

Year 4

Home Learning

Tuesday

Daily tasks

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 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.

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.

a

a a a a

an an an

at at at

as as as

ar ar ar

al al al

and and

add add

any any

angry angry

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:			
Women			
Woman			
Weight			
Various			
Through			

Spelling tip:			
Thought			
Through			
Though			
Therefore			
Surprise			

Spelling tip:			
Suppose			
Strength			
Strange			
Straight			
Special			

Grammar

Subordinate Clauses

Subordinate clause:

A subordinate clause contains both a subject and a verb.

A subordinate clause must be attached to a main clause as it would not make sense on its own.

For example "I was hungry because I missed breakfast". In this sentence "because I missed breakfast" is the subordinate clause to the main clause "I was hungry". The two clauses are joined together with the connective "because".



Subordinating Conjunctions

There are 10 subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.

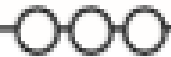


Grammar



Subordinate Clauses

I know what a subordinate clause is.



1. Finish off the sentences by adding more detail to these subordinate clauses.

a) While the rain poured down, _____

b) Before the party had started, _____

c) _____ before it's too late.

d) _____ because I don't know the answer.

2. Now try adding an embedded clause into this sentence.

a) Alan the footballer, _____, scored the first goal.



Times tables-Inverse

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!

$36 \div 6 = \underline{\quad}$

$66 \div 6 = \underline{\quad}$

$72 \div 6 = \underline{\quad}$

$60 \div 6 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

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

$30 \div 6 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$

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

$60 \div 6 = \underline{\quad}$

$30 \div 6 = \underline{\quad}$

$72 \div 6 = \underline{\quad}$

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

$30 \div 6 = \underline{\quad}$

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

$54 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$

$60 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

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

$30 \div 6 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$

$36 \div 6 = \underline{\quad}$

$66 \div 6 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$

$18 \div 6 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

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

$66 \div 6 = \underline{\quad}$

$72 \div 6 = \underline{\quad}$

$18 \div 6 = \underline{\quad}$

$66 \div 6 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

$18 \div 6 = \underline{\quad}$

$24 \div 6 = \underline{\quad}$

$18 \div 6 = \underline{\quad}$

$60 \div 6 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$

Reading

Skill focus: Making inferences

Opening night

Tim took another deep breath. Inside his chest, he could feel his heart pounding like a bass drum. Again, he took slow, deep breaths and picked up his script. Flicking through the pages, he read through his lines quietly to himself, mumbling under his breath. All his hard work over the last few months had been for tonight. Crossing his fingers tightly, he wished for good luck.

"Tim, are you ready? You're on in 2 minutes," said Mr. Smith.

"I think so, Sir," said Tim in a shaky voice.

"Don't worry, you'll be fine, Tim. Break a leg!"

Slowly, Tim stood up and made his way towards the heavy, red velvet curtain. He pulled it to the side and stepped through.

1. How do you think Tim is feeling at the beginning of the text?
2. Explain how you know how he is feeling.
3. What do you think Tim is waiting to do?
4. What clues told you what Tim might be doing?
5. Who do you think Mr. Smith is?
6. Do you think "Opening Night" is a good title? Why?
7. If you had to give this text a different title, what would you call it?

Maths

Section 1

Complete the calculation.

$$\begin{array}{r} 9065 \\ -2829 \\ \hline \\ \hline \end{array}$$

Section 2

The mileage of a car is 7479 miles. In the next month, it is driven a further 1962 miles. What is the mileage now?

Section 3

Calculate

$35 \div 10 =$

$78 \div 100 =$

$42 \div 10 =$

$40 \div 100 =$

Section 4

Multiply 7, 3 and 4.

Write a number statement.

Section 5

Circle the larger number of each pair of decimals.

5.42 5.27

1.18 0.81

1.35 1.53

Section 6

A school orders 200 pencils. 168 are given out. The remaining pencils are placed into two boxes of equal amount. How many pencils are in each box?

Section 7

List all the factors of these numbers. The number of factors is in brackets.

20 (6)

16 (5)

22 (4)

Section 8

Calculate:

$\times 8 = 56$

$\div 9 = 4$

$3 \times 70 =$

$90 \times 9 =$

Maths - Answers

Year 4 Spring 1 Maths Activity Mat 2 - Answers

Section 1

Complete the calculation.

$$\begin{array}{r} 9065 \\ -2829 \\ \hline 6236 \end{array}$$

Section 2

The mileage of a car is 7479 miles. In the next month, it is driven a further 1962 miles. What is the mileage now?

9441

Section 3

Calculate

$35 \div 10 =$

3.5

$78 \div 100 =$

0.78

$42 \div 10 =$

4.2

$40 \div 100 =$

0.4

Section 4

Multiply 7, 3 and 4.

Write a number statement.

$7 \times 3 \times 4 = 84$

Section 5

Circle the larger number of each pair of decimals.

5.42

5.27

1.18

0.81

1.35

1.53

Section 6

A school orders 200 pencils. 168 are given out. The remaining pencils are placed into two boxes of equal amount. How many pencils are in each box?

16

Section 7

List all the factors of these numbers. The number of factors is in brackets.

20 (6)

1, 2, 4, 5, 10, 20

16 (5)

1, 2, 4, 8, 16

22 (4)

1, 2, 11, 22

Section 8

Calculate:

7

$\times = 8 = 56$

36

$\div 9 = 4$

$3 \times 70 =$

210

$90 \times 9 =$

810