

## YEAR 4 HOMEWORK - Pack 10

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

<b>Aa</b>	breath	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise
accident	breathe	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accidentally	build	<b>Dd</b>	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actually	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
address	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
answer	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
appear	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
arrive	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
<b>Bb</b>	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
believe	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	<b>Nn</b>	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 Maths - Skill 1

### Properties of 3D Shapes

#### Challenge

3D shapes are shapes which you are able to pick up. They have faces (sides), edges and vertices (corners).

Complete the table below, identifying the different properties each 3D shape has.

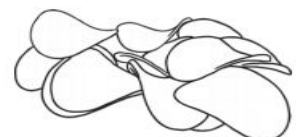
Name	Surfaces		Edges		Vertices	Picture
	Flat	Curved	Straight	Curved		
sphere						
cube						
cuboid						
cone						
cylinder						
square-based pyramid						
tetrahedron						
triangular prism						
pentagonal prism						
hexagonal prism						
octagonal prism						
octahedron						

#### An Amazing Fact a Day

The shape of a Pringle is called a hyperbolic paraboloid.

You could also try to find out:

- how they are made;
- how many ordinary packets of crisps a tube of Pringles would fill;
- about other unusual mathematical names for 3D shapes.



## YEAR 4 Maths - Skill 1 Reasoning

- 1) Using straws for straight edges and balls of modelling clay for vertices, how many of each would you need to build a pyramid with a hexagonal base?



Straws:

Modelling clay balls:

- 2) You have 8 straws and 6 balls of modelling clay. Circle the names of the shapes you could make using these:

cube

sphere

triangular prism

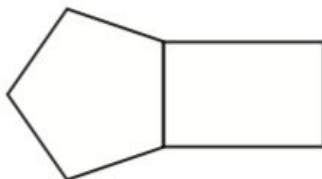
square-based pyramid

cone



## YEAR 4 Maths - Skill 1 Reasoning

- 1) Complete the net below so that it would make a pentagonal prism when built:



Is there more than one way of completing it that will work?

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- 2) One of the 3D shape aliens says: 'I can make a 3D shape where every face is an **identical** rectangle.' Investigate this by using squared or isometric (dotty) paper, or interlocking rectangular shapes, to see if she is correct.

Is she correct? \_\_\_\_\_

What 3D shape have you made? \_\_\_\_\_

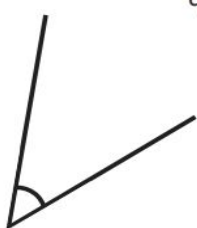
## YEAR 4 Maths - Skill 2

Order these angles from smallest to largest. In each question, draw an angle 'e' to go in the place marked 'e' in the answer box.

1. a)



b)



c)



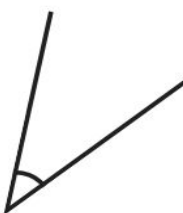
d)



e)

		e		
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2. a)



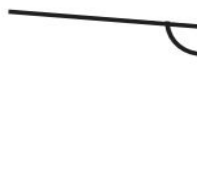
b)



c)



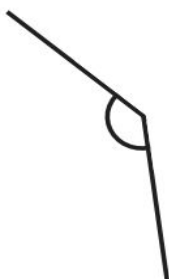
d)



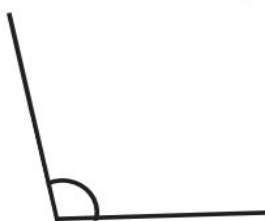
e)

e				
---	--	--	--	--

3. a)



b)



c)



d)



e)

				e
--	--	--	--	---

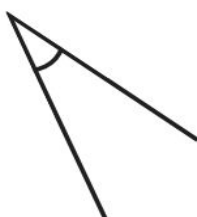
4. a)



b)



c)



d)



e)

		e		
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## YEAR 4 Maths - Skill 2

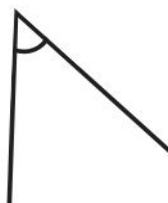
5. a)



b)



c)



d)



e)

	e			
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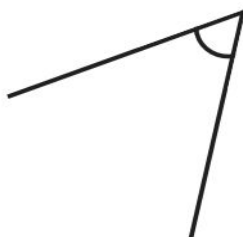
6. a)



b)



c)



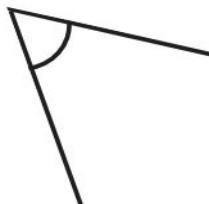
d)



e)

				e
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7. a)



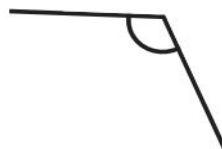
b)



c)



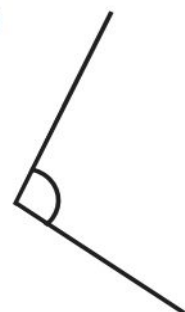
d)



e)

	e			
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8. a)



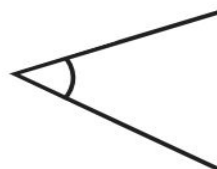
b)



c)



d)



e)

			e	
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## YEAR 4 Maths - Skill 3

1. 
$$\begin{array}{r} 2,221 \\ + 1,217 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 8,419 \\ + 604 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 7,843 \\ + 1,775 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 3,040 \\ + 2,257 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 4,887 \\ + 4,982 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 768 \\ + 4,237 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 5,931 \\ + 3,044 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 2,095 \\ + 3,502 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 3,429 \\ + 1,775 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 2,725 \\ + 3,569 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 551 \\ + 5,888 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 3,588 \\ + 5,648 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 1,675 \\ - 507 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 7,031 \\ - 2,901 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 9,126 \\ - 8,735 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 3,583 \\ - 1,210 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 6,456 \\ - 1,822 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 7,698 \\ - 725 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} 6,599 \\ - 3,273 \\ \hline \end{array}$$

20. 
$$\begin{array}{r} 7,939 \\ - 2,694 \\ \hline \end{array}$$

21. 
$$\begin{array}{r} 4,820 \\ - 3,226 \\ \hline \end{array}$$

22. 
$$\begin{array}{r} 6,436 \\ - 5,524 \\ \hline \end{array}$$

23. 
$$\begin{array}{r} 591 \\ - 443 \\ \hline \end{array}$$

24. 
$$\begin{array}{r} 9,428 \\ - 2,128 \\ \hline \end{array}$$

## YEAR 4 Maths - Skill 3 Reasoning

- a) Yesterday 4672 people visited the steam engine museum. 2585 of them were children. How many were adults?
- b) There were 70,059 spectators at the Twickenham rugby stadium to watch the opening ceremony of the Rugby World Cup. 5,724 were children. How many adults were there?
- c) Mrs Lewis won a huge jar of Percy Pigs sweets. The jar contained 5000 Percy Pigs. She gave 350 Percy Pigs to her friend, Mr Khalsa. After a month of snacking off the jar, she counts the number of remaining Percy Pigs. She counts 187. How many sweets did Mrs Lewis eat over that month?
- d) A flight to Sydney costs £1,200 on British Airways. Staff (those that work for the airline) get cheaper tickets and only have to pay £399. How much cheaper is it for staff to travel?
- e) Some cases of chocolate accidentally fell off one of its delivery trucks. The truck driver looked at the cargo chart and it indicated that the truck started in London with 496 cases of chocolate. The truck driver successfully delivered 112 cases of chocolate in Birmingham and 74 cases in Manchester. The remaining cases of chocolate are missing. How many cases of chocolate fell off the truck?
- f) Two rolls of tape are 85 cm and 41 cm long. What is their total length?
- g) An egg weighs 35 grams, a potato weighs 93 grams more. How much does a potato weigh?
- h) A bottle of coke is priced at £2.06, a bottle of orange is priced at 39p. How much would they both cost to buy?
- i) A ball costs £3.09 and a bat costs £2.62. What would be the total cost of the bat and ball?
- j) A bag of potatoes costs £4.62 and a bag of onions costs £3.29. What is their total cost?
- k) I swam for 35 minutes and had a break. I then continued to swim for another 36 minutes. How long did I swim for?



## YEAR 4 Maths - Arithmetic

1)  $7 + \underline{\quad} = 19$

2) How many sides does a hexagon have?

3)  $10 \times 7$

4) What is the value of the digit 1 in the number 4215?

5) Round 73 to the nearest 10

6)  $28 - 25$

7) Half of 16

8) How many minutes in three quarters of an hour?

9) How many right angles can you see in the shape?



10) The time is 10:20am. What will the time be in 2 hours?

11) What is the missing number in the sequence?

39, 37, 35, 33, 31,  $\underline{\quad}$

12)  $14 + 9 + 6$

13) Write down the number four hundred thirty-six

14) What is the total of all the coins?



15) The date is 28<sup>th</sup> April. What will the date be in 5 days' time?

16) How many mm is  $3 \frac{1}{2}$  cm?

## YEAR 4 Maths - Arithmetic

1)  $3 \times \underline{\quad} = 30$

2) Write down a multiple of 5 between 22 and 32

3)  $40 \div 10$

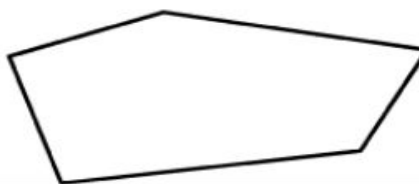
4)  $628 = 600 + 8 + \underline{\quad}$

5) Write down two thousand nine hundred and fourteen

6) What is the next number?

17, 21, 25, 29, 33,  $\underline{\quad}$

7) How many vertices does this shape have?



8) How many 3s make 21?

9) Round 165 to the nearest 10.

10) What fraction of the shape below is shaded?



11) How much money is 1 TWENTY plus 3 TENS plus 4 FIVES?

12)  $48 - \underline{\quad} = 42$

13) The time is 3:40pm. What will the time be in half an hour?

14) How many TENS make £1.40?

15) A pencil costs 31p. How much do 3 pencils cost?

16) One yard is 3 feet. How many feet in 7 yards?

## YEAR 4 Reading - Text 1

### Tim Peake

#### Early Life

Timothy Nigel 'Tim' Peake was born in Chichester, West Sussex, England, on 7<sup>th</sup> April 1972, and grew up in a nearby village. Tim and his older sister, Fiona, enjoyed a stable upbringing and ordinary family life. Their mother worked as a midwife and their father, who was a journalist, had always been interested in historic aircraft so he took Tim to air shows from an early age. This is where Tim's fascination with flying began.



He studied at the Chichester High School for Boys, leaving in 1990 to enrol at the Royal Military Academy Sandhurst.

#### Military Career

Despite having been interested in stars and the universe as a child, as a career choice Tim followed his passion for flying and trained to be a pilot. This resulted in an eighteen-year military career where Tim flew all types of helicopters and aircraft.

Tim later trained to be an instructor, before flying Apache helicopters in Texas with the US Army. On his return to the UK, the Apache was being introduced into the British Army so Tim helped develop the training activities.

#### European Space Agency

In 2008, when the European Space Agency (ESA) announced it was accepting applications for new astronauts, Tim saw the advert online and decided it was too good an opportunity to miss. His application joined 8000 others!

In 2009, following various exams and assessments, Tim received a phone call from the ESA offering him one of the six available places with the European Astronaut Corps.

#### Blast Off!

On 15<sup>th</sup> December 2015, at 11:03 a.m., the nation collectively held their breath as Tim Peake launched alongside Yuri Malenchenko and Tim Kopra. Tim reached his destination at 5:33 p.m. but the docking procedure did not go to plan. More than two hours later, the hatch opened and Tim was welcomed onboard, becoming the first British ESA astronaut to live on the International Space

## YEAR 4 Reading - Text 1

Station (ISS). Tim spent six months living and working in space, during which time he completed the first spacewalk by a British astronaut.

### Coming Home

Tim returned to Earth on 18<sup>th</sup> June 2016, travelling at 25 times the speed of sound, landing in Kazakhstan at 9:15 a.m. During his mission, Tim had made 3000 orbits of Earth, covering about 125 million km. It took around two months for Tim's body to recover from the effects of zero gravity.

While in space and since returning home, Tim has worked a lot with children on various science projects to spread the excitement around being an astronaut.

### Glossary

**Test pilot** – A pilot who flies an aircraft to test its performance.

**Astronaut** – A person who is trained to travel in a spacecraft.

**Zero gravity** – The state or condition in which there is no apparent force of gravity acting on a body.

**Spacewalk** – A period of physical activity engaged in by an astronaut in space outside a spacecraft.



## YEAR 4 Reading - Text 1 Questions

### Questions

1. 'Tim... enjoyed a stable upbringing...' What does the word stable mean? Tick one.

- ☐ something which is unexpected
- ☐ something unpleasant
- ☐ something which is safe and steady
- ☐ something noisy

2. Match each question to the correct answer.

Where did Tim go to school?

Royal Military Academy Sandhurst

Where did Tim go after he left school?

Chichester High School for Boys

In 2008, where did Tim apply to become an astronaut?

European Space Agency

3. Name two things that Tim has done as a job.

1. \_\_\_\_\_
2. \_\_\_\_\_

4. Fill in the missing words from this sentence:

'Tim spent six months \_\_\_\_\_ in space, during which time he completed \_\_\_\_\_ by a British astronaut.'

5. Find and copy a word which tells you that Tim had always loved flying.

\_\_\_\_\_

6. How do you think Tim felt when the docking procedure didn't go to plan?

\_\_\_\_\_  
\_\_\_\_\_

7. What do you think attracted Tim to the online advert to train to become an astronaut?

\_\_\_\_\_  
\_\_\_\_\_

8. How has Tim contributed to scientific knowledge?

\_\_\_\_\_  
\_\_\_\_\_



## YEAR 4 Reading - Text 2

### Little Sammy and the Alien

Little Sammy lay on his bed listening to his favourite bedtime story.

"So, the alien lived happily ever after. The end," said Mum, in her time-to-go-to-sleep way. She leant over, pecked Little Sammy on his forehead and turned the lights out, just like she always did.

"Mum?" Little Sammy asked, as she was closing his door. "Does it always end with a happy ending?"

"Of course it does, sweetheart," his mum replied with an amused smile.  
"Now try to get some sleep. Goodnight."

Little Sammy's mum closed the door, leaving the bedroom in total darkness, just like she always did. Sammy lay there, staring into the darkness and waited for it all to start. It was the tapping sound that he heard first, just like he always did: a tap, tap, tapping from somewhere under his bed. Then, the strange scratchy sound began, like tiny feet scurrying along the carpet. The last sound was always the funniest. He waited, trying not to laugh, and then...

"Hemmmmmo..." a tiny voice squeaked.



**Q1:** Which sound did Sammy hear first? Tick **one** answer.

- scratching ☐
- tapping ☐
- scurrying ☐
- squeaking ☐



**Q2:** Find and copy a phrase which the author uses to show that the unusual events happened to Sammy a lot.

\_\_\_\_\_

**Q3:** Do you think that Mum knows about the strange events that happen? Explain your answer.

\_\_\_\_\_  
\_\_\_\_\_



## YEAR 4 Reading - Text 2 Questions

"Meemu!" Little Sammy laughed, as he peered down to the end of his bed. There, heaving itself onto his solar system duvet, was a fluorescent-green creature. It was about the size of a teddy bear with bright yellow strands of hair. It had huge, maroon eyes and a massive mouth. It sat down and smiled, glowing brightly, and making a cooing sound, which was sort of a cross between the noises a pigeon and a baby might make. "Coo-coo," Little Sammy said, as if he understood the creature.

"Hemmmmmo," the tiny creature repeated.

"Yes, hello, Meemu," Little Sammy replied, turning on his bedside lamp. "We've already been through that." As soon as the light was on, the creature's bright colours disappeared. It looked rather plain now, with wrinkly grey skin and scraggly hair. Its eyes were still big and dark, though, which Little Sammy thought made it look quite cute.

"Meemu wanna go home," the strange thing said.

"I know," Little Sammy said. "Did you get what you needed?" The creature nodded, crawled up the bed and unzipped a bag that he was carrying.

"Meemu like," the creature giggled as it threw out a watch, a tablet, an electric razor, a hairdryer, a load of wires, two chocolate biscuits and a packet of midget gems.

"Meemu," Little Sammy sighed, "you're making a trans-dimensional space portal so that you can finally travel back to your home planet... why did you bring sweets and biscuits?"

The creature looked at his human friend as if he was mad. "Gemses power for machine, silly Sammy," it squeaked, shaking its head. "Plus, Meemu likes taste of biscuits. Yum yum." The small alien began to attach wires, plug in sockets, download programs and nibble on biscuits.

After ten minutes or so, it had finished. "Ta-da!" it sang, holding its tiny arms aloft.



**Q4:** Draw a line to match the creature's body part to the adjectives that the author uses to describe them. There can be more than one adjective for each body part.

- |         |            |
|---------|------------|
| hair •  | • yellow   |
|         | • massive  |
| eyes •  | • maroon   |
|         | • grey     |
| mouth • | • scraggly |
|         | • wrinkly  |
| skin •  |            |



## YEAR 4 Reading - Text 2 Questions

**Q5:** Find and copy three things that Meemu had in its backpack

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**Q6:** How do you know that Sammy has met this creature before? Use evidence from the text to support your answer.

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**Q7:** Why do you think that the creature's bright colours disappear when the light is switched on?

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**Q8:** Why does the author choose to write Meemu's speech in broken English?

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Little Sammy stared at the strange contraption the alien had created. "And you are sure that this is going to work?" he asked, looking rather sad.

The creature smiled and nodded its head.

"My mum says aliens can't live under people's beds but you've been with me ever since I can remember. You've always been there for me, Meemu..."

The alien crawled over and gave Little Sammy a hug. "Sammy brave boy. Mummy says so," it whispered. "Looook." It pointed through the window at the stars. "Find Meemu here. Meemu always be here."

## YEAR 4 Writing

### Persuasive advert

- Aim of adverts is to... **SELL!**
- This means it has to make you want to go on holiday here.
- It has to sound like the **BEST** place ever!!

**Feel Good Words**  
What do people want from a holiday?

**ATTRACTIVE** friendly **Number One Holiday!**  
peaceful **picturesque** **Calm seas**  
Once in a lifetime experience **EXCITING adventures!** **Special Offer!!**  
**Welcoming people**

**Superlatives!**  
Simply the best!

The most luxurious hotels! The tastiest food! The bluest seas!  
The fastest speedboats! The comfiest beds! The friendliest people!  
The prettiest fish! The hottest sun! The cheapest deals!  
The softest sand! The best carnivals!

Use a catchy slogan:

**SUPER SOFT SAND!** Swim with Colourful Caribbean Creatures!!  
Beautiful Barbados Beaches!  
**BE HAPPIEST HERE IN HAITI!**  
Magnificent Mountains! Remember to use **ALLITERATION**

Use a slogan that catches the reader's attention!  
Make it big, bold and fun to read!

**BOSSY VERBS** (IMPERATIVES)  
You MUST....

**EXPLORE** our beautiful mountains  
**VISIT** the ancient castles  
**EXPERIENCE** swimming with dolphins  
**STROLL** along the white sand beaches

**Rhetorical questions????**  
These are questions that do not need an answer but are used for effect.

**Fancy a great holiday break?**  
**Want to swim with turtles?**  
**Ever experienced Carnival?**  
**Why not visit the Caribbean?**

**Organise your information**

**BULLET POINTS**

- Walking along our spectacular coast
- Bird-watching at our beautiful reserve
- Dancing in our famous carnival

**Sub-headings**  
**Activities**  
You can go surfing, snorkelling and even swimming with sharks!

**Labels**  
Snorkelling and Underwater photography Of the amazing sealife!





## YEAR 4 Writing

With Elon Musk and Space X's mission getting even closer to putting people on the moon, he has asked Year 4 children from around the world to create an advert advertising a holiday on the moon.

Watch this video to give you more information

<https://www.youtube.com/watch?v=DwpPq4iZ5Uw>

Make notes from the video then use these to create an advert. Make sure everything in your advert is positive and persuasive.

For example in the Video it mentions about food being a problem, however you can change this to: Sick of getting served the same food everyday on your all inclusive holiday in Europe? Well in space you get to try the latest technology in food and we can guarantee it won't be like anything you have tried before!

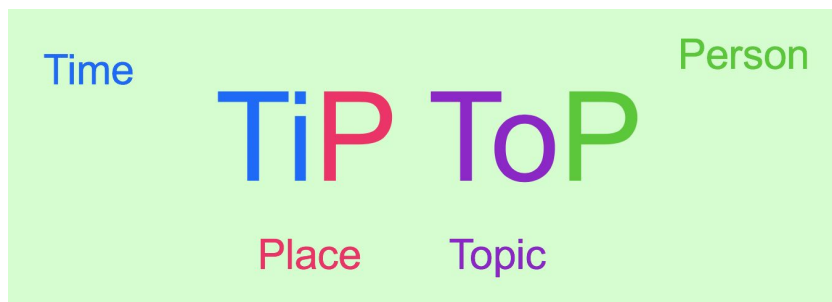




## YEAR 4 Grammar - Skill 1

### Paragraphs

A paragraph is a group of sentences about one main idea. It can be as short or as long as you like, as long as the idea you have been writing about has been fully explored. Below is a great way of remembering when to start a new paragraph..



### Forming a paragraph

Topic sentence   Supporting sentences   Ending sentence

Example:

"There are three reasons why Britain is one of the best countries in the world. First, Britain has an excellent transport system. Second, Britain has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Britain's cities are clean and efficiently managed. As a result, Britain is a desirable place to live."

## YEAR 4 Grammar - Skill 1

### Sort it Out

**I can use paragraphs correctly.**



The information below is hard to follow because it has not yet been given labelled paragraphs.

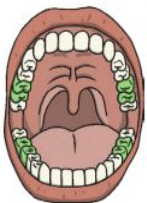
- Read the information.
- Identify the main theme and write a title.
- Re-write the information using paragraphs to make it clear and easy to understand.

#### Canines

Canines are pointy.

Humans have 8 incisors altogether; 4 in the upper jaw and 4 in the lower jaw.

Humans have 4 canine teeth, one in each quarter of the mouth, on either side of the incisors.



Canines are used for tearing and ripping food.

Incisors are used for biting and cutting food.

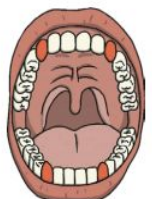
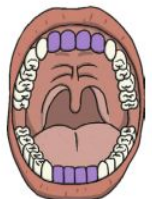
#### Molars

Molars are large and flat and used for grinding food.

Humans have 8 molars, two in each quarter of the mouth. They are at the back of the mouth behind the premolars.

Incisors are shovel-shaped.

#### Incisors



## YEAR 4 Grammar - Skill 2

Priscilla has been given the task of sorting the pronouns below into a table. Try to help her by placing each pronoun in the correct column on the table. There is an example of each pronoun in the table to help you.

I	mine	he	who	theirs
myself	its	it	me	this
we	those	themselves	yours	she
whom	you	ourselves	whose	herself
ours	these	them	his	us
which	hers	himself	that	yourself
him	yours	her		



Personal Pronouns These represent people, places and things	Possessive Pronoun These show ownership	Relative Pronouns These link one part of a sentence to another by introducing a relative clause
I went to the beach.	This is Brian's coat - it is <b>his</b> .	Peter Pan is a boy <b>who</b> can fly.

## YEAR 4 Grammar - Random Questions

Underline the adjectives in green (3), verbs in red (2), nouns in orange (3) and adverbs in blue(1):

The greedy piglet ate his delicious dinner then rolled happily in the slimy mud.

Write these verbs in the past tense:

smile = \_\_\_\_\_

stop = \_\_\_\_\_

Add either a or an:

I had \_\_\_\_\_ excellent day at school!

I saw \_\_\_\_\_ squirrel in the woods.

Underline the fronted adverbial:

At the end of the day, I like to relax by reading my book.

Underline the determiner:

"Would you like some cake?" asked Max.

Apostrophes for contraction

Write the shortened (contracted) versions of these phrases. Example: Did not = didn't

Could not = \_\_\_\_\_

It is = \_\_\_\_\_

Apostrophe for possession

The brushes belonging to one artist = \_\_\_\_\_

The brushes belonging to two artists = \_\_\_\_\_

How many nurses are there?.....The nurses' uniforms

(One nurse / more than one nurse)

How many trees are there?.....The tree's leaves

(One tree / more than one tree)



## YEAR 4 Grammar - Random Questions

Underline the adjectives in green (4), verbs in red (2), nouns in orange (3) and adverbs in blue (1):

Katie's long, curly, red hair completely refused to stay under her woolly hat!

Write these verbs in the past tense:

prefer = \_\_\_\_\_

begin = \_\_\_\_\_

Add either a or an:

I need \_\_\_\_\_ new table.

I found \_\_\_\_\_ orange flower in my garden.

Underline the fronted adverbial:

Without warning, lion pounced on its prey.

Underline the *two* determiners:

"This is your seat," Tom's new teacher said kindly.

Apostrophes for contraction

I would = \_\_\_\_\_

She will = \_\_\_\_\_

Apostrophe for possession

The pram belonging to one baby = \_\_\_\_\_

The pram belonging to two babies = \_\_\_\_\_

How many books are there?.....The book's cover

~~~~~(One book / more than one book)

Underline the pronoun

Jack fell over and put a plaster on his leg.



## YEAR 4 Spelling Rule

au/aw as in



The sound /ô/ is usually spelled with au when it is in the beginning or middle of the word and aw when the sound is at the end of a word.

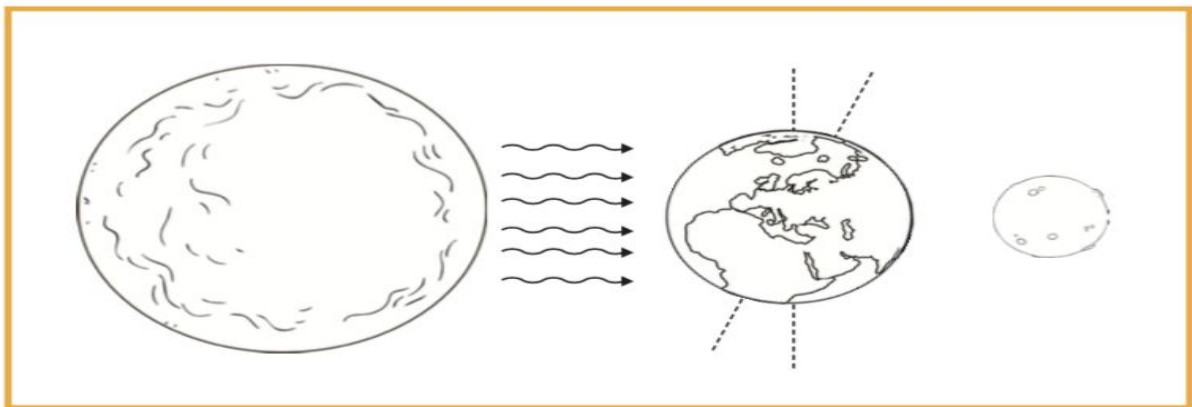
Fill the words below using the clues. The first one has been done for you.

1. Synonym for chew... gnaw
2. Move on your hands and knees...
3. Things that need washing...
4. To breathe in with a wide open mouth..
5. A bad spot in something; not perfect...
6. Synonym for uncooked...
7. Eighth month of the year...
8. Synonym for spigot; water comes from it...
9. To cry loudly...
10. Fingernail is to human as \_\_\_\_\_ is to cat
11. Very poor person...
12. Another name for the safe in a bank ...
13. To push a boat off into the water (or a rocket into space)...
14. A crustacean;(an animal) ...
15. Someone is cheated...

## YEAR 4 Science

Research why we have day and night then write a paragraph explaining what you have found out using the words in the word bank.

### Why Do We Have Day and Night?



1. Label the **Earth**, **Sun** and **Moon** on the picture.
2. Can you explain why we have daytime and night-time? Use the word bank to help you!

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#### Word Bank

Earth Sun light daytime night-time spins Moon

3. Colour in the picture to show which part of the Earth is in daytime and which part is in night-time.

## YEAR 4 Place and Time

### The International Space Station (ISS)

The International Space Station is the biggest object ever flown in space. It travels around the Earth at an average speed of 27,700 km/h, completing 16 orbits per day. At night it can easily be seen from Earth, as it flies 320 kilometres above us. 16 countries, including the USA, Russia, Japan, Canada and many ESA member states worked together to build the Station.

The largest part of the ISS is a central truss to which 16 huge solar panels are attached. The modules where the astronauts live and work are attached to the centre of the truss. Europe's biggest ISS project is the Columbus science laboratory, where astronauts can carry out scientific experiments in weightless conditions. Many different types of experiments can take place both inside and outside this space laboratory.

ESA also makes the Automated Transfer Vehicle (ATV), a series of uncrewed spacecraft designed to take supplies to the ISS. The cargo craft delivers food, fuel, equipment and other supplies.



<https://www.bbc.co.uk/newsround/34792835>

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

[https://www.esa.int/kids/en/Multimedia/Videos/Paxi\\_on\\_the\\_ISS/Fun\\_facts\\_about\\_the\\_ISS](https://www.esa.int/kids/en/Multimedia/Videos/Paxi_on_the_ISS/Fun_facts_about_the_ISS)

**Task- Create a short video explaining about the International Space Station.**

**Before you start the video you may either need to write yourself a script or some notes. Your video must be between 1 and 3 minutes.**

## YEAR 4 Faith and Belief / French

Match the animal names to the pictures.

# Les animaux

6

Relie le mot avec l'animal.

**un mouton**

**un perroquet**

**un furet**

**un lion**



**un cochon**

**un papillon**

**un chat**

**un caméléon**

**un chien**

## YEAR 4 - Extras

### 5-minute sculptures:

Use equipment and objects that you find around the house to create a 5-minute sculpture. Consider height, width, breadth, depth, colour, shadow and texture.

Once you have built your sculpture, photograph it, draw it or rearrange it! Experiment with colour and monochrome.



### Make a natural dreamcatcher:

Go outside. Collect any natural materials that you can find.

Create your own natural dreamcatcher. To challenge yourself:

- Make it symmetrical.
- Only use thread to construct it.
- Use four different materials.
- Give it three hanging components.
- Include a circle, a triangle and a star shape.



## YEAR 4 END OF YEAR EXPECTATIONS

This page provides information for parents and carers about the end of year expectations for Year Four children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

### **Reading**

- Read a range of texts for enjoyment
- Re-tell some stories orally with expression
- Give a personal point of view on a text
- Identify themes and conventions in a wide range of books
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise and perform different forms of poetry
- Explain a text with confidence
- Justify inferences with evidence, predicting what might happen from details stated or implied
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation
- Skim and scan to locate information and/or answer a question

### **Speaking and Listening**

- Articulate and justify opinions
- Speak with clear diction so that the audience can hear what is being said
- Maintain and monitor the interest of the listener
- Participate in discussions, taking turns and listening to what others have to say

## YEAR 4 END OF YEAR EXPECTATIONS

### Writing

- Plan, draft and write in a range of genres
- Proofread for spelling and punctuation errors
- Evaluate and edit own and others writing
- Read aloud own work, to a group or the whole class using appropriate intonation and tone
- Build a varied and rich range of vocabulary
- Use adjectival phrases (e.g. biting cold wind)
- Vary sentence structure, using different openers
- Appropriate choice of noun or pronoun
- Apostrophe for singular & plural possession
- Comma after fronted adverbial (e.g. Later that day, I heard some good news.)
- Use commas to mark clauses
- Use connectives to link paragraphs around a theme
- Legible, joined handwriting of consistent quality
- Spell common homophones
- Use prefixes and suffixes
- Spell words that are often misspelt

## YEAR 4 END OF YEAR EXPECTATIONS

### Maths

- Count backwards through zero to include negative numbers
- Compare and order numbers beyond 1000
- Compare and order numbers with 2 decimal places
- Read Roman numerals to 100 (I to C) • Find 1000 more/less than a given number
- Count in multiples of 6, 7, 9, 25 & 1000
- Recall & use multiplication & division facts for all tables to 12 x 12
- Recognise Place Value of any 4-digit number
- Round any number to the nearest 10, 100 or 1000
- Round decimals with 1dp to nearest whole number
- Add & subtract: Numbers with up to 4-digits using efficient written method
- Numbers with up to 1dp
- Multiply 2-digit by 1-digit numbers and 3-digit by 1-digit numbers using column multiplication
- Divide 3-digit by 1-digit using short division
- Count up/down in hundredths
- +/- fractions with same denominator
- Identify simple equivalent fractions
- Add and subtract fractions with common denominators
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise, round and write decimal equivalents
- Read, write & convert time between analogue & digital, 12 & 24 hour clocks
- Compare 2-D shapes, including quadrilaterals and triangles
- Find the area and perimeter of a shape
- Estimate and calculate measurements
- Identify properties of angles
- Introduce simple translations and identify symmetry
- Use coordinates
- Use bar charts, pictograms and line graphs
- Estimate, compare and calculate different measurements, including money in pounds and pence
- Solve number and real-life problems