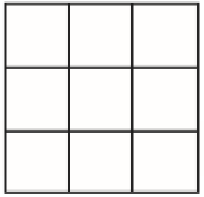
	Calculation	Maths		Spelling	Literacy		Times Tables	Afternoon	Comprehension
Monday	Mixed calculations	Decimals lesson 1		prefixes	Easter Recount		Log onto rockstars and work on your maths recall https://ttrockstars.com/	Egyptian topic lesson 1	Reading comprehension
Tuesday	Mixed calculations	Decimals lesson 2		**prefixes**	Portal 1		Log onto rockstars and work on your maths recall https://ttrockstars.com/	PSHE lesson 1	NA
Wednesday	Mixed calculations	Decimals lesson 3		**prefixes**	Portal 2		Log onto rockstars and work on your maths recall https://ttrockstars.com/	**Science- Sound lesson 1**	Reading comprehension
Thursday	Mixed calculations	Decimals lesson 4		**prefixes**	Portal 3		Log onto rockstars and work on your maths recall https://ttrockstars.com/	Art	NA
Friday	Mixed calculations	Decimals lesson 5		**prefixes**	Portal 4		Log onto rockstars and work on your maths recall https://ttrockstars.com/	PE	Reading comprehension

Monday- Calculation

a

Work out the area
of this shape.



____

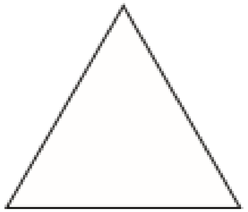
b

Each parcel weighs 500g.
What is the weight of four parcels
in grams?

____

c

Draw all the lines of symmetry.
How many lines of symmetry does
the shape have?



d

Write these fractions as decimals.

$\frac{4}{10}$ $\frac{3}{4}$ $\frac{1}{4}$

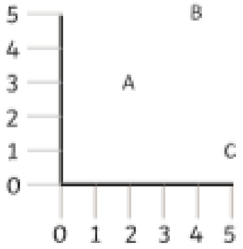
e

Write the coordinates for:

A

B

C



f

How many hours in:

one day ________________________

one and a quarter days ____________

g

Solve the following using
column multiplication.

£ 0 . 6 4
× 5
£ ______________

£ 0 . 3 9
× 6
£ ______________

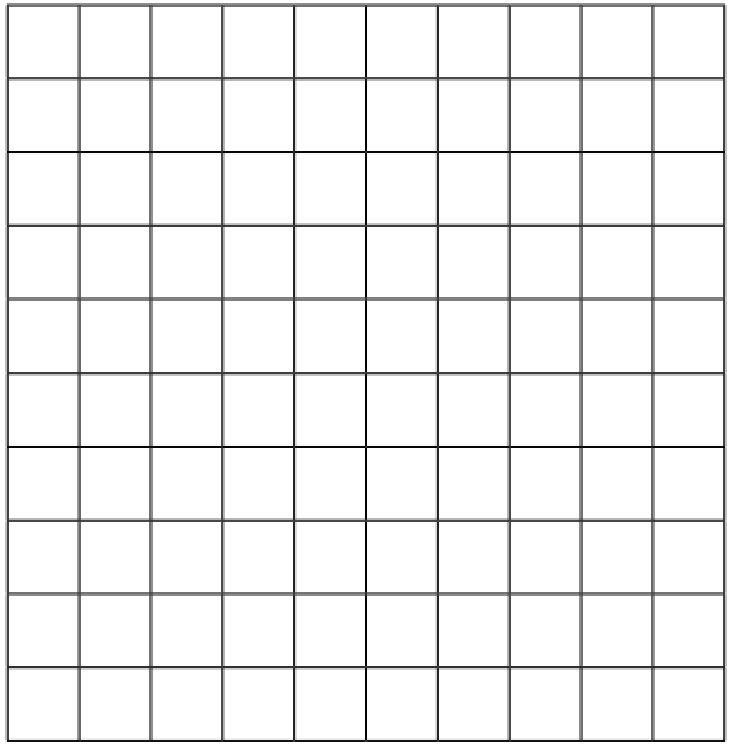
h

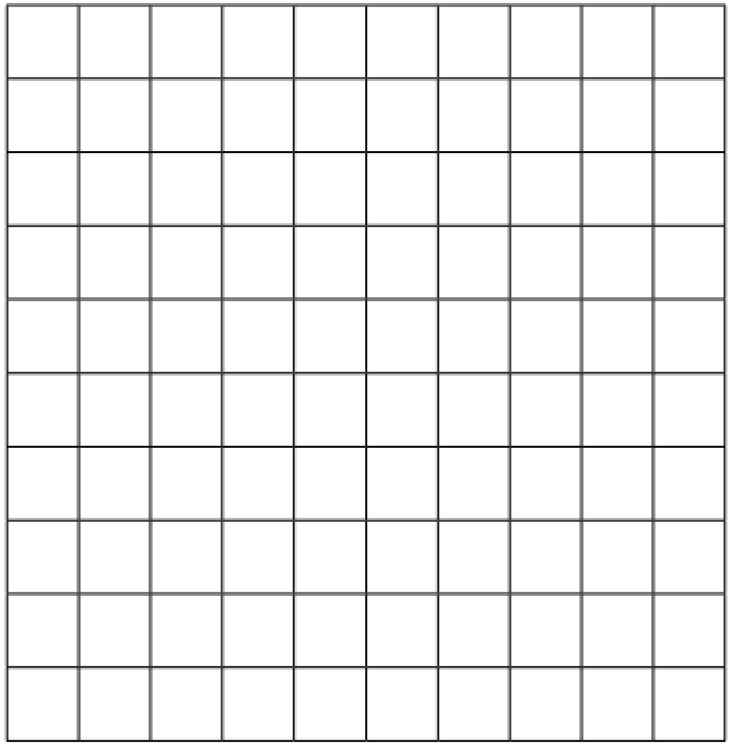
I think of a number.
I divide it by ten.
I add eight.
The answer is 12.
What was my number? ____________

Monday- Maths

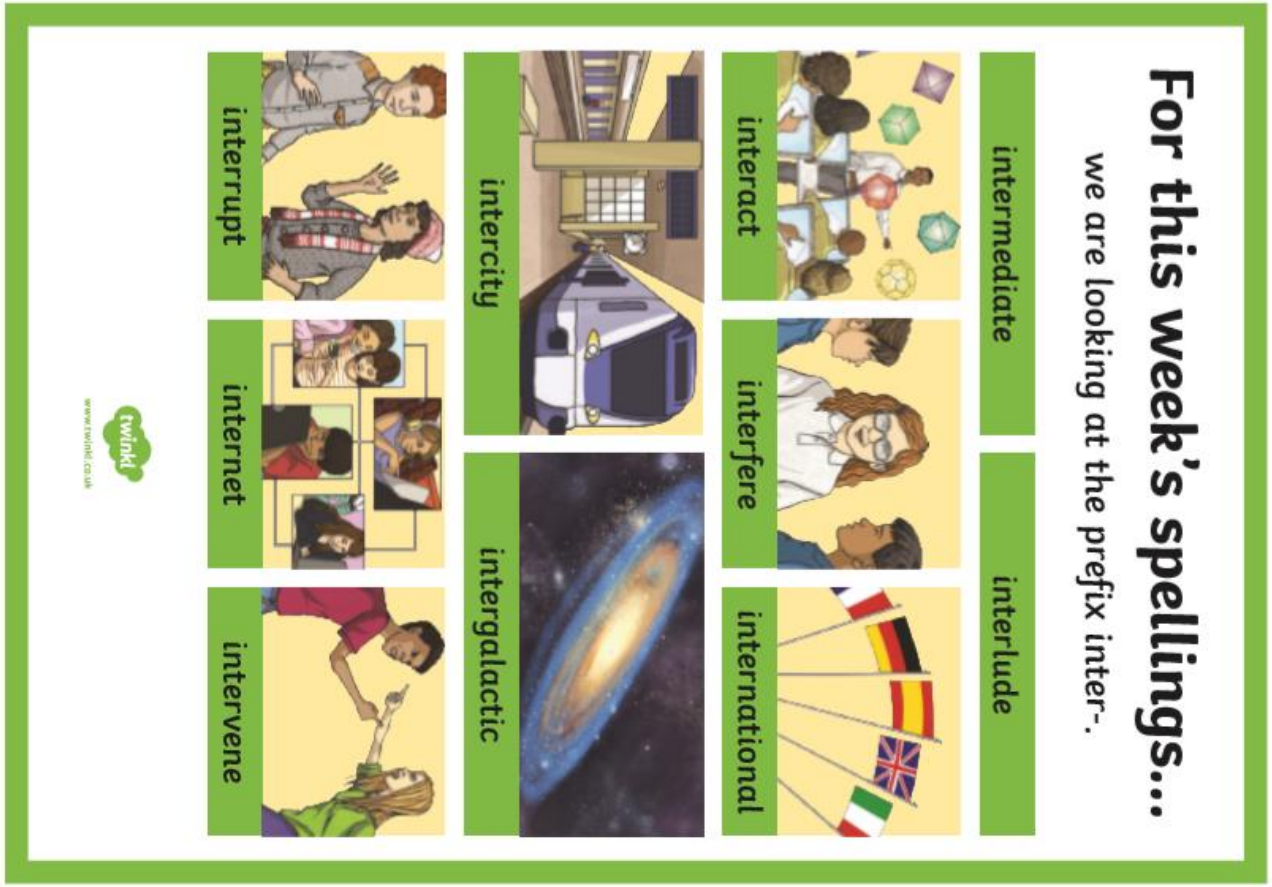
Follow the link below and then complete the sheets on the next page.

https://vimeo.com/418164979





Monday- Spellings



For this week's spellings...

we are looking at the prefix inter-.

- intermediate
- interlude
- interact
- interfere
- international
- intercity
- intergalactic
- interrupt
- internet
- intervene

www.twinkl.co.uk

Monday/Tuesday/ Wednesday Spellings

Look, Say, Cover, Write and Check!

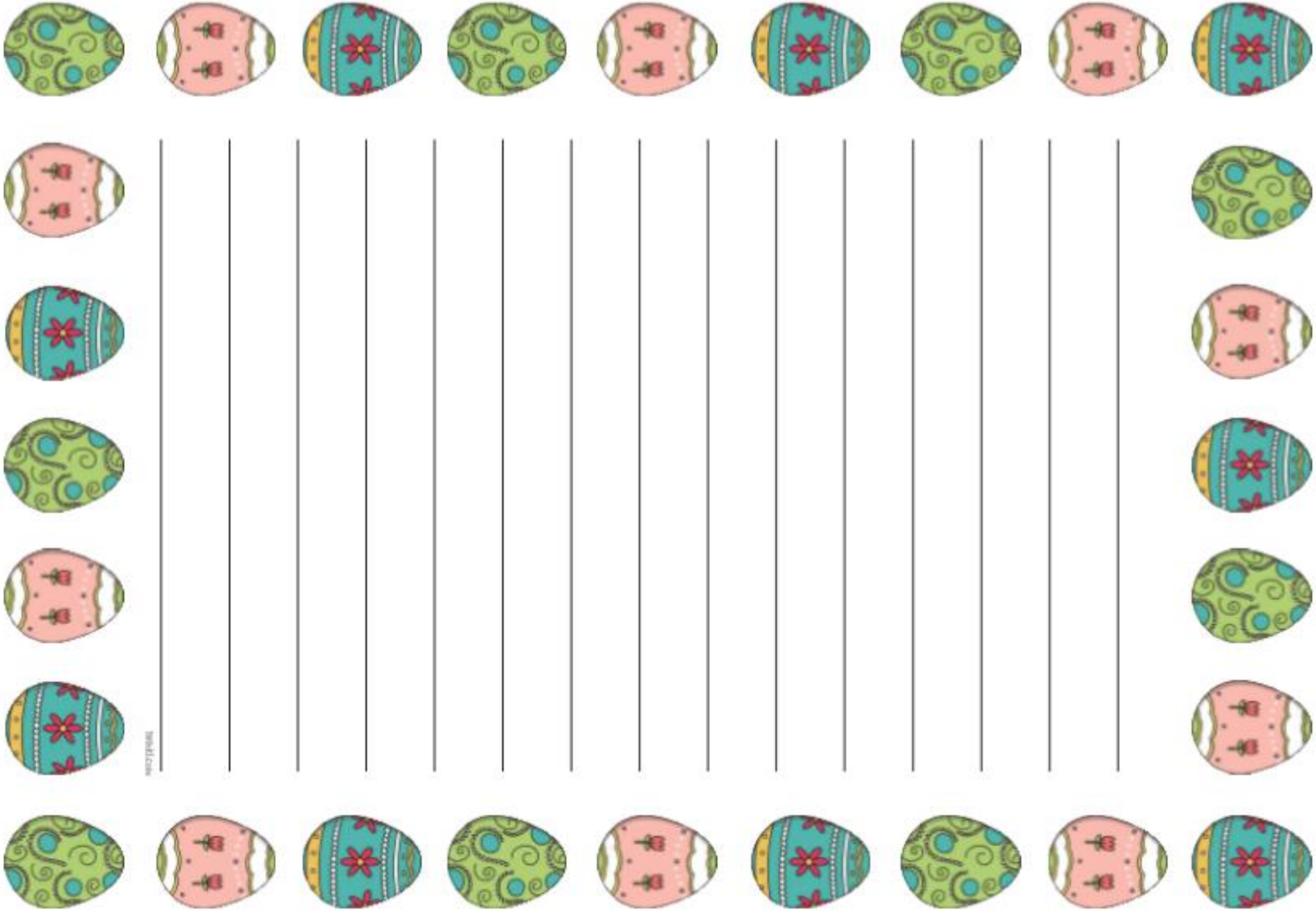
Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
interact						
interfere						
intercity						
international						
intermediate						
internet						
intergalactic						
interrupt						
intervene						
interlude						

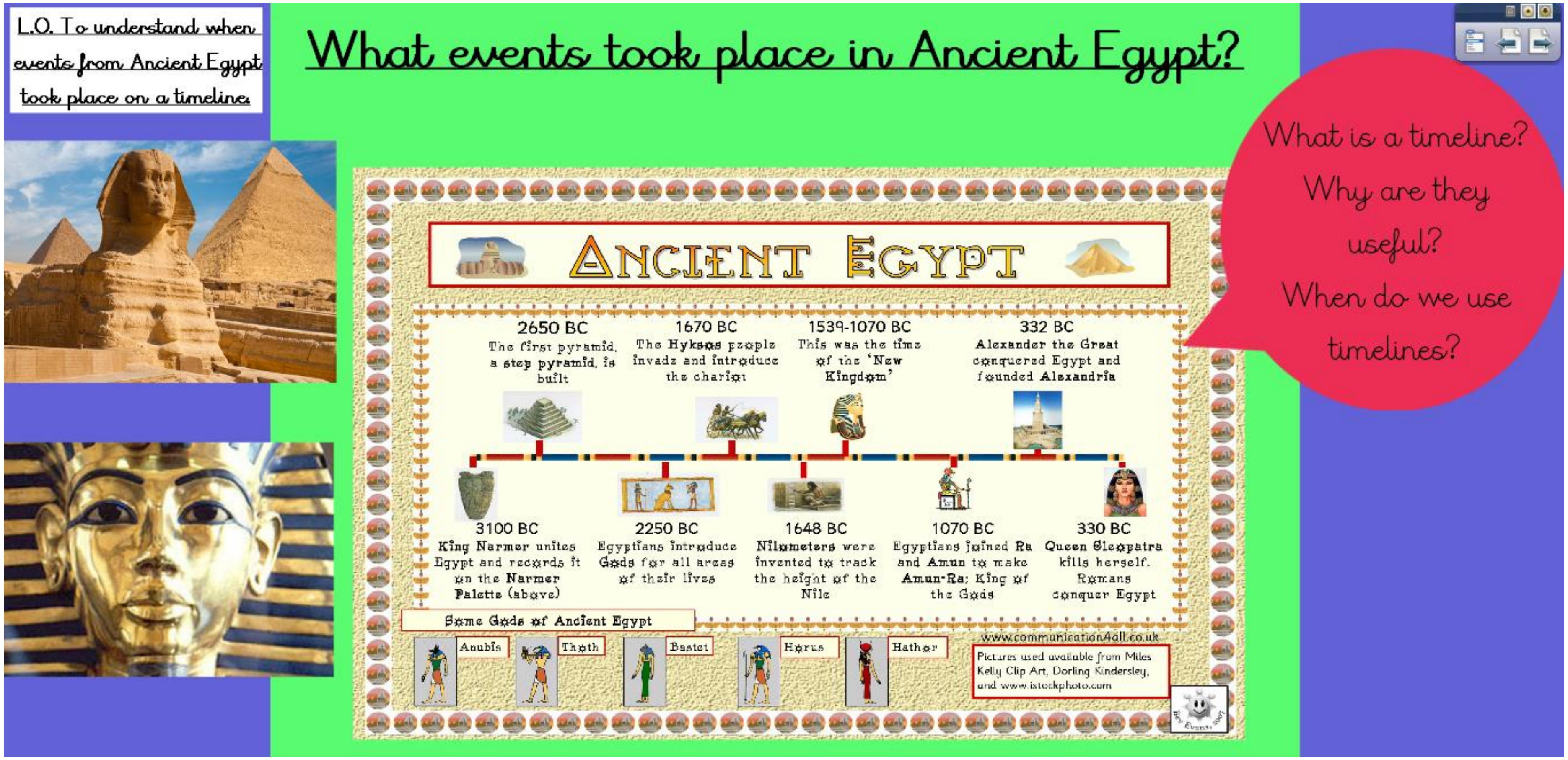
Monday- Literacy

Today, please think carefully about your Easter Holiday and write all about what you did on your favourite day!

Use the paper on the next page.



Monday- Afternoon



L.O. To understand when events from Ancient Egypt took place on a timeline.

What events took place in Ancient Egypt?

What is a timeline?

Why are they useful?

When do we use timelines?

ANCIENT EGYPT

2650 BC
The first pyramid, **a step pyramid**, is built

1670 BC
The **Hyksos** people invade and introduce the chariot

1539-1070 BC
This was the time of the **'New Kingdom'**

332 BC
Alexander the Great conquered Egypt and founded **Alexandria**

3100 BC
King Narmer unites Egypt and records it on the **Narmer Palette** (above)

2250 BC
Egyptians introduce **Gods** for all areas of their lives

1648 BC
Nilometers were invented to track the height of the Nile

1070 BC
Egyptians joined **Ra** and **Amun** to make **Amun-Ra**: King of the Gods

330 BC
Queen Cleopatra kills herself. Romans conquer Egypt

Some Gods of Ancient Egypt

www.communication4all.co.uk

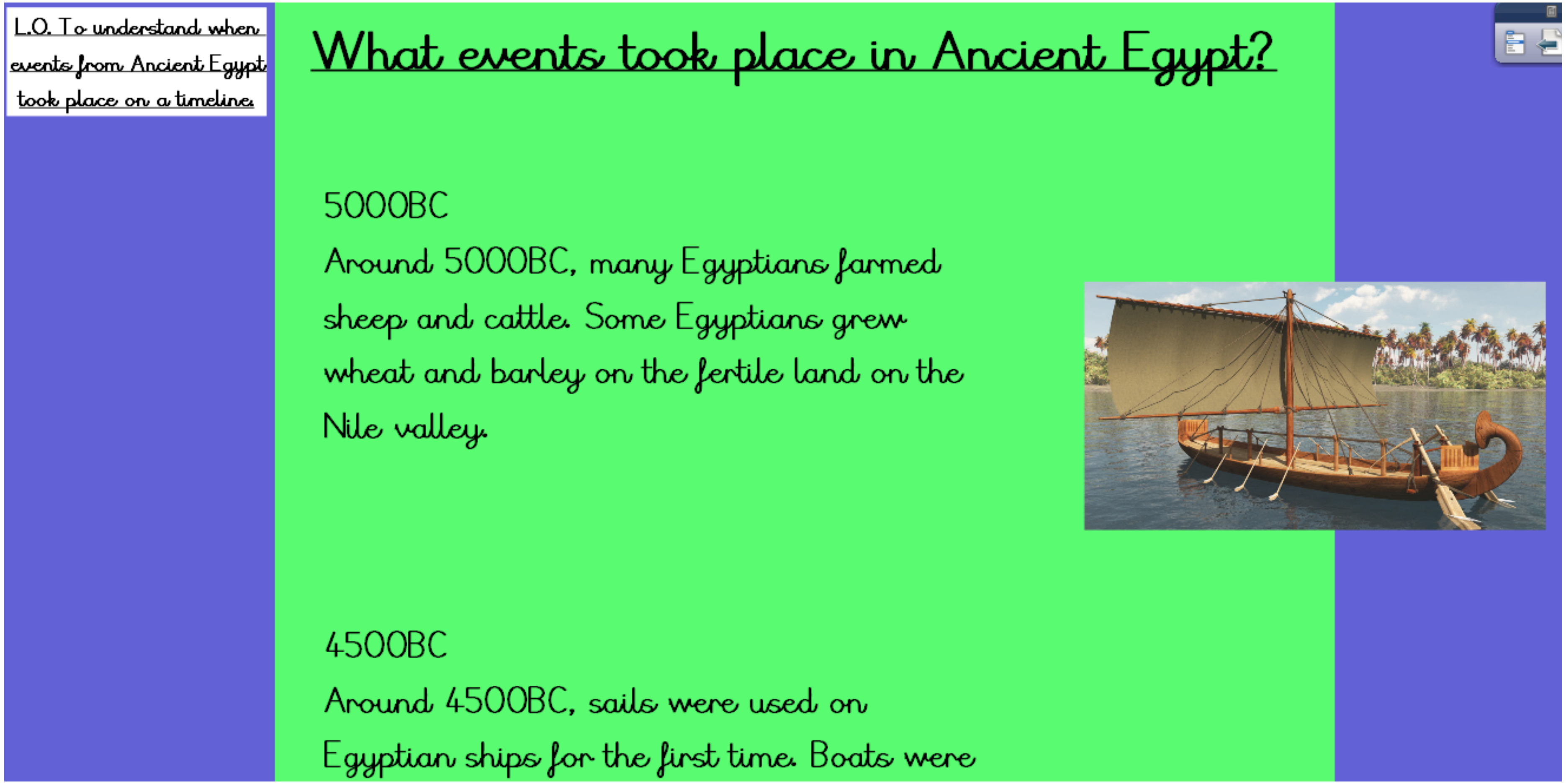
Pictures used available from Miles Kelly Clip Art, Dorling Kindersley, and www.istockphoto.com

L.O. To understand when events from Ancient Egypt took place on a timeline.

What events took place in Ancient Egypt?

What does BC mean?

B.C. stands for **Before Christ**, and it means the number of years before the time of Jesus Christ. That was about 2000 years ago



L.O. To understand when events from Ancient Egypt took place on a timeline.

What events took place in Ancient Egypt?

5000BC

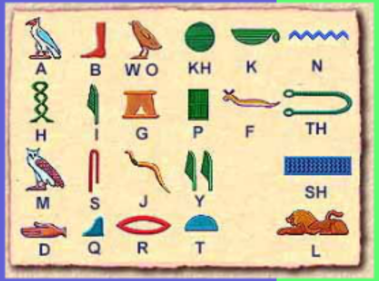
Around 5000BC, many Egyptians farmed sheep and cattle. Some Egyptians grew wheat and barley on the fertile land on the Nile valley.

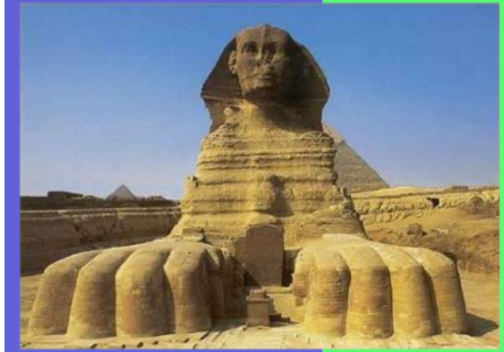
4500BC

Around 4500BC, sails were used on Egyptian ships for the first time. Boats were

L.O. To understand when events from Ancient Egypt took place on a timeline.

What events took place in Ancient Egypt?





3200BC

Around 3200BC, craftsmen began to create the first wall paintings using hieroglyphic symbols in the Egyptian writing system.

3000BC

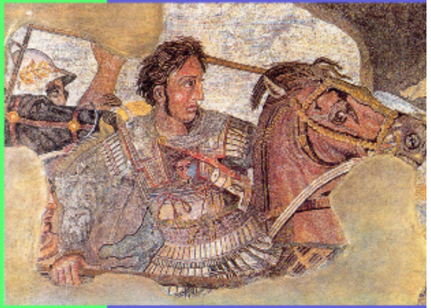
Around 3000BC, walled towns and villages were built in Egypt. The first buildings were made of mud brick. At the museum you can see a terracotta model of an Ancient Egyptian House.

2520BC

Around 2520BC, Egyptians built the Great Sphinx and the Great Pyramid at Giza.

L.O. To understand when events from Ancient Egypt took place on a timeline.

What events took place in Ancient Egypt?



1550BC

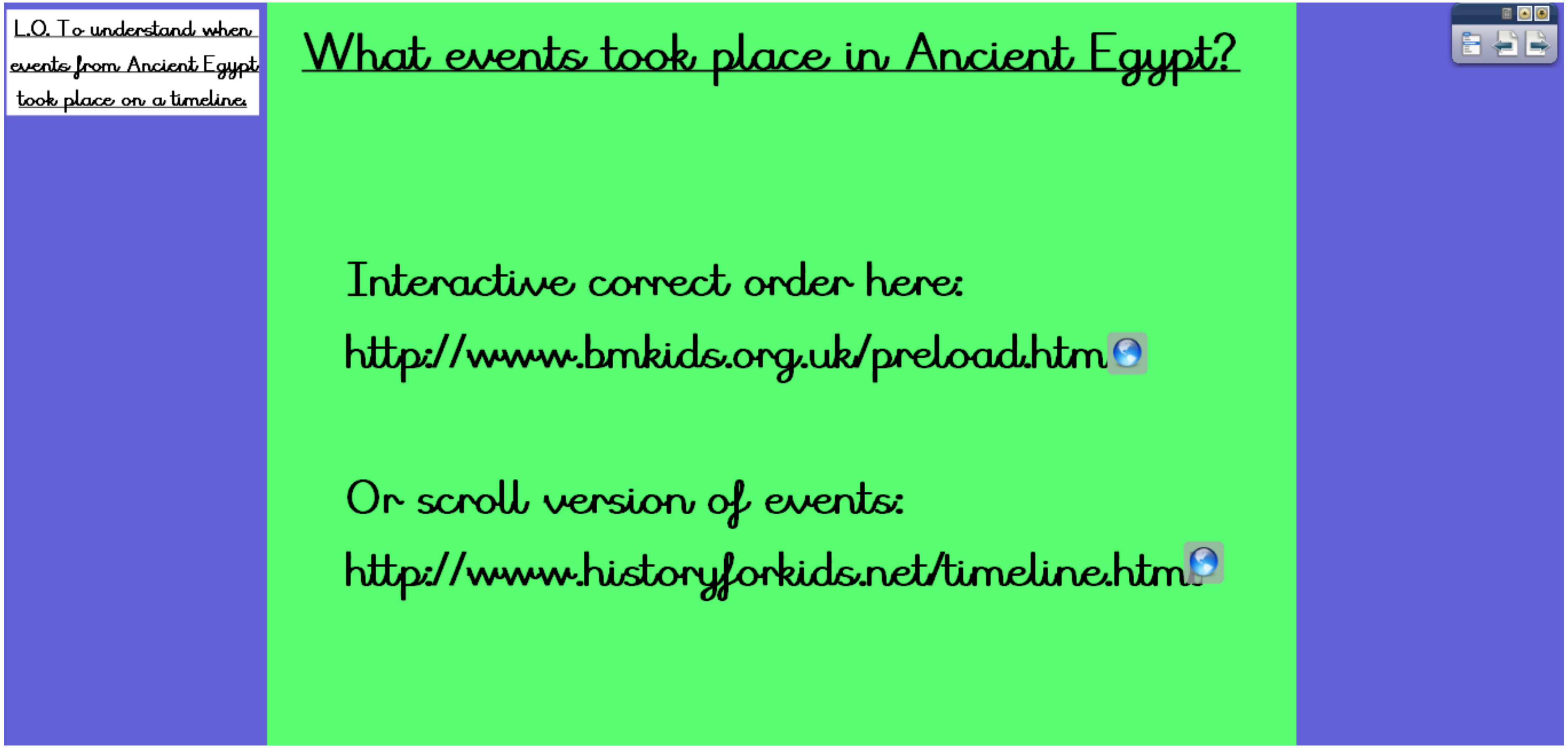
It was around 1550BC that many of the royal tombs were built in the Valley of the Kings. 1500BC - 332BC was the period of the 'New Kingdom'.

1325BC

Around 1325BC, King Tutankhamun was buried in the Valley of the Kings. In 1922 his tomb was discovered, inside were wonderful treasures and the mummy of the Pharaoh covered by a beautiful gold death mask.

332BC

In 332BC, Egypt was invaded by Alexander the Great and was then ruled by Greek Kings. The era of the New Kingdom ends.



L.O. To understand when events from Ancient Egypt took place on a timeline.

What events took place in Ancient Egypt?

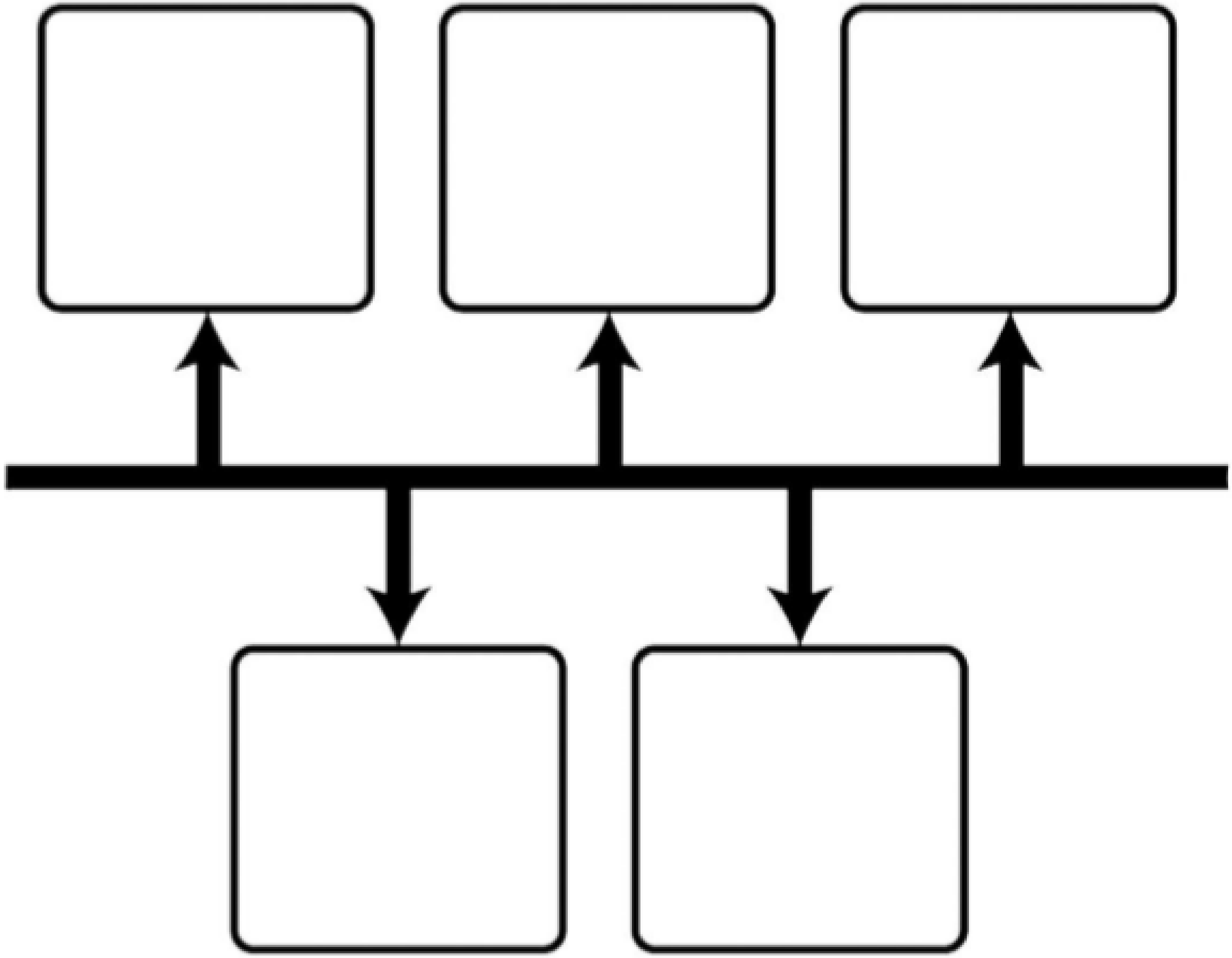
Interactive correct order here:

http://www.bmkids.org.uk/preload.htm

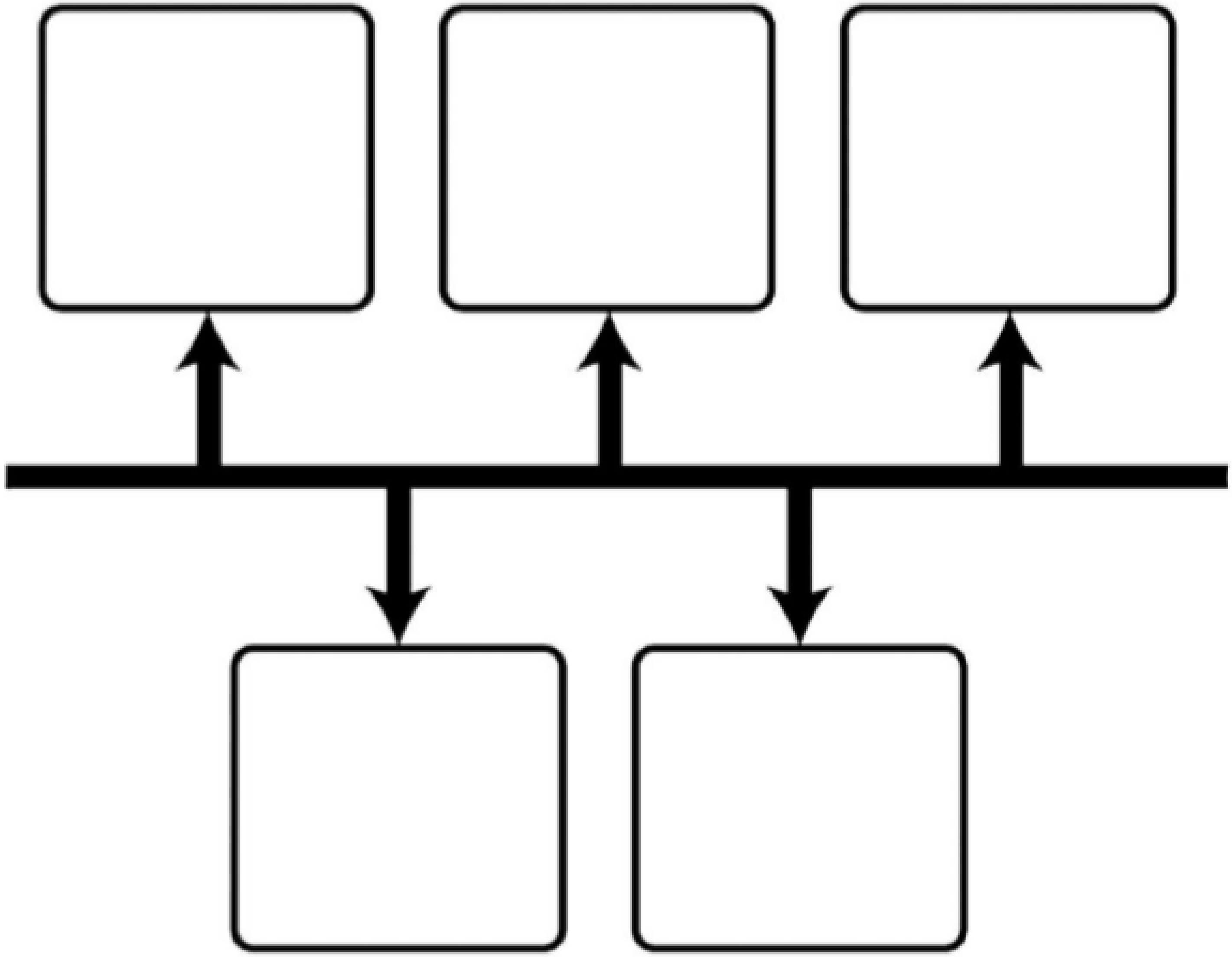
Or scroll version of events:

http://www.historyforkids.net/timeline.htm

Timeline About: ______________________________ Name______________

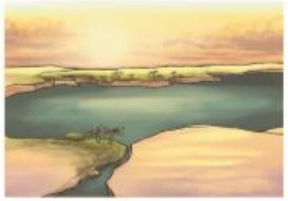


Timeline About: ______________________________ Name______________



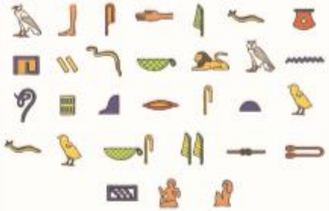
Squarehead TEACHERS

7,500 BC



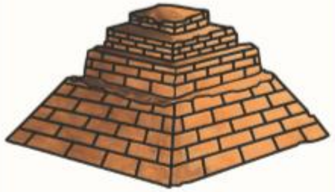
The first settlers arrived in the Nile Valley.

3,200 BC



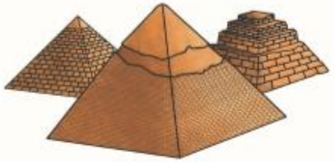
Hieroglyphs are used to keep trade records.

2,640 BC



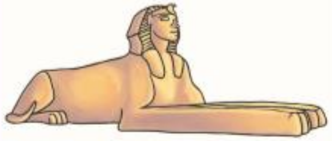
The first pyramid is built.

2,555 BC



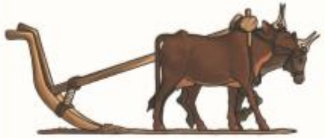
The Giza pyramids are built for the kings Kufu, Kharfe and Menkaure.

2,520 BC

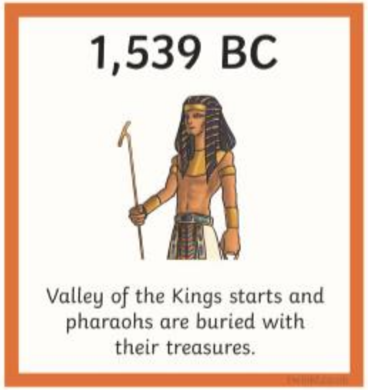


The Great Sphinx is built.

2,200 BC

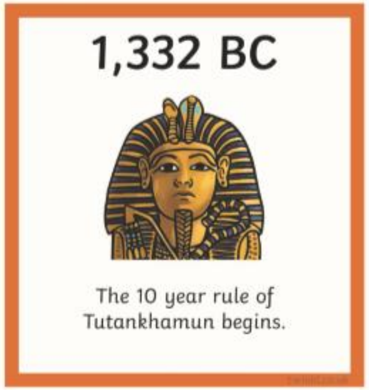


First ploughs are attached to oxen.



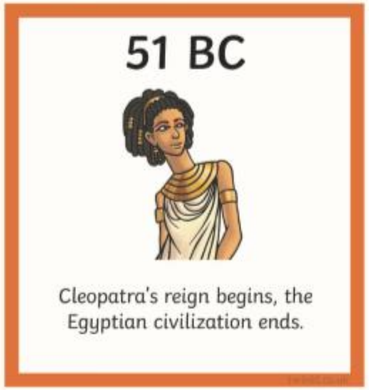
1,539 BC

Valley of the Kings starts and pharaohs are buried with their treasures.



1,332 BC

The 10 year rule of Tutankhamun begins.



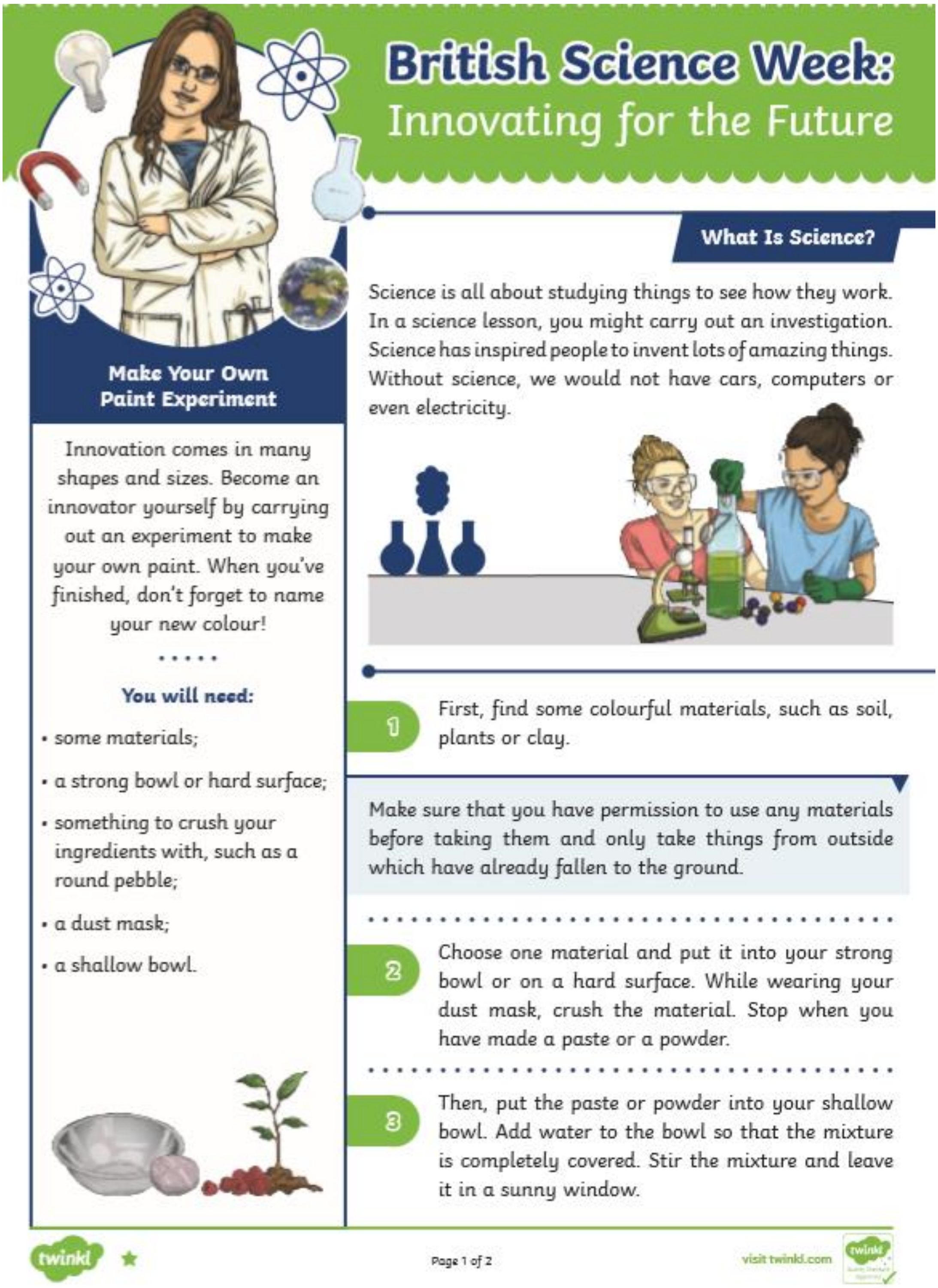
51 BC

Cleopatra's reign begins, the Egyptian civilization ends.

Cut out the small cards. Next stick the 2 timelines together to make 1 long one.

Now carefully order the cards and glue down.

Monday- Comprehension



British Science Week:
Innovating for the Future

What Is Science?

Science is all about studying things to see how they work. In a science lesson, you might carry out an investigation. Science has inspired people to invent lots of amazing things. Without science, we would not have cars, computers or even electricity.

1 First, find some colourful materials, such as soil, plants or clay.

Make sure that you have permission to use any materials before taking them and only take things from outside which have already fallen to the ground.

2 Choose one material and put it into your strong bowl or on a hard surface. While wearing your dust mask, crush the material. Stop when you have made a paste or a powder.

3 Then, put the paste or powder into your shallow bowl. Add water to the bowl so that the mixture is completely covered. Stir the mixture and leave it in a sunny window.

Make Your Own Paint Experiment

Innovation comes in many shapes and sizes. Become an innovator yourself by carrying out an experiment to make your own paint. When you've finished, don't forget to name your new colour!

• • • • •

You will need:

- some materials;
- a strong bowl or hard surface;
- something to crush your ingredients with, such as a round pebble;
- a dust mask;
- a shallow bowl.

4 When all of the water has been dried up by the sun, you will be left with paint powder. Add a tiny drop of water to the powder and try using it as paint on a piece of paper.

5 Try the experiment again with a different material to see what other colours you can make.

What Is British Science Week?

British Science Week is an exciting event that lasts for ten days. Each year, over a million people take part in different activities.

• • • • •

This year, the theme for British Science Week is 'Innovating for the Future'. Innovating means making changes to something. This could be by introducing new ways of doing something or by coming up with a new idea.

• • • • •

Think about how things like computers, cars and aeroplanes have changed in the past 100 years. These changes wouldn't have happened without innovation.

Questions

1. How many days does British Science Week last for? Tick one.

○ seven days
○ eight days
○ nine days
○ ten days

2. Look at the instructions for making your own paint.
Number the instructions from 1-4 to show the order that they should happen in.

☐ Choose one material.
☐ Try the experiment again.
☐ Put the paste or powder into your bowl.
☐ Find some colourful materials.

3. What is the theme for this year's British Science Week? Tick one.

○ Everybody Loves Science
○ Innovating for the Future
○ Inventing New Colours
○ Science is Fun

4. Draw **three** lines and complete each sentence.

Innovating means... ●	● many shapes and sizes.
Innovation comes in... ●	● making changes to something.
Science is all about... ●	● studying things to see how they work.

5. Look at the paragraph called **What Is Science?**
Find and copy one word which shows that science has made people **want to invent lots of amazing things**.

____

6. According to the text, how many people take part in different activities for British Science Week each year?

7. Would you like to take part in British Science Week this year? Explain your answer.

Tuesday- Calculation

Year 4 Maths Activity Mat 2 Spring 2

②

a

Solve this problem mentally.

Leonne buys a comic for 55p and pays with £1. How much change will she have?

b

40 ÷ ☐ = 0.4

91 ÷ ☐ = 9.1

6 ÷ ☐ = 0.6

c

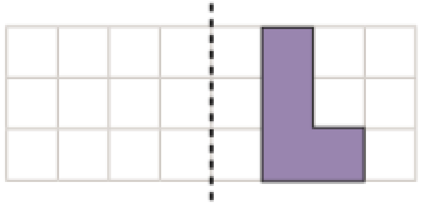
What is another name for a five- sided polygon?

d

How many 5p coins in £25?

e

Draw the reflection of this shape.



f

Write four multiples of 6.

g

Draw a bar chart on a separate piece of paper showing the favourite topics of Y4 children at Westward School.

Topic	Number of votes
Space	5
Dinosaurs	2
History	8
Jungle	3
Mountains	6

h

Match the numbers to the corresponding Roman numerals.

XXXV	24
XL	35
XXIV	40

Tuesday- Maths

Follow the link below, watch the video and then complete the sheets on the next page.

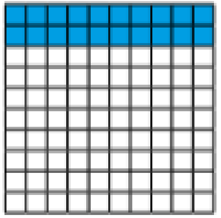
https://vimeo.com/517200721

Recognise tenths and hundredths

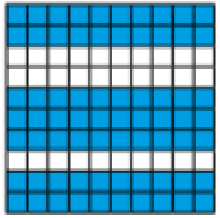
① The hundred square represents 1 whole.

What fraction of each hundred square is shaded?

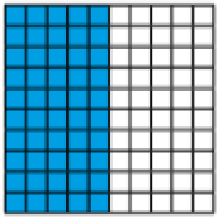
a)



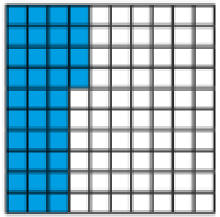
c)



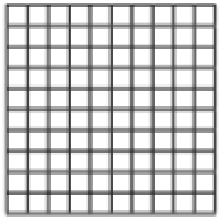
b)



d)



② Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows = ☐

b) 6 full columns = ☐

c) 13 squares = ☐

d) 2 full rows and 5 squares = ☐

e) 3 full columns and 8 squares = ☐

③ Complete the sentences.

a) 4 tenths is equivalent to ☐ hundredths.

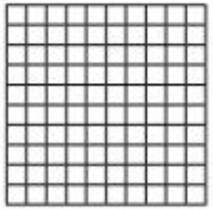
b) 70 hundredths is equivalent to ☐ tenths.

c) 5 tenths is equivalent to ☐ hundredths or 1 ________

© White Rose Maths 2019

4

One row is one tenth and one column is one tenth, so if I colour one row and one column on my hundred square I will have shown 2 tenths.



Is Dexter correct? ____________

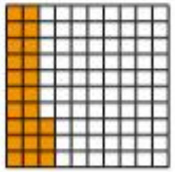
Explain your answer.

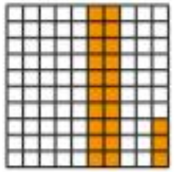
You may use the hundred square to help you.

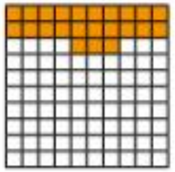
____

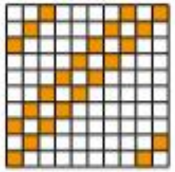
____

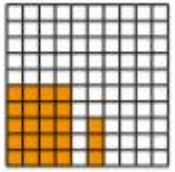
5 Tick the hundred squares with $\frac{23}{100}$ shaded.

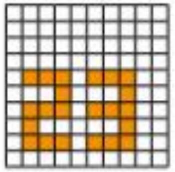






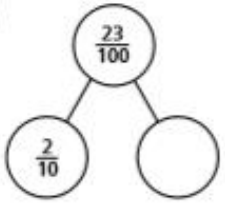






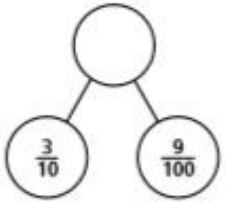
6 Complete the part-whole models.

a)



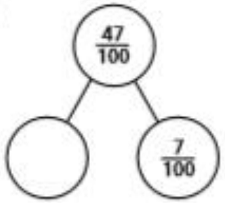
$\frac{23}{100}$
$\frac{2}{10}$

c)



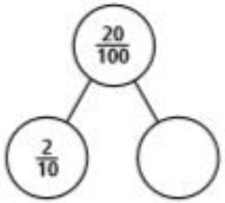
$\frac{3}{10}$
$\frac{9}{100}$

b)



$\frac{47}{100}$
$\frac{7}{100}$

d)



$\frac{20}{100}$
$\frac{2}{10}$

7

$\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$

$\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$

Annie

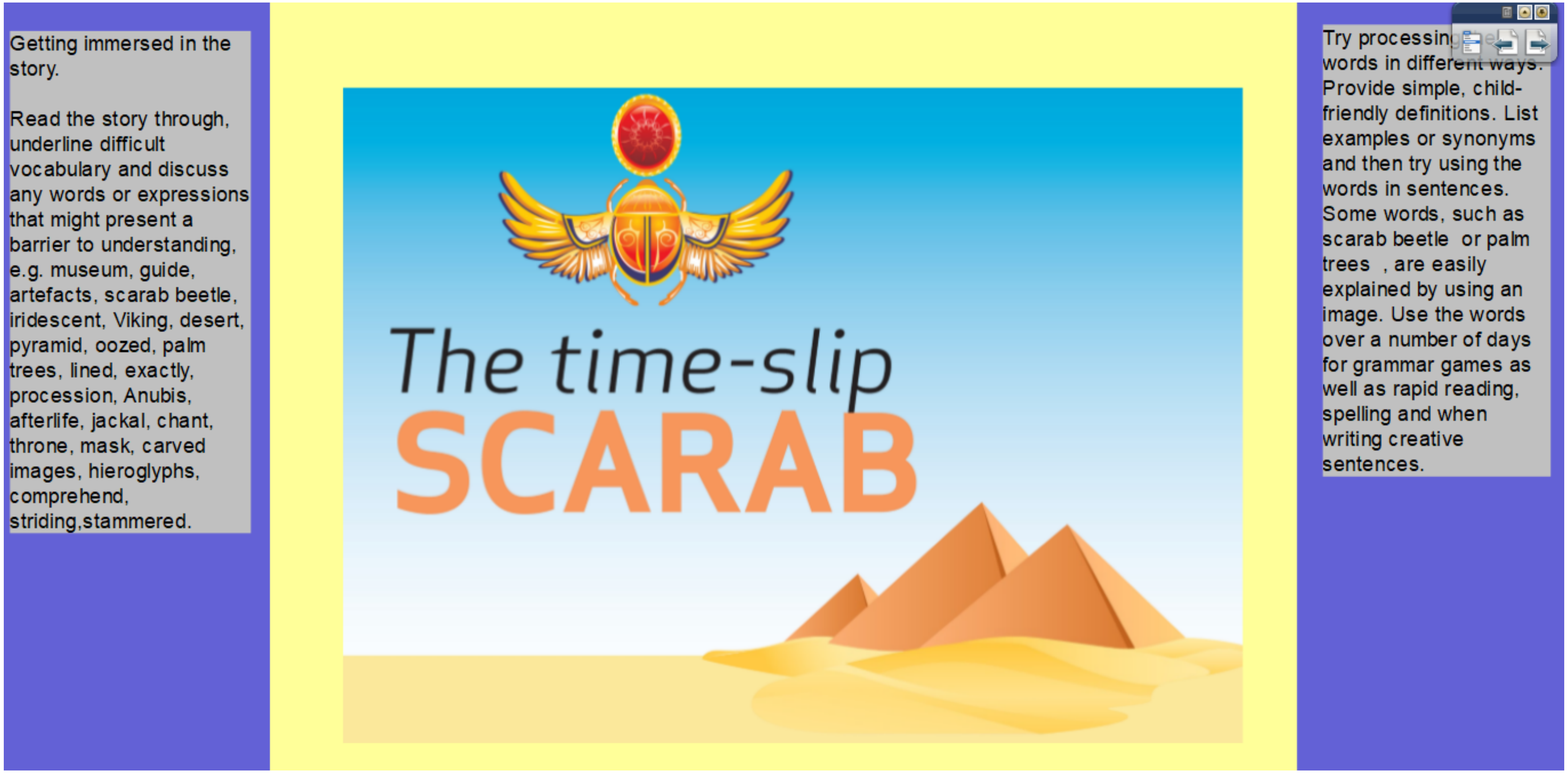
Ron

Who is correct? ____________

How many ways can you partition $\frac{73}{100}$?

© White Rose Maths 2019

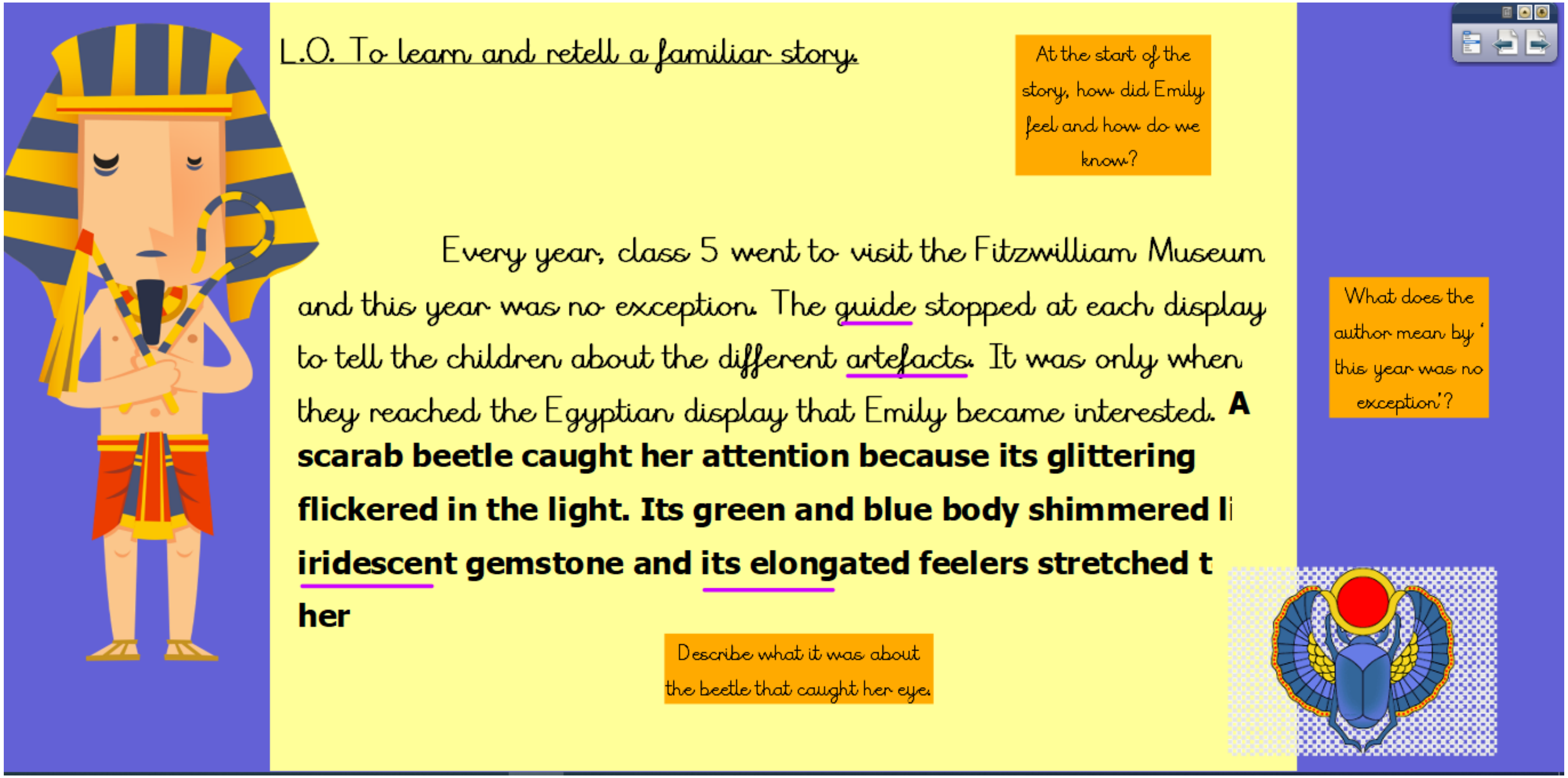
Tuesday- Literacy



Getting immersed in the story.

Read the story through, underline difficult vocabulary and discuss any words or expressions that might present a barrier to understanding, e.g. museum, guide, artefacts, scarab beetle, iridescent, Viking, desert, pyramid, oozed, palm trees, lined, exactly, procession, Anubis, afterlife, jackal, chant, throne, mask, carved images, hieroglyphs, comprehend, striding,stammered.

Try processing the words in different ways. Provide simple, child-friendly definitions. List examples or synonyms and then try using the words in sentences. Some words, such as scarab beetle or palm trees , are easily explained by using an image. Use the words over a number of days for grammar games as well as rapid reading, spelling and when writing creative sentences.



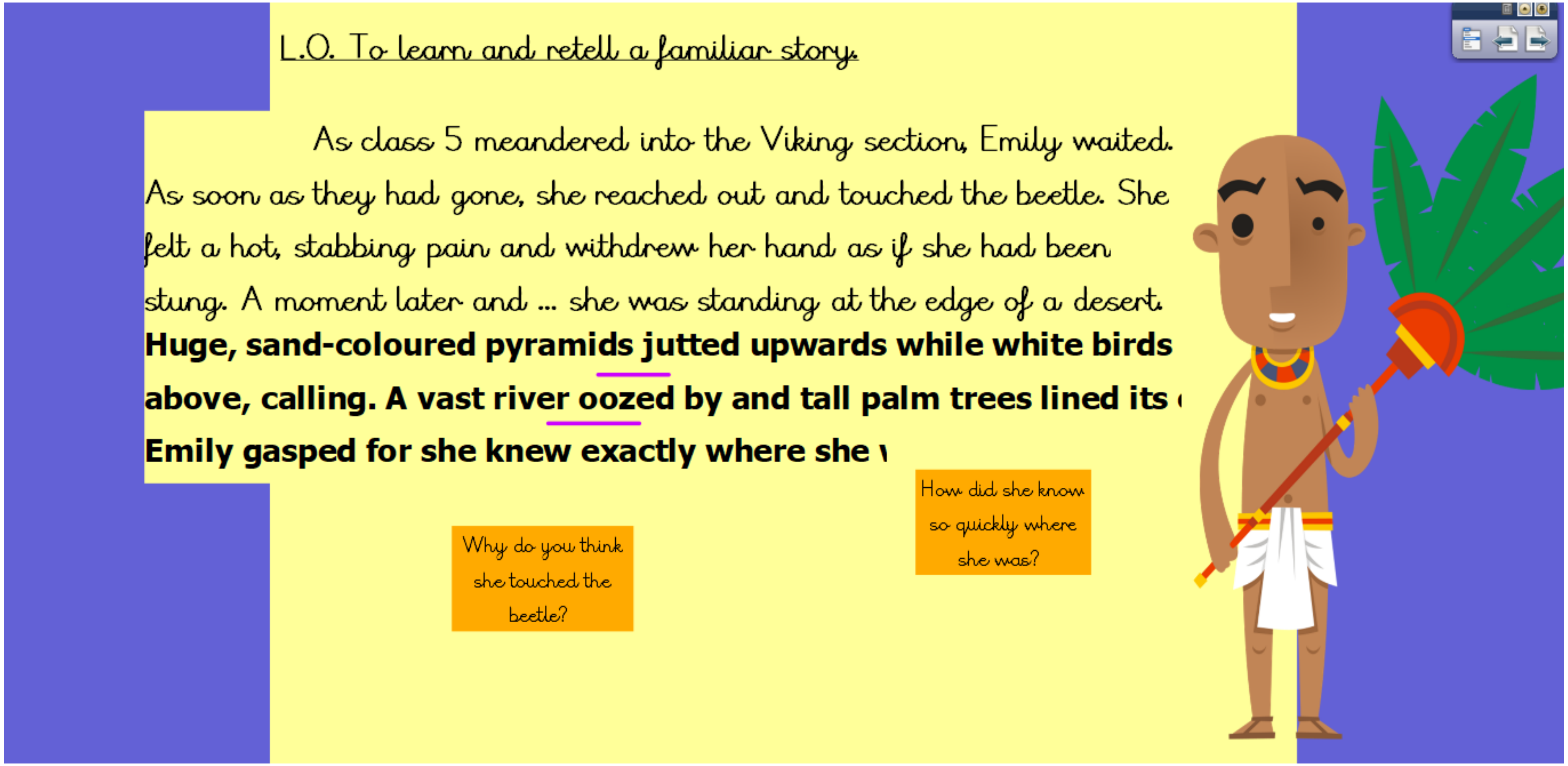
L.O. To learn and retell a familiar story.

At the start of the story, how did Emily feel and how do we know?

Every year, class 5 went to visit the Fitzwilliam Museum and this year was no exception. The guide stopped at each display to tell the children about the different artefacts. It was only when they reached the Egyptian display that Emily became interested. **A scarab beetle caught her attention because its glittering flickered in the light. Its green and blue body shimmered li iridescent gemstone and its elongated feelers stretched t her**

What does the author mean by 'this year was no exception'?

Describe what it was about the beetle that caught her eye.



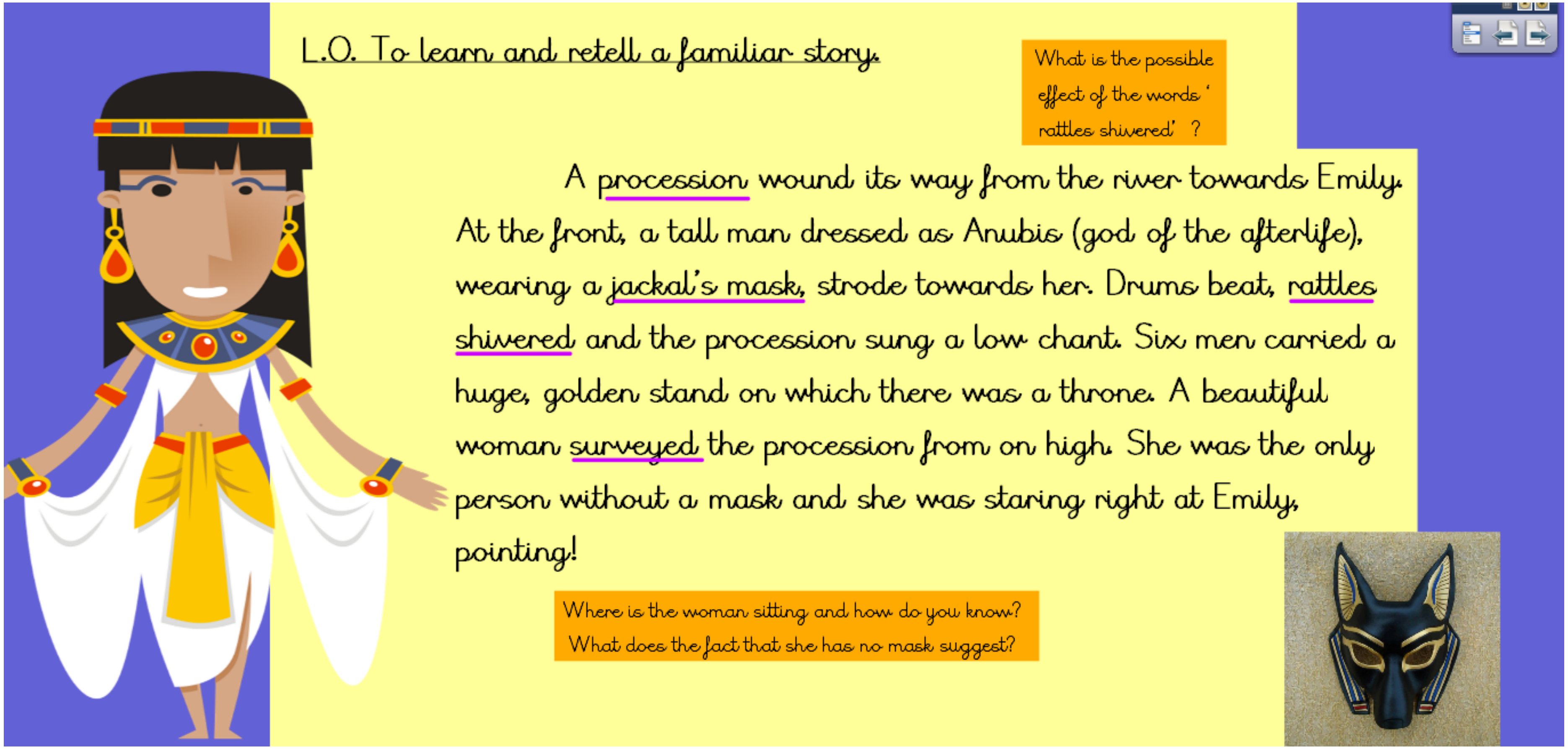
L.O. To learn and retell a familiar story.

As class 5 meandered into the Viking section, Emily waited. As soon as they had gone, she reached out and touched the beetle. She felt a hot, stabbing pain and withdrew her hand as if she had been stung. A moment later and … she was standing at the edge of a desert. **Huge, sand-coloured pyramids jutted upwards while white birds above, calling. A vast river oozed by and tall palm trees lined its**

Emily gasped for she knew exactly where she

Why do you think she touched the beetle?

How did she know so quickly where she was?



L.O. To learn and retell a familiar story.

What is the possible effect of the words ' rattles shivered' ?

A procession wound its way from the river towards Emily. At the front, a tall man dressed as Anubis (god of the afterlife), wearing a jackal's mask, strode towards her. Drums beat, rattles shivered and the procession sung a low chant. Six men carried a huge, golden stand on which there was a throne. A beautiful woman surveyed the procession from on high. She was the only person without a mask and she was staring right at Emily, pointing!

Where is the woman sitting and how do you know?
What does the fact that she has no mask suggest?

L.O. To learn and retell a familiar story.

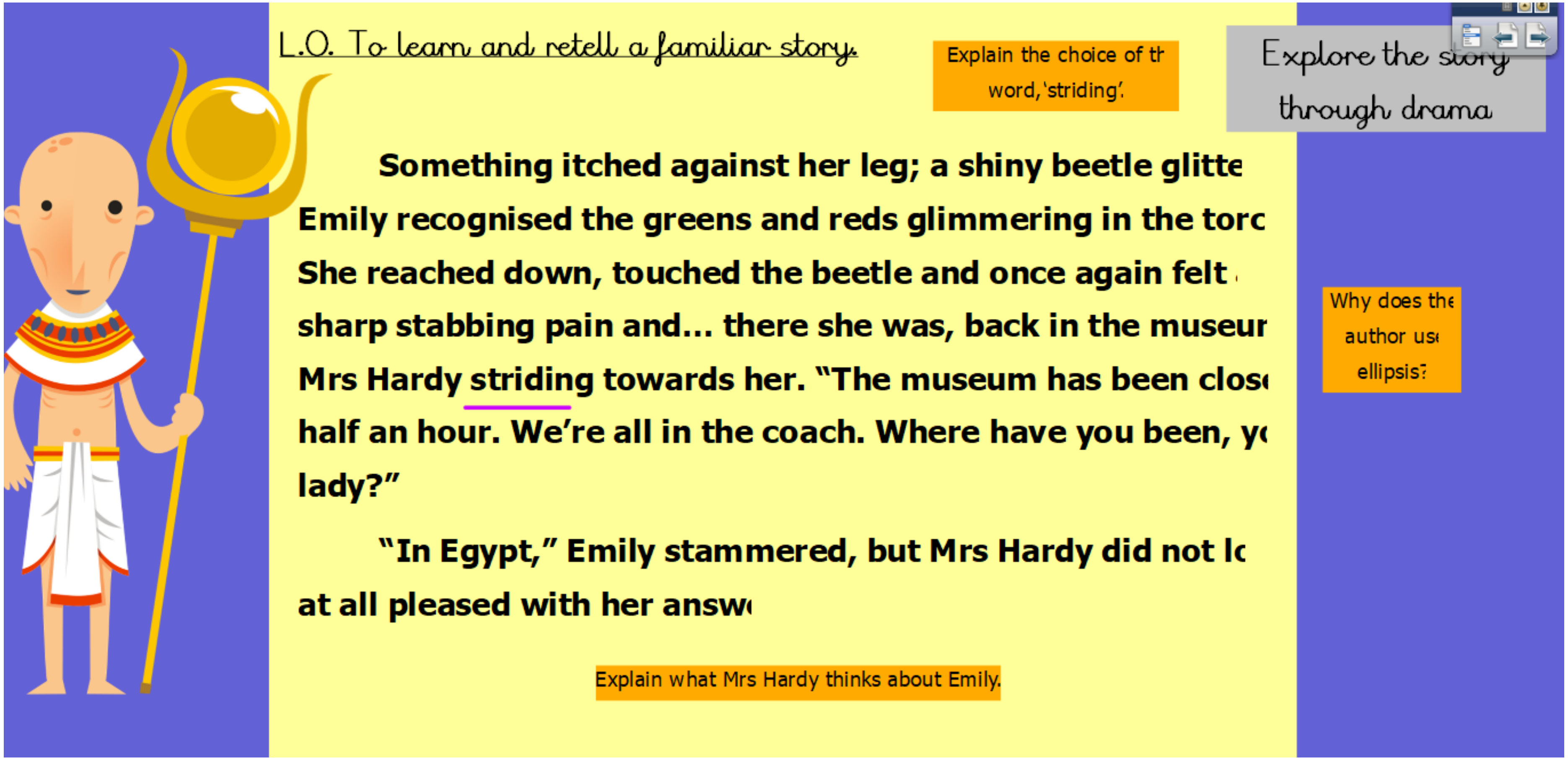
Why does it say, 'without thinking' ?

Without thinking, Emily dashed towards a door set into the closest pyramid. Inside, it was cool, and as she ran down a passageway, torches burned to light the way ahead. On the walls, she saw carved images - an owl, fish, warriors and hieroglyphs that were hard to comprehend. She could hear voices shouting and the sound of running feet behind her but the way ahead was blocked! Spinning round, she found the jackal standing in her path. The mask seemed to grin.

It was cool inside. What does that suggest about outside?

How does the author make it seem as though Emily has no hope of escape?

Does the mask grin? Explain what you think the sentence is suggesting – what impression is the author trying to create?



L.O. To learn and retell a familiar story.

Explain the choice of th
word, 'striding'.

Explore the story
through drama

Something itched against her leg; a shiny beetle glitte
Emily recognised the greens and reds glimmering in the torc
She reached down, touched the beetle and once again felt
sharp stabbing pain and… there she was, back in the museur
Mrs Hardy striding towards her. "The museum has been clos
half an hour. We're all in the coach. Where have you been, y
lady?"

"In Egypt," Emily stammered, but Mrs Hardy did not lo
at all pleased with her answ

Why does the
author us
ellipsis?

Explain what Mrs Hardy thinks about Emily.

The time-slip Scarab

Every year, class 5 went to visit the Fitzwilliam Museum and this year was no exception. The guide stopped at each display to tell the children about the different artefacts. It was only when they reached the Egyptian display that Emily became interested. A scarab beetle caught her attention because its glittering wings flickered in the light. Its green and blue body shimmered like an iridescent gemstone and its elongated feelers stretched towards her.

As class 5 meandered into the Viking section, Emily waited. As soon as they had gone, she reached out and touched the beetle. She felt a hot, stabbing pain and withdrew her hand as if she had been stung. A moment later and … she was standing at the edge of a desert. Huge, sand-coloured pyramids jutted upwards while white birds circled above, calling. A vast river oozed by and tall palm trees lined its edge. Emily gasped for she knew exactly where she was.

A procession wound its way from the river towards Emily. At the front, a tall man dressed as Anubis (god of the afterlife), wearing a jackal's mask, strode towards her. Drums beat, rattles shivered and the procession sung a low chant. Six men carried a huge, golden stand on which there was a throne. A beautiful woman surveyed the procession from on high. She was the only person without a mask and she was staring right at Emily, pointing!

Without thinking, Emily dashed towards a door set into the closest pyramid. Inside, it was cool, and as she ran down a passageway, torches burned to light the way ahead. On the walls, she saw carved images - an owl, fish, warriors and hieroglyphs that were hard to comprehend. She could hear voices shouting and the sound of running feet behind her but the way ahead was blocked! Spinning round, she found the jackal standing in her path. The mask seemed to grin.

Something itched against her leg; a shiny beetle glittered. Emily recognised the greens and reds glimmering in the torchlight. She reached down, touched the beetle and once again felt a hot, sharp stabbing pain and… there she was, back in the museum with Mrs Hardy striding towards her. “The museum has been closed for half an hour. We’re all in the coach. Where have you been, young lady?”

“In Egypt,” Emily stammered, but Mrs Hardy did not look at all pleased with her answer!

Tuesday- Afternoon

Why is friendship important?

My Life

PSHE for healthier, happier children

Zara and Ellie

Zara and Ellie are best friends. They go to dance class together. When they have playdates, they practise dancing and singing together, and put on shows for their parents. Ellie and Zara don't go to the same school, but they try to see each other every fortnight to play and at dance class every week. They love to make each other laugh and are always happy to see each other.

Aarav and Effie

Aarav and Effie are in Year 4. They both find spelling tricky and are working very hard to practise every day. They are in the same class and every morning they go to a different classroom with their teaching assistant to play spelling games and learn new letter sounds. One day at the start of term Effie was very upset. Effie told her teaching assistant how stupid she felt because she couldn’t spell. Aarav told her that she wasn’t stupid and that he found spellings tricky too. He suggested they try to learn them together and help each other. They both really enjoy 15 minutes each morning at school playing spelling games – and when it’s wet play they play them together as well.

Meg and Paveen

My Life
PSHE for healthier, happier children

Meg joined Paveen's class at the start of the school year and didn't know anybody. She felt very lonely and sad as she didn't want to leave her old school.

At break time on Meg's first day she was alone in the playground when Paveen asked her if she wanted to play. Meg said no as she didn't understand the game they were playing but Paveen said she would explain. Meg and Paveen have been friends ever since and Paveen has introduced Meg to lots of other friends. She even invited her to join the local choir, which Meg would never have had the courage to do without Paveen.

What makes you friends?

Think about the people you are friends with. What makes you friends?

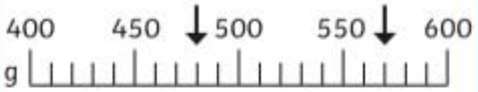
Wednesday- Calculation

Year 4 Maths Activity Mat 3 Spring 2

③

a

Write the measurements shown by each arrow in grams.



b

Use the distributive law to find the product for this multiplication calculation.

71 × 2

☐ × ☐ + ☐ × ☐

☐ + ☐ = ☐

c

Put a cross through the number that is not a multiple of six.

36, 30, 25, 18, 24, 42

d

A pile of eight identical books are 24cm tall. How wide is each book in mm?

e

Start at $\frac{5}{10}$

Count on 3 tenths.

What fraction have you reached?

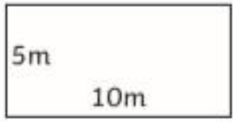
f

A baker bakes 60 buns.

18 are sold in the morning and 32 are sold in the afternoon. How many buns are left?

g

Using the formulae P = 2(a+b), work out the perimeter of this shape. Show your workings.

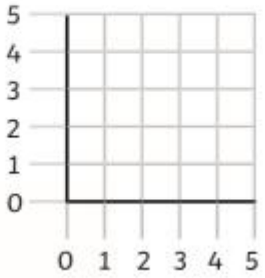


h

Plot and join these points to identify the shape:

(4,1)(4,3)(1,3)(1,1)

The shape is a ____________



Wednesday- Maths

Follow this link and then complete the sheets on the next page.

https://vimeo.com/516830789

Tenths as decimals

① Shade the bar models to represent the amounts.

a) 7 tenths □□□□□□□□□□

b) $\frac{4}{10}$ □□□□□□□□□□

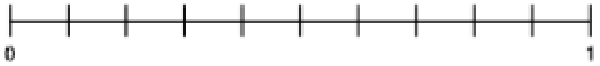
c) 0.3 □□□□□□□□□□

② Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal
■□□□□□□□□□		
■■■■■□□□□□		
■■■■■■□□□□		
□□□□□□□■■■		

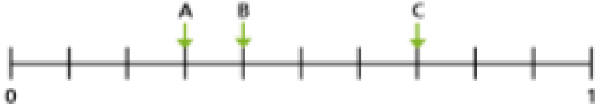
③ Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$ 0.6 $\frac{9}{10}$ 0.1



④ Work out the values of A, B and C.

Give your answers as fractions and decimals.



A ☐ or ☐

B ☐ or ☐

C ☐ or ☐

⑤ Match the equivalent fractions, decimals and words.

$\frac{3}{10}$

$\frac{9}{10}$

$\frac{7}{10}$

$\frac{4}{10}$

$\frac{1}{10}$

0.7

0.3

0.4

0.1

0.9

four tenths

one tenth

three tenths

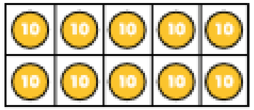
nine tenths

seven tenths

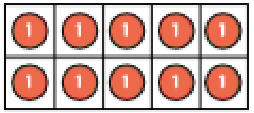
© White Rose Maths 2019

6 What is the total value represented by each ten frame?

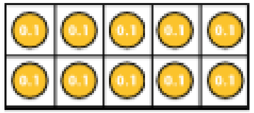
a)


10 10 10 10 10
10 10 10 10 10

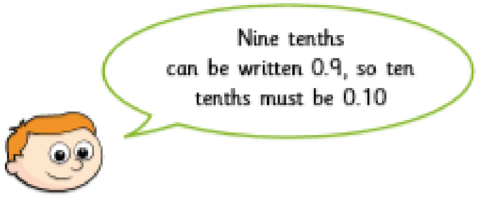
b)


1 1 1 1 1
1 1 1 1 1

c)


0.1 0.1 0.1 0.1 0.1
0.1 0.1 0.1 0.1 0.1

7

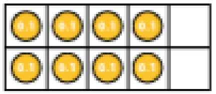

Nine tenths can be written 0.9, so ten tenths must be 0.10

Do you agree with Ron? ______________

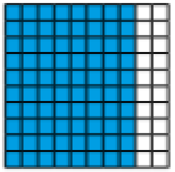
Explain your answer.

8 Eight tenths can be represented in all of the ways shown.

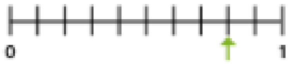
A


0.1 0.1 0.1 0.1
0.1 0.1 0.1 0.1

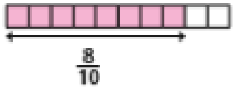
C



B



D



Which do you think is the best representation? ______

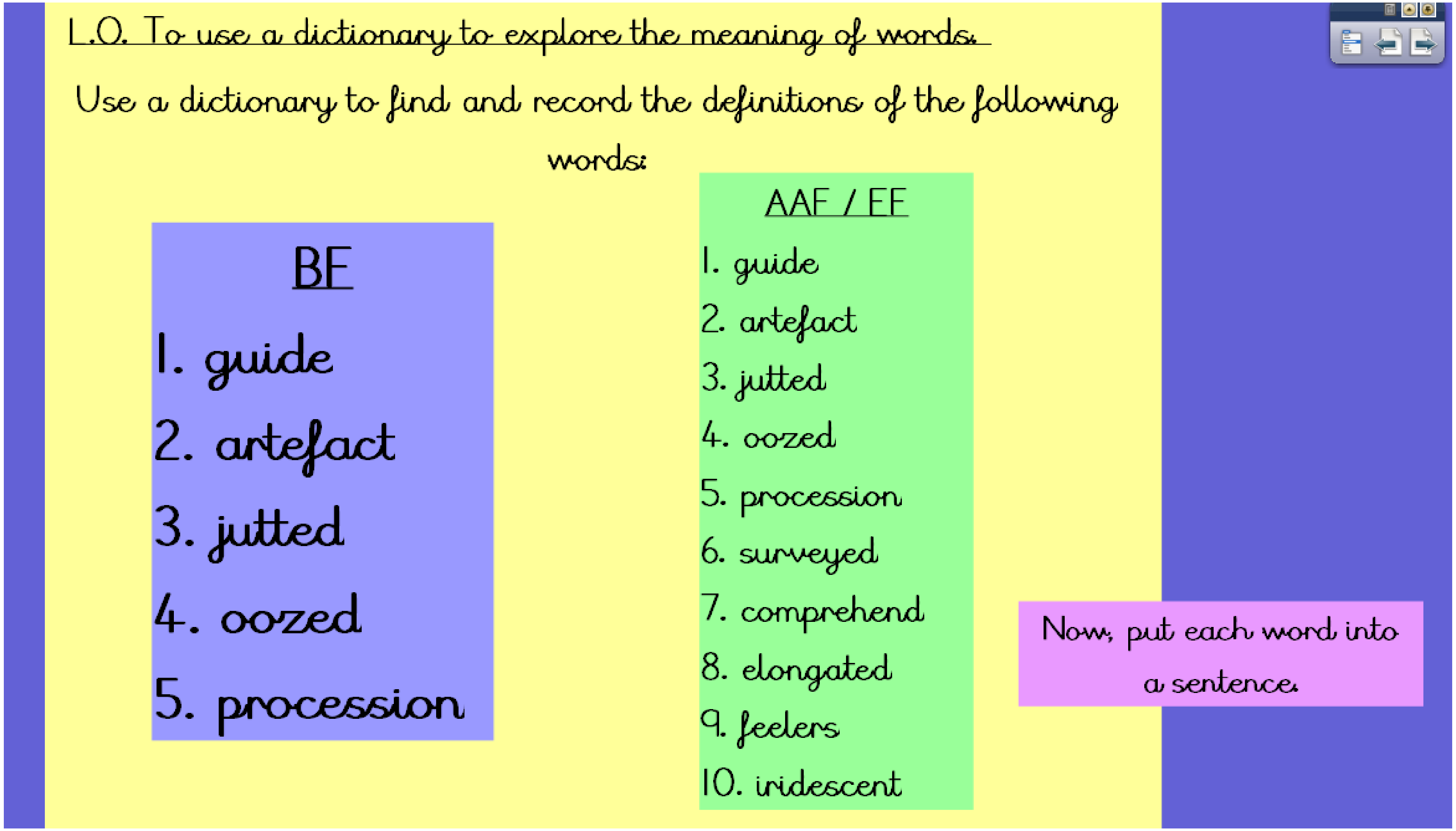
Discuss your answer with a partner.

Represent six tenths in each different way.

© White Rose Maths 2019

Wednesday- Literacy

Pick either BF or AAF words to work through today.



L.O. To use a dictionary to explore the meaning of words.

Use a dictionary to find and record the definitions of the following words:

BF

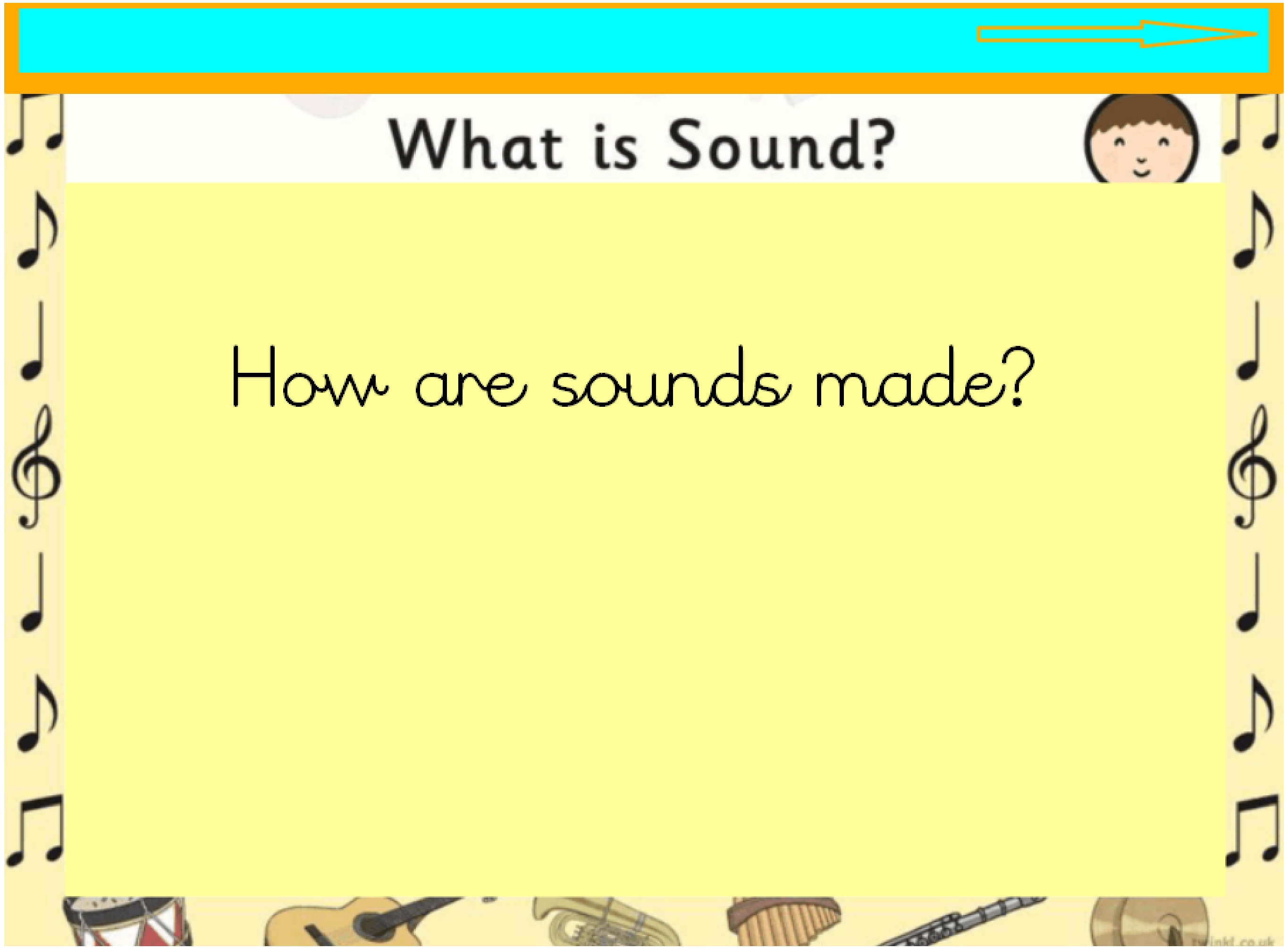
1. guide
2. artefact
3. jutted
4. oozed
5. procession

AAF / EF

1. guide
2. artefact
3. jutted
4. oozed
5. procession
6. surveyed
7. comprehend
8. elongated
9. feelers
10. iridescent

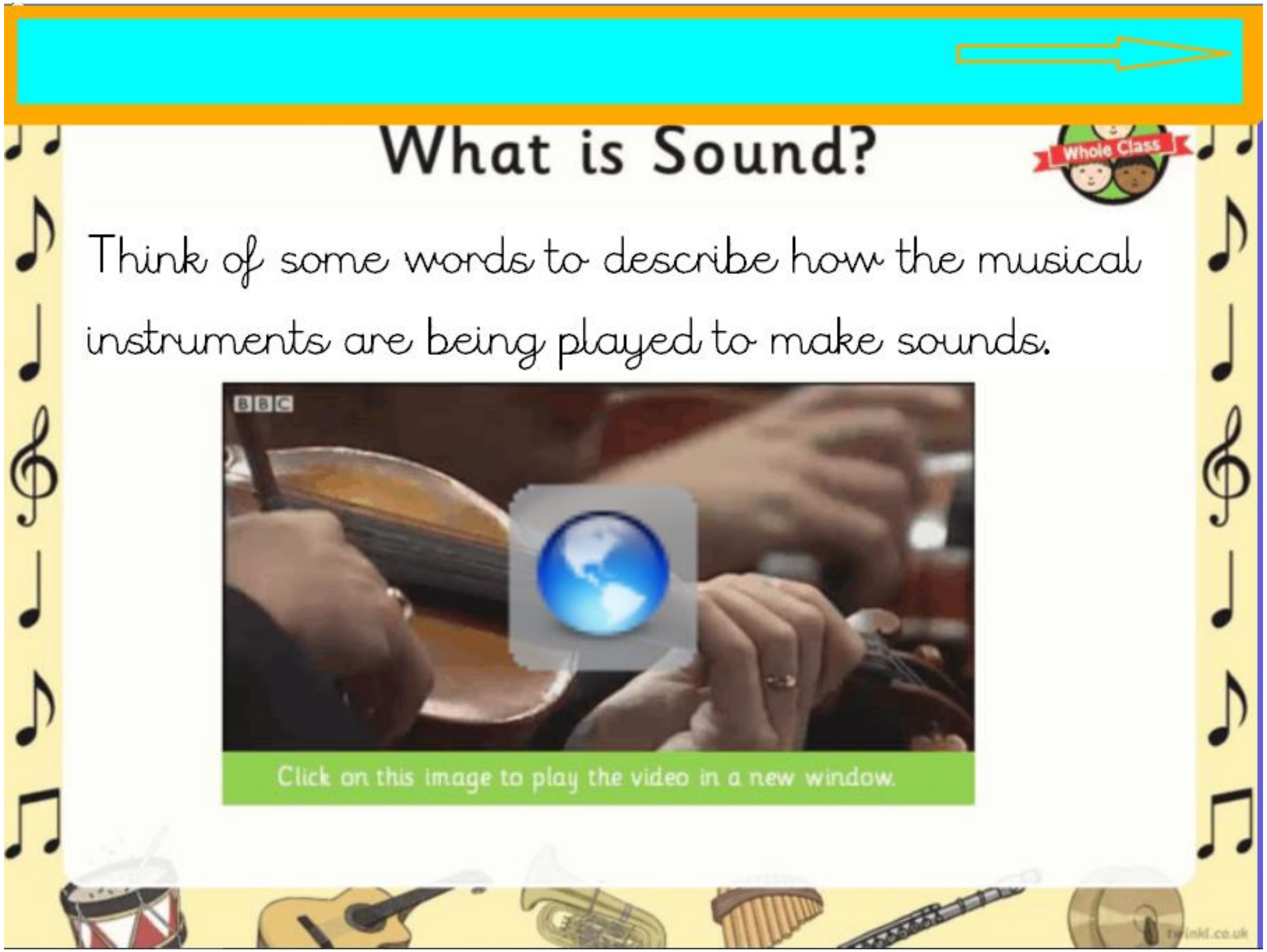
Now, put each word into a sentence.

Wednesday- Afternoon



What is Sound?

How are sounds made?

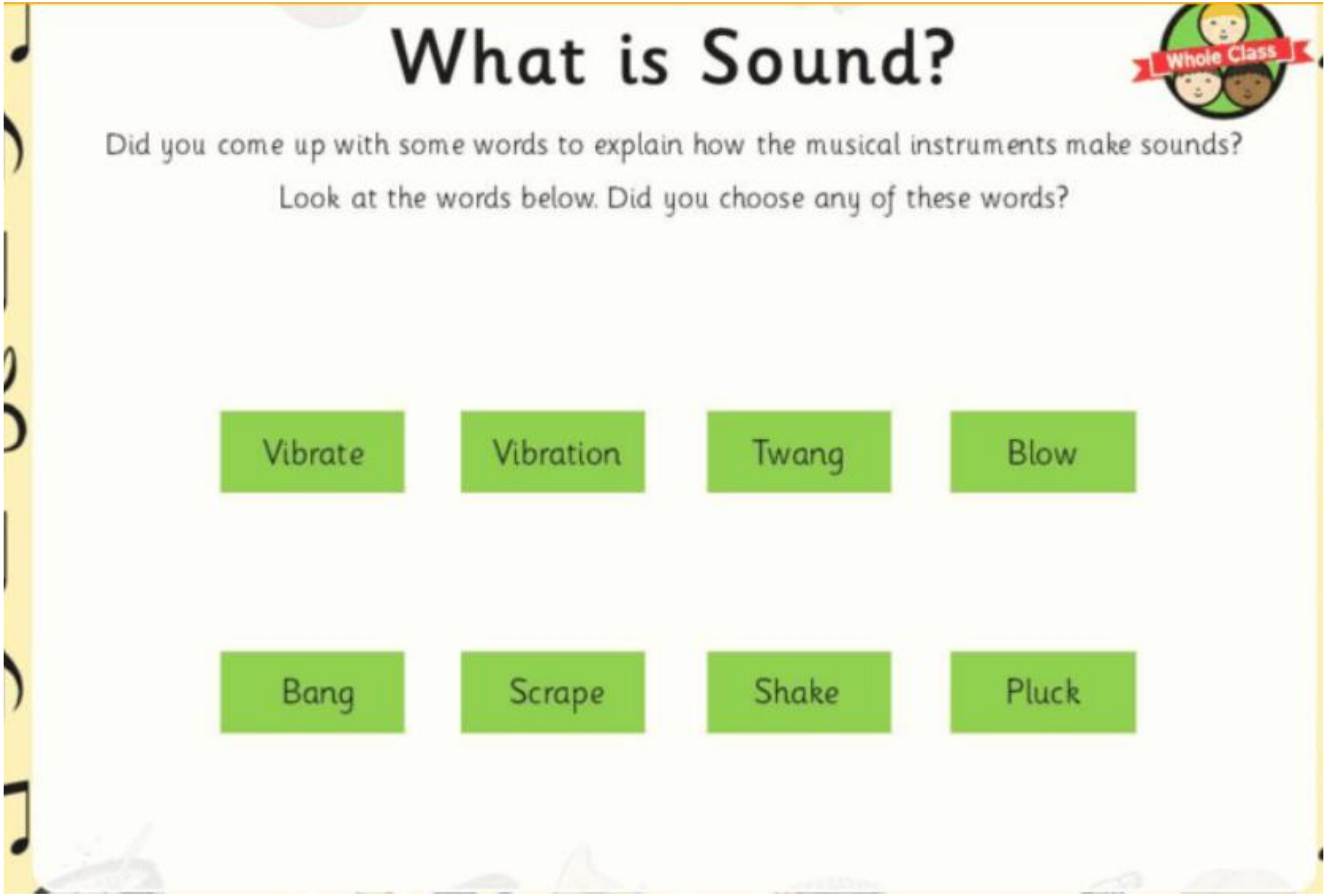

Whole Class
BBC
twinkl.co.uk

What is Sound?

Think of some words to describe how the musical instruments are being played to make sounds.

Click on this image to play the video in a new window.

Link: https://www.bbc.co.uk/bitesize/clips/zwx2tfr

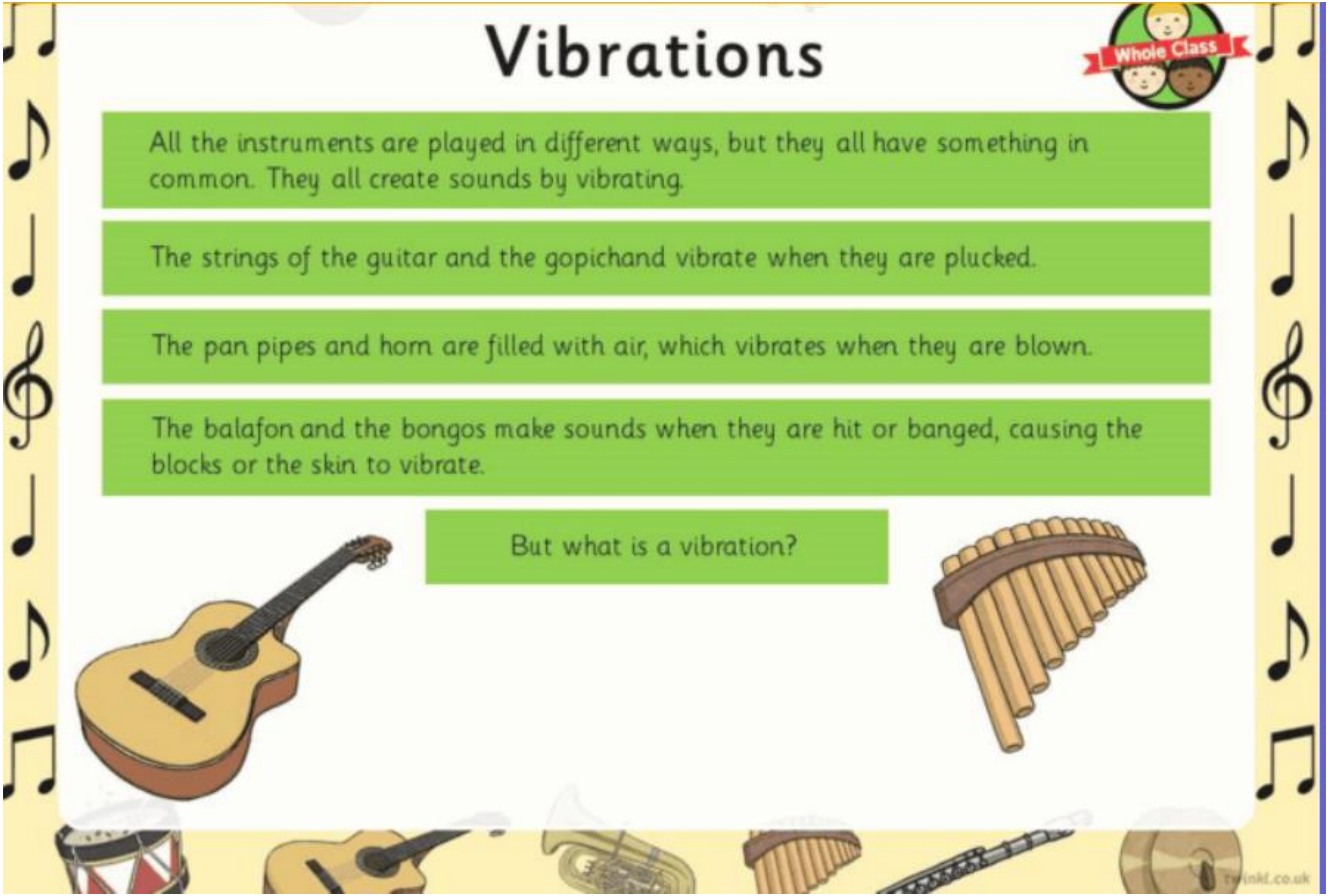


What is Sound?

Did you come up with some words to explain how the musical instruments make sounds?

Look at the words below. Did you choose any of these words?

- Vibrate
- Vibration
- Twang
- Blow
- Bang
- Scrape
- Shake
- Pluck



Vibrations

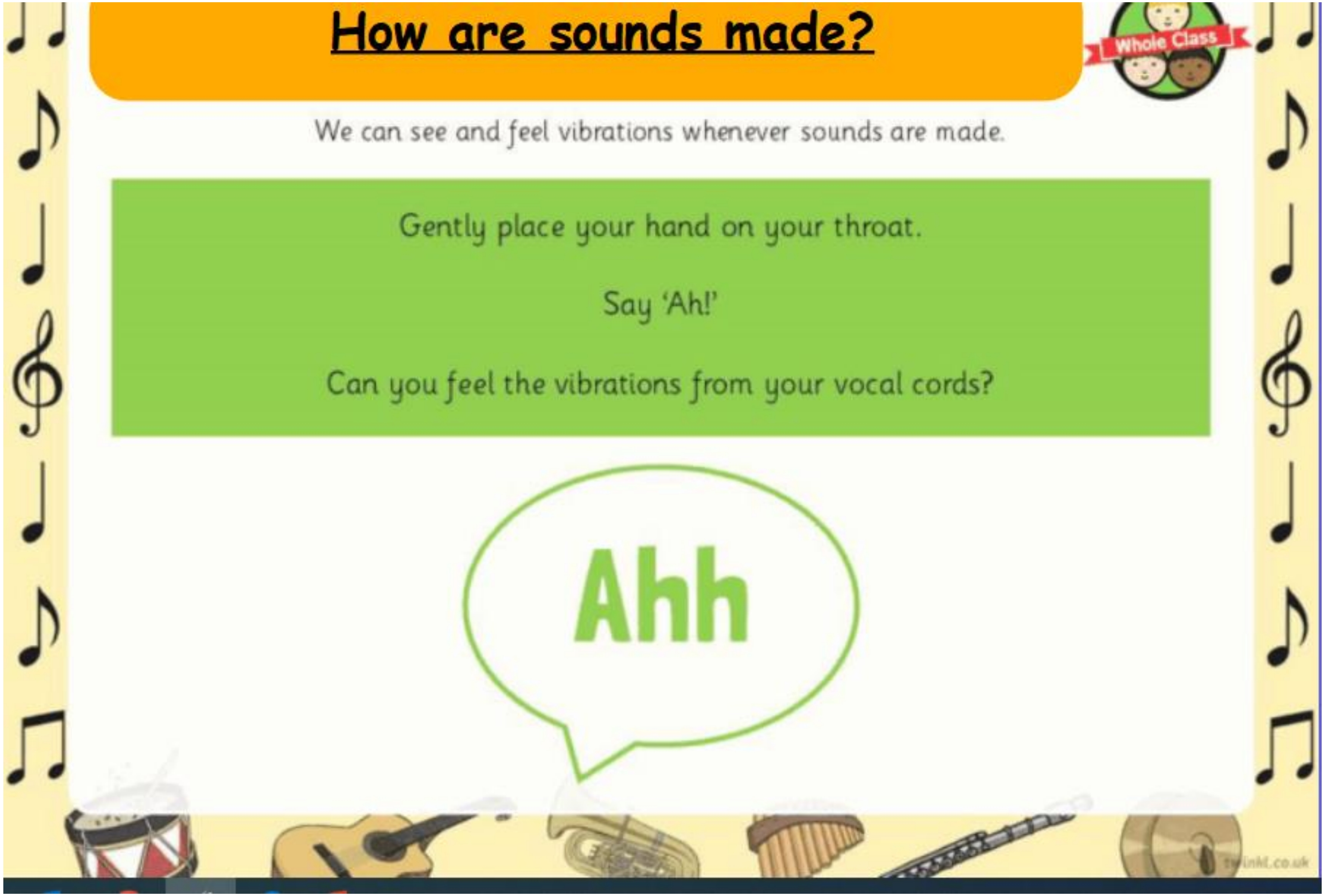
All the instruments are played in different ways, but they all have something in common. They all create sounds by vibrating.

The strings of the guitar and the gopichand vibrate when they are plucked.

The pan pipes and horn are filled with air, which vibrates when they are blown.

The balafon and the bongos make sounds when they are hit or banged, causing the blocks or the skin to vibrate.

But what is a vibration?



How are sounds made?

We can see and feel vibrations whenever sounds are made.

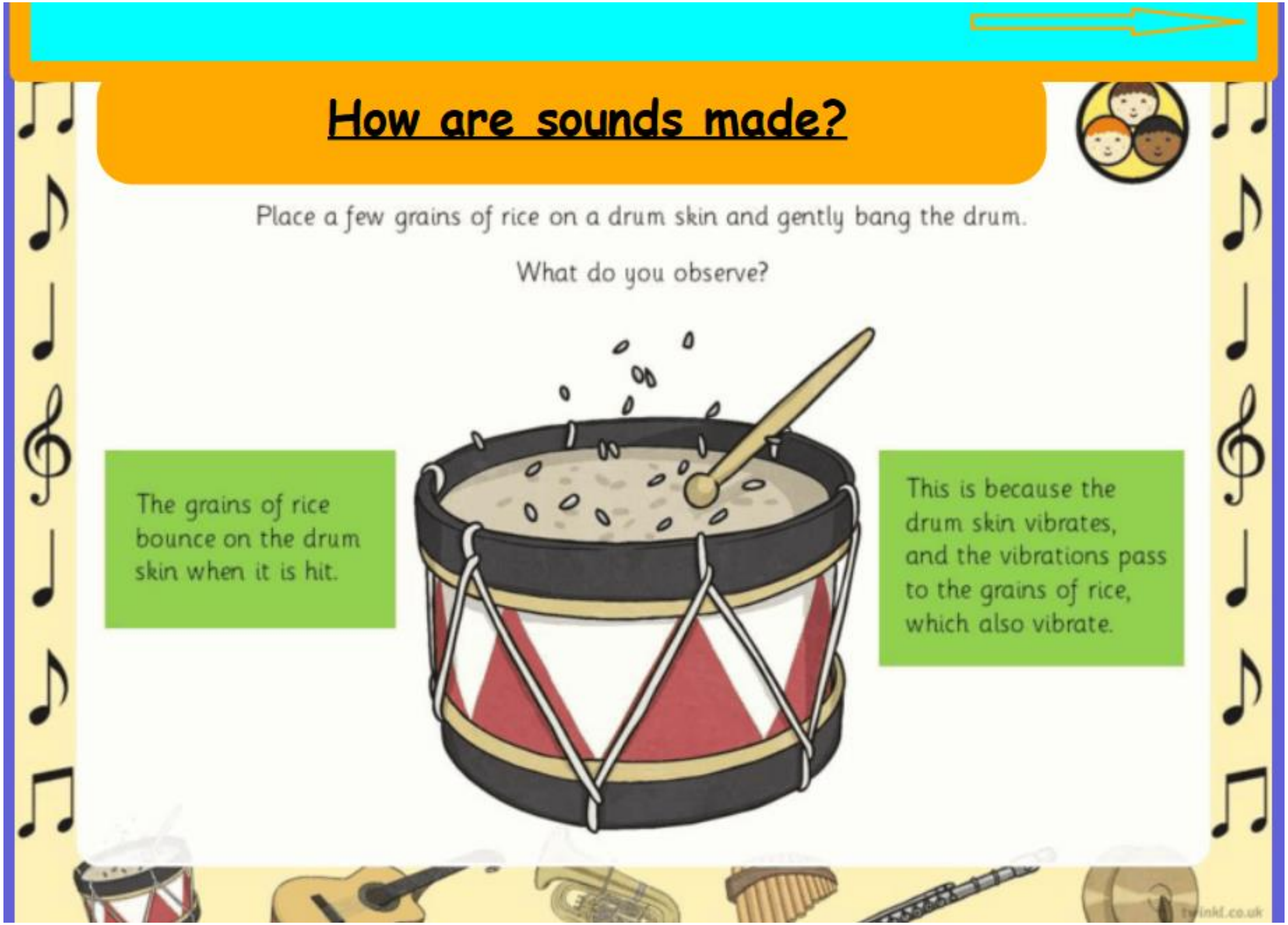
Gently place your hand on your throat.

Say 'Ah!'

Can you feel the vibrations from your vocal cords?

Ahh

twinkl.co.uk



How are sounds made?

Place a few grains of rice on a drum skin and gently bang the drum.

What do you observe?

The grains of rice bounce on the drum skin when it is hit.

This is because the drum skin vibrates, and the vibrations pass to the grains of rice, which also vibrate.

twinkl.co.uk

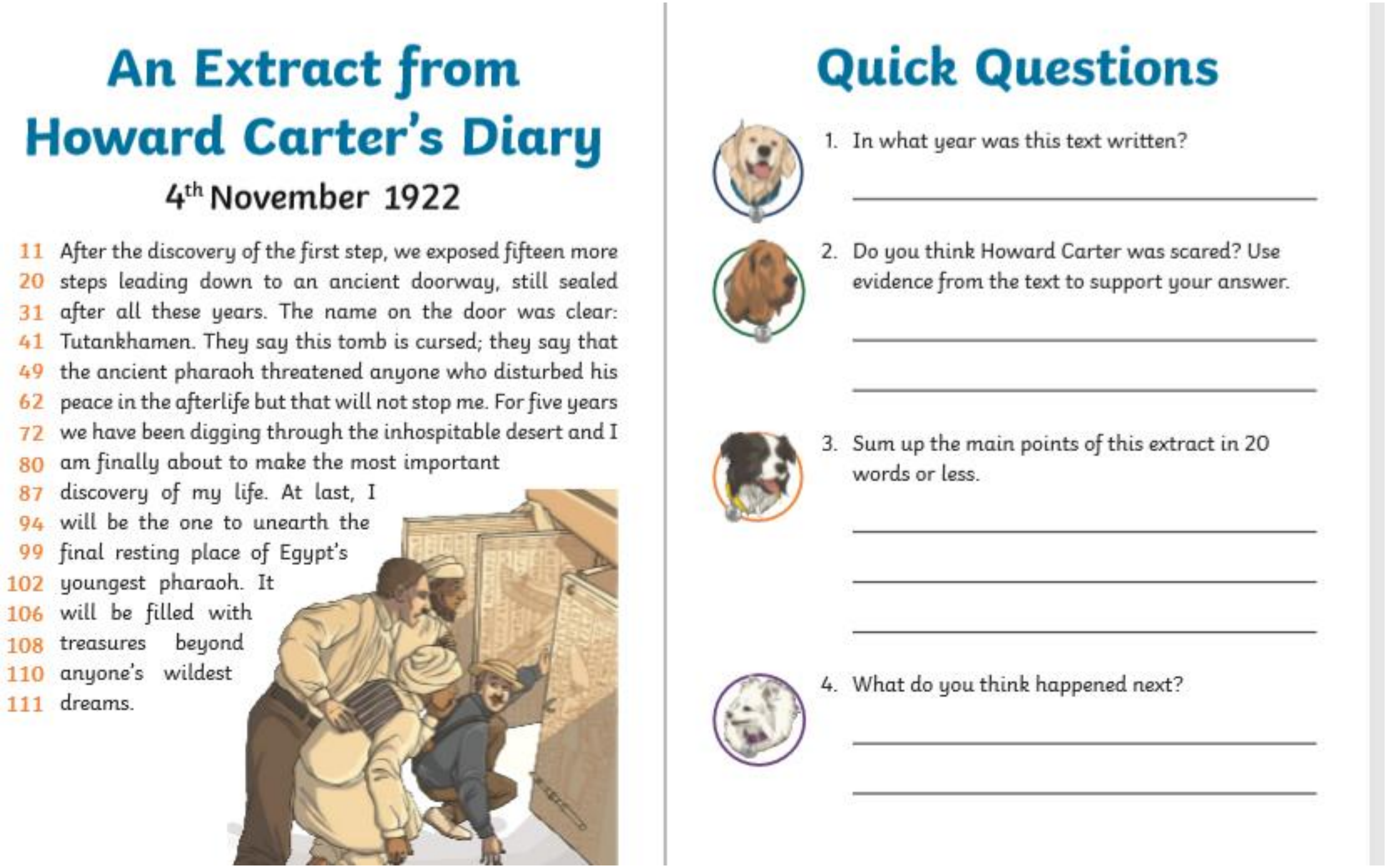
Activity:

With your grown- up, go around your home, garden or a family walk. Write down some of the sounds you can hear around you.

Which are the LOUDEST?

Which are the QUIETEST?

Wednesday- Comprehension



An Extract from Howard Carter's Diary

4th November 1922

11 After the discovery of the first step, we exposed fifteen more
20 steps leading down to an ancient doorway, still sealed
31 after all these years. The name on the door was clear:
41 Tutankhamen. They say this tomb is cursed; they say that
49 the ancient pharaoh threatened anyone who disturbed his
62 peace in the afterlife but that will not stop me. For five years
72 we have been digging through the inhospitable desert and I
80 am finally about to make the most important
87 discovery of my life. At last, I
94 will be the one to unearth the
99 final resting place of Egypt's
102 youngest pharaoh. It
106 will be filled with
108 treasures beyond
110 anyone's wildest
111 dreams.

Quick Questions

1. In what year was this text written?

____

2. Do you think Howard Carter was scared? Use evidence from the text to support your answer.

____

____

3. Sum up the main points of this extract in 20 words or less.

____

____

____

4. What do you think happened next?

____

____

Thursday- Calculation

Year 4 Maths Activity Mat 4 Spring 2

④

a

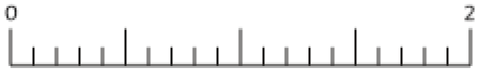
Circle the equivalent statement:

5 × (3+7) is equivalent to:

1. 5 + 3 × 5 + 7
2. 5 + (3 × 7)
3. 5 × 3 + 5 × 7
4. 5 × 3 × 7

b

Place these decimals in the correct position on the line.



1.1, 0.4, 1.9, 1.0, 0.7, 1.3

c

Add 100 to these numbers:

375 ______________________

291 ______________________

678 ______________________

d

Complete:

$$\begin{array}{r} 4\ 2\ 7 \\ -\ \ 2\ 9\ 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6\ 7\ 3 \\ +\ \ 2\ 4\ 3 \\ \hline \\ \hline \end{array}$$

e

☐ × 10 = 50

☐ ÷ 3 = 5

☐ × 5 = 35

☐ ÷ 2 = 12

f

Debbie builds six squares and four triangles with straws. How many straws does she use?

____

g

Draw a right-angled triangle.

h

Assembly begins at 8:55 and ends at 9:25. How long does the assembly last?

____

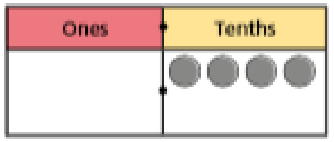
Thursday- Maths

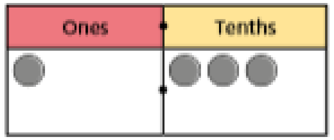
Follow this link and then complete the sheets on the next page.

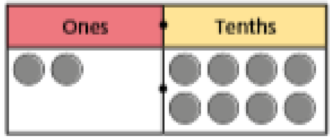
https://vimeo.com/518195468

Tenths on a place value grid

1. Write the decimal that is shown in each place value chart.







2. Draw counters on the place value charts to represent each number.

a) 2.1

Ones	Tenths

b) 1.2

Ones	Tenths

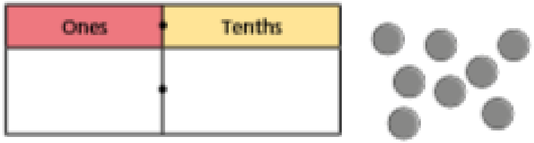
c) 0.2

Ones	Tenths

d) 2

Ones	Tenths

3. Rosie is using this place value chart to make numbers.



She uses all 8 counters each time.

Complete the sentences.

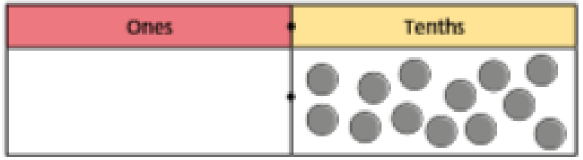
a) The smallest number possible is

b) The greatest number possible is

c) A number between 3 and 4 is

d) The closest possible number to 5 is

4. Tommy has made a number on a place value chart.



a) What number has Tommy represented?

b) Draw counters to show how Tommy could have represented this differently.

Ones	Tenths

c) What method did you use? Talk about it with a partner.

© White Rose Maths 2019

5 Complete the number sentences to match the place value charts.

a)

Ones	Tenths
2	6

There are ☐ ones and ☐ tenths.

☐ ones + ☐ tenths = ☐ + ☐ = ☐

b)

Ones	Tenths
0	9

There are ☐ ones and ☐ tenths.

☐ ones + ☐ tenths = ☐ + ☐ = ☐

6 Draw counters to represent each number.

Write each number as a decimal.

a) There are 3 ones and 2 tenths.

Ones	Tenths

☐

b) There are 5 ones and 2 tenths.

Ones	Tenths

☐

c) There are 2 tenths.

Ones	Tenths

☐

7 Match the written numbers to the place value charts.

one tenth

twenty-one tenths

twelve tenths

ten tenths

Ones	Tenths
1	2

Ones	Tenths
2	1

Ones	Tenths
1	0

Ones	Tenths
0	1

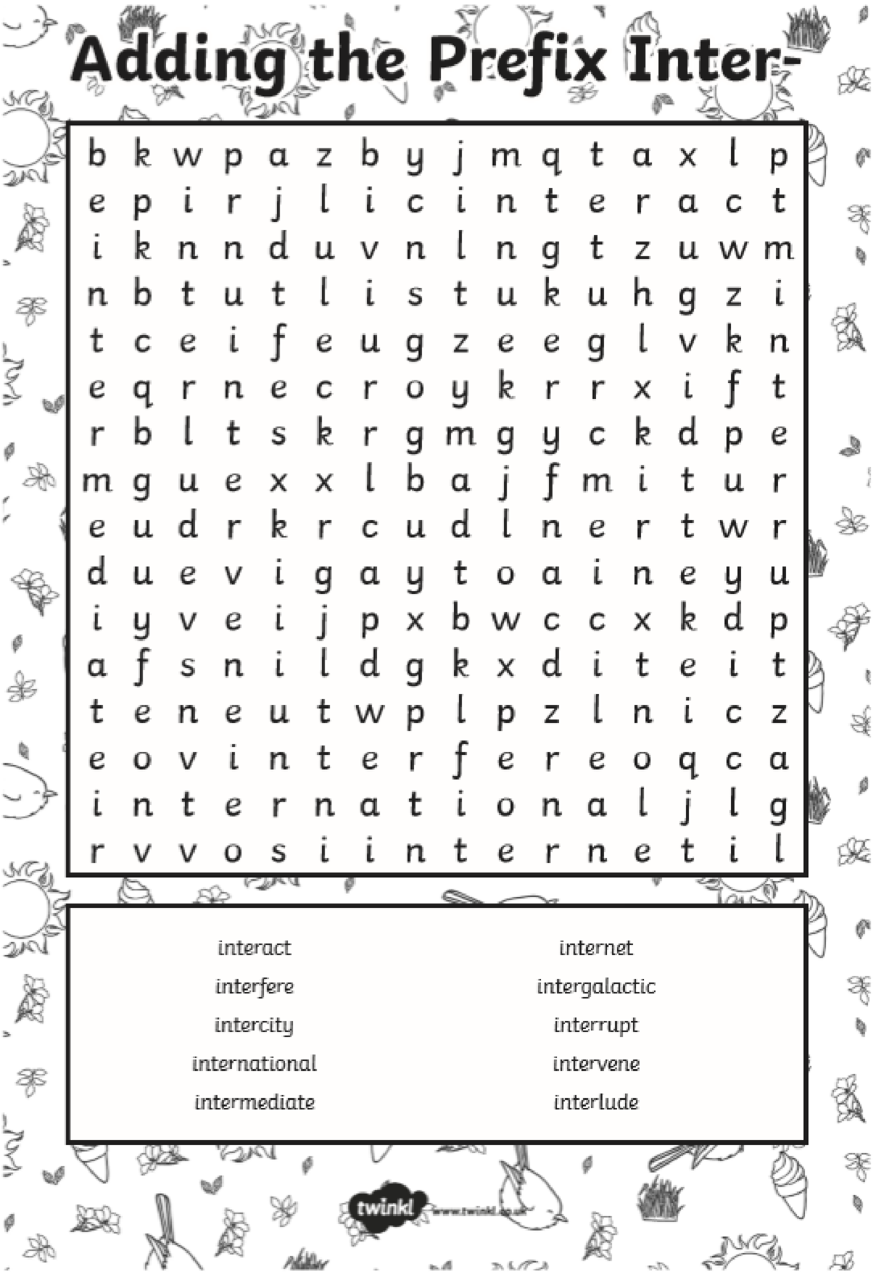
8

Six tenths added to four tenths makes ten tenths, which is a whole.

How many other ways can you make a whole from tenths?

© White Rose Maths 2019

Thursday- Spellings



Adding the Prefix Inter-

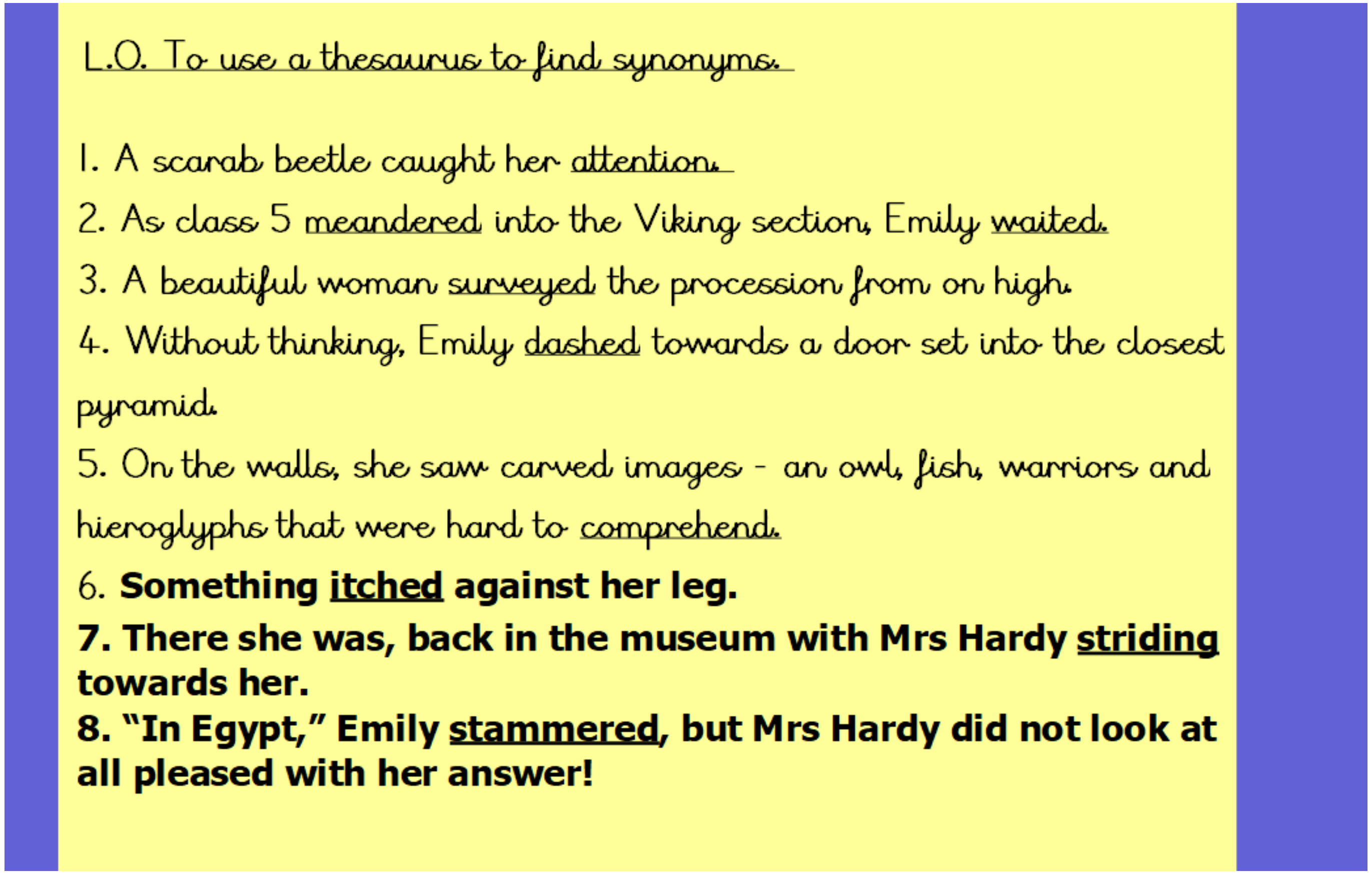
b	k	w	p	a	z	b	y	j	m	q	t	a	x	l	p
e	p	i	r	j	l	i	c	i	n	t	e	r	a	c	t
i	k	n	n	d	u	v	n	l	n	g	t	z	u	w	m
n	b	t	u	t	l	i	s	t	u	k	u	h	g	z	i
t	c	e	i	f	e	u	g	z	e	e	g	l	v	k	n
e	q	r	n	e	c	r	o	y	k	r	r	x	i	f	t
r	b	l	t	s	k	r	g	m	g	y	c	k	d	p	e
m	g	u	e	x	x	l	b	a	j	f	m	i	t	u	r
e	u	d	r	k	r	c	u	d	l	n	e	r	t	w	r
d	u	e	v	i	g	a	y	t	o	a	i	n	e	y	u
i	y	v	e	i	j	p	x	b	w	c	c	x	k	d	p
a	f	s	n	i	l	d	g	k	x	d	i	t	e	i	t
t	e	n	e	u	t	w	p	l	p	z	l	n	i	c	z
e	o	v	i	n	t	e	r	f	e	r	e	o	q	c	a
i	n	t	e	r	n	a	t	i	o	n	a	l	j	l	g
r	v	v	o	s	i	i	n	t	e	r	n	e	t	i	l

interact
interfere
intercity
international
intermediate

internet
intergalactic
interrupt
intervene
interlude

twinkl www.twinkl.co.uk

Thursday- Literacy

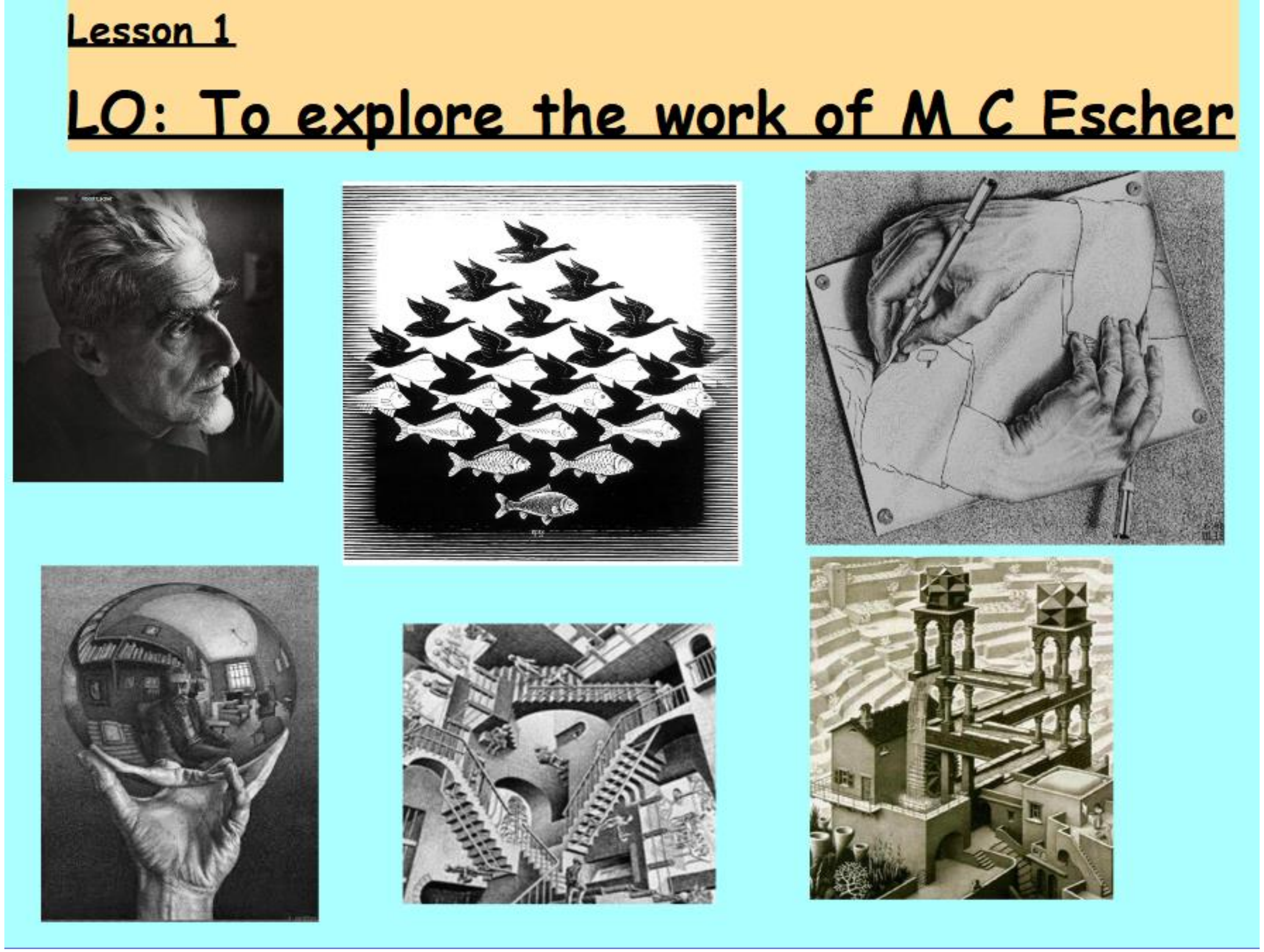


L.O. To use a thesaurus to find synonyms.

1. A scarab beetle caught her attention.
2. As class 5 meandered into the Viking section, Emily waited.
3. A beautiful woman surveyed the procession from on high.
4. Without thinking, Emily dashed towards a door set into the closest pyramid.
5. On the walls, she saw carved images - an owl, fish, warriors and hieroglyphs that were hard to comprehend.
6. **Something itched against her leg.**
7. **There she was, back in the museum with Mrs Hardy striding towards her.**
8. **"In Egypt," Emily stammered, but Mrs Hardy did not look at all pleased with her answer!**

Use a thesaurus or a thesaurus online to find alternative words for the ones underlined in the slide above.

Thursday- Afternoon

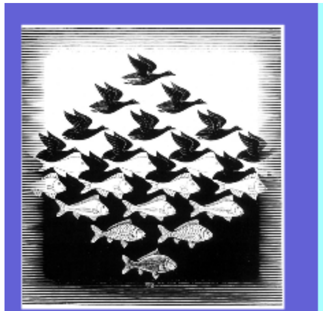


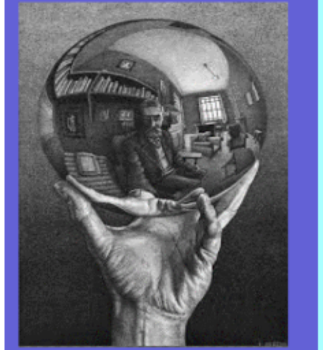
Lesson 1

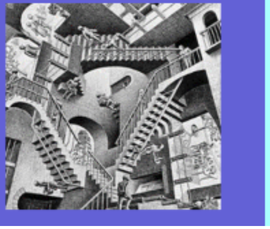
LO: To explore the work of M C Escher

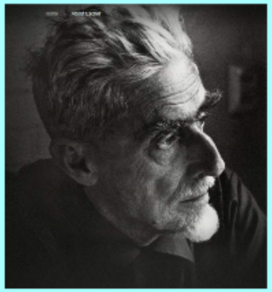
Lesson 1

LO: To explore the work of M C Escher



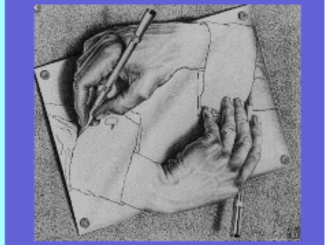


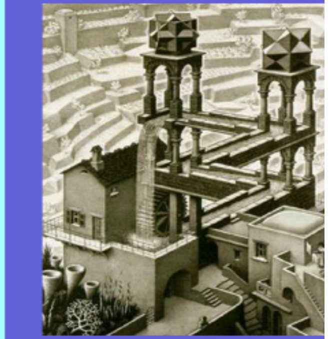




Hello, my name is Maurits Cornelis Escher. I was a Dutch graphic artist. I loved to use pencils and pens to create lots of interesting and unusual patterns and pictures.

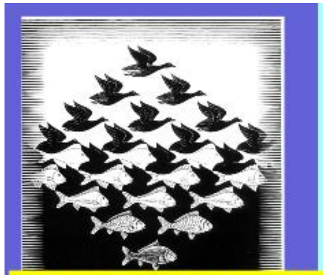
* He was born in the Netherlands in 1898.
* Lots of Escher's work was based on optical illusions, things that didn't look quite as they seemed.
* He worked mostly in black and white.

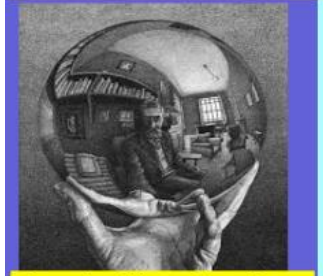


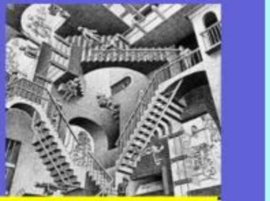


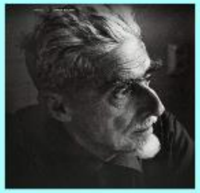
Lesson 1

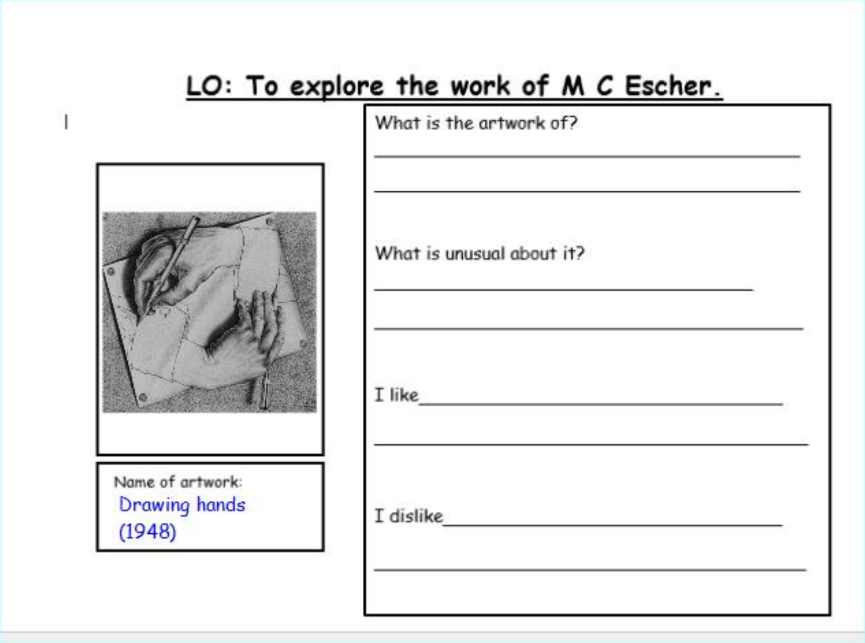
LO: To explore the work of M C Escher


Water and sky 1 (1938)


Hand with reflective sphere (1953)


Relativity (1953)




LO: To explore the work of M C Escher.

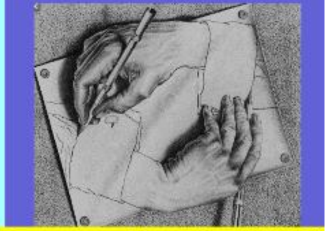
Name of artwork:
Drawing hands
(1948)

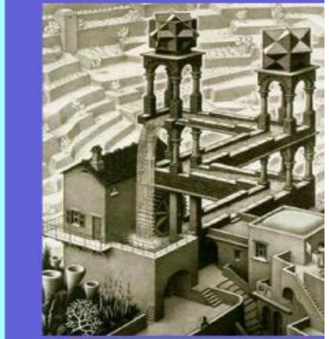
What is the artwork of?

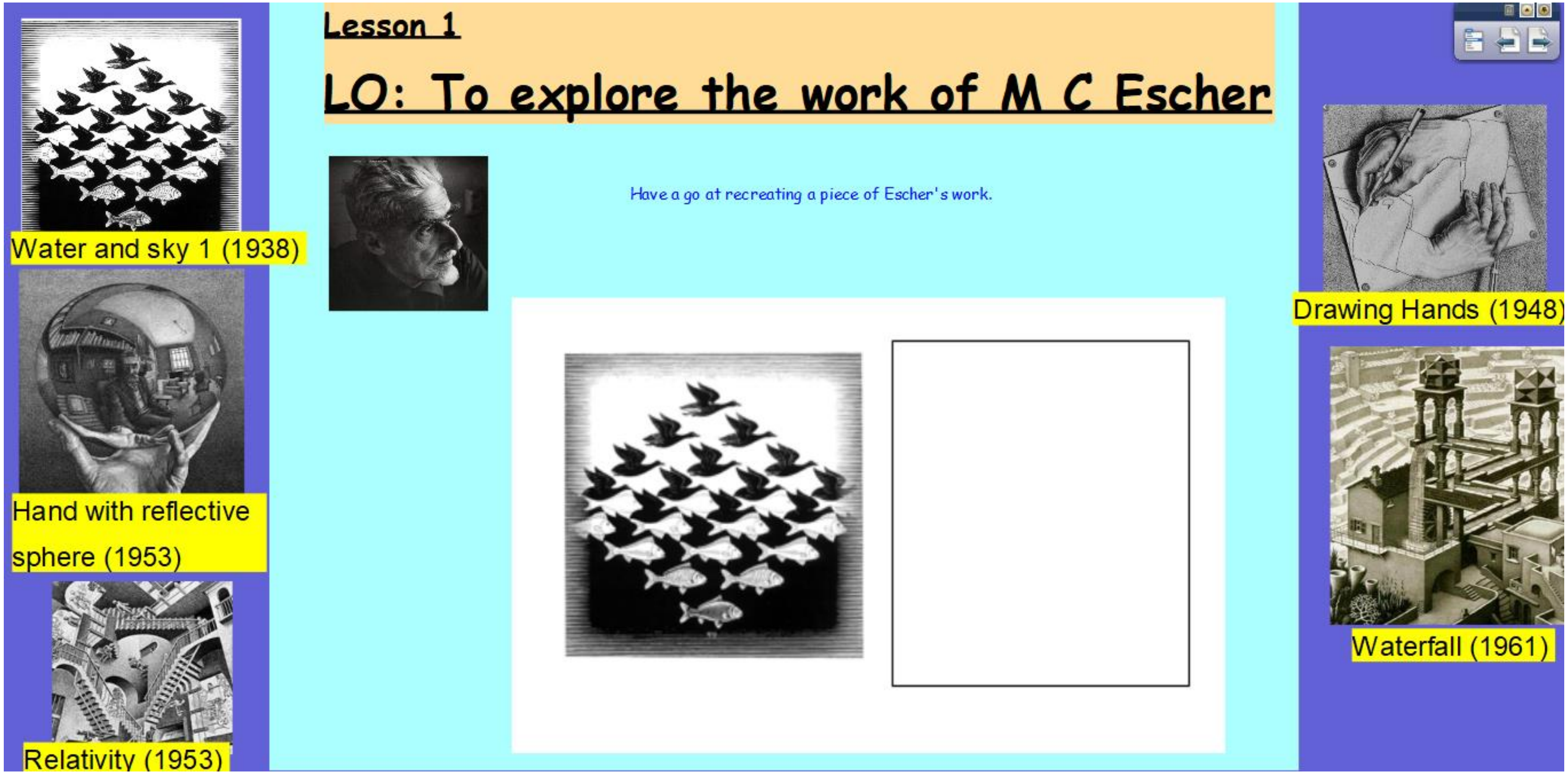
What is unusual about it?

I like

I dislike


Drawing Hands (1948)


Waterfall (1961)



Lesson 1

LO: To explore the work of M C Escher

Have a go at recreating a piece of Escher's work.

Water and sky 1 (1938)

Hand with reflective sphere (1953)

Relativity (1953)

Drawing Hands (1948)

Waterfall (1961)

LO: To explore the work of M C Escher.

Name of artwork:

What is the artwork of?

____

____

What is unusual about it?

____

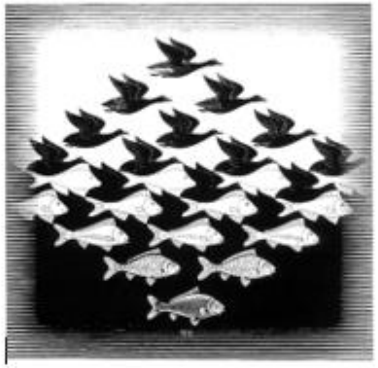
____

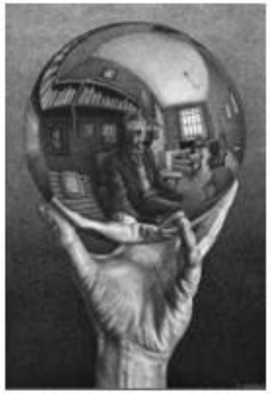
I like_______________________________________

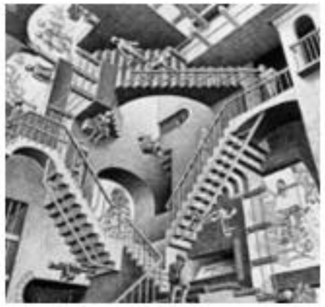
____

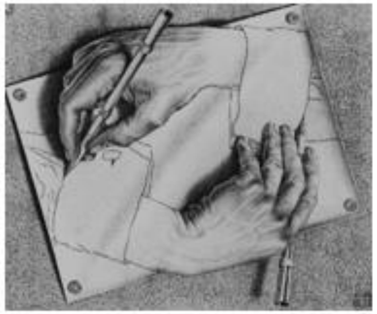
I dislike____________________________________

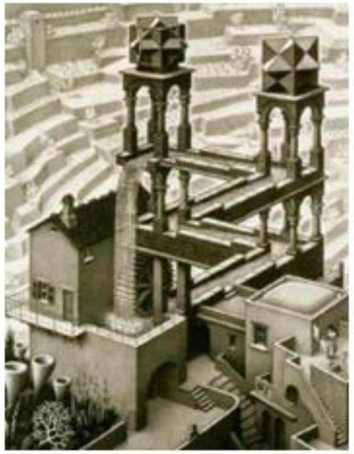
____

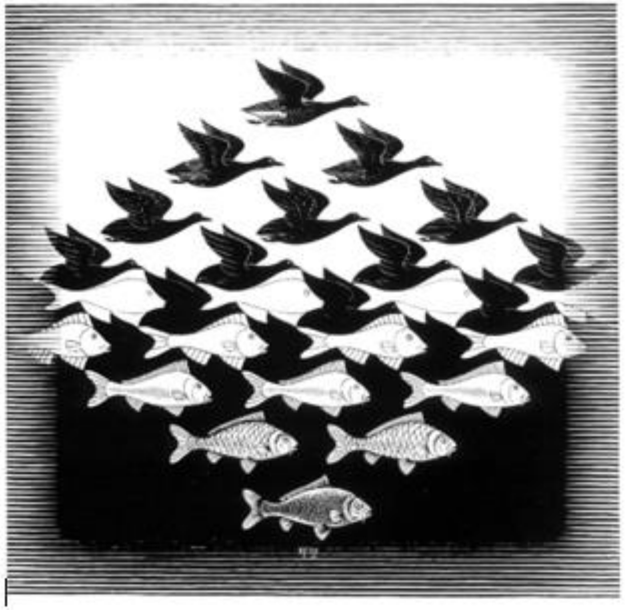












Friday- Calculation

Year 4 Maths Activity Mat 5 Spring 2

⑤

a

On the 1cm squared paper, draw a rectangle with sides of 6cm and 2cm, and work out the perimeter.

b

48 litres + 23 litres =

700g + $\boxed{}$ = 1kg

c

Connie buys a present and card for £9.74.

The card costs £1.29. How much does the present cost?

d

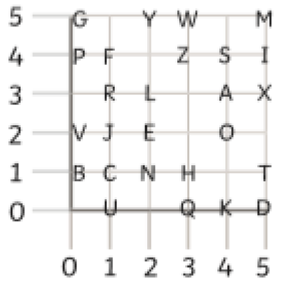
Which letter is at point:

(1,3) ____

(5,1) ____

(0,4) ____

(3,5) ____



	0	1	2	3	4	5
5	G		Y	W		M
4	P	F		Z	S	I
3		R	L		A	X
2	V	J	E		O	
1	B	C	N	H		T
0		U		Q	K	D

e

£ $\frac{8}{10}$ = $\boxed{}$ p

£ $\frac{}{10}$ = $\boxed{£}$ = 20p

f

Write four number statements, including + or – signs for these numbers: **66, 39, 27**

g

There are 87 children in Y4.

One third of the children walk to school. How many walk to school?

h

Graeme painted 421 paintings.
He sold 259 of them.

How many did he have left to sell?

Friday- Maths

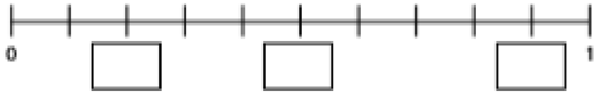
Follow the link below and then complete the sheets on the next page.

https://vimeo.com/518282932

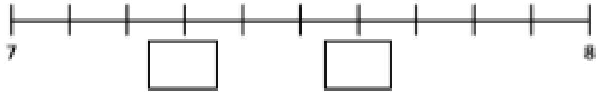
Tenths on a number line

1 Fill in the decimal numbers on each number line.

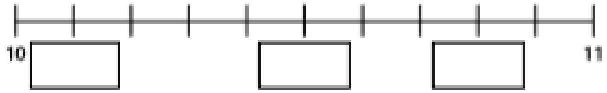
a)



b)

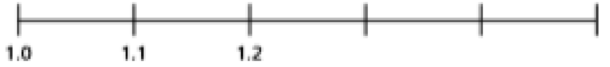


c)

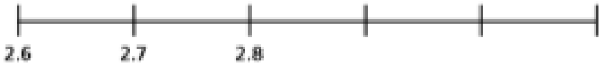


2 Complete the number lines.

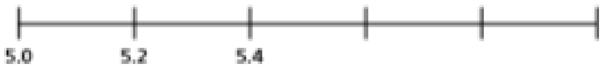
a)



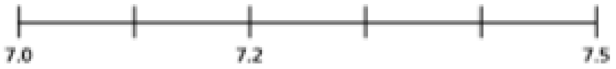
b)



c)

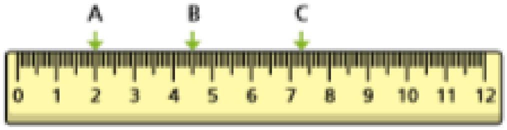


d)



3 Here is a ruler with centimetres as whole numbers and millimetres as tenths.

Complete the sentences about points A, B and C.


A
B
C
0
1
2
3
4
5
6
7
8
9
10
11
12

Point A is ☐ cm along the ruler.

Point B is ☐ cm and ☐ mm along the ruler.

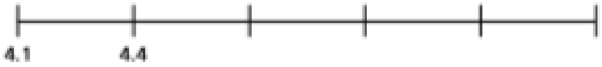
As a decimal it is ☐ cm.

Point C is ☐ cm and ☐ mm along the ruler.

As a decimal it is ☐ cm.

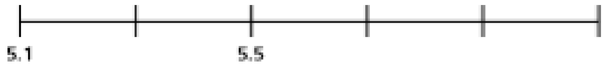
4 Complete the number lines.

a)

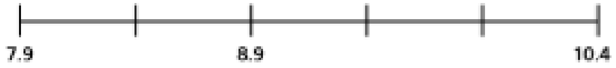


© White Rose Maths 2019

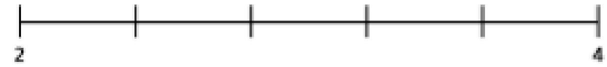
b)



c)

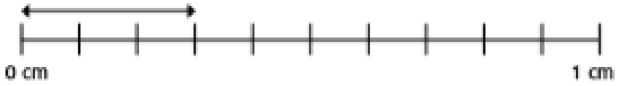


d)



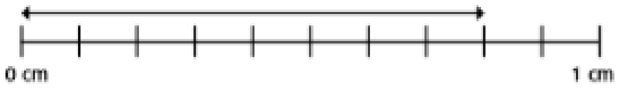
5. How long is each line?

a)



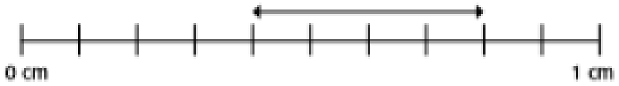
The line is ☐ cm long.

b)



The line is ☐ cm long.

c)

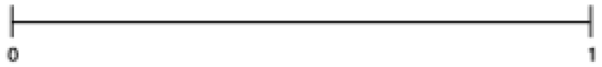


The line is ☐ cm long.

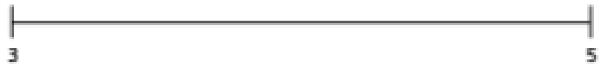
How would your answers have been different if given in millimetres?

6. Draw arrows to estimate the position of the numbers on the number line.

a) 0.8 0.1 0.5 0.3

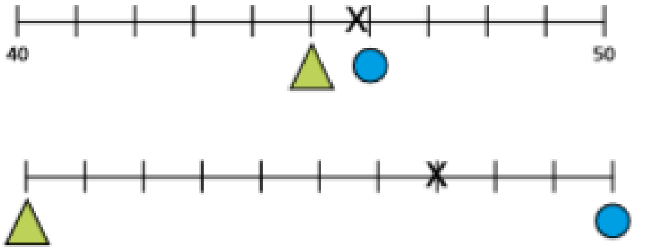


b) 4.9 3.1 4.5 3.6 4.0



7. The triangle, circle and cross have the same value on both lines.

Work out the values.

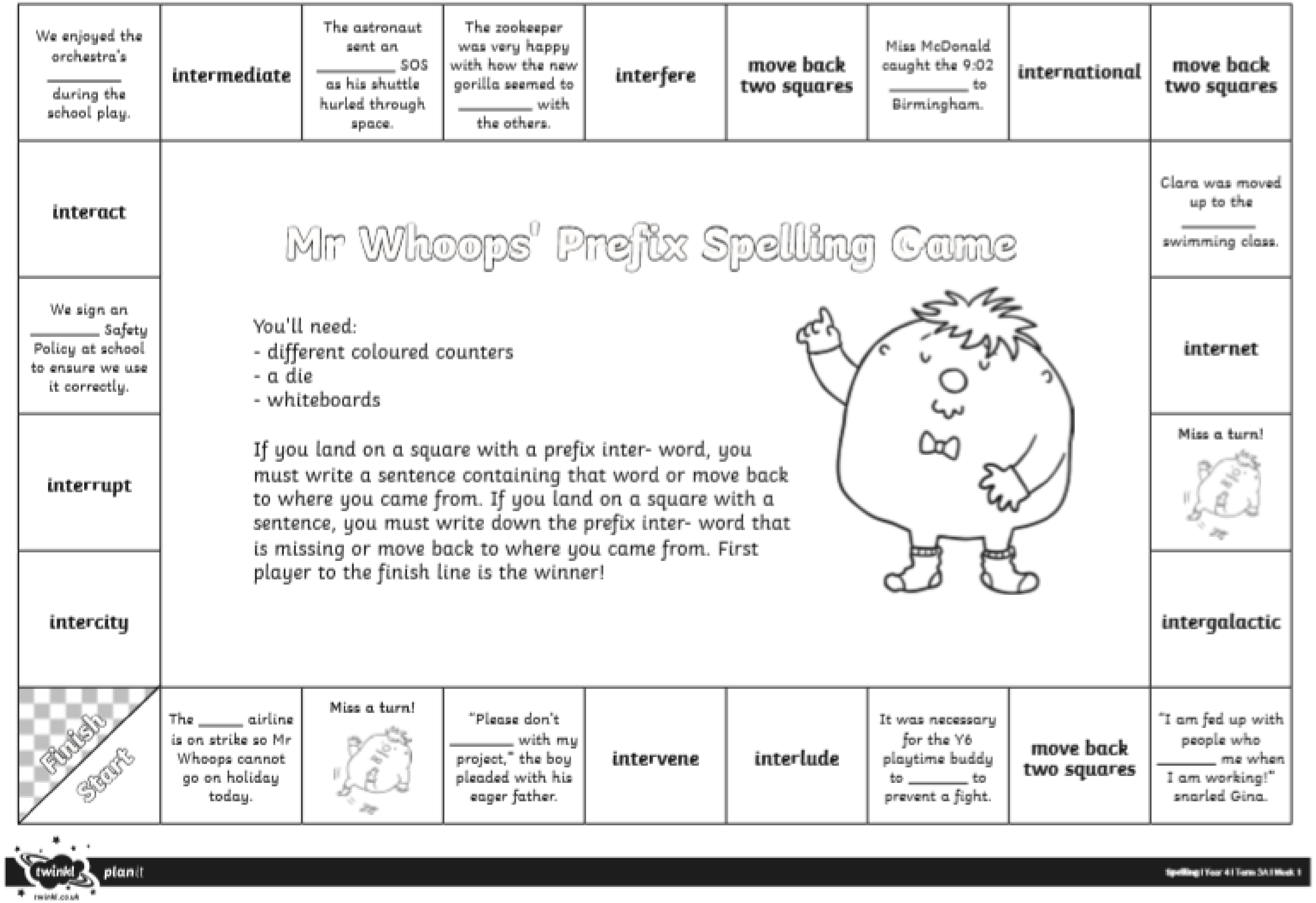


▲ = ☐ ● = ☐ X = ☐

Create your own problem like this for a friend.

© White Rose Maths 2019

Friday- Spellings



We enjoyed the orchestra's ________ during the school play.

intermediate

The astronaut sent an ________ SOS as his shuttle hurled through space.

The zookeeper was very happy with how the new gorilla seemed to ________ with the others.

interfere

move back two squares

Miss McDonald caught the 9:02 ________ to Birmingham.

international

move back two squares

interact

Clara was moved up to the ________ swimming class.

Mr Whoops' Prefix Spelling Game

You'll need:
- different coloured counters
- a die
- whiteboards

If you land on a square with a prefix inter- word, you must write a sentence containing that word or move back to where you came from. If you land on a square with a sentence, you must write down the prefix inter- word that is missing or move back to where you came from. First player to the finish line is the winner!

We sign an ________ Safety Policy at school to ensure we use it correctly.

internet

interrupt

Miss a turn!

intercity

intergalactic

Finish

Start

The ______ airline is on strike so Mr Whoops cannot go on holiday today.

Miss a turn!

"Please don't ________ with my project," the boy pleaded with his eager father.

intervene

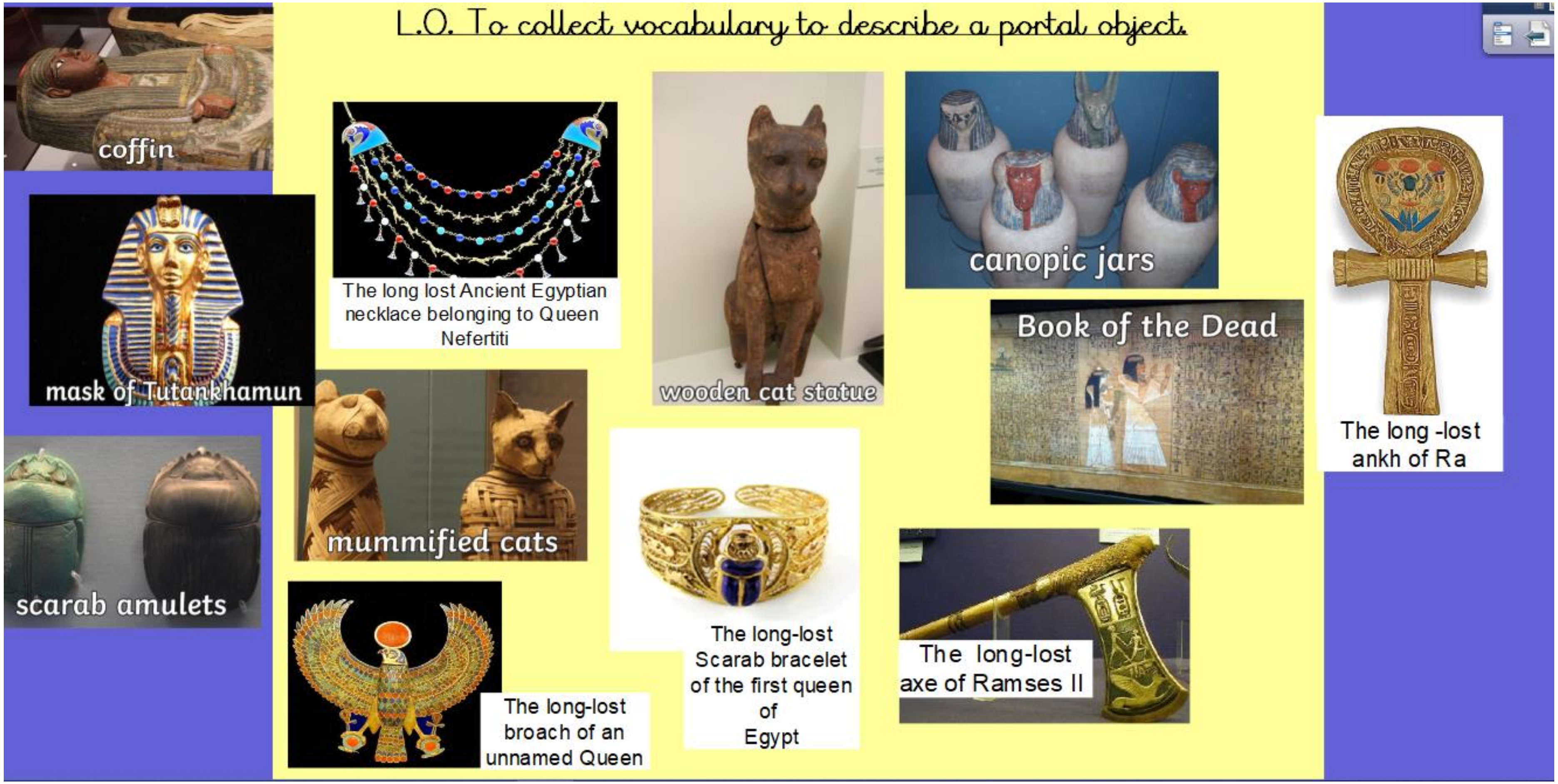
interlude

It was necessary for the Y6 playtime buddy to ________ to prevent a fight.

move back two squares

"I am fed up with people who ________ me when I am working!" snarled Gina.

Friday- Literacy



L.O. To collect vocabulary to describe a portal object.

coffin

mask of Tutankhamun

scarab amulets

The long lost Ancient Egyptian necklace belonging to Queen Nefertiti

mummified cats

The long-lost broach of an unnamed Queen

wooden cat statue

The long-lost Scarab bracelet of the first queen of Egypt

canopic jars

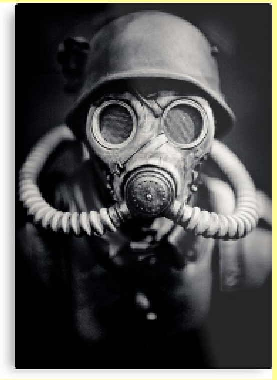
Book of the Dead

The long-lost axe of Ramses II

The long -lost ankh of Ra

L.O. To collect vocabulary to describe a portal object.

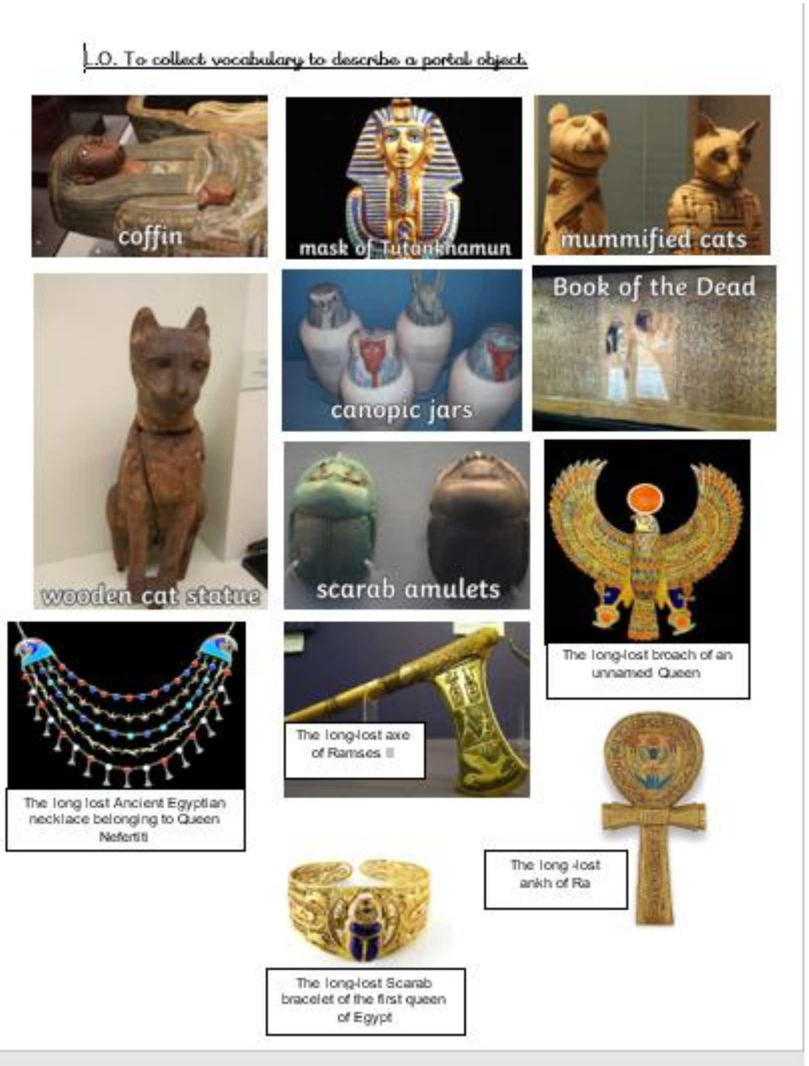
A scarab beetle caught her attention because its glittering wings flickered in the light. Its green and blue body shimmered like an iridescent gemstone and its elongated feelers stretched towards her.



He noticed an old gas mask because its wobbly eyes hung down. The strap had long since broken and the material seemed faded beyond repair.

T model writing descriptive sentence for a portal object.

Chn to select portal object and write descriptive sentences into their English book.



L.O. To collect vocabulary to describe a portal object.

coffin

mask of Tutankhamun

mummified cats

wooden cat statue

canopic jars

Book of the Dead

scarab amulets

The long-lost broach of an unnamed Queen

The long lost Ancient Egyptian necklace belonging to Queen Nefertiti

The long-lost axe of Ramses II

The long -lost ankh of Ra

The long-lost Scarab bracelet of the first queen of Egypt

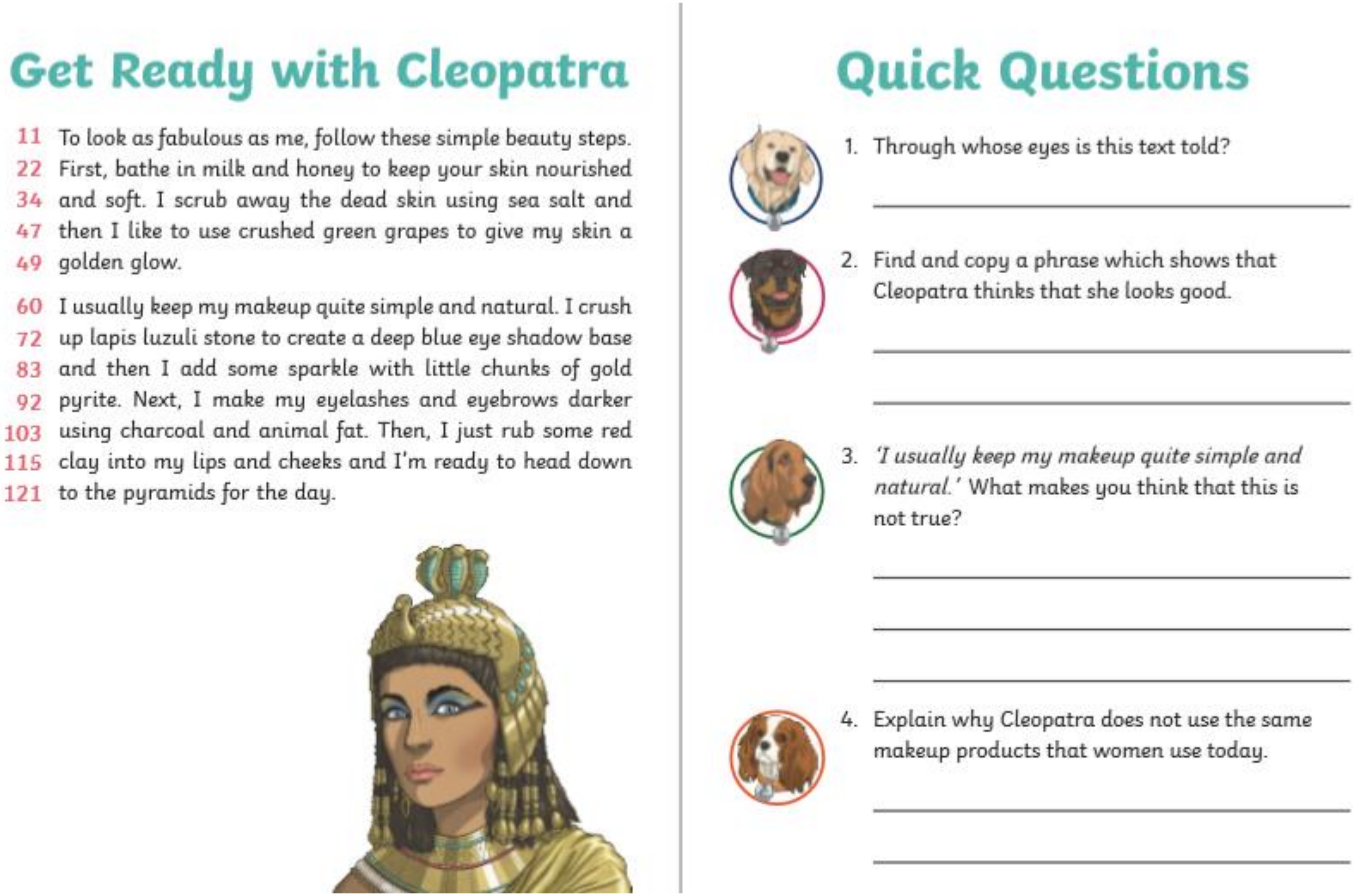
Select one of the objects above and then write descriptive sentences all about it.

Friday- Afternoon

Pokemon PE workout-

https://www.youtube.com/watch?v=02EI468SdHg&list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG&index=4

Friday- Comprehension



Get Ready with Cleopatra

To look as fabulous as me, follow these simple beauty steps. First, bathe in milk and honey to keep your skin nourished and soft. I scrub away the dead skin using sea salt and then I like to use crushed green grapes to give my skin a golden glow.

I usually keep my makeup quite simple and natural. I crush up lapis luzuli stone to create a deep blue eye shadow base and then I add some sparkle with little chunks of gold pyrite. Next, I make my eyelashes and eyebrows darker using charcoal and animal fat. Then, I just rub some red clay into my lips and cheeks and I'm ready to head down to the pyramids for the day.

Quick Questions

1. Through whose eyes is this text told?

____

2. Find and copy a phrase which shows that Cleopatra thinks that she looks good.

____

____

3. *'I usually keep my makeup quite simple and natural.'* What makes you think that this is not true?

____

____

____

4. Explain why Cleopatra does not use the same makeup products that women use today.

____

____