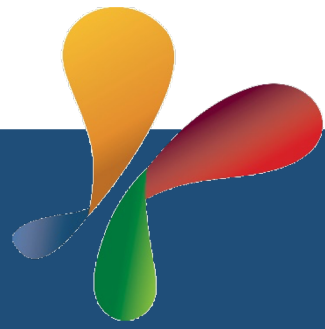


TRANSFORM HOME LEARNING



Year 4:





Foreword to Families

Welcome to your Transform home learning booklet

What are these for?

These booklets have been designed to keep your child connected with their school community, with learning, and to have some fun in the event of any Covid-related school closures or periods of self-isolation.

Why now?

All of our Trust staff are working incredibly hard to ensure schools remain open so that our children can continue their education in the best way. However, in some instances, this may not always be possible. Therefore, we have worked to put a Transform offer together to enable your child to continue their learning and connection to school from home. This book is aimed at supporting your child's emotional, cognitive and physical wellbeing in the run up to their return. It will give them some ways to check in with their feelings as well as some fun ways to keep active and keep learning.

Why reading, writing and maths?

We know that learning is most effective when children are given opportunities for regular practise. By keeping these opportunities going at home – we hope that your child will be able to both practise what they have learnt and embed this learning.

These books will be used in school when you return so please keep hold of them. Your child's class teacher will have regular contact to support your child during any out-of-school periods.

Page	Subject
4	Acknowledgements
5	Reading Overview
6	Knowledge Organiser
7	Reading Activities
24	Wellbeing Activity
25	Writing Overview
27	Writing Activities
37	Wellbeing Activity
38	Maths Overview
39	Maths Activities
59	Wellbeing Activities
60	Physical Activities

Icon Key



Questions to consider



Make notes



Think for yourself



Look ahead



Look closer



This links to...



Put into action/trial



Talk to colleagues



Downloadable resource



Watch video clip

Resource acknowledgements

Owls – DK Encyclopedia of Animals

Deer – DK Encyclopedia of Animals

The Animals of Farthing Wood by Colin Dann

First Fox, Night of Wind – The Lost Words by Robert Macfarlane & Jackie Morris

Interview with Author of Colin Dann

Front cover artwork by Charlie Mackesy

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The Transform Trust PE Lead Network

Transform team:

Kim Blount; Emma Hampton; Phil Herd; Mark Lowe; Rachel Meli; Claire Stafford; Tanya White; Rebecca Williamson

We would also like to thank Sky for their community volunteers who have delivered these booklets to your home.

READING



Your reading activities link to your writing tasks.



Non-Fiction Texts:
Owls & Deer



Poetry Texts:
First Fox, Night of the Wind, Badgers



Fiction Text:
The Animals of Farthing
Wood & Hodgehegs



Linked Text:
Interview with Colin Dan



In Year 4, we focus on developing the skills in the box below. We will use this as a guide to help you to identify which skill(s) you are focusing on for each page.

Working at the Expected Standard in Year 4 (VIPER skills)	
Vocabulary	I can discuss my understanding of new words and explain what words mean in the context of a text.
Inference	I can make inferences with growing confidence about a characters thoughts, feelings and motives and can justify my thoughts with evidence from the text.
Predict	I can make predictions based on what has happened and details implied in the text.
Explain	I can check a text makes sense to me by discussing my understanding of it.
Retrieve	I can find and record key information from fiction and non-fiction texts.
Sequence	I can identify the main ideas drawn from more than one paragraph and can summarise these.



Knowledge Organiser



Your Learning Journey

Your 10-4-10 activities for reading and writing are based on the topic of 'Birds'. Here is your Learning Journey...

1. Your Reading Library!

You have a selection of great texts about birds to read. These will help you build your knowledge and understanding about birds.

2. Reading

Read the texts (Look out for QR codes that you can scan to hear the text)

Complete the activities.

3. Writing

Complete the short burst writing tasks.

Use this learning to support you with the longer writing tasks.

We look forward to hearing all about the work you have completed. Remember you can ask an adult to help you share your learning on Twitter using [#TransformSummer](#)



Key vocabulary – Here are some words you will need to know

nocturnal	animals that come out at night
Insulated	protected from the cold
urban	living in a city
ambush	a surprise attack
voles, lemmings	small mammal
distinctive	what makes them different
emerge	to come out
habitat	where an animal lives
plumage	the feather covering a bird



Owls

Owls are the nocturnal equivalents of hawks and eagles, and use their acute hearing and sensitive eyesight to hunt at night for small animals such as mice. But some owls also hunt by day, and a few are specialised for catching fish.

An owl is easily recognisable by its big, forward-facing eyes, which look even bigger than they really are because they are surrounded by a disc of stiff feathers that channel sound to the owl's ears. Most owls have large wings that allow them to fly slowly and silently as they search the ground for prey.



Sharp talons

Long legs and sharp claws are adapted for seizing prey.



Threat Display

If it is alarmed by an intruder, the great horned owl raises its wings as a threat.

Barn Owl

Tyto alba

Location: Worldwide except Antarctica

Length: up to 35cm

This pale coloured owl has black eyes and a distinctive heart-shaped white facial disc. It is highly adapted for night hunting, and is one of the few owls that can hunt entirely by sound in the darkness. Despite this, it may also emerge by day, especially in spring when feeding its young.

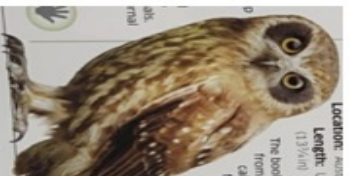
Great Horned Owl

Bubo virginianus

Location: Americas

Length: up to 53cm

This big powerful owl is the American equivalent to the eagle owl, with similar feathery-type 'horns'. It occurs in many different types of habitat, including forests and grasslands where it hunts a wide variety of prey for an owl. It often takes large prey such as rabbits that it cannot swallow whole and picks birds off their roosting perches.



Boobook Owl

Ninox Novaeseelandiae

Location: Australasia

Length: up to 35cm

The boobook owl takes its name from its two-part hooting call, which is often heard from trees in its native Australia and New Zealand. It feeds mainly on insects, and in urban areas. It ambushes flying moths attracted by street lights.



Snowy Owl

Bubo Scandiacus

Location: Arctic regions

Length: up to 66cm

Insulated from the cold by its thick feathers, the snowy owl is an Arctic hunter that targets voles, lemmings and other small animals by listening to their movements under the snow. The females have plumage marked with stripes but males are almost pure white.



Elf Owl

Micrathene whitneyi

Location: North America

Length: up to 14cm

The world's smallest owl, the elf owl lives in desert regions, where it hunts at night for insects, spiders, and scorpions. For its size, the owl is incredibly vocal, making a variety of loud calls. It nests in woodpecker holes, often in the stems of giant cacti.



Tawny Owl

Strix aluco

Location: Europe, Asia, N Africa

Length: up to 38cm

This quavering hoot of the male tawny owl is a well-known sound of the night in most of Eurasia. Strictly nocturnal, the owl lives in woodland territories where it knows every vole run and burrow, enabling it to hunt at night very efficiently.

Non-Fiction - Task 2



Retrieval

Remember that retrieval is about finding key pieces of information in the text. Use your skimming and scanning skills to help you find key words and phrases. Always 'read around the word' to help you check you have the right answer.

These questions are about the text 'Owls'



Retrieve

How is an owl specialised for catching its prey? (Give 3 ways)

True/False

	True	False
Male and female snowy owls are identical.		
Owls only eat small mammals such as mice and voles.		
Young owls scare their predators by making a sound like that of a rattlesnake.		

Vocabulary

What do these words from the text mean?

Plumage	
Talons	
Vocal	

Non-Fiction - Task 1



These questions are about the text 'Owls'

Inference

Remember that inference is about being able to use the information in the text and your own knowledge to come up with another piece of information that is not stated. E.g. *if a character has an umbrella, we can infer that it has been or will be raining soon.*



Retrieve

How are these owls unique? Use evidence from the text to support your answer.

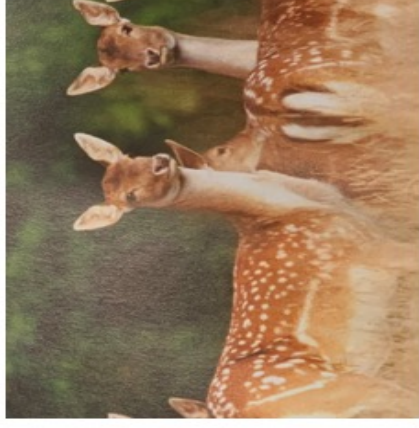
Great Grey Owl	
Boobook Owl	
Elf Owl	

Inference

How is the Great Horned Owl's behavior when hunting considered to be unusual?

Deer

The largest family in the deer group, Cervidae contain deer and their allies, including moose, caribou, and elk. In many ways, deer resemble antelopes, with long bodies and necks, slender legs, short tails, large eyes on the side of the head and high-set ears. They are distinguished however by the often spectacular antlers borne by the males of the species (and also by female caribou) Unlike horns, which are permanent and made of keratin, antlers are made of bone and are shed once a year. Growing antlers are covered in skin known as 'velvet', which dies and is rubbed off once the antlers reach full size.



Non-Fiction - Task 3



These questions are about the text 'Deer'

Retrieval

Remember that retrieval is about finding key pieces of information in the text. Use your skimming and scanning skills to help you find key words and phrases. Always 'read around the word' to help you check you have the right answer.



Vocabulary

Cervidae contains deer and their allies – including moose, caribou and elk. What does the word 'allies' mean?

Retrieval

How are deer and antelopes similar in appearance? List 3 ways:

1. _____

2. _____

3. _____

What are antlers made of?

How can antlers be different from deer to deer?

What are growing antlers covered in?

The Animals of Farthing Wood – Chapter 1 ‘Drought’

Colin Dann

For most of the animals of Farthing Wood a new day was beginning. The sun had set, and the hot, moistureless air was at last cooling a little. It was dusk, and for Badger, time for activity.

Leaving his comfortable underground sleeping chamber, lined with dry leaves and grass, he ambled along the connecting tunnel to the exit and paused, sniffing the air warily. Moving his head in all directions, his powerful sense of smell soon told him no danger was present, and he emerged from the hole. Badger's set was on a sloping piece of ground in a clearing of the wood, and the earth here was now as hard as biscuit. No rain had fallen on Farthing Wood for nearly four weeks.

Badger noticed Tawny Owl perched on a low branch of a beech tree a few yards away, so he trotted over for a few words while he sharpened his claws on the trunk. ‘Still no rain,’ he remarked unnecessarily, as he stretched upwards and raked the bark. ‘I think it's been hotter than ever today’.

Tawny Owl opened one eye and ruffled his feathers a little. ‘They've filled in the pond,’ he said bluntly.

Badger stopped scratching and dropped to all fours. His striped face took on a look of alarm. ‘I could hear the bulldozer moving around in the distance, all day long,’ he said. ‘But this is serious. Very serious.’ He shook his head. ‘I really don't know where we'll go to drink now.’

Tawny Owl did not reply. His head had swiveled, and he was looking intently under the trees behind him. Presently Badger's snout began sniffing again as he caught the scent of Fox, who was approaching them.

Fox's brush started to wag in greeting as he spotted his friends. He could guess from Badger's worried expression that he had heard the news.

‘I've just been over there to look,’ he called as he ran up. ‘Not a drop of water left. You wouldn't know there had ever been a pond.’

‘What can they be doing?’ asked Badger.

‘Levelling the earth, I suppose,’ said Fox. ‘They've cut some more of the trees down as well.’

Badger shook his head again. ‘How long before...?’ he began.

‘Before they reach us?’ interrupted Tawny Owl. ‘Could be this summer. Human destruction moves swiftly.’

‘What do you think Fox?’

‘Tawny Owl's right. In another year, all of this could be concrete and brick. In five years they've dug up all the grassland, and cut down three quarters of the wood. There are human dwellings on either side of us. We've been driven back and driven back, so



The Animals of Farthing Wood – Chapter 1 ‘Drought’

Colin Dann

that we're like a bunch of rabbits cowering in the last stalks of the corn in the middle of the cornfield, listening to the approach of the harvester, and knowing we've very soon got to run.'

'And now they've taken our last proper water-hole,' groaned badger. 'What can we do?'

'We still have the stream at the foot of the hill,' said Fox.

'It must just be a muddy trickle now,' retorted Badger. 'With all the animals in the wood using it, it'll be dry within a few days'.

Tawny Owl rustled his wings impatiently. 'Why don't you go and look?' he suggested. 'There are sure to be others there. Perhaps someone will have an idea.'

Without another word he jumped off the branch, flapped into flight and disappeared.

The last faint rays of daylight were gone as Badger and Fox descended the slope into the depths of the wood. Everywhere the ground was baked hard, and even the quivering leaves on the trees sounded brittle and dusty. Only the darkness around them was any comfort: that familiar, noiseless darkness that enfolded the timid animals of Farthing Wood in a cloak of security.

Badger and Fox trotted along, shoulder to shoulder, each wondering what they would find at the stream. Neither animal spoke. Eventually they could see some movement ahead. A number of creatures were jostling together on the banks of the stream, milling about in a rather purposeless, disconcerted manner. There was a family of fieldmice, and about half a dozen rabbits, all of whom scuttled away when they saw Fox approaching.

A number of hedgehogs remained. Some of them stood their ground, but the majority quickly rolled themselves up, projecting their spines in a precautionary way against the two most powerful inhabitants of the wood.

'Tut, tut. Don't be alarmed,' Badger reassured them. 'Fox and I have merely come to examine the stream. It's the only piece of water left to us now, you know,' he smiled kindly. 'We're all in this together – big and small alike. There must be no...er...er...' He broke off, unable to find the right words.

'Differences of opinion?' suggested Fox, with just the beginnings of a grin.

'Er...quite,' replied Badger. 'How diplomatic.' He peered forward over the bank, his weak eyes straining in the darkness. 'Oh dear!' he exclaimed. 'Oh dear, oh dear!'



Fiction - Task 4



Vocabulary

Remember that vocabulary is about understanding what words mean. We can use our knowledge of words we already know to help us. We can also 'read around the word' to see what would make sense in the sentence. Dictionaries are another helpful tool.

These questions are about **The Animals of Farthing Wood**



Vocabulary

Chapter 1 is called 'drought'. Can you find out what the word drought means?

Predict

What do you think this means for the animals that are habiting in Farthing Wood?

What predictions can you make about this story after reading the first chapter? Give reasons for your thoughts.

Fiction - Task 5



Retrieval

Remember that retrieval is about finding key pieces of information in the text. Use your skimming and scanning skills to help you find key words and phrases. Always 'read around the word' to help you check you have the right answer.

These questions are about *The Animals of Farthing Wood*

 Mark up the text (circle or underline) this key vocabulary.

presently – something that is happening now

He looked intently – very eagerly

quivering trees – trembling or shaking rapidly

enfolded – surrounded or covered

timid – shy or scared

Vocabulary

Chapter 1 is called 'drought'. Can you find out what the word drought means?

Retrieval

What 3 main animals feature in this extract?

1. _____

2. _____

3. _____

What hadn't happened for nearly 4 weeks?

What were the humans doing to the place they lived?

Fiction - Task 6



Re-read chapter 1 of The Animals of Farthing Wood



Vocabulary

Find the sentence:

'Human destruction moves swiftly'

Explain what this means.

Find this extract:

'A number of hedgehogs remained. Some of them stood their ground, but the majority quickly rolled themselves up, projecting their spines in a precautionary way against the two most powerful inhabitants of the wood'

Vocabulary

Remember that vocabulary is about understanding what words mean. We can use our knowledge of words we already know to help us. We can also 'read around the word' to see what would make sense in the sentence. Dictionaries are another helpful tool.

Why would the other animals behave like this when Badger and Fox arrive at the stream?

Which phrase in the extract gives you a clue?

'A number of creatures were jostling together on the banks of the stream, milling about in a rather purposeless, disconcerted manner'

Use a dictionary to find the meanings of any unfamiliar words in this extract and write them here:

14th

FIRST FOX

A big fox stands in the spring grass,
Glossy in the sun, chestnut bright,
Plumb centre of the open meadow, a leaf
From a picture book.

Forepaws delicately nervous,
Thick brush on the grass
He rakes the air for the scent
Of the train rushing by.

My first fox,
Wiped from my eye,
In a moment of train-time.

Pamela Gillilan



17th

NIGHT OF WIND

How lost is the little fox at the borders of night,
Poised in the forest of fern, in the trample of wind!
Caught by the blowing cold of the mountain darkness,
He shivers and runs under tall trees, whimpering,
Brushing the tangles of dew. Pausing and running,
He searches the warm and shadowy hollow, the deep
Home on the mountain's side where the nuzzling, soft
Bodies of little foxes may hide and sleep.

Frances M. Frost



Poetry – Task 7 an 8

These questions are about the poems 'First Fox'



Vocabulary

What words in the poem are used to describe what the fox looks like?

Inference

How does the fox feel in this poem? Why do you think he feels this way?

The child has mixed feelings at the end of the poem. Can you explain why the child feels both happiness and sadness?

These questions are about the poems 'Night of Wind'

Comparison

Compare the two poems. What is the same/different?

Which did you prefer and why?

Interview with Author Colin Dann

(Author of The Animals of Farthing Wood)

Where did the inspiration for Farthing Wood come from?

Farthing Wood is not based on an actual place but rather a typical area of woodland and countryside in the South East of England where I've always lived. I was pleased with the name I invented, only to find with surprise in later years that they are indeed places called Farthing Down, Farthing Pond and so on.

Talk about the writing process – how did the book change between first idea and final draft?

This was my first attempt to write an animal story. I did plenty of research on British wildlife in order to supplement my own amateur enthusiasm for the subject. Then I chose the characters I wanted to write about and fleshed out the adventures they'd be likely to meet on their long journey. I wrote the whole story in pencil, something I've always done before (in those days) turning to my typewriter. I find it the easiest way to make alterations and corrections as I proceed. By the time I had a finished manuscript, I'd spent the best part of a year composing the story.

Was The Animals of Farthing Wood inspired by any of your own experiences?

No, not by my own experiences, but by my concern for the plight of wildlife in this country, particularly the South East, the most deprived part, where so many species have suffered a decline in numbers due to habitat loss. As time has gone on, the need for wildlife preservation has become ever more urgent.

Do you think that animals can be people?

No. But they have their own characteristics which are well known – the resourcefulness of a fox, the timidity of a rabbit, the determination of a toad to return to his place of birth to breed, and so on.

Non-Fiction – Mixed Practice – Task 9

Read the interview with author Colin Dann

(Author of The Animals of Farthing Wood)



Retrieval

Answer these questions about what you have read

	True	False
Farthing Wood is a real place		
The butcher bird is an extinct species		
It took Colin Dann nearly a year to write the novel		
The animals in the book were inspired by people he knew		

What inspired the author to write the book?

What are the named qualities given to each animal and what do they mean?

	Quality	Meaning
Fox		
Rabbit		
Toad		

What clues are in the interview that suggest this text was from a long time ago?

Why is it important to preserve wildlife? What threats do they have?

The HodgeHeg

Dick King Smith



Chapter 1

'Your Aunty Betty has copped it', said Pa Hedgehog to Ma.

'Oh no!' cried Ma. 'Where?'

'Just down the road. Opposite the newsagent's. Bad place to cross that'

'Everywhere's a bad place to cross nowadays,' said Ma. 'The traffic's dreadful. Do you realise, Pa, that's the third this year, and all on my side of the family too. First there was grandfather, then my second cousin once removed, and now poor old Aunty Betty...'

They were sitting in a flowerbed at their home, the garden of number 5A of a row of semi-detached houses in a suburban street. On the other side of the road was a park, very popular with local hedgehogs on account of the good hunting it offered. As well as worms and slugs and snails, which they could find in their own gardens, there were special attractions in the park. Mice lived under the bandstand, feasting on the crumbs dropped from listener's sandwiches; frogs dwelt in the Lily Pond, and in the Ornamental Gardens grass snakes slithered through the shrubbery. All these creatures were regarded as great delicacies by the hedgehogs, and they could never resist the occasional night sport in the park. But to reach it they had to cross the busy road.

'Poor old Aunty Bettie,' said Ma again. 'It's a hard life and that's flat'.

'It's a hard death', said Pa sourly. 'And that's flat too – talk about squashed, the poor old girl was...'

Fiction – Mixed Practice – Task 10

Read Chapter 1 of the Hodgeheg



Retrieval

Hedgehogs like going to the park because of the 'special attractions'. What are the special attractions?

Why was it dangerous to visit the park?

Vocabulary

There is some specific vocabulary about hedgehogs. What do these words mean?

Word	Meaning
Sow	
Boar	
Spines	

Inference

What impression do you get of Ma's character? Explain your answer using evidence from the text.

WELLBEING CHECK-IN



Activity 1 - Gratitude scavenger hunt



You could take photographs of each of these things and share them with a friend or family member.



WRITING



Your writing tasks link to your reading activities.



Text:
Animals of Farthing Wood



Task 1 2 3
Practise Skills



Task 4
Plan



Task 5
Write



Text: Owls



Task 6 7 8
Practise Skills



Task 9
Plan



Task 10
Write



Working in Year 4
I can write for a range of purposes and audiences.
I can describe settings, character and plot in narrative.
I can use speech punctuation correctly most of the time.
I can use a range of conjunctions, adverbs, prepositions and pronouns.
I can use past and present tense correctly.
I can use commas after fronted adverbials.
I can use possessive apostrophes correctly.
I can use a range of punctuation mostly correctly.
I can spell words from previous year groups including words from the Year 3 & 4 spelling list.
I can write clearly and fluently.
I can use joined handwriting throughout a piece of writing.

Year 3 and 4 Statutory Words

How well do you know these words?
For each word, check that you:



can read it



know what it means



say it in a sentence



spell it correctly

suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
'n' spelt as 'kn'	enough though/although thought through (currently taught in Years 5/6)		
-tion and -sion	Words from other countries		
words mention occasion position possess(ion) question	bicycle (cycle - from the Greek for <i>wheel</i>) (bi-meaning 'two')		
'or' sound spelt 'ough'	'i' sound spelt as 'u'	cross-curricular words	
caught naughty (regional pronunciation)	busy/business	earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	
'ei', 'ey' and 'eigh' sounds	adding prefixes		
eight/eighth reign weight height (exception)	(dis)appear (dis)believe (re)build (re)position		
adverbials	unstressed vowels		
therefore	different favourite February interest library ordinary separate		
-ous words		's' sound spelt as 'c' before 'e', 'i' and 'y'	
famous various	double consonants	bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
	address appear arrive different difficult disappear grammar occasion opposite pressure suppose		

Writing Task 1 – Expanded Noun Phrases



TEACH

An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

The last faint rays of **daylight**
...that familiar, noiseless **darkness**

You can also add a prepositional phrases to add further information about the noun. e.g. using the words in, on, under, over, beneath, next to etc.



PRACTISE

Read the extract below.

Look carefully at the highlighted nouns.

Underline the description that would create the expanded noun phrase.

For most of the animals of Farthing Wood a new day was beginning. The sun had set, and the hot, moistureless **air** was at last cooling a little. It was dusk, and for Badger, time for activity.

Leaving his comfortable underground **sleeping chamber**, lined with dry leaves and grass, he ambled along the connecting tunnel to the exit and paused, snuffling the air warily. Moving his **head** in all directions, his powerful **sense of smell** soon told him no danger was present, and he emerged from the hole. Badger's set was on a sloping **piece of ground** in a clearing of the wood, and the earth here was now as hard as biscuit. No rain had fallen on Farthing Wood for nearly four weeks.

Badger noticed Tawny Owl perched on a low branch of a beech tree a few yards away, so he trotted over for a few words while he sharpened his **claws** on the trunk. 'Still no rain,' he



APPLY

Can you add adjectives to the nouns below to create an expanded noun phrase?

sun

tree

leaves

When the adverbial is put at the front of the sentence, it is separated using a comma.



This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing Task 3 – Sentence Combining



Today’s task is sentence combining.
During Year 3 and 4, your teachers will have given you lots of ways to join sentences together.

TEACH

You could do this using conjunctions:
Coordinating – and, but, so, or
Subordinating – because, when, if, as, whilst, although, whenever, since, even though.



PRACTISE

How many different ways can you join the ideas below?
Is there a way of joining them together to make one longer sentence?

Fox woke up. He was thirsty. Fox went to the pond.

e.g. When Fox woke up, he went to the pond because he was thirsty.



PRACTISE

How many different ways can you join the ideas below?
Is there a way of joining them together to make one longer sentence?

Fox reached the pond. There was no water. He panicked.

Task 4 and 5 - Short Write



TASK

Purpose Audience	ENTERTAIN Write a short, descriptive recount of the fox discovering the pond had been filled in. Share your writing with your new teacher and class in September.		
Effect on the Reader	Have a picture of the wood.	Feel shocked and scared for the animals	Feel that time is passing.
Success Criteria	☐ Nouns, verbs and adjectives to describe the wood ☐ Expanded noun phrases ☐ Subordinate clauses	☐ ! and ? ☐ Short sentences for effect	☐ Fronted adverbials ☐ Paragraphs



PLAN

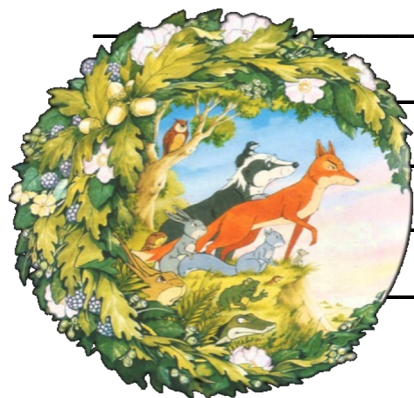
Use the grid below to **plan your story**

- *focus on the order of your ideas: don't worry about adding detail.*
- *Note any descriptive words or phrases that you would like to include*

Title:	
Opening: Fox woke up and felt thirsty. He left his burrow.	
Build up: Fox walked through the wood. What did he see / hear / smell / feel?	
Dilemma: Fox reached the pond. It had been filled in with soil. There was no water.	
Conclusion Fox raced back to tell badger.	



WRITE



Writing Task 6 – Grouping ideas



TEACH

We group ideas into paragraphs.

Paragraphs are used when we change a time, place or topic in our writing.

In non-fiction writing, we use paragraphs to group our ideas by topic.

The sentences below are all about Tawny Owls but they are not grouped.

Can you group these ideas into common topics?



PRACTISE

- ☐ In towns, they eat small birds and even goldfish from garden ponds.
- ☐ Extremely sensitive eyes and ears which enable it to locate its prey in very dim light
- ☐ The tawny owl stays in the same area throughout the year.
- ☐ Length: 37-29cm, Tawny owls stay in the same place throughout the year.
- ☐ Nocturnal so is not often seen in daylight.
- ☐ In woodland, they eat small mammals, birds, frogs, worms and beetles.
- ☐ They live in lots of places: woodland, farmland, gardens, cities
- ☐ weight 350-650g,
- ☐ Large head, black eyes and broad wings.
- ☐ In woodland, they eat, mice and voles are mainly eaten with some birds, shrews, worms and beetles.
- ☐ Wingspan: 94-104cm
- ☐ Spends the day roosting on the branch of a tree and is often mobbed noisily by small birds
- ☐ They are found all over the British Isles
- ☐ Owls pair up and choose nest sites in the autumn.
- ☐ Like to live in a hole in a mature deciduous tree, such as an oak
- ☐ Common bird and there are around 50 - 100,000 pairs in Britain.
- ☐ They can live up to 18 years old.

Appearance

Topic 1

Topic 2

Topic 3

Writing Task 7 – Subordinating Conjunctions



TEACH

Subordinating conjunctions

A conjunction is a word, or words, used to connect two clauses together. Words such as: 'although', 'because' or 'when'.

A subordinating clause is a part of a sentence that adds additional information to the main clause. A subordinating conjunction is simply the word/words that is used to join a subordinating clause to another clause or sentence.

"Tawny owls have great eyesight."

"Tawny owls have great eyesight **because** they hunt in the twilight."

By adding 'because' we are linking the **subordinating clause** "they hunt in the twilight" with the **main clause** "tawny owls have great eyesight".

Time-related	after, as soon as, as long as, before, once, still, until, when, whenever, while
Concession & comparison	although, as though, in order that, since, so that
Cause	as, because, in order that, since, so that
Condition	Even if, in case, provided that, unless
Place	Where, wherever, whereas



PRACTISE

Can you add subordinating clauses to these sentences?

The tawny owl will kill its prey with its sharp talons and beak _____.

They fly silently _____.

The tawny owl is a fairly common bird _____.

Tawny owls eat a range of animals _____.

Can you add main clauses to the subordinating clauses?

Since the tawny owl is nocturnal, _____.

When the tawny owl glides down to swoop on its prey, _____.

Although they are often found in woodland, _____.



APPLY

Think of two of your own sentences using what you now know about tawny owls.

Writing Task 8 – Expanded Noun Phrases 2



TEACH

Retrieval from Task 1

An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

The fox has a long, bushy **tail**

You will notice the badger's distinctive, white **stripe**.

You can also add a prepositional phrases to add further information about the noun.
e.g. using the words in, on, under, over, beneath, next to etc.



PRACTISE

Noun	Definition	Adjectives
facial disk	A round structure to its face that helps funnel sound to the bird's ears.	distinct, vivid, unusual, vibrant, strange
owlet	Baby owl that is not yet independent	
plumage	Bird's feathers and patterns	
pellet	A ball of material that the owl has eaten but cannot process so they throw it up	fierce, strong, sharp, brutal, ferocious, pointed, precise, brutal, violent
raptor	A general name for a bird of prey, such as an owl	
talon	A bird's toenails	
parliament of owls	Collective name for a group of owls	cute, fluffy, dependent, reliant, helpless, harmless, fragile
camouflage	Colour and pattern of their feathers that helps them to blend in	
ear tufts	Long feathers at the side of their head that look like horns	

Look at the nouns about owls below.
Can you use the list of adjectives, and your own ideas
to make expanded noun phrases?

Task 9 and 10 - Short Write



TASK

Purpose Audience	INFORM Create a report to share your learning about Tawny Owls. Share your writing with your new teacher and class in September.	
Effect on the Reader	Be able to read clearly	Be interested and engaged
Success Criteria	☐ Title ☐ Introduction and Conclusion ☐ Paragraphs for each topic	☐ Clear facts ☐ Expanded noun phrases ☐ Subordinating conjunctions



PLAN

- Use the grid below to **plan your text**
- write the sentences on the solid lines
 - write your notes on the dotted lines.
 - *focus on the order of your ideas: don't worry about adding detail.*

Title:	
Introduction:	
Paragraph 1:	
Paragraph 2:	
Paragraph 3:	
Conclusion:	



WRITE



WELLBEING CHECK-IN



Activity 2 – Finding New Opportunities - Dreambows

Planning for the future is a great way of seeing what you love doing.

What would you like to do in the next 5 or 6 weeks?

What would you like to achieve in your next class?

Maybe you'd like to think about what your dream job is.

Fill your dreambow with all your hopes and aspirations.



MATHEMATICS



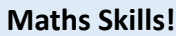
In Year 4, we focus on developing the skills in the box below. We will focus on developing these skills in your maths tasks.



Working at the Expected Standard in Year 4
I can find 1000 more or less than a given number
I can count backwards through zero to include negative numbers
I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
I can round any number to the nearest 10, 100 or 1000
I can add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate
I can estimate and use inverse operations to check answers to a calculation
I can recall multiplication and division facts for multiplication tables up to 12×12
I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout
I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
I can round decimals with one decimal place to the nearest whole number



For each maths task you will have a link to a handy QR code if you need any further support. These will give you tips on how to tackle the questions.



Maths – Task 1

Place Value

What is the value of the red number?

2

Put a number in the box to make this statement correct

3

Addition $283 + 20 =$

4

Addition $4781 + 1257$

5

Subtraction 8493 - 2358

6

Subtraction What is 2000 less than 7652

[illegible]



Maths – Task 1

7	Multiplication 8×4
8	Multiplication 9×6
9	Division $36 \div 4$
10	Division $24 \div 3$
11	Number $\frac{3}{10}$ of 110
12	Number Round 2731 to the nearest 10

**Maths Skills!**

Fluency in place value, the four number operations and number sense.

Maths – Task 2

1

Place Value Which number is bigger?

1965 or 1939

2

Put a number in the box to make this statement correct

3	2	7	8
---	---	---	---

 >

	2	7	6
--	---	---	---

3

Addition $173 + 220 =$

4

Addition $5721 + 2552$

5

Subtraction $7139 - 4318$

6

Subtraction What is 5000 less than 8461

Maths – Task 2

7

Multiplication 9×4

8

Multiplication 12×6

9

Division $110 \div 10$

10

Division $36 \div 3$

11

Number $\frac{2}{5}$ of 30

12

Number Round 2731 to the nearest 100

**Maths Skills!**

Fluency in place value, the four number operations and number sense.

Maths – Task 3

1

Place Value What is the smallest and largest three digit numbers you can make with these?

5

8

7

2

Fill in the missing gaps

3, 2, 1, _____, _____ -1, -2, _____

3

Addition $5713 + 4000 =$

4

Addition $2781 + 4632$

5

Subtraction $3159 - 2378$

6

Subtraction What is 300 less than 7621

Maths – Task 3

7

Multiplication 3×3

8

Multiplication 7×6

9

Division $55 \div 5$

10

Division $72 \div 9$

11

Number $\frac{3}{8}$ of 24

12

Number Round 2731 to the nearest 1000

**Maths Skills!**

Fluency in place value, the four number operations and number sense.

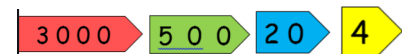
Maths – Task 4

1

Place Value What is the value of this number?

TH	H	T	O
	 	  	 

2



What number do these arrow cards make when put together?

3

Addition $526 + 302 =$

4

Addition $4829 + 3092$

5

Subtraction $5802 - 2318$

6

Subtraction What is 3000 less than 6108

Maths – Task 4

7

Multiplication 7×4

8

Multiplication 9×6

9

Division $64 \div 8$

10

Division $35 \div 5$

11

Number $\frac{5}{6}$ of 30

12

Number Round 5782 to the nearest 100

Maths – Task 5



Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Draw 4825 on a place value chart

Thousands	Hundreds	Tens	Ones

2

What is the value of the red number? 7629

3

Addition Write an approximate answer to this $4189 + 807 =$

4

Addition $1748 + 6293$

5

Subtraction $8931 - 748$

6

Subtraction What is 3000 less than 9235

Maths – Task 5

7

Multiplication 13×10

8

Multiplication 42×100

9

Division $870 \div 10$

10

Division $4890 \div 100$

11

Number Which number is bigger?

6.2 or 6.08

12

Number **Round 18.8 to the nearest whole number**

Maths – Task 6



Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value Write any number where the tens digit is double the hundreds digit?

2

What is 5 less than 3?

3

Addition Write an approximate answer to this $4161 + 4909 =$

4

Addition $3721 + 3859$

5

Subtraction $3092 - 2356$

6

Subtraction Write an approximate answer to this $6810 - 3209 =$

Maths – Task 6

7

Multiplication 26×100

8

Multiplication 314×10

9

Division $730 \div 10$

10

Division $2400 \div 100$

11

Number Which number is bigger?

5.02 or 5.2

12

Number Round 19.7 to the nearest whole number

Maths – Task 7



Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value Write a 4 digit number where the thousands number is double the ten number

2

Put these numbers in order starting with the smallest
2781, 2099, 2871, 290, 2178, 2812

3

Addition $682 + 207 =$

4

Addition $5907 + 2563$

5

Subtraction $3719 - 1834$

6

Subtraction What is 5000 less than 8793

Maths – Task 7

7

Multiplication 12×4

8

Multiplication 9×8

9

Division $72 \div 8$

10

Division $42 \div 6$

11

Number $\frac{5}{8}$ of 40

12

Number Round 3712 to the nearest 1000

Maths – Task 8



Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value Write a number to make this correct

$$5674 < \underline{\hspace{2cm}} < 5685$$

2

What is 8 less than 2?

3

Addition Write an approximate answer to this $2071 + 5801 =$

4

Addition $7081 + 2382$

5

Subtraction $4109 - 2354$

6

Subtraction Write an approximate answer to this $7921 - 2709 =$

Maths – Task 8

7

Multiplication 52×100

8

Multiplication 4×7

9

Division $920 \div 10$

10

Division $3600 \div 100$

11

Number Which number is bigger?

11.87 or 11.48193919849

12

Number **Round 12.2 to the nearest whole number**

Maths – Task 9



Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value What is the smallest and largest three digit numbers you can make with these?

6 2 7

2

Fill in the missing gaps

3, 1, _____, _____, -5 _____,

3

Addition $3781 + 6000 =$

4

Addition $7612 + 2782$

5

Subtraction $5157 - 1328$

6

Subtraction What is 500 less than 9651

Maths – Task 9

7

Multiplication 7×6

8

Multiplication 9×9

9

Division $32 \div 8$

10

Division $7200 \div 10$

11

Number $\frac{3}{10}$ of 40

12

Number **Round 2731 to the nearest 100**

Maths – Task 10



Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value Which number is bigger?

2891 or 2901

2

Put the same number in both boxes to make this statement correct

3	6	7	
---	---	---	--

 >

3		7	8
---	--	---	---

3

Addition $472 + 310 =$

4

Addition $6732 + 1459$

5

Subtraction $8136 - 4318$

6

Subtraction What is 4000 less than 9861

Maths – Day 10

7

Multiplication 12×11

8

Multiplication 5×8

9

Division $480 \div 10$

10

Division $24 \div 3$

11

Number $\frac{2}{7}$ of 42

12

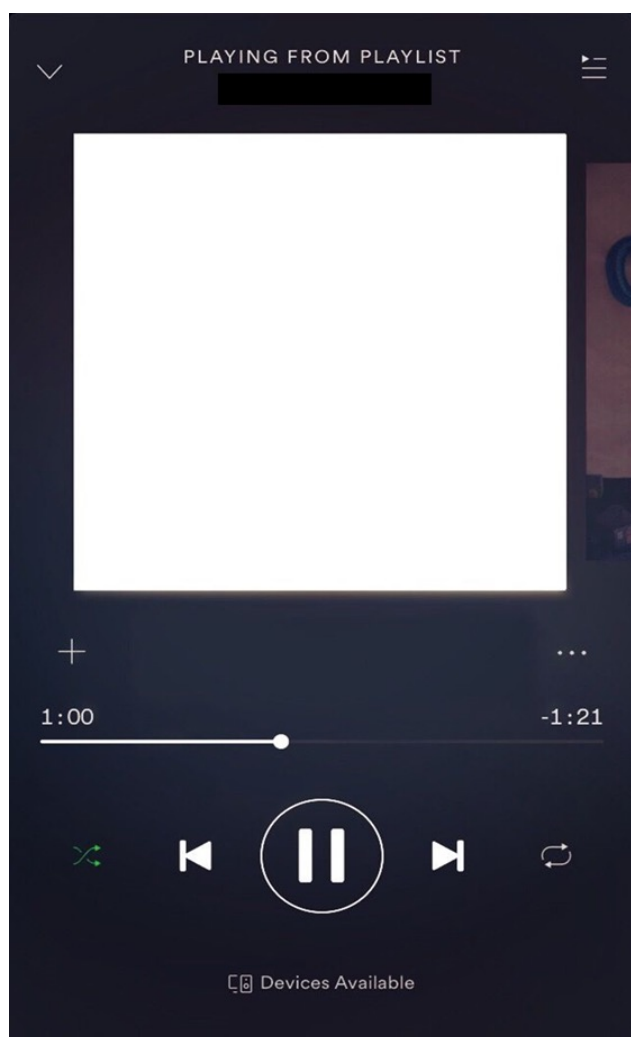
Number Round 8731 to the nearest 1000

WELLBEING CHECK-IN



Activity 3 World of hugs

 Phone or video call your friend or a family member. Create a list of 5 or even 10 things you like about them. Take turns saying one thing you like best about each other.



Activity 4

Which songs are your 'go to happy music'? Write down or make a playlist of your favourite songs. You could then listen to some of these songs, sing along and dance like no one's watching!



PHYSICAL ACTIVITIES



Activity 1 – Get Your Groove On!

Make up your own dance and show it to someone in your family or share it with your friends safely over social media (with an adult's permission of course!)



Activity 2

Go for a walk with an adult and see how many of these items you can find along the way....

Brightly coloured flower
Someone riding a bicycle
A flock of birds
A zebra crossing
A dog
The number 102 on something
A post-box
A bus stop
A 'stop' sign
Someone smiling
A newspaper



PHYSICAL ACTIVITIES



Activity 3 – The Floor is Lava!

With permission from an adult, create an indoor or outdoor (or both) assault course and try and complete it without touching the floor.

Remember the floor is lava and you don't want to burn those toes!



Activity 4 – Crab Walks

Sit with your knees bent and feet flat on the ground. Place palms on the ground behind you. Lift your hips a few inches and walk forward on your hands and feet like a crab, then walk backward.

How far can you walk?

Can you race someone?

Can you time yourself over a distance and challenge someone else to beat your time?



Activity 5 – Organise your own sports day

Set up your own sports day and run activities such as an egg and spoon race (you can get creative and use any round object and any spoons in your house), a sack race (maybe try a pillow case?), a running race, a long jump, a throwing challenge using a teddy or a pair of rolled up socks. The possibilities are endless – how creative can you be?

