

**Year 4 – Mr. Churchill**

**Wednesday 24<sup>th</sup> February 2021**

**English**

In today's English session, I would like you to complete the questions below. These questions are all inference based questions and they require a level of deduction in order to answer them. Empathy, being able to place yourself in another person's position, plays a strong role in the completion of this task. Use the link to re-watch the clip as many times as is required.

**English-Reading**

Please continue reading your chosen text for 20 minutes. Once you have completed this reading, please answer the following challenge:

Write a new blurb for the book you are currently reading.

**Mathematics**

In mathematics, we are continuing to concentrate on fractions, specifically subtracting fractions with the same denominator. Please watch the following video and complete the worksheet attached.

<https://vimeo.com/507527822>

Remember, you can watch this video as many times as you need to.

**Science**

Miss Swan has set the Science work for today.

## Prayer and EWB after maths and English resources

### English resource:

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

- 1) How do you think the old man felt when he realised his creation had come to life?
  
- 2) What thoughts were racing through the old man's mind as he followed the robot into the forest?
  
- 3) What or who are the creatures that brought the robot to life?
  
- 4) Why did the creatures need the robot? What were they trying to do?
  
- 5) How did the old man feel when the robot collapsed after the creature had left him?
  
- 6) What do you think the old man thought when the robot returned to the cabin?
  
- 7) What do you think the robot was thinking?
  
- 8) How would you have reacted in the same situation?

# Mathematics Task resource

## Fluency

F1)

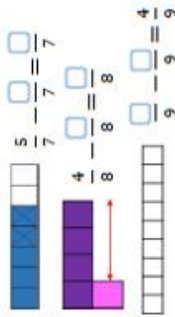
Eva is eating a chocolate bar. Fill in the missing information.

First	Then	Now
$\frac{3}{7}$	$\frac{5}{7}$	$\frac{6}{7}$

Can you write a number story using 'first', 'then' and 'now' to describe your calculation?

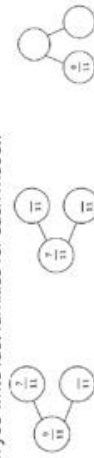
F2)

Use the models to help you subtract the fractions.



F3)

Complete the part whole models. Use equipment if needed. Can you write fact families for each model?



## Reasoning

R1)

Jack and Annie are solving  $\frac{4}{5} - \frac{2}{5}$

Jack's method:

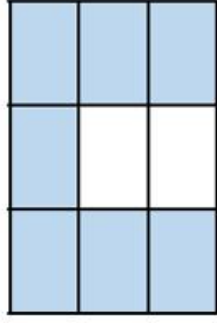
Annie's method:

They both say the answer is two fifths. Can you explain how they have found their answers?

## Problem solving

PS1)




How many fraction addition and subtractions can you make from this model?



**Enlarged Fluency Questions**

F1)

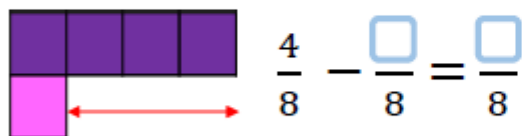
Eva is eating a chocolate bar. Fill in the missing information.

First	Then	Now
		
$\frac{5}{7}$	$\frac{5}{7} - \frac{2}{7} = \frac{3}{7}$	$\frac{5}{7} - \frac{2}{7} = \frac{3}{7}$

Can you write a number story using 'first', 'then' and 'now' to describe your calculation?

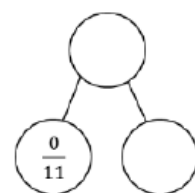
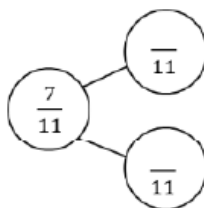
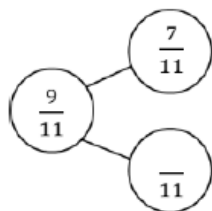
F2)

' Use the models to help you subtract the fractions.



F3)

Complete the part whole models. Use equipment if needed. Can you write fact families for each model?



### **Prayer and Reflection Activity:**

See resource below please.

### **Emotional Well-Being Activity-Kindness**

Make a list of seven things that you will do for other people-this may be things like washing the car for your parents, helping with the dishes, making your own bed and keeping your bedroom tidy etc.

### **Prayer and Reflection Resource:**

In the Old Testament of the Bible, it explains that the Israelite people had escaped from Egypt and made a new life in a new country. God asked 'Judges' to look after them. There was no king or official ruler in the country, so these Judges were chosen. Their job was to advise the Israelites to make the right decisions. They were often wise people whose experience and understanding helped them to know right from wrong. They knew that good choices lead to good outcomes and that bad actions and decisions can often lead to bad situations. We have lots of people that are similar to these 'Judges' in our lives, people who want the best for us, whose experience and understanding can help us to make the right decisions. Our teachers, parents and friends may advise us and help us to make the right choices.

### **Time to reflect**

- Think of a good piece of advice you have had recently that has helped you?
- Who was that advice from?

### **Reflection (Prayer)**

*(Dear God)*

We are thankful for people in our lives that want the best for us. We know that others may know things that we don't because of their wisdom, their experience and their understanding. May we, today, make the right judgements based on the advice of others. *(Amen)*