





KEEP ACTIVE 😊 STAY HEALTHY 😊 HAVE FUN AND SMILE 😊

Choose exercise activities that you enjoy and aim to take part in 30 minutes of physical activity each day to help stay fit and healthy.

	<p>Maths (60 mins each day) This is the final week of focussing on ‘telling the time’. Please see the White Rose Maths sheets and answers (below) for each day this week.</p> <p>Remember to apply your knowledge of the key facts and rhyme that you learnt last week to support you.</p>	<p>Literacy (60 mins each day) This week our Literacy work links with our history learning about the Vikings. We are focusing on practising our reading skills and developing our Spelling, Punctuation and Grammar (SPaG) knowledge.</p> <p><u>Remember Year 4 writing should include:</u> CL . , ! ? ‘ “ ”</p>	<p>Other (60 mins each day) <u>Optional brain and movement breaks:</u> Choose a BBC Supermovers Maths workout. https://www.bbc.co.uk/teach/supermovers/ks2-maths-collection/z7frpg8 Choose a BBC Supermovers English workout. https://www.bbc.co.uk/teach/supermovers/ks2-english-collection/zmv4scw</p>	<p>Ongoing Please continue with learning/ further developing your new skill to share with the class upon return to school.</p>
<p>Day 1</p>	<p>Maths Warmup – see resource called ‘Flashback 4’ on the class webpage. Complete Day 1 and record in your book.</p> <p>Today’s task: White Rose Maths sheet – Hours, minutes and seconds (pages 5&6). Apply the key facts and rhyme that you learnt last week and have a go at completing the sheets. I have attached a copy of the answers (p.7) for you/a family member to mark. Please then self-edit your work (if needed).</p>	<p>Focus: Reading (Word Meaning & SPaG) Today’s lesson: Open the document on the class webpage called ‘What did the Vikings eat and drink?’ You will also need access to a dictionary (<i>an online dictionary will be ok</i>).</p> <p>TASK 1: Read the information carefully.</p> <p>TASK 2: Go to page 17 of this document and answer the word meaning and SPaG questions.</p> <p>TASK 3: Now that you have gained lots of knowledge about food and drink in the Viking age, your task is to design a menu for a Viking feast. <i>There is no set way to present your menu – be creative. You may choose to use the computer or handwrite it. 😊</i></p> <p>Remember to practise your spellings and read daily.</p>	<p>PE: Please see activity cards on page 27. Have a go at ‘Rock, paper, scissor tag’ and ‘Buckaroo’. You could also enjoy physical activity games on the ‘PE with Mr P’ YouTube channel.</p> <p>MUSIC – TASK 1: Learn this song and the actions 😊 https://www.singup.org/singupathome/wiggle-jiggle Once you have learned this song you can use it as a movement break to ‘break up’ your learning throughout the week. Remember it is so important to keep active whilst learning. Have fun and enjoy! 😊</p> <p>TASK 2: Challenge: Can you make up your own action song? It can be to your favourite song. Write it down (or video it) and you could send it to me via email.</p> <p>OPTIONAL – TASK 3: Listen to David Walliams’ podcast. Click here: http://marvellousmusicalpodcast.com/ Scroll down to the bottom of the webpage and listen to a podcast of your choice. You may wish to listen to this at bedtime 😊</p>	<ul style="list-style-type: none"> Reading to an adult, every day for 15 mins. Please record in your reading record. Times tables practice every day for 10 mins. Use the Maths Frame website. Adjust the difficulty by changing the time interval. https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check
<p>Day 2</p>	<p>Maths Warmup – see resource called ‘Flashback 4’ on the class webpage. Complete Day 2 and record in your book.</p> <p>Today’s task: White Rose Maths sheet – Years, months, weeks and days (pages 8&9). Apply the key facts and rhyme that you learnt last week and have a go at completing the sheets. I have attached a copy of the answers (p.10) for you/a family member to mark. Please then self-edit your work (if needed).</p>	<p>Focus: Reading (Comprehension) Today’s lesson: Have a look at the information page on page 18 about Viking food and drink.</p> <p>TASK 1: Answer the questions on page 19 about the information that you have just read.</p> <p>TASK 2: Summarising. Summarise the information that you have found out during the past two days about Viking food and drink. <i>There are many ways that you could present this task e.g. an information text, a leaflet, a pop-up book, a PowerPoint or a film. You could include pictures and use labels to help explain 😊</i></p> <p>Remember to practise your spellings and read daily.</p>	<p>Science: Today you are going on a plant treasure hunt. Scroll down to the worksheet below on page 28.</p> <p style="text-align: center;">Plants and Flowers Hunt Sheet</p> <p>Find as many different plants and flowers as you can. How many can you identify?</p> 	<p>Other Times Tables websites: http://www.timestables.me.uk/ https://urbrainy.com/mtc https://www.topmarks.co.uk/maths-games/hit-the-button</p> <ul style="list-style-type: none"> Spelling (see page 3) Use the statutory spelling handwriting booklets to practise your statutory spellings.

<p>Day 3</p>	<p>Maths Warmup – see resource called ‘Flashback 4’ on the class webpage. Complete Day 3 and record in your book.</p> <p>Today’s task:</p> <p>White Rose Maths sheet – Analogue to digital – 12 hour (pages 11&12).</p> <p>Apply the key facts and rhyme that you learnt last week and have a go at completing the sheets. I have attached a copy of the answers (p.13) for you/a family member to mark. Please then self-edit your work (if needed).</p>	<p>Focus: SPaG Today’s lesson: Punctuation Practice</p> <p>TASK 1: Revise how to punctuate speech by watching https://www.youtube.com/watch?v=d1HWaT6494w</p> <p>Optional: For a more detailed explanation of using speech marks you may wish to watch: https://www.youtube.com/watch?time_continue=3&v=6-YFmLctwDY&feature=emb_logo</p> <p>TASK 2: Correct the punctuation in the conversation between Ingrid and Knut (see page 20). You can copy the conversation out into your exercise book.</p> <p>CHALLENGE: Make up your own Viking conversation and write it out. Remember to punctuate it correctly.</p> <p>Remember to practise your spellings and read daily.</p>	<p>Design and Technology (Cooking): <i>In Literacy this week we have been learning about food and drink that the Vikings consumed. Can you remember the type of bread they made and ate? Answer – Rye bread.</i></p> <p>Today’s lesson: Making Rye Bread ☺</p> <p>Click on this link: https://www.bbcgoodfood.com/recipes/rye-bread (If you have a preferred recipe for rye bread, please do use it!) I am hoping that you’ll be able to find these ingredients in the supermarket and that flour won’t be completely wiped from the shelves! Follow the instructions carefully and have a go at making rye bread. This will be a fantastic opportunity for you to apply your ‘telling the time’ and measuring skills! Have fun and remember to share your tasty treat with your family. Please do let me know how you get on...Photographs of your finished product via email would be great. ☺</p>  <p><i>For extra information about Viking food visit http://www.bbc.co.uk/history/ancient/vikings/food_01.shtm!</i></p>	<p>Other ongoing activities:</p> <ul style="list-style-type: none"> Keep in contact with your friends and relatives. Tell them a joke, share a performance (singing, dancing, gymnastics etc.) and make sure that they are ok. Lego enthusiasts: Can you make a flower using Lego?  <ul style="list-style-type: none"> There has been some news recently to do with space. Did you see the rocket launched from America pass over your home? <p>If you enjoy stargazing and spending time outside, you may like to observe the moon over a week or two (if you can see it!). Can you draw what it looks like each night?</p> 
<p>Day 4</p>	<p>Maths Warmup – see resource called ‘Flashback 4’ on the class webpage. Complete Day 4 and record in your book.</p> <p>Today’s task:</p> <p>White Rose Maths sheet – Analogue to digital – 24 hour (pages 14&15).</p> <p>Apply the key facts and rhyme that you learnt last week and have a go at completing the sheets. I have attached a copy of the answers (p.16) for you/a family member to mark. Please then self-edit your work (if needed).</p>	<p>Focus: Reading (Comprehension)</p> <p>Today’s lesson: Have a look at the information text called ‘Victorious Vikings’ on page 21.</p> <p>TASK 1: After reading the information, answer the questions on page 22&23. Remember to write your answers in full sentences.</p> <p><i>The answers are on page 24.</i></p> <p>Remember to practise your spellings and read daily.</p>	<p>French: <i>Firstly, cast your mind back to our last French lesson. Can you remember how to say; mother, father, sister and brother? Practise speaking these words aloud (flick back through your book or watch the video again to remind you, if needed. https://www.youtube.com/watch?v=L5-3kpXaEi4&list=PLV1-QgpUU7N1GELwW4K_HwkY8m8Eu2PI2&index=2&t=0s).</i></p> <p>Today’s lesson: Family words in French (Part 2)</p> <p>Watch https://www.youtube.com/watch?v=1wAiFabg8ew&list=PLV1-QgpUU7N1GELwW4K_HwkY8m8Eu2PI2&index=2 (The relevant vocabulary that you need to know today is; aunt, uncle, cousin, grandmother and grandfather. You can skip past the other vocab.) <u>Make sure you pause the video and practise speaking the key vocab.</u></p> <p>TASK: Complete the French ‘La Famille’ sheet on page 29.</p> <p>Quest/Art: Viking coins.</p> <p>TASK 1: Read the information on page 30 about Viking coins. Extra information about coins: https://www.vikingsof.me/coin-mint.html .</p> <p>TASK 2: Complete the activity on page 30. Don’t worry if you don’t have clay, be creative and make coins using other materials that you have available.</p>	
<p>Day 5</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>Maths Warmup – see resource called ‘Flashback 4’ on the class webpage. Complete Day 5 and record in your book.</p> <p>Today’s task: Play Maths ‘time’ games: https://www.turtlediary.com/quiz/reading-clocks.html (scroll down to bottom for quiz) https://www.topmarks.co.uk/Flash.aspx?activity25 (‘time problems’ adventure game) https://www.topmarks.co.uk/mathsgames/7-11-years/measures (choose any ‘time’ game)</p>	<p>Today’s lesson: Book review</p> <p>Think about all the books you have been reading recently. Do you have a favourite? Complete either the fiction or non-fiction book review (pages 25&26), or make your own book review in your exercise book. I’d love to know your recommendations ☺</p> <p>Remember to complete your spelling test today! ☺</p>	<p>Finishing Time:</p> <p>Please use this afternoon to complete any tasks or unfinished work that you may need to do.</p> <p>If you have finished all of your work, you could continue practising your new skill or enjoy some of the activities from the half term pack on the class webpage.</p> <p>Have a fantastic weekend! ☺</p>	

TIMETABLE CLASS 4 WEEK 12

Spellings → *This week we are identifying and learning to spell words which end with the /g/ sound but are spelt /gue/.*

Spelling words with the /g/ sound spelt as /gue/:

league, tongue, plague, vague, prologue, monologue, fatigue, rogue, synagogue, intrigue, colleague, analogue and catalogue.

Which spellings should I learn?

Select the words from the box 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 book.

Spelling activity: Pyramid Words.

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

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 12

A message from Miss Brown...

Hello Class 4!

I hope that you are all ok and that you have had a good weekend. It was so lovely to see so many of you come together for our Class 4 Zoom session. I hope that you enjoyed seeing each other too. You will have probably heard on the news that sadly we won't be returning to school as a class before September ☹️. This makes our class Zoom sessions even more special and I look forward to continuing them weekly 😊. Please keep your eyes peeled for the next invite via ParentMail.

Lots of you have been contacting me again this week to share your super work. I am so pleased with all of the hard work that you are putting into your home learning and you should be proud of yourself for your fantastic efforts. As always, please do continue to contact me if you need anything via the class email address. (class4.sch233@educ.somerset.gov.uk).

Thank you to all of you who have contributed towards the class poem as part of last week's PSHE task. I look forward to sharing the collaborated poem with you all very soon.

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 😊

KEEP
Smiling
YOU ARE
Amazing



Hours, minutes and seconds

- 1 Sort the activities into the table depending on approximately how long each one takes to complete.

travel to school wash and dry laundry get dressed

travel to the Moon watch a TV show listen to a song

eat a small chocolate bar sneeze write your name

Less than 10 seconds	
Less than 1 minute	
Less than 5 minutes	
Less than 1 hour	
More than 1 hour	

- 2 Complete the statements.

a) one minute = seconds b) 1 hour = minutes

2 minutes = seconds 5 hours = minutes

4 minutes = seconds ten hours = minutes

eighty minutes = seconds 15 hours = minutes

c) one day = hours d) 1 minute = seconds

3 days = hours 1 hour = minutes

12 days = hours 1 hour = seconds

thirty days = hours 2 hours = seconds

How did you work this out? Talk about it with a partner.



- 3 Write <, > or = to complete the statements.

5 minutes 5 seconds

5 minutes 50 seconds

5 minutes 500 seconds

$\frac{1}{2}$ hour 60 minutes

$\frac{1}{2}$ hour 6 minutes

30 minutes $\frac{1}{2}$ hour

- 4 Huan ran a race in 3.5 minutes.

Eva ran the race in 312 seconds.

Who was quicker?

_____ was quicker.

How much quicker were they?

minute seconds quicker

5 The time is 10 past 3



Draw hands on the clocks to show what time it will be:

a) In 10 minutes



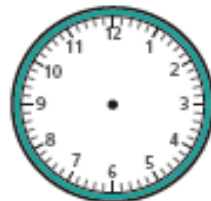
c) In 120 seconds



b) In 60 minutes



d) In 1.5 hours



6 Scott, Esther and Dani timed how long it took to have a shower.

Scott = $\frac{1}{10}$ hour Esther = 315 seconds Dani = 3 mins 27 secs

How long did it take them in total? seconds

What was the difference between the longest and shortest times?

minutes seconds



7 Brett, Annie, Aisha and Filip are going on holiday. Here are the total lengths of their journeys.

Brett	12 hours longer than Filip
Annie	$1\frac{1}{4}$ days
Aisha	twice as long as Brett
Filip	360 minutes

Work out how many hours it took each person.

Place them in order from the shortest to the longest journey.

Name	Time
shortest journey _____	<input type="text"/> hours
_____	<input type="text"/> hours
_____	<input type="text"/> hours
longest journey _____	<input type="text"/> hours

Hours, minutes and seconds



1 Sort the activities into the table depending on approximately how long each one takes to complete.

- travel to school
- wash and dry laundry
- get dressed
- travel to the Moon
- watch a TV show
- listen to a song
- eat a small chocolate bar
- sneeze
- write your name

e.g.

Less than 10 seconds	sneeze <i>write your name</i>
Less than 1 minute	<i>eat a small chocolate bar</i>
Less than 5 minutes	<i>get dressed</i> <i>listen to a song</i>
Less than 1 hour	<i>travel to school</i> <i>watch a TV show</i>
More than 1 hour	<i>travel to the Moon</i> <i>wash and dry laundry</i>

2 Complete the statements.

- a) one minute = seconds b) 1 hour = minutes
 2 minutes = seconds 5 hours = minutes
 4 minutes = seconds ten hours = minutes
 eighty minutes = seconds 15 hours = minutes

- c) one day = hours d) 1 minute = seconds
 3 days = hours 1 hour = minutes
 12 days = hours 1 hour = seconds
 thirty days = hours 2 hours = seconds

How did you work this out? Talk about it with a partner.

3 Write <, > or = to complete the statements.

- 5 minutes 5 seconds
 5 minutes 50 seconds
 5 minutes 500 seconds
 $\frac{1}{2}$ hour 60 minutes
 $\frac{1}{2}$ hour 6 minutes
 30 minutes $\frac{1}{2}$ hour

4 Huan ran a race in 3.5 minutes.

Eva ran the race in 312 seconds.

Who was quicker?

Huan was quicker.

How much quicker were they?

minute seconds quicker

© White Rose Maths 2020

5 The time is 10 past 3



Draw hands on the clocks to show what time it will be:

a) in 10 minutes



c) in 120 seconds



b) in 60 minutes



d) in 1.5 hours



6 Scott, Esther and Dani timed how long it took to have a shower.

Scott = $\frac{1}{10}$ hour Esther = 315 seconds Dani = 3 mins 27 secs

How long did it take them in total? seconds

What was the difference between the longest and shortest times?

minutes seconds

7 Brett, Annie, Alisha and Filip are going on holiday.

Here are the total lengths of their journeys.

- Brett 12 hours longer than Filip
- Annie $1\frac{1}{4}$ days
- Alisha twice as long as Brett
- Filip 360 minutes

Work out how many hours it took each person.

Place them in order from the shortest to the longest journey.

	Name	Time
shortest journey	<u>Filip</u>	<input type="text" value="6"/> hours
	<u>Brett</u>	<input type="text" value="18"/> hours
	<u>Annie</u>	<input type="text" value="30"/> hours
longest journey	<u>Alisha</u>	<input type="text" value="36"/> hours



Years, months, weeks and days

1 Sort the months into the table.

January April July October
 February May August November
 March June September December

Less than 30 days	30 days	31 days

2 2020 is a leap year.

a) How many days will there be in 2020? days

There will be 366 days in the year 2040

b) Do you agree with Whitney? _____
 Explain your answer.

3



Is this always true, sometimes true or never true?

Tick your answer.

always true
 sometimes true
 never true

Prove your answer.

4

Write <, > or = to complete the statements.

- 1 week 7 days
- 15 days 2 weeks
- 15 days 1 month
- 360 days 1 year
- 360 weeks 1 year
- 12 months 1 year
- 20 months 2 years
- 40 months 3 years



5 Complete the tables.

Weeks	Days
2	
4	
8	
80	
40	
28	

Days	Weeks
	1
	3
	10
	9
	13
	36

6

September						
M	T	W	Th	F	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

a)

Jack  My birthday is on the third Friday of September.

When is Jack's birthday?

Date: Month _____

b)

Amir  My birthday is on the same date as Jack's but in August.

When is Amir's birthday?

Date: Month _____

7

Tim is three times as old as Anna.
George is 4 months older than Anna.
Anna is 2 years and 2 months old.
What is their combined age?

years months

8

Jack, Annie and Alex went for a run together on Tuesday 5 January.

Jack ran every 2 days after that.

Alex ran every 3 days after that.

a) How many more times in January will Jack and Alex run together on the same day?

more times

b) Annie only runs on Tuesdays.

When is the next time that all three friends will run together on the same day?



Years, months, weeks and days



1 Sort the months into the table.

January April July October
February May August November
March June September December

Less than 30 days	30 days	31 days
February	April June September November	January March May July August October December

2

2020 is a leap year.



a) How many days will there be in 2020?

366 days



There will be 366 days in the year 2020

b) Do you agree with Whitney? Yes
Explain your answer.



3



2 months is the same as 61 days.

Is this always true, sometimes true or never true?
Tick your answer.

always true sometimes true never true

Prove your answer.

July & August - 62 days
June & July - 61 days

4

Write <, > or = to complete the statements.

1 week = 7 days

15 days > 2 weeks

15 days < 1 month

360 days < 1 year

360 weeks > 1 year

12 months = 1 year

20 months < 2 years

40 months > 3 years

5

Complete the tables.

Weeks	Days
2	14
4	28
8	56
80	560
40	280
28	196

Days	Weeks
7	1
21	3
70	10
63	9
91	13
252	36

6

September						
M	T	W	Th	F	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

a)

Jack My birthday is on the third Friday of September.

When is Jack's birthday?

Date: 17th Month September

b)

Amir My birthday is on the same date as Jack's but in August.

When is Amir's birthday?

Date: 17th Month August

7

Tim is three times as old as Anna.
George is 4 months older than Anna.
Anna is 2 years and 2 months old.
What is their combined age?

11 years 2 months

8

Jack, Annie and Alex went for a run together on Tuesday 5 January.
Jack ran every 2 days after that.
Alex ran every 3 days after that.
a) How many more times in January will Jack and Alex run together on the same day?

5 more times

b) Annie only runs on Tuesdays.
When is the next time that all three friends will run together on the same day?

16th Feb





Analogue to digital - 12 hour

1 Is the time shown on the clock in the morning or the afternoon?
Sort the clocks into the table.

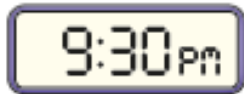
Clock A



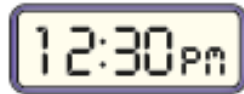
Clock D



Clock B



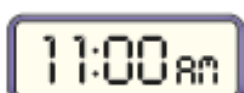
Clock E



Clock C



Clock F



Morning	Afternoon

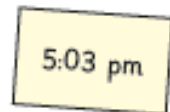
2 Complete the table by drawing hands on the analogue clock or writing the 12-hour digital time.

Analogue	Digital
	<input type="text"/>
	<input type="text" value="3:10 pm"/>
	<input type="text" value="6:30 am"/>
	<input type="text"/>

3



Ron is writing the time in 12-hour digital format.
What mistake has Ron made?



- 4 Esther leaves her house at this time.



It takes her 1 hour and 45 minutes to get to her friend's house.

Write the time she arrives in 12-hour digital format.

:

- 5 Jack and Annie are looking at what happens when you add 50 minutes to a time in the 12-hour digital format.

a)



The number in the minutes increases.

Is Jack's statement always, sometimes or never true?

b)

The number in the hours never gets smaller.



Is Annie's statement always, sometimes or never true?

Compare answers with a partner.



- 6 Huan is getting the bus into town.



Buses start running at 6:30 am.

They arrive every 22 minutes.

Huan is ready to leave at the time shown on the clock.

When will the next bus arrive?

- 7 Using the digit cards once only each time, show six different times that could be shown on a 12-hour digital clock.

You do not need to use all the cards every time.



		:				
		:				
		:				

Are there any other possible answers?



Analogue to digital - 12 hour



1 Is the time shown on the clock in the morning or the afternoon?

Sort the clocks into the table.

Clock A



Clock D



Clock B



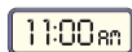
Clock E



Clock C



Clock F



Morning	Afternoon
A C F	B D E

2 Complete the table by drawing hands on the analogue clock or writing the 12-hour digital time.

Analogue	Digital
pm	3:50 pm
	3:10 pm
	6:30 am
am	7:45 am

3



Ron is writing the time in 12-hour digital format. 5:03 pm

What mistake has Ron made?

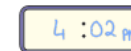
He thinks the minute hand pointing at 3 means 3 minutes past when actually it means 15 minutes past.

4 Esther leaves her house at this time.



It takes her 1 hour and 45 minutes to get to her friend's house.

Write the time she arrives in 12-hour digital format.



5 Jack and Annie are looking at what happens when you add 50 minutes to a time in the 12-hour digital format.

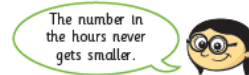
a)



Is Jack's statement always, sometimes or never true?

Sometimes

b)



Is Annie's statement always, sometimes or never true?

Sometimes

Compare answers with a partner.

6 Huan is getting the bus into town.

Buses start running at 6:30 am. They arrive every 22 minutes.

Huan is ready to leave at the time shown on the clock.

When will the next bus arrive?



9:26 am

7 Using the digit cards once only each time, show six different times that could be shown on a 12-hour digital clock.

You do not need to use all the cards every time.



e.g.

1	2	3	1	2	3	0	
1	0	3	2	1	2	0	3
1	0	2	3	3	1	2	

Are there any other possible answers?



Analogue to digital - 24 hour

1 What is the same and what is different about the clocks in each set?

a)

b)

2 Write the times in 12-hour digital format using am or pm.

24-hour digital	12-hour digital
06:10	
18:10	
21:12	
12:45	
00:45	

3 23:30 $\xrightarrow{\text{Take away 12 hours}}$ 11:30



To change from 24-hour to 12-hour digital time, you just have to subtract 12 from the hours.

Does Amir's method always work? _____

Explain your reasons.

4 The time is 6:47 pm.

Dexter, Alex and Mo are using number lines to work out what time it will be in 2 hours and 36 minutes.

Fill in the missing times in 24-hour format.

Dexter

Alex

Mo

Whose method do you prefer?

5 Complete the sequences by writing the next two times in 24-hour digital format.

a)  :

b) 7:30 9:45 12:00 :

c) 9:10 pm 10:00 pm 10:50 pm :

6 Nijah is delivering a parcel to her friend's house.

She leaves her house at  am.

She arrives at her friend's house at 11:50

She leaves her friend's house at 11:55

If her return journey takes the same amount of time, what time will it be when she gets home?

Write your answer in 24-hour digital format.

 :

7 Whitney thinks the time is 22:10
What mistake has Whitney made?



8 0 1 2 3 :

Using the digit cards once only each time, write five different times that can be shown on the 24-hour clock.

Compare answers with a partner.

9 The time 15:51 is palindromic.

If you write the digits forwards or backwards the time will be the same.

Write five other times in the 24-hour digital format that are palindromic.

Compare answers with a partner.

Analogue to digital - 24 hour



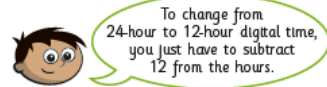
1 What is the same and what is different about the clocks in each set?



2 Write the times in 12-hour digital format using am or pm.

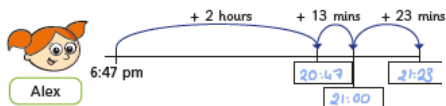
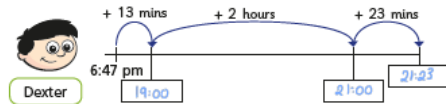
24-hour digital	12-hour digital
06:10	6:10 am
18:10	6:10 pm
21:12	9:12 pm
12:45	12:45 pm
00:45	12:45 am

3 23:30 → Take away 12 hours → 11:30



Does Amir's method always work? No
Explain your reasons.

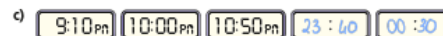
4 The time is 6:47 pm.
Dexter, Alex and Mo are using number lines to work out what time it will be in 2 hours and 36 minutes.
Fill in the missing times in 24-hour format.



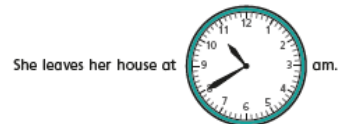
Whose method do you prefer?

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5 Complete the sequences by writing the next two times in 24-hour digital format.



6 Nijah is delivering a parcel to her friend's house.



She arrives at her friend's house at 

She leaves her friend's house at 11:55

If her return journey takes the same amount of time, what time will it be when she gets home?

Write your answer in 24-hour digital format.



7 Whitney thinks the time is 22:10. What mistake has Whitney made?



Using the digit cards once only each time, write five different times that can be shown on the 24-hour clock.

e.g. 10:23 10:32 12:30 12:05 13:02

Compare answers with a partner.

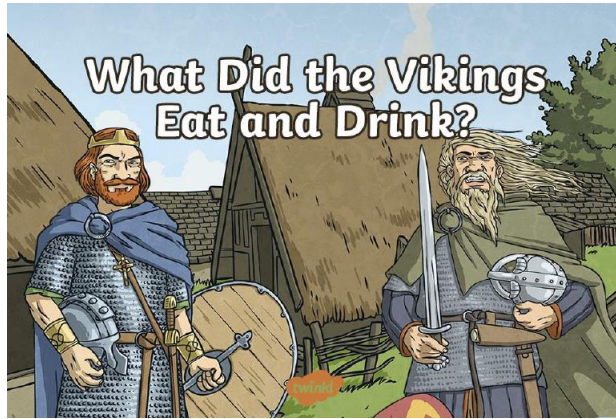
9 The time 15:51 is palindromic.

If you write the digits forwards or backwards the time will be the same.

Write five other times in the 24-hour digital format that are palindromic.

e.g. 12:21 13:31 14:41 20:02 21:12

Compare answers with a partner.



← Open this PowerPoint pdf document on the class webpage. Read through the document carefully.

Now see if you can answer these questions in your book.

Questions:

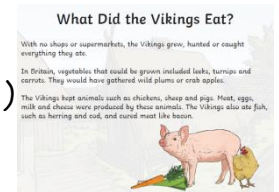
1) Using a dictionary, find and copy the definitions of; 'import', 'preservative', 'archaeologist' and 'excavate'.

2) Think of two synonyms for the word 'possessions'.

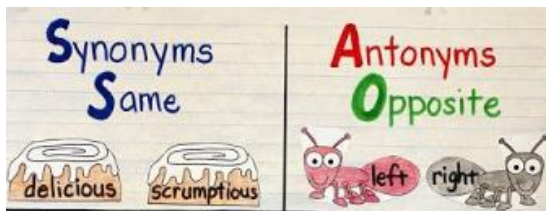
3) Think of an antonym for the word 'edible'.

4) Find a minimum of three homophones on page 4. (This page →)

5) Retrieve the two contractions in the text and write the words that make up the contracted form. e.g. don't = do not



Reminder:



Now have a go at designing a menu for a Viking feast.

Viking Food and Cooking



Crockery used by the Vikings to eat and cook with.

The Vikings were good at shaping things from wood. Their crockery and tools were made using a machine called a 'lathe'.

Vikings ate meat from farm animals, and from wild animals that they hunted. They also collected foods such as berries and nuts from nearby woodlands.

They cooked meat in a big stew-pot over the fire, or roasted it on an iron spit. Fish and meat were smoked or dried to preserve it (to make it last longer).

Viking bread was made from rye or barley flour. They used milk mostly to make cheese and butter and then drank the buttermilk left over.

At a feast, guests drank ale and mead (a strong drink made from honey). People drank out of wooden cups or drinking horns (made from cow-horns). Feasts were held to mark victories, funerals and seasonal festivals. Some feasts lasted over a week!



A Viking using a 'lathe'.



Vikings roasting meat on an iron spit.



Viking stew over a fire.

Viking Food and Cooking Questions

TASK 1: Read the 'Viking Food and Cooking' information page and answer the questions below. Remember to answer in full sentences.

1) Identify and name the material that Viking bowls and spoons were usually made from?

2) What is a 'lathe'?

3) Explain two different methods that the Vikings used to heat their food?

4) What was mead made from?

5) What kind of Viking do you think drank from a horn? (Please explain your answer.)

TASK 2: Summarising. Summarise the information that you have found out during the past two days about Viking food and drink.

Punctuation exercise:

A Viking Dinnertime

Correct the punctuation in the following conversation between Ingrid and Knut. You can copy the conversation out into your exercise book.



Ingrid



Knut

Remember CL FS ? ! commas " and "

A Viking Dinnertime

knut your dinner is ready called ingrid

oh goody i am absolutely starving replied knut

what have you cooked, ingrid he asked

it's venison stew from the deer I hunted this morning explained ingrid

are these new bowls

yes I made them on the lathe this morning said ingrid

I thought the lathe was broken said knut inquisitively

I mended it this morning whilst i was baking the bread and chopping wood for the fire. What have you been doing today, dear?

I have been waiting for my dinner replied knut

Challenge: Can you make up your own Viking conversation?

Victorious Vikings

The Vikings came from the area of the modern Scandinavian countries (Denmark, Norway and Sweden). They set out in boats called longships to 'go Viking' (which meant to go travelling around looking for resources and land). The Vikings first arrived in Britain around AD 787 and in AD 793 they raided the monastery at Lindisfarne in Northumbria and stole many items from it.

The Vikings came to Britain looking for new items to steal and trade. In addition to this they wanted land that they could take and use for themselves. The Vikings particularly liked to raid monasteries, like the one at Lindisfarne. The monasteries were not very well protected and contained important goods like gold, jewels and food. The Vikings also stole manuscripts (handwritten books) and bibles, which they later sold back to the monasteries!

When the Vikings first came to Britain they raided, took what they could and then went home again. However, in AD 850 some Vikings stayed in Britain over winter for the first time on the island of Thanet. They enjoyed the milder climate and made use of the rich natural resources.

Later the Vikings started to look for places they could take for their own and settle in for good. By AD 866 they had captured the city of York that eventually became a successful and important Viking city.

The Anglo-Saxon king of Wessex, Alfred the Great, fought against the Vikings in AD 878 and forced them out of the South of England, but this did not last long. Later that year the Vikings took over Wessex and forced King Alfred into hiding. They then went on to capture more places and many Vikings decided to live in Britain forever.

Viking Warriors

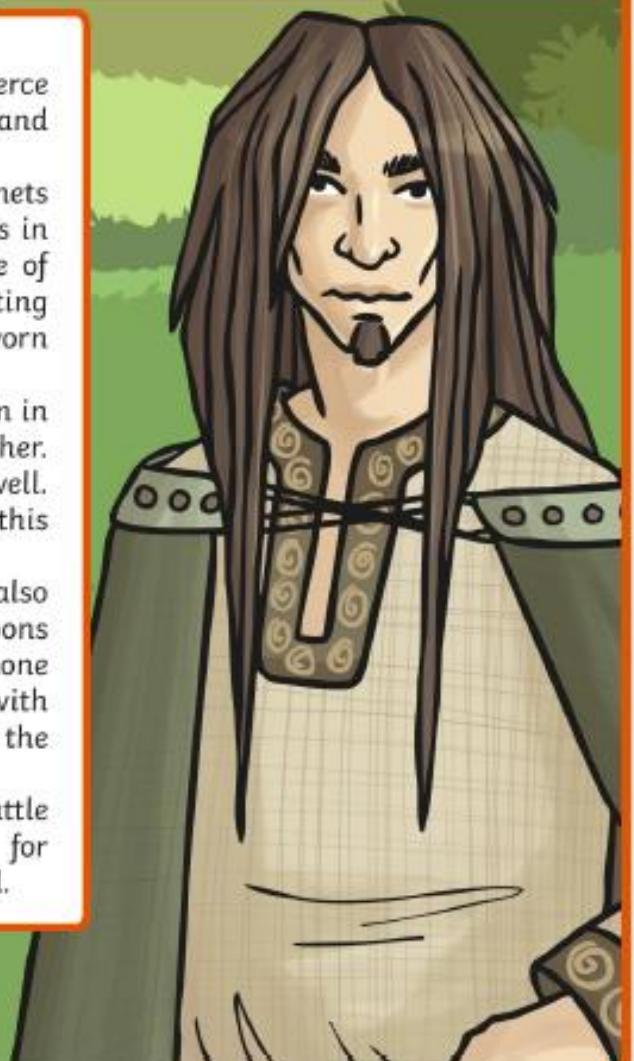
The Vikings are probably best known for their fierce warriors. They were expert fighters, very organised and brave in battle.

Viking warriors are often shown in pictures wearing helmets with horns but they did not really wear horned helmets in battle. Instead, the Vikings' helmets, which were made of leather or metal, would have been smooth and close fitting to the head. It is thought that horned helmets were worn only in religious ceremonies.

The Viking warriors carried large shields (about 80-90cm in diameter), which were made of wood and covered in leather. Sometimes the shields would be made with metal as well. They were held using a single hand grip on the back as this made them easier to move around.

The axe was a Viking warrior's main weapon but they also used spears and swords. Swords were very special weapons as they were often given to brave warriors who had done well in many battles. Swords were often double edged with a ridge running down the full length of the centre of the blade.

The Vikings believed that brave warriors who died in battle would go to Valhalla. This was like a heaven for warriors and the place where their chief god, Odin, lived.



Questions

Record your answers in complete sentences

Read the text carefully and then answer the following questions in as much detail as you can.

1. When did the Vikings first arrive in Britain?

2. Why did the Vikings choose to come to Britain?

3. Which monastery did the Vikings raid first? What happened?

4. Why did the Vikings begin to settle permanently in Britain? Find two reasons.

5. Which city did the Vikings take over in AD 866?

6. Who was King Alfred the Great and what did he do?

7. Give two reasons why the Vikings made good warriors.

8. Draw and label a Viking helmet, shield or sword.

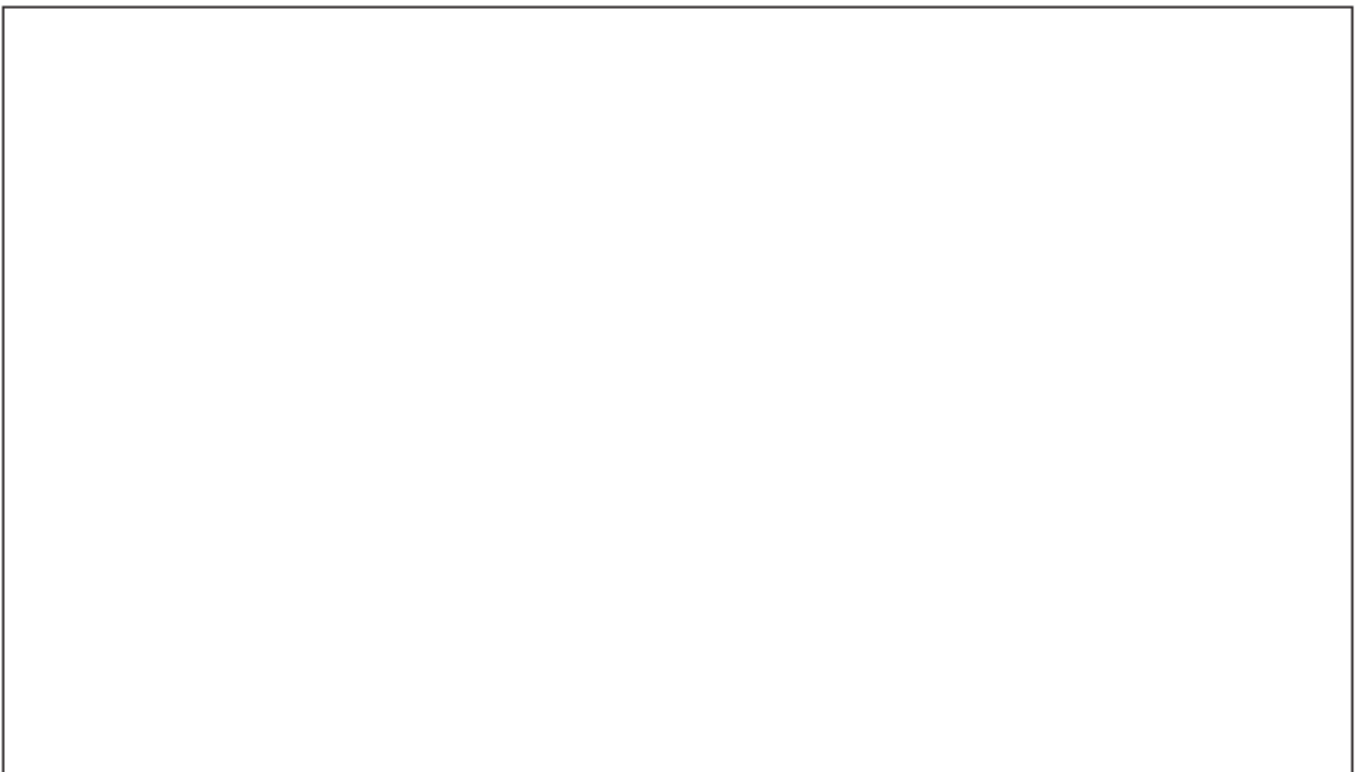


9. If you were a Viking warrior, which weapon would you choose? Why?

10. Where did Viking warriors believe they went if they died in battle?

Challenge

Can you draw and label what you think a Viking warrior might have looked like.



Answers

1. When did the Vikings first arrive in Britain?
The Vikings first arrived in Britain in AD787.
2. Why did the Vikings choose to come to Britain?
The Vikings chose to come to Britain for the land and new things to steal and sell.
3. Which monastery did the Vikings first raid? What happened?
The Vikings first raided Lindisfarne in Northumberland. They stole valuable things from the monastery.
4. Why did the Vikings begin to settle permanently in Britain? Find two reasons.
The Vikings wanted to settle permanently in Britain because of the mild climate and rich natural resources.
5. Which city did the Vikings take over in AD866?
The Vikings took over York in AD 866.
6. Who was King Alfred the Great and what did he do?
King Alfred the Great was King of Wessex. He fought against the Vikings but lost and went into hiding.
7. Give two reasons why the Vikings made good warriors.
The Vikings made good warriors because they were excellent fighters, very organised and they were brave in battle.
8. Draw and label a Viking helmet, shield or sword.
Viking warriors believed they went to their idea of heaven, called Valhalla.
9. If you were a Viking warrior, which weapon would you choose? Why?
Responses could include; axe, spear, sword or shield, with plausible reasoning.
10. Where did Viking warriors believe they went if they died in battle?
Viking warriors believed they went to their idea of heaven, called Valhalla.

Challenge

Can you draw and label what you think a Viking warrior might have looked like.

A Book Review by _____

Your star rating for this book



Title: _____ Author: _____

Plot What happens? Are there any plot twists?
Did you find the plot interesting?

Characters Who are the main characters?
Who was your favourite character? Why?

Your opinion Did you like the book?
What was your favourite part? Why?

Recommend Would you recommend
this book to a friend?
Why or why not?

Non-Fiction Book Review



Book Title _____

Author _____

Illustrator _____

Genre (tick as many as apply to your book)

- biography
- autobiography
- sport
- information
- diary
- film/TV
- historical
- instructions

What my book is about:

Three new words I have learnt and what they mean:

1. _____

2. _____

3. _____

My favourite page:

My favourite fact:

I liked this page because:

My Star Rating



Why I rated the book ____ stars

This book made me feel

_____ because

draw how you felt!



ROCK, PAPER, SCISSORS TAG

AGE: 7+

NUMBER OF PEOPLE: 2+

SPACE NEEDED: Living Room or Garden

EQUIPMENT NEEDED: String to create lines on the floor

HOW TO PLAY:

Set out 2 parallel lines 5 metres apart. In pairs, meet in the middle, face each other and play rock paper scissors. The winner of rock paper scissors has to get back past their line without getting tagged by the other person. The loser has to tag the winner before they cross the line.

You can replace the rock, paper, scissors actions with whole body actions instead. For example; rock: crumple into a ball, paper: spread out as flat and wide as possible, scissors: jumping jacks.



BUCKAROO

AGE: 5 to 11

NUMBER OF PEOPLE: 2+

SPACE NEEDED: Living Room or Garden

EQUIPMENT NEEDED: Random toys, sports equipment and household items

HOW TO PLAY:

Take it in turns to perform and hold a balance (standing on 1 leg, form a bridge, etc). The others then try to hang as many items on you as possible: hula hoops, hats, toys, pillows, etc

Try challenging balances.



Plants and Flowers Hunt Sheet

Either in your garden or when you go for a walk, find as many different plants and flowers as you can and write their names/draw them in the squares below. If you don't know their names, draw them carefully so that you can identify them by looking in books or on the internet.

Challenge: Can you find an example of

A flower that disperses its seeds by the wind _____

A leaf that is longer than your arm _____

A piece of bark fallen from a tree _____ Name the tree _____

An evergreen plant _____

A deciduous tree _____

Please write the date (Thursday 11th June 2020) in French on the line below.

Have a go at the following tasks:

Unit 11 La famille

1. Translate into French

- a) my grandfather =
- b) my sister =
- c) my grandmother =
- d) my cousin (girl) =
- e) my brother =

2. Read and guess the family

Bonjour, je m'appelle George.

J'ai une sœur, elle s'appelle Charlotte. Mon père s'appelle William et ma mère s'appelle Kate. J'ai deux oncles et une tante. Ma tante s'appelle Pippa et mes oncles s'appellent Harry et James. Mes grands-parents s'appellent Elizabeth et Philippe.

C'est la famille :

Bonjour, je m'appelle Lisa. J'ai huit ans.

J'ai une sœur, elle s'appelle Maggie. C'est un bébé. Elle a un an. J'ai aussi un frère, Bart. Il a dix ans. Mon père s'appelle Homer et il a trente-six ans. Ma mère s'appelle Marge et elle a trente-six ans aussi. Mes grands-parents s'appellent Abraham et Mona.

C'est la famille :

Make Viking coins

The Vikings traded using silver coins, ingots and hacksilver - chopped-up pieces of silver that were weighed.

Their coins were stamped with different drawings, like a hammer or a bird, to represent the King or even a god. From the 10th century, they also had the name of the person who minted them, written in runes.

Make your own Viking coins with a drawing or motif to represent you.

To make Viking silver coins, you will need:

- Air-hardening clay
- Cocktail sticks
- Metallic paint

Instructions:

1. Roll a marble-sized amount of clay into a ball.
2. Flatten to create a coin shape.
3. Use a cocktail stick to draw an image onto the coin.
4. Leave the clay coin to dry.
5. Paint using silver metallic paint. You may want to let this dry and then paint the underside of the coin.



TIMETABLE

CLASS 4

WEEK 12