

## Year 4

### Spring 2 homework

#### Weekly tasks

- Reading books
- Spellings

Spellings will go out every Friday for a test the following Friday.

- Times table practise (minimum 25 minutes per week)

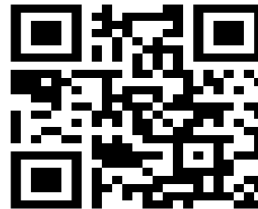
Towards the end of the year, every Year 4 child will be participating in the multiplication tables check to determine whether they can fluently recall their times tables up to 12. To help your child prepare for this we will be continuing to build on their current times tables knowledge in class. At home you can help by encouraging your child to learn their times tables through games and using Times Tables Rock Stars. I will be setting weekly battles on this and the winners will receive a certificate and Dojo points. Please use the QR codes below for some great websites to use.

#### MTC: Multiplication Tables Check Year 4, Key Stage 2

*Practice Times Tables Test for Y4, KS2*



[https://talkingtimestables.uk/y4\\_ks2\\_mtc\\_practice\\_tests\\_multiplication\\_tables\\_check.php](https://talkingtimestables.uk/y4_ks2_mtc_practice_tests_multiplication_tables_check.php)



<https://trockstars.com/>



<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

#### Optional tasks

Below are a list of optional activities that you can complete to develop your understanding of our current topics and to earn extra house points. If you complete these activities, they can be handed in on SeeSaw or into class.

#### Science

In science we are learning about living things and their habitats. Create a PowerPoint or information booklet to teach someone about how changing environments can be dangerous for living things, for example deforestation.

### English

Write a short story which is inspired by a magical item like the lamp from Aladdin. Use the success criteria below:

- Fronted adverbial for where and when
- Expanded noun phrase
- Speech punctuated with inverted commas
- Apostrophes for possession and omission (don't, can't, didn't)

### Maths- addition and subtraction

$$\begin{array}{r} 1. \quad 7 \ 5 \ 1 \ 7 \\ - \ 3 \ 8 \ 1 \ 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 6 \ 2 \ 4 \ 6 \\ + \ 5 \ 5 \ 6 \ 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 5 \ 0 \ 5 \ 8 \\ - \ 2 \ 1 \ 4 \ 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 6 \ 8 \ 4 \ 2 \\ + \ 3 \ 1 \ 7 \ 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 2 \ 8 \ 4 \ 6 \\ - \ 1 \ 4 \ 8 \ 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 5 \ 6 \ 8 \ 4 \\ + \ 9 \ 2 \ 5 \ 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 5 \ 5 \ 5 \ 5 \\ - \ 2 \ 3 \ 1 \ 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 7 \ 2 \ 6 \ 2 \\ + \ 1 \ 7 \ 2 \ 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 2 \ 1 \ 5 \ 6 \\ - \ 1 \ 0 \ 4 \ 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 6 \ 5 \ 8 \ 9 \\ + \ 2 \ 5 \ 3 \ 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 4 \ 4 \ 7 \ 5 \\ - \ 2 \ 3 \ 8 \ 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 6 \ 8 \ 2 \ 1 \\ + \ 2 \ 2 \ 0 \ 6 \\ \hline \\ \hline \end{array}$$



**a**

Can you spot **two** mistakes in this sentence? Underline them and explain why they are incorrect.



As they walked along the side of the pond, the duckling's all followed there mother.

\_\_\_\_\_

\_\_\_\_\_

**c**

Add a suitable fronted adverbial to this sentence. Don't forget to add a comma after your phrase to separate it from the rest of the sentence.



\_\_\_\_\_ the man relaxed under an umbrella to read his book.

**d**

Mr Whoops has accidentally jumbled up a pair of homophone words. Can you help him to unjumble them?



**tpccea xeptec**

**f**

Add 'a' or 'an' determiners back into these explanations sentences:



\_\_\_\_\_ eye works in a similar way to a camera.

Within the iris, there is \_\_\_\_\_ tiny hole called the pupil, which lets light through.

The eyelid has \_\_\_\_\_ unique design, which protects the eye from damage.

**e**

Add suitable pronouns or noun phrases in the gaps:

**Izaak and his brother, Asim, were going to the mosque.** \_\_\_\_\_

**arrived just in time.**

**With outstretched arms, the snuggle monster chased the children.** \_\_\_\_\_ **was slowly catching them.**

**b**

Can you think of words ending in -sion or -tion to match these definitions?

**A place where people bid to buy goods.**

\_\_\_\_\_

**An attack on a place (the Vikings were good at these).**

\_\_\_\_\_



## Extreme Survivors

Animals have made homes in the world's most challenging places. Here we meet some of the planet's success stories.

### Highest

Life at high altitude holds many challenges. There isn't much oxygen and it's cold and windy. Despite this, animals survive on the roof of the Earth. Snow leopards spend the summers at heights of up to 20,000 feet above sea level. Their thick spotted fur keeps them warm and allows them to stay camouflaged. Their big paws help them grip on the rough ground. Yaks have thick coats to keep them warm. Their large lungs and hearts help them take in oxygen and pump it around the body. Insects have found ways of making the mountains their home too. The Himalayan jumping spider has to feed on insects blown up the mountain from lower down.

### Deepest

Creatures of the deep ocean are amongst the weirdest and most wonderful species on Earth. They have to cope with enormous pressure. It was described in Blue Planet 2 as being the "equivalent of 50 jumbo jets stacked on top of one another". The Mariana snailfish is the deepest fish yet discovered. It has soft bones and special chemicals that help it withstand the pressure. It only needs very small eyes because there isn't much light. Some animals live deep underground too. There are worms living an amazing 3.6km beneath the Earth's crust. They thrive despite the heat, low oxygen and crushing conditions. Scientists previously believed it was impossible for anything to live so far below the surface.

### Coldest

Polar bears are an icon of the Arctic extremes. Their white coats camouflage them against the snow. Their enormous feet spread their weight on the ice and give them better grip. They have a layer of fat and thick fur to keep them warm. Emperor penguins in Antarctica use an extra strategy to protect themselves from the cold. They huddle in groups taking turns to be on the outside before then warming up on the inside of the huddle. Wood frogs however have yet another method: in the coldest weather they freeze and their heart stops! When the warmer temperatures return, they defrost and their heart restarts.



## Hottest

Animals have found varied ways of coping with extreme heat. Camels have large feet to allow them to walk on hot sand, long eyelashes to protect their eyes from sand and nostrils that they can close to keep the sand out. They store fat in their hump rather than spread around their whole body where it might keep them too hot. Other species, including a rodent called a jerboa, sleep in cool burrows during the heat of the day and come out at night when it's cooler. The fennec fox loses heat through the blood vessels in its over-sized ears. However, it's a worm which yet again takes the crown for extreme survivor. The Pompeii worm lives in 80°C hydrothermal vents in the ocean. Nobody is yet sure how they cope with the heat – the worms die when removed from their habitats in the deep ocean.

## RETRIEVAL FOCUS

1. Why are large lungs helpful to the yak?
2. What two environments are described as suffering from lack of oxygen?
3. What two extreme environments do worms survive in?
4. What animal survives even though its heart stops?
5. How does the jerboa cope with life in the desert?

## VIPERS QUESTIONS

I

How do you think scientists reacted to the discovery of the nematode worm in the Earth's crust?

E

What phrase tells us that there may be more animals living in the deep ocean?

V

What does thriving suggest about how well worms are surviving in the Earth's crust?

V

What does the word *icon* suggest about the polar bear?

V

What does *huddle* mean?