

**Writing time - Adverbial phrases**

Today we are going to do a writing time activity and then a Shared Reading session.

We are going to try to recognise and use adverbial phrases. First of all, we need to understand what an adverb is and its job in a sentence. Adverbs describe the verb or action in a sentence. What is the difference between an adverb and an adverbial phrase? Find out more here: <https://www.bbc.co.uk/bitesize/articles/zv73bdm> (There are 2 short videos to watch)

*An adverbial phrase does the same job as an adverb but is usually more than one word and tells us when, where or how something happened. Can you identify the adverbial phrases in the sentences below?*

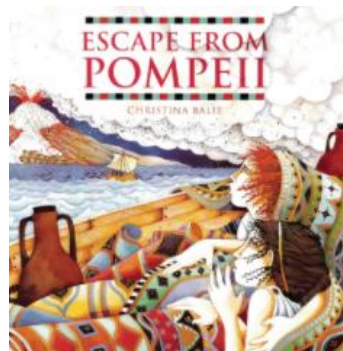
Example: Zoe rode her bike like an expert. (like an expert is the adverbial phrase because it tells us how she rode)

- 1) James rode his bike down the road.
- 2) Tom kicked the ball with a lot of force.
- 3) It rained for hours and hours.
- 4) The builders built the house before the bad weather came.
- 5) I'm going to a party when I've finished my homework.
- 6) Sarah played the piano like a professional.
- 7) I tidied my room since it was really messy.
- 8) The lightning struck the tree without warning.

**NOW LOG ONTO TEAMS TO WATCH AND LISTEN TO THE SHARED READING SESSION.**

<https://tinyurl.com/y4l5x9r2>

We are going to be reading a book together called Escape from Pompeii. Now you have watched the video, have a go at answering the questions on today's worksheet.



**WALT: Can I understand equivalent fractions?**

Today we will be recapping how to find an equivalent fraction. An equivalent fraction is when fractions are the same size. For example,  $\frac{1}{2}$  of a cake is the same size as  $\frac{2}{4}$  of a cake. It just means that the cake was chopped up into more pieces and each piece is smaller. But, when you put the pieces together they are the same size.

For more detailed information, log onto Microsoft teams and watch the stream called: Year 4 Week 7 Day 1 Equivalent Fractions.

Or click on the link below to take you there: <https://tinyurl.com/y4t2d9nk>

Once you have watched the video, complete the worksheet that looks like this:

**WALT: Can I understand equivalent fractions?**

Remember, to find an equivalent fraction systematically you need to multiply the top and the bottom number by the same number.

You ALWAYS need to do the same thing to the top that you do to the bottom!

Find at least 5 equivalent fractions for:

- 1)  $\frac{1}{6} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$
- 2)  $\frac{1}{8} =$
- 3)  $\frac{1}{7} =$
- 4)  $\frac{1}{10} =$
- 5)  $\frac{2}{10} =$
- 6)  $\frac{3}{4} =$
- 7)  $\frac{2}{3} =$
- 8)  $\frac{4}{5} =$

**Reasoning and Problem-Solving:**

- 1)  $\frac{3}{5} = \frac{?}{15}$
- 2)  $\frac{5}{7} = \frac{15}{?}$
- 3)  $\frac{1}{?} = \frac{2}{8}$
- 4)  $\frac{?}{9} = \frac{4}{36}$

Use multiplication facts and the inverse to help you solve these.

5) I think these are all equivalent fractions.

$\frac{5}{25}$     $\frac{1}{2}$     $\frac{4}{8}$     $\frac{4}{7}$     $\frac{18}{20}$

Am I right?  
Explain your answer

Once you have completed your work, take a picture and send it to your class teacher.

If you need any help, make sure you email them your questions too!

## Non-core - PE

This week you are going to be concentrating on your throwing, catching and partner skills. You will need a partner to do this activity with. It might be an adult who you live with or one of your siblings. The idea of the game is that you work so well with your partner that you can increase the distance between you and them. Watch the video below of how to play;

<https://tinyurl.com/yyrhmo63>

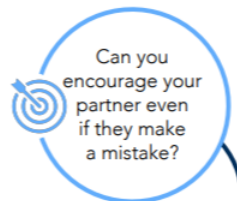
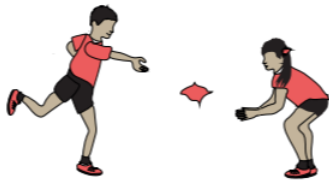
If you look at the worksheet below, it will help you to play the game too.



### Top Ten PE Home Learning

#### Time to Learn:

- With a partner, start by standing three steps apart.
- Throw a ball or a rolled up pair of socks to each other.
- Challenge yourself to make ten catches. Each time you make ten catches take a step back.
- How many times can you throw the ball without dropping it?
- How far back do you get?



## Handwriting/Spelling

Today, we are going to carry on thinking about prefixes that you add to root words to change their meaning.

The prefix 'dis' means not or the opposite of.

Example: dislike - means you do not like something

disobey - means you do not obey or do something you've been asked to

See if you know what all the words beginning with the prefix 'dis' on your handwriting sheet today mean.

### Continuous Cursive Handwriting Practice

Practise your weekly spelling words using continuous cursive handwriting.

dislike

disobey

discolour

**Times tables:** Complete these questions:

$3 \times 7 =$

$9 \times 2 =$

$6 \times 3 =$

$7 \times 8 =$

$12 \times 8 =$

$8 \times 6 =$

$10 \times 8 =$

$9 \times 9 =$

$12 \times 7 =$

$9 \times 4 =$

$7 \times 7 =$

$6 \times 7 =$

$12 \times 9 =$

$8 \times 8 =$

$6 \times 9 =$

**Reading: Inference (working things out from what you see/read)**

Look carefully at the picture. (It is also in today's worksheets). Answer the questions below in full sentences remembering capital letters and full stops.

1) Who do you think this character is?

How did you know?

2) What do you think you know about him?

3) What is he holding in his hand?

4) How do you think he is feeling? Write down 3 words. (Look at his face)

5) What do you notice about all the objects on the table?

6) What do you think has happened?

**CHALLENGE:** Write down what you think he might be saying using inverted commas (speech marks).



Year 4: Week beginning 22nd February (Week 7 Day 1)

If you need help with your home learning ask an adult. You can email your teacher to ask for help or send a photo of your completed work for them to look at. Email [class9@scraptoftvalley.leicester.sch.uk](mailto:class9@scraptoftvalley.leicester.sch.uk) or [class10@scraptoftvalley.leicester.sch.uk](mailto:class10@scraptoftvalley.leicester.sch.uk).