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Home Learning Pack Year 4

Guidance and Answers

Week 6

01/06/2020

**Classroom
secrets**★

KIDS



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This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Monday

Maths – Add 2 or more Fractions (page 2)

The **numerator** and **denominator** are the parts of a fraction.

The **numerator** is the number above the line in a fraction and it indicates the number of parts out of the whole there are.

$$\frac{7}{12}$$

The **denominator** is the number below the line in a fraction and it indicates how many equal parts a whole has been divided into.

Question 1 – This question asks children to calculate the answer by adding the fractions together and matching each to the correct answers. In order to add fractions, each must have the same **denominator**. Then you add each **numerator** together to find the total. For example, calculation A shows $\frac{4}{8} + \frac{1}{8} + \frac{5}{8}$. To find the total, children must add 4, 1 and 5 which total 10. This means the answer is $\frac{10}{8}$.

The correct answers are shown below.

A.	$\frac{4}{8} + \frac{1}{8} + \frac{5}{8}$	$\frac{9}{8}$
B.	$\frac{6}{8} + \frac{3}{8} + \frac{4}{8} + \frac{2}{8}$	$\frac{10}{8}$
C.	$\frac{4}{8} + \frac{2}{8} + \frac{3}{8}$	$\frac{15}{8}$
D.	$\frac{5}{8} + \frac{3}{8} + \frac{6}{8}$	$\frac{14}{8}$

Note: Red lines connect A to 10/8, B to 15/8, C to 9/8, and D to 14/8.

Question 2 – This question involves addition calculations with missing digits. Children can use the number lines provided to help them to calculate the missing digits. You may need to remind children to think about the rules of adding fractions as explained in question 1.

The correct answers are:

$$A: \frac{5}{6} + \frac{3}{6} + \frac{7}{6} + \frac{4}{6} = \frac{19}{6}; \quad B: \frac{4}{9} + \frac{2}{9} + \frac{11}{9} + \frac{6}{9} = \frac{23}{9}$$

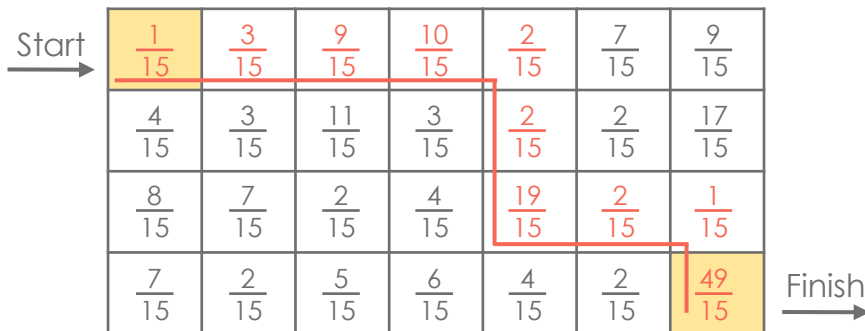
This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Monday

Maths – Recognise Tenths and Hundredths (page 2)

Question 3 – For this question, children must find a path through the maze by adding together fractions to reach the total in the finishing square. Children may need to try more than one route through the maze in order to reach the given total.

There are various routes through the maze, one example is shown below.



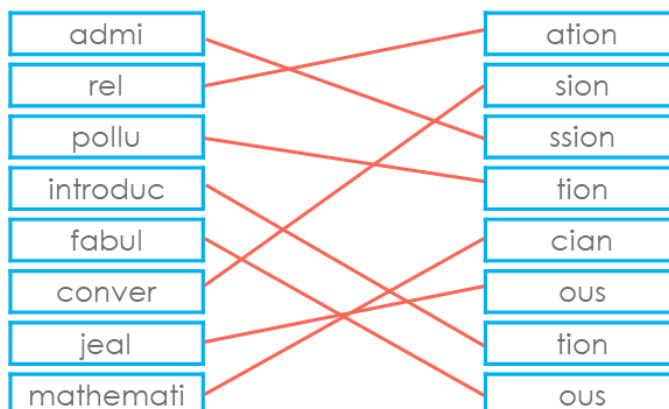
English – Adding Suffixes (page 3)

A **root word** is basic word that has not been changed by a **prefix** (a group of letters added to the start of the word) or a **suffix**.

A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb. For example, the suffix – er changes the verb 'teach' to the noun 'teacher'.

Question 1 – For this question, the children must match the start of a word to the correct **suffix** in order to complete the word. It may help children to identify the correct complete word if they say the words aloud with different suffixes.

The correct words are admission, relation, pollution, introduction, fabulous, conversion, jealous, mathematician.



This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Monday

English – Adding Suffixes (page 3)

Question 2 – In this question, children must read each sentence and underline the words that use one of the suffixes from question 1. Children can use the list from question 1 to help them identify the correct suffixes.

The correct answers are given below.

A. The celebration was a joyous occasion; B. It is dangerous to cross the road if you do not check it is clear; C. The courageous man was keen to help after the explosion; D. At school, I learn how to do division in maths.

Question 3 – In this question children must read each sentence and identify whether the statement made by Regan is correct. It may help children to underline the words which use a suffix as they did in question 2. Children must write a sentence to state whether they agree or disagree with Regan and explain why.

The correct answer is: **Regan is incorrect because sentence 2 does not contain any words that use the suffixes -tion or -ous, but both sentences 1 and 3 do. Sentence 1 uses attention and instructions and sentence 3 uses famous, imagination and humorous.**

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Tuesday

Maths – Subtract 2 Fractions and Subtract from Whole Amounts (page 4)

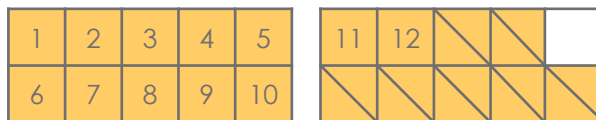
The **numerator** and **denominator** are the parts of a fraction. For a recap on these terms, see page 2.

An **improper fraction** is a fraction where the numerator is greater than the denominator, for example: $\frac{5}{4}$.

A **mixed number** is a fraction that includes the whole number and the fraction. For example: $1\frac{1}{4}$.

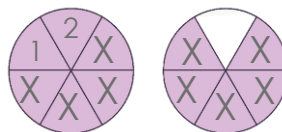
Question 1 – For this question, children must look at the images provided to help them to calculate the answer. In order to do this, children can cross out seven tenths and count how many tenths are left.

The correct answer is: $\frac{12}{10}$.



Question 2 – For this question, children must match the correct answer to the calculation by subtracting the second **numerator** from the first using the picture to help.

The correct answer is: $\frac{2}{6}$.



Question 3 – For this question, children must look at the image provided and mark the calculation which matches it. The representation shows a total of three wholes split into quarters. There are five quarters crossed out with seven quarters left. This means the correct calculation is:

B. $3 - \frac{5}{4} = \frac{7}{4}$

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Tuesday

Maths – Subtract 2 Fractions and Subtract from Whole Amounts (page 4)

Question 4 – This question is to help children to use the numbers in the calculation to complete the subtraction. To subtract fractions, children will need to make sure the fractions have the same **denominator**. They will then need to subtract the **numerators**. For example, $2 - \frac{6}{7}$. To begin this calculation, children can change two wholes into $\frac{14}{7}$ to help make the subtraction easier. Children can then do $14 - 6$ to find the answer, meaning $2 - \frac{6}{7} = \frac{8}{7} = 1 \frac{1}{7}$. Children can also draw a representation as used in previous questions if needed.

The correct answer is shown below.

A. $2 - \frac{6}{7} = 2 \frac{1}{7}$

B. $4 - \frac{5}{8} = 3 \frac{3}{8}$

C. $\frac{18}{6} - \frac{5}{6} = \frac{13}{6}$

Question 5 – This question is more open-ended than the others. Children must use their knowledge of subtracting fractions to decide which calculation is the odd one out. Children must write a sentence to explain why they have chosen the calculation as the odd one out.

The correct answer is; **A is the odd one out because it has an answer of $\frac{41}{8}$ instead of $\frac{33}{8}$.**

Question 6 – For this question children must use the given **digit cards** to create a subtraction calculation and its answer.

9

6

4

13



These are the **digit cards** given in the question.

Children can use each card more than once but the calculation must be correct. Children can draw a representation to help them to calculate the answer.

There are various answers, one example is given below.

$$\frac{19}{4} - \frac{13}{4} = \frac{6}{4}$$

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Tuesday

Maths – Subtract 2 Fractions and Subtract from Whole Amounts (page 4)

Question 7 – To solve this problem, children must decide whether or not they agree with Daisy's statement about Arfan's calculation. They must use their knowledge of subtracting fractions to decide whether they agree or disagree with the statement and then write a sentence to explain why.

The correct answer is; No, I disagree with Daisy because $\frac{36}{9} - \frac{27}{9} = \frac{9}{9}$ which is the same as 1 whole and not a fraction less than 1.

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Tuesday

English – Using Brackets to Indicate Parenthesis (page 5)

Parenthesis is a word, phrase or clause added to a sentence to give further information or clarification. The sentence will still make sense without the parenthesis. Parenthesis is shown using parentheses, which can be a pair of commas, brackets or dashes. For example: Lucy put on her shoes (the red ones) before going outside.

Question 1 – For this question, children must match the underlined **noun** (a naming word for a person, animal, thing or place) in each sentence. It might help children to read the sentence aloud with each option to see which sounds correct.

The correct answers are; A. 2, B. 3, C. 1

A. The rain had caused the building to flood.

B. The twins' party was a huge success.

C. My mum is always telling me to clean my bedroom.

1. (who loves a tidy house)

2. (which had been falling for over a week)

3. (which was to celebrate their birthday)

Question 2 – For this question, children must identify where the bracket to close the **parenthesis** should be placed. It may help children to read the sentence aloud to identify the added clause.



A. The climber (who was getting tired safely made his way to the top.



B. Hasin who had been feeling unwell for a while) decided to go to the doctors.

Question 3 – For the question, children must rewrite the sentence adding brackets into the correct places. Again, it might be helpful to read the sentence aloud to identify where the extra information has been added.

The correct answer is: The rocket (which had suffered damage to the engine during take off) was not prepared to land safely.

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Wednesday

Maths – Fractions of a Quantity (page 6)

$>$ $<$ $=$ are comparison symbols used to represent more than ($>$), less than ($<$) and equal to ($=$).

The **numerator** and **denominator** are the parts of a fraction. For a recap on these terms, see page 2.

To find a **fraction of a quantity**, you must first divide the whole number by the **denominator** to find the **unit fraction** and then multiply this answer by the **numerator** to complete the calculation. For example: to find $\frac{3}{4}$ of 24, you first complete $24 \div 4$ which equals 6, to find $\frac{1}{4}$ of 24. To find $\frac{3}{4}$, multiply 6×3 which is 18 meaning $\frac{3}{4}$ of 24 = 18.

A **unit fraction** is a fraction where the numerator is 1. For example: $\frac{1}{4}$.

Question – This is an open-ended activity that will require children to use their understanding of finding **fractions of a quantity** as explained above.

To solve this problem, children will need to use the given **digit cards** (as displayed below) to complete the two calculations. Each card can only be used once to solve the problem. Children may need to use some **trial and error** to find a solution (trying various calculations and seeing their results. These results directly help in reaching the final answer).



← These are the **digit cards** given in the question.

Children will need to ensure the comparison states remain correct by calculating the fraction of the quantity for each statement.

There are various ways to complete the statements. Two examples are given below.

$\frac{5}{6}$ of 18 $>$ $\frac{4}{4}$ of 8	$\frac{6}{8}$ of 32 = $\frac{1}{2}$ of 48
$\frac{5}{6}$ of 18 $>$ $\frac{4}{4}$ of 12	$\frac{6}{8}$ of 24 = $\frac{3}{8}$ of 48

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Wednesday

English – Apostrophes for Contraction (page 7)

An **apostrophe** is a punctuation mark which is used to either show **contraction** (when a letter or letters have been missed out - for example, 'do not' becomes 'don't') or **possession** (when something belongs to somebody or some people - for example, Freda's puppy).

Question 1 – For this question, children must look at the different sentences and identify those that contains words using **apostrophes** for contraction.

The correct answers shown below:

- A. Heres' that glass of water you asked for.
- B. Here's that glass of water you asked for.
- C. Mum and Dad's new car's are just marvellous.
- D. Who'd have thought blotches of ink would not come out of those trousers?

Question 2 – To complete this question, children must read each sentence and identify the words that use an **apostrophe** for contraction. There are words that use **apostrophes** for possession so it may be helpful to discuss the different uses of **apostrophes** and how they are different.

The correct answers are shown below;

- A. It's been ages since the last bus came along.
- B. Stu kicked the girl's football away because he didn't want her to play.
- C. The children's pencils weren't sharp enough to write with.
- D. My brother Alfie wasn't happy because he'd lost his favourite teddy.

Question 3 – For this question, children must look at the work that has been completed by Jordan and decide whether it is correct or incorrect. They must then write a sentence to explain their choice.

A possible answer is; Jordan is incorrect because he has written some of the contractions incorrectly. 'She had' should be 'she'd', 'they are' should be 'they're', and 'I have' should be 'I've'.

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Thursday

Maths – Calculate Quantities (page 8)

A **unit fraction** is a fraction where the numerator is 1. For example: $\frac{1}{4}$.

To **calculate quantities**, you must find the whole from a given part. To do this, you must first divide the part by the **numerator** to find the value of the **unit fraction**. This number must then be multiplied by the **denominator** to find the whole. For example: if $\frac{3}{7}$ of a number is 21, you must divide 21 (the part) by 3 (the **numerator**) which equals 7. To find the whole, you multiply 7 (the **unit fraction**) by 7 (the **denominator**) which is 49. The completed calculation is written as $\frac{3}{7}$ of 49 = 21.

Trial and error is the name given to a problem-solving method which involves trying various calculations and seeing their results. These results directly help in reaching the final answer.

Question – This question is more open-ended for children to explore. Children must choose a selection of numbers to complete the fraction crossword. They must check their answers carefully as some may not work with all given fractions. You may need to encourage children to use **trial and error** to find the first number that will work to complete the crossword. Once they have found this, they will be able to work their way through the rest of the crossword. There is an explanation above to support children in **calculating quantities** when only a fraction is given.

There are various ways to solve the problem, two examples are given below.

$$\frac{3}{7} \text{ of } \boxed{1. \ 35} = \boxed{2. \ 15} = \frac{5}{9} \text{ of } \boxed{3. \ 27}$$

$$= \frac{3}{8} \text{ of } \boxed{4. \ 70}$$

$$\frac{3}{7} \text{ of } \boxed{1. \ 105} = \boxed{2. \ 45} = \frac{5}{9} \text{ of } \boxed{3. \ 81}$$

$$= \frac{3}{8} \text{ of } \boxed{4. \ 210}$$

$$\frac{8}{14} \text{ of } \boxed{4. \ 70} = \boxed{5. \ 40} = \frac{4}{11} \text{ of } \boxed{6. \ 110}$$

$$\frac{8}{14} \text{ of } \boxed{4. \ 210} = \boxed{5. \ 120} = \frac{4}{11} \text{ of } \boxed{6. \ 330}$$

This week's pack supports the [Week 6 timetable](#) on Classroom Secrets Kids.

Thursday

English – Apostrophes for Plural Possession (page 9)

Plural refers to more than one noun. For example, 'buses' is the plural form of 'bus' as it refers to more than one. Most nouns have both a singular and a plural form.

A **possessive apostrophe** is used to show something belongs to someone or something. **Singular nouns** show possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel. **Plural nouns** which end in s show possession using an apostrophe after the s, for example: the girls' books.

Irregular refers to when something being described, e.g. noun. does not follow the normal grammatical rules, for example: The plural of mouse is mice.

Question 1 – For this question, children must read the short text that is given and underline all words that use an **apostrophe for plural possession** as explained above. Some words use **apostrophes for contraction** as used in Wednesday's activity. It may be helpful to remind children of the different uses of the **apostrophe** to help them to identify those used for **possession**.

The correct answer is; Yesterday, the girls' amazing cricketing skills meant that they comfortably won their match. Their opponents' batting was very poor and the advice from their coaches didn't seem to help them a great deal.

Question 2 – For this question, children must read the sentences and identify the one which does not use an **apostrophe for plural possession** correctly. It may be helpful to underline the words using **apostrophes for plural possession** to help identify which is incorrect.

The correct answer is:

- A. The hors'es hay is kept dry for them to eat during the winter.
- B. The ladies' doubles championship starts today and is on TV.
- C. In the swimming pool, the children's shrieks of glee are very loud.

Question 3 – For this question, children must read Jamila's statement about where she should put the **apostrophe for plural possession** and decide whether she is correct. They must then write a sentence to explain their choice.

The correct answer is; No, Jamila is not correct because the apostrophe should be before the 's' in 'peoples' to show plural possession because 'people' is an irregular plural noun.

This week's pack supports the [Week 6 timetable](#) on Classroom Secrets Kids.

Thursday

English – A New Toy (page 10)

In this activity children are asked to think about what designing a new toy for children aged 5-9 years old. They are asked to write a description to explain what their toy is like. They may also create a poster to advertise the toy they have created.

Below is a list of some features that you can encourage children to include in their explanations:

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as using adjectives to describe it. For example, The beautiful, tall roses.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. An example of an opinion is: I look better with my hair tied up.

A **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example although, because.

Parenthesis is a word, phrase or clause added to a sentence to give further information or clarification. The sentence will still make sense without the parenthesis. Parenthesis is shown using parentheses, which can be a pair of commas, brackets or dashes. For example: Lucy put on her shoes (the red ones) before going outside.

A **possessive apostrophe** is used to show something belongs to someone or something. **Singular nouns** show possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel. **Plural nouns** which end in s show possession using an apostrophe after the s, for example: the girls' books.

A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.

A **simile** is a phrase that compares one thing to another using the words 'as' or 'like'.

A **metaphor** is a word or phrase used to describe something as if it were something else.

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Friday

Maths – Fractions

Follow the link to help you practise your times tables by matching the correct calculations and answers in this memory game. Your game will be timed so you can play more than once to try and beat your previous times.

<https://kids.classroomsecrets.co.uk/resource/year-4-mixed-multiplication-memory-card-game/>

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Friday

English – Non-Text Guided Reading – Vibrant Summer (pages 11-14)

A **fact** is a true statement that is backed up by evidence. An example of a fact is: The River Ouse flows through York.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. An example of an opinion is: I look better with my hair tied up.

Inference is a reading skill where children use the clues given to draw a conclusion about what is or might be happening. For example, a text may say 'I put up an umbrella.' Children may infer from this that it is raining even though this is not directly mentioned.

For this activity, children must use the picture below to help them to answer the questions. (page 14 of the children's pack). Children must use their inference skills to look carefully at the image and find the information needed to answer each questions.



The correct answers are shown below:

1. Various responses, for example; Why is the lady visiting the market?
2. Various responses. Possible answers might be that it makes them feel happy as it is full of colour, or jealous because it looks like a fun place to visit.
3. Various responses. Possible answers might be that she is feeling relaxed (the way she is stood), excited (a slight smile on her face), intrigued (something has caught her attention).
4. Various responses. For example; **FACT** – There are lots of vegetables. The lady has a camera **OPINION** – The woman is on holiday. The woman is buying some fruits to try.
5. Various responses. Possible answers might reference the idea that the woman is on holiday and she is taking photos of the market she is walking through.
6. Various responses. Possible answers may include: bottles of oil, creased table cloths, dazzling sunlight, rainbow array of vegetables, a huddle of people.
7. Various responses must be justified. For example; It is vibrant because all of the fruit and vegetables are bright and colourful; It is calm because the lady looks like she is calm and relaxed; It is busy because you can see people in the background.
8. Accept any reasonable answer as long as they are justified. For example, I would show it to my friend because it makes me feel happy when I look at the image. I would not show this to my friend because I don't know who the woman in the photo is.
9. Various responses. Possible answers might reference an outdoor market, possibly suggest it is abroad.
10. Various responses. Possible answers might include holiday photos, food magazine.

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Assembly Activity

Celebration certificate

On the following page in this pack (page 17), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: <https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____



This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – How to be a Raindrop (pages 15-19)

Children should read the text and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are given below.

1. How many processes are there in the water cycle?

There are **six** processes in the water cycle.

2. What are these processes called? Find and copy the words from the text. The six processes can be written in any order.

1. condensation

2. evaporation

3. infiltration

4. runoff

5. precipitation

6. transpiration

3. Write each word listed below next to the correct definition.

1. osmosis plants taking up water from the soil.

2. vital absolutely necessary or essential

3. destroyed end the existence of something by attacking or damaging it

4. precipitation rainfall

5. merely only, just

6. condensation water which collects as droplets on a cold surface

4. Why is water vital?

Water is vital because animals and plants need water to survive.

5. Why do you think it asks you to think about how old the water from your tap is? Choose 2 reasons.

To stop you from drinking out of date water.

To make you realise how long water has been on Earth.

To make you see the importance of filtering the water because it is old and dirty.

To help you to see its importance to life.

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Additional Resources

English – Guided Reading – How to be a Raindrop (pages 15 -19)

6. What 4 names can be given to precipitation as it falls to the ground?

1. rain
2. snow
3. sleet
4. hail

7. Why do you think instruction 5 asks you to skip to step 7?

The water drops don't always go from step 1 to 9; sometimes they have to restart the cycle.

8. What 3 forms can water exist in?

1. solid or ice
2. liquid or water
3. gas or water vapour

9. Why do you think water that lands on a leaf has to go back to step 2?

It has to go back because the sun will heat the water as it is on the surface of the plant. It will then evaporate and rise into the sky.

10. Underline the words in the sentences below that are adverbs.

6. If you land on the leaf of a plant or a tree, wait patiently to be evaporated and start the process again from step 2.
7. Slowly make your way into a stream or a river.

11. Why do you think that only 1% of the water on Earth is for us to drink?

Children need both facts for their answer to be correct.

There is only 1% of water that is used for drinking because 2% of water is frozen in ice caps so it cannot be accessed to drink. The other 97% of water cannot be used for drinking because it is the salty water of the oceans which we cannot drink.

12. What percentage of a human is made up of water? What percentage of the Earth's surface is covered by water?

75 % of a human is made up of water.

70 % of the Earth's surface is covered by water.