Mossbourne Riverside Academy
Home Learning Year 3 & 4
Date: 22 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

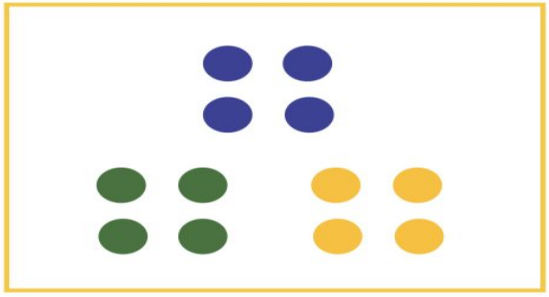
Maths

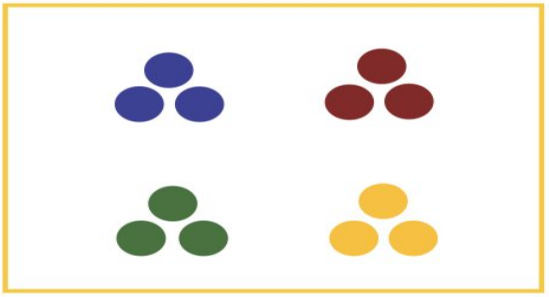
Task: Division and multiplication

The purpose of this activity is to explore the language and symbols of multiplication and division when describing equal groups.

Starter:

Talk Task: Describing equal groups



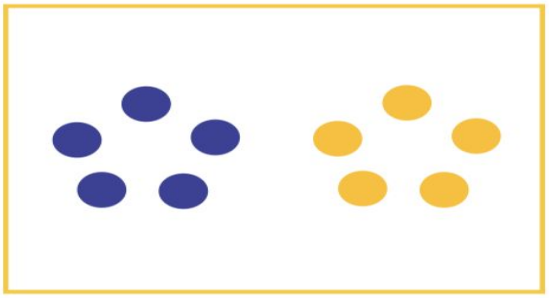


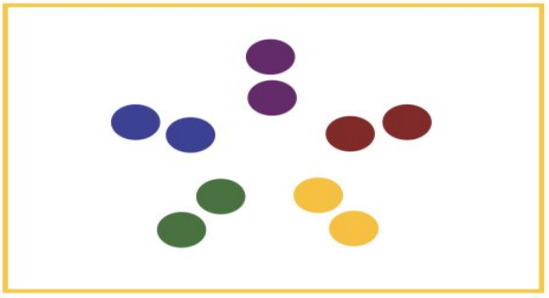
$3 \times 4 = 12$

$4 \times 3 = 12$

$12 \div 3 = 4$

$12 \div 4 = 3$





$2 \times 5 = 10$

$5 \times 2 = 10$

$10 \div 2 = 5$

$10 \div 5 = 2$

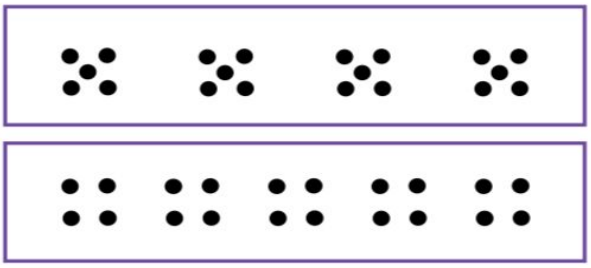
Discuss the images of counters and ask children to describe what they see and notice.Use counters to create the model and take the time to attach each number within the calculation to the model. Encourage children to move the counters as they explain. Example of language for first model: 3 × 4 = 12 *There are 3 groups. There are 4 counters in each group. There are 12 counters altogether.*

*** counters alternatives buttons, smarties, pasta shells, coins or countable objects.*

Worksheet:

Activity: Describing equal groups

1) Write four calculations to describe the counters



$\square \times \square = \square$

$\square \times \square = \square$

$\square \div \square = \square$

$\square \div \square = \square$

2) Draw two different sets of counters to show the calculations

$3 \times 7 = 21$

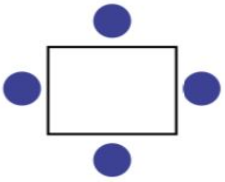
$7 \times 3 = 21$

$21 \div 7 = 3$

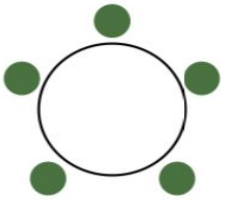
$21 \div 3 = 7$

3) Table arrangements

a) Between 30 and 40 people are sat at tables of 4.
All the tables are full.
How many tables could there be?



b) Between 40 and 60 people are sat at tables of 5.
All the tables are full
How many tables could there be?



c) I need to seat 46 people. What are my options with the tables shown above?

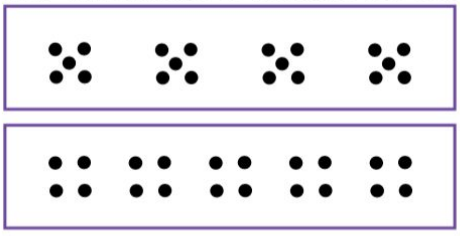
The activity prompts similar experiences of describing and creating groups of counters. Then the context of seats around tables is used to apply understanding in a different situation. The final question has more than one possible answer.

Parent/Carer Guidance:

Please find the answer sheet below.

Activity: Describing equal groups

1) Write four calculations to describe the counters



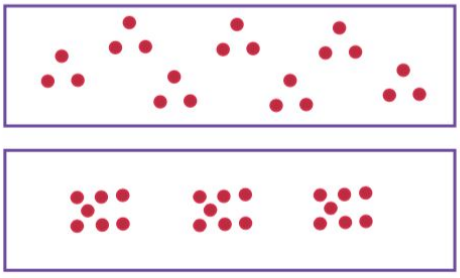
$4 \times 5 = 20$

$5 \times 4 = 20$

$20 \div 5 = 20$

$20 \div 4 = 20$

2) Draw two different sets of counters to show the calculations



$3 \times 7 = 21$

$7 \times 3 = 21$

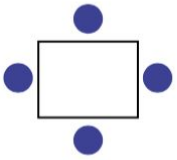
$21 \div 7 = 3$

$21 \div 3 = 7$

3) Table arrangements

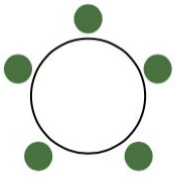
a) Between 30 and 40 people are sat at tables of 4.
All the tables are full.
How many tables could there be?

8 tables is 32 people, 9 tables is 36 people and 10 tables is 40 people



b) Between 40 and 60 people are sat at tables of 5.
All the tables are full
How many tables could there be?

There could be between 8 and 12 tables



c) I need to seat 47 people. What are my options with the tables shown above?

10 tables of 5 with 3 spare seats
12 tables of 4 with 3 spare seats
9 tables of 5 and a table of 4 with 2 spare seats

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

Literacy

Task:
This week we will be continuing to think about *Arthur and the Golden Rope*, however we will be learning about and writing newspaper reports based on the events from the story.

1. Watch the videos and read the information on https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt to learn the basics about newspaper report features.
2. If you have access to child-friendly newspapers at home, read through these and see if you can spot the features spoken about on bitesize.
3. Read and feature spot in the following online articles:
   https://www.bbc.co.uk/newsround/52632819
   https://www.bbc.co.uk/newsround/52631343
   https://www.bbc.co.uk/newsround/52618267
4. Read the WAGOLL below with another person. Can you spot all of the following?
   - A short and snappy headline.
   - First sentence summing up the story.
   - Third person, past tense.
   - Paragraphs that help the reader understand the information.
   - Quotes from important people or witnesses.
   - Photos with captions.
   - Facts and opinions that help answer the 5 Ws.

Parent/Carer Guidance:
It is very important that children are exposed to a wide variety of text types. Newspapers are a great example of non-fiction as they are all around us in real life. This first lesson is designed to recap and familiarise children with the features of a newspaper report and expose them to several examples.

WAGOLL

GIANT WOLF ATTACKS TOWN

Yesterday evening a giant wolf attacked the town and extinguished the great fire.

Residents of the town were shocked when the fearsome beast emerged from the forest and began savaging the town. It bit at the townsfolk and crashed into the buildings causing a tremendous amount of damage. Most disastrously, the wolf knocked over the great fire causing it to go out. Residents are now afraid that they will freeze to death within a week if the fire is not somehow relit.

(Photograph of the rampaging beast.)

The reason behind the wolf's attack has not been confirmed, however some people are blaming a local child, Arthur Brownstone, who was exploring the woods. "I wouldn't be surprised if all his meddling brought the beast to us in the first place," complained one townsperson whose arm had been broken in the chaos.

Residents are unsure if the wolf will return to attack again and the town elder, Atrix, warned that the only way the town could be saved is by a Viking god, "with a hammer that can command the skies." It is still unclear how this God will be contacted as all of the town's adventurers were injured in the commotion.

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.

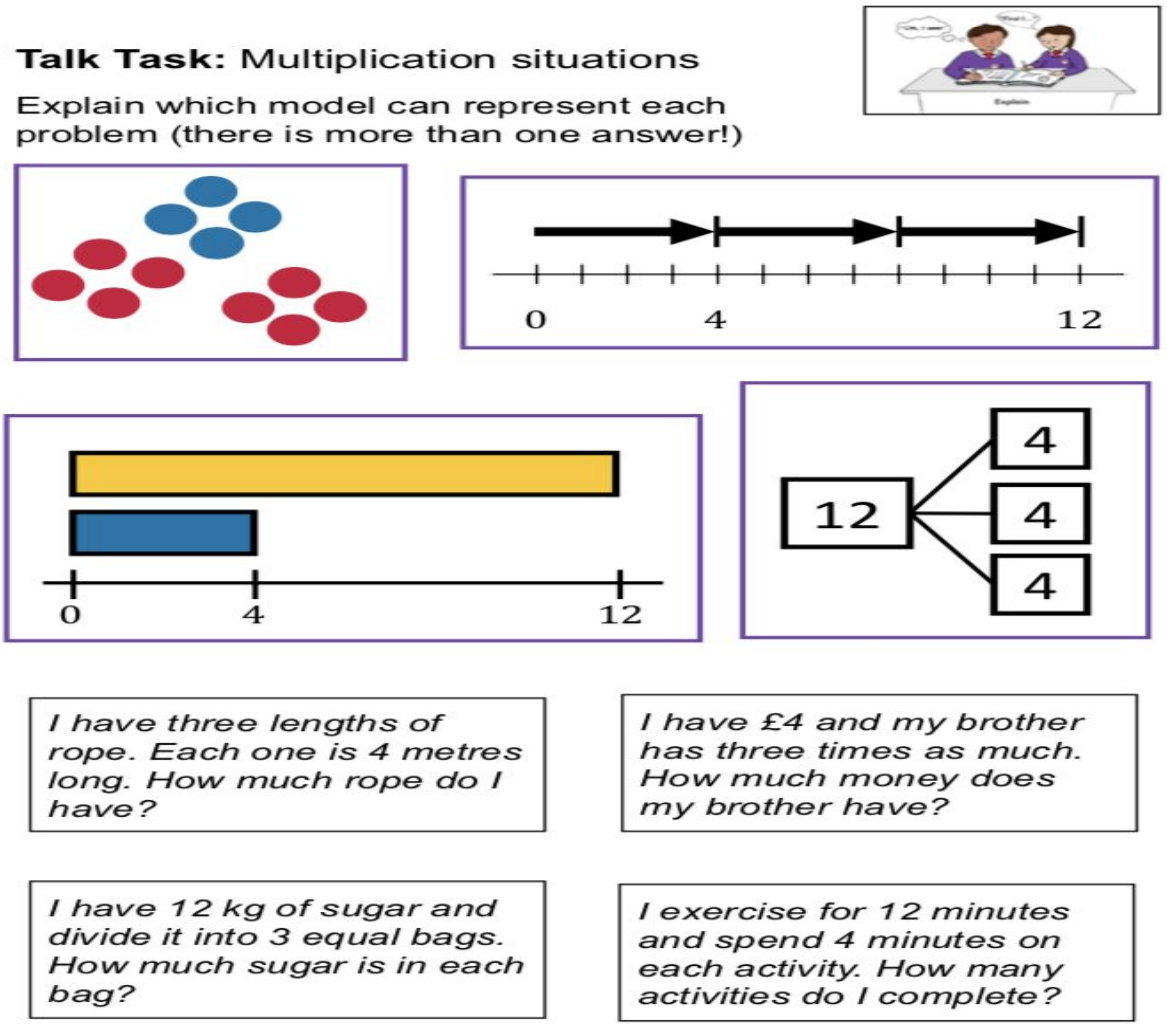
Tuesday

Maths

Task Multiplication situations**:**

The purpose of this activity is to explore situations involving multiplication and division and models that can be used to represent them. Children will build confidence with interpreting and building models.

Starter:

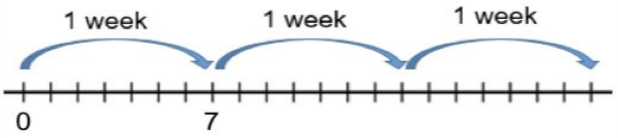


The talk mat has four models and four word problems. Start by discussing the models and encourage children to describe what they can see. Think about the multiplication and division calculations these could represent and write them out.

Read a word problem and discuss which model can be used to represent the problem. Discuss that often there will be more than one possible model.Describe how the model represents the problem i.e. what each part of the model means in the problem. For example, *The counters can represent the sugar problem. Each counter is 1 kg of sugar. 12 kg is shared into 3 equal groups, there are 4 kg in each group.*

Worksheet:

Activity: Multiplication situations
Complete the images, models and calculations and answer the question.

Problem:	**Model:**
How many _____ are there in __ weeks? How many weeks is ___ days?	
Calculations: $3 \times \_\_ = \_\_$ $\quad \_\_ \times 3 = \_\_$ $\_\_ \div \_\_ = \_\_$	**Answer:** There are __ days in 3 weeks. 21 days is ___ weeks.

Problem:	**Model:**
The total mass is 24 kilograms. Each weight is 4 kilograms in mass. How many weights are there?	
Calculations: $24 \div 4 = \_\_$ $4 \times \_\_ = 24$	**Answer:**

Problem:	**Model:**
18 litres is poured into 3 buckets so that there are equal amounts in each. How much liquid is in each bucket?	
Calculations:	**Answer:**

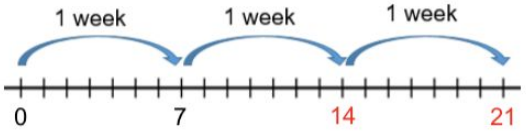
The activity prompts similar experiences of interpreting word problems and models. Some of the word problems have gaps to be completed. Children are to record calculations that are useful for finding a solution and write a full sentence answer to the question asked in the answer box.

Parent/Carer Guidance:

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

Please find the answer sheet below.

Activity: Multiplication situations
Complete the images models and calculations and answer the question.

Problem:	**Model:**
How many days are there in 3 weeks? How many weeks is 21 days?	
Calculations: $3 \times 7 = 21$ $7 \times 3 = 21$ $21 \div 3 = 7$	**Answer:** There are 21 days in 3 weeks. 21 days is 3 weeks.

Problem:	**Model:**
The total mass is 24 kilograms. Each weight is 4 kilograms in mass. How many weights are there?	
Calculations: $24 \div 4 = 8$ $4 \times 8 = 24$	**Answer:** There are 6 weights. 24 kg is 6 weights with mass of 4 kg.

Problem:	**Model:**
18 litres is poured into 3 buckets so that there are equal amounts in each. How much liquid is in each bucket?	
Calculations: $6 \times 3 = 18$ $3 \times 6 = 18$ $18 \div 3 = 6$	**Answer:** There are 6 litres in each bucket. 18 litres is 3 buckets of 6 litres.

Literacy

Task:
We are going to start planning and writing our newspaper reports about the events of *Arthur and the Golden Rope*.

1. Reread the story, especially focusing on pages 50 and 51.

   After Arthur returns, the fire is relit. This would be a very newsworthy story that a newspaper would love to write about. It would be all over the front pages the next morning as people wake up and want to learn about the amazing events that led to the town being saved.

2. One of the ways that a newspaper grabs the attention of passersby to convince them to buy it is through a striking, eye-catching headline. Headlines should be short, snappy and give the main fact of the story. For example in the WAGOLL from yesterday the headline was: GIANT WOLF ATTACKS TOWN.
   Come up with three headlines that could be used for your news story about the fire being lit by Thor. They should summarise the main point of the story and should be 7 words or less, ideally less than 5!

3. Once you have caught the attention of your readers with a snappy headline, you want them to read the first sentence and get enough information to want to read on and buy the newspaper. Your first sentence should therefore include the key information about the story in a concise and interesting way. For example in the WAGOLL from yesterday the first sentence was: Yesterday evening a giant wolf attacked the town and extinguished the great fire. This gives you the main facts, but makes you want to read on more to find out the details.
   Write the opening sentence for your article about the fire being relit. It should include all the key facts (lit by Thor, town is saved, wolf is defeated) but without giving loads of details.

4. Read each of your headlines, followed by your first sentence. Which sounds best?

Parent/Carer Guidance:
Although children are not expected to do lots of writing within this lesson, the key focus is for them to consider the requirements of the text type and which of their options works best to meet the needs of the newspaper. If they are struggling, return to looking at examples in other newspapers and magpieing the style and vocabulary.

Science & Engineering

Task:
A large system for carrying water from one place to another is called an aqueduct. Aqueducts may supply water to cities or to farms for irrigation. The water may be carried underground through a tunnel or pipe, at ground level through a canal, or over the ground on a bridge (read more here: https://kids.britannica.com/kids/article/aqueduct/399914)

Roman aqueducts carried fresh water over long distances to the towns and cities. They were often incredible in size and scale and much of Roman engineering, including plumbing, is still used in the modern day.

The aqueduct at Pont du Gard, France

The aqueduct at Segovia, Spain

1. Watch: https://www.youtube.com/watch?v=UYROQW9IDIg
2. Watch https://www.youtube.com/watch?v=mR9TuOXCF7k
3. Can you create your very own aqueduct? You could do this in the bath or shower or even kitchen sink! Be resourceful - think about what you could use at home to create this. Take some photos to share if you can.
4. Answer these questions:
    a. What are aqueducts used for now in the UK?
    b. How does gravity help us get water?

Parent/Carer Guidance:
This needn't be a resource heavy activity. You could use a range of household items and toys to recreate an aqueduct.

Wednesday

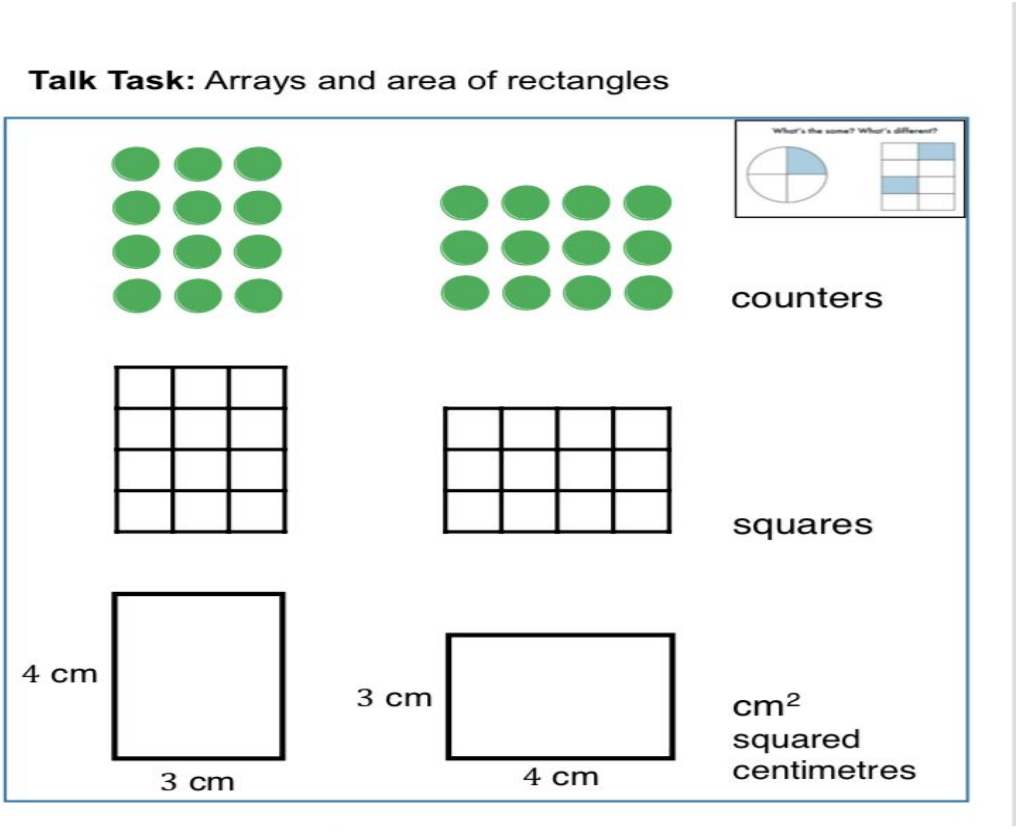
Maths

Task Arrays and area of rectangles**:**

The purpose of this activity is to explore arrays and see the connection between multiplication and the area of rectangles.

Resources needed: counters/buttons/pasta/countable objects

Starter:



An array is when objects are arranged in rows and columns. Start with arrays of counters and ask: *What is the same and what is different?*

Discuss and write the division and multiplication calculations that the arrays of counters can represent. Review the relationship between multiplication and division and that multiplication is commutative. Look at the rectangles with squares and rectangles without squares below the arrays of counters. Discuss *what is the same and what is different?*

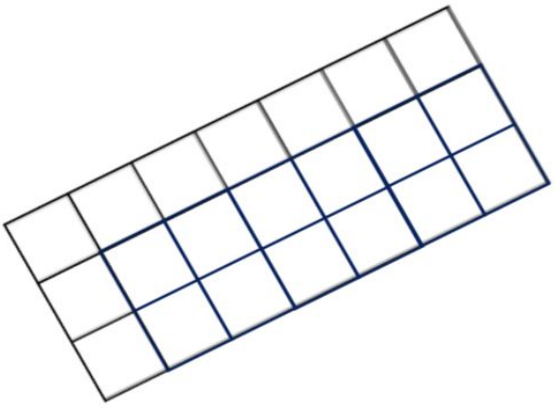
The area of a 2-D shape is the amount of space it takes up or the size of the surface it covers. The squares are 1 cm by 1 cm and so have an area of 1 squared centimetre, 1 cm2. This knowledge can be used to describe the area of the rectangles as 12 squared centimetres.

Connect the rectangle to the array to see that a rectangle can be used to represent multiplication. Even though you cannot count the number of squares, you can calculate the total using multiplication. Discuss how division could be shown with each model

Worksheet:

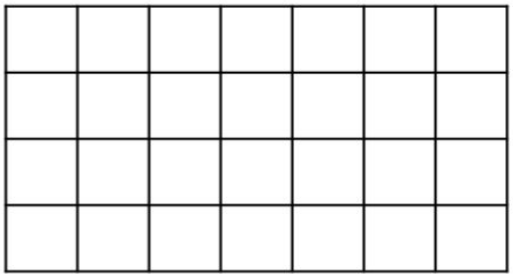
Activity: Multiplication and area of rectangles

How many squares does each rectangle cover? Write calculations that each rectangle can represent.



□ × □ = □
□ × □ = □
□ ÷ □ = □
□ ÷ □ = □

7 cm



4 cm

□ × □ = □
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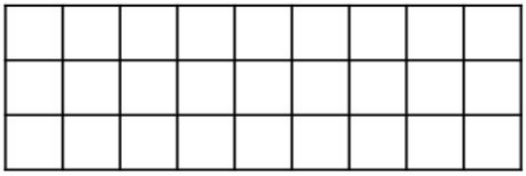
□ ÷ □ = □
□ ÷ □ = □

9 cm

3 cm



□ × □ = □
□ × □ = □
□ ÷ □ = □
□ ÷ □ = □

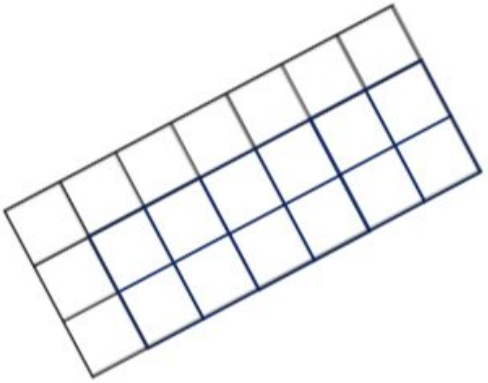
The activity has three different rectangles and prompts children to think about how many squares each rectangle covers. They should then consider and record the multiplication and division calculations that the rectangles can represent.

Parent/Carer Guidance:
The use of counters assists with misconceptions.

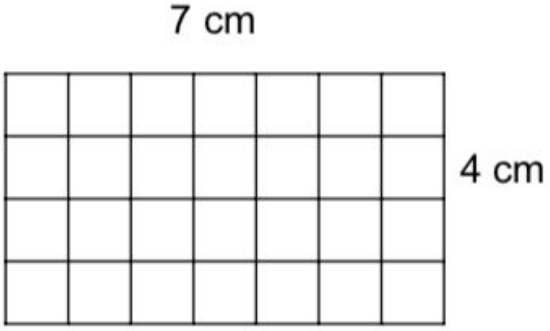
Please find the answer sheet below.

Activity: Multiplication and area of rectangles

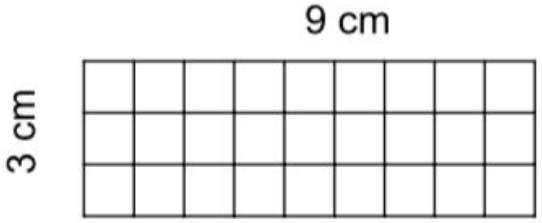
How many squares does each rectangle cover? Write calculations that each rectangle can represent.



$3 \times 7 = 21$
$7 \times 3 = 21$
$21 \div 7 = 3$
$21 \div 3 = 7$



$4 \times 7 = 28$
$7 \times 4 = 28$
$28 \div 7 = 4$
$28 \div 4 = 7$



$3 \times 9 = 27$
$9 \times 3 = 27$
$27 \div 9 = 3$
$27 \div 3 = 9$

Literacy

Task:
In order to make our article interesting we want to include quotes from important people or eyewitnesses. Quotes can be given as direct speech which needs to be punctuated correctly.

1. Watch the videos and read the information on https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zhqh92p
2. Complete this Learning by Questions activity https://www.lbq.org/home/3/english/11361

3. Think about what people in the town and involved in the events might say if you interviewed them. With another person roleplay what might be said by:

- A townsperson who saw the fire be relit
- Thor explaining what happened to the wolf
- Arthur saying how he feels after his adventure.

4. Write a quote from each character into the sentence stems below, ensuring that you punctuate the direct speech correctly.

Parent/Carer Guidance:
Most pupils will be familiar with direct speech. Common errors include accidentally including the reporting clause (the said part of the sentence) within speech marks, or forgetting the punctuation before closing the speech marks.

SENTENCE STEMS

One amazed townsperson said, _____

Thor, who relit the fire with his magical hammer, explained that, _____

_____, said Arthur to the crowds of excited villagers who had gathered to hear about his adventures.

History

Task:
In 55 BC, the Romans already ruled the country that we know today as France. The Romans called it Gallia and were just across the English Channel. The Roman General Julius Caesar came across the sea to Britain. He wanted to make Britain a part of the Roman empire. He brought with him two Roman legions. At the time, the Celts were living in Britain. They fought back bravely and the Romans returned to France, despite winning several battles.

One year later, Julius Caesar came back across the sea. This time he brought with him five legions and 2000 *cavalrymen. The Roman army fought in south-east England and this time got to the other side of the river Thames. The British tribes agreed to pay tributes to Rome and were left in peace. Caesar did not think Britain was worth a long war and he had other problems in the empire to deal with…

1. Read the fact sheet in **History Appendix 1.**
2. Answer the following quiz questions at https://tinyurl.com/y7yvylzh

Challenge:
Give full answers to the following questions on paper or on a Google Slides or Docs:

1. The Celts tried to defend themselves with thousands of stones from the beach put into slingshots. How do you think the historians know this?
2. If you were a Celtic chieftain or king, would you submit to the Romans or fight them? Why?
3. Why do you think Emperor Claudius travelled to Britain the following summer instead of leading the invasion?

Optional:

1. Who was Julius Caesar? Create a fact file about him using the following questions to help you:
    a. When and where was he born?
    b. Were any members of his family also famous?
    c. How did he die?
    d. What did he do?
    e. Create your own question to answer and share!

Parent/Carer Guidance:
Children need to read the text in **History Appendix 1**, with or without support, and then answer the quiz questions independently. Only an MRA account will access the quiz and they can only take it once.

History Appendix 1:

55 BC

In 55 BC, it was mainly Celts that lived in Britain. The Roman army had been fighting in France (then part of Gaul, or Gallia in Latin) and the Celts in Britain had been helping the Gauls as they fought against the Romans. Julius Caesar was the leader of the army in Roman Gaul. He was angry with the Celts for helping the Gauls so he took some of the Roman army across to Britain to teach them a lesson.

Two legions of Roman soldiers crossed the English Channel and landed in Kent. Caesar wanted to land at Dover, but lots of Celts were waiting there so they changed the plan. The Celts followed the Romans to their landing place and a battle took place on the beach. The Romans, who were used to fighting on dry land, were forced to fight in the water because the Celts charged down the beach.

Despite the efforts of the Celts, the Romans managed to win a few battles. However, Julius Caesar realised that the Celts were not going to give up without a fight and went back to Gaul.

54 BC

The following year, 54 BC, Julius Caesar made another summer trip to Britain. This time he had five legions and 2000 cavalrymen. The Celts were not ready for them.

Britain at that time had many kings or chieftains ruling lots of different tribes so they weren't fighting together as one country. The Roman army fought one tribe at a time, reaching and crossing the river Thames.

Some tribes decided to seek a peaceful solution and agreed to pay tributes to Rome rather than fighting them.

Before he was able to go any further, Caesar had to leave Britain with his army to go and fight in Gaul.

The Romans hadn't totally disappeared though. The Roman traders saw a good opportunity for trade with the local tribes, and many goods were bought and sold, making their way across the Roman empire to and from Britain.

AD 43

It was the real deal this time. Emperor Claudius was in charge and he was looking for a way of impressing the Romans to make his position stronger. He wanted to conquer Britain and extend the Roman empire.

Many people also believe that the Romans invaded Britain because they needed resources, such as slaves, metals and land to help build the Roman empire.

Emperor Claudius sent General Aulus Plautius and four legions of soldiers, plus about the same number of auxiliary soldiers, to Britain. They were split into three divisions.

They landed in the south-east again. The first division marched west through the south. The second division marched north-west towards north Wales and the third marched north towards York.

The first division captured the hill fort of Hod Hill and set up their camp. Evidence of a particularly gruesome battle in the south can still be seen in the war cemetery at Maiden Castle, full of enemy remains.

The Celts had tried to defend themselves and the fort by bringing up thousands of stones from the beach and using slingshots, but this was no match for the Roman army. This southern division, led by Vespasian (later to become an Emperor of Rome), defeated tribes all the way to Exeter.

Many Celtic tribes realised how strong this Roman army was and their chieftains or kings made deals to keep the peace. They agreed to obey Roman laws and pay taxes. In return, they were allowed to keep their kingdoms. These were known as 'client kingdoms'.

It was a common Roman tactic to take over without using force so that they could concentrate the power of the army on the tribes or kingdoms still resisting.

Emperor Claudius travelled to Britain the following summer, by which time many chieftains had submitted to Roman rule.

The Roman army was incredibly strong, but the Celts were also very skilled and brave warriors. The fighting continued for many years.

The Romans were still fighting in Yorkshire and other parts of northern Britain forty years later. They never actually gained full control of Britain although they were still there almost 400 years after the invasion.

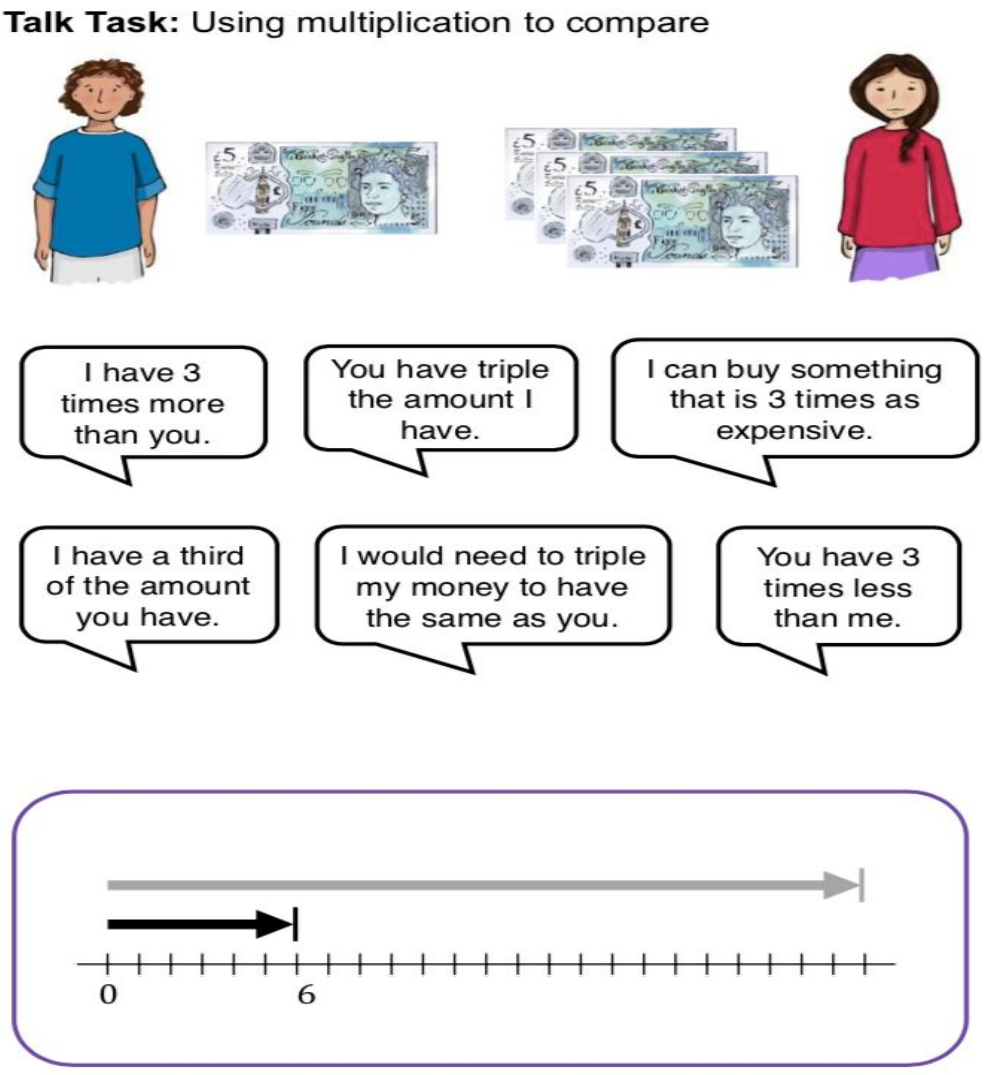
Thursday

Maths

Task Multiplication to compare**:**

Starter:

The purpose of this Talk Task is to explore experiences where multiplication is used to compare two values. This involves using language such as ‘times greater’, ‘times as much’ or ‘times as many’. This can also involve using the language of fractions and pupils should be encouraged to think about how to use the phrases ‘a third of the amount’ and ‘ a quarter of...’ etc.



The talk task shows two people with different amounts of money and speech bubbles with statements. Ask pupils to describe the image and discuss which person says which statement. Notice the variety of language used and check pupils are comfortable with using. Move on to look at the arrows above a number line and encourage pupils to add more information to the model. Think about how to use similar language as before to describe the arrows.

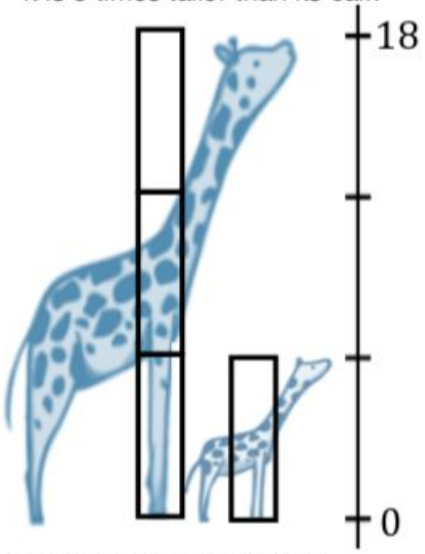
- *The grey arrow is 4 times greater than the black arrow*

Worksheet:

Activity: Using multiplication to compare

1) Use multiplication to compare the amount each person has. What different sentences could each person say?

2) An adult giraffe is 18 feet tall.
It is 3 times taller than its calf.



How tall is the young giraffe?
Label the model and write a sentence

3) A pack of 3 yoghurts cost £2.
A pack of 12 yoghurts costs £6.

Use multiplication to describe this situation in as many ways as you can.

The activity sheet provides situations where children can apply their understanding of multiplication to compare.

The final problem challenges pupils to use multiplication to describe a situation which is not as straight forward as the others. Prompt them to compare the price and the amount.

Parent/Carer Guidance:

Please find the answer sheet below.

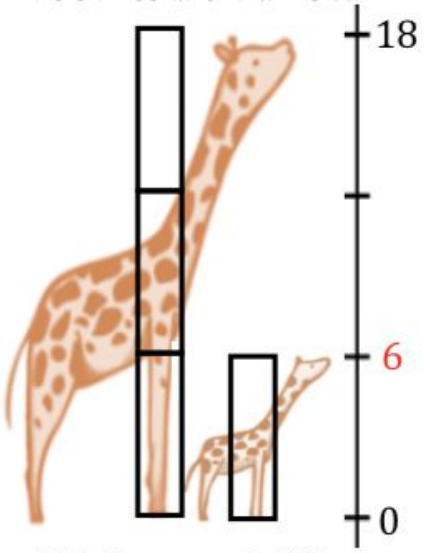
Activity: Using multiplication to compare

1) Use multiplication to compare the amount each person has. What different sentences could each person say?

I have 3 times more than him
£21 is 3 times more than £7
I can buy something that costs 3 times as much

He has 3 times more than me
I have a third of the amount he has
I would need to triple my amount to have the same as him

2) An adult giraffe is 18 feet tall.
It is 3 times taller than its calf.



How tall is the young giraffe?
Label the model and write a sentence

The giraffe is 6 feet tall

3) A pack of 3 yoghurts cost £2.
A pack of 12 yoghurts costs £6.

Use multiplication to describe this situation in as many ways as you can.

There a 4 times more yoghurts in the 12 pack

The 12 pack costs 3 times the price

The 3 pack is a third of the price of the 12 pack

The 3 pack is a quarter of the amount of yoghurts than the 12 pack

Literacy

Task:
Today we are going to write the main body of our article. This is where we answer the 5Ws and provide interesting information for our readers.

1. Answer what the 5Ws for our story are. Check if you answers match mine below.
   Who:
   What:
   Why:
   Where:
   When:
2. We are going to aim for three main paragraphs.
   1st Paragraph - explaining what happened and what the townspeople saw.
   2nd Paragraph - how people reacted to Thor and what they told them.
   3rd Paragraph - how people feel towards Arthur now that he's a hero and what he has to say.
3. Read the WAGOLL below and then write your first draft of your article. Remember, you should answer all of the 5Ws by the end of your article.

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.

5Ws

***Who**: Thor and Arthur, the townspeople.*
***What**: The fire was relit by a lightning bolt from Thor's hammer.*
***Why**: Because Arthur helped defeat Fenrir the wolf.*
***Where**: In the middle of town.*
***When**: Last night.*

WAGOLL

GOD RELIGHTS FIRE

Yesterday evening, the Viking God Thor relit the town's fire saving everyone from freezing to death.

Late last night, a shocking event happened as a bolt of lightning struck the extinguished town fire, relighting it. Onlookers were amazed to see the Viking God, Thor, flying above the town on a giant eagle. One amazed townsperson said, "It was incredible! There was this huge thunderclap then he landed in the town square. I couldn't believe my eyes." Many in the town had been giving up hope as the town had been slowly freezing after it had been attacked by a giant wolf and the flame extinguished almost a week ago.

Thor, who relit the fire with his magical hammer, explained that, "Young Arthur here came to visit me and the other gods and helped us defeat Fenrir, so it was the least I could do to repay the favour and help him." The God spent the evening in the town, speaking to wonderstruck people who had many questions about what had happened.

Apparently, Arthur Brownstone, a young boy who lives in the town and had been accused of accidentally leading the wolf to the town, turned out to be the hero! "I tricked the wolf into eating the hand of time which froze him!" said Arthur to the crowds of excited villagers who had gathered to hear about his adventures. The mayor of the town is arranging a festival to celebrate the relighting of the fire and all of the Viking Gods have been invited.

Geography

Task:
Nearly one hundred years after the Roman's second attempt to invade Britain in 54BC, the Romans returned. Emperor Claudius was now in charge and he was determined to make Britain part of the Roman empire. He sent General Aulus Plautius and four legions of soldiers, plus about the same number of ***auxiliary soldiers**. They were split into three divisions. Many Celtic tribes realised how strong this Roman army was and made deals to keep the peace. They agreed to obey Roman laws and pay taxes. In return, they were allowed to keep their kingdoms.

1. Look at the Roman Invasion Maps - https://tinyurl.com/yal6n7q3
2. Your task is to create a poster or timeline (on paper or on Google Slides) showing the spread of the Roman empire:
    a. Use the following key dates: 800 BC, 237 BC, 133 BC, 44 BC, AD 79, AD 305.
    b. Use Google Maps, other maps or atlases to help you work out which countries were taken over by the Romans.
    c. Use apps, pictures or a combination of the three to present your work.
3. Answer the following questions:
    a. What do you notice happening in 237 BC?
    b. What has changed by 133 BC?
    c. Look at the map showing 44 BC. What is the most significant change?
    d. What can we say about the Celts in AD 79?
    e. What can we say about the Celts in AD 117?
    f. Look at the map showing AD 305. Where in the UK are the most important cities? You may need a modern map to help you answer this.

Parent/Carer Guidance:
Children should practice their geographical research skills, especially map-reading. They may need some help comparing the ancient Roman maps to a modern day version using Google Maps. The link to the Roman Maps can only be accessible by an MRA account. It is also attached as a separate document on the assignment page. Dictionaries can be used to explain key words such as legions or cavalry.

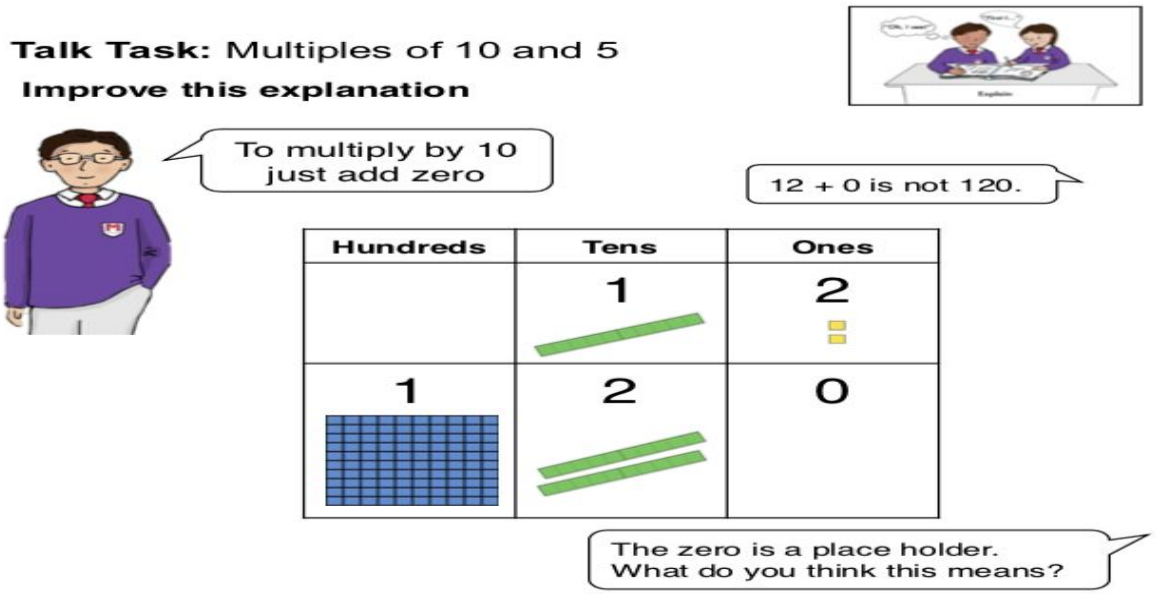
Explain ***auxiliary soldiers** – people recruited from non-Roman tribes to reinforce the army or provide a specific skill. The Latin word 'auxilium' means 'help'.

Friday

Maths

The purpose of this activity is to think in detail about how to explain multiplying by ten and then to explore the relationship between multiples of ten and multiples of five.

Starter:



The first part of the Talk Task challenges students to think about how to explain multiplying by 10. Saying “just add 0” is not a good enough explanation. The language is not precise enough because 12+0 is not 120. The idea of adding a zero comes from noticing that all multiples of 10 have a zero in the ones place and this is a place to start. Why does this happen?

Ask pupils to use Dienes on a place value chart to show a number and then show that number multiplied by 10. Discuss our number system, using the blocks as tools to work with as they try to clearly explain how to multiply by 10.Our number system is based on ten. Each place to the left is ten times greater. 10 ones is 1 ten, 10 tens is 1 hundred.

The second part of the Talk Task prompts pupils to use a bead string to explore a calculation strategy: ‘to multiply a number by 5 you can multiply by 10 and halve the result’.

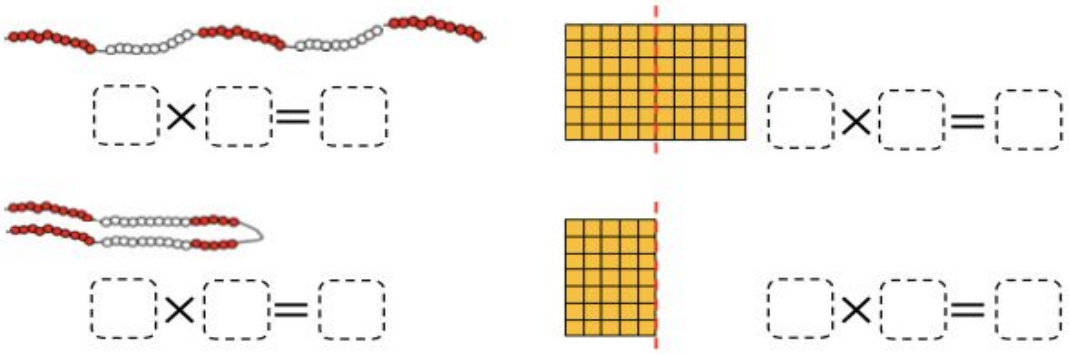
Explore different starting numbers, noticing the doubling and halving relationship.

https://mathsbot.com/manipulatives/blocks online dienes

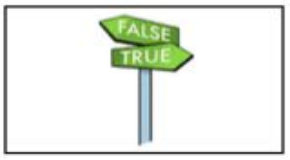
Worksheet:

Activity: Regrouping

1) Write calculations to describe each model.



2) Decide if the following are true or false. If they are true, then calculate the answer. If they are false, give a correct statement and calculate the answer.



Half of 80 = 5 × 8	
7 × 5 = half of 30	
12 × 5 = 6 × 10	

3) Use the relationships between multiples of 10 and 5 to complete the calculations

$12 \times 10 = \square \xrightarrow[\text{half}]{\text{find}} \square = 12 \times 5$

$\square \times 10 = 160 \xrightarrow[\text{half}]{\text{find}} 80 = 16 \times \square$

$26 \times \square = 260 \xrightarrow[\text{half}]{\text{find}} \square = 26 \times 5$

The activity sheet provides similar experiences, with models provided to prompt further thought about the connection between multiplying by 5 and multiplying by 10. Children go on to work with calculations outside of the times tables to calculate using this strategy.

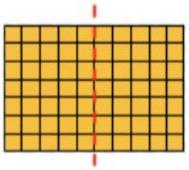
For example, 26 × 5 = half of 260 = 130

Parent/Carer Guidance:
Please find the answer sheet below.

Activity: Regrouping

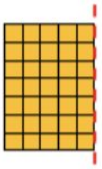
1) Write calculations to describe each model.

5 × 10 = 50



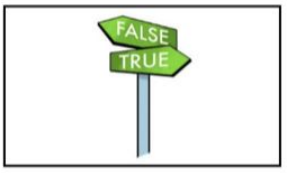
7 × 10 = 70

5 × 5 = 25



7 × 5 = 35

2) Decide if the following are true or false. If they are true, then calculate the answer. If they are false, give a correct statement and calculate the answer.



Half of 80 = 5 × 8	True
7 × 5 = half of 30	False, 7 × 5 = half of 70
12 × 5 = 6 × 10	True

3) Use the relationships between multiples of 10 and 5 to complete the calculations

$12 \times 10 = 120 \xrightarrow{\text{find half}} 60 = 12 \times 5$

$16 \times 10 = 160 \xrightarrow{\text{find half}} 80 = 16 \times 5$

$26 \times 10 = 260 \xrightarrow{\text{find half}} 130 = 26 \times 5$

Literacy

Task:
By now we have written our report on the events at the end of *Arthur and the Golden Rope*. 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 writing sounds 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. Have you answered all the 5Ws? 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. Remember that newspapers are usually formatted into columns. Take pride in your work. You could illustrate with your own pictures or copy the pictures from *Arthur and the Golden Rope*. Remember to include a caption!

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 floors of Roman buildings were often richly decorated with mosaics. Mosaics were made from tiny coloured stones, which they called tesserae, and often show scenes of history, as well as everyday Roman life. Mosaic floors were a statement of how wealthy and important you were. Poor people would not be able to afford them. The bigger and more detailed the mosaic, the more impressive. The mosaic would decorate the floor of a main room. These were stuck to the floor with mortar, a type of cement.


The Romans used a hammer and hardie to cut the stones to approximately 8-12mm. A hardie is like a chisel, this would be stuck into a block of wood.

Some mosaics had pieces cut down to 1-2mm for very intricate patterns. This is the Alexander mosaic that you can still see today in Pompeii, Italy:

1. Watch:https://www.youtube.com/watch?v=tymLBgVN5to
2. Time to create a mosaic. You can could use a combination of any of these options:
    a. The templates attached below using chalk, paint, colouring pens or pencils.
    b. Stones, pebbles or sticks and grass from your garden or a walk to the park
    c. Slices of fruit or vegetables (for example, you could make a fruit salad mosaic for breakfast or dessert!)
    d. Cereal (and cereal boxes of you cut them up into small pieces) or pasta.
    e. Recycled and/or coloured card, cardboard, paper and food labels.

Parent/Carer Guidance:
The idea is for children to have a go at creating a mosaic pattern and being resourceful! There are lots of household items or natural items that could be used to create a mosaic or simply using

pencil. Here are some examples:

Art Appendix 1