



Weekly learning pack

Year 4

English

Spellings, Suffixes and
Prefixes

Task 1 To rewrite the sentences below and highlight and correct the spellings.

1. The boy ran towards the forist to get away from the man that was chasin him.
2. The Mayans decided to fight and protekt there villige.
3. It had been a centuree sins the Mayans had been arownd.
4. Sound travuls quicklee and we use vibrashuns to help us here them.

Remember!

By the end of Year 4, you need to know all of the Year 3 and 4 common exception words. How to use them and spell them!

Make sure you are practising these!!

Task 2 – To practise Year 3 and 4 common exception words.

| | | | | | |
|--------------|----------|------------|-----------|------------|----------|
| accident | centre | experience | important | ordinary | reign |
| accidentally | century | experiment | interest | particular | remember |
| actual | certain | extreme | island | peculiar | sentence |
| actually | circle | famous | knowledge | perhaps | separate |
| address | complete | favourite | learn | popular | special |
| although | consider | February | length | position | straight |
| answer | continue | forwards | library | possess | strange |
| appear | decide | fruit | material | possession | strength |
| arrive | describe | grammar | medicine | possible | suppose |

Choose the words which you find the most difficult and write a sentence including this word.

The more you practise the better you will be!!

Task 3 – To practise Year 3 and 4 common exception words.

| | | | | | |
|----------|-----------|----------|--------------|----------|-----------|
| believe | different | group | mention | potatoes | surprise |
| bicycle | difficult | guard | minute | pressure | therefore |
| breath | disappear | guide | natural | probably | though |
| breathe | early | heard | naughty | promise | thought |
| build | earth | heart | notice | purpose | through |
| busy | eight | height | occasion | quarter | various |
| business | eighth | history | occasionally | question | weight |
| calendar | enough | imagine | often | recent | woman |
| caught | exercise | increase | opposite | regular | women |

Choose the words which you find the most difficult and write a sentence including this word.

The more you practise the better you will be!!

Task 4 – To sort the words into prefix, root word and suffix.

| Prefix | Root Word | Suffix |
|---------------|------------------|---------------|
| | | |

Remember!

A suffix goes at the end of a word and a prefix goes at the beginning of the word.

| | | | |
|-----------|---------------|-------------|---------------|
| submarine | reheated | unmissable | unwanted |
| unhelpful | reopen | magical | misunderstand |
| enjoyable | disagree | playful | decode |
| misspell | disloyal | unfair | nonsense |
| prepacked | unreadable | previewed | untrusted |
| thankful | disconnected | cautioned | reappeared |
| discolour | undoing | information | reaction |
| disrepair | posttreatment | recreation | blueness |
| unwanted | untrue | logical | deactivate |
| antidote | exported | misplaced | exclaiming |

Maths

Times table practice
and solving money
problems.

Task 1-

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

| | | | | | | | |
|------------|------------|------------|------------|------------|-----------|------------|------------|
| 4x3 = ___ | 50x3 = ___ | 7x3 = ___ | 1x3 = ___ | 3x3 = ___ | 7x3 = ___ | 11x3 = ___ | 8x3 = ___ |
| 5x3 = ___ | 6x3 = ___ | 8x3 = ___ | 8x3 = ___ | 3x3 = ___ | 5x3 = ___ | 6x3 = ___ | 3x3 = ___ |
| 2x3 = ___ | 52x3 = ___ | 6x3 = ___ | 5x3 = ___ | 52x3 = ___ | 1x3 = ___ | 9x3 = ___ | 8x3 = ___ |
| 55x3 = ___ | 9x3 = ___ | 4x3 = ___ | 5x3 = ___ | 6x3 = ___ | 5x3 = ___ | 7x3 = ___ | 7x3 = ___ |
| 7x3 = ___ | 3x3 = ___ | 4x3 = ___ | 55x3 = ___ | 6x3 = ___ | 2x3 = ___ | 2x3 = ___ | 52x3 = ___ |
| 3x3 = ___ | 52x3 = ___ | 4x3 = ___ | 6x3 = ___ | 52x3 = ___ | 7x3 = ___ | 5x3 = ___ | 50x3 = ___ |
| 9x3 = ___ | 52x3 = ___ | 7x3 = ___ | 3x3 = ___ | 7x3 = ___ | 7x3 = ___ | 6x3 = ___ | 52x3 = ___ |
| 9x3 = ___ | 5x3 = ___ | 55x3 = ___ | 6x3 = ___ | 2x3 = ___ | 9x3 = ___ | 52x3 = ___ | 7x3 = ___ |
| 50x3 = ___ | 3x3 = ___ | 55x3 = ___ | 3x3 = ___ | 4x3 = ___ | 5x3 = ___ | 6x3 = ___ | 2x3 = ___ |

Task 2 - To work out these division sums.

$$3 \overline{)100}$$

$$5 \overline{)451}$$

$$7 \overline{)534}$$

$$8 \overline{)490}$$

$$4 \overline{)234}$$

$$7 \overline{)239}$$

$$6 \overline{)463}$$

$$6 \overline{)478}$$

$$4 \overline{)365}$$

$$4 \overline{)90}$$

$$6 \overline{)129}$$

$$8 \overline{)187}$$

EXTENSION

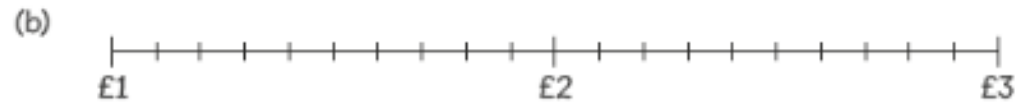
Can you produce your own questions to test someone at home.

Task 3 - To work out these money problems from your maths no problem workbook.

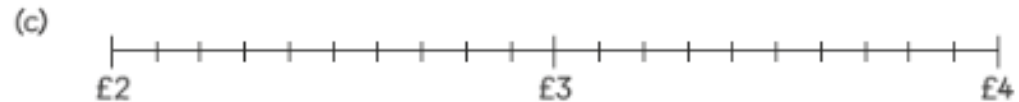
1 Round each amount to the nearest £.



$$£1.60 \approx \boxed{}$$



$$£2.45 \approx \boxed{}$$



$$£3.80 \approx \boxed{}$$



$$£4.50 \approx \boxed{}$$

Task 4 - To work out these money problems

from your maths no problem workbook

Round the price of each item to the nearest £ and to the nearest £10.

(a)



$$£15.80 \approx \boxed{} \text{ (to the nearest £)}$$

$$£15.80 \approx \boxed{} \text{ (to the nearest £10)}$$

(b)



$$£23.25 \approx \boxed{} \text{ (to the nearest £)}$$

$$£23.25 \approx \boxed{} \text{ (to the nearest £10)}$$

(c)



$$£37.90 \approx \boxed{} \text{ (to the nearest £)}$$

$$£37.90 \approx \boxed{} \text{ (to the nearest £10)}$$

Complete the table.

| | Round to the nearest £ | Round to the nearest £10 |
|--------|------------------------|--------------------------|
| £9.11 | | |
| £12.64 | | |
| £15.43 | | |
| £28.50 | | |

Curriculum (History)

Mayans/Aztecs



Task 1 – To know where the Mayan civilisation was and use sources and artefacts to find out about it

Use the internet to find where the Mayan civilisation was and write down what you have found out.



Use this website:

<https://www.bbc.co.uk/bitesize/topics/zq6svcw>

Science



Sound

Task 1- To recognise that vibrations travel through a medium to the ear.

Research how vibrations are made from sound and how this helps you to hear different sounds.



Can you draw a diagram which explains how we can hear sound.