



# Year 4

Day 2- Week 14  
14th July 2020



**Mindful moment of the day**

**Close your eyes and really focus on what you can hear, is there anything that you don't normally hear....?**

# Timetable

Lesson 1: Reading

Lesson 2: Maths

Free time

Lesson 3: Grammar/Spelling

Lesson 4: Writing

Lunch

Lesson 5: Project

Don't forget to READ and practise your times tables!

# Reading

This week we are all going to continue with History Hackers: Roman Rescue. Even if you normally go to another reading room, you can still do this book but if you are finding this tricky then you can look at the Year group's reading you would normally do!

If you go to another room for reading, make sure you look at their reading activities on the website if you find these too hard.





This week we are continuing with an ebook called History Hackers: Roman Rescue. It is a fictional book with historical links. Hopefully it will remind you of what you learnt when we studied the Romans. If you are able to get onto Twinkl (access is still free for parts I think), you could have a look yourself. Otherwise, the pages will be copied below. We hope you enjoy – let us know on Teams or on email what you think of it.



The following link will take you to a YouTube video of Chapter Four of the book being read aloud:

<https://www.youtube.com/watch?v=ToR-wRZn0S8&feature=youtu.be>

The questions / activities she talks about are on the next slides. Make sure you pause as you go through.



## Chapter 4

### An Impossible Possibility

Tilda double-checked more than twenty dates, each time finding a corresponding entry in the professor's journal. The entries themselves were incredibly detailed, not only describing the people its owner had allegedly met and a number of significant historic events, but also containing a reference to a specific artefact and its position in the room.

Finally, she turned to a new page and scanned the text. "Back wall... second shelf from the left... fourth from the floor."

Following his sister's instructions, Charlie scuttled

across the small room and navigated the contents of the bookcase. "Got it!"

"Seventh book from the left should be a slim black diary."

Charlie counted across the shelf until his finger dropped onto a book that matched Tilda's description. "What is it this time?"

Tilda leaned back against the chair and exhaled loudly. She refused to believe what the professor's note was claiming. "Shakespeare's pocket book."

Charlie snatched his finger back as if he'd just been bitten. "The famous play-writing guy?"

Tilda closed the journal with a thud. "It can't be true."

Charlie gazed around the room. His eyes seemed to sparkle brighter than the various treasures. "These things all seem genuine enough, Tils. Why would the professor go to all the trouble of forging everything?"

"But time travel isn't possible!" Tilda swung the chair around until she was facing the room. "Everyone knows that."

"Everyone except the professor, maybe?"

"Wait, wait, wait!" This was all beginning to make Tilda's head hurt. "How would he go back in time? There's not one single mention of a time machine."

Charlie thought for a moment. "Perhaps he used something else."

Tilda snorted. "Like what, a magic potion?"

Charlie pointed to a section of wall behind his sister's head. "He might have used one of those."



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

The two children stood staring at the large square cork board that had been screwed to the wall. A collection of tiny leather pouches hung from pins, each with a handwritten label showing various periods of time. One hook read **Brigantes**; another read **World War Two**.



Between those was every significant period in York's long and varied history.

"What do you think they are?" Charlie asked.

Every sensible gene in Tilda's body resisted what she was about to say next. "Maybe they're keys to open something like a time door."

Charlie pointed to an empty pin beneath a label reading **Normans**. "Why is one missing?"

Both children stared at the empty pin. Neither dared to say what they were each thinking.

Tilda remembered seeing a skull and crossbones sign scribbled beside the Normans' door on Professor Howe's map. Something told her that was significant.

Suddenly feeling a mixture of enthusiasm and fear, she reached out towards the tiny pouches, plucking off the one labelled **Romans**. It felt unexpectedly light and the fabric was more delicate than it looked. When she bounced it on her palm, it jangled softly.

Like every bag, this one was sealed shut by a tight knot. After gently working the knot loose, Tilda

tipped the contents out onto her palm.

Three thin, golden coins danced across her skin, plus a small golden signet ring which sparkled in the dusty light. Charlie reached out and plucked it from his sister's palm. Both children stared down with admiring eyes at the beautifully-fashioned golden band. What really caught their attention, though, was the face of a man which had been cut into the precious stone on top of the band, and cold eyes scowled up at Tilda with a look that sent contempt reaching through history.

"They look old," Charlie observed, "and valuable."

Tilda nodded. "I think they're genuine Roman coins. And that ring looks like it could be worth a fortune. I wonder how the Professor got his hands on all this stuff?"

"Check another bag," her brother urged.

When she emptied the bag marked **Vikings**, more coins rolled onto her palm. These were much plainer, and seemed to be made from less precious metals.

Checking the bags labelled **Tudors** and **Stuarts** confirmed that each little pouch contained the same contents: ancient money and little artefacts.



Charlie's brow creased like paper as he rubbed his chin. "The map shows the symbol of a key next to every door. How can we use money that is impossible to spend as a way to open a door? Is it some kind of puzzle?"

Tilda reached for the professor's journal. Instinct was telling her that the solution to this conundrum had to lie within its pages.

Maybe she was destined to be a detective after all – the answer stared up at her from the bottom of the very first page.

Tilda felt her cheeks flush with giddiness as she read the professor's words out loud.

"Although each time door is invisible to the naked eye, I have found that they can be opened and travelled through by anyone possessing the right historical artefact." Her finger trembled almost as much as her voice as she traced the words. "For a treasure hunter with a sense of adventure, these historic items are actually keys to the most incredible experiences imaginable."

When she glanced up from the journal, she found her brother hopping with glee. "We've got to see if we can open one of those doors!"

## During the Video



Watch the video, where you will hear Chapter 4 being read to you. There will be some questions to answer during this video. You may choose to write your answers to these questions here. If you decide to do this, pause the video to give yourself time to write.

1. What sentence on this page tells the reader that Charlie has shining eyes? (p.25)

2. At the bottom of the page, Tilda says, "But time travel isn't possible!" What other sentences on this page can you find which tell the reader that Tilda does not believe in time travel? (p.25)

3. 'Every sensible gene in Tilda's body resisted what she was about to say next. "Maybe they're keys to open something like a time door."  
What do these sentences tell us about how Tilda was feeling? (p.27)

## After the Video



Answer these questions after watching the video. Look carefully in the eBook for the answers and use what you have learned in the first section.

4. How does Tilda react to what she has discovered in this chapter? Use a phrase from the book to explain your answer. (p.25)

5. 'When she bounced it on her palm, it jangled softly.'  
Choose three phrases the author could have used instead of 'jangled softly' in this sentence. (p.27)

6. What does the word 'danced' tell us about how the coins moved? (p.28)

7. Which character would you prefer to be: Tilda or Charlie? Explain your answer in as much detail as possible.

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## Deeper Reading



8. Find the sentence that starts, 'Charlie pointed...' Write down a sentence that explains what Charlie and Tilda might be thinking at this point. (p.27)

9. What ideas are we given about what might have happened to Professor Howe? (p.27)

Extension: Pick at least 5 words from this chapter that you do not know or that you feel are powerful vocabulary. Write these down, along with their definitions and use them in a sentence. Challenge yourself to use these words out loud in a sentence at least once a day if you can!

# Maths

Choose one of the activities to do.

You may want to do all of them, chose a few from each one or just focus on one challenge.

Copy all the work down into your books.

Complete the multiplication grid.

X	9	2	1	6
8	?	?	?	?
10	?	?	?	?
7	?	?	?	?
2	?	?	?	?

Make 24 in 5 different ways whereby all four of the operations are used.

Here is an example with 36.

$$24 + 12 =$$

$$6 \times 6 = 36$$

$$360 \text{ divided by } 10 = 36$$

$$40 - 4 =$$

$$30 + 6 =$$



## Rows of coins

Collect these coins or use the picture and answer the questions.



1. Take five coins: 1p, 2p, 5p, 10p, 20p.  
Put them in a row using these clues.  
The total of the first three coins is 27p.  
The total of the last three coins is 31p.  
The last coin is double the value of the first coin.
2. Take six coins: two 1p, two 2p and two 5p.  
Put them in a row using these clues.  
Between the two 1p coins there is one coin.  
Between the two 2p coins there are two coins.  
Between the two 5p coins there are three coins.

# Dan the detective

1. Dan the detective looked for a number.  
He found a two-digit number less than 50.  
The sum of its digits was 12.  
Their difference was 4.  
What number did Dan find?
2. Dan found a two-digit odd number.  
One of its digits was half the other.  
The number was greater than 50.  
What number did Dan find?



# Spaceship



Some Tripods and Bipods flew from planet Zeno.  
There were at least two of each of them.

”

Tripods have 3 legs.

Bipods have 2 legs.

There were 23 legs altogether.

How many Tripods were there?

How many Bipods?

Find two different answers.



Take a break

Good job if you've managed that much so far!



# Spelling and Grammar – Bronze

## Mrs Pitt's group

Spelling Rule: adding –ing to a word ending in –y with a consonant before it

copying  
crying  
replying  
marrying  
carrying  
flying  
trying  
drying  
skiing  
taxing

Using your spelling words, complete the sentence, fill in the missing word or answer the clue.

1. It has been a \_\_\_\_\_ year.
2. Lots of the year 6 children were \_\_\_\_\_ on their last day of primary school.
3. The children were \_\_\_\_\_ all the toys to the garden.
4. We will be \_\_\_\_\_ to Australia next month.
5. I have been \_\_\_\_\_ to get my washing dry all week.
6. I will do the \_\_\_\_\_ up later.
7. The young lady was so excited to be \_\_\_\_\_ the man of her dreams.
8. I love \_\_\_\_\_ to my fan mail.
9. \_\_\_\_\_ is my favourite thing to do.
10. I have been \_\_\_\_\_ my times tables.

# Spelling and Grammar – Silver and Gold

Using your spelling words, complete the sentence or fill in the missing word. Write the Answers down, try to remember the spelling.

awkwardly  
frantically  
curiously  
obediently  
carefully  
rapidly  
unexpectedly  
deliberately  
hurriedly  
reluctantly

1. We \_\_\_\_\_ returned from our holiday.
2. I \_\_\_\_\_ finished the shopping so I could get ready for the party.
3. The naughty boy \_\_\_\_\_ put a frog in his aunties bed.
4. \_\_\_\_\_ there was a thunderstorm.
5. The sunflower grew \_\_\_\_\_.
6. Grandad \_\_\_\_\_ looked after his garden.
7. The puppy \_\_\_\_\_ waited for his next command.
8. The small boy \_\_\_\_\_ looked inside the classroom.
9. I was \_\_\_\_\_ searching for my purse.
10. I stood \_\_\_\_\_ waiting for my turn in P.E.

Look at the pictures on the front of these postcards and write a sentence about what is happening using a fronted adverbial. If you need to, use the bank of fronted adverbials below to help you.




above the clouds  
beside the sea

bravely      happily  
having a great time

almost unbelievably  
very sensibly

Imagine you are on a day out this could be a real experience or made up. You might be at a zoo, a park or on a boat. Write a postcard to tell us what you did and how you felt. Remember to use fronted adverbials.

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Lunch time!

Get outside if the weather is nice, or try and do some exercise or meditation. Try Just Dance, Go Noodle or Joe Wickes fitness videos



<https://www.gonoodle.com/>

<https://www.youtube.com/user/CosmicKidsYoga>

<https://www.youtube.com/channel/UCAxW1XT0i>

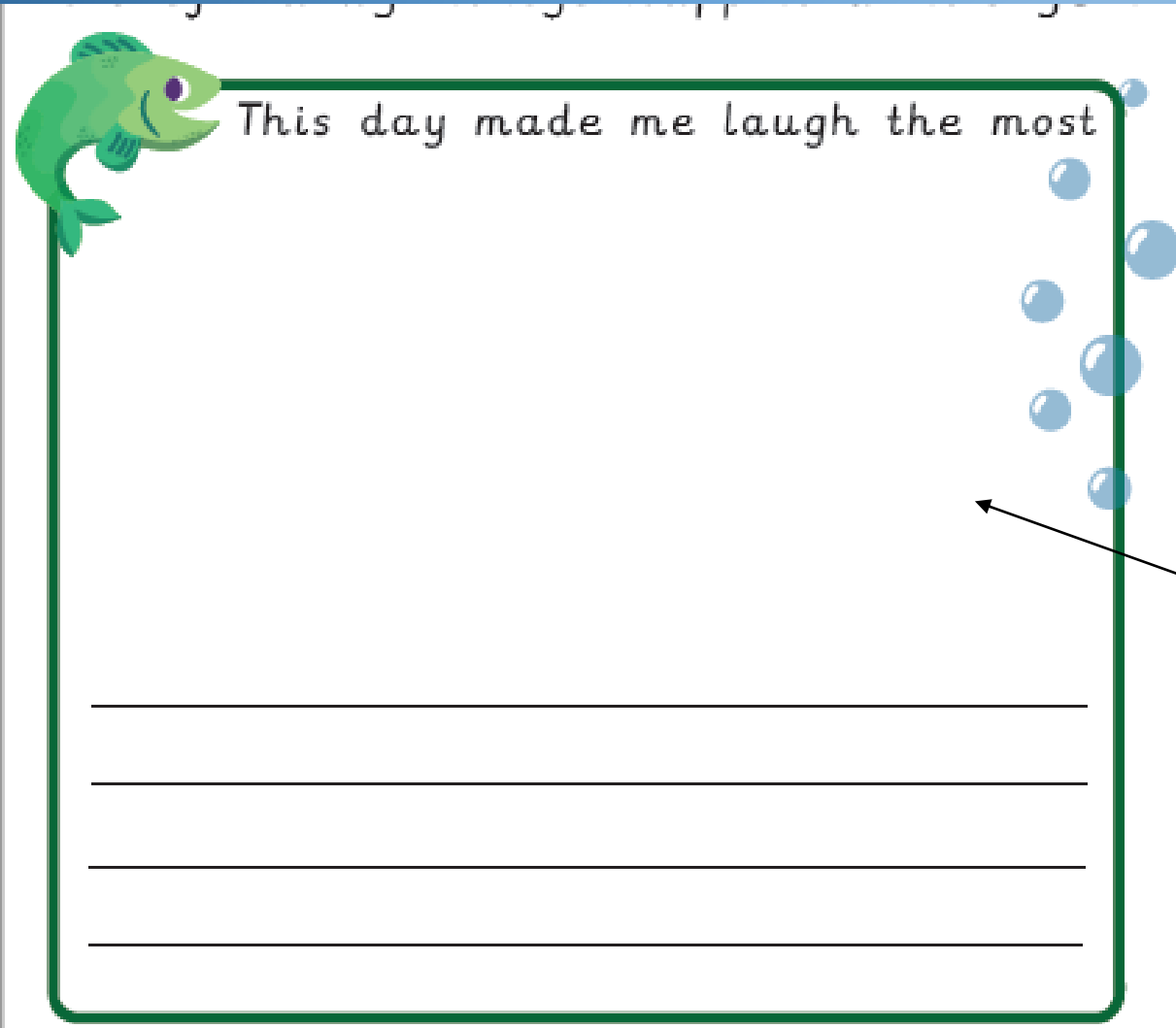
[EJo0TYIRfn6rYQ](https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ)

[https://www.youtube.com/results?search\\_query=just+dance](https://www.youtube.com/results?search_query=just+dance)



# Topic

This week is going to be different from normal – we are going to do some reflecting and transition work, ready for your move to Year 5 next year. We are all very sad we won't be teaching you next year but we've had some brilliant times this year for us all to remember and we hope you'll pop back in and see us if possible from next year, letting us know how you're getting on. We will miss you all lots.



This day made me laugh the most

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Lots of people made me laugh this year

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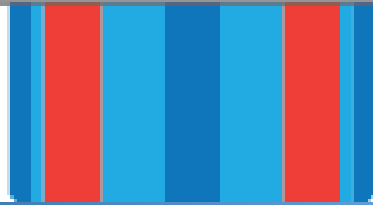
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[www.tnet.co.uk](http://www.tnet.co.uk)

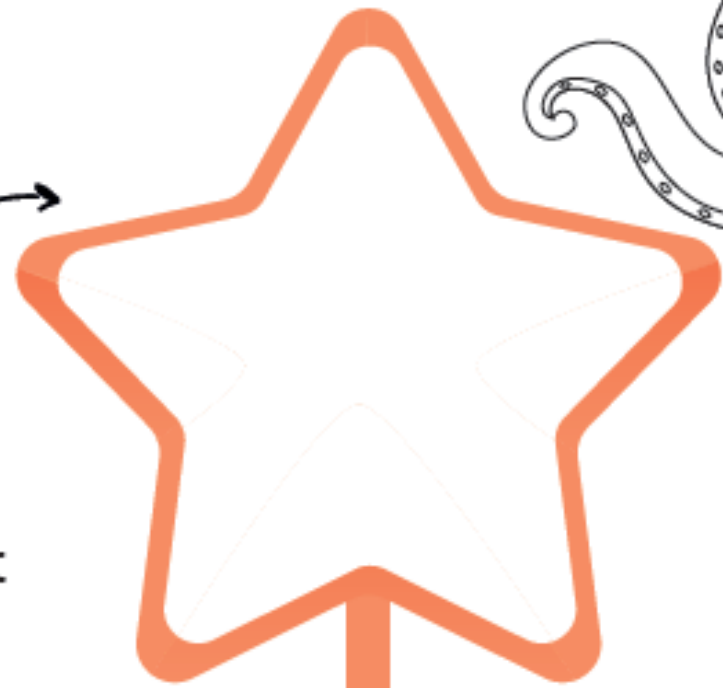
This could be at school  
or at home

# Super Starfish Achievements

Think about what your greatest achievements have been this year.



This is my greatest achievement this year...



My Greatest Achievement

What has been your greatest achievement?

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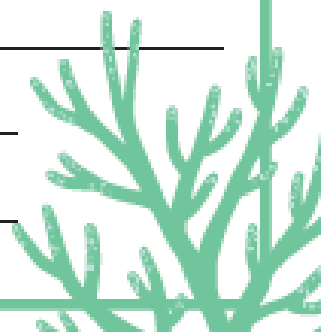
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What did you accomplish this year?

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# 's Machine!

If you could invent a machine that could do anything – what would it be? It might make lollipops or catch pigeons. It could turn a cloud into ice cream or corn into gold. Perhaps it is a bread slicer or an egg poacher. It could make endings for dreams, colours for rainbows, or money. You decide!

Talk about what your machine might make or do with someone or do some thinking in your head.

Watch some videos of machines in operation and making things. What type of movements do you notice? What are the machines made out of? What noises do they make?

Design your own machine in the space on the next sheet using the gridlines. The pictures below might help you with ideas for things which you might include in your machine.

In the boxes around the machine write some of the noises your machine might make to bring it to life.

e.g **CHUGGA CHUGGA CHUGGA!**

**KWEESH....SCHKLOP!**

**PSSSSSCHHHH-K-CLANK.**

Label some of the parts of your machine to show what it is made from and use arrows to show the direction it works in.



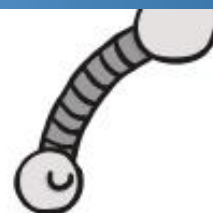
exhaust pipe



gear



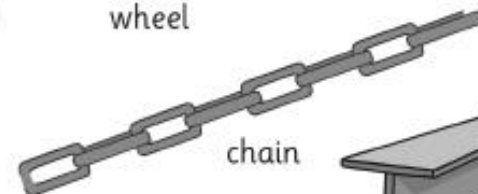
wheel



robot arm



pipes



chain







girders



conveyor belt



power button

			
			
My Machine is called...			
What it does...			
Next, I will invent...			

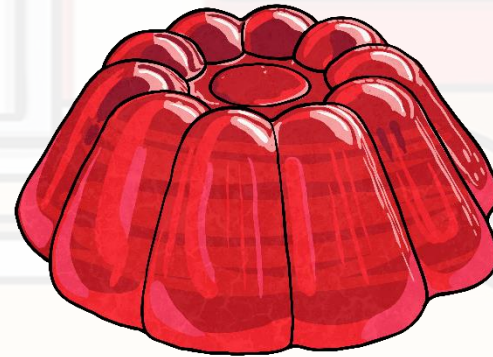
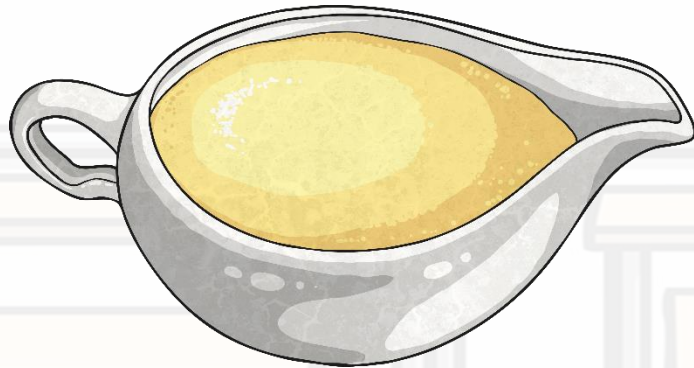
You could make a model of your machine out of junk modelling, Lego, playdough, salt dough, papier mâché or even just paper.



# Would You Rather?

Jump into a pool of custard?

Jump into a pool of jelly?



Explain your reasons.

# Would You Rather?

It rained cats?



It rained dogs?



Explain your reasons.