

Home Learning: Year 4 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 4	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	https://uk.ixl.com/math/year-4/read-a-thermometer	https://uk.ixl.com/math/year-4/which-metric-unit-of-mass-is-appropriate	https://uk.ixl.com/math/year-4/round-decimals-to-the-nearest-whole-number	https://uk.ixl.com/math/year-4/which-metric-unit-of-volume-is-appropriate	https://uk.ixl.com/math/year-4/convert-between-decimals-and-fractions
Four Days of Reasoning (Monday - Thursday)	https://whiterosemaths.com/homelearning/year-4/ Summer week 8 (w/c 15th June) Worksheets (and answers) for each lesson can be found below.	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. <i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y5.</i> <i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i>			
Friday	Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson(s). You can also use the visual tool by clicking on the link above. Please practise your times table and division facts. You could also spend some time on https://www.bbc.co.uk/bitesize/subjects/z826n39 Guardians: Defenders of Mathematica (start with the Addition and Subtraction section).				

Home Learning: Year 4 English

Y4	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing & performing	<p>LO: Retrieve information from a text. Read the information text about the poet Benjamin Zephaniah. Answer the questions about his life in your book (not one the worksheet)</p>	<p>LO: to think about performance poetry. This week we are going to be thinking about performance poetry. What does this the idea of performance poetry mean to you? Have you ever heard of it before? Think about what the word 'performance' means? In your book jot down a few adjectives that you would use to describe a good performance (on the TV, on stage, on a sports field). Now you are going to watch some poets performing their poems. Click on the links below. Video1 Video2 Is there anything that either poet could have done to improve there performance? Now read the poem Louder by Roger Stevens see below). Who are the two speakers? What do you notice about the sizing of the print? What punctuation do you notice? Why is it used? What are the clues that tell you how the teacher is feeling? How is Andrew feeling by the last line? Challenge: Ask someone in your household to perform the poem with you. Extra Dojo points for uploading a recording to ClassDojo. For a comparison watch video3</p>	<p>LO: to identify rhythm in a poem Read Fruit Picking by Jack Ousbey. This poem has a very definite rhythm. Poems are sometimes a bit like songs with a rhythm that carries you along. Read the lines of the poem, tapping out the beat like the sound of a drum – you can do this using one one finger on your other hand. Task Invite others in your household to join you in a musical accompaniment to the poem. Try to collect a range of percussion instruments, saucepan, wooden spoons, metal spoons, you may even have some proper instruments. etc. Spend some time experimenting to try out ideas for steady beats. You can also click fingers, clap, slap knees etc. Then give a verse of the poem to each group member to learn and arrange using instruments, perhaps something different for each line. Don't worry if you can't get any help – you can also go solo!</p>	<p>LO:Compose a poem with a refrain Watch this video The children are performing their own version of a poem called No word of a Lie by Jackie Kay. You will notice that this poem uses a lot of repetition.- this is called a refrain or chorus What is the repeated line in the poem? Why do you think the poet has chosen to repeat the line? What possible untruths might you use in the poem. Jot your ideas down. Task Change the statements from 'No Word of a Lie' to create your own poem. There are some ideas and a template below to help inspire you. Your teacher would love to see you performing your poem on ClassDojo.</p>	<p>LO: Learn spellings Learn the new set of spellings you have been set by Ms Ross (see below). Use a strategy that suits you. There are some ideas below. You do NOT necessarily need to print out this sheet and fill it in. (If you do, please remember to CHECK as you go along and ask an adult to check all spellings are correct by the time you reach the 3rd column.) You will have another lesson in a week's time when you will be asked to get someone to test you on the words. You will also be able to work on the words some more in that lesson if you need more time.</p>

Home Learning: Year 4 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art/Spanish
<p>LO: understand the term <i>Fairtrade</i></p> <p>Watch a video on how cocoa is grown in a Fairtrade farming community in the Dominican Republic here.</p> <ul style="list-style-type: none"> • Fairtrade means a fairer deal for farmers. When people choose to buy Fairtrade items, how does this help people working on Fairtrade farms? You may want to watch the video again or look at this website. • Chocolate is not the only Fairtrade item you can buy. Find out what other Fairtrade items you can buy – this website could help you. Can you find any food with the Fairtrade mark in your kitchen? Make a poster or advert promoting Fairtrade products. Remember that you are trying to persuade people to buy these items over the cheaper alternatives. Why should they make this choice? 	<p>LO Understand the changes that have affected our local environment?</p> <p>Watch the video of the fox at the landfill site. While you are watching the video make some notes about the positive and negative effects of the landfill site on the fox and how it lives. (resources below)</p> <ul style="list-style-type: none"> • Prepare a short presentation for someone in your family focusing on the fox and the landfill. You should focus on what the environment looks like now, how it has changed and what impact it has had on the fox. • Do you think the landfill site is a good thing for the environment or a bad thing? Discuss with someone in your household. 	<p>LO: Understand Viking language</p> <p>Read the information about Viking surnames (Resource 1) and work out what your Viking surname would be.</p> <ul style="list-style-type: none"> • Look at the mixed up Modern English, Old Norse words and definitions (Resource 2) and decide which match together. • Write up your list of matched words including the definitions. 	<p>LO: What do the Miracles of Jesus teach us?</p> <p>Read the Bible story below about how Jesus heals the Roman Centurion’s Servant. Think about what this miracle shows about the character of Jesus. Then answer the questions in your books. Can you remember any other Bible stories about the miracles that Jesus performed?</p>	<p>Spanish</p> <p>Watch this video that talks about the different school subjects. https://www.youtube.com/watch?v=dULcHthmMLY&t=59s</p> <p>After watching the video, find the Spanish worksheet and see if you can answer the True or False questions!</p> <p>Art: Colour and Line drawings (see resources below)<i>You will need: Paper, pencil, Colouring materials (pencils, chalk, felt tips paint etc.) Small objects to draw</i></p> <ul style="list-style-type: none"> • Arrange a group of small objects together on a flat surface. • Pick one of the objects. Put down a block of colour on your paper, using your chosen colouring material, in the shape inspired by your objects. When you are happy with your coloured shape create a line drawing of your object, using pencil on top of your colour. Take your time – look for the little details.

Everything is Interesting – Are You Ready for a Challenge?

Write decimals



- 1 Make the number represented on each of the place value charts. Complete the sentences to describe each number.

a)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01

 There are ones,
 tenths and
 hundredths.

The number is

b)

Ones	Tenths	Hundredths
	0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01

 There are ones,
 tenths and
 hundredths.

The number is

c)

Ones	Tenths	Hundredths
1 1 1		0.01 0.01 0.01 0.01 0.01 0.01 0.01

 There are ones,
 tenths and
 hundredths.

The number is

d)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1 0.1 0.1 0.1 0.1 0.1	

 There are ones,
 tenths and
 hundredths.

The number is



- 2 Make each number on a place value chart. Write the value of the underlined digit.

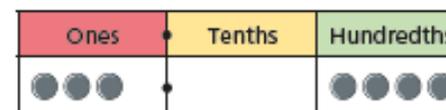
a) 631 _____

b) 12.09 _____

c) 0.07 _____

d) 56.82 _____

- 3 Alex says the number on the place value chart is 3.4



Do you agree with Alex? _____

Explain your answer.

- 4 Fill in the zeros needed as placeholders for each number.

a)

T	O	Tths	Hths
3	2		4

d)

T	O	Tths	Hths
		5	

b)

T	O	Tths	Hths
	2		4

e)

T	O	Tths	Hths
	2		

c)

T	O	Tths	Hths
			4

f)

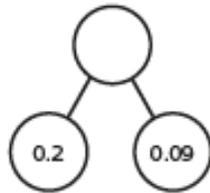
T	O	Tths	Hths
3		5	

Compare answers with a partner.

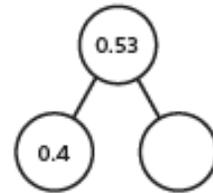


5 Complete the part-whole models.

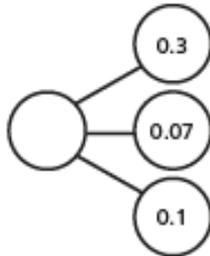
a)



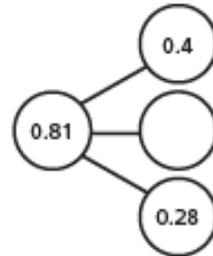
c)



b)

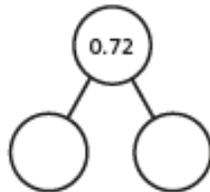


d)



6 Here is a part-whole model.

Partition 0.72 in three different ways and complete the number sentences.



$$\square + \square = 0.72$$

$$\square + \square = 0.72$$

$$\square + \square = 0.72$$

7 Eva is asked to show 10 tenths on a place value chart.

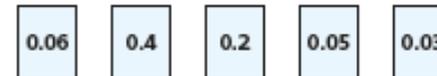
Here is her answer.

Ones	Tenths	Hundredths
	●●●●●●●●●●	

Is Eva correct?

8 Here are five number cards.

Annie, Rosie, Jack, Dora and Whitney take one card each.



Use the clues to work out which number they each have.

My number has 5 hundredths.

My number is twice as much as Dora's.

My number has 2 zero place holders.

My number is more than Jack's.

My number is less than Jack's.

Annie Dora Whitney

Rosie Jack

Did your partner use the same method?

Compare decimals

1 Write < or > to compare the decimals.

a)

○	Tths	Hths
	● ●	● ● ● ● ● ●

 ○

○	Tths	Hths
	● ● ● ●	● ● ● ● ● ● ● ●

b)

○	Tths	Hths
● ● ● ●	●	● ● ● ● ● ●

 ○

○	Tths	Hths
● ● ● ●	● ● ● ● ● ●	● ● ● ● ● ●

c)

○	Tths	Hths
● ● ● ●	●	● ● ● ● ● ● ● ●

 ○

○	Tths	Hths
● ● ● ●	● ● ● ●	● ● ● ● ● ● ● ●

d)

○	Tths	Hths
● ● ● ●	● ● ● ●	● ● ● ● ● ● ● ●

 ○

○	Tths	Hths
● ● ● ●	● ● ● ●	● ● ● ● ● ● ● ●

Did you have to compare all the columns for every question?



2 Draw counters to make the statements correct.

a)

○	Tths	Hths
● ● ● ●	●	● ● ● ● ● ●

 <

○	Tths	Hths

b)

○	Tths	Hths
● ● ● ●	●	● ● ● ● ● ●

 >

○	Tths	Hths
● ● ● ●		



3 Write < or > to compare the decimals.

a)

○	Tths	Hths
7	6	8

 ○

○	Tths	Hths
7	0	2

b)

○	Tths	Hths
3	2	5

 ○

○	Tths	Hths
3	9	6

c)

○	Tths	Hths
0	4	1

 ○

○	Tths	Hths
0	2	9

d)

○	Tths	Hths
1	0	3

 ○

○	Tths	Hths
1	2	0

e)

○	Tths	Hths
2	7	2

 ○

○	Tths	Hths
2	7	1

4 Complete the place value charts to make the statements correct.

a)

○	Tths	Hths
6	2	8

 <

○	Tths	Hths

b)

○	Tths	Hths
3	2	6

 >

○	Tths	Hths
3		

c)

○	Tths	Hths
9	9	8

 <

○	Tths	Hths

d)

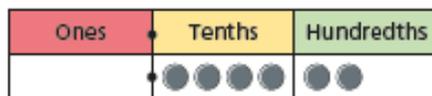
○	Tths	Hths
1	4	6

 >

○	Tths	Hths
	8	

- 5 Ron and Amir have each made a number using counters on a place value chart.

Ron's looks like this:



Amir's looks like this:



My number is greater than Amir's, because I have used twice as many counters.



Do you agree with Ron? _____

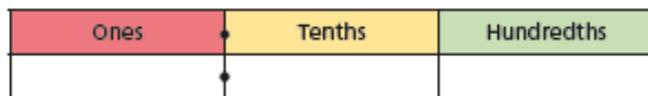
Explain your reasoning.

- 6 Draw exactly 8 counters in each chart to represent a number that matches each statement.

a) a number less than 0.76



b) a number more than 5.74



c) a number between 5.13 and 5.29



How many different answers are there for each statement?

- 7 Write $<$ or $>$ to compare the numbers.

a) $3.2 \bigcirc 3.8$ c) $1 \bigcirc 0.99$

b) $1.46 \bigcirc 1.43$ d) $0.16 \bigcirc 0.8$

- 8 Fill in the missing digits to make the statements correct.

a) $0.34 < 0.3_$ d) $1.3_ < 1.3_$

b) $2.42 > 2.4_$ e) $2._2 > 2._2$

c) $0.74 < 0._2$ f) $0.8_ < 0._9$

Is there more than one answer for each?

- 9 Here are four digit cards.



Use each digit card once to make this statement correct.

$$\square . \square > \square . \square$$

How many possible answers are there?

Order decimals

1 Here are four numbers on place value charts.

a) What number is represented in each place value chart?

A

Ones	Tenths	Hundredths
1 1 1	0.1	0.01 0.01 0.01 0.01

B

Ones	Tenths	Hundredths
1 1 1 1	0.1	0.01 0.01 0.01 0.01

C

Ones	Tenths	Hundredths
1 1 1	0.1	0.01 0.01 0.01 0.01 0.01

D

Ones	Tenths	Hundredths
1 1 1	0.1 0.1	0.01 0.01 0.01

b) Write the numbers in ascending order.

smallest

greatest

2 a) Write digits to show the number represented in each place value chart.

O	Tths	Hths
1	0.1 0.1 0.1 0.1	0.01 0.01

O	Tths	Hths
1 1		0.01 0.01 0.01 0.01 0.01 0.01

O	Tths	Hths
1 1	0.1 0.1 0.1	

O	Tths	Hths
1	0.1 0.1 0.1	0.01 0.01 0.01

b) Write the numbers in ascending order.

3 Write the numbers in descending order.

1.42	4.12	1.24	2.41
------	------	------	------

4 Teddy's teacher asks him to put some numbers in ascending order.

Here is his answer.

0.64	12.7	2.83
------	------	------

Do you agree with Teddy? _____

Talk about it with a partner.



- 5 Annie and Dexter are comparing the decimals 4.12 and 4.8



Annie

4.12 is greater than 4.8, because 12 is bigger than 8



Dexter

4.12 is smaller than 4.8, because 12 hundredths is less than 8 tenths.

Who do you agree with? _____

Explain your answer.

- 6 Write $<$ or $>$ to complete the statements.

Decide whether the numbers are ascending or descending in each part.

a) 3.2 3.8 3.9 _____

b) 0.41 0.38 0.25 _____

c) 4.2 4.17 4.085 _____

- 7 Write the numbers in ascending order.

a) 2.38 0.97 1.45 1.81

b) 0.64 0.7 0.09 0.46

c) 12.3 2 7.83 0.99

- 8 Tommy, Ron, Amir, Dora and Eva have measured their heights.



Tommy

My height is 145 cm.



Amir

I am 10 cm taller than Ron.



Ron

I am 1.4 m tall.



Eva

I am 146 cm tall.



Dora

My height is 1.38 m.

Write the children's names in order from shortest to tallest.

- 9 Here are two lists of numbers.

Use the digits 0 to 9 once each to complete the lists.

ascending order $_4_\ _41\ \ 7._9\ \ _41$

descending order $_41\ \ 7._9\ \ _41\ \ _4_\$

Compare answers with a partner.

Is there more than one way to complete each list?

Round decimals

1 Here are some number cards.

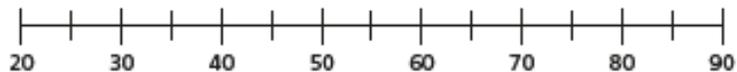
27

61

49

83

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



b) Use the numbers to complete the sentences.

is closer to 50 than 40

is closer to 30 than 20

is closer to 80 than 90

is closer to 60 than 70

2 Here are some number cards.

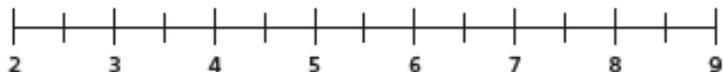
2.7

6.1

4.9

8.3

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



b) Use the numbers to complete the sentences.

is closer to 5 than 4

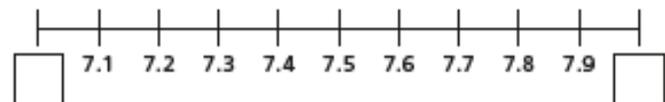
is closer to 3 than 2

is closer to 8 than 9

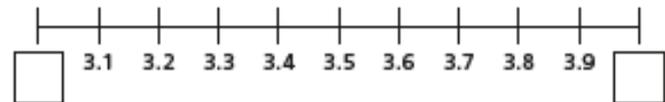
is closer to 6 than 7

3 Fill in the integers on the number lines.

a)



b)



4 Which integers do the numbers lie between?

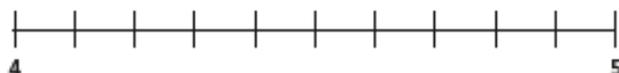
Fill in the boxes to make the statements correct.

a) < 1.4 <

b) < 34.8 <

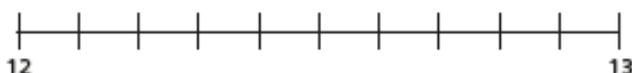
c) < 0.7 <

- 5 a) Label 4.3 on the number line.



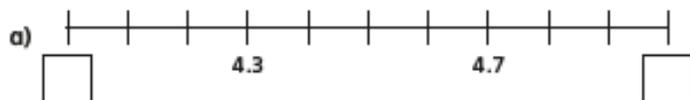
Is it closer to 4 or 5?

- b) Label 12.8 on the number line.



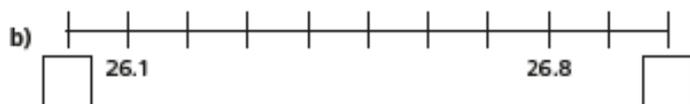
Is it closer to 12 or 13?

- 6 Complete the number lines and sentences.



is closer to than

is closer to than



is closer to than

is closer to than

- 7 Which numbers round up to the nearest whole number?

Circle your answers.

4.1 2.8 0.7 12.3 0.5 99.3

- 8 Round each decimal to the nearest whole number.

a) 1.8

e) 13.7

b) 4.2

f) 20.1

c) 0.9

g) 0.4

d) 1.5

h) 99.8

- 9 Ron is rounding 8.2 to the nearest whole number.



Because 2 tenths is less than 5 tenths, the number rounds down to 7

Do you agree with Ron? _____

Explain your answer.

- 10 Tommy is thinking of a number that has one decimal place.

When he rounds his number to the nearest whole, the answer is 32

What number could Tommy be thinking of?

Are there any other answers?

Benjamin Zephaniah

Fact File

Full Name: Dr Benjamin Obadiah Iqbal Zephaniah

Date of Birth: 15th April 1958

Place of Birth: Birmingham, England

Famous For: Writing and performing many poems, books, songs and plays.

Benjamin's dad was originally from Barbados and was a postal worker. His mum was originally from Jamaica and worked as a nurse. Benjamin spent a lot of time living in London but he now lives in China.



Poems

Benjamin is famous for his poems and the way that he reads them out. Benjamin performs in a way that is called 'dub poetry'. Dub poets change the speed and sound of their voice so that it sounds like music when they read poems out loud. Benjamin didn't like the idea that poems were only for people who went to school or university. He thought that poems should be for everyone to enjoy. Because of this, he performed his poetry so that everyone could hear and enjoy it.



Causes

Benjamin writes poems about things that he believes in. He has written many poems against racism and slavery. In the early 1980s, he argued against homelessness and other problems that he saw in Britain through his poems. He performed these poems outside police stations and during demonstrations. He also writes lots about the way that we treat animals and he works with lots of groups who help animals.



Books

Benjamin has written many books of poetry for adults and children. He has also written several fiction books for teenagers. His first book of poetry for children was called 'Talking Turkeys' and told people that they should be nice to their turkeys at Christmas. This book was so popular that all of the copies sold out in only six weeks and more had to be printed!



Fun Facts

- In 1991, Benjamin performed his poetry on every continent in only 22 days!
- Benjamin loves to watch football.
- Ealing Hospital in London have named part of their building after Benjamin.



Today

Benjamin is still writing and performing poems today. He spends lots of his time living in China but still travels to lots of different countries. He is still inspiring young writers and singers to create poetry and music about things they believe in.



Questions

1. What is Benjamin Zephaniah famous for? Tick one.

- playing football
- writing and performing poems
- having a pet turkey
- travelling all over the world

2. Number the sub-headings from 1-4 to show the order that they appear in the text.

- Poems
- Fact File
- Causes
- Books

3. Which building has part of it named after Benjamin Zephaniah?

- a football ground
- a swimming pool in Birmingham
- his house in China
- Ealing Hospital in London

4. Draw four lines to complete the sentences.

Benjamin enjoys	dub poetry.
Benjamin performs	'Talking Turkeys'.
Benjamin wrote a book called	watching football.
Benjamin now lives in	China.

5. Look at the section with the sub-heading **Books**.

Why has the author included a picture of a turkey?

6. Who does Benjamin think should be able to enjoy poems?

7. Benjamin writes his poems about topics he has strong beliefs about. If you had to write a poem about something you have strong beliefs about, what would your poem be about? Explain your answer.

Okay, Andrew, nice and clearly
off you go

Welcome everybody to our school concert...

Louder, please, Andrew. Mums and dads won't hear you at the back, will they?

Welcome everybody to our school concert...

Louder, Andrew. You're not trying.

Pro -

ject -

your -

voice.

Take a b i g b r e a t h and

louder !

Welcome everybody to our school concert...

For goodness sake, Andrew. LOUDER ! LOUDER !

Welcome everybody to our school
concert

Now Andrew, there's no need to be silly

Fruit Picking

by Jack Ousbey



Raspberry, strawberry, gooseberry, plum,
Fruit picking time is really good fun;
Out in the field, in our hats, in the sun,
Raspberry, strawberry, gooseberry, plum.



Gooseberry, strawberry, raspberry, plum,
Carefully picking with finger and thumb;



When the baskets are full our picking is done,
Gooseberry, strawberry, raspberry, plum.



Raspberry, gooseberry, strawberry, plum,
Here is a tune for pickers to hum;
Tap out the beat like the sound of a drum,
Raspberry, gooseberry, strawberry, plum.



Raspberry, strawberry, gooseberry, plum,
Now in our beds when night-time has come
We can think of our wonderful day in the sun,



Raspberry, strawberry, gooseberry, plum.



English Day Four

Write your own version of ***No Word of a Lie***. You can write as many verses as you want to and they can be as fantastic as you want them to be! Please write your poem in your book.

No Word of a Lie

I can _____ and that's no word of a lie

I can _____ and that's no word of a lie

Monday 9th December 2019
NO WORD OF A LIE

I can run the whole world in 1 second and that's
NO WORD OF A LIE.

I can eat a billion 'big macs' and that's
NO WORD OF A LIE.

I can count to two million in one second and that's
NO WORD OF A LIE.

I can work on all equations in the world and that's
NO WORD OF A LIE.

I can make a website in a second and that's
NO WORD OF A LIE.

I can sail the world in one day and that's
NO WORD OF A LIE.

I know a little

Thursday 5th December 2019
NO WORD OF A LIE

I can eat one thousand steaks
in a second and that's
NO WORD OF A LIE.

I can fall when someone's going to die
and that's
NO WORD OF A LIE.

I can swim one thousand metres
in one second and that's
NO WORD OF A LIE.

Words to Learn for test on 26th June

	Focus: More homophones (Words that sound the same but are spelt differently)	1st Attempt	2nd Attempt	3rd Attempt
1	heel 			
2	heal			
3	he'll (he will)			
4	here			
5	hear 			
6	weather 			
7	whether			
8	missed			
9	mist 			
10	whose - possessive (Whose is it? I know <u>whose</u> coat that is.)			
11	who's (who is)			
12	accept (I <u>accept</u> that I am wrong./He <u>accepted</u> the gift.)			
13	except (Everyone came <u>except</u> Jim.)			
14	medal			
15	meddle			

Green words - everyone must learn to spell these words
Blue words - most people will learn to spell these words too
Red words - some people will also learn these words

Further thinking.....

Write a definition of 'meddle' _____

Remember, the words **SOUND** exactly the same but you need to **focus on their meaning and invent a way for your brain to remember exactly when to use the correct word**. You could ask someone to make up some sentences to dictate to you so you can practise using the correct word.

Eg **He'll** know **who's meddled with her medal**.

Fill in the gaps using the words from the spelling list.

Please put your coats _____.

If you listen carefully, you can _____ the sea.

John has offered to assist me. I know _____ be a great help.

I've cut my finger - I hope it'll _____ quickly.

The _____ of her shoe fell off and she had to hobble home!

_____ jumper is this?

If you look at the invitation list, you'll see _____ coming to the party.

She didn't know _____ she was invited or not.

The _____ is so hot and sunny day.

Yesterday there was a great deal of fog and _____.

Despite running as fast as he could, the boy _____ the bus.

At the Olympics, she won a gold _____.

He just has to _____ in other people's affairs!

Everybody _____ James was wearing a hat.

I am very honoured to _____ this trophy on behalf of the winning team

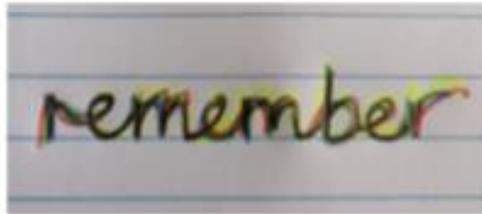
Spelling Strategies

Pyramid Writing

b
be
bec
beca
becau
becaus
because

Rainbow writing

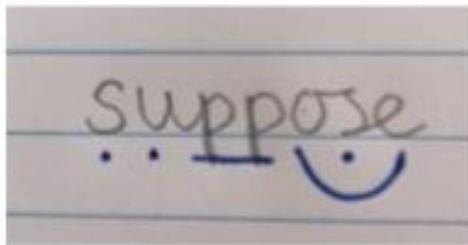
Write the word over and over again using different colours.



Create a mnemonic



Sound Buttons



**Note, this may not work for words you cannot 'sound out'

Underline the tricky part

separate

library

naughty

Look, Say, Cover, Write, Check

Look at the word

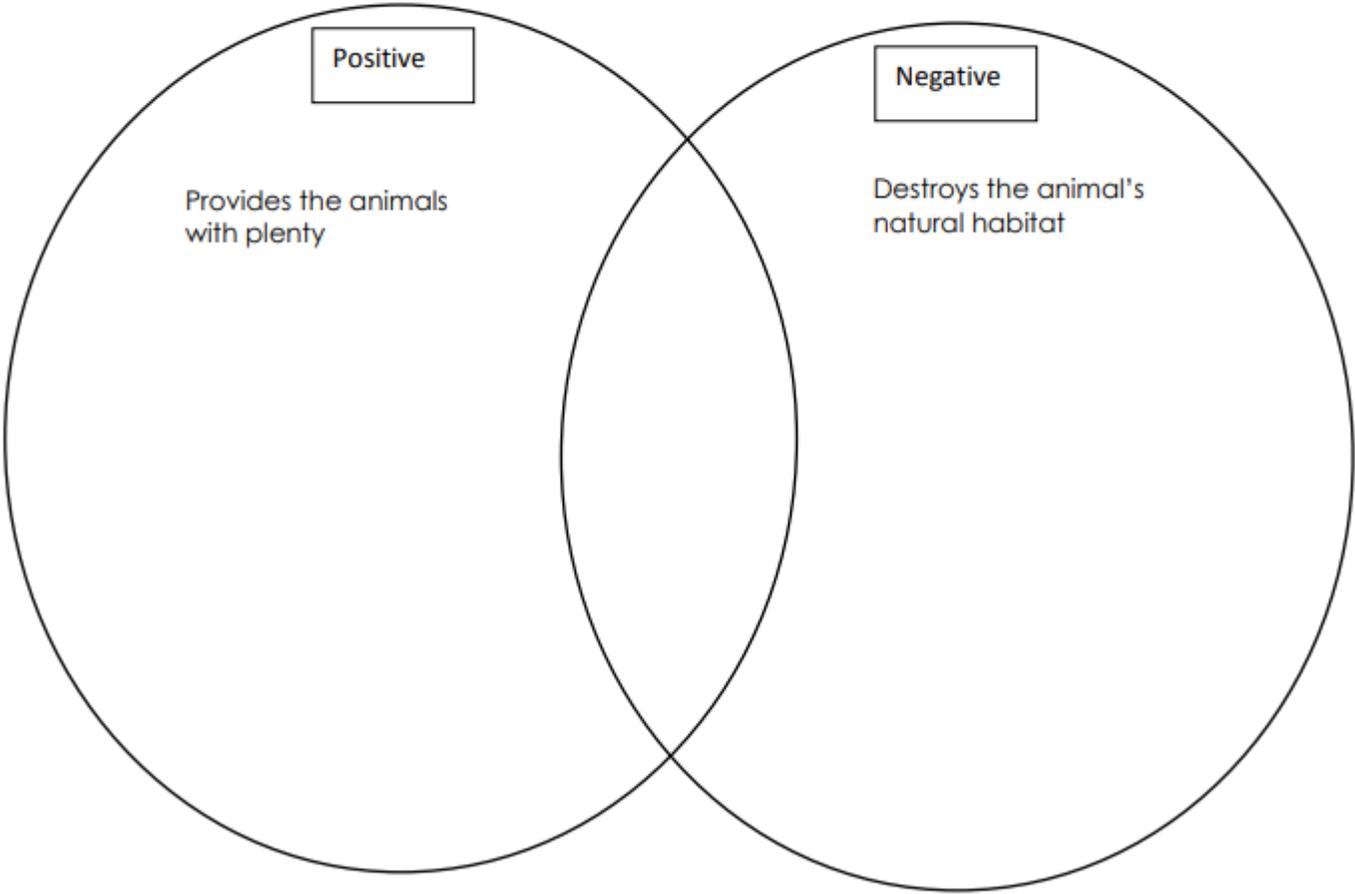
Say it out loud

Cover it up

Write it

Check whether it is spelt correctly

Science - Support



History - Resource 1

Viking Language

Old Norse was the language spoken by the Vikings, and the language in which the Eddas, sagas, and most of the other primary sources for our current knowledge of Norse mythology were written. Old Norse is a member of the Germanic family of languages, which also includes English, German, and several other languages that are widely spoken today.

Viking names

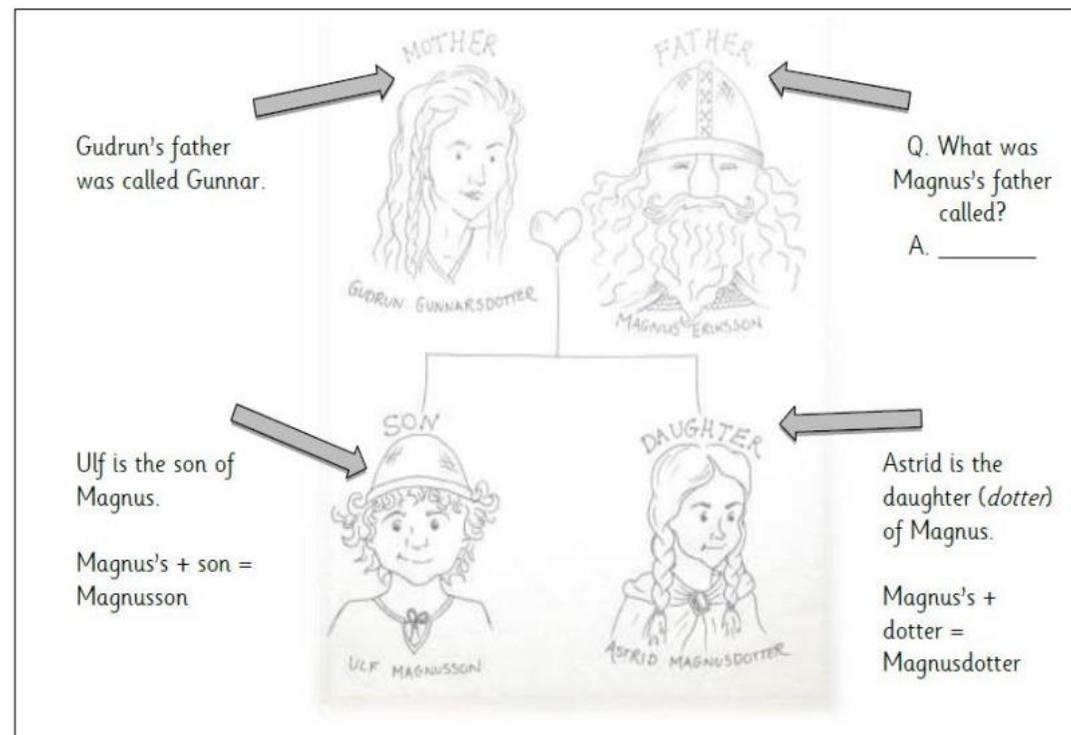
Viking surnames were made up of **two** parts.

The first part was your **father's first name** e.g. Magnus.

The **second** part depended on whether you were **male or female**.

If you were a boy, your surname would be 'Magnusson' which meant Magnus's son.

If you were a girl, your surname would be 'Magnusdotter' which meant Magnus's daughter



History - Resource 2

Modern English	Old Norse	Definition
Thursday	<i>bollr</i>	meaning 'grief'
ugly	<i>slatra</i>	meaning 'cloud'
window	<i>angr</i>	meaning 'round object'
husband	<i>rangr</i>	The day of the week belonging to Thor, the Norse god of thunder.
ball	<i>vindauga</i>	meaning 'cry loudly'
call	<i>Thor's Day</i>	meaning 'crooked' or 'unjust'
slaughter	<i>husbondi</i>	meaning 'dreadful'
anger	<i>skie</i>	meaning 'house holder'
sky	<i>kalla</i>	meaning 'wind-eye'
wrong	<i>uggligr</i>	meaning 'to butcher'

Spanish Resources

Look at Marta's timetable and do the activities below

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
9:00-10:00	Inglés/lengua	Matemáticas	Ciencia	Arte	Música
<u>10:00-10:30</u>	<u>recreo</u>	<u>recreo</u>	<u>recreo</u>	<u>recreo</u>	<u>recreo</u>
10:30-11:15	Historia	Inglés/lengua	Español	Matemáticas	Ciencia
11:15-12:00	Matemáticas	Ciencia	Arte	Inglés/lengua	Español
<u>12:00-13:30</u>	<u>comida</u>	<u>comida</u>	<u>comida</u>	<u>comida</u>	<u>comida</u>
13:30-14:30	Español	Deporte	Historia	Deporte	Arte
14:30-15:15	Arte	Historia	Música	Ciencia	Inglés/lengua

Vocabulario:

- recreo: break time
- comida: lunch time
- Inglés/lengua means language lessons
- Deporte: PE
- veces: times
- semana: week
- tiene: has

1. Are the following statements True (VERDADERO) or false (FALSO)?

- Marta tiene clase de matemáticas tres veces cada semana _____
- Los lunes a las diez y media tiene ciencia _____
- Los miércoles a las dos y media, Marta tiene música. _____
- A las diez Marta va al recreo _____
- Marta tiene clase de música cinco veces a la semana _____
- Los viernes a las once y cuarto, tiene arte _____
- Los jueves a las nueve y media tiene deporte _____
- Marta tiene clase de Español dos veces cada semana _____

Extra work! Look at the timetable and write three sentences about it similar to the statements in activity 1.

Maths Answers

Write decimals



- 1 Make the number represented on each of the place value charts. Complete the sentences to describe each number.

a)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01

 There are 3 ones,
2 tenths and
5 hundredths.

The number is 3.25

b)

Ones	Tenths	Hundredths
	0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01

 There are 0 ones,
5 tenths and
5 hundredths.

The number is 0.55

c)

Ones	Tenths	Hundredths
1 1 1		0.01 0.01 0.01 0.01 0.01 0.01 0.01

 There are 3 ones,
0 tenths and
7 hundredths.

The number is 3.07

d)

Ones	Tenths	Hundredths
1 1 1	0.1 0.1 0.1 0.1 0.1 0.1 0.1	

 There are 3 ones,
7 tenths and
0 hundredths.

The number is 3.7



- 2 Make each number on a place value chart.

Write the value of the underlined digit.

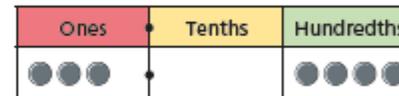
a) 6.31 3 tenths (0.3)

b) 12.09 2 ones (2)

c) 0.07 7 hundredths (0.07)

d) 56.82 5 tens (50)

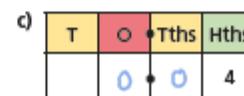
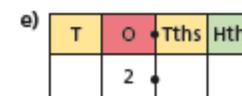
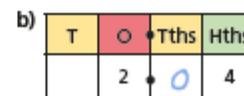
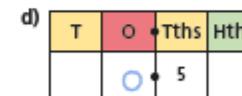
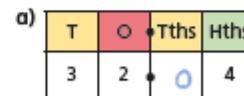
- 3 Alex says the number on the place value chart is 3.4



Do you agree with Alex? No

Explain your answer.

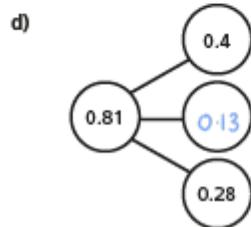
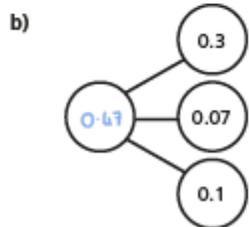
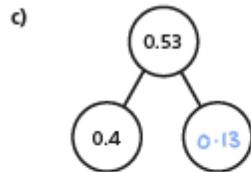
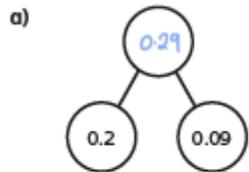
- 4 Fill in the zeros needed as placeholders for each number.



Compare answers with a partner.

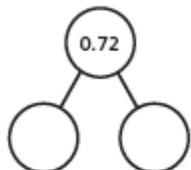


5 Complete the part-whole models.



6 Here is a part-whole model.

Partition 0.72 in three different ways and complete the number sentences.



e.g.

$$\boxed{0.7} + \boxed{0.02} = 0.72$$

$$\boxed{0.6} + \boxed{0.12} = 0.72$$

$$\boxed{0.5} + \boxed{0.22} = 0.72$$

7 Eva is asked to show 10 tenths on a place value chart.

Here is her answer.

Ones	Tenths	Hundredths
	●●●●●●●●●●	

Is Eva correct?

8 Here are five number cards.

Annie, Rosie, Jack, Dora and Whitney take one card each.



Use the clues to work out which number they each have.

Annie: My number has 5 hundredths.

Rosie: My number is twice as much as Dora's.

Jack: My number has 2 zero place holders.

Whitney: My number is less than Jack's.

Dora: My number is more than Jack's.

Annie $\boxed{0.05}$ Dora $\boxed{0.2}$ Whitney $\boxed{0.03}$
 Rosie $\boxed{0.4}$ Jack $\boxed{0.06}$

Did your partner use the same method?

Compare decimals

1 Write < or > to compare the decimals.

a)

0	Tths	Hths
	●●	●●●●●●

 <

0	Tths	Hths
	●●●●	●●●●●●

b)

0	Tths	Hths
●●●●	●	●●●●●●

 <

0	Tths	Hths
●●●●	●●●●	●●●●●●

c)

0	Tths	Hths
●●●●	●	●●●●●●

 >

0	Tths	Hths
●●●●	●●	●●●●●●

d)

0	Tths	Hths
●●	●●	●●●●●●

 >

0	Tths	Hths
●●	●●	●●●●●●

Did you have to compare all the columns for every question?

2 Draw counters to make the statements correct. e.g.

a)

0	Tths	Hths
●●●●	●	●●●●●●

 <

0	Tths	Hths
●●●●	●	●●●●

b)

0	Tths	Hths
●●●●	●	●●●●●●

 >

0	Tths	Hths
●●●●	●	●●●●

3 Write < or > to compare the decimals.

a)

0	Tths	Hths
7	6	8

 >

0	Tths	Hths
7	0	2

b)

0	Tths	Hths
3	2	5

 <

0	Tths	Hths
3	9	6

c)

0	Tths	Hths
0	4	1

 >

0	Tths	Hths
0	2	9

d)

0	Tths	Hths
1	0	3

 <

0	Tths	Hths
1	2	0

e)

0	Tths	Hths
2	7	2

 >

0	Tths	Hths
2	7	1

4 Complete the place value charts to make the statements correct. e.g.

a)

0	Tths	Hths
6	2	8

 <

0	Tths	Hths
6	2	9

b)

0	Tths	Hths
3	2	6

 >

0	Tths	Hths
3	2	5

c)

0	Tths	Hths
9	9	8

 <

0	Tths	Hths
9	9	9

d)

0	Tths	Hths
1	4	6

 >

0	Tths	Hths
0	8	9

- 5 Ron and Amir have each made a number using counters on a place value chart.

Ron's looks like this:

Ones	Tenths	Hundredths
	●●●●●	●●

Amir's looks like this:

Ones	Tenths	Hundredths
●●●		

My number is greater than Amir's, because I have used twice as many counters.



Do you agree with Ron? NO

Explain your reasoning.

- 6 Draw exactly 8 counters in each chart to represent a number that matches each statement. *e.g.*

a) a number less than 0.76

Ones	Tenths	Hundredths
	○○○○○	○○

b) a number more than 5.74

Ones	Tenths	Hundredths
○○○○○	○○	

c) a number between 5.13 and 5.29

Ones	Tenths	Hundredths
○○○○○	○○	○

How many different answers are there for each statement?

- 7 Write < or > to compare the numbers.

- a) $3.2 < 3.8$ c) $1 > 0.99$
 b) $1.46 > 1.43$ d) $0.16 < 0.8$

- 8 Fill in the missing digits to make the statements correct. *e.g.*

- a) $0.34 < 0.3\underline{5}$ d) $1.3\underline{1} < 1.3\underline{2}$
 b) $2.42 > 2.4\underline{1}$ e) $2.\underline{4}2 > 2.\underline{3}2$
 c) $0.74 < 0.\underline{8}2$ f) $0.8\underline{9} < 0.\underline{9}9$

Is there more than one answer for each?

- 9 Here are four digit cards.



Use each digit card once to make this statement correct.

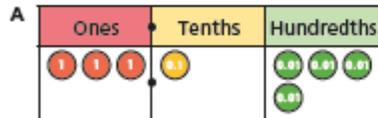
e.g. $70 > 31$

How many possible answers are there?

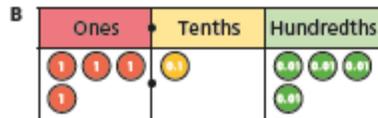
Order decimals

1 Here are four numbers on place value charts.

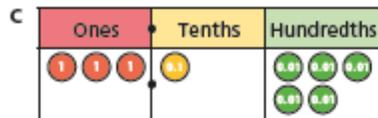
a) What number is represented in each place value chart?



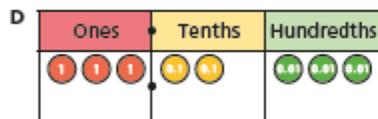
3.14



4.14



3.15



3.23

b) Write the numbers in ascending order.

3.14, 3.15, 3.23, 4.14

smallest

greatest

2 a) Write digits to show the number represented in each place value chart.



b) Write the numbers in ascending order.

1.33, 1.42, 2.06, 2.3

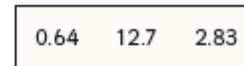
3 Write the numbers in descending order.



4.12, 2.41, 1.42, 1.24

4 Teddy's teacher asks him to put some numbers in ascending order.

Here is his answer.



Do you agree with Teddy? No

Talk about it with a partner.

- 5 Annie and Dexter are comparing the decimals 4.12 and 4.8



4.12 is greater than 4.8, because 12 is bigger than 8

Annie



4.12 is smaller than 4.8, because 12 hundredths is less than 8 tenths.

Dexter

Who do you agree with? Dexter

Explain your answer.

- 6 Write < or > to complete the statements.

Decide whether the numbers are ascending or descending in each part.

a) 3.2 < 3.8 < 3.9 ascending

b) 0.41 > 0.38 > 0.25 descending

c) 4.2 > 4.17 > 4.085 descending

- 7 Write the numbers in ascending order.

a) 2.38 0.97 1.45 1.81

0.97, 1.45, 1.81, 2.38

b) 0.64 0.7 0.09 0.46

0.09, 0.46, 0.64, 0.7

c) 12.3 2 7.83 0.99

0.99, 2, 7.83, 12.3

- 8 Tommy, Ron, Amir, Dora and Eva have measured their heights.



My height is 145 cm.

Tommy



I am 10 cm taller than Ron.

Amir

I am 1.4 m tall.



Ron



I am 146 cm tall.

Eva

My height is 1.38 m.



Dora

Write the children's names in order from shortest to tallest.

Dora, Ron, Tommy, Eva, Amir

- 9 Here are two lists of numbers.

Use the digits 0 to 9 once each to complete the lists. e.g.

ascending order 0.41 2.41 7.39 9.41

descending order 8.41 7.49 6.41 5.42

Compare answers with a partner.

Is there more than one way to complete each list?

Round decimals

1 Here are some number cards.



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



b) Use the numbers to complete the sentences.

49 is closer to 50 than 40

27 is closer to 30 than 20

83 is closer to 80 than 90

61 is closer to 60 than 70

2 Here are some number cards.



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



b) Use the numbers to complete the sentences.

4.9 is closer to 5 than 4

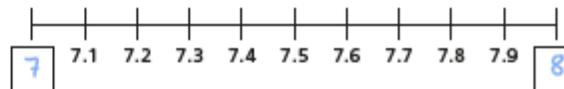
2.7 is closer to 3 than 2

8.3 is closer to 8 than 9

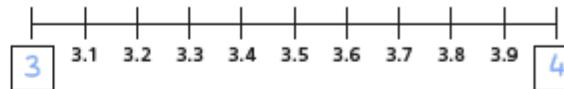
6.1 is closer to 6 than 7

3 Fill in the integers on the number lines.

a)



b)



4 Which integers do the numbers lie between?

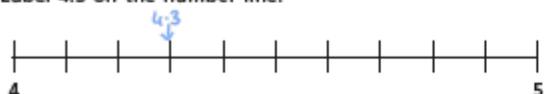
Fill in the boxes to make the statements correct.

a) $1 < 1.4 < 2$

b) $34 < 34.8 < 35$

c) $0 < 0.7 < 1$

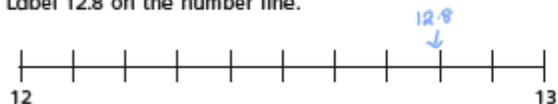
- 5 a) Label 4.3 on the number line.



Is it closer to 4 or 5?

4

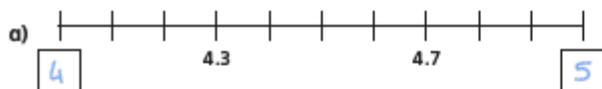
- b) Label 12.8 on the number line.



Is it closer to 12 or 13?

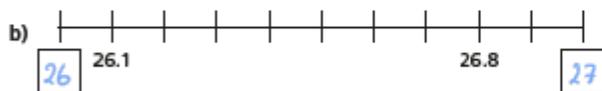
13

- 6 Complete the number lines and sentences.



4.3 is closer to 4 than 5

4.7 is closer to 5 than 4



26.1 is closer to 26 than 27

26.8 is closer to 27 than 26

- 7 Which numbers round up to the nearest whole number?

Circle your answers.

4.1 2.8 0.7 12.3 0.5 99.3

- 8 Round each decimal to the nearest whole number.

a) 1.8

2

e) 13.7

14

b) 4.2

4

f) 20.1

20

c) 0.9

1

g) 0.4

0

d) 1.5

2

h) 99.8

100

- 9 Ron is rounding 8.2 to the nearest whole number.



Because 2 tenths is less than 5 tenths, the number rounds down to 7

Do you agree with Ron? No

Explain your answer.

- 10 Tommy is thinking of a number that has one decimal place.

When he rounds his number to the nearest whole, the answer is 32

What number could Tommy be thinking of?

eg. 32.1

Are there any other answers?

Jesus heals the Roman centurion's servant

Jesus went into a city. There was an important man in the army, an officer in charge of 100 men, called a 'centurion'. The centurion had a servant who was very poorly. The servant was in a lot of pain and could not get out of bed.

Some friends of the centurion came to see Jesus.

'Please help', they begged. 'This Roman centurion is a good man. He is kind to us and helps us. Please help him.' Jesus said he would go straight away to see the centurion's servant.

Before he got to the house, the Roman soldier came out to meet Jesus.

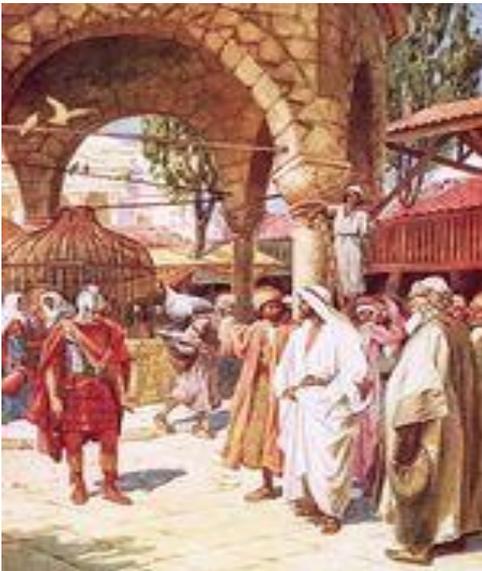
'I'm not good enough for you to come into my house,' he told Jesus. 'Please just give the order and I know my servant will be healed. I know you can do that.'

Jesus was amazed because the army officer had so much faith and trust in him. Jesus said to the army officer, 'Go home. Your servant will be well again.'

At that moment, the servant started to get better. He sat up, got out of bed, and began to move around. It was a miracle!

The servant had been healed because his master had so much faith and kindness.

Based on Luke 7:1-10



Answer the following questions in your books:

- ✠ What do you think about this miracle of Jesus?
- ✠ What was Jesus showing and teaching by performing this miracle?
- ✠ Why do you think the Centurion said 'Please just give the order and I know my servant will be healed.'
- ✠ What does this miracle tell us about Jesus?