

Home Learning Year 4

Thankyou so much for all of the feedback we have already been sent. We have really enjoyed seeing the work the children have produced and it is clear that you have been giving them a great deal of support.

Again, please do not hesitate to contact us with any concerns or requests using the email addresses below. Please also use these addresses to email us any completed work.

The emails to use are:

Year 3 – RTLYear3@LakesPrimary.co.uk

Year 4 – RTLYear4@LakesPrimary.co.uk

A member of the Y3/4 team will be monitoring these accounts each day and they will reply asap.

As the weather turns very cold and icy, please continue to keep as active as possible. Physical activity is so important for our mental and physical health. There are a number of fun, whole family activities in the link below.

<https://www.nhs.uk/change4life/activities/indoor-activities>

Please continue to keep safe.

The Year 3/4 team

Monday

11.01.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>						
1	<p>https://www.literacyshed.com/dumspiro.html#</p> <p>Watch this short animation about Spiro, a young Roman soldier.</p>							
2	<p>Can you retell the story to someone else in the family, explaining to them what happens?</p> <p>You might find it useful to break the key events up in to the beginning, middle and end.</p>							
3	<p>Now read the written story version of Spiro on the next page. Can you copy and complete this table by identifying the different vocabulary?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Adjectives</th> <th style="width: 33%; text-align: center;">Adverbs</th> <th style="width: 33%; text-align: center;">Conjunctions</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Adjectives	Adverbs	Conjunctions				Spiro Story – see next page
Adjectives	Adverbs	Conjunctions						
4	<p>The following sentences about Spiro do not have any adjectives, adverbs or conjunctions. Can you add your own?</p> <p>Spiro wore a Roman soldier’s uniform.</p> <p>Spiro rode the horse.</p> <p>The forest was quiet.</p> <p>Spiro made a weapon.</p>							

Spiro

As the early morning haze began to lift, the sleeping town in Ancient Rome remained silent and still. Hidden inside their decorative tents, the Roman soldiers rested whilst their bodies prepared for the day ahead. Sand and dust danced through the sky whilst the gentle breeze whispered across the land. Soon, the town would awaken and the usual hustle and bustle would resume as the sun takes its throne up in the sky.

The town lay dormant except for the scurrying lone figure of a young ambitious soldier, Spiro. Dressed in the grand armour of a Roman soldier, you may of thought at first that Spiro was one of the many great Roman warriors, but don't be fooled. Beneath the heavy, shimmering armour, was a young and inexperienced boy. His hazel brown eyes concealed his kind nature but it was his small, petite frame, which gave away his youth and inexperience. Spiro yearned to be a mighty Roman warrior but so far, his only jobs involved sweeping the roads, fetching the food and lighting the fires. Until one day, when his name was bellowed across the camp.

"SPIRO!" boomed the voice. Frozen to the spot, Spiro could not believe his ears. He was being called to the great Caesar's tent. Quickly, he dashed to the tent before coming to a sudden halt outside the entrance.

"Come in!" bellowed the voice as a nervous Spiro rushed inside. Caesar showed Spiro an envelope with the royal, wax seal glistening as it began to set, concealing the secret message which lay hidden inside. His task was to deliver the letter to the Barbarian camp and he was determined to succeed so he could impress the great and powerful Caesar. He stood up straight, pulled his shoulders back and marched away on his journey without hesitation, despite Caesar warning him that it would not be an easy job.

As the hours passed, he marched over hills, through streams and over cobbled streets without showing any signs of tiredness. Nothing could stop him! Or could it? Before long, he reached a tranquil looking forest. Butterflies fluttered gently through the sky as birds sang their tuneful melodies in the towering trees. Spiro did not expect *this* to be the stage of the journey which would cause him the greatest difficulty.

On he marched, without a care in the world until, SMACK! He bumped in to a giant bear who stood as solid as a brick wall. Thinking proudly of his mission to be

completed for his leader, Spiro did not let this stop him. Rapidly, he charged towards the bear with the war cry of a fighting soldier. SMACK! The bear was waiting for him. Next, he tried to distract him by cunningly throwing a rock into the opposite direction and then running the opposite way. SMACK! Defeated again. Patiently, he then waited for the bear to fall asleep so that he could quietly creep by but a cheeky squirrel cracked a stick so loud that the noise echoed around the whole forest. SMACK! Spiro had been caught again. Running out of ideas, Spiro thought like a soldier and returned with a giant weapon, which could launch him in the air so that he could fly like a rocket to the other side. SMACK! That didn't go as planned either. Spiro was getting annoyed and worried. He would not let this bear stop him from becoming a great warrior. Finally, he decided to try and flatter the bear by giving him a beautiful bunch of flowers. In a daze of appreciation, the bear did not notice Spiro whizzing through the forest and exiting on the other side.

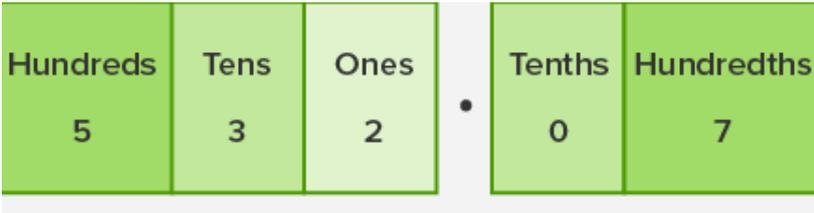
After Spiro's escape, the bear was furious. Supported by his squirrel allies, the bear charged after Spiro, trying his hardest to prevent him escaping to the land of the Barbarians. When Spiro eventually reached the Barbarian gates, he felt so victorious about escaping the bear, that he did not stop to think about the beasts that the Barbarians may be or the dangers he was about to come face to face with. The Barbarian gates over shadowed Spiro with a skull and cross bones warning anyone approaching of the dangerous fate that could lay beyond the wall.

As the gate opened, Spiro nervously stepped forward whilst losing all the confidence he started his journey with and returning to the inexperienced boy he was. A beast of a Barbarian stood before him, so huge and ginormous that he made the bear look like a teddy bear! The terrifying man demanded that Spiro handed over the letter. He read the letter whilst thoughtfully consulting his maps, before furiously scribbling down a reply message. Spiro was convinced that he had done it, he had delivered the message and would now be known as one of the greatest soldiers in Rome.

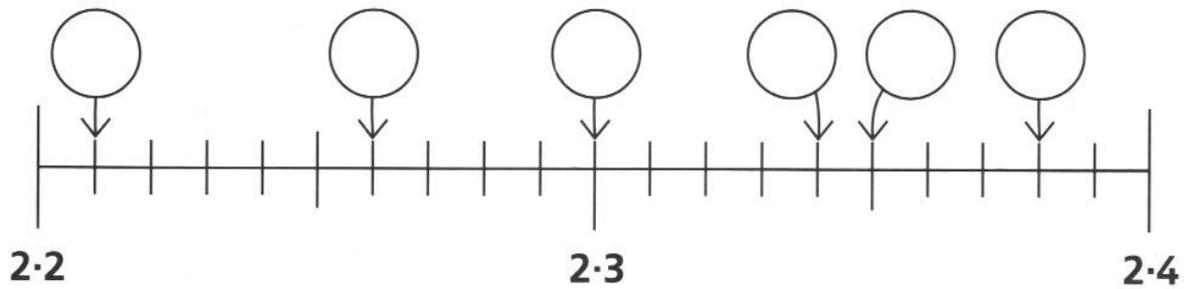
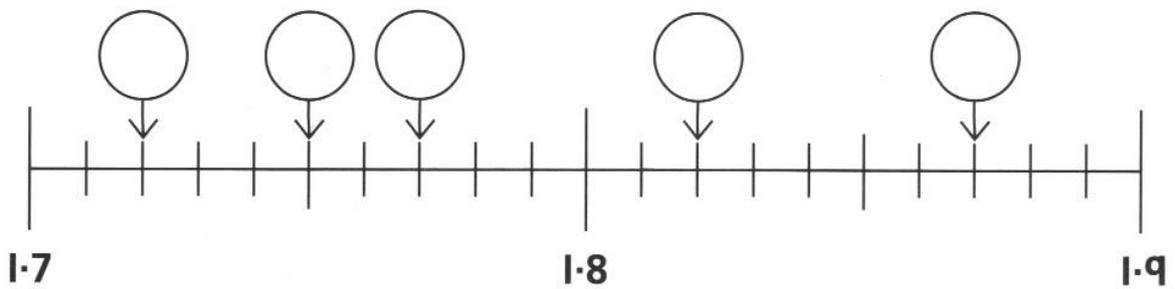
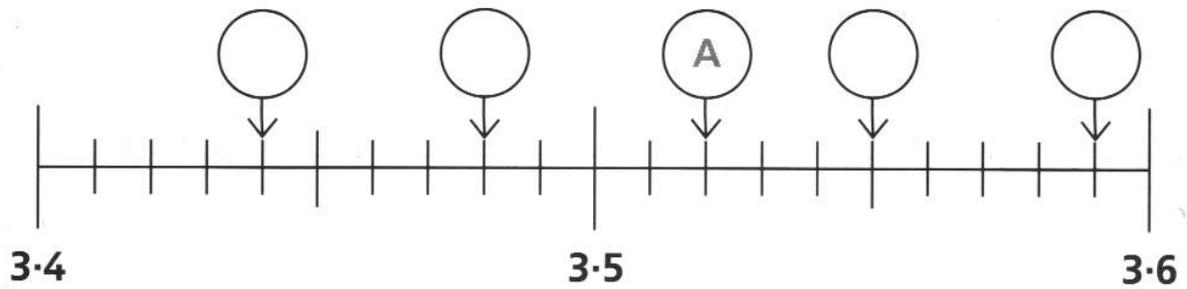
However, his celebrations were a bit premature for when he exited the Barbarian gates to begin his return journey to Caesar, a familiar figure was waiting for him. Tall, towering, brown and filled with a thirst for revenge, he Spiro found himself facing the Bear once more!

Curriculum Activities

	Activity Description	Resources												
1	<p>PSHE – How much time do you spend on an electronic device?</p> <p>Think about your day yesterday, make a timetable of everything that you did. Make any times that were spent on an electronic device a different colour. How much time did you spend on a device?</p> <p>Now we are in a lock down and having to learn from home, it is more important than ever that we make time for physical activity to keep our mind and body healthy. Too much time on a screen can effect the following:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="text-align: center;">Headache</td> <td style="text-align: center;">Finding it difficult to get to sleep</td> <td style="text-align: center;">The device feels very hot</td> <td style="text-align: center;">Feeling moody or grumpy</td> </tr> <tr> <td style="text-align: center;">Constantly thinking about being online</td> <td style="text-align: center;">Family members mention how long you've been online</td> <td style="text-align: center;">Blurry vision</td> <td style="text-align: center;">The device runs out of battery</td> </tr> <tr> <td style="text-align: center;">Feeling hungry</td> <td style="text-align: center;">Looking at the clock and realising lots of time has passed</td> <td style="text-align: center;">A message on the screen asking if you're still there</td> <td style="text-align: center;">Neck ache</td> </tr> </table> <p>Can you think of any more negative effects of too much screen time?</p> <p>Work with an adult to create an agreement which outlines how screen time will work in your house. Think about sharing it with your siblings, what time devices will be switched off, if you will all play a game together at some point, what the devices can be used for. Your agreement could look like the picture in the resources.</p>	Headache	Finding it difficult to get to sleep	The device feels very hot	Feeling moody or grumpy	Constantly thinking about being online	Family members mention how long you've been online	Blurry vision	The device runs out of battery	Feeling hungry	Looking at the clock and realising lots of time has passed	A message on the screen asking if you're still there	Neck ache	<p>https://heartmindonline.org/resources/creating-a-family-screen-time-agreement-the-heart-mind-way</p> <p>Adults, this website gives you some great points to consider with increased screen time at home.</p> 
Headache	Finding it difficult to get to sleep	The device feels very hot	Feeling moody or grumpy											
Constantly thinking about being online	Family members mention how long you've been online	Blurry vision	The device runs out of battery											
Feeling hungry	Looking at the clock and realising lots of time has passed	A message on the screen asking if you're still there	Neck ache											
2	<p>PE</p> <p>Click on the blue link to see how to play Wacky Races. You will need some space and two objects to mark the start and finish line.</p> <p>https://www.youtube.com/watch?v=juEOiVzGw84&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=32</p> <p>Can you create some of your own ideas?</p>													

Maths		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a day – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<p>A. $678 + 536 =$</p> <p>B. $872 - 467 =$</p> <p>C. $354 \times 8 =$ $54 \times 5 =$</p> <p>D. $276 \div 7 =$ $76 \div 3 =$</p> <p>E. Find the perimeter of a square when one side is 8cm.</p>
2	<p>Using the link in the resources, complete the quiz, watch the lesson & complete the activities which follow exploring decimal numbers.</p> <p>Remember place value of decimal numbers:</p>  <p>Can you order these decimal numbers from smallest to largest? Now try the activity sheet on the next page.</p> <p>If you would like to review this further, more free activity sheets are available from:</p> <p>https://www.math-salamanders.com/image-files/free-4th-grade-math-worksheets-ordering-decimals-2dp-1.gif</p>	<p>https://classroom.thenationalacademy/lessons/ordering-decimals-6gt66r</p> <p>Activity sheet – next page</p>
3	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

Hundredths



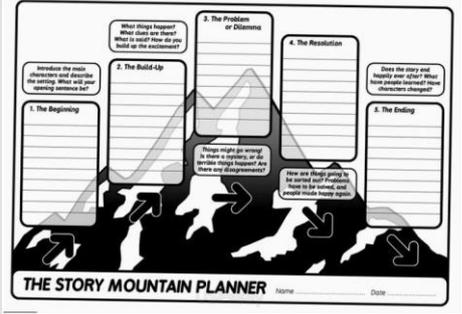
Write the correct letter for each pointer.

- | | | | | | | | |
|----------|------|----------|------|----------|------|----------|------|
| A | 3.52 | B | 1.77 | C | 1.72 | D | 2.38 |
| E | 1.82 | F | 3.48 | G | 2.34 | H | 3.44 |
| I | 2.35 | J | 2.26 | K | 3.55 | L | 1.75 |
| M | 3.59 | N | 2.3 | P | 1.87 | Q | 2.21 |

Tuesday

12.01.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Recap the story by watching the video of Spiro. https://www.literacyshed.com/dumspiro.html#</p> <p>Can you label a story mountain to show what happens in the beginning, build up, problem, resolution and ending? It could look like the picture in the resource column.</p>	
2	<p>Using what you have read. Can you answer the questions below using full sentences? You can type your answers or write them.</p> <ol style="list-style-type: none"> 1. Give one sentence from the first paragraph, which proves that the story is set during the morning. 2. What does it mean when it says, “the sun takes up its throne in the sky”? 3. Why might you think at first that Spiro is a great Roman soldier? 4. Can you find 2 different ways to describe Spiro’s appearance from the text? 5. Caesar speaks loudly to Spiro. Give two words that prove this. 6. Why didn’t Spiro expect the forest to be a problem for him at first? 7. How many different ways did Spiro try to get passed the bear? 8. Why did Spiro lose all his confidence when the Barbarian gates opened? 9. Why did the bear want revenge? 10. What do you think will happen to Spiro now? 	
3	<p>Can you create a 10 question quiz for another person to answer about the story? Remember to include the answers so they can check they are correct!</p>	

Curriculum Activities

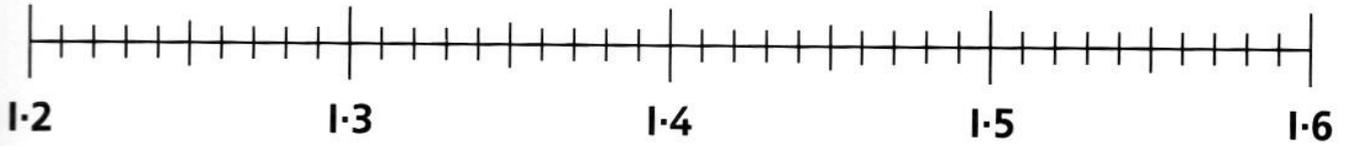
	<u>Activity Description</u>	<u>Resources</u>
1	<p>French: Watch the video to revise numbers 1-20 in French.</p> <p>Can you match these numbers to the words? https://wordwall.net/resource/38676/french-numbers-1-20</p> <p>This is a good game for revision.</p> <p>Once you are confident in these, use the second link to learn the numbers 21-50. Use this game to revise 1-30 https://wordwall.net/resource/3027772/french/french-numbers-1-30</p>	<p>Numbers 1-20 https://www.youtube.com/watch?v=8hK4Leo2rTI</p> <p>Numbers 21-50 https://www.youtube.com/watch?v=8sMbFubPIJ8</p>
2	<p>Creative: Using the websites in the resources, research Julius Caesar and make notes about the following questions:</p> <p>When and where was he born? What was his childhood like? What happened during his military career? Why is he famous? How did he die? What do we still have today which was created by Caesar? Are there any other interesting facts?</p>	<p>https://www.ducksters.com/history/ancient_rome/julius_caesar.php</p> <p>http://www.primaryhomeworkhelp.co.uk/romans/famous.htm</p> <p>https://www.bbc.co.uk/bitesize/clips/zs2mhyc</p>

Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a day – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<p>A. $536 + 298 =$ B. $736 - 459 =$ C. $362 \times 7 =$ $62 \times 4 =$ D. $276 \div 6 =$ $76 \div 6 =$ E. Find $\frac{3}{10}$ of 90</p>
2	<p>Yesterday we looked at how you can order decimals. Today we are going to look at how we can compare them using the symbols $<$ $>$ or $=$.</p> <p>E.g. $6 < 9$ (6 is smaller than 9)</p> <p>$7 > 2$ (7 is greater than 2)</p> <p>$2 = 2.0$ (2 is the same as 2.0)</p> <p>Complete the quiz, watch the video and try the activities using the link in the resources.</p> <p>Then complete the activity sheet on the next page. You do not need to print the sheet, you can just copy out the questions if you'd prefer.</p> <p>CHALLENGE – Q15-20 – $\frac{21}{100}$ is the same as 0.21. Can you compare the fractions?</p>	<p>https://classroom.thenational.academy/lessons/comparing-decimals-61j38d?activity=intro_quiz&step=1&view=1</p> <p>activity sheet – next page</p>
3	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

Ordering decimals

Write < or > between each pair.



1. 1.25  1.35

2. 1.41  1.37

3. 1.46  1.57

4. 1.2  1.4

5. 1.5  1.3

6. 1.3  1.42

7. 1.3  1.24

8. 1.59  1.5

9. 1.25  1.3

10. 1.3  1.29

11. 1.4  1.61

12. 1.41  1.3

13. 1.21  1.5

14. 1.54  1.35

15. $1 \frac{31}{100}$  $1 \frac{3}{10}$

16. 1.5  $1 \frac{47}{100}$

17. 1.32  $1 \frac{4}{10}$

18. $1 \frac{41}{100}$  1.45

19. 1.5  $1 \frac{33}{100}$

20. $1 \frac{3}{10}$  $1 \frac{29}{100}$

Wednesday

13.01.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>In Spiro, there are 3 main characters. Spiro, the General and the Bear.</p> <p>Can you draw a picture of each character and label it with adjectives to describe their appearance (what they look like).</p> <p>Remember to watch the video again and use the story for ideas.</p>	<p>Spiro Video link from Monday Spiro story from Monday</p>
2	<p>Now think about how these characters would act. Can you add adverbs and a verb to your characters to describe their personality (how they behave).</p> <p>E.g. Spiro <u>Frantically runs</u> <u>Nervously talks</u> to the General <u>Quietly creeps</u> to the bear</p>	
3	<p>Read the page on the weblink in the resources for more information about adverbs.</p> <p>Copy and complete the free activity sheet on the second weblink. For the extension section, can you write questions about the characters from Spiro?</p>	<p>https://www.theschoolrun.com/what-is-an-adverb</p> <p>https://www.primaryresources.co.uk/english/pdfs/3adverbubbs.pdf</p>

Curriculum Activities

Curriculum Activities		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>Science:</p> <p>On a sheet of paper, write down any facts you know about light. Did you know that the Sun is the major source of light? Watch the BBC video on reflective light and road safety.</p> <p>Use a torch to make shadows (you could use the torch on a mobile phone). Write down how you think shadows are made.</p> <p>Are shadows longer at the start of the day (sunrise), the middle of the day or at the end of the day (sunset)? You could take photos of your shadow at different times during the day or mark how long shadows are on the ground using chalk.</p>	<p>Reflective light And road safety video https://www.bbc.co.uk/bitesize/clip/s/ztcg9j6</p>
2	<p>ICT:</p> <p>Creating a branching database.</p> <p>A branching database is used to separate different objects by asking a question and providing a yes and a no answer. You then answer the next question – for example:</p> <div style="text-align: center; background-color: #fff9c4; padding: 10px; border: 1px solid #ccc;"> <p>Does it fly?</p> <p>Yes No</p> <p>Does it have wings? Does it have an engine?</p> <p>Yes No Yes No</p> </div> <p>Use the questions and pictures on the attached sheet to create your own branching database. You could cut the pictures and questions out or copy them yourself and draw the arrows in to the correct places.</p>	<p>Attached sheet.</p>

Does it have a tail?

Does it have a fin on its back?

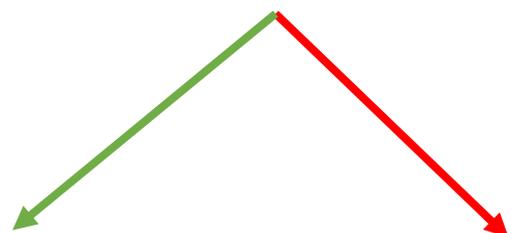
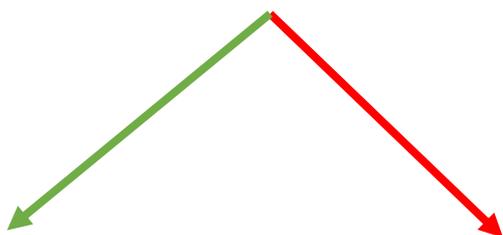
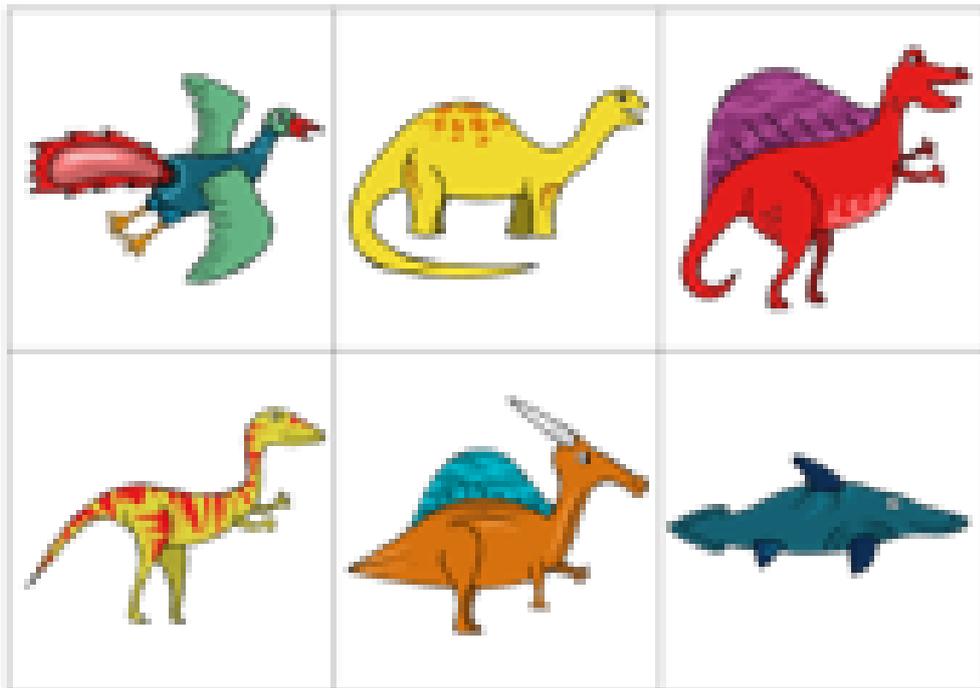
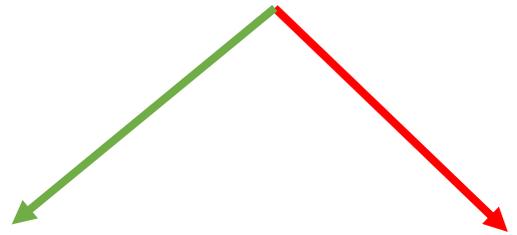
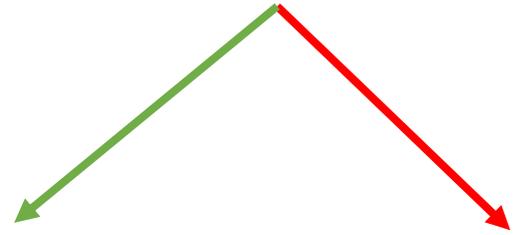
Does it have spikes?

Does it fly?

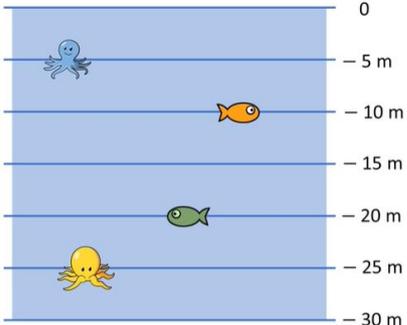
Does it have legs?

Is it mostly red?

Does it have stripes?



Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a day – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<p>A. $736 + 293 =$ B. $872 - 329 =$ C. $762 \times 4 =$ $62 \times 4 =$ D. $273 \div 7 =$ $73 \div 5 =$ E. $3 \times 5 \times 7 =$</p>
2	<p>Using the link in resources, watch the video titles, 'Introducing Negative Numbers'. Listen to the explanations and work through the activities.</p> <p>Can you draw your own underwater scene. Create your own scale for your scene, it could go back in 2s, 10s or even 50s. When you place your sea creatures in your scene, can you describe what number they are at?</p>	<p>https://whiterosemaths.com/homelearning/year-4/week-4/</p> <p>Underwater scene example:</p> 
3	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

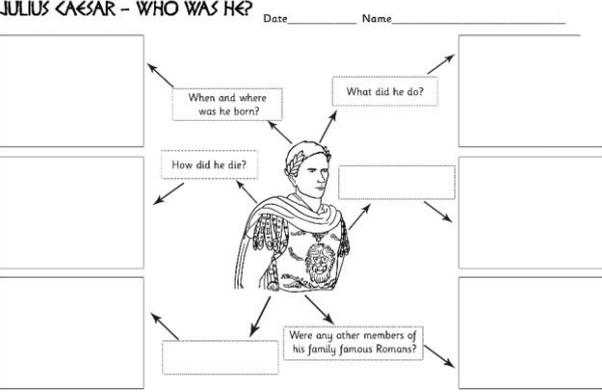
Thursday

14.01.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Features of a character description: Last term, we wrote character descriptions about the characters from Charlie and the Chocolate Factory. Can you remember what we had to include in these descriptions?</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #8e44ad; color: white; padding: 5px; border-radius: 5px;">describe the character's appearance? </div> <div style="background-color: #27ae60; color: white; padding: 5px; border-radius: 5px;">describe the character's background/past?</div> <div style="background-color: #3498db; color: white; padding: 5px; border-radius: 5px;">describe how the character speaks? </div> <div style="background-color: #e91e63; color: white; padding: 5px; border-radius: 5px;">describe how the character moves?</div> <div style="background-color: #27ae60; color: white; padding: 5px; border-radius: 5px;">describe the character's actions, thoughts and feelings?</div> <div style="background-color: #8e44ad; color: white; padding: 5px; border-radius: 5px;">describe the character's personality? </div> <div style="background-color: #2980b9; color: white; padding: 5px; border-radius: 5px;">include figurative language to enhance my description? <i>e.g. His heart swelled with a sea of tears, her whining voice sounded like the screech of an untuned violin...</i></div> </div>	
2	<p>Read this description about a school caretaker, Mr Simmons:</p> <p>Mr Simmons is the caretaker at Dillon Road Primary School. He is a small man, with white-grey hair and bright brown eyes. He wears round spectacles and the same blue overalls every day. He has been at Dillon Road for as long as anybody can remember.</p> <p>Mr Simmons can often be found with his old yellow bucket and mop cleaning the corridors. When the children run in from play time, leaving shoe marks and muddy footprints behind them, Mr Simmons will tut, roll his eyes and clean up the mess. Although he's always hard at work, if he ever sees anyone who looks sad or upset, he'll pull funny faces in order to make them smile.</p> <p>At the end of the day, when everyone has gone home, he cleans the classrooms and leaves happy messages on the whiteboards for the children and teachers to find in the morning. If ever he finds a missing jumper, a lost toy or some hidden sweets (which are strictly forbidden) he always finds out who they belong to (and won't tell you off!).</p> <p>Using our checklist from section 1, what does this character description do? What does it not do?</p>	
3	<p>You are going to write a character description about Spiro. Today you are going to write the first paragraph which describes how Spiro looks (his appearance). Remember to use:</p> <p>adjectives conjunctions (subordinate and coordinate) adverbs . , ? !</p>	

Curriculum Activities

Curriculum Activities		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>Creative: On Tuesday, you researched Julius Caesar. Using your research, now create a fact file. You could draw a picture of Caesar in the middle of the page and set it out like the picture in the resources. You could also make a poster or a booklet about him.</p>	<p>JULIUS CAESAR - WHO WAS HE? Date _____ Name _____</p> 
2	<p>PE Click on the blue link to take part in the Healthy Hearts activities. You will just need some space as you do not need to set it up as a circuit.</p> <p>https://www.youtube.com/watch?v=Uj4ytgX77bM</p> <p>Can you keep trying even if you are tired?</p>	

Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a day – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<p>A. $298 + 348 =$ B. $1\text{kg (1000g)} - 726\text{g} =$ C. $273 \times 6 =$ $73 \times 6 =$ D. $298 \div 9 =$ $98 \div 3 =$ E. $? + 232 = 464$</p>
2	<p>On Tuesday, we used the symbols $<$, $>$ and $=$ to compare decimal numbers. Today we will use these symbols to compare negative numbers. Remember, the largest number, isn't necessarily the largest value e.g. -57 is smaller than 7.</p> <p>Complete column A of the activity sheet.</p> <p>Now can you order negative numbers from smallest to largest?</p> <p>Complete column B of the activity sheet</p> <p>CHALLENGE: Can you complete the number sequences in Column C?</p>	Activity sheet – see next page
3	Please log in to Mathletics where an activity has been set to complete.	

Column A	Column B	Column C
<p>Replace ? with < or > to show which number is largest.</p> <p>A. -3 ? -5</p> <p>-3 > -5</p> <p>B. -1 ? -2</p> <p>C. -2 ? -1</p> <p>D. -2 ? -10</p> <p>E. -1 ? 0</p> <p>F. 0 ? -2</p> <p>G. -4 ? 3</p> <p>H. -4 ? 5</p> <p>I. -2 ? -5</p> <p>J. -11 ? -10</p>	<p>Order these groups of numbers from smallest to largest.</p> <p>A. -6, -12, 7, 0</p> <p>-12, -6, 0, 7</p> <p>B. -19, -17, 8, 0</p> <p>C. -26, -21, -1, 9</p> <p>D. -11, -19, 0, 100</p> <p>E. 1, -1, 0, 2, -1</p> <p>F. -9, 9, 90, 0, 12</p> <p>G. -2, -6, -8, -12</p> <p>H. -30, -60, 0, 30</p> <p>I. -23, -29, -1, 12</p> <p>J. -21, -13, 0, 99</p>	<p>Can you complete these number sequences?</p> <p>A. -2, -4, -6, __, __, __.</p> <p>B. -10, -20, -30, __, __, __.</p> <p>C. 4, 2, 0, -2, __, __, __.</p> <p>D. 18, 12, 6, __, __, __.</p> <p>E. 24, 16, 8, __, __, __.</p> <p>F. 40, 30, 20, __, __, __.</p> <p>G. 20, 15, 10, __, __, __.</p> <p>H. -4, __, __, -10, -12.</p> <p>I. -15, __, -25, -30, -35.</p> <p>J. 18, 9, __, -9, __.</p>

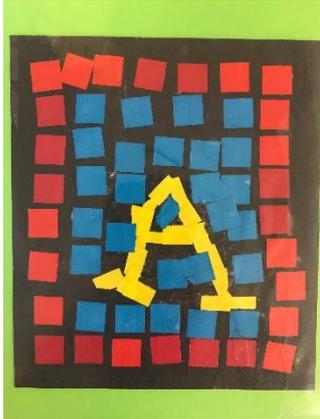
Friday

15.01.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>								
1	<p>Yesterday you wrote the first paragraph of a setting description to describe Spiro's appearance (what he looks like). Today you are going to write the rest of your character description, which will describe Spiro's personality (how he acts).</p> <p>First reread yesterday's paragraph and fill in the table below showing what features you have already used.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Adjectives</th> <th style="width: 25%;">Adverbs</th> <th style="width: 25%;">Conjunctions</th> <th style="width: 25%;">Punctuation</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Adjectives	Adverbs	Conjunctions	Punctuation					
Adjectives	Adverbs	Conjunctions	Punctuation							
2	<p>Write the next paragraph of your character description about Spiro. Use all of the ideas that you came up with on Wednesday to help you.</p> <p>Think about:</p> <ul style="list-style-type: none"> -How he moves, talks & behaves -Does he like others? -What does he do on most days? -Do his feelings change at all? -The job he does -The people he meets <p>You may also find it useful to rewatch the spiro video.</p>									
3	<p>How many points have you got?</p> <p>Read through your work and allocate the following points for every example you can find. We would love to see your work and know your scores so please email us some pictures!</p> <p>Adjectives – 1 point Adverbs – 5 points Similes – 10 points Conjunctions: and, but – 1 point Conjunctions: because, as, when, though, whilst, also, although, while, if, so, before, after – 5 points ? – 5 points ! – 5 points , - 5 points</p>									

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>ART</p> <p>The Romans were famous for their beautiful mosaic art. Some of which still exists today!</p> <p>Look at the examples of mosaics and watch the real life excavation of a roman mosaic using the weblinks in the resouces.</p> <p>Roman mosaics were tiny, broken pieces of tile, which were set in to a type of cement. They often decorated the floors of buildings and houses. This made them very sturdy which is why many still remain today.</p> <p>Using the Roman alphabet below, design and make your own Mosaic. You can use any material you wish (cut up magazines, fabric, coloured paper, paint).</p>	<p>Examples of mosaics https://www.bbc.co.uk/history/ancient/romans/mosaics_gallery.shtml</p> <p>Real life excavation https://www.youtube.com/watch?v=xNm-Fy7T8Dw</p> 

A	B	C	D	E	F	G	H	I
Λ	Β	<	Δ	Σ	Ϝ	Ϛ	Η	Ι
J	K	L	M	N	O	P	Q	R
Ϛ	ϛ	Ϝ	ϝ	Ϟ	ϟ	Ϡ	ϡ	Ϣ
S	T	U	V	W	X	Y	Z	
ϣ	Τ	Υ	Ϙ	ϙ	Ϝ	Ϟ	ϟ	



2	<p>Music</p> <p>Using the link in the resources, can you learn the song, 'Just like a Roman'.</p> <p>Try to challenge yourself to add the sign language actions too.</p> <p>Can you think of some 4 beat rhythms which could be clapped alongside the song to add some percussion?</p>	<p>https://www.youtube.com/watch?v=lydoqFmJf6o</p>
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Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a day – Please complete the questions in the resource section. Remember to use the written methods to solve these, when needed.</p> <p><i>If you find the black questions a bit tricky, try the red questions instead for a bit of support.</i></p>	<p>A. $1\text{kg} + 278\text{g} =$ B. $£10 - £2.87 =$ C. $291 \times 8 =$ $21 \times 8 =$ D. $672 \div 8 =$ $72 \div 4 =$ E. $7263\text{g} = ? \text{kg}$</p>
2	<p>Each Friday, children usually complete their 144 times table quiz. Their aim is to complete all 144 questions as quick as possible (ideally within 10 minutes). Please set a timer and see how quickly you can answer all of the questions.</p>	<p>144 question sheet – see next page</p>
3	<p>Try these games to consolidate this week’s learning:</p> <p>Comparing decimals using $<$ and $>$</p> <p>https://www.teacherled.com/iresources/decimals/comparedecimals/</p> <p>Ordering Decimals</p> <p>http://www.snappymaths.com/counting/decimals/interactive/orderingdecto2dp/orderingdecto2dp.htm</p> <p>Play the board game on the next page.</p>	<p>Board game – next page</p>
4	<p>Please log in to Mathletics where an activity has been set to complete.</p>	

THE PIT OF DOOM

5 TO -20

5 YOU HAVE ESCAPED

4

3

2

1

Who will survive the longest?

START

0

DICE ROLL

1 = STAY WHERE YOU ARE

2 = GO DOWN 1 PLACE (-1)

3 = GO DOWN 2 PLACES (-2)

4 = GO UP A PLACE (+1)

5 = GO DOWN 3 PLACES (-3)

6 = STUCK - THROW AN ODD NUMBER TO CONTINUE

-2

-1

-3

-4

-5

-6

-7

-8

-9

-10

-11

-12

-16

-15

-14

-13

-18

-17

-19

-20

Will you be the pit's next victim?

You have been swallowed!

Swallowing time coming up!

The Ultimate Times Table Test - How fast can you do it ?

A	B	C	D
12 x 1	8 x 1	4 x 1	9 x 12
5 x 12	4 x 4	9 x 10	5 x 11
2 x 8	12 x 2	8 x 2	4 x 2
11 x 5	7 x 5	3 x 6	9 x 11
6 x 8	2 x 9	12 x 3	8 x 3
4 x 3	11 x 6	7 x 6	3 x 7
10 x 8	6 x 9	2 x 10	12 x 4
8 x 4	4 x 5	11 x 7	7 x 7
3 x 8	10 x 9	6 x 10	2 x 11
12 x 5	8 x 5	4 x 6	11 x 8
7 x 8	3 x 9	10 x 10	6 x 11
2 x 12	12 x 6	8 x 6	4 x 7
11 x 9	7 x 9	3 x 10	10 x 11
6 x 12	1 x 1	12 x 7	8 x 7
4 x 8	11 x 10	7 x 10	3 x 11
10 x 12	5 x 1	1 x 2	12 x 8
8 x 8	4 x 9	11 x 11	7 x 11
3 x 12	9 x 1	5 x 2	1 x 3
12 x 9	8 x 9	4 x 10	11 x 12
7 x 12	2 x 1	9 x 2	5 x 3
1 x 4	12 x 10	8 x 10	4 x 11
10 x 1	6 x 1	2 x 2	9 x 3
5 x 4	1 x 5	12 x 11	8 x 11
4 x 12	10 x 2	6 x 2	2 x 3
9 x 4	5 x 5	1 x 6	12 x 12
8 x 12	3 x 1	10 x 3	6 x 3
2 x 4	9 x 5	5 x 6	1 x 7
11 x 1	7 x 1	3 x 2	10 x 4
6 x 4	2 x 5	9 x 6	5 x 7
1 x 8	11 x 2	7 x 2	3 x 3
10 x 5	6 x 5	2 x 6	9 x 7
5 x 8	1 x 9	11 x 3	7 x 3
3 x 4	10 x 6	6 x 6	2 x 7
9 x 8	5 x 9	1 x 10	11 x 4
7 x 4	3 x 5	10 x 7	6 x 7
1 x 12	9 x 9	5 x 10	1 x 11