Home Learning: Year 4 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 4	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	https://uk.ixl.com/math/year-4/what-decimal-number-is-illustrated	.https://uk.ixl.com/math/year-4/convert-between-decimals-and-fractions	https://uk.ixl.com/math/year-4/understanding-decimals-expressed-in-words	https://uk.ixl.com/math/year-4/round-decimals-to-the-nearest-whole-number	https://uk.ixl.com/math/year-4/put-decimal-numbers-in-order
Four Days of Reasoning (Monday - Thursday)	https://whiterosemaths.com/homelearning/year-4/ Summer week 6 (w/c 1st June) **Worksheets (and answers) for each lesson can be found below.**	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. *If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y5.* ***If your child struggles with maths, they could work on the learning set for year groups lower down the school.***			
Friday	Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson(s). You can also use the visual tool by clicking on the link above. Please practise your times table and division facts. You could also spend some time on https://www.bbc.co.uk/bitesize/subjects/z826n39 Guardians: Defenders of Mathematica (start with the Addition and Subtraction section).				

Home Learning: Year 4 English

Y4	Day 1	Day 2	Day 3 & Day 4	Day 5
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.			
Writing	**LO: Revise conjunctions** Read *The Sorting Hat*. Have you read or seen this part of the story before? How do you think you would feel if you were there in the Great Hall? https://www.youtube.com/watch?v=A0cla_h_f8M **Remind yourself about clauses and conjunctions** Use the *Revision Card* (below) to remind yourself. Complete the *Conjunctions Activity*. You can use the *List of Conjunctions* to help. **Extension (optional)** Watch the film clip of the Sorting Hat again. Now write some sentences about the scene. Use conjunctions in your sentences, using the *List of Conjunctions*. Well done! Now show a grown-up your sentences. **Try these Fun-Time Extras** Can you find out which house you belong to? Ask a grown-up to help you register and then use this Sorting Ceremony website: https://my.wizardingworld.com/sorting-hat/intro	**LO: To infer meaning** Read *Broomstick Lesson*. How do you think Harry was feeling? How is Madam Hooch described? How would you feel to be taught by her? Watch the film version of this scene (this covers the whole lesson). What do you notice about the opening scene? Think about what is different to the book? What is the same? https://www.youtube.com/watch?v=yTS1VlvlGRg Think about how you would feel at different parts of the Broomstick lesson. Complete *How would you feel?* Use some of the *Emotion Vocabulary* in your answers. Design a broomstick. Make a labelled diagram to show its magical features. **Optional:** Can you make your own broomstick charm? Follow the instructions on this video: https://www.wizardingworld.com/features/learn-how-to-make-broomstick-charm	**LO: to plan and write a short story** Imagine that you and your classmates are taking part in a Broomstick Lesson. Describe what you do and how you feel, what happens to you and what happens to other people. Use *Conjunctions List (see day one)* and include some sentences with conjunctions, joining clauses together. If you like, you can use the Planning Guide provided below. Don't forget to re-read and edit your story before uploading it to Class Dojo.	**LO: Learn spellings** Learn the new set of spellings you have been set by Ms Ross (see below). Use a strategy that suits you. There are some ideas below. You do NOT necessarily need to print out this sheet and fill it in. (If you do, please remember to CHECK as you go along and ask an adult to check all spellings are correct by the time you reach the 3rd column.) You will have another lesson in a week's time when you will be asked to get someone to test you on the words. You will also be able to work on the words some more in that lesson if you need more time.

Home Learning: Year 4 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Activity Afternoon
LO: consider origin of the food we eat Why are different foods grown in different countries? • What sort of foods that you and your family eat are grown in other countries? (How many can you remember?!) • Look at this website https://www.oddizzi.com/features/sample-content/foodmiles/ to find out why the UK and other countries import food. Does it matter that so much of our food is grown in other countries? • Write down 2 or 3 problems with buying food that is grown in countries a long way away from the UK, and write down 2 or 3 ways families could reduce their food miles	**LO Understand environmental change** • Play the habitat game https://www.abpischools.org.uk/topic/animal-habitats/2 to learn more about where different animals live and why. • Make a list of some animals and plants that could exist in a local wildlife area. • Write a list of positive and negative effects on the animals and plants if a new, very busy road was built next to a wildlife area (use the examples if needed)	**LO: Understand Vikings as raiders** • Look at the picture of Viking warriors • Make a list of the clothing and equipment you can see and think of anything else you can learn from the picture. • Read the information https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zy9j2hv about Viking Raiders and use the information to draw and label a Viking warrior and a Viking longship	The Christian festival of **Pentecost** was celebrated on Sunday 31st May. Watch the video to find out what the Bible tells us happened at Pentecost. http://request.org.uk/restart/2017/07/12/pentecost-2/ Can you imagine what it must have been like to be there when the Holy Spirit landed on each of Jesus's followers? Christians also celebrate Pentecost as the birthday of the Church. Learn more about how the Church began here: https://request.org.uk/restart/2014/06/10/pentecost/ See below for some activities linked to Pentecost.	Spend this afternoon enjoying: A PE lesson with Mr Henwood: https://www.youtube.com/user/DHenwood84 Listening to a story: https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ A music lesson with Mr Dollard: https://www.ccht.rbkc.sch.uk/learning-at-home/year-4-learning/
Everything is Interesting – Are You Ready for a Challenge?				

Day 1 **(answers can be found at the bottom of resources for this week's learning)**

Add 2 or more fractions

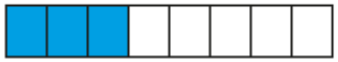
1 Complete the additions.

a) 

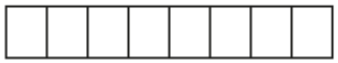
$\frac{1}{5} + \frac{2}{5} = \square$

b) 

$\frac{1}{5} + \frac{3}{5} = \square$

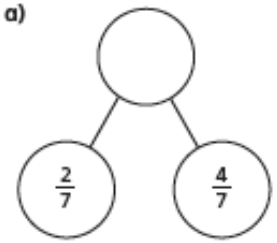
c) 

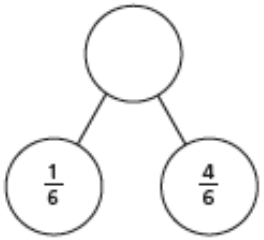
$\frac{3}{8} + \frac{3}{8} = \square$

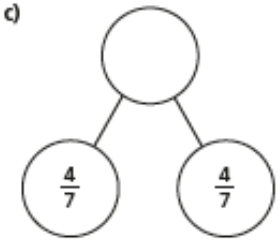
d) 

$\frac{3}{8} + \frac{1}{8} = \square$

2 Complete the part-whole models.

a) 

b) 

c) 

d) Which part-whole model is the odd one out?

Explain your choice to a partner.

Did you both have the same answer?

3 Complete the additions.

a) $\frac{3}{7} + \frac{3}{7} = \square$

b) $\frac{3}{7} + \frac{4}{7} = \square = \square$

c) $\frac{4}{5} + \frac{3}{5} = \square = \square$

d) $\frac{8}{5} + \frac{6}{5} = \square = \square$

e) $\frac{8}{11} + \frac{6}{11} = \square = \square$

f) $\frac{4}{11} + \frac{4}{11} + \frac{6}{11} = \square = \square$

g) $\frac{3}{11} + \frac{3}{11} + \frac{8}{11} = \square = \square$

h) $\frac{3}{7} + \frac{3}{7} + \frac{8}{7} = \square = \square$

4

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

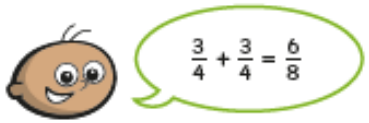
What could the missing numerators be?

Give four different possibilities.

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4} \qquad \frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4} \qquad \frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

5 Tommy is adding fractions.



Explain why Tommy is incorrect.

_____

_____

_____

6 Complete the number sentences.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{7}{8}$

b) $\frac{3}{8} + \frac{\square}{8} = 1$

c) $\frac{3}{16} + \frac{\square}{\square} = 1$

d) $\frac{4}{9} + \frac{\square}{9} = \frac{11}{9} = 1\frac{\square}{9}$

e) $\frac{4}{9} + \frac{\square}{9} = \frac{13}{9} = 1\frac{\square}{9}$

f) $\frac{4}{9} + \frac{\square}{9} = \frac{\square}{9} = 1\frac{7}{9}$

g) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

7 Rosie, Whitney and Teddy have each been for a walk.

Rosie walked $\frac{5}{8}$ km.

Whitney walked $\frac{7}{8}$ km.

Teddy walked $\frac{3}{8}$ km.

a) How far did they walk altogether? ☐ km

b) Jack also went for a walk.

Altogether the four children walked 3 km.

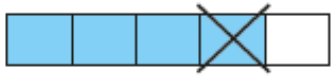
How far did Jack walk? ☐ km

Day 2

Subtract 2 fractions

1 Complete the subtractions.

a)



$\frac{4}{5} - \frac{1}{5} = \square$

b)

$\frac{4}{5} - \frac{2}{5} = \square$

c)

$\frac{5}{7} - \frac{3}{7} = \square$

d)

$\frac{7}{9} - \frac{4}{9} = \square$

2 Complete the calculations.

a) $\frac{7}{10} - \frac{3}{10} = \square$

b) $\frac{2}{3} - \frac{1}{3} = \square$

c) $\frac{6}{6} - \frac{6}{6} = \square$

d) $\frac{3}{4} - \frac{1}{4} = \square$

e) $\frac{9}{11} - \frac{3}{11} = \square$

f) $\frac{6}{7} - \frac{4}{7} = \square$

g) $\frac{8}{93} - \frac{2}{93} = \square$

h) $\frac{10}{991} - \frac{3}{991} = \square$

3 Complete the subtractions

a) $\frac{9}{5} - \frac{6}{5} = \square$

b) $\frac{9}{5} - \frac{5}{5} = \square$

c) $\frac{9}{5} - \frac{4}{5} = \square = \square$

d) $\frac{9}{2} - \frac{4}{2} = \square = \square$

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

f) $\frac{11}{3} - \frac{4}{3} = \square = \square$

g) $\frac{14}{3} - \frac{4}{3} = \square = \square$

h) $\frac{15}{3} - \frac{5}{3} = \square = \square$

4 Jack has $2\frac{1}{4}$ kg of potatoes.

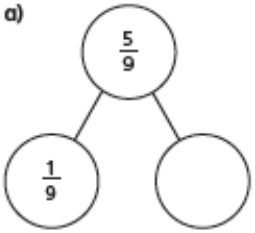
He uses $\frac{5}{4}$ kg of potatoes.

How many kilograms does he have left?

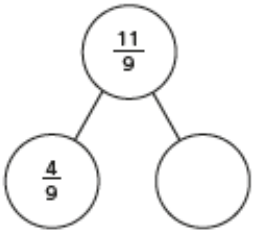
Jack has ☐ kg left.

5 Complete the part-whole models.

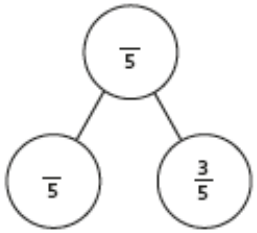
a)

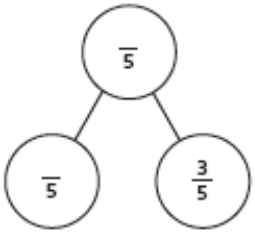


b)



6 Complete the part-whole model in two different ways.





7 Fill in the missing numerators.

a) $\frac{10}{11} - \frac{\square}{11} = \frac{7}{11}$

b) $\frac{10}{11} - \frac{\square}{11} = \frac{7}{11} - \frac{4}{11}$

c) $\frac{10}{11} - \frac{4}{11} = \frac{\square}{11} - \frac{7}{11}$

d) $\frac{15}{4} - \frac{\square}{4} = 2$

e) $\frac{9}{4} - \frac{1}{4} = \frac{\square}{4} + 1$

f) $\frac{11}{4} - \frac{3}{4} = \frac{11}{3} - \frac{\square}{3}$

8 Alex and Annie are taking turns playing a computer game.

Annie plays for a total of $2\frac{1}{4}$ hours.

Annie plays for $\frac{3}{4}$ of an hour more than Alex.

How much time do they spend in total playing on the game?

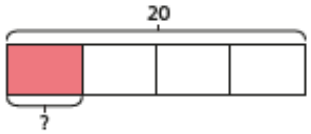
☐ hours

Day 3

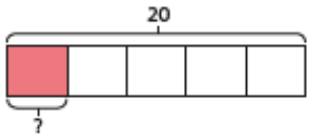
Fractions of a quantity

1 Complete the number sentences.

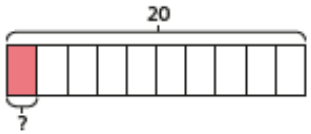
a) $\frac{1}{4}$ of 20 = ☐



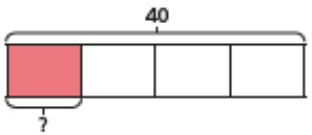
b) $\frac{1}{5}$ of 20 = ☐



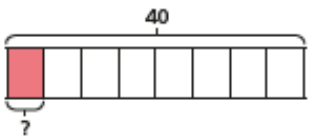
c) $\frac{1}{10}$ of 20 = ☐



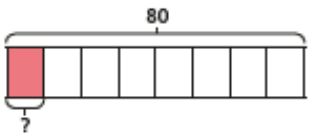
d) $\frac{1}{4}$ of 40 = ☐



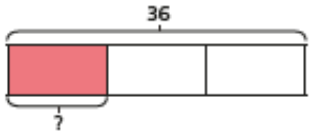
e) $\frac{1}{8}$ of 40 = ☐



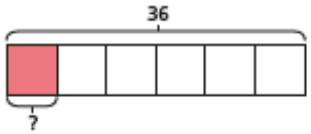
f) $\frac{1}{8}$ of 80 = ☐



g) $\frac{1}{3}$ of 36 = ☐

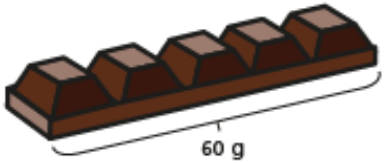


h) $\frac{1}{6}$ of 36 = ☐



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.

3 Complete the number sentences.

a) $\frac{1}{4}$ of 24 = ☐

$\frac{3}{4}$ of 24 = ☐

b) $\frac{1}{7}$ of 35 = ☐

$\frac{3}{7}$ of 35 = ☐

$\frac{5}{7}$ of 35 = ☐

c) $\frac{1}{8}$ of 32 = ☐

$\frac{5}{8}$ of 32 = ☐

d) $\frac{5}{8}$ of 64 = ☐

$\frac{7}{8}$ of 64 = ☐

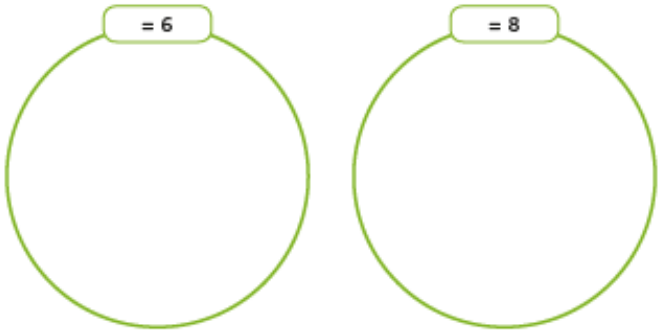
$\frac{10}{8}$ of 64 = ☐

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

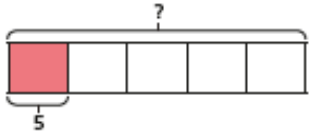
Day 4

Calculate quantities

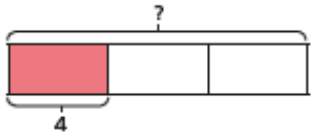
1 Match the calculations to the bar models.

Work out the missing quantities.

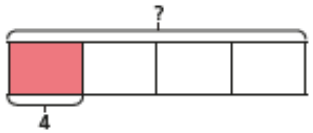
$\frac{1}{4}$ of ☐ = 5



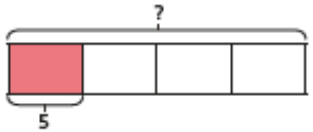
$\frac{1}{4}$ of ☐ = 4



$\frac{1}{5}$ 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 ☐

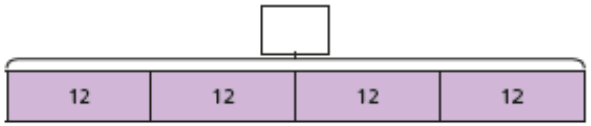
b) When $\frac{1}{7}$ is 2, the whole is ☐

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

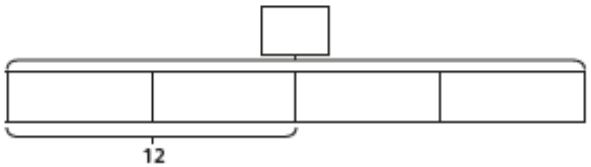
When $\frac{1}{7}$ is 8, the whole is ☐

3 Complete the bar models and fill in the whole.

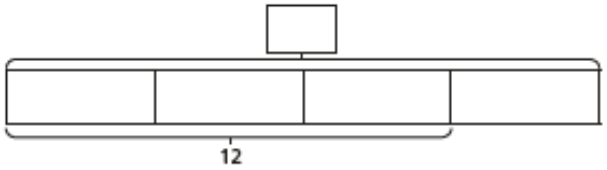
a)



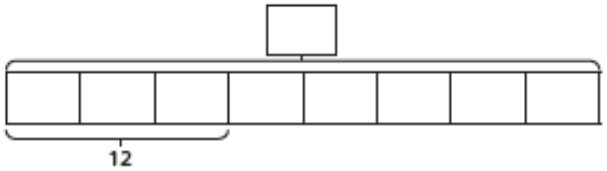
b)



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.

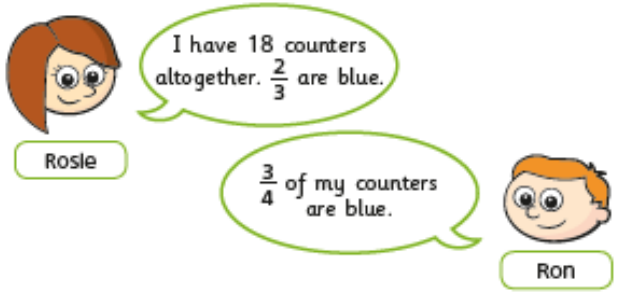
How much juice was in the full bottle?

☐ 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 Day 1 - The Sorting Hat

The door swung open at once. A tall, black-haired witch in emerald-green robes stood there. She had a very stern face and Harry's first thought was that this was not someone to cross.

'The firs'-years, Professor McGonagall,' said Hagrid.

'Thank you, Hagrid. I will take them from here.'

She pulled the door wide. The Entrance Hall was so big you could have fitted the whole of the Dursleys' house in it. The stone walls were lit with flaming torches like the ones at Gringotts, the ceiling was too high to make out, and a magnificent marble staircase facing them led to the upper floors.

They followed Professor McGonagall across the flagged stone floor. Harry could hear the drone of hundreds of voices from a doorway to the right – the rest of the school must already be here – but Professor McGonagall showed the first-years into a small empty chamber off the hall. They crowded in, standing rather closer together than they would usually have done, peering about nervously.

'Welcome to Hogwarts,' said Professor McGonagall. 'The start-of-term banquet will begin shortly, but before you take your seats in the Great Hall, you will be sorted into your houses. The Sorting is a very important ceremony because, while you are here, your house will be something like your family within Hogwarts. You will have classes with the rest of your house, sleep in your house dormitory and spend free time in your house common room.

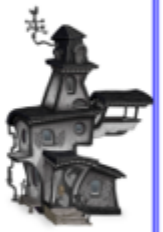
From: JK Rowling - Harry Potter and the Philosopher's Stone

English Day One – Revision Card

Clauses

Clauses are groups of words with an active verb and a subject; they make sense.

Harry looked around in amazement.
They stepped through the archway.
The sun shone brightly on a stack of cauldrons.
A cobbled street twisted out of sight.



The subject is 'the doer' of the verb; it can be a noun or pronoun.

Conjunctions are joining words

They help add more detail by joining new **clauses**...
explaining **when**, **why** or **where** something happened.

A main clause — A new clause

Harry looked around in amazement **until** they stepped through the archway

a conjunction

Different conjunctions help us add different types of information

When?
before
after
when
while
as
until

Why?
because
as
so

Where?
where
wherever

I am worn... until I declare which house a student should join.

I am worn because I can sense where you belong.

I am worn where students are judged.

Conjunctions Activity

Highlight or underline the conjunctions in these sentences.

Re-write the sentence using a different conjunction.

Does this change the meaning of the sentence?

Example

Hermione smiled with satisfaction while aiming the curse at Draco.
Hermione smiled with satisfaction *after* aiming the curse at Draco.

1. Hermione made a disappearing spell while Professor Snape wasn't looking.
2. Harry Potter released Hedwig because Dudley hurt him.
3. Ron skidded along the floor when it was wet.
4. Dudley's shirt buttons popped open as he ate his roast dinner.
5. The snake slithered quickly because he was hurt.
6. The Whomping Willow tried to hit Hermione because she was too near.
7. The Great Hall was lit with a thousand candles because it was dark outside.
8. Hagrid fed his dragon when he left for Privet Drive.
9. Moaning Myrtle cried in the toilets because she ran away.

List of Conjunctions

When?
before
after
when
while
as
until
Why?
because
as
so
Where?
where
wherever

Broomstick Lesson

At three-thirty that afternoon, Harry, Ron and the other Gryffindors hurried down the front steps into the grounds for their first flying lesson. It was a clear, breezy day and the grass rippled under their feet as they marched down the sloping lawns towards a smooth lawn on the opposite side of the grounds to the Forbidden Forest, whose trees were swaying darkly in the distance.

The Slytherins were already there, and so were twenty broomsticks lying in neat lines on the ground. Harry had heard Fred and George Weasley complain about the school brooms, saying that some of them started to vibrate if you flew too high, or always flew slightly to the left.

Their teacher, Madam Hooch, arrived. She had short, grey hair and yellow eyes like a hawk.

‘Well, what are you all waiting for?’ she barked. ‘Everyone stand by a broomstick. Come on, hurry up.’

Harry glanced down at his broom. It was old and some of the twigs stuck out at odd angles.

‘Stick out your right hand over your broom,’ called Madam Hooch at the front, ‘and say, “Up!”’

‘UP!’ everyone shouted. Harry’s broom jumped into his hand at once, but it was one of the few that did. Hermione Granger’s had simply rolled over on the ground and Neville’s hadn’t moved at all. Perhaps brooms, like horses, could tell when you were afraid, thought Harry; there was a quaver in Neville’s voice that said only too clearly that he wanted to keep his feet on the ground.

JK Rowling - Harry Potter and the Philosopher's Stone

English Day Two - How Would You Feel?

How would you feel as the lesson was starting?

How would you feel as you gave the 'Up' command?

How would you feel as you got on your broomstick?

How would you feel as it started to fly?

How would you feel when it came back to land?

Emotion Vocabulary

happy
content
pleased
relaxed
peaceful
jolly
pleased
glad

overjoyed
delighted
excited
thrilled
elated
ecstatic
jubilant
over the moon
tickled pink
on cloud nine

unhappy
sad
upset
down
disappointed
troubled

scared
afraid
worried
troubled
concerned
fearful
nervous
apprehensive

angry
cross
furious
grumpy
moody
mad

surprised
shocked
amazed
dumbfounded

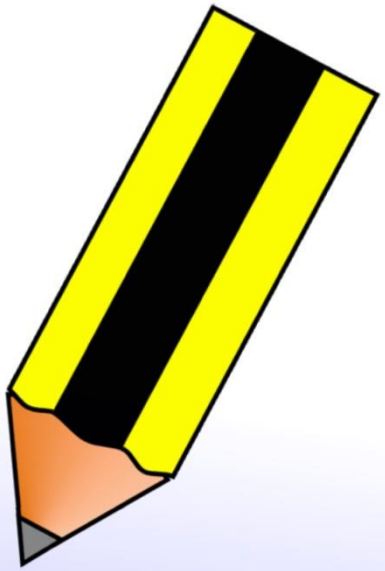
embarrassed
abashed

tired
sleepy

drained
weary

confused
baffled

bewildered
bemused



English Day Three and Four – Planning Guide

Paragraph One

Where? When? Who?
Set the scene by giving your reader information about the time and place that you meet your classmates. Who is your teacher? Create atmosphere by describing the weather, or nearby buildings. REMEMBER you can 'steal' ideas from JK Rowling.

Paragraph 2

What? Broomsticks are obviously very important – describe your own and those of your friends. You could include an illustration.

Paragraph 3

Describe how the lesson begins. How to you feel? (use emotions words). What instructions are you given by the teacher?
How does everyone behave?

Paragraph 4

Flying! Describe how it feels to finally be flying. How do you feel? Describe using all your senses. What about your friends?

Conclusion – How does the lesson end?

Y4: Friday – Spellings to Learn

-ous

https://www.bbc.co.uk/bitesize/topics/zqqsw6f/articles/zqcpv9q

Watch the short film and try some of the activities. Then read through the list of words to learn.

TRY TO LEARN THE WORDS BY NEXT WEEK!

	-ous	1st Attempt	2nd Attempt	3rd Attempt
1	enormous			
2	**famous**			
3	dangerous			
4	obvious			
5	poisonous			
6	jealous			
7	curious			
8	**various**			
9	serious			
10	hideous			
11	courageous			
12	outrageous			
13	**mischievous** (NOT -ious)			
14	glamorous			
15	humorous			
16	spontaneous			

Synonyms

(words or phrases with similar meanings)

Use the list to find a synonym for venomous.

_____

Write your own synonym for courageous:

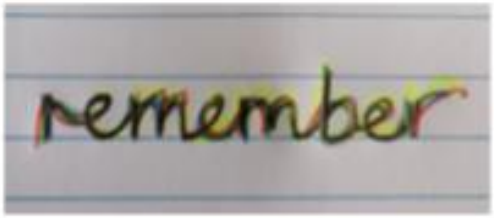
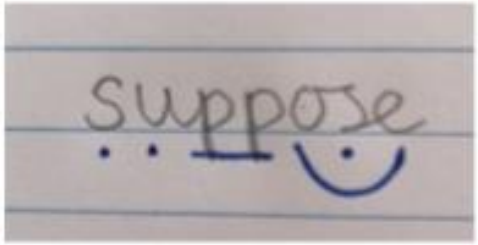
_____

Write as many synonyms as you can for enormous.

Extension: Find some synonyms for other words in the list.

Green words – everyone must learn to spell these words
Blue words – most people will learn to spell these words too
Red words – some people will also learn these words

Spelling Strategies

Pyramid Writing  	**Rainbow writing** Write the word over and over again using different colours.  	**Create a mnemonic** 
Sound Buttons  **Note, this may not work for words you cannot 'sound out'	**Underline the tricky part** separate library naughty	**Look, Say, Cover, Write, Check** **Look** at the word **Say** it out loud **Cover** it up **Write** it **Check** whether it is spelt correctly

Support
Science

Positives	Negatives
E.g. A busy road may stop so many foxes being nearby, meaning that small mammals are safer.	E.g. The fumes from the cars could pollute ponds and affect the wildlife in them.

Resource

History

Pentecost Colouring Sheet

"When the day of **Pentecost** had come, they were all together in one place. And suddenly a sound came from heaven like the rush of a mighty wind, and it filled all the house where they were sitting. And there appeared to them tongues as of fire, distributed and resting on each one of them. And they were all filled with the **Holy Spirit** and began to speak in other tongues as the Spirit gave them utterance." Acts 2:1-4

Pentecost
Jumble

WNID [ ][ ][ ][ ]
3

IFER [ ][ ][ ][ ]
2

SIRITP [ ][ ][ ][ ][ ][ ]
8 1 4

SEKPA [ ][ ][ ][ ][ ]
5

CDORW [ ][ ][ ][ ][ ]
6 7

[ ][ ][ ][ ][ ][ ][ ][ ][ ]
1 2 3 4 5 6 7 8 4

Unscramble each word and then place the numbered letters in the numbered boxes at the bottom to reveal the "Final Answer."

Puzzle Clues **Check your answers by watching the video or looking them up in the Bible.**

1. **A sound like the blowing of a violent _____ came from heaven. (Acts 2:2)**
2. **They saw what seemed to be tongues of _____. (Acts 2:3)**
3. **All of them were filled with the Holy _____. (Acts 2:4)**
4. **They began to _____ in other tongues as the Spirit enabled them. (Acts 2:4)**
5. **Peter stood up and spoke to the _____ of people. (Acts 2:14)**
6. **FINAL ANSWER: All of these events took place on the day of _____. (Acts 2:1)**

Pentecost Wordsearch

The Day of Pentecost

All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability. Acts 2:4 (NIV)

Based on Acts 2:1-21

Y	K	J	T	N	K	H	J	G	A	M	A	Z	E	D
T	Q	B	F	F	P	E	N	T	E	C	O	S	T	U
L	P	I	Q	H	C	I	D	Q	I	E	S	T	R	G
H	R	J	C	I	W	D	F	B	E	Q	V	C	O	G
H	E	A	R	O	S	T	F	I	L	L	E	D	A	R
P	W	S	L	G	T	P	O	C	C	K	R	X	X	S
Y	S	B	P	P	F	H	I	N	U	W	I	P	F	L
L	V	C	D	E	N	D	E	R	G	U	I	J	C	W
K	A	Z	Z	I	A	U	W	R	I	U	L	N	R	Y
I	W	N	M	O	L	K	X	Q	U	T	E	D	D	U
C	F	H	G	H	E	A	V	E	N	C	I	S	A	D
J	O	I	O	U	E	Z	A	E	X	G	H	T	N	O
R	E	Q	R	L	A	D	E	W	E	E	N	U	Y	Y
C	H	J	P	E	Y	G	H	I	N	T	O	H	F	H
F	A	H	T	I	M	L	E	U	Y	S	T	R	G	B

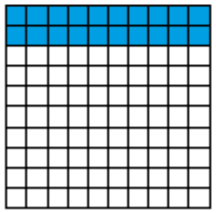
SPEAK	LANGUAGE	PENTECOST	HEAVEN	BLOWING
SOUND	OTHER	HOLY	SPIRIT	HEAR
FILLED	WIND	FIRE	TONGUES	AMAZED

Maths Answers

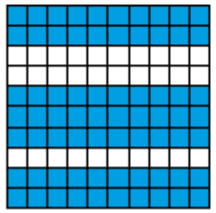
Recognise tenths and hundredths

1 The hundred square represents 1 whole.

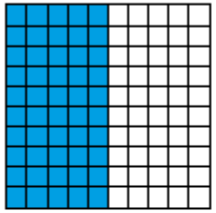
What fraction of each hundred square is shaded?

a) 

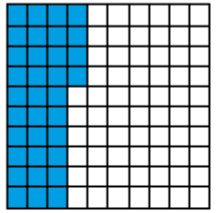
$\frac{1}{5}$

c) 

$\frac{7}{10}$

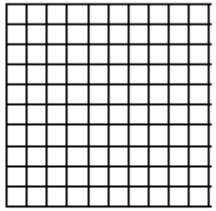
b) 

$\frac{1}{2}$

d) 

$\frac{17}{50}$

2 Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows = $\frac{2}{5}$

b) 6 full columns = $\frac{3}{5}$

c) 13 squares = $\frac{13}{100}$

d) 2 full rows and 5 squares = $\frac{1}{4}$

e) 3 full columns and 8 squares = $\frac{19}{50}$

3 Complete the sentences.

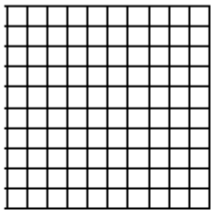
a) 4 tenths is equivalent to 40 hundredths.

b) 70 hundredths is equivalent to 7 tenths.

c) 5 tenths is equivalent to 50 hundredths or 1 half

4

One row is one tenth and one column is one tenth, so if I colour one row and one column on my hundred square I will have shown 2 tenths.



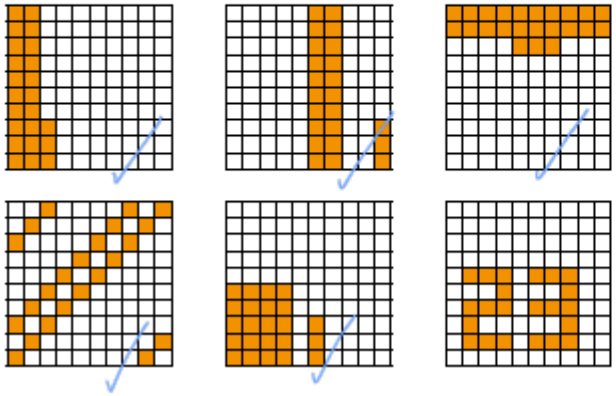
Is Dexter correct? No

Explain your answer.

You may use the hundred square to help you.

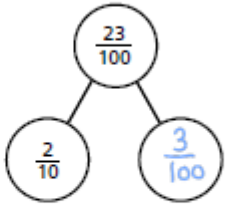
There would only be 19 squares shaded.

5 Tick the hundred squares with $\frac{23}{100}$ shaded.

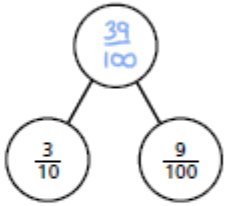


6 Complete the part-whole models.

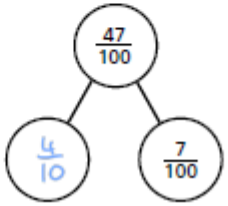
a)



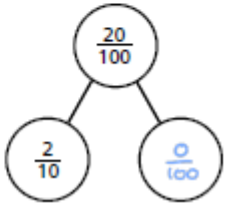
c)



b)



d)



7

$\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$

Annie

$\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$

Ron

Who is correct? Both

How many ways can you partition $\frac{73}{100}$?

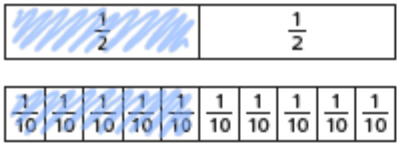
Equivalent fractions (1)

1 Shade the bar models to represent the equivalent fractions.

a)

$\frac{1}{2} = \frac{3}{6}$

b)



$\frac{1}{2} = \frac{5}{10}$

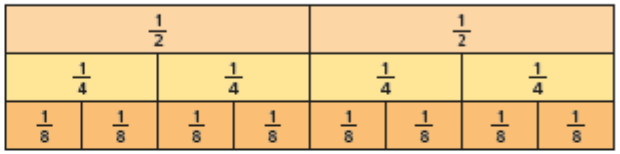
c)

$\frac{4}{5} = \frac{8}{10}$

d)

$\frac{6}{8} = \frac{3}{4}$

2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{\boxed{2}}{4}$

b) $\frac{1}{2} = \frac{\boxed{4}}{8}$

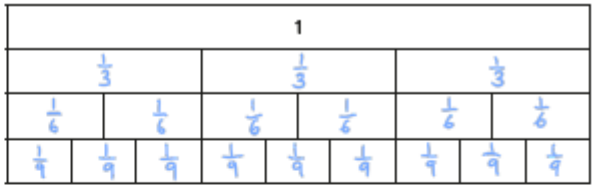
c) $\frac{2}{4} = \frac{4}{\boxed{8}}$

d) $\frac{2}{8} = \frac{\boxed{1}}{4}$

e) $\frac{\boxed{6}}{8} = \frac{3}{4}$

f) $\frac{2}{2} = \frac{\boxed{4}}{4} = \frac{\boxed{8}}{8}$

3 a) Label the fractions on the fraction wall.



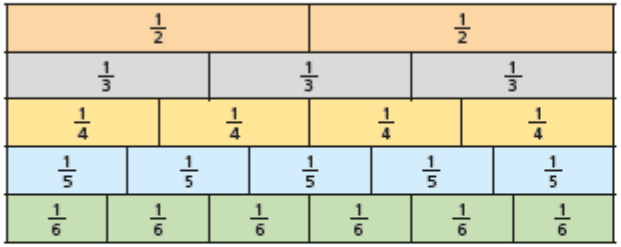
b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\boxed{2}}{6} = \frac{3}{\boxed{9}}$

$\frac{\boxed{2}}{3} = \frac{4}{\boxed{6}} = \frac{6}{9}$

$\frac{3}{\boxed{3}} = \frac{6}{\boxed{6}} = \frac{9}{\boxed{9}} = 1$

4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

	True	False
a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$	☑	☐
b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$	☐	☑
c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$	☑	☐
d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$	☐	☑
e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$	☑	☐
f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$	☐	☑

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always **sometimes** never

e.g. $\frac{4}{5} > \frac{1}{5}$ BUT $\frac{1}{2} > \frac{2}{5}$

b) Fractions equivalent to one half have even numerators.

always **sometimes** never

e.g. $\frac{1}{2}$ (odd numerator) $\frac{2}{4}$ (even numerator)

c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never

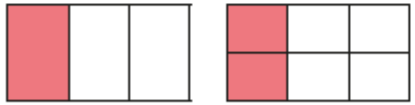
No matter how many parts it's split into, the number shaded (numerator) will be half the total parts (denominator).

Equivalent fractions (2)

1 Shade the diagrams to help you complete the equivalent fractions.

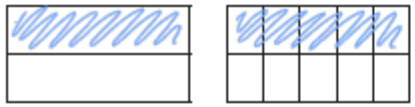
The first one has been done for you.

a)



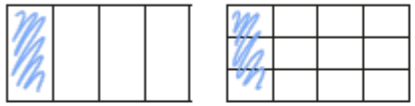
$\frac{1}{3} = \frac{3}{6}$

b)



$\frac{1}{2} = \frac{5}{10}$

c)



$\frac{1}{4} = \frac{3}{12}$

2 Draw a diagram to show that $\frac{3}{4} = \frac{6}{8}$

3 Match the equivalent fractions.

$\frac{1}{4}$	$\frac{3}{21}$
$\frac{4}{10}$	$\frac{2}{3}$
$\frac{10}{15}$	$\frac{2}{5}$
$\frac{1}{7}$	$\frac{3}{12}$

4 Complete the equivalent fractions.

a) $\frac{1}{5} = \frac{2}{10}$

b) $\frac{4}{5} = \frac{8}{10}$

c) $\frac{3}{10} = \frac{6}{20}$

d) $\frac{3}{10} = \frac{9}{30}$

e) $\frac{6}{8} = \frac{3}{4}$

f) $\frac{8}{12} = \frac{2}{3}$

g) $\frac{8}{12} = \frac{2}{3}$

h) $\frac{2}{5} = \frac{10}{25}$

i) $\frac{1}{7} = \frac{4}{28}$

5 a) Write the fractions in the correct place on the sorting diagram.

$\frac{8}{24}$	$\frac{3}{12}$	$\frac{5}{15}$	$\frac{6}{24}$	$\frac{4}{12}$	$\frac{9}{36}$	$\frac{3}{9}$	$\frac{4}{16}$

	equivalent to $\frac{1}{3}$	equivalent to $\frac{1}{4}$
odd denominator	$\frac{5}{15}$ $\frac{3}{9}$	
even denominator	$\frac{8}{24}$ $\frac{4}{12}$	$\frac{3}{12}$ $\frac{6}{24}$ $\frac{9}{36}$ $\frac{4}{16}$

b) Are any of the boxes empty?

Why do you think this is?

Talk about your answer with a partner.

6 Find three ways to make the fractions equivalent.

various answers e.g.

a) $\frac{2}{2} = \frac{4}{4}$ $\frac{2}{5} = \frac{4}{10}$ $\frac{2}{71} = \frac{4}{142}$

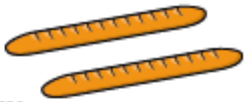
b) $\frac{1}{5} = \frac{4}{20}$ $\frac{1}{2} = \frac{4}{8}$ $\frac{1}{10} = \frac{4}{40}$

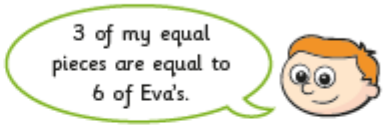
c) $\frac{2}{3} = \frac{6}{9}$ $\frac{1}{3} = \frac{3}{9}$ $\frac{3}{3} = \frac{9}{9}$

7 Eva and Ron have a baguette each.

The baguettes are the same size.

Eva cuts her baguette into 8 equal pieces.





How many equal pieces has Ron cut his baguette into?

Eva

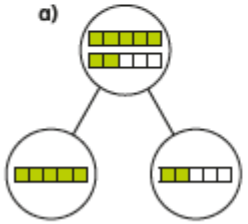
Ron

Ron has cut his baguette into 4 equal pieces.

Fractions greater than 1

1 Complete the sentences.

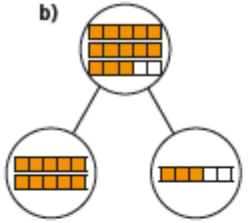
a)



There are 7 fifths altogether.

7 fifths = [1] whole + [2] fifths

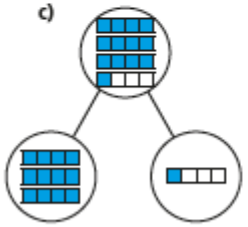
b)



There are [13] fifths altogether.

[13] fifths = [2] wholes + [3] fifths

c)



There are [13] quarters altogether.

[13] quarters = [3] wholes + [1] quarter

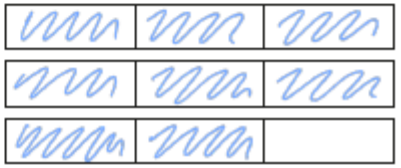
2 Shade the bar models to represent the fractions.

Complete the number sentences.

a) $\frac{5}{3}$

$\frac{5}{3}$ = [1] whole + [2] thirds = [$1\frac{2}{3}$]

b) $\frac{8}{3}$



$\frac{8}{3}$ = [2] wholes + [2] thirds = [$2\frac{2}{3}$]

c) $\frac{8}{5}$

$\frac{8}{5}$ = [1] whole + [3] fifths = [$1\frac{3}{5}$]

3 Complete the statements.

a) $\frac{12}{2}$ = [6] wholes

b) $\frac{12}{4}$ = [3] wholes

c) $\frac{12}{6}$ = [2] wholes

d) $\frac{12}{3}$ = [4] wholes

e) $\frac{15}{3}$ = [5] wholes

f) $\frac{15}{5}$ = [3] wholes

g) $\frac{15}{4}$ = [3] wholes + [3] quarters

h) $\frac{15}{2}$ = [7] wholes + [1] half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?

Whitney can fill [6] boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs [2] muffins to fill another box.

Explain how you know.

She will fill 6 boxes with 2 left over so another 2 are needed to fill the seventh box.

How does writing $\frac{26}{4}$ help you to answer this?

5 Write <, > or = to complete the statements.

a) 2 wholes and 3 quarters (>) 5 quarters

b) 2 wholes and 3 quarters (<) 15 quarters

c) 2 wholes and 3 sixths (=) 15 sixths

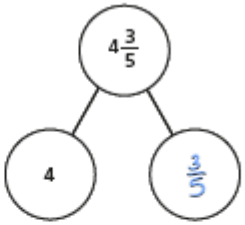
d) 2 wholes and 3 eighths (>) 15 eighths

e) $\frac{15}{3}$ (>) $\frac{15}{5}$

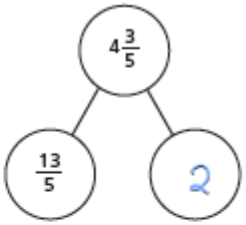
f) $\frac{15}{3}$ (=) $\frac{20}{4}$

6 Complete the part-whole models.

a)



c)



b)