

Year 4 – Mr. Churchill

Thursday 4th March 2021

English

Today in English, I would like to focus on the use of apostrophes. Please use the link below to review the learning. Please then complete the online quizzes and activities on the webpage.

<https://www.bbc.co.uk/bitesize/articles/zmq9kmn>

Then please complete 3 examples of the possessive apostrophe for singular nouns and 3 examples of plural nouns.

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 calculating fractions of amounts. Please watch the following the video and complete the worksheet attached.

<https://vimeo.com/511578840>

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

P.E.

Super Mario PE

https://www.youtube.com/watch?v=9f_dt2XGrWk

Have fun! Remember to warm up and down!

PSHCE:

To continue our unit based on healthy eating and why it is so important to maintain health and well-being we are focusing on the children's pre-requisite knowledge regarding this.

Please peruse the attached presentation and create a 'Health' leaflet

Mathematics Task resource

Fluency

F1)

Use the counters and bar models to calculate the whole:



There are ___ counters in one part.

$$\frac{1}{4} = \frac{2}{4} = \frac{3}{4} = \frac{4}{4} \text{ or } 1 \text{ whole} = \underline{\hspace{2cm}}$$



There are 7 counters in one part.

$$\frac{1}{4} = \frac{2}{4} = \frac{3}{4} = \frac{4}{4} \text{ or } 1 \text{ whole} = \underline{\hspace{2cm}}$$

F2)

Complete:

Whole	Unit Fraction	Non-unit Fraction
The whole is 24	$\frac{1}{6}$ of 24 = ___	$\frac{5}{6}$ of 24 = ___
The whole is ___	$\frac{1}{3}$ of ___ = 30	$\frac{2}{3}$ of ___ = ___
The whole is ___	$\frac{1}{5}$ of ___ = 30	$\frac{3}{5}$ of ___ = ___

F3)

Jack has a bottle of lemonade.
 He has one-fifth left in the bottle.
 There are 150 ml left.
 How much lemonade was in the bottle when it was full?

Reasoning

R1)



The school kitchen needs to buy carrots for lunch.

A large bag has 200 carrots and a medium bag has $\frac{3}{5}$ of a large bag.

Mrs Rose says,

I need 150 carrots so I will have to buy a large bag.

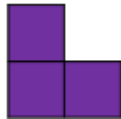


Is Mrs Rose correct?
 Explain your reasoning.

Problem solving

PS1)

These three squares are $\frac{1}{4}$ of a whole shape.

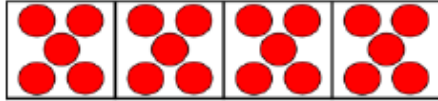


How many different shapes can you draw that could be the complete shape?

Enlarged Fluency Questions:

F1)

Use the counters and bar models to calculate the whole:



There are ____ counters in one part.

$$\frac{1}{4} = \underline{\quad}$$

$$\frac{2}{4} = \underline{\quad}$$

$$\frac{3}{4} = \underline{\quad}$$

$$\frac{4}{4} \text{ or } 1 \text{ whole} = \underline{\quad}$$



There are 7 counters in one part.

$$\frac{1}{4} = \underline{\quad}$$

$$\frac{2}{4} = \underline{\quad}$$

$$\frac{3}{4} = \underline{\quad}$$

$$\frac{4}{4} \text{ or } 1 \text{ whole} = \underline{\quad}$$

F2)

Complete.

Whole	Unit Fraction	Non-unit Fraction
The whole is 24	$\frac{1}{6}$ of 24 = ____	$\frac{5}{6}$ of 24 = ____
The whole is ____	$\frac{1}{3}$ of ____ = 30	$\frac{2}{3}$ of ____ = ____
The whole is ____	$\frac{1}{5}$ of ____ = 30	$\frac{3}{5}$ of ____ = ____

F3)

Jack has a bottle of lemonade.

He has one-fifth left in the bottle.

There are 150 ml left.

How much lemonade was in the bottle when it was full?

PSHCE resource:

See presentation on school website.

Prayer and Reflection

See resource below.

Emotional Well-Being Activity

Please write a short letter to someone who has looked after you and helped during lockdown. This should be an expression of your gratitude for all of the things that this person or people have done to help you.

Prayer and Reflection resource:

Can anyone remember the acronym for Rules that was mentioned on Monday?

Respect and
Understand the rules, so that we can
Live with
Everyone
Safely (or and Smile).

The last three lines are important as rules should enable us to live together with everyone around us. Some laws haven't always allowed that to happen. In 1948, South Africa voted in an all-white government. This government started making laws that separated black people from white people. Black and white people were separated by law for nearly 50 years. These laws were not fair, they made life for the white people easier whilst making life for black people harder. Charities like Amnesty International and Oxfam campaign to change unfair laws across the world.

When asked, which was the greatest commandment in the law, Jesus didn't just reply by saying '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 called 'The Golden Rule', can you imagine what the world would be like if everybody lived by this golden rule?

Time to reflect

- What would the world be like if everybody lived by The Golden Rule?
- What can you do today to ensure that you show respect to everybody?
- What would you do if you found a rule or law that wasn't fair?

Reflection (Prayer)

(Dear God)

We are grateful for laws and rules that are intended to keep us safe. We are also aware that some people make laws that make life for others harder. We think of charities like Oxfam and Amnesty international and ask that they would be successful in making the world a fairer place. *(Amen)*