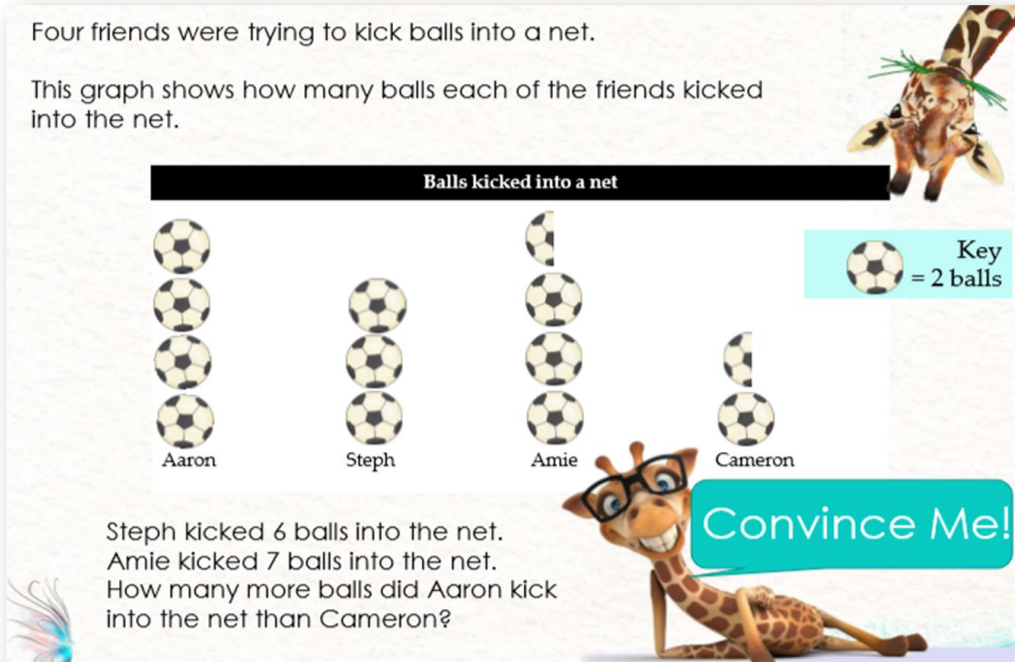
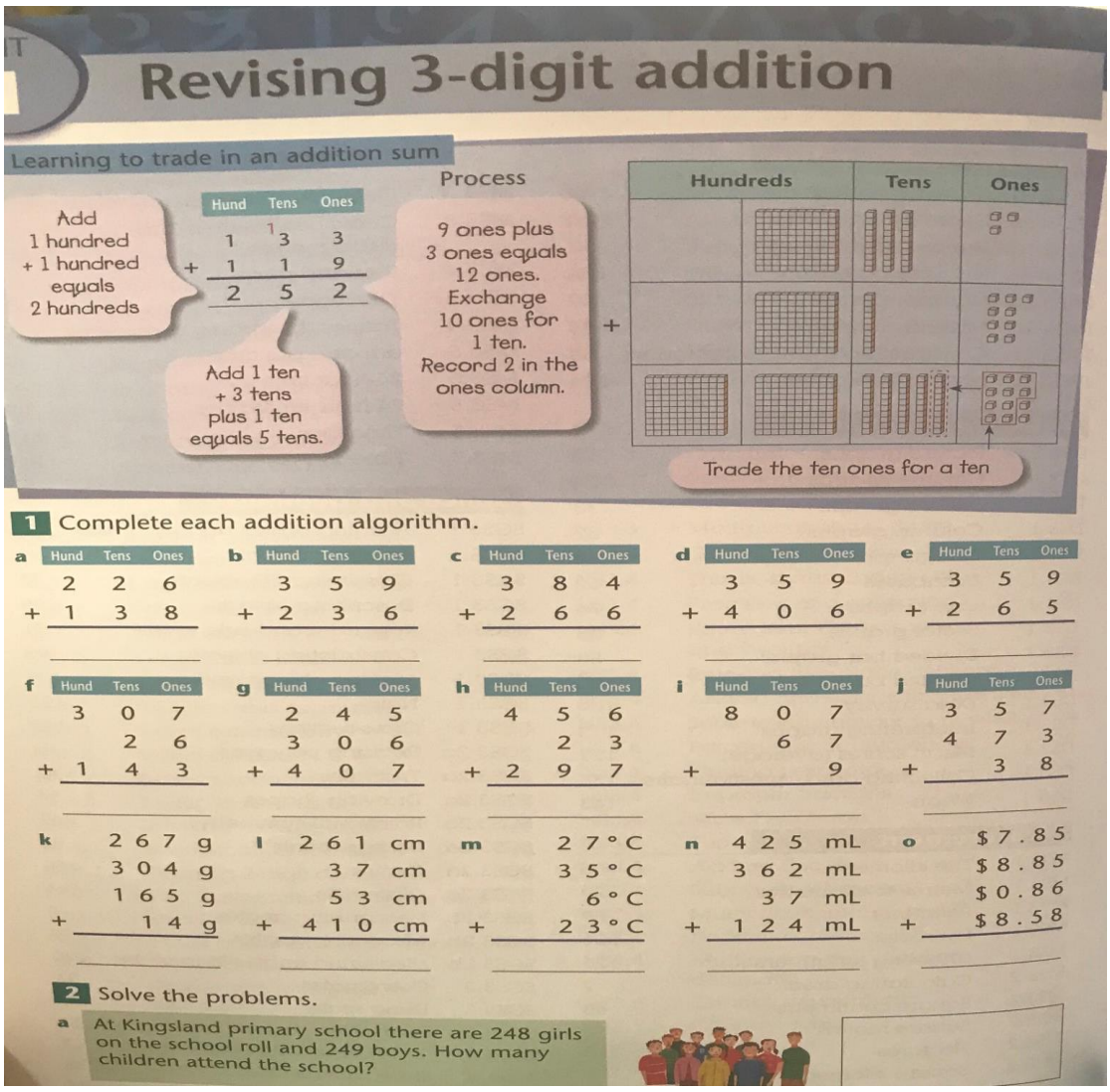
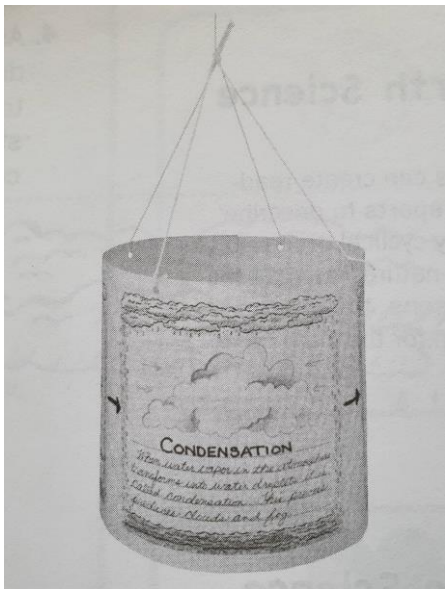
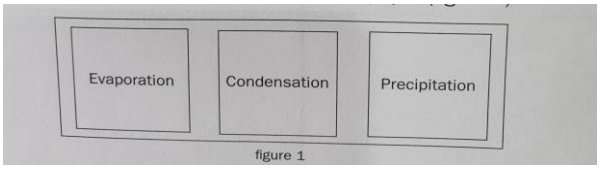
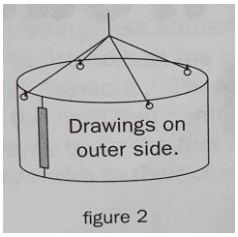
Year 4 Home Booklet 11

Monday

<table>
<tr><td>Spelling</td><td>Discuss the meaning of each of your spelling words with someone then write your words out three times.
<table>
<tr><td colspan="4">Focus: The graph /a/ making the sound "a" as in ant.</td></tr>
<tr><td>Rainbow
The digraph /ll/ making the sound "l" as in bell.
bell
hill
roll
called
full</td><td>Red
animal
answer
batch
packet
family</td><td>Orange
happen
magazine
mammal
balance
accent</td><td>Green
adjective
accident
planet
abnormal
fantasy</td></tr>
</table></td></tr>
<tr><td>Writing</td><td>Write a sizzling start and backfill based on the following picture:
 
A sizzling start should be 1-2 sentences long and hook your reader in straight away it may be a:
sound hook
rhetorical question
action hook
Backfill is where we 'go back' and orientate our reader. it includes the:
who
when
where
what</td></tr>
<tr><td>Reading</td><td>Read for 20 minutes.</td></tr>
<tr><td>Sentence of the Day</td><td>Sometimes an author can change the word order in a sentence to increase its interest for the reader. This can be called an inverted sentence.
For example: Normal (Subject/Verb/Object) word order - An eagle flew overhead.
Inverted word order - Overhead flew an eagle.
Normal (S/V/O) word order - The hikers rested beside the stream.
Inverted word order – Beside the stream the hikers rested.
Invert the sentence below:
• The dog ran away.</td></tr>
<tr><td>Comprehension</td><td>Talking and Listening
Call a friend, relative or family member and ask them about their day or something they have done recently. Ask them 5 questions about it and summarise what they said. (Call someone different each day).</td></tr>
</table>

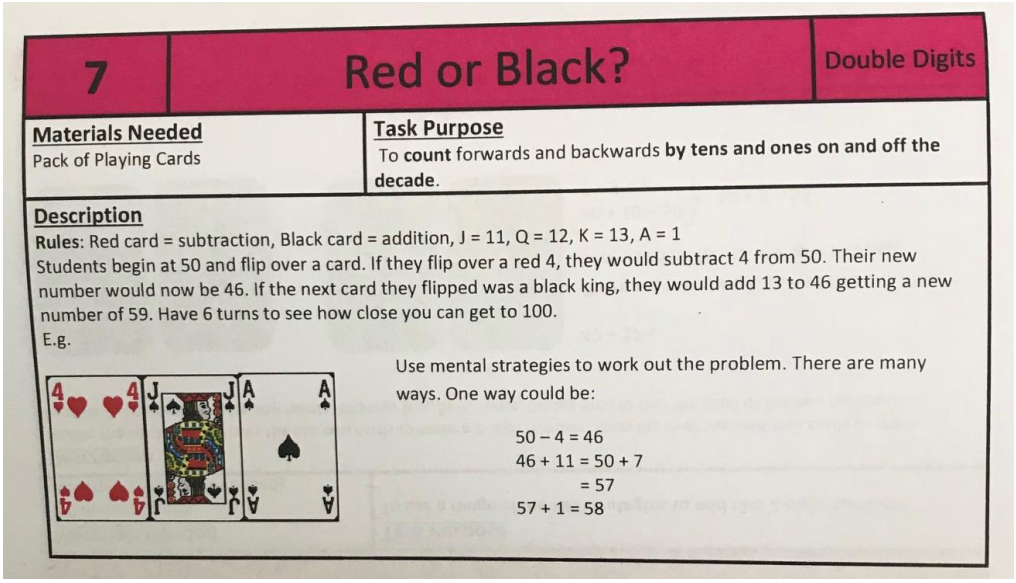
Maths activity	Maths Activity for this week is race to 250, 2000 or 10,000 (work to your ability level) Roll two dice or flip two cards to make a two-digit number. Write the number down and then roll the dice or flip the cards again, making 2 two-digit numbers. e.g. 25+41= Once you find the answer 66, make another two-digit number again, 21. Add this number to 66, so, 66+21= and then continue until you reach your goal. Work out how many times you add on to reach your goal. Repeat the task again and try to beat your last score. 25+41 = 66, 66+21= 87, 87 + 13= 100, 100+ 31= 131
Maths Problem Solving	
Maths: Answer the questions from the worksheet in your workbook.	Name Date MENTAL MATHS SHEET 4:1 1) Work out 14 + 5 + 6 2) How many sides does a pentagon have? 3) What number is halfway between 12 and 20? 4) 20 – 4 5) Write down the number three hundred and seven 6) Fill in the missing number 156 = 150 + ___ 7) What is the missing number in this sequence? 2, 5, 8, 11, 14, 17, ___ 8) 5 x 6 9) Which of these numbers is not even? 12, 28, 57, 32, 46, 70 10) What is the value of the digit 3 in the number 735? 11) I have £1. I spend 45p. How much do I have left? 12) What is the name of this shape? 13) How many groups of 3 make 15? 14) The date is the 15th March. What will the date be in a week's time? 15) What is double 43? 16) An apple costs 23p. How much do 3 apples cost? p

	
Other	Find a rock or pebble and colour or paint it, or write your name or a quote on it. or Help in the yard with gardening or weeding.  

Weekly Project- Science Read-Around Report on the Water cycle	Students will research the process of the **water cycle**- evaporation, condensation, and precipitation- and create a read-around report that documents their findings.  <u>Creating a Read-Around Report</u> 1. Use art paper and any form of long paper such as butchers paper and make your main piece roughly 42cm by 20cm. To do this I cut a large piece of art paper in half, horizontally. 2. Get one piece of A4 paper and divide it into 4 equal pieces. To do this, fold the paper in half once, and then fold it in half again. You will only need 3 of these pieces. One for each process- evaporation, condensation, and precipitation. On each of these pieces you will draw a simple picture for each water cycle stage (e.g clouds for condensation). Underneath your picture you will then write the appropriate heading, followed by information about that process. Complete the same task for each process.  figure 1  figure 2 3. Students will then get the large piece of paper and glue the information in the correct order from left to right, displaying the water cycle process (see figure 1). 4. Students need to curl the paper into a cylinder (with their drawings facing out) and tape it. Then you will need to punch four holes in the top of the report cylinder, tie strings to each of the holes, and connect those strings to a central string (see figure 2). 5. Suspend a long string across the room. Tie the read-around report to this string so it can spin freely.

Tuesday

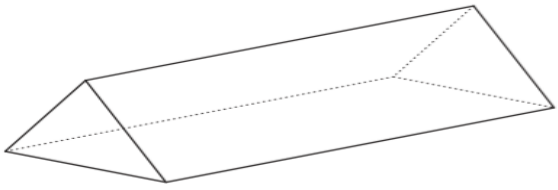
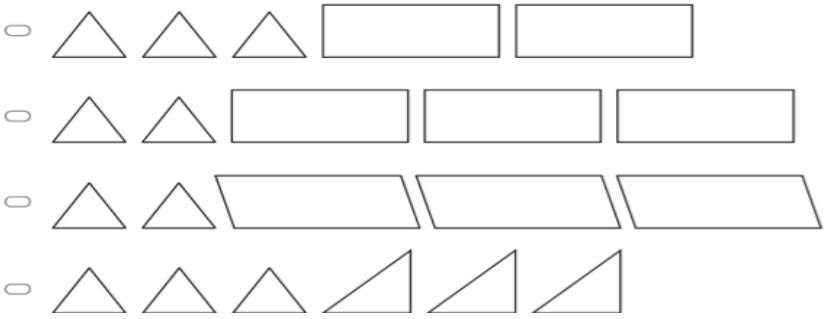
Spelling	Write your spelling words and record the ***syllables*** and ***sounds*** in each of your words.

Writing	Reread your sizzling start and backfill from yesterday. Today we are going to add the **problems** in your story. To make your problems interesting for a reader we are going to add *three problems that get bigger and bigger and bigger*. Can you brainstorm ideas for your pebble, rock and boulder? Once you've picked your problems add them to your writing from yesterday. 
Reading	Read for 20 minutes
Sentence of the Day.	Sometimes an author can change the word order in a sentence to increase its interest for the reader. This can be called an inverted sentence. For example: Normal (Subject/Verb/Object) word order - An eagle flew overhead. Inverted word order - ***Overhead*** flew an eagle. Invert the sentence below: • **The fire engines sped towards the burning building.**
Comprehension	**Talking and Listening** Call a friend, relative or family member and ask them about their day or something they have done recently. Ask them 5 questions about it and summarise what they said. (Call someone different each day).
Maths activity	

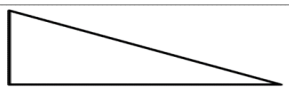
Maths Problem Solving Question	**October** M T W T F S S 30 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 Max goes to swimming lessons on Saturdays. How many swimming lessons will he have in October? 3 4 5 9
Maths: Measurement using informal units	In this lesson you are required to use four different items from around your home to make measurements. You need to measure three (3) different objects e.g. front door, dinner table. Draw this table in your book for each object. You will write down the object you are measuring, what you are measuring with and guess how many of each object you think will be needed. e.g. **DINNER TABLE** **Unit of Measurement** | **Estimation** | **Measurement** Pencil | 13 | 15 Rubber | 50 | 60 Hands (length) | 10 | 10 Spaghetti Can | 24 | 25 Be inventive. Look at some fun objects to measure.
Other	Create your own pizza or Clean out a kitchen draw 

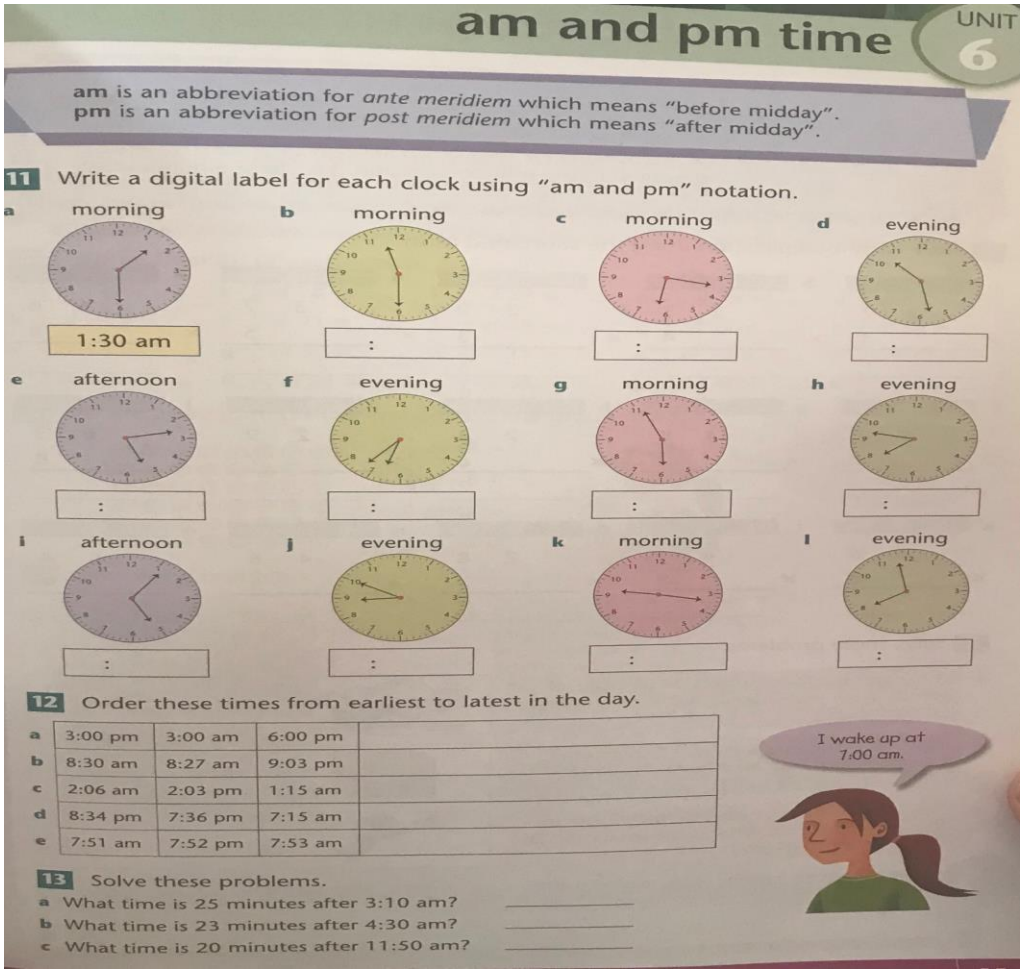
Wednesday

Spelling	Write all of your words in ***alphabetical order***.

Writing	Write an exciting ending for your story from this week. An ending should wrap up your story with an action ending and a character resolution. 
Reading	Read for 20 minutes.
Sentence of the Day	Sometimes an author can change the word order in a sentence to increase its interest for the reader. This can be called an inverted sentence. For example: Normal (Subject/Verb/Object) word order - An eagle flew overhead. Inverted word order - ***Overhead*** flew an eagle. Invert the sentence below: • **The river crept higher and higher.**
Comprehension	**Talking and Listening** Call a friend, relative or family member and ask them about their day or something they have done recently. Ask them 5 questions about it and summarise what they said. (Call someone different each day).
Maths activity	Maths Activity for this week is race to 250, 2000 or 10,000 (work to your ability level) Roll two dice or flip two cards to make a two-digit number. Write the number down and then roll the dice or flip the cards again, making 2 two-digit numbers. e.g. 25+41= Once you find the answer 66, make another two-digit number again, 21. Add this number to 66, so, 66+21= and then continue until you reach your goal. Work out how many times you add on to reach your goal. Repeat the task again and try to beat your last score. 25+41 = 66, 66+21= 87, 87 + 13= 100, 100+ 31= 131
Maths Problem Solving	Which group of shapes shows the faces of this object?  

Maths: Answer the questions from the worksheet in your workbook.	Name Date **MENTAL MATHS QUIZ 4:2**

1)	500 + 4 + 70	
2)	Half of 30	
3)	What is this triangle called? 	
4)	30 – 16	
5)	What is the value of the digit 7 in the number 1726	
6)	Double 14	
7)	5 x 6	
8)	Write down all the odd numbers from the list below 42, 37, 21, 26, 38, 63	
9)	Round 67 to the nearest 10.	
10)	What number comes halfway between 30 and 50?	
11)	How many FIVES make 30p?	
12)	The time is 4:30pm. What will the time be in half an hour?	
13)	How much money is 3 TENS and 3 FIVES?	
14)	What fraction of this shape is shaded? 	
15)	I am facing north. I turn 2 half turns. Which way am I facing now?	
16)	How many cm in 7 metres?	



am and pm time

UNIT 6

am is an abbreviation for *ante meridiem* which means "before midday".
pm is an abbreviation for *post meridiem* which means "after midday".

11 Write a digital label for each clock using "am and pm" notation.

a morning — 1:30 am
b morning — :
c morning — :
d evening — :
e afternoon — :
f evening — :
g morning — :
h evening — :
i afternoon — :
j evening — :
k morning — :
l evening — :

12 Order these times from earliest to latest in the day.

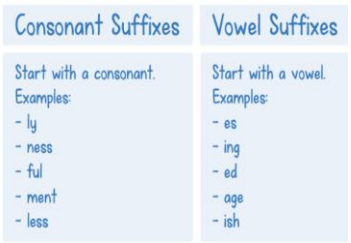
a	3:00 pm	3:00 am	6:00 pm	
b	8:30 am	8:27 am	9:03 pm	
c	2:06 am	2:03 pm	1:15 am	
d	8:34 pm	7:36 pm	7:15 am	
e	7:51 am	7:52 pm	7:53 am	

I wake up at 7:00 am.

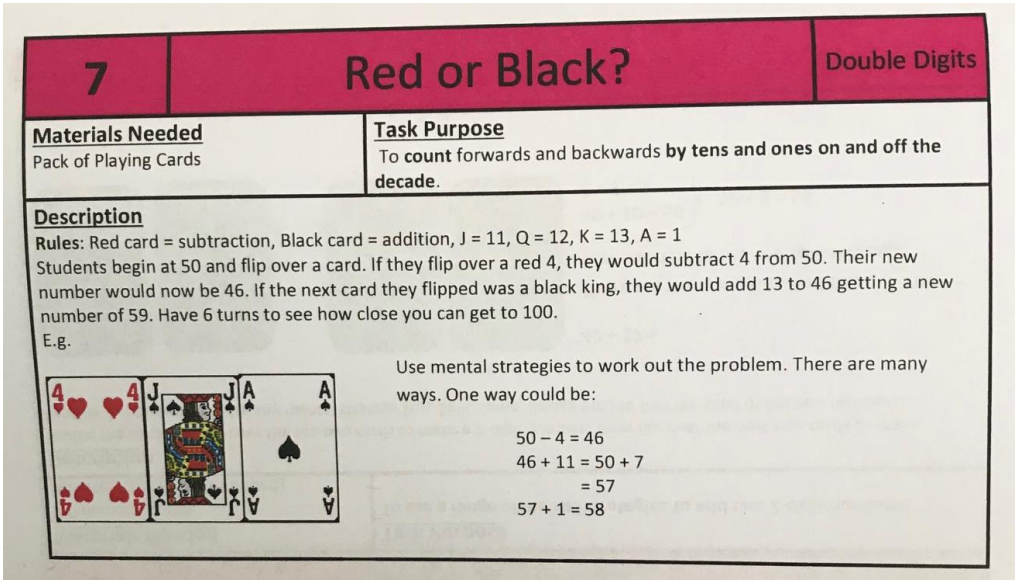
13 Solve these problems.
a What time is 25 minutes after 3:10 am? _____
b What time is 23 minutes after 4:30 am? _____
c What time is 20 minutes after 11:50 am? _____

Other	Play a game outside or Go for a walk/ bike ride with an adult.

Thursday

Spelling	***RAINBOW GROUP ONLY*** ***Rainbow write*** your spelling words (write each word in different colours of the rainbow.) ***RED, ORANGE & GREEN GROUPS ONLY*** ***Spelling rule practise:*** **When a word ends in y, change the y to i and add any suffix (except ing)** Use the pink spelling rule to make new words from the following list: 1. **clumsy** 2. **itchy** 3. **happy**  **Example:** **clumsy** **clumsy + ly = clumsily** **clumsy + ness = clumsiness** Record your new words neatly in your book. **Make sure you are making real words**
Writing	 Write a descriptive sentence based on this picture, remember to include your five senses (see, hear, taste, touch, feel) to make your writing paint a picture. 
Reading	Read for 20 minutes.
Sentence of the Day	Sometimes an author can change the word order in a sentence to increase its interest for the reader. This can be called an inverted sentence. For example: Normal (S/V/O) word order - The hikers rested beside the stream. Inverted word order – ***Beside the stream*** the hikers rested. Invert the sentence below: • **Several spots of rain landed on the windscreen.**
Comprehension	**Talking and Listening** Call a friend, relative or family member and ask them about their day or something they have done recently. Ask them 5 questions about it and summarise what they said. (Call someone different each day).

Maths activity



7 | **Red or Black?** | **Double Digits**

Materials Needed
Pack of Playing Cards

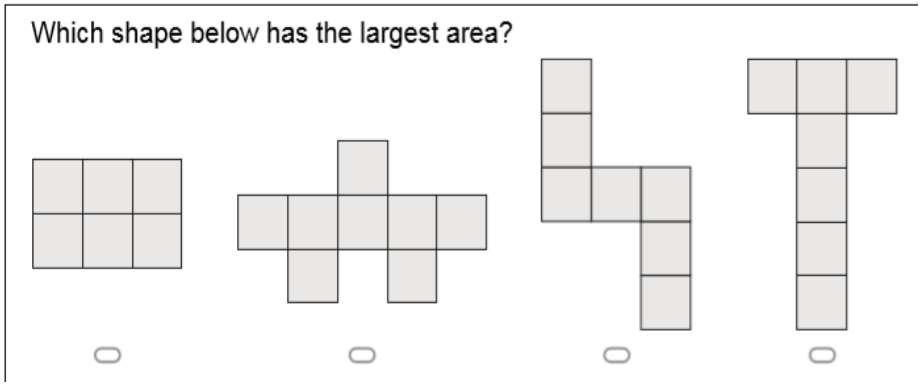
Task Purpose
To **count** forwards and backwards **by tens and ones on and off the decade**.

Description
Rules: Red card = subtraction, Black card = addition, J = 11, Q = 12, K = 13, A = 1
Students begin at 50 and flip over a card. If they flip over a red 4, they would subtract 4 from 50. Their new number would now be 46. If the next card they flipped was a black king, they would add 13 to 46 getting a new number of 59. Have 6 turns to see how close you can get to 100.
E.g.

Use mental strategies to work out the problem. There are many ways. One way could be:

50 – 4 = 46
46 + 11 = 50 + 7
= 57
57 + 1 = 58

Maths Problem Solving



Maths: Area

Today's lesson is on Area, you will need to find the area of five (5) objects. Remember the formula for area is w x h (width x height). Choose 5 objects that are fairly easy to measure and multiply. e.g. 10cm x 15cm

We would love to see you try and work these answers out by yourself however some of these answers may be large so you may use a calculator.

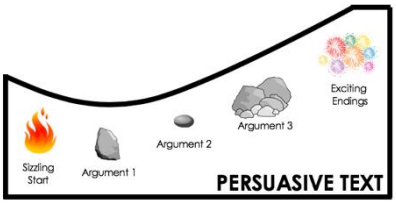
Use a ruler and record using cm2.

Item	width	height	multiplication	Answer
Book	21cm	28cm	21x28=588	588cm2
TV Screen				

21x
28
168
420
588

Other	Create an artwork, by drawing squiggles all over a piece of paper . Then colouring in each section a different colour. or Listen to some music and relax 

Friday

Spelling	Get someone to test you on your spelling words or do a look cover write check with them.
Writing	Can you persuade Mr Hughes to turn the school bubblers into ice cold slushie machines. Write a persuasive text giving the reasons why or why not you would want this.  
Reading	Read for 20 minutes
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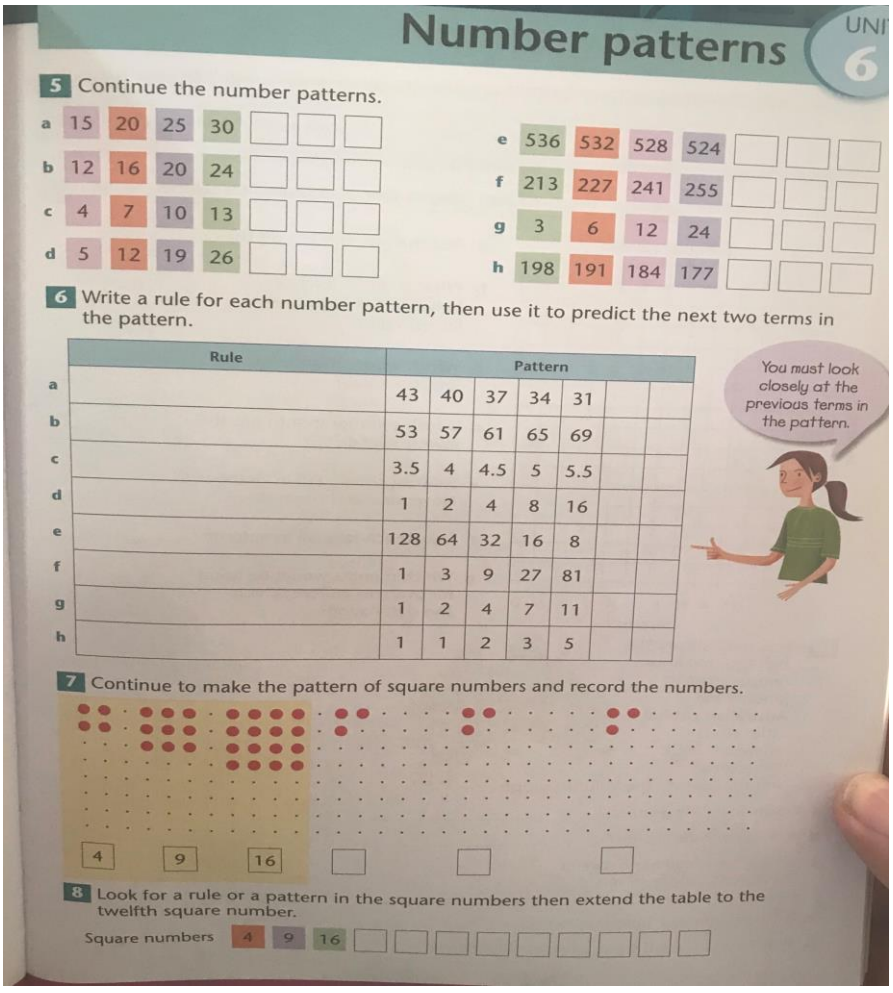
Comprehension	**Talking and Listening** Call a friend, relative or family member and ask them about their day or something they have done recently. Ask them 5 questions about it and summarise what they said. (Call someone different each day).
Maths activity	Maths Activity for this week is race to 250, 2000 or 10,000 (work to your ability level)

	Roll two dice or flip two cards to make a two-digit number. Write the number down and then roll the dice or flip the cards again, making 2 two-digit numbers. e.g. 25+41= Once you find the answer 66, make another two-digit number again, 21. Add this number to 66, so, 66+21= and then continue until you reach your goal. Work out how many times you add on to reach your goal. Repeat the task again and try to beat your last score. 25+41 = 66, 66+21= 87, 87 + 13= 100, 100+ 31= 131
Problem Solving	At 6:00am there are 10 butterflies in the garden. At 7:00am there are 20 butterflies in the garden. At 8:00am there are 30 butterflies in the garden. What time do you think it will be when there are 50 butterflies in the garden?
Maths:	 **Number patterns** UNIT 6 **5** Continue the number patterns. a 15 20 25 30 ☐ ☐ ☐ b 12 16 20 24 ☐ ☐ ☐ c 4 7 10 13 ☐ ☐ ☐ d 5 12 19 26 ☐ ☐ ☐ e 536 532 528 524 ☐ ☐ ☐ f 213 227 241 255 ☐ ☐ ☐ g 3 6 12 24 ☐ ☐ ☐ h 198 191 184 177 ☐ ☐ ☐ **6** Write a rule for each number pattern, then use it to predict the next two terms in the pattern. You must look closely at the previous terms in the pattern. a 43 40 37 34 31 ☐ ☐ b 53 57 61 65 69 ☐ ☐ c 3.5 4 4.5 5 5.5 ☐ ☐ d 1 2 4 8 16 ☐ ☐ e 128 64 32 16 8 ☐ ☐ f 1 3 9 27 81 ☐ ☐ g 1 2 4 7 11 ☐ ☐ h 1 1 2 3 5 ☐ ☐ **7** Continue to make the pattern of square numbers and record the numbers. 4 9 16 ☐ ☐ ☐ **8** Look for a rule or a pattern in the square numbers then extend the table to the twelfth square number. Square numbers 4 9 16 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Other	Play a game of Kick Bowling, find some empty bottles or plastic cups. Line them up and take turns with a friend seeing how many you can knock down. or Play a board game with your family.