YEAR 4 HOME LEARNING PACK

Remember your class email address – Keep in touch!
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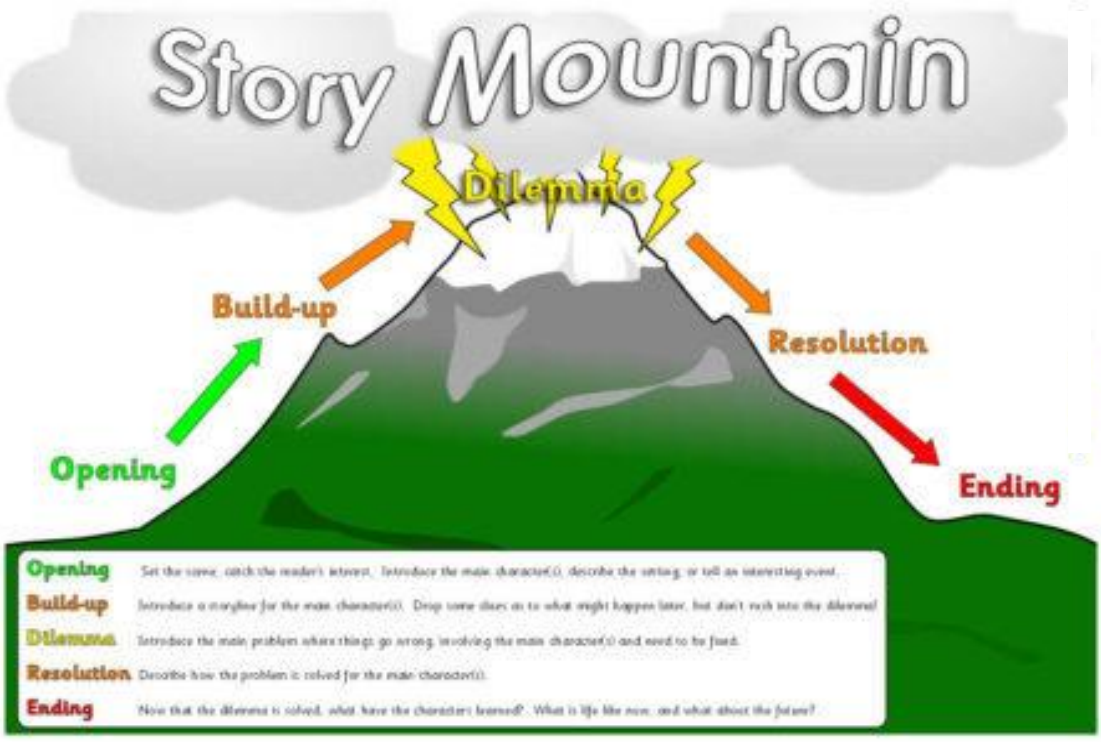
This term, our topic is <u>The Romans</u> so many of the activities are topic based.

ENGLISH

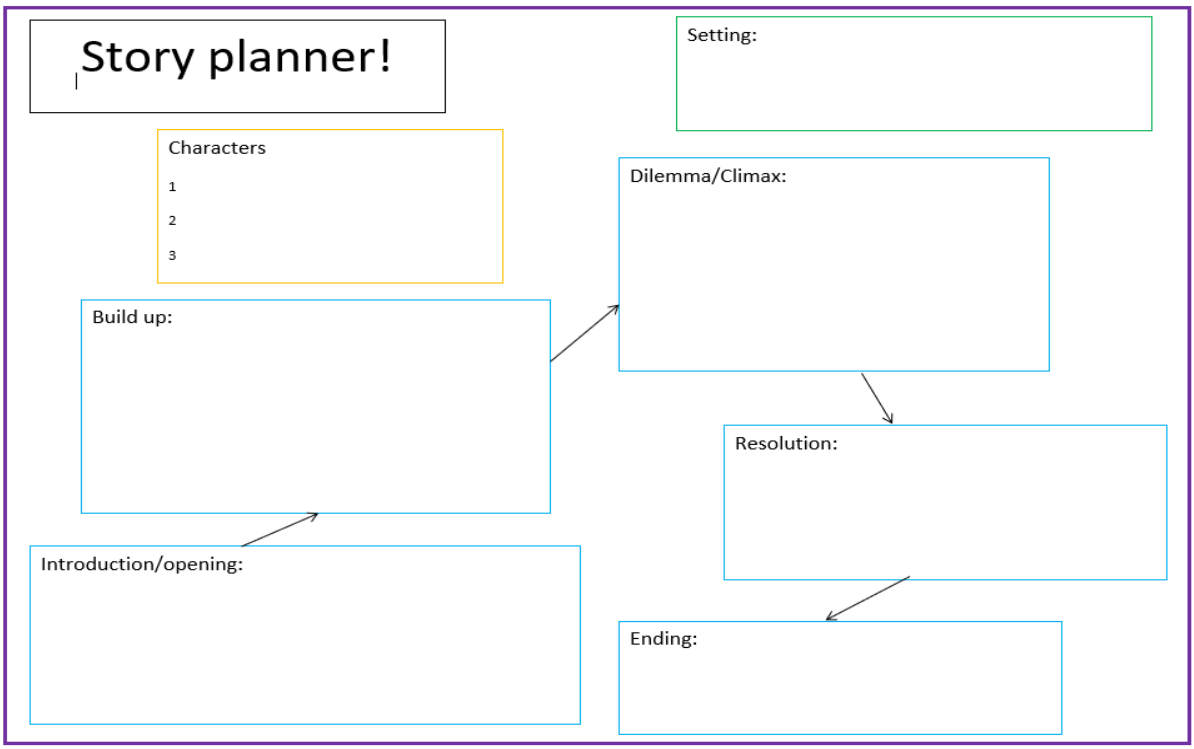
Writing Activity:

'Dum Spriro'

Dum Spiro is a messenger who has been asked by Caesar to take a message to The Barbarians however, as he enters the forest, he comes across a problem. Your task is to write a Roman story about Dum Spiro who comes across a dilemma (problem) on his journey. Use the picture below to support your thinking.



Collect a paper and pencil to write your story plan on. Use the sub-headings in this example to help you set it out.



We will be focusing on sentence structures using commas for embedded clauses.

Using commas for Embedded Clauses

An embedded clause is a subordinate clause or relative clause used in the middle of a main clause to give the reader more information about a sentence. Embedded clauses rely on the main clause and don't make sense on their own.

When you first start to use paired commas it can be helpful to start the embedded clause with the words:

Where: The city of New York, where you can see the famous Statue of Liberty, is an amazing place to visit.

Who: Mrs. Smith, who was the reception teacher, was asked to take the whole-school assembly.

Which: The city of London, which was where they first met, was the place they had chosen to get married.

When: Many years ago, when my parents were young, the Beatles were a very popular band.

Let's practise!

Task:

- Copy out these sentences on some paper and then underline the embedded clause in each.
- Don't forget to put in the 2 commas!

1. The boy who was only seven could play the piano.

2. The beach which was very crowded was hotter than ever.

3. The ball which was kicked by the goal keeper flew through the air.

4. The music which was too loud gave me a headache.

5. The old lady who was carrying lots of bags waited for a taxi.

6. The bus which was speeding went down the street.

- Copy out these sentences on some paper and then add in the correct clause from the bank of clauses below
- Don't forget to put in the 2 commas!

Main Clause	Embedded Clause	Main Clause
The boy		could play the piano.
The beach		was hotter than ever
The ball		flew through the air.
The music		gave me a headache.
The old lady		waited for a taxi.

Embedded Clauses		
which was too loud	which was hard and leather	who was only seven
who had lots of bags	which was very crowded	

Task

- Re-write these sentences on some paper and then add in an appropriate embedded clause of your own
- Use commas to signal the start and the end of the embedded clause

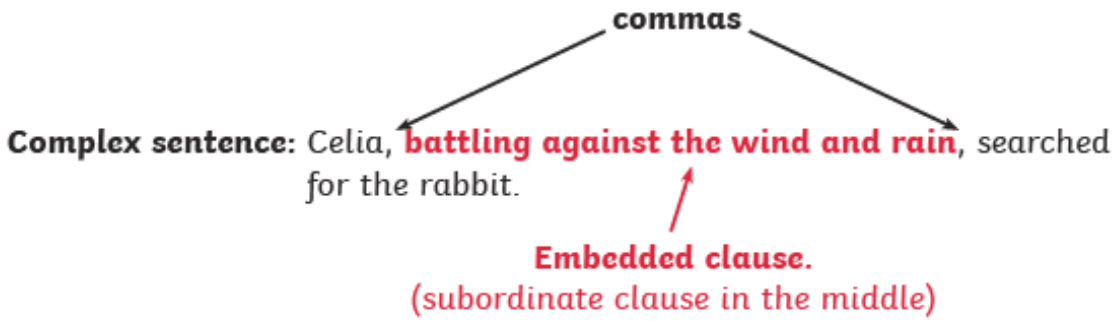
1. The boy could play the piano.
2. The beach was hotter than ever.
3. The ball flew through the air.
4. The music gave me a headache.
5. The old lady waited for a taxi.
6. The bus went down the stret.

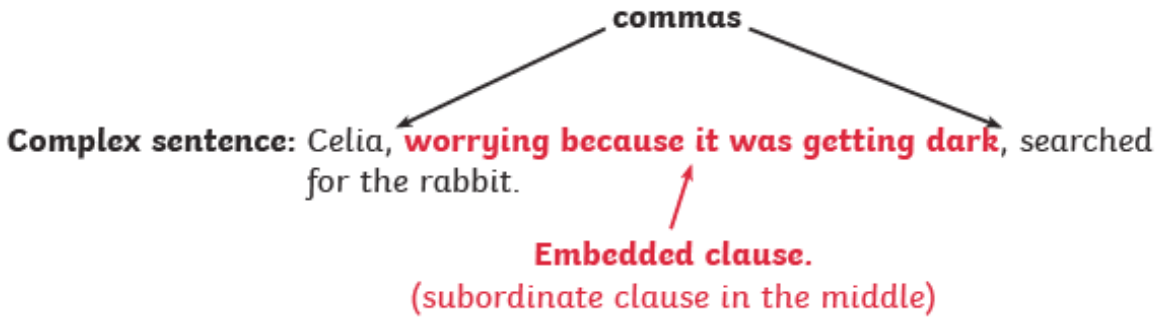
Embedded Clauses

How to Make a Complex Sentence

Embedded means 'within'.

Any embedded clause is another way of using a subordinate clause by dropping it into the middle of a sentence. This time you need two commas, one at either side of the clause.





An embedded clause doesn't make sense on its own. You can't just say: battling against the wind and rain. You need the main clause as well!

Year 4 Writing

Get some paper and a pencil to have a go at the writing challenge.

Dum Spiro

Bronze	Include embedded clauses in your writing, using the poster to support you	**Bronze support** Use the 'Embedded clauses' poster above to help you.
Silver	Write sentences using embedded clauses independently	
Gold	Include a range of embedded clauses (where, who, which, when)	
Platinum	Include well-considered word choices and tension techniques	

Word Bank

chariot Colosseum villa slave shield armour emperor soldier empire mosaic gladiator sword cavalry

Picture

Example sentences using embedded clauses:

Dum Spiro, who was happily singing, approached the mossy, green forest. The forest, which appeared eerily quiet, was overcrowded with tall trees. Italy, where you can visit the famous Colosseum, already felt like an amazing place to visit.

Videos to support your learning

Relative Clauses
https://www.bbc.co.uk/teach/supermovers/ks2-english-relative-clauses-with-max-harvey/z4ndvk7

SPELLING

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Watch this video for some spelling rules
https://www.bbc.co.uk/teach/supermovers/ks2-english-spelling-rules-with-the-super-movers-crew/zb9njhv

Guidance for Parents

Spelling in Year 4 (age 8–9)

In Year 4, your child will continue to develop their spelling. They will write and read more, learning more complex spellings as they go. They will use dictionaries to check words they are unsure of.

What your child will learn

Take a look at the National Curriculum expectations for spelling in Year 4 (age 8–9):

- **Using more prefixes and suffixes**
- **Spelling more homophones**
- **Spelling words that are often misspelt**
- **Using the possessive apostrophe with regular and irregular plurals**
- **Checking spellings in a dictionary**

Find out more here https://home.oxfordowl.co.uk/english/primary-spelling/spelling-year-4-age-8-9/

Additional Activities
https://home.oxfordowl.co.uk/?s=spelling&fwp_post_types=activities&fwp_age_categories=age-8-9

Encourage your child to visit spelling shed. If they have forgotten their password, email the class email and your child's teacher can send it to you.

LO: To recognise and spell the suffixes al, ary and ic.

Practise as many of these spellngs as you can. Use your best joined up handwriting too!

al		ary		ic	
medical	traditional	stationary	February	historic	organic
personal	capital	dictionary	salary	supersonic	atomic
seasonal	vocal	revolutionary		specific	traffic
exceptional		missionary		horrific	
occasional		necessary		metallic	
national		anniversary		angelic	
sensational		library		epidemic	
additional				rhythmic	

HANDWRITING

Writing silly sentences

Using your best joined up handwriting, use these words to create some silly sentences.

the	laid	five	large
speckled	boxes	jumped	over
chicken	purple	tiny	pink
egg	with	then	feathers

The sentence below contains all the words on the cards. Copy it out. Look carefully at the way the letters are joined.

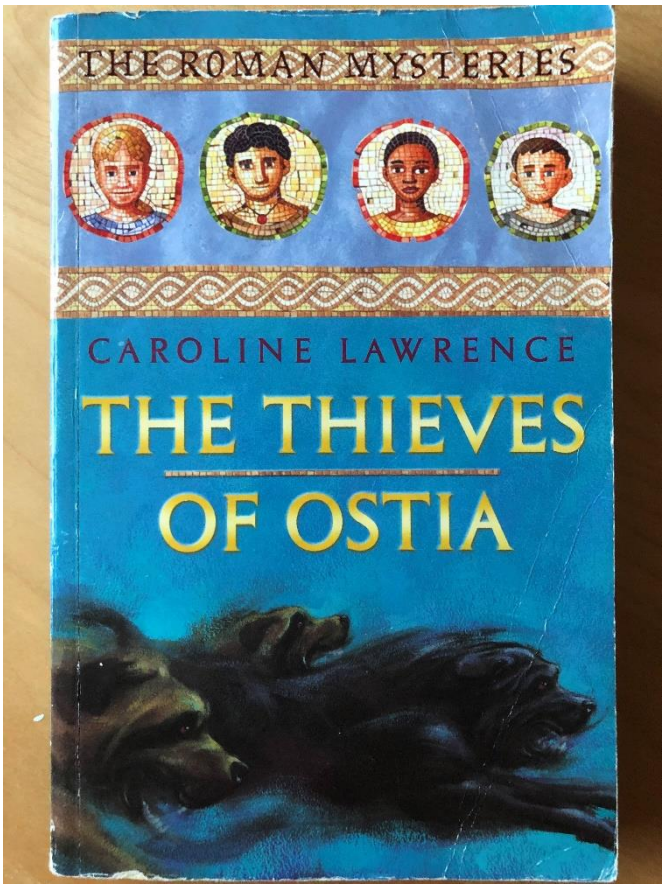
The large chicken with pink feathers jumped over five boxes, then laid a tiny, purple speckled egg.

READING

Prediction

Look at the front cover of this book. Write sentences to predict what you think the book might be about.

I predict that.....



Inference

Look at these pictures and answer the questions using pencil and paper. What can you infer from them?

Who is in the picture?
Is it cold or hot in the mountains?
How does the mountaineer feel?
Why has the mountaineer chosen to climb to this location?

What is happening in this picture?
How does the child feel about it?
Why isn't the child wearing a top?

Where is this bench?
Who sits on it?
Is this bench new or old?
Does this bench look comfortable?

Can you read the following passage and answer the questions?

When Maisie drew her curtains that morning, she smiled and wrapped her arms around herself. There would be no school today, that's for sure. She would get wrapped up and dig her sledge out of the garage. Then she would spend the rest of the day wrapped in a blanket. "Porridge for breakfast, I think!" she said.

What did Maisie see outside her bedroom window?
Why was she going to have porridge for breakfast?
How did Maisie feel about there being no school today?

What can you infer from this picture?
What makes you think that?

Can you read the following passage and answer the questions?

The letter box banged and I ran quickly to the door. With shaking hands, I slowly picked up the letters off the floor. A bill. A postcard. And then finally the letter I had been waiting for. I stared at the heavy cream envelope and the handwritten address. I hoped for good news.

How did the writer feel when the post arrived?
Was the writer expecting this letter?
How do you know the letter is important?

MATHS - Fractions

Write the questions out on a piece of paper.
Watch this video to support your learning. https://www.bbc.co.uk/teach/supermovers/ks2-maths-decimals-fractions-with-naomi-wilkinson/zf2gt39

Solve each question below. Then use the key to find the answer to the joke. Letters can be used more than once.

1. $\frac{5}{10} = \frac{?}{2}$

2. $\frac{1}{100}, \frac{2}{100}, \frac{3}{100}, ___$

3. $\frac{4}{25} + \frac{10}{25} + \frac{6}{25} =$

4. $\frac{2}{5} = \frac{10}{25} = \frac{20}{50} = \frac{?}{100}$

5. $\frac{4}{15} = \frac{8}{?}$

Did you know?

The Bible is the world's best-selling and most widely distributed book.

6. $\frac{2}{7} + \frac{4}{7} =$

7. $10 - \frac{1}{4} =$

8. $\frac{1}{30} + \frac{7}{30} =$

9. $\frac{6}{12} = \frac{3}{6} = \frac{1}{?}$

10. $\frac{18}{30} - \frac{10}{30} =$

11. $\frac{50}{100}, \frac{45}{100}, \frac{40}{100}, ___$

12. $3 - \frac{1}{2} =$

13. $\frac{12}{50} - \frac{7}{50} =$

14. $\frac{31}{100}, \frac{34}{100}, \frac{37}{100}, ___$

A	B	C	D	E	F	G	H	I	J	K	L	M
$\frac{20}{25}$	$3\frac{1}{2}$	$\frac{4}{100}$	$\frac{35}{100}$	2	$10\frac{3}{4}$	$\frac{8}{60}$	$\frac{5}{100}$	$\frac{1}{2}$	$\frac{4}{10}$	$10\frac{1}{4}$	$9\frac{1}{4}$	$\frac{20}{75}$
N	**O**	**P**	**Q**	**R**	**S**	**T**	**U**	**V**	**W**	**X**	**Y**	**Z**
$\frac{40}{100}$	$2\frac{1}{2}$	$\frac{6}{7}$	$\frac{45}{100}$	$\frac{8}{0}$	$\frac{16}{25}$	$\frac{8}{30}$	$9\frac{3}{4}$	$\frac{2}{7}$	$\frac{5}{50}$	$\frac{19}{50}$	$\frac{5}{0}$	$\frac{30}{100}$

Don't forget that you need to know all of your times tables to 12 x 12 by Year 5!

Use two strips of equal sized paper.
Fold one strip into quarters and the other into eighths.
Place the quarters on top of the eighths and lift up one quarter; how many eighths can you see?
How many eighths are equivalent to one quarter?
Which other equivalent fractions can you find?

How many fractions that are equivalent to one half can you see on the fraction wall?

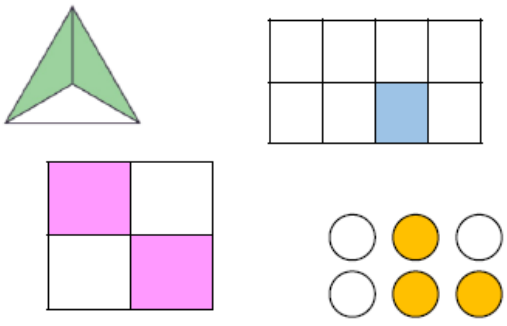
Draw extra rows to show other equivalent fractions.

Eva says,

I know that $\frac{3}{4}$ is equivalent to $\frac{3}{8}$ because the numerators are the same.

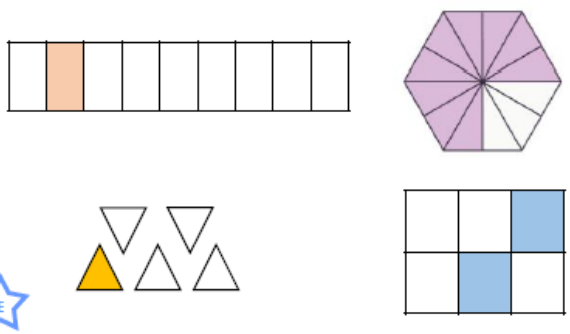
Is Eva correct?
Explain why.

5a. Circle the unit fractions.



VF

5b. Circle the non-unit fractions.



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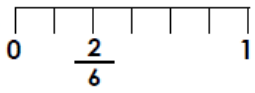
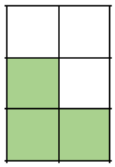
4a. Which image is the odd one out?

A.

B. 

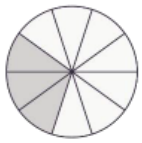
C.

D. 

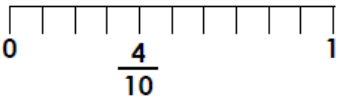
Redraw the image to show the correct fraction.

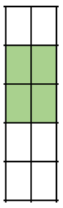
E PS

4b. Which image is the odd one out?

A. 

B.

C. 

D. 

Redraw the image to show the correct fraction.

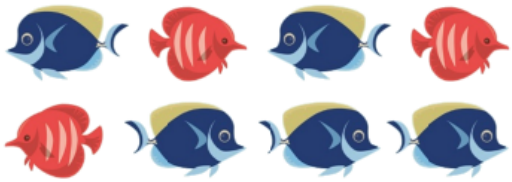
E PS

5a. Tom thinks one of the fractions represented below is $\frac{3}{7}$.

Is he correct? Prove it.

E R

5b. Cleo thinks one of the fractions represented below is $\frac{3}{4}$.

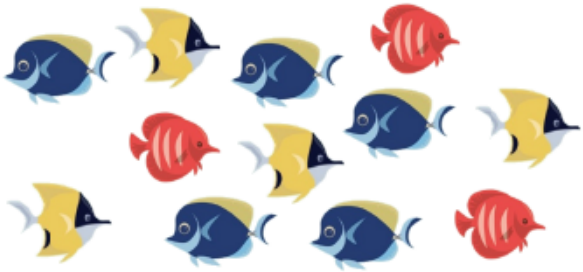


Is she correct? Prove it.

E R

PLATINUM

8a. Amy thinks one of the fractions represented below is $\frac{3}{12}$.



Is she correct? Prove it.

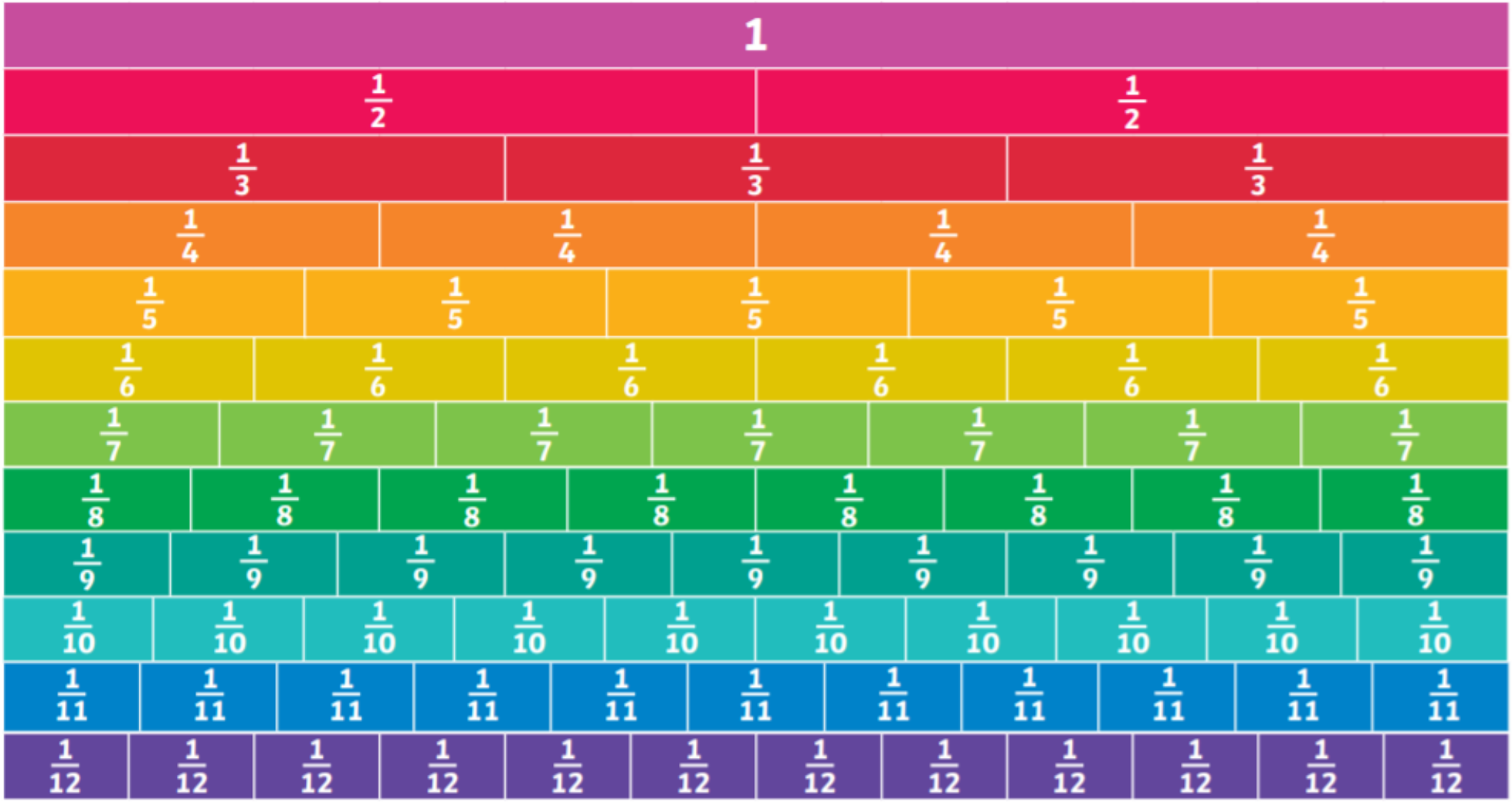
GD R

8b. Vikram thinks one of the fractions represented below is $\frac{2}{11}$.

Is he correct? Prove it.

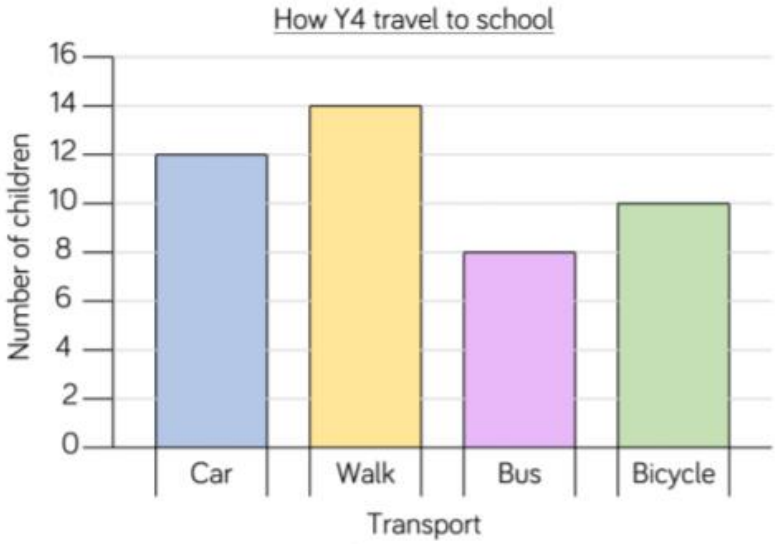
GD R

Fractions Wall



MATHS - Statistics

Complete the table using the information in the bar chart.



Transport	Number of children
Car	
Walk	
Bus	
Bicycle	

What is the most/least popular way to get to school?

How many children walk to school?

1a. Look at the pictogram: ***Y4 Pets***

Cat	
Dog	
Fish	
Rat	
Snake	

Fill in the blanks in the table.

Cat	Dog	Fish	Rat	Snake
5			1	

D VF

1b. Look at the pictogram: ***Shoe Size***

1	
2	
3	
4	
5	

Fill in the blanks in the table.

1	2	3	4	5
			3	1

D VF

2a. Think of one question to ask about the information in this pictogram: ***Favourite Drink***

Cherry	
Banana	
Mango	

D VF

2b. Think of one question to ask about the information in this pictogram: ***Favourite Sport***

Tennis	
Football	
Basketball	

D VF

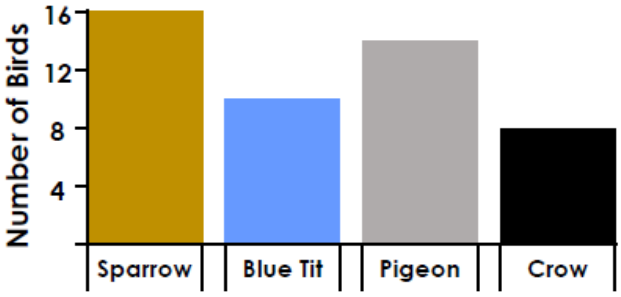
Alex wants to use a pictogram to represent the favourite drinks of everyone in her class.

I will use this image to represent 5 children.

Explain why this is not a good idea.

9a. Look at this bar chart:

Birds in the Garden



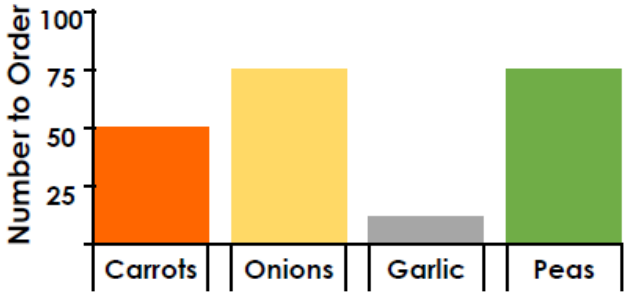
Present the information as a tally chart.

Sparrow			

GD VF

9b. Look at this bar chart:

Kitchen Veg Order



Present the information in the table.

Carrots			
50			

GD VF

10a. Think of at least 3 questions to ask about the table: *Parents' Age*

	23 - 30	30 - 35	35 - 40	40+
Year One	10	12	7	–
Year Two	21	–	6	5
Year Three	6	7	9	13

GD **Work out the answers.** VF

10b. Think of at least 3 questions to ask about the table: *Jobs for Pocket Money*

	Y3	Y4	Y5
Tidy Room	28	30	32
Ironing	10	15	25
Vacuuming	18	23	32

GD **Work out the answers.** VF

Represent the data in each table as a bar chart.

Team	Number of house points
Sycamore	
Oak	
Beech	
Ash	

= 20 points

Day	Number of tickets sold
Monday	55
Tuesday	30
Wednesday	45
Thursday	75
Friday	85

PLATINUM

4a. The children are voting on the playground equipment to be bought.

Year 4 need to decide how to present the outcome.

Libby: I'm going to draw a pictogram.

James: I'm going to make a tally chart.

Who do you agree with and why?

R

4b. Class 4S are collecting information about how children travel to school.

Year 4 need to decide how to present the data.

Fred: I'd like to use a bar chart.

Tina: I'm planning a table with the figures in.

Who do you agree with and why?

R

5a. True or false?

> **A bar chart must have lots of different colours.**

Explain your answer.

PS

5b. True or false?

> **Your scale should always have a figure for each 10.**

Explain your answer.

PS

Geography

For this activity you will need an atlas or access to the internet to look at a map of U.K. cities and towns.

Did you know that Romans invented towns in Great Britain?

They were full of fine buildings and temples.

The map shows the Roman names of towns. Can you use a map to find out what they are called now?

Super Challenge!

Place names in England ending in -chester -caster or -cester were named by the Romans.

Can you list as many as you can find?

For example, Doncaster

Design and Technology

The Romans were the first in Britain to use coins to pay for things. Here are some examples:

Your challenge is to design and make your own Roman coins.

Choose your own materials. Think about the colour and texture.

Here are some ideas:
Tin foil
Paper
Colouring crayons/felt tips
Plasticine
Cake Icing
Biscuits

Think about:
How will get a circular shape?
How will you get the writing and picture on the coin?
Have you compared it to our coins today?

We would love to see your coins when they are finished. Send us a photo, if you can, on our class e-mails!

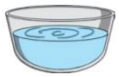
Science – Cleaning Coins

Investigate different ways of cleaning coins.

You will need:

A few non-shiny pennies

White vinegar


Bowl or shallow tray made of glass

Salt

Bowl of plain water

Spoon

Nuts and bolts

Method:

1. Pour the white vinegar into the bowl.
2. Add the salt and stir, then add the pennies.
3. Count to 10.
4. Take the pennies out using the spoon. What has happened?
5. Rinse the pennies in plain water, what has happened now?

6. Put some nuts and bolts into the white vinegar and salt, wait for a few moments. What has happened?
7. Why do you think the nuts and bolts have gone copper in colour? Where has the copper colour come from?

Now try cola, vinegar, lemon juice or baking soda.
Is there a difference when cleaning bronze coins or silver coins?
What happened to the coins after using each of the liquids.

Write up what you found out.

Computing – Roman Invasion Game

Can you create your own Roman invasion board game? You could draw this out on paper first then design it using PowerPoint or a word document or create an animation using Scratch
https://scratch.mit.edu/projects/editor/?tutorial=getStarted

Think about the following:

- The aim of the game
- The instructions for the game
- How many lives?
- How a life is lost
- How points are scored
- How is the game won?

Play this game for further ideas.
https://www.bbc.co.uk/cbbc/games/horrible-histories-romans-vs-celts

Global Day June 26th 2020

At Heathfield Primary and Nursery School we enjoy learning about the world we live in and learning from the different cultures of the world. This is something that we do all the time. However, Global day is an extra special time for us to celebrate and explore the art, history, geography, values and beliefs of people from different cultural backgrounds. Over the past few years we have also been learning about **UNESCO**.

UNESCO works all over the world to help protect special and important places, called **World Heritage Sites**. **UNESCO** World Heritage Sites might be a building, a river, part of the ocean, a forest, ruins of an ancient building or even a waterfall.

We would still like to celebrate Global Day this year and here are some of the things that we can all get involved with.

First of all, choose a UNESCO World Heritage site that you would like to learn about. One is enough but you can do as many as you like. This website will help you. whc.unesco.org/en/list/

Make some bunting and decorate it using world flags. You could also learn some words in different languages and write them on the bunting.

Make a 3D model or create a piece of art about your UNESCO World Heritage site.

Create a fact file of your chosen UNESCO World Heritage site and include some facts about the country where your chosen site is located.

Make a travel guide.

Do some international cookery.

Finally, please take lots of pictures and share them using the school twitter account.

RSE DAY

Celebrating relationships & sex education

BOOKS I LOVE ABOUT LOVE

25th June 2020

On Thursday 25th June, we will be celebrating RSE day! RSE Day began in Nottingham in 2018 as a celebration of positive Relationships and Sex Education happening in the City. The day provides an opportunity for schools, communities and families to explore and discuss healthy relationships, growing up, wellbeing, respect and resilience.

The theme for this year's RSE day is 'Books I Love about Love!'. It would be great if children from all year groups could share pictures of their day, including activities they have completed, or books they have shared.

Year Group	Suggested Activities
Foundation (Nursery and Reception)	Can you talk about what love is? Finish the phrase 'Love is...' and think about what love means to you. You could draw a picture, write in chalk or just have a conversation with your family. How do you show love? Can you think about the different ways you might show love? It could be being kind to someone, sharing your toys with someone or even giving your favourite toy a hug!
Key Stage 1 (Year 1 and 2)	Can you write about something you love about yourself? This could be a picture or some writing. What do you love? Can you tell us all about something you love? This could be anything you like - it could be a person, an activity or even your favourite food!
Lower Key Stage 2 (Year 3 and 4)	Can you learn some new phrases all about love in different languages? Phrases such as, 'I miss you', 'I love you' or 'you are my friend'. Every family is unique! Can you create a piece of work about your family? It could be some artwork or some writing that will share your unique family with your class. We love to learn all about different faiths and cultures!
Upper Key Stage 2 (Year 5 and 6)	Can you create a poem all about love? Here is some inspiration for writing poems: https://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&id=15430&_ga=2.198351084.25594343.1589527977-8121761.1557181715%20 Could you create some support materials for the younger children in school to help them in the new school year? This could be a message or something to display to help the children returning to school feel safe and loved.

ChalleNGe Nottingham are also commissioning artists to deliver virtual workshops throughout the day around relationship qualities: trust, respect, communication, cooperation and resilience. Information on how to access these will be posted on our Facebook page on RSE Day. More information and ideas for parents and carers to make the most of RSE Day can be found here: https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/10%20ideas%20foro%20RSE%20Day%202020%20-%20parents%20%26%20carers_0.pdf

To prepare for the new statutory changes from September 2020, we are in the process of updating our RSE policy; information on how you can access this and provide feedback will be sent out shortly. Thank-you for your continued support, we hope you have a wonderful day celebrating RSE Day! Don't forget to send some photos to your class email address ☺

READ ON NOTTINGHAM

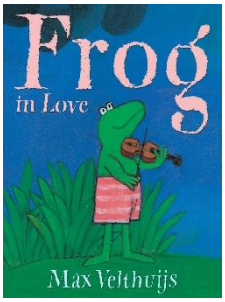
National Literacy Trust | Nottingham City Council | COMMUNITY FUND | SSBC

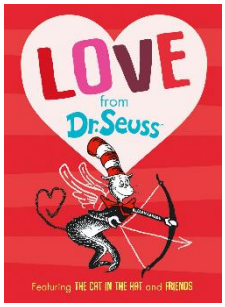
To celebrate RSE Day on Thursday 25 June 2020, Read On Nottingham, together with Nottingham City Libraries, has created special book lists featuring books we love about love! Why not use the websites below to discover a new book?

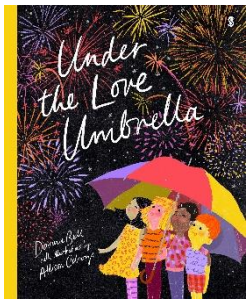
If you don't need a recommendation and already have a book you love about love, find somewhere comfy to relax and someone you love to share it with!

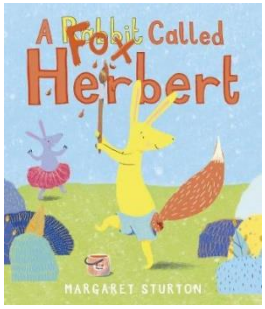
BOOKS I LOVE ABOUT LOVE

25th June 2020



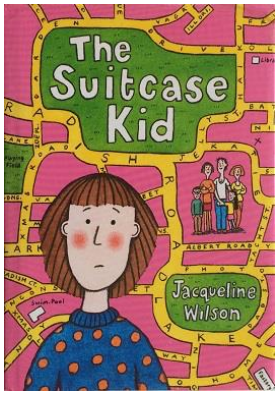


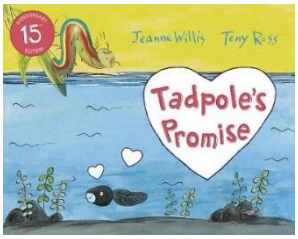


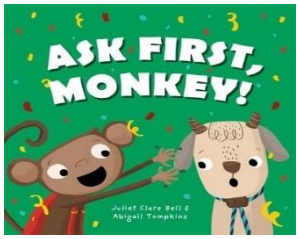


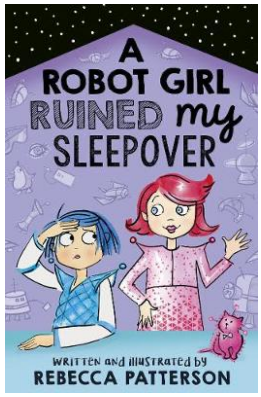
Each link has recommendations for books about love, trust, resilience, respect, communication and co-operation.

Age	**Website**
Birth to 4	https://cdn.literacytrust.org.uk/media/documents/RSE_Day_2020_book_list_ages_0-4.pdf
Ages 5 - 7	https://cdn.literacytrust.org.uk/media/documents/RSE_Day_2020_book_list_ages_5-7.pdf
Ages 7 - 11	https://cdn.literacytrust.org.uk/media/documents/RSE_Day_2020_book_list_ages_7-11.pdf









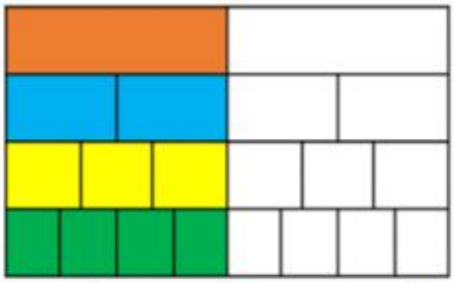
MATHS - Answers

1.	$\frac{5}{10} = \frac{?}{2}$	$\frac{1}{2}$	I
2.	$\frac{1}{100}, \frac{2}{100}, \frac{3}{100}, ___$	$\frac{4}{100}$	C
3.	$\frac{4}{25} + \frac{10}{25} + \frac{6}{25} =$	$\frac{20}{25}$	A
4.	$\frac{2}{5} = \frac{10}{25} = \frac{20}{50} = \frac{?}{100}$	$\frac{40}{100}$	N
5.	$\frac{4}{15} = \frac{8}{?}$	$\frac{8}{30}$	T
6.	$\frac{2}{7} + \frac{4}{7} =$	$\frac{6}{7}$	P
7.	$10 - \frac{1}{4} =$	$9\frac{3}{4}$	U
8.	$\frac{1}{30} + \frac{7}{30} =$	$\frac{8}{30}$	T
9.	$\frac{6}{12} = \frac{3}{6} = \frac{1}{?}$	$\frac{1}{2}$	I
10.	$\frac{18}{30} - \frac{10}{30} =$	$\frac{8}{30}$	T
11.	$\frac{50}{100}, \frac{45}{100}, \frac{40}{100}, ___$	$\frac{35}{100}$	D
12.	$3 - \frac{1}{2} =$	$2\frac{1}{2}$	O
13.	$\frac{12}{50} - \frac{7}{50} =$	$\frac{5}{50}$	W
14.	$\frac{31}{100}, \frac{34}{100}, \frac{37}{100}, ___$	$\frac{40}{100}$	N

Use two strips of equal sized paper.
Fold one strip into quarters and the other into eighths.
Place the quarters on top of the eighths and lift up one quarter;
how many eighths can you see?
How many eighths are equivalent to one quarter?
Which other equivalent fractions can you find?

$\frac{2}{8}$

How many fractions that are equivalent to one half can you see on the fraction wall?



Draw extra rows to show other equivalent fractions.

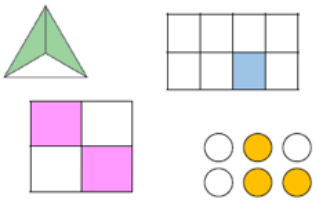
Eva says,

I know that $\frac{3}{4}$ is equivalent to $\frac{3}{8}$ because the numerators are the same.

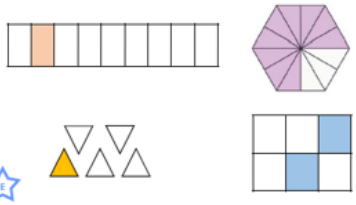
Is Eva correct?
Explain why.

Eva is not correct. $\frac{3}{4}$ is equivalent to $\frac{6}{8}$ When the numerators are the same, the larger the denominator, the smaller the fraction.

5a. Circle the unit fractions.



5b. Circle the non-unit fractions.



Expected

5a.

Expected

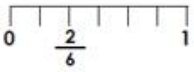
5b.

and

4a. Which image is the odd one out?

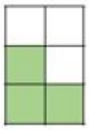
A.

B.



C.

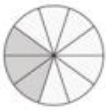
D.



Redraw the image to show the correct fraction.

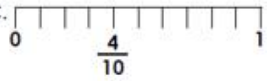
4b. Which image is the odd one out?

A.



B.

C.



D.

Redraw the image to show the correct fraction.

5a. Tom thinks one of the fractions represented below is $\frac{3}{7}$.

Is he correct? Prove it.

5b. Cleo thinks one of the fractions represented below is $\frac{3}{4}$.

Is she correct? Prove it.

Expected

4a. D is the odd one out. Accept any drawn representation of $\frac{2}{6}$.

5a. Tom is correct because there are 7 birds in total, 3 are red. The fraction could have also been $\frac{4}{7}$.

Expected

4b. A is the odd one out. Accept any drawn representation of the fraction $\frac{4}{10}$.

5b. Cleo is incorrect because the whole is 8. The fraction should be $\frac{3}{8}$ or $\frac{5}{8}$.

PLATINUM

8a. Amy thinks one of the fractions represented below is $\frac{3}{12}$.

Is she correct? Prove it.

8b. Vikram thinks one of the fractions represented below is $\frac{2}{11}$.

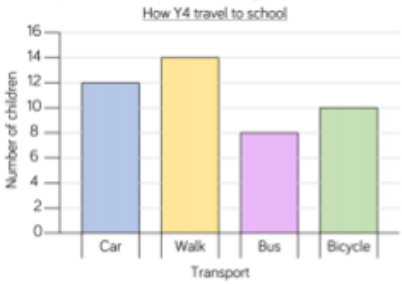
Is he correct? Prove it.

8a. Amy is correct because there are 12 fish in total. The fractions of fish are $\frac{3}{12}$, $\frac{4}{12}$ and $\frac{5}{12}$.

8b. Vikram is incorrect because there are 11 birds but there are more than two that are the same. The fraction of birds are $\frac{4}{11}$, $\frac{4}{11}$ and $\frac{3}{11}$.

MATHS - Statistics

Complete the table using the information in the bar chart.



Transport	Number of children
Car	
Walk	
Bus	
Bicycle	

What is the most/least popular way to get to school?
How many children walk to school?

1a. Look at the pictogram:

Y4 Pets

Cat	
Dog	
Fish	
Rat	
Snake	

each image = 1

Fill in the blanks in the table.

Cat	Dog	Fish	Rat	Snake
5			1	

1b. Look at the pictogram:

Shoe Size

1	
2	
3	
4	
5	

each image = 1

Fill in the blanks in the table.

1	2	3	4	5
			3	1

2a. Think of one question to ask about the information in this pictogram: *Favourite Drink*

Cherry	
Banana	
Mango	

2b. Think of one question to ask about the information in this pictogram: *Favourite Sport*

Tennis	
Football	
Basketball	

Car = 12
Walk = 14
Bus = 8
Bicycle = 10

Most popular = Walk
Least popular = Bus
14 children walk to school

Developing
1a. Dog – 6, fish – 3, snake – 1
2a. Various answers, for example: What is the value of each picture?

Developing
1b. Size 1 – 2, Size 2 – 3, Size 3 – 4
2b. Various answers, for example: Which is the most popular sport?

Represent the data in each table as a bar chart.

Team	Number of house points
Sycamore	
Oak	
Beech	
Ash	

= 20 points

Day	Number of tickets sold
Monday	55
Tuesday	30
Wednesday	45
Thursday	75
Friday	85

A bar chart set out and label accurately and the x and y axis understood.

PLATINUM

4a. The children are voting on the playground equipment to be bought.

Year 4 need to decide how to present the outcome.

Libby: I'm going to draw a pictogram.

James: I'm going to make a tally chart.

Who do you agree with and why?

R

4b. Class 4S are collecting information about how children travel to school.

Year 4 need to decide how to present the data.

Fred: I'd like to use a bar chart.

Tina: I'm planning a table with the figures in.

Who do you agree with and why?

R

5a. True or false?

> A bar chart must have lots of different colours.

Explain your answer.

PS

5b. True or false?

> Your scale should always have a figure for each 10.

Explain your answer.

PS

Expected

4a. A pictogram would be better to present the outcome and the tally chart would be good to collect the votes.

5a. False. A bar chart does not need to have lots of colour, however the colour can help to show the differences in the data.

Expected

4b. Fred's idea would be better as it is easy to compare values on a bar chart.

5b. False. Your scale should have standard spacing but does not necessarily need 10, it will vary for your data.