Mossbourne Riverside Academy
Home Learning Year 3 & 4
Date: 15 May 2020

Suggested Daily Timetable

Time	Activity
07:30 – 08:30	**Get dressed –** Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	**"Walk to school" –** use this time to exercise or take a look at the MRA website and select the work you will be completing for the day
9:00 – 9:30	**P.E -** complete a P.E activity, eg, Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy - Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	***Break time** – Have a snack and a break*
10:30 – 11:30	**Maths activity –** Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	**Quiet reading time –** choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	*Lunch*
13:00 – 13:30	**Free time/playtime**
13:30 – 14:15	**Topic/Spanish activity – Homework provided by teacher**
14:15 – 15:00	**Creative activity –** visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	**Home time exercise activity - P.E -** complete a P.E activity, eg: Watching Joe Wicks or Cosmic Yoga on Youtube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

Monday

Maths

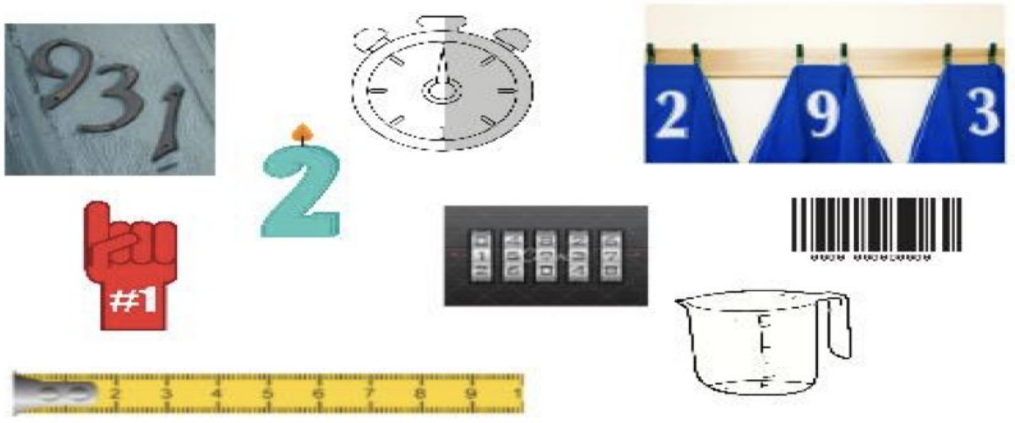
Task: Counting and grouping

https://numberock.com/lessons/place-value/ place value song

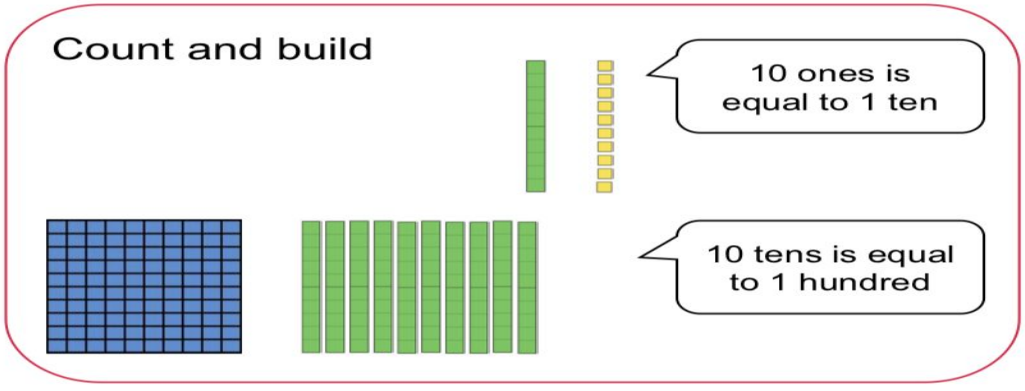
The purpose of this activity is to get children to talk and think about numbers, what numbers can mean and how we write them.

Starter:

Talk Task: What do we use numbers for?



How many people do you think there are in the school?

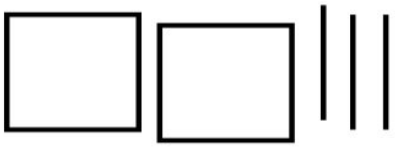


Use the images to discuss numbers and think about where and why they are used. Is it to count, measure, label, order, ...? Encourage children to include their own examples. Ask children how many people do you think there are in the school? Encourage children to think about groups within the school thinking about individuals for example there are __ teachers, there are __ children in each class.

Worksheet:

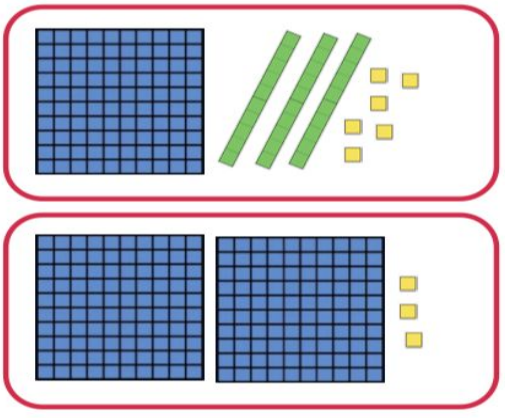
Activity: Counting and grouping

1) Complete the table to show each number with Dienes and in words.

number	Dienes	words
		One hundred and fifty four
		_____ _____ _____
307		_____ _____ _____

2) If you count in steps of 10 starting at 56, will you say these numbers? Tick the ones you will say. What other numbers would you say?

65	Ninety six
106	One hundred and ten
160	Two hundred and twenty six



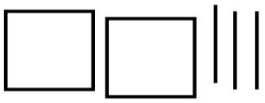
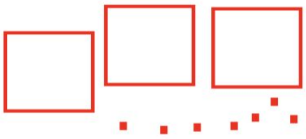
The worksheet prompts connection of different representations of numbers that focus on place value understanding. Pupils complete a table showing a number with digits, words and Dienes. They then consider counting in steps of ten starting from 56.

Parent/Carer Guidance:

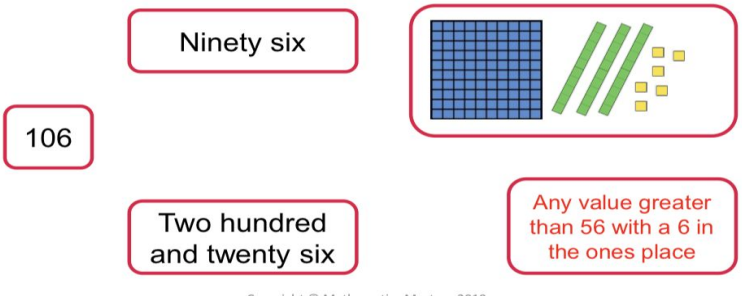
Please find the answer sheet below.

Activity: Counting and grouping

1) Complete the table to show each number with Dienes and in words.

number	Dienes	words
154		One hundred and fifty four
230		Two hundred and thirty
307		Three hundred and seven

2) If you count in steps of 10 starting at 56, will you say these numbers? Tick the ones you will say. What other numbers would you say?



Additional support about place value https://www.theschoolrun.com/what-place-value

Literacy

Task:
We are continuing our work around the text *Arthur and the Golden Rope*. The focus for this week will be writing skills, beginning with today's task…

1. Re-read *Arthur and the Golden Rope*. (See separate document, or read along with Mr. Richmond on Youtube.) https://youtu.be/t1TVCojV-yg
2. Re-read pages 16 and 17, when Arthur first encounters Fenrir the wolf.
3. Write a list of adjectives and phrases that describe Fenrir the wolf. These adjectives and phrases will help support your writing in future lessons. Include adjectives that relate to both his physical appearance and his personality/nature. E.g. ***colossal, fierce, etc.***
4. Add to your list of adjectives by writing metaphor and simile about Fenrir. E.g. ***his mouth was lined with daggers, his matted fur was as black as coal***

Parent/Carer Guidance:
A key part of building towards writing is exploring vocabulary and language. By generating a range of words and phrases in advance, children will have a bank to draw from when writing - allowing them to focus on other writing techniques instead of having to generate ambitious vocabulary whilst also trying to juggle other writing skills.

SIMILE VS METAPHOR

Two of the most famous methods that work very well are similes and metaphors. Both of them are widely used by writers to create mental images for their readers and make their texts more lively and interesting.

USAGE

When you use a SIMILE, you say that something is like or as something else.

EXAMPLES

- He eats like a pig!
- It's cold like in Antarctica here.
- Her skin was as white as snow.
- She went on working in the pantry as quiet as a mouse.
- She smelt like a rose too, the old woman thought.
- John sleeps like a baby all night.

USAGE

When you paint a picture by saying that something is something else, you use a METAPHOR.

EXAMPLES

- Thanks for mailing those letters, you're an angel.
- It's Antarctica here.
- Laughter is the music of the soul.
- The computer in the classroom was an old dinosaur.
- The detective listened to her tales with a wooden face.
- I think that new singer is a diamond in the rough.

How do you know exactly what is in front of you, a simile or a metaphor when you see one? If there's an "as" or "like" in the sentence, then it's a simile. If it's just a comparison, without any "helping" words, then you have a metaphor.

Computing

Task:
Your task, if you haven't already started, is to access the series of coding lessons on **code.org**:

Year 3: https://studio.code.org/sections/QDSJGM

Year 4: https://studio.code.org/sections/ZMVXZL

Optional: If you have successfully completed your course, then explore code.org for any ***Hour of Code*** lesson: https://code.org/hourofcode/overview

You have been given your personal login details by Mr Jones already (this should appear in your stream in Google Classroom).

Try and complete each task before moving onto the next one. Remember, coding can be challenging at times and computational thinking requires a lot of thought, concentration and resilience. If it doesn't work, debug and start again. Really think carefully about the algorithm you need and apply that in your sequence of code. Good luck!

Parent/Carer Guidance:
Children have been given access to a series of lessons on code.org, a safe and secure environment for them to practice and consolidate their coding skills. Inevitably, children will always ask for help when their code doesn't work but it is really important they take the time to examine their code and work out what is going wrong themselves. Of course, if they get really stuck and frustrated, they can contact Mr Jones on their code.org login post on Google Classroom.

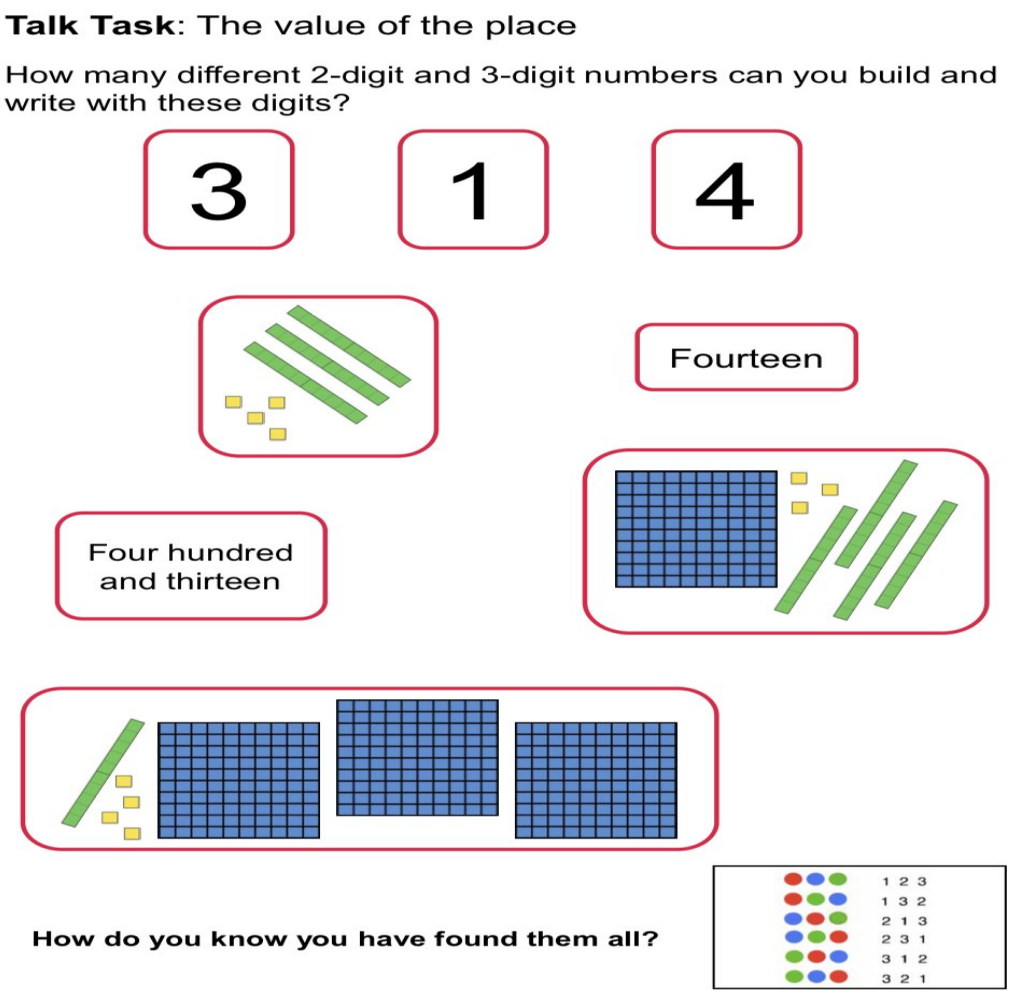
Tuesday

Maths

Task The value of place**:**

The purpose of this activity is to get children to think about the fact that we use a place value number system: that the same digit can have a different value if it is in a different place.

Starter:



Use three digits to explore how many different numbers can be made. Build each number with Dienes, draw pictures of the Dienes. Explore 1-digit, 2-digit numbers and then 3-digit numbers. *How might we know if we have made all the possible numbers?* Challenge children to think about how to explain that they have found them all. Encourage children to place them in order or group them by their starting (or first) digit to help convince themselves and you that there are no more options. 13, 14, 31, 34, 41, 43, 134, 143, 314, 341, 413, 431

Worksheet:

Activity: The value of the place

1) Use these digits to create numbers for each of the properties

a) A number less than 100

b) A number greater than 300

c) An even number

d) A number that you can show with 7 Dienes blocks

e) An odd number

2) Generate at least two examples and non-examples for each

	Examples	Non-examples
A number with 4 tens that is greater than 500		
An even number with 3 hundreds		
A number with 6 ones that is greater than 100 but less than 200		

The worksheet helps children through similar experiences of using digits to write numbers and generating examples and non-examples of numbers with a given description.

Challenge: Introduce a zero and explore the options for the numbers that can be made.

Parent/Carer Guidance:

The purpose of this activity is to get children to think about the fact that we use a place value number system: that the same digit can have a different value if it is in a different place. If required please use this link to support with understanding. https://mathsbot.com/manipulatives/blocks

Additional support about place value https://www.theschoolrun.com/what-place-value

Please find the answer sheet below.

Activity: The value of the place

1) Use these digits to create numbers for each of the properties

a) A number less than 100 — 54, 52, 45, 42, 24, 25

b) A number greater than 300 — 542, 524, 452, 425

c) An even number — 542, 524, 452, 254, 54, 52, 42, 24

d) A number that you can show with 7 Dienes blocks — 52, 25

e) An odd number — 425, 245, 45, 25

2) There are many ways to complete

	Examples	Non-examples
A number with 4 tens that is greater than 500	1420 3456	1320 425
An even number with 3 hundreds	346 346	325 458
A number with 6 ones that is greater than 100 but less than 200	106 196	195 206

Literacy

Task:
We are going to expand and rewrite the 4 paragraphs on pages 16 and 17.

Paragraph 1: a description of the woods that Arthur is in
Paragraph 2: Arthur being surprised by the wolf leaping over him
Paragraph 3: a description of the wolf
Paragraph 4: the description of the chaos in the town

Yesterday you recorded some phrases and words about the wolf. Today we are going to focus on paragraph 1, the description of the woods. We want to create a clear and interesting picture of the woods in our readers' minds. In order to do this we could use sensory language.

1. Listen to the following ambient music/forest sounds:
   https://www.youtube.com/watch?v=baA6mTCn54A
   Whilst listening, think about what you might be able to see, hear, feel, smell and touch if you were in the same woods as Arthur. If possible, close your eyes and describe out loud to someone else what you are imagining. Jot down those ideas on paper.
2. Once you have recorded some ideas, begin drafting your opening paragraph, setting the scene of Arthur being in the woods looking for a rare magical species of worm. If you need help, see below for sentence starters that you can magpie and a WAGOLL.

Parent/Carer Guidance:
Writing descriptions is often the easiest way for children to begin a piece of writing. Talking through what they can imagine alongside images and sound as prompts is very useful in helping them to practise their ideas orally before committing to paper. Asking prompting questions like 'what do you think the trees feel like?' are great in getting children to think about less obvious senses like touch and smell.

SENTENCE STARTERS

As Arthur searched around the wood for a rare species of magical worm he could see …
The smell of … filled the forest air.
All around him Arthur could hear …
The … beneath his hand/feet felt …

WAGOLL

As Arthur searched around the wood for a rare species of magical worm he could see the dappled sunlight dancing through the emerald green leaves. The forest was a verdant, lush green and seemed full of mysteries waiting to be discovered. He crept forwards with his net slung over his shoulder, peering into nooks and crannies for the worm he was searching for. The smell of damp leaves and pollen filled the forest air and a mushroom squelched under his foot. All around him Arthur could hear bird song and the rustling of the vegetation in the breeze. It was a calm and peaceful atmosphere. As he leant on a tree, the bark beneath his hand felt rough, gnarled and knotted.

Science

Task:
How do boats float? When an object enters water, two forces act upon it. There's a downward force (gravity) that's determined by the object's weight. There's also an upward force (buoyancy) that's determined by the weight of the water displaced by the object (see https://www.wonderopolis.org/wonder/how-do-boats-float for more information).

Vikings (also known as Norsemen) travelled across northern Europe by longboats. A Viking longboat had a large, square sail made of woven wool. It was brightly coloured in stripes or diamond patterns. In bad weather, they would be lowered over the ship and fastened down like a tent to protect the men inside. The ships could sail at about 10mph.

Activity:
Imagine you are a Viking leader setting off to invade Scotland. You need to create a flotilla (group) of longboats boats to carry your warriors and supplies. Watch the following videos to help you create your Viking longboats.

1. Watch this: https://www.bbc.co.uk/bitesize/clips/zgmxpv4
2. Watch this: https://www.youtube.com/watch?v=siYNsVqLk6I (HARD) or this https://www.youtube.com/watch?v=981t1yRjGFc (EASIER)

You might need an adult or older sibling to help you with folding the paper. See if you can make a small flotilla of Viking boats. If you get really stuck, and have the option of printing, you could use the Viking longboat template in **Science Appendix 1.**

Optional:

- Create a TV advert or poster selling your ships.
- Write a diary about your journey on the boats.
- Draw and design your boats on paper.

Parent/Carer Guidance:
Children need to understand the natural forces, including gravity and buoyancy (or upthrust). Discussions could centre around other vehicles we know that rely on upthrust to create movement… They may need some help sourcing paper and folding it accurately.

Viking Long Boat Paper Model Instructions

1) Carefully cut out the parts of the model along the solid black outline.

2) Fold along the dotted lines.

3) Glue tabs 1 and 2 to the other side of the boat.

4) Glue tabs 3-10 and then glue the front and back ends of the boat together.

5) Fold over the 2 scissor shaped sections, gluing them to tabs 11-14.

6) Glue tab 15 to the other side of the mast.

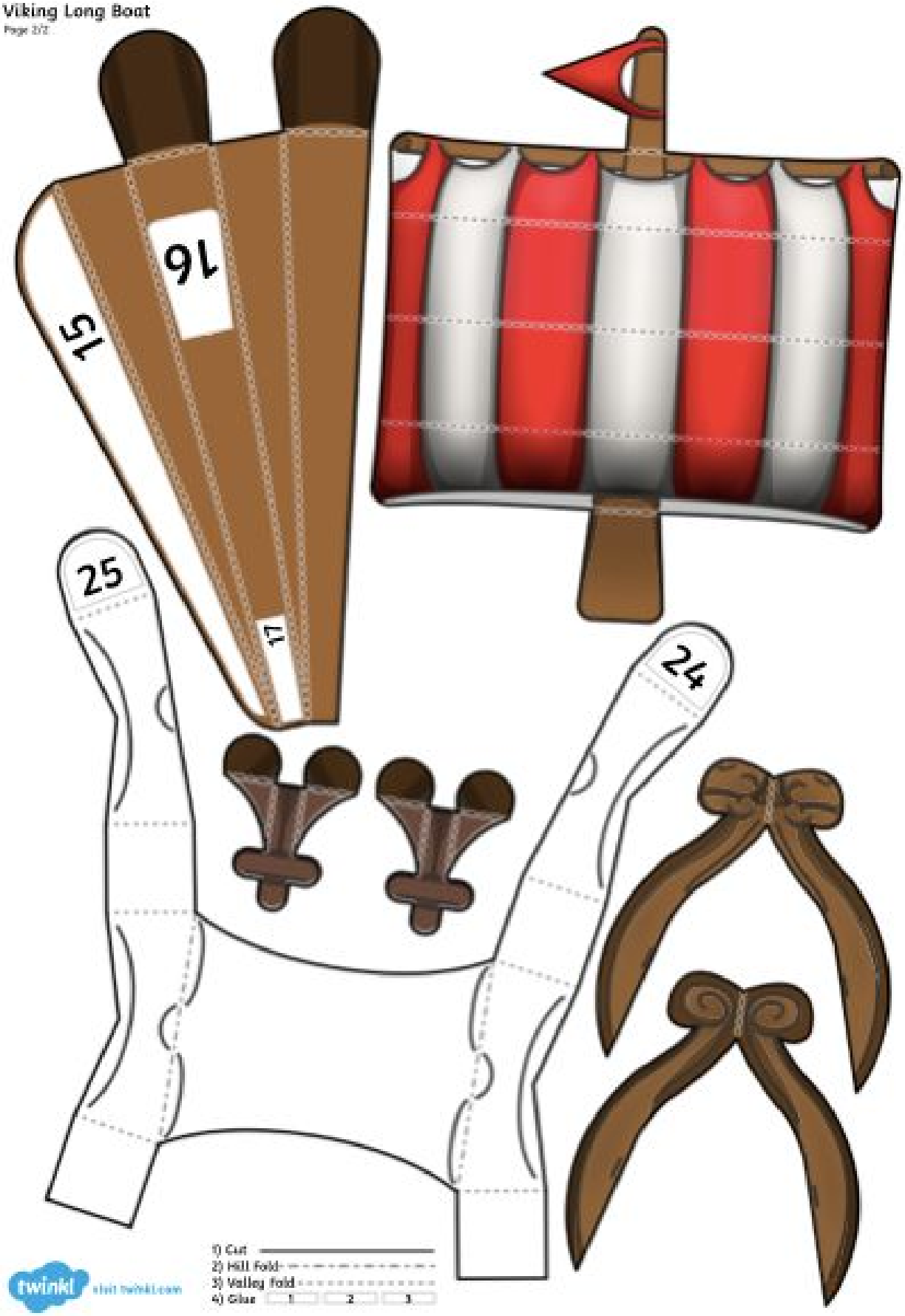
7) Glue the sails to tabs 16 and 17.

8) Glue the mast to tabs 18 and 19.

9) Glue the 2 T shaped sections to tabs 20-23 to complete the boat.

10) Create the optional display base by gluing tabs 24 and 25 to the other side of the base.

Viking Long Boat



1) Cut
2) Hill Fold
3) Valley Fold
4) Glue 1 2 3

1) Cut
2) Hill Fold
3) Valley Fold
4) Glue 1 2 3

Wednesday

Maths

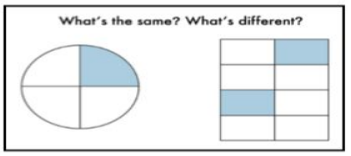
Task Regrouping:

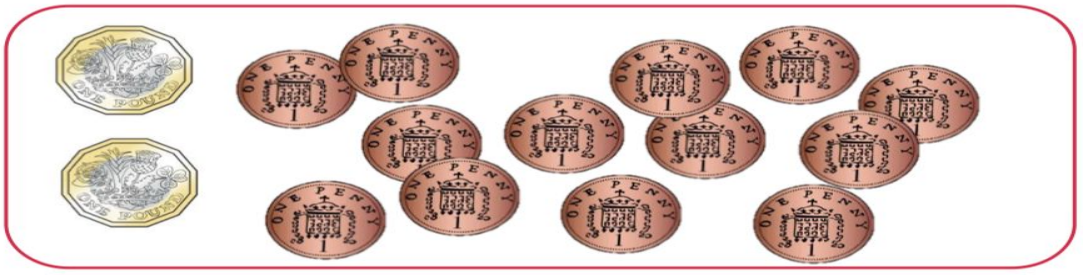
The purpose of this activity is to explore different ways the same number can be grouped

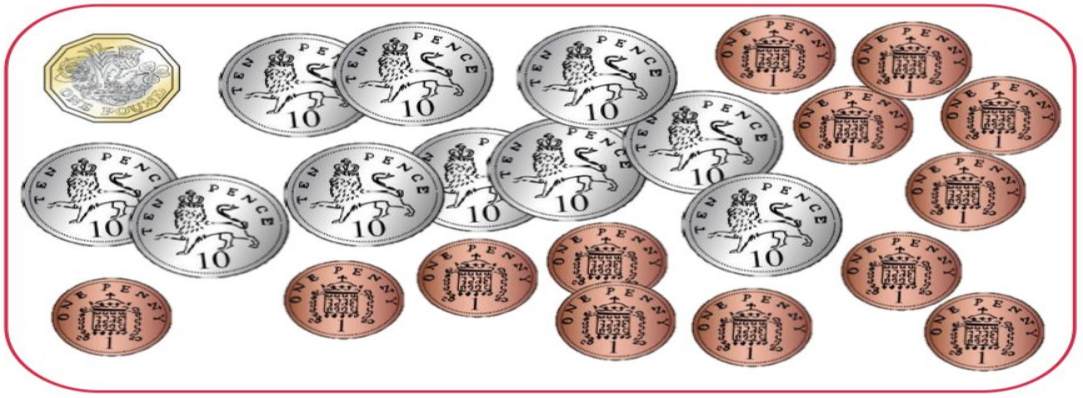
Starter:
https://www.bbc.co.uk/bitesize/topics/zp8dmp3/articles/zcrq2p3 How to work out a value with coins video.

Talk Task: Counting coins

What is the same? What is different?
Use Dienes to explain and show why







Discuss the relationships between the coins for example that £1 is the same as 100p or ten 10p coins. For each set of coins, write down the value of each coin type in pence for example 100p+110p+3p.

Online dienes resource https://mathsbot.com/manipulatives/blocks

Worksheet:

Activity: Regrouping

1) Match the representations

90 + 14		5 tens and 95 ones	
	154		
90 + 55		1 hundred, 2 tens and 34 ones	
	145		
100 + 40 + 14		4 tens and 64 ones	
	104		

2) Fill in the blanks to show each number in different ways. How many more can you think of?

42	84	168
40 + ☐	☐ + 4	☐ + 60 + 8
☐ + 12	60 + ☐	100 + 50 + ☐
20 + ☐	☐ + 34	100 + ☐ + 28
☐ + 21	51 + ☐	☐ + 70 + 8
		90 + 60 + ☐
		90 + ☐ + 28

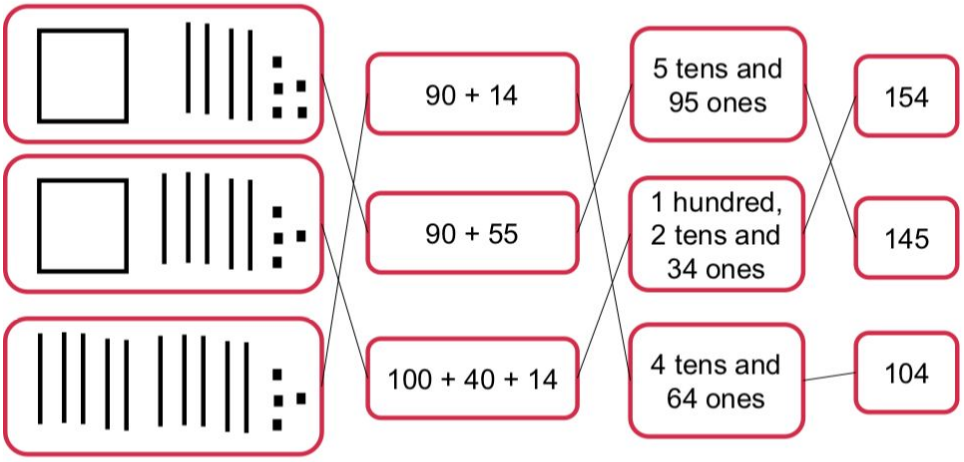
The worksheet starts with the challenge of matching representations of three different numbers. Then children should complete empty boxes in calculations. There are lots of patterns to find and extend within this task and you can encourage children to look for these.

Challenge: Think about other ways the number 213 can be grouped and calculations that can be written.

Parent/Carer Guidance:
Online dienes resource https://mathsbot.com/manipulatives/blocks
Please find the answer sheet below.

Activity: Regrouping

1) Match the representations



2) Fill in the blanks to show each number in different ways. How many more can you think of?

42	84	168
$40 + 2$	$80 + 4$	$100 + 60 + 8$
$30 + 12$	$60 + 24$	$100 + 50 + 18$
$20 + 22$	$50 + 34$	$100 + 40 + 28$
$21 + 21$	$51 + 33$	
		$90 + 70 + 8$
$10 + 32$	$30 + 54$	$90 + 60 + 18$
$33 + 9$	$20 + 64$	$90 + 50 + 28$
	$10 + 74$	
		$80 + 80 + 8$

Literacy

Task:
The next paragraph we are going to write is the description of the wolf startling Arthur and leaping over him.

A great way to show a change of mood is through a fronted adverbial. We want to show that the wolf appeared unexpectedly or suddenly.

1. Choose one of the recommended fronted adverbials below, or choose your own, to complete the opening sentence of this paragraph.

   [FRONTED ADVERBIAL], Arthur was shocked by a terrible, ear-splitting howl and a huge black shaped bounded over him and disappeared.

2. How do you think Arthur felt when the wolf jumped over him? Imagine you were all alone in the woods and you heard a 'terrible howl' and a 'huge black shape bounded' over you. What emotions would you feel? How would your body react? Discuss this with someone else if possible.
3. Continue your paragraph by describing Arthur's reaction. If possible try to show and not tell. For example, rather than saying 'Arthur felt scared', show it by writing, 'Arthur's pale went pale and his legs felt like jelly.' See below for some ideas.

Parent/Carer Guidance:
Allowing children to have a solid guideline for writing their story by filling in the gaps builds confidence. Furthermore, by discussing their emotions if they were in the story they can use their exact words to help prompt them in their writing.

FRONTED ADVERBIALS

All of a sudden,
Out of the blue,
Completely by surprise,
Cutting through the peace of the forest,

WAYS TO SHOW FEAR/SURPRISE

pale face
heart beating fast
clammy hands
shortness of breath
shaking
butterflies in stomach
dry mouth plop

History & Geography

Task:

1. Read **History Appendix 1**
2. Answer the following questions in full sentences. You can write these on paper or in Google Docs or Google Slides:
    a. What was the purpose of the carved figurehead at the front?
    b. How did the shape of the longship help it to travel quickly?
    c. What is the stern of the ship and what happens there?
    d. Do you think wool is the referred material used for sails on modern boats today? Why/Why not? After you have answered this question, research and find out the answer!
    e. What was the purpose of the shields on the side of the ship?
    f. Why was all eating and sleeping done on deck?
    g. How would you evaluate the overall effectiveness of the Viking longship as a method of transportation? Give reasons for your answer.

Parent/Carer Guidance:

Some children will need support in understanding the questions and vocabulary. Encourage use of a dictionary for unknown words. All the answers can be found in **History Appendix 1.**

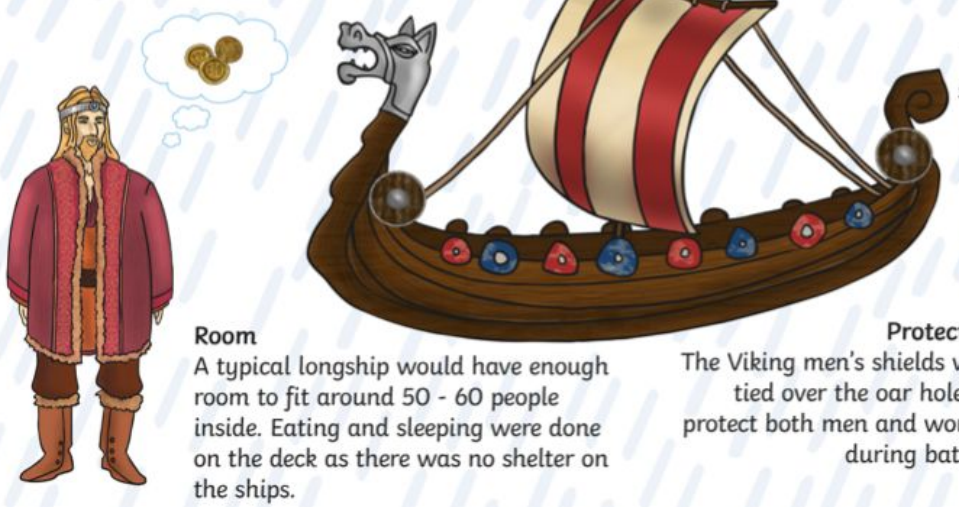
History Appendix 1:

The Vikings built longships for war and raiding. The ships were also sometimes called 'dragonships'.

Appearance
The front end of the ship would have a carved figure head to scare off enemies and be intimidating.

Speed
They were long and narrow for travelling quickly through the water. This was important for surprise attacks and speedy getaways!

Power
The ships were powered by wind in a wool sail or manpower by rowing with oars if there wasn't any wind available.



Steering
One man would steer the ship by using a big steering oar at the back (stern) of the ship.

Room
A typical longship would have enough room to fit around 50 - 60 people inside. Eating and sleeping were done on the deck as there was no shelter on the ships.

Protection
The Viking men's shields were tied over the oar holes to protect both men and women during battles.

Thursday

Maths

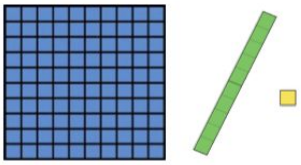
Task Build and adjust**:**

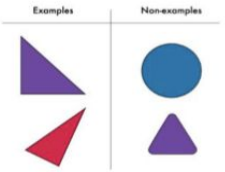
The purpose of this session is to play with numbers and think about what can and cannot happen when you restrict or adjust.

Starter:

Talk Task: Build and adjust

Exactly ten blocks
What numbers can and cannot be shown?





Adjust your model
Add one block.
What could happen? What could not happen?

Take away one block.
What could happen? What could not happen?

Choose a number. Add 10

The digit in the ones place changes.
The digit in the tens place changes.
The digit in the hundreds place changes.

Explore if the statements are always, sometimes or never true.

Online dienes resource https://mathsbot.com/manipulatives/blocks Discuss and explore how the digits change when 10 is added to a number. Which digit will always change, which will never change and which will sometimes change? Create examples to support conclusions.*The digit in the ones place will never change.*

Worksheet:

Activity: Build and adjust

1) Draw and write numbers with **exactly five Dienes blocks**

113

32

2) Circle always, sometimes or never and give examples to support your answer.

always
sometimes
never

If you add 1 to a number, the digit in the ones place changes.

always
sometimes
never

If you add 1 to a number, the digit in the tens place changes.

always
sometimes
never

If you add 1 to a number, the digit in the hundreds place changes.

The worksheet guides children through similar tasks of creating numbers with five Dienes blocks and thinking about how the digits change when one is added.

The digit in the ones place always changes.

The digit in the tens place sometimes changes.

The digit in the hundreds place sometimes changes.

Parent/Carer Guidance:

Please find the answer sheet below.

Activity: Build and adjust

1) Draw and write numbers with **exactly five Dienes blocks**

113

32

5, 14, 41, 23, 50
104, 122, 131, 140, 203, 212, 221, 230,
302, 320, 401, 410

2) Circle always, sometimes or never and give examples to support your answer.

If you add 1 to a number, the digit in the ones place changes.
10+1=11, 19+1=20

If you add 1 to a number, the digit in the tens place changes.
Changes: 39 + 1 = 40
Doesn't change: 38 + 1 = 39

If you add 1 to a number, the digit in the hundreds place changes.
Changes: 199 + 1 = 200
Doesn't change: 234 + 1 = 235

Literacy

Task:
The last two paragraphs concern themselves with describing Arthur looking at the wolf and what the wolf is doing to the town.

1. The paragraph written in the book works well as a starting point for us. Copy it out: 'Arthur quickly clambered up the nearest tree and poked his head over the top of the canopy. Right there, heading straight for his town, was a monstrous black wolf!'
2. Reread the words and phrases that you generated on Monday about the wolf. Continue this paragraph by describing the wolf in detail. Try to make him seem as terrifying as possible.
3. In your final paragraph, describe what the wolf is doing in the town. Use the sentence starter from the book, 'He could only watch in horror as the wolf' and list three terrible things that the wolf does (including putting out the great fire).

Parent/Carer Guidance:
The guidance for this day is more open for children. They have had heavy scaffolding for the previous days and can use the guidance to help them write more independently. A WAGOLL is provided below for children to read and magpie from if they are stuck for ideas.

WAGOLL

Arthur quickly clambered up the nearest tree and poked his head over the top of the canopy. Right there, heading straight for his town, was a monstrous black wolf! The wolf towered over the town for it seemed as big as a mountain and knives lined its drooling hungry mouth. Its eyes blazed with angry red fires and the snapping of its jaws sounded like thunderclaps. Each step it took shook the earth like an earthquake and its matted, coal-black fur was crawling with fleas and disgusting filth. It was a truly terrifying sight!

He could only watch in horror as the wolf swiped at townspeople with its huge clawed paws, howled hideously and devilishly knocked over the great fire, extinguishing it. When it had finished causing chaos it leaped back into the darkness of the forest, leaving the smouldering town behind it.

RE

Task:
The religion of the **Vikings** was a pagan belief in the gods and goddesses of **Norse** mythology. Their afterlife was composed of various places to go, such as *Valhalla* if you died bravely in battle, but the most common place to go was *hel*. The Viking Hell was not a place of torment like the Christian Hell - but it was a place of cold and darkness. The Vikings had many stories about the antics of their gods and some of our days of the week are named after them - Thursday after Thor for example or Friday after the goddess Frigg.

1. Watch this: https://www.bbc.co.uk/bitesize/clips/zyy9wxs and read this: http://thevikingsforkids.weebly.com/beliefs-and-values.html
2. Using Google Slides or paper, create a list of the Viking gods and their characteristics (what were they known for). You might need to watch the video again. Use this as an example: https://tinyurl.com/y9br5qtl (Needs to be an MRA login to access). You can also draw or

paint pictures of the gods and goddesses too!).

3. Find some new, interesting facts about the Viking gods you have researched.
4. Answer these questions:
    a. Most Vikings were pagans. What did this mean?
    b. What did the Vikings believe about death and the underworld?
    c. Why did the Vikings eventually convert to Christianity?
    d. Why would a Viking prefer to die in battle than asleep in bed?
    e. Who do you think was the most important Viking god or goddess and why?
    f. Watch: https://www.youtube.com/watch?v=MV5w262XvCU

Parent/Carer Guidance:
Children should practice their historical research skills and understanding religion in other cultures and historical contexts. Discussions could be steered around the given questions to support.

Friday

Maths

Task: Multiplication facts

The purpose of this activity is to explore and establish the current level of confidence with the multiplication facts.

Worksheet:

Activity: Multiplication facts

Multiplication facts I know. I have them memorised:
Multiplication facts I can quickly work out:
Multiplication facts I find tricky:

Complete the worksheet first and refer to it during the Talk Task (second worksheet). Ask children to think about the multiplication facts (or times tables) they know. Group the facts into those they have memorised, those they can work out quickly and those they find tricky.

Worksheet 2:

Talk Task: Multiplication facts

×	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

What is this grid? How do you read it?

What is the result if a number is multiplied by zero or one?

Are there numbers that appear more than once?

Colour in the facts you know. Which facts do you find tricky?

Are they near each other in the grid?

Use the first worksheet to continue discussion about which facts children know and which they find tricky. Encourage them to shade in known facts and think about if they know any relationships between facts.

Discuss that any number multiplied by zero is equal to zero. Discuss that a number multiplied by one is equal to the number and think of a situation to describe this. For example, 1 bag of 7 apples is 7 apples, 7 × 1 = 7

Possible discussion points

Commutativity: If I know 3 groups of 5 then I know 5 groups of 3

Doubling: I can double my 3 times tables to get my 6 times tables Combining facts:To workout 7×6, add 5×6 and 2×6

Adjusting facts: I can adjust the tens to get the nines. 7 × 9 is 7 less than 70

Challenge: Login to google classroom and follow the instructions for your **'Learning by questions'** lesson.

Additional challenge: Log into your TTRS practice times tables that you are not familar with from the list.

Parent/Carer Guidance:

The purpose of this activity is to explore and establish the current level of confidence with the multiplication facts.

Literacy

Task:
By now we have written our own version of the events on pages 16 and 17. All we need to do now is proof read, edit and redraft.

1. Proof read: Read what you have written to yourself in your head first. Does it flow together? Can you spot any immediate mistakes? If so, quickly correct them. Then, find someone to reread it out loud to. Often you will find mistakes only when you are reading it out loud to someone else. Then, if possible, get the person you read it to to read it back to you. Sometimes stories sound different when other people read them aloud. You might notice some unwanted repetition or awkward phrasing that you didn't hear when you were reading it.
2. Edit: Go through your work and make any improvements that you feel are necessary. Can you think of a more precise word to paint a clearer picture in your readers' minds? Have you used lots of simple sentences that might flow better if connected with a conjunction? Is one part a bit boring and needs editing to make it more interesting?
3. Redraft: Rewrite your final version in neat handwriting including all the edits you have made. Take pride in your work. You could illustrate with your own pictures or copy the pictures from *Arthur and the Golden Rope*.

Parent/Carer Guidance:
Editing and redrafting is a key skill that children sometimes do not see the value of. Rereading aloud, and discussing with other people is a key part of the writing process. Give genuine feedback to your child - which bits did you like and which bits can they improve? This is where you can have the most impact on the quality of a child's piece of work, but remember that any changes are ultimately up to your child as it is their work and they should retain ownership over it.

Art

Task:
The type of shield used by the Vikings can be traced back to the Iron Age. It consists of thin planking, which forms a circular shape. In the middle is a dome of iron to protect the shield bearer's hand. This is called the shield boss and is often the only part which is preserved after 1000 years in the ground. https://tinyurl.com/23s68w

Watch this video of a Viking shield being made - https://www.youtube.com/watch?v=O2XMr9_PvaI

Can you use some of your artwork from last week to create a shield design? See **Art Appendix 1** for some ideas. You can sketch this on paper and colour in or, if you don't have paper and pencils, you could create a simple one on Google Slides.

Parent/Carer Guidance:
Your child will only need a pencil or a pen and some paper for these activities. If you have a smart device or laptop, they can also access Google Drawings but the best results using it are either by touch (i.e. an iPad) or by a mouse. There are other free drawing apps out there if you wish to keep it digital.

Art Appendix 1