

Tasks for this week for Kestrels / Condors

29 June 2020

Subject area	Activity	Location	Save or send in?	Done Yes /No
Maths	<p>Coordinates and Translations This week the lessons are online – please see separate letter in pack.</p> <p>TT Rockstars</p>	<p>Folder</p> <p>App</p>	<p>In book</p> <p>Automatic</p>	
Literacy	<p>Reading and comprehension has been set on Purple Mash this week. Grammar – we are revising Year 4 grammar EVERYTHING YOU NEED IS IN THE ENGLISH FOLDER IN THIS WEEK'S PACK</p> <p>Writing tasks are in the pack</p> <p>Spellings – this week we are revisiting spellings already set. This has been set as a 2Do on Purple Mash. Please practise daily and on Friday test yourself by having a go without looking at the word first.</p>	<p>Purple Mash and folder</p> <p>Purple Mash</p>	<p>In book</p> <p>In book and save</p>	
Science	<p>Animals and their diets Included in the pack are details on a mini project we would like the children to undertake to complete our work on digestion.</p>	<p>Online</p> <p>Folder</p>	<p>In book or on paper</p>	
Theme	<p>The Ancient Egyptians – Newspaper Week 5 You have already started your Egyptian Newspaper. You are the editor of the newspaper and at the end you will have to decide where each article, picture etc goes in your newspaper. You can do each piece of work on a separate piece of paper and keep them safe for later – the size of each item may vary. This week we would like you to think about other items that may be in a newspaper – the weather, information about animals, Greek gods, job advertisements. You can choose what you would like to add to your paper. If you need paper you can collect some from the school office.</p>	<p>Folder</p>	<p>Paper</p>	
ICT	<p>Logo – The Time Crimes of Logonator (continued) A fun game for you to play using your computing skills– let me know how many missions you can complete! There are 13 in total. From the home screen of Purple Mash click on Computing then click on Logo where you will find the game. DON'T FORGET TO SAVE YOUR GAME.</p>	<p>Purple Mash</p>		
French	<p>Hobbies</p>	<p>Folder</p>		
Art	<p>Please see the enclosed letter about the school rock snake.</p>	<p>Online</p>		
PE/active	<p>Sports Day Friday 3rd July</p>	<p>Folder</p>		

lives	A team list is enclosed in the pack and you will be sent a list of activities to be done at home as part of Sports Day. Please try and join in!			
Outside if you can	See ideas on 'Non-screen Activities you can do at home' sheet included in the folder.	Folder		

Printed versions of the learning pack are available from the school office from Monday morning. If you need one, please let us know via the year 4 email address so that it can be ready for you. year.4@toddstg.co.uk

Thank you for your continued support with your children's learning at home. To offer all Year 4 children, whether in school as parents are keyworkers or at home, the same learning opportunities in preparation for their move to year 5, this week's learning pack has been planned in the same way as last week. The **Maths and Literacy** has been planned as daily learning and it is therefore important that you follow the daily learning plan. All other learning areas are unaffected by these changes.

Maths – the lessons are designed to stretch even the most able Year 4 pupils so please let your child work at their own pace. We do not expect all children to complete all of the activities. All of the worksheets are in the pack.

Please remind children to write the date and title at the beginning of a piece of written work, in the same way as they would in school.

All 2Do tasks on Purple Mash have been given a start and end date (29/06/20 – 05/07/20), children will not be able to access them until the start date and they will need to be completed on, or before the end date.

ZOOM MEETINGS

We really enjoy seeing those children who manage to access the meetings on Monday, and look forward to seeing all the children again. This week, as both Mrs Kemp and Mrs Wood are teaching full-time in school there will be one Zoom meeting for any Year 4 who would like to join.

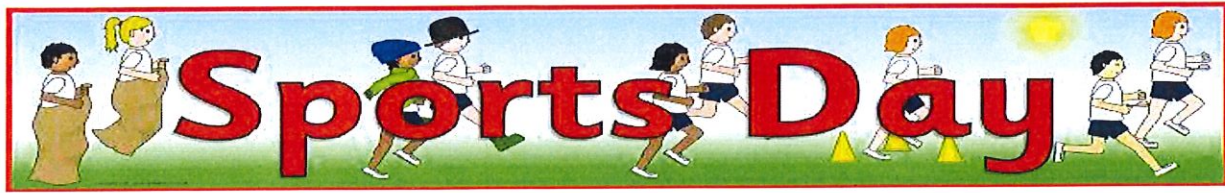
Year 4 meeting at 11.30 a.m. on Monday

Meeting ID: 795 0862 7400

Password: Year4

We ask that, if possible, you send a photo of some of your child's Literacy and Maths work so we can see how they are getting along. If you have any queries or questions please contact us on the email – year.4@toddstg.co.uk, and we will try and help.

Year 4 Team



REAL AND VIRTUAL SPORTS DAY 2020 PENTATHLON

Dear Parents and Carers,

On **Friday 3rd July** we will be running our first ever

'Real and Virtual TSG Sports day'.

Children in school will be putting their pencils away and pulling their trainers on and we hope that everyone at home does the same!

How will this Real and Virtual TSG Sports Day work?

- **All children** have been placed in a coloured team **blue**, green, **red** and **yellow**.
- **In school** children will complete 5 activities (a Pentathlon of events)
- **Children at home** can complete as many as they like but we hope they will try 5 too.
- **Every child** (at home or at school) that enters scores on a results sheet for a 'Pentathlon' of events (5 events) will receive a participation certificate.
- **All scores** will be collated to find the champion team.
- There will also be special certificates for the team that records the most results.

How do I know which team my child is in?

- **Children at home** Please look in next week's home learning packs to find out which team your child is in.
- **Children at school** will be told which colour team they are in and who is in their team

Do we wear PE Kit? It is hoped that **all children** will find **something of their team colour** to wear, alongside their school P.E. kit in school, or T shirt and shorts at home.

Children in School

If your child has been coming to school to a teaching bubble currently they need to attend on **Friday 3rd for the morning session only, not the afternoon**, please.

Children will need to be collected at 11.30 (Part time Nursery) and 1.00 for all other children please. Sadly, we cannot have Parents/Carers on site for Sports Day.

Nursery, Reception and Year 1

- 1) 25m Sprint,
- 2) hurdles
- 3) agility run
- 4) speed jump
- 5) target throw.

Years 2, 3 and 4 will complete

- 1) 25m Sprint
- 2) Hurdles
- 3) agility run
- 4) broad jump
- 5) overarm throw.

Children at Home

Before Friday 3rd July

- **Find** a team colour top/T shirt if possible
- **Check out the video** on this link so you are confident with each activity
https://drive.google.com/drive/folders/1Ynd_gczU3ruMDYDUubURXZtaYkH6Ko4O?usp=sharing
- **Decide** where you will do the events; garden, park, rec, The Glebe?
- **Choose events** Whilst there are 7 events described, the expectation is that children will **record scores for 5 events** that can be managed at home, one from each 'colour' / type of event.

For example, choose 5 of these events.

EVENTS / TEAM MEMBER	Speed jump (#)	Broad jump (M)	25m Sprint (sec)	Agility Run (sec)	Hurdles (sec)	Target throw (#)	Overarm throw (M)	
Joe Bloggs	26			16		8		

- If grown-ups have time, please can you record the scores in all events.
- **Results survey.** Please follow this link to record your results on the results survey. Please do a survey for each child. We ask that parents only fill their child's results in once. https://docs.google.com/forms/d/e/1FAIpQLSdoINyIrOJRd-Wbl_SmyZWw9SOaKdbBtS2agp-bLgSbUTMEIA/viewform
- The results survey will **close** at 12.30.
- If you are unable to record scores on the results survey, or don't have access to a computer/mobile phone, please **leave results on the school answerphone: click onto on Option 1** (the usual option for school when ringing to record an absence) saying **your child's name, team colour and give the results.**
- Do email any pictures or video clips of children to the office address if you would like them on the website.

Thanks for taking part!

THE EVENTS DESCRIPTION OF WHAT TO DO

TOP TIPS

Record your scores on the survey

Have a tape measure and a watch if possible? If not estimate.

You can see a video examples on the link above.

Speed jump – Jump either side of a line, using a two-footed jump. How many in 30 seconds. Record number of jumps.

Broad jump – Two-feet to two-foot jump and measure distance in cm.

Record distance in cm.

25m Sprint – Mark out by asking an adult to step 25 large strides or you mark using 50 of your own steps. Use a timer or count 'One elephant, two elephants etc'. (One elephant being the amount of time for 1 second). Record time in seconds.

Agility Run – You will need 4 objects. Place the first object 2 metres from your start line, the next one more metre and so on. Start and slalom through the objects to object '4'. Pick it up and sprint straight back and place on start line. Repeat until all objects are collected. Record number of seconds to complete.

Hurdles – Place a garden cane or rolled newspaper (Year 2, 3 and 4 two cushions or a cereal packet on its side) at 10m then leave a space of two more metres and place the next line down. Place the final 'hurdle' another 2M on. Three hurdles in total. Record time in seconds.

Target throw – Place a target (tea towel is perfect) on the floor 2m away. Throw a bean bag (or a pair of rolled socks) to land on the target. Run forward to collect the bean bag and thrown again. You have 30 seconds. Record how many times you hit the target.

Overarm throw – Find an open space. Throw a small object as far as you can be using an overarm action. Record distance in metres to nearest metre

Sports Day Teams

YEAR 4			
BLUE	GREEN	RED	YELLOW
James M	Gabe	Eva	Phillip
Jessie	Isabelle	Harry W	Lily R
Ethan B	Charles	Abbie K	James K
Samantha	Luke	Felicity	Connor
Joseph	Harry V	Oliver	Ella B
Bronwyn	Leon	Max B	Lilianna
Finlay	Lexie	Isla	Lily K
Nubia	Finley K-D	Harry K	Summer W
Ellie P	Arham	Chloe R	Mia S
Anya	Gabriella	Freya	Caitlin G
Taygen S	Bella S	Eloise U	Mia C
Bow	Lucy	Ishaan	Lily-Jayne
Riley	Jemuel	Ramayne	Joshua S
	Amber	Sophia W	Grace Y

Help create our rock snake!



After seeing the idea used in our village and in other villages around the country we would like to see how long we could make a rock snake at St Georges. If everyone joins in it will be a very long snake and it will look amazing!

- Each year group has a theme to paint on a stone (see the list below)
- Any stone will do, but it is easiest if it is a bigger stone
- Then you leave them in the bucket outside St George's gate (just by the walkway to the entrance) and watch our website for updates, or come on a socially distanced walk to see the snake take shape at the bottom of our field on Leighton Road.
- Your friends who are in school will be painting a stone in class to add too.
- Please paint your name on the bottom of the stone.

The bucket will be outside the office gate from **Monday the 29th June to Friday 3rd July** for you to leave your stone. Unfortunately, we will not be able to return stones after they have been donated.



Nursery	Food theme
Reception	Animal skin patterns
Year 1	Transport theme
Year 2	Mini-beast theme
Year 3	Your endangered animal
Year 4	Egyptian theme

Happy painting!

Un petit peu de français

Year 4 – Bonjour!

How did you do learning and practising all those verbs last week?

This week we will learn just 3 new verb phrases. Yes, only three! They are also really simple, but, when you combine them with your knowledge of French so far, (that's everything that we have been learning and practising since the beginning of year 3) you will be able to create so many new sentences of your own.

These three new phrases are linked to two you already know...

“**J' aime...**” - I like and “**Je n'aime pas**” - I don't like


They are more verbs that help you express your likes and dislikes

“**J' adore...**” - I love...

“**J' aime beaucoup...**” I really like...

“**J' aime...**” - I like... 

“**Je n'aime pas**” - I don't like..

“**Je deteste...**” - I really don't like... 

This week we'll practise them with all the verbs for hobbies you started to learn last week.

Essayez.. – Try it out

We'll keep it simple. You can use the same vocabulary sheet from last week. **Les Passetemps** and for each hobby decide which French phrase fits how you feel about that hobby. For example...

“ J'adore écouter de la musique.....J'aime danser....Je n'aime pas chanter....Je deteste jouer de la guitar.....etc”

This all sounds a little dull so to make it sound more interesting we can join our sentences with those two useful conjunctions “**et**” and “**mais**” “and” and “but”.

“ J'adore écouter de la musique **et** j'aime danser **mais** je n'aime pas chanter.

Try it... **Essayez**

Join up some of your sentences with “**et**” and others with “**mais**”

If you have the opportunity, try a simple conversation with a partner asking the questions

”Qu’est-ce que tu aimes?” - What do you like?

You might like to use **“et toi?”** after your answer as an easy way of asking their opinion.

“Moi, j’adore cuisiner et j’aime sortir avec mes amis, et toi?”

Keep practisingrepetez, repetez et repetez

As **“un defi”** this week why not try writing out the conversation like a cartoon with the speech bubbles in French?

Bonne Chance

Qu'est-ce que tu aimes? - Les passe-temps

(verbs) **J'aime...**(+ verbe) - I like (+ verb)



J'aime écouter de la musique
(I like listening to music)



J'aime danser
(I like dancing)



J'aime chanter
(I like singing)



J'aime jouer de la guitare
(I like playing the guitar)



J'aime jouer du piano
(I like playing the piano)



J'aime jouer au foot
(I like playing football)



J'aime jouer au basket
(I like playing basketball)



J'aime jouer au tennis
(I like playing tennis)



J'aime jouer au golf
(I like to play golf)



J'aime jouer aux jeux vidéo
(I like to play video games)



J'aime jouer aux cartes
(I like playing cards)



J'aime jouer aux échecs
(I like playing chess)



J'aime regarder la télé
(I like watching TV)



J'aime cuisiner
(I like cooking)



J'aime lire
(I like reading)



J'aime dessiner
(I like drawing)



J'aime peindre
(I like painting)



J'aime prendre des photos
(I like taking pictures)



J'aime nager
(I like swimming)



J'aime courir
(I like running)



J'aime aller à la pêche
(I like to go fishing)



J'aime aller au cinéma
(I like going to the movies)



J'aime sortir avec mes amis
(I like going out with my friends)

Qu'est-ce que tu aimes? - Les passe-temps (verbs) page 2



J'aime faire de la gym
(I like doing gymnastics)



J'aime faire du ski
(I like skiing)



J'aime faire du surf
(I like surfing)



J'aime faire du roller
(I like rollerblading)



J'aime faire du vélo
(I like cycling)



J'aime faire de l'équitation
(I like horseback riding)



J'aime faire du shopping
(I like to go shopping)

The Elephant Teacup

This week we will return to Purple Mash for the daily Literacy lessons. We will read a new story called 'Buster's Blitz'.

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

Monday

Reading and comprehension

We are going to start a new story set at the start of World War 2 called 'Buster's Blitz'. In today's opening chapter, Joe hears some horrifying news, and hurries home, hoping he is not too late to save his spaniel, Buster. After reading the story, there is a comprehension exercise to complete.

Writing

For the extended writing, create a page aimed at pet owners from a government advice leaflet. Write persuasively to make pet owners think that having their animals put down is a good idea. This can be done on Purple Mash or in your book.

Grammar

Revision of Year 4 Grammar – see sheet in folder.

Tuesday

Reading and comprehension

We are going to read the next chapter and then complete some activities based around what you have read. In today's chapter Joe and Buster crash headlong into an old, blind, ex-soldier and his guide dog; new friendships are formed.

Writing

For the extended writing, how would you describe something that is too big or too dangerous to touch, to a blind person? Choose one of the photos and write a description of it for a blind person. Do this in your book.

Grammar

Revision of Year 4 Grammar – see sheet in folder.

Wednesday

Reading and comprehension

In today's chapter of our story, in the park Buster begins to show a hidden talent. But then the air raid sirens begin.

Writing

For the extended writing activity, at the end of the chapter, in the story William talks about people he knew with warmth and happiness. Use the template to describe someone who is very special to you

Grammar

Revision of Year 4 Grammar – see sheet in folder.

Thursday

Reading and comprehension

Today we read the next chapter of our story 'Buster's Blitz'. In the midst of a terrifying air raid, Buster, Joe and Major race back to find William but they all become separated.

Writing

For the extended writing, write a newspaper article about the boy (Joe) who has been trapped inside a collapsed building after the air raid. You can choose to do this in your book or on Purple Mash.

Grammar

Revision of Year 4 Grammar – see sheet in folder.

Friday

Reading and Comprehension

Today we continue to read our novel 'Buster's Blitz' In today's chapter Joe is trapped in a strange, dark dream filled with pain and memories. Where is he? And where is Buster?

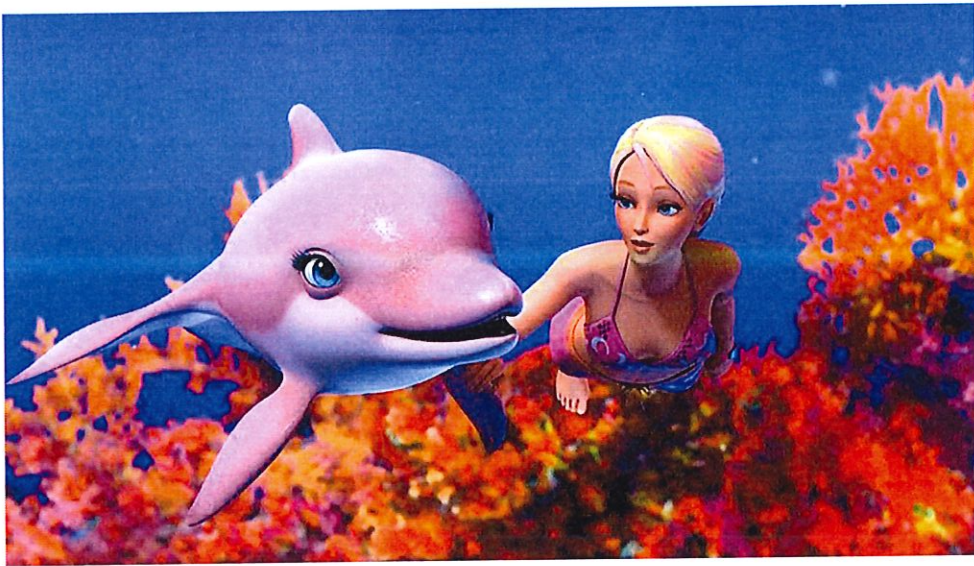
Writing

For the extended writing imagine you have just woken up from a very strange dream based on one of the photos in the pack. Recount the dream in as much detail as possible in your book.

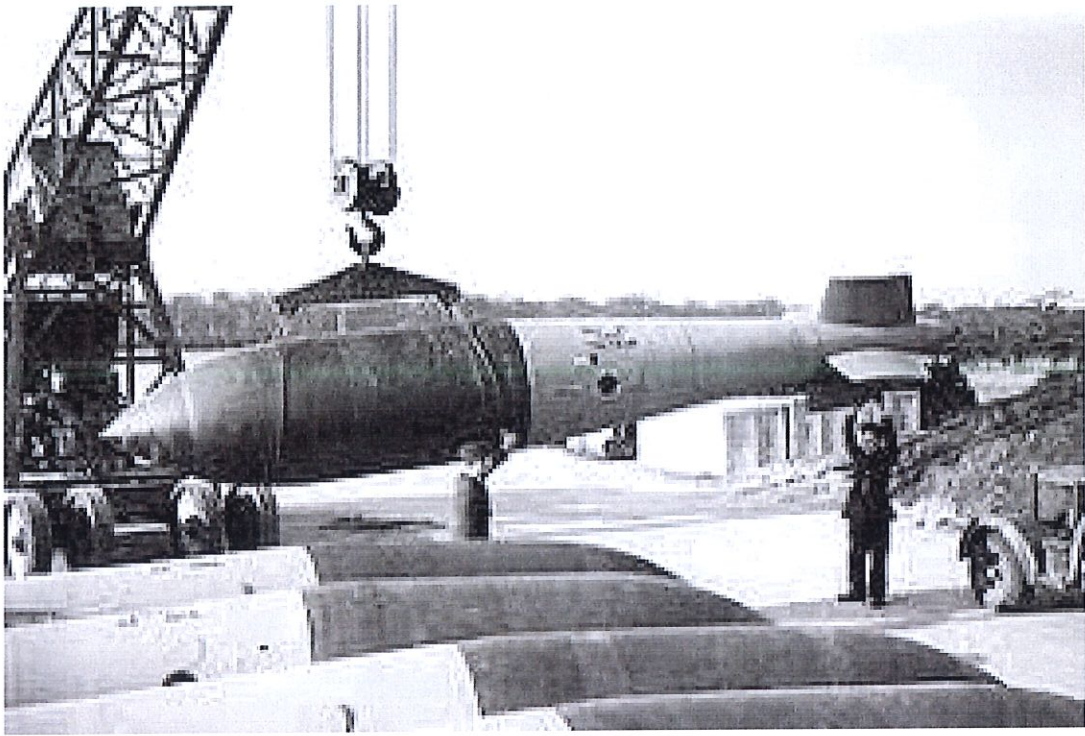
Grammar

Revision of Year 4 Grammar – see sheet in folder.

Dreams







The Elephant Teacup

This week we will return to Purple Mash for the daily Literacy lessons. We will read a new story called 'The Elephant Teacup'.

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

Monday

Reading and comprehension

Today we are going to read a new story called 'The Elephant Teacup' and then do some work to check how well you have understood it. In today's opening chapter, whilst on a school trip Kieran is dared by his friend to drink out of the old cup found hidden in the cupboard. What special powers does the elephant Teacup have?

Writing

After reading the chapter create a poster for an event that is happening in your area after isolation ends. It could be a birthday party for a friend or family member or a summer fayre. You can choose to do this using Purple Mash or in your book.

Grammar

Revision of Year 4 Grammar – see sheet in folder.

Tuesday

Reading and comprehension

We are going to read the next chapter and then complete some activities based around what you have read. In today's chapter, Kieran finds himself near a huge elephant and is invited join in with Buffalo Bill's Wild West Show.

Writing

For the writing activity imagine you have time travelled in your local area. You can choose how far you have travelled back in time. Write about how your surroundings are familiar yet so different in your book.

Grammar

Revision of Year 4 Grammar – see sheet in folder.

Wednesday

Reading and comprehension

In today's chapter, Kieran meets Gentle Dove and tries to explain how he doesn't really belong here. Ellie, the elephant, comes to the rescue. Show how well you understand what you have read by completing the comprehension activity.

Writing

For the extended writing, Kieran needs to get back to the future. Will Gentle Dove and Ellie be able to help him? Continue the story in your own words in your book or using Purple Mash.

Grammar

Revision of Year 4 Grammar – see sheet in folder.

Thursday

Reading and comprehension

Today, you are going to continue reading 'The Elephant Teacup.' After taking part in the procession disaster strikes when Ellie eats some poisonous leaves.

Writing

For extended writing, at the end of the chapter we learn, Gentle Dove and Kieran are talking about what they might do next. Continue their conversation about their plans to help Ellie in your book.

Grammar

Revision of Year 4 Grammar – see sheet in folder.

Friday

Reading and Comprehension

Today, we are going to read the last two chapters of our story – The Elephant Teacup. In chapter 5, Gentle Dove and Kieran fight to keep Ellie alive. In today the final chapter, Kieran learns the true meaning of the Elephant Teacup. After reading the chapters, there are comprehension activities to show how much of the chapters you have understood

Writing

In the extended writing activity, now that we have seen Kieran react in a range of situations, create a character profile about him. Remember to use evidence from the story to support your opinions. You can do this on Purple Mash.

Grammar

Revision of Year 4 Grammar – see sheet in folder.

Spelling, Punctuation and Grammar

1. Add the suffix -ation to the verbs in brackets to complete the sentences below.

Kieran helped with the _____ (prepare) of Ellie's railway carriage.

He felt full of _____ (adore) towards the animal.

Ellie was in a desperate _____ (situate).

2. Complete the sentence with an appropriate **subordinating conjunction**.

"I don't want to be here _____ they come."

3. Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
He searched Gentle Dove's face for any sign of hope.		
Ellie's moaning and stretching her legs.		
He fell forward into the straw, his hands resting on Ellie's body.		
"If only I hadn't touched that cup in the museum."		



4. Rewrite the passage below so that it is in the **present perfect** form.

Kieran had an eventful day. He travelled back in time and rode an elephant.

5. Which two sentences contain a **preposition**?

Tick **two**.

He moved his hands across the tips of her ears.	
She shook her head.	
Kieran spread out fresh hay around her.	
Finally, Ellie let out a low moan.	

Spelling, Punctuation and Grammar

1. Circle the correct spellings to complete the sentences below.

Parading through the crowded streets made Kieran feel famous/fameous/famious.

Ellie ate something that was poisonous/poisonious/poisonious.

Ellie was in serous/sereous/serious trouble.

2. Which punctuation mark should be used in the place indicated by the arrow?

“I guess ” Kieran said despondently as he glanced back at Ellie.



Tick one.

comma

full stop

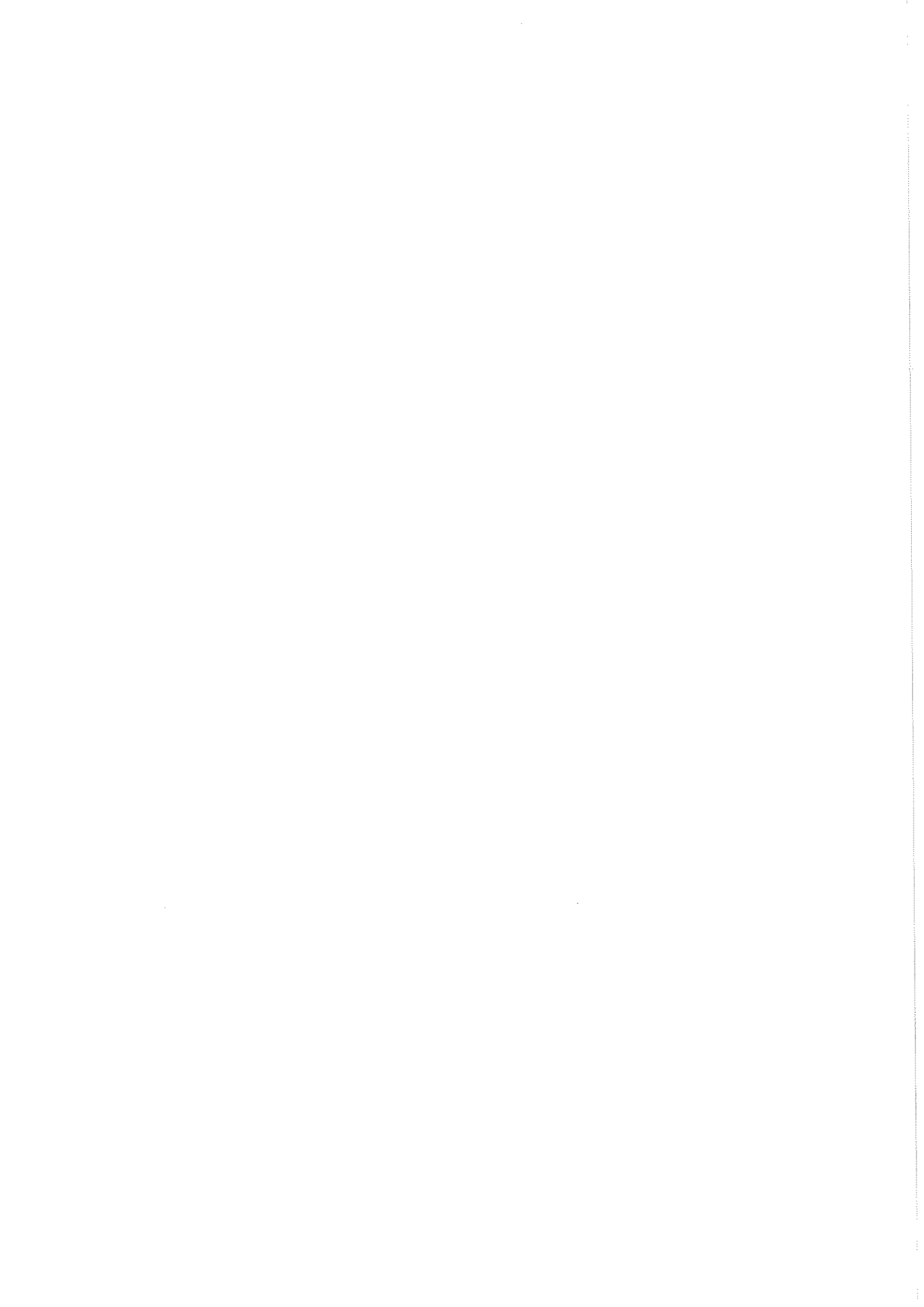
exclamation mark

hyphen

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3. Circle the **adverb** in the sentence below.

Ellie was the star attraction because most people had never seen an elephant before.



Spelling, Punctuation and Grammar

1. Circle the correct **homophones** to complete the sentences below.

Everyone accept/except Kieran was wearing old-fashioned clothes.

Your/You're making this sound very mysterious!”

Kieran’s stomach tightened into a not/knot.

2. The prefix un- can be added to the word likely to make the word unlikely.

What does the word **unlikely** mean?

Tick **one**.

believable

improbable

possible

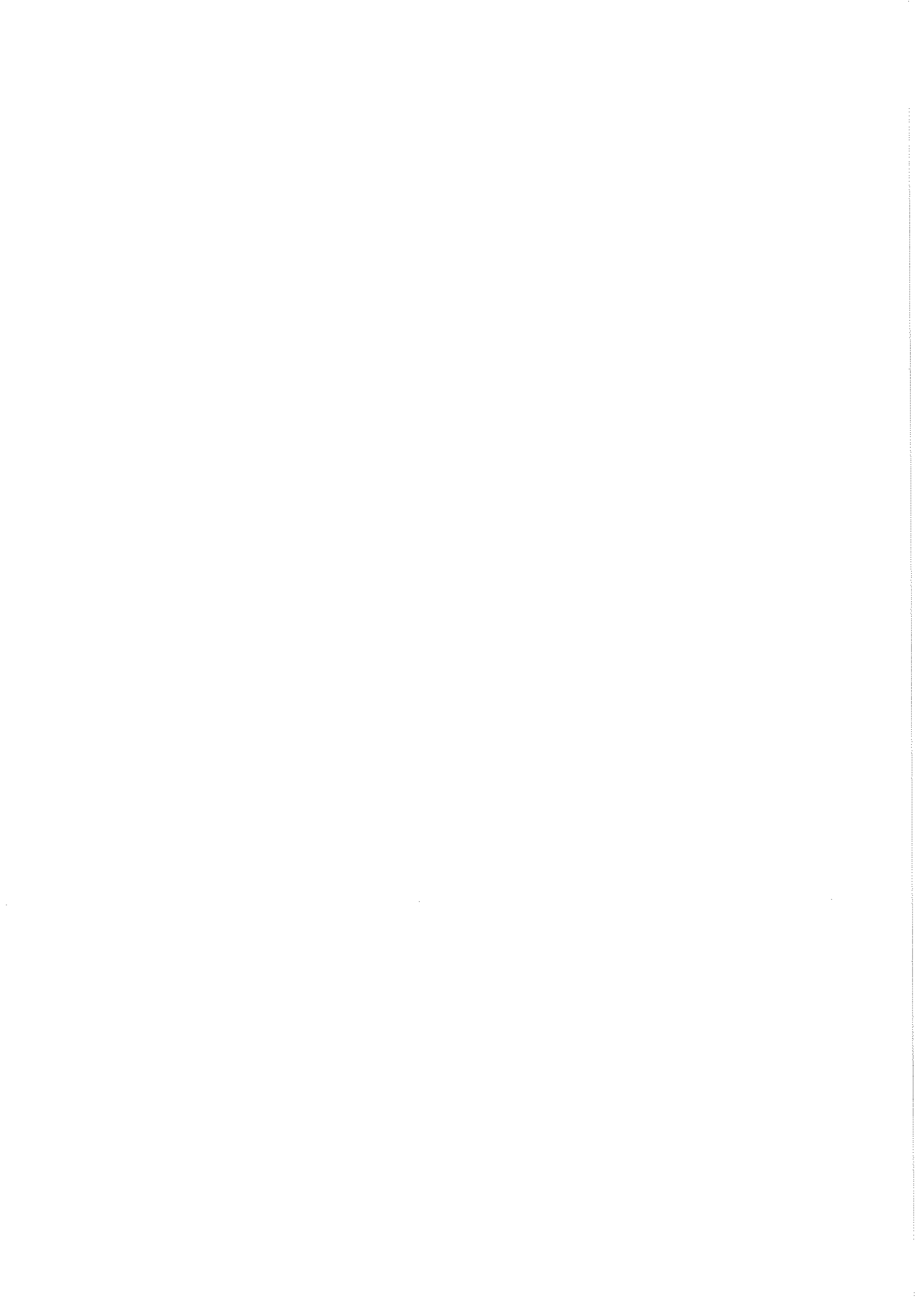
mean

3. Circle the correct **verb form** in each underlined pair to complete the sentences below.

The children was/were getting to know each other.

Kieran said that he was/were in a museum holding a tea cup and the liquid was/were spinning.

Gentle Dove was/were searching for a costume.



Spelling, Punctuation and Grammar

1. Circle the correct spellings to complete the sentences below.

Without hesitacian/hesitassion/hesitation, the elephant snatched up Kieran's cap and placed it on its own head.

Gentle Dove asked Kieran whether he was going to watch the procetion/procesion/procession.

One of the performers starring in Buffalo Bill's Wild West Show was a talented magician/magition/magission.

2. Underline the **determiners** in the sentences below.

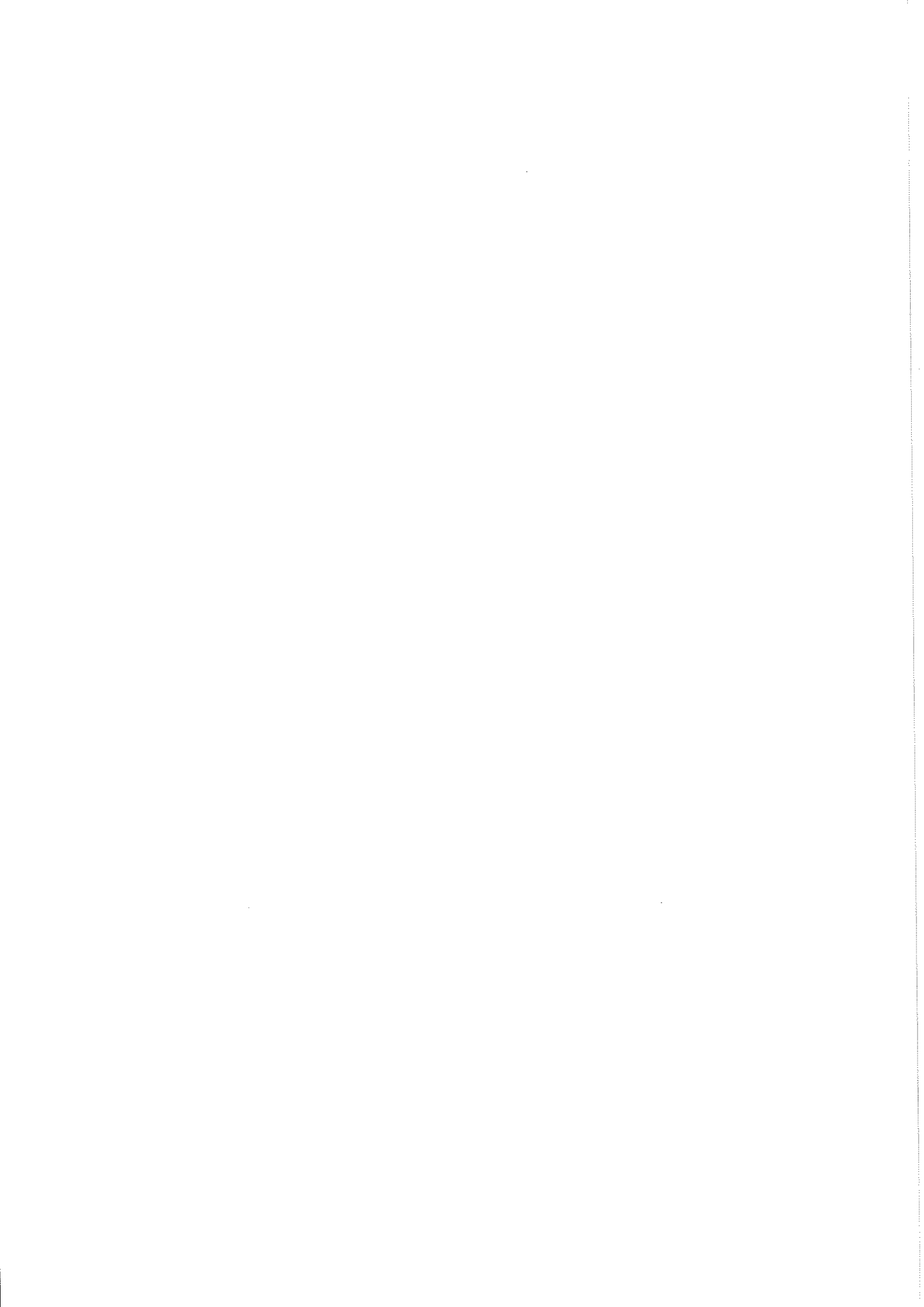
Something rough brushed the tip of his nose. Then a damp nudge against his cheek and, close by, the gentle sound of bells jangling.

3. Complete the sentence below by adding a **conjunction** and another **clause**.

He didn't dare breathe _____

4. Complete the sentence with an appropriate **adverb**.

Kieran eyed the two sharp tusks _____



Spelling, Punctuation and Grammar

1. Add **suffixes** to the words in brackets to complete the sentences below.

Follow our museum trail and be _____ (transport) back in time!

Kieran was _____ (begin) to answer the questions on his worksheet.

Kieran _____ (mutter) something about the cupboards being alarmed.

2. Which sentence uses the **present perfect form**?

Tick one.

Tam has been giving Kieran lots of dares recently.

Right now, a dare from Tam was the last thing he needed.

If there was so much as a hint of trouble so soon after the last incident, Mum was sure to ground him.

For the next twenty minutes, he trudged round the museum, scrawling answers on his paper.

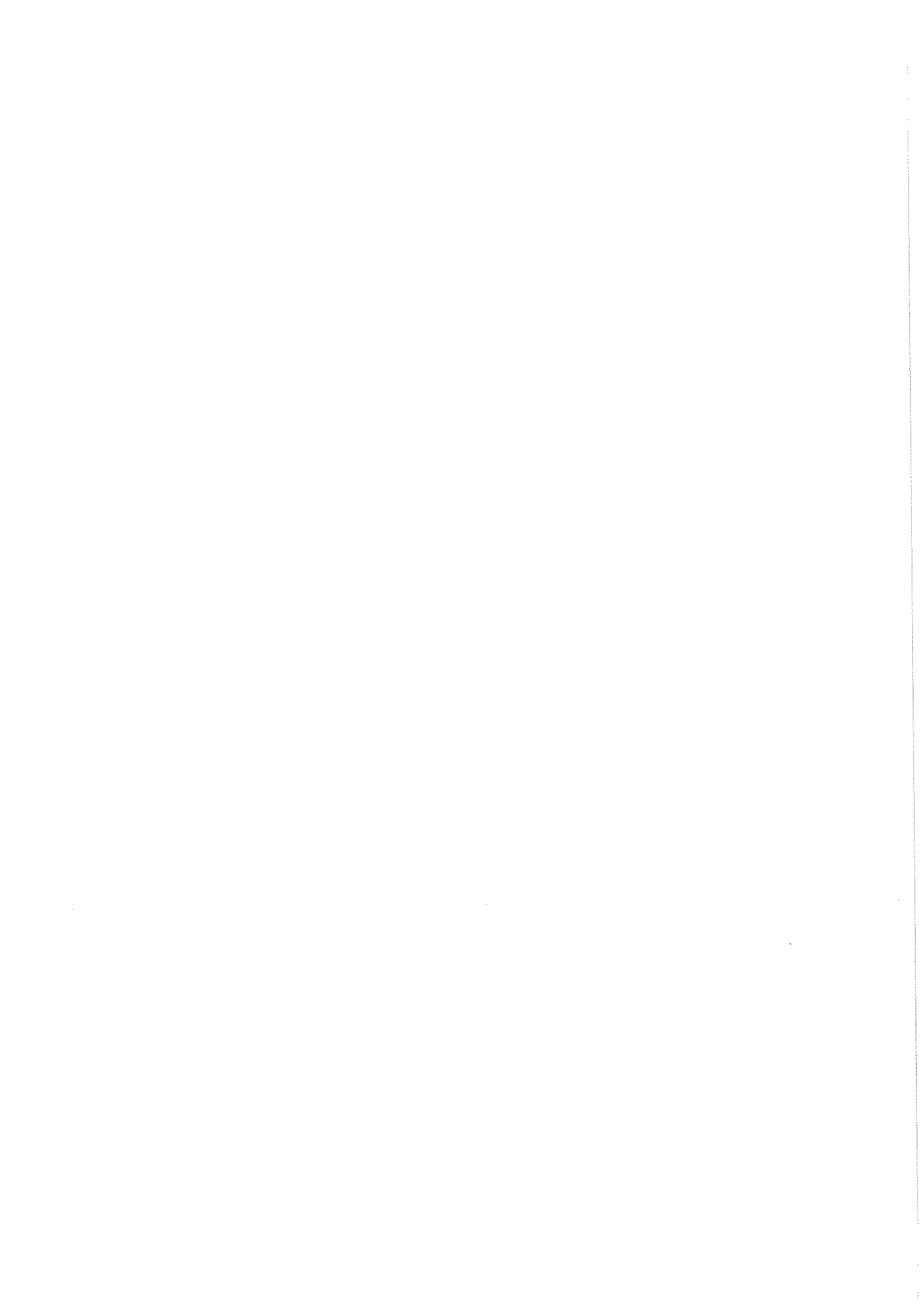
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3. Replace the underlined word or words in each sentence with the correct **possessive pronoun**.

The worksheet belongs to Kieran. The worksheet is _____.

The Elephant Tea Cup is owned by the museum. The Elephant Tea Cup is _____.

Tam bought the drink. The drink is _____.



Maths W/C 29 June 2020

Coordinates and translations

This week you will be learning about. Like last week, you will be following online lessons and doing the activities in the lesson for which you will find the worksheets in the pack with relevant day in the title.

Monday

L.O. to describe position on a 2D grid as coordinates

Follow the online lesson <https://classroom.thenational.academy/lessons/to-describe-positions-on-a-2-d-grid-as-coordinates>

Tuesday

L.O. to investigate a problem, describing position on a 2D grid as coordinates

Follow the online lesson <https://classroom.thenational.academy/lessons/to-investigate-a-problem-describing-positions-on-a-2-d-grid-as-coordinates>

Wednesday

L.O. to plot specified points and draw sides to complete a given rectangle

Follow the online lesson <https://classroom.thenational.academy/lessons/to-plot-specified-points-and-draw-sides-to-complete-a-given-triangle>

Thursday

L.O. to describe movements between positions as translations of a given unit to the left/right or up/down

Follow the online lesson <https://classroom.thenational.academy/lessons/to-describe-movements-between-positions-as-translations-of-a-given-unit>

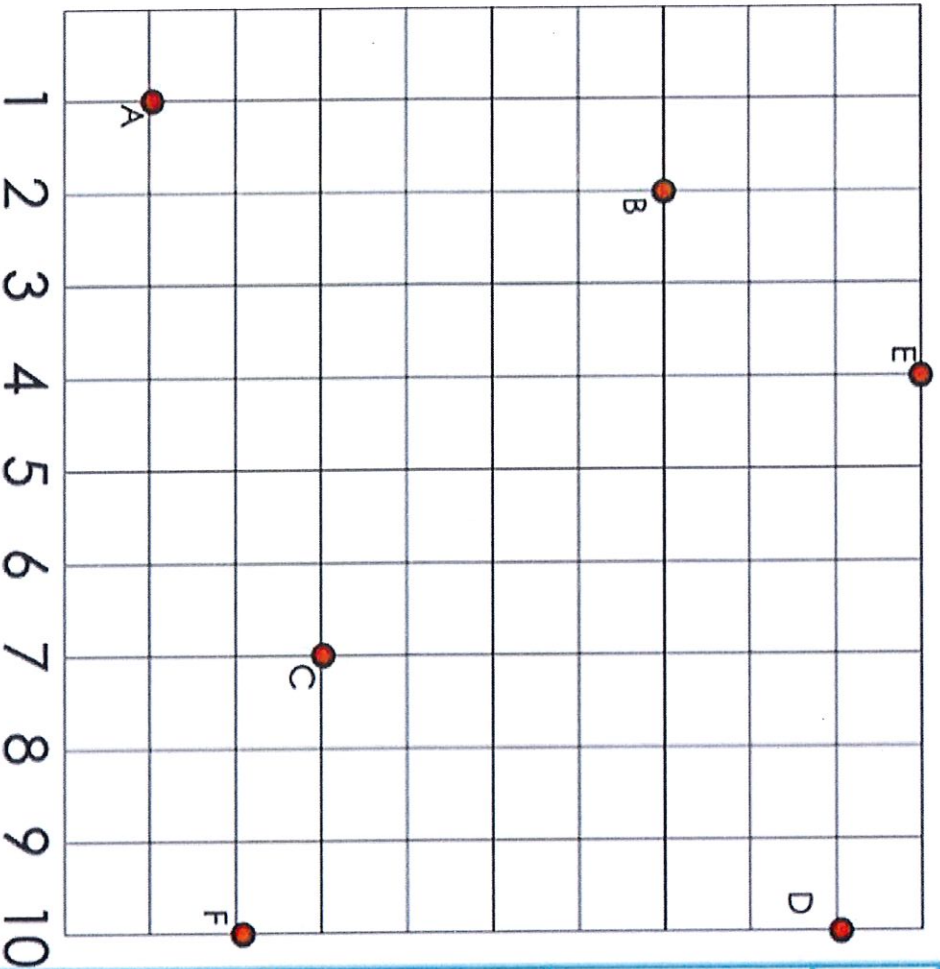
Friday

L.O. to describe movements between positions as translations of a given unit to the left/right or up/down

Follow the online lesson <https://classroom.thenational.academy/lessons/to-describe-movements-between-positions-as-translations-of-a-given-unit--5e9aef>

challenge

These are the final translations of some points can you work out where each point started?

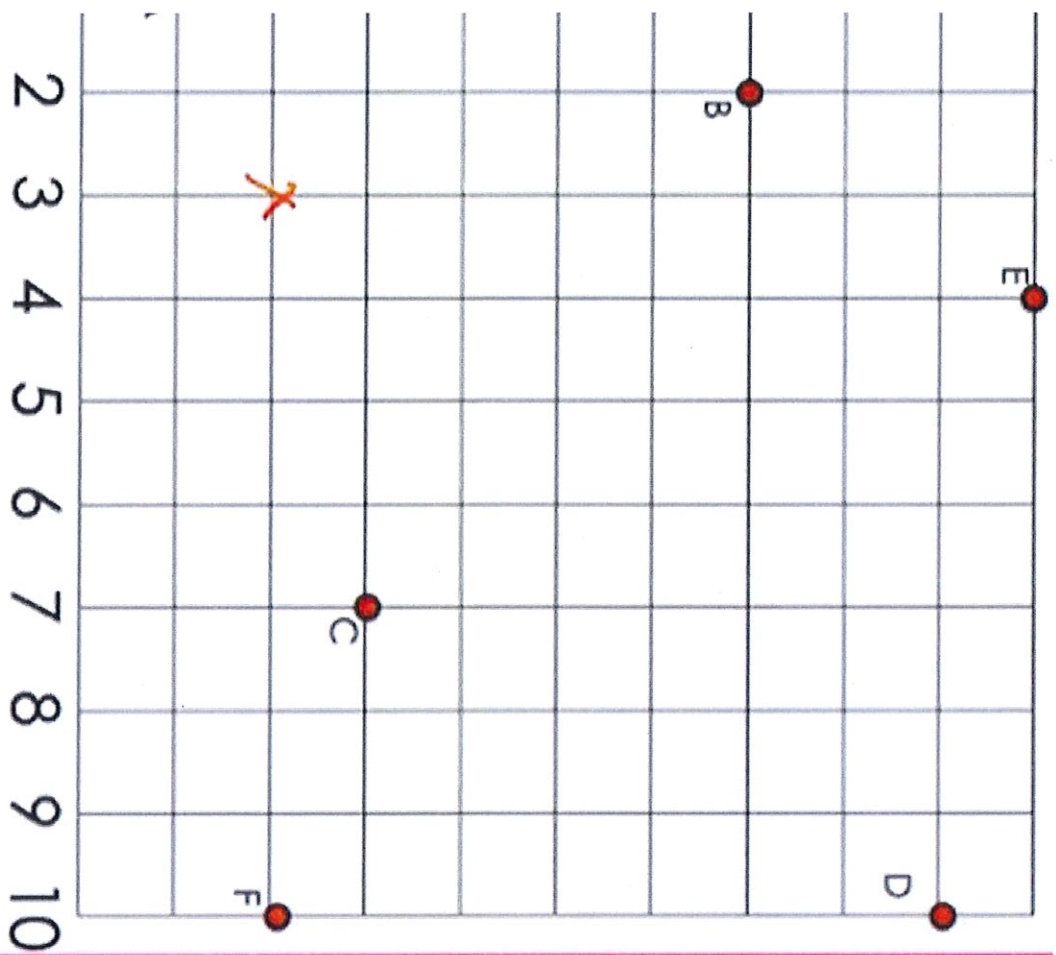


Clue	Start
Point D moved 3 spaces right and 0 up. What were the original coordinates?	
Point E moved 9 spaces up and 1 right. What were the original coordinates?	
Point F moved 4 spaces down and 8 right. What were the original coordinates?	

Challenge

inverse / opposite

Use the final translations of some points can you work out where each point started



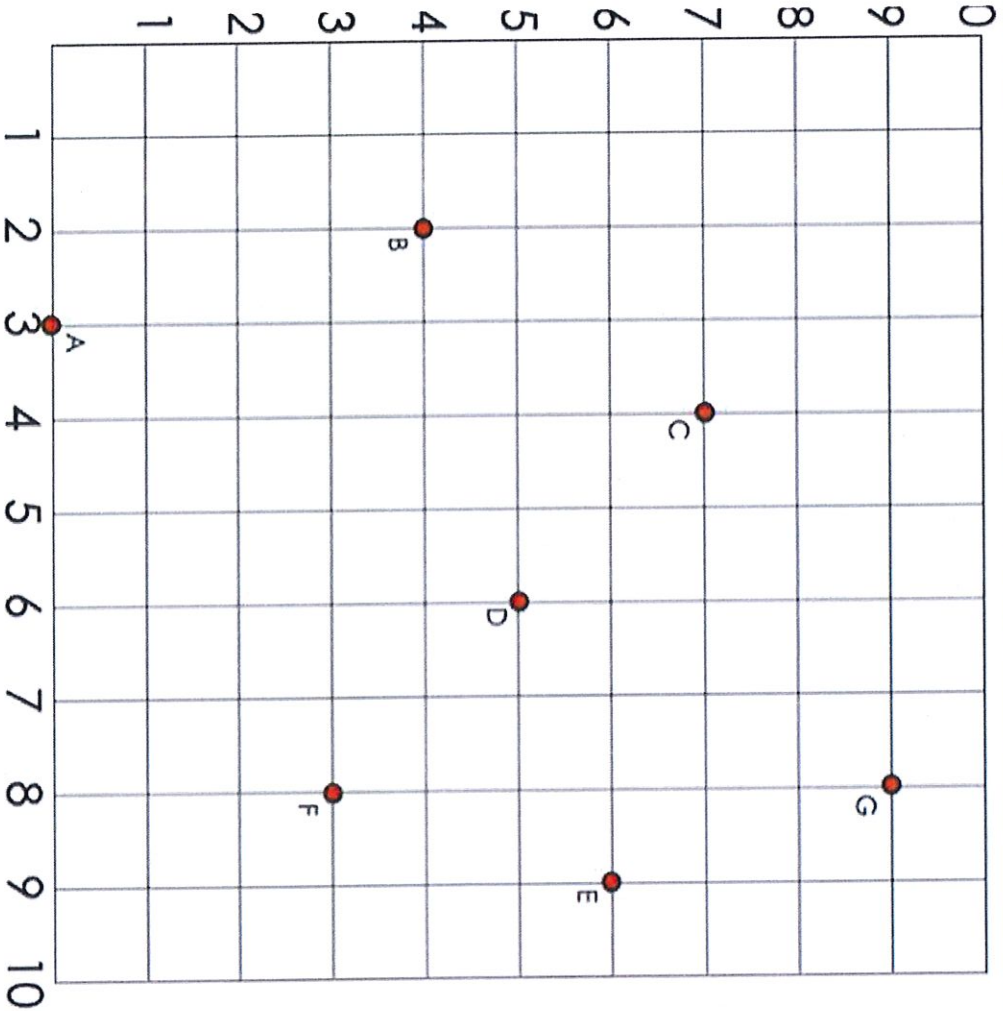
Clue	Start
Point A moved 2 spaces left and 2 down. What were the original coordinates?	
Point B moved 3 spaces left and 2 up. What were the original coordinates?	
Point C moved 1 space right and 3 up. What were the original coordinates?	

loving on

R or U (+)

L or D (-)

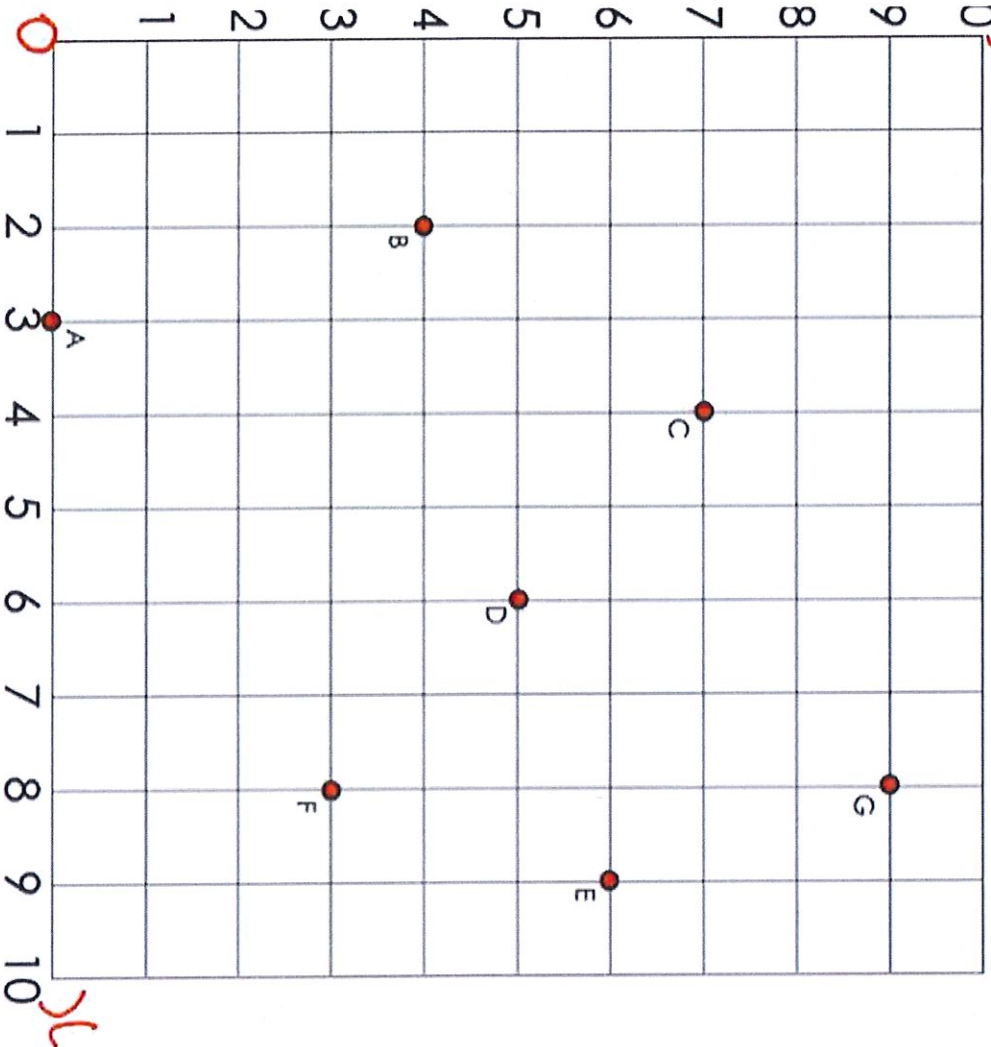
Can you figure out how the points have been translated. The first has been done for you.



Point	Translation
A to B	$(-1, 4)$
B to C	
C to D	
D to E	
E to F	
F to G	
G to A	

o start

Can you work out the coordinates for each of the points on this grid?



Point	Coordinates
A	
B	
C	
D	
E	
F	
G	

To Start

Can you complete the number grid by putting the numbers into the correct places. It's like a crossword but with numbers not letters.

5																				
6																				
2																				
9																				
7																				
1	5	9	3	0	4	9	7	0	2											






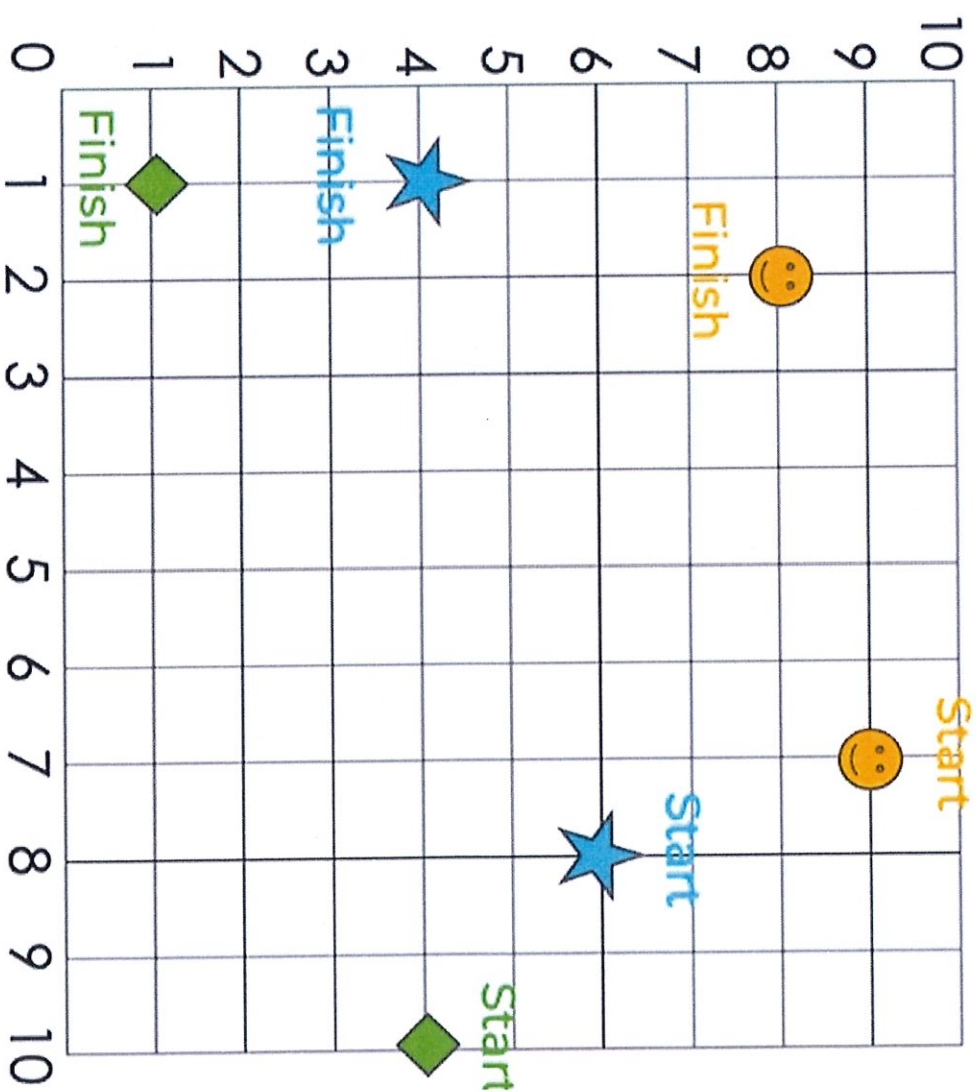
3 DIGITS	4 DIGITS
187	1098
260	1947
365	3265
705	4671
729	5069
963	5934
973	

5 DIGITS	6 DIGITS
18091	53784
23765	67037
25971	87197
35876	94102
39678	95471
	158804
	582971

Challenge

Can you work out the translation for the 3 points on the grid?

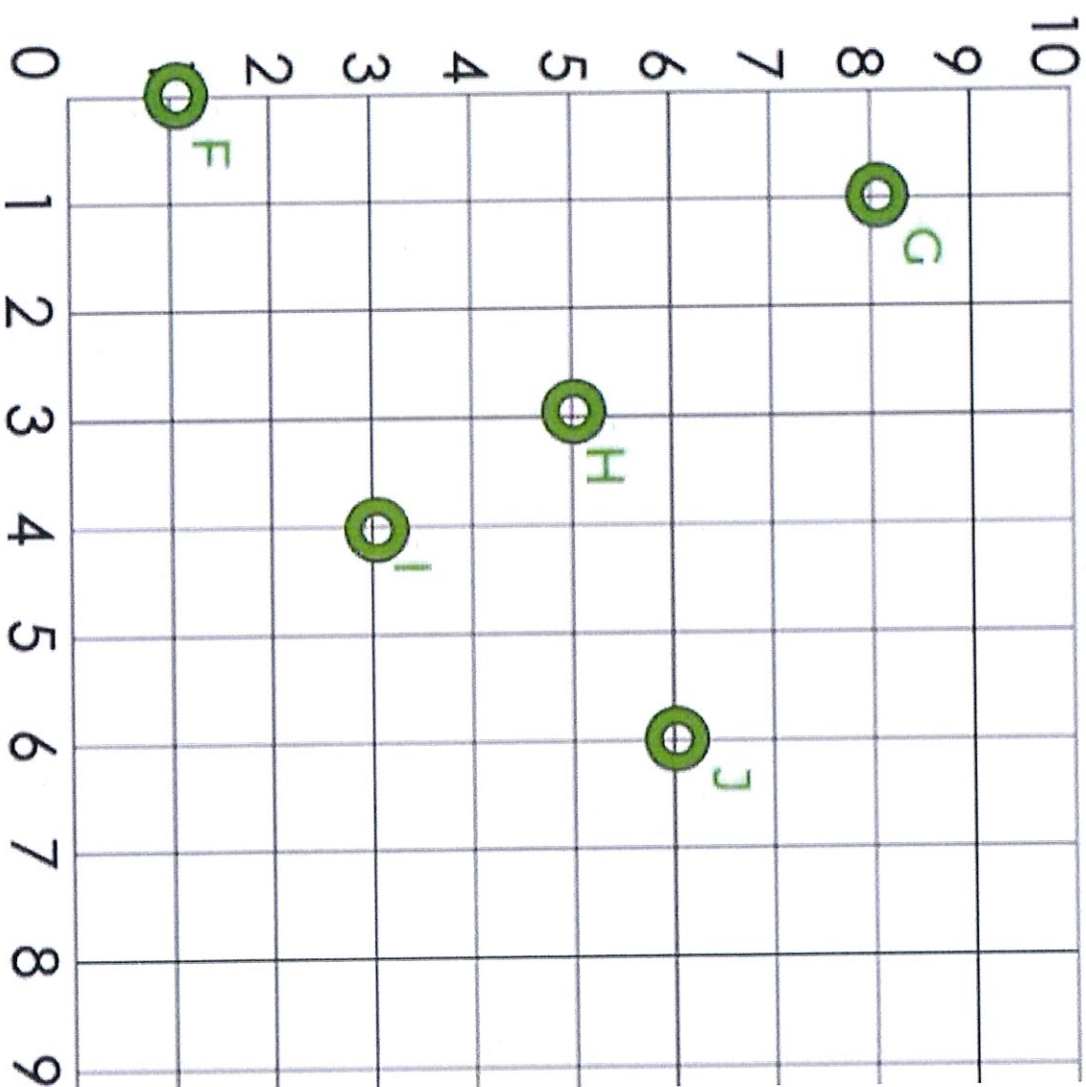
symbol	translation
	
	
	



Task

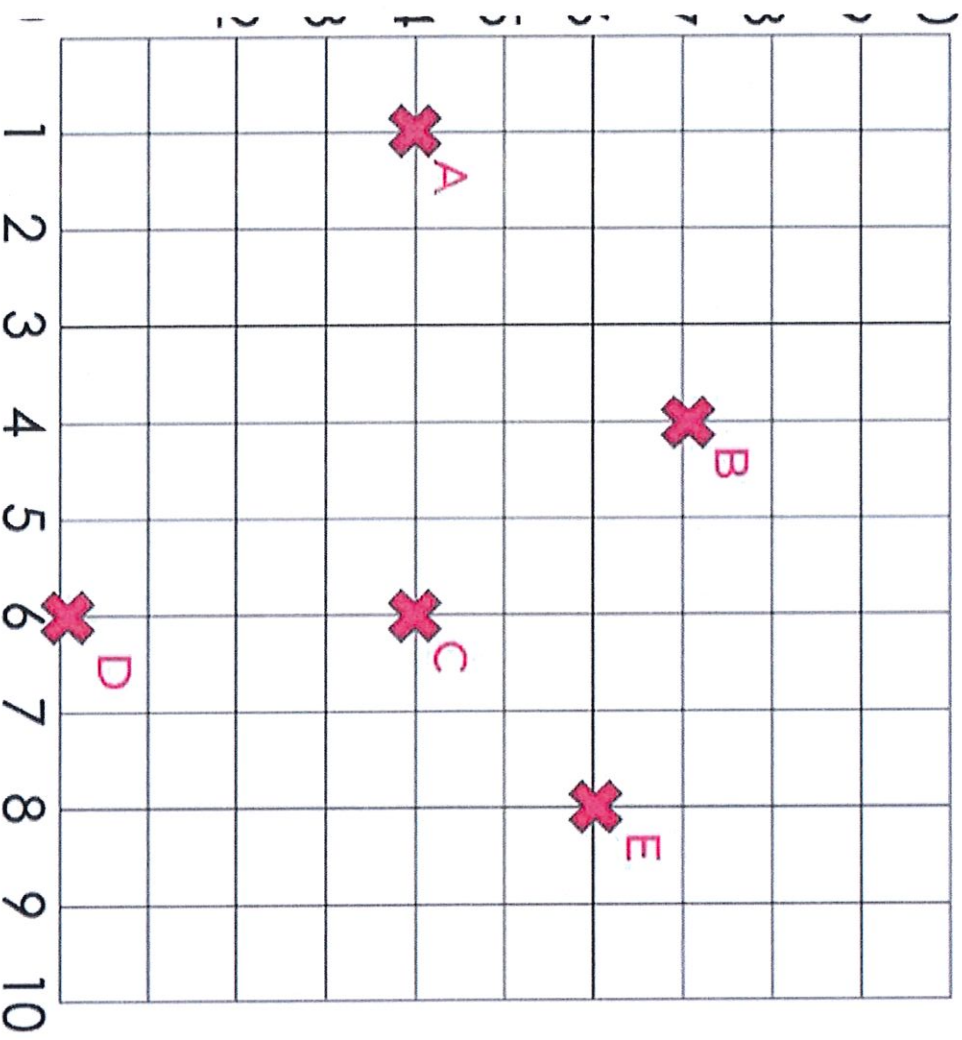
If each of **X** points is translated $(2, 3)$, what will all the new positions
If each of the **O** points are translated $(4, 1)$ what will the new position
Write the final coordinates for each.

Point	Final coordinate after translation
F	
G	
H	
I	
J	



ain Task

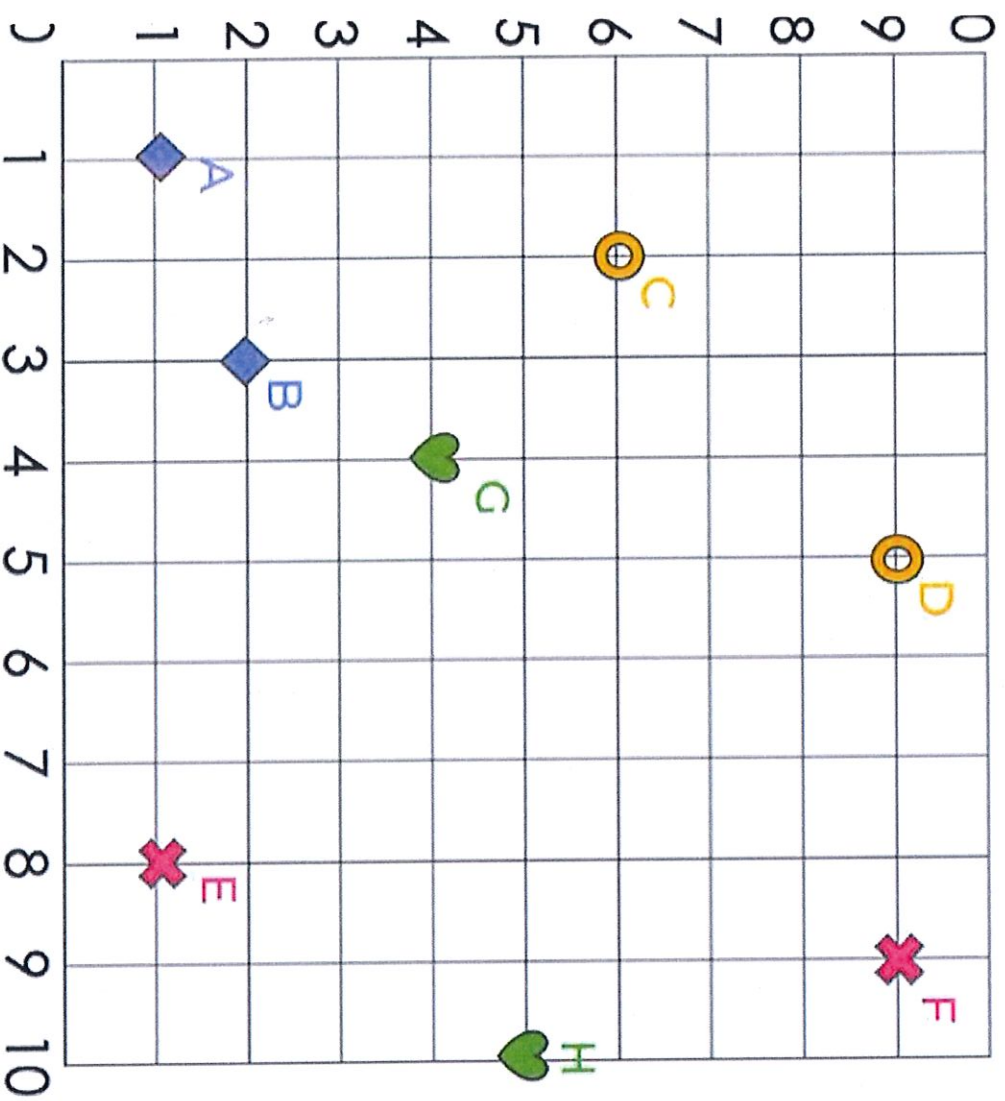
If each of **X** points is translated $(2, 3)$, what will all the new positions be?
If each of the **O** points are translated $(4, 1)$ what will the new positions be?
Write the final coordinates for each.







Point	Final coordinate after translation
A	
B	
C	
D	
E	

Moving On













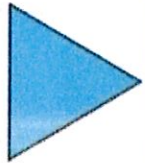


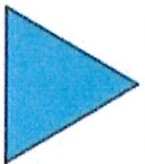
Write the translation for each of these points in the correct format.



symbol	points	translation
	A to B	
	C to D	
	E to F	
	G to H	

To Start

Can you work out what each symbol is worth in this maths square? Use the clues to help you

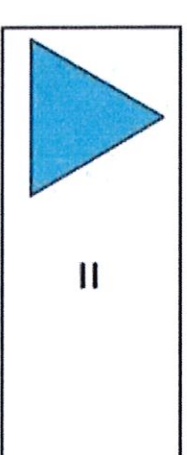
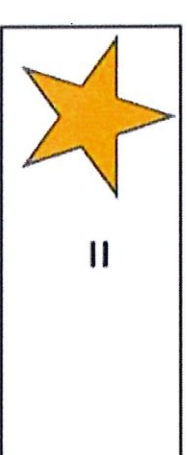
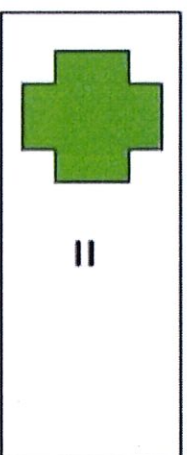
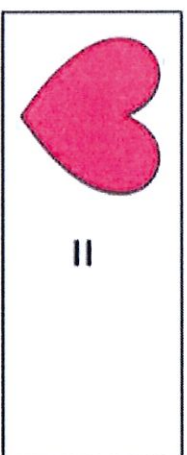
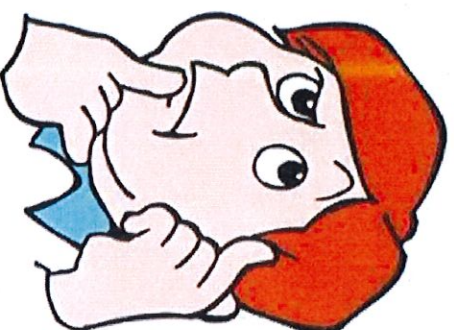
			
			
			
			

=30

=32

=36

=27



Main Task

What do you notice is missing from this grid?

Task 1

Label the x and the y axis from 0-10

Task 2

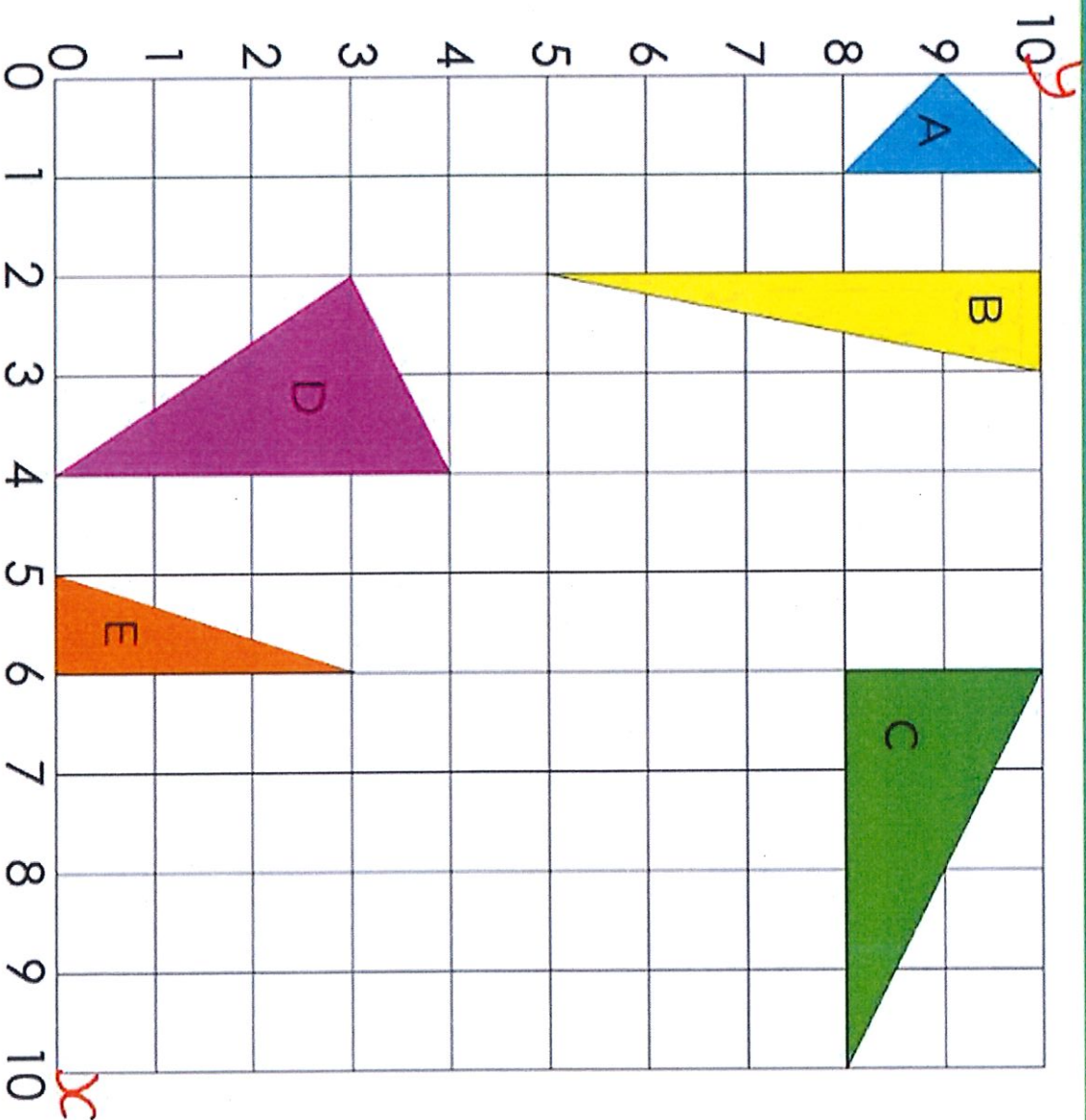
Draw the following triangles:

- A. (0,4) (0,6) (3,5)
- B. (3,6) (5,6) (3,9)
- C. (2,0) (4,0) (1,3)
- D. (7,0) (5,2) (10,3)
- E. (5,4) (9,4) (7,5)
- F. (8,9) (10,9) (9,5)

Moving on

Can you record the coordinates for each triangle?

Triangle	Coordinates
A	(0, 9) (1, 8) (1, 10)
B	
C	
D	
E	

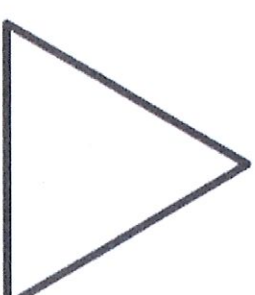


Triangles recap

There are 4 types of triangle. They all have 3 sides and are polygons.

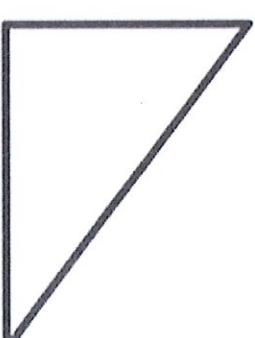
1. Equilateral

Equilateral triangles have 3 equal sides and 3 equal angles of 60°



2. Isosceles

Isosceles triangles have 2 equal sides and 2 equal angles.



3. Right-angled

1 of the angles is a right angle (90°) in right-angled triangles.



4. Scalene

Scalene triangles have no equal sides and no equal angles.



Can you match the triangle to it's image?

To Start

Times tables speed challenge

	8	4	3	2	5	6	9	10	7
4									
7									
8									
10									
11									
9									
6									
12									
5									

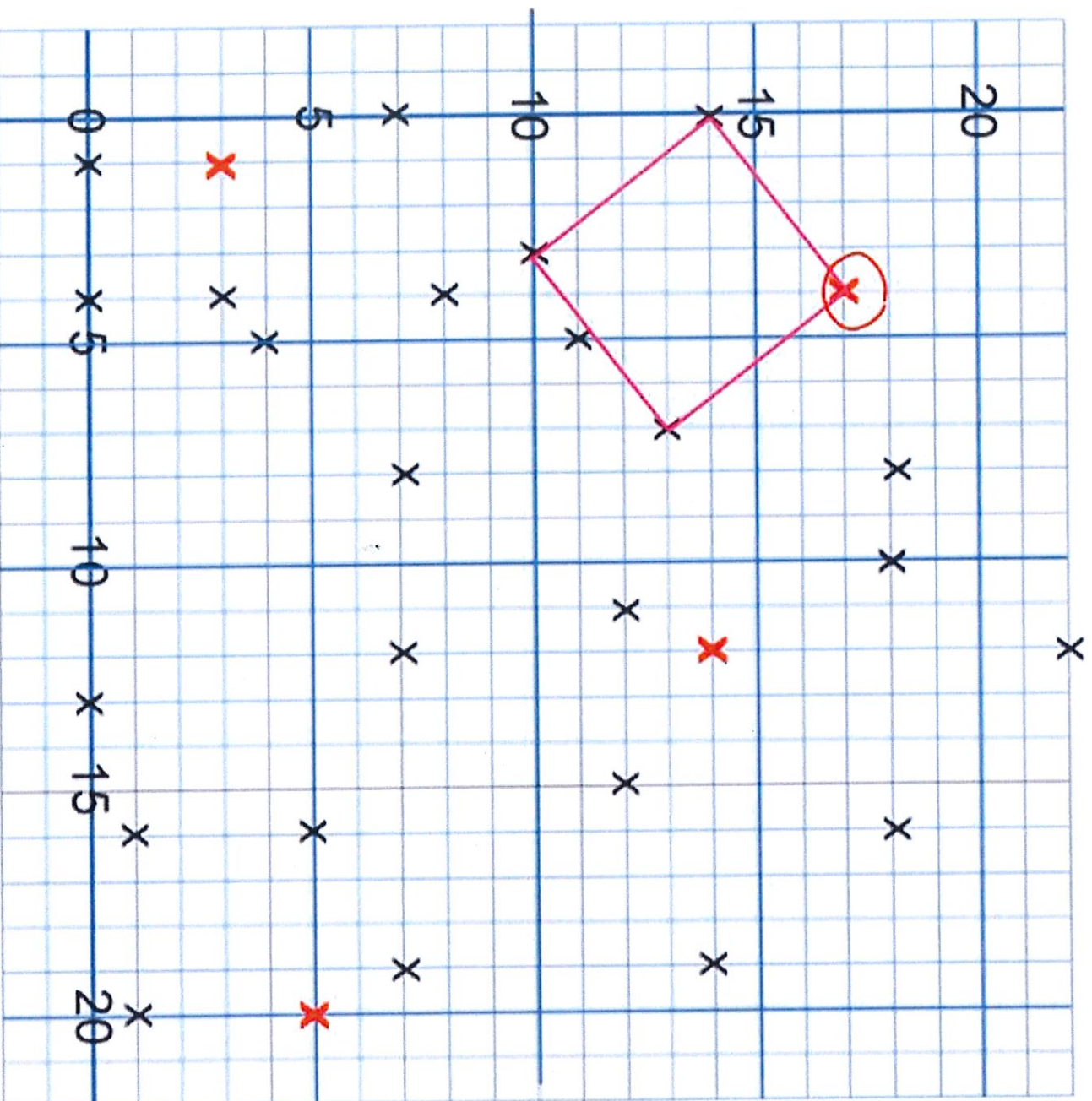


Main task

Can you find all 8 of the squares and mark them off on the grid by joining their vertices up?

I'll give you the coordinates of one square for free!

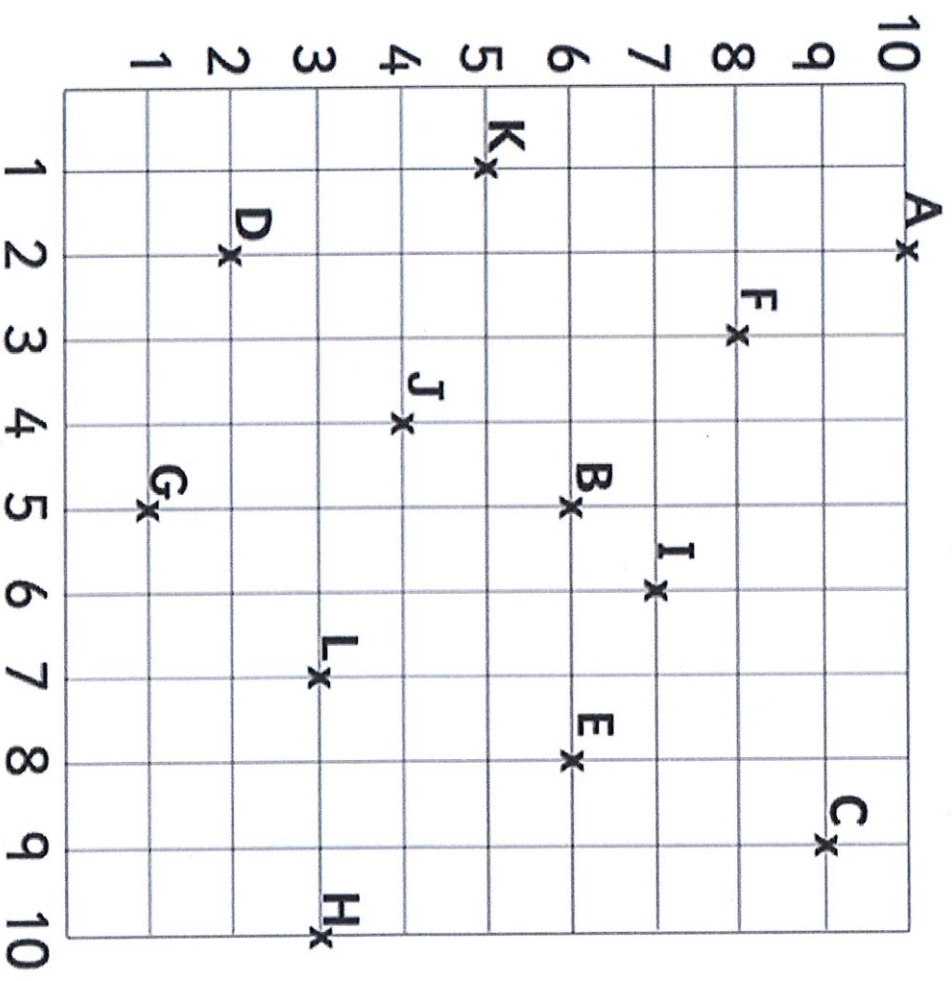
(4,17) (3,10) (7,13) (4,17)



Moving on

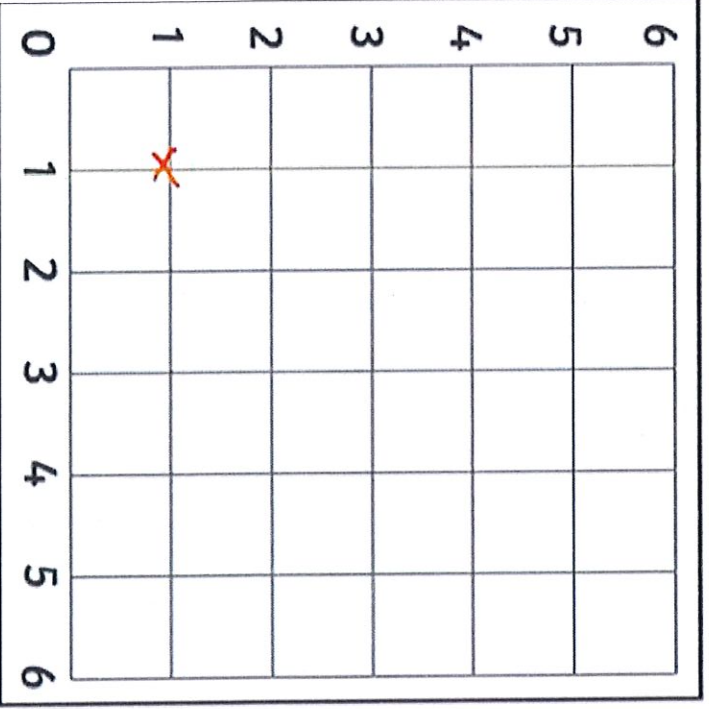
What are the coordinates for each of the letters?

Letter	Coordinate	Letter	Coordinate
A		G	
B		H	
C		I	
D		J	
E		K	
F		L	



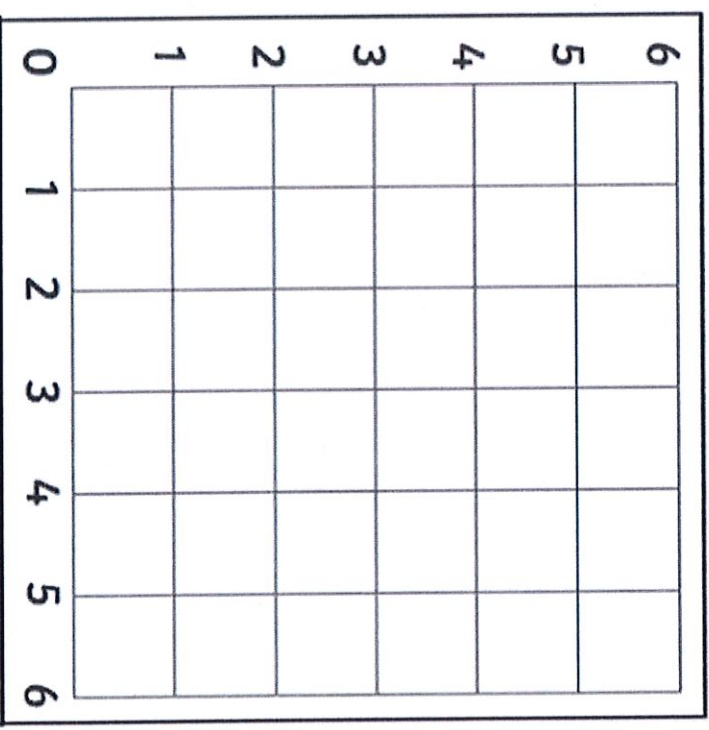
Moving on

Plot to coordinates then name each shape



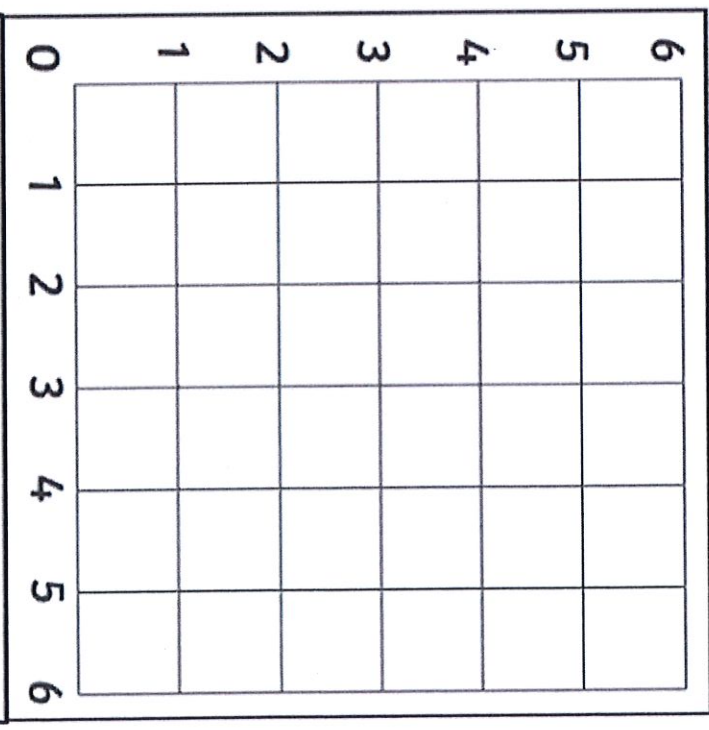
(1,1) (5,1) (5,5) (1,5)

Shape: _____



(1,3) (5,3) (5,5) (1,5)

Shape: _____

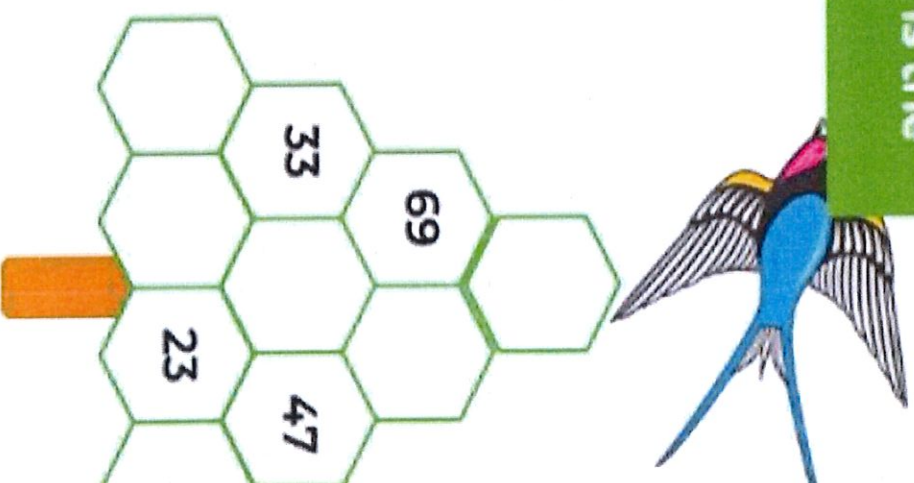
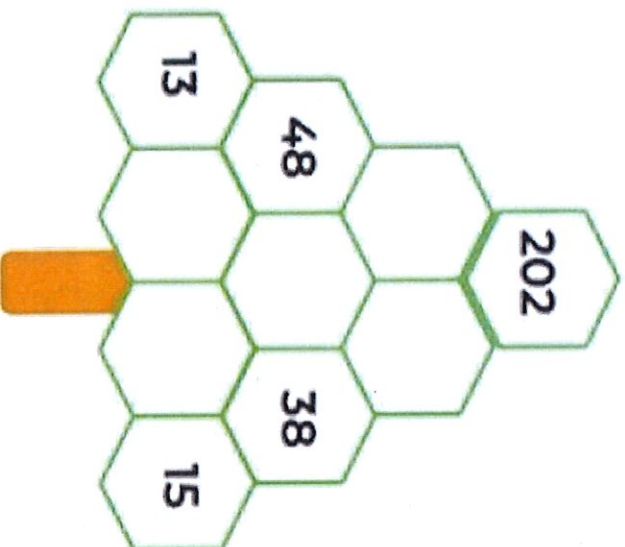
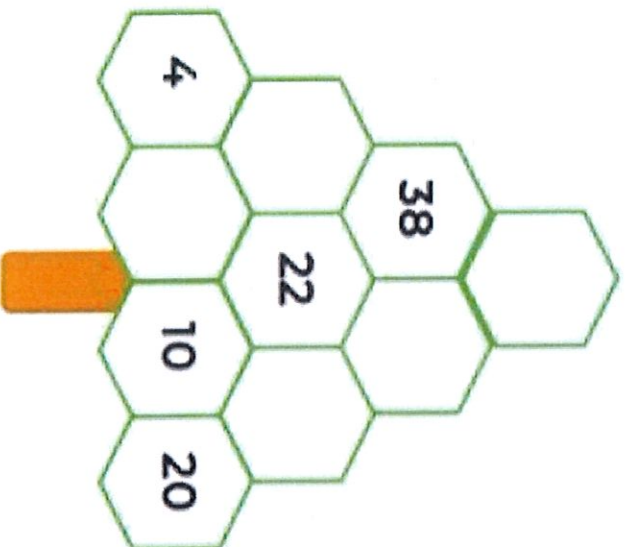
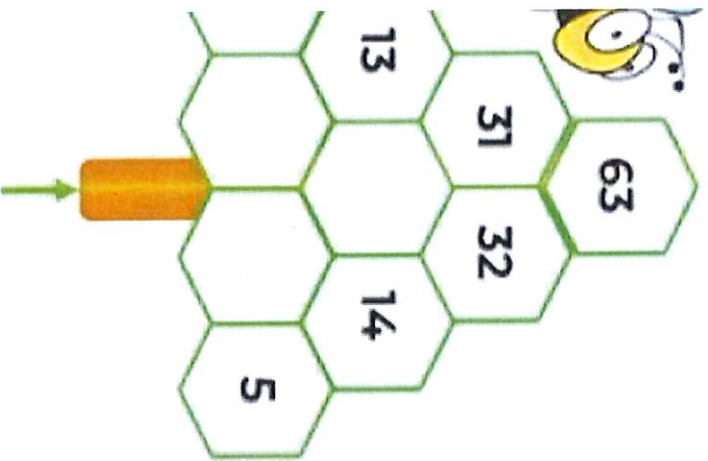


(0,3) (3,6) (6,3) (3,0)

Shape: _____

To Start

Complete the number trees. The number at the top is the sum of the two numbers below it.



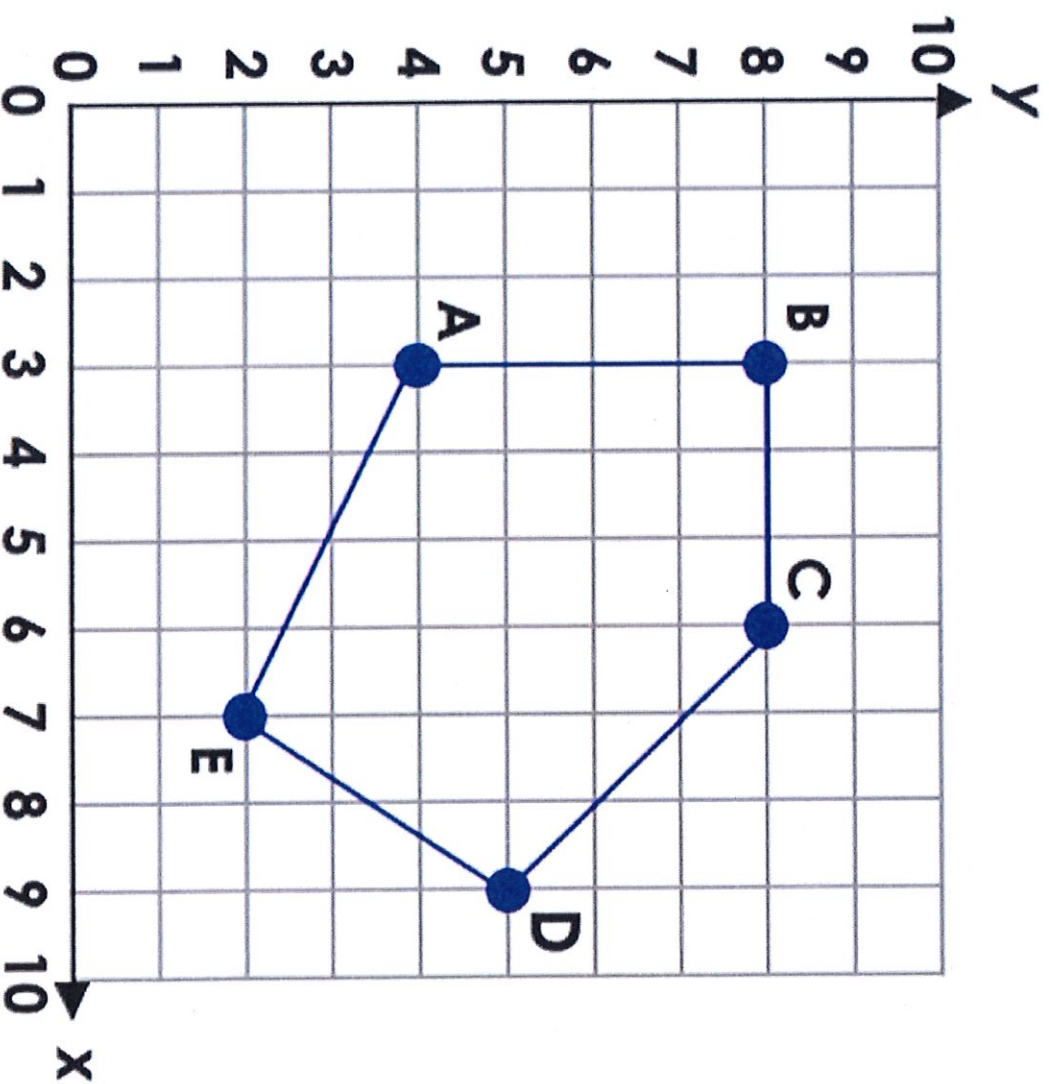
This one has been MOST completed for you



challenge

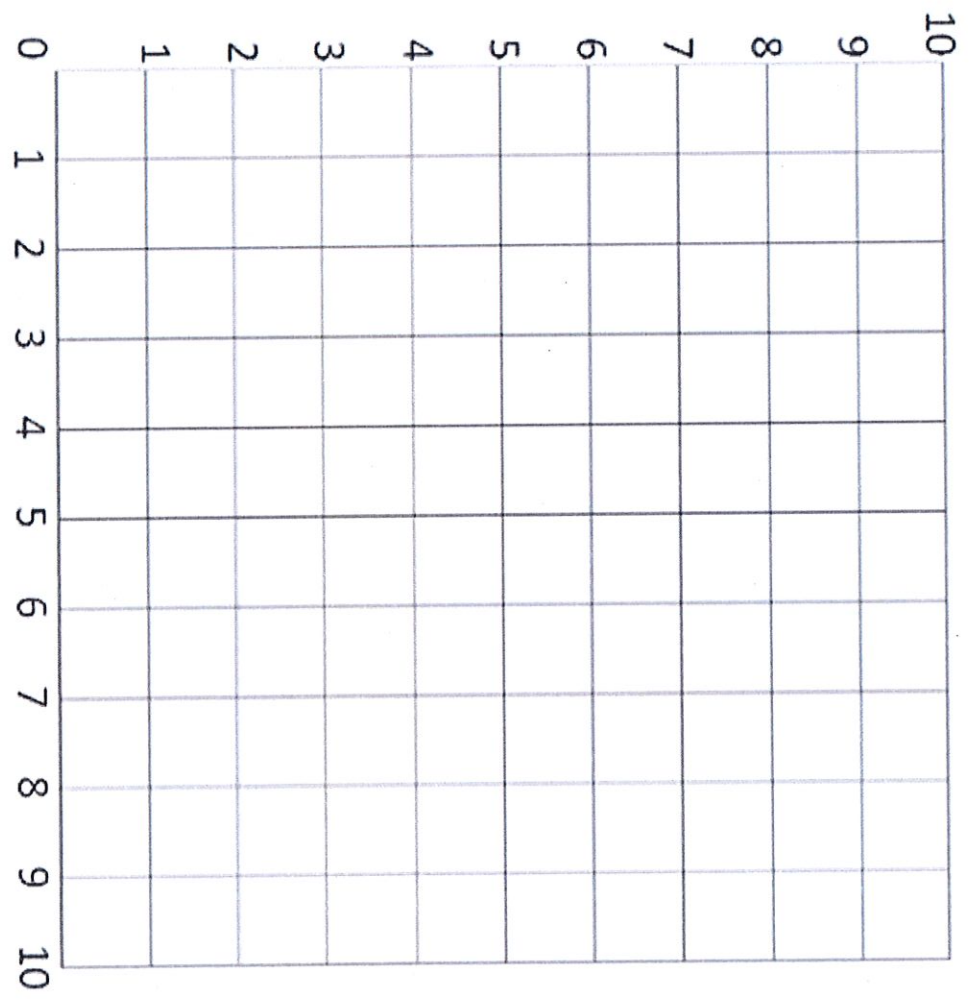
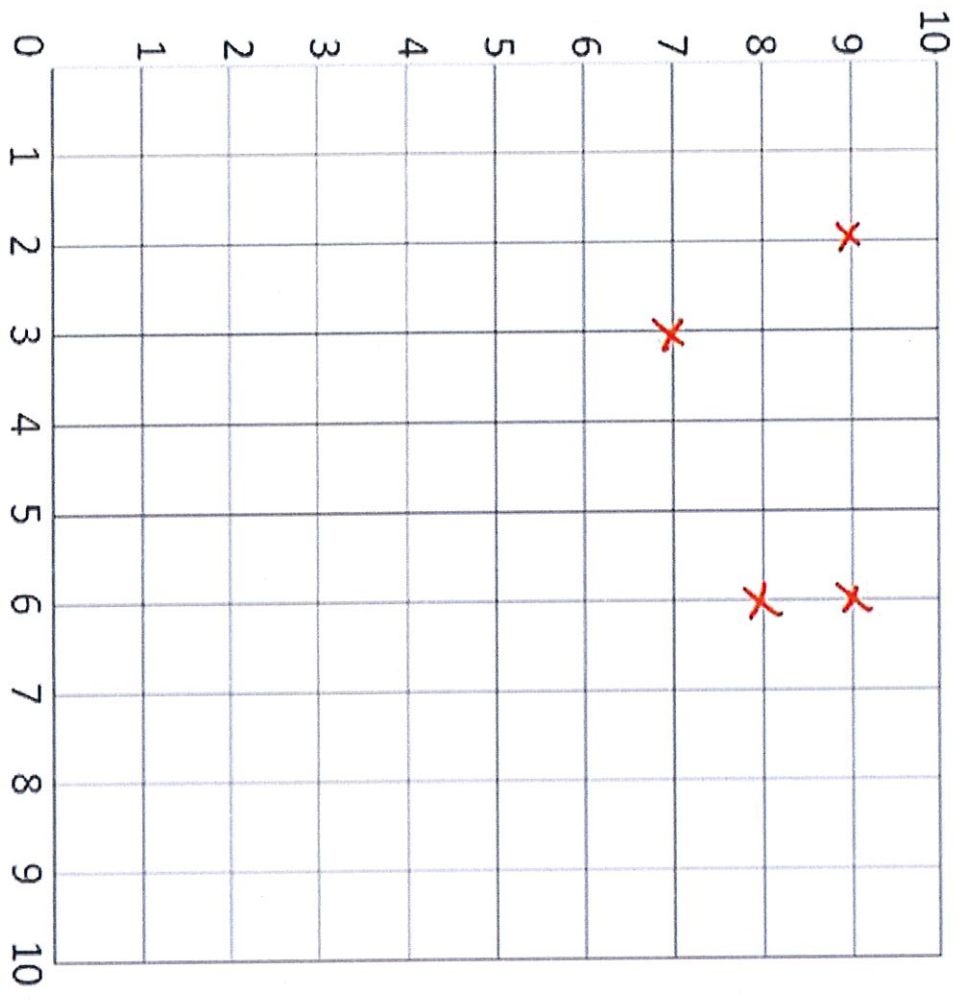
I have written the coordinates for a pentagon.
Correct any mistakes I have made.

Point A	=	(4, 3)
Point B	=	(3, 8)
Point C	=	(6, 8)
Point D	=	(9, 5)
Point E	=	(2, 7)



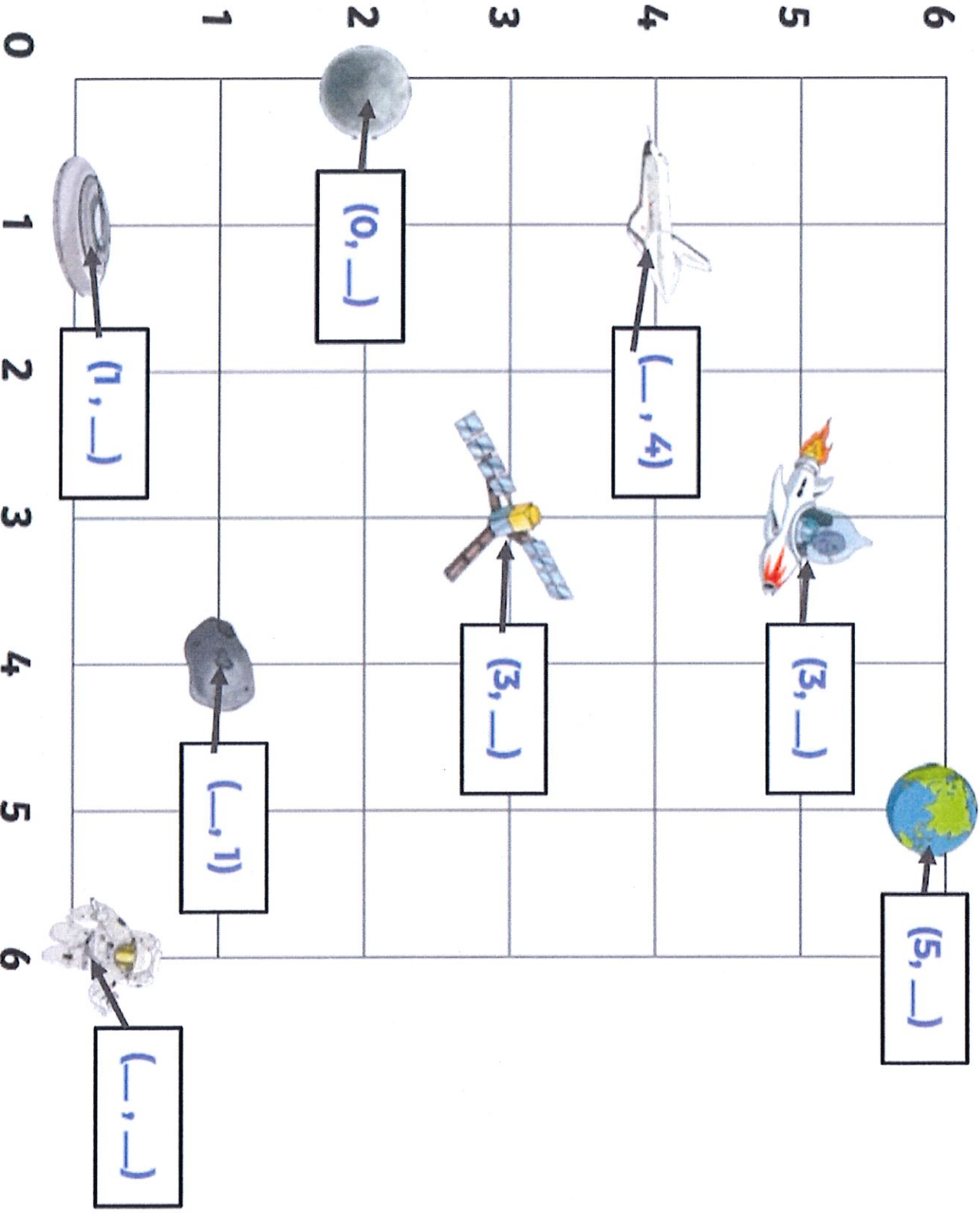
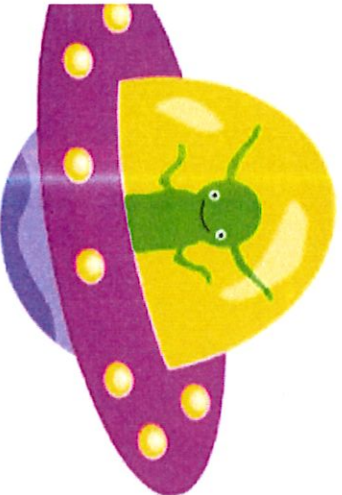
Main Task

Draw 2 quadrilaterals on each grid. Write the coordinates next to each of the vertices.



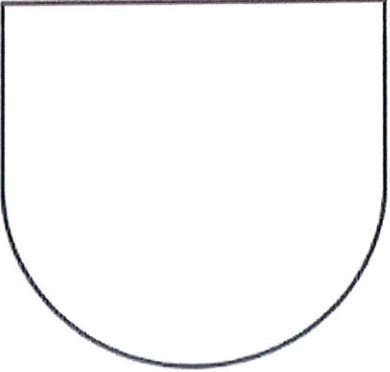
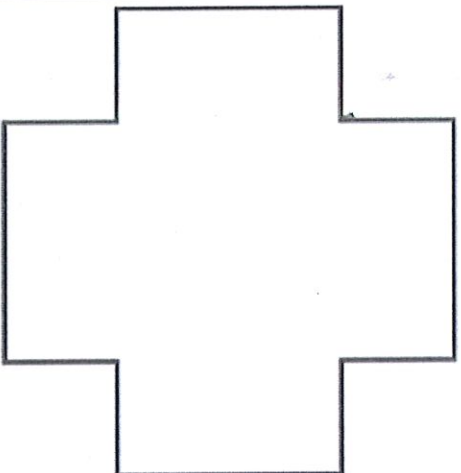
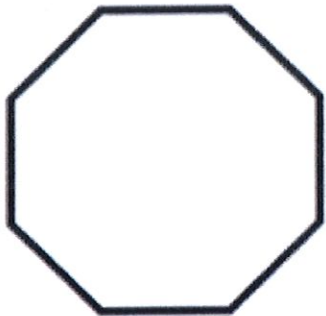
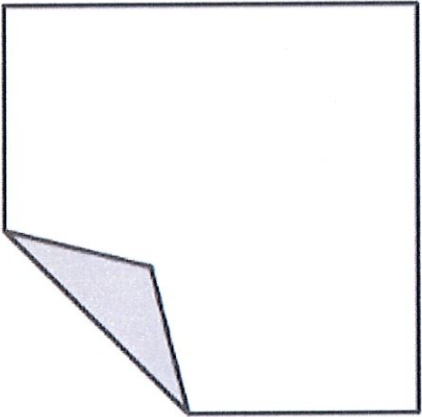
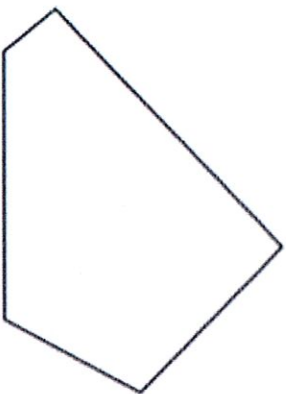
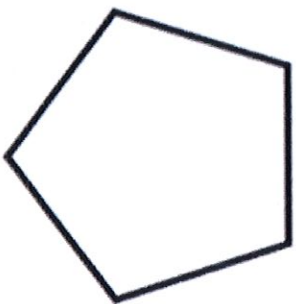
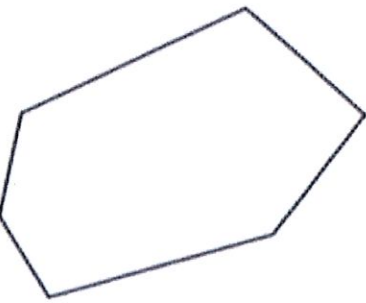
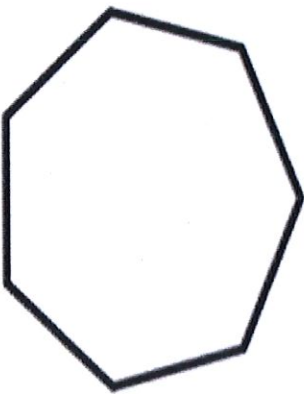
Moving on

Can you complete the coordinates. Think: which axis you read first?



To start

How many lines of symmetry does each image have? Write the number for each.



Science

Over the next 2 weeks, we would like you to do a mini-project on animals and their diets. You can choose how you present this, although we have included some worksheets that might help you if you want to use them. The website below will help you.

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q>

Task 1

Find out what the following terms carnivore, herbivore and omnivore mean and write a definition for each. Research and find examples of each.

Task 2

To make fact cards about as many animals as you can (can you do one starting with every letter of the alphabet?). You should include the following facts:-

- whether it is a carnivore, herbivore or omnivore.
- size
- where it is found
- information about its diet
- a picture of the animal

You could also include information about lifespan, babies or any other interesting information. The websites below have lots of information.

http://www.marwell.org.uk/zoo_guide/encyclopaedia.asp?css=1

<https://www.chesterzoo.org/our-zoo/animals/>

<https://www.zsl.org/zsl-whipsnade-zoo/exhibits>

Task 3

You are a zookeeper and you need to prepare a food order for a range of animals in the zoo. Think carefully about what each animal needs and complete an order form. We have included an example for you.

Fact file	Fact file	Fact file
Animal:	Animal:	Animal:
Type:	Type:	Type:
Found:	Found:	Found:
Size:	Size:	Size:
Information about diet:	Information about diet:	Information about diet:

Food order for week beginning:

Animal	Type (carnivore, herbivore, omnivore)	No.	Food