

Tasks for this week for Kestrels / Condors

18 May 2020

Subject area	Activity	Location	Save or send in?	Done Yes /No
Maths	<p>Multiplication To multiply 2 digit numbers by 1 and 2 digit numbers. To solve word problems which involve multiplying. To solve the Maths Mystery. (Please note there are different tasks for each Maths set). The answers are included so please don't let the children have these before they have completed the work.</p> <p>Purple Mash activities – set as 2Dos</p> <p>Times tables - TTRock stars app</p>	Folder Online App	In book Automatic	
Literacy	<p>Spellings – this week we are revisiting spellings already set. This has been set as a 2Do on Purple Mash.</p> <p>Our Big Kitchen – finish reading the book and do the activities. Then begin Serpents of the Nebula. School Swap – continue reading the book and do the activities. Nikki's New Shoes – 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>Possessive apostrophes – please stick these in your book once they are completed.</p>	On line Folder On line Folder	In book In book and save	
Science	<p>Mummification experiment Continue with your mummification experiment from last week.</p>	Folder	In book	
Theme	<p>The Ancient Egyptians – Mummification Record the different stages of mummification in words and pictures. Make a canopic jar.</p>	Folder	In book	
ICT	<p>Last week you created a 3D adventure game linked to Tutankhamun using 2DIY3D in Purple Mash. This week play Mummy's Revenge (set as a 2Do), and then try and create an improved game using ideas from it. ENJOY! Make sure you have:</p> <ul style="list-style-type: none"> - a title - give instructions - multi levels - moving monsters/obstacles 	Folder Online	Save	
French	Please see the document in the folder.	Folder		
Music	You will have received an email from school about a school song. Have a go if you would like to.			

Art	Texture Treasure Hunt Follow the online lesson from Oak Academy https://www.thenational.academy/year-4/foundation/texture-treasure-hunt-year-4-wk4-5#slide-2	Online		
PE/active lives	Yoga Poses Please see PE sheet in the folder https://www.teambedsandluton.co.uk/getting-active-at-home	Folder		
Outside if you can	See ideas on 'Non-screen Activities you can do at home' sheet included in the folder.	Folder		

Year 4 Summer Term – 18 May 2020

We hope you are all keeping well and would like to thank you and your children for the super work they have continued 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 (18/05/20 – 24/05/20), 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, 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 continued support with the Home Learning.

Year 4 Team

Un petit peu de français

Year 4

Bonjour!

We all know how important repetition and practise is when we're learning a language. I know I repeat myself an awful lot every lesson !

Last week you were introduced to lots of new pet vocabulary so this week we won't introduce any more new words but will practise those from last week.

Take time to watch the Alexa video again.

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

As you are listening to Alexa, remember to practise using "I have" in French to create your own sentences using "J'ai.." Each time Alexa names an animal try using "J'ai" when you practise it. "J'ai un chat" and "J'ai un chien". Try asking the question

"As-tu un animal a la maison?" Do you have an animal at home?

This week to help you practise reading and writing in French, a skill you will really work hard on in Parkfields, there is a work sheet for you to complete. If you would prefer and enjoy drawing, why not recreate it with your own drawings and then label each animal appropriately in French.

Practise reading the words as Alexa is saying them so that you link the written word with the spoken pronunciation .

As "un defi" (a challenge) this week see if you can remember how **to write** some of the words in French . Look away when Alexa is talking and try to spell the word in French.

Bonne Chance!

18 May 2020

Theme – Mummification

We have enclosed information in this week's pack about the process of mummification, including a powerpoint.

Read the information so that you are able to carry out the tasks.

Task 1

Describe each step of the mummification process and illustrate it. You can do this in your book, as a poster or you may want to make a mini-book.

Task 2

Make your own canopic jar. There are lots of ideas online about what you could use – pringle pots, paper cups, clay, papier mache etc

We'd love to see photos of your canopic jars.

Non-screen activities you can do at home

25 ideas!

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.



1 How many different words can you make from the letters in this sentence, below? Grab a pencil and paper and write a list!

'Learning from home is fun'

2 Thank a community hero. Think of someone that helps you in some way and write a short letter to thank them.

Thanks!

3 Get building! You could build a Lego model, a tower of playing cards or something else!



4 Can you create your own secret code? You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?

5 Start a nature diary. Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?

6 Hold a photo session. Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?

7 Build a reading den. Find somewhere cosy, snuggle up and read your favourite book!



8 Use an old sock to create a puppet. Can you put on a puppet show for someone?



9 Make a list of all the electrical items in each room of your home. Can you come up with any ideas to use less electricity?

10 Design and make a homemade board game and play it with your family.

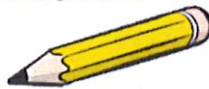


11 Do something kind for someone. Can you pay them a compliment, make them something or help them with a task?



12 Can you create a story bag? Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

13 List making! Write a list of things that make you happy, things you're grateful for or things you are good at.



14 Design and make an obstacle course at home or in the garden. How fast can you complete it?



15 Can you invent something new? Perhaps a gadget or something to help people? Draw a picture or write a description.



16 Keep moving! Make up a dance routine to your favourite song.



17 Write a play script. Can you act it out to other people?



18 Read out loud to someone. Remember to read with expression.



19 Write a song or rap about your favourite subject.

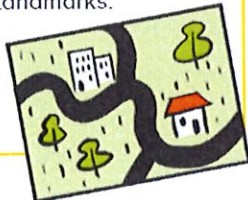


20 Get sketching! Find a photograph or picture of a person, place or object and sketch it.



21 Junk modelling! Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.

22 Draw a map of your local area and highlight interesting landmarks.



23 Write a postcard to your teacher. Can you tell them what you like most about their class?

24 Draw a view. Look out of your window and draw what you see.



25 Get reading! What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?

Warrior II Pose - Virabhadrasana II

Benefits Strengthens and stretches legs and core; stretches chest and shoulders; relieves backaches.

- 1 Stand with your feet wide apart. Turn your left foot in and your right foot out 90°.
- 2 Inhale, and lift your arms parallel to floor.
- 3 Exhale and bend your right knee. Be careful not to extend your knee past the 90° point with your ankle.
- 4 Keep your torso tall, turn your head, and look out over your fingertips.
- 5 Inhale, straighten your legs and lower your arms. Repeat on opposite side.



Chair Pose - Utkatasana

Benefits Strengthens legs, stretches shoulders and chest.

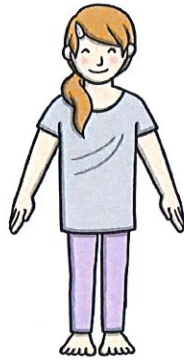
- 1 Start in mountain pose.
- 2 Exhale, and bend your knees as if you were sitting in a chair.
- 3 Reach your arms towards the ceiling, with your palms facing each other.
- 4 Hold this pose and breathe.



Mountain Pose - Tadasana

Benefits Improves posture, strengthens core, muscles and legs.

- 1 Stand tall with your weight balanced evenly on your feet.
- 2 Firm your thigh muscles and pull in your tummy.
- 3 Press your shoulders back and hold your arms out straight, a little way from your body.
- 4 Breathe deeply and hold as long as needed (at least two long breaths).



Tree Pose - Vrikshasana

Benefits Improves balance; strengthens thighs, calves, and ankles; stretches legs and chest; develops concentration.

- 1 Begin in mountain pose.
- 2 Lift your right foot, turning your knee out; place your foot below your left knee.
- 3 Press your hands together.
- 4 Raise arms overhead, and look up to your hands if possible.
- 5 Return hands to your chest, and lower your right leg.
- 6 Repeat with left leg.



Downward-Facing Dog - Adho Mukha Svanasana

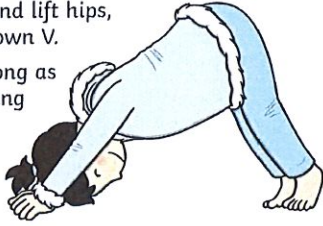
Benefits Calms the mind; relieves stress; energizes the body; strengthens arms and legs; stretches upper and lower body; relieves headaches; back pain and fatigue.

1 Begin on hands and knees with toes tucked under.

2 Exhale, straighten knees and lift hips, so you are in an upside-down V.

3 Hold this position for as long as you like. Let your head hang down and breathe.

4 To release, exhale and bring knees to the floor.



Preparation and Safety

Age 5-7

National Curriculum Develop balance, agility and co-ordination.

Time Can be adapted to any setting or time frame.

Preparation Session to happen on a carpeted floor or mats with enough space to stretch out arms and legs. If possible, have a bag with animals, pictures and stories inside to promote discussion.

Safety Session to happen on a carpeted floor or mats with enough space to stretch out arms and legs.

An Adults' Guide to Using Apostrophes for Possession

In key stage 2, children are expected to correctly use apostrophes for possession and contraction. Apostrophes are used to show possession when one thing belongs to another. For example:

The Queen's shoes.

However, the position of the apostrophe (and an additional s) can vary depending on whether the noun is singular or plural. It can also differ when the noun itself already ends with an 's'. Use this guide to help you to understand where to place the apostrophe to show possession.

Apostrophes with Singular Nouns

To show possession by a singular noun, an apostrophe is usually placed after the **final letter** of a word followed by an s. For example:

The pencil belonging to Sarah was on the table.

Sarah's pencil was on the table.

Nouns Ending in 's'

With singular nouns that end in -s, you should add an apostrophe plus 's' when you would naturally pronounce an extra 's' if you said the word aloud. For example:

Dickens's novels always make great reads.

Thomas's brother was born in 2009.

However, regional accents can have a bearing on word pronunciation in certain circumstances.

Apostrophes with Plural Nouns

If the noun is plural and already ends with an 's', simply add an apostrophe after the 's'. For example:

The howls belonging to the wolves.

The wolves' howls.

However, not all plural nouns end in 's'. Some plural nouns are irregular, e.g. children, people, mice. In cases such as these, add an apostrophe and an 's' to the end of the word. For example:

The books belonging to the children.

The children's books.

The votes belonging to the people.

The people's votes.

The Sphinx's Puzzles

The Sphinx has got some questions for you. You must answer them in full sentences, including a **singular possessive noun**. Remember: to show possession, you normally add an apostrophe and an 's' to the end of the noun. However, don't forget, there are some exceptions to the rule.

Example:

Q: Whose hair was as black as coal?

A: Snow White's hair was as black as coal.

1. Whose bandages were very old and dusty?

2. Whose teeth are extremely sharp?

3. Whose magic wand sparkled?

4. Whose crown sparkled with precious jewels?

5. Whose nose was made using a carrot?

6. Whose roar was very loud?

7. Whose eyes sparkled in the moonlight?

8. Whose homework was very difficult?



The Sphinx's Puzzles Answers

Please accept any relevant answer to the question given, provided that it makes sense within the context and correctly uses an apostrophe to show possession. Example answers are as follows:

1. Whose bandages were very old and dusty?
The mummy's bandages were old and dusty.
2. Whose teeth are extremely sharp?
The shark's teeth were extremely sharp.
3. Whose magic wand sparkled?
The fairy godmother's magic wand sparkled.
4. Whose crown sparkled with precious jewels?
The King's crown sparkled with precious jewels.
5. Whose nose was made using a carrot?
The snowman's nose was made using a carrot.
6. Whose roar was very loud?
The lion's roar was very loud.
7. Whose eyes sparkled in the moonlight?
The cat's eyes sparkled in the moonlight.
8. Whose homework was very difficult?
Jack's homework was very difficult.



Missing Apostrophe

Singular Possessive Nouns

Oh dear! Patricia Punctuation has written some sentences but she has forgotten to add an apostrophe to show possession by these singular nouns. Copy out the sentence on the line provided and include the missing apostrophe.

1. Kims mum bought some sausages from the shop.

2. The butterflys wings flapped as it flew from flower to flower.

3. The dogs tail wagged excitedly as he walked.

4. The dancers costume was very colourful and bright.

5. The witchs new broomstick was made from solid oak.

6. The clowns gloves were large and spotty.

7. At the party, the birthday girls presents were placed on the table.

8. The reindeers bells gently rang as he walked through the snow.

Missing Apostrophe Answers

1. Kims mum bought some sausages from the shop.
Kim's mum bought some sausages from the shop.
2. The butterflys wings flapped as it flew from flower to flower.
The butterfly's wings flapped as it flew from flower to flower.
3. The dogs tail wagged excitedly as he walked.
The dog's tail wagged excitedly as he walked.
4. The dancers costume was very colourful and bright.
The dancer's costume was very colourful and bright.
5. The witches new broomstick was made from solid oak.
The witch's new broomstick was made from solid oak.
6. The clowns gloves were large and spotty.
The clown's gloves were large and spotty.
7. At the party, the birthday girls presents were placed on the table.
At the party, the birthday girl's presents were placed on the table.
8. The reindeers bells gently rang as he walked through the snow.
The reindeer's bells gently rang as he walked through the snow.

Nikki's New Shoes

This week we have again suggested a daily approach to Literacy based on a story called 'Nikki's New Shoes'.

The reading and comprehension activities are available on Purple Mash.

Day 1

Today we begin our new short story called 'Nikki's New Shoes'. In the first chapter, Nikki goes shopping for some new shoes but she really wants her old ones to fit her forever.

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, Nikki goes to show her new shoes to her Nan. Along the way, her new shoes help Mrs Fox.

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 Nikki goes to meet her friends and finds purple hearts hidden in her new shoes.

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

In the last chapter of our story, Nikki's new shoes stop her sliding in the snow and help her to take friends for a ride on her sledge.

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.

Our Big Kitchen/Serpents of the Nebula

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).

Day 1

Today we read the last chapter of our thought-provoking story, 'Our Big Kitchen'. In this chapter, with her secret out in the open, Sienna's friendship with Molly is put to the test.

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

Today's writing task is a little different – you need to reply to emails from a famous Australian wanting some help with Our Big Kitchen. This has been set as a 2Do.

Day 2

Today we are going to start to read a new Science Fiction story called 'Serpents of the Nebula'. In today's opening chapter, we ask what are the mysterious space serpents, and why are they attacking the HMS Horizon?

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

Day 3

In chapter 2, tumbling through the vastness of space, Tazz and Julam are desperate to get back on board the HMS Horizon.

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

For the writing task, we remember that at the end of the chapter, the children find themselves spinning out into space and heading towards HMS Horizon. Will they land safely, or will they hurt themselves? What kind of state will HMS Horizon be in? Will they bump into anyone they know? Using the template on Purple Mash, write what you think will happen next.

Day 4

In today's chapter of our story, the HMS Horizon is a wreck and the crew have all gone - all except one strange survivor who has a dangerous plan.

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

For the writing task, at the end of the chapter, Didac-One is about to explain a dangerous plan. How will Tazz and Julam react? Write a play script of the conversation between the characters. Look at Purple Mash to remind yourselves how to set out a playscript – you can choose to continue on Purple Mash or do this in your book.

Day 5

In chapter 4, after a massive explosion, the three companions hurtle into the nebula in search of help.

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

For today's writing task, we have now seen how Tazz and Julam react in various situations. Compare and contrast these two characters. Divide your page in two, with one character in each column and use bullet points to describe the similarities and differences between the two.

School Swap

This week we will continue with the daily approach to Literacy. We will begin a new story called 'School Swap'.

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).

Day 1

In chapter 1, we are introduced to best friends – Jay and Adil who both attend Mill Hill school. Will Jay get himself into another detention with Mr Jones?

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

For the writing task, it is time to think creatively. Changing Places - Think of someone you know, or someone famous, who you believe has a much easier life than you. Perhaps you would like to swap places with this person. In your book explain who you would like to swap places with and why.

Day 2

In today's chapter, we find out if Jay has fun in his new body.

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

For the writing task, imagine that you are Jay. Write a diary entry about your strange day. What worries or concerns do you have? How does it feel for people to be treating you as a grown up? You can choose to do this on Purple Mash or in your book.

Day 3

In chapter 3, Mr Jones finds out what it's really like to be in Jay's shoes. Will he finally understand why Jay finds it difficult to do his homework?

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

For the writing task: The chapter ends with Jay phoning Mr Jones to ask where he keeps his fire extinguisher. How might Mr Jones react to such a request? Is Jay in trouble? Write the next part of the conversation in your book.

Day 4

In today's chapter, Mr Jones comes up with a plan to swap bodies back with Jay, but first Jay must pretend to be Mr Jones and follow his lesson plans carefully.

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

For the writing task, consider if the two characters will be able to swap back to their bodies? What problems might they have? Write the next part of the story on Purple Mash.

Day 5

Today, you are going to continue reading 'School Swap.' Jay and Mr Jones still haven't managed to swap bodies back, which means Mr Jones will have to try out for the football team as Jay.

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

For the writing task, now that we have seen Mr Jones react in a range of situations, create a character profile about him on Purple Mash. Remember to use evidence from the story to support your opinions.

Showing Possession

Change the sentences below so that they each contain an apostrophe to show possession by a **singular noun**.

For example:

The rays belonging to the sun shone on the ground.
The sun's rays shone on the ground.

1. The reindeer belonging to Santa flew through the air.

2. The harp belonging to the giant sang beautifully.

3. The cauldron belonging to the witch boiled and bubbled.

4. The tail belonging to the dog wagged.

5. The wheel belonging to the car had a puncture.

6. The toys belonging to the child were scattered on the floor.

7. The dress belonging to Molly hung in the wardrobe.

8. The phone belonging to Cameron began to ring.

Showing Possession Answers

1. The reindeers belonging to Santa flew through the air.
Santa's reindeers flew through the air.
2. The harp belonging to the giant sang beautifully.
The giant's harp sang beautifully.
3. The cauldron belonging to the witch boiled and bubbled.
The witch's cauldron boiled and bubbled.
4. The tail belonging to the dog wagged.
The dog's tail wagged.
5. The wheel belonging to the car had a puncture.
The car's wheel had a puncture.
6. The toys belonging to the child were scattered on the floor.
The child's toys were scattered on the floor.
7. The dress belonging to Molly hung in the wardrobe.
Molly's dress hung in the wardrobe.
8. The phone belonging to Cameron began to ring.
Cameron's phone began to ring.

The Mystery of the Melted Ice Cream At the Merryvale Fair

The town of Merryvale look forward to the arrival of the travelling fair every summer. The children save up their pocket money, the mums and dads nag them not to eat too much junk and to be sensible, and the teenagers can't wait to jump on the waltzers and feel sick on the rickety rollercoaster.

This year is no exception and everyone is excited about the fair opening on Friday night.

However, disaster has struck!

The large ice cream van has got everyone's favourite ice creams loaded up and ready to serve. The crowds start entering the playing field and the rides begin to turn.

The queue outside the ice cream van is growing, when Mr Freeze goes to the ice cream tubs only to find they are all completely melted! Someone has unplugged the massive freezers keeping the large number of tubs of ice cream frozen!

As Chief Inspector, you need to find and solve the clues, and end the mystery of the ice-less ice cream of the Merryvale Fair.



Name	M/F	Age	Food eaten	Type of hat	Shoe size
Alec Adams	M	12	burger	canvas	4
Bilhal Begum	M	14	chips	baseball cap	9
Charlie Carter	M	10	burger	canvas	6
Danielle Danesh	F	13	chips	sun visor	5
Euan Evans	M	13	hot dog	baseball cap	10
Fiona Freidman	F	12	hot dog	canvas	5
Gethin Griffin	M	10	taco	baseball cap	7
Hamish Hendry	M	15	hot dog	baseball cap	10
Igor Isles	M	12	burger	baseball cap	4
Jasvinder Jain	F	12	burger	sun visor	9
Kuba Kucharzewski	M	12	chips	baseball cap	8
Leonie Lane	F	15	taco	straw	6
Mollie Mehmet	F	14	taco	canvas	6
Nic Nowak	M	14	taco	baseball cap	9
Oliver Olland	M	13	chips	sun visor	8
Pam Patel	F	12	burger	baseball cap	4
Quinn McQueen	M	12	burger	baseball cap	10
Robbie Rayson	M	12	taco	straw	4
Safa Sharif	F	13	chips	baseball cap	5
Tomasz Taylor	M	13	burger	canvas	10
Uma Underwood	F	12	hot dog	sun visor	6
Veronica Valley	F	11	chips	baseball cap	5
Wi Wong	M	15	taco	baseball cap	10
Xi Xan	M	14	burger	canvas	10
Zoe Zub	F	12	hot dog	canvas	6

Clue 1: True or False?

Answer true or false to these statements. If there are more false statements than true, the culprit is male.

Statement	True	False
A cuboid has 6 vertices.		
$14 \times 20 = 280$		
14:35 is the same as twenty minutes to three.		
$\frac{4}{10}$ of 150 is 60.		
A square-based pyramid has four flat surfaces.		
$\frac{3}{4}$ of 300 is 215.		
There are 315 minutes in $5\frac{1}{4}$ hours.		
There are 75 twenty pence coins in £15.		
$1289 - 369 = 910$		
Three years is equal to 146 weeks.		
$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$		
$81 \div 9 = 8$		
4.6 is rounded to 4.		
Five lots of fifteen equals seventy-five.		
Six triangles and three squares have thirty sides altogether.		

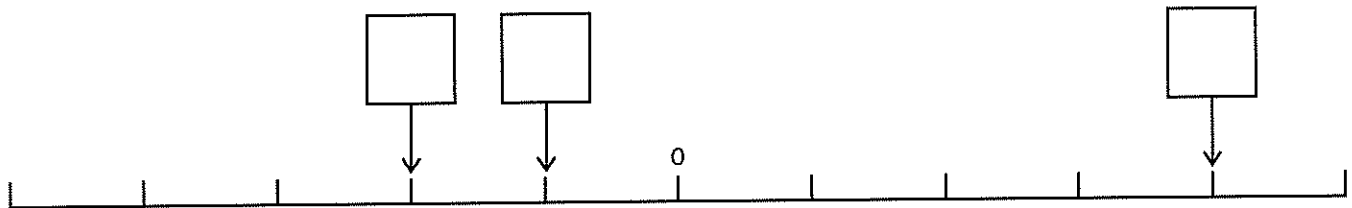
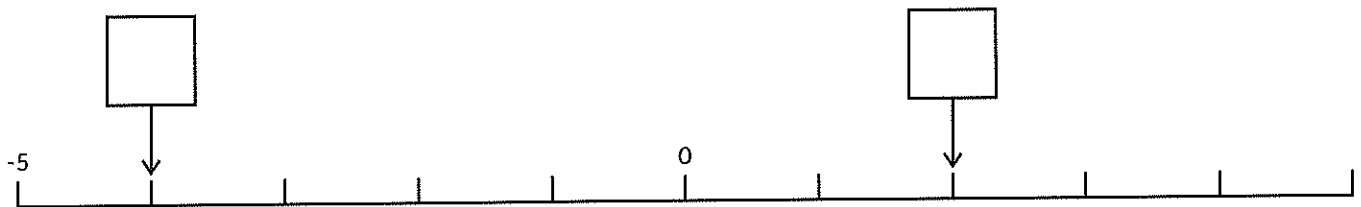
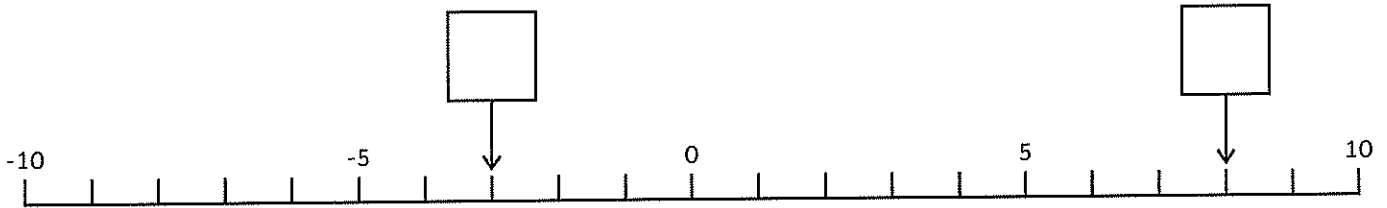
Answer to clue 1:

Circle the correct gender.

The culprit is M / F

Clue 2: Number Lines

Put the missing numbers on the number lines, then order the words in the table and solve the next clue.

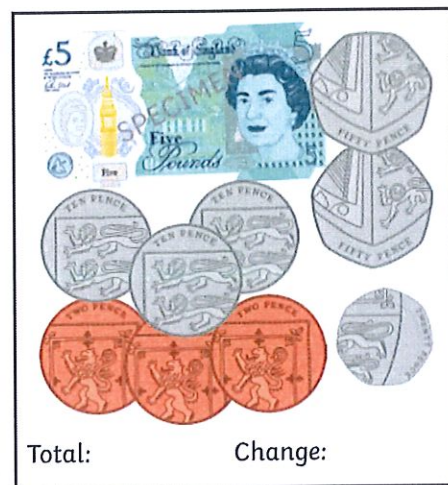
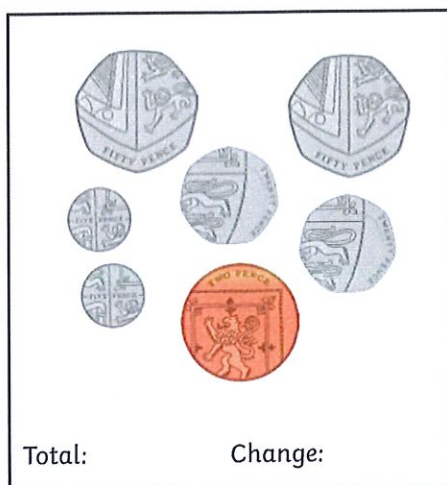


-1 wearing	5 thirteen	-4 cap	1 eleven
9 fourteen	-3 the	-5 hotdog	-2 baseball
2 a	7 footprint	8 was	4 culprit

Answer to clue 2:

Clue 3: Change

Work out the change given from £10. Find the answers in the table and rearrange the words to solve the third clue.



£4.54 were	£3.24 hotdog	£7.62 in	£2.10 chips
£7.50 dropped	£8.48 found	£5 taco	£8.63 van
£5.05 crumbs	£7.12 shoe	£3.44 burger	£2.54 wrapper

Answer to clue 3:

Clue 4: Common Answers

Whichever answer is repeated the most, is the age of the ice cream wrecker.

$260 \div 20 = \boxed{}$

$4121 - 4109 = \boxed{}$

$2190 \div \boxed{} = 219$

$\frac{1}{10} \text{ of } 150 = \boxed{}$

$\frac{1}{3} \text{ of } 36 = \boxed{}$

$108 \div 9 = \boxed{}$

Number of hours in a day, subtract 10 = $\boxed{}$

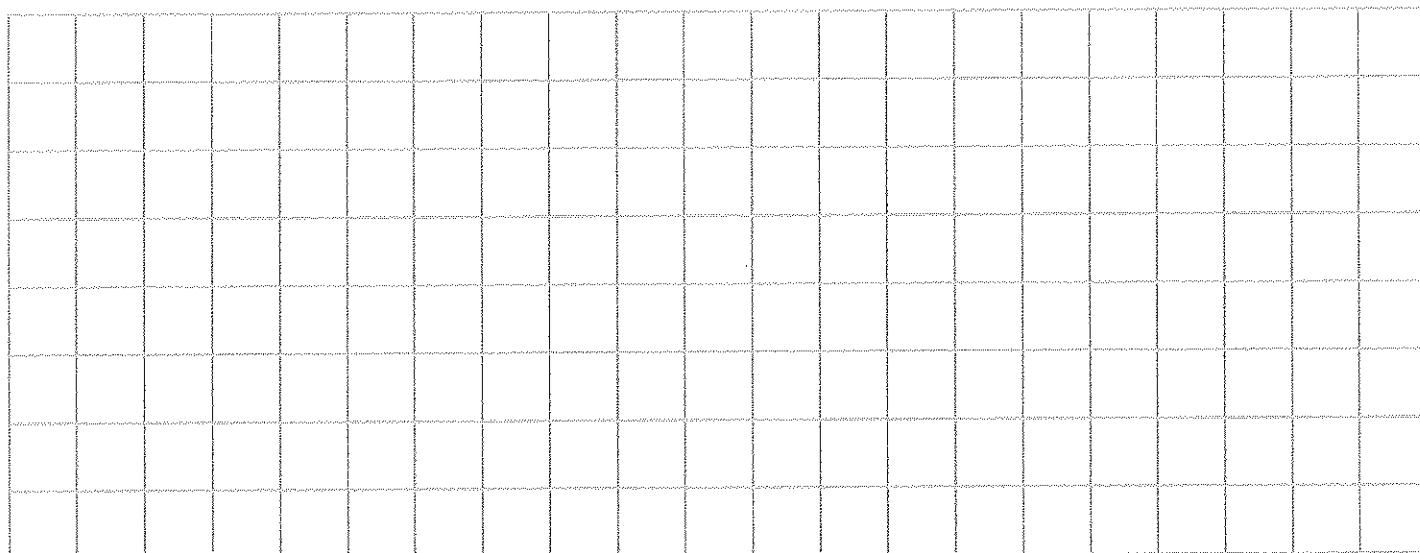
$$\begin{array}{r} 121 \\ - 107 \\ \hline \end{array}$$

$\boxed{}$

$$\begin{array}{r} 1201 \\ - 1186 \\ \hline \end{array}$$

$\boxed{}$

$1 + 3 + 5 - 7 + 8 + 3 = \boxed{}$



Answer to clue 4:

The ice cream wrecker is _____ years old.

Clue 5: Equivalent Fractions

Fill in the missing equivalent fractions.

1. $\frac{1}{2} = \frac{\square}{10} = \frac{\square}{14} = \frac{3}{6}$

2. $\frac{1}{3} = \frac{\square}{9} = \frac{\square}{18} = \frac{5}{15}$

3. $\frac{1}{4} = \frac{\square}{8} = \frac{4}{\square}$

4 five	2 footprint	9 found
3 discovered	8 ice-cream	5 freezer
10 lost	7 by	1 there
6 size	12 culprit	16 ten

Answer to clue 5:

Have you worked out who melted all the ice creams at the Merryvale Fair?

The person who melted all the ice cream was _____.

Clue 1 Answers

Answer true or false to these statements. If there are more false statements than true, the culprit is male.

Statement	True	False
A cuboid has 6 vertices.		✓
$14 \times 20 = 280$	✓	
14:35 is the same as twenty minutes to three.		✓
$\frac{4}{10}$ of 150 is 60.	✓	
A square-based pyramid has four flat surfaces.		✓
$\frac{3}{4}$ of 300 is 215.		✓
There are 315 minutes in $5\frac{1}{4}$ hours.	✓	
There are 75 twenty pence coins in £15.	✓	
$1289 - 369 = 910$		✓
Three years is equal to 146 weeks.		✓
$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$	✓	
$81 \div 9 = 8$		✓
4.6 is rounded to 4.		✓
Five lots of fifteen equals seventy-five.	✓	
Six triangles and three squares have thirty sides altogether.	✓	

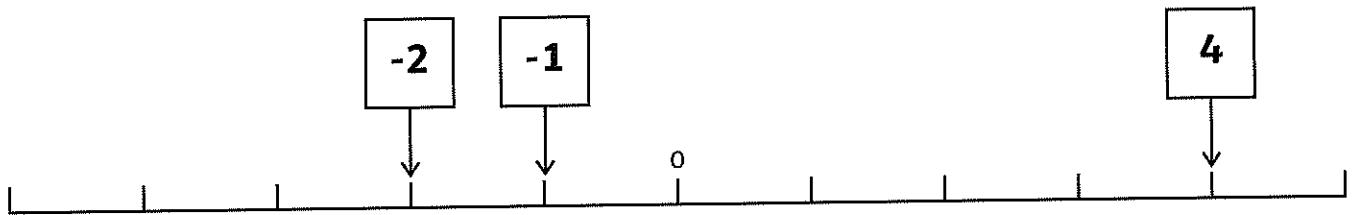
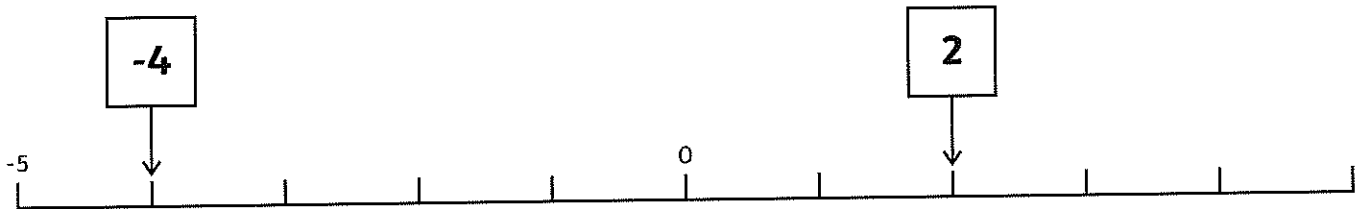
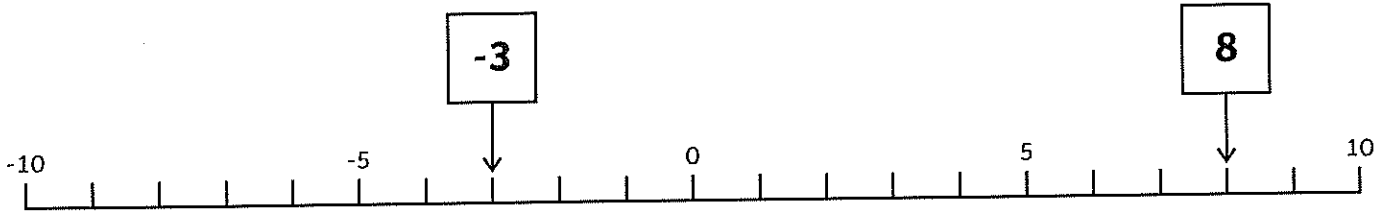
Answer to clue 1:

Circle the correct gender.

The culprit is (M) / F

Clue 2 Answers

Put the missing numbers on the number lines, then order the words in the table and solve the next clue.



-1 wearing	5 thirteen	-4 cap	1 eleven
9 fourteen	-3 the	-5 hotdog	-2 baseball
2 a	7 footprint	8 was	4 culprit

Answer to clue 2:

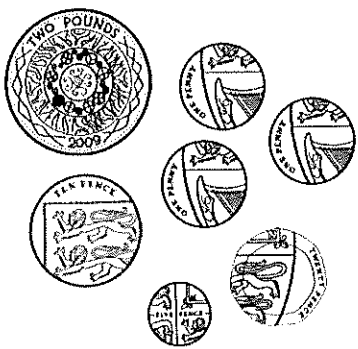
The culprit was wearing a baseball cap.

Clue 3 Answers

Work out the change given from £10. Find the answers in the table and rearrange the words to solve the third clue.



Total: £1.52
Change: £8.48



Total: £2.38
Change: £7.62




Total: £6.56
Change: £3.44



Total: £5.46
Change: £4.54



Total: £4.95
Change: £5.05



Total: £1.37
Change: £8.63

£4.54 were	£3.24 hotdog	£7.62 in	£2.10 chips
£7.50 dropped	£8.48 found	£5 taco	£8.63 van
£5.05 crumbs	£7.12 shoe	£3.44 burger	£2.54 wrapper

Answer to clue 3:

Burger crumbs were found in the van.

Clue 4 Answers

Whichever answer is repeated the most, is the age of the ice cream wrecker.

$$260 \div 20 = \boxed{13}$$

$$4121 - 4109 = \boxed{12}$$

$$2190 \div \boxed{10} = 219$$

$$\frac{1}{10} \text{ of } 150 = \boxed{15}$$

$$\frac{1}{3} \text{ of } 36 = \boxed{12}$$

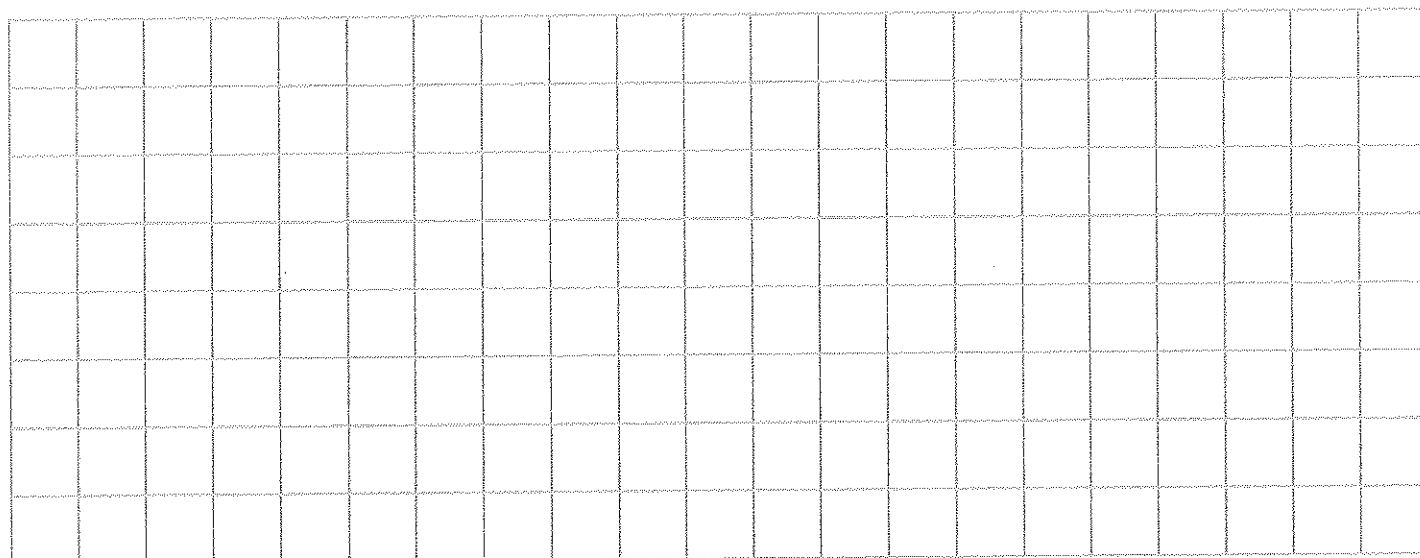
$$108 \div 9 = \boxed{12}$$

$$\text{Number of hours in a day, subtract } 10 = \boxed{14}$$

$$\begin{array}{r} 121 \\ - 107 \\ \hline \boxed{14} \end{array}$$

$$\begin{array}{r} 1201 \\ - 1186 \\ \hline \boxed{15} \end{array}$$

$$1 + 3 + 5 - 7 + 8 + 3 = \boxed{13}$$



Answer to clue 4:

The ice cream wrecker is 12 years old.

Clue 5 Answers

Fill in the missing equivalent fractions.

$$1. \quad \frac{1}{2} = \frac{\boxed{5}}{10} = \frac{\boxed{7}}{14} = \frac{3}{6}$$

$$2. \quad \frac{1}{3} = \frac{\boxed{3}}{9} = \frac{\boxed{6}}{18} = \frac{5}{15}$$

$$3. \quad \frac{1}{4} = \frac{\boxed{2}}{8} = \frac{\boxed{4}}{\boxed{16}}$$

4 five	2 footprint	9 found
3 discovered	8 ice-cream	5 freezer
10 lost	7 by	1 there
6 size	12 culprit	16 ten

Answer to clue 5:

Size ten footprint discovered by freezer.

Have you worked out who melted all the ice creams at the Merryvale Fair?

The person who melted all the ice cream was **Quinn McQueen**.

Multiplying Two-Digit Numbers by One-Digit Numbers

$$\begin{array}{r} 1. \quad 24 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 22 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 18 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 26 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 12 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 48 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 41 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 31 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 44 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 32 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 62 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 66 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 82 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 87 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 94 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 53 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 85 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 75 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 68 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 78 \\ \times 7 \\ \hline \\ \hline \end{array}$$

Multiplying Two-Digit Numbers by One-Digit Numbers Answers

$$\begin{array}{r} 1. \quad 24 \\ \times 4 \\ \hline 96 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 22 \\ \times 5 \\ \hline 110 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 18 \\ \times 5 \\ \hline 90 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 26 \\ \times 3 \\ \hline 78 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 12 \\ \times 5 \\ \hline 60 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 48 \\ \times 2 \\ \hline 96 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 41 \\ \times 9 \\ \hline 369 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 31 \\ \times 7 \\ \hline 217 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 44 \\ \times 7 \\ \hline 308 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 32 \\ \times 7 \\ \hline 224 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 62 \\ \times 3 \\ \hline 186 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 66 \\ \times 4 \\ \hline 264 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 82 \\ \times 4 \\ \hline 328 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 87 \\ \times 8 \\ \hline 696 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 94 \\ \times 8 \\ \hline 752 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 53 \\ \times 8 \\ \hline 424 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 85 \\ \times 4 \\ \hline 340 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 75 \\ \times 3 \\ \hline 225 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 68 \\ \times 6 \\ \hline 408 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 78 \\ \times 7 \\ \hline 546 \\ \hline \end{array}$$

Multiplication Practice – 2 Digits x 2 Digits

1.

			3	6
x			3	2
<hr/>				
<hr/>				

2.

			4	6
x			3	3
<hr/>				
<hr/>				

3.

			1	6
x			3	3
<hr/>				
<hr/>				

4.

			1	4
x			2	3
<hr/>				
<hr/>				

5.

			2	5
x			3	6
<hr/>				
<hr/>				

6.

			3	5
x			5	6
<hr/>				
<hr/>				

7.

			3	4
x			2	3
<hr/>				
<hr/>				

8.

			4	3
x			3	3
<hr/>				
<hr/>				

9.

			4	2
x			2	5
<hr/>				
<hr/>				

10.

			4	6
x			1	6
<hr/>				
<hr/>				

11.

			5	2
x			2	6
<hr/>				
<hr/>				

12.

			3	2
x			5	2
<hr/>				
<hr/>				

Multiplication Practice – 2 Digits x 2 Digits Answers

1.

			3	6
x			3	2
<hr/>				
			7	2
	1	0	8 ¹	0
<hr/>				
	1	1 ¹	5	2

1

2.

			4	6
x			3	3
<hr/>				
		1	3	8
	1	3	8 ¹	0
<hr/>				
	1	5 ¹	1	8

1

3.

			1	6
x			3	3
<hr/>				
			4	8
		4	8 ¹	0
<hr/>				
		5 ¹	2	8

1

4.

			1	4
x			2	3
<hr/>				
			4	2
		2	8 ¹	0
<hr/>				
		3	2	2

1

5.

			2	5
x			3	6
<hr/>				
		1	5	0
		7	5 ³	0
<hr/>				
		9 ¹	0	0

1

6.

			3	5
x			5	6
<hr/>				
		2	1	0
	1	7	5 ³	0
<hr/>				
	1 ¹	9 ²	6	0

7.

			3	4
x			2	3
<hr/>				
		1	0	2
		6	8 ¹	0
<hr/>				
		7	8	2

8.

			4	3
x			3	3
<hr/>				
		1	2	9
	1	2	9	0
<hr/>				
	1	4	1	9

1

9.

			4	2
x			2	5
<hr/>				
		2	1	0
		8	4 ¹	0
<hr/>				
	1	0	5	0

1

10.

			4	6
x			1	6
<hr/>				
		2	7	6
		4 ²	6 ³	0
<hr/>				
		7 ³	3	6

1

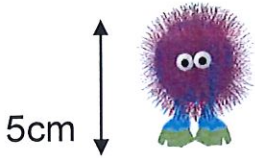
11.

			5	2
x			2	6
<hr/>				
		3	1	2
	1	0	4 ¹	0
<hr/>				
	1	3	5	2

12.

			3	2
x			5	2
<hr/>				
			6	4
	1	6	0	0
<hr/>				
	1	6 ¹	6	4

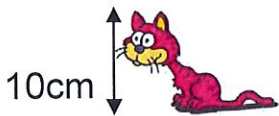
Multiplication



Work out the height of monsters that are

- | | |
|--------------------|--------------------|
| 1. 5 times as tall | 2. 4 times as tall |
| 3. 3 times as tall | 4. 2 times as tall |

1.	5	x	5	=	25					2.	5	x	4	=					
3.		x		=						3.		x		=					



Work out the height of cats that are

- | | |
|--------------------|--------------------|
| 5. 5 times as tall | 6. 4 times as tall |
| 7. 3 times as tall | 8. 2 times as tall |



Work out the weights of flamingos that are

- | | |
|----------------------|----------------------|
| 9. 5 times as heavy | 10. 4 times as heavy |
| 11. 3 times as heavy | 12. 7 times as heavy |



2m

Work out the length of fences that are

- | | |
|---------------------|---------------------|
| 13. 5 times as long | 14. 4 times as long |
| 15. 3 times as long | 16. 6 times as long |

Quick fire facts

- | | |
|----------------------------|---------------------------|
| 1. $6 \times 5 = \dots$ | 11. $1 \times 2 = \dots$ |
| 2. $7 \times 10 = \dots$ | 12. $2 \times 3 = \dots$ |
| 3. $4 \times 5 = \dots$ | 13. $7 \times 4 = \dots$ |
| 4. $9 \times 10 = \dots$ | 14. $4 \times 5 = \dots$ |
| 5. $6 \times 5 = \dots$ | 15. $5 \times 10 = \dots$ |
| 6. $8 \times 10 = \dots$ | 16. $8 \times 2 = \dots$ |
| 7. $2 \times 5 = \dots$ | 17. $3 \times 3 = \dots$ |
| 8. $5 \times 10 = \dots$ | 18. $6 \times 4 = \dots$ |
| 9. $4 \times 5 = \dots$ | 19. $3 \times 5 = \dots$ |
| 10. $10 \times 10 = \dots$ | 20. $6 \times 10 = \dots$ |



Multiplication

5cm



Work out the height of monsters that are

- 5 times as tall
- 2. 4 times as tall
- 3. 3 times as tall
- 4. 7 times as tall
- 5. 9 times as tall
- 6. 10 times as tall

1.	5	x	5	=	25					2.	5	x	4	=				
3.		x		=						3.		x		=				

10cm



Work out the height of cats that are

- 7. 5 times as tall
- 8. 4 times as tall
- 9. 3 times as tall
- 10. 7 times as tall
- 11. 9 times as tall
- 12. 10 times as tall

4kg



Work out the weights of flamingos that are

- 13. 5 times as heavy
- 14. 4 times as heavy
- 15. 3 times as heavy
- 16. 7 times as heavy
- 17. 9 times as heavy
- 18. 10 times as heavy



2m

Work out the length of fences that are

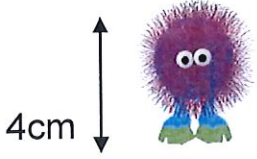
- 19. 5 times as long
- 20. 4 times as long
- 21. 3 times as long
- 22. 7 times as long
- 23. 9 times as long
- 24. 10 times as long

Quick fire facts

- 1. $6 \times 5 = \dots$
- 11. $1 \times 2 = \dots$
- 2. $7 \times 10 = \dots$
- 12. $2 \times 3 = \dots$
- 3. $4 \times 5 = \dots$
- 13. $7 \times 4 = \dots$
- 4. $9 \times 10 = \dots$
- 14. $4 \times 5 = \dots$
- 5. $6 \times 5 = \dots$
- 15. $5 \times 10 = \dots$
- 6. $8 \times 10 = \dots$
- 16. $8 \times 2 = \dots$
- 7. $2 \times 5 = \dots$
- 17. $3 \times 3 = \dots$
- 8. $5 \times 10 = \dots$
- 18. $6 \times 4 = \dots$
- 9. $4 \times 5 = \dots$
- 19. $3 \times 5 = \dots$
- 10. $10 \times 10 = \dots$
- 20. $6 \times 10 = \dots$



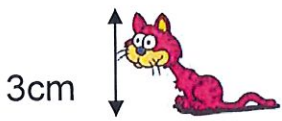
Multiplication



Work out the height of monsters that are

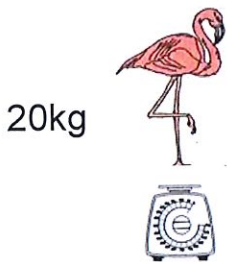
- 5 times as tall
- 2. 4 times as tall
- 3. 3 times as tall
- 4. 7 times as tall
- 5. 9 times as tall
- 6. 10 times as tall

1.	5	x	5	=	25					2.	5	x	4	=					
3.		x		=						3.		x		=					



Work out the height of cats that are

- 7. 5 times as tall
- 8. 4 times as tall
- 9. 3 times as tall
- 10. 7 times as tall
- 11. 9 times as tall
- 12. 10 times as tall



Work out the weights of flamingos that are

- 13. 5 times as heavy
- 14. 4 times as heavy
- 15. 3 times as heavy
- 16. 7 times as heavy
- 17. 9 times as heavy
- 18. 10 times as heavy



30m

Work out the length of fences that are

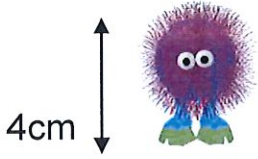
- 19. 5 times as long
- 20. 4 times as long
- 21. 3 times as long
- 22. 7 times as long
- 23. 9 times as long
- 24. 10 times as long

Quick fire facts

- | | |
|----------------------------|--------------------------|
| 1. $6 \times 5 = \dots$ | 11. $8 \times 3 = \dots$ |
| 2. $7 \times 10 = \dots$ | 12. $1 \times 4 = \dots$ |
| 3. $4 \times 5 = \dots$ | 13. $6 \times 3 = \dots$ |
| 4. $9 \times 10 = \dots$ | 14. $9 \times 4 = \dots$ |
| 5. $6 \times 5 = \dots$ | 15. $4 \times 3 = \dots$ |
| 6. $8 \times 10 = \dots$ | 16. $2 \times 4 = \dots$ |
| 7. $2 \times 5 = \dots$ | 17. $8 \times 3 = \dots$ |
| 8. $5 \times 10 = \dots$ | 18. $3 \times 4 = \dots$ |
| 9. $4 \times 5 = \dots$ | 19. $4 \times 3 = \dots$ |
| 10. $10 \times 10 = \dots$ | 20. $1 \times 4 = \dots$ |



Multiplication



Work out the height of monsters that are

- 5 times as tall
- 2. 4 times as tall
- 3. 3 times as tall
- 4. 7 times as tall
- 5. 9 times as tall
- 6. 10 times as tall

1.	5	x	5	=	25					2.	5	x	4	=				
3.		x		=						3.		x		=				



Work out the height of cats that are

- 7. 5 times as tall
- 8. 4 times as tall
- 9. 3 times as tall
- 10. 7 times as tall
- 11. 9 times as tall
- 12. 10 times as tall



Work out the weights of flamingos that are

- 13. 5 times as heavy
- 14. 4 times as heavy
- 15. 3 times as heavy
- 16. 7 times as heavy
- 17. 9 times as heavy
- 18. 10 times as heavy



12m

Work out the length of fences that are

- 19. 5 times as long
- 20. 4 times as long
- 21. 3 times as long
- 22. 7 times as long
- 23. 9 times as long
- 24. 10 times as long

Quick fire facts

- | | |
|--------------------------|--------------------------|
| 1. $2 \times 3 = \dots$ | 11. $8 \times 3 = \dots$ |
| 2. $5 \times 4 = \dots$ | 12. $1 \times 4 = \dots$ |
| 3. $8 \times 3 = \dots$ | 13. $6 \times 3 = \dots$ |
| 4. $6 \times 4 = \dots$ | 14. $9 \times 4 = \dots$ |
| 5. $9 \times 3 = \dots$ | 15. $4 \times 3 = \dots$ |
| 6. $8 \times 4 = \dots$ | 16. $2 \times 4 = \dots$ |
| 7. $2 \times 3 = \dots$ | 17. $8 \times 3 = \dots$ |
| 8. $4 \times 4 = \dots$ | 18. $3 \times 4 = \dots$ |
| 9. $7 \times 3 = \dots$ | 19. $4 \times 3 = \dots$ |
| 10. $5 \times 4 = \dots$ | 20. $1 \times 4 = \dots$ |

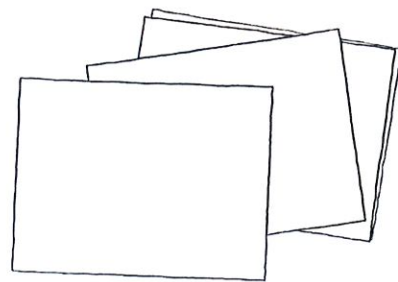


Two-Step Multiplication Word Problems All Multiplication Challenge Cards

twinkl

Two-Step Multiplication Word Problems All Multiplication

1. A school manager orders 12 boxes of A4 paper. Each box contains 5 reams, with each ream containing 500 sheets of paper. How many sheets of paper are ordered?



Two-Step Multiplication Word Problems All Multiplication

2. Apples are cut into 8 pieces to be shared among some children. Twenty-two bags of seven apples are used. How many pieces of apple are cut?



Two-Step Multiplication Word Problems All Multiplication

3. A squad of 20 footballers are each given three new pairs of boots. Each pair has 16 studs. How many studs are there altogether?



Two-Step Multiplication Word Problems All Multiplication

4. In a dance competition, there are 32 teams. Each team has 8 dancers. Each dancer has five pairs of dancing shoes. How many pairs of shoes will there be at the competition?



Two-Step Multiplication Word Problems All Multiplication

5. Each car leaving a factory has 4 new tyres. 29 car transporters leave with 11 cars on each transporter. How many tyres are needed for all the cars?



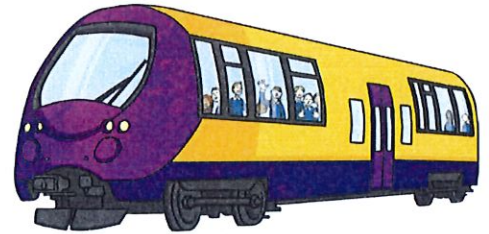
Two-Step Multiplication Word Problems All Multiplication

6. Satsumas are sold in bags of 15. A box of satsumas contains 9 bags, and they are shipped in crates of 28 boxes. How many satsumas are in one crate?



Two-Step Multiplication Word Problems All Multiplication

7. A group of school children travel by train. The children are in compartments of 6 children. Each carriage has 13 compartments and there are 14 carriages on the train. How many children are on the train?



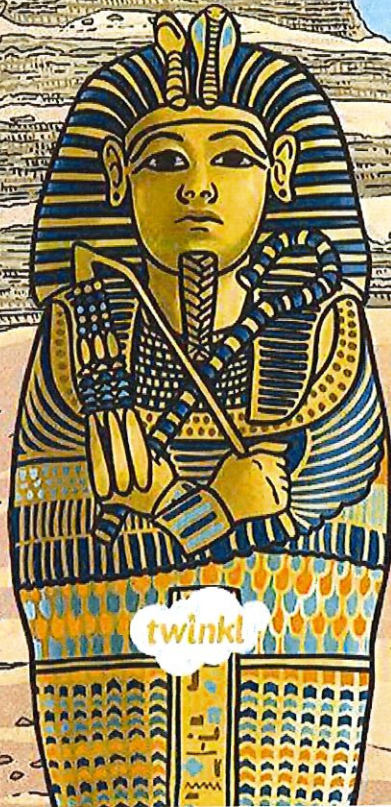
8. For a party, 3 boxes of biscuits are purchased. Each box contains 14 packs of biscuits. Each pack contains packets of 22 biscuits. How many biscuits are purchased?



Answers

- | | |
|---------------------------|------------------|
| 1. 30 000 sheets of paper | 5. 1276 tyres |
| 2. 1232 pieces of apple | 6. 3780 satsumas |
| 3. 960 studs | 7. 1092 children |
| 4. 1280 pairs of shoes | 8. 924 biscuits |

Egyptian Mummies



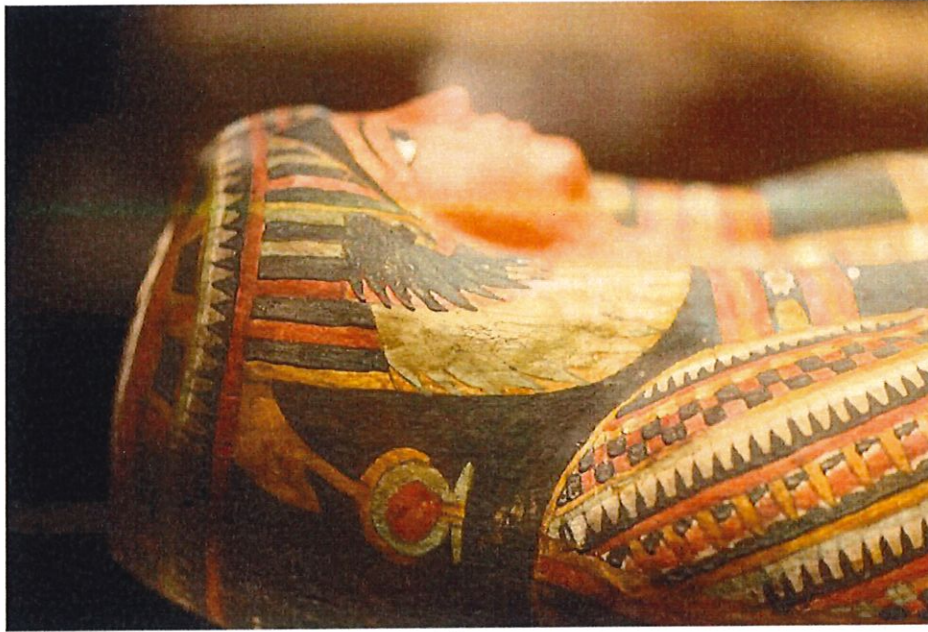
Learning Objective

To be able to describe the stages of the mummification process.



What is a Mummy?

A mummy is a body that has been preserved after death, it could be a human or an animal.



Why did the Egyptians preserve bodies?

The Egyptians believed that when they died their soul left their bodies. After they were buried their soul would return and together with the body would live forever in the afterlife when the world had ended. Unless their body was preserved, it would be no good in the afterlife.

Did all Egyptians preserve bodies?

Not everyone could afford to, it was a very expensive process that took around 70 days to complete.



How did the mummification process start?

The first ancient Egyptians didn't go through the long mummification process, they just buried people in small pits in the sand. The bodies dehydrated in the dry heat of the desert, preserving them naturally.

The downside to this was the risk of the bodies being eaten by wild animals. You didn't want to enter the afterlife with a half-eaten body after all. To stop this happening they started using coffins, but when the bodies weren't lying on the sand they didn't dehydrate so they decayed.

By 3400BC they had developed the method they are famous for today.

What was the process?

The body was taken to a place called the Beautiful House. It wasn't as beautiful as the name suggests!

The body was cleansed with palm wine and rinsed with water from the River Nile.

Sometimes they would use a slatted bed on a slant. This would let fluids drain off and out of the body, and allow them to wrap the strips of linen around the body.



Organs

A cut was made on the left side of the body and the organs removed to stop the body decomposing.

The liver, lungs, intestines and stomach were washed, dried in **natron** and either wrapped in cloth to place in the body later or stored in **canopic jars**.

The heart, responsible for intelligence and emotion, was left in the body as it was needed in the afterlife.

Natron is a natural salt.



Canopic Jars

The **canopic jars** had four different heads representing the four sons of Horus.

Hapi

Baboon headed
God. Looked after
the lungs.



Imsety

Huma headed
God. Looked
after the liver.



Duamutee

Jackal headed
God. Looked
after the stomach.



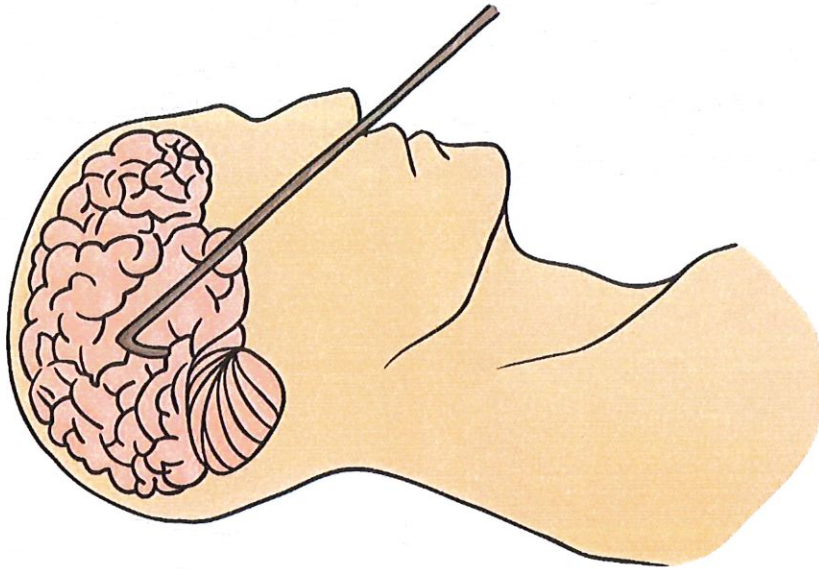
Qebehsenuef

Falcon headed
God. Looked after
the intestines.



The Brain

The brain wasn't thought to be important! A long hook was pushed up through the nose to smash the brain to pieces, then either pull it out or lift the body so the liquefied brain would drain out through the nose. This prevented them having to damage the head or the skull.

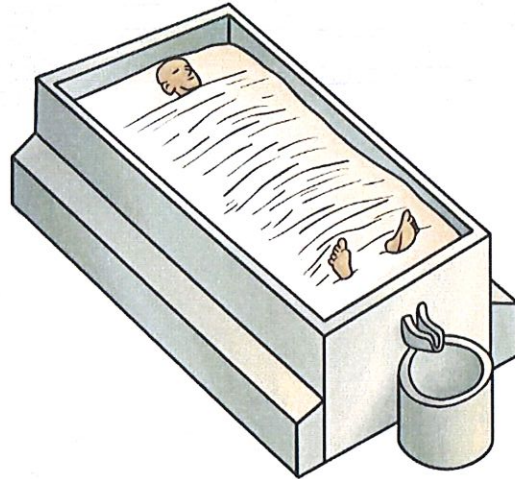


Natron

75% of the body is water.

Wet things rot very quickly so the body was dried inside and out with natron.

Natron absorbed the moisture but it could take 40-50 days.



Further Preservation

Unless they were put in canopic jars, the dried organs would be replaced, or the body filled with sawdust, rags or leaves so it kept its shape.

In order to preserve the skin it was coated in a resin made from plants.

The body was now wrapped in strips of linen, hundreds of metres of it, up to twenty layers thick. This was an elaborate process.



Wrapping

The head and neck would be wrapped first, then the fingers and toes wrapped individually.

The arms and legs were wrapped separately.

Between the layers of linen they would place amulets, which would protect the dead person in the afterlife.

As well as amulets, inscribed pieces of papyrus were placed between the layers. Words from the book of the dead were placed between the hands.



Amulets



The **isis knot** or **tyet** would be placed at the neck to protect the body.



The **heart** amulet was placed over the heart to protect it.



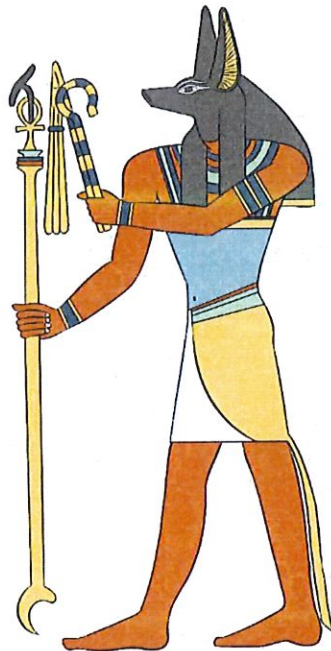
The **scarab** was placed over the upper abdomen. It was a dung beetle which represented rebirth and the rising and setting of the sun.



The **Udjat** or **Eye of Horus** was placed on the abdomen, over the cut to remove the organs. It was a symbol of good health that was shaped like the eye of the falcon God Horus.

The Mask of Anubis

While the wrapping took place, a priest wearing a mask of Anubis would read out spells to ward off evil spirits and help the journey to the afterlife. Anubis was the jackal headed God of the dead.



Mummia

Mummia, a tar like paste, was used to 'glue' the wraps of linen together. This is where the term 'mummy' came from.

A final piece of linen, the shroud, was placed over the body.



Egyptian Coffins

A death mask, that looked like the person when they were alive, was made and put on top of the mummy so that their soul (Ba) could find them.

The mummy is put in a wooden coffin. This wooden coffin might be put into another wooden coffin. Perhaps even another wooden coffin.

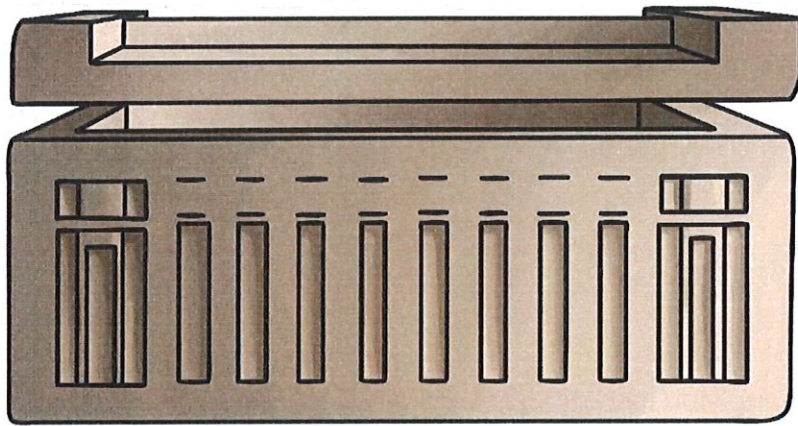
These coffins would be elaborately decorated. The first coffin might be shaped and painted like a body. The box shaped outer coffin might have eyes painted on it so the person could see, a false door on the inside so the person could step out, and hieroglyphics on the outside.



Funeral and Sarcophagus

A funeral was held, and funeral songs sung. A ritual called the 'Opening of the Mouth' was performed so that the dead person would be able to eat, drink and speak in the afterlife.

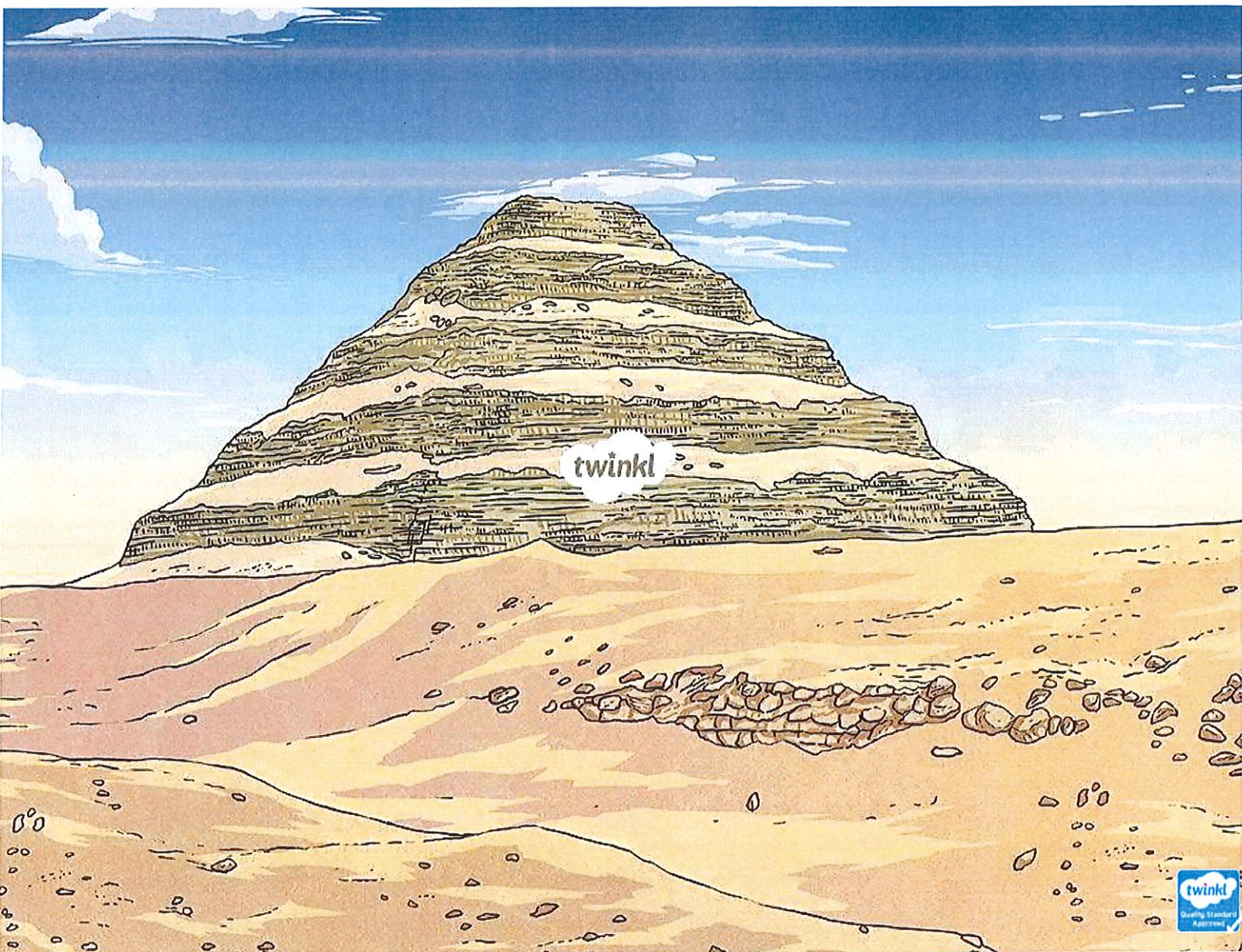
The final stage was to put the coffins into a sarcophagus (stone coffin) and place it in a tomb with valuable objects, food and drink for the journey to the afterlife.



Task

Can you remember the different stages of the mummification process?
Illustrate and describe each step.

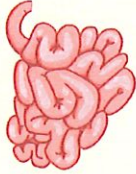




Egyptian Canopic Jars



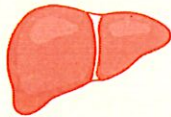
The god **Qebhsenuf** with the head of a falcon protects the intestines.



The god **Duamutef** with the head of a jackal protects the stomach.



The god **Imsety** with the head of a human protects the liver.



The god **Hapy** with the head of a baboon protects the lungs.

