

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

Please note

If powerpoints do not work on Hamilton Trust when doing maths – you will find that the ‘Reminder Slides’ at the start of each day usually cover the same thing.

You will also need to print off nets to make on Thursday if at all possible. If not able to do not worry and leave out.

Learning Objective

- To simplify fractions
- Know equivalent fractions and decimals

Steps to Success:

Please see next slide and watch first before clicking the link opposite

It is a short demonstration of how to simplify fractions which you will need to know for questions

1. Read learning reminders
2. Complete mild sheet
3. Complete hot sheet
4. To simplify fractions divide the numerator and denominator by the same number
5. Keep going until you cannot find a number to divided both by.
6. Remember the top number is the numerator and the bottom number is the denominator.
7. Check










If you are finding it difficult scroll to the 'A bit stuck' page

[Click on the link below after watching the demo of how to simplify fractions.](https://www.hamilton-trust.org.uk/blog/learning-home-packs)

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

Scroll down to –
year 4 week 5 - click on it

Then click on year 4 week 5 day 1

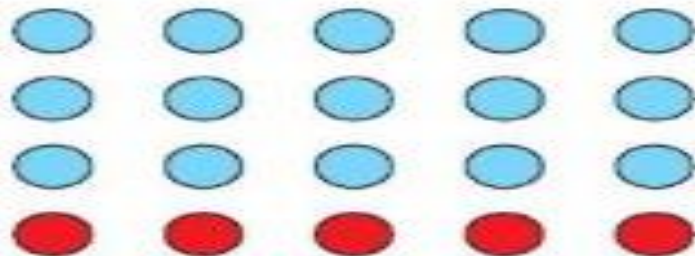
 Y4 Week 5 Day 1.pdf	Adobe Acrobat Document	861 KB	No
 Y4 Week 5 Day 2.pdf	Adobe Acrobat Document	833 KB	No
 Y4 Week 5 Day 2_Powerpoints for T...	Microsoft PowerPoint Pres...	2,248 KB	No
 Y4 Week 5 Day 3.pdf	Adobe Acrobat Document	974 KB	No
 Y4 Week 5 Day 3_Powerpoints for T...	Microsoft PowerPoint Pres...	2,728 KB	No
 Y4 Week 5 Day 4.pdf	Adobe Acrobat Document	1,562 KB	No
 Y4 Week 5 Day 5.pdf	Adobe Acrobat Document	1,096 KB	No
 Y4 Week 5 Day 5_Powerpoints for T...	Microsoft PowerPoint Pres...	5,311 KB	No
 Y4 Week 5 Teacher notes.pdf	Adobe Acrobat Document	156 KB	No

The following link is a short demonstration of how to simplify fractions – please watch- scroll down to Simplify fractions

https://www.helpingwithmath.com/by_subject/fractions/fra_simplifying.htm

Simplifying Fractions










Divide the top and bottom of a fraction by the same number to get the fraction in its simplest form.



$$\frac{15}{20} = \frac{3}{4}$$

Diagram illustrating the simplification of the fraction $\frac{15}{20}$ to its simplest form $\frac{3}{4}$. Red arrows point from the 15 in the numerator to the 3 and from the 20 in the denominator to the 4, with a yellow box containing $\div 5$ above and below the arrows, indicating that both the numerator and denominator are divided by 5.



Name	Type	Compressed size	Password p...	SI
 Y4 Week 5 Day 1.pdf	Adobe Acrobat Document	861 KB	No	
 Y4 Week 5 Day 2.pdf	Adobe Acrobat Document	833 KB	No	
 Y4 Week 5 Day 2_Powerpoints for T...	Microsoft PowerPoint Pres...	2,248 KB	No	
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 Y4 Week 5 Teacher notes.pdf	Adobe Acrobat Document	156 KB	No	

This is what the screen will look like when you click the links.

Learning Objective

To listen to a story and make your own plans for a story using details to add interest.

Steps to Success

1. After clicking on English Year 4 Day 1 – watch video clip.
2. Look at the table – draw your own table ready to plan your story.
3. Choose one picture from the group of pictures to use.
4. Write notes in appropriate boxes
5. Answer all of the question making sure there is enough detail.
6. Keep your notes ready for tomorrows lesson.

Read and check all notes










English

Click on the link below and follow all demonstrations and activities

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

Scroll down to English

Click onto Year 4 week 3 day 1

 Powerpoint - Adverbials 1.pptx	Microsoft PowerPoint Pres...	3,778 KB	No
 Powerpoint - Noun Phrases 1.pptx	Microsoft PowerPoint Pres...	4,229 KB	No
 Powerpoint - Noun Phrases 2.pptx	Microsoft PowerPoint Pres...	3,459 KB	No
 Y4_Week_3_Teacher Notes_update...	Microsoft Word Document	20 KB	No
 Year 4 Day 1_RM.pdf	Adobe Acrobat Document	332 KB	No
 Year 4 Day 2_RM.pdf	Adobe Acrobat Document	781 KB	No
 Year 4 Day 3_RM.pdf	Adobe Acrobat Document	578 KB	No
 Year 4 Day 4_RM.pdf	Adobe Acrobat Document	1,600 KB	No
 Year 4 Day 5_RM.pdf	Adobe Acrobat Document	1,426 KB	No

Learning Objective

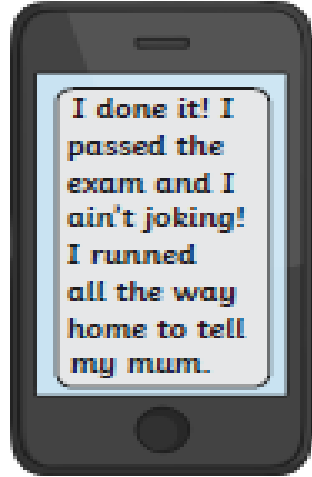
Develop grammatical skills

Steps to success

1. Complete all sections on the next slide
2. Write all parts into your book then answer the questions
3. Follow the instructions on the slide for each part
4. Practise spellings write them out 3x (see slide after the grammar slide)

Monday - grammar lesson

a



Re-write this text message using Standard English.

b

Can you think of the prefix words to match these definitions?

A signature of a famous person:

An adjective to describe someone who hates waiting:

d

Use the correct form of the verb 'to be' to complete these past and present tense sentences correctly:

Yesterday, we _____ thousands of miles away back in England. But today, my parents and I _____ on holiday in Greece. The journey from the airport to our hotel _____ long and tiring on a coach, so today Dad _____ going to hire a car.

e

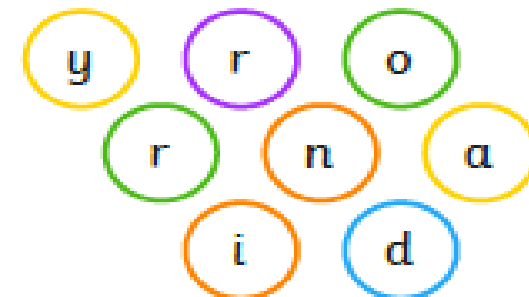
These words have prepositions hiding within them can you spot them? The first one is done for you!

toffee → t(off)ee → off
hoverboard → _____ → _____
supply → _____ → _____

Now, use one of your prepositions in a sentence containing a subordinate clause.

f

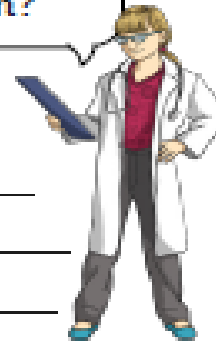
Mr Whoops has been juggling with the letters from one of his Y4 spelling words. Can you spot what it is?



Write this as a line of direct speech.

Now, invent a line of direct speech to show Mr Brown's reply. _____

Can you tell me your symptoms, Mr Brown?

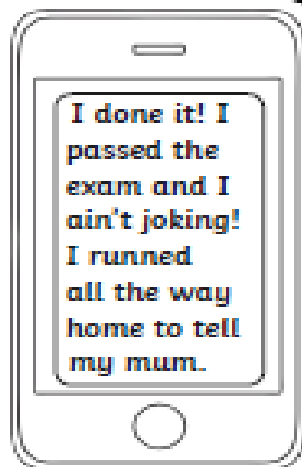


Year 3 and 4 Statutory Spellings

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	

Monday grammar and spelling answers

a



Re-write this text message using Standard English.

I did it! I passed the exam and I am not joking! I ran all the way home to tell my mum.

b

Can you think of words containing prefixes which match these definitions?

A signature of a famous person:
autograph

An adjective to describe someone who hates waiting:
impatient

d

Use the correct form of the verb 'to be' to complete these past and present tense sentences correctly:

Yesterday, we were thousands of miles away back in England. But today, my parents and I are on holiday in Greece. The journey from the airport to our hotel was long and tiring on a coach, so today Dad is going to hire a car.

e

These words have prepositions hiding within them can you spot them? The first one is done for you!

toffee → t(off)ee → off

hoverboard → h(over)board → over

supply → s(up)ply → up

Now, use one of your prepositions in a sentence containing a subordinate clause.

Accept any sentence with 'over' or 'up' that contains a subordinate clause, e.g. Once they reached the edge of the field, they climbed over the old, wooden gate.

Write this as a line of direct speech?

"Can you tell me your symptoms, Mr Brown?" asked the doctor.

Now, invent a line of direct speech to show Mr Brown's reply.

Any sensible reply with accurate speech punctuation, e.g. "I have had a horrible rash

all over my body," replied Mr Brown.

Can you tell me your symptoms, Mr Brown?

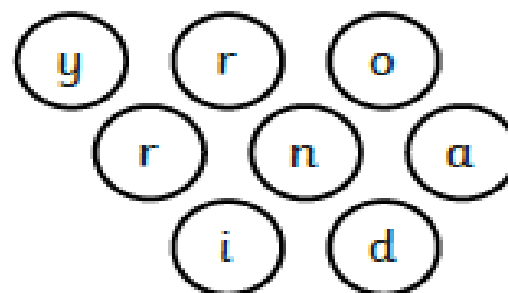


c

f

Mr Whoops has been juggling with the letters from one of his Y4 spelling words. Can you spot what it is?

ordinary



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.

We are loving all the pictures that you are e mailing to us, keep them coming.

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 on of your choice please

Follow instructions on screen

Learning Objective

To compare numbers with 1 decimal place

Steps to Success:

Watch powerpoint first

1. Listen to demonstration
2. Read learning reminders
3. Complete mild/hot sheets/check your understanding sheets
4. Read decimals carefully- use the number line to help you.
5. Decide where it goes- is it greater than less than the given decimal
6. Check

If you are finding it difficult scroll to the
'A bit stuck' page

Click on the link below

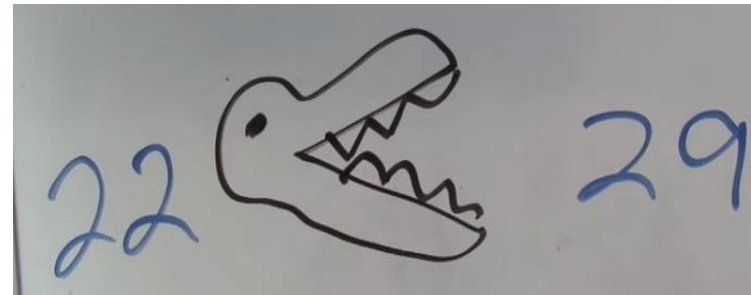
<https://www.hamilton-trust.org.uk/blog/learning-home-packs>

Scroll down to –

year 4 week 5 - click on it
Then click on year 4 week 5 day 2

Remember greater than and less than symbols
< >

The crocodile always eats the greater numbers



If you are working from home click on the u tube link below

<https://www.youtube.com/watch?v=ka9zbPcqXBI>

Follow all instructions

Learning Objective

To confidently use adverbial phrases in sentences

Steps to Success

1. Watch powerpoint **ADVERBIALS 1**
 2. You can use revision cards to remind you if the powerpoint does not work.
 3. Follow instructions on slides from Hamilton Trust.
 4. Adverbials tell us more about a sentences.
(see examples on slides)
 5. Practise finding adverbials in the 'Little Mouse' extract.
 6. Write out the sentences and underline the verb and the adverbial using 2 different colours
 7. Now write your own sentences from your plan making sure you add adverbial phrases.
- READ ALL SENTENCES BACK TO MAKE SURE THEY SOUND CORRECT – UNDERLINE YOUR ADVERBIAL PHRASES.**

English

Click on the link below and follow all demonstrations and activities

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

Scroll down to English

Click onto Year 4 week 3 day 2

Revision Card – Adverbials


Adverbials
Adverbials tell us more about a verb.

Adverbials can be
a word, **hurriedly**
a phrase, **between the cracks**
or a clause, **after the noise ended**

Adverbials
Adverbials tell us more about a verb.

Little Mouse **squeaked**.
Little Mouse **sobbed** with little squeaks.
Little Mouse **sobbed** in the corner.
During the night, Little Mouse **sobbed**.

In each sentence, the verb is modified by the adverbial.



Adverbials can be placed before or after the main clause.

from behind the door Little Mouse squeaked
Little Mouse squeaked from behind the door
from behind the door Little Mouse squeaked with horror

Choose an adverbial and try saying it before and after the main clause.
We can even put an adverbial at the beginning and the end.

Fronted Adverbials
When an adverbial appears in front of the sentence it is modifying... it is called a fronted adverbial.

During the storm, Little Mouse covered in the corner.
With cruel eyes, the spider smiled.
Eventually, Little Mouse calmed down.
After screaming failed, Little Mouse decided to ask the spider politely to leave.

Fronted adverbials are punctuated by a comma.

Learning Objective

Develop grammatical skills

Steps to success

1. Complete all sections on the next slide
2. Write all parts into your book then answer the questions
3. Follow the instructions on the slide for each part
4. Practise spellings write them out 3x (see slide after the grammar slide)

a
Write a sentence about the villain Fire Woman that contains a fronted adverbial, a conjunction and an adjective. Underline them.



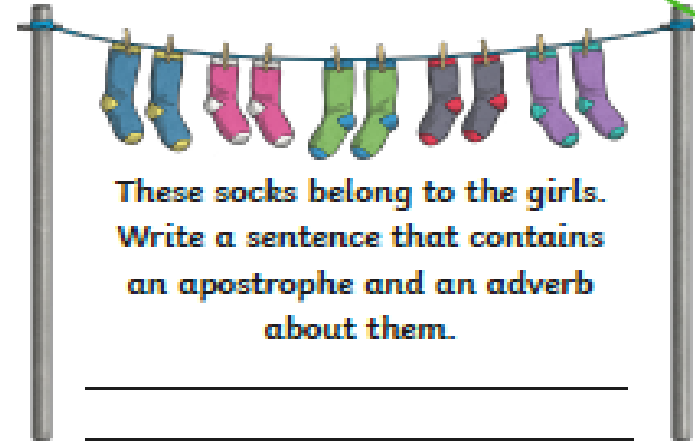
b
Replace the underlined words with a possessive pronoun:

Bella the puppy had a new ball. The ball was Bella's.

Zoe and Sam bought a pizza for dinner. The pizza was Zoe and Sam's.

Bob ordered the biggest ice cream on the menu. The ice cream was Bob's.

c
These socks belong to the girls. Write a sentence that contains an apostrophe and an adverb about them.



d
Circle the determiner in each of the sentences:

Cassie passed an exam.

The footballer played in every match.

Ten children wanted to be school councillors.

Now write a sentence with a different determiner and circle it.

e
Mr Whoops has made FOUR clumsy spelling mistakes in his sentences. Can you underline them and correct them?

Henry the Eighth was the most famous king in Tudor history. He rained for 37 years. Ocasionly, he liked to chop off his wives' heads.



f
Put the homophones in the correct place in the sentences:

(new/knew) I _____ he had a _____ coat.

(eight/ate) Neil _____ pancakes.

Can you write a sentence with the homophones 'through' and 'threw' 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	

Write a sentence about the villain Fire Woman that contains a fronted adverbial, a conjunction and an adjective. Underline them.



Accept any accurately punctuated sentence with an underlined fronted adverbial, adjective and conjunction, e.g. With an evil laugh, Fire Woman prepared to launch a powerful missile but Superman would surely save the world.

Replace the underlined words with a possessive pronoun:

Bella the puppy had a new ball. The ball was Bella's. hers

Zoe and Sam bought a pizza for dinner. The pizza was Zoe and Sam's. theirs

Bob ordered the biggest ice cream on the menu. The ice cream was Bob's. his



These socks belong to the girls. Write a sentence that contains an apostrophe and an adverb about them.

Accept any correctly punctuated sentence with a plural possessive apostrophe and an adverb, e.g. The girls' socks were blowing wildly in the strong breeze.

Circle the determiner in each of the sentences:

Cassie passed an exam.

The footballer played in every match.

Ten children wanted to be school councillors.

Now write a sentence with a different determiner and circle it.

Accept any accurately punctuated sentence with a circled determiner.

Mr Whoops has made FOUR clumsy spelling mistakes in his sentences. Can you underline them and correct them?

Henry the Eighth was the most famous king in Tudor history. He rained for 37 years. Occasionally, he liked to chop off his wives' heads.

eighth

history

reigned

occasionally



Put the homophones in the correct place in the sentences:

(new/knew) I knew he had a new coat.

(eight/ate) Neil ate eight pancakes.

Can you write a sentence with the homophones 'through' and 'threw' in?

Accept any sensible sentence, e.g. Lucy threw the ball through the hoop.

Learning Objective

To recognise a producer and consumer in a food chain

Steps to Success:

- 1. Click on the BBC bitesize link.**
- 2. Try to answer the food chain quiz.**
- 3. Click on the links to create a food chain for different habitats.**

What is a food chain link:

<https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zwbtxsg>

Games:

Food chain in a woodland

<https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zsphrwx>

Food chain in the Tundra

<https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zcgbjty>

Food chain in the Savannah

<https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/z93vdxs>

Learning Objective

To add and subtract decimals using a number grid

Steps to Success:

Watch powerpoint week 5 day 3

1. Listen to demonstration
2. Read learning reminders
3. Draw grids
4. Complete grids
5. Find out how many you are adding on each time when going down the grid
6. Check

If you are finding it difficult scroll to the 'A bit stuck' page

Click on the link below

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

Scroll down to –
year 4 week 5 - click on it

**Then click on year 4 week 5
day 3**

Follow all instructions

Learning Objective

Using your plan from Monday tell the story from the view point of the prey

Steps to Success

1. Use story plan from Monday
2. Tell your story from the view point of the prey
3. Answer all questions from 'What to do today'
4. Read personal recounts.
5. List features
6. Write your story
7. Make sure you include adverbials (see example)
8. Make sure all part are complete and read.

Draw some illustrations to go with your story.

English

Click on the link below and follow all demonstrations and activities

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

Scroll down to English

Click onto Year 4 week 3 day 3

Learning Objective

Develop grammatical skills

Steps to success

1. Complete all sections on the next slide
2. Write all parts into your book then answer the questions
3. Follow the instructions on the slide for each part
4. Practise spellings write them out 3x (see slide after the grammar slide)

Write a sentence about the picture that contains a fronted adverbial.



Can you think of a determiner, verb and pronoun beginning with...

	determiner	verb	pronoun
the letter t?			
the letter o?			

Challenge: Can you use all three words from one row in a single sentence?

Think of TWO different adverbs that could describe this verb:

They sang _____.

They sang _____.

Add conjunctions to both sentences and add more detail.

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find FOUR of them?

cycle



Circle the suffix in the words in bold.

Louise looked at her **playful** new kitten with **adoration**. She stroked it **softly** so it felt **comfortable** in its new surroundings.



Write the prefix word which is the opposite of:

fair - _____

correct - _____

connect - _____

Now, write your own pair of opposites including a prefix.

f

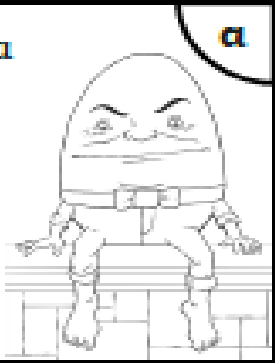
Year 3 and 4 Statutory Spellings

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accidentally	centre	enough	heart	natural	potatoes	strength
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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	

a

Write a sentence about the picture that contains a fronted adverbial.

Any accurately punctuated sentence with a fronted adverbial, e.g. **Holding on tightly, Humpty Dumpty sat on the wall.**



b

Think of TWO different adverbs that could describe this verb:

They sang _____

They sang _____

Accept contrasting adverbs, e.g. **beautifully/ badly**


Add conjunctions to both sentences and add more detail.

Accept sentences with added conjunctions and additional information, e.g. **They sang beautifully as the bride walked down the aisle AND They sang badly but they still got through to the boot camp round of the talent show.**

c

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find FOUR of them?

Accept any **FOUR** correctly spelt words with the root 'cycle', e.g. **bicycle, recycle, unicycle, motorcycle, tricycle, recycling, etc.**



d

Can you think of a determiner, verb and pronoun beginning with...


	determiner	verb	pronoun
the letter t?	Accept any determiners, verbs and pronouns starting with the suggested letters, e.g. the, twinkled and their; one, occupied and our.		
the letter o?			

Challenge: Can you use all three words from one row in a single sentence? e.g. **The reflection of the stars twinkled in their eyes.**

e

Circle the suffix in the words in bold.

Louise looked at her **playful** new kitten with **adoration**. She stroked it **softly** so it felt **comfortable** in its new surroundings.



f

Write the prefix word which is the opposite of:

fair – **unfair**

correct – **incorrect**

connect – **disconnect**

Now, write your own pair of opposites including a prefix.

Accept any pair of antonyms with a prefix, e.g. **visible/ invisible**

Learning Objective

To recognise what foods are healthy and will give a healthy digestive system.

Steps to Success:

- 1. Read the information about healthy food for a healthy digestive system – find out more from the bitesize link.**
- 2. Create a healthy meal.**
- 3. Label the healthy foods and explain what food group they belong to and why they are healthy.**

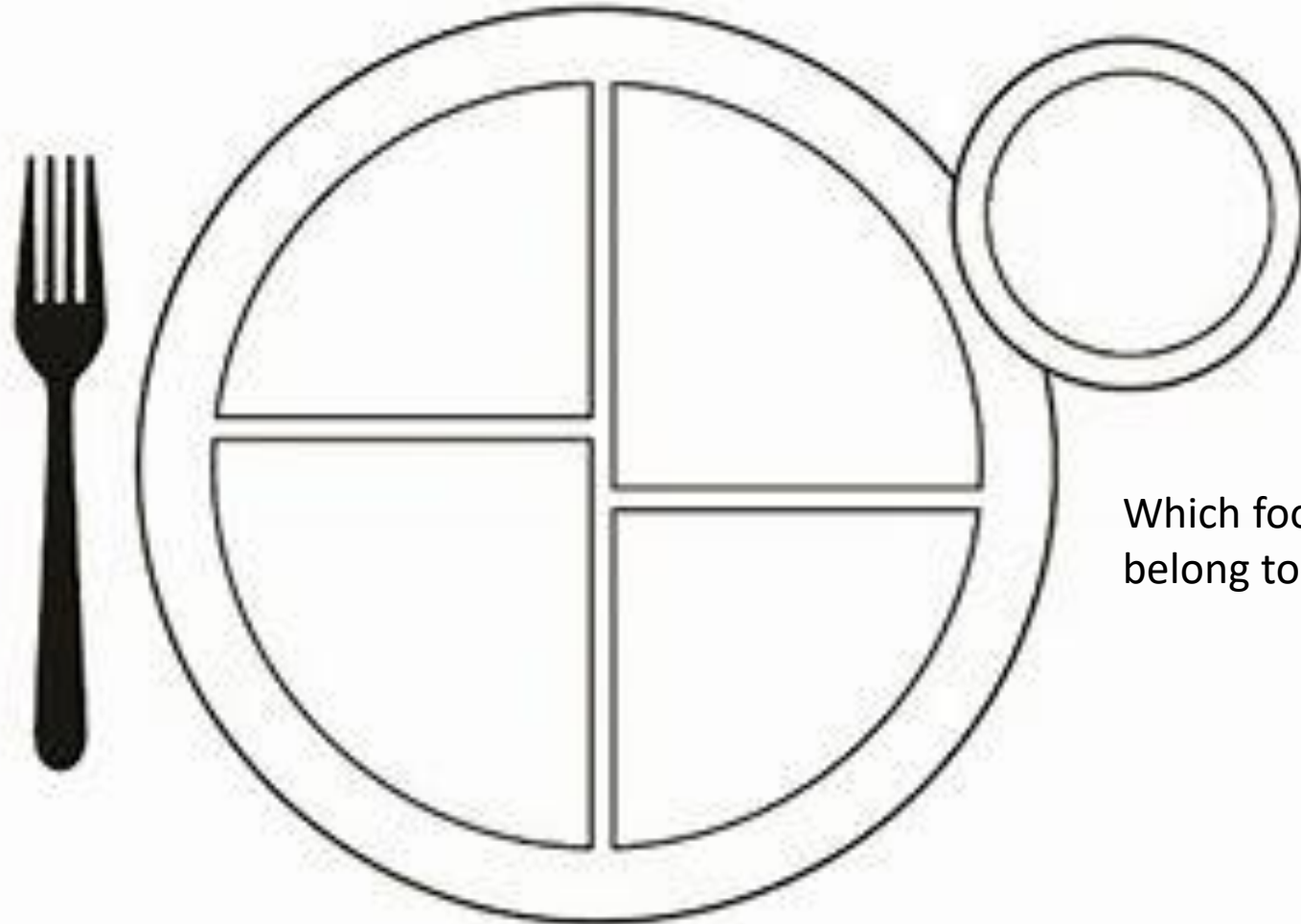
Healthy diet

Eating a healthy, balanced diet helps people to get rid of solid waste more easily. Fibre or roughage in our diet is crucial to healthy digestion. Fibre is found in fruit and vegetables, wholewheat breakfast cereals, granary bread and pulses, such as beans or lentils. Drinking plenty of water also helps to break down food and softens faeces to prevent constipation. Foods that contain a lot of fat, such as chips, burgers and fried foods are harder to digest and can cause stomach ache. Eating more lean meat and fish, drinking skimmed or semi-skimmed milk and grilling instead of frying foods can help to keep the digestive system working well.

<https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zmwvgdm#:~:text=Nutrients.%20%20Carbohydrates%20provide%20energy.%20They%20are%20>

Draw or print off your plate.

Label the healthy food in
your meal and explain why
they are healthy.



Which food groups do they
belong to?

Learning Objective

To use the correct vocabulary when describing the properties of 3D shapes

Steps to Success:

- 1 Read learning reminders
2. Complete mild/hot sheets
3. Use 'learning reminders' if unsure of vocabulary and meanings.
4. Complete practical activity making net.
(you will need to print off nets as mentioned on earlier slides at the start of powerpoints)
4. Check

If you are finding it difficult scroll to the 'A bit stuck' page

Click on the link below

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

Scroll down to –
year 4 week 5 - click on it

**Then click on year 4 week 5
day 4**

Follow all instructions

Learning Objective

To use noun phrases when writing a poem

Steps to Success

1. Can you hear the rhythm of the poem as you read.
2. Think about the poem. What do you like about it? Is there anything that you dislike? Does it remind you of anything or anyone? What patterns can you find? (Look for rhyme and alliteration).
3. Remind yourself about Noun Phrases
 - Use the Revision Card to remind yourself about noun phrases.
 - Complete Spotting Noun Phrases. Highlight the noun phrase and underline the head noun.
4. Plan and write a poem with noun phrases.
 - Follow the instructions on the Poem Planner to plan a poem called 'All Animals'.
5. Write your finished poem out carefully.
When you have finished your poem, share it with a grown-up.
Try the Fun-Time Extras

English

Click on the link below and follow all demonstrations and activities

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

Scroll down to English

Click onto Year 4 week 3 day 4

Learning Objective

Develop grammatical skills

Steps to success

1. Complete all sections on the next slide
2. Write all parts into your book then answer the questions
3. Follow the instructions on the slide for each part
4. Practise spellings write them out 3x (see slide after the grammar slide)

a

Re-write these sentences and replace the underlined words with a pronoun.

The woman picked up her handbag and the woman carried the handbag into the woman's car.

Lily and Cole drink lots of water because water keeps you hydrated and water is good for Lily and Cole.

c

Write the plural forms of these singular nouns:

tooth - _____

woman - _____

mouse - _____

Can you think of another noun that changes into an irregular plural?

d

Mr Whoops has got in a terrible muddle with his 'tion' and 'sion' endings. Can you help him change these verbs into nouns by re-writing them with a 'tion' or 'sion' ending?

populate - _____

conclude - _____

separate - _____



e

Sort these words into the table:

three she
 theirs an

Add another TWO words to each column.

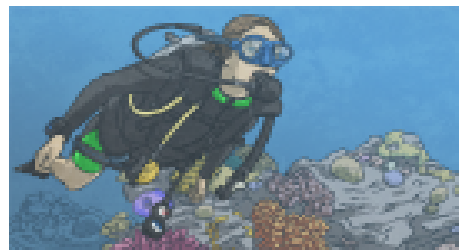
pronoun	determiner

b

Can you write two sentences about this snowy picture; one with a singular possessive apostrophe and one with a plural possessive apostrophe?



f



Write a sentence with a subordinate clause about this picture.

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	

a

Re-write these sentences and replace the underlined words with a pronoun.

The woman picked up her handbag and the woman carried the handbag into the woman's car.
The woman picked up her handbag and she carried it into her car.

Lily and Cole drink lots of water because water keeps you hydrated and water is good for Lily and Cole.
Lily and Cole drink lots of water because it keeps you hydrated and it is good for them.

c

Write the plural forms of these singular nouns:

tooth – teeth
woman – women
mouse – mice


Can you think of another noun that changes into an irregular plural?

Accept any other irregular plural, eg. child/children, cactus/cacti, etc.

d

Mr Whoops has got in a terrible muddle with his 'tion' and 'sion' endings. Can you help him change these verbs into nouns by re-writing them with a 'tion' or 'sion' ending?

populate – population
conclude – conclusion
separate – separation



e

Sort these words into the table:

three she
 theirs an


Add another TWO words to each column.

pronoun	determiner
theirs	three
she	an

Accept any two additional pronouns and determiners, e.g. a, one, he and they.

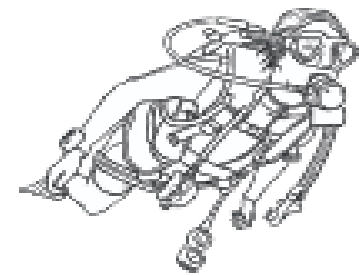
b

Can you write two sentences about this snowy picture; one with a singular possessive apostrophe and one with a plural possessive apostrophe?



Accept TWO suitable sentences that use a singular and a plural possessive apostrophe, e.g. The girl's boots were red AND The girls' sledge flew through the deep snow.

f



Write a sentence with a subordinate clause about this picture.

Accept any correctly-punctuated sentence with a subordinate clause, e.g. As she swam, the woman could see the colourful coral on the sea bed.

Learning Objective

Create a healthy foods weekly planner

Steps to Success:

- 1. Read the information about healthy foods.**
- 2. Create a healthy foods weekly planner thinking about Breakfast, lunch, dinner and snacks.**
- 3. Include a range of different food types making it tasty and healthy.**

A healthy society

One of the main health problems today is obesity. Obesity means being extremely overweight, which is dangerous for health. Being overweight can lead to type 2 diabetes, where there is too much sugar in the blood, which can cause serious problems with the eyes, heart and nerves. It can also cause heart disease, cancer and strokes. Having a healthy diet with more fruit and vegetables and fewer high-fat foods and fizzy drinks helps people to stay healthy. It is also important to do plenty of exercise, which reduces the risk of major illnesses.

Print out a template or draw your own.

Weekly Meals



WEEK OF: _____

Remember to keep it healthy!

	BREAKFAST	LUNCH	DINNER	SNACKS
M				
T				
W				
T				
F				
S				
S				

Learning Objective

To sort a variety of 3D shapes into Venn diagrams

Steps to Success:

1. Watch powerpoint / Listen to demonstration
2. Read learning reminders
3. Use correct vocabulary when sorting 3D shapes
4. Read the labels on the Venn diagrams carefully.
5. Draw you Venn diagrams into your book.
- 6, Draw or write name of 3D shape into the correct part of the Venn diagram
- 7 Complete mild/hot sheets
8. Complete - understanding sheet

If you are finding it difficult scroll to the 'A bit stuck' page

Click on the link below

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

Scroll down to –
year 4 week 5 - click on it

**Then click on year 4 week 5
day 5**

Follow all instructions

Learning Objective

To read with intonation , pace and passion

To identify noun phrases.

Steps to Success

1. Read the poem: In The Cave

- Read the poem. Read it in your head at first and then read it out loud.
- How much of the poem can you learn off by heart? Practise reading the lines and see if you can remember them without looking.
- write out the poem and underline the nouns in the poem. These include the objects that were found in the cave.

2. Remind yourself about Noun Phrases and Prepositions.

(see powerpoints noun phrases 1 and 2)

- Read the *Revision Card – Noun Phrases/Prepositions*.
- Complete *Spotting Prepositional Phrases*. Write out and underline the preposition and highlight the prepositional phrases.

3. Plan and write a poem that uses prepositional phrases

- Follow the instructions on *Poem-Planning*. You can also use the *Word Bank* to help you write your poem
- Write your finished poem out carefully.

Try the Fun-Time Extra

English

Click on the link below and follow all demonstrations and activities

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

Scroll down to English

Click onto Year 4 week 3 day 5

Learning Objective

Develop grammatical skills

Steps to success


1. Complete all sections on the next slide
2. Write all parts into your book then answer the questions
3. Follow the instructions on the slide for each part
4. Practise spellings write them out 3x (see slide after the grammar slide)

a

Mum, I've fallen and hurt my knee!

Can you write this as a line of accurately punctuated direct speech?

Now, can you invent a speech sentence for his Mum's reply?




c

Mr Whoops has accidentally jumbled up THREE possessive pronoun words. Can you help him to unjumble them?

srhe - _____

htsrie - _____

sit - _____



d

Re-write these sentences in present perfect tense:


I got a new dog called Pip.


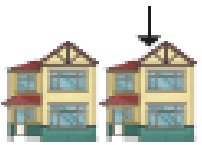
Leon paints a picture.

Can you write another present perfect sentence about one of your friends.

f

Can you spell these ei, ey or eigh words correctly?

8 

b

Can you write TWO pairs of homophones to match the clues?

A loud noise you might make when you are in pain: _____

Having got taller: _____

To interfere in someone else's business: _____

You might win one at the Olympics: _____

On the back of your mat, can you write clues for another pair of homophone words for a friend to solve?

c

Sort these words into the word class table:

delicate	bought	often	grumbled
friend	cabbage	smelly	frantically
verbs	nouns	adverbs	adjectives

Challenge: On the back of your mat, can you write one sentence that uses a word from each of the word classes.

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	

a

Mum, I've fallen and hurt my knee!

Can you write this as a line of accurately punctuated direct speech?
Accept accurate speech punctuation, e.g. "Mum, I've fallen and hurt my knee!" screamed the little girl.

Now, can you invent a speech sentence for his Mum's reply?
Any sensible reply with accurate speech punctuation, e.g. "Oh you poor thing," said Mum sympathetically.




c

Mr Whoops has accidentally jumbled up THREE possessive pronoun words. Can you help him to unjumble them?

srhe - hers

htsrie - theirs

sit - its



d

Re-write these sentences in present perfect tense:



I got a new dog called Pip.
I have got a new dog called Pip.


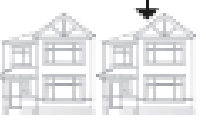
Leon paints a picture.
Leon has painted a picture.

Can you write another present perfect sentence about one of your friends.
Accept any present perfect tense sentence with has/have followed by the past participle of the verb, e.g. Molly has cracked an egg.

f

Can you spell these 'ei' words correctly?

b

Can you write TWO pairs of homophones to match the clues?

A loud noise you might make when you are in pain: groan

Having got taller: grown

To interfere in someone else's business: meddle

You might win one at the Olympics: medal

On the back of your mat, can you write clues for another pair of homophone words for a friend to solve?

e

Sort these words into the word class table:

verbs	nouns	adverbs	adjectives
bought	friend	often	delicate
grumbled	cabbage	frantically	smelly

Challenge: On the back of your mat, can you write one sentence that uses a word from each of the word classes.

Accept a sentence with a word from each column, e.g. Often, Granny grumbled that the cooking cabbage was too smelly.

Learning Objective

Create an information poster about washing hands.

Steps to Success:

- 1. Read the information about healthy Good toilet habits.**
- 2. Use the information to create a poster to inform people why they should wash their hands.**
- 3. Include pictures, labels and bold headings that would stand out if it was on a wall.**

Good toilet habits

It is important to go to the toilet as soon as the urge is felt. Not going can lead to stomach ache and constipation. It is essential to maintain good personal hygiene when using the toilet, including washing hands with soap and water to prevent the spread of germs. Soap kills bacteria and viruses that could cause illness. Drying hands thoroughly is also important because bacteria spread more easily on wet hands.