Home Learning Grid - Year 4/5
Week Commencing – 29.06.20
Work to be completed in home learning books

	1	2	3	4
English	Read your favourite book and re-write the ending.	Emoji book review.	Write a noun for each letter of the alphabet. Can you think of an alliterative adjective to describe it?	Design a game Write the instructions for the game. It can be a physical game or a board game. Then create it and play it.
Maths	Complete lesson 1 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 2 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 3 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 4 for the maths curriculum that you follow. Answers will be posted to seesaw.
Outdoors	**The Big Den Challenge**			
	Let's Make a Den!!! Whether it's inside or outside, let's try to make a den. Your very own place to relax, paint, work, sleep, read – whatever you want. See below for help.	**Home Scavenger Hunt** Use your den as a base to collect as many of things as you can from our home scavenger hunt.	**Be the King or Queen** You have a den? Check. Now you are the king or queen of the castle, you'll need a crown too. Read below.	**Relax and Read in Your Kingdom** Send us a photo, on Seesaw, of you reading a good book in your den.
PE	**School Games Active Championships**			

As you are aware, the Oak National Academy also provide a wealth of learning opportunities during the national lockdown. These can be assessed here: https://www.thenational.academy/online-classroom **. We understand that some families may prefer to work from these materials and this is absolutely fine. Our new grids will hopefully encourage children to use the final few weeks of term to get outdoors where possible and be creative. We are thrilled to see so many children learning at home and taking the opportunity to also do all kinds of things at home which are not usually taught in the classroom. We would like to sincerely thank everyone for their support during this strange time.**

Reading activity 2

Book title: _____

Author: _____

Illustrator: _____

Use emojis to fill in the top half of this book review. If you can't find a suitable emoji, draw it yourself.

Setting:

Characters:

Beginning:

Middle:

Ending:

Who would you recommend this book to and why?

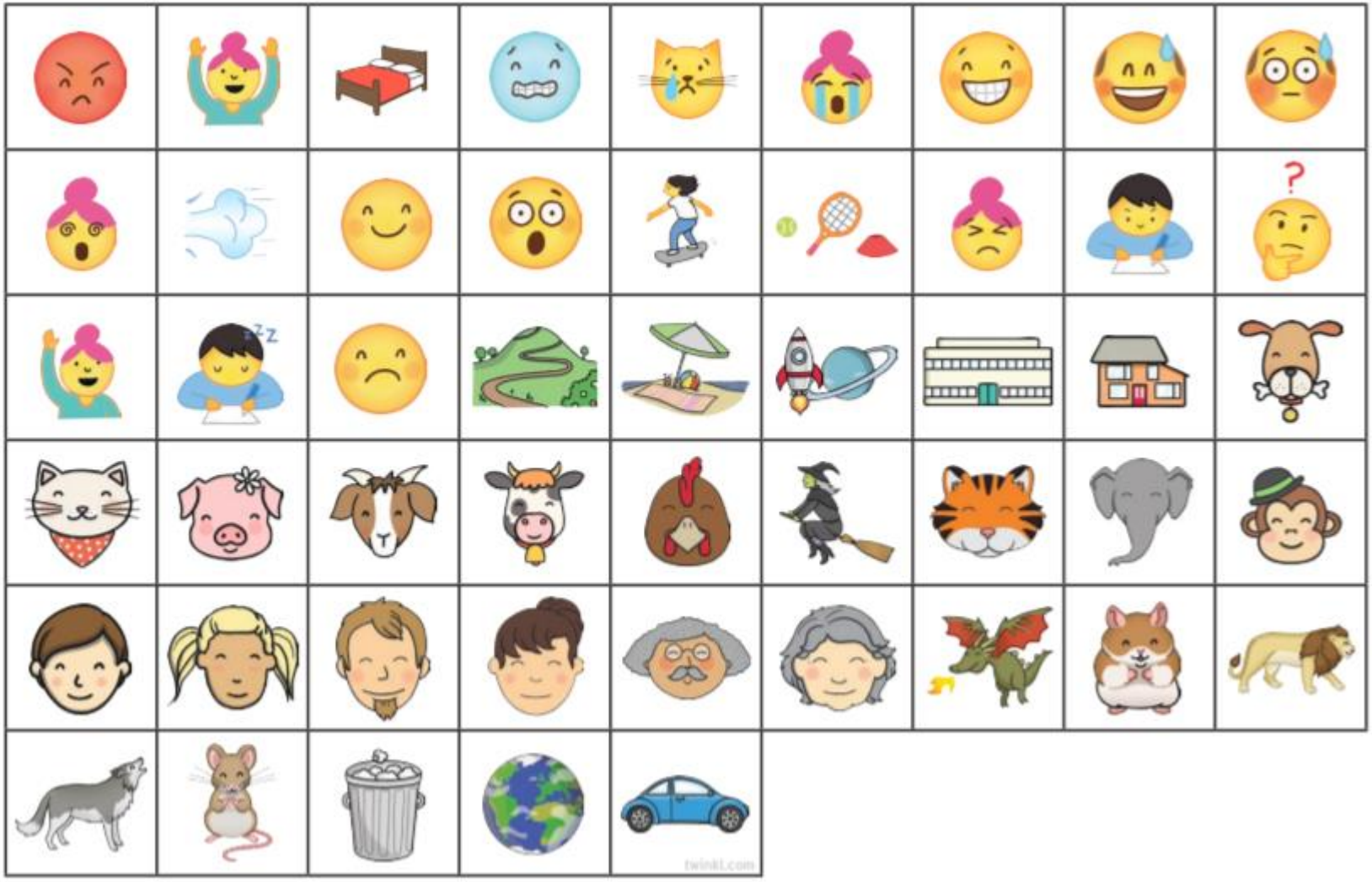
_____

_____

_____

_____

Score: /10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English task 3

A_____

B_____

C_____

D_____

E_____

F_____

G_____

H_____

I_____

J_____

K_____

L_____

M_____

N_____

O_____

P_____

Q_____

R_____

S_____

T_____

U_____

V_____

W_____

X_____

Y_____

Z_____

Year 4 lesson 1

Hours, minutes and seconds

1 Sort the activities into the table depending on approximately how long each one takes to complete.

travel to school | wash and dry laundry | get dressed | travel to the Moon | watch a TV show | listen to a song | eat a small chocolate bar | sneeze | write your name

Less than 10 seconds	
Less than 1 minute	
Less than 5 minutes	
Less than 1 hour	
More than 1 hour	

2 Complete the statements.

a) one minute = ☐ seconds

2 minutes = ☐ seconds

4 minutes = ☐ seconds

eighty minutes = ☐ seconds

b) 1 hour = ☐ minutes

5 hours = ☐ minutes

ten hours = ☐ minutes

15 hours = ☐ minutes

c) one day = ☐ hours

3 days = ☐ hours

12 days = ☐ hours

thirty days = ☐ hours

d) 1 minute = ☐ seconds

1 hour = ☐ minutes

1 hour = ☐ seconds

2 hours = ☐ seconds

How did you work this out? Talk about it with a partner.

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

5 minutes ◯ 5 seconds

5 minutes ◯ 50 seconds

5 minutes ◯ 500 seconds

$\frac{1}{2}$ hour ◯ 60 minutes

$\frac{1}{2}$ hour ◯ 6 minutes

30 minutes ◯ $\frac{1}{2}$ hour

4 Huan ran a race in 3.5 minutes.

Eva ran the race in 312 seconds.

Who was quicker?

_____ was quicker.

How much quicker were they?

☐ minute ☐ seconds quicker

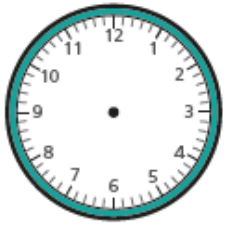
5 The time is 10 past 3

Draw hands on the clocks to show what time it will be:

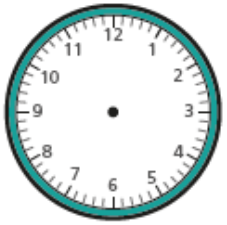
a) in 10 minutes

c) in 120 seconds

b) in 60 minutes



d) in 1.5 hours



6 Scott, Esther and Dani timed how long it took to have a shower.

Scott = $\frac{1}{10}$ hour Esther = 315 seconds Dani = 3 mins 27 secs

How long did it take them in total? ☐ seconds

What was the difference between the longest and shortest times?

☐ minutes ☐ seconds

7 Brett, Annie, Aisha and Filip are going on holiday.

Here are the total lengths of their journeys.

Brett	12 hours longer than Filip
Annie	$1\frac{1}{4}$ days
Aisha	twice as long as Brett
Filip	360 minutes

Work out how many hours it took each person.

Place them in order from the shortest to the longest journey.

	Name	Time
shortest journey	_____	☐ hours
	_____	☐ hours
	_____	☐ hours
longest journey	_____	☐ hours

Year 4 lesson 2

Years, months, weeks and days

1 Sort the months into the table.

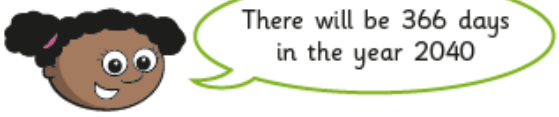
January	April	July	October
February	May	August	November
March	June	September	December

Less than 30 days	30 days	31 days

2

a) How many days will there be in 2020?

☐ days



b) Do you agree with Whitney? _____

Explain your answer.

3

Is this always true, sometimes true or never true?

Tick your answer.

always true | sometimes true | never true

Prove your answer.

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

1 week	◯	7 days
15 days	◯	2 weeks
15 days	◯	1 month
360 days	◯	1 year
360 weeks	◯	1 year
12 months	◯	1 year
20 months	◯	2 years
40 months	◯	3 years

5 Complete the tables.

Weeks	Days
2	
4	
8	
80	
40	
28	

Days	Weeks
	1
	3
	10
	9
	13
	36

6

September						
M	T	W	Th	F	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

a)

Jack

My birthday is on the third Friday of September.

When is Jack's birthday?

Date: ☐ Month _____

b)

Amir

My birthday is on the same date as Jack's but in August.

When is Amir's birthday?

Date: ☐ Month _____

7 Tim is three times as old as Anna.

George is 4 months older than Anna.

Anna is 2 years and 2 months old.

What is their combined age?

☐ years ☐ months

8 Jack, Annie and Alex went for a run together on Tuesday 5 January.

Jack ran every 2 days after that.

Alex ran every 3 days after that.

a) How many more times in January will Jack and Alex run together on the same day?

☐ more times

b) Annie only runs on Tuesdays.

When is the next time that all three friends will run together on the same day?

_____

Year 4 lesson 3

Analogue to digital – 12 hour

1 Is the time shown on the clock in the morning or the afternoon?

Sort the clocks into the table.

Clock A

Clock D

Clock B

Clock E

Clock C

Clock F

Morning	Afternoon

2 Complete the table by drawing hands on the analogue clock or writing the 12-hour digital time.

Analogue	Digital
 pm	:
	3:10 PM
	6:30 AM
 am	:

3

Ron is writing the time in 12-hour digital format.

5:03 pm

What mistake has Ron made?

_____

_____

4 Esther leaves her house at this time.

It takes her 1 hour and 45 minutes to get to her friend's house.

Write the time she arrives in 12-hour digital format.

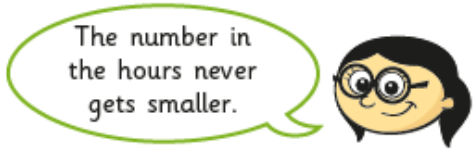
5 Jack and Annie are looking at what happens when you add 50 minutes to a time in the 12-hour digital format.

a)

Is Jack's statement always, sometimes or never true?

_____

b)



Is Annie's statement always, sometimes or never true?

_____

Compare answers with a partner.

6 Huan is getting the bus into town.

Buses start running at 6:30 am.

They arrive every 22 minutes.

Huan is ready to leave at the time shown on the clock.

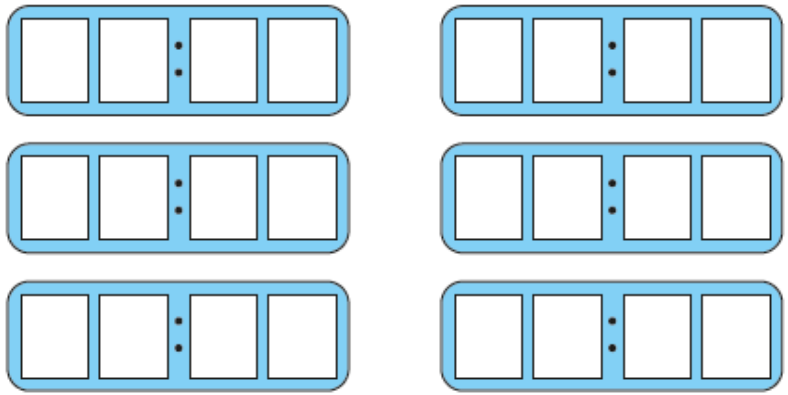
When will the next bus arrive?

_____

7 Using the digit cards once only each time, show six different times that could be shown on a 12-hour digital clock.

You do not need to use all the cards every time.

0	1	2	3



Are there any other possible answers?

Year 4 lesson 4

Analogue to digital – 24 hour

1 What is the same and what is different about the clocks in each set?

a)

am

11:00 AM

11:00

b)

pm

11:00 PM

23:00

2 Write the times in 12-hour digital format using am or pm.

24-hour digital	12-hour digital
06:10	
18:10	
21:12	
12:45	
00:45	

3 23:30 → Take away 12 hours → 11:30

To change from 24-hour to 12-hour digital time, you just have to subtract 12 from the hours.

Does Amir's method always work? _____

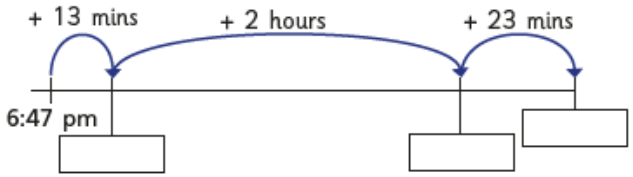
Explain your reasons.

4 The time is 6:47 pm.

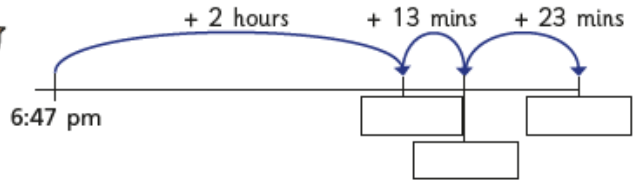
Dexter, Alex and Mo are using number lines to work out what time it will be in 2 hours and 36 minutes.

Fill in the missing times in 24-hour format.

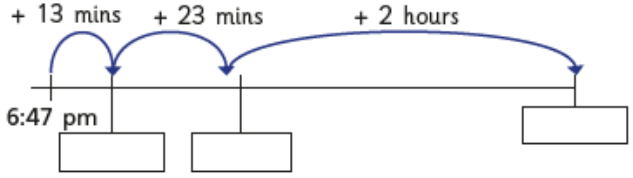
Dexter



Alex



Mo



Whose method do you prefer?

5 Complete the sequences by writing the next two times in 24-hour digital format.

a)

: :

b) 7:30 | 9:45 | 12:00 | : | :

c) 9:10 pm | 10:00 pm | 10:50 pm | : | :

6 Nijah is delivering a parcel to her friend's house.

She leaves her house at  am.

She arrives at her friend's house at 11:50

She leaves her friend's house at 11:55

If her return journey takes the same amount of time, what time will it be when she gets home?

Write your answer in 24-hour digital format.

:

7 Whitney thinks the time is 22:10

What mistake has Whitney made?

8 0 | 1 | 2 | 3

:

Using the digit cards once only each time, write five different times that can be shown on the 24-hour clock.

9 The time 15:51 is palindromic.

If you write the digits forwards or backwards the time will be the same.

Write five other times in the 24-hour digital format that are palindromic.

Compare answers with a partner.

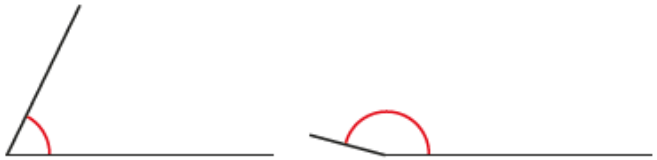
Year 5 lesson 1

Measuring with a protractor (2)

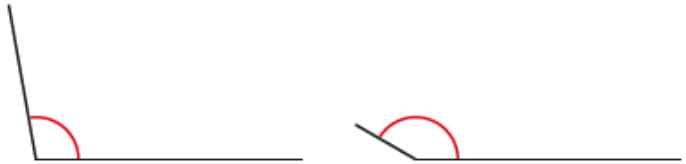
1 Circle the greater angle in each pair.

a)

b)



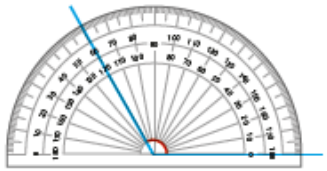
c)



d)

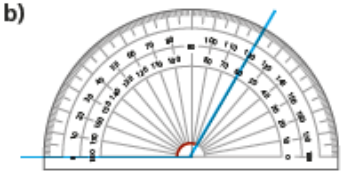
2 What is the size of the angle marked in each diagram?

a)

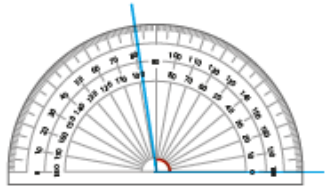


d)

b)



e)



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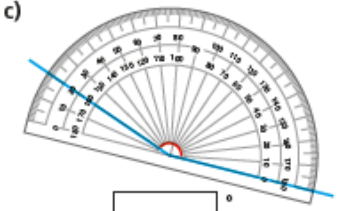
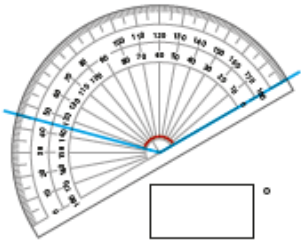


f)



3

The angle marked is 30 degrees.

a) How do you know, just by looking at the angle, that it is not 30 degrees?

b) What mistake do you think Annie has made?

4 Scott is trying to measure the obtuse angle.

What mistake has Scott made?

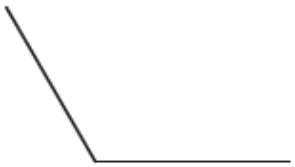
_____

_____

_____

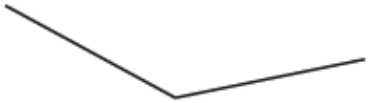
5 Measure each of the angles.

a)



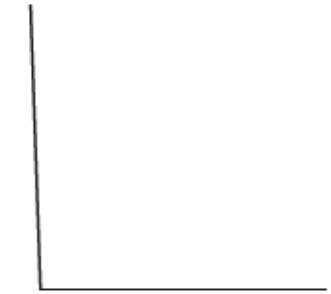
□ °

c)



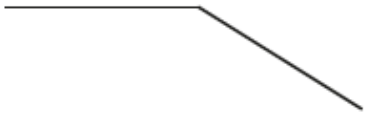
□ °

b)



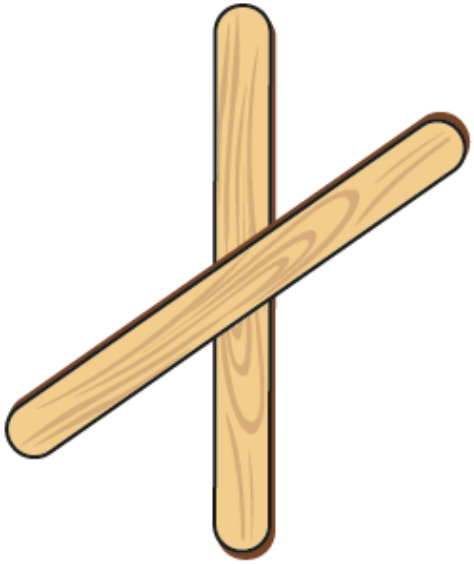
□ °

d)



□ °

6 Eva puts one ice-lolly stick over another ice-lolly stick.



a) Estimate the size of the largest angle between the two ice-lolly sticks.

My estimate is □ °.

b) Measure the angle to check your estimate.

The actual measurement is □ °.

c) Measure the size of each of the angles formed by the ice-lolly sticks and label them on the diagram.

d) Use ice-lolly sticks to create different sized angles and measure them.

Year 5 lesson 2

Drawing lines and angles accurately

1 Draw each of the angles accurately.

Use the line provided as part of your angle.

a) 60 degrees

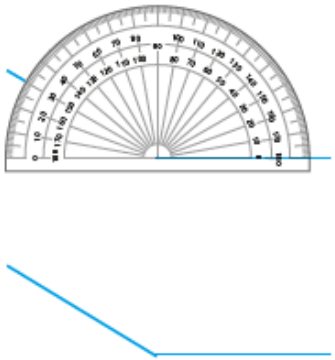
b) 85°

c) 110°

d) 143°

2 Dexter is asked to draw an angle of 30 degrees.

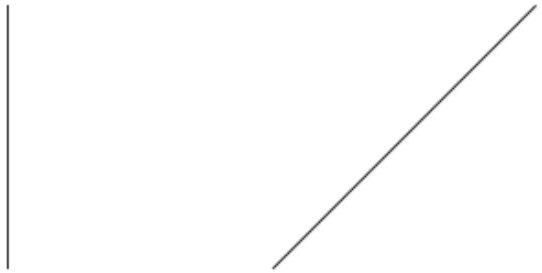
He marks a point as shown.



What mistake has Dexter made?

3 Draw an angle of 100° on each line.

Use the lines to form part of the angle.

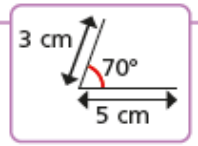


4 Draw three angles that all measure 55°.

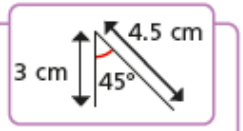
Each angle should be in a different orientation.

5 Draw these lines and angles accurately using a ruler and protractor.

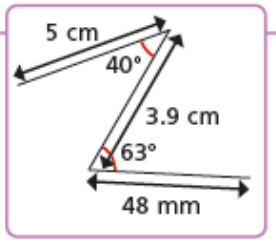
a)



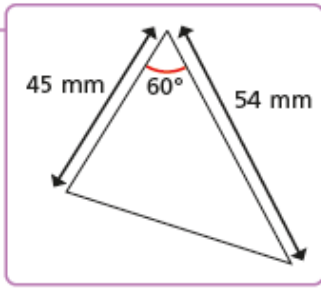
b)



6 Make an accurate drawing of the shape.



7 Draw the triangle accurately and work out its perimeter.



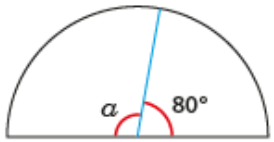
perimeter = ☐ mm

Year 5 lesson 3

Calculating angles on a straight line

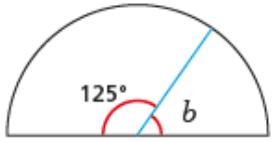
1 Work out the sizes of the unknown angles.

a)



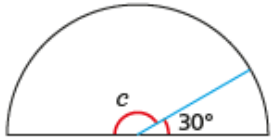
$a =$ ☐ °

b)



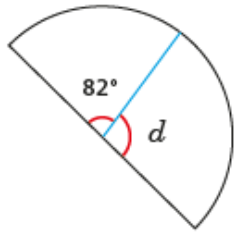
$b =$ ☐ °

c)



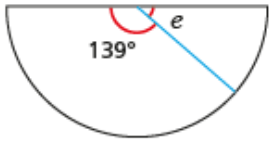
$c =$ ☐ °

d)



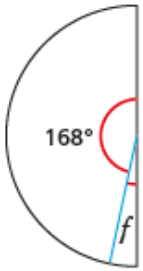
$d =$ ☐ °

e)



$e =$ ☐ °

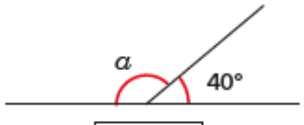
f)



$f =$ ☐ °

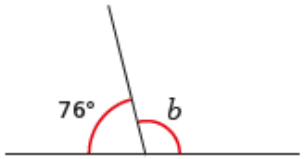
2 Work out the size of the unknown angles.

a)



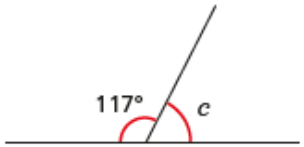
$a =$ ☐ °

b)



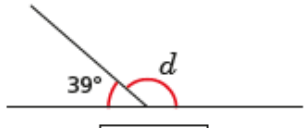
$b =$ ☐ °

c)



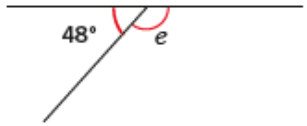
$c =$ ☐ °

d)



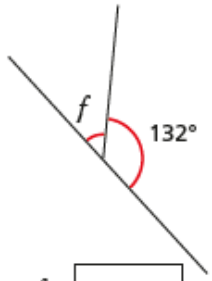
$d =$ ☐ °

e)



$e =$ ☐ °

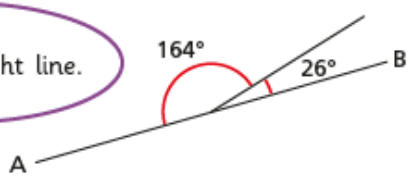
f)



$f =$ ☐ °

3 Dora draws two angles.

AB is a straight line.



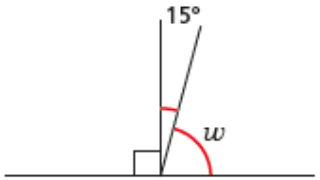
Do you agree with Dora? _____

Explain your answer.

4 Work out the size of the unknown angles.

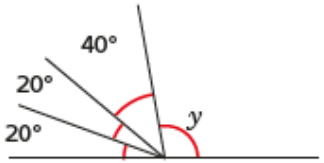
Show the steps in your working.

a)



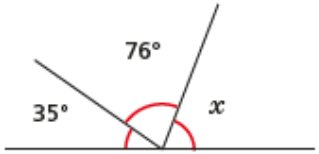
$w =$ ☐ °

c)



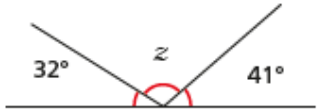
$y =$ ☐ °

b)



$x =$ ☐ °

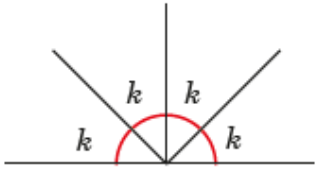
d)



$z =$ ☐ °

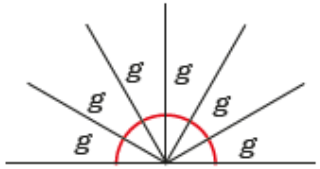
5 Work out the sizes of the unknown angles.

a)



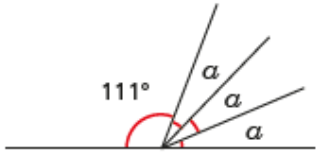
$k =$ ☐ °

b)



$g =$ ☐ °

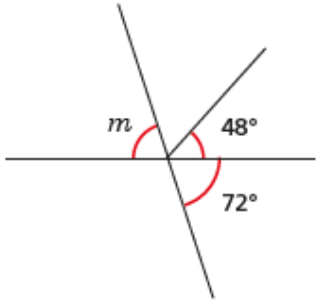
6 Work out the size of angle a.



$a =$ ☐ °

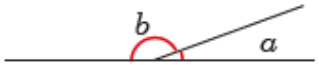
7 Work out the size of angle m.

Show all your working out.



$m =$ ☐ °

8 Two angles are marked.



Angle b is eight times the size of angle a.

What is the size of each angle?

$a =$ ☐ ° $b =$ ☐ °

Year 5 lesson 4

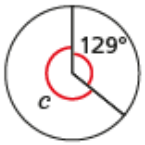
Calculating angles around a point

1 Work out the sizes of the unknown angles.

a)

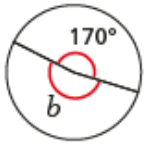
$a =$ ☐ °

c)



$c =$ ☐ °

b)



$b =$ ☐ °

d)

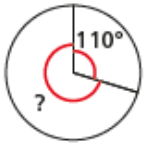
$d =$ ☐ °

2 Ron turns clockwise through 110 degrees.

He continues to turn the same way.

He wants to turn to where he was facing at the start.

How many more degrees does he need to turn through?



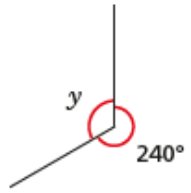
☐ °

3 Work out the size of the unknown angles.

a)

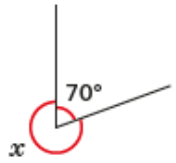
$w =$ ☐ °

c)



$y =$ ☐ °

b)



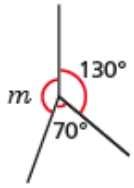
$x =$ ☐ °

d)

$z =$ ☐ °

4 Work out the sizes of the unknown angles.

a)



$m =$ ☐ °

b)

$n =$ ☐ °

5 Ms Hall asks her class to draw an angle of 250 degrees.

Amir: My protractor only goes up to 180 degrees.

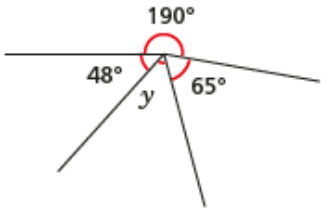
Alex: That's true. But I think we can still use it.

a) Explain why Alex is correct.

b) Draw an angle of 250 degrees.

Compare methods with a partner.

6 Work out the size of angle y.

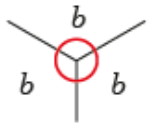


$y =$ ☐ °

7 Work out the sizes of the unknown angles.

Give reasons to support your answers.

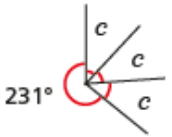
a)



$b =$ ☐ ° because _____

_____

b)



$c =$ ☐ ° because _____

_____

8 A circle is divided into ten equal sections.

What is the size of the angle marked g?

$g =$ ☐ °

VICTORIA DOCK PRIMARY SCHOOL'S

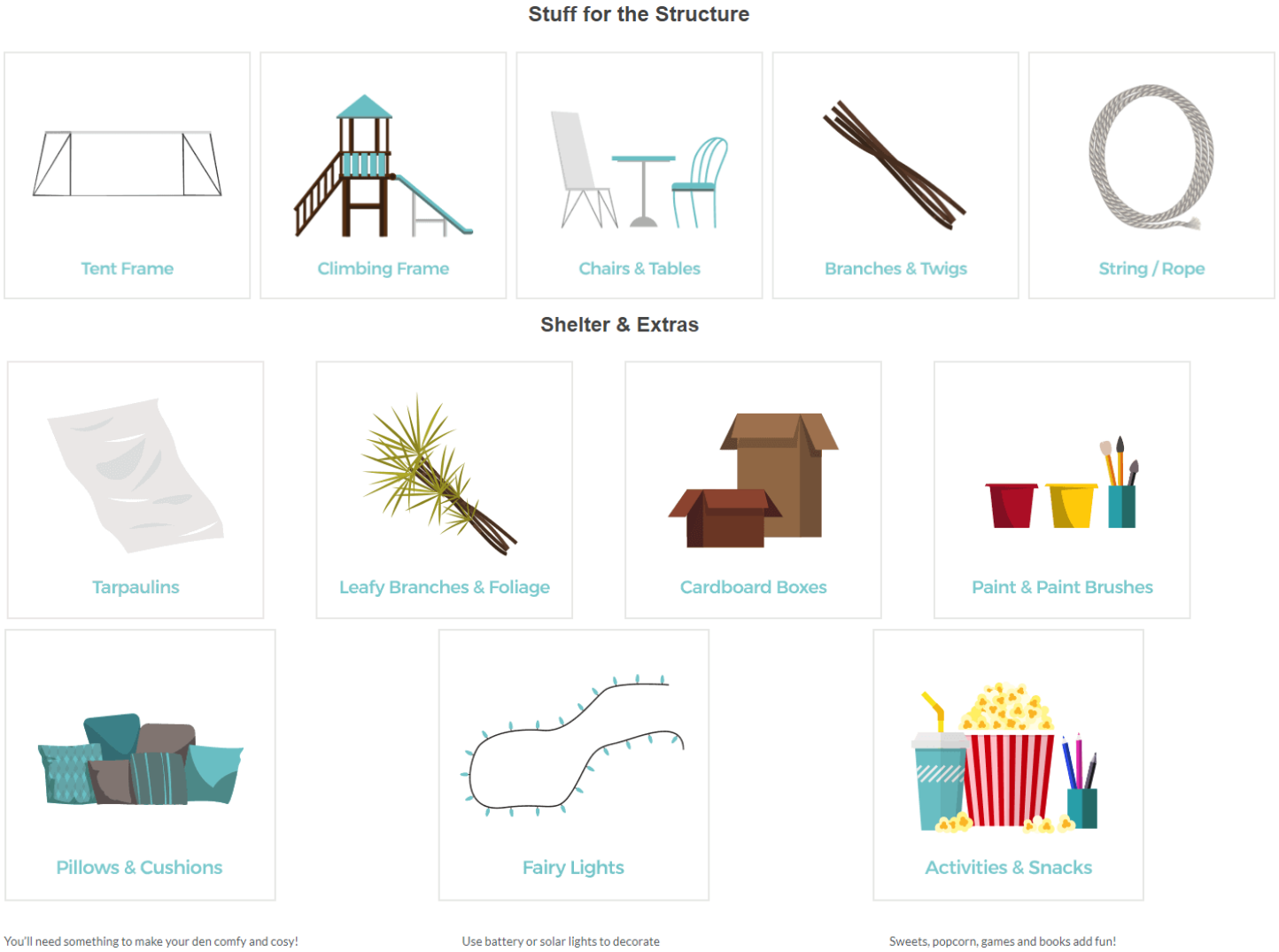
BIG DEN CHALLENGE

Have a go at making your own den at home. Whether it is indoor or outdoor, use whatever you have around the house (and some adult supervision) to create your own place to relax, paint, work, sleep, read – whatever you want. See below for help and look out for some special certificates towards the end of the week

Outdoor – Den Building

This week's challenges all revolve around making some kind of den. This can be inside or outside. (We can never predict the weather.) Here are some different instructions for making a den at home. Be as creative as you'd like.

This family furniture website has lots of different ideas for making your own den. I particularly love the fairy light idea. Visit https://www.noaandnani.co.uk/den-building-ideas-for-the-best-dens-ever-i43 for more but below are some things to get you started.



1. Use Ready-Made Structures
If you have family tents or if you have a climbing frame in your back garden, these make excellent ready-made structures to form the basis of your den. You can drape your sheets or tarpaulins over the top and add other structures onto the sides to make giant mansion dens (if you're feeling ambitious).

2. Garden Furniture Fortress
If you're struggling for a structure, garden furniture makes the perfect solution. If you have 4 or 6 garden chairs, try arranging them back-to-back with space in the middle. This provides a support structure for you to drape a sheet or tarpaulin over the top, creating an instant den. Garden tables also make the perfect starter structure; simply drape over a sheet and you've got a cosy hiding place with a ready-made roof.

3. Building with Branches
If you're lucky enough to live near woodland, you can go foraging for fallen branches and twigs to use as your outdoor den structure. Make sure these really are already on the ground, and don't be tempted to remove them from their trees yourself. Your den should not harm the natural world around you. The bigger branches can be leaned up against one another and tied to form a basic den structure, while smaller bendy twigs can be woven between to fill in the walls.

4. Waterproofing
The most challenging element of building outdoor dens is making sure they are waterproof, just in case the heavens open. With any luck you'll get a nice sunny, dry day, but it pays to be prepared. The best things to use for waterproofing your outdoor den are plastic sheets and tarpaulins, as these are completely waterproof and very easy to work with. Or, if you want your den to be completely natural, you can use leaves. The bigger and broader the leaves the better, but make sure these are already on the ground and you're not taking them off living trees. You'll also need lots and lots to make sure your den doesn't leak; try layering up leafy branches and twigs to fill the gaps.

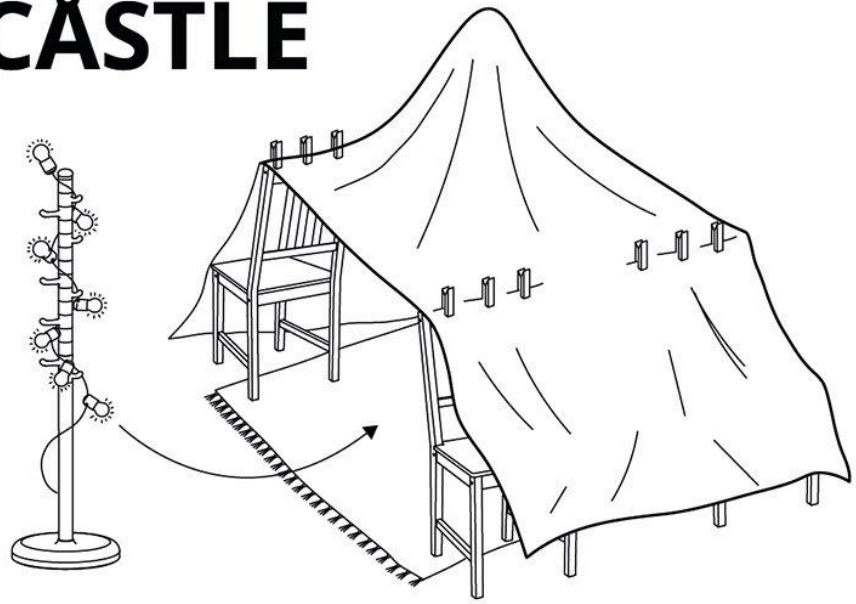
5. Painting Personalisation
If you've created your den walls using cardboard or branches, why not give them a lick of paint to create a colourful, personalised look? You can paint your branches in all kinds of colours or paint yourself your very own front door and some windows if you're using cardboard walls. Just make sure you only do this on a dry day and don't paint anything important like your garden furniture or climbing frames!

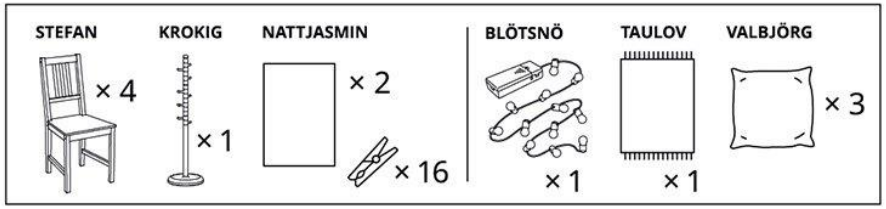
6. Something to Sit On
An upturned box or crate makes a surprisingly good seat or table for a little den, especially with an additional cushion or two. Spare pieces of cardboard also make excellent den flooring, providing a thick, clean and surprisingly comfortable layer of protection between you and the ground.

7. Light it Up
To make your outside den prettier and more practical in the dark, try adding battery or solar-powered fairy lights. You can dangle them from the roof of your structure or drape them over the top, or you can lay them out on the ground inside your den for a magical glow.

Alternatively, what about these guides from the popular shop, IKEA?

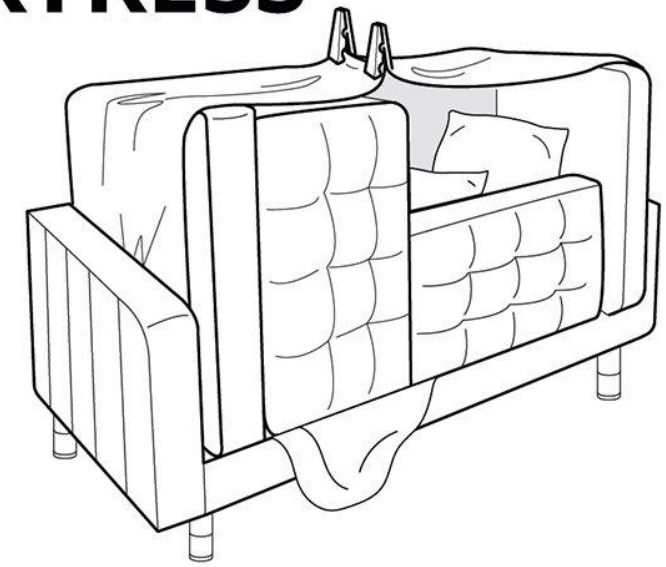
CÅSTLE

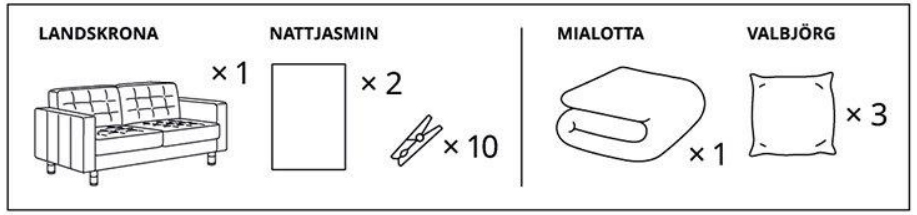




Make sure that the structure is safe. Do not leave children unattended.
The suggested examples are not ofcial IKEA user guides for IKEA products.
If you can't And the products referred to in the instructions, use similar ones.

FÖRTRESS





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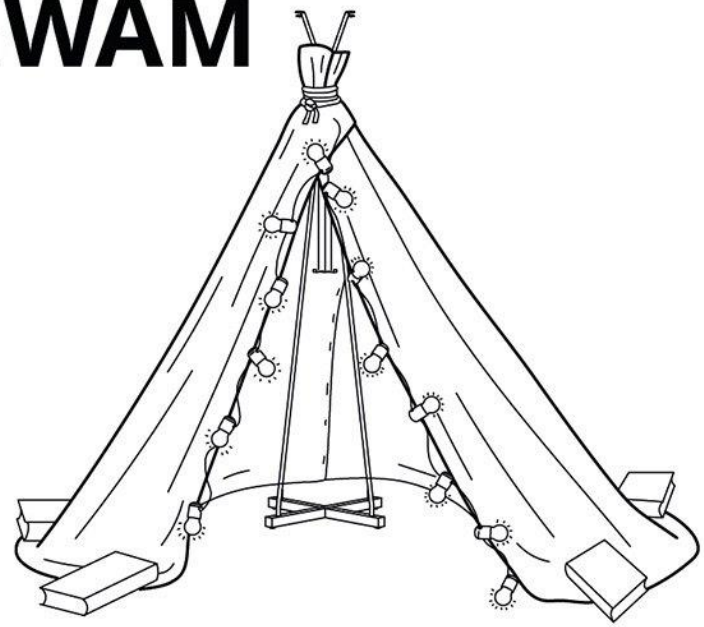
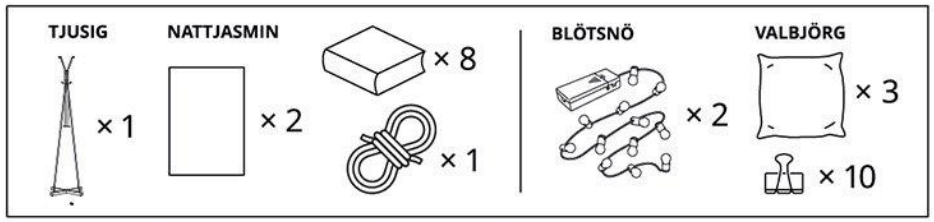
WIGWÅM





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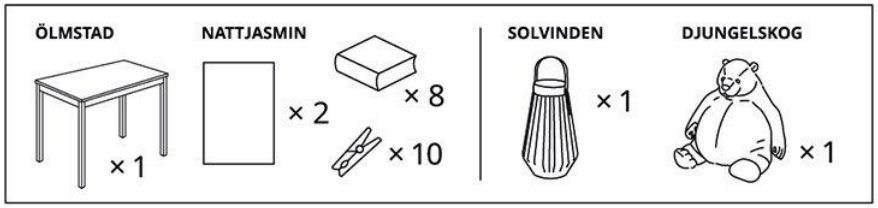
HÖUSE



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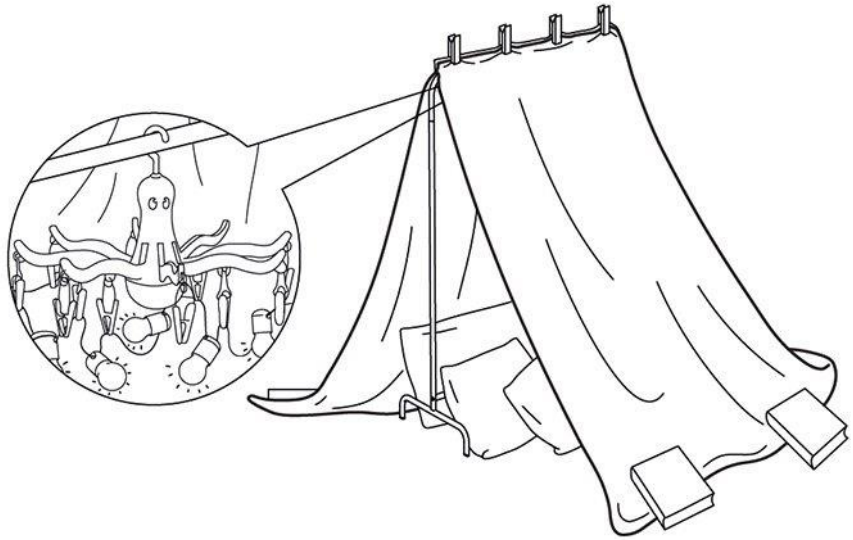
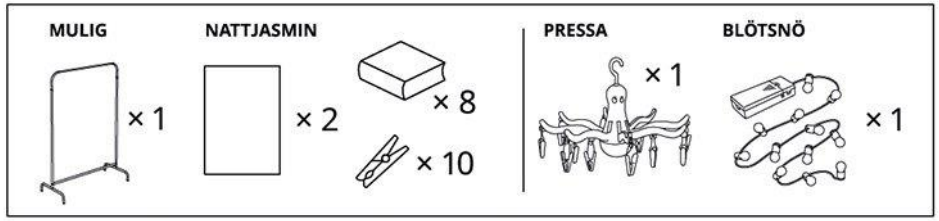
CÅMPINGTENT





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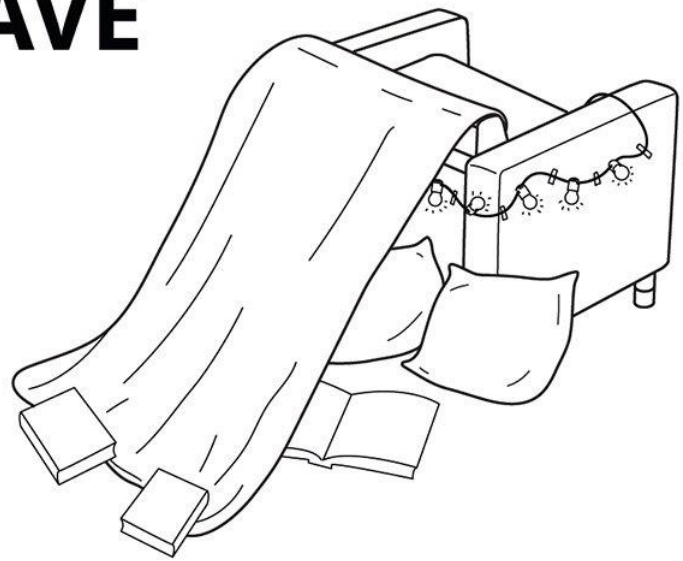
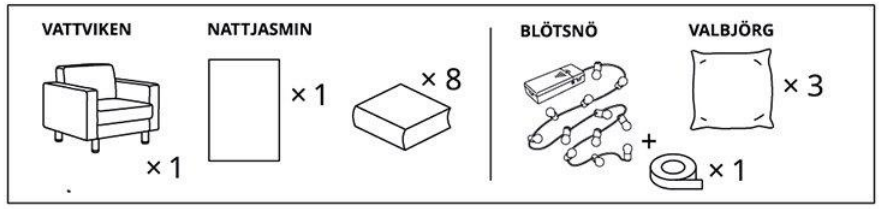
CÅVE





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The suggested examples are not ofcial IKEA user guides for IKEA products.
If you can't And the products referred to in the instructions, use similar ones.

If you really want to get serious about building a den, check out this final website: https://www.getoutwiththekids.co.uk/activities/making/building-a-den/

Send us a photo of your fab new den on Seesaw

Outdoor – Scavenger Hunt
Okay, so you've made a den, right? Great.

Now your challenge is to try to collect as many of these items (below) as possible in your den. Send us a photo of what you collect on Seesaw.

Check them off when you find them to help.

AROUND THE HOUSE SCAVENGER HUNT

FIND SOMETHING:

- ☐ blue
- ☐ with a nose
- ☐ to sit on
- ☐ that closes
- ☐ turns on and off
- ☐ shiny
- ☐ round
- ☐ to write with
- ☐ you can eat
- ☐ with buttons
- ☐ that makes a noise
- ☐ green
- ☐ to eat with
- ☐ white
- ☐ that floats
- ☐ red
- ☐ rough
- ☐ you can see through
- ☐ with eyes
- ☐ brown
- ☐ to read
- ☐ that smells
- ☐ squishy
- ☐ orange
- ☐ made of plastic
- ☐ with wheels
- ☐ with paws
- ☐ black
- ☐ that lights up
- ☐ square
- ☐ purple
- ☐ with a pattern
- ☐ that holds things
- ☐ alive
- ☐ made of metal
- ☐ crooked
- ☐ that opens
- ☐ yellow
- ☐ soft
- ☐ that sinks
- ☐ tells time
- ☐ you can wear

Outdoor – Make a crown

Using things you can find around the house or garden, let's make a crown fitting of what an amazing king or queen you are. Have a look at these instructions from the Royal Horticultural Society to help you get started.

Don't forget to show us what you make, on Seesaw.

What you'll need

A strip of card about 10cm wide, that is long enough to wrap around your head with a slight overlap

Double sided sticky tape

- Scissors
- Collecting bag

What to do

1. To make the crown cut a strip of card 10cm wide and measure it around your head to make sure that it is long enough. Put the piece of card on a flat surface and using the double sided sticky tape place a line of tape in the middle along the whole length of the card.

2. Go out into your garden or for a walk in your local park and look for lovely petals and leaves that have fallen to the ground – don't pick off the plants! Carefully put them in your collecting bag and take them home.

3. Take the top layer of the sticky tape away so that it feels sticky to touch and design and decorate your crown by placing petals and leaves on to the card. Leave a space at each end with no petals and leaves, so that you can stick the ends together when you have finished.

4. Ask a grown up to help measure the card round your head so that it fits and press the ends together. Why not have a lovely picnic in your garden wearing your summer crowns?

School Games
Active Championships

Developed by Hull Active Schools (HAS), the School Games Active Championships are a fun, engaging, national activity campaign for children across the UK to keep active. Parents can download the TopYa! App and sign up with our school's unique code: **28281**.

Children can practise the free active challenges, submit their best performance video and receive free personal coaching feedback from the experienced virtual coaches. For each video submitted, children can earn points, climb the leader board and even win prizes.

Parents, check out this video tutorial for more information:
https://vimeo.com/423604569

Powered by TopYa!