Year 4
Home Learning
Monday

Hello Year 4,

We hope you are working hard at home 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,

- 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 each week. 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.

NEW for this week!

Crime and Punishment themed work for English/Topic

As part of our Summer '**Whodunnit?**' **Topic**

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.

This week's challenge is to have a go at performing 'The Body Scan' throughout the week. The purpose of 'The body scan' is to pay attention to what the body is feeling and help you become more relaxed. By becoming aware of the physical sensations that arise in each moment inside the body, mindful awareness is increased. It is important to be aware of both the mind and the body.

There is a video on YouTube which will guide you through on how to perform 'The body scan'. Please click on the link to access the video: https://www.youtube.com/watch?v=ihwcw_ofuME

You can have a go at performing 'The body scan' during the morning, afternoon or evening. You may want to have a go at it before starting your school work or just before going to bed - it is entirely up to you! It is the perfect opportunity for you to focus on yourself and be in the present moment.

It would be lovely to hear how got on with this week's challenge! Here are some questions we would like you to think about:

- How did 'The body scan' make you feel?
- Did you feel relaxed afterwards?
- Did you enjoy it? Why / why not?
- When was it the best time to perform the scan?
- Did it you have a go at doing it regularly?

Spellings

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.

(list 4:1)	Practise 1 (copy into space)	Practise 2 (fold and hide)	Can spell word (check and correct)
Spelling tip:			
caught			
fruit			
material			
accident			
accidentally			

Spelling tip:			
different			
promise			
weight			
strength			
suppose			

Spelling tip:			
early			
interest			
history			
naughty			
although			

Grammar Hammer

1. Underline the **prefix** which means 'before'.	2. 2. Add a **suffix** to the word below which forms an adjective.

pre-	de-	re-	danger

3. Underline the correct **homophone** to use in this sentence.	4. Underline the correct **homophone** to use in this sentence.
The dog jumped over the (style / stile).	The (toad / towed) leapt into the pond.
5. Underline the word with the correct spelling.	6. Underline the word with the correct spelling.

magishun	magician	magition	mission	mishun	mition

7-8. Number these words to show their **alphabetical order**.

phase		phrase	pride		play	

9. Underline the words which have a similar meaning to the word in bold (synonyms).

walk	amble	stroll	plod	follow

10. Underline the **determiners** in the sentence below.	11. Circle the **nouns** in the sentence below.

The old, red bus came slowly down the street.

12-13. Underline two **adverbials** that can be used to signal **time** and **sequence** in a piece of writing.

later	of course	earlier	undoubtedly	unless

14-15. Underline the **proper nouns** or **pronouns** in this sentence to **avoid repetition**.

As (David / He) leant against the wall, (he / David) took a sip of (David's / his) cool drink.

16-17. Underline two **fronted adverbials** that might help signal **surprise** or **suspense**.

Suddenly,	Out of nowhere,	Nevertheless,	In truth,

18. Underline the correct word to complete the sentence.	19. Underline the correct word to complete the sentence.
You shouldn't have (tore / torn) the book.	"Tell Mum I have (took / taken) the key."

20-21. Underline the **fronted adverbial**. Punctuate this sentence using **commas**.

The next morning Bill got up early had breakfast and walked to the shop for his paper.

22-23. Punctuate the sentences using the **apostrophe** (') to show **singular** or **plural possession**.

The b o y s toy was broken.	Both b o y s toys got broken.

24-25. Punctuate these sentences using **inverted commas** (" "), **commas** (,) and any other punctuation needed.

Would you like some cake asked Amy	It's good she said It's homemade

Grammar Hammer Answers

1. (W4:1, Sp4:1) Prefixes can be added to root words to change their meaning (.ig appear-disappear).			*2. (W4:1, Sp 4:7) .Suffixes can be added to nouns to form adjectives.*	
pre-	de-	re-	danger	**dangerous**

3-4. (W4:2, Sp 4:19, 20) Homophones are words that sound the same but have different meanings and different spellings.	
The dog jumped over the (style / **stile**).	The (**toad** / towed) leapt into the pond.

5. (W4:1,3, Sp4:9) 'cian' is used when root words end in 'c' or 'cs'. It is often used in occupations (optician, politician)			*6. (W4:1,3, Sp4:10) 'ssion' words have a 'sh' sound and are often used on root words ending in 'ss' or 'mit' (admit-admission)*		
magishun	**magician**	magition	**mission**	mishun	mition

7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
phase	1	phrase	2	pride	4	play	3

9. (W4:9,14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
walk	**amble**	**stroll**	**plod**	follow

10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs) A noun is a person, place or thing (cat, river, table)

The old, red (bus) came slowly down **the** (street.)

12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make writing more interesting. Connectives can include conjunctions, adverbs and prepositions.

later	of course	**earlier**	undoubtedly	unless

14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.

As (**David** / he) leant against the wall, (**he** / David) took a sip of (David's / **his**) cool drink.

16-17. (W4:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, linking sentences and events between paragraphs.

Suddenly,	**Out of nowhere,**	Nevertheless,	In truth,

18 -19. (W4:14,20) Past progressive form (was/were + verb+'ing') Present perfect form (have/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 shouldn't have (tore / **torn**) the book.	"Tell Mum I have (took / **taken**) the key."

20-21. (W4:17,21) A comma is used after a fronted adverbial. It is also used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.

The next morning, Bill got up early, had breakfast and walked to the shop for his paper.

22-23. (W4:22, Sp4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun add an apostrophe before the letter s (e.g. the girl's name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).

The boy's toy was broken.	Both boys' toys got broken.

24-25. (W4:23) Inverted commas (speech marks ". ") are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and comma.

"Would you like some cake?" asked Amy.	"It's good," she said. "It's homemade."

Handwriting

This week, we will be focusing on our 'lumpy' 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.

h

h h h h

ha ha ha

he he he

hi hi hi

ho ho ho

th th th

help help

high high

higher higher

highest highest

English/Topic

For the Summer term, our topic is Whodunnit?. This topic looks at crime and punishment throughout the ages. Today you will look at how crime and punishment has changed through the different time periods.

Before you start, ask yourself these questions to see what you already know…

What does crime mean?

What types of crime are there?

What punishments do you know of?

Why does a person receive a punishment?

What helps prevent crimes?

Has punishment changed over years? How?

You can discuss these questions with someone or jot your answers down.

To complete the next activity you need to first find the PowerPoint 'Through the ages crime and punishment' on the Home Learning page on the website. Read through this PowerPoint before moving on to the next activity.

English/Topic

Copy out the table below on a piece of paper and write in the correct words.

Crime and Punishment Through the Ages

Place the key words where you think they should belong in the table. Are there any you are not sure about? Now listen carefully to all the information - are they all in the right place?

The Romans	The Anglo-Saxons	The Tudors	The Victorians

tithings	Twelve Tables	ducking stool	police force
scold's bridle	drunkard's cloak	trial by ordeal	prisons
hue and cry	hard labour	transportation	treason
legionaries	wergild	picking oakum	oath-keeper
treadwheel	trial by judge and jury		

Reading

Crime and Punishment from 1750 - 1900

From 1750, the older 'shaming' punishments, like the **stocks** and the **pillory**, fell out of use. So did **whipping**. Fewer people were hanged in public as people thought that hanging was too barbaric. For most of the 18th century and the first half of the 19th century, **transportation** was a common punishment. At first, people convicted of crimes were sent to America, then after 1776 (when America declared independence) they were sent to **Australia**. At the time, little was known about Australia and it was thought that the fear of the unknown and being sent so far away would prevent others from committing crimes.

In the 1800s, crime was still increasing and the government was becoming more involved in trying to improve people's lives. It seemed that transportation was not working as crime was happening more than before. The Australians were understandably becoming angry with so many criminals being sent to their country. The new answer to solve the growing problem of crime became **prison**.

In the 1830s, a major effort was made to make imprisonment the main form of Britain's punishment system, which it still is to this day. For a while, prisoners were kept in '**hulks**'. These were warships that were not being used anymore. Then a huge prison-building programme began: 90 prisons were built between 1840 and 1877. It cost an enormous amount of money and there was a lot of arguing about how the prisons should be run. The main ideas that were agreed upon about how a prison should be run involved **silence** and **separation**. This meant that prisoners had to carry out hard labour tasks, which was very physical and difficult to do, in total silence. Often prisoners were kept in a cell on his or her own, without any contact with anybody else.

Sir Robert Peel set up the first policemen, known as '**Peelers**', in London in 1829. This marked the start of a movement to improve public law. In 1856 a new law was created that made the whole of the country set up police forces. As well as helping to stop crime, the police could also help to find out how a crime happened in the first place.

Questions

1. Which punishments were not used much after 1750? _____
_____

2. Why was transportation thought to be a good form of punishment? _____
_____
_____

3. Why was transportation not working as a punishment? _____
_____

4. What happened between 1840 and 1877? _____
_____

5. What were prisoners made to do? _____
_____
_____

6. What happened in 1829? _____
_____

7. What could the police do? _____
_____

Times tables

This week, we will be focusing on our x11 and x12 times table, including their inverse (division). 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!

8 × 11 = _____	11 × 10 = _____	12 × 11 = _____	11 × 12 = _____
11 × 8 = _____	11 × 7 = _____	11 × 6 = _____	3 × 11 = _____
11 × 5 = _____	9 × 11 = _____	6 × 11 = _____	11 × 3 = _____
11 × 11 = _____	2 × 11 = _____	1 × 11 = _____	11 × 1 = _____
11 × 2 = _____	11 × 4 = _____	10 × 11 = _____	11 × 9 = _____
7 × 11 = _____	4 × 11 = _____	5 × 11 = _____	1 × 11 = _____
11 × 7 = _____	11 × 4 = _____	11 × 3 = _____	11 × 12 = _____
11 × 6 = _____	11 × 5 = _____	3 × 11 = _____	11 × 1 = _____
8 × 11 = _____	7 × 11 = _____	10 × 11 = _____	11 × 2 = _____
11 × 11 = _____	9 × 11 = _____	11 × 8 = _____	2 × 11 = _____
5 × 11 = _____	11 × 9 = _____	4 × 11 = _____	11 × 10 = _____
6 × 11 = _____	12 × 11 = _____	7 × 11 = _____	2 × 11 = _____
11 × 7 = _____	11 × 9 = _____	1 × 11 = _____	11 × 6 = _____
9 × 11 = _____	11 × 4 = _____	6 × 11 = _____	11 × 12 = _____
11 × 8 = _____	10 × 11 = _____	11 × 2 = _____	4 × 11 = _____

Maths

This week, we will be focusing on our multiplication and division written method.

Multiplication Strategies

Column Method

3-digit x 2-digit carrying not shown

$$
\begin{array}{r}
368 \\
x \quad 24 \\
\end{array}
$$

Write the numbers above each other in columns.

$$
\begin{array}{r}
368 \\
x \quad 24 \\
\hline
1472 \\
\end{array}
$$

Multiply 368 x 4

$$
\begin{array}{r}
368 \\
x \quad 24 \\
\hline
1472 \\
7360 \\
\end{array}
$$

Multiply 368 x 20

$$
\begin{array}{r}
1472 \\
+ \quad 7360 \\
\hline
8832 \\
\end{array}
$$

Add the products.

368 x 24 = 8832

Maths

Multiplying 3-Digit Numbers by 1-Digit Numbers

```
    7 2 5          9 7 3          3 4 4          2 2 6
x       3      x       2      x       4      x       3
_____      _____      _____      _____


    5 7 5          8 9 7          9 1 9          8 4 3
x       2      x       4      x       3      x       5
_____      _____      _____      _____


    4 2 7          7 8 4          1 4 8          9 9 1
x       4      x       5      x       3      x       4
_____      _____      _____      _____


    9 8 7          3 2 8          6 8 4          1 4 3
x       3      x       5      x       3      x       2
_____      _____      _____      _____
```

Maths-Answers

Multiplying 3-Digit Numbers by 1-Digit Numbers **Answers**

$$
\begin{array}{r}
725 \\
\times\ 3 \\
\hline
2175
\end{array}
\qquad
\begin{array}{r}
973 \\
\times\ 2 \\
\hline
1946
\end{array}
\qquad
\begin{array}{r}
344 \\
\times\ 4 \\
\hline
1376
\end{array}
\qquad
\begin{array}{r}
226 \\
\times\ 3 \\
\hline
678
\end{array}
$$

$$
\begin{array}{r}
575 \\
\times\ 2 \\
\hline
1150
\end{array}
\qquad
\begin{array}{r}
897 \\
\times\ 4 \\
\hline
3588
\end{array}
\qquad
\begin{array}{r}
919 \\
\times\ 3 \\
\hline
2757
\end{array}
\qquad
\begin{array}{r}
843 \\
\times\ 5 \\
\hline
4215
\end{array}
$$

$$
\begin{array}{r}
427 \\
\times\ 4 \\
\hline
1708
\end{array}
\qquad
\begin{array}{r}
784 \\
\times\ 5 \\
\hline
3920
\end{array}
\qquad
\begin{array}{r}
148 \\
\times\ 3 \\
\hline
444
\end{array}
\qquad
\begin{array}{r}
991 \\
\times\ 4 \\
\hline
3964
\end{array}
$$

$$
\begin{array}{r}
987 \\
\times\ 3 \\
\hline
2961
\end{array}
\qquad
\begin{array}{r}
328 \\
\times\ 5 \\
\hline
1640
\end{array}
\qquad
\begin{array}{r}
684 \\
\times\ 3 \\
\hline
2052
\end{array}
\qquad
\begin{array}{r}
143 \\
\times\ 2 \\
\hline
286
\end{array}
$$