

Small
Steps
Big
Progress

Year Four

Be
Kind
Be Curious
Be Your Best

Stories

Ideas

Reading

Writing

Vocabulary

Explore

Reflect

Make a
Difference

Good
Books
Brighter
Minds

English

Literacy Booklet

Term 1 – Autumn 2026

Read • Think • Write • Create • Communicate

Ideas
Change
the World

A kinder
brighter
more curious
world is
possible

A
Brighter
World
Together

Learn

Grow

Believe

Achieve

Name: _____

Class: _____

Together
We Learn

Different People ♥ Brighter Ideas ♥ A Kinder World



Welcome to Literacy - Year 4

Read ♥ Listen ♥ Speak ♥ Explore ♥ Grow

Building brighter learners for a brighter future! ♥



A note for parents and carers ♥

Regular practice at home helps your child build on what they learned in Year 4, develop a richer vocabulary, improve their reading, writing, listening and speaking skills, and become more confident and independent learners of English.



A little English often makes a big difference! ♥

Nota para madres y padres ♥

La práctica regular en casa ayuda a sus hijos e hijas a seguir desarrollando lo aprendido en Year 4, ampliar su vocabulario, mejorar la lectura, la escritura, la comprensión oral y la expresión en inglés, y ser más autónomos y seguros.



¡Un poquito de inglés marca una gran diferencia! ♥

Fun ways to use English at home Ideas sencillas para usar el inglés en casa



Read

Read a story, comic or article for 10–15 minutes.

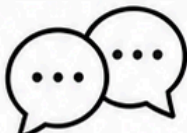
Lee un cuento, cómic o artículo durante 10–15 minutos.



Listen

Listen to songs, stories or short videos.

Escucha canciones, cuentos o videos cortos.



Talk

Talk about your day, favourite things or ask and answer questions.

Habla sobre su día, sus gustos y haz y responde preguntas.



Find new words

Choose 3 new words, find their meaning and try to use them.

Busca 3 palabras nuevas, descubre su significado y trata de usarlas.



Sing or try karaoke

Sing and move with an English song — pronunciation and rhythm matter too!

Canta y muévete con una canción en inglés.



Encourage

Praise their effort and progress.

Valora su esfuerzo y sus avances.



Por favor, recuerden...

- ✓ Supervisen a sus hijos e hijas cuando usen YouTube o internet.
- ✓ Escojan canales y contenidos adecuados para su edad.
- ✓ Vean o escuchen juntos siempre que sea posible.
- ✓ Usen el inglés un poquito y a menudo (¡solo 10–15 minutos ayudan mucho!).
- ✓ Los errores forman parte del aprendizaje.
- ✓ ¡Lo más importante es que se diviertan!



Together we can make a difference! ♥
¡Juntos podemos hacerlo!





Useful websites & YouTube channels

Recursos útiles

Safe
Fun
Educational



Resource	YouTube / Handle	Good for	Link
 Kiddos World TV	@KiddosWorldTV	Songs • vocabulary • early literacy	https://www.youtube.com/@KiddosWorldTV
 Jack Hartmann Kids Music Channel	@JackHartmann	Songs • phonics • movement	https://www.youtube.com/@JackHartmann
 Alphablocks	@officialalphablocks	Phonics • blending • reading	https://www.youtube.com/@officialalphablocks
 BRITISH COUNCIL LearnEnglish Kids	BritishCouncilLEKids	Stories • songs • games • grammar	https://learnenglishkids.britishcouncil.org
 Storyline Online	Storyline Online	High-quality read-aloud stories	https://www.storylineonline.net
 Oxford Owl	Oxford Owl	Reading • e-books • activities • parent support	https://home.oxfordowl.co.uk



EDUCACYL y LeoCYL ♥



Por favor, guarden el usuario y la contraseña de EDUCACYL de su hijo/a.

A través de la web/intranet de EDUCACYL, el alumnado puede acceder a LeoCYL, donde encontrará una amplia selección de libros en inglés para leer y escuchar.

Es un recurso muy útil para seguir practicando inglés en casa. Recomendamos que las familias supervisen la elección de los libros para asegurarse de que sean adecuados para la edad y el nivel de cada niño/a.



Keep
Exploring
Keep Reading
Keep Growing

Small Steps
Big Progress
A Brighter World

“Reading gives us
somewhere to go
when we have to stay
where we are.”

– Mason Cooley



Safe
Children
Happy
Learners!



Health and Safety in Our Classroom

We look
after each
other!



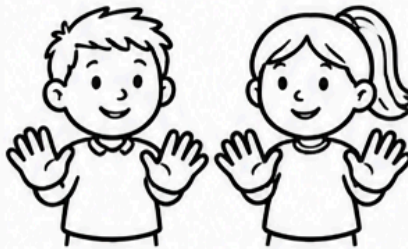
Be safe • Be kind • Be responsible

**Walk, don't run
in the classroom.**



Walk
and move
carefully.

**Keep your hands
and feet to yourself.**



Be kind and respect others.

**Use classroom
equipment carefully.**



Look after our things.

**Sit safely
on your chair.**



All four
legs on
the floor.

Don't stand on chairs.



It can be
dangerous.
Keep your
feet on
the floor.

Keep your area tidy.



A tidy classroom is a safe classroom.

**Be careful with
electrical equipment.**



Use it only when an adult says so.

Keep walkways clear.



Bags under the table.
No bags on the floor.

**Listen to the teacher
and follow instructions.**



Listen
Learn
Be safe!

**Take care of yourself
and others.**



Be kind. Include everyone.

**Tell an adult
if there is a problem.**



It's not
safe!

We help each other.

In an emergency...



- Listen
- Follow instructions
- Stay calm
- Go to the safe place with your class.



A SAFE CLASSROOM HELPS EVERYONE LEARN AND GROW!





My Summer

What Did I Do?

Year Four - Term 1

Different Places
Different People
Amazing Memories

Explore

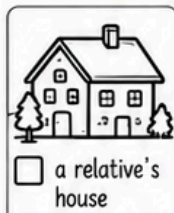
Learn

Grow

Be Kind

1 Where did you go?

Tick the places you visited. You can tick more than one.



☐ Other places: _____

2 Who were you with?

Tick and complete.



☐ other people: _____

3 What did you do?

Choose the verbs and complete the sentences.

went saw visited stayed played
ate had swam took met learned

- I _____ to the beach.
- I _____ my grandparents.
- I _____ in the sea.
- I _____ lots of photos.
- I _____ delicious food.
- I _____ new places.
- I _____ a fantastic time!
- I _____ how to _____.



Capture the Happy Moments!

5 Write true sentences about your summer.

Use the useful language or your own ideas.

- _____
- _____
- _____
- _____
- _____

Useful language:

I went to ...	It was ...
I saw ...	It was really ...
I stayed ...	I loved ...
I played ...	I didn't like ...
I met ...	I learned ...
I visited ...	I had ...



4 Past tense verbs

Match the verbs to their past form.

go	•	•	had
see	•	•	went
visit	•	•	took
stay	•	•	saw
play	•	•	played
eat	•	•	visited
have	•	•	stayed
take	•	•	swam
meet	•	•	ate
swim	•	•	met

★ Challenge!

Can you think of three more verbs in the past?

- _____
- _____
- _____

6 My best summer memory

Write a short paragraph about your favourite moment.
Use because to say why.

My best summer memory was _____
because _____

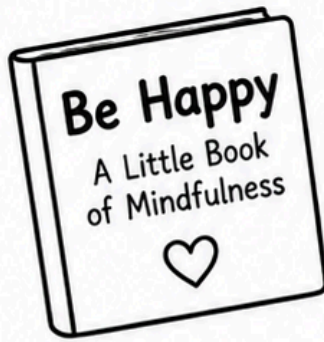
7 Ask a friend!

Ask and answer the questions. Write your friend's answers.

- Where did you go? _____
- Who did you go with? _____
- What did you do? _____
- Did you enjoy it? _____
- What was your favourite part? _____
- Why? _____

Where did you go?

I went to ...



I Am Thankful For...

Look around. Notice the good things in nature.
Be kind. Be happy. Be grateful. ♡



- 1** Draw something from nature or the harvest that you are thankful for.
It could be a plant, an animal, food, the sun, rain, trees, your family, friends or anything that makes you happy!



"Be happy
for the simple
things." ♡

– Be Happy
A Little Book
of Mindfulness



- 2** I am thankful for

because



A kinder world starts with a grateful heart. ♡





It's OK to
feel different
feelings.
All feelings
are important!

My Feelings Diary

How do you feel today?



Be kind to
yourself
and to others!

1 Look at the faces. Match the words.



happy



sad



angry



excited



worried



tired



scared



calm

2 How do you feel today? Colour the face.



happy



sad



angry



excited



worried



tired



scared



calm

Words to help you:

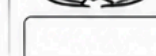
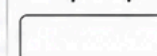
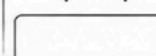
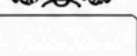
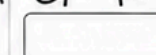
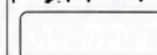
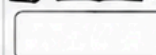
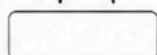
happy	sad	angry	excited
worried	tired	scared	calm

great	OK	not good	fantastic
hungry	bored	lonely	proud
relaxed	nervous	confused	cheerful

3 Complete the sentences.

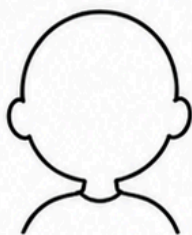
- Today I feel _____.
- I feel _____ because _____.
- I am _____.
- I am not _____.
- I feel _____ when I _____.
- I feel _____ with my friends.
- I feel _____ at school.
- I feel _____ at home.

4 Look and write. How are they feeling?



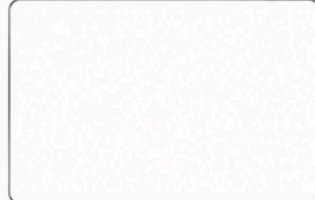
5 Draw and write.

This is me today.



I feel _____.

This makes me happy.



I feel happy when _____.

6 Use the phrases to write about you.

- I usually feel _____.
- I feel happy when _____.
- I feel worried when _____.
- I feel calm when _____.
- I feel tired when _____.
- I feel excited when _____.
- I feel proud when _____.
- I feel better when _____.



Be kind ★ Be brave ★ Be you ★ You are amazing!



1 My family

Look at the pictures. Read the words. Then label the family members.

mum (mother)	dad (father)	brother	sister	me
				
grandma (grandmother)	grandpa (grandfather)	aunt	uncle	cousin
				



2 Where I live in Spain

Look at the map. Answer the questions.



Can you find your town or city? Mark it with a dot and write the name. If it is not on the map, write it next to the map.



1. What is your town or city? _____
2. Is it in the north, south, east or west of Spain? _____
3. What is the closest big city? _____
4. Do you live near the coast or inland? _____
5. What is your town or city famous for? _____

3 Describe your family

Use the words in the box to help you. You can also use your own ideas.

kind	funny	friendly	helpful	caring
hardworking	sporty	creative	younger	older

1. I live with _____.
2. My mum is _____.
3. My dad is _____.
4. My brother/sister is _____.
5. My grandma is _____.
6. My grandpa is _____.
7. My aunt is _____.
8. My uncle is _____.
9. My cousin is _____.
10. My family is _____.

♥

Families come in different shapes and sizes!

♥

4 Describe your hometown

Use the words in the box to help you. You can also use your own ideas.

beautiful	big	small	busy	quiet	friendly
historic	modern	seaside	mountains	parks	shops

1. I live in _____.
2. It is a _____ town/city.
3. There are _____.
4. You can _____.
5. My favourite place is _____.
6. I like my town because _____.

I am proud of my town! ♥



5 Write a short paragraph

Now write 6–8 sentences about your family and your hometown. You can use the questions and ideas above to help you.

Remember:

- ✓ Use full sentences.
- ✓ Use interesting adjectives.
- ✓ Use and, but, because, so ...
- ✓ Check your spelling and punctuation. ♥

6 Talk about you

Answer the questions.

You can do this! 😊

1. Who do you live with? _____
2. Where do you live? _____
3. What do you like about your family? _____
4. What do you like about your hometown? _____
5. What would you like to do in the future? _____



Telling the Time

We can say the time in different ways!



o'clock

When the minutes are 00, we say "o'clock".



12:00

It's twelve o'clock.



1:00

It's one o'clock.



2:00

It's two o'clock.



3:00

It's three o'clock.



4:00

It's four o'clock.

quarter past

When the minutes are 15, we say "quarter past".



12:15

It's quarter past twelve.



1:15

It's quarter past one.



2:15

It's quarter past two.



3:15

It's quarter past three.



4:15

It's quarter past four.

quarter to

When the minutes are 45, we say "quarter to".



12:45

It's quarter to one.



1:45

It's quarter to two.



2:45

It's quarter to three.



3:45

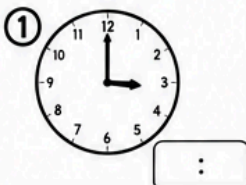
It's quarter to four.



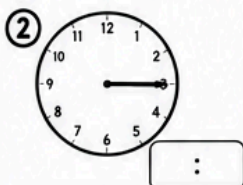
4:45

It's quarter to five.

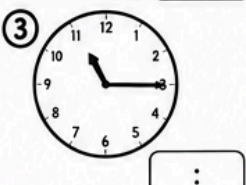
Write the digital time



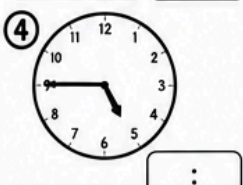
:



:



:



:

Draw the hands

① 2:00



② 4:15



③ 1:45



Match

Match the time to the words.

3:00

•

Quarter to eight

5:15

•

Quarter past six

7:45

•

Ten o'clock

10:00

•

Quarter past five

6:15

•

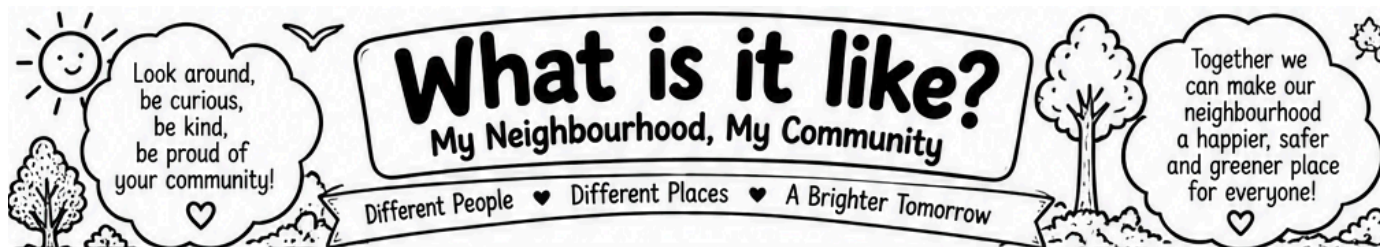
Quarter to twelve

11:45

•

Three o'clock

★ Great job! 😊



1 How does it feel?

Tick the words that describe your neighbourhood. You can choose more than one.

☐ quiet	☐ noisy	☐ busy
☐ peaceful	☐ crowded	☐ friendly
☐ safe	☐ unsafe	☐ clean
☐ dirty	☐ green	☐ polluted
☐ beautiful	☐ modern	☐ old
☐ exciting	☐ boring	☐ convenient
☐ spacious	☐ small	☐ interesting

2 Describe it!

Complete the sentences about your neighbourhood.

My neighbourhood is _____ because _____.

I like _____ because _____.

I don't like _____ because _____.

It is _____ in the morning than at night.

The best thing about my area is _____.

The worst thing is _____ because _____.

I would like _____ because _____.

Different places, different people, same hopes for a better future!

3 People in my community

Who helps make your neighbourhood a great place to live? Write or draw.

 teachers	 doctors and nurses	 police officers
 shop workers	 cleaners	 bus drivers
 neighbours	 firefighters	 friends

Choose one person and write a thank you message.

Dear _____

Thank you for _____

From _____

4 A closer look

Think about your street or local area. Write or draw.

My house / street	Shops and services
Parks and nature	Other important places

5 Compare and think

Answer the questions.

- Is your neighbourhood more similar to a city, a town or a village?
- What is the same about your neighbourhood and another place (e.g. a different town or country)?
- What is different?
- Which do you prefer: a busy area or a quiet area? Why?
- What makes people in a community happy?

6 What can we do?

Tick the actions that can make your neighbourhood better. Add your own ideas.

☐	Plant more trees and flowers
☐	Keep streets clean and recycle
☐	Walk or cycle instead of using cars
☐	Use public transport
☐	Be kind and include everyone
☐	Look after animals
☐	Save water and energy
☐	Put litter in the bin
☐	Be a good neighbour
☐ _____	Something else: _____

Small actions make a BIG difference!

7 Our ideas for a brighter neighbourhood

Write or draw three ideas to make your neighbourhood an even better place to live.

1 _____ _____	2 _____ _____	3 _____ _____
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**Our Community
Our Home
Our Future**

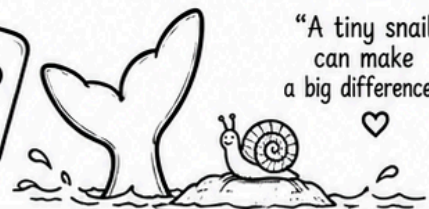


A
Small Snail
A Big Adventure
A Great Story

The Snail and the Whale

by Julia Donaldson

Read • Think • Explore • Be Inspired



"A tiny snail
can make
a big difference."

1 Main characters and setting

Write the names and draw or describe them.

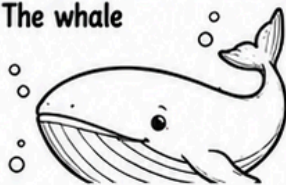
The snail



What is it like?

What does it do?

The whale



What is it like?

What does it do?

Where does the story happen?



4 How did the snail feel?

Choose words from the box and write them in the correct place.
You can use a word more than once.

curious excited happy worried frightened
brave lonely kind proud relieved

At the beginning
of the story ...



During the journey
...



At the end of
the story ...

5 True or False?

Read the sentences and tick ✓ True or False.

	True	False
1. The snail was happy to stay at home.	☐	☐
2. The whale took the snail to many places.	☐	☐
3. The snail was scared when the whale was beached.	☐	☐
4. The snail gave up and went home.	☐	☐
5. The snail helped the whale by calling for help.	☐	☐
6. The whale returned to the sea at the end.	☐	☐

7 My favourite part

Write about your favourite part of the story. Say why you liked it.

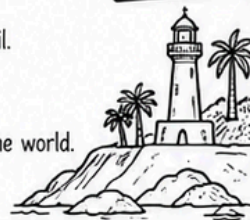


2 Sequence the story

Put the events in the correct order. Write 1–6.

- ☐ The whale becomes trapped on a beach.
- ☐ The snail wants to see the world.
- ☐ The snail hitches a lift on the whale's tail.
- ☐ The snail helps the whale.
- ☐ They travel to amazing places around the world.
- ☐ The whale swims back to the sea.

Amazing
Journeys
Happen
Together



3 Read and answer

Write complete sentences.



Explore
Our Wonderful
World

- Why did the snail want to go on a journey?
- How do you think the snail felt at the beginning? Why?
- What amazing places did they visit?
- What problem did the whale have?
- How did the snail help the whale?
- How did the snail and the whale feel at the end of the story?

6 Think about it

Answer the questions. Explain your ideas.

- Was the snail the most important character? Why?
- What do you think the story teaches us?
- Can small people (or small actions) make a big difference? Give an example.

Small
actions
can make
a big
difference.



Useful language:

My favourite part was ...
I liked it because ...
It was exciting / funny / sad / interesting ...
It made me feel ...
I think ... because ...

Kindness • Friendship • Adventure • Nature • A Brighter World

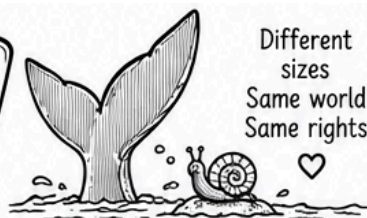
Stories Help Us
See a Bigger World



The Snail and the Whale

A Special Friendship

Read • Understand • Think • Respond



1

Read the story extract

Read the text below. It is based on The Snail and the Whale by Julia Donaldson.

A Big Adventure

The little snail was tired of the same old rock. She longed to see the world. One day, a huge, kind whale swam past. 'Will you take me with you?' asked the snail.

The whale smiled. 'Of course! Climb on my tail and hold tightly.'

So the snail set off on an amazing journey. Together they swam through sparkling seas, past icy mountains and tropical islands. They saw dolphins jumping, turtles gliding and schools of colourful fish. The snail felt excited and happy.

But one day, the whale swam too close to the shore and became trapped on a sandy beach. The water went out and he could not move. The snail felt worried, but she was brave. She crawled down the whale's tail and went to find help.

The snail met some fishermen, who called for a tugboat. Slowly, slowly, the whale was pulled back into the sea.

'Thank you, little snail,' said the whale. 'You are small, but you made a huge difference.'

And the snail smiled, happy that their friendship had changed both their lives forever.



2

Check your understanding

Choose the best answer. Tick (✓) one option.

- Why did the snail want to leave the rock?
a) She was scared. ☐
b) She was tired of the same place and wanted to see the world. ☐
c) She wanted to find food. ☐
- What did the whale do when the snail asked for help?
a) He said no. ☐
b) He ignored her. ☐
c) He smiled and said, 'Of course!' ☐
- What did they see on their journey?
a) Only fish. ☐
b) Dolphins, turtles, icy mountains and tropical islands. ☐
c) A big city. ☐
- What happened to the whale?
a) He got lost. ☐
b) He became trapped on a beach. ☐
c) He swam away without the snail. ☐
- How did the snail help the whale?
a) She called for help. ☐
b) She pushed him back into the sea. ☐
c) She stayed with him and waited. ☐
- What does the story teach us?
a) Big animals are always stronger. ☐
b) Small actions can make a big difference. ☐
c) It is best to stay at home. ☐

3

True or False?

Read the sentences. Tick ✓ True or False.

	True	False
1. The snail liked her rock at the beginning.	☐	☐
2. The whale took the snail on a journey.	☐	☐
3. They saw turtles and dolphins.	☐	☐
4. The whale got trapped on a beach.	☐	☐
5. The snail went to find help.	☐	☐
6. The fishermen helped the whale.	☐	☐
7. The whale was angry with the snail.	☐	☐
8. The story shows that small actions matter.	☐	☐

4

Answer the questions

Write complete sentences.

- How do you think the snail felt when she first saw the whale?

- Why do you think the whale trusted the snail?

- Which part of the story did you like best? Why?

- What would you like to see if you could travel around the world?
Write at least two places and say why.

5

Think a little deeper

Discuss or write your ideas.

- The snail was tiny, but she was very important. Does size really matter? Explain your answer.

- How did the snail and the whale show good friendship? Give two examples from the story.

- What can we do, in our own lives, to help others and make our world a better place?



6

Your turn!

Imagine you are the snail.

Write a postcard to a friend about your amazing journey.

Dear _____,

Love from _____



Where did I go?
What did I see?
How did I feel?
What did I learn?



Be Curious



Be Kind



Explore



Help Others



Protect Our Planet



Small Actions
Make a Big Difference



A Letter for a Safer, Kinder World
Inspired by The Snail and the Whale

The snail was small, but she saw a big, beautiful world.
Let's look after it, so everyone can enjoy it!

A cartoon illustration of a whale's tail emerging from the water. A speech bubble coming from the tail contains the text: "A healthier ocean means a brighter future!". To the left, there are two empty speech bubble shapes, one with the word "World" and another with the word "world." partially visible.



 1 **Why is it important?**
Think about the story.

- "A cleaner, safer world helps people, animals and nature." 

2 Children's Rights

3 What can we do? Here are some ideas you could include in your letter.

in your letter.



forests.
(over).
er-free.

- 4 Who can you write to?**
You could write to...
- Be polite,
be positive

Be polite,
be positive,
be clear!
Your ideas
matter!



5 Write your letter Date: _____
Use the space below to write your letter. You can choose who to write to.

Dear _____,

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a small, simple black-and-white line drawing of a cloud with several vertical lines extending downwards from its base, resembling rain or a stylized cloud shape.


6 Useful sentence starters

- 7 Check your letter** Have you...

- ☐ said who you are and who you are writing to?
- ☐ explained why the issue is important?
- ☐ given clear ideas or suggestions?
- ☐ used polite and respectful language?
- ☐ checked your spelling and punctuation?
- ☐ finished with a positive message?



A Kinder World
is Possible! ♥



BRIGHTER FUTURES



California Dreamin'

Listen • Sing • Learn • Enjoy!



Listen and complete the lyrics

Listen to the song and write the missing words.

All the leaves are _____ (all the leaves are brown)

And the sky is _____ (and the sky is gray)

I've been for a _____ (I've been for a walk)

On a _____'s day (on a winter's day)

I'd be safe and warm (I'd be safe and warm)

If I was in _____ (if I was in LA)

California dreamin' (California dreamin')

On such a winter's day

Stopped into a _____

I passed along the way

Well, I got down on my _____ (got down on my knees)

And I _____ to pray (I pretend to pray)

He knows I'm gonna _____ (knows I'm gonna stay)

California dreamin' (California dreamin')

On such a winter's day

All the leaves are _____ (all the leaves are brown)

And the sky is _____ (and the sky is gray)

I've been for a _____ (I've been for a walk)

On a winter's _____ (on a winter's day)

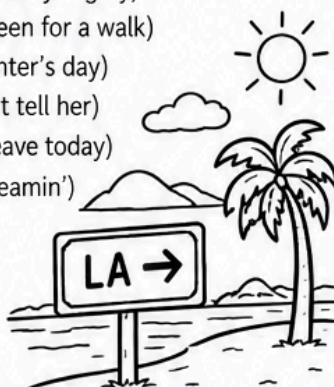
If I didn't _____ her (if I didn't tell her)

I could leave _____ (I could leave today)

California dreamin' (California dreamin')

On such a winter's day

On such a winter's day...



Key vocabulary

Match the words with the pictures.

leaves

sky

walk

winter

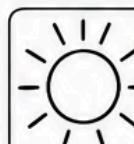
church

pray

stay

California

warm



Put the lines in order

The lines are mixed up. Write the numbers 1–6 to put them in the correct order.

- ☐ California dreamin' on such a winter's day
- ☐ I've been for a walk on a winter's day
- ☐ All the leaves are brown and the sky is gray
- ☐ If I was in LA, I'd be safe and warm
- ☐ Stopped into a church I passed along the way
- ☐ Well, I got down on my knees and I pretend to pray

Draw and write

Draw two pictures: WINTER and CALIFORNIA.
Write a short sentence for each picture.

In winter...



In California...





Sing and perform!

- Now sing the song together.
- Can you add actions?
- Idea: show cold → show warm → walk → point to LA → dream!



California dreamin'...

Music can take us
places!



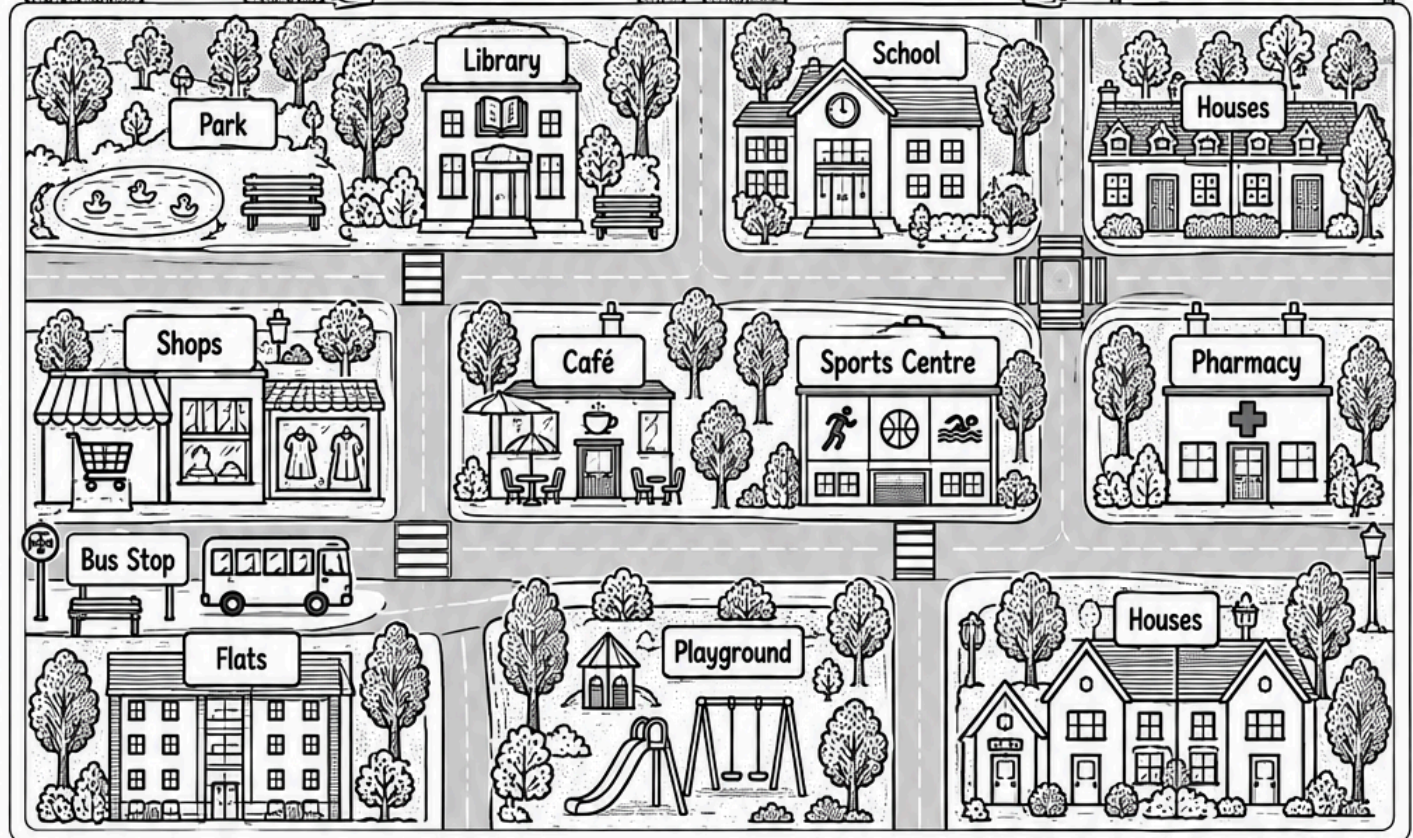


My Neighbourhood

The Place Where I Live

Explore ♥ Learn ♥ Respect ♥ Make a Difference!

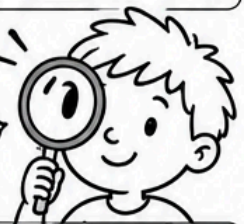
A safe,
clean and friendly
neighbourhood
is a happier place
for everyone!



Useful words (prepositions of place)

next to	opposite	between	behind	in front of
near	far from	on the corner	across from	along

Look carefully
at the map. Use the
words to help you!



1 Where is it?

Look at the map and answer the questions.

- Where is the library? _____
- What is opposite the school? _____
- What is next to the café? _____
- What is between the shops and the sports centre? _____
- Where is the playground? _____
- What is in front of the library? _____
- What is behind the pharmacy? _____
- What is near the bus stop? _____
- How many houses can you see? _____
- What is your favourite place on the map? _____
Why? _____

2 Talk about it!

Work with a partner or write your ideas.

- Which places are important in a neighbourhood? Why? _____
- What places do you use most? _____
- How do these places help people? _____
- What makes a neighbourhood a good place to live? _____
- Is there anything missing from the map? What would you add? _____

3 Think!

- Which place would you like to spend more time in? Why? _____
- How can we keep our neighbourhood clean, safe and friendly? _____
- What can you do to make a difference? _____

Small
actions make
a big difference!



My neighbourhood ♥ My community ♥ Our future



Brilliant
writers use
interesting
words!

Describing Things

Snails, Whales and Our Neighbourhood

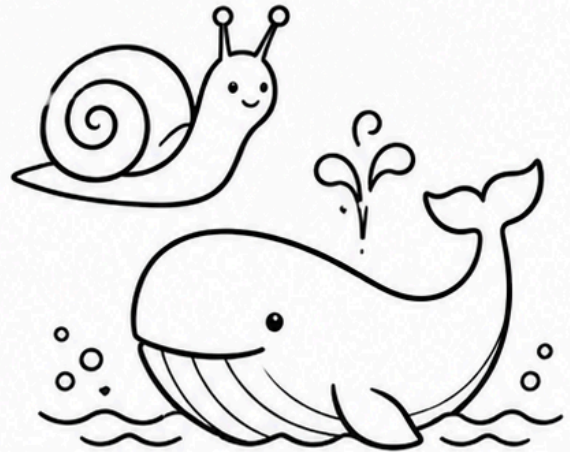
Look carefully.
What do you see?
What words can
you use?

1 Choose and use

Choose a word from the box to complete each sentence.

big	small	slow	fast	noisy
quiet	huge	tiny	gentle	colourful

- The snail is _____.
- The whale is _____.
- The snail is _____ than the whale.
- The whale is _____ than the snail.



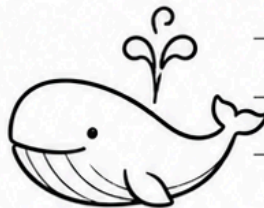
2 Look and describe

Look at the pictures and write three words to describe each one.

a) the snail



b) the whale



c) our neighbourhood



3 Complete the sentences

Add one or two interesting words to describe.

- The snail has a _____ shell.
- The whale is a _____ animal.
- Our neighbourhood is a _____ place.
- The houses in our neighbourhood are _____ and _____.
- I like my neighbourhood because it is _____.

Think about:
size, colour, shape,
feelings, sounds
and what it is like!

4 Your turn!

Choose one of the pictures (the snail, the whale or our neighbourhood) and write three sentences to describe it. Use interesting words.

Draw your picture here!



- _____
- _____
- _____



Better words make a brighter world!



Different places,
different people,
a brighter world!

Compare It!

Animals, Places and Our World

Using comparative adjectives to describe and compare.

A cleaner planet and kinder communities for a brighter tomorrow!

1 Look and compare the animals

Use the adjectives in the box to complete the sentences.

big small fast slow tall short heavy light

1.

2.

3.

6.

1. The elephant is _____ than the mouse.
The mouse is _____ than the elephant.

2. The cheetah is _____ than the snail.
The snail is _____ than the cheetah.

3. The giraffe is _____ than the dog.
The dog is _____ than the giraffe.

4. The whale is _____ than the fish.
The fish is _____ than the whale.

2 Choose the correct form

Circle the correct comparative adjective.

- A bicycle is (faster / fastest) than a car in the city.
- My bedroom is (bigger / biggest) than my sister's.
- This book is (more interesting / most interesting) than the last one.
- The park is (quieter / quietest) than the town centre.
- The river is (cleaner / cleanest) than it was before.
- My house is (smaller / smallest) than my grandparents'.
- Today is (colder / coldest) than yesterday.
- Spain is (botter / hottest) than the UK in summer.
- This film is (better / best) than the one we watched last week.
- Helping others makes the world (kinder / kindest).

3 Compare the places

Look at the two neighbourhoods. Use the words in the box to write sentences.

busy quiet clean dirty green modern old safe noisy beautiful

Neighbourhood A

Neighbourhood B

- Neighbourhood A is _____ than Neighbourhood B.
- Neighbourhood B is _____ than Neighbourhood A.
- The streets in A are _____ than in B.
- There are _____ trees in B than in A.
- Neighbourhood A is _____ than Neighbourhood B.
- I think B is _____ because _____.

4 Rewrite the sentences

Use the words in brackets to make a comparative sentence.

- The park is big. The supermarket is small. (bigger)
- My dog is friendly. My cat is shy. (more friendly)
- Our school is modern. The old school is old. (more modern)
- This road is noisy. That road is quiet. (quieter)
- The ocean is important. The forest is important. (more important)
- Winter is cold. Autumn is warm. (colder)

Remember!

short adjectives:
+ -er (small → smaller)

long adjectives:
more + adjective (interesting → more interesting)

irregular:
good → better
bad → worse

5 Make it meaningful!

Complete the sentences with your own ideas.

- My neighbourhood is quieter than _____ because _____.
- I think our school is _____ than _____ because _____.
- A clean beach is _____ than a polluted beach because _____.
- I am _____ this year than last year because _____.
- The world will be a _____ place if we are kinder and more responsible.

6 Your turn - Choose and write

Choose ONE topic and write a short paragraph (4-6 sentences) using at least five comparative adjectives.

My Favourite Animal

Compare it with another animal.

My Neighbourhood

Compare it with another place.

A Cleaner Planet

Compare today with the future.

Small changes make a big difference!

♥ Kind People
♥ Clean Places
♥ Healthy Planet
♥ Happier Communities
♥ A Brighter Tomorrow

We ask questions every day!



Important Questions and Useful Answers

Questions help us communicate and learn!



What?



What is this?

It's a book.
It's a pen.
It's a school.

Who?



Who is this?

It's my friend.
It's my teacher.
It's my mum.

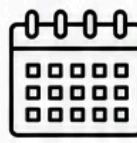
Where?



Where are you?

I'm at school.
I'm at home.
I'm in the park.

When?



When is your birthday?

It's in May.
It's on 10th July.
It's today.

Why?



Why are you late?

Because the bus was late.
Because I was ill.
Because ...

How?



How do you go to school?

I go by bus.
I go by car.
I walk.
I go with my mum.

How are you?



I'm well, thank you.
I'm fine.
I'm good.

I'm not feeling very well.
I'm tired.

I'm happy / sad / angry / excited.

What's the matter?



I have a headache.
I have a tummy ache.
I feel sick.
I have a cold.
I have a sore throat.
I don't feel well.

Can I ... ?



Can I go to the toilet?
Can I drink water?
Can I borrow a pen?
Can I open the window?
Can I help you?
Can I go out, please?

Yes, you can.
No, you can't.

May I ... ?



May I come in?
May I sit here?
May I go to the toilet?
May I have a drink?
May I use the computer?

Yes, of course.
Yes, you may.
I'm sorry, you may not.

Do you ... ?



Do you like English?
Yes, I do.
No, I don't.
Do you have a pet?
Yes, I do.
No, I don't.
Do you play football?
Yes, I do.
No, I don't.

Is it ... ?



Is it a pencil?
Yes, it is.
No, it isn't.

Is it your bag?
Yes, it is.
No, it isn't.

Are you ... ?



Are you ready?
Yes, I am.
No, I'm not.
Are you coming?
Yes, I am.
No, I'm not.
Are you okay?
Yes, I am.
No, I'm not.

Have you ... ?



Have you got a pencil?
Yes, I have.
No, I haven't.
Have you finished?
Yes, I have.
No, I haven't.

Do you need ... ?



Do you need help?
Yes, I do.
No, I don't.
Do you need a tissue?
Yes, I do.
No, I don't.
Do you need more time?
Yes, I do.
No, I don't.

Can you ... ?



Can you help me?
Yes, I can.
No, I can't.
Can you repeat that?
Yes, I can.
Can you speak slower?
Yes, I can.
Can you show me?
Yes, I can.



Interactive Question Time!



Choose a question and answer it!



1. How are you today?



2. Where are you now?



3. When is your birthday?



4. What is your favourite subject?



5. Do you like football?



6. What do you want to be in the future?

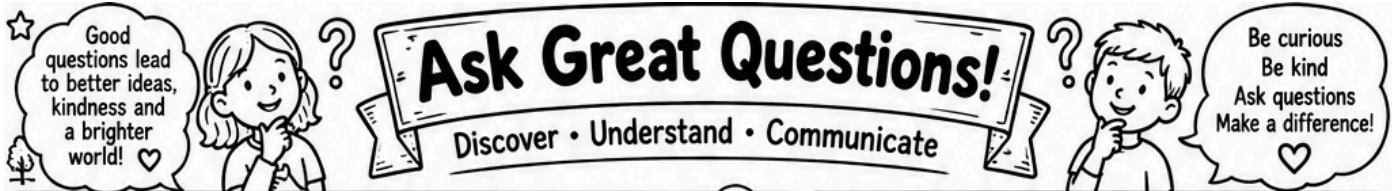


Ask • Answer • Listen • Learn • Be Curious!



Great questions lead to great conversations!





1 Different ways to ask questions

We can ask questions in different ways. Look at the examples.

Question type	Examples	We use it to...
Do ... ?	Do you like your neighbourhood?	ask about what people like or do
Does ... ?	Does your friend live near you?	ask about another person
Is ... ? / Are ... ?	Is your neighbourhood quiet? Are you happy here?	ask about people, places and things
Can ... ?	Can you swim? Can we plant more trees?	ask about ability, permission or possibility
Have ... ?	Have you got a pet?	ask about possessions or experience
Wh- questions	What ... ? Where ... ? When ... ? Why ... ? How ... ? Which ... ?	ask for specific information

There is more than one way to ask a question!

2 Choose the best beginning

Read the sentence. Choose the correct question word or auxiliary verb.

- _____ you like animals? (Do / Are / Can)
- _____ you swim? (Do / Can / Is)
- _____ your neighbourhood quiet? (Is / Does / Have)
- _____ your friend live near you? (Does / Is / Can)
- _____ you got a favourite book? (Have / Are / Do)
- _____ we use the computers? (Can / Does / Is)
- _____ there a park near your house? (Is / Have / Are)
- _____ you help at home? (Do / Can / Does)
- _____ your school have a library? (Have / Is / Does)
- _____ you like living here? (Do / Are / Can)

3 Match the questions to the answers

Draw a line to match each question with the correct answer.

1 Do you like your neighbourhood?	• Yes, I can.
2 Can you ride a bike?	• No, we haven't.
3 Is there a park near your house?	• Yes, there is.
4 Does your friend live nearby?	• The park is my favourite place.
5 Have you got a pet?	• Yes, I am.
6 Are you happy at school?	• No, she lives in another city.
7 Can we make our neighbourhood greener?	• Yes, because it is quiet and friendly.
8 Which place do you prefer?	• Yes, we can!

4 Turn the answer into a question

Read the answer. Write a suitable question.

- Answer: Yes, I can play the guitar.
Question: _____?
- Answer: No, there isn't a cinema near my house.
Question: _____?
- Answer: I walk to school.
Question: _____?
- Answer: Because trees make our neighbourhood greener.
Question: _____?
- Answer: The library is my favourite place.
Question: _____?

5 Make the question better!

Take a simple question and make it more interesting. Follow the example.

Example:

- Do you like your school?
→ **Why** do you like your school?
→ **What** do you like most about your school?

Better questions help us get more interesting answers!

- Do you like animals?
→ _____
→ _____
- Is your neighbourhood safe?
→ _____
→ _____
- Can you use a computer at home?
→ _____
→ _____
- Have you got a favourite place in your town?
→ _____
→ _____



Curiosity Builds a Kinder, Greener World!

6 Be a Reporter!

Work with a partner. Ask at least six different questions. Use the checklist to make sure you include different types of questions. Then complete the sentences.

Your questions must include:

- ☐ one Do ... ? question
- ☐ one Does ... ? question
- ☐ one Is / Are ... ? question
- ☐ one Can ... ? question
- ☐ one Have ... ? question
- ☐ one Wh- question (what, where, when, why, how or which)

Listen carefully and show interest! Good questions make good friends!

The most interesting thing I discovered was _____.

I was surprised to learn that _____.

One question I would like to ask someone else is _____.

Next time, I want to find out _____.

Ask Learn Respect Make a Difference!



Kind People Clean Places Healthy Planet Happier Communities A Brighter Tomorrow

Our experiences make us who we are!



Looking Back - Things We Did

Remember • Talk • Read • Write

We can use past tense verbs to talk about our lives, our adventures and the things that have happened.

What did you do yesterday?
Last week?
Last summer?
I did ...



1 Regular past tense verbs - the -ed rule

Most verbs add -ed in the past tense.

The pronunciation of -ed depends on the last sound of the verb.

/t/

after voiceless sounds
(p, k, s, sh, ch, f, th)

walk → walked
look → looked
help → helped
watch → watched
laugh → laughed

/d/

after voiced sounds
(b, g, l, m, n, r, v, w, y)

play → played
call → called
clean → cleaned
live → lived
enjoy → enjoyed

/ɪd/

after a
/t/ or /d/ sound

want → wanted
need → needed
start → started
end → ended
visit → visited

★ Say the words out loud. Which sound do you hear?

2 Common irregular verbs

Some verbs do not follow the -ed rule. We have to learn them.

infinitive

past

go	went
see	saw
have	had
do	did
make	made
take	took
give	gave
get	got
find	found
think	thought

infinitive

past

come	came
be	was / were
eat	ate
drink	drank
read	read
say	said
tell	told
meet	met
leave	left
buy	bought

★ Can you say them? Cover the past column and try to remember!

3 Sort the verbs

Write the verbs in the correct column.

play go watch see call eat want
live have start meet help do clean

Regular (-ed)

Irregular

Not sure?

5 Choose the correct form

Circle the correct past tense verb.

- I go / **went** to the mountains.
- She see / **saw** a big castle.
- We play / **played** in the park.
- He have / **had** a great time.
- They make / **made** a delicious cake.
- I take / **took** many photos.
- We meet / **met** our friends.
- She buy / **bought** a souvenir.
- I read / **read** an interesting story.
- They leave / **left** early.



Where did you go?
What did you see?
Who did you meet?

6 Fix the mistakes

Each sentence has one mistake. Rewrite it correctly.

- I goed to the beach. _____
- She sawed a beautiful bird. _____
- They had a great time. _____
- I buyed a new football. _____
- We was at the park. _____
- He playd tennis. _____
- I seed a snake. _____
- They leaved late. _____

7 Write about you

Write 5 true sentences about what you did in the past.
Use a mix of regular and irregular verbs.

- _____
- _____
- _____
- _____
- _____

I went ...
I saw ...
I had ...
I played ...
It was ...



8 Challenge!

Use at least three different verbs to write a short paragraph about a day out, a holiday or a special day.



Think about:

- ✓ Where you went
- ✓ Who you were with
- ✓ What you did
- ✓ How you felt

Every experience tells a story!

Learn from the Past

Enjoy the Present

Build a Brighter Future



Verbs tell us
what we do!

Regular Verbs

Past Tense (-ed)

Most regular verbs add -ed in the past tense.

Learn
Practice
Use
Make progress!

Verb	Picture	Past tense	Example sentence
play		played	I played football yesterday.
watch		watched	We watched a film last night.
walk		walked	She walked to school.
look		looked	I looked at the map.
listen		listened	He listened to music.
help		helped	I helped my friend.
call		called	She called her mum.
clean		cleaned	We cleaned the classroom.
live		lived	They lived in Madrid for three years.
start		started	We started at 8 o'clock.
finish		finished	I finished my homework.
visit		visited	We visited our grandparents.
like		liked	I liked the film.
love		loved	She loved the concert.
need		needed	We needed more time.

Verb	Picture	Past tense	Example sentence
use		used	I used my computer.
open		opened	She opened the door.
close		closed	He closed the window.
talk		talked	We talked about our plans.
wait		waited	I waited for the bus.
study		studied	She studied English.
work		worked	He worked at home.
cook		cooked	We cooked dinner.
wash		washed	I washed my hands.
paint		painting	She painted a picture.
tidy		tidied	We tidied our room.
carry		carried	He carried his bag.
answer		answered	She answered the question.
arrive		arrived	We arrived late.
type		typed	I typed a message.
smile		smiled	She smiled at me.
learn		learned	I learned something new.
try		tried	We tried our best.



Remember!
Add -ed
to the verb.

- ✓ Regular verbs follow a pattern.
- ✓ We use the past tense to talk about things that happened in the past.
- ✓ Use these verbs in your speaking and writing!

Small steps
Big progress!



I can
do it!

Learn ♥ Practise ♥ Use ♥ Be Proud ♥



Children's Rights

Kind People, Fairer Places, Brighter Futures

All children have rights!



1 A special person

A long time ago, a woman called **Eglantyne Jebb** saw that many children were hungry, sad and had no school.



Children are important. They have their own rights.

Eglantyne Jebb

2 A list of rights

In 1924 she wrote a list of children's rights. It said children should have:



food



a home



medical care



education



protection

3 A big agreement

In 1989 the United Nations made a special agreement called the **Convention on the Rights of the Child (CRC)**.



UNITED NATIONS



Spain

Many countries, including Spain, have signed it.

This means they promise to respect children's rights.

4 Some children's rights

All children have the right to:



be safe



learn



be healthy



be treated fairly



play and rest



have a family and a home

5 Who helps to protect rights?

Governments, the town hall (local council) and other organisations are called **duty bearers**. They must make sure children's rights are respected.



Government
(makes laws)



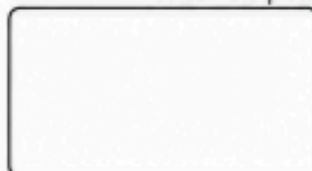
Town hall
(provides services)



School
(keeps children safe)

6 Your turn!

A Which right is most important to you? Colour the picture and write a sentence.



I like _____

_____.

B How can you help?

I can _____

_____.

Small actions make a big difference!



HAPPIER CHILDREN ★ KINDER COMMUNITIES ★ A BRIGHTER WORLD





Children's Rights

A Fairer World for Every Child

Year Four - Term 1



Be Kind
Be Fair
Be Informed
Be the Change

- Learn
- Respect
- Include
- Protect
- Stand Up

1 What are children's rights?

Children's rights are promises that all children should be safe, healthy, happy and able to reach their potential.

They apply to every child in the world, no matter where they live, what language they speak or what their background is.

I have the right to ...
be safe
be heard
be educated
be healthy
be treated fairly



2 A brief history

Complete the timeline using the words from the box.

1924	1948	1959	1989	Today
The first document about children's rights was created. This was called the _____ of Geneva.	The Universal Declaration of Human Rights was adopted.	The United Nations adopted the Declaration of the Rights of the Child.	The UN Convention on the Rights of the Child (CRC) was adopted. It is the most important document today.	196 countries have agreed to the CRC. Governments must work to respect, protect and fulfil children's rights.

Declaration Convention Geneva Human Rights protect 1924 1959

3 Who was involved?

Match the people/organisations to their role.

Eglantyne Jebb	•	•	Helps children and supports their rights today.
United Nations (UN)	•	•	Work to make sure children's rights are respected.
Children around the world	•	•	Helped to create the first document about children's rights in 1924.
Governments	•	•	Share their experiences and remind adults of what is important.
UNICEF	•	•	Adopted the Convention on the Rights of the Child in 1989.

5 True or False?

Read the sentences and tick ✓ True or False.



True	False
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

- Children's rights are the same in every country.
- The first document about children's rights was created in 1989.
- UNICEF helps to support children's rights.
- Children have the right to be heard.
- Children's rights include the right to play.
- Governments must work to respect children's rights.

6 Think and discuss



- Why do you think children's rights are important?
- Do you think all children's rights are respected in every country? Why / Why not?
- What can children do to make the world fairer for other children?

4 Important rights (CRC)

Here are some examples of children's rights.

Choose three that you think are the most important and explain why.

Right to be safe and protected	Right to education	Right to healthcare	Right to a family and care	Right to be heard and to express your opinion
Right to play and rest	Right to a clean and healthy environment	Right to be treated fairly (no discrimination)	Right to develop your talents	Right to information

- _____
- _____
- _____

7 Around the world

Look at the pictures. Write one sentence about each child.

What might their life be like? Which rights are important for them?

A girl going to school _____	A child in a refugee camp _____	A child with a disability _____	A child without clean water _____
---------------------------------	------------------------------------	------------------------------------	--------------------------------------

8 A brighter future

Write a short paragraph about how we can all help to make sure children's rights are respected.



UNITED NATIONS
CONVENTION ON THE RIGHTS OF THE CHILD

CHILDREN TODAY



BRIGHTER TOMORROWS



TOGETHER WE CAN

RESPECT ♥ PROTECT ♥ FULFIL



She
believed
every child
matters.

Eglyne Jebb

A Fairer World for Children



Be kind
Respect
Include
Stand up
for what
is right

1 Read the story

Read the text about Eglyne Jebb.

Eglyne Jebb was born in 1876 in England. She cared about children and wanted them to be safe, healthy and happy.

After the First World War, many children had lost their homes, families and food. Eglyne worked to help them. In 1919, she helped to create an organisation called Save the Children.

In 1924, she helped to write the first document about children's rights. This was called the Declaration of the Rights of the Child.

Eglyne believed that every child, everywhere, should have a fair chance in life.



*"A fairer world
is possible."*

Eglyne Jebb

2 Order the story

Look at the pictures. Write the numbers 1–5 to put the events in the correct order.

	☐	Eglyne was born in 1876 in England.
	☐	After the First World War, she helped children in need.
	☐	In 1919, she helped to create Save the Children.
	☐	In 1924, she helped to write the first document about children's rights.
	☐	She believed that every child, everywhere, should have a fair chance in life.

3 Answer the questions

Write short answers.

- When was Eglyne Jebb born? _____
- Where was she born? _____
- What happened after the First World War?

- What organisation did she help to create? _____
- What was written in 1924? _____
- What did Eglyne believe? _____

4 True or False?

Read the sentences. Tick ✓ True or False.

	True	False
1. Eglyne Jebb was born in 1876.	☐	☐
2. She helped children after the First World War.	☐	☐
3. She created the United Nations.	☐	☐
4. In 1924, she helped to write a document about children's rights.	☐	☐
5. She believed every child should have a fair chance in life.	☐	☐

5 Think and discuss

Look at the questions. Talk to a partner or write your ideas.

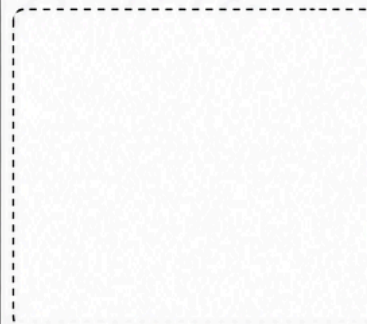
- Why do you think Eglyne Jebb wanted to help children?

- Which of her ideas is most important? Why?

- What can we do today to support children's rights?

6 A brighter future

Draw and write.



I can help to make
the world fairer for
children by ...



Kind People



Strong Communities



Healthy Children



A Fairer World

Small
Actions Make
a Big Difference!





Which Rights Are Most Important?

My Rights, My Voice

Year Four – Term 1



1 All children have rights

Look at the rights below. Tick (✓) the five rights that you think are the most important.

 To be safe and protected ☐	 To an education ☐	 To healthcare ☐	 To a home ☐	 To enough food and clean water ☐
 To be heard and to express my views ☐	 To a family and care ☐	 To play and rest ☐	 To a clean and healthy environment ☐	 To be treated fairly and without discrimination ☐
 To develop my talents ☐	 To access information (including online) ☐	 To my own culture, language and religion ☐	 To be protected from violence and abuse ☐	 To a better future ☐

2 My top three rights

Choose the three rights that are most important to you. Write them below and explain why.

- This right is important to me because ...

- This right is important to me because ...

- This right is important to me because ...

3 Discuss with a partner

Compare your choices. Are they the same or different? Why do you think some people might choose different rights?

We think these rights are important because ...

My partner chose ...

1. _____

2. _____

3. _____

4 Different lives, different needs

Some children face bigger challenges than others. Look at the situations below. Which rights are most important for each child? Choose up to three and explain why.

 A child in a refugee camp	 A child with a disability	 A child in a poor community	 A child who spends a lot of time online
1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

5 Think deeper

Answer the questions in sentences.

- Do you think all children's rights are equally important? Why or why not?

- Can a child have a happy life if one of their rights is missing? Explain your answer.

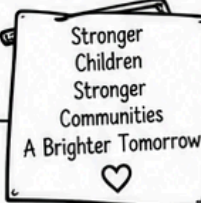
- What can we do at school, in our community or at home to help make sure children's rights are respected?



6 My message for a fairer world

Write a short message or draw a poster about children's rights. You can include:

- one or more rights
- why they are important
- what you want for the future





Staying Safe Online

Smart Choices for a Happier Digital World

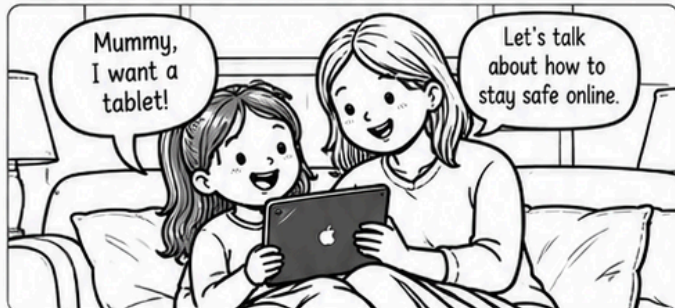
Year Four – Term 1

Be Smart
Be Safe
Be Kind
Be Responsible
Online

Same
Great Me
A Safer
Digital Me

1 The story

Look at the picture and answer the questions.



1. Why does the child want a tablet? _____
2. How do you think the mummy feels? _____
3. What questions might the mummy ask? _____
4. What are some good things about using a tablet? _____
5. What are some possible risks? _____

2 Top 10 Online Safety Rules

Read the rules. Tick (✓) the ones you think are most important.

- ☐ 1. Keep personal information private (name, address, school).
- ☐ 2. Use strong passwords and don't share them.
- ☐ 3. Only talk to people you know and trust.
- ☐ 4. Be kind and respectful online.
- ☐ 5. Think before you click — some links can be dangerous.
- ☐ 6. Ask an adult if you are not sure.
- ☐ 7. Don't share photos or videos without permission.
- ☐ 8. Take breaks and don't spend too much time online.
- ☐ 9. Tell a trusted adult if something upsets you.
- ☐ 10. Remember: what you post can stay online forever.

3 Safe or not safe?

Read the situations. Tick the correct box.

Situation	Safe ✓	Not safe X
A friend from school sends you a message.	☐	☐
A stranger asks for your address.	☐	☐
You see a funny video and share it.	☐	☐
Someone is unkind to you online.	☐	☐
You use a game with people you don't know.	☐	☐
You tell an adult if you see something worrying.	☐	☐
You share a photo of a friend without asking.	☐	☐
You use a strong password.	☐	☐

4 What would you do?

Choose the best option.

1. A stranger sends you a friend request.
 - a) Accept it.
 - b) Ignore it or say no.
 - c) Send them a photo.
2. Someone online is being unkind to you.
 - a) Reply with a nasty message.
 - b) Tell a trusted adult.
 - c) Keep reading it.
3. You see a link to a game that looks exciting.
 - a) Click it straight away.
 - b) Check with an adult first.
 - c) Share it with all your friends.
4. A friend asks for your password.
 - a) Give it to them (they're a friend).
 - b) Say no — keep it private.
 - c) Use the same password.

5 Write and reflect

Complete the sentences.



1. I feel happy online when _____
2. I feel worried online when _____
3. I will keep myself safe online by _____
4. If I see something that upsets me, I will _____
5. One thing I will always remember is _____

6 Design a poster

Create a poster with your own online safety message. Use words, pictures and colour (if you want).



My poster includes:

- ☐ A clear message
- ☐ At least one picture
- ☐ Kind and positive language
- ☐ A useful tip
- ☐ A catchy slogan

7 Talk about it

Discuss with a partner or in a group.

1. What do you like doing online?
2. What are the biggest risks for children your age?
3. How can we help younger children stay safe online?
4. What advice would you give to the character in the story?



8 My promise

Complete and sign.

I promise to:

- think before I click
- keep my personal information private
- be kind and respectful online
- tell a trusted adult if I need help
- use the internet in a safe and positive way

Signed: _____ Date: _____

A Safer
Internet
A Brighter
Future



Be Safe ♥ Be Kind ♥ Be Responsible ♥ Make the Internet a Happier Place for Everyone





Rudolph the Red-Nosed Reindeer

☆ Sing • Read • Learn • Enjoy! ☆

A song
about kindness,
friendship and
being different



Rudolph, the red-nosed reindeer
Had a very shiny nose,
And if you ever saw it
You would even say it glows.

All of the other reindeer
Used to laugh and call him names,
They never let poor Rudolph
Join in any reindeer games.

Then one foggy Christmas Eve
Santa came to say,
"Rudolph, with your nose so bright,
Won't you guide my sleigh tonight?"

Then all the reindeer loved him
As they shouted out with glee,
"Rudolph, the red-nosed reindeer,
You'll go down in history!"



1. New words

Find and circle the words
in the song.

- | | |
|------------|-------------|
| ☆ reindeer | ☆ Christmas |
| red | Santa |
| nose | guide |
| shiny | sleigh |
| glows | tonight |
| other | loved |
| laugh | shouted |
| ☆ names | glee |
| games | history |



2. Think about it!

1. Why did the other reindeer laugh at Rudolph?

2. How did Rudolph feel?

3. What changed at the end?

4. What message does the song give us?

3. Your turn!

Finish the sentences.

I like Rudolph because...

Being different is...

We can be kinder by...

Different makes the world brighter!



My Christmas Story

Plan • Write • Create

Use your imagination!

1

Where does it happen?

(The setting)

Where is your story set?

Use adjectives to describe the place.



2

Who is the main character?

Draw your character and write some words to describe them.

My character is ... _____

kind _____

brave _____

curious _____

helpful _____

other words: _____

3

What happens?

Plan the events in your story. Use three boxes.

Beginning

What happens first?



Middle

What is the problem?
What happens next?



Ending

How does it end?
What is the solution?



4

Write your Christmas story

Now use your plan to write your story.
You can add a title.



Title: _____

5

Draw a picture from your story.



Great stories have interesting characters, a problem
and a happy ending!

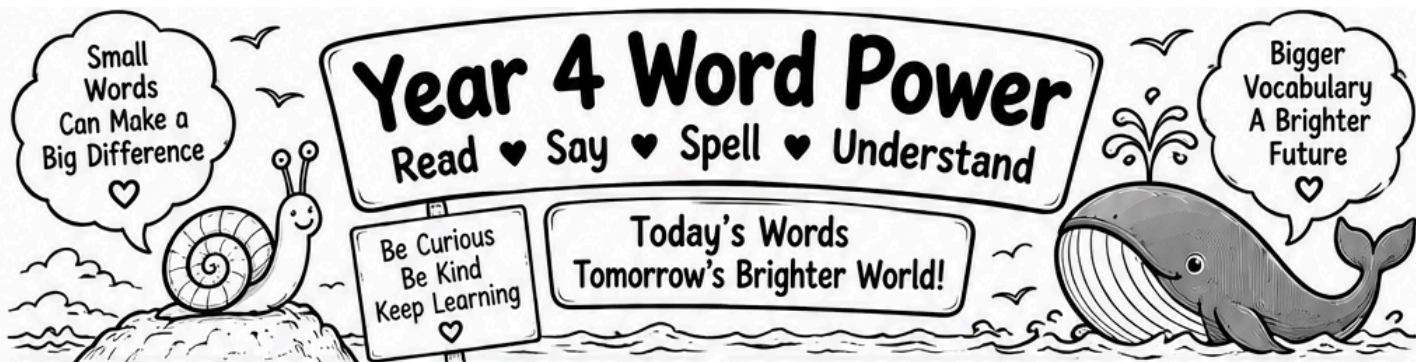


Be creative!
Enjoy writing!
You can do it!



100 High Frequency Words

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an



Word	Read it 	Say it 	Spell it 	Understand it
because	☐	☐	☐	☐
people	☐	☐	☐	☐
children	☐	☐	☐	☐
different	☐	☐	☐	☐
important	☐	☐	☐	☐
beautiful	☐	☐	☐	☐
favourite	☐	☐	☐	☐
interesting	☐	☐	☐	☐
thought	☐	☐	☐	☐
through	☐	☐	☐	☐
enough	☐	☐	☐	☐
again	☐	☐	☐	☐
always	☐	☐	☐	☐
every	☐	☐	☐	☐
before	☐	☐	☐	☐

Word	Read it 	Say it 	Spell it 	Understand it
after	☐	☐	☐	☐
should	☐	☐	☐	☐
would	☐	☐	☐	☐
could	☐	☐	☐	☐
their	☐	☐	☐	☐
there	☐	☐	☐	☐
they're	☐	☐	☐	☐
where	☐	☐	☐	☐
were	☐	☐	☐	☐
which	☐	☐	☐	☐
who	☐	☐	☐	☐
world	☐	☐	☐	☐
friend	☐	☐	☐	☐
environment	☐	☐	☐	☐
journey	☐	☐	☐	☐

How to learn new words

- Look at the word.
- Say it out loud.
- Cover it and write it.
- Check it.
- Use it in a sentence.

Practice a little every day!

This week's star words

Choose 5-6 words to focus on.

- _____ ☐
- _____ ☐
- _____ ☐
- _____ ☐
- _____ ☐
- _____ ☐

"The more words you know, the more you can do."

Words from my reading

Add new words that you find in your books.

My new word	✓
_____	☐
_____	☐
_____	☐
_____	☐
_____	☐
_____	☐
_____	☐





My Spellings

I need to learn to read, pronounce and spell



 Word	 Read it (say it out loud)	 Pronounce it (say the sounds)	 Spell it (write it)	 Check (✓ when correct)
1.				☐
2.				☐
3.				☐
4.				☐
5.				☐
6.				☐
7.				☐
8.				☐
9.				☐
10.				☐
11.				☐
12.				☐
13.				☐
14.				☐
15.				☐
16.				☐
17.				☐
18.				☐
19.				☐
20.				☐



My Spelling List

Tricky words from my reading books

New words help me be a better reader!

When I find a word I don't know, I write it here so I can learn to spell it.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____



Keep practising!
You can do it!





Some verbs
change in a
different way!

Irregular Verbs

Past Tense

We have to learn these! ♥

Use them
to talk about
what happened
in the past!



Verb	Picture	Past tense	Example sentence
be		was / were	I was at home. They were happy.
become		became	She became a teacher.
begin		began	We began at 8 o'clock.
bring		brought	He brought a present.
buy		bought	I bought a new book.
come		came	She came to my house.
do		did	We did our homework.
drink		drank	I drank some water.
eat		ate	We ate pizza.
find		found	She found her keys.
get		got	I got a new phone.
give		gave	He gave me a present.
go		went	I went to the park.
have		had	We had a great time.
hear		heard	I heard a loud noise.
keep		kept	She kept her diary.
know		knew	I knew the answer.
leave		left	They left early.

Verb	Picture	Past tense	Example sentence
make		made	We made a cake.
meet		met	I met my friend.
pay		paid	She paid for lunch.
put		put	I put my bag here.
read		read	I read an interesting story.
run		ran	He ran to catch the bus.
say		said	She said , "Well done!"
see		saw	We saw a beautiful view.
send		sent	I sent an email.
sing		sang	She sang a song.
sit		sat	He sat on the chair.
sleep		slept	I slept very well.
speak		spoke	She spoke English.
take		took	I took lots of photos.
tell		told	He told me the truth.
think		thought	I thought it was a good idea.
understand		understood	She understood quickly.
write		wrote	I wrote a letter.
win		won	They won the match.

Practice
a little bit
every day! ♥

- ✓ These verbs do not follow the -ed rule.
- ✓ Learn the past tense form.
- ✓ Use them in speaking and writing.
- ✓ Try to make your own sentences.

Mistakes help
us learn!
Keep going! ♥



Small Steps ★ Big Progress!



End of Term Assessment

Year 4 – English

Look back • Show what you know • Be proud!



1 Vocabulary – Choose the word

Tick (✓) the correct word to complete each sentence.

- I live in a _____ neighbourhood.
☐ quiet ☐ noisy ☐ tall
- The park is _____ my house.
☐ in ☐ on ☐ near
- My school is _____ the library.
☐ next to ☐ between ☐ behind
- I felt _____ when I saw my friends.
☐ happy ☐ worried ☐ nervous
- We must _____ the environment.
☐ help ☐ hurt ☐ ignore



2 Grammar – Complete the sentences

Use the correct form of the verb (present or past).

go have see make do be

- Yesterday, I _____ to the cinema.
- I _____ a new friend at school.
- We _____ our homework every day.
- She _____ a pet cat.
- They _____ happy at the party.
- I _____ a cake for my family last weekend.



Remember to use the correct verb form!

3 Questions – Choose the best question

Tick (✓) the most suitable question for the answer.

- Answer:** Yes, I can.
☐ Can you swim?
☐ Do you swim?
☐ Are you swimming?
- Answer:** I live near the school.
☐ Where do you live?
☐ Do you live near the school?
☐ What do you live?
- Answer:** Because it is important.
☐ Why is the environment important?
☐ What is the environment important?
☐ When is the environment important?
- Answer:** My grandmother.
☐ Who do you live with?
☐ Where do you live with?
☐ What do you live with?



4 Reading – Read and answer

Read the short text and answer the questions.

Our Green Neighbourhood

Our neighbourhood is a lovely place. There is a big park with trees and a river. Many people walk or ride their bikes. We help to keep our neighbourhood clean. Last month, we organised a litter pick. We collected ten bags of rubbish! Now the park looks much cleaner and the animals are happier.



- What is there in the neighbourhood? _____
- How do people travel? _____
- What did they do last month? _____
- Why is it important to keep the neighbourhood clean? _____

5 Choose the correct option

Tick (✓) the correct ending.

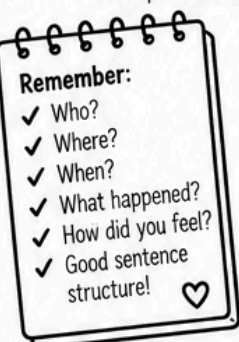
- I went to the beach last summer. It was _____.
☐ cold and rainy ☐ hot and sunny ☐ noisy and busy
- My favourite season is _____ because I love Christmas.
☐ spring ☐ summer ☐ winter
- We can _____ more trees in our town.
☐ plant ☐ plants ☐ planted



6 Writing – A short paragraph

Write 6–8 sentences about a special day.

You can write about a holiday, a family day, a school event or a day with your friends. Use past tense and try to include descriptive words.



7 Talking About You – Tick and write

Look back at this term. Tick (✓) and complete the sentences.

- I can talk about my neighbourhood. 😞 😐 😊
- I can ask and answer questions. 😞 😐 😊
- I can use past tense verbs. 😞 😐 😊
- I can write a short text. 😞 😐 😊
- I can understand a short text. 😞 😐 😊

The thing I am most proud of is _____

Next term, I want to _____





I can reflect on my learning and see how far I've come!

My English Learning Journey

Year 4 – End of Term Self-Assessment

Look back • Be honest • Be proud • Set your next goal!

Small steps make big progress!

Learn

Improve

Shine

1 How do I feel about English?

Colour the face that shows how you feel now.



I find it difficult sometimes.



I'm not sure yet.



I'm getting better.



I'm happy with my progress.



I feel confident!

3 What have I enjoyed most this term?

Tick (✓) up to three.



Stories



Songs



Creative activities



Working with my friends



Games



Learning about other places and cultures



Projects



Speaking in class

2 My skills – How am I doing?

Tick (✓) the box that is true for you.

	Not yet	A little	Quite well	Very well
I can listen and understand simple English.	☐	☐	☐	☐
I can speak in English.	☐	☐	☐	☐
I can read and understand short texts.	☐	☐	☐	☐
I can write simple sentences and short paragraphs.	☐	☐	☐	☐
I can ask and answer questions.	☐	☐	☐	☐
I know and use new vocabulary.	☐	☐	☐	☐
I can use the past tense.	☐	☐	☐	☐
I can understand and respect different cultures.	☐	☐	☐	☐
I can talk about important topics (like the environment or rights).	☐	☐	☐	☐

4 What am I most proud of?

Tick (✓) or write your own idea.

- ☐ I can understand a short text.
- ☐ I can speak more confidently.
- ☐ I have learnt new vocabulary.
- ☐ I can use the past tense.
- ☐ I can write a good paragraph.
- ☐ I can ask and answer questions.
- ☐ I can talk about important topics (e.g. the environment, kindness).
- ☐ I have worked hard.
- ☐ I can help and support my classmates.
- ☐ Other: _____



5 What is still difficult for me?

Tick (✓) or write your own idea.

- ☐ Remembering new words.
- ☐ Using the past tense.
- ☐ Understanding longer texts.
- ☐ Speaking in front of the class.
- ☐ Writing a good paragraph.
- ☐ Pronunciation.
- ☐ Asking questions.
- ☐ Other: _____

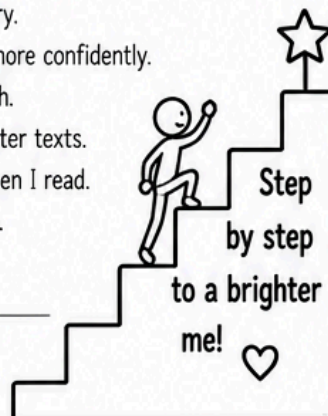
It's OK if something is still difficult. I can keep practising!



6 My next steps

What do I want to improve next term? Choose one or two goals.

- ☐ I want to learn more vocabulary.
- ☐ I want to use the past tense more confidently.
- ☐ I want to speak more in English.
- ☐ I want to write longer and better texts.
- ☐ I want to understand more when I read.
- ☐ I want to ask better questions.
- ☐ I want to be more confident.
- ☐ Other: _____



7 A message to myself

Complete the sentences.

This term I have learnt _____

I am proud of _____

Next term I will _____

I believe I can _____

8 Colour a smile!

Colour the star that shows your effort this term.



I didn't try my best.



I tried sometimes.



I tried hard.



I gave my best effort!



Kind People

Curious Learners

Respectful Communities

A Brighter Tomorrow

You can do it!