

Year 4

Home Learning

Tuesday

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.

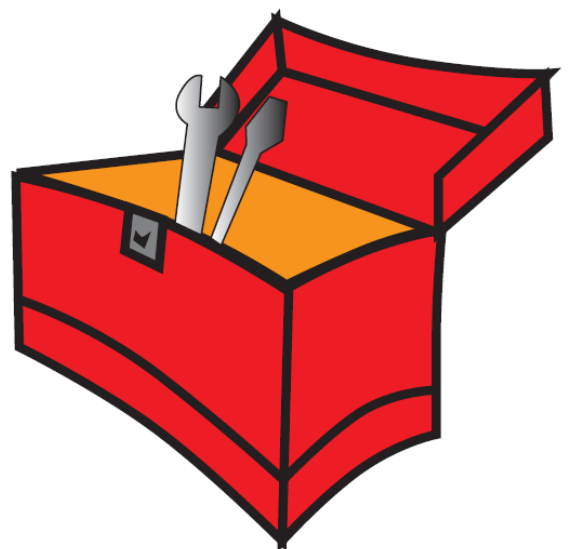


Life is a little bit different at the moment. One way to help us cope is by using the 'Coping Toolbox'. Find a box, a bag or anything you can put items in.

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>			

English - powerful verbs

Copy out this passage replacing the underlined verbs with more powerful ones. Some have been suggested for you, but try to think of at least 5 of your own.

Puss put some lettuce in the bag, pretended to be dead and waited. Soon, a curious rabbit put its head in. Puss picked up the bag and caught it. He then put the bag over his shoulder and set off for the palace, where he gave the rabbit to the king saying, "This is a gift from my master, the Marquis of Carabas." The next day, Puss pretended to be dead again and caught a pair of partridges. Again, he took them to the palace and told the king they were from the Marquis of Carabas. One day Puss heard the king would be going past a nearby river in his royal coach. Puss told his master to take off all his clothes and bathe in the river. When the king's carriage came in to sight, Puss began to say loudly, "Help, help! My lord the Marquis of Carabas is drowning!"

stuffed

peeked

slipped

snuck

snatched

rolled

riding

swept

grabbed

strip

shout

yell

swung

slung

English - powerful adverbs

1. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Next she looked for her coat.
- e) It would be his turn soon.



2. Use your own adverbs to complete these sentences.

- a) She ran _____ down the road.
- b) It will be my birthday _____.
- c) He wandered _____ home.
- d) _____, she had to wrap her brother's present.
- e) Her dad was coming to pick her up _____.



English - fronted adverbials

1. Tick **all** the sentences that contain a **fronted adverbial**.

Walking across the field, the children became very muddy.

☐

It was great fun doing the washing up.

☐

Her mum works in an office.

☐

Standing by Emma, Jack hopped on one leg.

☐

2. Make three fronted adverbial sentences from the blue and orange tiles. Your sentences must make sense.

After that,	As quickly as possible,	Without reason,
In the morning,	Back at the house,	Unexpectedly,
Fortunately,	Once a year,	While I was waiting,

I tried again.	we are going to the seaside.	my computer screen turned off.
Dad was cleaning the kitchen.	we celebrate Christmas.	she reappeared right in front of us.
I checked my coat pocket and my lunch money was there.	she ran back from school.	I drew a picture in my journal.

1.

2.

3.

English - fronted adverbials

3. Underline the adverbials, circle the verbs.

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood.

4. Insert the comma in the correct place to demarcate the fronted adverbial.

Before the sun came up she stood and waited.

In the dead of night the black cat began to wake.

Throughout the film my sister talked on her phone.

Positively trembling with excitement he accepted the award.

Unfortunately they arrived after the film had started.

In the blink of an eye the magician was gone.

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I checked my coat pocket and my lunch money was there.	she ran back from school.	I drew a picture in my journal.

Multiple answers possible. Sentences **must** make sense. Examples:

Once a year, we celebrate Christmas.

While I was waiting, my computer screen turned off.

Unexpectedly, she reappeared in front of us.

- 3 Underline the adverbials, circle the verbs.

Before the sun came up, he ate his breakfast.

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In the blink of an eye, the magician was gone.

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.

g

g g g g

gh gh gh

ge ge ge

ga ga ga

go go go

ng ng ng

good good

great great

greater greater

greatest greatest

Reading - Refugee Camp



Why might people be living in a camp like this?

Describe the photo in your own words.

What have the tents been made from?

Reading - Refugee Camp

State TWO facts and TWO opinions about this photo.

List 5 nouns that you can see in this photo.

How does this photo make you feel?

What do you think it is like living in this camp?

What might this photo be used for?

Reading - Refugee Camp

This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining.

Using only the resources they have available, how could this camp be improved?

Reading - answers

A Refugee Camp – Follow-Up Work – Answers

Why might people be living in a camp like this? **They are fleeing war-torn countries and hoping to find a better life.**

Describe the photo in your own words. **The image shows a refugee camp with a large quantity of make-shift tents which have been pitched close together. The tents are made from a range of materials. There are a small number of people, including children, who can be seen in and amongst the tents.**

What have the tents been made from? **Blankets, sheets and tarpaulin which has been propped up by wood and tied together.**

State TWO facts and TWO opinions about this photo. **Fact: The majority of tents are made from sheets and wooden sticks. Opinion: It would be uncomfortable sleeping in those tents.**

List 5 nouns that you can see in this photo. **Various responses – could include: people, washing, plastic chair, wooden box, tents.**

How does this photo make you feel? **Various personal responses with explanations linked to the photo.**

What do you think it is like living in this camp? **Various responses which might include both negative and positive comments, i.e. It is very overcrowded and the children have no where to play so they may get bored. The children may feel safe as they are no longer living in a country that is at war.**

What might this photo be used for? **Various responses – might include: news/newspaper report about refugees; information text about the life of refugees; poster to help raise awareness and support for refugees.**

This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining. **Various responses – might include: cold, muddy, depressing, etc.**

Using only the resources they have available, how could this camp be improved? **Various responses – might include: organising the tents into rows so that it is easier to move around the camp; having a central area to socialise, etc.**

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 2

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

Calculate:

5. $9 \times 5 =$ _____ 11. $50 \div 5 =$ _____

6. $6 \times 6 =$ _____ 12. $28 \div 7 =$ _____

7. $12 \times 4 =$ _____ 13. $33 \div 3 =$ _____

8. $9 \times 10 =$ _____ 14. $42 \div 7 =$ _____

9. $5 \times 8 =$ _____ 15. $12 \div 4 =$ _____

10. $9 \times 8 =$ _____ 16. $24 \div 8 =$ _____

Complete these calculations

17. $8 \times$ _____ $= 56$ 18. $32 \div$ _____ $= 4$

19. Buns are sold in bags of 6 at the school fair. The buns have been packed in 11 bags. How many buns are there?

20. Four judges award 24 overall. They each award the same score. What score did they each give?

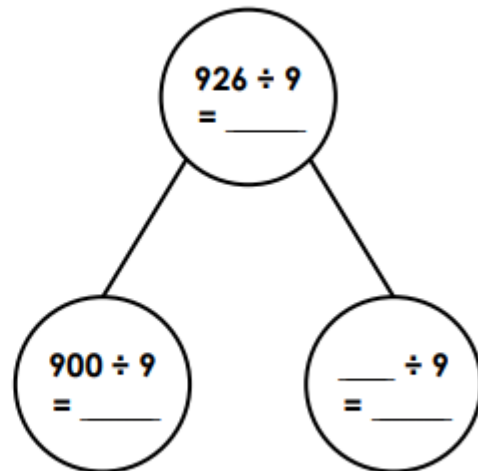
Maths

Today, you will be using your reasoning and problem solving skills to solve the following division problems.

1. Suzy has solved the calculation $926 \div 9$ using a part-whole model.

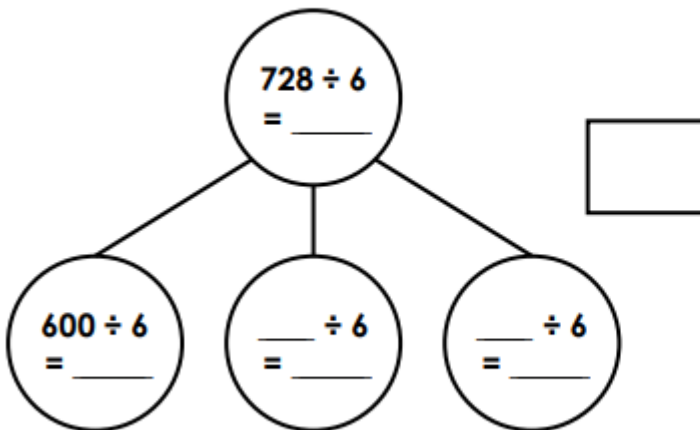


My answer has no remainder.



Find and correct Suzy's mistake.

2. Compare the two division models by adding $<$, $>$ or $=$ to the box.



$736 \div 6$

H	T		O		
100	10	10	1	1	1
100	10	10	1	1	1
100	10	10	1	1	1
100	10	10	1	1	1
100	10	10	1	1	
100	10	10	1	1	

100 Exchanged for 10 tens and shared equally.

3. Navdeep is comparing the following calculations. He writes the statement below.



Calculation B is the odd one out because it has 26 in the answer.

A. $219 \div 9 =$

B. $159 \div 6 =$

C. $170 \div 7 =$

Do you agree with Navdeep? Explain your answer.

Maths - answers

1. Suzy has a remainder of 8, not 0, because the answer is 102 r8 ($900 \div 9 = 100$ and $26 \div 9 = 2$ r8).
2. $728 \div 6 < 736 \div 6$ because 121 r2 < 122 r4.
3. Navdeep is correct as B is the only answer with the whole number 26. Also accept answers which recognise that C could be the odd one out as it is the only calculation with a remainder of 2, not 3.