

Elm Class – Year 4
Autumn 1



Elm Class

Homework Portfolio

Autumn 1

Name _____

Homework is to be handed in the week beginning 23th October. Final hand in date is Wednesday 25th October.



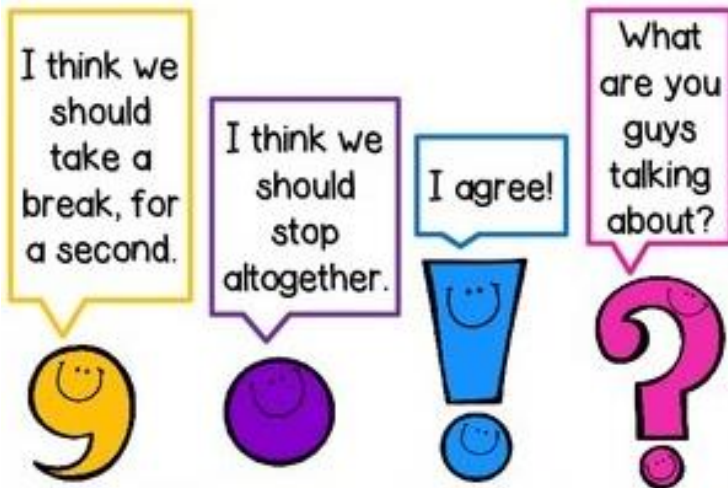
English:

Reading and SPaG focus:

For your English homework, punctuation is going to be your focus. I would like you to try and include all of the below punctuation in your writing:

. , ? ! " " ' : ()

I would like you to write a recount about your summer. I would love to know all about what you did and the most interesting parts of your holiday. Remember to be descriptive – this will bring your writing to life!



Parenthesis () are used to add in additional information.

Use a highlighter or a crayon to underline each set of punctuation to show where you have used them in your piece of writing.

I have also attached an extra surprise activity for you in this pack!

Mathematics:

Times tables and Place

Value:

In Year 4, we will be working extremely hard on our times tables! Complete the attached sheet to get your timetables brain going...



We are also doing lots of work on place value this term, so I have attached some work to help you put your knowledge to the test!

Thousands	Hundreds	Tens	Ones

Science:

Human Digestive System:

This half term, we will be exploring the Human Digestive System. I would like you to have some fun and have a go at creating your own model of the digestive system. Be as imaginative, resourceful and creative as you can!

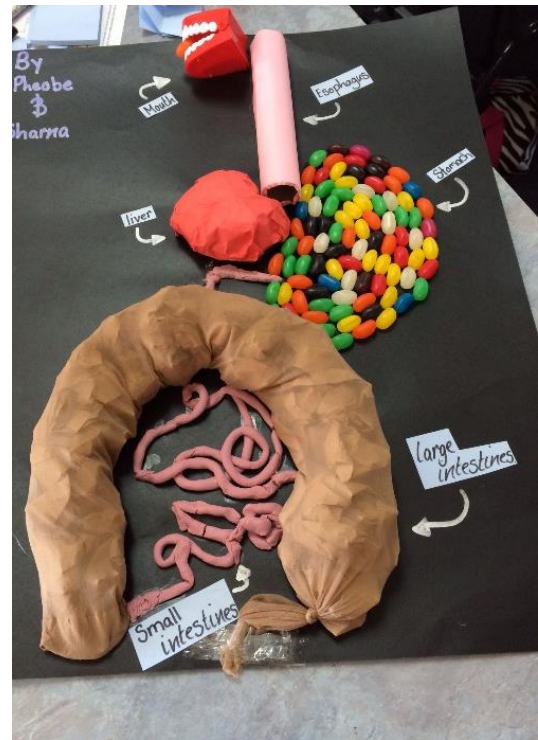


Here are some pictures to get you thinking...



Spellings:

A spellings pack will be printed out for all children to practise and will also be available on our class blog page - please see Miss Beacom if you need a spare copy! Each group are tested during dictation on Friday mornings.



Useful information to know:

Monday

- Book Change Day
- PE: Please ensure your PE kit is in school.

Tuesday

- Times table Tuesday

Wednesday

- Book Change Day

Thursday

- Times table test (22 club)
- Library Day: Please remember to bring your library book into school so you can change it.
- PE: Please ensure your PE kit is in school.

Friday

- Book Change Day
- Weekly spelling dictation

Dear Parents,

I would like to thank you for supporting your child's learning. If you need any extra paper to complete these tasks, please let me know. I look forward to seeing the amazing things that I know Year 4 will produce!

Miss Beacom





Do you find it tricky to hand all of your homework in on time? Worried you've missed sections out? You *may choose* to follow this weekly schedule to help you get all of your work done!

Autumn Term 1		
Week Beginning	What homework should I complete?	Completed?
11.09.23	<p>English: start thinking about which part(s) of your summer holiday you are going to write about. Did you go anywhere exciting? How would you describe it?</p> <p>Maths: Practice your times tables- remember that practice makes perfect! Keep using Times Table Rockstars and Mathletics too.</p> <p>Science: Have a think about what organs you are going to include in your human digestive model. Have a think about what materials you have that you may be able to use. Remember, be creative and resourceful!</p>	
18.09.23	<p>English: Begin drafting your recount. If you are unsure on how to use some of the punctuation, BBC bitesize is a good place to look!</p> <p>Maths: You can make a start on the activities attached to the homework pack this week. As you have been practising, begin to challenge yourself with the times table squares! Can you beat your family?</p> <p>Science: Begin creating constructing and your human digestive system model. Don't forget to label each part too.</p>	
25.09.23	<p>English: Continue writing your recount. Have you used a variety of punctuation? Which ones do you still need to include? I challenge you to see if you can use them all! Have a go at the word class worksheet attached in this pack.</p> <p>Science: Keep working on your human digestive system model. You are doing a great job!</p>	



	<p>Maths: Keep working hard on your times tables and the place value worksheets attached in this pack.</p>	
02.10.23	<p>English: Have a read through the comprehension text. Underline any important or key information. Then, have a go at answering some of the questions. Remember, to use the text to help you!</p> <p>Maths: Have another practise of your times tables. Have you got any quicker? Finish off any of the worksheet questions that you need too.</p>	
09.10.23	<p>English: Complete any of the comprehension questions you have not yet completed. Remember, keep referring back to the text. Re-read it if you need too!</p> <p>Then, start thinking about finishing off your recount. Check you have correctly used as much punctuation as possible. Do you need to write it up in best? Could you also include a picture?</p> <p>Science: Continue working on your human digestive system model. Check you are happy with it. Also, check all the parts are labelled.</p>	
16.10.23	<p>Finishing off: homework is to be handed in by Wednesday 25th October at the latest, so use the start of this week to make sure that you are happy with your work!</p>	

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English Homework - extra activity. I would love for you to try and take a photo of yourself 'extreme reading' I want you to be excited about reading, and part of that requires creating a reading area in our classroom you love being in! Your photo will be on display in our class; 'extreme reading' means reading a book in the most bizarre, unusual and creative way you can think of! You can either print the photo yourself, or get an adult to email this to me via the school office. I have included some examples below:





Mathematics – Recognise the place value of each digit in a 4 digit number

Circle the numbers where the number 7 has a **tens** value.

3,437 8,771 9,973 1,287 7,670
4,507 5,467

Circle the numbers where the number 3 has a **thousands** value.

3,204 6,203 3,366 8,832 4,143
5,033 3,783

Circle the numbers where the number 2 has a **hundreds** value.

3,237 2,741 2,973 3,283 7,672
4,502 5,267

Circle the numbers where the number 6 has a **thousands** value.

3,467 6,771 6,973 1,286 3,677
6,507 5,467

Circle the numbers where the number 1 has a **ones** value.

5,126 1,700 7,531 2,214 1,091
1,247 6,108



Place Value to 4 Digits

Number	Words	Expanded Form	Picture
_____	___ thousands ___ hundreds ___ tens ___ ones	1000 + 500 + 90 + 7 = _____	
_____	2 thousands 5 hundreds 7 tens 3 ones	_____ + _____ + _____ + ____ = _____	
1574	___ thousands ___ hundreds ___ tens ___ ones	_____ + _____ + _____ + ____ = _____	
2635	___ thousands ___ hundreds ___ tens ___ ones	_____ + _____ + _____ + ____ = _____	
7354	___ thousands ___ hundreds ___ tens ___ ones	_____ + _____ + _____ + ____ = _____	
_____	___ thousands ___ hundreds ___ tens ___ ones	2000 + 600 + 40 + 3 = _____	
_____	5 thousands 5 hundreds 5 tens 5 ones	_____ + _____ + _____ + ____ = _____	



English – Reading Comprehension

Sameera's Dancing Shoes

The day is finally here. I've been practising my lines for weeks now and I'm pretty sure they're stuck in my head. I've gone over my cues and my stage directions over and over again in the backyard, the biggest space we have, even in the pouring rain. My Grandma is tired of hearing me speaking in old-fashioned phrases, like a real-life Shakespearean actor.

"Passeth one the tomato sauce, dearest grandmother."

"Please stop, Sameera," she sighs every time, but I can see her smile too.

Now it's Thursday morning, the day of our first ever performance. I can feel butterflies fluttering in my stomach as I get ready for school as usual, but I know that a little bit of nerves is good. Nothing can go wrong today.

Grandma hugs me and I set off for school on my bike as usual, balancing my book bag on one side and my PE bag on the other side. It's heavier than usual because Mr Mendes asked me to bring some boots in from home. Most of the costumes came from our school PTA, but my character needs these big, heavy boots that nobody had in my size. Luckily, Grandma came to the rescue - she had some in the attic from when she was younger.

The day goes as normal. Everyone's a little bit excited about the upcoming performance and Mr Mendes has to work hard to keep us all calm and focused on our morning maths practice. I find myself grinning and looking around the classroom. Everyone looks excited. Everyone, that is, except for Georgia; the shy, quiet girl who has a small part, but it's still the biggest part that she has ever played.

At break time, we have a massive game of stuck in the mud, but I notice that Georgia doesn't join in. She's sitting at the top of the climbing frame, legs swinging as she watches everyone having fun. Dodging Jake's waving arms as he tries to tag me, I jog over to her.

"You okay?" I ask, panting from the running.

"Nervous," Georgia mumbles, "And I've got to do that dance... who puts a dance in a Shakespeare play anyway? I don't want to risk hurting myself by running around."





I nod, wishing there was some way to cheer Georgia up. But she's right. Amad has already grazed his knees tripping over on the concrete and Georgia's going to have to work hard enough to get her dance moves right without hurting herself. Dance doesn't exactly come naturally to her.

The time comes for our dress rehearsal and I pull on my costume and lace up Grandma's boots. They fit perfectly and have that cool, worn look. I stand up and test them out, wiggling my toes. Then, I start dancing.

Wait, what?

The boots are clunky and even over the chatter of the classroom as everyone scrambles into their costumes, everyone can hear me stamping and stomping. I tell my feet to stop, but they don't. It's all I can do not to topple over.

"Sameera, save some of that energy for the audience," Mr Mendes calls out, his nose buried in the script.

"I'd love to," I yell back, as my classmates start to tire of me making a spectacle of myself and carry on getting ready. My feet won't stop tapping. I stumble backwards into a chair, but they keep going, performing a perfect tap dance that is completely out of my control. Suddenly, Georgia is at my side. She kneels down before me and unties the boots. My feet flop down, still at last.

"Are you alright?" she asks, in her calm and quiet voice.

"It's these shoes," I pant, glaring at the boots, "I put them on and now I can't stop dancing."

Georgia's eyes light up, "I think I have an idea..."





Questions

1. How has Sameera prepared for the play?

2. How does Grandma show that she isn't really annoyed with Sameera?

3. Why does Sameera have to bring her own shoes?

4. What does **upcoming** mean?

5. Why is Georgia not joining in with the games at break time?

6. What happened to Amad?

7. What kind of character is Sameera? Would you like to be her friend?

8. What is wrong with Grandma's old boots?

9. What do you think Georgia's plan is?

10. Summarise the story in less than 25 words.



Word Classes			
Verbs	Nouns	Adjectives	Adverbs
A word that describes what a person or thing does, such as: run, hit, rain, be, seem, become, grow	A word that identifies a person, place thing idea or quality, such as: woman, dog, building, London, truth, birth	A word that describes a noun, such as: red, bad, giant, hairy, shy	A word that gives more information about a verb adjective or another adverb, such as: lazily, easily, abroad, very

Identifying Word Classes



Read the paragraphs carefully. In the table below, copy a word that matches the word class.

Exercise 1:

Her sister, Miss Watson, a woman who had never married and who had no children of her own, came to live with her. She hopefully thought that she could change me and make me a better person by educating me and teaching me to spell. She worked with me for an hour until the widow made her stop.

NOUN	VERB	ADJECTIVE
ADVERB	CONJUNCTION	PRONOUN

Exercise 2:

I sat down again feeling very frightened. The house was very quiet. Everyone was asleep. Far away I heard a clock go boom—boom—boom— 12 times—midnight. Then all was quiet again. Soon I heard a quiet “Meyow! Meyow!” outside my window so I answered, “Meyow! Meyow!” as quietly as I could.

NOUN	VERB	ADJECTIVE
ADVERB	CONJUNCTION	PRONOUN

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Congratulations, you're finished! I knew you could do it!



Well done for all of your hard work,
I am so proud of you!

Miss Beacom

Well done, you have completed your Homework Portfolio. Please fill in the boxes below to tell us how you felt about the homework.

Pupil	What I liked...	Could be even better if...
Parents	What I liked...	Could be even better if...

Remember, you will be awarded with a bronze, silver or gold certificate at the end of each half term. We will also spend an afternoon to look at everyone's homework packs that have been created, so that your teacher and peers can celebrate your hard work!