



Reading
30
minutes

Reading extract and questions:

Year 4

The Tinderbox

A soldier came marching along the high road - left, right! A left, right! He had his knapsack on his back and a sword by his side, for he had been to the wars and was now returning home. An old Witch met him on the road. She was very ugly to look at: her bottom-lip hung down to her chest.

'Good evening, Soldier!' she said. 'What a fine sword and knapsack you have! You are the very picture of a fine soldier! You ought to have as much money as you can carry!'

'Thank you, old Witch,' said the Soldier.

'Do you see that great tree there?' said the Witch, pointing to a tree beside them. 'It is hollow within. You must climb up to the top, and then you will see a hole through which you can let yourself down into the tree. I will tie a rope round your waist, so that I may be able to pull you up again when you call.'

'What shall I do down there?' asked the Soldier.

'Get money!' answered the Witch. 'Listen! When you reach the bottom of the tree you will find yourself in a large hall; it is light there, for there are more than three hundred lamps burning. Then you will see three doors, which you can open - the keys are in the locks. If you go into the first room, you will see a great chest in the middle of the floor with a dog sitting upon it; he has eyes as large as saucers, but you needn't trouble about him. I will give you my blue-check apron, which you must spread out on the floor, and then go back quickly and fetch the dog and set him upon it; open the chest and take as much money as you like. It is copper there. If you would rather have silver, you must go into the next room, where there is a dog with eyes as large as mill-wheels. But don't take any notice of him; just set him upon my apron, and help yourself to the money. If you prefer gold, you can get that too, if you go into the third room, and as much as you like to carry. But the dog that guards the chest there has eyes as large as the Round Tower at Copenhagen! He is a savage dog, I can tell you; but you needn't be afraid of him either. Only, put him on my apron and he won't touch you, and you can take out of the chest as much gold as you like!'

'Come, this is not bad!' said the Soldier. 'But what am I to give you, old Witch; for surely you are not going to do this for nothing?'

'Yes, I am!' replied the Witch. 'Not a single farthing will I take! For me you shall bring nothing but an old tinder-box which my grandmother forgot last time she was down there.'

'Well, tie the rope round my waist!' said the Soldier.

'Here it is,' said the Witch, 'and here is my blue-check apron.'

Then the Soldier climbed up the tree, let himself down through the hole, and found himself standing, as the Witch had said, underground in the large hall, where the three hundred lamps were burning.

Well, he opened the first door. Ugh! there sat the dog with eyes as big as saucers glaring at him.

Inference

7. Why does the soldier say: *'But what am I to give you, old Witch; for surely you are not going to do this for nothing?'* Tick **two**.

He does not trust the witch.

He wants to give her a gift for her kindness.

He doesn't want to help her.

He is worried about what he will have to give the witch.

8. How do you know the tinderbox is important?

9. How do you know this text was written in the past?

Summarise

10. Using the whole text, tick **one box** in **each row** to show whether each statement is true or false.

	True	False
The witch forced the soldier to help her.		
The soldier didn't want the money in return for helping the witch.		
The witch told the soldier the truth about what he would find.		

Meaning as a whole

11. Draw lines to match each part of the story with the correct quotation from the text.

Past events

...a large hall; it is light there, for there are more than three hundred lamps burning...

Character

my grandmother forgot last time she was down there.'

Setting

She was very ugly to look at: her bottom-lip hung down to her chest.

Compare

12a. How are the dogs in the different rooms **similar**? Give **one** example.

12b. How are the dogs in the different rooms **different**? Give **one** example.

<p>GPS warm- up 10 minute s</p>	<p><i>Effective adverbs- Add adverbs to these sentences. Add an adverb to the sentence. It can go next to the verb or at the beginning of the sentence. Maybe try a fronted adverbial.</i></p> <p><i>Example: George ran to the park. George ran quickly to the park.</i></p> <p><i>Alice walked to school. Kath cried during the sad movie. James walked to the supermarket. Ruby opened her presents. Philip swam across the pool.</i></p> <p>Spellings to learn: Please continue with the Year 3/4 words. Revisit words that you have forgotten or not yet learnt. Try Look, cover, write, check. Also try the pyramid method where you add another letter each time. Good luck.</p>
<p>Writin g 30 minute s</p>	<p>I would like you to write a letter to a friend who you are missing during the lock down. As it is a letter to a friend it can be informal and you can use slang expressions. Let them know what you have been doing and what you miss doing. Outline what you would do once allowed out again and once allowed to mix with friends again. Maybe even add what you have missed about being at school. Think about the layout for a letter and don't forget to paragraph different ideas. Enjoy!</p>
<p>Arithm etic 10 minute s</p>	<p><i>Multiplying beyond the times tables: Remember you can partition the number into tens and ones and multiply each by the single digit.</i></p> <p><i>24 x 5 = 53 x 6 = 62 x 8 = 234 x 6 = 426 x 8 =</i></p> <p><i>Ask an adult or older sibling to check these using a calculator. Don't forget to think carefully about how you multiply by a multiple of 10. Good luck.</i></p>
<p>Maths 30 minute s</p>	<p><i>Click on the link below to access the week's lesson in maths. When you get to the page it will take you to last week's lessons (4th May) but I want you to do the previous weeks lessons so please click the minus sign for the week beginning 4th May and then click the plus sign for week 2, 27th April. There are 5 lesson to access after you have listened to the input there to support you. If you cannot access the website the pdf files of questions and answers are included for each day. Give it your best shot guys.</i></p>

Lesson 4 Ordering money

<https://whiterosemaths.com/homelearning/year-4/>

[Lesson-4-Y4-Summer-Block-2-WO2-Ordering-money-2020.pdf](#)

[Lesson-4-Y4-Summer-Block-2-ANS2-Ordering-money-2020.pdf](#)

Enquiry/Project work
30 minutes

Use this map and plot the location of as many countries as you can and the capital cities of each country. You should be able to find this information on line or using an atlas if you have one at home.

Enjoy!

[european map.pdf](#)

Answers for comprehension:

Inference:

7. He does not trust the witch.

He is worried about what he will have to give the witch.

8. Because the witch is offering the soldier lots of money/riches/copper/silver/gold to help her get it

9. The soldier is in an old fashioned uniform/uses words such as: ought to/within/set him upon it/farthing

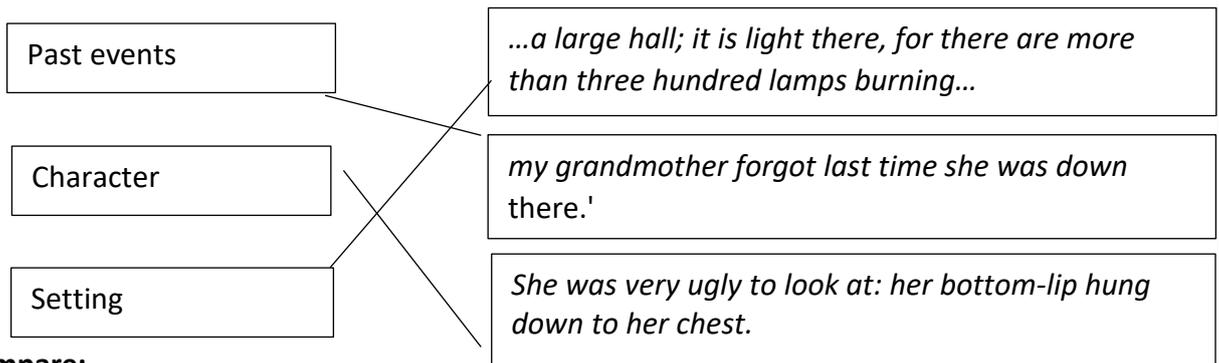
Summarise:

10.

	True	False
The witch forced the soldier to help her.		✓
The soldier didn't want the money in return for helping the witch.		✓
The witch told the soldier the truth about what he would find.	✓	

Meaning as a whole:

11.



Compare:

12a. They all have large eyes./They are all guarding a chest./The soldier doesn't need to be afraid of any of them./If the soldier puts them on the witch's (blue-check) apron they won't touch him.

12b. Their eyes are different sizes (saucers/mill-wheels/the Round Tower at Copenhagen)./It says the one in the third room is savage and it doesn't say this about the others.