



Message from Mrs Green, Mrs Storr and Mrs McGee

Hello Year 4!

We hope that you are all keeping well and enjoying the warm, sunny weather. Thank you for making an effort to complete these activities, but do not worry if you can't complete them for any reason.

You can choose how you complete them, you may want to do an English activity and Maths activity each day or do an English day and a maths day. Choose when you complete the other activities, perhaps one a day.

Have fun and keep safe. Remember you are amazing and very special and we miss seeing you every day in school.

Have a fabulous summer and we will hopefully see you back in school soon.

English Activities

**Monday: Spellings**

Awkwardly    frantically    curiously    obediently    carefully    rapidly    unexpectedly  
Deliberately    hurriedly    reluctantly

**Tuesday: SPAG Task 1**

## Subordinating Summer Sentences

Use your super sentence-writing skills to create sentences using different subordinating conjunctions. Read the clauses in the puzzle pieces and add an appropriate subordinating conjunction to link the two clauses together.

|                               |  |                             |
|-------------------------------|--|-----------------------------|
| We were late for the plane    |  | Johan forgot the passports. |
| Laura hasn't been abroad      |  | she was a little girl.      |
| They still had a good time    |  | it rained all week.         |
| Kim would have been sunburned |  | Lee hadn't woken her up.    |
| Mum got us some drinks        |  | Dad guarded the sun beds.   |

**Wednesday: SPAG Task 2**

This time, read the subordinating conjunction and the subordinate clause and add a main clause at the beginning of each sentence. The first one is done for you as an example.

|                        |          |                                       |
|------------------------|----------|---------------------------------------|
| We were all so excited | when     | the sun came out.                     |
|                        | because  | the plane took off too late.          |
|                        | since    | the refreshments were free of charge. |
|                        | if       | I was given a chance to.              |
|                        | although | the lifeguard said we couldn't.       |

**Thursday: SPAG Task 3**

**Adverbial Adventures**


Look at the pictures on the front of these postcards and write a sentence about what is happening using a fronted adverbial. If you need to, use the bank of fronted adverbials below to help you.



- above the clouds
- bravely
- happily
- almost unbelievably
- beside the sea
- having a great time
- very sensibly

**Friday:**

Write a postcard of your own to tell your teacher what you would do on your dream summer holiday. Use a fronted adverbial in every sentence.

|  |  |
|--|--|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|--|

## Maths activities:

**Monday:** Remember to keep practising your times tables. How fast can you complete the grids?

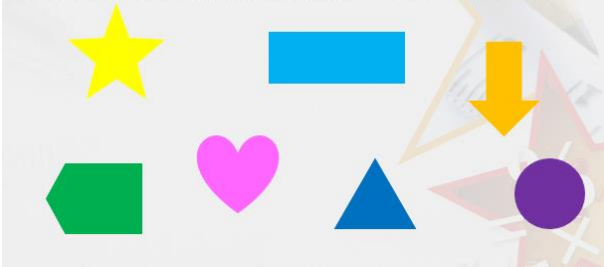
| X  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----|---|---|---|---|---|---|---|---|---|----|----|----|
| 1  |   |   |   |   |   |   |   |   |   |    |    |    |
| 2  |   |   |   |   |   |   |   |   |   |    |    |    |
| 3  |   |   |   |   |   |   |   |   |   |    |    |    |
| 4  |   |   |   |   |   |   |   |   |   |    |    |    |
| 5  |   |   |   |   |   |   |   |   |   |    |    |    |
| 6  |   |   |   |   |   |   |   |   |   |    |    |    |
| 7  |   |   |   |   |   |   |   |   |   |    |    |    |
| 8  |   |   |   |   |   |   |   |   |   |    |    |    |
| 9  |   |   |   |   |   |   |   |   |   |    |    |    |
| 10 |   |   |   |   |   |   |   |   |   |    |    |    |
| 11 |   |   |   |   |   |   |   |   |   |    |    |    |
| 12 |   |   |   |   |   |   |   |   |   |    |    |    |

| X  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----|---|---|---|---|---|---|---|---|---|----|----|----|
| 1  |   |   |   |   |   |   |   |   |   |    |    |    |
| 2  |   |   |   |   |   |   |   |   |   |    |    |    |
| 3  |   |   |   |   |   |   |   |   |   |    |    |    |
| 4  |   |   |   |   |   |   |   |   |   |    |    |    |
| 5  |   |   |   |   |   |   |   |   |   |    |    |    |
| 6  |   |   |   |   |   |   |   |   |   |    |    |    |
| 7  |   |   |   |   |   |   |   |   |   |    |    |    |
| 8  |   |   |   |   |   |   |   |   |   |    |    |    |
| 9  |   |   |   |   |   |   |   |   |   |    |    |    |
| 10 |   |   |   |   |   |   |   |   |   |    |    |    |
| 11 |   |   |   |   |   |   |   |   |   |    |    |    |
| 12 |   |   |   |   |   |   |   |   |   |    |    |    |

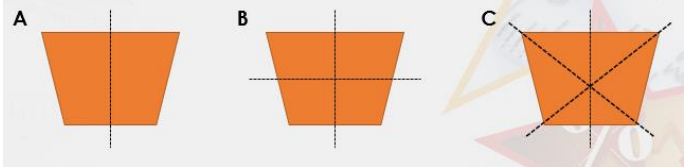
You can also use the games and activities at [www.timestables.co.uk](http://www.timestables.co.uk)

### Tuesday: Symmetry - Fluency

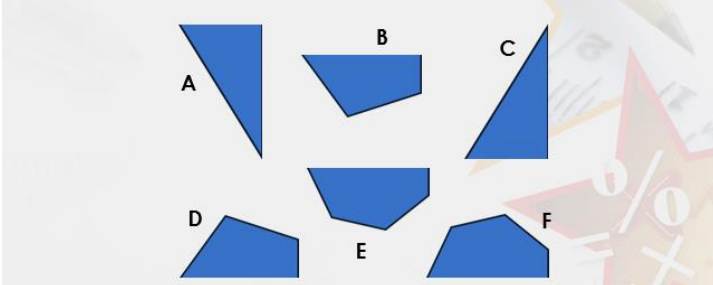
Which of the following shapes have more than one line of symmetry?



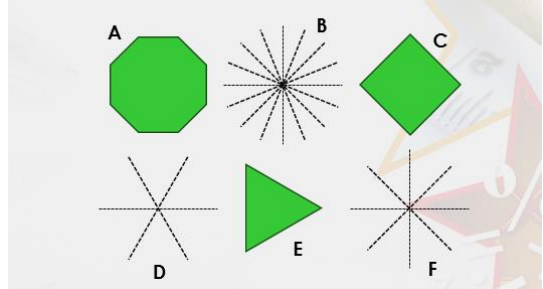
Which shape has the correct lines of symmetry marked?



Match the halves which go together to make symmetrical shapes.

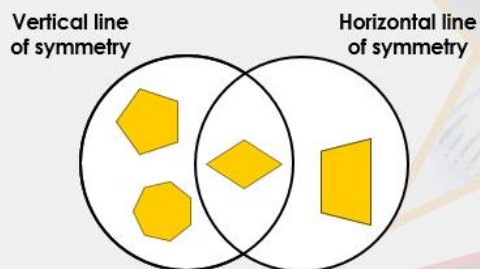


Pair the lines of symmetry with the shapes they match.



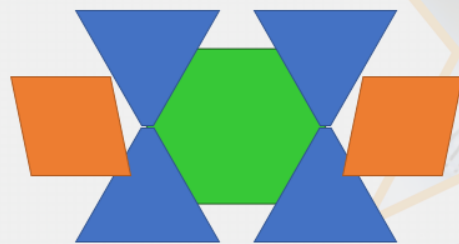
### Wednesday: Symmetry - Problem solving and reasoning

Eustace has filled in this Venn diagram with shapes.



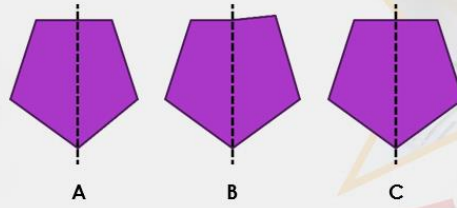
Find and explain his mistake.

Here is an image made up of several shapes.



How many lines of symmetry does the image (not the individual shapes) have?

Here are 3 attempts at drawing reflections.

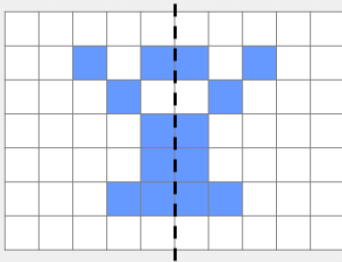


Find the reflections that are not symmetrical. Explain why.

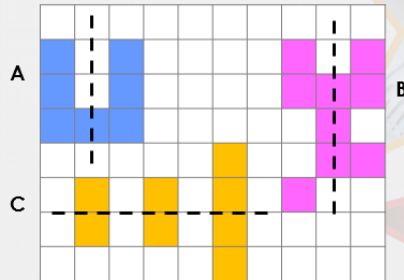
**Thursday: Symmetric Figures - Fluency**

True or false?

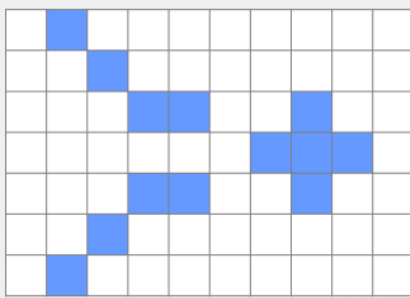
This pattern has been reflected correctly in the mirror line.



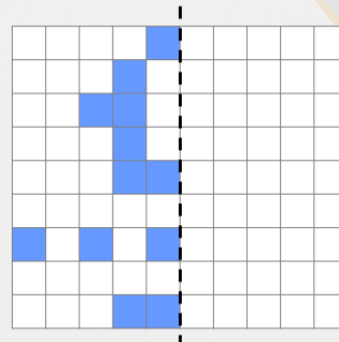
Identify the patterns with the correct lines of symmetry.



Draw the line of symmetry.

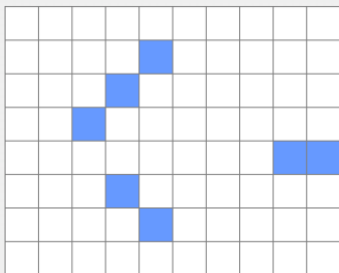


Reflect the pattern in the mirror line.

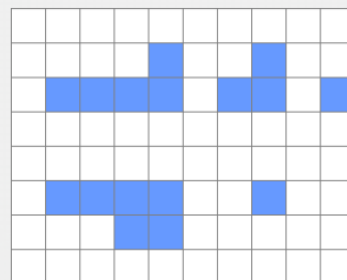


**Friday: Symmetric Figures - Problem solving and reasoning**

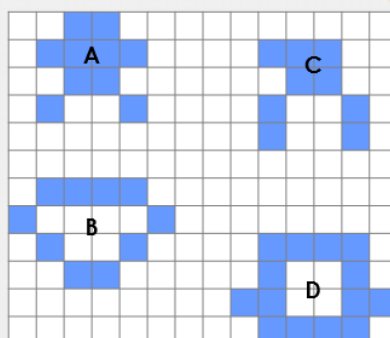
What is the smallest number of squares that need to be filled so that this pattern has a vertical line of symmetry?



Add 4 squares to the pattern below so that it has a horizontal line of symmetry.



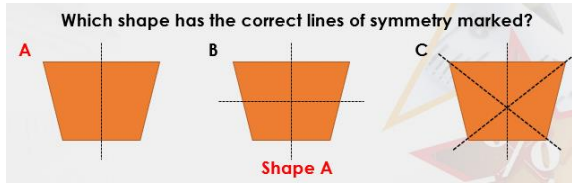
Spot the odd one out. Explain your choice.



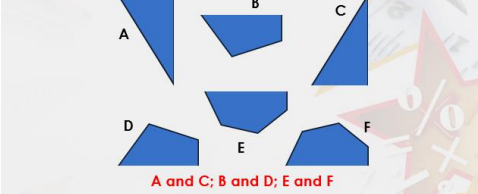
# Answers:

## Symmetry - Fluency

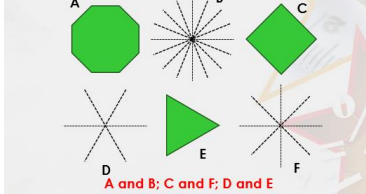
Which of the following shapes have more than one line of symmetry?



Match the halves which go together to make symmetrical shapes.

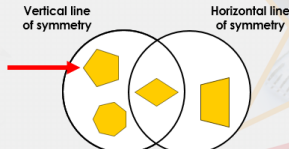


Pair the lines of symmetry with the shapes they match.



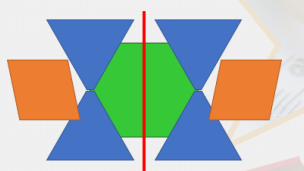
## Symmetry - Problem solving and reasoning

Eustace has filled in this Venn diagram with shapes.



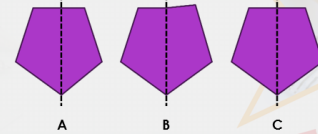
Find and explain his mistake.  
Eustace has put the pentagon in the 'Vertical line of symmetry' section when in that orientation. It should be in the 'Horizontal line of symmetry' section instead.

Here is an image made up of several shapes.



How many lines of symmetry does the image (not the individual shapes) have?  
The image has 1 line of symmetry.

Here are 3 attempts at drawing reflections.

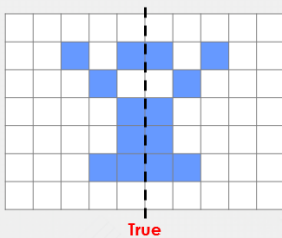


Find the reflections that are not symmetrical. Explain why.  
Shapes A and B are not symmetrical. The right-hand part of shape A is narrower than the left-hand side. The top-right-hand corner of reflection B is higher and further out than the top-left-hand corner.

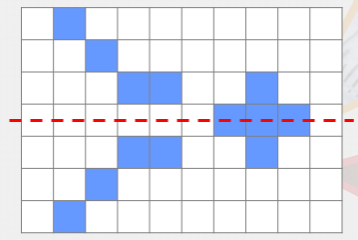
## Symmetric Figures - Fluency

True or false?

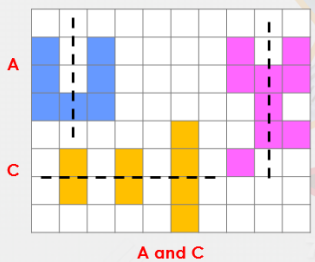
This pattern has been reflected correctly in the mirror line.



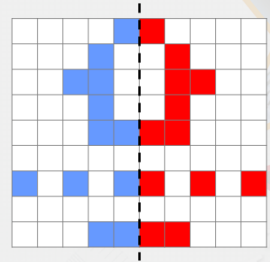
Draw the line of symmetry.



Identify the patterns with the correct lines of symmetry.

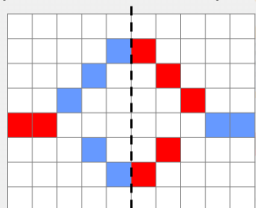


Reflect the pattern in the mirror line.



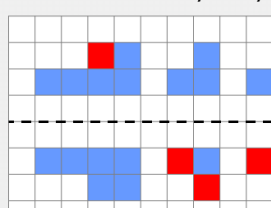
## Symmetric Figures - Problem solving and reasoning

What is the smallest number of squares that need to be filled so that this pattern has a vertical line of symmetry?

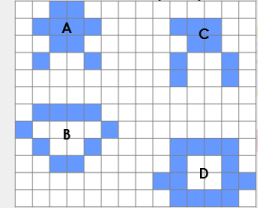


7 more squares, 14 squares altogether.

Add 4 squares to the pattern below so that it has a horizontal line of symmetry.



Spot the odd one out. Explain your choice.



C is the odd one out because it's the only pattern that is not symmetrical. All the other patterns have a line of symmetry.

## Extra Activities

### **RE - What is the Trinity?**

Look at these cards stating examples of what Christians believe about God.  
Which do they think are most, and least, important to Christians?

|  |   |   |  |
|--|---|---|--|
| God is a mystery puzzle we cannot completely understand. | God is the logical power that created the universe.           | God is best seen in Jesus, who was God in a human form.   | God is full of love and full of light. |
|  | God is the Father, the Son and the Holy Spirit, three-in-one. | God lives in every living thing, and especially in the hearts and minds of people who love him. |  |

Create six more flashcards that would reflect your views about the idea of God.

### **PSHE – To embrace positive change**

What do you think it would be like to live in a world without change?  
Why might change be sometimes good?

Make a list of all the changes that you have experienced during Year 4.  
Which ones have you found easy?  
Which ones have been difficult?

### **History and Art**

Follow the link and watch the class clips about famous artists in history: L.S. Lowry, Antoni Gaudi, Pablo Picasso, Vicent Van Gough <https://www.bbc.co.uk/bitesize/topics/zsx6fg8/resources/1> Choose one of the artists and recreate one of their famous works of art.

### **PE**

Make up some exercises for you and your family to do in a set time. Who is the fittest member of your family?

| Activity (1 minute)  | Person 1 | Person 2 | Person 3 | Person 4 |
|--|----------|----------|----------|----------|
| Star jumps<br>Jumping on the spot<br>Hopping on one leg<br>Knee lifts<br>Sit ups<br>Skipping |          |          |          |          |

## Science – Endangered Animals

Many living things are endangered because humans have destroyed much of their habitat. When a living thing is endangered it means that there are not many of that plant or animal left and scientists are concerned that the species may become extinct.

Here are some endangered species. There are many more species of plants and animals threatened by the destruction of their habitats. If these species cannot be protected from the changes in their environment, some of them may become extinct.



Research one endangered animal (either from the pictures above or a different animal). Draw a picture of the animal. Describe the animal's habitat. Explain what changes to the environment have made the animal an endangered species. Suggest what can be done to save the animal from extinction.

# Endangered Animals Report

Endangered animal:

Habitat:

Why is this animal endangered?

What can be done to help this species?