

## **Home Learning 06/07/2020**

Dear All,

I hope you are well. Outlined below is your home learning for the week.

Please complete submit the answers in a word document and upload them via eSchools. You can write answers in the exercise books I sent home and take a picture of that and upload it. The work is combined into one file to make it easier to download. This will also make it easier for printing because you can fit two or four pages on to one sheet of A4. Please also note, if the file is on screen you children can write the answers in the exercise book, I sent home. If you need any packs printing please contact us (chestnut@diltonmarsh.wilts.sch.uk) and I can get that sorted.

### **English Tasks –**

There is still an expectation that children will read at least four times a week and fill in their journals. This is a great opportunity to read some good books. If you need some suggestions try <https://www.booksfortopics.com/year-4>

Please also complete the enclosed reading comprehension pack.

Please see work below for our writing this week. This is a whole school task and it is my expectation that Year 4 are leading the way with it!

### **Maths –**

We are continuing to look at work from previous terms to make sure the children are comfortable with the concepts. This week we are focusing on the area of shapes.

Thank you for taking part in the TT Rock Stars Multiplication Check there were some very good scores and from the start of term everyone had improved significantly.

### **Non-Core Subjects –**

We will be looking at Castles. Please read the attached information.

Take care,

Mr. Bullen

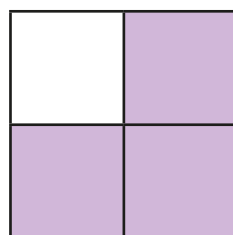
# What is a fraction?

1 What fraction of each shape is shaded?

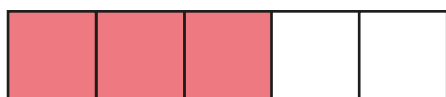
a)



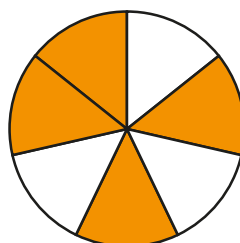

c)




b)

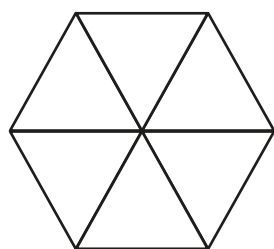



d)



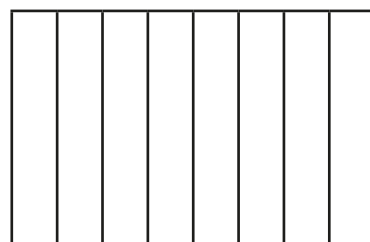

2 Shade each diagram to represent the fractions.

a)



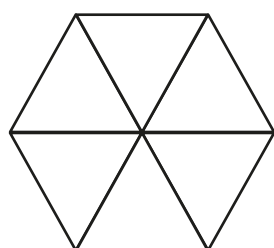
$\frac{1}{6}$

c)



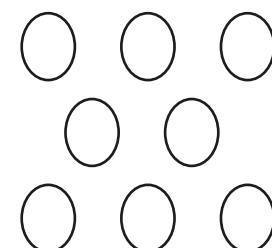
$\frac{5}{8}$

b)



$\frac{5}{6}$

d)



$\frac{5}{8}$

3 Circle the unit fractions.

$\frac{1}{3}$

$\frac{1}{5}$

$\frac{3}{5}$

$\frac{1}{8}$

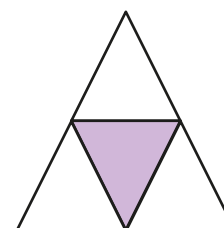
$\frac{2}{3}$

$\frac{10}{11}$

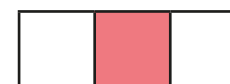
How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.

A



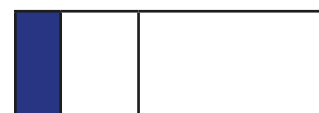
D



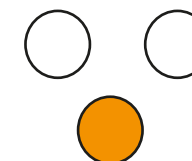
F



B



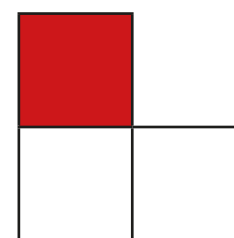
E



G



C



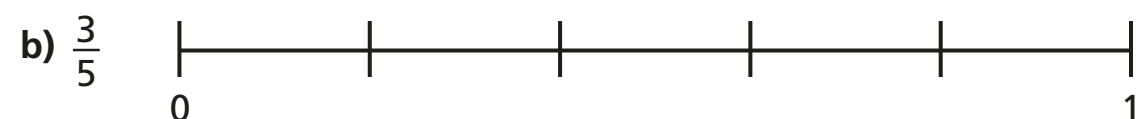
b) Complete the sentences to describe the shapes with one third shaded.

There are  equal parts altogether.

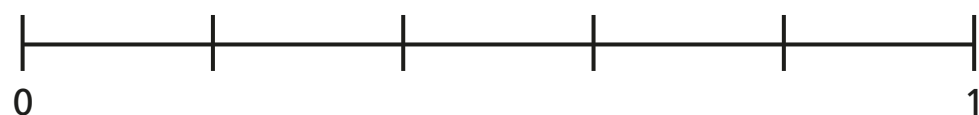
out of  equal parts is shaded.

of the shape is shaded.

- 5 Draw an arrow to show the position of the fraction on the number line.



- 6 Draw an arrow to show the position of  $\frac{5}{5}$  on the number line.



What do you notice?



- 7 Draw four different representations of  $\frac{3}{4}$

- 8 Amir has drawn some 2D shapes.



- a) What fraction of the shapes are triangles?
- b) What fraction of the shapes are squares?
- c) What fraction of the shapes have four sides?

- d) Draw 2D shapes to match the description.

$\frac{1}{5}$  are squares,  $\frac{2}{5}$  are triangles,  $\frac{3}{5}$  have more than 3 sides.

Compare shapes with a partner.

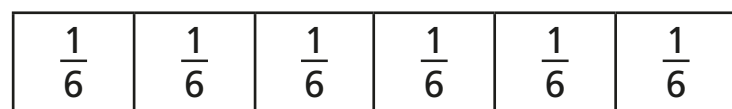
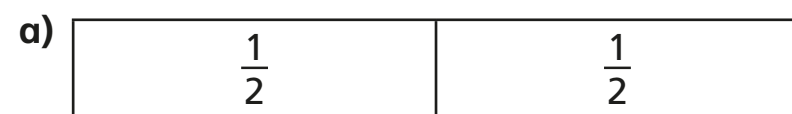
What is the same about your shapes? Is anything different?



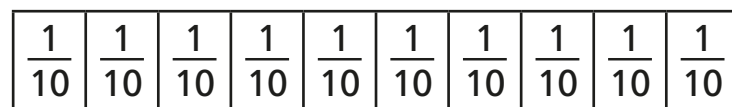
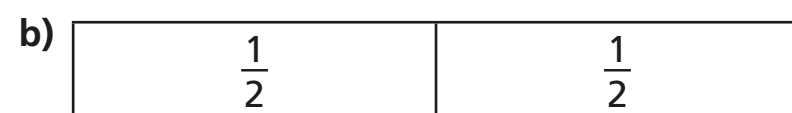
# Equivalent fractions (1)



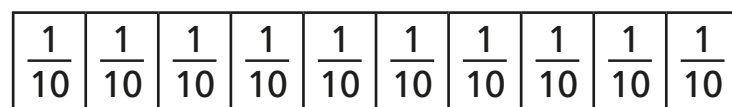
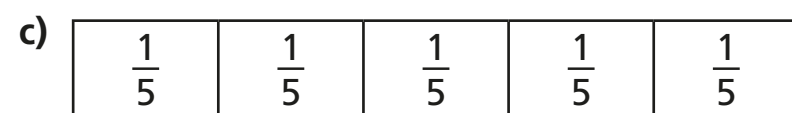
1 Shade the bar models to represent the equivalent fractions.



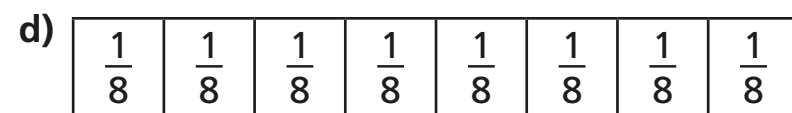
$$\frac{1}{2} = \frac{3}{6}$$



$$\frac{1}{2} = \frac{5}{10}$$

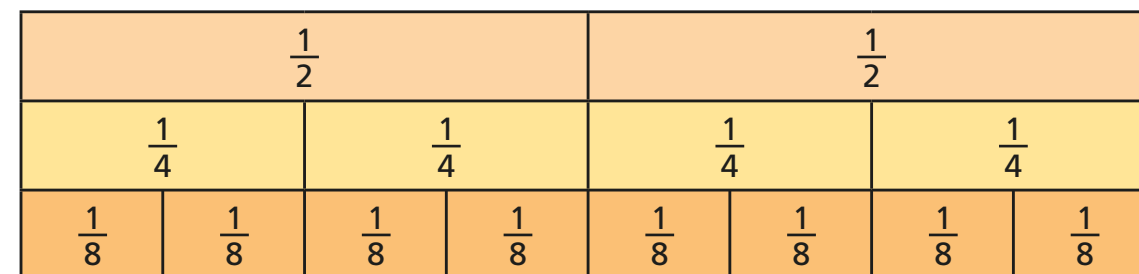


$$\frac{4}{5} = \frac{8}{10}$$



$$\frac{6}{8} = \frac{3}{4}$$

2 Use the fraction wall to complete the equivalent fractions.



a)  $\frac{1}{2} = \frac{\square}{4}$

c)  $\frac{2}{4} = \frac{4}{\square}$

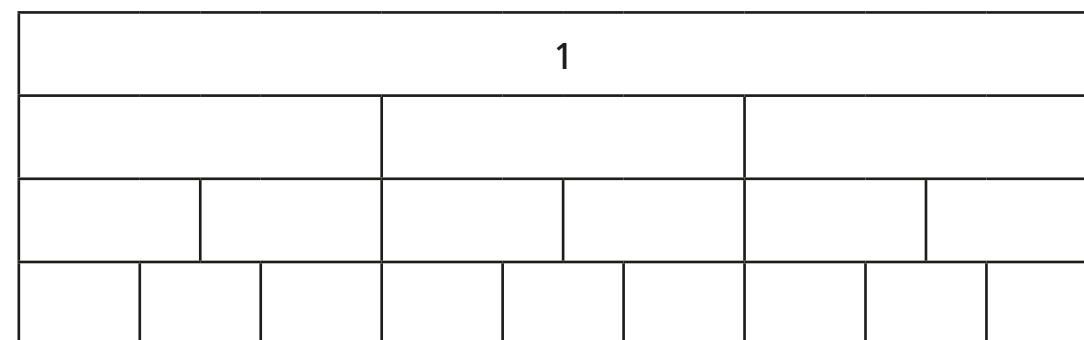
e)  $\frac{\square}{8} = \frac{3}{4}$

b)  $\frac{1}{2} = \frac{\square}{8}$

d)  $\frac{2}{8} = \frac{\square}{4}$

f)  $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.



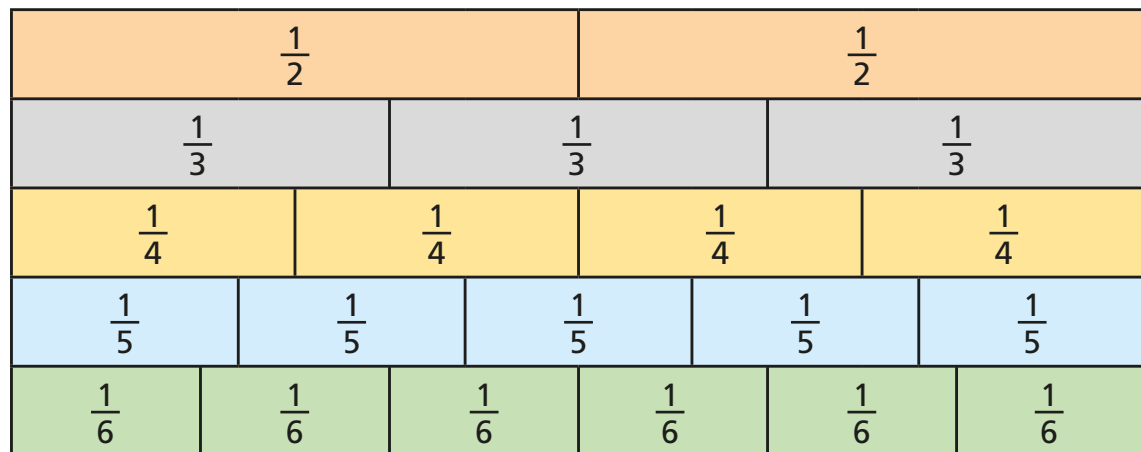
b) Use the fraction wall to complete the equivalent fractions.

$$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$$

$$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$$

$$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$$

4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.



5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always

sometimes

never

b) Fractions equivalent to one half have even numerators.

always

sometimes

never

c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always

sometimes

never

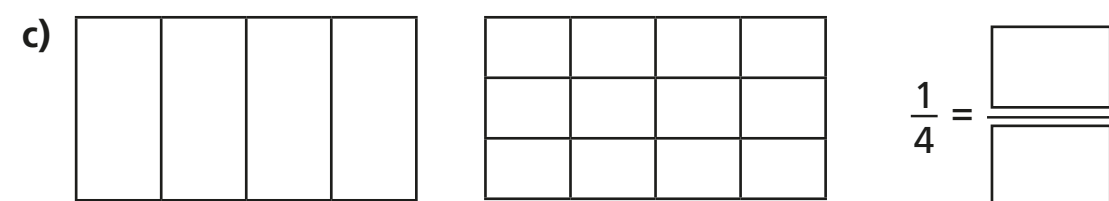
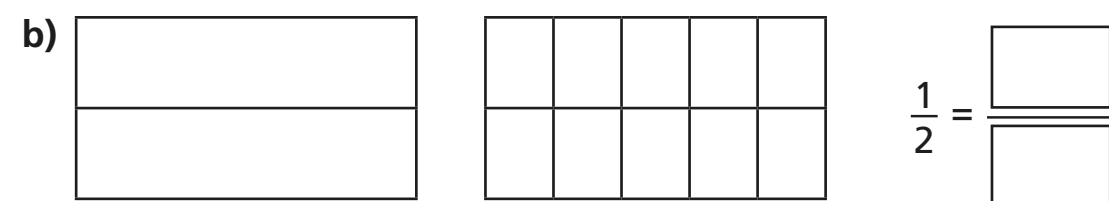
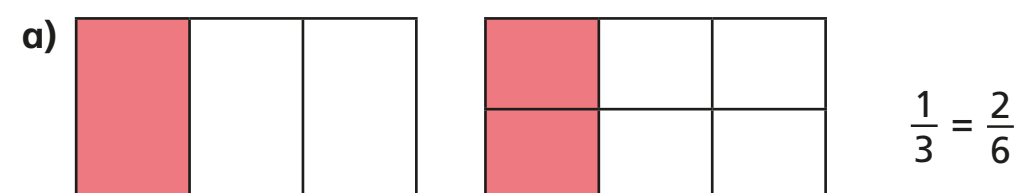


# Equivalent fractions (2)



- 1 Shade the diagrams to help you complete the equivalent fractions.

The first one has been done for you.



- 2 Draw a diagram to show that  $\frac{3}{4} = \frac{6}{8}$

- 3 Match the equivalent fractions.

$$\frac{1}{4}$$

$$\frac{4}{10}$$

$$\frac{10}{15}$$

$$\frac{1}{7}$$

$$\frac{3}{21}$$

$$\frac{2}{3}$$

$$\frac{2}{5}$$

$$\frac{3}{12}$$

- 4 Complete the equivalent fractions.

a)  $\frac{1}{5} = \frac{\boxed{\phantom{00}}}{10}$

d)  $\frac{3}{10} = \frac{9}{\boxed{\phantom{00}}}$

g)  $\frac{8}{12} = \frac{2}{\boxed{\phantom{00}}}$

b)  $\frac{4}{5} = \frac{\boxed{\phantom{00}}}{10}$

e)  $\frac{6}{8} = \frac{3}{\boxed{\phantom{00}}}$

h)  $\frac{2}{\boxed{\phantom{00}}} = \frac{10}{25}$

c)  $\frac{3}{10} = \frac{6}{\boxed{\phantom{00}}}$

f)  $\frac{8}{12} = \frac{\boxed{\phantom{00}}}{3}$

i)  $\frac{1}{\boxed{\phantom{00}}} = \frac{4}{28}$



- 5 a) Write the fractions in the correct place on the sorting diagram.

$\frac{8}{24}$	$\frac{3}{12}$	$\frac{5}{15}$	$\frac{6}{24}$	$\frac{4}{12}$	$\frac{9}{36}$	$\frac{3}{9}$	$\frac{4}{16}$
----------------	----------------	----------------	----------------	----------------	----------------	---------------	----------------

	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator		
even denominator		

- b) Are any of the boxes empty?

Why do you think this is?

Talk about your answer with a partner.



- 6 Find three ways to make the fractions equivalent.

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

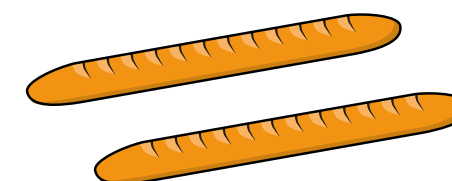
b)  $\frac{1}{\square} = \frac{4}{\square}$      $\frac{1}{\square} = \frac{4}{\square}$      $\frac{1}{\square} = \frac{4}{\square}$

c)  $\frac{\square}{3} = \frac{\square}{9}$      $\frac{\square}{3} = \frac{\square}{9}$      $\frac{\square}{3} = \frac{\square}{9}$

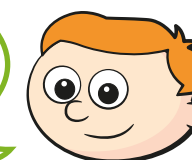
- 7 Eva and Ron have a baguette each.

The baguettes are the same size.

Eva cuts her baguette into 8 equal pieces.



3 of my equal pieces are equal to 6 of Eva's.



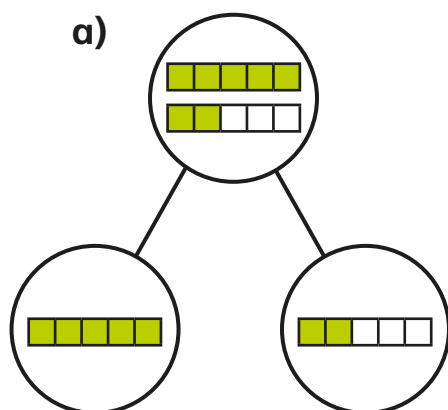
How many equal pieces has Ron cut his baguette into?

Ron has cut his baguette into  equal pieces.



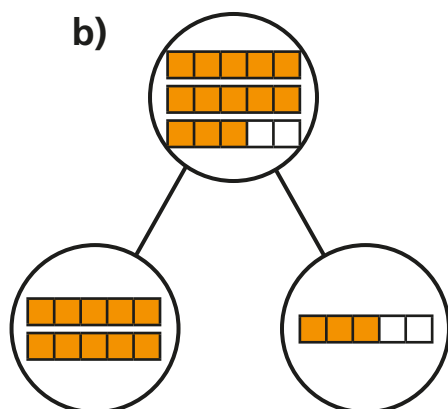
# Fractions greater than 1

1 Complete the sentences.



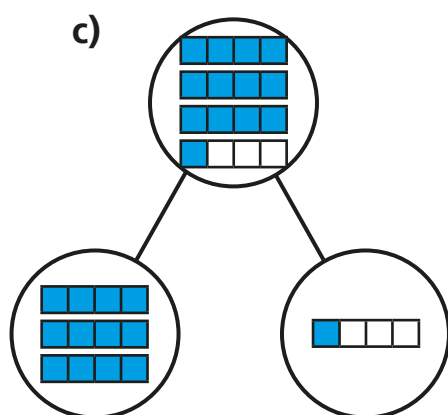
There are 7 fifths altogether.

7 fifths =  whole +  fifths



There are  fifths altogether.

fifths =  wholes +  
 fifths

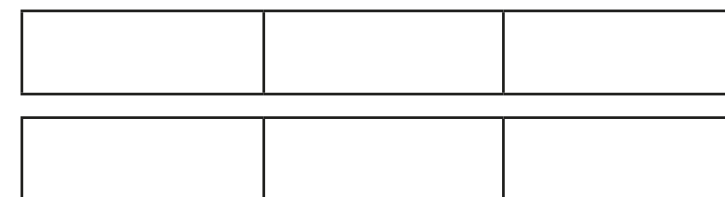


There are  quarters altogether.

quarters =  wholes +  
 quarter

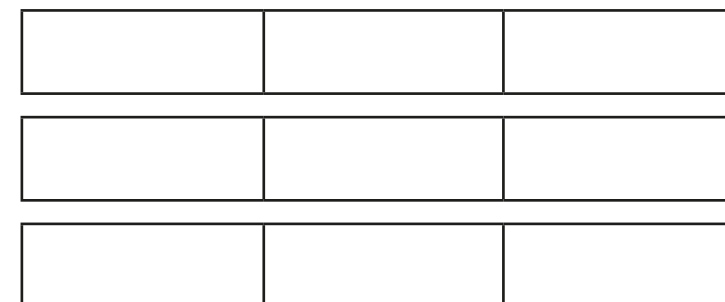
2 Shade the bar models to represent the fractions.

a)  $\frac{5}{3}$



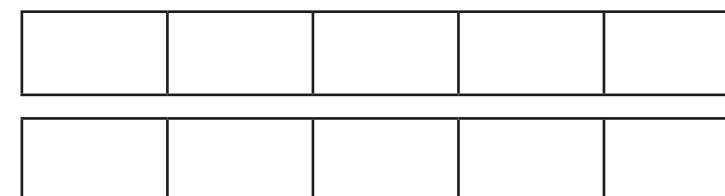
$\frac{5}{3} =$   whole +  thirds =

b)  $\frac{8}{3}$



$\frac{8}{3} =$   wholes +  thirds =

c)  $\frac{8}{5}$



$\frac{8}{5} =$   whole +  fifths =





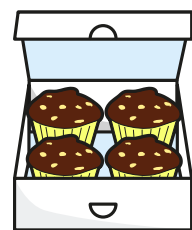
3 Complete the statements.

- a)  $\frac{12}{2} = \square$  wholes      e)  $\frac{15}{3} = \square$  wholes
- b)  $\frac{12}{4} = \square$  wholes      f)  $\frac{15}{5} = \square$  wholes
- c)  $\frac{12}{6} = \square$  wholes      g)  $\frac{15}{4} = \square$  wholes +  $\square$  quarters
- d)  $\frac{12}{3} = \square$  wholes      h)  $\frac{15}{2} = \square$  wholes +  $\square$  half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?



Whitney can fill  $\square$  boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs  $\square$  muffins to fill another box.

Explain how you know.

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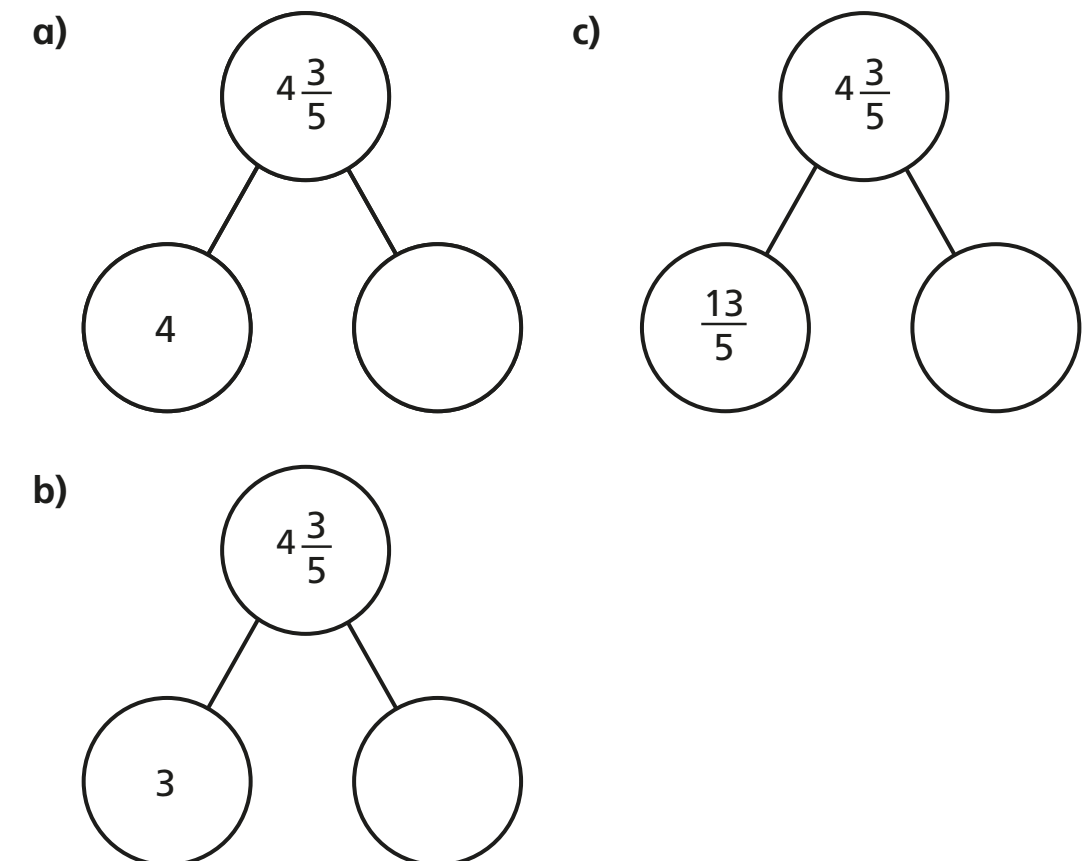
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How does writing  $\frac{26}{4}$  help you to answer this?

5 Write  $<$ ,  $>$  or  $=$  to complete the statements.

- a) 2 wholes and 3 quarters  $\bigcirc$  5 quarters
- b) 2 wholes and 3 quarters  $\bigcirc$  15 quarters
- c) 2 wholes and 3 sixths  $\bigcirc$  15 sixths
- d) 2 wholes and 3 eighths  $\bigcirc$  15 eighths
- e)  $\frac{15}{3} \bigcirc \frac{15}{5}$
- f)  $\frac{15}{3} \bigcirc \frac{20}{4}$

6 Complete the part-whole models.

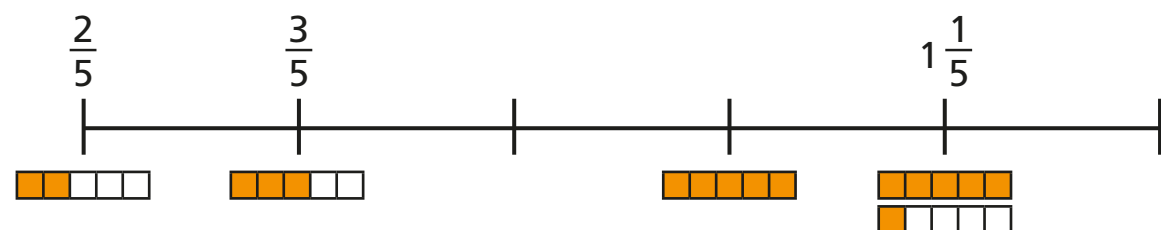


# Count in fractions

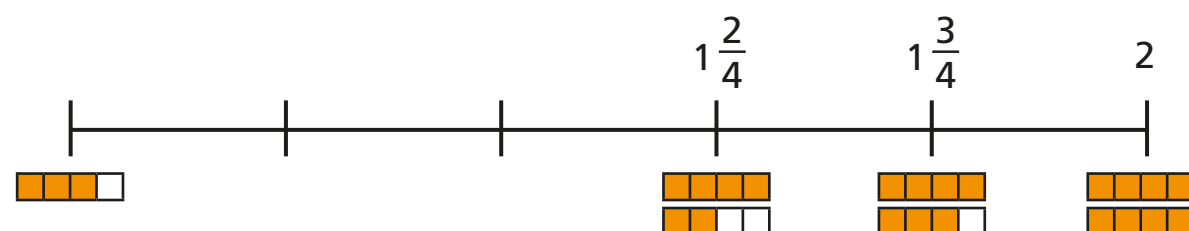


1 Complete the number lines.

a)

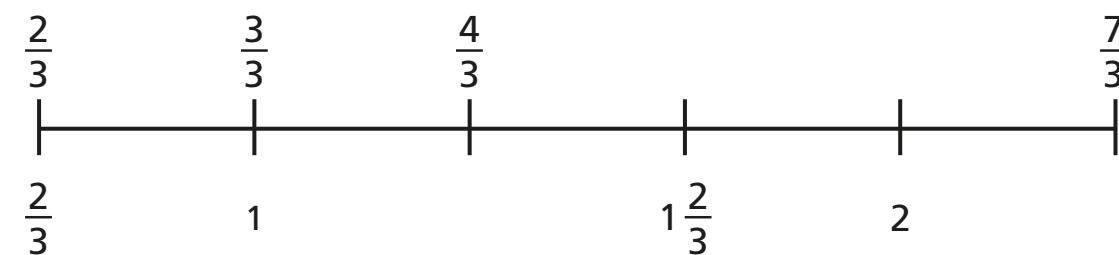


b)

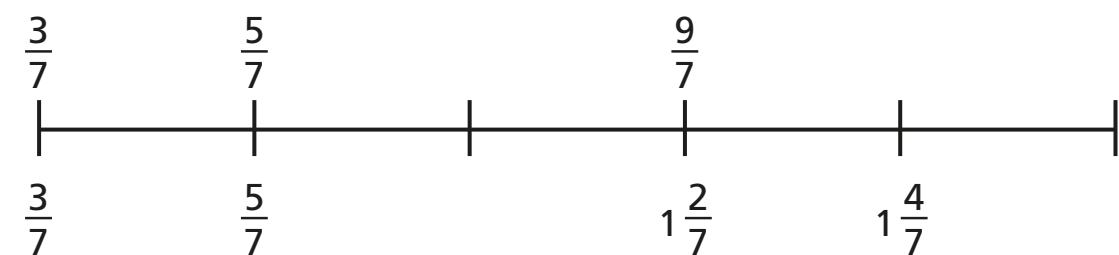


2 Complete the number lines.

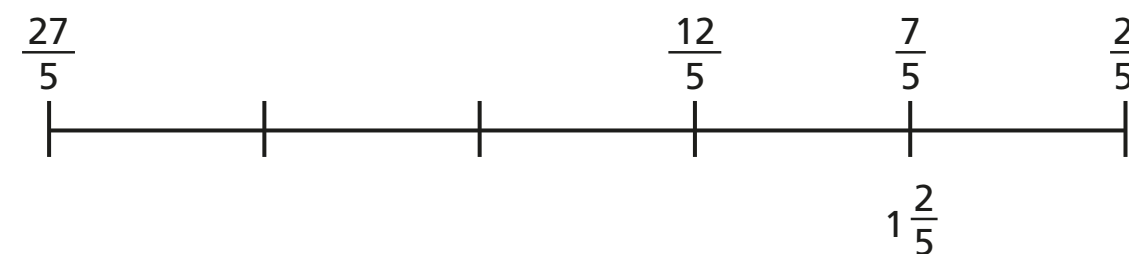
a)



b)



c)



3 Write the next three fractions in each sequence.

a)  $\frac{1}{8}, \frac{2}{8}, \frac{3}{8},$  , ,

b)  $\frac{1}{4}, \frac{2}{4}, \frac{3}{4},$  , ,

c)  $\frac{1}{4}, \frac{3}{4}, 1\frac{1}{4},$  , ,

d)  $4, 3\frac{1}{3}, 2\frac{2}{3},$  , ,

4 What is the missing fraction?

Give two possible answers.

a)  $\frac{8}{3}, \frac{12}{3}, \frac{16}{3}, \frac{20}{3},$  ,  $\frac{28}{3}, \frac{32}{3}$



b)  $\frac{8}{5}, \frac{12}{5}, \frac{16}{5}, \frac{20}{5},$  ,  $\frac{28}{5}, \frac{32}{5}$

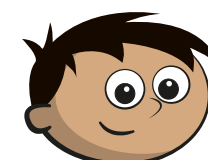


c)  $\frac{8}{7}, \frac{12}{7}, \frac{16}{7}, \frac{20}{7},$  ,  $\frac{28}{7}, \frac{32}{7}$



5 Amir, Dexter and Dora are counting in fractions.

$$\frac{8}{10}, \frac{9}{10}, \frac{10}{10}, \frac{11}{10}$$



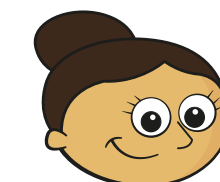
Amir

The next fraction  
is  $\frac{12}{10}$

The next fraction  
is  $1\frac{2}{10}$



Dexter



Dora

The next fraction  
is  $1\frac{1}{5}$

a) Who is correct? \_\_\_\_\_

Explain your answer.

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b) Compare answers with a partner.



## Day 1

Task 1: Find words to rhyme with all of the words below. The more you can find the better!

Word	Rhyme 1	Rhyme 2	Rhyme 3
dip	grip	blip	trip
see			
lip			
crown			
right			
boss			
near			
bear			
day			
fly			
way			
hug			
jewel			
good			
feet			
could			
purse			
pin			
tag			
end			
throne			
lean			
ring			
bent			
ball			
car			
dog			
bend			
hand			
sing			
band			
need			
bee			
can			
ban			

far			
ship			
make			
float			
last			
ill			
set			
win			
sky			
speech			
belt			
melt			
clean			

Task 2: Choose 3 sets of your rhyming words and write sentences about the Queen.

Example:

The crown is hers, she has a really tight **grip**,

She walks really slow, trying not to **trip**.

Set 1

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Set 2

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Set 3

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## Day 2

Task: Read the poems below. Decide what you like about them and underline all the vocabulary that you like! This will help you tomorrow!

### Our Queen Headteacher

Our school had a problem:  
the principal was mean  
so I wrote a letter  
to the dear old Queen.  
  
She wanted a new job.  
She claimed that she was bored.  
So she kicked him out  
and took over our ward.  
  
We all are royal slaves  
who've sworn to study hard  
and never pick a fight  
when on the school yard.  
  
Our school is more grand.  
Our school's much more chic.  
At lunch we have banquets  
with jubilees each week.

### If I Were A King

I often wish I were a King,  
And then I could do anything.  
  
If only I were King of Spain,  
I'd take my hat off in the rain.  
  
If only I were King of France,  
I wouldn't brush my hair for aunts.  
  
I think, if I were King of Greece,  
I'd push things off the mantelpiece.  
  
If I were King of Norway,  
I'd ask an elephant to stay.  
  
If I were King of Babylon,  
I'd leave my button gloves undone.  
  
If I were King of Timbuctoo,  
I'd think of lovely things to do.  
  
If I were King of anything,  
I'd tell the soldiers, "I'm the King!"

1) Which was your favourite poem? Explain your answer.

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### Day 3

Task: Create a vocabulary sheet to help you write your poem.

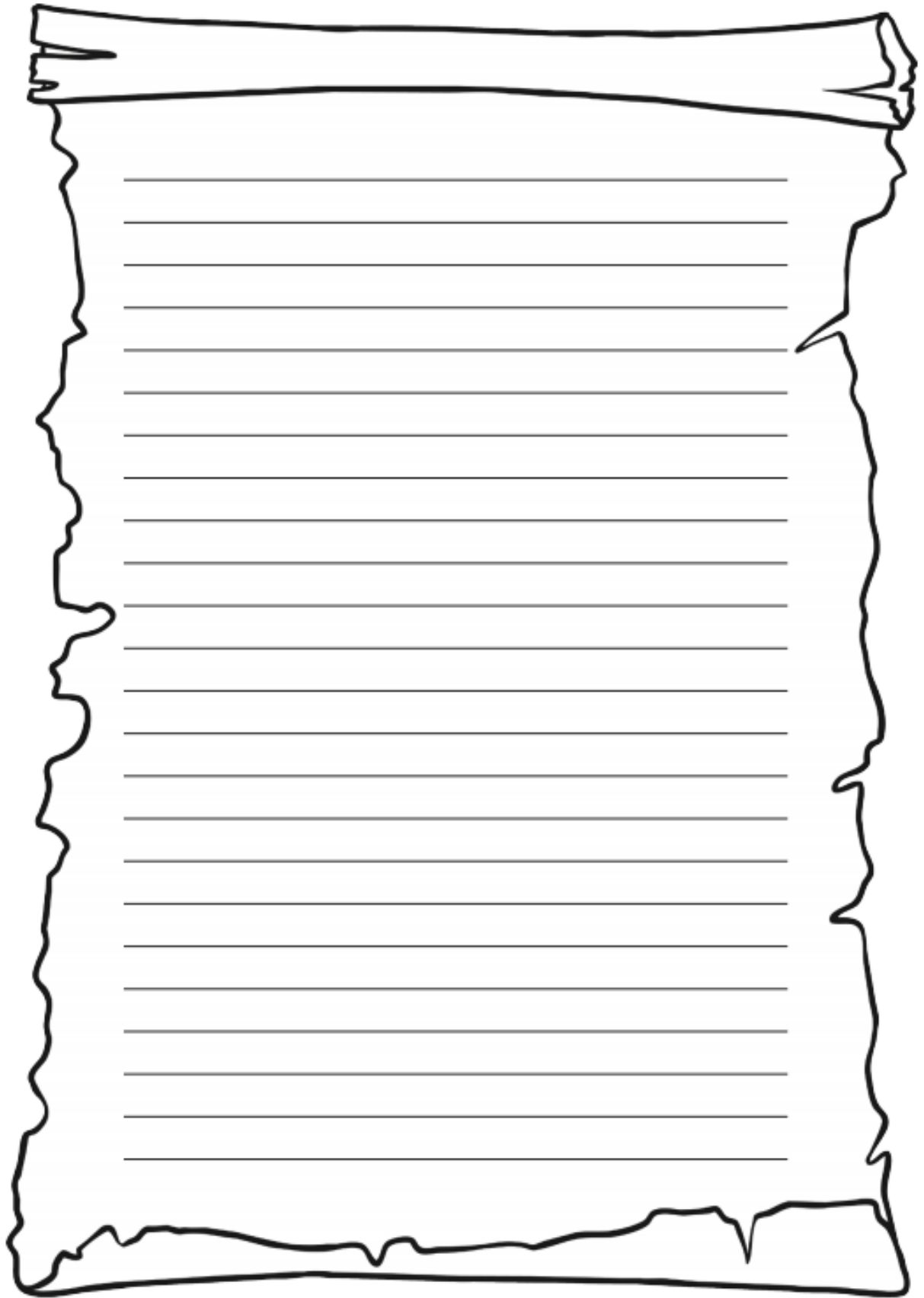
Words		

Phrases	

Sentences

*Day 4: Write your poem*

## **If I Were Queen or King for a Day**



A large, rectangular area with a decorative, torn-paper border. Inside the border are 25 horizontal lines for writing a poem.



## Day 5

Task: Perform your poem. Put on your best posh accent and read out your new poem. You might decide you want to dress up as your king or queen too! Send us the video once you've done it.

# Home Learning Tasks – Non-Core Subjects – Years 4 and 5

## Topic: - Castles

The theme for learning this week is: Castles. We have decided on this theme because they cover such a vast period of our history.

You can tackle the work in lots of different ways. You can complete the sheets from the work pack, or you can be more creative. For example, you could create a PowerPoint or Poster that covers all the information the tasks ask for. Please don't think the sheets are everything – they are a guide to things that can be done.

### Task 1 – Why were castles built?

- One of the most famous castle builders was William The Conqueror. Your task is to find out why he built castles and find out the names of some of the ones he created.

### Task 2 – Parts of a Castle (sheet included)

- There are many parts to a castle. Label the castle with the names provided. You then need to explain what each part was used for e.g. The moat was used to keep attackers out of the castle.

### Task 3 – Jobs in a Castle

- Because castles were so big there were many jobs that people had to carry out. Research these jobs and create a piece of work explaining what they did. This could be an advert, a PowerPoint, a recorded diary entry of a typical day. We have included some very brief examples. Yours will need to be much more detailed.

### Task 4 – Famous Castle Research

- With this task you need to research a famous castle and create a poster, PowerPoint, or factual video about its history.

### Task 5 – Create your own Coat of Arms

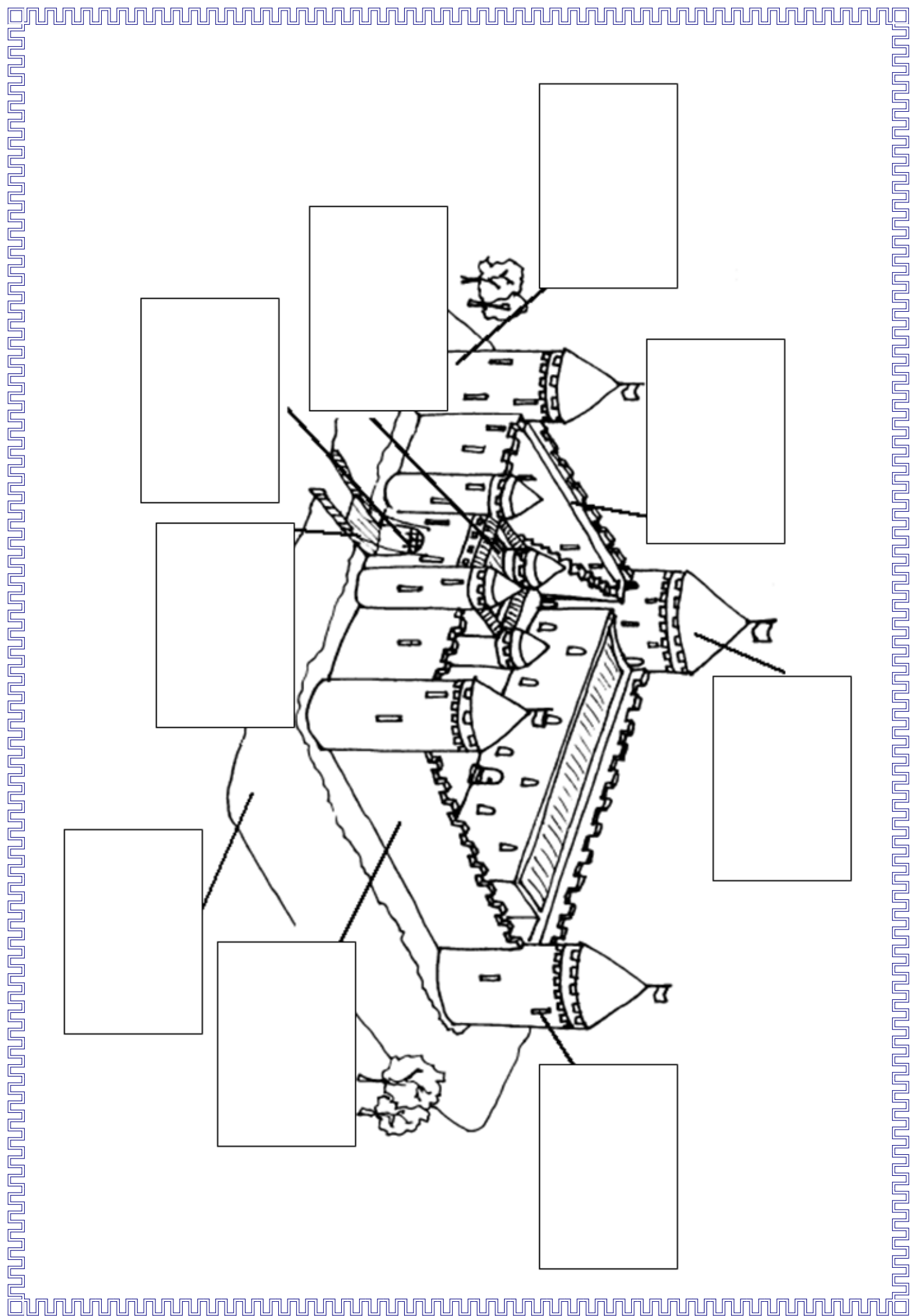
- Using the website below create your own coat of arms. Write down why you have chosen things e.g. the colours you used might reflect your personality.

<https://www.mytribe101.com/crest/>

### Task 6 – Be Arty

- Create a fantasy castle. There are some different examples below. You could use collage, pastels, felt tips, colouring pencils, or a mix of different mediums.





**Draw Bridge**

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**Moat**

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**Tower**

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**Portcullis**

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**Arrow Slits**

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**Walkway**

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**Curtain Wall**

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**Gatehouse**

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**Keep**

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# The Smith



The Smith worked with iron. He mended and made iron goods every day for the castle.

# The Clerk



The Clerk worked in the castle to keep the accounts. This was an important job as without looking after the money the Lord would not have the things he wanted.

# The Jester



The Jester was employed to keep the members of the court amused. He would play the fool to make people laugh.