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Home Learning Pack Year 4

Guidance and Answers

Week 10

29/06/2020

Classroom
secrets★

KIDS



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This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

Monday

Maths – Interpret Charts (page 2)

Question 1 – This question shows two different chart types; a **bar chart** and a **pictogram**.

A **bar chart** shows information using rectangular bars of different heights. The vertical axis shows numbers and the horizontal axis shows what is being investigated.



A **pictogram** shows information using pictures or symbols. It has a key to show how many items each picture or symbol represents.

Children must look at the two charts and decide whether the data from the **pictogram** has been accurately converted into a **bar chart**. Children must write true if they agree it is correct or false if they disagree.

The correct answer is **False**, the scale should go up in 2s, not in 10s and the labels for M Hussain and JK Taylor have been mixed up.

Question 2 – This question uses a **bar chart** and has a statement from Ben. Children must read this statement and decide whether they think Ben is correct.

The correct answer is **No Ben is not correct**, 20 children got 21 or more answers correct in a minute.

Question 3 – This question uses a **pictogram** and a **tally chart** which is a way to collect data quickly. Data is shown using lines that are grouped into fives as shown below.

Pets	
Dogs	
Cats	
Tortoise	
Fish	

Children must look at the data that has been collected in the tally chart and decide whether a pictogram using one circle representing one pet is the best way to present the information.

There are various answers for this question, one example is given below. **No**, a pictogram that uses a scale of 1 picture = 1 pet is not the best chart. A pictogram that uses a scale of 1 picture = 2 pets would be a better way of presenting the information.

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Monday

English – Adding Prefixes and Suffixes to make New Words (page 3)

A **root word** is basic word that has not been changed by a **prefix** or a **suffix**.

A **prefix** is a group of letters added to the start of a **root word**. Examples of prefixes are 'un', 'dis' and 'mis'. The prefix changes the meaning of the root word, for example usual and unusual, regard and disregard

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'.

Question – For this activity, children have been given a list of **root words** and a **prefix** and **suffix** bank. They must change each **root word** into a new word by adding a **prefix** and a **suffix** to each one using the bank of examples to help. Children may find it helpful to say the words aloud to check whether they make sense with the chosen **prefixes** and **suffixes**.

There are a number of possibilities for some of the words. Some suggested correct answers are shown below.

unusually

uncovered

dishonestly

unlikeable

disappearance

reacted

disallowed

unpredictable

unkindness

disagreement

uncomfortable

misleading

disinfected

unexpected

unhelpful

unreasonable

disconnected

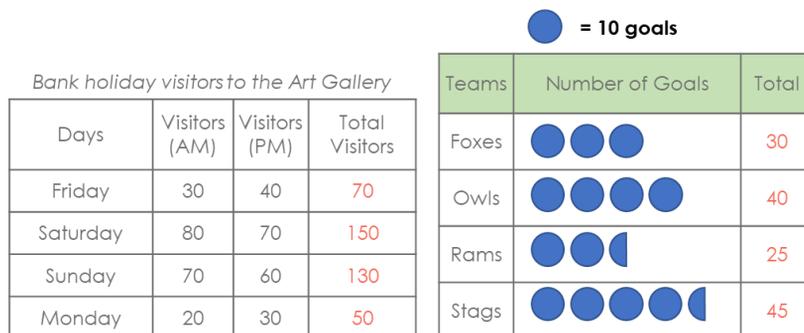
unsuccessful

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Tuesday

Maths – Comparison, Sum and Difference (page 4)

Question 1 – For this question, children have been given a table with some data missing and a **pictogram** (as explained on page 2) with the totals missing. Children must use the information in the charts to complete the totals for each set of data.



Question 2 – For this question, children are given two **bar charts** (as explained on page 2). They must look at the charts and compare the differences between Year 3 and Year 4's favourite subjects. Once they have calculated the differences, children must write three questions that compare the two sets of data.

The correct differences are: 5, 5, 10, 10

There are various answers for the questions, three examples are given below:

Which year group prefers science? Which subject got the least votes? Which subject got 60 votes altogether?

Question 3 – In this question, children are given a **pictogram** and a **bar chart** to compare. They must look at the data and identify the things that are the same in both sets and the things that are different.

There are various answers, some examples are shown below.

Same – daffodils were the most common in both data sets, 50 tulips were counted in both data sets.

Different – the number of daisies, bluebells and daffodils found, A shows the least common flower was bluebells but data set B shows the least common was tulips.

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Tuesday

English – Present Tense (page 5)

A **verb** is an action word such as jump, skip, shout.

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

Present progressive tense expresses continuing action that is occurring now, for example: I am listening. It is formed using the verb 'to be' with the present participle.

Question 1 – For this task, children must read the sentence and choose the correct verbs given to complete the gaps in the **present tense**.

The correct sentence is I **ride** my bike to school, but sometimes I **sleep** in and **get** the bus at 8 o'clock.

Question 2 – In this question, children must use their knowledge of **present progressive tense** to identify the verbs in the given sentences. It may help children to remind them that this tense is formed using the verb to be with the present participle.

A – She is gripping the dog's lead tightly so it can't escape.

B – The escaped tiger is running down the streets and the zookeepers are racing after him.

C – She is humming a tune and the children are dancing along.

Question 3 – For this question, children are given a sentence and a statement. Ruby says that she has underlined all **verbs** written in the **present progressive tense**. Children must decide whether they think Ruby is correct. Once they have decided, they must write a sentence to explain their choice.

Ruby is incorrect as she has missed out the present progressive verb 'is circling' which is another ongoing action.

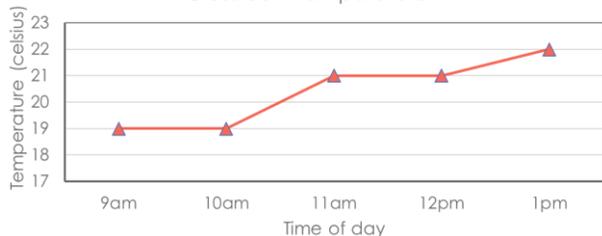
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Wednesday

Maths – Introducing Line Graphs (page 6)

Question 1 – For this question, children are given a table with data missing alongside a **line graph**. A **line graph** is used to display information which changes over time. It is plotted on a graph as a series of points joined with straight lines.

Classroom Temperature



Children must use the information on the **line graph** to complete the data missing from the table. The completed table is shown below.

Time	Temp
9am	19°C
10am	19°C
11am	21°C
12pm	21°C
1pm	22°C

Question 2 – This question again shows a **line graph** which children need to use to answer the questions given. Children may find it helpful to use a ruler to help them to read the information from the **line graph**.

A. 26mm, B. 2mm, C. 8mm

Question 3 – This question provides children with a completed data table alongside a completed **line graph**. Children are given a statement describing the data. Children must decide whether this statement is true or false and then write a sentence to explain their choice.

The statement is false. The points for Monday and Tuesday have been plotted correctly, but those for Wednesday, Thursday and Friday have been plotted incorrectly.

This week's pack supports the [Week 10 timetable](#) on Classroom Secrets Kids.

Wednesday

English – Writing Challenge – Letter (page 7)

In this activity children are asked to choose a person that they can write a letter to. This may be someone they know, or it might be someone famous that they admire. This letter is specifically a thank you letter to express gratitude for all of the things they do to help others.

Children are provided with a checklist of things that they should try to include in their letter.

Children should write in full, detailed sentences and there is a list of features below that you might like to encourage children to include in their letter.

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.

An **adverb** is type of word that usually gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday and 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 **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example, although or because.

Standard English is the formal way of writing and speaking.

A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme.

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Thursday

Maths – Line Graphs (page 8)

Question 1 – For this question, children must read each of the questions about the given **line graphs** (as explained on page 6) and use the information displayed to find the answer. Children may find it useful to use a ruler to help them to read the information on the **line graph**.

A. 54 cm; B. July; C. 9cm; D. 6cm.

Question 2 – Children are provided with a **line graph** showing Tara's running in P.E. lessons. Children must identify the answers to the questions given and also identify the question that is missing from the answer that is given. Again, children may find it helpful to use a ruler when reading the information on the **line graph**.

A. 25 metres; B. Yes, she was faster running 50 to 75 metres; C. There are various answers one question is given below – How long did it take Tara to run 50 to 100 metres?

Question 3 – For this question, children are given a **line graph** and a selection of stories that may match the data shown. Children must read each of the stories and decide which matches the data shown on the **line graph**. Once children have decided, they must write a sentence to explain their choice.

Max is correct because at 9am the temperature was 5 degrees and at 5pm it was 4 degrees. The temperature had decreased by 1 degree.

This week's pack supports the [Week 10 timetable](#) on Classroom Secrets Kids.

Thursday

English – Improve Your Writing with Proofreading (page 9)

Question – For this task, children are asked to identify mistakes that have been made in the piece of writing.

An **exclamation** is a type of sentence used when the writer wants to convey emotion or excitement. In the primary curriculum, exclamations begin with the words how or what, and end with an exclamation mark. For example: What a beautiful day!

A **proper noun** is a specific name for a person, place or thing. It is always capitalised.

A **complete sentence** begins with a capital letter, has a main clause (see definition) and finishes with a full stop, question or exclamation mark. A complete sentence expresses an idea or thought, always contains a verb and must include the correct punctuation. A complete sentence should always make sense on its own.

Boxer dogs **are** an intermediate size breed of dog, originally bred to be guard dogs. **They are** now **working** dogs. **They** are **typically between one** foot and nine inches and two **feet** tall. **However they** are **one** inch taller at the shoulder. **They weigh between** sixty and seventy pounds as well as **living** to an age of between ten and twelve years.

Boxer dogs originated in Germany but after World War 1, they were introduced to the United States of America. **Boxer dogs are** square-headed and muscular. **They have** short and shiny coats which are fawn or brindle with flashy white markings. **Many** Boxers have docked tails and cropped ears.

Boxer dogs **have** a **playful** nature and boundless energy and **they** can be known as the “Peter Pan” of dog breeds. **Boxer dogs are** very loving so **they** often act as lapdogs and will lie as close to **their** owners as possible. **Boxers are** renowned for their **great** love, affection and loyalty to the families **they live** with.

Boxer dogs are high-spirited, happy and energetic. **They** often paw enthusiastically, cat-like, at their toys, food bowls and even at their owners. **When** they are excited, they often “kidney bean”, a little **dance** where they **twist** their body into a semi-circle, similar to the shape of a kidney bean and then turn in circles.

Boxer dogs also make a unique sound, called a “woo-hoo”, when they want something or are **excited**. **It is not** exactly a bark but rather **sounds** like they are saying “woo-hoo, put your attention on **looking** at me!”

But life isn't all fun and games for all Boxer dogs. **Because of** their strength, bravery and courage, Boxer dogs have a wide role and are used in the military and the police, as well as search-and-**rescue** work. **When** specifically **trained** for guard work, Boxer dogs **are** stupendous watchdogs and will **restrain** an intruder in the same manner as a Mastiff. Boxer dogs also excel in obedience, agility and schutzhund (a demanding three-phase competition event that tests the dog's tracking, obedience, and protection abilities).

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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-4/>

English – Revision (online)

Follow the link to play a game which recaps using different suffixes!

<https://kids.classroomsecrets.co.uk/resource/year-4-using-suffixes-game/>

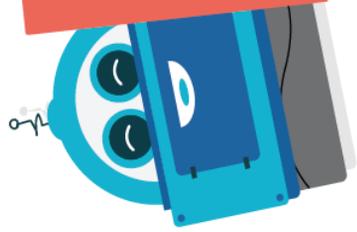
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Assembly Activity

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 _____



This week's pack supports the Week 10 timetable on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – A Load of Rubbish (pages 10 -15)

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. Why do you think the author has written some words in capital letters in the first paragraph?

The words are all in capitals to show that the words have two meanings, one that makes sense in the sentence and one to give clues about the story.

2. What were Kyle and Ayden planning to do at the start of the day?

They were planning to go for a bike ride around the park.

3. Underline 4 sentences in the extract below that show how Ayden is feeling.

“Hey Ayden!” I called as I cycled over to him. Ayden grunted. He was kneeling next to his bike and was inspecting the front tyre. He wore an irritated look. “What’s the matter?” I asked, putting down my bike and walking towards him.

“Sorry, Kyle, I’ve got a flat tyre. Not only that, but my chain keeps falling off too...this bike is a piece of garbage! I’m going to throw it away.” Ayden stood up and kicked the bike’s tyre. He folded his arms and huffed loudly.

4. Which word would you say best describes Ayden's feelings at this point in the story?

annoyed

X

outraged

furious

seething

5. Find and copy two words from the text that describe Mother Earth's dress.
sparkly and green

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Additional Resources

English – Guided Reading – A Load of Rubbish (pages 10 -15)

6. Match each word to the correct definition.

huffed	horrible or bad
remarkable	looking over very carefully
tutted	different or unusual, outstanding
vile	to make a 'tutting' sound at someone to show impatience or dislike
inspecting	to breathe out sharply in anger

7. What does Ayden's brother use the recycling bin for?

His fishing equipment.

8. Find 4 different words used in the text that can replace 'said'.

1. agreed
2. cried

3. yelled
4. offered

9. Kyle says, 'eventually, I found my voice'. What do you think this means?

Kyle was speechless when Mother Earth visited him and eventually, as he calmed down, he managed to speak again.

10. True or false? Mother Earth says that recycling is simple to do. Find and copy a sentence to explain your choice.

True because the text says: You know, recycling is so easy to do.

11. Find and copy the words in the text that can be replaced with the words below.

True because the text says: You know, recycling is so easy to do.

1. break down –	decompose
2. repair –	fix
3. bottle –	container

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Additional Resources

English – Guided Reading – **A Load of Rubbish** (pages 10 -15)

12. Match each word to the correct definition.

It takes **450** years for plastic to break down.

It takes **one million** years for glass to break down.

13. Put these events in the correct order.

Mother Earth disappears.

7

Mother Earth tells the children she has been ill.

4

The plastic containers speak to the boys.

5

Kyle and Ayden meet in the park.

1

The glass bottles talk to the boys.

6

Mother Earth visits Kyle and Ayden.

3

Ayden is annoyed his bike is broken.

2

14. What do you think is the key message of the story?

The message is that people should look after the planet by making sure they put all of their litter into the bin.

The message is that people should reduce, reuse and recycle to reduce their carbon footprint and help save the planet.

The message is the children need to start learning about recycling so that they can protect the future of the planet.

15. Why do you think that the story finishes with a question?

This question requires a more personal response. Two examples are given below.

It makes the reader think about the subject matter and how it relates to their own lives.

It makes the reader think about what they will do to reduce their own carbon footprint.