



Weekly learning pack

Year 4

English

Year 4 spelling practice.
and diary writing

Task 1 – To recognise direct speech in the sentences below

Task – To recognise the direct speech in a sentence

- 1) The Roman soldier shouted, “Come back here we saw you stealing.”
- 2) The Emperor demanded, “Get my generals to me at once I want to know why we haven’t defeated the enemy yet.”
- 3) “Get the slaves to attack first and then send in our army if they are needed,” stated the general.
- 4) The general exclaimed, “fight for your family, fight for your Emperor and most importantly fight for the future of Rome.”
- 5) “We must make sure that the people are happy, we can’t risk a revolt,” explained a senator to the Emperor.

Remember!

Direct speech starts and ends with inverted commas

Task 2 – To punctuate direct speech correctly by adding the missing inverted commas

Task – add missing inverted commas to direct speech

1. The gladiators roared, I will defeat you in front of this glorious crowd.
2. Please don't take my power away I know I can make Rome great again, said the emperor.
3. The slave wandered not his gave and whispered, Someday I'm going to free myself.
4. Charger! Shouted the general.
5. I can't believe we have to walk 36km today, I really need a rest!
Stated the solider.

Extension

Create your own piece of speech from one of your favourite characters.

Task 3 – To create a conversation using direct speech between two characters from a familiar story or a familiar film

Example:

“Hi Elsa its Anna are you going to come out of your room today?”

Elsa shouted, “Anna leave me alone I can’t come out today!”

“Please come out I am so lonely!” Anna begged.

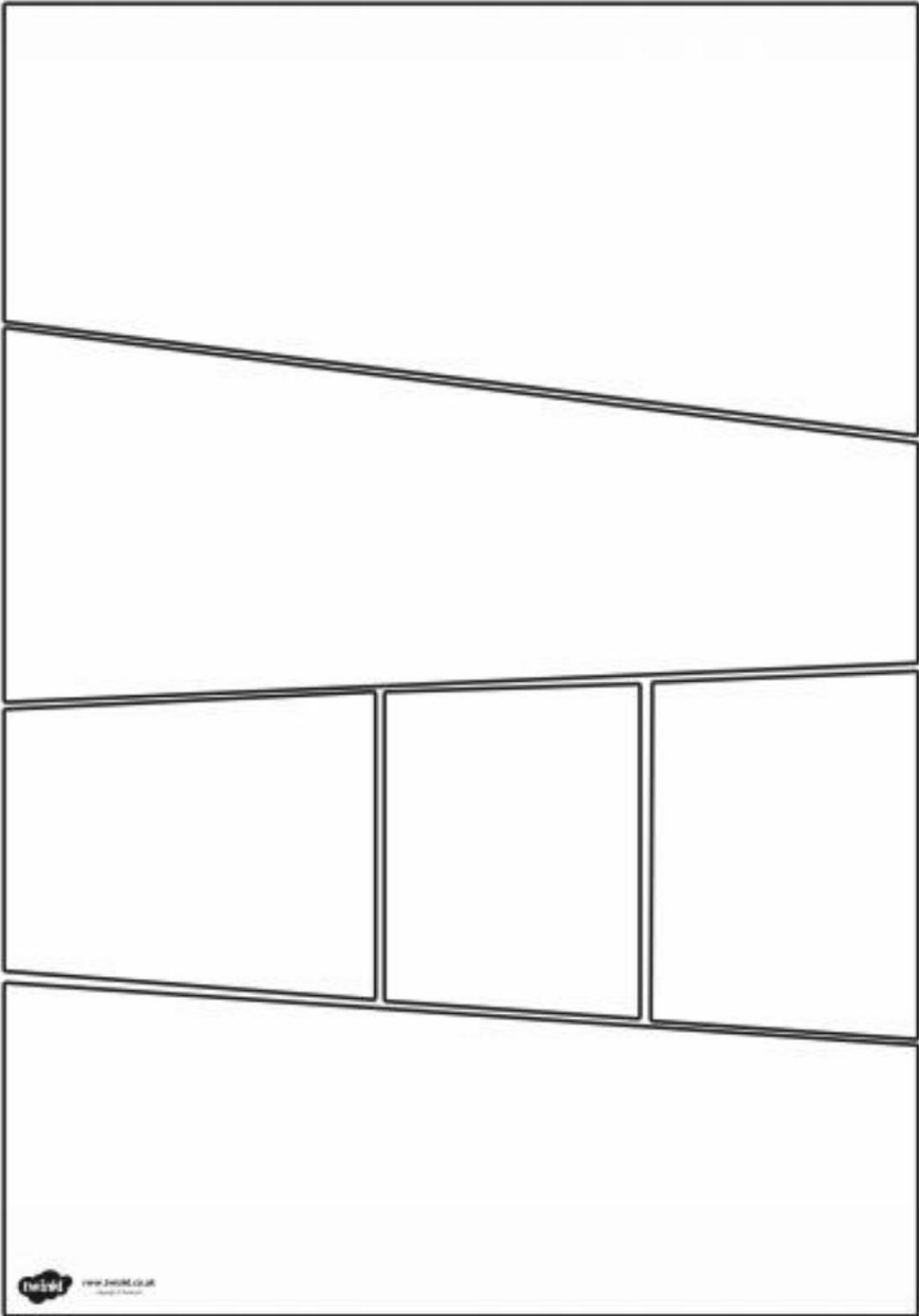
“Go away you don’t understand,” Elsa screamed running into the bathroom.

Task 4 – To create a comic strip using speech bubbles and pictures using the template on the next slide

Example comic book strip:



Comic book strip
template



Maths

Times table practice,
short division and
measuring length

Task 1 – Test yourselves on these times tables.

$6 \times 5 = \underline{\quad}$

$1 \times 6 = \underline{\quad}$

$12 \times 11 = \underline{\quad}$

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

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

$11 \times 9 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

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

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

$2 \times 10 = \underline{\quad}$

$10 \times 12 = \underline{\quad}$

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

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

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

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

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

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

$9 \times 1 = \underline{\quad}$

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

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

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

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

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

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

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

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

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

$10 \times 11 = \underline{\quad}$

$1 \times 7 = \underline{\quad}$

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

$9 \times 2 = \underline{\quad}$

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

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

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

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

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

$11 \times 1 = \underline{\quad}$

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

$12 \times 5 = \underline{\quad}$

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

EXTENSION

Can you go on soundcheck on TTrackstars and beat your high score.

Task 2 - To work out these short division problems.

$$6 \overline{)324}$$

$$3 \overline{)96}$$

$$4 \overline{)172}$$

$$5 \overline{)490}$$

$$4 \overline{)140}$$

$$4 \overline{)56}$$

$$2 \overline{)28}$$

$$9 \overline{)603}$$

$$8 \overline{)744}$$

$$3 \overline{)99}$$

$$8 \overline{)656}$$

$$2 \overline{)106}$$

$$7 \overline{)112}$$

$$7 \overline{)490}$$

$$9 \overline{)549}$$

$$6 \overline{)564}$$

EXTENSION

$$3 \overline{)222}$$

$$6 \overline{)312}$$

$$5 \overline{)385}$$

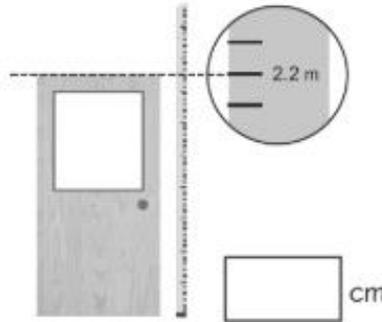
$$7 \overline{)322}$$

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

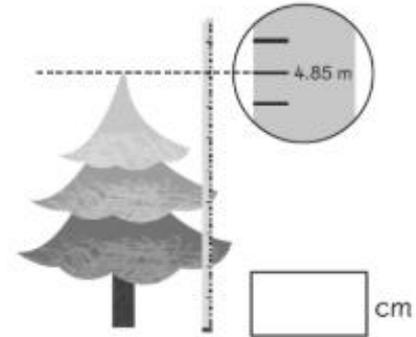
Task 3 –converting units of length

1 Write the length or height of each object in cm.

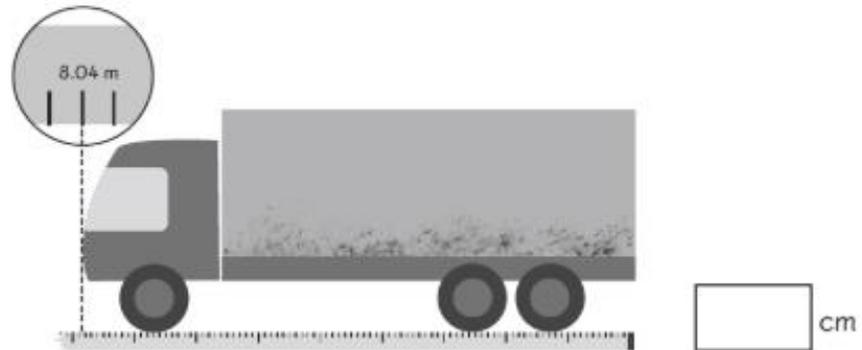
(a)



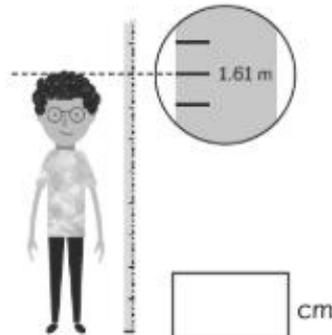
(b)



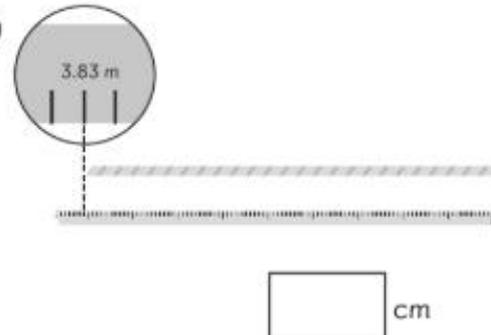
(c)



(d)



(e)



Task 4 – converting units of length

2 This table shows the distance travelled by each boy's paper plane.

Name	Distance
 Ravi	5.02 m
 Charles	4.38 m
 Sam	6.19 m

(a) What is the distance travelled by each plane?

Ravi's plane: m cm

Charles' plane: m cm

Sam's plane: m cm

(b) Whose plane travelled the furthest?

(c) Whose plane travelled a shorter distance than Ravi's plane?

(d) Sam's plane travelled cm further than Charles' plane.

Curriculum (Geography)

Hornsea/Mableton



Task – To use the website and find the costal defences that both Mableton and Hornsea have and fill in the sheet below

Use the sheet on the next slide to find the sea defences both Mableton and Hornsea have. Then research what they do to protect the coast



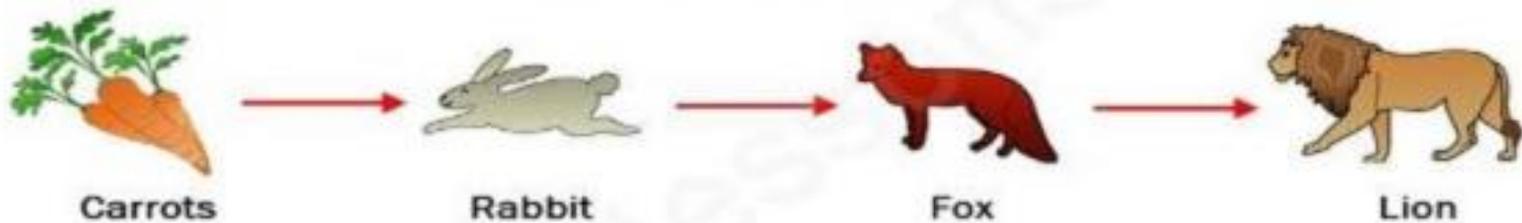
Website

<https://www.bbc.co.uk/bitesize/guides/z2234j6/revision/4#:~:text=Hornsea%20is%20protected%20by%20a,with%20groynes%20and%20rock%20armour.>

Place the defence is (Mapleton/Hornsea)	Type of defence	Drawing of defence	Why it is a good sea defence

Science

Animals



A four linked food chain

Task – To use food chains to identify producers, predators and prey

Can you identify the producers, predators and prey on this food web?

