# Larks Hill Year 4: Home Learning Schedule

| W/C 13th July | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Maths** *Suggested timing: 45 mins per lesson* **This week we will be focussing upon: Decimals** We have provided a 'pre-teach' maths video to further support your child in their learning. This will be incredibly useful to view before commencing the first lesson. Click here. | **Lesson 1: Understand and use tenths** Learn to find out about tenths and the ways that they can be presented. Click here. *You will find videos and interactive activities.* | **Lesson 2: Divide numbers by ten (using a decimal point)** Learn how to divide numbers by ten and use a decimal point for the answer. Click here. *You will find videos, an interactive activity and a task to complete.* | **Lesson 3: Understand and use hundredths (using fractions)** Learn to understand hundredths as fractions and decimals. Click here. *You will find videos, an interactive activity and a task to complete.* | **Lesson 4: Divide numbers by one hundred (using a decimal point)** Learn to divide numbers by one hundred. Click here. *You will find videos, an interactive activity and a task to complete.* | **Lesson 5: Order and compare decimal numbers** Learn how to order decimals by size. Click here. *You will find videos, an interactive activity and a task to complete.* |
| | **Remember to log in to TTRockstars each week to practise your times tables.** | | | | |
| | **Remember to share your learning on Class Dojo!** *Take a photo of your work and upload it to the Portfolio section for your teacher to see.* | | | | |
| **English** *Suggested timing: 45 mins per lesson* **This week our text type is a: Poem** We have also provided a 'pre-teach' English video to further support your child in their learning. Both videos will be created by Pontefract Academies Trust staff. Click here. | **Lesson 1: Reading - Clarification** **Description:** Learn how to discover the meaning of unfamiliar vocabulary in a poem. Click here *You will find a quiz, a video and a task to complete.* | **Lesson 2: Reading - Comprehension** **Description:** Learn about exploring language choices within a poem. Click here *You will find a quiz, a video and a task to complete.* | **Lesson 3: Writing - Poetry features** **Description:** Learn to identify the features found in a poem. Click here *You will find a quiz, a video and a task to complete* | **Lesson 4: Writing – Expanded noun phrases** **Description:** Learn how to identify and use noun phrases. Click here *You will find a quiz, a video and a task to complete.* | **Lesson 5: Writing – Independent write up** **Description:** Learn how to write your own poem with a repetitive pattern. Click here *You will find a quiz, a video and a task to complete.* |
| | **This week's spellings are: accept – except – affect – effect – peace – piece** | | | | |
| | **Having any problems with the tasks?** *Feel free to pop any questions or issues onto our class Padlet here!* | | | | |
| | **Don't forget to join us every afternoon, Monday to Friday, at 2pm. Click here to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher.** | | | | |

## Maths – Lesson 1

Complete the missing information in each set of diagrams.

1).

| Ones | tenths |
|------|--------|
|      |        |

0.3

2).

$\frac{4}{10}$

$\frac{4}{10}$

| Ones | tenths |
|------|--------|
|      |        |

3).

| Ones | tenths |
|------|--------|
|      |        |

4).

0.7

| Ones | tenths |
|------|--------|
|      |        |

5).

$\frac{9}{10}$

| Ones | tenths |
|------|--------|
|      |        |

*All answers to the above questions can also be found at the bottom of this document.*

# Dividing by 10

## Divide 1- and 2-digit numbers by 10

**Challenge 1**

**1** Divide these numbers by 10.

a  4     b  3     c  9     d  6

e  1     f  7     g  2     h  8

**Hint**

| Ones | · | tenths |
|---|---|---|
| 5 | | |
| 0 | · | 5 |

**2** Complete this sentence: When a 1-digit number is divided by 10 …

**Challenge 2**

**1** Divide these numbers by 10.

a  26    b  18    c  42    d  59

e  37    f  81    g  55    h  87

**Hint**

| Tens | Ones | · | tenths |
|---|---|---|---|
| 2 | 8 | | |
| | 2 | · | 8 |

**Challenge 3**

**1** Work out these calculations.

a  63 ÷ 10     b  98 ÷ 10     c  5 ÷ 10     d  62 ÷ 10

e  59 ÷ 10     f  77 ÷ 10     g  46 ÷ 10     h  15 ÷ 10

**2** Apply the rule for dividing by 10 to these 3-digit numbers.

a  145    b  186

c  256    d  374

e  598    f  601

**Hint**

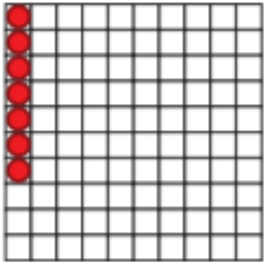| Hundreds | Tens | Ones | · | tenths |
|---|---|---|---|---|
| 2 | 6 | 3 | | |
| | 2 | 6 | · | 3 |

*All answers to the above questions can also be found at the bottom of this document.*

**1 a)** What fraction of the hundredths grid is covered with counters?

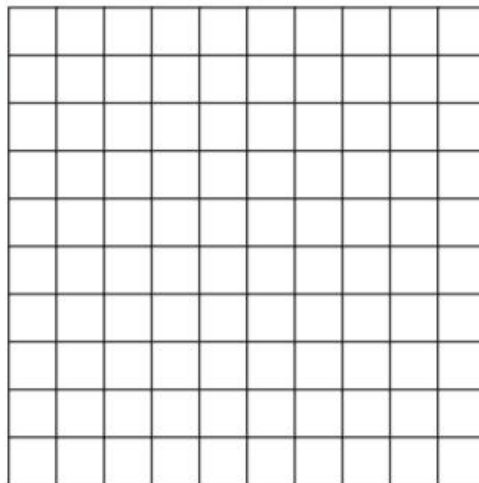| O | . | Tth | Hth |
|---|---|-----|-----|
|   | . |     |     |

**b)** How could this be written as a decimal?

☐ . ☐ ☐

**2 a)** How could the decimal 0·13 be represented with counters on a hundredths grid?

**b)** How does each digit in 0·13 represent the counters on the grid?
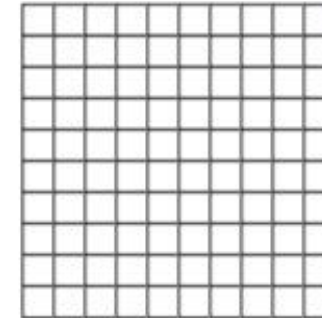
The digit 1 represents

_____ .

The digit 3 represents

_____ .

**3** Amelia has 11 counters to place on a hundredths grid.

**CHALLENGE**

As she places each counter, she says what fraction of the hundredths grid is covered and she writes this as a decimal.

> One hundredth, two hundredths, three hundredths …

0·01, 0·02, 0·03

*Amelia*

Complete the sequence of what she says, and what she writes.

> I will place the counters in a row to help me.

> What happens when I have placed 10 counters?

*All answers to the above questions can also be found at the bottom of this document.*
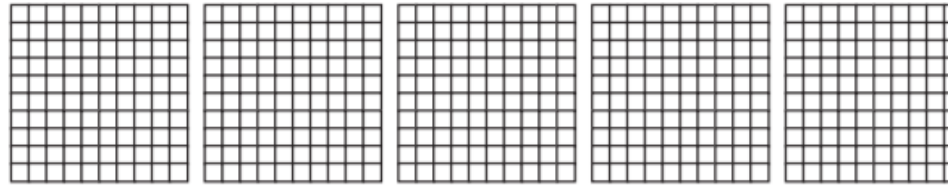
# Dividing by 100
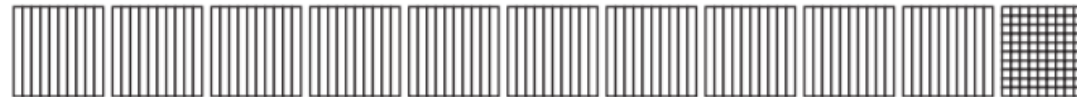
**1** Complete the following calculations.

**a)** 5 ÷ 100

5 ones = ☐ hundredths

☐ hundredths ÷ 100 = ☐ hundredths

So, 5 ÷ 100 = ☐ . ☐

**b)** 11 ÷ 100

10 squares split into 10 parts means there are ☐ tenths.

☐ tenths ÷ 100 = ☐ tenth(s)

1 square split into 100 pieces means there are ☐ hundredths.

☐ hundredths ÷ 100 = ☐ hundredth(s)

11 ÷ 100 = ☐ . ☐

*All answers to the above questions can also be found at the bottom of this document.*

Class 4 at Monster High have measured themselves more accurately. Cut out each monster and draw another number line to place these monsters on.



| 1.32m | 1.05m | 1.97m | 1.50m | 1.76m | 1.18m |

Complete the statements by writing < or > in each box.

1.97m ☐ 1.32m        1.50m ☐ 1.76m        1.50m ☐ 1.05m

1.18m ☐ 1.05m        1.97m ☐ 1.18m        1.76m ☐ 1.32m

**1)** Explain the mistake that Noah has made.

I have ordered these numbers in descending order..

| 2.7 | 2.17 | 2.5 | 1.95 | 1.9 |

*All answers to the above questions can also be found at the bottom of this document.*

# Weekly Maths Challenges – see how many you can complete with your family!

## Challenge 1

Here is a toy car and bus.
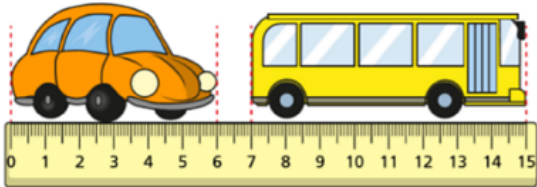
By how many cm is the bus longer than the car?

## Challenge 2

Here are 3 beanbags.

They are placed on a seesaw.

Which beanbag is the heaviest?

## Challenge 3

Amir is dividing a 2-digit number by 3.

His answer is a whole number.

$$2\boxed{\phantom{0}} \div 3$$

What could the missing digit be?

As a rough guide of difficulty level:

- **Challenge 1 and 2** are suitable for ages 5 to 7.
- **Challenge 3 to 5** are suitable for ages 7 to 9.

We want everyone to get involved with challenge day, so work together to solve as many as you can and share your solutions!

## Challenge 4

Lewis makes a repeating pattern with some shapes.

Lewis repeats the pattern.

What is the shape in the **50th** position?

## Challenge 5

A large rectangle is made up of smaller rectangles, labelled A and B.
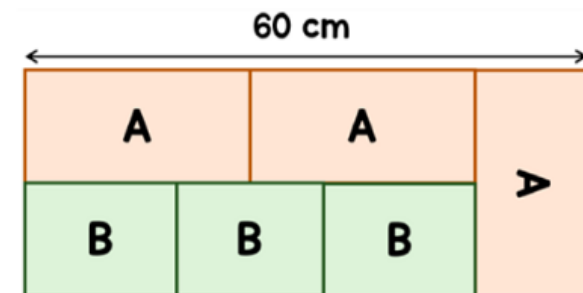
The length of A is double the width of A.

Find the area of one of the rectangles labelled B.

*All answers to the above questions can also be found at the bottom of this document.*

## Maths – Deepen the Moment

**3)** Here is a set of numbers that need to be written in ascending order:

As the ones digit is the same, I need to look at the digits after the decimal point. In this set of numbers, it is 56, 7, 18 and 4 so the right order must be 4.4, 4.7, 4.18, 4.56 when going up in ascending order.

| 4.56 | 4.7 | 4.18 | 4.4 |

Explain the mistake Lydia has made and order the numbers correctly.

_____

_____

_____

_____

In descending order: _____ _____ _____ _____

*All answers to the above questions can also be found at the bottom of this document.*

# THE MAGIC BOX

I will put in the box
The swish of a silk sari on a summer night,
Fire from the nostrils of a Chinese dragon,
The tip of a tongue touching a tooth.

I will put in the box
A snowman with a rumbling belly,
A sip of the bluest water from Lake Lucerne,
A leaping spark from an electric fish.

I will put into the box
Three violet wishes spoken in Gujarati,
The last joke of an ancient uncle,
And the first smile of a baby.

I will put into the box
A fifth season and a black sun,
A cowboy on a broomstick,
And a witch on a white horse.

My box is fashioned from ice and gold and steel,
With stars on the lid and secrets in the corners,
Its hinges are the toe joints of dinosaurs.

I shall surf in my box
On the great high-rolling breakers of the wild Atlantic,
Then wash ashore on a yellow beach,
The colour of the sun.

## Task 1

Match the word from the poem to the correct synonym and antonym.

For example:

- Word from the poem = ancient
- Synonym = elderly
- Antonym = young

| Synonym | Word from the poem | Antonym |
|---|---|---|
| confidential | wild | small |
| immense | great | public |
| created | first | tame |
| jumping | leaping | last |
| fierce | secrets | dismantled |
| initial | fashioned | falling |

## Task 2

Find three more words from the poem and think of your own synonym and antonym.

Don't forget, you can always use a dictionary or thesaurus!

| Synonym | Word from the poem | Antonym |
|---|---|---|
| | | |
| | | |
| | | |

### Spellings

These are the words that you are trying to learn this week:

accept
except

affect
effect

peace
piece

**Spelling Strategy**

Look 👀
Cover ✋
Write ✏️
Check 👍

*All answers to the above questions can also be found at the bottom of this document.*

## Task 1

Fill in the table with a noun for each adjective and an adjective for each noun.

Make sure they begin with the same letter. The first one has been done for you.

| Adjective | Noun |
|---|---|
| fluffy | feather |
|  | bear |
|  | grass |
| gently |  |
| lazy |  |
| fantastic |  |

## Task 2

Can you create an alliterative sentence using one of the character names below.

| Characters: |
|---|
| Percy Penguin |
| Sammy Snake |
| Barney Bear |
| Freddy Frog |
| Rupert Rhino |
| Tony Tortoise |

For example: Sammy the snake slithered slowly across the soft sand.

👍 **Helping Hand!** 👍

**Alliteration** is the repetition of identical or similar sounds at the beginning of words.

**Spellings**

These are the words that you are trying to learn this week:

accept
except

affect
effect

peace
piece

| Spelling Strategy |  |
|---|---|
| Look | 👀 |
| Cover | ✋ |
| Write | ✏️ |
| Check | 👍 |

1)……………………………………………………………………………………………………………………………………………………

2)……………………………………………………………………………………………………………………………………………

*All answers to the above questions can also be found at the bottom of this document.*

## Task 1

A **simile** is used to make a direct comparison. It is usually in a phrase that begins with the words 'as' or 'like'. For example, yellow like the sun.

A **metaphor** is also a comparison. However, it states one thing is another thing. For example, the snow is a white blanket.

**Identify from the following phrases, which is a simile or metaphor.**

| Example: | Simile or Metaphor? |
|---|---|
| I wandered as lonely as a cloud. | |
| The alligators' teeth are white daggers. | |
| The moon is a white balloon. | |
| His eyes shone like diamonds. | |
| The wind is a howling wolf. | |
| The ballerina is a swan. | |

## Task 2

**Onomatopoeia** is a word that imitates its sound.

**Read the description and write an onomatopoeia for each one. The first one has been done for you.**

| | |
|---|---|
| Falling over in the playground | Ouch |
| A door closing abruptly | |
| Dropping a glass | |
| A bee collecting pollen | |
| The sound of a door bell | |

## Task 3

Choose one of your favourite animals. Try writing a simile, a metaphor and onomatopoeia about its appearance, how it moves or how it sounds.

**For example: A tiger.**

Simile: Teeth as sharp as knives.

Metaphor: Fur that burns bright in the jungle.

Onomatopoeia: Roar!

**Spellings**
These are the words that you are trying to learn this week:

accept
except

affect
effect

peace
piece

| Spelling Strategy | |
|---|---|
| Look | 👀 |
| Cover | ✋ |
| Write | ✏️ |
| Check | 👍 |

Simile

...................................................................................................................................................................

Metaphor

...................................................................................................................................................................

Onomatopoeia

...................................................................................................................................................................

*All answers to the above questions can also be found at the bottom of this document.*

# English Writing Resources – Lesson 4

## Task 1

**Identify the expanded noun phrase in each sentence.**

| Sentence: | Noun Phrase |
|---|---|
| Sarah read a fascinating book. | Fascinating book |
| The spider had eight, long, furry legs. | |
| James enjoyed looking at the bright stars in the night sky. | |
| Sally picked a pretty flower from the garden. | |
| The cat curled up next to the nice, warm fire. | |

## Task 2

**Choose an adjective to expand these nouns. Can you add more than one?**

**The first one has been done for you.**

| Adjectives | Nouns |
|---|---|
| mysterious, haunted | house |
| | bun |
| | child |
| | garden |
| | gate |

## Task 3

Think about the poem: The Magic Box. What items would you like to put into your box?

Create some expanded noun phrases that you might like to include in a poem of your own.

For example: a glittering horn from a magical unicorn

1) ..................................................................................................................................................................

2) .................................................................................................................................................................

3) ..................................................................................................................................................................

4) ...............................................................................................................................................................

5) ..............................................................................................................................................................

*All answers to the above questions can also be found at the bottom of this document.*

**Verse 1**

phoenix

A mystical, exquisite unicorn

A fearsome, snarling werewolf

**Mythical / Magical**

yeti

A devious, mischievous leprechaun

fairy

A colossal, enchanted ogre

**Verse 1 - WAGOLL**

I will put in the box,

The flaming orange feather from an exquisite phoenix,

mysterious footprints from an elusive yeti,

Magical wishes escaping from a fairy's wand.

**Verse 2**

snowflake

A meandering, rippling river

thunder

**Nature**

An erupting, devastating volcano

An exotic, colourful rainbow

A powerful, roaring waterfall

shark

**Verse 2 - WAGOLL**

I will put in the box,

The rumble of thunder on a stormy night,

Sparkling ice crystals from a silver snowflake,

The tip of a fin from a great white shark.

**Verse 3**

Stupendous sneeze

smile

baby

| Human characteristics |

Hilarious joke

Raucous, laughter

love

Glistening, falling tears

## Verse 3 - WAGOLL

I will put in the box,

A curly lock of hair from a new born baby,

An instant infectious smile,

And an abundance of love.

# Maths – Answers

## Lesson 1

### Tenths

1) $^3/_{10}$, 3 segments coloured in on bar, 3 tenths marked on number line, 3 counters in tenths column in place value chart.

2) 0.4, 4 segments coloured in on circle, 4 segments coloured in on bar.

3) $^6/_{10}$, 0.6, 6 tenths marked on number line, 6 counters in tenths column in place value chart.

4) $^7/_{10}$, 7 segments coloured in on bar, 7 tenths marked on number line, 7 counters in tenths column in place value chart.

5) $^9/_{10}$, 0.9, 9 segments coloured in on square, 9 segments coloured in on bar.

## Lesson 3

1. a): 7/100

1 b): 0.07

2. a): To represent 0.13 on a hundredths grid, you can place 13 counters on a hundredths grid – one counter per square.

2. b): The digit 1 represents 1 row or column of 10 counters – one tenth. The digit 3 represents 3 hundredths, shown by 3 counters in an incomplete row or column.

3. : 4 hundredths, 5 hundredths, 6 hundredths, 7 hundredths, 8 hundredths, 9 hundredths, 10 hundredths, 11 hundredths.

0.04, 0.05, 0.06, 0.07, 0.08, 0.09, 0.1, 0.11

## Lesson 2

Challenge 1

1
- a) 0.4
- b) 0.3
- c) 0.9
- d) 0.6
- e) 0.1
- f) 0.7
- g) 0.2
- h) 0.8

2 There are multiple right answers, here are some examples:
When a 1-digit number is divided by 10… the ones move right into the tenths column **or** the ones become tenths **or** you have to use the decimal point to show the answer is in tenths.

Challenge 2

1
- a) 2.6
- b) 1.8
- c) 4.2
- d) 5.9
- e) 3.7
- f) 8.1
- g) 5.5
- h) 8.7

2 There are multiple right answers, here are some examples:
When a 2-digit number is divided by 10… the numbers move 1 place value column to the right **or** the tens become ones and the ones become tenths.

Challenge 3

1
- a) 6.3
- b) 9.8
- c) 0.5
- d) 6.2
- e) 5.9
- f) 7.7
- g) 4.6
- h) 1.5

2
- a) 14.5
- b) 18.6
- c) 25.6
- d) 37.4
- e) 59.8
- f) 60.1

**Lesson 4**

1. a)  5 ones = 500 hundredths

   500 hundredths ÷ 100 = 5 hundredths

   So, 5 ÷ 100 = 0.05

1. b)  10 squares split into 10 parts means there are 100 tenths.

   100 tenths ÷ 100 = 1 tenth

   1 square split into 100 pieces means there are 100 hundredths.
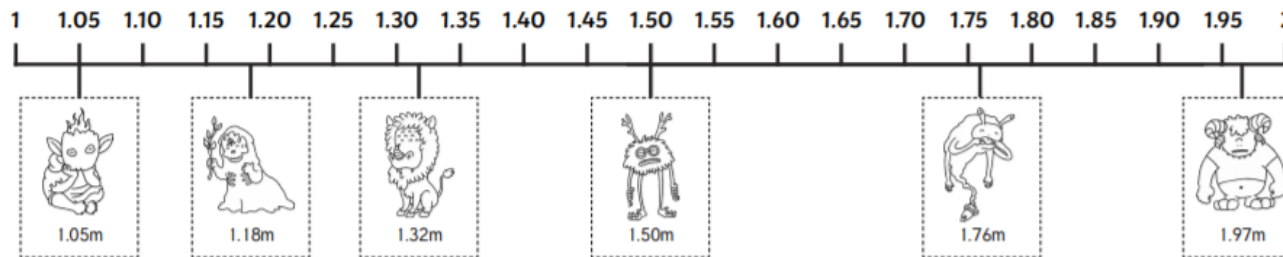
   100 hundredths ÷ 100 = 1 hundredth

   11 ÷ 100 = 0.11

**Maths – Answers**

**Lesson 5**

Number lines may start or end at different values but monsters should be in this order and placed approximately as below:

| 1 | 1.05 | 1.10 | 1.15 | 1.20 | 1.25 | 1.30 | 1.35 | 1.40 | 1.45 | 1.50 | 1.55 | 1.60 | 1.65 | 1.70 | 1.75 | 1.80 | 1.85 | 1.90 | 1.95 | 2 |



1.05m    1.18m    1.32m    1.50m    1.76m    1.97m

Complete the statements by writing < or > in each box.

1.97m  **>**  1.32m        1.50m  **<**  1.76m        1.50m  **>**  1.05m

1.18m  **>**  1.05m        1.97m  **>**  1.18m        1.76m  **>**  1.32m

1)  Noah has written 2.17 and 2.5 in the wrong order. 2.17 only has one tenth, whereas 2.5 has five tenths so this is the larger number and should come before 2.17 in descending order.

## Maths – Answers

### Weekly Maths Challenges

# Answers

**Challenge 1** - 2 cm

**Challenge 2** - B

**Challenge 3** - 1, 4 or 7

**Challenge 4** - Yellow circle

**Challenge 5** - 192 cm²

## Maths – Answers

### Deepen the Moment

3) If the ones digits are all the same, Lydia needs to look at the tenths digit first. If they are all different, then order the numbers by these digits. If some of the tenths digits are the same, then you would look at the hundredths digit. In this set, all of the tenths digits are different.

Correct order is:    4.18    4.4    4.56    4.7

# English – Answers

## Lesson 1

| Word from the text | Synonym | Antonym |
|---|---|---|
| wild | fierce | tame |
| great | immense | small |
| first | initial | last |
| leaping | jumping | falling |
| secrets | confidential | public |
| fashioned | created | dismantled |

# English – Answers

## Lesson 2

| Adjective | Noun |
|---|---|
| fluffy | feather |
| brave | bear |
| green | grass |
| gentle | giant |
| lazy | lion |
| fantastic | fox |

## Lesson 3

## Task 1

| Example: | Simile or Metaphor? |
|---|---|
| I wandered as lonely as a cloud | simile |
| The alligators' teeth are white daggers | metaphor |
| The moon is a white balloon. | metaphor |
| His eyes shone like diamonds. | simlie |
| The wind is a howling wolf | mataphor |
| The ballerina is a swan. | metaphor |

## Task 2

| Falling over in the playground | Ouch |
|---|---|
| A door closing abruptly | Bang |
| Dropping a glass | Smash |
| A bee collecting pollen | Buzz |
| The sound of a door bell | Ding dong |

**Lesson 4**

**Task 1**

| Sentence: | Noun phrase |
|---|---|
| Sarah read a fascinating book. | fascinating book |
| The spider had eight, long, furry legs. | eight, long, furry legs |
| James enjoyed looking at the bright stars in the night sky. | bright stars |
| Sally picked a pretty flower from the garden. | pretty flower |
| The cat curled up next to the nice, warm fire. | nice, warm fire |

**Task 2**

| Adjectives | Nouns |
|---|---|
| mysterious, haunted | house |
| delicious, chocolate covered | bun |
| mischievous, energetic | child |
| overgrown, chaotic | garden |
| wooden, crooked | gate |