- c) In your own words, describe what happens to the digits in a number when you divide by 10

- d) Use this method to work out the divisions.

$$7 \div 10 = \boxed{}$$

$$\boxed{} \div 10 = 0.8$$

- 7 Complete the divisions.

a) $4 \div 10 = \boxed{}$

d) $9 \div 10 = \boxed{}$

b) $2 \div 10 = \boxed{}$

e) $\boxed{} \div 10 = 0.3$

c) $\boxed{} = 5 \div 10$

f) $\boxed{} \div 10 = 0.1$

- 8 Complete the number sentences.

a) $6 \div \boxed{} \div 10 = 3 \div 10$

b) $24 \div 6 \div 10 = \boxed{} \div 10$

c) $42 \div \boxed{} \div 10 = 21 \div 7 \div 10$

- d) Write a problem like this for a partner to solve.

Changing the mood

Rewrite this description, to give a different impression of the place.

Change the bold words in the noun phrases.

You could add extra words to these noun phrases.

A row of **brightly painted snug little** houses faced the **calm blue** sea. Each one had a **small rectangular** garden with a **tidy lawn** and **neat flowerbeds**. Some **hard-working** harbour workers were taking a **short break** for a **small lunch**. The fishermen were out in their **sturdy old** boats. Not many villagers had time to sit in the **ancient Lobster Pot** inn for a **few drinks** and **tasty, fresh sandwiches**. Visitors, wearing **new summer** clothes and talking loudly, took up the **comfortable** seats in its **pleasant** garden. The **friendly** landlord always gave a **cheerful** greeting and **excellent** service.

1. Rewrite the description in your red books. Try to write some ideas to use in this week's extended writing task: A setting description of your ideal room.

For example: A row of freshly painted, family-filled houses with rainbows in their windows faced the wild ocean that was alive with colourful fish.

Maths

Starter:

$90 - 9 - 9 =$	<input type="text"/>	<input type="text"/> 1 mark
$90 \times 0 =$	<input type="text"/>	<input type="text"/> 1 mark
$7 \times 3 =$	<input type="text"/>	<input type="text"/> 1 mark
$5 \times 9 =$	<input type="text"/>	<input type="text"/> 1 mark
$5550 + 140 =$	<input type="text"/>	<input type="text"/> 1 mark
$88 \div 8 =$	<input type="text"/>	<input type="text"/> 1 mark
$\frac{2}{7} + \frac{4}{7} =$	<input type="text"/>	<input type="text"/> 1 mark

Dividing 2 digits by 10

TUESDAY

- 1 a) The array shows 20 shared between 10



Complete the calculation.

$$20 \div 10 = \square$$

- b) The array shows 4 shared between 10



Complete the calculation.

$$4 \div 10 = \square$$

- c) Complete the calculation.

$$24 \div 10 = \square$$

Compare answers with a partner.

- 2 a) Draw counters to represent 30 on the place value chart.

Tens	Ones	Tenths

Complete the division.

$$30 \div 10 = \square$$

Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths

- b) Draw counters to show 35 on the place value chart.

Tens	Ones	Tenths

Complete the division.

$$35 \div 10 = \square$$

Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths

- c) What do you notice about your answers in parts a) and b)?

- d) Complete the sentence.

When dividing by 10, you move the counters
place to the _____.



You can't share
13 between 10 because 13 is
not a multiple of 10

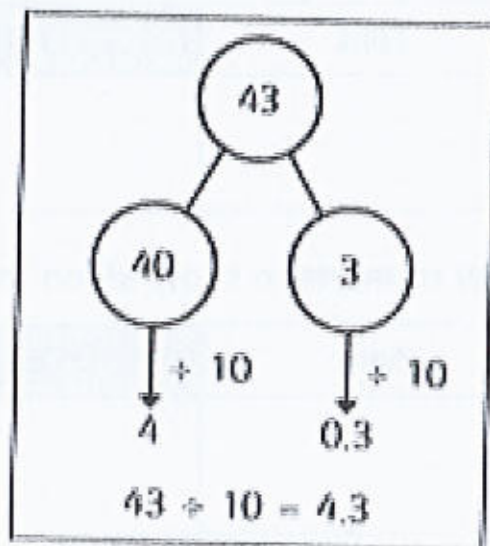
Do you agree with Roste? _____

Explain your answer.



Dexter is calculating $43 \div 10$

Here are Dexter's workings.

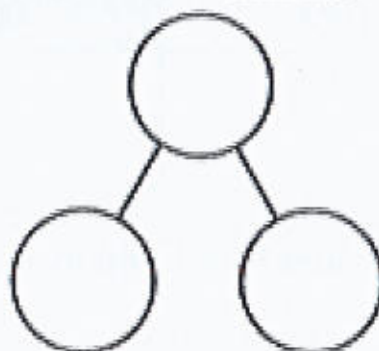
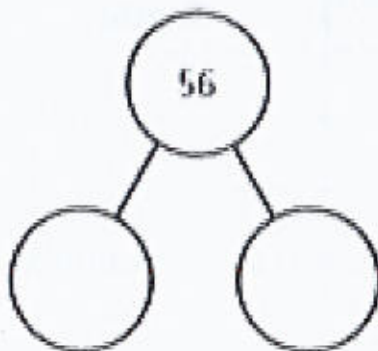


a) Talk to a partner about why Dexter's method works.

b) Use Dexter's method to complete the divisions.

$$56 \div 10 = \boxed{}$$

$$71 \div 10 = \boxed{}$$



5 Complete the divisions.

a) $37 \div 10 = \square$

e) $80 \div 10 = \square$

b) $11 \div 10 = \square$

f) $\square = 29 \div 10$

c) $48 \div 10 = \square$

g) $\square \div 10 = 6.3$

d) $99 \div 10 = \square$

h) $3.9 = \square \div 10$

6 This Gattegno chart shows the number 37

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a)

I need to move
the counters one place
to the left, so
 $37 \div 10 = 26$



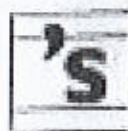
Do you agree with Teddy? _____

Explain your answer.

b) How can you use a Gattegno chart to divide by 10?

The owner's apostrophe

An apostrophe is used with a noun to show belonging.



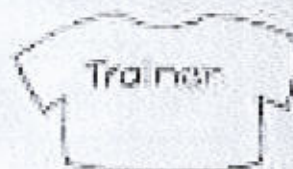
An apostrophe after a singular noun

Examples: Dad's car = the car owned by Dad
the girl's bike = the bike belonging to the girl
the town's market = the market of the town

• Write captions for the pictures, using apostrophes.



The snail's shell



Whose apostrophe?

For singular nouns add 's to the end of the word that own something. **Bob's shoe.**



Rewrite these noun phrases using nouns with apostrophes.

For example: the shed belonging to my mum = my mum's shed

1. the captain of the football team = _____
2. the armchair belonging to my dad = _____
3. the roof of the building = _____
4. the gold medal of Mo Farah = _____
5. the laptop bought by the teacher = _____
6. the mayor of the town = _____
7. the house owned by Mr Bliss = _____
8. the cover of the book = _____
9. the basket belonging to her cat = _____
10. the strange smile of Mrs James = _____
11. the tail of the mouse = _____
12. the name of the band = _____



Maths

Starter:

$4 \times 7 =$	<input type="text"/>	<input type="text"/> 1 mark
$8 \times 6 =$	<input type="text"/>	<input type="text"/> 1 mark
$\frac{8}{5} - \frac{1}{5} =$	<input type="text"/>	<input type="text"/> 1 mark
$8700 - 3700 =$	<input type="text"/>	<input type="text"/> 1 mark
$32 \div 4 =$	<input type="text"/>	<input type="text"/> 1 mark
$110 \div 11 =$	<input type="text"/>	<input type="text"/> 1 mark
$\begin{array}{r} 1997 \\ + 2005 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark

Main Activity:

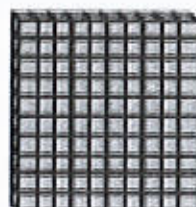
Hundredths

WEDNESDAY

1



I'm going to use this piece to represent 1



What is the value of each of these pieces?

Give your answer as a fraction.

a)



b)



2

Write $<$, $>$ or $=$ to compare the fractions.

a) $\frac{1}{10}$ \bigcirc $\frac{9}{100}$



c) $\frac{1}{10}$ \bigcirc $\frac{20}{100}$



b) $\frac{1}{10}$ \bigcirc $\frac{12}{100}$



d) $\frac{2}{10}$ \bigcirc $\frac{20}{100}$



1



Eva

You can only
partition 25 hundredths
into 2 tenths and
5 hundredths.

I can partition it
another way.



Jack

Who do you agree with? _____

Explain why.

Compare answers with a partner.

2

Fill in the missing numerators to make the statements correct.

a) $\frac{3}{10} = \frac{\boxed{}}{100}$

d) $\frac{20}{100} = \frac{\boxed{}}{10}$

b) $\frac{7}{10} = \frac{\boxed{}}{100}$

e) $\frac{27}{100} = \frac{\boxed{}}{10} + \frac{\boxed{}}{100}$

c) $\frac{80}{100} = \frac{\boxed{}}{10}$

f) $\frac{67}{100} = \frac{\boxed{}}{10} + \frac{\boxed{}}{100}$

- 5 Complete the number lines using fractions.

a)



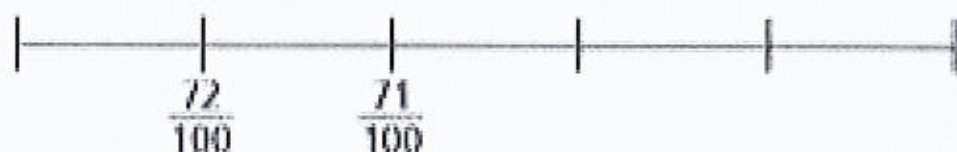
b)



c)



d)



- 6 Amir is counting 67 hundredths on a bead string.



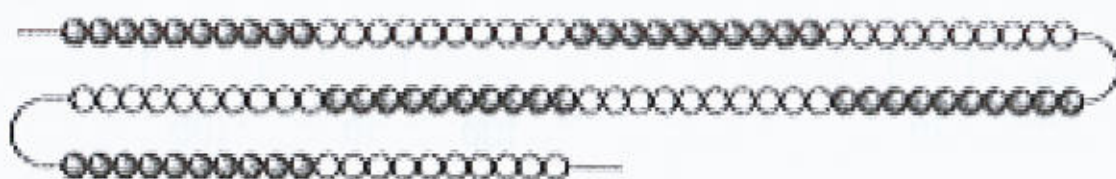
Amir

This will take a long time, because I have to count 67 beads.



Annie

You can do it faster by using tenths as well.



Explain to a partner how to use Annie's method.



These are Rekenreks made from 100 beads.

Each Rekenrek represents one whole.

Write the fraction represented on the left and on the right.

		left	right
a)		<input type="text"/>	<input type="text"/>
b)		<input type="text"/>	<input type="text"/>
c)		<input type="text"/>	<input type="text"/>
d)		<input type="text"/>	<input type="text"/>

Did you use the same method as your partner?

The owners' apostrophes

An apostrophe to show ownership of a plural noun goes after the [s].

s'

An apostrophe after a plural noun.

- Re-write these using apostrophes:

the cloakroom for ladies

the toilet for boys

the tails of the cats

the house belonging to the Browns

the books owned by her parents

the work of the pupils

Exceptions

In some plurals the apostrophe goes before the [s].

These are plurals which do not end with [s].

- Learn these:

women's

men's

children's

mice's



- Add the apostrophes to these:

the childrens library, the mices tails, the womens names, the mens addresses, the oxens stalls, the sheeps field, the geeses beaks, the peoples lives.



- Make everything in these sentences plural.

1. It was a man's shoe.
2. I found the girl's book.
3. The dog's bone was in the garden.
4. The fox stole the goose's egg.
5. He went to his friend's party.
6. A cow's horn appeared above the hedge.



Plurals with apostrophes

For plural nouns that end in **s** just add an apostrophe.
The buses' wheels. If it doesn't end in **s** add **'s**.

Rewrite these noun phrases using nouns with apostrophes.

For example: the names of his friends = his friends' names

1. the leaders of the communities = _____
2. the house belonging to the two poets = _____
3. the playpen belonging to the babies = _____
4. the bikes belonging to the twins = _____
5. the treehouse belonging to the children = _____
6. the antlers of the deer = _____
7. the toilet for women = _____
8. the club for ladies = _____
9. the club for men = _____
10. the agreement of the gentlemen = _____
11. the tails of the mice = _____
12. the smell of the cheese = _____



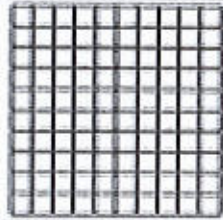
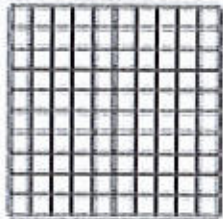
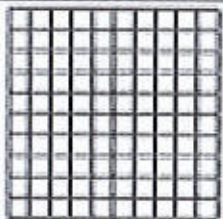



Maths

Starter:

$350 + ? = 680$	<input type="text"/>	<input type="text"/> 1 mark
$? - 205 = 500$	<input type="text"/>	<input type="text"/> 1 mark
$84 \div 7 =$	<input type="text"/>	<input type="text"/> 1 mark
$3 \times 4 \times 8 =$	<input type="text"/>	<input type="text"/> 1 mark
$24 \times 8 =$	<input type="text"/>	<input type="text"/> 1 mark
$4 \times 5 \times 7 =$	<input type="text"/>	<input type="text"/> 1 mark
$3456 - 289 =$	<input type="text"/>	<input type="text"/> 1 mark

Hundredths as decimals THURSDAY

1 Complete the table.

Hundred square	Words	Fraction	Decimal
	thirty-six hundredths		
		$\frac{82}{100}$	
			0.27
			
	seven tenths		
			0.3

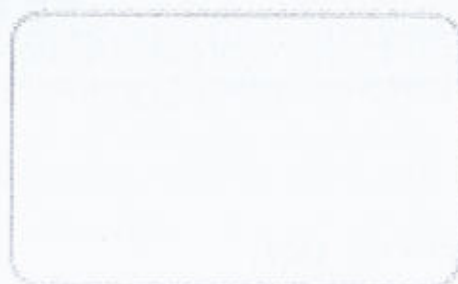
2

Draw decimal place value counters to represent the numbers.

a) 0.03



c) 0.63



b) 0.6



d) 0.36



3

The counters represent tenths and hundredths.

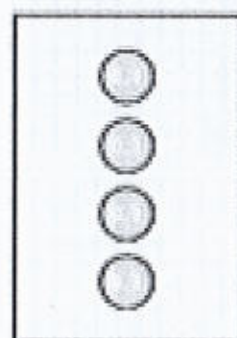
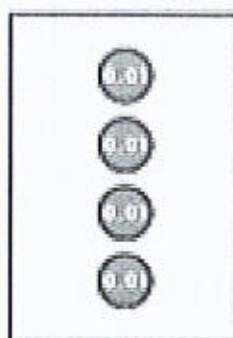
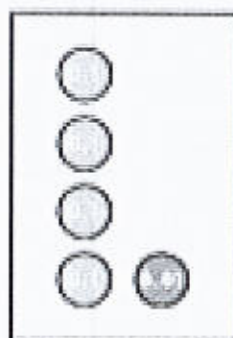
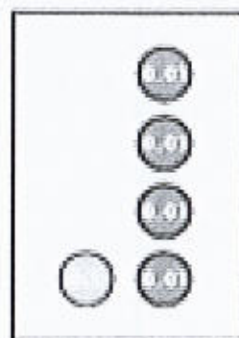
a) Match the decimals to the groups of counters.

0.04

0.4

0.14

0.41



b) Write each decimal as a fraction.

$$0.04 = \boxed{}$$

$$0.4 = \boxed{}$$

$$0.14 = \boxed{}$$

$$0.41 = \boxed{}$$

4

3 hundreds is
the same as $\frac{3}{100}$



Is Rosie correct? _____

Explain your answer.

5

Match the decimals to the descriptions.

Some of the numbers can be described in two ways.

1.3

one tenth and three hundredths

thirty hundredths

0.03

one and three tenths

thirteen tenths

0.3

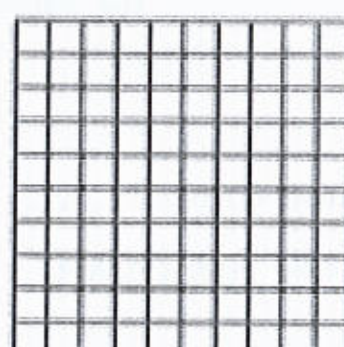
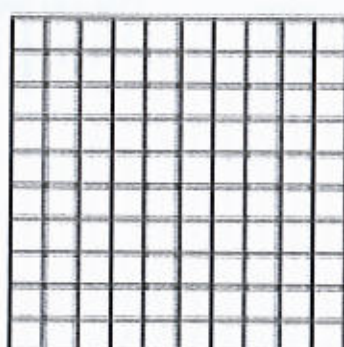
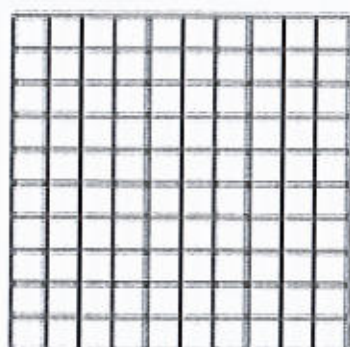
thirteen hundredths

three tenths

0.13

three hundredths

- 6 Shade the hundred squares to represent 12 hundredths in three different ways.



Compare answers with a partner.

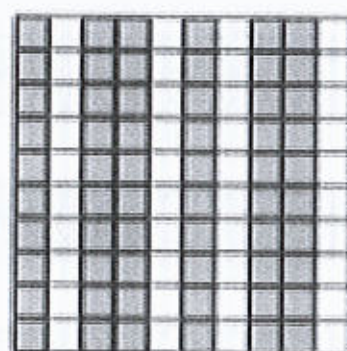
What is the same? What is different?

7

0.6 of the hundred square is shaded.



Dora



6 tenths of the hundred square is shaded.



Ron

0.60 of the hundred square is shaded.



Whitney

60 hundredths of the hundred square is shaded.



Jack

Who do you agree with? _____

Explain why.

Apostrophe sense

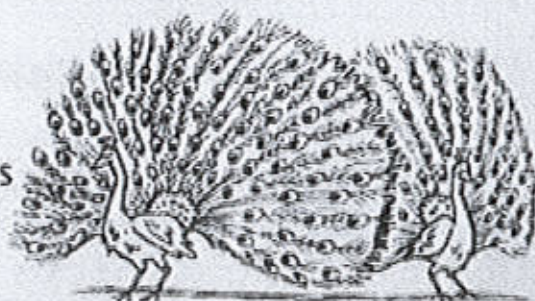
Circle incorrect apostrophes or places where apostrophes are missing.
Write the words correctly.

	Corrected words
1. A polar bears favourite lunch is ice burger's.	
2. Ghosts' get through locked door's with skeleton key's.	
3. The two ghost's favourite food's were ghoulash and ice scream.	
4. Bird's fly south in winter because its' too far to walk.	
5. Heres a tip if your next holiday's in Canada: to stop a skunk smelling, hold it's nose.	
6. Its not true that cow's in Antarctica make ice cream and that's not just because there arent any cow's in Antarctica.	
7. The inventor has'nt invented anything since his waterproof teabag's and non-stick glue didn't catch on.	
8. Robin Hood didnt rob the poor because they wouldn't have had anything worth stealing.	
9. If youre wondering whats bigger than an elephant but weigh's nothing, its an elephants' shadow!	

Missing apostrophes

Put in the missing apostrophes.

1. Tim was using his mums computer.
2. The goats chewed Liams homework and his friends jacket.
3. On holiday we lost Dads trainers and the twins football boots.
4. We gazed at the peacocks beautiful tails.
5. The lilies white flowers had six long stamens with dark orange pollen at their tips.
6. Casss hobby is spinning sheeps wool to weave mats.
7. I saw a fishs fin that might have been a sharks.
8. Babies, childrens and adults shoes were all on special offer in the sale.



Maths

Starter:

$5500 - 1000 =$	<input type="text"/>	<input type="text"/> 1 mark
$85 \times 0 =$	<input type="text"/>	<input type="text"/> 1 mark
$21 \div 3 =$	<input type="text"/>	<input type="text"/> 1 mark
$48 - 6 - 6 =$	<input type="text"/>	<input type="text"/> 1 mark
$\frac{4}{5} - \frac{1}{5} =$	<input type="text"/>	<input type="text"/> 1 mark
$7210 + 1290 =$	<input type="text"/>	<input type="text"/> 1 mark
$375 + 25 + 25 =$	<input type="text"/>	<input type="text"/> 1 mark

Main Activity:

Dividing 1 and 2 digits by a hundred

FRIDAY

- 1** a) Draw counters to show 8 on the place value chart.

Ones	Tenths	Hundredths

- b) Complete the division.

$$8 \div 100 = \boxed{}$$

- c) Draw counters to show your answer on the place value chart.

Ones	Tenths	Hundredths

What do you notice?

- 2** a) Draw counters to show 80 on the place value chart.

Tens	Ones	Tenths	Hundredths

- b) Complete the division.

$$80 \div 100 = \boxed{}$$

- c) Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths	Hundredths

What do you notice?

- 3 Complete the sentence.

To divide by 100 you move the counters places to the _____

- 4 Complete the calculations.

a) $3 \div 100 =$

d) $= 60 \div 100$



b) $90 \div 100 =$

e) $\div 100 = 0.5$

c) $= 5 \div 100$



f) $0.02 =$ $\div 100$

- 5 Dora is working out $48 \div 100$ using a place value chart.

Tens	Ones	Tenths	Hundredths
			



To divide by 100 you move two places to the right, so $48 \div 100$ is 40.08

Tens	Ones	Tenths	Hundredths
			

- a) Explain the mistake that Dora has made.

- b) Complete the division.

$48 \div 100 =$

- 6 This Gattegno chart shows the number 37

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

- a) Explain how you would work out $37 \div 100$ using this chart.

Compare answers with a partner.

- b) Use the Gattegno chart to complete the division.

$$92 \div 100 = \boxed{}$$

- c) Use the Gattegno chart to complete the division.

$$19 \div 100 = \boxed{}$$

- 7 Complete the calculations.

a) $31 \div 100 = \boxed{}$

e) $\boxed{} = 29 \div 100$

b) $60 \div 100 = \boxed{}$

f) $\boxed{} \div 100 = 0.58$

c) $\boxed{} = 85 \div 100$

g) $0.5 = \boxed{} \div 100$

d) $0.01 = \boxed{} \div 100$

h) $0.3 = 30 \div \boxed{}$



Complete the calculations.

a) $36 \div 10 = \boxed{}$

$36 \div 100 = \boxed{}$

$36 \div 10 \div 10 = \boxed{}$

b) $91 \div 10 = \boxed{}$

$91 \div 100 = \boxed{}$

$91 \div 10 \div 10 = \boxed{}$

What do you notice?



Dividing by 100
is always the same as
dividing by 10 twice.



Do you agree with Amir? _____

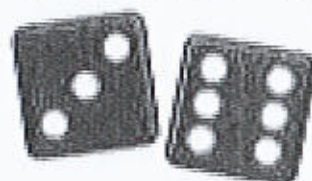
Explain your answer.



Roll two dice to make two 2-digit numbers.

Divide your numbers by 100. Record your answer. Roll again.

Here is an example.



$36 \div 100$ and $63 \div 100$

$\boxed{} \div 100 = \boxed{}$ and $\boxed{} \div 100 = \boxed{}$

$\boxed{} \div 100 = \boxed{}$ and $\boxed{} \div 100 = \boxed{}$

What is the greatest possible answer you can get?

What is the smallest possible answer?

Compare answers with a partner.