

Year 4

Home Learning

Monday

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:

- 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.
- 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.

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

Handwriting

This week, we will be focusing on anti-clockwise 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 complete the set of letters or word.

c

c c c c

co co co

ch ch ch

ce ce ce

ca ca ca

ck ck ck

cat cat

cake cake

can can

can't can't

Grammar Hammer

Stage 4

'Grammar Hammer'

Skill Check 5

Name: _____

Class: _____

Date: _____

1. Underline the prefix which means 'not' and gives the words the opposite meaning.			2. Add the suffix '-er' to the word below to form a noun. Take care with spelling.		
auto-	non-	anti-	begin		
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
The (tire / tyre) had a puncture.			Keep off the building (sight / site).		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
obvious	obvios	obvius	division	divishun	divition
7-8. Number these words to show their alphabetical order.					
grape		great		grind	
					ground

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
run	sprint	hurry	race	walk
10. Underline the nouns in the sentence below.				
11. Circle the adjectives in the sentence below.				
The hot, summer sun rose up over the hill.				

12-13. Underline two adverbials that can be used to compare or contrast in a piece of writing.				
unlike	all of a sudden	however	happily	secretly
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition.				
Running for the bus, (David / he) realised (he / David) had left (his / David's) school bag at home.				
16-17. Underline two fronted adverbials that might help signal cause and effect.				
Unfortunately,	Consequently,	Perhaps,	For this reason,	
18. Underline the correct word to complete the sentence.				
19. Underline the correct word to complete the sentence.				
I have (written / wrote) to you.				
They (were / was) playing together.				

20-21. Underline the fronted adverbial. Punctuate this sentence using commas.	
Unfortunately for him the police had seen what he was doing.	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession.	
The fairys dress was beautiful.	The fairies wings were silver.
24-25. Punctuate these sentences using inverted commas (" "), commas (,) and any other punctuation needed.	
Do you want to play tennis asked Jake	Not really replied Jo I'm too tired

Grammar Hammar Answers

Stage 4

'Grammar Hammer'

Skill Check 5

1. (W4:1, Sp 4:2) Prefixes can be added to root words to change their meaning (is appear-disappear).			2. (W4:1, Sp 4:6) Multi-syllabic words with a short vowel followed by a final consonant: double the final letter.				
auto-	<u>non-</u>	anti-	begin	beginner			
3-4. (W4:2, Sp 4:20) Homophones are words that sound the same but have different meanings and different spellings.							
The (tire / <u>tyre</u>) had a puncture.			Keep off the building (sight / <u>site</u>).				
5. (W4:1,3, Sp 4:8) If there is a long 'ee' sound before the suffix 'ous' it is usually spelt as an 'i' (obvious, serious)			6. (W4:1,3, Sp 4:10) Many 'sion' words are formed from verbs ending in 'd' or 'de' (explode-explosion, divide-division)				
<u>obvious</u>	obvios	obvius	<u>division</u>	divishun	divition		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
grape	1	great	2	grind	3	ground	4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
run	<u>sprint</u>	<u>hurry</u>	<u>race</u>	walk
10-11. (W4:17, 19) A noun is a person, place or thing (cat, river, table). An adjective is a describing word. They are added to nouns for extra information (red car, tiny mouse).				
The hot, summer <u>sun</u> rose up over the <u>hill</u> .				

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.				
<u>unlike</u>	all of a sudden	<u>however</u>	happily	secretly
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
Running for the bus, (<u>David</u> / he) realised (<u>he</u> / David) had left (<u>his</u> / David's) school bag at home.				
16-17. (W4:17,19) 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.				
Unfortunately,	<u>Consequently,</u>	Perhaps,	<u>For this reason,</u>	
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.				
I have (<u>written</u> / wrote) to you.		They (<u>were</u> / was) playing together.		

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.	
<u>Unfortunately for him,</u> the police had seen what he was doing.	
22-23. (W4:22, Sp 4:13, 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 fairy's dress was beautiful.	The fairies' wings were silver.
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.	
"Do you want to play tennis?" asked Jake.	"Not really," replied Jo. "I'm too tired."

Spellings

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

Year 4 Curriculum spellings

Copy each word then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

(list 4:1)	Practise 1 (copy into space)	Practise 2 (fold and hide)	Can spell word (check and correct)
Spelling tip:			
<i>Women</i>			
<i>Woman</i>			
<i>Weight</i>			
<i>Various</i>			
<i>Through</i>			

Spelling tip:			
<i>Thought</i>			
<i>Through</i>			
<i>Though</i>			
<i>Therefore</i>			
<i>Surprise</i>			

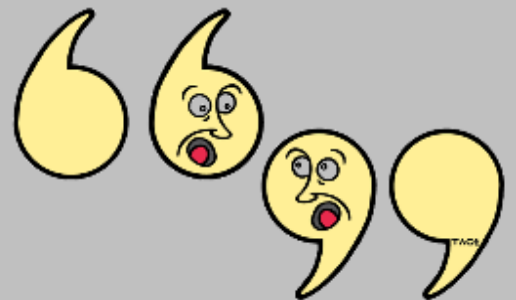
Spelling tip:			
<i>Suppose</i>			
<i>Strength</i>			
<i>Strange</i>			
<i>Straight</i>			
<i>Special</i>			

Grammar

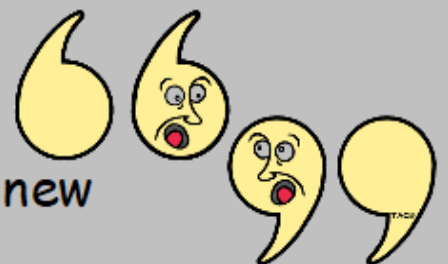
Speech Punctuation

Speech marks are punctuation marks that show what somebody has said.

They are also called **inverted commas**, because they are commas that are inverted or reversed to go around the spoken words or dialogue.



1. Put “ ” around what words the speaker says.
2. A new speech sentence starts with a capital letter (even if it is the middle of another sentence).
3. Separate what was said from speaker with a comma unless there is already a ? or an !
4. Start a new line if a sentence has a new speaker saying something.



Grammar

Spot the Missing Speech Marks

Using Inverted Commas to Show Direct Speech

Look at the sentences below. Each one is missing inverted commas. Insert inverted commas around the direct speech in each sentence below.

1. What's for dinner dad? Jacinda asked her dad.
2. The witch looked at her sisters and asked, When will we three meet again?
3. The mouse looked at the fox and quivered, Please don't eat me.
4. I'm stuck! declared Sam as he held up his hand.
Can you help me please?
5. Goal! shouted the boy as the ball went to the back of the net.
6. John, can you hold this? asked Joanne.
7. Off with her head! shouted the Queen of Hearts.
8. The policeman asked, Can I see your licence please?



Grammar-Answers

Spot the Missing Speech Marks **Answers**

1. "What's for dinner dad?" Jacinda asked her dad.
2. The witch looked at her sisters and asked, "When will we three meet again?"
3. The mouse looked at the fox and quivered, "Please don't eat me."
4. "I'm stuck!" declared Sam as he held up his hand.
"Can you help me please?"
5. "Goal!" shouted the boy as the ball went to the back of the net.
6. "John, can you hold this?" asked Joanne.
7. "Off with her head!" shouted the Queen of Hearts.
8. The policeman asked, "Can I see your licence please?"

Reading

Skill Focus: Retrieving information

BIG BEN GETS A BATH!

People from all over the world come to London and visit Big Ben but one week this August, they would have seen an unusual sight!

Five highly-trained abseiling experts started cleaning all four clock faces on 18th August. It will be the clock's first scrub for 4 years. Experts think it will take a week to complete the cleaning so long as the weather stays fine.

The Houses of Parliament clock (nicknamed Big Ben), which was built in 1859, will also be checked for damage to the dials. Each clock face is made up of 312 pieces of opal glass, which must be treated carefully. The hands of the clock were made in copper because it is lighter than other metals.

DID YOU KNOW?

Big Ben's real name is the Great Clock of Westminster which is at the top of the Elizabeth Tower (named after the Queen). The Elizabeth Tower is part of the Houses of Parliament.

To keep the climbing cleaners safe, the clock's hands have been frozen in the midday position.

1. Where is Big Ben?
2. What year was Big Ben last cleaned in?
3. Over 250 pieces of glass are used in Big Ben. True or false?
4. What material was chosen to make the hands of the clock and why?
5. How have they made sure the cleaners will not be in danger?
6. How many days will it take to finish the job?
7. What is the correct name for the building the clock is at the top of?

Times tables

This week, we will be focusing on our x6 and x7 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!

$10 \times 6 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$6 \times 9 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$6 \times 12 = \underline{\quad}$

$11 \times 6 = \underline{\quad}$

$6 \times 3 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

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

$3 \times 6 = \underline{\quad}$

$6 \times 11 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$12 \times 6 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

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

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

$1 \times 6 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$6 \times 1 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$6 \times 12 = \underline{\quad}$

$6 \times 11 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$6 \times 3 = \underline{\quad}$

$1 \times 6 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$12 \times 6 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$11 \times 6 = \underline{\quad}$

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

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

$10 \times 6 = \underline{\quad}$

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

$9 \times 6 = \underline{\quad}$

$6 \times 1 = \underline{\quad}$

Maths

Section 1

Round these numbers:

	to the nearest 10	to the nearest 100
5248		
972		
2494		

Section 2

Start at 5.

Count back 10.

What number do you reach?

Section 3

Cath earns £2938 each month.

In April, her monthly pay goes up by £1000. How much does she earn now?



Section 4

Write these numbers as Roman numerals:

94	<input type="text"/>
48	<input type="text"/>
63	<input type="text"/>

Section 5

Write a number which is a two-digit number, a multiple of 8, and where the product of its digits is 24.

Section 6

There are 2195 people in a village. 1428 of the people use the village shop at least once a week. How many people do not use the shop regularly?

Section 7

Calculate:

$$11 \times 10 \times 3 = \boxed{}$$

Section 8

Estimate the answer by rounding, then solve the calculation.

$$164 + 87 =$$

Estimation

Actual

Maths - Answers

Year 4 Spring 1 Maths Activity Mat 1 - Answers

Section 1

Round these numbers:

	to the nearest 10	to the nearest 100
5248	5250	5200
972	970	1000
2494	2490	2500

Section 2

Start at 5.

Count back 10.

What number do you reach?

-5

Section 3

Cath earns £2938 each month.

In April, her monthly pay goes up by £1000. How much does she earn now?

£3938

Section 4

Write these numbers as Roman numerals:

94

XCIV

48

XLVIII

63

LXIII

Section 5

Write a number which is a two-digit number, a multiple of 8, and where the product of its digits is 24.

64

Section 6

There are 2195 people in a village. 1428 of the people use the village shop at least once a week. How many people do not use the shop regularly?

767

Section 7

Calculate:

$$11 \times 10 \times 3 =$$

330

Section 8

Estimate the answer by rounding, then solve the calculation.

$$164 + 87 =$$

Estimation varied

Actual 251