Year 3 - Summer Week 7 – week beginning 08/06/20

Guidance can be obtained @ year.3@toddstg.co.uk

More of you are returning to work, and therefore there are more children of keyworkers attending school on selected days, we have therefore had to amend the learning pack to reflect this. To enable progression of learning for all pupils, at home and in school, the **Maths and Literacy** has been planned as daily learning. This means that if your child is learning at home some days and in school on others their learning can continue. It is therefore important that you follow the daily learning plan. All other learning areas are unaffected by these changes.

Below are a couple of links to websites where some famous people are reading children's books.

Please spend time browsing through the stories with your child and allow them to listen to the ones they think they will enjoy. ☺

https://www.storylineonline.net/

https://www.romper.com/p/famous-people-reading-childrens-books-is-one-good-thing-during-the-coronavirus-shut-in-22621288

We have been asked to include some information about free online music sessions run by Central Beds see **Conductive Music.pdf** for more details.

Weekly Class Zoom meeting details:

Robins on Tuesday @ 10am

ID: 949 6146 5533

Password: 7vrdg7

Robins ~ you are to wear something unusual on your feet and be ready to take them off and talk about them!

Wrens on Wednesday @ 10am

ID: 746 4528 8217

Password: Wrens1

Wrens ~ you are talking about your pet if you don't have one talk about your favourite animal. If you don't fancy talking, have some pictures to show of them instead.

Please also have one piece of work ready to show and talk about☺.

Don't forget to look in the sub-folders within the shared Google drive.

We have included the following in this week's shared Google Drive folder:

Maths – in the Maths google drive sub-folder.

Theme: Multiplication and Division:

Please complete the activity sheets before starting any challenges.
If your child is in Wrens Maths Group and finding the work a little tricky, look at the work for Robins Maths Group to give them a confidence boost first. The reverse applies too, if you feel your child in Robins Group does well, look for a challenge in the Wrens Group activities.

Maths weekly skills sheet 8 & answers to Weekly Skills Sheet 7.

DO NOT forget Times Tables Rock Stars!

Literacy – in the Literacy Google drive sub-folder.

This week is week 2 of Traditional Poetry ~ # Traditional Poetry week 2 of 2.pdf

Spellings – Learning Futures words.

Dictation – Learning Futures words.

We will explain how Learning Futures will work next week.
Comprehension - in the Comprehension Google drive sub-folder:

There are two comprehensions this week:

One is for those reading History Hackers Roman Rescue.
'Comprehension – Roman Rescue Chapters 13-15 TEXT.pdf' and
'Comprehension – Roman Rescue Chapters 13-15 QUESTIONS.pdf'.

Two star questions are for the average Year 3 reader.
Three star questions are for those children with fluent reading and comprehension skills.

One is for those who read 'I Wish I Was a Fish'.
'Comprehension – easy – Garden Birds.pdf'
One star questions are for the children who can find reading a little tricky.
Two star questions are for the average Year 3 reader.

French - See the separate sheet - Un petit peu de francais 3.7

Science – in the Science Google drive sub-folder.
See separate sheet ~ #Science - Light and Shadow week 2

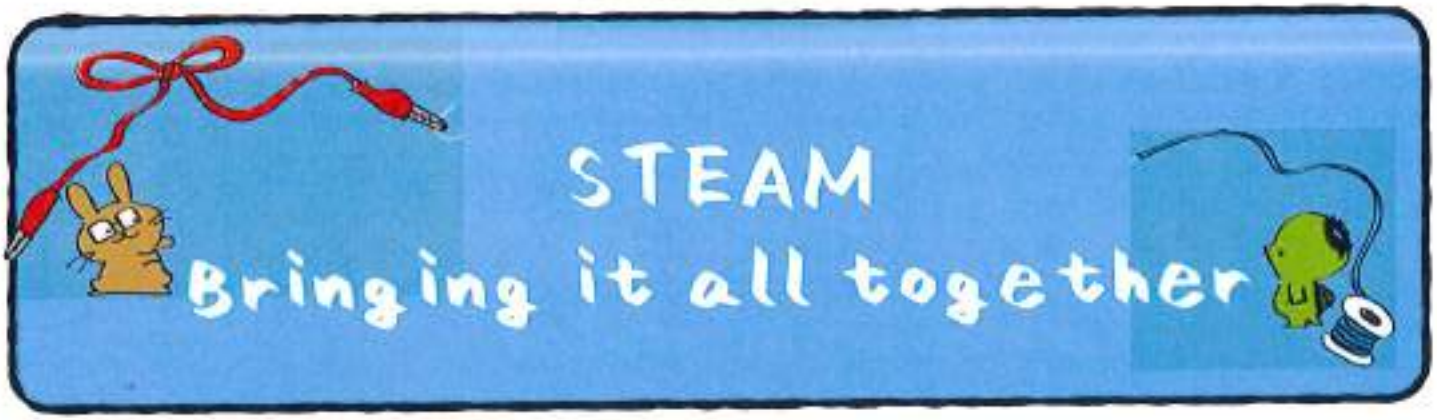
P.E. - See separate sheet P.E. Summer week 7

Theme: Biomes ~ #Theme Overview - biomes.pdf, in the Theme sub-folder in the Google Drive

Tasks this week for Wrens & Robins - Summer Week 4 - Week beginning 11/05/20

Subject Area	Activity	Location	Save, or send in.	Completed
Maths	Weekly Skills sheet	Google drive	email score in	Yes / No
	Maths Robins Group activities	Google drive	Answer in book	Yes / No
	Maths Robins Group challenges	Google drive	Answer in book	Yes / No
	Maths Wrens Group activities	Google drive	Answer in book	Yes / No
	Maths Wrens Group challenges	Google drive	Answer in book	Yes / No
	Answers to Maths #Wrens Group week 5	Google drive	n/a	Yes / No
Literacy	# Traditional Poetry week 2 of 2	Google drive	Answer in book	Yes / No
	# Traditional Poetry resources	Google drive	n/a	n/a
Spellings	Spelling Sentences to practise spellings	Google drive	email in score	Yes / No
	Learning Futures words - spelling test	Google drive	Answer in books	Yes / No
	Dictation – Learning Futures words	Google drive	Answer in book	Yes / No
Comprehension	Comprehension - easy - Garden Birds	Google drive	Answer in book	Yes / No
	Comprehension - Roman Rescue chapter 13 15 TEXT	Google drive	to be read	Yes / No
	Comprehension - Roman Rescue chapters 13-15 QUESTIONS	Google drive	Answer in book	Yes / No
French	Un petit peu de francais 3 7	Google drive	n/a	Yes / No
	Les Animaux Sauvages.pdf	Google Drive	n/a	Yes / No
Science	#Light and Shadow week 2	Google drive	photos of sundials	Yes / No
P.E.	P.E. Summer week 7 1 of 2 sheet	Google drive	n/a	all ongoing
	P.E. Summer week 7 2 of 2 sheet	Google drive		
Theme	#Theme Overview - biomes	Google drive	either	Yes /No
Music	Online Music sessions see - Conductive Music.pdf	Google Drive	n/a	

conductive music



STEAM

We scratched our heads trying to find a reason why school subjects should still be kept separated. We failed, so we started designing workshops bringing them all together.
We kept seeing STEM as a top priority, with the arts being neglected. If we complied, there would be no movies, no videogames, no thinking outside the box. So we adopted

STEM + Arts = STEAM

We are now providing live online sessions, using free resources. You can join our free Zoom lessons from your classroom, by projecting onto the smartboard, or from the comfort of your home, using laptops, tablets or phones. These 'spark' sessions are supported by our YouTube videos, and drawn tutorials, published twice a week on our website. We also run weekly q/a sessions on Facebook Live to help you progress.

WHO WE ARE

In 2012, we founded Conductive Music to bring together art, music, technology, science, pedagogy and research. We are a team of artists-researchers working in intergenerational and mixed abilities contexts to inspire marginalised young people, experiencing challenging circumstances. We foster imagination, help them gain confidence in complexity by adopting a step-by-step approach, and embrace failure as an integral part of a successful creative process.

Calendar of Activities

	Jun 29th	Jun 30th	Jul 1st	Jul 2nd	Jul 3rd
9.30am-10.30	CPD teachers	Year 1/2	Year 1/2 follow-up	Year 5/6	Year 5/6 follow-up
11-12noon	Music students	Year 3/4	Year 3/4 follow-up	Year 5/6/7/8 advanced	Year 5/6/7/8 advanced

SIGN UP HERE!

FOR TEACHERS:

CPD: an introduction to all **our free resources**, how to access and use them. Targeted for Primary and Secondary teachers, as well as Peri staff.

FOR STUDENTS:

Music Students: start your digital music-making adventure with us. We will introduce you to **Soundtrap** and you will learn how to program a drum-loop and create a basic song structure, add multiple instrumental and vocal tracks, record your voice, connect MIDI keyboards, export and share.

Year 1/2: 2 sessions dedicated to making art, music and having fun with Scratch Jr. Download it to your Phone, Tablet of Computer and follow along with us! **Support resources here.**

Year 3/4: 2 sessions to code, compose and perform with your very own digital musical instrument. Follow along with us, your imagination is the limit! Download Scratch to your phone/tablet or access **Scratch here**.

Year 5/6: 2 session to code for Music, Art and Science, all blended together through fun experiments, achievable from the comfort of your home. **Check our video resources.**

Year 5/6 Advanced and 7/8: If you would like to make music online, these sessions are for you. We will introduce you to online digital music making on the free platform **Sountrap**.

Safeguarding and access

Safeguarding

Conductive Music has been operating in 500+ schools across England and internationally, for over 8 years. Our experienced tutors are DBS-checked and specialised in the target Year group.
We use Zoom for our password-protected sessions. The tutor's camera is the only one visible, the student microphones are muted, and the chat is only allowed towards the teacher, for questions and problems.
Each session is run by 2 Conductive Music teachers, to provide support. We welcome one or more teachers from your institution to join.

How to join

Sign up by clicking the button below. We will send you the links one week in advance and a reminder, the day before. You will be required to install the Zoom app (phone/tablet) or plugin (computer). It is free and safe.
Our data protection policy and Online Education policy.

SIGN UP HERE!

They say about us...

CM have delivered excellent workshops today. The standard of content and teaching has been exceptionally high! Every child has been fully engaged in the activities delivered.

Furness Primary School, Brent

Combining IT, art, DT, science and of course music, the Conductive Music workshop was a truly holistic learning experience. The sessions were challenging, engaging, and very different from anything our students had experienced before.

Ali Hinds, Head of Music, Stepney Green Maths, Computing and Science College

I was very impressed with the organisation of the day. Even when faced with some technical problems from the school's side, adjustments were made with no fuss. Friendly, helpful staff and clear delivery. Excellent.

Castleton Primary School, Sunderland

Exciting session which engaged all students and staff involved. We want to continue experimenting with fruit-based instruments.

Paul Ibbotson, Lead Teacher of Maths, Oakfield Lodge School, Bristol

Year 3

Today was fantastic, the best day of my life.

Year 4

I want to touch people's noses [to make music]

Year 5

I LOVED IT AND IT WAS AWESOME

Year 6

This workshop was very fun and really interesting

info@conductivemusic.uk

[We] partnered with Conductive Music and so far it has been a big success. We've received positive feedback from schools and the sessions we have observed have been highly engaging, informative and creative. The combination of music, science and technology is unique and an excellent way of bringing subjects to life and demonstrating how things work in the real world.

Alison Porter, Project Manager, THAMES

Conductive Music brings a new dimension to our offer for children in Camden, and attracts a different group to our service. The courses have been well-received and we have excellent feedback from parents about the experience.

Deborah Rees, Deputy Head, Camden Music Service

Working in partnership with Conductive Music has enabled children and young people in Waltham Forest to have access to opportunities to engage with music technology in a fun and original way. The workshops and holiday courses have been both enjoyable and educational, and have connected with young people from a diverse range of backgrounds.

Mary Mycroft, Head of Service, Waltham Forest Music Hub

Fantastic to observe children being creative, spontaneous and confident in their exploration of music composition and performance.

Kevin Rivett, Head of Service, Calderdale Music Trust

Year 7

Cool, fun, educational, helpful and inspiring

Year 8

Concentrate and never give up. Work hard to succeed.

Year 9

Amazing, fun, fantastic and worth it

Year 10

Brilliant, fabulous, marvellous, great tech workshop

Contact Us

SIGN UP HERE!!

facebook.com/ConductiveMusic

TWITTER:

@Conductivemusic

INSTAGRAM

@Conductivemusic.uk

YouTube: Conductive Music

LES ANIMAUX SAUVAGES







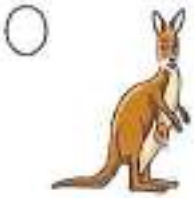


1. Un cerf
2. Un chameau
3. Un crocodile
4. Un écureuil
5. Un éléphant
6. Une girafe
7. Un gorille
8. Un guépard
9. Un hibou
10. Un hippopotame
11. Un koala
12. Un kangourou
13. Un lion
14. Un loup
15. Un ours
16. Un panda
17. Un puma
18. Un renard
19. Un rhinocéros
20. Un singe,
21. Un serpent
22. Un tigre
23. Une tortue
24. Une zèbre






















Un petit peu de francais 3.7

Year 3 - Bonjour!

I hope you had fun with Alexa learning the names of those wild animals.

Wild Animals (Les Animaux sauvages part 1) https://www.youtube.com/watch?v=v1el_UoR6Qo

It is a really good opportunity to listen to a native French speaker and copy their accent.

More wild animals this week from a different type of vocabulary video, so a different native French speaker, Cindy.

Watch this clip of 16 zoo animals...

Zoo Animals (Les Animaux du zoo) https://www.youtube.com/watch?v=n0iGgdhyGg0

You should recognise 9 of the animals.

"regardez, ecoutez et repeter encore une fois"

Watch the clip again, listening carefully and repeating the names of the animals. Each time a new animal appears pause the clip and "ecrivez" write it down to help you learn it. "Dessinez" Draw the animal if you like.

You now know 18 wild animals in French. Did you notice that they are nearly all "masculin" nouns. When we talk about them we use the masculine word for "a" "un" rather than the feminine "une" In French, nearly all animal nouns are masculine. Can you spot the odd animal out...the feminine noun? Which of our animals uses "une"?

If you are ready for a challenge, "un defi" , look at the worksheet "Les Animaux Sauvages. There are 24 animals listed. See if you can put the right number next to the right picture. There are some we haven't learned in the last two weeks which you will have to look up "dans un dictionnaire" or "sur Internet"

Bonne Chance! And remember... repetition, repetition, repetition.

Home Learning:
Outdoor Adventurous Activities

1. Create a map of your garden, or a space within your home. Remember to include a key to show what the symbols in your map mean.

2. Compose a set of warm-up exercises to show your family and friends. Remember: the purpose of a warm-up is to raise your heart rate and loosen your joints. It is also meant to be fun!

3. Can you find different equipment around your house to create an obstacle course? This could be anything from cushions to spoons! Then, set up a small obstacle course to be completed by your family members. How could this course be made trickier?

4. **Point of contact game**. Gather your family and friends round and make a small team. You will be the teacher. You must instruct your team to have a specified number of specific body parts in contact with the floor. They must hold their position for five seconds. Who will be the winner?

   For example: All three points on the floor. This would be similar to the artic fox position in yoga.

5. What is the history of Outdoor Adventures? Research this sport and create a timeline to show other children your age the history of orienteering.

   This website may help you: http://orienteering.org/about-the-iof/history/

6. What is sportsmanship? Create a display poster to explain what it is. Remember to show the different qualities a good sportsperson should display.

   Create your poster for children who are the same age as you.

Striking & Fielding 2

Striking (batting)

Equipment: Different sized ball and different types of bat and racket. Inside - cardboard tubes / plastic lids and rolled up paper, secured with tape / ping-pong balls. Targets - chalk, tin cans, plastic beakers, tall target e.g. a bin.

Watch a ball. If possible ask someone to roll a ball towards you. Watch it carefully and stop it with your hands. Ask them to roll to the L or R. Move your feet across and stop the ball again. E- try with a larger ball. H - roll the ball faster, to the middle or L/R.	
Stopping a ball. Now hold a bat Stop a rolled ball with your bat. Try to stand sideways on to the person rolling. Your shoulder points to the 'roller' and your head faces the roller.	
Hitting. Ask the bowler to throw an under arm bowl, that bounces. Watch the ball carefully. Hit the ball. E - use a tennis racket M- ask the bowler to stand further away. H - Stand in front of a target. Try to protect the target and hit the ball.	
Placing a shot. This challenge is for a player who is hitting the ball most of the time. Stand sideways on. Think carefully about your foot that is closest to the bowler (your front foot). Move your foot to the L or R. (Keep your back foot quite still). See if this makes you hit the ball in different directions.	

Garden Birds

Why do Birds Matter?

- They help plant life by scattering seeds. This means that seeds get to travel to different places and grow in other places.
- They control insect growth. Many birds eat insects. Without birds eating them, there would be a dangerously high number of insects.

- Birds, like magpies and crows, eat dead animals. This gets rid of the rotting animals which could cause diseases.

Numbers of Common Garden Birds

There has been a big drop in the number of starlings. The reason could be that farming has made it more difficult for them to find their favourite food – the cranefly larvae.

The number of house sparrows has also dropped. This could be because of cats, or air pollution due to more cars being used. Fortunately, last year, there was an increase in house sparrows reported through an RSPB survey.

There has also been an increase in less well-known birds, like fieldfares. One reason for seeing more fieldfares in gardens seems to be the cold weather that has made them leave the countryside and look for food in gardens.

RSPB

The Royal Society for the Protection of Birds - a charity that protects British birds.

Migration

Some birds migrate from the UK during the winter months and return when the weather becomes warmer.

- Swifts and swallows migrate to Africa.
- They can fly 200 miles every day.
- Many die from starvation, exhaustion and storms.

At the beginning of 2016, there were more sightings of long-tailed tits and goldcrests. A warmer winter meant more of these tiny birds survived.

Resident British Birds

Robins:

- have a bright red breast;
- are very aggressive and will defend their territory;
- sing all year round;
- can be seen in British gardens all year round.

Magpies:

- have a loud, chattering cackle;
- can be easily seen with their black and white feathers;
- are important insect controllers;
- hunt for leftover food and dead animals.

Questions

1. Why is it a good thing that birds help scatter seeds?

2. What would happen if birds did not eat insects?

3. Name one bird that eats dead animals.

4. What is a starling's favourite food?

5. Give one reason why there are fewer house sparrows around.

6. What do the RSPB do?

7. Why are fieldfares having to leave the countryside?

8. Why are there more long-tailed tits and goldcrest birds around?

9. How far can migrating birds fly on one day?

10. Which word has been used that means robins can get angry with other birds?

11. Write two facts about magpies.

Answers

1. Why is it a good thing that birds help scatter seeds?
   It is a good thing that birds help scatter seeds because it means plants can grow in different places.

2. What would happen if birds did not eat insects?
   If birds did not eat insects there would be a dangerously high number of insects around.

3. Name one bird that eats dead animals.
   One bird that eats dead animals is the magpie/ carrion crow.

4. What is a starling's favourite food?
   A starling's favourite food is cranefly larvae.

5. Give one reason why there are fewer house sparrows around.
   There are fewer house sparrows around because of cats/ air pollution due to more cars being used.

6. What do the RSPB do?
   The RSPB is a charity that protects birds in the UK.

7. Why are fieldfares having to leave the countryside?
   Fieldfares have to leave the countryside because of the cold weather and they need to look for food in gardens.

8. Why are there more long-tailed tits and goldcrest birds around?
   There are more long-tailed tits and goldcrest birds around because they survived the warmer winter.

9. How far can migrating birds fly on one day?
   Migrating birds can fly up to 200 miles every day.

10. Which word has been used that means robins can get angry with other birds?
    The word which means robins can get angry with other birds is 'aggressive'.

11. Write two facts about magpies.
    Any two of the following:
    loud, chattering cackle;
    easily seen with their black and white feathers;
    hunt for leftover food and dead animals;
    important insect controllers.

Garden Birds

Why do Birds Matter?

Birds are just there to look pretty and sound nice, right? Wrong! Birds are vital for the environment.

Birds encourage varied plant life through seed dispersal. They disperse seeds within their droppings, by catching them on their feathers and by dropping them from their beaks while flying. This means seeds get to travel to different places and grow elsewhere.

Birds control insect growth. Many birds, such as dunnocks, blue tits and blackbirds, eat insects. Without these insect-eating birds, there could be a dangerous number of insects on the planet.

Many birds, like crows and magpies, help rid the world of disease through eating dead animals. Without these birds eating the carcasses of other animals, diseases could more easily be spread.

Decreasing Numbers of Common Garden Birds

The starling, once common, has seen a steady decline in numbers. The loss of starlings has been linked to farming; it is thought that heavily farmed land makes it more difficult for birds to find their favourite food, the cranefly larvae.

House sparrow numbers have also decreased in the last few years, particularly in urban environments. The reason is not fully known, but could be due to cats or air pollution from more vehicles being used. Fortunately, last year, there was an increase in house sparrows reported through an RSPB nationwide survey.

Urban Environment
Cities and towns.

RSPB
The Royal Society for the Protection of Birds - a charity that protects British birds.

The Rise of Less Common Garden Birds

There has been an increase in some birds that are not often seen in gardens, such as fieldfares. Fieldfares are large, colourful thrushes that stand very upright and move forward with little hops. One reason for this increase seems to be freezing

winters forcing fieldfares to leave the countryside and look for food in gardens.

At the beginning of 2016, there was an increase in the sightings of long-tailed tits and goldcrests. A warmer winter meant that more of these tiny birds survived.

Migration

Some birds migrate from the UK during the winter months and return when the weather becomes warmer.

- Swifts and swallows migrate to Africa.
- They can fly up to 200 miles every day.
- Many die from starvation, exhaustion and storms.

Resident British Birds

Robins:

- have a bright red breast;
- are very aggressive and will defend their territory;
- sing all year round;
- can be seen in British gardens all year round.

Magpies:

- have a loud, chattering cackle;
- can be easily seen with their black and white feathers;
- are important insect controllers;
- hunt for leftover food and dead animals.

Questions

1. How do birds help with seed dispersal?

2. Why are insect-eating birds important?

3. What is the benefit of birds eating the carcasses of dead animals?

4. Explain what problems have occurred due to heavily farmed land.

5. Why are there fewer house sparrows? Give one reason.

6. Describe how fieldfares move.

7. Name one bird whose numbers have increased. Explain why this has happened.

8. Why do some birds migrate, and where do they go?

9. Why might storms be a danger to migrating birds?

10. Are Robins always cute and friendly?

11. Name one good thing that magpies do.

Answers

1. How do birds help with seed dispersal?
   Birds disperse seeds within their droppings, by catching them on their feathers and by dropping them from their beaks while flying.

2. Why are insect-eating birds important?
   Without them there would be a dangerous number of insects on the planet.

3. What is the benefit of birds eating the carcasses of dead animals?
   A benefit of birds eating the carcasses is that they stop diseases spreading.

4. Explain what problems have occurred due to heavily farmed land.
   The problems that have occurred due to heavily farmed land is that the number of starlings have declined because they cannot find their favourite food, the cranefly larvae.

5. Why are there fewer house sparrows? Give one reason.
   One reason there are fewer house sparrows could be due to cats or air pollution from more vehicles being used.

6. Describe how fieldfares move.
   Fieldfares move forward with little hops.

7. Name one bird whose numbers have increased. Explain why this has happened.
   One bird that has been seen more is the long-tailed tit/ goldcrest because the winters have been warmer and this meant they survived the winter.

8. Why do some birds migrate, and where do they go?
   Some birds migrate to escape the winter months/ cold weather. Some of them go to Africa.

9. Why might storms be a danger to migrating birds?
   Possible answers: the storm knocks them off course/ they might get lost/ they are killed by the weather/ might get blown into a building or wall/ get tired flying against the storm.

10. Are Robins always cute and friendly?
    Robins look cute and friendly but are actually very aggressive and will defend their territory against intruders.

11. Name one good thing that magpies do.
    They control the number of insects/ eat the carcasses of dead animals.

Garden Birds

Why do Birds Matter?

Birds are just there to look pretty and sound nice, right? Wrong! Birds are vital for the ecological harmony of the environment.

Birds contribute to the diversity of plant life through pollination and seed dispersal. They disperse seeds within their droppings, by catching them on their feathers and by dropping them from their beaks while flying. This means seeds get to travel to different places and grow elsewhere.

Birds control insect outbreaks and create important nesting areas for other species. Many birds, such as dunnocks, blue tits and blackbirds, eat insects. Without these insect-eating birds, we could be overrun with minibeasts. Also, their nests provide suitable habitats for insects, particularly the nests of sparrows, jackdaws and pigeons.

Many birds, such as carrion crows and magpies, help rid the world of disease through scavenger 'clean-up' services. Without these birds eating the carcasses of other animals' kills, diseases could be more easily spread.

The Decline of Common Garden Birds

In the UK, there are a wide variety of garden birds. The most common species are the sparrow and starling. However, starlings, famous for their winter 'murmurations' (where hundreds of birds swoop together in the sky), have seen a steady decline in numbers. The loss of starlings has been linked to the lack of traditional, established farming pastures. Experts believe that intensively farmed land makes it more difficult for them to find their favourite food – cranefly larvae.

Urban Environment
Cities and towns.

Suburban Environment
Residential areas, less densely populated than urban areas

House sparrows have experienced a rapid decline in the last few years, particularly in urban and suburban environments. The causes remain largely unknown with everything from cats to air pollution being blamed. Fortunately, last year, there was an increase in house sparrows reported through an RSPB nationwide survey.

The Rise of Less Common Garden Birds

There has been an increase in some species that are not commonly seen in back gardens, such as fieldfares and jays. Fieldfares are large, colourful thrushes that stand very upright and move forward with purposeful hops. The reason for this increase seems to be freezing winters forcing fieldfares to leave the countryside and look for food in gardens.

At the beginning of 2016, there was an increase in sightings of long-tailed tits and goldcrests. This is likely to be due to warmer winters so more of these tiny birds survive.

Migration

Some birds migrate from the UK during the winter months and return later in the year when the weather becomes warmer. Swifts and swallows migrate to Africa, covering a staggering 200 miles per day.

During their journey, they face a number of dangers including starvation, exhaustion, storms and predators. Few predators can catch a swallow in flight, but some sparrowhawks have been known to do this. Swallows can be quite threatening to other birds and have been known to 'mob' crows and magpies.

Resident British Birds

One of the most common birds in British gardens is the robin. With its bright red breast, it is a cheerful bird to spot, especially in the winter months. Robins sing all year round. Despite looking cute, they are hugely territorial and will quickly see off intruders.

Magpies are another common sight. Their chattering cackle can be frequently heard and the flash of black and white plumage is easily recognisable. Known for being scavengers, thieves and aggressive characters, they are not well-liked. However, they are important insect controllers and clear up carcasses when necessary.

Questions

1. Summarise what the general theme of the second paragraph is about.

2. Give two examples of how birds affect the insect population.

3. What benefit do carrion crows offer?

4. What are murmurations?

5. Why has there been a decline in the number of starlings?

6. Which word has been used that means the number of house sparrows has gone down very quickly?

7. Has there been any positive news about sparrows? If so, what?

8. Why have fieldfares been seen more frequently in gardens?

9. Choose one of the dangers that faces migrating birds, and explain why you think it could be a danger.

10. Why do swallows not have many predators?

_____

11. Are Robins always cute and friendly?

_____

12. Why do magpies not have a good reputation? Find one positive point about them.

_____

_____

_____

Answers

1. Summarise what the general theme of the second paragraph is about.
   The second paragraph is about how plants disperse their seeds.

2. Give two examples of how birds affect the insect population.
   Birds control insect outbreaks and create important nesting areas for other species. Many birds, such as dunnocks, blue tits and blackbirds, eat insects. Without these insect-eating birds, we could be overrun with minibeasts. Also, their nests provide suitable habitats for insects, particularly the nests of sparrows, jackdaws and pigeons.

3. What benefit do carrion crows offer?
   Carrion crows help rid the world of disease through scavenger 'clean-up' services. Without these birds eating the carcasses of other animals' kills, diseases could be more easily spread.

4. What are murmurations?
   Murmurations are where hundreds of birds swoop together in the sky.

5. Why has there been a decline in the number of starlings?
   The loss of starlings has been linked to the lack of traditional, established farming pastures. Experts believe that intensively farmed land makes it more difficult for them to find their favourite food, cranefly larvae.

6. Which word has been used that means the number of house sparrows has gone down very quickly?
   The word which has been used that means the number of house sparrows has gone down quickly, is 'rapid'.

7. Has there been any positive news about sparrows? If so, what?
   The positive news is that last year, there was an increase in house sparrows reported through an RSPB nationwide survey.

8. Why have fieldfares been seen more frequently in gardens?
   Fieldfares have been seen more frequently in gardens because the freezing winters have forced them to leave the countryside and search for food in gardens.

9. Choose one of the dangers that faces migrating birds, and explain why you think it could be a danger.
   Suggested answers:
   Starvation – the birds have to fly hundreds of miles and there may not be the type of food they eat available in other places or on their journey.

Exhaustion – the birds have to fly a long way and there might not be anywhere for them to rest; the journey is so long from the UK to Africa.
Storms – storms would throw the birds off course; they could get lost; they could get blown into buildings/ trees and killed.
Predators – Few predators can catch a swallow in flight, but some sparrowhawks have been known to do this.

10. Why do swallows not have many predators?
Swallows do not have many predators because they fly so quickly.

11. Are Robins always cute and friendly?
Robins look cute and friendly but are actually very aggressive and will defend their territory against intruders.

12. Why do magpies not have a good reputation? Find one positive point about them.
Magpies do not have a good reputation because they are scavengers, thieves and often aggressive. One positive point about them is that they control the number of insects/ eat the carcasses of dead animals.

Chapter 13
Chop Off Her Pretty Head

Tilda's evening wasn't much better than Charlie's. After her brother's disastrous antics in the caldarium, Tilda was watched closely by a very suspicious slave master. It was clear that she wasn't trusted. And despite having done nothing wrong, she was singled out for extra work duty and hauled to the humid bowels of the Emperor's busiest kitchen.

Her task was to help the army of cooks and chefs to prepare food. Unsurprisingly, she was given all of the worst jobs.

"Excuse, me, did you just say collect the snails?"

"Yes! They're in the back room, swimming," the cook explained, pointing to what looked like a large pantry. "And hurry up! Fattened snails are the Emperor's favourite delicacy."

Roman Britain really was nothing like Tilda had imagined. The sophisticated intellectuals she'd read about in her history books hardly seemed to resemble this bunch. Surely, people clever enough to conquer half the world could think of tastier things to eat than snails.

According to the slave who bustled Tilda towards the 'fattening' pantry, each snail had been fed on a diet of salt and milk for days. Salt because it made the snails thirsty, and creamy milk because thirsty snails loved it, slurping until they became too fat to fit back into their shells.

Tilda's new job was to gather these slimy gastropods into a bowl, pop off their shells, and drop them into a pan of hot oil. Once cooked, they were to be served to the Emperor and his guests on a bed of shredded leeks.

"I thought it was just French people who ate these things?" Tilda muttered to herself.

"They taste like chicken," a teenage slave whispered. "You should try one – when no one's looking."

I'd rather starve, thought Tilda.

"What about a stuffed dormouse?" asked the girl, waving a tray of food beneath Tilda's nose. "Or perhaps a nice slice of boiled pig's brain?"

Hadn't these people heard of pizza? Tilda swallowed hard, trying not to be sick as she reluctantly fished boiled snails from a pan.

Once that task was completed, she didn't stick around to check out the rest of the food; one glimpse of the pickled sows' udders and a plate of roasted magpies was enough to make her flee. Whatever job they gave her next couldn't be as bad.

'Go to the dining room and help Melissa at once,' ordered the Emperor's head of house.

He was a stern man who looked like he had missed more meals than was good for him. His large hooked nose resembled the beak of a long-dead dinosaur.

"I want you to greet the Emperor's guests and help to wash their hands and feet," she was told. "Melissa is a good girl, she'll show you what to do. And don't you dare speak to any of the visitors. These people are the Emperor's most influential senators who are far too important to be bothered by a mere slave."

Tilda didn't know which was worse: frying slimy snails or washing the stinky hands and feet of the haughty diners.

She joined Melissa at the doorway and was handed something that might once have been a sponge.

"This will help you get most of the dirt off," Melissa told her. She seemed older than Tilda, and long red hair fell down her back like a waterfall. Her tone made it clear that she was taking charge. "Make sure you rub between the toes. And don't worry, you'll get used to the smell."

Despite her companion's coldness, the two girls worked well together. Melissa greeted the guests with a smile and hung their heavy robes on bronze hooks. The finely-woven fabrics looked expensive and the robes with purple borders and stripes were particularly striking. They seemed to be worn only by the Emperor's most respected guests.

Once Melissa had washed their hands, the visitors stepped towards Tilda and her sponge.

Some of the Emperor's guests clearly hadn't bathed in weeks: their feet stank like sweating cheeses. Tilda lost count of the warts, bunions and verrucae that she encountered.

Eventually, the stream of guests slowed to a trickle, until the two slaves finally found themselves alone with nothing to do.

"We should return to the kitchens," Melussa told Tilda. "If any guests arrive now, they'll be late and that would be an insult to the Emperor."

Tilda was glad there would be no more feet to wash. She'd tried not to think of the bacteria and colonies of diseased germs lurking between those filthy toes, and had consoled herself with the knowledge that things could be even worse.

After all, she had narrowly escaped being chosen as one of the Emperor's food tasters – apparently, the great and feared leader of Rome was scared of being poisoned.

Tackling a few scabby feet was a piece of cake compared to being force-fed a mouthful of lamb's brains, roasted magpie, lorks tongues and fish guts.

"Some of those robes are beautiful," Tilda whispered out loud. She allowed her fingers to reach out and touch the fabric.

"What are you doing?" Melussa hissed. "Leave those alone at once! You mustn't..."

But Tilda wasn't listening. She was too busy wrapping the fine cotton fabric around her shoulders.

She giggled. "I think purple suits me, don't you?"

Before Melussa had the opportunity to reply, a booming voice reached across the room.

"Take your hands off those garments!"

Tilda became tangled in purple cotton as she turned quickly towards the voice. She found herself suddenly staring at a stern face she recognised.

On the back of an old coin in Professor Howe's treasure room, Emperor Septimius Severus had looked pretty intimidating. In the flesh though, he had the kind of glare that made serial killers look friendly.

"How dare you wear the clothes of Rome?" The Emperor's question seemed more threatening than one of his soldier's swords tips. "Come here, now."

Tilda gulped. Only seconds earlier, the guests had all been chatting cheerfully and nibbling on disgusting canapés. Now, they were all staring silently at her. Nobody dared even chew.

"Do whatever he says," whispered Melussa. "He might let you live."

Tilda shuffled forward.

"Do you believe yourself above Roman laws?" Septimius Severus roared. "Or are my slaves no longer required to obey our strictest customs?"

The eyes of every guest were focused on her and Tilda felt welded to the spot. A growing sense of dread made her tongue feel thick and heavy.

"I... erm... sorry," she stammered. "It just felt so nice."

"Nice?" Septimius growled. "Of course it's nice. Those robes are made from the finest Egyptian cottons. You shouldn't even be looking at garments that fine. I've had men executed for daring to wear my colours."

"But it's just a robe," Tilda pointed out.

The entire room gasped. Several women shrieked.

"Insolence!" the Emperor howled. "If disrespecting the clothing of my guests wasn't bad enough, you now dare to question our ancient sumptuary laws and my authority?"

"Surely that's treasonable, great Caesar?" pointed out

a guest. "Such an offence must not go unpunished."

"Quite right, Torthicus," nodded the Emperor. "Guard, chop off her head."

As the room was filled with the metallic ring of a heavy sword being unsheathed, Tilda's brain began to overload with terror. It's shouldn't be happening. Surely, even in the second century there had to be laws against separating heads from necks?

It was the look of eager excitement on the sword-wielding soldier's face that told her that no such law existed. It also told Tilda that if she wanted to survive, she only had one option.

She ran. Or at least she would have, if three burly guards hadn't grabbed her arms and lifted her off her feet. The tip of the sword was just centimetres from her throat.

"Wait!"

Gasps of uneasy horror rang out around the dining hall. Somebody had dared to challenge the Emperor.

All heads turned to the elegant lady seated in a marble

chair beside the Emperor's throne.

Her blue eyes sparkled confidently beneath raven-coloured hair braided across her head like a crown. It was Emperor Septimius' wife!

"Why don't we have a little fun with our slave first?" she suggested. "This is a party, after all.."

At first Emperor Septimius scowled. Clearly, he would have much preferred to see Tilda's head cleaved from her shoulders. Then his lips twitched into a wretched smile, as if an even better idea had just popped into his head.

"You're quite right, my dear Julia," he nodded. "We should throw her to the lions instead."

The room erupted in thunderous applause. Everyone thought it was a wonderful idea. Well, almost everyone.

"No, no, no, no," objected Julia, the Emperor's wife. "The lions have had enough fun with last week's gladiators. Besides, I was thinking of something a little less.. well.... messy."

Emperor Septimius looked disappointed, but was placated by a plate of freshly-roasted larks' tongues.

"What did you have in mind, my little lavender petal?"

As Julia smiled gently, Tilda was sure she actually winked towards her.

"Let's play a game. If she wins, we'll sell her at the slave market tomorrow and I'll order your vilicus to purchase that new donkey you've been considering. But if the girl loses, you can chop off her pretty head."

Emperor Septimius clapped his chubby hands excitedly. "That sounds like I can't lose, and you know how much I love not losing. Deal!"

Chapter 14
The Exploding Emperor

"Have you ever heard of Micare?" Julia whispered to Tilda.

Tilda shook her head, relieved that it was still attached to her neck.

"Don't worry, he's useless at it," the elegant woman smirked, nodding towards her husband. "Especially after a few jugs of wine. I'm sick of him ruining dinner parties with his mindless violence; getting blood stains out of my toga takes forever, and I prefer a good sing-song any day."

"I'll keep this simple," barked the Emperor. "I know you slaves aren't usually very smart, so here's how Micare works. First, we both put one hand behind our back."

After a reassuring smile from the Emperor's wife, Tilda did as she was instructed.

"Next, we each stick out a number of fingers."

Tilda chose two.

"We then guess the number on both hands combined. The winner is the one who guesses correctly. And that's always me."

Tilda suspected that was because most of his opponents deliberately lost, probably to keep the Emperor happy, and their own heads on their shoulders. However, Tilda was playing to win. Julia counted down from three to one, and both players spoke simultaneously.

Thrusting her hand out in front of her, Tilda made a confident guess: "Five."

Pulling his own hand from behind his back, the Emperor shouted, "Six!"

"Ha! You're both wrong," laughed Julio, counting both sets of fingers. "The answer is four."

Tilda breathed a sigh of relief, pleased that she had survived to play another round at least.

"Try again," urged the Emperor's wife, slowly stepping behind her husband. "Ready?"

The leader of the Roman Empire was concentrating like a cup final penalty taker. His guests were baying with encouragement, urging their host towards a glorious victory. In fact, the only person not taking the game seriously was the Emperor's wife. Julia was too busy trying to surreptitiously attract Tilda's attention by wiggling three of her fingers.

Tilda almost missed it. Even when she saw the wiggling digits, she wasn't entirely sure what they meant. It seemed so unlikely that the Emperor's wife would be trying to help a slave.

"Hands at the ready!" Julio instructed.

Tilda unfolded four fingers of her own and prepared to thrust her hand forward. Julio counted down

"Three... two... one..."

Tilda closed her eyes and added her own four fingers to the three the Emperor's wife had wiggled.

"Six!" shouted the Emperor, extending his three fingers.

"Seven!" shouted Tilda.

Screams and gasps of disbelief rang out around the room. One large man even fainted

"The slave wins!" yelled Julia. "Bravo!"

For a moment, Emperor Septimius looked like he might explode. His mean face flushed the colour of a cricket ball and his worried guests each held their breath, waiting for the leader's temper to ignite.

After a moment of silence that seemed to last an hour, the Emperor surprised them all.

"Good... great! I've been wanting a new donkey for months; a white one with big ears, and a black 'go faster' cross down its back."

He waved his hand through the air. "Take this slave

away and make it look presentable. If I don't get top price at tomorrow's market, somebody will pay."

As two brawny guards hauled Tilda away, she mouthed a discreet 'thank you' to the Emperor's wife

Chapter 15

Escape Is a Smelly Business

The next morning, Charlie was in the exercise yard. The smell of vomit seemed to follow him like a wretched shadow. Yet that was the least of his worries.

If being spewed on by a bloated tribune wasn't bad enough, finding out he was going to be punished because of it was even worse.

"How can it be my fault?" he'd pleaded the night before, as a burly servant had dragged him to the dungeon. "I'm the one covered in puke."

"Your job was to hold the bowl up," he was reminded, before being shoving into a tiny cell. "There'll be a serious punishment when the slave master finds out you couldn't even do that."

Before the sun had a chance to rise, Charlie had already been hauled from the slab of stone that was meant to be his bed. Without even a sniff of breakfast, he was then marched to a dusty training yard and made to join a group of sorry-looking legionnaires.

It quickly became clear that Charlie was being put

put through a punishment session designed for soldiers who weren't making the grade. Charlie wasn't sure whom the drill sergeant hated the most – him, or the failing legionnaires.

After an eight-kilometre run and an hour spent holding a shield during combat training, Charlie ached all over. He desperately wanted to go home.

As a group of battle-dressed soldiers drew jealous glances from Charlie's latest companions, a voice barked words in his direction.

"Look who we have here!"

Charlie peered over the rim of his shield and locked eyes with a gloating Blutos.

Before he could stop himself, he heard the words spill from his mouth, "Good morning, idiot!"

Surprisingly, Blutos ignored the insult. Perhaps it was because he'd already lost that argument. Or maybe because he could hardly wait to share what new information he had.

"Heard about your sister, Brigante?" A mocking smile

danced across his lips.

Charlie was suddenly worried. "What about her? If she's been hurt I'll..."

"You'll do nothing," Blutos laughed. "Besides, you couldn't help her if you wanted to. She left here last night."

"Left?" gasped Charlie. "How? Where?"

Before Blutos could give him an answer, the group's drill sergeant bellowed, "On your feet, you pathetic wasters!"

He tossed an object into the middle of the yard. It looked like an inflated pig's bladder glued between two wooden squares. "It's trigon time. Let's see how long you lot can keep this off the ground."

The trainees all groaned. They were tired, sore and utterly miserable. So the last thing any of them wanted was to spend the next hour or two throwing and catching the balls.

"Oh, you'll love a good session of trigon," Blutos guffawed. "Make sure it doesn't hit the ground – I've heard it's ten lashes for anyone who drops it. Don't worry though, I'll tell the drill master to make

a special exception in your case, and give you twenty!"

To make matters even worse, trigon had to be the most boring game in the Empire. Charlie and his two companions formed a wide triangle and then began throwing the ball to each other.

It soon became obvious that the object of the game was to avoid dropping the ball. Yet at the same time, the throwers tried their best to make the ball uncatchable. Soon Charlie was doing his best to field spinning lobs, hand-stinging full tosses and deliberately shortened throws.

It took his full concentration to make sure he didn't become the loser. His mind was so focused that he didn't notice Blutos creep up beside him.

"Your sister is to be sold at today's slave market." The fat soldier could barely contain his glee. "The highest bidder gets to keep her. I reckon by this time tomorrow, she'll be on her way to Rome."

"Rome?" Charlie fretted, almost dropping the trigon ball. "But that's in Italy! I'll never see her again."

Blutos nodded and grinned. "All because someone

couldn't keep his mouth shut, eh? Now who feels like an idiot?" Charlie ignored the legionnaire's vengeful smirk. He suddenly had much bigger things on his mind. Like working out how to escape from the fortress and rescue Tilda, and getting back through the time wall, before they became trapped forever.

He was still trying to figure out a master plan when the game came to a sudden halt. One of the legionnaires in another group had dropped the ball and was already in the press-up position.

"This is so dull," Charlie heard one of the other soldiers grumble. "You'd think the Emperor's clevarest aediles would have invented a more exciting game than this by now."

"There's little chance of that ever happening," scoffed his companion. "Being a soldier isn't about fun. It's about duty. And duty is just another word for boring. If I had my way, I'd walop these stupid trigan bulls so hard they'd break in two."

Charlie could barely keep the smile off his face as a brilliant plan suddenly formed in his mind.

As the soldiers continued to grumble, Charlie scanned

the training area for something useful. He eventually spotted the perfect item; a chickly-curved wooden training sword. As the remaining Romans watched their companion struggle to reach fifty press-ups, Charlie grabbed the sword and rushed towards the drill sergeant.

"Halt!" howled the sergeant, dragging his own iron sword from its scabbard.

Charlie skidded to a stop just centimetres from the pointed tip.

"Put down that sword, slave," ordered the Roman. "Before I show you what a real sword can do."

"Oh, erm, no, no, sorry," Charlie apologised. "It's not what you think... I just wanted to show you something."

The sergeant scowled down the steel blade. "What, you think I've never seen a sword before?"

"Of course," Charlie replied. "But I thought I'd show you an old Brigante tribal game."

Before anyone could stop him, and as his brilliant idea got even more brilliant, Charlie stomped down onto

the wooden sword, snapping the pointed end clean off.

"Do you know the punishment for damaging the property of Rome?" Blutus hissed.

Charlie ignored the soldier. Holding up what was left of the heavy wooden sword, he explained, "Our warriors call this a bat. Let each soldier take it in turns to try and hit one of those trigon balls as high and as far as you can, then see if they can race all the way around the training yard before the other team can retrieve the ball."

The drill sergeant looked interested. Even Blutus was paying silent attention.

"It might be a little too tough for your pampered soldiers," Charlie teased. "It's a bit of a lung buster."

Charlie was pleased when the drill sergeant took the bait. "There's nothing you wretched savages can do that a Roman can't do better!"

"Okay," Charlie nodded. "If you really want to tire out your soldiers and test their fitness, split them into two equal teams and let me explain the rules to the game."

The drill sergeant thought for a moment.

"Does this game of yours have a name?"

Charlie grinned. "Rounders!"

Within minutes, the Roman legionnaires were having the time of their lives. As the ball was hurled towards them, they each took it in turns to swing and flail and swipe at the little wooden sphere. They soon got the hang of it and before long, trigon balls were sailing clean over the fortress walls – exactly as Charlie had hoped.

Eventually, the last trigon ball disappeared over the wall.

"Now what are we going to do?" one of them grumbled. "We can't play without a ball and I was really starting to enjoy myself."

"Go and get it then," suggested a man with a missing ear.

"No chance," said the first man. "I didn't hit it."

"Well I'm not getting it, either," insisted one-ear.

"Nor am I," echoed another.

"Count me out, too; I'm worn out already," said his pa..

None of the Romans wanted to fetch their missing balls.

With his plan now in full swing, Charlie flopped his arms in mock annoyance and trudged towards the fortress doors.

"Okay, okay.. I get the message: it's my game, I'm the smelly Brigantia, so it's up to me to fetch the balls."

The Roman soldiers were obviously grateful for the chance to rest and catch their breath; rounders was exhausting! They were more than happy to see the guards open the fortress doors and let Charlie out.

They were even happier still when Charlie began hurling the balls back over the wall and the game restarted: they hadn't had this much fun in... well.. ever!

Which perhaps explained why none of them noticed when Charlie failed to return through the doors. Nobody saw him wander casually down the road, either.

And not one pair of Roman eyes watched as he hitched a ride on a passing manure cart and rode away towards the next village. Charlie Hacker was free!

Questions

This activity is to be completed once Chapters 13-15 of 'History Hackers: Roman Rescue' have been read.

1. What did Tilda have to collect for the chef? Tick one.

   ◯ eyeballs ◯ frogs' legs ◯ snails

2. Melussa and Tilda worked well together.

   ◯ True ◯ False

3. | He was a stern man who looked like he had missed more meals than was good for him. |
   |---|

   What impression does this sentence give of the man?

   _____

4. Underline the **simile** in this sentence.

Some of the Emperor's guests clearly hadn't bathed in weeks; their feet stank like sweating cheeses.

5. Underline the word in the sentence below which means 'thankful'.

Tilda shook her head, relieved that it was still attached to her neck.

6. Who won the game of Micare?

   ◯ The Emperor ◯ Julia ◯ Tilda

7. What kind of person do you think the Emperor is? Find some evidence to back up your ideas.

   _____

   _____

8. What do you predict will happen in the final two chapters of the story?
   Use evidence from the text to support your view.

   _____

   _____

Answers

	I can...
1. What did Tilda have to collect for the chef? Tick one. ◯ eyeballs ◯ frogs' legs ✓ **snails**	• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
2. Melussa and Tilda worked well together. ✓ **True** ◯ False	• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
3. He was a stern man who looked like he had missed more meals than was good for him. What impression does this sentence give of the man? **This description suggests that the man looks unhealthily thin.**	• identify main ideas drawn from more than one paragraph and summarise these.
4. Underline the **simile** in this sentence. Some of the Emperor's guests clearly hadn't bathed in weeks; their feet stank like sweating cheeses.	• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
5. Underline the word in the sentence below which means 'thankful'. Tilda shook her head, relieved that it was still attached to her neck.	• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
6. Who won the game of Micare? ◯ The Emperor ◯ Julia ✓ **Tilda**	• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.

	I can...
7. What kind of person do you think the Emperor is? Find some evidence to back up your ideas. **Answers may vary, justified with evidence from the text.**	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
8. What do you predict will happen in the final two chapters of the story? Use evidence from the text to support your view. **Answers may vary, justified with evidence from the text, such as:** **'I think Tilda will be sold as a slave at the market, because Blutos said, "Your sister is to be sold at today's slave market."'**	• predict what might happen from details stated and implied.

Questions

This activity is to be completed once Chapters 13-15 of 'History Hackers: Roman Rescue' have been read.

1. What was the Emperor's favourite delicacy? Tick one.

   ◯ stuffed eyeballs

   ◯ fried frogs' legs

   ◯ fattened snails

2. | He was a stern man who looked like he had missed more meals than was good for him. |
   |---|

   What impression does this sentence give of the man?

3. What kind of person do you think the Emperor is?
   Find some evidence to back up your ideas.

4. Underline the word in the sentence below which means 'thankful'.

Tilda shook her head, relieved that it was still attached to her neck.

5. Find some evidence from Chapter 13 or Chapter 14 which shows that Julia was on Tilda's side.

6. What evidence is there to suggest that the audience were shocked that Tilda had won the game of Micare?

7. Charlie peered over the rim of his shield and locked eyes with a gloating Blutos.

Find and copy one word which means 'smug'.

_____

8. What do you predict will happen in the final two chapters of the story?
Use evidence from the text to support your view.

_____

_____

_____

_____

9. Complete the grid, deciding whether each statement is a fact or an opinion.

	Fact	**Opinion**
"This is so dull."	◯	◯
The drill sergeant thought for a moment.	◯	◯
Charlie Hacker was free!	◯	◯

Answers

	I can...
1. What was the Emperor's favourite delicacy? Tick one. ○ stuffed eyeballs ○ fried frogs' legs ✓ **fattened snails**	• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
2. He was a stern man who looked like he had missed more meals than was good for him. What impression does this sentence give of the man? **This description suggests that the man looks unhealthily thin.**	• identify main ideas drawn from more than one paragraph and summarise these.
3. What kind of person do you think the Emperor is? Find some evidence to back up your ideas. **Answers may vary, justified with evidence from the text.**	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
4. Underline the word in the sentence below which means 'thankful'. Tilda shook her head, relieved that it was still attached to her neck.	• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
5. Find some evidence from Chapter 13 or Chapter 14 which shows that Julia was on Tilda's side. **Suggested answers: Julia suggested the game to give Tilda a chance; Tilda though Julia winked at her; Julia shows Tilda how to play; Julia gave her 'a reassuring smile'; Julia told Tilda how many fingers there were.**	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.

	I can...
6. What evidence is there to suggest the audience were shocked that Tilda had one the game of Micare? **Accept any of the following: 'screams and gasps of disbelief rang out around the room'; 'one large man even fainted'; 'Emperor Septimus looked like he might explode'.**	• identify how language, structure, and presentation contribute to meaning. • summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas.
7. Charlie peered over the rim of his shield and locked eyes with a gloating Blutos. Find and copy one word which means 'smug'. **gloating**	• identify how language, structure, and presentation contribute to meaning.
8. What do you predict will happen in the final two chapters of the story? Use evidence from the text to support your view. **Answers may vary, justified with evidence from the text, such as:** **'I think Tilda will be sold as a slave at the market, because Blutos said, "Your sister is to be sold at today's slave market."'**	• predict what might happen from details stated and implied.
9. Complete the grid, deciding whether each statement is a fact or an opinion. "This is so dull." — ○ Fact ✓ Opinion The drill sergeant thought for a moment. — ✓ Fact ○ Opinion Charlie Hacker was free! — ✓ Fact ○ Opinion	• distinguish between statements of fact and opinion.

Questions

This activity is to be completed once Chapters 13-15 of 'History Hackers: Roman Rescue' have been read.

1. Sequence the process of serving snails using the numbers 1-4.

- ◯ Pop off their shells.
- ◯ Serve on a bed of shredded leeks.
- ◯ Gather the snails into a bowl.
- ◯ Drop into a pan of hot oil.

2.

> He was a stern man who looked like he had missed more meals than was good for him.

What impression does this sentence give of the man?

3. What kind of person do you think the Emperor is?
Find some evidence to back up your ideas.

4. Find some evidence from Chapter 13 or Chapter 14 which shows that Julia was on Tilda's side.

5. What evidence is there to suggest that the audience were shocked that Tilda had won the game of Micare?

6. Complete the grid, deciding whether each statement is a fact or an opinion.

	Fact	Opinion
"This is so dull."	◯	◯
The drill sergeant thought for a moment.	◯	◯
Charlie Hacker was free!	◯	◯

7. What did combat training consist of? Tick two.

- ◯ A marathon sprint
- ◯ An 8km run
- ◯ A 20-mile hike
- ◯ An hour holding a shield

8. Summarise the object of the game 'trigon'.

9.

> Charlie Hacker was free!

What is the impact on the reader of this sentence?

10. What do you predict will happen in the final two chapters of the story?
Use evidence from the text to support your view.

Answers

	I can...
1. Sequence the process of serving snails using the numbers 1-4. (2) Pop off their shells (4) Serve on a bed of shredded leeks. (1) Gather the snails into a bowl. (3) Drop into a pan of hot oil.	• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
2. He was a stern man who looked like he had missed more meals than was good for him. What impression does this sentence give of the man? **This description suggests that the man looks unhealthily thin.**	• identify main ideas drawn from more than one paragraph and summarise these.
3. What kind of person do you think the Emperor is? Find some evidence to back up your ideas. **Answers may vary, justified with evidence from the text.**	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
4. Find some evidence from Chapter 13 or Chapter 14 which shows that Julia was on Tilda's side. **Suggested answers: Julia suggested the game to give Tilda a chance; Tilda though Julia winked at her; Julia shows Tilda how to play; Julia gave her 'a reassuring smile'; Julia told Tilda how many fingers there were.**	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
5. What evidence is there to suggest the audience were shocked that Tilda had one the game of Micare? **Accept any of the following: 'screams and gasps of disbelief rang out around the room'; 'one large man even fainted'; 'Emperor Septimus looked like he might explode'.**	• identify how language, structure, and presentation contribute to meaning. • summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas.

	I can...
6. Complete the grid, deciding whether each statement is a fact or an opinion.	• distinguish between statements of fact and opinion.

	Fact	Opinion
"This is so dull."	○	✓
The drill sergeant thought for a moment.	✓	○
Charlie Hacker was free!	✓	○

7. What did combat training consist of? Tick two.

- ○ A marathon sprint
- ✓ **An 8km run**
- ○ A 20-mile hike
- ✓ **An hour holding a shield**

• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.

8. Summarise the object of the game 'trigon'.

The object of 'trigon' is to play in teams and try to avoid dropping the ball (pig's bladder).

• summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas.

9. Charlie Hacker was free!

What is the impact on the reader of this sentence?

This is a short, simple sentence which rounds off the chapter in an exciting way. It ends with an exclamation mark to excite the reader.

• identify how language, structure, and presentation contribute to meaning.

10. What do you predict will happen in the final two chapters of the story? Use evidence from the text to support your view.

Answers may vary, justified with evidence from the text, such as:

'I think Tilda will be sold as a slave at the market, because Blutos said, "Your sister is to be sold at today's slave market."'

• predict what might happen from details stated and implied.

The Sounds in the Evening, by Eleanor Farjeon.

The sounds in the evening
Go all through the house,
The click of the clock
And the pick of the mouse,
The footsteps of people
Upon the top floor,
The skirts of my mother
That brush by the door,
The crick in the boards,
And the creek of the chairs,
The fluttering murmurs
Outside on the stairs,
The ring of the bell,
The arrival of guests,
The laugh of my father
At one of his jests,
The clashing of dishes
As dinner goes in,
The babble of voices
That distance makes thin,
The mewing of cats
That seem just by my ear,
The hooting of owls
That can never seem near,
The queer little noises
That no one explains...
Till the moon through the slats
Of my window-blind rains,
And the world of my eyes
And my ears melts like steam
As I find my pillow
The world of my dream.

"Quack!" Said the Billy-Goat, by Charles Causley.

"Quack!" said the billy-goat.
"Oink!" said the hen.
"Miaow!" said the little chick
Running in the pen.

"Hobble-gobble!" said the dog.
"Cluck!" said the sow.
"Tu-whit tu-whoo!" the donkey said.
"Baa!" said the cow.

"Hee-haw!" the turkey cried.
The duck began to moo.
All at once the sheep went,
"Cock-a-doodle-do!"

The owl coughed and cleared his throat
And he began to bleat
"Bow-wow!" said the cock
Swimming in the leat.

"Cheep-cheep!" said the cat
As she began to fly.
"Farmer's been and laid an egg –
That's the reason why".

There are Big Waves, by Eleanor Farjeon.

There are big waves and little waves,
Green waves and blue.
Waves you can jump over,
Waves you dive through,
Waves that rise up
Like a great water wall,
Waves that swell softly
And don't break at all,
Waves that can whisper,
Waves that can roar,
And tiny waves that run at you
Running on the shore

Bedtime, by Eleanor Farjeon.

Five minutes, five minutes more please
Let me stay five minutes more!
Can't I just finish the castle
I'm building on the floor?
Can't I just finish the story
I'm reading here in my book?
Can't I just finish this bead–chain
It almost is finished, look!
Can't I finish this game, please!
When a game's once begun
It's a pity never to find out
Whether you've lost or won.
Can't I just stay five minutes?
Well, can't I just stay four?
Three minutes then? Two minutes?
Can't I stay one minute more?

White Horses, by Eleanor Farjeon.

Count the white horses you meet on the way,
Count the white horses, child day after day,
Keep a wish ready for wishing - if you
Wish on the ninth horse, your wish will come true.

I saw a white horse at the end of the lane,
I saw a white horse canter down by the shore,
I saw a white horse that was drawing a wain,
And one drinking out of a trough: that made four.

I saw a white horse gallop over the down,
I saw a white horse looking over a gate,
I saw a white horse on the way into town,
And one on the way coming back: that made eight.

But oh for the ninth one: where he tossed his mane,
And cantered and galloped and whinnied and swished
His silky white tail, I went looking in vain,
And the wish I had ready could never be wished.

Count the white horses you meet on the way,
Count the white horses, child, day after day,
Keep a wish ready for wishing - if you
Wish on the ninth horse, your wish will come true.

I am the Song, by Charles Causley.

I am the song that sings the bird.
I am the leaf that grows the land.
I am the tide that moves the moon.
I am the stream that halts the sand.
I am the cloud that drives the storm.
I am the earth that lights the sun.
I am the fire that strikes the stone.
I am the clay that shapes the hand.
I am the word that speaks the man.

Morning Has Broken, by Eleanor Farjeon.

Morning has broken,
Like the first morning,
Blackbird has spoken
Like the first bird;
Praise for the singing,
Praise for the morning,
Praise for them springing
Fresh from the Word.

Sweet the rain's new fall,
Sunlit from heaven,
Like the first dewfall
On the first grass;
Praise for the sweetness,
Of the wet garden,
Sprung in completeness
Where His feet pass.

Mine is the sunlight,
Mine is the morning,
Born of the one light
Eden saw play;
Praise with elation,
Praise every morning,
God's re-creation
Of the new day.

Traditional Poetry – Week 2 of 2 – week beginning 08/06/20

What is Traditional Poetry (recap from week 1)?

We've looked at some traditional poems already this year when we looked at poems by Robert Lewis Stevenson. All traditional poems tend to have a similar layout.

- They all tend to have a rhyming pattern.
- The lines of each poem are usually similar in length.
- They usually have lots of descriptive language in them.
- They can often be exceedingly long – some up to 100 lines!

This week you will:

- ✓ Read and examine several traditional poems.
- ✓ Write a poem based on one by Charles Causley.
- ✓ Examine the way adverbial phrases add detail to a poem.
- ✓ Write a poem based on one by Eleanor Farjeon.
- ✓ Learn a poem you have written off by heart.
- ✓ Read other poems by Eleanor and Charles and copy one out in your neatest handwriting.

In the **Literacy** sub-folder of the Google drive is a pdf file called '**# Traditional Poetry – Resources.pdf**' from now on this will just be referred to as '**the resource file**'.

Monday – LO: to read, examine and understand a traditional poem.

Find 'I am the Song' by Charles Causley in the resource file.

Spend time reading it through, think about what the meaning is behind the poem. If you look carefully it seems to be a little back to front, it's usually the bird that sings the song, or the moon that moves the tides, but Charles has reversed these ideas, 'the earth that lights the sun' and so on.

Maybe he trying to say that without having a reason to do something there's little point in being able to do it.

The last line says that 'I am the word that speaks the man'.

It's actually humans that speak words, but if you think about it, the words people say and how they say them does affect what others think about them and how they are treated. If someone says kind and lovely things then they tend to be treated well, if someone says nasty horrible things then they tend to get ignored or lose friends.

So, maybe the words that people use do 'speak' about them.

This poem has been turned into a folk song and sung by many people over the years, below is one version of it:

https://www.youtube.com/watch?v=ZNeT9WW5tjs

Monday, activity - LO: To write an 'I am the Song' style poem.

I am a Song can seem a little hard to get your head around, but it's basically taking something that makes something and the thing it makes or does and swapping them around.

For example, instead of 'I am the Chef that makes a cake', it would be 'I am the cake that makes the Chef' (if people like your cakes, then maybe you'll be a successful chef).

Another example would be 'I am the ball who shapes the footballer'.

The poem is only nine lines long, yours could easily be at least five lines long, but more than nine would begin to make it a little repetitive.

Once you have written your poem, why not illustrate it by drawing pictures of some of the items you have included in your poem.

Monday, extension – LO: to learn to sing 'Morning has Broken'.

Another poem in the resource file that was originally written to be sung is 'Morning has Broken' by Eleanor Farjeon and it was first published in hymn books in 1931.

It's about how each morning as the sun rises the world starts as if it was a brand new world, just like God started the world with the Garden of Eden, and how we should be thankful for all the wonderful things God has created for us.

Below is a version of it sung by Cat Stevens. Maybe your parents, or grandparents remember singing it in their School assemblies, why not ask them!

https://www.youtube.com/watch?v=we-n-ZmgIt0

Have a go at learning the song and sing it to one of your relatives who remembers singing it in their School assemblies.

What memories does singing the song bring back to them about their assemblies, how do their assemblies compare to the ones we have at St Georges?

Tuesday - LO: to look at the use of adverbial phrases in poetry.

The poem 'White Horses' by Eleanor Farjeon in the resource file contains lots of adverbial phrases. Remember that an adverbial phrase is used like an adverb to add extra detail to verbs and the sentences containing them.

Spend some time reading through the poem and trying to spot the adverbial phrases used by Eleanor in the poem. Some of the words are quite old fashioned now and not really used today, so you might need a little help from an adult to understand what they are, or what they mean. For example, a wain (in the third line of the second verse) is a type of horse drawn cart usually used for carrying hay.

What information do the adverbial phrases give you about the horses?

Here are the adverbial phrases in verses 2 and 3 – did you spot them?

I saw a white horse at the end of the lane,
I saw a white horse canter down by the shore,
I saw a white horse that was drawing a wain,
And one drinking out of a trough: that made four.

I saw a white horse gallop over the down,
I saw a white horse looking over a gate,
I saw a white horse on the way into town,
And one on the way coming back: that made eight.

As you know an adverbial phrase at the beginning of a sentence is called a fronted adverbial.

The adverbial phrases in the verses above are at the end of the lines of poetry, however they can easily be moved to the front to become fronted adverbials.

I saw a white horse at the end of the lane,

Becomes

At the end of the lane, I saw a white horse

Tuesday, activity.

Re-write the lines in verses 2 and 3 of 'White Horses' to make them begin with fronted adverbials.

You might need to change the wording slightly as you do.

For example, if you just re-wrote the second line as:

'Canter down by the shore, I saw a white horse'

It doesn't quite make sense, but by changing the word 'canter' to 'cantering'

'Cantering down by the shore, I saw a white horse'

It makes a lot more sense and reads better too.

Tuesday, extension.

Think of a different animal to a horse. It should be one you know a lot about.

Write some sentences which include adverbial phrases about your animal.

Your sentences should include details about how your animal looks, behaves, where it is, what it is doing etc.

Draw a picture of this animal, using your adverbial phrases to help you.

Maybe you could turn your sentences into a 'White Horses' style poem.

Wednesday - LO: to read and examine 'Bedtime' by Eleanor Farjeon.

Find the poem 'Bedtime' by Eleanor Farjeon in the resource file.

It is about the reasons and excuses given by a child as to why they shouldn't have to go to bed yet.

Spend some time reading it through.

You'll see that this poem also contains some adverbial phrases, 'building on the floor', 'reading here in my book' are a couple of them.

It's also quite repetitive, many of the lines begin 'Can't I just...' because the child is trying to convince their parents why they shouldn't have to go to bed by giving them lots of excuses.

Towards the end the poem it changes when the child begins to offer their parents a compromise, if they can't stay up for five extra minutes, what about four or three?

Think of all the reasons you have given your parents over the last few weeks as to why you shouldn't go to bed when they have asked you to do so.

Wednesday, activity – LO: to write my own 'Bedtime' style poem.

Think of four reasons you have given to your parents as to why you ought to stay up later than they want you too.

First: copy the first two lines of the poem into your green book.
Then: slot in your four reasons.
Try to keep the same format at the poem:

Can't I just (add your excuse)
I'm (add the adverbial phrase)

For example:

Can't I just finish this Lego model
I'm building on the table?
Can't I finish this story about a dragon
I'm writing in my notebook?

Finally: finish your poem by adding the last for lines of 'Bedtime' to your version.

Wednesday, extension:
Illustrate your poem with pictures of the reasons you are giving for staying up.

Thursday LO: to learn a poem you have written off by heart.

Thursday, activity:

You have now written several poems of your own based on the traditional poems you have studied over the last two weeks.

You wrote one last week based on 'Quack! Said the Billy Goat'.

This week you have written one based on 'I am the Song' and 'Bedtime', or maybe even 'White Horses'.

Choose the one you like best and like last week spend time reciting it (reading it out loud).

While doing this think about:
The expression you need to add.
How quickly, or slowly you need to read it.
Adding actions.

Once you are quite confident at reciting it, perform your chosen poem to an adult and ask for some constructive feedback (ideas for making it even better). Listen to their feedback and incorporate it into your practise.

If you are confident enough, why not get someone to video you reciting the poem and send it in?

We will add them to a future Google folder for other children to watch.

Thursday, extension:

Have a go at learning the tune to 'I am the Song' or 'Morning has Broken' and sing along with it.

Friday, LO: to research other poems written by Eleanor Farjeon and Charles Causley.

There are many more poems written by Charles Causley and Eleanor Farjeon than the ones we have looked at over the last few weeks.

Some of them that are suitable for children have been included in the **Other Traditional Poems.pdf** in the **Literacy** sub-folder.

Friday, Activity 1.

Spend some time reading through the poems, you don't need to read all of them, choose the ones you like the look of.
The best way to choose the ones you like is read the first verse of each poem, if you like the sound of verse you read, they you will probably want to finish reading the whole poem.

Please remember that they were written quite a long time ago now, so some of the words and the language used is quite old fashioned now.

For example, in the first poem 'At Nine of The Night', the first line of the fourth verse says: 'His brow was whiter than the hoar.' Which refers to something called hoar frost, which is the white spiky frost you get on leaves and fence posts in Winter.

Friday, Activity 2.

Once you have read through the poems in the Other Traditional Poems.pdf.

Choose a poem you really liked and copy it into your green book using your neatest handwriting. Remember to join and make sure all your letters are of a similar size.

At Nine of The Night – Charles Causley

At nine of the night I opened my door
That stands midway between moor and moor,
And all around me, silver-bright,
I saw that the world had turned to white.

Thick was the snow on field and hedge
And vanished was the river-sedge,
Where winter skilfully had wound
A shining scarf without a sound.

And as I stood and gazed my fill
A stable-boy came down the hill.
With every step I saw him take
Flew at his heel a puff of flake.

His brow was whiter than the hoar,
A beard of freshest snow he wore,
And round about him, snowflake starred,
A red horse-blanket from the yard.

In a red cloak I saw him go,
His back was bent, his step was slow,
And as he laboured through the cold
He seemed a hundred winters old.

I stood and watched the snowy head,
The whiskers white, the cloak of red.
'A Merry Christmas!' I heard him cry.
'The same to you, old friend,' said I.

Colonel Fazackerley Butterworth-Toast – Charles Causley

Colonel Fazackerley Butterworth-Toast
Bought an old castle complete with a ghost,
But someone or other forgot to declare
To Colonel Fazak that the spectre was there.

On the very first evening, while waiting to dine,
The Colonel was taking a fine sherry wine,
When the ghost, with a furious flash and a flare,
Shot out of the chimney and shivered, 'Beware!'

Colonel Fazackerley put down his glass
And said, 'My dear fellow, that's really first class!
I just can't conceive how you do it at all.
I imagine you're going to a Fancy Dress Ball?'

At this, the dread ghost made a withering cry.
Said the Colonel (his monocle firm in his eye),
'Now just how you do it, I wish I could think.
Do sit down and tell me, and please have a drink.'

The ghost in his phosphorous cloak gave a roar
And floated about between ceiling and floor.
He walked through a wall and returned through a pane
And backed up the chimney and came down again.

Said the Colonel, 'With laughter I'm feeling quite weak!'
(As trickles of merriment ran down his cheek).
'My house-warming party I hope you won't spurn.
You MUST say you'll come and you'll give us a turn!'

At this, the poor spectre - quite out of his wits -
Proceeded to shake himself almost to bits.
He rattled his chains and he clattered his bones
And he filled the whole castle with mumbles and moans.

But Colonel Fazackerley, just as before,
Was simply delighted and called out, 'Encore!'
At which the ghost vanished, his efforts in vain,
And never was seen at the castle again.

'Oh dear, what a pity!' said Colonel Fazak.
'I don't know his name, so I can't call him back.'
And then with a smile that was hard to define,
Colonel Fazackerley went in to dine.

Convoy – Charles Causley

Draw the blanket of ocean
Over the frozen face.
He lies, his eyes quarried by glittering fish,
Staring through the green freezing sea-glass
At the Northern Lights.

He is now a child in the land of Christmas:
Watching, amazed, the white tumbling bears
And the diving seal.
The iron wind clangs round the ice-caps,
The five-pointed Dog-star
Burns over the silent sea,

And the three ships
Come sailing in.

Mary's Song – Charles Causley

Your royal bed
Is made of hay
In a cattle-shed.
Sleep, King Jesus,
Do not fear,
Joseph is watching
And waiting near.

Warm in the wintry air
You lie,
The ox and the donkey
Standing by,
With summer eyes
They seem to say:
Welcome, Jesus,
On Christmas Day!

Sleep, King Jesus:
Your diamond crown
High in the sky
Where the stars look dawn.
Let your reign
Of love begin,
That all the world
May enter in.

W is for Witch – Eleanor Farjeon

I met a wizened woman
As I walked on the heath,
She had an old black bonnet
Her small eyes peeped beneath,
Her garments were so shabby
She couldn't have been rich,
She hobbled with a crutchstick,
And I knew she was a Witch.

She peered at me so slyly
It made my heart feel queer,
She mumbled as she passed me,
But what I couldn't hear.
I smiled at her for answer
And wished her a good day
She nodded and she chuckled
And she hobbled on her way.

And so I got home safely.
I didn't drop the eggs,
My nose had grown no longer,
My legs were still my legs,
I didn't lose my penny
Ortumble in a ditch -
So mind you smile and say 'Good Day'
When you meet a witch.

The Witch – Eleanor Farjeon

The witch! The witch!
Don't let her get you!
Or your Aunt wouldn't know you
The next time she met you!

Cats – Eleanor Farjeon

Cats sleep, anywhere,
Any table, any chair
Top of piano, window-ledge,
In the middle, on the edge,
Open drawer, empty shoe,
Anybody's lap will do,
Fitted in a cardboard box,
In the cupboard, with your frocks-
Anywhere! They don't care!
Cats sleep anywhere.

Books – Eleanor Farjeon

What worlds of wonder are our books!
As one opens them and looks,
New ideas and people rise
In our fancies and our eyes.

The room we sit in melts away,
And we find ourselves at play
With some one who, before the end,
May become our chosen friend.

Or we sail along the page
To some other land or age.
Here's our body in the chair,
But our mind is over there.

Each book is a magic box
Which with a touch a child unlocks.
In between their outside covers
Books hold all things for their lovers.

The Quarrel – Eleanor Farjeon

I quarrelled with my brother,
I don't know what about,
One thing led to another
And somehow we fell out.
The start of it was slight,
The end of it was strong,
He said he was right,
I knew he was wrong!
We hated one another.
The afternoon turned black.
Then suddenly my brother
Thumped me on the back,
And said, "Oh, come on!
We can't go on all night—
I was in the wrong."
So he was in the right.

Robins Maths Group activities for Summer Week 7 – Multiplication and Division.

** All the answers can be recorded in your green exercise book. **

We spent some time looking at the methods we use to multiply and divide in Summer week 3. That was the week beginning 5th May, so if you need to remind yourself then flip back to those pages in your green book and look.

For some of the Days this week we will be using multiplication and division to find out how to scale things and work out quantities.

What is a quantity?

A quantity is basically how much of something you have or need. A good example of using quantities in in cooking. The measurements (weights and teaspoons etc) of the ingredients you need are the quantities.

What do we mean by scaling something?

When we talk about scaling something, we mean we are making something bigger, or smaller by a certain amount.

For example, you might draw a square in your book with sides of 6cm.

The teacher then tells you to draw a square which is twice as big, so you would draw a square with sides of 12cm (2x6cm = 12cm).

The teacher might then tell you to draw a square half the size of the first one, half of 6 is 3 so you would draw a square with sides of 3cm.

Both new squares are scale drawings of your first one.

A real life example is when a car company is designing a new car, they don't draw the car as big as it would be in real life (you'd need a huge piece of paper!). So, they draw a scale drawing of it, maybe one that is ten times smaller than the real car would be.

We often use scaling and quantity together, for example when you cook, you might need to scale up the ingredients to make more than you usually would.

If you wanted to make two cakes you would have to double the quantity of ingredients you needed.

** Don't forget that when you double you times by 2 and when you half you divide by two **

Monday – LO: to scale quantities of ingredients.

Here is a recipe for scones – it makes 10 scones:

- 200g self-raising flour
- 60g butter
- 30g caster sugar
- 140ml milk
- 1 egg

Here is a recipe for vanilla ice-cream:

- 4 large egg yolks
- 80g caster sugar
- 200ml double cream
- 200ml milk
- 1 vanilla pod

Monday, activity 1.

If you wanted to make 20 scones, what quantity of each ingredient would you need now?
If you wanted to make double the amount of ice-cream, what quantity of ingredients would you need?

Monday, activity 2.

If you only wanted to make 5 scones, how much of each ingredient would you need?
If you wanted to make half the amount of ice-cream, what quantity of ingredients would you need?

Tuesday – LO: to draw scale drawings of shapes.

Tuesday, activity 1.

First: Draw a 4cm square in your book – label it Square A.
Then: draw a square which is twice as big as Square A – call this one Square B.
Next: draw a square half the size of Square A – call this Square C.
Finally: how much bigger is Square B compared to Square C?

Tuesday, activity 2.

First: draw a rectangle 6cm by 3cm – call this Rectangle A.
Then: draw a rectangle 3 times the size of Rectangle A – call this Rectangle B.
Next: draw a rectangle a third (divide by 3) of the size of Rectangle A – call this Rectangle C.
Finally: how much smaller is Rectangle C than Rectangle B?

Wednesday: LO: to work out properties of numbers.

Remember when we talk about the properties of a number we are talking about things like, how many digits the number has, whether the digits are odd or even, which times tables the number fits into etc.

Complete this table to show the properties of these numbers.

It can be printed out and stuck into your book or copied into the book.

The first one has been done for you:

In the two blank number boxes, write down a number of your choice between 40 and 60, then fill in the other boxes for the numbers you chose.

number	Odd or Even	Divide by 4	Divide by 3	Cannot divide by either
6	even	x	✓	
7				
12				
15				
24				
30				
32				
36				

Thursday: LO: to divide with remainders.

There is a Multiplication Grid.pdf in the Maths sub-folder you can use for this activity if you need to!

So far when we have done division, we have used numbers that divide completely by the number we are dividing by.

Example 1: 12 divided by 4 equals 3. $12 \div 4 = 3$.
12 is in the 4 times table.

Most of the time however, the number you are dividing will not be in the times table.

We call the number that is left over the remainder.

In this example 7 bones have been shared equally between 2 dogs.
Each dog gets 3 bones and there is one left over.

$7 \div 2 = 3$ R 1 ← Remainder

One way of helping work these out is to find the closest smaller number to the one you are dividing that is in the times tables, work out the answer to that and add the remainder on last.

Example 2: 13 divided by 4.
13 is not in the 4 times table so it won't divide completely.

Looking at the 4x table on the multiplication grid we see that 12 is the closest number to 13 without going over.

We know from the example 1 that $12 \div 4 = 3$.
Therefore $13 \div 4$ must be 3 with one left over.

So, we say that $13 \div 4 = 3$ remainder 1 or just 3 r1.

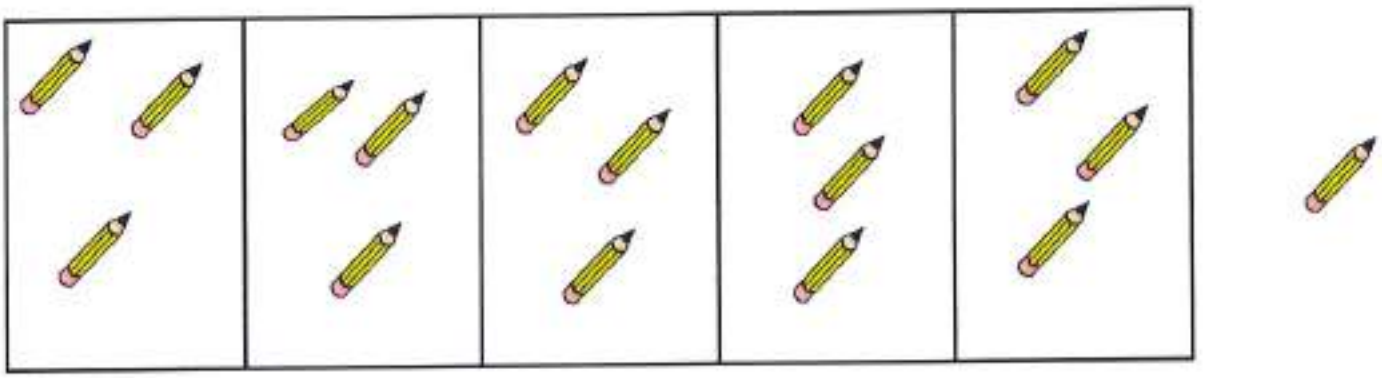
Example 3: $28 \div 3 =$
You know (from the multiplication grid) that 27 is in the 3 times table, $27 \div 3 = 9$
$28 - 27 = 1$.
So, $28 \div 3 = 9$ r1

Example 4: 39 ÷ 4 =
You know 36 is in the 4 times table, 36 ÷ 4 = 9
39 – 36 = 3
So, 39 ÷ 4 = 9 r3.

Another way of doing these division problems is to get something like a bag of pasta, some pencil crayons or marbles etc.

Count out how many you need, so for 16 ÷ 5 = count out 16 pencil crayons.

Then you need to divide them by 5, so count the pencil crayons equally into five groups.



You have 3 pencil crayons in each group with one left over.

So 16 ÷ 5 = 3 r1

Work out the answers to these division problems – they will all have remainders.

1) 19 ÷ 5 =
2) 22 ÷ 4 =
3) 14 ÷ 3 =
4) 42 ÷ 4 =
5) 35 ÷ 10 =
6) 29 ÷ 2 =
7) 37 ÷ 4 =
8) 48 ÷ 5 =

Friday:

Work through the challenges.

Robins Maths Group challenges for Summer Week 7 – Multiplication and Division.

** The answers can be recorded in your green exercise book. **

Challenge 1:

Here is a recipe for flapjacks.

Serves 10 people
150g butter
100g dark brown soft sugar
50g dried fruit
3 tablespoons of golden syrup
200g porridge oats

First: imagine you had to make that dish for 30 people at a party.

Work out how much of each ingredient you would need to use to make the dish for that many people.

Then: what if you had to cook enough to feed 15 people?

Challenge 2:

To scale up and down a drawing of a rectangle.

First: Draw a rectangle in your book – remember to use a ruler and try to use whole centimetres if you can. This is your original rectangle.

Write the length of each side down as you go.

Then: Redraw the original rectangle – but this time write down the lengths of the sides they would be if the rectangle were 4 times bigger. This is a scale drawing which is four times bigger than the original.

Finally: Redraw the rectangle – but this time work out the scale if the rectangle was half the size.

Challenge 3:

Draw a square in your book as big as you can without going over the edge of your page.

Draw a square half as big inside that square.

Then draw a square half as big as the second one.

Draw a square half as big as the third one.

Keep going until you can't draw anymore squares – how many did you manage to draw?

Challenge 4:

When you are dividing a number and get a remainder.

What is the largest number the remainder can be?

It might help to have a particular number in mind, like dividing by 5.

Wrens Maths Group activities for Summer Week 7 – Multiplication and Division.

** All the answers can be recorded in your green exercise book. **

We spent some time looking at the methods we use to multiply and divide in Summer week 3. That was the week beginning 5th May, so if you need to remind yourself then flip back to those pages in your green book and look.

For some of the Days this week we will be using multiplication and division to find out how to scale things and work out quantities.

What is a quantity?

A quantity is basically how much of something you have or need. A good example of using quantities in in cooking. The measurements (weights and teaspoons etc) of the ingredients you need are the quantities.

What do we mean by scaling something?

When we talk about scaling something, we mean we are making something bigger, or smaller by a certain amount.

For example, you might draw a square in your book with sides of 5cm.

The teacher then tells you to draw a square which is twice as big, so you would draw a square with sides of 10cm (2x5cm = 10cm).

The teacher might then tell you to draw a square half the size of the first one, half of 5 is 2½ so you would draw a square with sides of 2.5cm.

Both new squares are scale drawings of your first one.

A real life example is when a car company is designing a new car, they don't draw the car as big as it would be in real life (you'd need a huge piece of paper!). So, they draw a scale drawing of it, maybe one that is ten times smaller than the real car would be.

We often use scaling and quantity together, for example when you cook, you might need to scale up the ingredients to make more than you usually would.

If you wanted to make two cakes you would have to double the quantity of ingredients you needed.

Monday – LO: to scale quantities of ingredients.

Here is a recipe for scones – it makes 8 scones:

- **226g self-raising flour**
- **56g butter**
- **26g caster sugar**
- **150ml milk**
- **1 egg**

Here is a recipe for vanilla ice-cream:

- **4 large egg yolks**
- **80g caster sugar**
- **250ml double cream**
- **250ml milk**
- **1 vanilla pod**

Monday, activity 1.

If you wanted to make 32 scones, what quantity of each ingredient would you need now?
If you wanted to make double the amount of ice-cream, what quantity of ingredients would you need?

Monday, activity 2.

If you only wanted to make 4 scones, how much of each ingredient would you need?
If you wanted to make half the amount of ice-cream, what quantity of ingredients would you need?

Tuesday – LO: to draw scale drawings of shapes.

Tuesday, activity 1.

First: Draw a 6cm square in your book – label it Square A.
Then: draw a square which is twice as big as Square A – call this one Square B.
Next: draw a square half the size of Square A – call this Square C.
Finally: how much bigger is Square B compared to Square C?

Tuesday, activity 2.

First: draw a rectangle 9cm by 6cm – call this Rectangle A.
Then: draw a rectangle 3 times the size of Rectangle A – call this Rectangle B.
Next: draw a rectangle a third of the size of Rectangle A – call this Rectangle C.
Finally: how much smaller is Rectangle C than Rectangle B?

Wednesday: LO: to divide with remainders.

So far when we have done division, we have used numbers that divide completely by the number we are dividing by (the divisor).

Another way of putting this is the numbers we have divided so far have been in the divisors times table.

Example 1: 24 divided by 4 equals 6. 24 ÷ 4 = 6.
24 is in the 4 times table.

Most of the time however, the number you are dividing will not be in the times table of the divisor.

Example 2: 25 divided by 4.
25 is not in the 4 times table so it won't divide completely.

We know from the first example that 24 ÷ 4 = 6.
Therefore 25 ÷ 4 must be 6 with one left over.

We call the number that is left over the remainder.

So, we say that 25 ÷ 4 = 6 remainder 1 or 6 r1.

One way of helping work these out is to find the closest smaller number to the one you are dividing that is in the times tables of the divisor, work out the answer to that and add the remainder on last.

Example 3: 28 ÷ 3 =
You know 27 is in the 3 times table, 27 ÷ 3 = 9
28 – 27 = 1.
So, 28 ÷ 3 = 9 r1

Example 4: 39 ÷ 6 =
You know 36 is in the 6 times table, 36 ÷ 6 = 6
39 – 36 = 3
So, 39 ÷ 6 = 6 r3.

Wednesday, activity: Work out the answers to these division problems – they will all have remainders.

1) 52 ÷ 5 =

2) 29 ÷ 4 =

3) 74 ÷ 6 =

4) 46 ÷ 8 =

5) 35 ÷ 3 =

6) 61 ÷ 2 =

7) 47 ÷ 4 =

8) 48 ÷ 5 =

Thursday: LO: to work out properties of numbers.

Remember when we talk about the properties of a number we are talking about things like, how many digits the number has, whether the digits are odd or even, which times tables the number fits into etc.

Complete this table to show the properties of these numbers.

It can be printed out and stuck into your book or copied into the book.

The first one has been done for you:

In the three blank number boxes, write down a number of your choice between 60 and 99, then fill in the other boxes for the numbers you chose.

number	Odd or Even	Divide by 5 no remainder	Divide by 4 no remainder	Divide by 3 no remainder	Not divisible by 5, 4 or 3.
15	odd	✓	X	✓	X
36					
38					
42					
45					
50					
52					
54					
56					
60					

Friday:

Work through the challenges.

Wrens Maths Group challenges for Summer Week 7 – Multiplication and Division.

** The answers can be recorded in your green exercise book. **

Challenge 1:

We have been working on using multiplication and division to find quantities of things this week.

If you have been doing some baking and cooking over the last few weeks since School closed find the recipe of the item, you liked cooking most.

If you haven't done any cooking, I bet one of your parents has at some point, so find the recipe they used for a dish they cooked that you enjoyed eating.

If neither of the above apply, then look online for a recipe for something you enjoy eating.

If you really can't find a recipe you like online, then use this flapjack recipe!

Serves 8 people
150g butter
100g dark brown soft sugar
50g dried fruit
3 tablespoons of golden syrup
200g porridge oats

First: write copy down just the ingredients section of the recipe and how many people it is meant to feed.

Then: imagine you had to make that dish for 100 people at a banquet. Work out how much of each ingredient you would need to use to make the dish for that many people.

To make it easier for yourself, if there are some numbers you might find hard to multiply then make them a little easier by rounding to the nearest ten. For example, if it wants 115g of flour in your recipe then rounding it to 120g might make it easier to work out the larger quantities.

Challenge 2:

To scale up and down a drawing of a hexagon.

First: Draw a hexagon in your book – remember to use a ruler and try to use whole centimetres if you can. This is your original hexagon.

Write the length of each side down as you go.

Then: Redraw the original hexagon – but this time write down the lengths of the sides they would be if the hexagon were 3 times bigger. This is a scale drawing which is three times bigger than the original.

Finally: Redraw the hexagon – but this time work out the scale if the hexagon was half the size.

Challenge 3:

Draw a square in your book as big as you can without going over the edge of your page.

Draw a square half as big inside that square.

Then draw a square half as big as the second one.

Draw a square half as big as the third one.

Keep going until you can't draw anymore squares – how many did you manage to draw?

Challenge 4:

When you are dividing a number and get a remainder.

What is the largest number the remainder can be?

It might help to have a particular divisor in mind, like 5 or 6.

Wrens Maths Group answers for Summer Week 6 – Place value and number patterns.

Task 1, activity – LO: to work out the digital root of a number.

Work out the digital roots of the numbers below:

1) 45 = 9
2) 321 = 6
3) 96 = 6
4) 863 = 8
5) 198 = 9
6) 3471 = 6
7) 8132 = 5
8) 7596 = 9
9) 3789 = 9
10) 9999 = 9

Task 3, activity 1. LO: to find the first six numbers in a number sequence.

1) Start at 6, pattern +7 = 6, 13, 20, 27, 34, 41
2) Start at 78, pattern -9 = 69, 60, 51, 42, 33, 24
3) Start at 65, pattern +13 = 65, 78, 91, 104, 117, 130
4) Start at 160, pattern -15 = 160, 145, 130, 115, 100, 85
5) Start at 400, pattern ÷ 2 = 400, 200, 100, 50, 25, 12 ½
6) Start at 1, pattern +2 then x2 = 1, 6, 16, 36, 76, 156
7)

Task 3, activity 2. LO: to find the missing numbers in a number sequence.

1) 48, _45__, _42__, 39, 36, _33__ start at 48 pattern -3
2) 19, 28, _37__, _46__, 55, _64__ start at 19 pattern +9
3) 3, 21, __39_, _57__, 75, _93__ start at 3 pattern +18
4) 145, __131_, 117, 103, ___, ___ start at 145 pattern -14
5) 101, 202, __303_, _404__, _505__, __606_ start at 101 pattern +101

Challenge 2 – LO: to use digital roots to draw patterns.

	1x	2x	3x	4x	5x	6x	7x	8x	9x	10x	11x	12x
13 times table	13	26	39	52	65	78	91	104	117	130	143	156
Digital root of 13x table	4	8	3	7	2	6	1	5	9	4	8	3
14 times table	14	28	42	56	70	84	98	112	126	140	154	168
Digital root of 14x table	5	1	6	2	7	3	8	4	9	5	1	6

Challenge 3:

306, 315, 324, 333, 342, 351, 360, 369, 378, 387, 396

Name Date

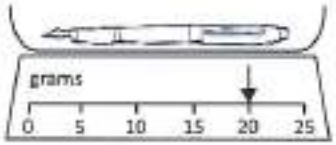
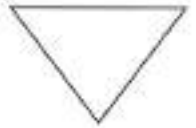
MULTIPLICATION CHART TO 12X12

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Maths Key Skills

Stage 1: Skill Check 7 **Answers**

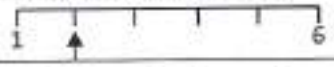
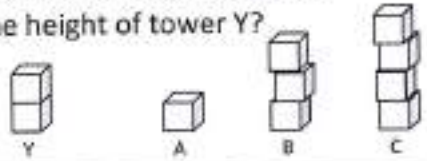
Name: _____ **Date:** _____ **Class/Group:** _____

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1. What is the missing number? 66 67 68 69 ☐	1:1 **70**	11. Draw **one line** to split the shape into 2 halves. 	1:11 **One line**	16. I put on pyjamas _____ I get into bed. a. before b. after 	1:16 **a**
2. What is the missing number? 5 10 15 20 ☐	1:2 **25**				
3. What number is one **less** than 50?	1:3 **49**	12. Circle a **quarter** (¼) of the balls. 	1:12 **One ball**	17. If Monday is the 1st day of the week, what day is the 3rd day of the week? a. Tuesday b. Wednesday c. Friday	1:17 **b**
4. Pat has 8 sweets. Sam has 5. Who has the **least**?	1:4 **Sam**				
5. Write this number in words: 16	1:5 **Sixteen**	13. Which is **heaviest**?  A B	1:13 **B**	18. Draw the hands to show: Half past eight 	1:18 **Hands as shown**
6. What symbol is missing? 3 ☐ 9 = 12	1:6 **+**				
7. What is the missing number? 12 + 8 = ☐	1:7 **20**	14. How heavy is the pen? 	1:14 **20g**	19. What is this shape? a. square b. triangle c. circle 	1:19 **b**
8. 9 + 17 =	1:8 **26**				
9. What is the missing number? 17 = ☐ + 6	1:9 **11**	15. How much altogether? 	1:15 **45p**	20. The arrow points: a. left b. down c. right 	1:20 **a**
10. 4 children each have 4 pens. How many pens do they have altogether?	1:10 **16**				
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)	Y (8-15)	G (16-20)	

Maths Key Skills

Stage 1: Skill Check 8

Name: _____ **Date:** _____ **Class/Group:** _____

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1. What is the missing number? 22 21 20 ☐ 18	1:1	11. Colour in ½ of the counters. 	1:11	16. I finish school in the: a. morning b. afternoon c. evening. 	1:16
2. What is the missing number? 2 4 6 ☐ 10	1:2				
3. What number is one **more** than 59?	1:3	12. What fraction of this shape has been coloured in? 	1:12	17. What month comes **after** April? a. February b. May c. March	1:17
4. What number is labelled? 	1:4				
5. Write this number in words: 13	1:5	13. Which tower is **double** the height of tower Y? 	1:13	18. What time does this clock show? 	1:18
6. What symbol is missing? 5 ☐ 3 = 2	1:6				
7. What is the missing number? 9 + ☐ = 20	1:7	14. How long is the matchstick? 	1:14	19. What is this shape? a. cuboid b. pyramid c. sphere 	1:19
8. 16 - 7 =	1:8				
9. Tom has 10 apples. Kim has 5 apples. How many apples altogether?	1:9	15. How much altogether? 	1:15	20. The teddy bear is: a. on the chair. b. under the chair. c. next to the chair. 	1:20
10. 9 pens are shared by 3 children. How many pens do they get each?	1:10				
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)	Y (8-15)	G (16-20)	

Maths Key Skills

Stage 2: Skill Check 7 **Answers**

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? 0 3 6 ☐ 12 15	2:1 **9**	11. 2 x 7 =	2:11 **14**	21. Write <, > or = to make the statement correct.  Height of a cat **>** Height of mouse 	2:18 **>**
2. Circle the **2s** that have a value of **2.** 12 28 32 21	2:2 **12, 32**	12. Which are the even numbers? 3 6 9 12	2:11 **6, 12**		
3. Draw an arrow to label 19. 15 ↑ 20	2:3 **Arrow**	13. What symbol is missing? 28 ☐ 4 = 7	2:12 **÷**	22. Tick (✓) the shape that has a **vertical line of symmetry.** 	2:23 **Rect-angle**
4. Put these in order, smallest first. 73 3 37 7	2:4 **3,7, 37,73**	14. What symbol is missing? 11 x 6 ☐ 66	2:12 **=**		
5. Write this number in words. 36	2:5 **Thirty six**	15. Is this true? Write 'yes' or 'no'. 8 x 3 = 3 x 8	2:13 **Yes**	23. Draw the next shape in this pattern: 	2:27 
6. There are 16 people on a bus. 9 more get on. How many people now?	2:6 **25**	16. Bread rolls are sold in packs of 6. If I buy 4 packs, how many rolls do I get?	2:14 **24**		
7. Use 6 + 4 = 10 to answer: 60 + ☐ = 100	2:7 **40**	17. 12 apples are shared. How many people are there if each person gets 3?	2:14 **4**	24. Number of boys & girls in Class 1: Key: ☺ means 2 pupils boys ☺☺☺☺☺☺☺☺ girls ☺☺☺☺☺☺	2:29 **6 smiley faces**
8. 19 + 44 =	2:8 **63**	18. What fraction is shaded? 	2:15 $\frac{2}{3}$	Show 12 girls on the pictogram.	
9. Tick (✓) if true: 4 + 12 = 12 + 4 ☑ 33 - 6 = 6 - 33 ☐	2:9 **✓ ✗**	19. Circle **three quarters** of the strawberries. 	2:15 **3 parts**	25. How many **more** boys are there than girls?	2:30 **4**
10. Use 65 - 28 = 37 to help find: 37 + 28 = ☐	2:10 **65**	20. Complete the **equivalent** fractions. $\frac{2}{4} = \frac{1}{2}$	2:16 **1**		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

Stage 2: Skill Check 8

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract

1. What is the missing number?
0 5 10 ☐ 20 25

2. What is **the value** of the **6** in this number? 61

3. **Estimate** the number labelled.
0 ↑ 10 20

4. Use <, > or = to make this correct:
21 ☐ 32

5. Write this number in numerals.
seventy eight

6. There are 25 sweets in a bag. Tom eats 17 of them. How many are left?

7. 12 + ☐ = 20

8. 47 - 24 =

9. Is this true? Write 'yes' or 'no'.
29 - 12 = 12 29

10. Use 29 + 32 = 61 to help find:
61 - 32 = ☐

Total (A)

B: Multiply, Divide and Fractions

11. 9 x 10 =

12. 14 ÷ 7 =

13. What symbol is missing?
24 ☐ 6 = 4

14. What symbol is missing?
4 ☐ 8 = 32

15. Tick (✓) if true:
5 x 6 = 6 x 5 ☐ 30 ÷ 3 = 3 ÷ 30 ☐

16. 15 is shared between 3 people. How much does each person get?

17. 4 cars each have 3 people in them. How many people are in the cars?

18. Circle **two thirds** of the strawberries.

19. Shade in $\frac{2}{3}$ of the shape.

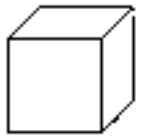
20. What is $\frac{3}{4}$ of 12 ?

Total (B)

C: Measure and Geometry

21. What **units** would you use to measure the **length** of a pencil?
a. centimetres
b. grams
c. millimetres

22. How many **edges** does a **cube** have?
a. 6
b. 8
c. 12



23. Name the shaded face on this **pyramid.**

24. Tick (✓) the shape that **does not** have **5 faces.**

25. Ben is facing **North.** What direction will he be facing after turning through **3 right-angles clockwise?**

Total (C)

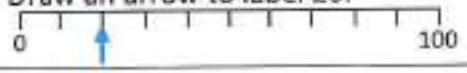
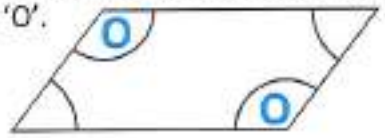
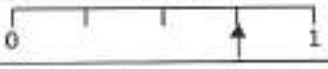
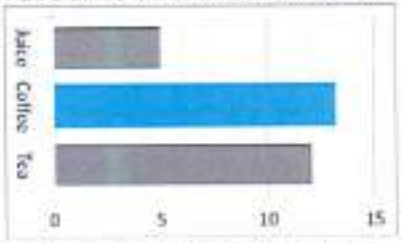
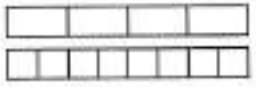
Test Total (A+B+C)

R (0-9) Y (10-19) G (20-25)

Maths Key Skills

Stage 3: Skill Check 7 **Answers**

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 0 8 16 ☐ 32	3:1 **24**	11. 21 ÷ 3 =	3:10 **7**	23. About how long does it take to have a shower? **a.** 10 seconds **b.** 1 minute **c.** 10 minutes 	3:23 **c**
2. What is the **5** worth in this number? 536	3:2 **500 (hundreds)**	12. 7 x 4 =	3:10 **28**		
3. Put these in order, smallest first. 635 563 536 365	3:3 **365, 536, 563, 635**	13. Use 9 x 5 = 45 to solve: 450 ÷ 9 =	3:11 **50**	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.	3:25 **a**
4. Draw an arrow to label 20. 	3:4 **Arrow**	14. Eggs come in boxes of 6. I need 16 eggs. How many boxes should I buy?	3:12 **3**		
5. Circle all the **multiples** of 50. 25 (100) 75 125 (150)	3:5 **100, 150**	15. If you split a shape into tenths, how many equal parts do you have?	3:13 **10**	23. Label two obtuse angles using the letter 'O'. 	3:26 **Angles labelled**
6. 139 - 100 =	3:6 **39**	16. Circle $\frac{2}{5}$ of the marbles. 	3:14 **4**		
7. 325 + 274 =	3:7 **599**	17. What fraction is labelled? 	3:15 **$\frac{3}{4}$**	24. Favourite drinks of teachers:  13 people said coffee. Show this.	3:29 **Bar drawn**
8. Write the sum to check 68 - 29 = 39. Check: 29 + ☐ = ☐	3:8 **39, 68**	18. $\frac{6}{8} = \frac{?}{4}$ 	3:16 **3**		
9. To a no. I add 32 then subtract 17. I now have 40. What did I start with?	3:9 **25**	19. Subtract the fractions. $\frac{4}{5} - \frac{3}{5}$	3:17 **$\frac{1}{5}$**		
10. What is the missing number? 178 + ☐ = 236	3:9 **58**	20. Write the largest fraction. $\frac{5}{9}$ $\frac{1}{9}$ $\frac{7}{9}$ $\frac{3}{9}$	3:18 **$\frac{7}{9}$**	25. How many more people said 'Tea' than said 'Juice'?	3:30 **7**
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

Stage 3: Skill Check 8

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract

1. What is the missing number?
   0 50 ☐ 150 200 250

2. What is the **3** worth in this number?
   513

3. Write this number in words.
   720

4. Estimate the labelled number?
   0 ↑ 50 100

5. Write a number that is smaller than 648 using the same three digits.

6. 392 + **10** =

7. 528 - 64 =

8. Circle the best **estimate** to 79 + **101**
   170 **180** 190 200

9. Use 18 + 34 = 52 to help solve:
   520 – 180 = ___

10. What is the missing number?
    148 - ☐ = 89

Total (A)

B: Multiply, Divide and Fractions

11. 72 ÷ 8 =

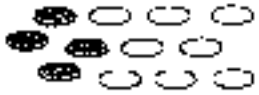
12. 12 x 8 =

13. 34 x 4 =

14. I buy 6 packs of balloons. I have 30 balloons. How many are in each pack?

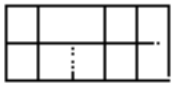
15. What fraction is circled?

16. What fraction is shaded?



17. What is $\frac{1}{3}$ of 18?

18. This shape is in tenths. Shade in $\frac{2}{5}$.



19. Add the fractions. $\frac{3}{9} + \frac{5}{9}$

20. Write the smallest fraction. $\frac{1}{3}$ $\frac{1}{6}$ $\frac{1}{7}$ $\frac{1}{2}$

Total (B)

C: Measure and Geometry

21. One cup holds 330 millilitres of liquid. How much do 3 cups hold?

22. Tom bought 4 cans of pop that were 60p each. How much did they cost in total? Give your answer in pounds and pence.

23. Draw hands on the clock to show Twenty five minutes to four.

24. How many right angles make half a turn?

25. Circle the vertical line.

Total (C)

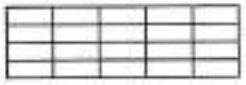
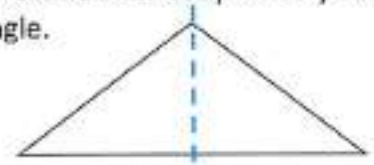
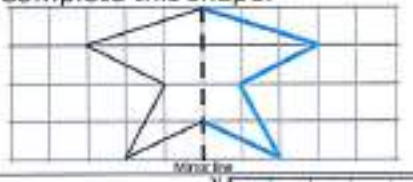
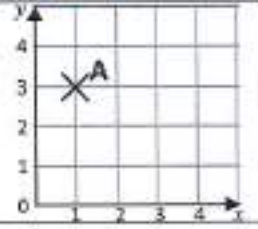
Test Total (A+B+C)

R (0-9) Y (10-19) G (20-25)

Maths Key Skills

Stage 4: Skill Check 7 **Answers**

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 ☐ 42	4:2 **35**	11. 9 x 12 =	4:9 **108**	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 **1 hour 37 minutes**
2. What is the missing number? 36 ☐ 48 54 60	4:1 **42**	12. Complete the sum that is equal to 36 x 7: 3 x ☐ x 7	4:10 **12**		
3. Round this number to the nearest 10: 5,731	4:2 **5,730**	13. 68 x 4 =	4:11 **272**	22. What name is given to this type of angle? 	4:24 **Acute**
4. Round this number to the nearest 100: 3,275	4:2 **3,300**	14. One wooden block is 4cm tall. If 14 blocks are piled up, how tall are they?	4:12 **56cm**		
5. What is the next number in this sequence: 4, 2, 0, -2, ☐	4:3 **-4**	15. $\frac{?}{5} = \frac{4}{20}$ 	4:13 **1**	23. Draw all the lines of symmetry on this triangle. 	4:25 **1 line drawn**
6. Write < or > to make this correct: 3,948 ☐ 2,817	4:4 **>**	16. When I divide an amount by 100, what fraction of the amount do I have?	4:14 **$\frac{1}{100}$**		
7. What number does this Roman Numeral represent? **XC**	4:5 **90**	17. $\frac{14}{13} - \frac{5}{13}$	4:15 **$\frac{9}{13}$**	24. Complete this shape: 	4:26 **Shape drawn**
8. 2,725 - 834 =	4:6 **1,891**	18. Write $\frac{7}{10}$ as a decimal number.	4:16 **0.7**		
9. **Estimate** the answer to: 6,504 + 4,478	4:7 **11,000**	19. What is the **value** of the 9 in: 3.91	4:17 **$\frac{9}{10}$**	25. What are the co-ordinates of the point labelled A? 	4:27 **(1, 3)**
10. Sarah had 65. She bought a 28 dress and a 17 bag. How much left?	4:8 **£20**	20. A log is 6 metres long. It is cut into quarters. How long is each piece?	4:18 **1.5m**		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maths Key Skills

Stage 4: Skill Check 8

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add and Subtract

1. What is the missing number?
   18 24 30 ☐ 42

2. What is the missing number?
   7,000 8,000 9,000 ☐

3. Round this number to the nearest 100: 5,731

4. What is 1,000 less than 3,293?

5. What is 3 **less than** 1?

6. What is the value of the **2** in this number? 3,296

7. Write the number 37 in Roman numerals.

8. 1,235 + 824 =

9. Write the sum to check 1,930 + 383 = 2,313: 2,313 ☐ 1,930 ☐ 383

10. There are 213 people on a train. 28 get on & 49 get off. How many now?

Total (A) _____

B: Multiply, Divide and Fractions

11. 7 x 11 =

12. Circle the sum that is the same as 27 x 12: 3 x 4 x 9 3 x 9 x 12

13. 293 x 7 =

14. To work out 53 x 8 you could do:
    ☐ x 8 + 3 x ☐

15. Circle the **equivalent fraction** to $\frac{1}{7}$.
    $\frac{3}{28}$ $\frac{5}{35}$ $\frac{7}{56}$

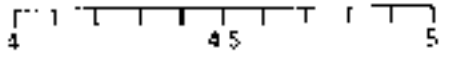
16. Complete the sequence: $\frac{22}{100}$ $\frac{23}{100}$ $\frac{24}{100}$ ☐

17. $\frac{9}{5} + \frac{2}{5}$

18. Write 0.5 as a fraction.

19. 8 ÷ 100 =

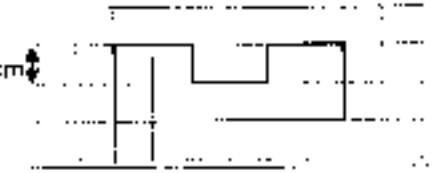
20. Label 4.25cm on the ruler section:



Total (B) _____

C: Measure, Geometry and Statistics

21. What is the area of this shape?



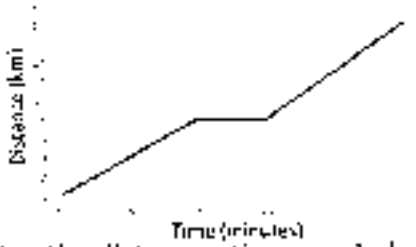
22. Circle the name that describes the smallest angle

Right angle Obtuse angle Acute angle

23. To transform shape A onto B:

Translate A ☐ units to the ☐

24. Tom rode to his friend's house



Using the distance - time graph, how long did Tom rest for?

25. How much further was the 2nd part of Tom's journey than the first?

Total (C) _____

Test Total (A+B+C) _____

R (0-9) Y (10-19) G (20-25)

Science – Light and Shadow week 2 - Transparent translucent and opaque.

Last week you looked for natural and artificial sources of light and hopefully had a go at making a sun dial too!

This week you'll be learning three new words:

- Transparent
- Translucent
- Opaque

They are words often linked with light and are properties of materials – you looked at properties of materials in Year 2. How smooth something is, how hard it is, is it waterproof are just some of the many properties you looked at.

Transparent

If something is transparent it lets lots of light through and when you look through something that is transparent, it is almost like what you are looking through isn't there.

Translucent

If something is translucent it lets light through, but not always that much and if you look through something translucent it can be quite hard to make out what you are looking at.

Opaque

If something is opaque it doesn't let light through, and you can't see things if you try and look through it.

Here are some video links that show this:

https://www.youtube.com/watch?v=P6Uihn8V3h4

https://www.youtube.com/watch?v=wL_yVzBH40Q

Quite a lot of detail in this one, but still fun to watch.

https://www.youtube.com/watch?v=d7yTlp4gBTI&feature=youtu.be

Sometimes it's how thick an object is that decides whether it's transparent translucent or opaque. A good example of this is paper. If you hold a piece of paper up to the light you can see light coming through it, but not really what's behind it. So, a piece of paper is translucent, however if you try the same thing with a book (lots of pieces of paper) it's definitely opaque!

Activity 1, LO: to find objects which are transparent translucent or opaque around the home.

First: copy the title into your green book.

Next: draw a table similar to the one below.

Transparent	Translucent	Opaque

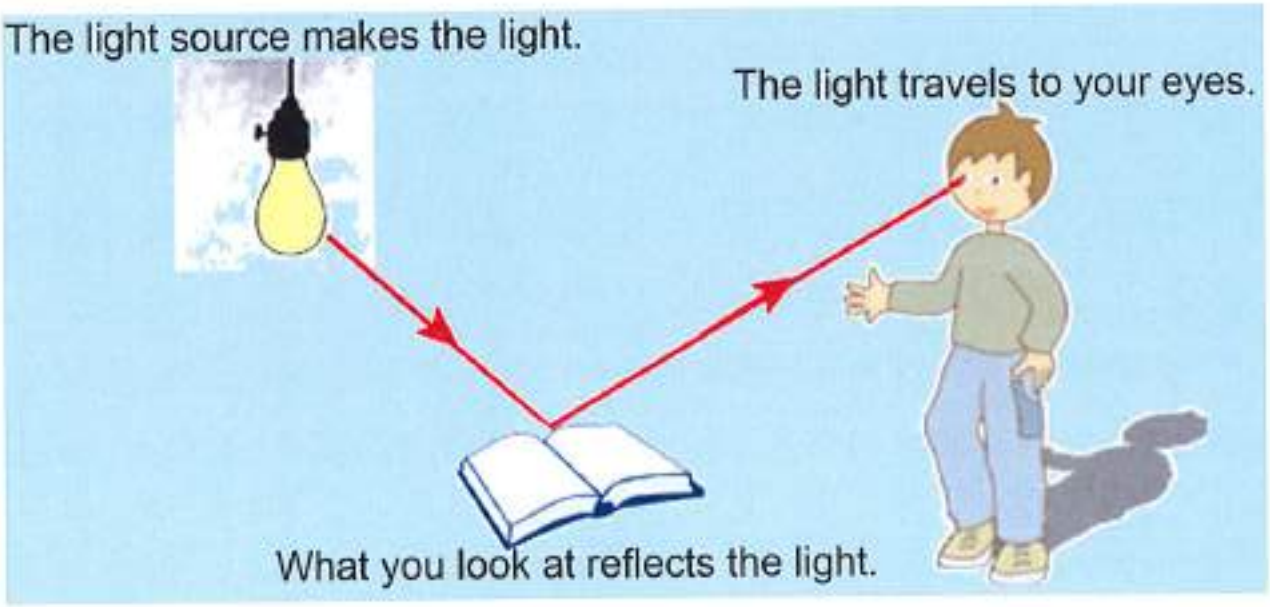
Finally: spend some time having a look around your home and garden for objects to fit in each column.

You can write them as a list or draw little pictures and label them if you wish.

Some objects might have more than one of the properties, depending on which part you look at. For example, you might have a plastic drinking cup with a transparent bowl to hold the water, but a translucent or opaque part that you hold. List each part in the correct place in the table.

Activity 2, LO: to find out how light travels.

Light travels in a straight line from the source (you found lots of these last week). When the light hits something in it's way it bounces off (called reflection) and carries on travelling in a straight line. If your eye happens to be in the way of this light as it travels, the light enters your eye and that's how you see.



This video explains it, there's more detail than you need to know, but is quite visual and recaps transparent translucent and opaque.

https://www.turtlediary.com/video/how-does-light-travel.html

First: copy the title into your green book.

Then: copy the diagram above but draw yourself instead of the little boy and a source of light you have in your home.
When you are drawing the lines, use a ruler (light travels in a straight line!) and make sure the line goes towards your eye.

Activity 3, LO: to learn how to direct light.

This is a fun activity and you don't need you to do any writing or drawing! ☺

You'll need a small handheld mirror for this, if you don't have one make one by carefully wrapping a piece of tinfoil around a piece of thick-ish cardboard – no bigger than your green book. Even a shiny lid off a saucepan will work.

On a sunny day go into the garden or sit inside near a sunny window. It doesn't have to be really sunny, but it helps if it isn't too cloudy or overcast.

Point the shiny part of your mirror at the sun then slowly begin to tilt the mirror in different directions – towards a dark part of your garden is a good idea, under a bush, or a wall in the shadows.

If you look to where the mirror is pointing you should see it being lit up by the sunlight you are reflecting off the mirror.

Find a spot in your garden and try to illuminate (light it up) it by controlling the angle you hold the mirror at.

The video below shows a very clever use for reflecting light with mirrors.

https://www.youtube.com/watch?v=KMCO97d08RU

Challenge:

After it's been raining and the sun starts to come out, you often get a rainbow in the sky. The colours of a rainbow are, red, orange, yellow, green, blue, indigo, and violet.

Find out how rainbows are made there are lots of websites and videos online that explain this.

Once you've done that have a go at making your own rainbows, there are a few links listed below, but you might have found one already while researching how rainbows are made.

https://www.youtube.com/watch?v=Cm9ZkYTnCNE

This method is similar but uses a torch instead of the sun.

https://www.funology.com/make-a-rainbow/

The second method on this site is fun on a hot day and you're a bit bored, you can also water the garden while you're making the rainbows!

https://www.wikihow.com/Make-a-Rainbow

Dictation - Learning Futures words.

Red and Yellow Groups.

"Colour Africa red and Europe blue on your maps." the teacher told the class.

"The endangered habitat is nearly all gone." Nan said sadly.

Which climate region are you writing about?

North America and Asia almost touch on the map.

The range of most animals is getting smaller each year.

Blue Group.

The climate of Africa is hot and dry.

"Colour Europe green." said the teacher.

Africa is made up of lots of countries.

We live in the Bedford region of England.

What is the range of this plane?

Rainbow Group.

Suddenly the boys heard a noise.

"Keep still," the doctor said.

"Did you hear that sound?" asked Mum.

I am not sure there is such a thing.

1) Use a pinkish pencil crayon to underline all your capital letters, full stops and speech marks that are in the right place.
2) Use a green pencil crayon to underline all the missing capital letters, full stops and speech marks.
3) Use a green pencil crayon to underline three spelling mistakes and re-write them in pencil five times
4) Draw your Punctuation Pirate Pete.
5) Re-write one of the sentences with green underlining and put back what you missed out the first time to make it better. ☺

Red and Yellow Groups

Learning Futures words. These words will help you with your Learning Futures project

range
climate
region
colour
Africa
Europe
America
Asia
endangered
habitat

Red group only - campaign.

Red group only - research

Blue Group.

Learning Futures words. These words will help you with your Learning Futures project

range
climate
region
colour
Africa
Europe

Green Group.

bad
can
got
help
home

Rainbow Group.

sound
still
such
suddenly
sure

Theme Overview - biomes:

As we said last week, we all live within a few miles of Toddington, a village in Bedfordshire, England and because of this, we all experience the same sort of weather and can see similar looking landscapes when we look out of our windows and travel around to get to school, go to the shops, or go out for the day. If we lived in a different part of the world, or even a different part of the UK, we would see that the weather and the landscape would look different to that of Toddington and the surrounding area.

Over the next few weeks, we are going to look at the different types of weather (climate) and landscapes (biomes and habitats) you can find around the world.

This week we are going to learn about BIOMES.

What is a biome?

Last time you learnt about climate. Climate and biomes are linked. A biome is basically an area of the Earth you get similar plants, animals, and climate. One example of a biome is tropical rain forest. In a tropical rain forest, you get a hot wet climate, lots of tall trees of many types and lots and lots of animals, birds and insects living in these trees.

The videos below explain this:
Before you watch the videos and look at the PowerPoint, different groups of people split the world into different biomes, if you look hard enough you will probably find hundreds of biome types on the web. Some biomes have different names depending on where you look. See the note for the PowerPoint for an example of this.

https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p
https://www.youtube.com/watch?v=0fb8143ndo8

The **World Biomes Map.pptx** in the **Theme** sub-folder is an interactive map showing the worlds main biomes. The 'boreal/taiga forest' biome mentioned in the PowerPoint is more often called coniferous forest.
The same information is given in **World Biomes Map.pdf**.

Major Biomes of The World.pdf in the same sub-folder gives written details about the climate and examples of plants and animals you might find in each biome.

Here are a few websites that explain biomes:

https://www.ducksters.com/science/ecosystems/world_biomes.php
https://www.softschools.com/facts/biomes/
https://kids.britannica.com/kids/article/biome/403913

Activity 1: LO: biomes around the World.

If you have access to a printer:

First: print out a copy of Activity - World Biomes.pdf.

Then: using a copy of World Biomes Map.pdf (you don't have to print this out just look at it on screen) draw your own version of the biomes map onto the blank map you printed out – think carefully about the colour you choose to represent (show) each biome.

If you do not have access to a printer, then you have two options:

You can:

Draw an outline of the blank world map by copying it from your screen into your green book and then carrying out the activity above. Remember to ad a key for the different biomes.

OR

In the Themes sub-folder is an enlarged map of the biomes found in Europe – European Biomes.pdf. You can draw a copy of this in your green book, remembering to add a key for the biomes found in Europe.

Activity 2: LO: to describe two biomes in detail.

Choose a biome you have learnt about this week.

Produce a short non-chronological report about it in your green book. You can do more research online, or in books if you wish.

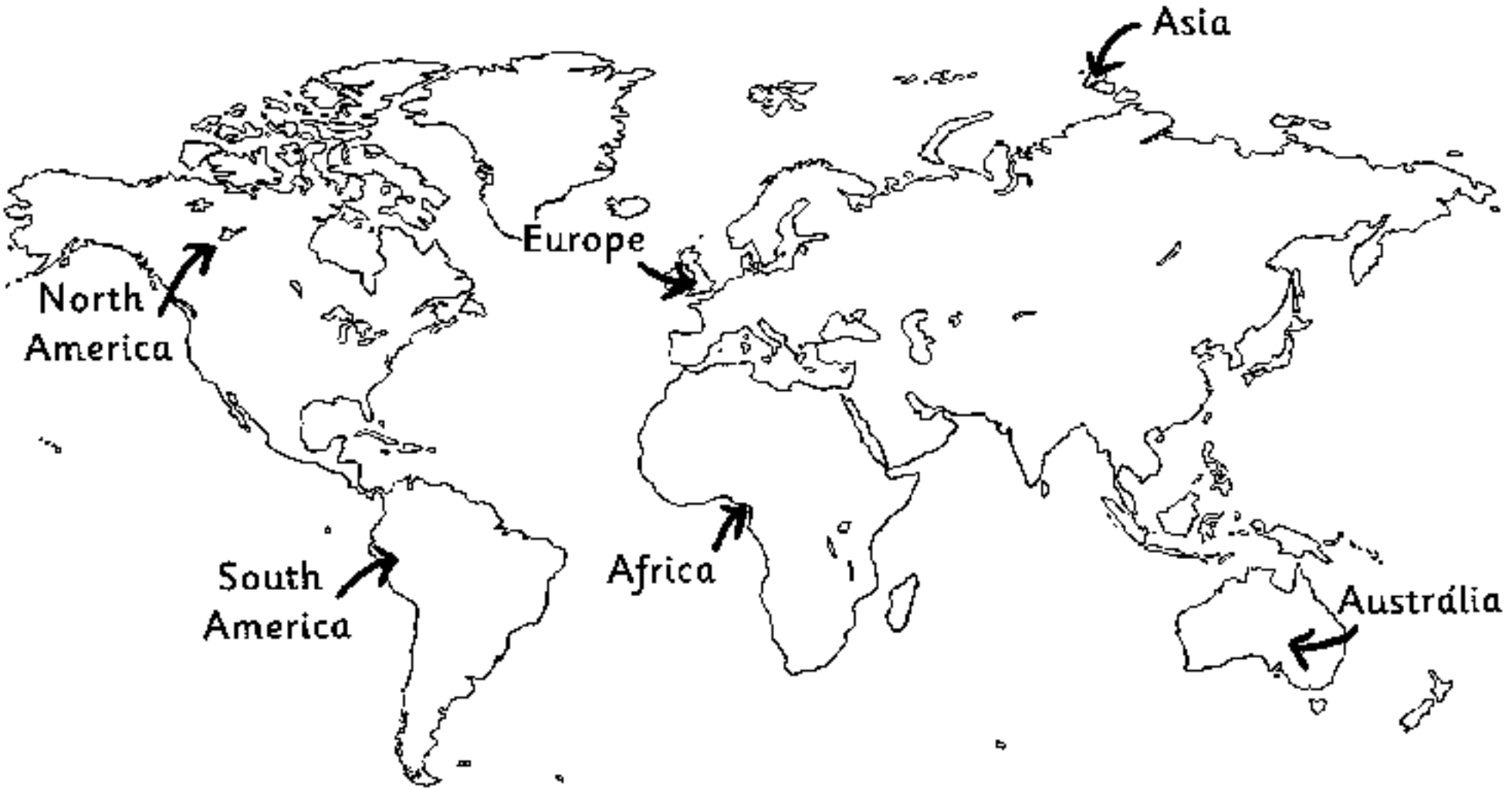
Things to include are:

- The climate
- Examples of countries where this biome is found
- Examples of animals you would find there
- Examples of plants you would find there

Once you have completed a report on one biome choose another one and repeat the process.

WORLD BIOMES MAP

Colour in the map below and make your own key.



- [ ] rainforest
- [ ] temperate deciduous forest
- [ ] boreal or taiga forest
- [ ] grassland
- [ ] savannah
- [ ] desert
- [ ] tundra
- [ ] chaparral


EUROPE

Major Biomes of the World

Have you visited any **biomes** lately? A biome is a large ecosystem where plants, animals, insects, and people live in a certain type of climate.

If you were in northern Alaska, you would be in a frosty biome called the Arctic tundra.

If you went to Brazil, you could be in a hot and humid biome called the tropical rainforest.

The world contains many other biomes: grasslands, deserts, and mountains, to name a few. The plants and animals living in each are as different as their climates.

Arctic Tundra

The Arctic tundra is a cold, vast, treeless area of low, swampy plains in the far north around the Arctic Ocean. It includes the northern lands of Europe (Lapland and Scandinavia), Asia (Siberia), and North America (Alaska and Canada), as well as most of Greenland. Another type of tundra is the alpine tundra, which is a biome that exists at the tops of high mountains.

Special features:

This is the earth's coldest biome. Since the sun does not rise for nearly six months of the year, it is not unusual for the temperature to be below -30°F (-35°C) in winter. The earth of the Arctic tundra has a permanently frozen subsoil, called permafrost, which makes it impossible for trees to grow.

Frozen prehistoric animal remains have been found preserved in the permafrost.

In summer, a thin layer of topsoil thaws and creates many pools, lakes, and marshes, a haven for mosquitoes, midges, and blackflies. More than 100 species of migrant birds are attracted by the insect food and the safe feeding ground of the tundra. Other animals that live in this biome include polar bears, Arctic foxes, caribou, and grey wolves. Plants that you might find include small shrubs and cushion plants, and the lichen which cover the many rocks on the tundra's terrain. The Arctic is also famous for the beauty of its flowers during early autumn.

Coniferous Forest
The coniferous forest biome is south of the Arctic tundra. It stretches from Alaska straight across North America to the Atlantic Ocean and across Eurasia. The largest stretch of coniferous forest in the world, circling the earth in the Northern Hemisphere, is called the "taiga." It supplies the bulk of the world's commercial softwood timber, which is used to make paper.

Special features:
These forests consist mainly of cone-bearing trees such as spruce, hemlock, and fir, which are well suited to the cold climate. The soil is not very fertile, however, because there are no leaves to decompose and enrich it. Some animals that thrive in this biome are the ermine, the moose, the red fox, the snowshoe rabbit, and birds such as the crossbill and the great horned owl.

Deciduous Forest
This biome is in the mild temperate zone of the Northern Hemisphere. Major regions are found in eastern North America, Europe, and eastern Asia.

Special features:
Deciduous trees lose their leaves in the Autumn. The natural decaying of the fallen leaves enriches the soil and supports all kinds of plant and animal life. The deciduous forest is a lively place, where oak, beech, ash, and maple trees are typical, and wildflowers, berries, and many types of insect and animal life. However, the fertile soil is also good for people, and in Europe most of the deciduous forest has been destroyed to make room for farms and homes. In the U.S., the deciduous forest is a home for deer, American grey squirrels, wood mice, rabbits, raccoons, woodpeckers, cardinals, and finches, to name a few.

Desert
A desert is an area where little or no life exists because of a lack of water. Scientists estimate that about one-fifth of the earth's land surface is desert. Deserts can be found on every continent except Europe. There are two different kinds: hot and dry (such as the Arabian and Sahara deserts) and cold and dry (such as Antarctica and the Gobi Desert).
In North America, there are four major deserts: The Great Basin, the Mojave, the Sonoran, and the Chihuahuan. All but the Great Basin are hot deserts located in Mexico and the south-western part of the United States. The Great Basin covers parts of Idaho, Nevada, Oregon, and Utah, and is considered a cold desert.
Special features:
The lack of water and intense heat or cold make this biome inhospitable to most life forms. Most of the plants you'll see in the desert are species of cactus. You might come across yucca, aloe, octillo plants, or the tall saguaro cacti. A few animals—mainly reptiles, like snakes and lizards, and amphibians, like frogs and toads—are well adapted to the hot desert. Another famous desert animal is the camel, which can make water from the fat it stores in its hump. The Emperor and Adélie penguins are well-known animals living at the edge of the Antarctic desert.

Grasslands

Grasslands are places with hot, dry climates that are perfect for growing food. They are known throughout the world by different names. In the U.S. they are called **prairies** and extend from the Midwest to the Rocky Mountains. In South Africa, grasslands are called the **veld**. Hot, tropical grasslands called **savannahs** are found in South America and Africa. In Eurasia, temperate zone grasslands are called **steppes**, in South America, **pampas**.

Special features:

This inland biome is made of vast areas of grassy field. It receives so little rain that very few trees can grow. The U.S. prairies are used to graze cattle and to raise cereal crops. There is little variety of animal life. Some original prairie animals like the wolf and bison have come close to being eliminated from the habitat by hunters. Today, some of the most common grassland animals include the prairie dog and the mule deer in North America, the giraffe and the zebra in Africa, and the lion in Africa and Asia.

Mountains

Mountains exist on all the continents of the earth. Many of the world's mountains lie in two great belts. The Circum-Pacific chain, often called the Ring of Fire, runs from the west coast of the Americas through New Zealand and Australia and up through the Philippines to Japan. The other major belt, called the Alpine-Himalayan, or Tethyan, system, stretches from the Pyrenees in Spain and France through the Alps and on to the Himalayas before ending in Indonesia.

Special features:

Mountains are usually found in groups called chains or ranges, although some stand alone. A mountain biome is very cold and windy. The higher the mountain, the colder and windier the environment. There is also less oxygen at high elevations.

The animals of this biome have adapted to the cold, the lack of oxygen, and the rugged landscape. They include the mountain goat, ibex (wild goat), sheep, mountain lion, puma, and yak. All of them are excellent climbers, which means they can move freely in the steep, rocky landscape. Types of plants vary depending on geographic location and altitude. Lower elevations are commonly covered by forests, while very high elevations are usually treeless.

Rainforests

Tropical rainforests are found in Asia, Africa, South America, Central America, and on many of the Pacific islands. They are often found along the equator. Almost half of the world's tropical rainforests are in the South American country Brazil.

There are other types of rainforests around the world, too. For example, northern Australia has a "dry rainforest" that experiences a dry season each year, and the rainy Pacific Northwest in the United States has a "temperate rainforest" that is made up of evergreen trees.

Special features:

Tropical rainforests receive at least 70 inches (178cm) of rain each year and have more species of plants and animals than any other biome. Many of the plants used in medicine can only be found in tropical rainforests. The combination of heat and moisture makes this biome the perfect environment for more than 15 million plants and animals. The thick vegetation absorbs moisture, which then evaporates and completes the cycle by falling again as rain.

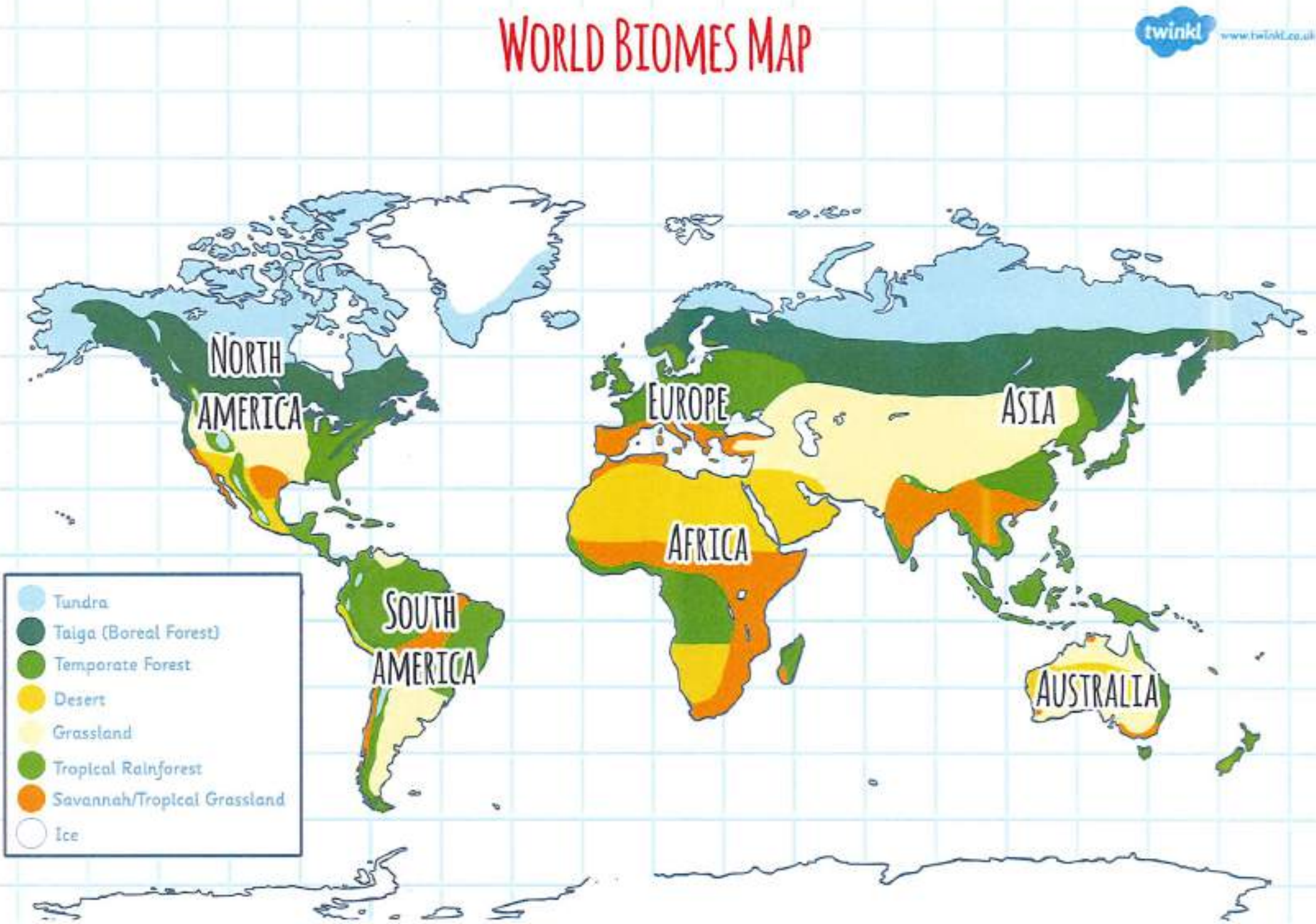
A rainforest grows in three levels.

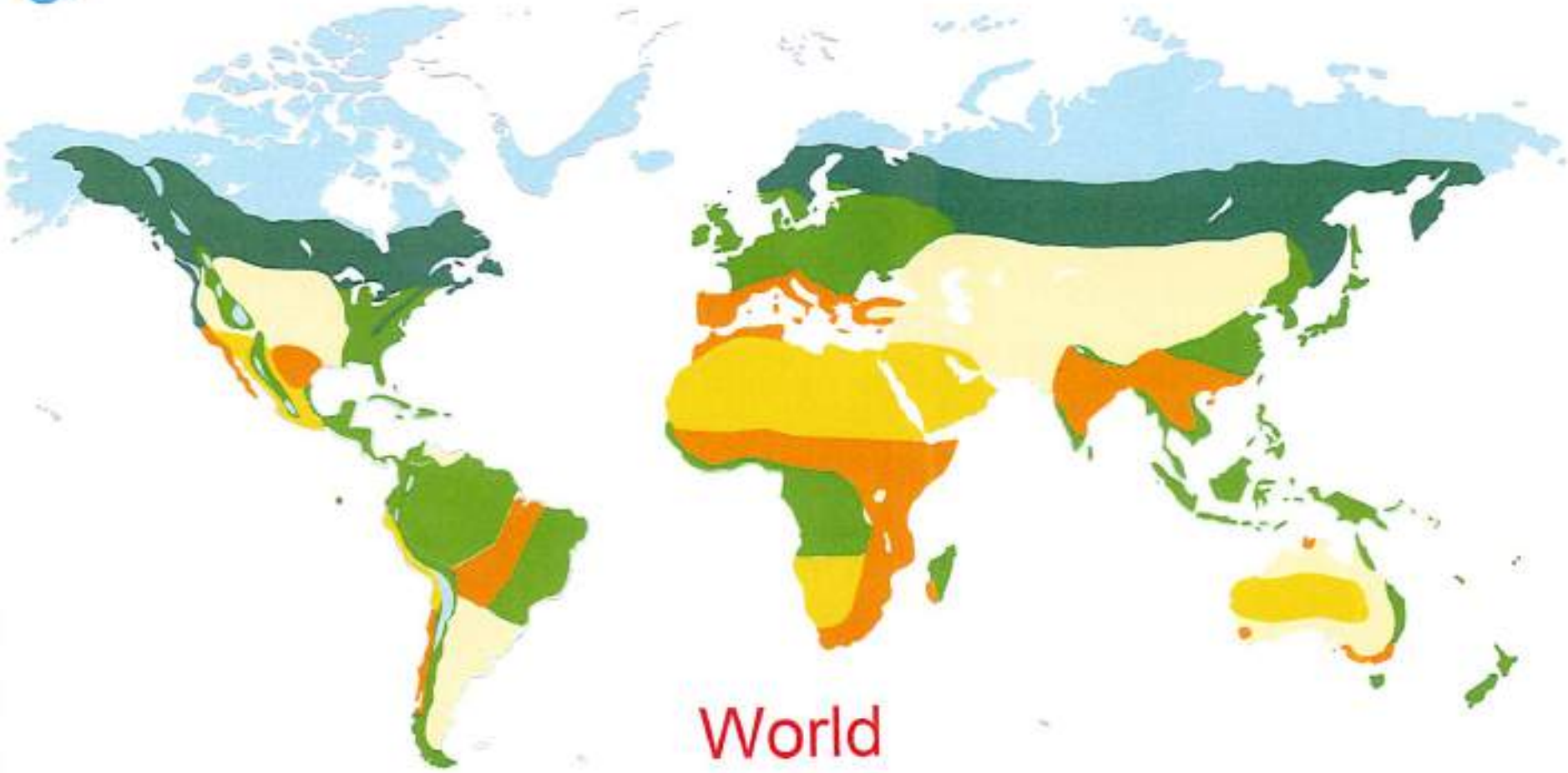
The canopy, or tallest level, has trees between 100 and 200 feet tall. They block most of the sunlight from the levels below. The second level, or understory, contains a mix of small trees, vines, and palms as well as shrubs and ferns. The third and lowest level is the forest floor, where herbs, mosses, and fungi grow.

Rainforests are an endangered biome. People have cut the trees and sold the wood for firewood, building materials, and paper. Parts of the rainforest have been burned to make space for grazing and farming. Every minute, approximately 30 acres of rainforest are destroyed. The large amounts of carbon dioxide that are released due to the cutting and burning of rainforests contribute to the greenhouse effect.

Some of the animals of the tropical rainforest are the anteater, jaguar, brocket deer, lemur, orang-utan, marmoset, macaw, parrot, sloth, and toucan. Among the many plant species are bamboo, banana trees, rubber trees, and cassava

World Biomes Map





World Biomes

Click the buttons below to make each biome appear. Click again to remove.

- rainforest
- boreal/ taiga forest
- grassland
- desert
- temperate/ deciduous forest
- savannah
- tundra
- ice