Hello Year 4! I hope you have had an amazing Christmas and we are missing you here in Class 4. I hope you enjoy the learning pack and remember that you can change and adapt any of the activities to suit you. Take your time with the pack and you don't have to complete everything in one day. I am really looking forward to seeing some of your work and hearing from you.

English

Task 1 – Word types

To organise different words into six groups. Use these subheading to help you...

nouns / adjectives / verbs / adverbs / pronouns / prefixes

unkind	explosion	me	illegal
Pharaoh	colourful	sneaking	breaking
rolling	garden	suspiciously	flower
carefully	I	disappointment	magnificent
herself	decode	he	you

Challenge – Can you think of any of your own examples and put these words into sentences?

Task 2 – Prefixes and Suffixes

Can you organise these words into two lists; spellings that have used prefixes and suffixes?

Top tip – a prefix goes at the start of a root word.

Top tip – a suffix goes at the end of a route word.

disagree	slowly	submarine	nonsense
smaller	walking	disappear	dropped

Challenge – Can you tell me what the root word of each spelling was before the prefix and the suffix was added?

Task 3 – homophones and near homophones

Can you look at the words below in the table and tell the meaning of each word and place each word into a sentence showing their meaning?

blue	blew
bored	board
right	write
vein	vain
mail	male

Can you put these homophones into the correct sentence?

cent   scent   crews   cruise

dew   due   doe   dough

1. This year, my family vacation will be to take a _____.

2. Lulu said that each _____ I save adds up to dollars.

3. What made each show run smoothly were the _____.

4. I helped my nana roll out the _____ for the cookies.

5. My library books are _____ next Thursday.

6. The fawn grazed in the grass with its mother, the _____.

7. The cinnamon _____ from the candle was great!

8. The grass this spring morning was covered with _____.

Can you fill in each sentence with the correct word?

to: a function word   **too**: also   **two**: a number

1. I am going _____ read a book.

2. Donald ran _____ miles.

3. Is Ann coming _____?

4. She got _____ wrong on the test.

5. My brother likes _____ play baseball.

6. I was at the park _____ times today.

7. Those clothes are _____ expensive.

8. Cindy got _____ strikes in bowling.

9. I need _____ write _____ pages for school.

10. I need you _____ help me it's _____ heavy!

Challenge – Can you create any of your own sentences?

Can you complete the table below? The first one has been done for you.

do	not	don't
should		shouldn't
	will	I'll
I		I've
	could	couldn't
he	is	
she	is	

Challenge – Can you think of any more contractions?
Circle the contractions below in the sentences. Write the two words that make the sentence.

example:

(We'll) go home at 3:00. ___we___will___

1. He isn't home today. _____

2. Those aren't my mittens. _____

3. They're all my friends. _____

4. I'll help you with your work. _____

5. I'm getting a cold. _____

6. I didn't see the dog. _____

7. He isn't going with us. _____

Task 6 – Writing in hieroglyphics

Egyptian hieroglyphs were the formal writing system used in Ancient Egypt and it consisted of different images. Below is an example.
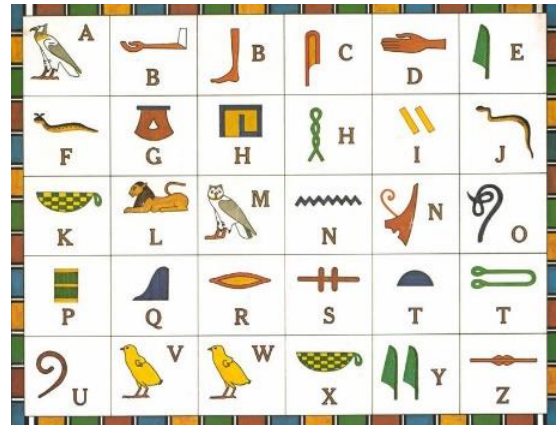
Challenge – Can you create words, sentences or a hidden message using the images above for me to try and solve?

Task 7 – Newspaper report
To create interview questions that you could have asked the Pharaoh Tutankhamun. Tutankhamun was an Egyptian Pharaoh. What questions would you ask him to find out more about himself, his experiences and his achievements?
Here are some interview question openers to help you….

Who	When	Where	Can
Why	What	How	Do

Top tip – A reporter asks questions to find out about an event that has already happened.

Task 8 – Newspaper report
To write a newspaper report about the Pharaoh Tutankhamun and his life. You will need to research the Pharaoh and use your facts and answers within your newspaper report. Here are some interesting facts to help you…

- His original name was not **Tutankhamun**.
- **Tutankhamun** has the smallest royal tomb in the Valley of the Kings.
- He was buried in a second-hand coffin.
- **Tutankhamun** loved to hunt ostriches.
- **Tutankhamun's** heart is missing.
- One of **Tutankhamun's** favourite possessions was an iron dagger

Below is an image of Tutankhamun's tomb that he was buried in.

| **R.W.I spellings and spelling patterns** | |

Words with the ay sound spelt eigh, ei, ey

Task 1

Can you complete the table below?

root	suffix	root word + suffix
prey	-ed	
sleigh	-s	
		veins
		neighbours

root word	suffix	root word + suffix
weight	-less	weightless
obey	-ed	
		reigned
		weighed

root word	suffix	root word + suffix
grey	-ness	
		weighing
neighbour	-ly	

Task 2

Drag and drop the correct word to complete the sentence.

weightless	weight

1 Feathers are so light they feel almost _____ .

2 At the airport, we had to check the _____ of our luggage.

reign	rein	reigned

3 The Prince looked forward to the day when he would _____ over the nation.

4 Queen Victoria _____ for more than 60 years.

5 I took the _____ and led the new pony round the field.

eight	obey	disobey	ate

6 Most children _____ their teacher.

7 If you _____ the rules, you may be punished.

8 I am inviting _____ children to my birthday party.

Mathematics	**Task 1 – Partitioning and recombining**

Task 1 – Partitioning and recombining

Can you tell me the value of each digit in a four-digit number?

Complete the part-whole diagrams.
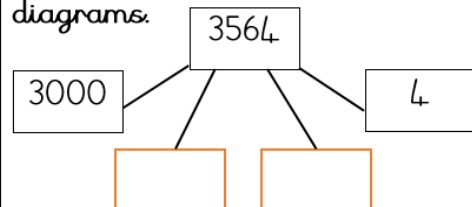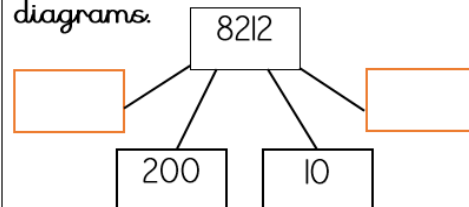
3564
3000 | 4

Complete the part-whole diagrams.

8212
| 200 | 10

Complete the part-whole diagrams.

2000 | 3
200 | 60

Complete the part-whole diagrams.

3333

Complete the part-whole diagrams.

9021
9000 | 1

Complete the part-whole diagrams.

4442
400 | 40

Complete the part-whole diagrams.

7000 | 9
100 | 10

Complete the part-whole diagrams.

2050
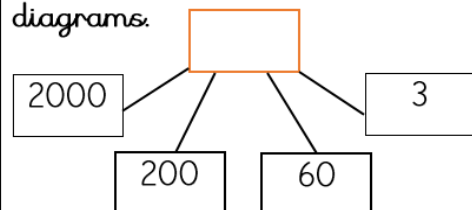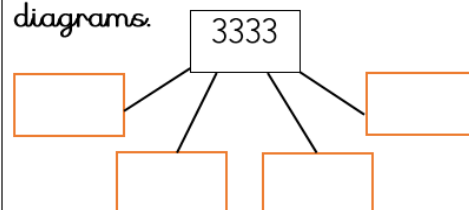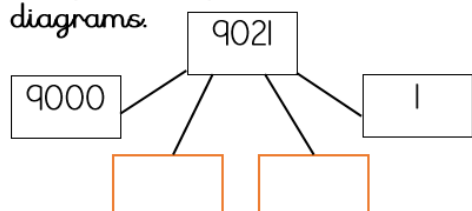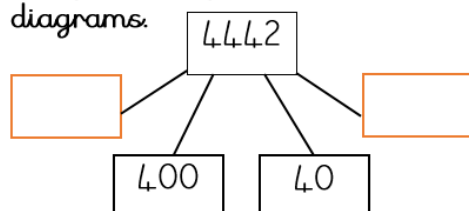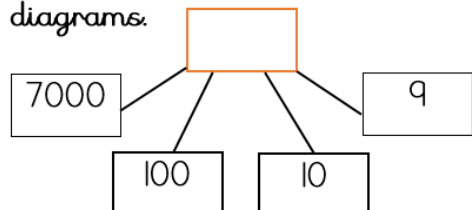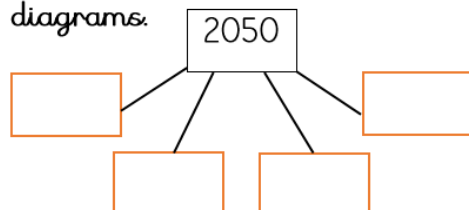
Challenge – Can you create any of your own part-whole diagrams to represent four-digit numbers?

Task 2 – Partitioning and recombining

To match calculations, digits and words for four-digit numbers. You could draw your place value counters and match the calculations to your numbers. Here are some calculations for you to use…

3000 + 100 + 50 + 6	5000 + 400 + 40 + 4	9000 + 70 + 2
5000 + 100 + 3	6000 + + 200 + 61	7000 + 320 + 3

2321   two thousand three hundred and twenty and one   2000 + 300 + 20 + 1

1000 1000   100 100 100   10 10   1

Task 3 – Place value

Can you add place value counters to the table to make the totals?

Add counters to make the total 4334.

Ht	H	T	U
	100 100 100	10	1 1 1 1

Add counters to make the total 6521.

Ht	H	T	U
	100 100		

Add counters to make the total 3263.

Ht	H	T	U
1000 1000 1000		10	1 1

Add counters to make the total 5555.

Ht	H	T	U
1000	100	10 10 10 10	1 1 1

Add counters to make the total 6248.

Ht	H	T	U
1000 1000 1000 1000	100 100	10 10 10	1 1 1

Add counters to make the total 4506.

Ht	H	T	U
1000 1000	100 100 100 100		1

Task 4 – Place value

Can you find out how much of the number is missing? Try drawing the missing thousand, hundred, tens and units to help you.

Ben makes the number 6420. How much is covered up?
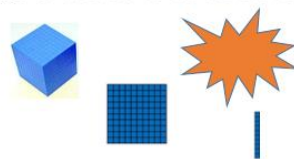
Lucy makes the number 2306. How much is covered up?
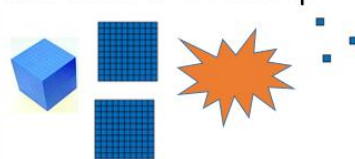
Susan makes the number 3050. How much is covered up?

Paul makes the number 4444. How much is covered up?
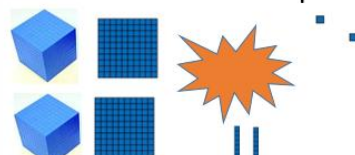
Linda makes the number 5033. How much is covered up?
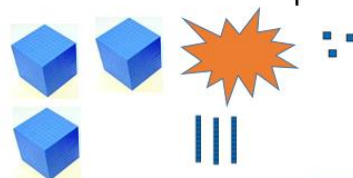
Bob makes the number 7160. How much is covered up?
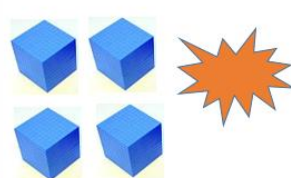
Can you use the digit cards to make numbers? Remember to make numbers between they can't be smaller than the smallest number you are given or bigger than the biggest number you are given.

Write down all the numbers that you can make between 4,250 and 4,500. [2] [4] [9] [4]	Write down all the numbers that you can make between 3000 and 4,000. [1] [3] [5] [6]
Write down all the numbers that you can make between 3200 and 6200. [6] [3] [2] [0]	Write down all the numbers that you can make between 4,000 and 5000. [4] [0] [8] [5]
Write down all the numbers that you can make between 1200 and 2200. [1] [2] [3] [4]	Write down all the numbers that you can make between 6500 and 7500. [7] [2] [6] [3]

Can you match the words to the digits?

Write the number using digits.	
three thousand six hundred and one	_____
five thousand and sixty four	_____
two thousand two hundred and twenty	_____
three thousand two hundred and nine	_____
nine thousand and ninety seven	_____

Match the numbers.	
one thousand six hundred and six	1676
one thousand six hundred and sixty	1606
one thousand six hundred and seventy six	1660
one thousand and sixty	1600
one thousand six hundred	1060

Can you use the place counters to create addition calculations and solve them using column method? Below is an example.

1,000s	100s	10s	1s
1000	100	10 10 10	1 1
1000 1000 1000	100 100 100 / 100 100 100	10 10 10 / 10	

3650 + 1132 = 4782

Th	H	T	U
3	6	5	0
+ 1	1	3	2
4	7	8	2

1,000s	100s	10s	1s
1000 1000 1000	100	10 10 10 / 10	1 1
1000 1000	100 100	10	1 1 1

1,000s	100s	10s	1s
1000 1000 1000 / 1000	100	10 10 10 / 10 10	1 1
1000	100 100 100	10 10	1 1

1,000s	100s	10s	1s
1000 1000 1000 / 1000 1000		10 10	1
1000 1000	100 100	10 10 10 / 10	1 1 1 / 1 1

– Here are some more calculations for you to complete.

5600 + 2152 = _____	**3420 + 1208 = _____**	**1567 + 6212 = _____**

| 7036 + 1511 = _____ | 4040 + 2202 = _____ | 3077 + 2311 = _____ |

Task 8 – Addition

Can you find the missing digits to each of these addition calculations?

	Th	H	T	U
	4	___	6	___
+	2	5	___	1
	___	7	8	9

	Th	H	T	U
	3	1	5	4
+	___	3	___	___
	8	___	7	8

	Th	H	T	U
	___	2	6	___
+	3	5	2	1
	6	___	___	1

	Th	H	T	U
	7	0	7	___
+	1	5	___	1
	___	___	9	2

| **Times tables** | **Task 1**

Can you practice counting forwards and backwards in 2s, 5s and 10s?
2x tables – 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24 |

	5x tables – 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60
	10x tables – 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120
R.E	**Jesus, the Teacher**
	Task 1 – To read the text 'The Presentation of Jesus in the Temple'

The Presentation of Jesus in the Temple

Mary and Joseph were faithful Jews and when Jesus was just forty days old, they travelled to the Temple in Jerusalem to present him to God as the Jewish law stated:

"Every first-born male is to be dedicated to the Lord" (Lk. 2:23).

There was an old man named Simeon in the Temple. He was very close to God. God had made Simeon a promise that, before he died, he would see the Messiah, the Chosen One, sent by God to be a Saviour to His people.

Many people came and went every day in the great Temple but, when Mary and Joseph entered carrying their small baby, Simeon knew that they were special. This was what he had longed to see all his life.

Simeon took Jesus into his arms, blessed him and praised God for him. He knew that Jesus would grow up to be a 'light' for all the people in the world. He was the long awaited Messiah. This is the prayer Simeon said,

"Lord, now let your servant depart in peace according to your word; for my eyes have seen your salvation which you have prepared in the sight of all the peoples, a light for the nations and the glory of your people Israel" (Lk. 2:29-32).

Simeon knew he had seen the Messiah. God had kept His promise.

Anna sees Jesus

Anna was a very elderly woman who stayed in the Temple day and night, praising God. She immediately knew that this baby was the child the Jewish people had been promised. Their long wait was over. Anna gave thanks to God for letting her see the Messiah. She told everyone she met that God had remembered His promise to them.

Every year, on February 2nd, we celebrate 'The Presentation of the Lord'. We remember Simeon thanking God for Jesus, the 'Light of the World'.

I would like you draw a picture of a candle and write down the thoughts and feelings of Mary, Joseph, Anna and Simeon. Are there any similarities or difference between their feelings and thoughts? Now imagine that you are there in the Temple. What would you have said to Mary, Joseph, Anna and Simeon?

You could now paint or draw a picture and place yourself in the temple with Mary, Joseph, Anna and Simeon. Where will you be standing? How might you be feeling and why?

Task 3
Imagine you are Simeon. Write a letter or an email to your friend, Nathan, describing your experience in the Temple. Discuss what happened (Simeon's experience), what you said and how you were feeling during your visit to the temple.

Science	Sound
	Sound is a form of energy. Sounds are made when objects vibrate. The vibrating object pushes the air out in waves, which are not like waves in water (up-and-down), but horizontally spreading outwards from the source (what has made the noise). Particles of air knock into ones next to them. Each particle moves only a short way, with energy being transferred as a series of pulses (squashed and then spread out). **Task 1 – What different sounds can be heard?** Go into an open space (either in your garden or listening by a window) and close your eyes and listen for the different sounds that you can hear. Do this during different times of the day and identify if there are any similar sounds or if the sounds change. **Recording** Draw yourself or as a cross in the middle of a sheet of paper and show where you heard the different sounds; try and thing about the distance and direction of the sounds around you. **Task 2 – What happens to the sound of an object when we get further away from it?** Find an object in your house that can be used to make a sound; instruments could be used here or banging on a saucepan. I would like you to set up an investigation to find the answer to this question. During your investigation you will be checking for two things; the distance from the source (how far away you are from the object, and what is being observed (loudness of the sound made). In order for you to keep your investigation a fair test you must only change one variable. You must keep the object the same and how hard you hit the object. The variable that you will change is how far away you stand from the object to measure how loud it was. **Recording** What happened to the sound of an object the further away you stood? Using a table, you could record how loud it was at the different distances or you draw yourself at different distances from the object making the sound and describe what has happened. It would be great to see you sending in any pictures of your experiment. **Task 3 – Where in the school/your home would be the best places to put fire alarms?** I would like you to develop a plan for the school or your home; clearly showing where fire alarms will need to be placed so that all children/family members in the school/home will be able to hear them. If you have a musical instrument you could test it at different places around your home and find out how far away from it you can be and still hear it. You might also observe the loudness in different rooms in order to decide whether this would drown out the fire alarm. **Recording**

Draw a floor plan of the school or your home and add the fire alarms onto your plan. Can you explain why you have placed fire bells in particular places and rooms?

<mark>**Top tip** – a floor plan is a birds-eye-view of the rooms looking down. Here is an example of a birds-eye-view looking down.</mark>

Purple Mash 	<mark>**Task 1 – Reading activity**</mark> 1. Click on the box 'Serial Mash' 2. Click on 'Emeralds' 3. Click on 'Beth on the Nile' To read the 7 chapters of 'Beth on the Nile' and to complete the activities for each chapter: **multiple choice / sequencing / SPAG / open ended questions** <mark>**The chapters and activities are to be spread out over the two weeks - Try and do a chapter and activity each day.**</mark> <mark>**Task 2 – Computing activity - Spreadsheets**</mark> 1. Type in the search box 'Counting machine' The activity should look like this when you have launched it. 2. Can you colour the cells, rows and columns into a different colour. To colour cells, they first click on the cell, then click on the colour they want in the toolbox on the right-hand side. If they select more than 1 cell by dragging the mouse over a few cells, then they can colour all these cells at once.
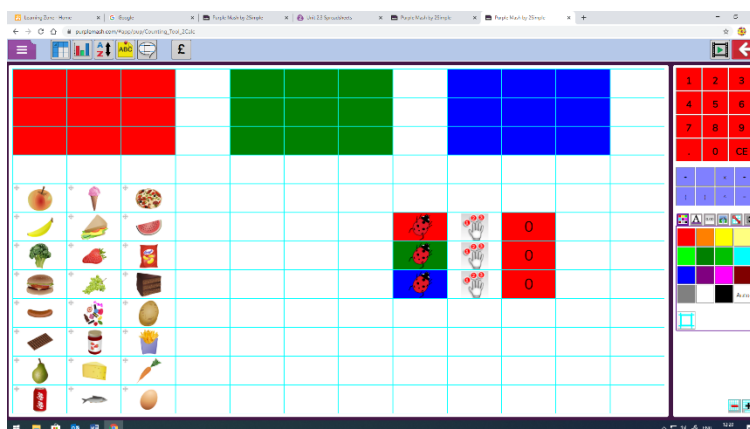
3. Can you now add a picture to the spreadsheet and make it move?

> They will need to click on the cell, then select the image toolbox from the right-hand side and 'Set image'. To make picture draggable use the drag tool in the Controls toolbox also on the bottom right-hand side. For further details see the plans for Y1, Lesson 2.

4. Can you make an image have the value of 1?

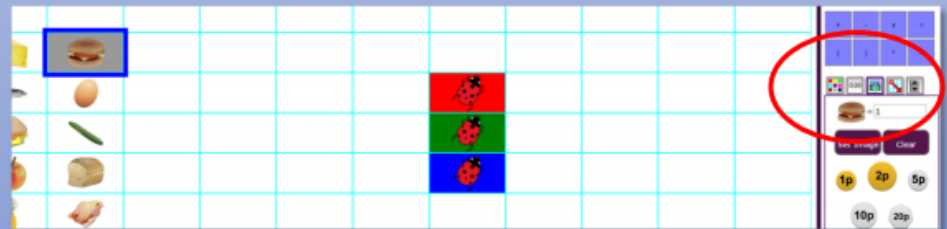> To do this, click on an image. In the image toolbox you will see a picture of the item followed by and = sign. Type '1' in the box next to the = sign for each image. For further details see the plans for Y1, Lesson 3.

1. Click on the box 'Topics'
2. Click on 'Ancient Egypt'
3. Scroll down to 'Mash Cams:'
4. Complete the task 'Ancient Egyptian.

P.E, Games and activities

Game 1 – Games - Pitching Pennies

What you will need:
- pennies or any coins
- large sized paper or plastic cups

How to Play
1. Place the cup on a chair or a table.
2. Each player has five coins.
3. The person with the most coins in the cup wins.

Game 2 – Games – Indoor Bowling

What you will need:
- ten empty bottles or cans
- plastic ball or tennis ball
- tape

How to Play
1. Using the tap create a lane.
2. Arrange the bottles at the end of the lane.

	3. You can arrange or stack the bottles however you like.
Art	**Task 1 – Realism** Realism art paints pictures of everyday life. The paintings are a focus on 'real life'. Here are some artists that you could research: **Edouard Manet / Leonardo da Vinci** **Task 2 – Realism** To recreate a famous piece of realism. **Challenge** – To paint your own picture using realism. You could create as many pieces as you like. **Task 3 – Drawing a King or Queen (Pharaoh)** Can you use the link to follow the step-by-step guide on how to draw a Pharaoh? https://www.youtube.com/watch?v=XI2bb7dlUaQ&t=3s
Geography	**Rivers** **Task 1** Find out how many rivers there are in Shropshire. Which is the main river in Shropshire and what does the word, 'confluence' mean? Which is the: longest river in the world? biggest (amount of water that flows down it) river in the world? **Task 2** Find out about the different stages of a river. Draw a diagram to show these different stages. Here is an image to help you.

Features of a River

River Source

Tributaries →

Main River →

Floodplain

Meanders →

River Mouth →

Delta

Lake / Ocean

Find out where the source of The Nile is. How many countries does the Nile travel through?
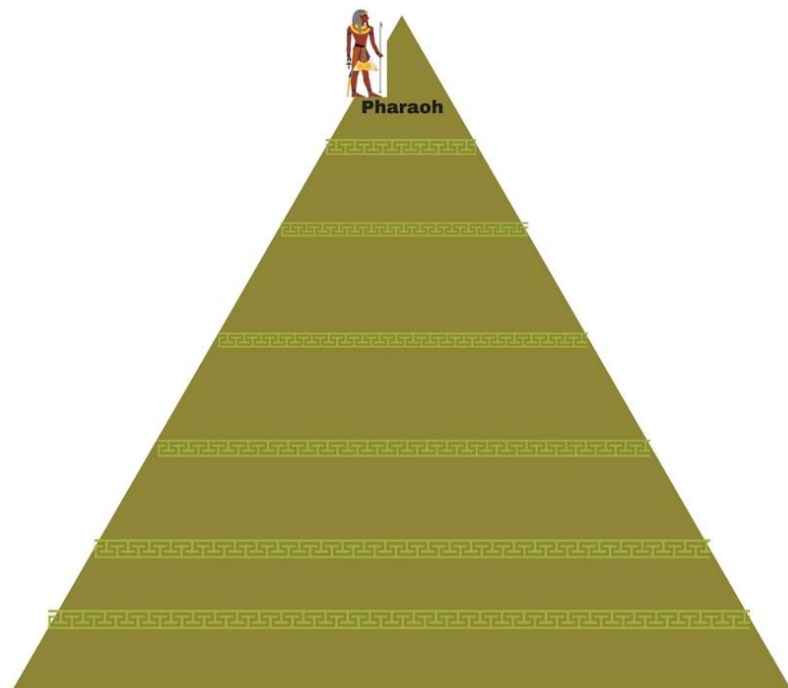
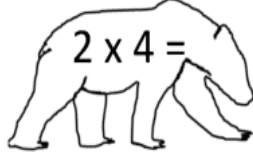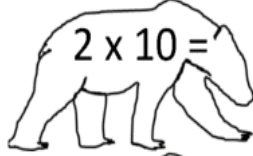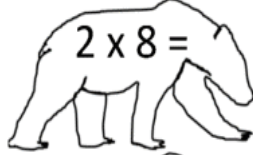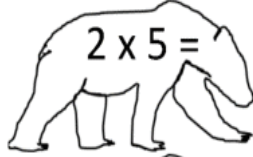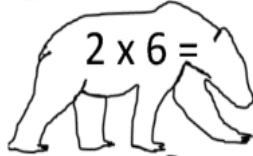| **History** | **Task 1 – Egyptian social pyramid** |
| | Can you organise these Egyptian people onto your social pyramid? |

slaves / craftsmen / Pharaoh / peasants / merchants / scribes / soldiers / government officials

Pharaoh

2x tables

Draw a line to match each bear to his pot of honey.

2 x 3 =

2 x 7 =

2 x 2 =

2 x 6 =

2 x 9 =

2 x 5 =

2 x 8 =

2 x 10 =

2 x 4 =

12

6

18

4

16

8

20

14

10
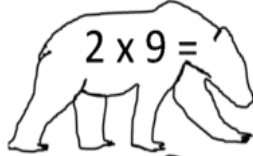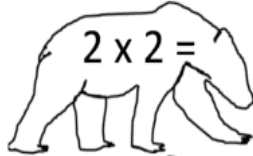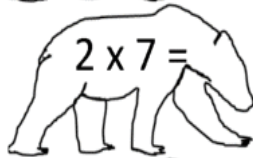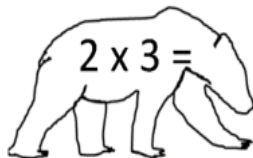
5x tables

Help Newton to find his way out of the maze by shading the path counting in 5s up to 50.

IN	5	8	19	29	38
	10	14	31	43	47
	15	20	24	39	53
	18	25	29	45	50	OUT
	22	30	35	40	44

Count by 5s up to 50

5 → __ → __ → __ → __ → __ → __ → __ → __ → __ → __

Match the multiplication fact to the correct repeated addition facts.

5 x 5   5 + 5 + 5 + 5 + 5 + 5 + 5

5 x 2   5 + 5

5 x 7   5 + 5 + 5 + 5 + 5

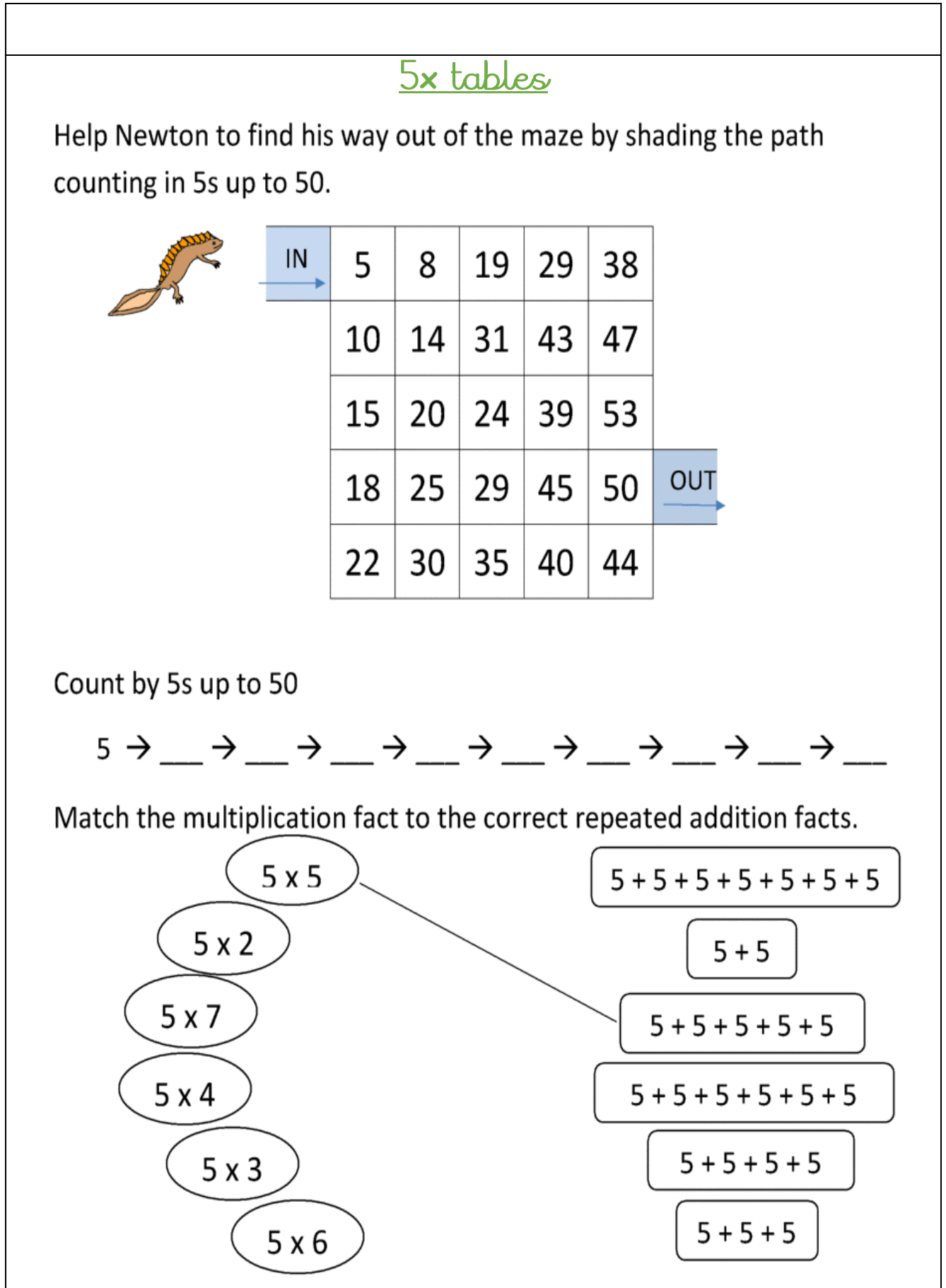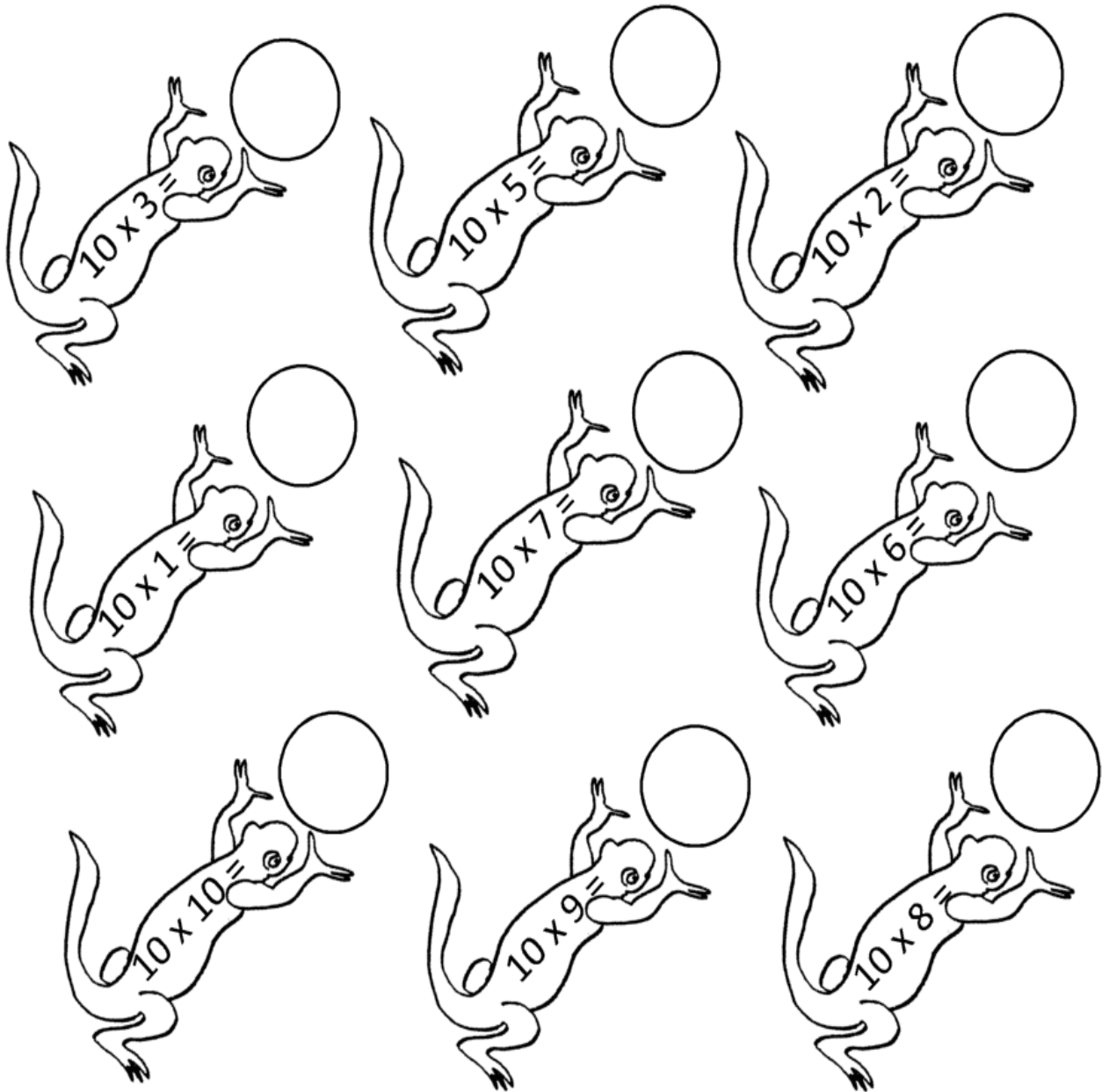5 x 4   5 + 5 + 5 + 5 + 5 + 5

5 x 3   5 + 5 + 5 + 5

5 x 6   5 + 5 + 5

10x tables

Write in the answers to each fact in Sally Salamander's ball.

10 x 3 =

10 x 5 =

10 x 2 =

10 x 1 =

10 x 7 =

10 x 6 =

10 x 10 =

10 x 9 =

10 x 8 =

Newton the Number Newt says "Shade all the even answers yellow. What do you notice?"