



Daily Learning

Year 4

Task Sheet 8

Morning Starter - SPAG mat

Maths: Time

Being able to tell the time is very important and this can be done by either looking at an analogue clock (with hands) or digital (without). Have a look at the clocks below and see if you can identify the time that each is showing.

Challenge: Can you keep a diary of what you do at certain times throughout the day? For example: 7:15AM - Wake up.

English:

Take a look at the photo of the character below. Describe their appearance by using adjectives. What do you think their teams of clothes would feel like? How do you think they would smell? How do you think he would move? See if you can include some similes to make your writing even better.

Challenge: Vary your sentence openers by using fronted adverbials. Edit and improve your work by using ambitious adjectives. Maybe you could use a thesaurus to up-level your work?

Reading:

Have a go at the comprehension attached below. Remember to read the text carefully before answering the questions.

Challenge: This is a non-fiction text which contains instructions. Can you make your own instructions? You can make instructions on anything you wish but if you are struggling, explain how to play your favourite game. Don't forget to include diagrams!

RE:

Choose a religion to research. Presenting it in a way of your choice (I would suggest Microsoft Powerpoint if you have access to this), I would like you to find out about festivals/celebrations, special clothes, places of worship and who the followers of the religion worship. You could even find out how many followers the religion has and where the majority of the followers live. Are there any famous or notable people who follow this religion? Find out what you can!

Challenge: Choose a religion to research which is different to your own. It is always great to learn about the religions of other people around us!

Ongoing tasks:

Maths Flex - Consolidate your knowledge of the objectives we have been covering in class

TT Rockstars - Master your times tables and the corresponding division facts

Spelling Shed - Practise your weekly spellings

Purplemash - Complete any outstanding 'To Do's'

Home Learning which is posted to Dojo weekly

Please let me know if you are struggling to log on to any of these resources.

Year 4 Autumn Term 1 SPaG Mat

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Section 1

Write a sentence about this monkey that contains a conjunction, an adverb and an adjective. Underline them.



Section 2

Replace the underlined words with a possessive pronoun:

Molly and Milly were having a joint birthday party. The birthday party was Molly and Milly's.

"Don't take that PE bag by mistake. That PE bag is my PE bag."

Section 3

Mr Whoops has made three clumsy spelling mistakes in his sentence. Can you underline them and correct them?



The tour guye showed us all the main attractions on the ireland and helped us lurn some of their language.

Section 6

Put the homophones in the correct place in the sentences:

(main/mane) (missed/mist)

The _____ purpose of a lion's _____ is to protect its neck when fighting.

While he was driving in the _____, Harry _____

the turning because he couldn't see.



Section 5

Write a sentence about this tree that contains a possessive apostrophe and a preposition.



Section 4

Do these sentences need the determiner 'a' or 'an'?

The zookeeper fed _____ elephant.

The children chose _____ pizza for lunch from the menu.

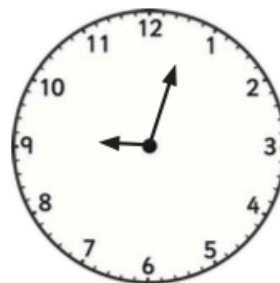
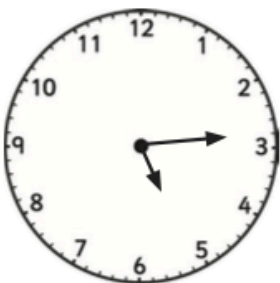
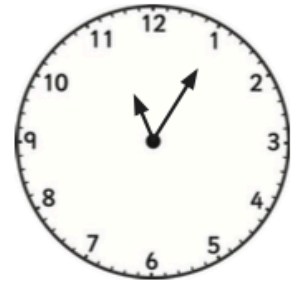
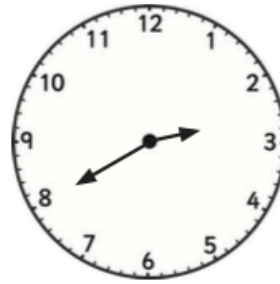
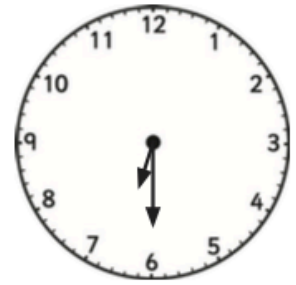
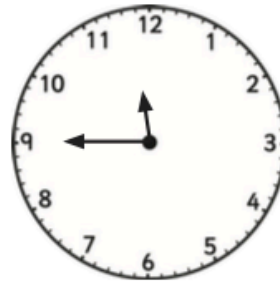
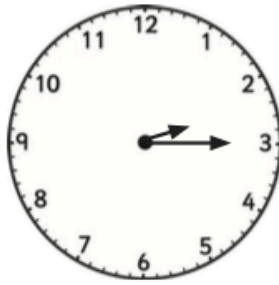
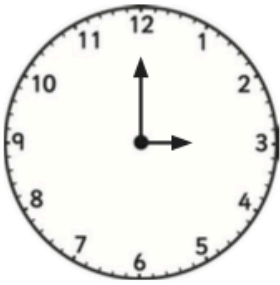
I have _____ hour for dinner.

Maths

You can write your answers either in words or numbers.

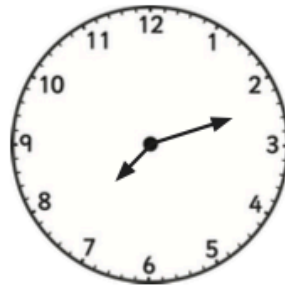
Tell the Time: Writing the Time

Write the time shown on each clock.





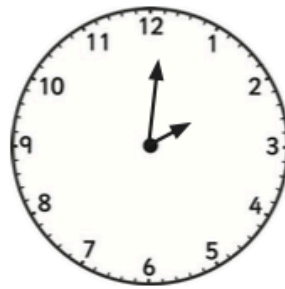








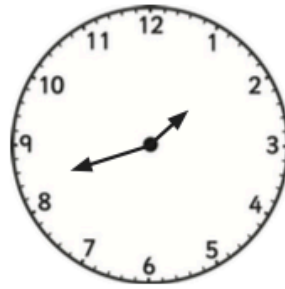














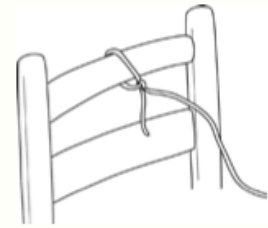
Reading

Rocket Balloon

Make a balloon that flies like a rocket

You will need:

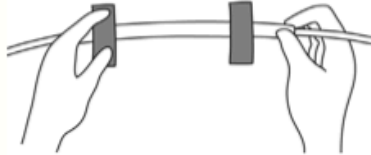
- piece of string (about 2 to 3 metres long)
- balloon
- 2 chairs
- drinking straw
- tape
- scissors



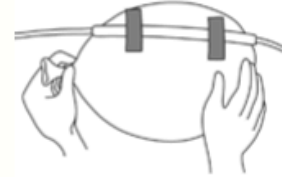
1 Tie one end of the string to the back of the chair.



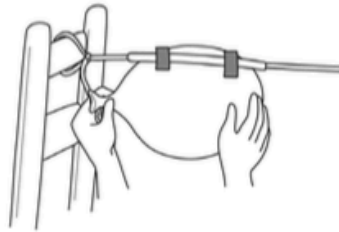
2 Thread the straw onto the string and tie the other end of the string to the other chair.



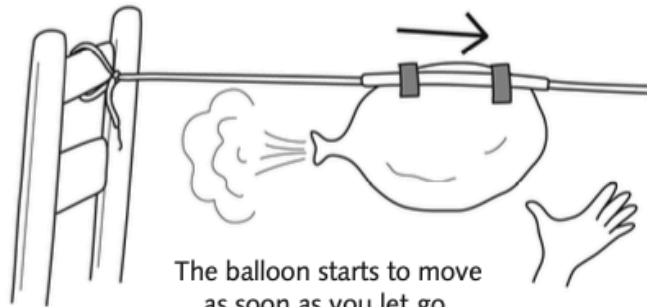
3 Attach the pieces of tape to the straw as shown.



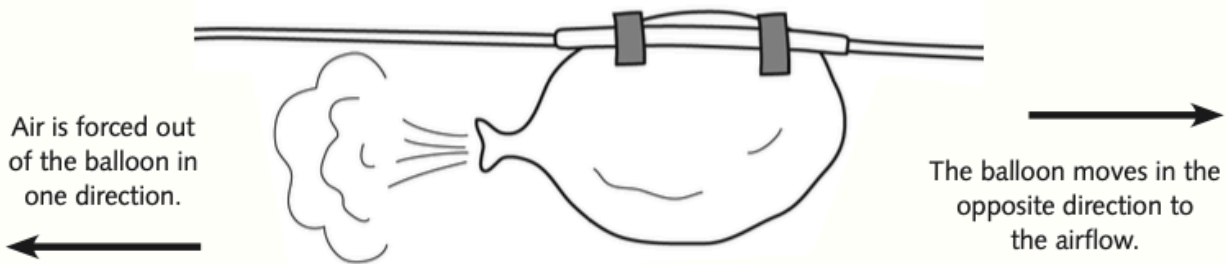
4 Inflate the balloon, hold the opening and attach it to the straw with the tape.



5 Pull the balloon to one end of the string and let go. What happens?



The balloon starts to move as soon as you let go.



Air is forced out of the balloon in one direction.

The balloon moves in the opposite direction to the airflow.

Action and reaction

To make something move one way, a force has to work in the opposite direction – this is known as “action and reaction”. The air inside the inflated balloon is pushing in all directions. When you let go of the balloon, air rushes out the hole, creating a pushing force in the opposite direction. This makes the balloon move.

Rockets

Real rockets work in a similar way to your rocket balloon. A rocket engine works by exploding fuel inside a chamber that is open at the bottom. The force of the exploding fuel coming out of the rocket creates an opposite force that pushes the rocket up and on into space.



Read the text, then answer the questions.

1. What items do you need to make a rocket balloon? Tick all that apply.

A stool A straw A piece of string A rocket A balloon

2. Look at steps 1 to 5. Find and copy **one** word that tells us that we need to blow up the balloon.

3. Number these instructions 1 to 5 in the order they occur in the text.

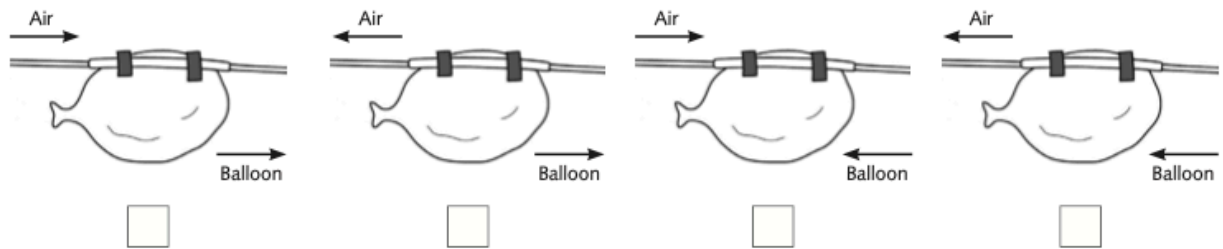
Let go of the balloon. Tie the string onto a chair.

Collect all the equipment that you need. The balloon starts to move.

Blow up the balloon.

4. Once you have followed instructions 1 to 5, what happens to the balloon when you let it go?

5. Tick the picture that shows the correct movement of the balloon and air.



6. What phrase from the text is used to describe the movement of an object when a force is working in the opposite direction?

7. Why is there a section about rockets in these instructions?

8. What do you think would happen if you used a bigger balloon for this experiment? Explain your answer using evidence from the text.
