

Year 4

Home Learning

Wednesday

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.

d

d d d d

dt dt dt

de de de

di di di

da da da

nd nd nd

dog dog

dry dry

duck duck

don't don't

Reading

Skill focus: Making inferences

A Busy Morning

"Ouchhhh!" screamed Toby. I ran into the living room to see Toby lying on the hard, wooden floor, tears rolling down his chubby, little cheeks. Behind me, I heard my mum walk into the room.

"What have you been doing to Toby?!" she shouted, her face turning a deep red. "Go upstairs; I haven't got time for this today."

"But-" I started to explain.

"Upstairs. NOW," Mum ordered. "And finish your packing, we need to leave for the airport in 20 minutes."

I stomped up the stairs to my room. It wasn't fair! Angrily, I started throwing things into my suitcase: sunglasses, a swimming costume, shorts, flip-flops.

1. How is Mum feeling when she walks into the room? How can you tell?
2. What does Mum think has happened and why?
3. What do you think the relationship is between Toby and the narrator?
4. Why do you think Mum says "I haven't got time for this today"? What is she getting ready for?
5. Where do you think the family might be going?
6. Explain what clues there are to where the family are going.

Spellings

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

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.

<i>(list 4:1)</i>	Practise 1 <i>(copy into space)</i>	Practise 2 <i>(fold and hide)</i>	Can spell word <i>(check and correct)</i>
Spelling tip:			
<i>Women</i>			
<i>Woman</i>			
<i>Weight</i>			
<i>Various</i>			
<i>Through</i>			

Spelling tip:			
<i>Thought</i>			
<i>Through</i>			
<i>Though</i>			
<i>Therefore</i>			
<i>Surprise</i>			

Spelling tip:			
<i>Suppose</i>			
<i>Strength</i>			
<i>Strange</i>			
<i>Straight</i>			
<i>Special</i>			

Assertive mentoring


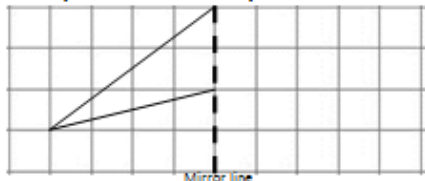
Assertive mentoring is done on a weekly basis. These tests cover a range of Year 4 Maths. They are split into 3 areas such as:

- Place value, add and subtract
- Multiply, divide and fractions
- Measures, geometry and statistics

Allow your child to answer these questions independently. Then go through the answers together. Any questions they get wrong, go through and model how these questions should have been answered.



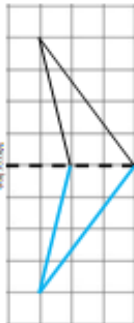
A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions	
1. What is the missing number? 1,000 2,000 3,000 <input type="text"/> 5,000	4:1	11. $12 \times 6 =$	4:9
2. What is the missing number? 200 <input type="text"/> 250 275 300	4:1	12. Complete the sum that is equal to $2 \times 3 \times 12$: $12 \times$ <input type="text"/>	4:10
3. Round this number to the nearest 1,000: 5,731	4:2	13. $429 \times 3 =$	4:11
4. What is 1,000 more than 2,960?	4:2	14. To work out 62×7 you could do: $60 \times$ <input type="text"/> $+$ <input type="text"/> $\times 7$	4:12
5. If the temperature starts at 4°C , then drops by 12°C , what is it now?	4:3	15. $\frac{?}{40} = \frac{5}{8}$	4:13
6. What is the value of the 9 in this number? 3,296	4:4	16. What is the missing number? 4.00 4.01 4.02 4.03 <input type="text"/>	4:14
7. Write the number 38 in Roman numerals.	4:5	17. $\frac{8}{11} + \frac{5}{11}$	4:15
8. $3,629 + 5,318 =$	4:6	18. Write 0.75 as a fraction.	4:16
9. Estimate the answer to: $15,982 - 8,025$	4:7	19. $123 \div 100 =$	4:17
10. From 750 tickets, pupils buy 205 & parents buy 478. How many are left?	4:8	20. Using £20 Rob buys a top for £8.90 and a scarf for £5.50. How much left?	4:18
Total (A)		Total (B)	

Assertive mentoring

C: Measure, Geometry and Statistics																
21. How many centimetres are there in 4.25 metres?	4:19															
22. Tick (✓) the shape that has more than one line of symmetry. 	4:25															
23. Complete this shape: 	4:26															
24. This table shows how teachers and students own different pets: <table data-bbox="446 1196 976 1346"><tr><th></th><th>Dog</th><th>Cat</th><th>Rabbit</th><th>Mouse</th></tr><tr><td>Teacher</td><td>13</td><td>19</td><td>9</td><td>5</td></tr><tr><td>Student</td><td>28</td><td>23</td><td>14</td><td>8</td></tr></table> How many students have cats?		Dog	Cat	Rabbit	Mouse	Teacher	13	19	9	5	Student	28	23	14	8	4:29
	Dog	Cat	Rabbit	Mouse												
Teacher	13	19	9	5												
Student	28	23	14	8												
25. Which pet is the most popular?	4:30															
Total (C)																

Assertive mentoring

Answers

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics																
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Total (A)		Total (B)		Total (C)																
Test Total (A+B+C)		R (0-9)		Y (10-19)																

Times tables

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!

$3 \times 7 = \underline{\quad}$

$11 \times 7 = \underline{\quad}$

$1 \times 7 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

$7 \times 1 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$7 \times 11 = \underline{\quad}$

$12 \times 7 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$7 \times 9 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$7 \times 12 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$4 \times 7 = \underline{\quad}$

$7 \times 1 = \underline{\quad}$

$12 \times 7 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$

$11 \times 7 = \underline{\quad}$

$7 \times 11 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$7 \times 12 = \underline{\quad}$

$7 \times 9 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

$1 \times 7 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

$4 \times 7 = \underline{\quad}$

Grammar

Understanding Word types

Words belong to different groups or **word types**. The main word types are:

nouns, verbs, adjectives, adverbs, prepositions, pronouns and connectives

Each type of word has a different role in a sentence. Look at the following sentence:

The young child quickly followed his parents into
the room and then he sat down.

The **nouns** are child, parents, room.

Nouns are names for things. **Child** is the subject of the sentence and tells us who carried out the action. **Parents** are the object and tell us who the child followed.

The **verbs** are followed and sat.

Verbs are doing words. **Followed** and **sat** tell us what the child did. They can also be used for actions of the mind - eg think, believe, remember - and for describing existence - eg be, own, belong, exist.

The **adjective** is young.

Adjectives describe nouns. **Young** tell us something about the child.

The **adverbs** are quickly and then.

Adverbs describe the way the verb is carried out. **Quickly** tells us how the child followed. **Then** tells us when he sat down. Adverbs can tell us how, when, how much something is done.

The **prepositions** are into and down.

Prepositions can tell us about place, time and movement. **Into** and **down** tell us about the child's movement. They can also be used to connect two words - eg interested in football, afraid of spiders. Other prepositions include: at, by, to, in, for, between etc

The **pronouns** are his and he.

Pronouns are used to avoid repeating a noun. **His** and **he** are an alternative to repeating 'the child's' and 'the child'. Other pronouns include: it, she, her, they, them, we, us, that, this.

The **connective** is and.

Connectives are used to join two ideas. Here **and** tells us that the boy did another thing. Other connectives include: but, or, so, although, therefore.

Grammar

Word Types

Word Classes

Verbs

A word that describes what a person or thing does, such as: run, hit, rain, be, seem, become, grow

Nouns

A word that identifies a person, place thing idea or quality, such as: woman, dog, building, London, truth, birth

Adjectives

A word that describes a noun, such as: red, bad, giant, hairy, shy

Adverbs

A word that gives more information about a verb adjective or another adverb, such as: lazily, easily, abroad, very

Prepositions

A word that describes the position of something, the time it happened or the way it is done, such as: under, between, on, after, by

Conjunctions

A word that connects, phrases or sentences, such as: and because but for, if, or

Determiners

A word that introduces a noun, such as: an, a, every, this, those, the

Pronouns

A word that is used in place of a noun that is a specific person or thing, such as: she, him, mine, we, I, us, me,

Match the Correct Word Type

Match the descriptions to the word types and then write a few examples:

adverb

a doing or action word

verb

a word that modifies a verb,
adverb or adjective

proper noun

a word that stands in for nouns

adjective

the name of specific objects, people and places

preposition

part of a sentence

pronoun

a word that tells you where or when
something is in relation to another

noun

a word that describes nouns

clause

the name of objects, people and places

conjunction

a word that joins two clauses

Grammar

Grammar

Word Classes

Read the extract below.

Use this key to choose your colours, then find as many words as you can which belong to each class.

Word Class	Colour
common nouns	
verbs	
adjectives	
adverbs	
proper nouns	
prepositions	

Ever since Mr Rivers told me that I'd got the lead part in our school play, Robin Hood: *Superstar!*, I'd dreamed about opening night. Whenever I was stuck on a tricky maths question or drifting off in assembly, my mind would wander to the moment when I would step out on stage in front of a hundred wide-eyed, gaping-mouthed kids and parents, and belt out my first solo number:

*I'm Robin Hood – superstar!
I steal from the rich to give to the poor.*

But now that the moment had arrived, I had the jitters. This made it very hard to put my costume on.

"Ash?"

I pulled on my green leggings, only to realise that one leg was inside out and twisted round and very uncomfortable.

"Ash..."

I tried to tie my laces, but they ended up looking like balls of spaghetti.

"Ash!"

I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.

"Earth to Ash." A grubby hand waved in front of my face. "Are you ready? Everyone's waiting to go on."

That's when I realised that the classroom was empty.

Extract from the Twinkl Originals KS2 story 'Under the Lights'

Find and copy one **conjunction** from the text. _____

Find and copy one **pronoun** from the text. _____

Can you write a sentence with the word 'tie' as:

...a noun? _____

...a verb? _____

Grammar

Word Classes Answers

Read the extract below.

Use this key to choose your colours, then find as many words as you can which belong to each class.

Word Class	Colour
common nouns	yellow
verbs	green
adjectives	blue
proper nouns	pink
adverbs	orange
prepositions	purple

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"Earth to Ash." A grubby hand waved in front of my face. "Are you ready? Everyone's waiting to go on."

That's when I realised that the classroom was empty.

Find and copy one **conjunction** from the text. **Ever/since/whenever/or/when/and/but**

Find and copy one **pronoun** from the text. **me/I/our/my/this/it/they/you/everyone/that**

Can you write a sentence with the word 'tie' as:

...a noun? e.g. I straightened my tie and retrieved my cap from under the trolley.

...a verb? e.g. I managed to tie my laces after the third attempt.