



# Weekly learning pack

Year 4

English

Instruction writing and  
fronted adverbials

Task 1 To write down the sentences below and underline the Fronted adverbials in the sentences.

1. During the day, The Mayan soldiers would sometimes help on the fields if they weren't busy.
2. After the horrific battle, the soldiers came back victorious, but their moral had taken a beating.
3. Carefully and slowly, the Mayan blacksmiths shaped the shields and swords they were making.
4. In the capital city, the people showed their unhappiness with the leader.
5. All of a sudden, the slaves came rushing out of their holes.
6. Without a sound, the enemy came storming out of the trees above them.

**Extension – Write a fronted adverbial that could replace the one in question 3.**

## Remember!

An adverbial is a word or phrase that has been used like an adverb to add detail or further information to a verb. (An easy way to remember what an adverb is: it adds to the verb.)

Adverbials are used to explain manner, place or time something happened; they are like adverbs made up of more than one word. Once a fronted adverbial is used you must use a comma.

Task 2 – To use the links below and follow the sets of instructions using paper at home. State after the activities why its important to have clear instructions and why do people create sets of instructions

### **How to make a paper airplane**

<https://www.artofmanliness.com/articles/how-to-make-the-worlds-best-paper-airplanes/>

### **How to make a paper fortune teller**

<https://boyslife.org/hobbies-projects/funstuff/166945/how-to-make-a-paper-fortune-teller/>

### **How to make a paper helicopter**

<https://www.wikihow.com/Create-a-Paper-Helicopter>

### **How to make a paper hat**

<https://www.origamiway.com/origami-hat.shtml>

Task 3 – To annotate the text with the following features for instruction writing

Look at the WAGOLL on the next two slides to find the features you have researched

- Title
- Ingredients list to make the explosion
- Equipment list to make the volcano
- Diagrams
- Imperative verb (bossy verb)
- Numbers or bullet points

If you have access to colours underline the different features with the corresponding colours above if not just annotate where these features are found on the text.

### How to make an erupting volcano model

#### For the volcano model:

- Two A3 sheets of card
- 200 ml plastic bottle
- Pencil
- Scissors
- Tape
- Paint and paintbrushes

#### For the eruption:

- Small bowl
- Cup
- 1 tbsp bicarbonate of soda (baking soda)
- 1 tbsp washing up liquid
- 2 tbsp water
- ½ cup vinegar
- 1 tbsp red food colouring

#### Method

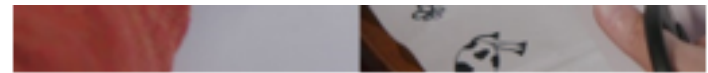
1. Place your bottle upside down in the centre of a sheet of card and draw a small circle around the neck.
2. Cut a straight line through the card to the middle of the circle and cut it out.
3. In the middle of the card, draw around the bottleneck and cut out the circle.



# WAGOLL

## text part 2

4. Overlap the two sides of the card to make a cone shape. Tape this into place, leaving a hole where you cut out the circle.
5. Cut around the base of the cone so that it sits flat, but make sure that it is still taller than your bottle.
6. Place the cone over the bottle. Tape the top of the paper cone to the neck of the bottle to hold it in place. Tape the base of the cone to the other sheet of card.
7. Use paint to decorate the cone and make it look like a volcano. Allow your model to fully dry.
8. Cut away the card at the base of the cone so that it sits flat
9. In a bowl, combine the bicarbonate of soda and washing up liquid. Add the water and mix thoroughly. Pour this mixture into your volcano.
10. In a cup, mix together the vinegar and food colouring.
11. When you're ready, pour the vinegar into the bottle with the bicarbonate. Wait for it to erupt and watch how the lava flows.
12. Experiment with different amounts of bicarbonate and vinegar and see how the volcano's eruption changes.



Task 4 – Write a set of instructions about something you have made or could make at home.

Examples of instructions could be:-

- How to make bread.
- How to make cookies.
- How to ride a bike.
- How to build or make something (e.g. model volcano).

Remember your set of instructions need:-

- Title.
- Equipment list.
- Ingredients list (if a recipe).
- Bullet point/ numbers to order your instructions.
- Pictures to go along side some of your instructions.



# Maths

Times table practice,  
addition and subtraction  
practise and recognising  
money

## Task 1-

Ask your parents to test you on all these timetable questions.

$7 \times 9 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$12 \times 2 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$11 \times 5 = \underline{\quad}$

$8 \times 11 = \underline{\quad}$

$4 \times 4 = \underline{\quad}$

$12 \times 7 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$12 \times 8 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$

$4 \times 11 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$6 \times 12 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$11 \times 5 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$4 \times 12 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$6 \times 12 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$6 \times 11 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$9 \times 6 = \underline{\quad}$

$9 \times 10 = \underline{\quad}$

$1 \times 4 = \underline{\quad}$

$4 \times 12 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$2 \times 12 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$8 \times 9 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$1 \times 3 = \underline{\quad}$

$12 \times 9 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$12 \times 4 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

Task 2 - To work out these addition and subtraction number problems using the column method

$$\begin{array}{r} 1 \quad 4078 \\ + 7806 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 3020 \\ + 7033 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 8389 \\ + 2094 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 1938 \\ + 8398 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 8784 \\ + 9969 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 8580 \\ + 1887 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 9771 \\ + 8489 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 5602 \\ + 9250 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 7327 \\ - 5309 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 7178 \\ - 2906 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 5637 \\ - 4447 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 2877 \\ - 2498 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 7450 \\ - 3219 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 7723 \\ - 6962 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 6527 \\ - 4450 \\ \hline \\ \hline \end{array}$$

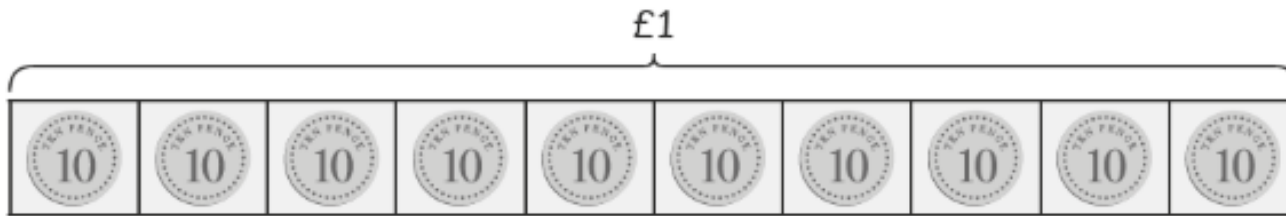
$$\begin{array}{r} 16 \quad 5568 \\ - 2319 \\ \hline \\ \hline \end{array}$$

## EXTENSION

Can you produce your own questions to test someone at home.

Task 3 – To recognise different English coins and write down the amount shown in the boxes below.

1



Write the amount of money in £.



£



£



£



£



£

Task 4 – Write down the coins for each question that make the amount shown for each item below

(a)  £0.60

£1   50   20   20   10   10

(b)  £0.90


£1   50   20   20   10   10

(c)  £1.30

£1   50   20   20   10   10

(d)  £2.70

£1   £1   50   20   10   10

(e)  £4.20

£2   £2   50   20   10   10

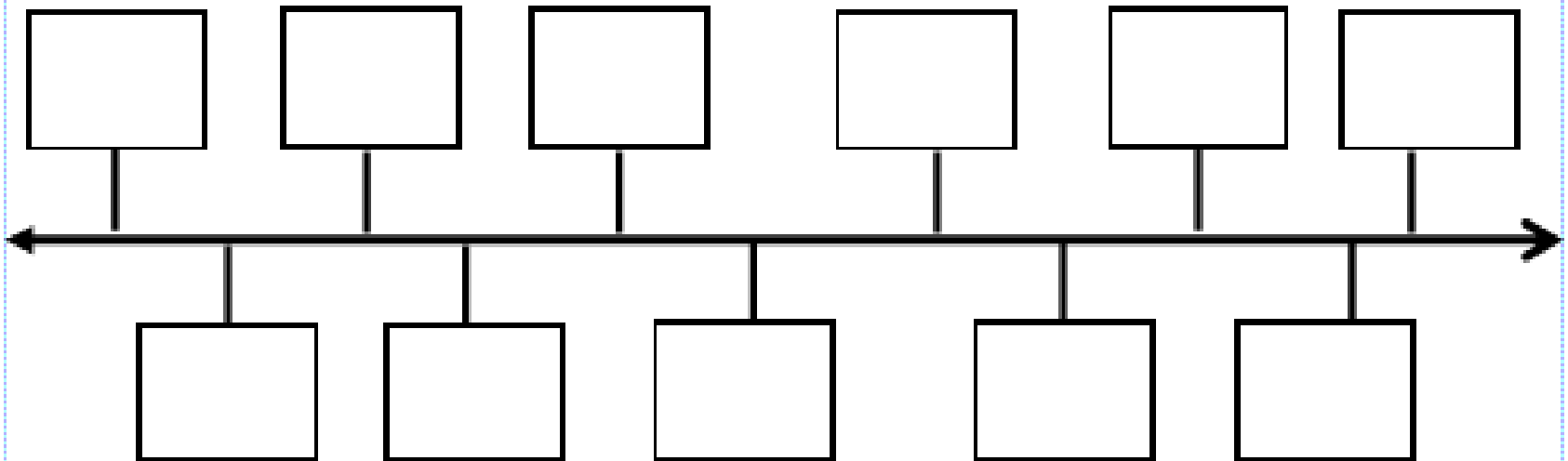
# Curriculum (History)

## Mayans/Aztecs



Task 1 – To create a timeline with ten key points in the Mayan civilization starting with when they originated to when their civilization came to an end.

Here is one way you could set it out:-



Use this website to find the key points in the Mayan civilization -

[https://www.ducksters.com/history/maya/maya\\_civilization\\_timeline.php](https://www.ducksters.com/history/maya/maya_civilization_timeline.php)

Science



Sound



Task 1- Find 5 different ways you can make a sound whether it be using parts of your body, instruments or other ways of creating a sound and write down what you used to create the sound

What did you use to make the sound?

How did you make the sound?

What vibrated to make the sound?



## Remember

Sounds are caused by vibrations which travel through a medium (normally the air) to our ear.