Home Learning Grid Year 4/5

Week Commencing – 06.07.20

Work to be completed in home learning books

	1	2	3	4
English	Comprehension	Write a story set in a fairground.	Describe your favourite ride. What does it look like? How do you feel when you are on it? How big it is? What is your favourite part?	Write a letter about something you would like to change. It can be something to change at school or in the wider world. Remember you use a formal letter layout
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	**Creative Nature Challenges**			
	Journey Stick/ Bracelet A great way to remember a walk. See below for ideas and tips.	**Who's been framed?** In your house, garden, on walk or whilst out can you create some artwork using materials in nature or lying around? You could do a self-portrait, a scene from your favourite book or let your imagination run wild. Remember to post some photos on Seesaw.	**Recycled Planter** Can you recycle a milk carton or plastic bottle to create something interesting to plant some seeds? Remember to post some photos on Seesaw.	**Let's go fly a kite.** Design and create a kite and then go find somewhere to try and fly your kite. You could have a competition with members of your family to see whose kite can fly the best. See below for some ideas and instructions.

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.

Comprehension

Carnival

World celebrations and festivities

There are many festivals and celebrations around the world throughout the year. However, carnival is one of the most famous and colourful festivities. Many carnivals take place in the build-up to the religious season of Lent, which is the six weeks before Easter Sunday. Therefore, many carnivals take place during February. Often during Lent, people give up something that they will find difficult to do. This could be a type of food or a bad habit. What is carnival? Carnival can be different depending on the country. Lots of countries focus on their own traditions and are often a celebration of the culture of their country. In most countries at carnival, you will see masks, colourful costumes, music and parades. Some Carnivals have special trinkets or symbols. In New Orleans, they have sweet and very colourful cakes called King Cakes as a symbol of their carnival (Mardi Gras).

The largest carnival

The most famous and largest carnival in the world takes place in Rio de Janeiro, Brazil. Carnival in Brazil is not just a fun celebration; it is a chance to experience the different types of culture in the country. Brazil is often referred to as a 'melting-pot' of culture. This is because there are a variety of different cultural influences brought about by the diverse population. There are many European, African and American influences. Carnival is about the Brazilian way of life and their way of thinking. There are many parties celebrating the songs, music and dances typical of Brazilian culture. The most popular form of music and dancing at the Rio carnival is samba - a style unique to Brazil. Samba music is often played on drums and there is lots of traditional dancing. The 'Sambódromo' is an avenue made to host carnival in Rio. Every year, there are over 500,000 foreign visitors to this area. Carnival is often linked to religious traditions; however, it is also a time of fun, with lots of colour, costumes and laughter. It is a time enjoyed by millions across the world.

Carnivals in Europe

There are several carnivals in Europe.

Cadiz is where the largest Spanish carnival happens. It celebrates local traditions along with current and political events. Like Rio, there are parades and floats with lots of music.

Nice in France, is heavily influenced by Catholic traditions, and people indulge in lots of rich food in the build up to Lent. One of the most popular street celebrations is the Battle of the Flowers where there are lots of floats and costumes brimming with plants and flowers.

Cologne is one of the main carnival cities in Germany. The carnival season actually begins in November here and culminates the week before (and including) Shrove Tuesday. There are lots of parades and people dress up - even at work and school. It is one of Germany's most important cultural events.

Questions

1. a) When do most carnivals take place?

b) Why do you think this time of year is chosen?

2. The word brimming is in bold letters. What does this word mean in this sentence?

3. Where do they celebrate Mardi Gras and what is an important symbol of this carnival?

4. What is different about carnival season in Germany and most other countries?

5. Where does the large parade in Rio actually take place?

6. Why do you think carnivals are so popular across the world and attract so many visitors?

7. Name and describe two different European carnivals using your own words.

Year 4 lesson 1

Identify angles

1 Complete the sentences.

Use the word bank to help you.

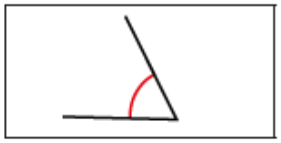
90	180	greater	less

a) A right angle is ☐ degrees.

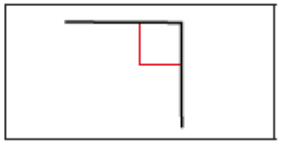
b) An acute angle is _____ than ☐ degrees.

c) An obtuse angle is _____ than ☐ degrees but less than ☐ degrees.

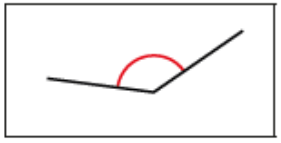
2 Match the angles to the labels.



right angle



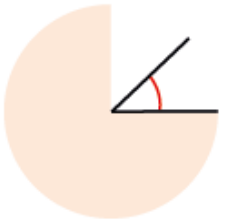
acute angle



obtuse angle

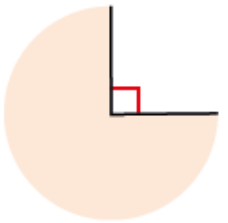
3 Label the angles: acute, obtuse or right angle.

a)



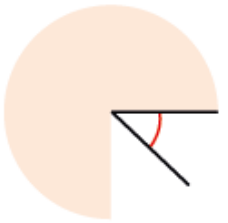
_____

b)



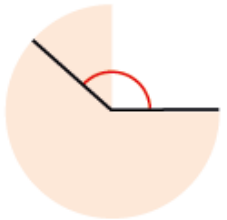
_____

c)



_____

d)

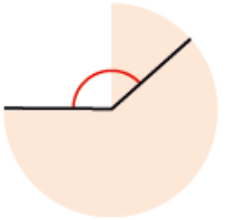


_____

e)

_____

f)



_____

4 Tick all the acute angles.

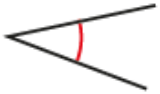
5 Tick all the obtuse angles.

6 Label the angles: acute, obtuse or right angle.

a)

_____

c)

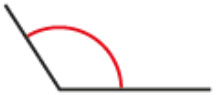


_____

b)

_____

d)



_____

7 Is the angle acute, obtuse or a right angle?

a) 35° _____

b) 99° _____

c) 90° _____

d) 89° _____

e) 121° _____

f) 179° _____

How do you know?

8

A

B

Do you agree with Teddy? _____

Explain your answer.

9 Are the statements always true, sometimes true or never true?

Explain your answer.

a) An obtuse angle is a greater turn than an acute angle.

_____

b) An acute angle is a greater turn than a right angle turn.

_____

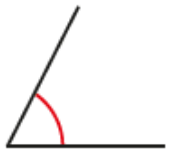
c) If you turn through two acute angles you will have turned through an obtuse angle.

_____

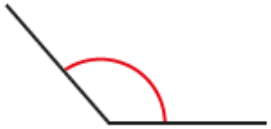
Year 4 lesson 2

Compare and order angles

1 Here are two angles.



A



B

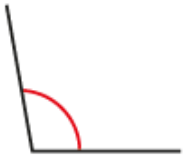
a) Which angle is obtuse? _____

b) Which angle is acute? _____

How do you know?

2 Here are two angles.

X



Y

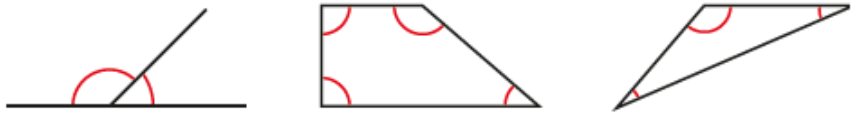
a) What type of angle is angle X? _____

b) What type of angle is angle Y? _____

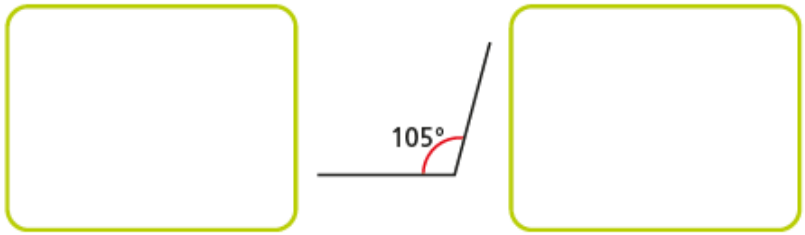
c) Which angle is smaller? _____

How do you know?

3 Circle the greatest angle in each diagram.



4 Here is an angle.



a) Draw a smaller angle than 105° in the box on the left.

b) Draw a greater angle than 105° in the box on the right.

c) Is this statement true or false?

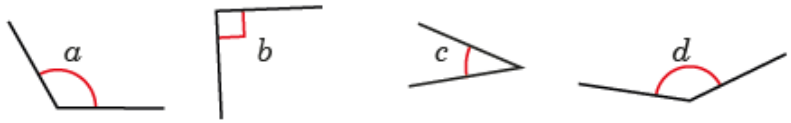
The angles are in ascending order of size.

_____

Explain your answer.

5 Order the angles from greatest to smallest.

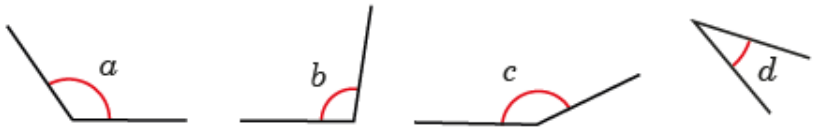
a)



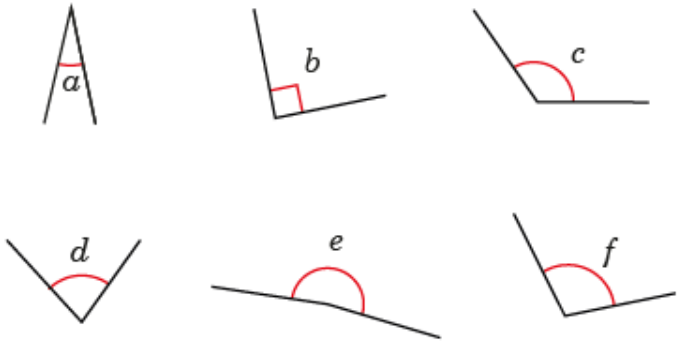
_____

b)

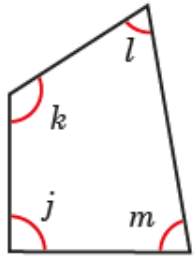
c)



5 Compare and order the angles from smallest to greatest.



7 Four angles are labelled in the quadrilateral.



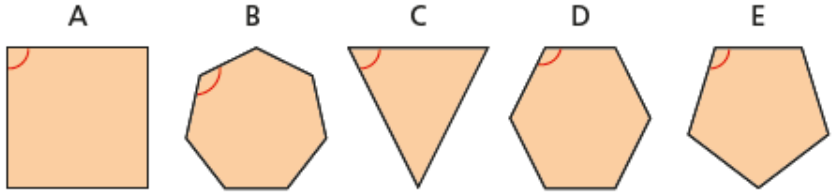
a) Which of the angles are acute angles? _____

b) Which of the angles are obtuse angles? _____

c) Write the angles in order of size, starting with the smallest.

_____

8 An interior angle is marked in each polygon.



Order the interior angles of the polygons from smallest to greatest.

_____

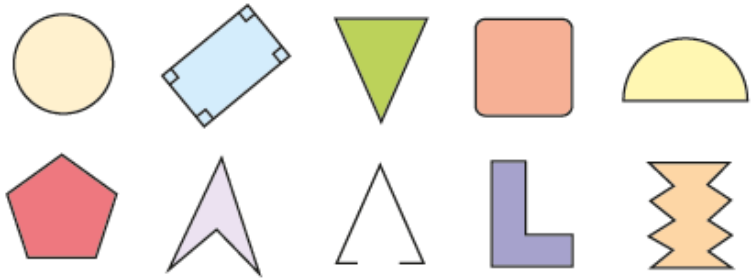
What do you notice about the number of sides a polygon has and the size of its interior angle?

Year 4 lesson 3

Triangles

Maths

1 Here are some shapes.



a) Tick the polygons.

b) Talk to a partner about the shapes you have not ticked.
Why are they not polygons?

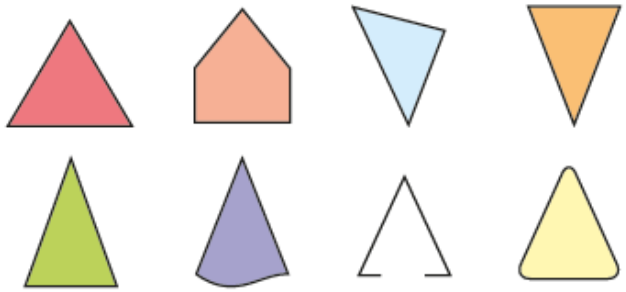
c) Write a definition of a polygon.

_____

_____

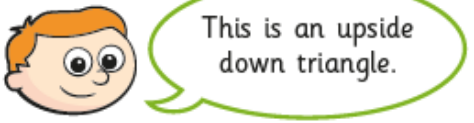
Compare your definition with a partner's.

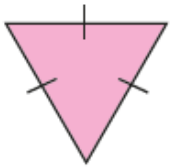
2 Tick the triangles.



For any shapes you have not ticked, talk to a partner about why somebody might think they are triangles.

3 Ron is classifying triangles.





a) Ron is incorrect.

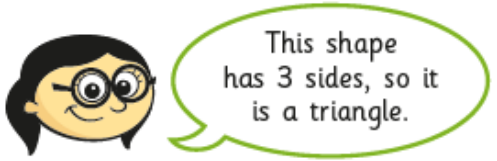
Explain why.

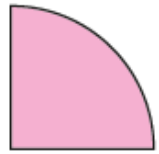
_____

_____

b) What type of triangle is it? _____

4 Annie is identifying shapes.





Do you agree with Annie? _____

Explain your answer.

_____

_____

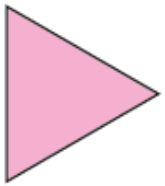
5 Match the type of triangle to the definition.

scalene	2 sides and 2 angles equal
equilateral	no sides or angles equal
isosceles	all sides and all angles equal

6 Label each triangle as either equilateral, isosceles or scalene.

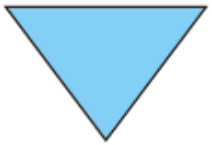
You will need to measure the side lengths.

A



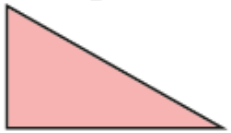
B

C

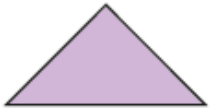


D

E



F



7 Draw each triangle in the grid.

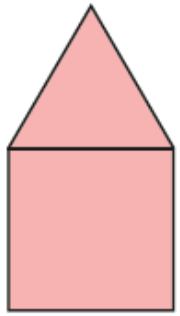
a) isosceles **b)** right-angled **c)** scalene

Which triangle was hardest to draw?

8 The diagram shows an equilateral triangle and a square.

The perimeter of the square is 100 cm.

Work out the perimeter of the compound shape.



perimeter = ☐ cm

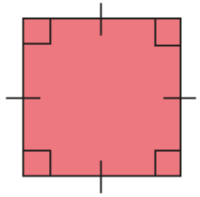
Year 4 lesson 4

Quadrilaterals

1 Use the word bank to label each quadrilateral.

rhombus | parallelogram | trapezium | rectangle | square

a)



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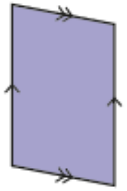
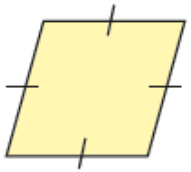


b)

e)

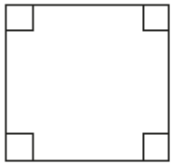
c)



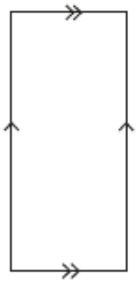
How did you know which shape was which?

2 Here are some quadrilaterals.

A



B



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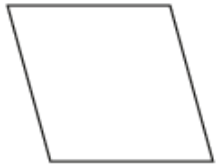


D

E

a) Mark any right angles on the shapes.
One shape has been done for you.

b) Mark any pairs of parallel lines.
One shape has been done for you.

c) Which shapes do not have any right angles?

_____

d) Which shapes have two pairs of parallel lines?

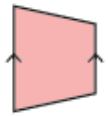
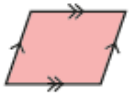
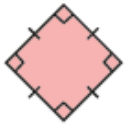
_____

e) Which shapes have four equal sides?

_____

Compare answers with a partner.

3 Complete the table.

Shape	Polygon?	Number of sides	Number of right angles	Number of pairs of parallel sides	Number of equal sides
	Yes	4	4	2	2 pairs
					2
					
					
					
					

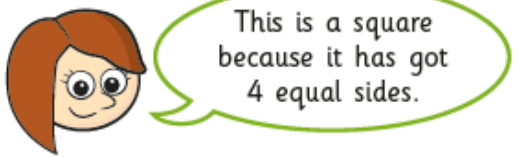
What is the same about all of the shapes?

What is different?

4 Draw the shapes on the grid.

a) square **b)** trapezium **c)** parallelogram

5



Do you agree with Rosie? _____

Explain your answer.

6 Complete this Frayer Model to describe a quadrilateral.

My definition	Key characteristics
Quadrilateral	
Example	Non-example

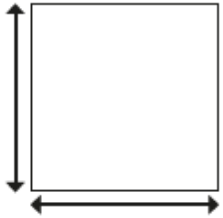
Year 5 lesson 1

Regular and irregular polygons

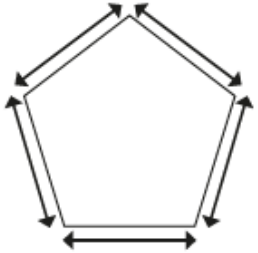
1 Measure and label the sides and angles of each shape.

a)

b)



c)



What do you notice about your answers?

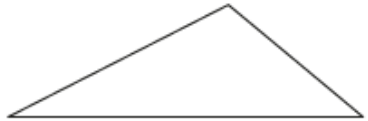
These are all examples of regular polygons.

Explain in your own words what a regular polygon is.

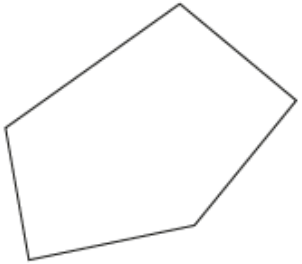
2 Measure and label the sides and angles of each shape.

a)

b)



c)



What do you notice about your answers?

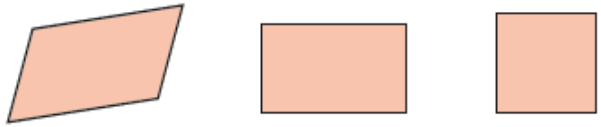
These are all examples of irregular polygons.

Explain in your own words what an irregular polygon is.

3 One polygon in each set is regular. Tick the regular polygon.

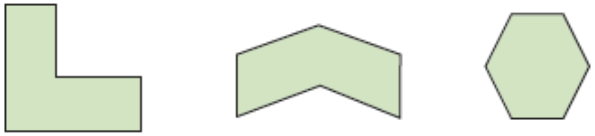
a)

b)



c)

d)



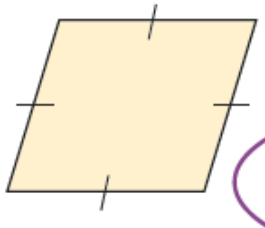
How did you know which one was regular without measuring?

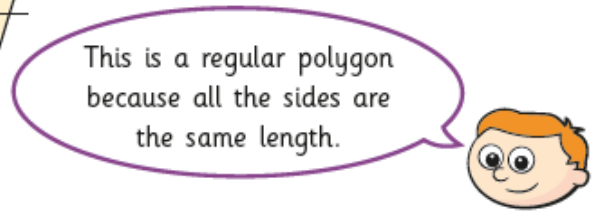
4 Draw two regular and two irregular polygons on the grid.

Compare your polygons with a partner.

What is the same and what is different?

5 Here is a rhombus.





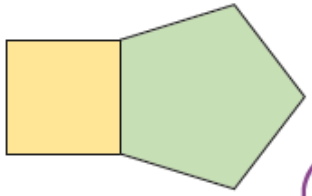
Do you agree with Ron? _____

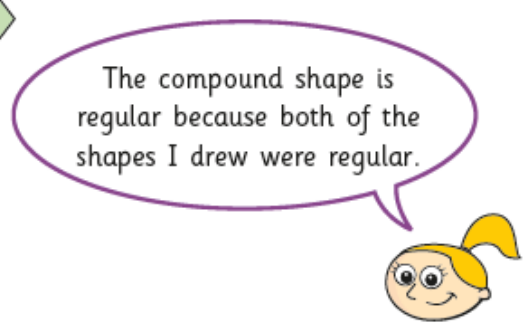
Explain your answer.

_____

_____

6 Eva has drawn a square and a regular pentagon.





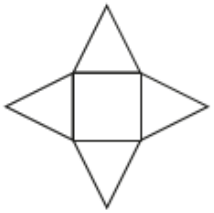
Do you agree with Eva? _____

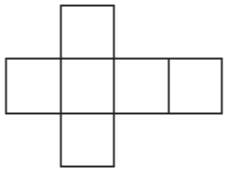
Explain your answer.

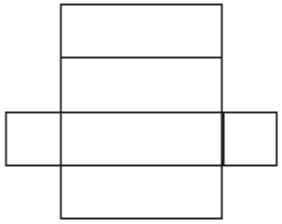
Year 5 lesson 2

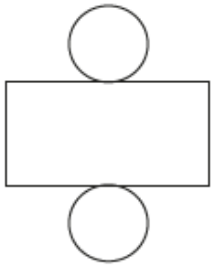
Reasoning about 3D shapes

1 Match the net to the correct label.









cube

cylinder

square-based pyramid

cuboid

2 Complete the sentences.

a) The faces of a _____ are all square.

b) A square-based pyramid has ☐ triangular faces and ☐ square face.

c) The net of a _____ is made up of 2 circles and a rectangle.

3

The net of a cuboid is made up of 4 rectangles and 2 squares.

Whitney

The net of a cuboid is made up of 6 rectangles.

Rosie

Who do you agree with? Circle your answer.

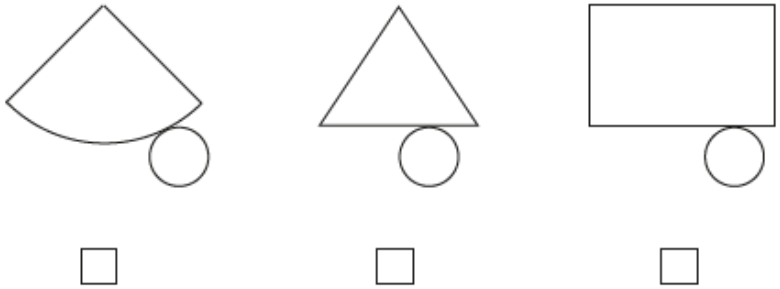
Whitney **Rosie** **both of them**

Explain your reasons.

_____

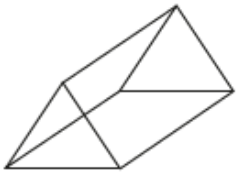
_____

4 Tick the diagram that is the net of a cone.

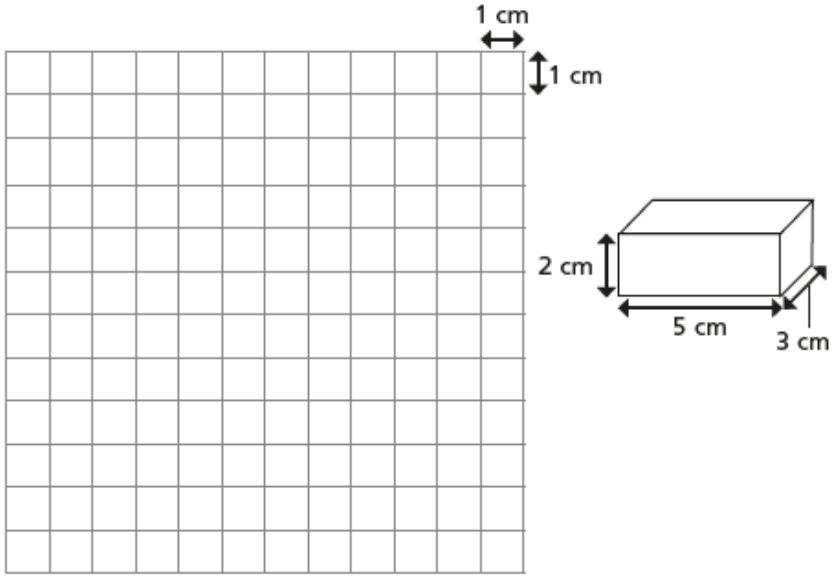


Compare answers with a partner.

5 Draw the net for a triangular prism on the squared grid.



6 Draw an **accurate** net for this cuboid on the squared grid.



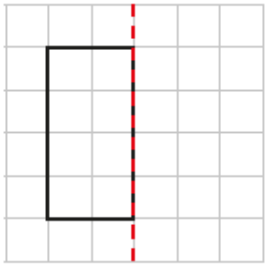
7 Draw two different cuboids on the isometric paper.

Year 5 lesson 3

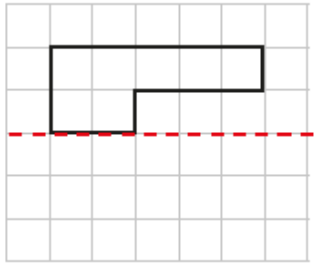
Reflection

1 Reflect each shape in the mirror line.

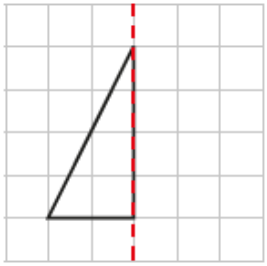
a)



d)

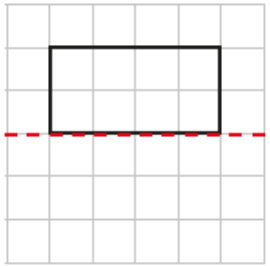


b)

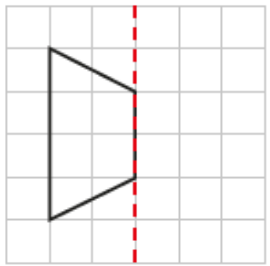


e)

c)

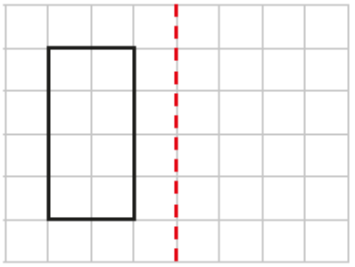


f)

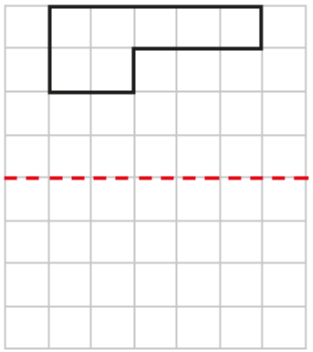


2 Reflect each shape in the mirror line.

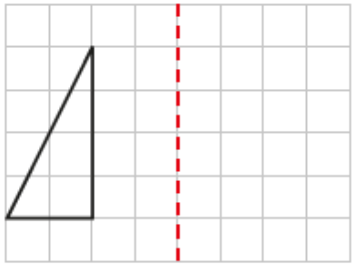
a)



d)

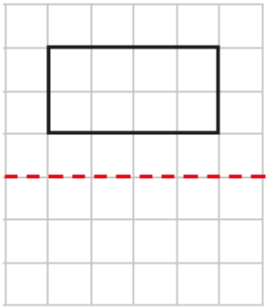


b)

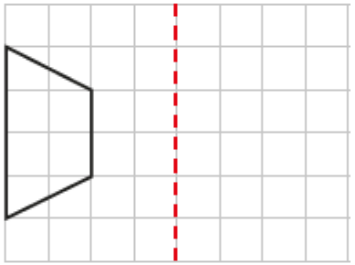


e)

c)

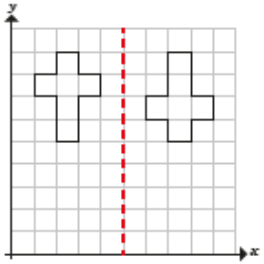


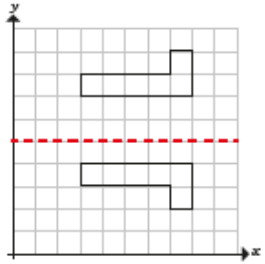
f)

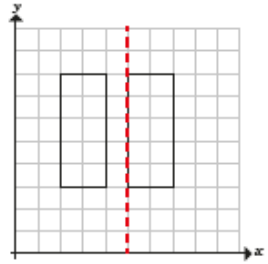


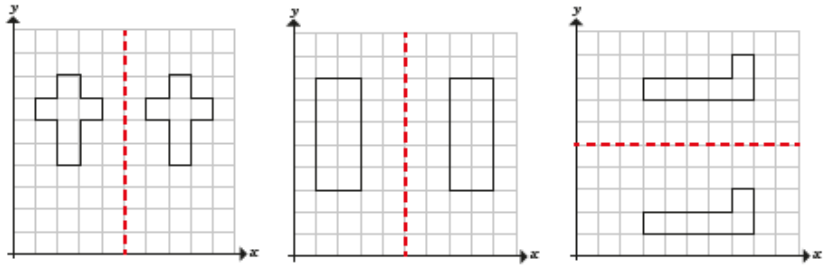
3 Which diagrams show a correct reflection in the given mirror line?

Tick your answers.





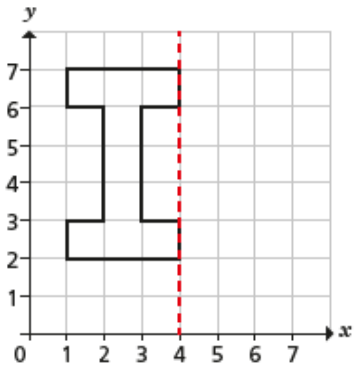




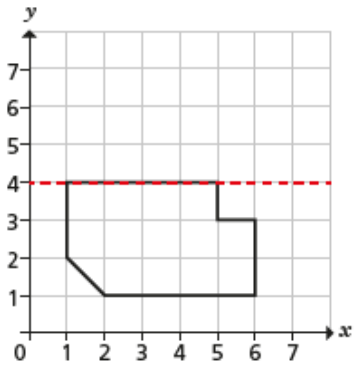
Talk to a partner about the mistakes that have been made.

4 Reflect the objects in the given mirror lines.

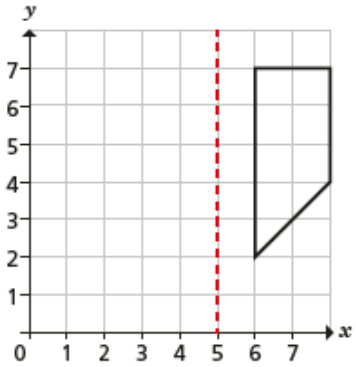
a)



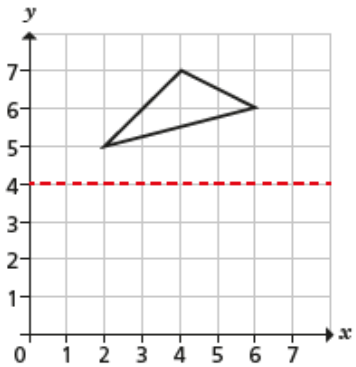
c)



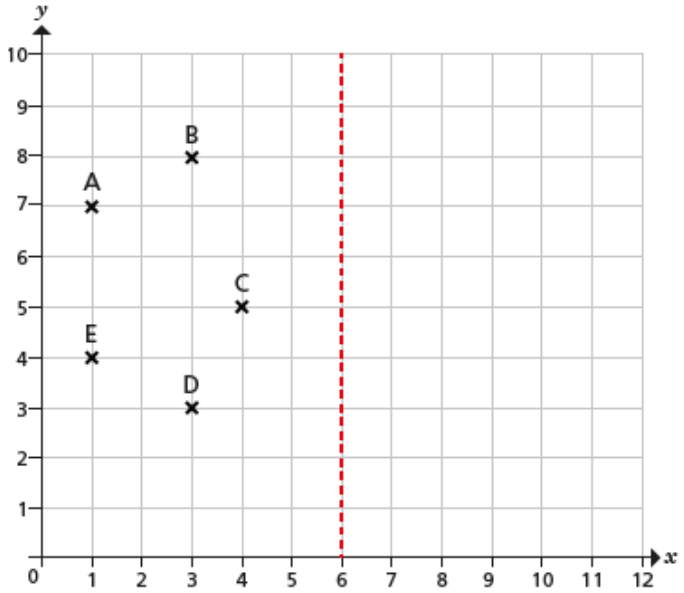
b)



d)



5 Five points are plotted on a coordinate grid.



a) Join the points to form a polygon. This is the object.

What type of polygon is the object? _____

b) Reflect the object in the given mirror line.

What type of polygon is the image? _____

c) Label the reflected vertices P, Q, R, S and T.

Write the new coordinates.

P (☐ , ☐) Q (☐ , ☐) R (☐ , ☐)

S (☐ , ☐) T (☐ , ☐)

d) The image and the object are identical polygons.

Is this statement true or false? _____

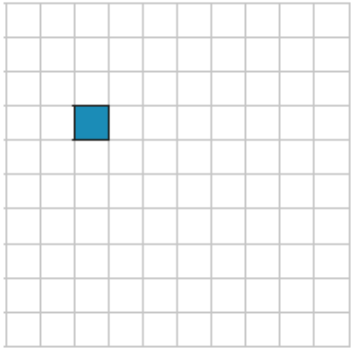
Talk about it with a partner.

Year 5 lesson 4

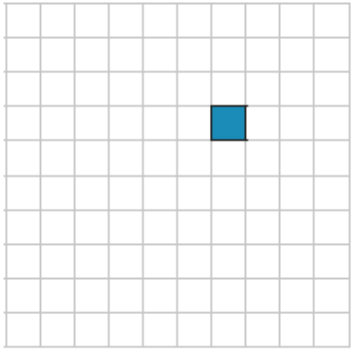
Translation

1 Complete the translations.

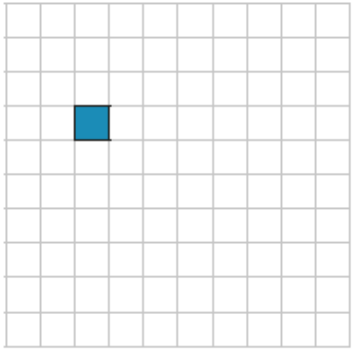
a) Translate the shape 4 squares to the right.



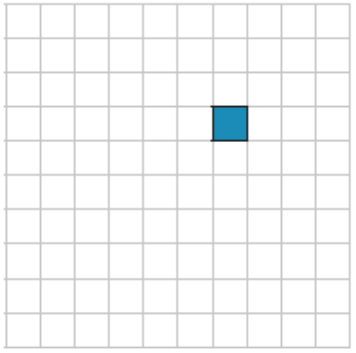
b) Translate the shape 2 squares up.



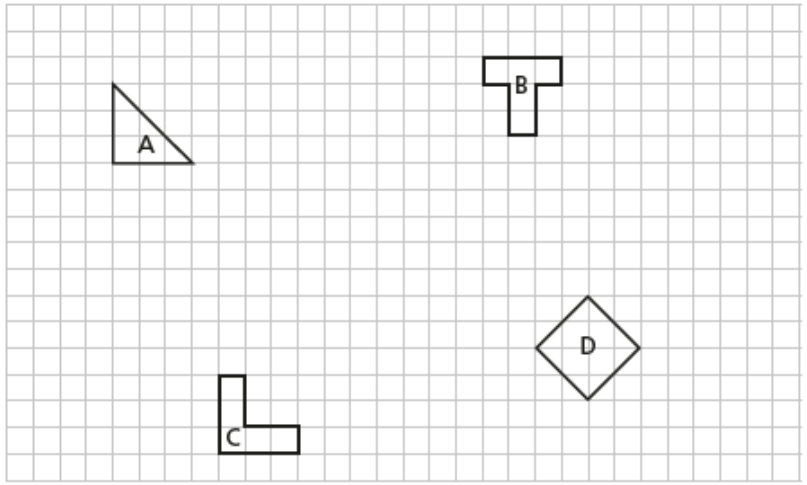
c) Translate the shape 4 squares right, 2 squares up.



d) Translate the shape 3 squares left, 5 squares down.



2 Four shapes have been drawn on a grid.



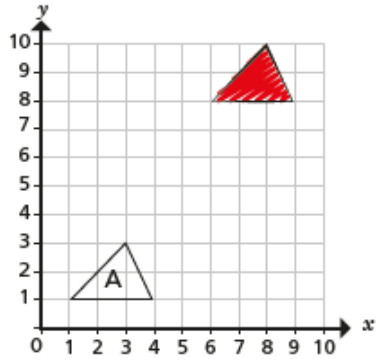
a) Translate shape A 5 squares to the right and 3 squares down.

b) Translate shape B 4 squares to the left and 7 squares down.

c) Translate shape C 6 squares to the left.

d) Translate shape D 4 squares to the right and 8 squares up.

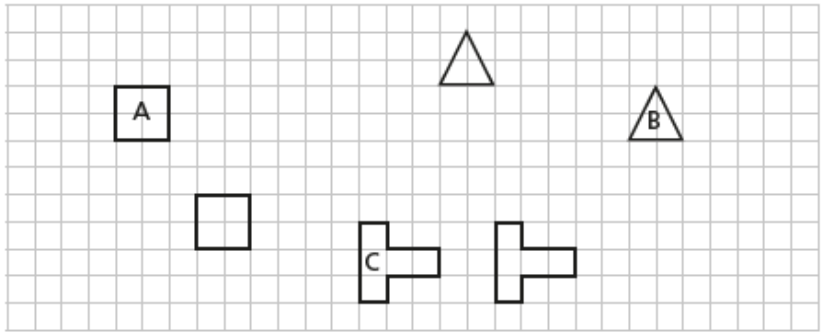
3 Dora has translated triangle A 2 squares to the right and 7 squares up.



Is Dora's drawing correct? _____

Explain why.

4 Complete the sentences to describe the translations.

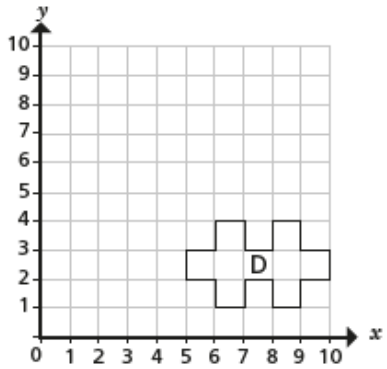


a) Shape A has been translated ☐ squares to the right and ☐ squares down.

b) Shape B has been translated ☐ squares to the _____ and ☐ squares _____

c) Shape C has been translated ☐ squares to the _____ and ☐ squares _____

5 A shape has been drawn on a coordinate grid.



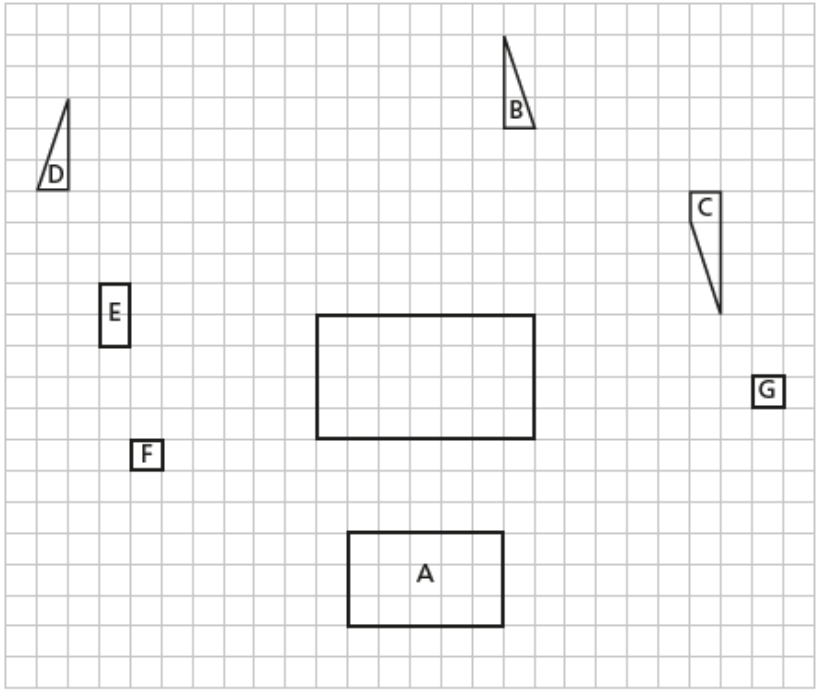
a) Translate shape D 4 squares to the left and 6 squares up. Label the new shape E.

b) Describe the translation from shape E to shape D.

_____

What do you notice? Does this always happen?

6 Eight polygons are drawn on the grid.



a) Translate shape A 10 squares up.

b) Translate shape B 6 squares down.

c) Translate shape C 6 squares left.

d) Translate shape D 9 squares to the right and 4 squares down.

e) Translate shape E 10 squares to the right and 3 squares down.

f) Translate shape F 7 squares to the right and 3 squares up.

g) Translate shape G 9 squares to the left and 1 square up.

Create your own problem like this for a partner.

Victoria Dock Primary School's

Creative Nature Challenges

Have a go at this week's creative challenges. You may need an adult's support and supervision for some of the activities. See below for help and look out for some special certificates towards the end of the week.

Journey stick or bracelet.

Things you may need:

Whilst on a walk collect a stick (no bigger than your arm) or if making the bracelet cut a strip of tape, slightly bigger than your wrist, and attach it sticky side out around a wrist.

Then collect some small items that you can attach to your stick or bracelet. To attach to your stick you will need glue, tape or string.

Remember to upload photos of your journey stick or bracelet onto Seesaw. You could even upload a video explaining all the different things you saw and why you chose the things for your stick/bracelet.

Seesaw

Photo ideas

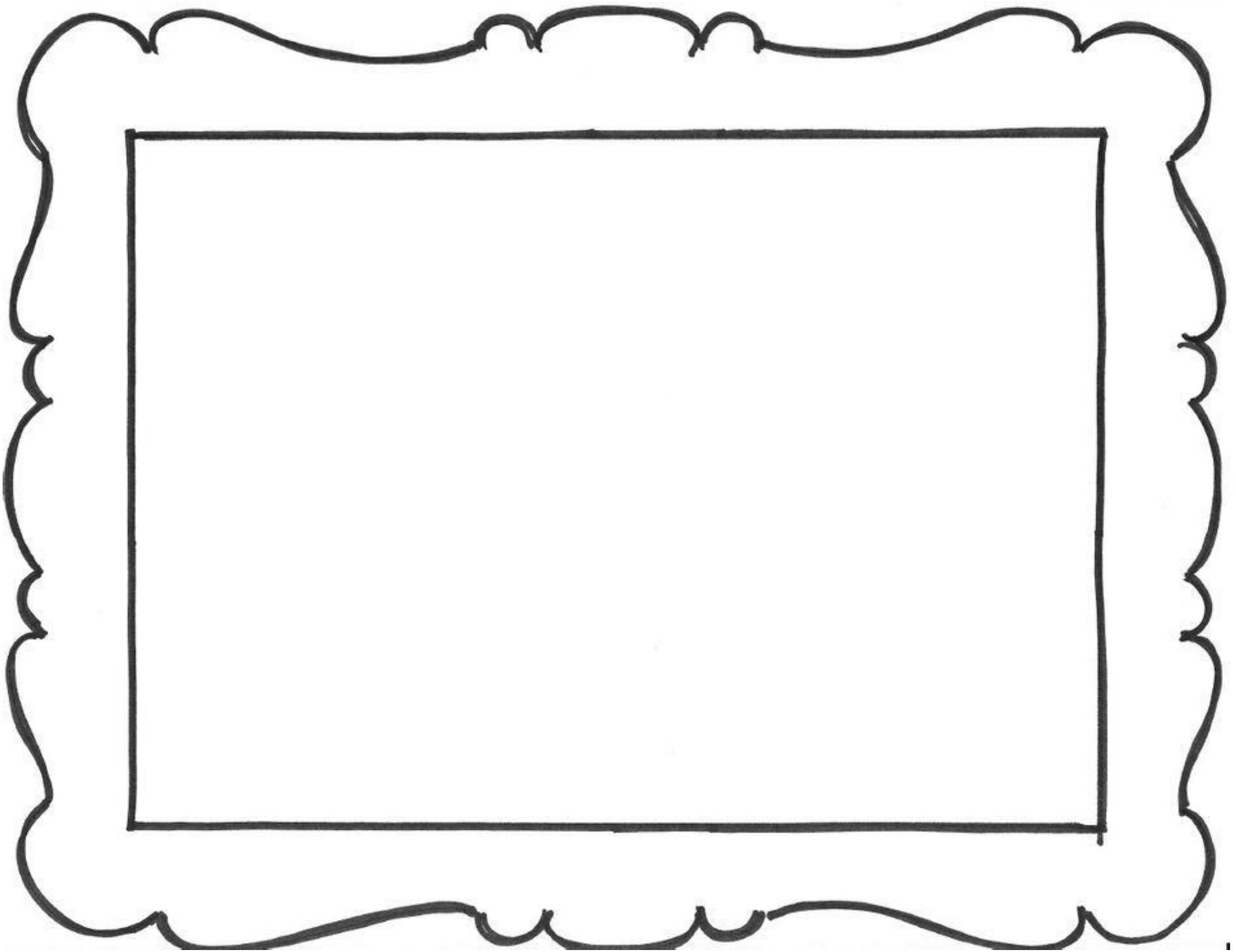
Who's been framed?

What you'll need:
• A frame for your portrait (Tip: Try making a rectangle from sticks or drawing one using a stone or chalk on the ground or use the one below.)
• Natural loose materials like sticks, stones, leaves, etc.

This could be done inside or outside using materials around you. You could make a giant piece of art or something smaller.

Remember to take photos of your work when you are finished and upload them to Seesaw. This artwork isn't designed to be permanent so may get damaged by the weather

Photo ideas



Recycled planter

What you'll need:
- Old plastic containers or cartons
- Paints, wool and other craft materials for decoration
- Glue and scissors
- A mixture of topsoil and compost
- Suitable crocks such as rocks, gravel or broken pots
- Seeds or seedlings

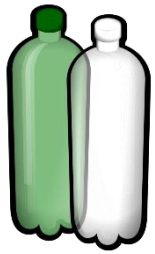


Photo ideas

Things to think about

- Waterproof and weatherproof material
- Deep enough for the roots
- Drainage
- An eye-catching design

What to do:

1. Select a plastic container.
2. Cut a wide enough space out to enable the filling of the planter with soil. You may need a grown up to help as it can be difficult and sharp.
3. Pierce the base several times to allow water to drain through.
4. Decorate the planter.
5. Fill the base with some suitable crocks.
6. Top up the planter with a mixture of soil and compost.
7. Plant a seedling into the soil and water it in thoroughly.
8. Then upload some photos.

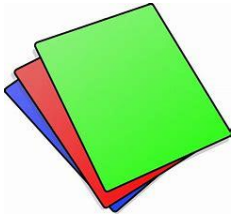
Seesaw

Let's go fly a kite.

Please see below two different ways of making a kite but you can always
try a different way. Remember to upload any photos or videos.

What you may need:

- A4 paper/card or plastic bag.
- Hole punch
- Strong String/ fishing line
- Ribbon
- Scissors
- Stapler/ tape/ glue
- Crayons



Method 1

Step 1

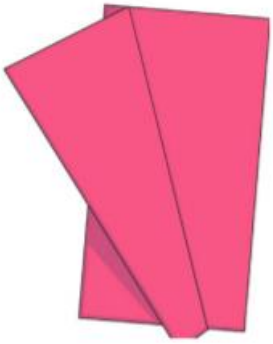
Start with your piece of paper and fold it in half.

Step 2

Mark a point on the top of the paper about 2.5 cm from the fold. Mark a point on the bottom of the paper about 2.5 cm from the open side. Imagine, or draw, a line connecting these two dots.

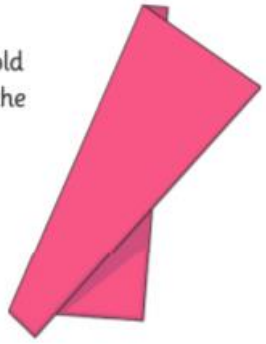
Step 3

Fold the top corner of the paper down along the line that you've just created.



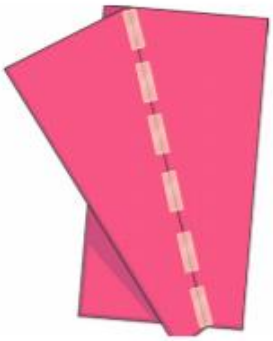
Step 4

Next, flip the paper over and fold the other side down to match the side you just folded.



Step 5

Flip the paper back over so that it looks the way it did in Step 3.Tape along the middle seam



Step 6

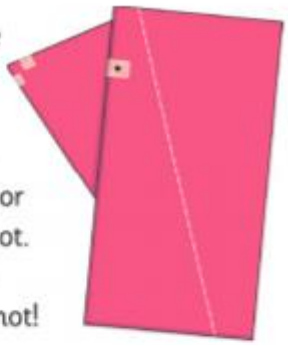
Lay a skewer across the kite, as shown, and tape it in place. You'll probably have to cut the skewer down to size with your scissors.

Step 7

Turn the kite back over and straighten the keel.

Step 8

Mark a spot about a third of the way down the spine and about 1.5 cm from the edge. Put tape over this mark to reinforce it on both sides. Use your hole punch or scissors to make a hole in this spot. Tie your kite string through this hole. Make sure to use a good knot!



Step 9

Tape a length of ribbon to the back of the kite, at the bottom.

If you use light ribbon like flagging tape, the tail can be 180 to 300 cm long.

Heavier ribbon should be shorter. You can experiment with the length; if it seems the kite can't hold up your ribbon as it flies, just trim it shorter.

Step 10

Your kite is ready to fly! These kites don't need very much wind to get lift, and are better for use on days with only a light wind. A nice steady breeze is all it needs.

Remember, sometimes it takes practice to learn to fly a kite. Just remember to reel it in a little if it looks like it's falling, and let out more string if it starts to tug hard. Make sure that middle "spine" is straight before the kite goes up.

Good luck!

Method 2

Instructions

1. Design a pattern on the A4 paper using the crayons. Think about your design and colours.
2. Fold the paper in half.
3. Along the folded edge of the paper, mark two points: Point A should be about 6cm from the side; Point B should be about 8 cm from the side.
4. Fold the top corner of the page to Point A and staple it place.
5. Do this on the other side (do not crease, just bend it back).
6. Punch a hole at Point B and tie your string. Your kite is now ready to fly!