

## Year 4

## Weekly Maths Tasks

- Complete column addition task below
- Times tables – sheet below and/or times table rockstars
- Arithmetic quiz below
- Finding shapes at home.  
2D shapes - find a square, triangle, circle, rectangle, pentagon, hexagon, octagon, rhombus  
3D shapes – find a cube, cuboid, sphere, cylinder, pyramid, prism

## Weekly Reading Tasks

- Regular Reader – Read a book at least 3 times this week.
- Read Incredible Invertebrates below and answer the questions
- Pick one of your English activities to read aloud to someone else
- Complete 2 tasks from your reading mileage challenge.

## Weekly Phonics/Spellings Tasks

**This week's spelling pattern** Homophones and near homophones – spelling list below

If you can, use Spelling frame Year 3 and 4. Click on play – click on spelling tiles for the games given, then later on in the week complete the spelling test. <https://spellingframe.co.uk/spelling-rule/24/21-Homophones-and-near-homophones-1-of-4>

- Practise your list 3 times each day.
- Choose 5 of the words and write a definition
- Choose 5 of the words and use them in a sentence.  
Challenge – make it a Super Sentence with a conjunction.

[Top Marks Spelling](#) Year 3 / 4 words

[Click here to find the Year 3 and 4 spellings.](#)

## Weekly Writing Tasks

Remember to write in full sentences which makes sense with capital letters and full stops. Try to make your sentences exciting, using clauses, fronted adverbials and a variety of conjunctions.

- Pronouns – avoid repetition task below
- Write different types of sentences – using your understanding from the last few weeks. Write two simple, two compound and two complex sentences. **Reminder below**
- Write a diary of a day this week – remember to include thoughts, feelings, events in order.
- Practise your handwriting, using the sheet attached. **Remember letter formation.**

## Learning Project - to be done throughout the week: Living Things

**Science – Living Things**

Recap: What are the seven life processes that all living things do? Can you remember MRS NERG; do you know what each letter stands for; can you explain what they mean and give an example?

Lesson: What is a habitat? Can you name any? Think of small habitats in your garden or around your house on your daily walks. The primary aim of this lesson is to collect information about the living things, particularly invertebrates (creatures without a backbone such as insects, worms, etc.) and plants, present within the habitat you have chosen to visit.

Task below

**PSHE Special me – task below**

## Physical Activities

Lets Get Physical - Joe Wicks Joe Wicks morning workout  
<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

1 minute challenge - How many hops, jumps, squats, jumping jacks etc. can you do in 1 minute?

Try to beat your pb

Isolation Icons – Hull Active Schools Primary Daily Challenge <https://www.hullactiveschools.org/isolation-icons>

Learn or improve a sports skills e.g kick ups, throwing and catching, skipping, jumping.

Outdoor Explore – walk, run outside

## English – Reminder of sentence types

### Sentence Types

#### **Simple Sentence**

- Contains a subject and a predicate
- Expresses a complete thought.

#### **Examples:**

The boys went to the park.

We like pizza.

#### **Tip:**

A simple sentence is also called an independent clause.

#### **Compound Sentence**

- Contains two or more independent clauses.
- Clauses are joined by a coordinating conjunction.

#### **Examples:**

The boys went to the park, but they did not go to the zoo.

We like pizza, and we like spaghetti.

#### **Tip:**

Look for these conjunctions:  
*for, and, nor, but, or, yet.*

#### **Complex Sentence**

- Contains an independent clause and a dependent clause.
- Dependent clause begins with a subordinating conjunction.

#### **Examples:**

Because the boys went to the park, they did not go to the zoo.

The boys did not go to the zoo because they went to the park.

#### **Tip:**

Look for these subordinating conjunctions:  
*after, before, because, although, when, since, if, whenever, unless, while, so that, even though, wherever.*

## New Curriculum Spelling List Years 3 and 4

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

**Year 4 spellings: 29.6.20** - You can always write these down on paper at home to then copy.

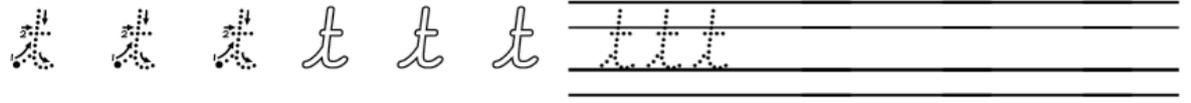
<b><u>Spelling Rule</u></b>	<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>
accept					
except					
ball					
bawl					
berry					
bury					
brake					
break					
fair					
fare					

Homophones and near homophones (words which sound the same but have different meanings)

# Handwriting task

*ladder letters*

*go up straight and back down straight.*



Space for more practise:

A large rectangular area containing ten sets of handwriting lines. Each set consists of three horizontal lines: a top blue line, a middle blue line, and a bottom blue line, all enclosed within a grey border.

## **English – Pronouns task**

**A pronoun is a word that takes the place of a proper noun.**

e.g. The children played in the park. **The children** came home early.

The children played in the park. **They** came home early.

**Write out the sentence and change the red words into a pronoun.**

1. Michael was late for school and **Michael** was going to get into trouble!

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2. Sarah was going to Gran's house for tea and **Sarah** was very excited.

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3. The kittens were very playful all morning and now **the kittens** were tired.

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4. Gemma and I were swimming yesterday and **Gemma and I** swam fifty lengths together.

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**Write two sentences of your own that include pronouns.**

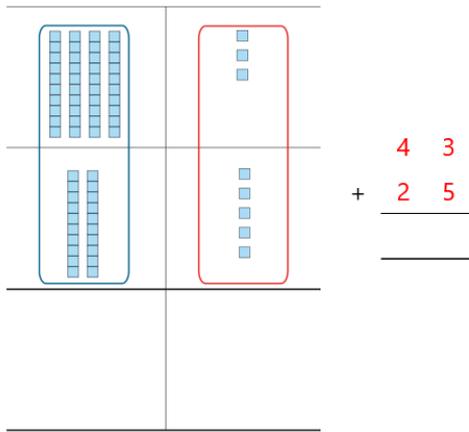
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## Maths: Column addition

Remember you can start by using objects or pictures.



Label H T & O		H	T	O
Add ones (5 + 7 = 12) add to doorstep		1	4	5
Add tens (40 + 70 + 10 = 120) add to doorstep	+	2	7	7
Add hundreds (100 + 200 + 100 = 400)		4	2	2

3 digit not bridging:

1.  $345 + 212 =$
2.  $163 + 123 =$
3.  $455 + 231 =$

3 digit with bridging:

4.  $334 + 326 =$
5.  $648 + 137 =$
6.  $857 + 361 =$
7.  $975 + 328 =$

4 digit not bridging:

8.  $3347 + 4132 =$
9.  $2743 + 3124 =$
10.  $3647 + 5252 =$

4 digit with bridging:

11.  $4438 + 2745 =$
12.  $6346 + 3192 =$
13.  $6748 + 5162 =$
14.  $7639 + 3382 =$

Challenge:

	4		3
+	3	2	
		3	2

Missing number

Mr Richards thought he had £26.34. He has £12.36 in his wallet and £13.74 in his box.  
Is he correct?

# Maths – Arithmetic Quiz

6	$42 \div 0 =$ <input type="text"/>
7	$1/10$ of $50 =$ <input type="text"/>
8	$40+30+18 =$ <input type="text"/>
9	$36 \div 6 =$ <input type="text"/>
10	$6/8 - 2/8 =$ <input type="text"/>

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1	$4 \times 8 =$ <input type="text"/>
2	$9 \times 6 =$ <input type="text"/>
3	<input type="text"/> $\times 4 = 32$
4	$4 \times 5 = 2 \times$ <input type="text"/>
5	<input type="text"/> $- 500 = 239$

11

$3257 + 464 =$

12

$6273 - 5346 =$

13

$£24.67 - £12.39 =$

14

$157 \times 3 =$

## Timetable practise – x6

### Exercise 1:

Draw a line connecting the multiplication expression with the correct product.

12 x 6	60	
8 x 6		48
5 x 6	30	
3 x 6		36
4 x 6	72	
10 x 6		54
11 x 6	66	
1 x 6		18
9 x 6	24	
6 x 6		6

### Exercise 2:

Fill in the missing number.

a)  x 6 = 66    b)  x 6 = 30    c)  x 6 = 72

### Exercise 3:

Fill in the correct product.

a)  $3 \times 6 = \underline{\quad}$     b)  $1 \times 6 = \underline{\quad}$     c)  $5 \times 6 = \underline{\quad}$   
d)  $12 \times 6 = \underline{\quad}$     e)  $11 \times 6 = \underline{\quad}$     f)  $2 \times 6 = \underline{\quad}$

## Timetable practise – x6

Number of Questions: **20**

Testing: **6×** (with **inverse**)

$54 \div 6 = \underline{\hspace{2cm}}$

$12 \div 6 = \underline{\hspace{2cm}}$

$66 \div 6 = \underline{\hspace{2cm}}$

$24 \div 6 = \underline{\hspace{2cm}}$

$6 \times 12 = \underline{\hspace{2cm}}$

$6 \times 5 = \underline{\hspace{2cm}}$

$12 \times 6 = \underline{\hspace{2cm}}$

$18 \div 6 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$6 \times 7 = \underline{\hspace{2cm}}$

$9 \times 6 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

$72 \div 6 = \underline{\hspace{2cm}}$

$6 \times 9 = \underline{\hspace{2cm}}$

$6 \times 4 = \underline{\hspace{2cm}}$

$10 \times 6 = \underline{\hspace{2cm}}$

$6 \times 2 = \underline{\hspace{2cm}}$

$7 \times 6 = \underline{\hspace{2cm}}$

$6 \div 6 = \underline{\hspace{2cm}}$

$11 \times 6 = \underline{\hspace{2cm}}$

# Incredible Invertebrates!

- 10 Invertebrates are a species of animal that do not have a back bone. Mammals, amphibians, reptiles, fish and birds do not fit into this category because they all have vertebrae (spinal bones), but these animals make up less than 4% of all the animal species on Earth. This means that around 96% of animal species alive are invertebrates.
- 66 These include marine invertebrates and molluscs, such as sponges, jellyfish and oysters, as well as crustaceans and insects, such as crabs, shrimp and butterflies.
- 91 The largest invertebrate ever recorded was a giant squid that measured 13m long. The smallest invertebrates are so tiny that they cannot be seen by the naked eye.



# Quick Questions

1. Write a short definition of the word 'invertebrate'.



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2. What percentage of animals on Earth actually have spinal bones?



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3. Who do you think this information is for?



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4. Write two questions that you could find the answers to in this text.



a. \_\_\_\_\_

b. \_\_\_\_\_

## Science – Living Things Task

### Observing and collecting Guidelines

Safety: Do not to put your hands near your mouths after searching for or handling insects. Also nettles, brambles, ponds, etc. can be hazardous. If using nets check you will not be hitting anyone. Also remember how to treat living things with respect and care, all specimens of insects should be returned to their habitat unharmed.

Pick up insects using a plastic spoon or a paintbrush as they are delicate and can be easily harmed. There are a number of ways you can search – looking carefully in leaf litter, soil, grass or overturning logs, stones, etc. and carefully replacing them; ‘tree beating’ – lay a large white sheet under a tree branch or bush while you shake it vigorously (you might have to be quick to spot some of the creatures if they can fly, e.g. lacewing or run fast, e.g. spider!). Fallen leaves can be gathered. A small number of leaves can be taken from the plant, but it can damage the plant if too many are taken.

#### Local Living Things

<b>What is it?</b> Do you know what it is? Have a go at writing the name of it.	<b>Where did you find it?</b> Write down which area you found it in. Add details about the habitat conditions such as shady, light, damp, dry.	<b>What does it look like?</b> Draw a quick sketch, jot down details like how many legs or wings, take a photo and write the photo number.

## PSHE Special me

**Objective: Can I identify what is special about me and value the ways in which I am unique?  
Can I like and respect the unique features of my physical appearance?**

### Key vocabulary

- Special
- Unique
- Different
- Characteristics
- Physical features

### Connect us

Invite a friend or family member to join you in writing a few statements about yourselves. Do this on strips of paper - fold them up and put them all in a pile together.

Here is your sentence starter: **I am special because...**

Here are some examples that you could use:

- I am a good friend
- I love playing football
- I have green eyes
- I enjoy cooking

Once you have several in a pile, mix them up and take it in turns to open them. Can you guess who wrote each statement?

Next, hang them all together along a piece of string or stick them all together on a sheet of paper.

How do you feel looking at all of these qualities together?

### Tell me / show me

See if you can find some pictures of yourself with friends or family.

Can you see some physical qualities that make people special?

What positive things can you say about people in the photos?

E.g. She has smiley eyes and seems caring. He has a nice smile and looks happy. They have blue eyes that look clear and honest.

### Self reflections

Using a mirror, have a look at your reflection. Try to find some details that are unique to you. Use the mirror to draw a self portrait.

What colour and pattern do your eyes have?

What shape is your nose?

Do you have some freckles?

Do you have dimples when you smile?

Try to capture these tiny differences in your drawing and label what you like about them.

**All of these things are unique to you. We are similar in some ways and different in others - there is only one of you and the little differences are what make you special.**