

# Tasks for this week for Kestrels / Condors

 May 2020

Subject area	Activity	Location	Save or send in?	Done Yes /No
Maths	<p><b>Addition and Subtraction</b> To solve word problems involving addition and subtraction. These are labelled 1, 2 and challenge and get progressively more challenging. Please do them in this order. <b>The answers are included so please don't let the children have these before they have completed the work.</b></p> <p>Purple Mash activities – set as 2Dos</p> <p>Weekly skills test – do the stage that you do in school.</p> <p>Times tables - TTRock stars app</p>	<p>Folder</p> <p>Online</p> <p>Folder</p> <p>App</p>	<p>Save In book</p> <p>Automatic</p> <p>In book</p>	
Literacy	<p>Spellings – Year 4 key words</p> <p>Our Big Kitchen – continue reading the book and do the activities.</p> <p>The Sleeping Volcano – continue reading the book and do the activities.</p> <p>Sam and the Wet Day– read the book and do the activities.</p> <p>PLEASE SEE SEPARATE SHEET. YOU ONLY HAVE TO READ ONE OF THE BOOKS – AND YOU WILL KNOW WHICH ONE WHEN YOU LOG INTO PURPLE MASH.</p> <p>Expanded noun phrases – complete the activity sheets and stick them in your book</p>	<p>Folder</p> <p>Folder</p> <p>Folder</p>	<p>In book</p> <p>In book and save</p>	
Science	<p><b>Mummification experiment</b> Over the next 2 weeks we would like you to set up an experiment and then record your findings. Have fun!</p>	Folder	In book	
Theme	<p><b>The Ancient Egyptians – Tutankhamun</b> Research the boy pharaoh Tutankhamun and read the extract from Howard Carter's diary. Use what you have found out to help you write a diary entry. <a href="http://www.primaryhomeworkhelp.co.uk/Egypt">http://www.primaryhomeworkhelp.co.uk/Egypt</a></p>	Folder	In book	
ICT	To create a 3D adventure game linked to Tutankhamun using 2DIY3D in Purple Mash. The instructions are in the folder.	Folder Online		
Music	<p><b>To sing a major scale</b> Follow the online lesson from The Oak academy <a href="https://www.thenational.academy/year-4/foundation/sing-a-major-scale-year-4-wk3-5">https://www.thenational.academy/year-4/foundation/sing-a-major-scale-year-4-wk3-5</a></p>	Online		
French	Please see the document in the folder.	Folder		
Art	To create an Egyptian portrait of an Egyptian God– there is a sheet in the pack and further information and	Folder		

	ideas on the website below <a href="https://art-educ4kids.weebly.com/egyptian-art.html">https://art-educ4kids.weebly.com/egyptian-art.html</a>			
PE/active lives	Please see PE sheet in the folder <a href="https://www.teambedsandluton.co.uk/getting-active-at-home">https://www.teambedsandluton.co.uk/getting-active-at-home</a>	Folder		
Outside if you can	See ideas on 'Non-screen Activities you can do at home' sheet included in the folder.			

## Year 4 Summer Term – 11 May 2020

We hope you are all keeping well and would like to thank you and your children for the super work they have been doing at home. It is lovely to see their work, but also to see photos of the other things they have been doing at home.

If you require a printed version of this week's pack, you are able to collect one from the school office. If you require one and are unable to collect it yourself, please let the school office know and we can arrange for it to be delivered by the Toddington COVID-19 help group.

Please remind children to write the date and title at the beginning of a piece of written work, in the same way as they would in school. When doing the reading activities on Purple Mash, please check that your children are reading the story carefully before answering the questions related to it.

All 2Do tasks on Purple Mash have been given a start and end date (11/05/20 – 17/05/20), children will not be able to access them until the start date and they will need to be completed on, or before the end date.

Please send in work as you complete it so that we can see how you are getting on. If you have any queries or questions please contact us on the email – [year.4@toddstg.co.uk](mailto:year.4@toddstg.co.uk), and we will try and help.

### ZOOM MEETINGS

We really enjoyed seeing those children who managed to access the meetings on Monday, and look forward to seeing all the children again. event. For this week's meeting (details below),

Kestrels meeting at 11a.m. on Monday

**Meeting ID: 756-6522-2265**

**Password: kestrels**

Condors meeting at 11 a.m. on Monday

**Meeting ID: 393-401-3200**

**Password: Condors**

We would like to thank you for your support with the Home Learning.

Year 4 Team

# Expanded Noun Phrases

**A note to parents:** An **expanded noun phrase** gives more detail or information about a noun in a simple noun phrase. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the dark, mysterious forest.

In the example above, the expanded noun phrase is 'the dark, mysterious forest', the words 'dark' and 'mysterious' have been used to expand the noun phrase. They make writing more interesting as they help the reader to build an image in their mind.

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three large, black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.

# Expanded Noun Phrases 2

A note to parents: Another way to create an expanded noun phrase is to add a prepositional phrase to add further information about the noun and to enable the writing to be more efficient. For example, where it takes two sentences to say:

The man was sat on the bench. He was wearing a red hat.

We can write this more succinctly by expanding the noun phrase with:

The man **with the red hat** sat on the bench.

For further information on prepositional phrases, please see [this](#).

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
3. From the cave, a dragon with deadly claws came crashing out.
4. At the stables, Aisha chose to ride the horse with a black mane.
5. Charlie reached for the chocolates on the top shelf.
6. The wizard in the purple robe waved his magic wand and they all disappeared.
7. Jason had always known that the house adjacent to the park was occupied by witches.
8. "Please pass me the keys from the top drawer," Dad said to Brian.
9. Make sure you water the plant on the windowsill whilst we are gone.

# Expanded Noun Phrases Answers

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three large, black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.

## Expanded Noun Phrases 2 Answers

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
3. From the cave, a dragon with deadly claws came crashing out.
4. At the stables, Aisha chose to ride the horse with a black mane.
5. Charlie reached for the chocolates on the top shelf.
6. The wizard in the purple robe waved his magic wand and they all disappeared.
7. Jason had always known that the house adjacent to the park was occupied by witches.
8. "Please pass me the keys from the top drawer," Dad said to Brian.
9. Make sure you water the plant on the windowsill whilst we are gone.





---

---

---

---

---

---

---

---



---

---

---

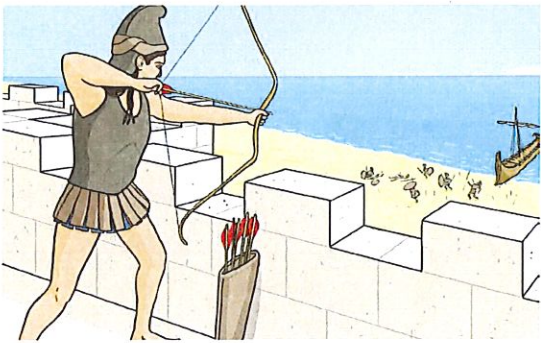
---

---

---

---

---



---

---

---

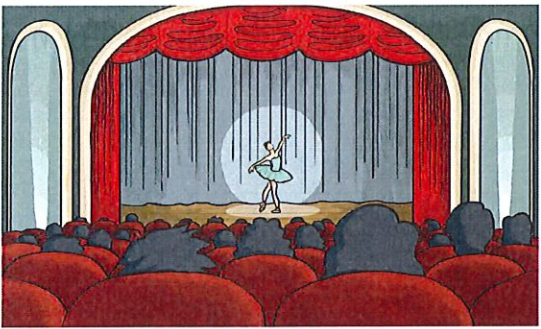
---

---

---

---

---



---

---

---

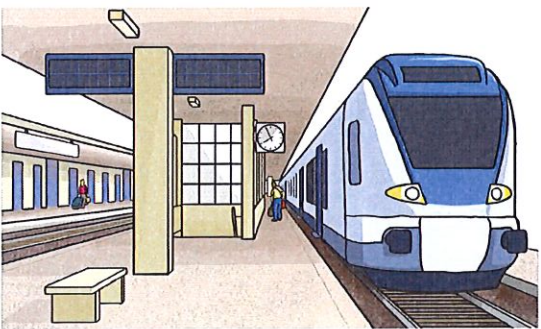
---

---

---

---

---



---

---

---

---

---

---

---

---



## Our Big Kitchen

This week we will continue with the daily approach to Literacy. We will continue reading 'Our Big Kitchen', complete the comprehension tasks and some written work.

The reading and comprehension activities are available on Purple Mash. There are also some writing activities linked to the story which should be completed in the book that was sent home, or using Purple Mash (please see below).

You will also find 'Expanded Noun Phrase' worksheets to complete in the weekly pack. These can be completed on the sheet and stuck in your book.

### Day 1

Today we continue reading the story 'Our Big Kitchen'. In chapter 2, urgently needing money for a school trip, Sienna is tempted by crime.

After reading the chapter there is a comprehension activity to show how much of the chapter you have understood.

For the writing task, we are thinking about what Sienna should do. In Purple Mash explore the three different outcomes to Sienna's situation and then decide which one she should take.

### Day 2

In chapter 3, Sienna knows that someone has been spying on her. Will she find out who it is?

After reading the chapter there is a comprehension activity to show how much of the chapter you have understood.

The house that Sienna lives in has never felt like home. What does home mean to you? Write down your thoughts and feelings in your book.

### Day 3

In today's chapter, Sienna receives a letter that lifts her spirits, but during a visit to Our Big Kitchen, she is faced with the fear of her big secret being exposed.

After reading the chapter there is a comprehension activity to show how much of the chapter you have understood.

For the writing task, think about how small acts of kindness can make a big difference to the world. Write about how you can make a difference to the world. There is a template on Purple Mash which you should look at for ideas – you can then choose whether to do the writing on Purple Mash or in your book.

### Day 4

In today's chapter of our thought-provoking story, Sienna and her classmates cook up a feast at Our Big Kitchen. Sienna receives a message that sends her into a tailspin.

Show how well you understand what you have read by completing the comprehension activity.

At the beginning of the chapter Deena gave some health and safety rules. For the writing task, write down some health and safety rules for preparing food in a kitchen in your book, in a way which could be displayed in a kitchen.

### Day 5

In chapter 6, Sienna's determination to find out who sent her the sinister message causes her to lash out at her friends.

After reading the chapter there is a comprehension activity to show how much of the chapter you have understood.

Today's writing task is to think about the character of Sienna. Think about her physical appearance, her age, home life, interests, personality, strengths and weaknesses. You can do this on the Purple Mash template or in your book.

## Sam and the Wet Day

This week we have again suggested a daily approach to Literacy based on a story called 'Sam and the Wet Day'.

The reading and comprehension activities are available on Purple Mash.

You will also find 'Expanded Noun Phrase' worksheets to complete in the weekly pack. These can be completed on the sheet and stuck in your book.

### Day 1

Today we begin our new short story called 'Sam's Wet Day'. In the first chapter, Sam is getting ready to go to school but his brother Tom has other plans.

After reading the story, there are some questions to answer to check you have understood what you have read and then some questions where you must choose the correct missing words and joining words.

### Day 2

In chapter 2, Sam is on his way to school, but things do not go to plan.

After reading the story, there are some questions to answer to check you have understood what you have read and then some questions where you must choose the correct missing words and joining words.

### Day 3

In today's chapter, Mr Jones has an exciting lesson planned for the class. But this is not the only thing in store for Sam that lesson.

After reading the story, there are some questions to answer to check you have understood what you have read and then some questions where you must choose the correct missing words and joining words.

### Day 4

In today's chapter of our story, the lesson has ended but not as well as it began. Sam and Anna feel silly.

After reading the story, there are some questions to answer to check you have understood what you have read and then some questions where you must choose the correct missing words and joining words.

### Day 5

Today is the final chapter of our story 'Sam's Wet Day' and after a difficult day, Sam is picked up from school by Auntie Sue and she has a special surprise for Sam.

After reading the story, there are some questions to answer to check you have understood what you have read and then some questions where you must choose the correct missing words and joining words.

medicine	particular	probably
mention	peculiar	purpose
occasion	possession	
occasionally	pressure	
particular	probably	
peculiar	purpose	
possession		
pressure		
probably		
purpose	medicine	
	mention	
	occasion	
	occasionally	
medicine	particular	
mention	peculiar	
occasion	possession	
occasionally	pressure	

Group 1

## The Sleeping Volcano

This week we will continue with the daily approach to Literacy. We will complete the story 'The Sleeping Volcano'.

The reading and comprehension activities are available on Purple Mash. There are also some writing activities linked to the story which should be completed in the book that was sent home, or using Purple Mash (please see below).

You will also find 'Expanded Noun Phrase' worksheets to complete in the weekly pack. These can be completed on the sheet and stuck in your book.

### Day 1

In chapter 2, we wonder if Ellie will be brave enough to climb into the crater and if so, what on earth might she find there?

After reading the chapter, there is a comprehension activity to show how much of the chapter you have understood.

In the extended writing activity, it is time to think creatively. Imagine that you have seen the end of a long ladder. You choose to climb it, even though you can't see where it leads. Where does it take you? Does it lead you to a dangerous place, or to paradise? Write about your adventure in your book.

### Day 2

In Chapter 3 of our story, Seb and Ellie desperately need to solve the mystery.

After reading the chapter, there is a comprehension activity to show how much of the chapter you have understood.

For the extended writing, the chapter ends with Seb and Ellie being confronted by one of the scientists. Will the children manage to talk their way out of trouble? Use direct speech to continue writing the conversation between the characters. You can choose to do this on Purple Mash or in your book (look at the template for ideas).

### Day 3

In today's chapter, the scientists reveal all, but then something happens that amazes even them.

After reading the chapter, there is a comprehension activity to show how much of the chapter you have understood.

For the extended writing, we remember that in the chapter, Maxim talked about some of the activities on offer at The Volcano Experience: day treks, night treks, abseiling and taking a lift into the heart of the volcano. Create a leaflet to encourage people to visit The Volcano

Experience. If you choose to do this on Purple Mash, don't forget to fill in all the sections on both sides of the leaflet.

#### Day 4

In today's penultimate chapter of our story, things are starting to get lava hot on the volcano, so Seb, Ellie and Mr Forbes need to make a sharp exit.

After reading the chapter, there is a comprehension activity to show how much of the chapter you have understood.

Some of the children are making fun of Seb for saying that the volcano will erupt. Is Seb right? Will the volcano erupt? What happens next? Write the next part of the story in your book.

#### Day 5

Today we read the final chapter of our story 'The Sleeping Volcano'. In this chapter, the eruption is big news but puts an end to the experiment. Maxim has a brilliant idea and Seb and Ellie are just the right people to help him.

After reading the chapter, there is a comprehension activity to show how much of the chapter you have understood.

For the extended writing, write a book review of the story.

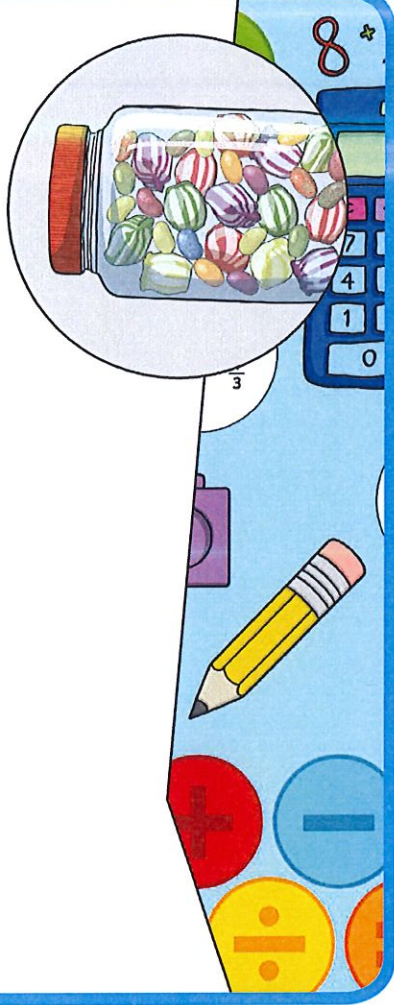
# Addition and Subtraction Word Problem

## Challenge Cards



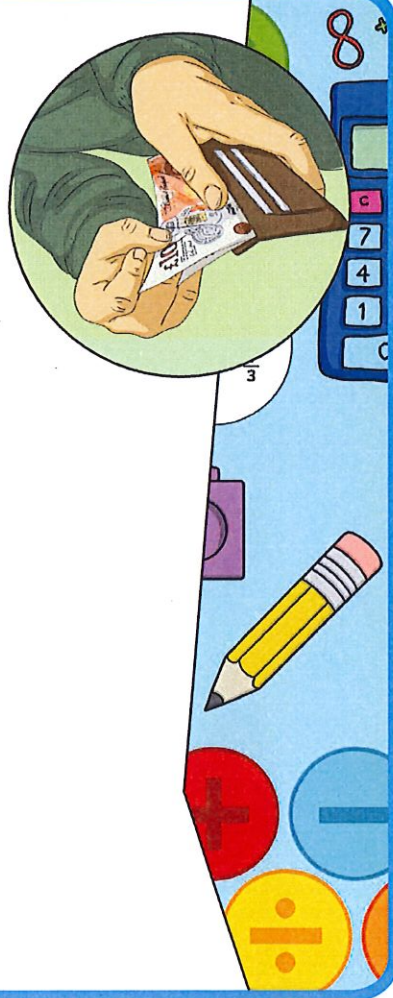
Addition and Subtraction Word Problem Challenge Cards

1. If you have 148 sweets and 25 are eaten, how many sweets would you have left?



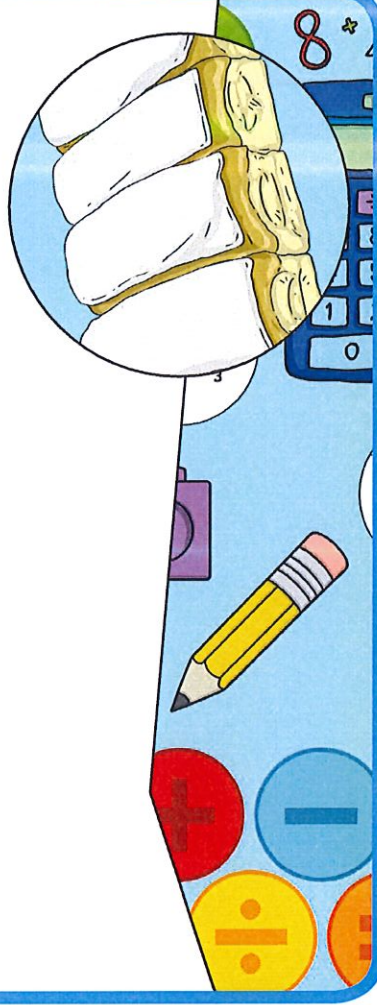
Addition and Subtraction Word Problem Challenge Cards

2. If you have £155 and your granny gives you an extra £35 for your birthday, how much money would you have altogether?



Addition and Subtraction Word Problem Challenge Cards

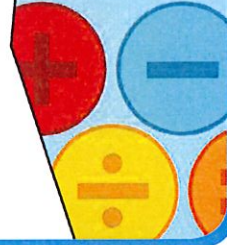
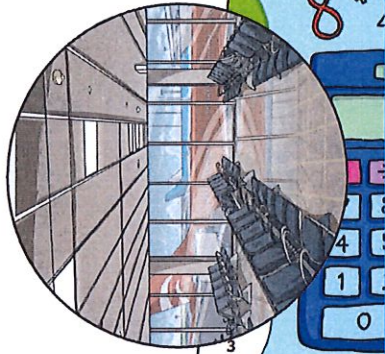
3. If a baker bakes 212 iced buns and 98 of them are bought, how many will the baker have left?





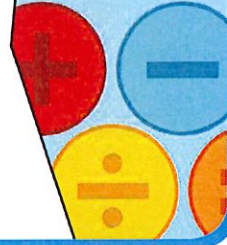
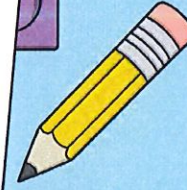
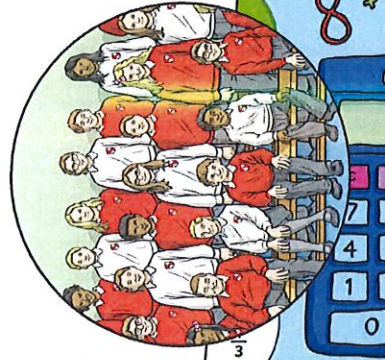
Addition and Subtraction Word Problem Challenge Cards

4. If 445 passengers board a plane and 123 of them are children, how many passengers are adults?



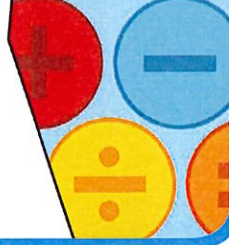
Addition and Subtraction Word Problem Challenge Cards

5. If there are 260 children in a school and 42 of them are out on a school trip, how many children would be left in school that day?



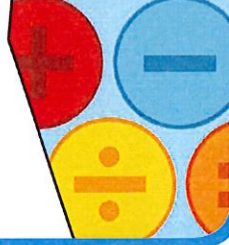
Addition and Subtraction Word Problem Challenge Cards

6. If it is 550 miles from London to Glasgow and you have already driven 235 miles, how many miles would you have left to travel?

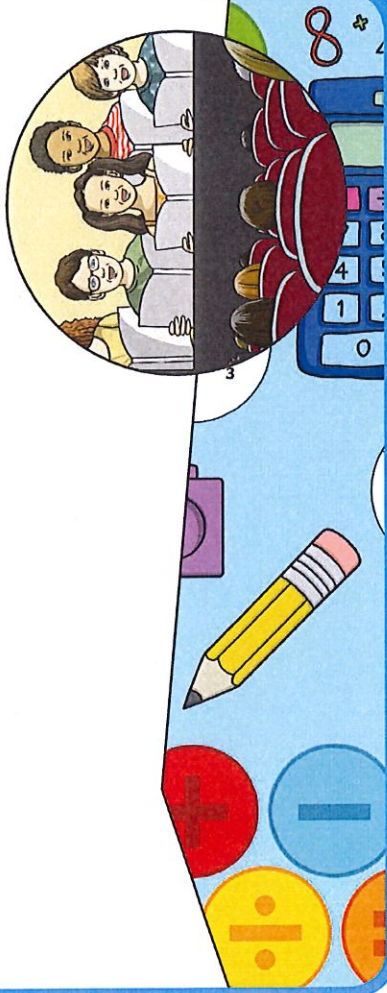


Addition and Subtraction Word Problem Challenge Cards

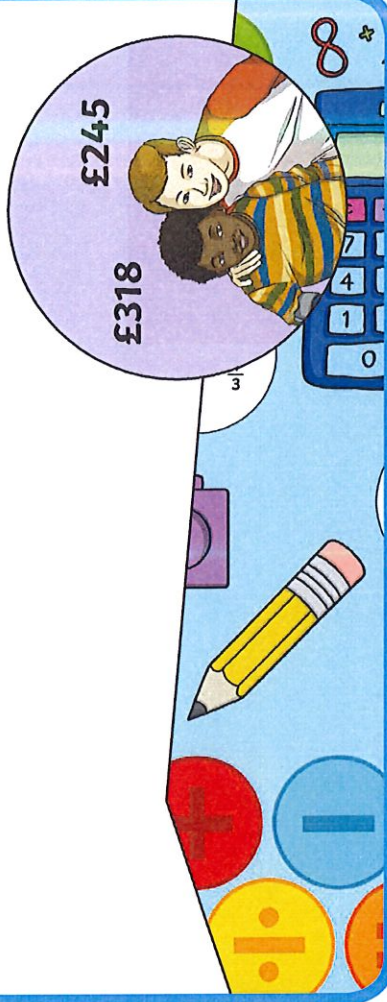
7. If a gardener plants 206 daffodil bulbs and 176 tulip bulbs, how many bulbs will the gardener have planted altogether?



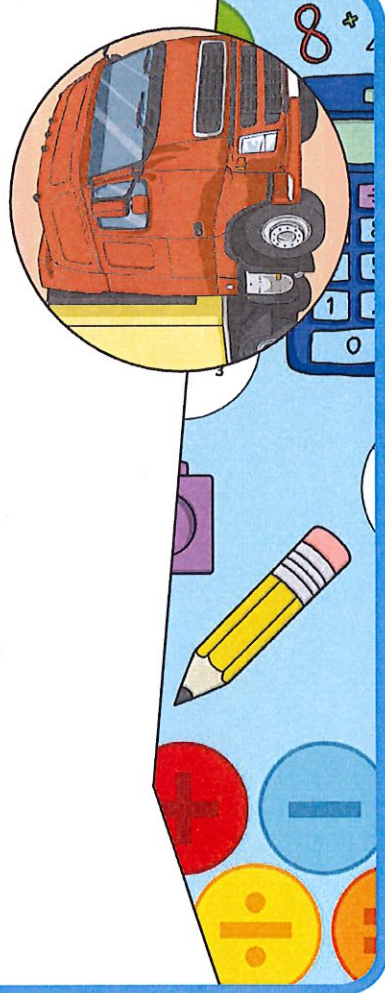
8. If a cinema has 328 seats and 276 people buy tickets to see a film, how many seats would be available?



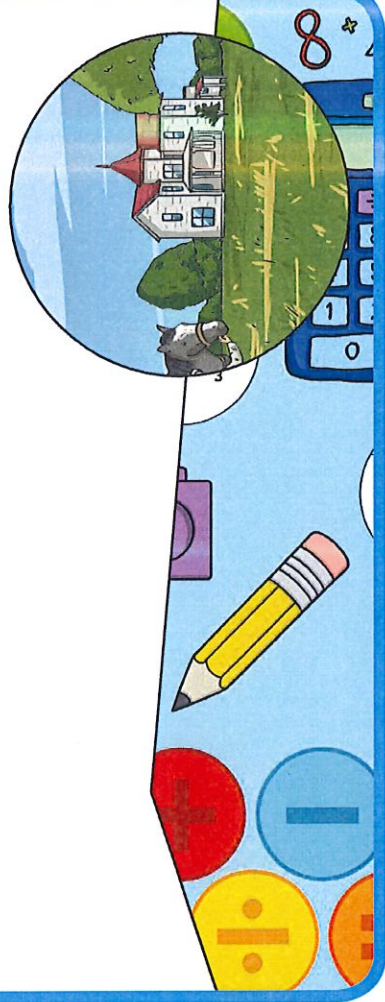
9. If Sam saves £245 and Zain saves £318, how much would they have altogether?



10. If a factory makes 455 packs of sausages for two supermarkets and sends 246 to one supermarket, how many packs will be sent to the second supermarket?

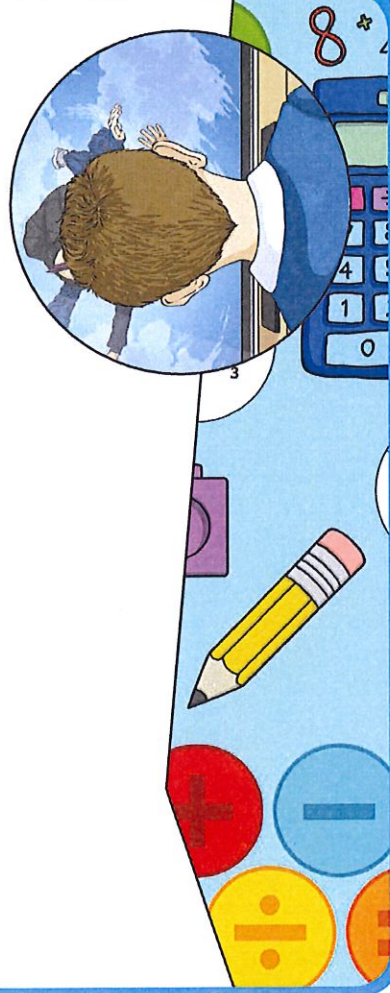


11. If 324 people visit a farm on Saturday and 239 visit on Sunday, how many people in total will have visited the farm over that weekend?



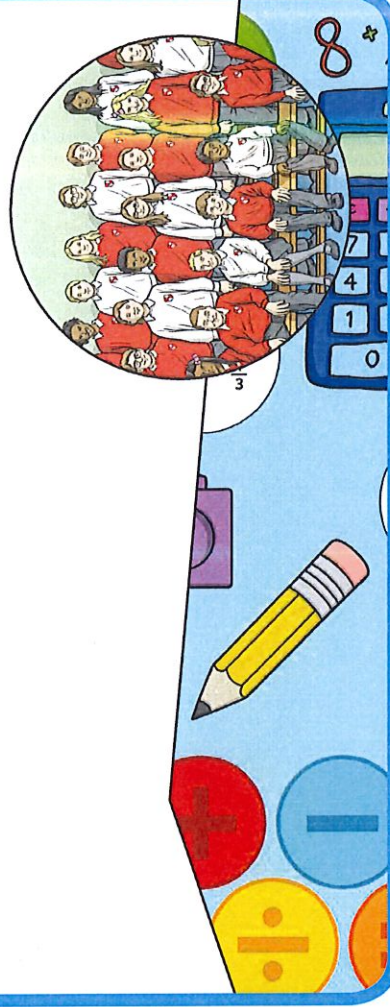
Addition and Subtraction Word Problem Challenge Cards

12. If you have £875 and you buy a TV that costs £670, how much money would you have left?



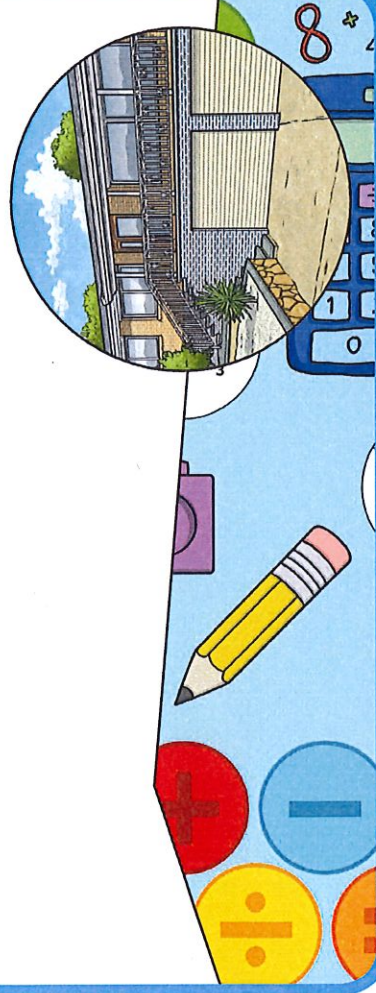
Addition and Subtraction Word Problem Challenge Cards

13. At St Thomas' school, there are 468 boys and 427 girls. How many children are there at the school altogether?



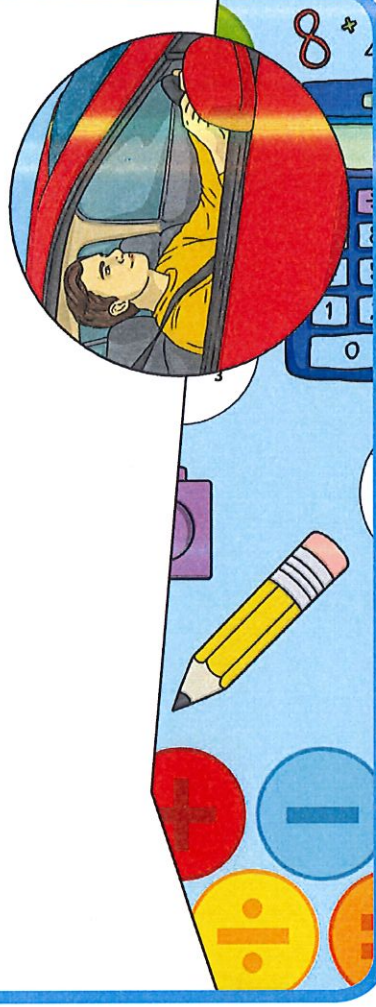
Addition and Subtraction Word Problem Challenge Cards

14. If 500 new houses are built and 145 of them are bungalows, how many of them would not be bungalows?



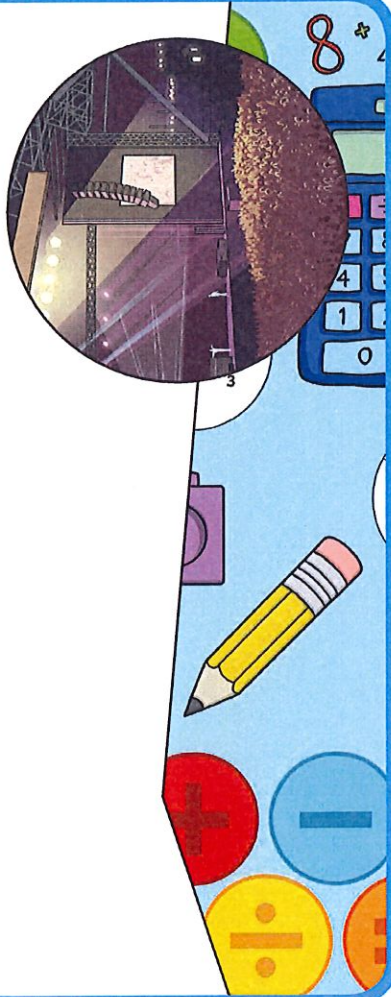
Addition and Subtraction Word Problem Challenge Cards

15. If you drove 226 miles on Monday and 177 miles on Tuesday, how many miles would you have driven in total?



Addition and Subtraction Word Problem Challenge Cards

16. If 876 people go to a concert and 645 of them have seats, how many people would have to stand?



Addition and Subtraction Word Problem Challenge Cards

Answers

1.  $148 - 25 = 123$
2.  $\pounds 155 + \pounds 35 = \pounds 190$
3.  $212 - 98 = 114$
4.  $445 - 123 = 322$
5.  $260 - 42 = 218$
6.  $550 - 235 = 315$
7.  $206 + 176 = 382$
8.  $328 - 276 = 52$
9.  $\pounds 245 + \pounds 318 = \pounds 563$
10.  $455 - 246 = 209$
11.  $324 + 239 = 563$
12.  $\pounds 875 - \pounds 670 = \pounds 205$
13.  $468 + 427 = 895$
14.  $500 - 145 = 355$
15.  $226 + 177 = 403$
16.  $876 - 645 = 231$

# Maths Mastery

## Addition and Subtraction Multistep Problems Challenge Cards



1

On Sunday, Jacob spent 86 minutes on his maths homework and 37 minutes reading. On Tuesday, he spent 69 minutes on his project.

What calculations will you use to find the difference between the time spent on homework on Sunday and Tuesday?



2

Jacob received £25.90 for his birthday. He spent £8.99 on a book and £7.50 on a computer game. Show three different calculation steps you could use to find how much money he has left.



3

At the beginning of the day, a grocer has 239 apples. He receives another 144 from his supplier and sells 307 during the day.

Khalid calculates how many apples the grocer has by the end of the day:

$$307 - 239 = 68, 68 + 144 = 212 \text{ apples left.}$$

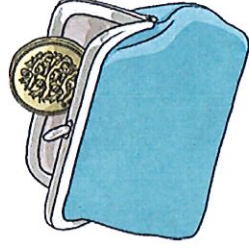
Explain the mistake Khalid has made.

Come up with your own word problem with a mistake for a partner to spot.



4

Alisha has £18.35 in her purse. Her father gives her £5 pocket money. She buys a book for £7.99 and a bag for £13.49. How much will she have left?



Naomi says Alisha has £1.87 left.

Jack says Alisha has £3.13 left.

Who is correct and what mistakes have been made?

What other errors might be made?

5

A pizza shop makes 176 pizza bases before opening. Over the evening, they sell 247 pizzas. During the evening, they make another 80 pizza bases. How many pizza bases will be left at the end of the evening?

Bailey says they have 151 pizza bases left.

Ashleigh says they have 9 pizza bases left.

Who is correct and what mistakes have been made? What other errors might be made?



6

Write a word problem for which this calculation is used to find the answer.

$$456 + 237 - 598 = 95$$

Check your problem with a partner.

What mistakes might someone make when trying to solve the problem?

7

Write a word problem for which this calculation is used to find the answer.

$$£9.67 + £8.22 = £17.89$$

$$£3.49 + £5.75 = £9.24$$

$$£17.89 - £9.24 = £8.65$$

Check your problem with a partner.

What mistakes might someone make when trying to solve the problem?

## Answers

1.  $86 + 37 = 123$  minutes on Sunday  
 $123 - 69 = 54$  minutes difference

2.  $£25.90 - £8.99 = £16.91$   
 $£16.91 - £7.50 = £9.41$   
 $£25.90 - £7.50 = £18.40$   
 $£18.40 - £8.99 = £9.41$   
 $£8.99 + £7.50 = £16.49$   
 $£25.90 - £16.49 = £9.41$

3. Khalid began by subtracting the number of apples at the beginning of the day from the number of apples sold. The answer of 68 is then the number of the apples delivered that day that were sold, so the answer would come from  $144 - 68 = 76$ .

Another way would be to add the number of apples at the beginning of the day to the apples delivered:  $239 + 144 = 383$ . Then subtract the number sold from this total:  $383 - 307 = 76$

4. Naomi is correct:  $£18.35 + £5 - £7.99 = £13.49$   
 Jack is incorrect:  $£7.99 + £13.49 - £18.35$ . He has missed out the £5 pocket money and subtracted the money in the purse from the amount spent.

5. Ashleigh is correct:  $176 + 80 - 247 = 9$   
 Bailey is incorrect:  $247 + 80 - 176 = 151$ . He has added the number of sold to the number of extra bases then subtracted the number of bases they had at the start of the evening.

6. Answers will vary

7. Answers will vary

# Year 4 Addition and Subtraction Challenge Cards

## Answers

- $1259 + 700 = 1957$   
 $5228 - 440 = 4788$   
 $132 + 68 = 200$
- $2416 + 15 + 15 = 2416 + 30$   
 $1904 - 904 \geq 1914 - 924$   
 $2146 - 39 + 42 \geq 2134 - 49 + 21$
- The closest total possible is 1503.  
 Here are some examples:  
 $249 + 536 + 718 = 1503$   
 $748 + 192 + 563 = 1503$   
 $756 + 419 + 328 = 1503$
- $43 + 2 = 45$ ,  $42 + 3 = 45$ .
- 5.

Operations	-8, -7, -6, -5	-10, -9, -8, -7	Formula
+++	-26	-34	$4n + 6$
++-	-16	-20	$2n$
+ - +	-14	-18	$2n + 2$
+ - -	-4	-4	-4
- + +	-12	-16	$2n + 4$
- + -	-2	-2	-2
- - +	0	0	0
- - -	10	14	$-2n - 6$

- Sally's Grandad is 62 years old. Let's see why:

First child born: Grandad is 21  
 Second child born: Grandad is 25 ( $21 + 4$ )  
 Third child born: Grandad is 29 ( $25 + 4$ )  
 Fourth child born: Grandad is 33 ( $29 + 4$ )  
 Fifth child born: Grandad is 37 ( $33 + 4$ )  
 Sixth child born: Grandad is 41 ( $37 + 4$ )  
 Sixth child is 21: Grandad is 62 ( $41 + 21$ )

- If the boxes are labelled as a,b,c,d it is clear that d is important because it is added in the ones column twice.

a, b and c must be quite small otherwise the total will be above 100:

- a = 1; b = 4; c = 2; d = 7
- a = 1; b = 2; c = 4; d = 7
- a = 2; b = 3; c = 1; d = 8
- a = 2; b = 1; c = 3; d = 8

a	b
c	d



# Addition and Subtraction Maths Mastery Challenge Cards



1. Fill in the missing digits.

$$\begin{array}{r} \boxed{1} \boxed{5} \boxed{\phantom{0}} + 700 = 1959 \\ \boxed{5} \boxed{2} \boxed{8} - 440 = 4788 \\ \boxed{1} \boxed{\phantom{0}} \boxed{2} + 6 \phantom{0} = 200 \end{array}$$

2. Use your maths skills to explain which of these signs should go in the boxes.

$$\boxed{\geq} \quad \boxed{\leq} \quad \boxed{=}$$

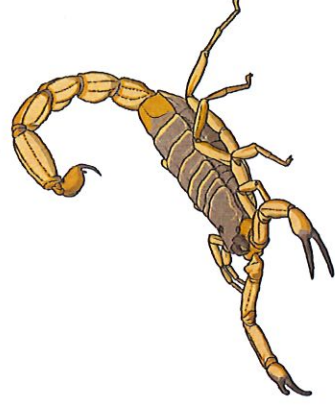
$$2416 + 15 + 15 \quad \boxed{\phantom{0}} \quad 2416 + 30$$

$$1904 - 904 \quad \boxed{\phantom{0}} \quad 1914 - 924$$

$$2146 - 39 + 42 \quad \boxed{\phantom{0}} \quad 2134 - 49 + 21$$

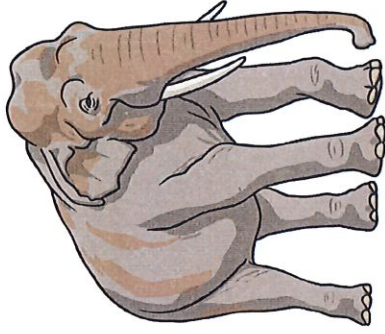
3. Use the digits 1 to 9 (once only) to make three 3-digit numbers. Your mission is to make the total as close to 1500 as you can.

$$\begin{array}{r} \boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{\phantom{0}} \\ \boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{\phantom{0}} \\ \boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{\phantom{0}} \\ + \\ \hline \boxed{\phantom{0}} \boxed{\phantom{0}} \boxed{\phantom{0}} \end{array}$$



4. Using these numbers in any order: 2,3,4  
What is the largest answer you can get by  
adding them together?

Example:  $24 + 3 = 27$



5. Choose four negative consecutive numbers  
between -1 and -10. Place a - and/or a + sign  
between each one, and add them together.

What do you notice about the answers?

Example:  $-7 + -6 + -5 + -4 =$

Try different negative consecutive numbers.

Can you predict the answers?

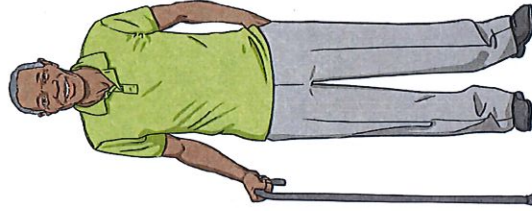
How old is Granddad?

Sally asked her Granddad how old he  
was.

This was his answer:

"I have 6 children, and there are 4 years  
between each child. I had my first child  
when I was 21. Now the youngest one is  
21 himself. Can you work out my age?"

How old is Sally's Granddad?



7. Choose four digits. Put one digit in each box. Read the  
new two-digit numbers they make. Add all the four,  
2-digit number together and see if they make 100.

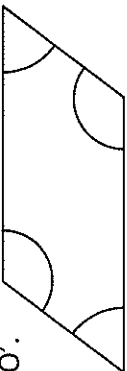
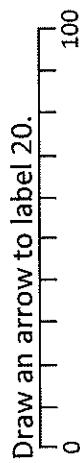
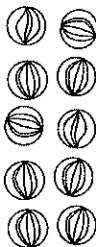
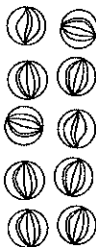

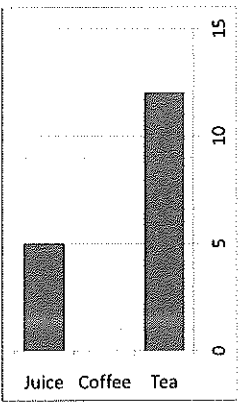

2	6
4	8

$$26 + 24 + 48 + 68 = 166$$

Can you work your magic to show how the 4 2-digit  
numbers were created - reading left to right 26, 48  
and up to down 24, 68?

Can you make 100 using your choice of digits?  
Find four different digits that result in a total of 100.


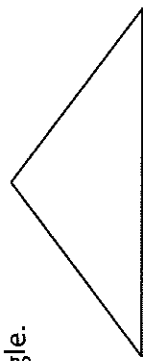

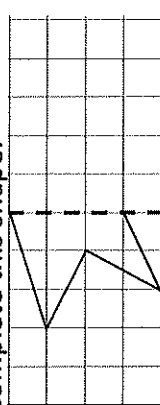
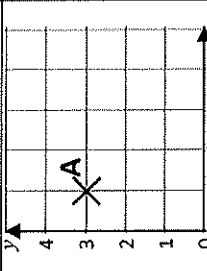
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
3:1	1. What is the missing number? 0 8 16 <input type="text"/> 32	3:10	11. $21 \div 3 =$	3:23	23. About how long does it take to have a shower? a. 10 seconds b. 1 minute c. 10 minutes
3:2	2. What is the 5 worth in this number? 536	3:10	12. $7 \times 4 =$	3:25	22. Which of these is a description of a square based pyramid? a. I have 5 faces and 5 vertices. b. I have 8 edges and 6 vertices. c. I have 6 faces and 8 edges.
3:3	3. Put these in order, smallest first. 635 563 536 365	3:11	13. Use $9 \times 5 = 45$ to solve: $450 \div 9 =$	3:26	23. Label two obtuse angles using the letter 'O'. 
3:4	4. Draw an arrow to label 20. 	3:12	14. Eggs come in boxes of 6. I need 16 eggs. How many boxes should I buy?		
3:5	5. Circle all the multiples of 5. 25 100 75 125 150	3:13	15. If you split a shape into tenths, how many equal parts do you have? 		
3:6	6. $139 - 100 =$	3:14	16. Circle $\frac{2}{5}$ of the marbles. 		
3:7	7. $325 + 274 =$	3:15	17. What fraction is labelled? 	3:29	24. Favourite drinks of teachers: 
3:8	8. Write the sum to check $68 - 29 = 39$ . Check: $29 + \square = \square$	3:16	18. $\frac{6}{8} = \frac{?}{4}$ 		
3:9	9. To a no. I add 32 then subtract 17. I now have 40. What did I start with?	3:17	19. Subtract the fractions. $\frac{4}{5} - \frac{3}{5}$		
3:9	10. What is the missing number? $178 + \square = 236$	3:18	20. Write the largest fraction. $\frac{5}{9}$ $\frac{1}{9}$ $\frac{7}{9}$ $\frac{3}{9}$	3:30	25. How many more people said 'Tea' than said 'Juice'?
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	
				G (20-25)	

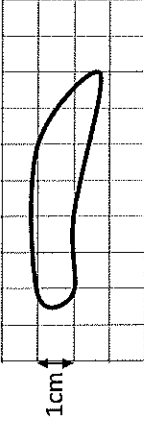
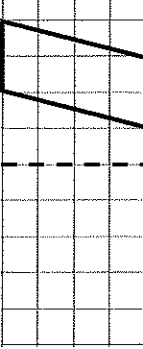
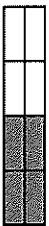
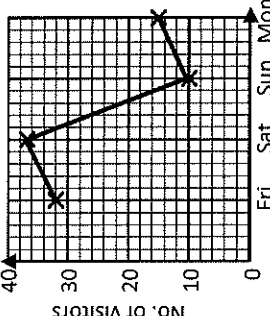
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 14 21 28 <input type="text"/> 42	4:1	11. $9 \times 12 =$	4:9	21. On the back of a film box it says the length of the film is 97 minutes. How long is this in hours and minutes?	4:19
2. What is the missing number? 36 <input type="text"/> 48 54 60	4:1	12. Complete the sum that is equal to $36 \times 7$ : $3 \times \square \times 7$	4:10	22. What name is given to this type of angle? 	4:24
3. Round this number to the nearest 10: 5,731	4:2	13. $68 \times 4 =$	4:11	23. Draw all the lines of symmetry on this triangle. 	4:25
4. Round this number to the nearest 100: 3,275	4:2	14. One wooden block is 4cm tall. If 14 blocks are piled up, how tall are they? 	4:12	24. Complete this shape: 	4:26
5. What is the next number in this sequence: 4, 2, 0, -2, <input type="text"/>	4:3	15. $\frac{?}{5} = \frac{4}{20}$	4:13	25. What are the co-ordinates of the point labelled A? 	4:27
6. Write < or > to make this correct: 3,948 <input type="text"/> 2,817	4:4	16. When I divide an amount by 100, what fraction of the amount do I have?	4:14	Total (A)	
7. What number does this Roman Numeral represent? <b>XC</b>	4:5	17. $\frac{14}{13} - \frac{5}{13}$	4:15	Total (B)	
8. $2,725 - 834 =$	4:6	18. Write $\frac{7}{10}$ as a decimal number.	4:16	R (0-9)	Y (10-19)
9. Estimate the answer to: $6,504 + 4,478$	4:7	19. What is the value of the 9 in: 3.91	4:17	Total (C)	
10. Sarah had £65. She bought a £28 dress and a £17 bag. How much left?	4:8	20. A log is 6 metres long. It is cut into quarters. How long is each piece?	4:18	G (20-25)	
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the value of the 2 in this number? 2,934,765	5:1	11. Write all of the factors of 18.	5:8	21. If 1 kilogram is approximately 2.2 pounds, about how many kilograms are equal to 8.8 pounds?	5:20
2. Put these in order, smallest first: 212,285 32,956 110,000 85,253	5:1	12. Which of the following are prime numbers? 3 4 7 15 18	5:9	22. Estimate the area of this shape:	5:21
3. Round 163,824 to the nearest ten thousand.	5:2	13. 1,016 x 8	5:10		
4. What is the missing number? 117,250 107,250 <input type="text"/> 87,250	5:2	14. 9.2 ÷ 100	5:11	23. Reflect the shape in the mirror line.	5:28
5. Put these in order, smallest first: -3, 1, -5, 0, 4, -2	5:3	15. What is 3 <sup>3</sup> ?	5:12		
6. What year is represented by these Roman Numerals? <b>MCMXCV</b>	5:4	16. Put these in order, smallest first: $\frac{3}{5}$ $\frac{7}{10}$ $\frac{8}{15}$	5:13	24. Customers over a long weekend:	5:29
7. 112,498 - 48,745 =	5:5	17. Find an equivalent fraction of $\frac{2}{4}$ .	5:14	How many customers were there on the busiest day?	
8. 34,857 + 79,384 =	5:5	 Write the answer as a mixed number. $\frac{7}{8} + \frac{11}{8} =$	5:15		
9. Complete this sum without written working. 15,200 - 2,050 =	5:6	19. $\frac{2}{9} \times 27 =$	5:16	25. How many customers were there in total over the long weekend?	5:29
10. The temp. was -4°C. It rose by 9°C, then dropped by 4°C. What is it now?	5:7	20. Write 0.8 as a fraction.	5:17		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

## ART

### **Walk Like An Egyptian**

#### *Creating An Egyptian Portrait*

The portrait does not have to be done in pastels, you could use colouring pencils, crayons or paint.

Lesson Objective: To create a traditional portrait, using pastels and Egyptian art.

#### What is Traditional Portrait Painting?

Portrait painting is an art genre, where the artist attempts to create an image of a human being as realistically as possible. Many portrait paintings include the image of one single subject or person as the focal point of the piece.

Genres and Styles of Art take on their own techniques to portraits as art has progressed over the years, but the focus is always the same. The person of subject in portraiture was usually someone of importance, a wealthy person, king or queen of the time, who wanted their names to live on forever. Portraiture was to the early centuries as photographs are for us today.

#### Egyptian Portraits

Egyptian portraits of the time didn't exist in the same way they do in other art genres. Most Egyptian art was created on walls with no traditional sense of portraiture or persons of importance to document. Egyptians believed in gods, similar to the Ancient Greeks who believed there were different gods for different purposes.

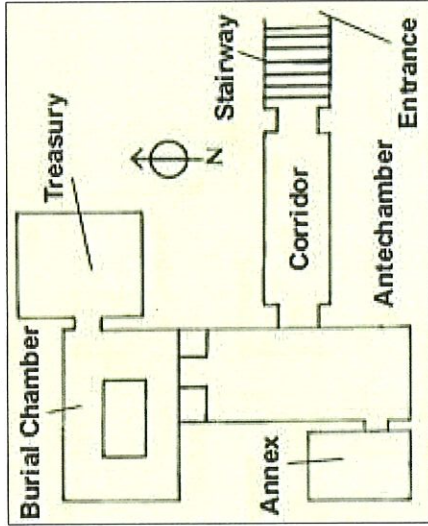
#### ***Creating An Egyptian Portrait***

1. Choose one of the following Egyptian gods from the images on the website. Think of the themes and things that each god represents. Who would you want to represent you?
2. Sketch the outline of your chosen Egyptian god on a blank sheet. Be sure to be aware of your negative space and use up as much of the page as you can for your composition. Outline your work neatly.
3. Choose pastel colours to blend your work and colour in your designs. What colours would best represent the gods' themes?
4. Begin your pastels from the top to the bottom of your page to ensure you don't smudge your work. Outline your drawings in a dark coloured pastel to complete your work.
5. Don't forget about a background colour! Fill in all available negative space!
6. Write the name of your chosen god above their portrait.

<https://art-educ4kids.weebly.com/egyptian-art.html>

the day, the work of clearing continued until we came to a second door. Slowly, desperately slowly it seemed to us as we watched, the doorway was cleared. Candle tests were applied to check against possible foul gasses. Through a small hole I could see as my eyes became accustomed to the light strange animals, statues and gold – everywhere a glint of gold! We inserted an electric torch further into the hole.

Suddenly, we were looking at a chamber that had not seen human feet for maybe three of four thousand years. I suddenly felt the exhilaration of discovery, the suspense and the curiosity – the pure joy of being an investigator. We saw ahead of us objects, some familiar, but some of the like we had never seen, piled one upon the other ...beyond lay the Pharaoh!'



-3-

## Discovering the tomb of

# Tutankhamun

Account by *Howard Carter* - 1922-23



'I arrived in **Luxor** on October 28<sup>th</sup>, 1922 to begin perhaps the greatest archaeological adventure of modern times. North East of the tomb of Ramses VI in the Valley of kings we started trenching southwards from our roughly constructed workmen's huts. By November 3<sup>rd</sup> we had started to clear away the soil that lay beneath them.

During the next morning, the work suddenly stopped making me realise that something out of the ordinary had happened. An entrance had been revealed in the rock; a sunken stairway so common in the Valley. I dared to hope we had found our tomb at last. Work continued until the afternoon of the 5<sup>th</sup> November clearing away masses of rubbish so we could get nearer. There was always the possibility that the tomb was an unfinished one, never completed and never used or that it had been plundered in ancient times.

Work progressed more rapidly now until we discovered the upper part of a doorway, blocked, plastered and sealed.

Our years of patient work had been rewarded. With excitement growing I searched the seal impressions of the door to find the identity of the

owner, but could find no name. I found however a royal seal; evidence of the tomb belonging to a person of high standing. I made a small peephole, just large enough to insert an electric torch, and discovered the passage beyond was filled with rubble. It was a thrilling moment for an excavator. I was, after years of work, on the threshold of what might prove to be a magnificent discovery.

I examined the seal impressions for a clue but light was failing so we protected the excavation selecting the most trustworthy workmen to watch over the tomb.

As we cleared the staircase we were able to make out on the seal the name: **Tut-ankh-Amen**. The tomb was not as we had thought been absolutely intact. Plunderers had entered it more than once but had not taken everything.

By 25<sup>th</sup> November, we had cleared the passage beyond the staircase of broken alabaster jars, vases of painted pottery and numerous smaller fragments. The day that followed (**26<sup>th</sup> November 1922**) was the day of days; the most wonderful I have ever lived through. Throughout





# Egyptian Diary

[Large empty rounded rectangle with three small circles on the right side]

Write a diary as if you are Howard Carter. Describe the day the tomb was entered.

1. Describe the atmosphere - how were people feeling and how could you tell?
2. Explain how you had found out about the tomb.
3. Describe the reactions to the treasures found.
4. Why is this discovery so important?

Dear Diary,

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

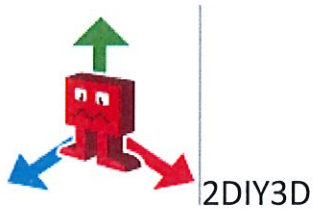
---

---

---

---

## ICT



You are going to create a 3D adventure game linked to Tutankhamun.

Your first task is to create the first level. Maybe you have to avoid the mummy and collect the treasure.

[Remember if you need some help you can watch the help videos by clicking on the video button on the top right of the screen.](#)

Make a second level. Can you find someone at home to play the game and give you feedback?

### Challenge

Can you compose some music on the piano or one of the other instruments to accompany the game. To do this click the red button to record your tune.



# Skipping

Find a rope or try tying old ties, football or tea towels together.

<p>Hold your hands wide with the rope behind you. Throw the rope over your head and step over it. Repeat, increasing the speed</p>	
<p>How many skips can you complete without stopping?</p>	<p>Feet together, split feet, forwards or backwards.</p>
<p>Steps - hopscotch. Land on one foot and then on two.</p>	
<p>Jump from side to side. Feet apart then feet together.</p>	<p>SKIER</p> <p>CUES: Small Jumps Side to Side</p> 
<p>Rope tricks - after jumping swing the rope to one side and then the other. Jump once then cross your hands in front of your and jump again.</p>	
<p> Create a sequence. Put your favourite steps together. See if you can teach someone else your sequence. Send a video into school or show on a Zoom call.</p>	

# Child Yoga

Warm yourself up with Joe Wicks or go through each of these movements, completing each 10 times;

Circle your arms forward and backwards,

touch the floor with both hands,

lift your right knee and then your left


jump on the spot, twisting your hips,

punch forward with your left and right hand.

Repeat.

Look at the special child poses attached.

Follow the instructions on the cards.

 Invent a short story that includes all the poses. Say it as you change between the poses.

# Make Your Own Mummified Fruit

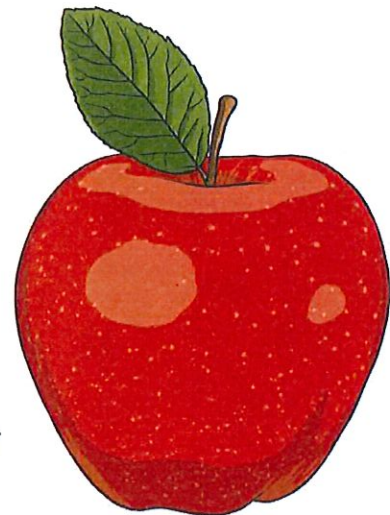
The Ancient Egyptians used a method similar to this in order to preserve bodies in the mummification process. After the brains and internal organs were removed, the body needed to be dried so that it didn't rot. This was done using natron. We are going to recreate this drying part of the process by making our own natron and drying out some fruit.

## You Will Need:

- Half an apple or 2 tomatoes
- Knife (for carefully cutting the apple or tomato)
- 80g of salt
- 40g of baking soda
- 2 plastic cups
- Optional: If using a tomato, you will need a teaspoon as well.

## Instructions for the Apple:

1. Cut the apple in half (you will only need one half) and half again.
2. Put a quarter of the apple into each cup.
3. Mix together the salt and baking soda. This is our natron.
4. Pour the salt mixture into only one cup, making sure the apple piece is completely covered.
5. Leave both the covered and uncovered apple pieces in their cups, somewhere out of direct sunlight, for one week.
6. After one week, uncover the salty apple piece and compare the two apple pieces.
7. Don't eat them!



## Alternatives for Using a Tomato:

- Slice the lid off the tomato and use the spoon to hollow out the inside. This is a bit like removing the internal organs from the body.
- Make sure that there is natron mixture inside the tomato as well as around the tomato.
- Leave one tomato uncovered in the class so you see how the natron has affected the other tomato.

## What Happens?

- The salty apple piece/tomato should be dried up and not mouldy.
- The uncovered apple piece/tomato will probably have gone a bit mouldy and started to rot.

## How Does It Work?

- Natron is a desiccant- this means that it draws water out of things and dries them up. This is why salty things make you thirsty.
- By drying something out, it doesn't have the moisture it needs for the rotting process, so it works as a preservative.

## Other Things to Try:

- Try a different fruit or vegetable.
- Use an apple and cut a face shape in it.
- You could even use different fruits to make a whole body (e.g. cucumbers for legs and a pepper for the body).
- Add googly eyes!

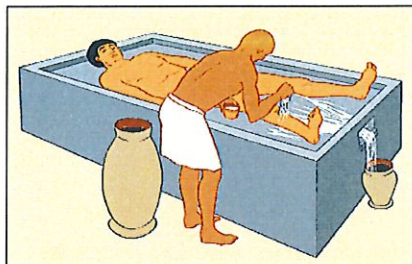


## Science – Mummification investigation

### Week 4

*The Ancient Egyptians are famous for mummifying their dead. How did this work?*

This week you are going to set up a Science experiment which will help you understand what the Ancient Egyptians did. Follow the steps on the example sheet that is enclosed and have a go at mummifying an apple or a tomato. Once you have set up the experiment, you have to leave it for a week.



### Week 5

Take a look at your experiment and compare your pots. What has happened to the apple or tomato in the control pot and in the mummified pot? What has happened to the salt and baking powder?

Write up your experiment using the following headings:

**Title**

**Equipment**

**Method**

**Results**

**Conclusion**

Remember to include labelled diagrams.

# Theme: Ancient Egyptians

## Who was Tutankhamun?

### Reading task

Research and find out about the boy pharaoh Tutankhamun.

1. Read the information sheet in your pack.
2. Read the extract from Howard Carter's diary.
3. You can also find extra information on the primary homework help website-

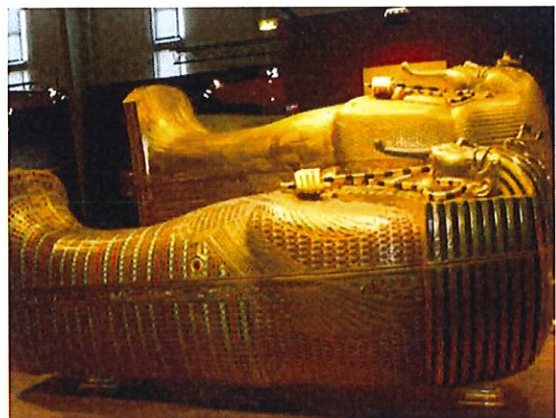
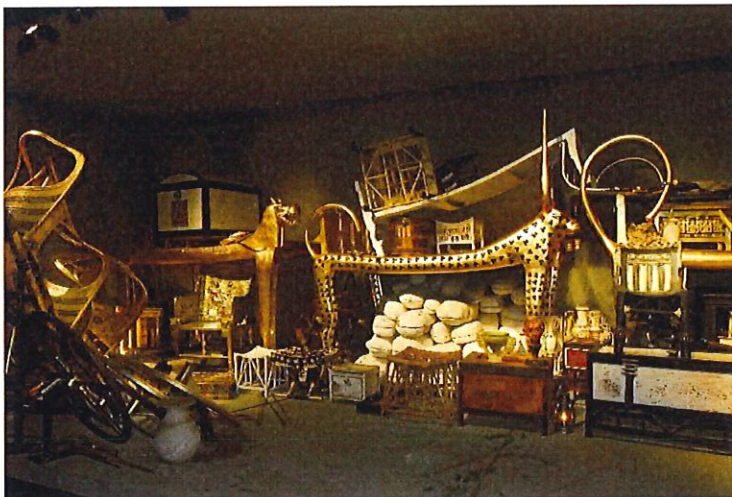
<http://www.primaryhomeworkhelp.co.uk/Egypt>



### Writing task – AIM FOR A 'WOW' PIECE OF WRITING

Imagine that you are Howard Carter and write a diary entry for the day that you uncovered Tutankhamun's tomb.

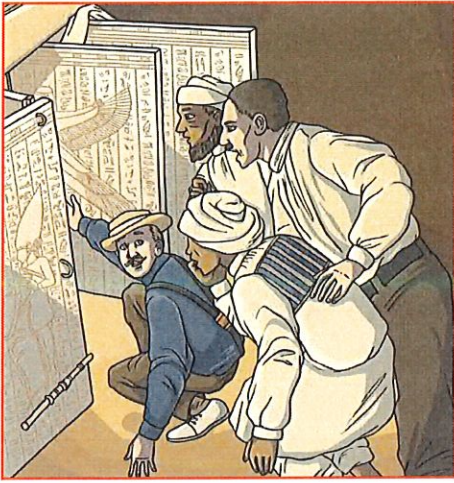
There is an example sheet included in your pack but please write your diary up in your work book in joined up handwriting. Try to include paragraphs, fronted adverbials and expanded noun phrases. Use your imagination to explain what an amazing thing you found and how lucky you were to have made this discovery of a lifetime.





# Tutankhamun The Boy King

## Who Was He?



### Who found his tomb?

The tomb was found by a group of researchers lead by Howard Carter. The reason why Tutankhamun is one of the most famous and talked about pharaohs is because his tomb was only found in 1922, which means that all of the treasures and the body inside have been left in very good condition. Carter knew where to look because he worked out from other important finds that the tomb would be in the Valley of the Kings. A cup found by a man named Theodore Davis, with Tutankhamun and his wife on it, was a clue that Carter said helped him find the tomb of the Boy King.

### What they found inside

Inside the tomb they found over 3000 treasures that were put in for Tutankhamun to take with him into the afterlife. Many of the items were made from, or covered in, gold, only fitting for a king to own. The tomb itself was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held his sarcophagus.

### Decoration

The burial chamber with the body is the only decorated room in the tomb, which is very unusual for a resting place for a king.

Normally, all the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly. Many historians also believe that the tomb itself was not made for him in the first place and the burial chamber and decorations were added later.



The images on the walls were from a ritual called the 'opening of the mouth'.

### The curse of the Mummy!

The curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers over any who disturb them. It started with Lord Carnavon; the man who paid for the dig of King Tut's tomb died soon after it was opened. As soon as he died, all the lights in Cairo went out mysteriously. Other stories are that Carter's pet canary was killed by a cobra and Carnavon's dog died the same night. Some think it was a germ but others say it was magic.



# UN PETIT PEU DE FRANCAIS

## YEAR 4

BONJOUR!

WE HOPE YOU ARE ENJOYING THE FRENCH SONGS AND ALEXA VIDEOS AND THAT THEY ARE HELPING YOU TO LEARN AND PRACTISE YOUR FRENCH AT HOME.

THIS WEEK IT'S TIME FOR SOME MORE NEW ANIMAL VOCABULARY WITH ALEXA. BACK FROM THE WILD ANIMALS 3 WEEKS AGO TO THOSE CLOSER TO HOME...OUR PETS.

WATCH AND LISTEN CAREFULLY TO THIS LINK A FEW TIMES, REPEATING AND PRACTISING AS YOU GO.

<https://www.youtube.com/watch?v=TW-9kzgyzN0> - Les noms d'animaux domestiques – Pets

DO YOU REMEMBER HOW TO SAY “I HAVE” IN FRENCH? WE USED IT LAST TERM WHEN WE WERE TALKING ABOUT OUR BROTHERS AND SISTERS...

“J'AI UN FRÈRE ET DEUX SOEURS” – I HAVE A BROTHER AND TWO SISTERS.

“J'AI TROIS FRÈRES.” - I HAVE THREE BROTHERS.

IT WAS “J'AI” .

TRY PRACTISING YOUR NEW PET VOCABULARY BY CREATING YOUR OWN SENTENCES USING “J'AI..”

“J'AI UN CHAT” “J'AI UN CHIEN ET UNE TORTUE” “J'AI TROIS LAPINS”

IF YOU WANT “UN DEFI” (A CHALLENGE) TRY TO ADD SOME ADJECTIVES TO DESCRIBE YOUR PET.

“J'AI UN GRAND CHIEN ET UN PETIT POISSON ROUGE”

“J'AI TROIS SOURIS RIGOLOS ET UN CHEVAL ENORME”. REMEMBER, IN FRENCH THE ADJECTIVES USUALLY COME AFTER THE NOUN.

BONNE CHANCE!