My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.

What was your favourite part?

_____

_____

_____

Draw your favourite scene from the book.

Year 3 and 4 Spelling Booklet

Name_____

Year 3 and 4 Spelling Booklet

In this booklet, you will find all the words from the Year 3 and 4 spelling list. When you have learnt each word in a list, ask a grown-up to test you to see if you can spell the word aloud and also write the word. If they agree that you have mastered the spelling of that word, tick both boxes by the spelling. Once you have completed a whole column you have achieved a gold medal! Colour in the medal to show your achievement.

Tick this column if you can spell the word aloud.

Tick this column if you can write the word independently.

Year 3 and 4 Guide

Going for Gold Spelling Booklet

This booklet is a great way to break down the Year 3 and 4 statutory spelling list into bitesize chunks, which will make it easier for your child to learn. Children are expected to know how to spell these words by the end of Year 4 before they move onto the Year 5 and 6 statutory spelling list in upper key stage 2. These words will be taught in class too but this booklet is a great method to record which words your child can already spell and which words you need to focus more upon.

How to use this booklet

Focus on one column at a time and try to learn the words in that column with your child. You can practice these words using any method you like (the more fun it is, the more likely your child will retain them!). For further ideas on spelling activities, please see the following resource on the Twinkl website: **Spelling Support for Parents: Games to Play at Home Guide**

Mastering a spelling

Once you are confident that your child can both spell the word aloud and write it independently, then you can allow your child to tick both the boxes for that word to show that they have mastered spelling this word. Once they have completed a full column, they receive a gold medal! By breaking down the spelling list into smaller lists, your child will find these words more manageable and they will have a sense of achievement each time they complete a list, which will build their confidence.

My child struggles with spelling

If your child finds it difficult to spell words, break each list down into smaller parts so that they feel a sense of achievement. You could explain that they get a bronze medal for learning three words on the list, a silver medal for six and then a gold medal for all ten.

You may find you have to focus on one word at a time depending on your child's level of ability. That's fine to do that! Remember, children are expected to learn how to spell these words over a two year period. You want your child to feel confident spelling these words, even if they need to do it one at a time.

Year 3 and 4 Spelling List (1-50)

Become a champion speller by going for gold! To get a gold medal for each column, you need to be able to spell aloud and write each of the words listed. Tick the speaking column to show you can spell it aloud and the writing column to show you can write the word correctly. Once you have done this, you have achieved gold! Once completed, shade in the gold medal below each column to show your achievement.





accident(ally)			build			continue			exercise			group		
actual(ly)			busy/business			decide			experience			guard		
address			calendar			describe			experiment			guide		
answer			caught			different			extreme			heard		
appear			centre			difficult			famous			heart		
arrive			century			disappear			favourite			height		
believe			certain			early			February			history		
bicycle			circle			earth			forward(s)			imagine		
breath			complete			eight/eighth			fruit			increase		
breathe			consider			enough			grammar			important		





Year 3 and 4 Spelling List (51-100)

Become a champion speller by going for gold! To get a gold medal for each column, you need to be able to spell aloud and write each of the words listed. Tick the speaking column to show you can spell it aloud and the writing column to show you can write the word correctly. Once you have done this, you have achieved gold! Once completed, shade in the gold medal below each column to show your achievement.





interest			natural			popular			question			strength		
island			naughty			position			recent			suppose		
knowledge			notice			possess(ion)			regular			surprise		
learn			occasion(ally)			possible			reign			therefore		
length			often			potatoes			remember			though/although		
library			opposite			pressure			sentence			thought		
material			ordinary			probably			separate			through		
medicine			particular			promise			special			various		
mention			peculiar			purpose			straight			weight		
minute			perhaps			quarter			strange			woman/women		





Please make sure that you print this resource at 100% so that all measurements are correct.
To do this, follow the relevant steps below.

Adobe Reader or Adobe Acrobat

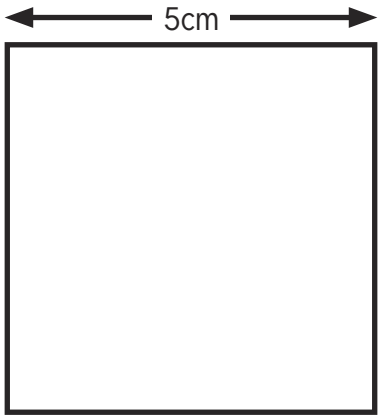
- Adobe Reader is a free PDF viewer, from Adobe. To install a copy of Adobe Reader, go to https://get.adobe.com/uk/reader/.
- Once Adobe Reader is installed, open your PDF.
- Go to File>Print.
- Under 'Page Sizing & Handling', select 'Size'.
- From here, make sure that 'Actual Size' is selected.
- Print this page as a test, making sure that the shape below is the correct size once printed.
- If the test print is correct, print your PDF.

Foxit Reader

- Go to File>Print.
- Set the 'Scaling' to 'None'.
- Print this page as a test, making sure that the shape below is the correct size once printed.
- If the test print is correct, print your PDF.

Web Browser

- If printing from a web browser, such as Chrome, Firefox or Microsoft Edge make sure that your printer is set to print at 100%, either by unticking 'Fit to Page' or selecting 'Actual Size'.
- Print this page as a test, making sure that the shape below is the correct size once printed.
- If the test print is correct, print your PDF.



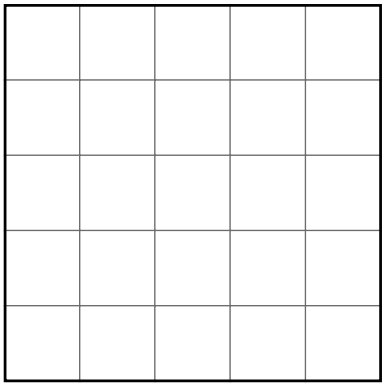
Measure and Calculate the Perimeter of a Rectilinear Figure

Aim: I can measure and calculate the perimeter of a square and a rectangle.

The Perimeter of Squares

Count the length of one side of each square and multiply by 4 to find the perimeter.

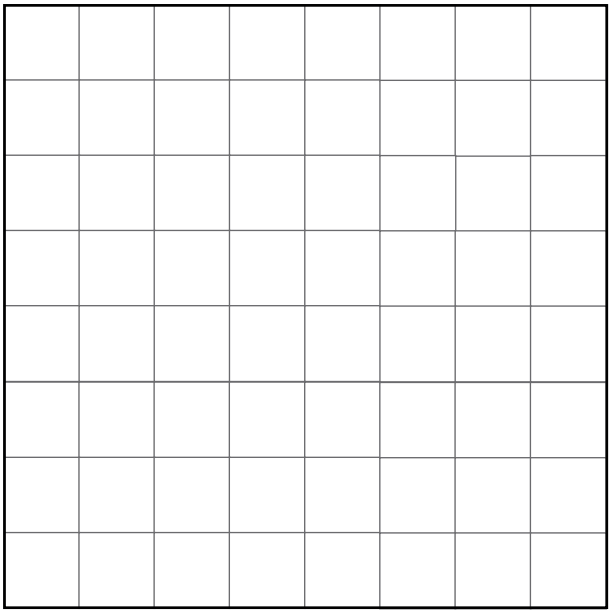
1.



1 side =_____

perimeter =_____

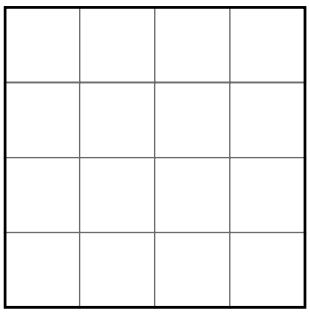
2.



1 side =_____

perimeter =_____

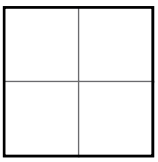
3.



1 side =_____

perimeter =_____

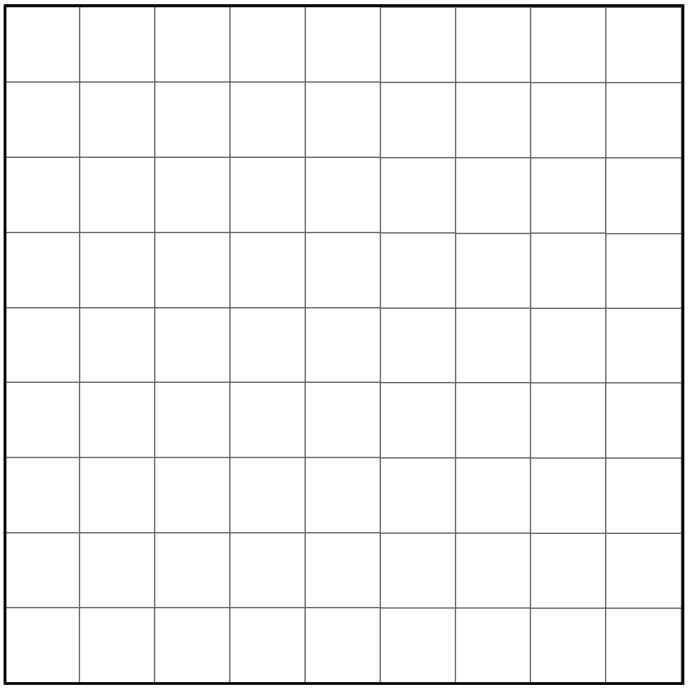
4.



1 side =_____

perimeter =_____

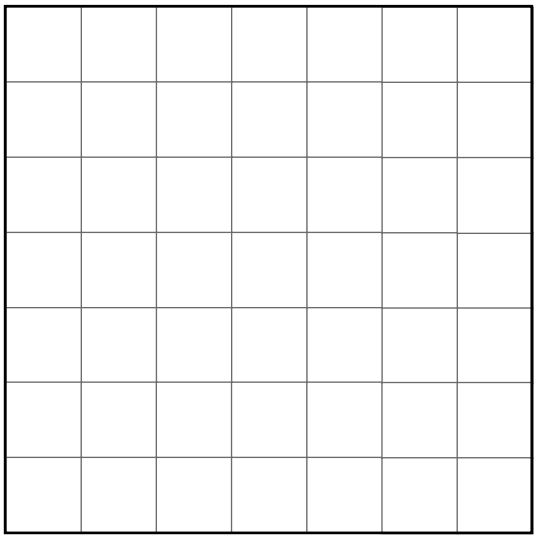
5.



1 side =_____

perimeter =_____

6.



1 side =_____

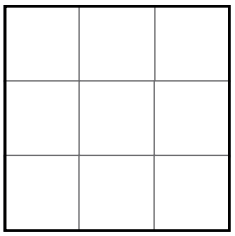
perimeter =_____

7.

1 side =_____

perimeter =_____

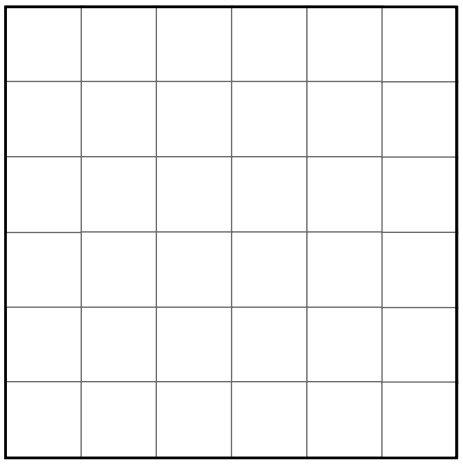
8.



1 side =_____

perimeter =_____

9.



1 side =_____

perimeter =_____

The Perimeter of Rectangles

Count the length of two sides of each rectangle, add together and multiply by 2 to find the perimeter.

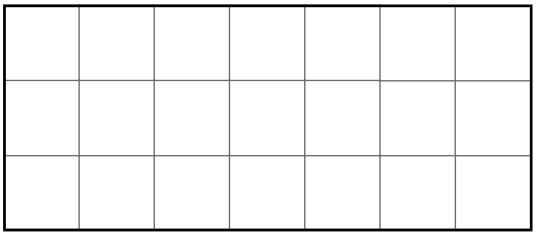
1.

side 1 =_____

side 2 =_____

perimeter =_____

2.

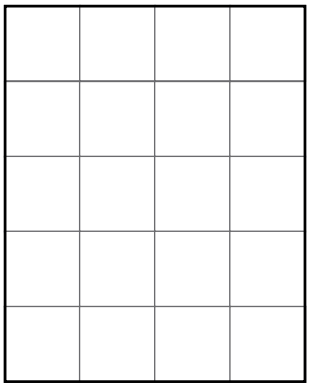


side 1 =_____

side 2 =_____

perimeter =_____

3.

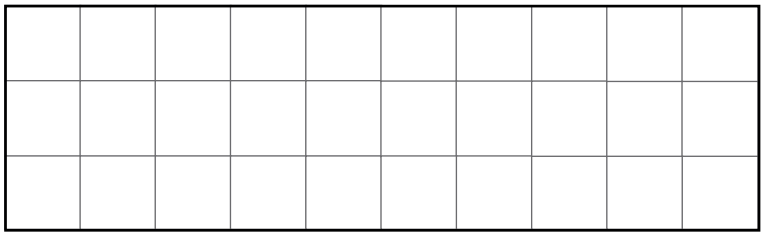


side 1 =_____

side 2 =_____

perimeter =_____

4.

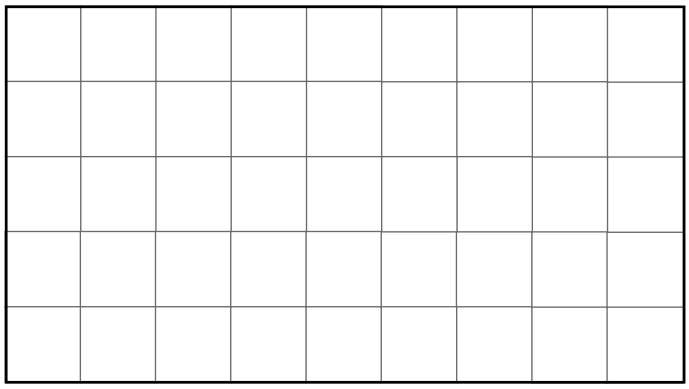


side 1 =_____

side 2 =_____

perimeter =_____

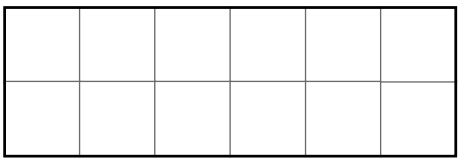
5.



side 1 =_____,side 2 =_____

perimeter =_____

6.

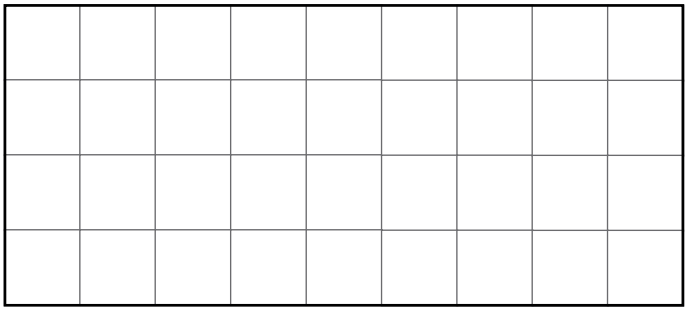


side 1 =_____

side 2 =_____

perimeter =_____

7.

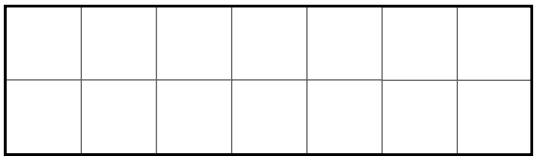


side 1 =_____

side 2 =_____

perimeter =_____

8.

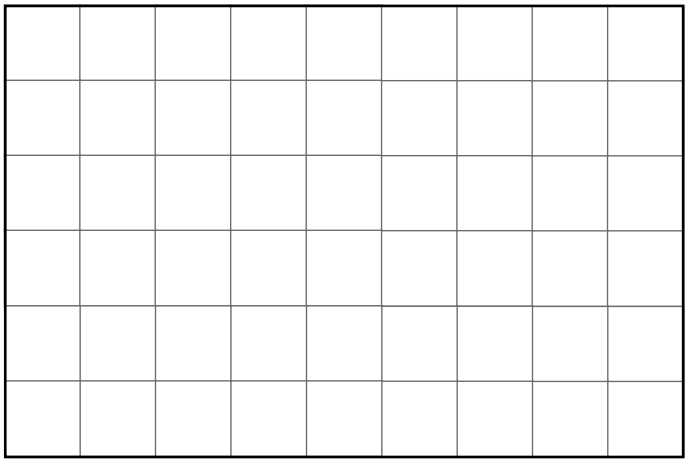


side 1 =_____

side 2 =_____

perimeter =_____

9.

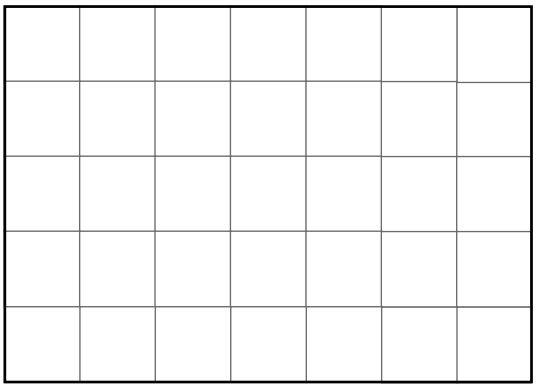


side 1 =_____

side 2 =_____

perimeter =_____

10.

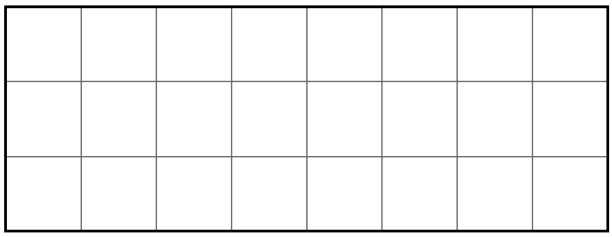


side 1 =_____

side 2 =_____

perimeter =_____

11.

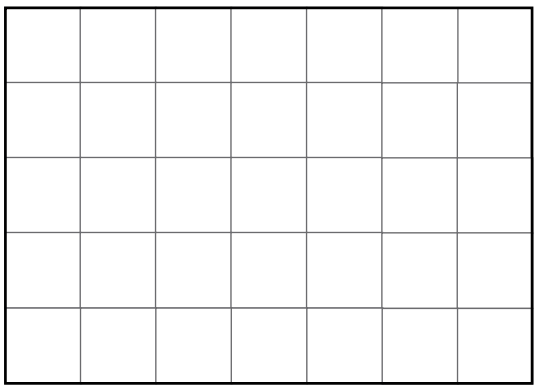


side 1 =_____

side 2 =_____

perimeter =_____

12.



side 1 =_____,side 2 =_____

perimeter =_____

Measure and Calculate the Perimeter of a Rectilinear Figure **Answers**

The Perimeter of Squares

1. 1 side = 5cm
   perimeter = 20cm
2. 1 side = 8cm
   perimeter = 32cm
3. 1 side = 4cm
   perimeter = 16cm
4. 1 side = 2cm
   perimeter = 8cm
5. 1 side = 9cm
   perimeter = 36cm
6. 1 side = 7cm
   perimeter = 28cm
7. 1 side = 1cm
   perimeter = 4cm
8. 1 side = 3cm
   perimeter = 12cm
9. 1 side = 6cm
   perimeter = 24cm

The Perimeter of Rectangles

1. side 1 = 6cm
   side 2 = 1cm
   perimeter = 14cm
2. side 1 = 7cm
   side 2 = 3cm
   perimeter = 20cm
3. side 1 = 4cm
   side 2 = 5cm
   perimeter = 18cm
4. side 1 = 10cm
   side 2 = 3cm
   perimeter = 26cm
5. side 1 = 9cm
   side 2 = 5cm
   perimeter = 28cm
6. side 1 = 2cm
   side 2 = 6cm
   perimeter = 16cm
7. side 1 = 4cm
   side 2 = 9cm
   perimeter = 26cm
8. side 1 = 7cm
   side 2 = 2cm
   perimeter = 18cm
9. side 1 = 9cm
   side 2 = 6cm
   perimeter = 30cm
10. side 1 = 7cm
    side 2 = 5cm
    perimeter = 24cm
11. side 1 = 3cm
    side 2 = 8cm
    perimeter = 22cm
12. side 1 = 5cm
    side 2 = 7cm
    perimeter = 24cm

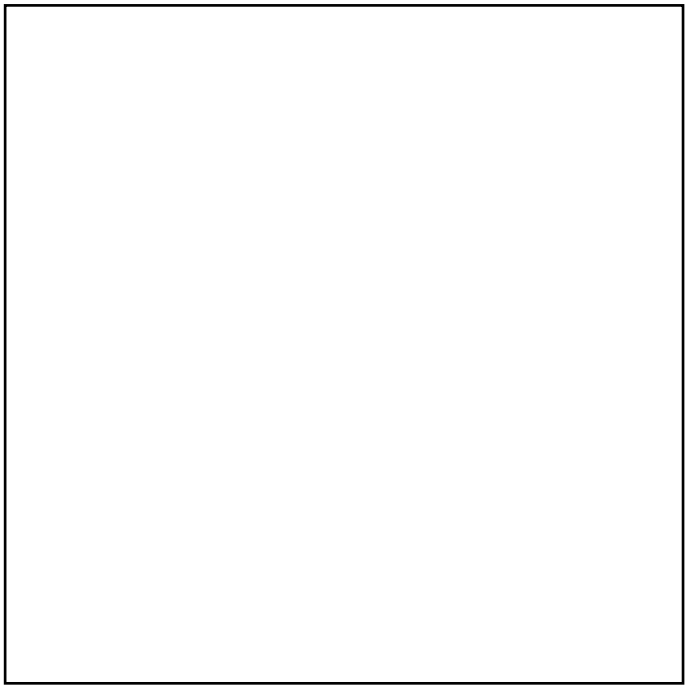
Measure and Calculate the Perimeter of a Rectilinear Figure

Aim: I can measure and calculate the perimeter of a square and a rectangle.

The Perimeter of Squares

Measure the length of one side of each square and multiply to find the perimeter.

1.



1 side =_____

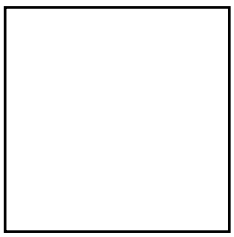
perimeter =_____

2.

1 side =_____

perimeter =_____

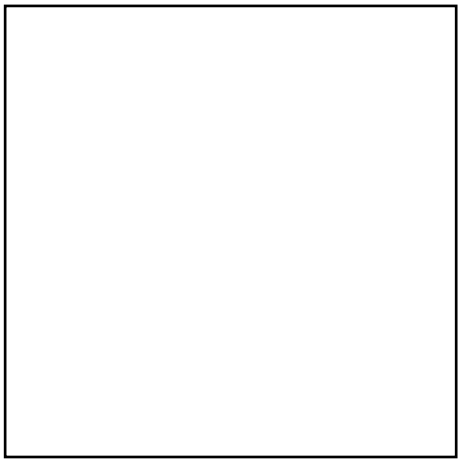
3.



1 side =_____

perimeter =_____

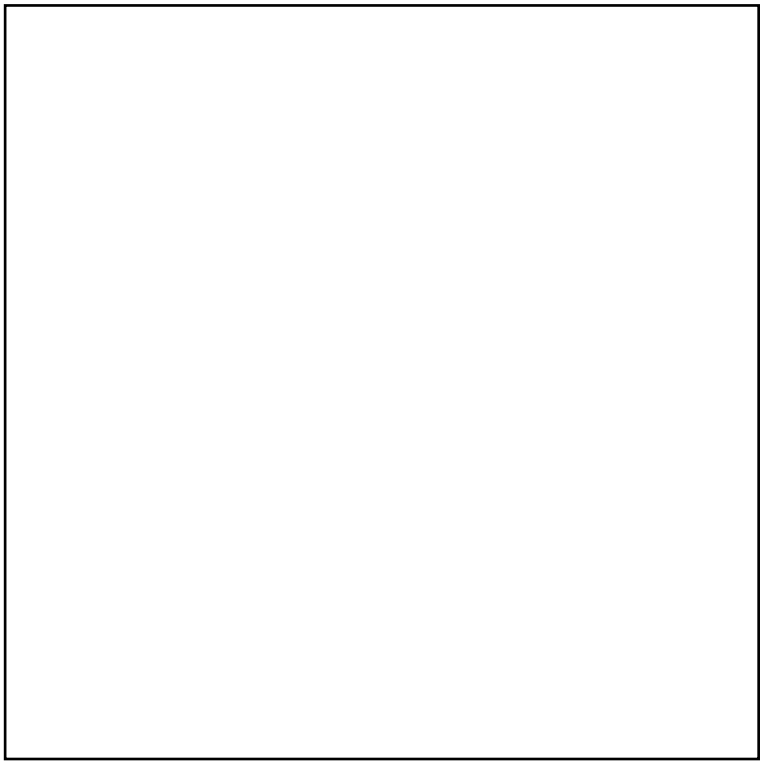
4.



1 side =_____

perimeter =_____

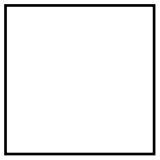
5.



1 side =_____

perimeter =_____

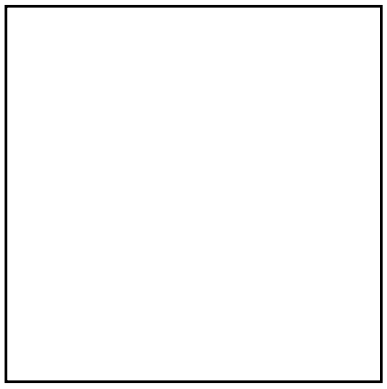
6.



1 side =_____

perimeter =_____

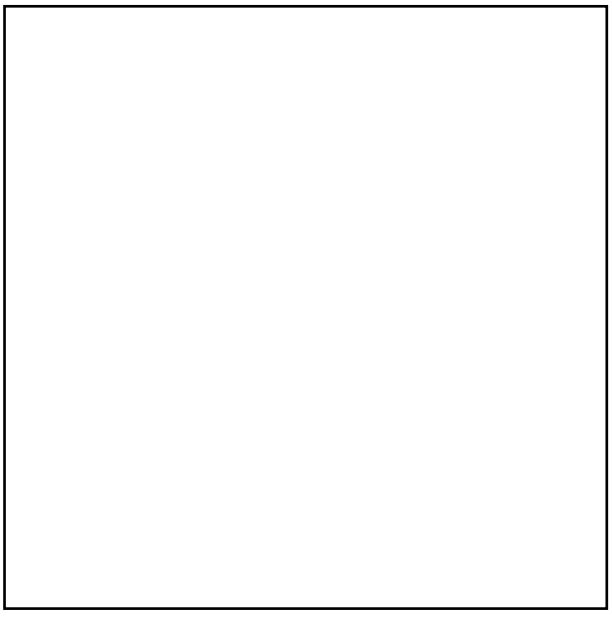
7.



1 side =_____

perimeter =_____

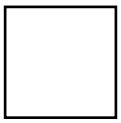
8.



1 side =_____

perimeter =_____

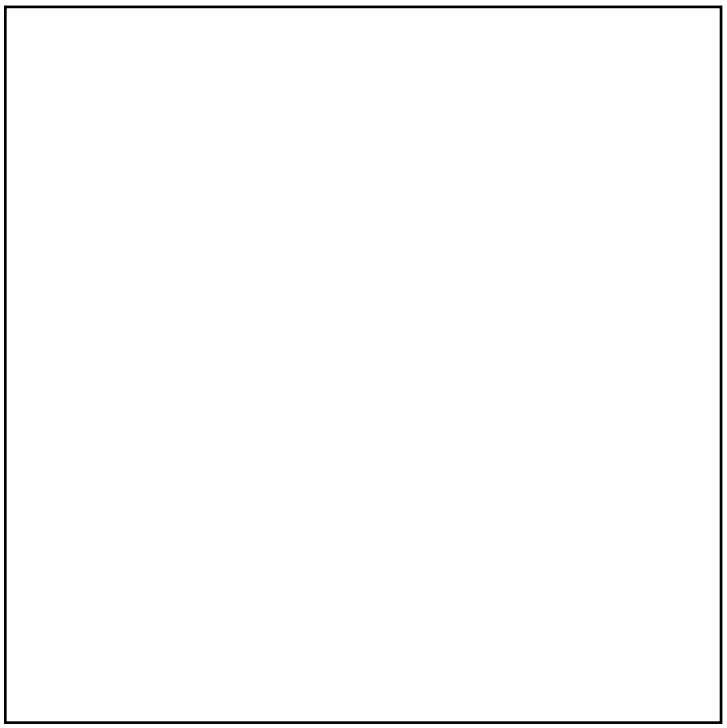
9.



1 side =_____

perimeter =_____

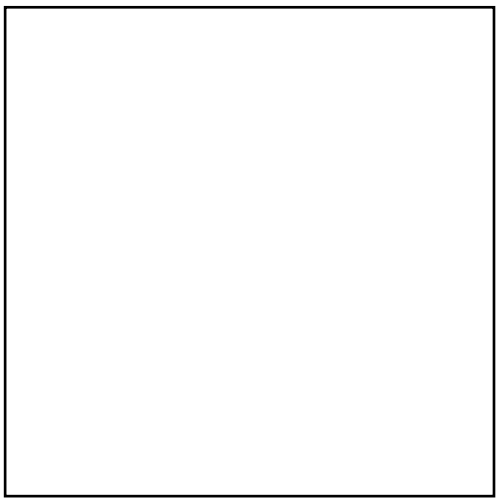
10.



1 side =_____

perimeter =_____

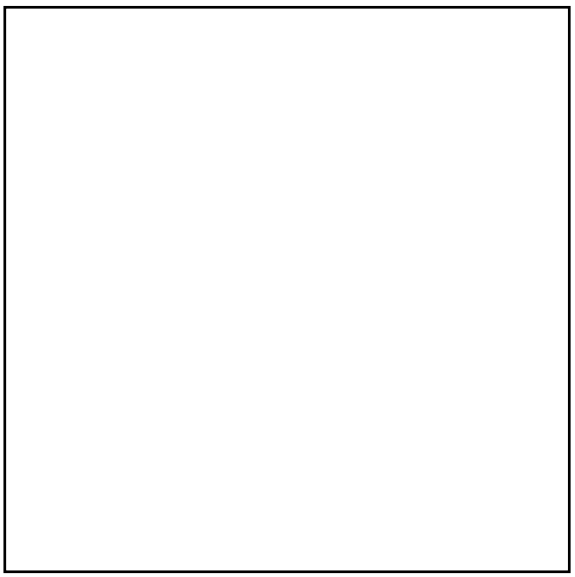
11.



1 side =_____

perimeter =_____

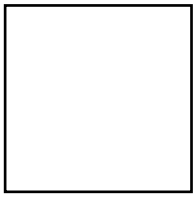
12.



1 side =_____

perimeter =_____

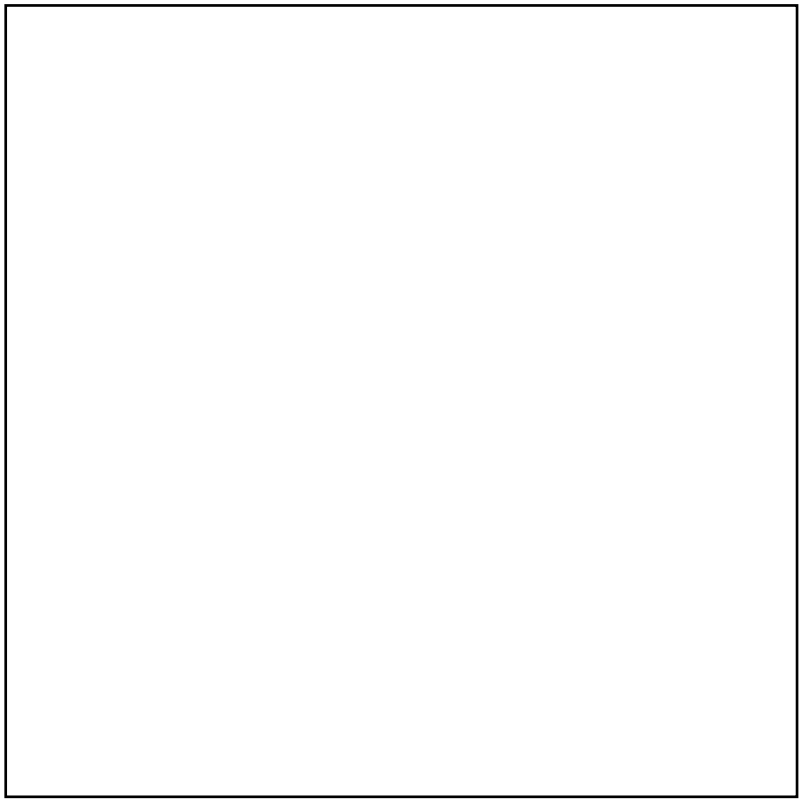
13.



1 side =_____

perimeter =_____

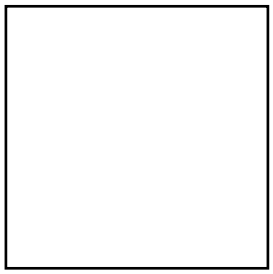
14.



1 side =_____

perimeter =_____

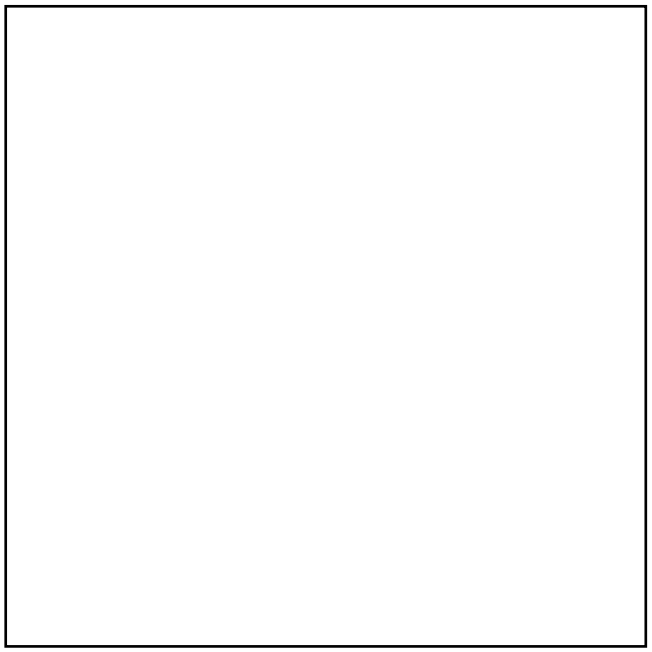
15.



1 side =_____

perimeter =_____

16.



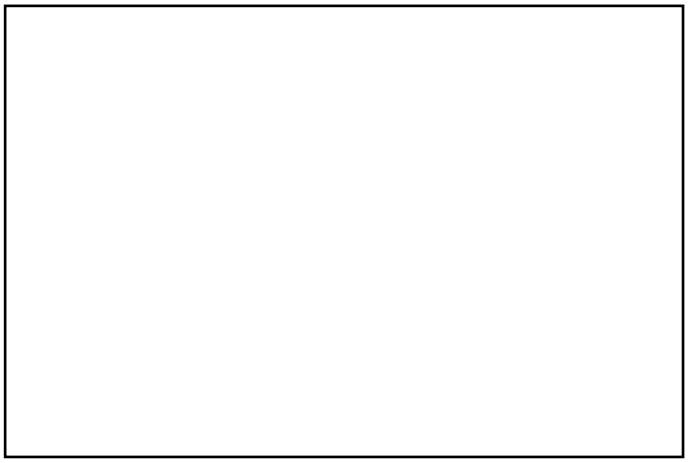
1 side =_____

perimeter =_____

The Perimeter of Rectangles

Measure the length of two sides of each rectangle, add together and multiply to find the perimeter.

1.

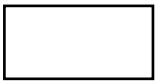


side 1 =_____

side 2 =_____

perimeter =_____

2.



side 1 =_____

side 2 =_____

perimeter =_____

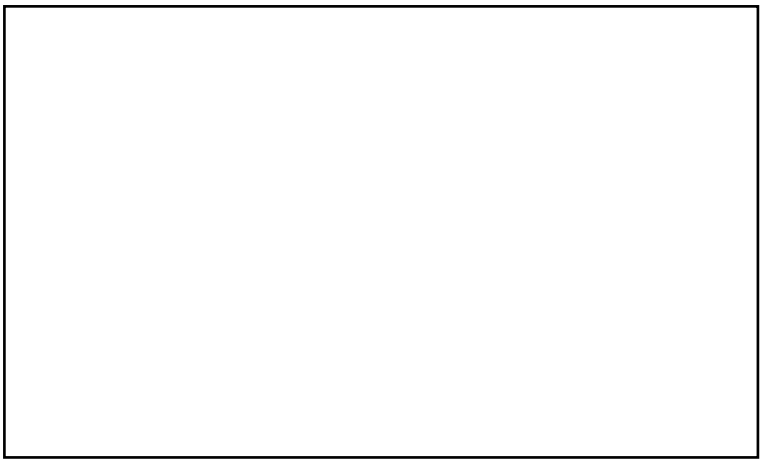
3.

side 1 =_____

side 2 =_____

perimeter =_____

4.

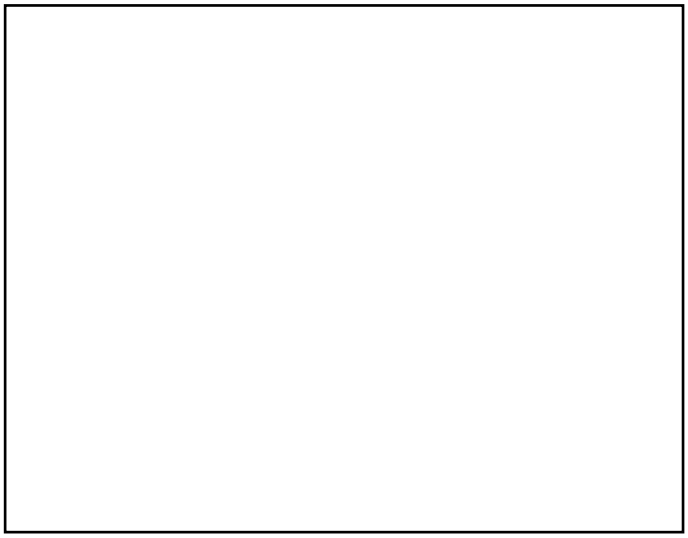


side 1 =_____

side 2 =_____

perimeter =_____

5.

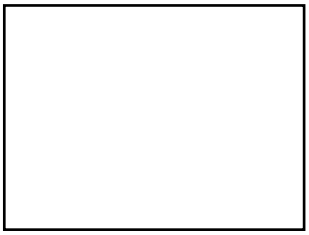


side 1 =_____

side 2 =_____

perimeter =_____

6.



side 1 =_____

side 2 =_____

perimeter =_____

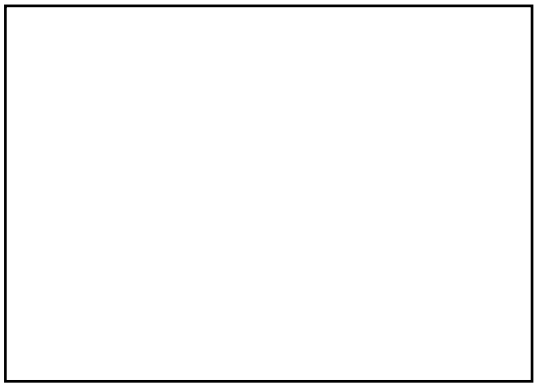
7.

side 1 =_____

side 2 =_____

perimeter =_____

8.



side 1 =_____

side 2 =_____

perimeter =_____

9.

side 1 =_____

side 2 =_____

perimeter =_____

10.

side 1 =_____

side 2 =_____

perimeter =_____

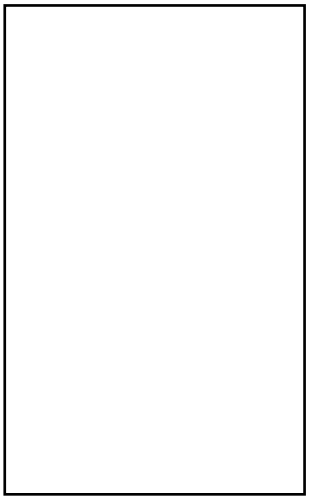
11.

side 1 =_____

side 2 =_____

perimeter =_____

12.

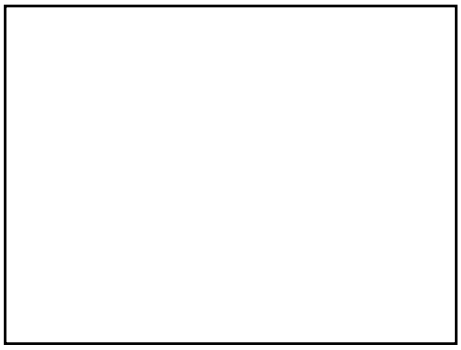


side 1 =_____

side 2 =_____

perimeter =_____

13.



side 1 =_____

side 2 =_____

perimeter =_____

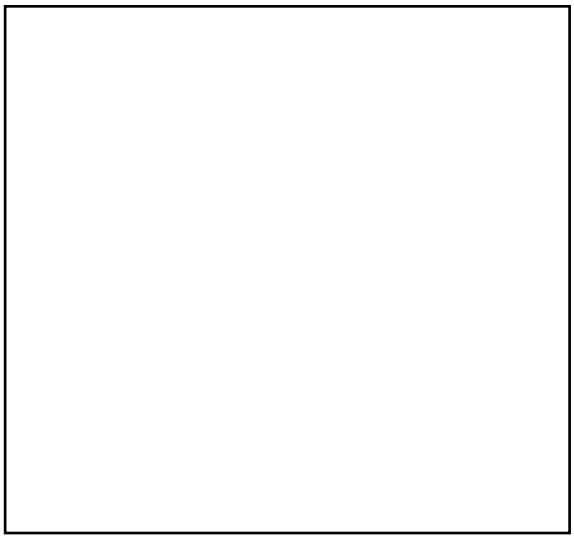
14.

side 1 =_____

side 2 =_____

perimeter =_____

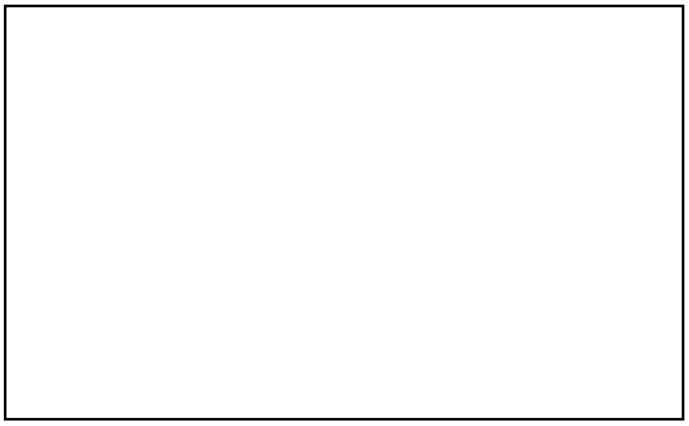
15.



side 1 =_____,side 2 =_____

perimeter =_____

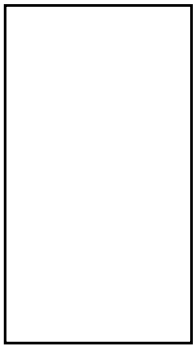
16.



side 1 =_____,side 2 =_____

perimeter =_____

17.

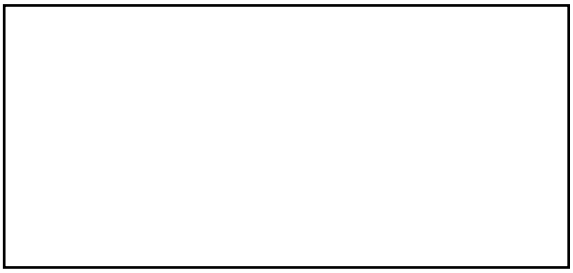


side 1 =_____

side 2 =_____

perimeter =_____

18.

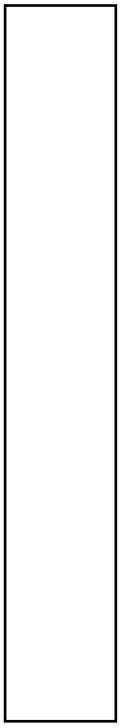


side 1 =_____

side 2 =_____

perimeter =_____

19.

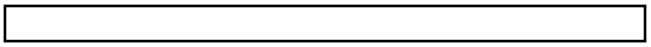


side 1 =_____

side 2 =_____

perimeter =_____

20.



side 1 =_____

side 2 =_____

perimeter =_____

Measure and Calculate the Perimeter of a Rectilinear Figure **Answers**

The Perimeter of Squares

1. side 1 = 9cm
   perimeter = 36cm
2. side 1 = 1cm
   perimeter = 4cm
3. side 1 = 3cm
   perimeter = 12cm
4. side 1 = 6cm
   perimeter = 24cm
5. side 1 = 10cm
   perimeter = 40cm
6. side 1 = 2cm
   perimeter = 8cm
7. side 1 = 5cm
   perimeter = 20cm
8. side 1 = 8cm
   perimeter = 32cm
9. side 1 = 1.5cm
   perimeter = 6cm
10. side 1 = 9.5cm
    perimeter = 38cm
11. side 1 = 6.5cm
    perimeter = 26cm
12. side 1 = 7.5cm
    perimeter = 30cm
13. side 1 = 2.5cm
    perimeter = 10cm
14. side 1 = 10.5cm
    perimeter = 42cm
15. side 1 = 3.5cm
    perimeter = 14cm
16. side 1 = 8.5cm
    perimeter = 34cm

The Perimeter of Rectangles

1. side 1 = 6cm
   side 2 = 9cm
   perimeter = 30cm
2. side 1 = 2cm
   side 2 = 1cm
   perimeter = 6cm
3. side 1 = 4cm
   side 2 = 2cm
   perimeter = 12cm
4. side 1 = 10cm
   side 2 = 6cm
   perimeter = 32cm
5. side 1 = 9cm
   side 2 = 7cm
   perimeter = 32cm
6. side 1 = 4cm
   side 2 = 3cm
   perimeter = 14cm
7. side 1 = 9cm
   side 2 = 3cm
   perimeter = 24cm
8. side 1 = 7cm
   side 2 = 5cm
   perimeter = 24cm
9. side 1 = 1cm
   side 2 = 6cm
   perimeter = 14cm
10. side 1 = 7cm
    side 2 = 2cm
    perimeter = 18cm
11. side 1 = 1.5cm
    side 2 = 3cm
    perimeter = 9cm
12. side 1 = 4cm
    side 2 = 6.5cm
    perimeter = 21cm
13. side 1 = 4.5cm
    side 2 = 6cm
    perimeter = 21cm
14. side 1 = 9cm
    side 2 = 2.5cm
    perimeter = 23cm
15. side 1 = 7.5cm
    side 2 = 7cm
    perimeter = 29cm
16. side 1 = 9cm
    side 2 = 5.5cm
    perimeter = 29cm
17. side 1 = 2.5cm
    side 2 = 4.5cm
    perimeter = 14cm
18. side 1 = 7.5cm
    side 2 = 3.5cm
    perimeter = 22cm
19. side 1 = 9.5cm
    side 2 = 1.5cm
    perimeter = 22cm
20. side 1 = 0.5cm
    side 2 = 8.5cm
    perimeter = 18cm

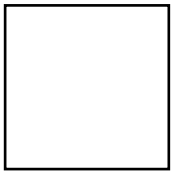
Measure and Calculate the Perimeter of a Rectilinear Figure

Aim: I can measure and calculate the perimeter of a square and a rectangle.

The Perimeter of Squares

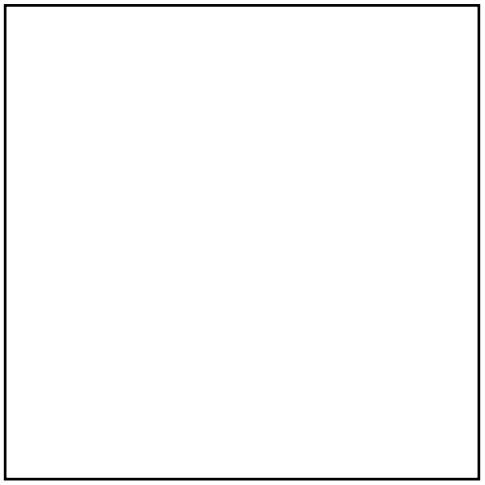
Measure the length of one side of each square and use to calculate the perimeter.

1.



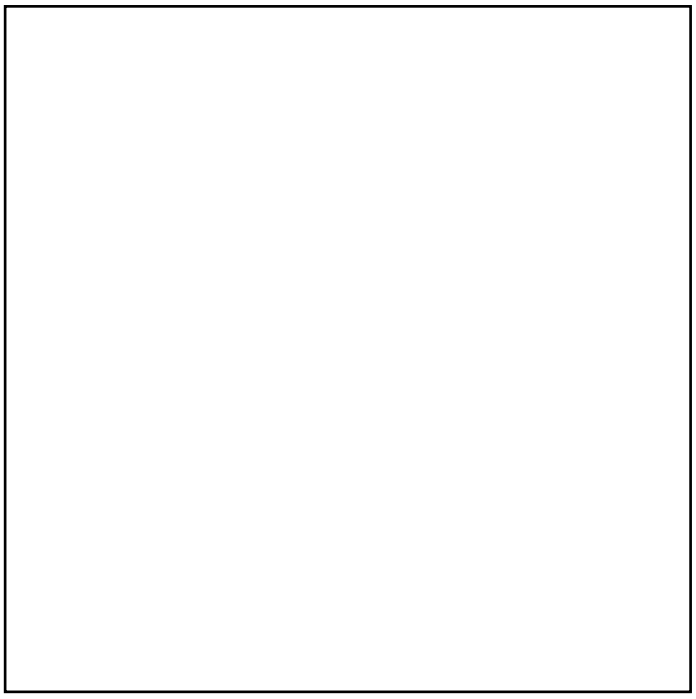
perimeter =_____

2.



perimeter =_____

3.

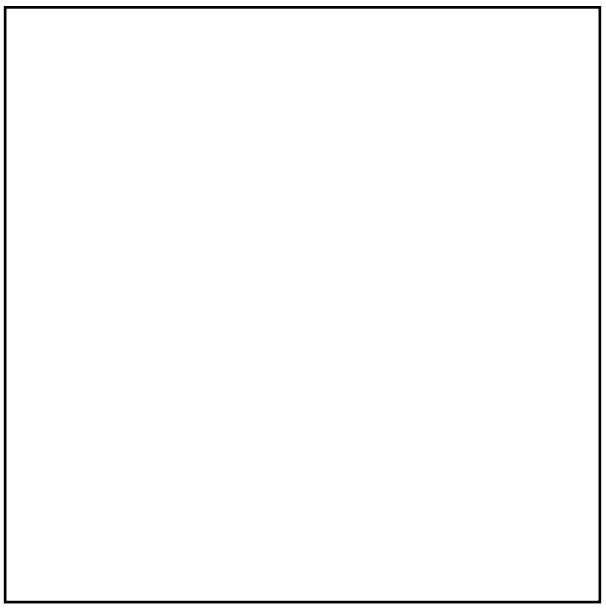


perimeter =_____

4.

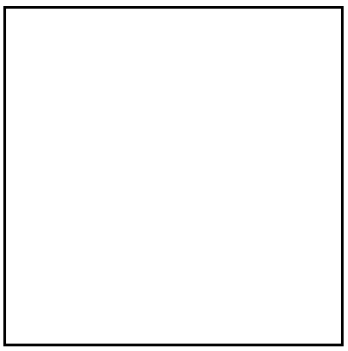
perimeter =_____

5.



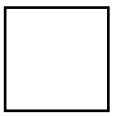
perimeter =_____

6.



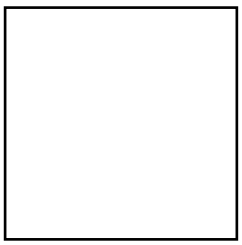
perimeter =_____

7.



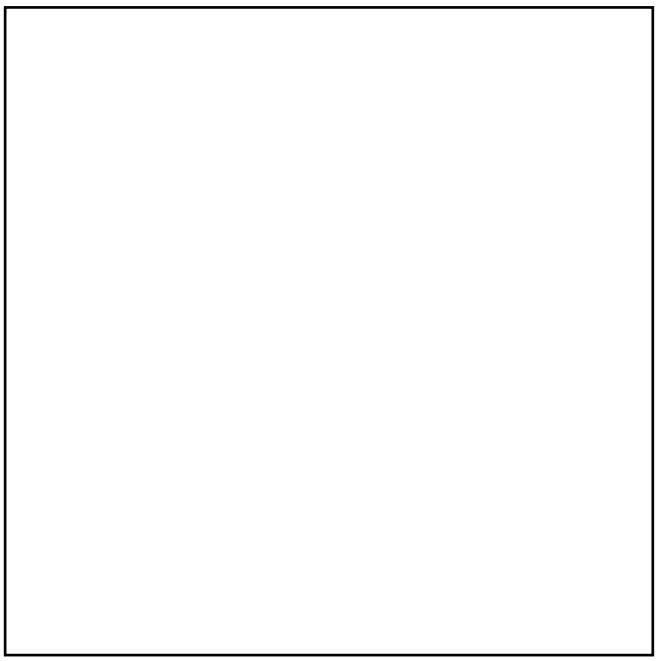
perimeter =_____

8.



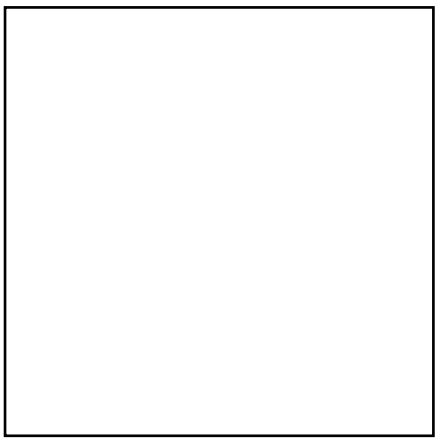
perimeter =_____

9.



perimeter =_____

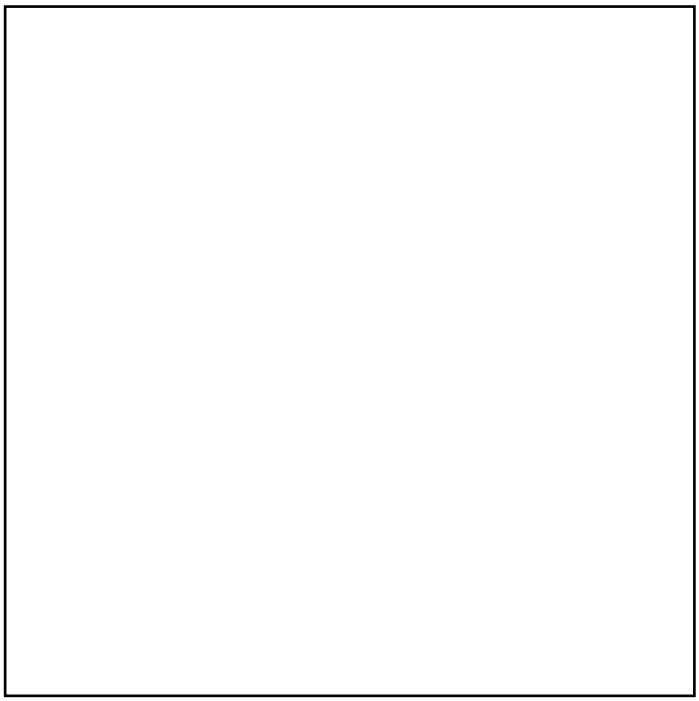
10.



perimeter =_____

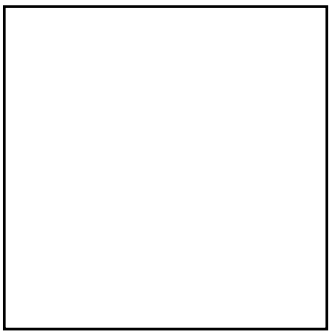
Calculate the perimeter of the following squares (the squares are not to scale).

11.



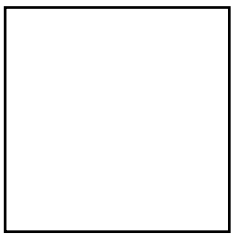
perimeter =_____

12.



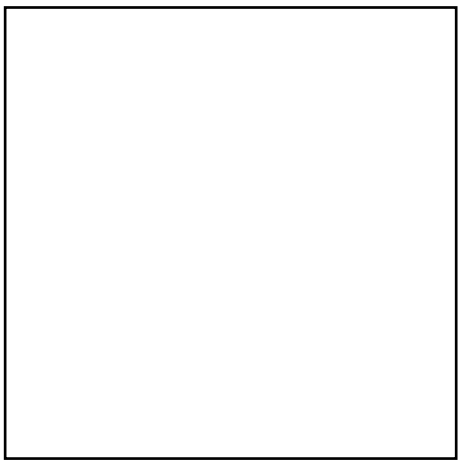
perimeter =_____

13.



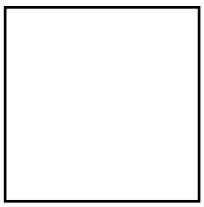
perimeter =_____

14.



perimeter =_____

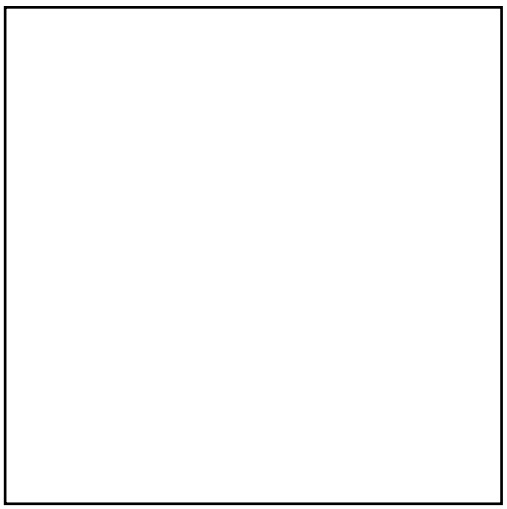
15.



29mm

perimeter =_____

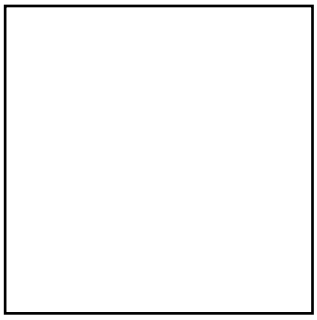
16.



82m

perimeter =_____

17.

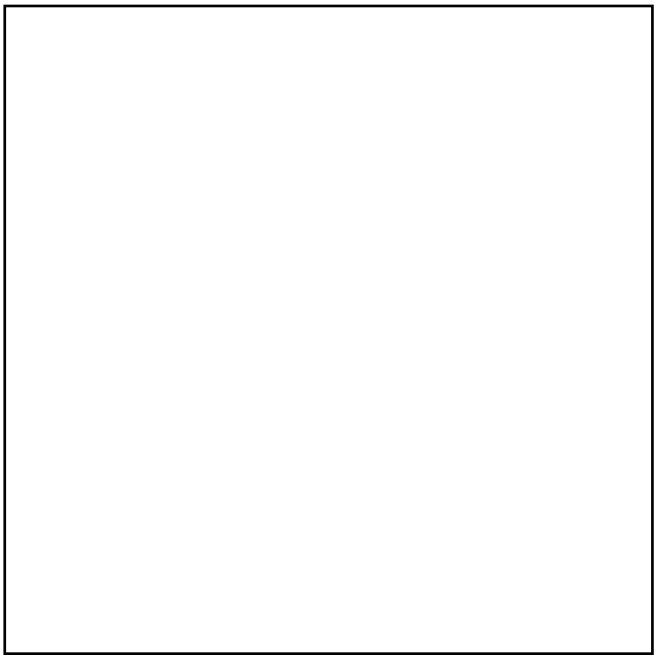


64cm

perimeter =_____

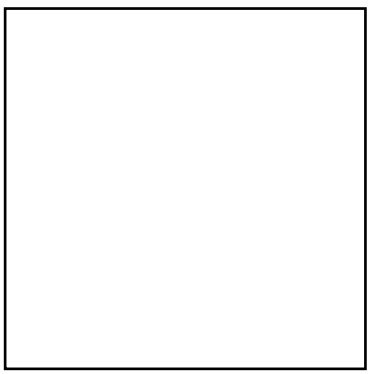
18.

107m



perimeter =_____

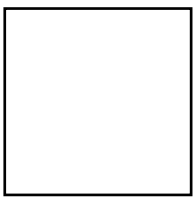
19.



3km

perimeter =_____

20.



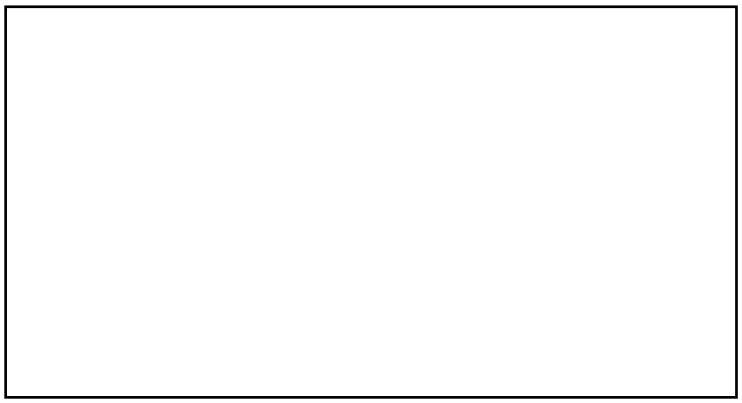
90mm

perimeter =_____

The Perimeter of Rectangles

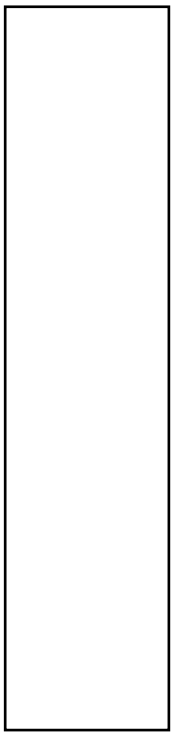
Measure the length of two sides of each rectangle and use to calculate the perimeter.

1.



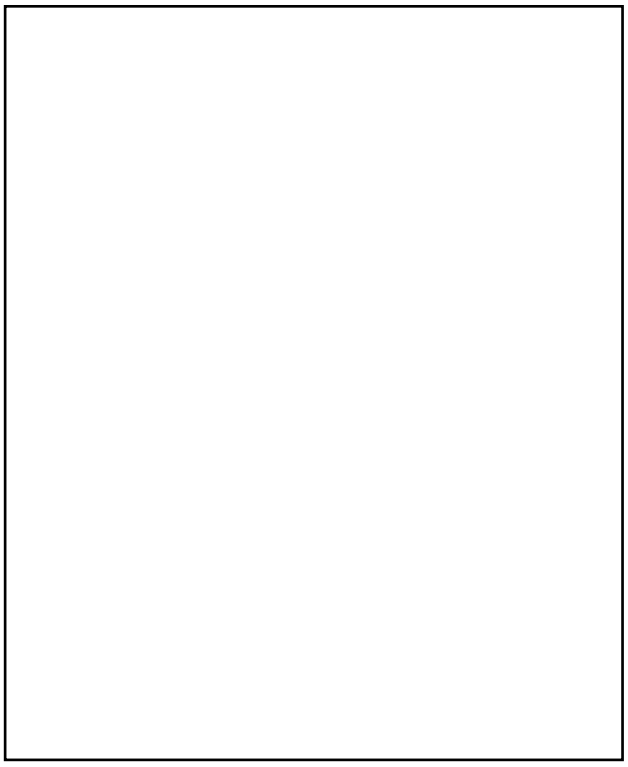
perimeter =_____

2.



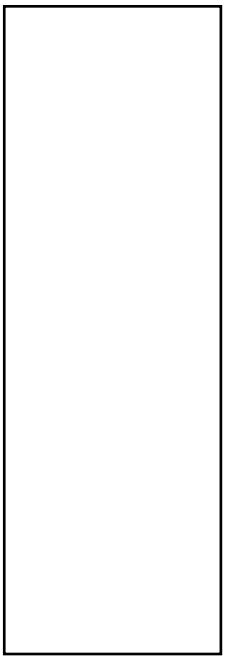
perimeter =_____

3.



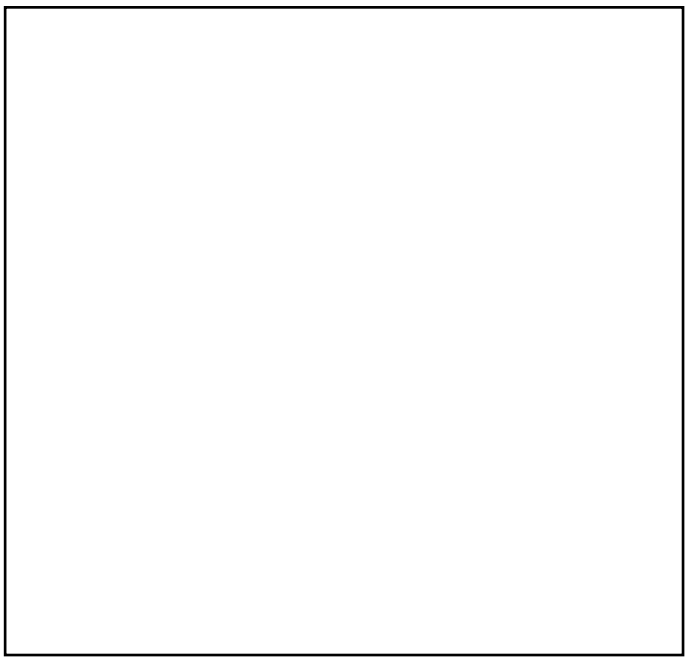
perimeter =_____

4.



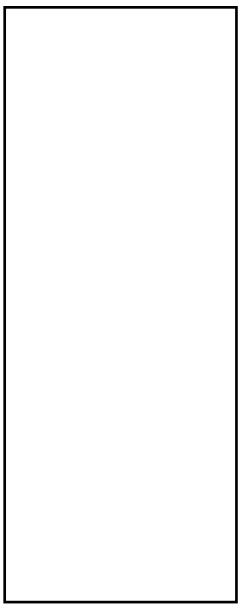
perimeter =_____

5.



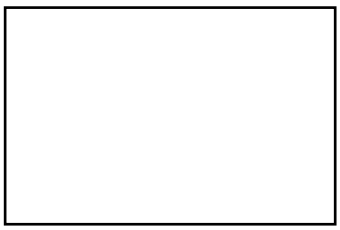
perimeter =_____

6.



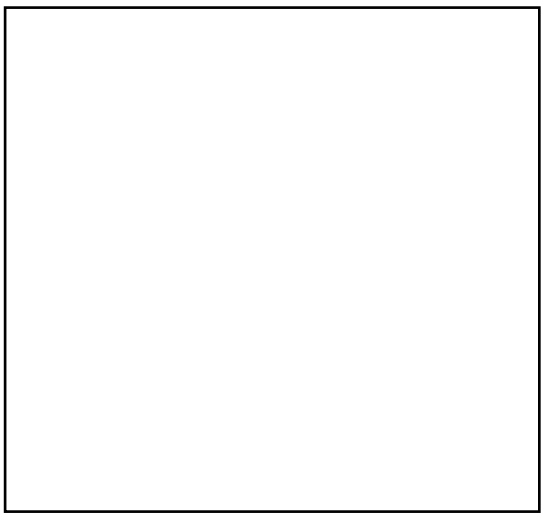
perimeter =_____

7.



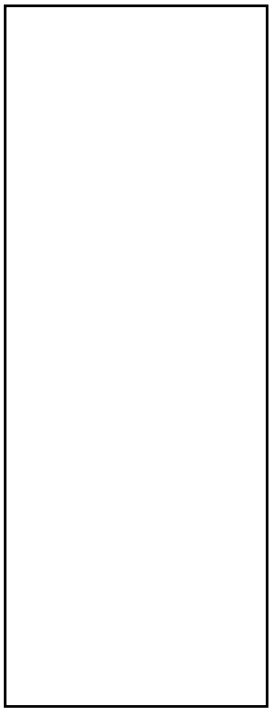
perimeter =_____

8.



perimeter =_____

9.



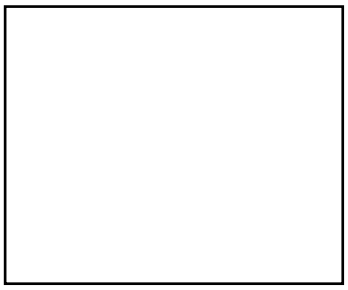
perimeter =_____

10.

perimeter =_____

Calculate the perimeter of each rectangle. (The rectangles are not to scale.)

11.



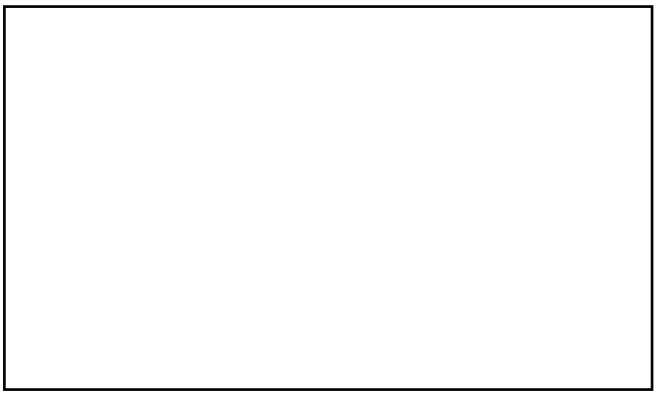
37mm

45mm

perimeter =_____

12.

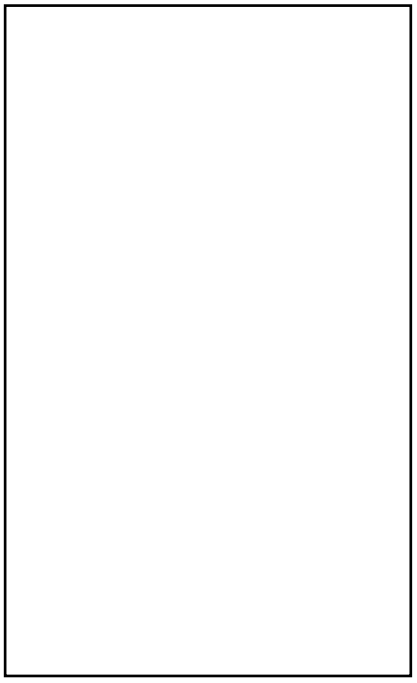
51cm



86cm

perimeter =_____

13.

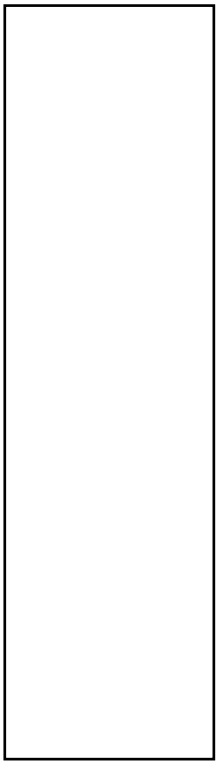


89km

54km

perimeter =_____

14.



100km

28km

perimeter =_____

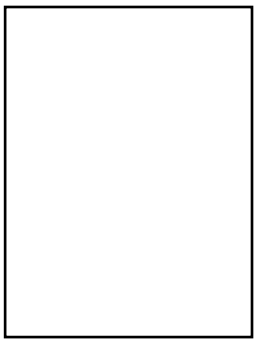
15.

perimeter =_____

16.

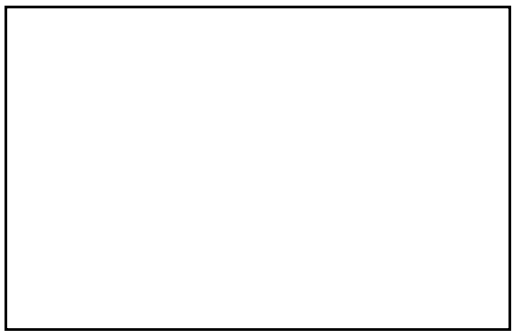
perimeter =_____

17.



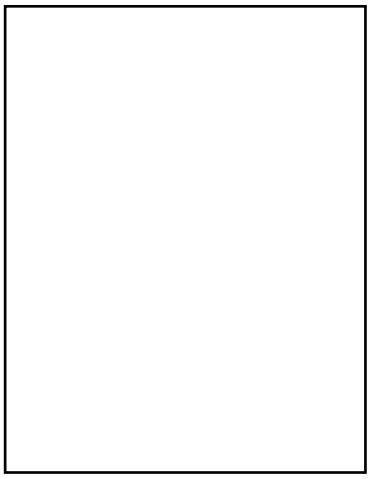
perimeter =_____

18.



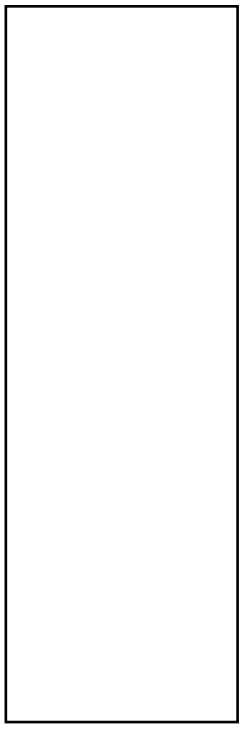
perimeter =_____

19.



perimeter =_____

20.



perimeter =_____

Measure and Calculate the Perimeter of a Rectilinear Figure **Answers**

The Perimeter of Squares

1. perimeter = 88mm
2. perimeter = 252mm
3. perimeter = 364mm
4. perimeter = 36mm
5. perimeter = 316mm
6. perimeter = 180mm
7. perimeter = 56mm
8. perimeter = 124mm
9. perimeter = 344mm
10. perimeter = 228mm
11. perimeter = 28km
12. perimeter = 164m
13. perimeter = 140cm
14. perimeter = 312m
15. perimeter = 116mm
16. perimeter = 328m
17. perimeter = 256cm
18. perimeter = 428m
19. perimeter = 12km
20. perimeter = 360mm

The Perimeter of Rectangles

1. perimeter = 298mm
2. perimeter = 236mm
3. perimeter = 364mm
4. perimeter = 230mm
5. perimeter = 352mm
6. perimeter = 220mm
7. perimeter = 146mm
8. perimeter = 276mm
9. perimeter = 256mm
10. perimeter = 228mm
11. perimeter = 164mm
12. perimeter = 274cm
13. perimeter = 286km
14. perimeter = 256km
15. perimeter = 182m
16. perimeter = 100mm
17. perimeter = 154cm
18. perimeter = 220m
19. perimeter = 220m
20. perimeter = 252mm

Writing a Balanced Argument

What is a balanced argument?

A balanced argument provides information on different points of view and does not lean towards one particular opinion. It allows the reader to make up their own mind.

Use the writing frame to help you write a balanced argument about the selective breeding of dogs. Should selective breeding be banned? Is it always unethical and irresponsible?

Begin your argument by stating the topic or issue:

This argument is to discuss _____

_____

_____

_____

_____

State your first argument <u>for</u> and give evidence to back it up:

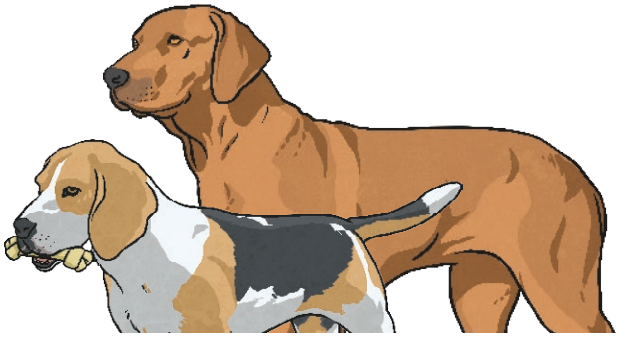
The first point I would like to make is _____

_____

_____

_____

_____



State your second argument for and give evidence:

Secondly _____

_____

_____

_____

_____

State your first argument against and give evidence:

However _____

_____

_____

_____

_____

State your second argument against and give evidence:

In addition _____

_____

_____

_____

_____

Weigh up the evidence and conclude your argument:

In conclusion, I feel that _____

_____

_____

_____

_____

Use the following words and phrases to help you link paragraphs and structure your writing:

however	therefore	in comparison	in conclusion
likewise	also	for example	hence
additionally	alternatively	to summarise	although
moreover	finally	by comparison	furthermore
except	consequently	overall	

Writing a Balanced Argument

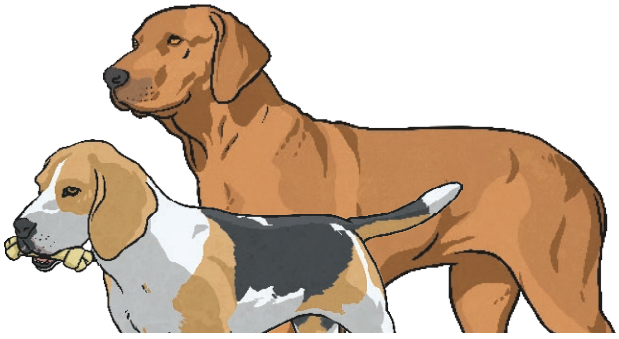
What is a balanced argument?

A balanced argument provides information on different points of view and does not lean towards one particular opinion. It allows the reader to make up their own mind.

Use the writing frame to help you write a balanced argument about the selective breeding of dogs. Should selective breeding be banned? Is it always unethical and irresponsible?

Begin your argument by stating the topic or issue:

State your first argument for and give evidence to back it up:



State your second argument <u>for</u> and give evidence:

State your first argument <u>against</u> and give evidence:

State your second argument <u>against</u> and give evidence:

Weigh up the evidence and conclude your argument:

Use the following words and phrases to help you link paragraphs and structure your writing:

however	therefore	in comparison
likewise	also	for example
additionally	alternatively	to summarise
moreover	finally	by comparison
except	consequently	overall
in conclusion	hence	although
furthermore	firstly	secondly

Writing a Balanced Argument

What is a balanced argument?

A balanced argument provides information on different points of view and does not lean towards one particular opinion. It allows the reader to make up their own mind.

Use the writing frame to help you write a balanced argument about the selective breeding of dogs. Should selective breeding be banned? Is it always unethical and irresponsible?

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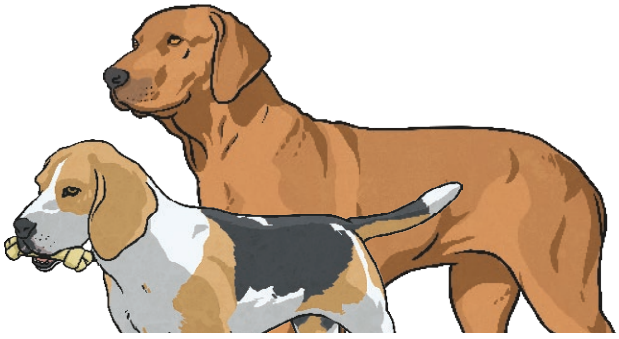


State your second argument for and give evidence:

State your first argument against and give evidence:

State your second argument against and give evidence:

Weigh up the evidence and conclude your argument:

ROALD DAHL

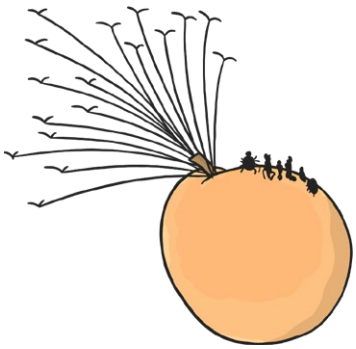
Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but in 1920, she died when she was only 7 years old. Roald's father was so sad that he fell ill from pneumonia. A few weeks later, he also died.

His mother was a great story teller and had a fabulous memory. Roald remembered many tales she told about trolls and other mythical Norwegian characters.

Although Roald had a happy home life, he had an unhappy time at his school in Wales, and was often 'caned' for bad behaviour. His mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the all-powerful Matron who "disliked small boys very much indeed" and the cane-wielding Headmaster.

At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports and was very good at boxing. The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company and this experience later inspired the book 'Charlie and the Chocolate Factory'.

Over the next few years, Roald Dahl worked in Africa for an oil company and then enlisted in the Royal Air Force during the Second World War.



In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa, and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF but, after a while, he began suffering terrible headaches from his accident. This meant he had to leave because he could not fly planes anymore.

In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S.Forester, who suggested that Roald should write about his experiences flying planes in the desert. Roald started writing articles for newspapers.

He met and married actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there. Roald Dahl and Patricia Neal had five children; Olivia, Tessa, Theo, Ophelia and Lucy. However, Olivia tragically died at the age of 7 from an illness.

Roald Dahl started telling his amazing stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy. 'James and the Giant Peach' was his first published children's book.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

Questions About Roald Dahl

1. How old was Roald's sister when she died?

2. What made Roald's mother a good storyteller?

3. Do you think Roald would have liked the Headmaster? Explain your reasons.

4. What sport was he good at?

5. What do you think the boys thought about being chocolate testers?

6. Explain why he had to leave the RAF.

7. How did Roald start writing children's stories?

8. What word did Roald Dahl use to describe how children saw adults around them?

9. What did Dahl believe books should be?

10. Why did Roald Dahl think learning to read was a good thing?

Questions About Roald Dahl

Answers

1. **How old was Roald's sister when she died?**

   7 years old.

2. **What made Roald's mother a good storyteller?**

   She had a good memory.

3. **Do you think Roald would have liked the Headmaster? Explain your reasons.**

   No because it describes him as a 'cane wielding' Headmaster.

4. **What sport was he good at?**

   Boxing

5. **What do you think the boys thought about being chocolate testers?**

   I think they thought it was great.

6. **Explain why he had to leave the RAF.**

   Because he had had an accident before and was having bad headaches. / He couldn't fly planes anymore.

7. **How did Roald start writing children's stories?**

   He told his children bedtime stories and started writing some of them down.

8. **What word did Roald Dahl use to describe how children saw adults around them?**

   He described them as 'giants.'

9. **What did Dahl believe books should be?**

   He believed they should be funny, exciting and wonderful.

10. **Why did Roald Dahl think learning to read was a good thing?**

    Because reading books gives people a 'terrific advantage'.

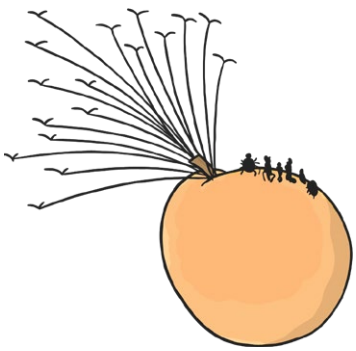
ROALD DAHL

Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but she sadly died in 1920 when she was only 7 years old. Roald's father was so sad that he fell ill from pneumonia and a few weeks later he also died. His mother was a great story teller and had a fabulous memory. Roald remembered many tales she told about trolls and other mythical Norwegian characters.

Although Roald had a happy home life, he had an unhappy time at his school in Wales, and was often 'caned' for bad behaviour. His mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the 'twitching' Latin teacher Captain Hardcastle, the all-powerful Matron who "disliked small boys very much indeed" and the cane-wielding Headmaster.

At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports and was very good at boxing. The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company, and this experience later inspired the book 'Charlie and the Chocolate Factory'.

After he left school, he wanted adventure so he worked for Shell Oil Company. He was sent to Africa for 3 years, but after only one year, the Second World War broke out, so he enlisted with the Royal Air Force (RAF) and became a pilot.



In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF but after a while he began suffering such terrible headaches from his accident, he had to return to the UK and could not fly planes anymore.

In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S.Forester, who suggested Roald should write about his experiences in the desert, flying planes. This led to Roald being paid for the first time for writing, which was in the Sunday Evening Post newspaper.

During this time, he met and married actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there. Roald Dahl and Patricia Neal had five children: Olivia, Tessa, Theo, Ophelia and Lucy. Olivia tragically died at the age of 7 from measles encephalitis. Roald Dahl started telling his fantastical stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy. 'James and the Giant Peach' was the first children's book that he had published.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

Questions About Roald Dahl

1. Who started Roald's love of stories?

2. What tragedies did Roald have in his early life?

3. Describe what you think the Matron might have been like.

4. Why was he happier at Repton School?

5. How do you think the chocolate testing experience inspired 'Charlie and the Chocolate Factory'?

6. Explain why he had to leave the RAF.

7. How did Roald start writing children's stories?

8. Why did Dahl say that to live in a child's world you had to "get down on your hands and knees and live that for a week"?

9. What did Dahl have a passion for?

10. Why did Roald Dahl think learning to read was a good thing?

Questions About Roald Dahl

Answers

1. **Who started Roald's love of stories?**

   His mother.

2. **What tragedies did Roald have in his early life?**

   His father and sister died within a few weeks of each other.

3. **Describe what you think the Matron might have been like.**

   Nasty, mean and powerful.

4. **Why was he happier at Repton School?**

   He found he was good at sport.

5. **How do you think the chocolate testing experience inspired 'Charlie and the Chocolate Factory'?**

   Because it made Roald wonder what being in a chocolate factory might have been like.

6. **Explain why he had to leave the RAF.**

   He had suffered terrible injuries and was getting headaches so he couldn't fly planes any more.

7. **How did Roald start writing children's stories?**

   He would tell his own children stories at bedtime and then started writing them down.

8. **Why did Dahl say that to live in a child's world you had to "get down on your hands and knees and live that for a week"?**

   Because he knew that to understand what it was like for children you had to see everything in the same way that they did.

9. **What did Dahl have a passion for?**

   Encouraging children to read.

10. **Why did Roald Dahl think learning to read was a good thing?**

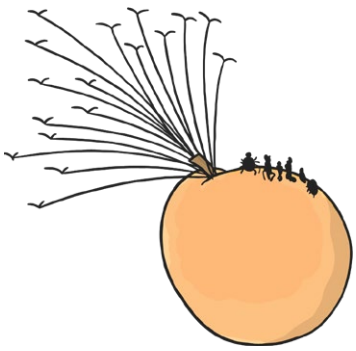
    Because reading books gives people a 'terrific advantage'.

ROALD DAHL

Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but in 1920, she sadly died when she was only 7 years old. Roald's father was so distraught that he fell ill from pneumonia and a few weeks later, he also died. At this time, Roald's mother was pregnant with her third child, who was born in the autumn. She was called Asta. His mother was a great story teller and had a fabulous memory. Roald remembered many tales that she told about trolls and other mythical Norwegian characters. His father had been a wonderful woodcarver despite only having one arm. He had an interest in "lovely paintings and fine furniture". He was very intelligent and knew a lot about many different things.

Despite having a happy home life, Roald had an unhappy time at his school in Wales and was often 'caned' for bad behaviour. As a result, his mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the 'twitching' Latin teacher Captain Hardcastle, the all-powerful Matron – certainly inspiration for Miss Trunchball in 'Matilda', who "disliked small boys very much indeed" - and the cane-wielding Headmaster.

At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports. However, his English master said Roald was "quite incapable of marshalling his thoughts on paper". The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company, and this experience later inspired the book 'Charlie and the Chocolate Factory'.



After he left school, he wanted adventure so he got a job with Shell Oil Company. He was sent to Africa for three years, but after only one year, the Second World War broke out, so he enlisted with the Royal Air Force (RAF) and became a pilot.

In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF, but after a while, he began suffering terrible headaches from his accident. This meant that he had to return to the UK and could not fly planes anymore.

In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S.Forester, who suggested that Roald should write about his experiences flying planes in the desert. This led to Roald being paid for the first time for writing, which was in the Sunday Evening Post newspaper.

In 1951, Roald had a collection of stories published in a book called Someone Like You. During this year, he also married the actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there.

Roald Dahl and Patricia Neal had five children: Olivia, Tessa, Theo, Ophelia and Lucy. Olivia tragically died at the age of 7 from measles encephalitis. A year before that, Theo was involved in an accident. His pram was hit by a New York cab and he suffered a brain injury. Roald became very involved with the care that Theo now needed, and he even helped invent a piece of equipment that people with Theo's injury would need. During this time, 'James and the Giant Peach' was published, which was Dahl's first book for children. Roald Dahl started telling his fantastical stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

Questions About Roald Dahl

1. What do you think inspired Roald's love of stories?

2. What does 'all-powerful Matron' mean? What characteristics might she have had?

3. Use the text to explain how a young boy might have felt about the Headmaster at this school.

4. In your own words, explain what "quite incapable of marshalling his thoughts on paper" means.

5. How do you think the chocolate testing experience inspired 'Charlie and the Chocolate Factory'?

6. Explain why he had to leave the RAF.

7. How did Roald start writing children's stories?

8. In your own words, explain what Dahl thought a writer needed to do if they were going to write books for children.

9. What does "books shouldn't be daunting" mean?

10. Why do you think learning to be a reader could give someone a "terrific advantage"?

Questions About Roald Dahl

Answers

1. **What do you think inspired Roald's love of stories?**

   His mother was a great storyteller.

2. **What does 'all-powerful Matron' mean? What characteristics might she have had?**

   It means she had all the power and was not very nice. She might have been bossy, domineering, unkind, nasty and cruel.

3. **Use the text to explain how a young boy might have felt about the Headmaster at this school.**

   It says "cane wielding Headmaster" so a young boy might have been afraid that he might get caned.

4. **In your own words, explain what "quite incapable of marshalling his thoughts on paper" means.**

   Own explanation.

5. **How do you think the chocolate testing experience inspired 'Charlie and the Chocolate Factory'?**

   It would have been such a fun thing to do, that it made Roald Dahl want to write about chocolate and seeing the secrets of how things were made in a factory.

6. **Explain why he had to leave the RAF.**

   He had suffered such injuries, that he kept getting headaches and couldn't fly planes any more.

7. **How did Roald start writing children's stories?**

   He would tell his children stories at bedtime and he started to write them down.

8. **In your own words, explain what Dahl thought a writer needed to do if they were going to write books for children.**

   Own words relating to seeing the world through children's eyes.

9. **What does "books shouldn't be daunting" mean?**

   Books shouldn't be something to be afraid of or dread reading because it might be too difficult or not interesting.

10. **Why do you think learning to be a reader could give someone a "terrific advantage"?**

    You could learn about things you don't know about.

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Ultimate Times Table Challenge

Name: **Number Correct:**

Time Table: **Previous Score:**

1 × 1 =	11 × 12 =	10 × 12 =	3 × 5 =	1 × 9 =	7 × 1 =
1 × 5 =	1 × 2 =	2 × 5 =	4 × 1 =	2 × 9 =	4 × 5 =
3 × 1 =	3 × 3 =	9 × 12 =	3 × 7 =	6 × 1 =	3 × 11 =
1 × 4 =	4 × 3 =	1 × 3 =	11 × 7 =	4 × 9 =	3 × 9 =
5 × 1 =	8 × 9 =	5 × 5 =	8 × 12 =	2 × 7 =	5 × 11 =
10 × 3 =	6 × 3 =	1 × 11 =	2 × 11 =	11 × 11 =	1 × 7 =
5 × 3 =	9 × 7 =	7 × 5 =	7 × 7 =	7 × 9 =	10 × 5 =
8 × 1 =	10 × 1 =	5 × 7 =	6 × 5 =	3 × 8 =	8 × 11 =
9 × 1 =	9 × 3 =	3 × 10 =	9 × 9 =	4 × 7 =	8 × 7 =
11 × 9 =	6 × 8 =	6 × 11 =	10 × 7 =	10 × 9 =	10 × 11 =
11 × 1 =	11 × 3 =	11 × 5 =	2 × 3 =	4 × 11 =	8 × 5 =
12 × 5 =	12 × 12 =	5 × 4 =	12 × 7 =	12 × 9 =	12 × 11 =
2 × 1 =	8 × 3 =	6 × 7 =	1 × 12 =	1 × 10 =	7 × 3 =
2 × 2 =	9 × 11 =	2 × 6 =	2 × 8 =	2 × 12 =	7 × 6 =
11 × 4 =	3 × 4 =	5 × 9 =	12 × 2 =	2 × 4 =	1 × 6 =
4 × 2 =	4 × 4 =	4 × 6 =	6 × 9 =	4 × 10 =	9 × 5 =
5 × 2 =	10 × 2 =	12 × 1 =	5 × 8 =	3 × 6 =	7 × 11 =
7 × 4 =	6 × 4 =	6 × 6 =	12 × 3 =	6 × 2 =	8 × 4 =
7 × 2 =	9 × 2 =	2 × 10 =	5 × 10 =	1 × 8 =	5 × 6 =
7 × 8 =	6 × 10 =	12 × 10 =	12 × 4 =	8 × 10 =	8 × 2 =
10 × 4 =	9 × 4 =	3 × 12 =	9 × 8 =	12 × 8 =	8 × 6 =
11 × 6 =	9 × 6 =	10 × 6 =	3 × 2 =	4 × 12 =	9 × 10 =
11 × 2 =	6 × 12 =	5 × 12 =	11 × 8 =	11 × 10 =	8 × 8 =
7 × 12 =	10 × 10 =	12 × 6 =	7 × 10 =	4 × 8 =	10 × 8 =

Ultimate Times Table Challenge **Answers**

1 × 1 = **1**	11 × 12 = **132**	10 × 12 = **120**	3 × 5 = **15**	1 × 9 = **9**	7 × 1 = **7**
1 × 5 = **5**	1 × 2 = **2**	2 × 5 = **10**	4 × 1 = **4**	2 × 9 = **18**	4 × 5 = **20**
3 × 1 = **3**	3 × 3 = **9**	9 × 12 = **108**	3 × 7 = **21**	6 × 1 = **6**	3 × 11 = **33**
1 × 4 = **4**	4 × 3 = **12**	1 × 3 = **3**	11 × 7 = **77**	4 × 9 = **36**	3 × 9 = **27**
5 × 1 = **5**	8 × 9 = **72**	5 × 5 = **25**	8 × 12 = **96**	2 × 7 = **14**	5 × 11 = **55**
10 × 3 = **30**	6 × 3 = **18**	1 × 11 = **11**	2 × 11 = **22**	11 × 11 = **121**	1 × 7 = **7**
5 × 3 = **15**	9 × 7 = **63**	7 × 5 = **35**	7 × 7 = **49**	7 × 9 = **63**	10 × 5 = **50**
8 × 1 = **8**	10 × 1 = **10**	5 × 7 = **35**	6 × 5 = **30**	3 × 8 = **24**	8 × 11 = **88**
9 × 1 = **9**	9 × 3 = **27**	3 × 10 = **30**	9 × 9 = **81**	4 × 7 = **28**	8 × 7 = **56**
11 × 9 = **99**	6 × 8 = **48**	6 × 11 = **66**	10 × 7 = **70**	10 × 9 = **90**	10 × 11 = **110**
11 × 1 = **11**	11 × 3 = **33**	11 × 5 = **55**	2 × 3 = **6**	4 × 11 = **44**	8 × 5 = **40**
12 × 5 = **60**	12 × 12 = **144**	5 × 4 = **20**	12 × 7 = **84**	12 × 9 = **108**	12 × 11 = **132**
2 × 1 = **2**	8 × 3 = **24**	6 × 7 = **42**	1 × 12 = **12**	1 × 10 = **10**	7 × 3 = **21**
2 × 2 = **4**	9 × 11 = **99**	2 × 6 = **12**	2 × 8 = **16**	2 × 12 = **24**	7 × 6 = **42**
11 × 4 = **44**	3 × 4 = **12**	5 × 9 = **45**	12 × 2 = **24**	2 × 4 = **8**	1 × 6 = **6**
4 × 2 = **8**	4 × 4 = **16**	4 × 6 = **24**	6 × 9 = **54**	4 × 10 = **40**	9 × 5 = **45**
5 × 2 = **10**	10 × 2 = **20**	12 × 1 = **12**	5 × 8 = **40**	3 × 6 = **18**	7 × 11 = **77**
7 × 4 = **28**	6 × 4 = **24**	6 × 6 = **36**	12 × 3 = **36**	6 × 2 = **12**	8 × 4 = **32**
7 × 2 = **14**	9 × 2 = **18**	2 × 10 = **20**	5 × 10 = **50**	1 × 8 = **8**	5 × 6 = **30**
7 × 8 = **56**	6 × 10 = **60**	12 × 10 = **120**	12 × 4 = **48**	8 × 10 = **80**	8 × 2 = **16**
10 × 4 = **40**	9 × 4 = **36**	3 × 12 = **36**	9 × 8 = **72**	12 × 8 = **96**	8 × 6 = **48**
11 × 6 = **66**	9 × 6 = **54**	10 × 6 = **60**	3 × 2 = **6**	4 × 12 = **48**	9 × 10 = **90**
11 × 2 = **22**	6 × 12 = **72**	5 × 12 = **60**	11 × 8 = **88**	11 × 10 = **110**	8 × 8 = **64**
7 × 12 = **84**	10 × 10 = **100**	12 × 6 = **72**	7 × 10 = **70**	4 × 8 = **32**	10 × 8 = **80**

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

for	and	nor	but	or	yet	so

1. I went to bed very late _____ I am tired today.
2. I listened to the weather forecast _____ put an umbrella in my bag.
3. I enjoy playing hockey _____ it's not my favourite sport.
4. We could go to the park _____ to the cinema.

although	because	so that	even if	whenever

1. My dad has fixed my bike _____ I can take it to the park.
2. My brother is grumpy _____ he has got to do his homework.
3. I will always support my local team, _____ they always lose!
4. He goes abroad on holiday, _____ he doesn't like flying.

whether/or	either/or	both/and	not only/but

1. I'm not sure _____ I'm going to the match _____ not.
2. My mum is _____ a brilliant doctor, _____ she is a great runner too.
3. The weather is forecast to be _____ hot _____ humid.
4. We are having _____ pasta _____ curry for dinner.

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Coordinating Conjunctions

for and nor but or yet so

Subordinating Conjunctions

although because so that even if whenever before even though until

Correlative Conjunctions

whether/or either/or both/and not only/but

Questions

1. I went to bed very late _____ I am tired today.
2. My dad has fixed my bike _____ I can take it to the park.
3. We are having _____ pasta _____ curry for dinner
4. I listened to the weather forecast _____ put an umbrella in my bag.
5. I will always support my local team, _____ they always lose!
6. The weather is forecast to be _____ hot _____ humid.
7. My brother is grumpy _____ he has got to do his homework.
8. He goes abroad on holiday, _____ he doesn't like flying.
9. My mum is _____ a brilliant doctor, _____ she is a great runner too.
10. I enjoy playing hockey _____ it's not my favourite sport.
11. We could go to the park _____ to the cinema.
12. I'm not sure _____ I'm going to the match _____ not.

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose the correct type of conjunction from the box to complete these sentences.

Coordinating Conjunctions

for and nor but or yet so

Subordinating Conjunctions

although because so that even if whenever before even though until

Correlative Conjunctions

whether/or either/or both/and not only/but

Use a coordinating conjunction to rewrite these pairs of sentences as one sentence.

1. We enjoy watching films. We enjoy going bowling.
2. He wants to win the race. He is running more slowly than the others.
3. My mum loves cake. I am going to bake a cake for her birthday.

Use a subordinating conjunction to rewrite these pairs of sentences.

4. My hands are freezing cold. I forgot to bring my gloves today.
5. My mum takes me to the match every week. She doesn't like football.
6. I take the dog for a walk every day. Sometimes it is raining.

Use a pair of correlative conjunctions to rewrite these pairs of sentences.

7. I like carrots. I like asparagus.
8. I don't know if it's going to be sunny. I don't know if it's going to be raining.
9. She is the regional champion. She is also the national champion.

Using Different Types of Conjunction

Name the type of conjunctions used in each of these sentences. Write your answers in the boxes.

1. She said she was going to come, although I don't think she was that keen.

2. He was chosen to represent the school because he was the most talented swimmer.

3. We are going to go to either Spain or Portugal next year.

4. She had walked all the way to school before realising that she was wearing odd socks.

5. He always seemed so confident, yet he was actually quite shy.

6. Our neighbours are not quiet, nor are they particularly friendly.

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

for	and	nor	but	or	yet	so

1. I went to bed very late so I am tired today.
2. I listened to the weather forecast and put an umbrella in my bag.
3. I enjoy playing hockey but it's not my favourite sport.
4. We could go to the park or to the cinema.

although	because	so that	even if	whenever

1. My dad has fixed my bike so that I can take it to the park.
2. My brother is grumpy whenever he has got to do his homework.
3. I will always support my local team, even if they always lose!
4. He goes abroad on holiday, although he doesn't like flying.

Choose a pair of **correlative conjunctions** from the box to complete these sentences.

whether/or	either/or	both/and	not only/but

1. I'm not sure whether I'm going to the match or not.
2. My mum is not only a brilliant doctor, but she is a great runner too.
3. The weather is forecast to be both hot and humid.
4. We are having both pasta and curry for dinner.

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose the correct type of conjunction from the box to complete these sentences.

Coordinating Conjunctions

for and nor but or yet so

Subordinating Conjunctions

although because so that even if whenever before even though until

Correlative Conjunctions

whether/or either/or both/and not only/but

Questions

1. I went to bed very late so I am tired today.
2. My dad has fixed my bike so that I can take it to the park.
3. We are having either pasta or curry for dinner.
4. I listened to the weather forecast and put an umbrella in my bag.
5. I will always support my local team, even if they always lose!
6. The weather is forecast to be both hot and humid.
7. My brother is grumpy whenever he has got to do his homework.
8. He goes abroad on holiday, but he doesn't like flying.
9. My mum is not only a brilliant doctor, but she is a great runner too.
10. I enjoy playing hockey but it's not my favourite sport.
11. We could go to the park or to the cinema.
12. I'm not sure whether I'm going to the match or not.

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Coordinating Conjunctions

for	and	nor	but	or	yet	so

Subordinating Conjunctions

although	because	so that	even if	whenever	before	even though	until

Correlative Conjunctions

whether/or	either/or	both/and	not only/but

Use a **coordinating conjunction** to rewrite these pairs of sentences as one sentence.

1. We enjoy watching films and we enjoy going bowling.
2. He wants to win the race but he is running more slowly than the others.
3. My mum loves cake so I am going to bake a cake for her birthday.

Use a **subordinating conjunction** to rewrite these pairs of sentences.

4. My hands are freezing cold because I forgot to bring my gloves today.
5. My mum takes me to the match every week even though she doesn't like football.
6. I take the dog for a walk every day although sometimes it is raining.

Use a pair of **correlative conjunctions** to rewrite these pairs of sentences.

7. I like both carrots and asparagus.
8. I don't know if it's either going to be sunny or raining.
9. She is not only the regional champion but she is also the national champion.

Using Different Types of Conjunction

Name the type of conjunctions used in each of these sentences. Write your answers in the boxes.

1. She said she was going to come, although I don't think she was that keen.

   subordinating

2. He was chosen to represent the school because he was the most talented swimmer.

   subordinating

3. We are going to go to either Spain or Portugal next year.

   correlative

4. She had walked all the way to school before realising that she was wearing odd socks.

   subordinating

5. He always seemed so confident, yet he was actually quite shy.

   coordinating

6. Our neighbours are not quiet, nor are they particularly friendly.

   coordinating

What Will My Child Learn In Year 4?

If your child is about to begin Year 4, or is currently working in that year, you might be wondering what they will be learning. This can depend on the school, your child and the time of year, however this document is meant as a general guide, covering the sorts of things that your child might be working on.

English

Reading Comprehension

- Reading fluently is increasingly important however understanding what your child is reading is also very important.
- Children in Year 4 may listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.
- Year 4 children should be encouraged to use a dictionary to understand meaning of words they don't know.
- Children might be expected to retell traditional and fairy stories, also myths or fables, in detail. They may also work on writing poems and plays to read aloud and perform using the correct intonation and volume.
- When reading poetry, children will be encouraged to recognise different types of poetry, e.g. tongue twisters or riddles.
- As well as understanding books they listen to, children will hopefully be understanding books they can read independently by checking that their reading makes sense, asking questions, inferring character feelings, thoughts and actions and justifying with evidence, making predictions and summarising the main ideas within a section of text. Inference involves using the clues in the story or picture to make a good guess.
- It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Children will also be encouraged to look back in the text so they can find the answer to a question.

Writing and Spelling

- Your child may learn to use a wide range of prefixes (a group of letters added to the beginning of a word to change its meaning) such as in-, re-, sub-, dis- and mis- and suffixes (a letter or group of letters added to the end of a word to change its meaning) such as –ation and –ous.
- In addition to this, children in Year 4 may also learn how to spell a wider range of homophones (words which sound the same but are spelt differently such as hear/here, some/sum).
- Children will also be able to place the possessive apostrophe in the right place (e.g. the lady's bag, Lewis' jumper).

Handwriting

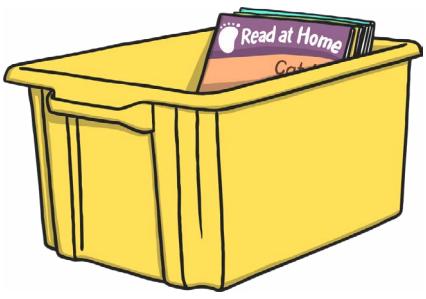
- Generally, children in Year 4 will continue to work on joining letters together so that they are always joining up their handwriting. Emphasis should be on the quality and consistency of the handwriting.

Writing - Composition

- Planning writing – In order to fully understand the structure and style of the text that they are writing in, they may be exposed to different texts of that type.
- Drafting and writing – Year 4 children may practise planning the sentences in their heads before writing them down, consciously including an interesting range of vocabulary.
- Children might also learn how to write in paragraphs and structure content well including all the necessary features of that writing style.
- Evaluate and edit – children will be encouraged to regularly assess the effectiveness of their own and other's writing, suggesting improvements and proof reading for grammar, spelling or punctuation errors.
- Children will keep in mind the level they are writing at and what they can do to achieve the next level.
- Finally, children will be taught how to use intonation when reading their writing out loud and vary the volume so what they are reading is clearly heard.

Writing - Vocabulary, Grammar and Punctuation

- In Year 4, your child may work on ironing out any Standard English mistakes such as 'I were' instead of 'I was', 'I did' instead of 'I done' and using apostrophes to mark plural possession, e.g. the boy's bag (one boy and his bag) and the boys' bags (the bags belonging to the group of boys).
- Your child may be encouraged to describe nouns with additional adjectives and prepositional phrases (telling of where, when, or why things happen).
- Children may also be encouraged to be using adverbial phrases to begin sentences. These act like adverbs telling you when, where, how or how often something happens and are always followed by a comma, e.g. 'At school...', 'Slowly...' and 'Later that evening...'.
- Children may work on using paragraphs accurately (begin a new paragraph when introducing a new character, section of a story or new information) and secure the punctuating of direct speech correctly (including an appropriate piece of punctuation before closing the speech marks).
- Your child may be encouraged to use more of a variety of tenses in their writing, such as the present perfect form rather than just the past tense. The present perfect is simply formed using the past tense of the verb 'to have', e.g. He has been living there since 2008, They've finished their work and She's gone on her own to the concert.
- Finally, Year 4 is a time for greater range of vocabulary, including a wider range of conjunctions to join sentences – when, if, although, however, although.



Maths

Number - Number and Place Value (Thousands, Hundreds, Tens and Ones)

- Your child may learn to count in jumps of 6, 7, 9, 25 and 1000 and practise finding 1000 more or less than another number having understood the place value of each digit of a four-digit number.
- They might work on making estimations and round numbers to the nearest 10, 100 and 1000.
- Children will solve problems involving these larger numbers and learn to read Roman numerals to 100, understanding that over time, our number system changed and included zero and place value.
- Your child might also practise ordering and comparing numbers beyond 1000.

Number - Addition and Subtraction

- In Year 4, your child may be taught to use formal column written methods to add and subtract numbers with up to four digits. (The methods and the order in which they are taught can vary between schools, your child's school will probably have a calculation policy that they would be willing to share with you).
- They may also be required to use their knowledge of addition as the opposite of subtraction (inverse) to check calculations, e.g. they would work out the addition calculation 432 + 367 = 799 and check it by doing a subtraction calculation, 799 – 432 = 367.
- Two step addition and subtraction problems will be posed to most children in Year 4.

Number - Multiplication and Division

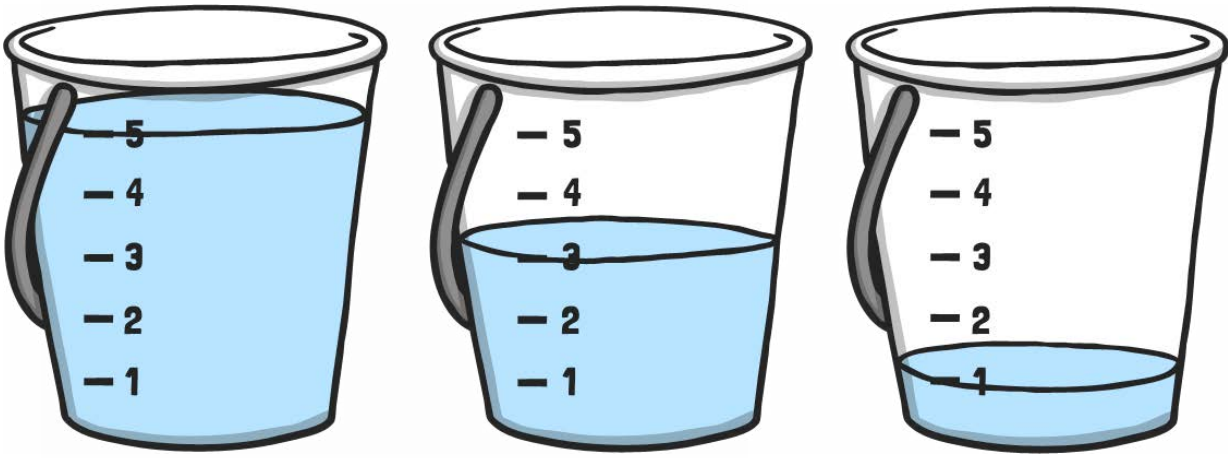
- The national expectation is that your child knows all their times tables up to 12 x 12 by the end of Year 4, and for some children this is no easy task.
- There are a range of helpful games and activities on the Twinkl website to help your child if you feel they need an extra source of support.
- In Year 4, multiplication of two and three digit numbers by a single digit number may be taught using formal written methods and solving problems.

Number - Fractions

- Fractions don't have to be scary! Your child may be taught to look for equivalent fractions, e.g. 1/6 = 2/12 and 1/4 = 3/12 (simplifying where possible, e.g. 6/10 = 3/5) and solve problems involving fractions in order to calculate a quantity, e.g. 2/6 of 18 litres.
- They may also work on adding fractions with the same denominator (lower number in the fraction) for example 3/8 + 2/8 =.
- Your child may also be taught how to recognise and write decimals of the following fractions: 1/4 (0.25), 1/2 (0.5) and 3/4 (0.75).
- They may practise dividing a one and two-digit number by 10 and 100, describing the digits as ones, tenths and hundredths.
- Rounding decimals with one decimal place to the nearest whole number and comparing numbers with the same number of decimal places (up to two decimal places) may also be practised.
- Finally, solving simple money and measures problems solving including fractions and decimals to two decimal places may be worked on.

Measurement

- Children might learn how to convert between different units of measure, e.g. hours into minutes, kilograms into grams.
- They may also learn how to work out the perimeter (the distance around the shape) in both cm and m. Your child may also learn about how to find the area of a shape this year.
- Estimating and comparing different measures may be another focus this year e.g. 'How much does this parcel weigh in grams/kilograms?', 'How many ml of liquid is there in this container?' or 'Which is longer, 300 seconds or 2 minutes?'
- Converting between analogue (clock with hands) and digital 12 and 24 clock might also be practised this year, e.g. quarter past 6 in the afternoon – 18:15.



Geometry - Properties of Shape

- In Year 4, children are likely to focus on looking for lines of symmetry in shapes in different orientations (different positions) and complete a shape or picture with one line of symmetry.
- Your child may work on comparing and naming different quadrilaterals (four sided shapes with four straight sides including parallelograms, trapeziums and rhombuses) and triangles (including acute, obtuse, right angled, equilateral, isosceles and scalene).
- Children will be taught to spot and compare different angles using a protractor including acute angles (less than 90 degrees) and obtuse angles (more than 90 degrees).

Geometry - Position and Direction

- Your child may describe positions on a grid, e.g. (2,5) and (4,7).
- The phrase 'Along the corridor and up the stairs' is a great way of remembering to take the x axis reference before taking the y reference.

Statistics

- Children might learn to present their data in bar charts and time graphs, interpreting the data in different ways such as finding differences, totalling and making comparisons.

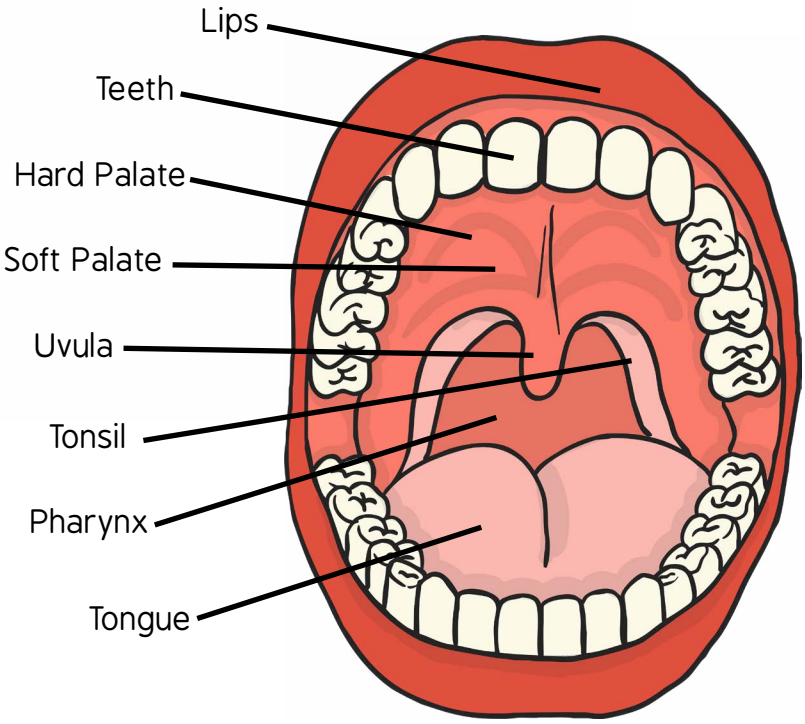
Science

Working Scientifically

- Science is a great way to find out about the world around us.
- Your child will be encouraged to raise questions, set up fair tests, make careful observations and take readings.
- Your child will then decide how to best present their data clearly, report on their findings and draw conclusions based on their initial question.
- All of the following topics are taught through the 'working scientifically' science strand.

States of Matter

- In Year 4, your child may learn about solids, liquids and gases and investigate changing state due to cooling or heating, measuring temperature in °C.
- It is likely that children will also learn about the water cycle, specifically focusing on evaporation (liquid to vapour / gas) and condensation (vapour / gas back to a liquid), linking the rate of evaporation to temperature.



Living Thing and Their Habitats

- Your child will be taught and practise how to group living things into the following categories of flowering plants, non-flowering plants, vertebrates: reptiles, birds, mammals, amphibians and fish and invertebrates (creatures without backbones): worms, spiders, insects, slugs and snails.
- In Year 4, children can also learn about human impact on environments, both positive and negative, and how this can affect a habitat.

Electricity

- Children might learn to spot common household appliances which work using electricity, make up a simple circuit, recognise the purpose of a switch and investigate whether a lamp will light or not depending on its position within the circuit.
- Finally, children might test different conductors (conduct the electricity) and insulators within the circuit.

Sound

- Children in Year 4 may learn how sound is made and how we hear. Children may also investigate pitch, volume and sound sources.

Art and Design

- Children may be encouraged to use sketch books to record ideas. They might also have the opportunity to learn about a great designer, architect or artist from history.
- In Art and Design in Year 4, children may learn about how light and dark is created within different mediums (e.g. textiles, printing, painting and 3D sculpture), further develop brush control and develop their skills at working with a range of malleable materials such as clay.
- After producing any piece of art, children are generally encouraged to evaluate their own and others' work critically, looking for ways to improve it.

Computing

E-Safety

- E-Safety is a very important aspect of computing in which children learn how to keep themselves safe online as well as being respectful of others.
- Children in Year 4 may learn about the importance of selecting a secure password and appropriate nickname instead of using their own name.
- Your child may be encouraged to discuss ways in which they can look after themselves and their friends online, including knowledge of safety features and understanding that any worries should be reported to an adult.
- Year 4 children should be taught to understand that anything they share online can be seen by anyone and recognise games and websites which are appropriate for their age.
- Your child may already be aware, but will be reminded that there should be a limit to the amount of time they spend on the internet and always ask an adult before downloading.

Working Online

- Children in Year 4 will hopefully be able to identify whether the resource they are using is on the Internet or school network. They will learn to use appropriate vocabulary in order to search safely on the internet and consider the accuracy and reliability of the website carefully.
- Your child may learn how to use hyperlinks (links a website to a document), learn about the copyright laws of photos and text and investigate how products are advertised on the internet.

Data

- Children may be taught how to organise data in different ways, looking for possible inaccuracies which will eventually lead to independently choosing the best way to present data so that others can understand.
- Your child may learn how to plan, create and search a database in order to answer questions and use a data logger to share and record findings (a device which records data over time).

Word Processing

- In Year 4, children may work on presenting their work in the most effective way which may involve including appropriate photos, videos or sound which would match the audience that the document is aimed at.
- During the production of a piece of work, children may be reminded how to use the spell checker and evaluate their own work in order to find ways of improving.

Programming

- Regarding programming, children will probably begin to create their own programs in Year 4. They may use different tools within software in order to do this and recognise errors in order to de-bug (solve problems).
- Children will be encouraged to test their programme as they work.

Design and Technology

Children in Year 4 may be encouraged to design, make and evaluate a product which could be used in one of a few different contexts such as within the home or at school.

Design

- In this year group, children might be expected to research similar products to the one they are expected to design, make and evaluate. From this, they will develop a list of criteria which their product must meet, being mindful of the audience. Children may then be encouraged to generate ideas together, communicating ideas through annotated sketches or models.
- At some point with Key Stage 2, children will understand how key individuals and events in DT have helped to shape our world, e.g. the invention of the motor car, microwave and computer.

Make

- Children may learn how to use a range of tools and methods with accuracy, in order to create their product and produce a high quality finish.
- Children will select the right materials or ingredients for the purpose of what they want to achieve.

Evaluate

- Once completed, children will evaluate their finished product saying what they like, dislike and what could be improved in relation to the design criteria.
- Your child will also be encouraged to evaluate the products of others considering the original criteria, suggesting possible improvements.

Technical Knowledge

- Children will apply their knowledge of how to stiffen, strengthen and make structures more stable when making a product.
- They may also have the opportunity to use gears, pulleys, linkages, levers and cams.
- In addition to this, they might extend their science work on electricity to create products with electrical systems which may incorporate bulbs, switches, buzzers and/or motors.
- Finally, children may use computing to control their products.

Cooking and Nutrition

- The new curriculum has a renewed emphasis on cookery and healthy cooking will be covered in both Key Stage 1 and 2.
- This year, your child may be taught to understand the importance of a healthy, balanced diet and apply this to designing and making a dish or snack using a range of cooking techniques.
- Children might learn about seasonality, learning where and how different ingredients are grown, reared, caught and processed.

Geography

Location Knowledge

- Children may use different types of maps or atlases to look for different environmental regions such as rainforests and mountain ranges around the world.
- Furthermore, your child may look into the different counties and cities within one part of the United Kingdom.

Place Knowledge

- Children may study features that are the same or different about a region of the United Kingdom and a region in a European country through studying its human (man-made) and physical (natural) geography.

Human and Physical Geography

- Children might learn about the following physical features: biomes (natural area of flora or fauna such as a forest) and vegetation belts (an area defined by the plants that grow there), rivers, mountains and the water cycle.

Geographical Skills and Fieldwork

- In Year 4, your child might be given the opportunity to use globes, maps, atlases and/or computer mapping in order to locate places and their human and physical features. He/she may also learn to use the eight points of a compass, four and six figure grid references and map symbols (including using Ordnance Survey maps).

History

Children may learn about the Roman Empire and how it influenced Britain, an event in history since 1066 and take part in a local historical study.

Music

- Your child might explore the way sounds can be combined and used expressively in order to compose music.
- They may combine several layers of sound, include improvisation or perform set parts in the process.
- Children in Year 4 are encouraged to sing expressively and make improvements to their work as they go in order to achieve the effect that they want.
- Over the course of Key Stage 2, children will research different styles and periods of music, including great composers.

Physical Education

Games

- Children are encouraged to take part in competitive game play having been taught the correct skills needed (both attacking and defending).
- They might apply this knowledge to creating their own games, devising rules and tactics.
- Children may be questioned on the impact that different activities have on different parts of the body.
- They will be encouraged to evaluate their own work and that of other teams.

Dance

- This year, children may be encouraged to create characters as part of a 'story dance'.
- The dancers must be expressive and tell the story through their movement.
- Children will be encouraged to warm up and cool down carefully, and questioned on why this is important.
- Again, as in the other areas of Physical Education, children will be asked to evaluate their own work throughout the activity and the work of others in order to produce the best work possible.

Gymnastics

- Children in Year 4 may develop a wider range of body shapes, actions and balances to put into a performance; there will be a greater emphasis on the accuracy and control of these skills.
- Children may be asked to apply their knowledge to creating a sequence, varying direction, speed and level.
- Children will be encouraged to describe their own work and that of others, suggesting positives and aspects which could be improved.

Athletics

- Improving the quality and consistency of skills such as hurdling, sprinting, long jump or high jump may be worked on in this year group.
- Children might be taught tactics which are needed and evaluate their effectiveness, discussing aspects that they need to work on.

Outdoor and Adventurous Activities

- Children love a treasure hunt and orienteering is a great activity to get children working together as a team, following instructions carefully.

Year 3 and 4 Grammar: Fronted Adverbials

Learning From Home Activity Booklet

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Pupils should be taught to use commas after fronted adverbials.</td><td>Where Is It?</td><td>2</td><td></td></tr>
<tr><td>When Did It Happen?</td><td>3</td><td></td></tr>
<tr><td>How Did It Happen?</td><td>4</td><td></td></tr>
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Where Is It?

Fronted Adverbials to Show Location

Fronted adverbials can be added to sentences to describe location. They tell the reader where something takes place. For example:

In class, the boy sat listening to his teacher.

The fronted adverbial in this sentence is '**In class**' because it tells the reader where the boy is. In the activity below, please match the fronted adverbial with the correct sentence to explain where it happens.

In a forest,

Below the waves,

Behind the counter,

In the park,

On the table,

On a rock,

the fish swam quickly.

Jack went on the swings.

Sarah placed her book and pen.

the monkeys swung through the trees.

the mermaid watched ships passing.

the shopkeeper stood serving customers.

Challenge!

Add a fronted adverbial to each of these sentences to explain where they might happen.

1. _____, Emma ate delicious ice cream.
2. _____, the lion loudly roared.
3. _____, the car beeped its horn.

When Did It Happen?

Fronted Adverbials to Show Time

Fronted adverbials can be added to sentences to describe time. They tell the reader when something takes place. For example:

Early in morning, I went for a stroll in the park.

The fronted adverbial in this sentence is 'Early in the morning' because it tells the reader when the stroll took place. In the activity below, please match the fronted adverbial with the correct sentence to explain when it happens.

After a while,	Siraaj ate his delicious dessert.
Every year,	John had to put his uniform on.
Before school,	many people celebrate Christmas.
In the evening sun,	long shadows stretched across the ground.
After dinner,	I celebrate my birthday.
In December,	the rain cleared and the sun came out.

Challenge!

Add a fronted adverbial to each of these sentences to explain when they might have happen.

1. _____, I get ready to go to school.
2. _____, the dog went to sleep.
3. _____, Claire cleaned her teeth.

How Did It Happen?

Fronted Adverbials to Show Manner

Fronted adverbials can also be added to sentences to describe manner. They explain to the reader how something happens. They can be a single word or a phrase. For example:

Without a sound, the boy entered the room.

The fronted adverbial in this sentence is '**Without a sound**' because it tells the reader how the boy entered the room. Use the words and phrases in the word bank to complete the sentences below with a **fronted adverbial** for manner (to show how it happened).

1. _____, the girl ran through the park.
2. _____, the sun disappeared and it began to rain.
3. _____, Jack and Sarah entered the haunted house.
4. _____, the fish swam away from the terrifying shark.
5. _____, the frog jumped from lily pad to lily pad.
6. _____, the knight fought the mighty dragon.
7. _____, the witch cast a magical spell.
8. _____, Hamsa opened his birthday present.

- **With a smile**
- **Suddenly**
- **With a wave of her wand**
- **Like lightning**
- **Fearfully**
- **With great courage**
- **Like an acrobat**
- **Nervously**

Missing Commas

Oh dear! Somebody has written the following sentences but has forgotten to place a comma after the fronted adverbials. Find where the comma should go and add it to each sentence.

1. Early one morning I went for a jog.
2. Nervously Sameera started to sing on stage.
3. Beneath the crashing waves the dolphins quickly swam.
4. From her window the princess let down her hair.
5. In January the weather is very cold.
6. With a loud roar the T. rex chased the smaller dinosaur.
7. After lunch the girl went to play in the garden.
8. Inside school the children were working hard.

Write your own sentences using the fronted adverbials below. Remember to add a comma after each fronted adverbial.

- **Under the crashing waves**
- **As the sun was setting**
- **Like a statue**

Adding Adverbials

Here is a short description of a tropical rainforest. However, the writer hasn't included any fronted adverbials in the story. Try to improve the text by adding fronted adverbials. In this activity, you must decide where to add the fronted adverbials yourself and what type of adverbials to use. For example:

The parrots were preening their feathers.

Early in the morning, the parrots were preening their feathers.

Remember:

- **You can add fronted adverbials to answer the questions Where? When? How?**
- **Place a comma after each fronted adverbial.**

The sun began to rise over a tropical rainforest. The sounds of different animals could be heard as they carried out their daily activities. A roaring waterfall cascaded down into the cool river. The sunlight sparkled and glittered on the water's surface. The sweet scents of tropical flowers drifted whilst insects went from plant to plant. A butterfly flapped its wings whilst a blue frog watched. A silky black jaguar was sat on a rock relaxing in the sun. The monkeys began to howl as they saw a spotted jaguar strolling through the water. The parrots began to flap their wings and took flight to escape the noise. The spotted jaguar lapped up some water and then disappeared into the undergrowth, looking for prey. The sun began to set.

Adding Adverbials

Please use this sheet to rewrite the story with your own ideas for fronted adverbials.

A Parent's Guide to Terminology

In Years 3 and 4, your child will be taught to add fronted adverbials to sentences. This is a complicated name for something that is actually very easy! However, if your child doesn't yet have a secure knowledge of adverbs and adverbial phrases, it would be best to review these first.

Adverbs – These are words that give more information about verbs, adjectives, other adverbs and clauses. They often end in 'ly' but not always. For example:

The boy shouted **angrily**.

The sun is **extremely** bright.

The sloth moved very **slowly**.

Adverbial Phrase – This is when a group of words (a phrase) is used rather than a single adverb to modify clauses (they add more information about the main action taking place). For example:

The birds flew **through the sky**.

I went for a walk **early in the morning**.

The boy ate the chocolate **with a smile on his face**.

Fronted adverbial: A fronted adverbial is an adverb or an adverbial phrase that comes at the front of a sentence (it comes before the verb or action it is describing). It is always separated from the main clause with a comma. For example:

Inside the sunken ship, a shoal of fish swam.

Later in the evening, they sat down to watch television.

Nervously, she walked onto the stage.

When discussing fronted adverbials with your child, it is helpful to explain that fronted adverbials tell the reader Where? When? or How? something happens. This helps them to understand how to use them.

An easy way to practise this is with picture books and images. Use the question words **Where**? **When**? **How**? to generate a fronted adverbial. For example, you may ask your child:

Where is the man eating dinner?

To which, you may get the response:

At the table or **In the kitchen**

These adverbial phrases can then be added to the front of the sentence to make a fronted adverbial.

For a further explanation of the phrases above and more examples and activities try these Twinkl resources:

Adverbs, Adverbial Phrases, Fronted Adverbials Lesson Teaching Pack

Fronted Adverbials Word Mat

Year 3 and 4 Grammar: Fronted Adverbials

Learning From Home Activity Booklet **Answers**

Where Is It?

Below the waves, the fish swam quickly.

In the park, Jack went on the swings.

On the table, Sarah placed her book and pen.

In a forest, the monkeys swung from branch to branch.

On a rock, the mermaid watched ships passing by.

Behind the counter, the shopkeeper stood serving customers

Challenge!

Accept any fronted adverbial that is grammatically correct and explains where the event may have happened.

When Did It Happen?

After dinner, Sarah ate her delicious dessert.

Before school, John had to put his uniform on.

In December, many people celebrate Christmas.

In the evening sun, long shadows stretched across the ground.

Every year, I celebrate my birthday.

After a while, the rain cleared and the sun came out.

Challenge!

Accept any fronted adverbial that is grammatically correct and explains where the event may have happened.

How Did It Happen?

Like lightning, the boy ran through the park.

Suddenly, the sun disappeared and it began to rain.

Nervously, Jack and Sarah entered the haunted house.

With a smile, Hamsa opened his birthday present.

Fearfully, the fish swam away from the terrifying shark.

With great courage, the knight fought the mighty dragon.

With a wave of her wand, the witch cast a magical spell.

Year 3 and 4 Grammar: Fronted Adverbials

Learning From Home Activity Booklet **Answers**

Missing Commas

Early one morning, I went for a jog.

Nervously, Sameera started to sing on stage.

Beneath the crashing waves, the dolphins quickly swam.

From her window, the princess let down her hair.

In January, the weather is very cold.

With a loud roar, the T. rex chased the smaller dinosaur.

After lunch, the girl went to play in the garden.

Inside school, the children were working hard.

Challenge!

Accept any fronted adverbial that is grammatically correct and explains where the event may have happened.

Adding Adverbials

When checking your child's work, please accept any appropriate fronted adverbial that makes sense when added to the sentence with the correct use of a comma.. Here you will find some examples of the types of fronted adverbials that could have been used.

***Early one morning**, the sun began to rise over a tropical rainforest. **In a forest clearing**, the sounds of different animals could be heard as they carried out their daily activities. **Behind the animals**, a roaring waterfall cascaded down into the cool river. **Like stars in the sky**, the sunlight sparkled and glittered on the water's surface. **In the air**, the sweet scents of tropical flowers drifted whilst insects went from plant to plant. **On a leaf**, a butterfly flapped its wings whilst a blue frog watched. **Like a statue**, a silky black jaguar was sat on a rock relaxing in the sun. **Suddenly**, the monkeys began to howl as they saw a spotted jaguar strolling through the water. **Anxiously**, the parrots began to flap their wings and took flight to escape the noise. **A short while later**, the spotted jaguar lapped up some water and then disappeared into the undergrowth, looking for prey. **Later in the day**, the sun began to set.*

Calculation Mat

Working towards Year 4

Calculating

Estimate and use inverse operations to check answers to a simple calculation

Check 173 – 26 = 137

137 + 26 = 163, so incorrect

Recognise and use factor pairs to 20 and commutativity in mental calculations by reversing the multipliers

The factor pairs of 12 are: 1 and 12, 2 and 6, 3 and 4.

Know and use 5 × 9 = 9 × 5 = 45

Number Facts

Recall and use multiplication and division facts for the two, three, four, five and ten multiplication tables

8 × 5 =	40 ÷ 4 =
9 × 4 =	27 ÷ 9 =
3 × 6 =	48 ÷ 8 =
10 × 8 =	60 ÷ 10 =
4 × 7 =	35 ÷ 7 =

Solve Problems

Solve addition and subtraction one-step problems in contexts, deciding which operations and methods to use and why

Two children collect all the pencils in a classroom, collecting 76 and 105 each. How many pencils are there altogether?

76 + 105 = 181

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems

Multiply 26 × 4

20 × 4 = 80

6 × 4 = 24

So 26 × 4 = 104

Four bags of potatoes weigh 600g. How much will two bags weigh?

300g

Methods

Add and subtract numbers with up to 3 digits using the formal written methods of columnar addition and subtraction where appropriate

$$\begin{array}{r} 629 \\ +\ 57 \\ \hline 686 \\ {\scriptstyle 1} \end{array} \qquad \begin{array}{r} 1\,^{6}\!\not{7}\,^{1}3 \\ -\ 64 \\ \hline 109 \end{array}$$

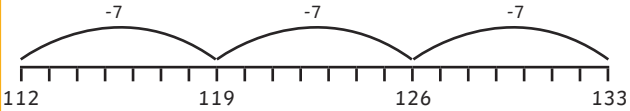
Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

56 × 1 = 56 56 × 0 = 0

56 ÷ 1 = 56

7 × 3 × 5 = 105

Calculate 133 ÷ 7 by counting back in 7s using a number line.



Multiply two-digit numbers by a one-digit number using formal written layout

$$\begin{array}{r} 57 \\ \times\ 6 \\ \hline 342 \\ {\scriptstyle 4} \end{array}$$

Calculation Mat

Expected Year 4

Calculating

Estimate and use inverse operations to check answers to a calculation

What calculation might be used to estimate 5762 + 1903?

6000 + 2000 or 5800 + 1900

Check 4173 – 826 = 3247

3247 + 826 = 4073, so incorrect

Recognise and use factor pairs and commutativity in mental calculations

The factor pairs of 24 are: 1 and 24, 2 and 12, 3 and 8, 4 and 6.

2 × 6 × 5 can be written 6 × 10 = 60

Number Facts

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

8 × 7 =	44 ÷ 4 =
9 × 4 =	27 ÷ 9 =
7 × 6 =	72 ÷ 8 =
11 × 8 =	24 ÷ 12 =
4 × 12 =	56 ÷ 7 =

Solve Problems

Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Two children collect all the pencils in a classroom, collecting 76 and 105 each. The teacher throws away 43 of them, as they are broken. How many pencils are left?

76 + 105 = 181, 181 - 43 = 138

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

There are four boxes of books. Each box contains 22 books. Four more books are added to each box. Explain two ways of calculating the total number of books.

22 × 4 books and 4 × 4 books added = 88 + 16 = 104
22 + 4 books in each box, 26 × 4 = 104

Eight bags of potatoes weigh 2kg. How much will three bags weigh?

Methods

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

$$\begin{array}{r} 6\,0\,2\,9 \\ +\quad 4\,5\,7 \\ \hline 6\,4_1\,8\,6 \end{array} \qquad \begin{array}{r} {}^{4}\not{5}\,{}^{1}1\,{}^{6}\not{7}\,{}^{1}3 \\ -\quad 3\,6\,4 \\ \hline 4\,8\,0\,9 \end{array}$$

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

56 × 1 = 56 56 × 0 = 0

56 ÷ 1 = 56

7 × 3 × 5 = 105

Calculate 133 ÷ 7 by counting back to 70, then in 7s, or recognising 20 × 7 = 140, so 133 ÷ 7 = 19

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

$$\begin{array}{r} 4\,5\,7 \\ \times\qquad 6 \\ \hline 2_3\,7_4\,4\,2 \end{array}$$

Calculation Mat

Greater Depth Year 4

Calculating

Estimate and use inverse operations to check answers to a calculation

Explain how 7209 – 3862 can be estimated.

Explain with an example why you can use an inverse calculation to check a subtraction.

Recognise and use factor pairs and commutativity in mental calculations

The factor pairs of 48 are: 1 and 48, 2 and 24, 3 and 16, 4 and 12, 6 and 8.

4 × 6 × 5 can be written:
2 × 2 × 6 × 5 = 12 × 10 = 120

Number Facts

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

80 × 7 =	440 ÷ 4 =
9 × 40 =	270 ÷ 90 =
70 × 60 =	7200 ÷ 8 =
11 × 800 =	2400 ÷ 120 =
400 × 12 =	5600 ÷ 700 =

Solve Problems

Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Write a two-step addition and subtraction problem for this calculation:

789 - 345 = 444, 444 + 267 = 711

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Explain how the distributive law can help to calculate 173 × 8.

An athlete runs 1500m one day. The following day, the athlete runs 6000m. What questions could be asked about the relationship between the two runs?

A school buys 12 bags of balls, which contain 60 balls in all. Class A receives 13 balls. How many bags does class A receive?

Methods

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

$$\begin{array}{r} 6029 \\ +\ 2457 \\ \hline \end{array} \qquad \begin{array}{r} 5173 \\ -\ 1364 \\ \hline \end{array}$$

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

Explain the reasoning behind the answers:

56 × 1 = 56 × 0 =

56 ÷ 1 =

7 × 9 × 5 = 315

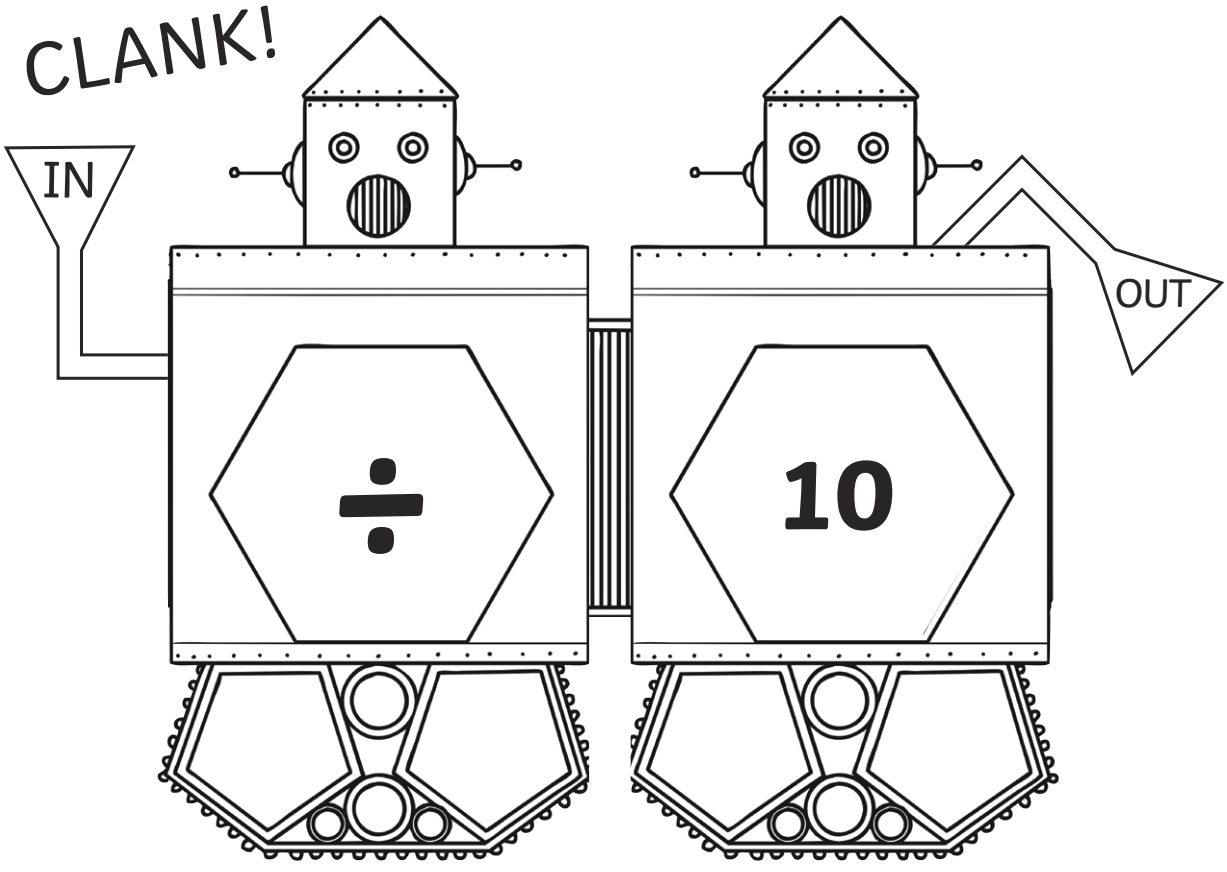
Explain how you might calculate 203 ÷ 7 mentally.

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

$$\begin{array}{r} 457 \\ \times\ \ \ 8 \\ \hline \end{array}$$

Fractions

Learning From Home Maths Activity Booklet

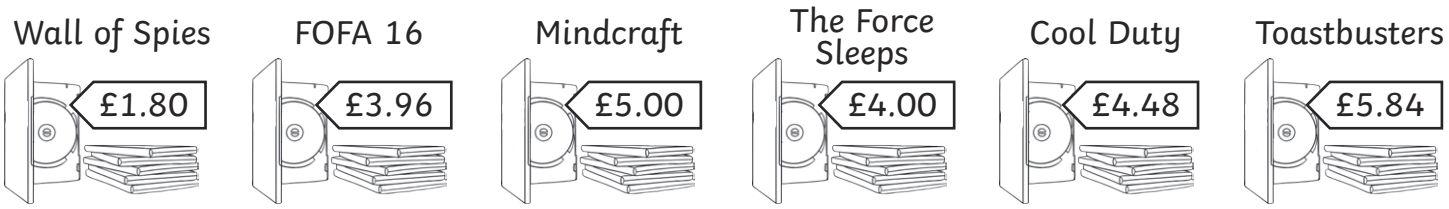


Year 4 Measure and Money Problems

Solve simple measure and money problems involving fractions and decimals to two decimal places.

Each game is available at half price if you choose to buy a second-hand game or for $\frac{1}{4}$ of the price if you buy two or more second-hand games. All new games are full price.

Use the information to answer the following questions.



1. How much would it cost to buy a second-hand copy of The Force Sleeps?

2. What would the total cost of buying Mindcraft and The Force Sleeps second hand?

3. How much would it be to buy new versions of both Cool Duty and Toastbusters?

4. How much would you pay to buy second-hand copies of Wall of Spies and FOFA 16?

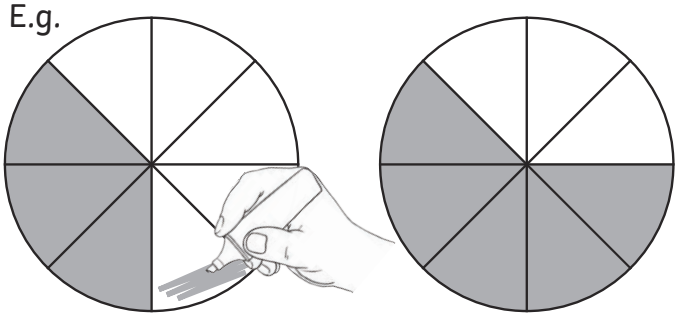
5. What would the cost be for a new copy of Toastbusters and second-hand copies of Toastbusters and The Force Sleeps?

6. How much would it cost to buy all of the games brand new?

Adding and Subtracting Fractions with the Same Denominators

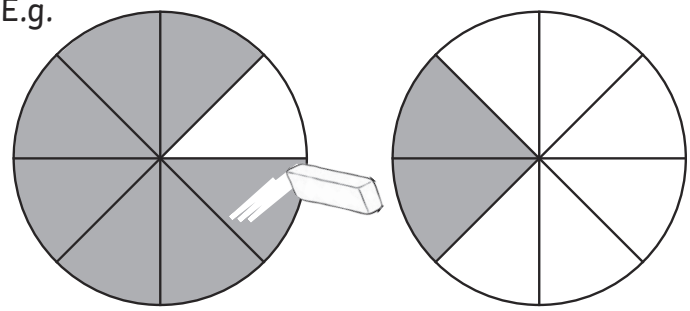
Colour the correct number of sections in each circle, and then colour more or erase some depending on the calculation. The denominator stays the same – you just have more or less sections depending on the calculation!

E.g.



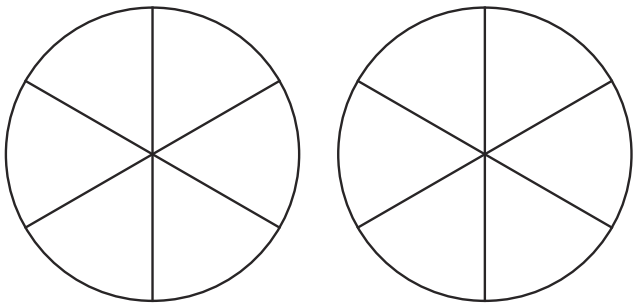
$\frac{3}{8} + \frac{2}{8} =$ $\frac{5}{8}$

E.g.



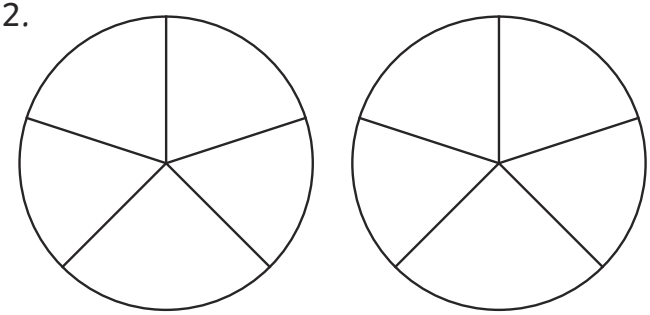
$\frac{7}{8} - \frac{5}{8} =$ $\frac{2}{8}$

1.



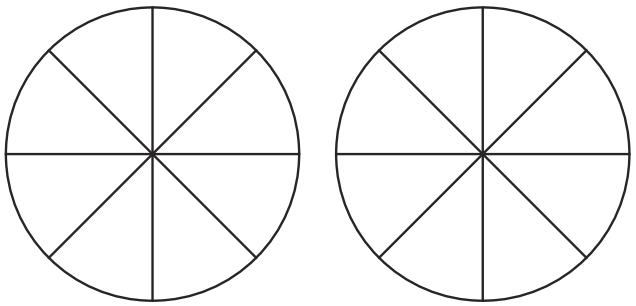
$\frac{2}{6} + \frac{2}{6} =$ ____

2.



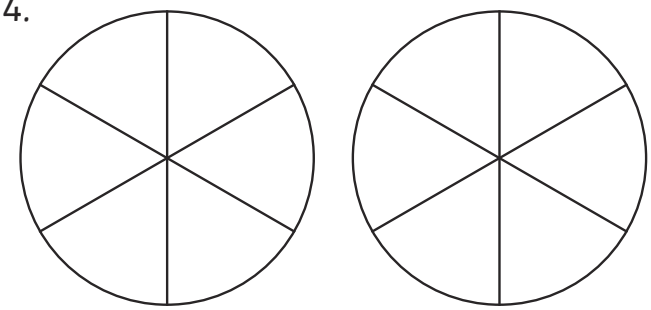
$\frac{4}{5} - \frac{3}{5} =$ ____

3.



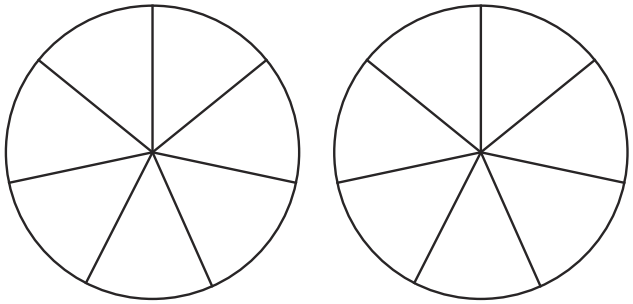
$\frac{1}{8} + \frac{4}{8} =$ ____

4.



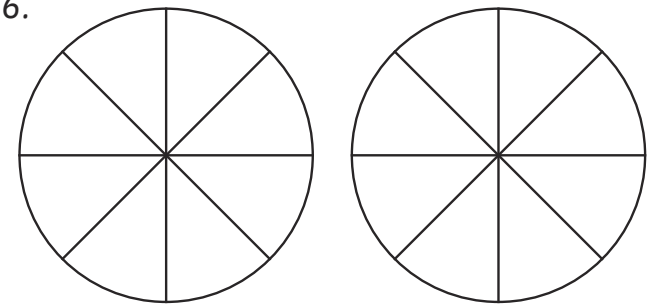
$\frac{5}{6} - \frac{2}{6} =$ ____

5.



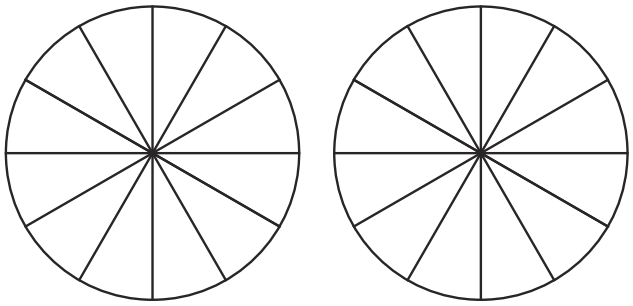
$\frac{2}{7} + \frac{3}{7} =$ ____

6.



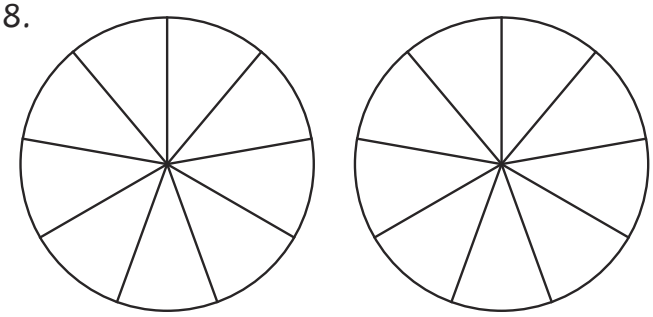
$\frac{8}{8} - \frac{7}{8} =$ ____

7.



$\frac{2}{12} + \frac{8}{12} =$ ____

8.



$\frac{7}{9} - \frac{5}{9} =$ ____

Counting Up and Down in Hundredths

Hundredths are made when we divide an object by 100. If we could cut a pizza into a hundred slices, we would have made hundredths of a pizza!

A. Practise counting in hundredths by filling in the blanks.

1.

$\frac{1}{100}$	$\frac{2}{100}$	$\frac{3}{100}$	$\frac{4}{100}$						

2.

$\frac{18}{100}$									

3.

									$\frac{37}{100}$

B. We can also apply hundredths to numbers. £1 is divided into 100 pennies, so each penny is one hundredth of a pound.

Fill in the missing numbers and the matching number of pennies.

E.g.

$\frac{1}{100}$	$\frac{2}{100}$	$\frac{3}{100}$	$\frac{4}{100}$	$\frac{5}{100}$	$\frac{6}{100}$	$\frac{7}{100}$	$\frac{8}{100}$	$\frac{9}{100}$	$\frac{10}{100}$
1p	2p	3p	4p	5p	6p	7p	8p	9p	10p

1.

$\frac{11}{100}$		$\frac{13}{100}$		$\frac{15}{100}$	$\frac{16}{100}$	$\frac{17}{100}$			
11p		13p		15p	16p	17p			

2.

$\frac{31}{100}$	$\frac{32}{100}$	$\frac{33}{100}$							
							38p	39p	40p

3.

					$\frac{80}{100}$				
75p	76p	77p	78p	79p					

4.

									$\frac{100}{100}$
									£1

Converting Decimal Tenths and Hundredths to Fractions

Converting decimals tenths and hundredths to fractions couldn't be easier - all you need is a place value chart! To convert from a decimal into a fraction, we write the number on the place value chart then **read the number off the place value chart**.

0.7=

Ones		**tenths**
0	**.**	**7**

No ones and 7 tenths. So the fraction is... $\frac{7}{10}$!

A. Write these decimals into the place value chart. Read the place value and write the decimal as a fraction. The first question has been completed for you.

Decimal	Place Value Chart			How many tenths?
0.7	Ones		tenths	7 tenths = $\frac{7}{10}$
	0	.	7	
0.3	Ones		tenths	
		.		
zero point two	Ones		tenths	
		.		
0.4	Ones		tenths	
		.		
0.1	Ones		tenths	
		.		
0.9	Ones		tenths	
		.		
zero point eight	Ones		tenths	
		.		

Working with hundredths is similar except we need to include the tenths too. There are 10 hundredths in a tenth.

O		**t**	**hundredths**
0	**.**	**7**	**3**

We have 73 hundredths - therefore $\frac{73}{100}$

B. Complete the table.

Decimal	Place Value Chart				How many tenths?
0.73	Ones		tenths	hundredths	73 hundredths = $\frac{73}{100}$
	0	.	7	3	
0.20	Ones		tenths	hundredths	
	0	.			
zero point four six	Ones		tenths	hundredths	
	0	.			
nought point nought 4	Ones		tenths	hundredths	
	0	.			
0.42	Ones		tenths	hundredths	
	0	.			
0.66	Ones		tenths	hundredths	
	0	.			
0.99	Ones		tenths	hundredths	
	0	.			

C. What do you think this decimal is as a fraction?

O		t	h	th
0	.	0	0	7

Test of Strength

Solving problems with increasingly harder fractions.

Start at the bottom and work your way towards the top. When you have finished, check your answers (going upwards from the bottom) and colour each question you answered correctly. How far can you go until you answer incorrectly?

Superhuman		18 is $\frac{3}{4}$ of which number?
Super Strong heavyweight	100	What is $\frac{1}{2}$ of $\frac{2}{4}$?
Strong Heavyweight	90	Kieran and Danyal have some marbles. Kieran takes $\frac{2}{3}$ of them. Danyal is left with 24. How many does Kieran have?
Heavyweight	80	David has to pay $\frac{2}{7}$ of everything he earns in tax. If he earns £84, how much does he have to pay in tax?
Super Strong	70	Which is bigger $\frac{1}{2}$ of 28 or $\frac{1}{4}$ of 48?
Powerful	60	Joe has 30 crisps in his packet. He eats 10 of them. What fraction does he have remaining?
Muscly	50	Which is bigger $\frac{1}{10}$ or $\frac{1}{100}$?
Strong	40 30 20 10	What is $\frac{1}{2}$ of 30?

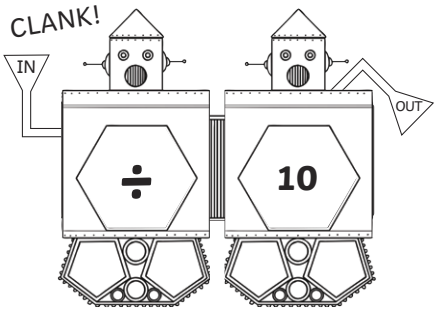
Shrinking Machine

Recognise that hundredths arise when dividing an object by 100.

The shrinking machine makes numbers 10 or 100 times smaller. Can you write the shrunken numbers in the new table? Add some sound effects to the machine too!

Make the numbers 10 times smaller.

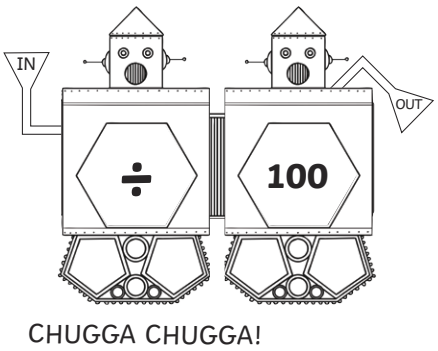
O Ones		t tenths	h hundredths
3	•	0	
7	•	0	
8	•	0	
9	•	0	
5	•	0	
2	•	0	



O Ones		t tenths	h hundredths
	•		
	•		
	•		
	•		
	•		
	•		

Make the numbers a hundred times smaller.

T tens	O ones		t tenths	h hundredths
3	6	•		
4	9	•		
1	8	•		
7	2	•		
	8	•		
	1	•		



T tens	O ones		t tenths	h hundredths
		•		
		•		
		•		
		•		
		•		
		•		

Year 4 Writing Checklist

These Twinkl writing checklists link to the expectations set out in the 2014 English National Curriculum for Writing and also include reference to the guidance set out in English Appendixes 1 & 2. They are split into:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, Twinkl have tried to ensure that the criteria for Working Towards the Expected Standard in one year group is not the same as the criteria for Working at Greater Depth in the previous year group. The criteria for Working Towards and Working at Greater Depth in any year group is related to that year group's National Curriculum expectations.

It is important to reiterate that there are no DfE-published exemplification assessment documents available for Years 1, 3, 4 and 5, and therefore the Twinkl writing checklists should only be used as a guide for referencing the attainment of pupils within these year groups.

Teachers may feel the need to revisit expectations from earlier years to consolidate knowledge and build on pupils' understanding, or go beyond the aims set out here if they feel it is appropriate for their highest-attaining students.

How to Use the Checklists

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or writing targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or school year.

The statements with the checklists are set out in colour-coded boxes: **pink** for composition; **green** for grammar and punctuation and **blue** for transcription.

Year 4 Writing Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).	
To write narratives with a clear beginning, middle and end with a clear plot.	
To proofread and amend their own and others' writing with growing confidence.	
To create more detailed settings, characters and plot in narratives.	
To organise their writing into paragraphs around a theme.	
To maintain accurate tense throughout a piece of writing.	
To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	
To use the full range of punctuation from previous year groups.	
To use inverted commas at the beginning and end of direct speech.	
To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.	
To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	
To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.	
To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.	
To spell homophones correctly, e.g. which and witch.	
To spell many of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style consistently.	

Year 4 Writing Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	
To write narratives with a clear beginning, middle and end with a coherent plot.	
To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.	
To create more detailed settings, characters and plot in narratives to engage the reader.	
To consistently organise their writing into paragraphs around a theme.	
To maintain an accurate tense throughout a piece of writing.	
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	
To use the full range of punctuation from previous year groups.	
To use all the necessary punctuation in direct speech mostly accurately.	
To use apostrophes for singular and plural possession with increasing confidence.	
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.	
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.	
To spell homophones correctly, e.g. which and witch.	
To spell all of the Year 3 and 4 statutory spelling words correctly.	
To consistently use a neat, joined handwriting style.	

Year 4 Writing Checklist

Working at Greater Depth within the Expected standard:

Pupil(s) are beginning to independently apply their knowledge:	
To write a range of narratives that are well-structured and well-paced.	
To write a range of non-fiction texts that are well-structured with appropriate layout devices.	
To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.	
To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.	
To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.	
To always maintain an accurate tense throughout a piece of writing.	
To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	
To use all the necessary punctuation in direct speech, including a	
comma after the reporting clause, and all end punctuation within the inverted commas.	
To consistently use apostrophes for singular and plural possession.	
To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.	
To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.	
To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).	
To use their knowledge of word families to help with their spelling.	

Simple Past Tense and Present Perfect Tenses

The simple past tells us something that has started and finished in the past.

The present perfect tells us something has started in the past but might still be continuing into the present. They use a past tense verb.

The present perfect uses have/has and a past participle verb (these usually end in -ed or -en if they are regular verbs).

Simple Past Tense	Present Perfect Tense
I drove to work today.	I have driven to work today.
Sam ate the last piece of cake.	Sam has eaten the last piece of cake.
Farhan travelled to Dover for the meeting.	Farhan has travelled to Dover for the meeting.
We trained for the match.	We have trained for the match.
Troy fell off his chair.	Troy has fallen off his chair.
Carl saw the new Harry Potter film.	Carl has seen the new Harry Potter film.
The birds flew south for the winter.	The birds have flown south for the winter.
The children went to the fair.	The children have gone to the fair.
Mrs. Jones spoke to Tim about his behaviour.	Mrs. Jones has spoken to Tim about his behaviour.
Nasreen did a beautiful painting.	Nasreen has done a beautiful painting.
James bought a fancy car.	James has bought a fancy car.
I worked hard today.	I have worked hard today.
Graham showed Jill his new computer game.	Graham has shown Jill his new computer game.

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, miniscule, huge, miniature, tiny, vast, colossal, massive, enormous
condition – pristine, shabby, neat, tidy, dirty, tatted, 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 – British, Greek, Norse, Viking, Roman, Welsh, Spanish

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

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Name _____

Start

Multiplication Race

Take the number in the circle below and multiply it by the number on the outside of the track. Write your answers as you go and see how long it takes you to finish the race!

Multiply:

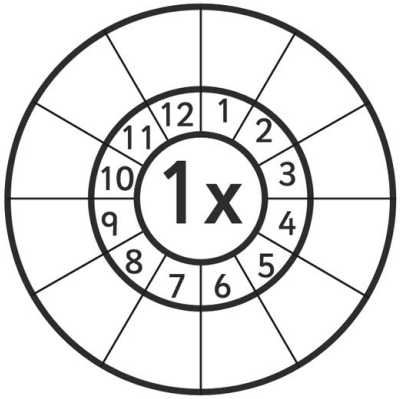
Multiplication Wheel

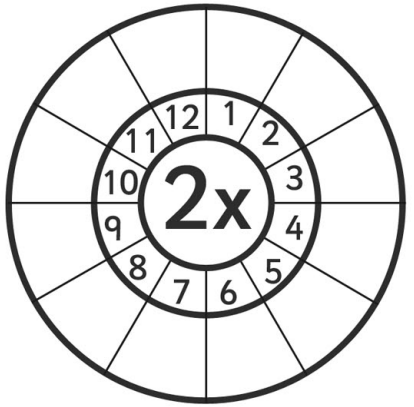
Challenge Cards

twinkl

multiplication wheels

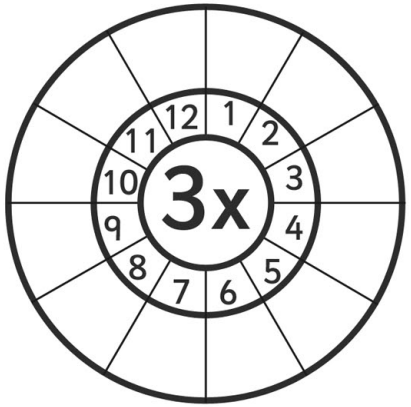
Multiply the numbers by the middle number.

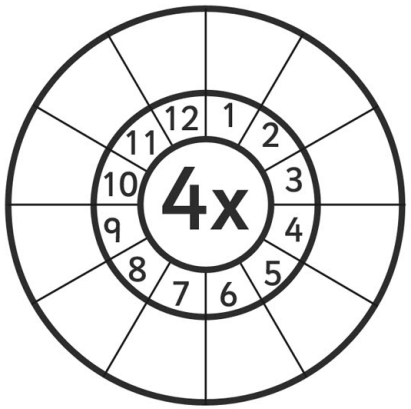




multiplication wheels

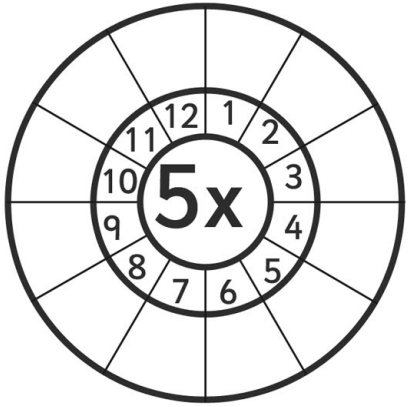
Multiply the numbers by the middle number.

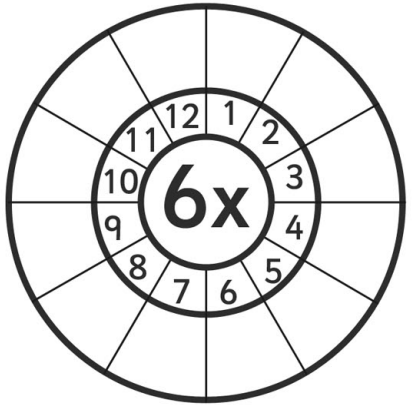




multiplication wheels

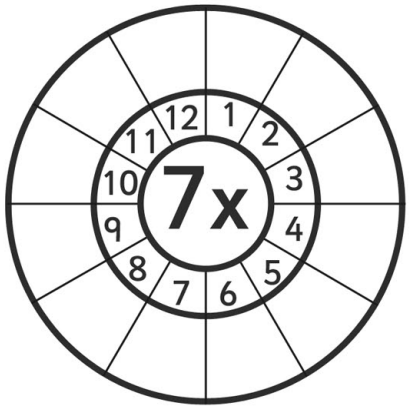
Multiply the numbers by the middle number.

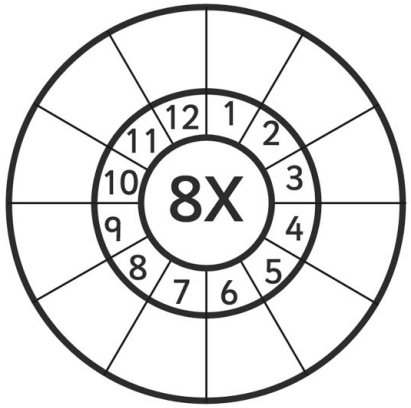




multiplication wheels

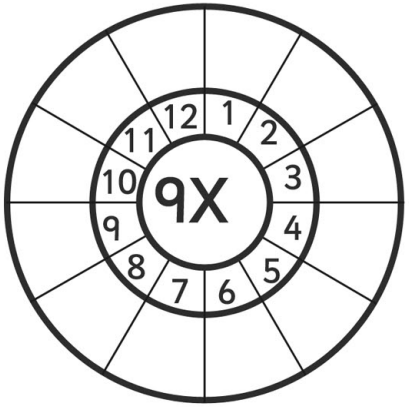
Multiply the numbers by the middle number.

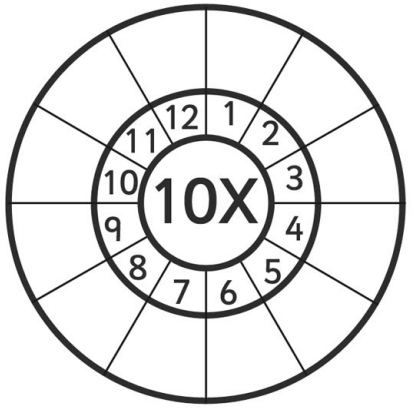




multiplication wheels

Multiply the numbers by the middle number.

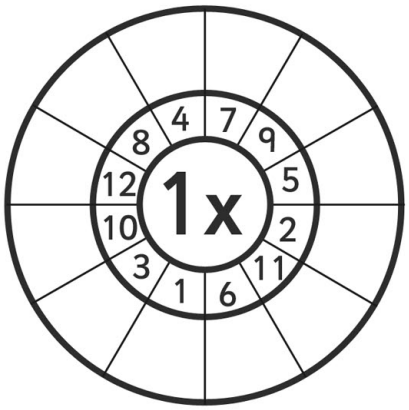


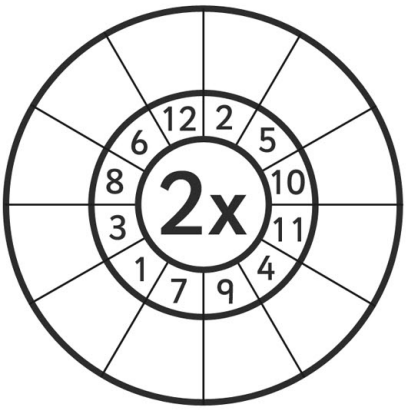


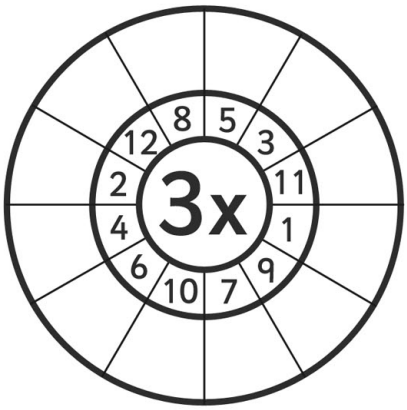
Multiplication Wheels

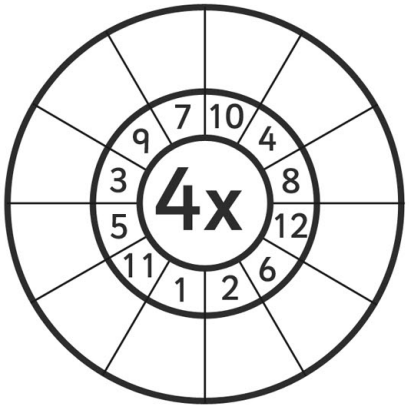
Name: ..... Date: .....

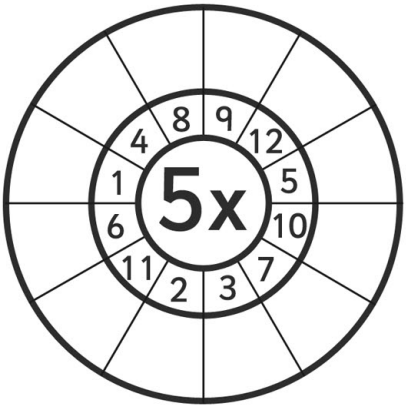
Multiply the numbers by the middle number.

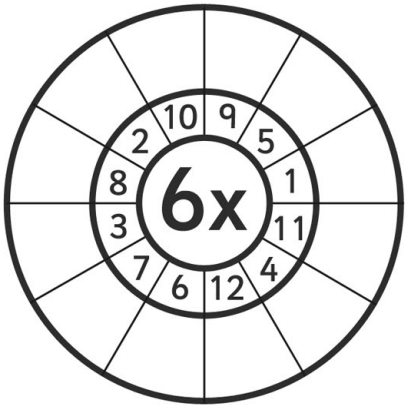


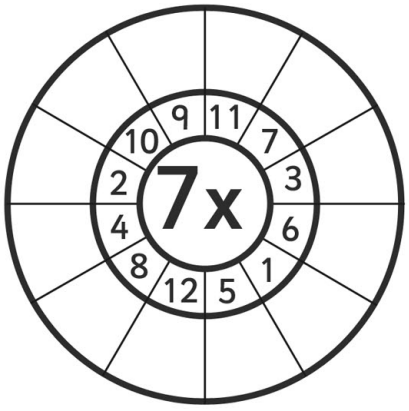


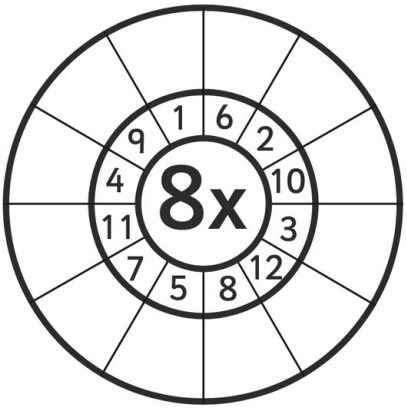


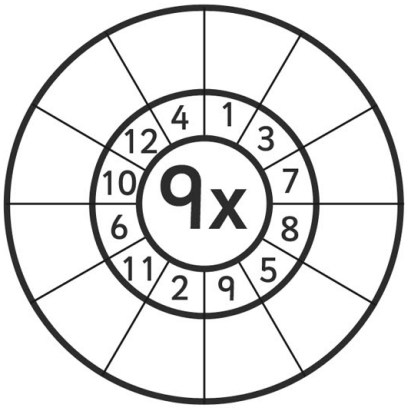


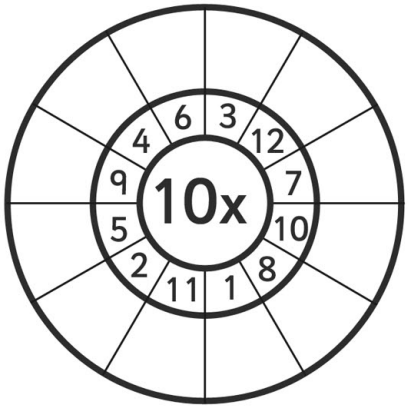


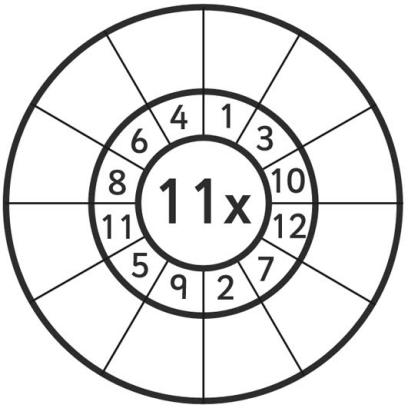


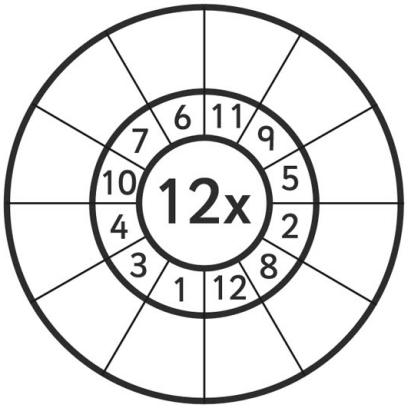












Ultimate Times Table Challenge

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=

Ultimate Times Table Challenge

Answers

1x1=**1**	11x12=**132**	10x12=**120**	3x5=**15**	1x9=**9**	7x1=**7**
1x5=**5**	1x2=**2**	2x5=**10**	4x1=**4**	2x9=**18**	4x5=**20**
3x1=**3**	3x3=**9**	9x12=**108**	3x7=**21**	6x1=**6**	3x11=**33**
1x4=**4**	4x3=**12**	1x3=**3**	11x7=**77**	4x9=**36**	3x9=**27**
5x1=**5**	8x9=**72**	5x5=**25**	8x12=**96**	2x7=**14**	5x11=**55**
10x3=**30**	6x3=**18**	1x11=**11**	2x11=**22**	11x11=**121**	1x7=**7**
5x3=**15**	9x7=**63**	7x5=**35**	7x7=**49**	7x9=**63**	10x5=**50**
8x1=**8**	10x1=**10**	5x7=**35**	6x5=**30**	3x8=**24**	8x11=**88**
9x1=**9**	9x3=**27**	3x10=**30**	9x9=**81**	4x7=**28**	8x7=**56**
11x9=**99**	6x8=**48**	6x11=**66**	10x7=**70**	10x9=**90**	10x11=**110**
11x1=**11**	11x3=**33**	11x5=**55**	2x3=**6**	4x11=**44**	8x5=**40**
12x5=**60**	12x12=**144**	5x4=**20**	12x7=**84**	12x9=**108**	12x11=**132**
2x1=**2**	8x3=**24**	6x7=**42**	1x12=**12**	1x10=**10**	7x3=**21**
2x2=**4**	9x11=**99**	2x6=**12**	2x8=**16**	2x12=**24**	7x6=**42**
11x4=**44**	3x4=**12**	5x9=**45**	12x2=**24**	2x4=**8**	1x6=**6**
4x2=**8**	4x4=**16**	4x6=**24**	6x9=**54**	4x10=**40**	9x5=**45**
5x2=**10**	10x2=**20**	12x1=**12**	5x8=**40**	3x6=**18**	7x11=**77**
7x4=**28**	6x4=**24**	6x6=**36**	12x3=**36**	6x2=**12**	8x4=**32**
7x2=**14**	9x2=**18**	2x10=**20**	5x10=**50**	1x8=**8**	5x6=**30**
7x8=**56**	6x10=**60**	12x10=**120**	12x4=**48**	8x10=**80**	8x2=**16**
10x4=**40**	9x4=**36**	3x12=**36**	9x8=**72**	12x8=**96**	8x6=**48**
11x6=**66**	9x6=**54**	10x6=**60**	3x2=**6**	4x12=**48**	9x10=**90**
11x2=**22**	6x12=**72**	5x12=**60**	11x8=**88**	11x10=**110**	8x8=**64**
7x12=**84**	10x10=**100**	12x6=**72**	7x10=**70**	4x8=**32**	10x8=**80**

2 Times Table Activities

Count in 2s and colour in the grid:

1	**2**	**3**	**4**	**5**
6	**7**	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**
16	**17**	**18**	**19**	**20**
21	**22**	**23**	**24**	**25**

Work out these answers:

a) 1 x 2 = _____

b) 3 x 2 = _____

c) 5 x 2 = _____

d) 7 x 2 = _____

e) 9 x 2 = _____

f) 11 x 2 = _____

g) 2 x 2 = _____

h) 4 x 2 = _____

i) 6 x 2 = _____

j) 8 x 2 = _____

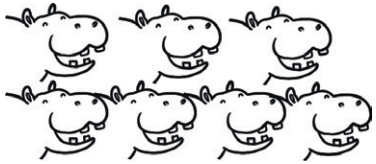
k) 10 x 2 = _____

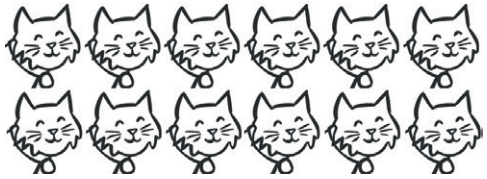
l) 12 x 2 = _____

How many ears are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

d)  _____ x _____ = _____

3 Times Table Activities

Count in 3s and colour in the grid:

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Work out these answers:

a) 4 x 3 = _____

b) 3 x 3 = _____

c) 5 x 3 = _____

d) 2 x 3 = _____

e) 9 x 3 = _____

f) 6 x 3 = _____

g) 7 x 3 = _____

h) 1 x 3 = _____

i) 11 x 3 = _____

j) 8 x 3 = _____

k) 10 x 3 = _____

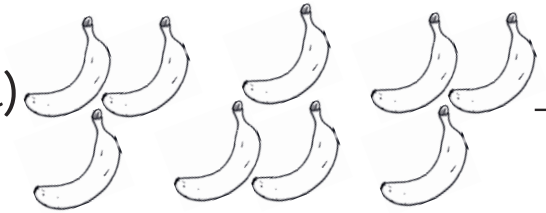
l) 12 x 3 = _____

How many pieces of fruit are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

d)  _____ x _____ = _____

4 Times Table Activities

Count in 4s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Work out these answers:

a) 4 x 4 = _____

b) 3 x 4 = _____

c) 5 x 4 = _____

d) 2 x 4 = _____

e) 9 x 4 = _____

f) 6 x 4 = _____

g) 7 x 4 = _____

h) 1 x 4 = _____

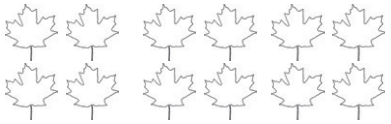
i) 11 x 4 = _____

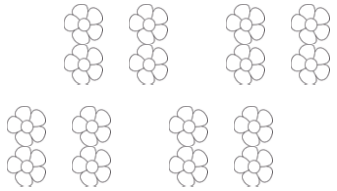
j) 8 x 4 = _____

k) 10 x 4 = _____

l) 12 x 4 = _____

How many different leaves are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

5 Times Table Activities

Count in 5s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Work out these answers:

a) 2 x 5 = _____

b) 4 x 5 = _____

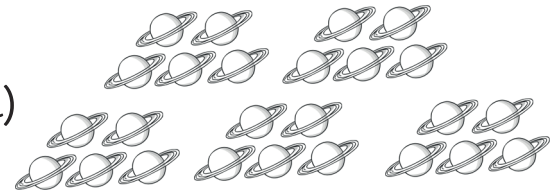
c) 5 x 5 = _____

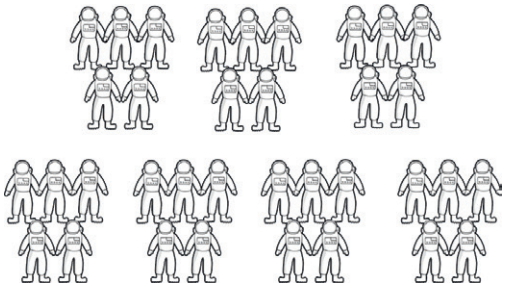
d) 6 x 5 = _____

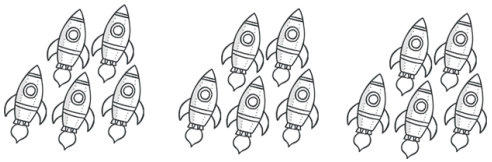
e) 7 x 5 = _____

f) 9 x 5 = _____

How many are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

6 Times Table Activities

Count in 6s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a) 2 x 6 = _____

b) 3 x 6 = _____

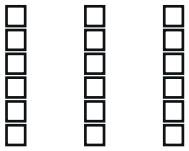
c) 5 x 6 = _____

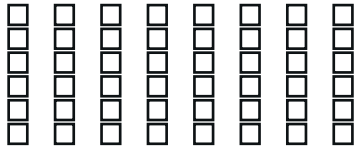
d) 8 x 6 = _____

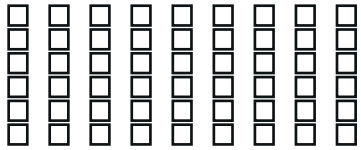
e) 7 x 6 = _____

f) 6 x 6 = _____

How many blocks are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

7 Times Table Activities

Count in 7s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a) 2 x 7 = _____

b) 10 x 7 = _____

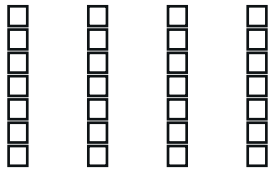
c) 5 x 7 = _____

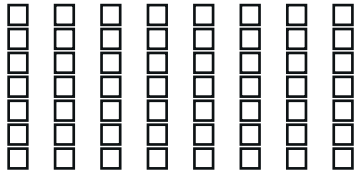
d) 6 x 7 = _____

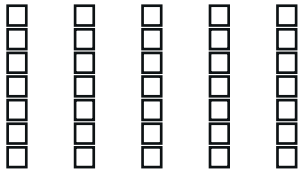
e) 7 x 7 = _____

f) 9 x 7 = _____

How many blocks are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

8 Times Table Activities

Count in 8s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a) 2 x 8 = _____

b) 10 x 8 = _____

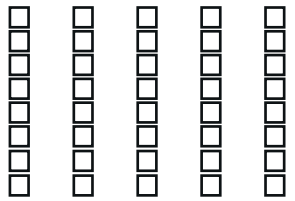
c) 5 x 8 = _____

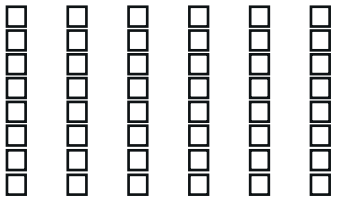
d) 8 x 8 = _____

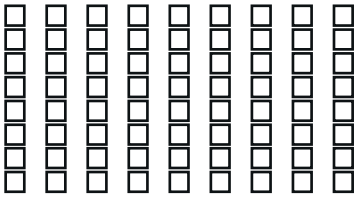
e) 7 x 8 = _____

f) 9 x 8 = _____

How many blocks are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

9 Times Table Activities

Count in 9s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a) 2 x 9 = _____

b) 3 x 9 = _____

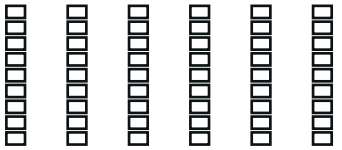
c) 5 x 9 = _____

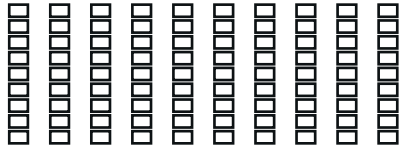
d) 8 x 9 = _____

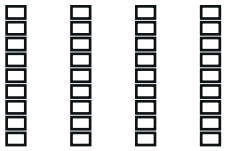
e) 7 x 9 = _____

f) 9 x 9 = _____

How many blocks are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

10 Times Table Activities

Count in 10s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Work out these answers:

a) 2 x 10 = _____

b) 10 x 10 = _____

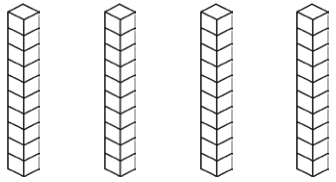
c) 5 x 10 = _____

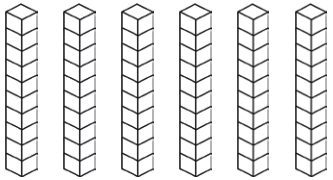
d) 6 x 10 = _____

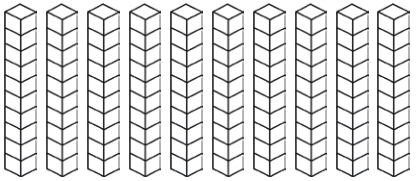
e) 7 x 10 = _____

f) 9 x 10 = _____

How many stacks are there? There are 10 cubes per stack.

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

11 Times Table Activities

Count in 11s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a) 2 x 11 = _____

b) 4 x 11 = _____

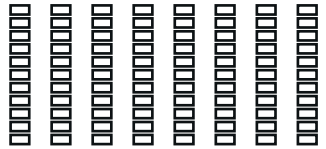
c) 5 x 11 = _____

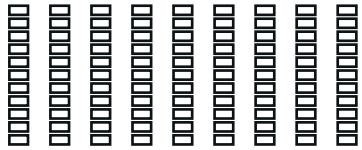
d) 6 x 11 = _____

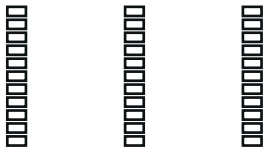
e) 7 x 11 = _____

f) 9 x 11 = _____

How many blocks are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

12 Times Table Activities

Count in 12s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a) 4 x 12 = _____

b) 8 x 12 = _____

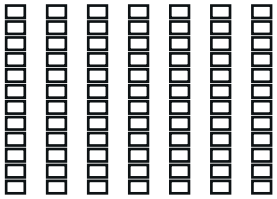
c) 5 x 12 = _____

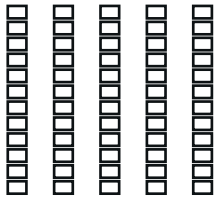
d) 6 x 12 = _____

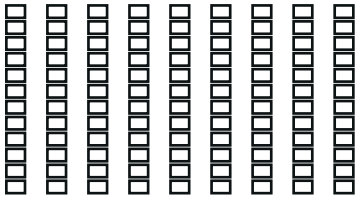
e) 7 x 12 = _____

f) 9 x 12 = _____

How many blocks are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

12 Times Table Activities

Count in 12s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

a) 4 x 12 = _____

b) 8 x 12 = _____

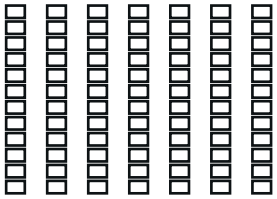
c) 5 x 12 = _____

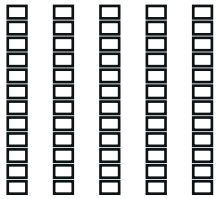
d) 6 x 12 = _____

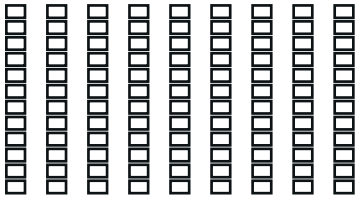
e) 7 x 12 = _____

f) 9 x 12 = _____

How many blocks are there?

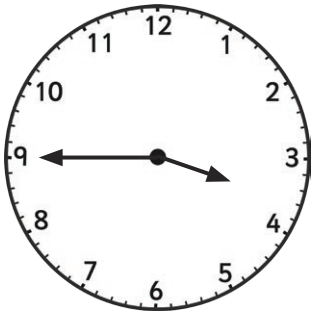
a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

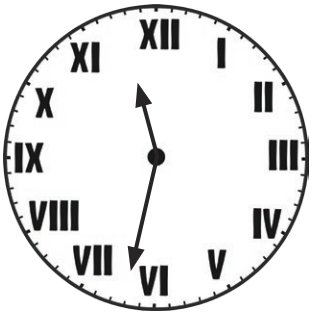
Read, Write and Compare the Time: Before and After

Read the clock and work out the time before or after. Write your answer in 24-hour format.



Twenty minutes after

_____

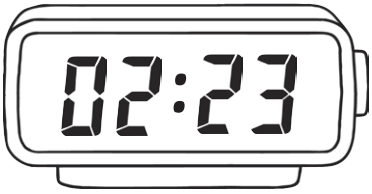


One hour and fifty minutes before

_____

3 hours and 27 minutes after

_____



Ninety minutes before

_____

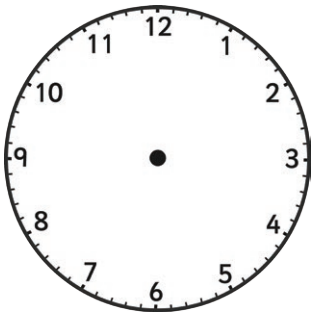
One hour and forty-two minutes after

_____

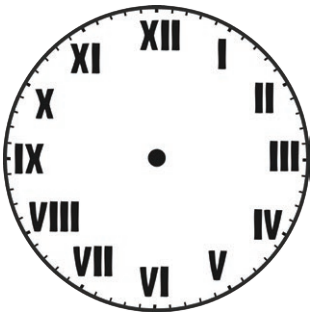
93 minutes before

_____

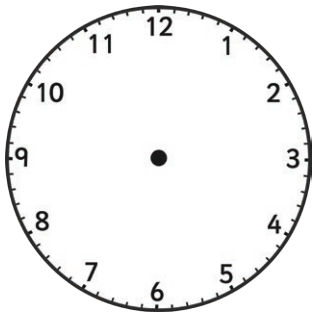
Draw or write the time on the clock.



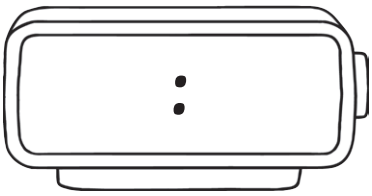
Twenty minutes after 14:52



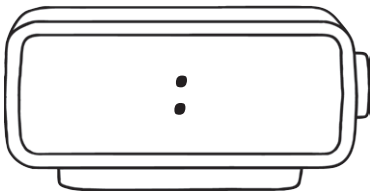
One hour and twenty minutes before 5:19 a.m.



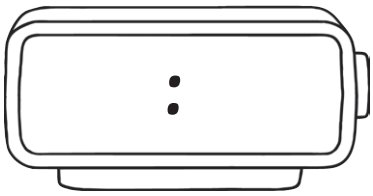
5 hours and 40 minutes after 19:44



Eighty minutes before 10:15 a.m.



Two hours and forty-six minutes before 20:04



104 minutes after 22:42

Read, Write and Compare the Time: What's the Difference?

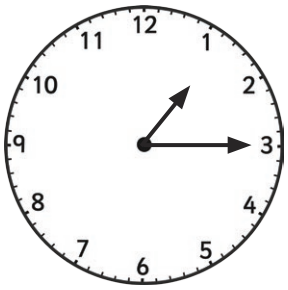
All clocks show the time on the same day unless indicated.

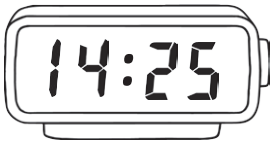
Write the difference between each pair of clocks in:

a) hours and minutes

b) minutes alone

Afternoon

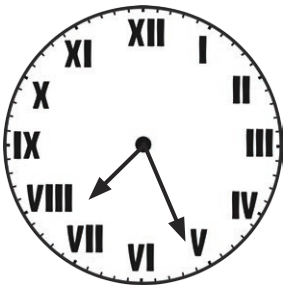




a) _____

b) _____

Morning



a) _____

b) _____

Morning

a) _____

b) _____

Evening

a) _____

b) _____

Afternoon

a) _____

b) _____

Morning

a) _____

b) _____

The next day

Evening

a) _____

b) _____

The previous day

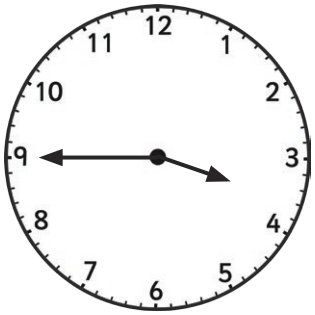
Morning

a) _____

b) _____

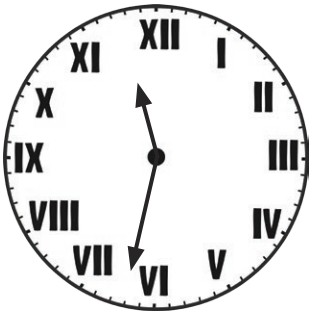
Read, Write and Compare the Time: Before and After Answers

Read the clock and work out the time before or after. Write your answer in 24-hour format.



Twenty minutes after

04:05 or 16:05

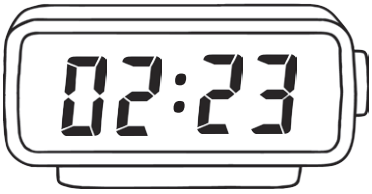


One hour and fifty minutes before

09:42 or 21:42

3 hours and 27 minutes after

11:34 or 23:34



Ninety minutes before

00:53

One hour and forty-two minutes after

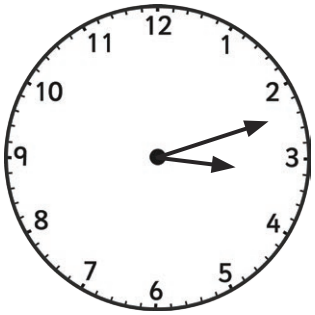
18:31

93 minutes before

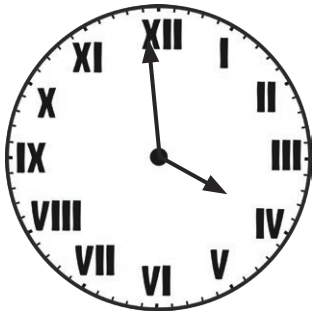
11:33

Read, Write and Compare the Time: Before and After Answers

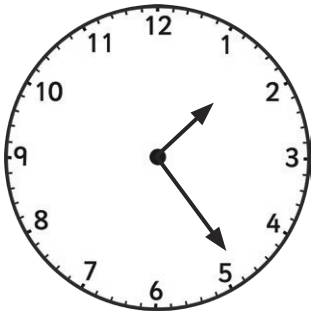
Draw or write the time on the clock.



Twenty minutes after 14:52



One hour and twenty minutes before 5:19 a.m.



5 hours and 40 minutes after 19:44

Eighty minutes before 10:15 a.m.

Two hours and forty-six minutes before 20:04

104 minutes after 22:42

Read, Write and Compare the Time: What's the Difference? Answers

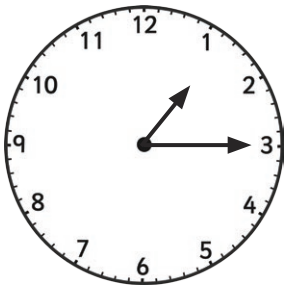
All clocks show the time on the same day unless indicated.

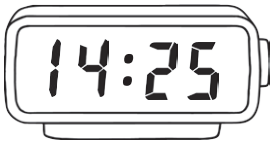
Write the difference between each pair of clocks in:

a) hours and minutes

b) minutes alone

Afternoon

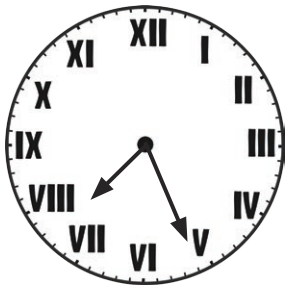




a) **1 hour 10 minutes**

b) **70 minutes**

Morning



a) **2 hours 14 minutes**

b) **134 minutes**

Morning

a) **44 minutes**

b) **44 minutes**

Evening

a) **2 hours 46 minutes**

b) **166 minutes**

Read, Write and Compare the Time: What's the Difference? Answers

Afternoon

a) **4 hours 51 minutes**

b) **291 minutes**

Morning

a) **6 hours 25 minutes**

b) **385 minutes**

The next day

Evening

a) **9 hours 50 minutes**

b) **590 minutes**

The previous day

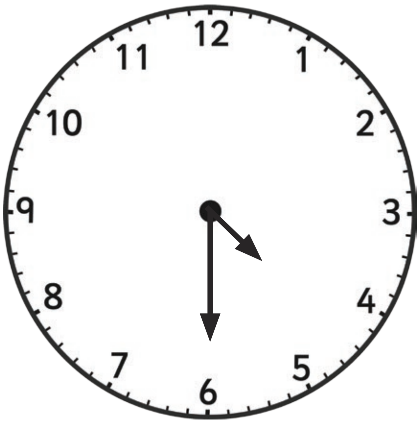
Morning

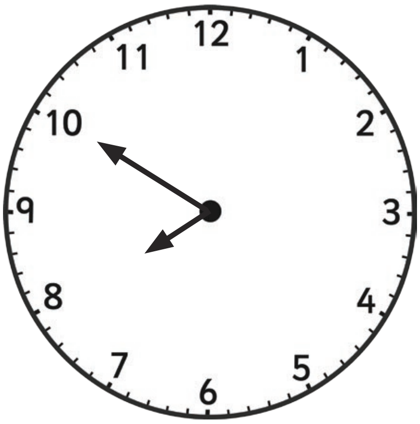
a) **13 hours 10 minutes**

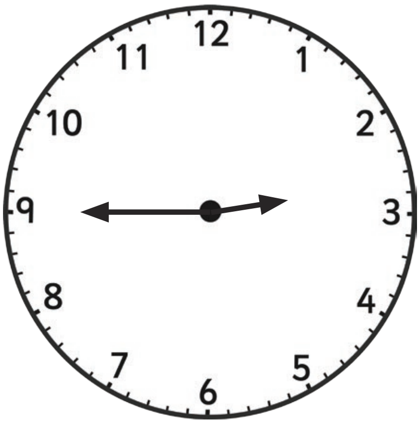
b) **790 minutes**

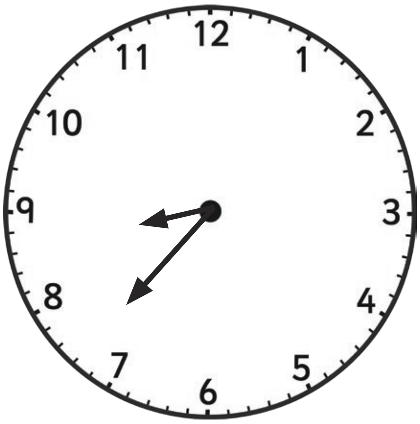
Read, Write and Compare the Time: Analogue and Digital

Write the time shown on these analogue clocks.

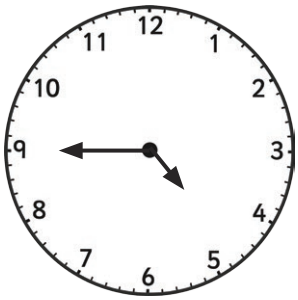


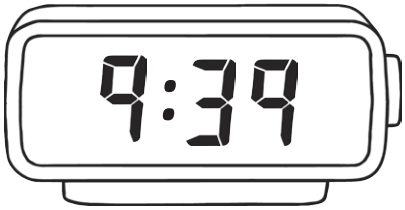


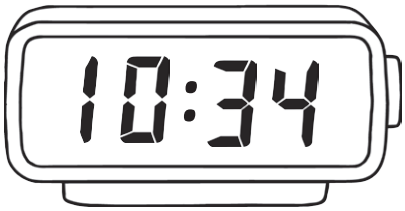




Match the analogue to the digital by drawing a line between clocks with the same time.

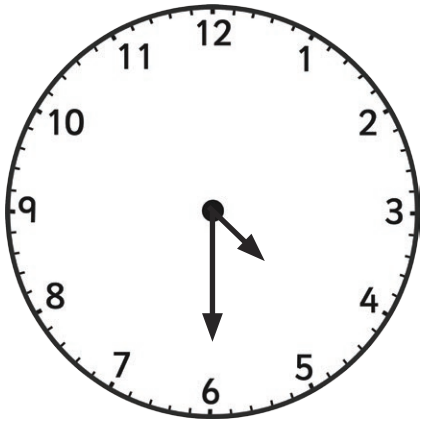




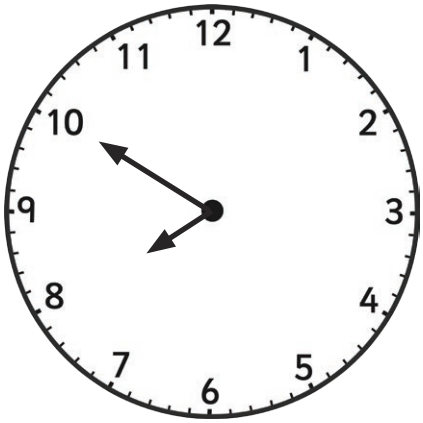


Read, Write and Compare the Time: Analogue and Digital Answers

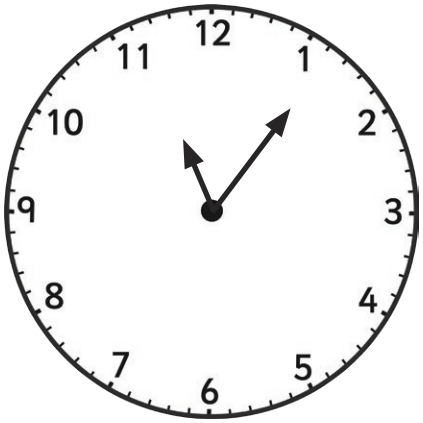
Write the time shown on these analogue clocks.



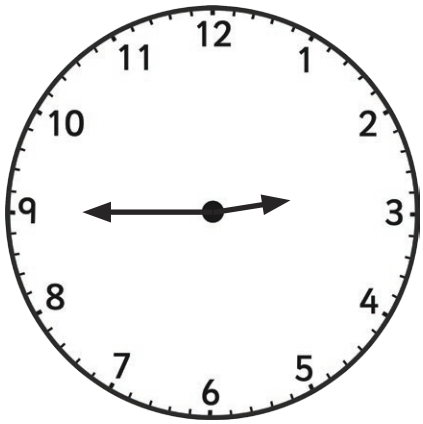
4:30



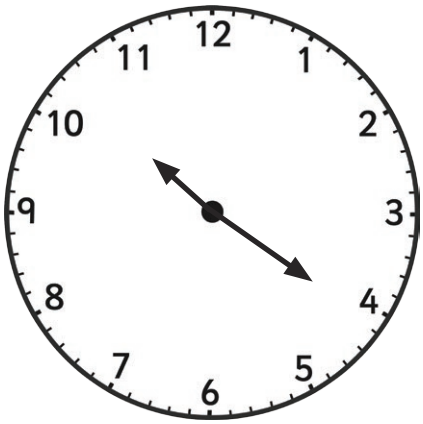
7:50



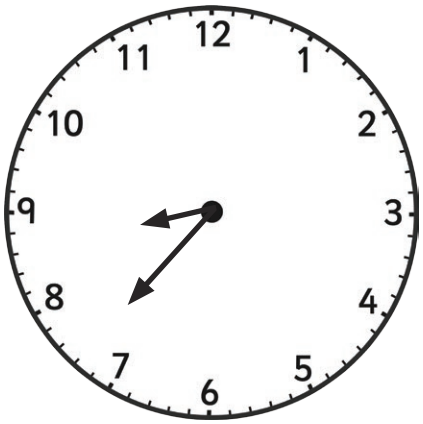
11:06



2:45

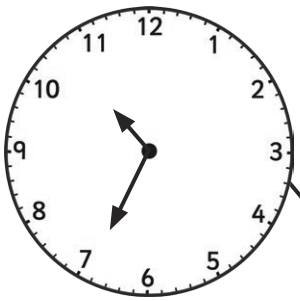


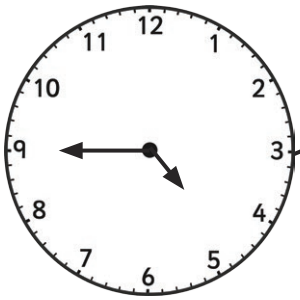
10:21

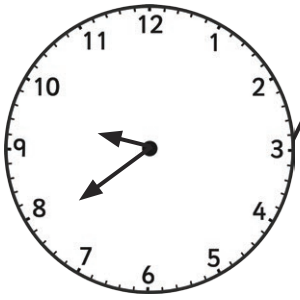


8:37

Match the analogue to the digital by drawing a line between clocks with the same time.





9:39

1:56

4:45

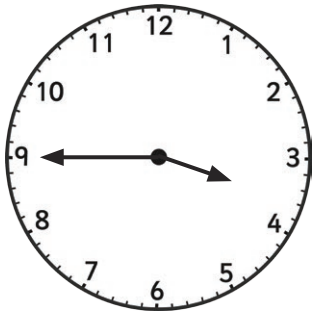
10:34

4:27

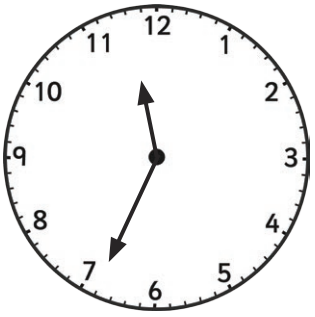
7:12

Read, Write and Compare the Time: 12-Hour and 24-Hour

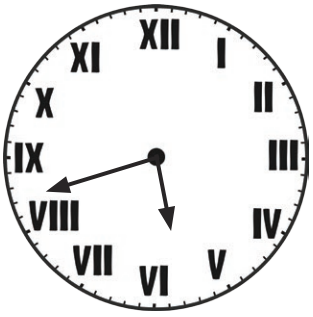
Read the time on these analogue clocks. Write each time in 12-hour and 24-hour formats.



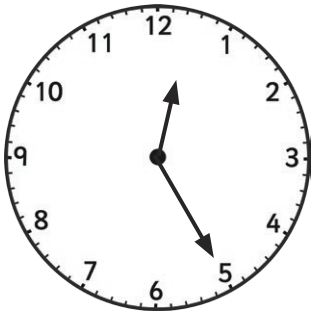
In the morning



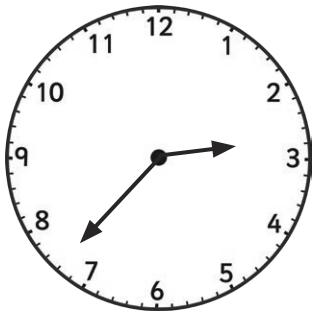
In the evening



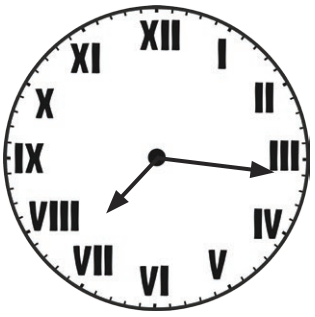
In the afternoon



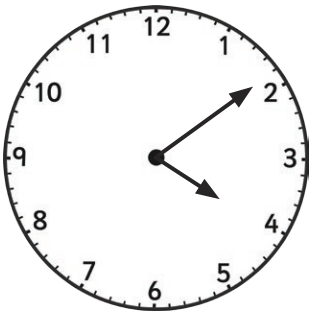
In the early morning



In the afternoon

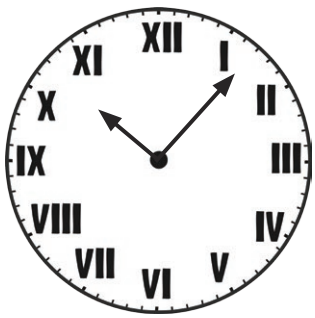


In the morning

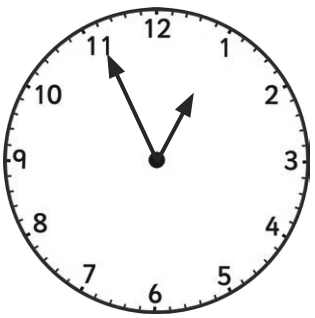


In the morning

In the evening



In the morning



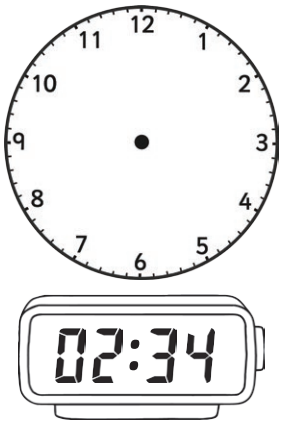
In the afternoon

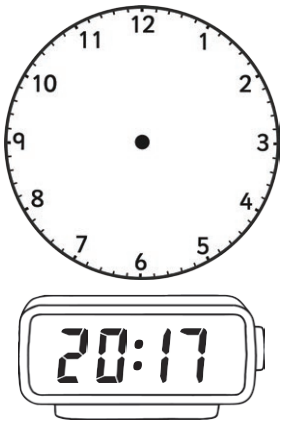
In the evening

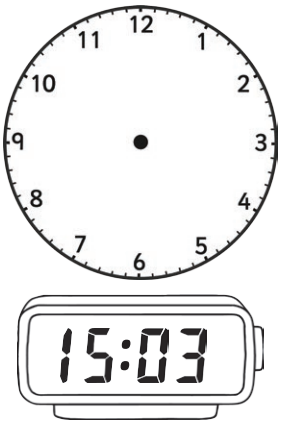
In the afternoon

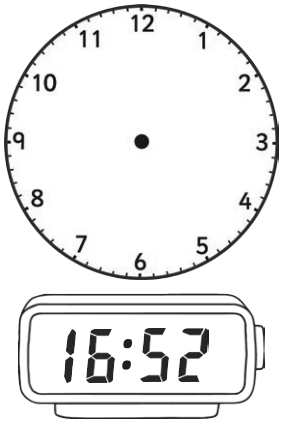
Read, Write and Compare the Time: Match Analogue to Digital

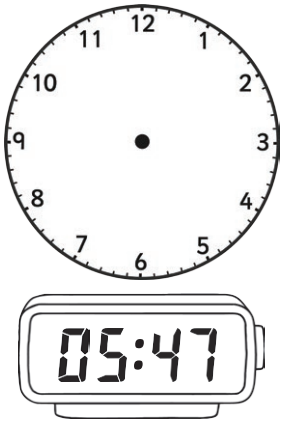
Draw the time on each clock to match the digital time.

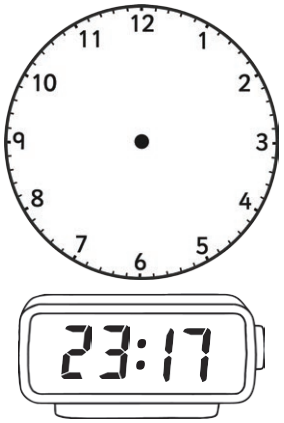


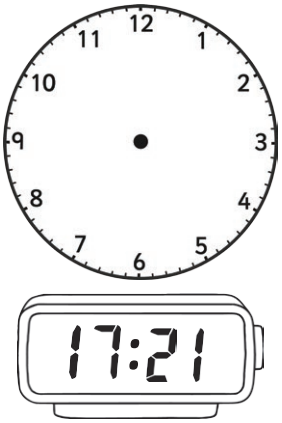


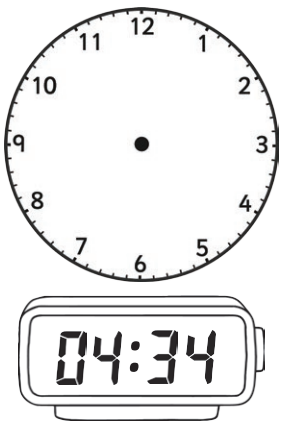


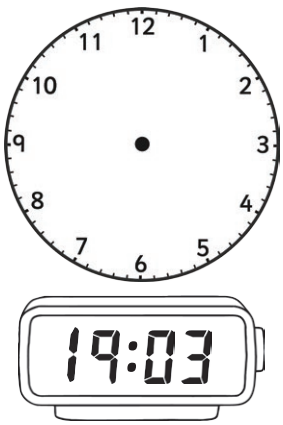


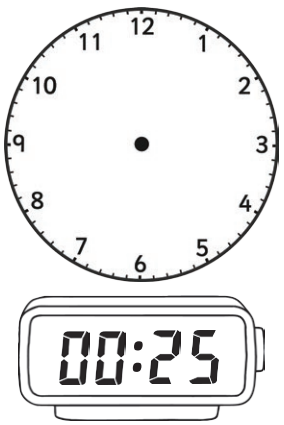


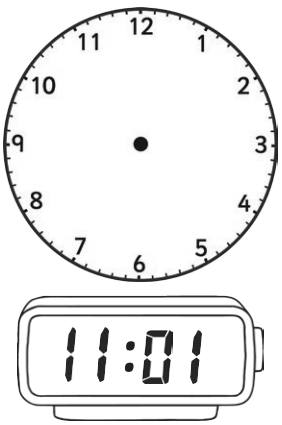










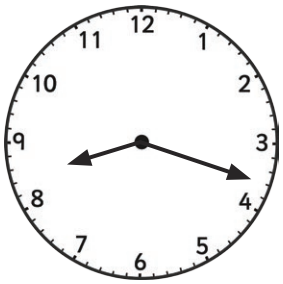


Compare the Time: Which Is Earlier?

For each pair of clocks, ring the earlier time.

(morning)

(afternoon)



(evening)

(evening)

(afternoon)

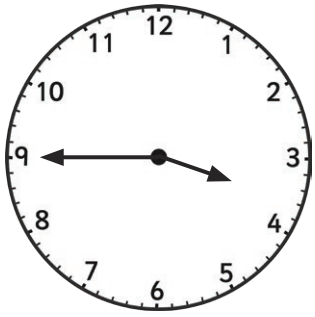
(morning)

(morning)

(afternoon)

Read, Write and Compare the Time: 12-Hour and 24-Hour Answers

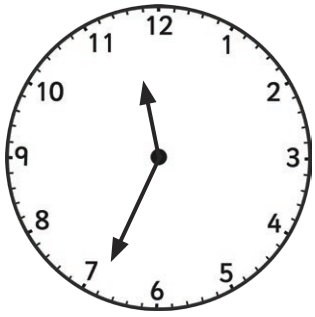
Read the time on these analogue clocks. Write each time in 12-hour and 24-hour formats.



In the morning

3:45 a.m.

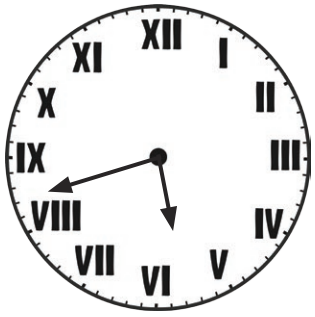
03:45



In the evening

11:34 p.m.

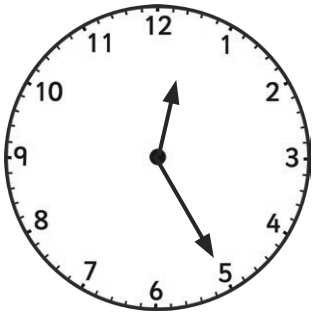
23:34



In the afternoon

5:42 p.m.

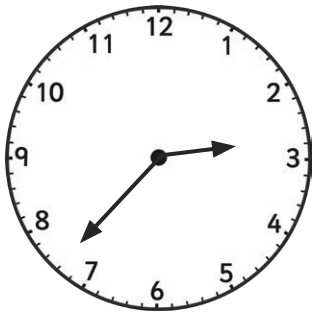
17:42



In the early morning

12:25 a.m.

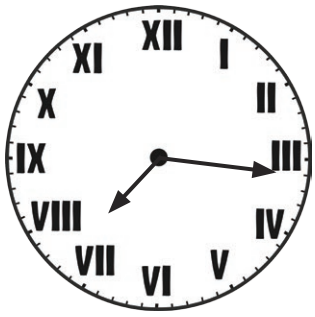
00:25



In the afternoon

2:37 p.m.

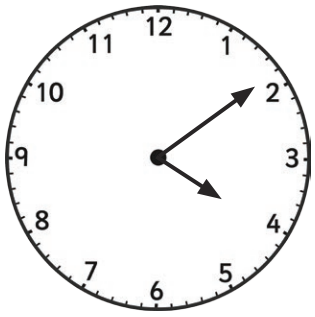
14:37



In the morning

7:16 a.m.

07:16



In the morning

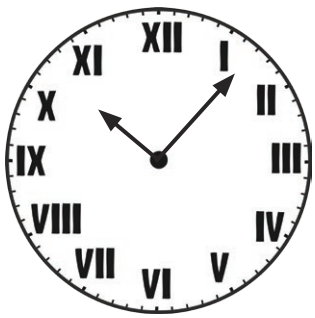
4:09 a.m.

04:09

In the evening

8:02 p.m.

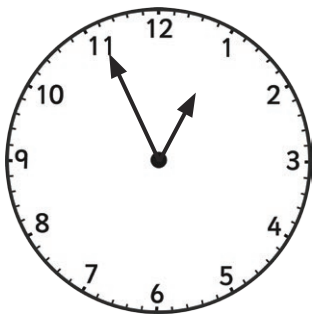
20:02



In the morning

10:07 a.m.

10:07



In the afternoon

12:56 p.m.

12:56

In the evening

9:28 p.m.

21:28

In the afternoon

1:47 p.m.

13:47

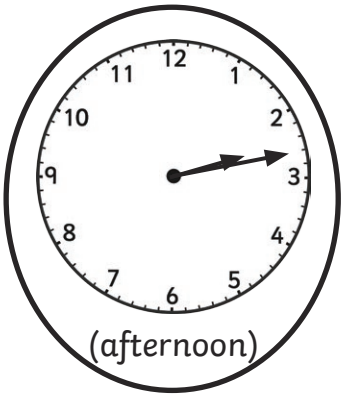
Read, Write and Compare the Time: Match Analogue to Digital Answers

Draw the time on each clock to match the digital time.

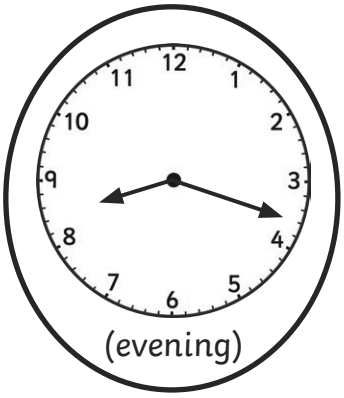
Compare the Time: Which Is Earlier? Answers

For each pair of clocks, ring the earlier time.

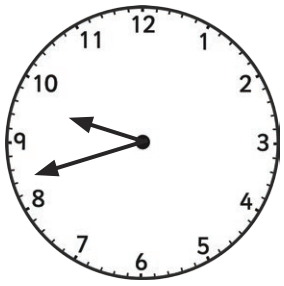
(morning)



(afternoon)

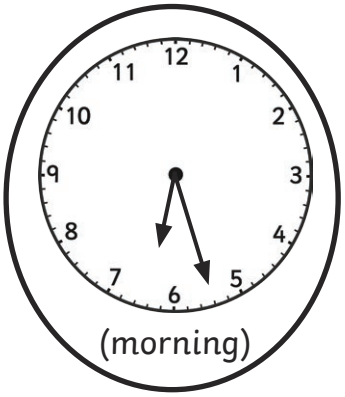


(evening)



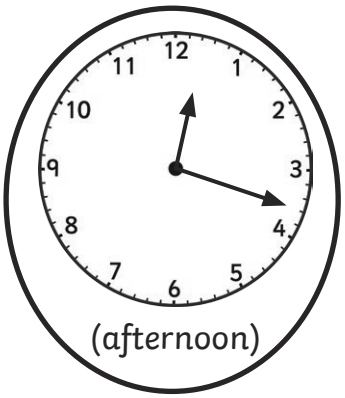
(evening)

(afternoon)



(morning)

(morning)



(afternoon)