

Yr 4 – Summer 2, Wk 6 Home Learning Tasks

	Activity	Success criteria I can	The subjects below can be completed in any order.	
Literacy 1 / SPAG	Linking Nouns and Pronouns	Successfully link nouns and pronouns	<p>Task:</p> <ul style="list-style-type: none"> Watch: https://www.youtube.com/watch?v=CwQjSsa8VQE (10 mins) Read through the 'Pronouns PowerPoint'. Look at 'SPAG – Pronouns' activity. Mrs Hanson's Literacy group complete A (or challenge yourself and complete B instead!) Mr Gorsuch's Literacy group complete B. 	<p>Extend: Everyone complete the challenge activity, at the bottom of part B.</p>
Literacy 2 & 3	Book Review Writing	Write a clear book review based upon my opinion	<p>Task: HHRR</p> <ul style="list-style-type: none"> Read the final 2 chapters 16 & 17. What a fantastic story! Bullet point 5 things you likes and 5 things you would have liked to be added. Now think about how you would include this information in a book review. Watch:https://www.youtube.com/watch?v=oDNeoKZMvgM (4 mins). Use 'HHRR Book Review' sheet to write your own amazing review of our story. 	<p>Extend: Adding a new character! Design your own character you would have liked to add to the story. On 'HHRR – New Character Description' draw and label a picture, then write a character profile of what he/she is like (what he/she looks like and their personality).</p>
Transition Activity 1	All About Me Booklet	Share key information about myself in written form	<p>Task: All About Me!</p> <ul style="list-style-type: none"> Look at the 'All about Me Booklet'. This is a chance to write to your new teacher (in Yr 5 September) and share with them a little bit about yourself. Carefully add information to each box, then when completed, put the sheets together and put somewhere safe, ready to bring to school in September! 	
Transition Activity 2	Numeracy I Know	Make a display poster outlining numeracy concepts	<p>Task: Numeracy I Know!</p> <ul style="list-style-type: none"> Create a poster that shows all that you know about Numeracy. You could include some sums \times $+$ $-$ \div, length & perimeter, fractions..... Q – What other Numeracy could you include? Q – How will you display your ideas? 	

Transition Activity 3	Aboriginal Art Painting.	Use a known artistic style accurately	<p>Task: Aboriginal Rock Art</p> <ul style="list-style-type: none"> • Read through 'Aboriginal Art PowerPoint, and watch the video clips on slides 6 and 10. • Look at the 'Aboriginal Rock Painting' activity sheet. Carefully follow the instructions to create your own rock painting. Bring it to school in September for your new teacher! 	
Transition Activity 4	Multiple Stars!	<p>Identify and use multiple ones/units patterns</p> <p>Check my work for errors and make corrections</p>	<p>Task: Ones/Unit Stars</p> <ul style="list-style-type: none"> • Watch:https://www.youtube.com/watch?v=N1ALx5q6jO4 (4 mins), or https://www.youtube.com/watch?v=-fHVvZzXI7Y (3 mins). • Make a list of all the ones/units multiple patterns for the multiplication tables 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. Use 'Multiple Patterns Sheet'. • Look at 'Ones-Units Multiple Stars' activity. Complete the ones/units patter for all of the multiplication tables. 	<p>Extend: Q – Can this method also be applied to the tens column within each multiplication table.</p> <p>Investigate this theory!</p>
Science / Humanities	How Soap Works	Understand the basics of how soap works	<p>Make Task: Why Soap Works!</p> <p>In our story HH:RR, we found out in chapter 11 how the Romans cleaned themselves. Let's look at why we use soap today to keep clean!</p> <ul style="list-style-type: none"> • Watch:https://www.youtube.com/watch?v=6JY86dOgk9w (4 mins) • Read through the 'Soap' PowerPoint. • Complete the 'Soap Experiment Record Sheet'. 	
PSHE 1 & 2	Thinking About the Future	Discuss how I feel about the future	<p>Task: A Dream in a Jar!</p> <ul style="list-style-type: none"> • Discuss (with class or at home with family) how you have felt about the lockdown. The changes it has caused in your life (happy & sad). • Discuss how you feel about school returning in September. Q - What are you looking forward to and what are you feeling anxious about? • Discuss how sometimes we have dreams that are related to the way we are feeling - about what we feel might happen in the future. 	

			<ul style="list-style-type: none"> Look at 'Design Your Own Dream Jar' activity. Follow the instructions on the sheet to create your own dream jar. Watch: https://www.youtube.com/watch?v=52xhSTjBea0 (3 mins). Create your own 'dream in a jar', just like in the video! 	
PSHE 3	Success and Goals	<p>Reflect on successes and set new goals</p> <p>Offer support and help at home</p>	<p>Task:</p> <ul style="list-style-type: none"> Offer to help with a job around the home – what could it be? Write down 3 things that you wish to improve from last week. For each, write an idea to try to help you improve them. 	
Just for Fun!	Japanese Noh Masks	Use recycled materials to create 3D art pieces	<p>Task: Japanese Noh Masks!</p> <p>Japanese Noh masks are used in theatre performances by actors, to represent feelings and emotions of their character.</p> <ul style="list-style-type: none"> Watch: https://www.youtube.com/watch?v=blOzH842IYg (11 mins). Watch: https://www.youtube.com/watch?v=88v-HYGAKMQ (3 mins). Read through 'Japanese Noh Masks PowerPoint'. Follow the instructions on slide two, to make a Noh mask, using the 'Noh Mask Template' sheet. 	
Just for Fun!	Reflecting on our Positive Qualities	Identify and share my positive qualities	<p>Task: I Am An Amazing Person!</p> <ul style="list-style-type: none"> Watch: https://www.youtube.com/watch?v=uRGVtGfoXvl (5 mins). Look at the 'I Am An Amazing Person' activity. Think about all of the special things people like about you and the things you like about yourself. Write a bullet point list and share it with your family/class. Complete the sentences in the stars on the activity sheet. 	<p>Extend:</p> <p>Draw and label a detailed picture of yourself.</p> <p>Write 5 positive sentence.</p>
Every week!			<p>Tasks:</p> <ul style="list-style-type: none"> 'Bitesize daily' https://www.bbc.co.uk/bitesize/dailylessons X3, X4, X6, X7, X8 tables – fifteen-minute practices 3 times per week (Use TTrcoksstars to help you). Numbot - Ten-minute practices 3 times per week (access through TTRockstarts) 	

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|--|--|--|---|--|
| | | | <ul style="list-style-type: none">• Read aloud to a member of your family – fifteen minutes 3 times per week• Select 5 words from the Yr 3 & Yr 4 spellings list to practice 3 times per week• BATTLE on TT Rockstars: Beech vs Holly – who will win? | |
|--|--|--|---|--|

The History of Indigenous Art

twinkl

What Is Indigenous Art?

Indigenous Australian art is the oldest in the world. Some rock carvings, body painting and ground designs are more than 30,000 years old.

Art has always been an important part of Indigenous Australian life because it connects the past and present, the people and the land, and the supernatural and reality.

Indigenous Australian art can be works on rock, ground, canvas and fibre. Modern methods include printmaking, fabric printing, ceramics and glassware.



The History of Indigenous Art

Indigenous Australians first settled in Australia more than 60,000 years ago. The first Aboriginal Australian rock art dates back more than 20,000 years.

Indigenous Australians used ochres to paint on rocks. People found the remains of rock paintings as old as 60,000 years, which were found at ancient campsites.



The History of Indigenous Art

Indigenous Australians have never had a written language. They used art to write down important stories for their children.

It was important for Indigenous Australians to pass on information to keep their culture alive. Indigenous Australian art is based on storytelling. Storytelling through art is a way to share knowledge of the land, events and beliefs of the Indigenous Australian people.

Using symbols was a way to write down important stories and to teach survival and use of the Australian land.



The History of Indigenous Art

Indigenous Australians have been using ochres as body paint, on bark and rocks for tens of thousands of years. It was not until the 1930s that the first paintings were done.

In 1971, a teacher named Geoffrey Bardon was working with Indigenous Australian children in Alice Springs. He saw that when the Indigenous Australian men were telling stories, they drew symbols in the sand.

He asked them to paint the stories onto canvas and board. It was a big change for the Indigenous Australians to paint their stories instead of telling them.



The History of Indigenous Art

Indigenous Australian Art is an exciting art form of the 20th Century.

Indigenous Australian artists need permission to paint some stories. They inherit the rights to these stories which are passed down within skin groups. An Indigenous Australian artist is not allowed to paint a story that does not belong to them through their family.



Watch:

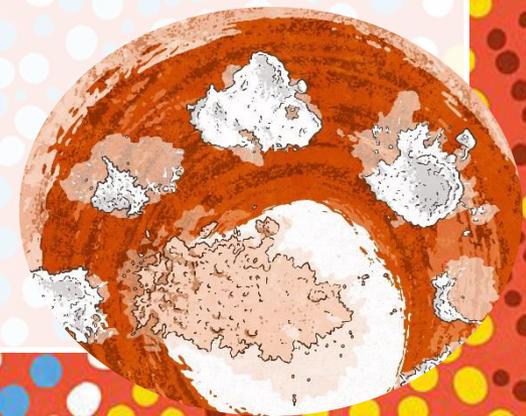
<https://www.youtube.com/watch?v=5lMEr1EDurU> (7 mins)

Examples of Indigenous Art

Ochre Pigment

Ochre was the most important painting material used by Indigenous Australian people. It was dug from the earth and was a crumbly, hard rock. It came in a variety of natural earthy colours from pale yellow to dark red and brown.

Ochre gave a rich, warm colour to Indigenous Australian art works. The surfaces it was used on varied from rock, wood and bark to the skin of participants in ceremonies. Red ochre was the most important colour amongst desert people because it symbolised the blood of ancestors.



Examples of Indigenous Art

Rock Art

The first Indigenous art was rock paintings or engravings. These were done on large boulders or on the walls of rock shelters and caves. These ancient images were based on the actions of Dreaming beings.

The three styles of rock art are:

- Engraved shapes such as circles, arcs, animal tracks and dots.
- Painted or engraved shadows of humans and animals.
- Paintings of figures such as x-ray art that showed organs of humans and animals.



Examples of Indigenous Art

Dot Painting

Dot paintings are now known to be unique to Indigenous Australian Art. The simple dot style might be beautiful but it has a hidden purpose - to disguise the special meanings behind the stories in the paintings.

In the 1970s, a teacher encouraged Indigenous people to paint their cultural stories onto canvas and board. Originally, they used cardboard or pieces of wood, which was later changed to canvas. He helped the Indigenous Australian artists transfer their art from desert sand to paint on canvas.



Now it's your turn.

Watch:

- <https://www.youtube.com/watch?v=tXxuOFOqMss> Key Stage 1
- <https://www.youtube.com/watch?v=8ixuscKGGk0> Key Stage 2 & Secondary

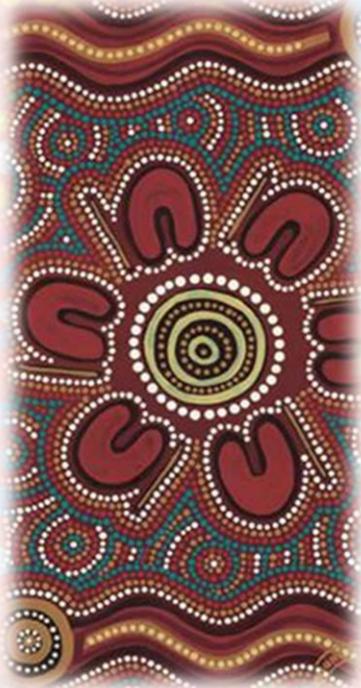
Lesson 1:

Think about the art work we have seen so far. On a sheet of A3 paper create 4 different designs of your own, include as much detail as possible.

On the side of the sheet create a pallet of 4 colours.

Lesson 2:

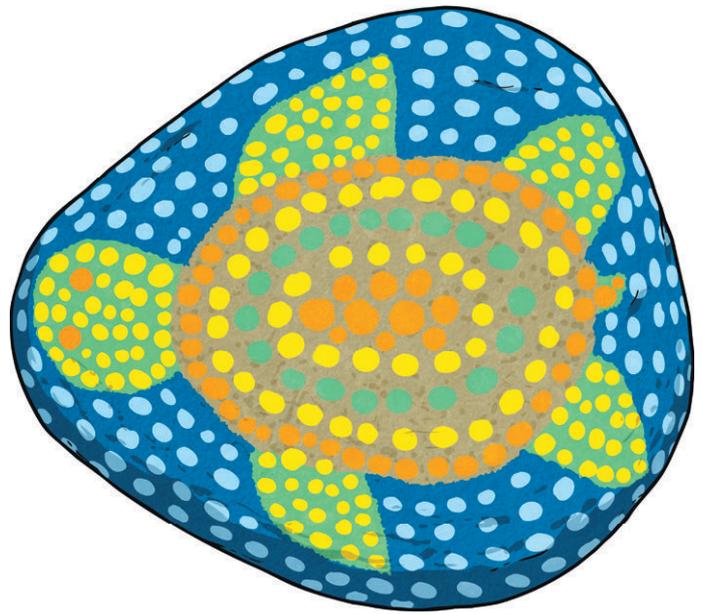
Select one of your designs from yesterday. Carefully enlarge it onto an A3 piece of paper. Use your 4 colour paints to create the dotted artwork.



Aboriginal Rock Painting

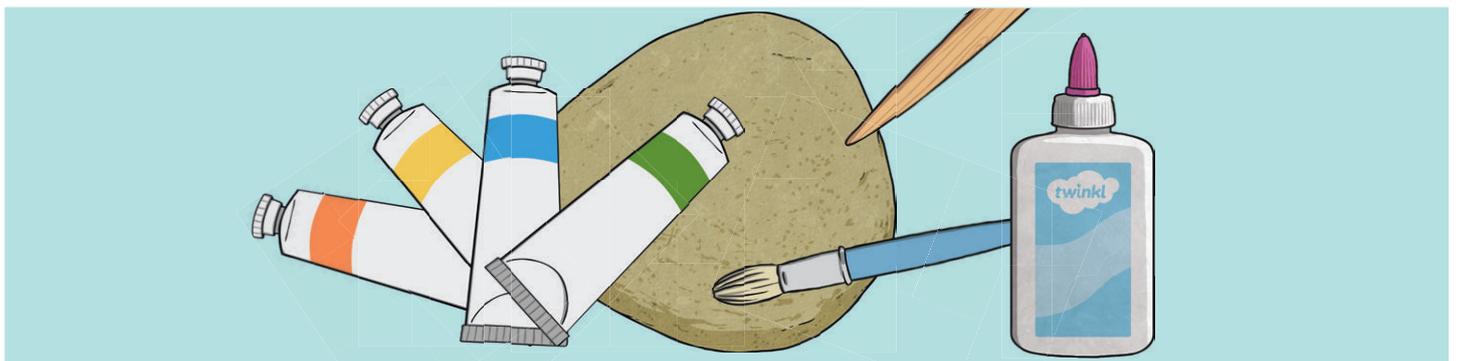
You will need:

- Rocks - preferably rocks that have been weathered well and rounded from the natural elements
- Dot painting instrument – this could be a wooden clay sculpting tool or a cotton bud
- Paintbrush
- Acrylic paints
- Acrylic sealer
- Aboriginal Art Symbol Sheet



Instructions:

1. Draft a design that you would like to put on your rock. You can use the Aboriginal Art Symbol Sheet to assist with drawing a symbol or story that is significant to you or what you are learning about.
2. Choose whether the rocks are to be painted with a base colour over the whole rock or left natural. If painted, allow to dry.
3. Use the dot painting instrument to paint your dot design onto the rock. This may need to be done in stages to avoid smudging the artwork.
4. Once the work is dry, apply a layer of acrylic sealer to the artwork to protect the painting.



TOGETHER
EVERYONE
ACHIEVES
MORE

All About Me!



glue a photo here!

By _____

5 interesting things about me are:

1. _____

2. _____

3. _____

4. _____

5. _____

This is me!

add another photo here!

Dear Teacher,

MY HOBBIES ARE

At school, the things that I am good at are..

I would like help with

Year 5 - here are some things I am looking forward to!



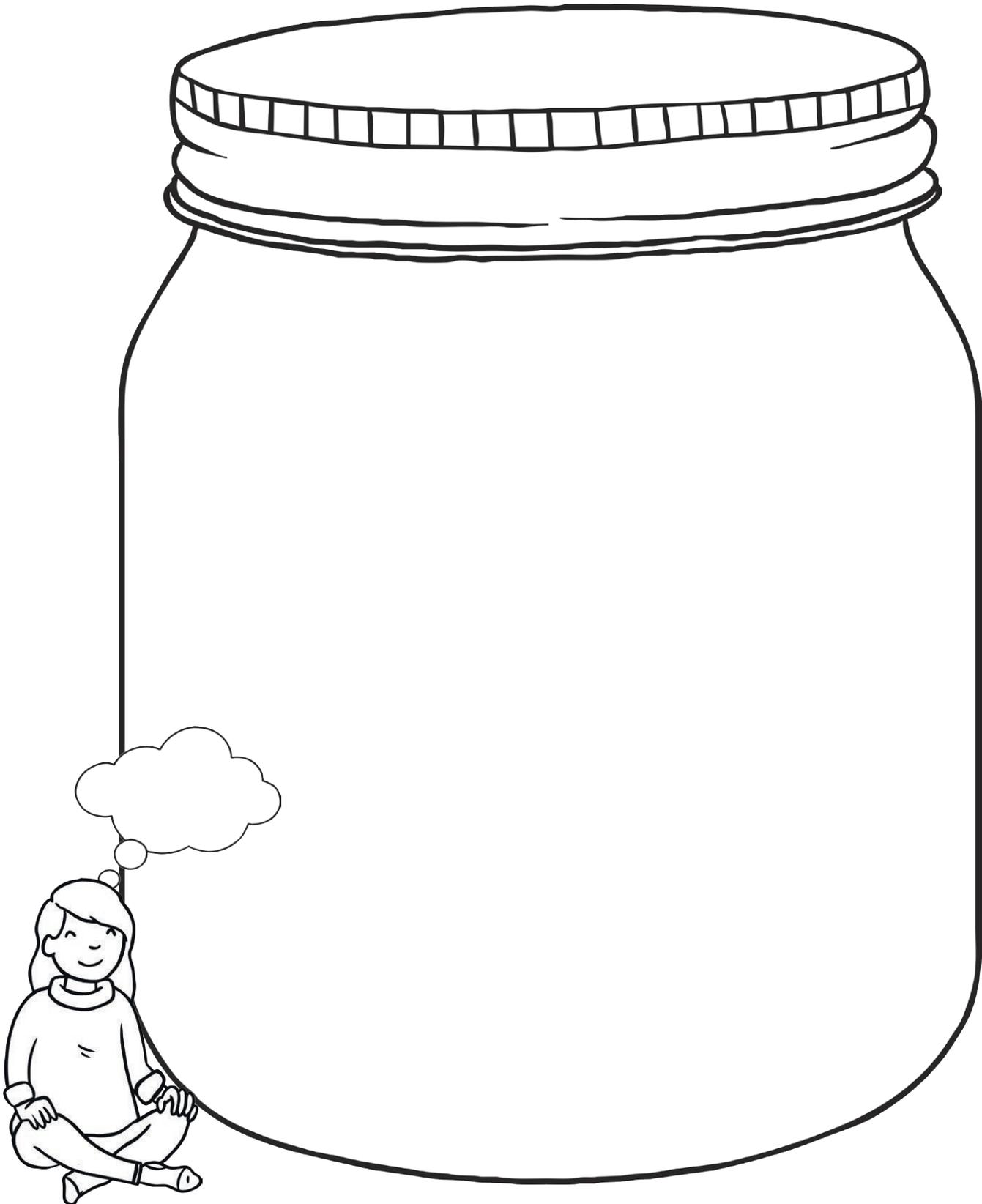


Design Your Own Dream Jar

Draw something in your jar that you might see in a happy dream.

How would you explain your dream to a friend?

What describing words could you use to make it sound amazing?



Character Description

External Features

What do you see on the outside?

Internal Features

What are their thoughts and feelings?

A large, empty rectangular box with a black border, positioned centrally between the two columns of text. It is intended for a drawing or a detailed description of the character.

A book review by _____

Author _____

Title _____

What was the story about?

Who were the characters?

What did you like about the book?

Draw your favourite picture from the book:

Your rating : ____ /10



Chapter 16 Top Price for Tilda

Unfortunately, Tilda Hacker was still very much a prisoner. The iron chains around her wrists and ankles reminded her of that. And she was scared. This was the first time she'd been put up for sale.

The market was crowded. A collection of traders sold their wares from simple table tops; they served eager customers with freshly roasted meats, roughly woven clothing, and crudely crafted cooking pots, wooden serving bowls and iron farming tools. Trade was brisk.

However, all that stopped as soon as the town's officious-looking auctioneer climbed onto a stack of

hay bales and called for everyone's attention. His tone told them that the day's real business was about to begin.

It seemed that every Roman or Briton with a few coins to rub together had come to bid for a slave. And there were plenty to choose from: old ones, young ones, strong ones and weak ones. They were all available for the right price.

Tilda was attracting a lot of attention. In fact, she was the auctioneer's star lot. And she was scheduled to be sold next.

Two stocky Roman guards tugged on a pair of chains, dragging Tilda into the centre of the market square.

Tilda felt a rough hand squeeze her arm. "Plenty of fat on that," a voice yelled.

A strong hand yanked her hair. "Nice and healthy."

Somebody else prodded her in the back. "She's a strong 'un, alright. There's plenty 'o years of hard graft in her."

Tilda suddenly felt like a cow at a village fête. Couldn't these people see that she was a human being?

The auctioneer banged a heavy stick against the top of an ale barrel and the market fell silent.

“Next lot is a slave from the Emperor’s house itself.”

A ripple of enthusiasm swept through the crowd of would-be bidders.

“As you can see, she’s not the usual specimen; our Roman masters haven’t had time to beat the best years out of her yet, so you could be getting quite a bargain here.”

A few eager bidders hollered and whooped.

“The Emperor wants top price, though,” warned the auctioneer as he peered down at an unfurled scroll. “However, it does say here that he will give first refusal to any bidder offering a clean white donkey that has a ‘go faster’ cross on its back.”

When nobody offered such a beast, the auctioneer continued.

“Okay, cash bids it is... will anyone start me off on with two thousand hundred silver denarii?”

Nobody responded.

“Come on,” cried the auctioneer. “This is a prime northern female; the best we’ve seen in years. At two thousand silver denarii, I’m giving her away.”

Still no response.

“Okay, one thousand. Will anyone bid one thousand silver denarii?”

“Five hundred!” yelled a voice from the back of the market.

“I have five hundred,” acknowledged the auctioneer. “Will anyone give me six? Thank you, dear. We have six hundred from the farmer’s wife at the front. Now, does anyone bid seven?”

“Seven!”

“A generous bid from the finely-dressed businessman... a man who clearly knows a quality product. But she’s worth more than that... who will offer eight hundred?”



Charlie was still gasping. He had leapt from the manure

cart as soon as it had reached the outskirts of the village, and then desperately sprinted towards the crowded square, hoping that he wasn't too late.

Too small to see over the heads of the crowd, he leapt onto an upturned barrel and watched as excited men peppered the auctioneer with bids. They were all trying to buy Tilda!

"Eleven hundred dinarii!" hollered a toothless slave trader. He looked like he hadn't washed in months.

"Twelve hundred," screeched a wiry rival, carrying a piglet under his arm.

As the value climbed, Tilda looked more and more distressed. She had already given up trying to free her wrists from the biting iron shackles and now her desperate eyes scanned the crowd, clearly seeking a saviour.

Charlie waved his arms until his sister's eyes locked onto his. For a moment, relief drained her face of all distress and her lips moved silently: Help me, Charlie.

Her brother's nod seemed to reassure her for a moment but time was against Charlie. The bidding was slowing down and the auctioneer looked set to bring down his

gavel in a matter of seconds. Somehow, Charlie needed to come up with another escape plan, and fast!

There was so little he could do. Roman guards stood on sentry at every exit from the market. The auctioneer was surrounded by a ring of burly henchmen packing clubs the size of cricket bats. Charlie only had one option.

"FOURTEEN HUNDRED DINARII!" he bellowed at the top of his voice.

The entire bidding audience seemed to gasp as one. Even the auctioneer seemed a little stunned as he peered across the crowd at Charlie.

"Erm... I have a new bid from the... erm... the dwarf at the back."

"Fifteen hundred!" yelled the unwashed trader.

"Sixteen hundred!" Charlie screamed back.

"Seventeen!"

"Eighteen!"

The crowd grew silent and the atmosphere suddenly

became tense. This was serious money – the kind that only wealthy Romans and corrupt Britons had to spare.

“Nineteen!” Charlie’s rival was sweating, as if the tension was getting to him, too.

But Charlie didn’t care. It was quite fun spending money he didn’t have. He just hoped that by winning the auction, he would buy himself enough time to figure out how to free his sister. Paying for her wasn’t an option.

“Two thousand!” Charlie barked.

The people around him stared in disbelief. Some even backed away, as if scared by the price itself. For many in the crowd, two thousand dinarii was an amount they could only dream of.

“Do I hear a bid for two thousand and one hundred dinarii?” the auctioneer asked.

All eyes fell on Charlie’s rival bidder. Even the piglet tucked beneath his arm seemed to pause and look up at its master. Everyone waited for the man’s next bid.

But it never came. Instead, the man gave a stern shake of his head and a defeated wave from his hand.

The crowd cheered. Charlie had won!

Heavy hands slapped him on the back. Some punters even shook his hand. And women kissed his cheek. Then two sets of strong hands grabbed his arms.

“Nice bidding,” whispered a menacing voice. It belonged to one of the auctioneer’s huge henchmen. “Now it’s time to cough up.”



Chapter 17

The Sweet Sound of Sirens

Charlie was half-carried, half-dragged to the auctioneer's podium. He hadn't expected things to happen so fast. There wasn't even time to gather his thoughts, never mind craft an escape plan.

Tilda was brought to meet him. Her iron chains were quickly removed and as she massaged her sore wrists, she shot her brother a look that seemed to ask him what he planned to do next.

"She's all yours," said the grinning auctioneer. If he was shocked to see that his winning customer was a boy, he didn't show it. "As soon as you hand over

my two thousand silver denarii."

Charlie gave his sister a feeble shrug as he said, "I think there might have been a small misunderstanding..."

The henchman's fingers gripped Charlie's arm like a police dog's bite.

"You see," Charlie continued, "...I thought that was the amount you were going to give me to take her off your hands."

"You mean you don't have my money?"

"Well, when you put it like that..." The throbbing veins on the auctioneer's neck told Charlie that this wasn't going to end well. "I suppose... no."

The auctioneer was shaking now and his entire face looked swollen and scalded.

"She's my sister," Charlie pleaded. "I need to get her back home."

The snarling auctioneer seized Charlie by his shirt and began to shake him like a toy. "Do you know what your little trick will do to my reputation? I'll be

laughed out of –”

Then the shaking stopped. Something small, round and glistening had just bounced out of Charlie’s sock.

It hit the floor with a clank before twisting and spinning across the dust.

Slowly, the auctioneer released his grip on Charlie and smoothed down the creases in his shirt. A smile stretched his mouth as he crouched down to pluck the object off the ground.

“I thought you said you couldn’t pay?”

The auctioneer held up the tiny golden signet ring that Charlie and Tilda had taken from Professor Howe’s treasure vault. Its stone sparkled in the sunlight like a torch.

Everyone stared open-mouthed at the ring as if it was an alien from outer space. Charlie couldn’t understand what was so special about it – nor did he care.

This was the opportunity he had been waiting for, so while the auctioneer and his henchmen were busy gazing at the ring, Charlie grabbed hold of Tilda’s

hand and pulled her into the crowd.

At first, nobody said a word. People simply watched in stunned silence as the two children dashed through the marketplace as fast as their young legs would carry them.

Charlie thought they’d got away with it. Tilda, too. Until a booming voice chased after them.

“Stop those children!”

“Hurry!” gasped Charlie. “Let’s get to the wall.”

“I’m going as fast as I can,” Tilda panted, but they knew it wasn’t fast enough. The clatter of chasing footsteps was getting louder with every step.

As they emerged from a gap between two mud huts and left the village, Tilda pointed to a familiar-looking section of wall.

“It’s there, hurry!”

“Don’t we need the coins?” Charlie worried.

“Maybe we’ll get lucky,” Tilda hoped, even though the

tone of her voice betrayed an obvious lack of belief.

They could hear the panting breath of their pursuers, now only strides behind them. Summoning stamina and strength they didn't know they had, Charlie and Tilda made a final desperate dash. It seemed like they were going to make it right up until they were just metres from the wall, when one of the auctioneer's henchmen rugby-tackled them both. Charlie face-planted straight into the grass. Tilda crashed to earth beside him.

The auctioneer himself arrived moments later. His face was flushed red and he panted for breath like a retired greyhound.

"Why... did... you... run?" he gasped.

"It was our only chance," Charlie admitted.

"We had to try," Tilda nodded. "We don't belong here."

"But there's no need to run." The auctioneer waved the ring at them. "Not when you possess an item like this."

"Oh, sure," Tilda sneered. "I suppose you'd just let Charlie swap the ring for me?"

"Well, actually, yes," the auctioneer nodded. "If your brother is happy with such a transaction."

"Happy?" Charlie gasped. "Why wouldn't I be happy? It's not even m- ouch!"

Tilda kicked her brother's shin. "Is it valuable, then?"

"In the right hands, something like this could be almost priceless," the auctioneer confirmed. "This ring carries the Emperor's mark. These are only given to his most valued and trusted subjects."

Charlie shrugged "If it's so important, why did you chase us? You can have it if it means we can leave this awful place."

Bending close so he couldn't be overheard, the auctioneer whispered to the two children. "This ring doesn't belong to you, does it?"

Charlie shuffled awkwardly. "Erm, well..."

"I could get into a lot of trouble for accepting stolen property. Especially property like this." He dropped his voice even lower as he gave Tilda and Charlie a knowing wink. "But if it's really valuable, there might

be a reward for its return.”

“We found it,” Tilda interrupted. “We didn’t steal it. It doesn’t belong to anyone from this... erm... place.”

“Good!” The auctioneer seemed relieved. “In that case, it’ll be easier to sell. A ring bearing the Emperor’s mark can open a lot of doors, and I know people who would give me several thousand denarii to get their hands on this.”

Charlie and Tilda exchanged hopeful glances.

“Let me keep this ring and you can go free,” the auctioneer promised.

Charlie didn’t hesitate. He thrust his hand towards the auctioneer’s, ready to give it a vigorous shake. He was about to say “Deal!” when Tilda stepped between them.

“I want something else.”

Disappointment wrinkled the auctioneer’s brow. “You do?”

Charlie echoed the man’s question. “We do?”

“We need a key to get us home, remember?” Tilda’s hushed words reminded him.

Tilda thrust her palm forward. “It would be awful if the Emperor ever found out that you had his ring. Give both of us a solid gold aureus and I guarantee you’ll never see or hear from us again.”

A second later, two golden coins were nestled in Tilda’s hand. Her fingers snapped shut around them and before the auctioneer had the chance to change his mind, Tilda grabbed her younger brother by the wrist and yanked him towards the wall. She just had time to push one of the coins into Charlie’s hand before she hurled them both straight at the ancient stonework.



Brother and sister collapsed breathlessly onto the soft, sweet grass of York’s museum gardens. A few curious tourists glanced across at them, wondering why two children were wearing fancy dress. But on the whole, Charlie and Tilda’s return to the twenty-first century went largely unnoticed.

Charlie could feel the sun beating down against his

back, but what kept him pinned to the floor was the soft and reassuring murmur that only comes from the gathering of summertime tourists. It was definitely a twenty-first-century sound. And they were definitely the same tourists he'd seen before they left. Which could only mean one thing: back in twenty-first-century York, they had only been gone for minutes, not days.

Tilda smiled as the beat of pop music filtered from the speakers in the museum café. Both children grinned happily at the distant howl of a police siren.

Minutes later, as they made their way back towards the antique shop, Charlie linked his arm around his sister's and held out the bag of Roman coins. "You know, I think we should give these to Dad to sell in the shop."

Tilda agreed. "We should probably give him all of Professor Howe's other coins too."

"Even the Viking coins?"

"Especially the Viking coins," Tilda insisted. "Apparently they were far worse than the Romans. And the Anglo-Saxons weren't much better either."

She paused to scratch her head. "Come to think of it, I'm not entirely sure if anywhere in the past is a good place to visit."

Charlie felt a little flutter of excitement rumble through his belly. "I guess there's only one way we'll ever really find out."

I Am an Amazing Person!

Read and complete the sentences below.
You can draw or write the answers.



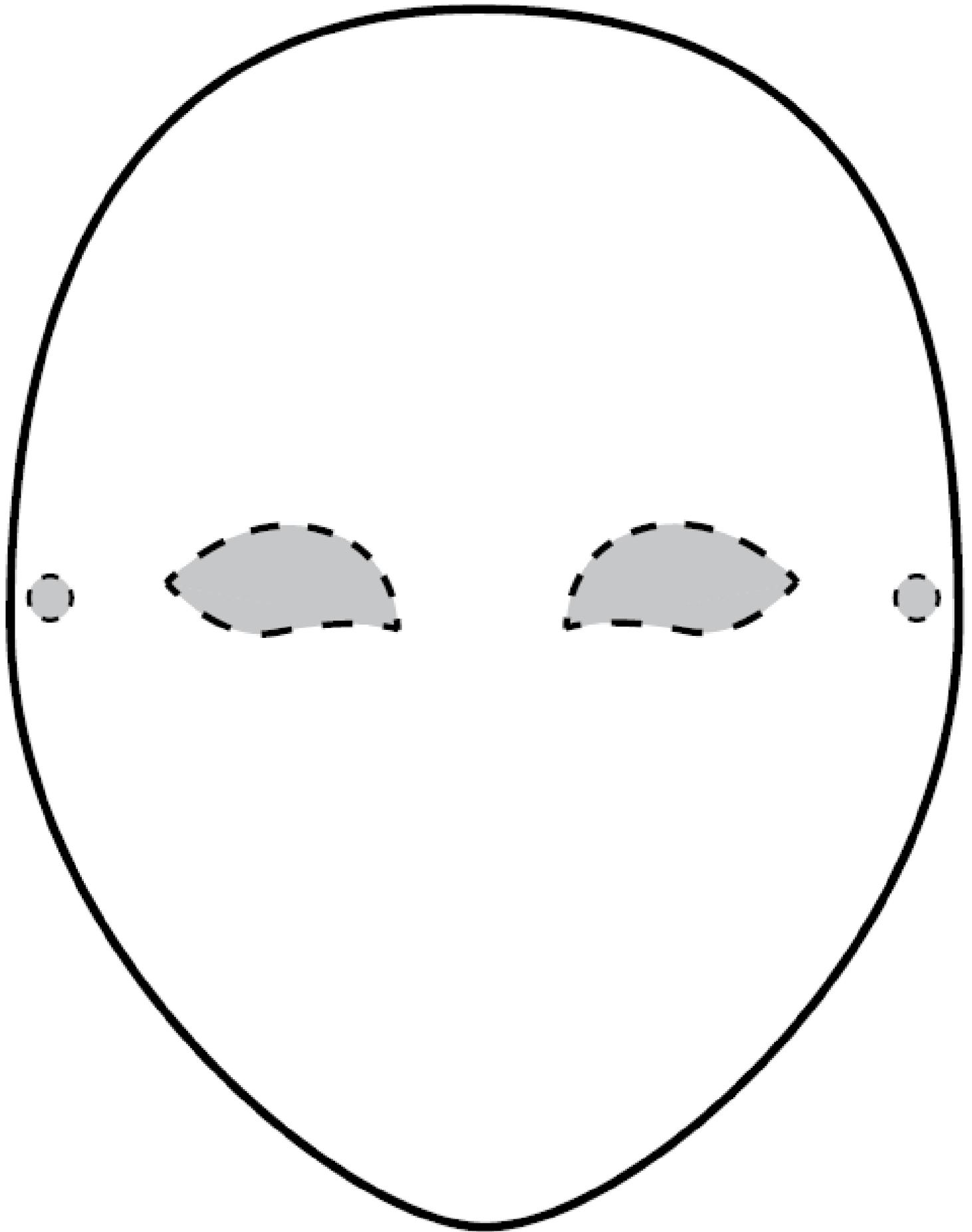
Japanese Noh Masks





Watch: <https://www.youtube.com/watch?v=blOzH842lYg>
Watch: <https://www.youtube.com/watch?v=88v-HYGAKMQ>

Using A3 paper, divide it into 4 sections. Design your own mask in each section.
Choose your favourite of the 4. Cut out the 'Noh Mask Template', then draw on your design.
Add colour and recycled materials to make it 3D.



Units/Ones Multiple Patterns

Name: _____

Date: _____

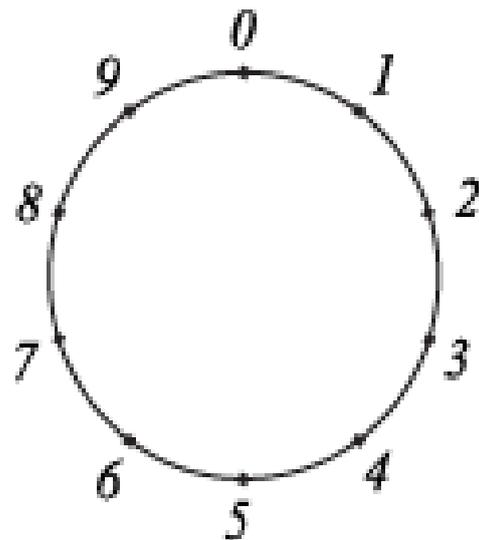
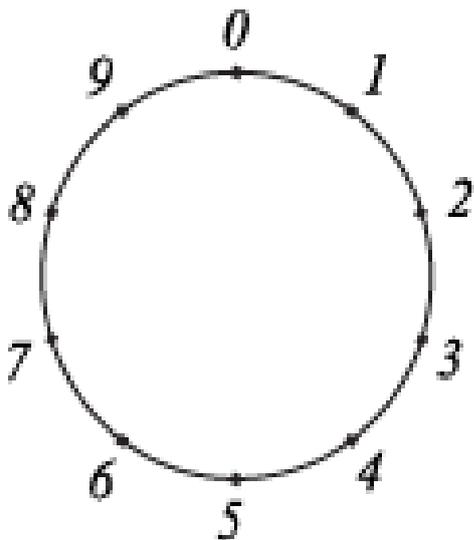
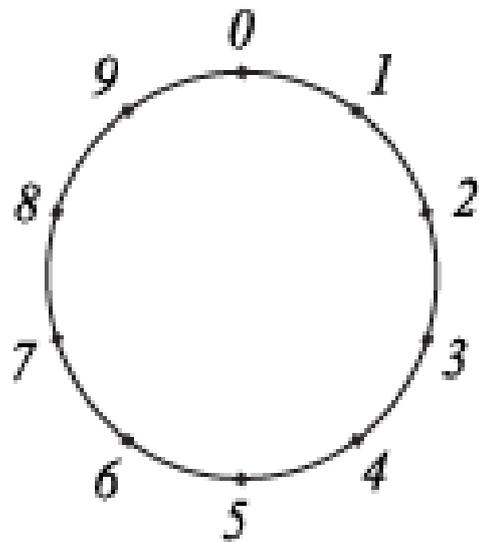
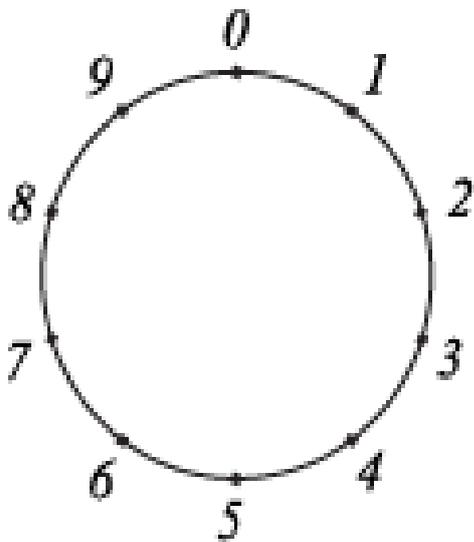
Task

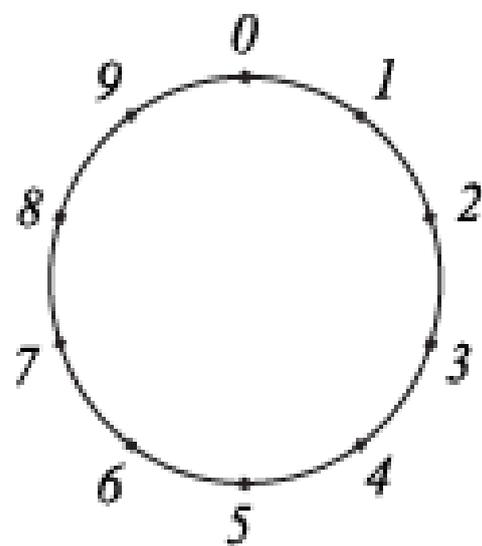
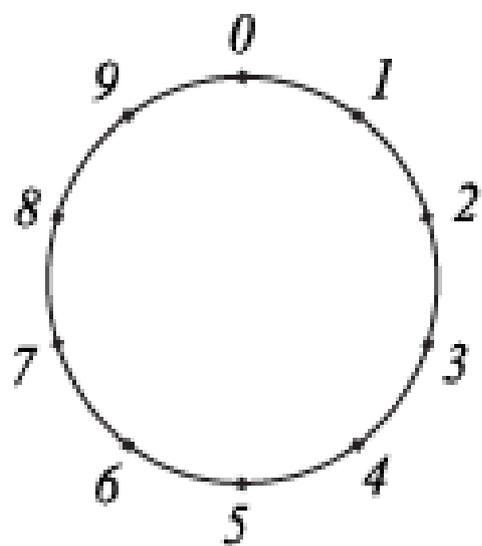
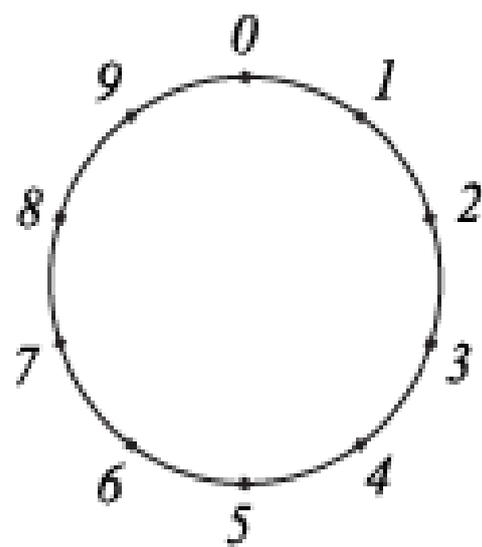
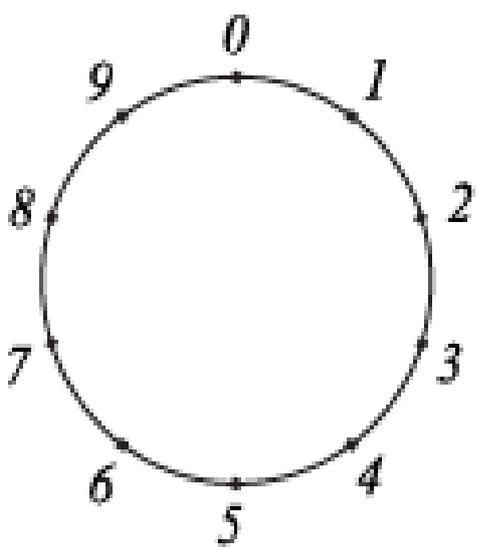
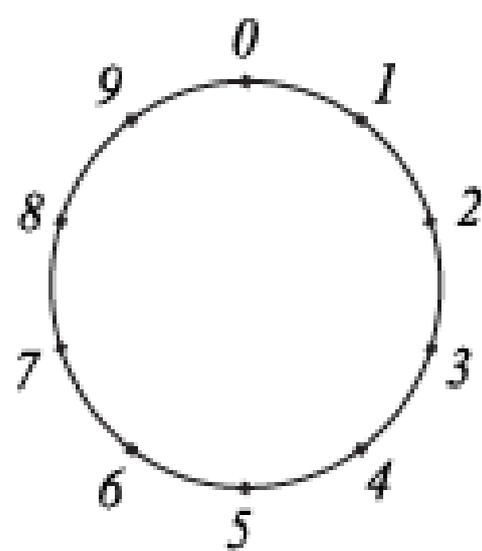
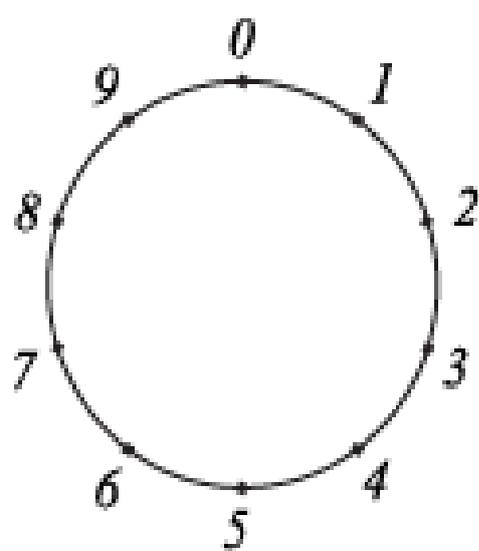
First, generate a list of Multiples for each times table. Can you find a number sequence in the units/ones column?

Next, use the sequence to create a shape inside the circle.

Finally, colour your shape! Which times table has the longest sequence? _____. Which times tables do not have a pattern in the circle? _____.

Why is this?





Pronouns

How many different **pronouns** can you think of? Don't forget to include personal, possessive, relative and reflexive **pronouns**.

yourself

Pronouns

his

themselves

it

our

I

they

who

you

mine

which

he

yours

that

she

theirs

myself

Pronoun or Not?

Keeping in mind that 'a pronoun is a word which takes the place of a noun', sort the following words into the correct circles.

orange
that

yours
them

himself
home

Larry
piano

it
him

Pronouns

Not Pronouns

Spot the Pronouns

Read the sentences below and spot the **pronouns** which take the place of a noun. There could be more than one.



Ash loves to play tennis; she is really good at it.

Peter went for a walk and he stopped when he arrived at the cafe.

“The flute is his, not ours,” replied Tomasz.



We taught ourselves how to play cards over the summer break.

Spot the Pronouns

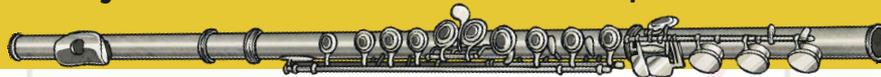
Were you able to spot the **pronouns** which take the place of a noun?



Ash loves to play tennis; **she** is really good at **it**.

Peter went for a walk and **he** stopped when he arrived at the cafe.

“The flute is **his**, not **ours**,” replied Tomasz.



We taught **ourselves** how to play cards over the summer break.

Replacing Nouns

Read the sentences below and replace certain nouns with **pronouns** to avoid repetition.

The Queen wore a crown. The crown was very sparkly.



Sam was clever because Sam loved reading.



When the Collins arrived, the Collins realised that the suitcase was not the Collins' suitcase.



My sister and I love chocolate – my sister and I wanted to eat the whole cake.



Is there more than one **pronoun** which could make sense?

Replacing Nouns

Did you add **pronouns** to avoid repetition?
Could more than one **pronoun** make sense in the sentence?

The Queen wore a crown. **It** was very sparky.



Sam was clever because **he** loved reading.



When the Collins arrived, the Collins realised that the suitcase was not **theirs**.



My sister and I love chocolate –
we wanted to eat the whole cake.



Avoid the Repetition!

Look at the sentence below. How many different pronouns and alternative nouns can you use in one minute to avoid repetition?

Write your answers on a whiteboard.



Jamie threw the ball to his friend and the ball almost hit his friend in the face.

Start

End

Avoid the Repetition!

Look at the sentence below. How many different pronouns and alternative nouns can you use in one minute to avoid repetition?
Write your answers on a whiteboard.

The children laughed as the children skipped over the rope while Leroy held onto the rope.



Start

End

How Can We Avoid Repetition?

Repetition is when something that is said or written is used over and over again, for example:

Gary ate supper when **Gary** got home. **Gary** enjoyed the food.

After its first use, instead of repeating 'Gary', we could replace further uses with pronouns to avoid repetition, such as:

Gary ate his **supper** when **he** got home. **He** enjoyed the **food**.

noun

pronoun

pronoun

alternate noun

We can also replace the noun 'supper' with another noun which means the same thing (or simply use 'it').

Avoid the Repetition!

Read the following passage of text. How many **pronouns** and **alternative nouns** can you use to stop this story from being repetitive?

Jenny carefully took the toothbrush out of the cupboard and brushed her teeth with **it**. Jenny's face became covered in foam so **she** took the towel and wiped her face with **it**.



Start

End

Avoid the Repetition!

Read the following passage of text. How many **pronouns** and **alternative nouns** can you use to stop this story from being repetitive? Don't take out so many nouns that the text no longer makes sense.

Keenan took his dogs, Max and Suki, to the local park. Keenan took **them** off the lead **there** and Max ran forward. Keenan followed **him** so Max ran faster and Keenan could not keep up with **him**. Eventually, Max stopped and **he** had a lie down on the floor. Keenan and Suki lay next to **him** so **they** could recover.

Start

End

Why Soap Works Experiment

Record Sheet

Test 1: What I predict will happen when I put my finger into the bowl the first time.

What actually happened?

You may wish to draw a picture or add a photograph.

Test 2: What I predict will happen when I put soap on my finger and put it into the bowl.

What actually happened?

You may wish to draw a picture or add a photograph.

Why Soap Works Experiment Record Sheet

Why was there a difference in how the pepper behaved when the soap was added?

Think of the surface of the water as the skin on your hands and the pepper as microbes on your hand.

Write a sentence to explain what happens when soap meets the microbes on your skin.

Why should we use soap when we wash our hands?

A decorative graphic on the left side of the image, consisting of white lines and circles on a blue background, resembling a circuit board or a tree structure.

WHY DO WE USE
SOAP TO CLEAN
OURSELVES?

Why Soap Works Experiment

You will need:

- A bowl
- Some water
- A sprinkle of black pepper (or another spice)
- Liquid hand soap
- A hand towel
- A camera (optional)

In this experiment, you are going to find out why soap works and why it is better than using just water to wash your hands.

In the experiment, the surface of the water in the bowl represents your hands. The pepper represents harmful dirt and germs that need to be washed away.

There are two tests in this experiment. They will show you what happens when you wash your hands with and without soap.



Fill the bowl with water, but not all the way to the top.



Sprinkle some black pepper on to the surface of the water. You should see the black pepper floating.



Test 1: Dip your finger into the centre of the bowl of water. Watch what happens to the pepper and record this.

Why Soap Works Experiment



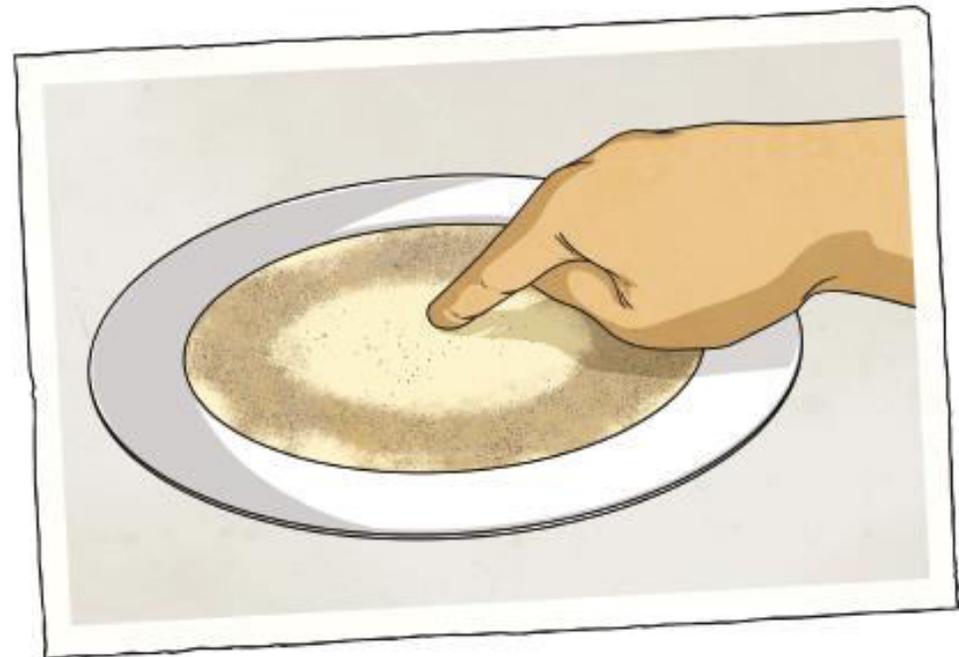
Dry your hand, then dip your finger into the liquid hand soap.



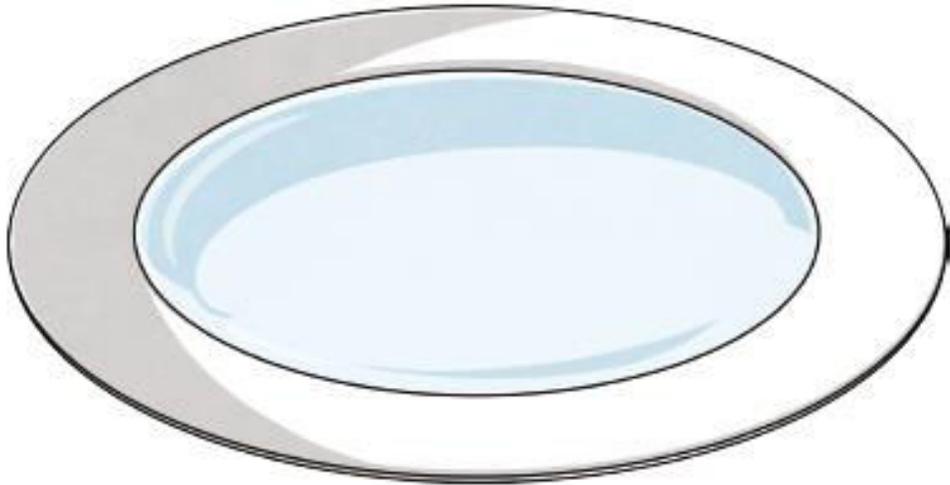
Test 2: Dip your soapy finger in to the centre of the bowl of water. Watch what happens to the pepper and record this.

Top Tip

Use a camera to take photos to record what happens to the pepper each time you put your finger into the bowl.



Why Soap Works Experiment



Step 1

Fill the bowl with water, but not all the way to the top.

Why Soap Works Experiment



Step 2

Sprinkle some black pepper on to the surface of the water. You should see the black pepper floating.

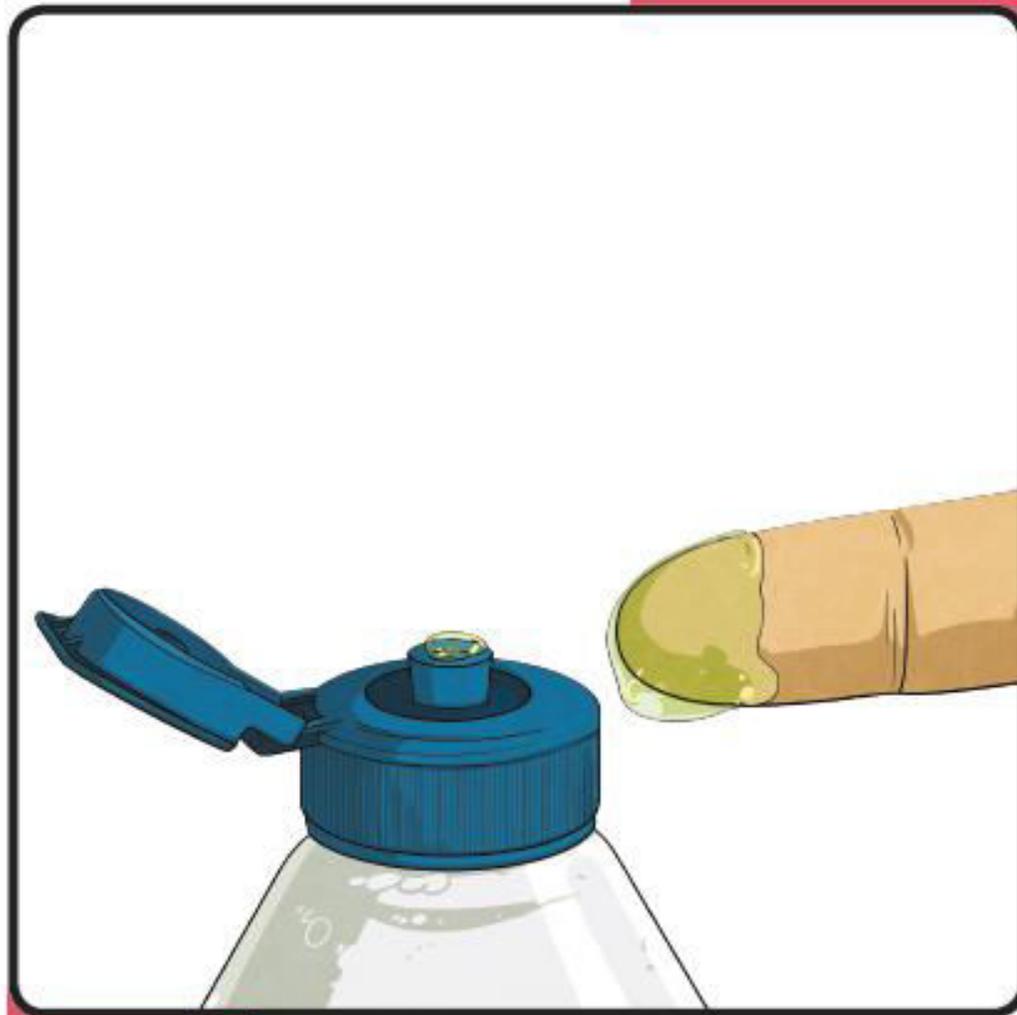
Why Soap Works Experiment



Step 3

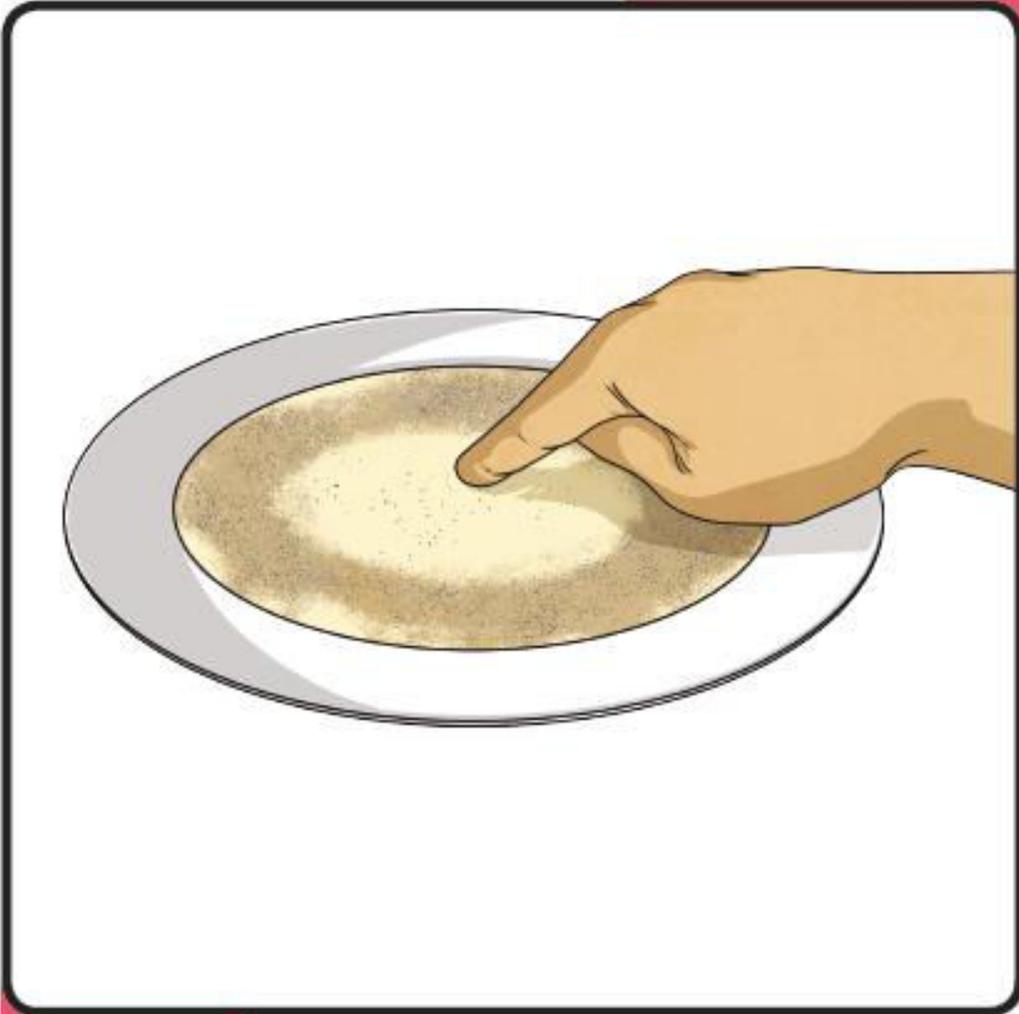
Test 1: Dip your finger into the centre of the bowl of water. Watch what happens to the pepper and record this.

Why Soap Works Experiment



Step 4

Dry your hand, then dip your finger into the liquid hand soap.



Step 5

Test 2: Dip your soapy finger in to the centre of the bowl of water. Watch what happens to the pepper and record this.

Q - What have you learned?

Now complete the 'Soap Experiment Activity'.

Linking Nouns and Pronouns

Part A

Pronouns are used to stand in for nouns to avoid repetition in a sentence or paragraph.

Rewrite these sentences from 'Roman Rescue' using pronouns and possessive determiners so that the nouns are not repeated. The first one has been done for you.

Tilda wrinkled Tilda's freckled nose as invisible specks of freshly-disturbed dust threatened to make Tilda sneeze.

Tilda wrinkled her freckled nose as invisible specks of freshly-disturbed dust threatened to make her sneeze.

Tilda nursed Tilda's hand.

Charlie's smile vanished as Charlie shuffled awkwardly.

Tilda could hardly believe the sight that greeted Tilda.

Tilda's heart was racing so hard that Tilda thought Tilda's heart might tear a hole through Tilda's chest.

So much for Tilda aspiring to become a detective; Tilda couldn't believe that Tilda had missed something so obvious.

The stone building looked familiar, especially the position of the stone building's angled walls.

Thinking quickly and still gripping one of the coins in Charlie's fist, Charlie found what Charlie hoped was the area of wall Charlie'd travelled through.

Charlie and Tilda turned to see the haggard face of an ugly peasant farmer glaring through the doorway of the peasant farmer's hut. The peasant farmer's long hair appeared to be bleached white, and the hair hung heavily from the peasant farmer's head in untidy strips.

Now, look at your pairs of sentences. Which sentence in each pair makes the most sense? Which is easiest to read? Why?

Linking Nouns and Pronouns

Part B

Pronouns are used to stand in for nouns to avoid repetition in a sentence or paragraph.

Circle the pronouns and possessive determiners that stand in for nouns in these extracts from Chapters 1-14 of 'Roman Rescue'. Then, colour-code each pronoun/determiner with the noun it refers to. Beware, the pronoun/determiner sometimes comes before its noun! The first one has been done for you.

Apparently happy that his shoe had survived unscathed, Charlie slipped it back onto his foot before the room's scent caught his attention too.

Tilda could hardly believe the sight that greeted her.

Disappointment prized a sigh from Tilda's lips as her shoulders drooped.

Tilda gave Charlie a weary glance as she pushed her ear against the thinly-painted plaster.

Oddly, the rungs of the wooden ladder were angled from the floor towards the wall. Anyone climbing down them would have to duck.

It was the room's walls that entranced Tilda. They were a kaleidoscope of treasures.

Ancient cities like York had doors around the city walls to keep people out. They called them gates.

Ducking low and hoping they would remain unseen, the two children crawled past a mound of steaming manure.

The helmet's owner glared down at Charlie and Tilda through eyes that looked like they could start a fire. He swung his heavy sword towards them.

Tilda shook her head. She remembered reading that Romans had odd rules, some of them quite savage, and she just hoped theft was one of their lower misdemeanours.

* * * Challenge Task

Look in your own reading book. Can you find a pronoun that refers to a noun in a different paragraph?
