

Year 4

Home Learning Pack Week 3

Week Beginning:

13th April

Where possible each day you could complete:

- 20 minutes of reading
- 20 minutes of TT Rockstars
- 20 minutes of a grid activity - see attached
 - The daily twitter challenge

3 pieces of maths work and 3 pieces of literacy work have been set. Complete what you can- as long as you have tried your best!

Reading and comprehension.

The Big Moment

Stepping out on to the stage, Alisha felt a shiver down her spine. The judges sat at their table, whispering quietly. She squinted into the darkness, focussing roughly on where she thought her mum should be. Disappointed, she lowered her gaze.

Taking a deep breath, she tried to remember everything from her lessons and the hours spent practising at home. Crouching down, she got into her start position and wrapped her arms around herself. Her stomach rumbled noisily and she regretted having skipped breakfast. With her heart thundering in her chest, she looked up and nodded, before resuming her position and waiting for the music to begin.

Inference

National Curriculum Reference:
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

The Big Moment Comprehension Questions

Answer these questions using **inference** skills and clues from the text. You may use the sentence starters to help you.

1. How is Alisha feeling? Explain how you know. *Alisha is feeling _____ because it says...*
2. What is Alisha doing? Explain how you know. *I think Alisha is _____ because it says...*
3. Did Alisha see her mum in the audience? Explain how you know.
Choose one
or the other
Alisha did / did not see her mum because it says...
4. Who did Alisha nod to? Explain how you know. *I think Alisha nodded to _____ because it says...*
5. Is Alisha well prepared? Explain how you know. *I think Alisha is / is not well prepared because it says...*
Choose one
or the other
6. What time of day is it? Explain how you know. *I think it is _____ because it says...*

National Curriculum Reference:
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

Inference

Grammar, Punctuation and Spelling.

(These sentences can be written out rather than printed, fronted adverbials can also be written out- it is not necessary to mark them on the sheet)

Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences?

For example:

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Through the bushes Kian searched and searched. Under all of the rocks he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box Kian leapt up and grabbed it. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village.

3. Now, write two fronted adverbial sentences of your own, where the fronted adverbials describe the **time** and **place** of the action in your main clauses.

time _____

place _____

Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,

Creative Writing Task



Task -Write a paragraph to describe the underwater setting and use it as part of a story opening remember to use adjectives, fronted adverbials. Think about what you can see, hear, smell, touch and taste. Also use your imagination to what else could be hiding in the sea. (treasure, lost pirate ships, sharks, mermaids, undiscovered animals).

Can you start your sentences with different openers? Below is a modelled example to help you-if you are stuck you can change some of the words or if you would rather continue this story.

Splish, splash, splish, splash the underwater waves slapped against the beautiful, coral rocks. The salty sea travelled out through my gills as I swam blissfully in the magnificent Pacific Ocean. Dazzling sun beams from the sky high above shone down through to the clear, transparent ocean and then landed on the seabed floor. I loved playing the game of catching the sunbeams- I felt happy and contented as I gracefully swam through the teeming but beautiful ocean. Suddenly, without warning a shadow loomed up above... my heart pounded loudly in my chest and the color drained from my scaly skin. I was instantly afraid...

Using Higher Level Vocabulary: **Fiction Writing**
To Describe Settings

attractive awe-inspiring beautiful breathtaking glorious magnificent spectacular	grand impressive majestic regal splendid stately lavish	bustling busy crowded hectic lively swarming teeming
disgusting hideous horrible ugly unappealing unattractive unsightly	creepy eerie frightening scary sinister spine-chilling unnerving	calm noiseless peaceful quiet silent still tranquil

How?

angrily
anxiously
cautiously
cheerfully
courageously
crossly
cruelly
defiantly
doubtfully
elegantly
enthusiastically
foolishly
frantically
gently
gladly
gracefully
happily
hungrily
loudly

Sentence Openers

Time	Order	Where	To add information	Comparisons
One day One morning One evening After that After a while Before long Afterwards As soon as At last A moment later In the meantime Later on Meanwhile Soon During Now Next week All of a sudden	At first First Second Third Then Last Finally Next	In the middle of the... Under the bridge... Over the bridge... In the distance... Far away... In a far off land... Inside of... At the end of... On top of the... Next to the... Nearby... Opposite the...	Again Also Another Along with... For example... As well as	However Yet Despite Still Unlike Even though Although Rather than
				

Maths: Arithmetic - Additions

- Addition no exchange (carrying)

1

$$\begin{array}{r} 2541 \\ + 5235 \\ \hline \\ \hline \end{array}$$

2

$$\begin{array}{r} 7114 \\ + 2372 \\ \hline \\ \hline \end{array}$$

3

$$\begin{array}{r} 6280 \\ + 2704 \\ \hline \\ \hline \end{array}$$

4

$$\begin{array}{r} 2854 \\ + 4042 \\ \hline \\ \hline \end{array}$$

5

$$\begin{array}{r} 4672 \\ + 4221 \\ \hline \\ \hline \end{array}$$

6

$$\begin{array}{r} 6091 \\ + 3604 \\ \hline \\ \hline \end{array}$$

7

$$\begin{array}{r} 4472 \\ + 5226 \\ \hline \\ \hline \end{array}$$

8

$$\begin{array}{r} 5828 \\ + 3031 \\ \hline \\ \hline \end{array}$$

**** Addition exchange**

1

$$\begin{array}{r} 4078 \\ + 7806 \\ \hline \\ \hline \end{array}$$

2

$$\begin{array}{r} 3020 \\ + 7033 \\ \hline \\ \hline \end{array}$$

3

$$\begin{array}{r} 8389 \\ + 2094 \\ \hline \\ \hline \end{array}$$

4

$$\begin{array}{r} 1938 \\ + 8398 \\ \hline \\ \hline \end{array}$$

5

$$\begin{array}{r} 8784 \\ + 9969 \\ \hline \\ \hline \end{array}$$

6

$$\begin{array}{r} 8580 \\ + 1887 \\ \hline \\ \hline \end{array}$$

7

$$\begin{array}{r} 9771 \\ + 8489 \\ \hline \\ \hline \end{array}$$

8

$$\begin{array}{r} 5602 \\ + 9250 \\ \hline \\ \hline \end{array}$$

***** Addition (exchange/missing numbers)**

a)

$$\begin{array}{r} \square 3 4 1 \\ + 7 5 4 3 \\ \hline 9 8 \square 4 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 4 5 3 \square \\ + 1 2 2 2 \\ \hline 5 \square 5 3 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 6 7 2 1 \\ + 5 2 3 4 \\ \hline \square \square 9 5 5 \\ \hline \end{array}$$

d)

$$\begin{array}{r} 3 \square 5 6 \\ + 1 4 4 7 \\ \hline \square \square 9 0 3 \\ \hline \end{array}$$

e)

$$\begin{array}{r} 6 0 7 \square \\ + 2 2 8 3 \\ \hline \square \square 3 5 5 \\ \hline \end{array}$$

f)

$$\begin{array}{r} 5 1 1 6 \\ + 8 4 3 2 \\ \hline \square \square 5 4 8 \\ \hline \end{array}$$

g)

$$\begin{array}{r} 4 3 5 \square \\ + 1 9 3 7 \\ \hline \square \square 2 9 3 \\ \hline \end{array}$$

h)

$$\begin{array}{r} 6 6 9 \square \\ + 3 3 3 2 \\ \hline \square \square 0 3 0 \\ \hline \end{array}$$

MATHS: Word Problems

Put a tick under the operations that you will use.

*

	Problem	Operations			
		+	-	X	÷
1	There are 37 girls and 56 boys in the school. How many children are there?				
2	There are 112 people in the swimming pool. 34 leave, how many are left?				
3	One bag of sweets has 64 sweets in it, the other 28. How many sweets are there altogether?				
4	Some children share 56 strawberries. Each child gets 8 strawberries. How many children are there?				
5	There are 89 children, 45 are girls. How many boys are there?				
6	Tulips are sold in bunches of 9. Randle buys 81 tulips. How many bunches does he buy?				
7	There are 67 cabbages. The slugs eat 56. How many are there now?				
8	Harry plants 15 trees in rows of 4. How many trees does he plant?				
9	A large bag of frozen chips costs 34p. How much do 3 large bags cost?				
10	If I have 64 balls and 21 of them are rugby balls, 18 are tennis balls the rest are footballs. How many footballs are there?				

** and ***

	Problem	Operations			
		+	-	X	÷
1	On a school trip 272 people visit a museum. There are 223 children and 16 teachers, the rest are parents. How many parents are there?				
2	Tickets for the latest film cost £9 each. Your family has £48 saved up. How many of you can go to the cinema to see the film? How much money will there be left over?				
3	The Headmaster is taking all of Key Stage Two on a trip to the seaside. There will be 210 children and 24 adults going along. How many 42-seater buses will he need to use?				
4	Yesterday Tara had £10.67 Today she spent £1.30. Her mum then gave her another 60p. How much does she have now?				
5	George goes to the shop 46 times each month. He buys 7 sweets each time he goes. How many sweets does George buy in 2 months?				
6	Peter has 4 horses. Each one eats 13 pounds of oats a day. How many pounds of oats does he need to feed his horses for 3 days?				
7	In a week Daniel saves £5.75, on Monday he has 255p on Wednesday 175p. How much does he save the rest of the week?				
8	Faith had £20. She went to the shop and bought four tubs of ice cream for £3.20 each. How much money did Faith have left?				
9	Grace opened her own flower shop. She charges £6 for tulips and £11 for roses. In September she sold 63 tulips and 34 roses. How much money did she earn in September?				
10	Owen has one 50p coin and four 20p coins. He buys a melon for 47p and 2 grapefruits for 15p each. How much money does he have left?				

Money

One Star

Reasoning and Problem Solving – Money – Year 4

Sunnyvale Primary School are having their annual summer fayre. The year 4 class are in charge of organising the day as all the money raised will be used to take them to the seaside for their end of year trip.



The children have decided to work in groups and each group is responsible for its own stall and float. A float is a selection of money that each stall starts with so that they can give change to the first few customers.

This is the float money on the toy stall.



1a. How much money is in the toy stall float?

1b. Sienna is on the cakes and buns stall. She has 546p in her float. Circle the amount that she has in pounds and pence.

£54.6 £5.46 £546 £5.54

1c. Deacon has £1.20 in his float. He has 4 coins. Write all the different combinations of coins that he could have in his float.

Three Star

Reasoning and Problem Solving – Money – Year 4

2c. Mika has 5,620 pence. She says that she has more than £55. Is she correct? Explain why.

3a. Rachel has four cuddly toys left to sell on her stall. Round each price to the nearest pound and estimate how much she will make if she sells all four cuddly toys.



3b. The cake stall, the tea and coffee stall and the sweet stall have sold all of their food and drinks and have found the total of their money. The cake stall has raised £10.87, the tea and coffee stall has raised £9.19 and the sweet stall has raised £10.10. Round each of the totals to the nearest pound.

The cake stall	<input type="text"/>
The tea and coffee stall	<input type="text"/>
The sweet stall	<input type="text"/>

3c. Chloe says that her takings from the plant stall round to £6 but the amount is more than £6, what is the highest amount the total could be?


Two Star


Reasoning and Problem Solving – Money – Year 4


2a. Some of the stalls are adding up how much money they have taken so far and comparing their amounts. Put their totals in ascending order.

8,908p	898p	£8.09	865p	£7.99
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2b. Some of the children have counted up their change.

 I have the most money. I have six 20 pence pieces.

 I have the most money. I have ten 10 pence pieces.

 I have the most money. I have three 50 pence pieces.

2b. Who has the most money? Explain your answer.

Extra challenge

Reasoning and Problem Solving – Money – Year 4

4a. The children are adding up how much money was raised at the tombola, the penalty shoot out and the play your cards right stalls. How much did the three stalls raise altogether?

Tombola	£8.25
Penalty shoot out	£3.55
Play your cards right	£5.05

4b. The food and drink stall made double the amount of the bric-a-brac stall. Together they raised £10.50. How much did they both raise?

Food and drink stall	<input type="text"/>	Bric-a-brac stall	<input type="text"/>
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4c. The school has set a target to raise £150. In total, they raised £101.50. How much more did they need to raise in order to reach their target?