

Year 4 – Mr. Churchill

Monday 1st March 2021

English

This week we are going to focusing the SPaG features required of Year 4 pupils when they compose their own narratives. These are features which must be included accurately in order to make the standard if work produced appropriate to the year group. Today we are focusing on expanded noun phrases. Please use the following link to review this information.

<https://www.bbc.co.uk/bitesize/articles/zhfgcqt>

Please complete the online quizzes and submit the sentences (activity 3 on webpage) that you have improved.

English-Reading

Please read your chosen text for at least 30 minutes today (this could be broken into smaller chunks if you wish i.e. 3 x 10 minutes etc)-thank you.

The children who access Lexia please continue to do so for 30 minutes today please-thank you.

Mathematics

In mathematics, we are continuing to look at fractions. In our previous sessions, we have looked at what fractions actually are, equivalent fractions and calculating with fractions. Today, we are beginning to calculate fractions of amounts. Vital to this skill is knowledge of times tables and this must be used to support this concept.

Please use the following link to access the learning stimulus:

<https://vimeo.com/510395871>

Our Curriculum

Over the course of this half term, our curriculum focus will be on History. This knowledge builds directly on the history learning from the Autumn Term. Today, we are going to be focusing on what Britain was like after the Roman invasion in AD43. Please use link below to find out about the changes that occurred in Britain after the invasion. Please then compare life in Britain before and after the invasion.

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx6:~:text=Many%20of%20the%20Roman%20towns,Britain'%20came%20from%20the%20Romans.>

Mathematics resource:

Fluency

F1)

Find $\frac{1}{5}$ of Eva's marbles.



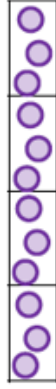
I have divided the marbles into equal groups.

There are marbles in each group.

$\frac{1}{5}$ of Eva's marbles is marbles.

F2)

Dexter has used a bar model and counters to find $\frac{1}{4}$ of 12



Use Dexter's method to calculate:

$\frac{1}{6}$ of 12 $\frac{1}{3}$ of 12 $\frac{1}{3}$ of 18 $\frac{1}{9}$ of 18

F3)

Amir uses a bar model and place value counters to find one quarter of 84



Use Amir's method to find:

$\frac{1}{3}$ of 36 $\frac{1}{3}$ of 45 $\frac{1}{5}$ of 65

Reasoning

R1)



Whitney has 12 chocolates.

On Friday, she ate $\frac{1}{4}$ of her chocolates and gave one to her mum.

On Saturday, she ate $\frac{1}{2}$ of her remaining chocolates, and gave one to her brother.

On Sunday, she ate $\frac{1}{3}$ of her remaining chocolates.

How many chocolates does Whitney have left?

Problem solving

PS1)

Fill in the Blanks

$\frac{1}{3}$ of 60 = $\frac{1}{4}$ of

$\frac{1}{\square}$ of 50 = $\frac{1}{5}$ of 25

Enlarged Fluency Questions

F1)

Find $\frac{1}{5}$ of Eva's marbles.



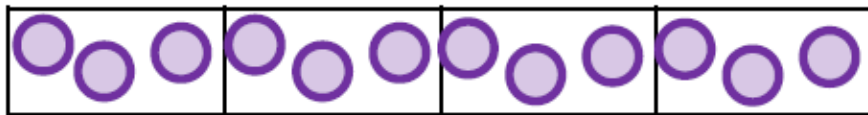
I have divided the marbles into equal groups.

There are marbles in each group.

$\frac{1}{5}$ of Eva's marbles is marbles.

F2)

Dexter has used a bar model and counters to find $\frac{1}{4}$ of 12



Use Dexter's method to calculate:

$\frac{1}{6}$ of 12

$\frac{1}{3}$ of 12

$\frac{1}{3}$ of 18

$\frac{1}{9}$ of 18

F3)

Amir uses a bar model and place value counters to find one quarter of 84



Use Amir's method to find:

$\frac{1}{3}$ of 36

$\frac{1}{3}$ of 45

$\frac{1}{5}$ of 65

Prayer and Reflection

Please see resource below.

Emotional Wellbeing Task:

Make a list of five things that you want to do when you return to school-play with friends, speak to teachers etc. We will make sure that we do these things when we return on the 8th!

Prayer and Reflection Resource:



*Today, Great Britain can boast one of the best road safety records in Europe and the world in terms of the least number of serious casualties. However, the department of transport reported that in just one year, from June 2012 to June 2013 there were 139,350 accidents on British roads, an average of over 380 accidents every day. The Institute of Advanced Motorists (IAM) analysed the data gathered by the police over a 4 year period of around 700,000 accidents. They discovered that 'driver error' is the biggest cause at over 60% of the most serious road accidents in the UK today. A report in the Telegraph newspaper on this issue stated 'It's not your car or the "road conditions" that are most likely to kill you. It's your own driving.'

The Highway Code was launched in 1931. Although there were just 2.3 million vehicles in Great Britain, there were over 7,000 serious accidents each year. Today there are more than 27 million vehicles, that's more than 10 times the amount than in 1931. In 2013, there were just over 500 'serious' accidents. Regular revisions of the Highway Code ensure that it reflects changes in the technology and road safety. The Green Cross Code was introduced for pedestrians in the 1978 edition. 'Stop, look and listen' was taught to children to help them safely cross as more and more cars were using the roads.

The Highway Code ensures that we are able to use our roads safely, drivers and cyclists



know which way to go round a roundabout and how to prepare to turn at a T-junction. 'Driver error or reaction' is the main cause of serious accidents. Children not following the green cross code and drivers not allowing enough space between one car and the car in front, not looking properly and driving too fast for the conditions are all causes of the many accidents that happen on our roads. If in these instances the advice given in the Highway Code was acted upon, it is likely that 83,000 accidents last year could have been avoided.

The Highway Code is a rulebook. Without everybody choosing to obey the rules and advice within it, driving would be a completely chaotic experience. If some people decided to disobey it and drive on the right side of the road or go around a roundabout the wrong way, it wouldn't take long before the roads would become unusable. Around us we have many rules, there are school rules, and in our society we have many laws. Religious books like the Bible, Qur'an and Torah provide guidance on how to live. Many non-religious people think of religious texts as listing lots of do's and don'ts. In reality, many religious holy books map out a way of life. They provide a set of rules or instructions that ensure that

individuals and communities are able to successfully navigate the journey of life, from birth to death and beyond. The Highway Code provides a common purpose for those using the roads in the UK. Many instructions and rules outlined in any society support and help ensure that people can go about their lives safely.

This week we are going to think about the importance of rules and instructions. Some rules are so important that everybody must obey them, like do not steal. Generally, school rules help to ensure that everyone is able to learn in a safe and happy place. Understanding how rules and instructions help us is an important part of deciding if we are going to obey them or not. The more we understand why certain rules or that certain instructions are given, the more it will help us to make right choices.

Has anyone heard of the golden rule? When asked, which was the greatest commandment in the law, Jesus didn't just reply by telling them the first of the ten commandments, 'you must love the Lord your God with all your heart, all your soul and all your mind.' He replied by stating the second as well: 'You shall love your neighbour as you love yourself'. Jesus went on to say that all the other laws are based on these two commandments. It is the role of society and schools to make sure that rules are fair for everybody. Jesus said that we should do to others what you would like them to do to you. This is the 'The Golden Rule', can you imagine what the world would be like if everybody lived by this golden rule?

Time to reflect

- Can you think of a rule that you think everyone should obey? Why?
- Can you think of a rule that only some people need to follow? Why?
- What would happen if everyone decided not to follow any rules?

Reflection (Prayer)

(Dear God)

We are thankful for the gift of our community. Like the Highway Code helps to ensure that the roads are safer places, we know that our school rules help us to travel through our educational journey. Let us understand why we are here and to get the most out the opportunities it provides. *(Amen)*

**Road Safety Rules adapted from 'Worship World Views and Well-Being,' Phil Lord. © CAA, Aberystwyth University 2015.*