

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:

- 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.

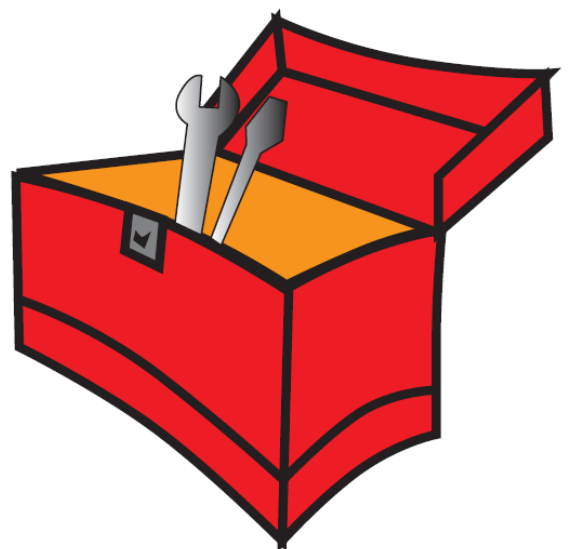


Life is a little bit different at the moment. One way to help us cope is by using the 'Coping Toolbox'. Find a box, a bag or anything you can put items in.

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.



Spellings

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

	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 Hammer

1. Underline the prefix which means 'again' or 'back'.			2. Add a suffix to the word below so that it forms an adjective.		
pre-	de-	re-	courage		
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
Don't (stair / stare) at the lady.			Shall I (pour / poor) the milk?		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
optitian	optician	optishun	expreshun	exprecian	expression
7-8. Number these words to show their alphabetical order .					
sharp		sheep		shift	
					short

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
sleep	doze	laugh	snooze	nap
10. Underline the noun phrases in the sentence below.		11. Circle the preposition in the sentence below.		
The small, timid dog lay in his basket.				

12-13. Underline two adverbials that can be used to signal time and sequence in a piece of writing.				
unless	next day	clearly	during	because
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition .				
(Ben / He) grabbed (Ben's / his) packed lunch and (Ben / he) ran for the bus.				
16-17. Underline two fronted adverbials that might help signal surprise and suspense .				
One example,	That very moment,	Equally,	Unexpectedly,	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
He has (drawn / drew) a lovely picture.		You should have (came / come).		

20-21. Underline the fronted adverbial . Punctuate this sentence using commas .	
The following day the eggs began to hatch.	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession .	
Have you seen the h e n s egg?	Have you seen those h e n s eggs?
24-25. Punctuate these sentences using inverted commas (" ") , commas (,) and any other punctuation needed.	
What is that Sita asked	My lunch said Ben do you want some

Grammar Hammer - answers

1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (ie appear-disappear).			2. (W4:1, Sp 4:7) 'ous' is just added to words ending 'ge' if the soft 'g' sound is kept.				
pre-	de-	<u>re-</u>	courage	courageous			
3-4. (W4:2, Sp 4:20) Homophones are words that sound the same but have different meanings and different spellings.							
Don't (stair / <u>stare</u>) at the lady.			Shall I (<u>pour</u> / poor) the milk?				
5. (W4:1,3, Sp 4:9) 'cian' is used when root words end in 'c' or 'cs' and is often used for occupations (optician, politician)			6. (W4:1,3, Sp 4:10) 'ssion' words have a 'sh' sound and are often used with root words ending 'ss' or 'mit' (express-expression)				
optitian	<u>optician</u>	optishun	expreshun	exprecian	<u>expression</u>		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
sharp	1	sheep	2	shift	3	short	4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
sleep	doze	laugh	snooze	nap
10-11. (W4:17, 19) A noun phrase is a phrase with a noun as its head word. A noun with any sort of modifier is a noun phrase (the dog, the old house on the hill). A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened (under the car, on Sunday, by train.)				
The small, timid dog lay in his basket.				

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.				
unless	<u>next day</u>	clearly	<u>during</u>	because
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
(<u>Ben</u> / He) grabbed (Ben's / <u>his</u>) packed lunch and (Ben / <u>he</u>) ran for the bus.				
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.				
One example,	<u>That very moment,</u>	Equally,	<u>Unexpectedly,</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.				
He has (drew / <u>drawn</u>) a lovely picture.		You should have (came / <u>come</u>).		

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 following day, the eggs began to hatch.	
22-23. (W4:22, Sp 4:15, 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).	
Have you seen the hen's egg?	Have you seen those hens' eggs?
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.	
"What is that?" Sita asked.	"My lunch," said Ben. "Do you want some?"

Handwriting

This week, we will be focusing on '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.

f

f f f f

fo fo fo

ft ft ft

fa fa fa

af af af

ef ef ef

four four

five five

first first

flying flying

Reading

Where Does Our Food Come From?

A survey by the British Nutrition Foundation questioned children about where our food comes from.



“Cheese comes from plants, tomatoes grow underground and fish fingers are made of chicken,” according to many young children quizzed on where our food comes from.

Where does cheese come from?

Some of the children thought that cheese came from a plant. Cheese is a food commonly made from cow's milk. But, did you know it's not just cow's milk that can make cheese? Milk from buffalo, goats or sheep can be used too. Mozzarella cheese (often used on pizzas) is made from the milk of buffalos.



Where does pasta come from?

When questioned, some children thought pasta comes from animals. Pasta is made from flour mixed with water or eggs. It is kneaded into a dough (a bit like bread) and then made into sheets, twists, tubes or other shapes. It is cooked by either boiling or baking.

Where do tomatoes come from?

Some children thought that tomatoes grow underground – a bit like carrots. They do, in fact, grow above the ground on a plant. The tomato plant can grow to be very tall. When they first grow, they are green but as they ripen, they turn red.



Reading

Where do fish fingers come from?

The clue for the ingredients of a fish finger is in the title. No, it doesn't mean they are made from fingers! They are made from fish. Shockingly though, some children thought they were made from chicken. Fish fingers are usually made from haddock or cod, which are types of fish.



Where does milk come from?

Do you ever stop to think where your food and drink comes from? Some children have no idea that milk comes from cows, research has revealed. Lots of children live in cities and so have never seen a cow, or even heard one 'moo'. Some children said they thought milk comes straight from the fridge or supermarket, but how did it get there? The research also revealed that some city-living children believe that a cow is the size of a double decker bus, and some think they're as small as cats.



What counts as one of your five-a-day?

Some children thought that Fruit Pastilles and strawberry jam counted as part of their daily fruit and veg. There are lots of health benefits to getting five portions of fruit and vegetables every day.



Many children say they know lots about healthy eating, but do not follow it. Why do you think that is?

Roy Ballam, Managing Director of British Nutrition Foundation, believes schools and families should work together to educate children and motivate them to make healthier choices.

Next time you're in the supermarket, stop and think about where your food and drinks have come from.

The survey by the British Nutrition Foundation questioned 5,040 UK children.

Reading

Section A

Use the information from the text to determine whether the statement is true or false.

	True	False
The survey was carried out by the British Nutrition Foundation.	<input type="checkbox"/>	<input type="checkbox"/>
Cheese comes from a plant	<input type="checkbox"/>	<input type="checkbox"/>
Pasta is made from dough, a bit like bread.	<input type="checkbox"/>	<input type="checkbox"/>
Tomatoes grow on a plant.	<input type="checkbox"/>	<input type="checkbox"/>
Fish fingers are usually made from trout or swordfish.	<input type="checkbox"/>	<input type="checkbox"/>
Some city-living children believe that a cow is the size of a double decker bus.	<input type="checkbox"/>	<input type="checkbox"/>
Many children say they don't know very much about healthy eating.	<input type="checkbox"/>	<input type="checkbox"/>

Reading

Section B

Use the information from the text to answer the questions.

1. Who did the British Nutrition Foundation question about where our food comes from?

2. What is the cheese made from buffalo's milk called?

3. What did some of the children that were questioned think pasta was made from?

4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground.

5. What are the two most common fish that are used in fish fingers?

6. Why haven't some children ever seen a cow?

7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is?

Reading - answers

Section A

Use the information from the text to determine whether the statement is true or false.

The survey was carried out by the British Nutrition Foundation. **True**

Cheese comes from a plant. **False**

Pasta is made from dough, a bit like bread. **True**

Tomatoes grow on a plant. **True**

Fish fingers are usually made from trout or swordfish. **False**

Some city-living children believe that a cow is the size of a double decker bus. **True**

Many children say they don't know very much about healthy eating. **False**

Section B

1. Who did the British Nutrition Foundation question about where our food comes from? **children**
2. What is the cheese made from buffalo's milk called? **mozzarella**
3. What did some of the children that were questioned think pasta was made from? **animals**
4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground. **carrot (also allow other correct answers like potatoes)**
5. What are the two most common fish that are used in fish fingers? **haddock and cod**
6. Why haven't some children ever seen a cow? **They live in cities.**
7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is? **Personal answer**

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!

Times Tables Test 1

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

Calculate:

- | | |
|--------------------------|---------------------------|
| 5. $8 \times 7 =$ _____ | 11. $66 \div 6 =$ _____ |
| 6. $9 \times 5 =$ _____ | 12. $32 \div 4 =$ _____ |
| 7. $11 \times 3 =$ _____ | 13. $27 \div 3 =$ _____ |
| 8. $10 \times 8 =$ _____ | 14. $72 \div 8 =$ _____ |
| 9. $3 \times 4 =$ _____ | 15. $18 \div 2 =$ _____ |
| 10. $6 \times 5 =$ _____ | 16. $120 \div 10 =$ _____ |

Complete these calculations

17. $6 \times$ _____ $= 24$ 18. $81 \div$ _____ $= 9$
19. A group of 60 children go on a school visit. They are divided into equal groups of 6. How many groups are there?
- _____
20. Jack takes 9 tests and scores 7 in each test. What is his total score?
- _____

Maths

Today, we will be carrying on with using the bus stop method, for division, with remainders!

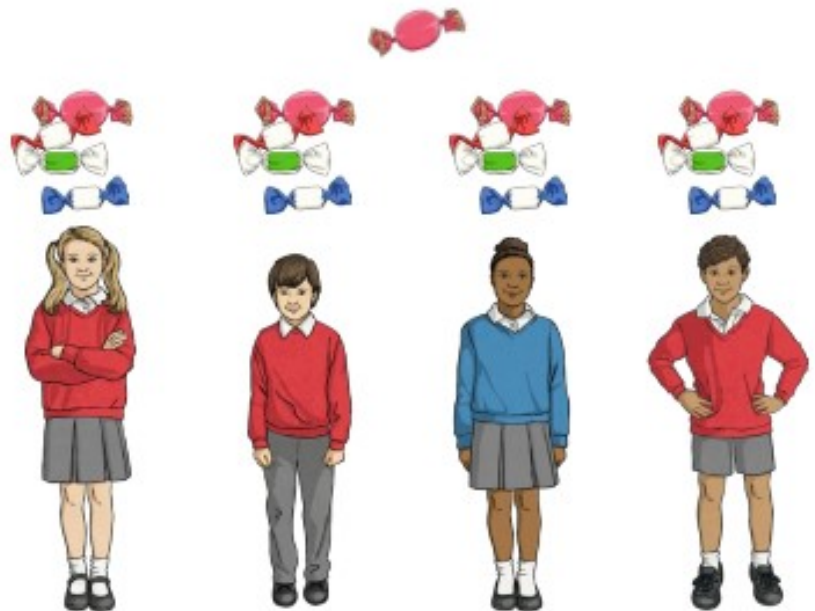
Use your times tables to help you find how many times the factor will divide equally into the multiple. Then work out how many will be left over.

Example: $17 \div 4 =$ _____

$$4 \times 4 = 16 \text{ remainder } 1$$

$$17 \div 4 = 4 \text{ r.1}$$

You might want to imagine you are dividing sweets between some friends to help you check your answers for these questions.



1. $25 \div 4 =$

2. $46 \div 5 =$

3. $25 \div 6 =$

4. $23 \div 7 =$

5. $18 \div 8 =$

6. $64 \div 10 =$

7. $22 \div 6 =$

8. $27 \div 4 =$

Maths - answers

1. $25 \div 4 = 6 \text{ r.}1$

2. $46 \div 5 = 9 \text{ r.}1$

3. $25 \div 6 = 4 \text{ r.}1$

4. $23 \div 7 = 3 \text{ r.}2$

5. $18 \div 8 = 2 \text{ r.}2$

6. $64 \div 10 = 6 \text{ r.}4$

7. $22 \div 6 = 3 \text{ r.}4$

8. $27 \div 4 = 6 \text{ r.}3$