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: 10/6/20** | | | |
|---|---|---|---|
| | **Challenge 1** | **Challenge 2** | **Challenge 3** |
| **English** | **Similes**<br>A simile describes something by comparing it to something else, using 'like' or 'as', e.g. 'his voice was as loud as a fog horn'. Watch this clip from 0:35 onwards if you need a reminder.<br>https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr<br>Complete the similes on the worksheet below. | **Similes**<br>A simile describes something by comparing it to something else, using 'like' or 'as', e.g. 'his voice was as loud as a fog horn'. Watch this clip from 0:35 onwards if you need a reminder.<br>https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr<br>Write some of your own similes for the pictures below. You can use the simile starter mat to help you. | **Similes**<br>A simile describes something by comparing it to something else, using 'like' or 'as', e.g. 'his voice was as loud as a fog horn'. Watch this clip from 0:35 onwards if you need a reminder.<br>https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr<br>Write some of your own similes for the pictures below. Can you use both 'as' and 'like' similes? |
| **Maths** | **Subtracting fractions**<br>When subtracting fractions with the same denominator, you subtract the numerators and the denominator stays the same. Complete the problems below by colouring in the larger fraction and then crossing out the smaller one. | **Subtracting fractions**<br>When subtracting fractions with the same denominator, you subtract the numerators and the denominator stays the same. Complete these subtraction problems below. | **Subtracting fractions with different denominators**<br>Complete these subtraction problems by first converting the fractions so they have the same denominator, and then subtracting them. |
| **Reading** | Please answer the inference questions using the pictures below. | Please answer the inference questions from the images and the text below. | |

| | |
|---|---|
| **Topic** | **Art – Sketching**<br>Practise your sketching technique by duplicating (copying) the images in the table. Try to use light sketching lines and you could use shading or add colour if you wish. |

## English – Challenge 1

# Inventing New Similes

Have a look at these well-known similes and think up some new up-to-date versions...

1. As happy as a pig in mud.

   New version: As happy as...

   _____

2. As fresh as a daisy.

   New version: As fresh as...

   _____

3. As busy as a bee.

   New version: As busy as...

   _____

4. As cool as a cucumber.

   New version: As cool as...

   _____

5. As clean as a whistle.

   New version: As clean as...

   _____

6. As flat as a pancake.

   New version: As flat as...

   _____

7. As quick as a wink.

   New version: As quick as...

   _____

8. As snug as a bug in a rug.

   New version: As snug as...

   _____

## English – Challenge 2 help

## English – Challenge 2 & 3

You can use the simile starters to help you or write your own.

The rain was as heavy as _____

The water was as calm as _____

The sunset in the sky was like _____

# English – Challenge 2 & 3 (continued)

_____

_____

_____

# Maths – Challenge 1

Aim: To subtract fractions with the same denominator.

For each pair of fractions shade the larger fraction of the shape and cross out the smaller fraction to find the answer.

1. $\frac{2}{5} - \frac{1}{5} =$ ___

2. $\frac{2}{3} - \frac{1}{3} =$ ___

3. $\frac{1}{3} - \frac{1}{3} =$ ___

4. $\frac{2}{4} - \frac{1}{4} =$ ___

5. $\frac{3}{5} - \frac{2}{5} =$ ___

6. $\frac{3}{5} - \frac{1}{5} =$ ___

7. $\frac{5}{6} - \frac{1}{6} =$ ___

8. $\frac{4}{6} - \frac{3}{6} =$ ___

9. $\frac{4}{7} - \frac{2}{7} =$ ___

10. $\frac{6}{7} - \frac{3}{7} =$ ___

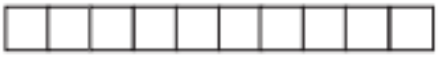
11. $\frac{5}{8} - \frac{4}{8} =$ ___

12. $\frac{7}{8} - \frac{3}{8} =$ ___

13. $\frac{6}{10} - \frac{3}{10} =$ ___

14. $\frac{3}{10} - \frac{1}{10} =$ ___

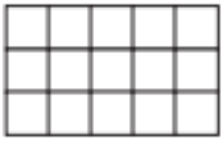
15. $\frac{8}{10} - \frac{3}{10} =$ ___



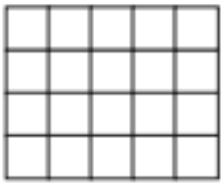
16. $\frac{5}{12} - \frac{1}{12} =$ ___

17. $\frac{11}{12} - \frac{1}{12} =$ ___

18. $\frac{8}{15} - \frac{2}{15} =$ ___



19. $\frac{9}{20} - \frac{3}{20} =$ ___



20. $\frac{5}{11} - \frac{2}{11} =$ ___

# Maths – Challenge 2

Aim: To subtract fractions with the same denominator.

Subtract the fractions.

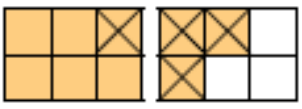
1. $\frac{4}{5} - \frac{1}{5} =$ ___
2. $\frac{2}{3} - \frac{1}{3} =$ ___
3. $\frac{1}{3} - \frac{1}{3} =$ ___
4. $\frac{2}{4} - \frac{1}{4} =$ ___
5. $\frac{4}{5} - \frac{2}{5} =$ ___
6. $\frac{3}{5} - \frac{1}{5} =$ ___
7. $\frac{5}{6} - \frac{1}{6} =$ ___
8. $\frac{4}{6} - \frac{3}{6} =$ ___
9. $\frac{4}{7} - \frac{2}{7} =$ ___
10. $\frac{6}{7} - \frac{3}{7} =$ ___
11. $\frac{3}{8} - \frac{2}{8} =$ ___
12. $\frac{5}{9} - \frac{3}{9} =$ ___
13. $\frac{6}{10} - \frac{3}{10} =$ ___
14. $\frac{3}{10} - \frac{1}{10} =$ ___
15. $\frac{3}{8} - \frac{3}{8} =$ ___
16. $\frac{5}{12} - \frac{1}{12} =$ ___
17. $\frac{11}{12} - \frac{1}{12} =$ ___
18. $\frac{7}{12} - \frac{4}{12} =$ ___
19. $\frac{13}{15} - \frac{7}{15} =$ ___
20. $\frac{19}{20} - \frac{9}{20} =$ ___

**1)** Use the bar models to subtract the fractions by taking away.

a) Calculate the answer.

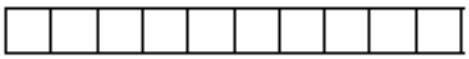
$\frac{5}{8} - \frac{3}{8} = \frac{\square}{\square}$

b) Find the missing numerator and calculate the answer.



$\frac{\square}{6} - \frac{4}{6} = \frac{\square}{\square}$

c) Colour the bar model and calculate the answer.



$\frac{9}{10} - \frac{3}{10} = \frac{\square}{\square}$

d) Fill in the boxes to calculate the subtraction.

$\frac{\square}{\square} - \frac{\square}{\square} = \frac{\square}{\square}$

# Maths – Challenge 3

Aim: I can subtract fractions with denominators that are multiples.

$\frac{1}{2} - \frac{1}{4} = \square$

$\frac{1}{2} - \frac{3}{8} = \square$

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

$\frac{7}{10} - \frac{3}{5} = \square$

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

$\frac{9}{10} - \frac{1}{5} = \square$

$\frac{3}{4} - \frac{1}{2} = \square$

$\frac{4}{5} - \frac{3}{10} = \square$

$\frac{5}{6} - \frac{1}{3} = \square$

$\frac{5}{12} - \frac{1}{6} = \square$

$\frac{5}{6} - \frac{2}{3} = \square$

$\frac{5}{6} - \frac{7}{12} = \square$

$\frac{1}{4} - \frac{1}{8} = \square$

$\frac{11}{12} - \frac{1}{6} = \square$

# Reading – Challenge 1

Inference

Who is in the picture?

Is it cold or hot in the mountains?

How does the mountaineer feel?

Why has the mountaineer chosen to climb this location?



Inference

What is happening in this picture?

How does the child feel about it?

Why isn't the child wearing a top?



Inference

Why are these men playing instruments outside?

Why do two of the men have their mouths open?

How does playing music make them feel?

What sort of music are they playing?



Inference

What is the girl looking at?

How does she feel about what she can see?

What is the weather like where the girl is?

# Reading – Challenge 2 and 3

Inference

What can you infer from this picture?

What makes you think that?



Inference

What can you infer from this picture?

What makes you think that?



Inference

**Can you read the following passage and answer the questions?**

**When Maisie drew her curtains that morning, she smiled and wrapped her arms around herself. There would be no school today, that's for sure. She would get wrapped up and dig her sledge out of the garage. Then she would spend the rest of the day wrapped in a blanket. "Porridge for breakfast, I think!" she said.**

What did Maisie see outside her bedroom window?

Why was she going to have porridge for breakfast?

How did Maisie feel about there being no school today?

Inference

**Can you read the following passage and answer the questions?**

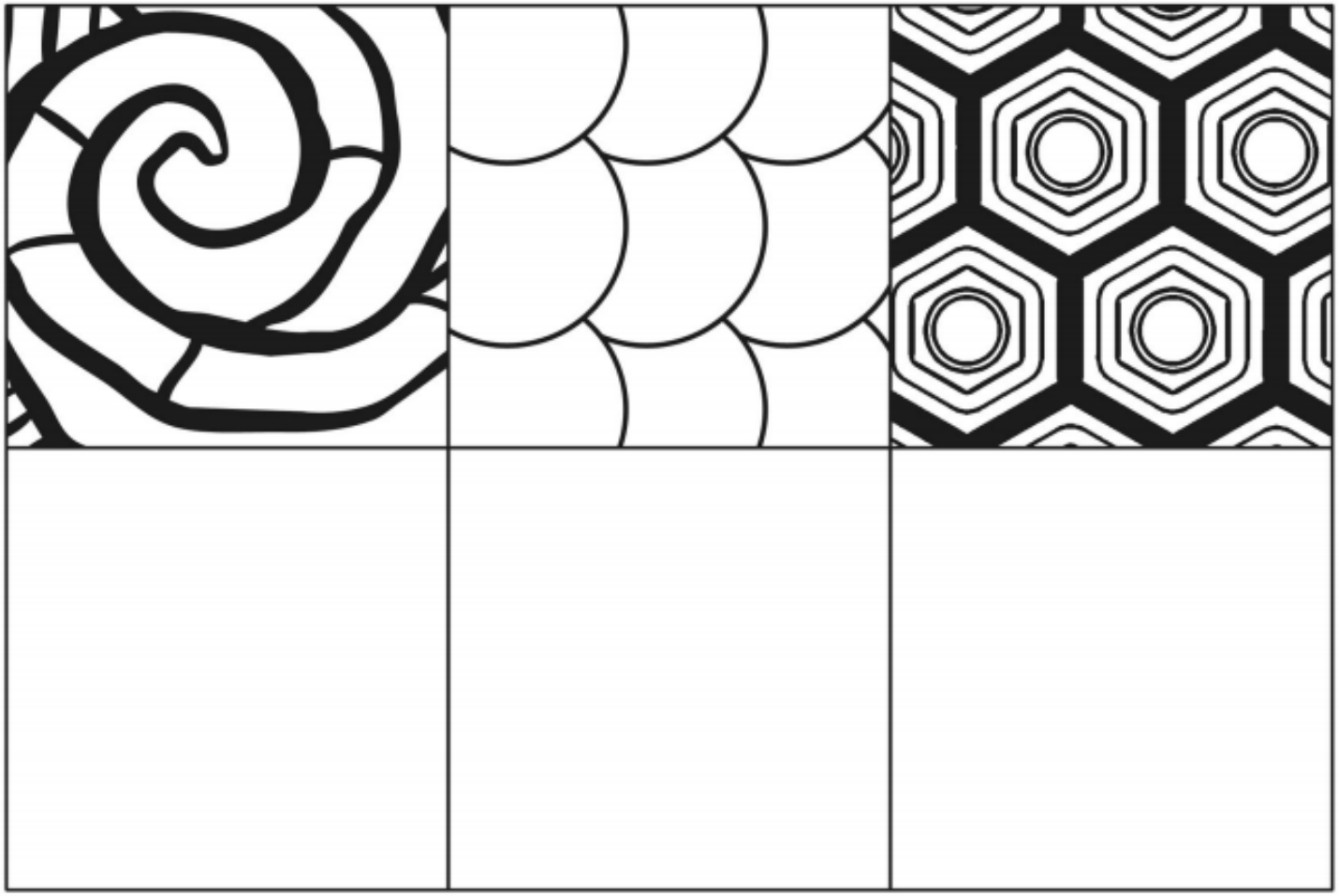
**The letter box banged and I ran quickly to the door. With shaking hands, I slowly picked up the letters off the floor. A bill. A postcard. And then finally the letter I had been waiting for. I stared at the heavy cream envelope and the handwritten address. I hoped for good news.**

How did the writer feel when the post arrived?

Was the writer expecting this letter?

How do you know the letter is important?

## Topic – Challenge 1 and 2



## Topic – Challenge 3