

YEAR 4 HOMEWORK - Pack 6

Whilst school is closed we have planned a variety of homework tasks for your child to complete. The tasks are designed to be completed over several days, and we also expect all pupils to read daily, as well as use TT Rockstars and Spelling Shed.

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	

Task 1:

Practice your spellings of your common exception words in your best handwriting.

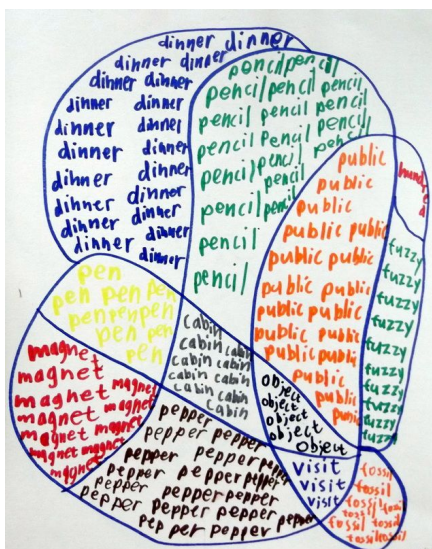
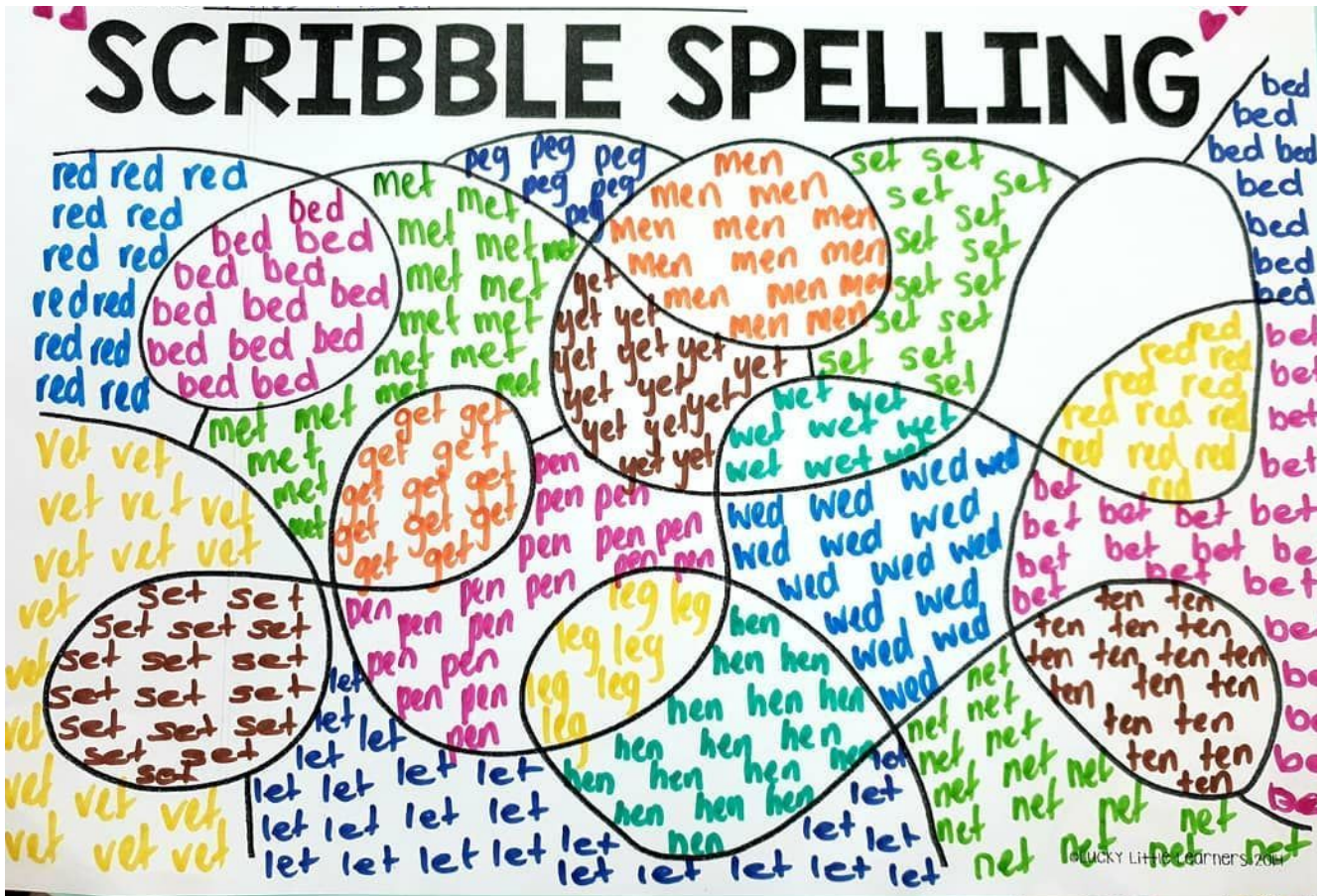
Remember: look, cover, write, check.

Task 2:

Play TT Rockstars to improve your recall of your multiplication facts.



YEAR 4 HOMEWORK - Pack 6



A great way to practice spellings is to create a Scribble Spelling piece of art.

Create yourself a random pattern, then fill each section with a different word. Try to fit as many of each word as you can in each space. And remember to use different colours. Why not try it with the Year 3 and 4 common exception spelling list.

Have a look at these examples.

Home Learning



OAK
NATIONAL
ACADEMY

Oak National Academy is an online classroom and resource hub created by teachers that has been created in light of the current situation regarding schools..

The hub can be used to support children with home learning and help them learn new skills that may not have been taught to date. They provide a high-quality plan of video lessons and learning resources that cover a range of subjects including maths, English, art and languages.

From home, you can access all their resources to support home learning, The free video lessons are based around the National Curriculum and will be extremely beneficial to the children.

Every lesson is free to use.

If you are able to access this platform, please use it as much as you can. The lessons are well planned and informative. Furthermore, there is no age limitations so children can access content from previous year groups or even challenge themselves with something from the year/s above.

Use this link to find out more <https://www.thenational.academy/>

Home Learning

To access this fantastic, free resource, follow these steps.

Vist: www.thenational.academy

Oak National Academy

Supporting every teacher
to support every pupil

Select the online classroom tab to enter
the classroom section.



Find lessons

For mainstream lessons from reception to year 10, please follow the subject or schedule buttons. More information on each of these is provided below. For pupils with additional needs, please select specialist to follow our specialist curriculum.

Scroll down the page to find the
subjects tab and click it..

Specialist

Subject

Subjects

Please select a year group

EYFS

Primary

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Select the year group you would like to
look at.

Subjects

Please choose subject

Aa

English

Foundation

Foundation

Maths

Maths

P.E.

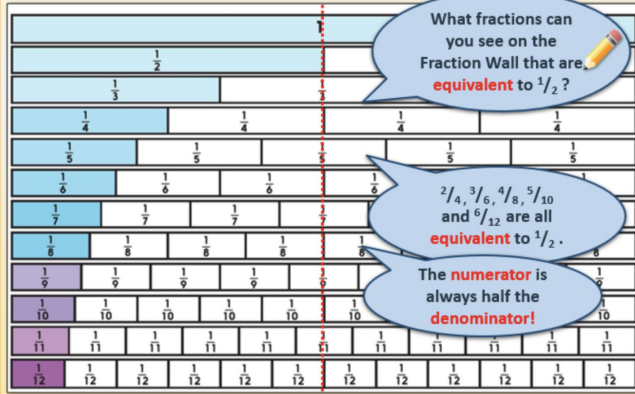
P.E.

Select the subject area you would
like to focus on.

You can also use the specialist area for other useful learning opportunities.

YEAR 4 Maths - Skill 1

Identify equivalent fractions.



Write fractions in their simplest form.

We can write $\frac{6}{12}$ as $\frac{1}{2}$. This is called writing the fraction in its **simplest form**.

We can find a fraction's **simplest form** by dividing the **numerator** and **denominator** by the same number; in this case 6.

What is the simplest equivalent fraction to $\frac{2}{6}$?
What can you divide both 2 and 6 by?
 $\frac{2}{6} = \frac{1}{3}$

You can check on the Fraction Wall!

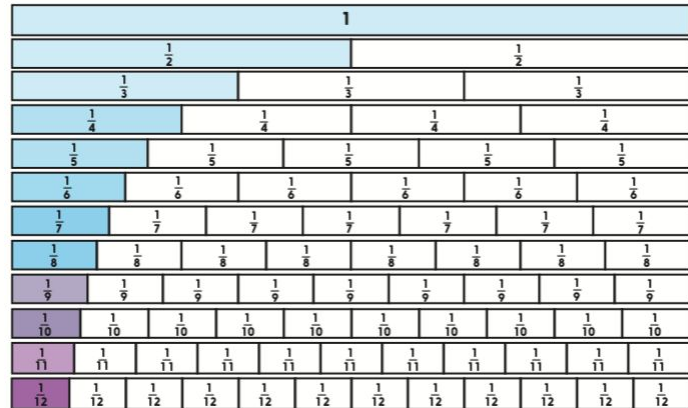
What is the simplest equivalent fraction to $\frac{6}{8}$?
What can you divide both 6 and 8 by?
 $\frac{6}{8} = \frac{3}{4}$

Divide both the numerator and denominator by 2.

Draw a circle round all the fractions which are equivalent to $\frac{1}{2}$.
Draw a square round all the fractions which are equivalent to $\frac{1}{4}$.

$\frac{2}{4}$ $\frac{3}{4}$ $\frac{6}{12}$ $\frac{5}{20}$
 $\frac{20}{40}$ $\frac{2}{8}$ $\frac{4}{10}$ $\frac{3}{12}$
 $\frac{2}{6}$ $\frac{8}{12}$ $\frac{2}{5}$ $\frac{3}{6}$
 $\frac{4}{8}$ $\frac{10}{20}$ $\frac{9}{18}$
 $\frac{8}{16}$ $\frac{5}{10}$ $\frac{2}{3}$ $\frac{4}{16}$

Use the fraction wall to help you to write pairs of equivalent fractions.



$\frac{2}{8} = \frac{1}{4}$ $\frac{6}{8} = \frac{3}{4}$ $\frac{3}{9} = \frac{1}{3}$ $\frac{6}{9} = \frac{2}{3}$
 $\frac{2}{12} = \frac{1}{6}$ $\frac{3}{12} = \frac{1}{4}$ $\frac{4}{12} = \frac{1}{3}$ $\frac{6}{12} = \frac{1}{2}$
 $\frac{4}{12} = \frac{1}{3}$ $\frac{10}{12} = \frac{5}{6}$ $\frac{8}{12} = \frac{2}{3}$ $\frac{9}{12} = \frac{3}{4}$

Challenge

Write at least two more fractions equivalent to $\frac{1}{2}$ and two more equivalent to $\frac{1}{4}$.

Challenge

How many more rows would we need to draw on the fraction wall to complete this pair of equivalent fractions: $\frac{5}{7} = \frac{10}{14}$?

YEAR 4 Maths - Skill 1 Reasoning

Best score for me!

- Use this line of fraction cards.



- Choose a fraction, e.g. $\frac{3}{4}$
- Look at the first square below.
- Identify two numbers, which, one over the other, make an equivalent fraction to the one chosen, e.g. $\frac{9}{12}$
- Write the equivalent fraction below the appropriate fraction card.
- Cross out these two numbers on the first square.
- Choose another fraction, and repeat, e.g. choose $\frac{1}{5}$, write $\frac{4}{20}$ and cross out 4 and 20.
- Keep going like this. *You cannot use a crossed-out number on your square for a second time!*
- For how many fraction cards did you manage to write equivalent fractions underneath?
A good score is anything over 6, but you are chasing 9 or 10!

What sort of fractions is it best to choose first? Why?

Why is it not sensible to choose $\frac{1}{2}$ first?

Which numbers on the square are never used?

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

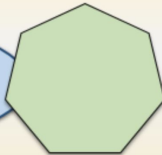
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

YEAR 4 Maths - Skill 2

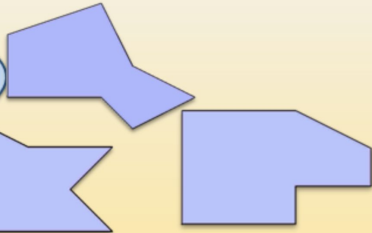
Draw different polygons; identify their properties.

A closed shape with 7 straight sides and 7 vertices is called a **heptagon**.

This is a **regular heptagon**. All 7 sides are the same length and all angles are the same size.



These are **irregular heptagons**.



Draw different polygons; identify their properties.



Is this a heptagon?

It has 7 straight sides BUT polygons have straight sides and are **closed**.



Is this a heptagon?

No, it's a pentagon because it has **5** straight sides.

Draw a shape to match each description. Write the name of your shape.

1)

Name: _____

Has four sides, all four sides are the same length, and has four right angles.

2)

Name: _____

Has six sides, all six sides are the same length, and has six obtuse angles.

3)

Name: _____

Has five sides and one line of symmetry.

4)

Name: _____

Has seven sides, has two right angles and no lines of symmetry.

5)

Name: _____

Has five sides, all five sides are the same length, and has at least one line of symmetry.

6)

Name: _____

Has eight vertices and no lines of symmetry.

7)

Name: _____

Has seven vertices, has seven sides all the same length, has no acute angles or right angles.

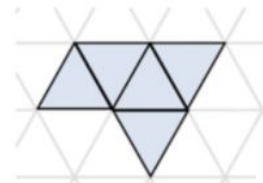
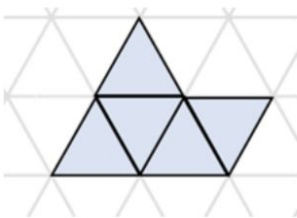
8)

Name: _____

Has six sides and six vertices, has three right angles.

YEAR 4 Maths - Skill 2 Reasoning

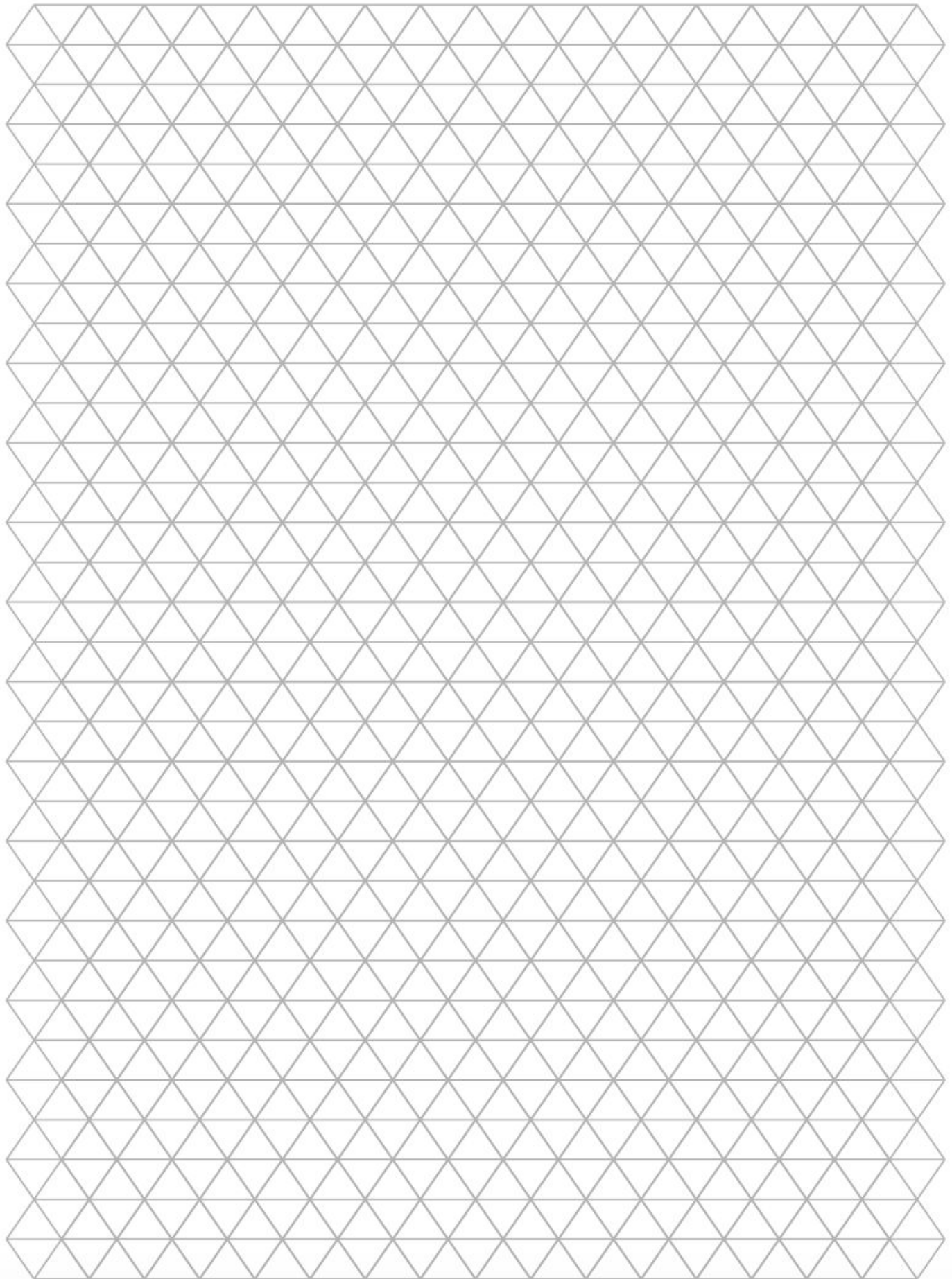
1. Investigate how many different polygons you can make by drawing five equilateral triangles next to one another on isometric paper.
2. Compare your shapes and eliminate any repeats: reflections and rotations count as repeats – cutting out shapes may be useful as they'll be easier to turn around or flip over.
3. Name each shape. Decide whether it is **regular** or not.
4. If it is not regular, decide whether it is **symmetrical** or not, e.g.



The 2 examples above would not count as they would be repeats. They are the same pattern but in a different orientation.

If you've completed that, could you do the same 6 triangles?

What about 7 triangles?



YEAR 4 Maths - Skill 3

Use tables facts and place value to multiply multiples of 10 and 100 by 1-digit numbers.



0 9 18 27 36 45 54 63 72 81 90
 0 90 180 270 360 450 540 630 720 810 900
 0 900 1800 2700 3600 4500 5400 6300 7200 8100 9000

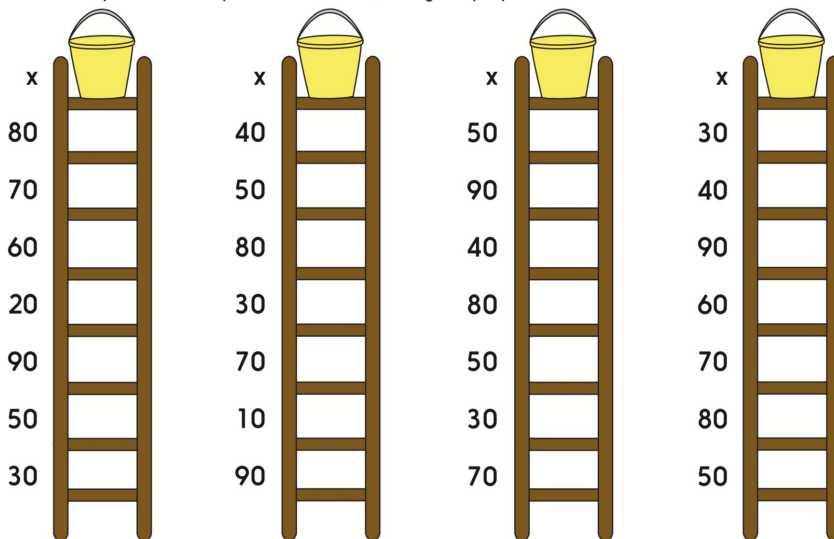
Let's count in **9s** on the counting stick.

Now let's try it in **90s**.

Now let's try it in **900s**!

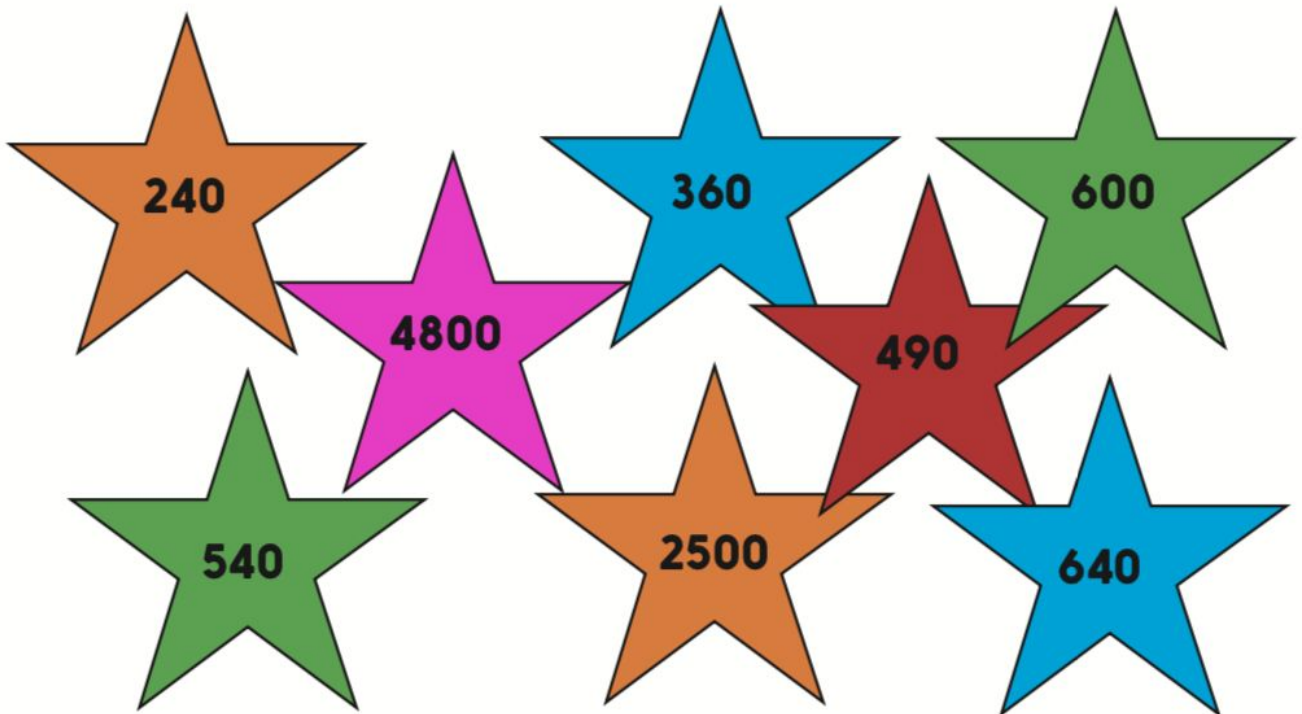
If you know the **9 times table** you can use **place value** to find the **90s** and **900s**.

Roll a dice (if you roll 1, roll again). Write the number rolled in the bucket at the top of the ladder. Now multiply each multiple of 10 on the ladder by this number. Repeat for each ladder, making sure you put a different number in the bucket each time.



1	3 x 40	2	6 x 40	3	2 x 400	4	3 x 400
5	5 x 30	6	4 x 30	7	6 x 300	8	7 x 300
9	4 x 50	10	6 x 50	11	3 x 500	12	7 x 500
13	3 x 60	14	6 x 60	15	4 x 600	16	8 x 600
17	3 x 70	18	6 x 70	19	4 x 700	20	8 x 700
21	5 x 80	22	8 x 80	23	9 x 800	24	7 x 800
25	2 x 90	26	5 x 90	27	6 x 900	28	9 x 900

YEAR 4 Maths - Skill 3 Reasoning



- Choose a number. Write a multiplication with this as an answer, e.g.
Choose 240, write $4 \times 60 = 240$.
- Write as many other multiplications as you can with this same answer.
- Repeat for a number which you think might have **more** multiplications.
- Repeat for a number which you think might have **fewer** multiplications.

YEAR 4 Maths - Arithmetic

$$25 + 3 + 3 =$$

$$5 \times 0 =$$

$$\frac{1}{5} + \frac{3}{5} =$$

$$45 \div 3 =$$

$$? + 453 = 500$$

$$9,999 - 8,808 =$$

$$2 \times 3 \times 4 =$$

$$56 - 8 - 8 =$$

$$211 \times 7 =$$

$$4,861 + 2,134 =$$

YEAR 4 Maths - Arithmetic

1	$19 - 6 =$ <input type="text"/>	<input type="checkbox"/>
2	$8 + 9 + 2 =$ <input type="text"/>	<input type="checkbox"/>
3	$375 + 4 =$ <input type="text"/>	<input type="checkbox"/>
4	<input type="text"/> $= 4 \times 7$	<input type="checkbox"/>
5	$426 + 50 =$ <input type="text"/>	<input type="checkbox"/>
6	$\begin{array}{r} 36 \\ + 49 \\ \hline \end{array}$	<input type="checkbox"/>
7	<input type="text"/> $= 36 \div 3$	<input type="checkbox"/>
8	$\frac{1}{6} + \frac{4}{6} =$ <input type="text"/>	<input type="checkbox"/>
9	$\begin{array}{r} 90 \\ - 26 \\ \hline \end{array}$	<input type="checkbox"/>
10	$\frac{1}{3}$ of 24 = <input type="text"/>	<input type="checkbox"/>

YEAR 4 Maths - Arithmetic

1 $457 + 100 =$

1 mark

7 $6173 - 366 =$

1 mark

2 $164 - 80 =$

1 mark

8 $6 \times 7 =$

1 mark

3 $88 \div 4 =$

1 mark

9 $5 \times 7 \times 3 =$

1 mark

4 $\frac{1}{7} + \frac{5}{7} =$

1 mark

10 $462 \times 8 =$

1 mark

5 $\frac{7}{8} - \frac{3}{8} =$

1 mark

11 $3.4 + 0.9 =$

1 mark

6 $4527 + 3298 =$

1 mark

12 $45 \div 10 =$

1 mark

YEAR 4 Maths - Times Tables

Multiplication grid.

Time yourself completing the multiplication grid then check you answers and record your time to see if we can beat it in the future.
Did you beat your last time?

x	2	5	3	4	8	6	7	9	11	12
10										
2										
5										
3										
4										
8										
6										
7										
9										
11										

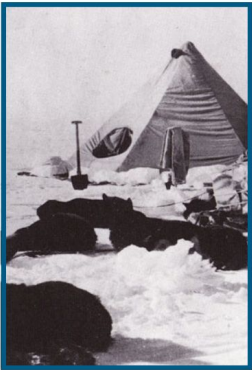
Time:

YEAR 4 Reading - Text 1

An Extract from George Taylor's Diary

Written during the Terra Nova Expedition to Antarctica, 1910 - 1912

Saturday 12th January 1912

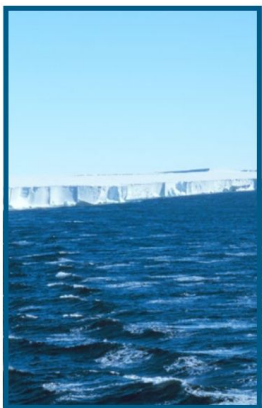


Dear diary,

I write this entry by the dim light of a candle, as the bitterly cold Antarctic night is now upon us.

The most extraordinary thing happened to us today as we trekked across the Beardmore Glacier. It was a long and difficult journey and the skies were becoming dark. Starving and weary, our backpacks were almost empty. Without food, we knew that we would not make it back to our shelter in Victoria Land and we did not dare to think of what would happen to us.

Scott, our group leader, decided that our best chance of survival was to try and catch fish for our supper. We toiled and struggled to the Ross Ice Shelf and began to use our pickaxes to dig a hole through the ice, revealing the freezing, Antarctic water beneath.



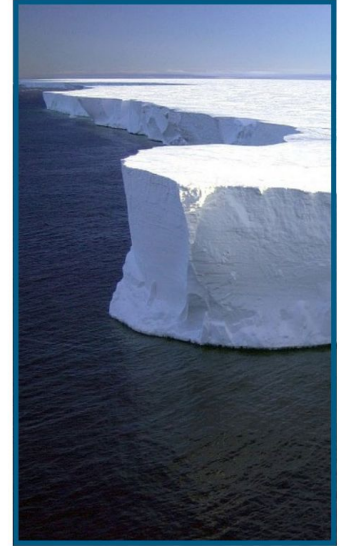
Of course, we were not carrying a fishing rod and bait. Using what was left from our measly ration pack, we tied a lump of beef, coated in fat, onto one of our shoe laces and dangled it into the murky water below, crossing our frostbitten fingers and hoping that our luck would change.

Suddenly, after what seemed like hours, something began to tug on the lace. All I could think about was the delicious fish I was about to eat and my stomach roared with hunger. Scott pulled the lace back through the hole in the ice and, to our astonishment, the weirdest creature we had ever seen was on the other end.

YEAR 4 Reading - Text 1

The creature's snake-like body was long and thin, with two spherical, black eyes, like marbles, bulging from its head. Its scales, which glistened like jewels, shimmered with a rainbow glow, but the creature's skin was translucent; we could see right through it. Lifting it to our snow goggles to take a closer look, we saw bright red blood rushing through its veins, all around its body and back into its heart. What had we discovered?

Feeling uneasy about our new discovery, Scott knew we didn't dare to eat our catch. The whole team nodded in agreement, suddenly not feeling too hungry anymore, as Scott threw the creature back into the icy water. It swam away and into the darkness. Without a word, the team began to head back to camp, our stomachs growling all the way.



Q1a: Which of these places have been mentioned in the text? Tick **three**.

☐

Marie Byrd Land

☐

Victoria Land

☐

Ross Ice Shelf

☐

Beardmore Glacier

☐

Ross Island

☐

Wilkes Land

Q1b: Complete the following sentences about this diary entry. **Circle** your answers.

1) The explorer was writing by the light of a

torch

candle

lamp

lantern

2) The group leader is called

Beardmore

Ross

Victoria

Scott

3) The journey across the Beardmore Glacier was

easy and
enjoyable

cold and snowy

long and
difficult

short and
annoying

YEAR 4 Reading - Text 1 Questions

Q2: Why did the explorers 'not dare to think of what would happen' to them?



Q3: Find and copy two verbs which show that the journey across the Ross Ice Shelf was difficult.



Q4: Which two items did the explorers use as their fishing rod and bait?



- ---
- ---

Q5: Why did it 'seem like hours' before something tugged on the lace?



Q6: Match the adjectives to the noun they describe in the text.

- | | |
|---------------|---------------|
| murky ● | ● ration pack |
| delicious ● | ● fingers |
| measly ● | ● water |
| frostbitten ● | ● fish |



Q7: What creature do you think the explorers had discovered? Give **one** reason.



YEAR 4 Reading - Text 1 Questions

Q8: How do you think the explorers were feeling as they headed back to camp?
Use evidence from the text to support your answer.



Q9: Explain why you think that the explorers 'didn't dare' to eat their catch.
Use evidence from the text to support your answer.



Q10: Explain how George's feelings change throughout the story.



Q11: Summarise the main points of this text in 20 words or less.



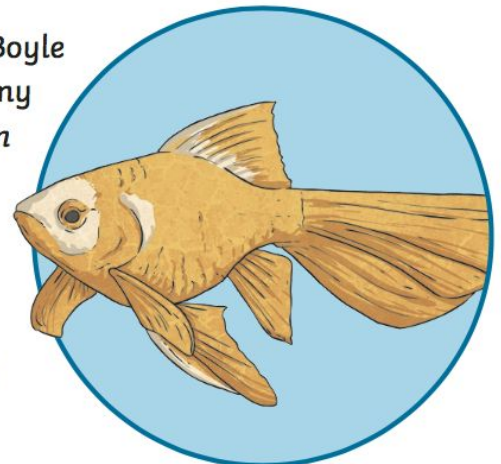
YEAR 4 Reading - Text 2

My Pet Polar Bear

It all started when Mum went to buy ice cream. "You'll be alright," she screeched over her shoulder as she dragged my little sister to the kiosk by the front gates of the zoo. "You're ten now," she continued...like I didn't already know. "You'll be going to high school on the bus on your own soon enough. I'm sure you can wait here on your own for one minute."

And that's exactly how long that they took before they came back with raspberry sauce dripping all over their shoes. Your average ten-year-old *would* have been fine on their own for just one minute. They'd have stood and watched as the magnificent bears swam through the freezing water of the giant glass tank. They'd have marvelled as two of them began a battle to the death over one measly fish head, and cooed as the little cubs sunbathed on the rocks. Your average ten-year-old wouldn't have unzipped their backpack, shoved in an unsuspecting polar bear cub, along with a small fish for the journey home, and zipped it back up just in time for Mum to arrive back with a large cone.

Then again, I'm not your average ten-year-old. I'm Gordon Boyle and I've wanted a pet for as long as I can remember. No...my goldfish Spike doesn't count... and she only let me keep *him* because I'd won him at the school's summer funfair and she was too embarrassed to return him to the stall. I wanted a fully-fledged, interactive, responsive, living, breathing pet. Something I could play with, take to the park, feed my sprouts to under the table on Christmas Day... you know, one of those kinds of pets. Goldfish don't even eat sprouts.



YEAR 4 Reading - Text 2



So here we are. I'm now sitting in my bedroom at 20 Whalley Road with a fully-fledged, interactive, responsive, living, breathing polar bear. Not a conventional pet, I'll admit it, but a pet nevertheless.

When you think about it, there isn't really room for a polar bear in your bedroom. Heck, there wasn't really enough room for my vast collection of football cards and yoyos, but when you've smuggled a polar bear home from the local zoo without your parents' consent, you can't exactly give it free reign of the house.

I started off with him in my wardrobe. That lasted about twelve minutes until he started howling – apparently polar bears don't really like the dark. How inconsiderate. Mum nipped in to see what all the fuss was about. I've never made up a lie so quickly in my life – not even when

Mrs Riaz caught me trying to finish off a chocolate bar underneath the table in her science lesson. Thinking fast, I told her that I had a school project to prepare about wolves and I was 'trying to get into character'. She made me do a demonstration. I don't think I'll ever live that one down.

After that escapade, I put him under my bed. He seems to like it there. Every now and again, he pokes his nose out of the edge and has a sniff around. He must like the fresh air – I do suppose it's a little stuffy down there between my old exercise books and my stinky football boots. Maybe I should take him outside. I'm not particularly sure how I'll walk him though. You do walk polar bears, right? I mean... can you even get a lead big enough?

This is all Mum's fault. I've been asking for a dog for years. I only really want a dog. If she'd said yes in the first place, I wouldn't be sat here at 4.30pm on a Sunday wondering about a polar bear's exercise regime and how exactly I'll manage to smuggle fish guts into my bedroom without Mum coming in with a can of air freshener. Would fish fingers do instead?

Come to think about it, when Frank grows bigger (oh, by the way, I've decided to name him Frank... as in Frank Lampard), he probably won't fit under my bed anyway. Where will I put him then? In the bath? In the attic? And if I can't smuggle a pack of fish fingers upstairs now, how will I feed him when he's bigger than me and Mum combined?

YEAR 4 Reading - Text 2

Oh, it's no use. If I come clean and admit it now, I might not get in quite as much trouble as when he chews the leg off my desk as a midnight snack. It's bound to happen. Maybe, when we drop Frank back off at the zoo, I can cry and wail so loudly that Mum will do the only thing possible to calm me down... she'll have to take me straight to Pet Palace and buy me the adorable puppy they've had in the window. Perhaps this could work in my favour after all...



Q1: What two things did Gordon smuggle into his backpack at the zoo?

- _____
- _____

Q2: Find and copy **one** adjective that tells you that the bear cub did not know what was about to happen.



Q3: Why do you think Gordon was unhappy with a goldfish as a pet?
Use evidence from the text to support your answer.



Q4: What is the name of Gordon's science teacher?



YEAR 4 Reading - Text 2 Questions

Q5: Why do you think that this text is written from Gordon's perspective?



Q6: Why was the polar bear's howling 'inconsiderate'?



Q7: *'Not a conventional pet, I'll admit it...'*

In this sentence, what does 'conventional' mean?



Q8: What is the first sign that Gordon is beginning to have doubts about his choice of pet?



YEAR 4 Reading - Text 2 Questions

Q9: *'I put him under my bed. He seems to like it there.'*

Why might Gordon think that the polar bear is happier underneath his bed?

Q10: *'Oh, it's no use.'*

What does this sentence imply about how Gordon is feeling?

Explain your answer.



Q11: Do you think that Gordon will keep Frank? Explain your answer.



Q12: Summarise the key points of the story in 20 words or less.



YEAR 4 Writing

Below is some information about V.E day you will need to read this for your writing task.

VE Day - or 'Victory in Europe Day' - marks the day towards the end of World War Two (WW2) when fighting against Nazi Germany in Europe came to an end.

On 8 May 1945, Prime Minister Winston Churchill made an announcement on the radio at 3pm that the war in Europe had come to an end, following Germany's surrender the day before. This was an emotional day that millions of people had been waiting for.

Many people were extremely happy that the fighting had stopped and there were big celebrations and street parties. The parties involved everyone and carried on through the night. Everyone was joyous.

Huge crowds - with lots of people dressed in red, white and blue - gathered outside Buckingham Palace in London. They cheered as King George VI and his family, including Princess Elizabeth (the current queen) and Princess Margaret, came out onto the balcony to greet everybody.

Princess Elizabeth and her sister were allowed to leave the palace and celebrate with crowds outside, although they had to do it secretly. The future Queen described it as "one of the most memorable nights of my life".

Many people also attended church services to thank God for the victory. London's St Paul's Cathedral held 10 services, which were attended by thousands of people.

But VE Day was also a moment of great sadness and reflection, as millions of people had lost their lives or loved ones in the conflict. Many had to continue fighting in other battles and lots of people were being kept as prisoners of war abroad.

Even though VE Day marked victory for Europe over Germany, it did not mark the end of World War Two.

In his VE Day announcement, Winston Churchill said: "We may allow ourselves a brief period of rejoicing, but let us not forget for a moment the toil and efforts that lie ahead."

Even after 8 May, many soldiers, sailors and pilots were sent to the east to fight against the Japanese, who had not yet surrendered.

The war finally ended on 2nd September 1945. While the war was over, it was not the end of hardship. Millions of people had lost loved ones and their lives had been turned upside down by the fighting. The nation had to rebuild as the war had been so expensive. Clothing and food rationing remained in place.



<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr>

YEAR 4 Writing

V.E day memories

I was a five year old living in Stirling in a house which had no electricity. VE day was the first time that I was allowed to stay up till midnight. The street put on a party and I was enraptured by a string of electric lights that someone had strung up between the lamp-posts outside our house. It was only years later that I fully understood what had been celebrated.

A V.E day street party
in full swing.



Your task is to write a diary from the perspective of a child on V.E day. Use the questions below to help you think about what you could write.

How do you feel now the war has ended?

Did you lose anyone in the war?

How are you feeling the morning of the street party?

How have you coped with the food rationing (lack of food)?

How are you feeling at the party?

Have your family spent the morning cooking for the party?

What did you do at the party?

How did you feel at the end of the day? Still worried or hopeful for the future.

Think about your own experience of parties and celebrations to help.

YEAR 4 Writing

PING grid to help you plan your diary .

Part	Notes/ Guidance	Ideas
Dear Diary/ Sum it up	What was the day like? How do You feel?	
Remember I Told You	Link back to previous days entry that was building up to this event.	
The Main Thing	Describe what happened including feelings and speaking to your diary as a friend.	
Cya later	Explain to diary why you have to go and what you will do because of what has happened.	

Has an introduction to set the scene and create atmosphere.

Uses adventurous vocabulary to describe the places where the events happen.

Is written in the past tense.

Tells the story of an episode of the writer's life.

Is written as if talking to someone (using an informal tone.)

Uses some personal pronouns: I, we, my, me.

Talks about feelings, reactions and opinions from the writer's point of view.

Uses time conjunctions to show when things happened.

Writes about events that are important to the writer.

Uses paragraphs to organise events.

What to include in
a successful
diary.

YEAR 4 Grammar - Skill 1

De:De - A De:De is a sentence which uses a colon to add detail to the main clause.

- A De:De sentence means Description:Detail
- This sentence has two main clauses separated by a colon
- The first sentence describes a noun
- The second offers more detail.

Example: Snails are slow: they take hours to move the shortest of distances.

TASK: Complete these sentences to make them De:De sentences (example included in red)

1. Cheetahs are fast: **they can reach speeds of up to 93 km per hour.**
2. I was exhausted: **I had been working hard all day.**
3. I was ecstatic: **my birthday had finally arrived!**
4. King Kong roared with anger: **he was furious with the islands natives.**
5. **The vampire is a deadly creature:**it kills its victims by sucking their blood.
6. **The Vikings were vicious warriors :** they invaded monasteries as they arrived in England.

YEAR 4 Grammar - Skill 2

A Two Pair Sentence is Two adjectives joined with a conjunction. It can be used at the beginning of a sentence.

The adjectives need to be related and it needs to make sense.

Examples: **Scared** and **upset**, **tearful** and **worried**, she ran away from the bullies.

Euphoric and **delighted**, **amused** and **jubilant**, she giggled at the magician.

Task: Create a range of 2 pair sentence for the image below.



Examples:

- 1) Exhausted and weary, injured and numb, the Viking warrior wandered aimlessly across the battlefield.
- 2) Fearless and valiant, tall and strong, the Viking warrior stood ready for battle.

YEAR 4 Grammar - Random Questions

1. Which sentence uses Standard English accurately? **Tick one.**

I did my homework last night. ☐

I done my homework last night. ☐

2. What is underlined in the sentence below? **Tick inside one box.**

I went to see the kind doctor with the glasses and grey hair.

adjectival phrase

adverbial phrase

noun phrase

3. Add **inverted commas** to the **direct speech** in the sentence below.

Come in and sit down quietly, said the teacher.

4. Read this sentence. Which pair of **determiners** would fill the spaces? **Tick one.**

Ian took leaflets from his bag and delivered one to house on the street.

the / an ☐

one / the ☐

the / every ☐

5. Rewrite the sentence below so that it begins with the adverbial phrase. Remember to use the correct punctuation.

I finished the race in last place, panting with exhaustion.

6. My Auntie Sue lives alone. With this in mind, which sentence is punctuated correctly? **Tick one.**

I am going to my aunties house later. ☐

I am going to my auntie's house later. ☐

I am going to my aunties' house later. ☐

7. **Tick the appropriate prepositional phrase** to complete the sentence below.

Come and cuddle up with me .

on top of the icy mountain ☐

behind the sofa ☐

under this nice warm blanket ☐

8. Which sentence has the correct use of **inverted commas** for **direct speech**? **Tick one box.**

"Will you come to my party?" Sophie asked me. ☐

"Will you come to my party"? Sophie asked me. ☐

"Will you come to my party? Sophie asked me." ☐

9. Which possessive pronoun completes the sentence below? **Circle one.**

When we arrived at the park, we realised we had forgotten picnic!

their his our ours

10. **Underline the adverbial** in the sentence below.

He hammered noisily and violently on the door.

••END OF TEST••

YEAR 4 Spelling Rule

Spelling Rule: The Suffix -ly

A **suffix** is a letter, or group of letters, that is added to the end of a root (base) word.

There are four main rules for adding the suffix -ly (Rule three and four are on the next page):

We just add -ly to root words ending in a consonant .	When we add -ly to root words ending in -y , we change the 'y' to an 'i' (If the word is more than one syllable)
<p>friend + ly = friendly</p> <p>independent + ly = independently</p> <p>quick + ly = quickly</p> <p>quiet + ly = quietly</p> <p>vivid + ly = vividly</p> <p>careful + ly = carefully</p> <p>wonderful + ly = _____</p> <p>general + ly = _____</p> <p>lethal + ly = _____</p>	<p>easy - easily,</p> <p>happy - happily</p> <p>busy - busily</p> <p>crazy - crazily</p> <p>steady - steadily</p> <p>lazy - lazily</p> <p>necessary - _____</p> <p>shabby - _____</p> <p>steady - _____</p> <p>greedy - _____</p> <p><i>But we keep the 'y' in one syllable words</i></p> <p><i>shy + ly = shyly</i></p> <p><i>sly + ly = _____</i></p> <p><i>coy + ly = coyly</i></p> <p><i>But exceptions:</i></p> <p><i>day + ly = daily</i></p>

YEAR 4 Spelling Rule

When root words end in -e , we keep the 'e' (most of the time!)	We change the 'e' to 'y' in root words ending in -le .
<p>love + ly = lovely</p> <p>live + ly = lively</p> <p>complete + ly = completely</p> <p>definite + ly = definitely</p> <p>desperate + ly = desperately</p> <p>extreme + ly = extremely</p> <p>immediate + ly = _____</p> <p>separate + ly = _____</p> <p>sincere + ly = _____</p> <p>fortunate + ly = _____</p> <p>Exceptions:</p> <p>We drop the 'e' in truly, duly and wholly.</p> <p>true + ly = truly</p> <p>due + ly = _____</p> <p>whole + ly = wholly</p>	<p>gentle - gently</p> <p>simple - simply</p> <p>terrible - terribly</p> <p>wrinkle - wrinkly</p> <p>miserable - miserably</p> <p>possible - _____</p> <p>incredible - _____</p> <p>probable - _____</p> <p>responsible - _____</p>

- Complete the missing words. Ensure you follow the different rules for adding -ly.
- Write a sentence for each -ly word.
*For example: Max, the Year Four student, **independently** completed the difficult maths challenge.*
- Change 5 of your sentences so your -ly word is used as a **fronted adverbial**?
*For example: **Independently**, Max, the Year Four student, completed the difficult maths challenge.*

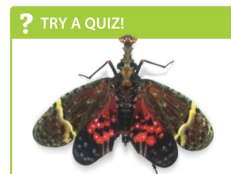
YEAR 4 Science

<https://www.dkfindout.com/uk/animals-and-nature/>

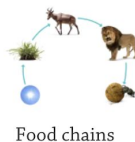
Discover fun facts and quizzes all about animals and plants, and their natural habitats from the rainforest to the African savanna and the polar regions.

- Colourful pictures and videos show features of favourite mammals, birds, fish, amphibians, reptiles, insects, and ocean animals.

- Learn about trees and flowers, endangered and nocturnal wildlife, and cats, dogs, and other pets.



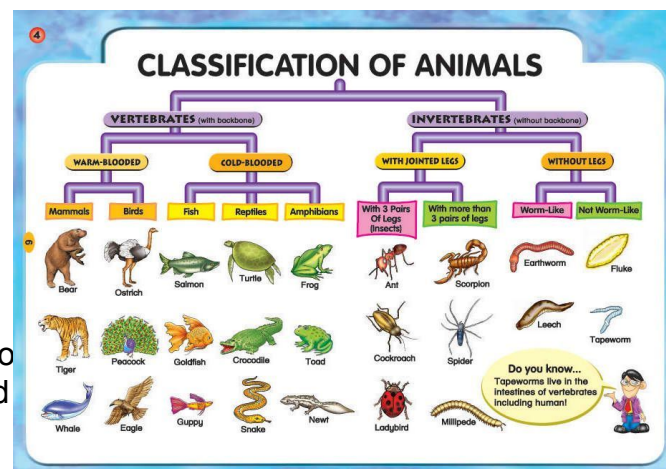
Choose a topic



Using the web link above or other sources, read about the animal kingdom but focus on the 7 different classifications of animals that you need to recognise.

These are the main vertebrates and invertebrates being **birds, fish, mammals, reptiles, arachnids, insects and crustaceans.**

Can you create an interesting way of showing how to recognise the different groups of animals. You could write a fact file about each group, make a nature video or draw a poster. It's up to you.



YEAR 4 Place and Time

The Arctic

Watch the video below.

<https://www.bbc.co.uk/bitesize/clips/zr7hyrd>

What is the Arctic climate like?

Why are these places so cold?

Where might permanent ice and snow be found?

Not all of the Arctic region is cold all of the time. The polar regions are cold all year round, but many places in the Arctic are warm in summer. The North and South Poles are the furthest points away from the Equator and curve away from the sun's rays. The sun's rays have to travel further to reach the poles. The further the sun's heat has to travel, the cooler it becomes, hence why very little warmth actually reaches the North and South Poles.

Task

Using world map outline on the next page, use different colours to shade different areas to convey the different climates, then create your own climate key to show what each colour means. Think about what part of the world is the hottest and the coldest and use colours to reflect these

YEAR 4 Place and Time



Key:

YEAR 4 Faith and Belief / French

Christians believe in 'The 10 commandments.' These were created by a man called Moses who believed that all Christians should live their lives by this set of rules.

1	Thou shalt have no other gods before me	Put God first
2	Thou shalt not make unto thee any graven image	Worship only God
3	Thou shalt not take the name of the Lord thy God in vain	Use God's name with respect
4	Remember the Sabbath day and keep it holy	Remember God's day of rest and show religious observance (e.g. worship, prayer)
5	Honour thy father and thy mother	Respect our parents
6	Thou shalt not kill	Don't hurt others
7	Thou shalt not commit adultery	Be faithful in marriage
8	Thou shalt not steal	Don't steal
9	Thou shalt not bear false witness against thy neighbour	Don't lie
10	Thou shalt not covet anything that is thy neighbour's	Don't be envious of others

Task: Create your own '10 commandments.' They should be 10 rules that you think every person should live their lives by. For example;
1) Treat others how you would like to be treated.

YEAR 4 - Extras: VE Day!

Victory in Europe

Victory in Europe Day/ VE Day took place on May 8th 1945. It was a public holiday and day of celebration to mark the defeat of Germany by the Allied forces in World War 2.

VE Day marked the formal conclusion of the war with Germany and brought to an end six years of suffering, courage and endurance across the world.



Photo courtesy of Fae (@Wikipedia.com) - granted under creative commons licence - attribution

Celebrations

As news of the surrender spread, the war-weary British began to rejoice straight away. During the previous six years, half a million homes had been destroyed, thousands of civilians had been killed and many millions of lives disrupted, in Britain alone.

The news of a surrender was what everyone needed to hear.



Photo courtesy of Fae (@Wikipedia.com) - granted under creative commons licence - attribution

People ran out on to the streets, hanging bunting and banners and dancing. People organised impromptu street parties, shared rationed food with the neighbours and listened to the wireless for updates.

London VE Day



Photo courtesy of OldArchives (@flickr.com) - granted under creative commons licence - attribution



Photo courtesy of Fae (@Wikipedia.com) - granted under creative commons licence - attribution

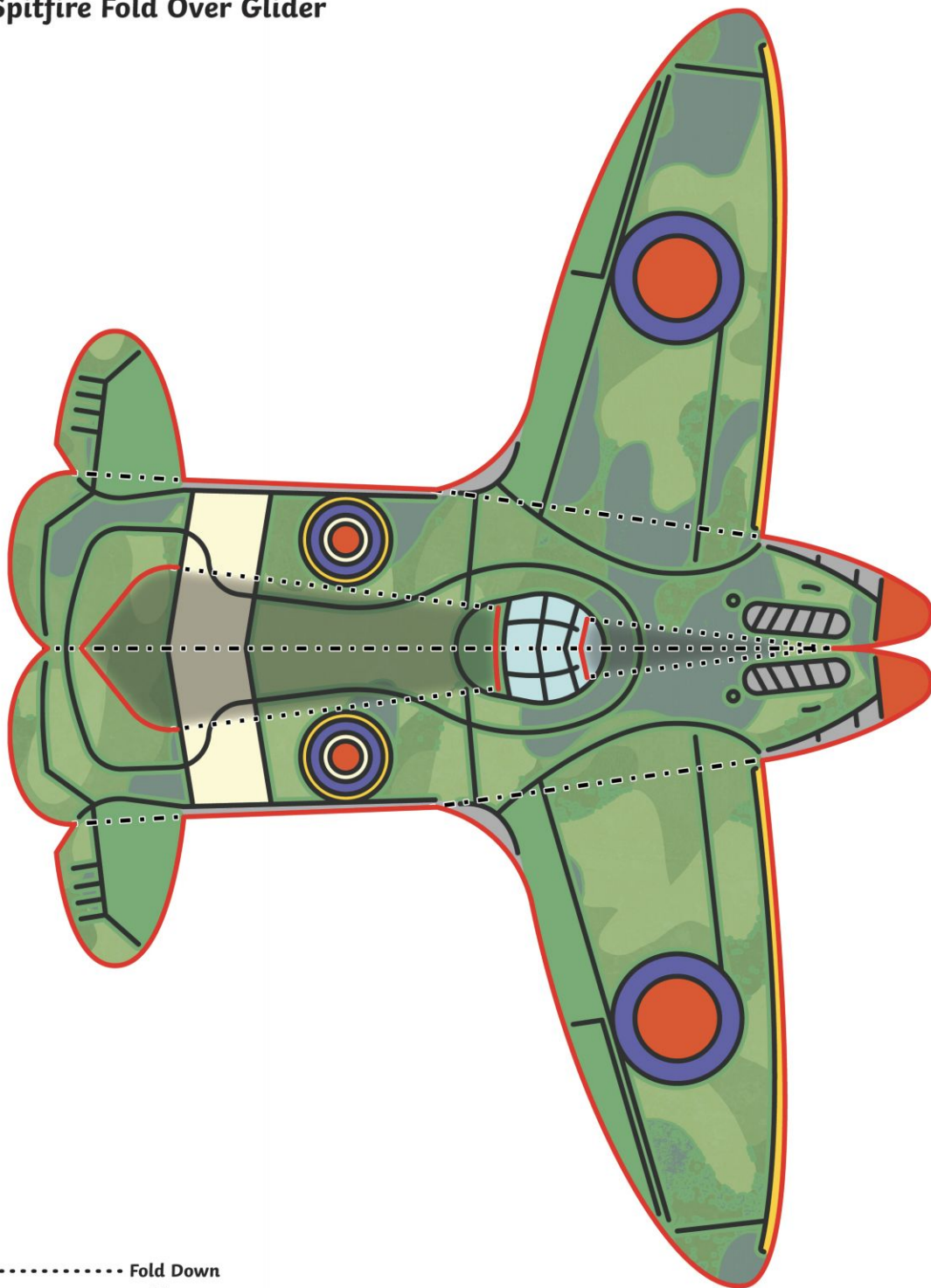
After suffering so many bombing raids, London was the place to be on VE Day and anyone who could reach the city did so. The centre of London was full of people wearing red, white and blue, waving flags, dancing and singing. Fireworks filled the sky with flashes of light.



Photo courtesy of Gall Museum & Archives (@flickr.com) - granted under creative commons licence - attribution

YEAR 4 - Extras: VE Day!

Spitfire Fold Over Glider



..... Fold Down
..... Fold Up

YEAR 4 - Extras: VE Day!

Morse Code

Morse code is a way to send messages without using words. The code has its own alphabet made up of short and long sounds or flashes of light. Use the Morse code alphabet to translate the messages below.

A ●—	N —●
B —●●●	O ———
C —●—●	P ●—●—
D —●●	Q ——●—
E ●	R ●—●
F ●●—●	S ●●●
G ——●	T —
H ●●●●	U ●●—
I ●●	V ●●●—
J ●———	W ●—
K —●—	X —●●—
L ●—●●	Y —●—
M ——	Z ——●●

twinkl.com

1	●● ●— ——	
	●● ●●●	
	●●—● ●—● ——— ——	
2	●●—● ●● ●—●● ● ———	
	●● ●●●	
	●● —●	
	—●— ——— ●—● —●— ●●● ●●●● ●● ●—● ●	

YEAR 4 - Extras: VE Day!

3	• - • - • • - • • • • • - • -	
	• • • • •	
	• -	
	- - • • • - • - - • - - •	
	• • • • - - • - • - -	

Use the Morse code alphabet to write this sentence in code.

L I L Y I S T E N

Y E A R S O L D

Create your own secret message using Morse Code!

YEAR 5 HOMEWORK - Pack 6

Whilst school is closed we have planned a variety of homework tasks for your child to complete. The tasks are designed to be completed over several days, and we also expect all pupils to read daily, as well as use TT Rockstars and Spelling Shed.

Years 5 and 6 Common Exception Words

Aa accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward	Cc category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity	Ee embarrass environment equipment equipped especially exaggerate excellent existence explanation	Hh harass hindrance Ii identity immediate immediately individual interfere interrupt	Nn necessary neighbour nuisance Oo occupy occur opportunity	Rr recognise recommend relevant restaurant rhyme rhythm Ss sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system	Tt temperature thorough twelfth Vv variety vegetable vehicle Yy yacht
Bb bargain bruise	Dd definite desperate determined develop dictionary disastrous	Ff familiar foreign forty frequently Gg government guarantee	Ll language leisure lightning Mm marvellous mischievous muscle	Pp parliament persuade physical prejudice privilege profession programme pronunciation Qq queue		

Task 1:

Practice your spellings of your common exception words in your best handwriting.

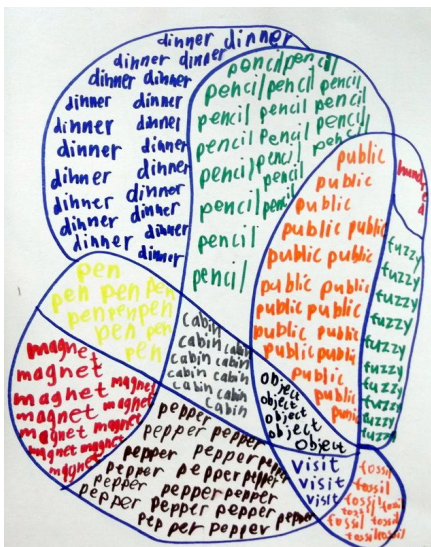
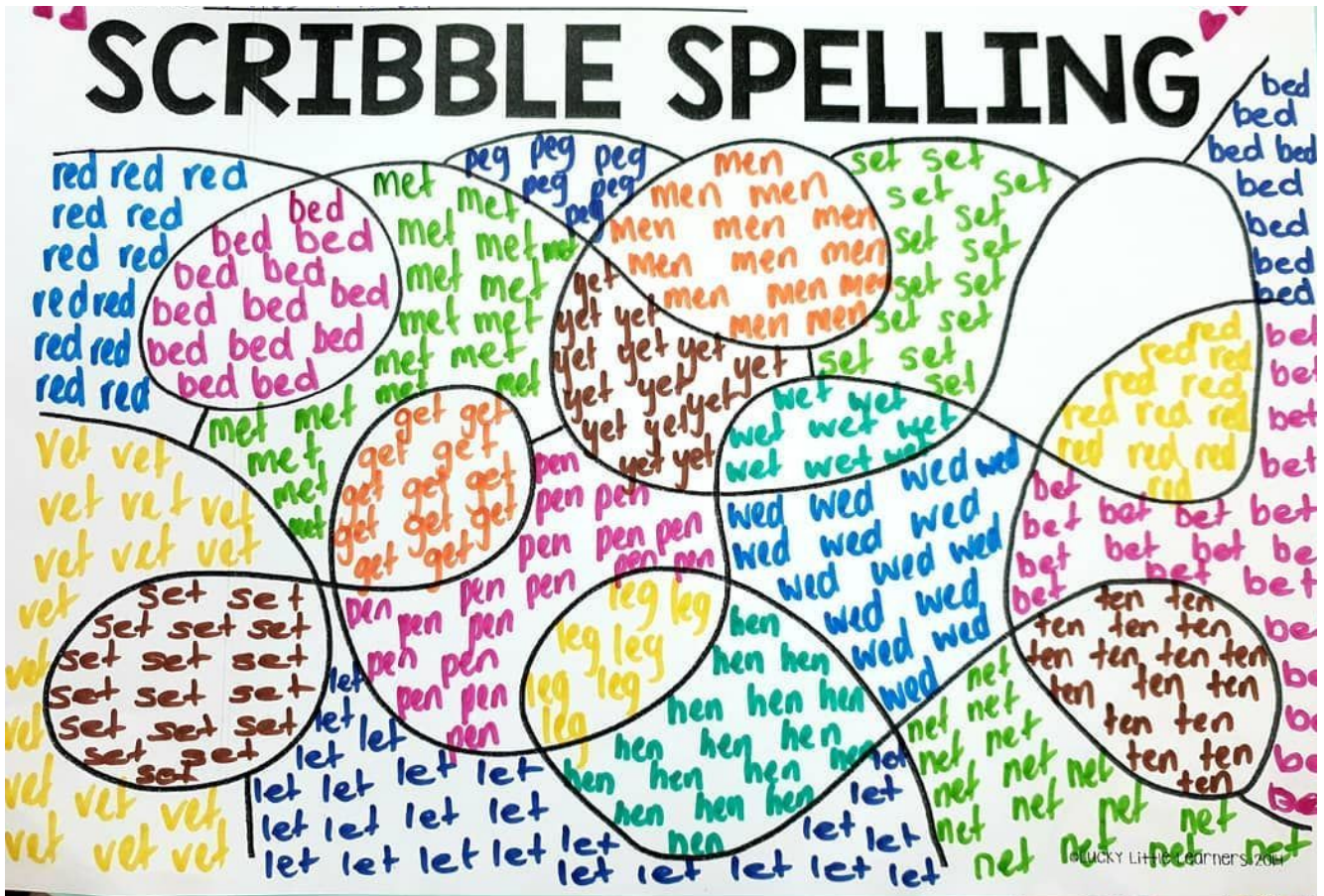
Remember: look, cover, write, check.

Task 2:

Play TT Rockstars to improve your recall of your multiplication facts.



YEAR 5 HOMEWORK - Spelling



A great way to practice spellings is to create a Scribble Spelling piece of art.

Create yourself a random pattern, then fill each section with a different word. Try to fit as many of each word as you can in each space. And remember to use different colours. Why not try it with the Year 5 and 6 common exception spelling list.

Have a look at these examples.

Home Learning



OAK
NATIONAL
ACADEMY

Oak National Academy is an online classroom and resource hub created by teachers that has been created in light of the current situation regarding schools..

The hub can be used to support children with home learning and help them learn new skills that may not have been taught to date. They provide a high-quality plan of video lessons and learning resources that cover a range of subjects including maths, English, art and languages.

From home, you can access all their resources to support home learning, The free video lessons are based around the National Curriculum and will be extremely beneficial to the children.

Every lesson is free to use.

If you are able to access this platform, please use it as much as you can. The lessons are well planned and informative. Furthermore, there is no age limitations so children can access content from previous year groups or even challenge themselves with something from the year/s above.

Use this link to find out more <https://www.thenational.academy/>

Home Learning

To access this fantastic, free resource, follow these steps.

Vist: www.thenational.academy

Oak National Academy

Supporting every teacher
to support every pupil

Select the online classroom tab to enter
the classroom section.

Online Classroom



Online Classroom

Supporting every teacher
to support every pupil

Find Lessons

Find lessons

For mainstream lessons from reception to year 10, please follow the subject or schedule buttons. More information on each of these is provided below. For pupils with additional needs, please select specialist to follow our specialist curriculum.

Specialist

Subject

Scroll down the page to find the
subjects tab and click it..

Subjects

Please select a year group

EYFS

Primary

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Select the year group you would like to
look at.

Subjects

Please choose subject

Aa

English

Foundation

Foundation

Maths

Maths

P.E.

P.E.

Select the subject area you would
like to focus on.

You can also use the specialist area for other useful learning opportunities.

YEAR 5 Maths - Skill 1

Instructions: For each pair of numbers, fill in a row of the multiples chart by multiplying by 1, 2, 3, 4, etc. As soon as you find a common multiple, circle it. The circled number is the Least Common Multiple (or LCM). You do **not** need to fill up the whole table.

1 2 and 3

	x1	x2	x3	x4	x5	x6
2	2	4	6			
3	3	6				

2 3 and 4

	x1	x2	x3	x4	x5	x6
3						
4						

3 2 and 10

	x1	x2	x3	x4	x5	x6
2						
10						

4 8 and 10

	x1	x2	x3	x4	x5	x6
8						
10						

5 4 and 5

	x1	x2	x3	x4	x5	x6
4						
5						

6 4 and 6

	x1	x2	x3	x4	x5	x6
4						
6						

7 6 and 8

	x1	x2	x3	x4	x5	x6
6						
8						

8 3 and 5

	x1	x2	x3	x4	x5	x6
3						
5						

9 12 and 15

	x1	x2	x3	x4	x5	x6
12						
15						

10 6 and 21

	x1	x2	x3	x4	x5	x6	x7
6							
21							

YEAR 5 Maths - Skill 1

Instructions: Change these 'un-like' fractions into 'like' fractions using the LCD method. Use the multiples table to help find the LCM of the bottom numbers.

1

$$\frac{3}{4} \quad \frac{1}{6}$$

4 and 6

x1	x2	x3	x4	x5	x6
4	8	12			
6	12				

LCM becomes the LCD

$$\frac{3}{3} \times \frac{3}{4} = \frac{9}{12}$$

$$\frac{1}{6} \times \frac{2}{2} = \frac{2}{12}$$

2

$$\frac{1}{2} \quad \frac{7}{10}$$

2 and 10

x1	x2	x3	x4	x5	x6

$$\frac{1}{2} \times \frac{5}{5} = \frac{5}{10}$$

$$\frac{7}{10} \times \frac{1}{1} = \frac{7}{10}$$

3

$$\frac{5}{6} \quad \frac{3}{8}$$

6 and 8

x1	x2	x3	x4	x5	x6

$$\frac{5}{6} \times \frac{4}{4} = \frac{20}{24}$$

$$\frac{3}{8} \times \frac{3}{3} = \frac{9}{24}$$

4

$$\frac{3}{10} \quad \frac{3}{8}$$

10 and 8

x1	x2	x3	x4	x5	x6

$$\frac{3}{10} \times \frac{4}{4} = \frac{12}{40}$$

$$\frac{3}{8} \times \frac{5}{5} = \frac{15}{40}$$

YEAR 5 Maths - Skill 1 Reasoning

Draw **one** line to join **two** fractions which have the **same** value.

	$\frac{4}{7}$	
$\frac{1}{2}$		$\frac{2}{8}$
$\frac{2}{5}$		$\frac{1}{3}$
	$\frac{1}{4}$	

Complete these fractions to make each equivalent to $\frac{3}{5}$

$$\frac{\square}{10}$$

$$\frac{\square}{15}$$

$$\frac{12}{\square}$$

YEAR 5 Maths - Skills 2 and 3 Support

Adding & Subtracting Fractions

When Two Fractions Have the Same Denominator

If the two fractions in the calculation have the same denominator, the denominator will stay the same. Then all you need to do is simply add or subtract the numerators to find the sum of the fractions.

$$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$$

$$\frac{4}{8} - \frac{2}{8} = \frac{2}{8}$$

When Two Fractions Have Different Denominators

First, find the smallest common denominator (smallest whole number that has both denominators as factors). Rewrite the fractions with that denominator then add or subtract. When working with mixed numbers, add or subtract the whole numbers too.

$$\frac{1}{3} + \frac{1}{2} =$$

$$\frac{1}{2} - \frac{1}{5} =$$

$$\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$$

$$\frac{5}{10} - \frac{2}{10} = \frac{3}{10}$$

YEAR 5 Maths - Skill 2

$$1) \quad \frac{2}{4} + \frac{1}{3} =$$

$$6) \quad \frac{2}{3} + \frac{5}{10} =$$

$$2) \quad \frac{3}{4} + \frac{1}{2} =$$

$$7) \quad \frac{3}{4} + \frac{6}{10} =$$

$$3) \quad \frac{6}{10} + \frac{1}{2} =$$

$$8) \quad \frac{2}{3} + \frac{4}{10} =$$

$$4) \quad \frac{1}{3} + \frac{1}{4} =$$

$$9) \quad \frac{2}{4} + \frac{2}{3} =$$

$$5) \quad \frac{4}{5} + \frac{1}{10} =$$

$$10) \quad \frac{1}{2} + \frac{1}{3} =$$

Bonus Questions

$$\frac{4}{5} + \frac{1}{2} + \frac{5}{10} =$$

$$\frac{4}{6} + \frac{2}{4} + \frac{2}{3} =$$

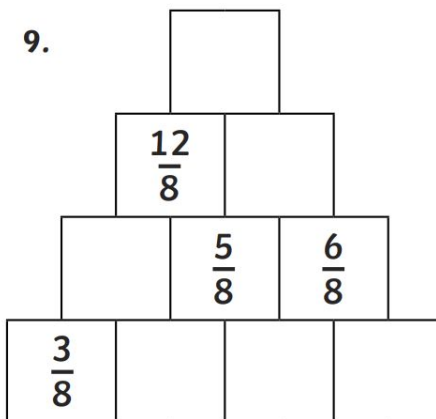
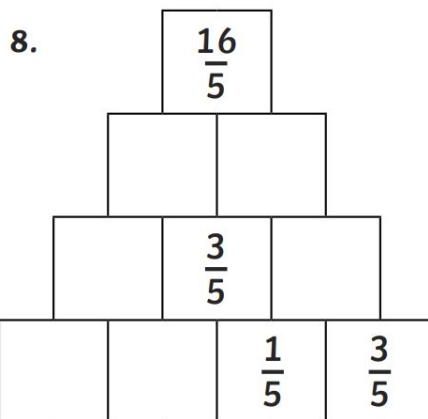
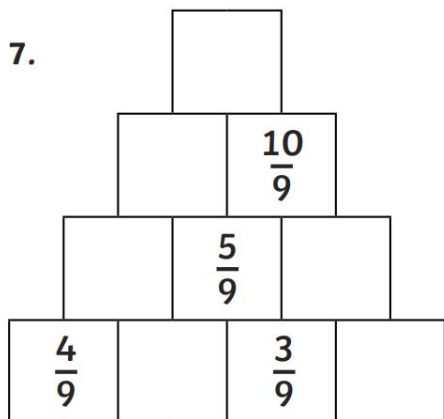
YEAR 5 Maths - Skill 2 Reasoning

Find **three** ways to complete the calculation. Challenge yourself to see if you can use different denominators in your calculations.

$$\frac{\boxed{}}{\boxed{}} + \frac{\boxed{}}{\boxed{}} = \frac{\boxed{7}}{\boxed{8}}$$

Fraction Pyramids

To find the fraction that goes in each in each box, add together the 2 fractions directly below. Use this information to try and complete the pyramids.



Can you create your own fraction pyramid using fractions with a mixture of denominator?

YEAR 5 Maths - Skill 3

$$1) \quad \frac{4}{5} - \frac{2}{3} =$$

$$6) \quad \frac{5}{10} - \frac{2}{4} =$$

$$2) \quad \frac{2}{3} - \frac{1}{2} =$$

$$7) \quad \frac{1}{2} - \frac{1}{3} =$$

$$3) \quad \frac{1}{2} - \frac{2}{5} =$$

$$8) \quad \frac{3}{5} - \frac{1}{2} =$$

$$4) \quad \frac{1}{4} - \frac{2}{10} =$$

$$9) \quad \frac{1}{4} - \frac{1}{10} =$$

$$5) \quad \frac{9}{10} - \frac{4}{5} =$$

$$10) \quad \frac{8}{10} - \frac{1}{4} =$$

Bonus Questions

$$\frac{3}{4} + \frac{1}{2} - \frac{2}{4} =$$

$$\frac{9}{10} - \frac{2}{3} + \frac{4}{10} =$$

YEAR 5 Maths - Skill 3 Reasoning

Find **three** ways to complete the calculation. Challenge yourself to see if you can use different denominators in your calculations.

$$\frac{\boxed{}}{\boxed{}} - \frac{\boxed{}}{\boxed{}} = \frac{\boxed{7}}{\boxed{8}}$$

How many ways can you think of to complete this equation. Start by using the same denominator then extend yourself by using different denominators.

$$\frac{\boxed{}}{\boxed{}} + \frac{\boxed{}}{\boxed{}} - \frac{\boxed{}}{\boxed{}} = \frac{\boxed{10}}{\boxed{12}}$$

YEAR 5 Maths - Arithmetic

1	$12 + 4 + 4 =$	<input type="text"/>
2	$43 \times 0 =$	<input type="text"/>
3	$109 - 10 =$	<input type="text"/>
4	$6 \times 4 =$	<input type="text"/>
5	$80 \div 1 =$	<input type="text"/>
6	$499 + 50 =$	<input type="text"/>
7	$\begin{array}{r} 354 \\ + 263 \\ \hline \end{array}$	<input type="text"/>
8	$43 \times 5 =$	<input type="text"/>
9	$\frac{3}{7} + \frac{3}{7} =$	<input type="text"/>
10	$72 \div 8 =$	<input type="text"/>
11	$4916 + 358 =$	<input type="text"/>
12	$\begin{array}{r} 945 \\ - 178 \\ \hline \end{array}$	<input type="text"/>
13	$2 \times 5 \times 3 =$	<input type="text"/>
14	$36.05 \times 10 =$	<input type="text"/>

YEAR 5 Maths - Arithmetic

15	$0.03 = ?\%$	<input type="text"/>
16	$2.9 + 5.3 =$	<input type="text"/>
17	$10,348 - 458 =$	<input type="text"/>
18	$\frac{2}{5}$ of $30 =$	<input type="text"/>
19	$20 \times 40 =$	<input type="text"/>
20	$5316 \div 6 =$	<input type="text"/>
21	$\frac{1}{3}$ of $507 =$	<input type="text"/>

22	$467.1 \div 1000 =$	<input type="text"/>
23	$\begin{array}{r} 28 \\ \times 53 \\ \hline \end{array}$	<input type="text"/>
24	$31.8 \times 4 =$	<input type="text"/>
25	$2^3 + 2^2 =$	<input type="text"/>
26	$1\frac{1}{3} \times 2 =$	<input type="text"/>
27	$0.2 = \frac{?}{10}$	<input type="text"/>
28	$26.8 - 6.12 =$	<input type="text"/>
29	$\frac{5}{6} - \frac{2}{3} =$	<input type="text"/>

YEAR 5 Maths - Times Tables

Multiplication grid.

Time yourself completing the multiplication grid then check you answers and record your time to see if we can beat it in the future.
Did you beat your last time?

x	2	5	3	4	8	6	7	9	11	12
10										
2										
5										
3										
4										
8										
6										
7										
9										
11										

Time:

YEAR 5 Reading - Text 1

Fishing With Grandpa Leon

Read the realistic fiction.

Then follow the instructions in the Text-Marking box.

Ronan was beside himself with excitement. He was ten years old and Grandpa Leon was finally going to take him fishing. Grandpa Leon claimed to be 'a fishing expert, practically a professional angler'. He told Ronan that he'd caught giant marlin and huge tuna, and that he had many adventurous stories to tell. He promised he'd supply all the fishing gear: rods, reels, hooks, bait, buckets and plenty of food, too. All Ronan had to do was to be ready promptly at 6am.

As it happened, it was good Grandpa Leon brought plenty of food because grandfather and grandson had plenty of time to eat it. The fish simply weren't biting. "They're napping," he informed Ronan, knowingly.

No nibbles left plenty of time for Grandpa Leon's elaborate fish stories. In fact, it was during one of those tall tales that Ronan suddenly felt a sharp tug on his line.

"I've got something really huge!" he shouted.

"Hold tight, I'll help," Grandpa Leon replied, reaching over and grabbing the rod. Together, they tugged on the line that held what promised to be a colossal, prize-winning fish. Finally, they reeled in their catch – a tattered leather suitcase, heavy with sand.

"How about that, Ronan – the first suitcase of the day!" Grandpa Leon exclaimed, adding, "You can't say it wasn't a big catch!"



Text Marking

Identify the characters in the story.



Circle the two characters.



Underline some details about each character.

YEAR 5 Reading - Text 1 Questions

Fishing With Grandpa Leon

► Answer each question. Give details from the realistic story.

1 Which best describes what an **angler** does (paragraph 1).

- A Tell stories.
- B Supply food.
- C Draw angles.
- D Fish with rods and reels.

What helped you answer? _____

2 Which best describes Grandpa Leon?

- A He is confident and cheerful.
- B He is cranky and strict.
- C He is very famous.
- D He doesn't like to joke around.

What helped you answer? _____

3 Summarise the fishing experience, as seen through Ronan's eyes.

4 What was surprising about Grandpa Leon's reaction to catching a suitcase?

YEAR 5 Reading - Text 2

Operation Pied Piper, 1940

Read the historical fiction.

Then follow the instructions in the Text-Marking box.

As Britain's biggest cities suffered enemy bombing in the Second World War, the government decided to evacuate city children to the countryside for their own safety. Most children had no idea where they were going or whom they would live with. When they arrived at their destination, carrying only their gas mask, identity card and a small bag, it was up to the billeting officer to find a host who could give them a home.

One rainy autumn night, Mr Wilkinson knocked briskly at the door of Miss Burrows. She opened it to find him standing there with two evacuees. The smaller girl was clinging to her sister's coat. Both looked tired and anxious, and were shivering in their drenched clothes.

"Dear me!" exclaimed Miss Burrows. "Two drowned rats, if I'm not mistaken! You'd better come in, girls, and dry yourselves by the fire," she went on. "What are your names?"

"I'm Vera, Miss," answered the older girl, trying to sound braver than she felt. "And this is Eve."


"You'd better call me Auntie Joy," said Miss Burrows, gently. "I'm sure we'll all get along if you mind your manners, don't make any trouble and remember to do as you're told." She sounded both kind yet stern, and Eve eyed her warily, wishing heartily her mother was there to hide behind.


Closing the door behind Mr Wilkinson, Miss Burrows turned to look at the children. "How long is it since their last meal?" she wondered. Whiskers trotted over to meet the strangers. Eve timidly stroked the furry cat and smiled – possibly for the first time all day.




Text Marking

Identify who the story is about.

 Circle the adult characters.

 Box the child characters.

 Underline details about each character.

YEAR 5 Reading - Text 2 Questions

Operation Pied Piper, 1940

► Answer each question. Give details from the historical fiction.

- 1 Who is telling this story?
- A Vera ► B Eve ► C Mr Wilkinson ► D the narrator

What helped you answer? _____

- 2 Which is a synonym for **evacuees**?
- A strangers ► B refugees ► C enemies ► D hosts

What helped you answer? _____

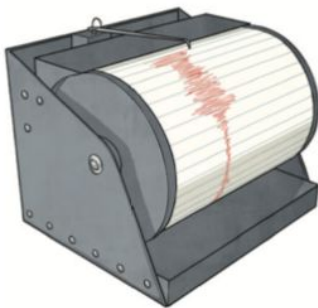
- 3 Make inferences using details from the story. What kind of person is Miss Burrows?

- 4 What is the purpose of the opening paragraph?

Earthquakes

The Earth's Crust

The Earth's crust and the top of the mantle have about twenty tectonic plates, which are like puzzle pieces covering the Earth. These plates are always moving and bumping into each other. We call the edges of the plates 'plate boundaries', which are made up of faults. These faults are where most of the world's earthquakes occur. As the plates move, the edges get stuck because they are not smooth, but the rest of the plate keeps moving. When the force is too much, it breaks free and that causes an earthquake.



Seismograph

A seismograph (say: size-mo-graf) is a special piece of equipment that records earthquakes. Seismometers are securely fastened to the Earth, so when the ground starts to shake, the instrument's case moves too. What doesn't move is a weight that hangs on a string inside the case. When there is an earthquake, the case shakes with the ground but the weight does not, and it draws a line to show how much the ground shook. Scientists use seismograms (graphs produced by the seismograph) to measure how big each earthquake is.

Interesting Fact

Six Italian scientists were convicted of manslaughter and sent to prison for failing to predict the 2009 L'Aquila earthquake in which 309 people died. They appealed their cases successfully and were eventually not sent to prison.

You could try to find out:

- 1 How earthquakes are measured.
- 2 How easy they are to predict.
- 3 About other cases where prison sentences have been handed out in unusual circumstances.
- 4 How the appeals process works.

YEAR 5 Reading - Text 3 Questions

Questions About Earthquakes

1. On what do the tectonic plates float on and how many tectonic plates are there?

2. What can plate boundaries do when they are near each other?

3. What is a 'fault'?

4. Describe what causes earthquakes.

5. What is a seismograph?

6. How does a seismograph work?

YEAR 5 Writing

Skill: In narratives (stories), describe settings, characters and begin to develop atmosphere ('show NOT tell').

Knowledge

When you **tell** rather than **show**, you simply inform your reader of information rather than allowing them to work out anything. You're giving information by simply stating it. You might report that a character is "tall," or "angry," or "cold," or "tired." That's **telling**.

Showing would paint a picture the reader could see in their mind's eye. When you **show** rather than **tell**, you make the reader part of the experience. Instead of having everything simply told to them, they can visualise the scene and come to the conclusions you want.

For example

Tell: Suzie was blind.

Show: Suzie felt for the bench with a white cane.

Tell: "I heard footsteps creeping behind me and it made the whole situation scarier."

Show: "Crunching hit my ears from behind, accelerating the already rampant pounding of my heart."

Activity



Below are some examples of 'tell' sentences,
Change them into 'show' sentences.

1. The boy was nervous.
2. There were tall trees in her garden.
3. Jim felt excited.
4. He was happy he won the race.
5. The house was big.

Top Tip:

When describing a character
use their emotions and
reactions.

When describing a setting
explore the characters
senses.

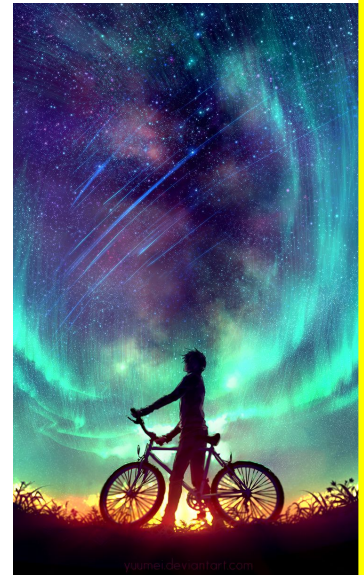
YEAR 5 Writing

Task - Character and setting description



Write two paragraphs to open a story including a paragraph to describe a setting and a paragraph to describe a character. Remember we are trying to create a picture in the reader's mind's eye, so make sure you are giving details by **'showing'** rather than **telling**.

Below are a selection of pictures, choose one or find your own:



WAGOLL - (What A Good One Looks Like)

Telling: The room was vacant.

Showing: The door opened with a resounding echo that seemed to fill the house. Cob webs once attached flowed freely in the air as the open door brought light to a well worn floor. The light gave notice to the peeling paint on the walls and to the silhouettes once covered by pictures. The new air gave life to a stuffiness that entrapped the room. Faded and torn white sheets covered once new furniture now drowning in dust.



Telling: The girls were excited.

Showing: Giggles and screams filled the arena. The soft curls were now damp with perspiration and the anticipation of the event. They held tight to each other in a mock effort to contain themselves. Arms flailed upward, and voices echoed in varying tones. The moment was here.



PHASE 3

YEAR 5 Writing

Paragraph 1: Character description

Body language and reactions and, facial expressions. Use the examples to assist your writing and watch the clip below.

<https://www.youtube.com/watch?v=N4RthqSOcR0>



SHOW!

Don't TELL.

Brian pursed his lips and clenched his fists into tight balls. Try as he might, he could not contain himself. Within seconds he erupted like a volcano.

Brian was angry. He started to yell.

A gigantic sun spread across Bailey's face, and her eyes lit up like the 4th of July.

Bailey was happy.

Bella couldn't help herself. Her jaw dropped to the floor as her eyebrows shot toward the ceiling.

Bella was shocked.

When she saw her Dad enter the gym she sprinted across the room, jumped into his arms, and buried her head in his chest.

She was excited to see her Dad.

An ache started deep in his stomach. He turned away as his eyes welled up with tears.

He felt sad.

Paragraph 1: Setting description

Use your senses to create a picture of the setting. Use the examples to assist your writing and watch the clip below.

<https://www.youtube.com/watch?v=Kkwt2WrEMhs>






Item	Smells	Looks	Sounds	Tastes	Feels
forest	fresh damp/wet musty rotting earthy	emerald green olive green lush dense / thick opristine magnificent	creaking snapping branches rustling clattering leaves chirping birds/ screeching insect	-	humid, sticky clingy, warm, heavy (atmosphere), sweaty spongy (ground), slimy lichen
Old wooden house	damp musty rotting	dilapidated decrepit Deserted dingy, unkept grubby peeling (paint)	creaky squeaky	-	dusty damp Still (air)
food	aromatic pungent, savoury sweet, sour cheesy, burnt spicy, moldy fishy, fresh	oily spongy pulpy pricky	crunchy	sweet, salty spicy, tart tangy, bitter savoury, bitter, bittersweet bland, burnt, oily	tender, soft tough, rubbery leathery crisp spongy moist, oily
beach	salty pungent fresh clean	pristine magnificent desolate isolated crystal clear	slosh splash swish ----- whistling howling	salty	leathery (seaweed) soft/grainy(sand) Sandy icy cold breezy invigorating

YEAR 5 Writing

Planning grid


Include your key vocabulary for the 2 paragraphs

		
<u>Adjectives</u>		<u>Emotions</u>
<u>Verbs</u>	<u>Openers</u>	<u>Adverbs</u>

2 Pairs

sentences

sentences that begin with two pairs of related adjectives.



Example:

Exhausted and worried, cold and hungry, they did not know how much further they had to go.

Example:

Injured and terrified, shell-shocked and lost, he wandered aimlessly across the battlefield.

Success Criteria:

- ✓ 2 pair sentence
- ✓ Paragraphs
- ✓ adjectives and adverbs
- ✓ fronted adverbials
- ✓ brackets
- ✓ 5 common exception words

YEAR 5 Grammar - Skill 1

Year 5 Punctuation: Brackets, Dashes and Commas to Indicate Parenthesis

Bridget Bracket loves to use brackets for parenthesis in her sentences. **Parenthesis** is a word, phrase or clause that is put in writing as extra information. Because the information is usually non-essential, if you took the parenthesis away the sentence would still make sense. For example:

Dinosaurs became extinct 65 million years ago.

Dinosaurs (**a type of reptile**) became extinct 65 million years ago.

Bridget Bracket wants you to read the sentences below and add the brackets around the parenthesis (the bit of extra information in each sentence).

1. Ben Nevis the tallest mountain in the UK is found in Scotland.
2. Elvis Presley who was born in 1935 was a famous American singer and actor.
3. Prince William who is a member of the royal family helped open the new hospital.
4. Mary Berry famous for her recipes is a judge in a baking competition.
5. In school, Mia a four-year-old girl was sat eating chocolate cake.
6. The black rhino an animal found in Africa is an endangered species.
7. Neil Armstrong an American astronaut was the first man on the moon.



YEAR 5 Grammar - Skill 2

Knowledge: A relative clause is a dependent clause, adding additional information to the main clause. **Relative pronouns** introduce relative clauses. Use the picture to create relative clause sentences.



1. Grandma's house, **which had a roof made from straw**, sat by the tall trees of the forest.

2. _____

3. _____

4. _____

5. _____

6. _____

YEAR 5 Grammar - Random Questions

1. Draw lines to match the verbs to the correct prefix. Use each prefix once only.

dis	appoint
over	visit
re	compensate

1 mark

2. Circle the correct suffix to complete the sentence below.

You can't qual [] for the next award until you can swim 20 lengths.

ate	ise	ify
-----	-----	-----

1 mark

3. The sentence below is missing parenthesis. Add a pair of dashes so that the sentence is punctuated correctly.

The fete or at least the outdoor part has been cancelled because of the weather.

1 mark

4. Tick the adverb which shows that we will watch a film today.

We will [] be able to see the film today.

probably	<input type="checkbox"/>
definitely	<input type="checkbox"/>
perhaps	<input type="checkbox"/>

1 mark

5. Read the sentences below. Tick one box to show which sentence uses commas correctly.

It's unlikely, that we will be able to visit Gran Auntie Jane and Tim all in one afternoon.	<input type="checkbox"/>
It's unlikely that we will be able to visit Gran, Auntie Jane and Tim all in one afternoon.	<input type="checkbox"/>
It's unlikely that we will be able to visit Gran Auntie Jane, and Tim all in one afternoon.	<input type="checkbox"/>

1 mark

6. Circle the relative pronoun in this sentence.

That is the lady who taught me to swim.

1 mark

7. Circle the appropriate time connective to create cohesion between the sentences below.

Every morning I follow the same routine. [], I make a cup of tea and watch TV for a while.

Then	After that	Firstly	Next
------	------------	---------	------

1 mark

8. Read the passage below. Tick one modal verb which would complete it.

I think it [] be best if we travelled to the airport on the train.

should	<input type="checkbox"/>
might	<input type="checkbox"/>
can	<input type="checkbox"/>

1 mark

9. Tick two boxes to show where brackets should be used in the sentence below.

Miss Fitzwilliam at least I think that's her name is going to be taking us for

Science next year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------	--------------------------	--------------------------	--------------------------

1 mark

10. Which grammatical device does the text below use? Tick one.

To plant a sunflower you will need:

- a pot
- soil
- sunflower seeds
- water

sub-heading	<input type="checkbox"/>
table	<input type="checkbox"/>
bullet points	<input type="checkbox"/>
columns	<input type="checkbox"/>

1 mark

YEAR 5 Spelling Rule

Stage: 5	Challenge words
List: 6	
Name:	



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4th Attempt	5 th Attempt
appreciate					
cemetery					
conscious					
convenience					
environment					
immediately					
language					
sufficient					
thorough					
vegetable					

Spellings
appreciate
cemetery
conscious
convenience
environment
immediately
language
sufficient
thorough
vegetable

Choose one of your spellings to complete the sentence.
Only one of the pair is correct.

It was easy to _____ his slick BMX skills.
 There was a _____ investigation into what had happened.
 The ghosts haunted the _____ every evening at midnight.
 They had _____ food to last a number of days.
 "Begin your work _____!" instructed the teacher.
 Chinese is the _____ spoken by the most people in the world.
 The chef chopped the _____ and added it to the dish.
 An escalator was available for the shopper's _____.
 We have decided to ban plastic bottles to protect the _____.
 I wasn't even _____ of what was happening beside me.

YEAR 5 Science

Friction

Friction is a force that resists two surfaces moving against each other. Air resistance and Water resistance are types of friction which often slows moving objects down. This can be useful and not useful in various scenarios. An example for friction being useful is seen in Air Resistance as without Air Resistance an aeroplane would automatically come down due to gravitational pull. In the table below write as many scenarios for both surfaces with high friction and low friction. You may wish to take into account the surface types as we learnt that when surfaces are more icy less friction is caused.



SCAN ME

Username:

cairo.class@hvp.org.uk

Password:

homelearning

fidget spinner



advantage

disadvantage

My explanation:

running shoes

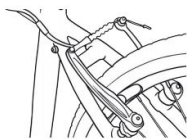


advantage

disadvantage

My explanation:

bike brakes



advantage

disadvantage

My explanation:

playground slide



advantage

disadvantage

My explanation:

Extension:

Can you plan an experiment to test the different types of friction?

There is a planning format and results table on the next 3 pages.

We are investigating

The variables we could change

The variables we could measure/observe

We will change...

--

We will measure / observe...

--

Our question is...

If we change

--

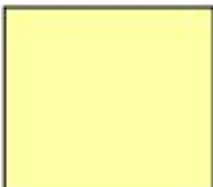

what will happen to

--

To make it a fair test we will keep these variables the same

Our predictions are...

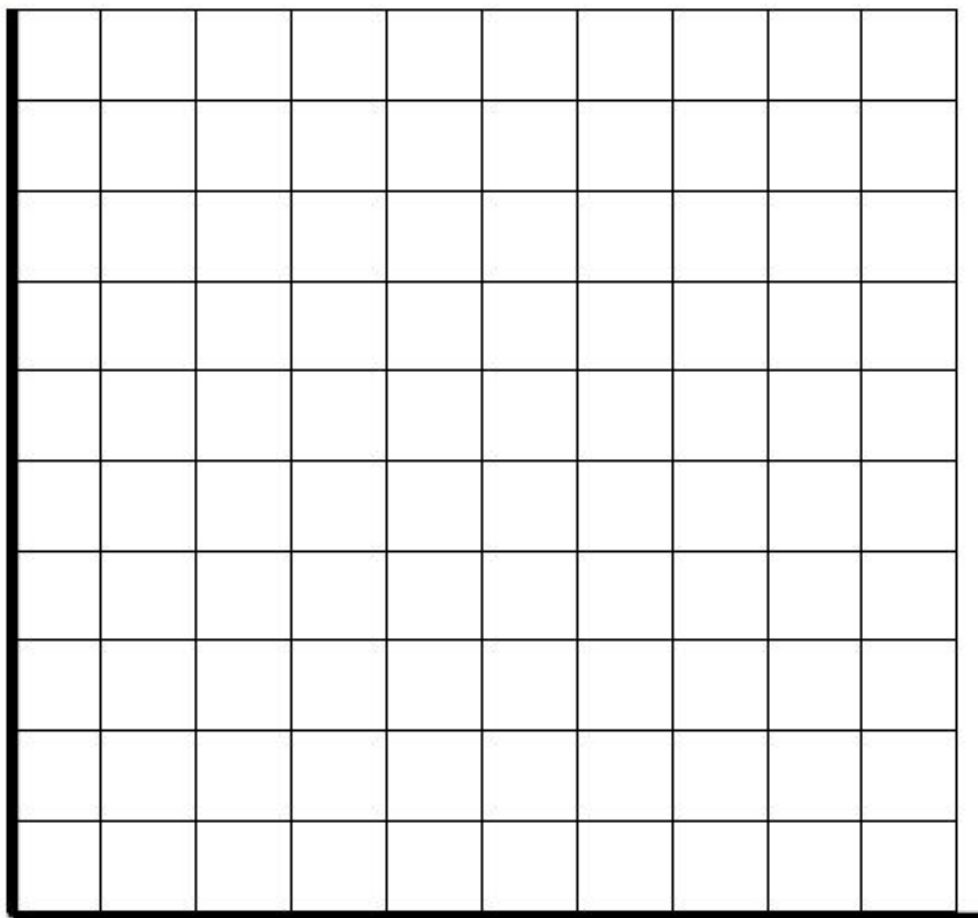
Table of Results

We will change 	We will measure/observe 

Our graph

shows.....

Measure



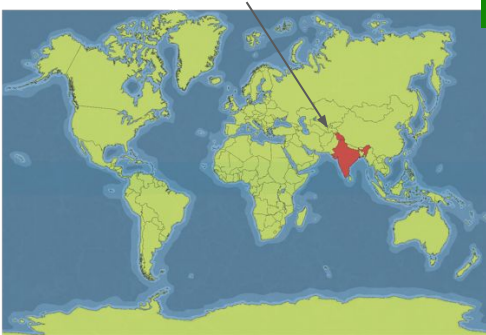
Change

YEAR 5 Place and Time - India Knowledge

India is part of the continent of **Asia**.

It is the **7th largest country** in the world.

Its capital city is called **New Delhi**.



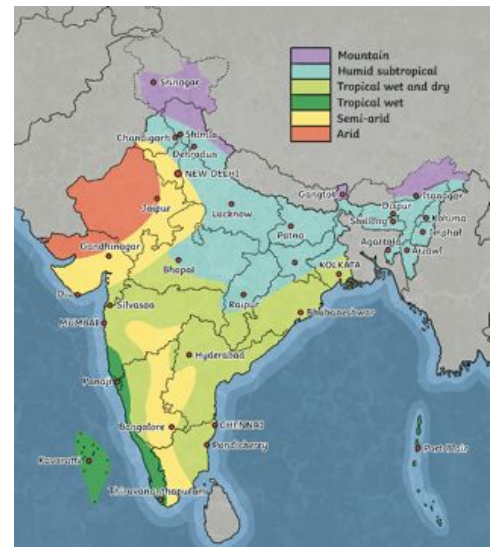
The flag of India is made up of a saffron colour at the top, white and 'India green' at the bottom.

The wheel in the centre is called an '**Ashoka Chakra**' which is a symbol of law.

Most of India is classified as tropical climate.

India has many climates because it is so large in area.

Some areas of India have an arid climate, some have a humid climate, and some even have a glacial climate.



- India has a large desert called the Thar Desert.
 - India also borders the Himalayan mountain range, the highest mountain range in the world.
 - Like the United States, India is divided into states. India has 29 states. It also has seven union territories.
- India's land is varied, there are many different biomes within this vast country...

Biome: A **biome** is a large region of Earth that has a certain climate and certain types of living things within it, e.g. forests, grasslands, deserts



• India's official language is Hindi.

• Many people also speak English because India was once a British colony.

FACTS ABOUT INDIA:

- India's official name is the "Republic of India."
- India has the second largest population in the world.
- India is the oldest civilization in the world.
- India produces the most milk in the world

YEAR 5 Place and Time - India Tasks

Talking Point

Watch the National Geographic Video 'Sights and Sounds of India':

https://www.youtube.com/watch?v=B_SXNcqugcI

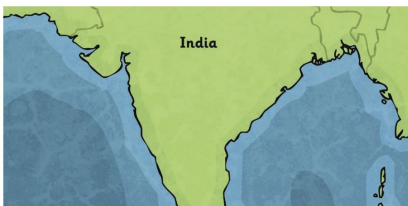
Which part of India would you be Most interested in exploring? Please give reasons as to why. You will need an adult at home to share your discussion.



Atlas Challenge cards - Use the map of India on the next page to answer these questions:

India Atlas Challenge Cards

Find three countries that border India.



India Atlas Challenge Cards

Find two places in India that begin with the letter:



India Atlas Challenge Cards

Find two places in India that begin with the letter:



India Atlas Challenge Cards

Find two locations (places) by the sea (coast) in India.



Retrieval

- What are the seven continents
- How many oceans can you name?
- Name the stages in the water cycle.
- What are the four climate zones?

Questions

Use the knowledge page to answer.

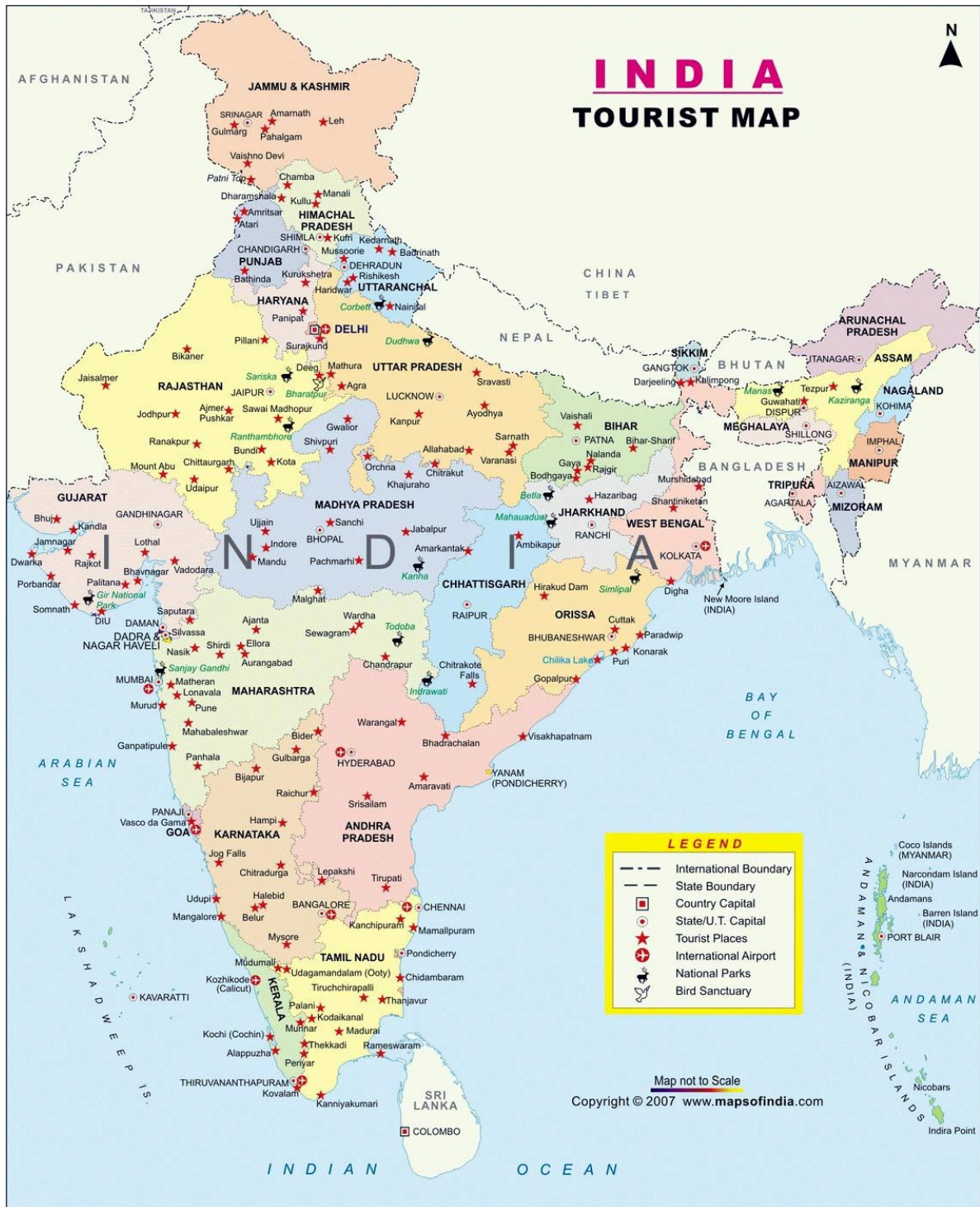
1. What languages are spoken in India?
2. What is in the centre of India's flag?
3. What continent is India in?
4. What is the capital city of India?

PHASE 3

Hampton Vale
Primary Academy



YEAR 5 Place and Time - India Map



YEAR 5 French

Fill in the blanks

1- _____

2- _____

3- _____

4- Quatre

5- _____

6- _____

7- Sept

8- _____

9- Neuf

10- _____

11- Onze

12- _____

13- _____

14- Quatorze

15- Quinze

Can you rewrite the following calculations using french words? **le** $4 + 7 = 11$ becomes **Quatre + Sept = Onze**

$6 + 7 = ?$

$2 + 9 = ?$

$13 - 7 = ?$

$14 - 1 = ?$

$15 - 6 = ?$

$4 + 8 = ?$

$14 - 13 = ?$

$10 - 7 = ?$

$? + 9 = 14$

$2 + ? = 10$

$15 - ? = 5$

$? - 7 = 4$

YEAR 5 - Extras

CRACK THE CODE

Puzzle ID:001

THE LOCK HAS A 3-DIGIT CODE.
Solve the clues to find the code.



4	0	5
5	3	0
8	7	2
2	4	3
7	1	4

1 number is correct but in the wrong place

1 number is correct and in the right place

2 numbers are correct, but both are in the wrong place

1 number is correct but is in the wrong place

No numbers are correct

YEAR 5 - Extras: VE Day!

Victory in Europe

Victory in Europe Day/ VE Day took place on May 8th 1945. It was a public holiday and day of celebration to mark the defeat of Germany by the Allied forces in World War 2.

VE Day marked the formal conclusion of the war with Germany and brought to an end six years of suffering, courage and endurance across the world.



Photo courtesy of Fae (@Wikipedia.com) - granted under creative commons licence - attribution

Celebrations

As news of the surrender spread, the war-weary British began to rejoice straight away. During the previous six years, half a million homes had been destroyed, thousands of civilians had been killed and many millions of lives disrupted, in Britain alone.

The news of a surrender was what everyone needed to hear.



Photo courtesy of Paul Townsend (@flickr.com) - granted under creative commons licence - attribution



Photo courtesy of Fae (@Wikipedia.com) - granted under creative commons licence - attribution

People ran out on to the streets, hanging bunting and banners and dancing. People organised impromptu street parties, shared rationed food with the neighbours and listened to the wireless for updates.

London VE Day



Photo courtesy of OldArchives (@flickr.com) - granted under creative commons licence - attribution



Photo courtesy of Fae (@Wikipedia.com) - granted under creative commons licence - attribution

After suffering so many bombing raids, London was the place to be on VE Day and anyone who could reach the city did so. The centre of London was full of people wearing red, white and blue, waving flags, dancing and singing. Fireworks filled the sky with flashes of light.



Photo courtesy of Gail Museum & Archives (@flickr.com) - granted under creative commons licence - attribution

YEAR 5 - Extras

VE Day Multiplication and Division Board Game

During the Second World War, board games were a popular form of entertainment. Games like draughts, chess and dominoes all helped to keep people's spirits up.

How to Play

1. Take it in turns to roll the dice.
2. Move that number along the trail and find the answer to the question you land on.
 - a. If you get the answer wrong, you miss your next turn.
 - b. If you get the answer correct, you can have your next turn as normal.
3. The first person to reach the finish line wins.



YEAR 5 - Extras

