

Year 4

Home Learning

Friday

Week 3

Daily tasks

The Year 4 teachers have been working hard sorting and organising your home learning booklets. We have decided to break them up day by day, just so it is easier for you to follow. Remember these booklets are **optional** and please feel free to use as much or as little as you like. The Year 4 teachers have together created a daily week day booklet that will include a spelling, grammar, handwriting, reading, times tables and Maths. tasks. Here is a bit more detail on each task:

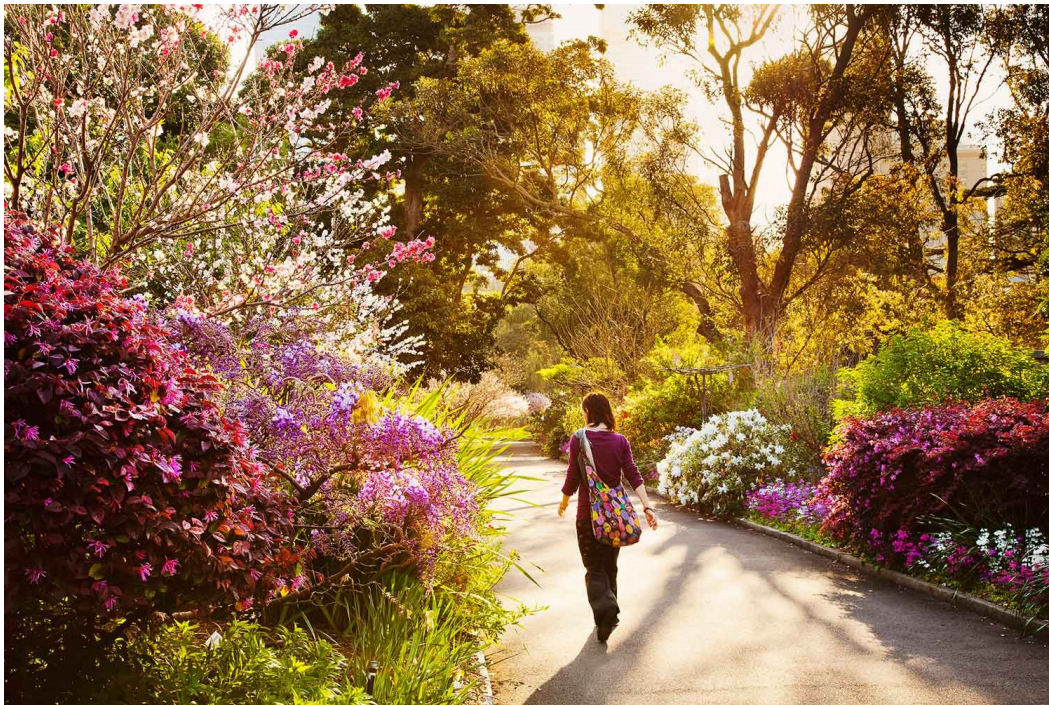
- A challenge to help with your mental or physical wellbeing.
- Spellings - Practise these everyday and have a spelling test on a Friday. They cover the words that you should know how to spell by the end of Year 4.
- English - You may be set a writing task. This can be written however you like. Think about the features you have learnt in Year 4 and how you can improve your writing.
- Grammar - We will focus on an area of Year 4 grammar daily. You will also have a grammar hammer quiz on a Monday to complete.
- Handwriting - We will focus on our cursive handwriting and each week will include a certain letter formation.
- Reading - This is a task where you will read and answer questions about the piece of text.
- Times tables - Each week, we will focus on two different times tables and their inverse (division). If you would like to, you could do a times table test at the end of the week.
- Maths - Every week day, you will get a set of questions that covers a range of Year 4 Maths. We have also included on a Wednesday an assertive mentoring test.

Remember, if you have any questions or concerns, please email us at

ARHYear4@aldermanrichardhallam.leicester.sch.uk.

This week's challenge!

Each week, your Year 4 teachers would like to set you a challenge. This may be related to your mental or physical health. The challenges could include being active, spending time with your family, learning a new skill or being creative. It is up to you to decide how you are going to complete this challenge! It would be wonderful if we could see how you have completed them. If you'd like to show us, you can email us at **ARHYear4@aldermanrichardhallam.leicester.sch.uk**



Your challenge is: **Investigate the change in season.**

We'd like you to take some time to look at the world around you. It is changing in many ways.

-Can you see anything new?

-Are the flowers changing?

-Is the sky different to before?

-Can you see more animals around or new animals coming back?

You could do this by going for a walk with an adult (remember to keep your distance from others), exploring your garden or looking outside your window.

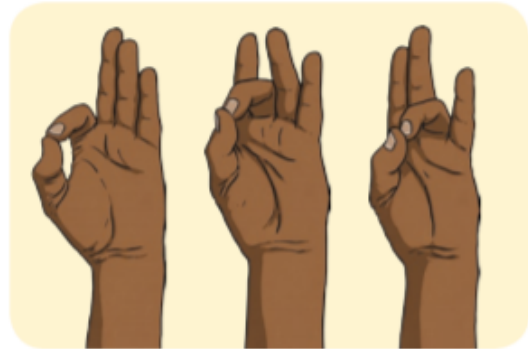
Use your creativity to show us what you have noticed! This could be by sketching, writing a poem or simply describing what you have seen!

Handwriting

Handwriting Warm-Up Fine Motor Exercises

5

- Open your hand out so that the gap between the thumb and the forefinger form an L shape.
- Touch the thumb to the forefinger and press.
- Stretch open the hand.
- Then touch the thumb to the middle finger and press.
- Stretch open the hand.
- Press the thumb together with the third finger.
- Stretch open the hand.
- Press the thumb to the little finger.
- Stretch open the hand.
- Repeat five times.



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| | | |
|-----------|-----------|-----------|
| century | century | century |
| famous | famous | famous |
| knowledge | knowledge | knowledge |
| material | material | material |
| heard | heard | heard |
| mention | mention | mention |
| strange | strange | strange |
| reign | reign | reign |
| popular | popular | popular |

Spelling test!

These spellings are the words that you need to know by the end of Year 4. Practise these spelling strategies:

Look at the word, Cover the word, Write the word, Check the word.

Listen to the word. Break it into syllables, identify the phonemes in each syllable (e.g. Sep-tem-ber).

Mnemonics are a useful memory aid (e.g. • Big elephants can always use small elephants).

| | Practise 1 (copy into space) | Practise 2 (fold and hide) | Can spell word (check and correct) |
|-----------------|---------------------------------|-------------------------------|---------------------------------------|
| <i>business</i> | | | |
| <i>continue</i> | | | |
| <i>extreme</i> | | | |
| <i>surprise</i> | | | |
| <i>women</i> | | | |

| | | | |
|-----------------|--|--|--|
| <i>accident</i> | | | |
| <i>medicine</i> | | | |
| <i>natural</i> | | | |
| <i>heard</i> | | | |
| <i>famous</i> | | | |

| | | | |
|-----------------|--|--|--|
| <i>eight</i> | | | |
| <i>decide</i> | | | |
| <i>calendar</i> | | | |
| <i>bicycle</i> | | | |
| <i>occasion</i> | | | |

Grammar

Editing sentences

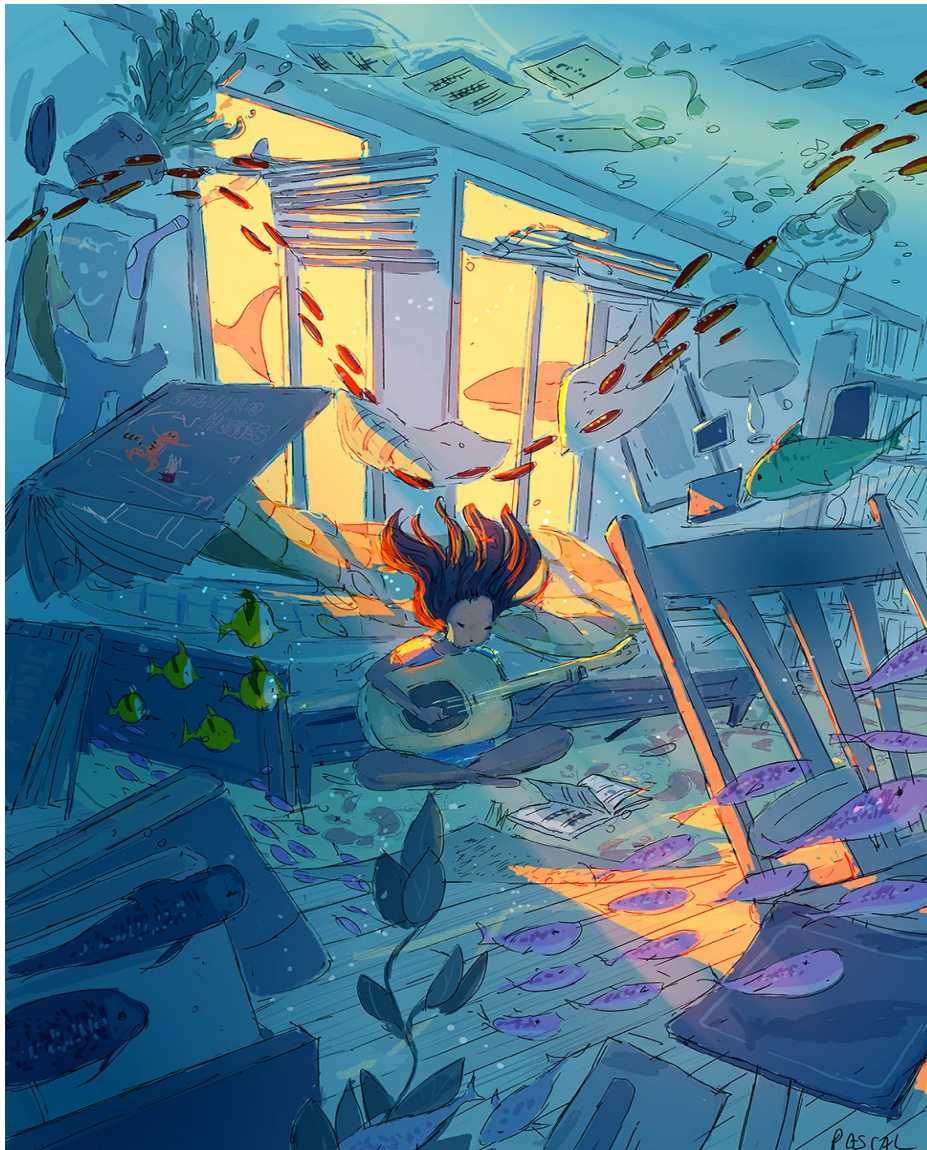
Can you spot the mistakes in these sentences? Can you rewrite them with the correct spellings?

1. "I luv swimming!" exclaimed one fish to another.
2. She siad she wos happy to be under water.
3. Thay swim everywhere.
4. Whales was swimming past the window.
5. In the girls bedroom, the sea creatures explored.
6. The waves fast and spiralled around the bedroom.
7. Ariel's room had turned into a ocean traffic junction.
8. Seawater poored into the room through the vast open windoes.
9. Colorful fish swimming around the floating pillows.

English

This week your challenge will be to write a story about the picture below. You can be as creative as you like, you could also include some of the grammar features you have been practising in your story.

Task 5- Can you read, edit and improve your story? Does it make sense? Have you used some of the expanded noun phrases we have been working on? Now read your story to someone else, a family member or even a pet!



Reading

Fernando and Muzafar peered into the glass container and their eyes widened with amazement. There before them lay four eggs beneath a hot, orange bulb. The eggs had been in the incubator for three long weeks and it felt like they were taking forever to hatch. However, as the boys watched, a tiny crack began to appear down the side of one of the eggs.

"It's happening!" called Muzafar, barely able to contain his excitement.

Slowly but surely, another crack appeared on the egg's shell.

"After all this time?" commented Fernando.

"Well, of course it was going to happen today," exclaimed Muzafar. "It is Easter Sunday after all!"



Reading

Quick Questions



1. Find and copy a phrase which shows that both boys were impressed.



2. What do you think the boys will do next?



3. Sum up what happened in this story in 20 words or less.



4. Why did Muzafar think that the eggs would hatch on Easter Sunday?

Reading Answers



1. Find and copy a phrase which shows that both boys were impressed.

Accept the answer 'their eyes widened with amazement' only.



2. What do you think the boys will do next?
Accept any reasonable prediction which fits with the story such as 'they will go and tell their parents that the eggs are cracking' or 'they might start to record it on their camera'.



3. Sum up what happened in this story in 20 words or less.

Accept any summary of the plot which is made within 20 words, such as: 'Two boys watch as a chick begins to hatch from an egg on Easter Sunday'.



4. Why did Muzafar think that the eggs would hatch on Easter Sunday?

Accept any reasonable explanation which states that Easter Sunday is traditionally associated with new life and new beginnings because Jesus rose from the dead on this day.

Times tables mixed

This week, we have practised our 8x and 9x, including their inverse (division). Now we are going to practise both together.

You can practise these times tables out loud or you can answer them on a piece of paper. Make sure you check them after to see how many you got right. Good luck!

$18 \div 9 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$54 \div 9 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$9 \times 10 = \underline{\quad}$

$32 \div 8 = \underline{\quad}$

$9 \times 12 = \underline{\quad}$

$1 \times 8 = \underline{\quad}$

$8 \times 11 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$1 \times 9 = \underline{\quad}$

$9 \div 9 = \underline{\quad}$

$56 \div 8 = \underline{\quad}$

$12 \times 8 = \underline{\quad}$

$45 \div 9 = \underline{\quad}$

$96 \div 8 = \underline{\quad}$

$12 \times 9 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$8 \div 8 = \underline{\quad}$

$99 \div 9 = \underline{\quad}$

$11 \times 9 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$16 \div 8 = \underline{\quad}$

$8 \times 12 = \underline{\quad}$

$27 \div 9 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$72 \div 8 = \underline{\quad}$

$40 \div 8 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$48 \div 8 = \underline{\quad}$

$8 \times 9 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$90 \div 9 = \underline{\quad}$

$7 \times 9 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

Maths

Column Subtraction Where Borrowing is Required

When subtracting, if a smaller number in a column is over a bigger number, we must use borrowing. Only the digits on the top row can borrow and lend. As always, write the numbers with the place values lined up vertically. Let's have a go with $59\ 834 - 3957$.

This gives us:

$$\begin{array}{r} \overset{8}{\cancel{9}} \overset{7}{\cancel{1}} \overset{2}{\cancel{8}} \overset{1}{\cancel{3}} 14 \\ - \phantom{\cancel{9}} \phantom{\cancel{1}} \phantom{\cancel{8}} \phantom{\cancel{3}} 3 9 5 7 \\ \hline 5 5 8 7 7 \end{array}$$

Begin in the units column.

Because 7 is larger than 4, we're not going to take 7 from 4. Instead, we borrow from the 3 in the tens column; it becomes a 2 and the 4 becomes 14.

$$14 - 7 = 7$$

We don't subtract 5 from 2 because 5 is bigger than 2. Instead, we borrow from the 8, which becomes a 7 and so the 2 becomes a 12.

$$12 - 5 = 7$$

We don't do $7 - 9$ so must borrow from the 9 which becomes an 8, making the 7 into a 17.

$$17 - 9 = 8$$

$$8 - 3 = 5$$

$$5 - 0 = 5$$

$$59\ 834 - 3957 = 55\ 877$$

Try these (remember to use your place value columns):

1. $6425 - 2316 =$

2. $8793 - 1822 =$

3. $9235 - 4526 =$

4. $1723 - 1119 =$

5. $7724 - 5552 =$

6. $3295 - 606 =$

7. $5858 - 1585 =$

8. $2924 - 157 =$

9. $8705 - 7536 =$

10. $1000 - 325 =$

Maths-Answers

Try these (remember to use your place value columns):

1. $6425 - 2316 = 4106$

2. $8793 - 1822 = 6971$

3. $9235 - 4526 = 4709$

4. $1723 - 1119 = 604$

5. $7724 - 5552 = 2172$

6. $3295 - 606 = 2689$

7. $5858 - 1585 = 4273$

8. $2924 - 157 = 2767$

9. $8705 - 7536 = 1169$

10. $1000 - 325 = 675$