

#### 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, handwriting, 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.



#### 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.

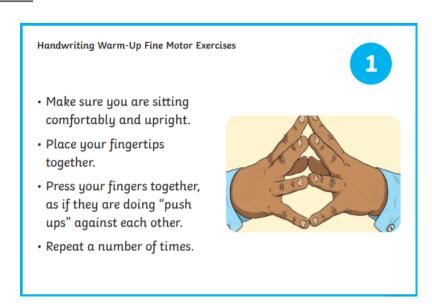
Use your creativity to show us what you have noticed! This could be by sketching, writing a poem or simply describing what you have seen!

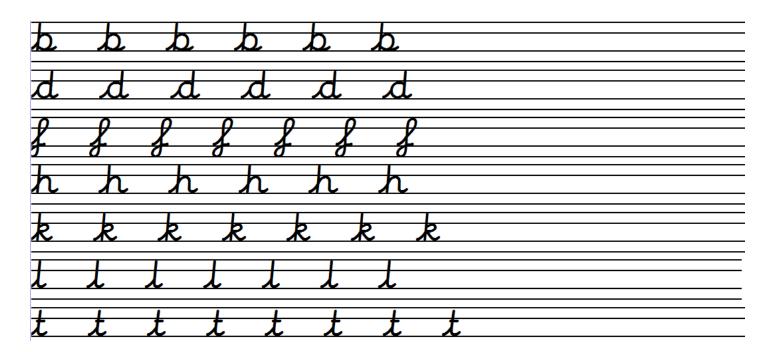
### Handwriting

This week, we are focusing on your ascenders and descenders. Today, we will be looking at ascenders. Your ascender letters should only extend one line above your other letters.

business

As you can see, the 'b' in business only ascends up one line.





# Grammar Hammar

| Underline the prefix which means 'under'. |   |                   | <ol> <li>Underline the suj<br/>tense of the verb.</li> </ol> | ffix which, i   | when adde | d, forms the pre | sent |
|---|---|-------------------|--|---|-----------|------------------|------|
| sub                                       | inter   | anti              | play   | е   | r         | ing              |      |
| 3. Underline the cor                      | 3. Underline the correct homophone to use in this sentence.       |                   |  | 4. Underline the correct homophone to use in this sentence. |           |                  |      |
| I ( mite / might ) not be home for tea.   |   |                   | She put the ( dye / die ) on her hair.                       |   |           |                  |      |
| <ol><li>Underline the wo</li></ol>        | <ol> <li>Underline the word with the correct spelling.</li> </ol> |                   |  | 6. Underline the word with the correct spelling.            |           |                  |      |
| hideus                                    | hideos  | hideos hideous    |  | conclu  | ushun     | conclutio        | n    |
| 7-8. Number these v                       | ords to show their al   | phabetical order. |  |   |           |                  |      |
| drink                                     | drown   |                   | drain  |   | C         | lream            |      |

| 9. Underline the words which have a similar meaning to the word in bold (synonyms).                 |       |      |  |        |        |
|---|-------|------|--|--------|--------|
| shout   | cross | yell |  | holler | bellow |
| 10. Underline the adverb in the sentence below.   11. Circle the noun phrase in the sentence below. |       |      |  |        |        |
| Slowly, the old, frail man sat down.  |       |      |  |        |        |

| 12-13. Underline two connectives that can be used to compare and contrast.  |         |            |            |     |  |  |
|---|---------|------------|------------|-----|--|--|
| tragically  | despite | afterwards | eventually | yet |  |  |
| 14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition.   |         |            |            |     |  |  |
| As (he / James) turned over the pages of the book, it began to dawn on (James / him) that (he / James) had heard this story before.  16-17. Underline two fronted adverbials that might help signal cause and effect. |         |            |            |     |  |  |
| Inevitably, Secondly, Therefore, Last year,   |         |            |            |     |  |  |
| 18. Underline the correct word to complete the sentence. 19. Underline the correct word to complete the sentence.   |         |            |            |     |  |  |
| You could ( have / of ) gone on the bus. I have (eaten / ate ) all of my apple.   |         |            |            |     |  |  |

| <ol> <li>Underline the fronted adverbial. Punctuate this sentence using commas.</li> </ol>                 |                           |  |  |  |
|--|---------------------------|--|--|--|
| Later that day Sammy went to visit her friend in hospital.   |                           |  |  |  |
| 22-23. Punctuate the sentences using the apostrophe (,',) to show singular or plural possession.           |                           |  |  |  |
| The cars engine roared. The cars engines roared.   |                           |  |  |  |
| 24-25. Punctuate these sentences using inverted commas (""), commas (, ) and any other punctuation needed. |                           |  |  |  |
| I like your car smiled Danny   | Thanks said Mark it's new |  |  |  |

| Total: | Red (0 – 9) | Yellow (10 – 19) | Green (20 – 25) |
|--------|-------------|------------------|-----------------|
|--------|-------------|------------------|-----------------|

# Grammar Hammar Answers

Stage 4 'Grammar Hammer' Skill Check 6

| -  |   |   |  |  |  |  |   |  |  |
|--|---|---|--|--|--|--|---|--|--|
| 1. (W4:1, Sp. 4:1) Prefixes can be added to root words to change their meaning (is appear-disappear)  2. (W4:1, Sp. 4:18) Suffixes can be added to verbs to form a r (is count – counter) and to change the sense (is walk-walked walking) |   |   |  |  |  |  |   |  |  |
| <u>sub</u>   | inter   |   | anti   | play   |  | er   | ing   |  |  |
| 3-4. (W4:2, Sp. 4:20) Hor  |   |   |  |  |  |  |   |  |  |
| I (mite / migl<br>5. (W4:1,3, Sp. 4:8) If the  |   | •   |  | l '  |  | ***************************************  | e) on her hair.<br>Is are formed from verbs   |  |  |
| 'ous' it is usually speltwi  |   |   | rue saffix   |  |  |  | conclude-conclusion)  |  |  |
| hideus   | hideos  |   |  | conclusion conclush  |  | un conclution  |   |  |  |
| 7-8. (W4:4) To put in alp<br>drink   | 3   | drown   | to use the fin   |  | ain  | 1  | dream 2   |  |  |
| 9. (W4:9, 14) Learning sy  | monymsforsim  | ple words helj  | ps build a var   | ied vocabulary   | to make yo   | urwriting far n  | tore interesting.   |  |  |
| <u>shout</u>   | cro   | oss   | <u>y</u>   | <u>ell</u>   | h  | <u>oller</u>   | <u>bellow</u>   |  |  |
| 10-11. (W4:17, 19), Anal<br>phrase with a noun as its  |   |   |  |  |  |  |   |  |  |
| phrase with a noantas as   | neda word. A n  |   |  | ail man s  |  |  | on the new.   |  |  |
|  |   |   |  |  |  |  |   |  |  |
| 12-13. (W4:17) A wider r<br>interesting.   | ange of connec  | tives is essenti  | ial in order to  | vary sentence s  | tructure.fo  | r effect and mai   | ke your writing far more  |  |  |
| tragically   | despite afterwards eventually <u>yet</u>  |   |  |  |  |  |   |  |  |
| 14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.   |   |   |  |  |  |  |   |  |  |
| As (he / James )<br>that (he / James   |   |   | -  |  | began  | to dawn o  | n (James / <u>him</u> )   |  |  |
| 16-17. (W4:19) Fronted of<br>They tell us more about w<br>paragraphs.  | adverbials are a  | dverbs (word  | s, phrases or o  | clauses) that sto  |  |  |   |  |  |
| Inevitably,  |   | Second  | lly,   | The  | erefore  | <u>.</u>   | Last year,  |  |  |
| 18 -19. (W4:14,20) Past p<br>Perfect modal form (mod   | progressive form<br>lai verb + have   | n (was/were +<br>+ pastpartici  | verb+'ing')<br>inle of the veri  | Present perfec<br>b) NB modal ve   | 18-19. (W4:14,20) Past progressive form (was/were + verb+'ing') Present perfect form (hays/has+the past participle of the verb)  Perfect modal form (modal verb+ have + past participle of the verb) NB modal verbs are a Stage 5 expectation. |  |   |  |  |
| You could ( <u>have</u> / of ) gone on the bus. I have ( <u>eaten</u> / ate ) all my apple.  |   |   |  |  | ros are a s  | tage > expectan  | D/L   |  |  |
| You could ( <u>ha</u>  | ve/of)go  | one on th   |  |  |  |  |   |  |  |
| 20-21. (W4:17,21) A com<br>which has 'and' in front o  | ma is used afte<br>of it. It tells the  | r a fronted ad<br>reader to pau   | e bus.<br>verbial. It is a<br>se, but not for  | I ho<br>also used to sep<br>as long as a fu  | ave <u>(eo</u><br>arate item<br>il stop.   | ten/ate  | all my apple.  notused before the last item   |  |  |
| 20-21. (W4:17,21) A com<br>which has 'and' in front c  | ma is used after<br>of it. It tells the<br>ater that  | r a fronted ad<br>reader to pau<br><b>day,</b> Sam  | e bus.<br>verbial. It is a<br>se, but not for<br>nmy went  | I ho<br>also used to sep<br>as long as a fu<br>to visit h                                      | ave ( <u>ea</u><br>arate item<br>dissop<br>er frien  | t <u>en</u> / ate ,<br>inalist Itis i<br>d in hospit                               | all my apple.  notused before the last item tal.  |  |  |
| 20-21. (W4:17,21) A com<br>which has 'and' in front c  | ma is used after<br>of it. It tells the<br>ater that<br>(:16) Apostroph   | r a fronted ad<br>reader to pau<br>day, Sam<br>les mark posse   | verbial. It is a se, but not for my went ession To sho   | I ho<br>as long as a fu<br>to visit ho<br>w possession w                                       | ave ( <u>ea</u><br>arate item<br>il stop<br>er frien<br>ith a singu  | ten/ate  | all my apple.  notused before the last item  tal.  napostrophe before the let                 |  |  |
| 20-21. (W4:17,21) A com<br>which has 'and' infront o<br>L<br>22-23. (W4:22. Sp. 4:15, 4:15, 4:15, 4:16, 4:16). 1<br>The cal  | ma is used after<br>of it. It tells the<br>ater that<br>[:16] Apostroph<br>to show plural;<br>"'s engine                                    | r a fronted ad<br>reader to pau<br>day, Sam<br>les mark poss<br>lossession wit<br>roared.                                     | verbial. It is a<br>se, but not for<br>nmy went<br>ession. To sho<br>in regular nou  | I ho<br>also used to sep<br>as long as a fu<br>to visit ho<br>w possession w<br>ns add an apos | ave (ea<br>distop<br>er frien<br>tha singu<br>The co   | ten / ate / inalist It is i d in hospit lar noun adda r the letters (e.g           | ot used before the last item<br>tal.<br>napostrophe before the let<br>g. those girls' names). |  |  |
| 20-21. (W4:17,21) A com<br>which has 'and' in front o<br>L<br>22-23. (W4:22. Sp. 4:15, 4<br>s (e.g. the girl's name). 1  | ma is used after<br>of it. It tells the<br>ater that<br>1:16) Apostroph<br>to show plurally<br>of sengine<br>commas (speec                  | r a fronted ad<br>reader to pau<br>day, Sam<br>les mark posse<br>rossession with<br>roared.                                   | verbial. It is a se, but not for a my went ession. To show the regular nour are used to shi  | I ho  also used to sep as long as a fu to visit he w possession w ns add an apos               | arate item<br>distop.<br>er frien<br>ith a singu<br>trophe afte<br>The co  | ten / ate ; inalist Itis; d in hospit lar noun adda r the letters (e.; ars' engine | ot used before the last item<br>tal.<br>napostrophe before the let<br>g. those girls' names). |  |  |
| 20-21. (W4:17,21) A com<br>which has 'and' infront of<br><u>L</u><br>22-23. (W4:22. Sp. 4:15, 4<br>s (e.g. the girl's name). 1<br>The cal<br>24-25. (W4:23) Inverted   | ma is used after<br>of it. It tells the<br>ater that<br>i:16) Apostroph<br>o show plural;<br>o's engine<br>commas (speed<br>actual words sp | r a fronted ad<br>reader to pau<br>day, Sam<br>les mark possi<br>lossession wit<br>roared.<br>h marks ".") a<br>oken. Note th | verbial. It is a see, but not for my went ession. To show it regular nour tre used to show the position of the | I ho   | orate item<br>distop.<br>er frien<br>ith a singu<br>trophe afte<br>The co<br>oras spoke<br>oras spoke  | ten / ate / inalist Itis i d in hospit lar noun adda r the letters (e.g            | ot used before the last item<br>tal.<br>napostrophe before the let<br>g. those girls' names). |  |  |



Practise your spellings everyday and have a spelling test on Friday.

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        | Practise 2      | Can spell word      |
|----------|-------------------|-----------------|---------------------|
|          | (copy into space) | (fold and hide) | (check and correct) |
|          |                   |                 |                     |
| business |                   |                 |                     |
| continue |                   |                 |                     |
| extreme  |                   |                 |                     |
| surprise |                   |                 |                     |
| women    |                   |                 |                     |
|          | Ι                 |                 |                     |
| accident |                   |                 |                     |
| medicine |                   |                 |                     |
| natural  |                   |                 |                     |
| heard    |                   |                 |                     |
| famous   |                   |                 |                     |
|          |                   |                 |                     |
|          |                   |                 |                     |
| eight    |                   |                 |                     |
| decide   |                   |                 |                     |
| calendar |                   |                 |                     |
| bicycle  |                   |                 |                     |
| occasion |                   |                 |                     |



#### Under the Sea Expanded Noun Phrases

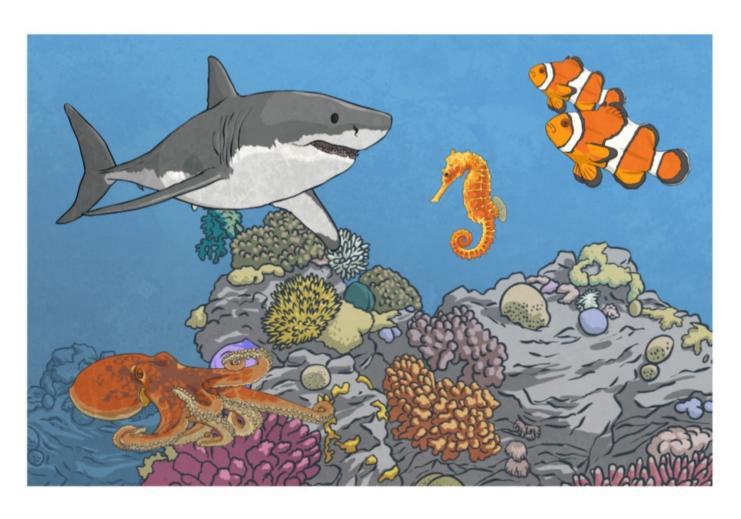
A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the dark, mysterious forest.

Or by adding a prepositional phrase to add further information about the noun, such as:

The man with the wooden walking stick walked slowly across the road.

Look at the picture of the underwater scene below. Dori has been writing some sentences about the picture. Can you improve her sentences by expanding the underlined **simple noun phrase** in each sentence by adding an adjective(s) or prepositional phrase? The first one has been done for you.





#### **Expanded Noun Phrases**

Rewrite the sentences below by expanding the noun phrases underlined.

E.g. The shark swam below the waves.

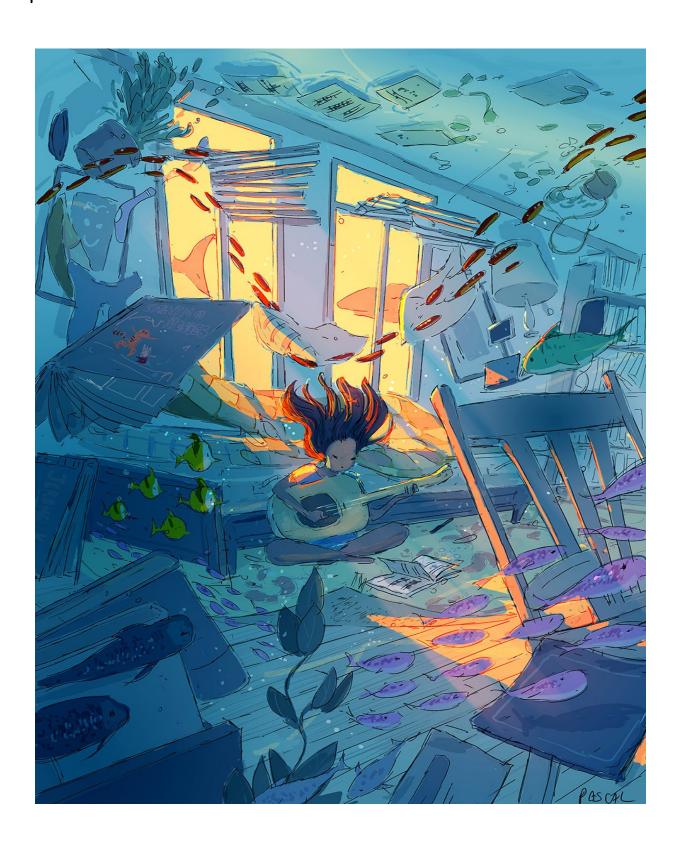
| The shark swam below the crashing waves.                                  |              |
|---|--------------|
| 1. The shark swam below the crashing waves.                               |              |
| 2. In the distance, <u>an octopus</u> meandered through the reef lo prey. | oking for    |
| 3. The colours on the octopus's body undulated in the shimm               | ering water. |
| 4. On the bottom of the ocean, the seaweed gently drifted in currents.    | the warm     |
| 5. Covering the ocean floor, <u>lots of coral</u> glittered in the sun's  | rays.        |
| 6. Unaware of the shark, two clownfish drifted by.                        | _            |
| 7. Dappled light broke through the surface of the sea.                    | -            |

8. A seahorse hovered above the reef catching plankton as it passed.



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 1- Can you draw a mind map about this picture, what do you notice in the picture?





#### **Making Inferences**

When things aren't explained literally in a text, you can use clues to reach a logical conclusion. This is called inference.

Read the short story extract then answer the questions in full sentences.

#### Cross Hot Bunny

**An Original Story** 

Cross Hot was very proud of himself as he delivered the fourth invitation to mole's hill. He scrabbled and scraped away at the top of the mound until he had opened up a little hole to pop the letter through. His mind was on carrot cookies and he was keen to satisfy his rumbling tummy.

"Hmmm, mother bunny has asked me to bring carrot cookies to the Easter Bunny Parade and she knows that I don't eat cookies. I'll bring worms instead."

Fox

Bunny hopped away over the brow of the hill to the far side of Easter Wood. He

was looking for fox's lair and was just a little bit nervous about the next delivery. Hopping from paw to paw and sniffing the air as he went, Cross Hot almost fell into the lair before he saw the well-hidden entrance. Delivering the invitation as quietly as he could, he padded away with a light paw and a quick heart.

"Hmmm, mother bunny has asked me to bring carrot cookies to the Easter Bunny Parade and she knows that I don't eat cookies. I'll bring chicken instead."

The next delivery was to be a challenge for Cross Hot. He didn't like heights and he knew that owl's roost was very high up in the branches of the hollow tree.

As luck would have it, owl was passing on his way home for tea with – or of – mouse!

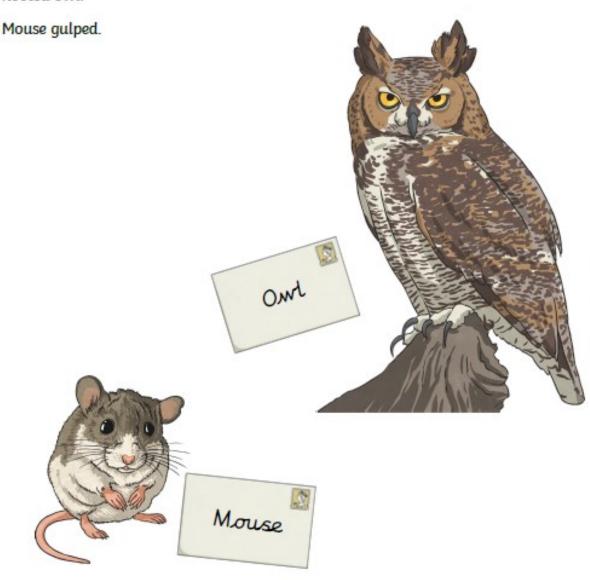


Making Inferences - Cross Hot Bunny

"Oh good!" thought Cross Hot, "I can deliver two invitations at the same time." And he popped two letters into owl's beak, as he passed by. "Enjoy your tea," the little bunny called over his shoulder as he hopped across the woodland path.

"Hmmm, mother bunny has asked me to bring carrot cookies to the Easter Bunny Parade and she knows that I don't eat cookies. I'll bring seeds instead," squeaked mouse.

"Hmmm, mother bunny has asked me to bring carrot cookies to the Easter Bunny Parade and she knows that I don't eat cookies. I'll bring spiced mice instead," hooted owl.



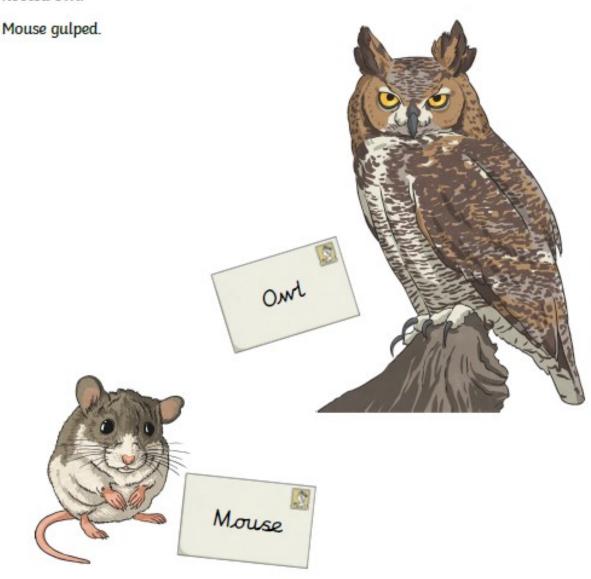


Making Inferences - Cross Hot Bunny

"Oh good!" thought Cross Hot, "I can deliver two invitations at the same time." And he popped two letters into owl's beak, as he passed by. "Enjoy your tea," the little bunny called over his shoulder as he hopped across the woodland path.

"Hmmm, mother bunny has asked me to bring carrot cookies to the Easter Bunny Parade and she knows that I don't eat cookies. I'll bring seeds instead," squeaked mouse.

"Hmmm, mother bunny has asked me to bring carrot cookies to the Easter Bunny Parade and she knows that I don't eat cookies. I'll bring spiced mice instead," hooted owl.





| 1. | Why was Cross Hot proud of how quickly he was delivering the invitations?                   |
|----|---|
|    |   |
| 2. | How could Cross Hot 'satisfy his rumbling tummy?'   |
|    |   |
| 3. | Why did Cross Hot leave fox's lair 'with a light paw and a quick heart.'?                   |
|    |   |
| 4. | What could the phrase 'owl was passing on his way home for tea with – or of – mouse!' mean? |
|    |   |
| 5. | Why did mouse gulp at the end of the story?   |
|    |   |

### Times tables

Today we will be focusing on our x9 times table.

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!

Number of Questions: 40

Testing: 9×

$$9 \times 9 =$$

$$5 \times 9 =$$

$$9 \times 6 =$$

$$9 \times 5 =$$

### Maths

This week, we are going to be recapping our column addition and subtraction.

When we want to add two numbers together but cannot work out the answer mentally, we can do so using column addition. Suppose that we want to add 464 to 2335. We begin by writing the numbers one above the other (you'll usually be told to write the larger number first, but it doesn't really matter). It is important that units are lined up vertically, tens are lined up vertically and so on. This gives us:

Beginning on the right-hand side in the units column, we add. 5 + 4 = 9 and the 9 is written underneath in the units column.

$$3 + 6 = 9$$

$$3 + 4 = 7$$

$$2 + 0 = 2$$

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

$$8. \quad 2736 + 262 =$$

## Maths-Answers

#### These are your answers. How many did you get correct?

6. 
$$6731 + 2154 = 8885$$

7. 
$$3343 + 512 = 3855$$

$$8. \quad 2736 + 232 = 2968$$