



Year 4

Day 3- Week 14

15th July 2020



Mindful moment of the day

**Look out of the window,
what is the smallest thing
you can see?**

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.



Today you are going to answer more questions on Chapter 4.
Go to the question slides and look in the text for the answers.

Write them down in your books.

Some of the questions might be **inference-**
remember you will need to look for **clues** in the text
as the answer is hidden.





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!"

Today we are looking at synonyms and antonyms. Use an online Thesaurus, such as the one in the link below, to help and use slides from this week and previous (and the videos from Tuesdays if helpful) to help come up with ideas if needed.

Synonyms and Antonyms

Part A

Using a thesaurus or online tool, think of a synonym for these common words. Synonyms are words that have a similar meaning to another word. An example has been done for you.

| Common Word | Synonym |
|-------------|---------|
| small | tiny |
| loud | |
| fast | |
| old | |
| scary | |
| hot | |
| walk | |
| dirty | |
| buy | |
| laugh | |
| happy | |

<https://www.collinsdictionary.com/dictionary/english-thesaurus>

Part B

An antonym is a word that means the opposite of another word. For example, 'hard' is an antonym for 'soft'. Use the words above to write an antonym for each one.

| Common Word | Antonym |
|-------------|---------|
| small | huge |
| loud | |
| fast | |
| old | |
| scary | |
| hot | |
| walk | |
| dirty | |
| buy | |
| laugh | |
| happy | |

Challenge

The word 'said' can sometimes be used too often. Make up and write down six direct speech sentences related to Chapter 4 using synonyms for 'said'.

E.g. "But time travel isn't possible," pleaded Tilda.

Maths

Today you will all be doing an arithmetic test and a times table Test

You should be able to do the arithmetic test in 10 minutes.

You can also set yourself a 10 minute goal to see how many time Tables you can do on the sheet.

1

$$9 \times \underline{\quad} = 81$$

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

1 mark

2

$$93 \times 8 =$$

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

1 mark

7

$$76 \times 0 =$$

| | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |

1 mark

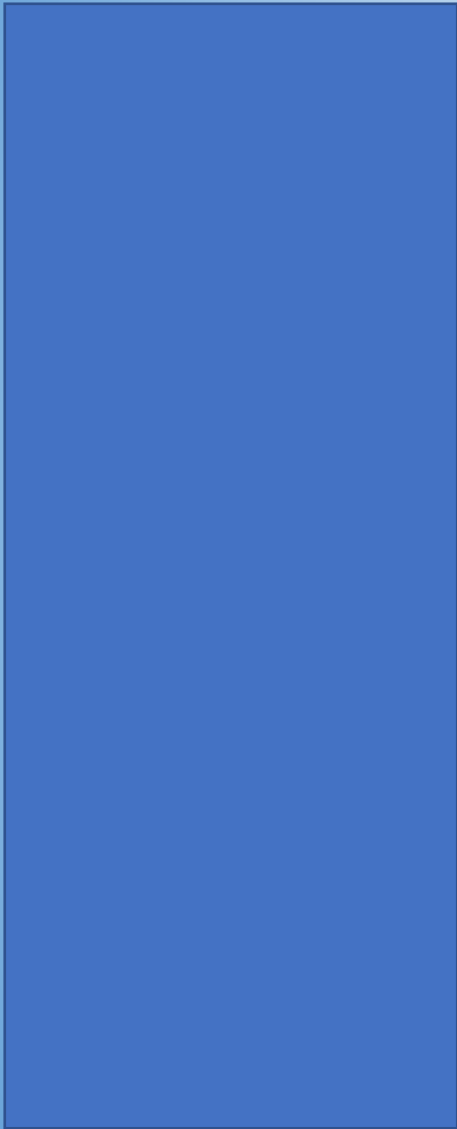
8

$$4,311 - 876 =$$

| | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |

1 mark

Ask an adult to
Check your answers.



9

$$\frac{12}{20} - \frac{10}{20} =$$

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

1 mark

Test 9

10

$$\underline{\quad} = 42 \div 100$$

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

1 mark

Timetables test. Look in the year 4 folder for the full test.

Ultimate Times Table Challenge

Name:

Number Correct:

Time Taken:

Previous Score:



| | | | | | |
|-----------------|------------------|------------------|-----------------|------------------|-----------------|
| $1 \times 1 =$ | $11 \times 12 =$ | $10 \times 12 =$ | $3 \times 5 =$ | $1 \times 9 =$ | $7 \times 1 =$ |
| $1 \times 5 =$ | $1 \times 2 =$ | $2 \times 5 =$ | $4 \times 1 =$ | $2 \times 9 =$ | $4 \times 5 =$ |
| $3 \times 1 =$ | $3 \times 3 =$ | $9 \times 12 =$ | $3 \times 7 =$ | $6 \times 1 =$ | $3 \times 11 =$ |
| $1 \times 4 =$ | $4 \times 3 =$ | $1 \times 3 =$ | $11 \times 7 =$ | $4 \times 9 =$ | $3 \times 9 =$ |
| $5 \times 1 =$ | $8 \times 9 =$ | $5 \times 5 =$ | $8 \times 12 =$ | $2 \times 7 =$ | $5 \times 11 =$ |
| $10 \times 3 =$ | $6 \times 3 =$ | $1 \times 11 =$ | $2 \times 11 =$ | $11 \times 11 =$ | $1 \times 7 =$ |
| $5 \times 3 =$ | $9 \times 7 =$ | $7 \times 5 =$ | $7 \times 7 =$ | $7 \times 9 =$ | $10 \times 5 =$ |
| $8 \times 1 =$ | $10 \times 1 =$ | $5 \times 7 =$ | $6 \times 5 =$ | $3 \times 8 =$ | $8 \times 11 =$ |

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

Today you are going to write the words in either pyramid or rainbow writing.

copying
crying
replying
marrying
carrying
flying
trying
drying
skiing
taxing

c
co
cop
copy
copyi
copyin
copying

Spelling and Grammar – Silver and Gold

awkwardly
frantically
curiously
obediently
carefully
rapidly
unexpectedly
deliberately
hurriedly
reluctantly

Today you are going to write the words in either pyramid or rainbow writing.

a
aw
awk
awkw
awkwa
awkwar
awkward
awkwardl
awkwardly



A Trillion Tropical Leaves

The Amazon river's a mighty beast
that meanders and powers and weaves;
its fingers and veins flowing into the heart
of a trillion tropical leaves.

It sits in the land of the samba and dance,
South American countries count nine:
There's Brazil and Peru, Colombia too,
then Bolivia waits next in line.

The rainforest's huge; the biggest on Earth
with millions of creatures and trees.

Great Britain could fit in there 26 times or 42 Englands with ease!

There're caimans and sloths and ocelots too,
piranhas and things that can bite;
tarantulas, crocodiles, spiders and snakes,
and jaguars spotted and bright.

And what do we do to this Eden on Earth?
This land of such beauty and awe?
We slash and we burn and we chop it all down,
then we slash and we burn it some more.

The Amazon Rainforest's crying for help,
ecosystems are naturally linked,
it's dying, it's hurt; shall we chop down some more
until all of Earth's life is extinct?



1. Write down six animals that the poem mentions.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



2. What does it mean by 'its fingers and veins flowing into the heart of a trillion tropical leaves'?



3. Look at the words at the end of the lines in the poem. Some of them rhyme. Find and write the word in the poem that rhymes with each of these:

nine



bite



extinct



more



4. Read the final verse. In your own words, summarise what's happening in the verse and what the poem is actually saying.



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.youtube.com/watch?v=9311111111>
<https://www.youtube.com/watch?v=9311111111>
<https://www.youtube.com/watch?v=EJo0TYIRfn6rYQ>
https://www.youtube.com/watch?v=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.

So Proud I Could POP!

Think about what your proudest moments have been this year.



One of my proudest moments this year...

Handwriting practice area with five horizontal lines. An arrow points from the text 'This could be at school or at home' to the first line.

This could be at school or at home

It's Good to Have Goals!

Think about what you'd like to achieve and set some goals.

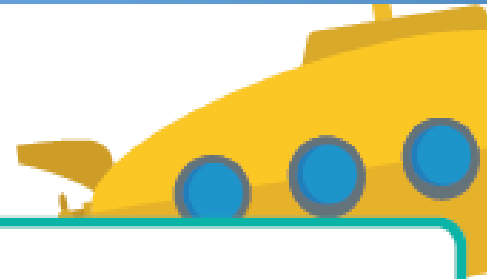


The main thing I want to achieve next year...

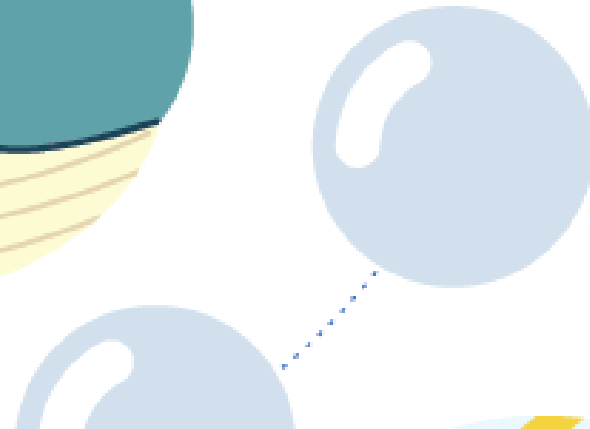
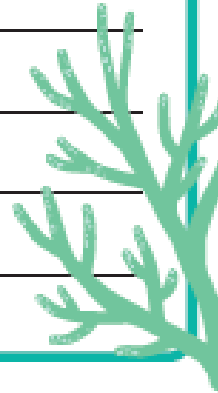
Handwriting practice area with five horizontal lines.



Something new I'd like to try...



A large white rectangular area with a green border, containing five horizontal lines for writing.



My A to Z of the year!

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

V _____

W _____

X _____

Y _____

Z _____

Write down something you have learnt
for each letter of the alphabet!

Dream Summer

What would be your ideal summer? Trips to the beach maybe? A day at a theme park? A picnic with friends in a peaceful green field? Or a swim in an outdoor pool? Mirrored sunglasses show a reflection of what the wearer is looking at. Use the sunglasses template to create a scene of your ideal summer.

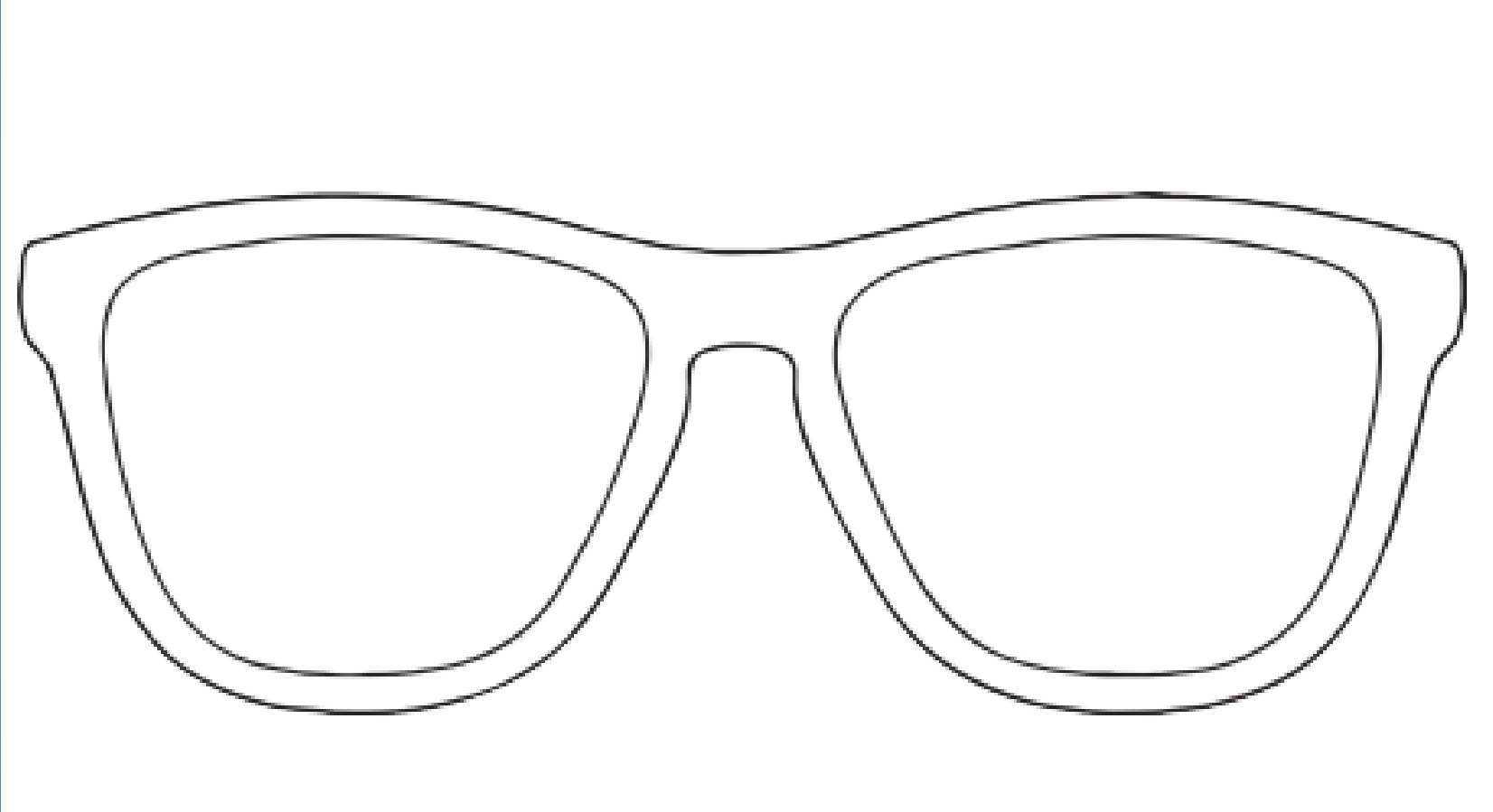
You will need:

- Pencil crayons or watercolour paints. Both of these will give a light, relaxed feeling to your summer scene. If you are using paints, you will also need water and paintbrushes.
- Pencil
- Black felt tip or marker
- Sunglasses template



Instructions

1. Draw your scene in the lenses of the sunglasses. Do this lightly in pencil so you can rub out any mistakes.
2. Once you are happy with your drawing, use your chosen materials to add colour.
3. Finally, colour in the frame of the sunglasses in black felt tip (if you have been using paints, allow time for the paint to dry before adding your outline).



Would You Rather?

Meet someone from the past?



Meet someone from the present?



Explain your reasons.

Would You Rather?

Not use your computer for
one month?



Not eat any junk food for
one month?



Explain your reasons.