

Home Learning – Year 4 Christ Church Week Beginning 1st February

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Unit and Non-Unit Fractions'</p> <p>https://whiterosemaths.com/homelearning/year-4/spring-week-5-number-fractions/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'What is a Fraction?'</p> <p>https://whiterosemaths.com/homelearning/year-4/spring-week-5-number-fractions/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Tenths'</p> <p>https://whiterosemaths.com/homelearning/year-4/spring-week-5-number-fractions/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Count in Tenths'</p> <p>https://whiterosemaths.com/homelearning/year-4/spring-week-5-number-fractions/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Equivalent Fractions'</p> <p>https://whiterosemaths.com/homelearning/year-4/spring-week-5-number-fractions/</p> <p>Follow up activity below</p>
X table s	<p>Remember: 2x, 5x, 10x - Bronze 3x, 4x, 8x - Silver 6x, 7x, 9x, 11x, 12x - Gold</p> <p>https://www.timestables.co.uk/ https://ttrockstars.com/</p>				
English	<p>Join in with the live English lesson following the invitation that has been sent to you</p> <p>Can you find a description of Razvani, the fire-fiend? (chapter 5)</p> <p>Create a character profile (or complete the one attached) of Razvani by drawing/painting an illustration and add your own description using noun phrases and similes. You could describe what it looks like, how it sounds and how it moves.</p> <p>Remember to use your imagination!</p>	<p>Join in with the live English lesson following the invitation that has been sent to you</p> <p>We don't know much about the character Razvani, except for the descriptions you wrote yesterday.</p> <p>Task: Using the headings provided I'd like you to write a backstory about Razvani.</p> <p>You need to spend time on this – you may not finish this today. I would normally give you 3 lessons to complete this, but if you're learning at home it might not take you quite that long!</p> <p>Think carefully about extending your sentences and punctuation. Some of you might even include some speech in your backstory. It would be great if there was a balance of sentence starters – a few starting with adverbials.</p>	<p>Join in with the live English lesson following the invitation that has been sent to you</p> <p>You should spend some time today continuing your backstory about Razvani.</p> <p>Miss Kennedy will spend this session reading Chapter 10 of The Boy in the Dress. Please come ready to answer questions about the chapter!</p>	<p><u>Reading /Art</u></p> <p>This week, it's mental health week at school. You may have already completed some activities to celebrate this.</p> <p>Today you're going to read 'My Inside Weather'. You can click the link to read the story. https://bookdash.org/books/inside-weather-jen-thorpe-lara-berge-emma-beckett/</p> <p>Think back to chapter 7 of The Boy in The Dress. It's Dad's birthday but he is no mood to celebrate, despite Dennis and John's efforts. The brother's try their best to cheer him up, but nothing works.</p> <p>How could describe Dad's inside weather? Can you draw/paint how Dennis' Dad is feeling, without using words? Think about the colours you connect with that feeling.</p> <p>Can you draw/paint your own inside weather today? Will you use the same colours that used to paint Dennis' Dads? Maybe you have mixed feelings today so you might use a combination of colours.</p>	<p>Complete Y4 SPAG lesson by Mrs Ross but also join the zoom to share and discuss our learning from the week.</p> <p>Come prepared to share your backstory about Razvani and get ready to give some feedback to your peers! We will be giving out 'virtual' sticky notes to each-other, like we'd normally do in class.</p>
Reading	Chapter 9 of The Boy in the Dress		Chapter 10 of The Boy in the Dress		
Other Subjects	<p>RE</p> <p>How and to whom do Muslims pray? Watch these two videos about the mosque and prayer.</p> <p>https://www.bbc.co.uk/teach/cls2-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7</p>	<p>Science</p> <p>What materials make a good electrical conductor and insulator?</p> <ul style="list-style-type: none"> In this lesson, we will learn what an electrical conductor and an electrical insulator are. We will conduct an investigation to see which materials are insulators and which are conductors. Finally, we will draw conclusions about the best material to make 	<p>Science</p> <p>What is a switch?</p> <ul style="list-style-type: none"> Have a look at the pictures of a range of switches, which are used to turn components on and off. (See resources) Why is it important to have different types of switches? Think about different appliances with a switch that might be in your house e.g. hairdryer, food processor. 	<p>Spanish</p> <p>Watch the video on the school website first!</p> <p>Then read the questions on the worksheet so you will be ready for the video comprehension:</p>	<p>Art</p> <p>Leonardo da Vinci and his inventions</p> <ul style="list-style-type: none"> Watch Ms Green CLICK HERE to learn about Leonard da Vinci and his extraordinary inventions. She will show you how to use a cardboard box to make your own inventive artwork! Design and draw or make your own robot invention.

	<p>https://www.bbc.co.uk/teach/classes-clips-video/religious-education-ks2-my-life-my-religion-washing-ritual-wudu/zvwrwty</p> <p>Make notes about what you have learned. What are the similarities and differences between the mosque and how Muslims pray, compared to another place of worship – such as a church, temple, Gurdwara or synagogue for example?</p>	<p>certain objects from, based on what we have learnt. You will need a piece of paper, a pencil and a ruler.</p> <ul style="list-style-type: none"> • Follow the link here for the lesson on electrical conductors and insulators. 	<ul style="list-style-type: none"> • Why do these appliances have switches? Why are the switches different? • Watch this video about how a switch works. • Using your understanding of switches, write an explanation about how a switch works in a circuit. You should include: - A circuit diagram including a switch - A short piece of writing explaining how a switch works - An explanation about why products need a switch. You could also think about what a switch is made of? Why is it made out of this material? 		<ul style="list-style-type: none"> • Deepening: Explore https://www.littleinventors.org/ for exciting inventing activities and competitions. Remember to take send photos of your creations and upload to ClassDojo if you are learning at home
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Unit and non-unit fractions

1 Write fractions to complete the sentences.



- a) of the counters are yellow.
- b) of the counters are red.

2 Write fractions to complete the sentences.

- a) of the tower is green.
- b) of the tower is yellow.
- c) of the tower is blue.



3 What fraction of each shape is shaded?

a)

b)

c)

d)

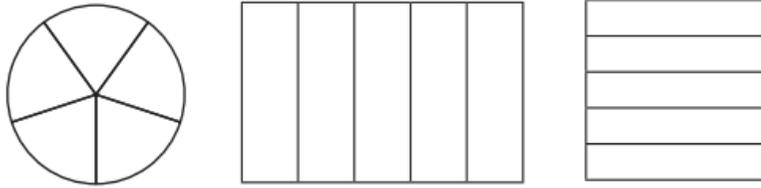
e)

Tick the unit fraction in each pair of shapes.

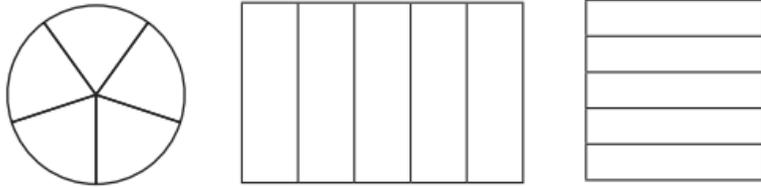
How did you know which was the unit fraction?



- 4 a) Colour $\frac{1}{5}$ of each shape.

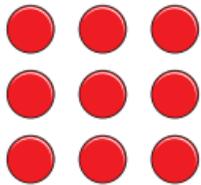


- b) Colour $\frac{3}{5}$ of each shape.

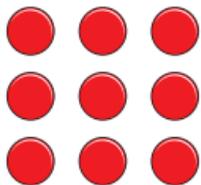


What is the same and what is different about your answers?

- 5 a) Circle $\frac{1}{3}$ of the counters.



- b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?



- 6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

- 7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

- b) Complete the sentences.

An example of a unit fraction is

The numerator is always

An example of a non-unit fraction is

The numerator is always greater than



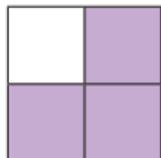
What is a fraction?

1 What fraction of each shape is shaded?

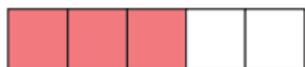
a)



c)



b)



d)



2 Shade each diagram to represent the fractions.

a)



$\frac{1}{6}$

c)



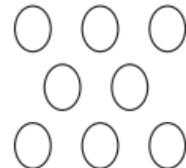
$\frac{5}{8}$

b)



$\frac{5}{6}$

d)



$\frac{5}{8}$



3 Circle the unit fractions.

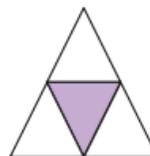
$\frac{1}{3}$ $\frac{1}{5}$ $\frac{3}{5}$ $\frac{1}{8}$ $\frac{2}{3}$ $\frac{10}{11}$

How do you know which are unit fractions?

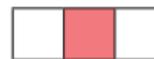


4 a) Tick the shapes with one third shaded.

A



D



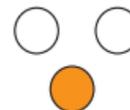
F



B



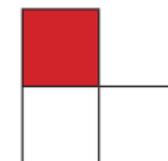
E



G



C



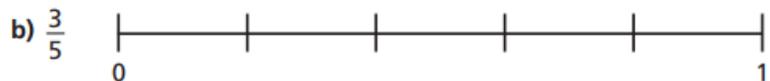
b) Complete the sentences to describe the shapes with one third shaded.

There are equal parts altogether.

out of equal parts is shaded.

of the shape is shaded.

- 5 Draw an arrow to show the position of the fraction on the number line.



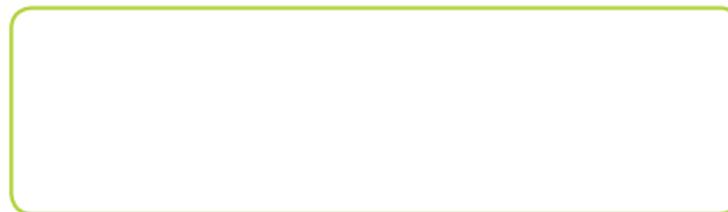
- 6 Draw an arrow to show the position of $\frac{5}{5}$ on the number line.



What do you notice?



- 7 Draw four different representations of $\frac{3}{4}$



- 8 Amir has drawn some 2D shapes.



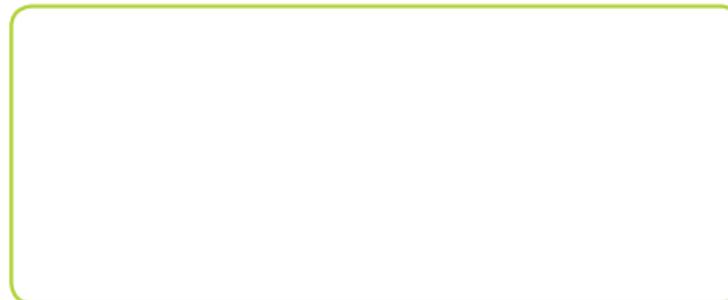
- a) What fraction of the shapes are triangles?

- b) What fraction of the shapes are squares?

- c) What fraction of the shapes have four sides?

- d) Draw 2D shapes to match the description.

$\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.



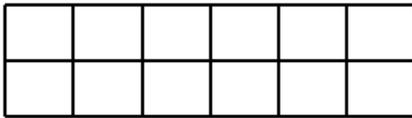
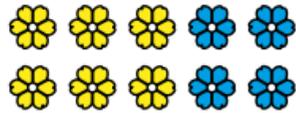
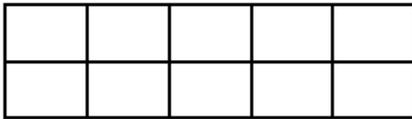
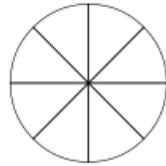
Compare shapes with a partner.

What is the same about your shapes? Is anything different?



Tenths

1 Tick the pictures that show tenths.



2 Write fractions to complete the sentences.

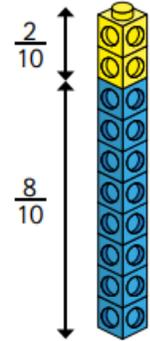


a) of the counters are yellow.

b) of the counters are red.

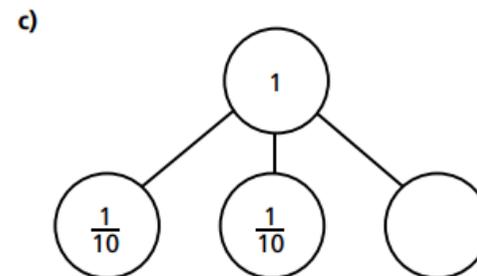
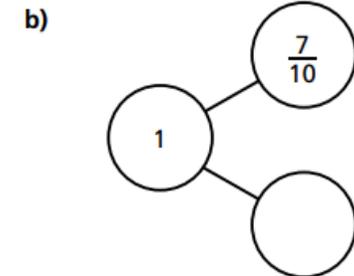
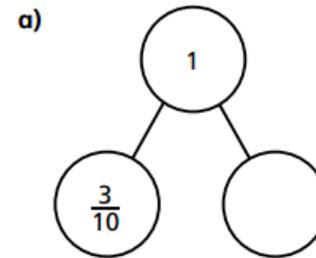
c) of the counters are green.

3 Amir has some blue and yellow cubes.
He makes a tower using 10 cubes.

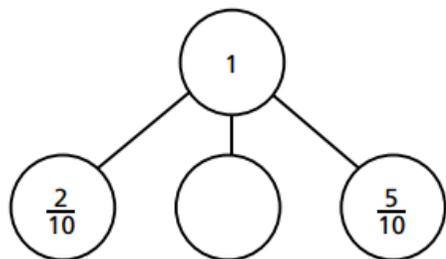


Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

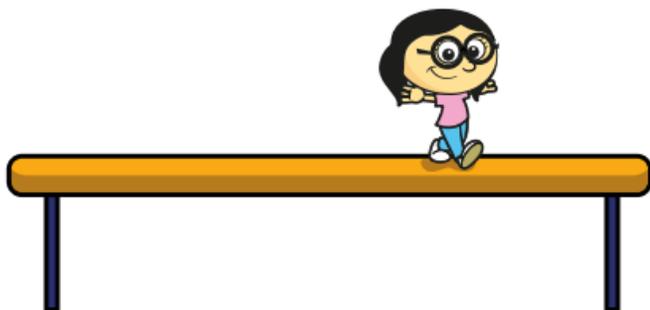
4 Complete the part-whole models.



d)



5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

6 10 boys share 3 pizzas equally.



What fraction of a pizza do they each get?

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?



8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

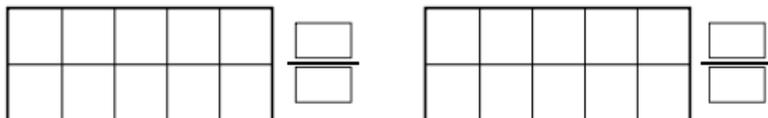
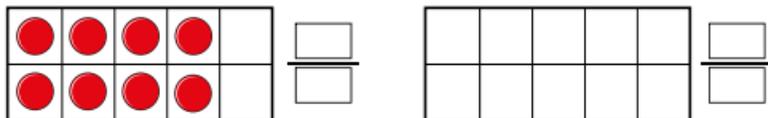
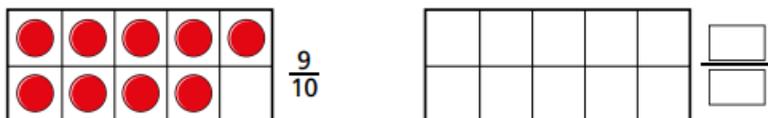
How many possible answers can you find?

Compare answers with a partner.

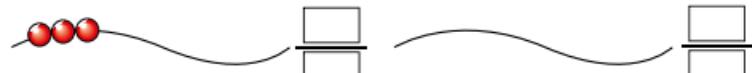
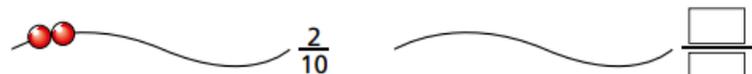


Count in tenths

1 Continue the sequence.

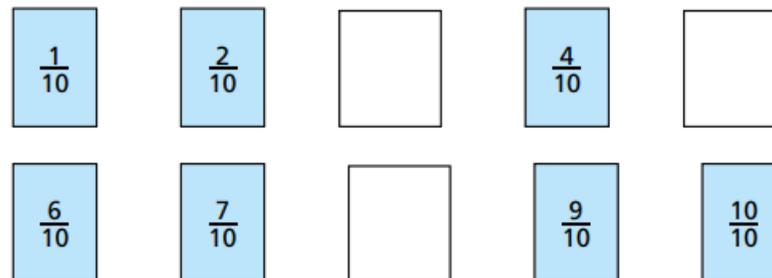


2 Continue the sequence.

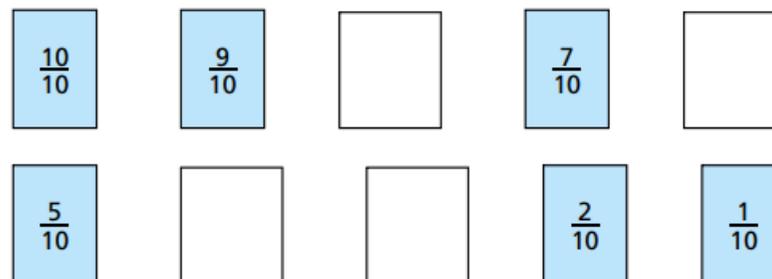


3 Write the missing fractions in each sequence.

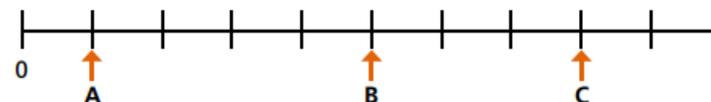
a)



b)



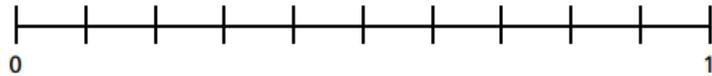
4 What fraction is each arrow pointing to?



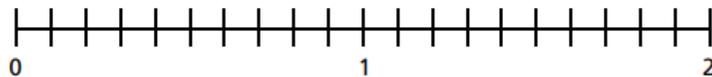
A = B = C =

5 Write the fractions in the correct places on the number lines.

- a) $\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$

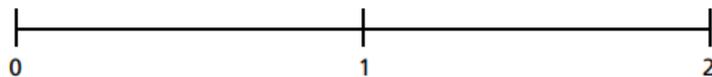


- b) $\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$

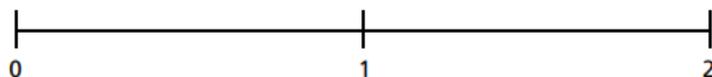


6 Draw and label arrows to estimate the position of the fractions on the number lines.

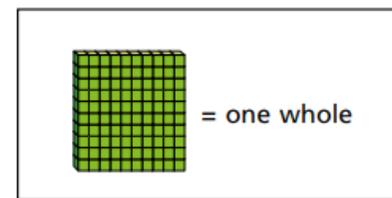
- a) $\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$



- b) $\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$

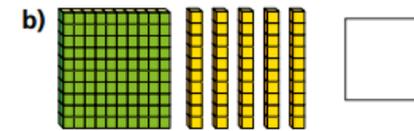
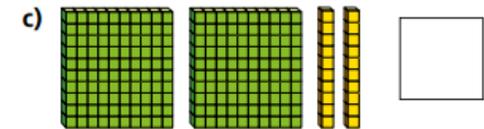
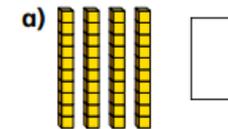


7



= one whole

What number is represented in each picture?



8 Whitney is thinking of a fraction.



My fraction is more than one whole but less than 2
My fraction has an odd number as the numerator.

What could Whitney's fraction be?

List all the possible fractions.

Compare answers with a partner.

Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

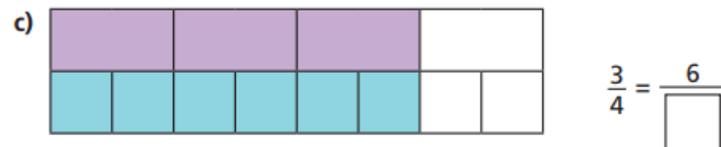
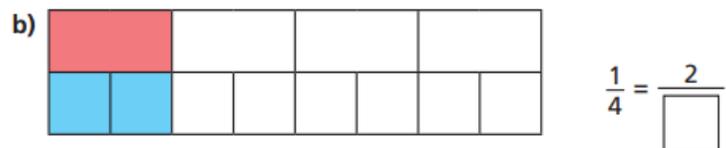
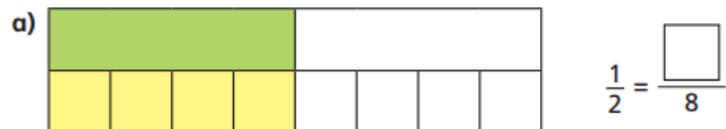


b) Shade $\frac{2}{4}$ of the bar model.

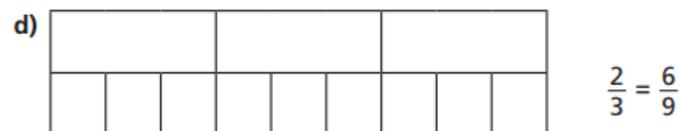
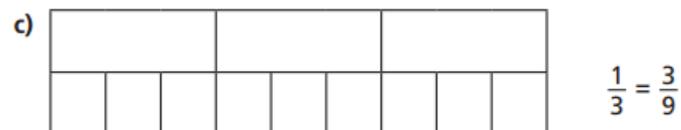
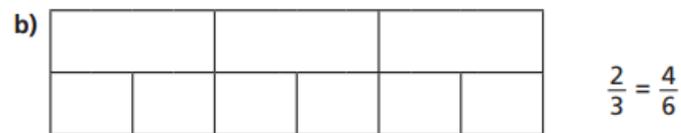
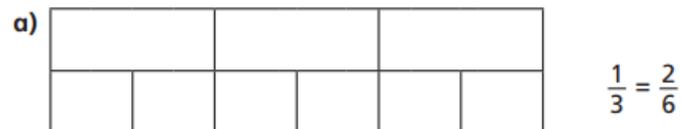


What do you notice?

2 Complete the equivalent fractions.



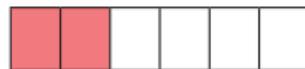
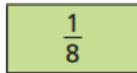
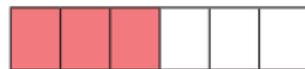
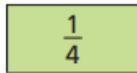
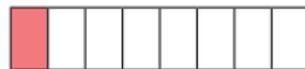
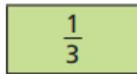
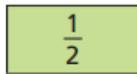
3 Shade the bar models to represent the equivalent fractions.



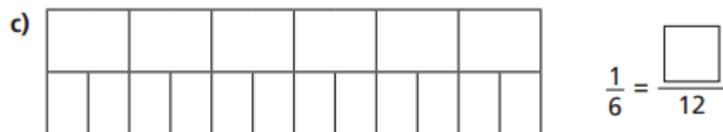
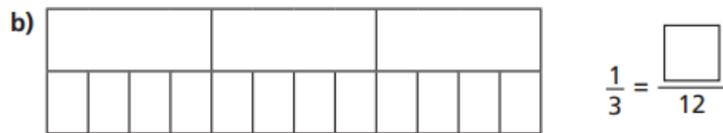
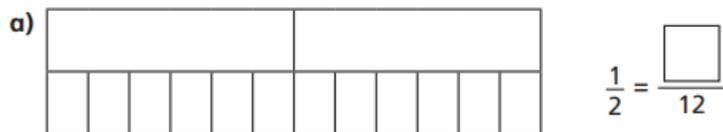
Can you find any more equivalent fractions using the bar models?



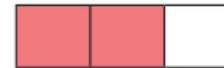
4 Match each bar model to its equivalent fraction.



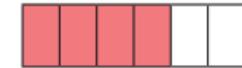
5 Shade the bar models to complete the equivalent fractions.



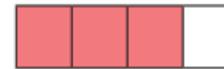
6 The bar models represent fractions.



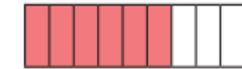
A



C



B

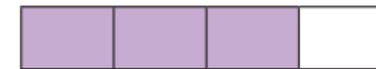


D

Which is the odd one out? _____

Why do you think this?

7 This bar model represents $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.







Talk to a partner about your answers.



Unit and non-unit fractions

1 Write fractions to complete the sentences.



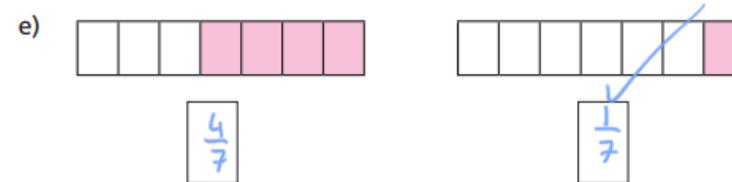
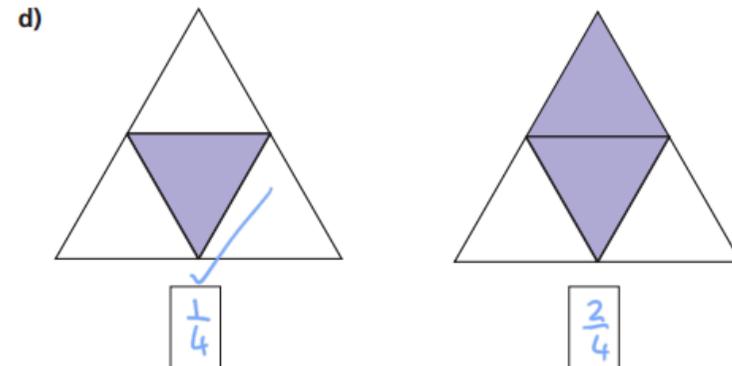
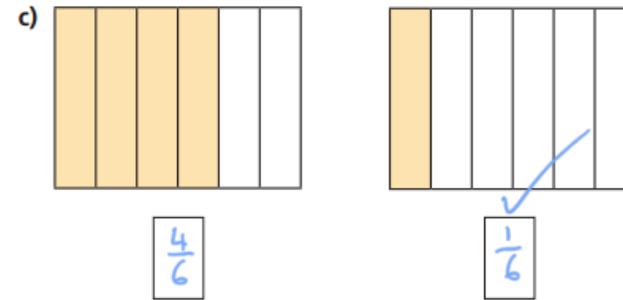
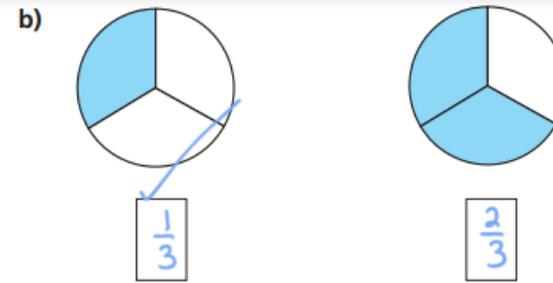
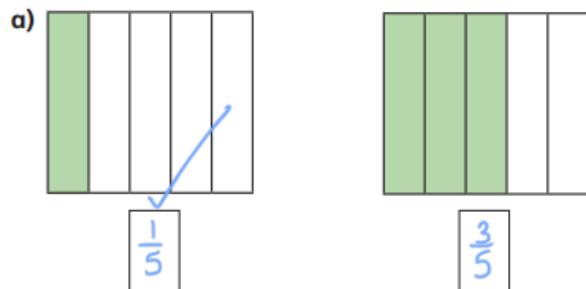
- a) $\frac{1}{3}$ of the counters are yellow.
- b) $\frac{2}{3}$ of the counters are red.

2 Write fractions to complete the sentences.

- a) $\frac{3}{6}$ of the tower is green.
- b) $\frac{2}{6}$ of the tower is yellow.
- c) $\frac{1}{6}$ of the tower is blue.



3 What fraction of each shape is shaded?

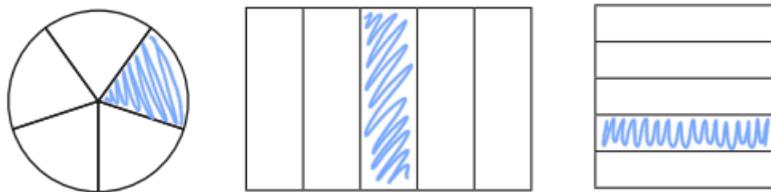


Tick the unit fraction in each pair of shapes.

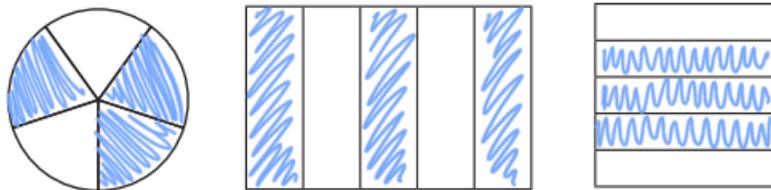
How did you know which was the unit fraction?



- 4 a) Colour $\frac{1}{5}$ of each shape.

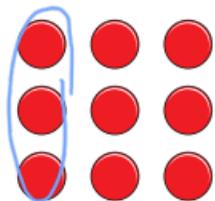


- b) Colour $\frac{3}{5}$ of each shape.

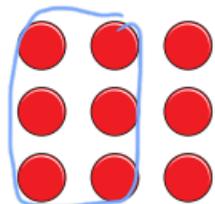


What is the same and what is different about your answers?

- 5 a) Circle $\frac{1}{3}$ of the counters.



- b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?



- 6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions
$\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{99}$ $\frac{1}{10}$ $\frac{1}{8}$ $\frac{1}{250}$	$\frac{6}{1}$ $\frac{3}{4}$ $\frac{2}{3}$ $\frac{3}{5}$

Write two more examples of your own in each column.

- 7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

- b) Complete the sentences.

An example of a unit fraction is $\frac{1}{5}$

The numerator is always 1

An example of a non-unit fraction is $\frac{3}{5}$

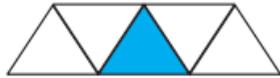
The numerator is always greater than 1



What is a fraction?

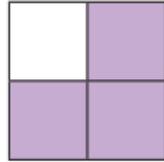
1 What fraction of each shape is shaded?

a)



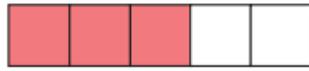
$$\frac{1}{5}$$

c)



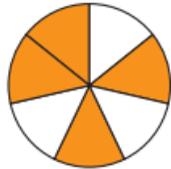
$$\frac{3}{4}$$

b)



$$\frac{3}{5}$$

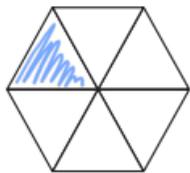
d)



$$\frac{4}{7}$$

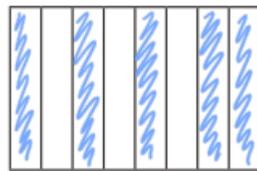
2 Shade each diagram to represent the fractions.

a)



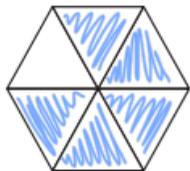
$$\frac{1}{6}$$

c)



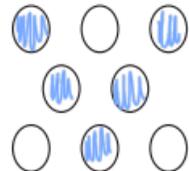
$$\frac{5}{8}$$

b)



$$\frac{5}{6}$$

d)



$$\frac{5}{8}$$



3 Circle the unit fractions.

$$\frac{1}{3}$$

$$\frac{1}{5}$$

$$\frac{3}{5}$$

$$\frac{1}{8}$$

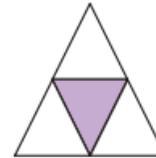
$$\frac{2}{3}$$

$$\frac{10}{11}$$

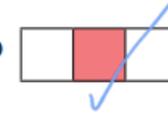
How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.

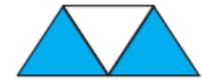
A



D



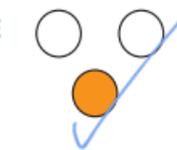
F



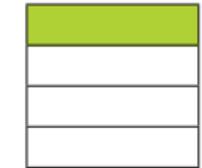
B



E



G



C



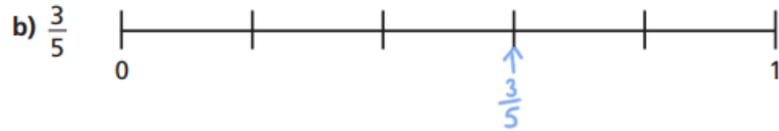
b) Complete the sentences to describe the shapes with one third shaded.

There are $\boxed{3}$ equal parts altogether.

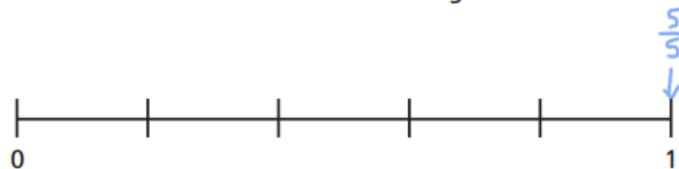
$\boxed{1}$ out of $\boxed{3}$ equal parts is shaded.

$\boxed{\frac{1}{3}}$ of the shape is shaded.

- 5 Draw an arrow to show the position of the fraction on the number line.



- 6 Draw an arrow to show the position of $\frac{5}{5}$ on the number line.



What do you notice?

- 7 Draw four different representations of $\frac{3}{4}$

Various answers e.g.

- 8 Amir has drawn some 2D shapes.



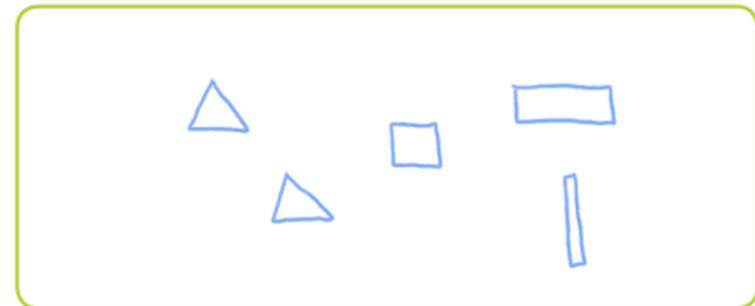
- a) What fraction of the shapes are triangles?
- b) What fraction of the shapes are squares?
- c) What fraction of the shapes have four sides?
- d) Draw 2D shapes to match the description.

$$\frac{1}{7}$$

$$\frac{4}{7}$$

$$\frac{6}{7}$$

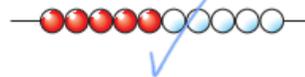
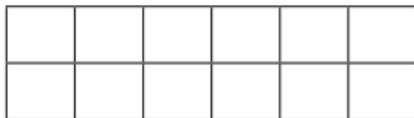
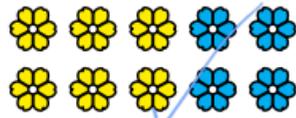
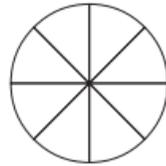
$\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.



Compare shapes with a partner.

What is the same about your shapes? Is anything different?

1 Tick the pictures that show tenths.



2 Write fractions to complete the sentences.



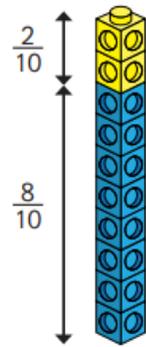
a) $\frac{3}{10}$ of the counters are yellow.

b) $\frac{6}{10}$ of the counters are red.

c) $\frac{1}{10}$ of the counters are green.

3 Amir has some blue and yellow cubes.

He makes a tower using 10 cubes.

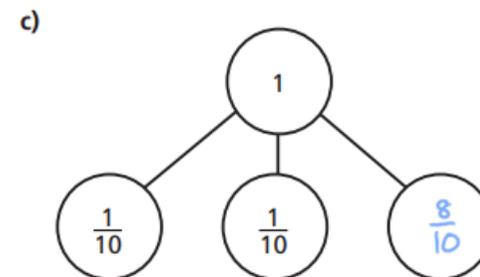
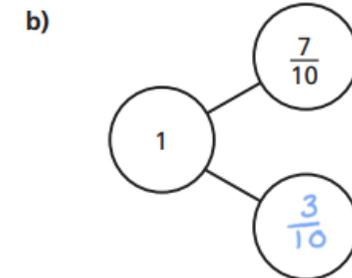
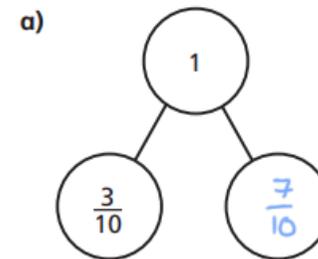


Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

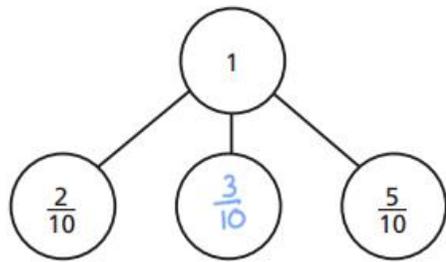
Possible answers:

Yellow $\frac{0}{10}$ $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ $\frac{10}{10}$
 Blue $\frac{10}{10}$ $\frac{9}{10}$ $\frac{8}{10}$ $\frac{7}{10}$ $\frac{6}{10}$ $\frac{5}{10}$ $\frac{4}{10}$ $\frac{3}{10}$ $\frac{2}{10}$ $\frac{1}{10}$ $\frac{0}{10}$

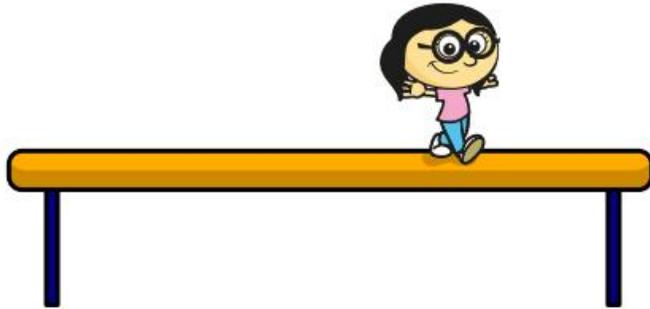
4 Complete the part-whole models.



d)



5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

$\frac{3}{10}$

6 10 boys share 3 pizzas equally.



What fraction of a pizza do they each get?



$\frac{3}{10}$

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?



$\frac{2}{10}$

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

e.g. $\frac{1}{10}$

What fraction could be yellow?

$\frac{5}{10}$

How many possible answers can you find?

Possible answers:

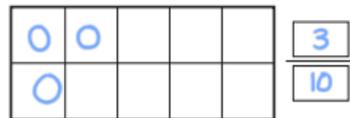
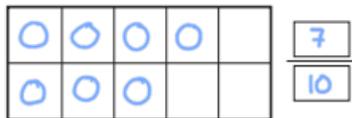
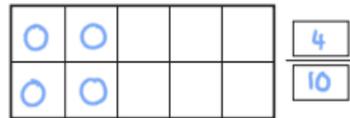
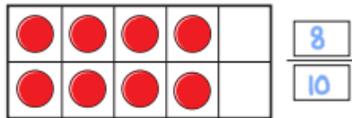
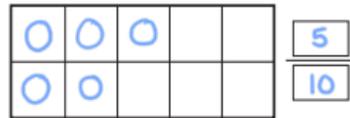
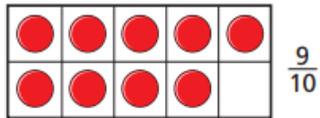
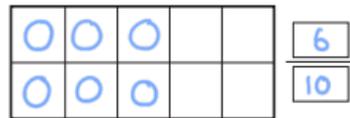
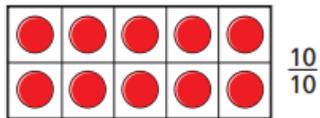
Green $\frac{0}{10}$ $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$

Yellow $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{3}{10}$ $\frac{2}{10}$ $\frac{1}{10}$ $\frac{0}{10}$

Compare answers with a partner.

Count in tenths

1 Continue the sequence.

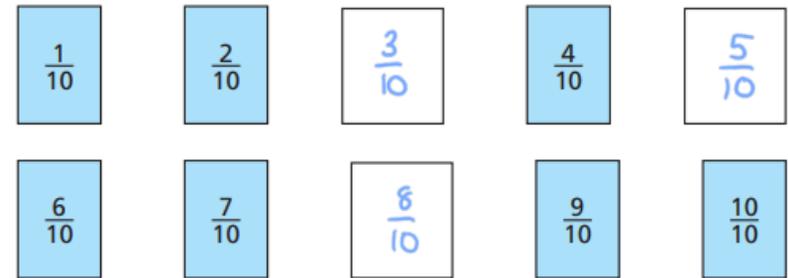


2 Continue the sequence.

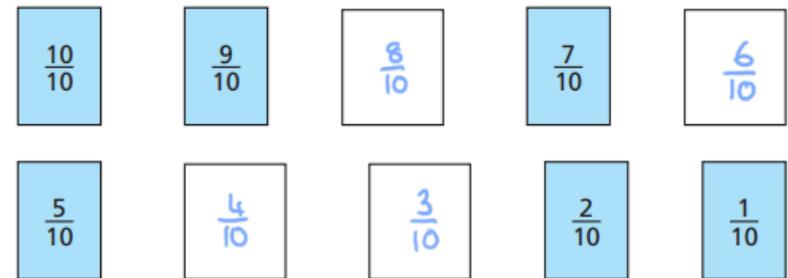


3 Write the missing fractions in each sequence.

a)



b)

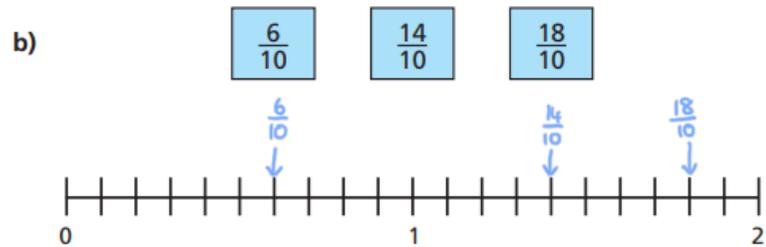
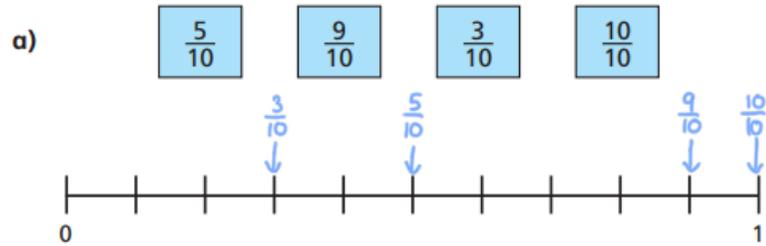


4 What fraction is each arrow pointing to?

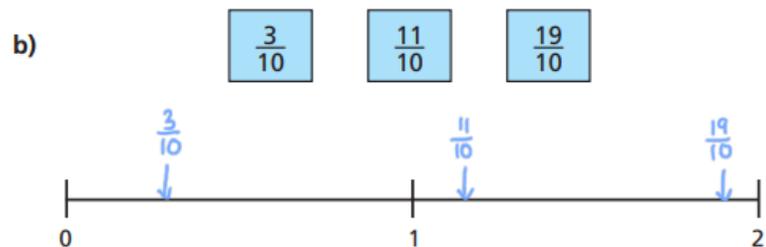
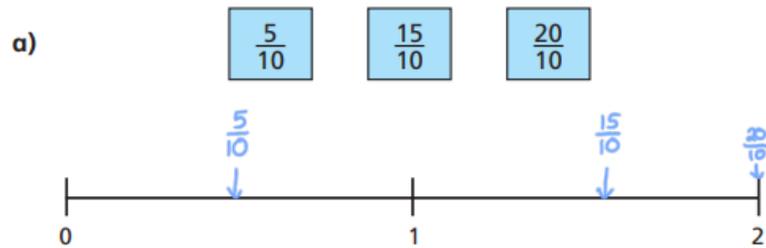


A = $\frac{1}{10}$ B = $\frac{5}{10}$ C = $\frac{8}{10}$

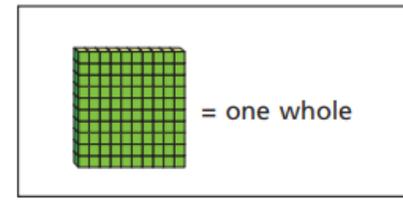
5 Write the fractions in the correct places on the number lines.



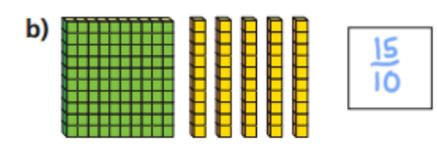
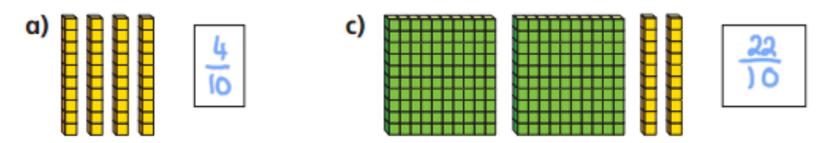
6 Draw and label arrows to estimate the position of the fractions on the number lines.



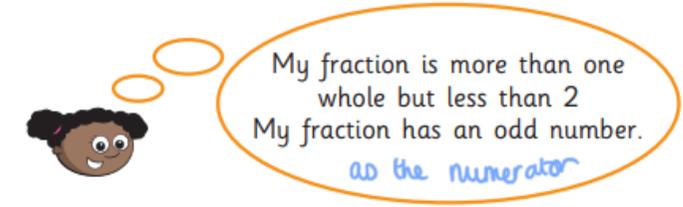
7



What number is represented in each picture?



8 Whitney is thinking of a fraction.



What could Whitney's fraction be?
List all the possible fractions.

Compare answers with a partner.

Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

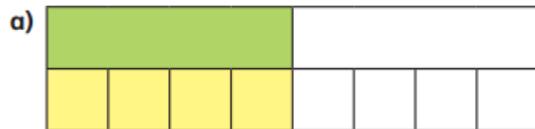


b) Shade $\frac{2}{4}$ of the bar model.

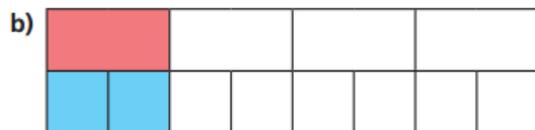


What do you notice?

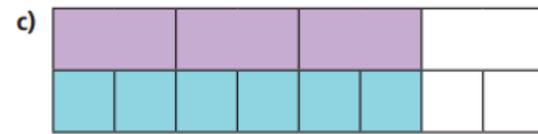
2 Complete the equivalent fractions.



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

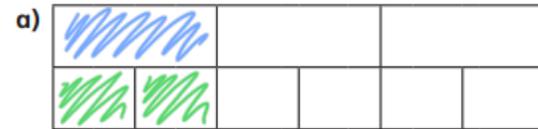


$$\frac{1}{4} = \frac{2}{\boxed{8}}$$

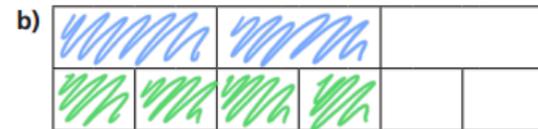


$$\frac{3}{4} = \frac{6}{\boxed{8}}$$

3 Shade the bar models to represent the equivalent fractions.



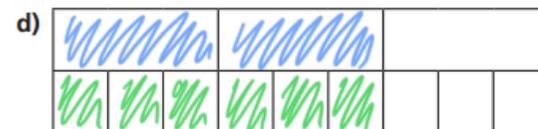
$$\frac{1}{3} = \frac{2}{6}$$



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



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

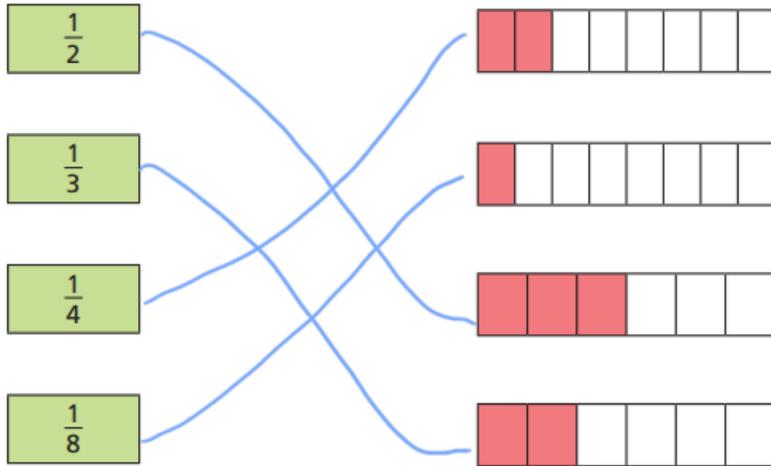


$$\frac{2}{3} = \frac{6}{9}$$

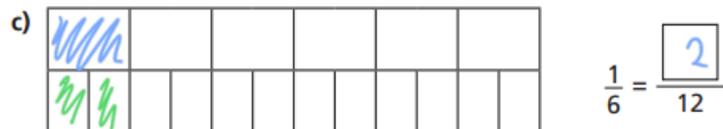
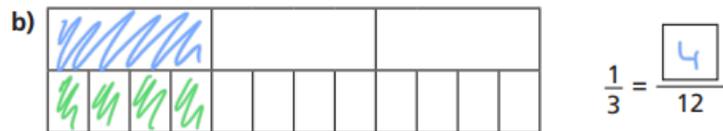
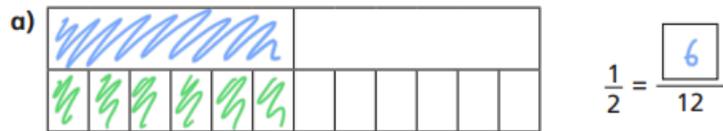
Can you find any more equivalent fractions using the bar models?



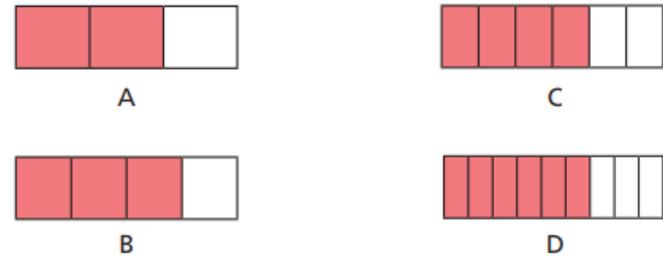
4 Match each bar model to its equivalent fraction.



5 Shade the bar models to complete the equivalent fractions.



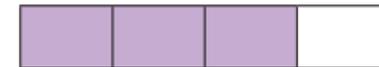
6 The bar models represent fractions.



Which is the odd one out? B

Why do you think this?

7 This bar model represents $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to $\frac{3}{4}$

Shade the bar models to support your answers.



Talk to a partner about your answers.



Spanish

MAKE SURE YOU WATCH THE VIDEOS BEFORE DOING THE WORKSHEET!

Answer the following questions about the Lambert short video.

1 - What animal is Lambert?

2 - What animal is Lambert's mum?

a) Leon b) oveja c) pato

3 - Do they want to play with Lambert?

4 - How is Lambert feeling after losing the fight?

a) alegre b) nervioso c) asustado

5 - What word do they use at the beginning of the video to describe Lambert?

a) cobarde b) fuerte c) inteligente

6 - What animals takes Lambert's mum? Can you say the name in Spanish?

7- What happens that makes Lambert be brave?

8 - How does Lambert feel at the end of the video?

a) Triste b) alegre c) cansado



Science Resources

Science – Lesson 2



Click [here](#) to go back to the science lesson.

English lesson 1

Razvani himself, the great Fire Fiend, whose body was a mass of flame and whose face a mask of scorching light.' (Chapter 5)

Use this box to draw a character sketch of the Fire Fiend.
Use evidence from the text and your own ideas.

'Through the lashing red and yellow and orange, his face seemed to waver and flicker, but his voice rang out clearly...'
(Chapter 5)

Can you think of some imagery of your own to describe the Fire Fiend?

Reading/Art

Your task is to paint/draw your feelings. Here are some of my favourite paintings that I can connect to certain feelings, either because of the colours or the different lines and marks that have been made.

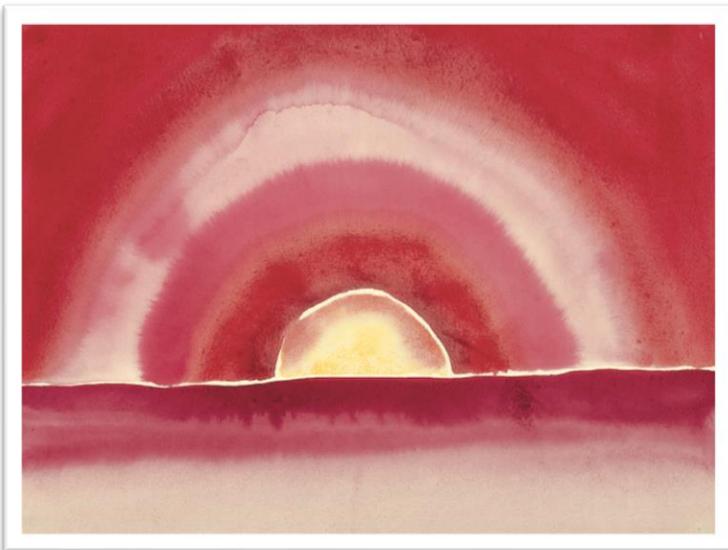
Feeling down or tired - Mark Rothko



Happiness and love - Helen Frankenthaler



Feeling content and at peace - Georgia O'Keeffe



Frustrated or anxious - Tracy Emin



Learning Objective: To identify and use fronted adverbials

Which fronted adverbial?

Can you match the fronted adverbial to each sentence so they all make sense?

Gently,
Before I go to bed,
At last,
Suddenly,
At the park,
Every playtime

I clean my teeth.
the ground began to shake.
I lost my coat.
I play football.
he lifted the sleeping baby.
I reached the finish line.

How

Without a sound,
Running barefoot,
Carefully,
Suddenly,
Gently,

When

Every week,
During playtime,
Once a year,
Before I go to bed,
When I go home,

Where

Beside my bed,
Across the street,
In the park,
At home,
Outside my house,

Try using some of these fronted adverbials in some sentences of your own!



CHECK! Did you remember **the comma** after each fronted adverbial?