

Please remember you don't need to print worksheets out just write you answers in your packs provided.

To use the love reading website links open link then click on [Click here to visit the Secret Lake website](#),

**Word of the Day: Monday: Position Tuesday: Remember Wednesday: Separate Thursday: Woman Friday: Caught**

- Find the definition
- Use the word in a sentence
- List any synonyms
- List any antonyms

English	Maths	Family Fun	Spanish	Creative
<p>Pre reading activity</p> <p>Before you begin to read the extract, have a look at the picture of the book on the website below. What can you see? Who do you think the characters are? What is in their hands? What are they doing? Write down your answers to these questions.</p> <p><a href="https://www.lovereading4kids.co.uk/book/7529/The-Secret-Lake-by-Karen-Inglis.html">https://www.lovereading4kids.co.uk/book/7529/The-Secret-Lake-by-Karen-Inglis.html</a></p> <p>The title is <i>The Secret Lake</i>. Can you make any connections with the book?</p>	<p><a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></p> <p>White Rose Maths – Lesson 1 -Write decimals</p> <p>All worksheets attached below.</p>	<p>Watch the video below about how different parts of the brain deal with different parts of a task.</p> <p><a href="https://www.rigb.org/families/experimental/multitasking-mayhem">https://www.rigb.org/families/experimental/multitasking-mayhem</a></p> <p>Have a go at doing some of the activities where you have to do things at once.</p>	<p>Spanish alphabet</p> <p><a href="https://classroom.thenational.academy/lessons/el-alfabeto-y-los-numeros-ee3a72/">https://classroom.thenational.academy/lessons/el-alfabeto-y-los-numeros-ee3a72/</a></p>	<p>Music – Pulse</p> <p><a href="https://classroom.thenational.academy/lessons/pulse-b060fd/">https://classroom.thenational.academy/lessons/pulse-b060fd/</a></p>

Have you read any books before that have taken the characters to a secret place? Can you think of any films/TV shows that take you to a secret place? Have you ever been to a secret place?

Write a short paragraph about any connections that you make, e.g.  
*This book reminds me of ... because ...*


Now have a look at the words below; do you know what they mean?

*mercilessly, tuft, squinting, loomed, array, communal, vast*

Complete a chart like the one underneath this table including definitions (what the word means) and synonyms (words that mean the same).

Use a dictionary to find definitions and synonyms  
<https://www.wordhippo.com/>

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<p>Read <b>Chapter 1</b> of the extract; you may wish to print it out.  <a href="https://www.lovereading4kids.co.uk/book/7529/The-Secret-Lake-by-Karen-Inglis.html">https://www.lovereading4kids.co.uk/book/7529 /The-Secret-Lake-by- Karen-Inglis.html</a></p> <p>Spot the vocabulary that you explored yesterday. If you have printed the extract out, then you can highlight the words when you spot them. Talk about their meaning in the sentences in which they appear.</p> <p>Think about the characters of Tom and Stella. What are your first impressions of them? How are they similar to each other? How are they different? Compare the characters using a Venn diagram. Two ovals for Tom and Stella showing Similarities/Differences</p> <p>Explain your Venn diagram to someone in your household. Try to support points you have made with evidence from the text. E.g. <i>I can say that Tom is .... because the text says ....</i></p>	<p><a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></p> <p>White Rose Maths – Lesson 2- Compare decimals</p> <p>All worksheets attached below.</p>	<p>Build a maze in the garden out of sticks, stones or mowed grass.</p> 	<p>Alphabet and nombres recap</p> <p><a href="https://classroom.thenational.academy/lessons/introducing-yourself-in-spanish-8ec6d2/">https://classroom.thenational.academy/lessons/introducing-yourself-in-spanish-8ec6d2/</a></p>	<p>Music – beatbox</p> <p><a href="https://classroom.thenational.academy/lessons/to-beatbox-using-rhythmic-patterns-86711c/">https://classroom.thenational.academy/lessons/to-beatbox-using-rhythmic-patterns-86711c/</a></p>
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<p>Read <b>Chapter 2</b> of the extract:  <a href="https://www.lovereading4kids.co.uk/book/7529/The-Secret-Lake-by-Karen-Inglis.html">https://www.lovereading4kids.co.uk/book/7529/The-Secret-Lake-by-Karen-Inglis.html</a></p> <p>Note down any unfamiliar vocabulary and find out the definitions.  <a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a></p> <p>Imagine that you are Stella or Tom. You are going to write a diary entry for one of them. Think about what has happened that day and how you are feeling as either Stella or Tom.</p> <p>Tips for writing a diary.</p> <ul style="list-style-type: none"> <li>- Write in first person    (you are Stella or Tom)</li> <li>- Write events that    have happened that day in chronological (time) order</li> </ul>	<p><a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></p> <p>White Rose Maths – Lesson 3 -Order decimals</p> <p>All worksheets attached below.</p>	<p><b>Take a virtual visit to Chester Zoo.</b></p> <p><a href="https://www.chesterzoo.org/virtual-zoo-2/">https://www.chesterzoo.org/virtual-zoo-2/</a></p>	<p>Saying your Birthday</p> <p><a href="https://classroom.thenational.academy/lessons/saying-your-birthday-in-spanish-4f70cd/">https://classroom.thenational.academy/lessons/saying-your-birthday-in-spanish-4f70cd/</a></p>	<p>Music -Sing a major scale</p> <p><a href="https://classroom.thenational.academy/lessons/sing-a-major-scale-4eaf53/">https://classroom.thenational.academy/lessons/sing-a-major-scale-4eaf53/</a></p>
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<ul style="list-style-type: none"> <li>- Include how you (Stella or Tom) are feeling about the things that have happened.</li> </ul> <p>- Try to include some of the new words that you have explored this week.</p> <p>Think about also including some of the Year 4 grammar/ sentence types that you have looked at with your teacher.</p> <p>Read your work through and check for spelling and punctuation. Could you improve your writing in any way?</p>				
<p>Have a look at the words below; do you know what they mean?</p> <p><i>scout, hollow, trotting, loomed, soundly, jaunty</i></p> <p>Complete a chart like the one underneath this table.</p>	<p><a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></p> <p>White Rose Maths – Lesson 4 -Round decimals</p> <p>All worksheets attached below.</p>	<p>Go Bowling</p> <p>Have a go at bowling using tins or plastic bottles with numbers on and a ball or rolled up pair of socks. Who can score the highest</p>	<p>Saying the date in Spanish</p> <p><a href="https://classroom.thenational.academy/lessons/how-to-say-the-date-in-spanish-45fd74/">https://classroom.thenational.academy/lessons/how-to-say-the-date-in-spanish-45fd74/</a></p>	<p>Art – Textured rubbings</p> <p><a href="https://classroom.thenational.academy/lessons/texture-treasure-hunt-363e14/">https://classroom.thenational.academy/lessons/texture-treasure-hunt-363e14/</a></p>

Use a dictionary to find the definitions.

Now read **Chapter 3** of the extract; you may wish to print it out: [https://www.lovereading4kids.co.uk/book/7529 /The-Secret-Lake-by- Karen-Inglis.html](https://www.lovereading4kids.co.uk/book/7529/The-Secret-Lake-by-Karen-Inglis.html)

Spot the vocabulary that you have been exploring. Think about their meaning in the sentences in which they appear.

What do you think is going to happen next? Will Tom and Stella find Harry?

Where is the water coming from?

Will they have an adventure? What will they find? Will they tell anyone or keep it a secret?

Will the gardener catch them? You are going to plan the next chapter of the story today before writing your chapter tomorrow.

score?



<p>Consider the questions above. Think about the title of the book. How does this tie in with the story? How can you make your story exciting?</p> <p>Plan your chapter using a method that you have used at school, e.g. a story mountain or a story board, etc.</p>				
<p>Today you are going to write the next part of the story from the plan that you created yesterday.</p> <p>When you are writing, think about the following:</p> <ul style="list-style-type: none"> <li>-write in the past tense -write in third person (<i>Stella went ... they found ... etc.</i>)</li> <li>- Use paragraphs when you change scene or change time</li> <li>- Use some of the words you have explored this week</li> <li>- Include some Year 4 sentence types/ grammar skills that you have covered, e.g. <i>fronted adverbials for where or when, or complex sentences with adverb starters (Carefully lowering himself down from</i></li> </ul>	<p><a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></p> <p>White Rose Maths – Friday Maths Challenge - Bitesize</p>	<p>Make your own rainbow</p> <p><a href="https://www.sciencekids.co.nz/experiments/makearainbow.html">https://www.sciencekids.co.nz/experiments/makearainbow.html</a></p>		<p>Adding texture to Art-</p> <p><a href="https://classroom.thenational.academy/lessons/drawing-skills-how-can-we-use-texture-to-make-our-drawings-more-interest-e3b973/">https://classroom.thenational.academy/lessons/drawing-skills-how-can-we-use-texture-to-make-our-drawings-more-interest-e3b973/</a></p>

<p><i>the tree, Tom surveyed the uneven ground in front of him.)</i></p> <p>-Include some dialogue between the characters. Make sure that you use inverted commas (speech marks) and other punctuation to indicate direct speech, e.g. <i>"I wonder where Harry goes every time," Tom said with a frown as he picked at the mound of grass with his trowel.</i></p> <p>You could try showing characterisation through the use of description, action and dialogue, e.g. <i>Tom stepped back and kicked the log in frustration. "Look," said Stella firmly, "it's no use making a fuss now. We'll come back tomorrow."</i></p> <p>Remember to keep reading through your work to check it makes sense and to check for spelling and punctuation.</p>				
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<https://mailchi.mp/headstartprimary.com/free-activity-booklets>

<https://classroom.thenational.academy>





## Add 2 or more fractions

1 Complete the additions.

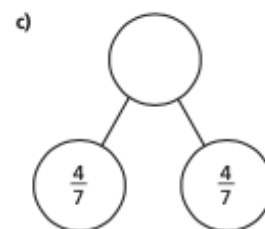
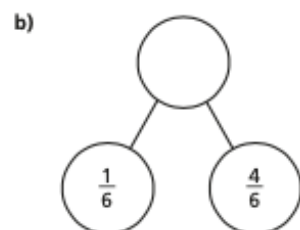
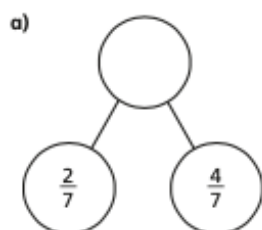
a)   $\frac{1}{5} + \frac{2}{5} = \square$

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.



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

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

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

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

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

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

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

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.

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

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

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

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

5

Tommy is adding fractions.



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

Explain why Tommy is incorrect.

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6

Complete the number sentences.

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

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

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

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

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

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

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

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.

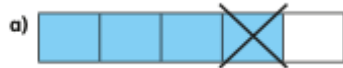
Together the four children walked 3 km.

How far did Jack walk?

 km


## Subtract 2 fractions

1 Complete the subtractions.



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



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



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



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



2 Complete the calculations.

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

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

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

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

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

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

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

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

3 Complete the subtractions

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

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

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

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

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

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

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

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

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

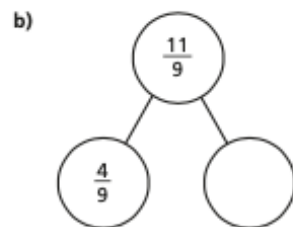
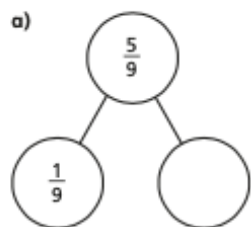
He uses  $\frac{5}{4}$  kg of potatoes.

How many kilograms does he have left?

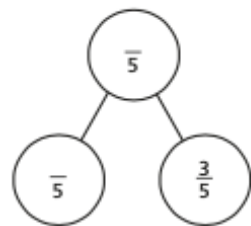
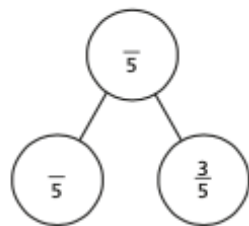


Jack has  kg left.

- 5 Complete the part-whole models.



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



- 7 Fill in the missing numerators.

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

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

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

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

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

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

# Fractions of a quantity



1 Complete the number sentences.

a)  $\frac{1}{4}$  of 20 =   
20



d)  $\frac{1}{4}$  of 40 =   
40



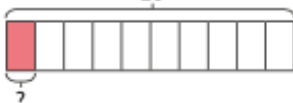
b)  $\frac{1}{5}$  of 20 =   
20



e)  $\frac{1}{8}$  of 40 =   
40



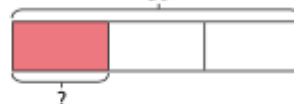
c)  $\frac{1}{10}$  of 20 =   
20



f)  $\frac{1}{8}$  of 80 =   
80



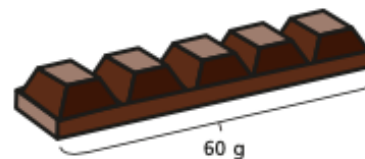
g)  $\frac{1}{3}$  of 36 =   
36



h)  $\frac{1}{6}$  of 36 =   
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 =

c)  $\frac{1}{8}$  of 32 =

$\frac{3}{4}$  of 24 =

$\frac{5}{8}$  of 32 =

b)  $\frac{1}{7}$  of 35 =

d)  $\frac{5}{8}$  of 64 =

$\frac{3}{7}$  of 35 =

$\frac{7}{8}$  of 64 =

$\frac{5}{7}$  of 35 =

$\frac{10}{8}$  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

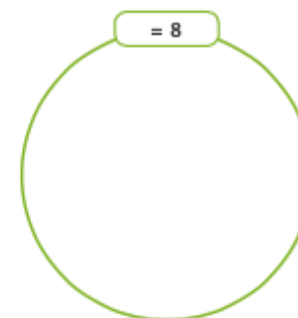
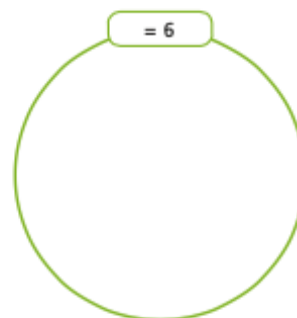
$\frac{4}{5}$  of 20

12



5 a) Write each calculation in the correct circle.

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

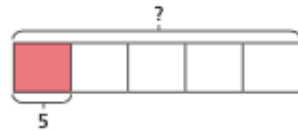
c)  $\frac{6}{8}$  of 40   $\frac{3}{4}$  of 40

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

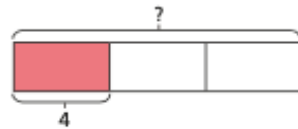
## Calculate quantities

- 1 Match the calculations to the bar models.  
Work out the missing quantities.

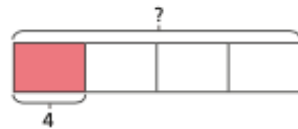
$$\frac{1}{4} \text{ of } \square = 5$$



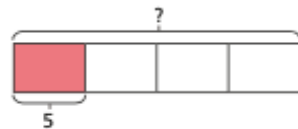
$$\frac{1}{4} \text{ of } \square = 4$$



$$\frac{1}{5} \text{ of } \square = 5$$



$$\frac{1}{3} \text{ of } \square = 4$$



- 2 Complete the sentences.

a) When one fifth is 1, the whole is

When one fifth is 10, the whole is

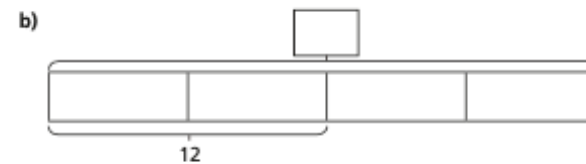
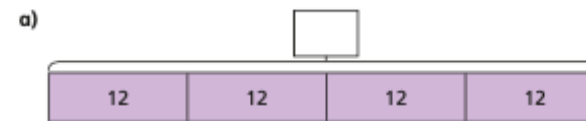
When one fifth is 20, the whole is

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

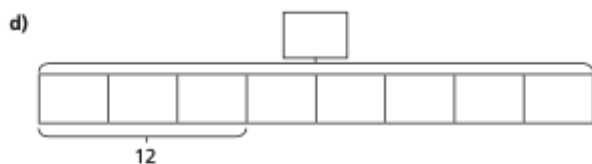
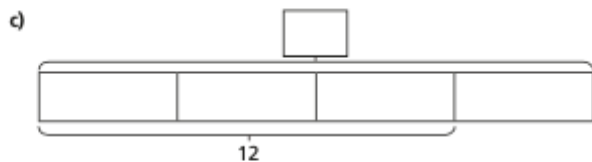
When  $\frac{1}{7}$  is 4, the whole is

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

- 3 Complete the bar models and fill in the whole.







4 Complete the calculations.

a)  $\frac{1}{2}$  of  = 30

e)  $\frac{3}{7}$  of  = 15

b)  $\frac{1}{2}$  of  = 15

f)  $\frac{5}{7}$  of  = 15

c)  $\frac{1}{4}$  of  = 15

g)  $\frac{5}{7}$  of  = 35

d)  $\frac{3}{4}$  of  = 15

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.



Rosie

I have 18 counters altogether.  $\frac{2}{3}$  are blue.



Ron

$\frac{3}{4}$  of my counters are blue.

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.

