Wednesday 29th April

Daily Activities

Reading at home

You should still be aiming to read for **at least 20 minutes everyday**.

Remember, you can now take Accelerated Reader quizzes from home by using this link Howley Grange Renaissance at home and logging on as usual using your username and password.

To check that the book you are reading has a quiz, you can check it using Accelerated Reader Bookfinder. It's okay to read books which haven't got a quiz – just keep a record of what you have read.

Keep reading and exploring new worlds and adventures!

Daily Physical Activity

https://www.youtube.com/user/thebodycoach1
(Access via YouTube at 9 am-if doing it live-type in: The body coach).

English

Daily spelling practice

You may choose to do one or each of the following each day using this week's spellings/focus words (see next slide).

1. Practise spelling them by using the strategy: Look, say, cover, write and check.

2. Print out 2 copies of the focus words (or make your own word cards if you are unable to print them) and ask someone in your house to play 'Snap!' Before you're able to win the pair of cards, you should close your eyes and have a go at spelling the word.

3. Use the focus words you've printed/made. Turn them all over face-down and play matching pairs. Turn over 1 card at a time and attempt to find the one that matches!

4. Make a mnemonic to help you remember how to spell the word (the sillier the better!) e.g. People= people eat oranges pigs like eggs!

5. You could write each letter in a different colour (rainbow writing).

6. Create a word pyramid – t

    to

    ton

    tong

    tongu

    tongue

7. Describe the word to an adult-you could tell them the word class, what it means but you **must not** say the word!

8. Try drawing around the word to help you remember how many letters and the shape of them (see right).
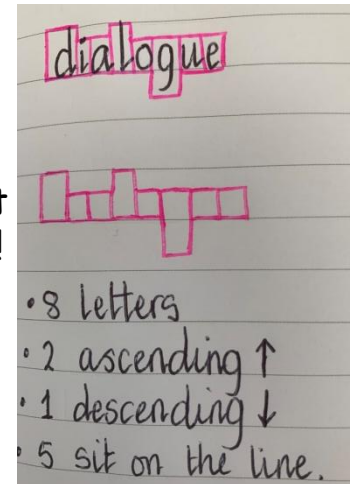
This week's spellings/focus words:

catalogue	colleague
dialogue	fatigue
intrigue	league
meringue	vague
rogue	tongue

NEW learning-you've not been taught this in Year 4 before

WALT recognise and use subordinating conjunctions.

Success Criteria

- I can recognise that subordinating conjunctions are used to create subordinate clauses.

- I know that subordinate clauses are used within complex (multi-clause) sentences.

- I can use 'I SAW A WABUB!' to remember the main subordinating conjunctions.

- I can write my own complex (multi-clause) sentences using different subordinating conjunctions.

Getting Started

What is a conjunction?

A conjunction links two or more words, phrases or clauses together.

There are **two** main types of conjunctions we use within sentences.
Do you know what they both are?

- **co-ordinating conjunctions** (*e.g. and*) link two main clauses together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS'.

- **subordinating conjunctions** (*e.g. when*) introduce a subordinate clause. You can remember some of the most useful subordinating conjunctions by...

...spotting one of the rarest monsters on the planet, a wabub, and shouting...

I SAW A WABUB!
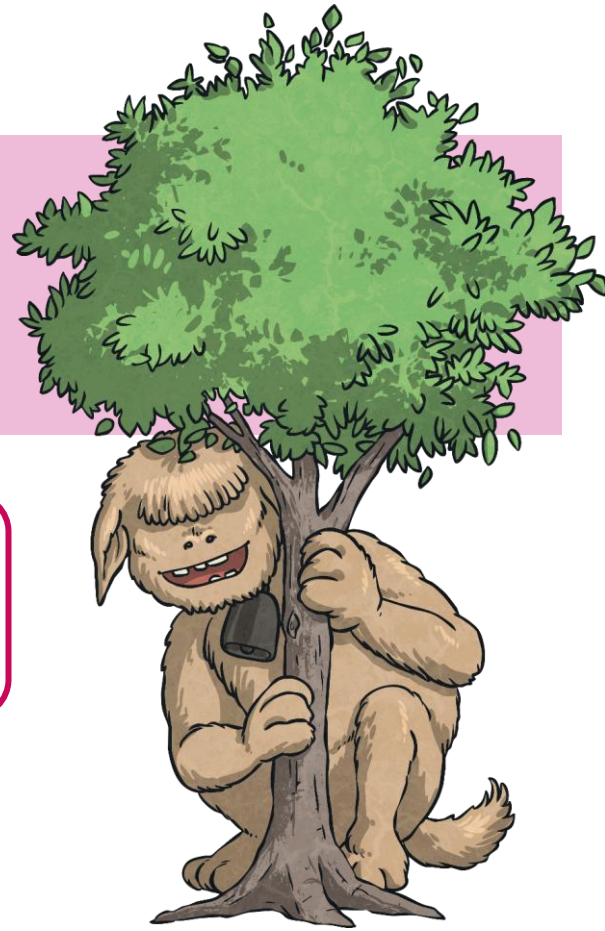
I Saw a Wabub…

…is an acronym to help you remember the first letters of some of the most important subordinating conjunctions.

If

Since

As

When

Although

While

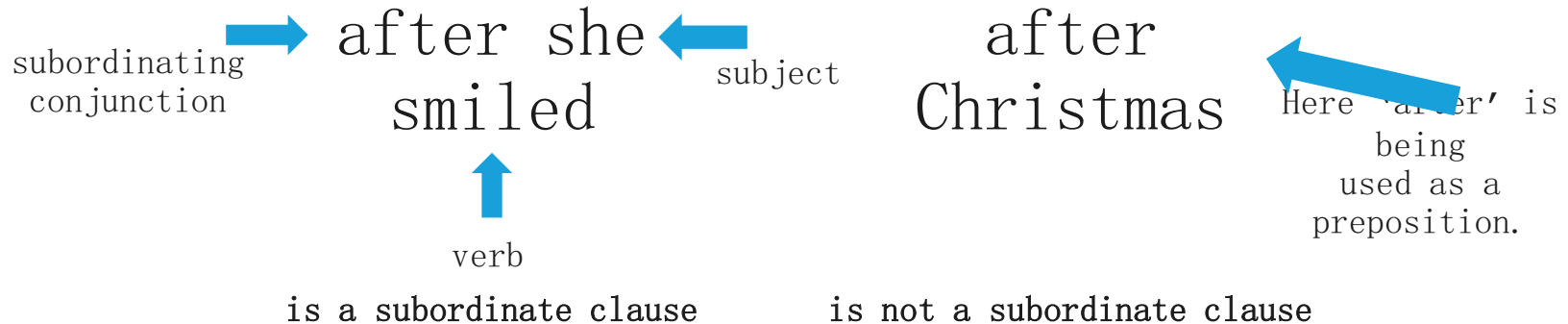After

Before

Until

Because

I SAW A WABUB!

<u>Next Steps</u>

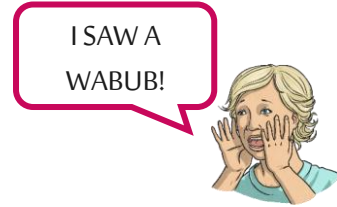So, how do we use subordinating conjunctions?

Subordinating conjunctions are the first words within a subordinate clause. Subordinate clauses do not make sense on their own but when they are used with a main clause, they create a complex (multi-clause) sentence.

Subordinate clauses will always have a subject and verb within them, e.g.

subordinating
conjunction

after she smiled

subject

verb

after Christmas

Here 'after' is being used as a preposition.

is a subordinate clause   is not a subordinate clause

Example:

I SAW A WABUB!

Subordinate clause and the subordinating conjunction in this sentence.

The eager pupils sped into school when the bell rang.

12

Example:

I SAW A WABUB!
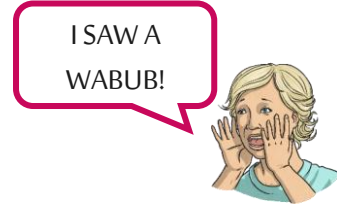
Subordinate clause and the **subordinating conjunction** in this sentence.

Whales give birth to live young
as they are mammals.

Over to you...

I SAW A WABUB!

Can you spot the **subordinate clause** and the **subordinating conjunction** in this sentence?

The hopeless rugby team lost the game because they hadn't trained.

Answers: Were you correct?

Can you spot the **subordinate clause** and the **subordinating conjunction** in this sentence?

The hopeless rugby team lost the game because they hadn't trained.
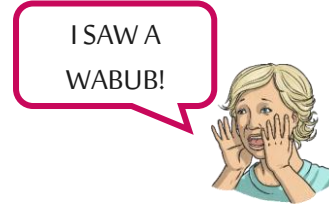
Next Steps

I SAW A WABUB!

In the sentences we have looked at so far, the subordinate clause has always come after the main clause but watch...

The eager pupils sped into school when the bell rang.

When the bell rang, the eager pupils sped into school.

Next Steps

I SAW A WABUB!

When the bell rang, the eager pupils sped into school.

Subordinating conjunctions can also be used as the first word in a sentence. When the subordinate clause comes before the main clause, make sure you remember to use a comma to mark where the subordinate clause ends.

Over to you...

I SAW A WABUB!

Can you swap these sentences around so that the subordinate clause comes before the main clause? Don't forget your commas!

Whales give birth to live young as they are mammals.

The hopeless rugby team lost the game because they hadn't trained.

18

Answers: Were you correct?

Can you swap these sentences around so that the subordinate clause comes before the main clause? Don't forget your commas!

As they are mammals, whales give birth to live young.

Because they hadn't trained, the hopeless rugby team lost the game.

Subordinating Conjunction Hunt

Can you spot the subordinating conjunctions in this piece of text? Where have they been used in these sentences?

As he walked closer, Cleo could see the crocodilius in the cave entrance. The beast was hurriedly eating the remains of its last unlucky victim because it was ravenous. Cleo examined its bright red eyes, huge smoking nostrils and razor-sharp teeth while the beast was occupied. Although Cleo was standing quite a distance away, the terrible stench of the gruesome beast was still making him feel nauseous. Cleo took a deep breath before he tiptoed bravely forward. It was time for battle.

Answers: Were you correct? Did you spot them all?

I SAW A WABUB!

Can you spot the subordinating conjunctions in this piece of text? Where have they been used in these sentences?

As he walked closer, Cleo could see the crocodilius in the cave entrance. The beast was hurriedly eating the remains of its last unlucky victim because it was ravenous. Cleo examined its bright red eyes, huge smoking nostrils and razor-sharp teeth while the beast was occupied. Although Cleo was standing quite a distance away, the terrible stench of the gruesome beast was still making him feel nauseous. Cleo took a deep breath before he tiptoed bravely forward. It was time for battle.

Practise Your Skills

Which subordinating conjunctions would fit best
at the start of these subordinate clauses?
Are there multiple possibilities?

I am sending you a letter _____I am your biggest fan.

_____I eat lunch, I am going for an important meeting.

_____ he was thrown from his saddle, Henry was wary of riding his horse.

The two chemicals should cause a reaction _____ you have used them in the right quantities.

Possible answers: were you on the right lines?

I SAW A WABUB!

I am sending you a letter **because** I am your biggest fan.

Before I eat lunch, I am going for an important meeting.

As he was thrown from his saddle, Henry was wary of riding his horse.

The two chemicals should cause a reaction **if** you have used them in the right quantities.

Quick Quiz:

1. Can you spot the subordinating conjunctions in these sentences?

a) Until she tried, Daphne didn't know that she could whistle.

b) Heavy snow poured from the skies while the children made a snowman.

c) Although it was expensive, the couple enjoyed their meal at the award-winning restaurant.

2. Complete the sentences below by writing the subordinating conjunctions to form complex sentences.
The greenhouse got smashed _____ the boys were playing football.

_____ they were in trouble, they had to go inside the house.

_____ they were well behaved they could have their ball back next week.

3. Can you remember all of the subordinating conjunctions using the 'I SAW A WABUB' acronym?

Quick Quiz: Answers

I SAW A WABUB!

1. Can you spot the subordinating conjunctions
in these sentences?

a) **Until** she tried, Daphne didn't know that she could whistle.

b) Heavy snow poured from the skies **while** the children made a
   snowman.

c) **Although** it was expensive, the couple enjoyed their meal at the
   award-winning restaurant.

2. Complete the sentences below by writing the subordinating conjunctions to form complex sentences.
The greenhouse got smashed **while** the boys were playing football.

Because/as they were in trouble, they had to go inside the house.

If they were well behaved they could have their ball back next week.

3. Can you remember all of the subordinating conjunctions using the 'I SAW A WABUB' acronym?

If   Since   As   When   Although   While   After   Before   Until   Because   25

Maths

- Aim to spend 15 minutes playing on TT Rock Stars. If you are unable to access TT Rockstars online, work through the paper booklet you were given.

10-4-10

Complete in the same way as we do in school. Aim to complete as many questions as you can in 10 minutes. Miss them out if you're spending too long thinking about how to tackle them. You don't need to write the question. Only show your workings if you need to. You should use the squares in your Maths homework book as this will help you set out any written methods.

1. 49 x 8 =
2. 2 – five sixths =
3. ¼ of 64 =
4. _____= 4,750 + 2,330
5. 2 thirds + 9 thirds =
6. 8 x 3 x 3 =
7. 81 ÷ 9 =
8. 2, 517 – 856 =
9. 771 + 100 =
10. _____= 7 x 9

Extension

11. 68 ÷ 4 =
12. 4,812 – 2,915 =
13. 5 tenths + 7 tenths = _____ + 1 tenth
14. 80 ÷ 100 =
15. 226 x 6 =
16. _____ = 363 x 7
17. 3 ninths of 63 =
18. 456 x 9 = 2,918 + _____
19. 78 hundredths - _____= 0.36
20. 33 hundredths - _____= 0.25

<u>10-4-10</u> Answers

1. 49 x 8 = **392**
2. 2 − five sixths = **seven sixths or 1 and 1 sixth.**
3. ¼ of 64 = **16**
4. **<u>7, 080</u>** = 4,750 + 2,330
5. 2 thirds + 9 thirds = **11 thirds or 3 and two thirds**
6. 8 x 3 x 3 = **72**
7. 81 ÷ 9 = **9**
8. 2, 517− 856 = **1,661**
9. 771 + 100 = **871**
10. **<u>63</u>** = 7 x 9

<u>Extension</u>

11. 68 ÷ 4 = **17**
12. 4,812 − 2,915= **1,897**
13. 5 tenths + 7 tenths = **11 tenths** + 1 tenth
14. 80 ÷ 100 = **0.8**
15. 226 x 6 = **1,356**
16. **<u>2,541</u>** = 363 x 7
17. 3 ninths of 63 = **21**
18. 456 x 9 = 2,918 + **<u>1,186</u>**
19. 78 hundredths − **<u>0.42</u>** =0.36
20. 33 hundredths − **<u>0.08</u>** = 0.25

W.A.L.T: finding a half (0.5) and a quarter (0.25).

•You should click and follow the following link: https://whiterosemaths.com/homelearning/year-4/

Once you reach the website click: **Summer Term-Week 2 (w/c: 27ᵗʰ April)-Lesson 2-Halves and quarters-click on the image/video**

This is a video explaining the concept in various ways like we would do in school. You can pause, rewind or fast forward at any time.

•There are questions for you to think about during the video but you don't have to write down the answers to those if you don't want to. There are also points in the video where you can pause it and complete suggested questions on the sheets. These are in black and white on the following slides so that you can print them out and write on them **if you wish**; alternatively you could write the answers in your maths homework book.

•If you would prefer to watch all the video first and then attempt the worksheets (on the following slides) that is fine too. If you look at the worksheet and feel confident to attempt without watching the video, again, that is fine- you don't have to watch it. You can use the answers (which follow the question slides-no cheating though!) to self mark-if you've made lots of errors and you didn't watch all of the video-it is essential you watch it next time.
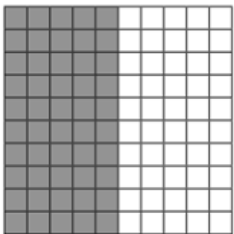
⭐ Questions 1-3

⭐⭐ Questions 1- 7

⭐⭐⭐ Questions 1-9

As we're not there to check your understanding throughout the lesson, instead of having challenges for you to move on to, we have used the stars slightly differently-above you will see the question numbers which we'd like you to concentrate on. Start with the star you often start on, in maths, and then you can always continue on if you feel confident but **do not** pressure yourself to.

White Rose Maths

Halves and quarters

1 Half of the hundred square is shaded.
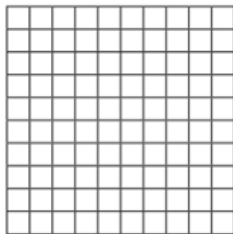
a) How many hundredths are shaded?

b) How many tenths are shaded?

c) Complete the equivalent fractions.

$\frac{1}{2} = \frac{\boxed{}}{100}$ $\frac{1}{2} = \frac{\boxed{}}{10}$

d) Write $\frac{1}{2}$ as a decimal.

2 Here is a blank hundred square.

a) Shade $\frac{1}{4}$

b) How many hundredths are shaded?

c) Complete the equivalent fraction.

$\frac{1}{4} = \frac{\boxed{}}{100}$

d) Write $\frac{1}{4}$ as a decimal.

3 Here is a blank hundred square.

a) Shade $\frac{3}{4}$

b) How many hundredths are shaded?

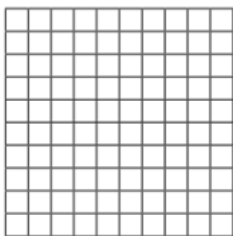c) Complete the equivalent fraction.

$\frac{3}{4} = \frac{\boxed{}}{100}$
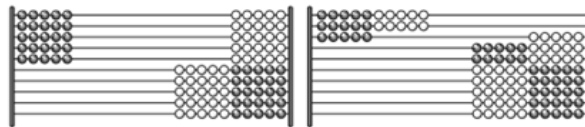
d) Write $\frac{3}{4}$ as a decimal.

4 I don't need to shade a hundred square to write $\frac{3}{4}$ as a decimal because I already know what $\frac{1}{2}$ and $\frac{1}{4}$ are as decimals.
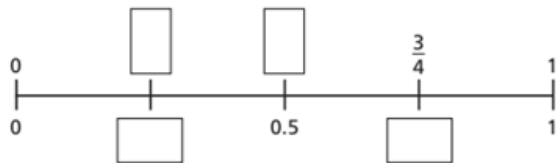
How does this help Annie?

5

Both Rekenreks represent one quarter.

Is the statement true or false? _____

31

6 Fill in the missing fractions and decimals on the number line.

7 Complete the equivalent fractions and decimals.

a) $\frac{25}{100} = \boxed{}$

e) $\frac{25}{100} = \frac{\boxed{}}{4}$

b) $\frac{75}{100} = \boxed{}$

f) $\frac{\boxed{}}{4} = \frac{75}{100}$

c) $\frac{1}{4} = \boxed{}$

g) $\boxed{} = \frac{1}{2}$

d) $\frac{3}{4} = \boxed{}$

h) $\frac{50}{100} = \frac{\boxed{}}{2}$

8

$$0.5 + 0.5 = 1$$

This bar model shows that $\frac{1}{2}$ is equivalent to 0.5

Draw a bar model to show that $\frac{1}{4}$ is equivalent to 0.25

9 Use your knowledge of equivalent fractions to convert between fractions and decimals.
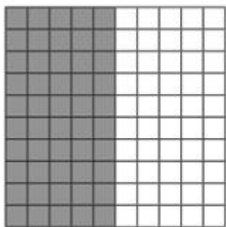
a) $\frac{2}{4} = \boxed{}$

d) $0.25 = \frac{\boxed{}}{24}$

b) $\frac{5}{20} = \boxed{}$

e) $\frac{\boxed{}}{68} = 0.5$

32

Answers

White Rose Maths
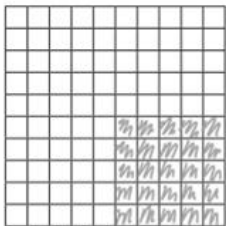
1 Half of the hundred square is shaded.

a) How many hundredths are shaded? `50`

b) How many tenths are shaded? `5`

c) Complete the equivalent fractions.

$\frac{1}{2} = \frac{50}{100}$ $\frac{1}{2} = \frac{5}{10}$

d) Write $\frac{1}{2}$ as a decimal. `0·5`

2 Here is a blank hundred square.

a) Shade $\frac{1}{4}$

b) How many hundredths are shaded? `25`

c) Complete the equivalent fraction.

$\frac{1}{4} = \frac{25}{100}$

d) Write $\frac{1}{4}$ as a decimal. `0·25`

3 Here is a blank hundred square.
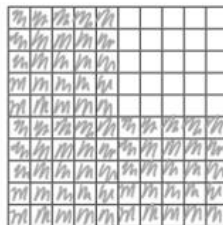
a) Shade $\frac{3}{4}$

b) How many hundredths are shaded? `75`

c) Complete the equivalent fraction.

$\frac{3}{4} = \frac{75}{100}$

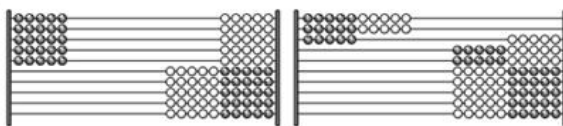d) Write $\frac{3}{4}$ as a decimal. `0·75`

4 I don't need to shade a hundred square to write $\frac{3}{4}$ as a decimal because I already know what $\frac{1}{2}$ and $\frac{1}{4}$ are as decimals.

How does this help Annie?

It helps Annie because $\frac{1}{2}$ is the same as 2/4. 2/4 add $\frac{1}{4}$ = $\frac{3}{4}$ so she can add the decimals 0.5 and 0.25, which she already knows and she will then know $\frac{3}{4}$ as a decimal, which is 0.75
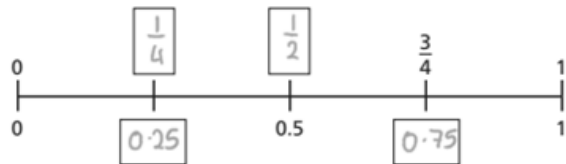
5

Both Rekenreks represent one quarter.

Is the statement true or false? true

Talk about it with a partner.

33

Answers

6 Fill in the missing fractions and decimals on the number line.

$$\frac{1}{4} \qquad \frac{1}{2} \qquad \frac{3}{4}$$

0 — | 0.25 | — 0.5 — | 0.75 | — 1

0 — — — — 1

7 Complete the equivalent fractions and decimals.

a) $\frac{25}{100} = \boxed{0.25}$ e) $\frac{25}{100} = \frac{\boxed{1}}{4}$

b) $\frac{75}{100} = \boxed{0.75}$ f) $\frac{\boxed{3}}{4} = \frac{75}{100}$

c) $\frac{1}{4} = \boxed{0.25}$ g) $\boxed{0.5} = \frac{1}{2}$

d) $\frac{3}{4} = \boxed{0.75}$ h) $\frac{50}{100} = \frac{\boxed{1}}{2}$

8 $\boxed{0.5 + 0.5 = 1}$

This bar model shows that $\frac{1}{2}$ is equivalent to 0.5

1	
0.5	0.5

Draw a bar model to show that $\frac{1}{4}$ is equivalent to 0.25

1			
0.25	0.25	0.25	0.25

9 Use your knowledge of equivalent fractions to convert between fractions and decimals.

a) $\frac{2}{4} = \boxed{0.5}$ d) $0.25 = \frac{\boxed{6}}{24}$

b) $\frac{5}{20} = \boxed{0.25}$ e) $\frac{\boxed{34}}{68} = 0.5$

Music

Cornets and Clarinets

We know that you are not in school having your weekly cornet and clarinet lessons, but this still does not stop you from practising what you have learnt so far at home. Remember you can access Charanga via this link https://charanga.com/site/ to help you when playing your instruments.

As you are aware, every Thursday evening at 8 pm, people stand on their doorsteps and applaud the NHS and other key workers. Some people have taken this further and have made noises on various things such as banging pots and ringing bells for example. Others have been playing their instruments, so.... we thought it would be a nice idea for you to practise 'Ode to Joy' and for next Thursday or the Thursdays after, play your cornets and clarinets on your doorsteps. What a treat for your neighbours!

4EW: Cornets

Mr Henton (from Dudley Performing Arts) has been very busy creating videos to support you in warming up and practising playing your cornet whilst at home. He told me that he is missing teaching our class (I told him that I know I am biased but I'm not surprised he's missing teaching you all because you are a fantastic class and have been brilliant during our cornet lessons this year).

The links listed below will take you to the DPA YouTube channel where you will find the videos he would like you to watch to help you when practising.

https://www.youtube.com/watch?v=jlGBrnkbN0Q&list=PL3eTyY68iYYiYm7APfpJYuMpdhEsf2do7&index=12

https://www.youtube.com/watch?v=7no_mZ-Sip8&list=PL3eTyY68iYYiYm7APfpJYuMpdhEsf2do7&index=18

https://www.youtube.com/watch?v=IOpH0rJEm8A&list=PL3eTyY68iYYiYm7APfpJYuMpdhEsf2do7&index=14

I will be going in to school this week so I will get my cornet and I, too, will practise Ode to Joy and attempt to play it from my doorstep next Thursday (if I can do it so can you as you guys are usually better than me on a Wednesday!)

Do not worry if your cornet is in school-we understand you won't be able to do this and that is absolutely fine.

4GA: Clarinets

Mrs Kennedy (from Dudley Performing Arts) has been very busy creating videos to support the children in the different school which she teaches. She has created a short film which you can watch and join in with.

Before you start watching, get your instrument ready and play a few notes to warm up and then you're ready to go.
To access the film, follow the link below:

https://youtu.be/mVPVTuKA-bE

Mrs Kennedy has also told us she will make another film in the next couple of weeks but that in the meantime you can watch and use this film more than once as you practise trying to make that low B which is the new note she introduces in the film.

Don't forget you can also access Charanga via this link https://charanga.com/site/ where you will find lots of music which you can practise playing on your clarinet.

Do not worry if your clarinet is in school-we understand you won't be able to do this and that is absolutely fine.

Music research

Our topic is 'When in Rome...'. The following slides show information about a few famous Italian composers. A composer, remember, is a person who writes music, like an author is a person who writes stories.
Read the following slides and using the internet, research who these people are and have a listen to some of their famous pieces of music.
Did you like their music? How did it make you feel? What did it remind you of?
Did it remind you of Italy or what it would be like to be in Italy?

Task

Find out about one other famous Italian composer of your choice and create a fact file about this person. You could create a PowerPoint and add sound buttons of recordings of some of their pieces of music, using your ICT skills.
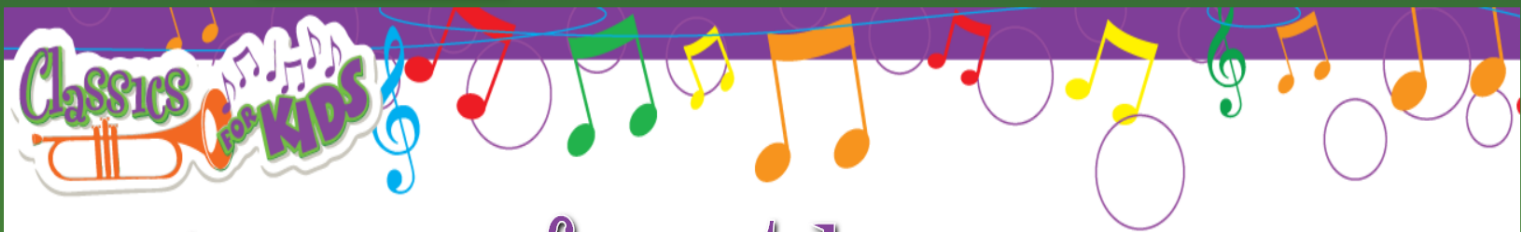
Composers from Italy

Tomaso Albinoni

June 08, 1671 - January 17, 1751

Baroque Period

Not much is known about Tomaso Albinoni's personal life. He was born on June 8, 1671 in Venice. He was the first known Italian composer to feature the oboe as a solo instrument in concerti in 1715. Johann Sebastian Bach used themes from Albinoni's work in two fugues that he wrote. His most famous work, Adagio in G minor, is still recorded today, including a rendition by Jim Morrison and The Doors. Albinoni died in 1751.

Claudio Monteverdi

May 15, 1567 - November 29, 1643

[Renaissance Period](#)

Claudio Monteverdi was born in northern Italy and it was quickly realized that the young composer was a child prodigy. He wrote only for the voice and became known for his sacred music, madrigals, and opera. His ability to use expression in his music was unmatched during his day.

In his early twenties, Monteverdi entered the service of the Duke of Mantua. After a few years, he was made master of music in the ducal chapel. While in the service of the Duke of Mantua, Monteverdi wrote his first opera, L'Orfeo (1607). In it, he used an expanded instrumental ensemble and included various duets and dances to help reflect the drama.

In 1613, Monteverdi became choirmaster at St. Mark's in Venice, which was an impressive position at the time. He spent the remainder of his life there.

Nicolò Paganini

October 27, 1782 - May 27, 1840

[Romantic Period](#)

Niccolò Paganini was a famous violinist and composer, born in Genoa, Italy in 1782. Paganini's first instrument was the mandolin. When he was seven, he switched to the violin, and became famous for his virtuoso technique. He came up with new, dazzling effects on the violin that people had never heard before. Paganini was the first musical superstar. His rock star personality onstage had a great influence on Franz Liszt, who decided he wanted to be the Paganini of the piano. Paganini's best-known composition is a set of 24 Caprices for Solo Violin, especially the Caprice #24, which has inspired pieces by dozens of other composers.

Gioachino Rossini

February 29, 1792 - November 13, 1868

Romantic Period

Gioachino Rossini, the most popular opera composer of his day, was born in Pesaro, Italy. Like many composers, Rossini learned about music from his parents. Gioachino's father played the horn and the trumpet, and his mother was an opera singer. When Gioachino was a little boy, he learned to play the piano and to sing.

In Rossini's day, the opening of a new opera was as exciting as the opening of a new movie is for us. Rossini wrote his first opera when he was 18 years old. His most famous opera is The Barber of Seville. And after composing the opera William Tell in 1829, when he was 37, Rossini stopped writing operas.

After that, Rossini didn't compose again for years. When he was much older, he wrote some music for the church, and he wrote a lot of small pieces to entertain his friends. Because those pieces were not very serious, he jokingly referred to them as "Sins of Old Age."