



W.C. 1st June

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

English

Use these worksheets to work from and not on. All you need is a piece of paper, pencil and a ruler.

After watching the videos and having a go at the practise activities on BBC Bitesize, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.



Extensions – You may wish to deepen your learning by looking at the Collins Worksheets provided below by the BBC too.

Monday

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

Spelling Rule

Mild

Spelling *c* before *e*, *i* and *y*



The 's' sound is spelt **c** if it is before **e**, **i** or **y**.

Read these words and notice the **c** in each of them. Listen to what sound it makes.

race

cell

city

fancy



What words can you make by adding *c* to these letters?

_ity

_ircle

jui_e

sli_e

Spellings: Your child should Look, Cover, Write & Check each spelling daily.

	Mon	Tues	Wed	Thurs	Fri
cinema					
circle					
city					
icy					
nice					

Medium & Spicy

The suffix **-ous**

Remember, a root word is the simplest form of a word: for example, farm. A suffix is a group of letters that you can add to the end of a root word. Suffixes change the meaning of the root word in some way: for example, farmer.

Lots of adjectives have the suffix **-ous**. Here are some examples.

mountain**ous** (meaning: full of mountains)

adventur**ous** (meaning: keen to see and try new things)

In words like mountainous, you add the suffix **-ous** to the end of the root word with no changes.

mountain + ous = mountain**ous**

If the root word ends with **e**, like adventure, you normally drop the **e**.

adventure + ous = adventur**ous**

However, if the root word ends with a soft **g**, you keep the final **e**.

For example:

outrage + ous = outrage**ous** (meaning: shocking)

Sometimes there is not an obvious root word. For example:

tremend**ous** (meaning: great) – tremend is not a word

obvi**ous** (meaning: clear to see) – obvi is not a word

If there is an **ee** sound before the **-ous**, it is normally spelled with an **i**.

For example:

obvi**ous**

seri**ous** (meaning: important/not funny)

However, some words use an **e**.

For example:

courte**ous** (meaning: polite)

spontane**ous** (meaning: not planned)

With root words that end **-our**, you change **-our** to **-or** before adding the suffix **-ous**.

For example:

humour + ous = humor**ous** (meaning: funny)

vigour + ous = vigor**ous** (meaning: full of energy)

If the root word ends with **y**, like envy, you change the **y** to **i** before adding **-ous**.

envy + ous = envi**ous** (meaning: longing for something someone else has)

Spellings: Your child should Look, Cover, Write & Check each spelling daily.

Each week the children will be focusing on 5 Year 4 Common Exception words and a spelling rule
This week the spelling rule is: the suffix -ous

	Mon	Tues	Wed	Thurs	Fri
natural					
various					
suppose					
purpose					
peculiar					
mountainous					
vigorous					
hideous					
outrageous					
glorious					

Tuesday

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

Using brackets for parenthesis

What is Parenthesis?

Parenthesis is a word, phrase or sentence that is put in writing as extra information or an afterthought. If you took the parenthesis away, the passage would still be complete without it.

Here are three examples of parenthesis. The first is just a word, the second is a phrase and the third is a complete sentence.

- The Narcissus (daffodil) is a spring plant with yellow petals.
- My brother (the one who lives in Australia) is coming to the wedding.
- Manchester United won the league today. (It was exciting.)

Where do I put the brackets?

Only put brackets around the parenthesis itself.

Check that your sentence still makes sense if you don't read the bit you have put in brackets.

Which sentence has the brackets in the right place?

- a) Some people (don't like the rain) especially in England but I do.
- b) Some people don't like the rain (especially in England but I do.)
- c) Some people don't like the rain (especially in England) but I do.

Sometimes, a parenthesis might be a complete sentence, not just a word or a phrase. When this happens, the capital letter and full stop are both put inside the brackets.

The passage of writing still needs to make sense if you take the parenthesis away.

E.g. Today we went on a trip to York. (I had never been to York before.)

Other Ways to Mark Parenthesis

In this session we have looked at using brackets for parenthesis but this is not the only way that parenthesis can be shown.

Commas

Commas can be used just like brackets for parenthesis, usually in less formal writing.

E.g. The newspaper, which is normally delivered at 9:30, did not come today.

Dashes

Dashes can be used like brackets but usually only in informal writing. They interrupt the sentence more than brackets or commas so use them carefully.

E.g. Tonight I'm going out – I never turn down a night out – to the cinema.

Mild

Using Brackets for Parenthesis

Put brackets around the parenthesis in these sentences.

1. Peter my dad took me to the park.
2. Tom my friend from school helped me to carry my project home.
3. My mobile phone the white one is in your drawer.
4. Italy a country in Europe is beautiful in summer.
5. Gary a video game expert came into our school today to give a talk.
6. My dad comes from Delhi India.

Medium

Using Brackets for Parenthesis

Put brackets around the parenthesis in these sentences.

1. Last week, I went to the park with Colin my friend's dad.
2. The Shard the tallest building in England is in the city of London.
3. Mr Haigh a new teacher at school played football with us at lunch time.
4. My favourite subject at school is Maths it's really easy.
5. Jamie a boy in my class was the first person to write using a pen it had black ink.
6. Last week, Mick my uncle from Devon came to stay with us for a few days it was great.

Using Brackets for Parenthesis

Put brackets around the parenthesis in these sentences.

1. The Red Sox based in Boston are an American league baseball team.
2. The Shard is a tall building in the city of London although I've never seen it.
3. The outhouses stable, chicken coop etc. were in a state of disrepair.
4. Mrs Jones my favourite teacher shouted at Lisa a bully in Year 6.
5. My dad comes from Delhi India and my mum comes from Leeds England.
6. In July when we were off for the summer holidays, I went to Blackpool with my auntie her name is Jenny.

Wednesday

<https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1>

Reading Comprehension

Mild

Usain Bolt

Biography

So, how do you become the best sprinter of all time?

Usain St. Leo Bolt once said, 'When I was young, I didn't really think about anything other than sports.' Whilst at secondary school, Usain focused on sprinting, which led him to win his first High School Championships medal. Since then he has set new world records, overcome injuries, won many medals, become a hero in his home country of Jamaica and he hasn't even finished yet!

Usain was born on 21st August 1986, in Jamaica. As a child, he really enjoyed playing football and cricket.



Bolt took part in his first race whilst at primary school, however, at that time he preferred playing cricket. In an interview, he once said that if he hadn't become a sprinter, he would have loved to be a fast bowler like his cricketing hero, Waqar Younis.

At high school, Usain focused on sprinting and won his first silver medal in the 2001 High School Championships. His talent caught the eye of former Jamaican Olympic sprinter Pablo McNeil, who went on to become his coach. Pablo would sometimes get frustrated with Bolt as he didn't always take his training seriously and liked playing practical jokes.

The 2001 World Youth Championships was Usain's first appearance on the world stage. He didn't win any medals but he did set a new personal best in the 200m race. The World Junior Championships came next and it was here that Bolt became the youngest World Junior gold medallist.

Olympic Games	Event	Medals
2008 Beijing	100m, 200m, relay	Gold
2012 London	100m, 200m, relay	Gold

In 2004, Usain became the first junior sprinter to run 200m in under 20 seconds. It was then that he turned professional and was given a place on the Jamaican Olympic team. He went to the Olympic Games in Athens in 2004 but a leg injury stopped him from winning any medals.

As the years passed by, Usain took his sport more seriously and began to train harder to win events. At the 2008 Beijing Olympic Games, he broke more world records and won gold in the 100m, 200m and relay events. This was followed by the World Championships in Berlin, where he improved his times even more.

Bolt competed in the 100m, 200m and relay at the London 2012 Olympic Games and won gold in all three events again. After the races, a fellow runner said, 'There's no doubt he's the greatest sprinter of all time.'

Usain continues to be a successful sprinter but plans to retire in 2017. He is nicknamed 'Lightning Bolt'.



Usain Bolt Comprehension

Try to answer the questions using full sentences.

1. When and where was Usain born?

2. True or False – Usain didn't win any medals at the 2001 World Youth Championships but he did set a personal best time in the 200m race.

True	False

3. What did Usain become the first junior sprinter to do in 2004?

4. How do you think Bolt felt when he was chosen to represent his country in the Olympic Games?

5. What is his nickname?

6. How many gold medals did Usain win in the 2008 and 2012 Olympic Games?

7. How do you think Usain feels about competing in the 2016 Olympic Games in Rio?

Healthy Eating

Food keeps us healthy and helps us grow. Food provides us with energy to be able to function throughout the day. By eating a balanced diet, your body obtains the fuel and nutrients it needs to function properly. Your body needs minerals to make hormones, build bones and regulate your heartbeat. Water flushes out toxins, transports nutrients to cells and performs other vital bodily processes.

Carbohydrates

Bread, rice and potatoes are examples of carbohydrate rich foods. These foods give us plenty of energy. You should try and eat a lot of carbohydrates each day. As well as energy, carbohydrates provide us with fibre, iron, B vitamins and calcium.

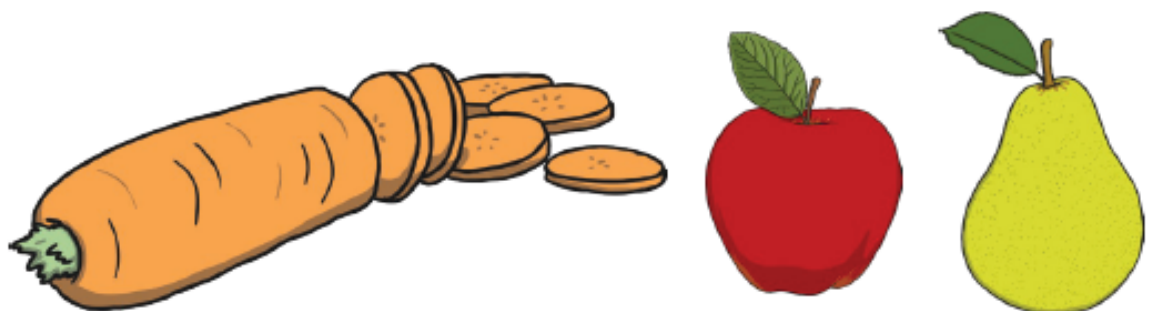
Fruit and Vegetables

Fruit and vegetables provide us with vitamins and minerals essential for keeping us healthy as well as fibre which is important for digestion. A diet high in fibre can also reduce your risk of heart disease, stroke and some cancers. Try to eat at least five portions of fruit and vegetables a day. Remember that potatoes do not count as a portion of vegetables.

Dairy



1. Dairy products are great sources of protein and calcium and are found in milk, cheese and yogurt. Protein helps our bodies to grow or repair themselves. Protein builds, maintains, and replaces the tissues in your body. Your muscles, organs, and immune system are made up mostly of protein. Calcium helps to keep our bones and teeth strong. We should eat between two or three portions of dairy foods a day.



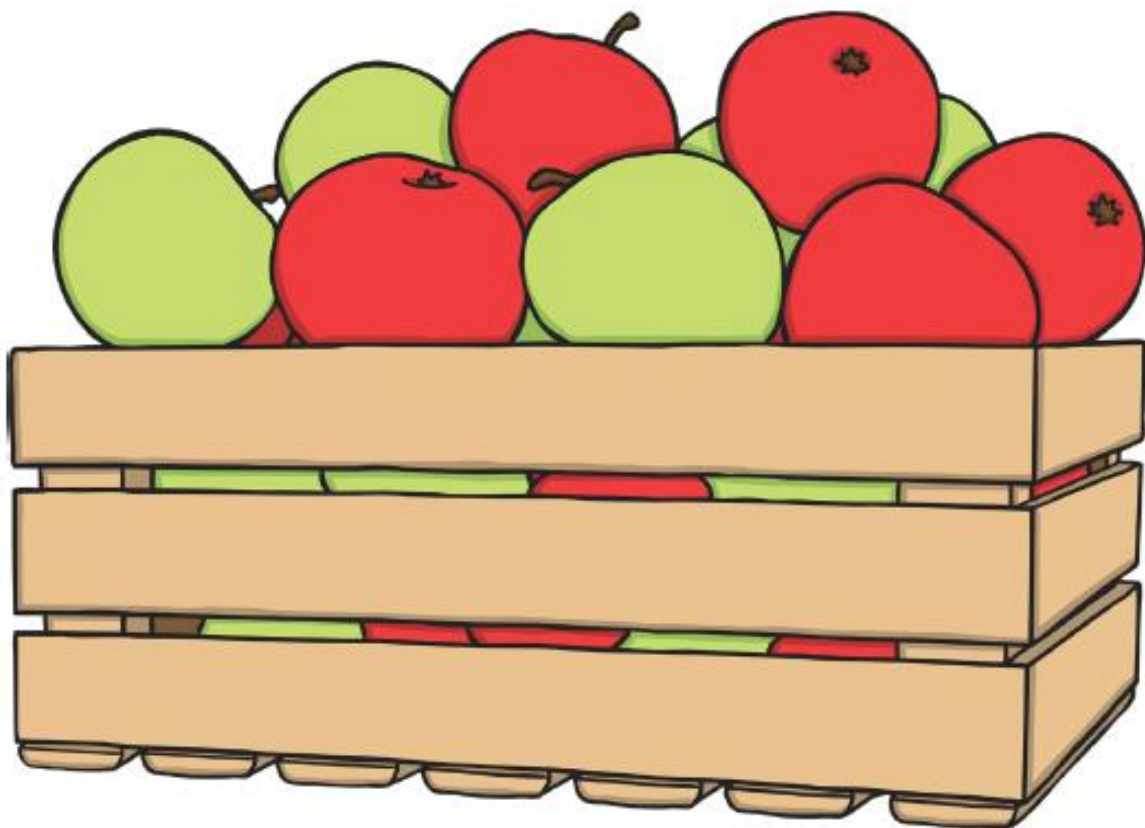
Meat, Fish, Eggs and Beans

These foods are a good source of protein, vitamins and minerals in your diet. These foods help the body to grow and repair itself and keep hair, skin, muscles and nails strong. We should eat some of these foods a day.

Foods High in Fats and Sugar

These foods provide the body with energy, warmth and insulation around vital organs. Too much fat in your diet can raise cholesterol, which increases the risk of heart disease. A small amount of fat is part of a healthy, balanced diet. Fat is a source of essential fatty acids such as omega-3 because the body can't make them itself. Fat helps the body absorb vitamins A, D and E.

To be healthy, nutritious food is needed to provide energy for the body. A variety of food is needed in the diet because different foods contain different substances that are needed to keep you healthy.



Questions

1. Why is a balanced diet important?

2. What is the function of protein?

3. Can you give examples of foods that we should try and avoid eating excessive amounts of?
Why should we limit our intake of these foods?

4. Chose the word closest in meaning to the underlined word.

With a balanced diet, your body obtains the fuel and nutrients it needs to function properly.

a) rest

b) work

c) eat

c) healthy

5. Fruit and vegetables provide us with vitamins and minerals essential for keeping us healthy.

a) Necessary

b) optional

c) excellent

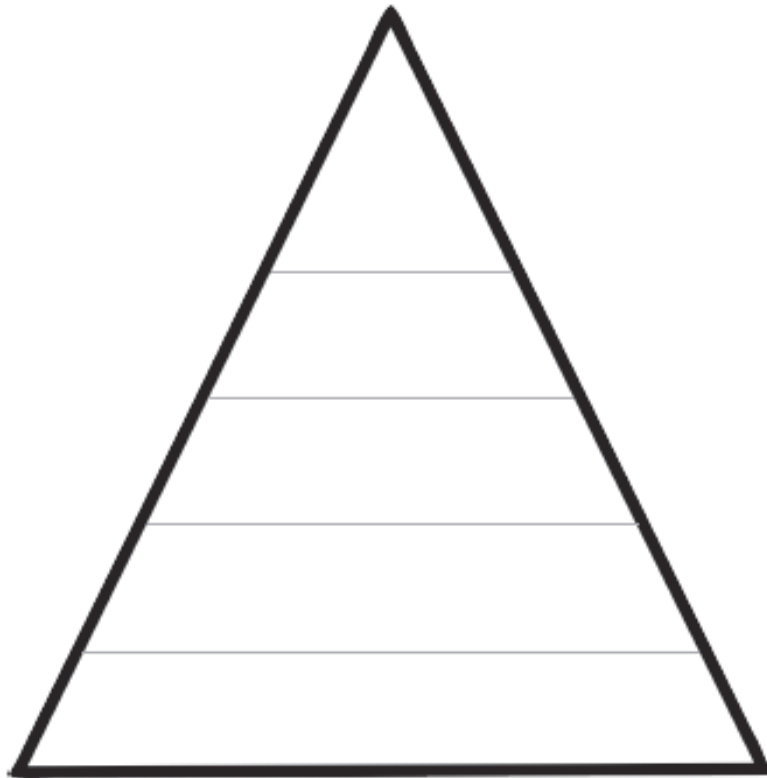
c) extra

Rewrite this passage using capital letters, commas and full stops.

healthy eating is vital for a healthy body many people eat too much unhealthy food like readymade meals sweets and chocolates instead people should eat more fruit and vegetables fruit is an ideal snack because it tastes sweet it is easy to take with you and is very good for your body

Food Pyramid

A food pyramid is a useful tool often used to teach people about healthy eating. After reading the information above, please create a food pyramid containing the advised foods and suggested portions. Remember the foods that you should eat most of are at the bottom of the pyramid.



Time to Write!

Imagine you are a journalist in a children's magazine. Write a paragraph about why it is important to eat fruit and vegetables.

Thursday

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Revising apostrophes for possession

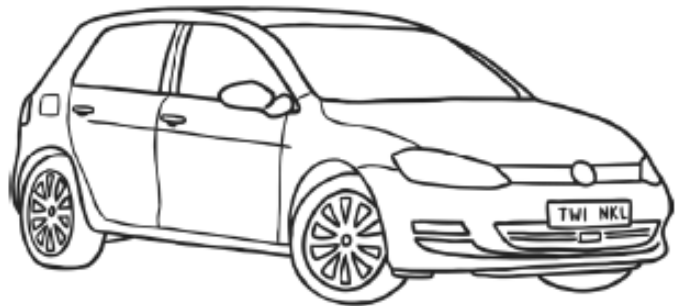
Mild

1. Rewrite each sentence below so it includes an apostrophe to show possession.
The first one has been done for you.

- a) Conor is looking at the bike which belongs to Isla.

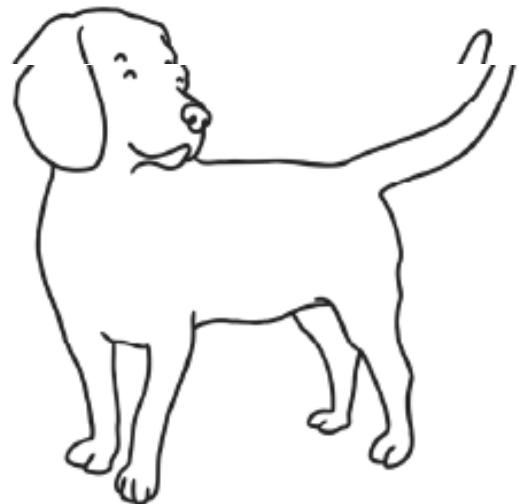
Conor is looking at Isla's bike.

- b) The coat which belongs to Martin is hanging up in the hall.



- c) The car that belongs to Laiba is the fastest car.

- d) We all like playing with the dog that belongs to Lok.



- e) The kittens which belong to Jack are very cute.

2. Look at the pictures. Can you write a sentence to describe each using an apostrophe to show possession? The first one has been done for you.

a)



Rachel

This is Rachel's toy train.

b)



Sophia

c)



Laiba

d)



Lok

Aaliyah's Apostrophe Homework

Aaliyah has been set some homework. She must choose which sentence has correctly used an apostrophe to show possession by a singular noun. However, she isn't sure which one it is! Please help her by reading each sentence carefully and then place a tick by the correct sentence.

Tick one

1. ☐ The ogres shoe's were rotten and smelly.
☐ The ogres' shoes were rotten and smelly.
☐ The ogre's shoes were rotten and smelly.
2. ☐ Snow White's clothes were covered in mud.
☐ Snow Whites' clothes were covered in mud.
☐ Snow Whites clothe's were covered in mud.
3. ☐ The girls pencil's fell out onto the floor.
☐ The girl's pencils fell out onto the floor.
☐ The girls' pencils fell out onto the floor.
4. ☐ The Queen's jewels were kept in the tower.
☐ The Queens jewels' were kept in the tower.
☐ The Queens' jewels were kept in the tower.
5. ☐ The flowers' petals slowly fell to the ground.
☐ The flower's petals slowly fell to the ground.
6. ☐ The cowboys gun's were attached to his belt.
☐ The cowboys' guns were attached to his belt.
☐ The cowboy's guns were attached to his belt.
7. ☐ The squirrel's nuts were stored in the tree.
☐ The squirrels' nuts were stored in the tree.
☐ The squirrels nut's were stored in the tree.



Missing Apostrophe

Singular Possessive Nouns

Oh dear! Patricia Punctuation has written some sentences but she has forgotten to add an apostrophe to show possession by these singular nouns. Copy out the sentence on the line provided and include the missing apostrophe.

1. Kims mum bought some sausages from the shop.

2. The butterflys wings flapped as it flew from flower to flower.

3. The dogs tail wagged excitedly as he walked.

4. The dancers costume was very colourful and bright.

5. The witchs new broomstick was made from solid oak.

6. The clowns gloves were large and spotty.

7. At the party, the birthday girls presents were placed on the table.

8. The reindeers bells gently rang as he walked through the snow.

Challenge

Singular or Plural?

Look at the table below. Each box contains an apostrophe to show possession. You must decide if the possession in each case is by a singular or plural noun. Colour in each box according to the key.

Key

Singular Possessive Apostrophe: blue

Plural Possessive Apostrophe: green

The Queen's tarts	monsters' fur	dog's paws	wolves' howls
fairies' wings	pigs' trotters	sun's rays	passengers' suitcases
castle's turrets	babies' milk bottles	flowers' petals	witch's broomsticks
trees' leaves	the kings' jewels	girl's slippers	teacher's notebook
children's work	horse's hooves	footballers' shoes	cat's claws
clock's hands	lion's mane	pizzas' toppings	elephants' tusks

Friday

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Reading lesson

1. Look at the image below.
2. Answer the questions provided alongside the picture.



Story starter!

It had all started out as a dare.

“No-one is brave enough to camp out in the woods all alone” they had all said.

So far, he had proved them wrong...



Question time!

- ▶ What is a dare?
- ▶ Who has dared the boy to camp in the woods?
- ▶ Who is the boy?
- ▶ Why have they dared him to venture into the woods?
- ▶ What do you know about him/what can you guess about his character?
- ▶ Why has he chosen to camp out in the woods?
- ▶ Has anything happened during the night?
- ▶ What will happen when he leaves the tent?

Sentence challenge!



Can you use your senses to describe what it is like to be in the woods?

What sounds could you hear in the woods?

Are the sights and sounds of the woods different at different times of day?

Use **adjectives**, **verbs**, or **adverbs** to up level the 'sick sentences' below.

For example: The young boy, with golden coloured hair, slowly crept to open the creased, weary, netted tent flap.



Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▶ The boy opened the tent flap.
- ▶ He look outside.
- ▶ It was light.

Perfect picture!



Have you ever been camping?

Can you draw the things you might take with you on a camping trip?

Spelling test

Get someone at home to test you on your weekly spellings.