



W.C. 6th July

<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

Words ending in *-al*

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



At the end of some words, the 'l' sound is spelt *al*.

Read these words and look at the *-al* spelling.



capital

hospital

animal

cryst__

pet__

spir__

hospit__

ped__

Spellings: Your child should Look, Cover, Write & Check each spelling daily.
This week the spelling rule is: words beginning with *-al*

	Mon	Tues	Wed	Thurs	Fri
petal					
spiral					
hospital					
crystal					
pedal					

Medium & Spicy

The suffix **-ly**

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.

You can turn an adjective into an adverb by adding the suffix **-ly**. For example:

final + ly = **finally** (meaning: in the end)

You can add **-ly** to most root words without changing the spelling: for example, quietly. However, if the root word has more than one syllable and ends in **y**, you change the **y** to an **i**. For example:

happy + ly = **happily** (meaning: in a happy way)

If the root word ends with **-le**, change the **-le** to **-ly**. For example:

simple + ly = **simply** (meaning: in a simple way)

If the root word ends with **ic**, add **-ally** instead of **-ly**. For example:

basic + ally = **basically** (meaning: deep down, or in a simple way)

There are a few common words that do not fit the rules above – you just have to remember these!

For example:

truly (meaning: really)

wholly (meaning: completely)

publicly (meaning: in front of everyone)

Chose the correct spelling

usually

useualley

usualy

On Thursdays, Jamal goes to football practice.

finally

finaley

finaly

I've finished playing my computer game, !

simpley simply simpley

If you want to be good at knitting, you have to practise.

truelley truly truley

The sports car is amazing!

completely

humblely

nobly

dramaticly

truly

comicly

wholly

Spelled correctly

Not spelled correctly

Place the words into the correct column

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 -ly*

	Mon	Tues	Wed	Thurs	Fri
increase					
mention					
ordinary					
probably					
special					
completely					
nobly					
wholly					
finally					
usually					

Newspaper features

The Features of a Newspaper Report

Newspapers have a range of features that attract the reader.

Can you think of any of these features?



A newspaper report must include...

the name of the newspaper at the top;

an interesting headline and sub-headline;

an introductory paragraph that includes the five Ws;

captions for all pictures;



facts about the main events;

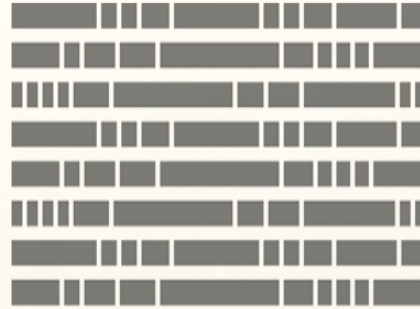
writing in the third person and past tense;

“ quotes written as direct speech; ”

a conclusion paragraph to explain what might happen next.

HEADLINE

Newspapers use the headline to try to grab the readers' attention. It might even use a pun, rhyme or alliteration. Which one of these catchy headlines makes you want to read more?



Introductory Paragraph

A newspaper report begins with an introductory paragraph that includes the **five Ws**.

What
happened?

When did
it happen?

Where did
it happen?

Who was
involved?

Why did
it happen?

Example

BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have finally returned home to Earth.

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the ISS, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.



Landing with a bump! Tim Peake lands safely in Kazakhstan.

Can you spot the **five Ws** in the start of this report?

Captions and Pictures

Photos and captions will help to tell the story by giving the reader a snapshot of what has happened, where it happened or who it happened to.

A caption explains to the reader what is happening in a picture. The caption is usually placed underneath the picture.



What do you think a report using this picture would be about?

Facts

The man had a beard and wore a black coat.

It took the runner 84 days to complete the extreme race.

Mrs James lives at 103 Blake Drive.

The truck arrived to pick up the jewels at 3 o'clock.

Opinions

I am the smartest person in the class.

Yellow is the best colour.

You shouldn't go swimming in the sea.

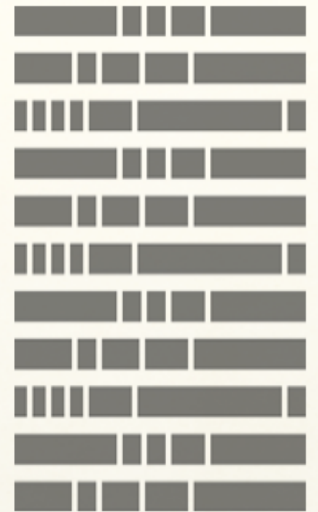
Write in the Third Person and Past Tense

Third Person

Write about what happened to others (e.g. he, she, they, them, it), not from your own perspective.

Past Tense

Newspaper articles are normally an example of a recount text. They are written in the past tense as the event has already taken place.



Quotes

Quotations tell us what has been said and who has said it. They can help to make the story credible by giving the reader the opinions of the people involved. Remember to use inverted commas!

“
[A block of text represented by several lines of horizontal bars]
”



Concluding Paragraph

A concluding paragraph is often used to tell the reader what might happen next.

Take a look at the example, how many features can you find?

TWINKL TIMES

ROMAN COIN SURPRISE FOR MRS SHIP

Reported by Owen Butcher, Media Correspondent, Glastonbury

Nine Roman coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are now to be put on public display.

It was last year when Sally Ship, a 46-year-old secondary school art teacher from Somerset, decided to have an extension built on her home. 'We'd outgrown our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made a truly incredible find. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging; I had a feeling it was something special.'

'Sally asked me to stop working because I was about to disturb whatever she'd seen. I hadn't even spotted them,' commented builder Karl Webb. 'Finding treasure is a first for me!' Mrs Ship told reporters how Karl had helped her climb into the hole to have a closer look. 'I noticed another one and then another one,' she added. 'I was shaking. I knew this was something important so I immediately reported the find and told the builders they could go home until I'd found out what it was. I slept in the garden all night, guarding what I believed to be something very precious. My daughter thought I was crazy!'

'I have to be honest, I thought they were some old, worthless bits of metal. When Mum said she was camping outside to guard her find, I thought she was totally overreacting,' commented 18-year-old Jenny Ship. 'Mum and I love watching archaeology programmes. To think we had a little piece of

history in our garden, well, it's unbelievable really.' Sally and Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What had they bought?'

Mrs Ship explained that since her fantastic find, she has joined a local metal detectors group. 'It's great fun! After all, you never know what you're going to find.'

Further excavations took place at Mrs Ship's property but no other finds were made. It is yet to be decided where the coins will be put on public display.



The treasure was discovered in a garden in Somerset

Medium & Spicy

Use this checklist to help you write your own newspaper report.

write the name of the newspaper at the top?

create an interesting headline and sub-headline?

start with an introductory paragraph that includes the five Ws?

add captions to all pictures?



include facts about the main events?

write in the third person and past tense?

“ use quotes written as direct speech? ”

finish with a conclusion paragraph to explain what might happen next?

Celebrating Success

Share your newspaper report with an adult at home. Have you managed to include everything from the checklist? What features have you used most effectively?

Reading comprehension

Mild

The Romans

Do you want to know what the Romans ate, wore and did for fun? Read on to find out more about this mighty group of people.

Who Were the Romans?

The Romans were a group of people who were named after the important city of Rome. Rome is the capital city of Italy. It was the city at the centre of the Roman Empire.

However, many soldiers fighting in the Roman army did not come from Rome itself. Instead, they came from one of the many countries which were part of the Roman Empire. The Roman Empire included parts of Europe, North Africa and the Middle East.



The Roman Empire in AD 117

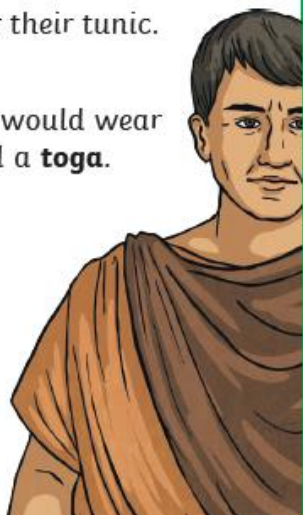
What Did the Romans Wear?

Roman clothing was different for men and women:

Men wore:

- a knee-length **tunic**;
- a cloak over their tunic.

Rich Roman men would wear a long robe called a **toga**.



Women wore:

- an ankle-length tunic;
- a dress over their tunic.

Rich Roman women would wear long tunics made from silk. They also wore lots of jewellery.



The Romans also had different clothing for boys and girls:

Boys wore:

- a knee-length tunic;
- a special piece of jewellery called a **bulla**.



Girls wore:

- an ankle-length tunic;
- a special piece of jewellery called a **lunula**.



The Romans thought that the **bulla** and the **lunula** would protect the child from evil spirits.

Most Romans would have worn sandals or boots made from leather.

What Did the Romans Eat?

The Romans would usually eat three meals per day:

The Romans thought that the **bulla** and the **lunula** would protect the child from evil spirits.

Most Romans would have worn sandals or boots made from leather.

What Did the Romans Eat?

The Romans would usually eat three meals per day:

Breakfast



- bread
- pancakes
- dates
- honey

Lunch



- fish
- cold meat
- bread
- vegetables

Evening Meal



Poorer Romans would eat vegetables and porridge. Richer Romans would eat a feast and drink wine.

What Did the Romans Enjoy?

The Romans did not have much free time. However, when they did, some Romans enjoyed:

- hunting;
- watching chariot races;
- watching gladiator fights.

Questions

1. Which of these did a Roman man wear? Tick **two**.

- ☐ a knee-length tunic
- ☐ an ankle-length tunic
- ☐ a cloak over their tunic
- ☐ a dress over their tunic

2. Join the boxes to show during which meal these foods would have been eaten.

lunch

pancakes

breakfast

porridge

evening meal

cold meat

3. Which of these places were part of the Roman Empire? Tick **three**.

- ☐ Europe
- ☐ North America
- ☐ Middle East
- ☐ North Africa

4. Which of these did Romans **not** enjoy? Tick **one**.

- ☐ hunting
- ☐ watching the television
- ☐ watching chariot races
- ☐ watching gladiator fights

5. What is the name of the long robe that rich Roman men would wear?

6. Find and copy the name of the material that rich Roman women would make their tunics from.

7. Would you have enjoyed being a Roman? Give a reason for your answer.

The Romans

From their global origins to their strange superstitions, read on to find out more about the mighty civilisation known as the Romans.

Who Were the Romans?

Rome is the capital city of modern-day Italy and it was the city at the centre of the Roman Empire. The Roman Empire is the name used to group the lands that were controlled by the Romans, which includes parts of Europe, North Africa and the Middle East.

The Romans were a group of people who were named after this important city. However, many soldiers fighting in the Roman army did not come from Rome itself. Instead, they originally came from one of the many countries which formed part of the Roman Empire.



The Roman Empire in AD 117

What Did the Romans Wear?

Roman clothing was different for men and women:

Men wore a knee-length, short-sleeved **tunic** with a cloak over it, which was carefully wrapped around their body. Important Roman men would wear a long robe called a **toga** made from white wool or linen.

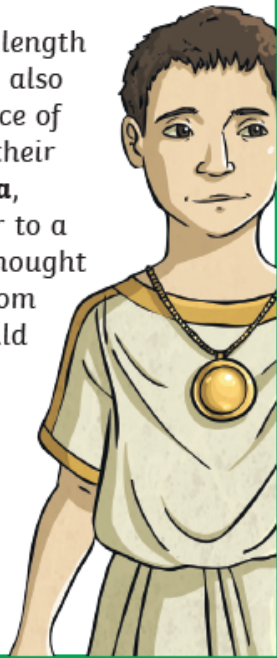


Women wore a longer tunic than men which went down to their ankles. They would wear a dress called a **stola** over their tunics which fastened at the shoulders. Rich Roman women would wear long tunics made from expensive silk. They also wore lots of jewellery, such as **brooches**.



The Romans also had different clothing for boys and girls:

Boys wore a knee-length tunic. They would also wear a special piece of jewellery around their neck called a **bulla**, which was similar to a locket. This was thought to protect them from evil spirits. It would be given to them when they were a few days old and worn until they became a Roman citizen at the age of 16.



Girls wore an ankle-length tunic with a belt made from wool. They also wore a piece of jewellery called a **lunula**. This was a necklace with a crescent moon-shaped charm. It was thought to protect them against the evil eye and would be worn until the day before their marriage.



On their feet, most Romans would have worn sandals or boots made from leather.

What Did the Romans Eat?

Usually, the Romans would eat three meals per day:

ientaculum



The Romans would eat a breakfast of bread or pancakes with dates and honey.

prandium



For lunch (at around midday), the Romans would eat a light meal of fish, cold meat, bread and vegetables.

cena



As an evening meal, poorer Romans would eat vegetables and porridge whereas richer Romans would enjoy a feast, including wine.

What Did the Romans Enjoy?

The Romans did not have much free time. However, when they did, some Romans enjoyed hunting for fun and for food whilst others would watch chariot races at the Colosseum. Many enjoyed watching gladiators fighting at their local amphitheatre and wealthy Romans would throw lavish dinner parties to entertain their friends.

Questions

1. From which **two** materials could a toga be made? Tick **two**.

- ☐ cotton
- ☐ linen
- ☐ wool
- ☐ elastic

2. **Tick all** the statements which are true.

- ☐ All Roman soldiers came from the city of Rome.
- ☐ Roman children all wore the same clothes.
- ☐ Roman men wore a tunic with a cloak wrapped around it.
- ☐ Roman women wore a tunic called a lunula.

3. Find and copy **two** things that a Roman woman wore.

- _____
- _____

4. From which material would Roman sandals or boots be made?

5. Find and copy an adjective from the text which is used to describe the dinner parties that wealthy Romans would throw.

6. Fully explain what you would be wearing if you were in Roman times right now.

7. Give one way that a bulla and a lunula are similar and one way that they differ.

8. Compare your hobbies to those of a Roman.

Thursday

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

Vocabulary, punctuation and grammar

A **conjunction** is a **joining word**. We can use a **conjunction** to **join two clauses** together to make one long sentence. Look at these sentences:

The Ugly Sisters were shocked. + They saw Cinderella at the ball.

The Ugly Sisters were shocked **when** they saw Cinderella at the ball.

The two sentences have been joined with the conjunction 'when'.

Some conjunctions lead into a clause that explains why something is the way it is.

Javid took the bus to school. + It was raining.

Javid took the bus to school **because** it was raining.

Other conjunctions like this are:

although as even though if unless while until wherever

Sometimes these conjunctions can be used at the beginning of the sentence.

Even though it was raining, we went for a walk.

Mild

Chose the correct conjunction to complete the sentences

because

until

while

unless

- a) Jack was surprised the beanstalk was growing so high.
- b) He watched it it reached the clouds.
- c) He would never know what was up there he climbed it!
- d) He started the climb his mother slept.

Unless

If

Although

As

- a) he reached the top, he saw a castle.
- b) he knew it was dangerous, Jack decided to go in.
- c) he dropped the egg, he would be unhappy.
- d) somebody stopped him, he wanted to explore the castle.

Even though

Wherever

because

When

- a) Jack looked around, the giant woke up.
- b) The giant was angry someone was in his castle.
- c) he could not see Jack, he could smell him.
- d) Jack ran, he could hear the giant coming after him.

Which of these sentences doesn't use a conjunction?

- ☐ a) Frank can't go skiing tomorrow unless it doesn't snow.
- ☐ b) The wolf will chase us although we take its food.
- ☐ c) The snow didn't stop.
- ☐ d) Whenever Cinderella worked hard, the Ugly Sisters made her work harder.

Read the paragraph and find the conjunctions.

Although it was cold, the family decided to go for a walk. Even though Mark complained, his mother told him to put his wellies on. Mark hated the cold, so he preferred to stay at home reading. He got ready while his dad was making some sandwiches. As they set off, the sun began to shine. Mark felt happy because they had a lovely picnic.

Medium

Year 4 Summer Term 2 Mat 1 SPaG Mat

①

a Add the correct pronouns to the sentence:

Rita heard a grunting noise from inside the cave, which made _____ shudder. There was definitely something inside _____.



c Circle the THREE determiners in this sentence.

The two dogs barked at a cat.



c Change these adjectives into adverbs.

sleepy - _____

messy - _____

simple - _____

b Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

(They/There) was a sudden rainstorm so the children ran inside for (their/there) coats. They decided that they might need umbrellas (two/to/too).

d Mr Whoops has accidentally jumbled two adjectives that he uses to describe his favourite teacher. Can you help him to unjumble them?

rgican

yldreifn



f Re-arrange this sentence so that it has a fronted adverbial. Don't forget the correct punctuation.

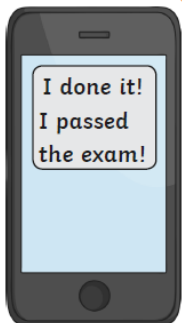
The children made a gigantic sandcastle with much enthusiasm.



Year 4 Summer Term 2 SPaG Mat

②

a



Re-write this text message using Standard English.

b Can you think of the prefix word to match this definition?

A signature of a famous person: auto_____

c Can you tell me your symptoms, Mr Brown?



Can you put the inverted commas into the correct place in this direct speech sentence?

d Use 'is' and 'are' to complete these present tense sentences correctly:

Gary _____ always late for school.

This _____ your new classroom.

Joe and Jack _____ twins.

c These words have prepositions hiding within them. Can you spot them?

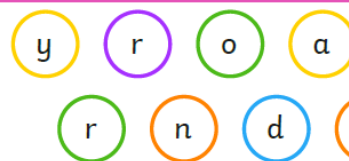
The first one is done for you!

toffee → t(off)ee → off

hoverboard → _____ → _____

f Mr Whoops has been juggling with the letters from one of his Y4 spelling words. Can you spot what it is?

o _____ y



Year 4 Summer Term 2 Mat 1 SPaG Mat

(1)

Add the correct pronouns to the sentence:

Rita heard a grunting noise from inside the cave, which made _____ shudder. There was definitely something inside _____.

Now write another sentence to carry on the story with an example of a different pronoun. Circle the pronoun you have used.

a

Circle ALL the determiners in this sentence.

The two dogs barked at a cat, which ran down an alley.

c

Change these adjectives into adverbs.

frantic - _____

messy - _____

simple - _____

e

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

(They/There) was a sudden rainstorm so the children ran inside for (their/there) coats. They decided that they might need umbrellas (two/to/too), which (where/were) hung up in the hallway.

b

Mr Whoops has accidentally jumbled two adjectives that he uses to describe his favourite teacher. All the letters from the two words are muddled together. Can you help him to unjumble them?



rficadylnreign

d

Write a sentence about this scene that has a fronted adverbial. Don't forget the correct punctuation.



f

Year 4 Summer Term 2 SPaG Mat

(2)

I done it! I passed the exam and I ain't joking! I runned all the way home to tell my mum.

Re-write this text message using Standard English.

a

Can you think of the prefix words to match these definitions?

A signature of a famous person:

An adjective to describe someone who hates waiting:

b

Use the correct form of the verb 'to be' to complete these past and present tense sentences correctly:

Yesterday, we _____ thousands of miles away back in England. But today, my parents and I _____ on holiday in Greece. The journey from the airport to our hotel _____ long and tiring on a coach, so today Dad _____ going to hire a car.

d

These words have prepositions hiding within them can you spot them? The first one is done for you!

toffee → t(off)ee → off

hoverboard → _____ → _____

supply → _____ → _____

Now, use one of your prepositions in a sentence containing a subordinate clause.

c

Can you tell me your symptoms, Mr Brown?

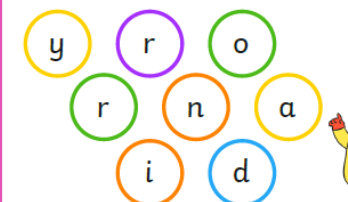


Can you write this as a line of accurately-punctuated direct speech?

Now, invent a line of direct speech to show Mr Brown's reply.

c

Mr Whoops has been juggling with the letters from one of his Y4 spelling words. Can you spot what it is?



f

Friday

Reading lesson

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

Spelling test

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