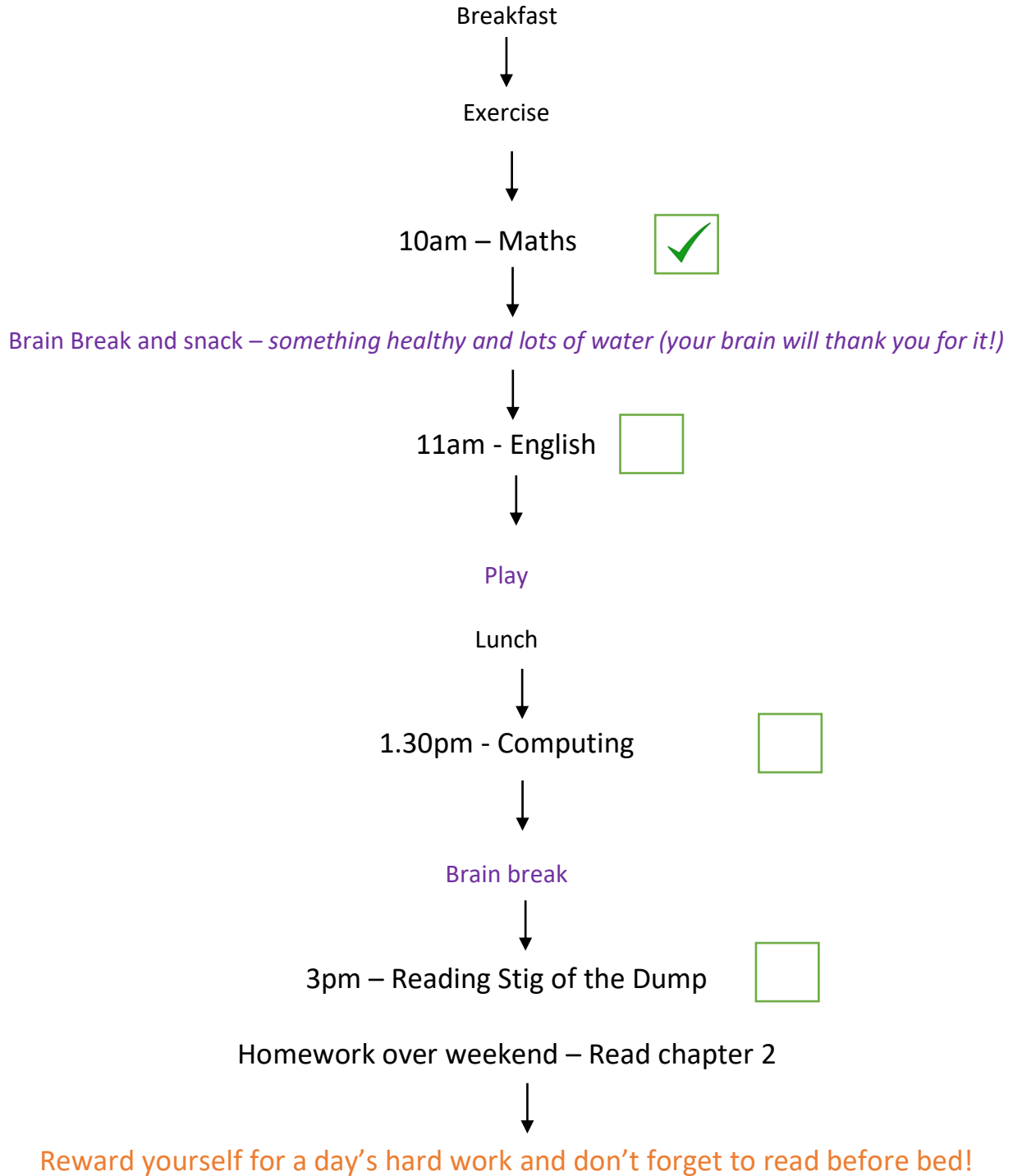


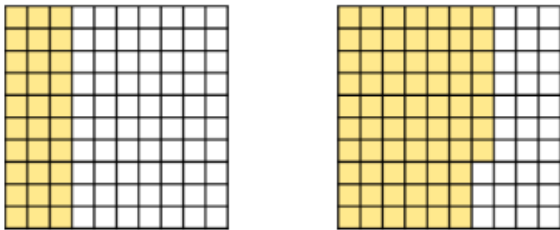
Year 4NK Christ Church Timetable

Day 5 – Friday 27th March 2020

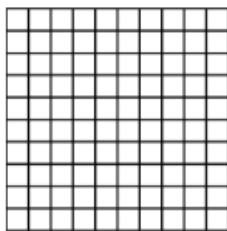


Maths- Decimals task 1

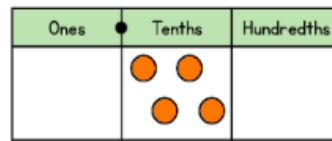
- 1 Each hundred grid represents one whole. What fraction of each grid is shaded?



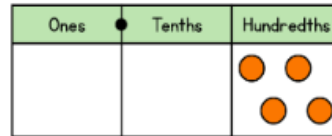
Shade 7 hundredths of this grid.



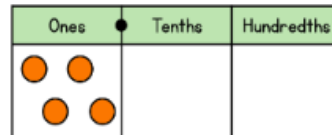
- 2 Draw lines to match each place value grid to the correct number.



4



0.04



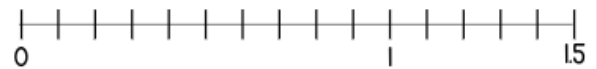
0.4

- 3 Draw lines to show where each number would go on the number line.

9 tenths

$$\frac{50}{100}$$

1.2



- 4 Teddy makes a number using counters.



Complete the sentences.

There are ____ tenths and ____ hundredths.

Teddy's number is _____

- 5 Alex writes a number in a place value grid.

Ones	Tenths	Hundredths
5		

Alex divides her number by 10

Write down her answer in this place value grid.

Ones	Tenths	Hundredths

- 6 Use this place value grid to show the answer to $39 \div 100$

Tens	Ones	Tenths	Hundredths

- 7 Fill in the missing numbers.

$$8 \div 100 = \square$$

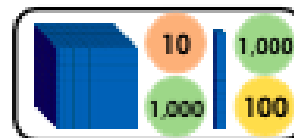
$$51 \div 10 = \square$$

$$\square \div 100 = 0.01$$

Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds down to 3,000



B. Rounds up to 4,000

Three thousand, six hundred and eighteen

C. Rounds down to 4,000

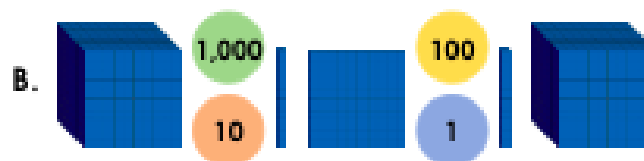
Three thousands and fourteen hundreds



PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. Two thousand, nine hundred and seventy-six



C. Thirty-five hundreds and forty ones

Explain your reasoning.



R

3a. Josh is thinking of a number.

He says,



My number has seven thousands, fifteen hundreds and eleven ones, and it rounds up to eight thousand.

Is he correct?

Explain your reasoning.



R

The hole in the wall



I was puzzled. Things just kept disappearing from our garden. At first it was just small things, like my toy car, then larger things began to go missing. Dad's lawnmower vanished. Mum's favourite plant pot with her favourite plants in. Gone! Just gone!

My parents kept saying that there were thieves on our street. I believed them. Of course I believed them! Why wouldn't I believe them, they're my parents?! Sneakily, I got into the habit of looking out of my bedroom window with my camera, in the hope that I would catch a snapshot of the crooks in action.

One afternoon, after I had got in from school and done my homework, I stood at my bedroom window. I was ready. I had my camera in hand. I then watched in amazement and shock as the giant oak tree, that had stood in our garden since before I was born, was dramatically wrenched from the ground by an unseen force. Its great branches and straggling roots and shaking, green leaves began to be pulled towards a hole, the size of a pound coin, in our garden fence. I watched as the tree began to be squeezed, again by this unseen force, through the hole in the fence.

A minute later I was standing with my camera at the ready, peering through the hole in the fence, desperate to find out what had happened to all the things from our garden. Then...I felt it...My eye began to feel as if it was being squeezed. My head felt as if it was being pulled towards the fence. My whole body seemed to be moving. Suddenly...Pop!

Discussion

Question 1: If you could take a photograph of the 5 happiest moments of your life so far, what would they show?

Question 2: What 5 events of your future would you like to take a photograph of?

Writing/drawing

Task 1: Can you make a list of feelings that the boy is experiencing? Can you then begin a sentence with a feeling?

Example: Curious, the boy peeked through the hole in the fence.

Task 2: Can you draw what the boy can see through the hole in the fence?

Task 3: These sentences are 'sick' and need help to improve. Can you help? Could you add an adverb?

The boy went towards the fence. He looked through the hole. He was excited.

Task 4: Can you continue the story? What was on the other side?

Computing

LO: To create a maze on scratch

I can:

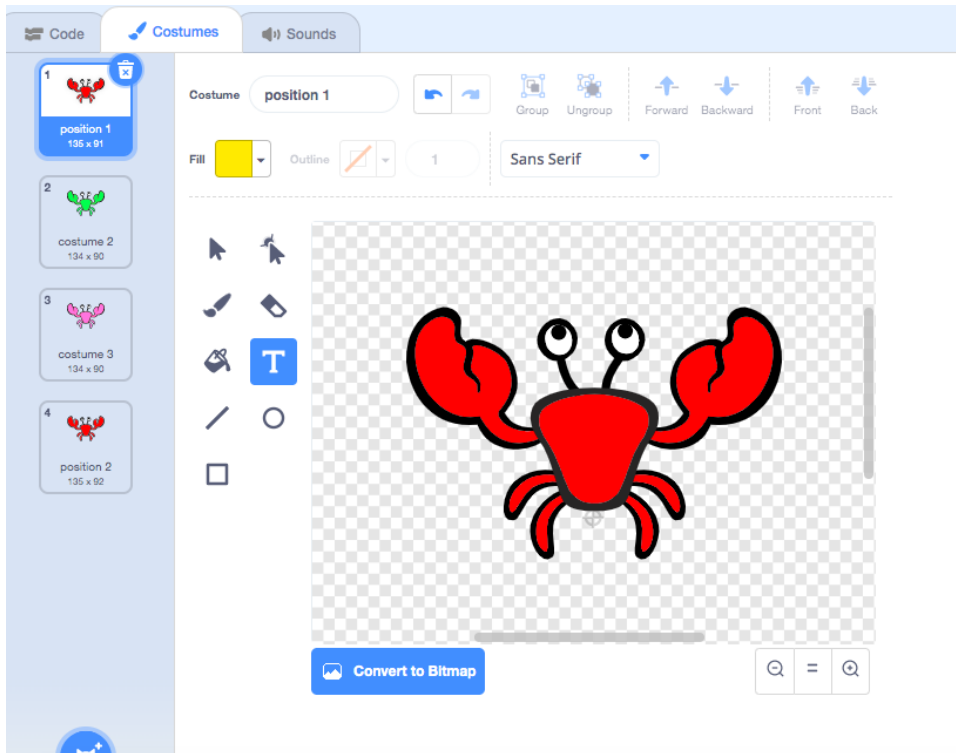
- Create a sprite with different costumes
- Chose a background and edit to create a maze
- Broadcast messages to change costumes
- Instruct the sprite to move

Miss Kennedy's underwater maze:
Aim: To move the crab around the maze

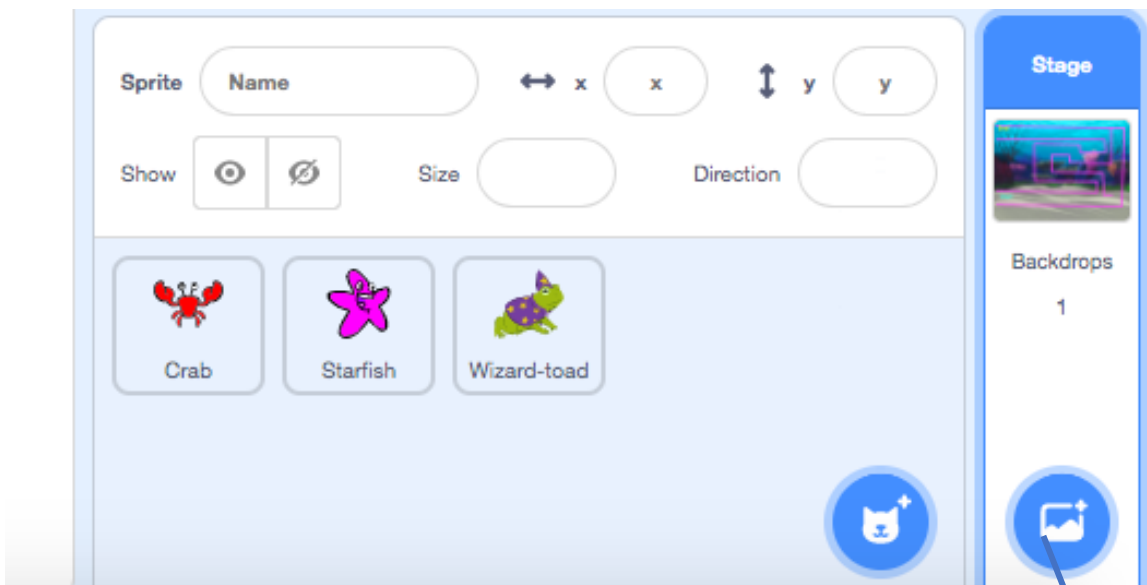


Step 1: Open scratch on the internet
<https://scratch.mit.edu/>

Step 2: Pick a sprite and add costumes by changing the colour.
Remember to duplicate the first costume and delete any others

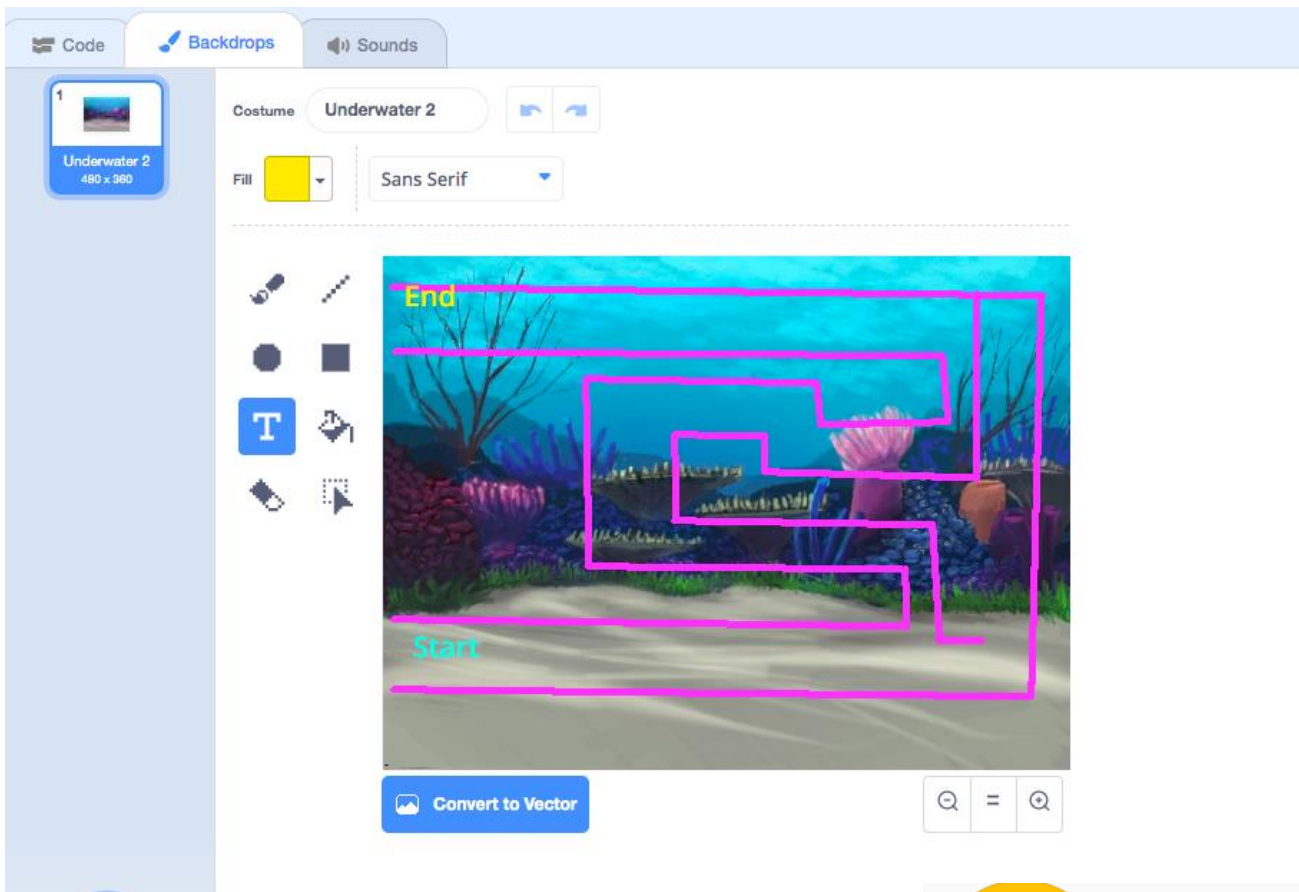


Step 3: Add background

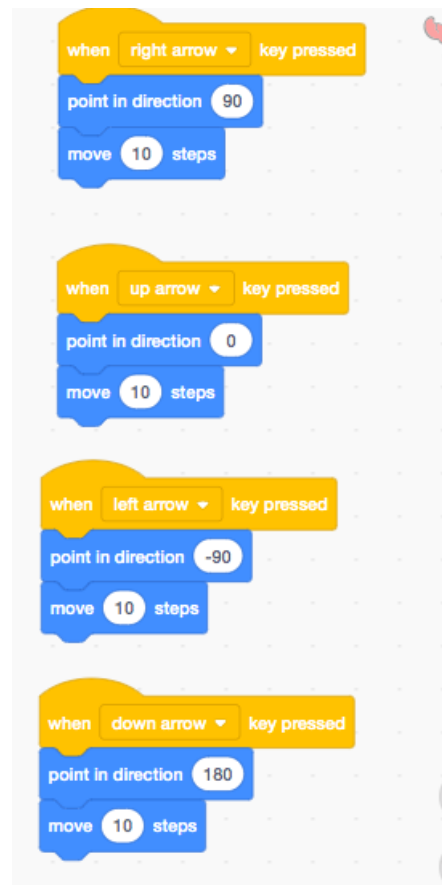


This is how you add a background

Step 4: Edit background using drawing tools to add maze



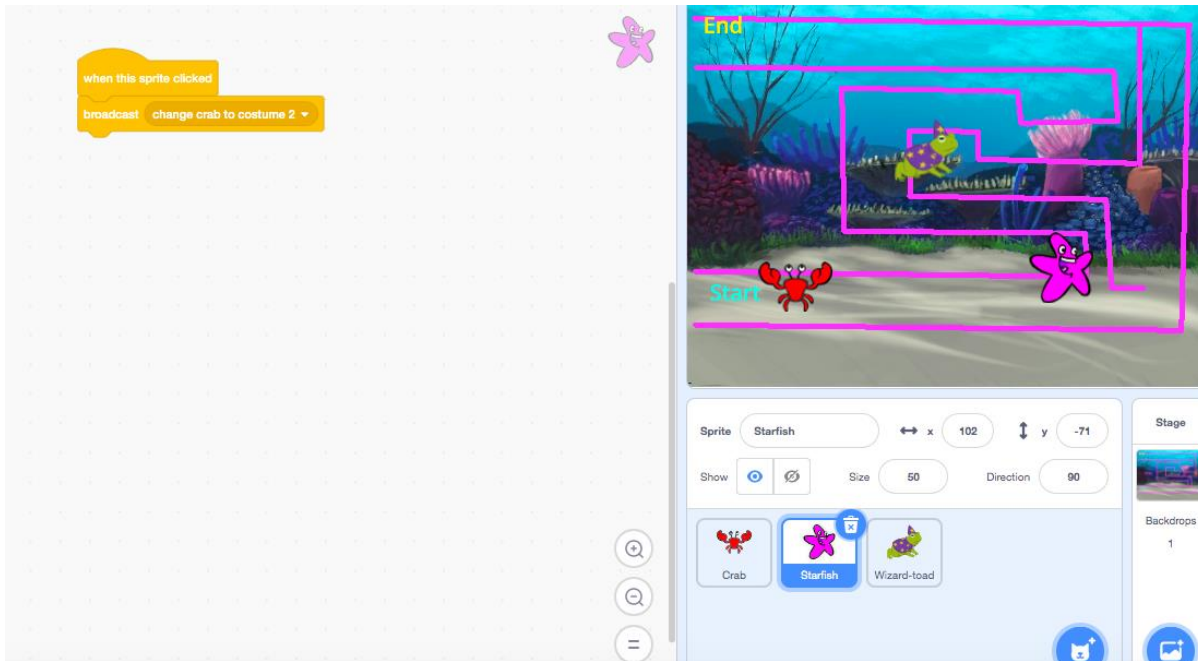
Step 5: Move sprite using the EVENTS and MOTION codes



CHALLENGE

Can you broadcast instructions to change your sprites costume?
Can you add different sprites and broadcast instructions from them?

Example:



Reading

Task 1: Chapter 1 questions

1. What is the main setting for the chapter?
2. Where does Barney get his pocket-knife from?
3. What does Stig do with Barney's pocket-knife?
4. How do Stig and Barney communicate?
5. How do we know that Barney doesn't always do as he's told? (Inference)
6. How do we know that Stig is resourceful? (Inference)

Task 2 (Homework): Read chapter 2