





KEEP ACTIVE 😊 STAY HEALTHY 😊 HAVE FUN AND SMILE 😊

30 mins of PE each day: Choose from a Joe Wicks workout, 'Cosmic Kids' yoga and mindfulness session or play some 'PE with Mr P' games and activities (all can be found on YouTube).

	Maths (60 mins each day) This week we are applying our knowledge of decimals in the context of money. We will be using a combination of White Rose and MyMaths. ( <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a> ). Make sure you select the correct week and lesson as outlined below. <b>Optional Maths Challenge:</b> <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/04/Family-Challenge-Friday-1st.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/04/Family-Challenge-Friday-1st.pdf</a>	Literacy (60 mins each day) We are moving on from poetry now and I have enjoyed reading your Kenning poems and watching the videos you have sent me. Well done for all of your hard work!  This week our literacy focus is about plants. We will practise our reading and information text writing. <b>Remember Year 4 writing should include:</b> <b>CL . , ! ? ' " "</b>	Other (60 mins each day) <b>Optional brain and movement breaks:</b>  Choose a BBC Supermovers Maths workout. <a href="https://www.bbc.co.uk/teach/supermovers/ks2-maths-collection/z7frpg8">https://www.bbc.co.uk/teach/supermovers/ks2-maths-collection/z7frpg8</a>  Choose a BBC Supermovers English workout. <a href="https://www.bbc.co.uk/teach/supermovers/ks2-english-collection/zmv4scw">https://www.bbc.co.uk/teach/supermovers/ks2-english-collection/zmv4scw</a>	Ongoing  Please continue with learning/ further developing your new skill to share with the class upon return to school.
Day 1	<b>Maths Warmup</b> – see resource called 'Fluent in Five' (Wk4) on class webpage. <b>Complete Day 1</b> and record in your book.  <b>Today's task:</b> <b>White Rose Maths website</b> (link above). <b>Go to Summer Term - Week 2 (w/c 27 April), Lesson 3 – Pounds and pence.</b>  <i>Remember to watch the clip first, then complete the sheet and finish by marking your work and editing (if necessary).</i>	<b>Comprehension - 'How weeds get everywhere'</b> <b>Read the text through carefully (see page 5).</b>  Notice that it is an information text. Later on in the week, you will have a go at writing your own information text.  <b>Answer the questions (see page 6 &amp; 7)</b> and remember to write in full sentences. You can either print out the sheet or write the answers in your book.	<b>PE - Teddy Bear Challenges:</b> Watch the following video. <a href="https://www.youtube.com/watch?v=whPptTaKMTA">https://www.youtube.com/watch?v=whPptTaKMTA</a> Can you make up your own routine once you have completed the challenges? Can you complete the challenges at a faster pace each time?  <b>PSHE:</b> I have had many emails from you all and it has been so nice to hear how you're all getting on. However, I know that a lot of you are missing your peers during this time so I thought it would be nice for you to share a message with your classmates. <b>Today's task:</b> Write a message to the class that you wish to share (no individual names please) and put your name on it. Please then take a photo of your message and email it to me and next week I will post a collaboration of your messages for the rest of the class to see. See my example on page 4.	<ul style="list-style-type: none"> <li>• <b>Reading</b> to an adult, every day for 15 mins. Please record in your reading record.</li> <li>• <b>Times tables</b> practice every day for 10 mins. Use the Maths Frame website. Adjust the difficulty by changing the time interval. <a href="https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check">https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</a></li> </ul>
Day 2	<b>Maths Warmup</b> – 'Fluent in Five' (Wk4). <b>Complete Day 2</b> and record in your book.  <b>Today's task:</b> <b>White Rose Maths website</b> (link above). <b>Go to Summer Term - Week 2 (w/c 27 April), Lesson 4 – Ordering money.</b>  <i>Remember to watch the clip first, then complete the sheet and finish by marking your work and editing (if necessary).</i>	<b>Designing a plant:</b> Today you are going to design a plant, ready to begin writing an information text about it (tomorrow). (Look at page 11) -Think about what type of plant it is – a tree, flower, weed, bush, vegetable or fruit. - What is each part of the plant like – the roots, stem, leaves, seeds and flowers? -In your book, draw a diagram of your plant, labelling each part with a brief description – for example: <i>Purple, long, oval shaped leaves</i> -Think of a name for your plant, where it likes to grow and how tall it becomes. Are there any other details to include? 	<b>Science: What did you find out? (see page 8,9 &amp;10)</b> Last week you set up an investigation to see what happened to your plant if it had either no water, warmth or light. If you haven't recorded your observations draw a diagram to show what happened to your plants or seeds. What did you discover? <b>Watch</b> <a href="https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/z98jpbk">https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/z98jpbk</a> <b>Task: Today you are going to be a TV presenter.</b> You can either give a talk to someone in your family – or you can film it and send it to me. I'd love to see what you have found out. Look at the presentation (pg 8&9) – 'What have you found out?' Use the planning sheet with the presentation to help you plan your TV programme. You will explain to your viewers how to look after their plants, explaining what they need to grow healthily. You can show the plants you used in your investigation as part of your discussion. Have fun!	<b>Other Times Tables websites:</b> <a href="http://www.timestables.me.uk/">http://www.timestables.me.uk/</a> <a href="https://urbrainy.com/mtc">https://urbrainy.com/mtc</a> <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>  <ul style="list-style-type: none"> <li>• <b>Spelling (see page 3)</b> Use the statutory spelling handwriting booklets to practise your statutory spellings.</li> </ul>

<p><b>Day 3</b></p>	<p><b>Maths Warmup – ‘Fluent in Five’</b> (Wk4). <b>Complete Day 3</b> and record in your book.</p> <p><b>Today’s task:</b></p> <p><b>MyMaths: Money Calculations.</b> Work through the lesson and complete the online homework. <b>Please read my message on MyMaths BEFORE completing the task.</b> 😊</p>	<p><b>Think back to the Information text you read on Monday.</b></p> <p><b>Today’s task:</b></p> <p>Today you will begin writing an information text about your plant.</p> <p>Look at the example text below (on page 12&amp;13) ‘The Purple Spider Eater’</p> <p>Use the ‘Information Text Plan’ to help you write the <u>‘Introduction, Appearance and Location’</u> paragraphs about your plant. Don’t forget to include a labelled diagram of your plant. Your text should be interesting and colourful to look at, with pictures and diagrams.</p>	<p><b>RE (linked with Quest) Viking Beliefs:</b></p> <p><b>Task 1:</b> Watch this <a href="https://www.bbc.co.uk/bitesize/clips/zyy9wx">https://www.bbc.co.uk/bitesize/clips/zyy9wx</a> and read through the information slides on pages 14&amp;15.</p> <p><b>Task 2:</b> Complete a mindmap in your book with ‘Viking Beliefs’ in the centre of your page. Record information that you have watched and read.</p> <p><b>Task 3:</b> Complete the ‘Viking Religion’ sheet on page 16 using information that you have learnt today.</p> <p><b>Quest and Music:</b></p> <p>Watch this song a couple of times and try and sing along to it. <a href="https://www.youtube.com/watch?v=CvkhUx2k5Qs">https://www.youtube.com/watch?v=CvkhUx2k5Qs</a></p>	<p><b>Other ongoing activities:</b></p> <ul style="list-style-type: none"> <li>Can you remember that we looked at Acts of Random Kindness (ARC) in school? Visit this website at look at the ‘home’ section. <a href="https://www.theschoolrun.com/random-acts-of-kindness-for-kids">https://www.theschoolrun.com/random-acts-of-kindness-for-kids</a> Try and choose a different act each day.</li> <li>Telling the time is a key life skill and we will be covering it later this year in Maths. Practise telling the time using an analogue clock to the nearest minute. Challenge: Begin to tell the time using the 24hr clock.</li> <li>Keep in contact with your friends. Have a chat and share some jokes.</li> <li>Have a go at some origami. This website has some step-by-step instructions to follow. <a href="https://www.origami-fun.com/origami-for-kids.html">https://www.origami-fun.com/origami-for-kids.html</a> (You can use an origami book to follow or other websites if you wish.)</li> </ul>
<p><b>Day 4</b></p>	<p><b>Maths Warmup – ‘Fluent in Five’</b> (Wk4). <b>Complete Day 4</b> and record in your book.</p> <p><b>Today’s task:</b></p> <p><b>MyMaths: Money Problems.</b> Work through the lesson and complete the online homework. <b>Please read my message on MyMaths BEFORE completing the task.</b> 😊</p>	<p><b>Today’s task:</b></p> <p>Today you will complete the information text about your plant. Look at the example text below (on page 12 &amp;13) ‘The Purple Spider Eater’.</p> <p>Use the ‘Information Text Plan’ to help you write the <u>‘Life-Cycle and Did You Know’</u> paragraphs about your plant.</p> <p>Don’t forget to include a diagram of the lifecycle if you can and check your work for any spelling or punctuation errors (especially non-negotiable punctuation please!).</p>	<p><b>French:</b> This week we are going to be revisit some of our French learning so far from this year. Please watch Alexa teach @ <a href="https://www.youtube.com/watch?v=hd0_GZHHWeE">https://www.youtube.com/watch?v=hd0_GZHHWeE</a> (Lesson 1 – Greetings – French with Alexa).</p> <p><b>TASK 1: Pause the video throughout and practise speaking French phrases.</b> The main aim is to practise your verbal French (pronunciation of words and phrases).</p> <p><b>Task 2: In your books please write in French:</b> ‘Hello and welcome. My name is _____. How are you today? I am _____.’ Then write the translation in English below.</p> <p><b>Task 3:</b> Complete ‘Unit 1 Bonjour’ sheet (page 17).</p>	
<p><b>Day 5</b></p>	<p>Well done Class 4 on reaching the final day of home learning for this week! You have 2 options today: A) Use today as a ‘catch up’ day if you are a little behind with the timetable of learning or B) further your learning by completing the activities outlined below. Have a great day 😊</p> <p><b>Maths Warmup – ‘Fluent in Five’</b> (Wk4). <b>Complete Day 5</b> and record in your book.</p> <p><b>Today’s task: Problem Solving</b></p> <p><b>Money Investigation (see page 18).</b> Choose *, ** or ***. You may even like to do them all!! 😊</p>	<p>Last week on the ‘message from Miss Brown’ page there was a poem called ‘A Teacher’s World’.</p> <p>Challenge Task: Can you write a poem, similar to mine, but this from a child’s (your) perspective. It doesn’t need to be as long as mine! <i>It would be great if you could email me your poems.</i></p>	<p><b>Finishing Time:</b></p> <p><b>Please use this afternoon to complete any tasks or unfinished work that you may need to do.</b> Some of you may still require more time for your Viking longship model, as I have seen/heard that some are quite big!!</p> <p>If you have finished all your work enjoy some free time. You could build a den and take some time to read in your quiet space or do a creative task (like origami) in your den.</p> <p>N.B. David Walliams is our new author of the term. Maybe you could read one of his books...😊</p> 	 

**TIMETABLE CLASS 4 WEEK 8**

Spellings → This week we are continuing to learn spellings that end with a 'shun' sound but are spelt with the suffix '-sion'.

You will notice that this weeks '-sion' spellings have root words that end in 'se'.

Rule = If the root word ends in 'se', take away the last letter (an 'e') and add the suffix '-sion'.

Root words ending in 'se' spellings:

revise → revision, confuse → confusion, tense → tension, immerse → immersion, televise → television, transfuse → transfusion, supervise → supervision, disperse → dispersion .

Which spellings should I learn?

Select the words in red from the boxes above;

**Groups 1 and 4:** 8 spellings and 2 Statutory words    **Group 2:** 6 spellings and 2 Statutory words    **Group 3:** 4 spellings and 2 Statutory words.

Statutory spellings are at the back of your purple spelling homework folder and in the spelling pack provided.

Please complete the table below with your chosen words or write them in your books.

Look, Say, Cover, Write and Check.	1	2	3	4

Spelling activity:

Pyramid Words

s  
sp  
spe  
spel  
spell  
spelli  
spellin  
spelling

Please ask a grown up or older sibling to test you on your weekly spellings and record them in your blue books.

## TIMETABLE CLASS 4 WEEK 8

A message from Miss Brown...

Hi Class 4!

I hope you have had a very good bank holiday weekend. A huge well done for completing another week of home learning! I have been very lucky to hear from more of you this week and am so pleased to see such a variety of work and also examples of additional activities and projects that you have been completing at home, both on your own and with your family.

This week I have set you a PSHE task (see Monday on the home learning timetable). Lots of you have mentioned to me that you are missing your peers and this is totally understandable during this tricky time. With your help, I am planning to make a collaboration of your messages for you all to see (a bit like a message board). Please can you complete Monday's PSHE task and email it to [class4.sch233@educ.somerset.gov.uk](mailto:class4.sch233@educ.somerset.gov.uk). I will then share all of your messages on the home learning timetable next week. Your messages can be handwritten or typed (see my example below).

As always Class 4... Keep up the great work! Remember that we ask you to try your best and remain positive. Look after yourselves and your family, stay active and keep on smiling!

Miss Brown ☺

Hello everyone! I can't wait to see you all again. I'm looking forward to PE lessons in the sunshine and playing games of rounders on the field. I hope to see you all soon.

Miss Brown x



# How Weeds Get Everywhere!

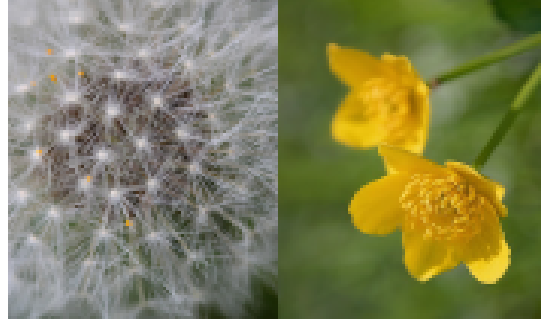
Ever wondered how weeds seem to get everywhere in our gardens? One minute your lawn can be lovely and green and the next it's covered - and I mean covered - in dandelions! Well, it's all to do with the clever way that plants reproduce, and spread their seeds far and wide to keep their species alive.

## Making the Seeds

So, how do the plants make so many seeds?

Many plants have female parts (including the ovule and stigma) and male parts (including the stamen). Bees and other insects are attracted to the flowers because of their lovely aromas and colours. While they're at the flower, they help move pollen from the male parts to the female parts in order to fertilise the plant. This process is called pollination. Sometimes the wind can also help with this.

Once the plant is fertilised, the seeds can grow. When this happens in a dandelion, the yellow flower turns into what we call a dandelion 'clock'. If you look closely at a dandelion clock, or 'seed head', it is full of dark coloured seeds with light, feathery, white tops that look like umbrellas.



## Fact File

- A weed is only a plant that someone does not want in their garden. They can be very pretty!
- Nettles can be used for making tea and medicines, so they are actually very useful.
- The world's largest weed is giant hogweed. It can grow up to 3.65m in height and have leaves that measure 91cm long.
- Some people think that if you hold a buttercup under your chin and the yellow reflects on your skin, it means that you like butter.

## Spreading the Seeds

So, how do the seeds get everywhere?  
This is the clever bit...

As we said before, dandelions make lots and lots of seeds. They all have feathery, white tops that look like umbrellas. This makes the seeds perfect for floating and flying through the air. So, all they need is the wind, which carries them off landing near and far – some up to 500m away from the parent plant. Before you know it, there are hundreds of seeds all over your lawn, which are all ready to germinate and make yet more dandelions. Other flowers and plants also have other clever ways of spreading their seeds, including putting them inside tasty fruit so that animals eat them. Eventually, the seeds come out of the other end in their poo and start to germinate!

1. Name one of the female parts of the flower.  
\_\_\_\_\_
  2. Name something mentioned in this text, other than bees and other insects, that can move pollen around in the flower to help with pollination.  
\_\_\_\_\_
  3. What is another name for a dandelion 'clock'?  
\_\_\_\_\_  
\_\_\_\_\_
  4. What is a good thing that nettles can be used for?  
\_\_\_\_\_  
\_\_\_\_\_
  5. What makes dandelion seeds good at floating in the air?  
\_\_\_\_\_  
\_\_\_\_\_
  6. Name another way mentioned in this text, apart from the wind, that seeds can be dispersed.  
\_\_\_\_\_  
\_\_\_\_\_
  7. What is the furthest distance a seed can float away from the parent dandelion?  
\_\_\_\_\_  
\_\_\_\_\_
  8. What does 'germinate' mean in the final paragraph?  
\_\_\_\_\_  
\_\_\_\_\_
  9. In paragraph two the author has written the contracted word **they're**. Write the full words without the apostrophe.  
\_\_\_\_\_  
\_\_\_\_\_
  10. In the first paragraph, what does the word 'reproduce' mean?  
\_\_\_\_\_  
\_\_\_\_\_
-

**Answers**

1. Name one of the female parts of the flower.

**Ovule or stigma**

2. Name something mentioned in this text, other than bees and other insects, that can move pollen around in the flower to help with pollination.

**Wind**

3. What is another name for a dandelion 'clock'?

**A seed head**

4. What is a good thing that nettles can be used for?

**Making tea or medicine**

5. What makes dandelion seeds good at floating in the air?

**Accept any reference to them being; light, feathery, like an umbrella.**

6. Name another way mentioned in this text, apart from the wind, that seeds can be dispersed.

**Through animal poo**

7. What is the furthest distance a seed can float away from the parent dandelion?

**500m/500metres**

8. What does 'germinate' mean in the final paragraph?

**Start to grow (from the seed)**

9. In paragraph two the author has written the contracted word they're. Write the full words without the apostrophe.

**They are**

10. In the first paragraph, what does the word 'reproduce' mean?

**To make more of / make another one / produce offspring.**





2 **What Do Plants Need?**

You have set up an investigation into what plants need to grow well. What question were you investigating?

What happens if a plant has no water?

Can a plant grow in the dark?

If a plant has no heat, will it still grow?

Or your own idea?

You have been observing your plant regularly, and now you are going to describe your observations, find the answer to your question and explain what you have found out.

3 **Describe Your Observations**

Now that the investigation is complete, you should do a final description of what you have observed.

Look at your plant now and your observation records.

What has happened to your plant?

Describe your observations using words, pictures or both.

**Challenge:** Add a scientific diagram of your plant. Include labels to show your key observations.

4 **Describe Your Observations**

Look at this example for some ideas:

Date	02/03/2015	03/03/2015	04/03/2015	05/03/2015	06/03/2015
Observations	Nothing has happened.	It has grown by 1cm.	The leaves look yellow.	It is 1cm taller.	The stem is turning white or yellow.

Describe what you have observed:

My plant has grown 2cm taller. It has turned white and yellow. The leaves are still small and haven't grown.



5

## Conclusion



Think about the question you were investigating. You should be able to answer it now.

Think about what has happened to your plant. Look at your plant and your observations and use your Recording Results Activity Sheet to answer your question!

Look back at your original prediction. What did you think would happen to your plant? Tell your partner. Using your observations, can you say whether your prediction was accurate?

When scientists have completed an investigation, they make a '**conclusion**'. This is a summary of what they have found out.

What is your **conclusion**? Talk to your partner and decide.



6

## What Have We Found Out?



Your investigations were all about the things that plants need to grow well. What have we found out about what plants need?



Can plants grow well without water?



Can plants grow well without light?



Can plants grow well without heat?

No they can't! They need water, light and heat in order to grow well, as well as air and room to grow.

7

## The Good Plant Growing Guide



Imagine that a television channel has asked you to create a gardening programme called 'The Good Plant Growing Guide'.

The programme will be all about growing plants healthily.

You will need to get into character as a scientist to explain your investigation and what you have found out.

You should explain what people need to do to make sure the plants in their garden grow well.

Use 'The Good Plant Growing Guide' Planning Sheet to prepare your programme.

You should practice acting out your programme so that you can present it to the class afterwards!



# The Good Plant Growing Guide

You have been asked to use your scientific findings to create a TV programme to show people how to look after their plants. You will work in a group to present your findings from your investigation. You must make sure you tell your audience what plants need to grow well. Use this plan to help you structure your ideas. *The words in italics give you examples for each section.*

1. Greet your audience and introduce yourselves.

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*Welcome to 'The Good Plant Growing Guide!' We are going to explain everything you need to know to look after your plants.*

2. Explain your investigation - what did you do? Tell the audience what you did with your plants and what you observed.

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*We put one plant in the dark for one week. We observed it and noticed that it got taller but went yellow and the leaves were smaller.*

3. Tell your audience what you found out about the things that plants need to grow well, and what they should do with their plants.

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*We found out that plants need light to grow well. Make sure you put your plants in a light place.*

4. Tell the audience any other facts they need and thank them for watching.

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*Thanks for watching! Good luck growing your plants!*

You might want to use some of these words and phrases to help you.

We would like to...	We decided to...	We observed...	We noticed...
We found out...	We discovered...	Make sure you...	Always...
light 	dark 	heat 	cold 
water 	dry 	grow 	leaves 

**EXAMPLE:** *Information Text Plan*

<i>Title</i>	<i>Name of Your Plant Eg The Purple Spider Eater</i>
<i>Introduction</i>	<i>The name of the plant and why it is called this.</i>
<i>Appearance</i>	<i>What it looks like - roots, stem leaves, flowers and seeds or fruits. How tall does it grow?</i>
<i>Location</i>	<i>Where does your plant grow? In woodlands, deserts, marshland or maybe in the rainforest?</i>
<i>Life-cycle</i>	<i>How does it make new plants - flowers, seeds, fruits or maybe it spreads new branches that take root in the ground?</i>
<i>Did you know?</i>	<i>An interesting fact to close eg is it the rarest, tallest, smallest plant.</i>

*Information Text Plan*

<i>Title</i>	<i>Name of Your Plant</i>
<i>Introduction</i>	
<i>Appearance</i>	
<i>Location</i>	
<i>Life-cycle</i>	
<i>Did you know?</i>	

EXAMPLE TEXT

The Purple Spider Eater

Introduction:

The Purple Spider Eater is an unusual plant that is known for its ability to capture and digest any spider that walks onto the petals of its large purple flower. It is closely related to the Venus Fly Trap and is a type of orchid.

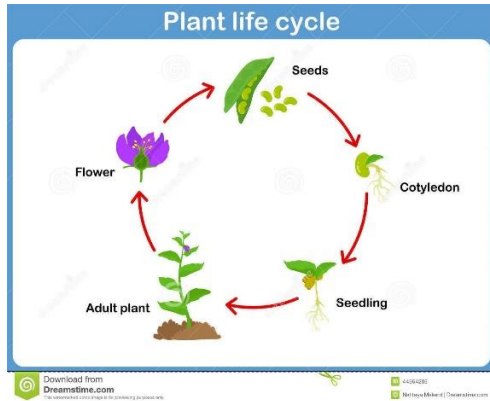
Appearance:

The Purple Spider Eater grows to between 20 and 25 cm tall. It has a thin spiny stem and small slender green leaves. Its flower is spectacular, with four large long curly petals that are edged with a frill. The centre of the flower holds the deep purple stamens that are covered in a sticky liquid that traps the spider. Once the spider is trapped, the petals fold inwards and the spider is digested. This gives the plant energy to make its seeds.



Location:

The Purple Spider Eater is found in three remote locations in the Amazon Rainforest, South America. It grows in damp, shady places near the base of trees.



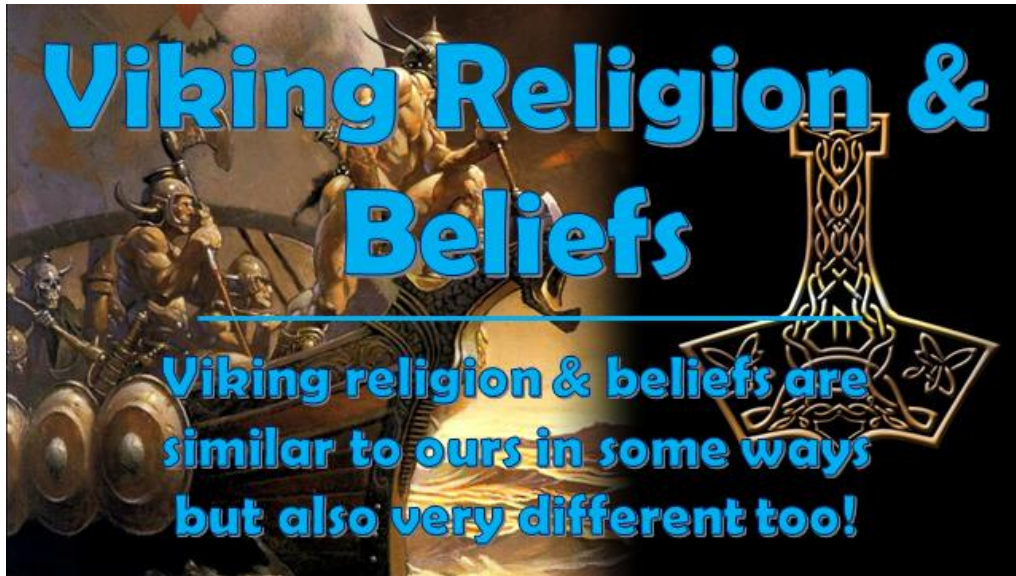
*Life-cycle:*

*The Purple Spider Eater is a flowering plant. After the flower has been pollinated, small seed pods form. When ripe, these spring open, flinging the seeds over a wide area. These will eventually grow into a new plant.*

*Did you Know?*

*Did you know the Purple Spider Eater is one of the world's rarest plants? The locations where it grows are kept secret in order to protect it. Conservationists are working hard to ensure that new plants thrive, so that it does not become extinct.*





## Vikings & Christianity:

- At the beginning, the Vikings were **Pagans**.
- They believed in **lots of different Gods**.
- People in **Britain** were **Christians**.
- When they raided & settled, Vikings came in contact with **Christianity**.
- Began to **adopt Christianity**.
- Soon most **Vikings** had become **Christians**.
- **Viking leaders** founded **churches** & put up painted **stone crosses**.
- Some **Vikings** continued to follow their **old religion**.



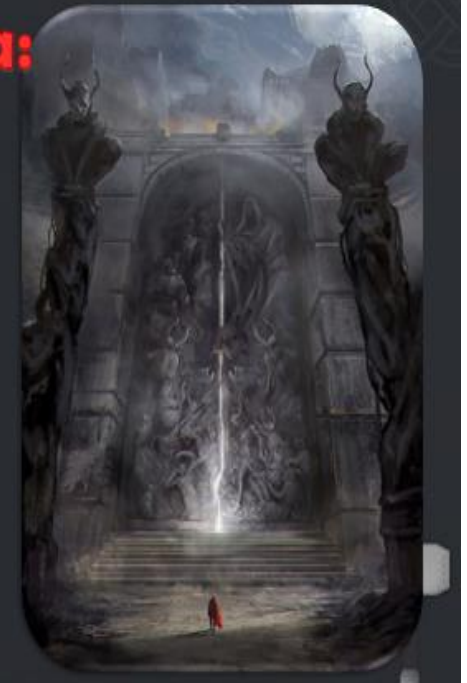
## Viking Myths & Gods:

- The Vikings told many **stories & myths**.
- Mostly about **gods**, giants, trolls & dragons.
- These stories became known as **Norse myths**.
- The main **3 Gods** they worshipped were: **Thor, Odin & Freyr**.
- Each was believed to have an **important role** in everyday life for Vikings.
- Some of the **Viking myths** about Gods were **stranger** than others.
- One involves **Thor** trying to prove his **strength** to the Giant King by trying to lift a **giant cat**.
- ...he failed in doing so!



## The dead & Valhalla:

- Viking's aim of death was to reach **Valhalla**.
- **Valhalla** - a **great hall** in the **afterlife** where great warriors went.
- The only way to get there was **dying in battle**.
- Otherwise you could end up in the **underworld**.
- Warriors were brought to Valhalla by **Odin's warrior-maidens, the Valkyries**.
- Dead people were **buried or cremated** with some of their **belongings**.
- Some **Vikings chiefs** were given **ship-burials**.
- Buried with weapons, animals, etc.





## Viking Myth #1 - Odin's Eye:

- **Odin** was the **Father of the Gods**.
- When on **Midgard**, he decided he wanted to **know everything** so he could stay on Asgard.
- He needed **True Wisdom**.
- To get this he needed to drink from a **well** guarded by **Mimir**.
- To drink from it **required a price**.
- He met a **Giant** on the way & had to answer **3 riddles** to know where the well was.
- To drink he had to give Mimir his **right eye**.
- He gave his right eye & **drank** from the well.
- He could then **see everything: past & future**.



## Viking Myth #2 - Sif's Golden Hair:

- **Sif** was **Thor's wife** & she loved her hair.
- **Loki** knew this so he sneakily decided to **cut her hair off** while she **slept**.
- Thor returned to Asgard to find this had happened.
- When he heard Loki did it, he was **furious**.
- Loki was **ordered by Odin** to **restore Sif's hair**.
- Loki travelled through the realms to the **Dwarves**.
- He got them to make a **gold bar** into **threads**.
- Loki returned to Asgard with the **gold threads**.
- Sif had her **golden hair** returned.



# Viking Religion

**In the beginning, most Vikings were Pagans.  
What did this mean?**

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**What did the Vikings believe about death and  
the underworld?**

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**Why did the Vikings eventually convert to  
Christianity?**

**Do you think this would have been easy?**

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**Which do you think was the most important Viking God/Goddess and why?**

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**Why would a Viking have preferred to die in  
battle than to die in bed?**

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## Unit 1 Bonjour

### 1. Word search

B O K A W X N J C Y Q J T P A J E V I Q  
 O O P T U O H U J G S E U Y W P D I V L  
 V Y N X N R Q M P B G M L T O G L D D U  
 Y H E J J H E Z Z I N A A D X F B U F S  
 V L P J O I R V W E X P S D S V X Q S A  
 V O C Q O U E A O N A P X L F Y A Q F O  
 S C H T A I R K C I O E B O Z **M E R C I**  
 G L T O L O C E M U R L L D S Z N P X D  
 C E U S Z U X L U R P L K Z B P E K Y W  
 W I G X V W A U W T I E C A V A A X T F

merci  
 bonjour  
 salut  
 au revoir  
 a plus  
 je m'appelle  
 ca va  
 bien  
 et toi  
 oui

### 2. Unscramble

- a) pslau = a plus
- b) jruonbo = .....
- c) eavurroi = .....
- d) jpe'apmlele = .....

### 3. Match up

- |                         |   |                     |
|-------------------------|---|---------------------|
| a plus                  | • | my name is          |
| Comment tu t'appelles ? | • | I am very well.     |
| je m'appelle            | • | What is your name?  |
| Bonjour, ça va ?        | • | I am not fine.      |
| Ça va très bien.        | • | Hello, how are you? |
| Ça ne va pas.           | • | see you later       |
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Day 5 – Maths – Money Investigation. Choose \*, \*\* or \*\*\* challenge

Money, Money, Money Investigation



1. Using two of the coins each time, how many different amounts can you make?

Show which coins you used to make the totals and give each amount in pounds.

2. When you have found all the possible amounts, put them in order from lowest to highest.

Money, Money, Money Investigation



1. Using three of the coins each time, how many different amounts can you make?

Show which coins you used to make the totals and give each amount in pounds.

2. When you have found all the possible amounts, put them in order from lowest to highest.

Money, Money, Money Investigation



1. Using three of the coins or notes each time, how many different amounts can you make?

Show which coins or note you used to make the totals and give each amount in pounds.

2. When you have found all the possible amounts, put them in order from lowest to highest.



Money, Money, Money Investigation Answers



1. Using two coins each time, how many different amounts can you make?  
Show which coins you use to make the totals and give each amount in pounds.

Answers can be given in any order but must show the coins used and give the total amount in pounds.

- 1p + 2p = 3p = £0.03
- 1p + 5p = 6p = £0.06
- 1p + 10p = 11p = £0.11
- 1p + 20p = 21p = £0.21
- 1p + 50p = 51p = £0.51
- 1p + £1 = £1 and 1p = £1.01
- 10p + 20p = 30p = £0.30
- 10p + 50p = 60p = £0.60
- 10p + £1 = £1 and 10p = £1.10
- 20p + 50p = 70p = £0.70
- 20p + £1 = £1 and 20p = £1.20

- 2p + 5p = 7p = £0.07
- 2p + 10p = 12p = £0.12
- 2p + 20p = 22p = £0.22
- 2p + 50p = 52p = £0.52
- 2p + £1 = £1 and 2p = £1.02
- 5p + 10p = 15p = £0.15
- 5p + 20p = 25p = £0.25
- 5p + 50p = 55p = £0.55
- 5p + £1 = £1 and 5p = £1.05
- 50p + £1 = £1 and 50p = £1.50

2. When you have found all the possible amounts, put them in order from lowest to highest.

- £0.03
- £0.06
- £0.07
- £0.11
- £0.12
- £0.15
- £0.21
- £0.22
- £0.25
- £0.30
- £0.51
- £0.52
- £0.55
- £0.60
- £0.70
- £1.01
- £1.02
- £1.10
- £1.20
- £1.50

Money, Money, Money Investigation Answers



1. Using three coins each time, how many different amounts can you make?  
Show which coins you use to make the totals and give each amount in pounds.

Answers can be given in any order but must show the coins used and give the total amount in pounds.

- 1p + 2p + 5p = 8p = £0.08
- 1p + 2p + 10p = 13p = £0.13
- 1p + 2p + 20p = 23p = £0.23
- 1p + 2p + 50p = 53p = £0.53
- 1p + 2p + £1 = £1 and 3p = £1.03
- 1p + 5p + 10p = 16p = £1.16
- 1p + 5p + 20p = 26p = £1.26
- 1p + 5p + 50p = 56p = £0.56
- 1p + 5p + £1 = £1 and 6p = £1.06
- 1p + 10p + 20p = 31p = £0.31
- 1p + 10p + 50p = 61p = £0.61
- 1p + 10p + £1 = £1 and 11p = £1.11
- 1p + 20p + 50p = 71p = £0.71
- 1p + 20p + £1 = £1 and 21p = £1.21
- 1p + 50p + £1 = £1 and 51p = £1.51
- 2p + 5p + 10p = 17p = £0.17
- 2p + 5p + 20p = 27p = £0.27
- 2p + 5p + 50p = 57p = £0.57
- 2p + 5p + £1 = £1 and 7p = £1.07
- 2p + 10p + 20p = 32p = £0.32
- 2p + 10p + 50p = 62p = £0.62
- 2p + 10p + £1 = £1 and 12p = £1.12
- 2p + 20p + 50p = 72p = £0.72
- 2p + 20p + £1 = £1 and 22p = £1.22
- 2p + 50p + £1 = £1 and 52p = £1.52
- 5p + 10p + 20p = 35p = £0.35
- 5p + 10p + 50p = 65p = £0.65
- 5p + 10p + £1 = £1 and 15p = £1.15
- 5p + 20p + 50p = 75p = £0.75
- 5p + 20p + £1 = £1 and 25p = £1.25
- 5p + 50p + £1 = £1 and 55p = £1.55
- 10p + 20p + 50p = 80p = £0.80
- 10p + 20p + £1 = £1 and 30p = £1.30
- 10p + 50p + £1 = £1 and 60p = £1.60
- 20p + 50p + £1 = £1 and 70p = £1.70

2. When you have found all the possible amounts, put them in order from lowest to highest.

- £0.08
- £0.13
- £0.23
- £0.31
- £0.32
- £0.35
- £0.53
- £0.56
- £0.57
- £0.61
- £0.62
- £0.65
- £0.71
- £0.72
- £0.75
- £0.80
- £1.03
- £1.06
- £1.07
- £1.11
- £1.12
- £1.15
- £1.16
- £1.17
- £1.21
- £1.22
- £1.25
- £1.30
- £1.51
- £1.52
- £1.55
- £1.60
- £1.70

Money, Money, Money Investigation Answers



1. Using three coins or notes each time, how many different amounts can you make?  
Show which coins or note you use to make the totals and give each amount in pounds.

Answers can be given in any order but must show the coins used and give the total amount in pounds.

- 1p + 2p + 5p = 8p = £0.08
- 1p + 2p + 10p = 13p = £0.13
- 1p + 2p + 20p = 23p = £0.23
- 1p + 2p + 50p = 53p = £0.53
- 1p + 2p + £1 = £1 and 3p = £1.03
- 1p + 5p + 10p = 16p = £1.16
- 1p + 5p + 20p = 26p = £1.26
- 1p + 5p + 50p = 56p = £0.56
- 1p + 5p + £1 = £1 and 6p = £1.06
- 1p + 10p + 20p = 31p = £0.31
- 1p + 10p + 50p = 61p = £0.61
- 1p + 10p + £1 = £1 and 11p = £1.11
- 1p + 20p + 50p = 71p = £0.71
- 1p + 20p + £1 = £1 and 21p = £1.21
- 1p + 50p + £1 = £1 and 51p = £1.51
- 1p + 50p + £2 = £2 and 51p = £2.51
- 1p + 50p + £5 = £5 and 51p = £5.51
- 1p + £1 + £2 = £3 and 1p = £3.01
- 1p + £1 + £5 = £6 and 1p = £6.01
- 1p + £2 + £5 = £7 and 1p = £7.01
- 2p + 5p + 10p = 17p = £0.17
- 2p + 5p + 20p = 27p = £0.27
- 2p + 5p + 50p = 57p = £0.57
- 2p + 5p + £1 = £1 and 7p = £1.07
- 2p + 5p + £2 = £2 and 7p = £2.07
- 2p + 5p + £5 = £5 and 7p = £5.07
- 2p + 10p + 20p = 32p = £0.32
- 2p + 10p + 50p = 62p = £0.62
- 2p + 10p + £1 = £1 and 12p = £1.12
- 2p + 10p + £2 = £2 and 12p = £2.12
- 2p + 10p + £5 = £5 and 12p = £5.12
- 2p + 20p + 50p = 72p = £0.72
- 2p + 20p + £1 = £1 and 22p = £1.22
- 2p + 20p + £2 = £2 and 22p = £2.22
- 2p + 20p + £5 = £5 and 22p = £5.22
- 2p + 50p + £1 = £1 and 52p = £1.52
- 2p + 50p + £2 = £2 and 52p = £2.52
- 2p + 50p + £5 = £5 and 52p = £5.52
- 2p + £1 + £2 = £3 and 2p = £3.02
- 2p + £1 + £5 = £6 and 2p = £6.02
- 2p + £2 + £5 = £7 and 2p = £7.02
- 5p + 10p + 20p = 35p = £0.35
- 5p + 10p + 50p = 65p = £0.65
- 5p + 10p + £1 = £1 and 15p = £1.15
- 5p + 10p + £2 = £2 and 15p = £2.15
- 5p + 10p + £5 = £5 and 15p = £5.15
- 5p + 20p + 50p = 75p = £0.75
- 5p + 20p + £1 = £1 and 25p = £1.25
- 5p + 20p + £2 = £2 and 25p = £2.25
- 5p + 20p + £5 = £5 and 25p = £5.25
- 5p + 50p + £1 = £1 and 55p = £1.55
- 5p + 50p + £2 = £2 and 55p = £2.55
- 5p + 50p + £5 = £5 and 55p = £5.55
- 5p + £1 + £2 = £3 and 5p = £3.05
- 5p + £1 + £5 = £6 and 5p = £6.05
- 5p + £2 + £5 = £7 and 5p = £7.05
- 10p + 20p + 50p = 80p = £0.80
- 10p + 20p + £1 = £1 and 30p = £1.30
- 10p + 20p + £2 = £2 and 30p = £2.30
- 10p + 20p + £5 = £5 and 30p = £5.30
- 10p + 50p + £1 = £1 and 60p = £1.60
- 10p + 50p + £2 = £2 and 60p = £2.60
- 10p + 50p + £5 = £5 and 60p = £5.60
- 10p + £1 + £2 = £3 and 10p = £3.10
- 10p + £1 + £5 = £6 and 10p = £6.10
- 10p + £2 + £5 = £7 and 10p = £7.10
- 20p + 50p + £1 = £1 and 70p = £1.70
- 20p + 50p + £2 = £2 and 70p = £2.70
- 20p + 50p + £5 = £5 and 70p = £5.70
- 20p + £1 + £2 = £3 and 20p = £3.20
- 20p + £1 + £5 = £6 and 20p = £6.20
- 20p + £2 + £5 = £7 and 20p = £7.20
- 50p + £1 + £2 = £3 and 50p = £3.50
- 50p + £1 + £5 = £6 and 50p = £6.50
- 50p + £2 + £5 = £7 and 50p = £7.50
- £1 + £2 + £5 = £8

2. When you have found all the possible combinations, put them in order from smallest to largest.

- £0.08
- £0.13
- £0.17
- £0.23
- £0.27
- £0.31
- £0.32
- £0.35
- £0.53
- £0.56
- £0.57
- £0.61
- £0.62
- £0.65
- £0.71
- £0.72
- £0.75
- £1.03
- £1.06
- £1.11
- £1.12
- £1.15
- £1.16
- £1.17
- £1.21
- £1.22
- £1.25
- £1.51
- £1.52
- £1.55
- £1.60
- £1.70
- £2.03
- £2.06
- £2.07
- £2.11
- £2.12
- £2.15
- £2.21
- £2.22
- £2.25
- £2.26
- £2.27
- £2.30
- £2.31
- £2.51
- £2.52
- £2.55
- £2.60
- £2.70
- £3.01
- £3.02
- £3.05
- £3.10
- £3.20
- £3.30
- £3.50
- £5.03
- £5.06
- £5.07
- £5.11
- £5.12
- £5.15
- £5.21
- £5.22
- £5.25
- £5.30
- £5.31
- £5.51
- £5.52
- £5.55
- £5.56
- £5.60
- £5.61
- £6.02
- £6.05
- £6.10
- £6.20
- £6.50
- £6.51
- £6.52
- £6.55
- £6.56
- £6.60
- £6.61
- £6.70
- £6.71
- £6.72
- £6.75
- £7.02
- £7.05