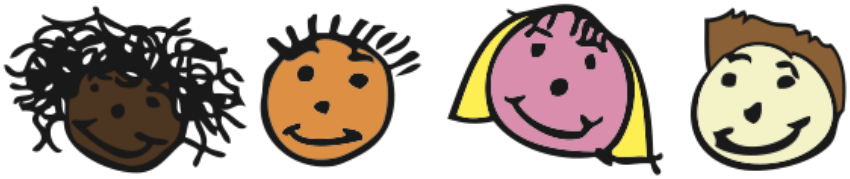
Bowes Primary School



Home Learning Pack

Dear Parents

- We have provided several tasks that will support your child's learning during the current school closure.
- Many of the tasks are based on what the children would have been studying in class.
- Work can be recorded in your child's Home Learning book where appropriate.
- As teachers will not be able to oversee or feedback on this work, any support you can provide will be helpful.

Year group: 4	
Curriculum area	**Tasks**
Reading	Read the texts and answer the accompanying questions. Use a dictionary to find the meaning of unknown words. **Reading Comprehension (Four Stories):** Day 1- UK News (Page 6) Day 2- World News (Page 7) Day 3- Big News (Page 8) Day 4- Crazy but True (Page 9) **Spellings** (Page 5) Practise your spellings every day for 15 minutes. Write a sentence using each spelling. Find the meaning of each word using a dictionary.
Writing	By the end of this week, you are going to write a setting description about the Viking village. **Watch the video below each day before you start each task.** https://www.literacyshed.com/vikingvillage.html Day 1 - Describe the village setting using your senses (Page 3) Day 2 - Draw your own Viking village and label it using expanded noun phrases (Page 3) Day 3 - **Grammar:** Complete conjunction activity (Page 4) Day 4 - Write your own setting description to describe your own Viking village (Pages 4-5)
Maths	**Practise Times Tables Rock Stars every day. Ensure that you use soundcheck at least twice a day.** Day 1- L.O. To count backwards through zero to include negative numbers (Pages 10-17) Day 2- L.O. To recognise the place value of each digit in a four- digit number (Pages 18-26) Day 3- L.O. To read roman numerals to 100 (I to C) (Pages 27-43) Day 4- L.O. To solve number and practical problems involving increasingly large numbers (Pages 44-63)
Topic based project based on research	**Valiant Vikings Day 1 and Day 2 (Pages 64-66)** **Who were the Vikings?** Answer the following questions using the resources and websites provided: https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty http://www.primaryhomeworkhelp.co.uk/viking/who.html 1). Where did they come from? 2). How, when and why did they travel? 3). Where did they raid first? 4). Can you think of any reasons why they would want to settle in Britain? **PSHE Day 3 (Page 67)** Why do we need to eat healthily? What things do you need to eat and drink? Make a healthy meal with your grown up. Kids friendly recipe **Science Day 4 (Pages 68-70)** Which machines need electricity to work?

English- Summer 1 Week 1

Day 1

LO: To use my senses to describe a Viking village.

Watch: https://www.literacyshed.com/vikingvillage.html#

Watch this video twice, the first time just watch and observe. The second time you watch it think about your five senses (touch, smell, sight, taste and hearing); and describe the video using each of the senses.

Create a list - layout your work like this:

What I can…

Feel:
Cold air on my face
Smell:
Smoke
See:
Wooden planks
Taste:
Smoke
Hear:
People talking

Challenge: Can you go back through your work and add some more adjectives or find a synonym (a different word which has the same meaning) for some words?

Day 2

LO: To use expanded noun phrases to describe my Viking village.

Reminder: expanded noun phrases is a phrase made up of a noun and at least one adjective. If one or more adjectives are listed to describe the noun, a comma should be assed to separate the sentence.

Example: Bright, blue sky (adjective, adjective noun)

Task 1: Draw your own Viking village in detail.

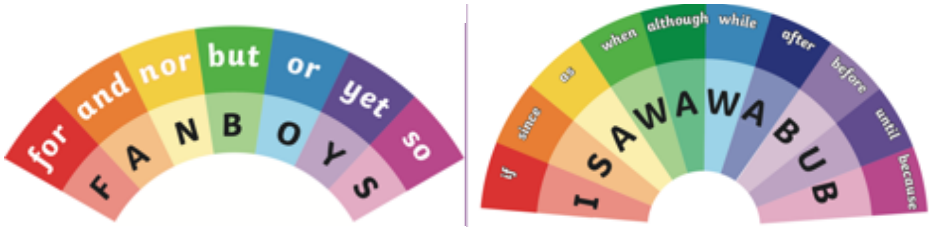
Task 2: Can you write a **minimum** of 5 different expanded noun phrases. Remember to punctuate them correctly!

Day 3

LO: To use conjunctions to connect expanded noun phrases.

Reminder: Conjunctions are words used to connect words, phrases, or clauses.

Task



Using the expanded noun phrases that you wrote yesterday use conjunctions to expand your sentence.

Example:

The dark, wooden planks **for** small, square houses.

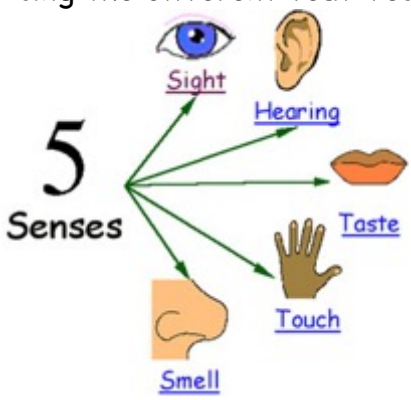
Can you write a minimum of 3?

Day 4

LO: To write a setting description about my Viking village.
Reminder: Don't forget to use:
Similes: A figure of speech that directly compares two different things. Similes are usually in a phrase that begins with the words "as" or "like". E.g. *The dog was as fast as a racing car.*
Personification: When you give human qualities and human characteristics to an object, animal or idea. E.g. *The wind **howled** in the night.*
Your senses (touch, smell, sight, taste and hearing).

Task

You are going to be writing a setting description about your Viking village. You are going to be using the different features to help you with this.



Example

The deep smell of wood burning filled my nostrils. I saw the dark, wooden planks for the long, crowded houses. I can hear the loud, grumbling people shouting as everything was so loud. The animals fighting to graze on the limited bright, green grass as there were so many animals. The sun kissed my cheeks as it shone throughout the day.

Weekly Spellings

Summer 1 Week 1
interact
interfere
intercity
international
intermediate
internet
intergalactic
interrupt
intervene
interlude

UK NEWS

WALES

PLASTIC BAN

Wales is going to ban lots of single-use plastics from 2021. Single-use plastics are items that are designed to be used once and then thrown away. The ban includes straws, cotton buds, drinks stirrers, plastic plates, cutlery and balloon sticks. England is already banning some items from next month, but Wales has a much longer list of plastics that it is going to outlaw. Hannah Blythyn, the minister in charge of recycling, said these plastics are "hard to recycle and often found on beaches and seas around our coast, blighting our beautiful country."

KENT

ICELAND PROPOSAL

A nurse who planned to propose to his girlfriend in Iceland had to change his plans after the flights were cancelled. Robert Ormsby wanted to propose to his girlfriend Patsy on holiday, but the flights were cancelled because of the coronavirus. So, instead of proposing in the country of Iceland, he did it in an Iceland supermarket instead! Robert got down on one knee in the middle of the shop to ask Patsy to marry him. Patsy was "laughing hysterically", but said yes! News of the quirky proposal went viral (spread quickly over the internet). The couple say they are glad to put smiles on faces.

NORTHUMBERLAND

DEADLY GARDEN WINS

The Poison Garden in Alnwick has been named the Garden of the Year by *BBC Countryfile Magazine*. More than 100 dangerous plants grow in the unusual garden. Visitors aren't allowed to touch, smell or taste (we should hope not) any of the plants. You are only allowed to visit with a guide. It has been called "the deadliest garden in England".

Four Stories
FirstNews • Issue 719 • 27th March – 2nd April 2020

Questions on: 'UK news'

Look at the news from Wales.

1) Which of these are single-use plastics?

- ☐ cotton buds
- ☐ bouncy balls
- ☐ drinks stirrers
- ☐ pencil sharpeners
- ☐ elastic bands
- ☐ shampoo bottles

2) Would you miss any of the items being banned by Wales?

Look at the news from Northumberland.

3) There are four sentences in this story. In what order do you find out the information?

- ☐ What plants grow in the garden
- ☐ A description of the garden
- ☐ The visitor experience
- ☐ The winner of the Garden of the Year

4) What does the writer find a shocking thought?

Look at the news from Kent.

5) What is Robert Ormsby's job?

6) Explain Robert's change of plan.

Planned proposal: .....
Actual proposal: .....

7) Which word has a similar meaning to 'quirky'?

- ☐ unusual
- ☐ serious
- ☐ traditional
- ☐ private

8) Why do you think this story has been so popular and has been shared so many times?

WORLD NEWS

SPAIN

TOLD OFF BY A DRONE!

Like us, the people of Spain have been told to stay at home to stop the coronavirus spreading. The rules mean that no-one is allowed out, unless it is absolutely essential. Unfortunately, some people haven't been following the rules, so police have had to step in – without having to step outside. Drones with speakers are being flown over public spaces, where they find and yell at people gathering outside! The drones hang around until everyone buzzes off.

SAUDI ARABIA

MIRROR, MIRROR ON THE WALLS...

The largest mirrored building in the world has been built in Saudi Arabia. The Maraya Concert Hall is 26 metres tall and can seat 500 people. In total, the building is covered by 9,740 square metres of mirrors! As you can see, it creates a stunning reflection of the mountains and sands that surround it.

NEW ZEALAND

TAXIS FOR THE BIRDS

A taxi driver has a new night job: rescuing chicks that crash-land onto roads!

The Hutton's shearwater is a rare seabird that only breeds in two places in New Zealand. It is also the only seabird in the world that nests and raises its young in the mountains. The trouble is, on foggy nights, the grey puffballs mistake glimmering roads for the sea, and fly straight into them. They're then unable to move, and might get hit by a car or eaten by a cat. Fortunately, Toni Painting and her volunteers are there to help! Toni drives around every night, scooping up the birds she finds at the side of the road, before dropping them off at a rescue centre.

Four Stories FirstNews • Issue 719 • 27th March – 2nd April 2020

Questions on: 'World News'

1) Match the country to the news topic.

Spain	A new building
Saudi Arabia	Rare bird rescue
New Zealand	Remote control policing

Look at the news from Spain.

2) Why are the people of Spain in a similar situation to the UK at the moment?

3) How are drones being used in Spain?

- ☐ To monitor where all the ambulances are in the country
- ☐ To stop people gathering in groups outside
- ☐ To deliver goods to hospitals

Look at the news from Saudi Arabia.

4) What is the answer to this question:
Mirror, mirror on the wall, what is the largest mirrored building of them all?

For bonus points, which fairy tale does this rhyme come from?

5) Look closely at the picture. Choose **three words** to describe this building.

Look at the news from New Zealand.

6) Find **two** facts about the Hutton's shearwater.

1: .....

2: .....

7) What **word** tells you that the roads sometimes shine at night?

Consider all the news.

8) The coronavirus means that there is a lot of serious, and sometimes sad news about. Which of these stories from around the world do you find either **cheering** or **fascinating**? Explain your choice.

BIG NEWS

KEEPING OUR COUSINS SAFE

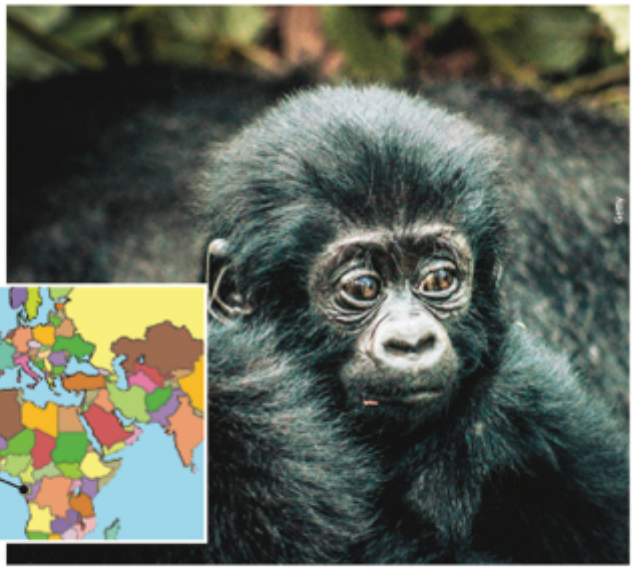
TOURISTS have been banned from seeing gorillas in the African country of Gabon, in case they pass on the coronavirus to them.

Gorillas are one of our closest relatives and can suffer from the same diseases as humans. There are concerns that the coronavirus could spread to gorillas and the other great apes.

To protect the gorillas, Gabon has banned people from visiting its parks. It has reason to be cautious. In 1995, a virus called Ebola spread from humans to gorillas and killed 90% of the gorillas in one area of the country.

An expert from the park said: "Viruses that affect humans are easily transmitted [given] to great apes because the two species are so closely related."

It's a difficult decision because the country relies on money from tourists to pay for the rangers and other park staff that protect the gorillas. There are also fears that with fewer people around, poaching may increase.



The great apes

There are five kinds of great apes: gorillas, chimpanzees, bonobo, orangutans and humans.

Four Stories FirstNews • Issue 719 • 27th March – 2nd April 2020

Questions on: 'Keeping our cousins safe'

1) This report has news from which African country?

- [ ] Ghana
- [ ] The Gambia
- [ ] Gabon

2) Find the names of two viruses mentioned in the news story.

1: .....

2: .....

3) Why have tourists been banned from going to see gorillas in this country?

4) What happened in Gabon in 1995?

5) Match the word used in the story to the correct definition.

Cautious	To pass something on
Transmit	A particular kind of plant or animal
Species	Not allowed
Banned	To be careful and avoid risk

6) Why is it easy for gorillas to catch human diseases?

7) Which group of animals do humans and gorillas belong to?

8) Why would it be terrible news if the coronavirus spread to other great apes? Use your own knowledge of these animals.

CRAZY BUT TRUE

NOT EVERYTHING'S CLOSED IF YOU'RE A PENGUIN!

IT seems like all the fun places you can go to are closed for now. But one aquarium in America remains open... to the animals that live there!

The Shedd Aquarium, in the American city of Chicago, is staying closed like lots of places to slow down the spread of the coronavirus.

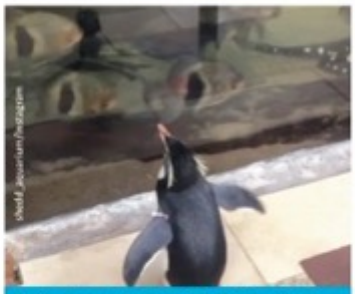
Instead, it has been letting its penguins out to explore! They have been waddling around parts of the aquarium they would never normally see. The curious birds have been out on field trips meeting dolphins. They have visited exotic areas like Amazon Rising. They have even been peeking their beaks around the reception area!

The penguins aren't the only ones having time out and about. The most recent animal to have a wander is Tyson the porcupine. He enjoyed his lunch while visiting the Polar Play Zone and watched the penguins having a swim.

The California Science Center has already joined in, sharing pictures of their rats, who got to explore the kelp forest exhibition while it's closed to visitors.

We wonder if we'll get to see more animal fun online from other zoos, aquariums and animals centres?

Tyson



Wellington was fascinated by the piranhas in the Amazon section of the aquarium

Rats got to explore the California Science Center

Four Stories FirstNews • Issue 719 • 27th March – 2nd April 2020

Questions on: 'Not everything's closed if you're a penguin!'

1) Where is the Shedd Aquarium?

_____ in _____

2) Find three places in the aquarium visited by the penguins.

1: .....

2: .....

3: .....

3) What does the word 'waddled' tell you about the way the penguins walked?

4) What creature is Tyson?

5) What did Tyson do while visiting the penguins?

☐ He had a picnic ☐ He had a swim ☐ He had a sleep

6) "Peeking their beaks" is an example of ...

☐ **Rhyme** – where words have the same last sound
☐ **Assonance** – where words have the same vowel sound
☐ **Alliteration** – where words start with the same sound

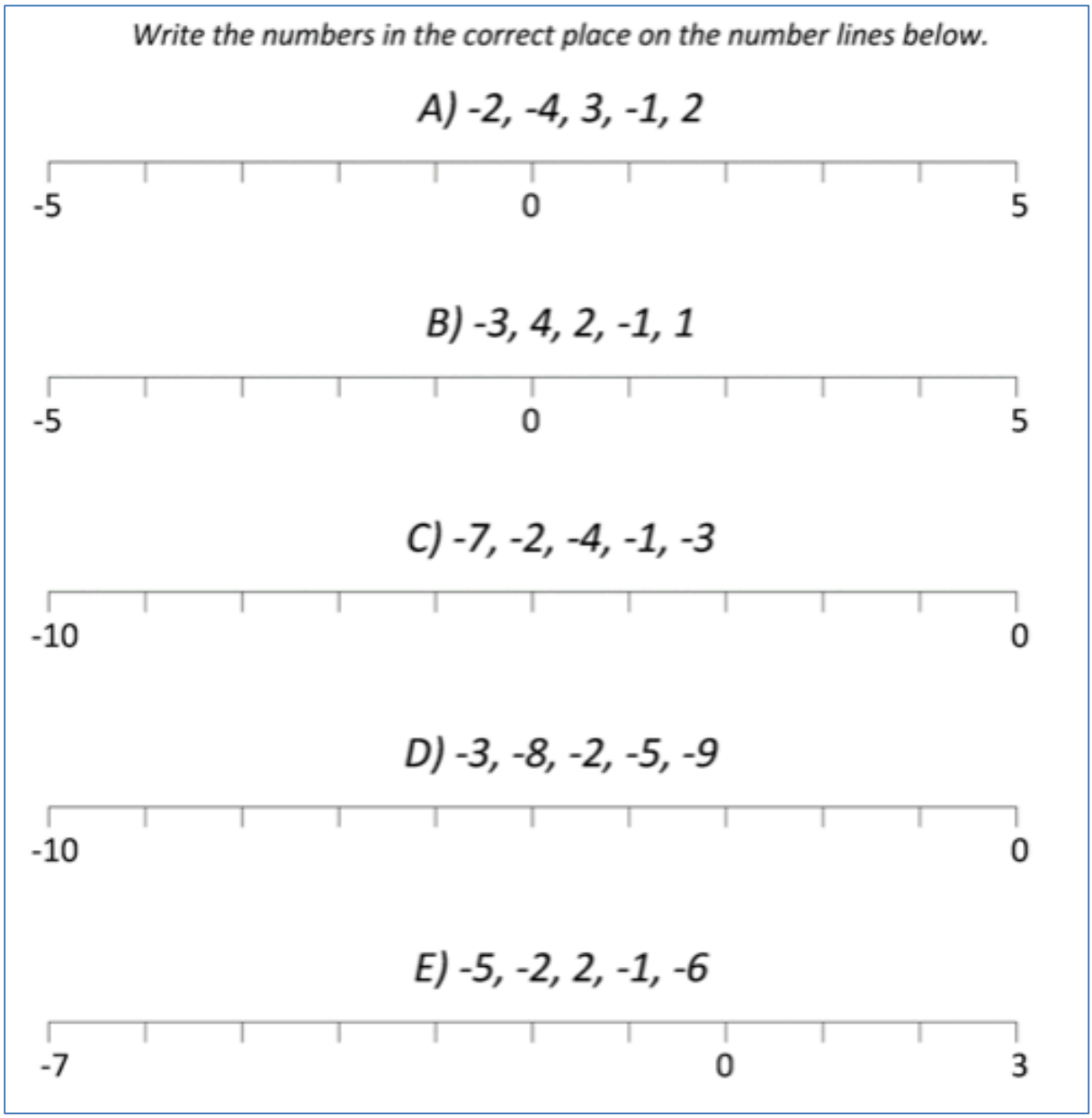
7) How does this report finish?

☐ With a question ☐ With a quotation ☐ With a joke

8) Most of us have been told to stay home, but what essential jobs still have to be done in the world's zoos and animal parks?

Negative Numbers Day 1 Week 1 Task A

1. Fill in the gaps on these number lines. You may use the -20 to 20 number line to help you!



2. Circle the smaller number:

- 6 or 10
- 8 or-8
- -2 or -3
- -1 or 3

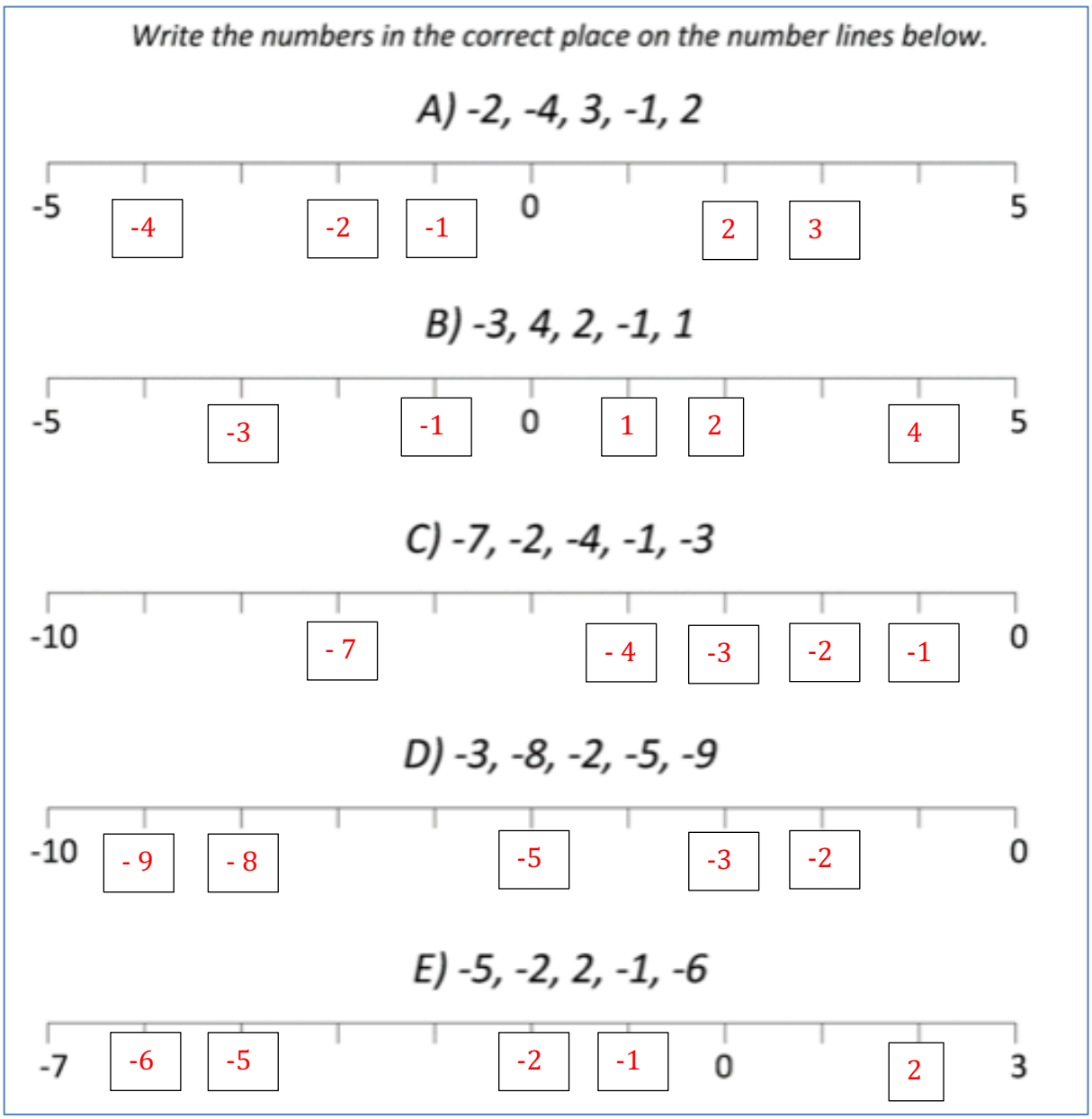
3. Circle the bigger number:

- 8 or 20
- 5 or -6
- -3 or -9
- -1 or 7

My -20 to 20 Number Line

Negative Numbers Day 1 Week 1 Task A -Answers

1. Fill in the gaps on these number lines. You may use the -20 to 20 number line to help you!

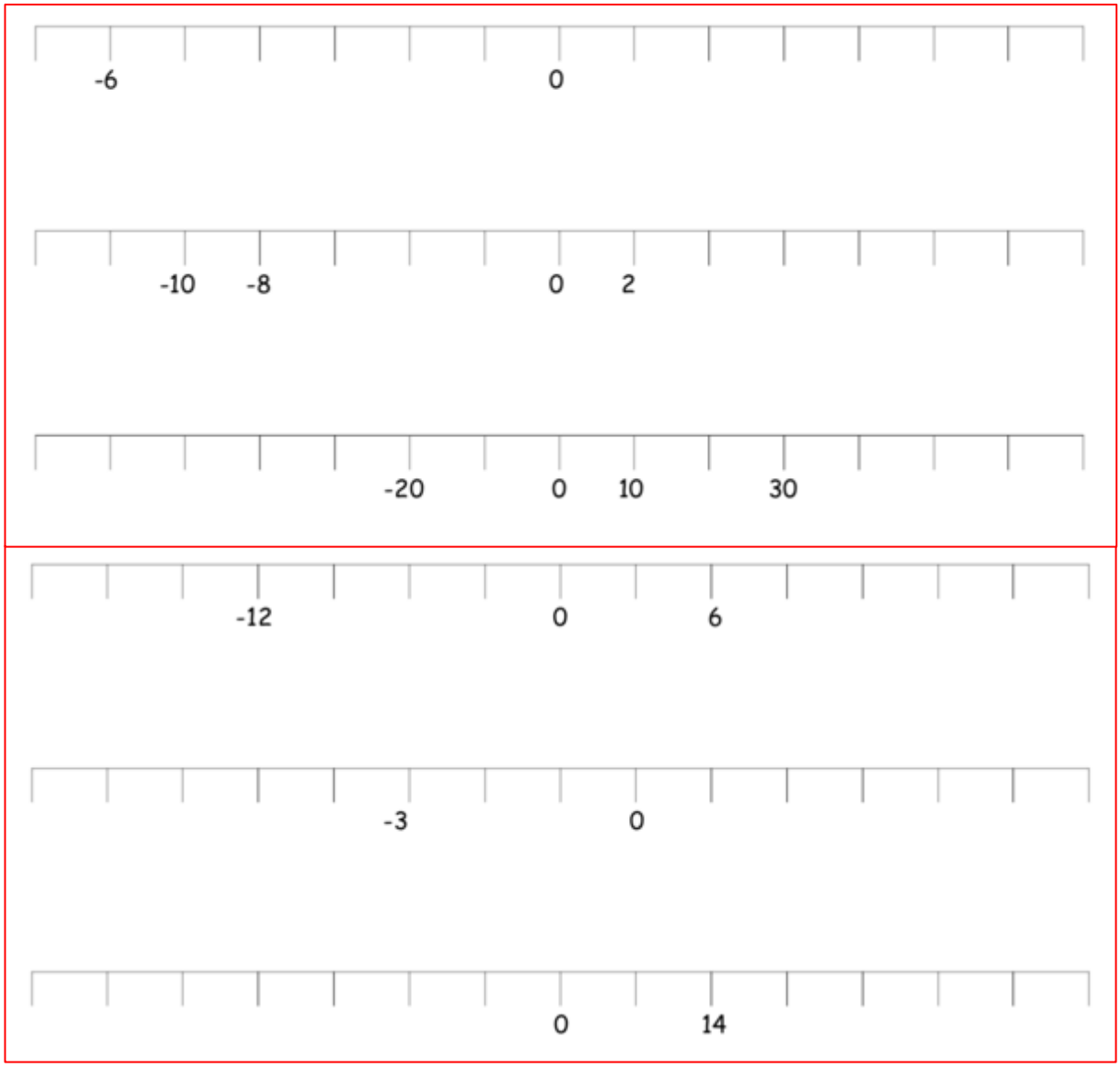


2. Circle the smaller number:
   - 6 or 10
   - 8 or -8
   - -2 or -3
   - -1 or 3

3. Circle the bigger number:
   - 8 or 20
   - 5 or -6
   - -3 or -9
   - -1 or 7

Negative Numbers Day 1 Week 1 Task B

1. Fill in the gaps on these number lines. You may use the -20 to 20 number line to help you!



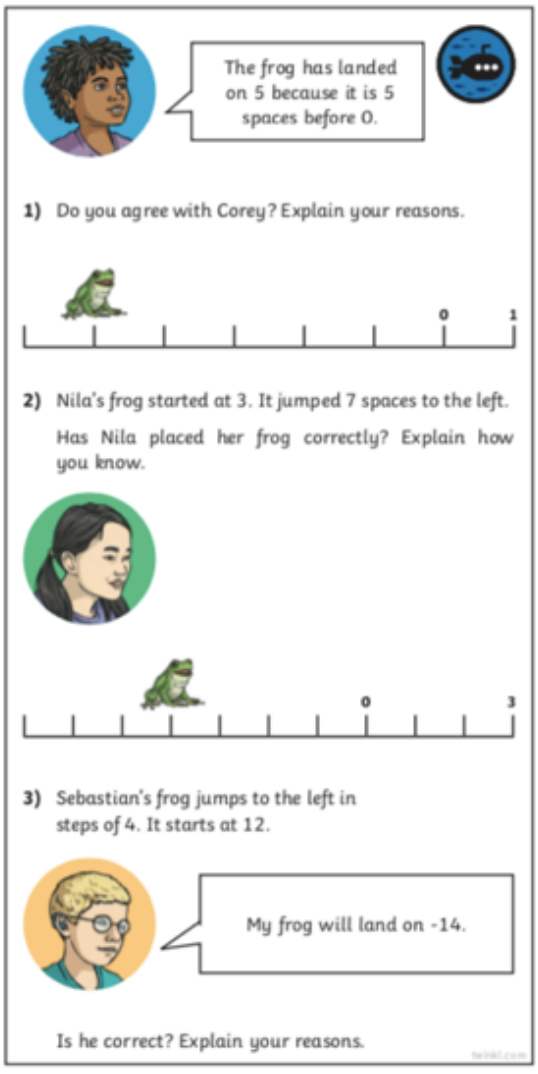
2. Use <, > or = to compare these numbers. Remember < means less than and > means greater than.

1. -9 ○ -7	2. -3 ○ -8
3. -13 ○ -6	4. -2 ○ -5
5. -1 ○ 0	6. -23 ○ -4

3. Work out the answers to these calculations. You can use a number line to help you. Remember **addition** goes to the **right** and **subtraction** goes to the **left**.

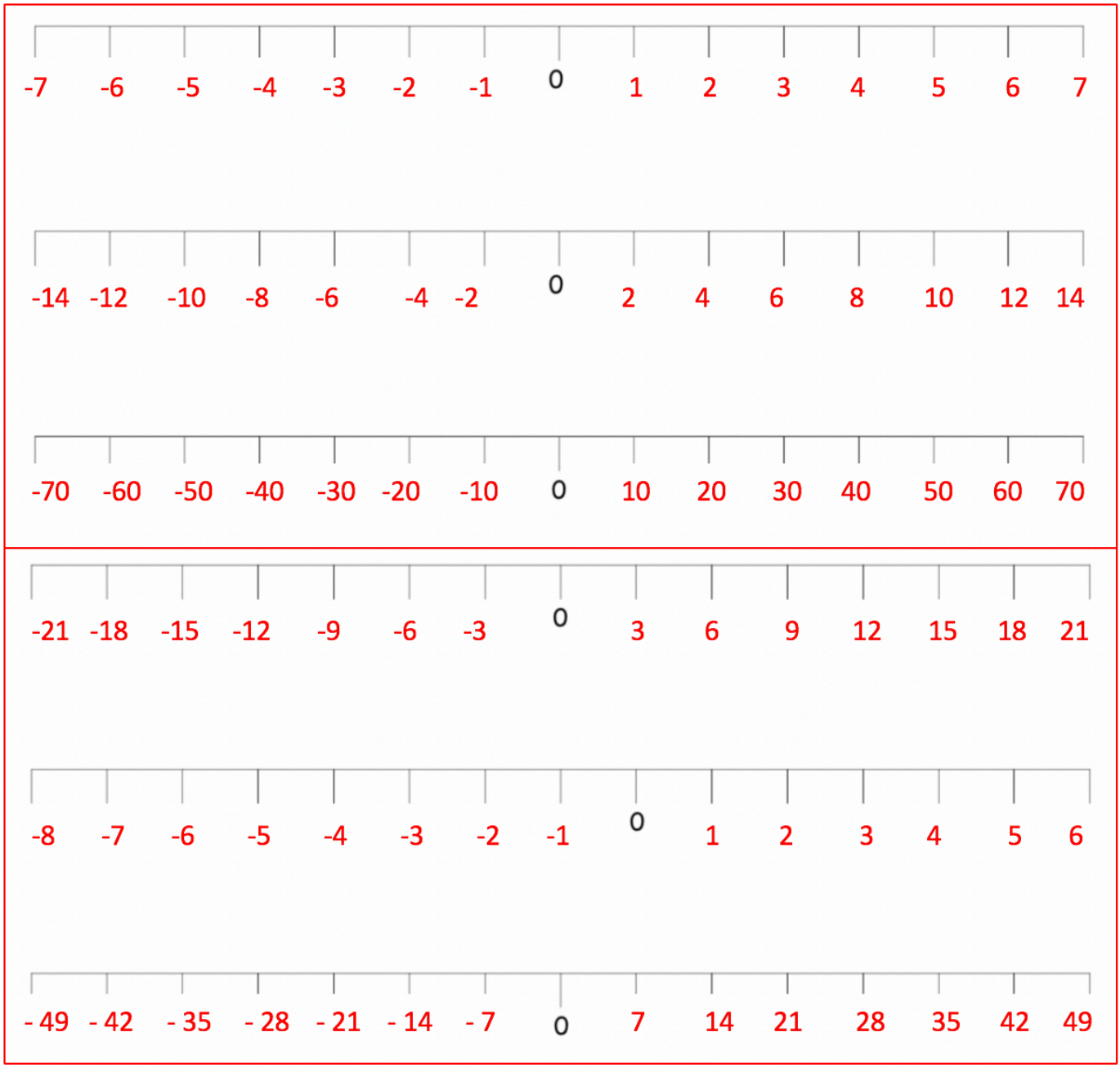
7. 5 – 6 =	1. -3 + 6 =
8. 3 – 7 =	2. -9 + 2 =
9. 9 – 11 =	3. -5 + 3 =
10. -5 – 2 =	4. -4 + 8 =
11. -6 – 3 =	5. -7 + 12 =
12. -8 – 9 =	6. -2 + 10 =

Challenge



Negative Numbers Day 1 Week 1 Task B -Answers

1. Fill in the gaps on these number lines. You may use the -20 to 20 number line to help you!



2. Use <, > or = to compare these numbers. Remember < means less than and > means greater than.

1. -9 < -7	2. -3 > -8
3. -13 < -6	4. -2 > -5
5. -1 < 0	6. -23 < -4

3. Work out the answers to these calculations. You can use a number line to help you. Remember **addition** goes to the **right** and **subtraction** goes to the **left**.

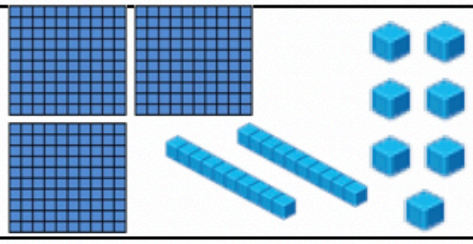
7. 5 – 6 = -1	1. -3 + 6 = 3
8. 3 – 7 = -4	2. -9 + 2 = -7
9. 9 – 11 = -3	3. -5 + 3 = -2
10. -5 – 2 = -7	4. -4 + 8 = 4
11. -6 – 3 = -9	5. -7 + 12 = 5
12. -8 – 9 = -17	6. -2 + 10 = 8

1) Corey is not correct – the frog is 5 spaces before 0 but this number is -5. He has forgotten the negative sign in his answer.

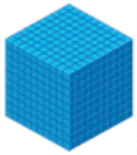
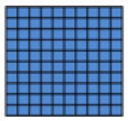
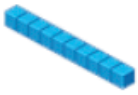
2) Nila is correct – her frog moved 3 spaces to get to 0 then 4 more spaces to get to -4. It has moved 7 spaces altogether.

3) He is not correct. The frog will land on 8, 4, 0, -4, -8, -12 and -16. It will not land on -14.

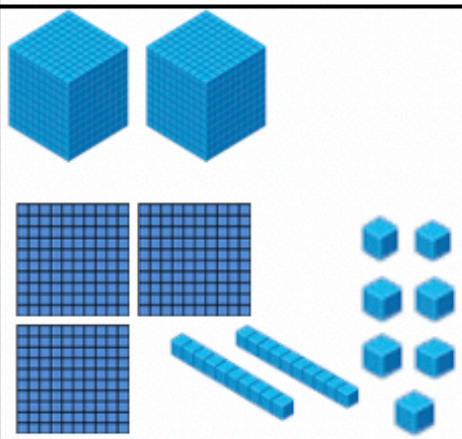
1. Complete the gaps in the table below. The first one is an example.

Number	Words	Expanded Form	Picture
327	____3__ hundreds ____2__ tens ____7__ ones	300 + 20 + 7 = 327	
123	_____ hundreds _____ tens _____ ones	____ + ___ + ___ = 123	
451	_____ hundreds _____ tens _____ ones	____ + ___ + ___ = 451	
823	_____ hundreds _____ tens _____ ones	____ + ___ + ___ = 823	
743	_____ hundreds _____ tens _____ ones	____ + ___ + ___ = 743	

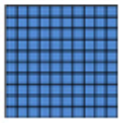
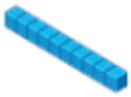
REMEMBER:

 = 1000  = 100  = 10  = 1

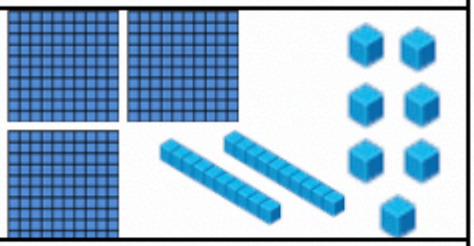
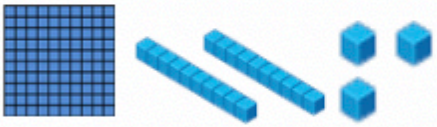
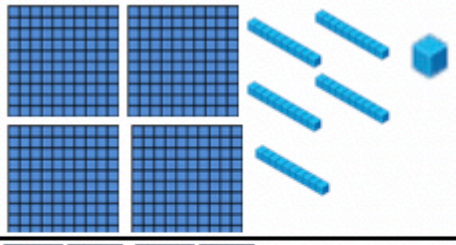
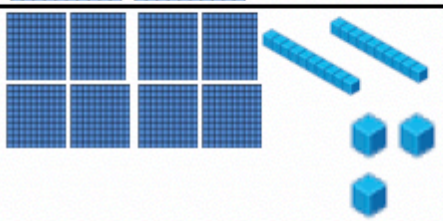
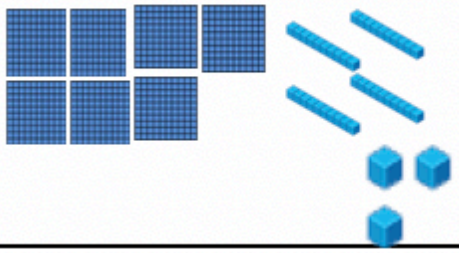
2. Complete the gaps in the table below. The first one is an example.

Number	Words	Expanded Form	Picture
2327	____2__ thousands ____3__ hundreds ____2__ tens ____7__ ones	2000 + 300 + 20 + 7 = 327	
4512	_____ thousands _____ hundreds _____ tens _____ ones	_____ + _____ + _____ + _____ = 4512	
8712	_____ thousands _____ hundreds _____ tens _____ ones	_____ + _____ + _____ + _____ = 8712	

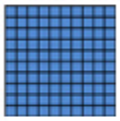
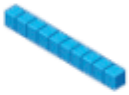
REMEMBER:

 = 1000  = 100  = 10  = 1

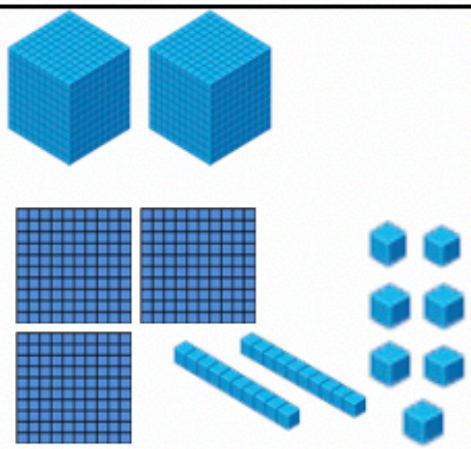
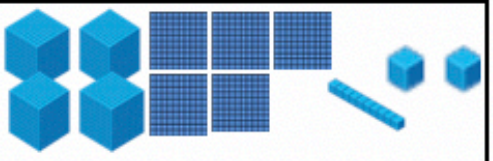
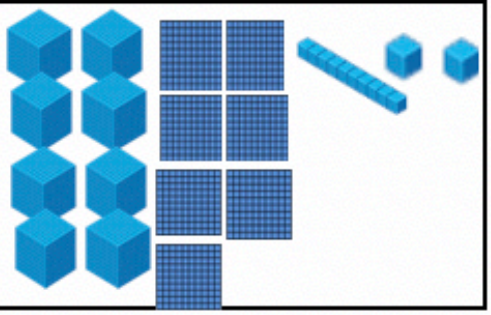
1. Complete the gaps in the table below. The first one is an example.

Number	Words	Expanded Form	Picture
327	____3__ hundreds ____2__ tens ____7__ ones	300 + 20 + 7 = 327	
123	____1__ hundreds ____2__ tens _____3_ ones	_100___ + _20__ + _3__ = 123	
451	___4___ hundreds ____5__ tens ___1___ ones	__400__ + __50_ + _1__ = 451	
823	___8___ hundreds ___2___ tens ____3__ ones	__800__ + _20__ + _3__ = 823	
743	___7___ hundreds ____4__ tens ____3__ ones	__700__ + _40__ + _3__ = 743	

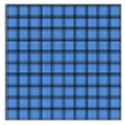
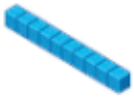
REMEMBER:

 = 1000  = 100  = 10  = 1

2. Complete the gaps in the table below. The first one is an example.

Number	Words	Expanded Form	Picture
2327	____2__ thousands ____3__ hundreds ____2__ tens ____7__ ones	2000 + 300 + 20 + 7 = 327	
4512	____4__ thousands ___5___ hundreds ____1__ tens _____2_ ones	___4000___ + _500____ + __10____ + _2____ = 4512	
8712	___8___ thousands ____7__ hundreds ___1___ tens ___2___ ones	___8000___ + __700___ + __10____ + __2___ = 8712	

REMEMBER:

 = 1000  = 100  = 10  = 1

1. Complete tasks A, B and C below. You can use a place value grid to help you if you need to.

A. Can you write the following amounts in numerals?

1. Three thousand, five hundred = _____
2. One thousand, three hundred and eight = _____
3. Eight thousand, seven hundred and one = _____
4. Two thousand, nine hundred and two = _____
5. Six thousand and sixteen = _____
6. One thousand, nine hundred and nineteen = _____
7. Five thousand, five hundred and five = _____

B. What are the values of the underlined digits?

1. 8<u>8</u>9 = _____	2. <u>1</u>65 = _____	3. 4<u>4</u>2 = _____
4. <u>8</u>21 = _____	5. 1<u>5</u>95 = _____	6. 26<u>5</u>5 = _____
7. <u>1</u>101 = _____	8. 70<u>7</u>1 = _____	9. 88<u>8</u>8 = _____
10. <u>6</u>707 = _____	11. 67<u>6</u>7 = _____	12. 3<u>1</u>21 = _____

C. Can you circle the digit that is equivalent to the written amount?

1. Fifty	8050	2. Thirty	1930	3. Three hundred	2379
4. Eighty	8081	5. Twenty	2222	6. Five hundred	4550
7. Seventy	7075	8. Eight hundred	8887	9. Six hundred	6690

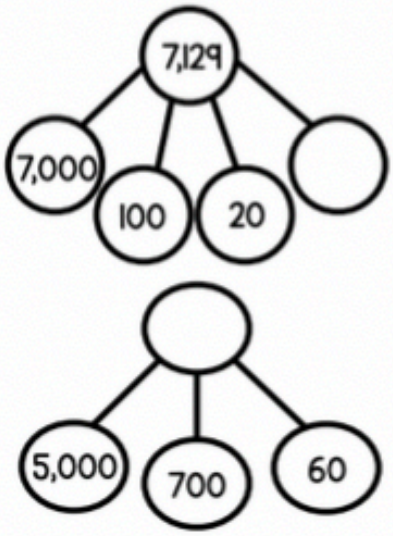
2. Complete these problem-solving questions below.

What number is shown on the place value grid?

_____

Draw more counters to make the number 3,048

Complete the part-whole diagrams.



Jim makes a 4 digit number.

- The hundreds digit is a 7
- The tens digit is one more than the thousands digit.
- The sum of all the digits is 10

What number did Jim make?

_____

1. **Complete tasks A, B and C below. You can use a place value grid to help you if you need to.**

A. Can you write the following amounts in numerals?

1. Three thousand, five hundred = 3500
2. One thousand, three hundred and eight = 1308
3. Eight thousand, seven hundred and one = 8701
4. Two thousand, nine hundred and two = 2902
5. Six thousand and sixteen = 6016
6. One thousand, nine hundred and nineteen = 1919
7. Five thousand, five hundred and five = 5505

B. What are the values of the underlined digits?

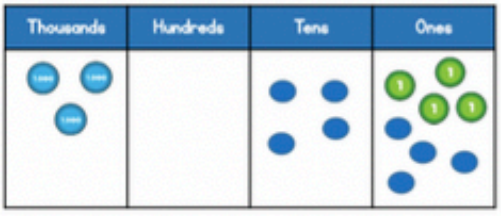
1. 8<u>8</u>9 =	eighty	2. <u>1</u>65 =	one hundred	3. 4<u>4</u>2 =	forty
4. 8<u>2</u>1 =	eight hundred	5. 1<u>5</u>95 =	five hundred	6. 26<u>5</u>5 =	fifty
7. <u>1</u>101 =	one thousand	8. 707<u>1</u> =	seventy	9. 8<u>8</u>88 =	eight hundred
0. 6<u>7</u>07 =	six thousand	11. 676<u>7</u> =	sixty	12. 3<u>1</u>21 =	one hundred

C. Can you circle the digit that is equivalent to the written amount?

1. Fifty	80**5**0	2. Thirty	19**3**0	3. Three hundred	2**3**79
4. Eighty	80**8**1	5. Twenty	22**2**2	6. Five hundred	4**5**50
7. Seventy	707**5**	8. Eight hundred	8**8**87	9. Six hundred	6**6**90

2. **Complete these problem-solving questions below.**

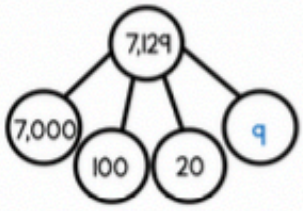
What number is shown on the place value grid?

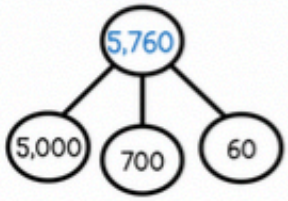


3,004

Draw more counters to make the number 3,048

Complete the part-whole diagrams.





Recognise the value of each digit in a 4-digit number Day 2 Week 1 Task B ANSWERS

Jim makes a 4 digit number.

- The hundreds digit is a 7
- The tens digit is one more than the thousands digit.
- The sum of all the digits is 10

What number did Jim make?

1,720

Ten Thousands, Thousands, Hundreds, Ten and Ones Place Value Grid

TTh Ten Thousands 10 000	Th Thousands 1000	H Hundreds 100	T Tens 10	O Ones 1

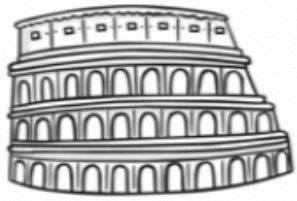
Roman Numerals

Can you count by only using letters?

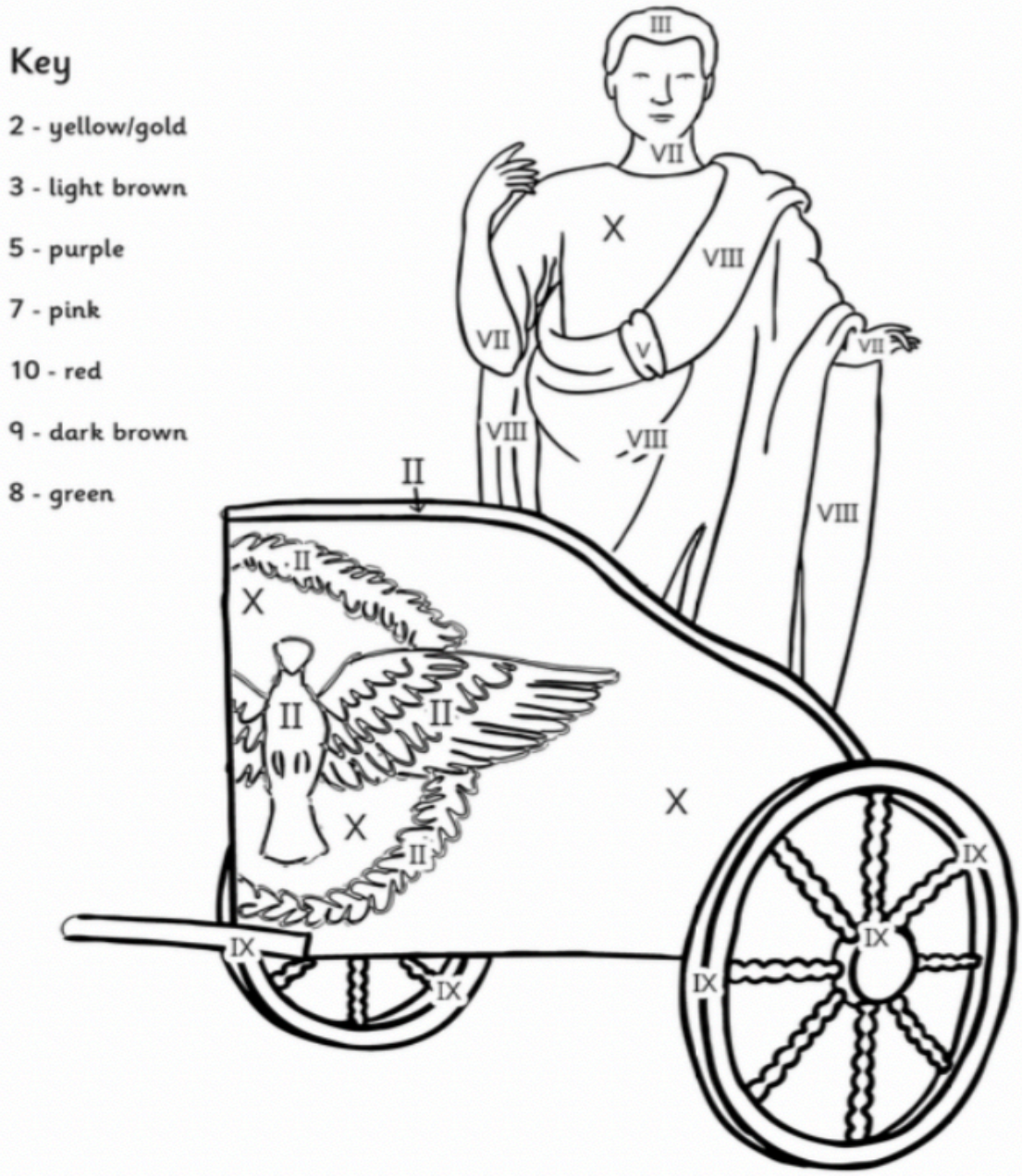
I	1	XXX	30
II	2	XL	40
III	3	L	50
IV	4	LX	60
V	5	LXX	70
VI	6	LXXX	80
VII	7	XC	90
VIII	8	C	100
IX	9	D	500
X	10	M	1,000
XX	20	MD	1,500

Match the roman numerals to the correct numbers.

1	VI
2	III
3	X
4	VII
5	II
6	IV
7	VIII
8	IX
9	I
10	V



Roman Numeral Colour By Numbers



Remember that:

I = 1 V = 5 X = 10

What do the following numbers mean?

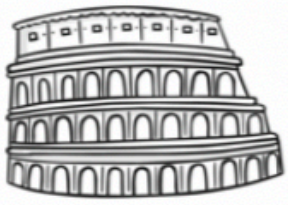
The first one is done for you.

II = 1 + 1	2
III	
VI	
VIII	
XI	
XII	
XVII	
Now can you try writing some Roman Numerals?	
1	
5	
7	
13	
16	

Well done!

Match the roman numerals to the correct numbers.

1	VI
2	III
3	X
4	VII
5	II
6	IV
7	VIII
8	IX
9	I
10	V



Roman Numeral Colour By Numbers

Key

2 - yellow/gold

3 - light brown

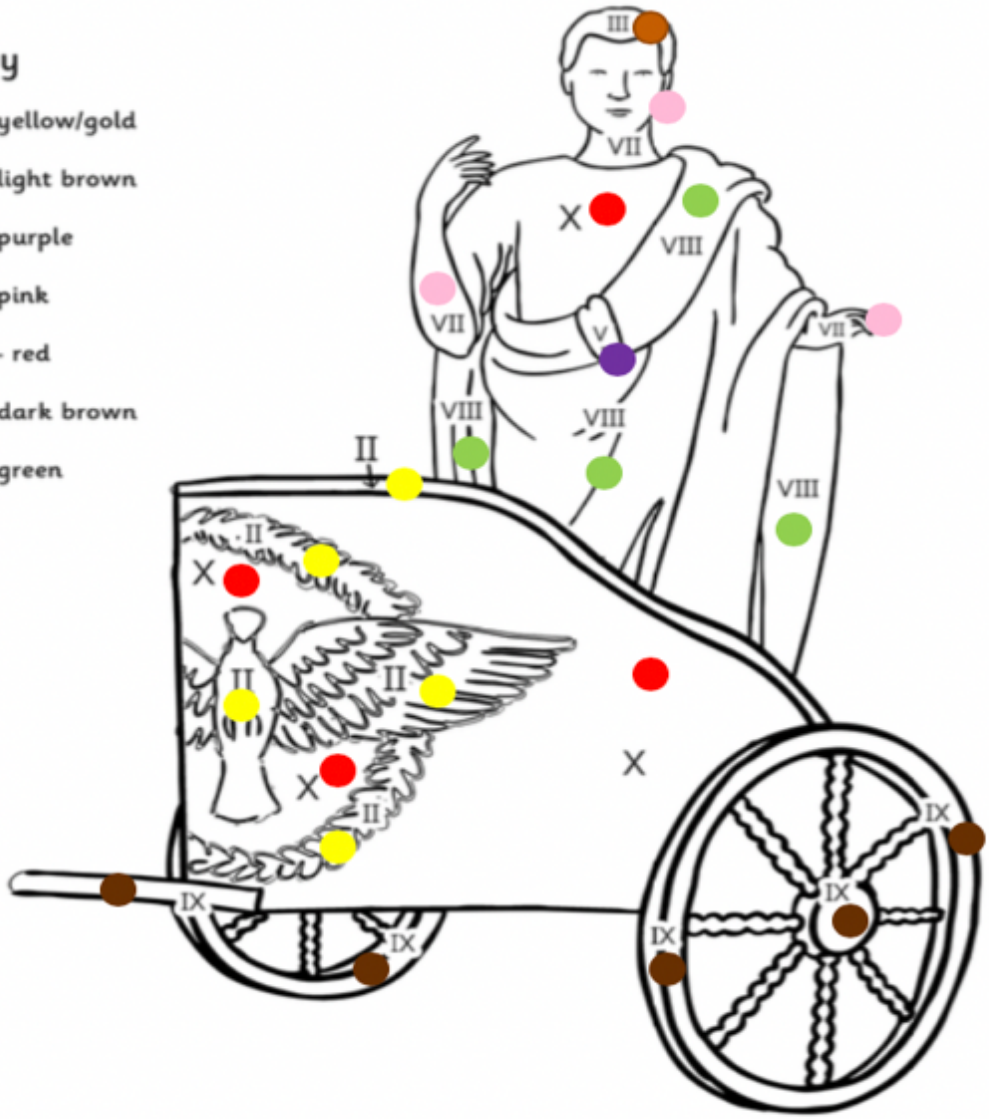
5 - purple

7 - pink

10 - red

9 - dark brown

8 - green



Remember that:

I = 1 V = 5 X = 10

What do the following numbers mean?

The first one is done for you.

II = 1 + 1	2
III = 1 + 1 + 1	3
VI = 5 + 1	6
VIII = 5 + 1 + 1 + 1	8
XI = 10 + 1	11
XII = 10 + 1 + 1	12
XVII = 10 + 5 + 1 + 1	17
Now can you try writing some Roman Numerals?	
1	I
5	V
7	VII
13	XIII
16	XVI

Well done!

Introduction to Roman Numerals and First Activities

I can convert between numbers and Roman numerals.

There are 7 letters used for Roman numerals:

I = 1 **C = 100**

V = 5 **D = 500**

X = 10 **M = 1000**

L = 50

Numbers other than those above are made by creating simple sums e.g.

Number	Sum	Roman Numeral
12	10 + 2	XII
7	5 + 2	VII

When adding numerals to make a number, the extra digit is placed to the right of the largest number e.g.		
13	10 + 3	XIII
To stop numerals getting too big, only three of the same value are allowed in a row. To help with this we can show a number by 'subtracting' a numeral e.g.		
9	1 less than 10	IX
The letter being removed goes before the larger number. There is only ever one letter subtracted.		

Work through these further examples to help you understand more fully;

Number	Sum	Roman Numeral
8	5 + 3	VIII
19	10 + 9	XIX
43	40 + 3	XLIII
90	100 - 10	XC

1. Can you write the numbers from 1-10 to help you with the questions to follow?

1 = ☐ 2 = ☐ 3 = ☐ 4 = ☐ 5 = ☐

6 = ☐ 7 = ☐ 8 = ☐ 9 = ☐ 10 = ☐

2. Try these...

Number	Sum	Roman Numeral
a. 26		
b. 17		
c. 29		
d. 30		

3. Now try these...

a. 15 = ☐ **b.** 21 = ☐ **c.** 26 = ☐ **d.** 33 = ☐

e. 35 = ☐ **f.** 44 = ☐ **g.** 49 = ☐ **h.** 50 = ☐

4. A little bit harder...

a. 70 = ☐ **b.** 80 = ☐ **c.** 83 = ☐

d. 89 = ☐ **e.** 90 = ☐ **f.** 100 = ☐

5. Final challenges...

Can you convert today's date into Roman numerals? ____ /____ /___

Can you convert the year (e.g. 2015) into Roman numerals?

Introduction to Roman Numerals and First Activities: Answers

question	answer	
1.		
1	I	
2	II	
3	III	
4	IV	
5	V	
6	VI	
7	VII	
8	VIII	
9	IX	
10	X	
2.		
	sum	**Roman numeral**
a	20 + 6	XXVI
b	10 + 7	XVII
c	10 + 10 + 9	XXIX
d	10 + 10 + 10	XXX
3.		
a	XV	
b	XXI	
c	XXVI	
d	XXXIII	
e	XXXV	
f	XLIV	
g	XLIX	
h	L	
4.		
a	LXX	
b	LXXX	
c	LXXXIII	
d	LXXXIX	
e	XC	
f	C	

`

Roman Numerals 100 Square

Complete the 1-100 square using Roman numerals.

I = 1 V = 5 X = 10 L = 50 C = 100

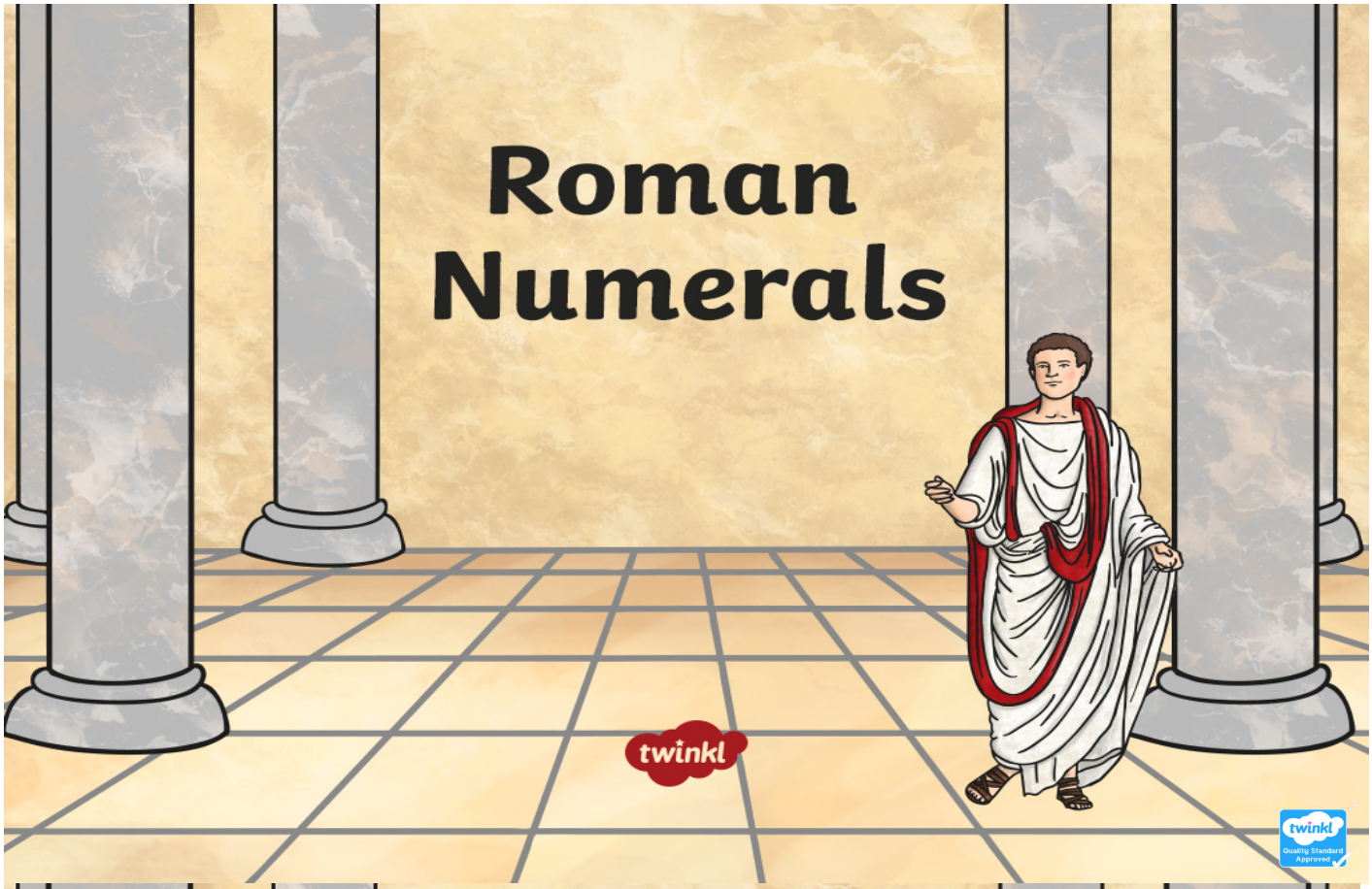
I	II	III	IV	V	VI	VII	VIII	IX	X
XI	12	13	14	15	16	17	18	19	XX
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	XL
XLI	42	43	44	45	46	47	48	49	L
51	52	53	54	55	56	57	58	LIX	60
61	62	63	64	65	66	67	68	69	70
LXXI	LXXII	73	74	LXXV	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	XCIX	100

Roman Numerals 100 Square Answers

Complete the 1-100 square using Roman numerals.

I = 1 V = 5 X = 10 L = 50 C = 100

I	II	III	IV	V	VI	VII	VIII	IX	X
XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
XXI	XXII	XXIII	XXIV	XXV	XXVI	XXVII	XXVIII	XXIX	XXX
XXXI	XXXII	XXXIII	XXXIV	XXXV	XXXVI	XXXVII	XXXVIII	XXXIX	XL
XLI	XLII	XLIII	XLIV	XLV	XLVI	XLVII	XLVIII	XLIX	L
LI	LII	LIII	LIV	LV	LVI	LVII	LVIII	LIX	LX
LXI	LXII	LXIII	LXIV	LXV	LXVI	LXVII	LXVIII	LXIX	LXX
LXXI	LXXII	LXXIII	LXXIV	LXXV	LXXVI	LXXVII	LXXVIII	LXXIX	LXXX
LXXXI	LXXXII	LXXXIII	LXXXIV	LXXXV	LXXXVI	LXXXVII	LXXXVIII	LXXXIX	XC
XCI	XCII	XCIII	XCIV	XCV	XCVI	XCVII	XCVIII	XCIX	C



A Short History

- Roman numerals originated in Ancient Rome. They are believed to have come from the ancient Etruscans.
- The symbol for “1” probably began as a simple tally mark made in wood or dirt as a way of counting and recording. It would be a very easy mark to make on a wax tablet, too.

Roman Numerals consist of 7 Letters

Roman Numerals	Number
I	1
V	5
X	10
L	50
C	100
D	500
M	1000

They can be written as capital (XXII) or lower case (xxii) letters.

How to Form the Numbers

Number	Equation	Roman Numerals
12	10 + 2	XII
7	5 + 2	VII
9	10 - 1	IX
40	50 - 10	XL

Subtraction = LEFT

Addition = RIGHT

Examples

8 = 5 + 3 = VIII

19 = 10 + 9 = XIX

40 = 50 - 10 = XL

90 = 100 - 10 = XC

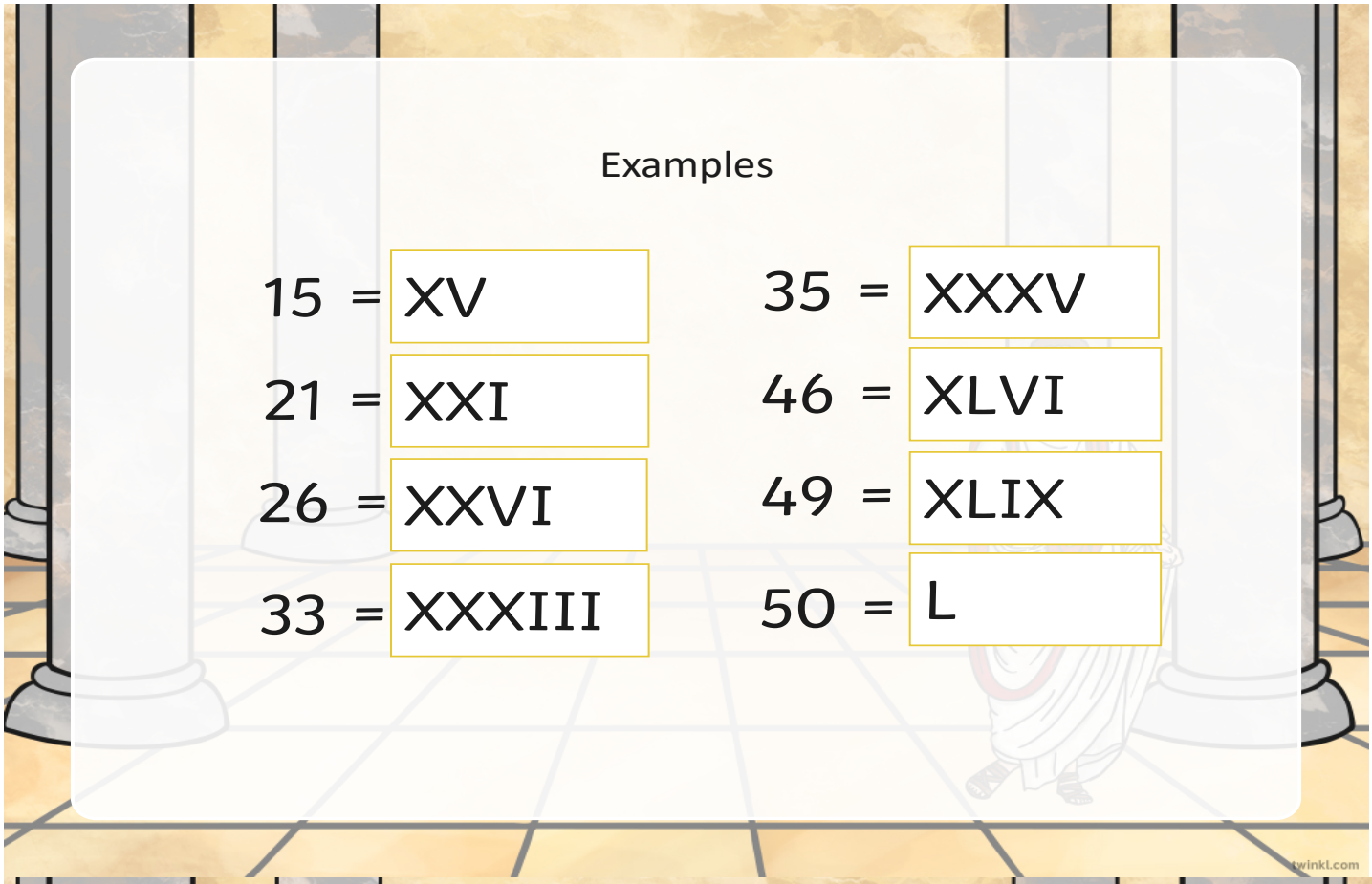
Examples

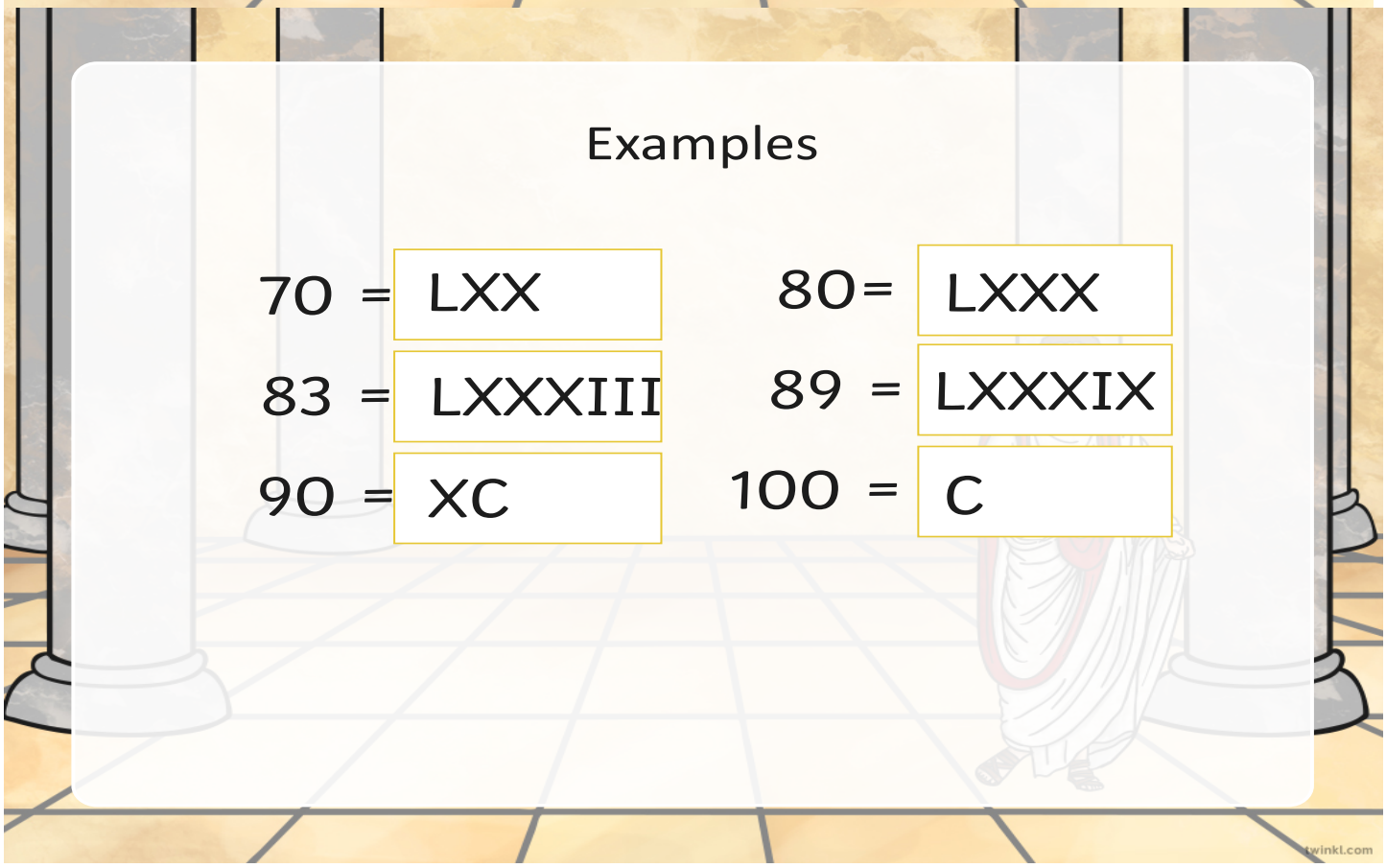
6 = 5 + 1 = VI

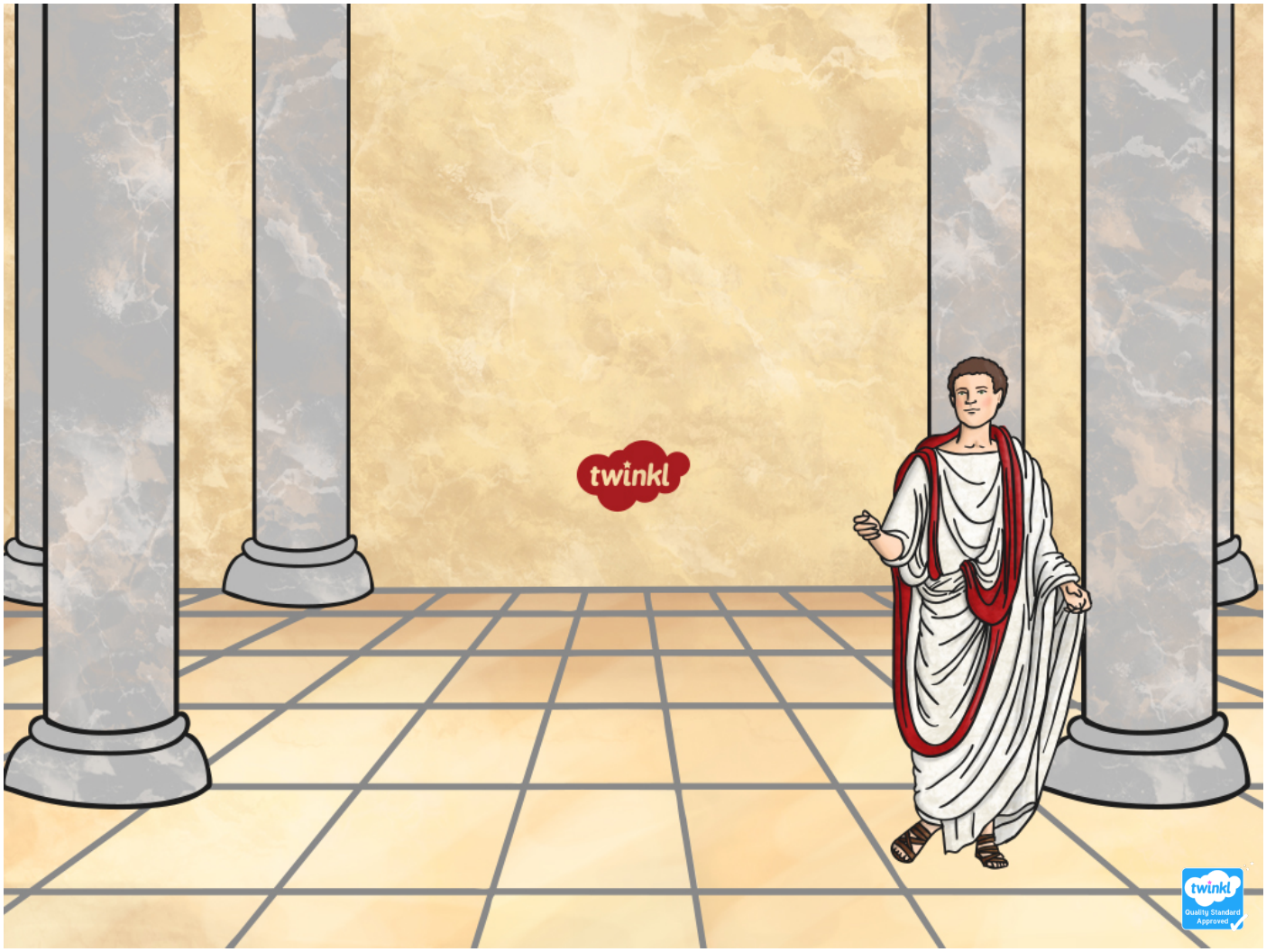
17 = 10 + 7 = XVII

29 = 20 + 9 = XXIX

30 = 10 + 10 + 10 = XXX


Examples
15 = XV
21 = XXI
26 = XXVI
33 = XXXIII
35 = XXXV
46 = XLVI
49 = XLIX
50 = L


Examples
70 = LXX
83 = LXXXIII
90 = XC
80= LXXX
89 = LXXXIX
100 = C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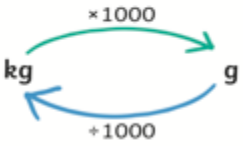
Converting Units — Knowledge Organiser

Key Vocabulary

- mass
- gram
- kilogram
- capacity
- volume
- millilitre
- centilitre
- litre
- millimetre
- centimetre
- kilometre

Converting Mass



1000g = 1kg

$\frac{1}{10}$kg = 0.1kg = 100g

$\frac{1}{4}$kg = 0.25kg = 250g

$\frac{1}{2}$kg = 0.5kg = 500g

$\frac{3}{4}$kg = 0.75kg = 750g

Converting Capacity

1000ml = 1 litre

$\frac{1}{10}$l = 0.1l = 100ml

$\frac{1}{4}$l = 0.25l = 250ml

$\frac{1}{2}$l = 0.5l = 500ml

$\frac{3}{4}$l = 0.75l = 750ml

$\frac{1}{100}$l = 0.01l = 10ml

Converting Length

1000 metres = 1 kilometre

100cm = 1m

10mm = 1cm

$\frac{1}{10}$km = 0.1km = 100m

$\frac{1}{4}$km = 0.25km = 250m

$\frac{1}{2}$km = 0.5km = 500m

$\frac{3}{4}$km = 0.75km = 750m

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Converting Units — Knowledge Organiser

Units of Time

Minute

1 minute = 60 seconds

Hour

1 hour = 60 minutes

Day

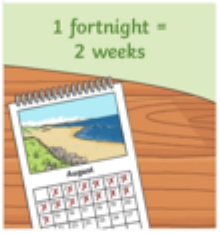
1 day = 24 hours

Week

1 week = 7 days

Fortnight

1 fortnight = 2 weeks



Month

Year

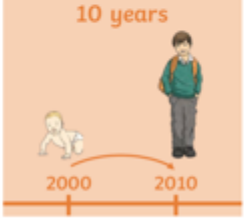
1 year = 12 months = 52 weeks = 365 days

Leap Year

1 leap year = 366 days

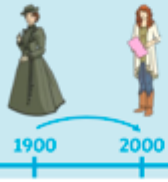
Decade

1 decade = 10 years



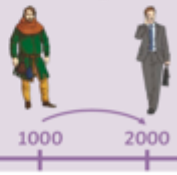
Century

1 century = 100 years



Millennium

1 millennium = 1000 years



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1

Amy has 50p.

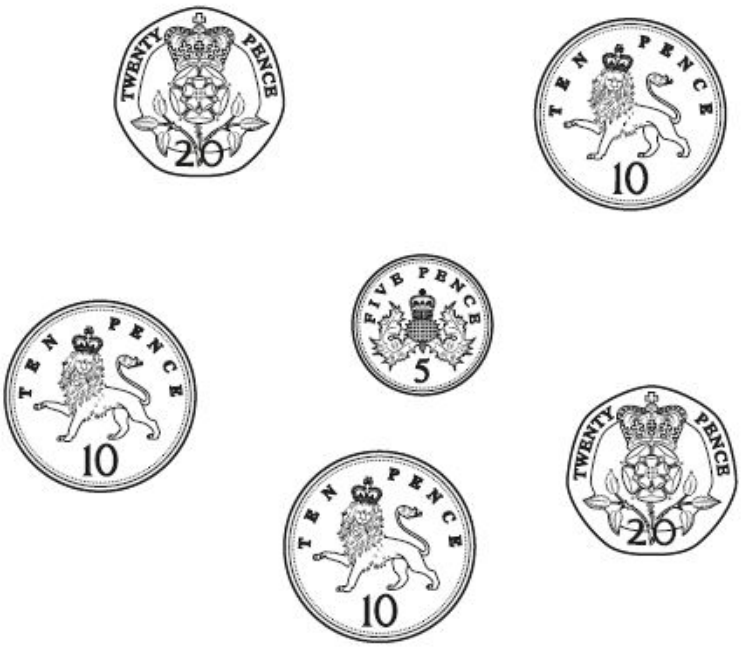
She buys a pencil for **30p**

Tick the purse that shows how much money Amy has **left**.

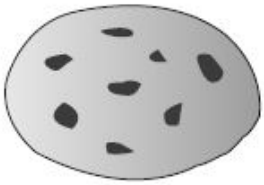
2 Sam has 55p.

Ben has 10p less than Sam.

Tick the coins that **Ben** has.



3



biscuits **20p** each	cakes **25p** each

Sam buys **3** biscuits and **1** cake.

How much does Sam spend **altogether**?

Show your working

p

Mark schemes

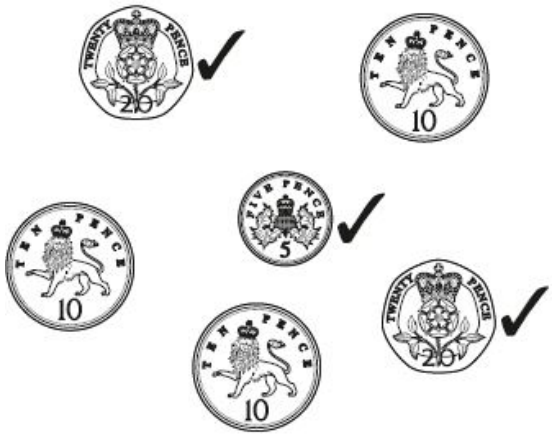
1 Correct purse indicated as shown:

Accept any other clear way of indicating the correct answer.

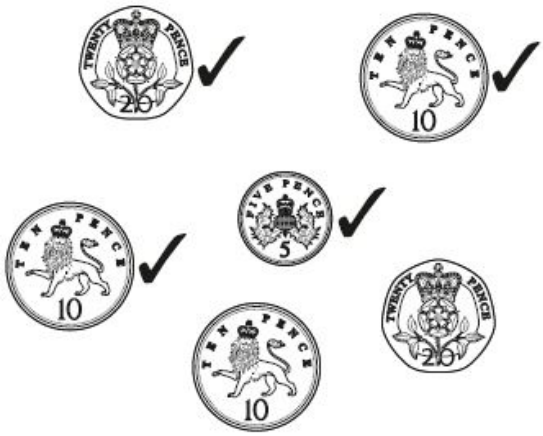
***Do not** award the mark if more than one purse has been indicated, unless it is clear that the correct purse is the pupil's final choice.*

[1]

2 Award the mark for any combination of coins indicated that totals 45p, e.g.



OR



Accept any other clear way of indicating a correct combination of coins, i.e.

20p, 20p and 5p
or
20p, 10p, 10p and 5p

[1]

3 Award **TWO** marks for the correct answer of 85 (p).

If the answer is incorrect or missing, award **ONE** mark for evidence of a complete, correct method, e.g.

- 20 + 20 + 20 + 25 = (incorrect or no answer)
- 20 × 3 = 40 (error)

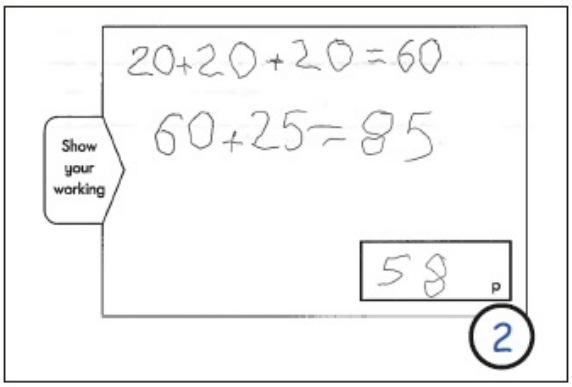
  40 + 25 =

Use the example responses to help determine how many marks can be awarded.

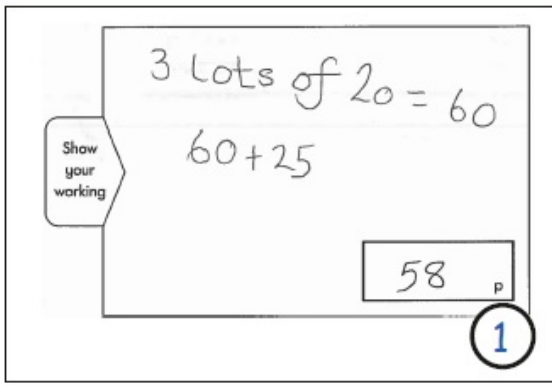
[2]

Example responses

Dale: 2 marks

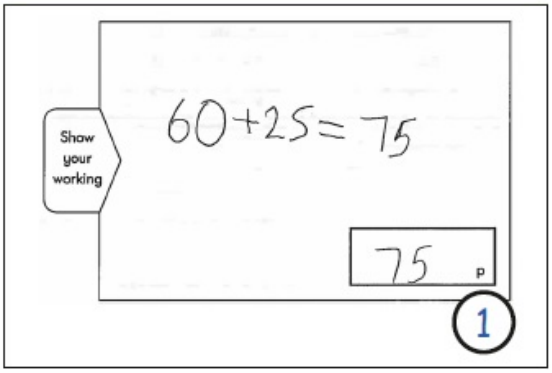


Karolina: 1 mark

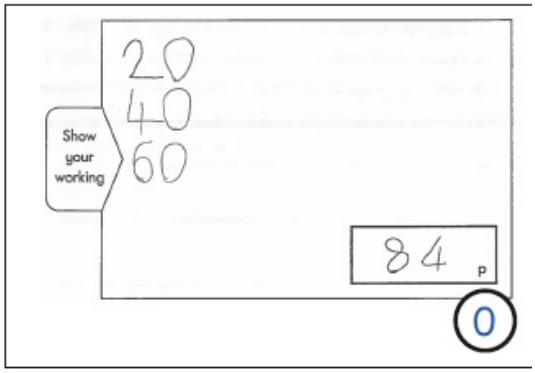


Dale and Karolina have recorded the same answer in the answer box. In his working, Dale has shown a complete, correct method with the correct answer. However, in transcribing his answer into the answer box, he has transposed the digits, recording 58 instead of 85. It is clear that his intention was to write 85, but he has miscopied his final answer. In this case we can apply general marking principle 12 (see page 8). Therefore, Dale can be awarded the full **two marks**. In contrast, Karolina has not recorded the correct answer, 85, anywhere. However, she has written a complete, correct method and is awarded **one mark**.

Freya: 1 mark

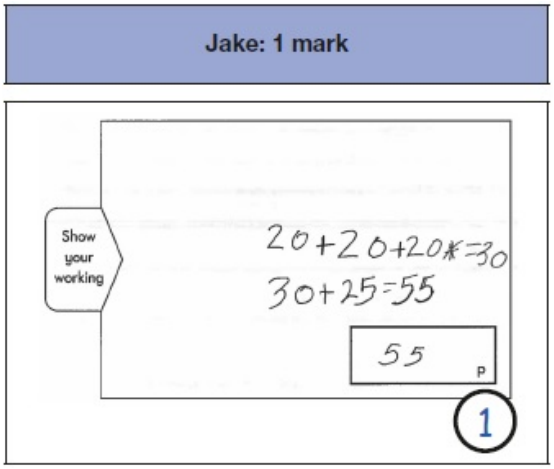


Harmeet: 0 marks

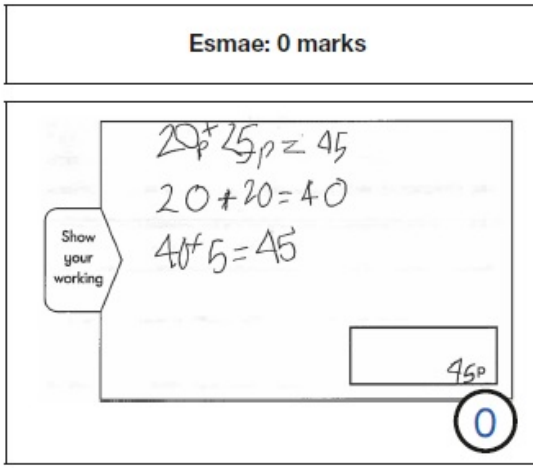


Freya and Harmeet have an incorrect final answer, but both have provided methods. In her method, Freya has not shown how she has reached 60, but she has shown that 25 has to be added to this amount. Although, she has given an incorrect final answer, she can be awarded **one mark** for a complete, correct method. In contrast, Harmeet has shown how he reached 60 by counting in twenties. However, he has not shown the final step in his working. He has recorded 84 as his final answer, but we do not know that he was attempting to add 25, so his method cannot be considered correct. Therefore, he is awarded **no marks**.

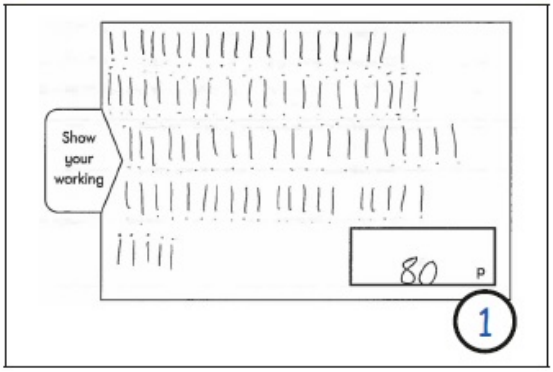
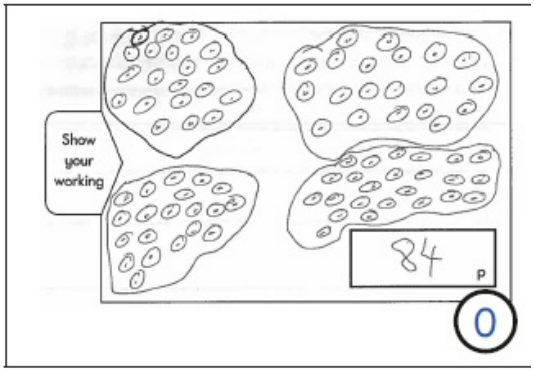
Jake: 1 mark



Esmae: 0 marks

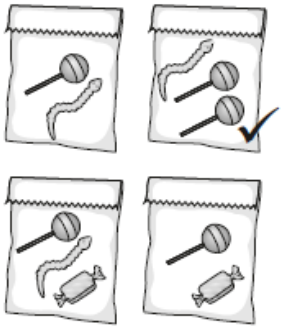


Both Jake and Esmae have incorrect final answers and they have provided methods with errors. Jake has made an arithmetic error in his first step of adding twenties. He then correctly added 25 to his first total of 30. Although his final answer is incorrect, he can be awarded **one mark** for his complete, correct method. Esmae, in comparison, has correctly added the cost of one biscuit and one cake, and then separately added the cost of two biscuits. In her last step, she has not added the two totals correctly, only adding 5 instead of 45 to 40, so her method is not correct. Therefore, she is awarded **no marks**.

Jabeen: 1 mark	Kirk: 0 marks
	

Both Jabeen and Kirk have used a pictorial method to obtain an answer. Jabeen has correctly drawn 85 tallies, but has made a counting error when finding the total number. Her pictorial method is complete and correct so she is awarded **one mark**. Kirk has correctly recorded three groups of 20 pence, but in his fourth group, he has only recorded 24 pence instead of 25 pence. As a consequence, he reached the answer 84 instead of 85. Although he has counted correctly, his method is not correct and he is awarded **no marks**.

4 Tick drawn on the correct bag, as shown:



Accept any other clear way of indicating the correct bag.

***Do not** award the mark if other bags are indicated, unless it is clear that the correct bag is the pupil's final choice.*

Accept a tick that is near to the correct answer, so as long as it is unambigous as to which bag is identified.

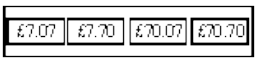
[1]

5 15 (p)

Accept 10p and 5p, or a drawing of the two coins, without an answer written in the answer box.

[1]

6 Writes the amounts in order as shown:



Accept any clear way of indicating the correct order, eg arrows.

All four numbers must be in the correct order for the award of the mark.

***Do not** accept transcription errors, eg £7.77 written instead of £7.70*

Accept the values given in reverse order.

[1]

Mark schemes

1 Letters put in the correct order as shown:

All letters must be in the correct order for the award of the mark.

Accept any other clear way of indicating the correct answer, e.g. matching each building to its correct position.

[1]

2 123 (cm)

Accept 1m 23 (cm).

[1]

3 28 (cm)

[1]

4 3 (m) 60 (cm)

Accept 0 m 360 cm or 3.6 m 0 cm

[1]

5 Both signs written correctly as shown:

Cheetah's mass < Tiger's mass

Tiger's mass = Lion's mass

Accept any unambiguous drawing of the correct symbol.

***Do not** accept words instead of signs, e.g.*

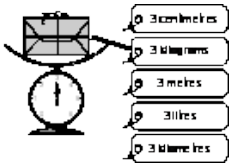
do not accept 'less than' in place of the '<' sign.

[1]

6 24 (kg)

[1]

7 Parcel matched to 3 kilograms.



Accept any other clear way of indicating the correct answer.

Do not award the mark if the parcel is matched to more than one label unless it is clear that the correct label is the child's final choice.

[1]

Solving Number and Place Value Problems Day 4 Week 1 Task B

1. Complete these problems involving length and mass. Think about the learning we have done in class with addition, subtraction, rounding and converting.

In Mariana's dream, she is part of a special team of ecologists sent to a newly discovered rainforest to find out about the weird and wonderful creatures who live there.

Flyers

Mariana finds some incredible flying creatures. She names them flyers. Help her to learn about them.

How high can these flyers fly?

a) 25cm higher than 250cm. _____

b) 50cm lower than 450cm. _____

c) 75cm higher than 100cm. _____

d) 125cm higher than 275cm. _____

e) 25cm lower than 500cm. _____

How long are the wings of these flyers?

f) 2000mm longer than 3000mm. _____

g) 5000mm shorter than 7000mm. _____

h) 4000mm longer than 1000mm. _____

i) 2000mm shorter than 5000mm. _____

j) 6000mm shorter than 9000mm. _____

Hoppers

Mariana also discovers some larger hopping creatures bouncing underneath the trees.

How heavy are these hoppers?

a) 1000g lighter than 3426g. _____

b) 1000g heavier than 543g. _____

c) 2000g lighter than 6823g. _____

d) 3000g heavier than 3427g. _____

e) 6000g lighter than 8976g. _____

Solving Number and Place Value Problems Day 4 Week 1 Task B

Squeakers

Mariana hears the strange squeaking sound of these little rodents. She tracks them to see how far they travel.

To the nearest 10cm, how far do these baby squeakers travel?

a) 432cm.

_____

b) 556cm.

_____

c) 792cm.

_____

To the nearest 100cm, how far do these larger squeakers travel?

d) 532cm.

_____

e) 658cm.

_____

f) 913cm.

_____

Creepers

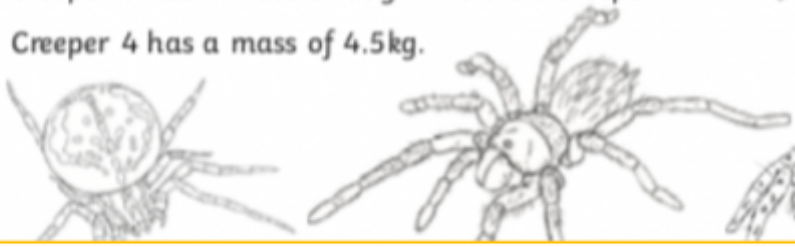
Which creeper is the lightest?

Creeper 1 has a mass of 3579g.

Creeper 2 has a mass 2kg less than Creeper 4.

Creeper 3 has a mass 3000g more than Creeper 2.

Creeper 4 has a mass of 4.5kg.



Snack Time

Doug has just started high school. He loves Twinkl Academy. What he loves most about Twinkl Academy is not the lessons, not playtimes, not clubs... but the food!
The food at Twinkl Academy is delicious.

a) Put these snacks in order from the cheapest to the most expensive.

_____, _____, _____, _____, _____.

b) If Doug has £4 on his Twinkl card, can he buy two snacks?_____

Which two snacks could he buy? _____

How many different combinations can you find? Write them below.

_____

Money

Doug has £122.46 on his Twinkl Card. What value does each underlined digit represent in £122.46? Circle the correct answer.

a) £1<u>2</u>9.46	£20, £200, 20p, £2	c) £129.<u>4</u>6	40p, 4p, £40, £4
b) £<u>1</u>29.46	£1, 1p, 10p, £100	d) £12<u>9</u>.46	£90, £9, 90p, 9p

Meal Deals

Here are some of this week's meals.

Which two meals are less than £3 when rounded to the nearest ten pence?

_____

Sausage, chips and peas with an apple £3.52

Egg salad with a yoghurt £2.96

Chargrilled vegetable pasta with milkshake £3.38

Tuna baguette with crisps £1.95

Chips and cheese with a banana £1.24

Here are three bags in a shop

A
£11.50

B
£14.65

C
£16.50

How much does bag B cost to the nearest pound?

£

Jamie buys bag A and bag C.

How much change does he get from £40?

Show your method

£

1. Complete these problems involving length and mass. Think about the learning we have done in class with addition, subtraction, rounding and converting.

Question	Answer
1. Flyers	
a	25cm higher than 250cm. **275cm**
b	50cm lower than 450cm. **400cm**
c	75cm higher than 100cm. **175cm**
d	125cm higher than 275cm. **400cm**
e	225cm lower than 500cm. **275cm**
f	2000mm longer than 3000mm. **5000mm**
g	5000mm shorter than 7000mm. **2000mm**
h	4000mm longer than 1000mm. **5000mm**
i	2000mm shorter than 5000mm. **3000mm**
j	6000mm shorter than 9000mm. **3000mm**
2. Hoppers	
a	1000g lighter than 3426g. **2426g**
b	1000g heavier than 543g. **1543g**
c	2000g lighter than 6823g. **4823g**
d	3000g heavier than 3427g. **6427g**
e	6000g lighter than 8976g. **2976g**

3. Squeakers	
a	432cm. **430cm**
b	556cm. **560cm**
c	792cm. **800cm**
d	532cm. **500cm**
e	658cm. **700cm**
f	913cm. **900cm**
g	5464cm. **5000cm**
h	7321cm. **7000cm**
i	8721cm. **9000cm**
j	2555cm. **3000cm**

Creepers				
	lightest ←			→ heaviest
	Creeper 2 (2500g)	Creeper 1 (3579g)	Creeper 4 (4500g)	Creeper 3 (5500g)

2. Complete these problems involving money. Think about the learning we have done in class with addition, subtraction, rounding and converting.

Snack Time
Put these snacks in order from the cheapest to the most expensive. **99p, £1.20, 189p, 280p, £2.89**
If Doug has £4 on his Twinkl card, can he buy two snacks? **Yes** Which two snacks could he buy? **Multiple answers possible (see below).** How many different combinations can you find? **99p + £1.20, £1.20 + 189p, 189p + 99p, 99p + 280p, 280p + £120**

Doug has £122.46 on his Twinkl Card. What value does each underlined digit represent in £122.46? Circle the correct answer.
£20
£100
40p
£9
Which two meals are less than £3 when rounded to the nearest ten pence?
Tuna Baguette £1.95, Chips and Cheese £1.24

Solving Number and Place Value Problems Day 4 Week 1 Task B ANSWERS

Here are three bags in a shop

A
£11.50

B
£14.65

C
£16.50

How much does bag B cost to the nearest pound?

£

Jamie buys bag A and bag C.

How much change does he get from £40?

Show your method

£

£15

1

Award **TWO** marks for the correct answer of £12

If the answer is incorrect, award **ONE** mark for evidence of appropriate working, eg

11.50 + 16.50 = 28

40 – 28 = wrong answer

*Accept: for **ONE** mark £1200 **OR** £1200p as evidence of appropriate working.*

*Working must be carried through to reach an answer for the award of **ONE** mark.*

Up to 2

Where did they come from?

How, when and why did they travel?

Who were the Vikings?

Where did they first raid?

Can you think of any reasons why they would want to settle in Britain?

1. Find and label these countries on your map:

- England
- Scotland
- Wales
- Ireland
- Denmark
- Sweden
- Norway

2. Colour the Vikings homelands in one colour.

3. Colour the Vikings settlement in a different colour.

4. Draw arrows on your map to show the routes of the Vikings to the different Viking settlements.

5. Make a key on your map to show the Viking settlements and homelands.

Map of Viking Homelands and Settlements

Key


Map of Viking Homelands and Settlements
Key
Viking Settlements
Viking Homelands
Norway
Sweden
Scotland
Denmark
Ireland
Wales
England

PSHE

Healthy Eating

Task 1
Answer the questions and record them in your book.

1. Why is it important that we have a balanced diet?
2. What makes a balanced diet?
3. What is your favourite meal?
4. Is it healthy?
5. How can you make it healthy?

Task 2
Can you try to make a healthy meal?

Here is some inspiration:

https://www.bbcgoodfood.com/recipes/cooking-kids-spaghetti-meatballs-hidden-veg-sauce

https://www.bbcgoodfood.com/recipes/pizza-homemade-sauce

https://www.bbcgoodfood.com/recipes/rainbow-pizzas

https://www.bbcgoodfood.com/recipes/mini-pizza-quiches

https://www.bbcgoodfood.com/recipes/mini-schnitzels-garlic-sauce

https://www.bbcgoodfood.com/recipes/cooking-kids-chunky-fish-fingers

Take some photos and add them into your book.

Which machines need electricity to work?

Electricity is a form of energy which we use to power machines and electrical devices.

1. Look around your home and list as many objects as you can that use electricity?

2. Explain how you know that the object uses electricity?

3. Draw 3 **detailed** images of objects in your home that use electricity and label the main parts.

4. Where do these objects get their electricity from?

_____

5. Name 3 different sources of electricity?

1. Solar power
2.
3.
4.

Here is a video to help you.

https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zcwnv9q

6. Can you sort these items?

Electrical items	Items which are **not** electric

7. Play

With a partner play the word association game.

The topic is **Electrical Items**.

Example:

Player 1 – Hair drier

Player 2 – Lamp

Player 1 – Torch

Player 2 – TV

Player 1 – TV remote!

The loser is the person who runs out of ideas, takes too long or names an incorrect item (non-electrical).