

# Year 4 Maple Class

Thursday 25th February  
2021

One small  
positive  
thought  
in the morning  
can change your  
whole day



Keep practising those  
times tables!

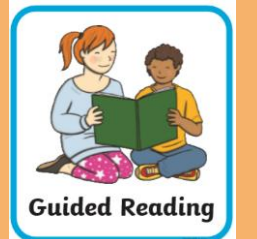
9:00- 10:00



10:00- 10:15



10:15- 10:45



10:45-11:00



11:00-12:00



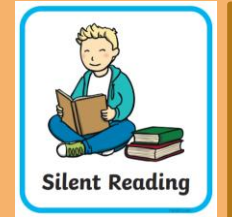
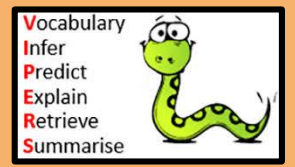
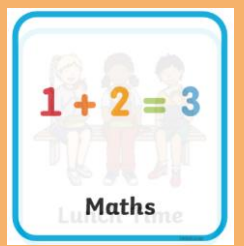
12:00-1:00



1:00-2:00



2:00-3:00



Save your ink! There is no need  
to print the sheets out!  
If you choose to print, then only  
print the white sheets to save  
your ink!



Remember to take some time out to  
do some exercise or dancing between  
your learning time!

Use the link sent out  
earlier this week!



## English

Today we are  
learning to: Use metaphors

Today, you will be learning about a new descriptive technique called a metaphor.

You will learn that a metaphor is when the writer directly says that an object is something else to help the reader imagine what the author is describing.

You will identify the meaning behind metaphors and write your own based on the events in The Promise.

Please see the English slides for more information.



**Task: Write at least six sentences that are metaphors describing an aspect from The Promise**



## Wider Curriculum

### Fairtrade Fortnight:

Fairtrade ensures the world's poorest growers and producers are able to earn enough money to have a decent living and earn enough so they can put back into their communities. Take a look at the Fairtrade Fortnight slide and choose an activity you would like to complete as we think about the importance of fair trade.

**Lesson Video Link:** <https://schools.fairtrade.org.uk/teaching-resources/change-the-world-through-your-choices/>



## Maths

This week we are studying  
**Calculate Fractions**

Please follow the links to the White Rose website to find today's lesson

**Lesson Video Link:**

<https://vimeo.com/511578840>

**Lesson Activity Sheet Link:**

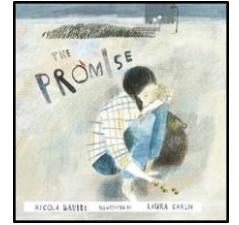
<https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-3-WO10-Calculate-quantities-2019.pdf>

**Today's Answers:**

<https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-3-ANS10-Calculate-quantities-2019.pdf>



## VIPERS



### Skill: Inference

Read The Promise again.

Use evidence from the story to justify your answers.

At the beginning of the story, the city seems a good place to live. Do you agree?

The old lady was afraid when she was the victim of a robbery. Do you agree?



**Listen to The Promise here:**

<https://www.youtube.com/watch?v=onSOJvpgLyE&t=2s>



**WINK!**

**What I Need to Know:**

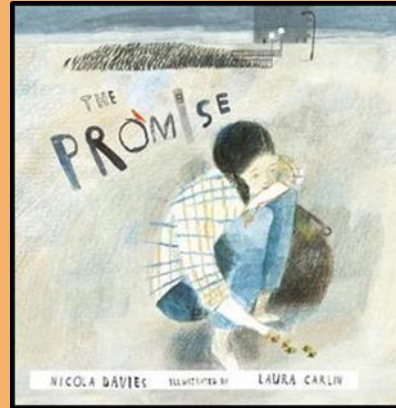
**Metaphor:** a way of describing something by saying it is something else.



WHAT IS A METAPHOR?



## **English:** **Setting** **Description**



**WIND!**

**What I Need to Do:**

- Read these metaphors:  
The old lady held onto her bag with the strength of heroes.

I held a forest in my arms

Explain what you think these metaphors mean?

- Write six sentences of your own with metaphors based on the events in The Promise.



## **Metaphors**

Metaphors compare different things.  
They suggest that two things are the same.

Here are some examples:

I have the heart  
of a lion!

You are the apple of my eye.

It's raining  
cats and dogs.

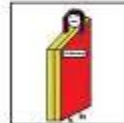
I'm standing at  
the foot of the  
mountain.

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances;



## **Metaphors**

A comparison in which one thing  
is said to be another.



Example:



She is a walking dictionary.

How to Paint Vibrant  
Pictures With  
Your Words

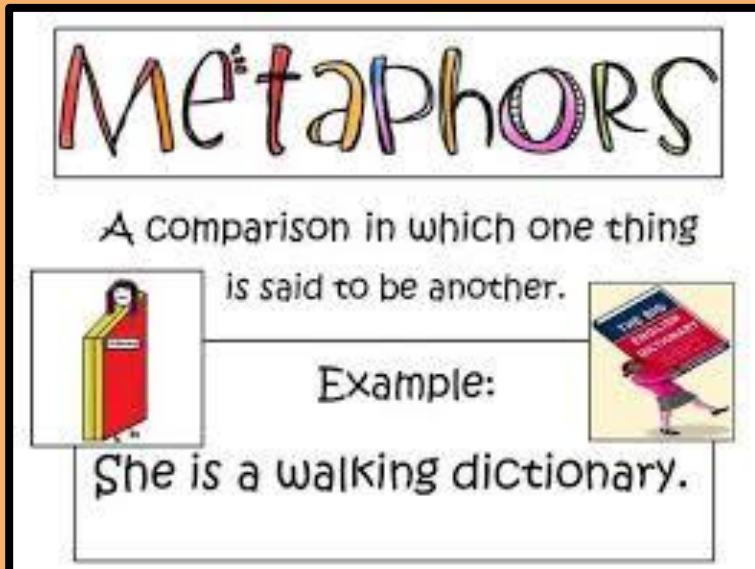


# English

**L.O: To use metaphors**

## What is a metaphor?

A metaphor is a way of describing something by saying it is something else. A metaphor is a figure of speech that describes something by saying it is something else. It's not actually true but it gives the reader a clearer idea of what it is like.



Watch the following video clip for more about metaphors:  
<https://www.youtube.com/watch?v=JPEmb8Qoy0>



## What are some examples of metaphors?

'You are my sunshine.' In this example, someone is being compared to the sun. Sunshine is bright and provides the earth with lots of light. This suggests the person is very happy and brings joy to other people.

'Life is a rollercoaster.' Rollercoasters often have lots of twists and turns, move very quickly and can be quite frightening! This suggests life also has highs and lows, is fast-paced and, at times, can be a little scary. But, like a rollercoaster, life can also be lots of fun!

Remember don't confuse metaphors with similes. Similes compare two things using 'like' or 'as' but metaphors say one thing 'is' another thing.

SIMILES	METAPHORS
• Her heart is like gold.	• Her heart is gold.
• The world is like a stage.	• The world is a stage.
• He eats like a pig.	• He is a pig.
• You are like a rock.	• You are a rock.
• Your eyes are like sunshine.	• You are my sunshine.
• Poor as dirt.	• Sea of sand.

Here are some examples of metaphors used in The Promise:

The old lady held onto her bag with the strength of heroes.

I held a forest in my arms

**Task: What do you think these metaphors might mean? Explain!**

**Now, write at least six sentences that are metaphors describing an aspect from The Promise. Some ideas of objects you could describe include:**

Life for the girl

The city

The crowds

The night sky

The old lady

The acorns

The girl's thoughts

E.g.

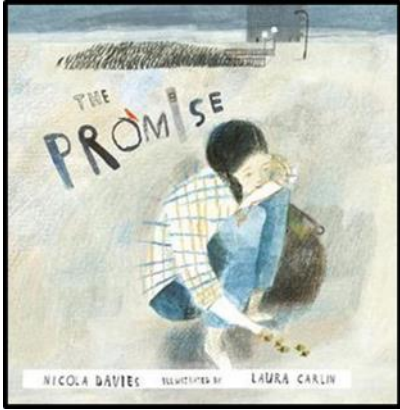
Her life was a storm.

The city was a heart that had been shattered to pieces.

The stars were diamonds, twinkling in a land far away.

Her mind was a whirlwind.

## The Promise



### Grammatical Skills:

Adjectives to describe feelings  
Complex sentence  
Subordinating conjunction  
Coordinating conjunction  
Personification

# English Working Wall

## Extended Writing

This week:

Assessment Task:

Setting Description

### Plot

This story is based on the joy of caring for our environment.

Told in the style of a fable, The Promise is about a young girl who must steal food and money to survive in the ‘mean and hard and ugly’ city – a grey and dreary environment, devoid of a single tree, flower or blade of grass.

One evening, she wrestles with a frail old woman for her handbag. The elderly lady relinquishes the bag on the condition the young girl plants what lies within. And so she does, planting acorn seeds all over the city.

Eventually, the seeds begin to grow, and the ugly, dark city is transformed into a green oasis and the people are transformed with happiness.

Then the little girl travels with her seeds to another city, and another, and another, until her bag of seeds is stolen from her by another young thief, who makes the same promise.



## WINK

### What I Need to Know:

Whole- A number that is complete e.g. 1,2,3 etc.

Fraction- part of a whole.

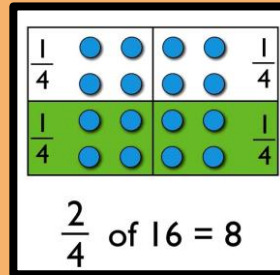
A fraction is made up of the numerator and denominator.

Numerator- the top number. This shows how many parts we have.

Denominator- the bottom number. This shows how many parts make a whole.



## Maths: Fractions



## WIND

### What I Need to Do:

-Count in equal parts to find the whole.

-Use multiplication to help find the whole



## Stem Sentence

The whole is \_\_\_\_\_ because there are \_\_\_\_\_ parts and \_\_\_\_\_ x \_\_\_\_\_ equals \_\_\_\_\_.

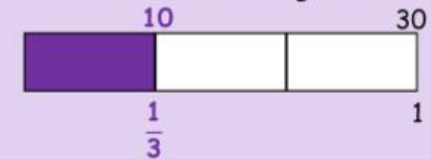
### Finding fractions of amounts

The **denominator** tells us how many parts to divide into.

Finding  $\frac{1}{3}$  of an amount is the same as dividing that amount by 3.

So  $\frac{1}{3}$  of 30 = 10

$$30 \div 3 = 10$$



The **numerator** tells us how many parts we want.

If we're asked to find  $\frac{2}{3}$  of an amount, we need 2 parts.

If  $\frac{1}{3}$  of 30 = 10

Then  $\frac{2}{3}$  of 30 = 20

$$10 \times 2 = 20$$



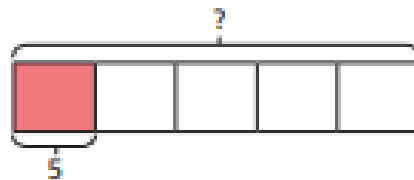


# Calculate quantities

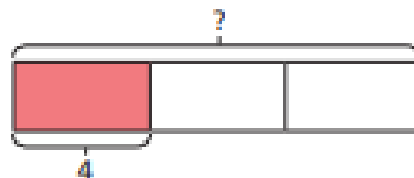
1 Match the calculations to the bar models.

Work out the missing quantities.

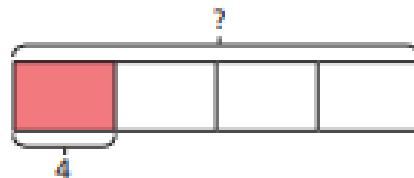
$$\frac{1}{4} \text{ of } \square = 5$$



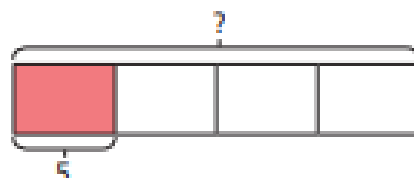
$$\frac{1}{4} \text{ of } \square = 4$$



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



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



2 Complete the sentences.

a) When one fifth is 1, the whole is

When one fifth is 10, the whole is

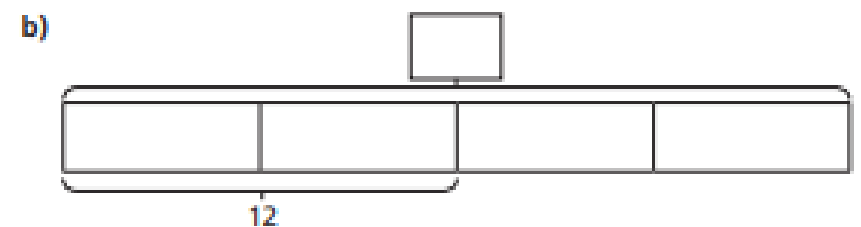
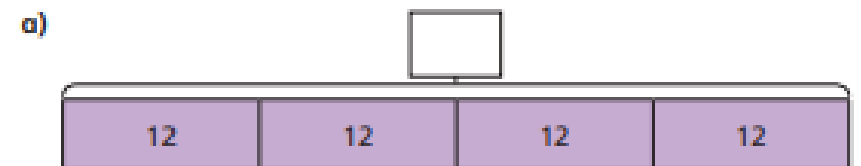
When one fifth is 20, the whole is

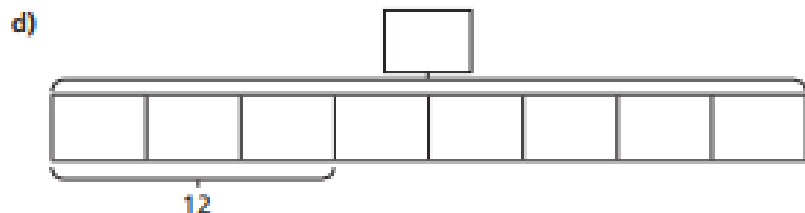
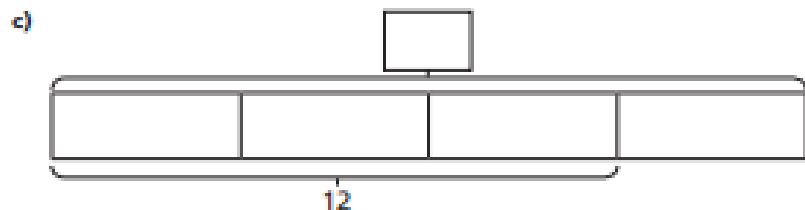
b) When  $\frac{1}{7}$  is 2, the whole is

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

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

3 Complete the bar models and fill in the whole.





4 Complete the calculations.

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

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

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

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

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

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

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

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

5 Dora and Mo have a full bottle of juice.

Dora drinks  $\frac{2}{5}$  of the juice.

Mo drinks  $\frac{1}{5}$  of the juice.

There is 150 ml of juice left in the bottle.

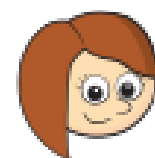
How much juice was in the full bottle?

ml

6 Rosie and Ron are collecting red and blue counters.

They have the same number of blue counters.

They have a different number of red counters.



Rosie

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

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



Ron

a) How many counters does Ron have altogether?

b) How many red counters do they each have?

Rosie has  red counters.

Ron has  red counters.



## It is Fairtrade Fortnight.

This Fairtrade Fortnight we are thinking about what we want the world to be and the ways in which we can make choices to shape the world.

## What is 'a choice'?

Having a choice means the right or possibility of choosing between different things. In your choices, you get to weigh up the

To make a choice that is good for us, we need to know a bit about what our options are. But the choices we make don't just affect us. Many of our choices will have an effect on other people.

Sometimes they will have a big effect.

**Today, you have already made choices that impact the lives of many other people around the world.**

The things we buy and enjoy have a big effect on the lives of other people. Everything we eat, wear, play with has been grown or made by someone somewhere, and the products we buy will make a difference to the sort of life those people have.

<p><b>Create a Fairtrade farm in a shoe box! What Fairtrade product is growing on your farm?</b></p> <p>You will need:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A shoe box</li> <li><input type="checkbox"/> Junk/recycled materials</li> <li><input type="checkbox"/> Drawing materials and paints</li> <li><input type="checkbox"/> Inspiration from Fairtrade farmers</li> </ul>	<p><b>Share your vision of the world you want</b></p> <p>Create your vision for the world you want, for the planet and everything on it. Share your artwork, prose, poem or film by emailing <a href="mailto:schools@fairtrade.org.uk">schools@fairtrade.org.uk</a> with your name and age.</p>	<p><b>Cocoa trees grow in countries with tropical climates.</b></p> <p>Find out what fruit trees grow in the UK. With an adult, make a plan to grow your own!</p>
<p><b>Congratulations! You are the Head Chef at the 'Choose the world you want' restaurant.</b></p> <p>Design a delicious menu that makes a difference in the world.</p>		
<p><b>The choices that we make can affect the planet and the people that live on it in positive and negative ways.</b></p> <p>Make a choice that is positive for people and planet today! Write a sentence explaining your choice.</p>	<p><b>Bake a difference.</b></p> <p>With an adult, bake or cook using at least one Fairtrade ingredient.</p> <p>Decorate your creation with the <b>FAIRTRADE Mark!</b></p>	<p><b>Use Google Maps or an atlas to travel around the world! Can you find a country where cocoa grows?</b></p> <p>Check the temperature in that country today. What was the temperature in that country 50 years ago? Has it changed?</p>

Click on the video below to help you think about how you can make a difference in the world through the small choices you make every day.

**Change the world through your choices**



## Activity:

Choose one of the activities from the home learning grid above to complete with someone at home.

**It is up to all of us every day to make good choices, that help to create the world we want.**

# Assessment

Remember to complete these tasks independently.

Your code is the same one I sent to your grown-ups at the beginning of the week.. It is important that you complete these tasks by yourself without help from your grown-ups. Try your best! This will help me know what I need to teach you when we return to the classroom. You can do your working out or a draft copy of writing on paper first and then type in your answer. Once, you are happy with your responses click “I’m done!” and it will be sent automatically to me. If you have not got your code, let me know in our Teams meetings.

