



Be . Build . Become

'Encourage one another and build each other up.' Thessalonians 5:11

Fluency Home Learning

Y4 – Ancient Civilisations

Name: _____

Parent Guidance

This booklet supports your child's reading and writing fluency through the topic Ancient Civilisations. Tasks are not marked and should be enjoyable, low-pressure opportunities to rehearse reading skills, build topic knowledge and practise writing clear sentences.

- Read the passage together.
- Talk about new vocabulary.
- Use the sentence stem to support writing.
- Mini Challenges are optional.
- Discuss ideas using the Parent Question.

How to Support Your Child

- Encourage re-reading for fluency.
- Help decode unfamiliar words.
- Celebrate small successes.
- Support clear, complete sentences

Year 4 English Writing – National Curriculum

Summary

In Year 4, children develop greater confidence and independence in their writing. They learn to organise ideas clearly, expand their vocabulary and use a wider range of grammar features. Key expectations include:

Composition

- Plan writing discussing ideas and gathering key vocabulary.
 - Organise writing into **clear paragraphs**.
 - Use topic vocabulary
 - Write for different purposes
 - Edit and improve writing by checking clarity, punctuation and vocabulary choices.
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Grammar and Sentence Skills

- Use a variety of sentence types, including more complex sentences.
 - Use a wider range of **conjunctions** (e.g., although, because, while).
 - Add detail using **prepositions** and **adverbial phrases**.
 - Use **fronted adverbials**, followed by a comma.
 - Include **expanded noun phrases** for description.
 - Use punctuation accurately, including speech marks and apostrophes.
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Spelling and Handwriting

- Spell Year 3/4 words and use prefixes and suffixes accurately.
 - Apply spelling rules taught in class.
 - Maintain legible, joined handwriting.
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Vocabulary and Clarity

- Build a wider vocabulary through reading and topic work.
- Read writing aloud to check that it makes sense.

**This space is for you to record your
glossary**

Task 1 — Civilisation

Reading Passage:

A civilisation is a large group of people living together with shared rules, farming, buildings and beliefs. Early civilisations developed near rivers where people could grow crops, travel and trade.

Word Bank:

civilisation • rules • farming • trade • river

Sentence Stem:

A civilisation is...

Your Task:

Write one sentence explaining what a civilisation is.

Mini Challenge:

Explain why early civilisations grew near rivers.

Glossary Task:

Define civilisation in your own words.

Parent Question:

Why do you think civilisations grow in the same kinds of places?

Task 2 — Ancient Sumer

Reading Passage:

Ancient Sumer was one of the first civilisations in the world. People lived in city-states ruled by kings. Sumerians invented writing called cuneiform and built large temples called ziggurats.

Word Bank:

Sumer • city-state • king • cuneiform • ziggurat

Sentence Stem:

Ancient Sumer...

Your Task:

Write one sentence describing something important about Ancient Sumer.

Mini Challenge:

Why was cuneiform useful to Sumerians?

Glossary Task:

Choose cuneiform or ziggurat and explain it.

Parent Question:

How was Sumer different from life today?

Activity	Date Completed
TASK 1	
TASK 2	
TASK 3	
TASK 4	
TASK 5	
TASK 6	
TASK 7	
TASK 8	
TASK 9	
TASK 10	

Well done for completing all your tasks

Task 10 — Comparing Civilisations

Reading Passage:

Ancient Sumer, Egypt and the Indus Valley all developed writing, farming and trade, but each civilisation had unique buildings, beliefs and ways of life.

Word Bank:

Sumer • Egypt • Indus • trade • beliefs

Sentence Stem:

These civilisations...

Your Task:

Write one sentence comparing two civilisations.

Mini Challenge:

Write one similarity and one difference using information from the passage.

Glossary Task:

Define belief or trade.

Parent Question:

What are two things these civilisations all developed?

Task 3 — Changes Over Time

Reading Passage:

Over time, civilisations changed as new tools, farming methods and ideas spread. People began to specialise in different jobs, such as metalworking, farming or trading.

Word Bank:

change • tools • farming • jobs • trade

Sentence Stem:

Over time...

Your Task:

Write one sentence explaining how civilisations changed.

Mini Challenge:

Explain why new tools helped civilisations grow.

Glossary Task:

Define the word tools or farming.

Parent Question:

What change do you think was most important?

Task 4 — Everyday Life

Reading Passage:

People in ancient civilisations cooked food, made clothes, cared for animals and worked in different trades. Children learned skills from their families, and communities worked together to survive.

Word Bank:

food • clothes • animals • trades • community

Sentence Stem:

Everyday life...

Your Task:

Write one sentence describing everyday life in an ancient civilisation.

Mini Challenge:

Write two activities someone might do each day.

Glossary Task:

Explain community.

Parent Question:

Which everyday job would you choose and why?

Task 9 — Indus Valley Civilisation

Reading Passage:

The Indus Valley civilisation had well-planned cities with straight streets, drains and large public buildings. People traded goods, made seals and used standardised weights.

Word Bank:

Indus • trade • drains • seals • city

Sentence Stem:

The Indus Valley...

Your Task:

Write one sentence describing a feature of the Indus Valley civilisation.

Mini Challenge:

Explain why planning was important for cities.

Glossary Task:

Define trade or city.

Parent Question:

What makes the Indus Valley impressive?

Task 8 — Artefacts and Sources

Reading Passage:

Artefacts such as pottery, tools, jewellery and buildings help historians learn about the past. Sources give clues about how people lived, what they believed and what they valued.

Word Bank:

artefact • source • pottery • tools • clues

Sentence Stem:

An artefact...

Your Task:

Write one sentence describing what an artefact is.

Mini Challenge:

Choose one artefact from the passage and write what clue it might give.

Glossary Task:

Define artefact.

Parent Question:

What kinds of artefacts are listed in the passage?

Task 5 — Hierarchy and Power

Reading Passage:

Many ancient civilisations had strict hierarchies. At the top were rulers and priests. Below them were workers, farmers and craftspersons. At the bottom were enslaved people who had very few rights. This meant that some groups had much more power than others.

Word Bank:

hierarchy • ruler • priest • farmer • rights

Sentence Stem:

In this hierarchy...

Your Task:

Write one sentence describing a group in the hierarchy.

Mini Challenge:

Which group had the most power? Which group had the least?

Glossary Task:

Define hierarchy.

Parent Question:

Which groups were near the top and bottom of the hierarchy?

Task 6 — Significant Events

Reading Passage:

Ancient civilisations experienced important events such as inventions, battles, droughts or the rise of powerful leaders. These events changed how people lived and shaped history.

Word Bank:

event • invention • battle • leader • history

Sentence Stem:

A significant event...

Your Task:

Write one sentence describing an important event in a civilisation.

Mini Challenge:

Explain how one event can change many lives.

Glossary Task:

Choose event or invention and explain it.

Parent Question:

Name one significant event mentioned in the passage.

Task 7 — Ancient Egypt

Reading Passage:

Ancient Egypt developed along the River Nile. Egyptians built pyramids, created hieroglyphic writing and believed in many gods. Pharaohs ruled Egypt and were seen as both kings and religious leaders.

Word Bank:

Egypt • Nile • pyramid • hieroglyphs • pharaoh

Sentence Stem:

Ancient Egypt...

Your Task:

Write one sentence describing something important about Ancient Egypt.

Mini Challenge:

Explain how the Nile helped Egypt grow.

Glossary Task:

Define pyramid or pharaoh.

Parent Question:

List two things the passage says Egyptians built or created.