



Year Four 8/7/20

Maths


Remember your work from Monday, when you were converting between units of time. You will need to use this to help you to solve today's reasoning and mastery questions. I have included some more fluency questions in the supporting documents for anyone who would like more practice at converting.

Remember: When we convert from hours to minutes or minutes to seconds, we multiply by 60. When we convert from seconds to minutes and minutes to hours, we divide by 60.

Reasoning

Jack takes part in a sponsored silence.


He says,



If I am silent for five hours at 10p per minute, I will raise £50

Do you agree with Jack?
Explain why you agree or disagree.

Dora says,



To convert hours to minutes, I multiply the number of hours by 60

Is she correct? Can you explain why?

Mastery

Five friends run a race. Their times are shown in the table.

Name	Time
Eva	114 seconds
Dexter	199 seconds
Teddy	100 seconds
Whitney	202 seconds
Ron	119 seconds

Which child finished the race the closest to two minutes?

What was the difference between the fastest time and the slowest time?
Give your answer in minutes and seconds.

English

We're going to keep looking at report texts. These reports are called 'non-chronological' reports. If you remember, chronological means to do something in time order. However, these reports are organised by grouping the information around a theme instead of by time order, so they are NON-chronological. In a non-chronological report, a subheading is used at the start of each paragraph to explain what information is in that section. It helps us to find what we are looking for when we are looking for specific information. Today I've included another non-chronological report, this time on Aphrodite. I'd like you to read it and answer these questions.

1. What do you notice about all of Aphrodite's symbols?
2. What was the name of Aphrodite's son?
3. Why wasn't Aphrodite happy with her husband?
4. How are Aphrodite and Zeus related?
5. Who is Ares?

Foundation Subject – Science

I can research my own endangered animal, identifying the threats it faces and the conservation work going on to protect it.

To end our Science unit of work, I would like you to choose an endangered animal to research. I have included a sheet which you can use as a template to present your work or you can present it in your own way – maybe a double page spread or using the computer. You might even like to make a poster or draw a large picture of your animal but make sure you include all the information you need.

You need to:

- Include a picture of the animal (draw or print one)
- Describe the animal's habitat.
- Explain what changes to the environment have made the animal an endangered species.
- Suggest what can be done to save the animal from extinction.