

Year 4 Home Learning Summer Term 1 Week 4

Hello Maple & Sycamore

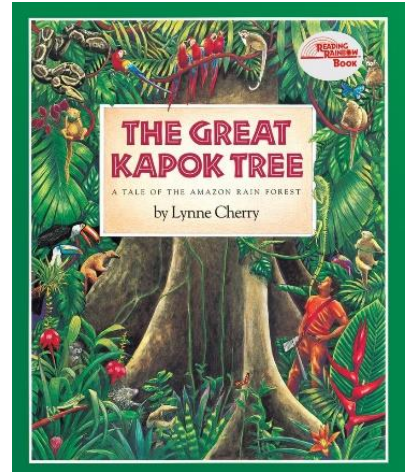
Well done if you are having a go at the activities. That's all we ask to try your best. We know it's a difficult time for everyone.

Best wishes *Mr Bowman, Mrs Scruby and Mrs Jackson.*

English – The Great Kapok Tree

We have included a separate pdf document of the story with kind permission from the publisher.

Activity 1: Reread the story and create a **word box**, collecting the verbs Lynne Cherry uses to describe each animal's movement and speech. Consider how these are more powerful than using words such as 'went' and 'said'? Why does the author use a range of different words? Look up any unfamiliar words in the dictionary. Add your own interesting verbs to describe movement and speech? (Top tip: A thesaurus can help find similar new words). Here are the descriptions used for the monkeys to get you started..



Movement	Speech
Scampered	chattered

Activity 2: Spelling. Spell the below words associated with the story. These feature the negative prefixes of 'un' and 'dis'

disappear disagree disobey uncertain unnatural

Write these in full 3 times and also once in a creative way (you might choose pyramid, rainbow or curly letters)

Next, write a sentence about rainforests or the story that include 2 of these words and include a [fronted adverbial](#).

Activity 3: Handwriting. Select your favourite animal speech from The Great Kapok Tree. Write this out in your purple books, in your best joined up handwriting. Look carefully for the inverted commas and other punctuation in the speech, consider where these are placed and position them correctly in your writing.

Activity 4: Powers of persuasion. Look up in a dictionary the meaning of the word 'persuade', alternatively discuss with an adult or someone at home. Consider which characters in the book use words and ideas to influence and change someone's behaviour? Can you think of a time when you have tried to persuade a sibling, grown up or a friend to do something?

Below is a check list of key features for persuasive writing/speech. Read the tree frog's speech on p.19 of the book. Can you spot any of these techniques?

Persuasive text/speech
* Uses the audiences name, to get attention
* Uses emotion and feelings in their words
* Repeats words or phrases to get their message across
* Uses facts and accurate information to make their point
* Exaggerates to make a point

Next, act out a persuasive conversation with someone at home. Did you use any of these techniques to convince others to agree with you? How did they help?

Activity 5: Persuasive writing. Think of another animal who might live in the Amazon and who may want to protect The Great Kapok Tree (you can find other animal ideas on p.3-4 of the book). Consider their opinion and write a persuasive speech. Carefully consider the use of speech marks and punctuation. Use the check list above to help ensure your writing is persuasive. Remember to introduce the animal and describe their movement, and speech with some interesting verbs (you can use some of your ideas from your word box from earlier in the week!)

If you need any help on inverted commas and punctuation in speech click on BBC bitesize link [here](#).

Maths – Fractions

Fractions as Decimals.

This week your work is based on fractions as decimals. Can you remember place value? The value of the digits depending on its place within a number. For example, the value of 3 in 2345 is 300, the value of 7 in 6237 is 7. 0 is a place holder and holds the place where there is no digit – it's very important.

Decimal Place Value Chart						
Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Thousandths
					.	

Here is a decimal place value chart that we use in Year 4. Our focus will be on tenths and hundredths.

If you can watch these two videos to help you begin to understand tenths and hundredths fractions as decimals. (More videos can be found online.)

[BBC Bitesize Tenths and Hundredths](#)

[Introduction to Decimals](#)

Here are some examples of writing fractions as decimals - $\frac{3}{10} = \frac{30}{100} = 0.3$ $\frac{59}{100} = 0.59$

$$2\frac{85}{100} = 2.85 \qquad \frac{7}{100} = 0.07$$

Activity 1

Copy these into your book and write the fractions as decimals. There are a few tricky ones but use the above to help.

<p>1 10p = £ $\frac{1}{10}$ = £0.10</p> <p>2 20p = £ <input type="text"/> = £0.20</p> <p>3 <input type="text"/> = £ $\frac{3}{10}$ = £ <input type="text"/></p> <p>4 <input type="text"/> = £ $\frac{4}{10}$ = £ <input type="text"/></p> <p>5 50p = £ <input type="text"/> = £0.50</p>	<p>Write as decimals.</p> <p>13 $\frac{33}{100}$ 19 $\frac{17}{100}$</p> <p>14 $\frac{76}{100}$ 20 $\frac{89}{100}$</p> <p>15 $\frac{8}{100}$ 21 $\frac{53}{100}$</p> <p>16 $\frac{92}{100}$ 22 $\frac{2}{10}$</p> <p>17 $\frac{4}{10}$ 23 $\frac{5}{100}$</p> <p>18 $\frac{64}{100}$ 24 $\frac{72}{100}$</p>
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Activity 2

We can round decimals to the nearest whole number using the following rhyme to help. 1, 2, 3, 4 round down to the number before, 5, 6, 7, 8 or 9 go to the next on the number line.

We can also use our knowledge of money. The whole number being the £ and the tenths and hundredths as the pence. £2.36 round to the nearest £ is £2.

Round these decimals to the nearest whole number.


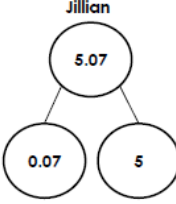

3.76 5.81 1.23 13.81 4.52 1.89 7.04 7.87 0.64 9.69 10.24

Activity 3

Using the decimal numbers from activity 2, write them in ascending order.

Can you remember what ascending means? If not, look it up or ask an adult to help. Write down what descending means.

Activity 4 Solve these three problems. Copy diagrams into your book if you need to.

<p>4b. Which statements are true? Explain why the false statements are incorrect.</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">2.43</p> <p>a. The number has two decimal places. b. The number has four hundredths. c. The number has 43 tenths. d. The number has three hundredths.</p>	<p>5a. What is the greatest number you can make? What is the smallest number you can make? You need to use all the counters and have a counter in each column.</p> <div style="text-align: center;">  </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%; text-align: center;">Ones</td> <td style="width: 33%; text-align: center;">Tenths</td> <td style="width: 33%; text-align: center;">Hundredths</td> </tr> <tr> <td style="text-align: center;">●</td> <td></td> <td></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table>	Ones	Tenths	Hundredths	●						<p>6b. Jillian and Max are partitioning a number.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Jillian</p>  </div> <div style="text-align: center;"> <p>Max</p>  </div> </div> <p>Who is correct? Explain why.</p>
Ones	Tenths	Hundredths									
●											

Activity 5

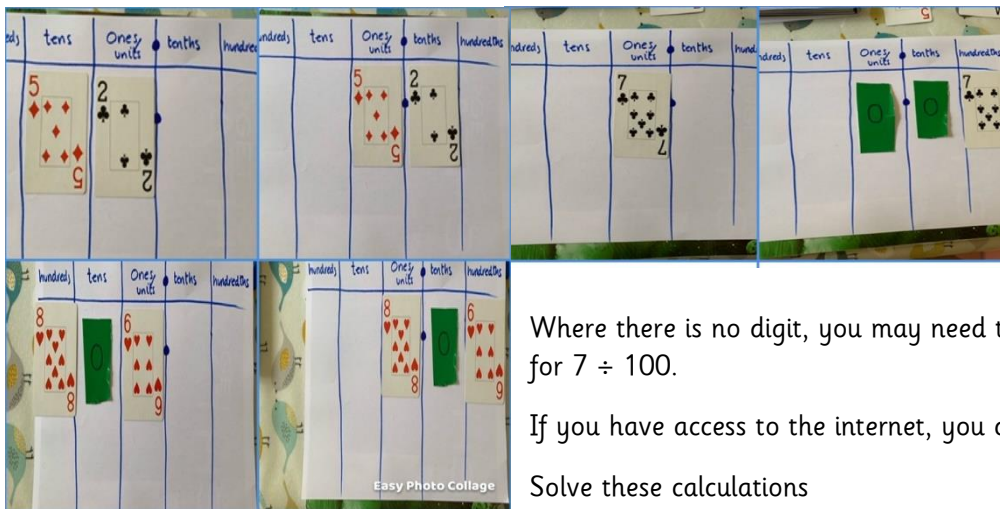
As you heard on the videos, $\frac{1}{10}$ means 1 divide by 10 and $\frac{1}{100}$ means 1 divide by 100. When we multiply we move the digits to the left. If you x10 how many places do we move the digits? 1 (remember, 10 has 1 zero. If we x100 how many places do we move the digits? 2 as there are 2 zeros in 100.)

Division is the opposite, we move the digits to the right. The number of places we move depends on how many zeros are in 10 or 100.

This song also explains how to x and ÷ by 10, 100 and 1000. [Multiply and Divide by 10, 100 & 1000 song](#)

Year 4 don't need to ÷ by 1000 but the thousandths place may be needed.

To help you, make your own place value slider. Draw a PV grid on a piece of paper and get a pack of playing cards (or scrap paper). Make the number and use these to slide the cards to the right. Like I have done.



52 ÷ 10 = 5.2
 806 ÷ 100 = 8.06
 7 ÷ 100 = 0.07

IMPORTANT

Where there is no digit, you may need to put a place holder, 0, like I have for 7 ÷ 100.

If you have access to the internet, you could use [PV slider](#)

Solve these calculations

8 ÷ 10 =	74 ÷ 10 =	21 ÷ 10 =	109 ÷ 10 =
63 ÷ 100 =	86 ÷ 100 =	256 ÷ 100 =	305 ÷ 100 =
1.6 ÷ 10 =	13.8 ÷ 10 =	20.7 ÷ 100 =	101.6 ÷ 100 =
Are you up for a challenge?			
Copy these and work them out. Use a different colour for answers and missing numbers.			
0.9 x 100 =	0.6 x 10 =	3.4 x 10 =	5.7 x 100 =
? ÷ 10 = 8.1	? ÷ 100 = 4.08	? ÷ 10 = 72.1	? ÷ 100 = 0.29

Topic

Geography

Activity 1: Deforestation

Deforestation is a big problem in areas of tropical rain forest. Can you find out more by answering these questions using the internet, books or magazines to help you and record your answers in your purple book?

1. What is deforestation?
2. Why does it happen?
3. How is it done?
4. What are the negative consequences of deforestation?
5. What do you think can be done to stop or limit deforestation in the future?

Science

Activity 2: Food Chains and Food Webs in the rain forest.

Watch this video [Food chains and food webs](#) which will explain all about simple food chains and the more complicated food webs. You will learn what decomposers, producers, primary consumers and secondary consumers are and then you can use this knowledge to draw and label

- a) a food chain found in a tropical rain forest habitat,
- b) part of the food web found in rain forests.

You will probably need to do some more research on the internet/in books as there are many possibilities but there is lots of information out there.

Computing

Activity 3, 4 and 5: Coding

If you have a **laptop** at home you can use **Scratch** to learn more about how to design code for your own animations and games. You can join Scratch at <https://scratch.mit.edu/>. It's easy to sign up and is free. There is also Tynker which has a Minecraft section and has free access to coding courses during school closures. There is supposed to be an app too but at the moment it doesn't appear to be available.

If you don't have a laptop then you can install one of the following Apps onto your iPad or iPhone, codeSpark, Kodable or Hopscotch.

They are usually FREE for a month's trial and then you have to pay so please remember to cancel your subscription!

So your challenge is to create something on one of these platforms and then let us know how you got on. If you have any questions please email Mrs Scruby.

Finally...

Please remember to send us an email to say hello and to tell us how you are getting on and what you've been up to.

Our email is: year4stjohns@educ.somerset.gov.uk . Have a great week of fun and learning.