

Tasks for this week for Kestrels / Condors

06 July 2020

Subject area	Activity	Location	Save or send in?	Done Yes /No
Maths	<p>Investigating number This week the lessons are online – https://classroom.thenational.academy/lessons/to-investigate-the-place-value-of-different-number-systems https://classroom.thenational.academy/lessons/to-investigate-roman-numerals-up-to-one-hundred https://classroom.thenational.academy/lessons/to-identify-and-complete-number-sequences https://classroom.thenational.academy/lessons/to-investigate-number-patterns https://classroom.thenational.academy/lessons/to-investigate-a-number-pattern</p> <p>TT Rockstars</p>	<p>Folder</p> <p>App</p>	<p>In book</p> <p>Automatic</p>	
Literacy	<p>This week we would like you to write a letter introducing yourself to your new teacher. Tell them as much as you can about yourself and what you enjoy doing. Remember to organise your letter into paragraphs and to make it interesting. Use your very best handwriting.</p> <p>Reading and comprehension has been set on Purple Mash this week.</p> <p>Grammar – we are revising Year 4 grammar EVERYTHING YOU NEED IS IN THE ENGLISH FOLDER IN THIS WEEK'S 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>Papyrus Learn how to make papyrus, answer some questions and have a go at making your own and decorating it. Look at the powerpoint in the pack.</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>		
Music/Art	<p>We would like you to listen to the Firebird by Stravinsky. Go to week seven on the BBC ten pieces</p>			

	<p>page. Listen to the music and the story that inspired the music. Watch how the illustrator James Mayhew uses Stravinsky's dazzling music to create a piece of art work. Use your imagination to create a picture of a firebird using any medium you would like eg. paints, felt pens, collage, wax crayons.</p> <p>https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382</p>	Online		
PE/active lives		Folder		
Outside if you can	See ideas on 'Non-screen Activities you can do at home' sheet included in the folder.	Folder		

Year 4 Summer Term – 6th July 20

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. We hope your children enjoy their visit to Parkfields this week.

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 (06/07/20 – 12/07/20), 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

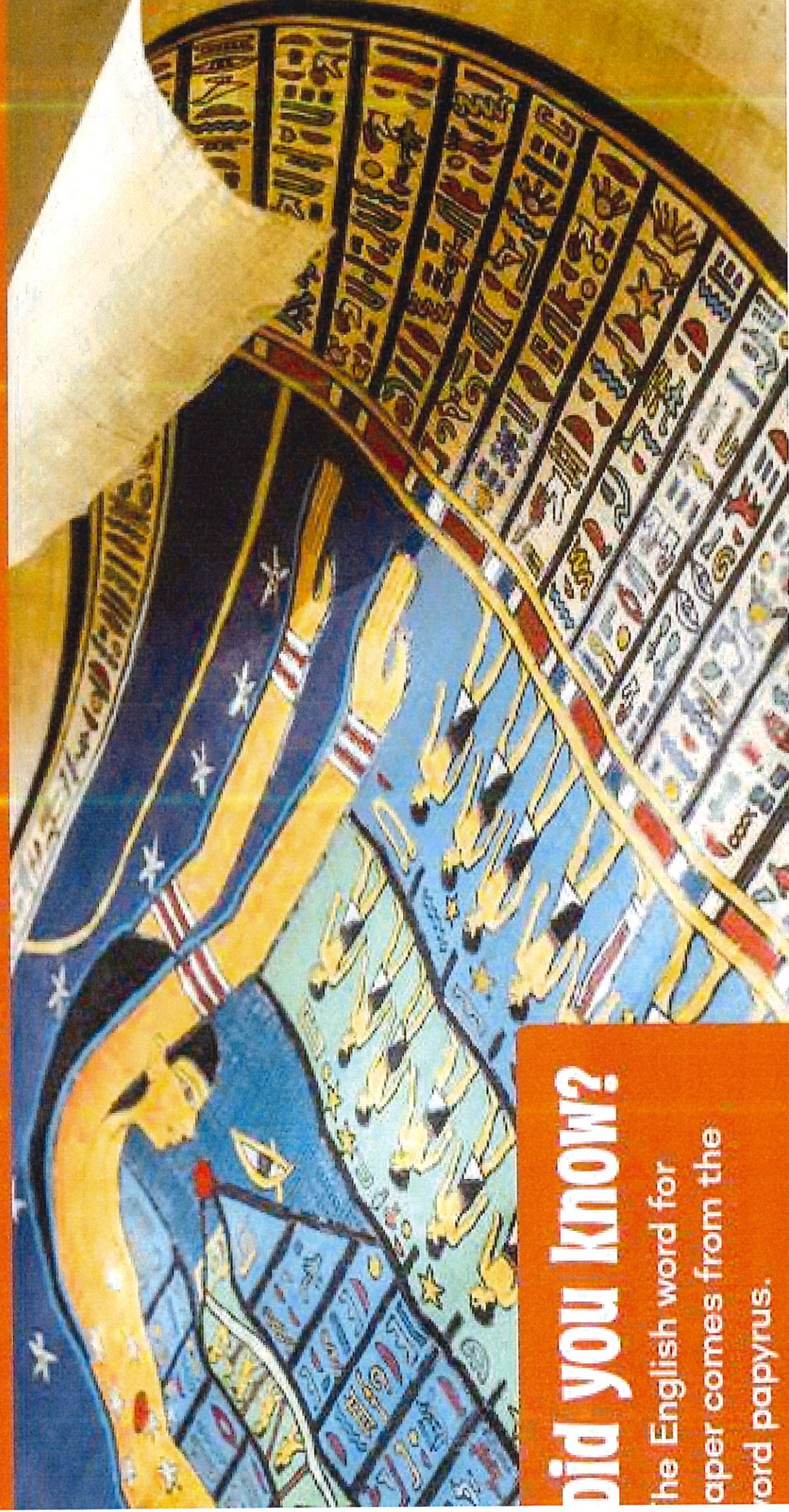
Password: Year4

We are really looking forward to seeing those of you who will be joining us next week for the leavers' events.

Year 4 Team

ANCIENT EGYPT

PAPYRUS



Did you know?

The English word for paper comes from the word papyrus.



THE PLANT

The papyrus plant, *Cyperus papyrus*, grows in the Nile Delta and Nile River Valley. It had a long triangular stalk that

grew up to 5 metres tall.

In the time of the ancient Egyptians, large amounts of papyrus grew in the mud on the banks the Nile, but the papyrus plant is less common today.

The papyrus plant has a triangular stem with a dense cluster of thin stems on top.

rope, sandals, boxes, baskets and even small boats! And that's not all, papyrus flower was used to make perfume and medicines.

PAPYRUS PAPER

Papyrus is not only the name of the plant, but also the paper that is made from the plant. Papyrus was used to make paper as early as 3,000 BC and was used for thousands of years.

Papyrus paper was expensive to make, so it was mainly used for religious and official documents. Most Egyptians couldn't afford papyrus, so they would write on other materials, like stone or wood. Even scribes had to practise on wood before they could start writing on papyrus.

Papyrus paper was strong and durable.

Many ancient papyrus documents have been preserved. These include literature, religious texts, drawings, criminal investigations, official records, medical textbooks, math problems, magical texts and cartoons.

USES OF PAPYRUS

The most well-known use of papyrus is papyrus paper, but Egyptians had many uses for the plant. Papyrus was a staple food for Egyptians. They would bake the root and eat it, using it much like we use potatoes.

The outer skin of the papyrus plant was used to make many items including furniture,



The outer fibre was used to make things like sandals and baskets.



A layer of strips were laid at a right angle to the first layer.



The stem was cut into thin strips



The strips were beaten or rolled to make them flexible.

MAKING PAPYRUS

These are the steps Egyptians used to make papyrus paper after the stalk was harvested.

- 1. The outer fibre was peeled away.**
- 2. The stem was cut into thin strips.**
- 3. The strips were rolled or beaten with a mallet and soaked in water for six days.**
- 4. A layer of papyrus strips were laid side by side, overlapping slightly.**
- 5. Another layer of strips were placed at a right angle to the first layer.**
- 6. The layers were pressed and dried in the sun.**
- 7. The papyrus sheet was rubbed with a stone to make it smooth.**

Sheets of papyrus could be attached to each other to make long rolls which could be transported easily or made into a scroll.

READING RESPONSE

1

How tall does the papyrus plant grow?

2

Where did papyrus grow in the time of the ancient Egyptians?

3

Name five uses the ancient Egyptians had for the papyrus plant:

4

What did scribes practise on before using papyrus?

5

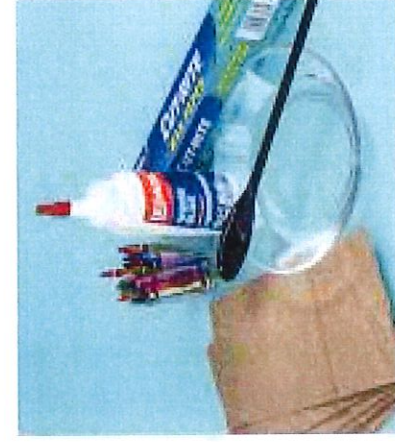
Fill in the blanks in the list of steps for making papyrus:

1. The outer fibre was _____.
2. The stem was cut into _____.
3. The strips were beaten with a mallet and soaked in water for _____.
4. A layer of papyrus strips were laid side by side, _____ slightly.
5. Another layer of strips were placed at a right angle to the first layer.
6. The layers were pressed and _____.
7. The papyrus sheet was rubbed with a _____ to make it smooth.

PAPYRUS MAKING

Make papyrus like the ancient Egyptians did! The papyrus plant is harder to come by these days, but you can get an idea of the process they used with paper from a brown paper bag and some glue. Then you can use paints or crayons to create a design on your handmade paper!

SUPPLIES NEEDED



- Brown paper bag
- White glue
- Water
- Wax paper
- Bowl
- Stir Stick



Step 1

Rip the brown paper bag into one inch wide strips of equal length.

Step 2

In a bowl make a mixture of half glue and half water. (To make one sheet of papyrus you only need about 1/4 cup of each.)

Step 3

Dip the brown paper strips in the glue mixture and remove excess glue.

Step 4

Lay the strips side by side on the wax paper, overlapping them slightly.

Step 5

Apply another layer of strips at a right angle to the first layer.

Step 6

Let the paper dry overnight.

Step 7

Decorate your creation with paints or crayons.





1



10



100



1000



10000



100000



1000000

Ancient Egyptian Numbers

Change the following numbers from English to ancient Egyptian symbols using the guide above. The first one is done for you:

1. 2 = 

2. 7 = ?

3. 12 = ?

4. 47 = ?

5. 204 = ?

6. 1410 = ?

Change the following numbers from ancient Egyptian symbols to English using the guide above (identify how much the symbol is worth and count how many of the symbol you have). The first one is done for you:

7.  = 5

8.  = ?

9.  = ?

10.  = ?

11.  = ?

12.  = ?

Change the following numbers from ancient Egyptian symbols to English using the guide above and correctly ORDER the numbers in ENGLISH on a number line similar to the one below, starting with the smallest number ending with the biggest. The first one has been done for you:

13.  = 15

14.  = ?


15.  = ?

16.  = ?

17.  = ?

18.  = ?

19.  = ?

20.  = ?

21.  = ?

	15							
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Extension Activity

If you have completed the tasks above, try these addition sums using ancient Egyptian symbols for your answers. The first one has been done for you:

1. $3 + 4 = 7$ 

2. $7 + 2 = ?$

3. $9 + 3 = ?$

4. $20 + 2 = ?$

5. $50 + 50 = ?$

6. $100 + 10 = ?$

7. $300 + 10 = ?$

8. $100 + 34 = ?$

9. $1000 + 1000 = ?$

10. $1000000 + 1000000 = ?$



1



10



100



1000



10000



100000



1000000

Ancient Egyptian Numbers

Change the following numbers from English to ancient Egyptian symbols using the guide above. The first one is done for you:

1. $7 =$ 

2. $13 = ?$

3. $24 = ?$

4. $102 = ?$

5. $320 = ?$

6. $4752 = ?$

We are now moving on to addition using the guide above. In the first set, add the two English numbers together and give your answer as an ancient Egyptian symbol. The first one is done for you:

7. $3 + 4 = 7$ 

8. $8 + 5 = ?$

9. $20 + 7 = ?$

10. $100 + 50 = ?$

11. $1000 + 400 = ?$

12. $2000 + 21 = ?$

In the second set, add the English number and the ancient Egyptian symbol together and give your answer in English (It may help to write the whole calculation in English first). The first one is done for you:

13. $10 +$  $= 20$

14. $100 +$  $= ?$

15. $600 +$  $= ?$

16. $1000 +$  $= ?$

17. $1000 +$  $= ?$

18. $10,000 + \text{ankh} = ?$

Pharaoh Baines spilt a Nile milkshake on the sheet and lost his symbols! It is your job to work out the ancient Egyptian symbols that are missing (be careful as some questions are NOT addition). Write out the whole calculation including the missing Egyptian symbol. The first one survived and is done for you:

19. $10 + \text{ankh} = 110$

20. $30 + ? = 330$

21. $400 + ? = 413$

22. $1000 + ? = 1731$

23. $47 + ? = 10,047$

24. $256 + ? = 100,257$

25. $100 - ? = 49$

26. $1000 - ? = 501$

27. $2 \times ? = 14$

28. $7 \times ? = 84$

29. $10 \times ? = 840$

30. $100 \times ? = 3700$

Pharaoh Baines wants you to record your answers for the following questions in BOTH English and ancient Egyptian symbols.

31. Jack and Sophie bought 58 Sphinx souvenirs each. How many did they have altogether?
32. Pharaoh Bennett has 10 bandages to wrap her self with; her friend, Pharaoh Crompton has the same number of bandages. How many bandages do they have altogether?
33. A boat sailing across the Nile can hold 5 people, how many people can 10 boats hold?
34. Megan had 56 Egyptian super sour sweets. She ate a half of them. How many did she have left?
35. There are 32 children in each class at Giza Primary School and a total of 10 classes in the school. How many children are there all together?

Extension Activity

Write down one ADDITION calculation where you need to add two English numbers and find the total as a Egyptian symbol, one ADDITION calculation where you need to add two Egyptian symbols and find the total in English and one ADDITION calculation where you need to find the missing Egyptian symbol in the middle e.g. $12 + ? = 14$.

Test your response partner with your calculations.



1



10



100



1000



10000



100000



1000000

Ancient Egyptian Numbers

Change the following numbers from English to ancient Egyptian symbols using the guide above. The first one is done for you:

1. $7 =$ 

2. $13 = ?$

3. $223 = ?$

4. $1025 = ?$

5. $10,320 = ?$

6. $200,103 = ?$

We are now moving on to multiplication using the guide above. In the first set, multiply the two English numbers together and give your answer as an ancient Egyptian symbol. The first one is done for you:

7. $2 \times 4 = 8$ 

8. $10 \times 5 = ?$

9. $5 \times 5 = ?$

10. $7 \times 7 = ?$

11. $700 \times 10 = ?$

12. $2536 \times 10 = ?$

In the second set, multiply the English number and the ancient Egyptian symbol together and give your answer in English (It may help to write the whole calculation in English first). The first one is done for you:

13. $10 \times$  $= 100$

14. $100 \times$  $= ?$

15. $7 \times$  $= ?$

16. $1000 \times$  $= ?$

17. $7 \times$  $= ?$

18. $3 \times$  $= ?$

Pharaoh Baines spilt a Nile milkshake on the sheet and lost his symbols! It is your job to work out the ancient Egyptian symbols that are missing (be careful as some questions are NOT multiplication). Write out the whole calculation including the missing Egyptian symbol. The first one survived and is done for you:

19. $10 \times$  $= 1000$

20. $33 \times ? = 3300$

21. $70 \times ? = 490$

22. $1000 \times ? = 78,000$

23. $47 \times ? = 4700$

24. $20 \times ? = 140$

25. $100 \div ? = 10$

26. $200 \div ? = 2$

27. $77 \div ? = 7$

28. $63 \div ? = 9$

29. $3090 \div ? = 309$

30. $840 \div ? = 210$

Pharaoh Baines wants you to record your answers for the following questions in BOTH English and ancient Egyptian symbols.

31. Jack and Sophie bought 58 Sphinx souvenirs each. How many did they have altogether?
32. There is room in a pyramid for 45 coffins on each of the 10 floors, How many coffins are there if the pyramid is full?
33. It takes 100 bricks to build one wall of a pyramid - how many bricks will Pharaoh Bennett need to build TWO pyramids?
34. 20 pupils at Giza Primary School eat school dinners. On average, each pupil is given 7 chips. How many chips do the dinner ladies need to cook?
35. Pharaoh Baines bought 10 benches to go around both pyramids he built. Each bench cost £100 each. How much did Pharaoh Baines have to pay in total for his benches?

Extension Activity

Write down one MULTIPLICATION calculation where you need to add two English numbers and find the total as an Egyptian symbol, one MULTIPLICATION calculation where you need to add two Egyptian symbols and find the total in English and one MULTIPLICATION calculation where you need to find the missing Egyptian symbol in the middle e.g. $12 + ? = 14$.

Test your response partner with your calculations.

To start

Work out the answer to each of these calculations.

Calculation	Answer	Calculation	Answer
$734 \times 6 =$		$342 \times 8 =$	
$143 \times 7 =$		$425 \times 9 =$	

Main Task

These are a selection of different number scripts. You may recognise some of them.

The numbers we use are known as Arabic numerals. Can you spot them?

Arabic numerals originated from India and made their way to western Europe in about 1200 AD



900	13	68	13	+5
٤٣	٢	٢٤	83	٥٠٠
=	٥+٨	2	٥٦	-٥
٢٥	٨٢	٩٣	٢	58
25	٢١٦	٢	٨٦=	١٠٠
∆∧	+≡	100	٤٤	٢٦

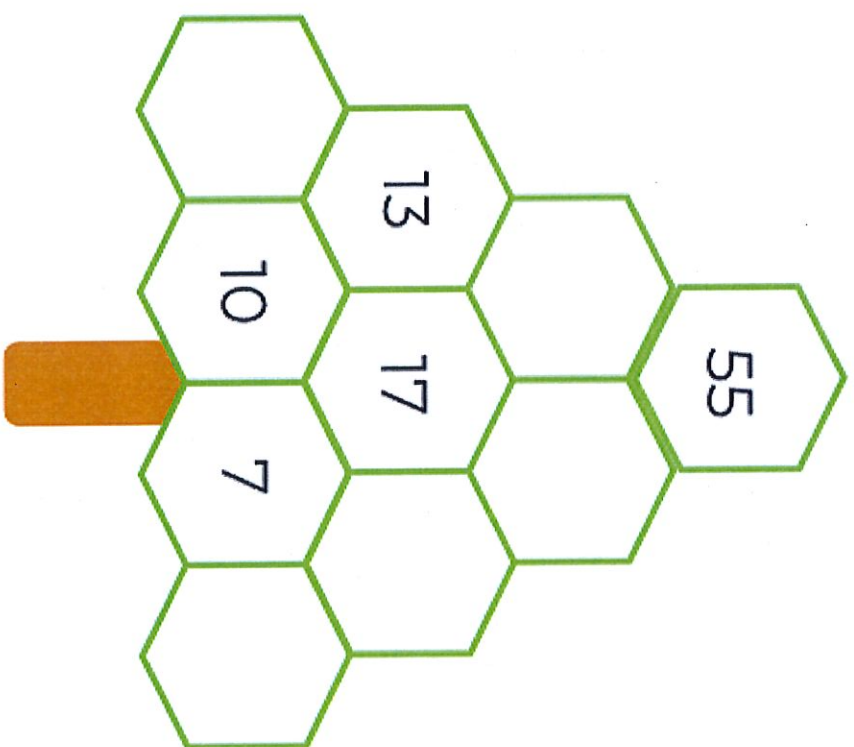
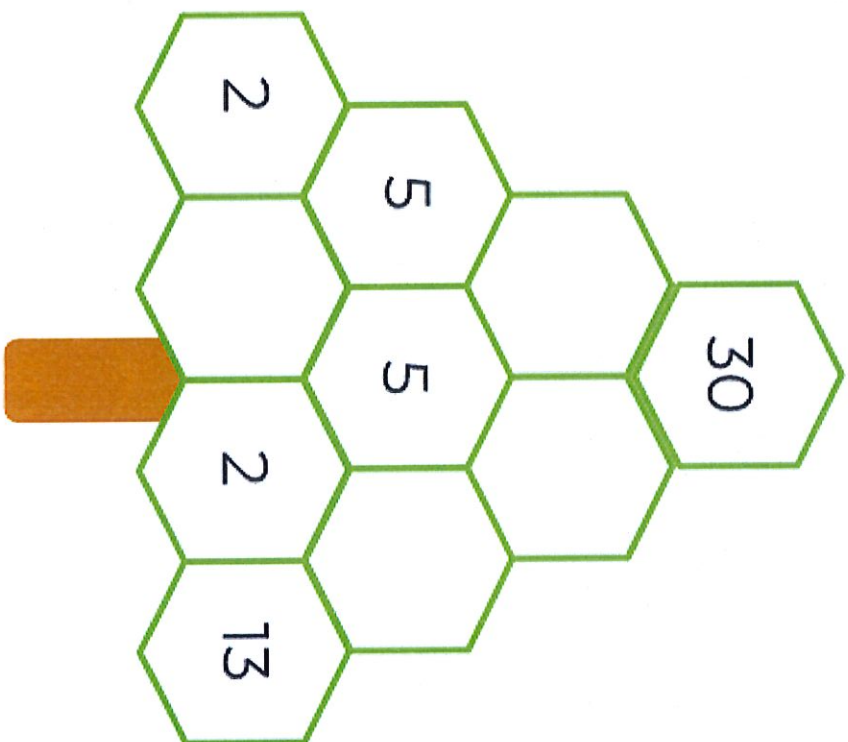
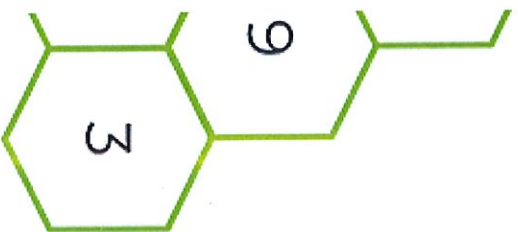
These are some that look familiar to me. How about you?

challenge

Using clues from the numbers we just grouped, can you write the following numbers in each script?

23	51	12

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



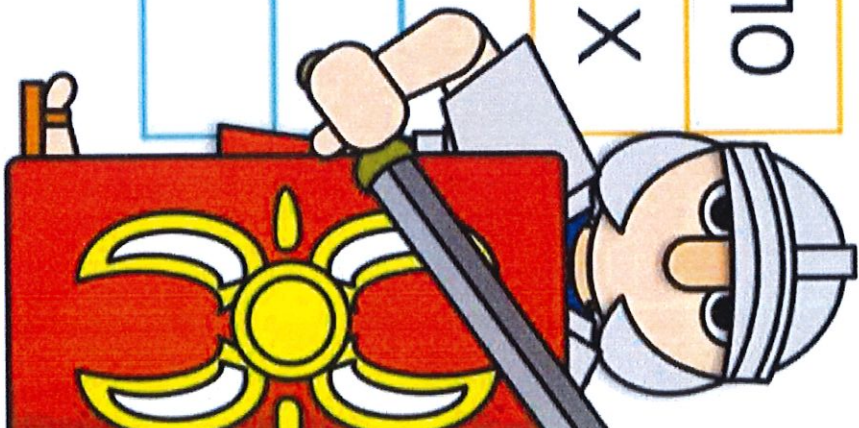
ry These

1	2	3	4	5	6	7	8	9	10
I				V					X

I

I

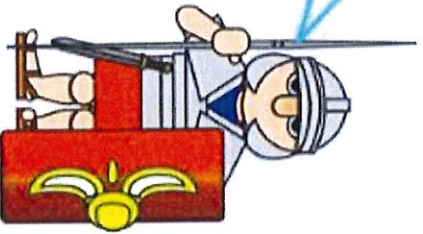
$I + V =$	$I + I + V =$	$X + V =$
$X - IV =$	$X - III =$	$X - VII =$



Moving on

Use your logic skills and powers of deduction to complete this hundred square in Roman numerals. The top left corner is 1, the bottom right is 100

Remember
5 = V in
Roman
Numerals



	II									X
		XIII				XVI	XVII			
XXI	XXII				XXV					XXX
			XXXIV			XXXVI	XXXVIII		XXXIX	
XLI								XLVIII		L
LI						LVI				
	LXII	LXIII			LXV		LXVII	LXVIII		
			LXXIV						LXXIX	LXXX
LXXXI	LXXXII							LXXXVIII		
			XCIV		XCv			XCvIII	XCIX	C

Main task

Can you work out the missing terms in each of the number sequences?
If it helps, write them in the script you are familiar with first instead of Roman numerals.

2, 4
2) II, IV, VI, _____, _____

e) V, _____, XXXV, XXXV, _____, _____

3) LV, LIV, LIII, _____, _____, _____

f) LXXI, LXXIII, LXXV, _____, _____, _____

4) _____, XIV, XVI, XVIII, _____, _____

g) VI, IX, XII, _____, _____, _____

5) XC, LXXX, _____, _____, L, XL

h) _____, _____, XCVI, XCIV, XCII

allenge

Here is another sequence. One of the terms have already been inclu
for you, what could the rest of the sequence be? Invent your own

_____ ,

_____ ,

XLIII,

_____ ,

First thing's first, make sure you know what number this is.

Start

Times tables speed challenge

4	8	3	2	5	6	9	10	7
4								
7								
3								
0								
1								
3								
5								
2								
5								



quences.

Try these:

3.2,

3.4,

3.6,



75,

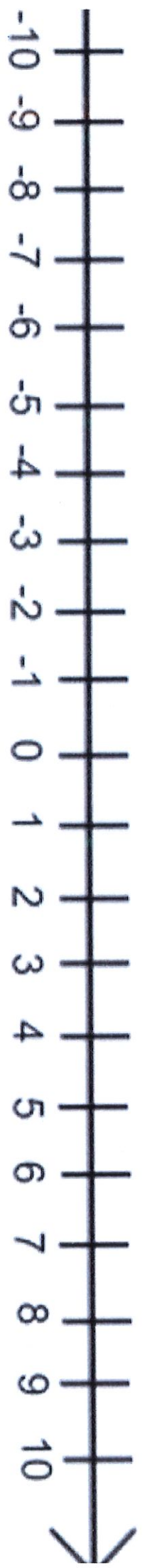
70,

65,



gative numbers

Try these sequences using negative numbers.



3, 1, -1,

20, 10, 0,

in Task

Can you work out the rule for each of these sequences and fill in the missing terms.

92, 98, _____, _____,

7.5, 7.3, _____, _____,

4 _____, -8, _____,

d) _____, 3002, 2502, 2002, _____

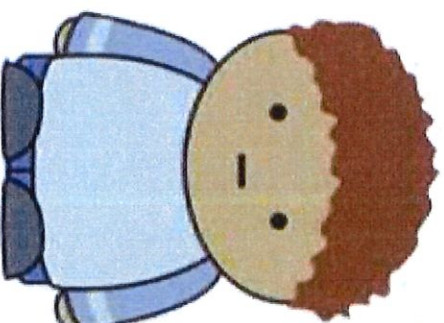
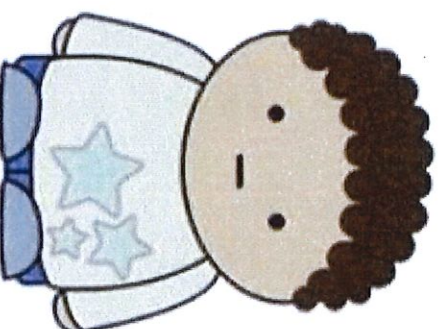
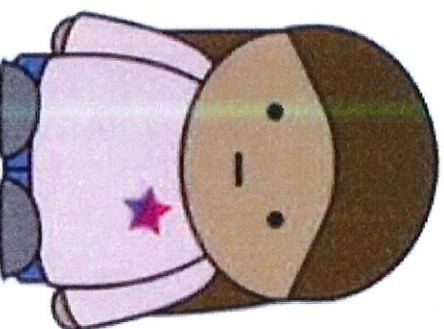
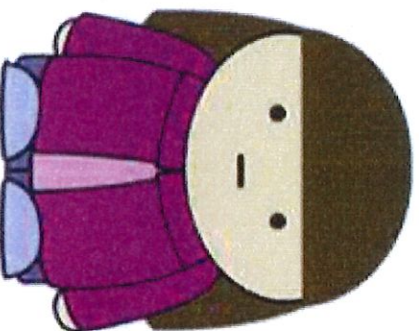
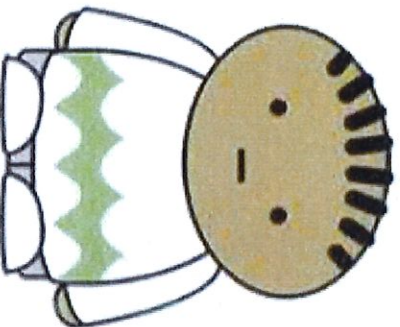
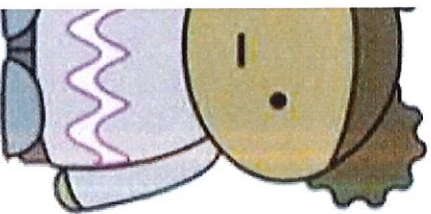
e) 0.9, _____, _____, 0.3, 0.1

f) -6, _____, -2, 0, _____, _____,

g) 374, 365, _____, _____

h) 3, 1, _____, _____, -5

i) _____, _____, 18, _____,



in Task

You can see different coloured numbers. They form 5 different sequences. Can you arrange them into increasing sequences.

36	-6	5.2	69	76
3	5.4	12	62	-8
6	41	46	-2	5.6
15	5	0	48	66
56	55	4.8	-4	9

Smallest						Largest

ths anagrams!

ou work out what the jumbled up maths words are?

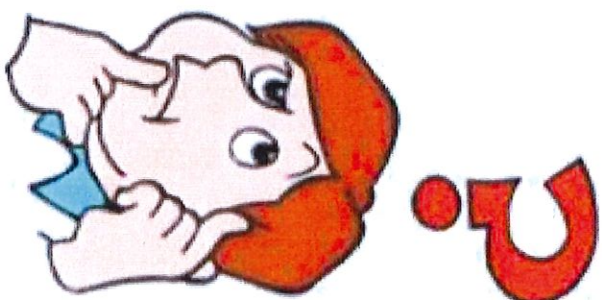
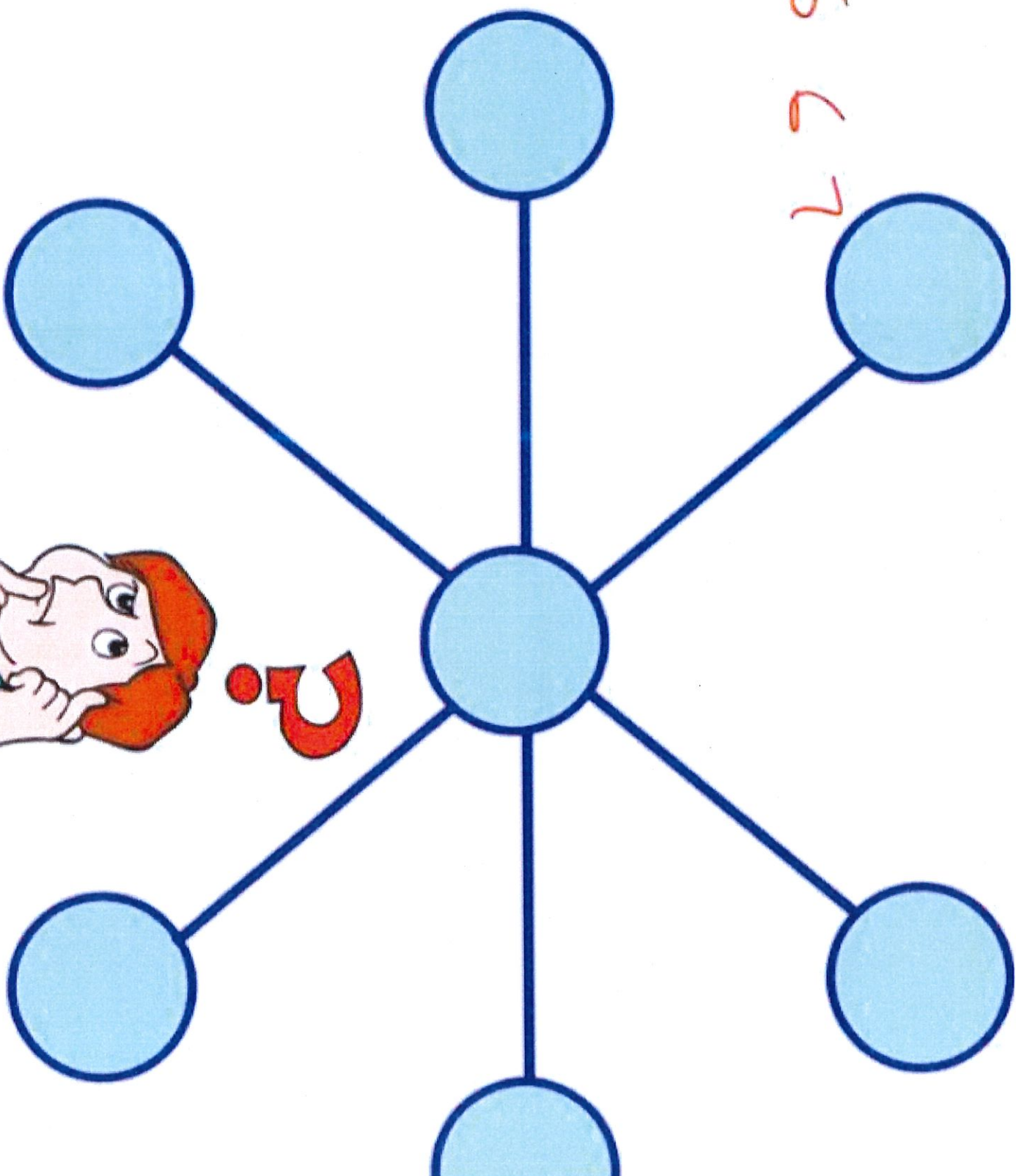
REMBUN	
TRAIN LEG	
LIM LION	
MOLER KITE	
BART SUCTION	

Enjoy
Mr

Start

2 3 4 5 6 7

Can you fit the numbers:
2, 3, 4, 5, 6 and 7 into the
circles so that each of the
lines joined by lines have
the same total?



Influences.

Try these:

5.6, 6.3,

6,



39, 90,

81,



ring On

What is the rule for each of the sequences? It could be add, subtract, multiply or divide.

Term 1	Term 2	Term 3	Term 4	Term 5	Rule
3	6	12	24	48	
640	320	160	80	40	
0.4	0.8	1.6	3.2	6.4	
20	10	0	-10	-20	
3770	4270	4770	5270	5770	



Task

You will be creating and exploring your own number sequences

Choose a **STARTING NUMBER** (Eg: 7).

Decide which **OPERATION** to do first [$+$, $-$, \times or \div] (eg \times).

Decide what **NUMBER** to use with the operation you

Chose in step 2 (Eg 3).

Decide on a different **OPERATION** (Eg $-$).

Decide what **NUMBER** to use with this operation (Eg 3).

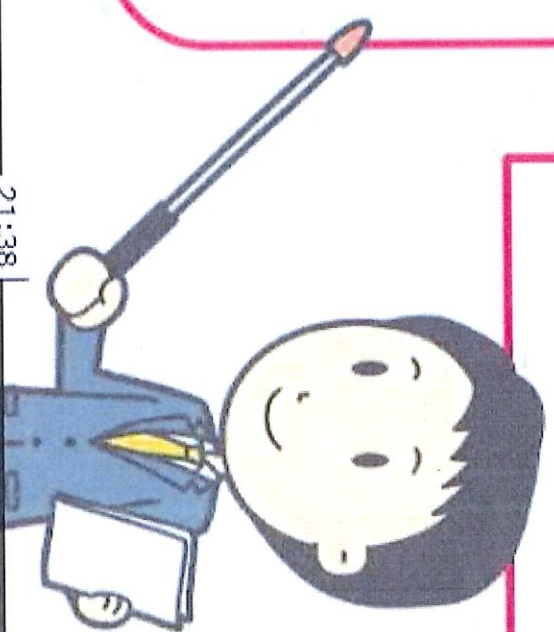
Repeat with your last answer as the new starting number.

CORD THE FIRST 10 TERMS IN YOUR SEQUENCE.

$$(7 \times 3) - 3 = 18$$

$$(18 \times 3) - 3 = 51$$

$$(51 \times 3) - 3 = 151$$



Task

Following my sequence:
 $\times 3, - 3$

18
51
150
447
1338
4011
12030
36087
108258
324771

What I notice about my sequence.

The ones column goes 8,1,0,7,8 and repeats

The answers go even, odd, even, odd

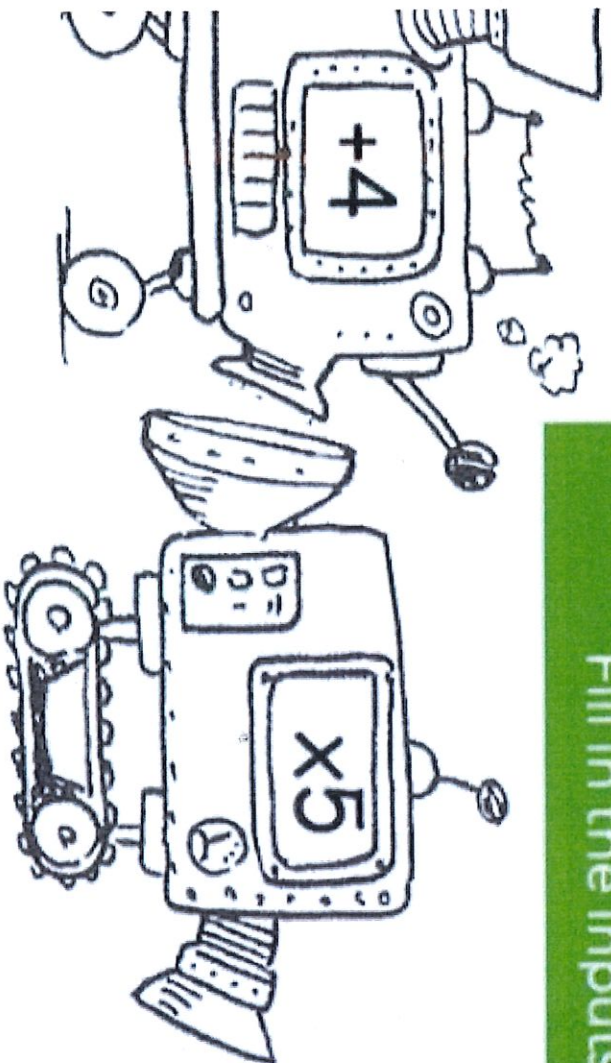
The digit total for each number except for the first number is 6

All the numbers are divisible by 3

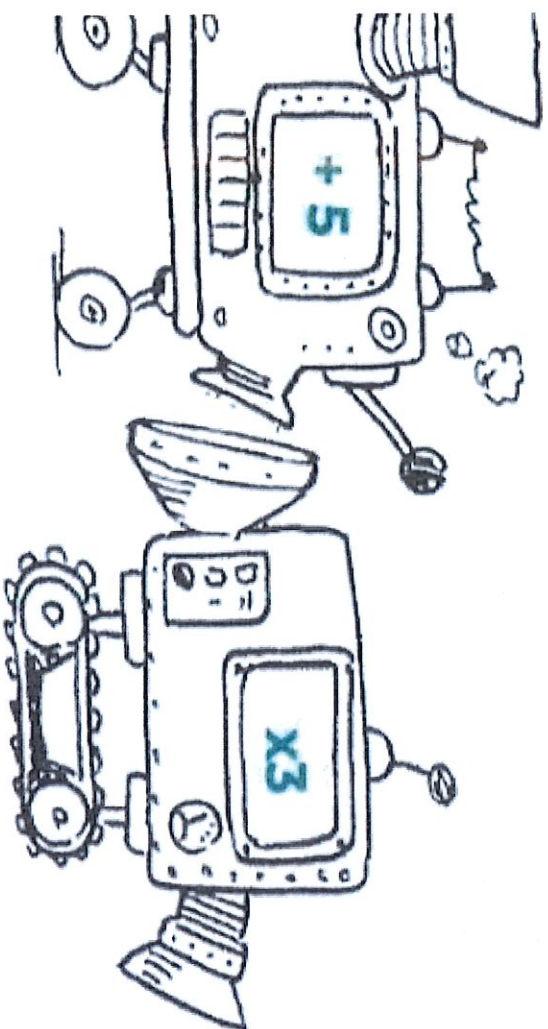


Challenge

Fill in the inputs/outputs from these function machines.



in	4	12	9	20	11	
out						



in						
out	45	48	42	36	33	27

quences.

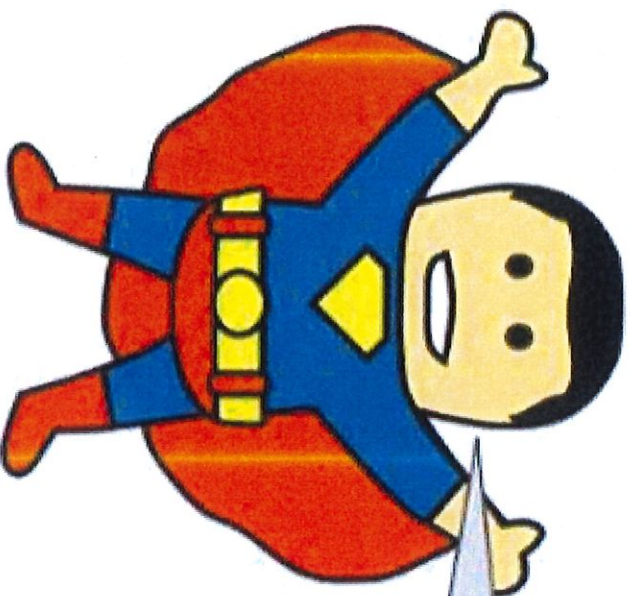
a look at the sequence below. We are going to think about what kind of sequence
rd how we know.

+13

13,

26,

39,



1. Is it an increasing or decreasing pattern?
2. How do we get from one term to the next?
3. What are the missing terms?

2

you write the first 6 terms in each sequence – follow the rule and pay attention the start number

The rule is add 10, the start-point is 11

The rule is add 5, the start-point is 37

The rule is subtract 13, the start point is 9

The rule is subtract 9, the start point is 25


The rule is add 100, the start point is -394

Can you work out the solutions to the calculations? Write the answers in Roman numerals too

Calculation	Answer
XV + XV	
XIII + XXIII	
MIII + MMM	
MV + MMV	
XXI + CLXXI	
LVII + DCVII	

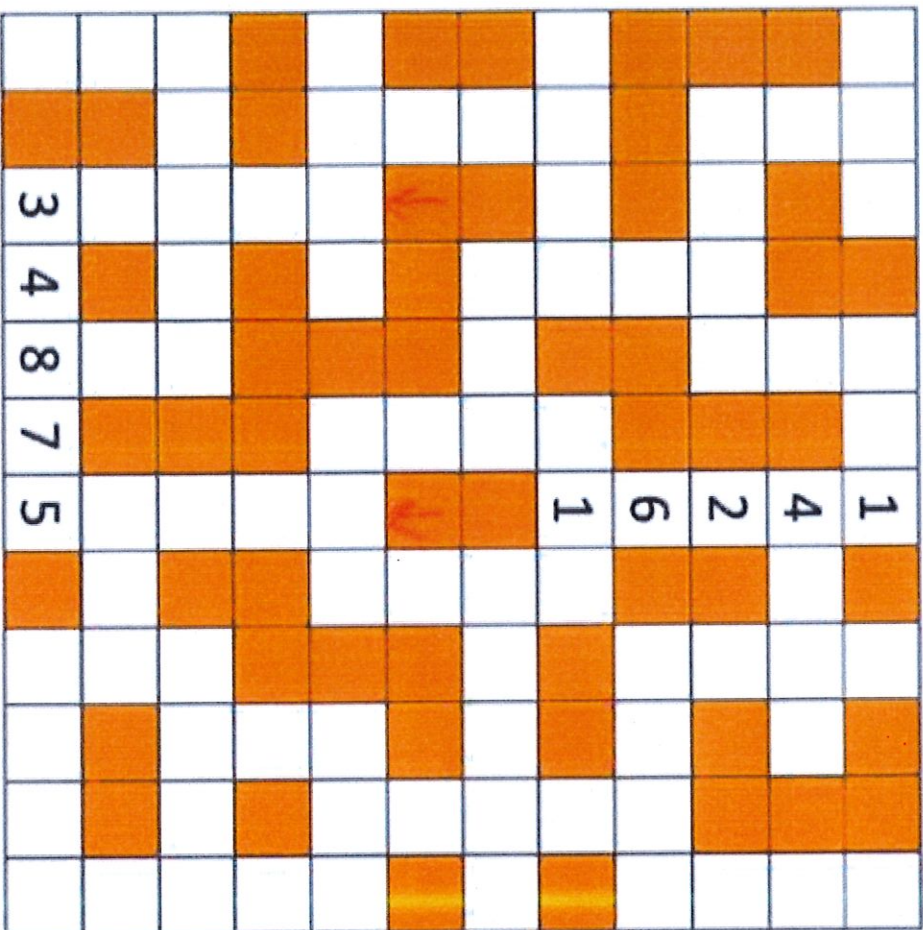
Don't forget:

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



To Start

Can you complete the number grid by putting the numbers into the correct places?



3 DIGITS	4 DIGITS	5 DIGITS
217	625	1524
246	756	1594
251	842	2652
258	924	3861
321	925	4528
328	961	4832
367	5290	5371
		6174
		6205
		7326
		8275
		9527
		14261
		24173
		34875
		35420
		41385
		71490
		75216
		90162



These

2	3	4	5	6	7	8	9	10
			V					X

V =	I + I + V =	X + V =
V =	X - III =	X - VII =

