

Hello Year 4! We hope you and your family are all safe and well.

Here are some daily activities to keep you busy. Try to keep up that reading too.

Do what you can but remember to relax, spend some time playing and exercising.

Keep smiling from Mrs Platek and Mrs Stewart



**Hello everyone**

**All English/maths lessons follow on from the previous day.**

**Remember you can email any of your work for us to see at  
Year4@westfield.staffs.sch.uk**



## Learning Objective

To make a whole

## Steps to Success:

### Listen to demonstration first

1. Draw your place value chart ( see demonstration)
2. When dividing by 10, numbers move one place to the right
3. When dividing by 100, numbers move 2 places to the right
4. When multiplying by 10, numbers move one place to the right
5. When multiplying by 100, numbers move 2 places to the right
6. Check

Week 1

Scroll to the bottom and click on summer week 1 Make a Whole

Demonstration click on left hand side of page for demo before clicking on activity or answers ( see next slide)

<https://whiterosemaths.com/homelearning/year-4/>

Week 1 lesson 1

### Questions


<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-1-Y4-Summer-Block-1-WO1-Make-a-whole-2020.pdf>

### Answer sheet

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-1-Y4-Summer-Block-1-ANS1-Make-a-whole-2020.pdf>

## Lesson 1 - Make a whole

**Flashback 4** Year 4 | Week 3 | Day 1

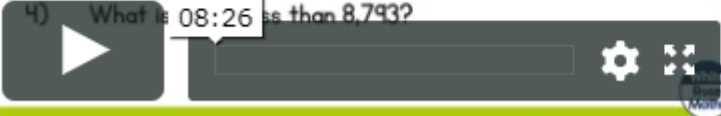
1) Divide 32 by 100 

2) What number is represented on the grid?

Ones	Tenths	Hundredths
●	●●●●	●●●●

3) Write  $\frac{3}{10}$  as a decimal.

4) What is 08:26 less than 8,793?



### Get the Activity

Lesson 1 - Y4 Summer Block 1 WO1 Make a whole 2020

### Get the Answers

Lesson 1 - Y4 Summer Block 1 ANS1 Make a whole 2020

## Learning Objective

### Read story and know definition of words

#### Steps to Success:

1. Listen to/read the story.
2. Read the definitions of the words.
3. Look at the pictures and decide which picture goes with each word.
4. Complete alien word game.  
(follow example on p. 5)
  
6. Check

#### English

#### 'Amazing Aliens'

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Maria-Aliens.pdf>

Click on the above link and follow all demonstrations and activities

Pages of unit 1-5

## Monday

**Spelling** [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English ver 1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

### Learning Objective- To spell words from the statutory list

#### Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
3. Complete sentences
4. How many syllables does it have?

#### Complete all activities on the sheet below the spelling sheet

A **syllable** is a single, unbroken sound of a spoken (or written) word. **Syllables** usually contain a vowel and accompanying consonants. The number of times you hear a vowel (a, e, i, o, u) in a word is equal to the number of **syllables** a word has.

#### 5. Spell the word

#### 6. Edit the words

#### 7. Write your own sentence with the word in

# Year 3 and 4 Statutory Spellings

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

# Statutory Spelling Word Activity Mat: build

1

Use a dictionary to define the word **build**.

---

---

---

Add the word **build** to these sentences.



I watched Mum \_\_\_\_\_ the wall.  
"What did he \_\_\_\_\_?" asked Sam.  
Can you \_\_\_\_\_ a tower?  
\_\_\_\_\_ a pile of bricks.

Write the syllable of the word **build** inside the hand.



Which word classes does the word **build** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **build**.

bu_____	_____ld
_____d	b_____

Now write the full word.

---

Trace the word **build**.

build

build

build

Which of these words means the same as **build**?

confection    construct    consume    constrict

Write your own sentence containing the word **build**.

---

---

Edit and improve these words so that they correctly spell the word **build**.

bild

biuld

builled



Monday Topic ART

## Learning Objective

Use observational skills to draw in the style of a famous artist

## Steps to Success:

Follow instructions from link

Please send us photos of your completed pictures we would love to see them.

Observational drawing

Learn how to draw in the style of Rob Biddulph famous author and illustrator.

Click on link

<http://www.robbiddulph.com/draw-with-rob>

Scroll down to self portrait number 9

Follow instructions on screen

## Learning Objective

**Write decimals**

## Steps to Success:

- 1. Watch demonstration.**
2. Complete place value charts.
- 3. Complete sentences to describe each number.**
- 4. Remember to write a zero for the place holder.**
4. Complete part, part whole , making sure numbers add up to a whole
- 5. Answer all questions**
6. Check

**Demonstration** click on left hand side of page for demo before clicking on activity or answers ( see next slide)

<https://whiterosemaths.com/homelearning/year-4/>

Lesson 2

## **Questions**

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-2-Y4-Summer-Block-1-WO2-Write-decimals-2020.pdf>

## **Answer sheet**

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-2-Y4-Summer-Block-1-ANS2-Write-decimals-2020.pdf>

## Learning Objective

To use a dictionary to find definitions of words

### Steps to Success:

1. Re read information on 'Aliens' again.
2. Underline unfamiliar words that you do not know the meaning of.
3. Find the definition – use a dictionary if you have one.
4. Write your definitions out on a separate piece of paper.
5. Put them into a sentence.
  
6. Check

English

'Amazing Aliens'

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Maria-Aliens.pdf>

**What do the word mean**

Pages of unit p 6 ( top part only)

## Tuesday

**Spelling** [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

### Learning Objective- To spell words from the statutory list

#### Steps to success

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busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
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# Statutory Spelling Word Activity Mat: busy

Use a dictionary to define the word **busy**.

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---

---

Which word classes does the word **busy** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **busy** to these sentences.

The doctor was always \_\_\_\_\_.



"I'm very \_\_\_\_\_!"  
scolded Gran.



Are you \_\_\_\_\_?

\_\_\_\_\_ farmers hurriedly gathered the crops.

Write the syllables of the word **busy** inside the hands.



Finish off the word **busy**.

bu\_\_\_\_\_

\_\_\_\_\_sy

\_\_\_\_\_y

b\_\_\_\_\_

Now write the full word.

---

---

Trace the word **busy**.

busy

busy

busy

Which of these words means the same as **busy**?

inside

occupied

large

noisy

Write your own sentence containing the word **busy**.

---

---

Edit and improve these words so that they correctly spell the word **busy**.

bussy

bizy

buzy

## Learning Objective

To name the different types of human teeth.

## Steps to Success:

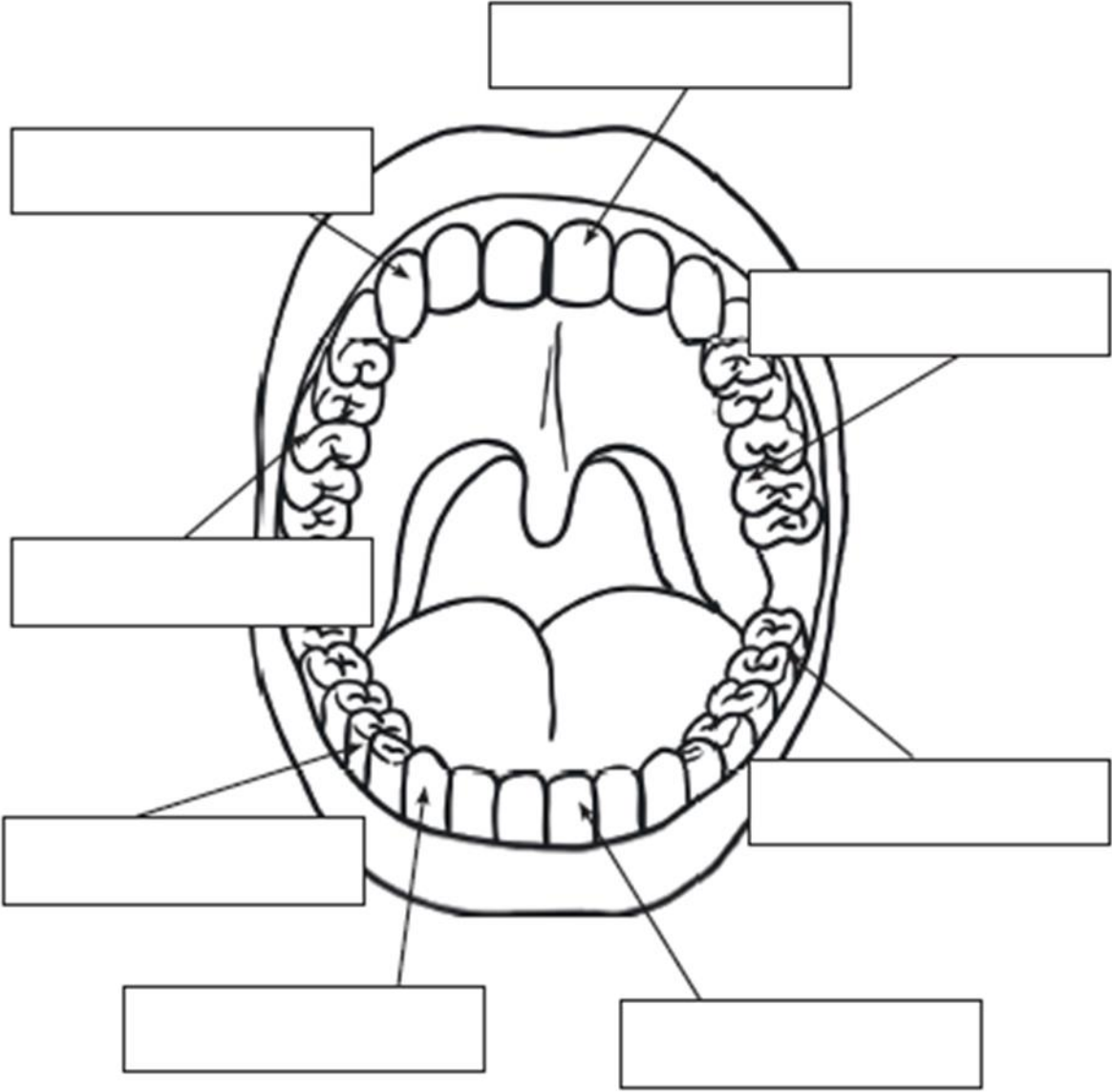
1. Watch the video
2. Make note of the names of the different types of human teeth.
3. Learn about the jobs of each type of tooth.
4. Label the mouth with the correct names of the teeth.
5. If you can print out the colures mouth and stick on the teeth.

## Watch the video

<https://www.youtube.com/watch?v=ZE-TtFhZIDw>

Diagram to label is on the next slide.

Drag the words into the correct box.



Incisor

Incisor

Canine

Canine

Molar

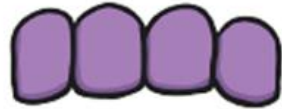
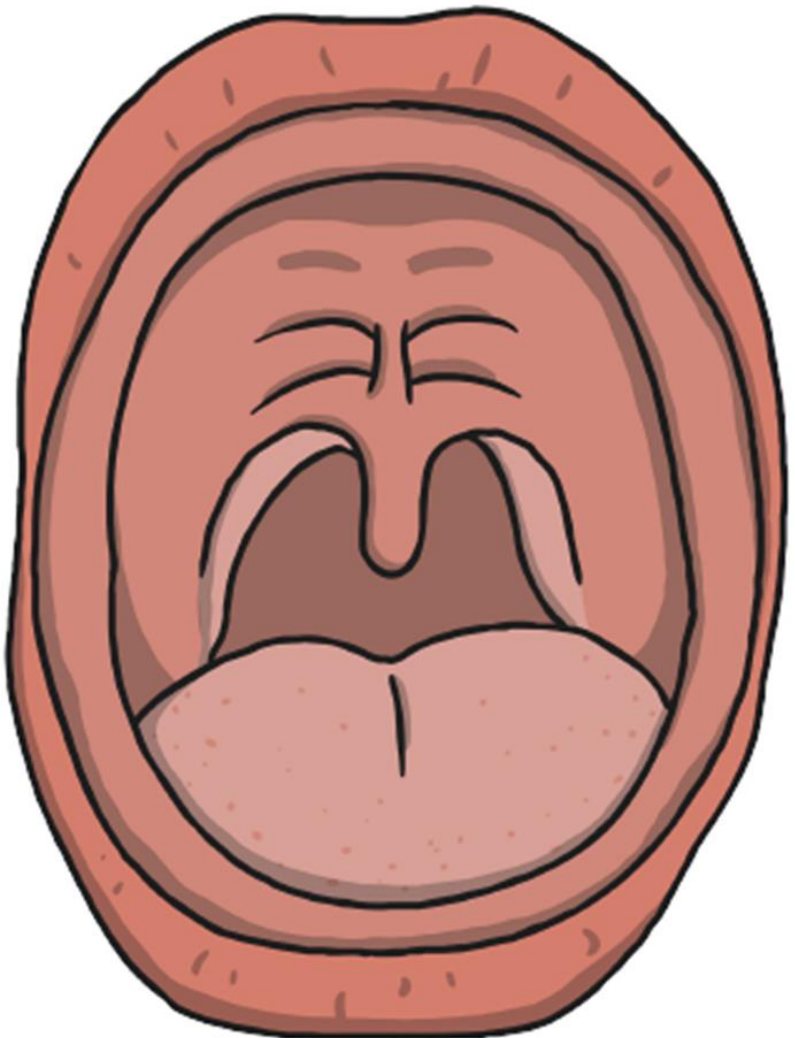
Molar

Premolar

Premolar



If you have chance you can print out this mouth, cut out and stick the teeth in the correct place.



Upper Incisors



Upper Molars



Upper Canines



Upper Premolars



Lower Wisdom Teeth



Upper Wisdom Teeth



Lower Canines



Lower Molars

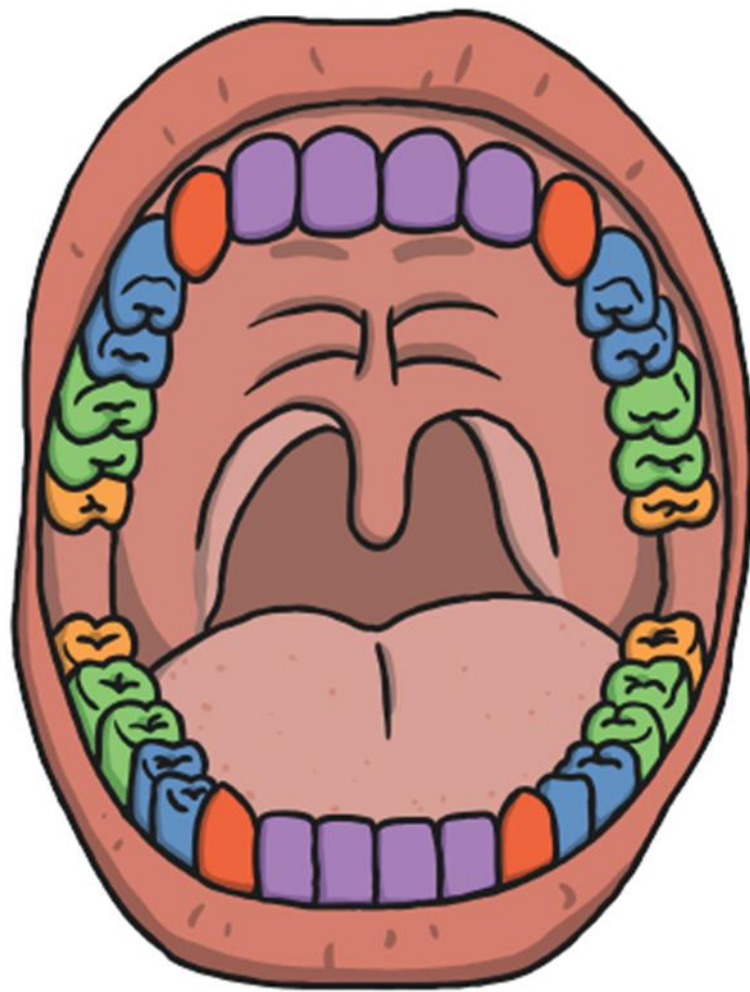


Lower Premolars



Lower Incisors

## Human Teeth Cut and Stick **Answers**



## Learning Objective

Compare decimals

## Steps to Success:

Watch demonstration.

1. Look at the numbers on the place value grids.

2. Add  $<$  or  $>$  to show greater than or less than

3. Complete all questions.

4. Check

Demonstration click on left hand side of page for demo before clicking on activity or answers ( see next slide)

<https://whiterosemaths.com/homelearning/year-4/>

Lesson 3

## Questions

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-3-Y4-Summer-Block-1-WO3-Compare-decimals-2020.pdf>

## Answer sheet

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-3-Y4-Summer-Block-1-ANS3-Compare-decimals-2020.pdf>

## Learning Objective

To use comprehension skills to answer question about a text

## Steps to Success:

1. Read questions
2. Find the answers in the text.
3. Then write your answers in full sentences using a capital and a full stop.
4. Read question again then read your answer to see if it relates to the question.
  
6. Check

English

'Amazing Aliens'

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Maria-Aliens.pdf>

Comprehension

Pages of unit p5/6

## Wednesday

**Spelling** [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English ver 1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

## Learning Objective- To spell words from the statutory list

### Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
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### 5. Spell the word

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### 7. Write your own sentence with the word in

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business	earth	guard	medicine	possess	special	
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## Wednesday spelling activities

# Statutory Spelling Word Activity Mat: business

3

Use a dictionary to define the word **business**.

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---

---

Which word classes does the word **business** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **business**.

business

business

business

Add the word **business** to these sentences.



It is none of your \_\_\_\_\_.

"Shall we do \_\_\_\_\_?" asked Mr Wu.

\_\_\_\_\_ is booming.

Write the syllables of the word **business** inside the hands.



Finish off the word **business**.

busi\_\_\_\_\_

\_\_\_\_\_ness

\_\_\_\_\_ss

bu\_\_\_\_\_

Now write the full word.

---

Write your own sentence containing the word **business**.

---

---

Edit and improve these words so that they correctly spell the word **business**.

bisuness

bizness

busniss

## Learning Objective

To explain why animals need different teeth

## Steps to Success:

1. Watch the video clip
2. Explain herbivore, carnivore and
  - omnivore
3. Describe their teeth
4. Explain why they need different teeth

Watch the video

<https://www.youtube.com/watch?v=VejLXTsJrJc>

Go through the slides and guess which animals the skulls belong to and whether it is a herbivore, carnivore or omnivore by linking the foods they eat to the types of teeth they have.





Which animal's teeth?

Shark

Herbivore, omnivore or carnivore?

Carnivore



Which animal's teeth?

Herbivore, omnivore or carnivore?

Goat

Herbivore



Which animal's teeth?

Herbivore, omnivore or carnivore?

Human

Omnivore



Which animal's teeth?

Herbivore, omnivore or carnivore?

Bear

Omnivore



Which animal's teeth?

Herbivore, omnivore or carnivore?

Alligator

Carnivore





Which animal's teeth?

Herbivore, omnivore or carnivore?

Horse

Herbivore



Now explain why animals need different types of teeth.

## Learning Objective

**Order decimals**

## Steps to Success:

**Watch demonstration**

- 1. Look at the numbers on place value grid**
- 2. What number is represented in each place value grid**
- 3. Then write the numbers in order.**  
**( ascending , smallest to largest or descending numbers, largest to smallest)**
- 4. Solve problems**
- 5. Check**

**Demonstration** **click on left hand side of page for demo before clicking on activity or answers ( see next slide)**

<https://whiterosemaths.com/homelearning/year-4/>

## **Questions**

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-4-Y4-Summer-Block-1-WO4-Order-decimals-2020.pdf>

## **Answer sheet**

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-4/Lesson-4-Y4-Summer-Block-1-ANS4-Order-decimals-2020.pdf>



## Learning Objective

Use two adjectives to describe the alien, remembering to put a comma in between the two adjectives

## Steps to Success:

1. Read instructions.
2. Write 2 adjectives.
3. Make sure there is a comma between them.
4. Use different adjectives every time.

Extension – write sentences using your adjectives.

6. Check

English

'Amazing Aliens'

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Maria-Aliens.pdf>

Adjective Game

Pages of unit p 7

## Thursday

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# Statutory Spelling Word Activity Mat: calendar

Use a dictionary to define the word **calendar**.

---

---

---

Add the word **calendar** to these sentences.



Is there any space in your \_\_\_\_\_?

"What's a \_\_\_\_\_?" asked Suzie.

Add it to my \_\_\_\_\_.

Write your appointment on the \_\_\_\_\_.

Write the syllables of the word **calendar** inside the hands.



Which word classes does the word **calendar** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **calendar**.

calc\_\_\_\_\_

\_\_\_\_\_ndar

\_\_\_\_\_ar

cal\_\_\_\_\_

Now write the full word.

\_\_\_\_\_

Trace the word **calendar**.

calendar

calendar

calendar

Which of these words means the same as **calendar**?

timetable

multiply

ache

advent

Write your own sentence containing the word **calendar**.

---

---

Edit and improve these words so that they correctly spell the word **calendar**.

calindar

calender

callendur

## Learning Objective

**To think how different liquids can cause tooth decay**

### Steps to Success:

To ask scientific questions and choose a scientific enquiry to answer them.

To create an enquiry or test.

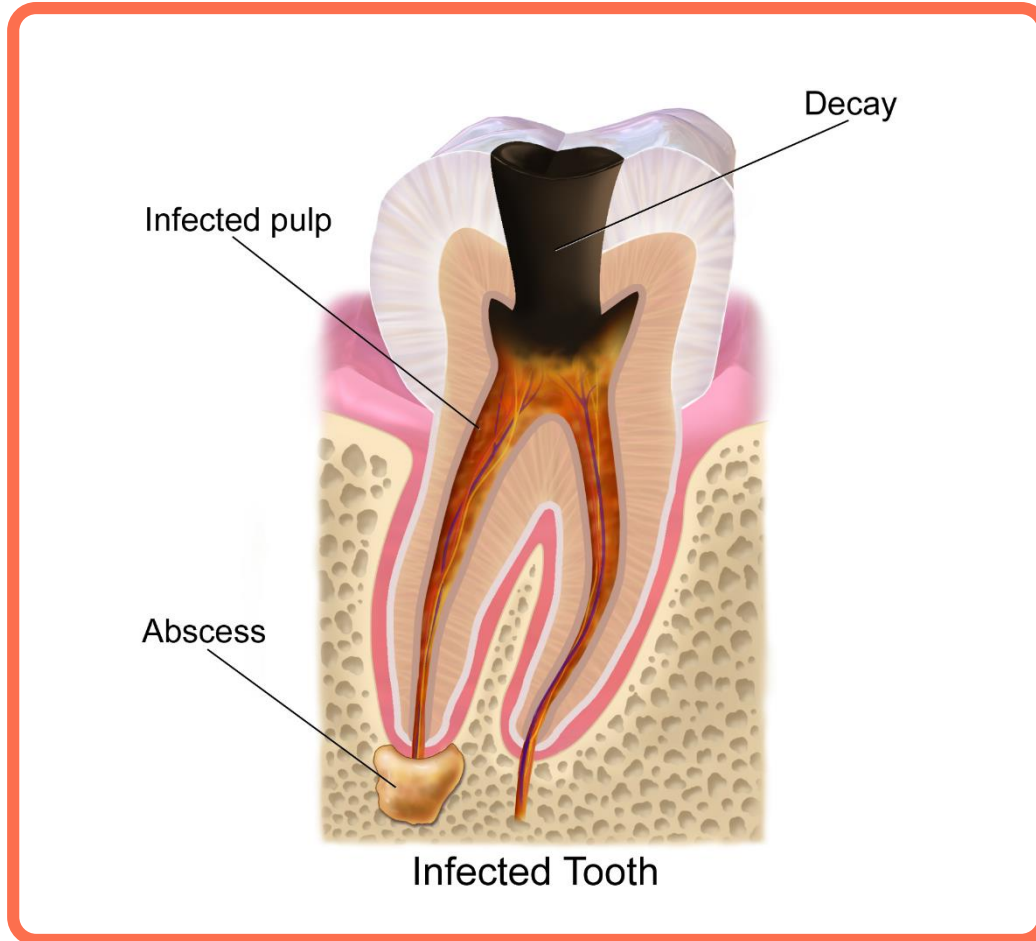
To set up a simple enquiry with support.

To make predictions and suggest equipment.

To give clear instructions to perform a test.

**Go through the power point questions and set up your own scientific enquiry.**

# Tooth Decay



Discuss the following questions with your talk partner:

# Questions!

## Scientific Enquiry



# Scientific or Not?



Categorise the questions based on whether they are scientific questions that can be tested or whether they are non-scientific questions:

Scientific Questions	Non-Scientific Questions

Does eating fruit keep you healthy?

What time is dinner?

Can you open the lid?

Does sound travel through walls?

How much sleep do rabbits need?

Does water always boil when heated?

When should I do my homework?

Do plants need soil to grow?



# Creating Scientific Questions



Now we need to generate some scientific questions about tooth decay.

Remember we need to be able to test them so...

- think about the equipment you would need
- think about how the test would need to be carried out



# Types of Enquiries



What types of scientific enquiries are there?

Can you give examples of scientific enquiries or tests you have done?

How would you know what type of enquiry to choose?

We are going to look at some examples of questions and the kind of enquiries we could use to answer them.



# Practical Enquiries

A simple practical enquiry is when you want to just observe what happens.

So if I want to answer the question:

What effect does water have on chewing gum?

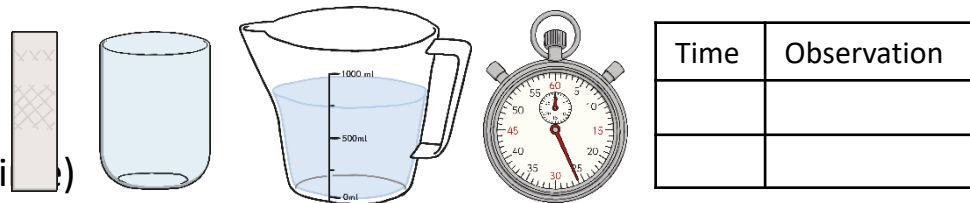
**NOTE:** This is a very specific question.

A simple practical enquiry would involve:

- Placing the chewing gum in some form of liquid – for example water.
- Observing what happens to the chewing gum (does it change colour, grow/shrink, change shape) either immediately or over time (what would be sensible time intervals?).

In this enquiry I would need:

- Chewing gum
- A container
- Water
- A timer/clock (way to measure time)
- A table to record my observations.



# Variables

In the practical enquiry we are interested in the observation and what happens as we are not sure what the results will be.

When we conduct comparative or fair tests we want to test the particular effect of something.

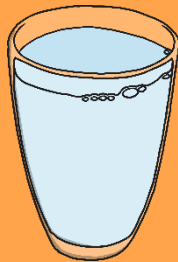
You might ask - Question: Do different liquids affect the colour of chewing gum?

# Variables

The variable you are testing is the thing you **change** every time you carry out the test.

In the comparative and fair tests we will look at this, it will be the liquids.

I want to change the **liquids** to see if different **types of liquids** have a particular effect on the chewing gum.



# Variables

When you are carrying out a fair test, you need to change only one thing. All other variables should be kept the same so that they don't affect your results.

In my tests I want to know if liquids change the colour of chewing gum but if I use different containers to put the liquid in or put the containers in different parts of the room then it could be the material of the containers that has the effect or the place in the room, not the liquid. These differences would mean I was testing lots of types of variables when I just want to test one type - liquid.

That's why we have to **keep some things the same** throughout so that we know what is having the effect.

# Variables

In my tests I would want the following things to be the same:

Containers

Where I place the containers

The amount of liquid in each container

The time between each observation

The type of chewing gum

The amount of chewing gum in each container.

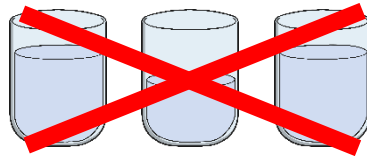
# Carrying Out Fair and Comparative Tests

Question: Do different liquids affect the colour of chewing gum?

Liquids (milk, water, orange juice)

Colour

Containers



container.

Where I place the containers

The amount of liquid in each container

The time between each observation

The type of chewing gum

The amount of chewing gum in each

- 1) Record observations at regular intervals of time.
- 2) Compare the results from different liquids.
- 3) Spot patterns.

Liquid	Observation after 1 day.	Observation after 2 days.



## Learning Objective

Using and applying

# Friday Math Challenge

Most suitable questions for year 4 are 1,2,3,4,5

Friday Maths Challenge



### Get the Challenges

The most suitable questions for Year 4 are 1, 2, 3, 4 & 5. But why don't you work with your family on the rest of the problems. Do as many as you can! Help each other out.

### Get the Answers

Answers Week 1

**Demonstration** click on left hand side of page for demo before clicking on activity or answers ( see next slide)

<https://whiterosemaths.com/homelearning/year-4/>

### **Questions**

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/04/Family-Challenge-Friday-24th.pdf>

### **Answer sheet**

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/04/Answers-Week-1.pdf>

## Learning Objective

### Write grammatically correct sentences using different sentence starters

(Start your answers with one of these generalisers. These are words that sum up things e.g. most, all, some, many, a few.)

## Steps to Success:

- 1. Read instructions.**
- 2. Read questions.**
- 3. Answer questions using the different sentence starters** - Most, All, Some, Many, A few
- 4. Follow instructions to the end of page 9**

**Complete challenge on p 9**

**English**

**'Amazing Aliens'**

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Maria-Aliens.pdf>

Pages of unit p 8/9

## Friday

**Spelling** [https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf? token =exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a](https://content.twinkl.co.uk/resource/b1/a1/T2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf?token=exp=1589124417~acl=%2Fresource%2Fb1%2Fa1%2FT2-E-41609-Year-3-and-4-Statutory-Spelling-Words-Activity-Mat-2-Resource-Pack-English-ver-1.pdf%2A~hmac=0756079d1504a8f947f3b06b3264da6cac140131a67f988bee94dcb48c237d8a)

## Learning Objective- To spell words from the statutory list

### Steps to success

1. Use a dictionary to find the meaning of the word
2. Which word class does the word belong to? (see word mat)
3. Complete sentences
4. How many syllables does it have?

### Complete all activities on the sheet below the spelling sheet

A **syllable** is a single, unbroken sound of a spoken (or written) word. **Syllables** usually contain a vowel and accompanying consonants. The number of times you hear a vowel (a, e, i, o, u) in a word is equal to the number of **syllables** a word has.

### 5. Spell the word

### 6. Edit the words

### 7. Write your own sentence with the word in

# Year 3 and 4 Statutory Spellings

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

# Statutory Spelling Word Activity Mat: caught

5

Use a dictionary to define the word **caught**.

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Which word classes does the word **caught** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **caught**.

caught

caught

caught

Add the word **caught** to these sentences.



Billy \_\_\_\_\_ the cricket ball.

"I've \_\_\_\_\_ a cold," explained Sid.

She \_\_\_\_\_ hold of his arm.

Write the syllable of the word **caught** inside the hand.



Finish off the word **caught**.

cau_____	_____ght
_____ht	ca_____

Now write the full word.

\_\_\_\_\_

Which of these words means the same as **caught**?

ball      vehicle      intercept      cold

Write your own sentence containing the word **caught**.

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Edit and improve these words so that they correctly spell the word **caught**.

cauht

corght

caugt

## Learning Objective

**To research what causes tooth decay**

## Steps to Success:

1. **Think about your previous investigation on what the liquids did to the chewing gum.**
2. **What might happen to your teeth?**
3. **Watch the video clip**
4. **Create a poster that explains what tooth decay is and why we should brush our teeth.**

**Watch the video clip**

<https://www.youtube.com/watch?v=aOebfGGcjVw>

**Now create your poster filled with facts about what tooth decay is and why we should brush our teeth.**

**Remember to email us your posters as we would love to see them.**