

Tuesday 31st March

Good morning Year 4 ☺



Here is your timetable for today.

Reminder that the answers are provided but if you have any questions or require any feedback please message me directly on ddigby.airyhill@yeat.co.uk ! If you would like some feedback, please email a clear photo of your work or typed text for me to respond to.

PS – maybe you could start keeping a diary; one day these events we are living through will be history and interesting for people to learn about so keep up-to-date through Newsround and write down what you get up to and about the key events taking place in the world.

Mrs Digby x

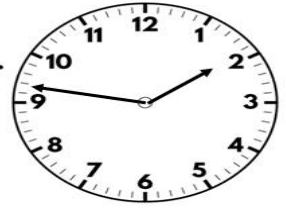
Your work can be found at the bottom of this document... keep scrolling!

9am – 10am	Maths	Maths arithmetic and new learning in your books or word document.
10am – 10.30	Break time	Break and relax time
10:30 – 11.30	English	Daily English activity and reading of a book If you need a new book visit. https://www.oxfordowl.co.uk/for-home/find-a-book/library-page for a free e-book to enjoy
11:30 – 1pm	Lunch time	Lunch time and relax time
1pm – 1.30	Spelling and times tables	Practise times tables / spellings / reading of a book
1.30pm- 2pm	P.E.	Break and relax time Daily Joe Wicks PE lesson (this will support your physical and mental health – you know how important this is!) https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ
2pm – 2.30	Break time	Break and relax time
2.30 – 3.30	Wider learning activity	

Maths warm up

1) Write the next two fractions in the sequence.

$$\frac{1}{10}, \frac{3}{10}, \frac{5}{10}, \frac{7}{10}, \quad \text{---}, \quad \text{---}$$



2) What fraction is shaded?



3) Which shape has the larger area?



4) Subtract 386 from 1,202

Main activity Remember, do not add the denominator

Add 2 or more fractions

True or false? Discuss your answer with a grown up

$$\frac{3}{7} + \frac{6}{7} + \frac{5}{7} = 2$$

Please watch the power point as it demonstrates the steps to solving the problems😊

[Year-4-Spring-Block-3-Step-6-PPT-Add-2-or-More-Fractions.pptx](#)

Add 2 or more fractions

1 Complete the additions.

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

b)  $\frac{1}{5} + \frac{3}{5} = \square$

c)  $\frac{3}{8} + \frac{3}{8} = \square$

d)  $\frac{3}{8} + \frac{1}{8} = \square$



4 $\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$

What could the missing numerators be?

Give four different possibilities.

$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$

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$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$

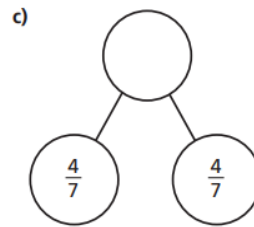
$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$

5 Tommy is adding fractions.



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

Explain why Tommy is incorrect.



d) Which part-whole model is the odd one out?

Explain your choice to a partner.

Did you both have the same answer?

3 Complete the additions.

a) $\frac{3}{7} + \frac{3}{7} = \square$

e) $\frac{8}{11} + \frac{6}{11} = \square = \square$

b) $\frac{3}{7} + \frac{4}{7} = \square = \square$

f) $\frac{4}{11} + \frac{4}{11} + \frac{6}{11} = \square = \square$

6 Complete the number sentences.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{7}{8}$

e) $\frac{4}{9} + \frac{\square}{9} = \frac{13}{9} = 1 \frac{\square}{9}$

b) $\frac{3}{8} + \frac{\square}{8} = 1$

f) $\frac{4}{9} + \frac{\square}{9} = \frac{\square}{9} = 1 \frac{7}{9}$

c) $\frac{3}{16} + \frac{\square}{\square} = 1$

g) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

d) $\frac{4}{9} + \frac{\square}{9} = \frac{11}{9} = 1 \frac{\square}{9}$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

7 Rosie, Whitney and Teddy have each been for a walk.

Rosie walked $\frac{5}{8}$ km.

Whitney walked $\frac{7}{8}$ km.

Teddy walked $\frac{3}{8}$ km.

a) How far did they walk altogether? km

b) Jack also went for a walk.
Altogether the four children walked 3 km.
How far did Jack walk? km



The Beanstalk Giant

Somewhere far away, on top of a large cloud, a pair of giants sat on a bench in the middle of a park. There was a duck pond in front of them. One of the giants was throwing small chunks of bread towards them, though they largely ignored it. The other giant looked thoroughly miserable.

"Tell me again, what happened?" said the giant with the bread, calmly.

The other giant, the miserable one, cleared his throat and started to tell his story. It wasn't a nice one. There was certainly no happily-ever-after.

It had all started the day before, around about the time the cockerel was crowing. The sad giant had been tending to his runner beans in the garden after cleaning out his gutters. He'd had a wonderful night's sleep and had woken before dawn to get a head start on the day. A giant diet requires giant runner beans and lots of them. He'd been a little angry when he'd dropped one, but he was in such a good mood that he hadn't bothered to chase it down the garden path. He wasn't to know that it had fallen through the cloud and landed in a field far below, just at the same time as a young thief was planting what he, mistakenly, thought were magic beans.

For a long time, the giants had known that people from the down-below world might be able to clamber through the clouds. It had never bothered them. They didn't think to lock the cloud-gates; after all, everyone knew each other. Somebody had other ideas, though. The bean had sprouted and grown to an enormous size right beneath the giant's garden. For the rest of the morning, he had gone about his business. Soon, it was time for him to head inside for lunch. He had a wonderful beetroot salad. His mood improved even further, and he decided to bake some bread using the corn from his field.

It wasn't until he headed back out just as the sun was setting that he realised something was amiss. Something in the air smelled funny. It smelled like nothing he'd ever smelt before. "Fe Fi Fo Fum?" he muttered to himself (Giantese for "What's this then?") as he scratched his chin. He couldn't find

the source of the smell. Each time he thought he had it, it would move.

Throughout the early evening, he searched high and low. He even had his wife bring candles out to light the garden. Just as he was beginning to give up, he heard a rustling in the pantry. Bursting through the door, he caught the young boy with a sack full of food. Shoved in the top was the freshly baked bread. This was too much for the giant who launched into a terrible rage. Angrily, he chased the boy back towards the beanstalk. Before he could follow him down, the boy had reached the bottom and cut down the stalk.



"The thing is," the sad giant muttered to his friend on the bench, "I'd have shared with him if only he'd asked. There wasn't any need for him to go stealing it like that. Now I'll have to grow a whole new field of corn to make myself another loaf."

His friend patted him on the back and said, "You're right. It's always the same; nobody thinks of us giant-folk."

RETRIEVAL

1. Where were the two giants sat?
2. What had the giant been doing before he tended his runner beans?
3. Why didn't the giants lock the cloud gates?
4. What does "Fe Fi Fo Fum" mean?

VIPERS QUESTIONS

- V** Find the definition of "amiss".
- E** Explain what "There was certainly no happily-ever-after" means.
- I** How did the giant feel when he couldn't work out where the smell came from?
- V** Which word supports the fact that the giant was in a "terrible rage"?

Answers

1)9/10, 11/10 2)6/11 3)B 4)816 true or false? True because it equals 14/7 which equals 2 wholes

Add 2 or more fractions

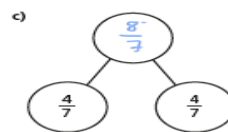
White Rose Maths

1 Complete the additions.

- a) $\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$
- b) $\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$
- c) $\frac{3}{8} + \frac{3}{8} = \frac{6}{8}$
- d) $\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$

2 Complete the part-whole models.

- a)
- b)



- d) Which part-whole model is the odd one out? Explain your choice to a partner. Did you both have the same answer?

3 Complete the additions.

- a) $\frac{3}{7} + \frac{3}{7} = \frac{6}{7}$
- b) $\frac{3}{7} + \frac{4}{7} = \frac{7}{7} = 1$
- c) $\frac{4}{5} + \frac{3}{5} = \frac{7}{5} = 1\frac{2}{5}$
- d) $\frac{8}{5} + \frac{6}{5} = \frac{14}{5} = 2\frac{4}{5}$
- e) $\frac{8}{11} + \frac{6}{11} = \frac{14}{11} = 1\frac{3}{11}$
- f) $\frac{4}{11} + \frac{4}{11} + \frac{6}{11} = \frac{14}{11} = 1\frac{3}{11}$
- g) $\frac{3}{11} + \frac{3}{11} + \frac{8}{11} = \frac{14}{11} = 1\frac{3}{11}$
- h) $\frac{3}{7} + \frac{3}{7} + \frac{8}{7} = \frac{14}{7} = 2$

4

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

What could the missing numerators be?

Give four different possibilities.

e.g. $\frac{1}{4} + \frac{5}{4} = \frac{9}{4}$ $\frac{3}{4} + \frac{6}{4} = \frac{9}{4}$

$$\frac{2}{4} + \frac{7}{4} = \frac{9}{4} \quad \frac{4}{4} + \frac{5}{4} = \frac{9}{4}$$

5

Tommy is adding fractions.



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

Explain why Tommy is incorrect.



He has added the denominators when he shouldn't have. Each whole is still split into quarters so $\frac{3}{4} + \frac{3}{4} = \frac{6}{4}$

6

Complete the number sentences.

a) $\frac{3}{8} + \frac{4}{8} = \frac{7}{8}$

e) $\frac{4}{9} + \frac{9}{9} = \frac{13}{9} = 1\frac{4}{9}$

b) $\frac{3}{8} + \frac{5}{8} = 1$

f) $\frac{4}{9} + \frac{12}{9} = \frac{16}{9} = 1\frac{7}{9}$

c) $\frac{3}{16} + \frac{13}{16} = 1$

g) $\frac{5}{7} + \frac{4}{7} + \frac{5}{7} = 2$

d) $\frac{4}{9} + \frac{7}{9} = \frac{11}{9} = 1\frac{2}{9}$

h) $\frac{5}{7} + \frac{11}{7} + \frac{5}{7} = 3$

7

Rosie, Whitney and Teddy have each been for a walk.

Rosie walked $\frac{5}{8}$ km.

Whitney walked $\frac{7}{8}$ km.

Teddy walked $\frac{3}{8}$ km.

a) How far did they walk altogether?

$$1\frac{1}{2} \text{ km}$$

b) Jack also went for a walk.

Altogether the four children walked 3 km.

How far did Jack walk?

$$1\frac{1}{8} \text{ km}$$

1. On a bench by a duck pond
2. Cleaning out his gutters
3. They knew everyone
4. What's this then

V: Out of place

E: The story doesn't have a happy ending

I: Confused and concerned

V: Angrily

Optional wider learning

Geography

In Geography Year 4 now know which countries make up the European Union and can locate them on a map. They found out the definition of a village, a town and a city and researched a particular one of their choice.

I would like the children to carry on with the next piece of subject knowledge which is learning about the climate zone.

The weather changes in different parts of the world. Where there are similar weather patterns this is known as a climate. At the top of the Earth there is an arctic climate and some of the coldest temperatures in the world are found here. Temperate climates are found a bit further south, and as you approach the equator you find Mediterranean and desert climates. Some of the hottest places on Earth are found here, and few people live in this climate. At the equator there is a tropical climate, and travelling south of the equator it gets cooler again before reaching the Antarctic.

<https://www.bbc.co.uk/bitesize/clips/zr7hyrd>

Research climate zones or a particular climate, present it any way you would like 😊

Speak to you tomorrow Year 4, have a good day x