



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



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	Practise 2	Can spell word
	(copy into space)	(fold and hide)	(check and correct)
Spelling tip:			
caught			
fruit			
material			
accident			
accidentally			
Spelling tip:			
different			
promise			
weight			
strength			
suppose			
Spelling tip:			
early			
interest			
history			
naughty			
although			

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.

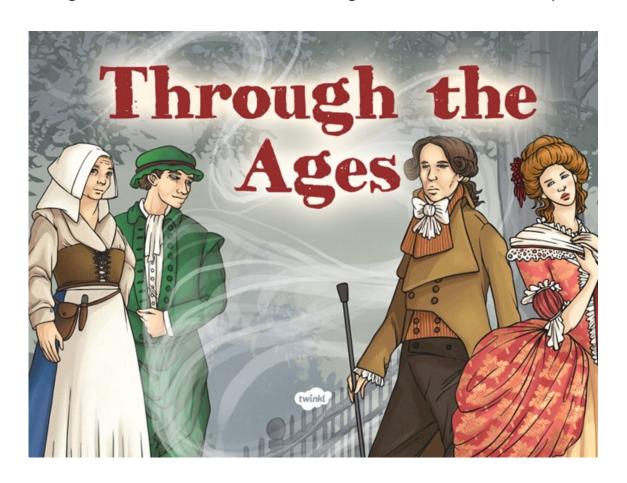
#### m

m m m m
ma ma ma
<u> </u>
MA A Source Sec. Source Sec.
me me me
mi mi mi
<u> </u>
M A 200 200 200 200
mo mo mo
MATT WANTED WANTED
my my my
make water
make make
must must
magic magic
mine mine

### 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 times periods.

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.







Use the words in bold underneath each section to fill in the blanks correctly. You can copy out the paragraphs with the correct words in the blanks if you wish.

\*

#### What Have I Learnt?

I can write about what I have learnt about the history of crime and punishment in Britain.

The Romans

The Romans intr	The Romans introduced laws that were called the					
If a criminal was	s caught, they w	ould be put on tri	al. If it was a ma	jor crime	, a	
would decide if t	would decide if they were guilty or not. A would decide if a criminal was					
guilty of a minor crime. It was the duty of to find a criminal						
so that he could be tried and punished. During the Roman times, had					had	
no rights at all. However, if you had then you could pay for your					d pay for your	
punishment to b	punishment to be lessened.					
Twelve Tables	slave	judge	jury	mor	ıey	legionaries
		TI A I				
		3	lo-Saxons			
Communities were divided into groups of 10 men, that were called						
These men were responsible for each other's behaviour. When a village needed to find a criminal						
they would call upon all of the community to find them. This was called						
A common way to solve disputes between a victim's family and a criminal was through payment						
called Punishments ranged from hanging, branding and whipping						
to trials by ordeal. If the person accused of the crime could not find enough						
(to say that they were innocent of the crime) then they may face a trial by ordeal. Anglo-Saxons						
believed that through these trials, God would decide whether the person was guilty or not.						
wergild	. 00	ath-keepers	tithings		hu	ie and cry



Now have a go at writing what you have learnt about crime and punishment during the Tudor and the Victorian period. Use the words in bold underneath each section to help you.

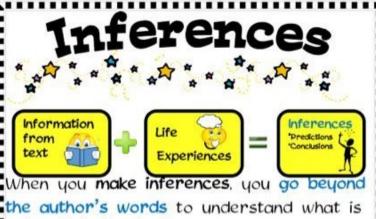


#### What Have I Learnt?

The Tuders

		The Indors		
treason	vagrancy	executions	scold's bridle	ducking stool
		The Victorians		
transportation	prisons	picking oakum	police	hard labour

# Reading



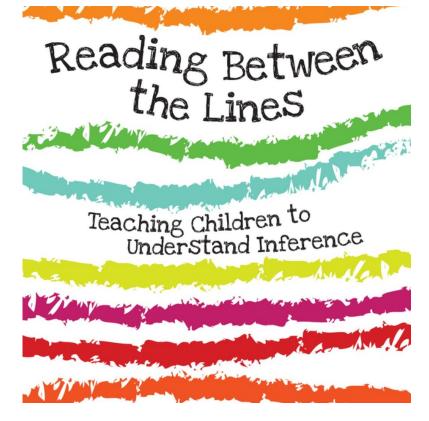
the author's words to understand what is not said in the text.

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.



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







#### Tom's exciting morning

Tom woke up early. He knew the taxi was just around the corner. He felt like it was Christmas morning but is was the middle of August. He grabbed his case and knocked on his parents' door eagerly. They shouted back,

"It's nearly time Thomas, go and wake Olivia up!" Tom ran into his sister's room and jumped on the bed. They both grinned and chatted about the week ahead.

A little while later, the taxi was outside so Tom grabbed his sunglasses and cap. He chuckled to himself because it was very dark and cold outside! Tom and Olivia sprinted to the back seat of the taxi whilst Mum and Dad threw the suitcases into the boot. Then, Mum made sure Olivia was secure in her special booster seat. Mum also went back inside to get Buster the dog!

Olivia's face dropped and she poked her brother who also looked worried.

"Where are you taking Buster?!" they both said cautiously. Mum smiled,

"Just to grandmas. We're going to be gone for a while!" Their faces relaxed and they giggled at how silly they had been!

As they approached their destination, Olivia tapped her brother on the arm and pointed outside.

"They look like giant birds!" she said. Tom thought this was really funny and he laughed with his sister. Mum and Dad looked at their watches. Their faces dropped. They quickly got Olivia out of her seat and put her in her pram. Dad grabbed Tom's hand and they paid the man quickly.

"Come on guys!" Dad said sounding slightly worried.

#### Questions

- 1. How do we know Tom felt excited in Paragraph One? Try and find all the clues.
- 2. Why do you think Tom chuckled to himself when he went outside in Paragraph Two?
- 3. Where do you think Tom is going? Explain why you think this.
- 4. Pretend you are Tom. Write down how you are feeling and what you are thinking as you travel in the taxi.
- 5. Why has Tom packed sunglasses?
- 6. Why do you think Olivia and Tom were worried when Mum went back into the house to get Buster?
- 7. What do you think Olivia was pointing to when she said "they look like giant birds!"?
- 8. What do you think happened when Mum and Dad looked at their watches in paragraph four?
- 9. Pretend you are Dad at the end of the passage. Write a few sentences explaining your thoughts and feelings.

### 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!

77 ÷ 11 =	11 ÷ 11 =	44 ÷ 11 =	66 ÷ 11 =
121 ÷ 11 =	22 ÷ 11 =	99 ÷ 11 =	33 ÷ 11 =
55 ÷ 11 =	88 ÷ 11 =	132 ÷ 11 =	110 ÷ 11 =
44 ÷ 11 =	121 ÷ 11 =	22 ÷ 11 =	66 ÷ 11 =
11 ÷ 11 =	99 ÷ 11 =	77 ÷ 11 =	33 ÷ 11 =
88 ÷ 11 =	121 ÷ 11 =	132 ÷ 11 =	66 ÷ 11 =
44 ÷ 11 =	110 ÷ 11 =	55 ÷ 11 =	11 ÷ 11 =
99 ÷ 11 =	33 ÷ 11 =	22 ÷ 11 =	88 ÷ 11 =
77 ÷ 11 =	132 ÷ 11 =	44 ÷ 11 =	66 ÷ 11 =
33 ÷ 11 =	11 ÷ 11 =	55 ÷ 11 =	99 ÷ 11 =
110 ÷ 11 =	121 ÷ 11 =	88 ÷ 11 =	132 ÷ 11 =
99 ÷ 11 =	33 ÷ 11 =	44 ÷ 11 =	22 ÷ 11 =
11 ÷ 11 =	77 ÷ 11 =	66 ÷ 11 =	121 ÷ 11 =
22 ÷ 11 =	99 ÷ 11 =	88 ÷ 11 =	11 ÷ 11 =
110 ÷ 11 =	132 ÷ 11 =	55 ÷ 11 =	33 ÷ 11 =



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

368 x 24	Write the numbers above each other in columns.
368 x 24 1472	Multiply 368 x 4
368 x 24 1472 7360	Multiply 368 x 20
1472 + 7360	Add the products.

363 x 24 = 3332

8832





#### Multiplying 3-Digit Numbers by 1-Digit Numbers

281

463 696

416

5 X

x 4

x 4

x 4

2 7 5

6 4 3

867

891

6 Х

x 6

x 5

X

8 4 9

585

7 4 4

263

5 Χ

x 5

x 4

Χ

588

166

975

7 9 8

4 Х

x 5

6 X

6 Х



#### Challenge

## Multiplying 3-Digit Numbers by 1-Digit Numbers

2 2 2

5 9 7

585

7 7 3

x 7

x 4

x 6

x 6

7 4 3

607

7 1 9

8 5 7

x 8

x 9

x 7

x 9

8 4 1

9 1 2

584

1 4 1

x 4

x 8

x 8

x 8

2 3 4

5 7 3

5 7 8

765

x 6

x 8

x 9

x 9

### Maths-Answers

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

281

1405

463

x 4

1852

696

2784

416

1664

2 7 5

1650

6 4 3

X

3858

867

5

4335

8 9 1

3564

8 4 9

4245

585

X

2925

7 4 4

x 4

2976

2 6 3

x 5

1315

5 8 8

2352

166

5 X

830

9 7 5

6 X

5850

7 9 8

X 6

4788

### Maths-Answers

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

2 2 2

5 9 7

585

7 7 3

x 7

x 4

x 6

x 6

1554

2388

3510

4638

7 4 3

607

7 1 9

8 5 7

x 8

x 9

x 7

x 9

5944

5463

5033

7713

8 4 1

9 1 2

584

141

x 4

x 8

x 8

x 8

3 3 6 4

7296

4672

1128

2 3 4

5 7 3

5 7 8

765

x 6

x 8

X

x 9

1404

4584

5202

6885