

# Learning At Home Year 4

Use this grid to help your child work at home. Children concentrate best during the first half of the day. Make a routine that works for you. Build in fun, exercise and times to relax and laugh. A lot of our work will be set each Monday on Purple Mash. The children will find the tasks in their 2Do list. Space these out as you see fit over the week. Tell your child that school will want to see what they have been doing.

Reading	Writing	Maths																																													
<ul style="list-style-type: none"> <li>Daily reading using a home book or other reading materials e.g. a recipe, magazines, National Geographic for kids' website, BBC Bitesize reading materials.</li> </ul> <p>Continue to share your reading with an adult and record all reading in some way.</p> <ul style="list-style-type: none"> <li>Please continue to discuss your child's reading with, asking them questions about characters and the writing. Please see reading guidance for Year 4 on our website for support.</li> <li>Check out the David Walliams website where you can enter competitions, play games and hear David reading some of his own stories.</li> </ul>	<ul style="list-style-type: none"> <li>Complete grammar and writing 2Dos on Purple Mash.</li> <li>Learn weekly spellings and complete spelling homework in your homework books.</li> <li>This week's homework is to write an explanation text using these words. You may choose the topic. Find your group's spellings below:</li> </ul> <table border="1" data-bbox="562 823 1570 956"> <tr> <td colspan="5">Toucans Test date: grapheme 'th'</td> </tr> <tr> <td>this</td> <td>they</td> <td>with</td> <td>maths</td> <td>thought</td> </tr> <tr> <td>that</td> <td>than</td> <td>bath</td> <td>other</td> <td>through</td> </tr> </table> <table border="1" data-bbox="562 1031 1570 1190"> <tr> <td colspan="5">Eagles Test date: Prefixes 'a' 'al' 'ad' 'af'. 'a' means on or in. 'al' means all. 'ad' and 'af' mean towards or tending towards.</td> </tr> <tr> <td>asleep</td> <td>already</td> <td>although</td> <td>almighty</td> <td>affection</td> </tr> <tr> <td>afloat</td> <td>always</td> <td>altogether</td> <td>advance</td> <td>admire</td> </tr> </table> <table border="1" data-bbox="562 1265 1597 1425"> <tr> <td colspan="5">Macaws Test date: Prefixes 'a' 'al' 'ad' 'af'. 'a' means on or in. 'al' means all. 'ad' and 'af' mean towards or tending towards.</td> </tr> <tr> <td>asleep</td> <td>alternative</td> <td>although</td> <td>almighty</td> <td>affectionate</td> </tr> <tr> <td>afloat</td> <td>adventurous</td> <td>altogether</td> <td>advancement</td> <td>advantageous</td> </tr> </table>	Toucans Test date: grapheme 'th'					this	they	with	maths	thought	that	than	bath	other	through	Eagles Test date: Prefixes 'a' 'al' 'ad' 'af'. 'a' means on or in. 'al' means all. 'ad' and 'af' mean towards or tending towards.					asleep	already	although	almighty	affection	afloat	always	altogether	advance	admire	Macaws Test date: Prefixes 'a' 'al' 'ad' 'af'. 'a' means on or in. 'al' means all. 'ad' and 'af' mean towards or tending towards.					asleep	alternative	although	almighty	affectionate	afloat	adventurous	altogether	advancement	advantageous	<ul style="list-style-type: none"> <li>Complete a page from your mental maths homework book each week.</li> <li>Use the Times Tables Rockstars website daily. We recommend you use the 'Sound check' feature to improve speed.</li> <li>Complete a 2.5 minute set in your 'My times tables booklet' on Tuesdays.</li> <li>Complete maths 2Dos on Purple Mash.</li> </ul> <div data-bbox="1812 1129 2123 1348" data-label="Image"> </div> <p>See below about your new Sumdog learning platform!</p>
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# Family challenge project

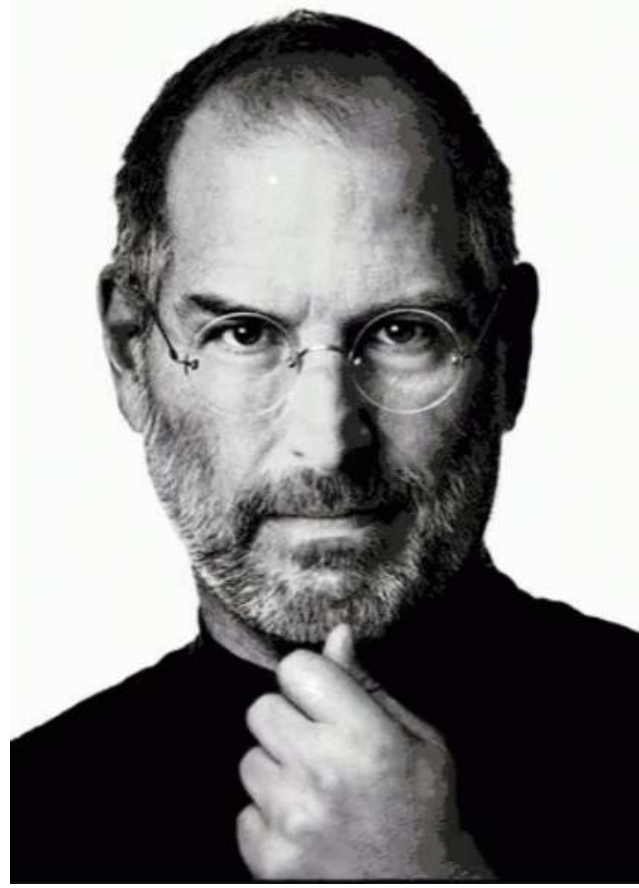
Theme for week beginning 01.06.20: *People Who Changed The World*

What interests you about this project? You set the goals!  
You could:

SCIENCE	<p>Scientists who changed the world: Find out about one / some of these amazing scientists. Choose from this page? <a href="https://www.dkfindout.com/uk/science/famous-scientists/">https://www.dkfindout.com/uk/science/famous-scientists/</a> Or this list? <a href="https://www.discovermagazine.com/the-sciences/meet-10-women-in-science-who-changed-the-world">https://www.discovermagazine.com/the-sciences/meet-10-women-in-science-who-changed-the-world</a> or Marie Currie <a href="https://www.dkfindout.com/uk/science/famous-scientists/marie-curie/">https://www.dkfindout.com/uk/science/famous-scientists/marie-curie/</a> Alexander Fleming <a href="http://www.bbc.co.uk/history/historic_figures/fleming_alexander.shtml">http://www.bbc.co.uk/history/historic_figures/fleming_alexander.shtml</a> Louis Pasteur <a href="https://www.dkfindout.com/uk/science/famous-scientists/louis-pasteur/">https://www.dkfindout.com/uk/science/famous-scientists/louis-pasteur/</a> Alan Turing <a href="https://www.dkfindout.com/uk/science/famous-scientists/alan-turing/">https://www.dkfindout.com/uk/science/famous-scientists/alan-turing/</a> Jane Goodall <a href="https://www.dkfindout.com/uk/science/famous-scientists/jane-goodall/">https://www.dkfindout.com/uk/science/famous-scientists/jane-goodall/</a></p>
HISTORY AND GEOGRAPHY	<p>Teenagers who changed the world <a href="https://www.bbc.co.uk/bbcthree/article/0e9e80de-62cb-4782-a26f-1cd480d28f26">https://www.bbc.co.uk/bbcthree/article/0e9e80de-62cb-4782-a26f-1cd480d28f26</a> Saving the rainforest a bit at a time: Fixing the rainforest: <a href="https://www.bbc.co.uk/programmes/p088c7t9">https://www.bbc.co.uk/programmes/p088c7t9</a> King Henry VIII - and how he changed the English church <a href="https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/3">https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/3</a> William Shakespeare – the greatest writer ever <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks2-shakespeares-world/z7hxpq8">https://www.bbc.co.uk/teach/class-clips-video/english-ks2-shakespeares-world/z7hxpq8</a></p>
ART AND DESIGN	<p>Inventors who changed the world Pick from this list: <a href="https://www.entrepreneur.com/slideshow/271993">https://www.entrepreneur.com/slideshow/271993</a> Elon Musk, Steve Jobs, Mark Zuckerberg Henry Ford – the car: <a href="https://www.youtube.com/watch?v=J9OgpHGxDbY">https://www.youtube.com/watch?v=J9OgpHGxDbY</a> Tim Berners Lee – the inventor of the internet <a href="http://www.bbc.co.uk/history/historic_figures/berners_lee_tim.shtml">http://www.bbc.co.uk/history/historic_figures/berners_lee_tim.shtml</a> Art that changed the way we look at things: <a href="https://www.voicemag.uk/feature/885/ten-paintings-that-changed-the-world">https://www.voicemag.uk/feature/885/ten-paintings-that-changed-the-world</a> Or pick from this list: <a href="https://therake.com/stories/icons/artists-changed-world/">https://therake.com/stories/icons/artists-changed-world/</a></p>
RE	<p>Find out about Mother Theresa and how she changed the world: <a href="https://www.historyforkids.net/mother-teresa.html">https://www.historyforkids.net/mother-teresa.html</a> The man who moved a mountain: <a href="https://www.theguardian.com/world/2018/jan/11/india-man-carves-road-through-hills-children-attend-school">https://www.theguardian.com/world/2018/jan/11/india-man-carves-road-through-hills-children-attend-school</a></p>
MUSIC	<p>Music that changed the sounds we love: <a href="https://theculturetrip.com/north-america/articles/the-10-influential-songs-that-changed-the-world/">https://theculturetrip.com/north-america/articles/the-10-influential-songs-that-changed-the-world/</a></p>

OTHER  
IDEAS

Find out about the environmental movement: <https://www.theschoolrun.com/homework-help/caring-environment>



**OXFORD READING OWL**

Our shared text this week is 'The Secret Garden. Log on and listen to this audio book for free.

[https://www.oxfordowl.co.uk/api/digital\\_books/2332.html](https://www.oxfordowl.co.uk/api/digital_books/2332.html)

Log into Oxford Owl to find it.

Oxford Owl is free and has lots of colour banded ebooks just like at school.

## Check your understanding

- How would you describe Mary at the start of the book?
- Why is Mary so determined to find a way into the locked garden?
- How does Mary change through the book? What causes this change?
- What causes Mary and Dickon to become such good friends?
- How does Mary help Colin?
- What themes can you identify in the book?
- What message do you think the author was trying to share? Do you agree with this viewpoint?
- Why do you think this story is still popular today?





# Sumdog at WSM!



## Welcome to Sumdog Year 4

You can access your own personal account by using the following details:

The username is your first name and first letter of your surname. For example: Joe Bloggs= joeb

The password for your account is WSM. This will be changed in due course and made more secure once children return to school.

The school code is **welwynst**.

Some children may have a more personalised username, due to having the same name as another child in school. This information will be sent to your parents individually.

Teachers will be setting work over the coming weeks via Sumdog. Further information on this will be sent via the upcoming home learning grids. **Download the APP for free and start playing and having FUN, FUN, FUN!!**

**Remember to continue to play Sumdog in game mode. The more games you play will help Sumdog to set your learning platform at your correct learning level.**

**Look out for the tasks which will begin to be set from your teachers!**

## **French with Madame Farrington**

Bonjour les enfants

I hope you are all well and have had a good holiday. J'espere que tout va bien et vous avez passe les bonnes vacances?

This week our theme is people who changed the world and I am going to ask you to find out about a famous French person. You can use Euroclub schools <https://www.euroclub-schools.org/famous-french-people> to choose who you would like to find out more information about.

Please write 5 facts that you have discovered about your person.

Please write a fact-file about your person

If you read all the information on the Euroclub page you can complete the famous French person worksheet by clicking on the PDF at the top right of the page.

This link also has information about many more famous French people including the scientist Louis Pasteur and Marie Curie and Louis Braille. <http://www.primaryhomeworkhelp.co.uk/france.html>

### **Extra Challenge Time**

This week, can you complete the Kitchen Challenge? See how many foods you can tick off.

Cosmic yoga, Just Dance, 5 Minute Move and Move to Learn can all be found on YouTube. BBC super movers can be found on the BBC website.

Twinkl have lots of resources for all subjects, including full home learning packs. They are offering free access for parents at [www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer) with the code CVDTWINKLHELPS

[www.nrich.maths.org](http://www.nrich.maths.org) is a free website that offer lots of maths activities for a range of ages and abilities.

You might find Phonics Play useful as well, they are also offering free access for parents with the following login details;

Username: march20

Password: home

You could buy other books like the Mental Maths Homework Book e.g. KS2 Comprehension Book 2: Year 4, Ages 8-9 (for the new National Curriculum) by Schofield & Sims , Fractions, Decimals and Percentages Book 4: Year 4, Ages 8-9

## Ideas for offline learning in maths and English

Please follow the link to download and print a protractor if you need one: <http://www.ossmann.com/protractor/>



This week we will be using White Rose Maths. Log on and follow the links provided

Remember to complete:

Complete a page from your mental maths homework book each week.

Use the Times Tables Rockstars website daily.

We recommend you use the 'Sound check' feature to improve speed.

# Maths

- Complete a 2.5 minute set in your 'My times tables booklet' on Tuesdays.
- Complete maths 2Dos on Purple Mash.



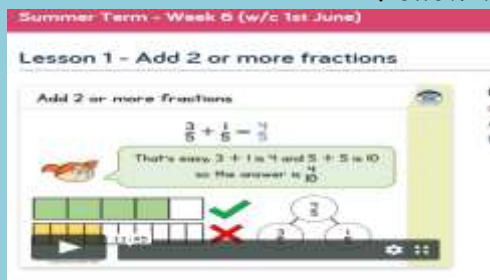
Monday

**LO: I can add 2 or more fractions**

Follow the link below and watch the Summer term week 1 lesson

Complete the maths sheet 1 provided below to test your understanding.

**Fun activity!** Looks at items you have in your house such as fruit and vegetables, toys and books. Can you arrange them into different fractions like you have seen in the video? **Give it a try!**



<https://whiterosemaths.com/homelearning/year-4/>

**TOP TIP!**  
You could try and complete a few questions each day from your mental maths book.

Tuesday

**LO: I can add 2 or more fractions**

Complete the maths sheet 2 provided below to test your understanding.



Have you tried the multiplication test on Sumsdog? Test yourself against the clock!

<https://whiterosemaths.com/homelearning/year-4/>

Wednesday

**LO: I can identify the equivalent fractions**

Complete a times table grid in your book!

**EQUIVALENT FRACTIONS BINGO**

<https://www.abcya.com/games/equivalent-fractions-bingo> Click on the link to play a game of fractions bingo!!

Can you make your own fraction wheel?

Check out maths page 5 to see an example. You can use this to help you when you complete your work or try and make your own!

Thursday

**LO: I can find the equivalent fractions**

What maths tasks have you completed on Purple Mash today?



Complete the maths sheet 4 to test your learning and understanding of equivalent fractions. Use your fractions wheel for support.



<https://www.ictgames.com/mobilePage/equivalence/index.html>

Complete the fractions game by following the Link on ICT Games.

Friday

Congratulations on an excellent week of maths! You have all been working incredibly hard. To celebrate your achievements we are sending you off to the land of Mathematica!

**TT Rockstars  
Sound Check!**  
How quick are  
you today?

Click on the link below to choose a warrior to go into battle with and answer maths questions to test your skills and knowledge.

<https://www.bbc.co.uk/bitesize/topics/zd2f7nb/articles/zn2y7nb>



Daily reading using a home book or other reading materials e.g. a recipe, magazines, National Geographic for kids' website, BBC Bitesize reading materials.

Continue to share your reading with an adult and record all reading in some way.

# English



**Monday**

**Check out the  
Oxford Owl  
reading book.  
This week is  
The Secret  
Garden.**

**LO: I can use a range of adverbs**

Follow the link below to find out about adverbs. Take the quiz afterwards to see if you understood everything!

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>



**Complete English sheet 1 to show your understanding.**

**Tuesday**

**What is the  
difference**

**LO: I can use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials)**

Watch the second video in the link below about Frank the farmer:

<https://www.bbc.co.uk/bitesize/articles/zv73bdm>



<p>between an adverb and adverbial?</p>	<p>Complete the tricky English sheet 2 to begin making up your own sentences?</p> <p><i>Perhaps you can write your own about your family?</i></p>
<p><b>Wednesday</b></p> <p>Try the reading and grammar Sumdog work and complete your diagnostic test!</p>	<p><b>LO: I can identify fronted adverbials in a sentence</b></p> <p>Well done! You have worked hard and have a good understanding of what an adverb is and you can make up your own sentences using adverbial phrases and main clauses.</p> <p>Can you work through English sheet 3 and help identify the fronted adverbials? Have a pen ready to add the comma needed!</p>
<p><b>Thursday</b></p> <p>What English tasks have you completed on Purple Mash today?</p>	<p><b>LO: I can use standard English forms of verb inflections</b></p> <p><i>What is a singular subject?</i></p> <p><i>What is a singular verb?</i></p> <p><i>What is a plural subject?</i></p> <p><i>What is a plural verb?</i></p> <p><b>WAS</b> <b>WERE</b></p> <p>Can you complete the English sheet 4 to answer some of these questions?</p>
<p><b>Friday</b></p> <p>What reading have you</p>	<p><b>LO: I can use standard English forms of verb inflections</b></p> <p>Your final English challenge of the week! You have made it! Go Y4!</p>

completed this week? Make a list of all your reading. Can you recommend a book to a friend?

Today you are going to look at a postcard. There are a range of different errors on the page. Re-write the postcard and see if you can add the corrections.

Perhaps you can write your own lockdown postcard and send it to a member of your family that you do not live with?

## Maths 1

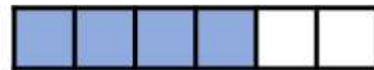
Year 4

### Comparing fractions (1)

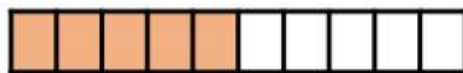


Name \_\_\_\_\_

- 1 Complete the sentence using **greater** or **less** to compare the fractions.



$\frac{4}{6}$  is \_\_\_\_\_ than  $\frac{4}{5}$



$\frac{5}{10}$  is \_\_\_\_\_ than  $\frac{5}{7}$

- 2 Complete the statements using  $<$ ,  $>$  or  $=$

$$\frac{3}{5} \bigcirc \frac{3}{4}$$

$$\frac{10}{11} \bigcirc \frac{10}{13}$$

$$\frac{6}{7} \bigcirc \frac{6}{8}$$

$$\frac{37}{40} \bigcirc \frac{37}{14}$$

- 3 Explain how you know  $\frac{5}{3}$  is greater than  $\frac{8}{4}$  without drawing a bar model or doing any calculations.

- 4 Complete the statements with a fraction with the same numerator.

$$\frac{4}{7} > \square$$

$$\frac{8}{13} < \square$$

$$\frac{6}{7} < \square$$

$$\square > \frac{3}{100}$$

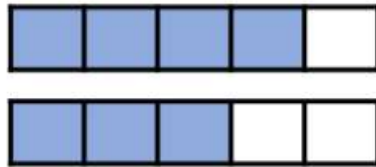
Year 4

Comparing fractions (2)

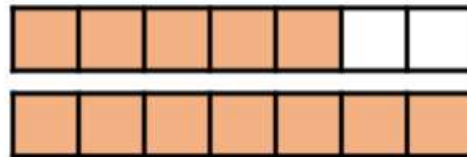


Name \_\_\_\_\_

- 1 Complete the sentence using **greater** or **less** to compare the fractions.



$\frac{4}{6}$  is \_\_\_\_\_ than  $\frac{3}{6}$



$\frac{5}{7}$  is \_\_\_\_\_ than  $\frac{7}{7}$

- 2 Complete the statements using  $<$ ,  $>$  or  $=$

$\frac{2}{5}$  ○  $\frac{3}{5}$

$\frac{11}{13}$  ○  $\frac{10}{13}$

$\frac{6}{8}$  ○  $\frac{1}{8}$

$\frac{37}{40}$  ○  $\frac{38}{40}$

- 3 Complete the statements with a fraction with the same denominator.

$\frac{4}{7} >$

$\frac{8}{13} <$

$\frac{6}{7} <$





$>$   $\frac{3}{100}$

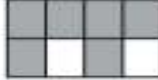



- 4 Dora says "I know that  $\frac{2}{3}$  is greater than  $\frac{1}{4}$  without doing any working out." How do you think Dora has compared the fractions?

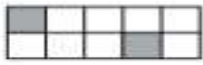



Name ..... Class ..... Date .....

**Recognise and show, using diagrams, families of common equivalent fractions**

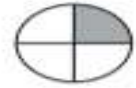
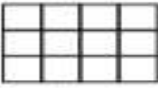

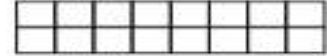
**1** For each of the following, put a circle around the shapes which have the equivalent fraction shaded. An example is shown.

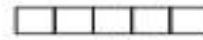
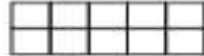

**a**  $\frac{1}{2}$     

**b**  $\frac{3}{4}$     




**c**  $\frac{1}{6}$     

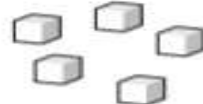


**2** Shade the equivalent fraction in each shape. An example is shown.

**a**  $\frac{1}{4}$     

**b**  $\frac{2}{5}$    

**3** For the following draw around the equivalent fraction. An example is shown.

**a**  $\frac{2}{3}$    

**b**  $\frac{1}{5}$    

## Find the Equivalent Fractions

LO: I can write the equivalent fraction.

Fill in the numerator to make the fractions equivalent.

1. $\frac{1}{2} = \frac{\square}{4}$	2. $\frac{1}{4} = \frac{\square}{8}$	3. $\frac{3}{4} = \frac{\square}{8}$
4. $\frac{1}{2} = \frac{\square}{16}$	5. $\frac{3}{4} = \frac{\square}{16}$	6. $\frac{3}{8} = \frac{\square}{16}$
7. $\frac{1}{8} = \frac{\square}{16}$	8. $\frac{5}{8} = \frac{\square}{16}$	9. $\frac{1}{4} = \frac{\square}{16}$
10. $\frac{7}{8} = \frac{\square}{16}$	11. $\frac{1}{2} = \frac{\square}{8}$	12. $1 = \frac{\square}{8}$

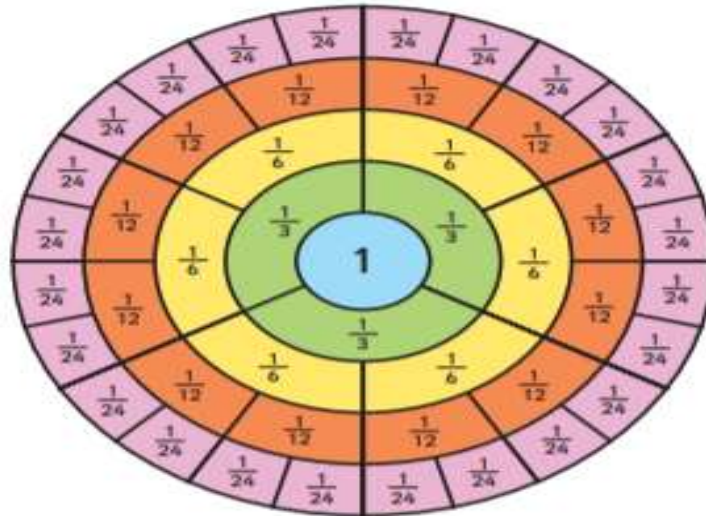
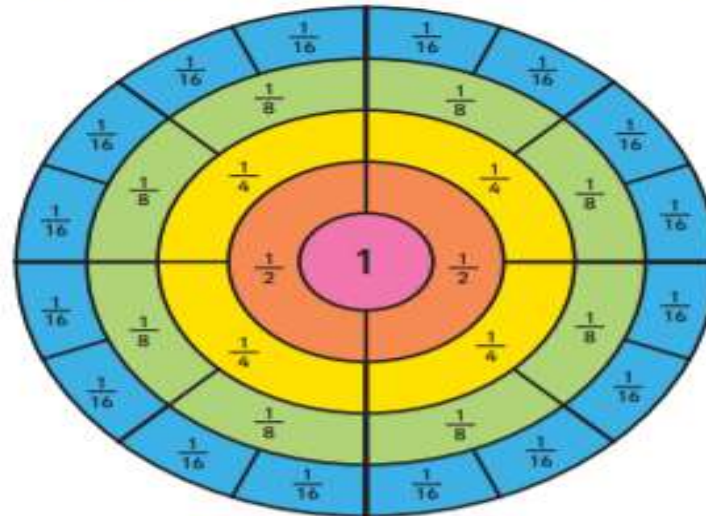
## Find the Mixed Equivalent Fractions

LO: I can write the equivalent fraction.

Complete the following fractions to make the fractions equivalent.

1. $\frac{1}{2} = \frac{\square}{8}$	2. $\frac{3}{\square} = \frac{6}{10}$	3. $\frac{3}{4} = \frac{12}{\square}$	4. $\frac{\square}{10} = \frac{1}{2}$
5. $\frac{7}{\square} = \frac{14}{16}$	6. $\frac{2}{3} = \frac{\square}{12}$	7. $\frac{\square}{6} = \frac{4}{24}$	8. $\frac{1}{8} = \frac{2}{\square}$
9. $\frac{2}{10} = \frac{\square}{5}$	10. $\frac{2}{\square} = \frac{1}{3}$	11. $\frac{4}{5} = \frac{16}{\square}$	12. $\frac{\square}{16} = \frac{1}{4}$
13. $\frac{2}{\square} = \frac{8}{20}$	14. $\frac{2}{24} = \frac{\square}{12}$	15. $\frac{\square}{8} = \frac{3}{4}$	16. $\frac{8}{16} = \frac{1}{\square}$
17. $\frac{16}{20} = \frac{\square}{5}$	18. $\frac{7}{\square} = \frac{14}{20}$	19. $\frac{2}{12} = \frac{1}{\square}$	20. $\frac{\square}{16} = \frac{5}{8}$
21. $\frac{1}{\square} = \frac{8}{40}$	22. $\frac{4}{40} = \frac{\square}{20}$	23. $\frac{\square}{3} = \frac{8}{24}$	24. $\frac{10}{12} = \frac{5}{\square}$

# Fraction Wheels



Adverbs

**Rewrite each sentence, using an adverb in place of the coloured words.**

1. The rabbit left the room **in a hurry**.
2. Eeyore stood on his head **with ease**.
3. The child was sleeping **in peace**.
4. We can look forward to the future **with hope**.
5. The Chinese vase was broken **by accident**.
6. The little boy's head was nodding **with sleep**.
7. The dog looked **with scorn** at the crisp the lady gave him.
8. Emily worked out all the sums **in her head**.
9. The gardener gazed **with pride** at his lovely roses.
10. Although outnumbered the troops fought **like heroes**.

## English 2

Adverbial Phrases	Main Clause
<b>Time – when?</b>	
yesterday evening	we walk the dog
in the morning	John eats breakfast
later on	tidy your room
as soon as possible	I went to the park
at break time	it will be time for PE
during lunch	he cycled to school
in a few minutes	Jake hurt his finger
before long	Emma got told off
after school	she runs away
within seconds	they are going to the cinema
quite slowly	the children were lost
at first	they formed a plan
tomorrow night	Jenny played football

Choose a main clause, and add detail using at least one adverbial phrase from the table above. Shade each part of the sentence in the correct colour.

**Remember:**

- Phrases can go before or after the main clause.
- Make sure your sentence makes sense.
- Add a capital letter and a full stop.
- Put a comma after each phrase and the main clause (except the last one – that’s where the full stop goes!)

Here is an example:

*Later on, Jenny played football.*

**Challenge!** Make up your own adverbial phrases to go with one of the main clauses above. Make sure you shade them the correct colour!

## Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences?

**For example:**

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Through the bushes Kian searched and searched. Under all of the rocks he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box Kian leapt up and grabbed it. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village.

3. Now, write two fronted adverbial sentences of your own, where the fronted adverbials describe the time and place of the action in your main clauses.

time \_\_\_\_\_

\_\_\_\_\_

place \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can use ~~standard~~ English forms of verb inflections.



The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb.

- Read the sentence.
- Decide whether the subject is singular or plural.
- Circle the correct verb.

was = singular      were = plural

- He (was/were) prepared for school.
- We (was/were) scared of thunder.
- I (was/were) excited about my new book.
- We (was/were) playing together as a team.
- She (was/were) my best friend.
- We (was/were) excited about the championship game.
- They (was/were) walking around the lake.
- He (was/were) a very sensible member of the class.
- Can you tell if they (was/were) prepared?
- Who (was/were) with us at the birthday party?



**Great work Y4!**

**We love seeing pictures of all your hard work.**

**Keep the work coming in and continue with  
your excellent work!**

