

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



Thank you for all your great work last week!

You can e-mail any work that you complete to year4@westfield.staffs.sch.uk

Have fun and try your best!

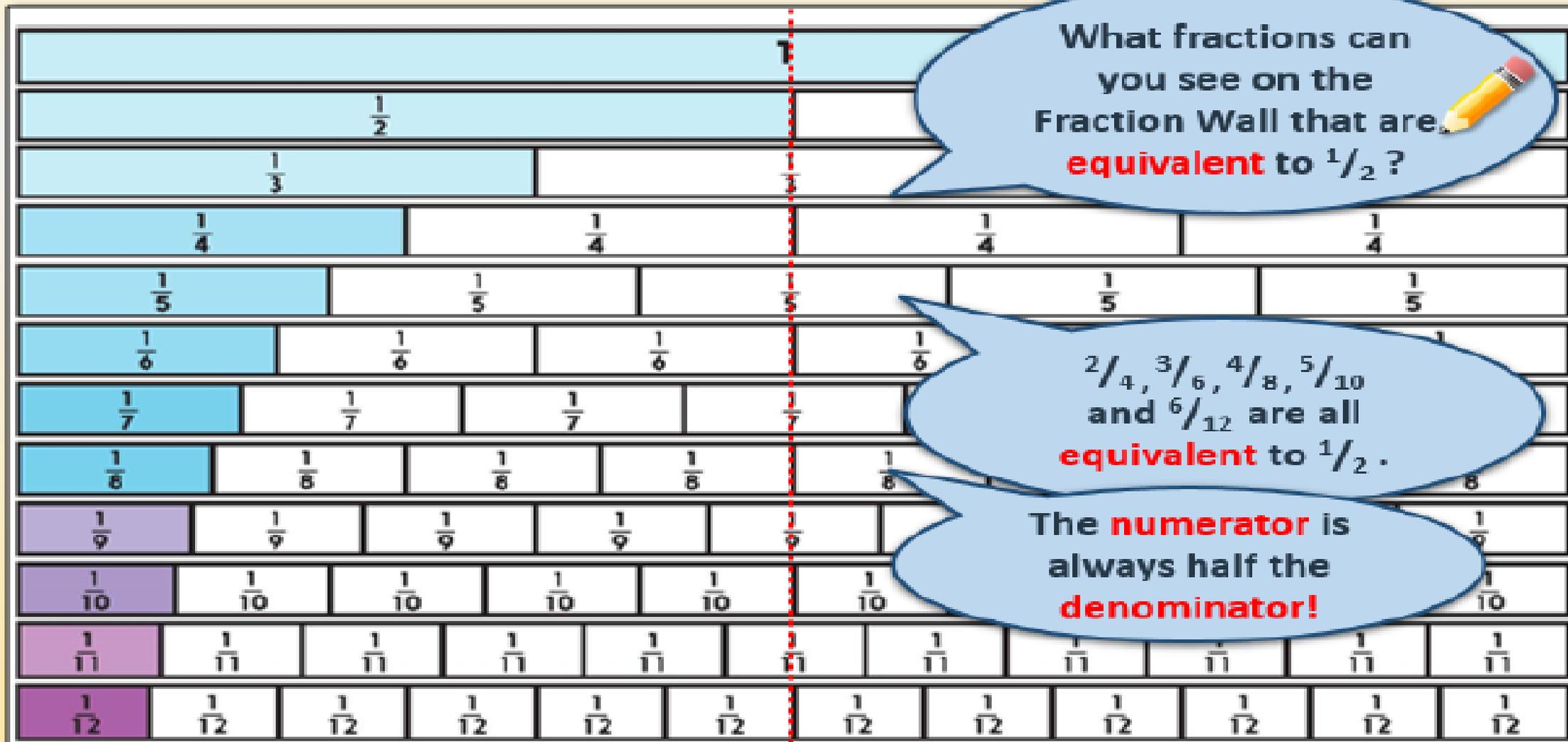
Remember all English/maths lessons follow on from the previous day.

Monday Maths Lesson 1 W/B June 22nd

- Read slides 4 and 5 carefully to remind yourself about equivalent fractions and writing fractions in the simplest form

Learning Reminders

Identify equivalent fractions.



What fractions can you see on the Fraction Wall that are **equivalent** to $\frac{1}{2}$?

$\frac{2}{4}, \frac{3}{6}, \frac{4}{8}, \frac{5}{10}$ and $\frac{6}{12}$ are all **equivalent** to $\frac{1}{2}$.

The **numerator** is always half the **denominator**!

Learning Reminders

Write fractions in their simplest form.

We can write $\frac{6}{12}$ as $\frac{1}{2}$.
This is called writing the
fraction in its
simplest form.

We can find a fraction's
simplest form by dividing
the **numerator** and
denominator by the same
number; in this case 6.

What is the simplest
equivalent fraction to $\frac{2}{6}$?
**What can you divide both
2 and 6 by?**

$$\frac{2}{6} \equiv \frac{1}{3}$$

You can check on the
Fraction Wall!

What is the simplest
equivalent fraction to $\frac{6}{8}$?
**What can you divide both
6 and 8 by?**

$$\frac{6}{8} \equiv \frac{3}{4}$$

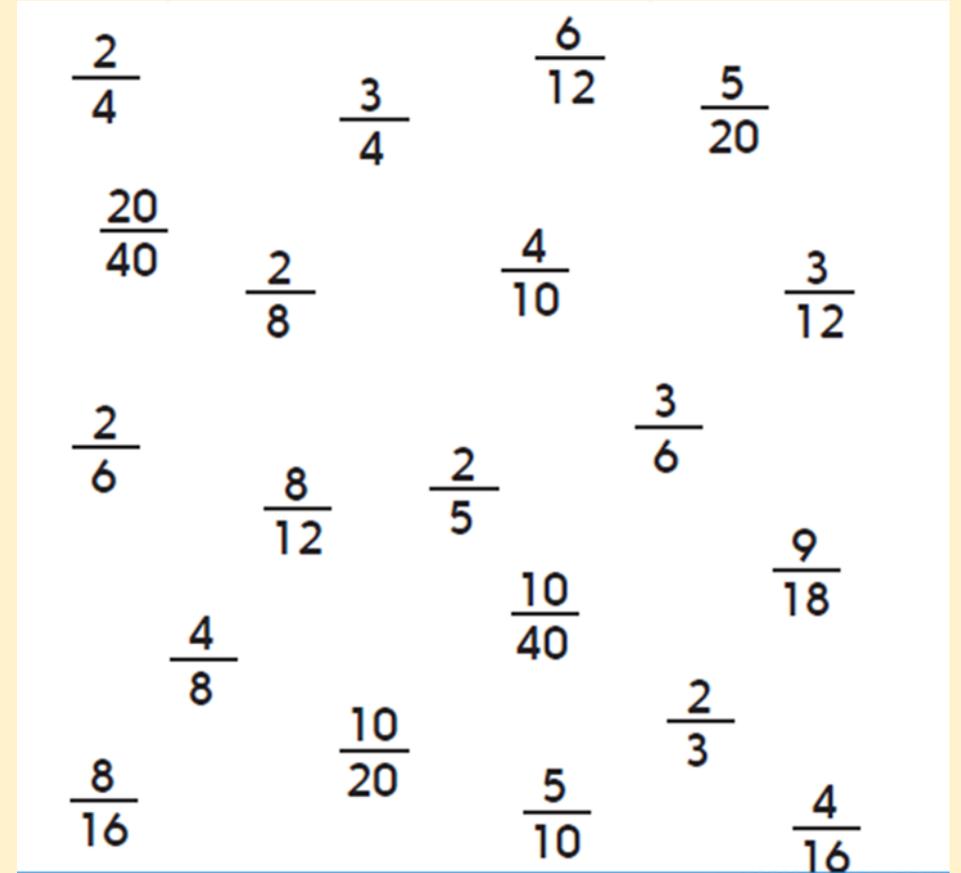
Divide both the
numerator and
denominator by 2.

LO to know equivalent fractions

- Write out the fractions opposite into your book
- Circle all fractions that are equivalent to a $\frac{1}{2}$
- Draw a square around all the fractions that are equivalent to a $\frac{1}{4}$

Challenge

Write at least two more fractions equivalent to $\frac{1}{2}$ and two more equivalent to $\frac{1}{4}$.



- Copy the fractions into your book
- Divide the numerator and the denominator by the same number
- Use the fraction wall on previous slide to help you to check answers

Complete challenge

$\frac{2}{8} \equiv \frac{1}{\square}$	$\frac{6}{8} \equiv \frac{\square}{4}$	$\frac{3}{9} \equiv \frac{1}{\square}$	$\frac{6}{9} \equiv \frac{\square}{3}$
$\frac{2}{12} \equiv \frac{1}{\square}$	$\frac{3}{12} \equiv \frac{1}{\square}$	$\frac{4}{12} \equiv \frac{1}{\square}$	$\frac{6}{12} \equiv \frac{1}{\square}$
$\frac{4}{12} \equiv \frac{\square}{6}$	$\frac{10}{12} \equiv \frac{\square}{6}$	$\frac{8}{12} \equiv \frac{\square}{3}$	$\frac{9}{12} \equiv \frac{\square}{4}$

Challenge

How many more rows would we need to draw on the fraction wall to complete this pair of equivalent fractions: $\frac{5}{7} \equiv \frac{10}{\square}$?

Practice Sheet Answers

Fractions practice (Mild)

$\frac{2}{4}$ $\frac{3}{4}$ $\frac{6}{12}$ $\frac{5}{20}$
 $\frac{20}{40}$ $\frac{2}{8}$ $\frac{4}{10}$ $\frac{3}{12}$
 $\frac{2}{6}$ $\frac{8}{12}$ $\frac{2}{5}$ $\frac{3}{6}$
 $\frac{4}{8}$ $\frac{10}{40}$ $\frac{9}{18}$
 $\frac{8}{16}$ $\frac{10}{20}$ $\frac{2}{3}$ $\frac{4}{16}$

Challenge

Other fractions equivalent to $\frac{1}{2}$ are $\frac{6}{12}$, $\frac{7}{14}$, $\frac{8}{16}$, $\frac{11}{22}$, etc.

Other fractions equivalent to $\frac{1}{4}$ are $\frac{6}{24}$, $\frac{7}{28}$, $\frac{8}{32}$, $\frac{9}{36}$, etc.

Fractions practice (Hot)

$$\frac{2}{8} \equiv \frac{1}{4}$$

$$\frac{2}{12} \equiv \frac{1}{6}$$

$$\frac{4}{12} \equiv \frac{2}{6}$$

$$\frac{6}{8} \equiv \frac{3}{4}$$

$$\frac{3}{12} \equiv \frac{1}{4}$$

$$\frac{10}{12} \equiv \frac{5}{6}$$

$$\frac{3}{9} \equiv \frac{1}{3}$$

$$\frac{4}{12} \equiv \frac{1}{3}$$

$$\frac{8}{12} \equiv \frac{2}{3}$$

$$\frac{6}{9} \equiv \frac{2}{3}$$

$$\frac{6}{12} \equiv \frac{1}{2}$$

$$\frac{9}{12} \equiv \frac{3}{4}$$

Challenge

We would need two more rows:
 $\frac{1}{13}$ s and $\frac{1}{14}$ s to give $\frac{5}{7} \equiv \frac{10}{14}$

The Impossibly Possible Bookshop

by Kat Pennington



Learning Objective

Read text and identify likes and dislikes

Steps to Success:

1. Read text up to page 6
2. Draw table in book p.7
3. Complete table as shown on page 7
4. Use a dictionary to find out any words that you do not know the meaning of .
5. Write the definition/meaning of the words in your book



English

'The impossibly impossible book shop'

Click on the link below and follow all demonstrations and activities

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Impossibly-Possible.pdf>

Pages of unit pages 1-7 only

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: extreme

1

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

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

They faced the _____ cold.



"That is an _____ view," challenged Rai.

In _____ cases, people are hurt.

Snowboarding is an _____ sport.



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



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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **extreme**.

extr_____	_____eme
_____me	ex_____

Now write the full word.

Trace the word **extreme**.

extreme

extreme

extreme

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

reserve preserve surge severe

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

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

ccstreme extreme extream

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 and choose one of your choice please

Follow instructions on screen

Learning Objective

To find equivalent fractions

Steps to Success:

1. Listen to demonstration
2. Read learning reminders
- 3.. Draw your number line with a ruler and complete
4. Complete practice questions 1/ write them in your book
4. Complete practice questions 2/write them in your book finding the missing numerators
- 5 complete challenges
6. Check

Click on the link below

<https://www.hamilton-trust.org.uk/blog/learning-home-packs>

Scroll down to –
year 4 week 3 - click on it

Then click on year 4 week 3 day 2

Open up

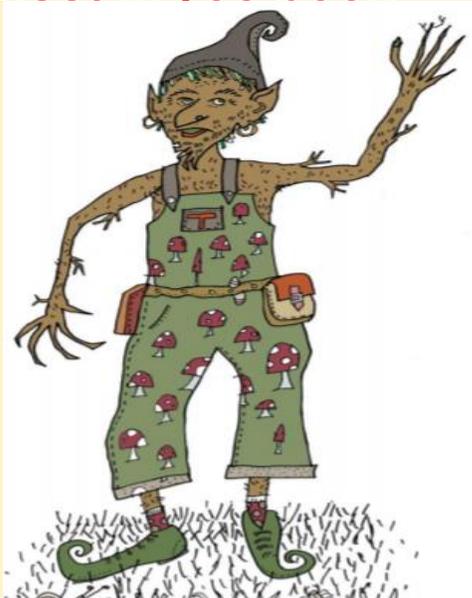
Follow all instructions

Learning Objective To use comprehension skills

Steps to Success:

1. Read text again up to page 6
2. Complete true or false quiz
3. Read the questions
4. Find the answer in the text first
5. Write the answers in full sentences in your book

Example - Treerumpel gave
Sammy a book about



English

'The impossibly impossible book shop'

Click on the link below and follow all
demonstrations and activities

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Pages of unit pages 8
and 9 only

Tuesday

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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.

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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: famous

2

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

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

I met a _____ movie star
"Are you _____?" asked Sanjay.

The country is _____ for its beauty.

Those will be my _____ last words.



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



Which word class does the word **famous** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **famous**.

fam_____	_____ous
_____us	f_____

Now write the full word.

Trace the word **famous**.

famous

famous

famous

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

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

fameous

faimous

fameus

Learning Objective

To answer questions linked to the digestive system.

Steps to Success:

1. Read the text
2. Answer the questions in sentences.
3. Keep checking back on the text if you are unsure of any questions.

1

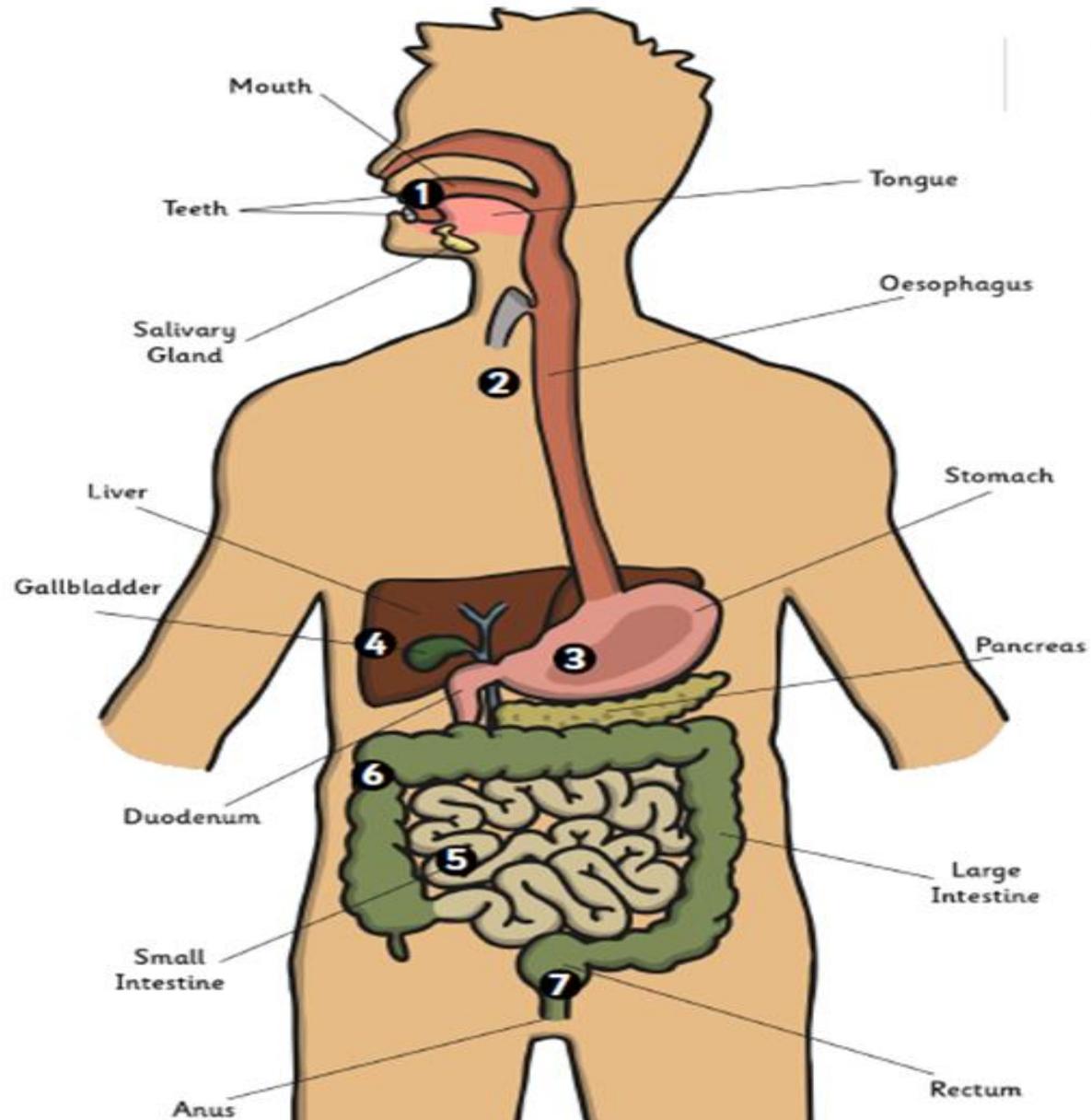
The mouth is where food enters the digestive system but the process of digestion starts even before that happens!! The salivary glands produce saliva when food is smelt. You may have come across the phrase 'mouth-watering', which indicates food that smells so good that your mouth is full of saliva.

Saliva contains an enzyme called amylase (pronounced am- uh - leys). This breaks down starch which is a type of carbohydrate. The tongue is important as it mixes the food with the saliva.

Teeth tear, cut and grind food in the mouth so that it can be transported through the body more easily.

The soft palate is the name of the top of the mouth, this part of the mouth moves the food through the mouth and towards the oesophagus.

2



2

The next part of the digestive process takes part in the oesophagus. This is a long muscular tube that leads to the stomach. Here the food is moved down by the muscles in synchronised waves (pairs of muscles contracting and relaxing at the same time). This movement is called peristalsis. Muscles in your intestine also work like this.

3

Enzymes and acids are produced in the stomach lining to break food down. The stomach contains powerful muscles that churn and mix food into smaller and smaller pieces.



4

The liver, pancreas and gallbladder are vital to the digestive process even though food does not pass through them.

The pancreas produces enzymes to break down fats, carbohydrates and proteins which are released in the duodenum.

The liver produces bile – this is an important fluid which breaks down fats in our diets. It sends the bile to the gallbladder to store, which releases it into the duodenum when it is needed.

6

After the other two parts of the small intestine absorb the nutrients they need, any part of the food that is not needed travels to the large intestine. The large intestine absorbs water from the remaining food and the rest forms into stools.

5

The small intestine is split into three parts. The duodenum is the first part of the small intestine and it is here that the food is broken down by enzymes and bile.

7

The large intestine moves the stools to the rectum. The rectum has two functions: firstly it stores the stools until they are ready to be released. Secondly, it sends signals to the brain that there are stools that need releasing. The final process in the digestive process is when stools move from the rectum are released from the anus.

In order to be healthy the body needs to both take nutrients from the food and also get rid of the parts of the food it does not

Read each question carefully and answer questions in sentences. Re-read the Digestive System Explanation Text if you are unsure of an answer.

1. How many different parts of the digestive system are involved in breaking down food in the mouth?
2. Where is 'bile' produced?
3. Is the whole of the small intestine used in the digestive process?
4. Explain how the stomach helps to digest food.
5. In which part of the digestive system does peristalsis occur?
6. Which part of the digestive system sends signals to your brain? Why does it send them?
7. Why would it be a problem if you did not have a pancreas?
8. Which part of the digestive system is the most important? Why? Explain your answer with at least two reasons.

Answers

1. How many different parts of the digestive system are involved in breaking down food in the mouth? **4 – salivary glands, mouth, teeth and tongue.**
2. Where is 'bile' produced? **The liver.**
3. Is the whole of the small intestine used in the digestive process? **No, only the first part called the duodenum.**
4. Explain how the stomach helps to digest food. **The stomach lining produces enzymes and acids which break down food. The stomach muscles churn and breaks food into smaller pieces.**
5. In which part of the digestive system does peristalsis occur? **The oesophagus and the intestines.**
6. Which part of the digestive system sends signals to your brain? Why does it send them? **The rectum sends signals to your brain. It sends them to inform your brain that it contains stools that need to be released.**
7. Why would it be a problem if you did not have a pancreas? **The pancreas produces enzymes that break down fats, proteins and carbohydrates, which are the three main nutrients we eat.**
8. Which part of the digestive system is the most important? Why? Explain your answer with at least two reasons. **There is no 'right' answer here.**

The child needs to:

- 1. Pick one part**
- 2. Include the important function of the part**
- 3. Explain why it can be considered the most important part**

Learning Objective

To find pairs of fractions to make 1

Steps to Success:

1. Read learning reminders
2. Read learning reminders
3. Copy and complete all question in books
4. Complete practice questions 1/ write them in your book
4. Complete practice questions 2/write them in your book
- 5 complete challenges
6. Check

Click on the link below

<https://www.hamilton-trust.org.uk/blog/learning-home-packs>

Scroll down to –
year 4 week 3 - click on it

Then click on year 4 week 3 day 3

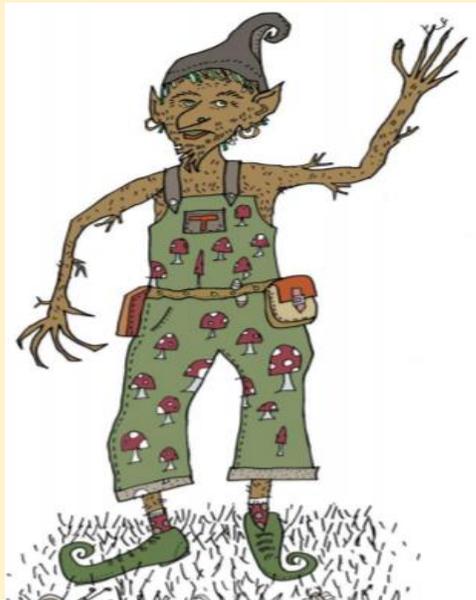
Open up

Learning Objective

Write grammatically correct sentences
and make comic strip pictures

Steps to Success:

1. Draw with a ruler and copy the same table in your book on page 9
2. Follow instructions on page 10 read and check



English

'The impossibly impossible book shop'

Click on the link below and follow all demonstrations and activities

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Pages of unit pages 10 only

Wednesday

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Learning Objective- To spell words from the statutory list

Steps to success

1. Use a dictionary to find the meaning of the word
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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: favourite

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

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

I am at my _____ restaurant.

"It's my _____!" declared Alison.

My _____ song was released in 2006.

He is their _____ nephew.



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



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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **favourite**.

favou_____	_____rite
_____te	fa_____

Now write the full word.

Trace the word **favourite**.

favourite

favourite

favourite

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

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

favorite faveourite favouret

Learning Objective

To recognise words linked to the digestive system.

Steps to Success:

1. Look for words linked to the digestive system in the word search.
- 2 Next slide has the words to search for.
- 3 Next slide has the answers (try not to cheat!)

Wednesday Topic

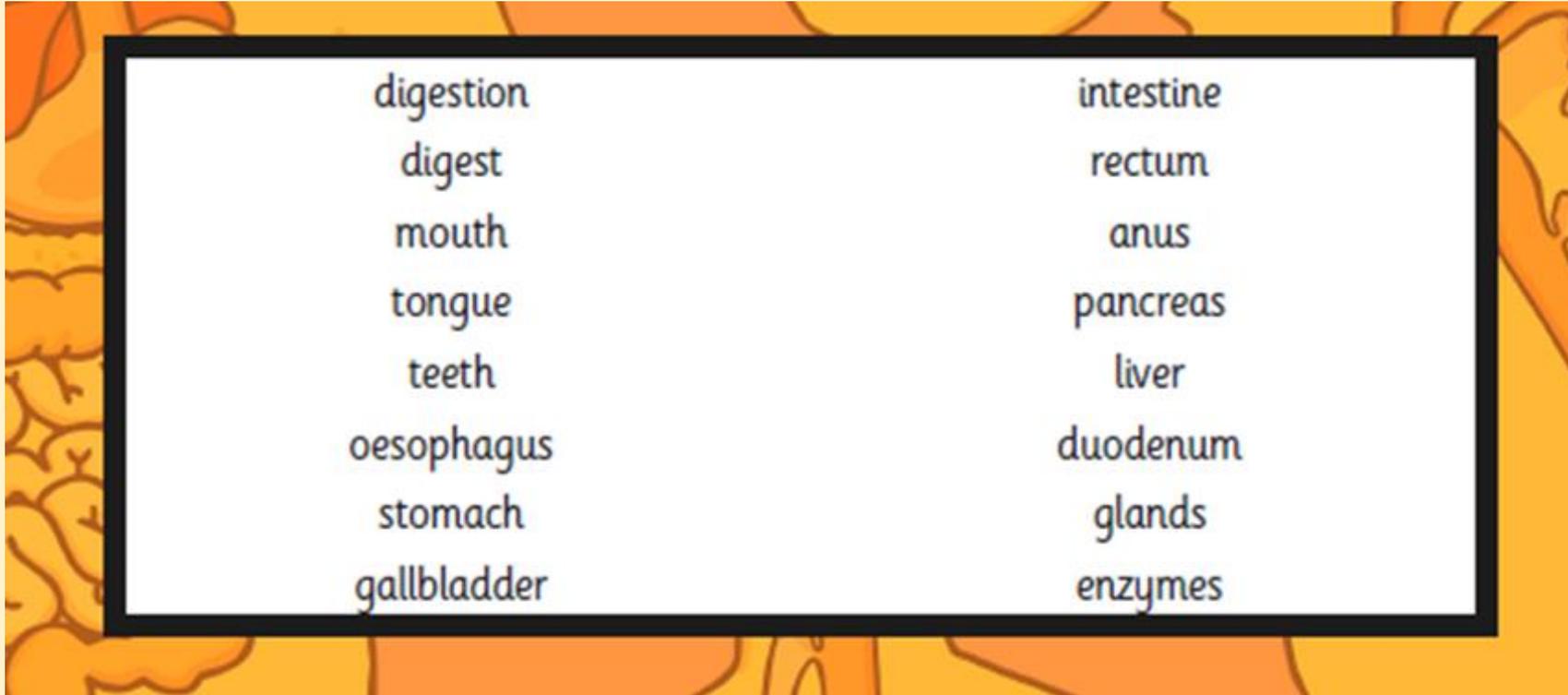
How many words linked to the digestive system can you spot?

Try looking first before seeing the words to find on the next slide.

Digestive System

t	w	o	g	s	f	q	w	m	u	n	e	d	o	u	d
o	t	h	c	a	m	o	t	s	w	t	o	e	l	e	p
e	h	r	a	n	l	t	s	g	i	n	o	a	r	a	i
s	n	e	c	o	a	l	t	g	l	o	t	n	o	v	d
o	i	c	s	i	k	e	b	e	p	a	y	o	g	u	i
p	u	t	r	h	a	n	d	l	s	o	n	f	f	u	g
h	m	u	s	y	f	r	i	u	a	i	t	d	p	a	e
a	s	m	e	t	i	v	l	l	e	d	s	y	s	o	s
g	u	d	m	a	e	m	n	d	i	r	d	t	t	y	t
u	a	p	y	r	e	c	a	n	p	e	o	e	p	l	i
s	e	s	z	t	o	p	e	a	s	t	i	e	r	n	o
g	i	h	n	n	t	h	e	u	o	f	f	t	i	c	n
i	n	t	e	s	t	i	n	e	e	w	h	h	o	l	i
k	e	u	s	c	p	a	n	c	r	e	a	s	o	c	o
n	u	o	t	o	i	l	s	f	b	n	j	u	t	e	d
v	c	m	w	d	g	q	a	e	t	d	i	g	e	s	t

Words to find.



Learning Objective

To write analogue and digital times

Steps to Success:

1. Watch powerpoint day 4
2. Read learning reminders
3. Copy and complete all question in books
4. Complete practice questions 1/ write them in your book
4. Complete practice questions 2/write them in your book
- 5 complete challenges
6. Remember when writing digital times – write the hour first followed by a colon then the minutes

Click on the link below

<https://www.hamilton-trust.org.uk/blog/learning-home-packs>

Scroll down to –
year 4 week 3 - click on it

Then click on year 4 week 3 day 4

Open up

Learning Objective

Use a dictionary to find definitions of words

Steps to Success:

1. Look in a dictionary/google dictionary if you do not know the meanings of the words
2. Write each word and match the definition from list given.
3. Write the meaning next to the word
4. Now write the words into a full sentence

Example

intricate - An old lady, with an intricate necklace, walked into the shop.



English

'The impossibly impossible book shop#

Click on the link below and follow all demonstrations and activities

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Impossibly-Possible.pdf>

Pages of unit pages
11/12 only

Thursday

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: February

4

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

Which word class does the word **February** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **February**.

February

February

February

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



My birthday is in _____.

"It's the sixth of _____ today."

Valentine's Day is in _____.

_____ is the second month of the year.

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



Finish off the word **February**.

Febr_____	_____uary
_____ry	Fe_____

Now write the full word.

Write another word that you can make out of the letters in the word **February**?

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

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

Febuary

february

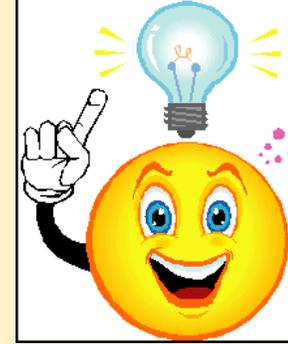
Febyury

Learning Objective

To design a product that could be used to teach the major parts of the digestive system.

Steps to Success:

1. Brainstorm ideas for how you could make a product that would show the main parts of the digestive system.
2. Think about whether the parts are stuck or can be moved.
3. Think about materials that could be used.
4. Think about how parts are attached.
5. Think about what materials would be the best match for each body part of the digestive system.
6. In your book answer the design planning sheet questions.



IDEAS

Your product could be a material poster with parts stuck on.
It could be a t-shirt that can be worn to show the parts.
It could be a model made from every day items.

Design Ideas and Planning Sheet

What are you going to design?

What must your product be able to do?

What materials is your product going to be made from?

How will you create your product? Write down the equipment and steps you will use to create it.

Learning Objective
To find factors of numbers

Steps to Success:

1. Watch powerpoint/video
2. Read learning reminders
3. Complete all question in books no need to set out as in book – please just write the number then write the factors next to them
4. Complete practice questions 1/ write them in your book
4. Complete practice questions 2/write them in your book
- 5 complete challenges
6. Check

Click on the link below

<https://www.hamilton-trust.org.uk/blog/learning-home-packs>

Scroll down to –
year 4 week 3 - click on it

Then click on year 4 week 3 day 5

Open up

Learning Objective
Describe characters using interesting words and noun phrases

Steps to Success:

1. Draw and copy your cloud into your book (p 13)
2. Follow instructions on page 13
3. Complete cloud with own words
4. Look at demonstration on p 14
5. Complete your own goblin descriptions

You must include 5 facts and lots of details as shown in example for each one



English

'The impossibly impossible book shop'

Click on the link below and follow all demonstrations and activities

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Impossibly-Possible.pdf>

Pages of unit pages
13/14 only

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)

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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: forward

5

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

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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **forward**.

forward

forward

forward

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

The traffic moved slowly _____.

"You're being very _____," stated Kai.

The police asked witnesses to come _____.



Let's do some _____ planning.



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



Finish off the word **forward**.

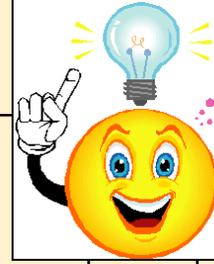
for_____	_____ard
_____rd	Fo_____

Now write the full word.

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

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

fourward forrword forwerd



Learning Objective

To design a product that could be used to teach the major parts of the digestive system.

Steps to Success:

1. Look back at your design plan from yesterday.
2. Draw and label your design.
3. Make sure to label the materials that you would use.
4. If your design is a T-shirt use the T-shirt template on the next slide or just draw the outline yourself.

If you can get the chance , try making your design at home.



