

# Weekly Home Learning Timetable

Year 4 – w/c Monday 15<sup>th</sup> June 2020

## Monday

### English

**Focus – To extract key information from a text.**

<https://www.garlingeprimary.co.uk/website-content/stuartlittle-1585745841.pdf>

Follow the link above to a lesson where you will be able to read the text, 'Stuart Little'.



Read through the text, whilst identifying and discussing any unfamiliar words - you may find it useful to highlight these words.

Then, answer the nine text related questions by retrieving the relevant information. Think carefully about your answer. Is it a one or two mark question? What is needed to gain the two marks?

You can record your answers in your workbook.

### Maths

**Focus- To be able to add 2 or more fractions.**

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

Follow the link above and watch the video for Summer Term week 6 lesson 1. This will show you a video of how to solve problems involving adding fractions. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.

Complete the additions.

a)   $\frac{1}{5} + \frac{2}{5} = \square$

b)   $\frac{1}{5} + \frac{3}{5} = \square$

c)   $\frac{3}{8} + \frac{3}{8} = \square$

d)   $\frac{3}{8} + \frac{1}{8} = \square$

### Science

**Focus- To understand what teeth I have and what their function is.**

Humans have three main types of teeth:



Our teeth will change with age. So, the teeth you have when you are a baby aren't the same as the one's you will have as an adult.

#### 1. Incisors

Incisors help you bite off and chew pieces of food.

#### 2. Canines

These teeth are used for tearing and ripping food.

#### 3. Molars

These help you crush and grind food.

Watch this short video, then try the task below the video:

<https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc>

Now for the main task. Follow the link below. This will take you to a set of videos and activities, all about human teeth. Can you complete them all and earn your certificate? If so, why not send a photo of it to your teacher?

<https://www.childrensuniversity.manchester.ac.uk/learning-activities/science/teeth-and-eating/introduction/>

## Tuesday

### English

**Focus – To recognise correct punctuation.**

SPAG focus - Punctuation

Think about the punctuation we have learnt about. Discuss which punctuation you already know and how it is used within a sentence. Can punctuation change a sentences' meaning? What impact does punctuation have on a sentence?

Choose one of the sheets in the resources section and work on making sure punctuation is included accurately. You may wish to make notes on the sheet, then rewrite the sentence in your workbook, with the correct punctuation.

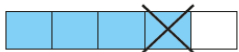
### Maths


**Focus- To be able to subtract 2 fractions.**


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

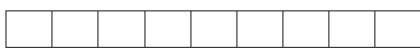
Follow the link above and watch the video for Summer Term week 6 lesson 2. This will show you a video of how to solve problems involving subtracting fractions. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.

Complete the subtractions.

a)   
 $\frac{4}{5} - \frac{1}{5} = \square$

b)   
 $\frac{4}{5} - \frac{2}{5} = \square$

c)   
 $\frac{5}{7} - \frac{3}{7} = \square$

d)   
 $\frac{7}{9} - \frac{4}{9} = \square$

### French

**Focus- To practise asking your age in French.**



In this video lesson, you will revise counting up to 10 in French and then you will use this knowledge to help you to ask somebody's age.

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

At the end of the lesson you can try one of the worksheets, which you will find in the resources section at the end of the planning (along with the answers!)

## Wednesday

### English

**Focus – To spell and use the year 3 and 4 statutory words.**

Spelling Focus – the spelling lesson each week will focus on five of the year 3 and 4 statutory spellings. **This week the words are: accident, actual, address, answer and appear.**

You can access this week's spellings word mats in the year 4 resources section on the Garlinge home learning site or in the resources section below.

Use the word mats to record your answers and then glue into your work book.

### Maths

**Focus- To be able to find fractions of a quantity.**

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

Follow the link above and watch the video for Summer Term week 6 lesson 3. This will show you a video of how to find a fraction of a quantity. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.

### Topic



**Focus –To understand what a volcano is and the main parts of a volcano.**

Look at pages 1-10 of the Volcanoes Powerpoint saved in the home learning section of the Garlinge website under Year 4 resources.

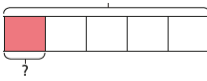
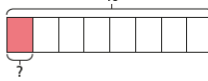
The information in these pages of the powerpoint will help you to understand what a volcano is and how they are structured. Use this information to help you have a go at labelling a volcano. The

Complete the number sentences.

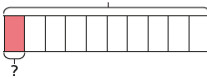

a)  $\frac{1}{4}$  of 20 =       d)  $\frac{1}{4}$  of 40 =

b)  $\frac{1}{5}$  of 20 =       e)  $\frac{1}{8}$  of 40 =

c)  $\frac{1}{10}$  of 20 =       f)  $\frac{1}{8}$  of 80 =

resources for this can be found below.

There is also an illustration showing how the layers of the Earth are like a boiled egg. Maybe you could crack open a hard-boiled egg and see for yourself.



**Thursday**

**English**

**Focus – To use my imagination to describe a setting.**

Over the next two days, you will be describing a setting – Alice in Wonderland.



Which words can you use to describe the scene? Use plenty of adjectives, adverbs, similes and metaphors to make your description really interesting to the reader. What can you see, hear, smell and feel? Make the reader feel like they are really there in the scene.

You can record your answers in your workbook.

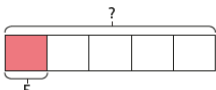
**Maths**

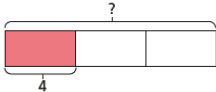
**Focus- To be able to calculate quantities.**

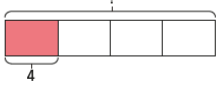
<https://whitrosemaths.com/homelearning/year-4/>

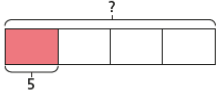
Follow the link above and watch the video for Summer Term week 6 lesson 4. This will show you a video of how to calculate quantities. Scroll down to find the activity sheets in the resources section below. You can record the answers to the questions in your book.

Match the calculations to the bar models.  
Work out the missing quantities.

$\frac{1}{4}$  of  = 5      

$\frac{1}{4}$  of  = 4      

$\frac{1}{5}$  of  = 5      

$\frac{1}{3}$  of  = 4      

**PE**

**Focus- Dancing with Oti Mabuse**

On the website below there are many free lessons to choose from and each day she uploads a new dance at 11:30am.

<https://blog.kidadl.com/onlineevents/ballroom-dancing-with-otimabuse>

If you can capture your dance moves on video we would love to see what you have learnt.

## Friday

### English

#### Focus – To use my imagination to describe a setting.

Today, you will be using your imagination to write what it would be like to be tiny in a large setting.



This is a scene from Alice in Wonderland. The surroundings seem so big, making Alice appear even smaller. Imagine you were trapped in your school after you had been shrunk. Describe your journey from the door across the classroom. What dangers would you have to be careful of as a tiny person?

Write your descriptive journey in your workbook.

### Maths

#### Focus - Put your problem solving skills to the test!

<https://www.bbc.co.uk/bitesize/articles/zd7j2sg>

Can you create your own word problems?

E.g., If Miss Harragan is reading a book that has 612 pages and she reads 18 pages every day, how long would it take her to read the whole book?

Why not make a game of Guess Who involving numbers. Scroll down to see instructions of how to create this game.



### Art

#### Focus-To use my artistic skills to draw and paint a volcano

Following on from the topic lessons on volcanoes, why not have a go at creating a painting of a volcano. If you haven't got paints to hand, use your choice of pens/pencils or even collage etc to be creative.

There are some examples to inspire you in the resources section below.



## Other activities for the week

### Reading

Continue to read daily if you can and share and discuss good reads with your family.

Look in the Year 4 resources section of the website for lots of different reading comprehension exercises you can have a go at.

<https://www.garlingeprimary.co.uk/home-school-learning>



### Times Tables

Continue to use Times Table Rockstars to practise your times tables. Email your class teacher if you have any issues with the programme and they will be able to help you.

[A battle has been set up between Year 4 boys and Year 4 girls which will run until the end of June.](#)

[So get battling and may the best team win!!](#)

### Watch the news

Try watching Newsround each day

[https://www.bbc.co.uk/newsround/news/watch\\_newsround](https://www.bbc.co.uk/newsround/news/watch_newsround)

and maybe try the Newsround quiz at the end of the week.



### **Online museum**

Explore the galleries of the Natural History Museum at home! <https://www.nhm.ac.uk/visit/virtualmuseum.html>

### **Play a board game-**

With your family choose a board game to play and see who can win.

### **Create a keepsake box**

Create a box to fill with all your special memories. You might want to put photos, keepsakes from holidays or something special you have. Get a shoebox wrap it in some plain wrapping paper and then decorate it how you want to. Here are a couple of examples.



Monday Maths

Lesson 1

Add 2 or more fractions

1 Complete the additions.

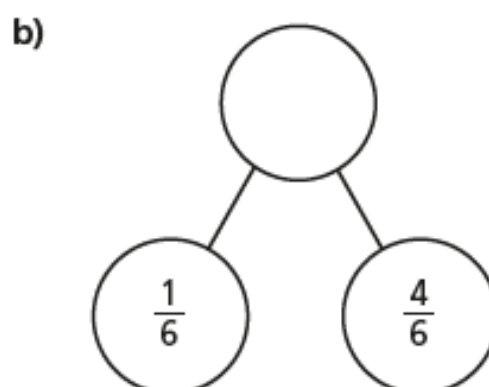
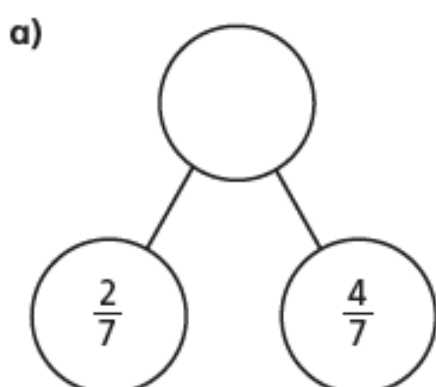
a)   $\frac{1}{5} + \frac{2}{5} = \square$

b)   $\frac{1}{5} + \frac{3}{5} = \square$

c)   $\frac{3}{8} + \frac{3}{8} = \square$

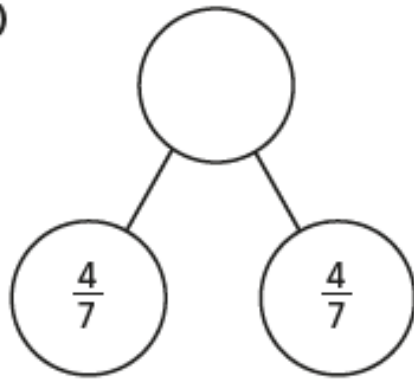
d)   $\frac{3}{8} + \frac{1}{8} = \square$

2 Complete the part-whole models.





c)



d) Which part-whole model is the odd one out?

Explain your choice to a partner.

Did you both have the same answer?



3

Complete the additions.

a)  $\frac{3}{7} + \frac{3}{7} = \square$

e)  $\frac{8}{11} + \frac{6}{11} = \square = \square$

b)  $\frac{3}{7} + \frac{4}{7} = \square = \square$

f)  $\frac{4}{11} + \frac{4}{11} + \frac{6}{11} = \square = \square$

c)  $\frac{4}{5} + \frac{3}{5} = \square = \square$

g)  $\frac{3}{11} + \frac{3}{11} + \frac{8}{11} = \square = \square$

d)  $\frac{8}{5} + \frac{6}{5} = \square = \square$

h)  $\frac{3}{7} + \frac{3}{7} + \frac{8}{7} = \square = \square$

4

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

What could the missing numerators be?

Give four different possibilities.

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

5 Tommy is adding fractions.



$$\frac{3}{4} + \frac{3}{4} = \frac{6}{8}$$

Explain why Tommy is incorrect.

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6

Complete the number sentences.

a)  $\frac{3}{8} + \frac{\square}{8} = \frac{7}{8}$

e)  $\frac{4}{9} + \frac{\square}{9} = \frac{13}{9} = 1\frac{\square}{9}$

b)  $\frac{3}{8} + \frac{\square}{8} = 1$

f)  $\frac{4}{9} + \frac{\square}{9} = \frac{\square}{9} = 1\frac{7}{9}$

c)  $\frac{3}{16} + \frac{\square}{\square} = 1$

g)  $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

d)  $\frac{4}{9} + \frac{\square}{9} = \frac{11}{9} = 1\frac{\square}{9}$

h)  $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

7

Rosie, Whitney and Teddy have each been for a walk.

Rosie walked  $\frac{5}{8}$  km.Whitney walked  $\frac{7}{8}$  km.Teddy walked  $\frac{3}{8}$  km.

a) How far did they walk altogether?

 km

b) Jack also went for a walk.

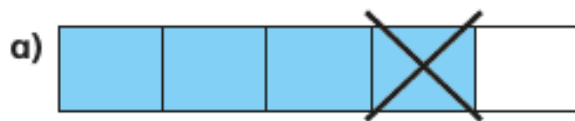
Altogether the four children walked 3 km.

How far did Jack walk?

 km

# Subtract 2 fractions

1 Complete the subtractions.



$$\frac{4}{5} - \frac{1}{5} = \square$$



$$\frac{4}{5} - \frac{2}{5} = \square$$



$$\frac{5}{7} - \frac{3}{7} = \square$$



$$\frac{7}{9} - \frac{4}{9} = \square$$

2 Complete the calculations.

$$\text{a) } \frac{7}{10} - \frac{3}{10} = \boxed{\phantom{00}}$$

$$\text{e) } \frac{9}{11} - \frac{3}{11} = \boxed{\phantom{00}}$$

$$\text{b) } \frac{2}{3} - \frac{1}{3} = \boxed{\phantom{00}}$$

$$\text{f) } \frac{6}{7} - \frac{4}{7} = \boxed{\phantom{00}}$$

$$\text{c) } \frac{6}{6} - \frac{6}{6} = \boxed{\phantom{00}}$$

$$\text{g) } \frac{8}{93} - \frac{2}{93} = \boxed{\phantom{00}}$$

$$\text{d) } \frac{3}{4} - \frac{1}{4} = \boxed{\phantom{00}}$$

$$\text{h) } \frac{10}{991} - \frac{3}{991} = \boxed{\phantom{00}}$$

3 Complete the subtractions

$$\text{a) } \frac{9}{5} - \frac{6}{5} = \boxed{\phantom{00}}$$

$$\text{e) } \frac{8}{3} - \frac{4}{3} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\text{b) } \frac{9}{5} - \frac{5}{5} = \boxed{\phantom{00}}$$

$$\text{f) } \frac{11}{3} - \frac{4}{3} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\text{c) } \frac{9}{5} - \frac{4}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\text{g) } \frac{14}{3} - \frac{4}{3} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\text{d) } \frac{9}{2} - \frac{4}{2} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\text{h) } \frac{15}{3} - \frac{5}{3} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

4 Jack has  $2\frac{1}{4}$  kg of potatoes.

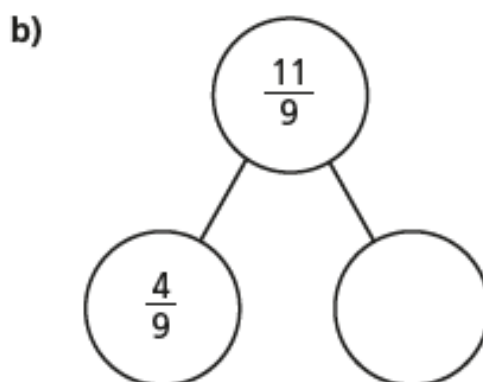
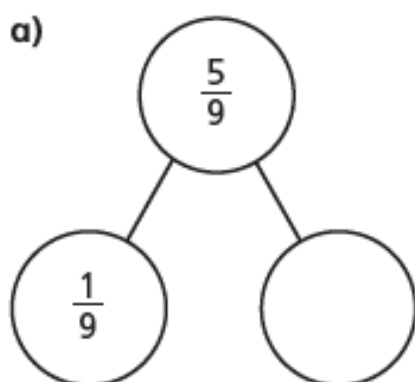
He uses  $\frac{5}{4}$  kg of potatoes.

How many kilograms does he have left?

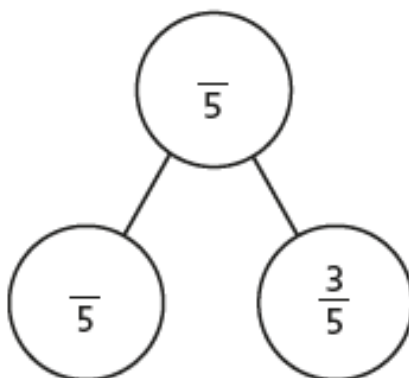
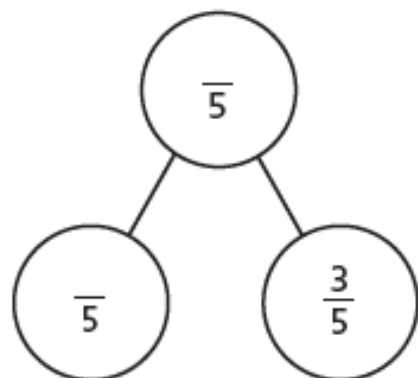


Jack has  kg left.

5 Complete the part-whole models.



6 Complete the part-whole model in two different ways.



7

Fill in the missing numerators.

$$\text{a) } \frac{10}{11} - \frac{\square}{11} = \frac{7}{11}$$

$$\text{d) } \frac{15}{4} - \frac{\square}{4} = 2$$

$$\text{b) } \frac{10}{11} - \frac{\square}{11} = \frac{7}{11} - \frac{4}{11}$$

$$\text{e) } \frac{9}{4} - \frac{1}{4} = \frac{\square}{4} + 1$$

$$\text{c) } \frac{10}{11} - \frac{4}{11} = \frac{\square}{11} - \frac{7}{11}$$

$$\text{f) } \frac{11}{4} - \frac{3}{4} = \frac{11}{3} - \frac{\square}{3}$$

8

Alex and Annie are taking turns playing a computer game.

Annie plays for a total of  $2\frac{1}{4}$  hours.Annie plays for  $\frac{3}{4}$  of an hour more than Alex.

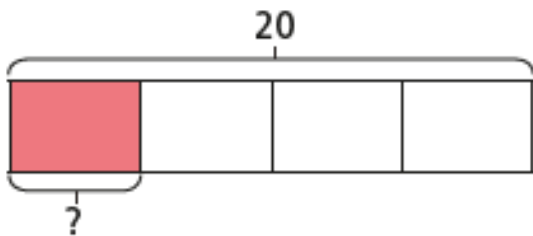
How much time do they spend in total playing on the game?

 hours

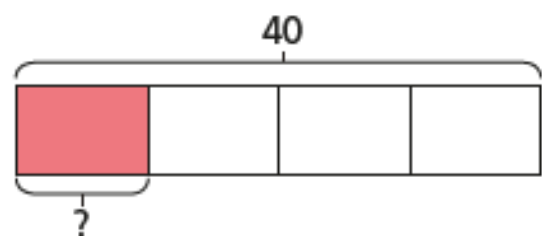

# Fractions of a quantity

**I** Complete the number sentences.

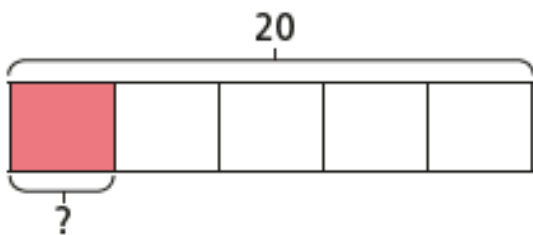
a)  $\frac{1}{4}$  of 20 =



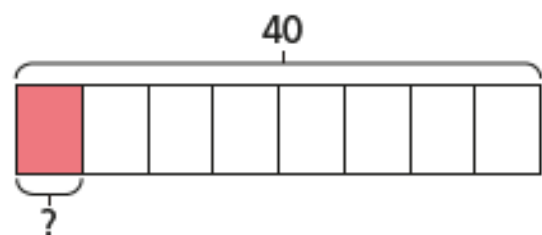
d)  $\frac{1}{4}$  of 40 =



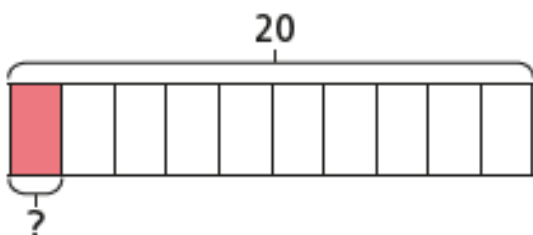
b)  $\frac{1}{5}$  of 20 =



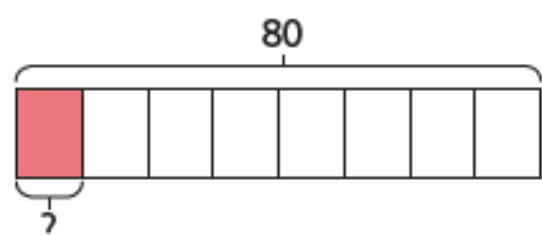
e)  $\frac{1}{8}$  of 40 =



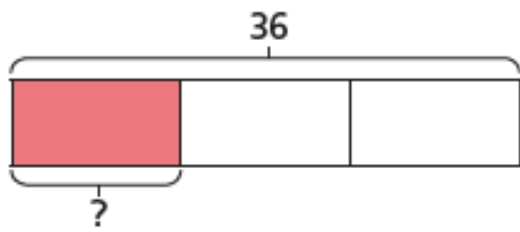
c)  $\frac{1}{10}$  of 20 =



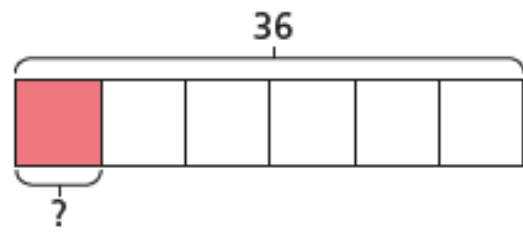
f)  $\frac{1}{8}$  of 80 =



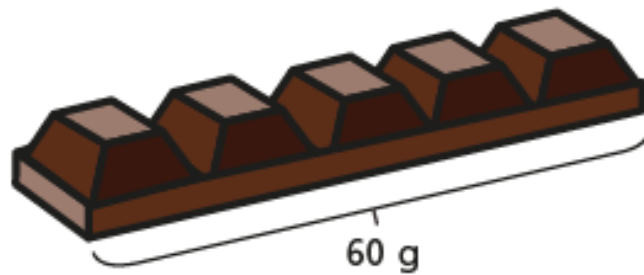
g)  $\frac{1}{3}$  of 36 =



h)  $\frac{1}{6}$  of 36 =



- 2 Filip has a chocolate bar with 5 equal pieces.  
The chocolate bar weighs 60 g.



- a) What is the mass of one piece?

The mass of one piece is  g.

- b) Filip eats  $\frac{3}{5}$  of the bar of chocolate.  
How many grams does Filip eat?

Filip eats  g of chocolate.





3

Complete the number sentences.

a)  $\frac{1}{4}$  of 24 =

c)  $\frac{1}{8}$  of 32 =

$\frac{3}{4}$  of 24 =

$\frac{5}{8}$  of 32 =

b)  $\frac{1}{7}$  of 35 =

d)  $\frac{5}{8}$  of 64 =

$\frac{3}{7}$  of 35 =

$\frac{7}{8}$  of 64 =

$\frac{5}{7}$  of 35 =

$\frac{10}{8}$  of 64 =

4

Match the calculations to the answers.

$\frac{2}{3}$  of 18

18

$\frac{5}{6}$  of 18

15

$\frac{9}{10}$  of 20

16

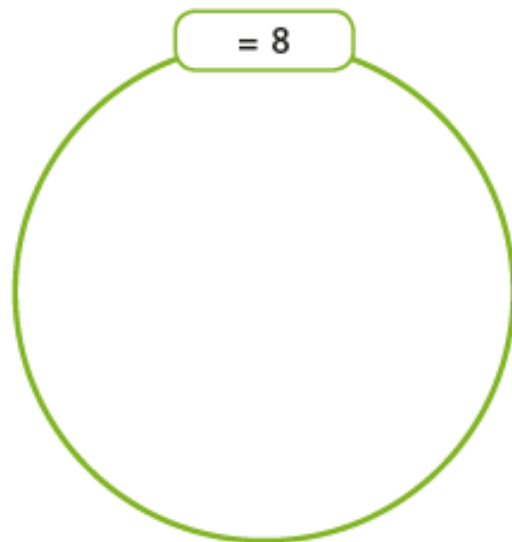
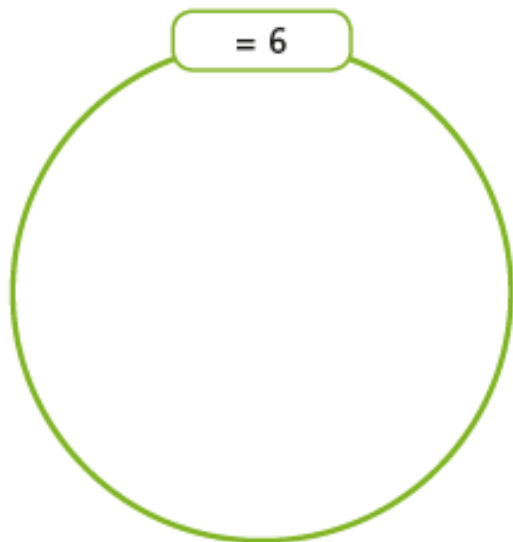
$\frac{4}{5}$  of 20

12



5 a) Write each calculation in the correct circle.

$\frac{1}{2}$  of 16       $\frac{1}{4}$  of 24       $\frac{2}{3}$  of 9       $\frac{3}{2}$  of 4       $\frac{1}{6}$  of 48



b) Write one more calculation in each circle.

6 Write <, > or = to compare the calculations.

a)  $\frac{2}{7}$  of 21   $\frac{2}{3}$  of 21

b)  $\frac{3}{5}$  of 40   $\frac{2}{3}$  of 36

c)  $\frac{6}{8}$  of 40   $\frac{3}{4}$  of 40

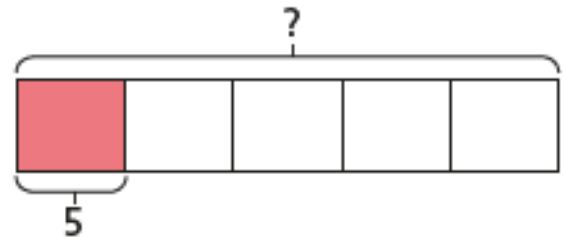
d)  $\frac{6}{10}$  of 50   $\frac{3}{10}$  of 100

# Calculate quantities

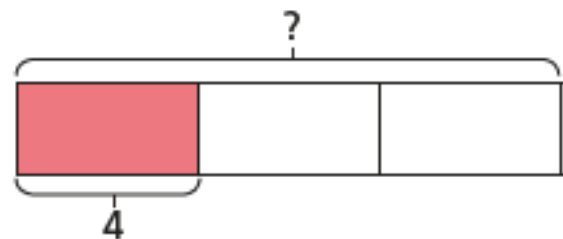
I Match the calculations to the bar models.

Work out the missing quantities.

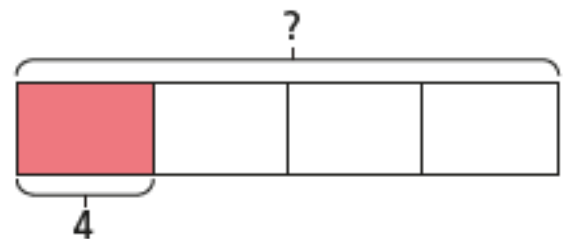
$$\frac{1}{4} \text{ of } \square = 5$$



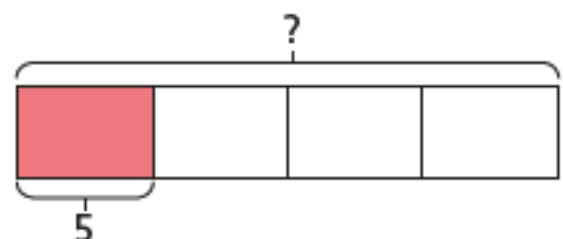
$$\frac{1}{4} \text{ of } \square = 4$$



$$\frac{1}{5} \text{ of } \square = 5$$



$$\frac{1}{3} \text{ of } \square = 4$$



2 Complete the sentences.

a) When one fifth is 1, the whole is

When one fifth is 10, the whole is

When one fifth is 20, the whole is

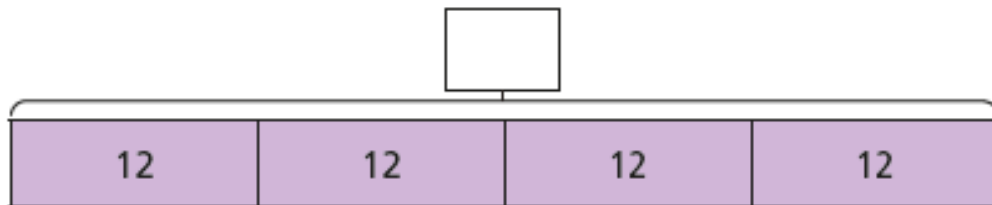
b) When  $\frac{1}{7}$  is 2, the whole is

When  $\frac{1}{7}$  is 4, the whole is

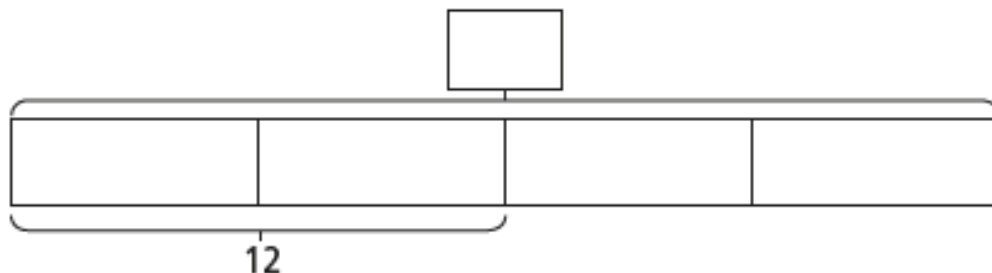
When  $\frac{1}{7}$  is 8, the whole is

3 Complete the bar models and fill in the whole.

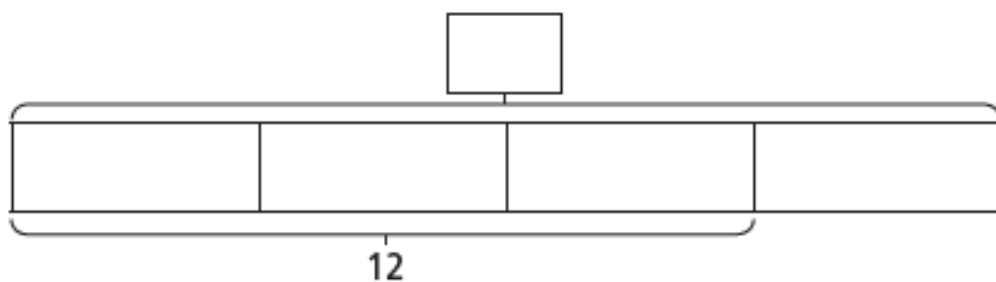
a)



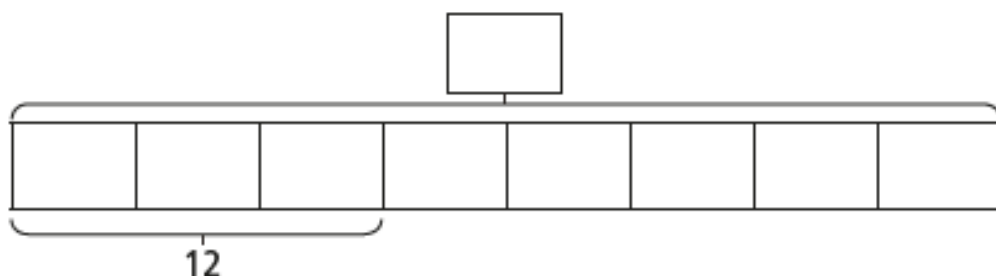
b)



c)



d)



4

Complete the calculations.

a)  $\frac{1}{2}$  of  = 30

e)  $\frac{3}{7}$  of  = 15

b)  $\frac{1}{2}$  of  = 15

f)  $\frac{5}{7}$  of  = 15

c)  $\frac{1}{4}$  of  = 15

g)  $\frac{5}{7}$  of  = 35

d)  $\frac{3}{4}$  of  = 15

h)  $\frac{7}{5}$  of  = 35



5 Dora and Mo have a full bottle of juice.

Dora drinks  $\frac{2}{5}$  of the juice.

Mo drinks  $\frac{1}{5}$  of the juice.

There is 150 ml of juice left in the bottle.

How much juice was in the full bottle?

 ml

6 Rosie and Ron are collecting red and blue counters.

They have the same number of blue counters.

They have a different number of red counters.



Rosie

I have 18 counters altogether.  $\frac{2}{3}$  are blue.

$\frac{3}{4}$  of my counters are blue.



Ron

a) How many counters does Ron have altogether?

b) How many red counters do they each have?

Rosie has  red counters.

Ron has  red counters.

**Play it!**



**#MathsEveryoneCanAtHome**

Guess who problems are a fun way to use properties of shape and number.

Make a set of guess who problems for your family to solve. Look at our examples for some inspiration.

Use cardboard to make your own guess who game. Ask questions that can only be answered with yes or no to guess the number.

We would love to see some of your games in action!  
Share your puzzles for us to solve.



**Play it!**



**#MathsEveryoneCanAtHome**

Guess my number...  
It is greater than 10 but less than 30  
It is a multiple of 5  
If I divide it by 3, I get a remainder of 1

Guess my number...  
It is less than 20  
It is an odd number  
It's digits add up to 8

Guess my shape...  
It has 2 acute angles and 2 obtuse angles.  
All the sides are equal.

Guess my shape...  
It has 2 flat faces and 1 curved surface.  
It has no vertices.  
It has 2 edges.





# Play it!



# #MathsEveryoneCanAtHome

You will need: 1 cardboard box, a pair of scissors and a pen.

## Method

1. Cut the box along the folds into different sized rectangles.
2. Use the 2 largest rectangles to make the game boards.
3. Draw 11 flaps on the plain side of the large rectangles.
4. Use the scissors or a sharp pencil to cut round the lines.
5. Write 11 different numbers or shapes on the flaps and use the left over card to make 11 cards with the same numbers or shapes.





# How Old Are You?

1. How many candles are there on each cake? Choose the correct number word from the word bank.

dix

cinq

neuf

trois

quatre

six



quatre



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2. Fill in the missing word. The first one has been done for you.

9

J'ai neuf ans.

6

J'ai \_\_\_\_\_ ans.

7

J'ai \_\_\_\_\_ ans.

8

J'ai \_\_\_\_\_ ans.

10

J'ai \_\_\_\_\_ ans.

4

J'ai \_\_\_\_\_ ans.

2

J'ai \_\_\_\_\_ ans.

5

J'ai \_\_\_\_\_ ans.

3

J'ai \_\_\_\_\_ ans.

neuf

dix

sept

deux

quatre

trois

huit

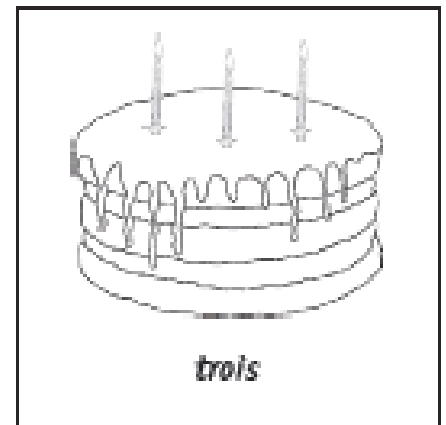
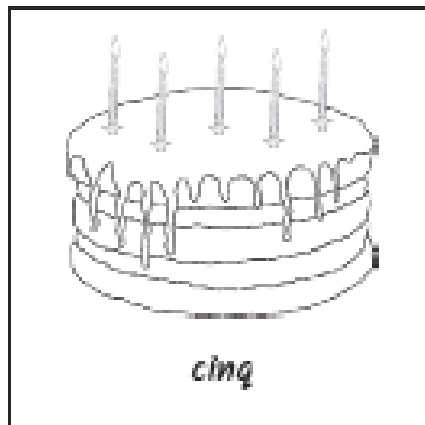
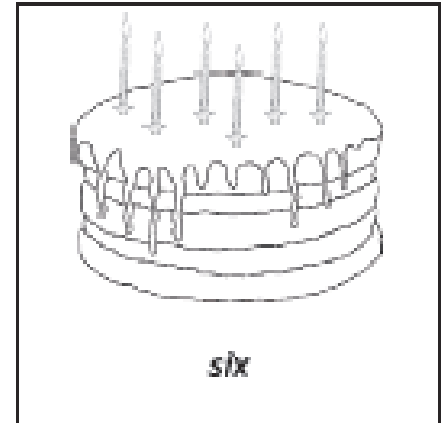
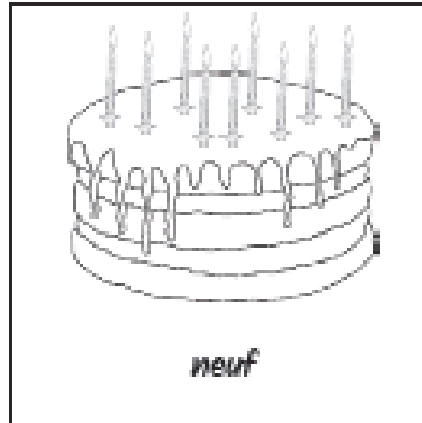
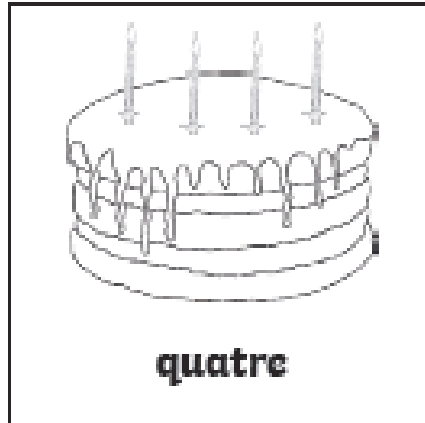
six

cinq



# How Old Are You?

1. How many candles are there on each cake? Choose the correct number word from the word bank.



2. Fill in the missing word. The first one has been done for you.

- ⑨ J'ai **neuf** ans.
- ⑦ J'ai *sept* ans.
- ⑩ J'ai *dix* ans.
- ② J'ai *deux* ans.
- ③ J'ai *trois* ans.

- ⑥ J'ai *six* ans.
- ⑧ J'ai *huit* ans.
- ④ J'ai *quatre* ans.
- ⑤ J'ai *dix* ans.

## Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops and question marks.

1. my brother's dog is called tess

---

2. on sunday she went to the park

---

3. the titanic sank in 1912

---

4. toby and mark are going to spain in march

---

5. martha took her children to the zoo yesterday

---

6. when i go to the shop, i will get some crisps

---

7. sameera and i are going to town on friday

---

8. did you sell buns at the fair

---

9. my mum has a cat he is called tom

---

10. have you got a dress for the prom

---

## Correct the Sentence Punctuation **Answers**

Question	Answer
1. my brother's dog is called tess	<b>My brother's dog is called Tess.</b>
2. on sunday she went to the park	<b>On Sunday she went to the park.</b>
3. the titanic sank in 1912	<b>The Titanic sank in 1912.</b>
4. toby and mark are going to spain in march	<b>Toby and Mark are going to Spain in March.</b>
5. martha took her children to the zoo yesterday	<b>Martha took her children to the zoo yesterday.</b>
6. when i go to the shop i will get some crisps	<b>When I go to the shop I will get some crisps.</b>
7. sameera and i are going to town on friday	<b>Sameera and I are going to town on Friday.</b>
8. did you sell buns at the fair	<b>Did you sell buns at the fair?</b>
9. my mum has a cat he is called tom	<b>My mum has a cat. He is called Tom.</b>
10. have you got a dress for the prom	<b>Have you got a dress for the prom?</b>

# Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops, question marks and inverted commas.

1. one warm, sunny day jessica and lilly went to the zoo when they arrived, they visited the monkeys

---

---

2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox

---

---

3. do we have any money to buy more food asked jessica

---

---

4. lilly replied no now we dont have anything for lunch

---

---

5. dont worry girls, a voice called from behind them it was the zookeeper, who was holding their lunchbox, with a big smile on his face

---

---

## Correct the Sentence Punctuation **Answers**

Question	Answer
1. one warm sunny day jessica and lilly went to the zoo when they arrived they visited the monkeys	<b>One warm, sunny day Jessica and Lilly went to the zoo. When they arrived, they visited the monkeys.</b>
2. i like the zoo said jessica lilly looked up and saw a monkey had stolen her lunchbox	<b>'I like the zoo,' said Jessica. Lilly looked up and saw a monkey had stolen her lunchbox!</b>
3. do we have any money to buy more food asked jessica	<b>'Do we have any money to buy more food?' asked Jessica.</b>
4. lilly replied no now we dont have anything for lunch	<b>Lilly replied 'No! Now we don't have anything for lunch!'</b>
5. dont worry girls a voice called from behind them it was the zookeeper who was holding their lunchbox with a big smile on his face	<b>'Don't worry girls,' a voice called from behind them. It was the zookeeper, who was holding their lunchbox, with a big smile on his face.</b>



# Statutory Spelling Word Activity Mat: accident



1

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

\_\_\_\_\_

\_\_\_\_\_

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


He was involved in an \_\_\_\_\_.

"I'm sure it was an \_\_\_\_\_,"  
said Fred.

Did you drop it by \_\_\_\_\_?

She had an \_\_\_\_\_ at the factory.

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



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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **accident**.

acci_____	_____dent
_____nt	ac_____

Now write the full word.

\_\_\_\_\_

Trace the word **accident**.

**accident**

accident

accident

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

**bountiful blizzard mishap vehicle**

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

\_\_\_\_\_

\_\_\_\_\_

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

**acident accidunt accident**

# Statutory Spelling Word Activity Mat: actual



2

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

\_\_\_\_\_

\_\_\_\_\_

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


The \_\_\_\_\_ cost was £100.

"Those were his \_\_\_\_\_ words!"

Can you measure the \_\_\_\_\_ length?

The story is based on \_\_\_\_\_ events.

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



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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **actual**.

act_____	_____ual
_____al	ac_____

Now write the full word.

\_\_\_\_\_

Trace the word **actual**.

**actual**

actual

actual

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

**mystery genuine forgotten bespoke**

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

\_\_\_\_\_

\_\_\_\_\_

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

**acktual actyual actual**

# Statutory Spelling Word Activity Mat: address

3

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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



Nita scribbled her \_\_\_\_\_.

"May I have your \_\_\_\_\_?"  
asked Zac.

Which \_\_\_\_\_ shall I send it to?

I had to \_\_\_\_\_ a large audience.

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



Finish off the word **address**.

add _____	_____ess
_____ss	ad _____

Now write the full word.

\_\_\_\_\_

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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **address**.

address

address

address

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

**unique** **benign** **place** **suspicious**

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

\_\_\_\_\_

\_\_\_\_\_

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

**adress** **adres** **address**

# Statutory Spelling Word Activity Mat: answer

4

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



Write your \_\_\_\_\_ on the line.

"\_\_\_\_\_ me!" demanded Kole.

I don't know the \_\_\_\_\_.

Please \_\_\_\_\_ the telephone.

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



Finish off the word **answer**.

ans _____	_____wer
_____er	an _____

Now write the full word.

\_\_\_\_\_

Trace the word **answer**.

answer

answer

answer

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

**respond** **redirect** **forged** **ancient**

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

\_\_\_\_\_

\_\_\_\_\_

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

**anser** **answur** **answer**


# Statutory Spelling Word Activity Mat: appear

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

\_\_\_\_\_

\_\_\_\_\_

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




In spring, new flowers \_\_\_\_\_.

Liam will \_\_\_\_\_ on stage.

Hopefully, the sun will \_\_\_\_\_ today.

We hoped he would \_\_\_\_\_.

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



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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **appear**.

app_____	_____ear
_____ar	ap_____

Now write the full word.

\_\_\_\_\_

Trace the word **appear**.

appear

appear

appear

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

**seen** **odorous** **malleable** **happenstance**

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

\_\_\_\_\_

\_\_\_\_\_

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

**apear** **appare** **appeear**

## Thursday and Friday English

To use my imagination to describe a setting.

### Imagine a Setting

This is a scene from 'Alice in Wonderland'.

The surroundings seem so big, making Alice appear even smaller.

Imagine you were trapped in your school after you had been shrunk.

Describe your journey from the door across the classroom.

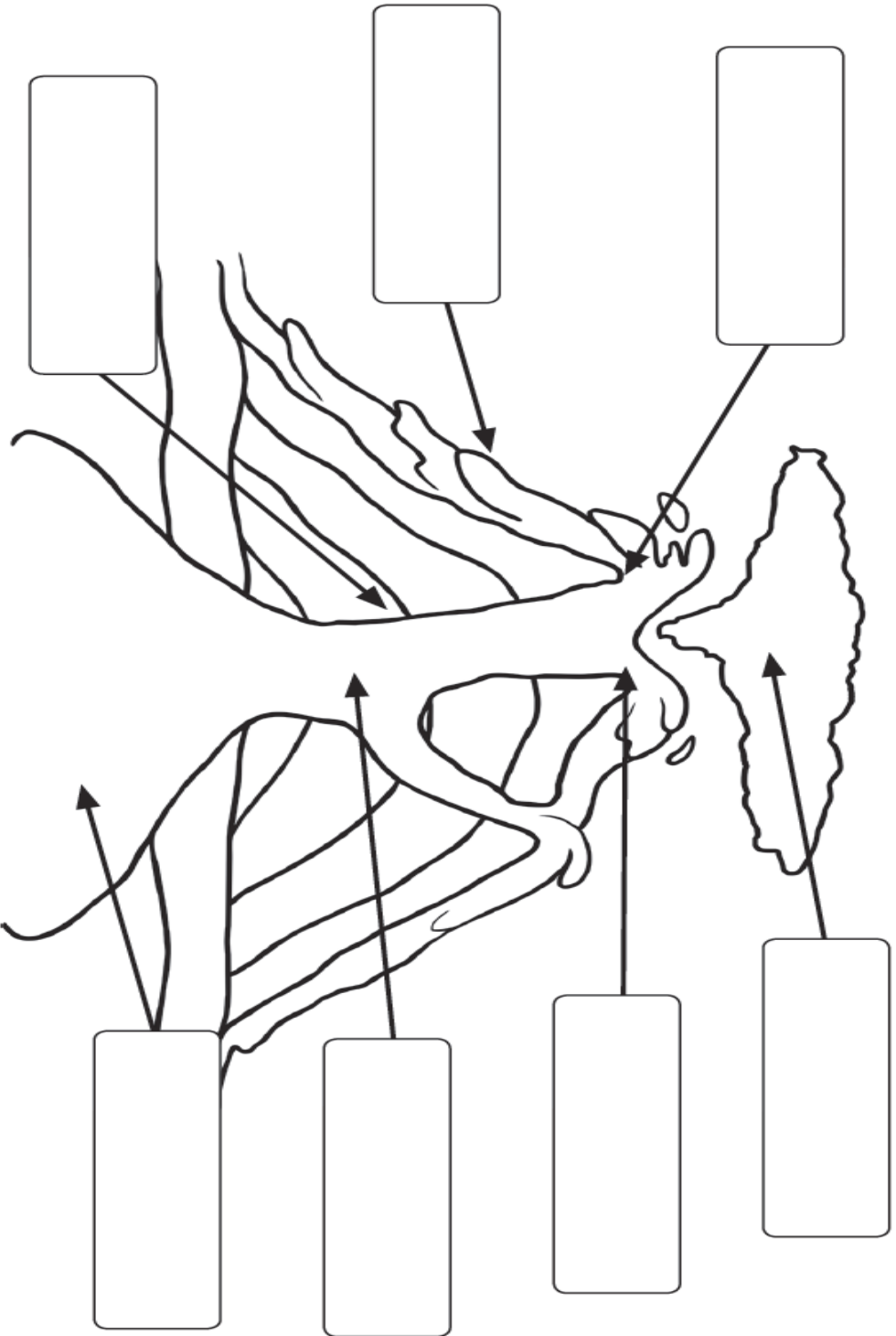
What dangers would you have to be careful of as a tiny person?



**Challenge:** Use a thesaurus to look up 'big' and 'small'.

# Volcanoes Labelling Activity

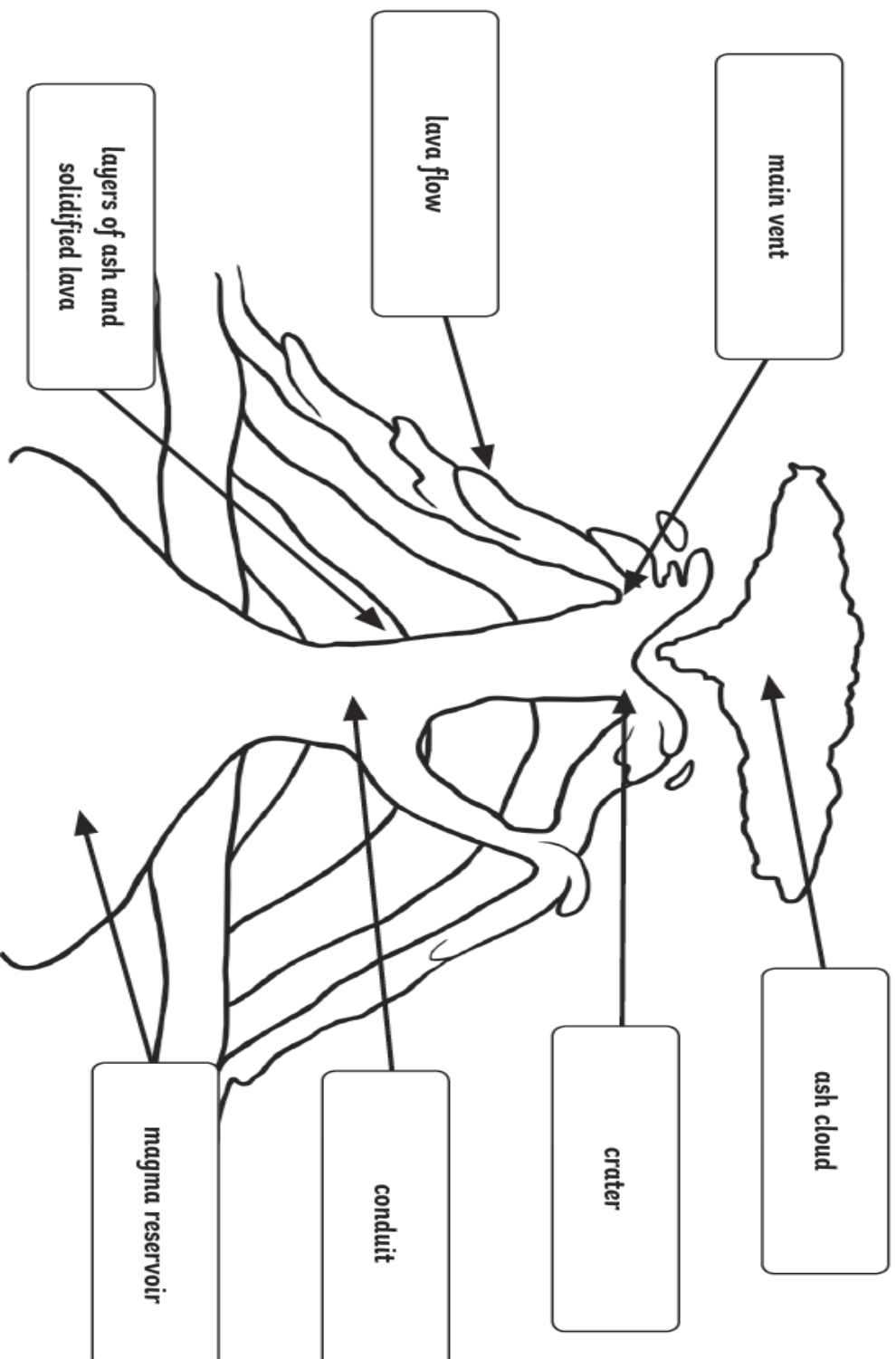
Look at this diagram of the inside of a volcano. Label the diagram with the missing words from the bottom of the sheet.



- |           |           |                                   |                 |
|-----------|-----------|-----------------------------------|-----------------|
| main vent | lava flow | conduit                           | magma reservoir |
| ash cloud | crater    | layers of ash and solidified lava |                 |

# Volcanoes Labelling Activity Answers

Look at this diagram of the inside of a volcano. Label the diagram with the missing words from the bottom of the sheet.



main vent

ash cloud

crater

lava flow

conduit

layers of ash and solidified lava

magma reservoir

main vent

lava flow

conduit

magma reservoir

ash cloud

crater

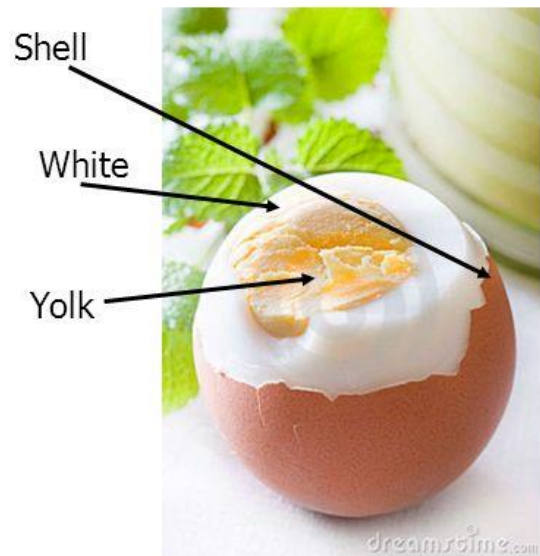
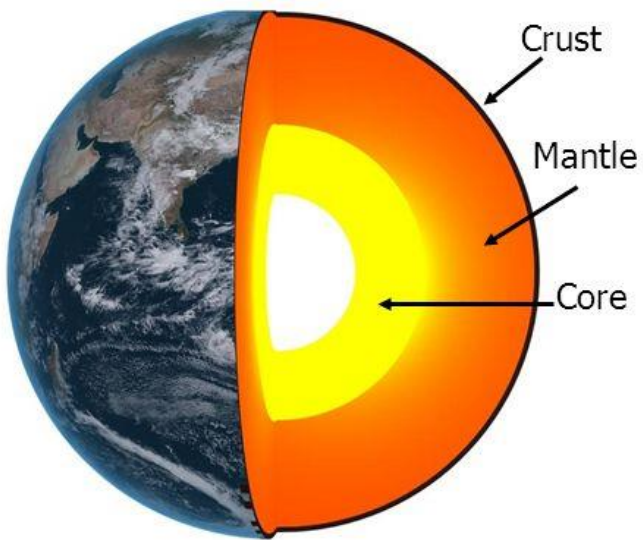
layers of ash and solidified lava



# We live on Earth's surface, but what exactly is below us?

Below the Earth's surface is the interior. Think of it as a hard boiled egg. If you tear open the egg you will see layers.

There is the shell (the crust of Earth), the egg white (Earth's mantle), and the yolk (Earth's core).





## Friday Art

### Examples of volcano paintings

