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Home Learning Pack Year 4

Guidance and Answers

Week 4

11/05/2020

Classroom
secrets★

KIDS



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This week's pack supports the Week 4 timetable on Classroom Secrets Kids.

Monday

Maths – Correspondence Problems (page 2)

Correspondence problems involve finding the number of possible combinations for different groups of items. The combinations are every possible choice that could be made if you were to pick one item out of each group.

Starter	Main
1. Prawn cocktail 2. Soup	1. Chicken salad 2. Steak baguette 3. Lasagne

For example, the choices for this menu would be prawn cocktail and chicken salad; prawn cocktail and steak baguette; prawn cocktail and lasagne; soup and chicken salad; soup and steak baguette; soup and lasagne. This means that there are a total of 6 different combinations of meals.

To find the total number of combinations without having to write out each option, you can use multiplication. Multiply the number of starters by the number of mains to find the total number of combinations ($2 \times 3 = 6$).

For this menu, you would calculate $3 \times 4 \times 2$ for the total number of options in each group. This means there are a total of 24 combinations.

Starter	Main	Dessert
1. Prawn cocktail 2. Soup 3. Melon	1. Chicken salad 2. Steak baguette 3. Lasagne 4. Risotto	1. Ice Cream 2. Fruit Salad

Question 1 – This question shows a table with two groups of options. Children must look at the calculation that has already been completed to identify and correct the mistake.

Sticker colour	Sticker design
	smiley face books animals star flag cake

In column 1 there are 5 options and in column 2 there are 6 options. The calculation used in the questions is an addition when a multiplication is needed.

The correct answer is $5 \times 6 = 30$ as there are 5 different colours and 6 different designs of stickers.

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Monday

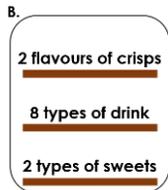
Maths – Correspondence Problems (page 2)

Question 2 – For this question, children need to calculate the number of options for each of the shops so that they can identify the odd one out.



A has a total of 32 combinations as shelf 1 has four options, shelf 2 has four options and shelf 3 has two options. The calculation would be $4 \times 4 \times 2$.

B has a total of 32 combinations as shelf 1 has two options, shelf 2 has eight options and shelf 3 has two options. The calculation would be $2 \times 8 \times 2$.



C has a total of 24 combinations as shelf 1 has eight options, shelf 2 has three options and shelf 3 has one option. The calculation would be $8 \times 3 \times 1$.

The odd one out is C because $8 \times 3 \times 1 = 24$. A and B create 32 combinations.

Question 3 – This question requires children to calculate the answer from the clues. In his explanation, Rupert gives clues to help children reach the answer. He tells us how many of each card he has in his collection (6 normal, 4 shiny and 5 legendary) which children must use to complete the calculation to identify whether Rupert's statement is correct. This questions requires a more detailed explanation so children must also write a sentence to explain their answer.

The correct answer is Rupert is correct because $6 \times 5 \times 4 = 120$ combinations which is more than 100.

This week's pack supports the Week 4 timetable on Classroom Secrets Kids.

Monday

English – Using Similes and Metaphors (page 3)

A **simile** is a phrase that compares one thing to another using the words 'as' or 'like'. For example, Lucy is as tall as a giraffe. It is unlikely that Lucy really is that tall, but it helps paint a vivid picture of her height.

A **metaphor** is a word or phrase used to describe something as if it were something else, for example, life is a rollercoaster.

Question 1 – This question asks children to read the sentences and identify which sentences use **similes** and those that use **metaphors**.

The correct answer is: **A. simile; B. metaphor; C. metaphor; D. simile**

Question 2 – In this question children must identify the **similes** and **metaphors** that are used in each sentence. Encourage children to explain what **similes** and **metaphors** are and how they are different to help them identify where they are used in the sentences.

The correct answers are given below.

A. The wind was as cold as ice as it roared through the trees.

B. The stars sparkled like diamonds in the blanket of darkness.

C. The river of tears flowed down Erica's cheeks as she listened happily to her mum sing like an angel.

Question 3 – In this question children must first identify the **similes** used in sentences A and B so that they can rewrite these as a **metaphor**. This is done by removing the words like or as from the phrase and possibly changing the order of the words in the new sentence.

For sentences C and D, children have to identify the **metaphor** used in each sentence and rewrite these as a **simile**. This is done by adding in the words like or as to change the description to be a comparison.

The correct answers are given below.

A. Freddy is a fish in the water.

B. B. The teacher is a busy bee.

C. The ballerina is gliding across the stage like a swan.

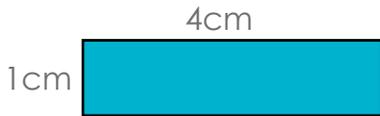
D. My grandfather is wise like an owl.

This week's pack supports the Week 4 timetable on Classroom Secrets Kids.

Tuesday

Maths – Perimeter of a Rectangle (page 4)

The **perimeter** is the distance around the edge of a shape. It is a measurement of length so is often measured in millimetres (mm), centimetres (cm) or metres (m). To find the perimeter of a shape, add together the lengths of all its sides.



This rectangle has a perimeter of 10cm as $1\text{cm} + 4\text{cm} + 1\text{cm} + 4\text{cm} = 10\text{cm}$.

Question 1 – This question is an open-ended problem solving question. This is to allow children the freedom to explore different possible answers. Children are asked to give different possible measurements for each letter whilst making sure they keep the total perimeter below 420cm. They may need to experiment with different possibilities for the measurements before finding a correct answer. Children may also need support with choosing a starting point.



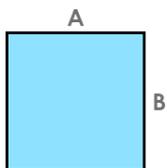
For this question, the yellow shape has the measurements already given, meaning that the perimeter can simply be calculated from the given measurements giving a good starting point.

Perimeter = F

The pink shape has a total perimeter and one measurement given meaning some subtracting is needed to calculate the missing lengths, also providing a good starting point.



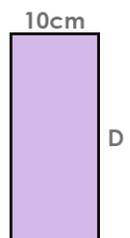
Perimeter = 100cm



Perimeter = C

The blue shape is a square, so children may need to be reminded that this shape has 4 sides of equal length. Children must choose a length for this shape that will keep the total perimeter under the given total.

The purple shape has one given measurement that is the shorter side. Children will need to be reminded to keep the missing measurement greater than the one given whilst also remembering to keep the total perimeter in mind.



Perimeter = E

This week's pack supports the Week 4 timetable on Classroom Secrets Kids.

Tuesday

Maths – Perimeter of a Rectangle (page 4)

There are various answers for this question, two examples are given below for the possible values of each letter.

Letter	Missing Value
A	20cm
B	20cm
C	80cm
D	40cm
E	100cm
F	140cm
G	30cm

Letter	Missing Value
A	15cm
B	15cm
C	60cm
D	50cm
E	120cm
F	140cm
G	30cm

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Tuesday

English – Writing a Diary Entry (page 5)

In this activity children are asked to imagine that they are a pirate who has had an adventure crossing a dangerous island. They must use these ideas to write a **diary entry**. This is a retelling of the day in **chronological order** using some time specific **adverbials** to sequence the writing. They have been given some prompt questions to think about what might have happened. Encourage children to think about these questions and write some of their ideas down before beginning to write as this will give more detail to their work. Some of the vocabulary children may want to include in their writing is provided in a word bank.

Below is a list of some features that you can encourage children to include in their diary entry and what these mean.

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

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

Simple past tense is used to describe an action that has started and ended in a time before now. For example, I walked the dog.

An **adverb** is a type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example, She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

Fronted adverbials are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example, Before bedtime, she read her book.

A text written in the **first person** is a text written about the author. It uses pronouns and determiners such as I, me, my, mine and our.

Chronological order is writing events in the order that they happened.

A **conjunction** is a word used to join two clauses. There are different kinds of conjunction such as for time (e.g. after), place (e.g. where) and cause (e.g. because).

A **simile** is a phrase that compares one thing to another using the words 'as' or 'like'. For example, Lucy is as tall as a giraffe. It is unlikely that Lucy really is that tall, but it helps paint a vivid picture of her height.

A **metaphor** is a word or phrase used to describe something as if it were something else, for example like is a rollercoaster.

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Wednesday

Maths – Perimeter of Rectilinear Shapes (page 6)

The **perimeter** is the distance around the edge of a shape. It is a measurement of length so is often measured in millimetres (mm), centimetres (cm) or metres (m). To find the perimeter of a shape, add together the lengths of all its sides.

A **rectilinear shape** is a polygon where all lines meet at a right angle. For example:

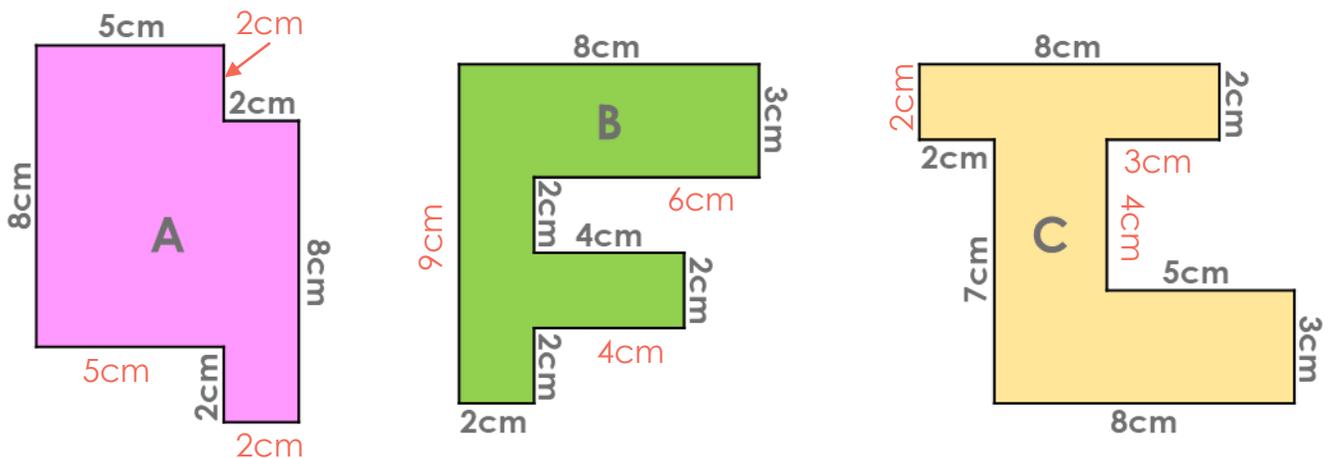


A **polygon** is a 2D shape made of straight lines.

A **right angle** is an angle that measures exactly 90 degrees and is equal to a quarter turn.

Question 1 – This question asks children to match each **rectilinear shape** to its correct **perimeter**. Children must make sure they include all of the sides when they add the lengths together to find the **perimeter**. There are some lengths that are not given, so children will need to calculate these from the information given on other lengths as the shapes are not drawn to scale.

The missing lengths and correct answers are shown below. These missing lengths can be calculated from the other information on each shape.



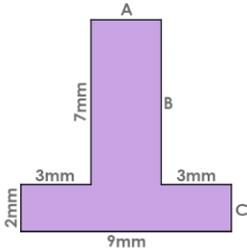
Shape A = 34cm; Shape B = 42cm; Shape C = 44cm

This week's pack supports the Week 4 timetable on Classroom Secrets Kids.

Wednesday

Maths – Perimeter of Rectilinear Shapes (page 6)

Question 2 – For this question, children need to identify which statements correctly describe the shape given. Children will need to calculate the missing lengths from the information given and then the perimeter. Children then need to mark the statements that are correct.

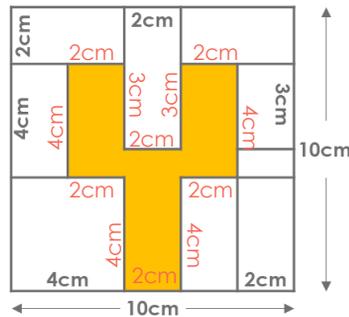


Side A equals 3mm; side B = 7mm and side C = 2mm. This means the total perimeter is 36mm.

The correct statements are B and D.

Question 3 – This question requires children to look at the given measurements and use this to find the perimeter of the rectilinear shape that has been shaded. The length of each side and the answer is shown below.

Perimeter = 34cm



This week's pack supports the [Week 4 timetable](#) on Classroom Secrets Kids.

Wednesday

English – Improve your Writing with Proofreading (page 7)

This is a proofreading task to help children practise finding and correcting mistakes in a piece of writing. There are instructions at the top that give children specific mistakes to find which you may like to refer back to.

Children need to look for missing capital letters which may be at the start of sentences or at the beginning of **proper nouns**. These are specific names of people, places or things. Children will also need to identify missing full stops and exclamation marks at the end of sentences. As children read, there are also some missing words and incorrect spellings that need to be identified.

Some sentences also have missing **apostrophes** which may be used to show **contraction** or **possession**. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'. **Apostrophes for possession** are used to show something belongs to someone or something. **Singular nouns** show possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel. **Plural nouns** which end in s show possession using an apostrophe after the s, for example: the girls' books. Children also need to identify missing **commas** in lists.

The correct answers are marked below.

Wimbledon

Beginning in 1877, Wimbledon is the oldest tennis tournament **in** the world. The Championships at Wimbledon are held **once** a year at the All **E**ngland Club in Wimbledon, **L**ondon. Many people consider it to be the **most** prestigious tennis tournament and **it's** one of the four Grand Slam tennis tournaments. It **takes** place over 2 weeks **in** late **J**une and early July **every** year. Wimbledon is now the only major tennis tournament to **be** played on grass courts.

The Players

There **are** 5 main events that the players can participate in: **Gentlemen's** Singles, Ladies' Singles, Gentlemen's Doubles, **Ladies'** Doubles and Mixed Doubles. **T**here are always **many** more competitors playing in the Singles events. Players get into the tournament based on their performance in **other** tennis tournaments throughout the year. **I**n addition, there are 8 wild card players (not automatically qualified) **who** have **been** picked by a committee. **T**he rest **of** the players are selected from a qualifying tournament **where** they have to win 3 rounds.

This week's pack supports the [Week 4 timetable](#) on Classroom Secrets Kids.

Wednesday

English – Improve your Writing with Proofreading (page 7)

Tickets

Tickets **to** spectate at Wimbledon are **very** sought after. **R**ecent figures suggest that there are four times the amount of **people** who apply for tickets than are available. As a result of this, the majority of tickets are **sold** by a public ballot where people apply **for** tickets and then are chosen at random by a computer. Disappointed fans, however, can queue up for tickets on the day but this usually involves camping **out** overnight!

Traditions

There are many traditions upheld at Wimbledon. The traditional **W**imbledon colours are dark green **and** purple. **A**ll **players** at Wimbledon, however, must wear all **white** when competing (including socks, hats and shoes). Wimbledon is also famous for serving strawberries and cream. On average, they sell 140,000 portions of strawberries each year! Since 1907, **there** have been members of the Royal Family present at Wimbledon and every **year** the trophies **are** presented by the **D**uke and **D**uchess of Kent.

This week's pack supports the [Week 4 timetable](#) on Classroom Secrets Kids.

Thursday

Maths – Counting Squares (page 8)

Question 1 – This is an open-ended question for children to explore. They must count the **area** of the driveway on the square grids that they have been given. **Area** is the measurement of the surface of a 2D shape. In Year 4, area is calculated by counting squares and is measure in squares.

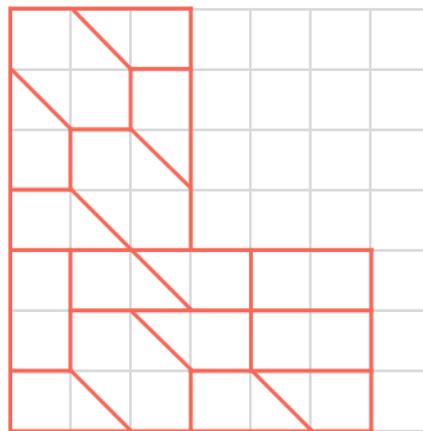
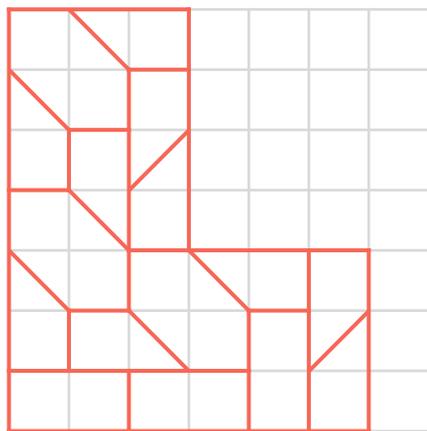
When counting out the area, children must make sure that they keep the driveway a **rectilinear shape**. A **rectilinear shape** is a **polygon** where all lines meet at a **right angle**. For example:



A **polygon** is a 2D shape made of straight lines and a **right angle** is an angle that measures exactly 90 degrees and is equal to a quarter turn.

Children must then use the 3 brick types to fill in the whole driveway. The bricks can be rotated and turned to fill the spaces. Children can use each brick type as many times as needed as long as there is at least one of each.

There are several answers to this problem. Two examples are given below.



This week's pack supports the Week 4 timetable on Classroom Secrets Kids.

Thursday

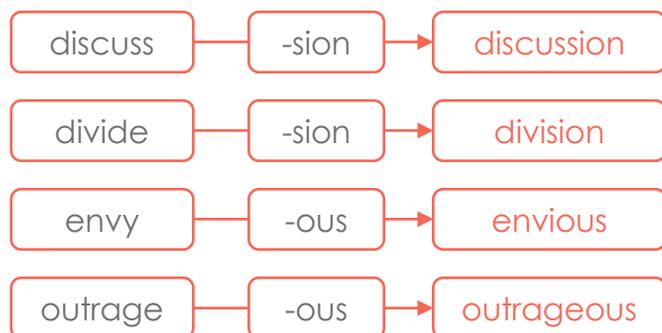
English – Using Suffixes (page 9)

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

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

Question 1 – This question requires children to add the given **suffix** to the **root word** to create a new word. Children may need to add, remove or change the letters to spell the new words correctly.

The correct answers are shown below:



Question 2 – This question asks children to circle the word that the **suffix** **-ous** can be added to. It may be helpful for children to say both words out loud to help them to identify which word doesn't sound right with the given **suffix**.

The correct answer is **poison** which becomes **poisonous** with the new suffix.

Question 3 – This question asks children to read the sentences and identify the words which have not used the correct **suffix**.

The correct answer is: The famoose mathematician wrote the conclushun to he research paper.

This week's pack supports the [Week 4 timetable](#) on Classroom Secrets Kids.

Thursday

English – Using Suffixes (page 9)

Question 4 – For this question, children must identify a **suffix** that can be added to the given root words. It may be helpful if children write a list of **suffixes** that they know and say each word aloud with the different **suffixes** to identify which sound correct.

Children must also identify the **root word** from a word that has had a **suffix already** added. To help identify the **root word**, children may find it helpful to underline the **suffix** and then identify any spelling changes to the **root word**.

The correct answers are shown in the table:

root word	root word + suffix
courage	courageous
fuse	fusion
fury	furious
vary	various
confuse	confusion

Question 5 – This question asks children to complete the sentence by choosing the words from the boxes. Two of these words have the correct **suffixes** and two have the incorrect ones. Children need to identify which words are spelt correctly to finish the sentence.

Choose the correct words to complete the sentence. It was a dangerous mission and the explosion was heard for miles around.

Question 6 – This question is asking children to read the given sentence and identify the words that have had the incorrect **suffix** added and rewrite the sentence correcting each spelling.

The correct answer is Having an adventure in a mountainous region is not a decision to be taken lightly.

Question 7 – This question is asking children to compare two sentences and identify which child has used the correct **suffix** in their writing. Children must then write a sentence to explain their choice.

The correct answer is David because the correct spelling is 'horrendous'. Alicia should have written 'nervous'.

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Friday

Maths – Area

Follow the link to watch the learning video clip on area and counting squares. As the video progresses, it will give questions to answer. Pause the video and answer the questions. Answers to the questions are given on the website.

<https://classroomsecrets.co.uk/free-consolidation-of-steps-1-2-year-4-area-learning-video-clip/>

English – Revision

Recap yesterday's lesson on using suffixes by clicking the link to play the interactive game.

<https://kids.classroomsecrets.co.uk/resource/year-4-autumn-revision/>

This week's pack supports the Week 4 timetable on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – The UFO (pages 10 -14)

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

The answers to the questions are given below.

1. What type of text is this? Circle the correct answer.

A diary.

2. Which of the features below tell you this?

first person	<input checked="" type="checkbox"/>	second person	<input type="checkbox"/>
date	<input checked="" type="checkbox"/>	present tense	<input type="checkbox"/>
future tense	<input type="checkbox"/>	past tense	<input checked="" type="checkbox"/>

3. Complete the sentences below filling in the date and place the events of the first section of text happen.

The text was written on Tuesday 7th January 2020. The events took place in Truro which is in Cornwall.

4. True or false? The text is written in a formal tone.

False because it is written as if the author is talking to the reader as a friend.

5. Why has the author used brackets in the sentence below?

To give more information to the reader.

6. Who was being interviewed when the writer got to school on Wednesday 8th January?

The girl from number 53.

7. Which part of the school day on 8th January was different to normal?

The start of the school day.

8. Which sentence do you think best explains why people didn't believe the author's part of the story?

People thought they were making it up because the author was jealous of all of the attention Ellen was getting.

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Additional Resources

English – Guided Reading – The UFO (pages 10 -14)

9. Which words taken from the text match the definitions below.

A. aerial; B. surrounding; C. panic-stricken; D. morsel; E. commotion.

10. How do you think the author was feeling at the end of their entry on the 8th January? Choose a word from the word bank below and explain your choice.

There are various answers for this question, so one example has been provided below. The author is confused because they couldn't understand why nobody would believe them.

11. What happened to Ben and the author on their way home from school the next day?

On their way home, Ben and the author met an alien.

12. When the alien first appeared, what did it do? Find and copy two sentences from the text. Each line represents one word.

A. It stared right at us, unmoving.

B. There it remained with piercing blue eyes, for what felt like ten minutes.

13. How do you think the characters were feeling at this point in the text? Explain your choice.

Ben and the author were shocked and a little bit scared of what they could see because they both froze and couldn't decide what to do next.

14. What does the author of the text want you to believe? Choose two options from the list below.

A. They want us to believe that aliens exist.

D. They want us to believe that they had an encounter with an alien and saw a UFO.