

Y4 Home Learning

Tuesday 28th April 2020

Task 1 English – Whilst reading today, please try to notice how the author chooses to use short sentences at time. Where does he do this? What do they say? What impact does this have on you, the reader? After reading today's extract of 'Beowulf' continue to write the next paragraph from 'Anywhere he struck-'. Can you add one or two purposeful short sentences for impact? Have a go.

not yet over, for the next night Grendel came again, stalking over the foggy moors and down through the forests toward Heorot. The warriors had barricaded themselves in this time, and believed they must be safe. They could not have known that against this hellish monster all such defenses would be useless. In a frenzy of hate, Grendel burst in and slaughtered everyone he found there, gorging himself at will. He spared no one.

From that night on, no one, not even Hrothgar, dared sleep again in Heorot. And so the great mead-hall stood empty, and stayed empty. Grendel the monster now ruled in Denmark, a rule of terror that haunted Hrothgar and all his people, wherever they lived — men, women, and children alike. For twelve long winters Grendel warred unceasingly on the Danes, picking his blood-victims at random, the innocent and the sick too, children and newborn babes. He was utterly without mercy.

Again and again he came to his killing ground, always unseen in the black of night. No plan Hrothgar and the council thanes devised could protect them from his fury, no prayers to the Almighty, no sacrifices to ancient heathen gods. Anywhere he struck —

Task 2 Spelling – use dots and dashes to help learn these spellings. We will let you know if you are correct if you email us!

automobile	
autograph	
autocue	

autopilot	
autobiography	
automatic	

Learn the above spellings and write them in a sentence someone dictates to you.

Task 3 – Reading

Either read your book, select an e-book from Oxford Owl or Bug Club and read for at least 20 minutes.

Maths

For each set of shapes made of squares, match the shape to its equivalent fraction.

1.



$\frac{3}{4}$

$\frac{1}{4}$

$\frac{3}{8}$

$\frac{1}{2}$

$\frac{1}{8}$

2.



$\frac{3}{4}$

$\frac{5}{12}$

$\frac{1}{4}$

$\frac{1}{2}$

$\frac{2}{3}$

3.



$\frac{2}{3}$

$\frac{5}{6}$

$\frac{1}{6}$

$\frac{1}{3}$

$\frac{1}{2}$

4.



$\frac{1}{2}$

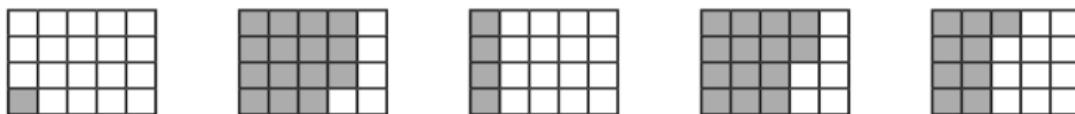
$\frac{3}{5}$

$\frac{9}{10}$

$\frac{1}{5}$

$\frac{1}{10}$

5.



$\frac{1}{5}$

$\frac{1}{20}$

$\frac{3}{4}$

$\frac{7}{10}$


$\frac{9}{20}$

Task 4 History – Last week we looked at an Anglo-Saxon map of Great Britain and found what the counties were named. Today, we are going to discover how Anglo-Saxons chose place names.

Kingdom Name Meanings

These county names mainly come from the names and geographical location of the Anglo-Saxons who first settled here.

Place Name	Meaning
Northumbria	Land of people living north of the River Humber.
East Anglia	Comes from the fact that the Angles first settled here.
Sussex	South Saxons.
Wessex	West Saxons.
Essex	East Saxons.
Mercia	Border people.
Kent	The Jutes who settled here called themselves 'Kentings'.



Anglo-Saxon Vocabulary



These county names mainly come from the names and geographical location of the Anglo-Saxons who first settled here.

burh - town	ley - clearing
bury – fortified place	mer/mere – pool or lake
croft – small enclosure	ney - island
field – open land	stow/stowe – meeting place/holy place
ford – river crossing	ton/tun - farmstead
ham/m - village	wic/wich - farm
ings - _____'s people	worth/worthy - enclosure

Think about places you know – how did they get their names? Try and work some out – Northampton, Edinburgh, Banbury, Oxford, Norwich ...