

Year 4 Home Learning Pack

29th June 2020



Reading Activities:

We are concentrating on using our skills of skimming and scanning to find the answers to the questions. Read each extract carefully then answer the questions:

The Story of the Banana

The story of the banana is a very interesting one. In the United Kingdom, we can grow delicious fruits and vegetables such as strawberries, raspberries, blackberries, apples, tomatoes, potatoes, carrots, turnips and many more.

However, the cold and changeable weather in the UK, unfortunately, means that some fruits and vegetables are not able to grow here. In order to get these fruits and vegetables, they need to be **imported**. Imported means that goods or services are brought into a country from abroad to be sold.



Bananas are one of the fruits that are brought into the UK. Bananas grow on banana plants in very hot, wet climates. Countries that grow bananas include Costa Rica, Honduras, Colombia, Ecuador, Panama, Brazil and the Ivory Coast.

The following are the steps the banana takes on its journey.

1. The bananas grow on a banana plant in these countries. These banana plants can grow up to five metres in height and it can take a year for the banana plant to produce bananas ready for the farmer to harvest.

2. The farmer cuts the bananas from the plant when they are still hard and green. To cut the bananas, the farmer uses a special type of knife called a machete. They are stored in a cool room immediately so they do not ripen too quickly.
3. The bananas are then washed and packed into boxes and trays. They are kept in a cool place so that they do not ripen too quickly.
4. When the boxes are full, they are put into containers and brought to huge ships and loaded onto them. Seafarers work on the ship making sure to keep the ship safe and clean. They look after the bananas and make sure everything is ok.
5. The ships make the long journey across the oceans until it reaches their destination. The ships are unloaded and the bananas are put into lorries. The lorries are brought to special warehouses where they ripen so that they are ready to eat.
6. Once the bananas are ready to be sold, they are loaded onto lorries. These lorries bring them to supermarkets and shops ready to be sold to their customers.

So next time you eat a banana, think about the long journey it has made from growing on the banana plant to getting to you! Enjoy!



The Story of the Banana

Questions

After reading about the journey of the banana, answer the questions below.

1. Which of these countries can bananas be grown in? Tick **two**.
 - Brazil
 - The United Kingdom
 - France
 - Costa Rica

2. Complete the table to show whether each statement is true or false. One has been done for you.

	True	False
You can grow bananas in the UK.		
Banana plants can grow up to 5 metres tall.		
Bananas are stored in a cool room after being cut from the plant so they ripen quickly.		
Bananas are unloaded from ships and taken to warehouses before going to supermarkets.		

3. What does the word 'imported' mean?

- Goods brought in from another country to be sold.
- Packing fruits into boxes and trays.
- A long journey across an ocean.
- Something that is very important.

4. What is a 'machete'?

5. Why can't bananas be grown in the UK?

6. How long does it take for a banana plant to start producing bananas?

7. What do you think would happen if the bananas were not put into cold storage after they were picked?

8. Number the following statements from 1 to 6 in the correct order of the banana's journey:

The bananas are then washed and packed into boxes and trays. They are kept in a cool place so that they do not ripen too quickly.	
The ships make the long journey across the oceans until it reaches their destination. The ships are unloaded and the bananas are put into lorries. The lorries are brought to special warehouses where they ripen so that they are ready to eat.	
The bananas grow on a banana plant. These banana plants can grow up to five metres in height and it can take a year for the banana plant to produce bananas ready for the farmer to harvest.	
When the boxes are full, they are put into containers and brought to huge ships and loaded onto them. Seafarers work on the ship making sure to keep the ship safe and clean. They look after the bananas and make sure everything is ok.	
Once the bananas are ready to be sold they are loaded onto lorries. These lorries bring them to supermarkets and shops ready to be sold to their customers.	
The farmer cuts the bananas from the plant when they are still hard and green. To cut the bananas, the farmer uses a special type of knife called a machete. They are stored in a cool room immediately so they do not ripen too quickly.	

The second one is about the NHS:

Celebrating the NHS

What Is the NHS?

The National Health Service is also known as the NHS and it was set up in 1948. The **government** at the time believed that everybody had a right to be looked after even if they didn't have enough money. The NHS is a group of organisations which offer free medical treatment to people who live in the UK.

There are different professions in the NHS including:

- cleaners
- cooks
- doctors
- **midwives**
- nurses
- office staff
- paramedics



It is very expensive to provide **healthcare** for a whole country. Some of the money that funds the NHS comes from donations. Recently, Sir Captain Tom Moore, raised an incredible £32 million for NHS charities by walking laps of his garden. On the morning of his 100th birthday, his achievement was recognised by **flypasts** from the British Army and the Royal Airforce. He also received over 150,000 birthday cards.

Why Do People Clap for the NHS?

Many people in the UK are very thankful for the NHS because it allows them to access the care that they need. Everybody is treated the same regardless of how much money they have. Some experts think that people have healthier lives with the NHS. Lots of other countries in the world do not have free medical care.



Every Thursday, many people have been standing on their doorsteps at 8pm and clapping, cheering and even banging pots and pans for **healthcare workers**. This is one way to say thank you for all their hard work making sure that other people in the UK stay healthy and well. A group called 'Clap for Carers' has used social media to encourage as many people as possible to join in and it has been a huge success. Even the Prime Minister and some members of the Royal Family have been known to take part.

Why Are There Rainbows in Windows?

You may have noticed that rainbows have been appearing in windows. Most of the rainbows have been drawn and painted by children who have been staying at home. The idea started in Italy and has spread to other countries. Here in the UK, the rainbows show support for the NHS and other important workers who are helping to look after the public. They have become a symbol of happiness and positivity. Many people say that seeing the rainbows in windows has put a smile on their face as they walk past!



Glossary

flypast	A special flight of an aircraft past a person or event.
government	A group of people who run a country.
healthcare workers	People who work to improve people's health.
midwives	People who help women to give birth.

Questions

1. What does NHS stand for? Tick one.

- National Health System
- National Hospital Service
- National Hospital System
- National Health Service

2. Who has the author written this text for? Tick one.

- People who work for the NHS.
- Children learning about the NHS.
- Adults who are baking a cake.
- Children who are learning to dance.

3. Which phrase best describes the NHS? Tick one.

- one organisation
- a government
- a group of organisations
- a private service

4. Draw **four** lines and complete the sentences below.

Many people in the UK
are very thankful for...

Most of the rainbows have
been drawn and painted...

A group called 'Clap for
Carers' has used social
media to...

The government at
the time believed...

encourage as many people
as possible to join in.

that everybody had a
right to be looked after.

the NHS because it allows
them to access the care
that they need.

by children who have
been staying at home.

5. Which phrase told you that people felt happier after seeing rainbows in windows?

6. Read the section titled 'What Is the NHS?'.
Find and copy a word which means the same as **costly**.

7. Why do you think Sir Captain Tom Moore received so many birthday cards?

8. Summarise what you have learnt about the NHS in 25 words or fewer.

English Activities:

We are continuing with the theme of World War Two in this home learning pack. Your activities are a little different in this pack as you will see. Your activities will focus on an online story called 'Busters Blitz'. Read one chapter at a time, complete the quiz about each chapter, finally complete the written task. Look on Purple Mash for your tasks:



2do: Chapter 1

Joe hears some horrifying news, and hurries home, hoping he is not too late to save his spaniel, Buster.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: Chapter 1: Quiz

Test your knowledge of the chapter with these five brain-busting questions.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: Advice for Pet Owners

Create a page aimed at pet owners from a government advice leaflet. Write persuasively to make pet owners

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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Now try chapter 2:



2do: Chapter 2

When Joe and Buster crash headlong into an old, blind, ex-soldier and his guide dog new friendships are formed.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: Chapter 2: Quiz

Test your knowledge of the chapter with these five brain-busting questions.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: Seeing With Words

How would you describe something that is too big or too dangerous to touch, to a blind person? Choose one of the person.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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Finally, read through chapter 3:



2do: Chapter 3

In the park Buster begins to show a hidden talent. But then the air raid sirens begin.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: Chapter 3: Quiz

Test your knowledge of the chapter with these five brain-busting questions.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: Someone Special

In the story William talks about people he knew with warmth and happiness. Use this template

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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Now try this:

Look at the symbols for each letter of the alphabet in Morse code.

Experiment with what your name would look like in Morse code, your date of birth or a friend or family member's name.

MORSE CODE

A	.-	J	.----	S	...	0	-----
B	-....	K	-.-	T	-	1	.-----
C	-....	L	.-..	U	...-	2	..-----
D	-...	M	--	V	...-	3	...--
E	.	N	-.	W	..--	4-
F	....	O	---	X	-...-	5	.....
G	---.	P	....	Y	-.-.-	6	-.....
H	....	Q	---.-	Z	--...	7	--....
I	..	R	...			8	-----.
						9	-----.

My name:

Date of birth:

Friend/Family Member's name:

Purple Mash Maths 2do Activities:

I have set you these maths based activities to do on Purple Mash 2do:

They are all revision tasks for our prior learning in Year 4:



2do: Multiplication

Learn your times tables and test yourself with the multiplication tables check.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: Dividers

Target each number with the correct divider.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: Fractonio's Pizzeria

Learn all about fractions by serving pizzas in Fractonio's Pizzeria!

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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2do: Convert units of measure 2

Convert between different units of length and distance.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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Maths:

Multiplication and Division

1. Fill in the missing numbers in the multiplication square.

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2		4		6		8	9		11	12
2	2		6	8		12	14		18	20		24
3	3			12	15		21	24		30	33	
4		8	12		20	24		32	36		44	48
5	5	10		20	25		35	40		50	55	
6	6		18	24	30	36			54	60		72
7		14	21			42	49	56		70	77	
8	8	16		32	40		56	64	72		88	96
9		18	27		45	54	63		81	90	99	108
10	10		30	40		60	70	80	90	100		120
11		22	33		55	66		88			121	
12	12	24		48	60		84		108	120		144

2. Explain the pattern of the 9 times table.

Multiplication and Division

3. Complete these calculations:

$$250 \times 4 = \underline{\hspace{2cm}}$$

$$555 \times 100 = \underline{\hspace{2cm}}$$

$$2540 \times 0 = \underline{\hspace{2cm}}$$

4. Use your knowledge of multiplication and division methods to solve these problems.

a) A box of glue sticks contains 128 glue sticks. There are 4 classes in the school. How many glue sticks does each class get?

b) To make a model, each child needs 8 lolly sticks. If lolly sticks come in packs of 30, how many packs would be needed for 28 children to make a model?

5. Use formal methods to complete these calculations.

a) $45 \times 6 =$



b) $333 \div 9 =$



6. If we know that $12 \times 13 = 156$, what other calculations do we know? Write them below.

7. Fill in the missing numbers.

$$\square \times 12 = 132$$

$$125 \div \square = 5$$

$$8 \times \square = 120$$

$$\square \div 7 = 50$$

Fractions

1. Continue the number sequences.

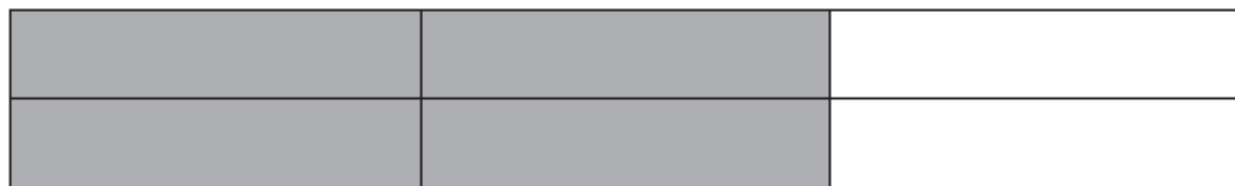
$$\frac{2}{10}, \frac{3}{10}, \frac{4}{10}, \frac{5}{10}, \square, \square, \square, \square, \square$$

$$\frac{56}{100}, \frac{54}{100}, \frac{52}{100}, \frac{50}{100}, \square, \square, \square, \square$$

2. Find $\frac{6}{8}$ of these bananas.

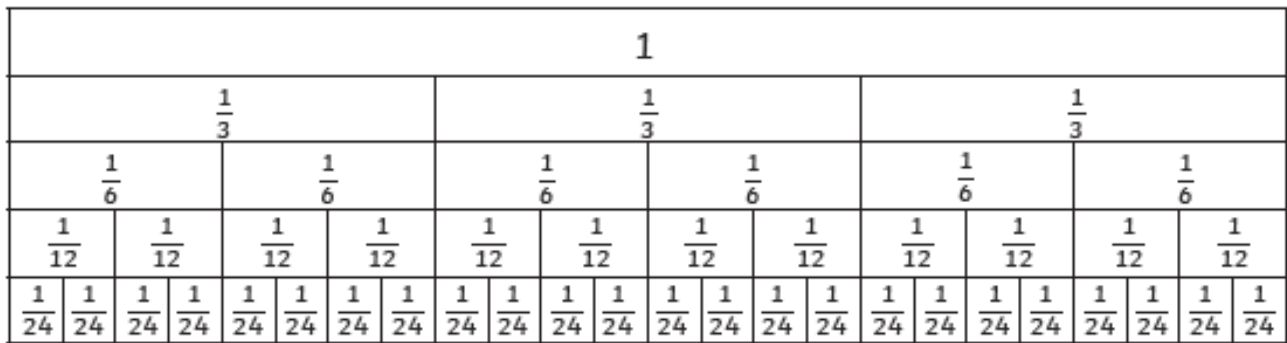


3. a) What fraction of the shape is shaded? _____



b) Write 2 equivalent fractions to the amount shaded.

4. Use the fraction wall to help you answer these questions.



a) How many sixths are equivalent to $\frac{2}{3}$? _____

b) How many twelfths are equivalent to $\frac{6}{24}$? _____

c) How many twenty-fourths are equivalent to $\frac{5}{6}$? _____

d) Would you rather have $\frac{7}{12}$ or $\frac{15}{24}$ of a cake? Why? _____

5. Complete these calculations:

$$\frac{1}{10} + \frac{3}{10} = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\frac{3}{8} + \frac{4}{8} = \underline{\hspace{2cm}}$$

$$\frac{7}{9} - \frac{2}{9} = \underline{\hspace{2cm}}$$

$$\frac{4}{6} - \frac{1}{6} = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

6. Put these fractions in order from smallest to largest.

$\frac{3}{6}$

$\frac{2}{3}$

$\frac{1}{10}$

$\frac{2}{8}$

$\frac{5}{6}$

Smallest

Largest

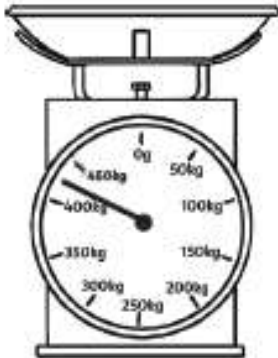
Measurement

1. a) Measure this line using a ruler. Write its length in cm and in mm.

_____ = _____

b) Use a ruler to draw a line that measures 53mm.

2. Write the amount shown on each scale.



_____ kg



_____ °C



_____ ml

3. Convert these units.

a) 1500g = _____ kg

d) 12.5cm = _____ mm

b) 2450g = _____ kg

e) 1.2km = _____ m


c) 1.75m = _____ cm

f) 2300ml = _____ l

4. Anna says five 750ml bottles will hold more than three 1l bottles. Is she right? Explain how you know.

Foundation Subjects Activities:

History: To learn more about World War 2, try these activities on Purple Mash:




2do: Rationing

Carry out some research to find out about rationing during the war.
(Assigned to everyone in class: Year 4. Set by: Victoria James)

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Now try making your own Rationing book:

Cut out the pages carefully, you will need to glue them together back to back, then staple or sew them together, look at the page numbers at the bottom of the pages to help you to order them properly.

MINISTRY  OF FOOD

RATION BOOK

(JUNIOR) 1944-45

Surname.....


Other Name.....

Address.....

Date of Birth (Day)..... (Month)..... (Year).....


NATIONAL RESTRICTION NUMBER.....

FOOD OFFICE CODE No. **J**

 S.17

IF FOUND RETURN TO ANY FOOD OFFICE

twinkl

MINISTRY  OF FOOD

Serial No. of Ration Book
EJ 040682

A ¹⁵	A ¹⁶	B ¹⁵	B ¹⁶	C ¹⁵	C ¹⁶
A ¹³	A ¹⁴	B ¹³	B ¹⁴	C ¹³	C ¹⁴
A ¹¹	A ¹²	B ¹¹	B ¹²	C ¹¹	C ¹²
A ⁹	A ¹⁰	B ⁹	B ¹⁰	C ⁹	C ¹⁰
A ⁷	A ⁸	B ⁷	B ⁸	C ⁷	C ⁸
A ⁵	A ⁶	B ⁵	B ⁶	C ⁵	C ⁶
A ³	A ⁴	B ³	B ⁴	C ³	C ⁴
A ¹	A ²	B ¹	B ²	C ¹	C ²

BUTTER & MARGARINE 1	BUTTER & MARGARINE 2	BUTTER & MARGARINE 3	BUTTER & MARGARINE 4	BUTTER & MARGARINE 5
BUTTER & MARGARINE 6	BUTTER & MARGARINE 7	BUTTER & MARGARINE 8	BUTTER & MARGARINE 9	BUTTER & MARGARINE 10
BUTTER & MARGARINE 11	BUTTER & MARGARINE 12	BUTTER & MARGARINE 13	BUTTER & MARGARINE 14	BUTTER & MARGARINE 15
BUTTER & MARGARINE 16	BUTTER & MARGARINE 17	BUTTER & MARGARINE 18	BUTTER & MARGARINE 19	BUTTER & MARGARINE 20
BUTTER & MARGARINE 21	BUTTER & MARGARINE 22	BUTTER & MARGARINE 23	BUTTER & MARGARINE 24	BUTTER & MARGARINE 25
BUTTER & MARGARINE 26	BUTTER & MARGARINE 27	BUTTER & MARGARINE 28	BUTTER & MARGARINE 29	BUTTER & MARGARINE 30

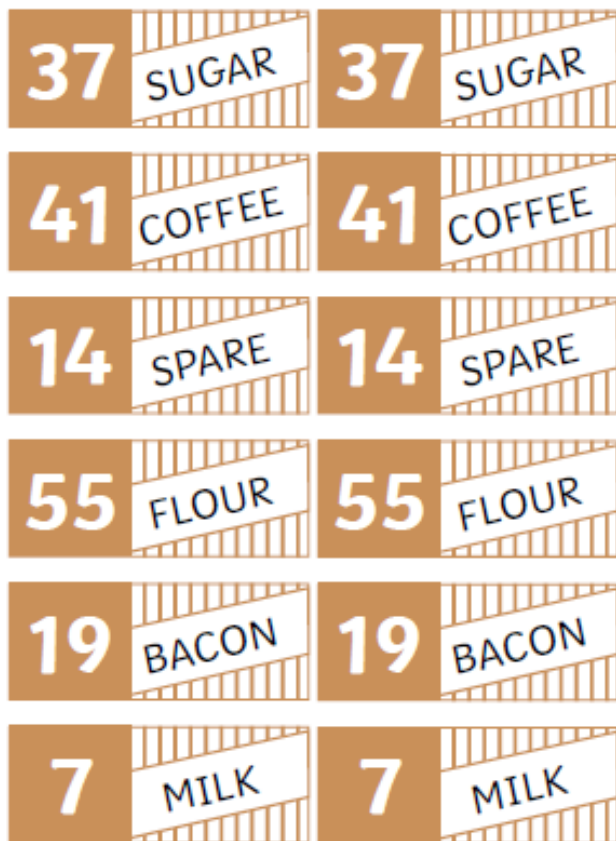
MEAT 9	MEAT 5	MEAT 3	MEAT 1	MEAT 7	MEAT 4
MEAT 9	MEAT 5	MEAT 3	MEAT 1	MEAT 7	MEAT 4
MEAT 9	MEAT 5	MEAT 3	MEAT 1	MEAT 7	MEAT 4
MEAT 9	MEAT 5	MEAT 3	MEAT 1	MEAT 7	MEAT 4
MEAT 9	MEAT 5	MEAT 3	MEAT 1	MEAT 7	MEAT 4
MEAT 9	MEAT 5	MEAT 3	MEAT 1	MEAT 7	MEAT 4
MEAT 9	MEAT 5	MEAT 3	MEAT 1	MEAT 7	MEAT 4
MEAT 9	MEAT 5	MEAT 3	MEAT 1	MEAT 7	MEAT 4

DO NOTHING WITH THIS PAGE UNTIL INSTRUCTED.

IF YOU DEPOSIT THIS PAGE FILL IN YOUR OVERLAY.		F F 5 F F	20	19 18	17
	52	F 13 F	F 6 F	F 4 F	15
	50	F 12 F	F 7 F	F 3 F	13
	48	F 11 F	F 8 F	F 2 F	11
	46	F 10 F	F 7 F	F 1 F	9
	44				7
	42				5
	40				3
	38				1

COUNTERFOIL

Name.....
 Other Name.....
 Address.....



Do not cut out coupons

THE SHOPKEEPER WILL DO THIS FOR YOU

D6	D6	D6	D6	E6	E6	E6	E6
D5	D5	D5	D5	E5	E5	E5	E5
D4	D4	D4	D4	E4	E4	E4	E4
D3	D3	D3	D3	E3	E3	E3	E3
D2	D2	D2	D2	E2	E2	E2	E2
D1	D1	D1	D1	E1	E1	E1	E1

World War II Crossword

Read the clues and complete the crossword. Reveal the hidden word by noting the letters in the outlined boxes. Rearrange the letters to spell out the name of a dance made popular in Britain during the war by American soldiers.

Across

1. Country invaded by Germany, which sparked the outbreak of the war. (6)
3. Repeated bombing of London and other cities. (3, 5)
7. Name of the shelter where people could take refuge from bombing (8)

Down

1. Earthy vegetables that were never rationed. (8)
2. Adolf Hitler was the leader of this political party. (4)
4. Name given to the members of the Women's Land Army (9)
5. Surname of wartime diary writer, Anne (5)
6. Location of the D-Day landings. (8)
7. Coalition formed by Germany, Japan and Italy. (4, 6)

10. Surname of popular British wartime prime minister. (9)

A crossword puzzle grid with the following numbered starting points:

- 1 Across: Row 1, Column 1
- 2 Down: Column 8, Row 1
- 3 Down: Column 2, Row 1
- 4 Across: Row 2, Column 4
- 5 Across: Row 2, Column 5
- 6 Across: Row 2, Column 6
- 7 Down: Column 3, Row 2
- 8 Down: Column 4, Row 2
- 9 Across: Row 3, Column 6
- 10 Across: Row 4, Column 1

The grid consists of 10 rows and 10 columns. Some cells are shaded grey, indicating they are not part of the puzzle.

Secret Word:

* . . * *

A final activity based on the Blitz:



2do: An interview with a pilot

Create an interview style magazine article with a Battle of Britain fighter pilot.

(Assigned to everyone in class: Year 4. Set by: Victoria James)

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Don't forget to take photos of what you have done, email them to me and we will get them put onto the school website.