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Home Learning Pack Year 4

Guidance and Answers

Week 11

06/07/2020

Classroom
secrets★

KIDS



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This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

Monday

Maths – Identify Angles (page 2)

An **angle** is when two edges of a shape meet or intersect.

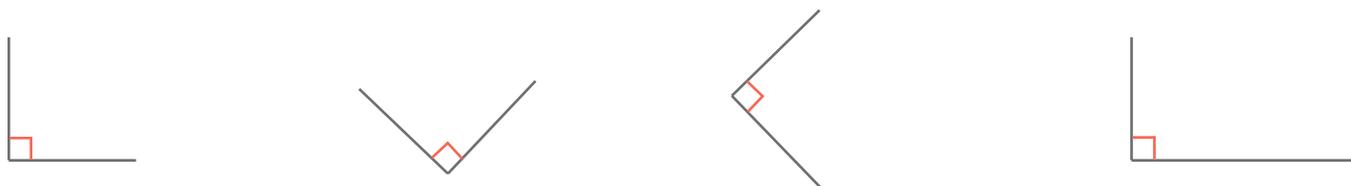
An **acute angle** is an angle that is less than 90° or a right angle.



An **obtuse angle** is an angle that is greater than 90° but less than 180° .



A **right angle** is an angle that is exactly 90° . It is often marked with a square to identify it.

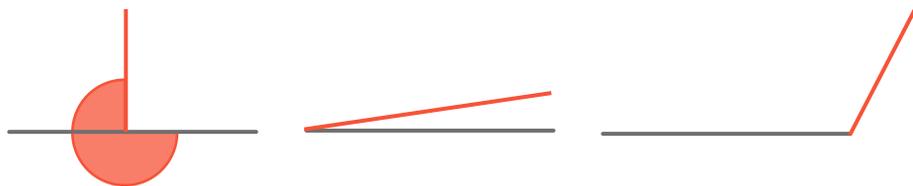


Question 1 – For this question, children are asked to look at each of the six angles and match them to the correct label. There are a mixture of **acute**, **obtuse** and **right angles** for children to practise identifying. Some **angles** are pictured with **angle tester** which is a circle with a 90° **angle** cut out so that children can use it to help identify the type of **angle** in the question. If the image is a **right angle** the lines will fit exactly on the **angle tester**. If the **angle** is **obtuse** it will be larger than the **angle tester** and if the **angle** is **acute**, it will be smaller.

Acute angles – C, F; right angles – B; obtuse angles – A, D, E

Question 2 – For this question, children have been given three lines that need to be completed to match the label below. Children must draw a line to complete the **angle** so that they each show the correct **angle** type.

There are various answers for each **angle**, one example is shown below.



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Monday

Maths – Identify Angles (page 2)

Question 3 – For this question, there is a statement about **acute angles** all being 45 degrees with two images to show Ben's statement. Children must decide whether they agree with Ben and write a sentence to explain their choice as well as drawing an **angle** to support what they have written.

Ben is incorrect. Acute angles are any angles that are less than 90° . Children to draw any acute angle to support their answer. For example:



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Monday

English – Using Conjunctions to Express Time, Place and Cause (page 3)

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).

Question 1 – For this question, children must read each of the sentences and decide whether the **conjunction** used expresses time, place or cause.

A. **After** I have finished my homework, I am going to play out in the garden with my friends.

time

B. I ran to the busy playground **where** my friend was waiting patiently for me.

place

C. **Although** it was raining heavily, we still played out on the muddy field.

cause

Question 2 – For this question, children are given three part sentences that need to be completed by choosing one of the **conjunctions** given. Once they have chosen an appropriate **conjunction**, children must complete the end of the sentence so that it makes sense.

There are various ways to complete the sentences, one example for each is given below.

A – **When** I arrived at my old school, **my friends were very excited to see me.**

B – **Due to** our teacher not being well, **Mr Khan came to teach us ICT.**

C – **Wherever** the muddy dog went, **he left a trail of dirty, wet pawprints.**

Question 3 – For this question, children are given a sentence that has been written using a **conjunction**. Joshua make a statement to say that the sentence uses a place **conjunction**. Children must decide whether they agree or disagree with the statement. Once they have made a choice, children must write a sentence to explain their decision.

Joshua is incorrect because the conjunction he has used is 'until' and 'until' is a time conjunction.

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Tuesday

Maths – Compare and Order Angles (page 4)

Question 1 – For this question, children must look at the **angles** in each of the shapes and decide whether angle B is the largest **angle** in each of the shapes and mark the correct box. Each shape is made up of different **angle** sizes and types (as explained on page 2).

Shape 1 – true, shape 2 – true, shape 3 – false (the answer is D), shape 4 – true.

Question 2 – For this question, children are given a selection of clocks with different times. Children must compare the angles marked with the curved lines and decide which clock is the odd one out.

B is the odd one out because it is acute, whereas the others are all obtuse.

Question 3 – In this question, Jemma has organised four different **angles** and she says that she has arranged them from smallest to largest. Children must look at the angles given and decide whether Jemma is correct. Once they have made a decision, children must write a sentence to prove that their choice is correct.

Jemma is incorrect because angle D is smaller than angle C.

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Tuesday

English – Expanding Sentences Using Conjunctions (page 5)

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).

Question 1 – For this question, children are given three sentences. They must read each and decide which one uses a **conjunction**.

Tom would put on his red coat whenever he was cold.

Question 2 – In this question, children must use their knowledge of **conjunctions** to identify the type of **conjunction** used in each sentence. They must put an 'X' in the correct column of the table.

Sentence	Time	Place	Cause
The old man walked to the shop after visiting his friend.	X		
She would carry on unless she was told to stop.			X
I put the toy where my brother could see it.		X	

Question 3 – For this question, children are given a selection of **main clauses**, **conjunctions** and **subordinate clauses** which must be joined in different ways to create four different sentences.

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are main clauses and subordinate clauses.

A **main clause** is a group of words that make sense on their own. It has a subject (the person or thing that does an action) and verb (the action). For example, Adam eats bananas.

A **subordinate clause** contains a subject and a verb, but it does not make sense on its own. It needs to be attached to a main clause. For example: I read books when I have free time.

There are various ways to join the **main clauses**, **conjunctions** and **subordinate clauses**, four examples are given below.

Mrs Higgins walked to the park because it was a sunny day.

Sophie skipped to school after eating a delicious breakfast.

Jane was really happy when she found her favourite jacket.

Mrs Higgins walked to the park after eating a delicious breakfast.

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Wednesday

Maths – Triangles (page 6)

An **equilateral triangle** is a triangle with three equal sides and three equal angles.



An **isosceles triangle** is a triangle that has two equal sides and angles.



A **scalene triangle** is a triangle that has all different sides and angles.



A **right-angled triangle** is a triangle containing a right angle. Right-angled triangles can be either an isosceles or a scalene triangle.



Question 1 – For this question, children are given a selection of different points that can be joined together to create different types of **triangle** as explained above. Children must read the statements and identify whether the points that are given make the type of **triangle** explained. It may be helpful for children to join the points together so that they can see the **triangle** and identify the type from the image they have drawn.

Statements A and C are correct.

Question 2 – This question again asks children to join each of the triangles given to the correct type. It may be helpful to remind children that a **right-angled triangle** will also be either a **scalene triangle** or an **isosceles triangle**.

Right-angled – B, D; Scalene: D; Isosceles – B, C; Equilateral – A

Question 3 – For this question, children must decide which triangle types can be made by choosing three of the lines given. It may be helpful for children to cut the lines out so that they can make the triangles and experiment with different combinations. Children must write an explanation for why each triangle can or cannot be made.

Equilateral – not ticked because there are not three equal lines. Isosceles – ticked because there are two equal lines (B and D). Scalene – ticked because there are three lines of different lengths (A, B and C for example).

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Wednesday

English – Expanding Sentences Using Adverbs (page 7)

An **adverb** is 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.

An **adverbial phrase** is a group of words that act in the same way as an adverb.

An **adverb of cause** is often an alternative to because, for example, otherwise or furthermore.

An **adverb of time** tells us when an action has happened, or how frequently, for example immediately, before.

An **adverb of place** tells us where an action has happened, for example below, above.

Question 1 – Children are given three sentences that each use an **adverb**. Children must read the sentences and identify the adverb used in each.

- A. Immediately, he called for an ambulance to help the injured man.
- B. The neighbours became angry when my noisy dogs began to bark outside.
- C. Shut the window, otherwise it will get cold and damp.

Question 2 – In this question, children must use their knowledge of **adverbs of time, place** and **cause** to identify the **adverb** type used in each sentence. The **adverb** in each of the three sentences has been underlined to help children identify the type used.

Sentence	Time	Place	Cause
A. As soon as the weather improved, many large flies appeared <u>everywhere</u> .		X	
B. We shall, <u>therefore</u> , rearrange another time to discuss these important issues and find a solution.			X
C. Delilah <u>usually</u> attends an evening class on Mondays, but it was cancelled this week.	X		

Question 3 – For this question, children are given a sentence using an **adverb** and two different statements to describe the type of **adverb** that has been used. Children must decide which statement is correct and write a sentence to explain their choice.

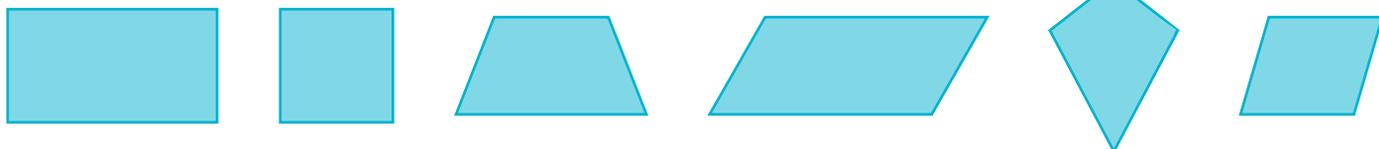
Ron is correct because occasionally is an adverb of time as it tells the reader how often the ferry service runs.

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Thursday

Maths – Quadrilaterals (page 8)

A **quadrilateral** is any shape with four sides. There are six special quadrilaterals with different properties: a **rectangle**, a **square**, a **trapezium**, a **parallelogram**, a **kite** or a **rhombus**.



Parallel lines are lines the same distance apart that never meet.

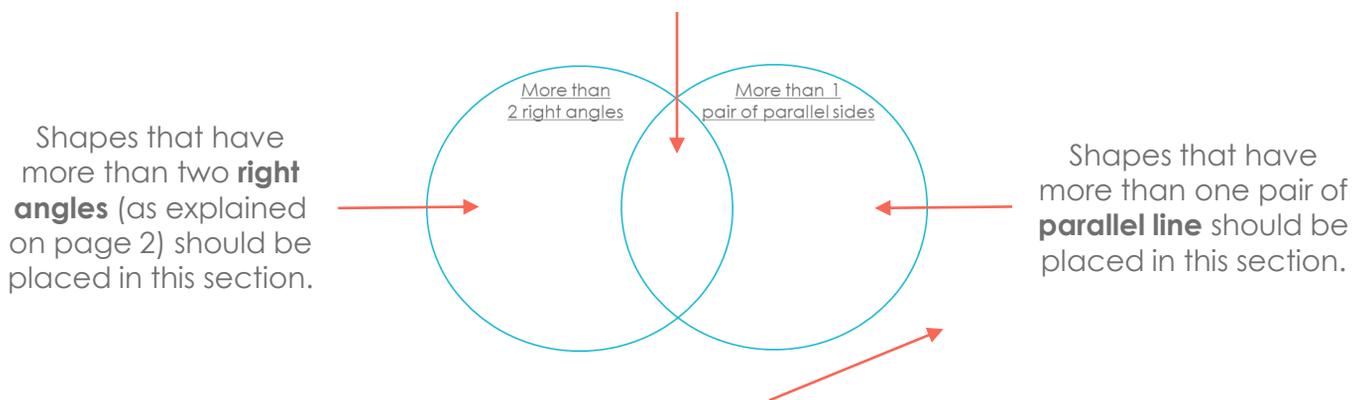


Perpendicular lines are lines that intersect or meet at a 90° or right angle.



Question 1 – For this question, children are given a selection of quadrilaterals that are shown both as images and in words. Children must sort the given **quadrilaterals** into the correct part of the **Venn diagram** (explained below) using the names of the shapes.

Shapes that have more than two **right angles** and more than one pair of **parallel line** should be placed in this section in the middle where the two circles overlap.



Shapes that have two or less **right angles** and have one or less pairs of **parallel lines** should be placed somewhere outside the circles as they don't belong in either category.

More than 1 pair of parallel sides: parallelogram, rhombus

Middle section: rectangle, square

Outside the circles: trapezium

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Thursday

Maths – Quadrilaterals (page 8)

Question 2 – For this question, children are given a statement describing the **quadrilateral** that is picture. Children must read the statement and decide whether it is true or false.

False because it is a trapezium. Trapeziums only have one pair of parallel sides. The one shown has no right angles.

Question 3 – For this question, children are given six different **quadrilaterals**. Children must look at the shapes and identify which is the odd one out. Once they have chosen the odd one out, children must write a sentence to explain their choice.

There are various answers for this question, one example is given below.

The square is the odd one out as it is the only quadrilateral that has all equal sides and 4 right angles.

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Thursday

English – Improve Your Writing with Proofreading (page 9)

Simple present tense is used to describe when an action is happening right now, or habitual actions or occurrences.

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.

Present perfect tense is used to talk about experiences that are not time specific, an action that has started in the past but has an outcome in the present, or an action that has started in the past and is continuous up until the present. It is formed by using the present tense of the verb 'have' plus a past participle, for example: I have been to Spain

Question 1 – For this task, children are given a table where the **simple present tense** of a selection of verbs are given. Using these verbs, children must complete the table by writing the **present perfect** and **simple past tense** forms of these verbs.

Simple present	Present perfect	Simple past
waste	has/have wasted	wasted
take	has/have taken	took
clean	has/have cleaned	cleaned
know	has/have known	knew
fill	has/have filled	filled

Question 2 – For the first part of this task, children are given two sentences with verbs written in the **present perfect tense**. They must use the given verbs and rewrite them in the **simple past tense**. The second part of the question gives sentences in the **simple past tense** to be written in the **present perfect tense**.

The rewritten sentences are:

- A. Jacob and Dan threw the rubbish away.
- B. Year 4 showed the school their class project in assembly.
- C. Olivia has seen her friend Freya at the ice rink.
- D. The pirate has found the treasure chest on the island.

Question 2 – In this task, children must read the sentence that Isaac has written. Isaac states that he has written the sentence in the **simple past tense**. Children must decide whether Isaac is correct and write a sentence to explain their choice.

Isaac is incorrect because 'light' in the simple past tense is 'lit'. The correct sentence is I lit a candle at the church altar.

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Friday

Maths – Reasoning (online)

Follow the link to play a reasoning practice game. This game recaps lots of different areas of the curriculum and will help children to improve their reasoning skills. Answers to the questions are given as part of the activity.

<https://kids.classroomsecrets.co.uk/resource/year-4-reasoning-test-practice-5/>

English – Revision (online)

Follow the link to play a game which recaps using fronted adverbials!

<https://kids.classroomsecrets.co.uk/resource/year-4-fronted-adverbials-game/>

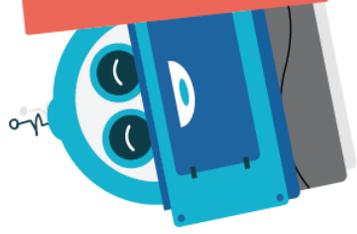
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Assembly Activity

Celebration certificate

On the following page in this pack (page 13), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: <https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____



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Additional Resources

English – Guided Reading – Fleeing the Fire (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 your answer.

narrative

2. True or false? He knew that someone else was in the house because he could hear them.

False, he could smell them.

3. Find and copy the words from the text that have the same meaning as the words below.

- | | | |
|----------------|-------|-------------|
| 1. leftovers – | _____ | scraps |
| 2. gone – | _____ | disappeared |
| 3. smell – | _____ | scent |
| 4. rushing – | _____ | scurrying |

4. What does the word 'gouged' mean?

- | | |
|---|-------------------------------------|
| to punch with force | <input type="checkbox"/> |
| to move slowly but with force | <input type="checkbox"/> |
| make a groove, hole or indentation in something | <input checked="" type="checkbox"/> |
| to move quickly | <input type="checkbox"/> |

5. Which clues that tell us that the main characters are not human? Select three options.

- | | |
|-------------------|-------------------------------------|
| soft hands | <input type="checkbox"/> |
| razor-sharp teeth | <input checked="" type="checkbox"/> |
| scratching claws | <input checked="" type="checkbox"/> |

- | | |
|-----------|-------------------------------------|
| long hair | <input type="checkbox"/> |
| tail | <input checked="" type="checkbox"/> |

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Additional Resources

English – Guided Reading – Fleeing the Fire (pages 10 -14)

6. Which senses does the female character rely on to work out where the heat is coming from? Circle two options.

sight

smell

taste

touch

hearing

7. Fill in the missing word to complete the sentence.

The author has included the word **smoke** in a one word sentence on page 13 to give it more impact.

8. True or false? The author is writing about the sun when they refer to the bright, flickering enemy.

False, the author is talking about the fire.

9. Complete the sentence below using evidence from the text.

We know he has more important things to think about than fighting because it says in the text that: **All thoughts of food and fighting were forgotten.**

10. 'As the city shrank...' What do you think the author meant when they wrote this phrase?

As the fire spreads, the parts that remain unburnt get smaller and smaller.

11. How are the first and last sentence of this story connected?

The sentences are connected because both talk about his hunger.

12. Number the statements below to put them in the order that they happened.

He escapes down the river on a piece of wood.

6

He has a fight with a female rat.

3

The rats race around the city trying to escape the flames.

5

He goes looking for food.

1

They smell smoke and leave the house.

4

He finds another rat in the house.

2