

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

Thank you for all your hard work this term. It's not the way we thought that the year would end and it is very disappointing that we couldn't complete the year with you. We hope that you have a very happy summer holiday and look forward to seeing you in school again in September.

Here are some more daily activities for you to do including some reflective work on your topic and your time in Year 4.

Do what you can and keep on reading too.

Take care and keep smiling from

Mrs Stewart and Mrs Platek.



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 or English – you will find that the ‘Reminder Slides’ at the start of each day usually cover the same thing.

You will need squared paper for Thursdays lesson.

Learning Objective

Multiply multiples of 10 and 100

Steps to Success:

Watch powerpoint/ or learning reminders

1. Read learning reminders
2. Complete mild sheet
3. Draw the ladders into your book then follow instructions on the screen.
4. Complete hot sheet write answers in book.
5. Complete investigation follow instructions on sheet.

4. 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>

Scroll down to –
year 4 week 7 - click on it

Then click on year 4 week 7 day 1

Follow all instructions

Learning Objective

To read and summarise a text

To write complete sentences - use conjunctions to join clauses

Steps to Success

What to do today

1. Read story.

- Read *Ananse and the Pot of Wisdom*.
- How would you describe the character of Ananse? Can you make up three sentences to describe him? Do you think what happened to him was fair? Why?

2. Summarise the story

- Use words and pictures to put the story on *Story Summary*.

3. Practise using conjunctions

- Use the *PowerPoint 1* or *Revision Card* to remind yourself about verbs, verb phrases, clauses and conjunctions.
- Complete *Multi Clause Sentences 1*.

Write all sentences into your book

- Challenge yourself to complete *Multi Clause Sentences 2*.

Write all sentences into your book

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 4 day 1

Learning Objective

To identify and use pronouns

Steps to success

1. Identify and write out all pronouns into your book from following slide. (grammar boy)
2. Choose 4 pronouns – write sentences using chosen pronouns.

Spellings choose 5 spelling that you are unsure of

1. Practise spellings write them out 3x (see slide after the grammar slide)
2. Write chosen spellings into a sentence.

A Parent's Guide to Pronouns

In Year 4, children are taught to use pronouns to avoid repetition within their sentences and paragraphs. This booklet will help your child understand what noun repetition is and why we use pronouns within writing to make it more cohesive. Use this guide to support your child's understanding of pronouns when completing this booklet.

Pronouns: Pronouns are words that are used to replace a noun or a noun phrase. Without pronouns, spoken and written English would be very repetitive. For example:

Steven likes to play football. It is **his** favourite sport.

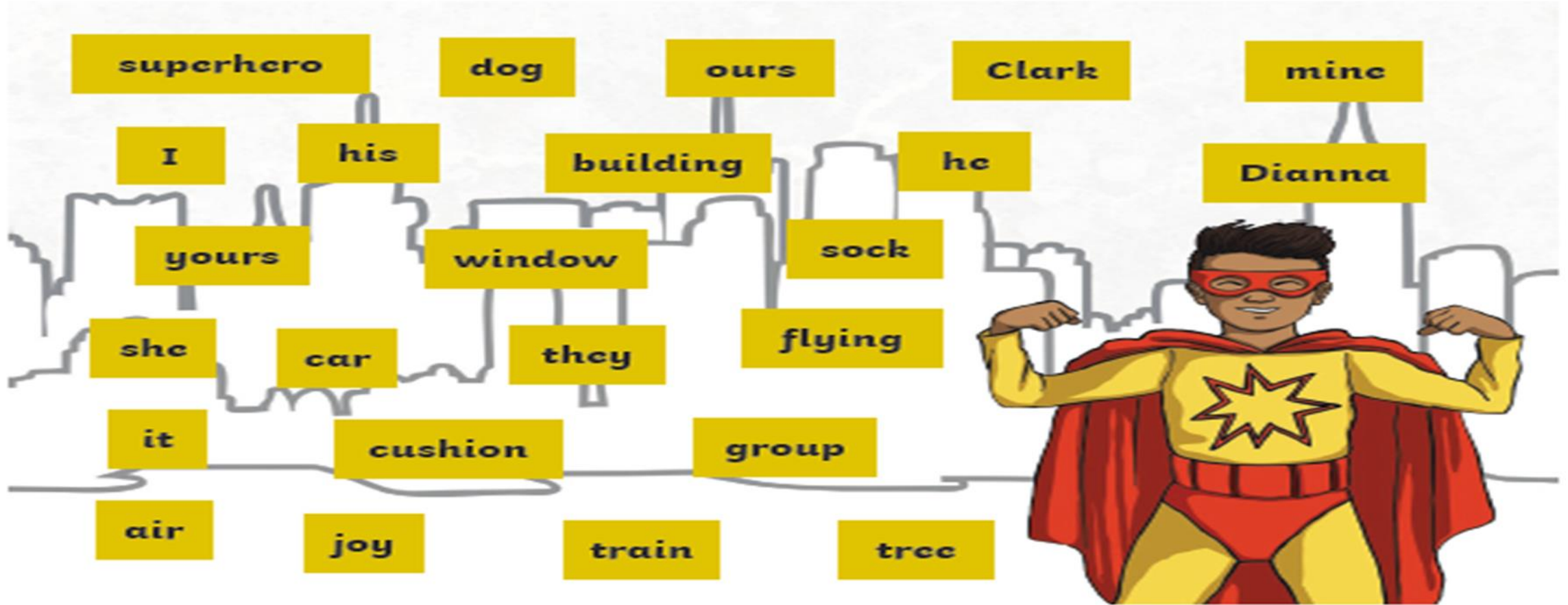
In the second sentence, pronouns are used to avoid repetition. 'It' refers to football and 'his' is a possessive pronoun referring to Steven. Please see the table below for a further explanation of the different types of pronouns.

Personal Pronouns	These represent people, places and things.	I, you, he, she, it, we, you, they (subject) me, you, him, her, it, us, you, them (object)	She gave him a piano lesson.
Possessive Pronouns	These show ownership and replace possessive noun phrases.	mine, yours, his, hers, its, ours, yours, theirs	The piano is his .
Relative Pronouns	These link one part of a sentence to another by introducing a relative clause that describes an earlier noun or pronoun.	who, whom, whose, which, that, what	Jack is the person who plays the piano.
Reflexive Pronouns	These refer back to an earlier noun or pronoun in a sentence, so the performing and receiving of an action apply to the same person or thing.	myself, yourself, himself, herself, ourselves, themselves	She taught herself .
Demonstrative Pronouns	These function as subjects of objects in a sentence, replacing nouns.	this, that, these, those	This is my instrument.
Interrogative Pronouns	These are used to ask questions and represent an unknown subject or object.	who, whom, what, which, whose	Who is playing?
Indefinite Pronouns	These do not refer to any specific person or thing but take the place of nouns in a sentence.	somebody, someone, something, anybody, anyone, anything, nobody, no one, nothing, all, another, both, each, many, most, other, some, few, none, such	I haven't seen anyone .

Support
sheet for
children and
parents

Definitions
of pronouns

Grammar Boy is on the hunt! Pronouns have been replacing nouns throughout the city. Please help Grammar Boy by spotting the pronouns and circling them.



Challenge: Well done for spotting all the pronouns. Now, choose two of the pronouns and use them in your own sentences.

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	

Grammar Boy's Pronoun Hunt.

1. I

2. he

3. his

4. ours

5. mine

6. yours

7. she

8. it

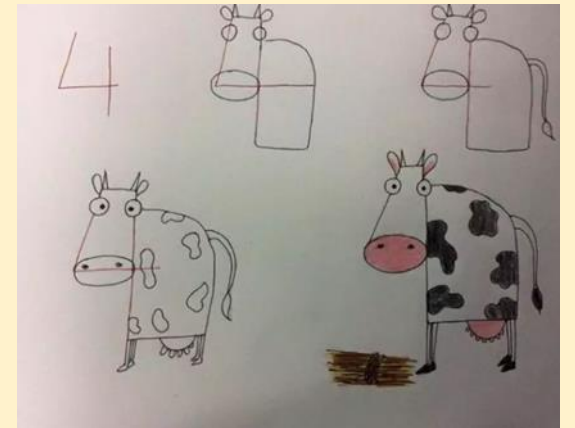
9. they

Learning Objective
Drawing animals from numbers

Steps to Success:

1. Click on the link
2. Follow the step by step instructions
3. Draw the numbers then add lines to turn them into animals.
4. Add colour.

<https://www.wowamazing.com/talent/art/draw-cute-and-fun-animals/>



Learning Objective

Multiply multiples of 10 and 100

Steps to Success:

1. Read learning reminders
2. Complete mild sheet
3. Complete hot sheet – copy grid into book.
 - Choose a number
 - Write a multiplication with the answer of the number of choice
 - Colour in – complete whole grid.
4. Challenge investigation

Check

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Scroll down to –
year 4 week 7 - click on it

Then click on year 4 week 7 day 2

Follow all instructions

Learning Objective

To identify sentences with conjunctions showing - Time Place or Cause

Steps to Success

What to do today

1. Read an Ananse Story

- Read *Why Pig Has a Short Snout*.
- How does it compare to the other Ananse story you read? What is similar? What is different? Which do you prefer? Why?

2. Make a summary of the story

- Use words and pictures to make a summary of the story on *Story Summary*.
- Try using your summary to help you to tell the story to somebody else.

3. Learn about conjunctions for time, place and cause.

- Use the *PowerPoint 2 or Revision Card* to learn about using conjunctions for time, place and cause.
- Complete *Conjunctions for Time, Place and Cause 1 and 2*.

Write sentences out into book and write underneath whether they are - time place or cause sentences

Try these Fun-Time Extras

- Can you make an illustration for either of the stories about Ananse that you have read?
- Can you design an Ananse character? How would you show his characteristics in your design?

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 4 day 2

Learning Objective

To identify and use pronouns

Steps to success

1. Copy and draw table into your book with the same headings
2. Place all pronouns into the correct column
Read the definitions of each heading and familiarise yourself with meanings first

Spellings choose 5 spelling that you are unsure of

1. Practise spellings write them out 3x (see slide after the grammar slide)
2. Write chosen spellings into a sentence.

A Parent's Guide to Pronouns

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Pronouns: Pronouns are words that are used to replace a noun or a noun phrase. Without pronouns, spoken and written English would be very repetitive. For example:

Steven likes to play football. It is **his** favourite sport.

In the second sentence, pronouns are used to avoid repetition. 'It' refers to football and 'his' is a possessive pronoun referring to Steven. Please see the table below for a further explanation of the different types of pronouns.

Personal Pronouns	These represent people, places and things.	I, you, he, she, it, we, you, they (subject) me, you, him, her, it, us, you, them (object)	She gave him a piano lesson.
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Support
sheet for
children and
parents

Definitions
of pronouns

Tuesday - grammar lesson

Priscilla has been given the task of sorting the pronouns below into a table. Try to help her by placing each pronoun in the correct column on the table. There is an example of each pronoun in the table to help you.

I	mine	he	who	theirs
myself	its	it	me	this
we	those	themselves	yours	she
whom	you	ourselves	whose	herself
ours	these	them	his	us
which	hers	himself	that	yourself
him	yours	her		



Personal Pronouns These represent people, places and things	Possessive Pronoun These show ownership	Relative Pronouns These link one part of a sentence to another by introducing a relative clause
I went to the beach.	This is Brian's coat - it is his .	Peter Pan is a boy who can fly.

Reflexive Pronouns These refer back to an earlier noun or pronoun in a sentence.	Demonstrative Pronouns These function as subjects or objects in a sentence, replacing nouns.
Maisie can do it by herself .	Those pencils belong to Mia.

Year 3 and 4 Statutory Spellings

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accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
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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	

4. Priscilla Pronoun.

Personal Pronouns	Possessive Pronoun	Relative Pronouns	Reflexive Pronouns	Demonstrative Pronouns
I you he she it we they me him her us them	mine yours his hers its ours yours theirs	who whom whose which that	myself yourself himself herself ourselves themselves.	this these those

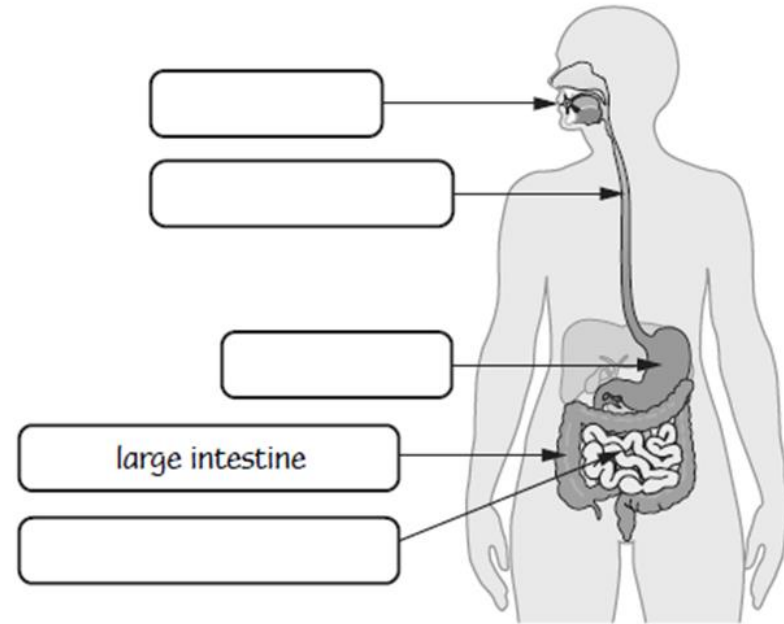
Learning Objective

To consolidate learning on the digestive system.

Steps to Success:

1. Answer the questions to the test type questions.

1.

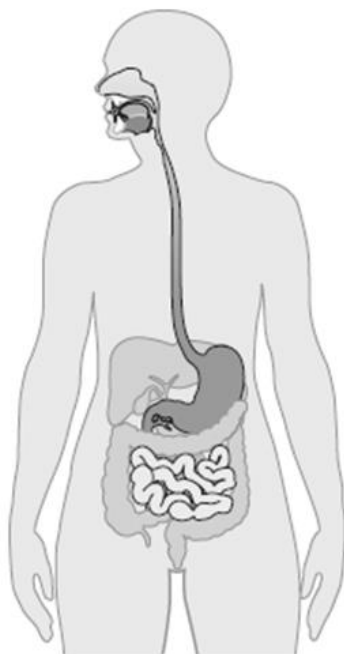


Complete the following:

The diagram above shows part of the human digestive system. Write the correct labels using the parts of the body shown in the box below:

oesophagus mouth stomach small intestine

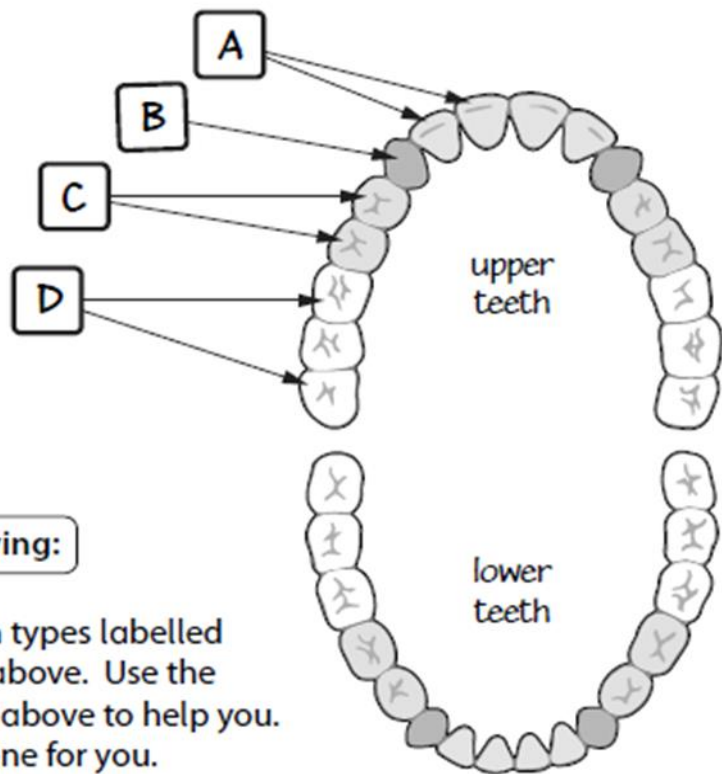
2 Digest it!



Use the labels from page 1 to help you write the correct body part to match the descriptions below. One has been done for you:

- a This is the part of the digestive system after the small intestine. It absorbs water from food. *large intestine*
- b This is the part of the digestive system where the teeth and the tongue are found. Food mixes with saliva here.
- c It is a long muscular tube in which food moves to the stomach.
- d It digests food by mixing it with acids and enzymes.

- molars
- incisors
- canine
- premolars



Complete the following:

- a Identify the teeth types labelled with the arrows above. Use the words in the box above to help you. One has been done for you.

A

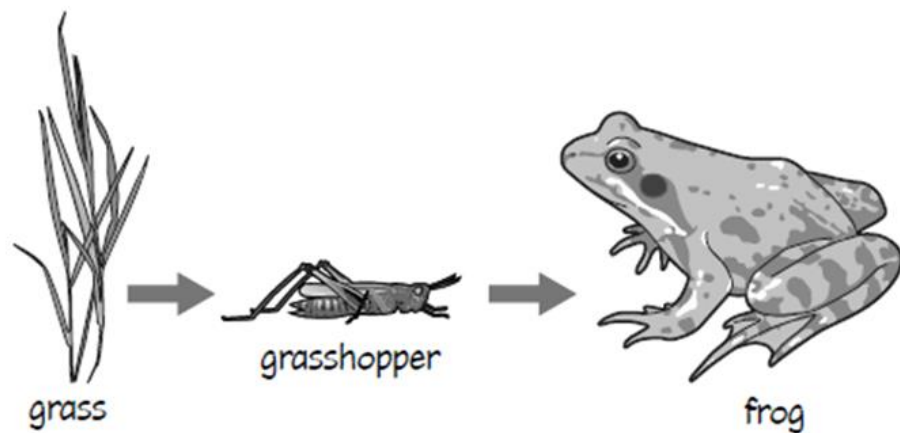
B

C premolars

D

- b How does brushing your teeth twice each day help to prevent tooth decay?

.....

4 Food chains

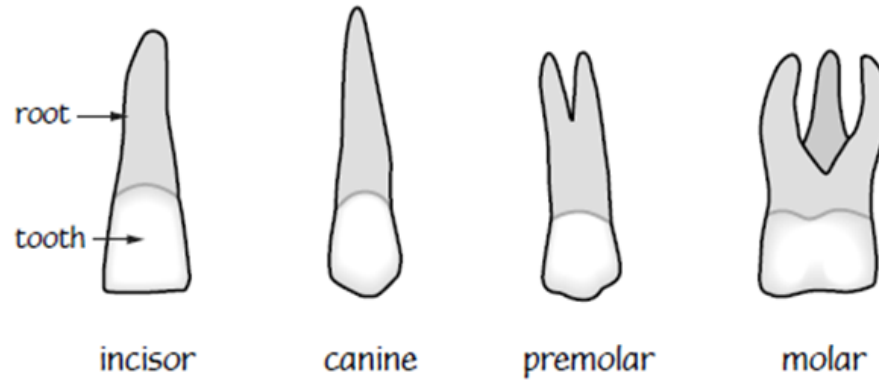
Using the diagram above, answer the following questions:

- a Which of the living things is the prey?
- b Which is the producer?
- c Which is the predator?

Complete the following:

- d The grass is able to make its own food. Name the source that provides the energy to enable the grass to do this.

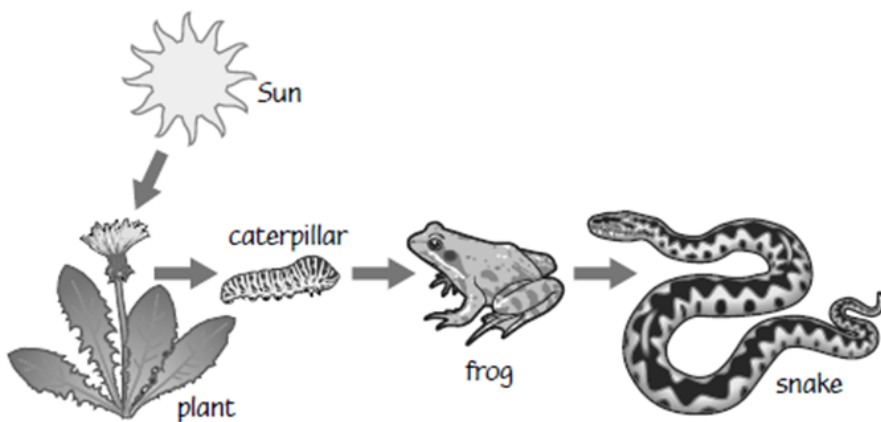
5 Teeth



Circle the name of the tooth type that matches the descriptions below:

- a** This is the largest tooth. It has a flat biting area used for chewing and crushing food. *incisor / canine / molar*
- b** This tooth is at the front of the mouth. It has a sharp biting surface used for cutting food. *incisor / premolar / molar*
- c** This tooth has a flat biting surface used to tear and crush food. *incisor / canine / premolar*
- d** This tooth is often longer and more pointed than the other teeth. *premolar / canine / molar*

6 Chain reaction!

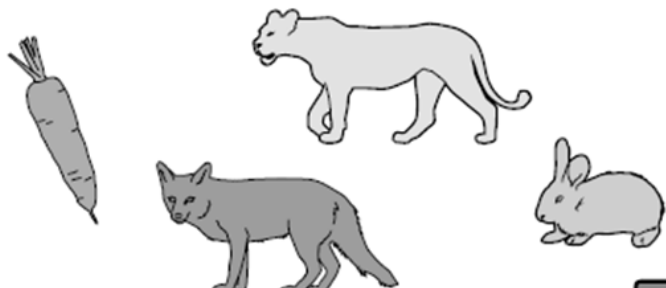


Write *true* or *false* next to the statements below:

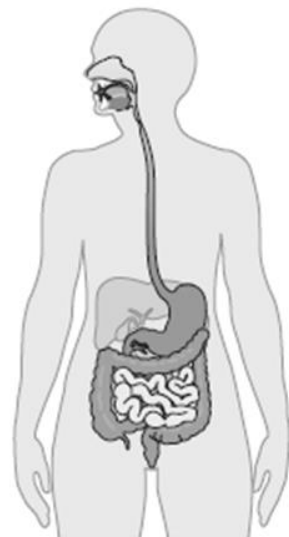
- a The snake is a predator of the caterpillar.
- b The plant provides food for the caterpillar.
- c The plant is the prey of the snake.

Complete the following:

- d Starting with the producer, draw arrows on the diagram below to complete the food chain.



7 How does it work?



Write *true* or *false* next to the statements below:

- a The digestive system absorbs nutrients for the body.
- b Saliva contains enzymes which help start the digestive process.

mouth small intestine stomach

- c Parts of the digestive system are named in the box above. Write them in order from where the digestive process starts.
 - 1
 - 2
 - 3

Learning Objective

To use mental multiplication and division facts to find missing numbers

Use times tables and place value to multiply and divide.

$7 \times 5 = 35$ $3 \times 8 = 24$ $6 \times 7 = 42$ $4 \times 9 = 36$

What is $240 \div 3$?
Which number fact can help?

If $3 \times 8 = 24$ then
 3×80 is 240. So
 $240 \div 3 = 80$.

We can count in 80s to
check... 80, 160, 240.
3 lots of 80 are 240.

Now try $420 \div 7$

Answer
 $42 \div 7 = 6$ so, $420 \div 7 = 60$

Explore more Hamilton Trust Learning Materials at <https://whit.org.uk/hamilton>

Steps to Success:

1. Read learning reminders
Complete any questions on these reminders into your book.
2. Complete mild sheet
3. Complete hot sheet
4. Check

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Scroll down to –

year 4 week 7 - click on it

Then click on year 4 week 7 day 3

Follow all instructions

Learning Objective

Plan and write a story using a variety of conjunctions

Steps to Success

What to do today

1. Write notes about an illustration

- Look carefully at the *Bird Illustration*. It is from a story about Ananse.
- Make notes about what you notice. Can you spot 10 different things? Ask somebody else to test you e.g. What is the colour of the feather near the owl?

2. Make up a story

- Use the *Story Summary* to make up a story about Ananse and the Birds.
- Start with the second box and then think about how the story could start and how it could end.
- Use your notes from the *Bird Illustration* to help you with the third box.

3. Write your story

- Write your story of Ananse and the Birds.
- Try to include sentences that use conjunctions as you do.

Try these Fun-Time Extras

- Can you read or record your story and send it to someone?
- Read another writer's story of Ananse and the Birds. (At the end of this pack) How does it compare with yours? How is it similar? How is it different?

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 4 day 3

Learning Objective

To identify and use pronouns

Steps to success

1. Copy and write all sentences into your book from the following slide
2. Circle all pronouns.
3. Underline nouns

Spellings choose 5 spelling that you are unsure of

1. Practise spellings write them out 3x (see slide after the grammar slide)
2. Write chosen spellings into a sentence.

Now, try and help Priscilla with this next challenge. For each sentence below, circle the pronoun and underline the noun (or noun phrase) it is replacing. For example:

When Harry put his rabbit down, (it) hopped away.

1. Some people don't like mince pies because they have dried fruit in.
2. On Thursdays, we have PE so it is my favourite day.
3. "Rachel can do it herself," said Mum.
4. The talent show judge was smiling because he really enjoyed the act.
5. The lady pointed at the juicy apples on the market stall and said, "I'll take four of those."
6. The dragon flew through the air with his scaly skin and long, dark wings.
7. Somebody ate the bear's porridge and broke their chair; it was Goldilocks.
8. Daniel and Craig were excited to move house but they felt very tired after lifting lots of heavy furniture.



Year 3 and 4 Statutory Spellings

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Priscilla Pronoun2.

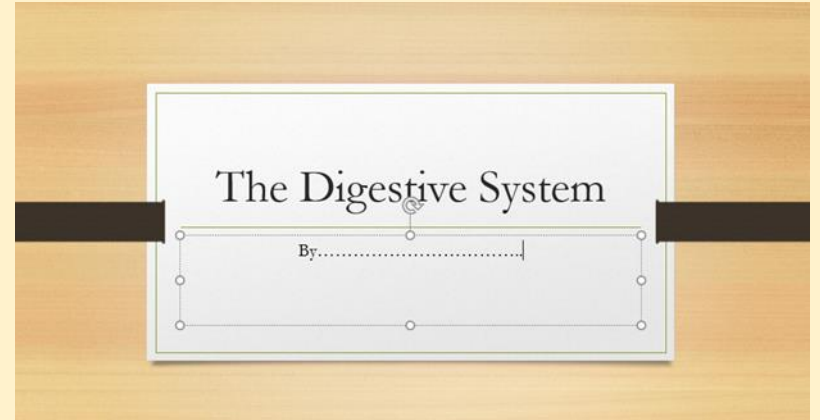
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Learning Objective

Use ICT to present learnt information

Steps to Success:

1. Think about all of the information you have learnt about the digestive system.
2. Create your own presentation of what you have learnt.
3. Choose how you want to show all of your learning. It could be as a power point presentation, word document or even just make a leaflet.#
4. Include information about the major parts of the human digestive system, the different teeth and their jobs, the human diet and food chains.
5. Think about design, transitions and animation or illustrations.



Learning Objective

To make symmetrical patterns

You will need square paper for today's lesson

Steps to Success:

1. Read learning reminders – see examples
Complete any questions on these reminders into your book.
2. Complete mild sheet
3. Complete hot sheet
4. Complete investigations

Check

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Scroll down to –

year 4 week 7 - click on it

Then click on year 4 week 7 day 4

Follow all instructions

Learning Objective

To read a text and make inferences

To perform poems

Steps to Success

What to do today

1. Read a set of poems

- Read the four nature poems: *The Garden Year*; *First Primrose*; *Colouring In*; *Autumn Fires*.
- You could also challenge yourself to read *Snow in the Suburbs*.
- Choose your favourite of these poems. Why do you like it?

2. Answer questions about your favourite poem

Write all answers using complete sentences.

- Use *Poetry Questions* and think about your favourite poem.
- Read each of the sets of questions, think about your answer and then carefully write it down.

3. Practise reading your favourite poem out loud

- Read the *Top tips for reading a poem aloud*.
- Practise reading your poem out loud and then share your reading with somebody else.

Try these Fun-Time Extras

- Can you record your poetry reading and send it to someone else?
- Read *Top tips for learning a poem by heart* and try to memorise some or all of your poem.

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 4 day 4

Learning Objective

To identify and use pronouns

Steps to success

1. Copy and write all sentences into your book from the following slide
2. Choose correct pronoun to complete the sentences.
3. Read and check

Spellings choose 5 spelling that you are unsure of

1. Practise spellings write them out 3x (see slide after the grammar slide)
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What's Missing?

Year 4 Grammar: Pronouns

Cowboy Preston has been rounding up pronouns that escaped from their sentences. He has placed them in the corral below but now needs to put them back in the right sentence. Write each pronoun in the right sentence below.

they	somebody	which	who
mine	those	whose	yourself

1. _____ coat is this?
2. "I know you can tie your shoelaces all by _____," said Dad.
3. The chefs stood nervously in the kitchen because _____ had to cook for the judges.
4. "That's not your pen - it's _____," exclaimed the girl.
5. The baker, _____ had won awards for his cakes, made my birthday cake this year.
6. "I want _____!" demanded the boy whilst pointing at the sweets.
7. Mars, _____ is one of the closest planets to Earth, has two moons.
8. _____ had broken the pencil but the teacher didn't know who.

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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
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busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Whats Missing?

1. **Whose** coat is this?
2. "I know you can tie your shoelaces all by **yourself**," said Dad.
3. The chefs stood nervously in the kitchen because **they** had to cook for the judges.
4. "That's not your pen – it's **mine**," exclaimed the girl.
5. The baker, **who** had won awards for his cakes, made my birthday cake this year.
6. "I want **those!**" demanded the boy whilst pointing at the sweets.
7. Mars, **which** is one of the closest planets to Earth, has two moons.
8. **Somebody** had broken the pencil but the teacher didn't know who.

Thursday Creative

Learning Objective

To think of memories of year 4 to share.

Steps to Success:

1. Read the different sections.
2. Think about what your best answer could be for each memory.

See template on next page.

Link if you want to print it off.

<https://www.twinkl.co.uk/resource/t-t-29006-end-of-the-year-writing-activity-sheet>

My Favourite Memories from This Year!

My friends:



My favourite moment:



Memories I will treasure:



My favourite activity:



What I love the most about this year: _____

Learning Objective

To draw symmetrical patterns

Steps to Success:

1. Read learning reminders – see examples
Complete any questions on these reminders into your book.
2. Complete mild sheet
3. Complete hot sheet
4. Complete investigations

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>

Scroll down to –

year 4 week 7 - click on it

Then click on year 4 week 7 day 5

Follow all instructions

Learning Objective

To make notes and compare poems with illustrations

Steps to Success

What to do today

1. Read and learn a poem

o Read *Keep a poem in your pocket*. Read it twice: the first time in your head and the second time out loud. What do you think it means? How could a poem stop you from being lonely?

o Read *Top tips for learning a poem by heart*. Try memorising the poem, 'Keep a poem in your pocket'.

2. Make a comparison between two poems

o Use your favourite poem from yesterday and one other poem.

o Pick the *Compare Frame*, the *Contrast Frame* or the *Compare/Contrast Frame*.

o Fill it in to compare or contrast the two poems.

Use your frame to explain about the two poems to somebody else. Ask them which of the poems they prefer and whether they think the poems are mainly similar or mainly different.

3. Make illustrations

o Use any of the poems from yesterday and draw or make an illustration to go with it.

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 4 day 5

Try this Fun-Time Extras

o Explore the Children's Poetry Archive. Look for nature poems in particular. o Can you find one that you like yourself and one that you could recommend to somebody else?
<https://childrens.poetryarchive.org/explore/?the-me=131>

Learning Objective

To identify and use the correct pronouns

Steps to success

1. First read the extract from the following slide first, and decide which pronouns need to be changed due to them being repeated.
2. Copy and write the section from the following slide into your book and change pronouns as you go along.
3. Make sure you are not repeating them

Read and check

Spellings choose 5 spelling that you are unsure of

1. Practise spellings write them out 3x (see slide after the grammar slide)
2. Write chosen spellings into a sentence.



Nathan Noun

Year 4 Grammar: Pronouns

Nathan is a great writer but he has a bit of a problem. He has forgotten to use pronouns in his work and has used the same nouns over and over again. This makes his work very repetitive! Please help him by replacing some of the nouns in his work below with pronouns to make it more cohesive (flow better).

Dragons are legendary creatures and dragons feature in many cultures around the world. Dragons typically have scaly skin and dragons are often said to breathe fire. The European dragon is depicted as a reptilian creature and the European dragon has four legs and wings. In fact, the patron saint of England is St. George and legend has it that St. George killed a dragon. The Asian Dragon (common in Chinese mythology) is a serpentine creature. The Asian dragon is usually depicted as an intelligent creature with four limbs but without wings. There are many stories about dragons and dragons have captured the public's imagination in many comics and films.

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	

1. Nathan Noun.

Dragons are legendary creatures and they feature in many cultures around the world. Dragons typically have scaly skin and they are often said to breathe fire. The European dragon is depicted as a reptilian creature and the European it has four legs and wings. In fact, the patron saint of England is St. George and legend has it that he killed a dragon. The Asian Dragon (common in Chinese mythology) is a serpentine creature. It is usually depicted as an intelligent creature with four limbs but without wings. There are many stories about dragons and they have captured the public's imagination in many comics and films.

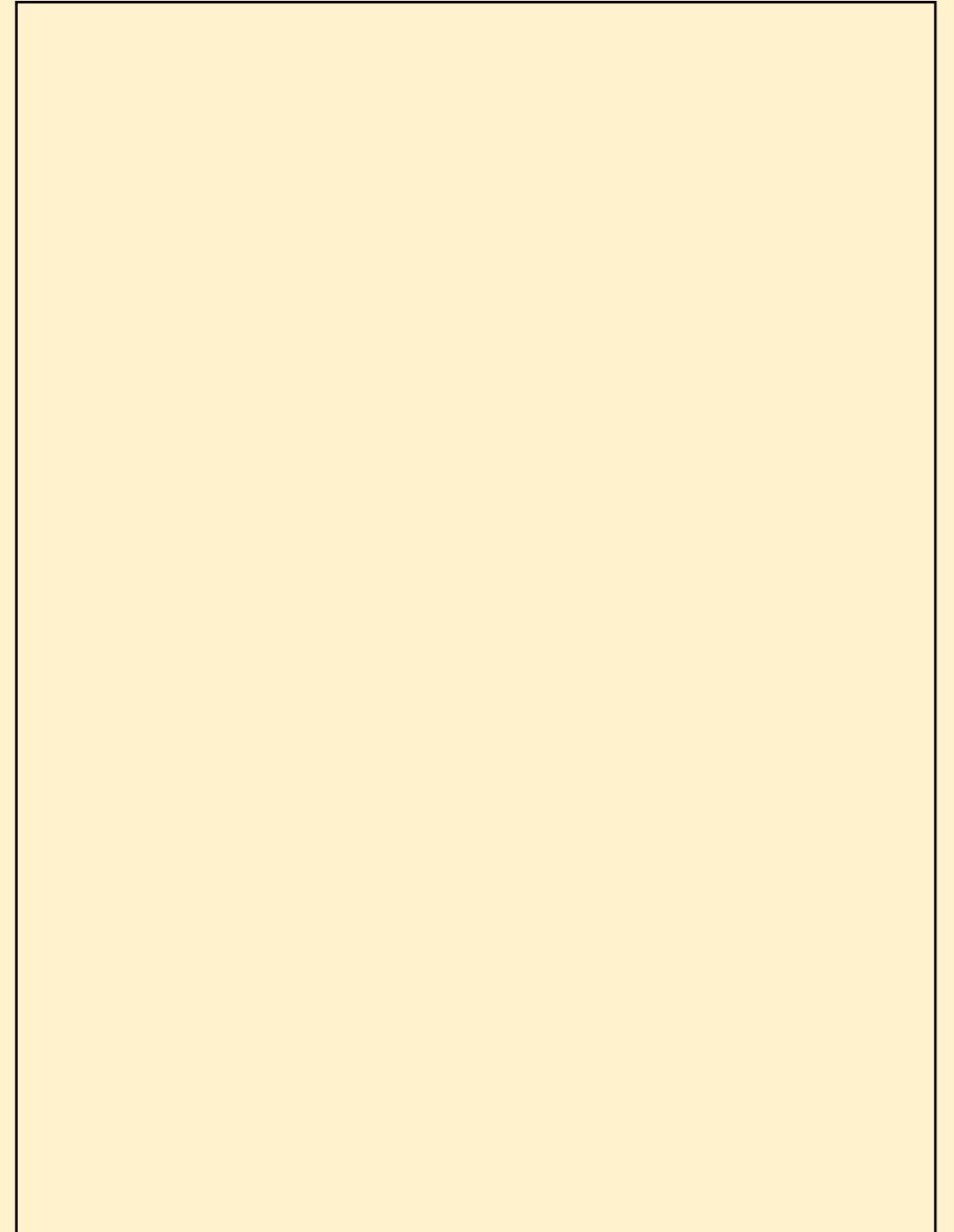
Friday Creative Science

Learning Objective

To introduce yourself to your new teacher.

Go through the slides and write information about your self that could be helpful for your new teacher to know.

Remember to try to email us your work.



All About Me!

Name:

Introducing me!



My birthday is:

Significant People and Pets in My Family



In the star, jot down any words which you feel best describe your family.



Hey, class teacher, I'd also like to let you know ...

Briefly explain your choices.

My top three favourite places!



Three significant things that have happened to me:



The top three people or animals that I like to spend time with are:

Three identical, empty rectangular boxes arranged horizontally. Each box is a simple rectangle with a thin black border, intended for writing the names of people or animals.

**Think of an animal which best represents you,
and explain your reasons.**



When I think about the coming school year, I feel good about ...

I'm a bit apprehensive about ...
