

Answers for Year 4 May 2020 Homework Pack

David Walliams

Answers

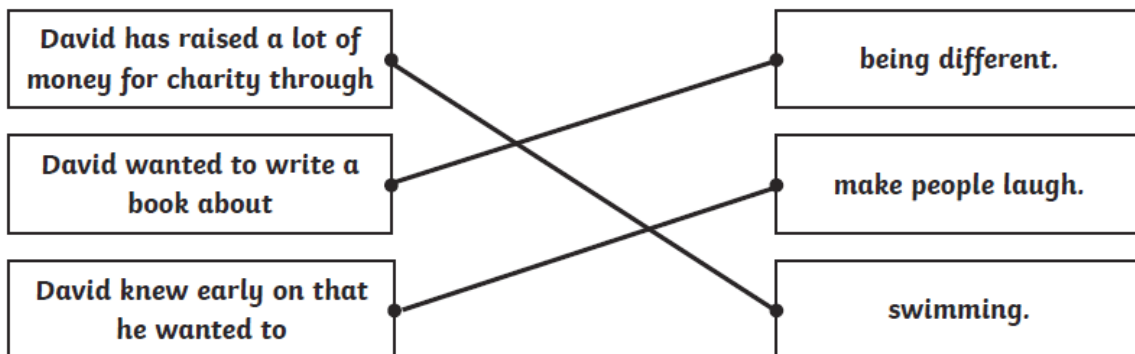
1. What did David like doing as a child? Tick two.

- ☐ running
- ☒ **dressing up**
- ☐ writing
- ☒ **acting**

2. When was 'The Boy in the Dress' published? Tick one.

- ☐ 2004
- ☐ 2006
- ☒ **2008**
- ☐ 2011

3. Draw lines to complete the sentences about David.



4. Number the events below to show the order in which they happened in David's life.

- 4** David had a successful TV career.
- 1** David was born the son of Peter and Kathleen Williams.
- 5** David published 'The Boy in the Dress'.
- 3** David acted in his first play.
- 2** David enjoyed dressing up with his sister.

5. Fill in the missing words in this sentence.

David raised **two** million pounds for charity in 2011 and **one** million pounds for charity in 2006.

6. What did David rescue when swimming the river Thames?

David rescued a Labrador dog when swimming the river Thames.

7. Who often illustrates David's books? Why do you think he chose this illustrator?

Tony Ross illustrates David's books. Pupils' own responses for reason, such as: I think David chose this illustrator because he was good at illustrating the 'Horrid Henry' books and David Walliams' books are quite similar.

Stonehenge Answers

1. What shape is Stonehenge? Tick **one**.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> a square | <input checked="" type="checkbox"/> a circle |
| <input type="checkbox"/> a triangle | <input type="checkbox"/> a rectangle |

2. What was used to dig the circular ditch?

Picks made from antlers were used to dig the ditch.

3. How many stones were added in the second stage of building? Tick **one**.

- | | |
|--|------------------------------|
| <input type="checkbox"/> 56 | <input type="checkbox"/> 240 |
| <input checked="" type="checkbox"/> 82 | <input type="checkbox"/> 30 |

4. Why do you think the bluestones from south Wales were used?

Use evidence from the text to support your answer.

I believe the bluestones from South Wales were used because they were unusual and special because they appeared blue whenever they were broken or wet.

5. How much did Sarsen Stones weigh? Tick **one**.

- | | |
|---|---|
| <input checked="" type="checkbox"/> up to 30 tonnes | <input type="checkbox"/> up to 100 tonnes |
| <input type="checkbox"/> up to 500 tonnes | <input type="checkbox"/> up to 82 tonnes |

6. What pictures can be found on the Sarsen stones?

axe-heads and daggers

7. How many men did it take to move each Sarsen stone? Tick **one**.

- | | |
|---|-------------------------------|
| <input type="checkbox"/> 500 | <input type="checkbox"/> 200 |
| <input checked="" type="checkbox"/> 600 | <input type="checkbox"/> 1000 |

A Parent's Guide to Terminology

In Years 3 and 4, your child will be taught to add fronted adverbials to sentences. This is a complicated name for something that is actually very easy! However, if your child doesn't yet have a secure knowledge of adverbs and adverbial phrases, it would be best to review these first.

Adverbs – These are words that give more information about verbs, adjectives, other adverbs and clauses. They often end in 'ly' but not always. For example:

The boy shouted **angrily**.

The sun is **extremely** bright.

The sloth moved very **slowly**.

Adverbial Phrase – This is when a group of words (a phrase) is used rather than a single adverb to modify clauses (they add more information about the main action taking place). For example:

The birds flew **through the sky**.

I went for a walk **early in the morning**.

The boy ate the chocolate **with a smile on his face**.

Fronted adverbial: A fronted adverbial is an adverb or an adverbial phrase that comes at the front of a sentence (it comes before the verb or action it is describing). It is always separated from the main clause with a comma. For example:

Inside the sunken ship, a shoal of fish swam.

Later in the evening, they sat down to watch television.

Nervously, she walked onto the stage.

When discussing fronted adverbials with your child, it is helpful to explain that fronted adverbials tell the reader **Where?** **When?** or **How?** something happens. This helps them to understand how to use them.

An easy way to practise this is with picture books and images. Use the question words **Where?** **When?** **How?** to generate a fronted adverbial. For example, you may ask your child:

Where is the man eating dinner?

To which, you may get the response:

At the table or In the kitchen

These adverbial phrases can then be added to the front of the sentence to make a fronted adverbial.

Year 3 and 4 Grammar: Fronted Adverbials

Learning From Home Activity Booklet Answers

Where Is It?

Below the waves, the fish swam quickly.

In the park, Jack went on the swings.

On the table, Sarah placed her book and pen.

In a forest, the monkeys swung from branch to branch.

On a rock, the mermaid watched ships passing by.

Behind the counter, the shopkeeper stood serving customers

Challenge!

Accept any fronted adverbial that is grammatically correct and explains where the event may have happened.

When Did It Happen?

After dinner, Sarah ate her delicious dessert.

Before school, John had to put his uniform on.

In December, many people celebrate Christmas.

In the evening sun, long shadows stretched across the ground.

Every year, I celebrate my birthday.

After a while, the rain cleared and the sun came out.

Challenge!

Accept any fronted adverbial that is grammatically correct and explains where the event may have happened.

How Did It Happen?

Like lightning, the boy ran through the park.

Suddenly, the sun disappeared and it began to rain.

Nervously, Jack and Sarah entered the haunted house.

With a smile, Hamsa opened his birthday present.

Fearfully, the fish swam away from the terrifying shark.

With great courage, the knight fought the mighty dragon.

With a wave of her wand, the witch cast a magical spell.

Missing Commas

Early one morning, I went for a jog.

Nervously, Sameera started to sing on stage.

Beneath the crashing waves, the dolphins quickly swam.

From her window, the princess let down her hair.

In January, the weather is very cold.

With a loud roar, the T. rex chased the smaller dinosaur.

After lunch, the girl went to play in the garden.

Inside school, the children were working hard.

Challenge!

Accept any fronted adverbial that is grammatically correct and explains where the event may have happened.

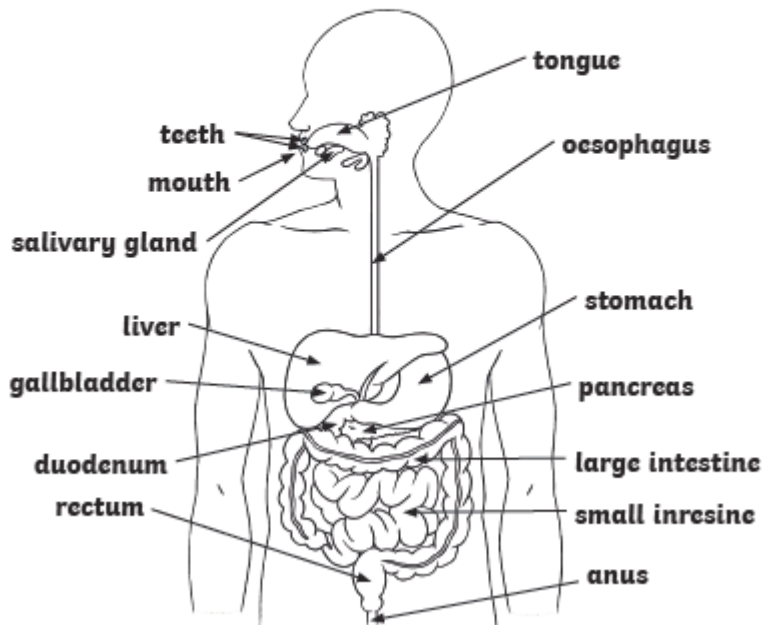
Adding Adverbials

When checking your child's work, please accept any appropriate fronted adverbial that makes sense when added to the sentence with the correct use of a comma. Here you will find some examples of the types of fronted adverbials that could have been used.

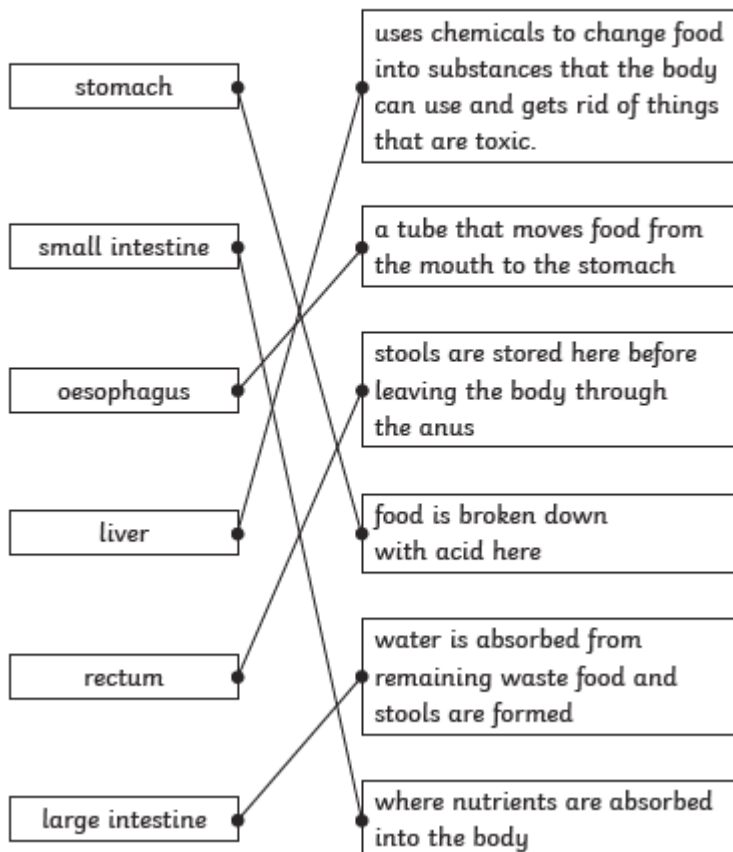
Early one morning, the sun began to rise over a tropical rainforest. In a forest clearing, the sounds of different animals could be heard as they carried out their daily activities. Behind the animals, a roaring waterfall cascaded down into the cool river. Like stars in the sky, the sunlight sparkled and glittered on the water's surface. In the air, the sweet scents of tropical flowers drifted whilst insects went from plant to plant. On a leaf, a butterfly flapped its wings whilst a blue frog watched. Like a statue, a silky black jaguar was sitting on a rock relaxing in the sun. Suddenly, the monkeys began to howl as they saw a spotted jaguar strolling through the water. Anxiously, the parrots began to flap their wings and took flight to escape the noise. A short while later, the spotted jaguar lapped up some water and then disappeared into the undergrowth, looking for prey. Later in the day, the sun began to set.

Answers - Animals, Including Humans

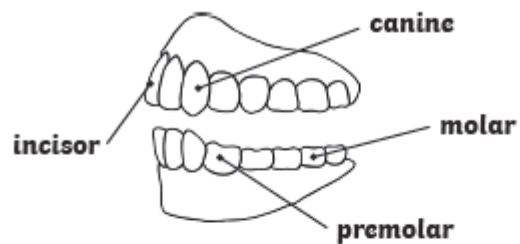
1. Label the diagram below with the different parts of the digestive system. Use the word bank below to help you.



2. Draw lines to match the body part and a description of its function.



3. Label the diagram below with the following:



4. Write true or false next to each statement.

Molars are used to bite and cut food. **False**

Canines tear and rip food in the mouth. **True**

Wisdom teeth have no function. **True**

Premolars are used to hold and crush food. **True**

5. Fill in the missing words in the sentences below:

A herbivore is an animal that eats **plants**.

A **animals** is an animal that feeds on other animals.

Omnivores are animals that eat **plants** and **animals**.

6. In the diagram below, draw pictures with labels to show how the food chain works. Include the words predator, producer and prey in your diagram.

Example:

