Mossbourne Riverside Academy
Home Learning Year 3 & 4
Date: 05 June 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: Addition key facts

The purpose of this activity is to understand the relationship between addition and subtraction. As well as to understand that addition is commutative, and that it can be completed in either order.

Starter:

Talk Task: Addition and subtraction

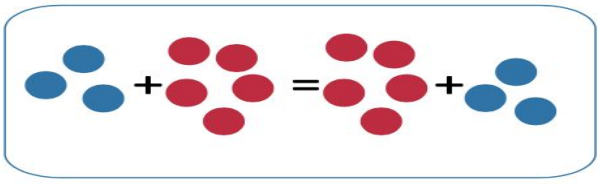
How many addition and subtraction calculations can you show with seven cubes?

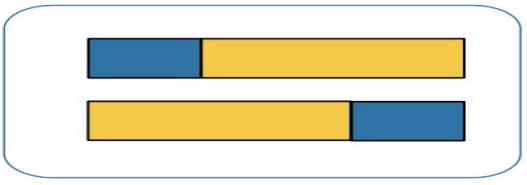
$7 = 7 + 0$
$7 - 0 = 7$

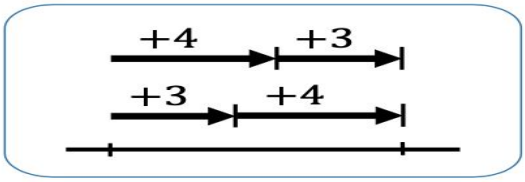
$7 - 3 = 4$
$3 = 7 - 4$

$7 = 3 + 2 + 2$
$2 + 2 + 3 = 7$

Explain how each model shows that addition is commutative







$a + b = b + a$

Use seven cubes to show and write addition and subtraction calculations. During this process draw out the relationship between addition and subtraction moving the cubes to show and writing calculations. For example, if I know 5 + 2 = 7 then I know 7 − 5 = 2

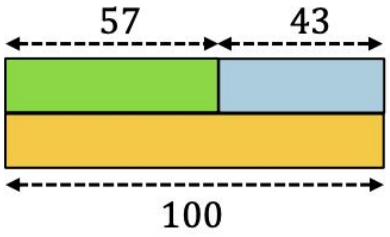
Draw attention to examples that show that addition can be completed in any order e.g. 3 + 4 = 4 + 3. Discuss that the word *commutative* is used to describe this. Look at the models and ask pupils to talk about how each one shows addition is commutative. Ask them to use the word commutative in their explanation. *This model shows that addition is commutative because...*

Why can't you move the numbers in a subtraction calculation in the same way?

Worksheet:

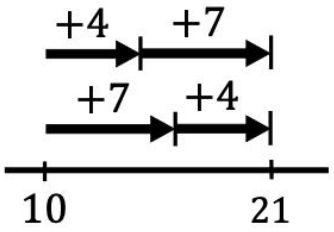
Activity: Addition and subtraction

1) Complete the calculations that each model can represent



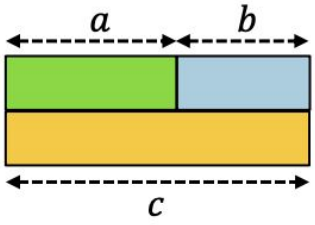
$57 + \square = 100$ $\quad 100 - \square = 43$

$43 + 57 = \square$ $\quad 100 - \square = 57$



$10 + 4 + 7 = \square$ $\quad 21 - 7 - \square = 10$

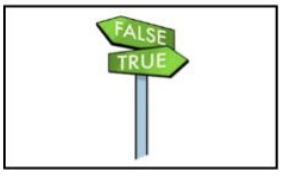
$10 + \square + 4 = 21$ $\quad 21 - 4 - 7 = \square$



$a + b = c$ $\quad c - a = \square$

$b + \square = c$ $\quad \square - b = a$

2) Can you move the numbers around to any position?
Circle the calculations that are true.



$3 + 4 = 7$	$4 + 3 = 7$	$7 + 3 = 4$
$3 + 7 = 4$	$4 + 7 = 3$	$7 + 4 = 3$
$3 - 4 = 7$	$4 - 3 = 7$	$7 - 3 = 4$
$3 - 7 = 4$	$4 - 7 = 3$	$7 - 4 = 3$

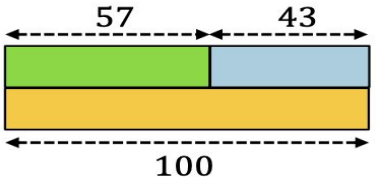
The activity sheet has models for children to interpret and describe with calculations. The true or false task challenges the idea that the numbers in a calculation can be moved around to any position.

Parent/Carer Guidance:

Please find the answer sheet below.

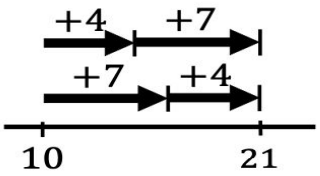
Activity: Addition and subtraction

1) Complete the calculations that each model can represent



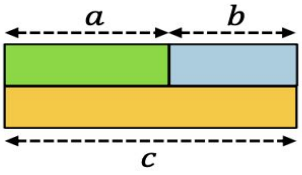
$57 + 43 = 100$ $\quad$ $100 - 57 = 43$

$43 + 57 = 100$ $\quad$ $100 - 43 = 57$



$10 + 4 + 7 = 21$ $\quad$ $21 - 7 - 4 = 10$

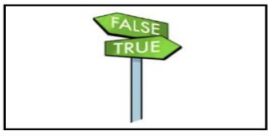
$10 + 7 + 4 = 21$ $\quad$ $21 - 4 - 7 = 10$



$a + b = c$ $\quad$ $c - a = b$

$b + a = c$ $\quad$ $c - b = a$

2) Can you move the numbers around to any position?
Circle the calculations that are true.



$3 + 4 = 7$ $\quad$ $4 + 3 = 7$ $\quad$ $7 + 3 = 4$

$3 + 7 = 4$ $\quad$ $4 + 7 = 3$ $\quad$ $7 + 4 = 3$

$3 - 4 = 7$ $\quad$ $4 - 3 = 7$ $\quad$ $7 - 3 = 4$

$3 - 7 = 4$ $\quad$ $4 - 7 = 3$ $\quad$ $7 - 4 = 3$

Literacy

Task:
This week we will be focusing on poetry.

1. Read *Oh, The Places You'll Go* by Dr Seuss in your head. http://denuccio.net/ohplaces.html Or listen and read along here. https://www.youtube.com/watch?v=3U60jboHHFs
2. Re-read the poem aloud to another person. Discuss the following questions:
    - Did you enjoy the poem? Why/why not?
    - What emotions did the poem make you feel?
    - How does this compare to other poems you have read?
    - What was the best bit of the poem in your opinion?
3. Choose your favourite part of the poem. Practise it until you have it memorised. Add actions and speak in a performer's voice. Perform this to someone else and/or film it and share in your learning journal.

Parent/Carer Guidance:
Developing a love of reading is an important part of the Literacy curriculum. It is also important that children practise their fluency in reading aloud, especially with poetry where the rhyme and rhythm is key. Focus on how to make their recital as interesting as possible.

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: Key facts to 10

The purpose of this activity is to explore key addition facts for all numbers up to 10 and how these can be used. The relationship between addition and subtraction should be a focus as well as extending to use with larger numbers.

Starter:

Talk Task: Key facts to 10

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

8 ones subtract 5 ones is 3 ones

8 tens subtract 5 tens is 3 tens

8 hundreds subtract 5 hundreds is 3 hundreds

A grid is provided that shows addition facts for numbers up to 10. These are all facts that can be shown with your fingers. Ask children to talk to you about the grid: how to read it, if they can give more information, if there are any patterns they notice. Choose some calculations and discuss the related subtraction facts using Dienes blocks to move and show the relationship to the addition fact.

Discuss the yellow boxes in the grid and what pupils notice about these. This should involve a discussion about the number ten: how to write it and why it has two digits. Use Dienes to show that ten ones is equal to one ten.

Create the images of Dienes tens and ones to explore how 5 + 3 = 8 can be used to complete related facts.The rest of the session focuses on how to use key facts to calculate with larger numbers. Use Dienes or draw images of Dienes to explore addition and subtraction facts. For example, 50 + 30 = 80 30 + 50 = 80 80 − 50 = 30 80 − 30 = 50

Worksheet:

Activity: Key facts to 10

1) Complete the calculation to show how a key fact can be used:

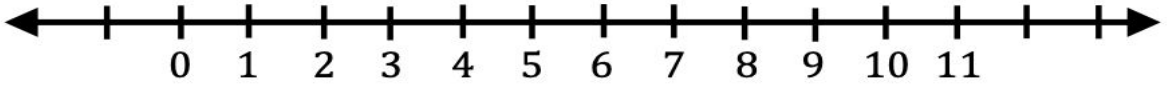
$4 + 5 = \square$ $\qquad$ $\square + 4 = 9$

$\square + 5 = 19$ $\qquad$ $\square + 40 = 90$

$29 - 5 = \square$ $\qquad$ $900 - 400 = \square$

$\square - 4 = 75$ $\qquad$ $9000 - \square = 4000$

2) Write calculations that $6 + 2 = 8$ can be used to work out.



A : Move east 5 $\qquad$ B : Move west 3

3) This robot has two different instructions. Use A and B to move the robot from position 5 to each of these numbers. Write a calculation to describe the movement. An example is given:

10 A

$5 + 5 = 10$

9

7

6

2

1

The activity sheet has addition and subtraction facts with missing numbers that show chains of related facts and then asks pupils to generate similar calculations.

The robot task connects addition and subtraction with movement on a number line.

Parent/Carer Guidance:

Please find the answer sheet below.

Activity: Key facts to 10

1) Complete the calculation to show how a key fact can be used:

$4 + 5 = 9$ $\quad$ $5 + 4 = 9$

$14 + 5 = 19$ $\quad$ $50 + 40 = 90$

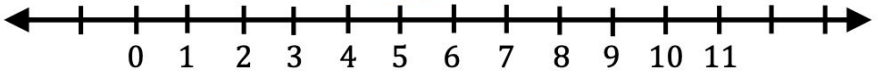
$29 - 5 = 24$ $\quad$ $900 - 400 = 500$

$79 - 4 = 75$ $\quad$ $9000 - 5000 = 4000$

2) Write calculations that $6 + 2 = 8$ can be used to work out.

$16 + 2 = 18$	$96 + 2 = 98$	$58 - 2 = 56$
$6 + 32 = 38$	$6 + 72 = 78$	$98 - 6 = 92$
$80 - 20 = 60$	$600 + 200 = 800$	$8000 - 6000 = 2000$

And many more



A : Move east 5

B : Move west 3

3) This robot has two different instructions. Use A and B to move the robot from position 5 to each of these numbers. Write a calculation to describe the movement. An example is given:

10 A

$5 + 5 = 10$

9 A A B B

$5 + 5 + 5 - 3 - 3 = 9$

7 A B

$5 + 5 - 3 = 7$

6 A A B B B

$5 + 5 + 5 - 3 - 3 - 3 = 6$

2 B

$5 - 3 = 2$

1 A B B B

$5 + 5 - 3 - 3 - 3 = 1$

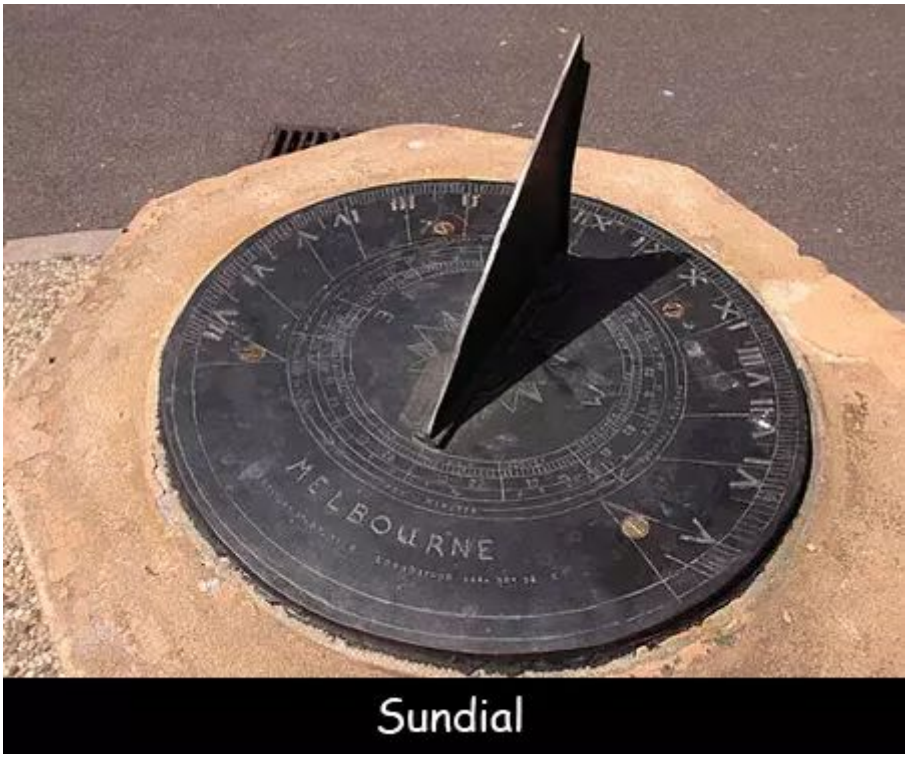
Literacy

Task:
Complete the quiz on *Oh, the Places You'll Go!* on Google Classroom.

Parent/Carer Guidance:
Feedback is given within the quiz.

Science

Task:
Romans made sundials and water clocks to tell the time. A sundial is an instrument that tells the time like a clock. It has a pole (or 'gnomon) in its centre and markings that show hours or fraction of hours. It works on the concept of the sun changing its location in the sky throughout the day.



Sundial

1. Watch the history of time-keeping here: https://www.youtube.com/watch?v=URK9Z2G71j8
2. Make your own sundial and record observations throughout the day. Here is a good set of instructions: https://tinyurl.com/y8jz3fcl
3. What do you notice happening to the shadow? Why does it move? What happens to the shadow at different times of the day?

Parent/Carer Guidance:
Questions to consider discussing: How can everyday shadows help us to measure time? Can we make a sundial or a water clock? Who can make the most accurate time measurer? Making a sundial doesn't require many resources. Children should observe the shadow moving throughout the day - this is a key scientific line of enquiry.

Wednesday

Maths

Task: Key facts to 20

The purpose of this activity is to explore key addition facts for all numbers up to 20 and how these can be used. The relationship between addition and subtraction should be a focus as well as extending to use with larger numbers.

Starter:

Talk Task: Key facts to 20

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

13 ones subtract 7 ones is 6 ones

13 tens subtract 7 tens is 6 tens

13 hundreds subtract 7 hundreds is 6 hundreds

The same grid as the previous session is provided but this time with more information. Ask pupils to discuss what has changed and repeat a similar discussion as before about more information they can give and any patterns that they notice.

Choose some calculations and discuss the related subtraction facts using Dienes blocks to move and show the relationship to the addition fact. The facts with a result greater than ten will involve regrouping and you should discuss the 'Make 10' strategy. For example, 7 + 5 = 7 + 3 + 2. The 5 is partitioned, 7 and 3 make 10 and there are 2 more. Use Dienes to show the steps of this strategy, regrouping ten ones for one ten and exploring other examples.

Use Dienes or draw images of Dienes to explore addition and subtraction facts related to each. For example, 60 + 70 = 130 70 + 60 = 130 130 − 70 = 60 130 − 60 = 70 Saying the name of the place the digit is in helps make a clear link to the key fact e.g. *thirteen tens subtract six tens is seven tens*. *Are pupils comfortable with interpreting 130 as 13 tens? Can they use Dienes to show why?*

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

Worksheet:

Activity: Key facts to 20

1) Complete the calculation to show how a key fact can be used:

$4 + 7 = \square$ $\qquad$ $9 + \square = 14$

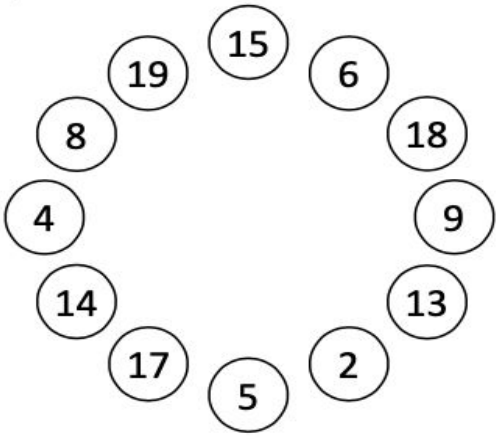
$\square + 7 = 41$ $\qquad$ $\square + 90 = 140$

$61 - 7 = \square$ $\qquad$ $1400 - 500 = \square$

$\square - 7 = 94$ $\qquad$ $14000 - \square = 5000$

2) Write calculations that $8 + 7 = 15$ can be used to work out.

3) Sum four numbers.



Write different calculations you did:

Which is the largest? $\square$ $\qquad$ Which is the smallest? $\square$

Write the odd numbers you can make:

Write the even numbers you can make:

What else can you say about the numbers you can get? Multiple of 3 or 5?

The activity sheet has addition and subtraction facts with missing numbers that show chains of related facts and then asks children to generate similar calculations.

The ‘Sum four’ task is more open and has plenty of opportunity to explore calculations.

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

Activity: Key facts to 20

1) Complete the calculation to show how a key fact can be used:

$4 + 7 = 11$ $\quad$ $9 + 5 = 14$

$34 + 7 = 41$ $\quad$ $50 + 90 = 140$

$61 - 7 = 54$ $\quad$ $1400 - 500 = 900$

$101 - 7 = 94$ $\quad$ $14000 - 9000 = 5000$

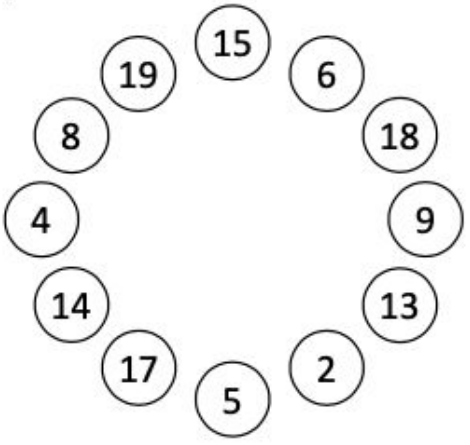
2) Write calculations that $8 + 7 = 15$ can be used to work out.

$18 + 7 = 25$ $\quad$ $80 + 70 = 150$

$45 - 7 = 38$ $\quad$ $150 - 70 = 80$ $\quad$ And many more

$1500 - 800 = 700$

3) Sum four numbers.



Write different calculations you did

calculations with 4 of the numbers added

Which is the largest? 69 $\quad$ Which is the smallest? 17

Write the odd numbers you can make:

17, 23, 51, 59, 69

Write the even numbers you can make:

28, 36, 44, 64

What else can you say about the numbers you can get? Multiple of 3 or 5?

Literacy

Task:

1. Read *The Babysitter* by Michael Rosen in your head.
   https://michaelrosen.fandom.com/wiki/Babysitter
   Or listen and read along here. https://youtu.be/6rAcfcg2gFM
2. Re-read the poem aloud to another person. Discuss the following questions:
   - Did you enjoy the poem? Why/why not?
   - What emotions did the poem make you feel?
   - How does this compare to other poems you have read?
   - What was the best bit of the poem in your opinion?
3. Choose your favourite part of the poem. Practise it until you have it memorised. Add actions and speak in a performer's voice. Perform this to someone else and/or film it and share in your learning journal.

Parent/Carer Guidance:
Developing a love of reading is an important part of the Literacy curriculum. It is also important that children practise their fluency in reading aloud, especially with poetry where the rhyme and rhythm is key. Focus on how to make their recital as interesting as possible.

History & Geography

Task:
During the Roman era, Scotland was known as Caledonia. Tribes from Caledonia tried to fight against the Romans who were trying to take their land.

In AD 84, different Caledonian tribes all joined together to form a fierce and feisty group that the Romans named 'the Picts'. They kept trying to raid the Romans' territory, so Emperor Hadrian came up with a plan to keep them out once and for all.

Emperor Hadrian ordered a wall to be built right across the width of Britain to help the Romans defend their land. As an added bonus, it also meant that the Romans could charge taxes to people who wanted to come into their territory and they could have more control of people's comings and goings.

Three Roman legions (15,000 men) set to work building this huge wall, 117.5km (or 80 Roman miles) long. It ran from Wallsend on the east coast to Bowness on the west coast. Made out of stone, it was approximately 6m high and 3m wide, meaning that two soldiers could walk along guarding it side-by-side.

As well as being a defence, the wall also had to be functional to look after the thousands of soldiers who were building and guarding it. Major forts were built every 8km. These accommodated between 500 and 1000 soldiers each. The biggest fort, called Housesteads, included a hospital, granary, workshop, barracks and toilets. Smaller forts included barracks for the soldiers, a larger house for the commander and his family and a grain store. There would also be a bath house just outside the fort so that soldiers could keep clean. Over time, small villages and communities developed around the forts and were probably where the soldiers' families lived. These settlements would contain houses, shops, temples and taverns.

A Roman road called the Stanegate was built to supply the soldiers based at Hadrian's Wall. Just like the Roman roads, the wall was designed by Roman engineers and built by the Roman soldiers. Hadrian's Wall was repaired, maintained, patrolled and guarded for almost 250 years. You can still see parts of Hadrian's Wall today: it is one of the most popular tourist attractions in northern England.

1. Take a quiz on what you just read: https://tinyurl.com/yck9ujpd
2. Find some of the places on Google Maps, other maps or in an atlas.
3. Can you find out the names of some other places that the wall passed through? What counties are they in? What else can you find out about them?
4. Label your own map to show Hadrian's Wall and some of the places it ran through.
5. In AD 140, the Romans added another wall further north. It's called the Antonine Wall. See what you can find out...

Parent/Carer Guidance:

Support and guidance might be needed when reading and use of dictionaries should be encouraged i.e. www.dictionary.com Only an MRA account will be able to complete the quiz.

Thursday

Maths

Task Modelling problems**:**

The purpose of this activity is to explore problems involving addition and subtraction.

Starter:

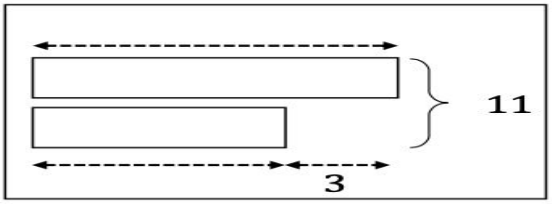
Talk Task: Modelling problems

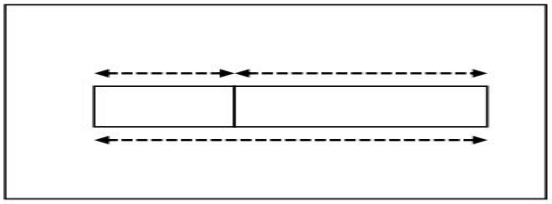
John has three marbles.
His brother gives him four more.
How many does John have?

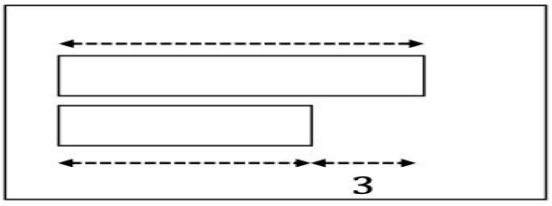
John has three marbles more than his brother.
His brother has 11 marbles.
How many does John have?

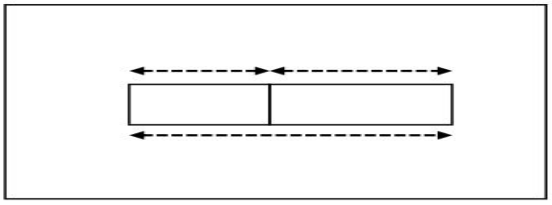
John has three marbles more than his brother.
Altogether they have 11 marbles.
How many does John have?

John has three marbles
His brother has 8 marbles.
How many do they have altogether?









John has three marbles.
Altogether John and his brother have 11 marbles.
How many does John's brother have?

John has three marbles fewer than his brother. His brother has 11 marbles.
How many do they have altogether?

There are six word problems, all with a similar situation of two children with marbles and there are four bar models. Decide if you want to include the two problems without bar models to make it more challenging or if you want to keep them separate until the end.

Read the questions and discuss the similarities. Discuss which problem can be represented by which bar model and how you know.There are two different types of bar models, one where two parts are put together and another where two bars are compared. Connect each problem to the chosen bar model by labelling the known information and deciding what to do to work out the answer.The last two questions can then be used to draw a model that could represent them. Some useful questions to think about:

What information do I know? How can I show what I know? What information am I trying to find out? How can I show the relationships between what I know and what I am trying to find out?

Worksheet:

Activity: Regrouping

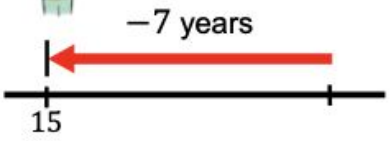
1) Draw and label a bar model to represent each problem. Give an answer to each question.

Alicia has £6 more than Bobby. If Bobby had £10, how much do they have altogether?

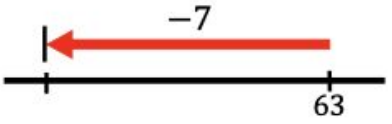
Alicia has £6 more than Bobby. If Alicia had £10, how much do they have altogether?

Alicia has £6 more than Bobby. If they had £10 altogether, how much money does each person have?

2) Label the models to represent each problem and draw a model for the last question



a) Chloe is seven years younger than her sister. When she is 15, how old is her sister?

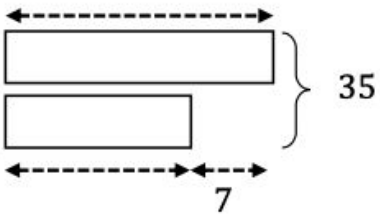


b) When her sister is 63, how old will she be?

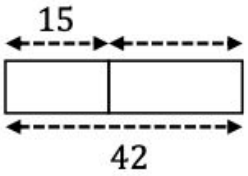
c) How old will they both be when they have a combined age of 21?

3) Write a problem that each bar model could represent

a)



b)



The activity sheet provides similar experiences of engaging with addition and subtraction problems and building bar models to represent these.

Parent/Carer Guidance:

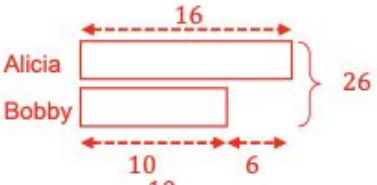
Please find the answer sheet below.

Activity: Regrouping

1) Draw and label a bar model to represent each problem. Give an answer to each question.

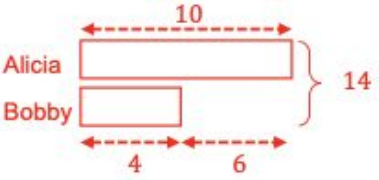
Alicia has £6 more than Bobby. If Bobby had £10, how much do they have altogether?

Alicia and Bobby have £26.



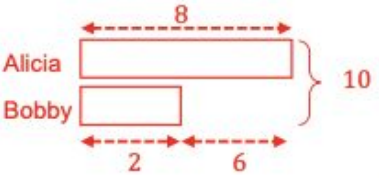
Alicia has £6 more than Bobby. If Alicia had £10, how much do they have altogether?

Alicia and Bobby have £14.



Alicia has £6 more than Bobby. If they had £10 altogether, how much money does each person have?

Alicia has £8 and Bobby has £2.

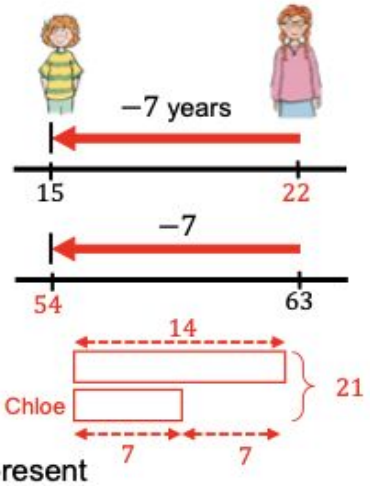


2) Label the models to represent each problem and draw a model for the last question

a) Chloe is seven years younger than her sister. When she is 15, how old is her sister?

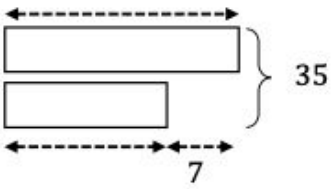
b) When her sister is 63, how old will she be?

c) How old will they both be when they have a combined age of 21?



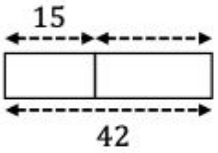
3) Write a problem that each bar model could represent

a)



A suitable problem that has two values with a difference of 7 and a total of 35

b)



A suitable problem that has two values with a total of 42 where one value is 15

https://www.theschoolrun.com/what-is-the-bar-model-method

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. Re-read *Oh, The Places You'll Go* by Dr Seuss. http://denuccio.net/ohplaces.html
   Or re-listen and read along here. https://www.youtube.com/watch?v=3U60jboHHFs

   Re-read *The Babysitter* by Michael Rosen. https://michaelrosen.fandom.com/wiki/Babysitter
   Or re-listen and read along here. https://youtu.be/6rAcfcg2gFM

2. Write down two ways that these poems are similar. (You could consider techniques, style, genre, who the audience is intended to be.)
3. Write down two ways that these poems are different.

4. Write down which of the poems you enjoyed more, explaining your answer fully.
5. Read your explanation to someone else. Get them to listen to both the poems. Do they agree with you?

Parent/Carer Guidance:
These poems are quite radically different. Children might find it hard to find similarities due to the different styles, however some techniques are used in both and the use of humour and intended audience is similar.

RE

Task:
In the earlier Roman times, the Roman people believed in many different gods and goddesses whom they believed controlled different aspects of their lives. They did not have a central belief system of their own as such, but rather borrowed gods, rituals and superstitions from a number of sources and adapted them to suit their own needs. The Romans believed in good and bad omens and they performed many rituals in the hope of receiving good luck. Prayer and sacrifice was important and the Romans held festivals every month to honour the gods. They would worship their gods and goddesses at temples.

1. Watch this: https://www.youtube.com/watch?v=iPAwnvyN6xw
2. Watch this: https://www.youtube.com/watch?v=g2s0E6pHgfE
3. Who were the Roman gods and goddesses? Choose 8 to 10 to research.
4. Create some playing cards with their own points system, for example, you could give points out of 100 for power, characteristics, influence and importance. **Or:**
5. Imagine you want to create an online profile for each god. Find or draw a picture and create a fact file about your chosen gods and goddesses. This can be on paper or on a Google Slides document.
6. Most of the main religions across the world believe in one god. Why do you think the Romans chose to believe in many gods?

Parent/Carer Guidance:
Children should practice their historical research skills and understanding religion in other cultures and historical contexts. Explain Romans used gods and goddesses to help their understanding of the world before modern science could explain, for example, natural phenomena such as floods.

Friday

Maths

Task: Addition and Subtraction word problems

The purpose of this activity is to consolidate the children's understanding of applying addition and subtraction skills with bar modelling.

Worksheet:

Addition and Subtraction Word Problems

Read the questions carefully. Underline the important information. Draw your own bar model for each of the questions. Show your working out below your bar model.

1) If John has 134 toy cars and Tom has 417 toy cars, how many toy cars do they have altogether?
2) One farmer has 188 lambs, and another has 136. How many more lambs does the first farmer have?
3) A grocer sold 308 bags of sweets on Monday and 731 on Tuesday. How many bags of sweets did he sell altogether?
4) An orchard contains 528 apple trees and 281 pear trees. How many trees are in the orchard?
5) A school bought a box of 1000 envelopes. After using 698 how many did, they have left?
6) In the garden there were 2940 birds during the summer. In the winter there were 1044. How many birds flew away for winter?

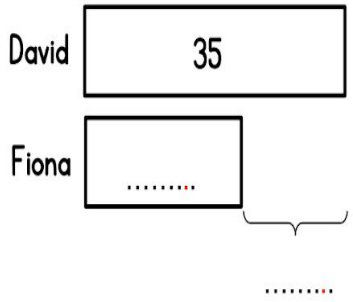
Challenge:

1 David catches 35 fish.

Fiona catches 21 fish.

How many more fish does David catch?

Complete the diagram.



Complete the number sentence

..... – ..... = ...

David catches ..... more fish than Fiona.

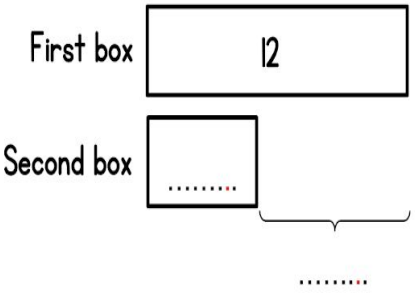
2 Here are two boxes of pencils.

There are 12 pencils in the first box.

The second box has 8 fewer pencils in it.

How many pencils are in the second box?

Complete the diagram.



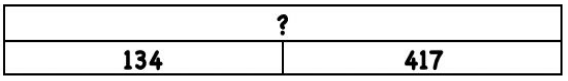
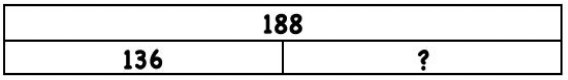
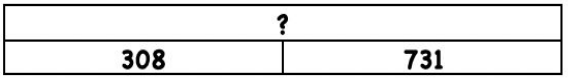
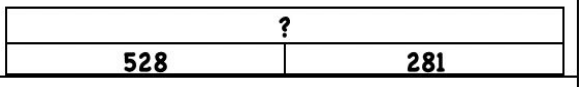
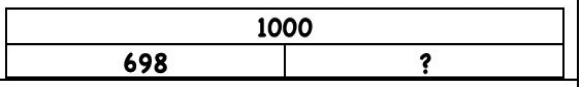
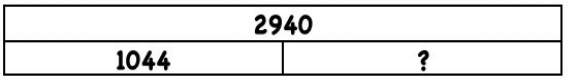
Complete the number sentence

..... – ..... = ...

The second box has ..... pencils in it.

Parent/Carer Guidance:

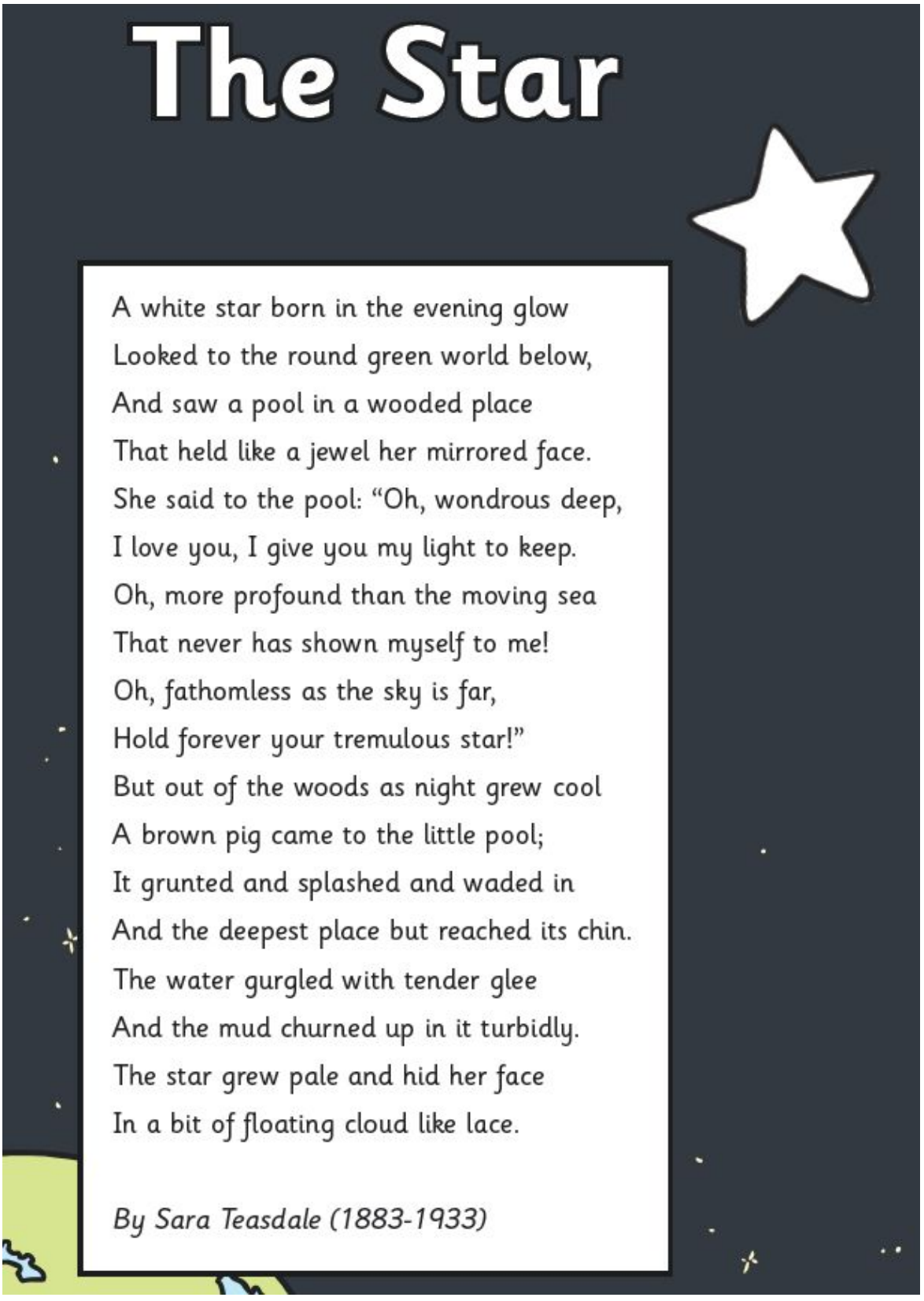
Addition and Subtraction Word Problems Answer

If John has 134 toy cars and Tom has 417 toy cars, how many toy cars do they have altogether? 551	
One farmer has 188 lambs and another has 136. How many more lambs does the first farmer have? 52	
A grocer sold 308 bags of sweets on Monday and 731 on Tuesday. How many bags of sweets did he sell altogether? 1039	
An orchard contains 528 apple trees and 281 pear trees. How many trees are in the orchard? 809	
A school bought a box of 1000 envelopes. After using 698 how many did they have left? 302	
In the garden there were 2940 birds during the summer. In the winter there were 1044. How many birds flew away for winter? 1896	

https://www.theschoolrun.com/what-is-the-bar-model-method

Literacy

Task:



1. What time of day is it in the poem?

_____

2. Find and copy **two** things that the star saw when she looked down.

1. _____

2. _____

3. What did the star give to the pool to keep? Circle one.

the moving sea	a jewel	her light

4. Look at line 4. Why is the star's face described as 'mirrored'?

_____

5. Find and **copy** the line which shows us that the pig disturbs the peaceful setting.

_____

6. *The star grew pale and hid her face*

In this line, the word 'pale' is closest in meaning to... **(Tick one)**

twinkling	☐	**colourless**	☐
sparkly	☐	**bright**	☐

7. How did the actions of the pig affect the star? Circle one.

the moving water didn't reflect the star any more	**the star didn't like the pig so it hid itself**

8. 'A brown pig came to the little pool;
It grunted and splashed and waded in
And the deepest place but reached its chin.'

What do these lines tell us about the depth of the pool?

_____

_____

9. Halfway through the poem (line 11) is the line '*But out of the woods as night grew cool*'. Using evidence from the text, give three ways in which the second half of the poem contrasts with the first half.

_____

_____

_____

_____

Parent/Carer Guidance:

question	answer	marks	notes
1.	What time of day is it in the poem?		
	evening	1	**Content domain:** 2b–retrieve and record information/identify key details from fiction and non-fiction **Award 1 mark** for 'evening'.
2.	Find and copy **two** things that the star saw when she looked down.		
	the round green world below a pool (in a wooded place)	up to 2 marks	**Content domain:** 2b–retrieve and record information/identify key details from fiction and non-fiction **Award 1 mark** each for: the round green world below a pool (in a wooded place)
3.	What did the star give to the pool to keep? Circle one.		
	her light	1	**Content domain:** 2b–retrieve and record information/identify key details from fiction and non-fiction **Award 1 mark** for answer as indicated.
4.	Look at line 4. Why is the star's face described as 'mirrored'?		
	Answers stating that the star is reflected in the surface of the pool.	1	**Content domain**: 2a–give/explain the meaning of words in context **Award 1 mark** for answers stating that the star is reflected in the surface of the pool.
5.	Find and copy the line which shows us that the pig disturbs the peaceful setting.		
	It grunted and splashed and waded in	1	**Content domain:** 2b–retrieve and record information/identify key details from fiction and non-fiction **Award 1 mark** for: *It grunted and splashed and waded in*
6.	*The star grew pale and hid her face* In this line, the word 'pale' is closest in meaning to...		
	colourless	1	**Content domain:** 2a–give/explain the meaning of words in context **Award 1 mark** for answer as indicated.

7.	How did the actions of the pig affect the star? Circle one.		
	the moving water didn't reflect the star any more	1	**Content domain:** 2b–retrieve and record information/identify key details from fiction and non-fiction **Award 1 mark** for answer as indicated.
8.	*'A brown pig came to the little pool* *It grunted and splashed and waded in* *And the deepest place but reached its chin'* What do these lines tell us about the depth of the pool?		
	Answers stating that the pool is as deep as the legs and body of the pig and referring to the pool only reaching the chin of the pig.	up to 2 marks	**Content domain:** 2g–identify / explain how meaning is enhanced through choice of words and phrases **Award 2 marks** for answers stating that the pool is as deep as the legs and body of the pig and referring to the pool only reaching the chin of the pig. **Award 1 mark** for a reference that links the depth to the pig, 'it was as nearly too deep for the pig.' Do not accept 'deep'.
9.	Halfway through the poem (line 11) is the line '*But out of the woods as night grew cool*'. Using evidence from the text, give three ways in which the second half of the poem contrasts with the first half.		
	The first half of the poem is peaceful and still (water is flat, star is reflected). In the second half of the poem the arrival of the pig disturbs the peace with noise and movement (line 13). In the second half of the poem the pool no longer reflects the face of the star because the water is disturbed and moving ('churned', 'gurgled', 'splashed', 'mud'). The time has moved from 'evening glow' (line 1) to 'as night (grew cool)' (line 11). The temperature 'grew cool'.	up to 3 marks	**Content domain reference** 2d–make inferences from the text / explain and justify inferences with evidence from the text **Award up to 3 marks** for 3 answers from answers as indicated.
		Total 13	

Design & Technology

Task:

Every month, 200,000 Roman citizens were given a free ration of corn from the state - around 40 kilos. This was enough to make bread for two people for about a month. Many of these citizens didn't have their own kitchens, so they relied on a baker to turn their corn into something they could eat.

1. Watch this: https://tinyurl.com/y7pscyda
2. Follow this ancient Roman bread recipe to make some delicious bread: https://tinyurl.com/yalzojem

Optional:

3. Create your own set of instructions in a paper book or using Google Docs, Slides or a free app such as Book Creator. You could take pictures of you making it and even enjoying a Roman meal.
4. Imagine you are the town's local baker. You could make a TV advert, bakery show or a poster advertising your baked goods and bread.
5. Design your own packaging for your bread - think about a logo and the ingredients. Take a look at the packaging for the bread you normally eat at home. What might you need to include on your own packaging.

Parent/Carer Guidance:
Ingredients for this recipe may be hard to come by or not readily available at home. As an alternative, you can use one form of flour, and if no yeast is available, you could do it without yeast but make flatbreads instead, adding two tablespoons of oil to the dough mixture, rolling it out into thin pancakes and dry cooking them in a frying pan.