

Year 4

Home Learning

Friday

Hello Year 4,

We hope you are well and staying as safe as possible. 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, hand-writing, reading, times tables and Maths. tasks. Here is a bit more detail on each task:

- A challenge to help with your physical or mental 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.
- 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.
- 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.
- 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.

We would just like to say that all the Year 4 team are incredibly proud of you and we can't wait see all the wonderful work you have done at home.

Kind regards,

The Year 4 team

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.



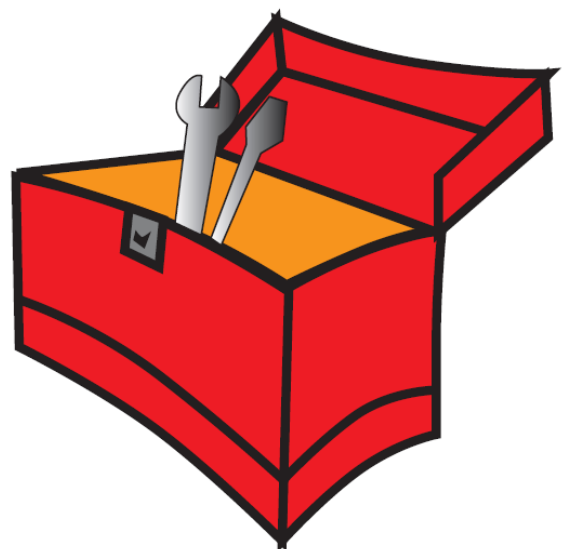
Life is a little bit different at the moment. One way to help us cope is by using the 'Coping Toolbox'.

Find a box, or a bag or anything you can put items in.

Now fill your box, bag, space etc with items that make you feel happy or safe. Items that make you feel better.

This could be photographs, toys, dvds, books, special jewellery, trinkets, a list of activities you enjoy etc.

Open up your toolbox whenever you need to and remember all those things that make you happy and feel safe. Share your toolbox with your family in your household or through video messaging to other friends and family,



Spelling test!

Write down the numbers of spellings you have learnt this week on a piece of paper. For example 1-5, 1-10 or 1-15. Ask an adult or sibling in your household to test you.

	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
<i>actual</i>			
<i>actually</i>			
<i>island</i>			
<i>knowledge</i>			
<i>learn</i>			



<i>popular</i>			
<i>special</i>			
<i>therefore</i>			
<i>woman</i>			
<i>regular</i>			

<i>library</i>			
<i>grammar</i>			
<i>February</i>			
<i>experience</i>			
<i>believe</i>			

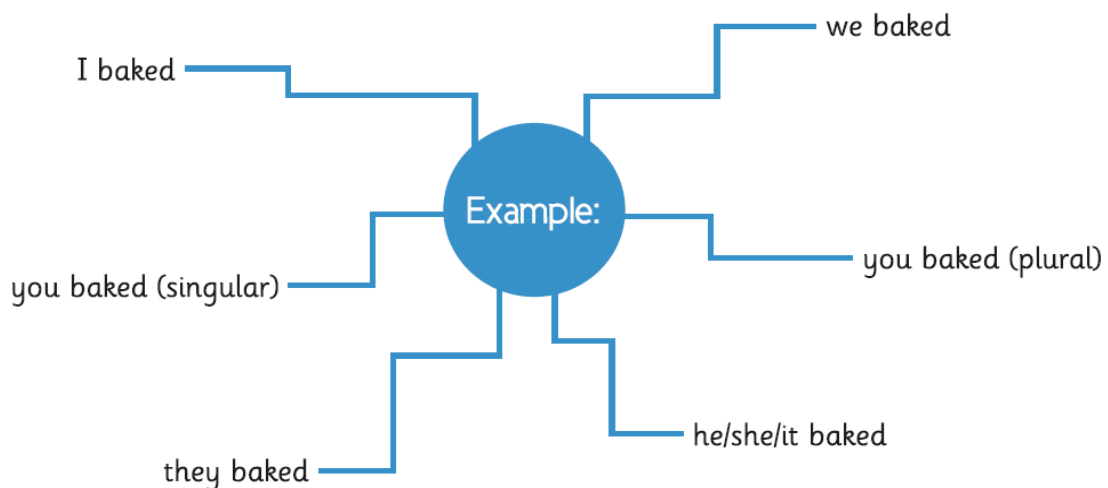
Grammar

Simple Past Tense is used to describe an action that has already happened in a time before now.

Past Progressive Tense is used when an action has continued for a period of time in the past, for example *It was raining last night*.

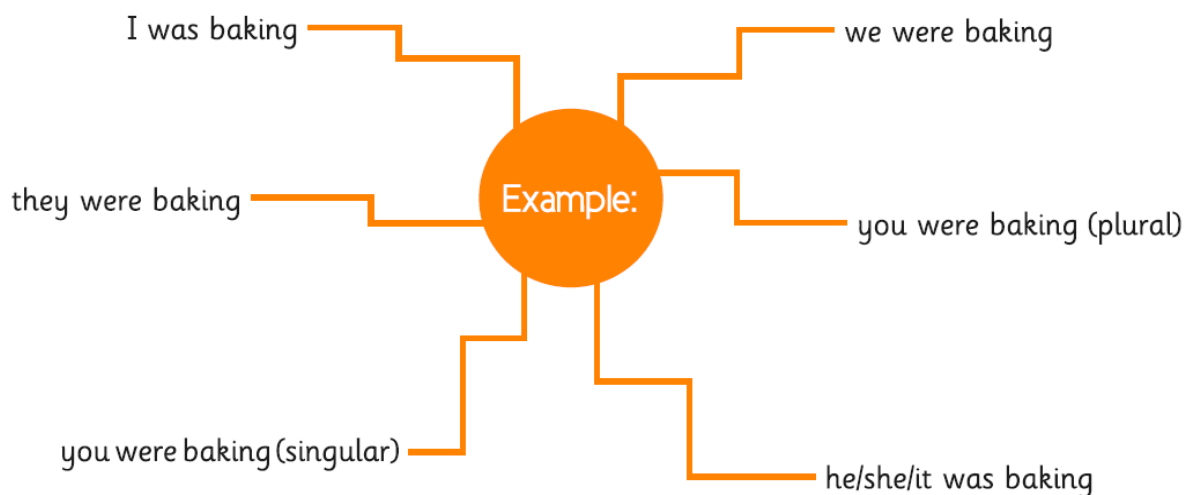
Simple Past

Simple Past is also known as Past Simple and describes events which happened at a specific time, but are now completed.



Past Continuous

Past Continuous is also known as Past Progressive and describes events which happened in the past, over a period of time.



Grammar

Past Tense

1. Sort the verbs from the word bank into the table below.

Simple Past	Past Progressive

coming	had
came	walking
having	growing
walked	grew

2. Put an 'X' next to the sentences that have been written correctly in the past progressive tense.

A. I was sitting in the garden when my mum said you had called.

☐

B. Henry was waited for Stan when the last bus going past.

☐

C. When the alarm started ringing, the children began lining up outside.

☐

D. Freya was finished her homework when Ted took her cake.

☐

3. Which sentence is the odd one out? Explain your reasoning.

A. The children were playing in the park when they found a strange rock.

B. Alexa pulled up the weeds while Marvin was building the new shed.

C. At Jordan's birthday party, Kelsey began to feel unwell.

D. Mum washed the dishes while Dan and Sarah were walking to the shops.

Grammar Answers

Past Tense (page 8)

1. Simple past – had, came, walked, grew. Past progressive – coming, walking, having, growing
2. A and C
3. C is the odd one out because it has been written in the simple past tense. All of the other sentences have used the past progressive tense.

PROGRESSIVE VERB TENSES

PAST

An Ongoing Action Occurred in the Past

was

I was talking to Benjamin.

were

Benjamin was talking to me.

The students were talking to Benjamin.

PRESENT

An Ongoing Action is Occurring Right Now

am

I am talking to Benjamin.

is

Benjamin is talking to me.

are

The students are talking to Benjamin.

FUTURE

An Ongoing Action Will Occur in the Future

will be

I will be talking to Benjamin.

Benjamin will be talking to me.

The students will be talking to Benjamin.

English/Topic

For the Summer term, our topic is Whodunnit?. This topic looks at crime and punishment throughout the ages. Today you will look into more detail at crime and punishment in the Tudor period.

To complete the next activity you need to first find the PowerPoint 'Torturing Tudors' on the Home Learning page on the website. Read through this PowerPoint before moving on to the next activity.



English/Topic



Tudor People and Their Punishments

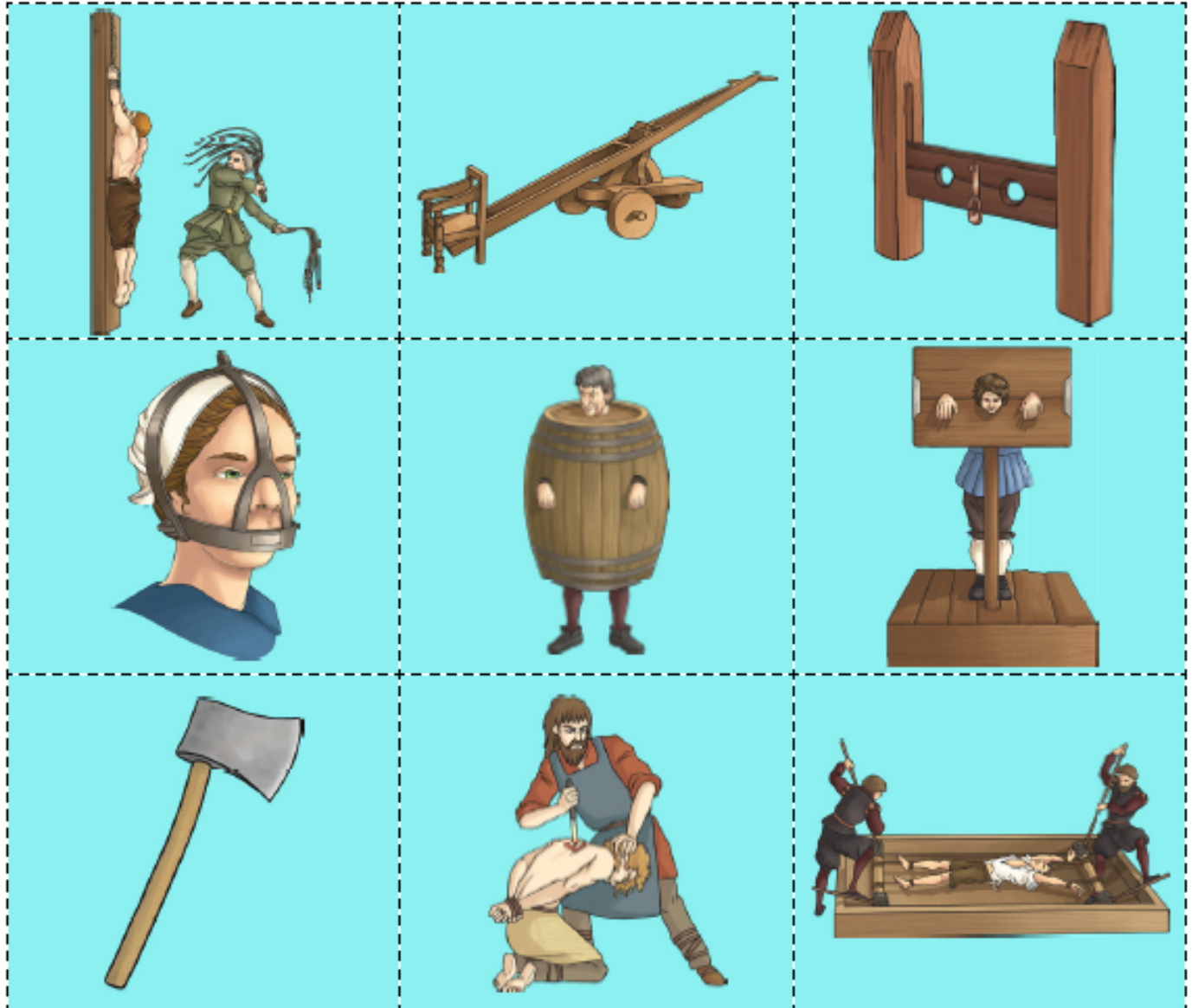
Have a look at each person in green. Can you match each person to their crime (in yellow), and their punishment (in blue and orange)?

John Brown It was my birthday so I went to the inn and stayed there for the day. On the way home I felt very merry and sang lots of songs, quite loudly.	Emily Parker I like to know what is happening in the village. I don't like Agnes, she has a black cat and I'm sure I can hear her saying spells at night.	Robert Ford I don't think much of Henry as king. I think we need to get a new king in his place. I have been meeting some other men in secret who think the same thing, but I would never tell anyone their names.
Maud Parr I keep to myself and don't have many friends. I just have my cat for company. Some people think that I am strange. Lately, people in the village have been very sick, but I haven't.	Peter Flint One evening I found myself in the master's garden. The trees were full of apples. I was so hungry; I had to take some to eat.	George Shakes One of my regular customers told be that he had been sick after eating my potatoes. Maybe they were rotten, but I didn't realise.
Will Shardlake I have tried for months to find a job in London, but there is nothing. I have no choice but to beg for food and money on the street.	Richard Flack I had an argument with George. He called me a 'sheep-biting-wagtail'. I was most angry, so I punched him on the nose and made it bleed.	Edward Dean On the way home, someone jumped out of the bushes to attack me. He tried to steal my purse of money from me. In the fight I killed him by accident.
Witchcraft	Begging	Selling rotten food
Fighting in the street	Treason	Gossiping
Stealing	Being drunk in public	Committing murder

English/Topic



Tudor People and Their Punishments



Flogging

The Ducking Stool

The Stocks

**The Scold's Bridle
(The Brank)**

The Drunkard's Cloak

The Pillory

Limbs Cut Off

**Branding
(with an M for murder)**

The Rack

English/Topic



Tudor People and Their Punishments

Please draw this table out on a piece paper if you are unable to print it. Can you now write up what you have matched from the previous pages in the table?



Person	Crime	Punishment
John Brown		
Emily Parker		
Robert Ford		
Maud Parr		
Peter Flint		
George Shakes		
Will Shardlake		
Richard Flack		
Edward Dean		

English/Topic answers

Tudor People and Their Punishments Answers

John Brown Being Drunk in Public The Dunkard's Cloak	Emily Parker Gossiping The Scold's Bridle (The Brank)	Robert Ford Treason The Rack
Maud Parr Witchcraft The Ducking Stool	Peter Flint Stealing Limbs Cut Off	George Shakes Selling Rotten Food The Stocks
Will Shardlake Begging Flogging	Richard Flack Fighting in the Street The Pillory	Edward Dean Committing Murder Branding

Handwriting

This week, we will be focusing on our 'long' letters using cursive handwriting. You do not have to print this sheet off but you can practise on lined paper or plain paper with lines drawn on.. Remember to use your 'flicks' into each letter and to not take your pencil off until you have completed the set of letters or word.

y

y y y y

yo yo yo

yt yt yt

ys ys ys

ty ty ty

ay ay ay

yes yes

you you

your your

yellow yellow

Reading

Summarising

A summary retells the main events of a text in a shorter version

Today we will be working on our summarising reading skills. In order to be a skilled reader, we need to be able to retell in a shorter version what we are reading.

SUMmarize It

Shorter than the text

Use your own words

Main ideas only



Reading

Improving Your Reading with Summarising Sheba: Three Friends



Two boys and a man were in a canoe. They were slowly sailing on one of the little lakes in the state of New York. The brilliant, blue water rippled gently on either side of the boat. When the paddles were lifted, the water would rise in heaps of glittering bubbles. Dense, green bushes were on the bank of the lake at each side, with little, pink wildflowers blooming. Except for the canoe and a bird catching fish, the surface of the water was still and silent.

Each of the three people in the boat looked different. The man sat at the back. He was built very powerfully with large muscles. His face had been burned by long days in the sun. He was clothed in tanned deerskin with many little coloured beads on it. An axe and a knife were in the broad belt at his waist and a long rifle lay at his feet.



Reading

1. Which of these would be the best new title for this extract? **Tick one.**

- ☐ Friendship
- ☐ Birds of Prey
- ☐ The Great Outdoors
- ☐ How to Canoe

2. Sum up what you have read in 20 words or less.

3. Describe the man in the extract using 15 words or less.

4. Number the sentences from 1-5 to show the order in which they happen in the text. The first one has been done for you.

- ☐ A water ripples on each side of the boat.
- ☐ The man has large, powerful muscles.
- ☒ 1 The three people are in a canoe.
- ☐ A bird is trying to catch fish.
- ☐ Pink wildflowers were blooming.



Reading

Answers

1. Which of these would be the best new title for this extract? **Tick one.**

- ☐ Friendship
- ☐ Birds of Prey
- ☒ **The Great Outdoors**
- ☐ How to Canoe

2. Sum up what you have read in 20 words or less.

Pupils' own responses, such as: Three friends paddle a canoe on a silent lake which is surrounded by green bushes.

3. Describe the man in the extract using 15 words or less.

Pupils' own responses, such as: The tanned man wearing deerskin had large, powerful muscles and weapons.

4. Number the sentences from 1-5 to show the order in which they happen in the text. The first one has been done for you.

- 2** A water ripples on each side of the boat.
- 5** The man has large, powerful muscles.
- 1** The three people are in a canoe.
- 4** A bird is trying to catch fish.
- 3** Pink wildflowers were blooming.

Times tables

This week, we will be focusing on all the times tables including the inverse. Everyday you will have a different test to complete. For the first 4 questions, ask an adult or sibling to give you random calculations to solve. Set yourself a challenge by timing yourself and see if you can beat your time the following day! Good luck!

1. _____ 2. _____ 3. _____ 4. _____

Calculate:

5. $7 \times 9 =$ _____ 11. $20 \div 4 =$ _____

6. $8 \times 5 =$ _____ 12. $33 \div 3 =$ _____

7. $3 \times 8 =$ _____ 13. $84 \div 7 =$ _____

8. $6 \times 5 =$ _____ 14. $64 \div 8 =$ _____

9. $12 \times 4 =$ _____ 15. $70 \div 10 =$ _____

10. $5 \times 7 =$ _____ 16. $25 \div 5 =$ _____

Complete these calculations

17. $4 \times$ _____ $= 32$ 18. $60 \div$ _____ $= 5$

19. A teacher wants to organise two classes into groups of 12. There are 60 children in the classes. How many groups will the teacher have?

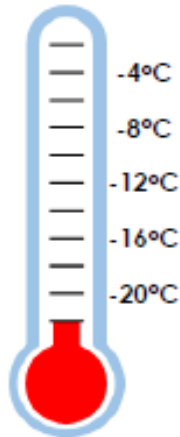
20. How many socks are there in 11 pairs of socks?

Maths

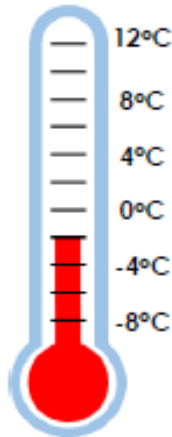
Negative Numbers

1. Write the correct temperature for each thermometer.

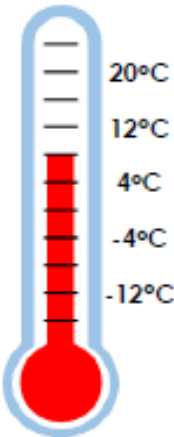
A.



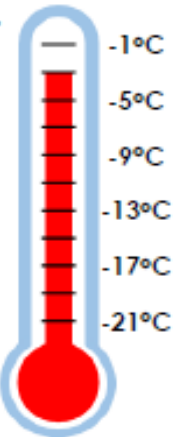
B.



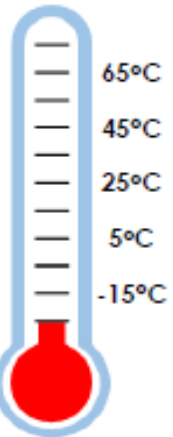
C.



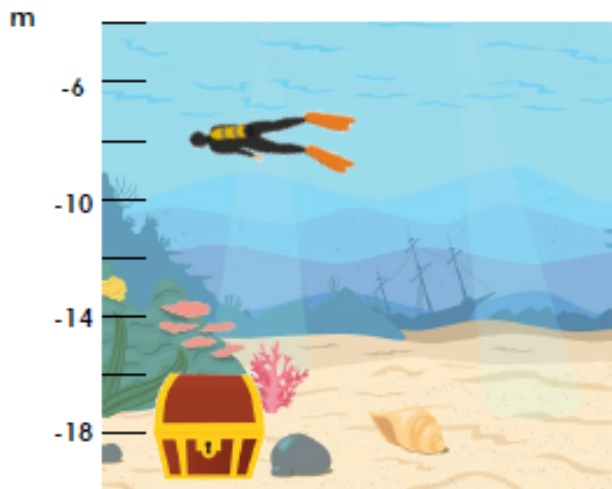
D.



E.



2. Diego the diver wants to reach the treasure. He dives down 8 metres. How much further does he need to go to reach the top of the treasure chest?



3. Suzie is counting backwards.



When I count back in 5s from 25, I will say -10.

Is she correct? Explain how you know.

Maths answers

Negative Numbers (page 5)

1. A. -22°C ; B. -2°C ; C. 8°C ; D. -3°C ; E. -25°C
2. 8 metres
3. She is correct. 25, 20, 15, 10, 5, 0, -5, -10