

Homelearning - Year 4 – Pack 3 – Part 1 of 4

The range of activities that you have been completing has been exceptional. It has been great to see that you have been giving your own examples to question to support your understanding of any skills and activities. I just want to say a big thank you to all of your hard work!

English



Task 1 – Sentence types

Below are four examples of the four different sentences that you need to be able to identify and punctuate correctly.

Statements

Statements are sentences which tell you something. They end with a full stop.

Rainbows have 7 colours. They are beautiful to look at.

Questions

Questions are sentences that ask you something. They usually end with a question mark.

What did you have for dinner?

Commands

Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.

Help me! Please stop doing that.

Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.

What a dangerous mountain to climb!

Draw a line to match the sentences to the sentence types. Look at the punctuation used to help you.

How lucky we are to see a hedgehog!

statement

Where would you like to go for your birthday?

question

Tell me how you did that magic trick!

exclamation

The giraffe is the tallest animal in the world.

command

Now have a go at these sentences. Can you underline each type of sentence in a different colour? Be careful because some of the punctuation is missing.

One warm, sunny day Jessica and Lilly went to play at the park.

When they arrived there were lots of people at the park.

"What a lot of people there are today " cried Jessica.

"None of the swings are free for me to go on " said Lilly, sounding upset.

"Would you like to go on the slide instead " asked Jessica.

The girls made their way over to the slide.

"You go down the slide first " Lilly told Jessica.

After quite a few slides Jessica noticed the swings were empty.

"Do you want to go to the swings now " she asked Lilly.

"Yes. Let's go over now " replied Lilly.

"How exciting to be at the park with my best friend " exclaimed Jessica as she whizzed down the slide.

The girls ran over and Jessica jumped on a swing.

"Can you push me please " she asked.

Lilly nodded and pushed Jessica on the swing.

"Put your feet down!" said Lilly. "I don't want to be hit in the face " she added.

Eventually it was time to go home.

"What a lovely day it is!" shouted Jessica.

"I'd like to come back tomorrow " said Lilly.

"Do you want to come with me " she asked Jessica.



Challenge – Can you create any of your own examples of commands, statements, questions and exclamations?

Task 2 – Inverted commas (speech)

Inverted Commas

There are two places where inverted commas are needed when writing direct speech:

“What’s the matter, Dina?” said Sid.

Inverted Commas

You need to **open** your inverted commas with a “ (66) before the first word which is being spoken.

You need to **close** your inverted commas with a ” (99) after the last word **which is being spoken**.

Imagine that inverted commas are like hands;
They hold within them **only** the words which are being spoken.

Back “What’s the matter, Dina?” **said Sid.**

Look at the sentences below. Each one is missing inverted commas. Insert inverted commas around the direct speech in each sentence below.

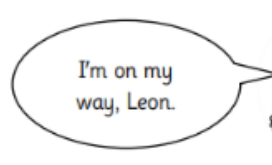
1. What's for dinner dad? Jacinda asked her dad.
2. The witch looked at her sisters and asked, When will we three meet again?
3. The mouse looked at the fox and quivered, Please don't eat me.
4. I'm stuck! declared Sam as he held up his hand.
Can you help me please?
5. Goal! shouted the boy as the ball went to the back of the net.
6. John, can you hold this? asked Joanne.
7. Off with her head! shouted the Queen of Hearts.
8. The policeman asked, Can I see your licence please?

Challenge – Can you turn these conversations into direct speech sentences?

a)



Aisha, I need
your help.



I'm on my
way, Leon.

b)



My favourite ice
cream flavour is
strawberry.

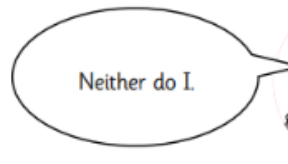


My favourite is
chocolate.

c)



I don't like going
to bed.



Neither do I.

Task 3 – Synonyms for said

The inverted commas are placed around the speech (including the punctuation) and are usually followed – or preceded by – a reporting clause. This is the part of the sentence that tells the reader who is speaking, such as 'asked Sally'.

A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example *shut* is a synonym of *close*.

Below are some synonyms that you could use instead of *said*.

| | | |
|------------|-----------|------------|
| complained | exclaimed | called |
| screamed | squealed | laughed |
| spoke | observed | answered |
| hollered | asked | thought |
| howled | yelled | expressed |
| cried | told | instructed |
| wailed | sighed | |
| peeped | grinned | |
| shouted | squawked | |
| whispered | replied | |

Challenge – Use the synonyms above to improve the following sentences. The first one has been done for you.

1. "What a terrible day!" said Michael.
"What a terrible day!" exclaimed Michael.
2. "Can we go to Disney World?" the children excitedly said.

3. The teacher said, "Use your best handwriting."

4. The instructor said, "First place your harness over your shoulder like this."

5. "I wonder what's on at the cinema?" Lucy said.

6. "GET OUT!" said a ghostly voice.

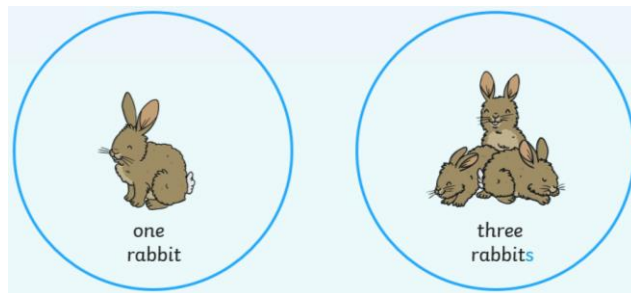
7. After being woken up, Jordan stretched and said, "I'm... I'm... still tired!"

8. "A tiger!" said the little girl in shock whilst at the zoo.

Task 4 – Singular and plural

A **singular noun** refers to **only one** person, place, or thing.

A **plural noun** refers to **more than one** person, place, or thing.



Most plural nouns in English are **regular**. That means you can simply add **-s** or **-es** to make them plural. The table below shows all rules to form regular plural nouns.

| Rule | Singular Noun | Plural Noun |
|--|--------------------------------------|--|
| For most nouns, just add -s | window | windows |
| If a noun ends in s, z, x, sh, or ch , add -es | boss buzz box wish bunch | bosses buzzes boxes wishes bunches |
| If a noun ends in a consonant (all letters except <i>a, e, i, o, and u</i>) followed by y , then change " y " to " i " and add -es | berry | berries |

What is the correct spelling of the underlined noun when made plural?

Last night the local fox knocked over our bin.

foxies foxs foxes

The lady met up at the café for tea and cake.

ladys ladies ladyes

The donkey plodded along the beach.

donkies donkeys donkeyes

I will have to get three bus to travel to the aquarium.

buses

busies

buss

My favourite sock are bright purple with yellow spots.

sockies

socks

sockes

The witch gathered around the boiling cauldron.

witches

witchies

witchs

Mum made three different flavour jelly for the party.

jellies

jellys

jellyes

The fly were buzzing around the manure.

flies

flyss

flyies

My favourite animals to see at the zoo are the monkey.

monkies

monkeys

monkeyes

Challenge – Can you find any examples of singular and plural in your reading book?

Task 5 – Ancient Egyptian Farming

Can you read the text all about Ancient Egyptian farming? The text will tell you about the three different farming seasons during Ancient Egypt. In the geography section below there is an activity that will also help you with your next section of writing.



Farming

With the land that they had, the Egyptians would grow a large variety of crops including wheat, barley, figs, melons, pomegranates and vegetables. The water used in the flood from the Nile helped the soil stay fertile.

Of the crops that they grew, their most important harvest was grain. The grain was used to make beer, bread and porridge. Once the grain was safely cut, the farmers could start growing the vegetables like onions, cabbages, beans and lettuces.



The Seasons

A farmer's year was split into three seasons:

Akhet (June-September): The Flooding Season.
In the floods, no farming could be done so the workers would have to do other jobs to make money and pass the time like taking care of animals, serving their King (the Pharaoh) and fixing their tools for the year ahead.

Peret (October-February): The Growing Season.
The flood water leaves behind the rich soil so the farmers can go into the fields to plot and sow them.

Shemu (March-May): The Harvesting Season.
By March, many of the crops are ready to be harvested. This job must be done quickly before the floods return.

Tools They Used

The Egyptians used very similar tools that a lot of the world still uses today. They would use a hand plough or use an oxen to pull a larger plough. They also had tools like the mattock (left) which was a mix between a hammer and an axe, used to loosen the soil and remove stones. Other useful tools used in farming were rakes, hoes and a sickle; a curved piece of wood with a sharp blade of copper or flint on the inside, used to harvest crops (top left).



Below is a video that explains some parts of Ancient Egyptian farming and there are some more facts here for you to read and enjoy.

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zkkywty>

Task 6 – Creating your own non-fiction text

Can you use the information above from the reading text and the video to create your own non-fiction book about Ancient Egyptian farming? Your job is to create a book to provide your reader with a book that provides them with real facts and information about Ancient Egyptian farming.

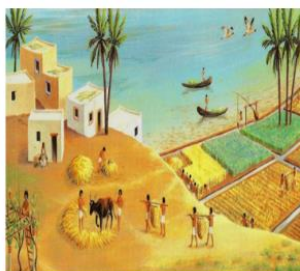
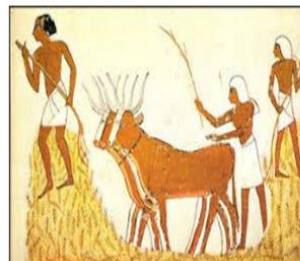
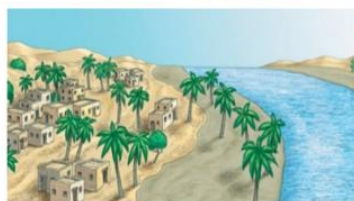
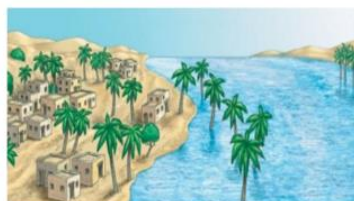
Your book should include:

1. A front cover – with a title and a picture
2. You will need a contents page. You might want to use these three headings as your pages:
 - **Akhet – The Flooding Season**
 - **Peret – The Growing Season**
 - **Shemu – The Harvesting Season**
3. You will need to number each page and this will need to match the page number on your contents page.
4. You will need a heading on each page, a photograph and an explanation of each of the three farming seasons.

Below is some templates that you have used in school before to create a non-fiction text about Roman soldiers.

This image shows a blank sheet of white paper with horizontal blue lines. A single vertical orange line runs down the left side of the page, creating a margin. At the bottom left and right corners, there are small square boxes, likely for a student's name or ID number. The paper is otherwise empty of any text or markings.[illegible]

Here are some photos and pictures that you could include inside your book and for the front cover.




Task 7 – Tutankhamun's Tomb

Can you read the text below about the discovery of Tutankhamun's Tomb? It should all be about the discovery of his body and not about his life as a Pharaoh. Can you highlight some of the important facts and information in preparation for preparing to write your own newspaper report about the discovery of Tutankhamun's Tomb.

Who


Found His Tomb?

The tomb was found by a group of researchers lead by Howard Carter.



It was discovered in 1922, which means that all of the treasures and the body inside had been left in very good condition.

Howard worked out from other important finds that the tomb would be in the Valley of the Kings. A man named Theodore Davis found a cup with Tutankhamun and his wife on it. This was a clue that helped Howard to find the tomb.



The burial chamber with the body was a very unusual resting place for a king because it was the only decorated room in the tomb.

Normally, all of the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly. The images on the walls were from a ritual called the 'opening of the mouth'.

What

They Found Inside

Inside the tomb, they found over 3,000 treasures meant for Tutankhamun to take with him into the afterlife.

Many of the items were made from, or covered in, gold which was perfect for a king. The tomb was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held a decorated stone coffin called a sarcophagus.

The Curse of the Mummy!

The curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers and some people believe that they can curse anyone who disturbs them. It started when Lord Carnarvon, the man who paid for the dig of King Tut's tomb, died soon after it was opened. It is said that all of the lights in Cairo mysteriously went out as soon as he died.

Other stories are that Howard Carter's pet canary was killed by a cobra and Lord Carnarvon's dog died that same night. Some people believe that an unusual germ was released when the tomb was opened and that this caused Lord Carnarvon to become ill. Other people believe that it was magic.

Task 8 – Newspaper report

Howard Carter discovered the tomb of Tutankhamun in 1922. Can you think of a list of interview questions that you could have asked Howard all about his discovery?

Here are some questions that we created in class to get you started...

Where did you find Tutankhamun's Tomb?

What clue led you to the discovery of his tomb?

Here are some question openers to help you.

| Why | When | What | Where |
|-----|------|------|-------|
| Did | Can | How | Will |

Challenge – Can you create more examples of your own interview questions and then can you include Howard Carter's responses to the question using the text above to help you?

Task 9 – Writing captions

A caption explains what is happening in a photograph or an image. You may find examples of captions in magazines, newspapers and non-fiction texts. Below is six photographs taken during the discovery of Tutankhamun's Tomb.

Can you write a caption to explain what might have been happening in each image?



Top tip – your caption needs to describe what is happening in the photograph.

Task 10 – Newspaper report

This newspaper report will be different to the last one that you did in Pack 1 even though they are both about Tutankhamun. Your last report looked at his life and role as a Pharaoh. This newspaper report will be about the discovery of his tomb 99 years ago. Use the interview questions, responses, guided reading text and captions to create your own newspaper report.

Here is an example template to help you...

| |
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