

Home Learning Pack Year 4

Guidance and Answers



Mathematics

One More One Less Resource Pack (pages 2-7)

- Independent activity with 3 levels of difficulty

Tens and Ones Resource Pack (pages 8-13)

- Independent activity with 3 levels of difficulty

2D Shapes Labelling Activity (page 14)

- Independent activity
- Extension: ask your child to find 2D shapes around the house

Number Bonds to 10 Matching Card Game (pages 15-16)

- Practical activity, played with another person
- Cut out the cards to play
- Extension: Add your own number bonds

Count in 2s Games (page 17)

- Supported activity, play and explore with your child using the instructions on page 17

English

Capital Letters to Start Sentences Resource Pack (pages 18-23)

- Independent activity with 3 levels of difficulty

Using Questions Resource Pack (pages 24-29)

- Independent activity with 3 levels of difficulty

'How to Make Pancakes' Guided Reading Activity (page 30-32)

- Supported activity. Read the instructions and answer the questions through discussion. You could also make the recipe together!

'By the River' Non-Text Guided Reading Activity (page 33-35)

- Supported activity. Discuss the questions and encourage children to try to write some answers
- Extension: Draw your own pictures to ask questions about

Autobiography Writing Prompt (page 36)

- Independent writing activity. Children may need support
- Extension: Add drawings or photographs to make a full autobiography

Other Resources and Ideas:

- Go to <https://kids.classroomsecrets.co.uk/> for video tutorials to support the maths in this pack as well as interactive games your child can play
- Access resources for all areas of Year 1 learning including activities just like the ones in this pack for just £4.83 for a full month on www.classroomsecrets.co.uk

Differentiated

Questions with different levels of challenge to meet the needs of all children. In this pack some of the activities have three levels of 'differentiated' challenge:

D – Developing

E – Expected

GD – Greater Depth

The questions start with Developing and get progressively harder as children work their way towards Greater Depth.

VF – Varied Fluency

Question type in both Mathematics and Grammar, Punctuation and Spelling (GPS) Resource Packs. These questions allow children to practise the same Mathematical or English skill in different ways, resulting in children completing problems with speed and accuracy.

RPS – Reasoning and Problem Solving

Question types in the Mathematics Resource Packs. Reasoning questions involve thinking through mathematical problems logically. It involves explaining or justifying the solution/answer to a problem. Problem solving questions involve children applying their knowledge and skills to an unfamiliar or completely new context.

AR – Application and Reasoning

Application and reasoning. Application involves children using their knowledge and skills in an unfamiliar or completely new context. Reasoning questions involve thinking through written problems logically. It involves explaining or justifying the solution/answer to a problem.

Question openers

Also known as *interrogative words* or *WH words*, question openers are used to ask certain types of questions. Examples include *what, when, why, where, who* and *how*.

Answers – Developing Add Two 4-Digit Numbers 2

Varied Fluency

- 1a. **B: 5,550**
- 2a. **6**
- 3a. **7,473**
- 4a. **Inserting numbers from 3 to 9 will lead to an exchange. If 5 is used, the answer is 4,842.**

Reasoning and Problem Solving

- 1a. **$2,124 + 1,026 = 3,150$ (A and B)**
- 2a. **Any number between 5 and 9.**
- 3a. **He is correct. An exchange will take place when a 2-digit number is created, so $5 + 6 = 11$ needs an exchange.**

Answers – Developing Add Two 4-Digit Numbers 2

Varied Fluency

- 1b. **C: 3,684**
- 2b. **6**
- 3b. **6,480**
- 4b. **Inserting numbers from 7 to 9 will lead to an exchange. If 8 is used, the answer is 7,661.**

Reasoning and Problem Solving

- 1b. **$1,107 + 2,114 = 3,221$ (A and C)**
- 2b. **Any number between 4 and 9.**
- 3b. **He is incorrect. An exchange will take place when a 2-digit number is created, so $5 + 2 = 7$ does not need an exchange.**

Answers – Expected Add Two 4-Digit Numbers 2

Varied Fluency

1a. C: 3,108

2a. 9

3a. 7,863

4a. Inserting numbers from 7 to 9 will lead to an exchange. If 7 is used, the answer is 7,908.

Reasoning and Problem Solving

1a. $2,420 + 1,611 = 4,031$ (C and B)

2a. Pupils must recognise there will be 1 from the previous exchange, so the numbers could be 4 and 0; 3 and 1; 2 and 2.

3a. She is incorrect. The exchange takes place from the ones to the tens ($9 + 1 = 10$).

Answers – Expected Add Two 4-Digit Numbers 2

Varied Fluency

1b. B: 9,377

2b. 9

3b. 8,683

4b. Inserting numbers from 6 to 9 will lead to an exchange. If 6 is used, the answer is 9,069.

Reasoning and Problem Solving

1b. $2,007 + 3213 = 5,220$ (A and B)

2b. Pupils must recognise they will need to make 14 in order for there to be an exchange, so the answers could be 9 and 5; 8 and 6; 7 and 7.

3b. She is correct. An exchange will take place because $300 + 800 = 1,100$.

Answers – Greater Depth Add Two 4-Digit Numbers 2

Varied Fluency

1a. **A: 8,186**

2a. **5**

3a. **9,794**

4a. **For both calculations to need an exchange, the numbers 5 to 9 must be inserted. If 5 is used, A totals 3,809 and B totals 6,469.**

Reasoning and Problem Solving

1a. **$3,641 + 4,456 = 8,097$**

2a. **Pupils must recognise that the two numbers will need to make 15. Various answers, for example: 9 and 6; 8 and 7.**

3a. **She is incorrect. The exchange takes place from the hundreds to the thousands ($700 + 300 = 1,000$).**

Answers – Greater Depth Add Two 4-Digit Numbers 2

Varied Fluency

1b. **B: 8,979**

2b. **8**

3b. **8,639**

4b. **For both calculations to need an exchange, the number 9 must be inserted. If 9 is used, A totals 6,819 and B totals 9,808.**

Reasoning and Problem Solving

1b. **$4,612 + 3,821 = 8,433$**

2b. **Pupils must recognise there will be a 1 from the exchange, so the numbers could be 6 and 0; 5 and 1; 4 and 2; 3 and 3.**

3b. **He is incorrect. The exchange takes place from the tens to the hundreds ($60 + 40 = 100$).**

Answers – Developing Round to the Nearest 1,000

Varied Fluency

- 1a. **B, C**
- 2a. **2,000**
- 3a. **False, A rounds to 7,000.**
- 4a. **Various answers, for example: 3,207**

Reasoning and Problem Solving

- 1a. **A – 2,714, B – 1,875, C – counters (2,231)**
- 2a. **B is the odd one out because it rounds to 4,000. A and C round to 5,000.**
- 3a. **Max is incorrect because 3,148 rounds down to 3,000 as it has a hundreds value of less than 500.**

Answers – Developing Round to the Nearest 1,000

Varied Fluency

- 1b. **A**
- 2b. **1,000**
- 3b. **False, C rounds to 2,000.**
- 4b. **Various answers, for example: 7,674**

Reasoning and Problem Solving

- 1b. **A – 2,961, B – 3,608, C – counters (3,221)**
- 2b. **C is the odd one out because it rounds to 4,000. A and B round to 5,000.**
- 3b. **Saskia is correct because 5,962 rounds up to 6,000 as it has a hundreds value of more than 500.**

Answers – Expected
Round to the Nearest 1,000

Varied Fluency

- 1a. **A**
- 2a. **9,000**
- 3a. **False, B rounds to 3,000.**
- 4a. **Various answers, for example: Eight thousand, three hundred and fifty-eight**

Reasoning and Problem Solving

- 1a. **A – 6,524, B – five thousand, six hundred and one, C – counters (6,101)**
- 2a. **C is the odd one out because it rounds to 6,000. A and B round to 5,000.**
- 3a. **Chuan is incorrect, because eight thousand, five hundred and five rounds up to 9,000 as it has a hundreds value of 500.**

Answers – Expected
Round to the Nearest 1,000

Varied Fluency

- 1b. **B, C**
- 2b. **5,000**
- 3b. **False, A rounds to 3,000.**
- 4b. **Various answers, for example: One thousand, five hundred and seventy-four**

Reasoning and Problem Solving

- 1b. **A – five thousand, six hundred and four, B – 6,418, C – counters (5,111)**
- 2b. **B is the odd one out because it rounds to 3,000. A and C round to 4,000.**
- 3b. **Isabel is correct, because six thousand, seven hundred and eleven rounds up to 7,000 as it has a hundreds value of more than 500.**

Answers – Greater Depth Round to the Nearest 1,000

Varied Fluency

- 1a. **A, C**
- 2a. **7,000**
- 3a. **False, B rounds to 3,000.**
- 4a. **Various answers, for example: Seven thousands, twenty-one hundreds, ten tens and three ones**

Reasoning and Problem Solving

- 1a. **A – base 10 and counters (3,120), B – three thousand, six hundred and eighteen, C – three thousands and fourteen hundreds**
- 2a. **C is the odd one out because it rounds to 4,000. A and B round to 3,000.**
- 3a. **Josh is incorrect because his number is 8,511 which rounds up to 9,000 as it has a hundreds value of 500.**

Answers – Greater Depth Round to the Nearest 1,000

Varied Fluency

- 1b. **B, C**
- 2b. **4,000**
- 3b. **False, C rounds to 2,000.**
- 4b. **Various answers, for example: Four thousands, fifteen hundreds, three tens and twelve ones**

Reasoning and Problem Solving

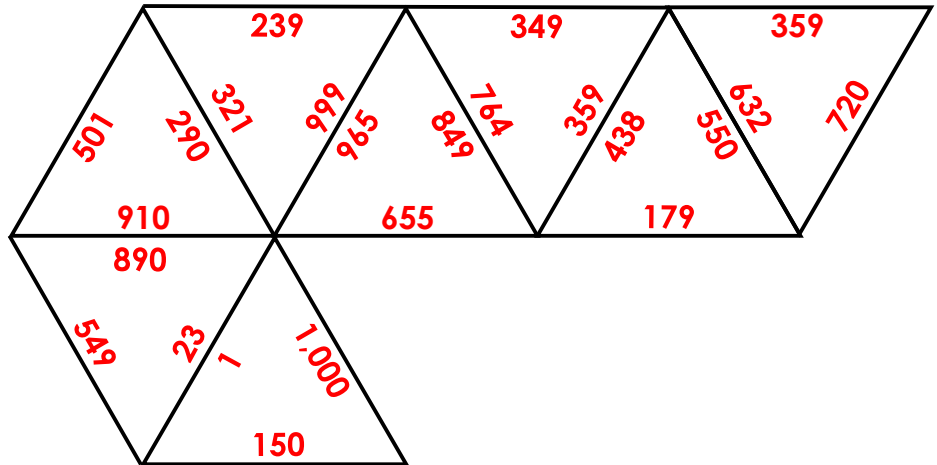
- 1b. **A – two thousands and fifty six tens, B – three thousand, four hundred and ninety nine, C – base 10 and counters (2,112)**
- 2b. **B is the odd one out because it rounds to 4,000. A and C round to 3,000.**
- 3b. **Sophie is incorrect because her number is 2,533 which rounds up to 3,000 as it has a hundreds value of 500.**

Round to the Nearest 100

1. Hiro the ninja is trying to solve an ancient puzzle.

He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.

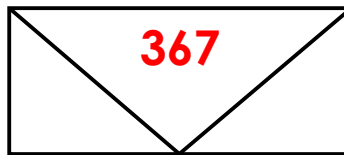
Various answers, for example:



Investigate how he could join the triangles together to solve the puzzle.

DP

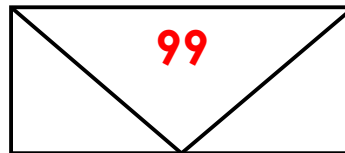
2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.



Envelope 1



Envelope 2



Envelope 3

If Zeebo deposits 1,000 Zog Dollars, explore the different combinations of money that he could have put in the three envelopes.

Various answers, for example:

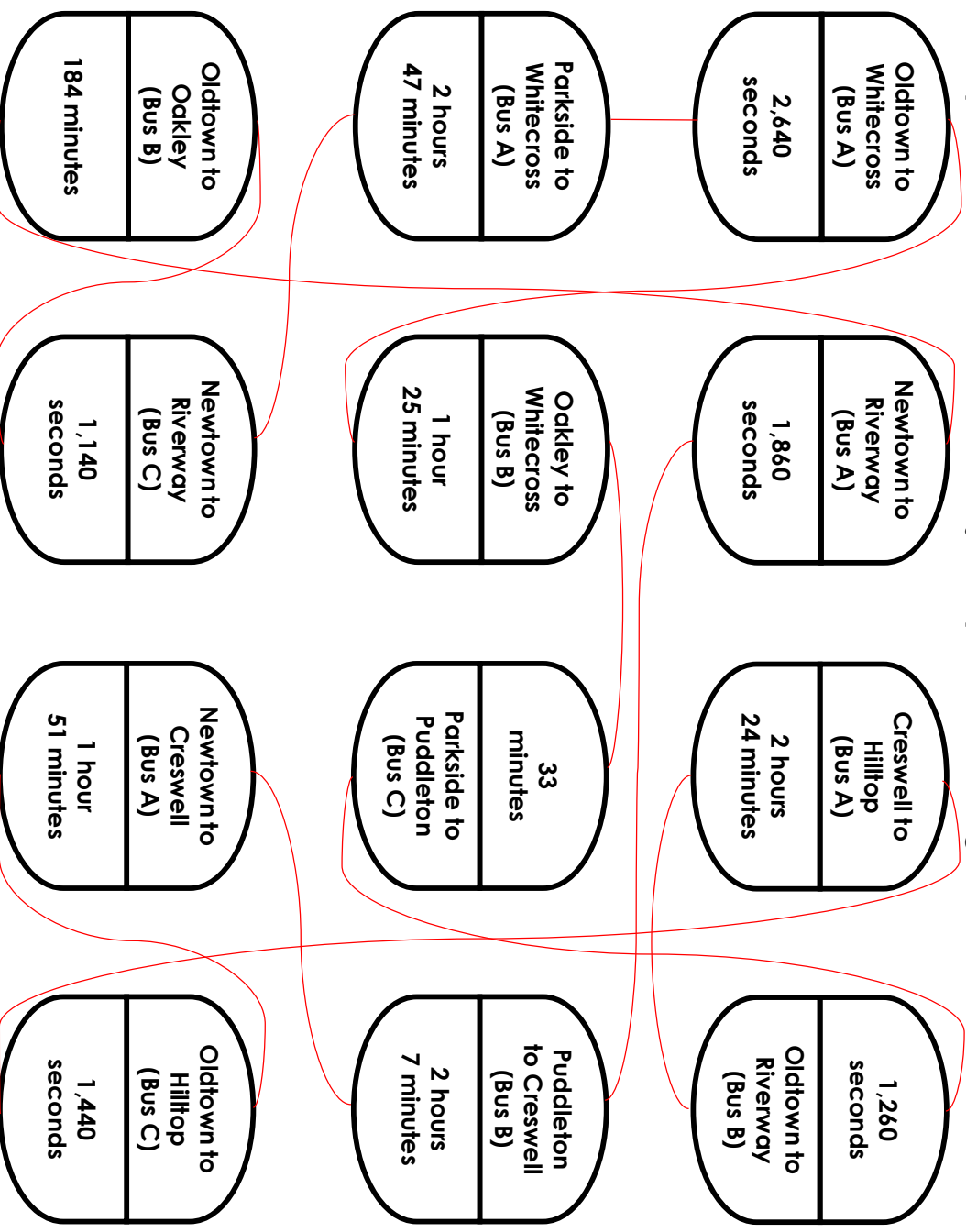
Envelope 1 – 367 (rounds to 400); Envelope 2 – 459 (rounds to 500); Envelope 3 – 99 (rounds to 100).

DP

Bus Timetable Trail Chaser

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line. Continue doing this until you have connected all of the journeys and times together.

Destination	Bus A	Bus B	Bus C
Newtown	12:05		15:25
Oldtown	12:23	13:50	15:43
Oakley	12:56	14:09	
Parkside	13:04		16:02
Puddleton		14:38	16:23
Whitecross	13:48	14:42	
Creswell	14:12	15:09	17:11
Hilltop	14:36	15:36	17:34
Riverway	15:09	16:14	18:12



Answers – Developing Direct Speech

Varied Fluency

- 1a. Go and wash your hands, the teacher said.
- 2a. **A**
- 3a. Inverted commas after 'said' circled.
- 4a. "We could play this game," said Albie.

Application and Reasoning

- 1a. Various answers, for example: "Can I watch television?" asked Tiana.
- 2a. Various answers, for example: "I'm really sorry," Tom said to his mum.
- 3a. Suzie is incorrect. 'Said' should not begin with a capital letter.

Answers – Developing Direct Speech

Varied Fluency

- 1b. Can you shut the door? asked Dan.
- 2b. **B**
- 3b. Inverted commas after 'up' circled.
- 4b. "Would you like to go swimming?" he asked.

Application and Reasoning

- 1b. Various answers, for example: "I am going to catch the bus," Lucas said.
- 2b. Various answers, for example: "Can I have pizza, please?" Kirsten asked.
- 3b. Viktor is incorrect. The second set of inverted commas should be after the question mark.

Answers – Expected Direct Speech

Varied Fluency

- 1a. Mum asked, What would you like to drink?
2a. B
3a. The inverted commas before and after 'sympathetically' circled.
4a. Sally said, "I think we should take our bikes with us."

Application and Reasoning

- 1a. Various answers, for example:
"Can I have two scones and a loaf of bread?" the old lady asked the shopkeeper.
2a. Mum shouted up the stairs, "You'll have to stop playing soon or the neighbours will complain."
3a. Dennis is incorrect. 'Get' should begin with a capital letter.

Answers – Expected Direct Speech

Varied Fluency

- 1b. I would like lemonade, replied the girl.
2b. C
3b. The inverted commas after 'raining' and 'Faye' circled.
4b. The receptionist bellowed, "Next please!"

Application and Reasoning

- 1b. Various answers, for example:
Samuel whispered to Florence, "You're my best friend."
2b. Various answers, for example:
"Come on slow coach, you'll need to speed up to keep up with me," Joe boasted.
3b. Fiona is correct. The direct speech is within inverted commas, it begins with a capital letter and ends with a question mark as it is a question.

Answers – Greater Depth Direct Speech

Varied Fluency

1a. Seb asked, Shall we take the bus?

Not today, replied Ally.

2a. B

3a. Inverted commas after 'Demi' circled.

4a. "I am going to the market." said

Adrian, "Would you like anything?"

"No thanks," answered his brother.

Application and Reasoning

1a. Various answers, for example:

"You can go in goal first," suggested Daniel.

"No, I don't want to go first," Jacob replied.

2a. Various answers, for example:

"I think we should use red paint," Mr Hill said to his wife.

"No, it would be too dark," she replied.

3a. Hamid is incorrect. There should be a comma after 'window'.

Answers – Greater Depth Direct Speech

Varied Fluency

1b. I love theme parks, declared Joe.

Me too, agreed his sister.

2b. A

3b. Inverted commas after 'down' and 'student' circled.

4b. Imran shouted to his sister, "Can you bring me a drink, please?"

"I will," she answered, "but wait a minute."

Application and Reasoning

1b. Various answers, for example:

"Do you want a cup of tea?" Samira asked her grandma.

"Yes please," she replied, "and a biscuit."

2b. Various answers, for example:

"1, 2, 3," Tom started counting.

Becky whispered, "I'm going behind this rock."

Lewis giggled, "This is fun."

3b. Louisa is incorrect. The second set of inverted commas surrounding the first speech should be after the question mark, not before.

Answers – Developing Using Fronted Adverbials

Varied Fluency

- 1a. A – 3, B – 1, C – 2
- 2a. Various answers, for example: Under the tree, the creature slept; In the kitchen, the chef cooked.
- 3a. C
- 4a. Various answers, for example: Silently, he crept through the darkness; Mysteriously, the lights flickered.

Application and Reasoning

- 1a. A – Once again, the machine would not work. B – Angrily, the lion roared.
- 2a. Later on, the tired bear returned.
- 3a. C because the adverbial tell us when the trophy was won and the correct punctuation has been used.

Answers – Developing Using Fronted Adverbials

Varied Fluency

- 1b. A – 2, B – 3, C – 1
- 2b. Various answers, for example: Nervously, the man ran; Happily, they all cheered.
- 3b. B
- 4b. Various answers, for example: Sometimes, Raj visits his grandma; Gently, the wind blew the leaves.

Application and Reasoning

- 1b. A – Yesterday, I went on a nature walk. B – At school, Emma had lots of friends.
- 2b. Usually, we have supper before bedtime.
- 3b. A because the adverbial tells us how the bells are ringing out and the correct punctuation has been used.

Answers – Developing Using Fronted Adverbials

Varied Fluency

1a. A – 3, B – 2, C – 1

2a. Various answers, for example: On the battlefield, the courageous soldiers were ready; Deep within her mountain cavern, the witch cackled loudly.

3a. A

4a. Various answers, for example: In the early morning mist, the glassy lake sparkled; Without looking, Tanya entered the dragon's lair.

Application and Reasoning

1a. A – As carefully as possible, they formed their secret plan and didn't tell a soul. B – Deep in the dark forest, the children and their friends were lost.

2a. Deep within its lair, the hungry wolf awoke.

3a. C because it is in the correct tense, it describes how the person walked along the tightrope and the correct punctuation has been used.

Answers – Developing Using Fronted Adverbials

Varied Fluency

1b. A – 1, B – 3, C – 2

2b. Various answers, for example: Waving his wand vigorously, the magician cast his clever spell; Without stopping, the intercity train sped through the station.

3b. B

4b. Various answers, for example: Trembling with fear and confusion, we hid until the danger passed; On the edge of the cliff, the figure stood silent and still.

Application and Reasoning

1b. A – As quickly as he possibly could, Bob cycled to school but he was still late. B – Glowing with pride, she accepted her gold medal for the 100m swim.

2b. When nobody was looking, they all crept forwards.

3b. B because it is in the correct tense, it describes where the children are and the correct punctuation has been used.

Answers – Greater Depth Using Fronted Adverbials

Varied Fluency

1a. A – E – 1, B – D – 3, C – F – 2

2a. Various answers, for example: In the dead of night, from deep underground, the hideous beast broke free from its lair; As evening approached, in the darkened room, he drank the mixture.

3a. A, C

4a. Various answers, for example: As the clock struck midnight, glancing anxiously at the door, Jack waited for his friends to emerge from the room they had entered almost three hours ago; Unfazed by the danger ahead, valiantly and purposefully, Dexter jumped over the fence and ran straight towards the burning building.

Application and Reasoning

1a. Various answers, for example: A – While under intense pressure from the police, he hesitantly made his confession with the light shining in his face. B – With its canons at the ready, the pirate ship sailed across the wild ocean, swaying violently in the wind.

2a. Various answers, sentences must have at least two appropriate fronted adverbials which are punctuated correctly, for example: The next morning, full of excitement, the children visited the dinosaur museum in the next town.

3a. A because two fronted adverbials have been used with the correct punctuation to describe when the cottage existed.

Answers – Greater Depth Using Fronted Adverbials

Varied Fluency

1b. A – F – 1, B – D – 3, C – E – 2

2b. Various answers, for example: From inside the great hall, with great gusto, the musicians played and the choir sang; Above the treetops, swooping and gliding, the eagle soared through the evening sky.

3b. A, B

4b. Various answers, for example: Disobeying his mother and deciding not to wait any longer, Fiaz unlocked his bedroom window and carefully made his way out of the garden; In the ancient city on the horizon, beyond the mysterious pyramids, the impossible task of unearthing the relics began.

Application and Reasoning

1b. Various answers, for example: A – Jousting ferociously against the enemy, with the king watching from afar, the brave knights fought in the castle grounds. B – Under the mask of darkness, feeling complete desperation, they frantically searched the beach beneath the cliffs.

2b. Various answers, sentences must have at least two appropriate fronted adverbials which are punctuated correctly, for example: Finally, after much anticipation, the circus was open and the children couldn't wait to visit.

3b. C because two fronted adverbials have been used with the correct punctuation to describe when and how the boy unlocked the door.

Where Does Our Food Come From? – Challenge Activity – Answers

Section A

Use the information from the text to determine whether the statement is true or false.

	True	False
The survey was carried out by the British Nutrition Foundation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cheese comes from a plant	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pasta is made from dough, a bit like bread.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tomatoes grow on a plant.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fish fingers are usually made from trout or swordfish.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Some city-living children believe that a cow is the size of a double decker bus.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Many children say they don't know very much about healthy eating.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Where Does Our Food Come From? – Challenge Activity – Answers

Section B

Use the information from the text to answer the questions.

1. Who did the British Nutrition Foundation question about where our food comes from?

children

2. What is the cheese made from buffalo's milk called?

mozzarella

3. What did some of the children that were questioned think pasta was made from?

animals

4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground.

carrot (also allow other correct answers, such as potatoes)

5. What are the two most common fish that are used in fish fingers?

haddock and cod

6. Why haven't some children ever seen a cow?

They live in cities.

7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is?

Personal answer

A Refugee Camp – Oral Teacher Questions – Answers

Why might people be living in a camp like this? **Answers should include references to people fleeing war-torn countries.**

Describe the photo in your own words. **The image shows a refugee camp with a large quantity of make-shift tents which have been pitched close together. The tents are made from a range of materials. There are a small number of people, including children, who can be seen in and amongst the tents.**

What have the tents been made from? **Blankets, sheets and tarpaulin which has been propped up by wood and tied together.**

State TWO facts and TWO opinions about this photo. **Various responses – Fact: The majority of tents are made from sheets and wooden sticks. Opinion: It would be uncomfortable sleeping in those tents.**

List 5 nouns that you can see in this photo. **Various responses – could include: people, washing, plastic chair, wooden box, tents.**

How does this photo make you feel? **Various personal responses with explanations linked to the photo.**

What do you think it is like living in this camp? **Various responses which might include both negative and positive comments, i.e. It is very overcrowded and the children have no where to play so they may get bored. The children may feel safe as they are no longer living in a country that is at war.**

What might this photo be used for? **Various responses – might include: news/newspaper report about refugees; information text about the life of refugees; poster to help raise awareness and support for refugees.**

This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining. **Various responses – might include: cold, muddy, depressing, etc.**

Using only the resources they have available, how could this camp be improved? **Various responses – might include: organising the tents into rows so that it is easier to move around the camp; having a central area to socialise, etc.**

A Refugee Camp – Vocab 1 – Answers

Write the definitions for each of these words.

refugee	a person who flees a country for safety
camp	a place of temporary accommodation with tents/huts
immigrant	a person who comes to live permanently in a foreign country
persecution	hostility and ill-treatment
migration	movement of people from one area/country to another
politics	activities associated with the governments of a country
population	the number of people living in a particular place
asylum	giving someone shelter from danger or hardship
aid	money to support a worthy person or cause
flee	run away quickly
crisis	a crucial stage or turning point in the course of something
shelter	covering that provides protection from the weather