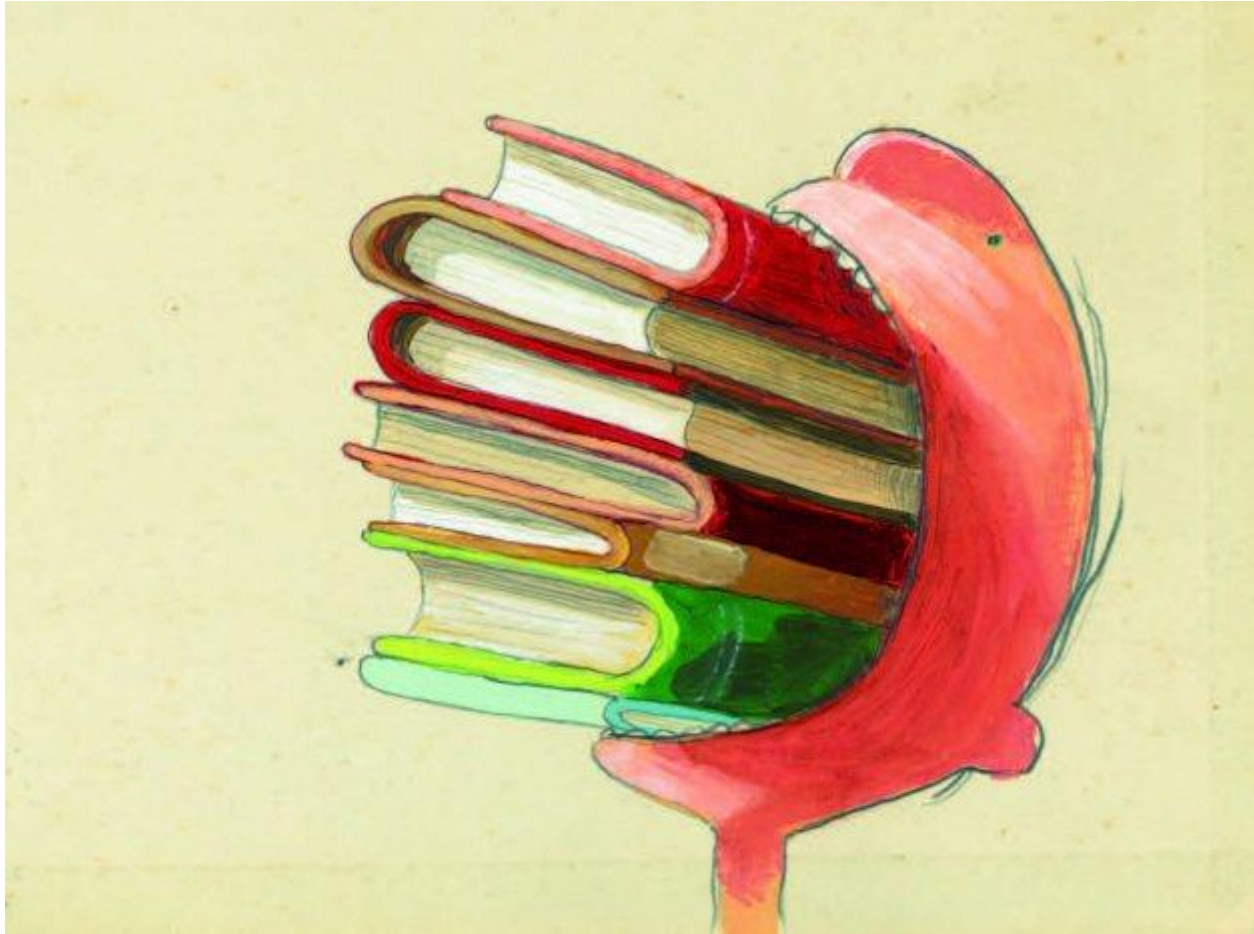


Home Learning Year 4



Typical weekly timetable for Year 4

8.40-9.00		9.00 – 10.20		10.20 - 10.40	10.40-11.00	11.00 – 12.00		12.00-1.00	1.00	1.00-1.10			3.10 – 3.20
Monday	WHRN	CW	Maths		Spelling	English		Lunch	Register	Handwriting	RE	PSHEE	Story
Tuesday	TT RockStars	Guided Reading	Maths		Spelling	English			Register	Handwriting	Science/Topic		CW
Wednesday	WHRN	Guided Reading	English		Spelling	Maths			Register	Handwriting	PE	Computing	CW
Thursday	Guided Reading		PE (PPA)		Music	French			Register Start at 1:30	Spelling	Maths - Tables		CW
Friday	TT RockStars	CW	English		Spelling	Maths			Register	Spelling Test	ELLI	Guided Reading	Art

End of year National Curriculum objectives for Year 4:

Reading

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Spelling

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocab, Grammar and Punctuation

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials

- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Maths

Number and Place Value

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Addition and Subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Writing

- Practise your fronted adverbials by writing observations of your day and that of those around you. *E.G. Like a predator, the cat pounced on the bouncing string.*
- Write a variety of simple, compound and complex sentences to describe activities you do during your time at home. These could also be combined with fronted adverbials.
- Pay close attention to the conversations you have with people at home and try to record some using your understanding of speech punctuation rules.
- Pick an item a day and, using our descriptive writing learning (such as noun phrases, powerful verbs, adverbs, figurative language) write a brief advert trying to sell it.
- Put all your skills into practice by keeping a daily diary but one in which you pay attention to the quality of the writing. What skills can you use in conjunction with each other? How many of your spelling word can you use? Can you accurately use both possessive and contraction apostrophes?
- Plan, write and 'publish' your own story or an alternative version of one that you have read and enjoyed.

Reading

The questions on the following page can be used either verbally when reading with your child, or as a separate written activity responding to the text. It will be necessary for you to have a degree of understanding of what your child is reading in order to complete these.

- Use your inference skills to draw and label a character from the book, including personality clues.
- Watch Newsround and find out what is happening in the world. What did you find out? Is there anything you need help understanding?
- Write a new and improved blurb for a book of your choice.
- Complete a book review on one of the books you have read - what did you like about it? Would you recommend it to anyone? Then, summarise it into a Tweet review. Mr Hardwick will still tweet these out if you email them.
- Learn a poem off by heart. Can you perform it with actions, appropriate intonation and props?
- Make a venn diagram comparing two books. What is the same? What is different? Comment on the genre, characters, plot, setting and theme.

Maths

- Practice your times tables using:
 - TT Rockstars
 - Coconut Multiples
<https://www.topmarks.co.uk/times-tables/coconut-multiples>
- Create a set of instructions to solve the calculation 237×4 .
- Select a number between 251 and 9000. How many different ways can you make this number using subtraction and addition?
- Create a card game that you could play with your family that could test your times tables knowledge.
- Roll a dice 4 times. After each roll, choose where to put it on a place value grid. What is the biggest number you can make? What's the smallest number you can make? What's the difference between the two? Once you have put a number into the grid it cannot be moved!
- Create a set of instructions to solve 512 divided by 3 .
- Create some True or false problems for your adult to solve. Like the one below. You will need to have worked out the answer!

Bryan left the house at 09:22 and arrived in town at 11:15. He says "My journey has taken 123 minutes." Is he right or wrong?

Reading questions: Vocabulary and Inference

- What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing...? Why

- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why / why not?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?

Reading questions: Retrieval and Prediction

- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Reading questions: Summarising and Contrasting

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in X words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?

<p style="text-align: center;">PE</p> <ul style="list-style-type: none"> ▪ Living room yoga ▪ Share your gymnastic poses 	<h1 style="margin: 0;">Staying Healthy</h1>	<p style="text-align: center;">Mindfulness</p> <ul style="list-style-type: none"> ▪ Keep a diary of your daily activities ▪ Do some calm colouring
<ul style="list-style-type: none"> ▪ Use Go Noodle to follow along to some dance routines ▪ Disney shake up games https://www.nhs.uk/10-minute-shake-up/shake-ups ▪ Races in the back garden ▪ Create your own dance routine and teach it to your family ▪ Plank competition! Who in your family can hold the plank position for the longest? 		<p style="text-align: center;">PSHEE</p> <ul style="list-style-type: none"> ▪ Write thank you notes to people who help you. ▪ Think about what you would like to do when you grow up. Draw yourself in that role. What skills will you need? ▪ Design a healthy balanced meal for your family – and make it! ▪ Consider what you can do to help people in your community, especially vulnerable members. ▪ Go litter-picking in your local area. ▪ Make cards for your friends ▪ Make a get-well soon card for anyone you know that is poorly.

Year 3 and 4 Common Exception Words

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



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Home Learning Activities Grid

Many of these tasks will be topic related, but a number of them will also require the children to consider learning from previous terms.

Y4 Home learning (Incr)edible?	<u>Knowing</u>	<u>Understanding</u>	<u>Applying</u>	<u>Analysing</u>	<u>Creating</u>	<u>Evaluating</u>
<u>Verbal</u> I enjoy reading, writing and speaking	Make a list of the different parts of the digestive system.	Using our prior science learning, design a brochure that explains different uses for electricity in your home.	Find a poem that you like about books and practise performing it. If you wanted, you could film it and share with the class.	List the arguments for and against the character Henry eating books. Can you then write some comparison, complex sentences using the arguments?	Consider the front cover of the book where it looks like Henry is performing. Design a persuasive leaflet advertising his performance and explain it to the class.	Drawing on our previous learning, contrast the lives of people before and after the discovery of electricity. Present your findings however you wish.
<u>Mathematical</u> I enjoy working with numbers and sequences	Gather data and draw a graph that shows how much exercise you do each day.	Create a quiz for Mr Hardwick and Mr Westwood to test their knowledge of time.	Design your own game on the theme of ancient Greece. Demonstrate it to the class.	Research some facts about the speeds of different cars, including electric cars and hybrids, and present as a graph.	Research and create a presentation on the effect the ancient Greeks had on mathematical understanding.	Survey the rooms at home – write a list of the things that need electricity to work in each room. Which room has the most? Why?
<u>Visual/Spatial</u> I enjoy painting and drawing	Make an illustrated diagram of the digestive system.	Draw a comic strip that illustrates the digestive system.	Design a new piece of electrical equipment that may help you in your daily life.	Complete an observational drawing of something electrical in your home.	Design and draw an electric car of the future – annotate with its features.	Find a portrait that you find interesting and do a self-portrait in the same style.
<u>Kinesthetic</u> I enjoy doing hands on activities, sports and dance	Create a collage to illustrate the digestive system.	Design and make a car powered by wind. How could it then be improved?	Create a drama piece that demonstrates the importance of looking after your teeth and how to do it.	What changes could be made to your favourite sport? How would these affect it? Present your thoughts however you wish.	Invent, and make a model of, a new form of electric-generated transport to take us into the 22 nd Century.	Create and perform a dance using movements to represent the contrast between lightning and a tiny spark.
<u>Musical</u> I enjoy making and listening to music	Write a short rap explaining a cloud of your choice.	Write a report on a musical artist of your choice.	Listen to Holst's The Planets, which shows different moods in music. What moods would different clouds have and so what would their music sound like?	https://vimeo.com/35004105 Listen to this music accompanying a light installation and explain how the 'effects' make you feel.	Write and perform a jingle to a popular tune for how you can cut down your use of plastics.	Listen to a piece of electronic music. Compare it with a more classical orchestral piece.
<u>Interpersonal</u> I enjoy working with others	Work with the people at home to make a poster showing the dangers of electricity.	Work together to create models and stage the first ancient Olympics.	Create a PowerPoint to communicate your understanding of electrical circuits.	Conduct a mock interview with Oliver Jeffers, author of The Incredible Book Eating boy.	Create and photograph a 'Nursery Crimes' crime scene in your home.	Watch an old sports fixture with the sound off. Pair up with someone at home and provide the commentary.
<u>Intrapersonal</u> I enjoy working by myself	Create a non-chronological report on different types of clouds.	Write a biography for Thomas Edison. What did he do that made him famous?	Interview a family member about their childhood memories in the 1960's, 1970's or 1980's. How was their use of electrical technology different to yours? Present your findings as an interview.	At home, pretend you are living at a time when electricity has not yet been invented. Switch off all electrical appliances for one hour and record your experience as a diary.	Make a diorama scene from The Incredible Book Eating Boy. Which scene have you chosen and why?	Carry out and present some research on the deforestation of the Amazon.