

YEAR 4 HOMEWORK - Pack 11

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 Maths - Skill 1

$$\begin{array}{r} 1 \quad 7894 \\ - 3918 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 7425 \\ - 6773 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 9882 \\ - 6443 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 6746 \\ - 5816 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 6873 \\ - 5175 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 7043 \\ - 5878 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 7861 \\ - 7200 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 9803 \\ - 1985 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 7327 \\ - 5309 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 7178 \\ - 2906 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 5637 \\ - 4447 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 2877 \\ - 2498 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 7450 \\ - 3219 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 7723 \\ - 6962 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 6527 \\ - 4450 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 5568 \\ - 2319 \\ \hline \\ \hline \end{array}$$

Challenge:

$$\begin{array}{r} 1 \quad 9_45 \\ - _5_6 \\ \hline 171_ \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 26_5 \\ - 1_6_ \\ \hline _368 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad _5_7 \\ - 2_2_ \\ \hline 4971 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 2_8 \\ - _63_ \\ \hline 1075 \\ \hline \end{array}$$

YEAR 4 Maths - Skill 1 Reasoning

Calculate the missing digits in these calculations.

1.

$$\begin{array}{r} 6 \square 4 8 \\ - \quad 5 \square \square \\ \hline 6 1 4 2 \end{array}$$

2.

$$\begin{array}{r} 8 5 \square 4 \\ - \quad \square 0 \square \\ \hline 7 8 7 7 \end{array}$$

3.

$$\begin{array}{r} 7 2 8 \square \\ - \quad \square \square 3 \\ \hline 6 4 7 0 \end{array}$$

4.

$$\begin{array}{r} 4 8 \square 0 \\ - \quad \square 9 \square \\ \hline 4 4 4 3 \end{array}$$

5.

$$\begin{array}{r} 4 \square 4 \square \\ - \quad 1 \square 4 \\ \hline 4 3 5 4 \end{array}$$

6.

$$\begin{array}{r} 8 0 \square 1 \\ - \quad \square 1 \square \\ \hline 7 9 8 0 \end{array}$$

7.

$$\begin{array}{r} 7 \square 0 9 \\ - \quad 6 \square \square \\ \hline 6 5 3 2 \end{array}$$

8.

$$\begin{array}{r} 6 8 \square \square \\ - \quad \square 7 1 \\ \hline 6 0 3 7 \end{array}$$

9.

$$\begin{array}{r} 6 \square 2 3 \\ - \quad 2 \square \square \\ \hline 5 8 7 7 \end{array}$$

10.

$$\begin{array}{r} 2 3 \square 6 \\ - \quad \square 1 \square \\ \hline 1 9 1 0 \end{array}$$

11.

$$\begin{array}{r} 8 \square \square 7 \\ - \quad 7 7 \square \\ \hline 7 2 5 7 \end{array}$$

12.

$$\begin{array}{r} 7 6 \square 3 \\ - \quad \square 8 \square \\ \hline 6 6 5 6 \end{array}$$

13.

$$\begin{array}{r} 9 \square 5 \square \\ - \quad 8 \square 3 \\ \hline 8 9 1 7 \end{array}$$

14.

$$\begin{array}{r} 5 6 \square \square \\ - \quad \square 6 8 \\ \hline 4 7 7 0 \end{array}$$

15.

$$\begin{array}{r} 2 \square 6 6 \\ - \quad 5 \square \square \\ \hline 1 6 8 5 \end{array}$$

16.

$$\begin{array}{r} 3 3 \square 7 \\ - \quad \square 0 \square \\ \hline 2 5 5 6 \end{array}$$

17.

$$\begin{array}{r} 9 \square \square 1 \\ - \quad 4 8 \square \\ \hline 9 2 4 4 \end{array}$$

18.

$$\begin{array}{r} 1 \square 0 4 \\ - \quad 6 \square \square \\ \hline 5 4 1 \end{array}$$

YEAR 4 Maths - Skill 1 Reasoning

Calculate the missing digits in these calculations.

19.

$$\begin{array}{r} 88\boxed{}7 \\ - \quad \boxed{}4\boxed{} \\ \hline 8256 \end{array}$$

20.

$$\begin{array}{r} 413\boxed{} \\ - \quad \boxed{}\boxed{}5 \\ \hline 3998 \end{array}$$

21.

$$\begin{array}{r} 45\boxed{}5 \\ - \quad \boxed{}8\boxed{} \\ \hline 4000 \end{array}$$

22.

$$\begin{array}{r} 5\boxed{}8\boxed{} \\ - \quad 9\boxed{}1 \\ \hline 4825 \end{array}$$

23.

$$\begin{array}{r} 74\boxed{}4 \\ - \quad \boxed{}1\boxed{} \\ \hline 6932 \end{array}$$

24.

$$\begin{array}{r} 1\boxed{}34 \\ - \quad 6\boxed{}\boxed{} \\ \hline 709 \end{array}$$

25.

$$\begin{array}{r} 10\boxed{}\boxed{} \\ - \quad \boxed{}39 \\ \hline 114 \end{array}$$

26.

$$\begin{array}{r} 8\boxed{}07 \\ - \quad 3\boxed{}\boxed{} \\ \hline 7760 \end{array}$$

27.

$$\begin{array}{r} 24\boxed{}7 \\ - \quad \boxed{}2\boxed{} \\ \hline 1848 \end{array}$$

28.

$$\begin{array}{r} 2\boxed{}\boxed{}8 \\ - \quad 82\boxed{} \\ \hline 1834 \end{array}$$

29.

$$\begin{array}{r} 94\boxed{}0 \\ - \quad \boxed{}9\boxed{} \\ \hline 8993 \end{array}$$

30.

$$\begin{array}{r} 2\boxed{}1\boxed{} \\ - \quad 7\boxed{}0 \\ \hline 1628 \end{array}$$

31.

$$\begin{array}{r} 3\boxed{}94 \\ - \quad 3\boxed{}\boxed{} \\ \hline 3261 \end{array}$$

32.

$$\begin{array}{r} 64\boxed{}1 \\ - \quad \boxed{}2\boxed{} \\ \hline 5902 \end{array}$$

33.

$$\begin{array}{r} 934\boxed{} \\ - \quad \boxed{}\boxed{}9 \\ \hline 8678 \end{array}$$

34.

$$\begin{array}{r} 58\boxed{}8 \\ - \quad \boxed{}5\boxed{} \\ \hline 5099 \end{array}$$

35.

$$\begin{array}{r} 9\boxed{}4\boxed{} \\ - \quad 4\boxed{}8 \\ \hline 9354 \end{array}$$

36.

$$\begin{array}{r} 66\boxed{}8 \\ - \quad \boxed{}6\boxed{} \\ \hline 6351 \end{array}$$



YEAR 4 Maths - Skill 2

1.
$$\begin{array}{r} 359 \\ \times 3 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 973 \\ \times 3 \\ \hline \\ \hline \end{array}$$

3.
$$\begin{array}{r} 548 \\ \times 9 \\ \hline \\ \hline \end{array}$$

4.
$$\begin{array}{r} 325 \\ \times 7 \\ \hline \\ \hline \end{array}$$

5.
$$\begin{array}{r} 88 \\ \times 4 \\ \hline \\ \hline \end{array}$$

6.
$$\begin{array}{r} 743 \\ \times 8 \\ \hline \\ \hline \end{array}$$

7.
$$\begin{array}{r} 509 \\ \times 8 \\ \hline \\ \hline \end{array}$$

8.
$$\begin{array}{r} 647 \\ \times 7 \\ \hline \\ \hline \end{array}$$

9.
$$\begin{array}{r} 742 \\ \times 4 \\ \hline \\ \hline \end{array}$$

10.
$$\begin{array}{r} 854 \\ \times 3 \\ \hline \\ \hline \end{array}$$

11.
$$\begin{array}{r} 519 \\ \times 5 \\ \hline \\ \hline \end{array}$$

12.
$$\begin{array}{r} 905 \\ \times 6 \\ \hline \\ \hline \end{array}$$

13.
$$\begin{array}{r} 200 \\ \times 5 \\ \hline \\ \hline \end{array}$$

14.
$$\begin{array}{r} 715 \\ \times 8 \\ \hline \\ \hline \end{array}$$

15.
$$\begin{array}{r} 12 \\ \times 5 \\ \hline \\ \hline \end{array}$$

16.
$$\begin{array}{r} 876 \\ \times 4 \\ \hline \\ \hline \end{array}$$

17.
$$\begin{array}{r} 111 \\ \times 5 \\ \hline \\ \hline \end{array}$$

18.
$$\begin{array}{r} 166 \\ \times 7 \\ \hline \\ \hline \end{array}$$

19.
$$\begin{array}{r} 553 \\ \times 4 \\ \hline \\ \hline \end{array}$$

20.
$$\begin{array}{r} 98 \\ \times 5 \\ \hline \\ \hline \end{array}$$

21.
$$\begin{array}{r} 841 \\ \times 7 \\ \hline \\ \hline \end{array}$$

22.
$$\begin{array}{r} 580 \\ \times 5 \\ \hline \\ \hline \end{array}$$

23.
$$\begin{array}{r} 932 \\ \times 5 \\ \hline \\ \hline \end{array}$$

24.
$$\begin{array}{r} 436 \\ \times 5 \\ \hline \\ \hline \end{array}$$

YEAR 4 Maths - Skill 2 Reasoning

Two-Step Multiplication Word Problems Multiplication First

1. A classroom is arranged with five tables of four places, and a row of nine places. How places are there in the classroom?

Two-Step Multiplication Word Problems Multiplication First

2. A pencil factory produces enough pencils in one hour to fill 25 boxes of 12 pencils and leave a further 64 pencils unboxed. How many pencils are produced in one hour?

Two-Step Multiplication Word Problems Multiplication First

3. A teacher wants to fill eight pencil pots each with 36 pencils, but is 63 pencils short. How many pencils does the teacher have?

Two-Step Multiplication Word Problems Multiplication First

4. A grocer has 27 packs of parsnips, with each pack containing 3 parsnips. There are also 92 parsnips to be sold individually. How many parsnips are there altogether?

YEAR 4 Maths - Skill 3

Two-Step Multiplication Word Problems Multiplication First

5. A toy warehouse has 29 packs of cars, each with 6 cars. The manager decides to sell 90 of these individually. How many cars will be left over after the 90 cars are unboxed?

Two-Step Multiplication Word Problems Multiplication First

6. At a football tournament, there are 16 teams of 11 players. Out of all the players, 109 have played in the tournament before. How many players have not played in the tournament before?

Two-Step Multiplication Word Problems Multiplication First

7. Marbles are sold in bags of 30 marbles. Enough marbles are produced to fill 72 bags. However 128 of the marbles are damaged so cannot be used. How many undamaged marbles are there?

Two-Step Multiplication Word Problems Multiplication First

8. A sports shop has 26 boxes of table tennis balls. Each box contains 12 balls. There are also 87 table tennis balls to be sold individually. How many table tennis balls are there altogether?

YEAR 4 HOMEWORK - Pack 11 skill 3

Steps to bus stop division:

1

$$\begin{array}{r} 76 \div 2 = \\ \\ 2 \overline{) 76} \end{array}$$

How many 2s are there in 7?

2

$$\begin{array}{r} 76 \div 2 = \\ 3 \\ 2 \overline{) 76} \end{array}$$

How many 2s are there in 7?

3

$$\begin{array}{r} 76 \div 2 = \\ 3 \\ 2 \overline{) 7 \square 6} \end{array}$$

How many are left over?

4

$$\begin{array}{r} 76 \div 2 = \\ 3 \\ 2 \overline{) 7 \square 6} \end{array}$$

How many are left over?

5

$$\begin{array}{r} 76 \div 2 = \\ 3 \\ 2 \overline{) 7 \square 6} \end{array}$$

How many 2's are there in 16?

6

$$\begin{array}{r} 76 \div 2 = \\ 38 \\ 2 \overline{) 7 \square 6} \end{array}$$

Great!

$$8 \overline{) 80}$$

$$8 \overline{) 88}$$

$$4 \overline{) 52}$$

$$3 \overline{) 42}$$

$$4 \overline{) 64}$$

$$3 \overline{) 57}$$

YEAR 4 Maths - Skill 3 Reasoning

Complete the following using bus stop division.

1. $429 \div 3 =$

2. $560 \div 4 =$

3. $615 \div 5 =$

4. $764 \div 4 =$

5. $288 \div 3 =$

6. $670 \div 5 =$

7. $488 \div 2 =$

8. $920 \div 4 =$

9. $363 \div 3 =$

10. $510 \div 5 =$

11. $504 \div 4 =$

12. $642 \div 6 =$

13. $752 \div 8 =$

14. $558 \div 6 =$

15. $728 \div 8 =$

16. $592 \div 4 =$

17. $684 \div 2 =$

18. $328 \div 4 =$

19. $648 \div 8 =$

20. $684 \div 6 =$

21. $954 \div 9 =$

22. $637 \div 7 =$

23. $678 \div 6 =$

24. $665 \div 7 =$

25. $945 \div 9 =$

26. $864 \div 8 =$

27. $574 \div 7 =$

28. $708 \div 6 =$

29. $936 \div 9 =$

30. $623 \div 7 =$

YEAR 4 Maths - Skill 3 Reasoning

Complete the following using bus stop division.

1. I have 726 cupcakes to sell at the fair. The fair lasts for 3 days. How many do I want to sell each day?

2. There are 484 children in the school. They need to be split into 4 groups. How many children will there be in each group?

3. Five hundred and nineteen penguins need to be put into 3 pools. How many will go in each pool?

4. There are 847 Anglo-Saxons living in 7 villages. How many live in each village?



5. There are 964 potatoes in the bags and 4 enormous pans in the kitchen. How many potatoes will the chef put in each?



6. There are 309 paint brushes in the cupboard and 3 trays for them. How many paint brushes should go in each tray?



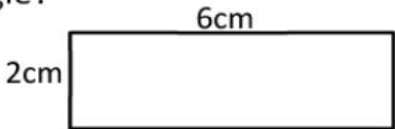

7. 428 children need to go to the theatre. Four buses are sent to take them there. How many children should go on each bus?





8. A supermarket has 4 shelves for soup and 564 tins to put on them. How many tins should they put on each shelf?



YEAR 4 Maths - Arithmetic

1)	Write down 3 odd numbers that add up to 19	
2)	___ - 4 = 11	
3)	Write down the number one thousand three hundred and twenty.	
4)	$21 \div 3$	
5)	Round 827 to the nearest 100.	
6)	What is the perimeter of this rectangle? 	
7)	What is the next number in this sequence? 83, 80, 77, 74, 71, ___	
8)	What is the time in digital? 	
9)	Write down a multiple of 4 between 29 and 37	
10)	I have £1. I spend 32p. How much do I have left?	
11)	A ladder is 5 _____ tall. Which word is missing? mm cm m km	
12)	How many FIVES makes 6 TENS?	
13)	What number comes halfway between 7 and 8?	
14)	How many wheels on 8 cars?	
15)	Half of 52	
16)	The date is the 15 th August. What was the date 2 weeks ago?	

YEAR 4 Maths - Arithmetic

1)	$20 - 13$	
2)	How many sides does an octagon have?	
3)	6×4	
4)	Write down a multiple of 7 between 20 and 30.	
5)	$6 + 800$	
6)	Make 7 ten times bigger.	
7)	What is the perimeter of this shape? <div style="text-align: right; margin-top: 10px;">  </div>	
8)	What is $\frac{1}{2}$ as a decimal?	
9)	What is the difference between 32 and 18?	
10)	How much more do I need to make £1? 	
11)	How many minutes in $\frac{1}{4}$ of an hour?	
12)	I am a 3d shape. I have 6 faces and all my faces are square. Who am I?	
13)	$18 \div 6$	
14)	Round 864 to the nearest 10.	
15)	In a school, a quarter of a class are boys. What fraction are girls?	
16)	$5 + 7 = \underline{\quad} \times 3$	

Valentina Tereshkova is a retired Russian **cosmonaut** who was the first woman to fly in space. On 16th June 1963, she flew the spacecraft Vostok 6 around Earth. In total, she orbited the planet 48 times, which took her almost three days.



Valentina was selected from more than 400 others and her mission was to find out how the female body reacted to spaceflight. She controlled the spacecraft, kept a flight log and took some incredible photographs of Earth from space. Some of the pictures showed how the world was suffering from the effects of global warming and have been used by scientists to improve their understanding of it.

Early Life

Although her parents came from **Belarus**, Valentina was born in central Russia and grew up in a village called Maslennikovo. Her father was a tractor driver and an army tank leader who fought in the Second World War, while her mother worked in a **textile plant**. Valentina left school at just 16 when she discovered her passion for skydiving.

In 1959, when she was 22, Valentina made her first jump and it was her skill as a skydiver that eventually led to her being picked as a cosmonaut.

Space Training

Valentina was interested in politics and the communist idea that everyone in society should be treated equally. This brought her to the attention of the **Soviet Space Programme**. Being such a skilful skydiver and having joined the **Young Communist League** when she was younger – as well as having a war hero as a father – Valentina was seen as the ideal candidate to join the cosmonaut corps.

Five women were picked in total but only one of them was needed for the spaceflight. It was up to Valentina to prove that she was the one they wanted.

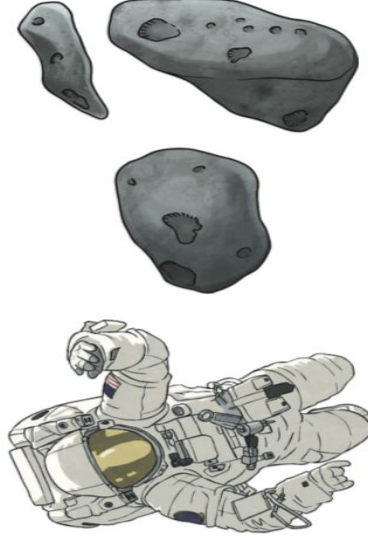


The training was intense and the candidates had to take many physical and mental tests. This included months of weightless flights, long periods on their own and lessons in rocket theory and spacecraft engineering. They also undertook 120 parachute jumps and trained in jet fighter planes. Training concluded with exams and, in 1962, Valentina passed with two of the other candidates.

The State Space Commission chose Valentina as the Vostok 6 pilot a month before the flight and, on 16th June 1963, Vostok 6 was ready for launch. After a two-hour countdown, the spacecraft launched into the atmosphere. The mission was a success and, within minutes, Valentina had become the first woman in space.

The Flight

Being confined to such a small area, Valentina felt cramped and sick for most of the flight but managed three days in space before returning to Earth.



Quick Facts

Known for: First woman in space

Nationality: Russian

Date of birth: 6th March 1937

Place of birth: Balshoye Maslennikovo, Central Russia

Occupation: Cosmonaut, politician, engineer

Spacecraft: Vostok 6

Space time: 2 days, 22 hrs and 50 mins



YEAR 4 Reading - Text 1

Questions

1. Who was Valentina Tereshkova and what was she the first to do?

2. Valentina took some incredible photographs of Earth from space. What do you think made them so incredible?

3. What was the only award Valentina received that wasn't an Order?

4. What did Valentina do in 1959?

5. What do you think the **Soviet Space Programme** was?

6. From what you have read in the text, which **two** words best describe Valentina Tereshkova?
 organised
 determined
 skilful
 happy
 shrewd

Valentina Tereshkova



Legacy

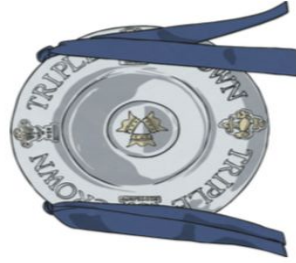
Out of the five female candidates that trained to become a cosmonaut, only Valentina made it in to space. 19 years later, in 1982, Svetlana Savitskaya joined Valentina in the record books when she became the second woman in space aboard Soyuz T-7.

During her life, Valentina married twice. Her first husband was also a cosmonaut and, in 1964, they had a daughter, Elena. Elena was the first person in the world whose parents had both been to space!

As well as being a cosmonaut, Valentina was an engineer and politician during her working life. Now retired, she remains an inspiration to men and women throughout the world.

Awards

- Hero of the Soviet Union
- Order 'For Merit to the Fatherland'
- Order of Lenin
- Order of the October Revolution
- Order of Alexander Nevsky
- Order of Honour
- Order of Friendship



Glossary

Belarus: An eastern European country.

cosmonaut: A Russian astronaut

Soviet: From a group of countries which used to be called the Soviet Union.

textile plant: A factory that produces cloth or fabric.

Young Communist League: A group of young people that believe in communist ideas.



YEAR 4 Reading - Text 1 Questions

7. Number these events 1 – 5 to show the order that they are first mentioned in the text. The first one has been done for you.

- Soyuz T-7 was launched.
- 1 She filled in a log.
- Her father drove a tractor and a tank.
- She joined the Cosmonaut Corps.
- The State Space Commission chose her as the Vostok 6 pilot.

8. **Now retired, she remains an inspiration to men and women throughout the world.**

Why is Valentina an inspiration?

9. If Valentina had any regrets about the space flight what do you think they may have been? Explain why you think this.

YEAR 4 Reading - Text 2

Continuing last weeks fiction text

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."

Little Sammy and the Alien

The alien crawled over to its invention, tapped the tablet a few times and then flicked the hairdryer on. "Bysie," it said, waving its tiny arms in the air.

"Goodbye, Meemu," Little Sammy said over the noise of the machine, tears welling in his eyes. "I'm going to miss you."

With that, the little creature disappeared.

Every night, Little Sammy looked out of his bedroom window and stared at the stars, wondering if his best friend ever made it home. Months passed, then years, and Little Sammy grew up and became Big Sammy.

One night, he was reading a bedtime story to his daughter, Little Polly. It was her favourite story.

"So, the alien lived happily ever after. The end," he said. He leant over, pecked Little Polly on her forehead and turned the lights out, just like he always did. But this time, as the room went dark, he heard a strange tap-tap tapping noise followed by a scratching sound coming from under Polly's bed.

"Daddy?" Little Polly said in the dark. "Does it always end with a happy ending?"

Her father stared at the stars and waited for the final sound. "Oh, yes, Polly," he said, as a fluorescent glow reflected in the window. "It most certainly does!"



YEAR 4 Reading - Text 2 Questions

Q9: How does Sammy feel as Meemu leaves?
Use evidence from the text to support your answer.

Q10: What is happening in Little Polly's room at the end of the story?



Little Sammy and the Alien

Q11: Explain how Sammy is similar to his mum by the end of the story.



Q12: Sum up the plot of this extract in thirty words or less.



YEAR 4 Writing

Diary extract

This weeks task is to write a weeks diary (7 days) from the perspective of an astronaut. You have been sent to live on the International Space Station for 7 days and you will be writing a diary about your experience.

To complete this task you will need to know what it is like to live on the International Space station. The astronaut Chris Hadfield has made many short videos about different aspect of space life.

I have linked some below but there are many more. On youtube find as many videos about Chris Hadfield's life on the ISS to inform your writing.

<https://www.youtube.com/watch?v=AZxORIV0wss>

<https://www.youtube.com/watch?v=UyFYgeE32f0>

<https://www.youtube.com/watch?v=3bCoGC532p8>

YEAR 4 Writing

Use the PING grid below to plan your diary.

Diary

Part	Image	Notes/ Guidance
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.

Ability to write Grammar Punctuation Sentence Structure (GPS)

Identify & maintain consistent tense & person
[past progressive & present progressive 1st person]

Questions, exclamatory, statement.

Use apostrophe for possession and omission

Link events with temporal conjunctions

Use of pronouns to avoid repetition [possessive and relative]

Composition: Structure Audience Purpose (SAP)

Use of informal language

Give opinion and use humor through detail

Brackets for asides

Develop a character/ voice



YEAR 4 Grammar - Skill 1



George and Paul are meeting for the first time. They are speaking in an informal style.

George: Oh not much really. Just chilling and watching those lads kicking a ball around.

Paul: Where? Oh yeah! They're dead good ain't they? Do you play footie?

George: Nah! I used to when I was younger but my old knees aren't up to the job these days I'm afraid.

Paul: I know how you feel mate. These hips of mine don't half ache in the evenings. I guess we'll just have to be glad to sit and watch instead.

1. Write another sentence for each character in the same style.

George:

Paul:

2. Now can you re-write the conversation in the space below to make it much more formal?

Think carefully about the vocabulary and grammar that you use.



YEAR 4 Grammar - Skill 1

1. **Label** each sentence to say whether it is formal or informal. Then, **underline** the examples of formal and informal vocabulary in each sentence.

I guarantee that your flight experience will be a positive one.

You're going to have a dead good trip.

When is the television programme scheduled to begin?

What time is that tv programme on?

The two boys were pretty noseey.

The two boys were rather curious.

.....

2. Read the informal sentences below, then **write** a more **formal** version of each one.

Sophie is a right pest.

I can't work out what his job is.

Tilly always butts in on our chats.

YEAR 4 Grammar - Skill 1

3. Read the formal sentences below then **write** a more **informal** version of each one. (You may use a dictionary to help you.)

What is the correct pronunciation of the word bath?

The system was particularly difficult to navigate.

Dr. Thompson was sufficiently thorough during the examination.

YEAR 4 Grammar - Random Questions

e

Change these adjectives into adverbs.

sleepy - _____

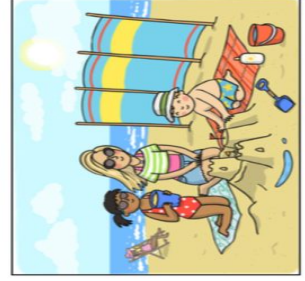
messy - _____

simple - _____

f

Re-arrange this sentence so that it has a fronted adverbial. Don't forget the correct punctuation.

The children made a gigantic sandcastle with much enthusiasm.



c

Circle the THREE determiners in this sentence.

The two dogs barked at a cat.



d

Mr Whoops has accidentally jumbled two adjectives that he uses to describe his favourite teacher. Can you help him to unjumble them?

rgican

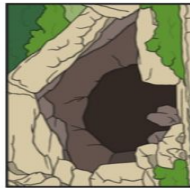
yldreifn



a

Add the correct pronouns to the sentence:

Rita heard a grunting noise from inside the cave, which made _____ shudder. There was definitely something inside _____.



b

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

(They/There) was a sudden rainstorm so the children ran inside for (their/there) coats. They decided that they might need umbrellas (two/to/too).

YEAR 4 Grammar - Random Questions

e

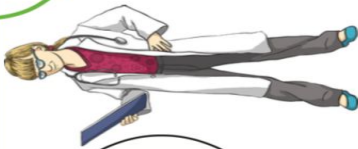
These words have prepositions hiding within them can you spot them? The first one is done for you!

toffee → t(off)ee → off

hoverboard → _____ → _____

supply → _____ → _____

c

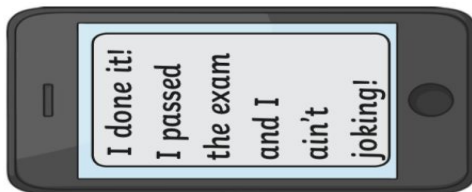


Can you tell me your symptoms, Mr Brown?

Can you write this as a line of accurately punctuated direct speech?

a

Re-write this text message using Standard English.



b

Can you think of the prefix words to match these definitions?

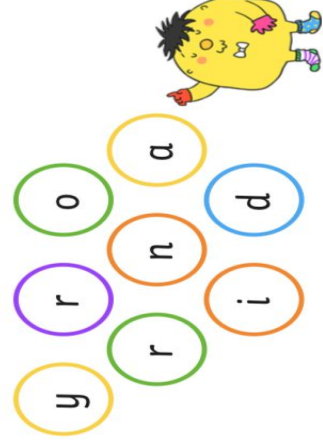
A signature of a famous person: auto _____

An adjective to describe someone who hates waiting: im _____

f

Mr Whoops has been juggling with the letters from one of his Y4 spelling words. Can you spot what it is?

o _____



d

Use the correct form of the verb 'to be' to complete these past and present tense sentences correctly:

This _____ your new classroom.

Yesterday, we _____ on a school trip.

Joe and Jack _____ twins.

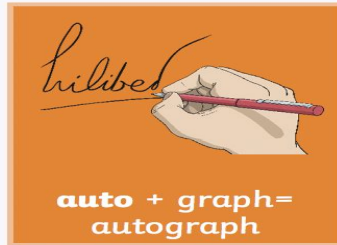
YEAR 4 Spelling Rule

A prefix is a set of letters that are added to the beginning of a word to make a new word.

super-



auto-



anti-



The prefix **super-** means greater, more than or above.

The prefix **auto-** means self or own.

The prefix **anti-** means against.

1
2
3
4
5

	A	B	C	D	E	F
1	Super	correct	septic	perspirant	ageing	graph
2	biotic	market	human	freeze	fungal	clockwise
3	Super	nova	Anti	hero	star	Auto
4	mobile	pilot	sonic	social	dote	natural
5	matic	Auto	focus	biography	Anti	glue

Work out the words from the co-ordinates given.



1.	A1+D3=	
2.	B5+F1=	
3.	C3+C1=	
4.	A3+F4=	
5.	F3+A5=	
6.	A1+E3=	
7.	E5+F2=	
8.	A1+B2=	
9.	E5+E2=	
10.	B5+B1=	
11.	B5+C5=	
12.	E1+D4=	

YEAR 4 Science

Earth, Sun and Moon

Complete the sentences below.

star	Earth	planet	sphere	Moon
28 days	shape	Solar System	365 days	Sun

The Earth is a _____ and takes around _____ to travel round the _____.

The Sun is a _____ found at the centre of our _____.

The _____ takes _____ to travel round the Earth.

The _____, Sun and Moon are all roughly the _____ of a _____.

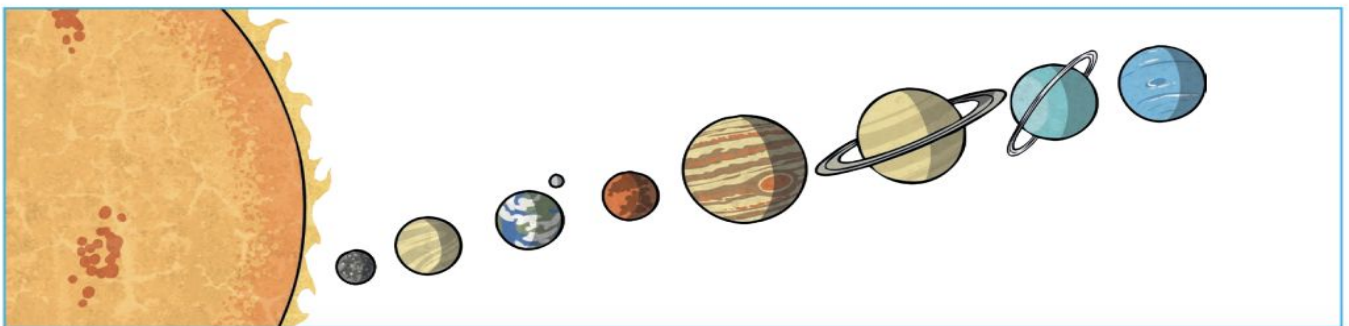
Answer the following questions:

How much bigger is the Sun than the moon? Tick one.

- The sun is 4 times bigger than the Moon.
- The sun is 40 times bigger than the Moon.
- The sun is 400 times bigger than the Moon.

Which is biggest, the Earth, Sun or Moon? _____

How long does it take for the Earth to make one turn on its axis? _____



YEAR 4 Place and Time

Fact file - Tim Peake



Research Tim Peake and continue his fact file.

Born: 7 April 1972

Nationality: British

Family: married and has one son

Hobbies: skiing, scuba diving, cross country running and reading

YEAR 4 Faith and Belief / French

Cut out the french days of the week below and stick them in the correct place in the middle column. The write them out using your own coloured pens.



• Monday		_____
• Tuesday		_____
• Wednesday		_____
• Thursday		_____
• Friday		_____
• Saturday		_____
• Sunday		_____

<i>mercr</i>	<i>vendre di</i>	<i>samedi</i>	<i>mardi</i>
dimanc	lundi	jeudi	

YEAR 4 - Extras

Collaborative Challenge 1 (15 mins)

Learning focus: Perseverance

Challenge: Can you create a cup that can hold as much water as possible for at least 15 seconds from just one piece of paper?

Collaborative Challenge 5 (15 mins)

Learning focus: Initiative

Challenge: Using found natural materials, can you make a birds' nest that can hold 3 eggs (marbles)?

Measure the distance of your outside space in the number of footsteps it takes to cross it. What about if you use giant footsteps?

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