

Year 4  
Home Learning  
Thursday

# Daily tasks

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 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.

## **NEW for this week!**

Crime and Punishment themed work for English/Topic

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

# Spellings

Practise your spellings everyday and have a spelling test on Friday. Could you challenge yourself and write each word in a sentence?

These spellings are the words that you need to know by the end of Year 4.

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

Spelling tip:			
<i>different</i>			
<i>promise</i>			
<i>weight</i>			
<i>strength</i>			
<i>suppose</i>			

Spelling tip:			
<i>early</i>			
<i>interest</i>			
<i>history</i>			
<i>naughty</i>			
<i>although</i>			

# 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.

*r*

*r r r r*

*re re re*

*ro ro ro*

*ra ra ra*

*ri ri ri*

*rt rt rt*

*red red*

*ring ring*

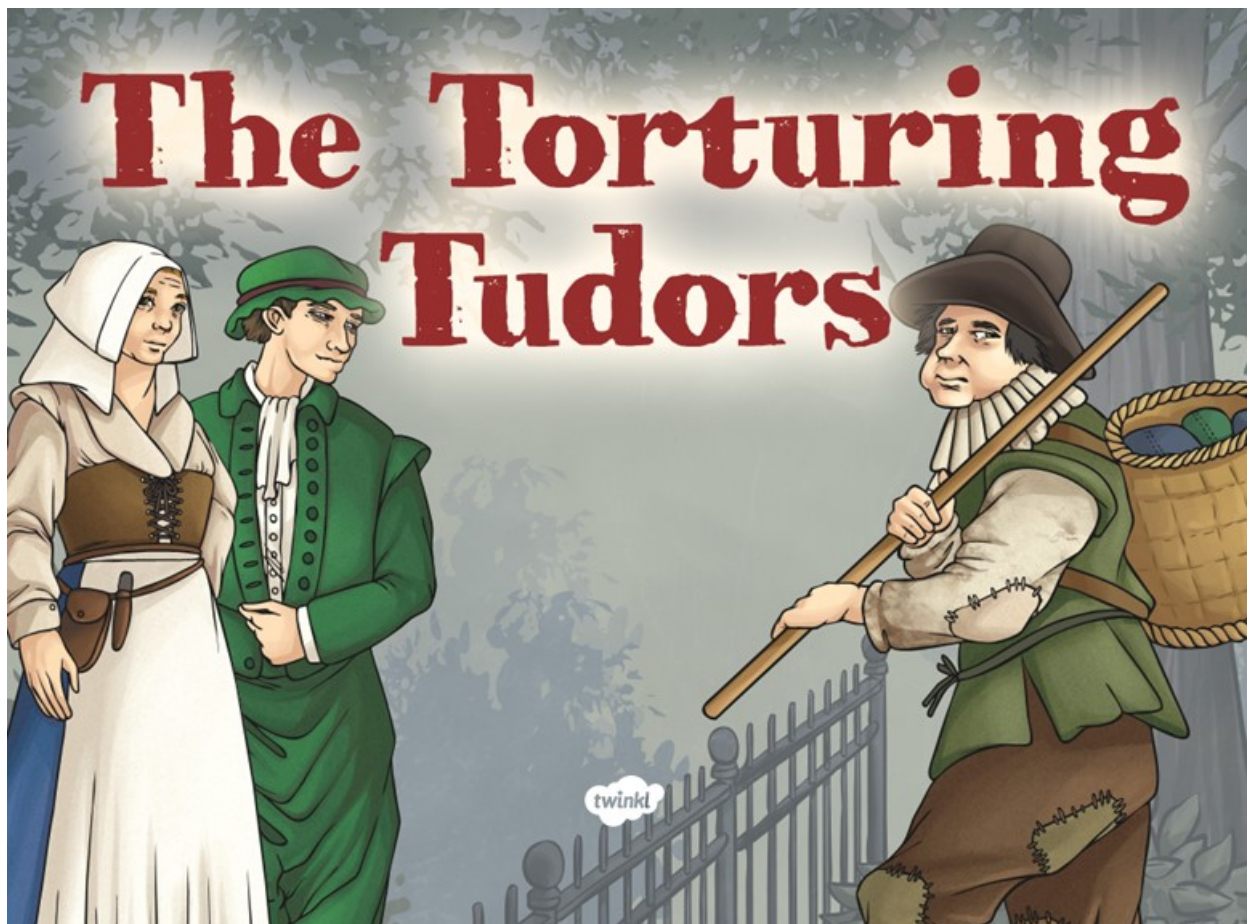
*right right*

*run run*

# 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 the different punishment methods that were popular during the Tudor period.

To help you complete the activities (over the next few pages) you will need to look through 'The Torturing Tudors' PowerPoint.



## Guess the Tudor Object

### Source 1

Look at this drawing. How do you think this object was used? What do you think a person may have done to be given that punishment?



# Guess the Tudor Object

## Source 2

Look at this photograph. How do you think this object was used? What do you think a person may have done to be given that punishment?



# Guess the Tudor Object

## Source 3

Look at this photograph. How do you think this object was used? What do you think a person may have done to be given that punishment?



# Guess the Tudor Object

## Source 4

Look at this photograph. How do you think this object was used? What do you think a person may have done to be given that punishment?



# Guess the Tudor Object






## Source 5

Look at this photograph. How do you think this object was used? What do you think a person may have done to be given that punishment?



# Guess the Tudor Object Descriptions

Read the following descriptions after the children discuss (in groups) their questions and ideas about what the different objects might be.

	<p><b>Source 1 - A Brank or Scold's Bridle</b></p> <p>Description: The brank or scold's bridle was used to punish women who gossiped or told tales. It was a metal cage that fitted over the head and was extremely uncomfortable to wear, and would let everyone know that the wearer was a gossip.</p>
	<p><b>Source 2 - The Stocks</b></p> <p>Description: The stocks were a wooden structure used as a method of punishment for smaller crimes. The culprit would sit on a wooden bench with their ankles through the holes. Punishment in the stocks would last for several hours. During this time, people would pass by and throw foul smelling or rotten food at them.</p>
	<p><b>Source 3 - The Ducking Stool</b></p> <p>Description: The ducking stool was used mainly as a torture method for women. The device was a chair that was hung from the end of a long piece of wood. The woman was strapped into the chair, which was positioned at the side of a river. The chair would then be swung over the river and the woman would be ducked into the freezing cold water. The method was often used to decide whether the woman was practising witchcraft. If the 'witch' floated, she was guilty. If she drowned, she was innocent. Either way, the outcome would be death.</p>
	<p><b>Source 4 - The Rack</b></p> <p>Description: The rack in the Tower of London was used throughout the Tudor period in England. It was reserved for those identified as having committed the most serious of crimes against the state. On the rack, a victim's legs and arms were tied to bars at either end of the device; rollers were then used to stretch the body. This stretching was also used to gain a confession from a victim.</p>
	<p><b>Source 5 - The Drunkard's Cloak and the Scold's Bridle</b></p> <p>Description: This was a wooden barrel that a person was forced to wear for causing a nuisance due to having too much to drink! The man had to walk up and down the streets wearing this for several hours, in order to cause them public humiliations - in the same way as the stocks would. It would be very difficult and uncomfortable to walk in. The children may recognise the scold's bridle that the woman is wearing in this picture, from source 1.</p>

# Reading

## Inferences



When you make inferences, you go beyond the author's words to understand what is not said in the text.

**Predictions** - take information from the text and what you know to make a smart guess about what might happen in the future.

**Drawing conclusions** - take information from the text and come to a new understanding.

Don't forget your text evidence!

Today we will focus on inferencing. Inferencing is a skill we use when reading. We know it as 'Reading between the lines'.

## Reading Between the Lines

Teaching Children to Understand Inference



# Reading

## The Big Moment

Inference

Stepping out on to the stage, Alisha felt a shiver down her spine. The judges sat at their table, whispering quietly. She squinted into the darkness, focussing roughly on where she thought her mum should be. Disappointed, she lowered her gaze.

Taking a deep breath, she tried to remember everything from her lessons and the hours spent practising at home. Crouching down, she got into her start position and wrapped her arms around herself. Her stomach rumbled noisily and she regretted having skipped breakfast. With her heart thundering in her chest, she looked up and nodded, before resuming her position and waiting for the music to begin.

National Curriculum Reference:  
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

## The Big Moment Comprehension Questions

Inference

Answer these questions using **inference** skills and clues from the text.

1. How is Alisha feeling? Explain how you know.
2. What is Alisha doing? Explain how you know.
3. Did Alisha see her mum in the audience? Explain how you know.
4. Who did Alisha nod to? Explain how you know.
5. Is Alisha well prepared? Explain how you know.
6. What time of day is it? Explain how you know.

National Curriculum Reference:  
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

# Reading

## The Big Moment Comprehension Answers

### Inference

1. Alisha is feeling nervous/worried because it says... Use any of these sentences from the text as evidence:
  - She has a shiver down her spine.
  - She is taking a deep breath.
  - She has not eaten breakfast.
  - Her heart is thundering in her chest.
2. I think Alisha is having a singing/dance exam or competition because it says...Use any of these sentences from the text as evidence:
  - She is stepping out onto a stage.
  - There are judges.
  - She tried to remember everything from her lessons.
  - She got into her start position.
  - She was waiting for the music to begin.
4. Alisha did not see her mum because it says when she looked into the darkness to where her mum should have been sitting, she was disappointed.
5. I think Alisha nodded to the judges / the sound person because it says after she nodded, she waited for the music to begin.
6. I think Alisha is well prepared because it says she had had lessons and spent hours practising at home. Or I think Alisha is not well prepared because it says she had a shiver down her spine so she must be very nervous.
7. I think it is morning because it says she had skipped breakfast.

National Curriculum Reference:

2d - Make inferences from the text / explain and justify inferences with evidence from the text.

# Times tables - inverse

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!

$36 \div 12 = \underline{\quad}$	$144 \div 12 = \underline{\quad}$	$24 \div 12 = \underline{\quad}$	$72 \div 12 = \underline{\quad}$
$84 \div 12 = \underline{\quad}$	$96 \div 12 = \underline{\quad}$	$120 \div 12 = \underline{\quad}$	$132 \div 12 = \underline{\quad}$
$48 \div 12 = \underline{\quad}$	$60 \div 12 = \underline{\quad}$	$12 \div 12 = \underline{\quad}$	$108 \div 12 = \underline{\quad}$
$24 \div 12 = \underline{\quad}$	$72 \div 12 = \underline{\quad}$	$132 \div 12 = \underline{\quad}$	$84 \div 12 = \underline{\quad}$
$48 \div 12 = \underline{\quad}$	$120 \div 12 = \underline{\quad}$	$108 \div 12 = \underline{\quad}$	$144 \div 12 = \underline{\quad}$
$96 \div 12 = \underline{\quad}$	$36 \div 12 = \underline{\quad}$	$132 \div 12 = \underline{\quad}$	$48 \div 12 = \underline{\quad}$
$24 \div 12 = \underline{\quad}$	$84 \div 12 = \underline{\quad}$	$108 \div 12 = \underline{\quad}$	$60 \div 12 = \underline{\quad}$
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$108 \div 12 = \underline{\quad}$	$120 \div 12 = \underline{\quad}$	$60 \div 12 = \underline{\quad}$	$48 \div 12 = \underline{\quad}$
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$36 \div 12 = \underline{\quad}$	$108 \div 12 = \underline{\quad}$	$24 \div 12 = \underline{\quad}$	$144 \div 12 = \underline{\quad}$
$72 \div 12 = \underline{\quad}$	$60 \div 12 = \underline{\quad}$	$84 \div 12 = \underline{\quad}$	$12 \div 12 = \underline{\quad}$
$120 \div 12 = \underline{\quad}$	$108 \div 12 = \underline{\quad}$	$48 \div 12 = \underline{\quad}$	$132 \div 12 = \underline{\quad}$
$72 \div 12 = \underline{\quad}$	$144 \div 12 = \underline{\quad}$	$96 \div 12 = \underline{\quad}$	$120 \div 12 = \underline{\quad}$

# Maths

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

## Division Strategies

### Dividing by 10

Use place value to work out how to divide in 10s

$$674 \div 10 = ?$$

If you divide a number by 10, the digits move one place value to the right.

Hundreds	Tens	Ones	Tenths	Hundredths
6	7	4	.	

Hundreds	Tens	Ones	Tenths	Hundredths
	6	7	.	4

$$674 \div 10 = 67.4$$

If you divide a number by 100, the digits will move two places to the right.

Hundreds	Tens	Ones	Tenths	Hundredths
6	7	4	.	

Hundreds	Tens	Ones	Tenths	Hundredths
		6	7	4

$$674 \div 100 = 6.74$$

# Maths

## Number Monster Support Sheet (Divide by 10)

When dividing a number by 10, all the digits move one place to the right.  
For example,  $32 \div 10 = 3.2$

Tens	Ones	Tenths
3	2	
	3	2



Use the place value chart in each question to help you to divide the following numbers by 10.

1.  $8 \div 10 =$

Tens	Ones	Tenths

2.  $87 \div 10 =$

Tens	Ones	Tenths

3.  $15 \div 10 =$

Tens	Ones	Tenths

4.  $23 \div 10 =$

Tens	Ones	Tenths

5.  $3 \div 10 =$

Tens	Ones	Tenths

6.  $46 \div 10 =$

Tens	Ones	Tenths

7.  $92 \div 10 =$

Tens	Ones	Tenths

8.  $18 \div 10 =$

Tens	Ones	Tenths

# Maths

## Number Monster Support Sheet 2 (Divide by 100)

When dividing a number by 100, all the digits move two places to the right.  
For example,  $47 \div 100 = 0.47$

Tens	Ones	Tenths	Hundredths
4	7		
	0	4	7



Remember to put a zero in the ones' column if you don't have any ones. Use the place value chart in each question to help you to divide the following numbers by 100.

1.  $66 \div 100 =$

Tens	Ones	Tenths	Hundredths

2.  $29 \div 100 =$

Tens	Ones	Tenths	Hundredths

3.  $15 \div 100 =$

Tens	Ones	Tenths	Hundredths

4.  $60 \div 100 =$

Tens	Ones	Tenths	Hundredths

5.  $58 \div 100 =$

Tens	Ones	Tenths	Hundredths

6.  $32 \div 100 =$

Tens	Ones	Tenths	Hundredths

7.  $31 \div 100 =$

Tens	Ones	Tenths	Hundredths

8.  $96 \div 100 =$

Tens	Ones	Tenths	Hundredths

# Maths - Answers

## Number Monster Support Sheet (Divide by 10)

1.  $8 \div 10 = \mathbf{0.8}$

2.  $87 \div 10 = \mathbf{8.7}$

3.  $15 \div 10 = \mathbf{1.5}$

4.  $23 \div 10 = \mathbf{2.3}$

5.  $3 \div 10 = \mathbf{0.3}$

6.  $46 \div 10 = \mathbf{4.6}$

7.  $92 \div 10 = \mathbf{9.2}$

8.  $18 \div 10 = \mathbf{1.8}$

## Number Monster Support Sheet 2 (Divide by 100)

1.  $66 \div 100 = \mathbf{0.66}$

2.  $29 \div 100 = \mathbf{0.29}$

3.  $15 \div 100 = \mathbf{0.15}$

4.  $60 \div 100 = \mathbf{0.6}$

5.  $58 \div 100 = \mathbf{0.58}$

6.  $32 \div 100 = \mathbf{0.32}$

7.  $31 \div 100 = \mathbf{0.31}$

8.  $96 \div 100 = \mathbf{0.96}$