

Year 4 Home Learning Pack

Dear Parents/Carers,

We hope you're well and enjoying the children being back in school. Unfortunately, due to the uncertainty of these times it could be that your child is forced so self-isolate for a period of time.

Due to this, we have generated a work pack containing enough work for two weeks of isolation. Hopefully, this will keep them learning and making progress whilst being at home.

We have developed these takes to be mostly independent and to cover key skills your children will need. However, with all learning, some children may require additional support. During any period of isolation, we would encourage you to focus on a few key areas with your children:

- Reading 20-30 minutes a day.
- Playing Times Tables Rockstars regularly.
- Using Spelling Shed.
- Completing set MyMaths tasks.

We hope that the children will be back with us as soon as possible and this work is just used to supplement their learning during any time away.

Regards,

Year 4 Team.

The work is broken down into daily sections for you to access. We have numbered these Day 1, Day 2, etc. Each day comprises a variety of different tasks for your children to complete.

At the end of the pack there are some wellbeing activities that you might like to drop into your child's learning throughout the isolation time.

We have included some guided reading resources for Charlie and the Chocolate Factory. Hopefully many of you have got copies at home but photos of the needed pages have been included. For the tasks with ten words underneath in a box the children need to skim read the text to try and find those ten words as quickly as they can and then answer the short comprehension questions.

A note below regarding the Literacy activities in the pack:

Note for Parents/ Carers

Some children will need more support than others, but essentially children should complete the tasks to the very best of *their* ability.

It would be great if children were using handwriting pens and lined paper as they normally would in school. They should focus on presentation, trying to use a neat and cursive script.

Each session should take between 30 minutes and an hour.

For some tasks there will be a **purple polishing** task. If you do not have a purple pen, a different colour will do.

Day 1

Literacy:



Day 1

Choose a new fiction book that you haven't read before.

Look at the front cover.

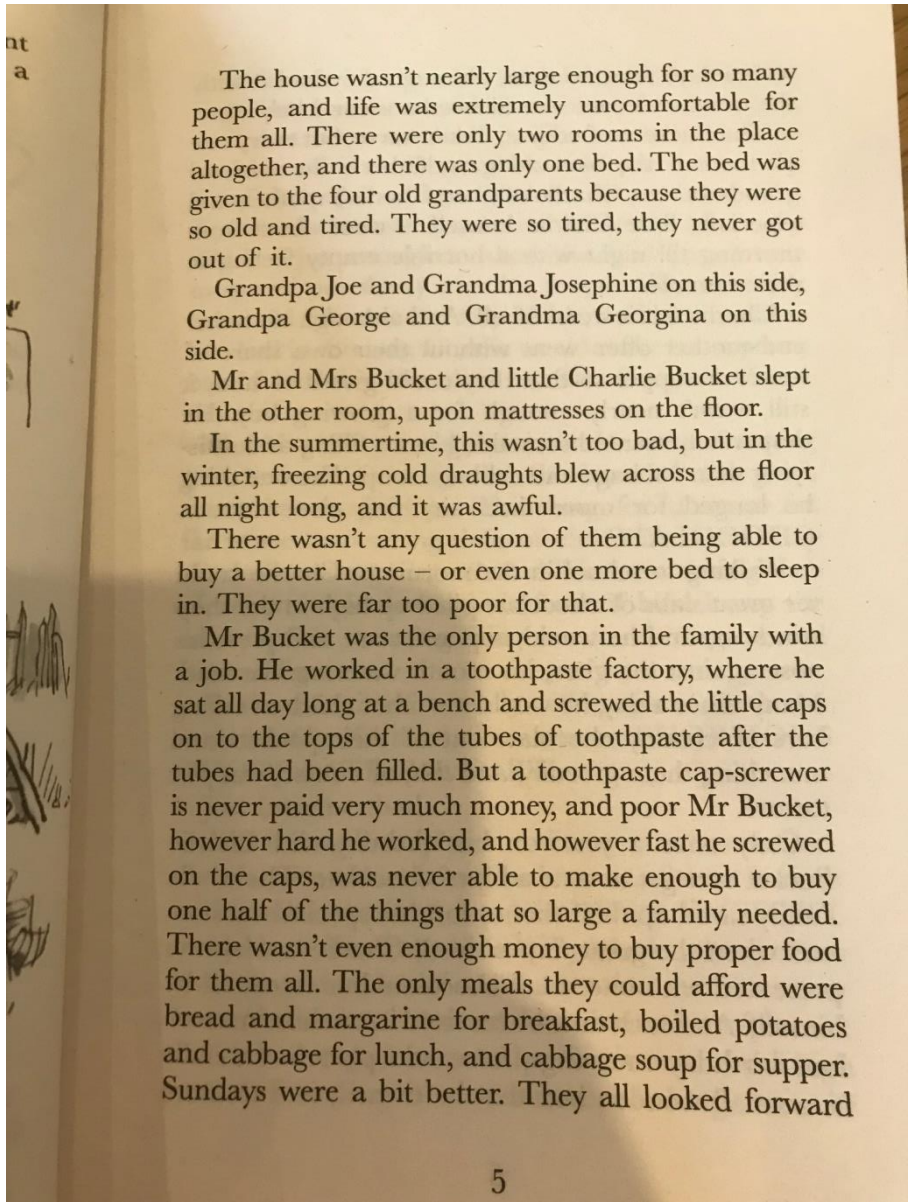
- a) Write down 3 predictions that you can make (remember to give reasons) e.g. I think that amazing things will happen because the title includes the word 'miraculous'.
- b) Write down 3 questions that you would like the answers to when you start reading.
- c) Read chapter 1. Do you have any of the answers to your questions yet?

Extension

After reading chapter 1, have your questions changed?

You can continue reading the book in your spare time. If you are already reading one then you can read this book next.

Reading:



House	altogether	Mattresses	draughts	Question
toothpaste	caps	screwed	money	boiled

- 1) What word shows that life wasn't very nice for the family? (1)
- 2) How many grandparents were there? (1)
- 3) Why was winter so much harder than summer? (2)
- 4) Why couldn't they buy a new house? (1)
- 5) What meal did they have for lunch? (1)
- 6) How would you feel if you lived in the Bucket house? (2)

SPAG:

Year 4 Mastery of SPAG skills

Underline the adjectives in green (1), verbs in red (1) and nouns in orange (2):

The excited boys ran as fast as lightening to the park.

Add in the missing capital letters and full stops:

sarah and david met at the park it was very busy

Draw a circle around the conjunction:

The football team were sad because they had lost the final match.

Write these verbs in the past tense:

jump = _____ run = _____

What prefix can be added to these three words that means 'above'? (Same prefix for all three)

_____market _____man
_____star

Add speech marks:

I don't think that's a good idea, said Molly.

Add an adverb to this sentence:

The tiger crawled _____ towards the deer.

Add either a or an before the following words:

_____ tree _____elephant

Add the missing punctuation to this sentence:

"Does it work " asked the young girl.

Maths:

Day 1 – Place Value

Write the number represented in the place value grid

Now, try the questions below:

Olivia and Charlotte are representing numbers on a grid.

Olivia's number				Charlotte's number			
1,000s	100s	10s	1s	1,000s	100s	10s	1s
1	3	5	0	1	3	0	5

Explain how you know:

Who has represented 1,305?

Circle

Olivia Charlotte Both of them

Now answer the following questions about Olivia and Charlotte's numbers:

- 1) What is the new number if I add 9 ones to Olivia's number?
- 2) What is the new number if I take 3 hundreds from Charlotte's number?

Hundreds	Tens	Ones
6	2	7

Hundreds	Tens	Ones
2	6	2

- 3) What would I need to add to Olivia's number to

make 1500?

4) What would I need to add to Charlotte's number to make 2000?

Day 2

Literacy:



Day 2

TASK: Write a diary entry about yesterday (or any day last week).

Remember:

- a) Write in the past tense.
- b) Write in the first person (I/ we).
- c) Write in chronological order (the order that things have happened).

Extension

Can you ask rhetorical questions? E.g. 'What could have been coming through the letter box at that time?'

Purple Polishing

Have you included the date?

Have you started, 'Dear Diary,'?

Have you included thoughts and feelings about tomorrow in the future tense?

If you find any of the future tasks too difficult then you spend the time doing more diary entries.

These could be valuable pieces of history for future generations.

Reading:

Mr Willy Wonka's Factory

In the evenings, after he had finished his supper of watery cabbage soup, Charlie always went into the room of his four grandparents to listen to their stories, and then afterwards to say good night.

Every one of these old people was over ninety. They were as shrivelled as prunes, and as bony as skeletons, and throughout the day, until Charlie made his appearance, they lay huddled in their one bed, two at either end, with nightcaps on to keep their heads warm, dozing the time away with nothing to do. But as soon as they heard the door opening, and heard Charlie's voice saying, 'Good evening, Grandpa Joe and Grandma Josephine, and Grandpa George and Grandma Georgina,' then all four of them would suddenly sit up, and their old wrinkled faces would light up with smiles of pleasure – and the talking would begin. For they loved this little boy. He was the only bright thing in their lives, and his evening visits were something that they looked forward to all day long. Often, Charlie's mother and father would come in as well, and stand by the door, listening to the stories that the old people told; and thus, for perhaps half an hour

Cabbage	stories	People	huddled	Nightcaps
opening	pleasure	evening	listening	half

- 1) What adjective is used to describe the cabbage soup? (1)
- 2) How do you know the grandparents were very thin? (1)
- 3) What word shows the grandparents stayed close together? (1)
- 4) Who would cheer the grandparents up? (1)
- 5) How do you think Charlie's parents felt listening to Charlie? (2)

SPAG:

Year 4 Mastery of SPAG skills

Underline the adjectives in green (2), verbs in red (1) and nouns in orange (2):

The furry, black cat sat on the sofa.

Add in the missing capital letters and full stops:

the girl ran all the way to school she was worried that she would be late

Draw a circle around the connective:

It was raining so Max put up his umbrella.

Write these verbs in the past tense:

open = _____

sing = _____

What prefix can be added to these three words that means 'under'? (Same prefix for all three)

_____way

_____heading

_____marine

Add speech marks:

Dinner's ready! Mum shouted up the stairs.

Add an adverb to this sentence:

The crowd cheered _____ when the footballer scored the goal.

Add either a or an before the following words:

_____ umbrella

_____ chair

Add the missing punctuation to this sentence:

"Don't walk on the grass " shouted the angry teacher.

Maths:

Day 2 – Place Value Continued

TH	H	T	O
6	5	4	1

This number has 6 thousands, 5 hundreds, 4 tens and 1 one.

For each of the following numbers in the grid, record the value of the underlined digit:

1) 3478 = _____

5) 15230 = _____

2) 2099 = _____

6) 8072 = _____

3) 6219 = _____

7) 101.25 = _____

4) 8723 = _____

8) 3302 = _____

For each of the following numbers record what is a) ten more b) a hundred more and c) a thousand more:

The first one has been done for you:

1) 1000

a) 1010

b) 1100

c) 2000

2) 4371

a) _____

b) _____

c) _____

3) 5062

a) _____

b) _____

c) _____

4) 3289

a) _____

b) _____

c) _____

5) 9058

a) _____

b) _____

c) _____

Look at the following numbers. Order them from smallest to largest by filling in the boxes.

6 977	8 432	1 032	9 321	2 854	6 782
-------	-------	-------	-------	-------	-------

--	--	--	--	--	--

Compare the numbers below using < > or =

	< > or =	
3499		3944
4058		4058
12688		9901
5006		5066
11347		10347

Day 3

Literacy:



Day 3

TASK: Draw a storymap to retell a narrative or a book that you have read recently.

If you are halfway through a book you can do the story so far.

- a) Use an image to represent each section of the story.
- b) Order events chronologically.
- c) Add detail to the images to help you tell the story.

Extension

Using your story map, can you retell the story to an adult?

Purple Polishing

Add thought bubbles to the images to describe what the characters are thinking.

SPAG:

Year 4 Mastery of SPAG skills

Underline the adjectives in green (2), verbs in red (2) and nouns in orange (3):

Bradley (a small, quiet boy) loved to read his book.

Add in the missing capital letters and full stops:

mum hung the washing on the line she hoped it would be dry by the afternoon

Draw a circle around the connective:

Anna put on her shoes then she went for a walk.

Write these verbs in the past tense:

laugh = _____ eat = _____

What prefix can be added to these three words that means 'again'? (Same prefix for all three)

_____ build _____ cycle
_____ do

Add speech marks:

I'm taking the dog for a walk, Tom explained to his dad.

Add an adverb to this sentence:

The girl looked _____ at her broken toy.

Add either a or an before the following words:

_____ ice cream _____ book

Add the missing punctuation to this sentence:

In the cupboard there was some pasta a loaf of bread jam and a tin of beans.

Maths:

Day 3 – Multiplying and Dividing by 10 and 100

16.04.2020 – Multiplying and Dividing by 10 and 100

Remember that when you **multiply** by 10, you move all digits **left** across the place value columns once. When you **divide** by 10, you move all digits **right** across the place value columns once. Here is an example to help you:

$$12 \times 10 = \boxed{120}$$

1,000s	100s	10s	1s
		1	2
	1	2	0

↓ × 10
Think of '12' and make it ten times the size.

10 times the size 10 times the size 10 times the size

- 1) $5 \times 10 =$ _____
- 2) $15 \times 10 =$ _____
- 3) $70 \times 10 =$ _____
- 4) $618 \times 10 =$ _____
- 5) $1.2 \times 10 =$ _____
- 6) $901 \times 10 =$ _____
- 7) $1000 \times 10 =$ _____
- 8) $0.35 \times 10 =$ _____
- 9) $0.02 \times 10 =$ _____
- 10) $6080 \times 10 =$ _____
- 11) $0.70 \div 10 =$ _____
- 12) $3.01 \div 10 =$ _____
- 13) $0.65 \div 10 =$ _____
- 14) $8.23 \div 10 =$ _____
- 15) $0.01 \div 10 =$ _____
- 16) $9901 \div 10 =$ _____
- 17) $600 \div 10 =$ _____
- 18) $55 \div 10 =$ _____
- 19) $30.2 \div 10 =$ _____
- 20) $440 \div 10 =$ _____

Remember that when you **multiply** by 100, you move all digits **left** across the place value columns

twice. When

you move all

the place

$$6 \times 100 = \boxed{600}$$

you **divide** by 100,

digits **right** across

value columns

1,000s	100s	10s	1s
			6
	6	0	0

↓ × 100
Think of '6' and make it 100 times the size.

twice. Here is an example to help you

1) $3 \times 100 =$ _____

2) $30 \times 100 =$ _____

3) $105 \times 100 =$ _____

4) $72 \times 100 =$ _____

5) $0.9 \times 100 =$ _____

6) $2.8 \times 100 =$ _____

7) $1030 \times 100 =$ _____

8) $500 \div 100 =$ _____

9) $1200 \div 100 =$ _____

10) $1230 \div 100 =$ _____

11) $1009 \div 100 =$ _____

12) $301 \div 100 =$ _____

13) $40 \div 100 =$ _____

14) $702 \div 100 =$ _____

Day 4

Literacy:



Day 4

TASK: Use Show not Tell'

- Find a photograph of a family event or a picture of people in a magazine.
- Write down what emotion you think each person in the picture is feeling.
- Write down all the ways that you know how each person is feeling. E.g. He has his mouth wide open which tells me he is surprised. His eyebrows are raised which shows that he is shocked.

Extension 1

Choose one of these emotions:

- *embarrassed*
- *delighted*
- *afraid*
- *confident*

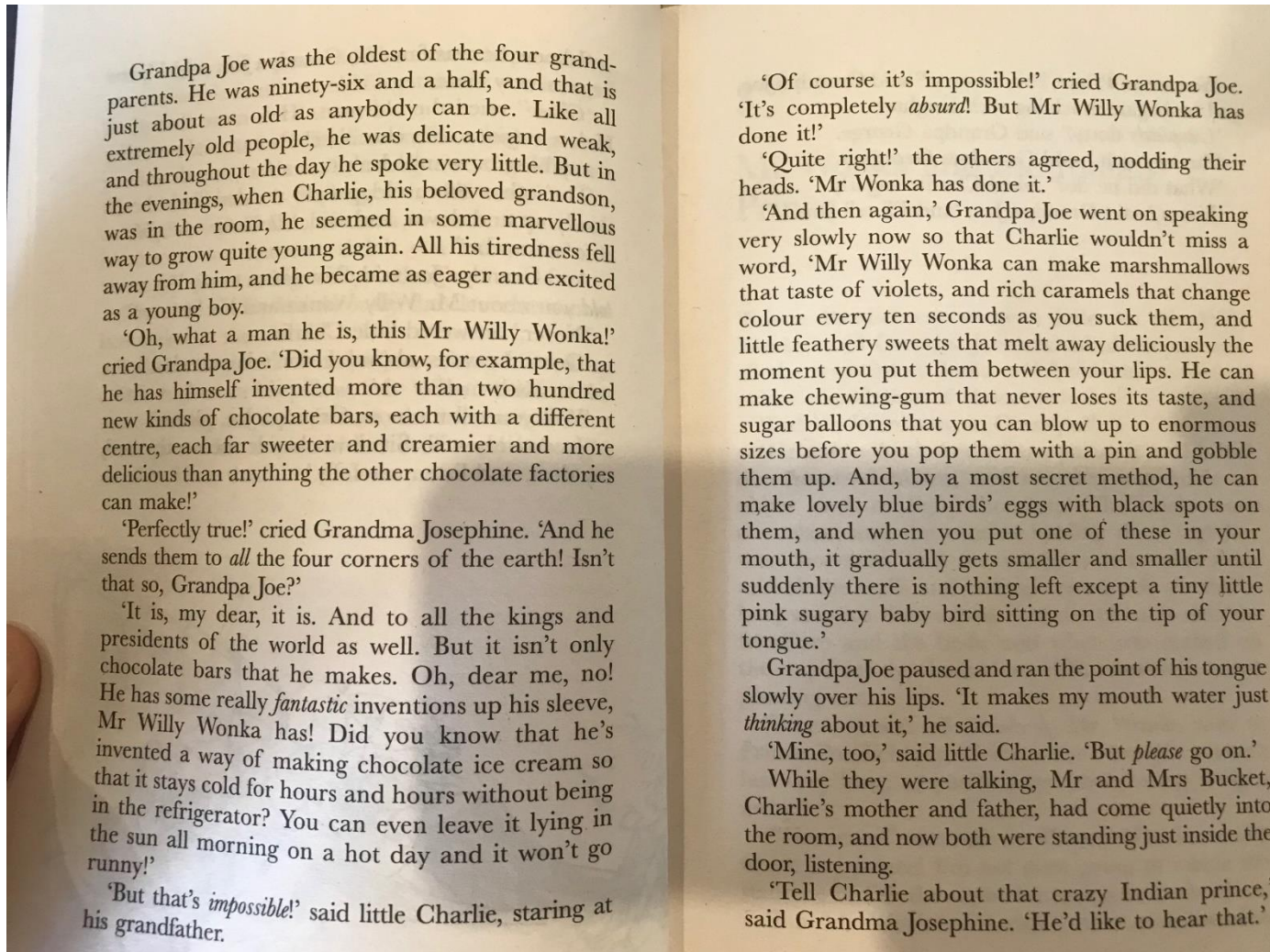
Write 3 ways that you could 'show not tell' how a character with this emotion is feeling.

Extension 2

In your reading book, can you find any examples of 'show not tell'?

Reading:

Monday 20th April 2020



Longer questions:

- 1) How do you know that Joe loved Charlie? Use multiple pieces of evidence from the text. (2)
- 2) What is your impression/thoughts of Mr Willy Wonka from the text? Support each impression with evidence from the text. (2)

Challenge

Can you identify any unfamiliar vocabulary and use a dictionary to check what it means.

SPAG:

Year 4 Mastery of SPAG skills

Underline the adjectives in green (1), verbs in red (1) and nouns in orange (3):

James caught the fast train to London.

Add in the missing capital letters and full stops:

harry wore his new trainers to school all of his friends were very jealous

Draw a circle around the connective:

Wendy was allowed to go out and play when she had finished her homework.

Write these verbs in the past tense:

watch = _____ drive =

What prefix can be added to these three words to form negative words? (Same prefix for all three)

_____ behave _____ take
_____ place

Add speech marks:

Can I go to the park? Lauren asked her Nan.

Add an adverb to this sentence:

The dolphin swam _____ through the waves.

Add either a or an before the following words:

_____ bag _____ orange

Add the missing punctuation to this sentence:

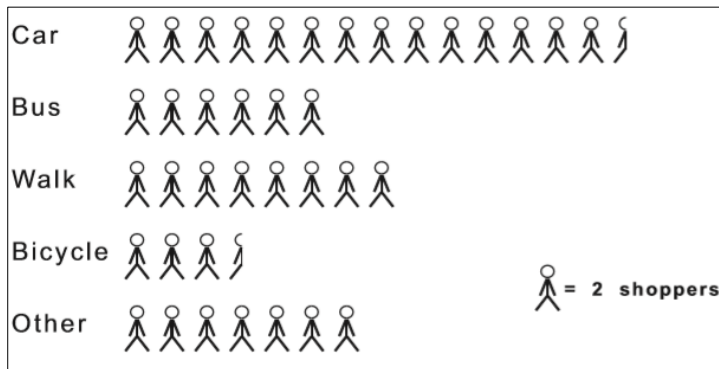
"Stop arguing " Mum shouted angrily.

Maths:

Day 4 – Pictograms

Pictograms represent data visually. Often a pictogram may be created from a tally chart. Remember the **key** is very important and gives you information about each picture's value.

Holly has created a pictogram for shoppers' mode of travel to the supermarket:



1) Complete Holly's tally chart based on the information in the

Car	
Bus	
Walk	
Bicycle	II
Other	

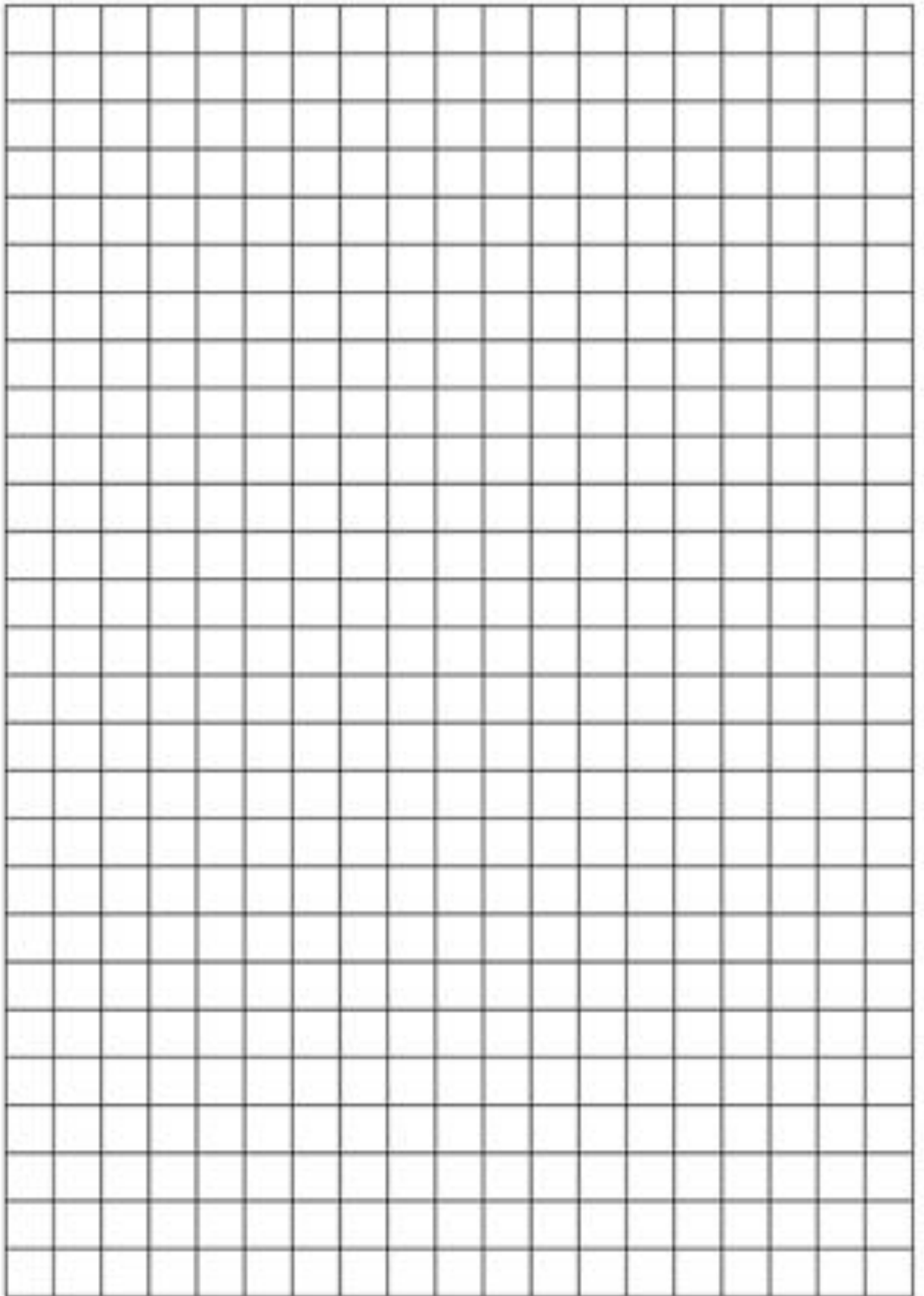
pictogram by filling in the gaps. One has been done for you:

- How many shoppers walked? _____
- How many shoppers used a bicycle? _____
- Which mode of transport was used by 12 people? _____
- What was the most popular mode of transport to the supermarket? _____
- How many people did NOT travel by car? _____
- How many more people walked than used a bicycle? _____
- What is the difference between the number of shoppers who came by car and the number of shoppers who came by bus? _____
- Which was the least popular mode of transport to the supermarket? _____
- How many shoppers did Holly ask in total about their transport to the supermarket?

Challenge: Here is a tally chart recording a class' favourite subjects. Create your own key and draw a pictogram to represent this data. There is some squared paper on the next page to help you.

Maths	IIII
Literacy	
Art	I

PE	IIII III
Topic	III



Day 5

SPAG:

Year 4 Mastery of SPAG skills

Underline the adjectives in green (1), verbs in red (2) and nouns in orange (3):

The little girl brushed her teeth then went to bed.

Add in the missing capital letters and full stops:

jessica went to see 'inside out' at the cinema for her birthday she had a great time

Draw a circle around the connective:

Tom had a tantrum but his mum still didn't let him have another biscuit.

Write these verbs in the past tense:

cry = _____ sit = _____

What prefix can be added to these three words to form negative words? (Same prefix for all three)

_____ well _____ happy
_____ lucky

Add speech marks:

Kevin burst into the room and shouted, It's snowing!

Add an adverb to this sentence:

_____, the old man finished crossing the road.

Add either a or an before the following words:

_____ iphone _____ house

Add the missing punctuation to this sentence:

"Would you like a drink " asked the waiter.

Maths:

Day 5 – General Arithmetic and Reasoning

General Arithmetic

1. Write the number that is 3 tens more than 207.
2. $8839 - 600$
3. What time is 30 minutes after 7:15?
4. What is the sum of 300 and 569?
5. Find $\frac{2}{3}$ add $\frac{2}{3}$
6. What is the value of the underlined digit in $30\underline{9}02$?
7. 84×10
8. $27 - 9$
9. How much more is 8000 than 698?
10. What is one thousand more than 6705?

Daily Task – Addition

Chico's cards are all different.
There is a number from 1 to 8 on each card.



Chico has chosen four cards that add up to 20.
What are they?
There are seven different possibilities.
Try to find them all.

Use this space to explain your reasoning and fill in the cards:

--	--	--	--

What if Chico has three cards that add up to 16?

Day 6

Literacy:



Day 6

TASK: Debate a topical issue.

Consider the question: 'Should children help with household chores?'

- a) Consider arguments for and against the question. (You could draw a line down the middle of a page and do arguments for on one side and against on the other.)
- b) Support your arguments with evidence.

Extension

Can you get quotes from adults or siblings that you will be able to use in your writing (either side of the argument).

Reading:

The Secret Workers

The next evening, Grandpa Joe went on with his story.

'You see, Charlie,' he said, 'not so very long ago there used to be thousands of people working in Mr Willy Wonka's factory. Then one day, all of a sudden, Mr Wonka had to ask *every single one of them* to leave, to go home, never to come back.'

'But why?' asked Charlie.

'Because of spies.'

'Spies?'

'Yes. All the other chocolate makers, you see, had begun to grow jealous of the wonderful sweets that Mr Wonka was making, and they started sending in spies to steal his secret recipes. The spies took jobs in the Wonka factory, pretending that they were ordinary workers, and while they were there, each one of them found out exactly how a certain special thing was made.'

'And did they go back to their own factories and tell?' asked Charlie.

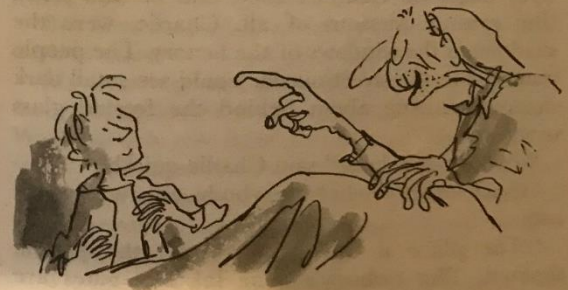
'They must have,' answered Grandpa Joe, 'because soon after that, Fickelgruber's factory started making an ice cream that would never melt, even

in the hottest sun. Then Mr Prodnose's factory came out with a chewing-gum that never lost its flavour however much you chewed it. And then Mr Slugworth's factory began making sugar balloons that you could blow up to huge sizes before you popped them with a pin and gobbled them up. And so on, and so on. And Mr Willy Wonka tore his beard and shouted, "This is terrible! I shall be ruined! There are spies everywhere! I shall have to close the factory!"

'But he didn't do that!' Charlie said.

'Oh, yes he did. He told *all* the workers that he was sorry, but they would have to go home. Then, he shut the main gates and fastened them with a chain. And suddenly, Wonka's giant chocolate factory became silent and deserted. The chimneys stopped smoking, the machines stopped whirring, and from then on, not a single chocolate or sweet was made. Not a soul went in or out, and even Mr Willy Wonka himself disappeared completely.

'Months and months went by,' Grandpa Joe



thousands	factory	makers	pretending	Started
Slugworth's	gobbled	Home	shut	whirring

Vocabulary focus

- 1) What phrase in the paragraph beginning 'You see, Charlie...' shows something happened really quickly? (1)
- 2) Can you suggest another word the author could've used instead of 'wonderful'? (1)
- 3) What word on 'Page 19' shows that something was eaten very quickly? (1)

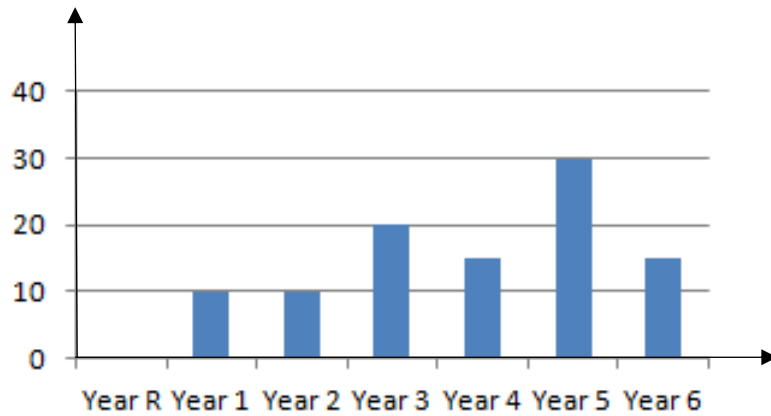
Retrieve focus

- 1) Name two people that stole Mr Wonka's ideas? (1)
- 2) What two things stopped happening when the factory shut? (1)

Maths:

Day 6 – Bar Charts

Henry has created a bar chart recording the amount of money each year group raised for charity. The **x axis** shows each year group and the **y axis** shows the amount raised in pounds (£).



- 1) Label both the x and the y axis according to the information given above.
- 2) Which year group raised the most amount of money? _____
- 3) Which year group raised the least amount of money? _____
- 4) How much more money did year 3 raise than year 4? _____
- 5) Which is the difference between the amount of money raised by Year 5 and Year 6?

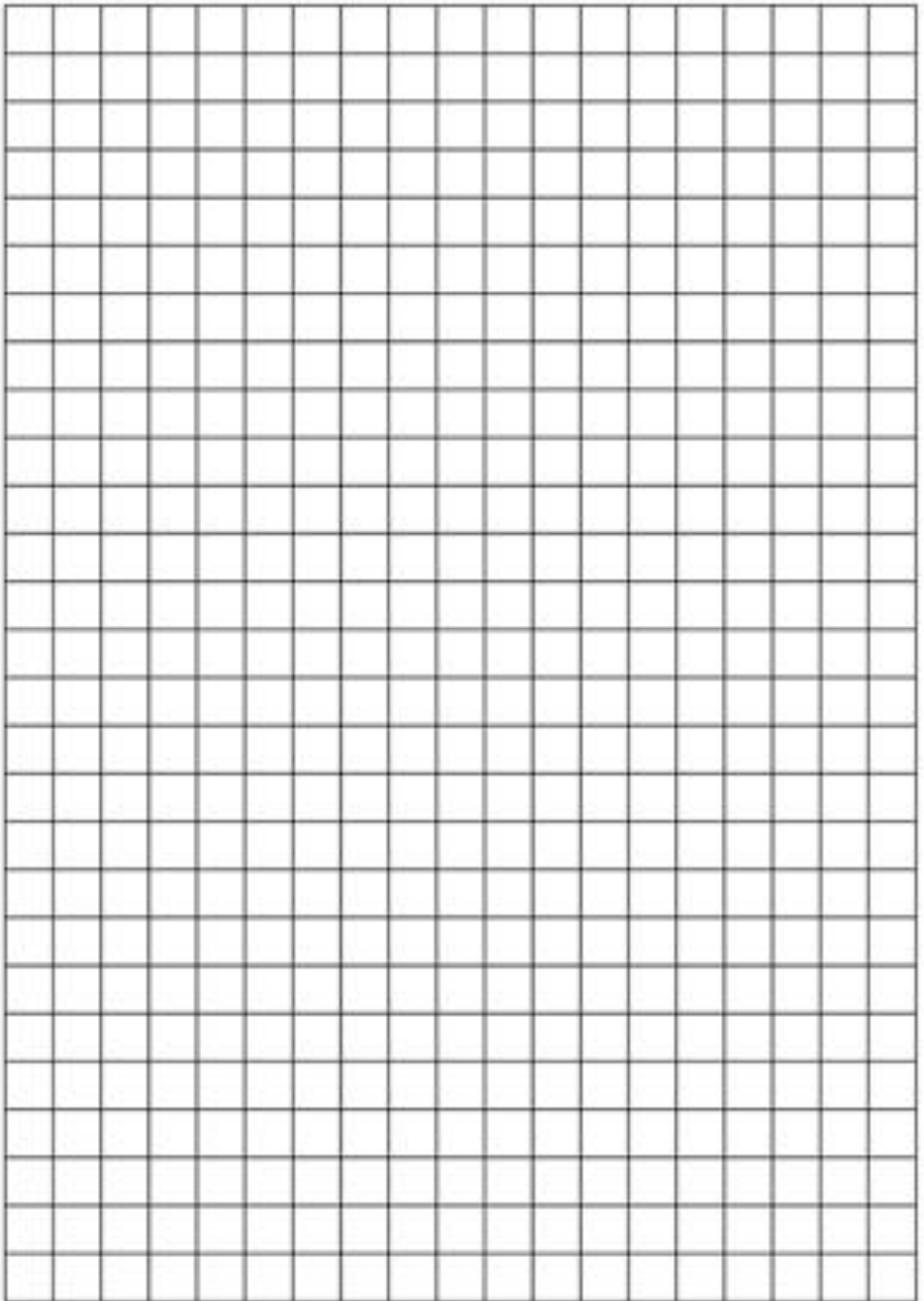
- 6) How much more money did Year 6 raise than year 2? _____
- 7) How much less money did Year 1 raise than year 4? _____
- 8) How much money did years 1, 2 and 3 raise altogether? _____
- 9) How much money did year 4, 5 and 6 raise altogether? _____
- 10) How much money did the school raise in total? _____
- 11) If the school wanted to raise £125 for their charity, how much more money do they still need to raise? _____

12) The school decide to continue their fundraising for another week. Below is a table showing how much more each year group raised in that week:

Year R	£10
Year 1	£0
Year 2	£5
Year 3	£20
Year 4	£15
Year 5	£5
Year 6	£10

Use this information to draw a new bar chart showing the total each year group raised after the second fundraising week.

There is squared paper on the next page to help you. Remember to label your axes and give your bar chart a title.



Day 7

Maths:

1) $67 + 31 =$

2) $900 - 43$

3) $2 \times 5 \times 8$

4) Double 100

5) $87 + 100$

6) 23×10

7) $9876 + 8171$

8) What is the sum of 675 and 8171

9) $3.4 + 6.7$

10) 8×3

SPAG:

Year 4 Mastery of SPAG skills

Underline the adjectives in green (4), verbs in red (1) and nouns in orange (2):

The shiny, grey dolphin swam in the deep, blue ocean.

Add in the missing capital letters and full stops:

the little dog trotted happily along the road he was looking forward to chasing next door's cat when he got home

Draw a circle around the connective:

We can go outside if it stops raining.

Write these verbs in the past tense:

skip = _____

think = _____

What prefix can be added to these three words that changes the words to mean their opposite? (Same prefix for all three)

_____ possible

_____ patient

_____ polite

Add speech marks:

Get changed for PE, said the teacher.

Add an adverb to this sentence:

When no one was looking, I ate the biscuit _____

Add either a or an before the following words:

_____ apple

_____ garden

Add the missing punctuation to this sentence:

Susan was a lovely girl. She was kind caring thoughtful and patient.

Reading:

The First Two Finders

The very next day, the first Golden Ticket was found. The finder was a boy called Augustus Gloop, and Mr Bucket's evening newspaper carried a large picture of him on the front page. The picture showed a nine-year-old boy who was so enormously fat he looked as though he had been blown up with a powerful pump. Great flabby folds of fat bulged out from every part of his body, and his face was like a monstrous ball of dough with two small greedy curranty eyes peering out upon the world. The town in which Augustus Gloop lived, the newspaper said, had gone wild with excitement over their hero. Flags were flying from all the windows, children had been given a holiday from school, and a parade was being organized in honour of the famous youth.

'I just *knew* Augustus would find a Golden Ticket,' his mother had told the newspapermen. 'He eats *so many* bars of chocolate a day that it was almost *impossible* for him *not* to find one. Eating is his hobby, you know. That's *all* he's interested in. But still, that's better than being a *hooligan* and shooting off *zip guns* and things like that in his

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spare time, isn't it? And what I always say is, he wouldn't go on eating like he does unless he *needed* nourishment, would he? It's all *vitamins*, anyway. What a *thrill* it will be for him to visit Mr Wonka's marvellous factory! We're just as *proud* as anything!

'What a revolting woman,' said Grandma Josephine.

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- 1) Who was the first person to find a golden ticket? (1)
- 2) Find two other phrases/words that show Augustus Gloop was 'enormously fat'? (1)
- 3) 'No-one in Augustus's home town cared' is this statement true or false? Support your answer with evidence from the text? (2)
- 4) Why was Mrs Gloop confident that Augustus would find a ticket? (1)
- 5) What word shows that Grandma Josephine doesn't like Mrs Gloop? (1)

Challenge

Can you draw your own golden ticket? Use bright colours and sparkles to make it exciting!

Day 8

Maths:

1) $58 + 8$

2) $100 - 99$

3) $23 + 10$

4) $687 - 198$

5) $500 + \underline{\quad} = 765$

6) 42×4

7) 96 divided by 12

8) Round 6758 to nearest 100

9) Add 875 and 7171 together

10) $7 + 10 + 10$

Reading:

Charlie's Birthday

'Happy birthday!' cried the four old grandparents, as Charlie came into their room early the next morning.

Charlie smiled nervously and sat down on the edge of the bed. He was holding his present, his only present, very carefully in his two hands. WONKA'S WHIPPLE-SCRUMPTIOUS FUDGEMALLOW DELIGHT, it said on the wrapper.

The four old people, two at either end of the bed, propped themselves up on their pillows and stared with anxious eyes at the bar of chocolate in Charlie's hands.

Mr and Mrs Bucket came in and stood at the foot of the bed, watching Charlie.

The room became silent. Everybody was waiting now for Charlie to start opening his present. Charlie looked down at the bar of chocolate. He ran his fingers slowly back and forth along the length of it, stroking it lovingly, and the shiny paper wrapper made little sharp crackly noises in the quiet room.

Then Mrs Bucket said gently, 'You mustn't be too disappointed, my darling, if you don't find what you're

looking for underneath that wrapper. You really can't expect to be as lucky as all that.'

'She's quite right,' Mr Bucket said.

Charlie didn't say anything.

'After all,' Grandma Josephine said, 'in the whole wide world there are only three tickets left to be found.'

'The thing to remember,' Grandma Georgina said, 'is that whatever happens, you'll still have the bar of chocolate.'

'Wonka's Whipple-Scrumptious Fudgemallow Delight!' cried Grandpa George. 'It's the best of them all! You'll just love it!'

'Yes,' Charlie whispered. 'I know.'

'Just forget all about those Golden Tickets and enjoy the chocolate,' Grandpa Joe said. 'Why don't you do that?'

They all knew it was ridiculous to expect this one poor little bar of chocolate to have a magic ticket inside it, and they were trying as gently and as kindly as they could to prepare Charlie for the disappointment. But there was one other thing that the grown-ups also knew, and it was this: that however *small* the chance might be of striking lucky, *the chance was there*.

The chance *had* to be there.

This particular bar of chocolate had as much chance as any other of having a Golden Ticket.

And that was why all the grandparents and parents in the room were actually just as tense and excited as Charlie was, although they were pretending to be very calm.

smiled	wrapper	anxious	silent	Gently
remember	whispered	Grown-ups	striking	tense

- 1) In the paragraph beginning 'Charlie smiled nervously..' How do you know the present is important to Charlie? (2)
- 2) In the paragraph beginning 'The four old people....' what word shows the old people were looking nervously? (1)
- 3) How many tickets are there left to be found? (1)
- 4) Why was it 'ridiculous to expect this one poor little bar of chocolate to have a magic ticket'? (2)
- 5) Can you think a moment in your life when you've been tense and excited like Charlie? Tell us about that moment.

Literacy



Days 8 & 9

TASK: Write 2 more diary entries.

Remember:

- a) Are you talking to you diary as if it is a trusted friend?

Look at the steps on Day 2.

Day 9

Literacy:

Over days 9 and 10, we would ask your children to write creatively.
Can they write a story based on one of the following titles?

- The Locked Door
- The Desert
- Landing On A Rainbow
- The Candy Shop

We would suggest they spend the first 15 minutes planning their writing and then the next two days writing their story.

Here is some points you could go through to help them:

- Who will be your main characters?
- What will happen to them during the story?
- Where will the story be set?
- How will the story end?
- What high level language can you use?
- Can you vary your sentence starters?
- Can you use speech within your narrative?

Maths:

Arithmetic

- 1) $500 + 56$
- 2) $91 + 10$
- 3) Double 100
- 4) Complete this sequence
8, ____, 24, 32, ____, ____
- 5) $7/10 + 1/10$
- 6) Round 1098 to the nearest 100.
- 7) Subtract 67 from 8000
- 8) 6×5
- 9) $4 \times 3 \times 6$
- 10) $4/6$ of 24

SPAG:

Year 4 Mastery of SPAG skills

Underline the adjectives in green (3), verbs in red (1) and nouns in orange (3):

Poppy loved her new, red bike with the straw basket.

Add in the missing capital letters and full stops:

the postman finished delivering his letters by lunchtime when he got home he made himself a cup of tea

Draw a circle around the connective:

Although I was full up, I had another cake.

Write these verbs in the past tense:

look = _____ write = _____

What prefix can be added to these three words that means 'against' or 'opposite'?

(Same prefix for all three)

_____septic _____social
_____clockwise

Add speech marks:

I don't want to go to the supermarket, complained Henry.

Add an adverb to this sentence:

The waiter _____ carried the drinks to our table.

Add either **a** or **an** before the following words:

_____ flower _____ invitation

Add the missing punctuation to this sentence:

Tom the ginger cat was asleep in the sun.

Day 10:

Literacy:

Please continue story writing from yesterday.

Maths:

Thursday 30th April 2020

1) $900 - 10$

2) 14×6

3) Add together 765 and 1762

4) $\frac{3}{7} + \frac{2}{7}$

5) $\frac{5}{6} - \frac{3}{6}$

6) Divide 6 by 3

7) Subtract 156 from 876

8) 61×3

9) Round 876 to nearest 10

10) 85×100

Reading:

Character review:

After completing the first week (and a bit) of the story please can you spend today's guided reading session discussing your favourite character. Can you then complete the following tasks and answer the following questions:

- 1- Who is your favourite character?
- 2- Why are they your favourite character?
- 3- Draw a picture of your favourite character?
- 4- Label your picture with words you could use to describe your character.

Wellbeing Activities

Postcard

Send a postcard of thanks to someone you are grateful to.

Set some goals

Encourage children to set some new goals which can use some of their skills and strengths, as well as developing new ones.

Encourage children to:

- Think of a goal

- Who can help them achieve it?
- What they will do to stick to their goal?

Supporting Others

Encourage children to write a cartoon strip 'how to' guide for something they can do, but which others might find difficult. E.g. How to ride a bike, make a cake, speak in assembly, ask someone to play etc.

Being Positive

Songs Research songs about hope and sing or dance to them together. Some examples might include:

Moving on Up – Primal Scream

Don't Stop Believin' –Journey