

**Year 4 – Mr. Churchill**  
**Monday 22<sup>nd</sup> February 2021**

**English**

This week we are going to begin studying a narrative (story) unit. The stimulus for this unit will be a short film. Please use the link below to access the film stimulus. This week is also our reading week, so we will be address objectives from the National Curriculum for Reading for Year 4. I would then like you complete the attached worksheet-this will allow you to become familiar with the film clip. Over the next three weeks, we will complete numerous tasks and build up our knowledge in order to compose our own narrative based on the film.

<https://www.literacyshed.com/powerless.html>

**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 and equivalent fractions. Today, we are beginning to calculate with fractions-namely adding fractions which have the same denominator.

Please use the following link to access the learning stimulus:

<https://vimeo.com/507108462>

This is a very important step when considering fractions as it underpins future learning in Upper Key Stage Two so it is vital that this step be understood and assimilated.

**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 before the Roman invasion in AD43. Please use the attached presentation to find out about who lived in Britain before the invasion and what kind of lives they lead. Please create an informative poster all about the Celts-houses, clothes and jewellery, weapons and warriors, tribes etc.

This will form the first part of a direct comparison of life before and after the Roman invasion.

**Prayer and EWB after maths and English resources**

**English resource:**

What I **think** I know...

What I **definitely** know...

What I **don't know**...

# Mathematics Task resource

## Fluency

F1)

Take a paper circle. Fold your circle to split it into 4 equal parts. Colour one part red and two parts blue. Use your model to complete the sentences.

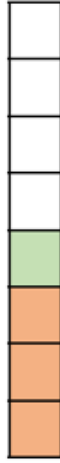
\_\_\_\_\_ quarter is red.

\_\_\_\_\_ quarters are blue.

\_\_\_\_\_ quarters are coloured in.

Show this as a number sentence.  $\frac{\square}{4} + \frac{\square}{4} = \frac{\square}{4}$

F2)



We can use this model to calculate  $\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$

Draw your own models to calculate

$$\frac{1}{5} + \frac{2}{5} = \frac{\square}{5}$$

$$\frac{2}{7} + \frac{3}{7} + \frac{1}{7} = \frac{\square}{\square}$$

$$\frac{7}{10} + \frac{9}{10} = \frac{\square}{10}$$

F3)

Eva eats  $\frac{5}{12}$  of a pizza and Annie eats  $\frac{1}{12}$  of a pizza.

What fraction of the pizza do they eat altogether?

## Reasoning

R1)

Rosie and Whitney are solving:

$$\frac{4}{7} + \frac{2}{7}$$

Rosie says,



The answer is  $\frac{6}{7}$

Whitney says,



The answer is  $\frac{6}{14}$

Who do you agree with?

Explain why.

## Problem solving

PS1)

Mo and Teddy share these chocolates.



They both eat an odd number of chocolates.

Complete this number sentence to show what fraction of the chocolates they each could have eaten.

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{12}{12}$$

### Enlarged Fluency Questions

F1)

' Take a paper circle. Fold your circle to split it into 4 equal parts. Colour one part red and two parts blue. Use your model to complete the sentences.

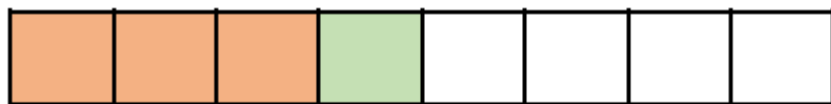
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Show this as a number sentence.  $\frac{\square}{4} + \frac{\square}{4} = \frac{\square}{4}$

F2)



We can use this model to calculate  $\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$

Draw your own models to calculate

$$\frac{1}{5} + \frac{2}{5} = \frac{\square}{5}$$

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$$\frac{7}{10} + \frac{\square}{\square} = \frac{9}{10}$$

F3)

Eva eats  $\frac{5}{12}$  of a pizza and Annie eats  $\frac{1}{12}$  of a pizza.  
What fraction of the pizza do they eat altogether?

## Prayer and Reflection

Please see resource below.

## Emotional Wellbeing Task:

### Theme – Friends and Family

Arrange to Skype, Zoom or Facetime someone you miss but can't see in person (friends, cousins, grandparents etc). Spend time talking to that person and explain how your feelings etc. Make sure you ask an adult for permission before completing this task!

## Prayer and Reflection Resource:

How many different varieties of fruit do you think there are in the world today? Allow pupils to try and answer. It was a trick question because it isn't known how many types of fruit there are in the world. Do you know which is the most popular fruit in the UK? Answer: Banana. How many varieties of bananas do you think exist? Allow pupils to try and answer.

There are believed to be over 1000 varieties of bananas. The most common variety of banana in the UK is called the Cavendish banana. Other varieties include the Manzano or 'apple banana' which tastes a bit like strawberries and apples.

Red bananas have red skins and have a hint of raspberry flavour, they also contain more vitamin C than other types of bananas. Can you guess why a variety called the nino banana is also known as the 'baby' banana? It is a yellow banana that is only about 10cm long.

Some interesting Banana facts: (Source: <http://www.bananalink.org.uk>)

- Bananas are the most popular fruit in the world.
- Around the world, every year, over 100 billion bananas are eaten.
- Written references about bananas date back over 2500 years.
- Bananas are grown in 150 countries, mainly tropical (hot and humid) areas like Africa, Latin America, the Caribbean and the Pacific.
- Bananas are the main food for some poorer countries.
- The word banana comes from the Arabic word "banan", meaning finger
- The banana plant is not a tree, it is the world's largest herb.
- The "trunk" of a banana plant is not made of wood, it is made of tightly overlapping leaves.
- A stem of bananas consists of "hands", which consist of 10 to 20 bananas. When a hand is split, the bananas become "clusters", which generally consist of between three to eight bananas.
- In Britain, we eat over five billion bananas every year.
- On average each person in the UK eats 10kg bananas a year – about 100 bananas!
- A medium-sized banana contains only 95 calories and provides a quick-but-sustained



*energy boost in a natural, nutritious and easily digestible form with no fat, cholesterol or sodium (salt).*

- *British Banana supplier, Fyffes, started importing bananas in 1888.*
- *The inside of a banana skin can be used to polish shoes!*

Although we eat over five billion bananas each year, it was estimated that bananas made up 20% of the 15 million tonnes of food waste produced in the UK in 2014. It is thought that we throw away so many bananas because we in the UK generally like to eat them before they fully ripen.

Cavendish bananas start off green, they turn yellow and develop black spots as they ripen and soften. Supermarkets throw away many of the ripe bananas because we generally like to buy them when they are still green. To reverse this problem, we need to buy and eat them when they are ripe, and then shops and the public would stop throwing away perfectly good bananas.

It is probably right to say that we in the UK judge bananas on what they look like, not on how healthy they are. Some scientists think that ripe bananas are easier to digest and our bodies are better able to break down the sugars, turning them into energy. So therefore, a spotted banana may be healthier than a green one.

Have you heard the common phrase, 'you can't judge a book by its cover'? Well it

turns out that you can't judge a banana by its spots. Every day we all make lots of judgements for all sorts of reasons, we meet new people or have the opportunity to try new activities and learn new skills. Sometimes we have a go and at other times we refuse because we don't know what it is going to be like. When a new person starts school we might decide we're not going to be friends with them, even before we know what that person is like. Like the banana, if you make the wrong judgement you might be throwing away something that is actually very good for you.

### Time to reflect

- Think about an activity you didn't want to try and then when you had a go you loved it.
- How would you encourage others to have a go at that activity?

### Reflection (Prayer)

*(Dear God)*

We are thankful for the experiences and the friends that we already have. We also know that we will have new experiences and find new friends in the future. May our judgements mean we never miss out on good opportunities. *(Amen)*