St Denys Primary School

Y4 Home Learning

Week 4 – 11th May 2020

Summer 1 2020

Creativity, Choice, Challenge
Achievement for All

WELCOME my friends. WELCOME to … the Class 4-tastic booklet WEEK 4!

And what a truly scrumptious treat we have in store for you this week!

Ms. Bandey has created a fantastic feast of CHARLIE AND THE CHOCOLATE FACTORY themed ENGLISH for you to sink your teeth in to. We can't wait to read about your confectionery creations and incredible chewing gum meals.

Meanwhile there's both pizza AND cakes in Mrs. Andrews's MATHS video this week – make sure you watch it to help her fulfil her dreams of being a YouTube star and so you can brush up on your FRACTIONS skills. Willy Wonka is counting on you all to solve his tricky factory fractions problems in Activity 4 this week.

And don't forget the TOPIC section too – this week we've got some superior SCIENCE, awesome ART and creative COOKING – plus see if you can challenge yourself to learn the BRITISH SIGN LANGUAGE alphabet and sign your name.

We continue to be ASTOUNDED by all the sensational learning you are sharing with us on DOJO. We are so proud of ALL OF YOU and spend a lot of time telling each other how brilliant you all are – and how much we miss you all!

Have another great week Class 4-tastic. Keep working hard, keep sharing with us on DOJO and, most of all, keep SMILING.

Ms. Bandey and Mrs. Andrews

St Denys Primary School **Y4 English Home Learning Tasks**

Activity 1 :

Become a sweet inventor for Willy Wonka!

Activity 2:

Pitch your new sweet invention to Willy Wonka.
Will your persuasive writing win?

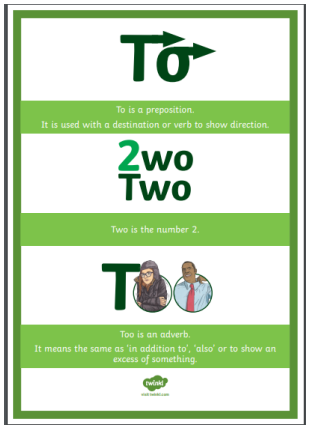
Activity 3:

The CHEWING-GUM meal.

3 courses in one piece of gum? Which three foods would you choose?
Read all about obstinate Violet and her gum obsession.

Activity 4

Help Roald Dahl edit his work…he is having trouble with his homophones!

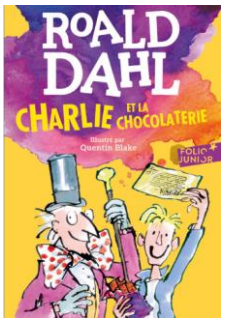


To…..two……or too?

Activity 5

TV or no TV?

THAT is the question the Oompah Loompas want debated!



Class4-tastic and the Chocolate Factory!

Activity 1:

1. Find somewhere cosy and settle down to read the extracts from Charlie and the Chocolate Factory. Let your imagination dive into the wonderful magical world of Willy Wonka and his amazing chocolate factory.

2. Next, imagine that you have one of the best jobs imaginable! YOU are an inventor for Willy Wonka and work in a design office inside his enormous factory. You have been working hard to develop new and wonderful sweets that you know children all over the World will want to eat!

3. Use the chart below to help you start to design your new sweet using words.

4. Now draw your sweet. Maybe it is wrapped in packaging? Can you add some label captions to help explain your sweet illustration?

EXTRACT ONE

from Chapter two: Mr Willy Wonka's Factory (349 words)

"Oh, what a man he is, this Mr Willy Wonka!" cried Grandpa Joe. "Did you know, for example, that he has himself invented more than two hundred new kinds of chocolate bars, each with a different centre, each far sweeter and creamier and more delicious than anything the other chocolate factories can make!"

"Perfectly true!" cried Grandma Josephine. "And he sends them to *all* the four corners of the earth! Isn't that so, Grandpa Joe?"

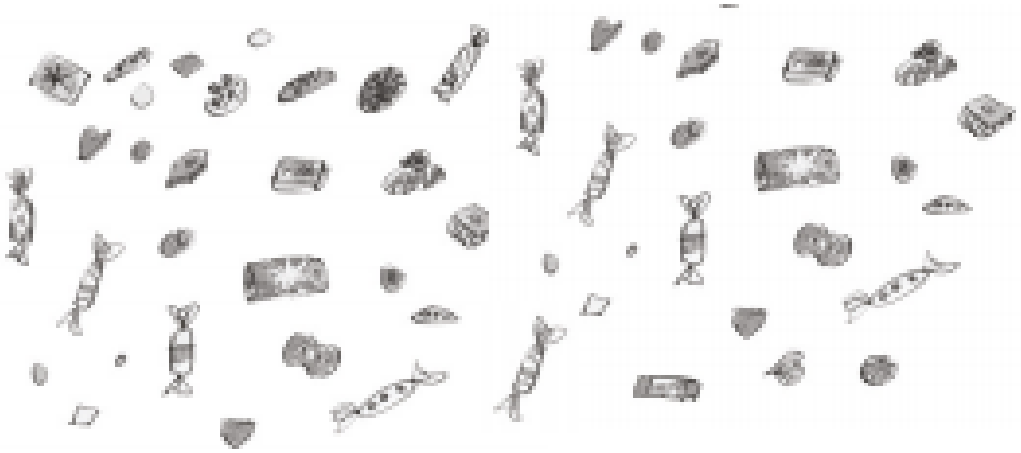
"It is, my dear, it is. And to all the kings and presidents of the world as well. But it isn't only chocolate bars that he makes. Oh, dear me, no! He has some really *fantastic* inventions up his sleeve, Mr Willy Wonka has! Did you know that he has invented a way of making chocolate ice-cream so that it stays cold for hours and hours without being in the refrigerator? You can even leave it lying in the sun all morning on a hot day and it won't go runny!"

"But that's *impossible*!" said little Charlie, staring at his grandfather.

"Of course it's impossible!" cried Grandpa Joe. "It's completely *absurd*! But Mr Willy Wonka has done it!

"Quite right!" the others agreed, nodding their heads. "Mr Wonka has done it."

"And then again," Grandpa Joe went on speaking very slowly now so that Charlie wouldn't miss a word, "Mr Willy Wonka can make marshmallows that taste of violets, and rich caramels that change colour every ten seconds as you suck them, and little feathery sweets that melt away deliciously the moment you put them between your lips. He can make chewing-gum that never loses its taste, and sugar balloons that you can blow up to enormous sizes before you pop them with a pin and gobble them up. And, by a most secret method, he can make lovely blue birds' eggs with black spots on them, and when you put one of these in your mouth, it gradually gets smaller and smaller until suddenly there is nothing left except a tiny little pink sugary baby bird sitting on the tip of your tongue."



EXTRACT TWO

from Chapter 19: The Inventing Room – Everlasting Gobstoppers and Hair Toffee (243 words)

"Everlasting gobstoppers! cried Mr Wonka proudly. "They're completely new! I'm inventing them for children who have very little pocket money. You can put an Everlasting Gobstopper in your mouth and you can suck it and suck it and suck it and suck it and it will *never* get any smaller!"

"It's like gum!" cried Violet Beauregarde.

"It is *not* like gum," Mr Wonka said. "Gum is for chewing, and if you tried chewing one of these gobstoppers her you'd break your teeth off! And they never get any smaller! They never disappear! NEVER! At least I don't think they do. There's one of them being tested this very moment in the Testing Room next door. An Oompa-Loompa is sucking it. He's been sucking it for very nearly a year now without stopping, and it's still just as good as ever!

"Now, over here," Mr Wonka went on, skipping excitedly across the room to the opposite wall, "over here I am inventing a completely new line in toffees!" He stopped beside a large saucepan. The saucepan was full of a thick gooey purplish treacle, boiling and bubbling. By standing on his toes, little Charlie could just see inside it.

"That's Hair Toffee!" cried Mr Wonka. "You eat just one tiny bit of that, and in exactly half an hour a brand-new luscious thick silky beautiful crop of hair will start growing all over the top of your head! And a moustache! And a beard!"

Name of my sweet:	
My sweet's particular function:	
Reason people will buy my sweet:	
Some powerful verbs and adjectives to describe my sweet:	
A bold statement or claim about my sweet to finish:	

? What does your sweet do when it is eaten? E.g. change flavour, turn your face a different colour?

? Why would someone want to buy it? = the taste…

is it gloriumptious, wondercrump, splendiferous,

whipple-scrumotious?

FIZZY **TASTY** **flavour** **Juicy** MELT **FOUL**

MELT POP **BLAST** DELICIOUS GAG

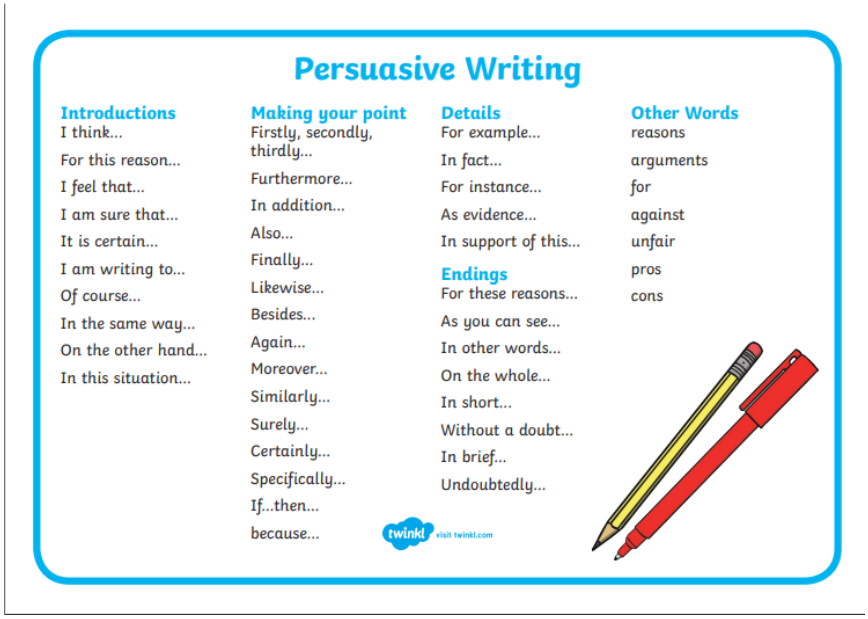
Activity 2:

Pitching your new sweet idea to Willy Wonka!

Today you are going to use your powers of persuasion!

You REALLY want Willy Wonka to start making and selling YOUR new sweet. You must write a 'pitch' presentation that you will give to Willy Wonka – like people do on 'Dragons Den' the TV show.

- How will you persuade him that your sweet is the best?



1. Try and write a persuasive paragraph that will convince Willy Wonka he should start manufacturing (making) your new sweet.

2. Make sure you:

* introduce your product and name it,
* explain what is so special about it and why children will want to buy and eat it,
* use some descriptive Roald Dahl style vocabulary to give detail,
*tie up the end of your pitch with a clear and powerful ending.

3. How will you share your work with us?

* Could you film yourself giving the pitch? (you might like to dress-up !)

* Maybe you will present your work as several beautifully written paragraphs?

ACTIVITY 3:

Writing a Chewing Gum MENU!

Violet Beauregard is a despicable character and she LOVES to chew gum.

1. Read the extract that describes her scoffing the newly invented and un-safe chewing gum.

2. How can we tell, just from this extract, that Violet has a dreadful character? Write a sentence or two to explain and use words from the text to support your answer.

3. What does '**obstinately**' mean? Find it in the text extract. Can you write a sentence using that word? You might want to include some speech to demonstrate just how obstinate the speaker is being!

4. As Violet chews the gum, she describes the 3 different courses of the delicious meal that she can taste. Your job is to imagine your own delicious 3 course meal! What would you choose for your starter, main and dessert?

5. Use the sheet below to describe your 'chewing gum meal' and the EFFECT it has on anyone who chews it!

HAVE FUN!

EXTRACT ONE

from Chapter twenty one: Goodbye Violet (177 words)

"Just so long as it's gum," shouted Violet Beauregarde, "just so long as it's a piece of gum and I can chew it, then *that's* for me!" And quickly she took her own world-record piece of chewing-gum out of her mouth and stuck it behind her left ear. "Come on, Mr Wonka," she said, "hand over this magic gum of yours and we'll see if the thing works."

"Now, Violet," said Mrs Beauregarde, her mother; "don't let's do anything silly, Violet."

"I want the gum!" Violet said obstinately. "What's so silly?"

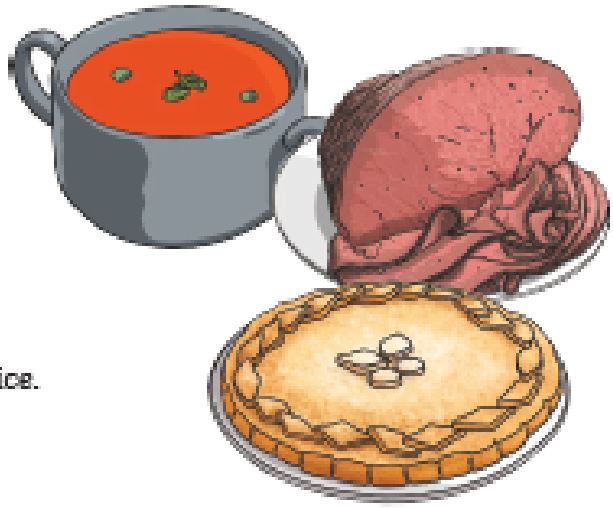
"I would rather you didn't take it," Mr Wonka told her gently. "You see, I haven't got it *quite right* yet. There are still one or two things…"

"Oh, to blazes with that!" said Violet, and suddenly, before Mr Wonka could stop her, she shot out a fat hand and grabbed a stick of gum out of the little drawer and popped it into her mouth. At once, her huge, well-trained jaws started chewing away on it like a pair of tongs.

"Don't!" said Mr Wonka.

The Chewing Gum Meal!

In Charlie and the Chocolate Factory, Violet Beauregard chews gum which tastes like a three-course meal.



Willy Wonka's Gum Menu
Starter: Tomato soup
Main: Roast beef and baked potato
Dessert: Blueberry pie and ice cream.

Violet's skin turned purple.
Her body was swollen like a ball.
Her arms and legs filled with blueberry juice.

1. Design your own Gum menu.

My Gum Menu:

Starter: _____

Main: _____

Dessert: _____

2. What will happen if you chew it?

skin

_____

body

_____

arms

_____

legs

_____

head

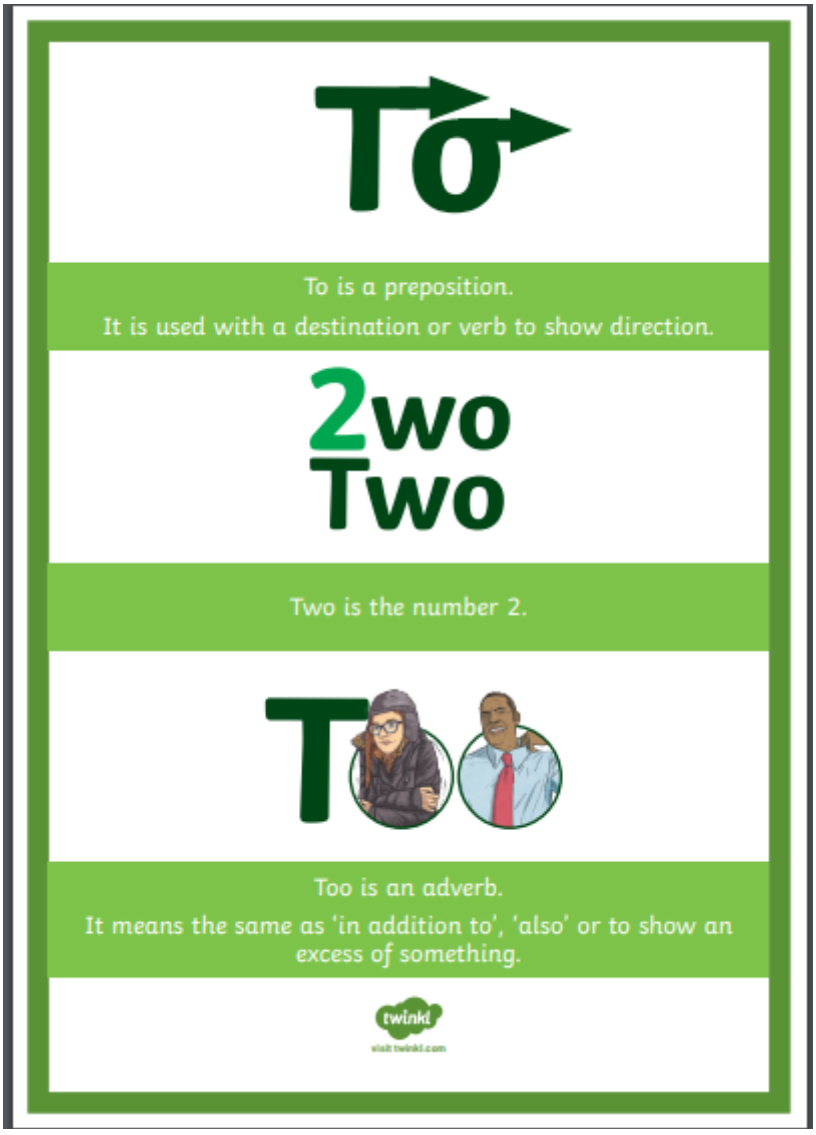
_____

Remember to use capital letters, full stops and any other punctuation you may need!

Activity 4:

To, two and too!

A few weeks ago we spent some time going over some homophones that we were often spelling wrong. Words that sound the same but are spelt differently can easily catch us out so work through these examples to sharpen up your spelling skills.



Choose the correct homophone to fill in the gaps:to,two,too

1. Charlie won a GOLDEN TICKET trip _____the factory.
2. His Grandpa went with him _____ meet Willy Wonka.
3. "You never can have _____ much chocolate Charlie," chuckled Grandpa.
4. The crowds of people were pushing _____get a glimpse inside the gate.
5. There were just _____ many people _____ get past.
6. Willy Wonka welcomed them in _____ an enormous purple room.
7. "Welcome friends!" exclaimed Mr Wonka as the visitors walked in _____ at a time.
8. The walk _____ the chocolate room seemed _____take forever.
9. " Come on in," exclaimed Mr Wonka " feel free _____try anything!".
10. Charlie and Grandpa plucked _____ edible flowers from a bush.
11. "This is just _____ pretty to eat!" said Charlie.
12. Augustus Gloop fell in ____ the chocolate river and despite the efforts of _____oompa loompas was sucked up the pipe _____ the Fudge Room.

Now write 5 sentences of your own using a mix of to,too,two.

_____

_____

_____

_____

_____

Choose the correct homophone to fill in the gaps:to,two,too

1. Charlie won a GOLDEN TICKET trip **to** the factory.
2. His Grandpa went with him **to** meet Willy Wonka.
3. "You never can have too much chocolate Charlie," chuckled Grandpa.
4. The crowds of people were pushing to get a glimpse inside the gate.
5. There were just too many people to get past.
6. Willy Wonka welcomed them in to an enormous purple room.
7. "Welcome friends!" exclaimed Mr Wonka as the visitors walked in two at a time.
8. The walk to the chocolate room seemed to take forever.
9. " Come on in," exclaimed Mr Wonka " feel free to try anything!".
10. Charlie and Grandpa plucked two edible flowers from a bush.
11. "This is just too pretty to eat!" said Charlie.
12. Augustus Gloop fell in to the chocolate river and despite the efforts of two oompa loompas was sucked up the pipe to the Fudge Room.

Now write 5 sentences of your own using a mix of to,too,two.

_____

_____

_____

_____

_____

Activity 5:

TV the BIG debate!

NB! You need a grown up or sibling to do this activity with!

In Charlie and the Chocolate Factory a little boy called Mike Teavee just LOVES to watch TV. The Oompa Loompas are not so sure this is such a good idea!

1. **Read the book extract of a song that the Oompa Loompas wrote.**

*Do you agree with the Oompa Loompas?

* Can you think of some reasons why watching TV **can be useful and good?**

2. **WE are going to have a debate! You are going to choose to share your opinion in role as one of the characters listed on these character cards. Your partner can ask you questions whilst you are 'in role' as that character.**

You are Mike Teavee!	You are Mike Teavee's parents.
You are a children's author.	One of your parents is a publisher.
You are a reporter for the BBC.	You run a newspaper.
You are an optician.	You are a teacher.
You are the owner of an electricals store.	You work in a library.
You are an average 9 year old!	You are a busy parent.

Which character are you?

Is your character FOR or AGAINST TV?

WHY does your character think that?

EXTRACT ONE

From Chapter twenty seven:
Mike Teavee is Sent by Television
(300 words)

"The most important thing we've learned,
So far as children are concerned,
Is never, NEVER, NEVER let
Them near your television set –
Or better still, just don't install
The idiotic thing at all.
In almost every house we've been,
We've watched them gaping at the screen.
They loll and slop and lounge about,
And stare until their eyes pop out.
(Last week in someone's place we saw
A dozen eyeball on the floor.)
They sit and stare and stare and sit
Until they're hypnotized by it,
Until they're absolutely drunk
With all that shocking ghastly junk.
Oh yes, we know it keeps them still,
They don't climb out the window sill,
They never fight or kick or punch,
They leave you free to cook the lunch
And wash the dishes in the sink –
But did you ever stop to think,
To wonder just exactly what
This does to your beloved tot?
IT ROTS THE SENSES IN THE HEAD!
IT KILLS IMAGINATION DEAD!
IT CLOGS AND CLUTTERS UP THE MIND!
IT MAKES A CHILD SO DULL AND BLIND
HE CAN NO LONGER UNDERSTAND
A FANTASY, A FAIRYLAND!
HIS BRAIN BECOMES AS SOFT AS CHEESE!
HIS POWERS OF THINKING RUST
AND FREEZE!
HE CANNOT THINK – HE ONLY SEES!
"All right!" you'll cry. "All right!" you'll say,
"But if we take the set away,
What shall we do to entertain
Our darling children! Please explain!"
We'll answer this by asking you,
"What used the darling ones to do?
How used they keep themselves contented
Before this monster was invented?"
Have you forgotten? Don't you know?
We'll say it very loud and slow:
THEY ...USED ... TO ... READ!
They'd READ and READ,
And READ and READ, and then proceed
TO READ some more. Great Scott!
Gadzooks!
One half their lives was reading books!

St Denys Primary School Y4 Spelling Home Learning Tasks

Each week you will have 10 new spelling words - with a choice of 2 levels.

Some of the 10 spellings will help you investigate and learn a spelling pattern - this week we are carrying on with the suffix (word ending) **ous**.

Others will be from our Year 4 spelling mat or are common exception words.

We suggest a structure like this for the week, based on 10-15 minutes practice per day:

Session 1	Choose your spelling level for this week, or which spellings you are going to 'mix and match' (be honest about which one will be the right challenge for you). Get someone to test you and work out which ones from the list you will really need to focus on (remember to aim to learn about 5 spellings a week).
Session 2	Complete Look, Cover, Write, Check for your focus spellings (5-8 words you chose yesterday). Investigate the spelling pattern with Activity sheet 1.
Session 3	Write your focus spellings in sentences to show you understand what they mean.
Session 4	Practise your focus spellings. You could use Pyramids (adding one letter at a time to your word), Rainbow Writing (write each spelling in at least 5 different colours), or another strategy that works for you.
Session 5	Test! Ask someone to test you on your spelling words. How many did you learn this week? You could also use Activity sheet 2 to investigate the spelling pattern further.

Focus pattern: 'ous' - meaning possessing or full of e.g. someone humorous has (possesses) a good sense of fun.

Level 1	Level 2
two	dramatically
too	vigour
through	vigorous
threw	advantageous
serious	curious
ridiculous	courteous
fabulous	wholly
enjoy	gorgeous
enough	occasion
exciting	occasionally

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction

Activity Sheet

Name .....

Use the spellings in the box to complete the sentences.

length	library	medicine	natural
occasion	occasionally	notice	opposite

..... , I need to take ..... for my asthma.

How did you not ..... that Sprout was standing ..... you?

Mr Stamen sent me out to measure the ..... of the football pitch.

The ..... is my favourite room in the school.

Cats are Spud's ..... enemy.

Mr Stamen is wearing a suit. Is it some special ..... ?

Activity Sheet

Name .....

Use the words below to complete the sentences.

dramatically	obvious	basically	glamorous
historically	advantageous	serious	odorous
humorous	instantaneous	hideous	vigorous

The ..... actress ..... exited the stage.

It was ..... to me that the film about Elizabeth I was ..... inaccurate.

Sprout can never be ..... . Everything is ..... to him.

Mr Stamen said it was ..... for our health to do ..... exercise.

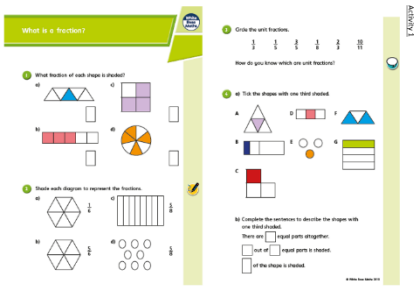
The ..... creature of the swamp crawled out of the ..... bog.

....., the match was won due to my ..... reactions.

St Denys Primary School	Y4 Maths Home Learning Tasks

Activity 1:

What is a fraction?



First, watch the video to remind yourself of everything you already know about fractions.
https://www.youtube.com/watch?v=YCrGdYl2g24&t=43s

Then, have a go at the Activity 1 questions. When you're done, check your answers with the answer sheet.

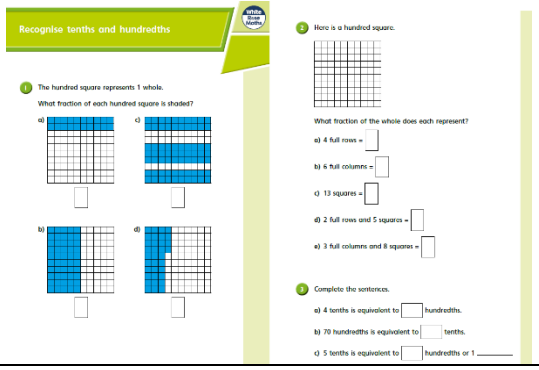
Activity 2:

Recognise tenths and hundredths

For this activity, it will really help you to watch the White Rose video that explains the concepts of tenths, hundredths and how they are related.

Go to the White Rose Y4 Homelearning page:
https://whiterosemaths.com/homelearning/year-4/
then open up the part that says 'Week 1' and **watch the video for 'Lesson 1 – recognise tenths and hundredths'.**

Then, complete the Activity 2 questions. When you're done, check your answers with the answer sheet.



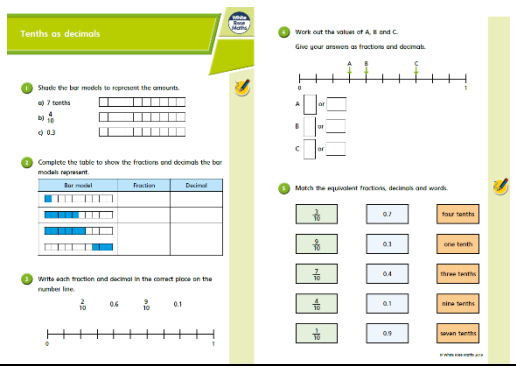
Activity 3:

Tenths as decimals

For this activity, it will really help you to watch the White Rose video that explains about tenths and how we represent them as decimals.

Go to the White Rose Y4 Homelearning page:
https://whiterosemaths.com/homelearning/year-4/
then open up the part that says 'Week 1' and **watch the video for 'Lesson 2 – Tenths as decimals'.**

Then, complete the Activity 3 questions. When you're done, check your answers with the answer sheet.

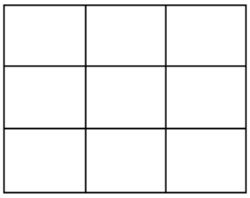


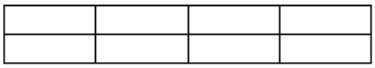
Activity 4:

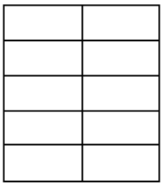
Put all your fraction learning in the earlier activities to good use to help Willy Wonka solve the problems in his factory!

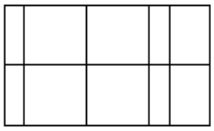
Willy Wonka's Factory Fraction Problems!

Help! The Wonka bar machine is broken. Wonka bars should be able to be divided in to tenths. Can you colour the correct Wonka bar?



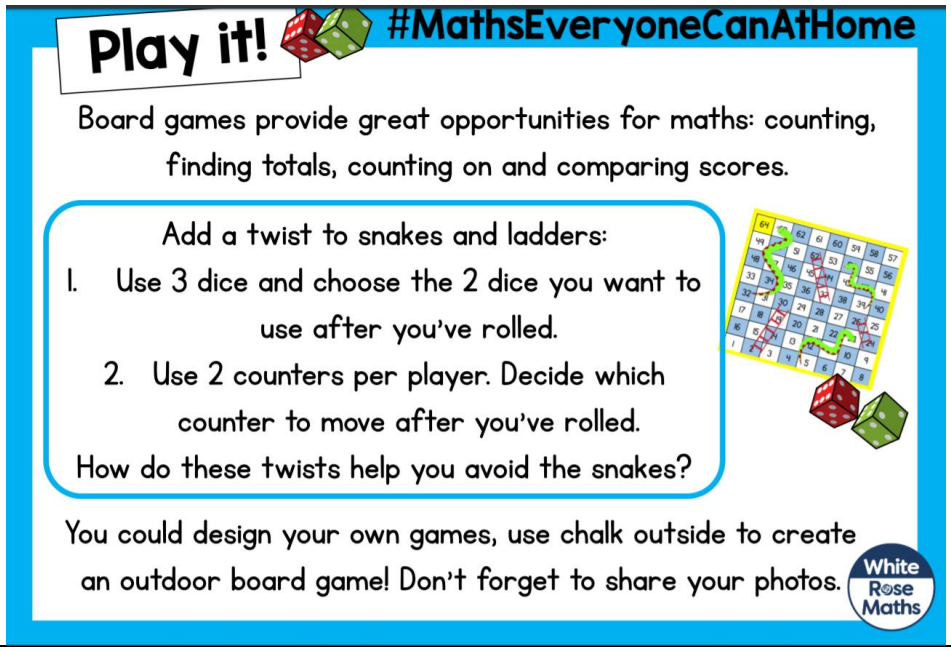






There are 30 Oompa-loompas on the second floor. We need $\frac{2}{6}$ of them in the chocolate room. How many Oompa-loompas should we send?

Activity 5:

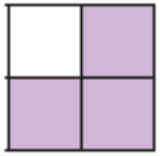


What is a fraction?

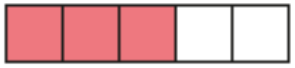
1 What fraction of each shape is shaded?

a)

c)



b)



d)

2 Shade each diagram to represent the fractions.

a)

$\frac{1}{6}$

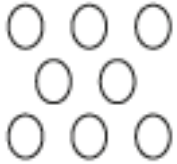
c)

$\frac{5}{8}$

b)

$\frac{5}{6}$

d)



$\frac{5}{8}$

3 Circle the unit fractions.

$\frac{1}{3}$ $\frac{1}{5}$ $\frac{3}{5}$ $\frac{1}{8}$ $\frac{2}{3}$ $\frac{10}{11}$

How do you know which are unit fractions?

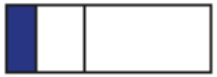
4 a) Tick the shapes with one third shaded.

A

D

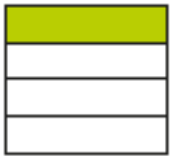
F

B

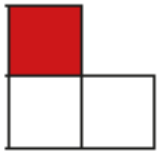


E

G



C



b) Complete the sentences to describe the shapes with one third shaded.

There are ☐ equal parts altogether.

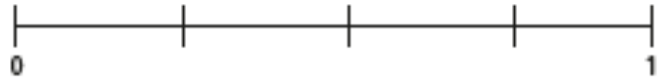
☐ out of ☐ equal parts is shaded.

☐ of the shape is shaded.

Activity 1

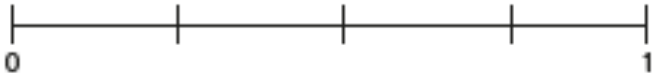
5 Draw an arrow to show the position of the fraction on the number line.

a) $\frac{1}{4}$

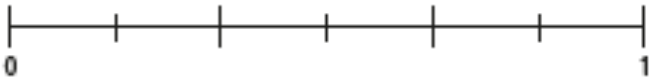


b) $\frac{3}{5}$

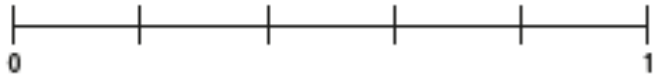
c) $\frac{1}{2}$



d) $\frac{1}{3}$



6 Draw an arrow to show the position of $\frac{5}{5}$ on the number line.



What do you notice?

7 Draw four different representations of $\frac{3}{4}$

8 Amir has drawn some 2D shapes.

a) What fraction of the shapes are triangles?

b) What fraction of the shapes are squares?

c) What fraction of the shapes have four sides?

d) Draw 2D shapes to match the description.

$\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.

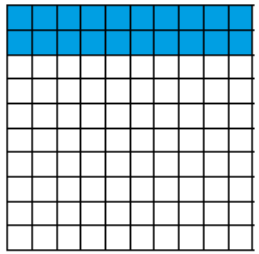
Compare shapes with a partner.

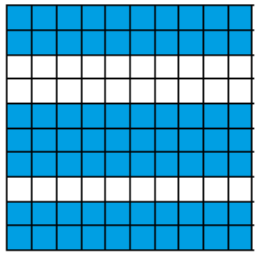
What is the same about your shapes? Is anything different?

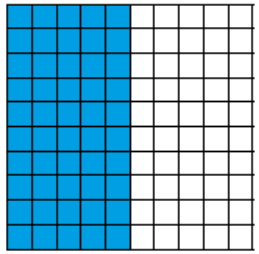
Recognise tenths and hundredths

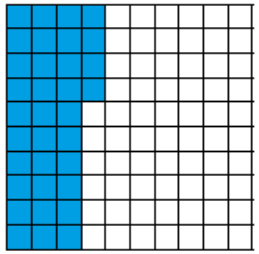
1 The hundred square represents 1 whole.

What fraction of each hundred square is shaded?

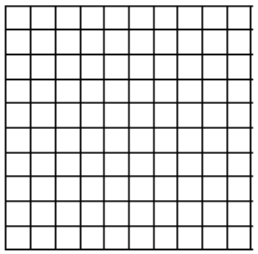
a) 

c) 

b) 

d) 

2 Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows = ☐

b) 6 full columns = ☐

c) 13 squares = ☐

d) 2 full rows and 5 squares = ☐

e) 3 full columns and 8 squares = ☐

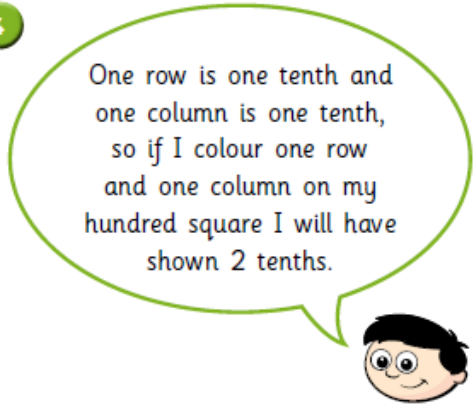
3 Complete the sentences.

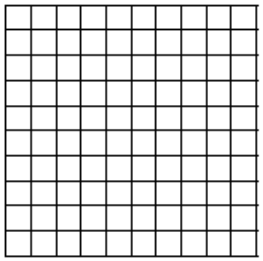
a) 4 tenths is equivalent to ☐ hundredths.

b) 70 hundredths is equivalent to ☐ tenths.

c) 5 tenths is equivalent to ☐ hundredths or 1 _____

4





Is Dexter correct? _____

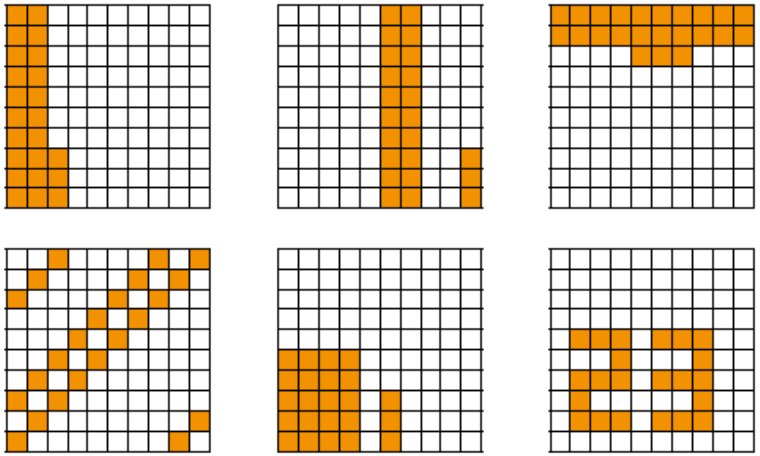
Explain your answer.

You may use the hundred square to help you.

_____

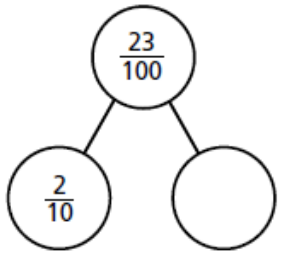
_____

5 Tick the hundred squares with $\frac{23}{100}$ shaded.

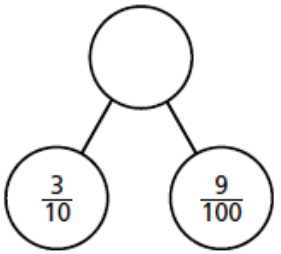


6 Complete the part-whole models.

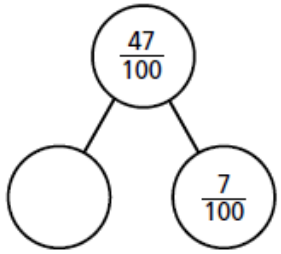
a)



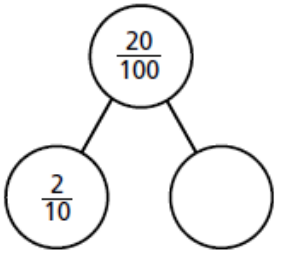
c)



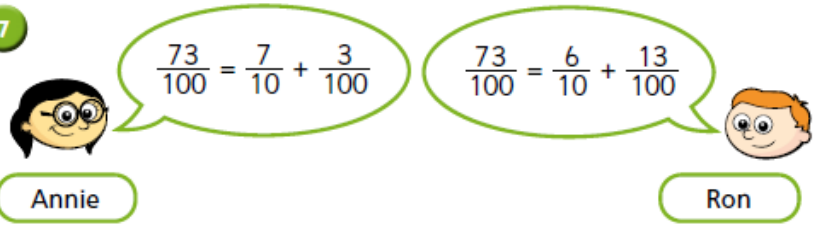
b)



d)



7



Who is correct? _____

How many ways can you partition $\frac{73}{100}$?

Tenths as decimals

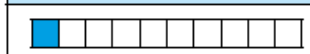
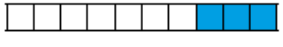
1 Shade the bar models to represent the amounts.

a) 7 tenths

b) $\frac{4}{10}$

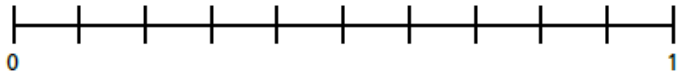
c) 0.3

2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal
		
		
		
		

3 Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$ 0.6 $\frac{9}{10}$ 0.1



4 Work out the values of A, B and C.

Give your answers as fractions and decimals.

A ☐ or ☐

B ☐ or ☐

C ☐ or ☐

5 Match the equivalent fractions, decimals and words.

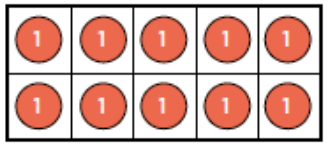
$\frac{3}{10}$	0.7	four tenths
$\frac{9}{10}$	0.3	one tenth
$\frac{7}{10}$	0.4	three tenths
$\frac{4}{10}$	0.1	nine tenths
$\frac{1}{10}$	0.9	seven tenths

Activity 3

6 What is the total value represented by each ten frame?

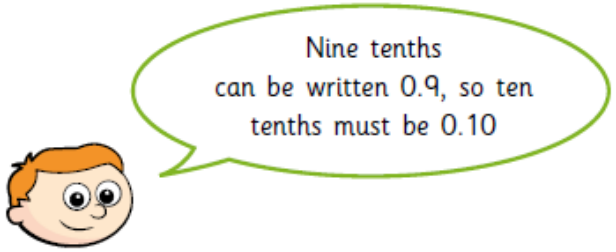
a)

b)



c)

7



Do you agree with Ron? _____

Explain your answer.

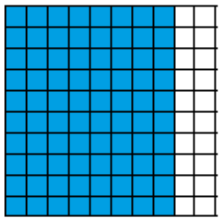
_____

_____

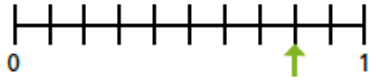
8 Eight tenths can be represented in all of the ways shown.

A

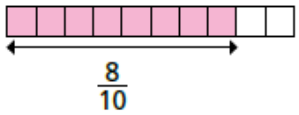
C



B



D



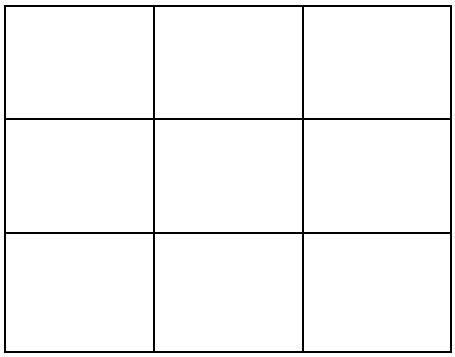
Which do you think is the best representation? _____

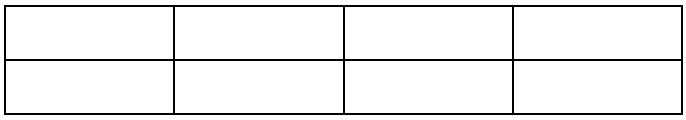
Discuss your answer with a partner.

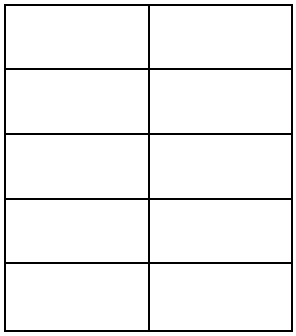
Represent six tenths in each different way.

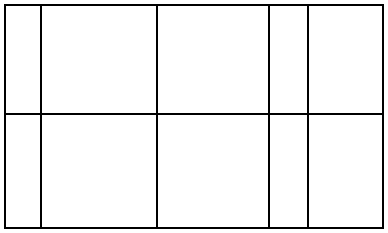
Willy Wonka's Factory Fraction Problems!

Help! The Wonka bar machine is broken. Wonka bars should be able to be divided in to tenths. Can you colour the correct Wonka bar?









There are 30 Oompa-loompas on the second floor. We need $\frac{2}{6}$ of them in the chocolate room. How many Oompa-loompas should we send?

My little Augustus needs as much chocolate as possible. Should he eat 3 tenths or $\frac{23}{100}$? Why?

Each Whipple-Scrumptious-Fudge-Mallow-Delight weighs 100g. Fudge is $\frac{4}{10}$ of the weight. How many grams of fudge are needed to make 5 bars?

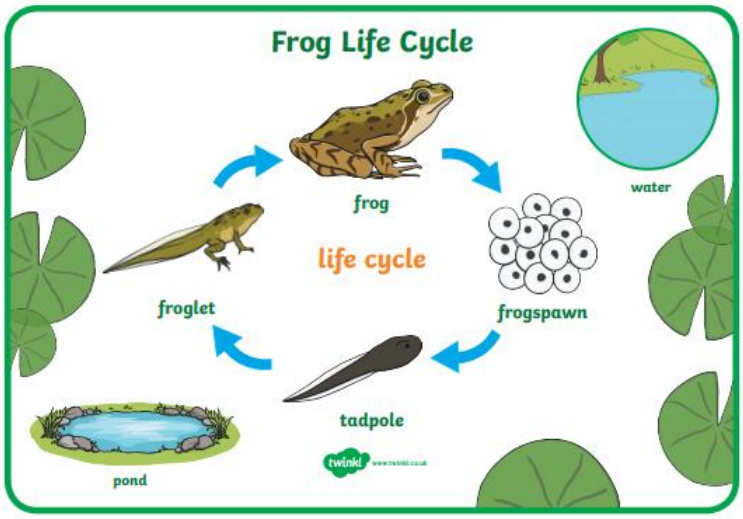
I am inventing a new chocolate bar. $\frac{2}{10}$ of the chocolate bar will be made from freshly squeezed snozberries. Elderberries will make up another 0.3 of the chocolate bar, and the rest will be chocolate.
What fraction of the bar will be chocolate?
How many different ways can you write you answer?

St Denys Primary School Y4 Topic Home Learning Tasks

Science

Several of you have shared videos of your own 'Tadpole TV'! It is certainly very interesting to watch the tadpoles develop.

Could you use this poster to help you describe the life cycle of a tadpole?



Could you make a poster/ write an explanation of your own?

- What factors do you think might effect the development / growth of a tadpole?
- What difficulties might they face?
- Can you find out about their predators / any dangers?

Art:

Could you make a model of your Willy Wonka sweet invention?

Use any materials that you like...playdough/papier mache/junk modelling/lego,etc

Maybe you could create your very own sweet shop?

Spanish

Follow this lesson to learn how to say your birthday in Spanish!

https://www.thenational.academy/year-4/foundation/saying-your-birthday-in-spanish-year-4-wk3-2

Food Tech:

Try out this Charlie and the Chocolate Factory recipe below to make some whipple-scrumptious sauce for an ice cream sundae!

OR find/ create your own Roald Dahl inspired recipe and share it on Class DOJO and Cooking Club DOJO!

Life Skills:

Learn how to sign the BSL (British Sign Language) alphabet! Can you send us a video n Dojo of you signing your name, or some other words for us to work out?

Sign Language is used to communicate without speaking.

Learn how to sign the BSL alphabet

The alphabet plays an important role in BSL because it can be used in a few different ways. Signers use the letters to spell out words that they don't know how to sign, or that the person they are signing to doesn't understand. Some people and place names don't have official signs, so they have to be signed out too.

Some words have to be spelled out.

To sign the word "gold", just make the sign for the letter G and then move your hands apart while opening them out.

A language comes to life

BSL becomes official

Other sign languages

The Week Junior • 25 April 2020

25 April 2020 • The Week Junior

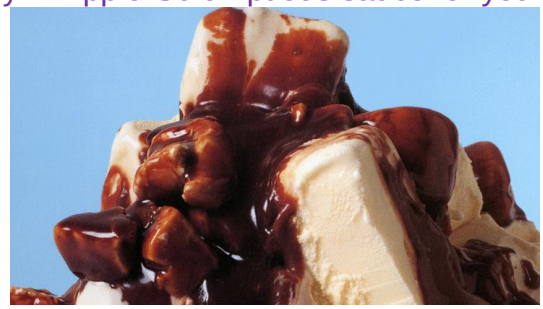
Take a look at this video to see BSL being used to describe Violet and the chewing gum incident in Charlie and the Chocolate Factory.

https://youtu.be/7iVQgvnp8qs

Food Tech:

Whipple-Scrumptious Fudgemallow Delight

How to make a truly Whipple-Scrumptious sauce for your ice cream sundae.



You will need:

- an adult to help you – not to eat.
- a saucepan
- a large bowl of your favourite ice cream ready in the fridge
- 60g dark chocolate
- 1 Cadbury's Crunchie or similar chocolate bar
- 60g butter
- 80g dark brown sugar
- 150ml double cream
- 8 marsmallows

What you need to do:

1. Break the chocolate and the Crunchie into large chunks and set to one side.
2. In a saucepan, over a low heat, melt together the butter, sugar and cream.
3. Stir until all the sugar is dissolved and then turn the heat up and continue stirring for 10 minutes. Be careful, as it gets very hot and can splutter. Use a very long wooden spoon or a tall adult with a long arm.
4. Turn the heat down again, and get your bowl of ice-cream from the fridge.
5. Put the marshmallows, chocolate and Crunchie into the saucepan, stir around once and pour over your ice-cream.

* Don't forget to wash your hands before you start!

*Do any of these ingredients change state?

* What do you predict will happen to the marshmallows in the hot sauce?

* What happens to the sauce as it cools? Can you reverse this change? How?

WE ARE WRITERS!

Can you use your creative writing skills to describe this scene from the movie of Charlie and the Chocolate Factory?

* If you were there, what would you want to touch and eat first?

*How would the purple tree taste?

* What noise would the red fruits make as you bit into them?

* How would the chocolate river feel as it slid down your throat?

I'm not sure that the Oompa Loompas would approve but you could try watching the movie to help your creative ideas flow.

What is a fraction?

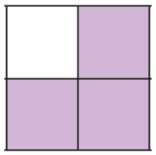
1 What fraction of each shape is shaded?

a) 

$\frac{1}{5}$

b) 

$\frac{3}{5}$

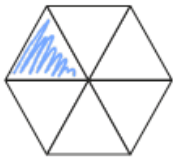
c) 

$\frac{3}{4}$

d) 

$\frac{4}{7}$

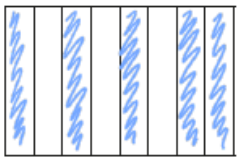
2 Shade each diagram to represent the fractions.

a) 

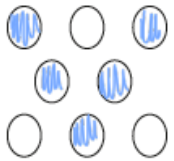
$\frac{1}{6}$

b) 

$\frac{5}{6}$

c) 

$\frac{5}{8}$

d) 

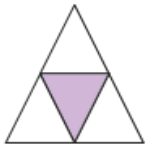
$\frac{5}{8}$

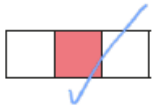
3 Circle the unit fractions.

$\frac{1}{3}$ $\frac{1}{5}$ $\frac{3}{5}$ $\frac{1}{8}$ $\frac{2}{3}$ $\frac{10}{11}$

How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.

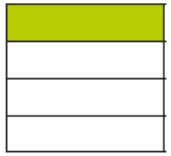
A 

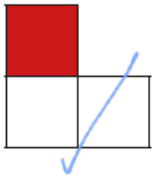
D 

F 

B 

E 

G 

C 

b) Complete the sentences to describe the shapes with one third shaded.

There are [3] equal parts altogether.

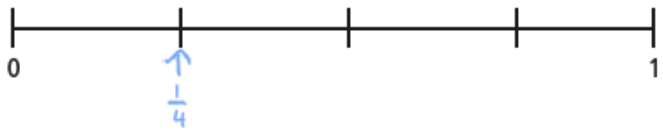
[1] out of [3] equal parts is shaded.

[$\frac{1}{3}$] of the shape is shaded.

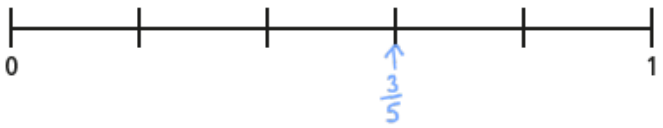
Activity 1 ANSWERS

5 Draw an arrow to show the position of the fraction on the number line.

a) $\frac{1}{4}$

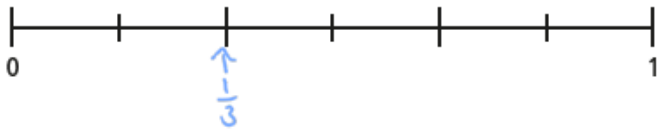


b) $\frac{3}{5}$

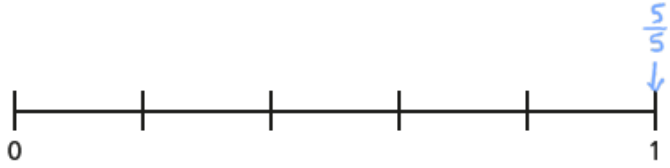


c) $\frac{1}{2}$

d) $\frac{1}{3}$



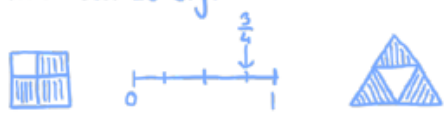
6 Draw an arrow to show the position of $\frac{5}{5}$ on the number line.



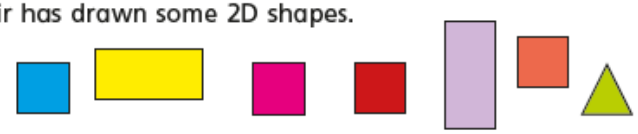
What do you notice?

7 Draw four different representations of $\frac{3}{4}$

Various answers e.g.



8 Amir has drawn some 2D shapes.



a) What fraction of the shapes are triangles? $\frac{1}{7}$

b) What fraction of the shapes are squares? $\frac{4}{7}$

c) What fraction of the shapes have four sides? $\frac{6}{7}$

d) Draw 2D shapes to match the description.

$\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.

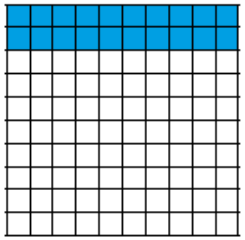
Compare shapes with a partner.

What is the same about your shapes? Is anything different?

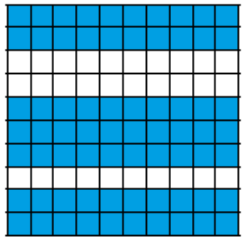
Recognise tenths and hundredths

1 The hundred square represents 1 whole.

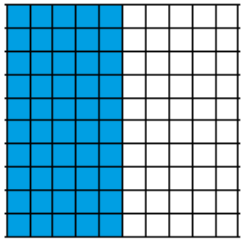
What fraction of each hundred square is shaded?

a) 

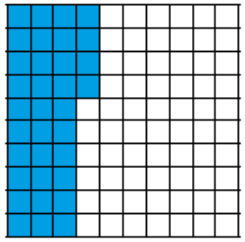
$\frac{2}{10}$

c) 

$\frac{7}{10}$

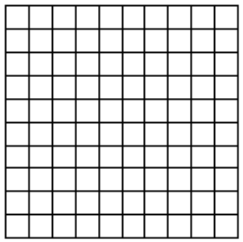
b) 

$\frac{5}{10}$

d) 

$\frac{34}{100}$

2 Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows = $\frac{4}{10}$

b) 6 full columns = $\frac{6}{10}$

c) 13 squares = $\frac{13}{100}$

d) 2 full rows and 5 squares = $\frac{25}{100}$

e) 3 full columns and 8 squares = $\frac{38}{100}$

3 Complete the sentences.

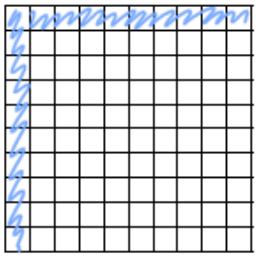
a) 4 tenths is equivalent to 40 hundredths.

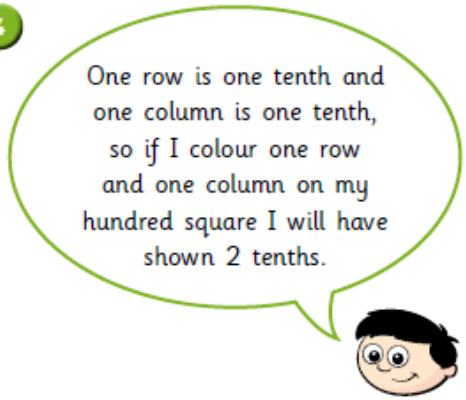
b) 70 hundredths is equivalent to 7 tenths.

c) 5 tenths is equivalent to 50 hundredths or 1 half

Activity 2 ANSWERS

4





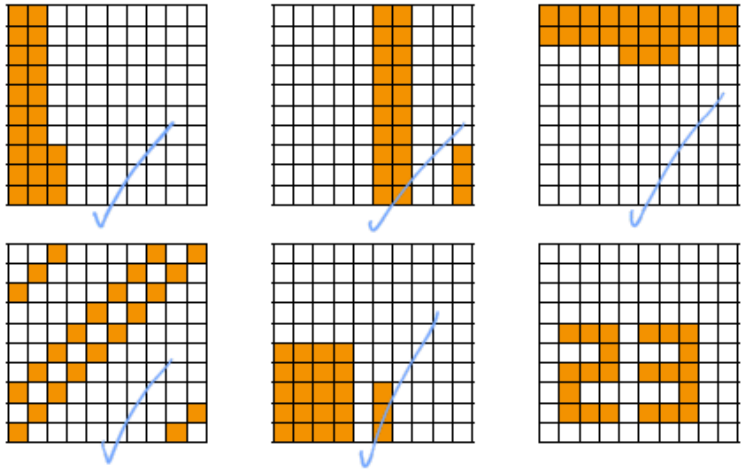
Is Dexter correct? No

Explain your answer.

You may use the hundred square to help you.

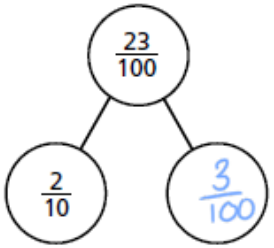
There are only 19 squares coloured in not 20

5 Tick the hundred squares with $\frac{23}{100}$ shaded.

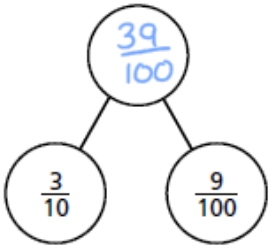


6 Complete the part-whole models.

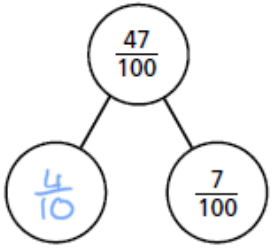
a)



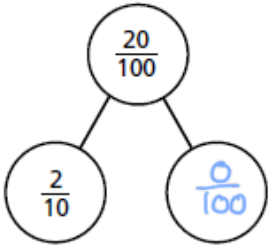
c)



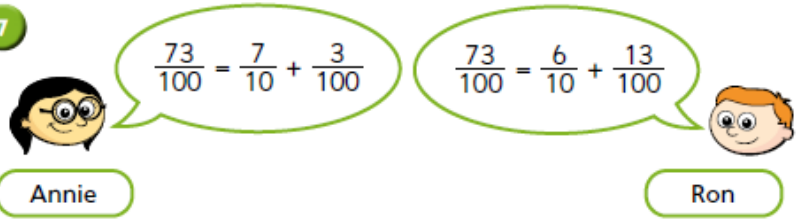
b)



d)



7



Who is correct? Both

How many ways can you partition $\frac{73}{100}$?

$\frac{73}{100} = \frac{5}{10} + \frac{23}{100}$ $\frac{73}{100} = \frac{3}{10} + \frac{43}{100}$ $\frac{73}{100} = \frac{1}{10} + \frac{63}{100}$

$\frac{73}{100} = \frac{4}{10} + \frac{33}{100}$ $\frac{73}{100} = \frac{2}{10} + \frac{53}{100}$

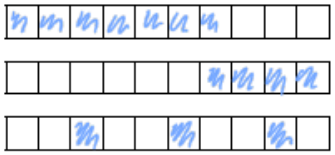
Tenths as decimals

1 Shade the bar models to represent the amounts.

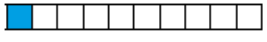
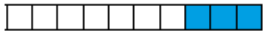
a) 7 tenths

b) $\frac{4}{10}$

c) 0.3

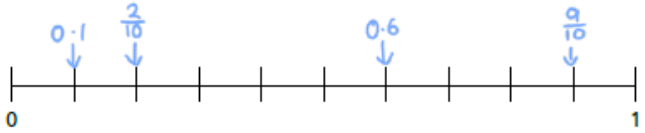


2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal
	$\frac{1}{10}$	0·1
	$\frac{5}{10}$	0·5
	$\frac{6}{10}$	0·6
	$\frac{3}{10}$	0·3

3 Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$ 0.6 $\frac{9}{10}$ 0.1



4 Work out the values of A, B and C.

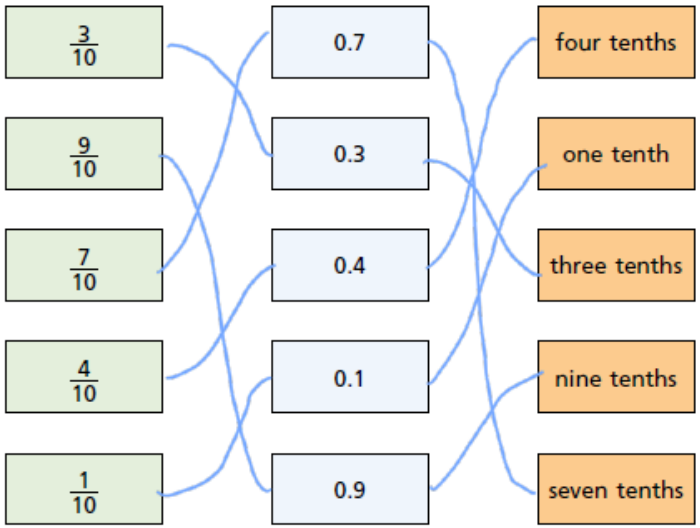
Give your answers as fractions and decimals.

A $\frac{3}{10}$ or 0·3

B $\frac{4}{10}$ or 0·4

C $\frac{7}{10}$ or 0·7

5 Match the equivalent fractions, decimals and words.



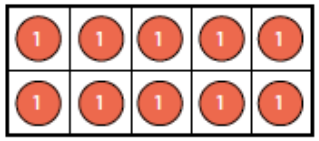
Activity 3 ANSWERS

6 What is the total value represented by each ten frame?

a)

100

b)

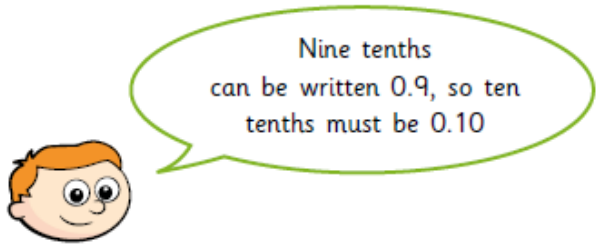


10

c)

1

7



Do you agree with Ron? NO

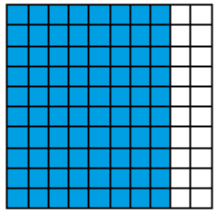
Explain your answer.

Ten tenths is one whole.

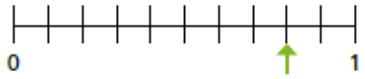
8 Eight tenths can be represented in all of the ways shown.

A

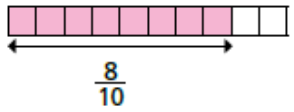
C



B



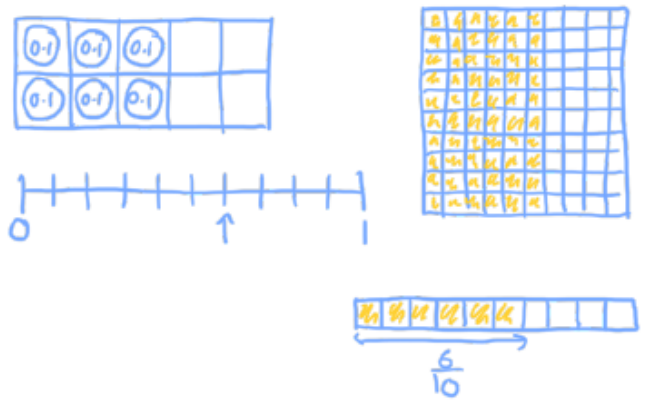
D



Which do you think is the best representation? _____

Discuss your answer with a partner.

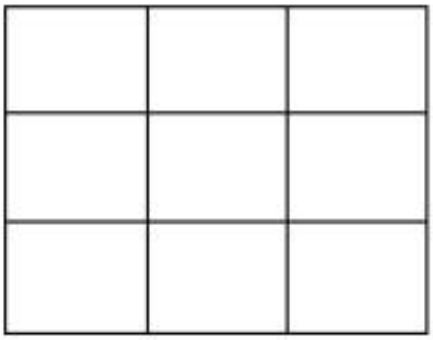
Represent six tenths in each different way.

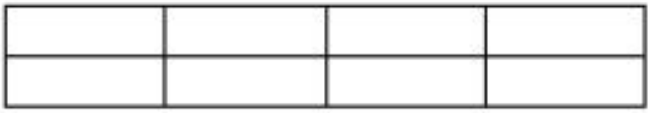


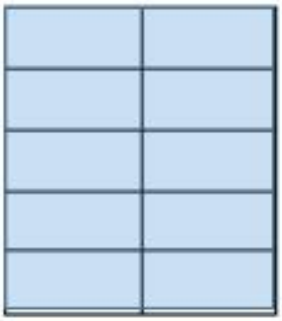
Activity 4 ANSWERS

Willy Wonka's Factory Fraction Problems!

Help! The Wonka bar machine is broken. Wonka bars should be able to be divided in to tenths. Can you colour the correct Wonka bar?







There are 30 Oompa-loompas on the second floor. We need $\frac{2}{6}$ of them in the chocolate room. How many Oompa-loompas should we send?

We need to find 2/6 of 30.

30 ÷ 6 = 5, so 1/6 of 30 is 5.

5 x 2 = 10. 2/6 of 30 is 10. We should send 10 Oompa-loompas

My little Augustus needs as much chocolate as possible. Should he eat 3 tenths or $\frac{23}{100}$? Why?

He should eat 3 tenths because that is the same as 30/100, which is more than 23/100.

Each Whipple-Scrumptious-Fudge-Mallow-Delight weighs 100g. Fudge is $\frac{4}{10}$ of the weight. How many grams of fudge are needed to make 5 bars?

4/10 of 100 = 40g

40g x 5 chocolate bars = 200g for 5 bars.

I am inventing a new chocolate bar. $\frac{2}{10}$ of the chocolate bar will be made from freshly squeezed snozberries. Elderberries will make up another 0.3 of the chocolate bar, and the rest will be chocolate. What fraction of the bar will be chocolate? How many different ways can you write you answer?

2/5 + 0.3 = 0.5 or 5/10, or ½ of the chocolate bar made of berries.

Half of the chocolate bar will be made of chocolate.

We could say e.g. half, 1/2, 0.5, 5/10, 50/100

1x

1 x 1 = 1
2 x 1 = 2
3 x 1 = 3
4 x 1 = 4
5 x 1 = 5
6 x 1 = 6
7 x 1 = 7
8 x 1 = 8
9 x 1 = 9
10 x 1 = 10
11 x 1 = 11
12 x 1 = 12

2x

1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20
11 x 2 = 22
12 x 2 = 24

3x

1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36

4x

1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40
11 x 4 = 44
12 x 4 = 48

5x

1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60

6x

1 x 6 = 6
2 x 6 = 12
3 x 6 = 18
4 x 6 = 24
5 x 6 = 30
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60
11 x 6 = 66
12 x 6 = 72

7x

1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70
11 x 7 = 77
12 x 7 = 84

8x

1 x 8 = 8
2 x 8 = 16
3 x 8 = 24
4 x 8 = 32
5 x 8 = 40
6 x 8 = 48
7 x 8 = 56
8 x 8 = 64
9 x 8 = 72
10 x 8 = 80
11 x 8 = 88
12 x 8 = 96

9x

1 x 9 = 9
2 x 9 = 18
3 x 9 = 27
4 x 9 = 36
5 x 9 = 45
6 x 9 = 54
7 x 9 = 63
8 x 9 = 72
9 x 9 = 81
10 x 9 = 90
11 x 9 = 99
12 x 9 = 108

10x

1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120

11x

1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110
11 x 11 = 121
12 x 11 = 132

12x

1 x 12 = 12
2 x 12 = 24
3 x 12 = 36
4 x 12 = 48
5 x 12 = 60
6 x 12 = 72
7 x 12 = 84
8 x 12 = 96
9 x 12 = 108
10 x 12 = 120
11 x 12 = 132
12 x 12 = 144