

Home Learning Term 4

Complete one task each week and post on Google Classroom or complete at home and bring it in to share with us.

English/SPaG

Homophones – play the online games attached or make a matching card game with homophones.



[Homophone game - Teaching resources](#)

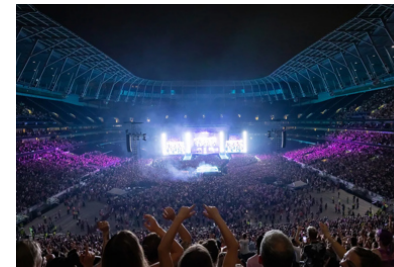
Science

Can you go on a spring hunt around your local area? What plants and signs of spring can you see? Complete the learning attached or create your own learning of what you find.



Music

This term we are thinking about Concerts. What is a concert? Have you ever been to one? Can you watch a concert on the TV or online? Whose concert, was it? Did you like listening to the music? What did you like/dislike about it?



Reading

Read and complete the comprehension attached You can just write the answers down if you can't print off. Then listen to the online story. Can you create your own comprehension questions about the story?

[Children's Book Read Aloud Video - The Big Concert](#)



Maths

Revise your times tables by playing online games, the board game attached or make your own going for gold card game at home.

Multiplication Chart						
ONE	TWO	THREE	FOUR	FIVE	SIX	
1x1=1	1x2=2	1x3=3	1x4=4	1x5=5	1x6=6	1x7=7
2x1=2	2x2=4	2x3=6	2x4=8	2x5=10	2x6=12	2x7=14
3x1=3	3x2=6	3x3=9	3x4=12	3x5=15	3x6=18	3x7=21
4x1=4	4x2=8	4x3=12	4x4=16	4x5=20	4x6=24	4x7=28
5x1=5	5x2=10	5x3=15	5x4=20	5x5=25	5x6=30	5x7=35
6x1=6	6x2=12	6x3=18	6x4=24	6x5=30	6x6=36	6x7=42
7x1=7	7x2=14	7x3=21	7x4=28	7x5=35	7x6=42	7x7=49
8x1=8	8x2=16	8x3=24	8x4=32	8x5=40	8x6=48	8x7=56
9x1=9	9x2=18	9x3=27	9x4=36	9x5=45	9x6=54	9x7=63
10x1=10	10x2=20	10x3=30	10x4=40	10x5=50	10x6=60	10x7=70
11x1=11	11x2=22	11x3=33	11x4=44	11x5=55	11x6=66	11x7=77
12x1=12	12x2=24	12x3=36	12x4=48	12x5=60	12x6=72	12x7=84
13x1=13	13x2=26	13x3=39	13x4=52	13x5=65	13x6=78	13x7=91
14x1=14	14x2=28	14x3=42	14x4=56	14x5=70	14x6=84	14x7=98
15x1=15	15x2=30	15x3=45	15x4=60	15x5=75	15x6=90	15x7=105
16x1=16	16x2=32	16x3=48	16x4=64	16x5=80	16x6=96	16x7=112
17x1=17	17x2=34	17x3=51	17x4=68	17x5=85	17x6=102	17x7=119
18x1=18	18x2=36	18x3=54	18x4=72	18x5=90	18x6=108	18x7=126
19x1=19	19x2=38	19x3=57	19x4=76	19x5=95	19x6=114	19x7=133
20x1=20	20x2=40	20x3=60	20x4=80	20x5=100	20x6=120	20x7=140
21x1=21	21x2=42	21x3=63	21x4=84	21x5=105	21x6=126	21x7=147
22x1=22	22x2=44	22x3=66	22x4=88	22x5=110	22x6=132	22x7=154
23x1=23	23x2=46	23x3=69	23x4=92	23x5=115	23x6=138	23x7=161
24x1=24	24x2=48	24x3=72	24x4=96	24x5=120	24x6=144	24x7=168
25x1=25	25x2=50	25x3=75	25x4=100	25x5=125	25x6=150	25x7=175
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27x1=27	27x2=54	27x3=81	27x4=108	27x5=135	27x6=162	27x7=189
28x1=28	28x2=56	28x3=84	28x4=112	28x5=140	28x6=168	28x7=196
29x1=29	29x2=58	29x3=87	29x4=116	29x5=145	29x6=174	29x7=203
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31x1=31	31x2=62	31x3=93	31x4=124	31x5=155	31x6=186	31x7=217
32x1=32	32x2=64	32x3=96	32x4=128	32x5=160	32x6=192	32x7=224
33x1=33	33x2=66	33x3=99	33x4=132	33x5=165	33x6=198	33x7=231
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36x1=36	36x2=72	36x3=108	36x4=144	36x5=180	36x6=216	36x7=252
37x1=37	37x2=74	37x3=111	37x4=148	37x5=185	37x6=222	37x7=259
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39x1=39	39x2=78	39x3=117	39x4=156	39x5=195	39x6=234	39x7=273
40x1=40	40x2=80	40x3=120	40x4=160	40x5=200	40x6=240	40x7=280
41x1=41	41x2=82	41x3=123	41x4=164	41x5=205	41x6=246	41x7=287
42x1=42	42x2=84	42x3=126	42x4=168	42x5=210	42x6=252	42x7=294
43x1=43	43x2=86	43x3=129	43x4=172	43x5=215	43x6=258	43x7=301
44x1=44	44x2=88	44x3=132	44x4=176	44x5=220	44x6=264	44x7=308
45x1=45	45x2=90	45x3=135	45x4=180	45x5=225	45x6=270	45x7=315
46x1=46	46x2=92	46x3=138	46x4=184	46x5=230	46x6=276	46x7=322
47x1=47	47x2=94	47x3=141	47x4=188	47x5=235	47x6=282	47x7=329
48x1=48	48x2=96	48x3=144	48x4=192	48x5=240	48x6=288	48x7=336
49x1=49	49x2=98	49x3=147	49x4=196	49x5=245	49x6=294	49x7=343
50x1=50	50x2=100	50x3=150	50x4=200	50x5=250	50x6=300	50x7=350

Art

This term we are thinking about portraits. Can you draw a self portrait?

Watch the video to help you.

[How to Draw... a Self-Portrait \(for Young Kids\)](#)



French

What can you find out about French foods? Can you make a list of your favourite foods in French and draw a picture of them?




Mindfulness

Have some time reading either by yourself or with your family. What unusual places can you find to read in? Bring in or send us a photo!





 **Bright colours and delicate petals**
How many will you spot?



Primrose
See it: December–May



Snowdrop
See it: January–March



Lesser celandine
See it: March–May



Wood anemone
See it: March–May



Cow parsley
See it: May–June



Bluebell
See it: April–May

Spring Flowers ID



Ramsons (wild garlic)
See it: April–May



Yellow archangel
See it: May–June



Common dog violet
See it: April–June



Wood sorrel
See it: April–May



Cowslip
See it: April–May



Cuckooflower
See it: April–June





Wood forget-me-not
See it: April–June

Look out for flowers in woodland, gardens and by the roadside.

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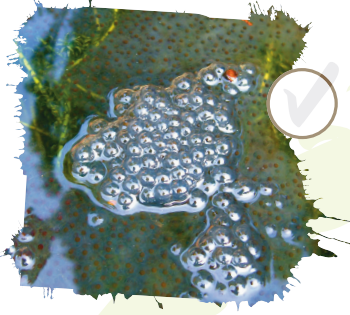
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Ready to get detecting?
 What will you discover this spring?



Clumps of frogspawn



Vivid green leaves



Brightly coloured flowers



Buzzing bumblebees



Frothy blossom

Springtime spots



Ladybirds munching aphids



Singing birds



Spiders in their webs



Unfurling ferns



Squirrels dashing through the treetops



Butterflies basking in the sunshine

How many other springtime signs can you spot?

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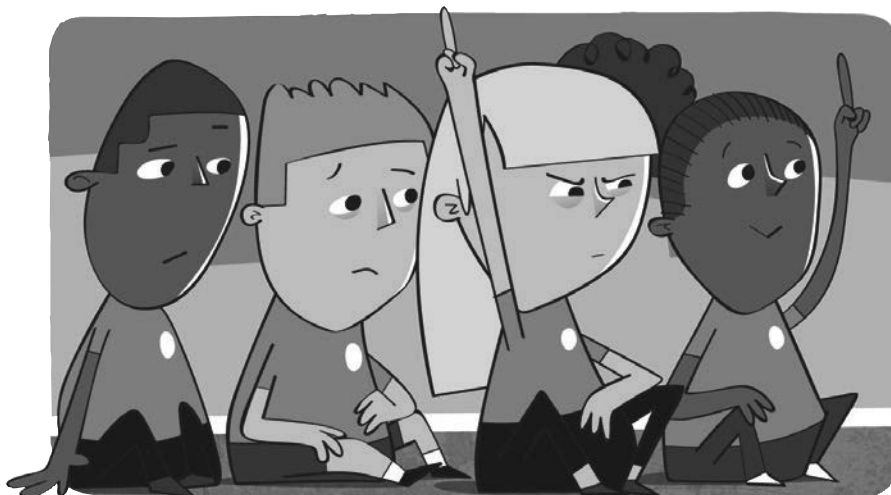
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Name: _____

Class: _____ Date: _____

The Recorder Concert



My name is Jessica but everyone calls me Jess. On the morning of the concert, Mrs Padley asked all the recorder players to pick someone to hold our music. I picked Emma Walsh to hold mine. I should have picked Joanne because she's my best friend, but I picked Emma because she had a look on her face that said 'pick me or else'. Emma is sort of one of the popular girls in school. She has long, shiny blonde hair like something out of a shampoo advert. Everyone wants to be her friend, but she's not really very nice.

Emma made me regret it straight away. "You'd better play well," she sneered. "Don't embarrass me."

1 Why did Jess pick Emma Walsh? Tick **one** box.

She was her best friend.

She was scared of her.

She had long, shiny blonde hair.

She played the recorder.

2 Why do you think Jess says that Emma Walsh is 'sort of one of the popular girls in school'? Give **one** reason.

The concert wasn't until afternoon assembly, and I had butterflies about it all day. I hadn't really practised enough and had been planning to mime so it wouldn't matter if I got the notes wrong. The problem was that Emma was bound to notice, and I was sure that in her eyes it would count as an insult to her very important position as Holder of the Music.

When assembly finally came, I was nervous, but ready to march to my fate. Possibly everything would have been just fine if Mrs Padley hadn't sent me back to get my jumper. In the time it took me to run back to the classroom and pick up my jumper, everyone else was on the other side of the playground and going in to the hall.

I decided to take a short cut across the wild-flower garden. Maybe it was my anxiety about annoying Emma Walsh. Or maybe it was just the universe's way of getting me back for not picking Joanne. The only thing



I know for sure is that I tripped over a loose stone and tumbled into the pond in the wild-flower garden like a dolphin doing a trick. My musical debut was a washout. Literally.

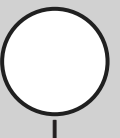
Mrs Padley was kind. She found me spare clothes, and, from the back of the hall, I watched my comrades squeak their way through 'The Grand Old Duke of York'. And, actually, I felt a little bit relieved that I hadn't had to play after all.

Emma Walsh was crazily angry. Turns out she went up to the front before realising I wasn't there and had to stand there like a lemon for the whole concert. Joanne thought that was really funny, so she's forgiven me. On the other hand, I'm pretty sure Emma will never speak to me again. Though, on reflection, maybe that's not such a bad thing.

3

Look at the paragraph beginning: *The concert wasn't until afternoon assembly*. Why is 'had butterflies about it' a good description? Tick **one** box.

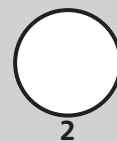
- | | | | |
|--|--------------------------|---|--------------------------|
| Butterflies are pretty. | <input type="checkbox"/> | Butterflies zoom around. | <input type="checkbox"/> |
| She liked butterflies. | <input type="checkbox"/> | Butterflies made her feel calm. | <input type="checkbox"/> |
| She had a fluttery feeling in her stomach. | <input type="checkbox"/> | She felt as if she'd eaten a butterfly. | <input type="checkbox"/> |



4

Look at the paragraph beginning: *The concert wasn't until afternoon assembly.*

What are the clues in this paragraph that things are going to go wrong for Jess? Write **two** clues.



5

Look at the paragraph beginning: *The concert wasn't until afternoon assembly.*

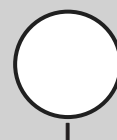
Why does Jess describe Emma's job as a 'very important position'? Tick **one** box.

Jess is being sarcastic and doesn't think Emma's job is as important as Emma thinks it is.

Jess is being sincere and thinks Emma's job is very important.

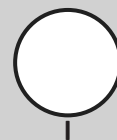
Emma doesn't think the job is very important.

Emma wishes she didn't have to hold the music.



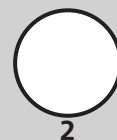
6

Look at the paragraph beginning: *When assembly finally came ...*
Find a group of words that tell us that Jess was nervous, but was determined to go through with things.



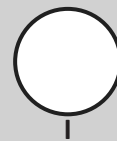
7

In your own words, write two reasons Jess gives to explain why she tripped into the pond.



8

Find and copy a phrase from the text that helps us to picture how Jess tumbled into the pond.



9

Look at the paragraph beginning: *I decided to take a short cut ...*
What does the word 'debut' mean? Tick **one** box.

Recorder

Debate

First performance

Concert

10

Look at the paragraph beginning: *Mrs Padley was kind.*
Find and copy a phrase that tells you that the recorder players were not very good.

11

Read the paragraph beginning: *Emma Walsh was crazily angry.*
What might Joanne say to Jess? Tick **one** box.

"I will never speak to you again."

"I want to be Emma's best friend."

"I thought it was really upsetting."

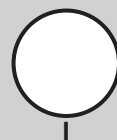
"I thought it was hilarious."

12

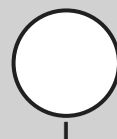
Look back over the whole story. What have we learned about the character of Jess?
Find **three** pieces of evidence.

For teacher use

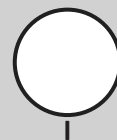
Your mark	_____ out of 15
What went well	
How to improve	



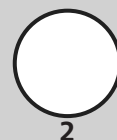
1



1



1



2

Grey A Test 2 Marking Guidance: The Recorder Concert

Recommended for: Year 4 Term 1

Qu.	Skill Area and Strand	Objective	Answers	Marks	Possible Errors	Advice
1	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	She was scared of her.	1	Some of the wrong answers may be based on wording in the paragraph; pupils may just see some linked text and assume that is the right answer.	Re-read the paragraph carefully. Remember the answer may not use exactly the same words as in the text, but it will mean the same thing.
2	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	Accept any of the following: People want to be her friend, but she is not very nice to them. Jess isn't really sure / doesn't understand why Emma is popular. Jess doesn't think Emma is very nice.	1	Some pupils may not take on board that the author says 'sort of' and assume Emma Walsh's popularity is based on her attractiveness and her ability to make people do what she wants them to do.	Re-read the paragraph carefully and piece together the evidence about the character. Think about why some people might want to be friends with Emma Walsh, even if she's not very nice.
3	Language for Effect: Literary Language Grey A	Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.	She had a fluttery feeling in her stomach.	1	Pupils may not be familiar with the idiom: 'butterflies'.	When reading, look out for expressions that are not true, but help to explain how someone feels or how something happens, e.g. <i>I have butterflies in my stomach</i> (means you are nervous).

4	Inference: Prediction Grey A	Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.	Accept any two of the following: Jess had butterflies / was anxious. She hadn't practised enough. Jess's plan to mime wasn't going to work. She was afraid of insulting Emma Walsh.	2	Pupils may not pick up on all the clues in the paragraph.	Re-read the relevant text carefully, keeping the question in mind as you read.
5	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	Jess is being sarcastic and doesn't think Emma's job is as important as Emma thinks it is.	1	Some children may not pick up on the fact that Jess is being sarcastic.	Re-read the text again. Do you think that Jess <i>really</i> thinks that holding the music is an important job?
6	Literal Comprehension: Accuracy Grey A	Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.	Ready to march to my fate	1	Some pupils may not be familiar with the idiom 'march to my fate'.	In Independent Reading note any phrases with which you are unfamiliar and ask or look up their meaning.

7	<p>Literal Comprehension: Accuracy Grey A</p>	<p>Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.</p>	<p>She was worried about upsetting Emma Walsh. It was fate / the world playing a trick on her because she had not done the right thing and picked Joanne / she had upset her best friend.</p> <p>(Award 1 mark for each answer. Do not award a mark if the pupil has just copied the phrases from the text.)</p>	2	<p>Some pupils may find it difficult to paraphrase 'the universe's way of getting me back'.</p>	<p>Try to explain something from a story in your own words. You can use character's names and places but don't use the exact text from the story.</p>
8	<p>Language for Effect: Literary Language Grey A</p>	<p>Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.</p>	<p>Tumbled into the pond in the wild-flower garden like a dolphin doing a trick</p> <p>(N.B. Pupils do not have to identify this as a simile to achieve the mark.)</p>	1	<p>Pupils may not recognise the imagery / simile.</p>	<p>Look out for times when the author helps you picture a scene by comparing it with something else.</p>

9	Literal Comprehension: Accuracy Grey A	Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.	First performance	1	Pupils may not be familiar with the word 'debut'.	When working out an unfamiliar word, think about which word would fit into the context of the sentence and what you already know about the text.
10	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	Squeak their way through	1	Some pupils may not be good at reading between the lines to link squeaking with poor playing.	Think carefully about the words the author has chosen. Often the author does not directly tell you something. You have to work out what is meant.
11	Inference: Prediction Grey A	Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.	"I thought it was hilarious."	1	Some pupils may not know 'hilarious' as a synonym for 'really funny'.	Re-read the paragraph carefully and pick out the information given to you by the author.

12	Literal Comprehension: Literal Comprehension Grey A	With support, identify main ideas drawn from more than one paragraph.	Accept any reasonable answers based on the text, for example: She is scared of Emma Walsh. She is lazy (didn't practise). She has good ideas (plans on miming). She is nervous before the performance. She is brave ('ready to march to her fate'). She is forgetful (forgets her jumper). She is clumsy (falls into the pond). (Award 1 mark for any two correct answers, and 2 marks for all three correct.)	2	Pupils may not be good at tracking back over a piece of writing to collect evidence.	When asked for evidence across a whole text, go carefully back over each paragraph to check for relevant information.
			Total:	15		



Objective

The student will identify the meaning of homophones.

Materials

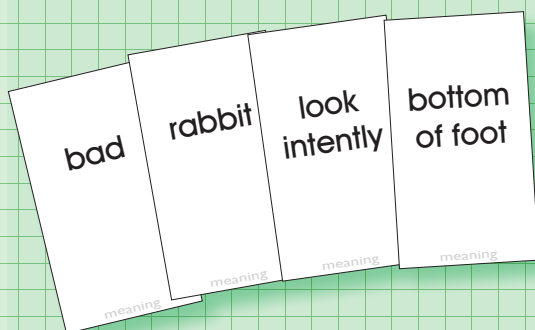
- ▶ Homophone and meaning cards

Activity

Students match homophones with their meanings by playing a card game.

1. Place the homophone and meaning cards face down in two different stacks. Student one selects the top five cards from the homophone stack. Student two selects the top five cards from the meaning stack.
2. Student one asks student two for a matching meaning card for one of his homophone cards. For example, "I have chilly, c-h-i-l-l-y, do you have a meaning card that matches?"
3. If yes, student two gives the meaning card to student one who reads both (i.e., chilly, cold). Places match down. Both students select the top card from their respective stacks. If no, student two takes a turn.
4. Student two asks student one for a homophone that matches one of her meaning cards. For example, "I'm looking for a word that means two of a kind. Do you have the matching homophone?"
5. Continue game until all cards are matched. Discuss homophones and regroup cards by pairs of homophones and their meanings (e.g., chilly, cold and chili, hot pepper).
6. Peer evaluation

"I have 'chilly' which is spelled c-h-i-l-l-y. It means cold."



Extensions and Adaptations

- ▶ Make other homophone and meaning cards to play game.
- ▶ Match homophones in a memory game.

Vocabulary

Homophone Go Fish

V. 007

<p>bury</p> <p>homophone</p>	<p>berry</p> <p>homophone</p>	<p>chilly</p> <p>homophone</p>
<p>put in ground</p> <p>meaning</p>	<p>fruit</p> <p>meaning</p>	<p>cold</p> <p>meaning</p>



homophone and meaning cards

<p>chili</p> <p>homophone</p>	<p>foul</p> <p>homophone</p>	<p>fowl</p> <p>homophone</p>
<p>hot pepper</p> <p>meaning</p>	<p>bad</p> <p>meaning</p>	<p>bird (chicken)</p> <p>meaning</p>



Vocabulary

Homophone Go Fish

V. 007

<p>pail</p> <p>homophone</p>	<p>pale</p> <p>homophone</p>	<p>flour</p> <p>homophone</p>
<p>bucket</p> <p>meaning</p>	<p>light (white)</p> <p>meaning</p>	<p>ground up grain</p> <p>meaning</p>



homophone and meaning cards

<p>flower</p> <p>homophone</p>	<p>stair</p> <p>homophone</p>	<p>stare</p> <p>homophone</p>
<p>blossom</p> <p>meaning</p>	<p>step</p> <p>meaning</p>	<p>look intently</p> <p>meaning</p>



Vocabulary

Homophone Go Fish

V. 007

<p>brake</p> <p>homophone</p>	<p>break</p> <p>homophone</p>	<p>hair</p> <p>homophone</p>
<p>to stop</p> <p>meaning</p>	<p>smash into pieces</p> <p>meaning</p>	<p>grows on head</p> <p>meaning</p>



homophone and meaning cards

<p>hare</p> <p>homophone</p>	<p>heal</p> <p>homophone</p>	<p>heel</p> <p>homophone</p>
<p>rabbit</p> <p>meaning</p>	<p>make well</p> <p>meaning</p>	<p>bottom of foot</p> <p>meaning</p>



Vocabulary

Homophone Go Fish

V. 007

<p>toe</p> <p>homophone</p>	<p>tow</p> <p>homophone</p>	<p>homophone</p>
<p>digit on foot</p> <p>meaning</p>	<p>pull</p> <p>meaning</p>	<p>meaning</p>



homophone and meaning cards

Vocabulary

V. 007

Homophone Go Fish

homophone	homophone	homophone
meaning	meaning	meaning



blank homophone and meaning cards