Year 4 – Term 4, Week 2

Year 4 Activities for Monday 1st March

Exercise:

P.E. with Joe - https://www.youtube.com/user/thebodycoach1

OR

Just Dance - https://www.youtube.com/results?search_query=just+dance

Times Table Practice:

Times Table Rock Stars - https://ttrockstars.com/

Maths:

We are continuing with fractions this week!

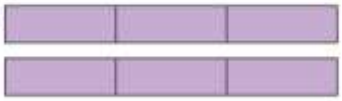
Watch the White Rose Video –

https://vimeo.com/508878193

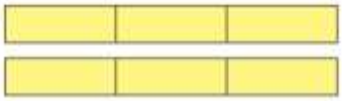
- **Mathletics**
  – One Take Fraction
- Complete the White Rose worksheets below -

Subtract from whole amounts

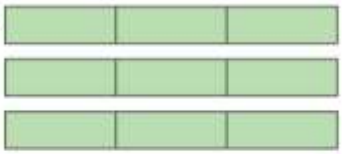
1 Use the bar models to help you subtract the fractions.

a) 

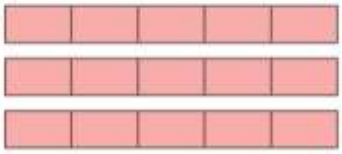
$2 - \frac{2}{3} = \square$

b) 

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

c) 

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

d) 

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

2 Complete the subtractions.

a) $\frac{8}{8} - \frac{5}{8} = \square$

b) $1 - \frac{5}{8} = \square$

c) $2 - \frac{5}{8} = \square$

d) $2 - \frac{5}{7} = \square$

e) $4 - \frac{5}{7} = \square$

f) $4 - \frac{7}{5} = \square$

3 Match the numbers with a difference of $\frac{3}{4}$

3	$2\frac{3}{4}$
1	$\frac{1}{4}$
2	$\frac{9}{4}$

4 Aisha has 4 pies.

a) Aisha gives $\frac{5}{8}$ of a pie to Mo.

How many pies does Aisha have left?

Aisha has $\square$ whole pies and $\square$ of a pie left.

b) Aisha then gives 2 pies to Jack.

Calculate the difference between how much pie Aisha now has and how much pie Mo has.

$\square$

5 Alex is subtracting fractions.

Explain why Alex is incorrect.

6 Complete the calculations.

a) $3 - \square = 2\frac{3}{10}$

b) $4 - \square = 3\frac{3}{8}$

c) $\square - \frac{7}{12} = 3\frac{5}{12}$

d) $\square - \frac{5}{12} = 13\frac{7}{12}$

7 Teddy has 4 litres of juice and 3 jugs.

Teddy pours $\frac{3}{4}$ of a litre into each jug.

How much juice does Teddy have left?

Teddy has $\square$ litres of juice left.

English:

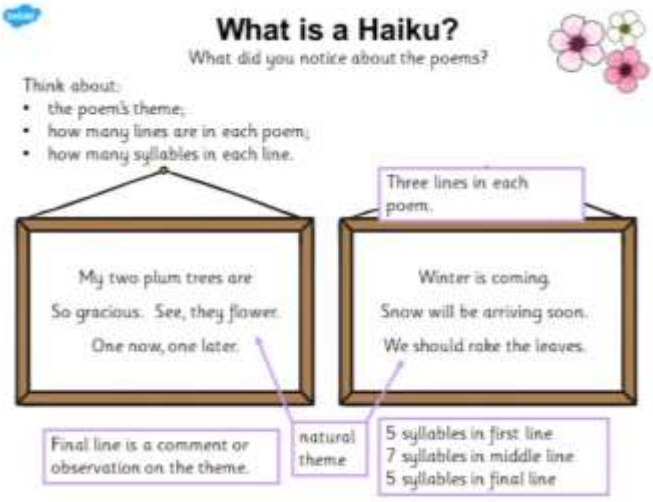
Read Chapter 16.

- This will be attached as a separate document on your class blog ☺

Read through the PowerPoint and pause at the slides when needed to complete the activities on paper. There are a few opportunities to have a go at writing your own short poems! ☺

Monday 1st March

LI: Can I recognise different forms of poetry?



Let's have a go!

How can we write a haiku?

First, we need to choose a theme. It doesn't have to be about seasons or nature, but let's be traditional.

Summer

Then, we brainstorm some words or phrases associated with that theme...

hot sunshine **sea** holiday
beach ice-cream flowers
swimming **fun** warm sand

Let's have a go!

How can we write a haiku?

Next, we choose two or three ideas which will flow together.

Summer

hot sunshine **sea** holiday
beach ice-cream flowers
swimming **fun** warm sand

Now we have our ideas, let's try to fit them into the 5-7-5 syllable format.

You might have to alter words or phrases slightly fit the pattern.

Summer

Holidays are ~~coming~~ here

We can go to the ~~beach~~ sea side
and
Hot sand ~~is next to the~~ cool sea

Now we have our ideas, let's try to fit them into the 5-7-5 syllable format.

You might have to alter words or phrases slightly fit the pattern.

Summer

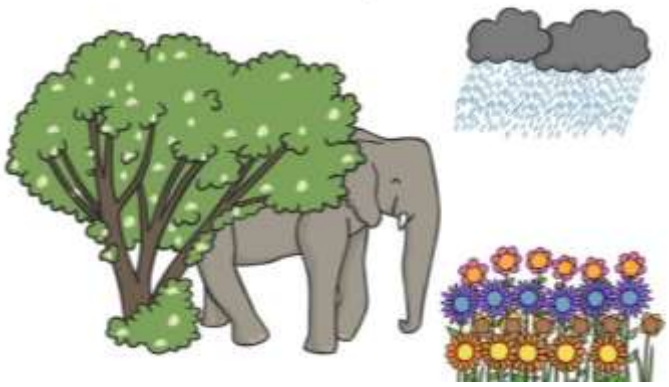
Holidays are here.

We can go to the seaside.

Hot sand and cool sea.

Let's have a go!

You could write a haiku about the seasons, or about an animal or plant. The choice is yours!



Plenary

What have we learned about Haiku?

- Each poem has only 3 lines.
- The syllable pattern of the poem should be 5-7-5.
- Haiku are often written about seasons and nature.
- So now you know – a haiku is a poem, not something a pigeon says on the top of Nelson's Column!

Limerick Examples

Limericks are light-hearted, funny poems with several common features. Compare these two limericks.

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

There was an old Martian named Zed
With blue spots all over his head.
He sent out a lot
Of di-di-dash-dot-dot
But nobody knows what he said!

Limerick Features

What did you notice?

Lines 3 and 4 rhyme.

Lines 1, 2 and 5 rhyme.

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

Limerick Features

What did you notice?

Lines 3 and 4 are shorter, with the same number of syllables (5-6).

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

Lines 1, 2 and 5 are longer and have approximately the same number of syllables (usually 8-10) in each.

Limericks follow a typical rhythm:
di DUM di di DUM di di DUM dum (3 beats)
di DUM di di DUM di di DUM dum (3 beats)
di DUM di di DUM (2 beats)
di DUM di di DUM (2 beats)
di DUM di di DUM di di DUM dum (3 beats)

Limerick Features

What did you notice?

The second line gives more details about the subject.

First lines begin with typical phrases, like this one.

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

Lines 3 and 4 give us some action about the subject.

The last line is the punchline, usually the consequences of lines 3 and 4.

The first line sets up the subject, so it usually ends with the name of a person or place.

Your Turn

Can you complete this limerick template?

1. There once was a _____ from _____.
2. Who _____.
3. He _____.
4. And/but/then _____.
5. _____.

Plenary

What have we learned about limericks?

- Limericks usually start with set phrases.
- They have 5 very rhythmic lines.
- Lines 1, 2 and 5 must rhyme.
- Lines 3 and 4 must rhyme.
- The rhyming pattern is AABBA

Calligram Examples

It's
cold outside.
I don't want to go
outdoors and play.
But mum says
I have to
anyway
It's starting to snow
brrr... and I'm going to freeze – brrr...
I hate playing outside on days like these.
brrr... But wait a sec, I've had the brrr...
most amazing, brilliant idea!
I'll cover myself up
with snow and I'll
hide in here!

Calligram Examples

Star

Shines bright in the darkness of the night twinkles and winks above.

Calligram Features

What did you notice?

Think about:

- the position of the words or phrases
- any colours the poet has used
- the shape the poem makes

Calligrams are often written as 'free' verse – they don't have to rhyme!

Some shape poems (like 'The Snowman') are written inside a very light outline of a shape. The words have to be different sizes to fill the shape up just right!

Other calligrams (like 'Star') follow the outline of a shape, so the words make the edges.

Calligram Examples

Calligrams, or shape poems, represent the topic of the poem in their shape. Have a look at these two calligrams.

Your Turn!

Have a look at these poems. How could you make one into a brilliant calligram?

Standing under the bridge
The river ripples beside me
I shiver and look out
At the pouring rain.

My teddy is my best friend
His fat tummy is made
For hugging when I 'm happy or sad.
His big ears listen to my secrets
Soft paws, fluffy fur, bright eyes
I think he knows
Everything about me!

Falling leaves
Swaying, fluttering
Rustling under foot
Drifting into piles
Like autumnal snow
I miss the green leaves
When will it be spring again?

Plenary

What have we learned about calligrams?

- Calligrams are also known as shape poems or concrete poems.
- Calligrams don't have to rhyme.
- They form a shape which represents the topic of the poem.
- Sometimes they are written inside a shape.
- Sometimes the words themselves form the outside edges of a shape.
- Words and phrases can be stretched, squashed or distorted to show their meaning.

Guided Reading:

CHAPTER 17 - AUGUSTUS GLOOP GOES UP THE PIPE

We have met all of the characters at this point of the story.

Choose one character and compare them with another character.
Compare him with another character.
What is the same?
What is different?

You might want to choose the character you did the fact file on last Wednesday or a different character.

Spellings:

Words ending –sion

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
division						
invasion						
confusion						
decision						
collision						
television						
revision						
erosion						
inclusion						
explosion						

Topic:

Watch the following links - these are all television adverts for chocolate products from the past. Have a look at how the adverts use a song or jingle to advertise their product. Listen carefully for the words they use and any similes they use to help describe their product.

https://www.youtube.com/watch?v=kF_cW4HOAz0

https://www.simplyeighties.com/tv---chocolate-ads.php

Your task for this afternoon is to design a song / jingle to advertise your product. Make it catchy, interesting and informative so that people want to go out and buy your product. You could video yourself singing it, or write it as a poem and send us in your songs and jingles. We can't wait to hear them!

Bed Time Story:

Listen to Miss McCarney before bedtime for Chapter 18 of Charlie and The Chocolate Factory.

https://www.youtube.com/watch?v=6d9TfIiTlOA

Year 4 Activities for Tuesday 2nd March

Exercise:

P.E. with Joe - https://www.youtube.com/user/thebodycoach1

OR

Just Dance - https://www.youtube.com/results?search_query=just+dance

Times Table Practice:

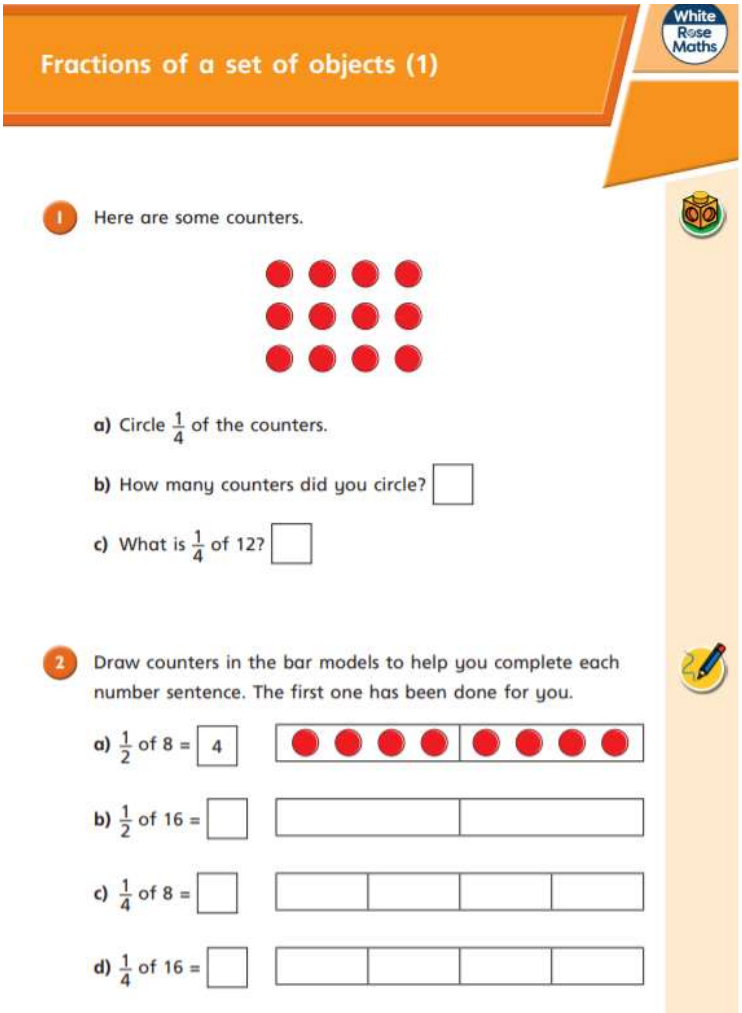
Times Table Rock Stars - https://ttrockstars.com/

Maths:

Watch Smarties Video –

https://www.youtube.com/watch?v=1dglCohgm7Q

- Complete practical Smarties activity with your tube of Smarties
- Complete White Rose worksheet below -



Fractions of a set of objects (1)

White Rose Maths

1 Here are some counters.

a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle? ☐

c) What is $\frac{1}{4}$ of 12? ☐

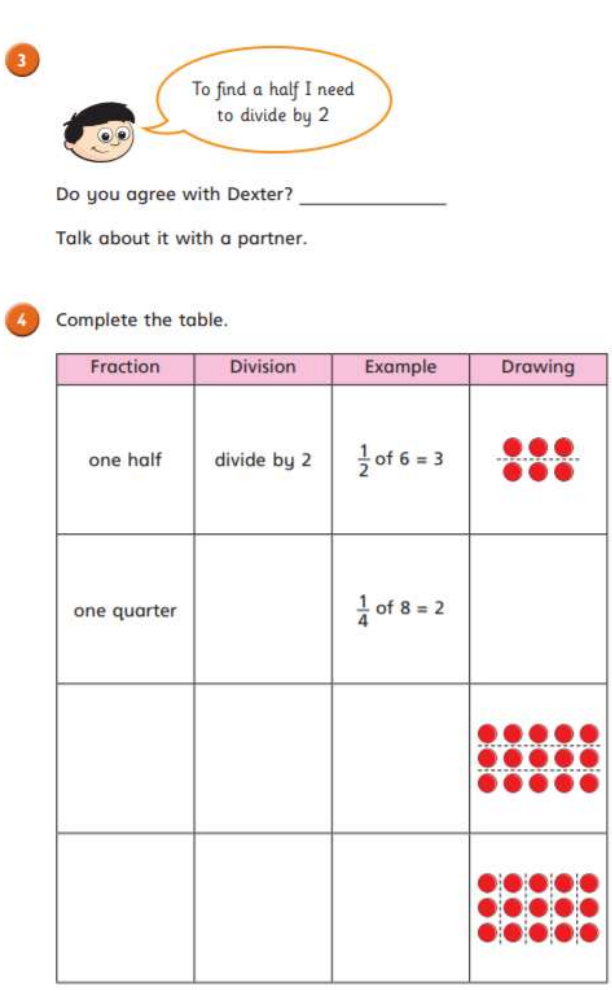
2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

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

b) $\frac{1}{2}$ of 16 = ☐

c) $\frac{1}{4}$ of 8 = ☐

d) $\frac{1}{4}$ of 16 = ☐



3 To find a half I need to divide by 2

Do you agree with Dexter? _____

Talk about it with a partner.

4 Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter		$\frac{1}{4}$ of 8 = 2	

English:

Read Chapter 19.

- This will be attached as a separate document on your class blog ☺

Watch Michael Rosen Performs His Poem Chocolate Cake - https://www.youtube.com/watch?v=bY7AyGRct-E

Attached to the blog is also a PDF version of his poem!

Today, you will be writing your own CHOCOLATE themed poem! You can use one of the poetry types from yesterday (Haiku, Limerick or Calligram), Michael Rosen's style or Free Verse (which is your own layout).

You may need to write few drafts of your poem before you create your final piece! Use the template on Purple Mash to type up your final piece! Don't forget to add a border around your poem!

Can you perform your poem to someone in your house?

Guided Reading:

CHAPTER 20 – THE GREAT GUM MACHINE

What do you think of The Great Gum Machine?

If you could design your own sweet machine, what would it be for?

Draw and label your dream sweet machine!

What does it do?

How do you turn it on and make it start?

What is the finished product like (it's flavour/appearance/texture)?

Spellings:

Words ending –sion

Task: Complete the sentences using the words below.

The man lived in a huge _____ .

My _____ improves when I wear glasses.

I like to watch _____ in the evening.

Ben had to do some _____ for his science test.

We had a _____ about our favourite foods.

The astronauts were on a _____ to the moon.

We went on a bus _____.

The _____ could be heard miles away.

He painted the wall with _____ .

I like to play _____ instruments.

 vision	 television	 revision	 discussion	 explosion
 emulsion	 mission	 mansion	 percussion	 excursion

R.E.

Read John 13:4-17.

> [4] so he got up from the meal, took off his outer clothing, and wrapped a towel around his waist. [5] After that, he poured water into a basin and began to wash his disciples' feet, drying them with the towel that was wrapped around him.
>
> [6] He came to Simon Peter, who said to him, "Lord, are you going to wash my feet?"
>
> [7] Jesus replied, "You do not realize now what I am doing, but later you will understand."
>
> [8] "No," said Peter, "you shall never wash my feet."
>
> Jesus answered, "Unless I wash you, you have no part with me."
>
> [9] "Then, Lord," Simon Peter replied, "not just my feet but my hands and my head as well!"
>
> [10] Jesus answered, "Those who have had a bath need only to wash their feet; their whole body is clean. And you are clean, though not every one of you." [11] For he knew who was going to betray him, and that was why he said not every one was clean.
>
> [12] When he had finished washing their feet, he put on his clothes and returned to his place. "Do you understand what I have done for you?" he asked them. [13] "You call me 'Teacher' and 'Lord,' and rightly so, for that is what I am. [14] Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. [15] I have set you an example that you should do as I have done for you. [16] Very truly I tell you, no servant is greater than his master, nor is a messenger greater than the one who sent him. [17] Now that you know these things, you will be blessed if you do them.

Watch video clip -

https://www.youtube.com/watch?v=bv5ajWNrnt4

OR

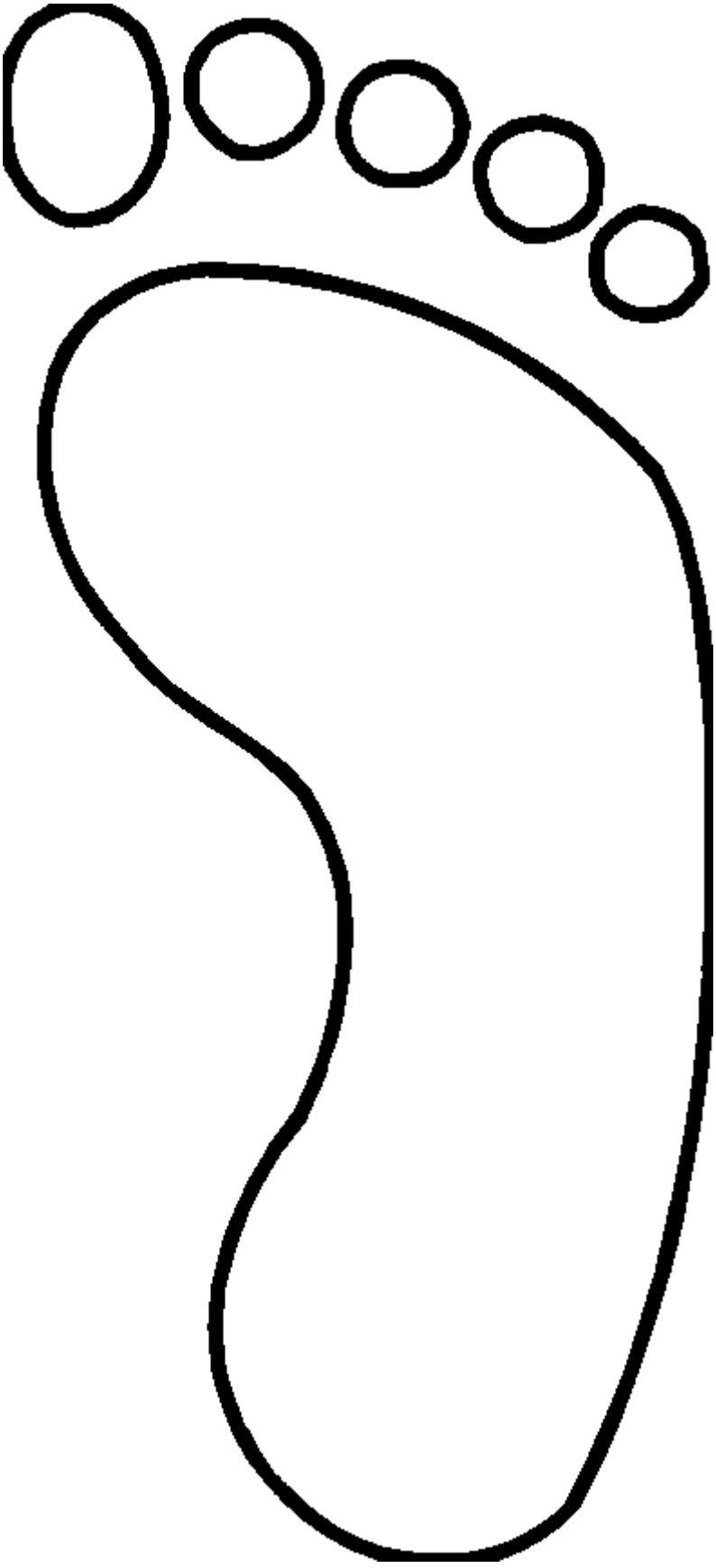
https://www.youtube.com/watch?v=6BRRGsBBKGc

Use foot template to record answers to the following questions -

- What does Jesus washing the disciples feet mean to Christians?
- How could Christians follow the example of Jesus being a servant?
- How does this guide Christians in their daily lives?

Some questions to consider –

- Why do Christians call the day Jesus died 'Good Friday'?
- Why do Christians still remember the events of Holy Week?



Bed Time Story:

Listen to Mrs Upchurch before bedtime for Chapter 21 of Charlie and The Chocolate Factory.
https://www.youtube.com/watch?v=otFpiwSc4wc

Year 4 Activities for Wednesday 3rd March

Exercise:

P.E. with Joe - https://www.youtube.com/user/thebodycoach1

OR

Just Dance - https://www.youtube.com/results?search_query=just+dance

Times Table Practice:

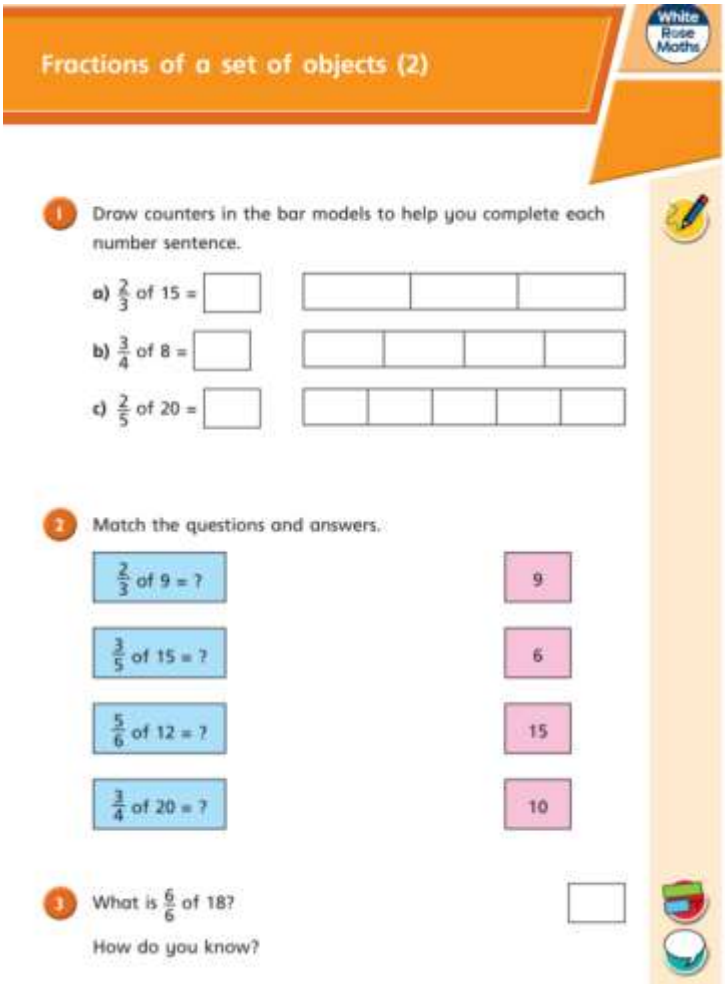
Times Table Rock Stars - https://ttrockstars.com/

Maths:

Watch White Rose Video –

https://vimeo.com/510590763

- **Mathletics**
  - Fractions Fruit Set 1
- Complete White Rose worksheets below -



Fractions of a set of objects (2)

White Rose Maths

1 Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 = ☐

b) $\frac{3}{4}$ of 8 = ☐

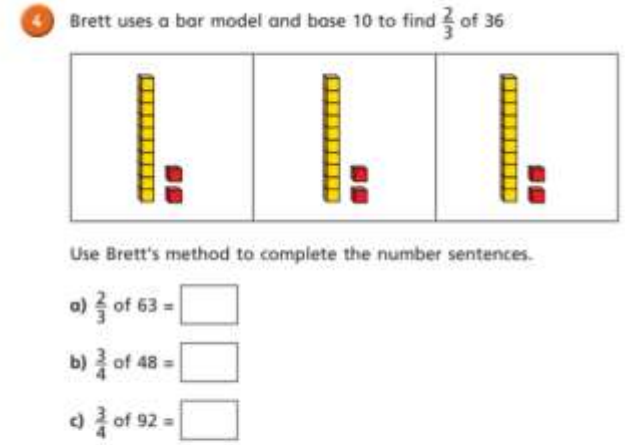
c) $\frac{2}{5}$ of 20 = ☐

2 Match the questions and answers.

$\frac{2}{3}$ of 9 = ?	9
$\frac{3}{5}$ of 15 = ?	6
$\frac{5}{6}$ of 12 = ?	15
$\frac{3}{4}$ of 20 = ?	10

3 What is $\frac{6}{6}$ of 18? ☐

How do you know?



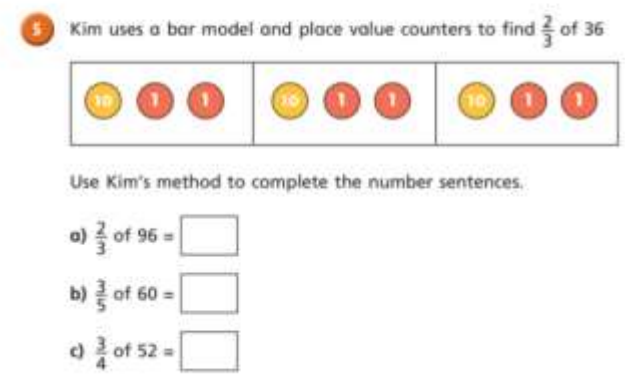
4 Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36

Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 = ☐

b) $\frac{3}{4}$ of 48 = ☐

c) $\frac{3}{4}$ of 92 = ☐



5 Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36

Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 = ☐

b) $\frac{3}{5}$ of 60 = ☐

c) $\frac{3}{4}$ of 52 = ☐

6 Complete the number sentences.

a) $\frac{2}{3}$ of ☐ = 30

b) $\frac{3}{4}$ of ☐ = 30

c) $\frac{5}{6}$ of ☐ = 30

7

Tommy: To find $\frac{3}{4}$ of 12, you divide by 4 and then multiply the answer by 3

Dexter: To find $\frac{3}{4}$ of 12, you divide by 3 and then multiply the answer by 4

Who is correct? _____

How do you know? Show your working.

8 Dora, Whitney and Ron each find a fraction of 24 using counters.

Dora: I have $\frac{5}{6}$ of 24

Whitney: I have $\frac{2}{3}$ of 24

Ron: I have 18 counters.

a) Who has the most counters? Show your workings.

_____

b) How many more counters does Dora have than Whitney? ☐

9 Write fractions to make the statements correct.

☐ of 36 < 18

☐ of 36 = 18

☐ of 36 > 18

How many different answers can you find for each? Compare with a partner.

English:

Read Chapter 22.

- This will be attached as a separate document on your class blog ☺

Read through the PowerPoint about advertisements – you may want to take notes about the key information.

Today, you will be planning an advertisement for your chocolate bar that you designed last week! On a mind map (spider diagram), collect as much information as you can about your chocolate bar. Colour these in two different colours to show positive and negative points about your design.

You will then need to plan your advert! Think about who your audience is. What will make your advert stand out?

For your chocolate bar advert you need to create -

- A name for your chocolate bar
- A slogan for your product
- A way of describing its benefits
- A healthy warning
- An attractive advert design

Use the worksheet below to plan your advert, ready to write up your script and perform tomorrow!

Chocolate name:

Slogan ideas: alliteration? Simile/ metaphor? Rhyme?

-
-
-
-
-
-

Describing its benefits:

Exaggeration:

Rhetorical questions:

Healthy warning:

Appealing adjectives:

Product information/special offers:

Guided Reading:

CHAPTER 23 – SQUARE SWEETS THAT LOOK ROUND

1. Which characters are left at this part of the story?

2. Explain how the square sweets look round.

3. Would you like to try these sweets? Why or why not?

4. What does Willy Wonka do that the three children then copy?

5. What simile is used to describe Mrs Salt?

Spellings:

Words ending –sion

Practise your weekly spelling words using continuous cursive handwriting.

division

invasion

confusion

decision

collision

television

revision

erosion

inclusion

explosion

Topic:

Science: Melting Chocolate Experiment

You've no doubt experienced chocolate melting on a hot day, so let's do some experiments to recreate these conditions as well as a few others before comparing results and coming to some conclusions.

At what temperature does chocolate go from a solid to a liquid? Is it different for white and dark chocolate? Give this fun science experiment a try and find out! Don’t forgot to complete the table below with your results!

What you'll need:

- Small chocolate pieces of the same size (chocolate bar squares or chocolate chips are a good idea)
- Paper plates
- Pen and paper to record your results

Instructions:

- Put one piece of chocolate on a paper plate and put it outside.
- Record how long it took for the chocolate to melt or if it wasn't hot enough to melt then record how soft it was after 30 minutes.
- Repeat the process with a piece of chocolate on a plate that you put inside. Record your results in the same way.
- Find more interesting locations to test how long it takes for the chocolate pieces to melt. You could try your school bag, hot water or even your own mouth.
- Compare your results, in what conditions did the chocolate melt? You might also like to record the temperatures of the locations you used using a thermometer so you can think about what temperature chocolate melts at.

What's happening?

At a certain temperature your chocolate pieces undergo a physical change, from a solid to a liquid (or somewhere in between). In a hot environment, heat is usually enough to melt chocolate, something you might have unfortunately already experienced. You can also reverse the process by putting the melted chocolate into a fridge or freezer where it will go from a liquid back to a solid.

The chocolate probably melted quite fast if you tried putting a piece in your mouth, what does this tell you about the temperature of your body? For further testing and experiments you could compare white chocolate and dark chocolate, do they melt at the same temperature?

Location (Where did you put your chocolate?)	**Temperature** (What was the temperature in the place you put your chocolate?)	**How long it took to melt** (How long did it take for your chocolate to start melting?)	**Notes**
Inside			
Outside			
On your hand			
On a radiator			
In your mouth			
In a bowl over a saucepan of boiling water			
In a bowl over a saucepan of room temp water			
In a bowl over a saucepan of cold water			

Bed Time Story:

Listen to Mrs Hayes before bedtime for Chapter 24 of Charlie and The Chocolate Factory.

https://www.youtube.com/watch?v=Kypa8JvpnGQ

Year 4 Activities for Thursday 4th March

Exercise:

P.E. with Joe - https://www.youtube.com/user/thebodycoach1

OR

Just Dance - https://www.youtube.com/results?search_query=just+dance

Times Table Practice:

Times Table Rock Stars - https://ttrockstars.com/

Maths:

Watch chocolate video –

https://www.youtube.com/watch?v=OE-e-Zs6Q5w

- Complete practical activity with your chocolate bar
  - Find ½ , ¼ , 1/3 etc.

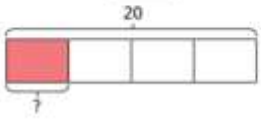
- **Purple Mash**
  – Quarters of a quantity (cloze)

- Complete White Rose worksheets below -

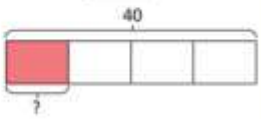
Fractions of a quantity

1 Complete the number sentences.

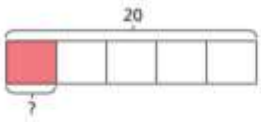
a) $\frac{1}{4}$ of 20 = ☐



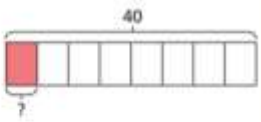
d) $\frac{1}{4}$ of 40 = ☐



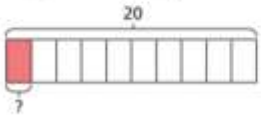
b) $\frac{1}{5}$ of 20 = ☐



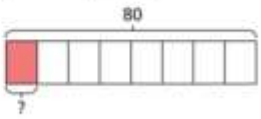
e) $\frac{1}{8}$ of 40 = ☐



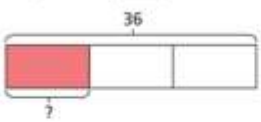
c) $\frac{1}{10}$ of 20 = ☐



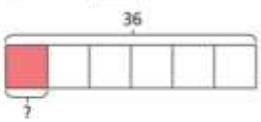
f) $\frac{1}{8}$ of 80 = ☐



g) $\frac{1}{3}$ of 36 = ☐

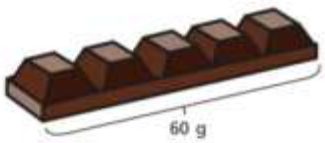


h) $\frac{1}{6}$ of 36 = ☐



2 Filip has a chocolate bar with 5 equal pieces.

The chocolate bar weighs 60 g.



a) What is the mass of one piece?

The mass of one piece is ☐ g.

b) Filip eats $\frac{3}{5}$ of the bar of chocolate.

How many grams does Filip eat?

Filip eats ☐ g of chocolate.

Challenge

3 Complete the number sentences.

a) $\frac{1}{4}$ of 24 = ☐

$\frac{3}{4}$ of 24 = ☐

c) $\frac{1}{8}$ of 32 = ☐

$\frac{5}{8}$ of 32 = ☐

b) $\frac{1}{7}$ of 35 = ☐

$\frac{3}{7}$ of 35 = ☐

$\frac{5}{7}$ of 35 = ☐

d) $\frac{5}{8}$ of 64 = ☐

$\frac{7}{8}$ of 64 = ☐

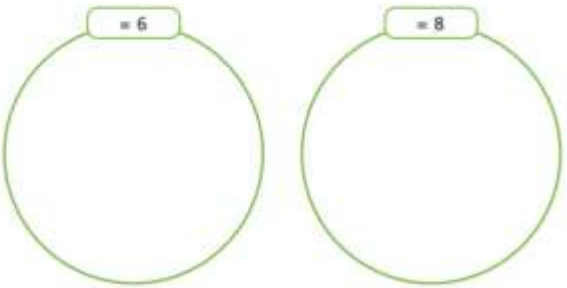
$\frac{10}{8}$ of 64 = ☐

4 Match the calculations to the answers.

$\frac{2}{3}$ of 18	18
$\frac{5}{6}$ of 18	15
$\frac{9}{10}$ of 20	16
$\frac{4}{5}$ of 20	12

5 a) Write each calculation in the correct circle.

$\frac{1}{2}$ of 16 $\quad$ $\frac{1}{4}$ of 24 $\quad$ $\frac{2}{3}$ of 9 $\quad$ $\frac{3}{2}$ of 4 $\quad$ $\frac{1}{6}$ of 48



b) Write one more calculation in each circle.

6 Write <, > or = to compare the calculations.

a) $\frac{2}{7}$ of 21 ◯ $\frac{2}{3}$ of 21

b) $\frac{3}{5}$ of 40 ◯ $\frac{2}{3}$ of 36

c) $\frac{6}{8}$ of 40 ◯ $\frac{3}{4}$ of 40

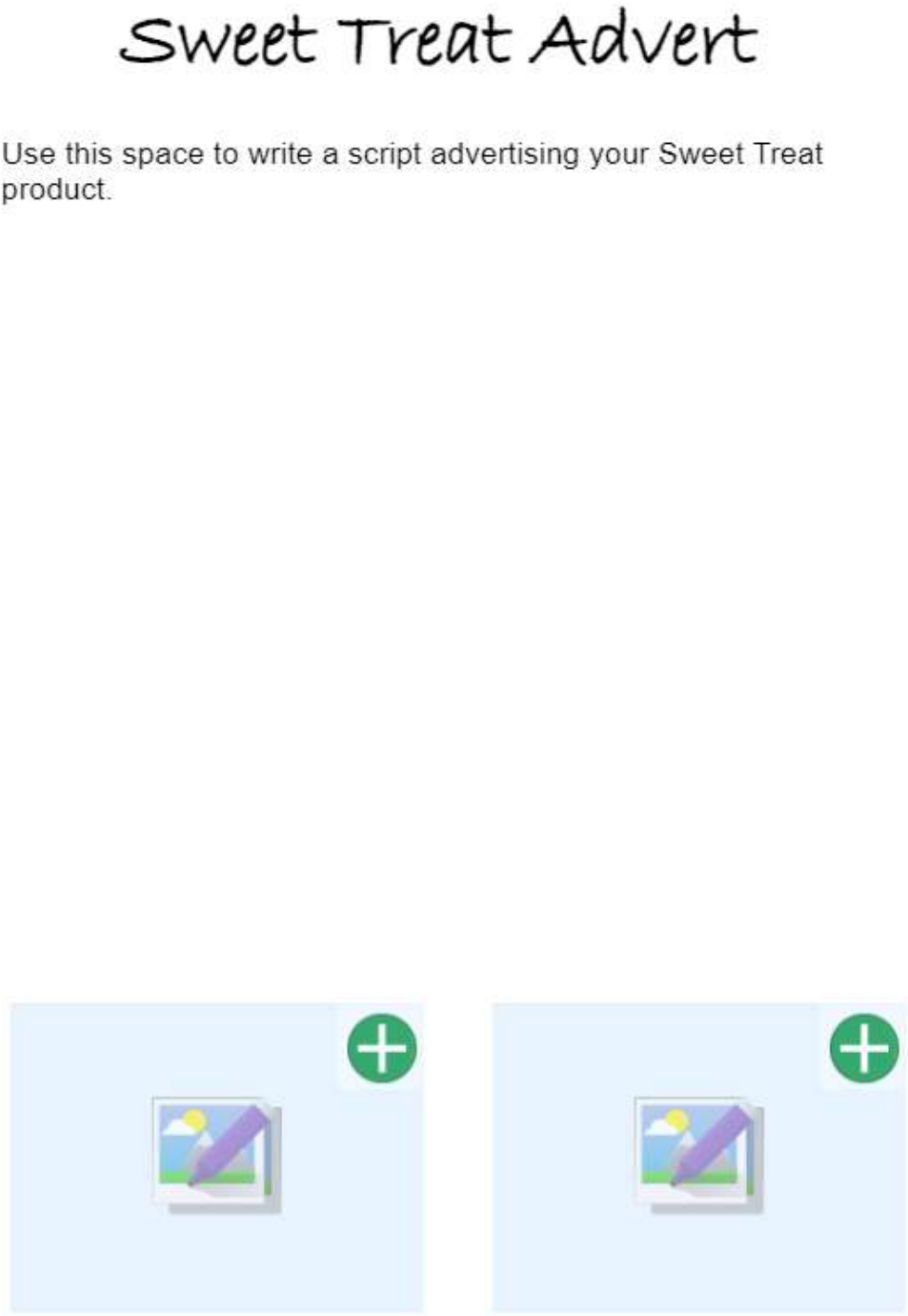
d) $\frac{6}{10}$ of 50 ◯ $\frac{3}{10}$ of 100

English:

Read Chapter 25.

- This will be attached as a separate document on your class blog ☺

Use the template on Purple Mash to write your advert script using your plan from yesterday. What is your key information about your chocolate bar? What was your slogan? How are you going to persuade people to buy your chocolate bar?



Guided Reading:

CHAPTER 26 – THE TELEVISION-CHOCOLATE ROOM

A lot of characters in this story are very quirky and have very specific interests.

Design a new character for this story who has a particular interest of their own, imagining they have also won a golden ticket for this tour.

Do they like books? Roast dinners? The internet? Or something else?

Draw a picture of them and describe what they are like. What do they do to show off what they are interested in?

Spellings:

Words ending –sion

Task: Unscramble the letters to find the word. They all end in -sion.

s a i p s n o	
e s n p o n i	
a m s n n o i	
u s e i c n s o p r	
s i u d s c o s n i	
e s t n n i o	
o f c s o n n u i	
e r s n i o v i	
c e i s n d o i	
d i a s n m o s i	
x u n s o i e r c	
e v e s n t o i i l	
o i i n v s	
t s x o n i e n e	
e m p s r o i i n s	
s s o b n e i o	
i e s o d i n m n	
a r s n s o t u i n f	
o c c u o n n i l s	
v i r n d o e s	

admission	tension	percussion	confusion	passion
mansion	pension	revision	television	transfusion
excursion	decision	discussion	vision	dimension
extension	permission	conclusion	diversion	obsession

Topic:

Science: Ice cube experiment

Discuss what you already know about heating and cooling. What happens when you heat and cool water, heat ice, chocolate? Heat passes from the warmer thing to the cooler thing, if there is a way for it to pass. Things like metals pass heat easily and therefore are not good insulators. Anything with lots of air pockets does not let heat through easily, so wool, bubble wrap, cotton wool etc. are good insulators. They neither let heat out or in, so they keep the warmer thing warm and the cooler thing cool! Flasks keep things really hot, or really cool, because a flask has two layers with a vacuum (nothing, not even air) in-between. So there is nothing to let the heat in or out.

What happens to ice lollies on a hot summer day? Why do you have to eat them fairly quickly? If you want to bring some home to your family do you think it would be a good idea to wrap them up? If so, what sort of material do you think would be best to wrap them up in?

We are going to need to think about which material our packaging for our product needs to be made of so that the product doesn't melt? Have a look at these various materials: Bubble wrap, plastic bag, tin foil, tissue, kitchen roll, paper, fabric, cotton wool etc.

Which of these materials do you think would be the best for keeping a chocolate bar cool? Second best? Worst?

How do you think we could carry out a fair test to try to answer this question?

We could wrap ice cubes in different materials and wait to see how long it takes for each cube to melt. We could compare these with an unwrapped ice cube. For fair testing, what do we keep the same? (Size of ice cube, number of layers of material, surface the ice is on). What do we change? (The material). What do we measure? (The time).

Carry out an investigation to see the effects of materials on the melting of an ice cube. Wrap each ice cube in a different material, plus one unwrapped and time how long it takes for the ice cube to begin melting. Note the order in which the ice cubes melted.

Ice Cube	Material	Time taken to melt
A		
B		
C		
D		
E		

Whichever ice cube took the longest to melt is wrapped in the material that we want to use for our product packaging. I wonder which one it will be?

Bed Time Story:

Listen to Miss Hammond before bedtime for Chapter 27 of Charlie and The Chocolate Factory.

https://www.youtube.com/watch?v=eDNO2x1vNHw

Year 4 Activities for Friday 5th March

Exercise:

P.E. with Joe - https://www.youtube.com/user/thebodycoach1

OR

Just Dance - https://www.youtube.com/results?search_query=just+dance

Times Table Practice:

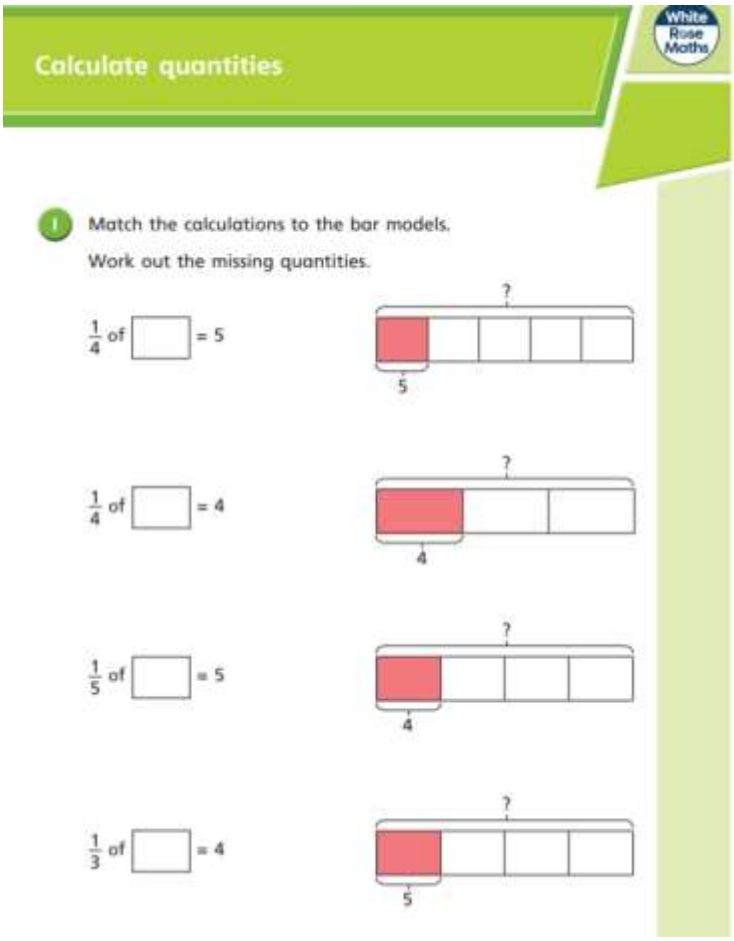
Times Table Rock Stars - https://ttrockstars.com/

Maths:

Watch the White rose video –

https://vimeo.com/511578840

- **Mathletics**
  – Test (Fractions)
- Complete white rose worksheets below -



Calculate quantities

White Rose Maths

1 Match the calculations to the bar models.

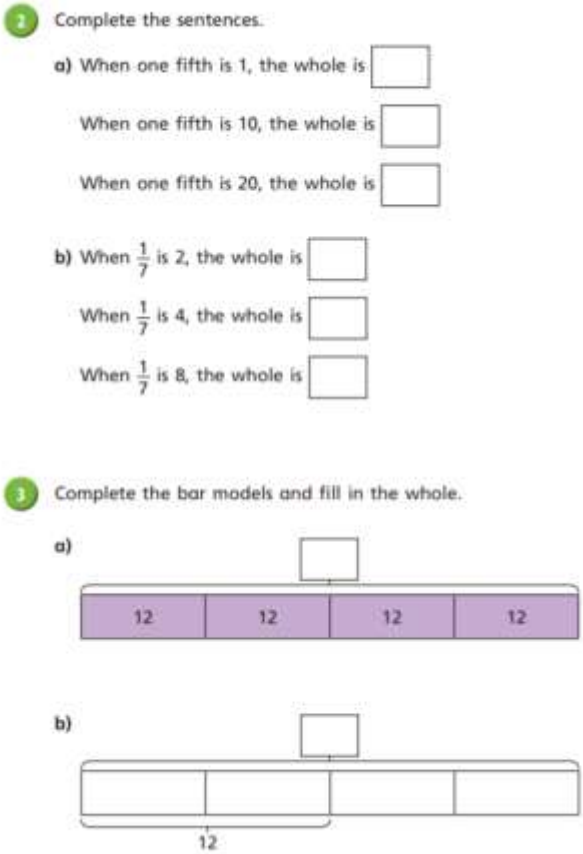
Work out the missing quantities.

$\frac{1}{4}$ of ☐ = 5

$\frac{1}{4}$ of ☐ = 4

$\frac{1}{5}$ of ☐ = 5

$\frac{1}{3}$ of ☐ = 4



2 Complete the sentences.

a) When one fifth is 1, the whole is ☐

When one fifth is 10, the whole is ☐

When one fifth is 20, the whole is ☐

b) When $\frac{1}{7}$ is 2, the whole is ☐

When $\frac{1}{7}$ is 4, the whole is ☐

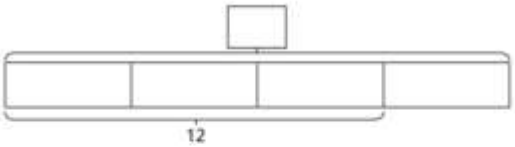
When $\frac{1}{7}$ is 8, the whole is ☐

3 Complete the bar models and fill in the whole.

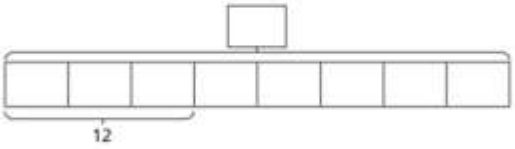
a)

b)

c)



d)



4 Complete the calculations.

a) $\frac{1}{2}$ of ☐ = 30

b) $\frac{1}{2}$ of ☐ = 15

c) $\frac{1}{4}$ of ☐ = 15

d) $\frac{3}{4}$ of ☐ = 15

e) $\frac{3}{7}$ of ☐ = 15

f) $\frac{5}{7}$ of ☐ = 15

g) $\frac{5}{7}$ of ☐ = 35

h) $\frac{7}{5}$ of ☐ = 35

5 Dora and Mo have a full bottle of juice.

Dora drinks $\frac{2}{5}$ of the juice.

Mo drinks $\frac{1}{5}$ of the juice.

There is 150 ml of juice left in the bottle.

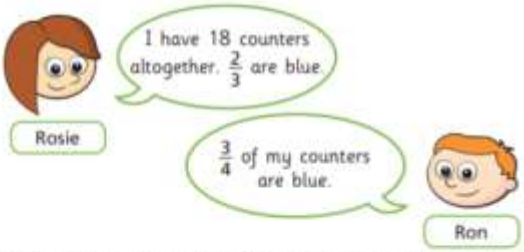
How much juice was in the full bottle?

☐ ml

6 Rosie and Ron are collecting red and blue counters.

They have the same number of blue counters.

They have a different number of red counters.



a) How many counters does Ron have altogether?

☐

b) How many red counters do they each have?

Rosie has ☐ red counters.

Ron has ☐ red counters.

English:

Read Chapter 28.

- This will be attached as a separate document on your class blog ☺

Watch the chocolate room scene in both films.

- Willy Wonka & the Chocolate Factory (1971)

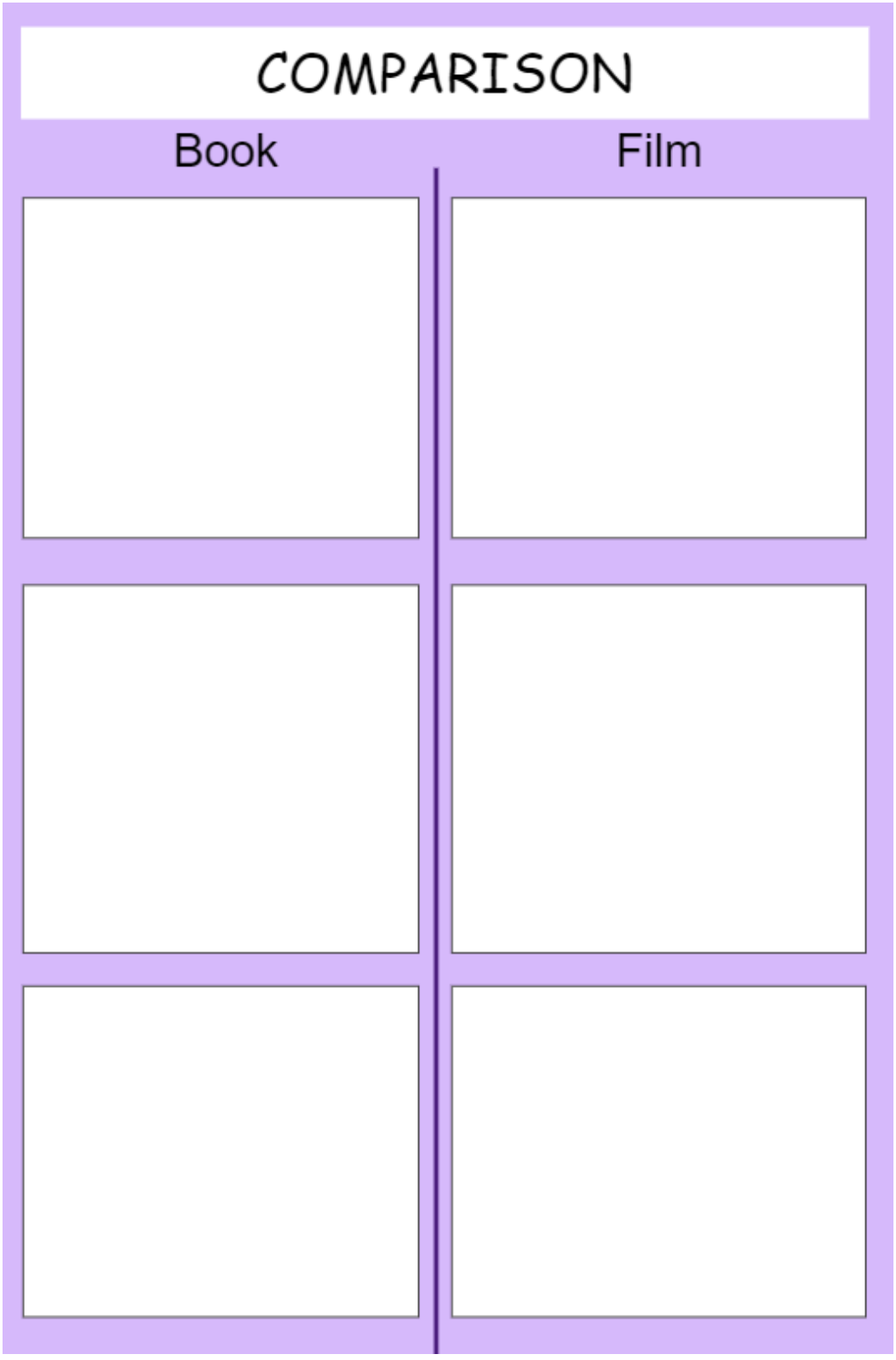
https://www.youtube.com/watch?v=lp0yIfnXxi4

- Charlie and the Chocolate Factory (2005) -

https://www.youtube.com/watch?v=OMFQtY6655E

Use the worksheet on Purple Mash to compare the films with the chapter in the book.

- What is the same?
- What is different?
- How do they compare to <u>both</u> the films?
- How are the characters presented?
- How is the setting portrayed in both the films? Is it similar to the book?
- What did you like in the book?
- What did you like in the films?



Guided Reading:

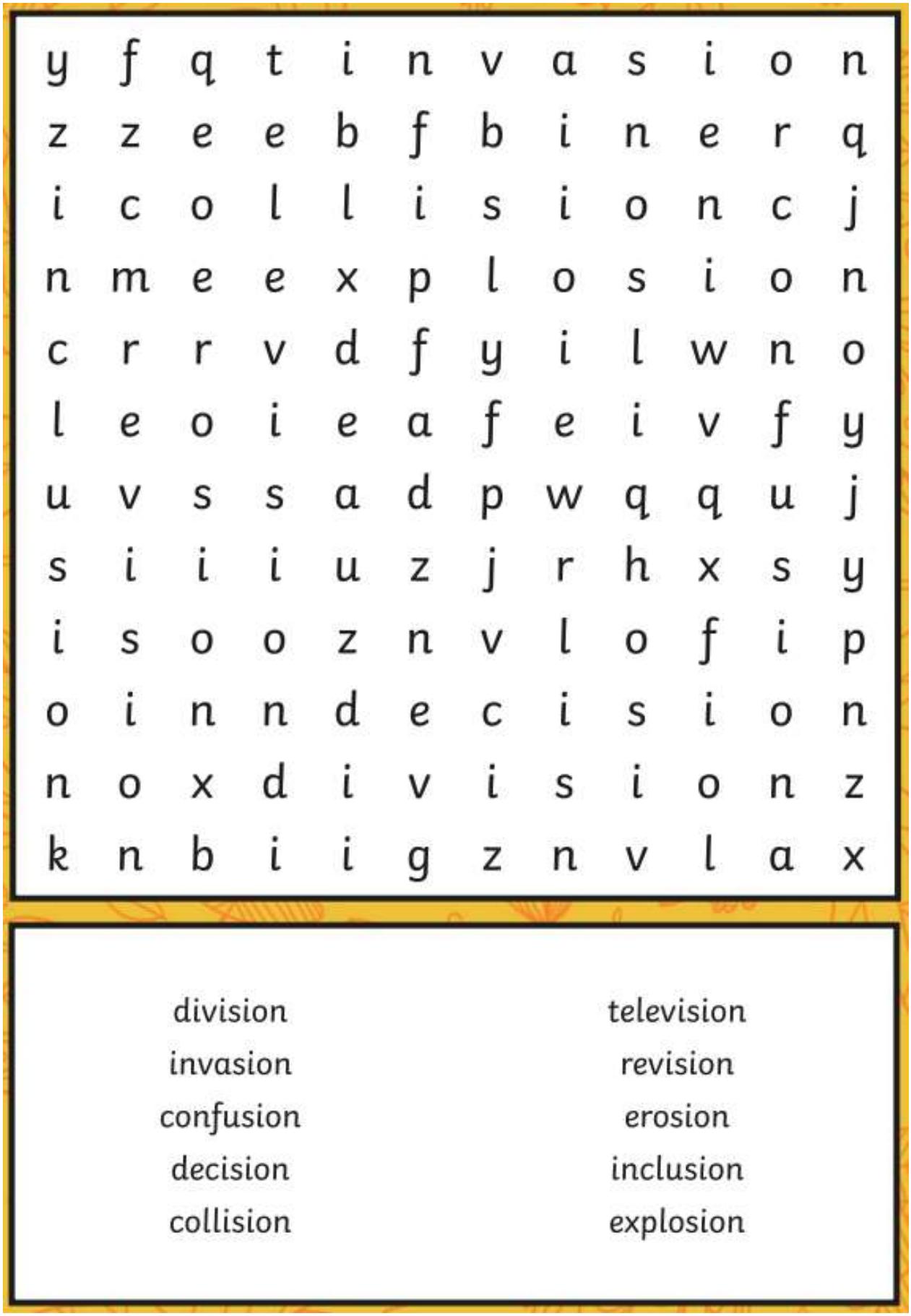
CHAPTER 29 – THE OTHER CHILDREN GO HOME

- Read Chapter 29

- Reading for pleasure

Spellings:

Words ending –sion



y	f	q	t	i	n	v	a	s	i	o	n
z	z	e	e	b	f	b	i	n	e	r	q
i	c	o	l	l	i	s	i	o	n	c	j
n	m	e	e	x	p	l	o	s	i	o	n
c	r	r	v	d	f	y	i	l	w	n	o
l	e	o	i	e	a	f	e	i	v	f	y
u	v	s	s	a	d	p	w	q	q	u	j
s	i	i	i	u	z	j	r	h	x	s	y
i	s	o	o	z	n	v	l	o	f	i	p
o	i	n	n	d	e	c	i	s	i	o	n
n	o	x	d	i	v	i	s	i	o	n	z
k	n	b	i	i	g	z	n	v	l	a	x

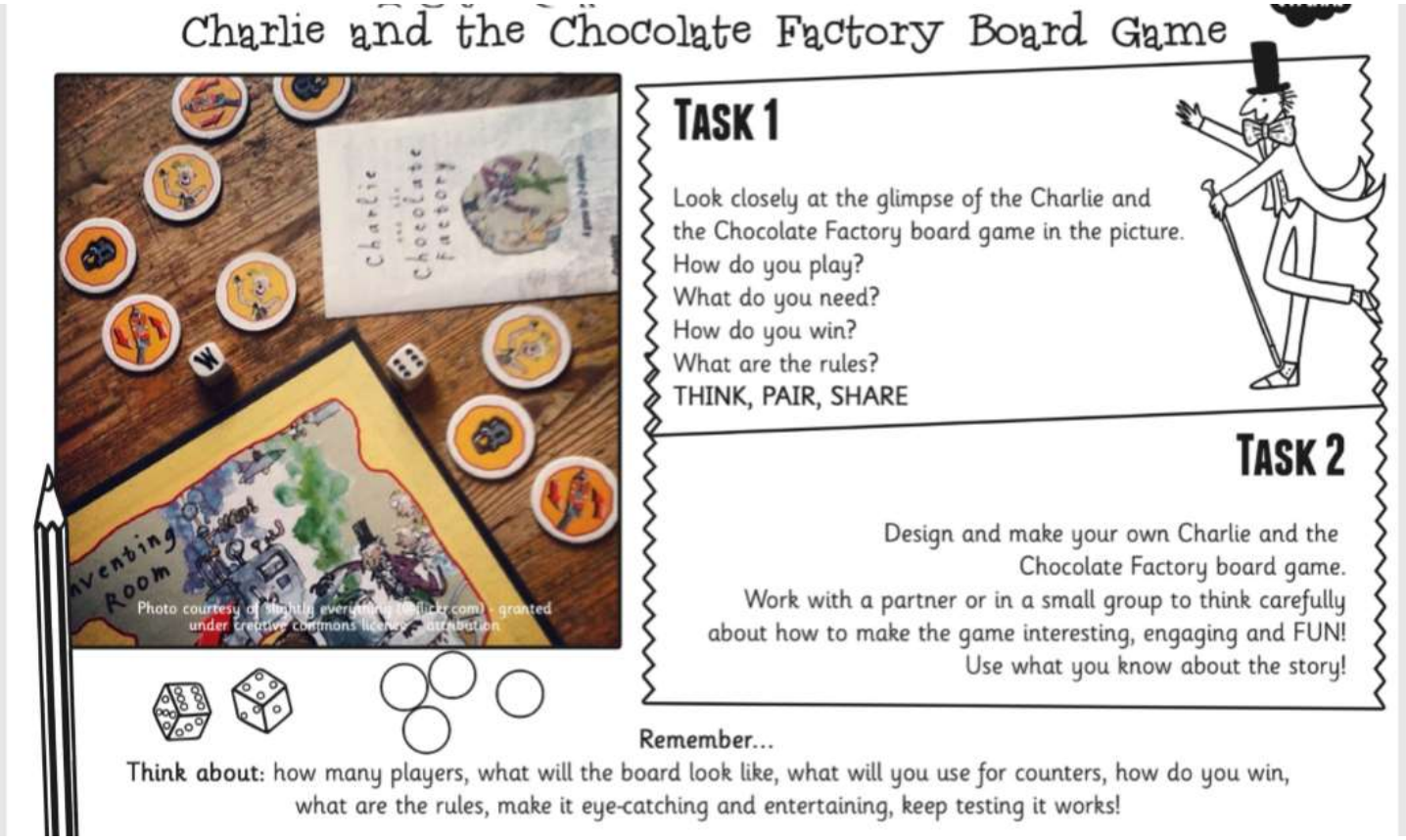
division
invasion
confusion
decision
collision

television
revision
erosion
inclusion
explosion

Topic:

Look closely at the glimpse of the Charlie and the Chocolate Factor board game in the picture

Complete Task 1



Complete Task 2: Design and make your own Charlie and the Chocolate Factory board game. Think carefully about how to make the game interesting, engaging and fun. Use what you know about the story to add into your board game.

Look on the attached sheet (above) for more ideas and inspiration.

Bed Time Story:

Listen to Miss Miskin before bedtime for the LAST chapter of Charlie and The Chocolate Factory.

https://www.youtube.com/watch?v=GkvdCb_a-c8

We are so excited to see you on Monday!!

Have a lovely weekend! Year 4 Team ☺