

Home Learning Pack 4

Dear Parents/Carers,



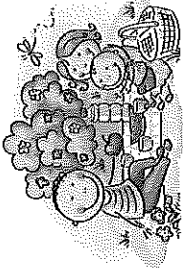
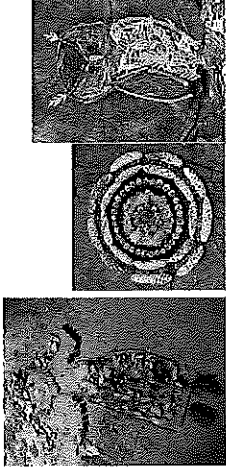


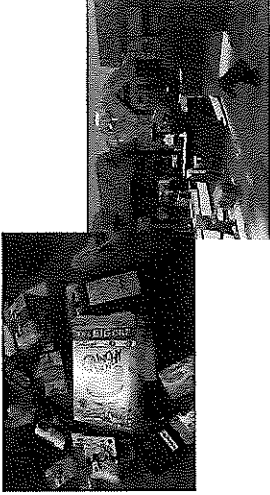

Please find another selection of different activities to do with your child at home while school is closed or you are self-isolating. This selection of work should last until the end of term. In addition to these there will be activities on Mathletics and Times Tables Rock Stars. We will also be continuing to post other activities or resources on the Class Story page on Dojo and continue with the Theme Day each week (details will be posted on Whole School Story on Dojo each Tuesday). Please check these pages regularly for updates and continue to share your child's work via Portfolio. Should you need to contact us, please do via Dojo or use your year group email address, (e.g. year4@standrewsuxbridge.org.uk, etc.). You can also call the school during normal school opening hours on 01895 232768.

Please complete the following each day: 1 Maths or English activity, Mathletics or Times Table Rock Stars, and 1 additional activity. Pupils should also continue to read every day as usual.

The following links are to online learning that will supplement the learning provided by the school. Teachers may post links to these on Class Dojo:

BBC Daily lessons https://www.bbc.co.uk/bitesize/dailylessons	Oak National Academy: https://www.thenational.academy/online-classroom/
Discovery Education: https://www.discoveryeducation.co.uk/ Username: student23159 Password: saps14	Writing: Super Sentence Stackers https://www.youtube.com/watch?v=TvbAlbC3r6s https://www.pobble365.com/
Spelling: https://www.youtube.com/watch?v=pwVgGhXde8 https://www.sirlinkalot.org/	Reading: https://home.oxfordowl.co.uk/books/free-ebooks/ https://stories.audible.com/start-listen
Science: https://explorify.wellcome.ac.uk/blog/explorify-during-school-closures https://www.stem.org.uk/home-learning/primary#cross-curricular	Music KS1 - https://www.bbc.co.uk/teach/ks1-music/zbcjscw KS2 - https://www.bbc.co.uk/teach/ks2-music/zfv96v4 https://www.bbc.co.uk/teach/ten-pieces/watch-this-do-this-weekly-activities/zjv3382
PE: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ	Maths: https://whiterosemaths.com/homelearning/

The following are some examples of activities to complete over this final half term. Some of these may take more than one day and could be made into mini projects.

 <p>Become a quizmaster! Make up a quiz for other family or friends. Write your own questions (and answers): it might be about things you have been learning, general knowledge or your favourite TV shows and films. You can even share it on a video call. Will there be a prize?</p>	 <p>Make up your own gameboard and play with your family</p>	 <p>Plan a family picnic – decide what you will eat, help prepare the food, choose some games to play...will it be in garden or at the park?</p>	 <p>Get crafty with resources from Nature. Go on a nature walk and collect a variety of natural objects. Experiment with making different pictures and patterns with just natural objects.</p>
 <p>Plan a stay at home talent show. What talent will you practise and perform? Will you be singing, dancing, doing a comedy or magic show? Maybe you can get the whole family involved and taking part. Decide where the stage will be and who will judge. You might even like to create tickets to the event and prepare suitable refreshments!</p>	 <p>Design an obstacle course. Include at least 5 different activities – can you include going under, over, around, through things? Perhaps you have to balance objects as you travel. It could even be for a scooter or bike. Time yourself and see if you can beat your time.</p>	 <p>Design and build your perfect play den/house. There might even be special rooms for different activities. You could construct a model using junk materials that you have around the house or other construction materials like lego. You could even design on Minecraft.</p>	 <p>Become a television reporter. What would you report on? Maybe you could make a report about life in lockdown or maybe you might report on wildlife that you have seen in your garden. Decide on your topic and what you are going to say. Then practise presenting it to the camera. Don't forget to share your videos with us.</p>

Thanks again for all your support and hard work at home.

Kind Regards,

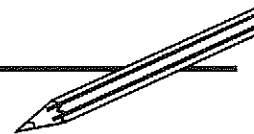
The St. Andrew's Staff

Counting in 1000s

Complete the following sequences:

- a) 1000 2000 3000 _____ 5000 _____
- b) 9000 8000 _____ 6000 _____ 4000
- c) _____ 5000 6000 7000 _____ 9000
- d) 8000 _____ _____ 5000 4000 3000
- e) 6000 _____ 8000 9000 _____ 11 000
- f) _____ 11 000 10 000 _____ 8000 7000
- g) 16 000 15 000 _____ 13 000 _____ 11 000
- h) 19 000 _____ _____ 22 000 23 000 24 000
- i) _____ _____ 27 000 28 000 29 000 30 000
- j) 76 000 75 000 _____ _____ 72 000 71 000

Challenge: Can you count on in thousands from these numbers?



- k) 187 000 _____ _____ _____ _____ _____
- l) 462 000 _____ _____ _____ _____ _____
- m) 698 000 _____ _____ _____ _____ _____

Can you complete these?

- n) _____ _____ 345 000 _____ _____ _____
- o) _____ _____ _____ _____ 501 000 _____
- p) _____ _____ _____ _____ _____ _____ 970 000

Counting in 1000s Not From 0

Complete the following sequences:

a) 1013 2013 3013 _____ 5013 _____

b) 10 472 9472 _____ 7472 _____ 5472

c) _____ 5706 6706 7706 _____ 9706

d) 12 293 _____ _____ 9293 8293 7293

e) 6038 _____ 8038 9038 _____ 11 038

f) _____ 11 720 10 720 _____ 8720 7720

g) 26 671 25 671 _____ 23 671 _____ 21 671

h) 19 337 _____ _____ 22 337 23 337 24 337

i) _____ _____ 47 405 48 405 49 405 50 405

j) 66 049 65 049 _____ _____ 62 049 61 049

Challenge: can you count on in thousands from these numbers?



k) 104 892 _____ _____ _____ _____ _____ _____

l) 386 315 _____ _____ _____ _____ _____ _____

m) 740 012 _____ _____ _____ _____ _____ _____

Can you complete these?

n) _____ _____ 290 891 _____ _____ _____ _____

o) _____ _____ _____ _____ 601 098 _____ _____

p) _____ _____ _____ _____ _____ _____ 930 660

Counting in 6, 7 and 9

Complete the following sequences:

a) _____ 12 18 24 30 _____

b) 49 42 _____ 28 _____ 14

c) _____ 45 54 63 _____ 81

d) 90 _____ 72 66 60

e) 56 _____ 70 77 _____ 91

f) _____ 126 120 _____ 108 102

g) 99 108 _____ 126 _____ 144

h) 112 _____ 126 133 140

i) _____ 180 186 192 198

j) 210 203 _____ 189 182

Continue the following sequences:

k) 35 41 47 _____

l) 2 11 20 _____

m) 40 47 54 _____

n) 100 106 112 _____

o) 99 106 113 _____

p) 300 291 282 _____

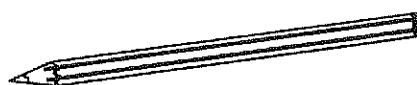
q) 172 166 160 _____

r) 31 40 49 _____

s) 86 79 72 _____



Challenge[☆]



Choose a starting number and count in 6s, 7s and 9s from that number. What is the difference between each number you end up at? Can you explain why?

Counting in 25s Worksheet

Aim – I can count in 25s from any given number.

Can you complete these sequences by counting in 25s?

1.

0	25			
---	----	--	--	--

2.

175			250	
-----	--	--	-----	--

3.

550	575			
-----	-----	--	--	--

4.

				975
--	--	--	--	-----

5.

		725		
--	--	-----	--	--

6.

725			
-----	--	--	--

Look at these sequences which start from a number other than 0 but still go up in 25s. In each line one of the numbers is wrong. Can you circle it? The first one is done for you.

7. 55 70 105 130 155 180

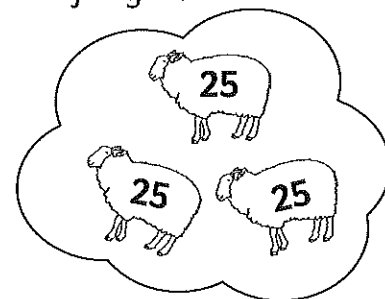
8. 16 41 56 91 116 141

9. 115 140 165 190 212 240

10. 499 524 549 574 594 624

11. 879 904 939 954 979 1004

12. 1042 1076 1101 1126 1151 1176



Add 1000 to the following numbers

1. $2398 + 1000 =$

16. $11\,756 + 1000 =$

2. $4829 + 1000 =$

17. $14\,947 + 1000 =$

3. $8023 + 1000 =$

18. $25\,902 + 1000 =$

4. $3820 + 1000 =$

19. $49\,023 + 1000 =$

5. $7822 + 1000 =$

20. $100\,456 + 1000 =$

6. $3419 + 1000 =$

21. $134\,982 + 1000 =$

7. $6729 + 1000 =$

22. $249\,305 + 1000 =$

8. $5547 + 1000 =$

23. $56\,983 + 1000 =$

9. $1009 + 1000 =$

24. $701\,034 + 1000 =$

10. $345 + 1000 =$

25. $38\,382 + 1000 =$

11. $8563 + 1000 =$

26. $563\,902 + 1000 =$

12. $9017 + 1000 =$

27. $79\,826 + 1000 =$

13. $6730 + 1000 =$

28. $399\,027 + 1000 =$

14. $1193 + 1000 =$

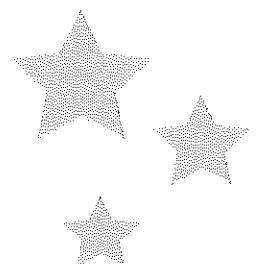
29. $50\,231 + 1000 =$

15. $4508 + 1000 =$

30. $999\,000 + 1000 =$

Challenge

Can you add 1001, 1010 or 1100 to some of the questions? What about 10 000?



Subtract 1000 from the following numbers

1. $2338 - 1000 =$

16. $11\,902 - 1000 =$

2. $3729 - 1000 =$

17. $13\,997 - 1000 =$

3. $8923 - 1000 =$

18. $35\,902 - 1000 =$

4. $3834 - 1000 =$

19. $87\,320 - 1000 =$

5. $7892 - 1000 =$

20. $100\,906 - 1000 =$

6. $3769 - 1000 =$

21. $194\,971 - 1000 =$

7. $6509 - 1000 =$

22. $401\,305 - 1000 =$

8. $1147 - 1000 =$

23. $83\,083 - 1000 =$

9. $7409 - 1000 =$

24. $601\,934 - 1000 =$

10. $9345 - 1000 =$

25. $60\,382 - 1000 =$

11. $8721 - 1000 =$

26. $672\,902 - 1000 =$

12. $6015 - 1000 =$

27. $31\,826 - 1000 =$

13. $6820 - 1000 =$

28. $500\,408 - 1000 =$

14. $1013 - 1000 =$

29. $90\,231 - 1000 =$

15. $9508 - 1000 =$

30. $1\,000\,000 - 1000 =$

Counting Backwards Through 0 Using Negative Numbers Worksheet

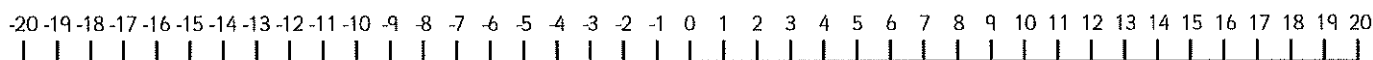
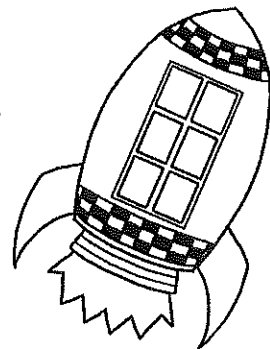
Aim – I can count backwards through 0 including negative numbers.

Counting backwards can be useful – especially if you want to make a rocket take off!

10, 9, 8, 7, 6, 5, 4, 3, 2, 1 BLAST OFF!

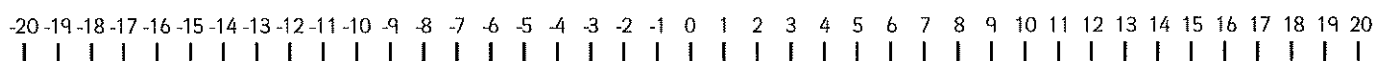
BUT what happens when we are counting backwards and we get to '0'?

We keep going using negative numbers.



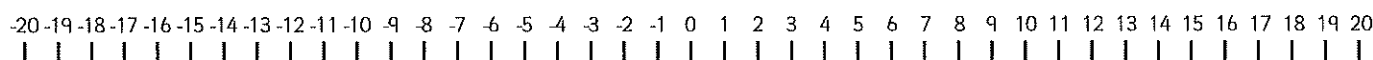
A. Use the number lines to help you count backwards through 0. Start on the number given and draw the right number of jumps backwards until you have your answer.

1. From 5, count back 7.



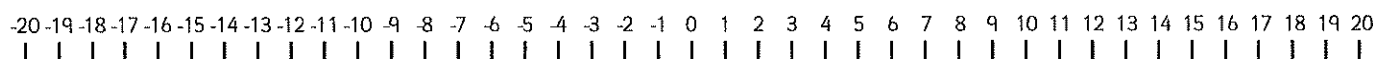
Answer =

2. From 8, count back 12.



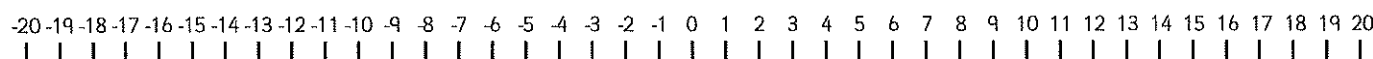
Answer =

3. From 7, count back 15.



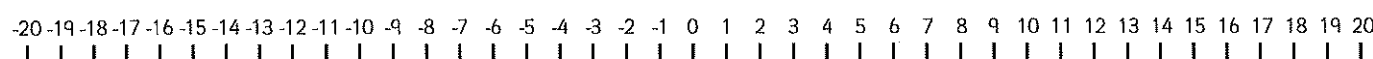
Answer =

4. From 2, count back 9.



Answer =

5. From 12, count back 22.

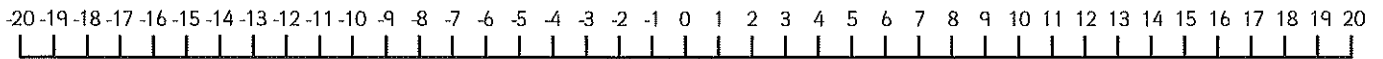


Answer =

twinkl.co.uk

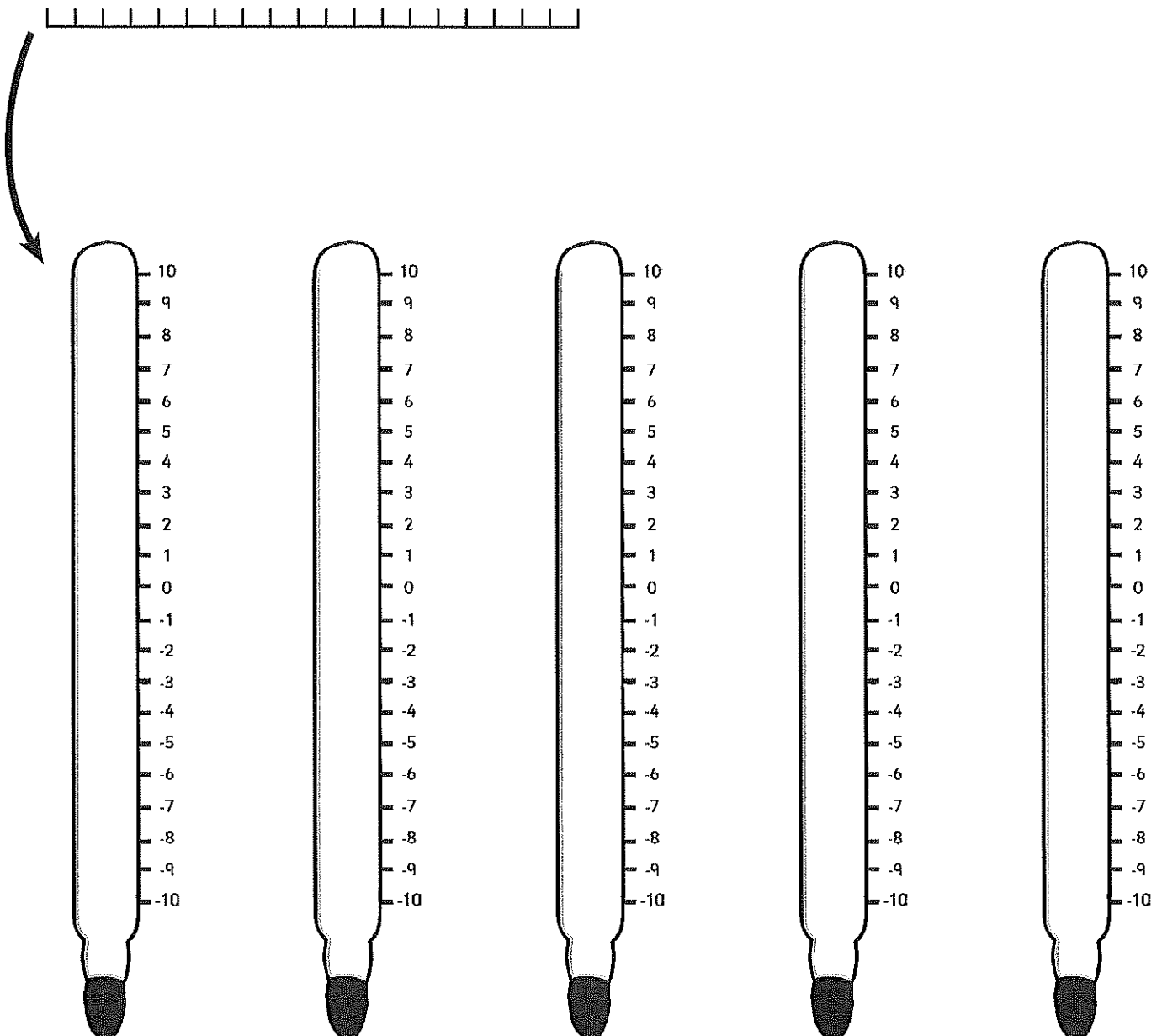
B. These counting back tasks can be written as sums e.g. $7 - 8$. 7 is the number you start on and 8 is the number of jumps you count backwards. $7 - 8 = -1$

Use the number line below to jump with your finger to count backwards and work out the answers to the sums.



- | | | | |
|-------------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| 1. $6 - 12 =$ <input type="text"/> | 2. $5 - 10 =$ <input type="text"/> | 3. $7 - 15 =$ <input type="text"/> | 4. $16 - 17 =$ <input type="text"/> |
| 5. $11 - 20 =$ <input type="text"/> | 6. $1 - 7 =$ <input type="text"/> | 7. $6 - 11 =$ <input type="text"/> | 8. $19 - 30 =$ <input type="text"/> |

C. Being able to count back through 0 can help you understand temperature changes. Imagine a thermometer is a number line on its side. Use these thermometers for drawing jumps on to help you answer the questions on the next page.



When the temperature drops, you can count backwards on your number line/thermometer and calculate the new temperature.

1. The temperature is 7°C then it falls by 9°C . What is the new temperature?

2. At six o'clock in the evening the temperature is 11°C . It falls by 14°C at night. What is the new temperature?

3. During the day the temperature is 1°C , by the evening it has fallen by 5°C . What is the new temperature?

4. The temperature is 3°C then it falls by 12°C the next day. What is the new temperature?

5. At nine o'clock in the morning the temperature is 5°C . It falls by 9°C at night. What is the new temperature?

Multiplication and Division Facts

Summer Mosaic

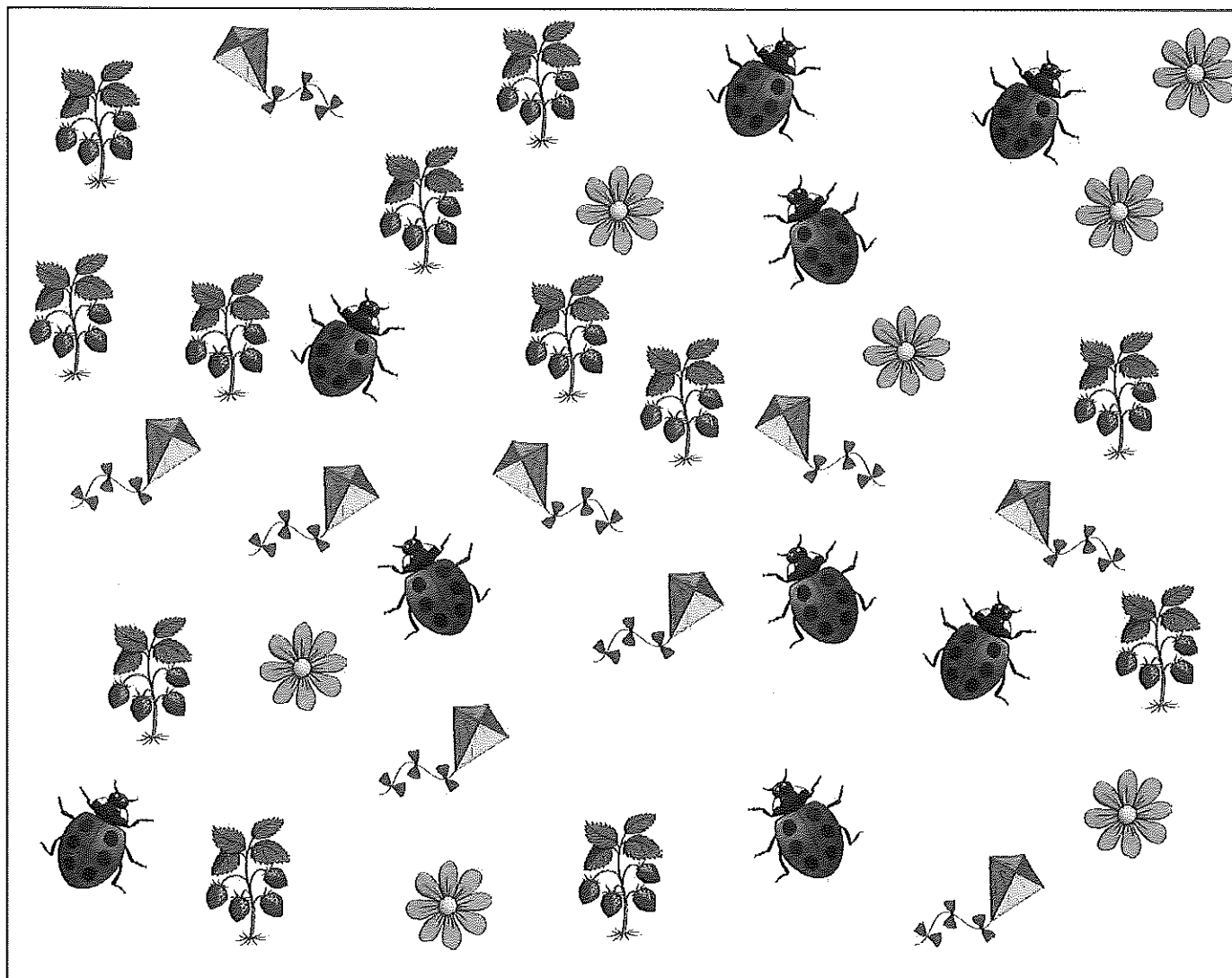
Solve the calculations to reveal the hidden picture. Each answer has a special colour.


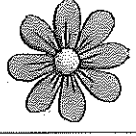

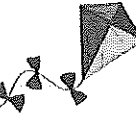
yellow = **1 – 6** | blue = **7 – 30** | red = **31 – 60** | green = **61 – 90** | black = **91 – 144**

$21 \div 3$	$35 \div 5$	5×5	$81 \div 9$	4×7	$110 \div 11$	$99 \div 9$	$63 \div 9$	5×4	3×10	$108 \div 9$
3×9	$32 \div 4$	8×12	11×10	$36 \div 3$	8×3	12×7	8×8	6×12	10×7	7×9
3×7	9×11	$56 \div 7$	2×8	12×12	$36 \div 3$	8×11	$96 \div 8$	$84 \div 7$	$56 \div 8$	8×9
10×10	6×5	$72 \div 9$	$96 \div 8$	8×2	12×10	12×6	9×9	9×7	7×11	9×8
9×12	$49 \div 7$	8×2	4×5	4×4	11×11	5×4	$36 \div 3$	6×11	$72 \div 9$	$96 \div 8$
4×9	8×7	4×9	7×8	6×7	7×7	2×8	$96 \div 8$	7×12	8×3	4×5
3×3	7×7	9×4	5×9	11×5	4×7	$110 \div 11$	$99 \div 9$	7×9	$49 \div 7$	8×3
$15 \div 3$	7×7	12×4	12×5	12×3	$15 \div 3$	12×6	9×9	9×7	7×11	9×8
$32 \div 8$	11×5	4×9	7×8	7×6	$32 \div 8$	12×7	8×8	6×12	10×7	7×9
$55 \div 11$	7×7	12×4	7×6	4×9	$16 \div 8$	$12 \div 3$	12×6	9×9	9×7	$16 \div 8$
$8 \div 4$	$28 \div 7$	$36 \div 6$	$35 \div 7$	$11 \div 11$	$32 \div 8$	$16 \div 8$	$16 \div 4$	$32 \div 8$	1×4	$24 \div 8$

Summertime I Spy and Calculations

Count the summer-themed objects and then solve the calculations.



	Number of ladybirds:	Number of spots on each:	Number of spots in total:
	Number of flowers:	Number of petals on each:	Number of petals in total:
	Number of strawberry plants:	Number of strawberries on each:	Number of strawberries in total:
	Number of kites:	Number of bows on each:	Number of bows in total:

The Mystery of the Pirate Captain

Clue 2

Check these calculations. If a calculation is right, put a tick. If it is wrong, put a cross.

Count up the number of ticks and crosses.

If there are more ticks than crosses, the new captain has long hair.

If there are more crosses than ticks, the new captain has short hair.

	Right ✓	Wrong ✗
$6 \times 9 > 7 \times 8$		
$125 + 42 = 200 - 33$		
$25 \div 10 = 2.05$		
$7 \times 3 \times 4 = 84$		
$\frac{1}{4} = 0.4$		
2 hours = 150 minutes		
$\frac{1}{2}$ of 30 = $\frac{1}{4}$ of 60		
$\frac{2}{5}$ of 60 = 24		
$1926 + 100 = 2126$		
Total		

Clue 2: _____



The Mystery of the Pirate Captain

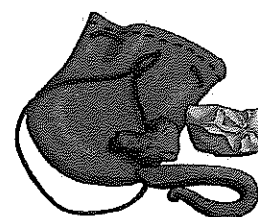
Clue 1

Order each set of numbers from smallest to largest. Take the largest number in each set and colour it in on the table below. Rearrange these words to find the first clue.

1.	502	250	255	550	205
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.	2161	2612	1261	6210	1623
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.	8	8.3	8.4	8.6	8.2
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.	12.53	12.23	12.05	12.35	12.03
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.	67.84	68.74	67.48	68.47	64.87
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

8.46 monkey	6210 the	68.47 short	12.35 hair
550 captain	12.53 male	8.46 rat	12.23 male
502 female	8.6 isn't	68.74 new	67.84 long

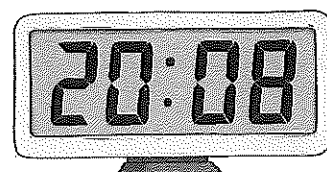
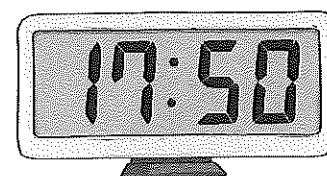
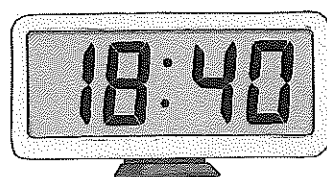
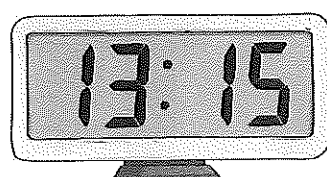
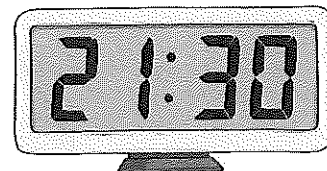
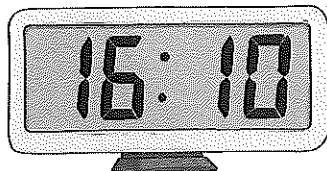
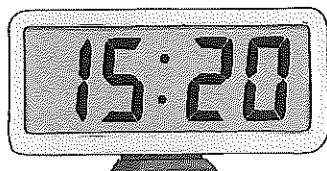
Clue 1: _____



The Mystery of the Pirate Captain

Clue 4

Read the 24-hour digital times and match them to the times written in the table. Rearrange the words to find the fourth clue.



has Twenty minutes past three in the afternoon	rat Eight minutes past eight in the evening	new Ten minutes past four in the afternoon	the Quarter past one in the afternoon
monkey Half past ten in the evening	parrot Quarter past two in the afternoon	captain Half past nine in the evening	short Eight minutes past seven in the evening
long Twenty minutes to nine in the evening	a Twenty minutes to seven in the evening	hair Ten minutes to seven in the evening	pet Ten minutes to six in the evening

Clue 4: _____



The Mystery of the Pirate Captain

Clue 3

Use your knowledge of inverse operations to find the missing number in each triangle. Colour the answers in on the table and rearrange these words to find the third clue.

$$\begin{array}{c} 15 \\ \div \quad \div \\ \triangle \times 5 \end{array}$$

$$\begin{array}{c} 84 \\ \div \quad \div \\ 7 \times \triangle \end{array}$$



$$\begin{array}{c} 56 \\ \div \quad \div \\ \triangle \times 8 \end{array}$$

$$\begin{array}{c} 63 \\ \div \quad \div \\ 7 \times \triangle \end{array}$$

$$\begin{array}{c} \triangle \\ \div \quad \div \\ 6 \times 8 \end{array}$$

$$\begin{array}{c} 145 \\ - \quad - \\ \triangle + 90 \end{array}$$

$$\begin{array}{c} 418 \\ - \quad - \\ 40 + \triangle \end{array}$$

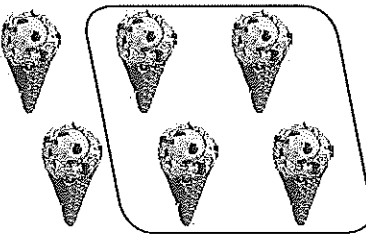
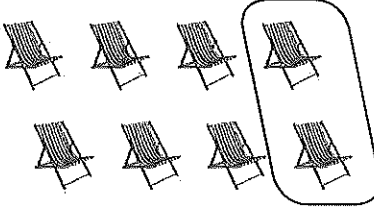
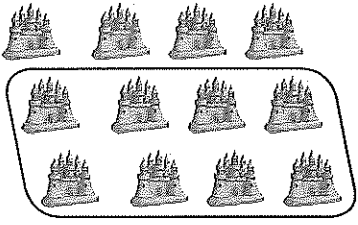
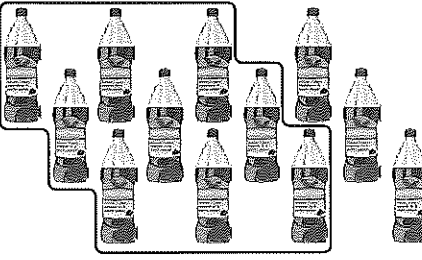
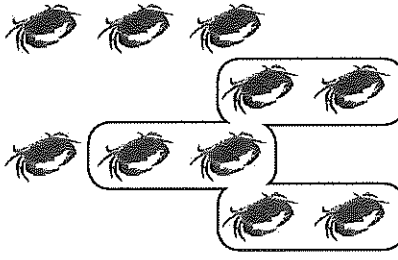
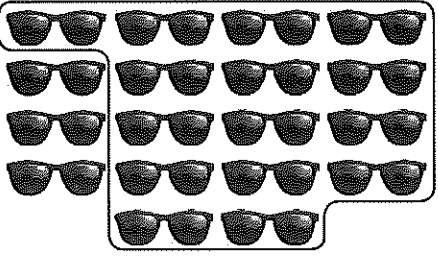
$$\begin{array}{c} \triangle \\ - \quad - \\ 165 + 233 \end{array}$$

3 the	74 short	388 long	54 hair
12 eyepatch	7 new	398 not	55 wear
26 pet	9 does	48 captain	378 an

Clue 3: _____

Summer Fractions

Write a fraction sentence for each picture. The first one has been done for you.

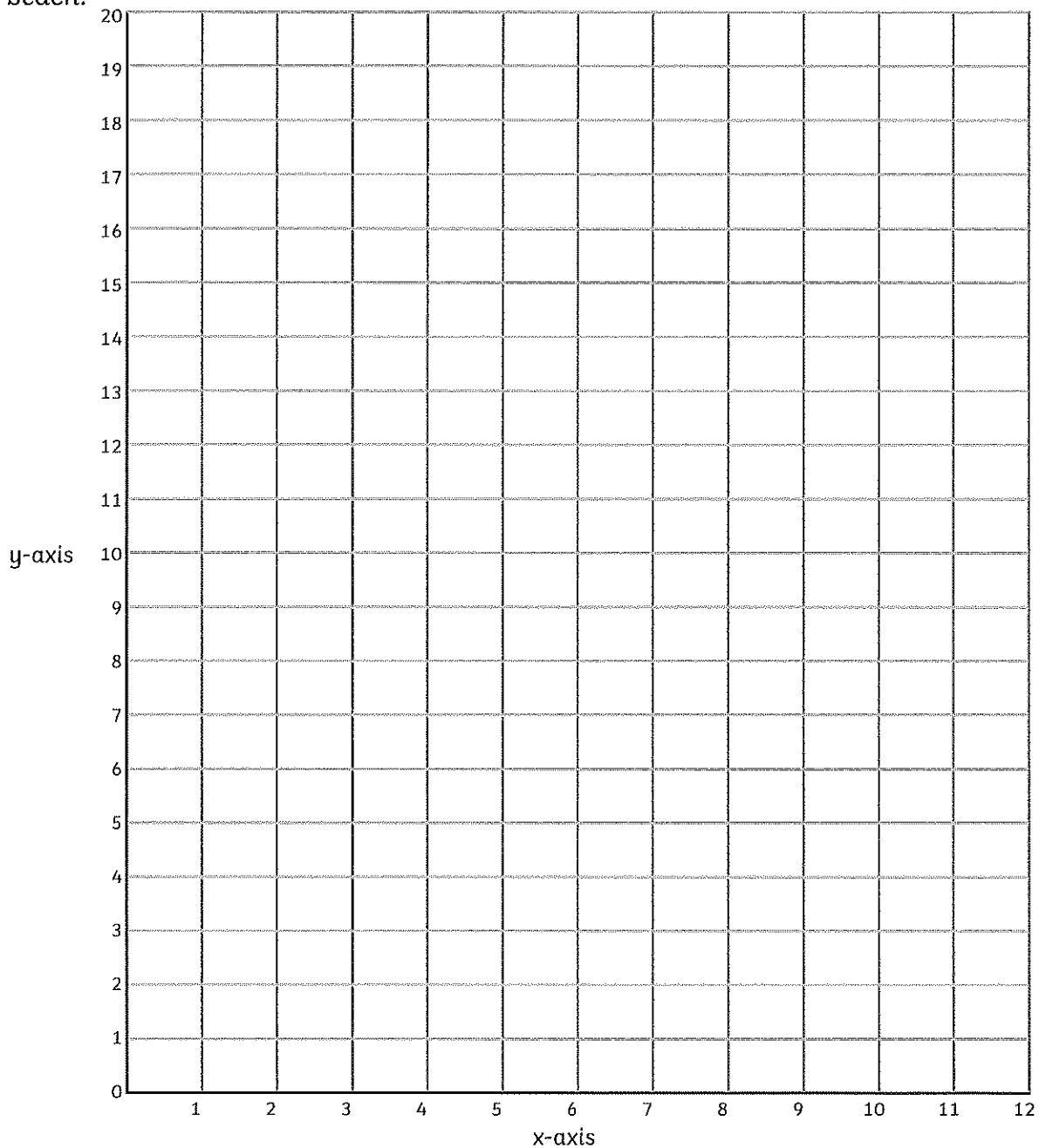
 <p>$\frac{2}{3}$ of 6 = 4</p>	 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>

Can you draw some summer-themed pictures to go with each fraction sentence?

<p>$\frac{1}{2}$ of 10 = 5</p>	<p>$\frac{3}{4}$ of 8 = 6</p>
<p>$\frac{2}{3}$ of 9 = 6</p>	<p>$\frac{3}{4}$ of 20 = 15</p>

Coordinates Mystery Picture

Plot these coordinates on to the grid and join them together to draw a place to relax while on the beach.



Line 1:	(1, 15)	(6, 19)	(11, 15)	(1, 15)						
Line 2:	(1, 15)	(1, 4)	(11, 4)	(11, 15)						
Line 3:	(4, 4)	(4, 12)	(8, 12)	(8, 4)						
Line 4:	(2, 15)	(2, 4)	(3, 4)	(3, 15)						
Line 5:	(9, 15)	(9, 4)	(10, 4)	(10, 15)						
Line 6:	(4, 15)	(4, 12)	(5, 12)	(5, 15)	(6, 15)	(6, 12)	(7, 12)	(7, 15)	(8, 15)	(8, 12)
Line 7:	(6, 18)	(5, 17)	(6, 16)	(7, 17)	(6, 18)					

Rounding to the Nearest 10 Worksheet 2

Round the following numbers to the nearest 10.

44 →	95 →	1983 →	10 783 →
78 →	123 →	5623 →	19 878 →
16 →	176 →	9012 →	28 003 →
3 →	299 →	7995 →	37 997 →
89 →	364 →	6003 →	191 012 →
32 →	782 →	5786 →	398 908 →

Round the following numbers to the nearest 10 km.

Places	Distance	to the nearest 10km
Sheffield to London	257km	
Liverpool to Birmingham	141km	
Manchester to Bristol	113km	
Norwich to Plymouth	506km	
Leeds to Swansea	339km	
Blackpool to York	144km	
Newcastle to Brighton	528km	
Oxford to Exeter	221km	
Portsmouth to Carlisle	525km	

Rounding to the Nearest 100 Worksheet 2

Round the following numbers to the nearest 100.

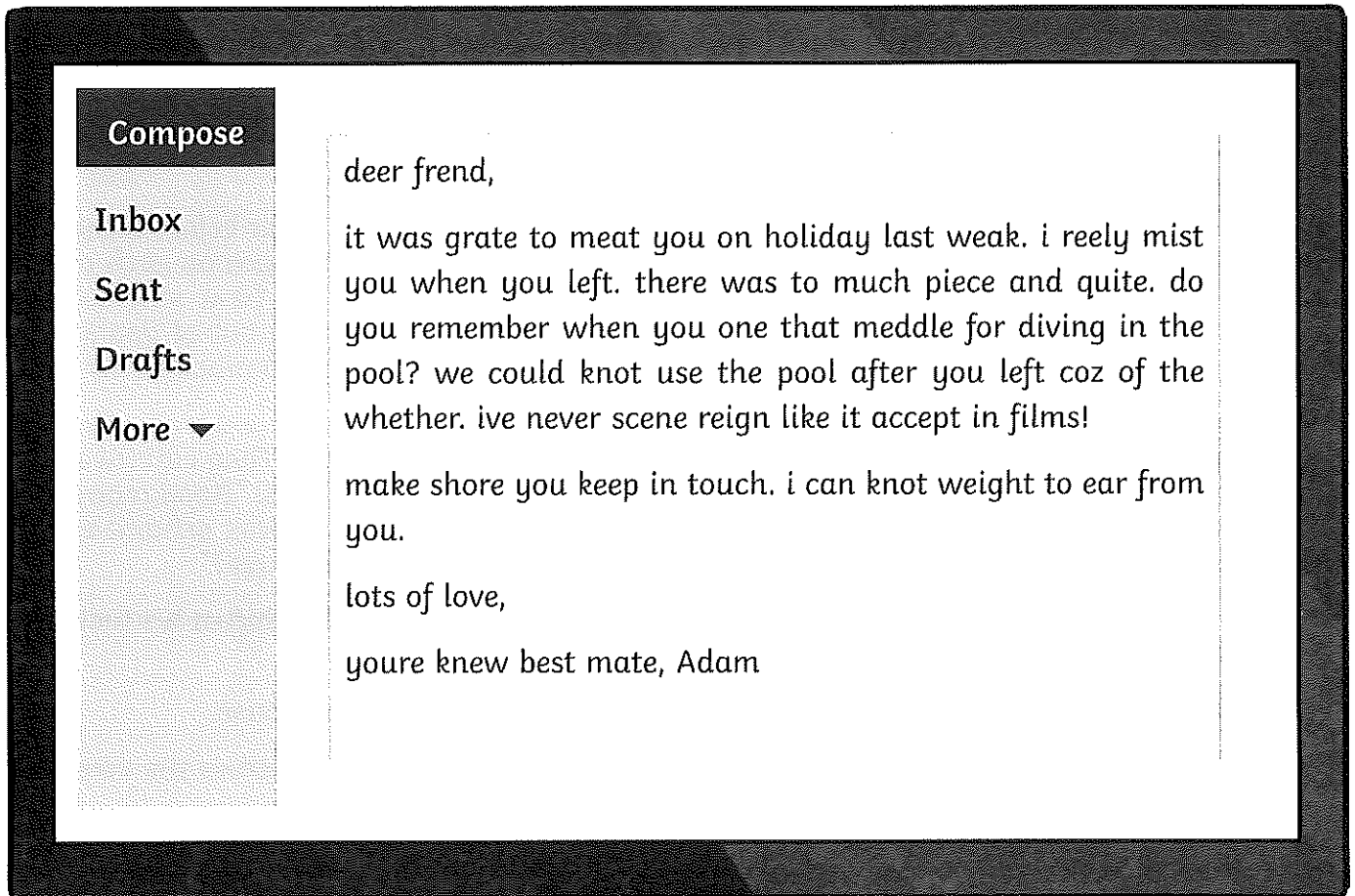
341 →	83 →	3009 →	67 430 →
789 →	560 →	4762 →	109 052 →
145 →	932 →	8420 →	279 973 →
35 →	895 →	9562 →	300 013 →
676 →	1804 →	12 745 →	413 413 →
423 →	2398 →	34 562 →	399 968 →

Round the following numbers to the nearest 100km.

Places	Distance	to the nearest 100km
Budapest to Zagreb	345km	
Milan to Barcelona	824km	
Bucharest to Sarajevo	796km	
London to Berlin	1050km	
Vienna to Amsterdam	1069km	
Warsaw to Geneva	1427km	
Munich to Madrid	1759km	
Istanbul to The Hague	2593km	
Paris to Moscow	2762km	

Knot Such a Grate E-Male

When you were on holiday, you met a new penpal but their email to you is full of spelling and punctuation mistakes! Can you go through the email and correct all of their errors? Watch out for the tricky homophones.



Compose

Inbox

Sent

Drafts

More ▼

deer frend,

it was grate to meat you on holiday last weak. i reely mist you when you left. there was to much piece and quite. do you remember when you one that meddle for diving in the pool? we could knot use the pool after you left coz of the whethere. ive never scene reign like it accept in films!

make shore you keep in touch. i can knot weight to ear from you.

lots of love,

youre knew best mate, Adam

What three tips would you give your new penpal to improve their writing?

The Garden Party by Katherine Mansfield

The weather was ideal. They could not have had a more perfect day for a garden party if they had ordered it. Windless, warm, and the sky without a cloud. The blue was veiled with a haze of light gold, as it is sometimes in early summer. The gardener had been up since dawn, mowing the lawns and sweeping them, until the grass and the daisy plants had seemed to shine. As for the roses, hundreds, yes, literally hundreds, had come out in a single night; the green bushes bowed down as though they had been visited by archangels.

Breakfast was not yet over before the men came to put up the marquee. "Where do you want the marquee put, mother?"

"My dear child, it's no use asking me. I'm determined to leave everything to you children this year. Forget I am your mother. Treat me as an honoured guest."

But Meg could not possibly go and supervise the men. She had washed her hair before breakfast, and she sat drinking her coffee in a green towel, with a dark, wet curl stamped on each cheek. "You'll have to go, Laura; you're the artistic one," she said. Away Laura flew, still holding her piece of bread and butter. It's so delicious to have an excuse for eating out of doors and, besides, she loved having to arrange things; she always felt she could do it so much better than anybody else.

Four men in their shirt-sleeves stood grouped together on the garden path. They carried sticks covered with rolls of canvas, and they had big tool bags slung on their backs. "Good morning," said Laura, copying her mother's voice. It sounded so unusual that she was ashamed, and stammered like a little girl, "Oh—er—have you come—is it about the marquee?"

"That's right, miss," said the tallest of the men, a lanky, freckled fellow. He shifted his tool bag, knocked back his straw hat and smiled down at her. "That's about it."

"Laura, Laura, where are you? Telephone, Laura!" a voice cried from the house.

"Coming!" Away she skimmed, over the lawn, up the path, up the steps, across the veranda, and into the porch, desperate to know what was so urgent.

1. Who do you think was on the phone for Laura and why?

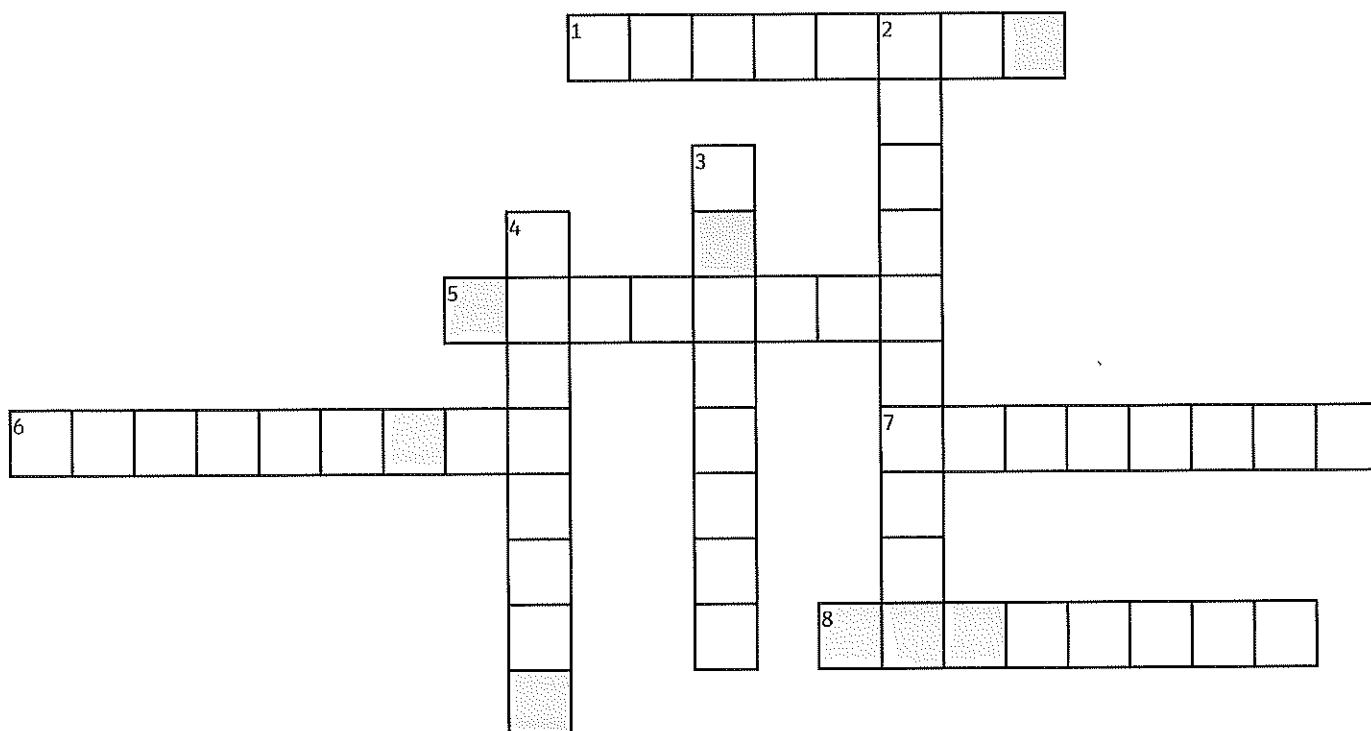
2. 'The blue was veiled with a haze of light gold.' Why do you think that the author described the sky in this way?

3. 'Away Laura flew...' Why do you think the author used 'flew' instead of 'walked'?

4. Find and copy the name of two flowers from the garden.

Crazy Criss-Cross

Can you solve the tricky clues below to figure out the words in this crossword? Make sure that you spell your answers correctly to reveal the secret hidden word.



Across

1. Something that does not happen on purpose.

5. Something which is very unusual.

6. To suddenly go away.

7. The doctor may prescribe this when you are poorly.

8. Use a ruler to make sure your lines are...

Down

2. You do a lot of this in science lessons.

3. Put your important dates in one of these.

4. The second month of the year.

What does the secret hidden word mean? Ask an adult, use a dictionary or research in your own way.

Write the secret hidden word in a sentence.

Tense Tales

Vera vlogged what she did in the summer holidays so that she could write a blog post about it later, but her vlog was all in the present tense. She's struggling to rewrite it in the past tense – can you help her?

We are walking down the beach and eating an ice cream. The weather is so hot and sunny that I'm getting a tan! We are heading towards the marina and we can see the yachts turning in.

We are finding a restaurant to have our evening meal in. We are looking at all of the menus and deciding what we'd like. Dad is laughing at the prices – it's so much cheaper than at home!

I'm going for a swim in the pool before I go to bed – it is so relaxing.

Think and Write: Summer Showers.

Use this picture as inspiration to carefully think and write a short paragraph about the adventures of Gerome the Gnome.



Sentence 1: Include an expanded noun phrase.

Sentence 2: Include the co-ordinating conjunction 'for'.

Sentence 3: Write a sentence containing inverted commas.

Sentence 4: Write a sentence containing a fronted adverbial.

Subordinating Summer Sentences

Use your super sentence-writing skills to create sentences using different subordinating conjunctions. Read the clauses in the puzzle pieces and add an appropriate subordinating conjunction to link the two clauses together.

We were late for the plane		Johan forgot the passports.
Laura hasn't been abroad		she was a little girl.
They still had a good time		it rained all week.
Kim would have been sunburned		Lee hadn't woken her up.
Mum got us some drinks		Dad guarded the sun beds.

This time, read the subordinating conjunction and the subordinate clause and add a main clause at the beginning of each sentence. The first one is done for you as an example.

We were all so excited	when	the sun came out.
	because	the plane took off too late.
	since	the refreshments were free of charge.
	if	I was given a chance to.
	although	the lifeguard said we couldn't.

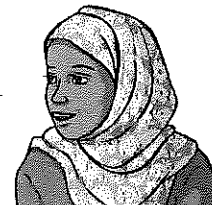
Solve the Clues to Guess Whose Is Whose

All of these people have arrived at the hotel lost property office to find something they have lost. Can you solve the clues to match the item to its owner? Write the owner's name with a possessive apostrophe on each tag.



Jess

I've lost something that helps me to see.



Princess

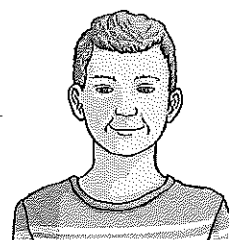
I've lost something which carries my drink to work.



Sue

I've lost the thing that keeps me on time.

I've lost a piece of jewellery that I always wear around my neck.



Max

We've lost something that needs to live in water.

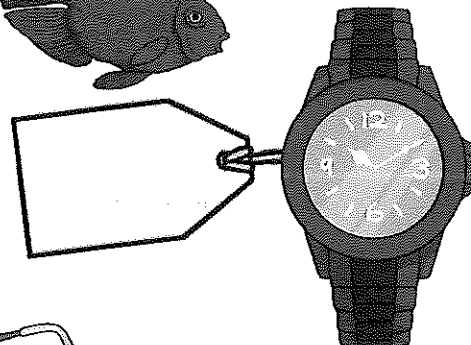
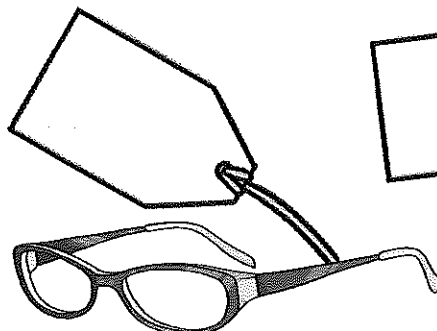
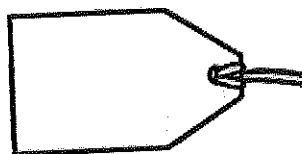
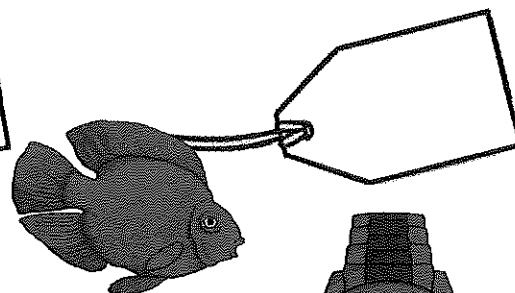
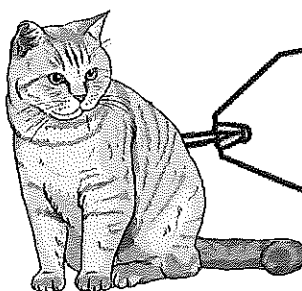
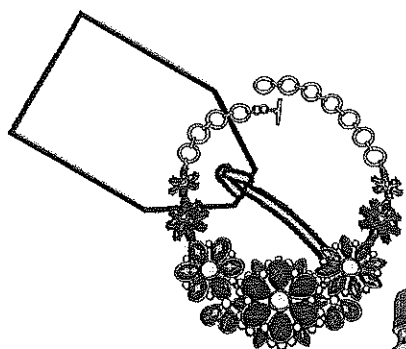


Mrs Lee

I've lost my fluffy best friend.
Can you help?



The Girls

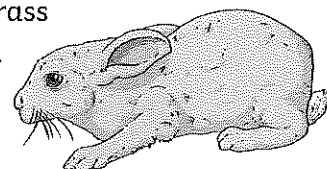


A Child's Book of the Seasons by Arthur Ransome

In summer we go quietly and softly through the little wood at the back of the house, wait at the other side of it and peep over the hedge. There is a steep bank on the other side and then a row of little trees, the remains of an old hedge and then another bank. The other bank is full of holes and the holes are full of rabbits. On summer evenings we go there and watch the little rabbits skipping about and nibbling the grass.

Of course, as the summer goes on, the grass grows very high and, when we walk through it, we can sometimes see nothing but the ears of the little rabbits peeping up above it. You can't imagine how funny they look. Once, Sally fell right over the top of one of them that was hidden in the grass. It jumped out under her feet and she was so startled that she fell forward. She felt something warm and furry wriggling in her hands and found that she had caught a baby rabbit. Sally stroked it until it was not frightened anymore and then she put it on the ground and let it go. It hopped joyfully away through the grass and disappeared into its burrow in the bank.

Besides the rabbits we find all sorts of other charming things in the long grass that swishes so happily around our ankles. Buttercups are there which send a golden light over your chin if you hold them near enough. The fields are full of buttercups, dandelions, purple thistles and wild orchids.



In another bank, not so very far from the home of the rabbits, another little furry creature lives; a pretty, little brown-coated, long-tailed person, who is a great hunter and much feared by the rabbits. He has a long, thin body, a pointy, little head, and a wavy tail. He is a weasel. His bank is just by the side of a pleasant trickling stream and not very far from the wood where the pheasants live. There are plenty of stories about him among the country people. They say that if you whistle near his hole he will come running out to see what is the matter and, if you go on whistling, he will come nearer and nearer until you can catch him with your hands.

1. Find and copy two adverbs from the first paragraph.

2. Why do you think that the rabbit felt frightened when Sally tripped over it?

3. Find and copy the phrase which shows what Sally did to make the rabbit feel better.

4. In the fourth paragraph, the author gives clues about the animal before revealing its name. Why do you think he does that?

Add a Prefix

Take a look at the words below. Write a prefix in the space to make a new word. There may be more than one prefix that works to change the word. For example a prefix for 'port' could be 're' to make the word 'report.' Can you think of another?

- | | |
|---------------------|--------------------|
| 1. ____port | 21. ____written |
| 2. ____claim | 22. ____caution |
| 3. ____dote | 23. ____hurt |
| 4. ____calculate | 24. ____cooked |
| 5. ____fiction | 25. ____known |
| 6. ____behave | 26. ____correct. |
| 7. ____terior | 27. ____happy |
| 8. ____writer | 28. ____sense |
| 9. ____clockwise | 29. ____define |
| 10. ____place | 30. ____terminate |
| 11. ____incidence | 31. ____rail |
| 12. ____biotic | 32. ____controlled |
| 13. ____count | 33. ____louse |
| 14. ____fortunate. | 34. ____apply |
| 15. ____fortune. | 35. ____paid |
| 16. ____informed | 36. ____believer |
| 17. ____witch | 37. ____come |
| 18. ____decided | 38. ____activate |
| 19. ____marine | 39. ____honest |
| 20. ____comfortable | 40. ____cultural |

Add a Prefix Answers

NOTE: There may be more prefixes than listed below.

- | | |
|---------------------------------|-----------------------------|
| 1. ex / im / de / re / passport | 21. rewritten |
| 2. ex / pro / reclaim | 22. precaution |
| 3. antidote | 23. unhurt |
| 4. mis / recalculate | 24. pre / uncooked |
| 5. non-fiction | 25. unknown |
| 6. misbehave | 26. incorrect. |
| 7. ex / interior | 27. unhappy |
| 8. cowriter | 28. nonsense |
| 9. anti / counterclockwise | 29. pre / redefine |
| 10. mis / replace | 30. de / exterminate |
| 11. coincidence | 31. derail |
| 12. antibiotic | 32. uncontrolled |
| 13. re / ac / discount | 33. de / blouse |
| 14. unfortunate. | 34. reapply |
| 15. misfortune. | 35. pre / unpaid |
| 16. mis / uninformed | 36. non- / misbeliever |
| 17. be witch | 37. be / in / out / welcome |
| 18. undecided | 38. de / reactivate |
| 19. submarine | 39. dishonest |
| 20. uncomfortable | 40. multicultural |

Year 4 Punctuation: Using Inverted Commas for Direct Speech

Learning From Home Activity Booklet

Statutory Requirements	Activity Sheet	Page Number	Notes
<p>Pupils should be taught the use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>	Who Said What?	2	
	Split Speech 1	3	
	Split Speech 2	4	
	Said is Dead	5-6	
	New Speaker	7-8	
	Super Speech	9-10	
A Parent's Guide to Inverted Commas		11	
Answers		12-14	

Who Said What?

When using speech, you normally add a **reporting clause** to let the reader know who is speaking. This can come before or after the speech. For example:

Reporting
Clause

Rachel said, "My favourite food is pizza."

"My favourite food is pizza," said Rachel.

Reporting
Clause

If the reporting clause is **before** the speech, place a comma to separate it from the speech. However, if the reporting clause comes **after** the speech, use a full stop to show it's the end of the sentence.

Complete the sentences below by adding all the correct punctuation in the space provided.

1. What time will they arrive asked Sarah
2. Jack said My favourite colour is blue
3. The dragon sighed I'm tired of everyone running away from me
4. Off with her head shouted the Queen of Hearts
5. The frog declared Kiss me and I'll turn into a prince
6. Little pig, let me come in pleaded the big, bad wolf

Challenge: Rewrite the following sentence with the correct punctuation and capital letters.

the little boy said can I have hot chocolate before bed please

Split Speech 1

Sometimes the reporting clause can be placed in the middle of a character's speech. For example:

"I'm very late!" declared the White Rabbit. "I have an important date!"

"I need," thought Dad, "a new tie to go with my shirt."

When this happens, you place **inverted commas** around both parts of the speech, not the whole section of text. Also, you must add a **full stop** or a **comma** after the reporting clause.

Read each pair of sentences below and then tick which one is correct.

1. "What time is it?" said John. "I want to go home!"

☐

"What time is it? said John. I want to go home!"

☐

2. "When I grow up, declared Susan, I want to be a policewoman."

☐

"When I grow up," declared Susan, "I want to be a policewoman."

☐

3. "I don't want a bath, sighed Ben. I'm not dirty."

☐

"I don't want a bath," sighed Ben. "I'm not dirty."

☐

4. "I like cake," said Mia. "It's my favourite food."

☐

"I like cake, said Mia. It's my favourite food."

☐

5. "I got a certificate, said Ivy. I swam a full length."

☐

"I got a certificate," said Ivy. "I swam a full length."

☐

6. "My name's Jake," said the boy. What's yours?"

☐

"My name's Jake," said the boy. "What's yours?"

☐

7. We're here," declared the alien. "We've landed on Earth."

☐

"We're here," declared the alien. "We've landed on Earth."

☐

* Please see Parent Guided to Inverted Commas at the end of the booklet for a full explanation of when to use a full stop or a comma.

Split Speech 2

The following sentences below are missing punctuation. Write each sentence out again with all the correct punctuation – including inverted commas and capital letters.

Remember: Always place either a comma or a full stop after the reporting clause in the middle of speech.

1. a slipper cried the prince I need to find who it belongs to

2. i need thought the wizard eye of newt to finish the spell

3. robert said the teacher please read the next part of the text

4. eat the apple whispered the witch to Snow White it'll make you feel better

5. i'll get the ladder said the firefighter then we can get the cat out of the tree

6. that looks sore said the nurse I'll put a plaster on it to make it better

Said is Dead!

Use **said synonyms** to make your writing more interesting

Adding speech to your writing is a great way to make it more interesting for the reader. However, when adding reported clauses, it gets a bit boring if we always use the word **said**. We can use many other words, such as **shouted** or **whispered**.

Use a thesaurus (or the Internet) to find different ways to say **said**. Place them in the box below to make a word bank of **said synonyms** to use in your writing.

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 is no handwriting or other markings on the paper.

Said is Dead!

Challenge: Rewrite each of the sentences below **twice** but each time change the word **said** with one of your **said synonyms**. Discuss with a grown-up how the said synonym changes the way we might say the speech inside the inverted commas.

1. Jane said, "Be careful!"

2. "Where are we going?" said Mary.

3. "Mum," said the boy, "Can I have a biscuit?"

4. "Shh," said the librarian. "You have to be quiet."

5. Sarah said, "I fell and cut my knee."





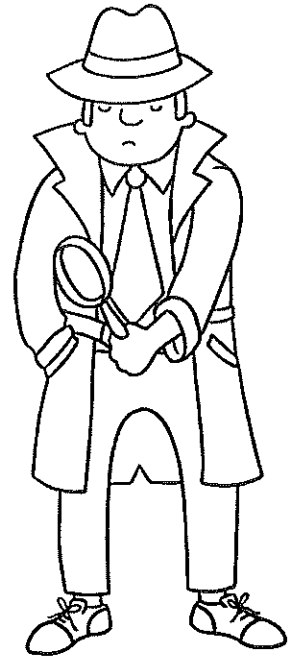
Determiner Detectives

I can identify and use determiners.



Determiners are words that come before the noun to give the reader information about it, for example, the number, or who they belong to. Identify the determiners in the following sentences.

- a) The bridge is very low.
- b) Quick! My tea is burning!
- c) Their beans on toast looked delicious.
- d) There are many museums in London.
- e) I need some socks.



Challenge

Can you spot more than one determiner?

- a) Several furious members of the gang held a meeting on their motorbikes.
- b) I put my bedroom light on because the daylight was fading.
- c) She placed a tight hair bobble in to keep her hair tidy.
- d) That witch has ten shrieking bats!
- e) Five bees were buzzing around the sunflower.
- f) Some people think this holiday is boring.
- g) His boots were brown, just like his eyes.



- a) **The** bridge is very low.
- b) Quick! **My** tea is burning!
- c) **Their** beans on toast looked delicious.
- d) There are **many** museums in London.
- e) I need **some** socks.
- f) She lost **her** new scooter.
- g) **Six** dogs barked together.
- h) **My** house is **a** long way off.



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Challenge

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Challenge

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- d) **That** witch has **ten** shrieking bats!
- e) **Five** bees were buzzing around **the** sunflower.
- f) **Some** people think **this** holiday is boring.
- g) **His** boots were brown, just like **his** eyes.



Was or Were Subject-Verb Agreement

I can use the standard English forms of verb inflections.



The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb.

- Read the sentence.
- Decide whether the subject is singular or plural.
- Circle the correct verb.

was = singular were = plural

- a) He (was/were) prepared for school.
- b) We (was/were) scared of thunder.
- c) I (was/were) excited about my new book.
- d) We (was/were) playing together as a team.
- e) She (was/were) my best friend.
- f) We (was/were) excited about the championship game.
- g) They (was/were) walking around the lake.
- h) He (was/were) a very sensible member of the class.
- i) Can you tell if they (was/were) prepared?
- j) Who (was/were) with us at the birthday party?

Write four of your own sentences, like the examples above, which use the verbs *was* and *were* correctly.

1.

2.

3.

4.



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1. The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb.

- Read the sentence.
- Decide whether the subject is singular or plural.
- Circle the correct verb.

- a) *He was prepared for school.*
- b) *We were scared of the thunder.*
- c) *I was excited about my new book.*
- d) *We were playing together as a team.*
- e) *She was my best friend.*
- f) *We were excited about the championship game.*
- g) *They were walking around the lake.*
- h) *He was a very sensible member of the class.*
- i) *Can you tell if they were prepared?*
- j) *Who was with us at the birthday party?*



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- Read the sentence.
- Decide whether the subject is singular or plural.
- Circle the correct verb.

- a) *He was prepared for school.*
- b) *We were scared of the thunder.*
- c) *I was excited about my new book.*
- d) *We were playing together as a team.*
- e) *She was my best friend.*
- f) *We were excited about the championship game.*
- g) *They were walking around the lake.*
- h) *He was a very sensible member of the class.*
- i) *Can you tell if they were prepared?*
- j) *Who was with us at the birthday party?*

