

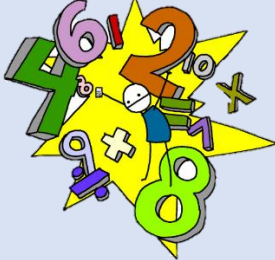




# Year 4 Home-learning activities

Monday 20<sup>th</sup> April 2020

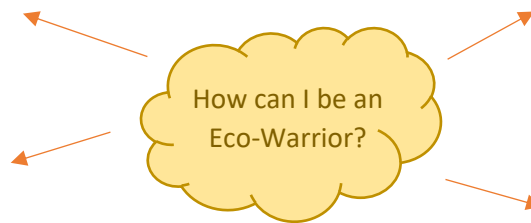
Subject	Activity/Resource
<p data-bbox="293 477 432 521">English</p> 	<p data-bbox="571 477 1366 555">Write a short <b>chapter review</b> from one of the books you have been reading. The review should include:</p> <ul data-bbox="619 566 1366 880" style="list-style-type: none"><li data-bbox="667 566 1318 607">• Info about what the <b>chapter</b> was about</li><li data-bbox="639 618 1345 696">• The main topic that the author discusses in the <b>chapter</b></li><li data-bbox="635 707 1350 786">• The so-called lesson that readers take away from the <b>chapter</b>.</li><li data-bbox="619 797 1366 880">• Remember to write the name of the book and the chapter number/name above your writing.</li></ul>
<p data-bbox="309 898 416 943">SPAG</p> 	<p data-bbox="608 898 1326 976">This week we will be thinking about possessive apostrophes with plural nouns.</p> <p data-bbox="587 987 1350 1111">Apostrophes can be used to show that something belongs to someone or something. This is called <b>possession</b>.</p> <p data-bbox="890 1122 1038 1144"><b>Remember:</b></p> <p data-bbox="608 1155 1326 1182">Singular possession often looks like this – the girl's (one girl)</p> <p data-bbox="587 1227 1350 1294">Plural possession often looks like this – the girls' (more than one girl)</p> <p data-bbox="587 1301 1350 1361"><i>If the noun is plural and ends in -s, add only an apostrophe (the boys')</i></p> <p data-bbox="576 1368 1361 1395"><i>If the noun is plural and does not end in -s, add -'s (the children's)</i></p> <p data-bbox="608 1440 1326 1507">You will need to use the documents below to complete the independent task in your home learning books.</p>
<p data-bbox="300 1518 424 1563">Maths</p> 	<p data-bbox="592 1518 1342 1585">We will be looking at securing decimal knowledge before moving onto money. Please access the following:</p> <p data-bbox="555 1592 1382 1659"><a href="#">Year 4 White Rose week one</a> and work through the lessons and related activities for <b>Summer Term Week 1</b>.</p> <ul data-bbox="544 1671 1382 2009" style="list-style-type: none"><li data-bbox="544 1671 1366 1738">- There are four lessons for this week, so work through them at your own pace.</li><li data-bbox="544 1749 1350 1816">- There are video lessons at the link above which will help you with the work.</li><li data-bbox="544 1827 1382 1895">- If you have any questions, please email me and I can help with the work.</li><li data-bbox="544 1906 1382 1973">- If you are unable to print the worksheets, complete the work in your Home Learning workbooks or on a piece of paper.</li><li data-bbox="576 1984 1350 2009">- The worksheets are also attached to this document below.</li></ul>

## Topic



*Our Topic for the Summer Term is **Eco-Warriors!** We will be looking at the environment, studying how land is used and how that use has changed over time. We will explore different environmental issues and research facts to explain our point of view. We will present some of these ideas in persuasive writing. As part of this topic, we will also be learning about the weather and collecting information which can be represented in different graphs learnt in maths.*

For your first challenge, create a mind map of all the ways you can look after the environment at home, at school and in everyday life. This may include things like recycling or composting food.



### IMPORTANT TIPS TO REMEMBER:

- Write the date (DD/MM/YY) at the top of each piece of work you do.
- Write the title of the work underneath the date.
- If can, send me a photo of your work or if you can complete it on a computer, send the file to me so I can have a look at your work.
- If you have any issues with the work set, please email me straight away and I will try to get back to you as soon as possible.
- I will send the next set of work to you on THURSDAY.
- This work is for you to do at your own pace. Please do not feel like you must complete everything straight away.
- REMEMBER you are a fantastic learner and that a FAIL, is a **First Attempt In Learning!**

# Apostrophes

Apostrophes can be used to show that something belongs to someone or something. This is called possession.



More than one thing is also known as a plural. For example, a pack of wolves or a group of countries.

If the noun is plural and ends in -s, add only an apostrophe. For example, the wolves' lunch was a deer.

If the noun is plural and does not end in -s, add -'s. For example, the geese's flight in formation was amazing.



## Examples of Apostrophes with Possessive Plurals



The houses' chimneys are made from brick.



The cakes' icing is so shiny.

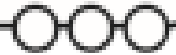


The boys' fancy dress costumes were so good!



# Plural-Tastic!

I can use possessive apostrophes with plurals.



1. Sort the words below into the table. The first ones have been done for you.

ponies'

flower's

child's

church's

children's




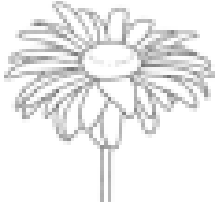

city's

pony's

cities'

flowers'

churches'

Picture	Singular (only one)	Plural (more than one)
a) 	<i>child's</i>	<i>children's</i>
b) 		
c) 		
d) 		
e) 		



# Plural-Tastic!

I can use possessive apostrophes with plurals.

1. Write each word with a plural apostrophe for the definitions below.

- a) Something/someone belonging to a group of children: \_\_\_\_\_
- b) Something/someone belonging to a group of wolves: \_\_\_\_\_
- c) Something/someone belonging to a group of ponies: \_\_\_\_\_
- d) Something/someone belonging to a group of boys: \_\_\_\_\_
- e) Something/someone belonging to a group of houses: \_\_\_\_\_

Challenge:

2. Cross out the incorrect answers for these possessive apostrophes with plurals.

- a) The thieve's / thieves' / thieves's balaclavas were itchy.
- b) The country's / countrie's / countries' national anthems were played loudly.
- c) The churches' / church'e's / church's vicars were very happy with the new choir.
- d) The bushes' / bushes' / bush'es: leaves were covered in pests.



# Plural-Tastic!

I can use possessive apostrophes with plurals.



1. Write each word with a plural apostrophe for the definitions below.

- a) Something/someone belonging to a group of children: \_\_\_\_\_
- b) Something/someone belonging to a group of wolves: \_\_\_\_\_
- c) Something/someone belonging to a group of ponies: \_\_\_\_\_
- d) Something/someone belonging to a group of loaves: \_\_\_\_\_
- e) Something/someone belonging to a group of boys: \_\_\_\_\_
- f) Something/someone belonging to a group of girls: \_\_\_\_\_
- g) Something/someone belonging to a group of babies: \_\_\_\_\_
- h) Something/someone belonging to a group of teachers: \_\_\_\_\_
- i) Something/someone belonging to a group of houses: \_\_\_\_\_
- j) Something/someone belonging to a group of heroes: \_\_\_\_\_

Challenge:

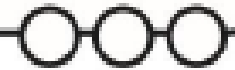
2. Write sentences to include the following possessive apostrophes with plurals.

- a) thieves' \_\_\_\_\_  
\_\_\_\_\_
- b) countries' \_\_\_\_\_  
\_\_\_\_\_
- c) churches' \_\_\_\_\_  
\_\_\_\_\_
- d) bushes' \_\_\_\_\_  
\_\_\_\_\_

SPAG EXTENSION:

Now apply what you know about possessive apostrophes with plural nouns by completing the activity below in your home-learning exercise book:

I can use possessive apostrophes with plural nouns.

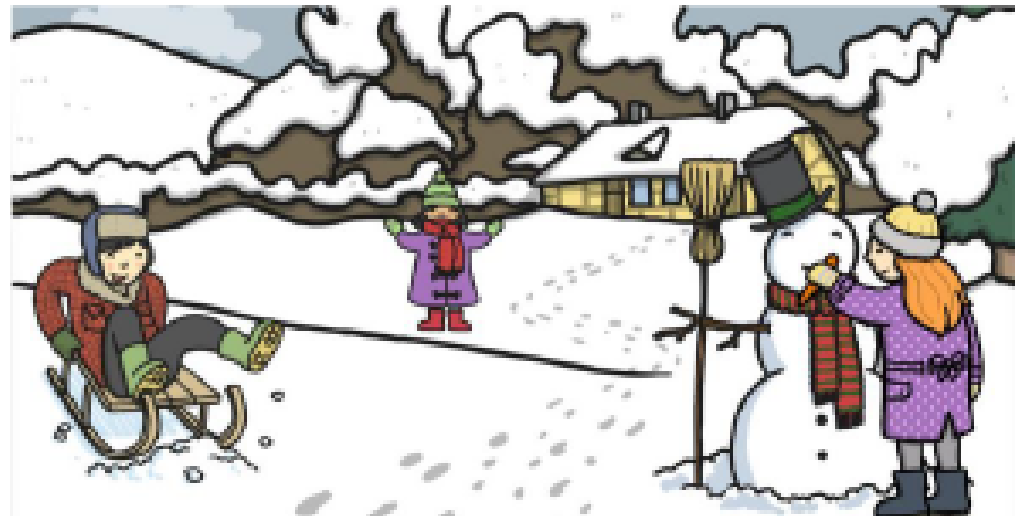


Look at the snowy scene opposite.

Use the space below to write about what you can see. You must use at least three examples of apostrophes for plural possession.

You could write about the trees, the footsteps or the children.

Can you think of some of your own examples?

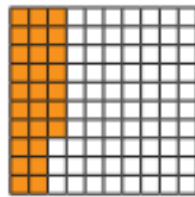


MATHS – LESSON 1 – MAKE A WHOLE (1)  
Make a whole

<https://whiterosemaths.com/homelearning/year-4/>

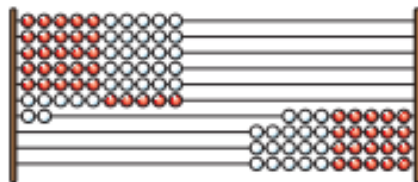


1 Here is a hundred square.



- a) How many hundredths are shaded?
- b) How many more hundredths do you need to shade so that the whole hundred square is shaded?
- c) Complete the sentence.  
 hundredths +  hundredths = 1 whole

2 Here is a Rekenrek with 100 beads.  
Each bead is one hundredth of the whole.



Complete the sentences.

- a)  hundredths are on the left.
- b)  hundredths are on the right.
- c)  +  = 1



3 Fill in the missing digits.

- a) 1 tenth =  hundredths
- b)  $\frac{2}{10} = \frac{\text{ } \text{ }}{100}$
- c) 70 hundredths =  tenths
- d) 32 hundredths =
- e) 0.4 =  tenths
- f) 50 hundredths =

4 Dora has shaded 4 tenths of a hundred square.



I need to shade 96 more squares to fully shade it.

Do you agree with Dora? \_\_\_\_\_  
Explain your reasoning.

5 Complete the part-whole models.

- a)
- b)
- c)
- d)



## MATHS – LESSON 1 – MAKE A WHOLE (2)

- 6 Tick the calculations that do **not** sum to 1

$0.4 + 0.6$ <input type="checkbox"/>	$0.4 + 0.06$ <input type="checkbox"/>	$0.04 + 0.06$ <input type="checkbox"/>
$0.8 + 0.92$ <input type="checkbox"/>	$0.08 + 0.92$ <input type="checkbox"/>	$0.92 + 0.08$ <input type="checkbox"/>

How did you work this out?

- 7 Mo has a metre-long piece of ribbon.  
He cuts off a piece of ribbon 24 cm long.  
What is the length of the remaining ribbon?

The length of the remaining ribbon is  m.

- 8 Fill in the missing numbers.

a) $0.1 + \square = 1$	d) $0.15 + 0.64 + \square = 1$
b) $\square + 0.01 = 1$	e) $0.15 + \square + 0.65 = 1$
c) $0.03 + \square = 1$	f) $\square + 0.04 + 0.5 = 1$

- 9 Two identical bead strings have a total length of 64 cm.

Would the total length of three of these bead strings be longer or shorter than a metre? \_\_\_\_\_

Explain how you know.

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- 10 Here are eight number cards.

$\frac{6}{10}$	$\frac{19}{100}$	0.2	0.5	$\frac{8}{10}$	0.01	$\frac{30}{100}$	0.4
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Use the number cards to make each calculation correct.

You can use each number once only.

$$\square + \square = 1$$

$$\square + \square + \square = 1$$

$$\square + \square + \square = 1$$

How many other ways can you find to make a total of 1?



MATHS – LESSON 2 – WRITE DECIMALS (1)  
Write decimals



- 1 Make the number represented on each of the place value charts. Complete the sentences to describe each number.

a) 

Ones	Tenths	Hundredths
1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01

 There are  ones,  
 tenths and  
 hundredths.  
The number is

b) 

Ones	Tenths	Hundredths
	0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01

 There are  ones,  
 tenths and  
 hundredths.  
The number is

c) 

Ones	Tenths	Hundredths
1 1 1		0.01 0.01 0.01 0.01 0.01 0.01 0.01

 There are  ones,  
 tenths and  
 hundredths.  
The number is

d) 

Ones	Tenths	Hundredths
1 1 1	0.1 0.1 0.1 0.1 0.1 0.1 0.1	

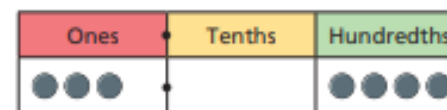
 There are  ones,  
 tenths and  
 hundredths.  
The number is



- 2 Make each number on a place value chart. Write the value of the underlined digit.

- a) 6.31 \_\_\_\_\_  
b) 12.09 \_\_\_\_\_  
c) 0.07 \_\_\_\_\_  
d) 56.82 \_\_\_\_\_

- 3 Alex says the number on the place value chart is 3.4



Do you agree with Alex? \_\_\_\_\_  
Explain your answer.

- 4 Fill in the zeros needed as placeholders for each number.

<p>a) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><th style="background-color: #fff3cd;">T</th><th style="background-color: #f8d7da;">O</th><th style="background-color: #d4edda;">Tths</th><th style="background-color: #d4edda;">Hths</th></tr><tr><td>3</td><td>2</td><td></td><td>4</td></tr></table></p> <p>b) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><th style="background-color: #fff3cd;">T</th><th style="background-color: #f8d7da;">O</th><th style="background-color: #d4edda;">Tths</th><th style="background-color: #d4edda;">Hths</th></tr><tr><td></td><td>2</td><td></td><td>4</td></tr></table></p> <p>c) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><th style="background-color: #fff3cd;">T</th><th style="background-color: #f8d7da;">O</th><th style="background-color: #d4edda;">Tths</th><th style="background-color: #d4edda;">Hths</th></tr><tr><td></td><td></td><td></td><td>4</td></tr></table></p>	T	O	Tths	Hths	3	2		4	T	O	Tths	Hths		2		4	T	O	Tths	Hths				4	<p>d) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><th style="background-color: #fff3cd;">T</th><th style="background-color: #f8d7da;">O</th><th style="background-color: #d4edda;">Tths</th><th style="background-color: #d4edda;">Hths</th></tr><tr><td></td><td></td><td>5</td><td></td></tr></table></p> <p>e) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><th style="background-color: #fff3cd;">T</th><th style="background-color: #f8d7da;">O</th><th style="background-color: #d4edda;">Tths</th><th style="background-color: #d4edda;">Hths</th></tr><tr><td></td><td>2</td><td></td><td></td></tr></table></p> <p>f) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><th style="background-color: #fff3cd;">T</th><th style="background-color: #f8d7da;">O</th><th style="background-color: #d4edda;">Tths</th><th style="background-color: #d4edda;">Hths</th></tr><tr><td>3</td><td></td><td>5</td><td></td></tr></table></p>	T	O	Tths	Hths			5		T	O	Tths	Hths		2			T	O	Tths	Hths	3		5	
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Compare answers with a partner.



## MATHS – LESSON 2 – WRITE DECIMALS (2)

5 Complete the part-whole models.

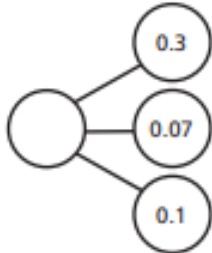
a)



c)



b)



d)



6 Here is a part-whole model.

Partition 0.72 in three different ways and complete the number sentences.



$$\square + \square = 0.72$$

$$\square + \square = 0.72$$

$$\square + \square = 0.72$$

7 Eva is asked to show 10 tenths on a place value chart.

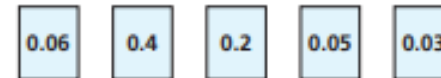
Here is her answer.

Ones	Tenths	Hundredths
	●●●●●●●●●●	

Is Eva correct?

8 Here are five number cards.

Annie, Rosie, Jack, Dora and Whitney take one card each.



Use the clues to work out which number they each have.

Annie: My number has 5 hundredths.

Rosie: My number is twice as much as Dora's.

Jack: My number has 2 zero place holders.

Whitney: My number is less than Jack's.

Dora: My number is more than Jack's.

Annie  Dora  Whitney

Rosie  Jack

Did your partner use the same method?