Year 4

Autumn Homework

Week 1

Weekly SPaG Check

Week 1 | Y4

Mark

1. **Add a different prefix to each of these words.**

_____fair _____honest _____possible _____visible

2. **Tick the sentence that uses an apostrophe for possession correctly.**

The childrens' party bags contained many treats. ☐
The childs' party bags contained many treats. ☐
The children's party bags contained many treats. ☐

3. **Insert a suitable conjunction in the sentence below.**

_____ it stops raining, we can go to the park this afternoon.

4. **Underline the fronted adverbial in the sentence.**

Later that day, I returned to the library.

5. **Circle all of the verbs in the sentence.**

At the zoo, the lion roared loudly and it scared the visitors.

6. **Add the correct punctuation to the sentences.**

a) Who is the winner _____

b) You're leaving now, aren't you _____

c) What a tall sunflower you've grown _____

7. **Fill in the missing speech marks.**

Stop! shouted the police officer, You are under arrest!

Week One

Task 1

Complete the addition calculations below.

1) 345 + 234 = _____

2) 538 + 427 = _____

3) 373 + 296 = _____

Task 2

Using each digit card only once per number, what is the largest even 3-digit number and largest 3-digit odd number you can make?

6	4	9	2	8

_____

_____

Task 3

Circle the numbers in the 4 times tables.

12 30 25 48 20 4 36 16

Task 4

Circle the numbers that are not multiples of 50

100 50 1000 550 425 400 700 275

Task 5

Complete these addition sums.

0 + _____ = 1000	700 + _____ = 1000
200 + _____ = 1000	_____ + 100 = 1000
_____ + 500 = 1000	_____ + 600 = 1000
_____ + 300 = 1000	900 + _____ = 1000

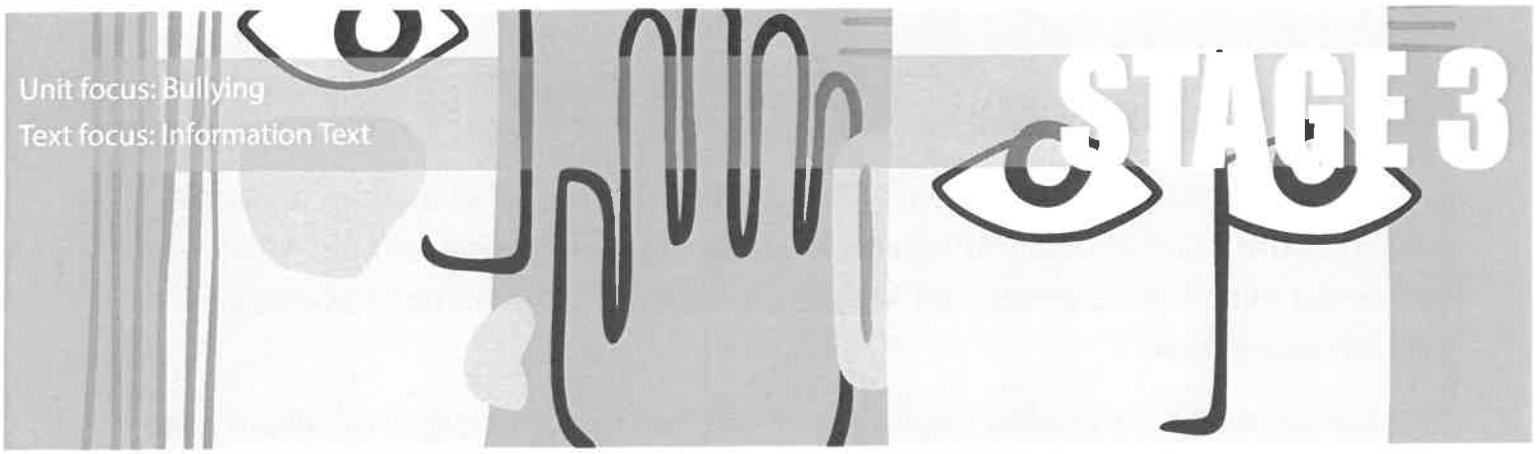
Task 6

Place these numbers in order from smallest to largest.

345 354 349 359 395

_____

1	$\square = 747 + 100$	○	9	$\square = 4 \times 5$	○
2	$892 - 100 = \square$	○	10	$20 \div 4 = \square$	○
3	$58 + 50 = \square$	○	11	$\square = 12 \times 5$	○
4	$567 - 80 = \square$	○	12	$78 \times 4 = \square$	○
5	$732 + 200 = \square$	○	13	$24 \div 3 = \square$	○
6	$569 - 400 = \square$	○	14	$\square = \frac{3}{11} + \frac{5}{11}$	○
7	$984 + 436 = \square$	○	15	$\square = \frac{3}{11} - \frac{2}{11}$	○
8	$\square = 751 - 484$	○	16	$\square = \frac{5}{9} - \frac{3}{9}$	○



Speaking Out

Being bullied can be a very lonely experience. It can feel like you have nobody to help you. It's important to remember that you aren't the first person to be bullied. People have been horrible to each other forever. You don't need to go through it alone. There are lots of famous people out there who have spoken out about being bullied. Let's look at how some of them have helped.

ED SHEERAN

Ed Sheeran was bullied badly at school. Other children made fun of his red hair and his stutter. He has spoken about feeling like an outsider. One of the reasons he started to make music was to feel more confident. He wants to show that being different is a strength. We should all embrace how unique we are. Lots of his songs spread messages of kindness.

TAYLOR SWIFT

She might be mega-famous now, but Taylor Swift suffered a lot at school. She was bullied for being awkward and struggled to fit in. She told a music magazine that she often ate her lunch alone in the bathroom. Just like Ed Sheeran, she turned to music to help her cope. Even when she began to sing, she was bullied. She has spoken about the adults who treated her badly when she first got into the music industry. Nowadays, she is a leading light for kindness and acceptance. She often speaks out against cruelty and hatred in the world.

LADY GAGA

Lady Gaga was often called "weird" at school. Lots of people couldn't understand why she wanted to be a performer. She was bullied so badly that she once broke down in tears in front of the whole class. In 2012, Lady Gaga and her mother started the Born This Way Foundation. It is an anti-bullying charity that wants to inspire young people to build a kinder world.

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MALALA YOUSAFZAI

Malala was born in Pakistan in 1997. She is a Muslim and part of a group of people known as the Pashtuns. Her father was a teacher and ran several schools. Most girls in Pakistan didn't go to school, but Malala was different. She wanted to become a teacher or a doctor.

The Taliban took control of her region when she was ten years old. The Taliban were strict Muslims. They didn't think girls should be allowed to go to school. They stopped women from having jobs or leaving the house alone.

The BBC asked Malala's father if he knew any girls who could write about life under the Taliban. Malala offered and wrote a blog for the BBC. The Taliban were unhappy with what she was doing. They were eventually defeated, but some stayed in her city. On October 9th, 2012, she was shot on a bus.

She was very poorly but survived. She moved to England and began to attend school again. She received a Nobel Peace Prize in 2014. She suffered terrible abuse and death threats, but she didn't let it stop her. Malala is seen as a hero to many who want to stand up to bullies.

RETRIEVAL FOCUS

1. Who was bullied because of their hair colour?
2. Why else were they bullied?
3. Where did Taylor Swift often eat her lunch?
4. Who does Lady Gaga run the Born This Way Foundation with?
5. Where was Malala born?

VIPERS QUESTIONS

I	Why can it feel lonely if you are being bullied?
V	If you "embrace" something, what does it mean?
V	Find and copy a phrase that describes Taylor Swift as a "bright point" guiding other people.
S	Why was Malala attacked?
S	Why is Malala seen as a hero?

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Week 2

Weekly SPaG Check

Week 2 | Y4

Mark

1. **Rewrite the sentence in the past tense.**

Jonah catches the ball after Fred hits it.

_____

2. **Explain why the commas have been used in this sentence.**

Italy, France, Spain and Denmark are all in Europe.

_____

3. **Rewrite this sentence so that it is grammatically accurate.**

They done the washing up without complaining.

_____

4. **Place the comma in the correct place in the sentence.**

Every evening Meena practised her piano.

5. **Write the singular forms of these words.**

a) geese = _____

b) lorries = _____

c) glasses = _____

6. **Add suffixes to these nouns to change them into adjectives.**

a) beauty = _____

b) skill = _____

c) heart = _____

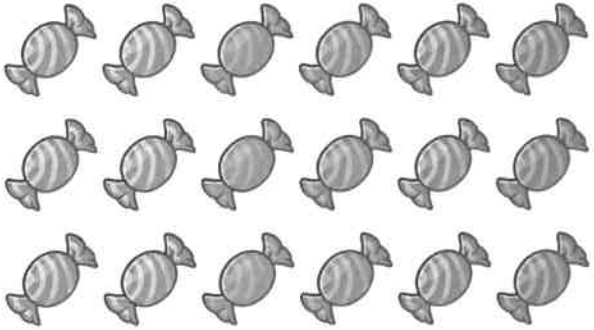
7. **Complete the sentence with an appropriate pronoun.**

Poppy has three rabbits which _____ feeds twice a day.

Week Two

Task 1

Rahul is sharing his sweets between 3 of his friends.



How many sweets will each of his friends receive?

Task 2

Complete these number bonds to 20.

17 + ____ = 20	____ + 4 = 20
9 + ____ = 20	____ + 11 = 20
7 + ____ = 20	____ + 6 = 20
12 + ____ = 20	____ + 1 = 20
15 + ____ = 20	____ + 2 = 20

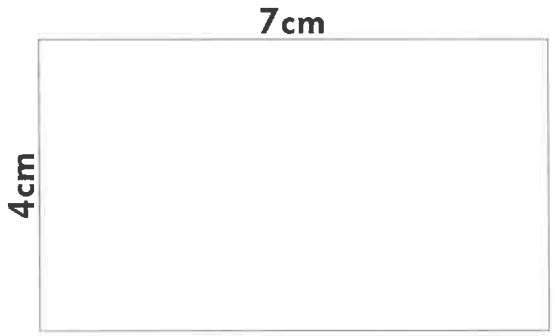
Task 3

What is the value of the 4 in each of these numbers?

904 849 489

Task 4

What is the perimeter of the rectangle below?



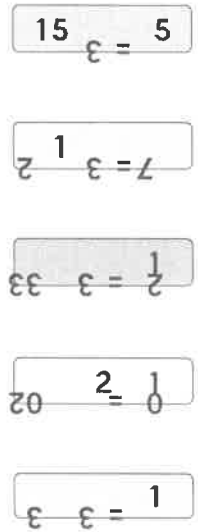
Task 5

Joshua has £3.25.
He needs £5 to buy a new toy.
Use the number line to help you work out how much more money he needs.



Task 6

Find the odd one out.
One of these number sentences is incorrect. Circle the wrong answer.



1	$596 + 100 =$ ☐	○	9	☐ $= 10 \times 5$	○
2	$478 - 100 =$ ☐	○	10	☐ $= 45 \div 5$	○
3	☐ $= 31 + 70$	○	11	$19 \times 3 =$ ☐	○
4	☐ $= 336 - 40$	○	12	$54 \times 4 =$ ☐	○
5	☐ $= 522 + 200$	○	13	☐ $= 40 \div 8$	○
6	$324 - 200 =$ ☐	○	14	☐ $= \frac{2}{4} + \frac{1}{4}$	○
7	$962 + 639 =$ ☐	○	15	☐ $= \frac{4}{5} - \frac{3}{5}$	○
8	$686 - 167 =$ ☐	○	16	$\frac{3}{7} - \frac{2}{7} =$ ☐	○



Around The World

The velvet green landscape fell away below me. Fields of different shades of green rolled across the hills like a patchwork blanket. I was off on the adventure of a lifetime. It had taken six months to put together the balloon. It was worth it. Flames roared overhead as I pulled on the chord to inflate the balloon even further.

It didn't take long to leave the verdant hills of England behind. I was soon able to look down onto the wind-swept highlands of Scotland. A lone albatross rose on a current of warm air and floated alongside me for a while. It seemed close enough to reach out and touch.

Around lunchtime, I saw Iceland as a speck on the horizon. The glaciers and Northern Lights beckoned me, but the weather had other ideas. A storm picked up and snatched the balloon in its grasp. Lightning arced across the coal-black clouds and thunder shook the basket underneath my feet. Suddenly, it didn't feel very secure. I watched forlornly as Iceland shrank away again. The storm was blowing in from the west. There was nothing I could do to control my vessel now. I just had to hold on.

By the time the storm abated, I was far off-course. The mountains and ravines of Norway and Sweden passed beneath me in a blur. Panic quickly set in. How would I get home? There was no time to dwell on my fears, though. The almighty landmass of Russia crept into view soon enough. Endless snow settled on the plains like a crisp white bed-sheet. The candy-coloured domes of St Basil's Cathedral appeared and vanished as I stood and gawped. I watched a pack of wild wolves chasing unseen prey between sparse trees. A pair of eagles flew even higher than the balloon, chattering endlessly to one another.

The wind changed direction once again and cast me south. The basket rocked perilously, but another gust of flames steadied it nicely. Mongolia and China passed serenely below. I picked up the course of the Great Wall for a while - the movement of my vessel following its sinuous curves. At one point, I received the shock of my life. I turned just in

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time to see the vast peak of Mount Everest, rising up like an ice giant. We skimmed the ice close enough to grab a handful of snow but narrowly avoided crashing.

I picked up the pace now. I pulled hard on the chord. The balloon filled with hot air. We shot forward. We were moving fast enough now to chase the rising sun. The parched landscape of Australia filled the entire world. Uluru and then Sydney harbour drifted lazily past. Nothing does anything in a hurry in Australia. It's too hot.

There wasn't time to enjoy the sunshine before thousands of miles of open ocean stretched before me. I closed my eyes and caught a wink of sleep. The sound of people playing on the beach woke me. I looked over the edge of the basket to see California passing by. I watched the cities of the United States of America become farmland and factories. The towering skyscrapers of New York jutted upwards like teeth in the distance.

Soon, it was all behind me. I watched the coastline of England growing in the distance and gently brought the balloon down to land.

VOCABULARY FOCUS

1. Find an example of a simile in the text.
2. Using the context of the text, write a definition for "abated".
3. Find and copy a word that is used to describe the landscape of England as "bright green or covered in grass".
4. Which word tells you that the albatross was on its own?
5. Write a synonym for the word "serenely".

VIPERS QUESTIONS

R What landmark gave the author a fright?

S List the countries the author flew over in order.

R What landmarks did the author see in Australia?

E How do the author's emotions change throughout the text?

S What was the author doing just before they saw California?

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Week 3

Weekly SPaG Check

Week 3 | Y4

Mark

1. **Tick the sentence that uses an apostrophe for possession correctly.**

The dogs' leads were all tangled up. ☐
The dogs lead's were all tangled up. ☐
The dogs leads' were all tangled up. ☐

☐

2. **Expand this noun phrase.**

the cat

_____

☐

3. **Identify who the underlined pronoun refers to.**

"**We** like playing Cluedo," said the twins. = _____

☐

4. **Add a different prefix to each of these words.**

_____advantage _____appear _____behave _____marine

☐

5. **Write antonyms for these words.**

a) hot = _____

b) quiet = _____

c) light = _____

☐

6. **Identify whether the sentences are written in first or third person.**

	first person	third person
The whole netball team cheered when Keira scored a goal.	☐	☐
We looked for a recipe for the perfect cookies.	☐	☐
I really want to get my hair cut this weekend.	☐	☐

☐

7. **Insert a suitable conjunction in the sentence below.**

Jerry is an excellent chef _____ he is an awful gardener.

☐

Week Three

Task 1

Find $\frac{1}{2}$ of each of the numbers below.

1) $\frac{1}{2}$ of 20 = _____

2) $\frac{1}{2}$ of 24 = _____

3) $\frac{1}{2}$ of 30 = _____

4) $\frac{1}{2}$ of 40 = _____

5) $\frac{1}{2}$ of 50 = _____

6) $\frac{1}{2}$ of 100 = _____

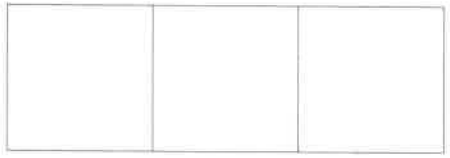
Task 2

Write an odd number in the place value chart that is bigger than 5,000 and smaller than 6,000.

Thousands	Hundreds	Tens	Ones

Task 3

Shade in $\frac{2}{3}$ of the shape below.



Task 4

Circle the fractions that are equivalent to one whole.

$\frac{4}{4}$ $\frac{5}{6}$ $\frac{2}{3}$

$\frac{5}{7}$ $\frac{7}{7}$ $\frac{10}{10}$

$\frac{12}{12}$ $\frac{9}{11}$ $\frac{2}{2}$

Explain how you know whether a fraction is equivalent to a whole.

_____

_____

_____

Task 5

Count in 8s.

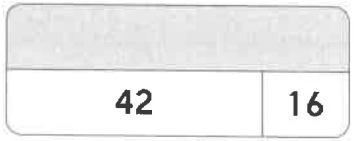
0, ___, ___, ___, ___,

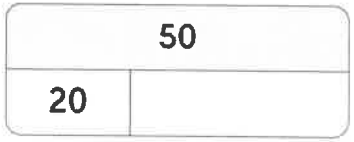
___, ___, ___, ___,

___, ___, ___, ___.

Task 6

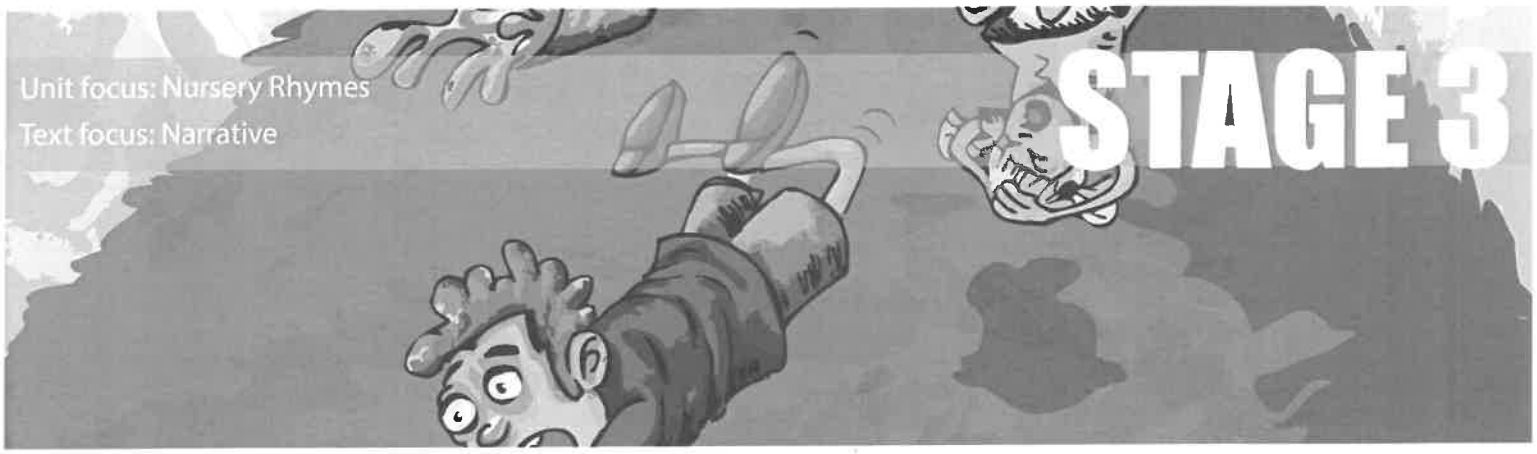
Complete the bar models below.







1	$579 + 100 = \square$	○	9	$5 \times 4 = \square$	○
2	$951 - 100 = \square$	○	10	$\square = 40 \div 5$	○
3	$67 + 80 = \square$	○	11	$22 \times 4 = \square$	○
4	$389 - 90 = \square$	○	12	$\square = 22 \times 6$	○
5	$\square = 704 + 200$	○	13	$72 \div 8 = \square$	○
6	$\square = 939 - 700$	○	14	$\square = \frac{2}{5} + \frac{2}{5}$	○
7	$\square = 287 + 265$	○	15	$\frac{3}{4} - \frac{2}{4} = \square$	○
8	$\square = 974 - 827$	○	16	$\frac{9}{11} - \frac{3}{11} = \square$	○



Jack and Jill

"Be careful, Jack!" said the young girl in a bright green dress. She was cautiously making her way past a pile of stones on the side of a tall hill.

Jack, on the other hand, was bounding ahead without a care for his own safety. "Don't worry, Jill!" he said. "You can't stop me!"

Jill sighed and hefted the wooden pail over her shoulder. It was always her who had to carry the bucket, even though Jack was always boasting about being stronger. On the other hand, it gave her an excuse to go slowly. Jack was always racing ahead and stumbling over his own feet. Jill knew that he'd have some sort of accident soon because he never watched where he was going.

"Look at this!" Jack exclaimed when Jill finally made it over the brow of the hill. He was hopping from foot to foot. A loose pile of scree blocked their path. Jill could see the well up ahead. She also knew that they would have to cross the sliding mass of stones to get there.

"Go slowly," Jill said. She knew her brother wouldn't listen.

Sure enough, Jack leapt forward and landed on the stone. It shifted a little, but he caught his balance and grinned a toothy grin. Jill rolled her eyes and groaned. Why wouldn't he listen? Jill stepped forward. She put one foot onto the slate and felt it wobble. She took a deep breath and put all of her weight onto the stone and moved her other foot onto the scree. So far, so good.

Meanwhile, Jack hadn't bothered to wait for his sister. His own impatience had driven him forward, and he was now a good few paces ahead of Jill. Every time he leapt forward, Jill had to duck as his feet kicked out shards of sharp stone. She tried to concentrate on her own feet, but she knew what was about to happen.

Sure enough, as he got closer to the other side, Jack grew more confident and tried to make bigger leaps. With a sickening thump, his feet slipped out from underneath him, and he fell on his front. He managed to roll onto his back as the whole pile of rocks started to slide. It was slow, at first, but it soon picked up speed. All Jill could do was watch a look of horror wash over her brother's face as

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he slid into her legs and knocked her over.

Now they were both sliding down the hillside, completely out of control. Jill curled into a ball and tried to shout to Jack to do the same. Rocks bruised her ribs and cut her arms, but she managed to avoid hitting her head. When they came to a halt, she realised her brother hadn't been as fortunate. He was unconscious and had a large cut across his forehead. It had already swollen and looked purple around the edges.

Jill knew there was only one person who could help her brother this close to the hill. Old Dame Dob lived in a small cottage a few hundred yards away. Jill hoisted her brother up and lay him over her shoulders. Hopefully, the old woman would be able to help.

INFERENCE FOCUS

1. What evidence is there in the first paragraph that Jill is careful.
2. How does Jill feel about carrying the bucket?
3. What was Jack feeling when he showed Jill the pile of scree?
4. Why doesn't Jill think her brother will listen to her advice?
5. What evidence is there that Jack doesn't consider his sister's feelings?

VIPERS QUESTIONS

S	How is Jack different to Jill in the story?
R	Who was carrying the pail?
V	What is a pail?
V	Find and copy a word that tells the reader the stones Jack was kicking up were small pieces.
S	Why did Jill have to carry Jack to Dame Dob's house?

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Week 4

Weekly SPaG Check

Week 4 | Y4

Mark

1. **Rewrite this sentence so that it is grammatically accurate.**

They was eating pancakes in the cafe.

_____

2. **Circle all of the verbs in the sentence.**

The boy kicked the ball and it broke the neighbour's window.

3. **Add the correct punctuation to the sentences.**

a) How grown up you have behaved today _____

b) Where are you going on holiday _____

c) What time do you want to meet _____

4. **Underline the fronted adverbial in the sentence.**

Without warning, the car burst into flames.

5. **Fill in the missing speech marks.**

Where shall I meet you? asked the boy.

6. **Add suffixes to these nouns to change them into adjectives.**

a) pity = _____

b) wonder = _____

c) end = _____

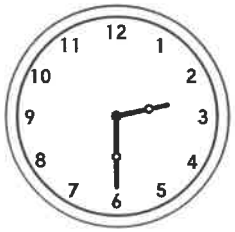
7. **Identify whether the sentences are written in first or third person.**

	first person	third person
Kelly turned the volume up on her iPod.	☐	☐
The sun had disappeared and the sky had turned black.	☐	☐
The flowers I bought today looked beautiful.	☐	☐

Week Four

Task 1

What time is being shown by the two clocks?





Task 2

Complete this number track by counting up in 50s.

51		151					

Task 3

Solve the word problem below.
Freya has 175 stickers.
She gives 48 stickers to her friend.
How many does she have left?

Task 4

Complete these multiplication calculations.

3 x 8 = _____	8 x 6 = _____
2 x 9 = _____	10 x 10 = _____
5 x 8 = _____	11 x 3 = _____
4 x 8 = _____	3 x 12 = _____
3 x 4 = _____	8 x 8 = _____

Task 5

Complete the missing numbers in the sequences below.

a) 4, _____, 12, 16, _____, _____

b) 3, 6, _____, 12, _____, 18, _____

c) 88, 80, _____, 64, _____, 48

d) 400, _____, 300, 250, _____

Task 6

Partition these numbers into hundreds, tens and ones:

845

_____ + _____ + _____

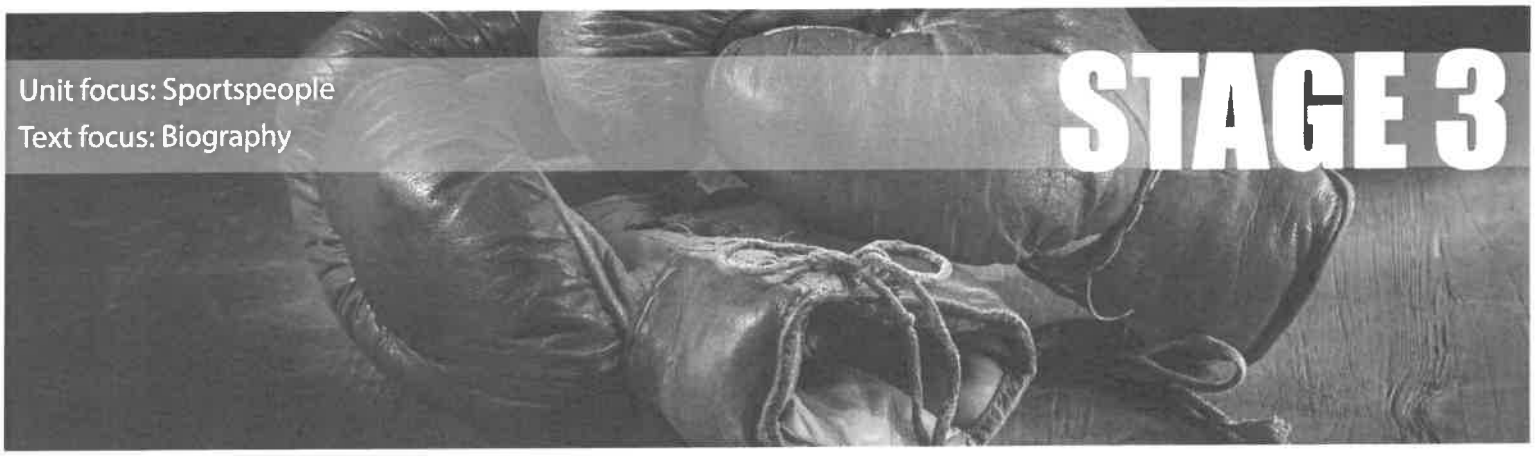
392

_____ + _____ + _____

457

_____ + _____ + _____

1	$\square = 852 + 100$	○	9	$\square = 6 \times 3$	○
2	$\square = 566 - 100$	○	10	$\square = 20 \div 5$	○
3	$\square = 51 + 90$	○	11	$28 \times 3 = \square$	○
4	$\square = 418 - 90$	○	12	$\square = 83 \times 6$	○
5	$363 + 300 = \square$	○	13	$40 \div 5 = \square$	○
6	$\square = 926 - 600$	○	14	$\square = \frac{2}{8} + \frac{5}{8}$	○
7	$383 + 367 = \square$	○	15	$\square = \frac{6}{9} - \frac{5}{9}$	○
8	$834 - 276 = \square$	○	16	$\frac{2}{4} - \frac{1}{4} = \square$	○



Nicola Adams

Nicola Adams is a retired boxer. She was born on 26th October 1982, in Leeds, England. She discovered boxing when she was 12. Her parents had separated and her mother had no one to watch the children when she went to her aerobics class. So, she signed her two children up for a boxing class at the same gym. Nicola fell in love with boxing. She was inspired by great boxers including Mike Tyson and Muhammad Ali. Her dream was to be Olympic Champion. However, it seemed an impossible dream. After all, there was no women's boxing at the Olympics. Women's boxing was even banned in the UK until 1996.

Nicola Adams had her first boxing match (or bout) at the age of 13. She won. However, it took another four years until she had the chance to fight again. There just weren't any opportunities for female boxers. However, things were slowly starting to change. In 2001, she became the first female boxer to represent England. She began to win medals. However, despite her success, she could not afford to train full time. Women's boxing did not get much funding. She took jobs on building sites. She even worked as an extra on TV soaps.

Finally, in 2009, the news came that women's boxing was going to be included at the 2012 Olympics. This meant that Nicola had the chance to train alongside the male Olympic hopefuls. She trained hard and earned her place on the team. She won gold, achieving her childhood dream! Nicola Adams was the first ever woman to take an Olympic boxing gold.

She was an exciting boxer and became popular for her big smile and bubbly personality. She inspired many women and girls to try boxing. Following her gold medal, she was awarded an MBE in the 2013 New Year's Honours list. Later, this was upgraded to an OBE.

Adams went on to take gold in the 2014 Commonwealth Games. Then, at the Rio Olympics in 2016, she once again came away with a gold medal around her neck. Following the Rio Olympics, she turned professional. In 2019, she topped off an incredible career by becoming the WBO

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(World Boxing Organisation) World Champion. She retired from boxing in 2019. Nicola Adams achieved great things in boxing. She also helped to challenge people's ideas about what women can do. Finally, she showed that sometimes dreams do come true for people who work hard and believe in themselves!

SUMMARY FOCUS

1. Summarise the challenges that Nicola Adams overcame in her boxing career.

2. Put these events from Nicola Adams' life in order.

Nicola Adams won gold at the 2012 Olympics.

Nicola Adams became WBO world champion.

WBO worked on building sites.

Nicola Adams' parents separated.

Nicola Adams won an MBE.

3. Put these events from the history of women's boxing in order:

For the first time, a woman represented England in boxing.

It was announced that women's boxing was going to be included in the Olympics.

The ban on women's boxing was lifted.

Women's boxing made its first appearance at an Olympic games.

4. Use the text to decide if these statements are true or false

Nicola Adams discovered boxing by chance.

Nicola Adams' childhood dream was to become WBO World Champion.

Nicola Adams is considered a role model.

VIPERS QUESTIONS

R Who were Nicola Adams' boxing idols?

R When was the ban on women's boxing in the UK lifted?

R What word is used as the name of a boxing match or fight?

E Which word tells us that an OBE is more important than an MBE?

V What does *bubbly* suggest about Nicola Adams' personality?

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Week 5

Weekly SPaG Check

Week 5 | Y4

Mark

1. **Fill in the missing speech marks.**

The farmer shouted, Stop the tractor now!

2. **Tick the sentence that uses an apostrophe for possession correctly.**

The knifes' blades were very sharp. ☐
The knives' blades were very sharp. ☐
The knives blade's were very sharp. ☐

3. **Rewrite the sentence in the past tense.**

I go to school and draw a picture.

_____

4. **Place the comma in the correct place in the sentence.**

All of a sudden the aeroplane crash landed.

5. **Add a different prefix to each of these words.**

_____legible _____pilot _____market _____freeze

6. **Write the singular forms of these words.**

a) copies = _____

b) books = _____

c) mice = _____

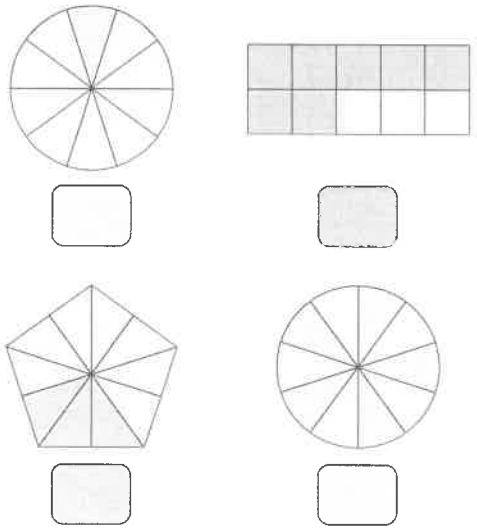
7. **Complete the sentence with an appropriate pronoun.**

The old man sat down because _____ was tired.

Week Five

Task 1

Write down the number of tenths being shown by each image.



Task 2

Complete these addition sums.

75 + ____ = 100	5 + ____ = 100
50 + ____ = 100	____ + 3 = 100
____ + 22 = 100	____ + 500 = 1,000
31 + ____ = 100	300 + ____ = 1000

Task 3

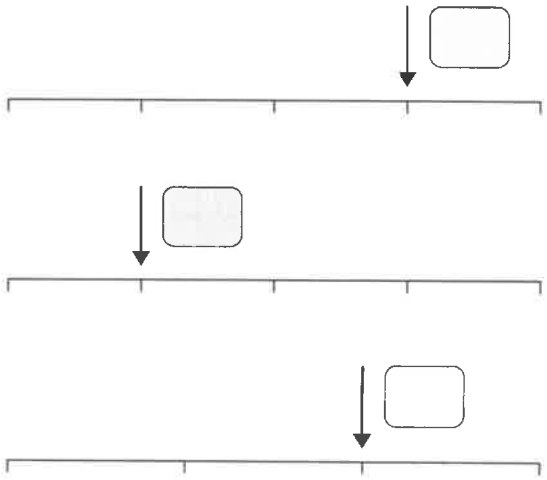
Complete the calculations below.

128 + 191 = _____

425 − 134 = _____

Task 4

What fraction is being shown on each number line?



Task 5

Johnny has £5.25.
He needs £10 to buy a new t-shirt.
How much more money does he need?



Task 6

Rehina's pet rat has a tail of 50mm in length.
It grows another 1cm.
How long is it now in cm?



1	$681 + 100 =$ ☐	○	9	$9 \times 3 =$ ☐	○
2	$932 - 100 =$ ☐	○	10	☐ $= 35 \div 5$	○
3	☐ $= 73 + 50$	○	11	$26 \times 3 =$ ☐	○
4	$564 - 80 =$ ☐	○	12	☐ $= 73 \times 5$	○
5	☐ $= 759 + 200$	○	13	$30 \div 6 =$ ☐	○
6	$633 - 300 =$ ☐	○	14	☐ $= \frac{1}{9} + \frac{4}{9}$	○
7	$727 + 724 =$ ☐	○	15	$\frac{8}{9} - \frac{6}{9} =$ ☐	○
8	☐ $= 776 - 677$	○	16	☐ $= \frac{6}{8} - \frac{3}{8}$	○



Who Was Robin Hood?

We've all heard of Robin Hood. He's possibly one of the most famous outlaws in English history. But did he ever actually exist? Is he more myth than man? Read on to find out.

Early Beginnings

In the Middle Ages, lots of stories were told in song. These were called *ballads*. The earliest ballads that talk about Robin Hood are from the 15th century. However, there is a ballad from 1370AD that talks about poems about Robin Hood, but it doesn't mention him directly. Lots of the things we now associate with Robin didn't appear back then. There were no Merry Men and no Maid Marian. These were all added in the following centuries as the story was passed along.

Stealing From The Rich

Everybody has heard that Robin Hood stole from the rich to give to the poor. Unfortunately, this might not have been quite true. If he existed, Robin was definitely an outlaw at some point in his life. Most outlaws didn't only steal from the rich, though. They'd take money from anybody passing by. There is a good chance that he may have been generous with his takings. He might have shared it amongst his own band of outlaws, but it's unlikely he would share it with everybody else.

The Legend

So how much of what we know is true? King Richard and King John were very real. In fact, John did succeed in taking the throne while King Richard was fighting in the Crusades. There were many bandits and outlaws at the time that may have started the legend of Robin Hood. However, some think that "Robin Hood" might just have been a fake name (an alias) used by other outlaws when they were caught.

By the late 15th century, there are records of people turning up at popular May Day celebrations dressed as Robin Hood. He has certainly always been a popular legend.

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Modern Times

In the beginning, tales of Robin Hood were quite violent. The first children's version of the story was written in 1820. Since then, there have been lots of different versions of the character. In Disney's version, he was portrayed as a fox! There was even a series in France where the story was set in the Middle Ages in France.

Ultimately, it is unlikely we will ever know the truth about who he was. For now, we will have to make do with the legend.



RETRIEVAL FOCUS

1. When were the first versions of Robin Hood written for children?
2. Which kings were real?
3. When did people turn up to celebrations dressed as Robin Hood?
4. What type of stories were they originally?
5. What were stories called if they were sang?

VIPERS QUESTIONS

E Why has the author used italics for the word ballads?

V Which word or phrase is closest in meaning to give lots of something away?

I Find the paragraph that starts "Everybody has heard...". What is the effect of the word **unfortunately?**

V Write down an antonym for directly.

S Write a paragraph explaining the different ways in which Robin Hood has been presented.

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Week 6

Weekly SPaG Check

Week 6 | Y4

Mark

1. **Insert a suitable conjunction in the sentence below.**

The runner was hungry _____ he had forgotten to eat breakfast.

2. **Rewrite this sentence so that it is grammatically accurate.**

We was watching the television with our friends.

_____

3. **Explain why the commas have been used in this sentence.**

I added Kate, Isla, Petra and Suhana to my birthday list.

_____

4. **Identify who the underlined pronoun refers to.**

The tiger looked at Gina and growled at **her**. = _____

5. **Write antonyms for these words.**

a) poor = _____

b) rough = _____

c) strong = _____

6. **Underline the fronted adverbial in the sentence.**

At that moment, it began to rain.

7. **Identify whether the sentences are written in first or third person.**

	first person	third person
We went for a walk through the woods.	☐	☐
I got lost when we went to the supermarket.	☐	☐
The lady asked the crowd if they wanted to meet the special guest.	☐	☐

Week Six

Task 1

Complete the table below to show how many days there are in each month.

Month	Days
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Task 2

Decide whether the statements below are true or false.

	True	False
There are 12 hrs in a day.	☐	☐
There are 7 days in a week.	☐	☐
There are 365 days in a year.	☐	☐
In a leap year, each month has an extra day.	☐	☐

Task 3

Use the correct symbol to complete the comparisons below.

	< > =	
345	____	435
4 tens and 16 ones	____	5 tens and 6 ones
7 x 3	____	5 x 4

Task 4

If December 17th is on a Wednesday. On what day will Christmas Day be?



Task 5

Complete these division calculations.

6 ÷ 3 = ____	110 ÷ 10 = ____
40 ÷ 10 = ____	48 ÷ 4 = ____
20 ÷ 4 = ____	48 ÷ 8 = ____
16 ÷ 8 = ____	33 ÷ 3 = ____
64 ÷ 8 = ____	5 ÷ 1 = ____

Task 6

Complete the missing numbers in the calculations below.

1) 45 + _____ = 60

2) 60 − _____ = 20

3) _____ − 30 = 30

4) _____ = 25 + 26

5) _____ = 40 − 13

1	$727 + 100 =$ ☐	○	9	$8 \times 5 =$ ☐	○
2	$453 - 100 =$ ☐	○	10	$48 \div 8 =$ ☐	○
3	$35 + 90 =$ ☐	○	11	$28 \times 3 =$ ☐	○
4	☐ $= 382 - 90$	○	12	☐ $= 97 \times 6$	○
5	☐ $= 505 + 400$	○	13	☐ $= 24 \div 3$	○
6	$515 - 200 =$ ☐	○	14	$\frac{3}{6} + \frac{2}{6} =$ ☐	○
7	☐ $= 343 + 337$	○	15	☐ $= \frac{2}{3} - \frac{1}{3}$	○
8	☐ $= 968 - 459$	○	16	$\frac{6}{10} - \frac{3}{10} =$ ☐	○



Roots

Roots are one of the three main organs of a plant. They are vital to keeping the plant healthy. Not only are they important for plants, but roots are also very important for humans in many ways.

WATER AND NUTRIENTS

Roots are like the mouth of a plant. They draw in water and nutrients from the soil and pass them along to the main body of the plant. This is one of the primary jobs of the root system.

Plants have different types of roots. Some have a "tap" root. This is a big main root that grows deep into the ground. If you've ever pulled up a dandelion, you might have noticed one. More roots grow out of the tap root. Other plants have lots of fibrous roots. These form a dense network underground. These are usually shallower in the ground.

Even though roots are delicate, they are strong enough to break apart rocks.

STABILITY

Roots grow into the ground to anchor plants in place. Trees have big, thick roots to cope with how heavy they are. Small flowers need smaller roots, but they do the same job. Without them, even a daisy would fall over in the wind and not be able to grow.

Some plants don't grow in the soil at all. If they grow on other plants, they are called "epiphytes". Their roots dangle in the air and take nutrients and water from particles that float past. Orchids are a type of "epiphyte". Floating plants float on the surface of water. Their roots still keep them stable and help them to float upright.

BATTERIES!

Roots can act a bit like batteries. When the plant has too many nutrients, they can be stored in the roots for later. The plant can then use these resources if there isn't enough food or water. Luckily for us, we can also take advantage! Carrots, beetroot, sweet potatoes

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and turnips are all examples of this kind of root. Yummy!

EROSION

Water and wind erode the world around us. On the coast, the sea and wind can cut into the land and erode it quickly. The roots of plants that grow in these areas can help to hold the ground together. If you ever visit the coast, you might find areas where people have planted lots of tough grass. These are there to protect the environment.

COMMUNICATION

There is lots of new evidence that plants can communicate with each other using their roots. Scientists have found that some plants send chemicals into the soil when they are under attack or if they have a disease. Other plants detect this chemical and start to protect themselves.

Other plants send out chemicals when they are crowded. This encourages other plants of the same type to grow more quickly. This helps them to outgrow their competitors.

VOCABULARY FOCUS

1. Which word in the first paragraph means "really important"?
2. Find and copy a phrase that means "pulls in".
3. Which word means "not very strong"?
4. What does "detect" mean?
5. What does "erode" mean?

VIPERS QUESTIONS

R	What name is given to a plant that grows in the air?
S	How can roots act like batteries?
S	How can that benefit us as humans?
R	What do plants send out to communicate through their roots?
I	Why might humans grow plants near to the coast?

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Week 7

Weekly SPaG Check

Week 7 | Y4

Mark

1. **Add a different prefix to each of these words.**

_____agree _____place _____formal _____read

2. **Expand this noun phrase.**

the flower

_____

3. **Place the comma in the correct place in the sentence.**

Excitedly Jason ripped open the wrapping paper.

4. **Add suffixes to these nouns to change them into adjectives.**

a) speech = _____

b) thank = _____

c) care = _____

5. **Identify whether the sentences are written in first or third person.**

	first person	third person
Fred grabbed his bag before leaving for school.	☐	☐
I asked the taxi to drop me off in the town centre.	☐	☐
They hid before Harry could find them.	☐	☐

6. **Rewrite this question as a statement.**

Does Peter have a brother?

_____

7. **Write antonyms for these words.**

a) soft = _____

b) full = _____

c) old = _____

Week Seven

Task 1

How many different numbers can you making using the 3 digit cards below.
You must use all three digit cards each time.

4	8	2

_____

_____

Challenge - place them in ascending order.

Task 2

Write down the 24 hour clock times using a.m. and p.m.
The first one has been done for you.

04:25 = 4:25a.m.

13:15 = _____

01:33 = _____

23:20 = _____

14:25 = _____

12:14 = _____

00:35 = _____

09:08 = _____

Task 3

Use a ruler to draw a line that is:

1) 4cm

2) 25mm

3) 12mm

Task 4

If I start at 225 and count up in 50s, I will say the number 350

True False

There are twenty minutes until the next hour.



True False

Task 5

Complete these calculations.

320 – 174 =	_____
369 + 77 =	_____
692 – 85 =	_____
459 + 274 =	_____
29 + 774 =	_____
504 – 82 =	_____

Task 6

Use the symbols < > = to compare these number sentences:

200 – 13	_____	156 + 24
18 ÷ 3	_____	30 ÷ 5
10 x 10	_____	20 x 4
4 x 5	_____	$\frac{1}{2}$ of 36

1	$369 + 100 =$ ☐	○	9	$7 \times 6 =$ ☐	○
2	☐ $= 361 - 100$	○	10	☐ $= 24 \div 4$	○
3	$21 + 80 =$ ☐	○	11	$23 \times 4 =$ ☐	○
4	☐ $= 181 - 90$	○	12	$41 \times 3 =$ ☐	○
5	☐ $= 206 + 600$	○	13	☐ $= 24 \div 3$	○
6	☐ $= 936 - 200$	○	14	☐ $= \frac{1}{8} + \frac{4}{8}$	○
7	☐ $= 948 + 494$	○	15	$\frac{2}{5} - \frac{1}{5} =$ ☐	○
8	$565 - 389 =$ ☐	○	16	$\frac{2}{4} - \frac{1}{4} =$ ☐	○



Gladiators

One of the most famous parts of Roman culture was the gladiator fights. We think we know a lot about these fights because of films, TV shows and cartoons. Not everything that we know is true, however. Or at least, some of it isn't quite what it seems.

Kill him!

Whenever you see a gladiator fight in a film, it seems that the Emperor always decides if the fallen warrior lives or dies. He normally signals this with a 'thumbs down'. It seems that this wasn't how fights were decided.

It is true that gladiators would fight until one of them was dead or surrendered. If a gladiator surrendered, it was up to the crowd to cheer or jeer him. If they cheered, the Emperor would decide to let him live. If they jeered, his fate would be less happy. Despite popular myth, it seems that giving the "thumbs down" was actually a sign of letting the fallen man live. He was saying "no" to killing him.

This makes sense. Gladiators were well trained and expensive to look after. Their trainers didn't want them to die needlessly. Many of them were also celebrities, so people wanted to see them live to fight again. It has been estimated that only 1 in 10 fights ended with one of the gladiators dying.

Lions! Tigers! Bears!

We've all heard that the Romans fed Christians to the lions - and some did. However, not many gladiators fought against these wild beasts. There were specially trained types of gladiators called "venatores" and "bestiarii". These were trained to know how to "hunt" and slaughter the animals in the arena.

At some fights, huge quantities of animals were killed. In the 100-day ceremony when the Colosseum opened, over 9,000 animals were killed. That wasn't even the deadliest event.

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Not all animals died at the hands of gladiators. Some were pitted against each other. Animals included lions, bears, dogs, ostriches, crocodiles and elephants.

Slaves!

In the early days, many gladiators were captured soldiers and other slaves. Over time, the sport became wildly popular. This meant that there was a lot of glory and honour for those who fought in the arena and survived. Soon, people were volunteering to join gladiator schools to pit their might against the best. By the time Rome invaded Britain, most gladiators were people who had chosen to take part.

Ladies welcome!

It wasn't just men who were condemned to the arena. Many female slaves were also forced to fight for their survival and for the entertainment of the crowd. Not as many women volunteered when it began to become more popular, but some did. They often took part in the animal "hunts" and some became as famous as their male counterparts. In 200 CE, women were banned from taking part as gladiators.

VOCABULARY FOCUS

1. Find a word in the first paragraph that means "well-known".
2. Which word in the text is a synonym for "boo"?
3. If somebody "surrenders", what do they do?
4. Which word in the text means "an educated guess"?
5. Find and copy a word that means somebody was sentenced to fight in the arena.

VIPERS QUESTIONS

R	True or false: A thumbs down meant that the gladiator would live.
R	Give an example of an animal that a "venator" might have fought.
S	What would happen before an Emperor decided if a gladiator would live or die?
I	Why do you think some men and women signed up to be gladiators?
R	How many animals were killed in the arena during the Colosseum's opening ceremonies?

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Week 8

Weekly SPaG Check

Week 8 | Y4

Mark

1. **Rewrite this sentence so that it is grammatically accurate.**

I done my homework as soon as I got home from school.

_____

2. **Fill in the missing speech marks.**

It's not fair! complained the boy, It was my turn!

3. **Write an appropriate fronted adverbial to complete the sentence.**

_____, the spy crept across the room.

4. **Rewrite the sentence in the past tense.**

I feel unwell so I go to bed.

_____

5. **Write the singular forms of these words.**

a) men = _____

b) foxes = _____

c) ladies = _____

6. **Complete the sentence with an appropriate pronoun.**

"I've lost my shoes. Have you got _____?" asked Freida.

7. **Insert a suitable conjunction in the sentence below.**

I have been awake _____ my brother decided to practise his drums.

Week Eight

Task 1

Solve the time problem below.



A runner looks at her clock before she leaves the house.

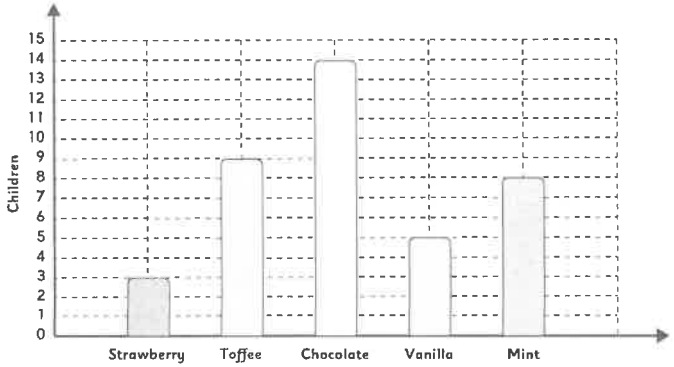


When she arrives back, the time on the clock is 17:00.

How long did she run for?

Task 2

Complete the questions below



How many children chose Chocolate? _____

How many more children chose Toffee than Strawberry? _____

Task 3

What is the difference between 650 and 478?

Task 4

Jack has 36 sweets. He eats 22 sweets. How many does he have left? Draw a bar model to solve this word problem.

Task 5

Work out the missing numbers.

1) 350g + _____ = 1kg

2) 489g + _____ = 1kg

3) _____ + 350g = 1kg – 200g

Task 6

Lea has 435p. She is given another £1.25 How much money does she have altogether now? Draw a bar model to solve this word problem.

1	$\square = 817 + 100$	○	9	$\square = 6 \times 4$	○
2	$\square = 481 - 100$	○	10	$45 \div 5 = \square$	○
3	$\square = 25 + 90$	○	11	$12 \times 3 = \square$	○
4	$\square = 121 - 90$	○	12	$\square = 87 \times 4$	○
5	$451 + 500 = \square$	○	13	$32 \div 8 = \square$	○
6	$813 - 700 = \square$	○	14	$\frac{1}{7} + \frac{1}{7} = \square$	○
7	$\square = 915 + 127$	○	15	$\square = \frac{6}{8} - \frac{3}{8}$	○
8	$917 - 299 = \square$	○	16	$\square = \frac{3}{7} - \frac{2}{7}$	○



Taking Action On Climate Change

Climate Change is a big threat to our planet. It's easy to feel hopeless. However, even children can make a difference. So what can you do?

1) Turn it off

Our homes use a lot of energy. Producing this energy contributes to climate change. Turning off a light or computer when you're not using it is an easy way to make a small difference.

2) Walk or cycle

Travelling by car contributes to climate change more than other forms of transport. Perhaps you could talk to your parents about whether you could safely walk or cycle to school? It is a great way of keeping your body and mind healthy too.

3) Look out for food miles

'Food miles' is all about the miles that your food has travelled to get to your plate. Food that has high food miles will cause a lot of carbon emissions. Locally-grown, seasonal food has lower food miles. 'Seasonal' means waiting for fruit or vegetables to be ready in this country rather than buying them from far away. You can often see where something has travelled from by looking at the packet, the sticker or the sign in the supermarket. Why not find these places on a map. It will show just how far some of our food travels. Perhaps you could help on the weekly shop and suggest a few swaps?

4) Eat your greens

Meat and dairy foods produce more carbon to produce than vegetables. Trying to eat less meat and dairy is therefore a way of helping the planet. Some people do 'meat-free Mondays'. Some people just eat smaller portions of meat. Others may decide to become vegetarians.

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5) Reduce, reuse, recycle

Everything that is made creates carbon emissions. If you can reduce the amount of new things you buy, that will help fight climate change. Do you need a new pencil case every year? Could you even learn how to repair things you have? It is also important to notice the packaging around the things you buy. This too contributes to climate change. Make sure you recycle it or, even better, buy things with less packaging in the first place.

6) Show you care

Talking about what you know about climate change at home will help spread the word. You could even write to politicians or companies. After all, these are the people who can make big changes. If they know enough people care, it will encourage them to make better choices for our planet. For example, some supermarkets have pledged to cut their food packaging because people asked them to.

7) Get educated

You are a decision-maker of the future. Make sure you learn about the planet and how to care for it. Stay curious and open to new ideas. That way, you will make better decisions when you're an adult.

RETRIEVAL FOCUS

1. What are the advantages of walking or cycling to school?
2. How can you find out where your food is from?
3. What is meant by eating seasonal food?
4. What is one way that people try to eat less meat?
5. How are supermarkets trying to fight climate change?

VIPERS QUESTIONS

I Why do high food miles result in higher carbon emissions?

V What does the phrase 'spread the word' mean?

V Which word in section 6 means 'promised'?

E Which tip do you think would be easiest to follow and why?

S Using the information in the text, think of one change you could ask politicians or companies to make to help look after the planet.

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