



Weekly learning pack

Week 14

English

Year 4 fronted adverbials

and

Task 1 – To recognise the fronted adverbials in the sentences about The Jungle Book

Task – To recognise the fronted adverbials in a sentence

- 1) During the day, Baloo would teach Mowgli about the dangers of the jungle.
- 2) Carefully and cautiously, Mowgli pick the prickly pear from the tree.
- 3) In the deep dark forest, Mowgli could hear noises he had ever heard before.
- 4) As quick as a flash, Bagheera shot out from behind a tree and pounced on Mowgli.
- 5) In the treetops, the birds watched Baloo dancing around with Mowgli.
- 6) After a while, Mowgli needed to find something to drink because he was tired after all his foraging.

Remember!

Fronted adverbials go at the start of a sentence and have a comma after them.

Task 2 – To create 5 of your own sentences using fronted adverbials based on your favourite book.

Use the sheet below to give you some ideas for fronted adverbials

Time

Today,
Yesterday,
On Monday,
After a short while,
In the blink of an eye,
Later,
Eventually,
Recently,
Early in the morning,
Punctually,
In June,
After dusk

Place

Over the mountain,
In the distance,
On the shore,
Outside the house,
Down the stairs,
Underneath the bridge,
Aboard the boat,
Around the corner,
Adjacent to the shop,
Far away,
Back in the room,
Under the sea



Manner

Anxiously,
In a flash,
Suddenly,
Nervously,
Curiously,
Joyfully,
Unfortunately,
Frantically,
Enthusiastically,
Wildly,
Courageously,
As fast as he could

Task 3 – To recognise the features of an information text

Find the features below by underlining them in the colour stated below. (The non chronological report is on the next slide)

Identify these features in a non-chronological report.

- Title
- Sub-headings
- Opening paragraph
- Third person (e.g. they, he, she, it)
- Picture
- Caption for picture
- paragraphs
- 4 facts

Non chronological
report

Spiders

Spiders are the world's most common land carnivore (eats meat). There are about 40,000 different types of spiders and they live in nearly every part of the world. All spiders have a pair of fangs; these fangs release venom (poison).



Black widow spider.



Spider web with rain droplets.

* Do all spiders make webs?

Not all spiders make webs, but they all make silk. Many hunt on the ground, like the jumping spiders, and some even build trap-doors under ground so they can hide and wait for their prey (food).



Spider on its web.



Spider waiting to jump on its prey.

* Are black widows dangerous?

There are over 30 types of widow spiders, including the red back in Australia. Both black widow and red back widow are mainly black with a red tummy to warn off predators (any animal that might want to eat them!).

Fun Facts!

- Not all spiders have 8 eyes, some only have 6.
- Tarantulas are the largest spiders.
- Some jumping spiders can jump 30 times their own body length.

Task 4 – To write a non chorological report about an animal Mowgli might find in the jungle.

Write a paragraph on each one of these subheadings:-

1. Appearance and size
2. Habitat
3. Diet
4. Other interesting facts

Remember:

To use the features from the previous task such as:-

Headings

Subheading

Pictures and captions

Then use fronted adverbials to start your sentences in different ways.

Maths

Times table practice,
fractions revision and
area figures

Task 1 – Test yourselves on these times tables.











$9 \times 12 = \underline{\quad}$	$2 \times 11 = \underline{\quad}$	$8 \times 9 = \underline{\quad}$	$11 \times 4 = \underline{\quad}$
$2 \times 6 = \underline{\quad}$	$12 \times 7 = \underline{\quad}$	$1 \times 8 = \underline{\quad}$	$10 \times 11 = \underline{\quad}$
$12 \times 1 = \underline{\quad}$	$7 \times 4 = \underline{\quad}$	$6 \times 11 = \underline{\quad}$	$6 \times 12 = \underline{\quad}$
$7 \times 12 = \underline{\quad}$	$7 \times 3 = \underline{\quad}$	$11 \times 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$
$12 \times 5 = \underline{\quad}$	$10 \times 2 = \underline{\quad}$	$12 \times 8 = \underline{\quad}$	$10 \times 7 = \underline{\quad}$
$7 \times 2 = \underline{\quad}$	$9 \times 2 = \underline{\quad}$	$8 \times 3 = \underline{\quad}$	$6 \times 10 = \underline{\quad}$
$8 \times 5 = \underline{\quad}$	$7 \times 7 = \underline{\quad}$	$7 \times 10 = \underline{\quad}$	$11 \times 12 = \underline{\quad}$
$8 \times 12 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$12 \times 6 = \underline{\quad}$	$12 \times 10 = \underline{\quad}$
$2 \times 10 = \underline{\quad}$	$4 \times 11 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$2 \times 7 = \underline{\quad}$
$11 \times 7 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$5 \times 9 = \underline{\quad}$	$9 \times 12 = \underline{\quad}$
$10 \times 1 = \underline{\quad}$	$12 \times 12 = \underline{\quad}$	$8 \times 6 = \underline{\quad}$	$3 \times 5 = \underline{\quad}$
$10 \times 5 = \underline{\quad}$	$11 \times 5 = \underline{\quad}$	$10 \times 12 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$
$9 \times 9 = \underline{\quad}$	$3 \times 8 = \underline{\quad}$	$3 \times 5 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$
$9 \times 10 = \underline{\quad}$	$4 \times 10 = \underline{\quad}$	$8 \times 8 = \underline{\quad}$	$6 \times 11 = \underline{\quad}$
$6 \times 8 = \underline{\quad}$	$11 \times 7 = \underline{\quad}$	$6 \times 9 = \underline{\quad}$	$8 \times 3 = \underline{\quad}$

EXTENSION











Can you go on soundcheck on TTrockstars and beat your high score.

Task 2 – To recognise simple fractions

What is the Fraction of the Shaded Area ?

- | | | | |
|---|-------|---|-------|
| 1)  | _____ | 6)  | _____ |
| 2)  | _____ | 7)  | _____ |
| 3)  | _____ | 8)  | _____ |
| 4)  | _____ | 9)  | _____ |
| 5)  | _____ | 10)  | _____ |

Shade the Figure with the Indicated Fraction.

- | | | | |
|--|----------------|---|----------------|
| 11)  | $\frac{1}{3}$ | 16)  | $\frac{9}{11}$ |
| 12)  | $\frac{6}{12}$ | 17)  | $\frac{4}{11}$ |
| 13)  | $\frac{9}{12}$ | 18)  | $\frac{3}{6}$ |
| 14)  | $\frac{4}{5}$ | 19)  | $\frac{5}{11}$ |
| 15)  | $\frac{1}{4}$ | 20)  | $\frac{1}{9}$ |

Task 3 – measuring the surface area using objects

Measuring the Surface that an Object Covers

This is a 1-inch square tile.



1 Using the 1-inch square tile, estimate how much surface each figure covers.

(a)



This figure covers times the surface that the square tile covers.

(b)



This figure covers times the surface that the square tile covers.

Task 4 – measuring the surface area using objects

(c)



This figure covers times the surface that the square tile covers.

(d)



This figure covers times the surface that the square tile covers.

(e)



This figure covers times the surface that the square tile covers.

Curriculum (Geography)

Hornsea/Mableton



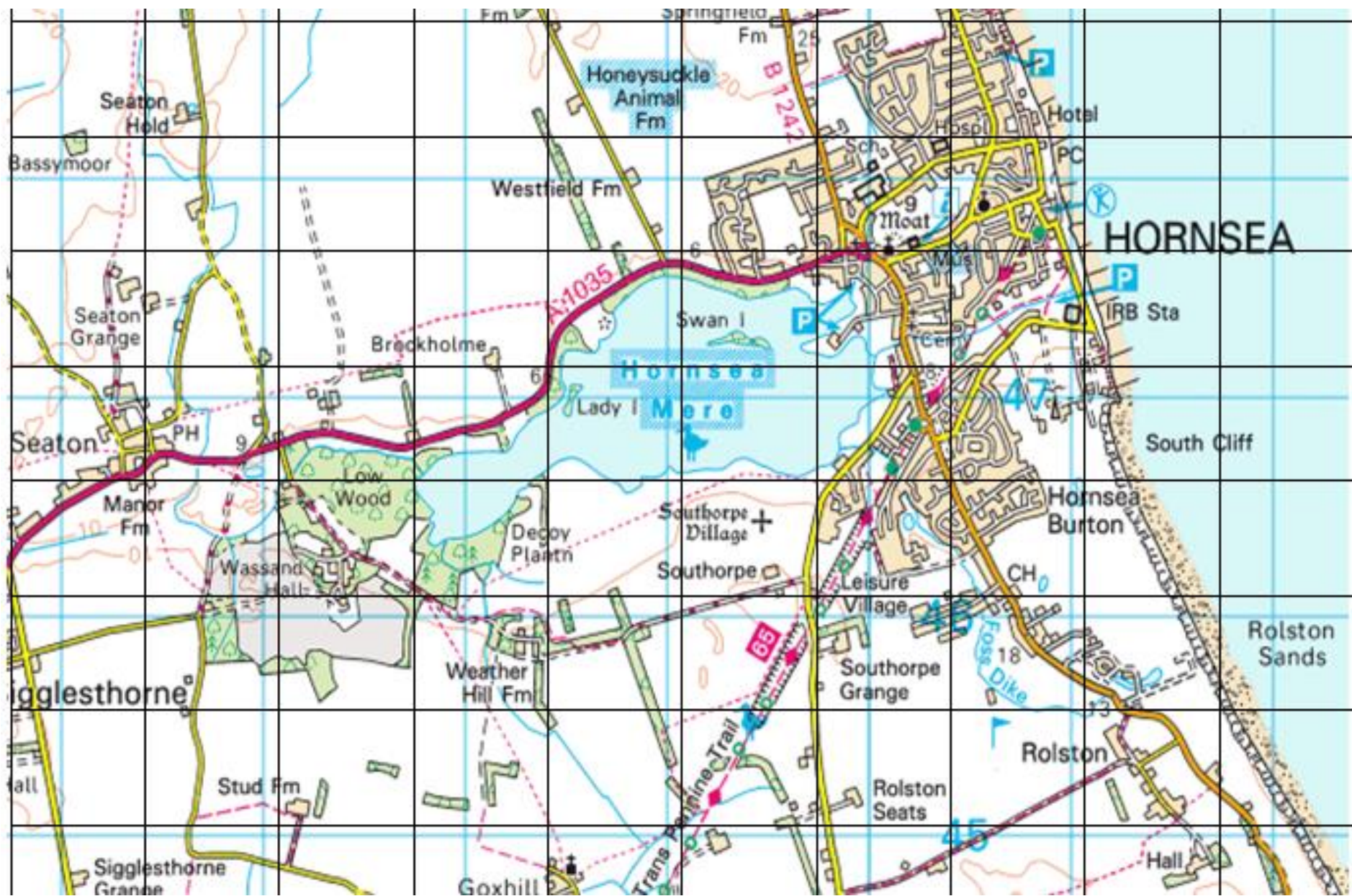
Task – To use simple maps and identify physical features of Hornsea and Mableton.

Use the map on the next slide to find as many physical features as you can in Hornsea



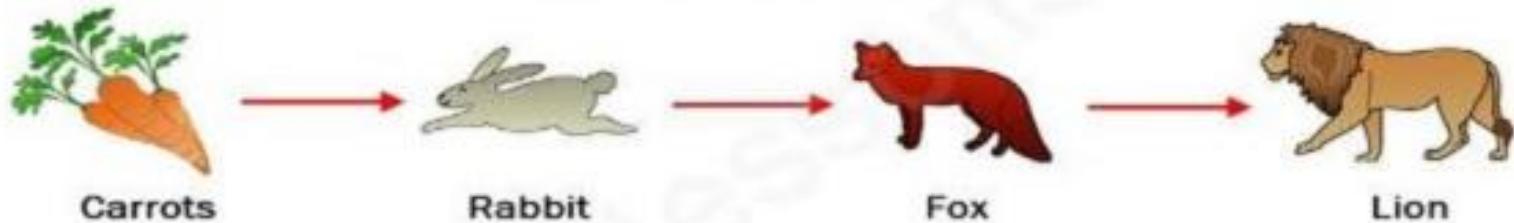
Hint

Physical Features - Physical features are features that are here naturally and haven't been made by humans.



Science

Animals



A four linked food chain

Task – To predict what would happen to the food chain if the statements below happened

Look at the food web on the next slide what would happen if the statements below happened.

Example: - If there was more kingfisher added to the area how would this affect the food web?

Answer – If there were more Kingfishers added to the area then there would be less Carp and Trout in the area because if there is more Kingfisher's then they will eat the Trout and the Carp so there will be less of them.

1. If there was more frogs added to the area how would this affect the food web?
2. If there was more Snakes added to the area how would this affect the food web?
3. If there was less trout in the area how would this affect the food web?

