



Year 4 Homework Autumn Term Week 1 07.09.26

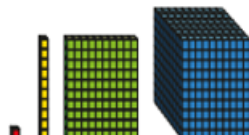
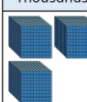
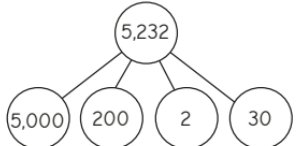
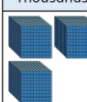
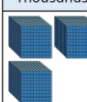
Please find below three English tasks and three Mathematics tasks for children to complete for their homework this week. Our recommendation is that children complete Task 1 for English and Maths on Tuesday, Task 2 for both on Wednesday and Task 3 for both on Thursday. This short, frequent style of homework will support children to consolidate their learning. Please find the answers on the class page. *The expectation is that children mark alongside parents/carers or self-mark.*

Please note: From next week, children will be given a homework folder or a homework exercise book to complete their homework in. This document will be uploaded to the class page from next week and not printed out for children. Thank you.

Children are to hand in their homework on Monday morning, alongside their reading record.

English		
Task 1: Grammar and punctuation	Task 2: Reading comprehension	Task 3: Spelling Pattern
LI: To create a Kenning poem. This week, we have been writing our own Kenning poems. Think of your own object and create a Kenning poem. Example 1: Cat A whisker-twitcher A mouse-chaser A night-stalker A purr-maker A fish-dreamer A claw-scratcher A cushion-climber Example 2: Dragon A fire-breather A sky-soarer A castle-guarder A treasure-keeper A flame-shooter A knight-scarer A wing-flapper Remember not to share what the object is that you are describing so that we can make a guess!	LI: To read and comprehend. Read the following story and answer the questions about it.	LI: To practise spelling patterns. (Year 4 statutory word list) The spelling pattern focus this week is 'gh' This half term we will be revising words from the statutory Year 3 and 4 spelling list with the sound 'gh'. This week's spellings are: though although thought through enough straight height weight eight eighth Please practise the spellings, thinking about the rule, each day on the LCSWC sheet. Spelling and tables tests will be held in class each Monday to monitor your progress.



Mathematics																																														
LI: To read and understand 4-digit numbers																																														
Task 1: Fluency	Task 2: Varied Fluency	Task 3: Reasoning																																												
1) Write the value of the underlined digit: 4<u>5</u>67 900<u>3</u> 60<u>9</u>8 2) What number do these represent? Write in words and digits.  The table focus for this week is the x2 and x3 tables and will be tested on Friday.	1) What comes next? 2000, 3000, 4000 2) Write the number with 5 hundreds, 3 thousands, 2 tens and 6 ones. 3) Make a four digit number with 5 thousands. 4) What number is this? A number is represented on the Gattegno chart. <table><tr><td>1,000</td><td>2,000</td><td>3,000</td><td>4,000</td><td>5,000</td><td>6,000</td><td>7,000</td><td>8,000</td><td>9,000</td></tr><tr><td>100</td><td>200</td><td>300</td><td>400</td><td>500</td><td>600</td><td>700</td><td>800</td><td>900</td></tr><tr><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr></table> a) What number is represented?	1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000	100	200	300	400	500	600	700	800	900	10	20	30	40	50	60	70	80	90	1	2	3	4	5	6	7	8	9	Mo is trying to make the number 3,250 He represents it on a place value chart. <table><tr><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> Is Mo correct? _____ Tiny is counting back in 1,000s from 8,000  8,000, 7,900, 7,800, 7,700 ... What mistake has Tiny made? Tiny is partitioning the number 5,232 and representing it in a part-whole model.  Has Tiny partitioned the number correctly? Explain your answer.	Thousands	Hundreds	Tens	Ones				
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000																																						
100	200	300	400	500	600	700	800	900																																						
10	20	30	40	50	60	70	80	90																																						
1	2	3	4	5	6	7	8	9																																						
Thousands	Hundreds	Tens	Ones																																											
																																														

Fluency answers

- 1) 500, 3, 90
- 2) 1111 – one thousand, one hundred and eleven

Varied fluency answers

- 1) 5000
- 2) 3526
- 3) Any number with 5 in the thousands column



4) 3642

Reasoning answers

- 1) No he does not have 5 tens to make 50.
- 2) He is counting back in 100's not 1000's.
- 3) No he has put the tens and the ones the wrong way round.

1. In what year did archaeologist Basil Brown first begin excavating the site at Sutton Hoo?

Tick one.

☐ 1066

☐ 1937

☐ 1938

☐ 1939

2. Underline one word in the sentence below that suggests that the items were worth a lot of money.

The person had been buried with many beautiful and valuable items, such as weapons, jewellery and armour, so historians believe that it must be the burial site of a king.

3. According to the text, what was a 'Bretwalda'?

4. Who was Woden?

5. Why do you think the helmet was a symbol of power and authority?

6. As well as the helmet, name one other item found at the burial site.

7. What evidence is there that the Anglo-Saxons traded with people from all over Europe?

The Anglo-Saxon Treasures at Sutton Hoo

In 1937, Edith Pretty became curious about **burial mounds** on her property in a place called Sutton Hoo in Suffolk, England. She hired help from Basil Brown, an **archaeologist**, to dig into the mounds. Brown began **excavating** the site in 1938 and by 1939, he had uncovered something amazing. Although we do not know for definite, it is thought that the treasures found belonged to an important Anglo-Saxon king.

Who Were the Anglo-Saxons?

The Anglo-Saxons were a group of people from modern-day Germany, Denmark and the Netherlands, who settled in Britain between 410 and 1066. They formed several kingdoms across England.

What Was Found at Sutton Hoo?

The treasures found at Sutton Hoo are one of the most exciting discoveries ever made in England and they tell us a great deal about the Anglo-Saxons.

Archaeologists found a large longship. The ship was about 27 metres (88 feet) long and was a tomb that had once had a person buried carefully inside. The person had been buried with many beautiful and valuable items, such as weapons, jewellery and armour, so **historians** believe that it must be the burial site of a king. Many think it belonged to King Raedwald of East Anglia, although they cannot be certain. King Raedwald was a 'Bretwalda' – a powerful Anglo-Saxon king who ruled over many kingdoms.

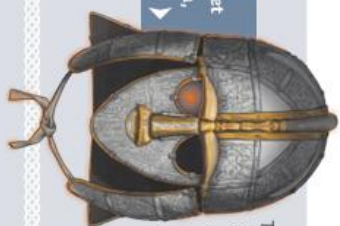


Did You Know...?

The Anglo-Saxons were known for their metalwork, including the Sutton Hoo treasures.

The Anglo-Saxon Treasures at Sutton Hoo

The magnificent Sutton Hoo helmet was made of iron, gold and bronze. ➤



The most famous **artefact** found was a helmet, known as the Sutton Hoo helmet. Made of iron and decorated with gold and bronze, the helmet is highly decorated with images of animals, battle scenes and symbols of Woden (also known as Odin), the Pagan god of war. The helmet wasn't just for protection in battle – it was also a symbol of power and authority.

Along with the helmet, **archaeologists** found many other items: a sword with a beautiful gold and garnet handle, a large shield boss (the centre of a shield) and gold shoulder clasps.



Why Are the Sutton Hoo Treasures Important?

What makes the treasures found at Sutton Hoo so interesting is that they show the Anglo-Saxons were connected to other cultures in Europe. Some of the items found in the tomb came from places as far away as Scandinavia and modern-day Türkiye. This means the Anglo-Saxons **traded** with people from all over Europe.

Glossary

archaeologist: A person who studies the buildings, graves, tools and other objects of people who lived in the past.

artefact: An object that has been made by a person, especially one that is of historical interest.

burial mounds: Mounds of earth and stones built over a grave.

excavating: Carefully removing earth from an area in order to find buried remains.

historian: An expert in or student of history, particularly that of a specific time period.

traded: Bought and sold goods and services.





Year 3 and 4 Statutory Spellings – gh focus

Look	Say	Cover	Write	Check	Write	Check	Write	Check
although								
thought								
through								
enough								
straight								
height								
weight								
eight								
eighth								
although								