Home Learning Pack

Year 4
Week Beginning 24.05.21

Home Learning Links

Oak National Academy
Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.
www.thenational.academy

BBC Bitesize
With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.
https://www.bbc.co.uk/bitesize

Phonics English Hubs
Online phonics lessons for the Letters and Sounds phonics programme.
https://www.wandleenglishhub.org.uk/lettersandsounds

World Book Online
World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.
https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%3D%3D

Read Works.org
Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.
https://www.readworks.org/

Beanstalk
Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.
https://beanstalk.co/

Tutortastic
An online platform with tutorials and videos for home learning.
https://www.tutortastic.co.uk/blog/homelearning

Education Quizzes
A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.
https://www.educationquizzes.com/ks1/

Top Marks
A range of activities here but especially good interactive activities for maths.
https://www.topmarks.co.uk/

Classroom Secrets
Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs
https://kids.classroomsecrets.co.uk/

National Geographic
National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.
https://www.natgeokids.com/uk/teacher-category/primary-resources/

Reading Eggs
https://readingeggs.co.uk/

Key Question Week 6: Legions of Legionaries: Could you have cut it as a Roman soldier?
Key Text for Linked Learning: You wouldn't want to be a Roman soldier! By David Stewart
Linked Learning: History, Computing, DT
This week, children will continue their study of the Roman army. They will begin to investigate the Iceni tribe of Britain by acting in role as a character living in Britain at the time of the uprising. Linking back to their prior learning on Roman soldiers, children will evaluate the advantages and disadvantages of both the Romans and Celts in the uprising and make a prediction on who was victorious. In English, the children will use an in-depth reading of a set of instructions to discuss how an information text can be written using informal language and with the intention to make the reader laugh, commenting on the effect this has on them as a reader. They will revise instructional texts by looking at and comparing several examples, leading to creating their own comical instruction text 'How to be a Roman Soldier'. As part of this text, the children will focus on including detailed fronted adverbials to create cohesion between each step of their instructions. In Art, children will create a multi-media Roman soldier helmet using mosaic art in the style of the Roman artists.
Maths: This week, children will continue to prepare for their times tables assessment which will take place after the half term holidays. They will recap the understanding that multiplication is commutative but division is not, use known facts to calculate multiples of numbers and identify factors and multiples of given numbers. Children will investigate the number patterns present in the multiplication facts they are learning. They will recall multiplication and division facts up to 12x12 use focussed activities to recall these facts with increased accuracy and speed.
Science: Children will make it rain in the classroom, by creating their own miniature water cycle and observing how heat and sunlight cause their water to change states and move around their creation.
History: See linked learning
Geography: Fresh Water River, Saltwater Sea: Children will recap their learning about the concept of the water cycle including evaporation and condensation using salt and water.
Computing: Children will create an app using Appshed software.
Music: Using their accumulated aural skills, children will listen in detail to the works of Rebecca Clarke and compare with the work of Charles Debussy.
Art: See linked learning.
Design Technology: Children will begin to learn about different types of joints - butt and mitre – so that they can begin to design their Roman onagers.
PDW / R.E: Children will reflect on change and the kinds of change they or their family and friends have experienced.
P.E: In Cricket, children will develop a variety of fielding techniques and to use them within a game.
MFL: In French this week, children will learn the vocabulary to name a variety of items of clothing.
Vocabulary: elated, timber, despondent, exuberance, omnipotent, forecasting, conviction, inevitable, fervour, exhortation

Timetable

Here is the timetable we follow each day at school. Lessons will be taught on the corresponding days and you may wish to use the timetable to help you structure your day.

	8:45-9:00	9:00-9:15	9:15-9:30	9:30-10:20	10:20-10:35	10:35-11:45	11:50 - 12:20	12:20 - 12:50	12:35 - 12:45	12:45 -13:00	13:00-13:45	13:45 - 14:00	14:00-15:00	15:00 - 15:05
MON	Quiet reading Register	Class Novel	Handwriting and Word Deconstruction	Reading Into Writing	BREAK	Music Lessons	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Geography SR	BREAK	Cricket	Class Novel Pack up
TUES	Quiet reading Register	Class Novel	Hand-writing and SPaG	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	PE SG	BREAK	History SR	Class Novel Pack up
WED	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings AD	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	Computing AD	BREAK	Science CG	Class Novel Pack up
THURS	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings AD	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly	MFL AD	BREAK	Art SR	Class Novel Pack up
FRI	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings AD	Reading Into Writing	BREAK	X Tables Maths	Lunch (play)	Lunch (eat)	Class Novel	Assembly/ Homework	Music SG	BREAK	PDW SR	Class Novel Pack up

Handwriting Monday – Friday

- Please practise the following joins for 5 minutes each day:

fla

flo

fle

- The image below shows how these letters are correctly joined:

aaa   bbb   ccc   ddd   eee   fff   ggg

hhh   iii   jjj   kkk   lll   mmm   nnn

ooo   ppp   qqq   rrr   sss   ttt   uuu

vvv   www   xxx   yyy   zzz

- Write down 5 words which include our joined letters this week.
- Now try to create a sentence which included all of our joins in different words.

Monday & Tuesday
Vocabulary Deconstruction

| Etymology: | Prefix: | Root word: | Suffix: |

Word: haggling

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC ●

| Etymology: | Prefix: | Root word: | Suffix: |

Word: tremor

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC ●

Spellings – All Y3 & 4 Words - Wednesday

Which Greedy Animal Stole the Apples?

Follow the path of correctly spelt words to discover which of these greedy farmyard creatures stole all of Farmer Graham's apples.

Start					
heart	special	disappear	raign	urly	perpose
speshial	disapear	reign	posible	erly	purpus
potaitos	erth	possible	experiance	quartar	pirpose
earth	grammar	experience	grammer	experament	extreem
potatoes	histry	theirfore	probubly	medisine	extreame
history	waight	dicide	reecent	gide	experimant
weight	height	therefore	decide	recent	quorter
hieght	therfor	deside	bussy	guide	bizy
opposite	consider	natural	biuld	busy	bilde
famous	considar	regular	woman	build	wuman
probably	fameous	naturel	reguler	probly	apear
often	proberbly	favourit	addres	intrest	remembre
Patty Pig	**Carla Cow**	**Derek Duck**	**Hattie Hen**	**Shirley Sheep**	**Hector Horse**

Spelling

Across
3. Not
8. Kno
10. To

Down
1. Not long past.
2. Starchy vegetables.
4. Renowned, has a widespread reputation.
5. A test or trial.
6. An organ that pumps blood around the body.
7. To have confidence in something without absolute proof.
9. A shape with one edge.
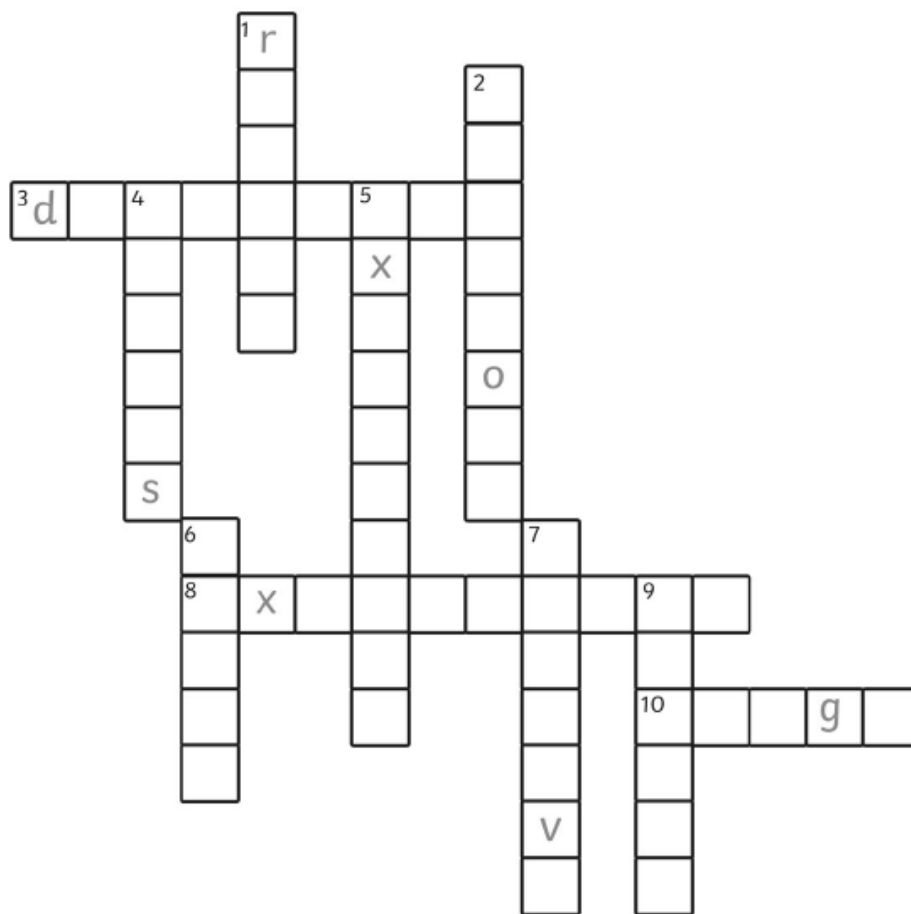
Spellings – All Y3 & 4 Words – Friday

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. Mickey was (populer) at school.

2. We did a spelling and (grammer) test today.

3. Paul read the instruction (gide) to put the bunk beds together.

4. Sarah (ofen) walked the dog in the morning.

5. A lot of people showed an (intrest) in joining the rugby team.

6. Would you (consida) selling your bike?

7. It is good to do some (exerrcise) every day.

8. The road was flooded and (therefour) it was closed.

9. The security (gard) walked around the car park.

Monday English

- What can you remember about instruction writing? What makes good instruction writing?
- Look at the instructions for the games below. Which instructions are the best? Why are they the best?

Delta Game

2 or more players mark out a large triangle on the ground, subdivide it into 10 fields, starting with a 1 at the bottom and a 10 at the top. (Use Roman numerals!) Draw a line 2-3 metres from the triangle and the competitors throw from this either nuts or small blocks (each player can have has his/her own colour) into the triangle. Whoever has the most points is the winner. Note the points scored and play over several rounds.

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3) Whoever has the most points is the winner. Note the points scored and play over several rounds.

Delta Game

Introduction

In this game you will take it in turns to throw nuts or small blocks into a triangle. At the end of the game, whoever has the most points is the winner.

Equipment

- Chalk
- Metre ruler
- Sheet with Roman numerals on
- Nuts or small blocks
-

How to play the game

1) 2 or more players mark out a large triangle on the ground, subdivide it into 10 fields, starting with a 1 at the bottom and a 10 at the top. (Use Roman numerals!)
2) Draw a line 2-3 metres from the triangle and the competitors throw from this either nuts or small blocks (each player can have has his/her own colour) into the triangle.
3) Whoever has the most points is the winner. Note the points scored and play over several rounds.

Rolling walnuts

2 or more players Each competitor has 10 walnuts, in turn they roll 1 nut down a slope. If one player's nut hits another it becomes his/hers. If a player has lost all his nuts he/she is eliminated. The winner has the most nuts.

Rolling walnuts

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2) If one player's nut hits another it becomes his/hers.
3) If a player has lost all nuts he/she is eliminated. The winner has the most nuts.

Rolling walnuts

Introduction

In this game each player gets 10 walnuts and take it in turns to roll the walnut down the slope. You can take other people's walnuts by hitting your walnut against theirs. If a player loses all of their walnuts then they are out of the game. The player with the most walnuts at the end of the game is the winner.

Equipment

- 10 Walnuts per player
- A slope

How to play the game

1) 2 or more players Each competitor has 10 walnuts, in turn they roll 1 nut down a slope.
2) If one player's nut hits another it becomes his/hers.
3) If a player has lost all nuts he/she is eliminated. The winner has the most nuts.

Orca Game - Shark

2 or more players Each competitor is given 5 nuts (hazelnuts preferably). In turn they try to throw their nuts into the ORCA from a distance of 2 metres. The winner has succeeded most often. Play over several rounds. There is no indication of the size of the orca so we will use a bucket!

Castellatae

2 or more players At a distance of 2, 5 and 7 metres five small clusters of nuts are erected. (3 walnuts and 1 on top). Each player has 5 nuts and tries with five throws to disturb the nut clusters. The units he/she has managed to hit are kept. After that the clusters are reconstructed from a 'large' pot and the next player tries in turn. Whoever has the most nuts after 5 rounds is the winner.

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3) The winner has succeeded most often.
4) Play over several rounds.
5) There is no indication of the size of the orca so we will use a bucket!

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2) Each player has 5 nuts and tries with five throws to disturb the nut clusters.
3) The units he/she has managed to hit are kept. After that the clusters are reconstructed from a 'large' pot and the next player tries in turn.
4) Whoever has the most nuts after 5 rounds is the winner.

Orca Game – Shark

Introduction

In this game you will be given some hazelnuts and have to throw them into the orca from 2 metres away. The winner to get the most hazelnuts in the bucket is the winner.

Equipment

- Metre ruler
- Hazelnuts
- Orca (e.g., a bucket)

How to play the game

1) 2 or more players Each competitor is given 5 nuts (hazelnuts preferably).
2) In turn they try to throw their nuts into the ORCA from a distance of 2 metres.
3) The winner has succeeded most often.
4) Play over several rounds.
5) There is no indication of the size of the orca so we will use a bucket!

Castellatae

Introduction

The aim of this game is to knock down walnuts that will be in a cluster. Once you hit some of the walnuts, there are kept. Then reconstruct the cluster of walnuts into another pyramid. Whoever has the most walnuts after 5 rounds is the winner.

Equipment

- Metre ruler
- Walnuts

How to play the game

1) 2 or more players At a distance of 2, 5 and 7 metres five small clusters of nuts form a pyramid. (3 walnuts and 1 on top).
2) Each player has 5 nuts and tries with five throws to disturb the nut clusters.
3) The units he/she has managed to hit are kept.
4) After that the clusters are reconstructed from a 'large' pot and the next player tries in turn.
5) Whoever has the most nuts after 5 rounds is the winner.

Dux

The Roman game of Dux is a little like Draughts. They used an 8 x 8 grid and 16 counters, 8 white, 8 black. Each player has one counter, the dux. Players take turns to put their tiles on the squares two at a time. The Dux, or the Leader is last one on the board. Players take turns to move one place forwards, backwards or sideways. If you sandwich your opponent's tile between two of your own their tile is captured and removed. You then get an extra go. The dux is captured in the same way the dux can jump over a tile on to an empty square. If your opponent's tile is trapped between your dux and one of your tiles their tile is captured. During the game you must move your tile if it is possible to do so – even if it means being captured. The winner is the first to capture all the other player's counters and dux. Use buttons or coins to make the counters! Then play.

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1) Each player has one counter, the dux.
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3) The Dux, or the Leader is last one on the board.
4) Players take turns to move one place forwards, backwards or sideways.
5) If you sandwich your opponent's tile between two of your own their tile is captured and removed. You then get an extra go.
6) The dux is captured in the same way the dux can jump over a tile on to an empty square.
7) If your opponent's tile is trapped between your dux and one of your tiles their tile is captured.
8) During the game you must move your tile if it is possible to do so – even if it means being captured.
9) The winner is the first to capture all the other player's counters and dux.
10) Use buttons or coins to make the counters! Then play.

Dux

Introduction

The Roman game of Dux is a little like Draughts. They used an 8 x 8 grid and 16 counters, 8 white, 8 black.

Equipment

- 16 counters (8 white, 8 black)
- Dux board (the same as a board you use in checkers)

How to play the game

1) Each player has one counter, the dux.
2) Players take turns to put their tiles on the squares two at a time.
3) The Dux, or the Leader is last one on the board.

Geography

- Fresh Water River, Saltwater Sea: Children will recap their learning about the concept of the water cycle including evaporation and condensation using salt and water.

Look at the website below and then fill in the missing words from the text.
https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/zydxmnbb

Evaporation and Condensation.

Evaporation is the changing of a _____ into a gas. Evaporation happens all around us without us _____ it. A puddle on the road which begins to '_____' is evaporating. Evaporation is speeded up by the temperature being _____ and by the air moving more quickly in a _____. You can see evaporation taking place when a kettle boils, _____ is the gas coming from the water. Sometimes you can see steam rising from the road or the playground after it has _____, this too is evaporation. Other examples of evaporation include warm-air hand driers, _____ on ink to dry it and washing _____ well on a sunny breezy day. Condensation is the opposite of _____. It is the changing of a ___ into a liquid. This happens when the _____ of a gas drops to a certain point. Examples of condensation are breathing onto a cold surface which makes it go 'misty' and when kitchen windows get steamed up if someone is cooking.

Missing Words

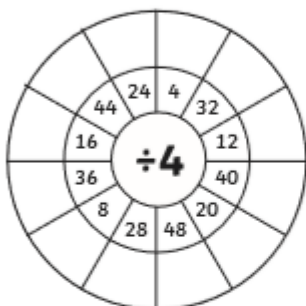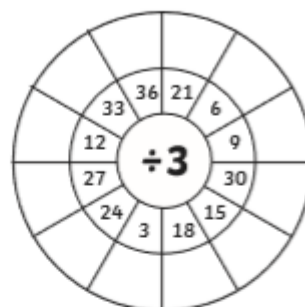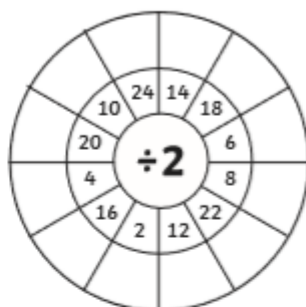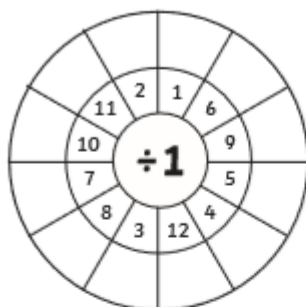|			
knowing	warmer	rained	temperature
blowing	steam	Breeze	disappear
liquid	evaporation	gas	drying

Tuesday English

- Research Roman soldiers – what were the requirements? What did they have to do and put up with?

Tuesday – Maths

Times Tables up to 12 x 12 and Corresponding Division Facts

Division Wheels

Divide the numbers by the middle number.
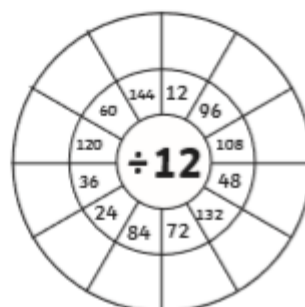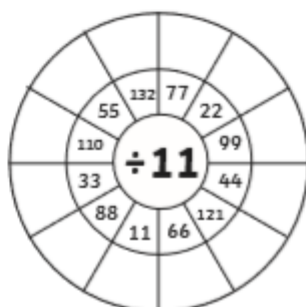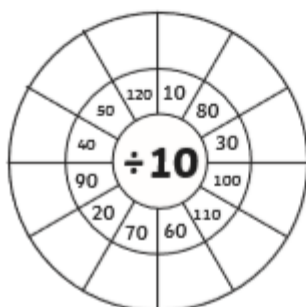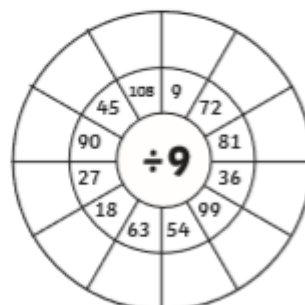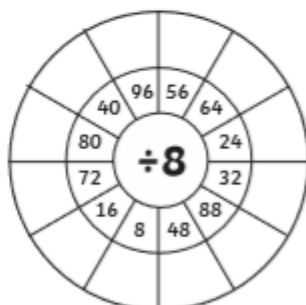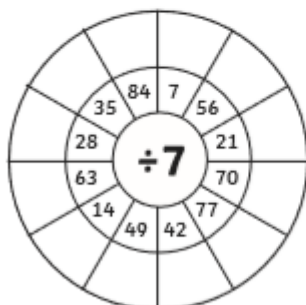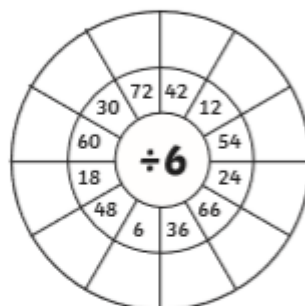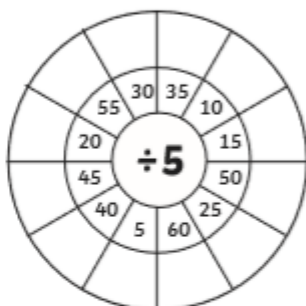
Tuesday – History

ad the information about Queen Boudicca and then complete the story map.

- Boudicca may have had ten times more soldiers than the Romans did, but the Romans were well trained. Eventually, the Britons were defeated. Rather than being captured, Boudicca drank poison and died.
- After Boudicca's rebellion Britain was mostly peaceful under Roman rule. People enjoyed living in Roman-style towns with baths and shops and they spoke Latin.

The Iceni

- King Prasutagus was the King of the British tribe the Iceni.
- Queen Boudicca was his wife.
- The Romans let them rule over their lands in return for money and trade.

- The British tribes, including the King and Queens, had to obey the Romans and do what they said. If they didn't they would be killed.

What happened next?

- In 61 AD Prasutagus died. He had always been friendly with the Romans but his wife, Boudicca, did not agree with them.
- The Romans were demanding taxes to be paid or they wanted her to give up the throne. Boudicca decided to fight back!

Other tribes joined in...

- Soon other tribes joined the Iceni army and they marched to Colchester – this was the capital of Roman Britain.
- Boudicca and her army then attacked the town. They even burnt down a temple where elderly soldiers and families had been taking shelter.
- Next Boudicca led her army to London (it was called Londonium at that time). Here they burned down the city and killed hundreds of people living there.

Boudicca and the Revolt of the Iceni Tribe

1	2.	3.
The Romans demanded taxes or wanted Boudicca to give up her throne.	Boudicca gathered the Iceni and other tribes and marched to Colchester where they burned the town.	Boudicca marched on to London and burned the city and killed lots of people living there.

4.	5.	6.
Boudicca had 10 times more soldiers than the Romans but the Roman soldiers fought more skilfully and defeated her.	Boudicca drank poison and died rather than being captured.	Britain was mostly peaceful under Roman rule: people lived in Roman-style homes, used Roman baths and spoke Latin.

If you finish the story map, make a wanted poster for Queen Boudicca. Think about why the Romans might have made wanted posters to capture queen Boudicca.

Wednesday English

Look at WAGOLL and identify effective features, improve a not great example – improve imperative verbs, add fronted adverbials, adverbs, conjunctions of time.

Wednesday - Computing

INTRODUCTION TO FORMULAE

One of the most important reasons for using a spreadsheet is to use formulae. These are like sums that work out the answer automatically.

Look at this sum: $1 + 2 = 3$ We add the numbers together to get the answer.

Now this sum: $3 = 1 + 2$ The answer is the same. Why?

It does not matter how we write this sum we know that we will always get the answer 3 when we add 1 and 2.

The sum equals the answer and so the answer must equal the sum.

Now look at this: $1 + 2 = \boxed{1 + 2}$

This sum is correct but it does not help us with the answer to $1 + 2$

Imagine that you don't know how to work out the answer to $1 + 2$. Then the answer in the box makes sense. The $\boxed{1 + 2}$ in the box is the formula for working out the sum. i.e. it tells you what to do. A computer can not do sums unless it knows what to do. The formula tells it what to do.

Now try putting the formula for each of these sums in the boxes that go with them.

7 + 5 =

25 + 10 =

8 - 3 =

100 - 10 =

2 x 3 =

10 x 10 =

The formulae that you have entered in to the boxes would enable a computer to work out the answer for each of the sums.

In the spreadsheet below the sum 1 + 2 = 3 is shown as it might appear in Starting Grid. You can see that the + and = are missing. The formula has been used to calculate the answer 3 but only the answer is shown.

	A	B	C	D	E	F
1						
2		1	2	3		
3						

In this spreadsheet the numbers in B2 and C2 are entered and the answer in D2 is calculated using a formula entered. But what if the numbers in B2 or C2 were to change the formula 1 + 2 would be wrong. What you need is a formula that will add up the numbers in B2 and C2 regardless of what numbers they are:

If B2 + C2 = D2 then D2 = B2 + C2 With this formula you add together any two numbers automatically.

Now try working out these sums using the formula B2 + C2

1   If B2 = 3 and C2 = 4 what does D2 =

2   If B2 = 10 and C2 = 5 what does D2 =

3   If B2 = 50 and C2 = 100 what does D2 =

In this spreadsheet we need a formula to work out the number of Mars Bars left.
Write the formula in this box [   ] and then put the answer in D2.

	A	B	C	D	E	F
1		Bought	Ate	Have Left		
2	Mars Bars	5	2			
3						

Does your formula work regardless of the quantity in B2 and C2?

In this spreadsheet you need to write a formula that will calculate the total number of pencils in the stock cupboard. Write your formula in cell D2.

	A	B	C	D	E	F
1		Number in Packet	Number of Packets	Total		
2	Pencils	10	7			
3						

Now that you know what formulae are and how to use them, next time, you can try writing formulae using the Spreadsheet program on the computer.

Wednesday – Science

Water Cycle in the Bag
Model Activity

You will need:

- Sealable plastic sandwich bag
- Water
- Permanent markers
- Blue food colouring
- Tape
- Window with exposure to sunshine

Instructions:

1. On the plastic sandwich bag, draw a diagram of the water cycle. Be sure to include:

   a. sun

   b. clouds

   c. water accumulation (at the bottom of the bag)

2. On the plastic bag, draw arrows and labels for:

   a. evaporation   c. precipitation

   b. condensation   d. accumulation

3. Fill approximately $\frac{1}{4}$ of the bag with water.

4. Place 2 drops of blue food colouring into the water.

5. Seal the bag.

6. Tape the sealed bag onto the window. The window will need to have plenty of sun hitting it to show the process of the water cycle.

7. Allow the bag to be in direct sunlight for about an hour, then observe the process in the bag and identify the different stages of the water cycle.
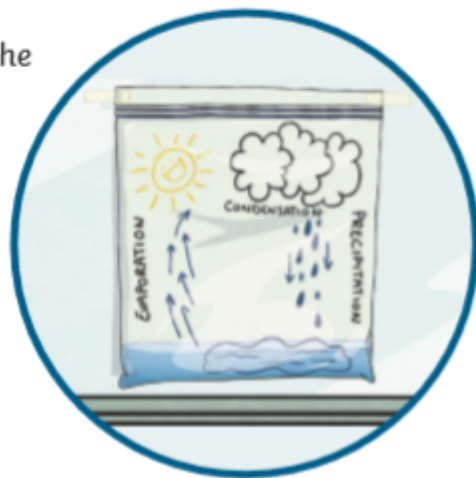
Wednesday Maths

Times Tables up to 12 x 12 and Corresponding Division Facts

Football-Themed Mixed Times Table Mosaic

Solve the calculations to reveal the hidden picture. Each answer has a special colour.

red = 1-5	blue = 6-10	yellow = 11-25	black = 26-30	hair colour of your choice = 31-60	skin colour of your choice = 61-144

3 × 3	20 ÷ 4	5 × 4	24 ÷ 8	36 ÷ 3	8 ÷ 4	36 ÷ 3	40 ÷ 8	72 ÷ 8
8 × 8	40 ÷ 8	2 × 8	35 ÷ 7	96 ÷ 8	15 ÷ 3	96 ÷ 8	1 × 3	9 × 8
12 × 12	32 ÷ 4	3 × 3	40 ÷ 4	21 ÷ 3	32 ÷ 4	28 ÷ 4	36 ÷ 4	11 × 8
16 ÷ 8	56 ÷ 8	72 ÷ 8	7 × 7	12 × 4	12 × 5	35 ÷ 5	48 ÷ 8	8 ÷ 4
16 ÷ 4	2 × 3	28 ÷ 4	7 × 4	12 × 11	3 × 10	24 ÷ 3	27 ÷ 3	16 ÷ 4
30 ÷ 3	32 ÷ 8	28 ÷ 4	9 × 9	9 × 12	6 × 12	72 ÷ 8	8 ÷ 4	21 ÷ 3
36 ÷ 4	1 × 4	30 ÷ 3	10 × 9	3 × 10	8 × 9	56 ÷ 8	1 × 4	64 ÷ 8
72 ÷ 8	30 ÷ 3	24 ÷ 8	28 ÷ 4	11 × 7	56 ÷ 8	30 ÷ 6	24 ÷ 3	80 ÷ 8
80 ÷ 8	36 ÷ 4	32 ÷ 8	16 ÷ 8	12 ÷ 3	16 ÷ 8	20 ÷ 4	64 ÷ 8	32 ÷ 4
72 ÷ 8	30 ÷ 3	56 ÷ 8	32 ÷ 8	15 ÷ 3	32 ÷ 8	40 ÷ 4	21 ÷ 3	32 ÷ 4

Challenge: Are these calculations true or false? Explain your reasoning.

5 × 8 < 12 × 3

72 ÷ 8 > 56 ÷ 7

Thursday English

- Write, edit, improve, add illustrations for instruction text on how to be a Roman soldier

Thursday - Maths

Times Tables up to 12 x 12 and Corresponding Division Facts

5 Times Table Multiplication and Division Board Game

Start

25 ÷ 5

5 × 2

Go back to start

45 ÷ 5

9 × 5

10 ÷ 2

5 × 5

3 × 5

50 ÷ 10

60 ÷ 12

Go forward 3 spaces

Miss a go

Go back 2 spaces

6 × 5

35 ÷ 5

20 ÷ 5

5 × 4

10 × 5

50 ÷ 5

Help a friend

7 × 5

5 ÷ 1

35 ÷ 5

8 × 5

40 ÷ 5

Move back 45 ÷ 5

Go forward one space

Move back 12 ÷ 4

12 × 5

55 ÷ 5

15 ÷ 5

5 × 1

11 × 5

Move forward 4 spaces

Roll the dice and work out the multiplication or division you land on. The winner is the first to finish!

Finish

Thursday – French

content

content

happy

méchant

mé ch ant

polite

poli

poli

drôle

drôle

funny

intelligent

intelligent

intelligent

naughty

intelligent

intelligent

triste

tr iste

sad

sage

sage

well-behaved

sympa

sympa

nice

Using the French phonics that you know, can you work out how to pronounce the new words properly?

You could use Google to check the pronunciation.

Fill in the table below with the new words.

Image	English word	French word
	happy	
	intelligent	intelligent
		méchant
	polite	
		drôle
	sad	
	well- behaved	

Make French sentences changing the option each time.

Trapdoor!

Bonjour! Je m'appelle

a) Mini Yo.
b) Mini Jo.
c) Mini Fro.

J'aime

a) danser
b) jouer au basket
c) les films

mais je n'aime pas

a) la musique.
b) la pizza.
c) les magazines.

Je suis

a) intelligent
b) poli
c) sympa

mais je ne suis pas

a) content.
b) sage.
c) méchant.

Thursday – Art

Children will work on fine sketching techniques and relative size and perspective to sketch the profile of a soldier.

STEP 1: DRAWING THE TORSO AND THE HIPS

As shown in the image above, the torso of our character will be divided into two parts by a vertical line. This line will help you to better understand the positioning of the torso and it will also make drawing the rest of the body easier. The Centurion will be drawn from a 3/4 view so naturally, one side will be bigger than the other. In this case, the Roman soldier's right side (of the drawing) is nearer to the viewer's perspective than the left so it will be bigger. A curve line will divide the torso into two parts, the upper torso will represent the rib cage area while the lower part will represent the abdominal muscles.

I will also draw another curve line on the right hand side of the drawing with an ellipse beside it to indicate where the arm of the Knight will be placed. Remember to put an ellipse on top of the torso to indicate where the head will go. The next step will involve drawing the hips. I like to draw the hips to look as if our character is in a short swimsuit or some type of underwear. The size of the torso will be about 3 heads in height.

Step 2 - Drawing the legs

Our character will be drawn standing. This pose is nothing to spectacular or exaggerated, just a Roman Centurion in a relaxed stance. The legs are drawn apart and because of the 3/4 view, we do not get a full-frontal view of both legs

- **The thighs** of our character will be drawn as huge tubes which gradually decrease in width as they get to the point where the thighs are connected to the knee.
- **The calves**
We will draw the calves using two curved lines for each calf. The curved line on top, the one connected to the knees will be slightly shorter than the curve line below that connects the calf to the ankle.

- **The Shins**
We will draw the shins as one curve line extending from the knees to the feet. In both sides, these curved lines will be drawn on the exterior side of each lower leg.

- **The knees** caps will be drawn as ellipses. Our Centurion will be geared in full Roman soldiers armor so the ellipses will indicate where we will draw the top of the shin pads.

- **The feet**
The two feet of our character will be drawn in a slight 3/4 angle because of the Centurion's stance

Step 3 - drawing the arms

Next, we will draw the arms of our Roman Centurion. Our Centurion is standing in a relaxed pose as the arms are just casually placed on the side of the body. Due to the 3/4 view, the left arm, from the viewers perspective, which is further from the viewer is slightly hidden behind the body while the right arm remains in full view. I took time to clearly defined the different parts of the arms, separating the biceps and triceps from the forearms and the forearms from the wrist so you can get a better understanding of how they are placed. This main difference will be from the elbow down. On the right side, the forearm and hand parallel the torso, hips and upper leg. On the left side, the forearm and the hand are placed in a 70-degree angle and will be holding a spear(we will draw the spear (step number 5).

- **The biceps and triceps**
I will draw tubes for both arms. The tubes will become progressively thinner at the bottle where it is connected to the elbow. The biceps will be represented by a straight line the ends of the elbow while the triceps will be drawn as a shorter curve line close to the pos of connection with the shoulder. Notice that the left arm is slightly bent and the tubes are wider than the right arm which is slightly concealed behind the torso

- **The forearms**
We will place the elbow at the same height as the floating ribs, on both sides of the torso. The forearms, just like the upper arms, will be drawn as a tube for each arm. This tube become thinner on the bottom part where they are connected to the hand of the wrist. More or less, the right wrist will be aligned with the crotch on the hips. Like we mention before, the left forearm will be placed on a 70-degree angle

- **The hands**
For the hands, the right hand will be drawn as a fist, with the knuckles and fingers draw facing the viewer. For the left hand, I will draw a big irregular square for the back of the hand and small rectangles for the fingers. This hand will be drawn somewhat open like it resting on top of something and grabbing it at the same time. This "something" will be the pommel of a sword. We will speak more about how to draw the weapons in step 5

Step 4 - drawing the head

We will draw the head of our Roman Centurion as an egg-shaped sphere slightly flattened at the sides and bottom. The head will be drawn at a 3/4 angle meaning the right side of the squared bottom will be slightly shorter as it is farther from the viewer compared to the left side. Next, we will divide the head with two vertical lines, ensuring that neither line passes through the center of the shape. A horizontal curve line will also go across the face, drawn above the center of the head. These lines will help us define where the eyes of our character will be placed.

Step 5 - drawing the weapon

For the next step, we are going to draw our character's weapons. The Centurion is holding a spear on the left. The Roman spear also know as Pilum, was generally about 2 metres (6 ft 7 in) long overall, consisting of an iron shank about 7 millimetres (0.28 in) in diameter and 60 centimetres (24 in) long with a pyramidal head

The sword is your typical Roman sword known as Gladius. The Roman Gladius was a short type sword perfect for close combat. It was the standard sword of the Roman Legionnaires. Depending or which type of Gladius we are speaking about the sword's length could range between 60-85 cm (24-33 in), with a with between 5-7 cm (2.0-2.8 in)

When it comes to drawing the weapons, it is important to ensure they are drawn in alignment with the hand that is holding it. In the picture above, you can see that the hand holding the Pilum is in a 3/4 angle while the sword is standing, with the right hand resting on top of the pomme

Step 6 - draw the clothing on top of the dummy

The head

For the head, we will draw a Galea helmet over our Centurion's head. The Galea is a type spherical helmet which covers the head and sides of the face with the front face open. will draw the head from a 3/4 view angle as one side will be slightly bigger than the oth In this case, the left side of the outer character's face is bigger than the right side wi smaller and further from the viewer. The type of Galea our Centurion is wearing is th Imperial Gallic helmet. This type of helmet was the standard centurion helmet from 1st century BC to early 2nd century AD.

The torso

The torso of our Roman Centurion is covered by aLorica segmentata was a type of body armor primarily used in the early Roman Empire. The armor itself consisted of broad ferrous strips ('girth hoops') fastened to internal leather straps.

The shoulders and arms

The Roman Centurion will wear a hooded cape over the shoulders. Below the shoulder pads, we will draw a rerebrace a protective plate covering the upper arm, the area betwee the shoulder pads and the elbows. The forearms will be protected by a segmented steel bracelet

The legs

We will draw the shin protection depending on the position of both legs. The right leg is fully frontal while the left leg wi be drawn from a 3/4 angle. The thighs are completely covered by the lower part of a tunic that reaches almost th the knees

Step 7 - add any final detail to your soldier

Friday – Maths

Times Tables up to 12 x 12 and Corresponding Division Facts
Ultimate Times Tables Missing Numbers Challenge

Name: _____ Number Correct: _____

Date: _____ Previous Score: _____

2 × ___ = 8	40 = ___ × 10	12 × ___ = 144	11 × 7 = ___	___ × 3 = 21	48 = 12 × ___
___ × 1 = 3	___ × 4 = 24	___ × 5 = 30	35 = ___ × 5	8 × ___ = 72	8 × ___ = 24
___ = 5 × 2	3 × ___ = 21	4 × ___ = 44	___ × 8 = 40	5 × 4 = ___	120 = ___ × 10
4 × ___ = 16	8 × 11 = ___	48 = 6 × ___	9 × ___ = 36	11 × ___ = 121	___ × 4 = 16
10 × ___ = 60	7 × ___ = 35	9 × ___ = 90	1 × ___ = 8	18 = 3 × ___	9 × ___ = 18
___ × 4 = 8	___ × 9 = 18	___ × 6 = 12	12 × 6 = ___	___ × 6 = 48	30 = ___ × 5
16 = 8 × ___	8 × ___ = 80	7 × 7 = ___	___ × 9 = 63	___ × 9 = 27	9 × ___ = 36
5 × 3 = ___	___ × 2 = 12	___ × 1 = 8	___ × 10 = 30	24 = 4 × ___	2 × ___ = 14
___ × 3 = 30	20 = ___ × 5	___ × 9 = 81	9 × ___ = 54	___ × 7 = 49	8 × 5 = ___
___ × 1 = 12	12 × ___ = 72	36 = 12 × ___	___ × 4 = 12	12 × ___ = 144	3 × ___ = 12
3 × ___ = 18	___ = 3 × 3	10 × 12 = ___	8 × ___ = 64	6 × ___ = 18	___ × 6 = 36
___ × 4 = 44	8 × ___ = 32	8 × ___ = 56	___ = 2 × 7	8 × ___ = 56	___ × 9 = 99
7 × ___ = 14	___ × 4 = 16	___ × 10 = 30	12 × ___ = 132	4 × 10 = ___	28 = 4 × ___
8 × 3 = ___	___ × 7 = 70	5 × ___ = 40	25 = ___ × 5	___ × 2 = 16	9 × 3 = ___
20 = 4 × ___	5 × ___ = 25	___ × 2 = 4	___ × 8 = 16	___ × 4 = 28	5 × ___ = 25
11 × ___ = 99	___ × 3 = 33	9 × 5 = ___	24 = 8 × ___	9 × ___ = 45	7 × ___ = 21
___ × 3 = 12	___ × 4 = 36	3 × ___ = 12	77 = 11 × ___	___ × 6 = 72	___ × 4 = 24
9 × ___ = 18	___ = 7 × 1	8 × ___ = 32	___ × 6 = 18	3 × 3 = ___	12 × ___ = 24
5 × 10 = ___	___ × 11 = 66	___ × 9 = 45	___ = 11 × 8	8 × ___ = 48	___ × 5 = 45
___ × 2 = 6	___ × 6 = 36	48 = ___ × 4	12 × ___ = 144	5 × ___ = 60	7 × ___ = 49
___ × 3 = 21	10 × ___ = 50	5 × ___ = 10	15 = ___ × 3	4 × ___ = 12	___ × 8 = 96
8 × ___ = 40	18 = ___ × 3	9 × 1 = ___	2 × ___ = 12	7 × ___ = 42	3 × ___ = 24
11 × 2 = ___	9 × ___ = 27	___ × 7 = 14	9 × ___ = 27	66 = ___ × 6	5 × ___ = 15
___ × 12 = 60	10 × 10 = ___	12 × ___ = 84	___ × 2 = 16	32 = 8 × ___	___ × 12 = 144

Friday PDW

Write a letter to someone advising them how to deal with the loss of a pet.