YEAR 4

Name _____

Class _____

English

Tense change

- **Write each sentence in the other two tense boxes.**

Past

1. I left my key at home.
2. _____
3. _____
4. The children wrote stories and drew pictures.

Present

1. I leave my key at home.
2. She is eating a pizza and drinking lemonade.
3. _____
4. _____

Future

1. _____
2. _____
3. We shall stay at a hotel in Paris.
4. _____

- **Write three sentences in the future tense. Let a partner change them to the past and the present.**

Teachers' note Read a shared text and invite the children to change it to the other tenses, a sentence at a time, and to notice which words they change, add or omit.

Unit 4 Verbs 3

Focus

The **tense** of the verb tells us **when** the action took place.
We use the **present tense** of the verb to tell us what is happening **now.**
We use the **past tense** of the verb to tell us what happened in the **past.**

A rabbit **lives** in a burrow.
It **eats** grass and plants.

This is taken from an information (a **non-fiction**) text. The verbs are in the **present tense**.

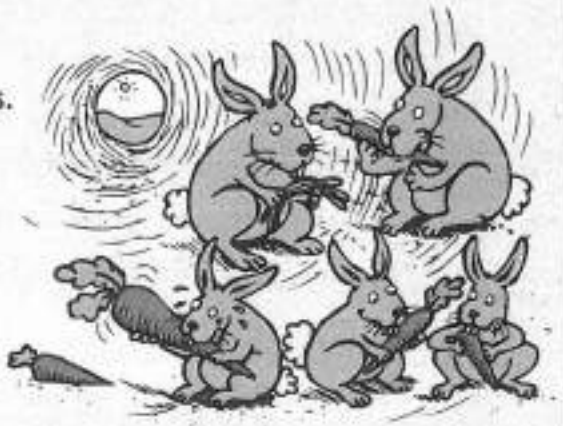
When Rob the rabbit **saw** the owl, he quickly **dived** into his burrow.

This is taken from a story (a **fiction** text). The verbs are in the **past tense.**

Check it out

1. Here are some facts about rabbits. Copy the sentences. Underline all the verbs in them like the first one. The verbs are all in the present tense.

a) Rabbits dig a tunnel.
b) This is the rabbits' home.
c) In the daytime, rabbits sleep in their burrows.
d) They stay there until evening.
e) Rabbits have long ears.
f) They run very fast.
g) Lots of rabbits live together.
h) Rabbits have sharp teeth.
i) They eat grass and plants.



Objective ~ to compare sentences from narrative texts (in the present tense) and information texts (in the past tense)

Practice

1. Copy this story about a rabbit. Underline all the verbs in it. They are all in the past tense.

When Rob woke up, he twitched his whiskers and bobbed his tail. He stretched and sniffed the air. Rob felt hungry because it was evening time. Rob walked towards the entrance of the burrow. When he got there, he listened carefully and looked all around. There was no danger so he scampered out. The air was fresh. It was getting dark. Rob nibbled the grass and chewed some dandelions. Suddenly he heard a noise above him. Rob looked up. When Rob saw the owl, he quickly dived into the safety of his burrow.

Challenger

1. Here are the instructions for making a cup of tea – but they are in the wrong order. Copy them out in the correct order. Underline the verbs in each sentence. Are they in the **present** or **past** tense?

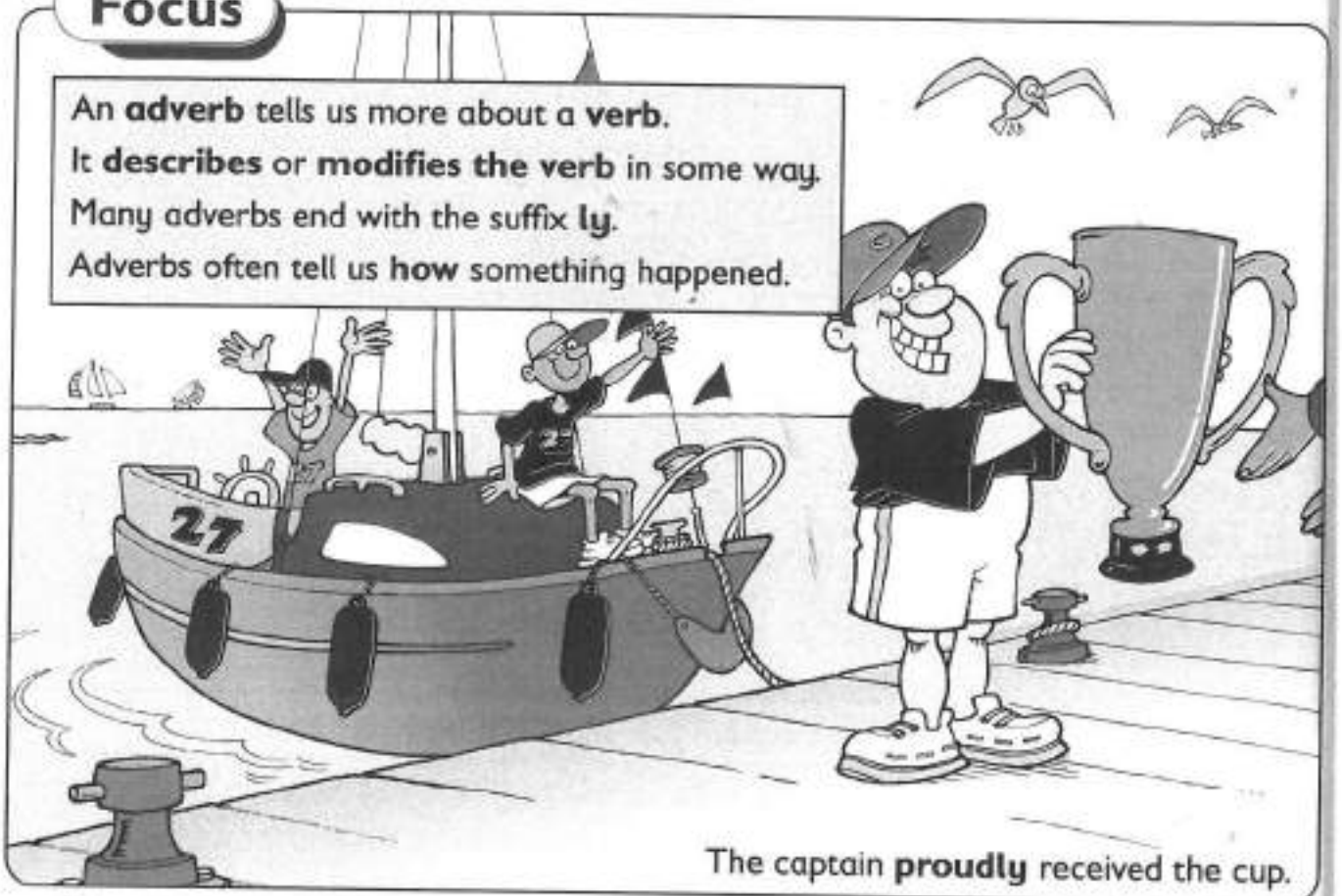
- Stir your cup of tea.
- Put two teabags into a teapot.
- Drink your cup of tea.
- Pour the boiling water into the teapot.
- Get a cup and pour some milk into it.
- Pour some water into a kettle.
- Add some sugar if you like it.
- Boil the kettle.
- Pour some tea from the teapot into the cup.

So – what have you learned about using the present and past tenses of verbs?

Unit 7 Adverbs 1

Focus

An **adverb** tells us more about a **verb**.
It **describes** or **modifies the verb** in some way.
Many adverbs end with the suffix **ly**.
Adverbs often tell us **how** something happened.



The captain **proudly** received the cup.

Check it out

1. Copy these sentences in your book. Underline the adverb in each sentence.

a) The lion roared noisily.
b) The man sneezed loudly at the table.
c) I answered all the questions correctly.
d) The little girl smiled sweetly at her grandmother.
e) Shireen gazed longingly at the toys in the shop window.
f) We did the sums easily.
g) The dog growled fiercely at the burglar.
h) I crossed the road carefully.

Objective ~ to identify adverbs and understand their functions in sentences

Practice

1. Copy the sentences below. Choose a suitable adverb from the box to complete each sentence.

a) The swan swam _____ down the river.
b) The two children argued _____ .
c) The two children whispered _____ .
d) Jack slipped and fell _____ .
e) The man gave _____ to the appeal.
f) I spoke _____ to the visitor.
g) The girl stood up to the bully _____ .
h) The police stopped the man who drove _____ .

quietly
politely
gracefully
dangerously
loudly
generously
fearlessly
awkwardly

Challenger

1. Think of three adverbs which could describe the way you can do things.
Do it like this: **You can eat greedily, noisily, slowly.**

a) You can walk _____, _____, _____.
b) You can laugh _____, _____, _____.
c) You can work _____, _____, _____.
d) You can talk _____, _____, _____.
e) You can read _____, _____, _____.
f) You can run _____, _____, _____.
g) You can sing _____, _____, _____.
h) You can paint _____, _____, _____.

So – what have you learned about adverbs?

Unit 15 Common word endings

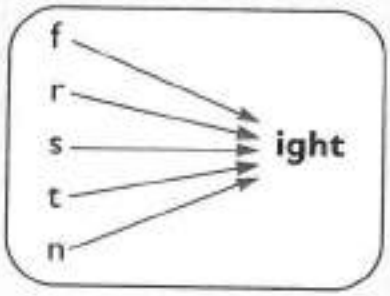
Focus

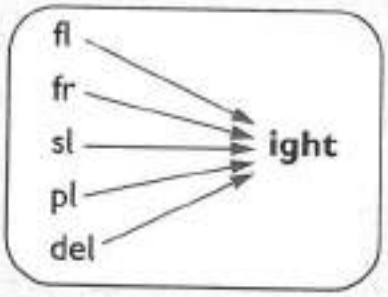
Look for **common letter patterns** at the ends of words.
Use them to spell other words.

Sam had a terrible fr**ight** in the n**ight**!

Check it out

1. Add the word endings to the letters. Write the words you make in your book.





Objective ~ to spell words with common word endings

Practice

1. Make some new words from these words you know.

a) Change the **m** in **more** to **w, b, sc, sh, st, sn, sw.**

b) Change the **c** in **care** to **d, sh, sc, squ, st, sp, fl, prep, bew.**

c) Change the **c** in **cage** to **w, r, st, eng, outr.**

d) Change the **f** in **face** to **l, p, r, pl, gr.**

2. Now write each set of new words you have made in alphabetical order.

Challenger

1. Find the eight **ure** words in the puzzle. Write them in your book.

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

2. Make up eight sentences. Use each of the **ure** words in your sentences at least once.

So – what have you learned about common word endings?

Unit 10 Definitions

Focus

A **definition** is the **meaning** of a word.
Dictionaries give us the definitions of words.

Sometimes we can explain the same thing in different ways.

Check it out

1. Match the words in Set A with their definitions in Set B.
Write them both in your book.

Set A	Set B
flood	Something with which to open locks.
couch	An instrument for shaving.
razor	A great deal of water that covers normally dry land.
key	Someone or something that is not very big.
battle	A long seat for several people to sit on.
towel	A fight between groups of armed forces.
small	A stringed instrument played by plucking with the fingers.
harp	A piece of cloth you use to dry yourself after washing.

Objective – to define familiar vocabulary in their own words, using alternative phrases and expressions

Practice

1. Copy these definitions in your book. Finish them in your own words.

a) A wardrobe is a piece of _____ for storing _____.

b) An ostrich is a _____ that cannot _____, with a long _____ and long _____.

c) A guitar is a musical _____ with _____.

d) A serviette is a small square of _____ used to protect your _____ while you eat.

e) A clipboard is a piece of stiff _____ with a _____ at the top to keep _____ in place.

2. Copy these definitions. Write which word you think is being defined.

a) _____ Measures the time.

b) _____ Slippery liquid used to make machines run smoothly.

c) _____ A dry wasteland where few things grow.

d) _____ A warning given when there is danger.

e) _____ A place where grapes are grown to make wine.

Check your answers in a dictionary.

Challenger

1. Make up your own definitions for the following words.

a) giraffe
b) cathedral
c) dew
d) surgeon
e) bunk beds
f) tweezers
g) thermometer
h) kilt
i) barn
j) trough
k) pyre
l) saddle

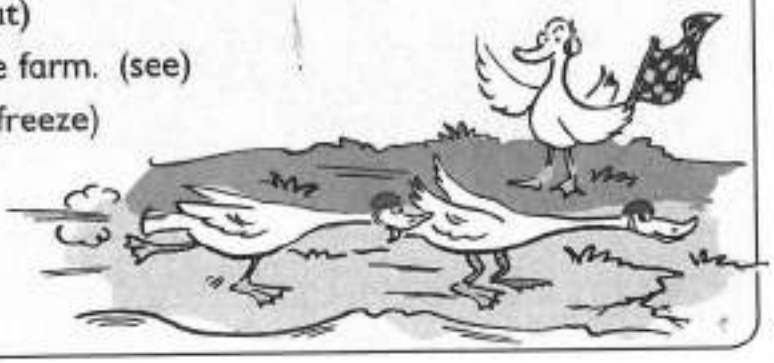
So – what have you learned about definitions?

Objective ~ to spell irregular tense changes

Practice

1. Copy these sentences. Complete them by using the past tense of the verb in brackets.

a) The man _____ the bell. (ring)
b) I _____ in a whisper. (speak)
c) The children _____ their bikes to the shops. (ride)
d) The child _____ a lovely picture. (draw)
e) The lion _____ from behind a bush. (spring)
f) Edward _____ all his dinner. (eat)
g) We _____ lots of animals on the farm. (see)
h) The water _____ in the pond. (freeze)



Challenger

1. Rewrite these sentences. Change the underlined verbs into the past tense.

a) I rise early and choose a T-shirt to wear.
b) I get dressed and take my book downstairs.
c) We give the dog a bone and he bites it.
d) My mum catches a bus to work.
e) The child falls over and breaks a leg.
f) The clock strikes twelve as the boy leaves.
g) The lady sings a song as she digs the garden.
h) The princess goes to the ball and wears a beautiful gown.

So – what have you learned about irregular verbs?

SIMILE WORKSHEET 2

A simile is a comparison of two things.
The writer says something is like something else.

1. **Try to choose the correct missing words from the list below to complete these similes.**

a. As sharp as a .....

b. As brave as a .....

c. As sweet as .....

d. As cold as .....

e. As light as a .....

f. As quiet as a .....

g. As busy as a .....

h. As tall as a .....

HONEY	**MOUSE**	**LION**	**GIANT**
ICE	**FEATHER**	**BEE**	**NEEDLE**

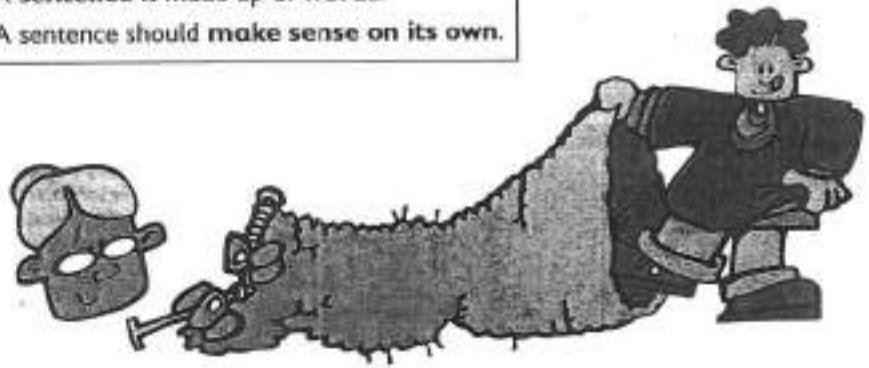
2. **Using the same sentences, put in your own choice of word to complete the simile.**

Unit 1 Writing sentences

Objectives
- to write in complete sentences
- to demarcate the ends of sentences with full stops and start a new one with a capital letter

Focus

A **sentence** is made up of **words**.
A sentence should **make sense on its own.**



My grandmother likes knitting jumpers.

A sentence must begin with a **capital letter.**

Many sentences end with a **full stop.**

Check it out

Match up the beginning of each sentence with a suitable ending, like the first one.
Write each sentence correctly in your book.

1. The man dug a hole	fell off her ladder.
2. I used the scissors to	marched noisily through town.
3. The window cleaner	in his garden.
4. The express train	some brown cows.
5. A brass band	to watch television.
6. Many people swim	cut some paper.
7. In the evening I like	in the sea.
8. In the field there were	roared through the station.

Practice

The sentences below have been jumbled up.
Write the words in the correct order so they make sense.
Don't forget the capital letters and full stops.

1. sun shines. The
2. is hard. raining It
3. the book. The reads boy
4. a shop. big The has baker
5. lady A light. on the puts
6. old walks man An slowly.
7. the off runway. from The plane took
8. bacón. like egg I and

Challenger

1. Rewrite this passage. Put in all the missing capital letters and full stops.

> the boy was not feeling well his mother said that he must stay in bed she telephoned the doctor when he arrived, the doctor examined the boy he gave him some medicine to take

2. Write two more sentences to say what happened next.

So – what have you learned about writing sentences?

Name _____

Speech marks

1. Am I in time for dinner? asked Rodney.

2. That is beautiful, said Miranda.

3. Let us have some chocolates now, muttered Steven.

4. Fiona said, This is my new puppy.

5. Jason replied, He is an Alsatian and they bite.

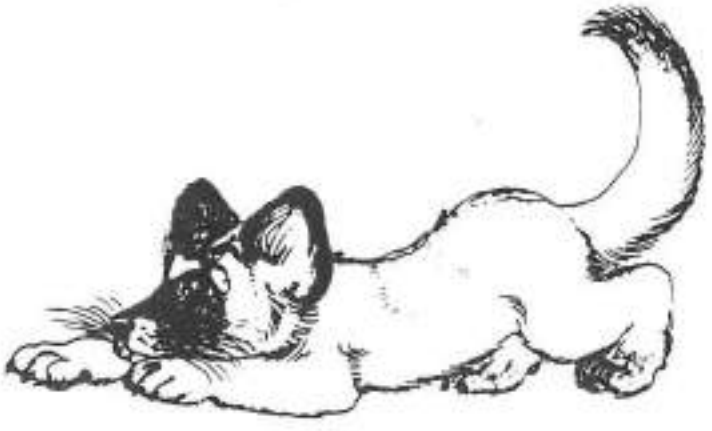
6. Kelly whispered, This is a secret.

7. If you listen, whispered Jodie, I will tell you.

8. Hold my arm, said the Knight, and you will not fall.

9. I cannot, replied Joanna, I am falling asleep.

10. Stop! yelled the butcher.



Retrieving and recording information

Strand: Comprehension

National Curriculum reference:

- retrieving and recording information / identifying key details from fiction and non-fiction

Reading Test / Content Domain links: 2a, 2b

SEED DISPERSAL

Read through this information about plants and the different ways they rely on to scatter their seeds. Then check the information for answers to the questions.

Dandelions

Dandelion seeds are attached to fine, fluffy hairs which are blown some distance by the wind or by children playing at 'telling the time'. This is a very successful way of dispersing seeds.

Sycamore

The seeds of sycamore trees are shaped like wings or propellers. When they fall or are blown from the tree, the wind carries them spinning far away from the shade of the tree.

Hazel

Squirrels like to eat hazelnuts as well as store them for the winter when there is less food around. Often they forget where they buried them, allowing the nuts to grow into new plants.

Coconuts

Coconuts can be carried off by a river or the tide. Their tough skin protects them from salt water for up to two months. Ocean currents can take them thousands of miles before they are washed up on land and start to grow.

Lupins

Lupin seeds are found inside a pod. As the pod dries out, the side facing the sun dries faster, causing the pod to buckle and twist until it pops open. This sends the seeds away to new fertile ground.

Burrs

The seeds of burrs are covered in tiny spines or hooks which hitch a ride on the fur of passing animals or the clothing of human beings. Later, when the seeds are rubbed or scratched off, they fall to the ground.

1. Which **two** plants rely on the wind to spread their seeds?

2. How does having a thick skin help the coconut find somewhere to grow?

3. Which **two** plants often get help from human beings?

4. Which **two** plants rely on animals to disperse their seeds?

5. How are burrs carried to new ground away from the parent plant?

6. How is the wind useful to the sycamore tree?

7. The lupin is a flower that has a special way of dispersing its seeds. How does it happen?

8. Write **two** phrases that show how important it is for seeds to grow away from the main plant.

THE WEATHER

Those people who work outside or at sea have always been affected by the weather. So it isn't surprising that we have tried in different ways to forecast sunshine, rain, fog or snow. This is especially true for our British Isles, here on the edge of the Atlantic. There have been many attempts to predict the weather, from using seaweed to computers.

1. Whose work is likely to be affected by bad weather?

2. Why might we in the British Isles be interested in the weather forecast?

3. Name **two** ways that people have tried to predict the weather.

Many governments now provide forecasts, warnings and advice to the public in order to protect life and property and help people running businesses. Not only will severe weather ruin your family picnic, thunderstorms can cause damage to property, power cuts, flooding and problems with transport.

1. By providing weather forecasts, how do governments help people?

2. As well as spoiling your day out, what other damage might storms cause?

RED SKY AT NIGHT, SHEPHERD'S DELIGHT.

RED SKY IN THE MORNING, SHEPHERD'S WARNING.

This is usually true. If the sky to the west starts to glow red when the sun is setting, it means the air is clear enough for us to see the sun's rays. Warm weather in Britain comes from the west. A red sky in the morning can be caused by the dawn light from the east reflecting off ice crystals high among rain clouds. Not so good.

1. Why might a shepherd be delighted if he saw a red sky at night?

2. What can we say about the air when the sky glows red in the evening?

3. Does our warm weather come from the east or the west?

4. In which direction would you look to see the sun rising?

5. Ice crystals reflect light. Name something else that reflects light.

6. Where are the ice crystals that are referred to in this text?

WINGS AND WINDS

Have you travelled on holiday by plane? Airlines are very interested in the weather. Fog – known as *low ceilings* – can prevent aircraft from landing and taking off. Turbulence (when strong winds give passengers a rough ride) is an in-flight hazard. Thunderstorms are a problem for all aircraft because they cause severe turbulence. Ice due to heavy rain, as well as large hail, strong winds and lightning, can cause severe damage to an aeroplane in flight. Volcanic ash, depending on the direction of the wind, is quite a serious problem as aeroplanes can lose engine power inside ash clouds.

1. What do pilots mean when they talk about a *low ceiling*?

2. Why might this be a problem?

3. What is **turbulence**?

4. Name **two** things that cause turbulence.

5. Why are active volcanoes a serious problem for aeroplanes?

Name _____

Literacy World

Adverbs

Complete these sentences from a continuation of* Abducted By Aliens *by adding an adverb to describe how the dialogue was spoken or how the action was performed. A thesaurus will help you to find suitable words.

1 'It wasn't my fault,' whimpered the reporter _____ly.

2 'That's the end of your career in television,' snarled the presenter _____ly.

3 'OK,' suggested the presenter _____ly, 'Go and interview the man at number 19.'

4 'Right away, sir,' the reporter shouted _____ly.

5 _____ly, the reporter knocked at number 19.

6 The door was opened _____ly by a man with two heads.

7 'Er, which of you would like to speak first,' asked the reporter _____ly.

8 'Him!' replied each head _____ly.

9 'AAAHHHH!' screamed the reporter _____ly.

If you need help, use some of these suggestions:

timidly	suddenly	insanely	calmly	simultaneously
pathetically	angrily	cunningly	quietly	immediately

PCM 3

Teaching objective: *YS T1 W10 to use adverbs to qualify verbs in writing dialogue*

Links with **Unit 3 Lesson 4**

Words within words

- Find shorter words or names in the longer words.

Your targets are given to you.

fantastic → 4 words

fan an ant as

important → 5 words

teacher → 6 words

introduction → 5 words

Christopher → 7 words

- Think of two different word arrows for a partner to make words within words.

Teachers' note* Ensure the children understand that the order of the letters cannot change. A display could be made with the children's own arrows. Who can find the most words from

WEIRD AND WONDERFUL TRADITIONS

Long before the computer age, there were rhymes about the weather.

If in the sky
you see cliffs and towers,
it won't be long
before there are showers

This can be quite accurate. When clouds stretch up like cliffs and towers, it's a sign that the air is not very settled, leading to wet weather and sometimes thunder.

1. If you see clouds that look like castles and towers, what does it say about the air? _____

2. What kind of weather might you expect? _____

_____

Oak before ash, we're in for a splash.
Ash before oak, we're in for a soak.

Will leaves appear on oak trees before ash trees, or the other way around? This is supposed to predict the amount of rain we can expect: small splash or a huge soak. It's a great rhyme, and, if it's said often enough, people might believe it. Unfortunately, there is no scientific evidence for it at all.

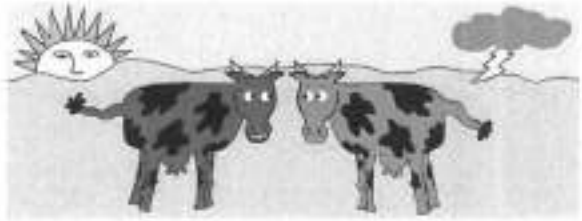
1. Which part of oak and ash trees are supposed to predict the weather?

_____

2. Even if it's not true, what might make people believe it?

_____

A COW WITH ITS TAIL TO THE WEST MAKES THE WEATHER THE BEST.
A COW WITH ITS TAIL TO THE EAST MAKES THE WEATHER THE LEAST.



Animals such as cows often eat grass with the wind behind them. If there are predators nearby, the wind will carry their scent towards the grazing cows. They will be facing the right direction for running away. Westerly winds tend to bring fair weather; east winds tend to bring bad weather. So this could be partly true. But, oh dear! What do you do if the cows are all facing different directions?

1. How does the wind help animals to stay safe?

_____

_____

2. What sort of weather do we tend to have when the wind comes from the west?

_____

3. When the weather is bad, what direction does the wind tend to come from?

_____

4. Do you think this is an accurate way of forecasting the weather?

_____

5. The rhyme uses the phrase **makes the weather the least**. What does **least** mean here?

_____

THE HISTORY OF FORECASTING

In ancient times, people tried to predict the weather by looking at the shapes of clouds and the flight of birds, as well as listening to the chirping of insects.

Things changed in the 18th century.

In 1774, Francis Beaufort was born in Ireland and became an officer in the Royal Navy. He developed what is known as the **Beaufort Scale** – a way of measuring the force of the wind.

Fishermen and sailors still use it today.

This is a scale that goes from 0 = **calm** to **12 = hurricane**.

Some examples from the Beaufort Scale

- When the force of the wind is 0, the sea will be **calm like the surface of a mirror**.
- When it increases to 1, the surface of the sea will still be **calm but with ripples**.
- At 2, the sea will be **smooth but with wavelets**.
- But by the time the wind is storm force and gets up to 10 on the scale, waves will be **very high**.
- When it is 12, waves are described as **phenomenal**.

1. Describe 3 ways in which people tried to predict the weather before the 18th century.

   _____

   _____

   _____

2. Where was Francis Beaufort born?

   _____

3. What does the Beaufort Scale measure?

   _____

4. Can you think of another word or phrase that means the same as **force**?

   _____

5. Circle **one** group of people who use the Beaufort Scale today.

   police | doctors | sailors | fire fighters

6. If the wind were **Force 0**, what would the waves be like?

   _____

7. Write down a word or phrase that means the same as **phenomenal**.

   _____

THE FIRST WEATHER FORECAST

In 1859, Robert FitzRoy, an English officer in the Royal Navy, was disturbed by the loss of a ship called the *Royal Charter* in a terrible storm. As a result, he developed weather charts to help ship captains at sea. He was the first to call this **weather forecasting**. This was quite different from using old rhymes to make a prophecy about the weather.

He was the first person to be made head of the Met Office, which produces weather forecasts for us today.

Sometimes, people laughed at the attempts of Beaufort and FitzRoy to take a scientific approach to weather patterns. But, in 1861, daily forecasts were printed in *The Times* newspaper.

One of the areas of the seas around the British Isles is now named after FitzRoy.

1. What was the name of the ship that was lost in the storm in 1859?

   _____

2. How was **weather forecasting** different from **prophecy**?

   _____

   _____

3. Where and when were the first weather forecasts seen by the public?

   _____

THE BEAUFORT SCALE

Beaufort Number	Wind Speed (mph)	Wind Classification	Wind Effects on Land	Wind Effects on Water
0	0	Calm	Smoke rises vertically	Water calm like a mirror
1	1-3	Light air	Smoke drift shows wind direction	Ripples on water; no crests of foam
2	4-7	Light breeze	Leaves rustle, wind felt on face; weather vane moves	Small wavelets
3	8-12	Gentle breeze	Leaves and twigs constantly moving; flags begin to flap	Large wavelets; crests begin to break
4	13-18	Moderate breeze	Dust raised; small branches move	Small waves 1-4 feet; many whitecaps (foam)
5	19-24	Fresh breeze	Small trees begin to sway	Longer waves 4-8 feet; whitecaps common; spray
6	25-31	Strong breeze	Larger tree branches moving	Larger waves 8-13 feet; whitecaps common; more spray
7	32-38	Near gale	Whole trees moving; hard to walk against the wind	Sea heaps up; waves 13-20 feet; crest break
8	39-46	Gale	Twigs break off trees; hard to walk against the wind	Waves 13-20 feet and longer breaking into foam
9	47-54	Strong gale	Slight damage to buildings; tiles and slates torn off roof	High waves 20 feet; rolling seas; reduced visibility
10	55-63	Storm	Trees uprooted; serious damage to buildings	Waves 20-30 feet; crests overhanging; sea white
11	64-72	Violent storm	Widespread damage	Waves 30-45 feet; air filled with spray; reduced visibility
12	73 +	Hurricane	Widespread destruction	Waves Over 45 feet; air filled with foam; forceful spray

(To answer the following questions, you need to know that **wind classification** means how weather men and women describe the wind.)

Maths

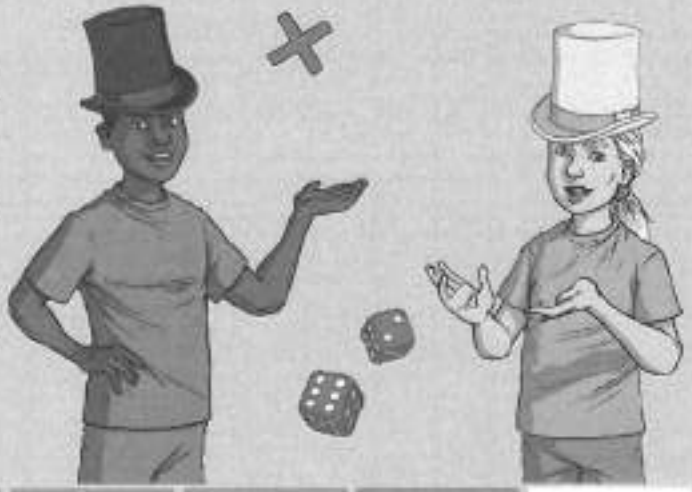
MATHOPOLY

Place your challenge cards here.

Place your counters on start and write your names on the score card.

On your turn, roll the dice and move your counter around the board clockwise.

If you land on a coloured space, answer the question correctly to score the points.



If you land on a challenge space, pick up a challenge card and answer the problem correctly to score the points.

If you land on a chance space, pick up a chance card for a trick or treat!

The first player to reach 100 points wins!

Place your chance cards here.

Start
Collect 5 points every time you pass start.

+ 5 points	+ 3 points	+ 3 points	+ 3 points	+ 2 points	Chance	+ 2 points	+ 2 points
4 × 5	12 × 3	7 × 2	8 × 8	□ × 7 = 49	?	3 × 4	6 × 7

Pick up a challenge card. Good luck!

+ 5 points	+ 5 points	+ 5 points	Chance	+ 6 points	+ 6 points	Challenge	+ 6 points
7 × 10	9 × 6	12 × 0	?	6 × 6	10 × 7		12 × 9

Pick up a chance card. Good luck!

+ 8 points	+ 8 points	+ 9 points	Challenge	+ 9 points	+ 10 points		
□ + 9 = 18	11 × 5	12 × 11		□ + 8 = 56	5 × 9		

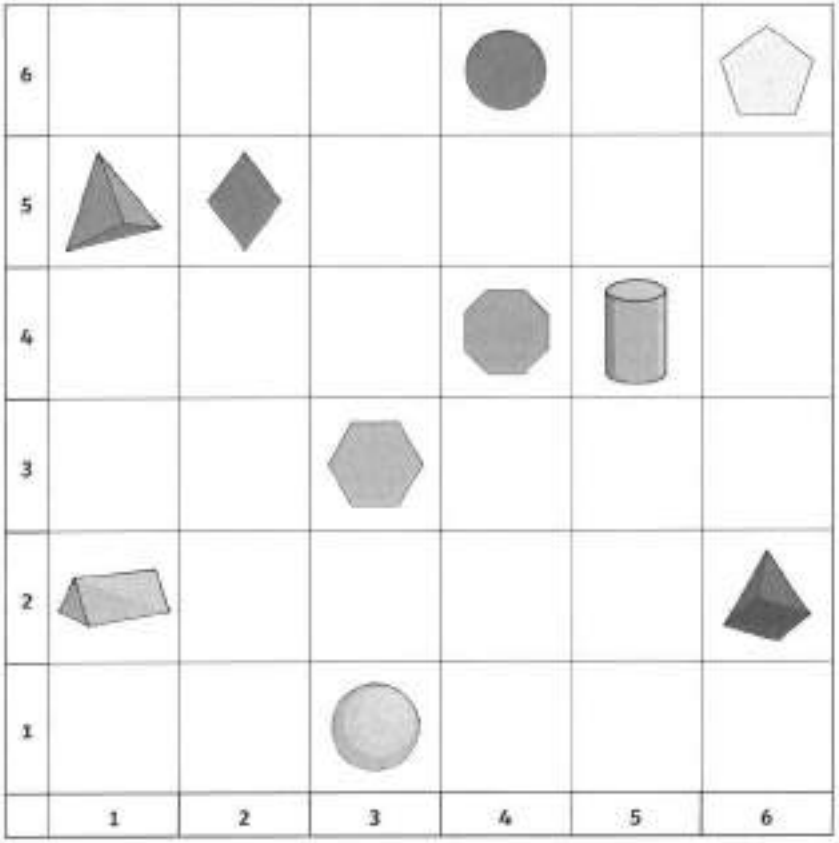
Roll a dice! If the number is even, pick up a chance card. If it is odd pick up a challenge card.

+ 8 points	+ 7 points	+ 7 points	+ 7 points	+ 6 points	Challenge	+ 6 points	+ 6 points
□ × 3 = 36	8 × 6	□ × 5 = 35	□ × 11 = 121	8 × 3		9 × 2	12 × 9

Hidden Eggs

Some eggs are hidden behind the shapes in the grid below.

Write the location of the shape described.



Shape	Location
A 3D shape with two triangular faces and three rectangular faces	
A regular 2D shape with eight sides	
A 3D shape with no vertices and no edges	
A regular 2D shape with five lines of symmetry	
A 3D shape with 5 vertices	

Spring Code Breaker

Solve the calculations and use the code breaker to spell out the spring-themed words.

A	B	C	D	E	F	G	H	I	J	K	L	M
26	25	24	23	22	21	20	19	18	17	16	15	14

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
13	12	11	10	9	8	7	6	5	4	3	2	1

	Answer	Letter
$\frac{1}{4}$ of 100		
13 × 2		
72 ÷ 9		
4 × 4		
$\frac{1}{3}$ of 66		
42 ÷ 6		

	Answer	Letter
$\frac{3}{10}$ of 50		
$\frac{1}{2}$ of 52		
$\frac{3}{10}$ of 140		
$\frac{1}{3}$ of 75		

	Answer	Letter
6 × 4		
$\frac{1}{3}$ of 38		
3 × 6		
3 × 8		
2 × 8		
88 ÷ 11		

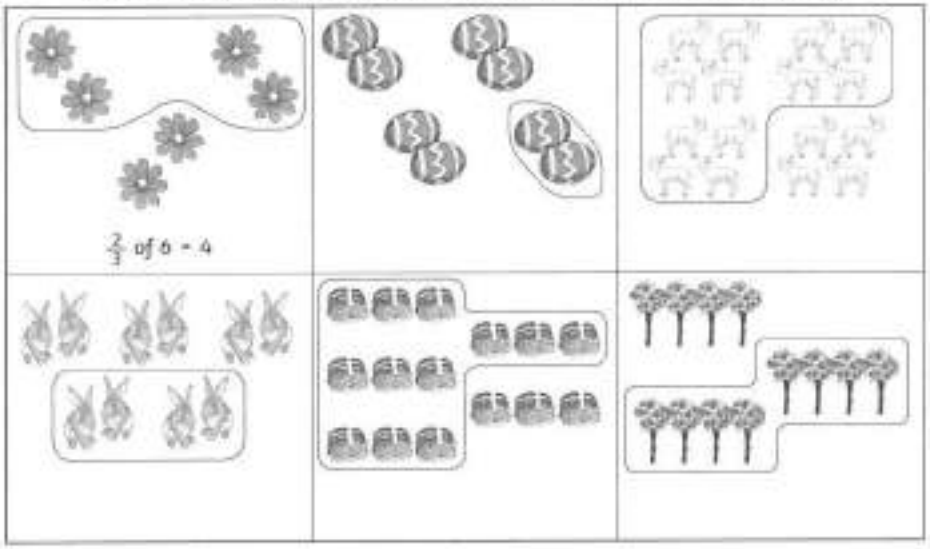
	Answer	Letter
38 ÷ 2		
144 ÷ 12		
77 ÷ 11		
3 × 8		
108 ÷ 12		
132 ÷ 11		
40 ÷ 5		
24 ÷ 3		
$\frac{1}{6}$ of 150		
48 ÷ 8		
130 ÷ 10		

	Answer	Letter
11 × 2		
$\frac{1}{5}$ of 100		
5 × 4		
32 ÷ 4		

	Answer	Letter
250 ÷ 10		
18 ÷ 3		
26 ÷ 2		
$\frac{1}{2}$ of 26		
16 ÷ 8		

Spring Fractions

Write a fraction sentence for each picture. The first one has been done for you.



Can you draw some spring-themed pictures to go with each fraction sentence?

$\frac{1}{2}$ of 8 = 4	$\frac{3}{4}$ of 12 = 9
$\frac{2}{3}$ of 9 = 6	$\frac{1}{6}$ of 24 = 18

Coordinates Mystery Picture

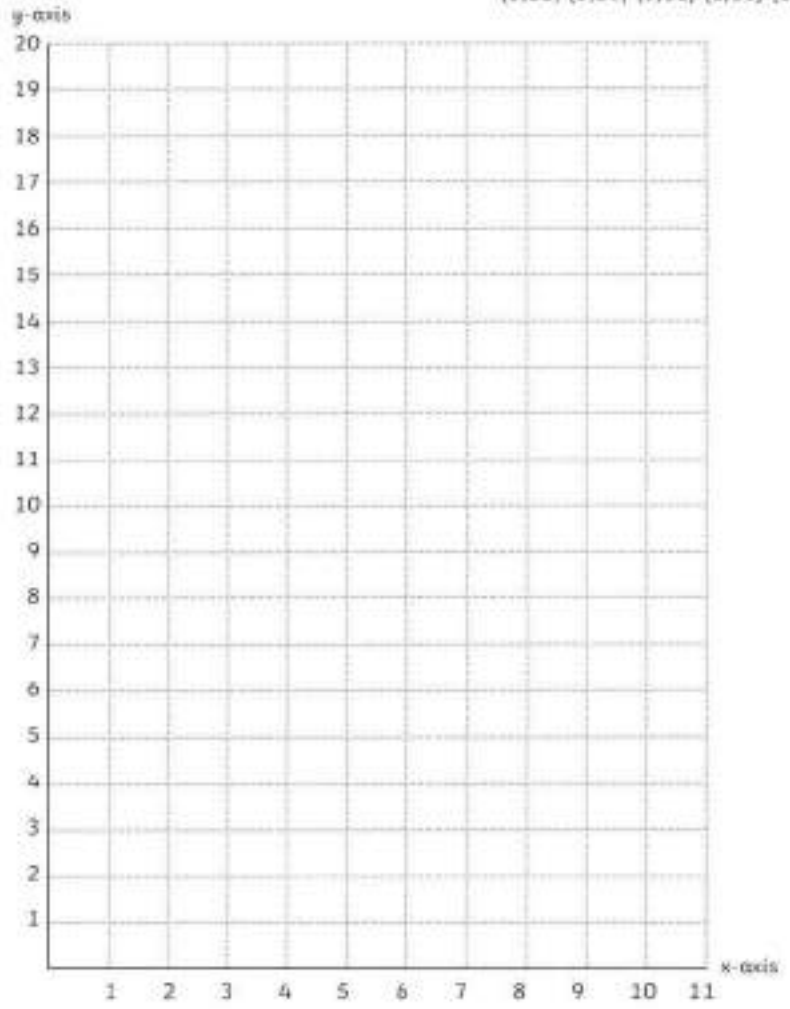
Plot these coordinates on to the grid and join them together to draw a springtime treat.

Line 1: (10,9) (9,4) (7,2) (3,2) (1,4) (0,9) (1,13) (4,18) (6,18) (9,13) (10,9)

Line 2: (1,4) (3,6) (5,4) (7,6) (9,4)

Line 3: (1,6) (3,8) (5,6) (7,8) (9,6)

Line 4: (1,12) (3,12) (3,13) (5,12) (7,13) (7,12) (9,12) (9,11) (7,11) (7,10) (5,11) (3,10) (3,11) (1,11) (1,12)



Easter Holiday Activities Board Game

You will need:

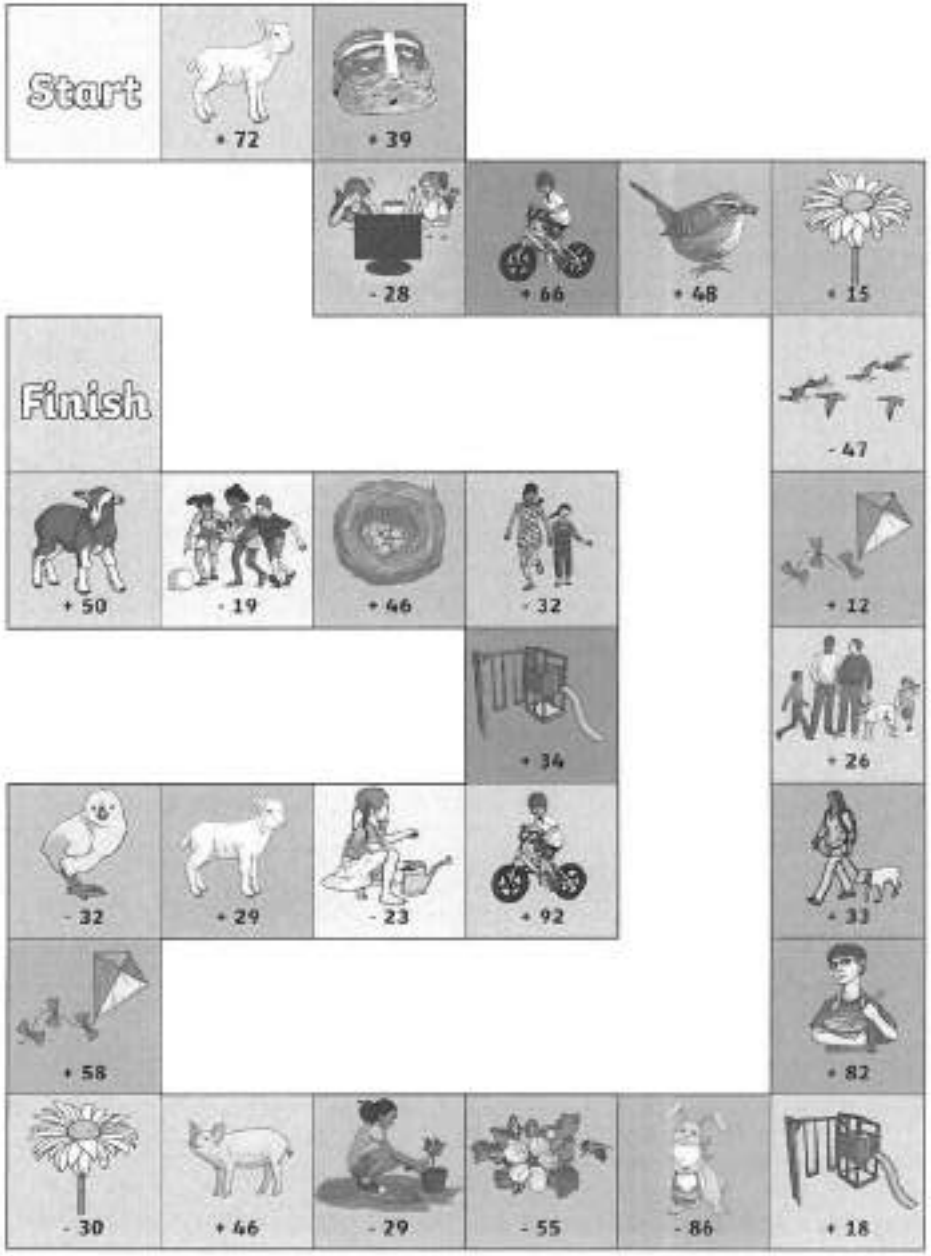
- counters
- a dice
- pencil

Instructions

- Each player starts the game with 200 points.
- Take turns to throw the dice and move your counter around the board.
- When you land on a square, add or subtract the points on that square to or from your score.
- When a player reaches the finish, the player with the most points is the winner.

Keep track of your score here:

Name:	Name:	Name:	Name:
200	**200**	**200**	**200**



Easter Holiday Time!

What time did the children get up?

What time did the children set off for the farm park?

What time did the children stop for breakfast?

What time did the children arrive at the farm park?

Draw the hands on the clock to show what time the children had lunch at the café.

The egg hunt started at eight minutes past three. Draw the hands on the clock to show this time.

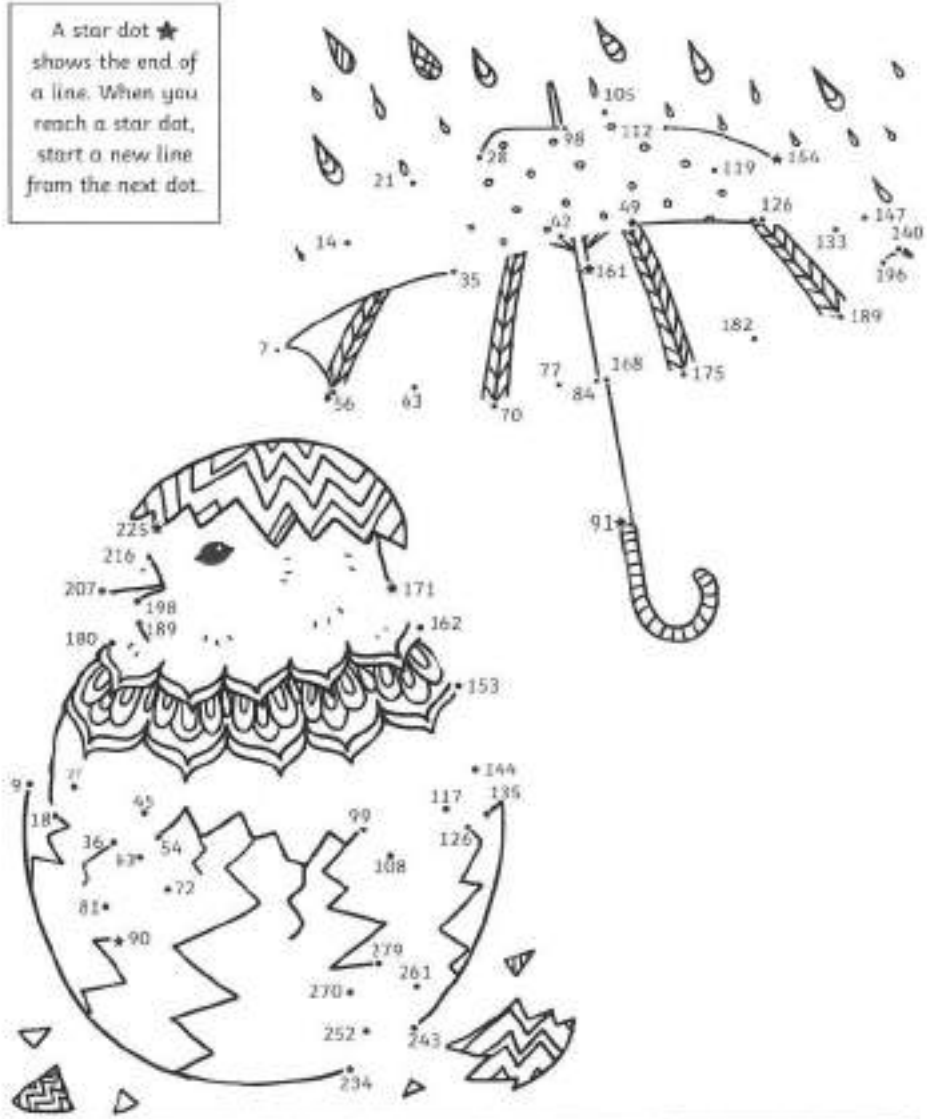
The clock shows what time the children went to see the lambs being fed. They came out of the barn after half an hour. Draw the hands on the clock to show when the lamb feeding finished.

The clock shows what time the children began their journey home. It took 2 hours and 25 minutes. Draw the hands on the clock to show when they got home.

Counting in Multiples Dot to Dot

Count on in multiples to join the dots and complete the picture.

A star dot ★ shows the end of a line. When you reach a star dot, start a new line from the next dot.



Multiplication and Division Facts Spring Mosaic

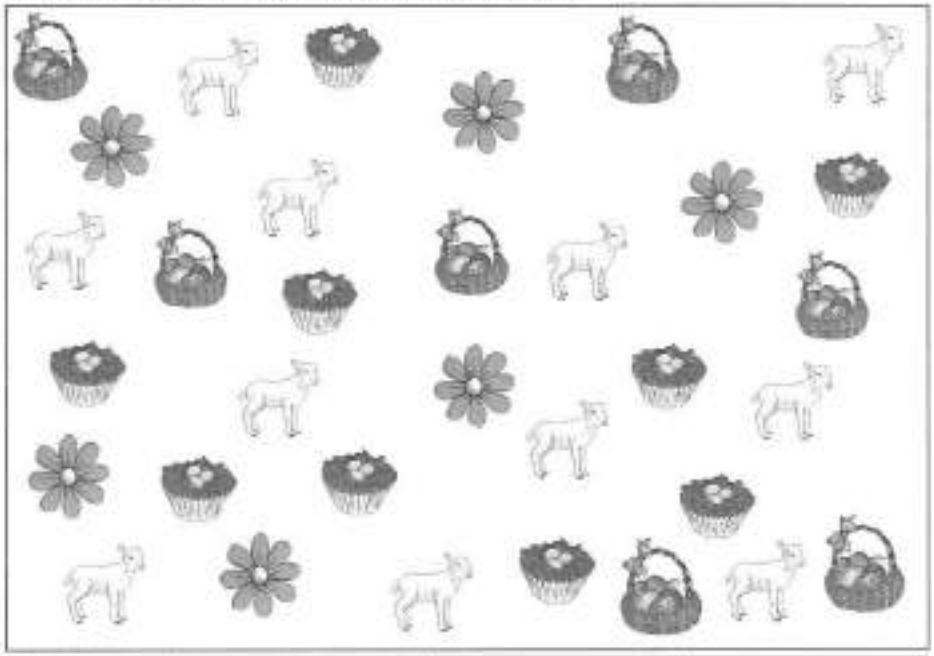
Solve the maths problems to reveal the hidden picture. Each answer has a special colour:

20, 24, 27, 30, 40, 77, 81, 88, 90, 96 or 144 = blue	**8, 9, 12, 14, 42 or 66** = pink	**3, 4, 6, 7, 8, 28, 33, 36, 54, 60, 80, 84, 108 or 132** = grey	**15, 16, 21, 45 or 72** = black

8 × 3	9 × 4	4 × 15	20 × 4	6 × 5	12 × 9	6 × 9	6 × 22	3 × 30
3 × 11	12 × 3	3 × 4	4 × 21	9 × 3	7 × 12	11 × 6	4 × 33	11 × 12
6 × 15	48 × 3	8 × 1	6 × 6	4 × 36	12 × 5	2 × 6	4 × 5	36 × 4
5 × 4	6 × 24	7 × 2	27 × 4	32 × 3	12 × 11	1 × 9	15 × 6	3 × 8
30 × 3	18 × 8	3 × 3	9 × 6	8 × 5	6 × 18	6 × 7	22 × 4	9 × 16
4 × 22	3 × 9	33 × 4	7 × 4	14 × 6	4 × 9	9 × 4	3 × 48	11 × 7
6 × 4	22 × 6	12 × 7	5 × 3	9 × 12	3 × 15	12 × 3	6 × 6	12 × 12
4 × 36	3 × 12	5 × 12	11 × 12	4 × 20	6 × 22	11 × 3	27 × 4	4 × 24
16 × 6	4 × 27	6 × 14	9 × 4	6 × 11	4 × 33	4 × 21	21 × 4	27 × 3
3 × 27	24 × 4	4 × 20	18 × 6	33 × 4	15 × 4	4 × 7	3 × 32	5 × 6

Springtime I Spy and Calculate

Count the spring-themed objects and solve the calculations.



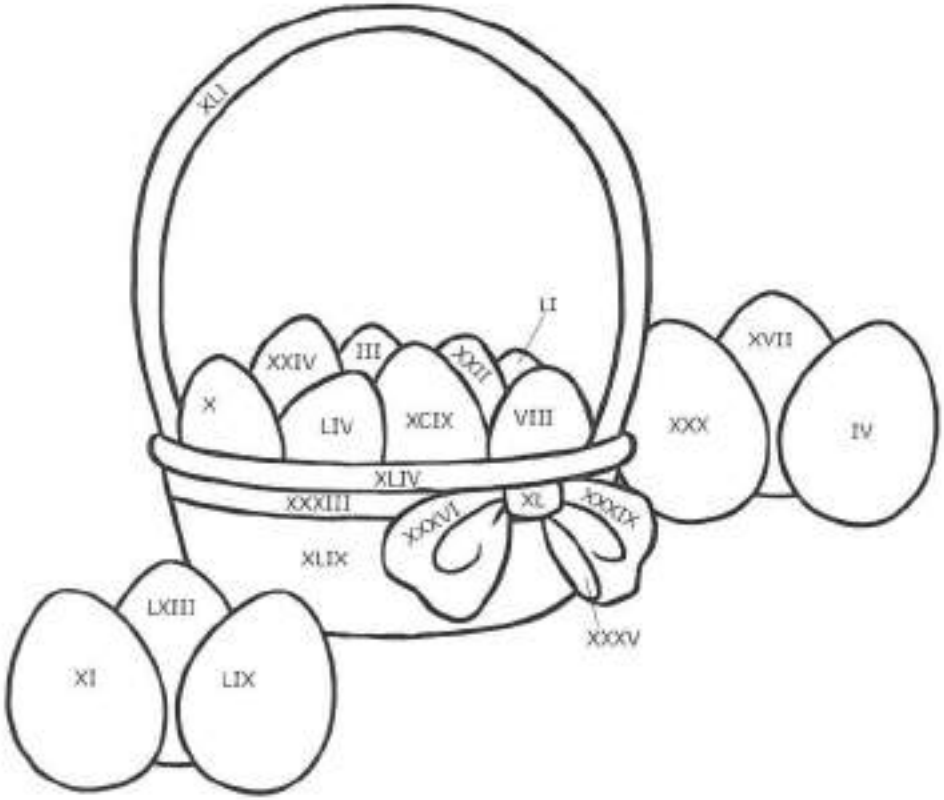
	Number found:		Number of eggs in each basket:		Number of eggs in total:		
	Number found:		Number of petals on each flower:		Number of petals in total:		
	Number found:		Number of legs on each lamb:		Number of legs in total:		
	Number found:		Number of chocolate eggs on each cake:		Number of chocolate eggs in total:		

Eli works out that there are 32 rabbit ears in a picture. How many rabbits were there? What calculation did you use to find the answer?

Springtime Colour by Roman Numerals

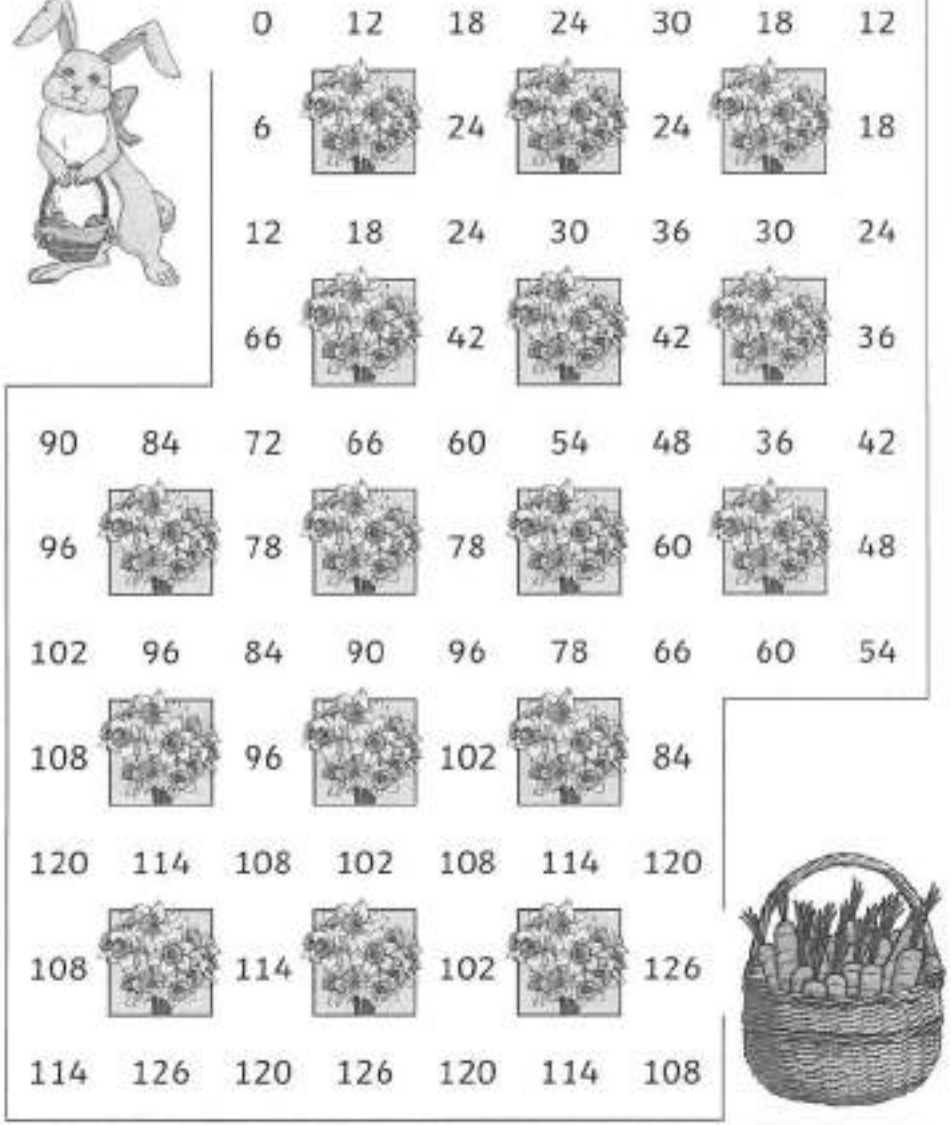
Use the key to colour the spring-themed picture.

yellow	orange	purple	pink	brown	green	blue
0 – 10	11 – 20	21 – 30	31 – 40	41 – 50	51 – 60	61 – 100



Counting in 6s Spring Maze

Help the rabbit find the path through the maze to the carrots by counting on in sixes from zero.



Egg boxes

Each box holds six **eggs.**

- **Write the number of eggs in each set.**

1.

3 × 6 = 18

2.

___ × 6 = ___

3.

___ × 6 = ___

4.

___ × ___ = ___

5.

___ × ___ = ___

6.

___ × ___ = ___

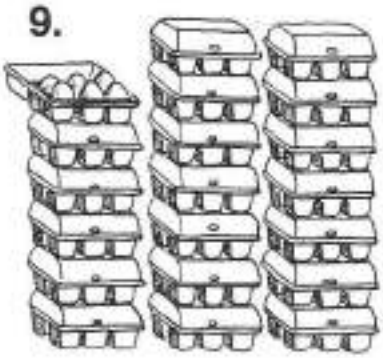
7.

___ × ___ = ___

8.

___ × ___ = ___

9.



___ × ___ = ___

- **Write how many boxes you need for:**

36 eggs	48 eggs	72 eggs
___ boxes	___ boxes	___ boxes

Teachers' note Use this sheet when children have been introduced to the 6 times table, have experience in chanting the multiples, and are beginning to recall the facts. They can check the calculations by chanting the multiples (i.e. counting in sixes), using fingers to show the number of sixes.

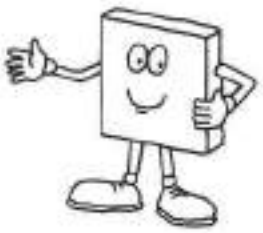
Shape subtraction

- **Write the missing number on each shape.**

62 – 35 = ☐ 41 – 25 = △ 34 – 17 = ⬠

44 – 29 = ⬡ 53 – 28 = ▭ 81 – 53 = ⬭

73 – 17 = ⏢ 52 – 26 = ▱



- **Now draw the shapes in order from the smallest number to the largest.**

- **Complete these subtractions using the shape numbers above.**

⬭ – ⬠ = ___ ▭ – ⬡ = ___

⏢ – ▱ = ___ ▭ – △ = ___

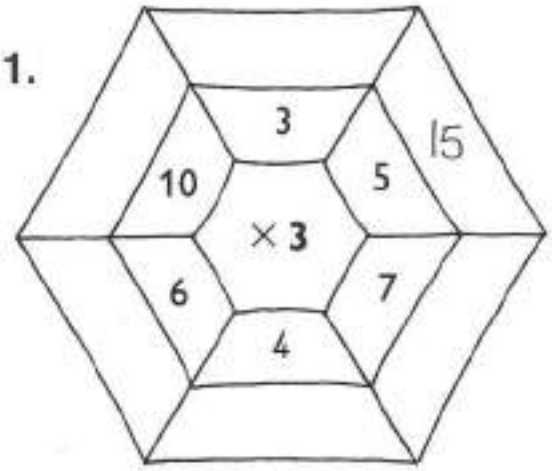
Teachers' note Children can use a number line to model the subtractions. For 62 – 35, for example, they have a choice of counting back 35 from 62, or counting on from 35 to 62. Encourage the children to consider carefully the best method to use for each calculation. They can check answers by adding.

Developing Numeracy
Calculations Year 4

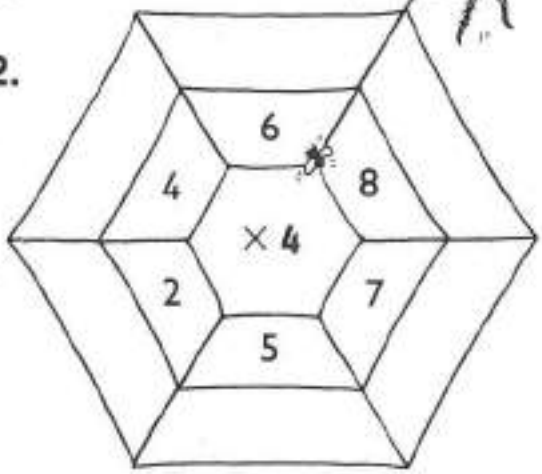
Multiplication webs

- **Multiply each number on the web by the number in the centre.**
- **Write the answer in the outer ring.**

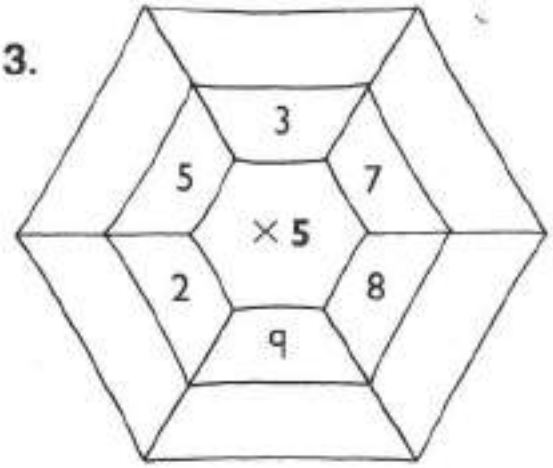
1.



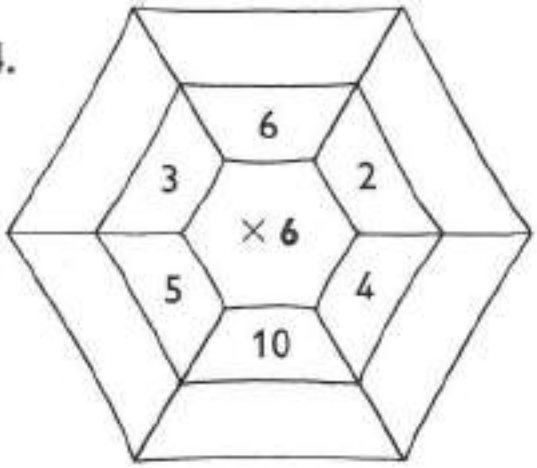
2.



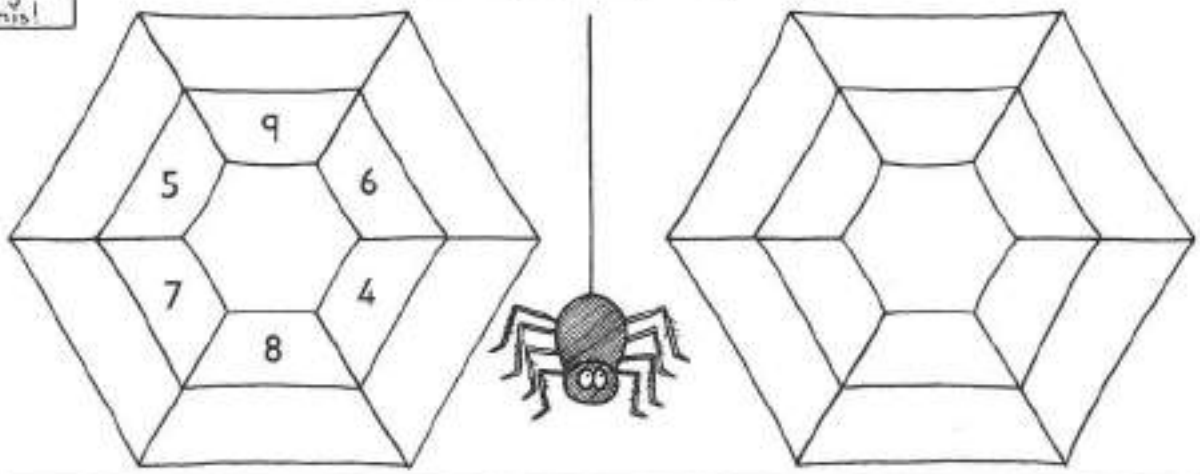
3.



4.



- **Write your own multiplication webs.**
- **Choose from** ×7, ×8 **or** ×9.



Teachers' note Emphasise the importance of rapid recall for this activity. Suggest to the children that they complete the multiplications they know first, before trying to deduce the others. The children can follow this activity by writing their own multiplication tables for ×3, ×4, ×5 and ×6, which they can then use to check their answers.

Developing Numeracy
Calculations Year 4

Whammyburgers

Megan and her friends go to Whammyburgers.

Whammyburgers menu	
Whammy*	£1.26
Double Whammy	£1.39
Triple Whammy	£2.04
Fries*	£0.96
Shake	£0.78
Cola*	£0.99

- **Read the menu and complete the bills.**

1. Joseph

Whammy	£1.26
Fries	_____
Total	£ _____

2. Tom

Double Whammy	_____
Fries	_____
Cola	_____
Total	£ _____

3. Emma

_____	_____
_____	_____
Total	**£2.17**

4. John

_____	_____
_____	_____
Total	**£3.00**

In a Mega Meal you get the things on the menu with a *.

5. A Mega Meal costs £3. How much do you save? _____

6. What will four Mega Meals cost? _____

7. How much will you save on four Mega Meals? _____

Natalie has £9. She spends a quarter of this on her meal.

- **How much does she spend?** _____
- **What does she buy?** _____

Teachers' note The children could create their own bills and give them to a partner to complete.

Developing Numeracy
Solving Problems Year 4

Half way jets

- **Colour** true **or** false **for each statement.**
- **Write an example on each jet to prove it.**

1. Exactly half way between every multiple of 4 is a multiple of 2.

true false

2. Exactly half way between every multiple of 100 is a multiple of 20.

true false

3. Exactly half way between every multiple of 10 is a multiple of 5.

true false

4. Exactly half way between every multiple of 8 is a multiple of 6.

true false

- **Make up a half way statement which is true.**
- **Write four examples to prove it.**

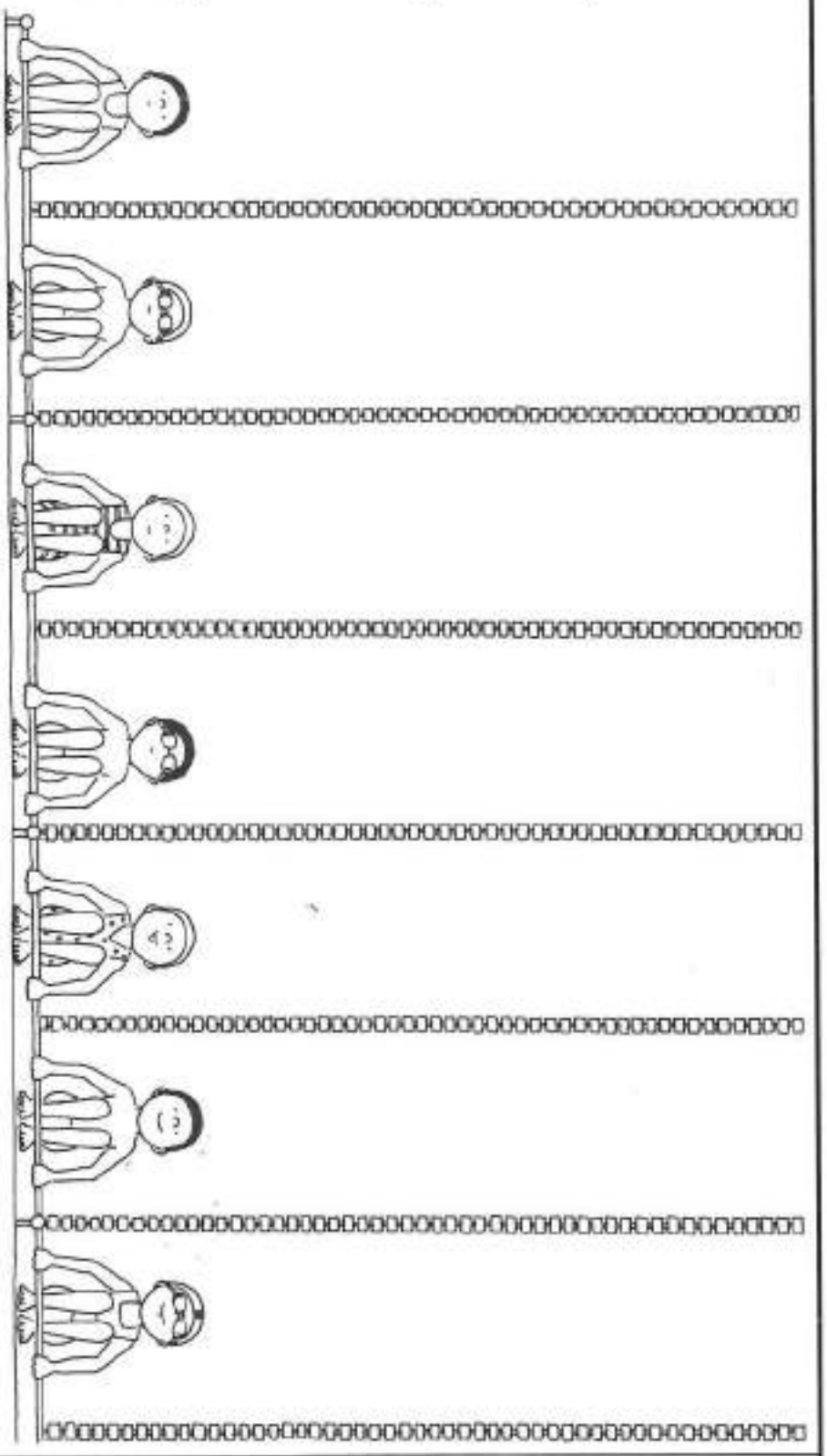
Teachers' note Remind the children of the meaning of the word 'multiples', and identify some on a number line. Stress that the half way number must be *exactly* half way. Some children may need a number line to help them. Ensure that the children realise that giving one example is insufficient to prove a general statement, although one example can be enough to disprove it.

Developing Numeracy
Solving Problems Year 4

Swimming race

- **Work out the answers. Show your workings in the pool.**

1. 58 + 59 =
2. 109 − 43 =
3. 42 × 5 =
4. 240 ÷ 4 =
5. 259 + 246 =
6. 35 × 4 =
7. 54 ÷ 3 =



- **Check your answers using a different method.**

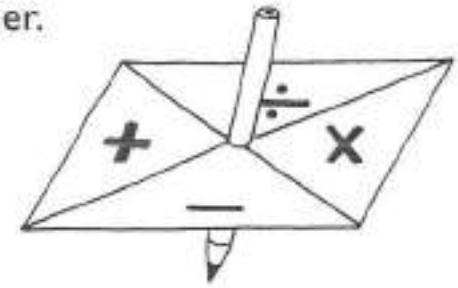
Teachers' note In the extension activity, encourage the children to use a range of methods. The questions can be masked before photocopying to create a flexible resource. For a simpler activity, write only addition questions, or a mixture of addition and subtraction questions, on the sheet.

Developing Numeracy
Solving Problems Year 4

Missing signs game

For this game, you will need to make a spinner.

- ☆ Cut out a square of card.
- ☆ Draw lines from corner to corner.
- ☆ Write a sign in each section.
- ☆ Push a pencil through the middle.



- **Take turns to spin the spinner to get a sign.**
- **Write your sign on the grid to make a correct statement. Cover it with a counter.**
- **The winner is the first to get four counters in a line.**

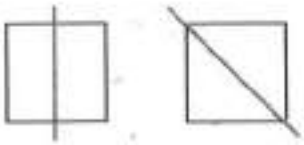
80 ☐ 8 = 72	77 ☐ 15 = 92	20 ☐ 5 = 100	16 ☐ 15 = 31
27 ☐ 12 = 39	16 ☐ 4 = 4	49 ☐ 25 = 24	6 ☐ 4 = 24
3 ☐ 50 = 150	17 ☐ 9 = 8	7 ☐ 40 = 280	22 ☐ 63 = 85
86 ☐ 52 = 34	30 ☐ 10 = 3	14 ☐ 73 = 87	50 ☐ 5 = 10
26 ☐ 2 = 13	30 ☐ 2 = 15	100 ☐ 10 = 10	43 ☐ 29 = 14
25 ☐ 46 = 71	4 ☐ 9 = 36	55 ☐ 45 = 100	5 ☐ 50 = 250
28 ☐ 2 = 14	6 ☐ 30 = 180	42 ☐ 2 = 21	72 ☐ 39 = 33
69 ☐ 27 = 42	64 ☐ 35 = 99	10 ☐ 8 = 80	97 ☐ 34 = 63

Teachers' note During the first part of the lesson, discuss the fact that addition and multiplication of whole numbers gives a larger answer and that for subtraction and division of whole numbers the first number is the largest. Before playing the game, give each pair of children counters in two colours and explain that a winning line can be horizontal, vertical or diagonal.

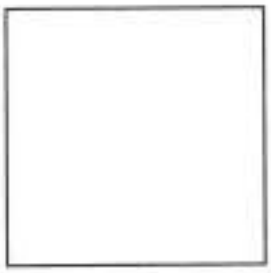
Developing Numeracy
Solving Problems Year 4

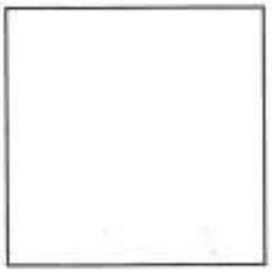
Halves of shapes

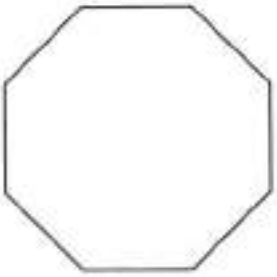
You can divide shapes into halves by drawing a line. Sometimes a shape can be divided in different ways.

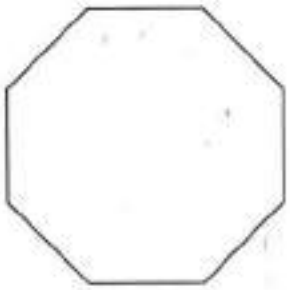


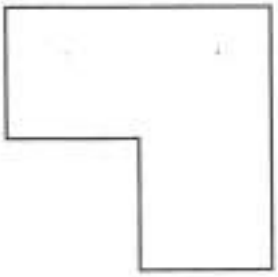
Draw a line to divide these shapes into halves in different ways. Then shade one half of each shape.











Quarters of numbers

When you divide a number into quarters, you share it equally between four.

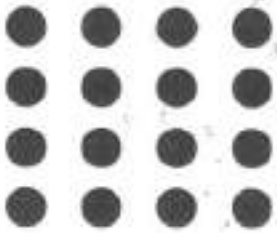
One quarter is 1 spot.

Draw lines to divide each set of spots into quarters. Then write the answers.

One quarter is ☐ spots.

One quarter is ☐ spots.

One quarter is ☐ spots.



One quarter is ☐ spots.

Write the answers.

One quarter of 4 is ☐

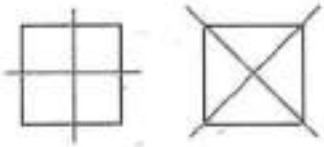
One quarter of 24 is ☐

One quarter of 40 is ☐

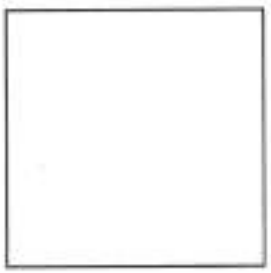
One quarter of 80 is ☐

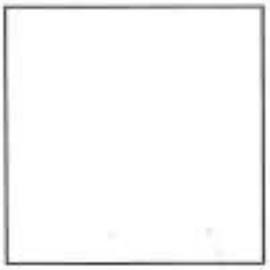
Quarters of shapes

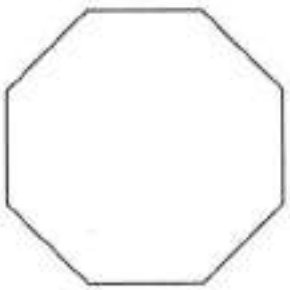
You can divide shapes into quarters by drawing lines. Sometimes a shape can be divided in different ways.

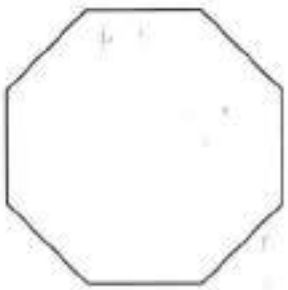


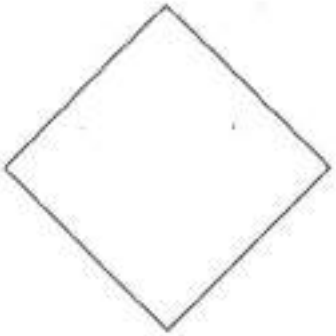
Draw lines to divide these shapes into quarters in different ways. Then shade one quarter of each shape.





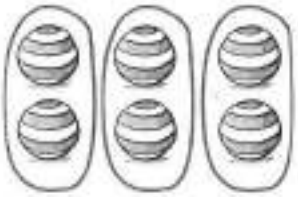






Thirds of numbers

When you divide a number into thirds, you share it equally between three. Each part is called one third.
One third of 6 is 2, and two thirds of 6 is 4.

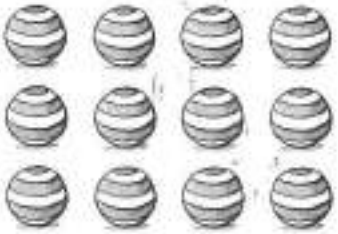


Draw a ring to show thirds of each set of balls. Then write the answers.

One third is ☐ balls.

Two thirds is ☐ balls.

One third is ☐ balls.



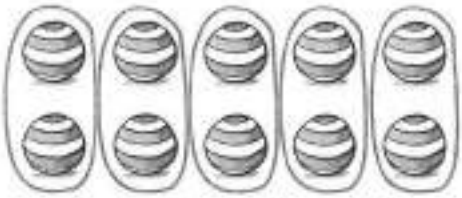
Two thirds is ☐ balls.

One third is ☐ balls.

Two thirds is ☐ balls.

Fifths of numbers

When you divide a number into fifths, you share it equally between five.
Each part is called one fifth.
One fifth of 10 is 2, two fifths is 4, and so on.



Draw a ring to show fifths of each set of balls. Then write the answers.

One fifth is ☐ balls.

Two fifths is ☐ balls.

One fifth is ☐ balls.

Two fifths is ☐ balls.

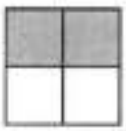
One fifth is ☐ balls.

Two fifths is ☐ balls.

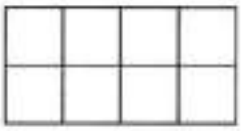
Halves

When you divide something into halves, you share it equally between two.

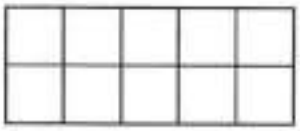
Each part, or fraction, is called one half. You can also write it as $\frac{1}{2}$.



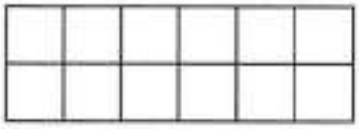
Shade the squares to match the fractions. Write the answers.



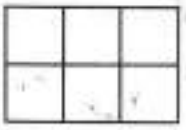
$\frac{1}{2}$ of 8 is ☐



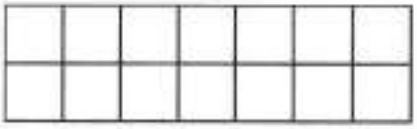
$\frac{1}{2}$ of 10 is ☐



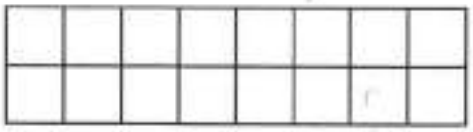
$\frac{1}{2}$ of 12 is ☐



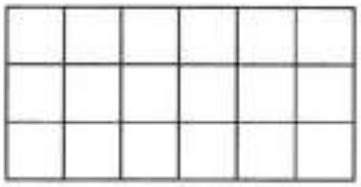
$\frac{1}{2}$ of 6 is ☐



$\frac{1}{2}$ of 14 is ☐



$\frac{1}{2}$ of 16 is ☐

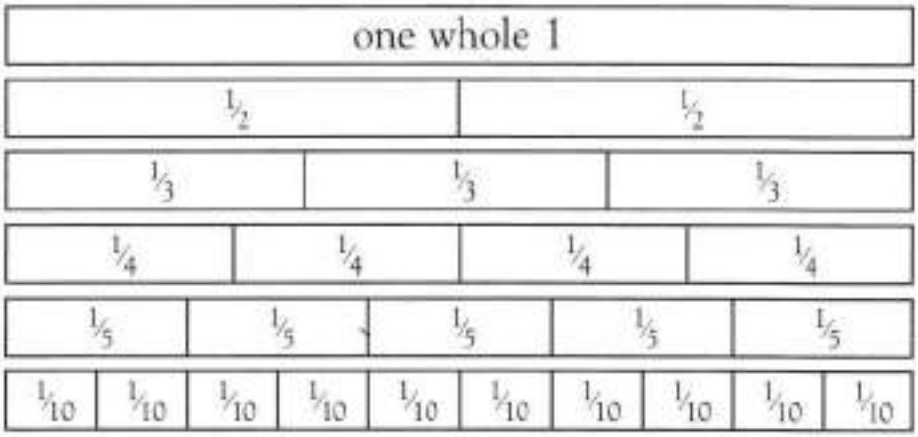


$\frac{1}{2}$ of 18 is ☐

$\frac{1}{2}$ of 24 is ☐

Fraction equivalents

Here are six strips of paper. They are all the same length. Each one has been cut into different fractions. You can see that some fractions are the same. For example, $\frac{1}{2}$ is the same as $\frac{2}{4}$.



Look at the strips of paper above. Write the fractions that match:

1 is the same as $\frac{\square}{4}$

$\frac{4}{10}$ is the same as $\frac{\square}{5}$

$\frac{1}{5}$ is the same as $\frac{\square}{10}$

$\frac{4}{5}$ is the same as $\frac{\square}{10}$

$\frac{2}{5}$ is the same as $\frac{\square}{10}$

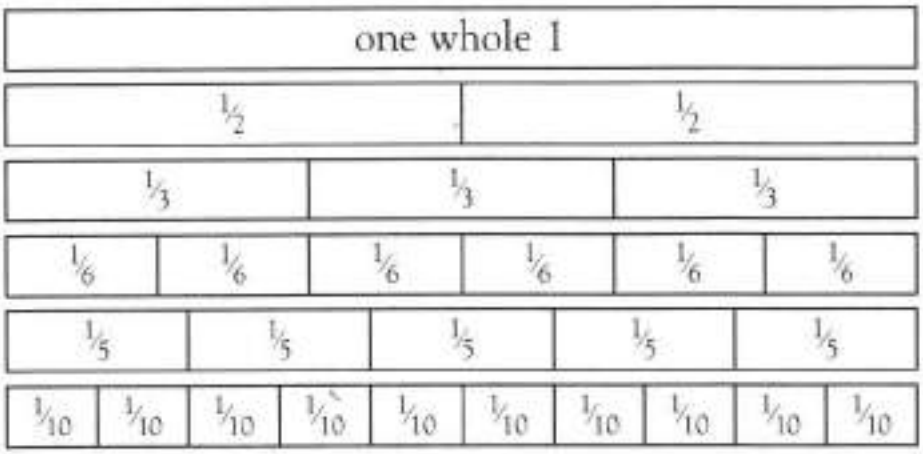
$\frac{2}{4}$ is the same as $\frac{\square}{2}$

$\frac{6}{10}$ is the same as $\frac{\square}{5}$

$\frac{8}{10}$ is the same as $\frac{\square}{5}$

Fraction equivalents

Here are six strips of paper. They are all the same length.
Each one has been cut into different fractions. You can see that some fractions are the same. For example, $\frac{1}{2}$ is the same as $\frac{5}{10}$.



Look at the strips of paper above. Write the fractions that match.

$\frac{4}{5}$ is the same as $\frac{\quad}{10}$

$\frac{6}{10}$ is the same as $\frac{\quad}{5}$

$\frac{4}{10}$ is the same as $\frac{\quad}{5}$

$\frac{2}{5}$ is the same as $\frac{\quad}{10}$

$\frac{2}{3}$ is the same as $\frac{\quad}{6}$

$\frac{3}{5}$ is the same as $\frac{\quad}{10}$

$\frac{1}{5}$ is the same as $\frac{\quad}{10}$

$\frac{1}{3}$ is the same as $\frac{\quad}{6}$

History

The Romans

The Roman army was pretty scary, and more organised than a march into assembly.

1 **Use words from the box below to label the diagram, showing different bits of a Roman Soldier's battle costume.**

sword helmet sandals shield

.....

.....

.....

.....

2 **The Roman Army was split into different parts. Draw lines to match up the start of each sentence with the right ending.**

1. The Roman Army was split into different... ...of 60 centuries.
2. There were about 30 legions... ...contained about 80 men.
3. Each legion was made up... ...sections called legions.
4. One century... ...in the whole Empire.

3 **When the Romans invaded Britain, they had a bit of trouble to start with. Fill in the blanks using words from the box.**

France **55BC** **Claudius** **Britons** **400** **Romans**

The Romans first invaded England in ..... .

The ..... fought fiercely and drove them back.

The ..... invaded again one year later.

This time they beat the Britons, but then had to go to ..... to fight off a rebellion.

The Emperor ..... finally invaded properly almost 100 years later in AD43.

This time the Romans were here to stay, and ruled England for nearly ..... years.

ACTIVITY: *Draw a picture of a **Celtic Warrior** and a **Roman Soldier**. Put labels on your picture to show how they are different.*

Boudicca

Boudicca was a British tribal queen who revolted against the Romans in AD 60.

1 Read the passage below and answer the questions.

Boudicca's husband was the leader of the rich Iceni tribe. He thought his family would be safe if he gave in to the Romans. But when he died, the Romans wanted all the fortune he had left to Boudicca.

a) What was the name of Boudicca's tribe?

.....

Find out the full story of Boudicca from books or the Internet.

b) Why did Boudicca's husband give in to the Romans?

.....

c) What happened when Boudicca's husband died?

.....

2 Can you put these sentences about Boudicca into the correct order?

A The Roman army finally defeated Boudicca. She poisoned herself rather than be captured.

B The Romans had Boudicca flogged.

(flogged = very badly beaten)

C In revenge for the flogging, Boudicca's army attacked the Roman towns and killed thousands of Romans.

The correct order is ☐ , ☐ , ☐ .

EXTRA ACTIVITY:

You'll need to find out some more information about Boudicca before you do this activity.

1. *Imagine you are a British survivor of Boudicca's revolt. What would you think Boudicca was like? Write a short passage about her. (Hint: Do you think she was **good** or **bad**? Was she **brave** or **stupid**?)*
2. *Now imagine you are a Roman survivor of the revolt. Write another passage about her. (Hint: Would you think she was **brave** or **stupid**? Was she a **heroine** or an **evil rebel**?)*

Roman Baths

The Romans bathed in a very special way. They followed a long process to get clean.

1 **Fill in the blanks using words in the box to explain how a hypocaust system worked.**

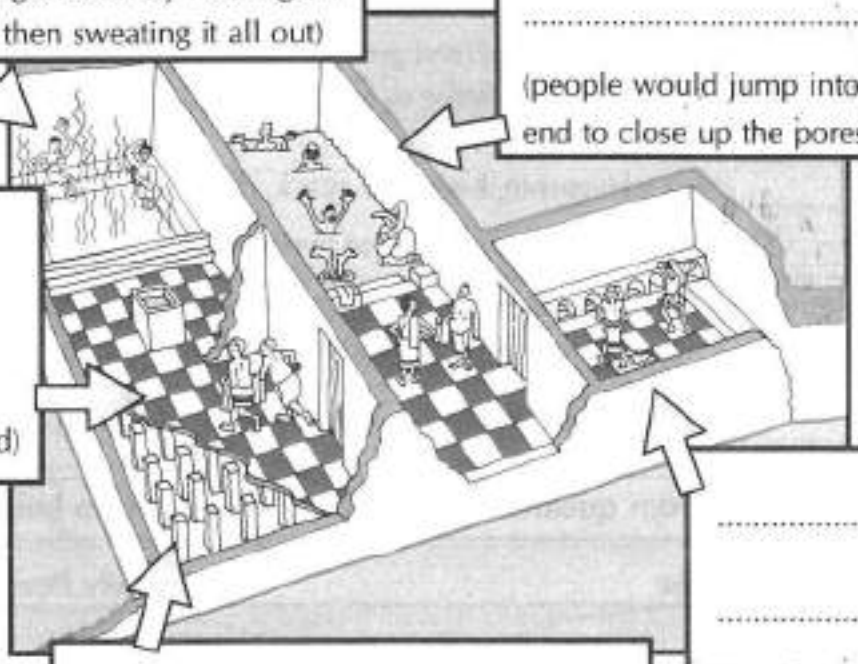
floor	pillars
wood-burning furnace	
central heating	

Hypocaust systems were a bit like ..... .

A ..... was built under the floor. It sent hot air up through the ..... and gaps in the walls. The floor was held up by lots of ..... , so the hot air could spread everywhere.

2 **Label the diagram of Roman baths below using words in the box.**

hypocaust cold pool warm room changing room hot steam room



3 ..... (where people got clean by rubbing oil into their skin then sweating it all out)

4 ..... (people would jump into this right at the end to close up the pores of their skin)

2 .... (people went here after getting undressed)

1 .... (people started off in here)

..... (this is how the floors, water and hot rooms got heated up) 5

Ooh, there's nothing nicer than a hot, steamy bath. The Romans certainly thought so...

Science

Vibrations

1. When an object makes a sound, what does it do?

2. What is vibration?

3. When you groan or hum, what is vibrating?

4. Give an example of something that makes a noise where you can see the vibrations.

5. If you make something vibrate harder, the sound becomes **louder / softer**. (Circle the correct word.)

6. Complete this sentence.
   The smaller the vibrations,

7. How can you tell that a drum skin is vibrating?

Evelyn Glennie is a famous musician. Use this information to make a factfile about her.

Evelyn Glennie began to lose her hearing when she was eight years old, and was almost completely deaf by the age of twelve. Since then, she has learned to play all kinds of percussion instruments. She cannot hear them well, so she has to feel the vibrations through her feet and body. Evelyn plays in concerts all over the world. When she travels, she takes 20 to 50 instruments with her. She also writes her own music, and works together with her husband to write music for films.

Try searching for Evelyn Glennie on the Internet for more information.

Advantages and disadvantages

Look at these statements about sounds travelling. Decide whether they are advantages or disadvantages, and write each number in the correct column in the table below.

1. If I am swimming underwater, I can still hear the sports centre fire alarm because sounds travel through liquids.

2. I can hear my neighbours arguing next door, because the sound travels through the solid wall next to my bed.

3. The people in the flat above play their stereo very loudly. I can hear it through the solid floor.

4. If I move about in my bedroom after bedtime, my mum can tell because she can hear me through the ceiling.

5. Some men are drilling the road outside. My dad is on night shifts, so it is keeping him awake.

6. I can tell if there's someone behind me in the subway, because the sound echoes around in the enclosed space.

7. We do not always hear the bell for break in our classroom, because we are a long way from where the bell rings.

8. My dog barks when he hears footsteps on the front path.

Advantages	Disadvantages

Now add some statements of your own to each column in the table.