

Year 4

Learning Activity Booklet

For Maths & English



Name:

Class:

SECTION A

1

$32 + 41$

2

$406 + 322$

3

$647 + 322$

SECTION B

1

$634 + 75$

2

$504 + 378$

3

$318 + 664$

SECTION C

1

$724 + 197$

2

$786 + 195$

3

$532 + 683$

4

$458 + 889$

5

$845 + 375$

6

$42 + 46 + 987$

SECTION A

1

$56 - 23$

2

$438 - 21$

3

$657 - 200$

SECTION B

1

$526 - 42$

2

$734 - 517$

3

$800 - 256$

SECTION C

1

$885 - 287$

2

$423 - 165$

3

$802 - 586$

4

$923 - 487$

5

$742 - 186$

6

$834 - 386$

SECTION A

1 $16 + \square = 19$

2 $\square - 12 = 3$

3 $\square - 201 = 538$

4 $\square + 235 = 589$

SECTION B

1 $\square - 6 = 86$

2 $\square + 8 + 9 = 37$

3 $438 + \square = 781$

4 $\square - 3824 = 2345$

SECTION C

1 $348 + \square = 362$

2 $\square - 605 = 208$

3 $\square - 3058 = 4267$

4 $\square + 186 + 375 = 2848$

SECTION A

1 $3 \times \square = 12$

2 $\square \times 37 = 37$

3 $\square \div 5 = 7$

4 $64 \div \square = 8$

SECTION B

1 $2 = \square \div 16$

2 $7 \times 20 = \square$

3 $4 \times 3 \times 7 = \square$

4 $64 \div 4 = \square$

SECTION C

1 $\square \div 13 = 9$

2 $14 \times 21 = \square$

3 $\square = 25 \times 16$

4 $\square \times 8 \times 14 = 224$

SECTION A

1	11×8

2	43×2

3	33×3

SECTION B

1	41×9

2	23×4

3	38×3

SECTION C

1	$6 \times 4 \times 7$

2	42×8

3	23×9

4	64×7

5	78×5

6	86×6

SECTION A

1 $86 \div 2$

2 $88 \div 8$

3 $44 \div 2$

SECTION B

1 $74 \div 2$

2 $54 \div 3$

3 $91 \div 7$

SECTION C - For these, first work out the calculation in brackets, and then divide your answer by the number shown

1 $(40 + 52) \div 2$

2 $(35 \times 2) \div 5$

3 $(60 + 12) \div 3$

SECTION A - Where you can, try to write your answers as whole or mixed numbers

1	$\frac{1}{10} \times 3$									

2	$1\frac{1}{5} \times 2$									

SECTION B - Where you can, try to write your answers as whole or mixed numbers

1	$\frac{4}{9} \times 2$									

2	$\frac{3}{100} \times 7$									

3	$2\frac{3}{10} \times 3$									

4	$6\frac{2}{7} \times 2$									

SECTION C - Where you can, try to write your answers as whole or mixed numbers.
If you can, write your answer to question 4 in its lowest terms

1	$\frac{4}{33} \times 7$									

2	$\frac{3}{7} \times 6$									

3	$6\frac{4}{10} \times 5$									

4	$1\frac{3}{4} \times 6$									

SECTION A

1 $\frac{1}{2}$ of 16

2 $\frac{1}{4}$ of 28

3 $\frac{1}{6}$ of 36

SECTION B

1 $\frac{1}{6}$ of 54

2 $\frac{1}{7}$ of 84

3 $\frac{2}{5}$ of 25

SECTION C

1 $\frac{1}{3}$ of 42

2 $\frac{1}{5}$ of 80

3 $\frac{3}{8}$ of 48

4 $\frac{7}{10}$ of 110

5 $\frac{5}{6}$ of 72

6 $\frac{2}{7}$ of 42

SECTION A

1 $30 \div 10 = \square$

2 $400 \div 10 = \square$

3 $530 \div 10 = \square$

4 $100 \div 100 = \square$

SECTION B - Write your answers as decimal fractions

1 $2 \div 10 = \square$

2 $\square = 9 \div 10$

3 $\square = 36 \div 100$

4 $57 \div 100 = \square$

SECTION C - Write your answers as decimal fractions

1 $\square = 23 \div 10$

2 $46 \div 10 = \square$

3 $34 \div 100 = \square$

4 $1 \div 100 = \square$

SECTION A

1 $50 \div 10 = \square$

2 $300 \div 10 = \square$

3 $570 \div 10 = \square$

4 $600 \div 100 = \square$

SECTION B - Write your answers as decimal fractions

1 $1 \div 10 = \square$

2 $\square = 5 \div 10$

3 $78 \div 100 = \square$

4 $\square = 88 \div 100$

SECTION C - Write your answers as decimal fractions

1 $71 \div 10 = \square$

2 $99 \div 100 = \square$

3 $\square = 5 \div 100$

4 $130 \div 100 = \square$

Count in multiples of 6

1 Write the missing numbers by counting on **6** each time. Some are completed for you.

a	1	7	13			
b	15		27			
c	92					
d	993					

2 Write the missing numbers on the number lines below.

a

b



3 For the following, find the missing numbers by counting back **6**. An example is shown.

a	54	48				
b	97					
c	217					
d	2008					

Use the value of known and derived facts to multiply and divide mentally, including by 0 and 1

1 Complete the following.

a $73 \times 6 = 438$, so $73 \times 60 =$ and $73 \times 600 =$

b $84 \times 80 = 6720$, so $84 \times 8 =$ and $84 \times 800 =$

c $4 \times 8 = 32$, so $320 \div 80 =$ and $3200 \div 40 =$

d $6 \times 9 = 54$, so $90 \times 60 =$ and $5400 \div 9 =$

2 Look at the clues to help solve these calculations.

CLUES: To multiply by 4, double and double again.

To multiply by 5, multiply by 10 and halve.

To divide by 20, divide by 10 and halve.

a $16 \times 4 =$ $41 \times 4 =$

b $42 \times 5 =$ $72 \times 5 =$

c $740 \div 20 =$ $2420 \div 20 =$

d $104 \div 4 =$ $2420 \div 5 =$ $14 \times 20 =$



3 Solve the following.

a $3852 \div 1 =$ $83 \times 1 \times 5 =$ $26 \times 8 \times 1 =$

b $4753 \times 1 \times 0 =$ $3976 \div 1 =$

c $470 \times 2 \times 1 =$ $7856 \times 2 \times 0 =$

Recall multiplication and division facts for tables up to 12×12

1 Complete the following, as quickly as you can.

a $4 \times 7 = \square$ $4 \times \square = 48$

b $6 \times \square = 48$ $9 \times 6 = \square$

c $9 \times \square = 27$ $54 \div 9 = \square$

d $12 \times 8 = \square$ $7 \times \square = 56$

e $11 \times 11 = \square$ $12 \times 12 = \square$



2 Complete the missing numbers in the multiplication table, as quickly as you can.



\times	4		7			
5		30			55	
	44					132
	48			96		

3 Complete the calculations below.

a

```

      4 × [ ]
      /  \
6 × [ ] — (36) — [ ] × 3
    
```

c

```

      [ ] × 12
      /  \
8 × [ ] — (72) — [ ] × 3 × 3
    
```

b

```

      [ ] × 8
      /  \
4 × [ ] — (48) — 2 × [ ]
    
```

d

```

      1 × [ ] × 8   12 × [ ]
      /  \         /  \
      (96) — 3 × 4 × [ ] — 2 × 4 × [ ]
    
```

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 $\frac{1}{5}$

Convert between different units of measure – capacity

1 Convert the units of measure below.

a 1 litre = millilitres

d 500 ml = l

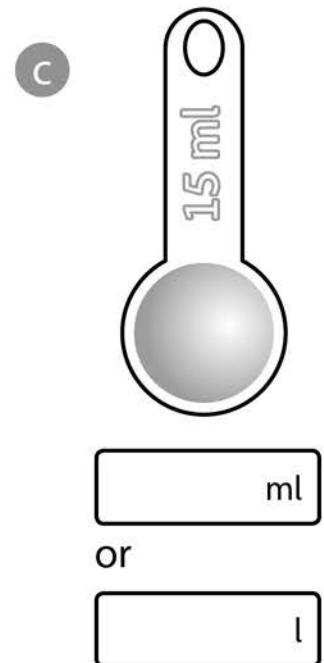
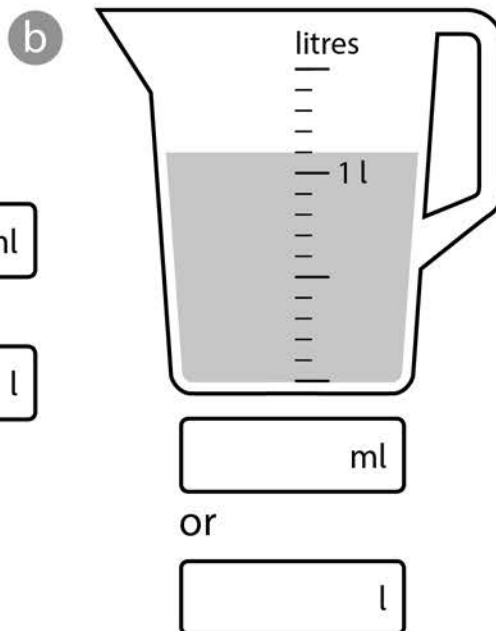
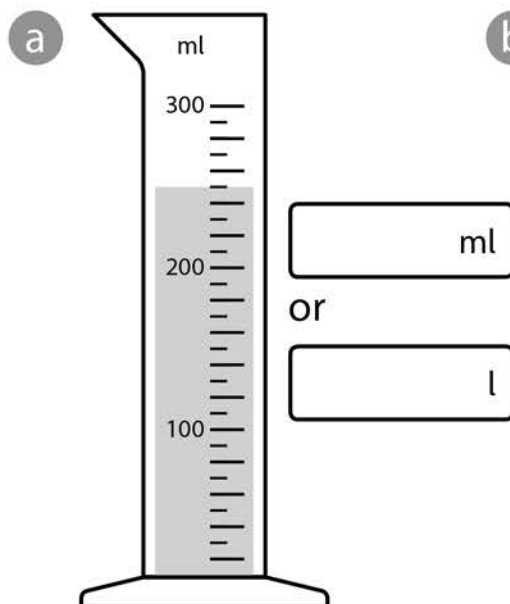
b 4.6 litres = millilitres

e 1750 ml = l

c 8.24 litres = millilitres

f 2472 ml = l

2 What measurement is shown on each scale?



3 A fish bowl contained **572 ml** of water.

How many **litres** of water were in the fish bowl? l

4 In one week, Dwayne drank **5.04 litres** of milk.

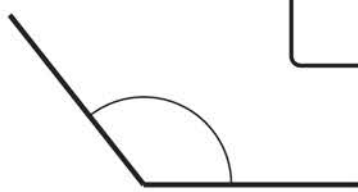
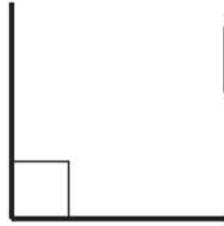


How many **millilitres** did he drink? ml

5 Year 4 were measuring rainfall. The rain filled **3 one-litre** containers and it reached **326 millilitres** in the fourth. How much rain fell altogether?

Give your answer in **millilitres** and **litres**. ml or l

Identify acute and obtuse angles

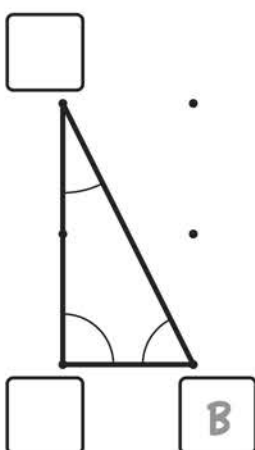
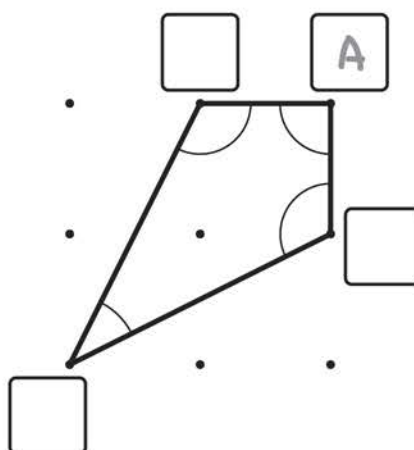
- 1** Write the name of each type of angle, choosing one of the following:
straight angle, obtuse angle, right angle, acute angle.

<p>a</p>  <p>angle</p>	<p>c</p>  <p>angle</p>
<p>b</p>  <p>angle</p>	<p>d</p>  <p>angle</p>

- 2** Now identify the type of angle for each of the following.

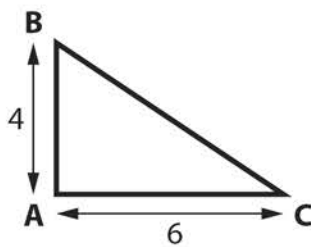
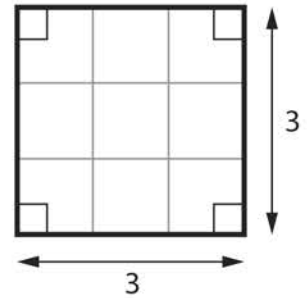
a 23° angle	d 180° angle
b 174° angle	e 89° angle
c 90° angle	f 98° angle

- 3** In each of the following shapes, write a letter by each vertex to show the type of angle.
A = right angle; **B** = acute angle; **C** = obtuse angle. Examples are shown.

	
---	--

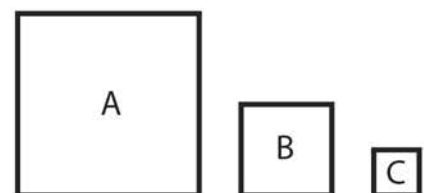
Draw a pair of axes in one quadrant, with equal scales and integer labels

- 1 Use squared paper and follow the instructions below.
 - a Draw an x-axis (horizontal) with a scale from **0 – 10**, increasing in ones.
 - b Draw a y-axis (vertical) with a scale from **0 – 8**, increasing in ones.
 - c Write the scale on each axis.
 - d Now draw a square, with sides **3** units.
 - e Write the co-ordinates for each point on your square.
 - f Next, draw a right-angled triangle. The right angle should be at point **A**, side **AB** should be **4** units and side **AC** should be **6** units.



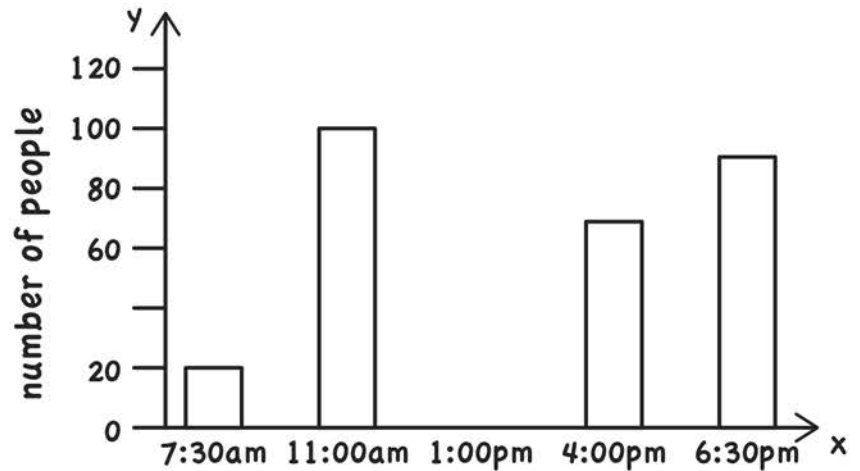
- g Write the co-ordinates for each point on your triangle.

- 2 Now try the following on squared paper.
 - a Draw an x-axis with scale, increasing in fives, from **0 – 60**.
 - b Draw a y-axis with a scale, increasing in fives from **0 – 80**.
 - c Write the scale on each axis.
 - d Draw 3 squares. Make the sides of **square A** twice the length of the sides of **square B**, and the sides of **square B** twice the length of the sides of **square C**.
 - e Write the co-ordinates for each point on your squares.



Interpret and represent data in a bar chart

Joe drew the bar chart to show the number of people who attended the carol services.



- 1 Joe forgot to write the label for the x -axis. What do you think it should say?

.....

- 2 He also missed out one of the numbers on the y -axis.

What is the missing number?

- 3 How many people went to the **7:30 am** service?

- 4 How many people went to the **6:30 pm** service?

- 5 **80** people went to the **1:00 pm** service.

On the chart, draw in the bar for the **1:00 pm** service.

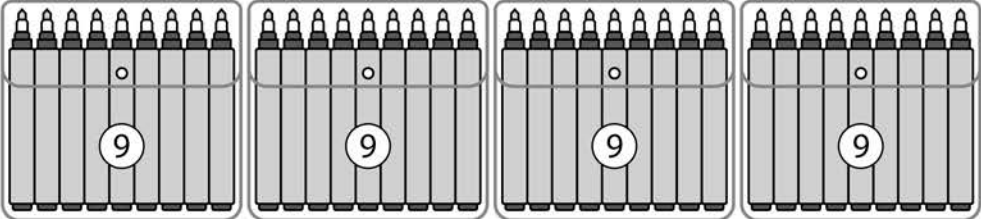
- 6 Why do you think that the **7:30 am** service had the fewest people attending?

.....

Further mastery – number and place value

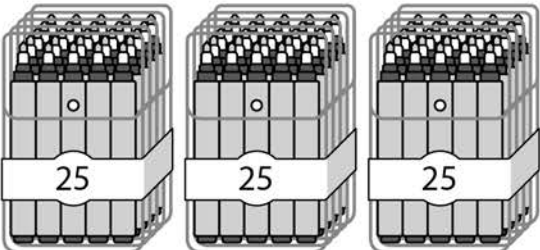
1 How many felt tips altogether?

a

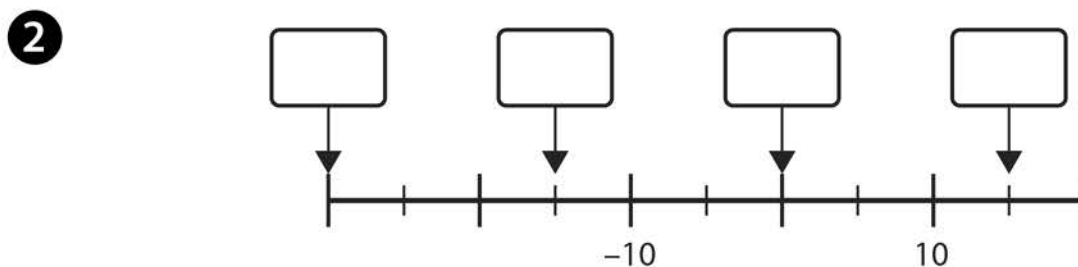


Four packs of felt tips are shown. Each pack is a rectangular box containing 9 felt tips, with the number 9 printed on the front. To the right of the packs is an empty rectangular box for the answer.

b



Three packs of felt tips are shown. Each pack is a rectangular box containing 25 felt tips, with the number 25 printed on the front. To the right of the packs is an empty rectangular box for the answer.



a Write in the missing numbers on the number line.

b Some children count backwards in 7s. 23 is the **first** number they say.

What is the **ninth** number they say?

3 Use the digits: 5, 8, 0, 4 to make **4-digit** numbers. Make each number with the digit 8 in the thousands place.

Write your numbers in order from largest to smallest.

.....

.....

Further mastery – measurement

1 The picture shows some pieces of a jigsaw, in its box. Each jigsaw piece is a **1 cm** square.

a How many jigsaw pieces are there, in the whole jigsaw?

Part **A** and **B** are completed.

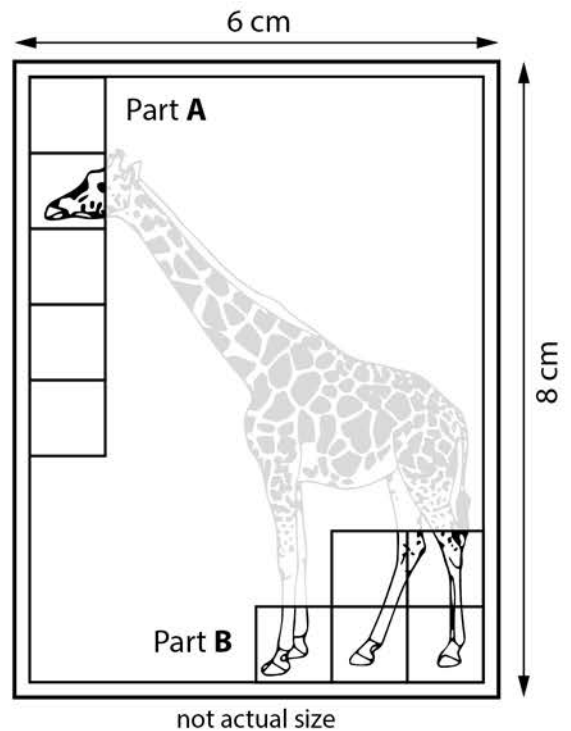
b What is the perimeter of each part?

Part **A** cm Part **B** cm

c What is the area of each part?

Part **A** cm² Part **B** cm²

d Try to explain the similarities and differences between the area and perimeter for Part **A** and **B**.



2 Complete the following, so that the calculations are correct. For some, there may be more than one possible answer.

a $2\frac{1}{2}$ kg + g + g = 3 kg

b 2.6 km + 1500 m + m = 4.2 km

c 0.5 l + $\frac{3}{4}$ l + ml = 2 l

3 Put the amounts in order, starting with the smallest.

$\frac{3}{4}$ of 2 kg

$\frac{1}{2}$ of 2900 g

$\frac{2}{3}$ of 2.4 kg

295 g $\times 5$

smallest

largest

CAPTAIN NELL AND FISHFACE FREDDIE

Here are some sentences with key words.



Not only did Captain Nell have lots of experience at sea, she was also a courageous pirate. Unfortunately, her crew included Fishface Freddie, who accidentally dropped a heavy cannonball on his big, clumsy feet.



- 1 Which word or phrase tells you that Captain Nell knew how to sail her ship?



- 2 Which word tells you that Fishface Freddie didn't mean to drop the cannonball?



- 3 Was Captain Nell brave? Write down the word that tells you.



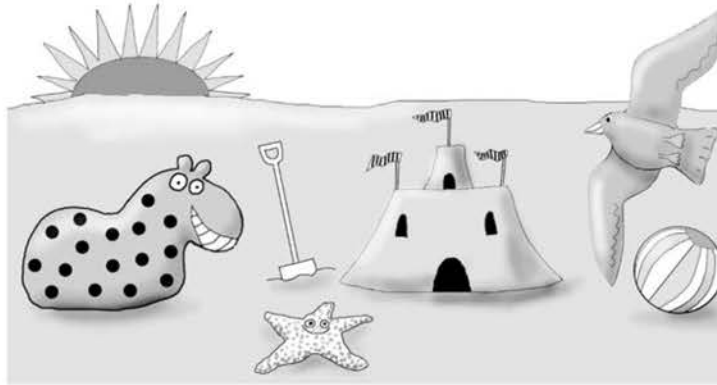
- 4 Use some of the words in the box to make sense of this paragraph.

After weeks at sea, they _____ reached the long-lost, treasure island, where they started digging _____. Nell and Freddie dug and dug until their hands were _____ and sore, but by sundown they had uncovered the buried treasure chest.

easily sandy
now eventually
basically tried
well frantically
blistered first

HOW TO BE GOOD

The word **good** can mean all sorts of things. Here are some sentences that contain the word **good**. What does it mean in these sentences? Draw a line linking each one to its meaning. One has already been done for you.



- 1 If you are **good**, I'll take you to the seaside.
- 2 The baker's pies are really **good**.
- 3 The team needs to find some **good** players.
- 4 Hammers are very **good** for banging in nails.
- 5 It's important to have a **good** breakfast.
- 6 Is under the bed a **good** place to keep your money?
- 7 It's **good** of you to give money to charity.
- 8 Pudding is served with a **good** amount of cream.

safe

useful

well-behaved

kind

delicious

healthy

large

talented

PETS

Irena has come to the front of the class to talk about her pets. Some things she says are facts; some things are opinions. Write an **f** for fact or an **o** for opinion in the box under each speech bubble.

I have a cat, a dog and a tortoise.

☐

They're all very cute.

☐

Tortoises have a hard shell.

☐

My cat, Spangle, has the softest fur.

☐

Muggy, the dog, does tricks such as rolling over.

☐

My tortoise, Arthur, can keep you amused for hours.

☐

Grandad is going to buy me a chicken.

☐

Then I'll have four pets altogether.

☐

But I still won't have enough pets.

☐

THE GODS OF ANCIENT GREECE

Zeus was the god of the sky and thunder. He was king of the gods, able to unleash his thunderbolt if he ever encountered a situation that angered or caused him annoyance.



Hephaestus was the god of blacksmiths, fire and volcanoes. He worked in his own palace on Mount Olympus, forging winged helmets, weapons, and chariots for other gods.



Athena was the goddess of wisdom, civilisation, art and justice. Because of her unique qualities, Greeks worshipped her as the protector of the ancient city of Athens.



Aphrodite was known as the goddess of love. But, fearing that her beauty might easily lead to war, Zeus had her married to Hephaestus, who was thought to be hideous.




Apollo, the son of Zeus, was the god of prophecy, music, poetry and truth, and was portrayed as an athletic youth. People turned to him for healing and protection from evil.



Hermes could fly quickly between the gods on Olympus and humans on Earth. Often sculpted with wings on his helmet or sandals, he was the messenger of the gods.

Now go to the next page and answer the questions. Remember you can come back and check the text for clues at any time.


- 1 Match each word to one that means the opposite. One has been done for you.


annoyance		ignorance
quickly		unfit
wisdom		slowly
justice		pleasure
athletic		unfairness


- 2 In the descriptions of the Greek gods, find words that mean the following:

Meaning	Word
met or came across	
only one of its kind	
creating something by heating and hammering	
very ugly	
a prediction of a future event	

- 3 Can you think of other words for these?

thunderbolt 

ancient 

fearing 

DETECTIVE WORK

Look for the clues in this text and work on the answers:

Sam checked the calendar. "Tomorrow," she said, "it will be Monday 24th – my birthday. Hooray!" She clapped her hands. Opening the curtains, she grumbled. "I do hope the weather improves by then."



- 1 Is Sam a girl or a boy? _____
- 2 How do you know? _____
- 3 What day is it? _____
- 4 How does Sam feel before the curtains are opened? _____

- 5 How can you tell how Sam feels? _____

- 6 How does Sam feel after the curtains are opened? _____

- 7 What word tells you how Sam felt then? _____
- 8 What do you think the weather was like outside? _____

ON THE BOOK SHELVES

Here are some features of different types of writing. Draw lines linking the features to the book or pages you'd find them in. One has been done for you.

contents page
subheadings
glossary

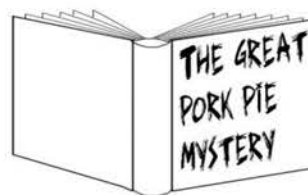
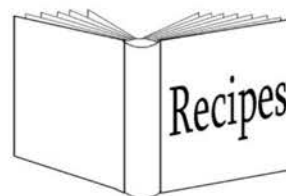
magic
happy ending
fairy godmother

knights
round table
daring deeds

equipment needed
list of ingredients
imperative verbs

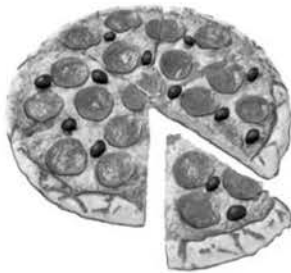
address of writer
date
signature of writer

strange events
an investigation
clues



ON THE OTHER HAND

When we compare two different sports, pets, shops, bicycles or anything else, certain key words and phrases, such as **both**, **the same as**, **different from**, as well as others, make it clear what is similar and different about the two things. Underline those key words and phrases in the following texts.



Sometimes, Mum makes her own pizzas. They're different from take-away pizzas, although both are tasty. On the one hand, Mum's have fresh tomatoes, while the ones we buy from PizzaPup don't. What they have in common is me ready to eat them.

My friend, Charlie, has a cat, but I have a dog. I'd always have a dog instead of a cat. Both make excellent pets, but, unlike cats, dogs can learn to do what you tell them. The opposite is true for cats. They wander about doing what they feel like. Charlie says he likes that about them. That would drive me mad.



While the Pound In Your Pocket shop sells everything at £1, our local supermarket, on the other hand, has a bigger range of things to buy. Its size is similar to the supermarket, even though it doesn't display so much stuff on the shelves. Although Pound In Your Pocket is a lot cheaper, the supermarket is better quality.



While moths and butterflies both have six legs and powdery scales on their wings, usually, butterflies can be seen during the day, whereas, moths tend to come out at night. Unlike butterflies, moths don't have tiny club shapes on the end of their antennae. Another obvious difference is that butterflies are usually very colourful. The same cannot be said for moths, which are much duller. When they are resting, moths hold their wings flat. Butterflies, however, hold their wings together above the body.

DEAR DIARY

Diaries contain some reference to the date, are written in the 1st person (I and me not he or she) and are likely to be in an informal style – not perfect English. What writers write about can be their personal feelings, likes and dislikes, perhaps dreams they've remembered from the night before and hopes they might have for the future.

DRAGON'S DIARY

Thursday, 27th April 293 AD

Dear Diary,

Had the most awful dream last night. That pest, with the rusting, clanking suit – George something or other – crept up behind me and shouted BOO! Really gets on my nerves. I'm going to sort him out one of these days. You just can't trust knights nowadays. I haven't

forgotten what he said when we first met. If I toasted his bagels for him, then he would put on a show for the villagers of chasing me off. No harm done. Huh! Then Mr Puffycheeks got himself a new lance. Had to show off. Oh, yeah. Couldn't help himself he said. It'll take ages for this tail to get better. I do hope they send someone else soon. Somebody prepared to negotiate, have a chinwag, share a muffin. That'd be nice.

Write down some words and phrases that tells you this is a diary entry:

date of diary entry _____

written in 1st person _____

dreams _____

personal feelings _____

hopes for the future _____

MYSTERY

Mystery stories include **strange events** that need investigating, **secrets**, **clues**, **witnesses** who aren't believed at first, **suspects** and **someone to sort it all out**. Can you find any examples of these elements in the following investigation.

THE HUMMING SHED

Detective Sergeant Morris peered down at Harriet and Jake. They could see he wasn't writing anything in his notebook – more like doodling. What they didn't see was the new neighbour watching from an upstairs window.

"So, this is the shed, is it? The one that you said... what? It hums? Look, kids, I'm trying not to laugh, but really – a shed that hums!"

"Not just humming," insisted Harriet.

"Yesterday," said Jake, "it was at the bottom of the garden. Now it's here, next to the house. Grandad went in on Tuesday, then Dad, Gran and Mum, and they haven't been seen since."

Morris shook his head. "Kids! Too many computer games." He sighed. "Look, let's sort this out once and for all." He reached for the door handle.

"No!" yelled Harriet and Jake together as the weird humming started up and grew louder and louder. A twist of pain travelled across the policeman's face as he slowly disappeared.



Now write down examples of these themes:

strange event to be investigated _____

clues _____

witnesses _____

suspect _____

Using capital letters, full stops and commas

New sentences start with a capital letter. He always wanted to be a squire.

Proper nouns always start with a capital letter.

He was the squire to Sir Lancelot, who was one of King Athur's knights.

Full stops finish sentences. He held the sword for the knight.

Commas can go between items in a list.

The squire carried the knight's helmet, armour, shield and sword.

Commas can be used with a connective to join two sentences together.

The squire liked polishing the armour, but he didn't like mucking out the horses.

Write out these sentences with the appropriate punctuation.



The Squire

- 1 the young king arthur served as sir kay's squire in the story of the sword in the stone

.....
.....

- 2 squires had to develop strength speed agility and leadership skills

.....
.....

- 3 it was also his duty to learn about courtly etiquette jousting music and dancing

.....
.....

- 4 the squire not only had to serve the knight in times of peace but he also had to follow him on to the battlefield in times of war

.....
.....

- 5 sir lancelet sir percival sir galahad and sir kay were all knights of the round table

.....
.....

Using full stops , question marks and exclamation marks

We use full stops to show where sentences end.

We use question marks to show the end of a question.

We use exclamation marks for: commands, shouting, strong feelings.

Punctuate the following sentences:

Where did you
put my helmet



Saddle my
horse now



Would you
like me to
accompany you
to the feast



I've been hurt



Have
you cleaned
my armour



I am at your
service, my lady



Forward into
battle



This is my
young squire



What have
you done with
my sword



Identifying and using paired adjectives

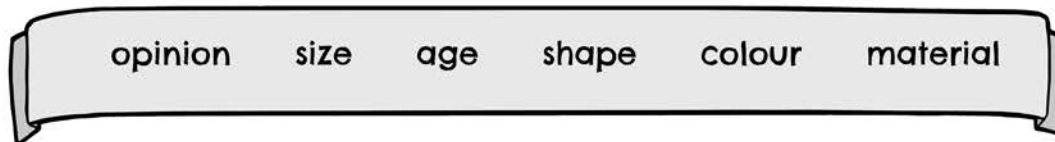
It is common to use more than one adjective before a noun.

When you use more than one adjective you have to put them in the right order.

*It is correct to write: The page carried a **large red** flag. ✓*

*But it is not correct to write: The page carried a **red large** flag. ✗*

Although there are some exceptions, the general order of adjectives in a pair is as follows:



So you would write:


A round metal shield.

A small white feather.

A lazy old donkey.

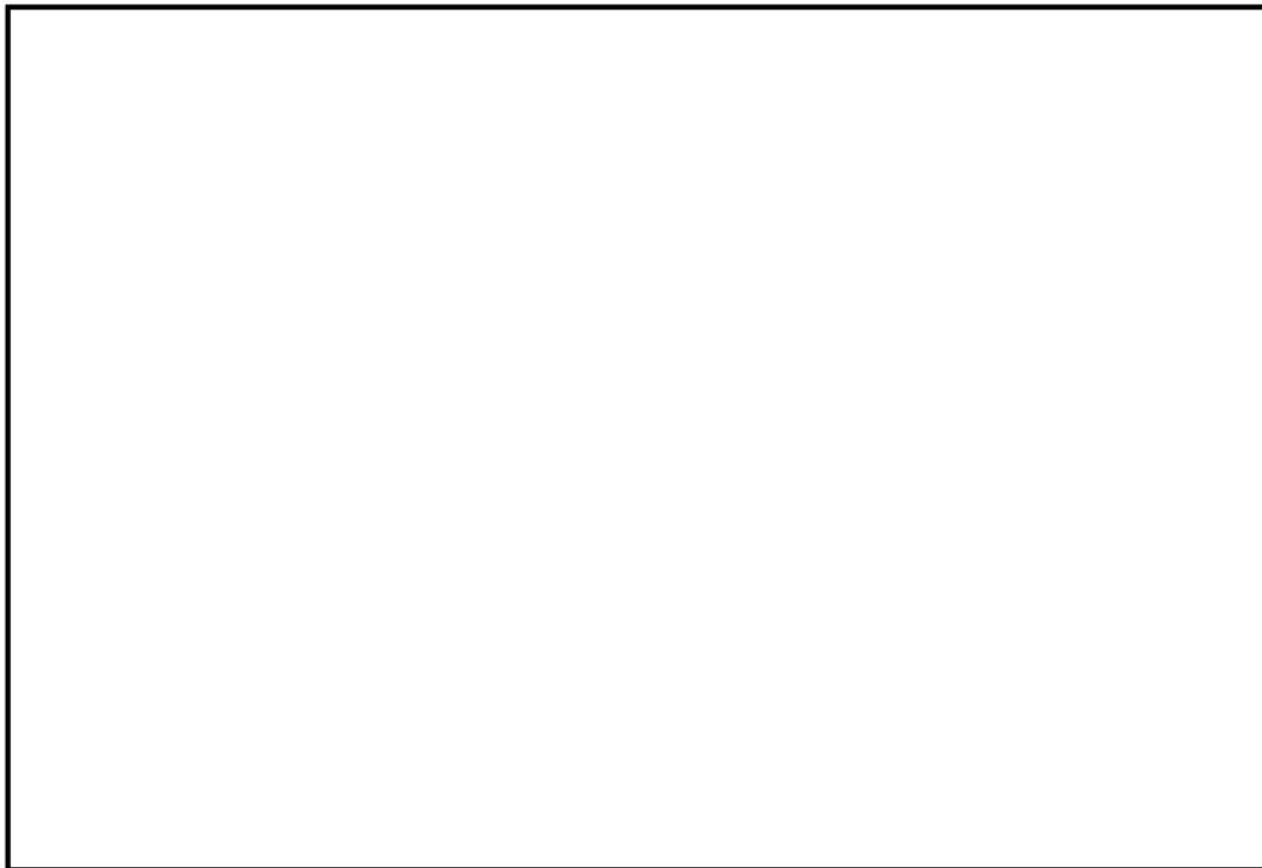
Draw a mythical monster of your own and then describe it using pairs of adjectives. Remember to put them in the right order according to type. Here is a list to get you started.

smooth	grey	scaly	fat	spotty	old
long	shiny	tiny		evil	red
hairy	skinny	large		gentle	young
	brown			frightening	sharp
short	black			huge	
wicked	grumpy			wild	scary
furry	leathery				pointy
round	vicious	wrinkly	fluffy	white	friendly
strong	glowing	enormous	skinny	puny	rough
				green	



Identifying and using paired adjectives

- ① Draw your mythical monster in the box.



- ② Now describe your monster using paired adjectives.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Using a range of prepositions

Prepositions tell you how things are related to one another.

Prepositions of place tell you where things are in relation to other things in the sentence.

The squire was found hiding **under** the bed.

The knight had to ride **on** Blaze the pony.

1 Underline the prepositions in the following sentences.

The court jester or fool could be found at court entertaining the king and queen.

He would wear brightly coloured clothes and a hat with bells upon it.

Queen Elizabeth I had a fool that often sat by her side.

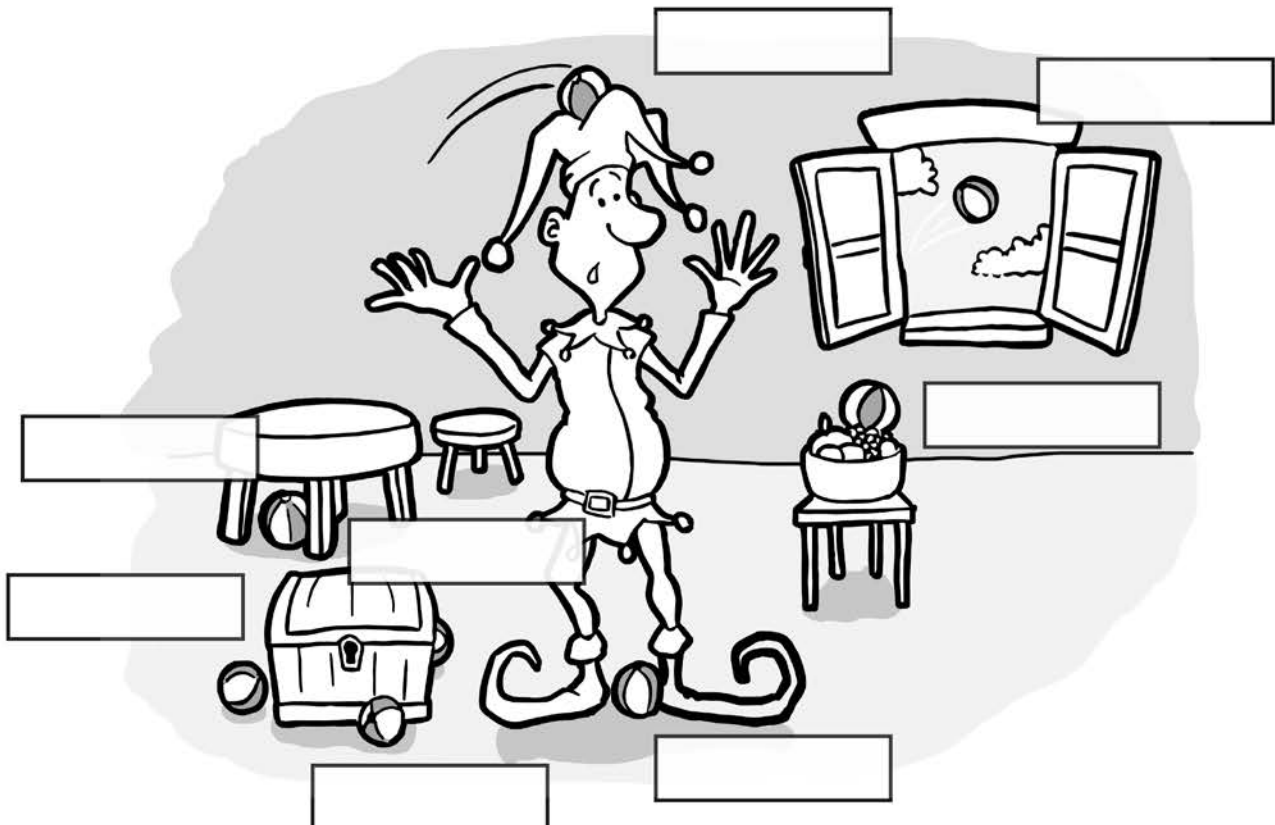
Some would sing and play musical instruments. Others could juggle and walk on stilts.

As well as making jokes, they would often say things that came into their heads.

Henry VIII's fool would often give bad news to him, which no one else would dare.

2 Write the appropriate preposition in the box to show where the balls have landed..

between under beside in front of behind inside on top of through



Identifying and using adverbs that do not end in 'ly'

*Confusingly, not all adverbs end in **ly**.*

***Late, hard, fast** and **always** are examples of adverbs that do not end in **ly**.*

*Then there are some adjectives that do end in **ly**.*

***Elderly, friendly, lovely** and **ugly** are examples of adjectives that end in **ly**.*

Identify and underline the adverbs in these sentences.

(Tip: first find the verbs!)



- ❶ People were punished hard for committing crimes in medieval times.
- ❷ The accused didn't spend long in gaol.
- ❸ They went straight to court and trial by jury.
- ❹ For minor crimes, people were often placed in the stocks.
- ❺ For more serious crimes, people would always end up losing a body part.
- ❻ For very serious crimes, they would almost certainly end up losing their head.
- ❼ The executioner had to strike the neck well.
- ❽ Executioners often took several blows before the head was removed from the body.
- ❾ Anne Boleyn decided she would rather die by the sword than the axe.
- ❿ I imagine she slept little the night before her execution!



Using the apostrophe for contractions

Apostrophes join two words together.

The apostrophe shows where you have missed out letters. When you make a new word by joining two words together it is called a contraction.

Some common contractions (There are too many to list them all here!):

I'm	I'll	I'd	I've	I'd
I am	I will	I would	I have	I had
he's	he'll	he'd	he's	he'd
he is	he will	he would	he has	he had



Some common contractions negating a verb:

isn't	wasn't	hasn't	hadn't	don't	doesn't
is not	was not	has not	had not	do not	does not

Some contractions are a bit different:

won't doesn't quite fit the missing letters from **will not**

can't is a shorter version of just one word **cannot**

Rewrite the underlined words using the apostrophe for contraction.

I have not been so humiliated in all my life! I have been outside this castle all night in the rain. I shouted to the guard, but I could not make myself heard and he did not let down the drawbridge. It has rained non-stop and now I am chilled to the bone. I do not care that I am supposed to be rescuing the princess from the dragon. I will not be fighting any dragons today. In fact I will not be fighting any dragons ever again if you do not help me soon. Where is my squire? He is going to be for it when I get my hands on him! I had told him quite clearly my suit of armour needed oiling, but he was not listening. He could not have cared less. Now the rain has rusted the armour and I cannot move! Somebody fetch a tin opener!

.....

.....

.....

.....

.....

.....

.....

Identifying the different parts of a sentence

The **subject** of a sentence is a **noun** that performs the action.

The **object** of a sentence is a **noun** that receives the action.

The **knight** fought the dragon. (subject) The knight fought the **dragon**. (object)

A **pronoun** (he, she it) can also serve as a subject or an object in a sentence.

He fought the dragon. (subject) The knight fought **it**. (object)

In other words the subject is the person or thing doing something, and the object is the person or thing having something done to them.

State whether the **underlined** words are the subject or the object of the sentence.

The Legend of Arthur



Arthur was the first born son of King Uther Pendragon.

He was heir to the throne.

Merlin was worried about the safety of the young prince.

He took the baby to a safe place where he was raised in secret.

When King Uther died, nobody could agree who would be the next king.

Merlin used his magic to set a sword into the stone.

He wrote on the stone in letters of gold.

"Whoso pulleth out this sword of this stone is the rightwise born king of all England."

Nobles came from far and wide to try to pull the sword from the stone.

Not even the strongest men could do it.

When Arthur was fifteen, Merlin took him to a tournament.

Sir Kay had lost his sword.

Arthur went to fetch him one.

Arthur saw the sword in the stone and pulled it out.

The crowd cheered for Arthur when he was crowned king.

Using the apostrophe correctly

Apostrophes used incorrectly are one of the most common punctuation mistakes.

There are two reasons to use the apostrophe.

1. For contractions.
2. For possession.

*Don't get apostrophe happy and use it every time you write a plural or see an **s** at the end of a word.*

Example: The knight's ride the horse's into battle. **X**

*Does this make sense if this was a contraction? **The knight is ride the horse is into battle. NO!***

*Does **ride** belong to the knight or **into** belong to the horse? NO! So it's not used for possession either.*

Decide which words need apostrophes and which don't, and correct them accordingly.



- 1 There are many magical legend's about Merlin the magician.
- 2 Its thought he came from a town in Wales' called Caer Myrddin, which means Merlins town.
- 3 He worked for four different king's including King Uther.
- 4 But he's best known as King Arthurs adviser.
- 5 However, Merlin had many adventure's before working for King Arthur.
- 6 There are many stories' about King Arthur and Merlin.
- 7 Merlin was responsible for Arthurs education when he was a boy.
- 8 If it wasnt for Merlins scheming, the crown wouldnt have been put on Arthurs head.
- 9 There are several version's of Merlin's death.
- 10 The most famous' one is where the Lady of the Lake use's Merlins own magic to entomb him in a rock.



Using regular and irregular adjectives to compare (Standard English)

Falconry

Falconry was a very popular sport in medieval times as well as now.

**Peregrine Falcon****Fact File**

Length: 15-21 inches
Wingspan: 42 inches
Weight: 2 lbs
Lifespan: 7-15 years
Speed: 200 mph
Clutch size: 3-4 eggs
Population: 1,400 pairs

**Harris Hawk****Fact File**

Length: 22 inches
Wingspan: 48 inches
Weight: 2½ lbs
Lifespan: 13-20 years
Speed: 150 mph
Clutch size: 2-4 eggs
Population: 430 pairs

**Common Kestrel****Fact File**

Length: 13-15 inches
Wingspan: 27-31 inches
Weight: ½ lb
Lifespan: 10 years
Speed: 100 mph
Clutch size: 3-6 eggs
Population: 38,600 pairs

Using your knowledge of adjectives to compare, write sentences about the various birds of prey that were used for falconry.

Adjectives you may want to use could include:

long short heavy light fast slow big small common rare

.....

.....

.....

.....

.....

.....

.....

.....

For most words of **two syllables** that have the stress on the last syllable, you need to **double the last letter** when you add a **suffix**.



Add the suffix -ed, -ing, -er or -en to the following words. Don't forget to double the last consonant.

regret.....

regret.....

commit.....

commit.....

begin.....

begin.....

admit.....

admit.....

refer.....

refer.....

prefer.....

prefer.....

forgot.....

forget.....

forbid.....

forbid.....

Complete the words in the sentences below.

I'm begin..... to enjoy myself.

I'm surprised you've
admit..... that!

I've forgot..... what to do!

I prefer..... it when
you weren't all talking.



For words of **two syllables** where the last syllable is unstressed, you **don't double** the last consonant.



Add the suffix *-ed*, *-ing*, *-er* or *-en* to the following words.

limit.....

limit.....

fidget.....

fidget.....

fasten.....

fasten.....

happen.....

happen.....

offer.....

offer.....

benefit.....

benefit.....

budget.....

budget.....

target.....

target.....

Complete the words in the sentences below.

What's happen.....
to my pencil?

I offer..... my pencil,
but you wouldn't take it.

I benefit..... from
listening carefully.

Would you please
stop fidget..... ?



Spud's Spelling Bingo

You will need a partner to play this game. Below is a list of the words you have been learning from Set 1.

regretted committing referred admitted forbidden
 fidgeting fastened offered limited targeted
 budgeted forgotten bicycle actually believe
 accidentally breathe business caught century

Choose nine words and write them in the grid below.

(Your partner will write nine words in their grid.)

.....
.....
.....

Now try to guess which words your partner has written in their grid. Take it in turns. Remember to cross out the words you have said, so that you don't repeat them.

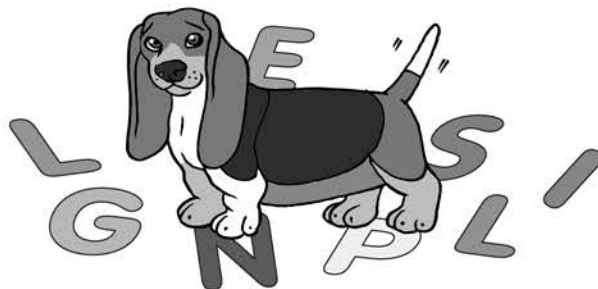
You get:

1 point for the first horizontal line.

1 point for the first vertical line.

1 point for the first diagonal line.

3 points for a full house.



Now test each other on the words in the grid. (Don't peek!)

You get **1 point** for each correct spelling. Who's got the most points?

You can give some words the opposite meaning by adding a prefix.

Add **il-** to my words.



.....legal
.....logical
.....legible
.....literate
.....legitimate
.....limitable

Add **im-** to my words.



.....mature
.....possible
.....patient
.....polite
.....probable
.....precise

Add **ir-** to my words.



.....regular
.....responsible
.....relevant
.....replaceable
.....rational
.....refutable

Complete the sentences below using the words above.

You can be very at times!

Oops! Sorry! That was very of me!

That is very behaviour.

You've made me laugh so much my writing is



Add the correct prefixes to the words below.

legible patient replaceable mature literate rational
 possible legitimate regular responsible polite legal
 relevant logical probable refutable precise limitable

I'm collecting
all words that
use the prefix **il-**.



I'm collecting
all words that
use the prefix **im-**.



I'm collecting
all words that
use the prefix **ir-**.



.....
.....
.....
.....
.....
.....

Add the correct prefix to the words in the speech bubble.

Don't bepatient, children. You must not
act in anrational orresponsible
manner. It islogical to come to
that conclusion based on the facts.



Match the words in the box to the children's definitions.



length library medicine natural
occasion occasionally notice opposite

A drug for the treatment of disease is



To see or pay attention to something is to



A building where books are kept is a



Something that is situated on the other side is



The measurement of the longest sides is the



A particular event can be called an



Anything not artificially made by man is



When something happens now and then we say it happens

What do you think the children would say if they had to use the words in the boxes?



impression

.....
.....



omission

.....
.....



submission

.....
.....



situation

.....
.....



expression

.....
.....



confession

.....
.....

Spud's Spelling Scrabble

veil	beige	reign	sleigh	eighteen
neigh	survey	surveyor	convey	conveyor
league	plague	rogue	tongue	catalogue
antique	unique	cheque	mosque	plaque
scientist	scenery	discipline	muscle	fascinate
through	though	thought	various	variety

How many words can you make from the twelve letters below. You can use the letters twice. Try to fill the grid.



s r l n e t i o g u h q

.....
.....
.....



Words spelt with a **ch** sometimes have a **k** sound or even a **sh** sound.

scheme	chalet	ache	chemist
chic	choir	charade	chaos
echo	parachute	mechanic	quiche
machete	stomach	champagne	moustache
monarch	orchestra	chauffeur	chandelier



I'm collecting all **ch** words that sound like they have been spelt with a **k**.



I'm collecting all **ch** words that sound like they have been spelt with a **sh**.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Some words have the s sound, but are spelt sc. Put sc into the words below to complete them, then match them to their dictionary definition.



.....ientist

training people to obey rules

.....enery

a young person who is developing from a child into an adult

di.....ipline

a follower of Jesus

mu.....le

someone who has expert knowledge about natural or physical sciences

adole.....ent

the tissue in a human or animal body that produces movement

iso.....eles

the natural features of a landscape

di.....iple

to attract strong attention and interest

fa.....inate

a triangle with two sides of equal length