Please find today's learning tasks below.

The table below explains the tasks and you will find the resources underneath. Your child will know which challenge they usually access in each subject and which task will be appropriate for them.
Unless otherwise specified, please complete the tasks in either your Home Learning book or on a word document.

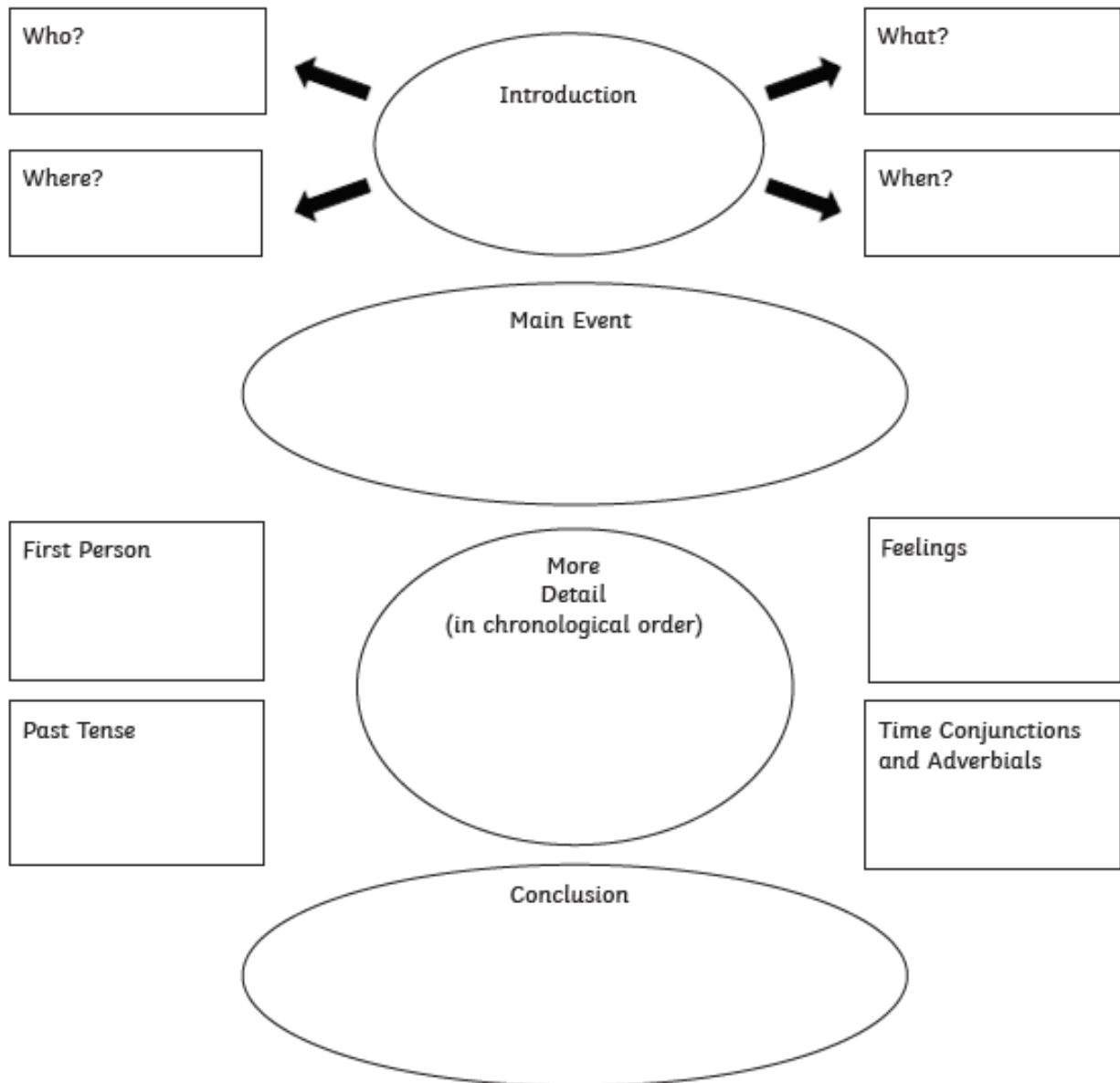| Year group: 4	Date: 2/6/20	
	Challenge 1	**Challenge 2**	**Challenge 3**
English	Re-cap what It means to write in first person: https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zxdhsg8. Diary entries are written in 1st person because you are writing from your character's perspective, so you might use 'I', 'my', 'we' or 'us'. Using the template for your challenge below, write a diary entry from the perspective of one of the animals listed, your own pet or a creature of your choice. Think about what that animal might get up to at different times of the day and how they are feeling. Be creative! Use the plan and your template to help you.		
Maths	**Fractions of shapes** A fraction represents part of a whole. The denominator (bottom number) tells you how many total parts there are and the numerator (top number) tells you how many parts have been selected/ shaded. Complete these problems involving fractions of shapes.	**Equivalent fractions** Equivalent fractions have different numerators and denominators but they are worth the same amount, (e.g. $\frac{1}{2}$ and $\frac{2}{4}$). You can find equivalent fractions by multiplying or dividing the numerator (top number) and denominator (bottom number) by the same number. Watch this clip to remind you and then complete the problems below. https://www.bbc.co.uk/bitesize/articles/zv798xs	**Equivalent fractions** Re-cap how to find equivalent fractions: https://www.bbc.co.uk/bitesize/articles/zv798xs Remember you need to multiply or divide the numerator and the denominator by the same number. Complete the equivalent fractions problems below.
Reading	Read the poem 'Bed in Summer' by Robert Louis Stevenson below and discuss it. What does the poem mean? Do you like it? Do you understand how the child is feeling? (especially now it doesn't get dark until very late!)		
Topic	**Science –** Re-cap how sound is made and how it travels to our ears: https://www.youtube.com/watch?v=3-xKZKxXuu0 Then, complete the sound survey activity below. What can you hear indoors and outdoors? Are they high or low, loud or quiet?		

English – All Challenges (Diary plan)

Differentiated Diary Writing

Can you write your own diary entry for one day in the life of an animal? Remember to include everything on the diary writing checklist.

Will you be...

○ a witch's cat?

○ your own pet?

○ a rainforest creature?

○ a safari lion?

○ a farmyard animal?

○ a polar animal?

Who?		What?
Where?	**Introduction**	When?

Main Event

First Person		Feelings
Past Tense	**More Detail (in chronological order)**	Time Conjunctions and Adverbials

Conclusion

English – Challenge 1

Did I...	Child	Friend	Teacher
include the date and/or time?			
write in the first person?			
use past tense for the main events?			
include an introduction to set the scene?			
tell events in chronological order?			
include personal emotions and feelings?			
use time conjunctions and adverbials (e.g. after that, before lunch, until sunset)?			

Date: _____

Dear Diary,

When I woke up _____

_____

I felt _____

Then I _____

_____

As soon as I _____

_____

Feeling _____

_____

Later _____

_____

Today has been _____

I hope tomorrow _____

From,

_____

English – Challenge 2

Did I...	Child	Friend	Teacher
include the date and/or time?			
write in the first person?			
use past tense for the main events?			
include an introduction to set the scene?			
tell events in chronological order?			
include personal emotions and feelings?			
use time conjunctions and adverbials (e.g. after that, before lunch, until sunset)?			

Date: _____

Dear Diary,

When I woke up _____

_____

_____

_____

_____

_____

_____

_____

Today has been _____

_____

_____

I hope tomorrow _____

_____

From,

_____

English – Challenge 3

Did I...	Child	Friend	Teacher
include the date and/or time?			
write in the first person?			
use past tense for the main events?			
include an introduction to set the scene?			
tell events in chronological order?			
include personal emotions and feelings?			
use time conjunctions and adverbials (e.g. after that, before lunch, until sunset)?			

Maths – Challenge 1

What is a Fraction?

1a. Circle the representations that show $\frac{1}{3}$.

1b. Circle the representations that show $\frac{1}{4}$.

2a. Match the unit fraction to the correct representation.

$\frac{1}{11}$

$\frac{1}{5}$

$\frac{1}{9}$

$\frac{1}{2}$

A.

B.

C.

D.

2b. Match the unit fraction to the correct representation.

$\frac{1}{6}$

$\frac{1}{4}$

$\frac{1}{8}$

$\frac{1}{10}$

A.

B.

C.

D.

3a. Place the following fractions on the correct number line below.

$\frac{1}{12}$ $\frac{1}{7}$

0 ————————————————— 1

0 ————————————————— 1

3b. Place the following fractions on the correct number line below.

$\frac{1}{9}$ $\frac{1}{11}$

0 ————————————————— 1

0 ————————————————— 1

4a. Write the unit fraction represented below.

4b. Write the unit fraction represented below.

VF

Maths – Challenge 2

Equivalent fractions (1)

1 Shade the bar models to represent the equivalent fractions.
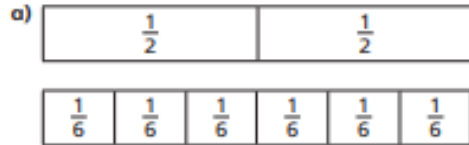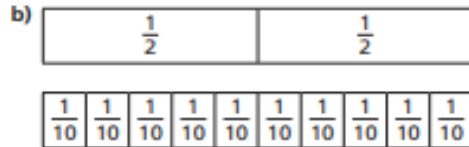
a)

| $\frac{1}{2}$ | $\frac{1}{2}$ |

| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ |

$$\frac{1}{2} = \frac{3}{6}$$

b)

| $\frac{1}{2}$ | $\frac{1}{2}$ |

| $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ |

$$\frac{1}{2} = \frac{5}{10}$$

c)

| $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ |

| $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ |

$$\frac{4}{5} = \frac{8}{10}$$

d)

| $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ |

| $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ |

$$\frac{6}{8} = \frac{3}{4}$$

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
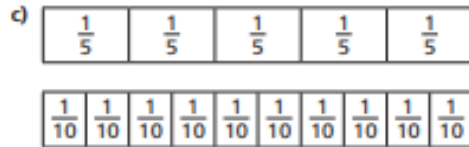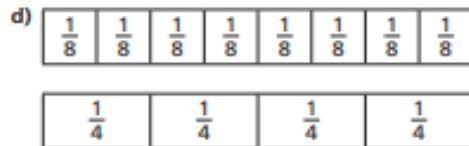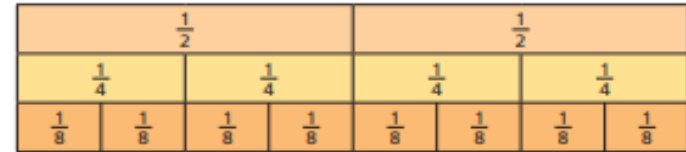
a) $\frac{1}{2} = \frac{\square}{4}$

c) $\frac{2}{4} = \frac{4}{\square}$

e) $\frac{\square}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

d) $\frac{2}{8} = \frac{\square}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.

1		
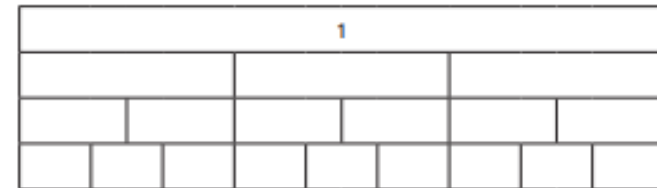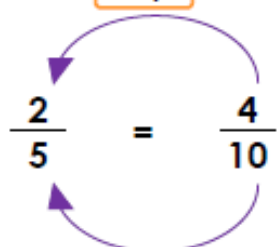
b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

Maths – Challenge 2 (continued)

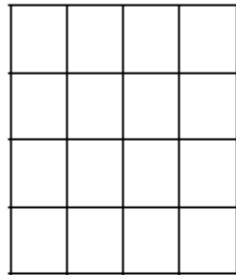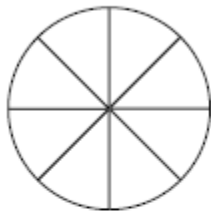|	
7a. Fill in the missing divisor. ÷ ? $\frac{2}{5}$ = $\frac{4}{10}$ ÷ ?	**7b. Fill in the missing multiplier.** x ? $\frac{2}{3}$ = $\frac{12}{18}$ x ?
8a. Match the equivalent fractions. A. B. C. D.	**8b. Match the equivalent fractions.** A. B. C. D.
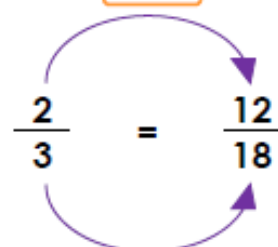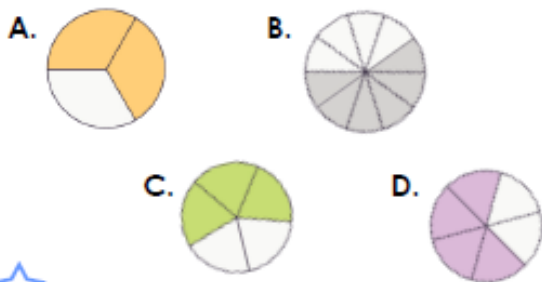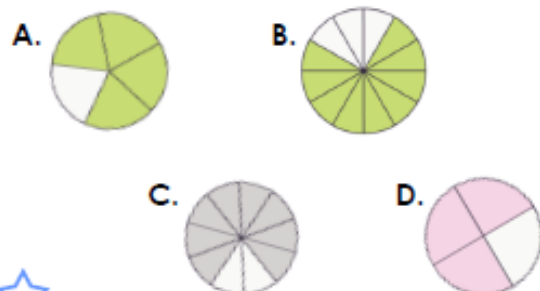
Maths – Challenge 3
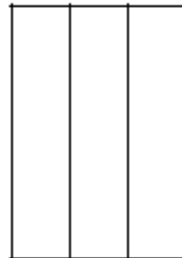
Equivalent Fractions

9a. Colour $\frac{3}{4}$ of each shape.

9b. Colour $\frac{6}{9}$ of each shape.
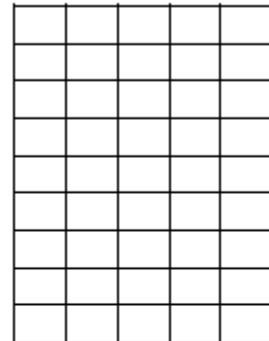
10a. Colour the second image to show an equivalent fraction. Write the fractions underneath.

$$= \qquad$$

$$\frac{\square}{\square} = \frac{\square}{\square}$$
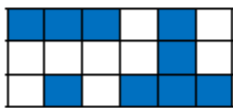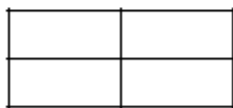
10b. Colour the second image to show an equivalent fraction. Write the fractions underneath.

$$= \qquad$$

$$\frac{\square}{\square} = \frac{\square}{\square}$$
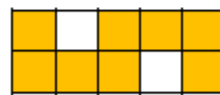
11a. Fill in the missing multiplier and numerator.

x ?

$$\frac{?}{18} = \frac{35}{90}$$

x ?

11b. Fill in the missing divisor and denominator.

÷ ?

$$\frac{9}{15} = \frac{27}{?}$$

÷ ?

12a. Match the equivalent fractions.

A $\frac{6}{11}$ D. $\frac{49}{63}$

B $\frac{5}{8}$ E. $\frac{75}{120}$

C $\frac{7}{9}$ F. $\frac{42}{77}$

12b. Match the equivalent fractions.

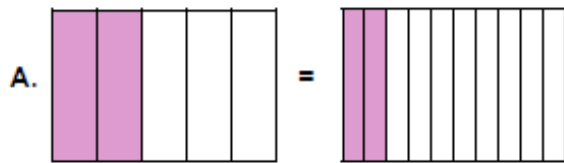A $\frac{4}{15}$ D. $\frac{8}{96}$

B $\frac{4}{48}$ E. $\frac{36}{64}$

C $\frac{9}{16}$ F. $\frac{20}{75}$

Maths – Challenge 3 (continued)

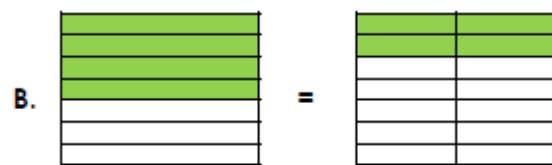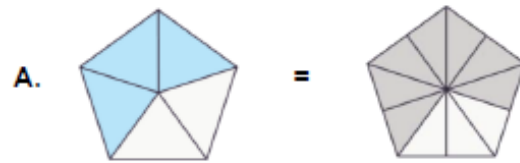## 5a. Dwayne has drawn some equivalent fractions.

A. =

B. =
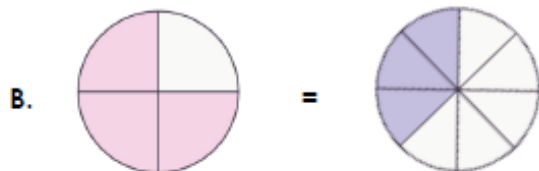
Find and explain any mistakes.

5b. Shelly has drawn some equivalent fractions.

A. =

B. =

Find and explain any mistakes.

6a. Give 2 possible values for A and B.

x ?

$$\frac{1}{A} = \frac{B}{24}$$

x ?

6b. Give 2 possible values for A and B.

x ?

$$\frac{2}{A} = \frac{B}{36}$$

x ?

Bed In Summer

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

By Robert Louis Stevenson
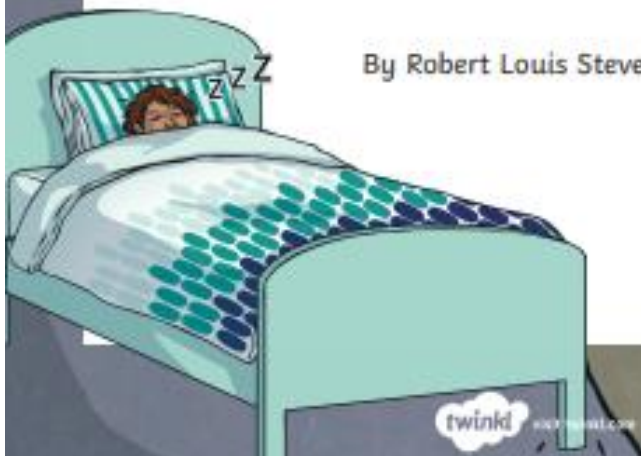
Sound Survey

Take a walk around indoors or outside to identify and describe the sounds you can hear! What is making each sound? Listen carefully. Can you hear high and low sounds? Can you hear loud and quiet sounds?

Fill in the table by describing the sounds you can hear.

What can you hear?	Is it high or low?	Is it loud or quiet?

How did these sounds reach your ears? Choose one of the sounds you heard and draw or write about how that sound travelled from its source to your ear.