Year 4
Home Learning
Wednesday

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.

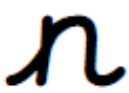
(list 4:1)	**Practise 1** *(copy into space)*	**Practise 2** *(fold and hide)*	**Can spell word** *(check and correct)*
Spelling tip:			
caught			
fruit			
material			
accident			
accidentally			

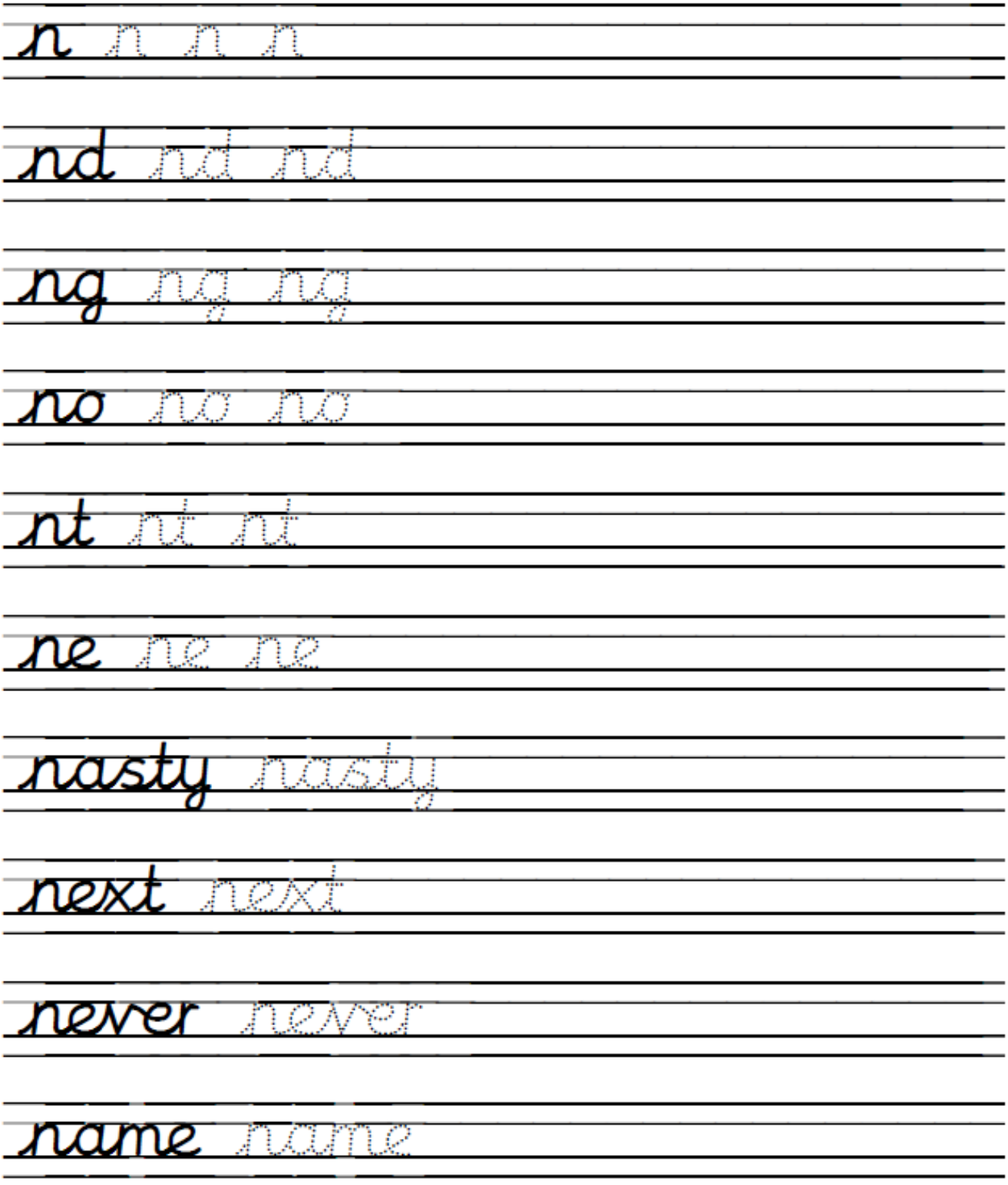
Spelling tip:			
different			
promise			
weight			
strength			
suppose			

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.

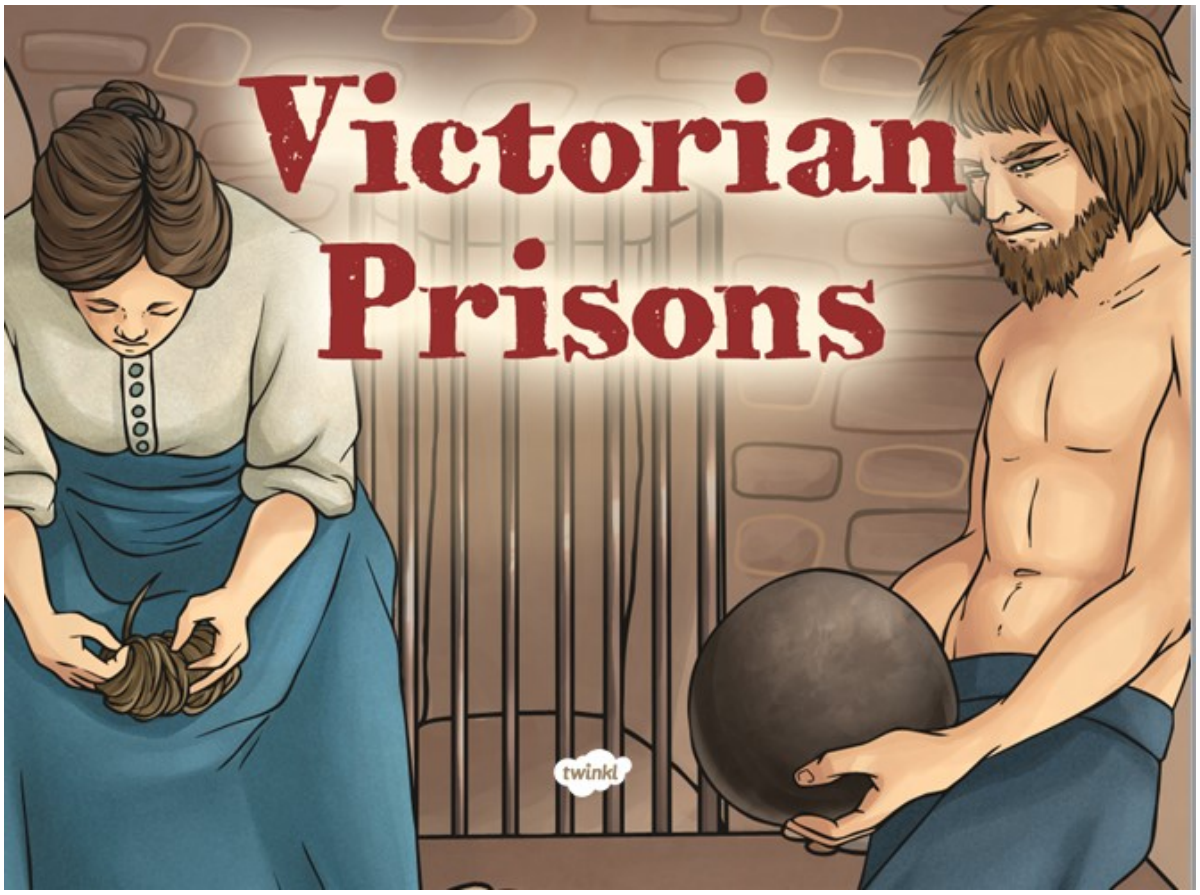




English/Topic

For the Summer term, our topic is Whodunnit?. This topic looks at crime and punishment throughout the ages. Today you will look into more detail at what prisons were like during the Victorian period.

To complete the next activity you need to first find the PowerPoint 'Victorian Prisons' on the Home Learning page on the website. Read through this Power-Point before moving on to the next activity.



Could you use show don't tell?

English/Topic

Could you add emotions?

A Day in the Life of a Victorian Prisoner

I can understand the experiences of Victorian prisoners.

Imagine you are a Victorian prisoner in Pentonville Prison. You have just finished a whole day of hard labour. Choose some of the tasks listed below to write about. What did you have to do? How do you feel?

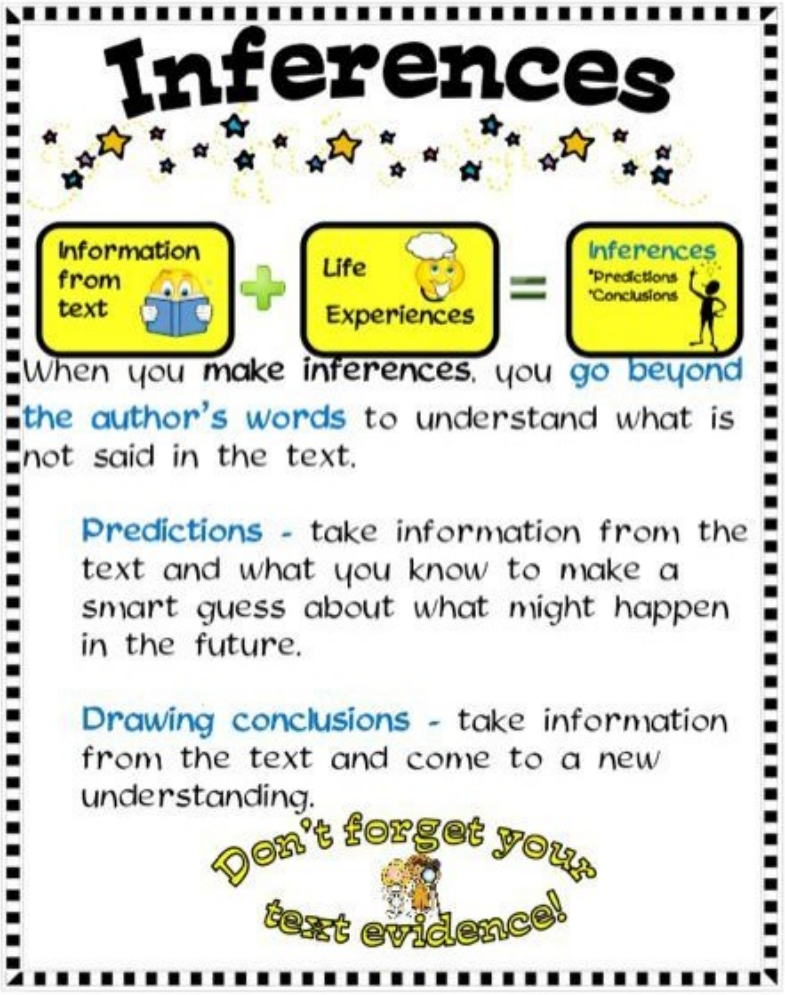
shot drill

picking oakum

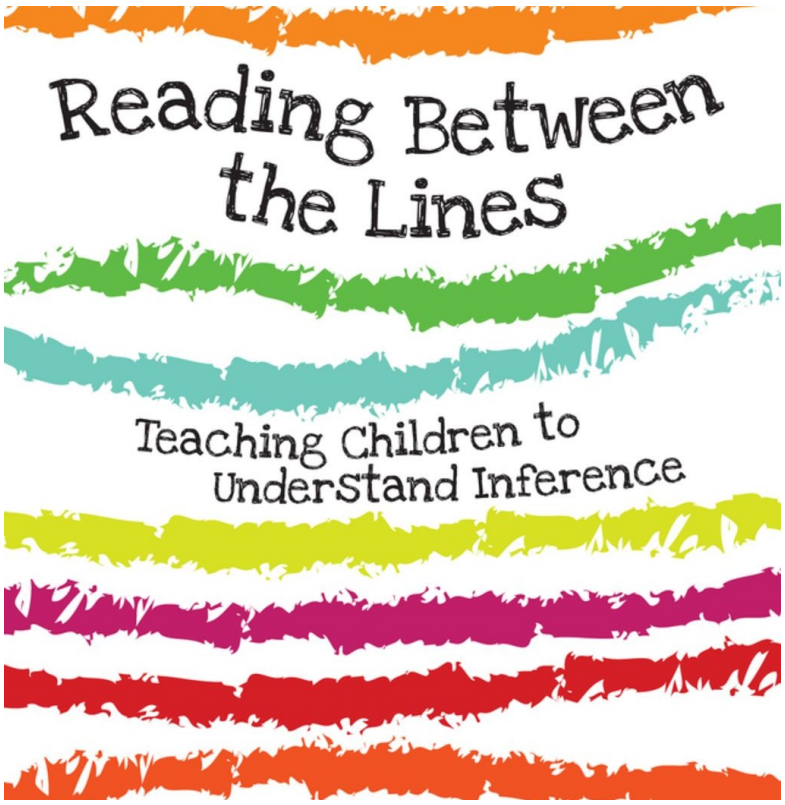
treadwheel

the crank

Reading



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



Reading

The old railway yard

Jack was scared. He was walking through an abandoned railway station on his way home. He came this way because it was a lot quicker but he was regretting his decision. His hairs on his neck were stood up like soldiers in a parade. His heart was racing and his stomach churned. As he paced through the creepy yard he tried to stay under the colossal shadows of the huge, ancient steam trains.

Then something strange happened. A light appeared in one of the driver carriages of the train. Hesitantly, Jack stopped and looked back. He could not see anyone in the driver's carriage! Jack had a decision to make. His head told him to go back home and get out of their as quickly as possible. His heart told him to go and explore the strange light!

Jack made his decision. He sprinted over to the carriage and heaved the door open. It creaked loudly and some dust dropped onto the floor. Jack started to walk through the old carriage which had rotten floorboards. As he got to the old fashioned handle that led into the driver's compartment, he paused for a moment. He took a deep breath and opened the door.

The air was still. The smell was dusty. The light flickered. Flick. Flick. Flick. But nobody was there. All of a sudden a defeating clank sounded. Jack looked out of the window and saw a tree move sideways. Then Jack had a realisation! It wasn't the tree moving, it was Jack. It was the train! The train was slowly winding down the track. Steam started to chug. Faster the train went. Faster and faster!

"How can this be?" whispered Jack to himself in amazement! He was sure he was the only person on the train.

1.) What signs are there that show us Jack was scared?
2.) Look at paragraph One. It tells us Jack tried to stay under the shadows of the train. Why do you think he tried to do this?
3.) What two words in the first paragraph tell us the trains are big?
4.) What word in paragraph 2 tells us Jack was uncomfortable?
5.) Draw and fill in a thought bubble about how Jack might have been feeling at the end of Paragraph 2. Use as much detail as you can.
6.) There are clues in the text that tell us the steam trains were old. Can you spot them all?
7.) Why do you think Jack paused before opening the door to the driver's compartment?
8.) What emotions would Jack be feeling in the final paragraph? Explain fully how you know or think this.
9.) What features are there that make this text a mystery story?

Times tables

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!

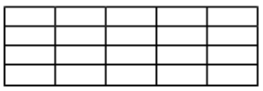
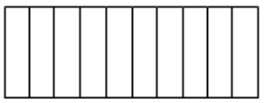
1 × 12 = _____	12 × 7 = _____	3 × 12 = _____	2 × 12 = _____
5 × 12 = _____	6 × 12 = _____	12 × 4 = _____	12 × 11 = _____
12 × 1 = _____	12 × 5 = _____	11 × 12 = _____	7 × 12 = _____
12 × 2 = _____	12 × 6 = _____	8 × 12 = _____	12 × 9 = _____
10 × 12 = _____	12 × 12 = _____	12 × 10 = _____	12 × 3 = _____
9 × 12 = _____	4 × 12 = _____	12 × 8 = _____	6 × 12 = _____
12 × 5 = _____	12 × 7 = _____	12 × 9 = _____	3 × 12 = _____
12 × 2 = _____	7 × 12 = _____	11 × 12 = _____	1 × 12 = _____
5 × 12 = _____	12 × 3 = _____	12 × 6 = _____	8 × 12 = _____
12 × 1 = _____	12 × 12 = _____	10 × 12 = _____	12 × 4 = _____
4 × 12 = _____	12 × 10 = _____	2 × 12 = _____	12 × 11 = _____
12 × 12 = _____	12 × 7 = _____	12 × 1 = _____	12 × 2 = _____
12 × 3 = _____	12 × 6 = _____	12 × 9 = _____	8 × 12 = _____
7 × 12 = _____	9 × 12 = _____	12 × 4 = _____	3 × 12 = _____
12 × 5 = _____	5 × 12 = _____	4 × 12 = _____	12 × 10 = _____

Assertive Mentoring

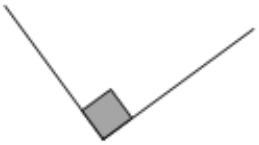
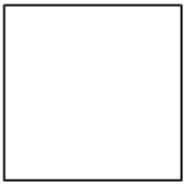
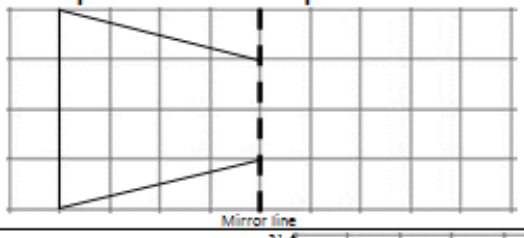
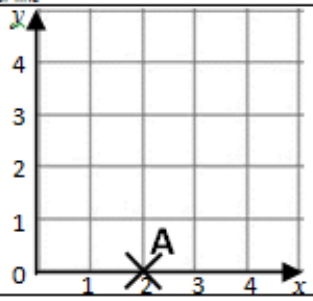
Assertive mentoring is done on a weekly basis. These tests cover a range of Year 4 Maths. They are split into 3 areas such as:

- 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 haven been answered.

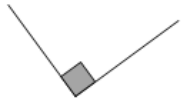
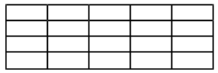
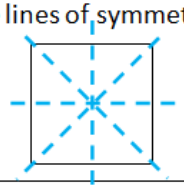
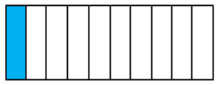
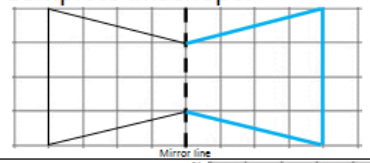
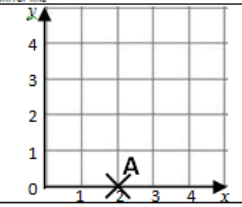
A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions	
1. What is the missing number? 14 21 ☐ 35 42	4:1	11. 11 x 12 =	4:9
2. What is the missing number? 36 42 48 54 ☐	4:1	12. Complete the sum that is equal to 6 x 27: 6 x ☐ x 9	4:10
3. Round this number to the nearest 10: 3,192	4:2	13. 59 x 7 =	4:11
4. Round this number to the nearest 100: 7,548	4:2	14. One wooden block is 4cm tall. If 14 blocks are piled up, how tall are they?	4:12
5. What is the next number in this sequence: 3, 0, -3, ☐	4:3	15. $\frac{1}{?} = \frac{4}{20}$ 	4:13
6. Write < or > to make this correct: 1,324 ☐ 1,605	4:4	16. Shade $\frac{1}{10}$ of this shape. 	4:14
7. What number does this Roman Numeral represent? XLV	4:5	17. $\frac{19}{15} - \frac{11}{15}$	4:15
8. 4,763 + 692 =	4:6	18. Write $\frac{4}{10}$ as a decimal number.	4:16
9. **Estimate** the answer to: 8,978 - 6,512	4:7	19. What is the **value** of the 1 in: 8.15	4:17
10. Sarah had £35. She bought a £15 DVD and a £8 CD. How much left?	4:8	20. A log is 8.5 metres long. It is cut in half. How long is each piece?	4:18

Assertive mentoring

C: Measure and Geometry	
21. Rebecca went travelling for 5 weeks and 4 days. How many days was she away for in total?	*4:19*
22. What name is given to this type of angle? 	*4:24*
23. Draw all the lines of symmetry on this square. 	*4:25*
24. Complete this shape: 	*4:26*
25. What are the co-ordinates of the point labelled A? 	*4:27*
Total (C)	

Assertive mentoring

Answers

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 14 21 ☐ 35 42	4:1 **28**	11. 11 x 12 =	4:9 **132**	21. Rebecca went travelling for 5 weeks and 4 days. How many days was she away for in total?	4:19 **39**
2. What is the missing number? 36 42 48 54 ☐	4:1 **60**	12. Complete the sum that is equal to 6 x 27: 6 x ☐ x 9	4:10 **3**		
3. Round this number to the nearest 10: 3,192	4:2 **3,190**	13. 59 x 7 =	4:11 **413**	22. What name is given to this type of angle? 	4:24 **Right-angle**
4. Round this number to the nearest 100: 7,548	4:2 **7,500**	14. One wooden block is 4cm tall. If 14 blocks are piled up, how tall are they?	4:12 **56**		
5. What is the next number in this sequence: 3, 0, -3, ☐	4:3 **-6**	15. $\frac{1}{?} = \frac{4}{20}$ 	4:13 **5**	23. Draw all the lines of symmetry on this square. 	4:25 **Lines drawn**
6. Write < or > to make this correct: 1,324 ☐ 1,605	4:4 **<**	16. Shade $\frac{1}{10}$ of this shape. 	4:14 **1 part**		
7. What number does this Roman Numeral represent? XLV	4:5 **45**	17. $\frac{19}{15} - \frac{11}{15}$	4:15 $\frac{8}{15}$	24. Complete this shape: 	4:26 **Shape drawn**
8. 4,763 + 692 =	4:6 **5,455**	18. Write $\frac{4}{10}$ as a decimal number.	4:16 **0.4**		
9. **Estimate** the answer to: 8,978 - 6,512	4:7 **2,500**	19. What is the **value** of the 1 in: 8.15	4:17 $\frac{1}{10}$	25. What are the co-ordinates of the point labelled A? 	4:27 **(2, 0)**
10. Sarah had £35. She bought a £15 DVD and a £8 CD. How much left?	4:8 **£12**	20. A log is 8.5 metres long. It is cut in half. How long is each piece?	4:18 **4.25m**		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	