

# 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. Continue to share your reading with an adult and record all reading in some way.</li> <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 a playscript using these words. You may choose the scene and setting. Find your group's spellings below:</li> </ul> <table border="1" data-bbox="548 724 1579 847"> <tr> <td colspan="5"><b>Macaws Test date: 13/7/20 Common Exception Words</b></td> </tr> <tr> <td>figure</td> <td>naturally</td> <td>strength</td> <td>knowledge</td> <td>potatoes</td> </tr> <tr> <td>various</td> <td>grammatically</td> <td>separate</td> <td>question</td> <td>possession</td> </tr> </table> <table border="1" data-bbox="548 882 1554 1005"> <tr> <td colspan="5"><b>Eagles Test date: 13/7/20 Common Exception Words</b></td> </tr> <tr> <td>weight</td> <td>suppose</td> <td>strength</td> <td>opposite</td> <td>potatoes</td> </tr> <tr> <td>various</td> <td>therefore</td> <td>separate</td> <td>ordinary</td> <td>possession</td> </tr> </table> <table border="1" data-bbox="548 1040 1554 1163"> <tr> <td colspan="5"><b>Toucans Test date: 13/7/20 Common Exception Words</b></td> </tr> <tr> <td>everybody</td> <td>climb</td> <td>pretty</td> <td>pass</td> <td>move</td> </tr> <tr> <td>children</td> <td>break</td> <td>fast</td> <td>hour</td> <td>improve</td> </tr> </table>	<b>Macaws Test date: 13/7/20 Common Exception Words</b>					figure	naturally	strength	knowledge	potatoes	various	grammatically	separate	question	possession	<b>Eagles Test date: 13/7/20 Common Exception Words</b>					weight	suppose	strength	opposite	potatoes	various	therefore	separate	ordinary	possession	<b>Toucans Test date: 13/7/20 Common Exception Words</b>					everybody	climb	pretty	pass	move	children	break	fast	hour	improve	<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="1800 1077 2107 1294" data-label="Image"> </div> <p data-bbox="1736 1332 2123 1396">See below about your new Sumdog learning platform!</p>
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# Family challenge project

Theme for week beginning 13.7.20 is **OUR SCHOOL**

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

You could:

<b>SCIENCE</b>	<p>Could you create your own school lunch menu thinking about healthy eating? What would you include and why? If you are able to, have a go at making some of the choices.</p> <p>Can you make some posters to remind each other of what we should be doing to stay safe? These could include hand washing posters, social distancing posters, 'catch it, bin it, kill it' posters. Why do we need to do these things?</p>
<b>HISTORY AND GEOGRAPHY</b>	<p>Can you go on the school website and investigate the history of the school? What has changed? What has stayed the same?</p> <p>Can you use the history of the school on the website to create a timeline of how it has changed? <a href="https://welwynst-marys.herts.sch.uk/our-school/history-of-welwyn-st-marys/">https://welwynst-marys.herts.sch.uk/our-school/history-of-welwyn-st-marys/</a></p> <p>Can you make a timeline of your time at school? What did you learn in each year group? What was the best part of each year group? If you are in Reception or Year 1, you could keep this going as you move through the school.</p> <p>Could you create a map of the school grounds including the playgrounds, field and entrance? You could do an internal map of the building to show where each classroom is.</p> <p>Can you interview a member of your family and explore what their school experience was like? How did it differ from yours? What has stayed the same?</p> <p>Could you make a map of your route to school? What would you need to include?</p> <p>Could you compare our school to a school in a different country? What is the same or different and why?</p>

<p>ART AND DESIGN</p>	<p>Could you look at a picture of our school or go outside the front of school. Can you draw the school paying attention to details? What is your favourite part of our school and why? Which media would you like to use to draw the school? Can you create a 3D model of the school or your classroom? What materials would you use?</p>
<p>RE</p>	<p>Look at our school prayer. Can you write a prayer for your class or for the school? What are you thankful for?  Can you write a thank you letter to Reverend David to thank him for his assemblies during lockdown? What have you enjoyed about them?</p>
<p>MUSIC</p>	<p>Can you make up a song about your class? What would you want to tell somebody joining that class?  Can you make up a song or chant about your house?</p>
<p>OTHER IDEAS</p>	<p>What makes our school special and unique? Can you share what makes our school special to you?  Can you design a new t-shirt for PE? You could add something to show which house you are in?  Could you design a house logo?</p>



# OXFORD READING OWL

Our shared text this week is Space Scientist! 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.

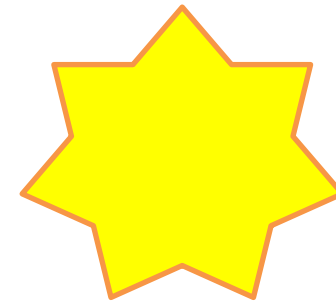
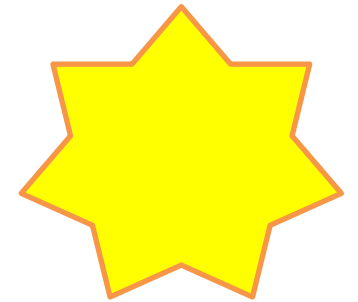
Oxford Owl is free and has lots of colour banded ebooks just like at school.

## After reading

- Can you remember the names of the television shows which made Maggie feel excited about space as a child?
- What problems did Maggie face and how did she overcome them?
- Maggie knew she wanted to be a space scientist and worked hard to achieve this. What are your dreams and what inspires you?

## Book quiz

- 1 Maggie studied three different sciences at school, but which one did she concentrate on at university?  
a biology      b physics      c chemistry
- 2 Which country did Maggie travel to when she worked on the Gemini South telescope?
- 3 What name did Maggie give to the talks she carried out in schools?





# Sundog at WSM!

## Welcome to Sundog Year 4



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

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

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 Sundog. Further information on this will be sent via the upcoming home learning grids.

**and having FUN, FUN, FUN!!**

**Download the APP for free and start playing**

# French with Madame Farrington

Bonjour les enfants

I hope that you are all well and continuing to practice French each week. This week I would like you to revise introducing yourself.

Have a look at this lesson from the Oak National Academy

<https://classroom.thenational.academy/lessons/introducing-yourself-3cf22f/activities/2>

Have a go at writing the answers for yourself and practice asking and answering these questions.

I am hoping to establish a link with a school in France in September so it would be great if you could write a letter introducing yourself to a penfriend. You could tell them your favourite foods

Salut

Je m'appelle Hugo. J'ai sept ans. J'ai une sœur.

J'aime les bananes et les frites.

Comment t'appelles-tu ?

Remember to login to Babelzone over the summer and play some games to practice your French, username welwyn, password french.

Bonnes vacances

Madame Farrington

# 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

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

## LO: Multiplication

This week we are going to be revising our multiplication .

Have a go on TT Rockstars! Set yourself a challenge to get your quickest time and highest score.

Complete the maths sheet 1

Tuesday

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


## LO: Multiplication

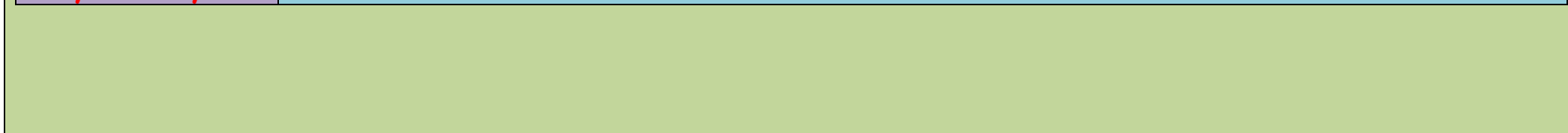
Speed test!

Try and complete the multiplication challenge on Sumdog set by your teachers.  
Complete challenge sheet 2! Try and complete as much as you can in 5 minutes.

**Good luck!**



<p><b>Wednesday</b></p> <p><b>Complete a times table grid in your book!</b></p>	<p><b>LO: Multiplication</b></p> <p>Well done for your hard over the past few days. Today you are having a go at a similar speed test with finding the missing numbers. Use your multiplication knowledge to work out what the missing number is.</p> <p><b>Complete challenge sheet 3.</b></p>
<p><b>Thursday</b></p> <p><b>What maths tasks have you completed on Purple Mash today?</b></p>	<p><b>LO: multiplication</b></p> <p><b>Colouring special!</b></p> <p>Find the colours in your house that you need for the challenge sheet. Take your time with answering the questions and matching up the answer to the colour.</p> <p><b>complete challenge sheet 4</b></p>
<p><b>Friday</b></p> <p><b>TT Rockstars Sound Check!</b> <b>How quick are you today?</b></p>	<p><b>Maths Frenzy!</b></p> <p><b>Can you complete a TT rockstars timed challenge, Sumdog maths zone games and a Purple Mash maths 2do?</b></p> 





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 Selkie Summer.**

**LO: I can use subordinate conjunctions to expand sentences**

Look at English Sheet 1. These are examples of subordinate clauses. They each add different information to a main clause.

Can you write a sentence with a subordinate clause for each of the conjunctions?

You might want to use this main clause: The dog barked.

Can you move the subordinate clause around in your sentences?

**Tuesday**

**Can you remember what a fronted adverbial is? How many can you find in your work from yesterday?**

**LO: I can extend sentences using prepositions and modifying adjectives.**

Have a look at English Sheet 2. There are list of nouns, adjectives and prepositions. Can you choose something from each list to make some extended sentences with lots of detail?

Can you try using your own nouns, adjectives and prepositons?

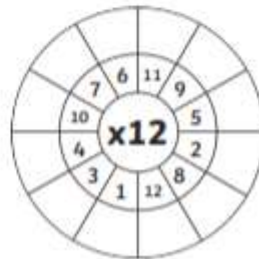
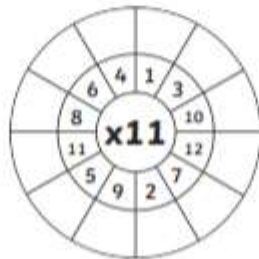
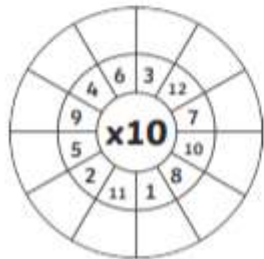
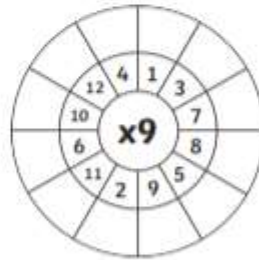
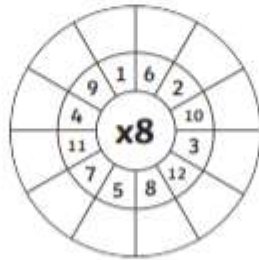
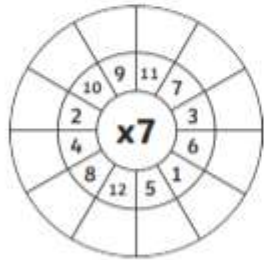
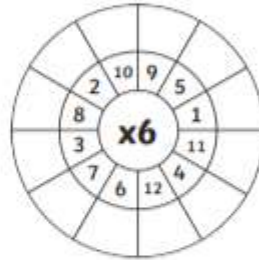
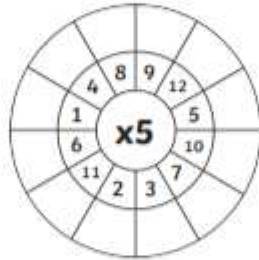
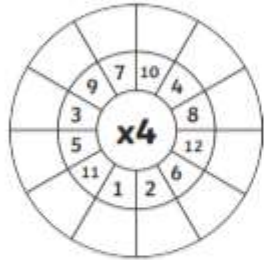
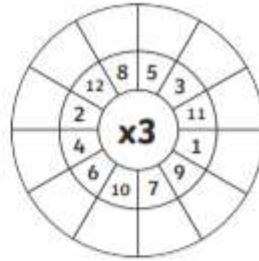
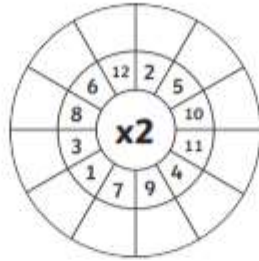
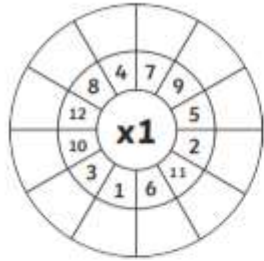
Can you put your sentences together in a paragraph?

<p><b>Wednesday</b></p> <p><b>Try the reading and grammar Sumdog work and complete your diagnostic test!</b></p>	<p><b>LO: I can open sentences with fronted adverbials.</b></p> <p>Look at English Sheet 3. These are examples of fronted adverbials. These go at the FRONT of a sentence. After a fronted adverbial, we need to use a comma to separate it from the main clause.</p> <p>Can you come up with a main clause to follow some of these fronted adverbials?</p> <p>Can you extend your sentences using your previous learning?</p>
<p><b>Thursday</b></p> <p><b>What English tasks have you completed on Purple Mash today?</b></p>	<p><b>LO: I can use higher level vocabulary and extended sentences to describe a setting.</b></p> <p>Look at English Sheet 4. These are some great adjectives for describing a setting.</p> <p>Could you use some of them to write a paragraph describing your house? Try to use some fronted adverbials, prepositions and subordinate clauses to expand your sentences and provide more details.</p> <p>Can you swap the clauses in your sentences around?</p>
<p><b>Friday</b></p> <p><b>What reading have you completed this week? Make a list of all your reading. Can you recommend a book to a friend?</b></p>	<p><b>LO: I can use higher level vocabulary and extended sentences to describe a character.</b></p> <p>Look at English Sheet 5. These are some great adjectives to describe a character.</p> <p>Could you use some of them to write a paragraph describing someone in your home? Try to use some fronted adverbials, prepositions and subordinate clauses to expand your sentences and provide more details.</p> <p>Can you swap the clauses in your sentences around?</p>

# Maths 1

## Multiplication Wheels

Multiply the numbers by the middle number.



## Maths 2

# Ultimate Times Table Challenge

Name:

Number Correct:

Time Taken:

Previous Score:



1x1=	11x12=	10x12=	3x5=	1x9=	7x1=
1x5=	1x2=	2x5=	4x1=	2x9=	4x5=
3x1=	3x3=	9x12=	3x7=	6x1=	3x11=
1x4=	4x3=	1x3=	11x7=	4x9=	3x9=
5x1=	8x9=	5x5=	8x12=	2x7=	5x11=
10x3=	6x3=	1x11=	2x11=	11x11=	1x7=
5x3=	9x7=	7x5=	7x7=	7x9=	10x5=
8x1=	10x1=	5x7=	6x5=	3x8=	8x11=
9x1=	9x3=	3x10=	9x9=	4x7=	8x7=
11x9=	6x8=	6x11=	10x7=	10x9=	10x11=
11x1=	11x3=	11x5=	2x3=	4x11=	8x5=
12x5=	12x12=	5x4=	12x7=	12x9=	12x11=
2x1=	8x3=	6x7=	1x12=	1x10=	7x3=
2x2=	9x11=	2x6=	2x8=	2x12=	7x6=
11x4=	3x4=	5x9=	12x2=	2x4=	1x6=
4x2=	4x4=	4x6=	6x9=	4x10=	9x5=
5x2=	10x2=	12x1=	5x8=	3x6=	7x11=
7x4=	6x4=	6x6=	12x3=	6x2=	8x4=
7x2=	9x2=	2x10=	5x10=	1x8=	5x6=
7x8=	6x10=	12x10=	12x4=	8x10=	8x2=
10x4=	9x4=	3x12=	9x8=	12x8=	8x6=
11x6=	9x6=	10x6=	3x2=	4x12=	9x10=
11x2=	6x12=	5x12=	11x8=	11x10=	8x8=
7x12=	10x10=	12x6=	7x10=	4x8=	10x8=

# Maths 3

## Ultimate Times Tables Missing Numbers Challenge

Name: \_\_\_\_\_ Number Correct: \_\_\_\_\_

Date: \_\_\_\_\_ Previous Score: \_\_\_\_\_

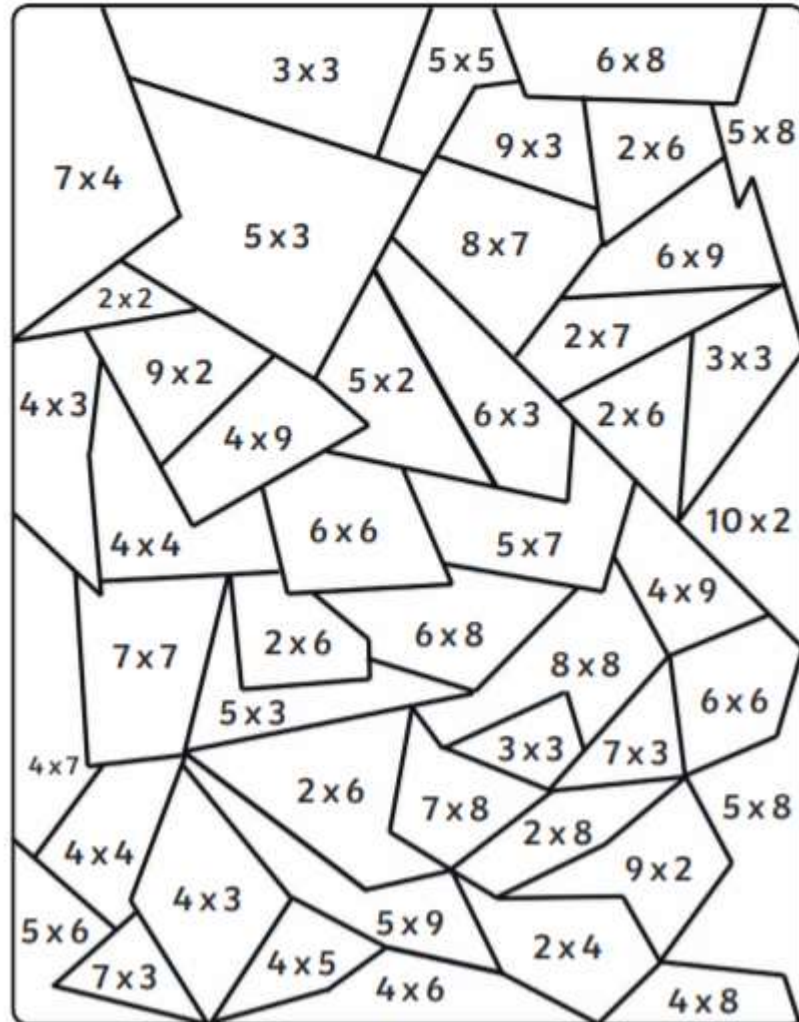
$2 \times \_ = 8$	$40 = \_ \times 10$	$12 \times \_ = 144$	$11 \times 7 = \_$	$\_ \times 3 = 21$	$48 = 12 \times \_$
$\_ \times 1 = 3$	$\_ \times 4 = 24$	$\_ \times 5 = 30$	$35 = \_ \times 5$	$8 \times \_ = 72$	$8 \times \_ = 24$
$\_ = 5 \times 2$	$3 \times \_ = 21$	$4 \times \_ = 44$	$\_ \times 8 = 40$	$5 \times 4 = \_$	$120 = \_ \times 10$
$4 \times \_ = 16$	$8 \times 11 = \_$	$48 = 6 \times \_$	$9 \times \_ = 36$	$11 \times \_ = 121$	$\_ \times 4 = 16$
$10 \times \_ = 60$	$7 \times \_ = 35$	$9 \times \_ = 90$	$1 \times \_ = 8$	$18 = 3 \times \_$	$9 \times \_ = 18$
$\_ \times 4 = 8$	$\_ \times 9 = 18$	$\_ \times 6 = 12$	$12 \times 6 = \_$	$\_ \times 6 = 48$	$30 = \_ \times 5$
$16 = 8 \times \_$	$8 \times \_ = 80$	$7 \times 7 = \_$	$\_ \times 9 = 63$	$\_ \times 9 = 27$	$9 \times \_ = 36$
$5 \times 3 = \_$	$\_ \times 2 = 12$	$\_ \times 1 = 8$	$\_ \times 10 = 30$	$24 = 4 \times \_$	$2 \times \_ = 14$
$\_ \times 3 = 30$	$20 = \_ \times 5$	$\_ \times 9 = 81$	$9 \times \_ = 54$	$\_ \times 7 = 49$	$8 \times 5 = \_$
$\_ \times 1 = 12$	$12 \times \_ = 72$	$36 = 12 \times \_$	$\_ \times 4 = 12$	$12 \times \_ = 144$	$3 \times \_ = 12$
$3 \times \_ = 18$	$\_ = 3 \times 3$	$10 \times 12 = \_$	$8 \times \_ = 64$	$6 \times \_ = 18$	$\_ \times 6 = 36$
$\_ \times 4 = 44$	$8 \times \_ = 32$	$8 \times \_ = 56$	$\_ = 2 \times 7$	$8 \times \_ = 56$	$\_ \times 9 = 99$
$7 \times \_ = 14$	$\_ \times 4 = 16$	$\_ \times 10 = 30$	$12 \times \_ = 132$	$4 \times 10 = \_$	$28 = 4 \times \_$
$8 \times 3 = \_$	$\_ \times 7 = 70$	$5 \times \_ = 40$	$25 = \_ \times 5$	$\_ \times 2 = 16$	$9 \times 3 = \_$
$20 = 4 \times \_$	$5 \times \_ = 25$	$\_ \times 2 = 4$	$\_ \times 8 = 16$	$\_ \times 4 = 28$	$5 \times \_ = 25$
$11 \times \_ = 99$	$\_ \times 3 = 33$	$9 \times 5 = \_$	$24 = 8 \times \_$	$9 \times \_ = 45$	$7 \times \_ = 21$
$\_ \times 3 = 12$	$\_ \times 4 = 36$	$3 \times \_ = 12$	$77 = 11 \times \_$	$\_ \times 6 = 72$	$\_ \times 4 = 24$
$9 \times \_ = 18$	$\_ = 7 \times 1$	$8 \times \_ = 32$	$\_ \times 6 = 18$	$3 \times 3 = \_$	$12 \times \_ = 24$
$5 \times 10 = \_$	$\_ \times 11 = 66$	$\_ \times 9 = 45$	$\_ = 11 \times 8$	$8 \times \_ = 48$	$\_ \times 5 = 45$
$\_ \times 2 = 6$	$\_ \times 6 = 36$	$48 = \_ \times 4$	$12 \times \_ = 144$	$5 \times \_ = 60$	$7 \times \_ = 49$
$\_ \times 3 = 21$	$10 \times \_ = 50$	$5 \times \_ = 10$	$15 = \_ \times 3$	$4 \times \_ = 12$	$\_ \times 8 = 96$
$8 \times \_ = 40$	$18 = \_ \times 3$	$9 \times 1 = \_$	$2 \times \_ = 12$	$7 \times \_ = 42$	$3 \times \_ = 24$
$11 \times 2 = \_$	$9 \times \_ = 27$	$\_ \times 7 = 14$	$9 \times \_ = 27$	$66 = \_ \times 6$	$5 \times \_ = 15$
$\_ \times 12 = 60$	$10 \times 10 = \_$	$12 \times \_ = 84$	$\_ \times 2 = 16$	$32 = 8 \times \_$	$\_ \times 12 = 144$

# Maths 4

## Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10    11-20    21-30    31-40    41-50    51-60    61-70  
light blue    purple    pink    yellow    green    orange    dark blue



# SUBORDINATING CONJUNCTIONS

## Comparison

Than  
Rather than  
Whether  
As much as  
Whereas

## Time

After  
As soon as  
Until  
Whenever  
Now that

## Concession

Though  
Although  
Even though



## Relative Pronouns

Who  
Whoever  
Whom  
Whomever  
Whose

## Reason

Because  
Since  
So that  
In order (to)  
As

## Condition

If  
Only if  
Unless  
Provided that  
Assuming that

## Place

Where  
Wherever



## Relative Adjectives

That  
Whatever  
Which  
Whichever

## Manner

How  
As though  
As if



## Using Modifying Adjectives and Preposition Phrases - to create expanded noun phrases

An expanded noun phrase provides extra information about the noun. You can use adjectives and preposition phrases to modify the description given by the noun and provide clarity in your writing.

### noun phrase

your sister  
the town  
the castle  
a man  
my bag  
some cats  
a bunch of flowers  
my cousin  
the bird  
our car  
the meal  
the tree  
an insect  
the present

### adjectives

**colour** – red, green, turquoise, silver, gold, blue, purple, white, black  
**size** – gigantic, minuscule, huge, miniature, tiny, vast, colossal, massive, enormous  
**condition** – pristine, shabby, neat, tidy, dirty, tatty, dilapidated, spotless  
**age** – ancient, young, ten-year-old, newborn, prehistoric, old, new  
**personality** – kind, obnoxious, shy, generous, grumpy, mischievous, cunning, helpful, friendly  
**texture** – wrinkly, silky, smooth, shiny, crumpled, prickly, bumpy, crunchy, soft, hard  
**feeling** – despondent, ecstatic, indecisive, heartbroken, exhausted, agitated, anxious, jovial  
**appearance** – muscular, cute, handsome, gruesome, thin, fat, tall, blue-eyed, colourful, hideous  
**shape** – circular, square, oval, rectangular, irregular  
**origin/nationality** – Australian, New Zealand, Asian, British, Viking

### preposition phrase

beside the river  
near the town  
with the \_\_\_\_\_ hair  
in the water  
down the road  
during the night  
through the winter  
this evening  
on the table  
between the houses  
underneath the waterfall  
before morning  
towards home  
from my grandparents  
because of the weather

## Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



## Using Higher Level Vocabulary: **Fiction Writing** **To Describe Settings**

attractive  
awe-inspiring  
beautiful  
breathtaking  
glorious  
magnificent  
spectacular

grand  
impressive  
majestic  
regal  
splendid  
stately  
lavish

bustling  
busy  
crowded  
hectic  
lively  
swarming  
teeming

disgusting  
hideous  
horrible  
ugly  
unappealing  
unattractive  
unsightly

creepy  
eerie  
frightening  
scary  
sinister  
spine-chilling  
unnerving

calm  
noiseless  
peaceful  
quiet  
silent  
still  
tranquil

## Using Higher Level Vocabulary: **Fiction Writing** **To Describe Characters**

amiable  
charming  
delightful  
good natured  
likable  
nice  
pleasant

attractive  
beautiful  
exquisite  
gorgeous  
handsome  
stunning  
winsome

audacious  
bold  
brave  
courageous  
fearless  
plucky  
valiant

disagreeable  
horrible  
insufferable  
loathsome  
nasty  
obnoxious  
unpleasant

grotesque  
hideous  
repugnant  
repulsive  
revolting  
ugly  
vile

almighty  
big  
enormous  
gargantuan  
gigantic  
humongous  
massive