

St Mary's

My Y4 Home Learning Pack & answers

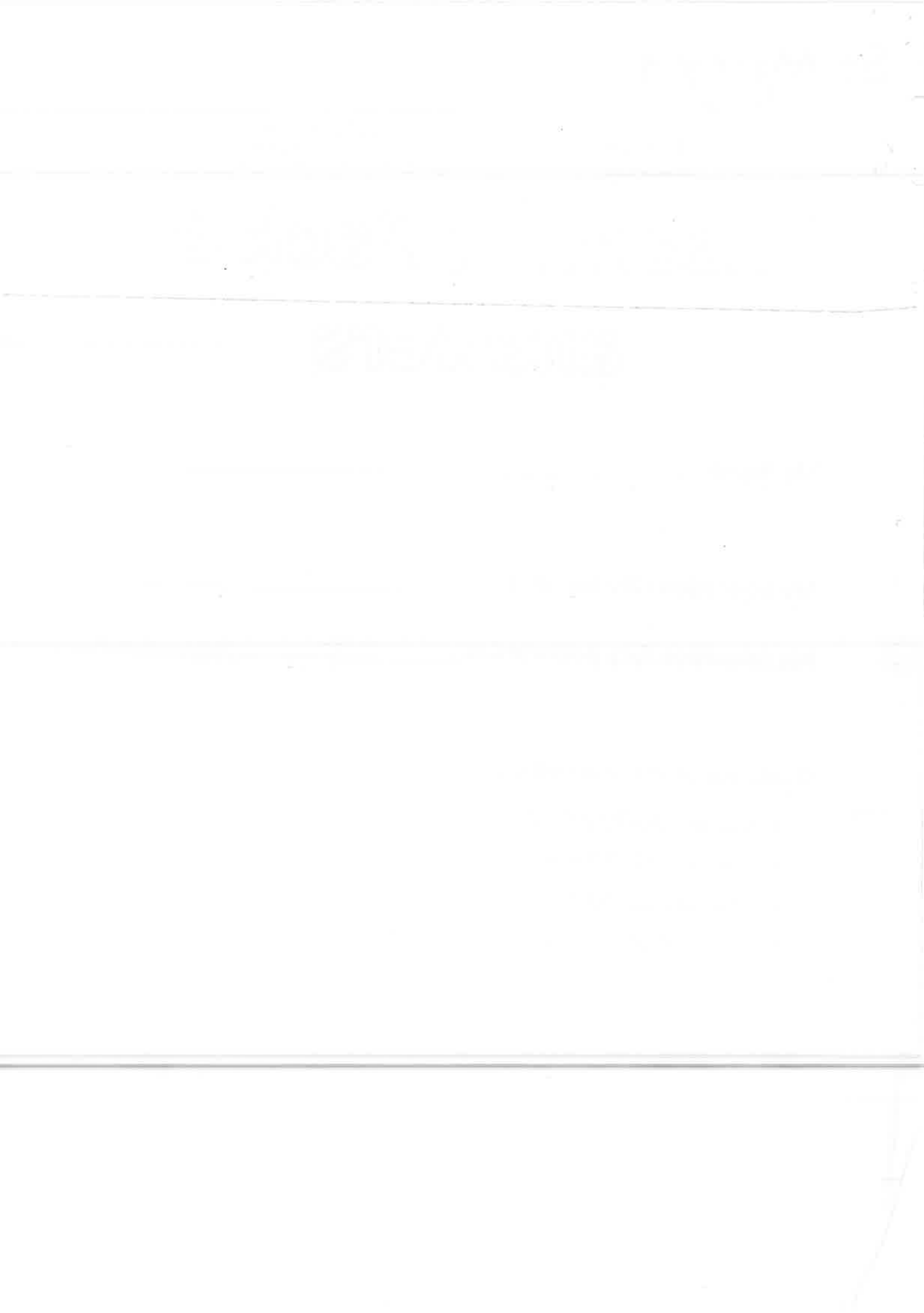
My Name is: _____

My Education City log on is: _____

My Education City password is: _____

Guidance on daily activities:

- Maths- 20/30 minutes
- English- 20/30 minutes
- Reading 20-30 minutes
- Foundation subject- 20/30 minutes



Dear Parents and Carers

With the government now asking all schools to shut, we have put together a pack of activities to enable your child to continue their learning at home. In the first instance, the pack is designed to last for approximately two weeks. We will also try, as far as possible to post further ideas and suggested websites, on our own school website, that you can use with your child.

If your family is currently self-isolating, wherever possible, could you arrange for another parent to collect your child's pack or arrange for someone else to collect it from the school by 12noon on the first day of closure at the latest.

As it is likely that children will be spending more time online than they would normally at school, it is important that as parents you remind children about **the importance of online safety**. In the parents' section of our website (How to help your child) we already have an online safety section with a variety of activities as well as links to websites.

<https://www.st-marys-jun.hants.sch.uk/page/?title=Online+safety&pid=68>

General Activities

- Reading with your child – a list of suggested questions is included in the pack
- Times tables practice – there are lots of websites available including:
<https://www.timestables.co.uk/> <https://www.topmarks.co.uk>
- Years 3/4 - Education City
- Years 5/6 – Mathletics
- Writing activities – a story related to books they read, diary entry, really detailed description of an object or place
- Art – still life pencil drawing of a toy, flower, other household item or even a trainer. The following website will give you further ideas - <https://www.artforkidshub.com/>
- Indoor PE activities – keep active indoors – www.gonoodle.com
- Cooking
- Gardening

If you do have a query about the work, you can email the teachers - please copy all the teachers for your child's year group into your email – someone will endeavour to get back to you, but with the rapidly changing circumstances we cannot guarantee this.

Teacher Emails

Year 3

n.eckett@st-marys-jun.hants.sch.uk

e.sherlock@st-marys-jun.hants.sch.uk

a.whincup@st-marys-jun.hants.sch.uk

Year 4

d.mcgregor@st-marys-jun.hants.sch.uk

a.gibbs@st-marys-jun.hants.sch.uk

s.gill@st-marys-jun.hants.sch.uk

Year 5

m.rundle@st-marys-jun.hants.sch.uk

e.candy@st-marys-jun.hants.sch.uk

h.parsons@st-marys-jun.hants.sch.uk

f.pressner@st-marys-jun.hants.sch.uk

Year 6

e.king@st-marys-jun.hants.sch.uk

c.cosgrove@st-marys-jun.hants.sch.uk

p.rimmel@st-marys-jun.hants.sch.uk

Further information can be found in the Parents section – ‘How to help your child’, on our website:

<https://www.st-marys-jun.hants.sch.uk/page/?title=How+to+help+your+child%2E%2E%2E&pid=67>

- On the year group pages
- Maths section
- English section
- Emotional Well-being
- Music
- French

Whilst we don't want to dictate a timetable, as every family's circumstances will be different, all children will benefit from continuing to have a structured day, which you could agree as a family. In the packs that you have been, given each year group has a timetable suggestion about time that you should be spending on each subject.

Treetops – The Worst Team in the World – Alan MacDonald

Reject Rovers were losing. Nothing new in that, but now they were on the attack. It always made their forwards nervous, especially Kevin 'Panic' Taylor.

By pure luck, the ball had landed at his feet and he was wondering what to do with it. Kevin was just outside the penalty area and had a clear run on goal.

1. Reject Rovers were losing, had they given up? How do you know?
2. Why do you think Kevin was called Kevin 'Panic' Taylor?
3. What do you think Kevin might do? Why do you think this?
4. Write a paragraph about what might happen next.

[illegible]

Strange Meeting

I was still deciding which direction to take when I heard a voice from behind me.

"Who are you? What do you want?"

I turned.

"Who are you?" she asked again. The old lady who stood before me was no bigger than I was. She scrutinised me from under the shadow of her dripping straw hat. She had piercing dark eyes that I did not want to look into.

"I didn't think it would rain," she said, her voice gentler. "Lost, are you?"

I said nothing. She had a dog on a leash at her side, a big dog. There was an

ominous growl in his throat, and his hackles were up all along his back.

She smiled. "The dog says you're on private property," she went on, pointing her stick at me accusingly. She edged aside my raincoat with the end of her stick. "Run away from that school, did you? Well, if it's anything like it used to be, I can't say I blame you. But we can't just stand here in the rain, can we? You'd better come inside. We'll give him some tea, shall we, Jack? Don't you worry about Jack. He's all bark and no bite." Looking at Jack, I found that hard to believe.

I don't know why, but I never for one moment thought of running off. I often wondered later why I went with her so readily. I think it was because she expected me to, willed me to somehow. I followed the old lady and her dog up to the house, which was huge, as huge as my school. It looked as if it had grown out of the ground.

There was hardly a brick or a stone or a tile to be seen. The entire building was smothered in red creeper, and there were a dozen ivy-clad chimneys sprouting skywards from the roof.

We sat down close to the stove in a vast vaulted kitchen. "The kitchen's always the warmest place," she said, opening the oven door. "We'll have you dry in no time. Scones?" she went on, bending down with some difficulty and reaching inside. "I always have scones on a Sunday. And tea to wash it down. All right for you?" She went on chatting away as she busied herself with the kettle and the teapot. The dog eyed me all the while from his basket, unblinking. "I was just thinking," she said. "You'll be the first young man I've had inside this house since Bertie." She was silent for a while.

Can I infer meaning from a text?

1. Name three things the narrator notices about the old lady when he first meets her in the rain.

He notices...

2. How does the old lady describe her dog, Jack, so as not to worry the narrator?

She says the dog...

3. Why does the old lady's house look as if it has 'grown out of the ground'?

It looks this way because...

4. Who do you think Bertie is?

I think Bertie is...

Treetops, Swivel-Head – Susan Gates

My mum's inherited a windmill. That's right – a windmill.

Mum inherited it from her cousin. It's called Blezzard's Mill and it's two hundred years old. And we've just moved here, Mum, Dad and me, to live in it.

I've got to make new friends, start a new school, everything. I'm standing in front of my new school now. It's my first day and Mum's just dropped me off in Flying Bull Lane. The school's called, you guessed it, Flying Bull Lane School.

1. 'Inherited' – What do you think this means?
2. How do you think this child is feeling at having to start a new school?
3. Explain what you think a Windmill might be.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Treetops – Melleron's Monsters – Douglas Hill

The two small creatures had travelled a long way, across a wild, grim, difficult land – one trotting on four sturdy legs, the other floating on delicate wings.

Because they knew they might be pursued, they had travelled mostly at night, through the shelter of gullies and ravines, woods and thick brush. All of that had made their journey longer and harder. And the hardest part of all had come when they reached the massive range of the Stonewall Mountains, with its craggy ridges and looming cliffs.

1. What sort of animals might these travellers be?
2. What do you think pursued means? Why do you think this?
3. Where had they travelled through to get to the mountains?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

Treetops, Go to the Dragon-Maker – by Shirley Isherwood

Shaun, his younger brother Michael and their friend Joe had been playing together since morning. Shaun was the eldest; he was tall and had red hair. Michael was known for his fun personality, quickness and his chatter. Joe was somewhere in between in age, and was darker and quieter; 'still waters run deep' was what was said about Joe, meaning there was more to him than met the eye.

1. How many boys were playing? How do you know?
2. Refer to the text and describe what Shaun looked like.
3. Which boy was the youngest boy? How do you know?
4. What does 'there was more to him that met the eye' mean?
5. Write a paragraph describing what Michael would be like using the text to help you.

The Magic Hammer

10 When the Vikings first came to Britain they were Pagans,
 20 worshipping Norse gods. The king of the gods was Odin,
 29 who had a son, Thor, the God of Thunder.

39 Thor's magic hammer, which could kill an army or bring
 48 peace to the world, was missing; the unintelligent frost
 59 giant, Thrym, had stolen it! Loki, the giant and god of
 69 Mischief, was sent to find Thrym to retrieve the hammer.
 78 However, Thrym laughed and gave Loki an ultimatum: "I
 90 will return the hammer if I am given Freya, the Goddess of
 102 Love, to be my wife." Loki had a mischievous plan - rather
 114 than send poor Freya, Thor put on a dress and went to
 117 reclaim his hammer.



Quick Questions

1. Who did the Vikings worship originally?



2. Which two words mean the same as 'get back'?



3. Why do you think that Thrym stole the magic hammer?



4. Do you think that Thor managed to recover his hammer? Why do you think this?



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Answers



1. Who did the Vikings worship originally?

Accept: Norse gods.



2. Which two words mean the same as 'get back'?

Accept: 'retrieve' and 'reclaim'.



3. Why do you think that Thrym stole the magic hammer?

Accept reference to it being powerful and so he could use it to get what he wanted (Freya).



4. Do you think that Thor managed to recover his hammer? Why do you think this?

Accept a reasonable explanation e.g. yes, he did because the frost giant was unintelligent so, with the help of mischievous Loki, he would win; or no, because the frost giant was larger and had the magic hammer which was so powerful that Thor could not beat him.



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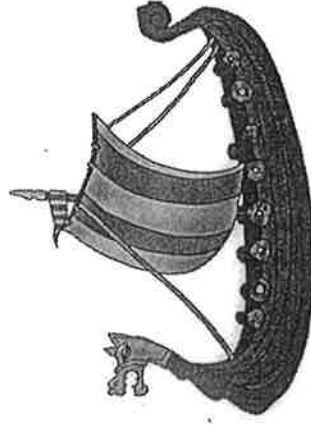
Danegeld by Rudyard Kipling

9 Fierce and brutal Vikings sailed to Britain in longboats,
17 'Let's go Viking!' they yelled so they did,
26 With axes high and a glint in their eyes,
32 Many Britons just ran and hid!

40 When a new wave of Viking raids started,
46 Poor King Ethelred struggled to cope,
55 So Danegeld he paid to try and stop raids,
62 But Vikings came back in their boats.

68 The Danegeld tax couldn't contain them,
74 And Ethelred got called 'the un-ready',
81 "It's not funny, they're after more money!
85 I'm fleeing abroad instead!"

92 In the end some Vikings liked Britain,
97 They enjoyed the British way,
106 They sent for their wives and started new lives,
111 Vikings were here to stay!



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Quick Questions

1. How did Vikings travel to Britain?

2. Which word means the same as 'leaving a place of danger'?

3. Why do you think 'many Britons just ran and hid'?

4. How did some of the Vikings change?

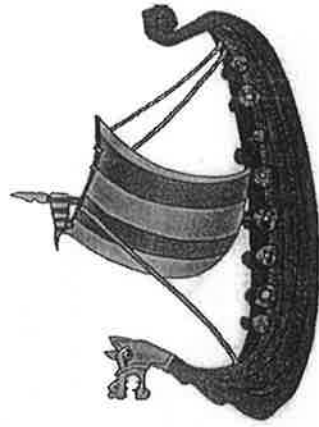


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Answers

1. How did Vikings travel to Britain?
Accept: they came in (long)boats.
2. Which word means the same as 'leaving a place of danger'?
Accept: 'fleeing'.
3. Why do you think 'many Britons just ran and hid'?
Accept reference to the Vikings being 'fierce and brutal' and having 'axes', so the Britons feared them.
4. How did some of the Vikings change?
Accept an explanation focusing on the change from coming only to 'go Viking', look for new land and being brutal, to settling with family because they liked the British way of life.

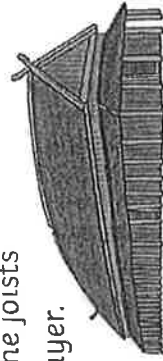


Making a Longhouse

Vikings built houses like ships - up to 100 feet long with oval sides and sloping roofs. The main, boat-like room could house up to fifty people (plus livestock during a freezing winter).

Building a Longhouse

1. Dig holes 1 metre deep, every 2 metres around the perimeter.
2. Set the posts in the holes.
3. Lash pre-cut, rough lumber onto the wooden frame with green twigs.
4. Daub thick mud into the joints between the boards to seal out the weather.
5. Hoist the roof joists above the two widest points of the building.
6. Raise the centre beam between the end joists and attach all three sections together securely.
7. Attach all other roof joists to the centre beam.
8. Weave branches between the joists to support the outer roof layer.



Quick Questions



1. Who would live in the longhouse during the winter?



2. Which words means the same as 'lift'?



3. Why is it important to 'seal out weather'?



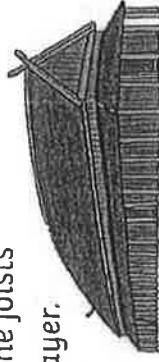
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Answers



1. Who would live in the longhouse during the winter?

Accept: up to 50 people plus their livestock.



2. Which words means the same as 'lift'?

Accept: 'hoist' and 'raise'.



3. Why is it important to 'seal out weather'?

Accept any explanation linked to keeping warm during the winter.



4. How does the layout help you to follow the instructions?

Accept any explanation about the use of numbers to enable the reader to follow the steps in order.



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The Viking Times

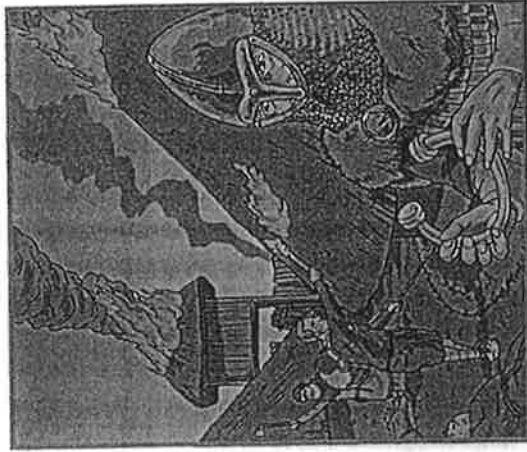
AD787

We Have Arrived!

4 After an arduous journey
9 across the North Sea, we
13 have finally reached our
15 destination - England.
18 The feeble, afraid
21 Englishmen tried to
26 cease us but we were
30 too powerful and fought
35 our way, as brutally as
39 was necessary, onto the
43 green and lush land.

48 We are here to find
51 treasures (and probably
55 steal them) before we
60 return to our homes in
63 Norway, Sweden and
64 Denmark.

70 Our first raid was of the
73 monastery at Lindisfarne,
78 which was not very well



81 protected and contained
85 valuable goods like gold
88 and jewels, imported
92 foods and other useful
95 materials for trade.

99 England is more pleasant
103 and lucrative than we
104 thought!

Quick Questions

1. Which word means 'stop'?



2. Where did the Vikings come from?



3. Find two adjectives which are antonyms of each other.



4. How does the Viking's view of England change?



The Viking Times

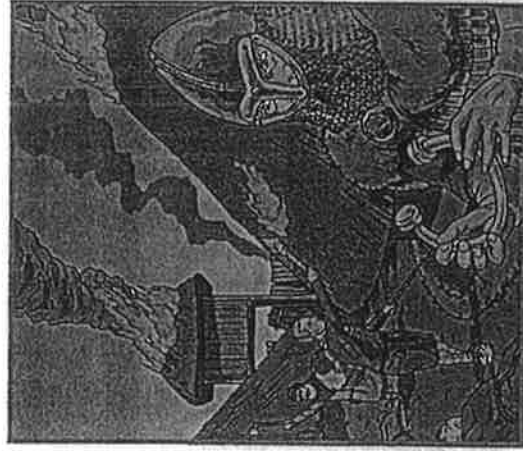
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Answers

1. Which word means 'stop'?

Accept: cease.

2. Where did the Vikings come from?

Accept: Norway, Sweden and Denmark.

3. Find two adjectives which are antonyms of each other.

Accept 'powerful' and 'feeble'.

4. How does the Viking's view of England change?

Accept reference to the fact that at the beginning, they are just coming to steal before returning home, but by the end they are more positive about England and considering staying.



We would like to create a class book of prayers, written by you, on our school values. We can then use this book during our class and year group Act of Worship times.

Therefore, we would like each of you to write a prayer on one chosen value. You can choose from:

- Respect
- Responsibility
- Perseverance
- Hope
- Compassion
- Curiosity

1. Read the examples that were written by last year's Year 4 pupils, to help you.
2. Use the writing frame to structure your rough draft.
3. Ask someone at home to check your writing with you. Edit and improve your draft.
4. Then produce a neat, final version of your prayer, using your best handwriting (not on the computer please). Use plain A4 paper and a line guide.
5. Decorate your borders to help illustrate our prayer book.
6. On your return to school, we will copy your prayer for the book, and give a copy to you to keep.

AUTHOR: _____

TIME ERA: _____

MAIN CHARACTERS:

Gender:

Close Relationships:

Book summary:

Favourite part:

Verb Past Tense Worksheet

Name: _____

1. Yesterday we _____ (look) for bugs in the park.
2. We _____ (search) for bugs under rocks and on leaves.
3. I _____ (see) a butterfly. It _____ (fly) past the purple flowers.
4. I _____ (lift) up a big rock and _____ (find) a lady beetle.
5. I _____ (place) it in my bug jar, so that I could show my parents when I _____ (get) home.
6. I _____ (catch) three bugs at the park. I _____ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I _____ (think) my brother Sam could help me identify the tiny bug.
8. We _____ (get) out the bug book, and Sam _____ (open) my bug jar to get a closer look. The bug _____ (crawl) up Sam's sleeve.
9. It _____ (give) him a fright, and he _____ (spit) out the water he was _____ (drink).
10. We _____ (laugh) until we _____ (fall) down.



★ Grammar Word Search ★

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

* ABSTRACT NOUN

* ADVERB

* COMMON NOUNS

* METAPHOR

* POSSESSIVE NOUN

* PROPER NOUN

* SIMPLE VERB

* ADJECTIVAL CLAUSE

* ANTONYM

* COMPOUND VERB

* NOUN

* POSSESSIVE PRONOUN

* RELATIVE PRONOUN

* VERB

* ADJECTIVE

* COLLECTIVE NOUN

* IRREGULAR VERB

* NOUN GROUP

* PRONOUN

* SIMILE

Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

[illegible]

The Shoe

Today you are going to write a narrative (a story).

The topic you have been given for your narrative is 'The Shoe'.

Think:

What do you want your story to be about? What kind of shoe is it? Why is there only one shoe? Who does the shoe belong to? What, if anything, is special about the shoe?

Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

Remember to check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



Direct Speech

Direct Speech

1a. Underline the spoken words in the sentence below:

Go and wash your hands, the teacher said.



VF

1b. Underline the spoken words in the sentence below:

Can you shut the door? asked Dan.



VF

2a. Tick the sentence that uses inverted commas correctly.

A. "It's my birthday," Annie said.

☐

B. "Can I come to your party? asked Eli.

☐

VF

2b. Tick the sentence that uses inverted commas correctly.

A. "Where are you going? asked Sam."

☐

B. "You can come too," said Julian.

☐

VF

3a. Circle the inverted commas that are incorrect.

"It is a lovely sunny day," Julia said."



VF

3b. Circle the inverted commas that are incorrect.

"Hurry up!" Why aren't you ready yet?" asked Dad.



VF

4a. Rewrite the sentence below using the correct punctuation.

We could play this game said Albie



VF

4b. Rewrite the sentence below using the correct punctuation.

Would you like to go swimming he asked



VF

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

Tiana asked if she could watch television.



A

Direct Speech

1b. Change the indirect speech in the sentence below into direct speech.

Lukas said that he was going to catch the bus.



A

2a. When Tom is playing football, his ball smashes a plant pot.

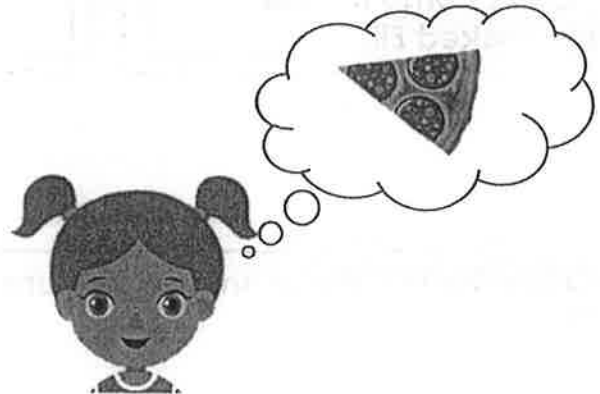


Use direct speech to write what Tom might say to his mum.



A

2b. Kirsten would like pizza for her dinner.



Use direct speech to write what Kirsten might say to the school cook.



A

3a. Suzie has punctuated the direct speech in the sentence below.

"I love apple crumble," Said Lucy.

Is she correct? Explain your answer.



R

3b. Viktor has punctuated the direct speech in the sentence below.

"Do you want to play out? asked Troy."

Is he correct? Explain your answer.



R

Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

- A. They formed their secret plan as carefully as possible and didn't tell a soul.
- B. The children and their friends were lost deep in the dark forest.



A

Using Fronted Adverbials

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

- A. Bob cycled to school as quickly as he possibly could but he was still late.
- B. She accepted her gold medal for the 100m swim and was glowing with pride.



A

2a. Using the word bank below, write a sentence with a fronted adverbial.

awoke	deep	its	wolf
within	the	hungry	lair

Remember to use the correct punctuation.



A

2b. Using the word bank below, write a sentence with a fronted adverbial.

crept	when	they	nobody
was	all	looking	forwards

Remember to use the correct punctuation.



A

3a. Which fronted adverbial has been used correctly? Explain your answer.

- A. Late yesterday evening I walked steadily along the tightrope.
- B. Early tomorrow morning, I walked steadily along the tightrope.
- C. With arms out wide, I walked steadily along the tightrope.



A

3b. Which fronted adverbial has been used correctly? Explain your answer.

- A. Sometime next week, the children knew they were in trouble.
- B. Standing in the head teacher's office, the children knew they were in trouble.
- C. Somewhere near here the children knew they were in trouble.



A

Using Fronted Adverbials

1a. Match two suitable adverbials to each main clause to make sentences.

- | | | |
|----------------------------------|---------------------------------------|-------------------------------------|
| A. At the crack of dawn, | D. determined and full of hope, | 1. the scientist mixed his potions. |
| B. Although exhausted, | E. deep within his secret laboratory, | 2. the hungry monster emerged. |
| C. As the clock struck midnight, | F. from out of the shadows, | 3. the boy crept on. |



VF

Using Fronted Adverbials

1b. Match two suitable adverbials to each main clause to make sentences.

- | | | |
|--------------------------------|---------------------------------|--------------------------------|
| A. As the seconds ticked by, | D. among a blanket of stars, | 1. Tia turned the handle. |
| B. On the horizon, | E. desperate for his autograph, | 2. Rex reached his idol. |
| C. Pushing through the crowds, | F. with great trepidation, | 3. the moon shone brilliantly. |



VF

2a. Fill in the gaps with two fronted adverbials that show where and when the main clause happened.

_____ the hideous beast roared.

_____ he drank the poisonous mixture.



VF

2b. Fill in the gaps with two fronted adverbials that show where and how the main clause happened.

_____ the musicians played and the choir sang.

_____, the eagle soared through the evening sky.



VF

3a. Choose two adverbials which are most appropriate to use at the start of the sentence below.

...the young boy tiptoed forward.

- A. In the dead of night,
B. In the blink of an eye,
C. Not wanting to wake his grandma,



VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

...the knight guarded the enormous castle.

- A. Standing nobly like a statue,
B. With tremendous courage,
C. Right at that very second,



VF

4a. Write an extended main clause that could follow each of the fronted adverbials below.

As the clock struck midnight, glancing anxiously at the door...

Unfazed by the danger ahead, valiantly and purposefully...



VF

4b. Write an extended main clause that could follow each of the fronted adverbials below.

Disobeying his mother and deciding not to wait any longer...

In the ancient city on the horizon, beyond the mysterious pyramids...



VF

a

a

a

a

a

a

a

a

a

a

a

a

a

a

a

a

Maths examples

Below are examples of how to complete maths questions.

Addition

$$\begin{array}{r} 524 \\ 321 \\ \hline 845 \end{array}$$

$$\begin{array}{r} 624 \\ 697 \\ \hline 1321 \\ 1 \quad 1 \end{array}$$

Remember to add on what you carry

Subtraction

$$\begin{array}{r} 423 \\ 112 \\ \hline 311 \end{array}$$

$$\begin{array}{r} 8127 \\ 366 \\ \hline 561 \end{array}$$

Remember to exchange! You cannot do $3-6$ as it would go into decimals.

Multiplication

$$\begin{array}{r} 23 \\ 4 \times \\ \hline 92 \\ 1 \end{array}$$

$$\begin{array}{r} 63 \\ 9 \times \\ \hline 567 \\ 2 \end{array}$$

Remember to add on what you have carried!

Fractions

how many groups you need

$$\frac{7}{8} \text{ of } 16 = 14$$

number of groups

$$16 \div 8 = 2$$

$$2 \times 7 = 14$$

When solving fractions of amounts, you divide by the bottom number (denominator) to find one part and then multiply by the top number (numerator) to find how many parts you need.

Subtraction questions

Getting started

- 1) $43 - 15 =$
- 2) $74 - 18 =$
- 3) $88 - 19 =$
- 4) $67 - 28 =$

A little Trickier!

- 1) $124 - 13 =$
- 2) $172 - 21 =$
- 3) $415 - 14 =$
- 4) $329 - 25 =$

The next step up!

- 1) $196 - 87 =$
- 2) $111 - 15 =$
- 3) $335 - 127 =$
- 4) $654 - 439 =$

Getting harder!

- 1) $2243 - 1063 =$
- 2) $4721 - 2704 =$
- 3) $3457 - 2884 =$
- 4) $7329 - 837 =$

Expert!

- 1) $97.0 - 17.4 =$
- 2) $4.85 - 2.64 =$
- 3) $23.05 - 13.8 =$
- 4) $54.9 - 2.63 =$

Answer sheet

Getting started

- 1) $43 - 15 = 28$
- 2) $74 - 18 = 56$
- 3) $88 - 19 = 69$
- 4) $67 - 28 = 39$

A little Trickier!

- 1) $124 - 13 = 111$
- 2) $172 - 21 = 151$
- 3) $415 - 14 = 401$
- 4) $329 - 25 = 304$

The next step up!

- 1) $196 - 87 = 109$
- 2) $111 - 15 = 96$
- 3) $335 - 127 = 208$
- 4) $654 - 439 = 215$

Getting harder!

- 1) $2243 - 1063 = 1180$
- 2) $4721 - 2704 = 2017$
- 3) $3457 - 2884 = 573$
- 4) $7329 - 837 = 6492$

Expert!

- 1) $97.0 - 17.4 = 79.6$
- 2) $4.85 - 2.64 = 2.21$
- 3) $23.05 - 13.8 = 9.25$
- 4) $54.9 - 2.63 = 52.27$

Can I add?

Getting started

1) $46 + 15 =$

2) $79 + 13 =$

3) $68 + 16 =$

4) $49 + 36 =$

A little Trickier!

1) $124 + 53 =$

2) $172 + 21 =$

3) $415 + 32 =$

4) $325 + 64 =$

The next step up!

1) $136 + 67 =$

2) $261 + 95 =$

3) $335 + 187 =$

4) $654 + 469 =$

Getting harder!

1) $2243 + 1113 =$

2) $4761 + 2754 =$

3) $3457 + 2884 =$

4) $7329 + 8371 =$

Decimals!

1) $97.0 + 17.4 =$

2) $4.75 + 2.16 =$

3) $23.05 + 18.8 =$

4) $54.9 + 2.63 =$

Can I add? Answers

Getting started

- 5) $46 + 15 = 61$
- 6) $79 + 13 = 92$
- 7) $68 + 16 = 84$
- 8) $49 + 36 = 85$

A little Trickier!

- 5) $124 + 53 = 177$
- 6) $172 + 21 = 193$
- 7) $415 + 32 = 447$
- 8) $325 + 64 = 389$

The next step up!

- 5) $136 + 67 = 203$
- 6) $261 + 95 = 356$
- 7) $335 + 187 = 522$
- 8) $654 + 469 = 1123$

Getting harder!

- 5) $2243 + 1113 = 3356$
- 6) $4761 + 2754 = 7515$
- 7) $3457 + 2884 = 6341$
- 8) $7329 + 8371 = 15700$

Decimals!

- 5) $97.0 + 17.4 = 114.4$
- 6) $4.75 + 2.16 = 6.91$
- 7) $23.05 + 18.8 = 41.85$
- 8) $54.9 + 2.63 = 57.53$

Can I multiply two or three digit numbers
by one digit (short multiplication?)

A) Two digit by one digit

1. 12×3
 2. 18×2
 3. 16×4
 4. 14×7
 5. 15×9
-

B) Harder two digit by one digit

1. 23×2
2. 29×3
3. 33×6
4. 56×8
5. 92×9

C) Three digit by one digit

1. $124 \times 2 =$
2. $278 \times 5 =$
3. $269 \times 8 =$
4. $664 \times 7 =$
5. $297 \times 9 =$
6. $975 \times 6 =$
7. $835 \times 9 =$

D) Even harder

1. $4 \times 8 \times 17 =$
2. $8 \times 9 \times 3 =$
3. $8 \times 8 \times 8 =$
4. $9 \times 5 \times 14 =$
5. $8 \times 9 \times 3 =$

Can I multiply two or three digit numbers
by one digit (short multiplication?)

A) Two digit by one digit

1. $12 \times 3 = 36$
2. $18 \times 2 = 36$
3. $16 \times 4 = 60$
4. $14 \times 7 = 98$
5. $15 \times 9 = 135$

B) Harder two digit by one digit

1. $23 \times 2 = 46$
2. $29 \times 3 = 87$
3. $33 \times 6 = 99$
4. $56 \times 8 = 448$
5. $92 \times 9 = 828$

C) Three digit by one digit

1. $124 \times 2 = 248$
2. $278 \times 5 = 1390$
3. $269 \times 8 = 2152$
4. $664 \times 7 = 4648$
5. $297 \times 9 = 2673$
6. $975 \times 6 = 5850$
7. $835 \times 9 = 7515$

D) Even harder

1. $4 \times 8 \times 17 = 544$
2. $8 \times 9 \times 3 = 216$
3. $8 \times 8 \times 8 = 512$
4. $9 \times 5 \times 14 = 630$
5. $8 \times 9 \times 13 = 936$

Can I find a fraction amount from a
number sentence?

1. $\frac{1}{2}$ of 34 =

2. $\frac{4}{5}$ of 40 =

3. $\frac{2}{3}$ of 24 =

4. $\frac{6}{10}$ of 70 =

5. $\frac{1}{4}$ of 44 =

11. $\frac{2}{3}$ of 48 =

12. $\frac{2}{5}$ of 50 =

13. $\frac{3}{5}$ of 75 =

14. $\frac{4}{7}$ of 63 =

15. $\frac{5}{6}$ of 90 =

6. $\frac{3}{6}$ of 48 =

7. $\frac{6}{7}$ of 42 =

8. $\frac{4}{5}$ of 50 =

9. $\frac{2}{6}$ of 66 =

10. $\frac{2}{7}$ of 35 =

Can I find a fraction amount from a
number sentence?

1. $\frac{1}{2}$ of 34 = 17

2. $\frac{4}{5}$ of 40 = 32

3. $\frac{2}{3}$ of 24 = 16

4. $\frac{6}{10}$ of 70 = 42

5. $\frac{1}{4}$ of 44 = 11

6. $\frac{3}{6}$ of 48 = 24

7. $\frac{6}{7}$ of 42 = 36

8. $\frac{4}{5}$ of 50 = 40

9. $\frac{2}{6}$ of 66 = 22

10. $\frac{2}{7}$ of 35 = 10

11. $\frac{2}{3}$ of 48 = 32

12. $\frac{2}{5}$ of 50 = 20

13. $\frac{3}{5}$ of 75 = 45

14. $\frac{4}{7}$ of 63 = 36

15. $\frac{5}{6}$ of 90 = 75

Word Bank

triangle
quadrilateral
pentagon
hexagon
rectangle
parallelogram
trapezium

octagon
circle
oval
square
kite
rhombus

6 sides

8 sides

Sorting Shapes

4 straight sides

3 sides

1 curved side

5 sides

Word Bank

triangle ✓
quadrilateral ✓
pentagon ✓
hexagon ✓
rectangle ✓
parallelogram ✓
trapezium ✓
octagon ✓
circle ✓
oval ✓
square ✓
kite ✓
rhombus ✓

6 sides

hexagon

8 sides

Octagon

Sorting Shapes

4 straight sides

Quadrilateral
rectangle
Square
Square
kite
Rhombus
Trapezium
Parallelogram

3 sides

Triangle

1 curved side

Circle
Oval

5 sides

Pentagon

Each of the following shapes has a value:

$$\triangle = 7 \quad \square = 17 \quad \bullet = ?$$

The value of the circle changes in each of the following problems.
Can you discover its value in each problem, if the values of the shapes are being added together?

(a) $\triangle \bullet \square = 25$

(b) $\square \triangle \triangle \bullet = 51$

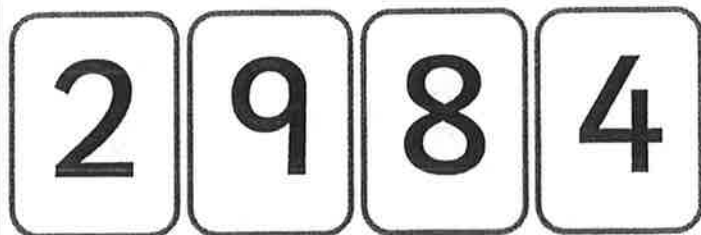
(c) $\triangle \triangle \bullet \bullet \square \square = 136$

(d) $\triangle \bullet \triangle \square \triangle \bullet \triangle = 100$

1,000s, 100s, 10s, 1s

1,000s, 100s, 10s, 1s

1a. Find the smallest and largest 4-digit number you can make using these digits. The 8 must be in the ones column.



PS

1b. Find the smallest and largest 4-digit number you can make using these digits. The 1 must be in the tens column.



PS

2a. Pippa and Hans are discussing place value.



Pippa

The number shown is 4,297.

No, the number shown is 4,197.



Hans



Who is correct? Explain your answer.



PS

2b. Chen and Kim are discussing place value.



Chen

The number shown is 8,217.

No, the number shown is 8,271.



Kim



Who is correct? Explain your answer.



PS

3a. Which number matches the Base 10?

a

2,594

b

2,954

c

2,459



Explain your answer.



PS

3b. Which number matches the Base 10?

a

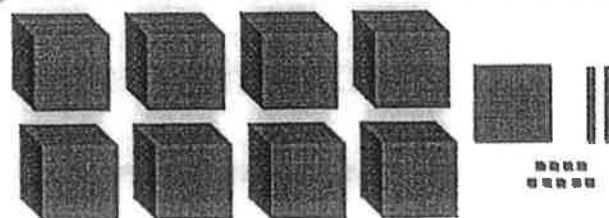
8,921

b

8,219

c

8,129



Explain your answer.

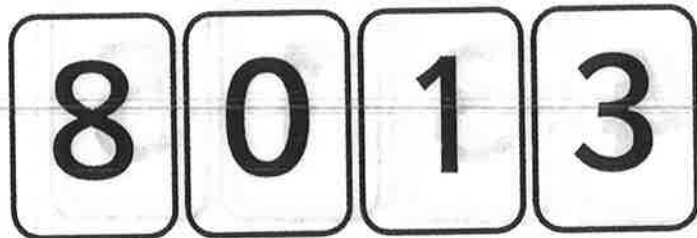


PS

1,000s, 100s, 10s, 1s

1,000s, 100s, 10s, 1s

4a. Find the smallest and largest 4-digit number you can make using these digits. The 0 must be in the hundreds column.



4b. Find the smallest and largest 4-digit number you can make using these digits. The 1 must be in the ones column.



PS



PS

5a. Fatima and Mo are discussing place value.



The number shown is 4,039.

No, the number shown is 4,390.



Who is correct? Explain your answer.



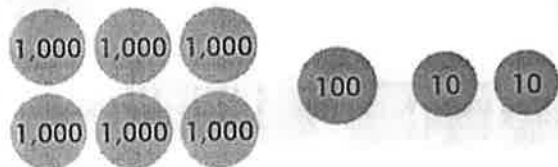
PS

5b. Lucy and Tim are discussing place value.



The number shown is 6,210.

No, the number shown is 6,120.

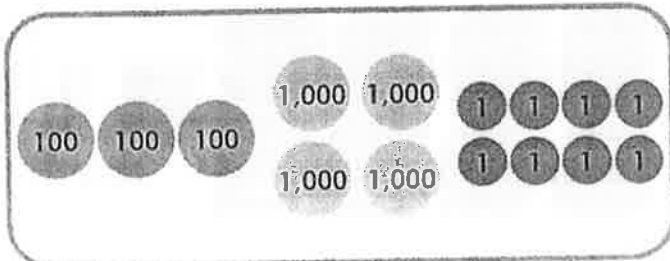
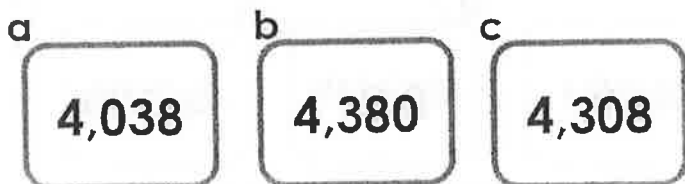


Who is correct? Explain your answer.



PS

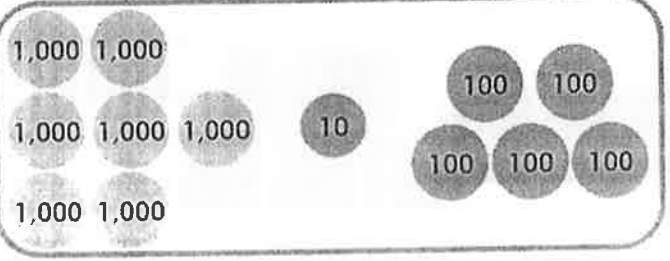
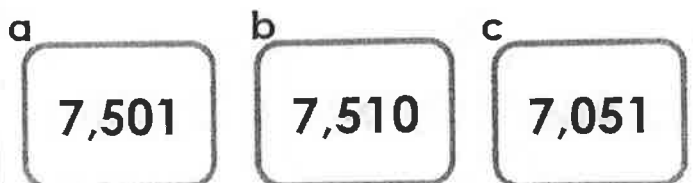
6a. Which number matches the counters?



Explain your answer.



6b. Which number matches the counters?



Explain your answer.

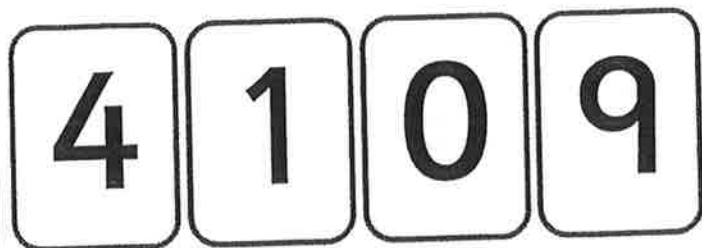


P

1,000s, 100s, 10s, 1s

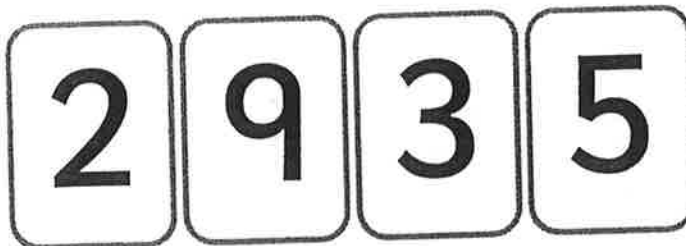
1,000s, 100s, 10s, 1s

7a. Create four 4-digit numbers using the digit cards below. 2 of the numbers should have a greater value in the tens column than the thousands column.



PS

7b. Create four 4-digit numbers using the digit cards below. 2 of the numbers should have a greater value in the ones column than the hundreds column.



PS

8a. Erika and Jake are discussing place value.



Erika

The number shown is 8,430.

No, the number shown is 8,403.



Jake



Who is correct? Explain your answer.



PS

8b. Amy and Jen are discussing place value.



Amy

The number shown is 3,212.

No, the number shown is 3,221.



Jen



Who is correct? Explain your answer.



PS

9a. Which number matches the counters?

a

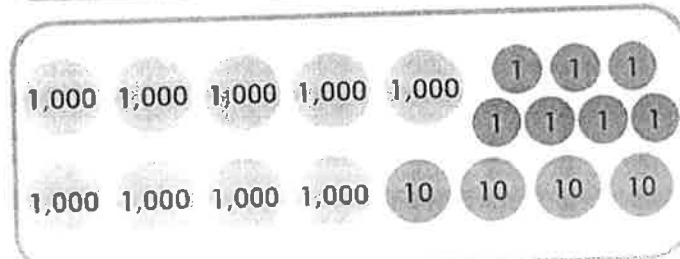
b

c

9,047

9,470

9,407



Explain your answer.



9b. Which number matches the counters?

a

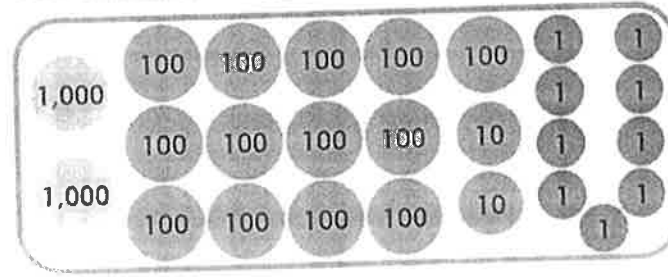
b

c

3,923

3,329

3,239



Explain your answer.



PS

Reasoning and Problem Solving

1,000s, 100s, 10s, 1s

Developing

1a. Smallest = 2,498; largest = 9,428

2a. Hans is correct as the Base 10 shows 4 thousands, 1 hundred, 9 tens and 7 ones which makes 4,197.

3a. A matches the Base 10 as there are 2 thousands, 5 hundreds, 9 tens and 4 ones which make 2,594.

Expected

4a. Smallest = 1,038; largest = 8,013

5a. Fatima is correct as the counters show 4 thousands, 3 tens and 9 ones which makes 4,039.

6a. C matches the counters as there are 4 thousands, 3 hundreds and 8 ones which makes 4,308.

Greater Depth

7a. Various answers, for example – 1,490, 1,049, 9,401, 4,109

8a. Jake is correct as the counters show 8 thousands, 4 hundreds and 3 ones which makes 8,403.

9a. A matches the counters as there are 9 thousands, 4 tens and 7 ones which makes 9,047.

Reasoning and Problem Solving

1,000s, 100s, 10s, 1s

Developing

1b. Smallest = 3,415; largest = 5,413

2b. Kim is correct as the Base 10 shows 8 thousands, 2 hundreds, 7 tens and 1 one which makes 8,271.

3b. C matches the Base 10 as there are 8 thousands, 1 hundred, 2 tens and 9 ones which makes 8,129.

Expected

4b. Smallest = 1,071; largest = 7,101

5b. Tim is correct as the counters show 6 thousands, 1 hundred and 2 tens which makes 6,120.

6b. B matches the counters as there are 7 thousands, 5 hundreds and 1 ten which makes 7,510.

Greater Depth

7b. Various answers, for example – 3,259, 9,325, 2,593, 5,932

8b. Amy is correct as the counters show 2 thousands, 12 hundreds, 1 ten and 2 ones which makes 3,212.

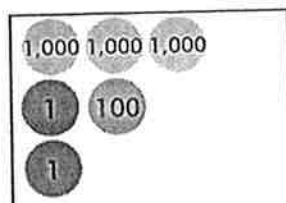
9b. B matches the counters as there are 2 thousands, 13 hundreds, 2 tens and 9 ones which makes 3,329.

Add Two 4-Digit Numbers 2

1a. Match the addition calculation to the correct answer.

Th	H	T	O

A



B

Five thousand,
five hundred
and fifty

C

5,555



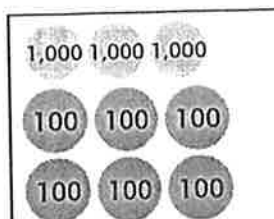
VF

Add Two 4-Digit Numbers 2

1b. Match the addition calculation to the correct answer.

Th	H	T	O

A



B

3,648

C

Three
thousand six
hundred and
eighty-four



VF

2a. What number is missing from the calculation?

Th	H	T	O



VF

2b. What number is missing from the calculation?

Th	H	T	O



VF

3a. Complete the calculation.

Th	H	T	O



VF

3b. Complete the calculation.

Th	H	T	O



VF

4a. Complete the calculation so that the missing digit leads to an exchange.

Th	H	T	O



VF

4b. Complete the calculation so that the missing digit leads to an exchange.

Th	H	T	O



VF

Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

6,961 add one thousand, two hundred and twenty-five

A

Eight thousand
100 LXXXVI

B

Eight thousand
100 100 86

C

100 8,000
seventy-six



VF

Add Two 4-Digit Numbers 2

1b. Match the calculation to the correct answer.

Five thousand, four hundred and eighty-two add 3,497

A

9,000
100 nine

B

Eight thousand
900 LXXIX

C

9,000
Seventy-nine



VF

2a. What number is missing from the calculation?

$$9, \square 67 + 381 = 9948$$



VF

2b. What number is missing from the calculation?

$$4,258 + 5,5 \square 1 = 9,839$$



VF

3a. Complete the calculation.

$$9,369 + 425 =$$



VF

3b. Complete the calculation.

$$6,366 + 2,273 =$$



VF

4a. Complete the calculations with the same number so that the missing digit leads to an exchange.

A

$$2,3 \square 5 + 1,454 =$$

B

$$3,926 + 2, \square 43 =$$



VF

4b. Complete the calculations with the same number so that the missing digit leads to an exchange.

A

$$4,628 + 2,1 \square 1 =$$

B

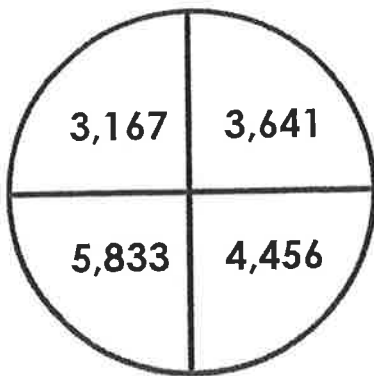
$$6,3 \square 5 + 3,413 =$$



VF

Add Two 4-Digit Numbers 2

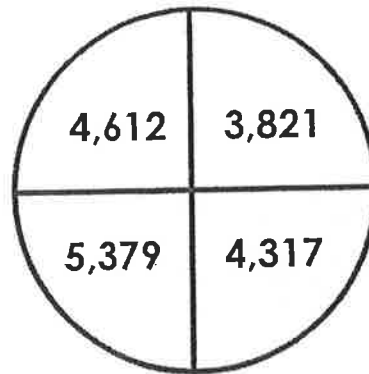
1a. Which two numbers add together to make the answer 8,097?



PS

Add Two 4-Digit Numbers 2

1b. Which two numbers add together to make the answer 8,433?



PS

2a. Eva is adding two 4-digit numbers together.

The answer has a five in the tens column where an exchange has taken place.

What digits could be in the tens column of the two numbers being added together?



PS

2b. Laura is adding two 4-digit numbers together.

The answer has a seven in the hundreds column and an exchange has taken place from the tens to the hundreds.

What digits could be in the hundreds column of the two numbers being added together?



PS

3a. Meg thinks that an exchange takes place from the tens column in the calculation below.

$$1,732 + 7,353$$

Is she correct?
Prove it.



3b. Jack thinks that an exchange takes place from the hundreds column in the calculation below.

$$6,744 + 2,165$$

Is he correct?
Prove it.



Round to the Nearest 1,000

1a. Tick the numbers below that round up to 4,000.

A. 3,395

☐

1,000 100 100 10 10 1 1

B. 1,000 100 100 10 10 1

☐

1,000 100 10 10 1 1

C. 3,621

☐


VF

Round to the Nearest 1,000

1b. Tick the number below that rounds down to 6,000.

A. 6,407

☐

1,000 1,000 100 100 100 10 1

B. 1,000 1,000 100 100 10 10 1

☐

1,000 100 100 100 10 1 1

C. 6,694

☐


VF

2a. Which thousand does the number below round to?

2,198



VF

2b. Which thousand does the number below round to?

1,472



VF

3a. True or false?

All of the numbers round to 5,000.

A. 7,324

1,000 1,000 100 10 10 1 1 1

B. 1,000 1,000 10 10 10 1 1 1

1,000 100 10 10 10 1 1

C. 4,881



VF

3b. True or false?

All of the numbers round to 9,000.

A. 8,730

1,000 1,000 1,000 100 100 1 1

B. 1,000 1,000 1,000 100 10 1

1,000 1,000 1,000 100 10 1

C. 2,245



VF

4a. Change one value in the number below so that it rounds down to 3,000.

3,507



VF

4b. Change one value in the number below so that it rounds up to 8,000.

7,274



VF

Bus Timetable Trail Chaser

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line. Continue doing this until you have connected all of the journeys and times together.

Destination	Bus A	Bus B	Bus C
Newtown	12:05		15:25
Oldtown	12:23	13:50	15:43
Oakley	12:56	14:09	
Parkside	13:04		16:02
Puddleton		14:38	16:23
Whitecross	13:48	14:42	
Creswell	14:12	15:09	17:11
Hilltop	14:36	15:36	17:34
Riverway	15:09	16:14	18:12

Oldtown to
Whitecross
(Bus A)
2,640
seconds

Newtown to
Riverway
(Bus A)
1,860
seconds

Creswell to
Hilltop
(Bus A)
2 hours
24 minutes

1,260
seconds
Oldtown to
Riverway
(Bus B)

Parkside to
Whitecross
(Bus A)
2 hours
47 minutes

Oakley to
Whitecross
(Bus B)
1 hour
25 minutes

33
minutes
Parkside to
Puddleton
(Bus C)

Puddleton
to Creswell
(Bus B)
2 hours
7 minutes

Oldtown to
Oakley
(Bus B)
184 minutes

Newtown to
Riverway
(Bus C)
1,140
seconds

Newtown to
Creswell
(Bus A)
1 hour
51 minutes

Oldtown to
Hilltop
(Bus C)
1,440
seconds

Name _____

Date _____

Year 4 Daily Maths Problems

- ① Steven read 9 books each month. He read the same number of books each month for six months. How many books did Steven read in total?

- ② Noah and his dad are visiting an amusement park. The entry fee for Noah is £34.95. The entry fee for his dad is £41.95. How much change would they receive from £100?

- ③ Sue chose a box of chocolates that had 6 rows of 3. Ben chose a box of chocolates that had 8 rows of 2. Who had more chocolates?

- ④ There are 12 koi fish swimming in a pond. These fish make up $\frac{1}{4}$ of all the fish in the pond. How many fish are in the pond altogether?



Name _____

Date _____

Year 4 Daily Maths Problems

- ⑤ Mr. Smith has 28 children in his class. If he wants to give each child 2 sweets each, how many sweets does he need to buy?

- ⑥ Each chicken coop can hold 8 chickens. What is the maximum number of chickens that can fit in 7 coops?

- ⑦ Liam collected 36 football cards. Lisa collected $\frac{3}{4}$ of the amount Liam did. How many football cards did Lisa collect?

- ⑧ A toy train weighs 35 grams. A toy truck weighs 127 grams. How much heavier is the truck than the train?

Name _____

Date _____

Year 4 Daily Maths Problems

- | | |
|---|---|
| <p>9 Nathan's basketball game started at 9:15 am. Nathan was running late and missed 23 minutes of the game. What time did Nathan arrive?</p> | <p>10 Jack wanted to purchase eight lollipops. Normally they are 15 pence each, but today they are on special and he can buy eight for £1.00. How much money would Jack save by purchasing the special?</p> |
| <p>11 The perimeter of a square is 48 cm. What is the length of each side of the square?</p> | <p>12 24 marbles were shared equally amongst a group of children. Each child received 4 marbles. How many children were in the group?</p> |



Name _____

Date _____

Year 4 Daily Maths Problems

- 13 Darren has 32 seeds he wants to plant. Sam has three times as many seeds as Darren. How many seeds does Sam have?

- 14 When a number is added to 31, the answer is the same as $46 - 11$. What is the number?

- 15 Robyn drew a number line from 0 to 100. What number would she place $\frac{3}{4}$ along the number line?

- 16 Alice started school at 8:30 am and finished school at 3:15 pm. How long was Alice at school for?



Name _____

Date _____

Year 4 Daily Maths Problems

- 17 Mrs. Campbell had 19 students in her class at the start of the school year. At the end of the school year, Mrs. Campbell had 32 students in her class. How many students joined Mrs. Campbell's class throughout the year?

- 18 Matthew is looking forward to celebrating his birthday in 8 weeks and 2 days. How many days are there until Matthew's birthday?

- 19 Jimmy swims one lap of the swimming pool in 1 minute and 12 seconds. How long would it take Jimmy to swim 10 laps?

- 20 Rob used number cards to make a four-digit number. His number was 1054. He added 100 more to his number. What was his new number?



Mixed Measures Problems

1. Ian cycles 8 kilometres a day. How many kilometres does he cycle in 4 days?
2. Susan's pile of books are 95cm high. Henry's pile of books are 104cm high. Barbara's pile of books are 107cm high. How tall would the pile of books be if they put them together? Write your answer in metres and centimetres.
3. Nancy lives 839 metres away from the school . Tom lives 328 metres away from the school. How much further does Nancy live away from the school compared to Tom?
4. The children in Class 3 walked a total of 2000 metres for charity. How many kilometres did they walk?
5. Suzanne pours 9ml of water into three jugs. How much water is in the jugs altogether?
6. Kevin fills the paddling pool using 3500 ml of water. How many litres does it take to fill the paddling pool?
7. Gino has a 500ml bottle of lemonade. She drinks 225ml. How much lemonade is left?
8. A bag of flour weighs 500g. How much does 3 bags of flour weigh? Write your answer in kilograms and grams.
9. Graham's toy car weighed 33g. Joe's car weighs 69g. How much more did Joe's car weigh?
10. The weight of the two parcels altogether is 2.5 kilograms. How many grams do the parcels weigh?

Mixed Measures Problems

1. Ian cycles 8 kilometres a day. How many kilometres does he cycle in 4 days? 32 kilometres
2. Susan's pile of books are 95cm high. Henry's pile of books are 104cm high. Barbara's pile of books are 107cm high. How tall would the pile of books be if they put them together? Write your answer in metres and centimetres. 3 metres and 6 centimetres
3. Nancy lives 839 metres away from the school. Tom lives 328 metres away from the school. How much further does Nancy live away from the school compared to Tom? 511 metres
4. The children in Class 3 walked a total of 2000 metres for charity. How many kilometres did they walk? 2 kilometres
5. Suzanne pours 9ml of water into three jugs. How much water is in the jugs altogether? 27ml
6. Kevin fills the paddling pool using 3500 ml of water. How many litres does it take to fill the paddling pool? 3.5 litres/3 and a half litres
7. Gino has a 500ml bottle of lemonade. She drinks 225ml. How much lemonade is left? 275ml
8. A bag of flour weighs 500g. How much does 3 bags of flour weigh? Write your answer in kilograms and grams. 1 kilograms and 500 grams
9. Graham's toy car weighs 33g. Joe's car weighs 69g. How much more does Joe's car weigh? 36 grams
10. The weight of the two parcels altogether is 2 and a half kilograms. How many grams do the parcels weigh? 2500g

me:

Date:

Super Mario/Superman

x3	9x3	3x8	6x4	9x3	10x3	7x3	4x7	6x5	5x5	3x9	8x3	7x3	5x6	7x3	5x5	7x4	4x7	4x7
x8	3x10	3x8	3x10	3x10	4x6	8x3	4x7	3x9	3x9	3x7	9x3	4x6	6x4	4x7	3x10	3x9	7x4	3x10
x4	6x4	9x3	5x6	4x6	4x7	7x4	3x8	3x9	5x5	8x3	5x5	3x9	4x6	3x9	4x7	10x3	3x7	10x3
x9	7x3	3x10	4x7	6x5	4x7	6x5	5x5	5x6	8x3	7x4	4x6	4x7	3x7	5x6	5x5	5x6	7x4	6x4
x7	5x5	6x4	7x3	7x4	6x5	8x3	0x1	0x0	0x10	0x3	9x0	4x7	8x3	7x4	5x6	9x3	7x4	8x3
x6	3x9	3x8	6x5	8x3	5x5	4x0	7x0	8x5	7x5	8x5	5x9	0x6	3x10	5x6	6x5	3x10	6x4	7x3
x5	3x7	4x6	5x6	8x3	1x0	0x7	0x4	6x8	5x7	0x7	4x9	8x3	5x5	3x8	7x4	6x5	6x4	6x5
x9	3x7	8x3	3x10	10x0	5x7	0x3	5x9	6x7	5x10	1x0	5x9	6x7	9x4	5x5	6x5	5x5	3x8	4x6
x7	3x7	3x10	5x5	0x2	8x6	0x10	0x4	6x8	7x5	4x10	5x9	6x6	10x4	8x6	6x4	10x3	5x6	4x7
x3	4x7	3x10	9x3	3x10	9x0	4x10	5x8	6x7	5x9	2x0	1x0	0x2	0x0	3x10	10x3	5x6	3x8	3x9
x8	6x4	10x3	3x10	1x6	4x1	8x5	7x6	6x6	6x8	7x7	10x5	4x7	3x8	6x4	4x6	3x7	3x7	10x3
x7	5x6	10x3	1x2	1x5	5x4	9x2	2x6	2x2	8x1	2x2	2x9	4x5	5x5	5x5	4x6	5x6	6x4	7x4
x5	5x5	5x2	8x1	3x5	5x3	6x2	1x1				1x2	3x6	4x4	10x3	3x8	3x9	6x5	10x3
x9	10x3	1x3	8x1	5x4	2x8	5x3	9x2	9x1		1x9	5x4	2x6	5x3	10x3	5x5	6x5	4x7	8x3
x10	1x5	3x2	9x5	4x10	2x7	10x2	4x3	4x4	2x10	5x4	5x4	4x5	5x8	10x4	3x9	5x6	6x4	4x6
x4	1x4	1x7	6x6	5x8	8x5	1x2	2x5	1x4	2x5	2x2	2x1	8x6	10x5	7x6	4x6	5x6	6x5	7x3
x2	2x1	1x1	8x4	7x6	10x2	6x2	8x2	6x1	6x1	3x4	8x2	10x2	7x5	8x4	3x7	8x3	5x5	3x9
x4	1x6	5x6	6x5	10x3	4x5	2x6	9x2	7x3	9x3	4x5	2x6	5x3	8x3	7x3	8x3	8x3	4x7	3x9
x7	2x1	3x9	4x6	3x2	2x5	1x2	3x9	6x5	7x3	10x3	1x2	5x1	10x1	7x4	4x6	10x3	3x10	5x6
x1	6x4	10x3	7x1	1x7	4x2	1x2	7x3	3x9	7x3	6x4	1x2	5x1	2x5	2x5	3x10	3x10	4x6	3x9

Key:

0	Black
1-10	Red
11-20	Dark Blue
21-30	Tan
31-50	Light Blue

*Blank squares are yellow

Washington

6÷4	8÷2	4÷1	12÷3	12÷3	12÷3	8÷2	4÷1	20÷5	12÷3	8÷2	4÷1	20÷5	16÷4	16÷4	20÷5	8÷2	8÷2	8÷2
6÷4	12÷3	4÷1	8÷2	8÷2	8÷2	8÷2	12÷3	8÷2	4÷1	3÷3	12÷3	5÷5	4÷1	8÷2	8÷2	4÷1	20÷5	8÷2
6÷4	20÷5	4÷1	20÷5	20÷5	8÷2	1÷1	5÷5	16÷4	12÷3	2÷2	2÷2	3÷3	8÷2	4÷1		8÷2	12÷3	20÷5
0÷5	8÷2	20÷5	20÷5	12÷3	2÷2	2÷2	2÷2	1÷1	1÷1	3÷3	3÷3	1÷1	8÷2	12÷3		16÷4	20÷5	8÷2
6÷4	8÷2	16÷4	4÷1	16÷4	1÷1	4÷4	4÷4	4÷4	5÷5	2÷2	2÷2	3÷3	16÷4	16÷4		8÷2	16÷4	8÷2
0÷5	4÷1	16÷4	12÷3	16÷4	8÷2				8÷4	20÷5	10÷5	16÷4	20÷5	20÷5		12÷3	16÷4	8÷2
0÷5	16÷4	16÷4	4÷1	16÷4	4÷1				10÷5	8÷4	2÷1	2÷1	20÷5	12÷3			20÷5	8÷2
4÷1	16÷4	8÷2	20÷5	8÷2			6÷3		6÷3	10÷5	4÷2	4÷1	4÷1	16÷4	3÷1	12÷4	8÷2	8÷2
2÷3	20÷5	12÷3	12÷3			4÷1	8÷2	4÷2	10÷5	2÷1	10÷5	8÷2	12÷3	12÷3	6÷2	9÷3	12÷3	16÷4
2÷3	8÷2	8÷2	12÷3	20÷5	16÷4	8÷2	5÷5	2÷1	2÷1	8÷4	5÷5	12÷3	4÷1	20÷5	12÷4	3÷1	20÷5	20÷5
2÷3	4÷1	8÷2	8÷2	20÷5	16÷4	3÷3	2÷2	4÷1		12÷3	4÷4	3÷3	12÷3	4÷1	12÷4	15÷5	20÷5	4÷1
4÷1	12÷3	16÷4	4÷1	4÷1	5÷5	2÷2	3÷3	3÷3	4÷1		16÷4	5÷5	1÷1	8÷4	6÷3	2÷1	8÷2	16÷4
4÷1	8÷2	8÷2	16÷4	1÷1	4÷4	5÷5	5÷5	3÷3	1÷1	8÷2	3÷3	5÷5	2÷2	8÷4	2÷1	6÷3	12÷3	8÷2
20÷5	20÷5	8÷2	8÷2	8÷4	6÷3	4÷1	5÷5	5÷5	2÷2	3÷3	4÷4	1÷1	12÷3	20÷5	12÷4	3÷1		20÷5
4÷1	12÷3	8÷2	16÷4	4÷2	4÷2	8÷2	5÷5	5÷5	5÷5	3÷3	3÷3	12÷3	16÷4	8÷2	6÷2	6÷2	8÷2	
16÷4	12÷3	12÷3	15÷5	6÷2	12÷4	15÷5	1÷1	5÷5	3÷3	1÷1	3÷3	12÷3	4÷1	12÷3	3÷1	15÷5		16÷4
4÷1	8÷2	16÷4	20÷5			16÷4	5÷5	1÷1	5÷5	3÷3	1÷1	1÷1	4÷1	12÷3	15÷5	15÷5	20÷5	16÷4
12÷3	20÷5	16÷4	20÷5			16÷4	4÷4	2÷2	8÷2	20÷5	4÷4	5÷5	8÷2	8÷2	15÷5	9÷3	9÷3	12÷3
16÷4	8÷2	4÷1	4÷1			20÷5	9÷3	9÷3	8÷2	4÷1	15÷5	15÷5	8÷2	4÷1	12÷4	9÷3	3÷1	15÷5
8÷2	8÷2	8÷2	16÷4	20÷5		12÷3	3÷1	3÷1	6÷2	8÷2	6÷2	12÷4	9÷3	8÷2	4÷1	20÷5	12÷3	20÷5

Key:

1	Blue
2	Tan
3	Brown
4	Black

*Blank squares are white

Name: _____

Date: _____

Minion

8x7	5x10	10x6	5x10	5x9	8x6	5x10	9x5	6x8	7x7	9x5	6x9	7x8	7x7	6x7	5x10	7x7	9x5	6x9
7x7	8x6	6x8	6x7	7x7	10x3	5x6	3x9	3x9	9x4	3x7	6x5	7x3	4x9	6x9	6x7	6x8	6x8	7x8
10x5	7x7	8x7	9x6	4x7	4x9	5x6	8x3	5x7	3x9	5x6	5x5	7x3	6x5	7x3	8x7	5x9	6x8	6x10
6x10	6x9	6x9	6x10	7x5	5x7	0x7	0x2	0x6	7x5	8x0	1x0	4x0	7x4	8x4	5x10	10x5	10x6	7x7
6x7	10x5	7x8	6x8	9x4	0x9	2x9			0x0	3x1			3x0	10x3	6x7	8x6	6x8	8x7
9x6	7x8	7x7	6x7	6x1	3x0				0x10				0x2	2x5	6x10	6x8	5x9	6x7
10x6	7x8	8x6	6x10	7x4	1x0				0x1				0x5	3x7	9x6	10x6	5x9	7x8
9x5	7x6	8x6	10x6	8x3	4x9	0x4	0x0	5x0	8x5	0x3	6x0	0x10	6x6	5x8	10x6	5x9	8x7	5x10
8x7	6x7	6x9	7x7	5x6	3x9	8x3	6x4	6x5	9x3	6x5	5x5	10x4	5x8	10x3	6x8	7x7	6x7	9x6
9x6	8x7	9x5	10x5	8x5	9x3	7x5	3x8	4x10	5x8	5x6	2x2	6x5	7x3	7x5	7x7	6x7	9x5	10x5
6x9	6x7	9x5	5x5	9x9	5x8	3x8	10x1	1x9	8x1	2x2	3x10	5x6	10x4	8x10	5x7	9x5	6x9	5x10
8x7	8x7	7x5	8x3	7x4	10x8	3x10	3x8	8x3	7x5	8x5	7x4	7x5	9x7	4x9	4x7	8x4	7x7	5x10
5x9	8x4	3x7	8x4	3x8	10x10	7x4	9x3	4x9	4x7	4x6	4x6	4x7	10x7	4x9	10x4	5x6	4x8	9x5
7x7	3x7	3x7	9x5	8x4	9x9	8x10	8x8	10x10	8x10	7x10	9x10	7x10	10x7	4x10	6x9	3x7	8x5	5x9
6x10	5x4	5x2	9x6	9x10	10x7	10x7	8x9	7x10	8x10	8x9	8x8	7x9	9x8	8x8	8x7	5x3	3x6	9x6
9x5	3x3	1x5	10x6	9x7	9x7	8x8	10x7	10x8	10x10	9x10	8x9	10x10	8x9	8x8	7x8	4x4	9x1	6x8
7x7	3x6	8x7	7x7	7x10	10x7	8x9	8x10	10x9	9x8	10x7	10x7	7x10	9x7	7x10	7x8	9x5	9x1	8x6
9x5	7x6	7x6	6x9	9x5	10x9	8x10	10x10	9x10	7x10	7x10	10x8	8x9	9x9	5x10	5x9	7x8	6x9	5x10
6x8	9x6	5x10	6x7	6x10	6x8	2x7	2x5	2x8	8x6	2x9	5x2	6x3	6x8	8x6	6x8	6x9	7x8	10x6
9x6	7x6	8x7	6x7	7x8	5x2	2x2	2x2	2x6	7x7	1x4	3x6	9x2	1x3	6x8	6x9	6x8	7x7	6x9

Key:

0	Gray
1-20	Black
21-40	Yellow
41-60	Light Blue
61-100	Dark Blue

*Blank squares are white

Name: _____

Date: _____

Helicopter

5x6	7x5	5x8	8x3	7x4	7x5	4x8	3x7	3x9	5x5	6x4	10x4	8x4	3x9	4x9	5x8	4x6	10x4	5x7
8x4	10x3	7x4	4x6	7x4	8x3	4x9	4x8	10x3	3x8	8x5	7x5	3x8	8x5	3x9	8x5	5x6	5x8	5x5
8x3	4x7	6x4	8x4	8x4	10x3	6x4	7x3	8x4	9x3	8x3	9x4	3x9	3x10	8x5	10x4	6x5	10x4	6x6
10x4	4x9	9x4	7x4	5x10	6x7	5x9	5x9	10x6	7x8	7x8	5x9	8x7	6x7	6x7	10x5	7x8	7x6	7x6
8x4	4x8	5x7	4x7	4x8	3x9	6x5	3x7	3x9	3x10	5x6	10x7	3x9	6x6	10x3	3x9	4x8	7x5	3x8
9x3	4x10	10x4	9x4	7x3	4x6	8x4	6x6	6x6	9x3	3x7	10x9	9x3	10x3	10x4	7x4	5x6	9x4	10x4
4x9	4x5	3x4	2x3	4x7	4x9	9x4	5x8	4x9	6x1	1x8	6x1	8x1	3x3	1x9	3x10	10x4	8x3	3x8
3x6	10x4	10x5	9x4	2x5	7x3	10x4	4x6	3x5	8x1	3x3	2x1	2x3	4x4	3x5	6x9	4x9	9x3	3x8
1x8	5x10	7x6	6x7	1x1	3x8	7x4	1x10	1x5	9x1	1x3	6x1	6x2	3x1	9x6	6x8	4x6	4x7	5x6
3x3	10x3	6x10	9x4	2x2	2x2	4x1	8x1	2x4	2x6	3x3	9x2	4x1	4x2	6x10	8x7	6x6	4x9	5x5
6x4	10x2	2x7	4x1	7x2	1x5	2x2	2x2	6x1	4x1	4x2	1x1	9x2	2x10	8x2	2x6	4x6	7x4	6x5
7x5	5x5	9x4	3x10	4x10	4x6	9x3	7x3	10x10	9x4	7x5	10x4	10x8	8x3	6x5	9x3	3x10	9x4	6x4
5x5	5x7	5x7	4x10	7x4	6x5	9x10	8x8	8x9	10x10	8x10	9x8	8x10	8x8	10x10	5x5	6x6	5x6	4x10
7x3	3x7	10x3	5x8	8x4	3x10	3x7	5x7	8x4	4x6	3x9	4x9	3x8	6x4	4x7	7x3	4x9	6x6	6x4
6x6	10x7	10x10	7x10	9x8	10x9	9x9	10x7	3x10	5x5	6x4	4x7	9x4	5x5	8x5	4x10	8x5	4x10	5x7
4x9	8x9	9x5	6x8	7x10	6x8	5x10	7x9	5x5	3x9	7x3	5x6	3x7	5x5	3x9	4x8	5x8	6x4	3x8
7x4	8x9	6x7	6x10	9x9	7x7	5x10	7x9	3x9	5x7	5x7	3x8	9x9	9x9	8x10	10x9	7x9	10x9	10x10
5x8	9x9	10x9	9x7	8x8	10x8	9x8	8x8	5x6	9x4	3x8	5x5	8x8	8x6	5x9	10x9	10x5	6x8	10x7
9x3	7x10	5x10	7x6	10x9	8x7	6x9	8x8	8x3	4x8	10x4	5x8	7x10	9x6	7x6	10x9	8x7	7x7	7x10
3x9	10x9	5x9	6x7	9x10	5x10	5x9	9x9	8x4	7x3	9x3	3x8	9x7	10x10	8x9	8x9	10x8	9x10	8x8

Key:

1-20 Red

21-40 Blue

41-60 Gray

61-80 Black

Name:

Date:

Multiplying with 7

Rose

7x10	9x7	7x10	9x7	7x9	7x9	7x10	5x7	5x7	7x5
7x9	7x7	7x8	8x7	8x7	7x10	10x7	7x6	6x7	5x7
7x9	8x7	7x3	7x3	8x7	7x8	9x7	9x7	7x5	7x6
7x10	8x7	3x7	7x8	7x8	7x8	10x7	10x7	7x10	10x7
9x7	8x7	7x8	7x3	4x7	7x7	7x10	7x10	9x7	7x9
7x10	7x7	7x8	7x8	7x7	7x8	10x7	10x7	7x9	7x10
9x7	7x10	8x7	7x7	8x7	9x7	7x10	10x7	10x7	10x7
10x7	9x7	9x7	7x2	7x10	9x7	10x7	9x7	7x9	9x7
10x7	10x7	9x7	2x7	7x9	10x7	7x10	10x7	7x9	7x10
2x7	7x2	7x2	7x1	1x7	1x7	2x7	2x7	1x7	7x2

Key:

7 or 14	Green
21 or 28	Black
35 or 42	Yellow
49 or 56	Red
63 or 70	Blue

Name: _____

Date: _____

Multiplying with 4

Surfer

7x4	4x8	4x7	8x4	7x4	10x4	4x3	9x4	9x4	4x9
4x8	4x7	7x4	9x4	4x9	4x6	4x5	4x6	9x4	4x9
4x7	7x4	4x9	4x10	4x9	4x10	6x4	9x4	10x4	10x4
4x8	4x9	10x4	4x9	10x4	3x4	4x4	3x4	4x10	10x4
8x4	9x4	4x9	4x9	10x4	4x6	4x10	6x4	4x10	4x9
8x4	4x9	4x10	4x9	3x4	4x3	3x4	4x4		4x10
4x7	10x4	10x4	4x10	10x4	9x4	4x10	4x1		10x4
8x4	8x4	4x10	10x4	9x4	4x10	4x9	4x10	4x1	
7x4	8x4	8x4	9x4	9x4	4x10	10x4	10x4		1x4
4x7	4x8	7x4	7x4	4x7	9x4	4x9	10x4	1x4	9x4

Key:

4 or 8	Dark Blue
12 or 16	Brown
20 or 24	Tan
28 or 32	Yellow
36 or 40	Blue

* Blank squares are white

Sunflower recording Chart (record at least twice a week)

Date observed	Height of plant (in cm)	Number of leaves	Other observations/comments	Photo or Sketch/diagram

Sunflower recording Chart (record at least twice a week)

Date observed	Height of plant (in cm)	Number of leaves	Other observations/comments	Photo or Sketch/diagram
				
				
				
				

Sunflower recording Chart (record at least twice a week)

Date observed	Height of plant (in cm)	Number of leaves	Other observations/comments	Photo or Sketch/diagram
				
				
				
				

Sunflower recording Chart (record at least twice a week)

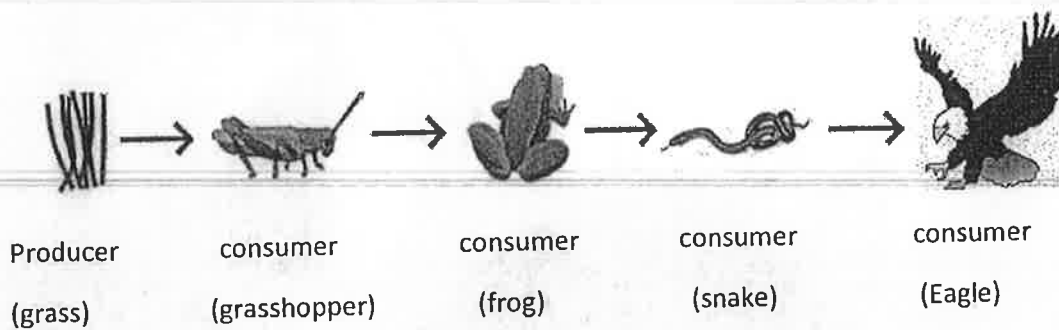
Date observed	Height of plant (in cm)	Number of leaves	Other observations/comments	Photo or Sketch/diagram
				
				
				
				



Task One: Science Project – Animal Fact File

- In school, you have been learning about food chains.

e.g.



Remember, the arrow means 'food for' or 'is eaten by'.

- At home, please research a specific creature from a specific habitat and produce a fact file.

e.g. You might choose a Badger from a British Woodland habitat or a shark from an ocean habitat. Choose an animal and habitat that you are interested in. (It can be from anywhere in the world.)

You may produce your fact file by hand, on the computer or by a combination of the two. It can be a booklet, poster or a report.

Your fact file must include these details:

- Diagrams and or photos/sketches of the animal
- A description of the animal including its size range, key observable features and its average lifespan. Which animal group does it belong to? E.g. Mammal? Reptile? Insect?
- Details about its diet – what it likes to eat.
- One food chain that it might be part of (draw a diagram). Is it herbivore, omnivore or carnivore? Is it at the top of the food chain or does it have any key predators?
- A description of its habitat – where it lives and any special science vocab. E.g. a badger lives in a sett. Does it live alone or with others of its species?
- What impact (good or bad) are humans having on your chosen creature? E.g. A lot of ocean life is suffering because of pollution in the water. However, some animals are nearly extinct so humans are trying to breed them in captivity in order to save them.
- Any other interesting facts you can find.

Useful weblinks:

<https://www.natgeokids.com/uk/category/discover/animals/>

<https://www.bbc.co.uk/bitesize/topics/zbnnb9q>

Task Two: Science Project – Can I grow a healthy sunflower from seed?

You have planted a sunflower seed in school.

Your task is to grow your sunflower, at home, ensuring you keep it as healthy as possible.

Complete your observation chart to record your plant's progress (record at least twice a week).

Take photos at various stages (if possible). If photos are not possible, try doing a sketch.



Extension task

What do all plants need to survive? Can you research how plants get their food? Can you draw a diagram to explain this?

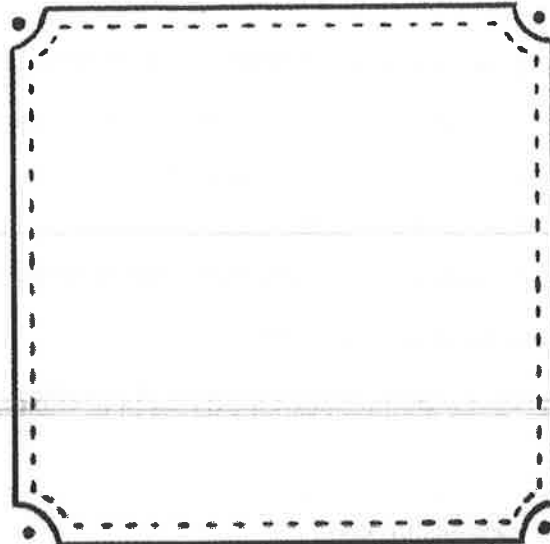
Useful weblinks:

<https://www.rhs.org.uk/education-learning/gardening-children-schools/family-activities/grow-it/grow/sunflower>

<https://www.youtube.com/watch?v=UPBMG5EYydo>

<https://photosynthesiseducation.com/photosynthesis-for-kids/>

Description:



Habitat:

Diet:

Other interesting facts:

Bees - Editing

Add editing marks to text. There are 20 errors.

there are about 20 000 species of Bees in the world
Bees live together in groups called colonys. There
three types of bees in each colony! There is The
queen bee the worker bee and the "drone".

The queen is, the largest bee in the colony she is the only won that lays eggs. Drones are mail bees, Their only job is to mate with the queen-bee so that she can lay eggs. Worker bees are Female and they do all the work. They clean and protect the hive. collect the pollen and necta to feed the colony and take care of the offspring.

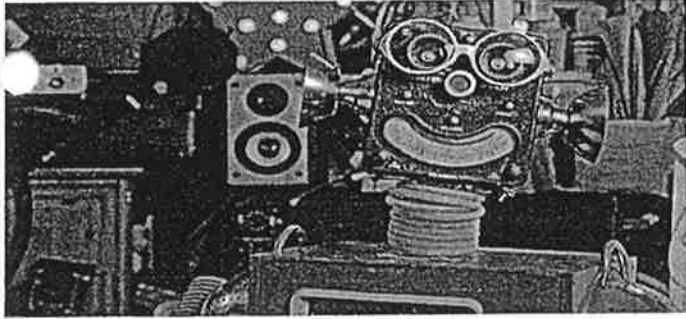
Editing Marks:	
Capital letter	≡
End punctuation	◉ ! ?
Insert a word	↗
Change to lower case	/l.c.
Take something out	↘
Check spelling	SP ◯
New paragraph	¶

Re-write the text correctly:

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Handwriting practice lines consisting of 25 horizontal lines.

Fake is a Mistake – Lesson 1



Boris says "I can make porridge, pick up a house and fly to the moon and back, charm snakes and swim deeper than a whale."

What do you think about this?



Dave says, "There is no need to lie Boris because fake is a mistake. People will accept you for what you really are and you don't need to lie. Boris was trying to impress others by lying to them."



Eventually, Dave encouraged Boris to see that there is no need to lie and that, if he wanted true friends, he would need to be honest about himself. There is no need to try to impress anyone... just be your wonderful, individual, unique self and everyone will appreciate you more!

Can I talk about how honesty make positive relationships?

1. What constitutes or makes a positive, healthy relationship and how do you maintain or keep this?
2. The Bible says:

'Love takes no pleasure in evil but rejoices over the truth.' 1 Corinthians 13:6

What do you think this means and how can you apply it to your life?

3. Make a poster to show how honesty, integrity and being true to yourself and others is important for healthy relationships.

PE

1. It is important to get enough exercise and eat a healthy balanced diet. Why is that?

2. As part of your daily routine, try to get at least 30 minutes of exercise, which makes your heart beat a little faster or feel a bit sweaty. Try a variety of exercises like:

Playing games like Tag or It

Brisk walks

Aerobics

Cycling

Football, cricket and other team sport practise.

Tennis/Badminton

Swimming

Martial Arts

Running/Jogging

Of course, remember to be safe when you do this. Always tell your parents where you are, wear the correct protective gear and follow safety guidelines and rules, 'listen' to your body – if you are in pain or discomfort, stop!

Here are some websites to keep you active.

<https://www.gonoodle.com/> (you might need to register but it is free!)

https://www.youtube.com/results?search_query=joe+wickes+for+kids Joe Wickes for Kids

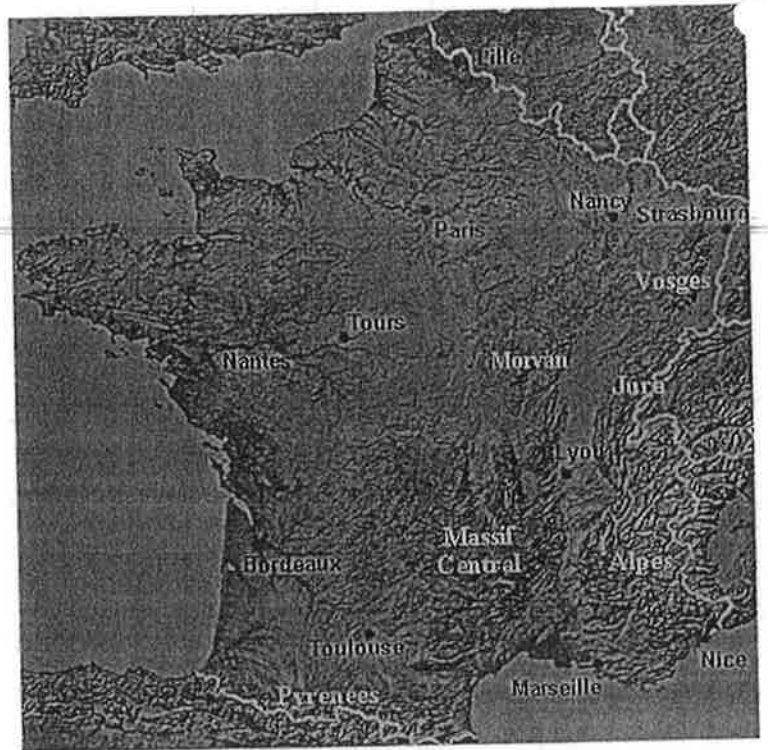
Can I compare two European cities?

	Venice	Paris
Population		
Transport		
Weather		
Physical features - seas, rivers, mountains, size etc.		
Other interesting facts		

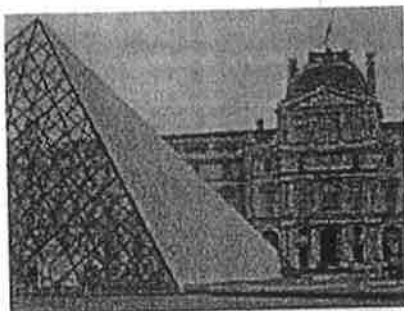
Paris

Paris is the capital city of France. It has 2.2 million inhabitants. The main language spoken is French, and the main religion is Christianity. The currency in France is the Euro, however, before 2002 the French Franc was the national currency. The French flag, referred to as the 'Tricolour' (French for 'three colours') is blue white and red.

Paris is in the north of France. From London, it only takes one hour to fly to the Charles De Gaulle airport in Paris, or, two hours 15 minutes from Kings Cross St. Pancras on the Eurostar.



France shares borders with Belgium to the North East, Germany and Luxemburg in the East as well as with Switzerland, Italy to the South East. The Pyrenees, a mountain range to the South of France, form a natural border between Spain and France. The highest mountain in France is the Mont Blanc, that is 4,810m high and stands at the border between France and Italy. In France, there are three major mountain ranges: the Alps, Pyrenees and Massif Central; and three major rivers: the Seine, Rhine and Rhône



In Paris there are many great attractions, such as the Eiffel Tower, Notre Dame, Louvre, Arc de Triomphe, river Seine and many more.

Paris, France

Weather averages

Overview Graphs

Month	High / Low (°C)	Rain
January	7° / 3°	9 days
February	8° / 3°	8 days
March	12° / 5°	9 days
April	15° / 7°	8 days
May	19° / 11°	9 days
June	23° / 14°	8 days
July	25° / 16°	7 days
August	25° / 15°	7 days
September	21° / 13°	7 days
October	16° / 10°	8 days
November	11° / 6°	8 days
December	8° / 3°	9 days

Venice

Venice is a city in Italy. It is the capital of the Veneto region, which is in the north-east of the country. The population of Venice is 271,367. Area is 412 km².

Venice is built on 117 small islands that are separated by 150 canals. People cross the canals by many small bridges. They can also be taken for rides along the canals in a type of boat called a *gondola*. The buildings in Venice are very old and attractive, and tourists come from all over the world to see them and the canals. This has made Venice one of the most famous cities in the world.



The most famous sights are the Rialto Bridge, St Mark's Basilica and the Doge's Palace (The Doge's Palace (Italian: Palazzo Ducale) is a gothic palace in Venice, northern Italy. The palace was the home of the Doge of Venice, the ruler of the Republic of Venice. In 1923 the palace became a museum, one of 11 museums run by the Fondazione Musei Civici di Venezia. In 2010 it was visited by 1,358,186 people).



Venice is the most popular tourist attraction in northeast Italy. Every year the city sinks a few centimetres because the ground is made from mud. Eventually the city will be completely underwater, but that will take years. Because of this the Italian government is building the MOSE Project, a state-of-the-art defense against the sea water flooding that will safely protect Venice forever.



There are several ways to get around in Venice. The most common is the gondola, and also the vaporetto, which is a water bus and carries lots of people around the canals. There are also motoscafi, motonavi and traghetto (ferries). You can use a motorboat, catch a taxi, or walk.

Venice, Metropolitan City of Venice, Italy

:

Weather averages

Overview Graphs

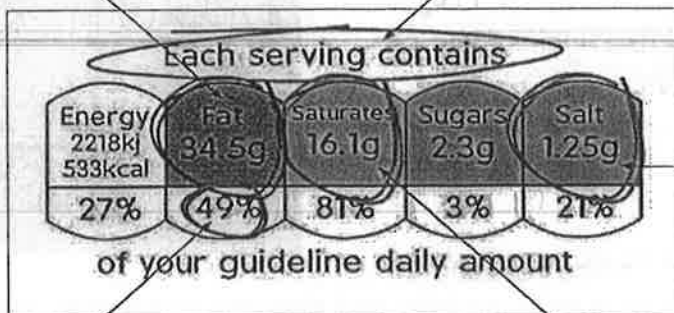
Month	High / Low (°C)	Rain
January	7° / 0°	4 days
February	9° / 1°	4 days
March	13° / 4°	5 days
April	17° / 8°	7 days
May	22° / 13°	7 days
June	26° / 17°	7 days
July	28° / 19°	5 days
August	28° / 18°	5 days
September	24° / 15°	5 days
October	18° / 10°	6 days
November	12° / 5°	6 days
December	8° / 1°	6 days

Can I find out what the traffic light food labels mean and how this helps me make healthy food choices?

Food Labels Traffic Light System

A red section means high. We shouldn't eat foods with red lights too often, just occasionally.

The traffic lights are worked out for the recommended serving, not necessarily for the whole amount of food.



A green section means low. The more green lights a food has, the healthier it is.

These percentages show how much of our ideal daily intake of fat, saturates, sugar and salt the product gives us.

An amber section means medium. Foods with amber lights are okay to eat fairly often.



Over the next few weeks, choose one or two food items from your meals and look closely at the traffic light symbols on the label. What does this mean? How can it help you make healthier choices, when you plan what you eat?

1. Keep a diary of some labels (cut them out if you like) and think about how you can choose more green options, rather than red and amber.
2. Choose a favourite food. Find out where it comes from and how it is grown/reared/manufactured. How does it make its way to our tables?
3. With your parents/carers permission and using all your health and safety learning, help to prepare a meal or two, being mindful of the journey and healthfulness of your food.

Here are some websites to help you learn about our food:

Food a fact of life 7-11 years

<https://www.foodafactoflife.org.uk/7-11-years/>

Tesco farm to fork videos YouTube

https://www.youtube.com/watch?v=kPMJx3ov64Y&list=RDCMUCiGAAbnpbIYqZeCFEA4K_nQ&start_radio=1&t=10

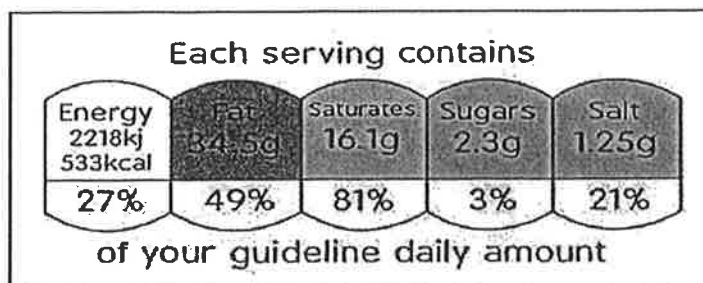
How it's made series YouTube

<https://www.youtube.com/channel/UCElt4nocnWDEnYJmov4zqyA>

There are plenty more online resources – remember to search for children or KS2, when Googling!

Food Labels Hunt

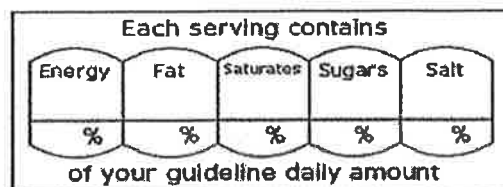
Have you ever noticed the traffic light systems on the front of food packages?



These labels are supposed to help us make healthy choices.

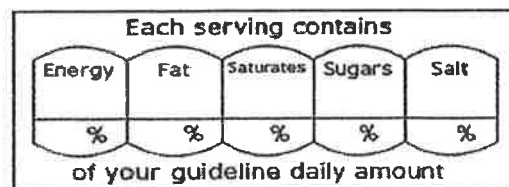
Investigate some food labels and record the information they give you below.

Name of food: _____



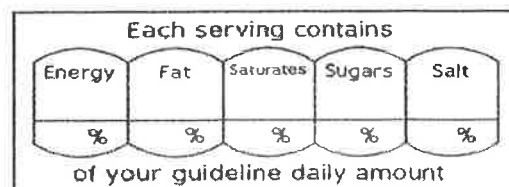
In your opinion, is this a healthy choice? Why?

Name of food: _____



In your opinion, is this a healthy choice? Why?

Name of food: _____



In your opinion, is this a healthy choice? Why?

Name of food: _____

Each serving contains				
Energy	Fat	Saturates	Sugars	Salt
%	%	%	%	%
of your guideline daily amount				

In your opinion, is this a healthy choice? Why?

Name of food: _____

Each serving contains				
Energy	Fat	Saturates	Sugars	Salt
%	%	%	%	%
of your guideline daily amount				

In your opinion, is this a healthy choice? Why?

Name of food: _____

Each serving contains				
Energy	Fat	Saturates	Sugars	Salt
%	%	%	%	%
of your guideline daily amount				

In your opinion, is this a healthy choice? Why?

Name of food: _____

Each serving contains				
Energy	Fat	Saturates	Sugars	Salt
%	%	%	%	%
of your guideline daily amount				

In your opinion, is this a healthy choice? Why?

Art – Year 4

Welcome to Art Hub for kids! This is a great way for children to learn the basics of drawing in a fun way. There are hundreds of ideas and children can choose drawings related to their learning or pick drawings, that they think could improve certain drawing skills.

<https://www.youtube.com/user/ArtforKidsHub>

Related to learning:

<https://www.youtube.com/watch?v=cekzwCIOVV8> Ancient civilisations

<https://www.youtube.com/watch?v=hy0-JCMKZJo> Easter

<https://www.youtube.com/watch?v=JtMXImftPeA> Woodland animals

Of course, feel free to explore art in the real world, by sketching or painting objects from nature or in the home.

Challenge:

Find out about different artists (classical and modern), art styles and media (oil paint, pencils, charcoal, water colours etc.)

Which ones do you like and why?

Try to emulate (copy the style of) your artist in any media.

Bring your creations to school and share with your class!

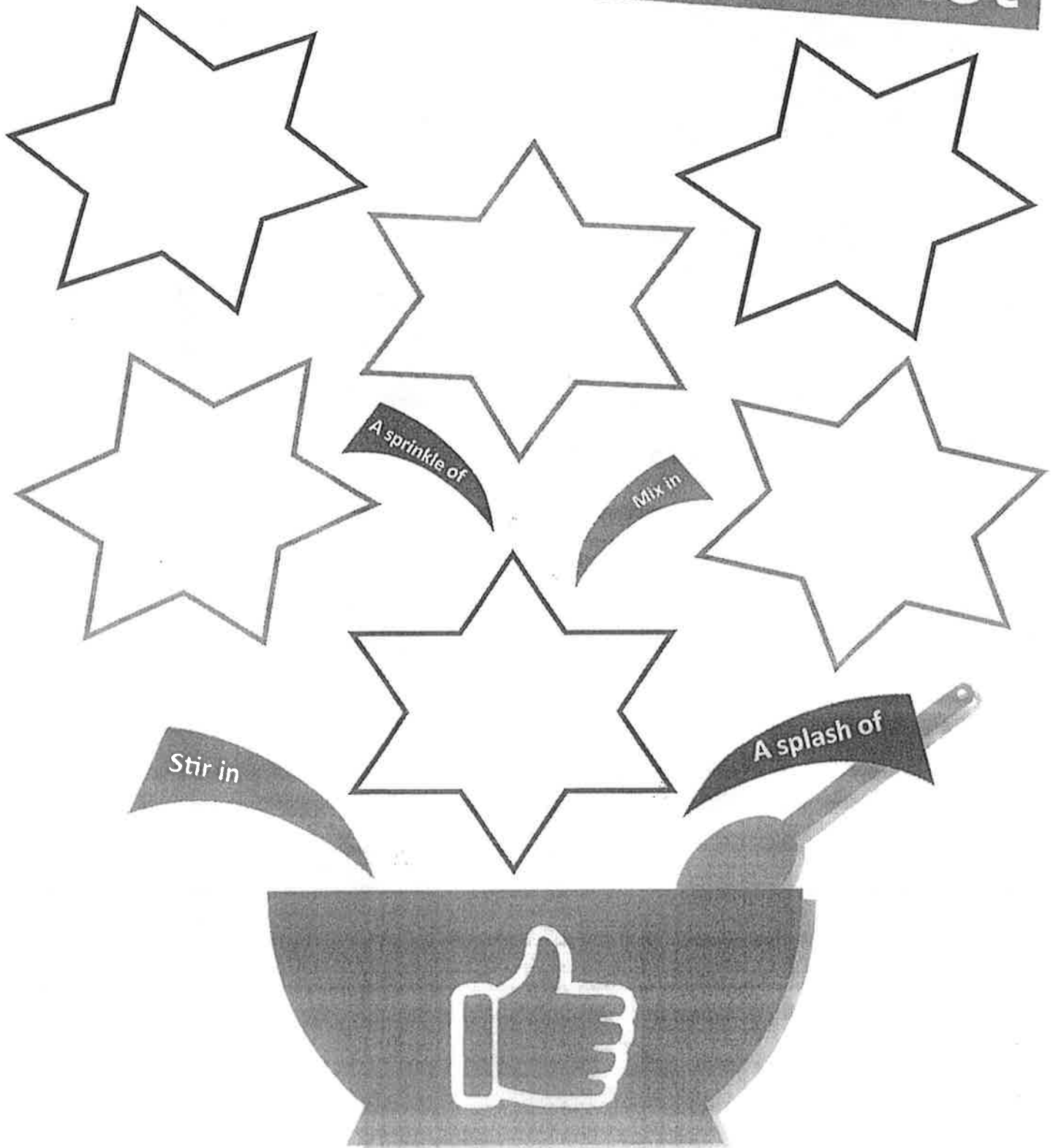


A recipe

Be smart on the
internet



for a better internet



Safer Internet Day 2020

Tuesday
11 February

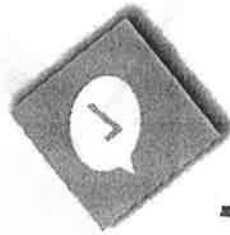
#Free to be...



...creative



...yourself



...honest



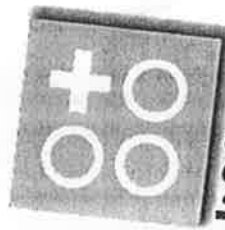
...kind



...respectful

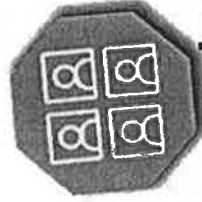


...happy



...different

Let's create an internet where we are free to be ourselves



...ourselves online

Free to be ME

Exploring identity online



Safer Internet Day 2020 | Tuesday 11 February

Together for a better internet



UK Safer Internet Centre

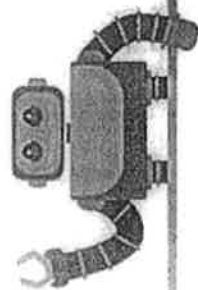
#SaferInternetDay

saferinternetday.org.uk



Co-financed by the Connecting Europe Facility of the European Union

Home
Learning
Pack
Year 4



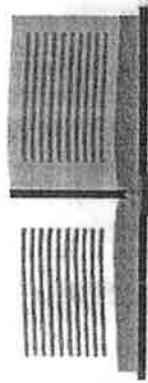
Practical Ideas

Classroom
secrets★





**Interview an adult.
Ask them about
their life.**



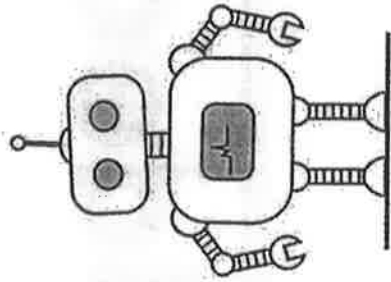
**Write their
autobiography.**



Encourage children to ask good questions, identifying the key information and recording notes using bullet points.



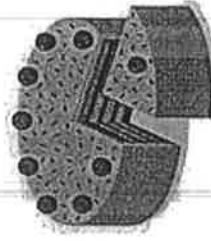
**Create a robot
using empty boxes
and bottles.**



Encourage children to see if their robot can include any moveable parts, using mechanisms they may have learnt.



**Bake a cake with
an adult.**



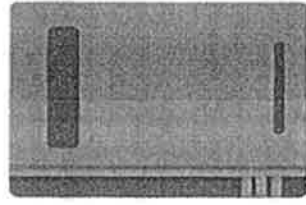
**Cut into eighths and
create equivalent
fractions.**



Once baked, cut into eight equal pieces. Create and describe different fractions. Discuss how different fractions can show the same quantity.



**Write a review
based on your
favourite book.**



Classroom
secrets*

Encourage children to write a powerful review, using emotive language that would persuade somebody to read the book.



**Measure the
perimeter of each
room**



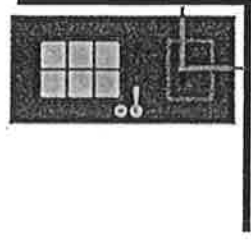
Classroom
secrets*

**Which room has the
greatest perimeter?**

Encourage children to walk around the house and predict which room has the greatest perimeter. Then, measure all sides of each room. Was their prediction correct?



**Go on a hunt for
right angles.**



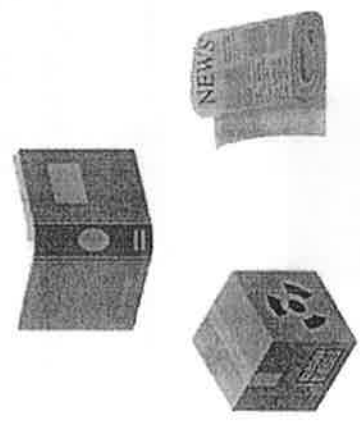
Classroom
secrets*

**How many can you
find?**

Children to explore the house and find different right angles. Children could record their findings by taking photographs or writing a list.



Find objects in the house.



Create alliterative sentences.



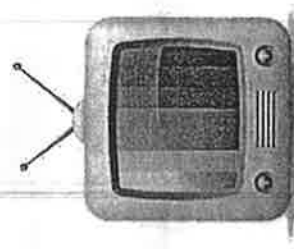
Look at prices on a receipt.



Find different combinations of coins you could use to pay.



Write a review of your favourite movie.



Children to write a sentence about each object, starting as many words as they can with the same letter. For example: Dad delays doing dirty dishes.

Find the different coins that could be used to pay for each item on its own. Discuss the change from a £5, £10 or £20 note. Explore how the change could be given.

After watching their favourite movie, write a review to encourage other children to watch it. Think about the plot and the best points.

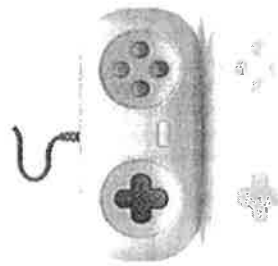


Visit kids.classroomsecrets.co.uk for online games to support learning.

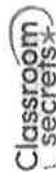
Join our  Group: Coronavirus Home Learning Support for Teachers and Parents



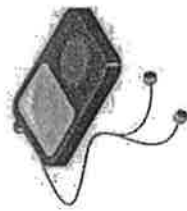
Design a video game.



Create a story board to describe what happens.



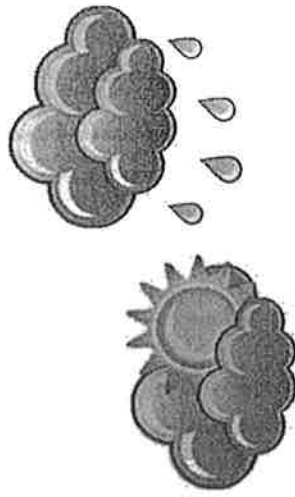
Listen to your favourite songs.



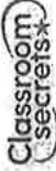
Identify the instruments you can hear.



Write a poem about today's weather.



Use similes and personification.



Discuss what the objective of the game is and what the main character has to do along the way. What type of game will it be? Will there be different levels?

Encourage children to concentrate on the music and the sounds made by different instruments. Use effective adjectives to describe the sounds. Discuss the tempo/rhythm.

Look outside the window and discuss what the weather is like. Compare it to other things using **as** and **like**. Try to use similes that give the weather human characteristics.

