

**YOUNG EDUCATION SERVICES
GREENWICH
Y4**

Name: _____ **Date:** Spring Term Pack 1

Prepared by: D. Bell-Duane/H. Simpson

ENGLISH: LDA Book 2 p.50 & 51 Tour de France

MP LJ p.47 Heraldry

COMPOSITION: Read Legend of the Minotaur then write a short story
as seen in Section C.

SPELLING: Literacy for Life Y4 T2 Unit 6

VERBAL REASONING: CGP 9-10 P.19 Odd one out

NON-VERBAL REASONING: CGP NVR The 11+ Practice Book

Ages 9-10 p.27,28,29

PLEASE NOTE: *NVR to be completed in session & marked with tutor*

MATHS: Developing Numeracy Y4 p.58 - 61

Times Tables Today 8x table

New Curriculum Arithmetic Tests Y4 Spring Test 1

Books and materials to be returned:

Teacher's Signature:

This homework given in on:

Teacher's Signature:

This homework returned on:

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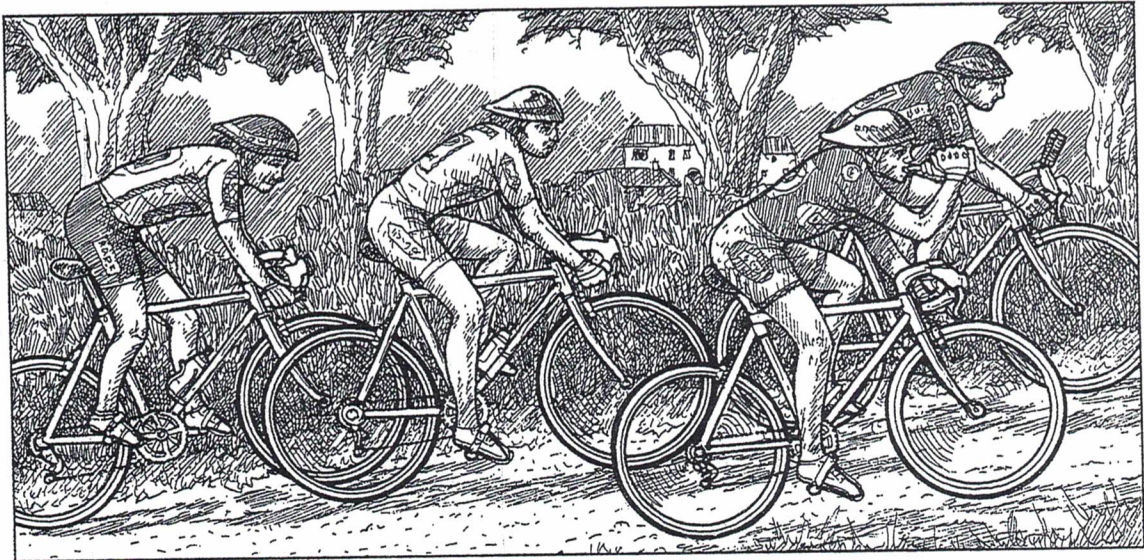
Teacher's Signature: _____

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Tour de France



Every year in France, a group of cyclists starts a 2,500 mile race through the French countryside. Nearly 100 competitors start the race, but only one can win. It is called the 'Tour de France' and it takes every ounce of determination and staying power that the cyclists possess – just to finish.

Each day of the race represents one stage. A stage can be as long as 140 miles and may take the cyclists up and down the most gruelling French mountain roads. At the end of each stage, the cyclist in the lead is given the coveted yellow jersey to wear for the next stage.

When legs are wobbly and bodies are tired and hungry, the temptation to give up or to simply stop and rest is huge, but in the Tour de France every moment counts. Cyclists eat, drink and even go to the toilet while remaining on their bikes. Some injured cyclists receive medical treatment as they cycle along, not wanting to waste one precious second.

The winner of this race receives glory and fame as well as the yellow jersey. But anyone who just completes this agonising feat has won a personal victory they will never forget.

Tour de France

Fill in the gaps, choosing the best word or phrase from the text.

- 1 In the Tour de France, cyclists race over _____ miles.
- 2 A _____ is worn by the cyclist in the lead.
- 3 Cyclists who are tired and hungry often feel tempted to _____ or to _____.
- 4 _____ can be given to injured cyclists whilst they are still on their bikes.
- 5 There is only one winner of the race, but everyone who finishes has achieved _____.



Express yourself

Have you ever attempted anything that was very difficult and succeeded? Write about what happened. What were your thoughts before you started and while you were doing it?

Heraldry

Hundreds of years ago, knights wore armour to protect themselves from being hurt in battle. The trouble was they all looked alike and it was difficult for a knight to see who his friends were. To avoid being mistaken for the enemy, they painted patterns and designs on their shields and the flags of their lances.

Each knight chose his own design, which was plain and simple so that they were easy to see and recognise and different from others.

Only a small number of bright colours were used for the designs because they were easier to see at a distance. The colours were red, blue, black, green and purple, on a background of yellow or white.

Men called heralds made a record of each design so that it would not be forgotten. They also made sure that no two knights had the same design. The designs became known as heraldry.



Write true or false by each statement below.

- 1 Before heraldry, the knights in armour all looked alike. _____
- 2 Patterns were painted all over their armour. _____
- 3 The heralds helped the knights to put on their armour. _____
- 4 Bright colours were used in the designs because the knights liked them. _____
- 5 A knight kept to the same design so everyone would know him. _____

THE LEGEND OF THE MINOTAUR

The Minotaur in Greek Legend had the head of a bull and the body of a man. The Minotaur lived on the island of Crete. Legend has it that every nine years King Aegeus had to send seven young men and women to be devoured by the Minotaur. Theseus was the king's son.

Theseus: *Father, why do you look so sad?*

King Aegeus: *The time has come again to send seven young men and women to be slaughtered by the evil Minotaur.*

Theseus: *That's unfair. Send me. I will go as one of the young men.*

Theseus sets sail with thirteen others to the island of Crete. When they arrive they are dressed in the finest robes and a feast is prepared before they are sent to the gated maze where the Minotaur lived.

Theseus: *I do not recognise your beautiful face. Who are you?*

Ariadne: *My name is Princess Ariadne. You are a very handsome stranger, what is the purpose of this visit?*

Theseus: *I am to be fed to the horrible Minotaur.*

Ariadne: *Are you not afraid?*

Theseus: *No. I will do what I have to do for my father the King of Athens.*

Ariadne: *If you will marry me and take me back to Athens then I will help you escape from the Minotaur.*

Theseus: *How can you help me?*

Ariadne: *Take this ball of silken thread. When you enter the maze in search of the Minotaur, tie the thread to the inside of the door and carefully unravel it as you go along. That way, you will easily find your way out of the maze if you survive. Good luck.*

The next day the maze is unlocked and Theseus is the first to be put inside. Everyone stands outside and listens carefully.

Theseus: *Right, I'll take the thread and tie it to the inside of the door. Now, where did I hide my sword?*

Theseus explores the maze holding his sword ready in one hand and unravelling the silk thread carefully with the other.

Theseus: *I can hear heavy breathing, is it coming from down here?*

Theseus enters a large cave and sees the terrifying Minotaur, which is half man and half bull.

Theseus: *Take that, and that and that, arh and that! Look at my sword, it is covered in blood. Where is the silk thread? I'll follow it back to the door.*

Outside the door Theseus finds Ariadne waiting for him.

Ariadne: *Are you hurt?*

Theseus: *Just a little.*

Ariadne: *Then take me back to Athens and we shall be married as soon as possible.*



THE LEGEND OF THE MINOTAUR

Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

The Minotaur had the head of a bull and the body of a

- 1 woman. girl. boy. man.

The Minotaur lived on the island of

- 2 Creek. Crack. Crete. Crunch.

Seven men and seven women were sent every

- 3 seven eight nine ten

years to be eaten by the Minotaur.

- 4 Theseus King Aegeus Ariadne Minotaur

offered to be sent to Crete. He met

- 5 Theseus King Aegeus Ariadne Minotaur

the night of the feast. She offered to help him escape from the Minotaur if he

- 6 took a ball of thread. would marry her.
found his way out. took a sword.

Section B

- 1 Why was the Minotaur frightening to look at?

- 2 What does the word 'devoured' mean?

- 3 Who sent young men and woman to be devoured?

- 4 How do you think King Aegeus felt about sending his own son?

- 5 Which phrases suggests Theseus and Ariadne liked each other?

- 6 What did Ariadne want Theseus to do for her?

- 7 Which sentences suggest Theseus was very brave?

Section C

Write a short story in which you have to face a fierce monster.

Name _____

Date _____

say it; learn itcopy then coverwrite then check

found

round

ground

sound

pound

mound

around

would

could

should

cough

rough

enough

tough

plough

bought

brought

thought

sought

drought

Name _____

Date _____

Wise Owls Know

There are a lot of words with 'ou' in them that have different word endings.

Be careful because even words that end with the same letters do not always sound the same.



Sort these words into groups
which have the same endings.

found	would	brought	cough	round
	should	sought	ground	
drought	sound	could	rough	tough
plough	around	thought	mound	
pound	bought	enough		

'ound'	'ough'	'ought'	'ould'

Which words in word in each of the two
middle groups do not sound the same?

Name _____

Date _____

Use each of these words in a sentence of your own.

pound

brought

drought

cough

enough

1. _____
2. _____
3. _____
4. _____
5. _____

Put each of these words in the correct sentence.

would

should

could

1. I _____ put the dinner on at 6 o'clock.
2. When _____ you like to eat your dinner?
3. When _____ I put the dinner in the oven?

Use the dictionary to help you write the definitions of these

mound

drought

plough

Name _____

Date _____

Copy the words.

found	_____	cough	_____
round	_____	rough	_____
ground	_____	enough	_____
pound	_____	tough	_____
mound	_____	plough	_____
around	_____	bought	_____
sound	_____	brought	_____
would	_____	thought	_____
could	_____	sought	_____
should	_____	drought	_____

Put one of the above words in each space below.

A farmer has to _____ the _____ to plant seeds.

I change my _____s to Euros when I go to France.

They dug a moat _____ a _____ of earth to build a castle.

We heard the _____ of a car alarm.

She _____ an explanation for the disaster.

Sandpaper is not smooth but _____.

If there is not _____ water there is a _____.

She _____ a new dress at the shops.

It needed a lot of _____ to solve the problem.

She _____ her shopping in from the car.

“I _____ like to have an ice-cream,” said Mark.

The man had a bad cold and _____.

The dog ran _____ in circles.

Jane _____ some money and her mother said she _____ hand it in to the police.

Name _____

Date _____

Find these 'ou' words in this wordsearch.

pound

thought

would

tough

sound

sought

should

enough

ground

bought

could

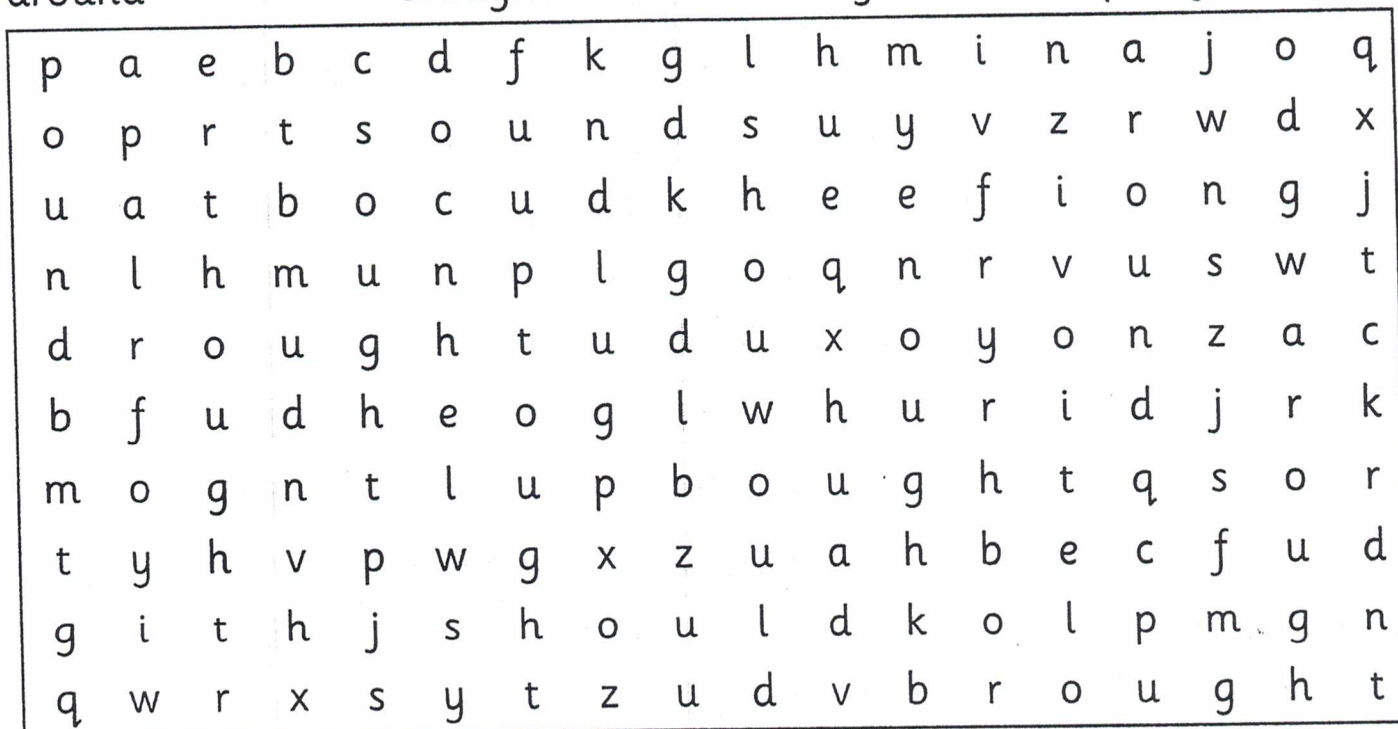
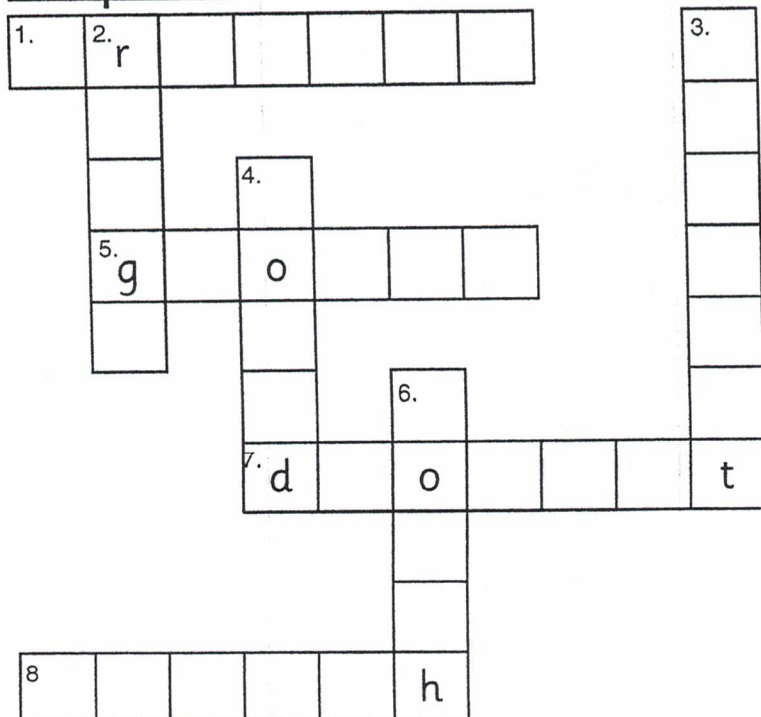
rough

around

brought

drought

plough

**Complete this crossword.**

Across

- The past tense of bring.
- We put _____ almonds in cakes.
- When no rain falls.
- Farmers use this to dig soil.

Down

- Not smooth.
- We used our brains to do this.
- The opposite of couldn't.
- Very strong and durable.

Name _ _ _ _ _

Date _ _ _ _ _

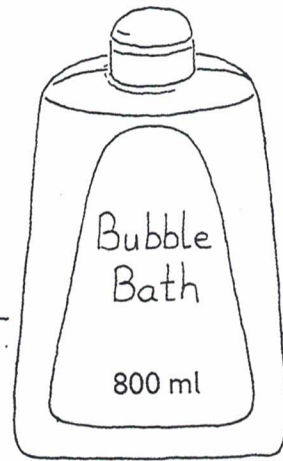
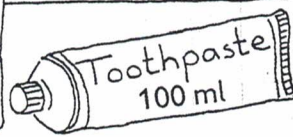
Highlight or underline words that end in 'ness' or 'ment'.

Most people take an all round interest in the weather forecast. If you have spent hundreds of pounds on a holiday it is good to check if you'll have good weather. It is, however, especially important for farmers that these forecasts should be accurate. Around the country farmers watch the reports carefully and what they hear governs their actions. They wait, for instance, for dry weather to harvest their crops. If it is too wet the ground becomes tough to plough while drought causes crops to wither. Farmers have sought to offset tough problems caused by extremes of weather. They irrigate dry ground and drain the wet areas. Much thought is put into the right time to move their mounds of manure to improve rough areas of land. Hill farmers, in particular, worry about protecting their sheep from sudden snow storms. While we worry about coughs and colds in winter, farmers have to protect their livestock from all sorts of weather born ailments. The foot and mouth outbreak of 2002 in England was not helped by the warm, wet weather. As if all these were not tough enough they also have to contend with delayed planting caused by floods, frosts and hurricanes.

Describe some extreme weather conditions that you have experienced.

On the shelf

- Work out the answers.



1. How much more soap than shampoo is there?



2. If I buy 3 of an item and I have 900 ml, what do I buy?

3. A half full bottle of _____ has 125 ml in it.



4. I use 25 ml of shampoo every time I wash my hair. How many washes are in the bottle?

5. I put 15 ml of hair gel on my hair every morning. How long will the tube last?

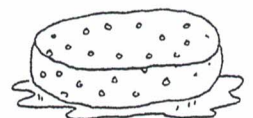
6. I use 5 ml of toothpaste and 50 ml of soap every day. Which will last longer?



7. $\frac{1}{4}$ of the toothpaste has gone. How many millilitres are still in the tube?



8. The bubble bath is half empty. How many more millilitres are needed to make it $\frac{3}{4}$ full?



- Make up three more bathroom questions.
- Give them to a partner to solve.

Teachers' note The children may find it useful to discuss these questions with a partner. Alternatively, the children can be encouraged to explain their reasoning to each other.

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Solving Problems Year 4
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On track

- Read the song titles and how long each song lasts.



The Summer Mix

1 Come on	4 mins 10 secs
2 Summer's here	3 mins 50 secs
3 On the beach	2 mins 30 secs
4 Surfing	3 mins 30 secs
5 Sunny days	4 mins 40 secs

1. How long will it take to play songs 1 and 2?

8 mins

2. How long will it take to play songs 3 and 4?

3. How much longer is song 1 than song 4?

4. What is the difference in playing time between songs 3 and 4?

5. What is the difference in playing time between songs 3 and 5?

6. How much shorter than 5 minutes is song 5?

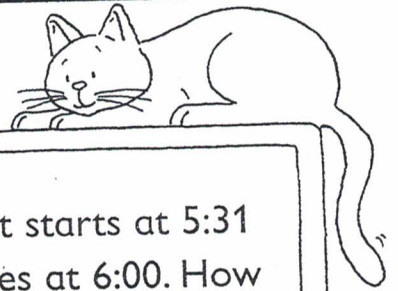


- Write your own CD label. Make up the song titles and how long each song lasts.
- Ask a partner to answer questions 1 to 6 for your CD.

Teachers' note The children could also devise questions for others to answer. Discussion of times such as 5 minutes 83 seconds will emphasise the need to exchange 60 seconds for 1 minute.

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T.V. times



• Colour the correct answer.

1. I turn on the T.V. at 4:26 and turn it off at 5:00.
For how long is it on?

44 mins 34 mins 26 mins

2. Pet Planet starts at 5:31 and finishes at 6:00. How long is the programme?

29 mins 31 mins 39 mins

3. Cartoons start at 4:50 and are on for 30 minutes.
When do they finish?

4:30 5:20 5:30

4. Dinosaur Adventure starts at 7:30 and finishes at 8:20.
How long is the programme?

30 mins 40 mins 50 mins

5. A football match lasts for 90 minutes plus a 15 minute break at half-time. It starts at 7:30.
What time does it finish?

9:00 9:15 9:30

6. Tonight's film begins at 9:00 and ends at 10:15.
Tomorrow's film is twice as long. It begins at 9:00.
What time does it end?

11:30 11:15 12:00



Three episodes of North Grove are shown together.
The first episode starts at 10:30. The last episode finishes at 11:45.

• How long is each episode? _____

Teachers' note This could be carried out in pairs, whereby each pair is given the same question and must explain their choice of answer. Points can be awarded for correct answers. The children could also write a schedule for an evening's viewing, or cut one out of a magazine or newspaper. They could then make up questions for another pair to solve.

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It's a date

- Read the posters at the Leisure Centre. Then answer the questions.

Use a calendar to help you.



SQUASH

Play squash
free for two
weeks from
25 April

NEW GYM

**OPENS ON
10 JUNE**

Tennis courts

Closed for 4 weeks
from October 16

Badminton

Half-price
from
16 March
for 3 weeks



Swimming pool

Pool will shut for repairs on
7 January. Re-opens on 28 January.



1. For how many weeks will the pool be shut?
- _____

3. On what date will the tennis courts re-open?
- _____



5. If today is 30 October, for how long have the tennis courts been closed?
- _____



7. If the pool is normally open every day, on how many days can I go swimming in January?
- _____



2. When does half-price badminton end?
- _____

4. On what date does the offer of free squash end?
- _____



6. If today is 20 May, in how many weeks will the new gym open?
- _____



8. Ali went swimming on 29 January and again 4 weeks later. On what date did he go swimming again?
- _____



Teachers' note Revise how the calendar is arranged and provide a calendar for each child or pair of children. Any calendar year will result in the same answers. The children could learn the '30 days hath September...' rhyme.

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Solving Problems Year 4
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Fill in the answers.

$2 \times 8 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$11 \times 8 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$12 \times 8 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$11 \times 8 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

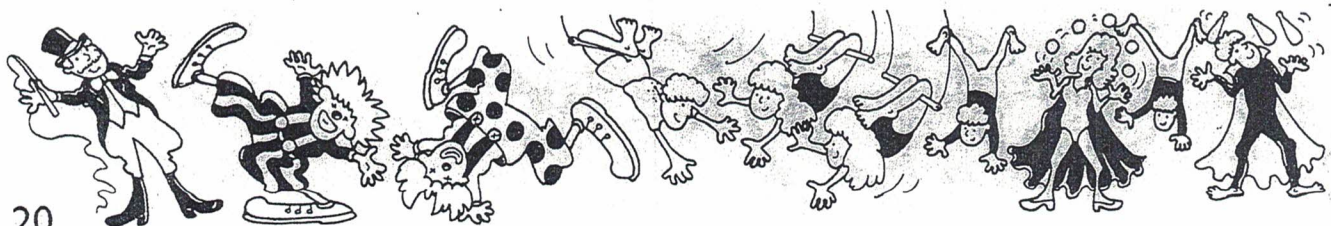
$3 \times 8 = \underline{\quad}$

$12 \times 8 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$



Fold this page over.

Try these.

$12 \times 8 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$11 \times 8 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

Tricky ones

$9 \times 8 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$12 \times 8 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

Fold here

8 × table

$1 \times 8 = 8$

$2 \times 8 = 16$

$3 \times 8 = 24$

$4 \times 8 = 32$

$5 \times 8 = 40$

$6 \times 8 = 48$

$7 \times 8 = 56$

$8 \times 8 = 64$

$9 \times 8 = 72$

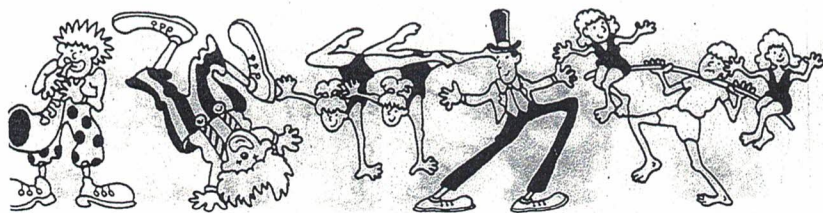
$10 \times 8 = 80$

$11 \times 8 = 88$

$12 \times 8 = 96$

Score box

How many tricky ones
did you get right?



Spring Test 1

Name:

Class:

Date:

1 $375 + 200 =$

☐

2 $= 3 \times 5$

☐

3 $7 \div 1 =$

☐

4 $2 \times 0 =$

☐

5 $66 \div 11 =$

☐

6 $= 73 \times 1$

☐

7 $\frac{1}{3}$ of 21 =

☐

8 $64 =$ $\times 8$

☐

9 $\frac{4}{11} - \frac{2}{11} =$

☐

10
$$\begin{array}{r} 57 \\ - 19 \\ \hline \end{array}$$

☐

11 $7 \times 5 \times 4 =$

☐

12 $+ 34 = 65$

☐

13
$$\begin{array}{r} 37 \\ + 94 \\ \hline \end{array}$$

☐

14
$$\begin{array}{r} 84 \\ - 38 \\ \hline \end{array}$$

☐

Spring Test 1 (continued)

15	<div><div></div></div> = 80 × 5	<div></div>
16	$\frac{2}{4}$ of 32 = <div></div>	<div></div>
17	$\begin{array}{r} 33 \\ \times 5 \\ \hline \end{array}$	<div></div>
18	$4 \overline{) 96}$	<div></div>
19	$\begin{array}{r} 2735 \\ + 2317 \\ \hline \end{array}$	<div></div>
20	86 ÷ <div></div> = 2	<div></div>
21	<div></div> × 3 = 54	<div></div>
22	$\begin{array}{r} 3465 \\ + 2689 \\ \hline \end{array}$	<div></div>

Total marks	/22
-------------	-----

How well did you do?
Colour the numbers of the questions you got correct.

Addition of four-digit numbers	19	22							
x 0; x 1; ÷ 1	3	4	6						
11x table	5								
Tables with multiples of 10	15								
Multiply three numbers	11								
Formal written short x	17								
Formal written short ÷	18	20	21						
Fractions of an amount	7	16							
± fractions within 1	9								
Missing number statements	8	12	20	21					
+	1	13	19	22					
-	9	10	12	14					
x	2	4	6	11	15	16	17		
÷	3	5	7	8	16	18	20	21	