



# Year 4

## Home Learning Pack

### Date: 15th June 2020

# Haiku

- A haiku is a Japanese poem with 3 lines of 5, 7, and 5 syllables. (Total of 17 syllables.)
- Does not rhyme.
- Is about an aspect of nature or the seasons.
- Captures a moment in time.



Little frog among  
rain-shaken leaves, are you, too,  
splashed with fresh, green paint?

*by Gaki*

# Free Verse

- A free verse poem does not use rhyme or patterns.
- Can vary freely in length of lines, stanzas, and subject.

## *Revenge*

When I find out  
who took  
the last cookie

out of the jar  
and left  
me a bunch of

stale old messy  
crumbs, I'm  
going to take

me a handful  
and crumb  
up *someone's* bed.



*By Myra Cohn Livingston*

# Limerick

- A limerick is a funny poem of 5 lines.
- Lines 1, 2 & 5 rhyme.
- Lines 3 & 4 are shorter and rhyme.
- Line 5 refers to line 1.
- Limericks are a kind of nonsense poem.



## There Seems to Be a Problem

I really don't know about Jim.

When he comes to our farm for a swim,

The fish as a rule,

jump out of the pool.

Is there something the matter with him?

*By John Ciardi*

# POETRY DETECTIVES

Read the poems and use  
your detective skills to  
answer the questions.



## Subject:

What is the poem about?

**Haiku:** A Japanese poem with  
five syllables on the 1st line,  
seven syllables on 2nd line  
and five syllables on the 3rd.

**Free verse:** A poem with no  
set rhyme or rhythm.

**Limerick:** A five-lined poem  
where the 1st, 2nd and 5th  
lines rhyme. The 3rd and 4th  
lines also rhyme.

**Descriptive language:** This  
helps to create an image in  
the readers mind.

## The Magical Unicorn

There was once a magical unicorn!  
Who loved to dance on his lawn  
He often played ball  
And shopped at the mall  
Until one day he lost his horn!



Type of poem? .....

Subject? .....

Rhyming Pattern? .....

Examples of descriptive  
language (e.g. adjectives or similes):  
.....

Two stars and a wish  
(x2 things you like and x1 improvement)



## A little bit longer?

Just one more game, Mum?  
I've nearly beaten the boss...  
Five more minutes, please?



Type of poem? .....

Subject? .....

Rhyming Pattern? .....

Examples of descriptive  
language (e.g. adjectives or similes):  
.....

Two stars and a wish  
(x2 things you like and x1 improvement)



## Tiny Trees

Tiny tall trees!  
Mini skyscrapers of health  
Dad devours each piece  
I hold each trunk...  
Under the table  
Hoping the dog will gobble them up...  
Good boy!



Type of poem? .....

Subject? .....

Rhyming Pattern? .....

Examples of descriptive  
language (e.g. adjectives or similes):  
.....

Two stars and a wish  
(x2 things you like and x1 improvement)



Day 1 – English; Monday, 15th June, 2020  
LI – To be able to explore poetry.  
Challenge: What type of poetry is this?

## **My Teacher Took My iPod**

### *A Funny School Poem for Kids*

My teacher took my iPod.

She said they had a rule;

I couldn't bring it into class  
or even to the school.

She said she would return it;

I'd have it back that day.

But then she tried my headphones on  
and gave a click on Play.

She looked a little startled,  
but after just a while

she made sure we were occupied  
and cracked a wicked smile.

Her body started swaying.

Her toes began to tap.

She started grooving in her seat  
and rocking to the rap.

My teacher said she changed her mind.

She thinks it's now okay  
to bring my iPod into class.

She takes it every day.

--Kenn Nesbitt

# Decimals

## Chapter 8

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Worksheet 1

#### Writing Tenths

- 1 Write the decimal shown by the shaded part.



(a)



$$1 \text{ tenth} = \frac{1}{10} = \square$$

(b)



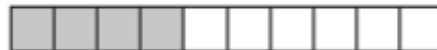
$$\square \text{ tenths} = \square = \square$$

(c)



$$\square \text{ tenths} = \square = \square$$

(d)



$$\square \text{ tenths} = \square = \square$$

(e)



$$\square \text{ tenths} = \square = \square$$

- 2 Shade to show each decimal.



(a) 0.2



(b) 0.5



(c) 0.7



(d) 0.6





tenths =  =



tenths =  =

2 Shade to show each decimal.



Ones	Tenths

ones +  tenths  
 =  +   
 =

2 Fill in the blanks.

(a) **1.3** The digit 1 stands for  one.  
 The digit 3 stands for  tenths.

(b) **4.2** The digit 4 stands for 4 .  
 The digit 2 stands for 2 .

(c) **6.5** The digit 6 is in the  place.  
 The digit 5 is in the  place.

(d) **7.9** The value of the digit 7 is .  
 The value of the digit 9 is .

(e) **23.4** The digit 2 stands for  tens.  
 The digit 3 stands for  ones.  
 The digit 4 stands for  tenths.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Worksheet 4

### Writing Hundredths

1 Write the decimal shown by the shaded part.



(a)



9 hundredths =  $\frac{9}{100}$  =

(b)



hundredths =  =

(c)



hundredths =  =

(d)



hundredths =  =

2 Shade to show the decimal.



(a) 0.05



(b) 0.21



(c) 0.36



(d) 0.52



(e) 0.79

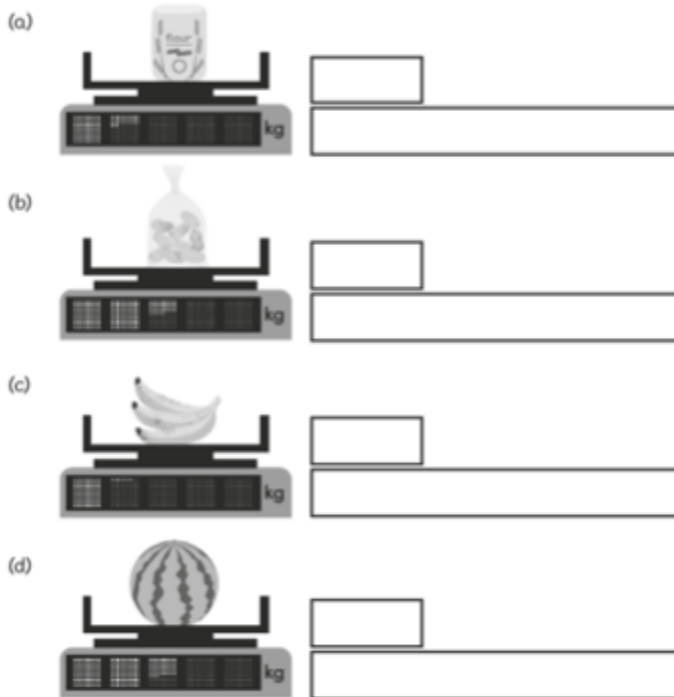


Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

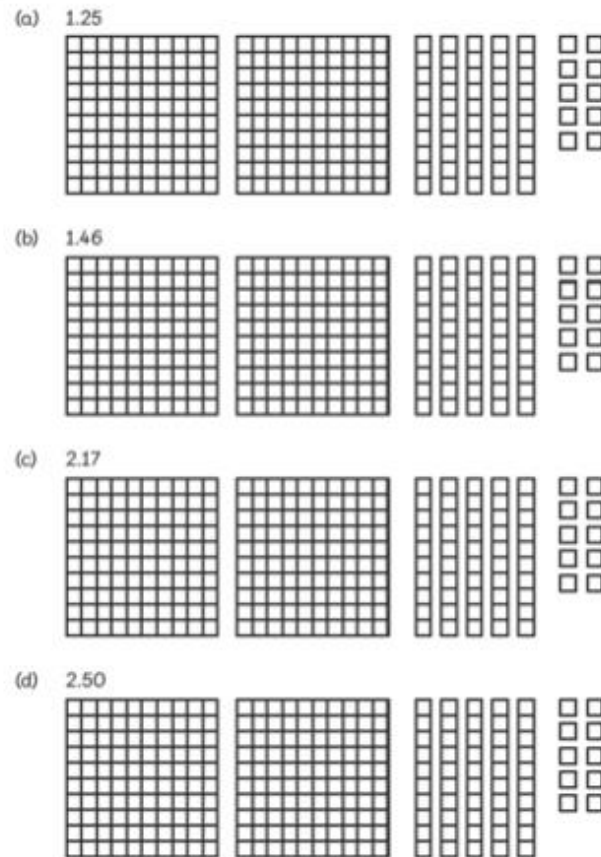
## Worksheet 5

### Writing Hundredths

1 Write the mass shown on each scale in words and in numbers.



2 Colour to show the decimal.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Worksheet 6

### Writing Hundredths

1 Fill in the blanks.



$$\begin{aligned} 12 \text{ hundredths} &= 1 \text{ tenth} + 2 \text{ hundredths} \\ &= 0.1 + 0.02 \\ &= \boxed{\phantom{00}} \end{aligned}$$

Ones	Tenths	Hundredths
	1	2



$$\begin{aligned} 16 \text{ hundredths} &= \boxed{\phantom{00}} \text{ tenths} + \boxed{\phantom{00}} \text{ hundredths} \\ &= \boxed{\phantom{00}} + \boxed{\phantom{00}} \\ &= \boxed{\phantom{00}} \end{aligned}$$

Ones	Tenths	Hundredths
	1	6

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Worksheet 7

### Writing Hundredths

1 Fill in the blanks.

(a)

Ones	Tenths	Hundredths
1	2	5

$$\begin{aligned} 125 \text{ hundredths} &= 1 \text{ one} + 2 \text{ tenths} + 5 \text{ hundredths} \\ &= 1 + 0.2 + 0.05 \\ &= \boxed{\phantom{00}} \end{aligned}$$

(b)

Ones	Tenths	Hundredths
	1	9

$$\begin{aligned} 139 \text{ hundredths} &= \boxed{\phantom{00}} \text{ one} + \boxed{\phantom{00}} \text{ tenths} + \boxed{\phantom{00}} \text{ hundredths} \\ &= \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} \\ &= \boxed{\phantom{00}} \end{aligned}$$

(c)

Ones	Tenths	Hundredths
	3	7

$$\begin{aligned} 374 \text{ hundredths} &= \boxed{\phantom{00}} \text{ ones} + \boxed{\phantom{00}} \text{ tenths} + \boxed{\phantom{00}} \text{ hundredths} \\ &= \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} \\ &= \boxed{\phantom{00}} \end{aligned}$$

2 Write each number as a decimal.

(a) 143 hundredths =

(b) 269 hundredths =

(c) 307 hundredths =

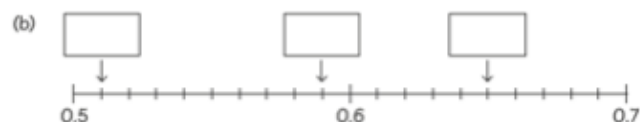
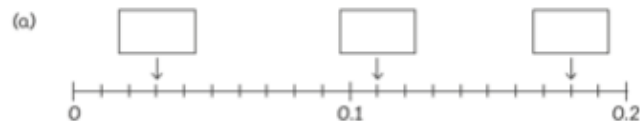
(d) 560 hundredths =

(e)  $\frac{107}{100} =$

(f)  $\frac{253}{100} =$

(g)  $\frac{599}{100} =$

3 Fill in the missing decimals.



1) a) Complete the statements to match this place value grid:



\_\_\_\_\_ ones, \_\_\_\_\_ tenths, \_\_\_\_\_ hundredths

\_\_\_\_\_ is the number:

b) Complete the place value grid to show this number:  
 four ones, six tenths, three hundredths



\_\_\_\_\_ is the number:

2) Write the letter for each decimal next to the number that contains that decimal. Each letter might match more than one number. One has been done for you.


- a) five hundredths
- b) six tenths
- c) five ones
- d) three tenths
- e) five tenths
- f) six ones

Number	Letter(s)
2.68	
15.15	a
6.52	
13.33	
5.52	


3) Complete the different part-whole models and the matching number statements.



1)



1.24 is my number.  
 I added 1 tenth to my number.  
 1.27 is my new number.



Is Peter correct? If not, explain the mistake he has made and give the correct answer:

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2)



3.09 is my number. This is made up  
 of three ones and nine tenths.

Is Liliana correct? If not, explain the mistake she has made and give the correct answer.

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3) Here are four numbers. Circle the odd one out and explain why it is different to the rest.

1.54
2.51
3.45
1.59

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1) Here are some clues about a mystery number.

- There are four digits in total.
- The largest digit is a hundredth.
- There are no ones.
- The tenths digit and the tens digit are the same.



a) Which of these could be the mystery number? Hint: there is more than one.

3.75

10.18

60.44

20.25

15.17

b) Choose one of the possible mystery numbers.  
 Write another clue that would mean only this number is the right answer.

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2) a) Four children have written down a number. Under each number write the name of the person describing it.


17.08

12.8

2.38


11.97

1ed




My number has five hundredths.

Scottie




My number has an even number of ones.

Lola



My number has two decimal places, but no tenths.

Mo



My number has fewer hundredths than tenths.

b) Write 4 different numbers which would fit this clue:

My number is greater than 10, has two decimal places and no ones.  
 The tenths digit is greater than the hundredths digit.

## Roman Soldier

1. Use these words to label the soldier's equipment.

helmet tunic armour shield sword sandals

2. Colour the soldier correctly, using the information below.

Tunics were usually red, and made of wool in the winter and linen in the summer.

The shield was plywood or leather. It curved round the body. The paint used was red, brown and beige.

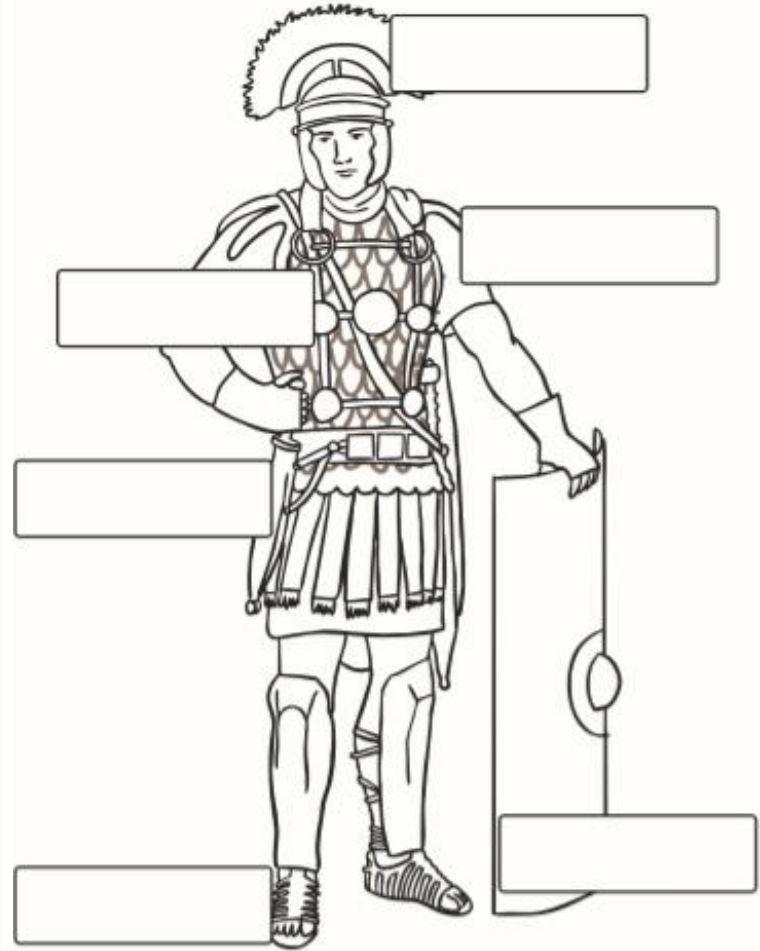
Sandals were worn all year around. They were made from leather. The soles had iron hobnails to make them last longer.

The helmets and armour were made of metal.

3. Draw a pattern on the shield, try and include the Roman eagle.

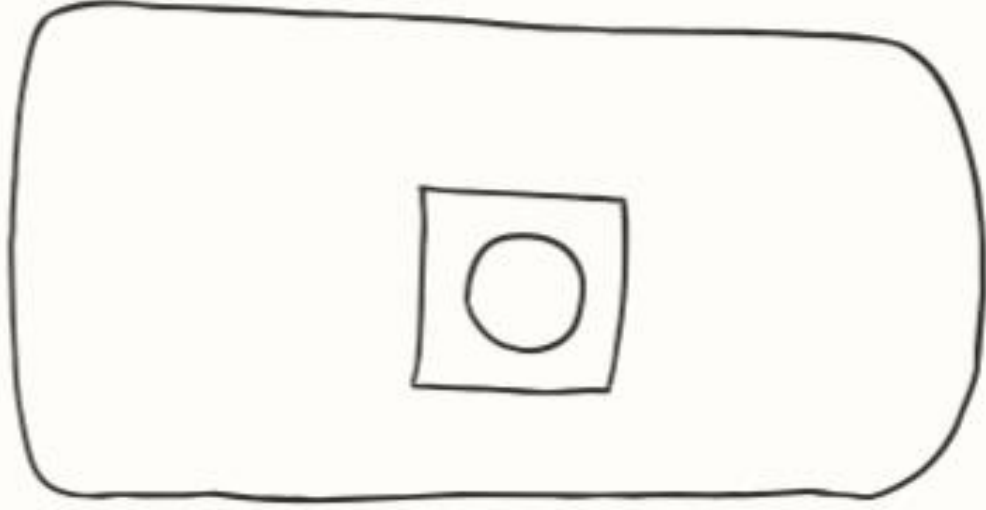


## Roman Soldier



story; Day 1 – 15th June, 2020  
LI - To be able to understand what it was like  
to live in Roman Britain.

## Roman Shield



Describe the pattern you drew on the shield. Why did you use the colours  
you did?

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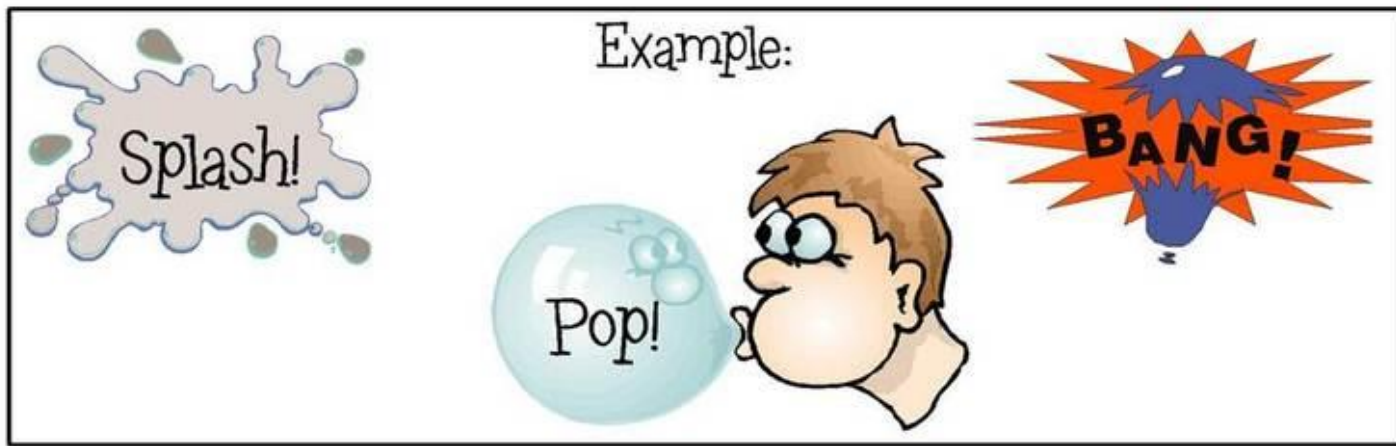
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## What is onomatopoeia?

# ONomatopoeia

A word that imitates  
the sound it represents.





Day 2 – Maths; Tuesday, 16th June, 2020  
LI – To be able to understand the use of  
onomatopoeia in sentences.

Onomatopoeia

Name: .....

Date: .....

Onomatopoeic words are words that imitate  
the sound they describe, e.g.

**splash** **pop** **crash** **hiss**

Can you match the word to the sound?

balloon
rocket
gun
bee
train
drinking
clock
snake
lion
tap

**bang**

**buzz**

**chug**

**drip**

**hiss**

**plop**

**pop**

**roar**

**splash**

**slurp**

**tick tock**

**whoosh**

**zoom**

**Handy hint!** You might find that some words match more than one onomatopoeic word.

Day 2 – English; Tuesday, 16th June, 2020  
LI – To be able to understand the use of  
onomatopoeia in sentences.

## Onomatopoeia

Read the description below and write an onomatopoeia  
for each one.

getting a paper cut	
door slamming	
a fire engine	
sneezing	
cow on a farm	
kids playing games	
tearing paper	
a baby chick	
a horse galloping	
drinking water	
strong winds	
football in a net	
doorbell	ding dong

Now write some sentences using the words  
you have made above.



## Compare Decimals

Use a tenths or hundredths number line to help you to answer the questions.

Choose the correct symbol < or > to complete the statements.

1. 0.6  0.3

2. 0.2  0.8

3. 5.4  5.9

4. 27.6  27.1

5. 7.8  8.7

6. 0.83  0.82

7. 0.55  0.65

8. 9.99  9.94

9. 25.05  25.50

10. 6.78  8.76

11. Use the numbers below to complete the statements.

5.3   0.5   5.5   0.3   5.6   0.6

>

<

>

<

12. Use the numbers below to complete the statements.

6.45   5.46   4.65   5.64   6.54   4.56

>

<

>

<



# Compare Decimals

a) Choose the correct symbol < or > to complete the statements.

1. 14.06  0.3

6. 21.55  30.7

2. 11.6  10.08

7. 19.28  25.2

3. 9.99  13.7

8. 33.05  33.50

4. 17.98  17.89

9. 14.22  41.02

5. 26.65  20.01

10. 16.3  8.80

b) Can you put the numbers below in order from smallest to largest?

17.78, 8.56, 11.5, 5.92, 15.90, 22.37, 7.82, 8.65, 28.1, 6.37

c) Use the numbers below to complete the statements.

8.90, 7.26, 11.50, 9.51, 14.6, 3.11

>

<

>

<

>

<

>

<

Day 2 – History; Tuesday, 16th June, 2020  
LI – To be able to learn some facts about volcanoes.

## Volcanoes - True or False?

When it comes to volcanoes, how well can you sort fact from fiction?

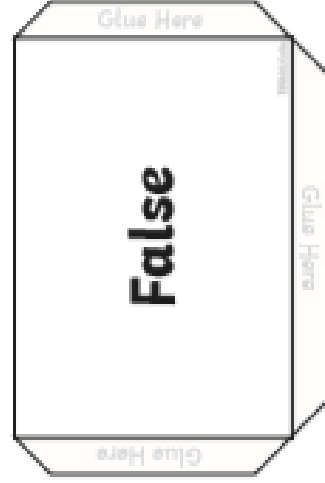
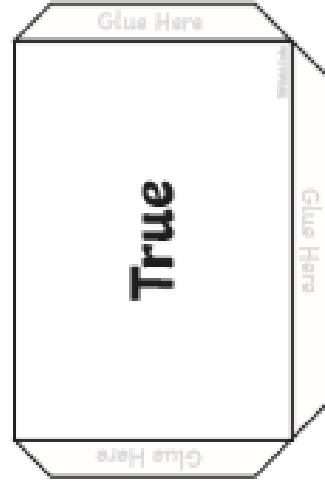
1. Cut out the mini booklet below and stick it into your project.
2. Cut out both sorting pouches and stick one on each page inside your booklet.
3. Cut out the facts provided and sort them into the pouches according to whether you think the statements are true or false. Research the questions if you need to.
4. Ask someone else to try the sorting activity and share what you have learnt.



# Day 2 – History - Tuesday, 16th June, 2020

## LI – To be able to learn some facts about volcanoes.

Volcanoes - True or False?



The volcanic rock pumice is the only rock that can float in water.

The lighter the colour of the lava, the runnier it is.

Earth's moon has several active volcanoes.

Lava moves too fast for you to be able to run away from it.

80% of volcanoes are found beneath the seabed.

Researchers have found new species living next to underwater volcanoes.


Volcanoes can make sunsets appear more beautiful.

The biggest volcano on earth is taller than Mount Everest.

Tightrope walker Charles Blondin once crossed a volcanic crater on a tightrope.

Volcanoes are named after the Vulcan bomber plane.

Task 1: Cut out the following cards and match the key word with its definition.

Molten rock inside the earth's crust	Lava	Large underground pool of molten rock	Ash
Volcanic bombs	Large lumps of molten rock that get fired out of the top of a volcano	Roughly circular opening at the top of a volcano	Crater
Cone	Tube through which magma travels to the surface	Magma Chamber	Secondary Cone
Molten rock that has erupted onto the surface	Vent	Fine material blown out of the top of a volcano	Small cone on the side of volcano
The shape of a volcano	Magma		

Task 2: Use these key word and definition pairs to label your cross-section of a volcano.

Day 3 – English; Wednesday, 17th June, 2020  
LI – To be able to learn a poem off by heart.



## The Tyger

William Blake

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?

In what distant deeps or skies.  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?

And what shoulder, & what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?

What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp,  
Dare its deadly terrors clasp!

When the stars threw down their spears  
And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?

Tyger Tyger burning bright,  
In the forests of the night:  
What immortal hand or eye,  
Dare frame thy fearful symmetry?





**Trace the poem in in your neatest handwriting.**

Tyger Tyger, burning bright,

In the forests of the night;

What immortal hand or eye,

Could frame thy fearful symmetry?

In what distant deeps or skies,

Burnt the fire of thine eyes?

On what wings dare he aspire?

What the hand, dare seize the fire?

And what shoulder, and what art,

Could twist the sinews of thy heart?

And when thy heart began to beat,

What dread hand? and what dread feet?

What the hammer? what the chain,

In what furnace was thy brain?

What the anvil? what dread grasp,

Dare its deadly terrors clasp!

When the stars threw down their spears

And water'd heaven with their tears:

Did he smile his work to see?

Did he who made the Lamb make thee?

Tyger Tyger, burning bright,

In the forests of the night;

What immortal hand or eye,

Could frame thy fearful symmetry?

Day 3 – English; Wednesday, 17th June, 2020  
LI – To be able to learn a poem off by heart.

# The Tyger

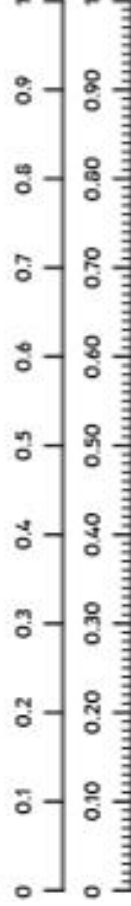
## William Blake

Copy the poem in in your neatest handwriting.

# LI – To be able to order decimals.



## Monster Line-Up



The pupils in Class 3 at Monster High need to line up in height order for their class photo.

Cut out each monster and stick them in order from smallest to largest. Use the number line to help you to work out the order.

1.1m	2.1m	1.8m	0.9m	0.6m	1.6m

Complete the statements by writing  $<$  or  $>$  in each box.

0.6m  1.1m  0.9m  1.8m  0.6m

2.1m  1.8m  1.6m  2.1m  0.9m  1.6m

Next, it's Class 4's turn for their photo so they need to line up in height order too.

Cut them out and put them in order from smallest to largest. Use the number line to help you to work out the order.

1.22m	1.05m	1.97m	1.50m	1.76m	1.15m

Complete the statements by writing  $<$  or  $>$  in each box.

1.97m  1.32m  1.50m  1.76m  1.50m  1.05m

1.18m  1.05m  1.97m  1.18m  1.76m  1.32m



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Cut out the cards and order the numbers starting from the smallest to the biggest.

8.9	0.7	4	2	9.6
10	1	2.2	6.2	4



## Ordering Numbers 0 to 10 with 1 Decimal Place






Cut out the cards and order the numbers starting from the smallest to the biggest.

9.1	1.8	4.8	6	3.5
5.4	7.7	9.4	0	0.9

twinkl.co.uk



# Ordering Numbers 0 to 10 with 1 Decimal Place



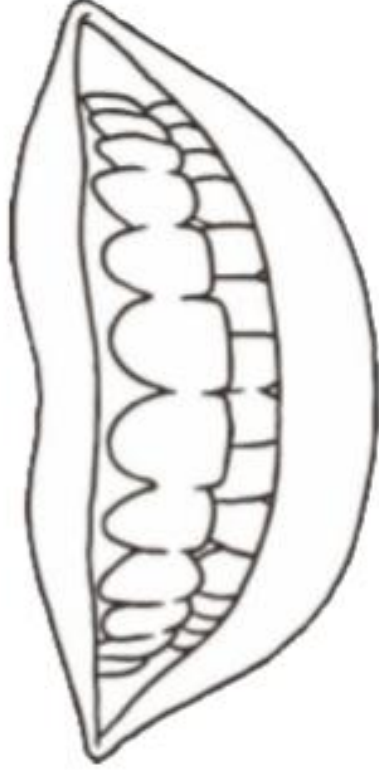

# All About Teeth

## Amazing Fact

If you leave a tooth in a glass of fizzy drink for 24 hours, it won't actually dissolve as has been claimed.

## Challenge

Work out the clues and complete the crossword.



### You could also try to find out:

- what does happen if you leave a tooth in fizzy drink for 24 hours;
- whether anything else would dissolve in 24 hours;
- how much sugar is in fizzy drinks.

# All About Teeth

Use the clues to fill in and solve the puzzle below.

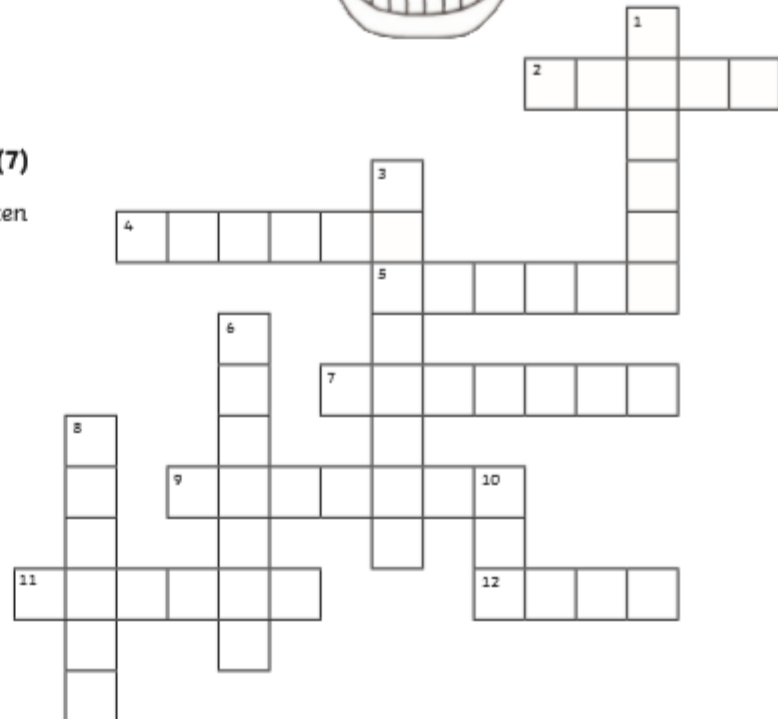


## Across

2. Teeth used for grinding and chewing. (5)
4. A liquid found in the mouth. (6)
5. A type of tooth used for ripping and tearing. (6)
7. This person checks your teeth. (7)
9. The dentist might put one of these in a tooth, which has a hole. (7)
11. A type of molar tooth right at the back of the mouth and are often the last teeth to appear. (6)
12. Your first set of teeth - you have 20. (4)

## Down

1. A layer of bacteria on your teeth - it can lead to decay. (6)
3. Very small, form plaque and live in your mouth. (8)
6. Type of tooth used for biting and cutting. (7)
8. A hole in a tooth. (6)
10. This is pink and surrounds the bottom part of the tooth. (3)



# Day 3 – Geography; 17<sup>th</sup> June, 2020

## LI - To understand that change begins with me.

### Change Begins Me

#### History Activity



Watch the video of Malala Yousafzai |

Malala is a Child Rights Hero - World Children's Prize;

[https://worldschildrensprize.org/malalayousafzai?gclid=EAIaIQobChMIstTbhLX\\_6QIVyLHtCh12mgrPEAAAYAiAAEgKkhPD\\_BwE](https://worldschildrensprize.org/malalayousafzai?gclid=EAIaIQobChMIstTbhLX_6QIVyLHtCh12mgrPEAAAYAiAAEgKkhPD_BwE)

What can you learn about her life?

**Task:** Research a country where education for girls is still prohibited and then write a letter to the president of that country to explain the importance of fair opportunity for all children.

Please send your work to: [website@stjohnandjames.enfield.sch.uk](mailto:website@stjohnandjames.enfield.sch.uk)

# The Quangle Wangle's Hat

## I

On the top of the Crumpetty Tree  
The Quangle Wangle sat,  
But his face you could not see,  
On account of his Beaver Hat.  
For his Hat was a hundred and two feet wide,  
With ribbons and bibbons on every side  
And bells, and buttons, and loops, and lace,  
So that nobody ever could see the face  
Of the Quangle Wangle Quee.

## II

The Quangle Wangle said  
To himself on the Crumpetty Tree, —  
"Jam; and jelly; and bread;  
"Are the best of food for me!  
"But the longer I live on this Crumpetty Tree  
"The plainer than ever it seems to me  
"That very few people come this way  
"And that life on the whole is far from gay!"  
Said the Quangle Wangle Quee.

## III

But there came to the Crumpetty Tree,  
Mr. and Mrs. Canary;  
And they said, — "Did every you see  
"Any spot so charmingly airy?  
"May we build a nest on your lovely Hat?  
"Mr. Quangle Wangle, grant us that!  
"O please let us come and build a nest  
"Of whatever material suits you best,  
"Mr. Quangle Wangle Quee!"

## IV

And besides, to the Crumpetty Tree  
Came the Stork, the Duck, and the Owl;  
The Snail, and the Bumble-Bee,  
The Frog, and the Fimble Fowl;  
(The Fimble Fowl, with a corkscrew leg;)  
And all of them said, — "We humbly beg,  
"We may build out homes on your lovely Hat, —  
"Mr. Quangle Wangle, grant us that!  
"Mr. Quangle Wangle Quee!"

## V

And the Golden Grouse came there,  
And the Pobble who has no toes, —  
And the small Olympian bear, —  
And the Dong with a luminous nose.  
And the Blue Baboon, who played the Flute, —



# The Quangle Wangle's Hat

## I

On the top of the Crumpetty Tree  
The Quangle Wangle sat,  
But his face you could not see,  
On account of his Beaver Hat.  
For his Hat was a hundred and two feet wide,  
With ribbons and bibbons on every side  
And bells, and buttons, and loops, and lace,  
So that nobody ever could see the face  
Of the Quangle Wangle Quee.

## II

The Quangle Wangle said  
To himself on the Crumpetty Tree, —  
"Jam; and jelly; and bread;  
"Are the best of food for me!  
"But the longer I live on this Crumpetty Tree  
"The plainer than ever it seems to me  
"That very few people come this way  
"And that life on the whole is far from gay!"  
Said the Quangle Wangle Quee.

## III

But there came to the Crumpetty Tree,  
Mr. and Mrs. Canary;  
And they said, — "Did every you see  
"Any spot so charmingly airy?  
"May we build a nest on your lovely Hat?  
"Mr. Quangle Wangle, grant us that!  
"O please let us come and build a nest  
"Of whatever material suits you best,  
"Mr. Quangle Wangle Quee!"

## IV

And besides, to the Crumpetty Tree  
Came the Stork, the Duck, and the Owl;  
The Snail, and the Bumble-Bee,  
The Frog, and the Fimble Fowl;  
(The Fimble Fowl, with a corkscrew leg;)  
And all of them said, — "We humbly beg,  
"We may build out homes on your lovely Hat, —  
"Mr. Quangle Wangle, grant us that!  
"Mr. Quangle Wangle Quee!"

## V

And the Golden Grouse came there,  
And the Pobble who has no toes, —  
And the small Olympian bear, —  
And the Dong with a luminous nose.  
And the Blue Baboon, who played the Flute, —

VI

And the Quangle Wangle said  
To himself on the Crumpetty Tree, —  
"When all these creatures move  
"What a wonderful noise there'll be!"  
And at night by the light of the Mulberry moon  
They danced to the Flute of the Blue Baboon,  
On the broad green leaves of the Crumpetty Tree,  
And all were as happy as happy could be,  
With the Quangle Wangle Quee.

Edward Lear

Day 4 – English; Thursday, 18th June, 2020

LI – To be able to recognise rhyming in poetry.

Activity

1. Make a list of all the rhyming words in the poem.
2. Now make up your own rhyming poem using the words you have gathered.

# Rhyme

- Rhymes are words that end with the same sound. (***Hat***, ***cat*** and ***bat*** rhyme.)
- Rhyming sounds don't have to be spelled the same way. (***Cloud*** and ***allowed*** rhyme.)
- Rhyme is the most common sound device in poetry.



Snow makes whiteness where it **falls**.  
The bushes look like popcorn **balls**.  
And places where I always **play**,  
Look like somewhere else **today**.

*By Marie Louise Allen*

Day 4 – English; Thursday, 18th June, 2020  
LI – To be able to recognise rhyming in poetry.  
Can you spot the rhyming words in this poem?

# Don't Quit

by anonymous



When things go wrong, as they sometimes will,  
When the road you're trudging seems all up hill,  
When the funds are low and the debts are high,  
And you want to smile, but you have to sigh,  
When care is pressing you down a bit,  
Rest! if you must; but don't you quit.

Life is queer with its twists and turns,  
As everyone of us sometimes learns,  
And many a failure turns about  
When he might have won had he stuck it out;  
Don't give up, though the pace seems slow;  
You might succeed with another blow.

Often the goal is nearer than  
It seems to a faint and faltering man,  
Often the struggler has given up  
When he might have captured the victor's cup.  
And he learned too late, when the night slipped down,  
How close he was to the golden crown.

Success is failure turned inside out;  
The silver tint of the clouds of doubt;  
And you never can tell how close you are,  
It may be near when it seems afar;  
So stick to the fight when you're hardest hit;  
It's when things seem worst that you mustn't quit.

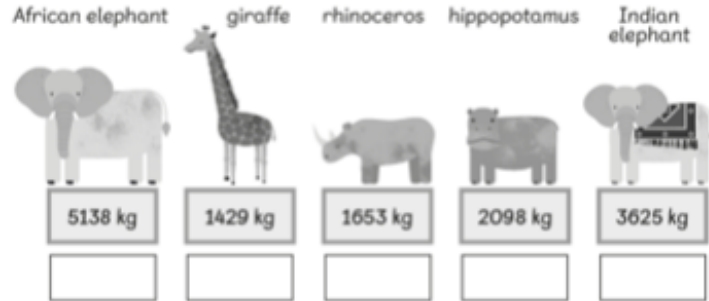
Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Worksheet 11

### Rounding Numbers

- 1 The mass of some animals are shown.

- (a) What is the mass of each of these animals?  
 Give your answers to the nearest 1000 kg.



- (b) The mass of two animals is about 2000 kg when rounded to the nearest 1000 kg.  
 Which two animals are they?

and

- 2 Round these numbers to the nearest 1000.

- (a)  $2278 \approx$        (b)  $5499 \approx$    
 (c)  $3501 \approx$        (d)  $7684 \approx$

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Worksheet 12

### Rounding Numbers

- 1 The number of books in the libraries of some schools are shown.



- (a) How many books are there in the libraries of School A and School B?  
 Give your answers to the nearest 100.

School A       School B

- (b) In one school's library there are 7000 books after rounding to the nearest 1000.  
 Which school is that?

- (c) In one school's library the number of books is the same after rounding to the nearest 10 and to the nearest 100.  
 Which school is that?

- 2 Complete the table.

Number	Rounding to nearest 10	Rounding to nearest 100	Rounding to nearest 1000
6543			
3751			
2033			
4545			
6004			



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Worksheet 13

#### Rounding Numbers to Estimate

1 Fill in the blanks.



Give your answers to the nearest £10.

- The cost of a school bag is about .
- The cost of a pair of shoes is about .
- The cost of a school uniform is about .
- The cost of the textbooks is about .
- The total cost of all the items is about .

2 A whole number rounded to the nearest 10 is 430.

- Which whole numbers could it be?
- Which is the greatest of these possible numbers?
- Which is the smallest of these possible numbers?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Worksheet 14

#### Rounding Numbers to Estimate

1 Fill in the blanks.



Give your answers to the nearest 100.

- The cost of the laptop is about .
- The cost of the television is about .
- The cost of the refrigerator is about .
- The total cost of all three items is about .

2 A whole number rounded to the nearest 100 is 2300.

- What is the greatest possible number?
- What is the smallest possible number?

3 A whole number rounded to the nearest 100 is 5000.

- What is the greatest possible number?
- What is the smallest possible number?

- 4 Ravi estimates the sum of two numbers by rounding to the nearest 100.

$$542 + 286 = 500 + 300 \\ = 800$$

Use Ravi's method to estimate the sums below.

(a)  $198 + 427 = \boxed{\phantom{000}} + \boxed{\phantom{000}}$   
 $= \boxed{\phantom{000}}$

(b)  $2309 + 749 = \boxed{\phantom{000}} + \boxed{\phantom{000}}$   
 $= \boxed{\phantom{000}}$

(c)  $4552 + 3106 = \boxed{\phantom{000}} + \boxed{\phantom{000}}$   
 $= \boxed{\phantom{000}}$



- 5 Ruby estimates the difference between two numbers by rounding to the nearest 100.

$$624 - 359 = 600 - 400 \\ = 200$$

Use Ruby's method to estimate the differences below.

(a)  $865 - 251 = \boxed{\phantom{000}} - \boxed{\phantom{000}}$   
 $= \boxed{\phantom{000}}$

(b)  $3078 - 962 = \boxed{\phantom{000}} - \boxed{\phantom{000}}$   
 $= \boxed{\phantom{000}}$

(c)  $7777 - 4545 = \boxed{\phantom{000}} - \boxed{\phantom{000}}$   
 $= \boxed{\phantom{000}}$



## Mind Workout

Date: \_\_\_\_\_

Holly and Amira were playing a card game. They placed nine cards, numbered 1 to 9, face down on the table. Each girl picked 3 cards and tried to form the greatest 3-digit number. The person with the greatest 3-digit number won.



Holly picked the card with digit 7, and two other cards.



Amira picked the card with digit 9, and two other cards.



- (a) What are the greatest and the smallest 3-digit numbers Holly could have formed?  
 $\boxed{\phantom{000}}$  and  $\boxed{\phantom{000}}$
- (b) What are the greatest and the smallest 3-digit numbers Amira could have formed?  
 $\boxed{\phantom{000}}$  and  $\boxed{\phantom{000}}$
- (c) Who do you think won the game? Explain.

# Challenge

Day 4 – Maths; Thursday, 18th June, 2020

LI – To be able to round to the nearest whole number.



Start	7.2	1.1	7.6	3.8	2.7	18.7	16.6
6.7	3.5	2.4	4.5	14.5	14.6	18.5	17.3
5.3	12.5	5.3	6.7	8.9	15.3	18.3	11.2
6.7	7.2	15.2	19.4	11.2	16.5	12.5	9.7
9.7	11.4	8.4	13.3	12.3	19.0	2.4	6.7
2.3	16.7	18.5	5.7	Finish	14.6	7.6	4.5
1.8	14.9	8.7	15.2	13.7	15.2	10.6	9.7
11.9	2.5	12.8	14.8	6.2	16.7	11.6	2.8

Start	7.2	1.1	7.6	3.8	2.7	18.7	16.6
6.7	3.5	2.4	4.5	14.5	14.6	18.5	17.3
5.3	12.5	5.3	6.7	8.9	15.3	18.3	11.2
6.7	7.2	15.2	19.4	11.2	16.5	12.5	9.7
9.7	11.4	8.4	13.3	12.3	19.0	2.4	6.7
2.3	16.7	18.5	5.7	Finish	14.6	7.6	4.5
1.8	14.9	8.7	15.2	13.7	15.2	10.6	9.7
11.9	2.5	12.8	14.8	6.2	16.7	11.6	2.8



★

## Rounding to the Nearest Whole Number

I can round decimal numbers to the nearest whole number.

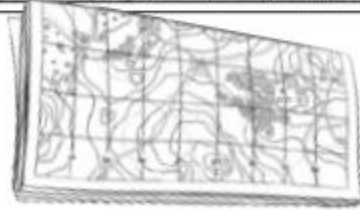
○○○

Find start on the grid below. The route to the finish square only uses decimals that round to odd whole numbers. How many different routes can you find?



Start	24.65	53.56	56.8	43.21	48.87	25.7	84.5
45.6	45.2	66.5	29.4	63.4	42.6	11.14	12.56
36.7	50.6	17.44	84.7	56.2	56.7	74.69	14.53
53.5	48.84	25.64	35.4	64.91	90.7	45.32	57.4
68.3	80.5	69.7	91.3	46.7	67.3	25.6	7.62
26.4	49.2	35.1	76.9	47.26	25.6	4.7	19.4
34.42	64.55	Finish	21.27	25.64	25.2	6.5	24.7
46.74	57.7	34.4	25.7	57.86	75.4	17.99	52.6

Start	24.65	53.56	56.8	43.21	48.87	25.7	84.5
45.6	45.2	66.5	29.4	63.4	42.6	11.14	12.56
36.7	50.6	17.44	84.7	56.2	56.7	74.69	14.53
53.5	48.84	25.64	35.4	64.91	90.7	45.32	57.4
68.3	80.5	69.7	91.3	46.7	67.3	25.6	7.62
26.4	49.2	35.1	76.9	47.26	25.6	4.7	19.4
34.42	64.55	Finish	21.27	25.64	25.2	6.5	24.7
46.74	57.7	34.4	25.7	57.86	75.4	17.99	52.6





Day 4 – Design and Technology; Thursday, 18th June, 2020  
LI – To learn about structures.

## Build a Bridge

You are going to make a bridge strong enough to carry a toy vehicle.  
You need to plan the bridge before you make it.

What will you need  
to make your bridge?

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How will you make it?

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Draw your bridge here.



Test your bridge and write an evaluation.

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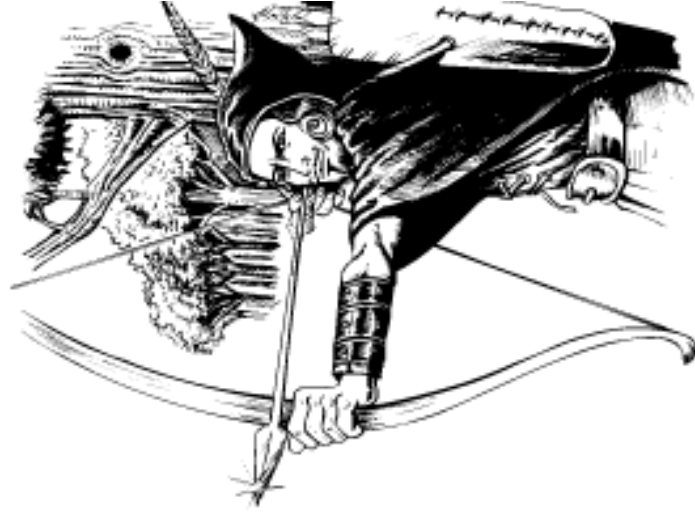
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## Identifying the main idea – 2

Read the report.

### Robin Hood – fact or fiction?

1. For many years, the tales of Robin Hood and his band of many men have delighted children and adults all over the world. For most people, the stories are enough to bring pleasure and capture the imagination. But there are many who wish to bury themselves in research to determine the truth about the man in green. Did he really exist or is he just the principal character of a popular legend?
2. There are a number of documents, dating from the 12th to the 14th centuries, providing information which suggests that such a man did exist. A 16th century poem titled 'A gest of Robyn Hode' states that Edward II was on the throne at the time of Robin Hood's escapades in Sherwood Forest and that the king had a valet named Robyn Hood who left his service after one year. Could there be a connection? It is also recorded that supporters of the Earl of Lancaster, who was defeated by Edward II in a battle in Nottingham, fled to a forest and lived there as outlaws. Could Robin Hood have been one of these supporters?
3. It has been suggested that the name Robin Hood came from a group that believed in witchcraft and wore hoods, and the name Robin was that of one of the gods they worshipped. Another possibility is that forest bandits used the name Robin, as it was a general term for 'thief' and the name Hood was derived from 'of the wood'.
4. At the time of Robin Hood's supposed existence, most of the population were illiterate and there was very little communication between towns. The travelling bard was often the only source of information about the rest of the country. With his education and oral tradition, the bard passed on news and told stories and poems about people and things that were of interest from other areas of the country.
5. It is possible that if the antics of Robin Hood and his band of many men were real, they may have been told by bards, but with each telling, parts would have been added or taken away. With such alterations, it would not take long for any facts to be distorted so that if Robin Hood really did exist, the truth about him would be so well buried it would take much research to unveil it. There is certainly no recorded evidence of an outlaw stealing from the rich and giving to the poor, yet for us, this is Robin's most famous act.
6. But does it really matter? Why is the legend of Robin Hood so popular? Is it because he may have been a true historical figure? Or is it just because it's a really good story?



## Identifying the main idea

### Try it out



Use the strategies you learnt and practised in *Cane toads in Australia* to find the main idea.

- The main idea links all the other ideas together and tells what the text is about.
- Read the text and ask yourself 'What is the text mainly about?'
- Look at the title too.
- Read all the possible answers carefully before making a decision.

1. What is the main idea of paragraph 4?

- (a) People from different towns didn't talk to one another.
- (b) Newspapers had not yet been invented.
- (c) Most people were illiterate.
- (d) The band was an important source of information.

The best answer is ☐

**Think!**  
What is the single idea that links each sentence?

2. Paragraphs 2 and 5 indicate that there may be truth in the suggestion that Robin Hood actually did exist. Describe the main idea of each paragraph.

- \_\_\_\_\_
- \_\_\_\_\_

3. What is the main idea of the report?

- (a) Robin Hood did not steal from the rich and give to the poor.
- (b) Robin Hood did exist but different bards told different versions of his adventures.
- (c) There is no solid evidence that the legendary Robin Hood existed or did not exist.
- (d) Robin Hood was involved in witchcraft.

The best answer is ☐

4. (a) What is the title? \_\_\_\_\_

- (b) A good title often tells the main idea. Do you think this is a good title? ☐ Yes ☐ No

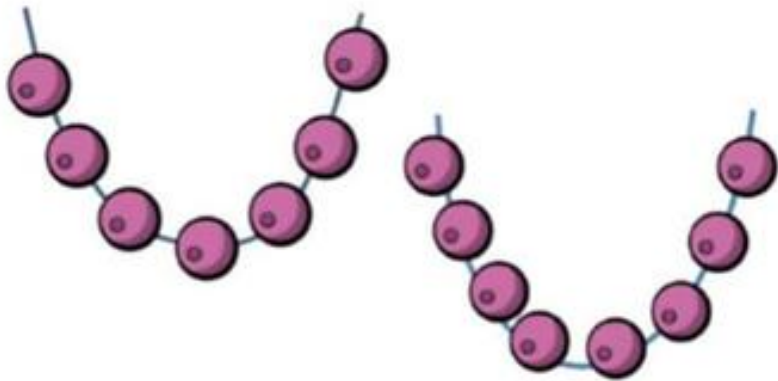
- (c) Explain why you think this. \_\_\_\_\_

- (d) Suggest another suitable title. \_\_\_\_\_

## Challenge 1

Sal has 20 beads.

She uses some beads to make these two necklaces.



How many beads does she have left?

---

## Challenge 2

George is thinking of a 2 digit number.



My number is in  
the 5 times table.



My number is  
less than 80

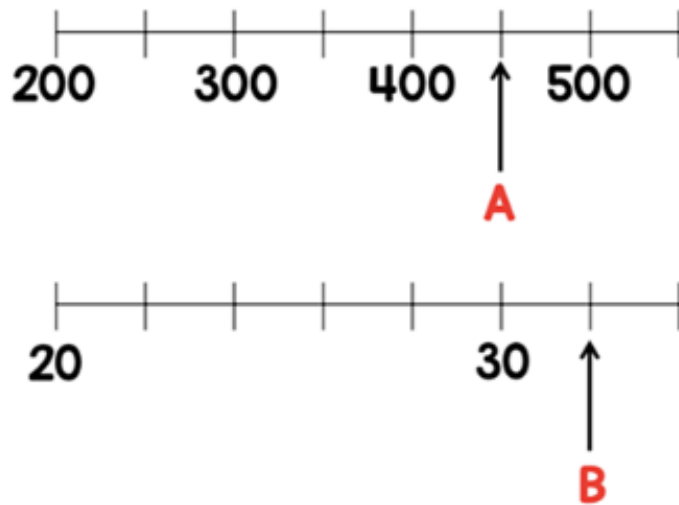


The sum of the  
digits is 9

What number is George thinking of?

### Challenge 3

Two numbers, A and B, are marked on the number lines.



Find the sum of A and B.

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## Challenge 4

Max buys a shirt and a jacket.

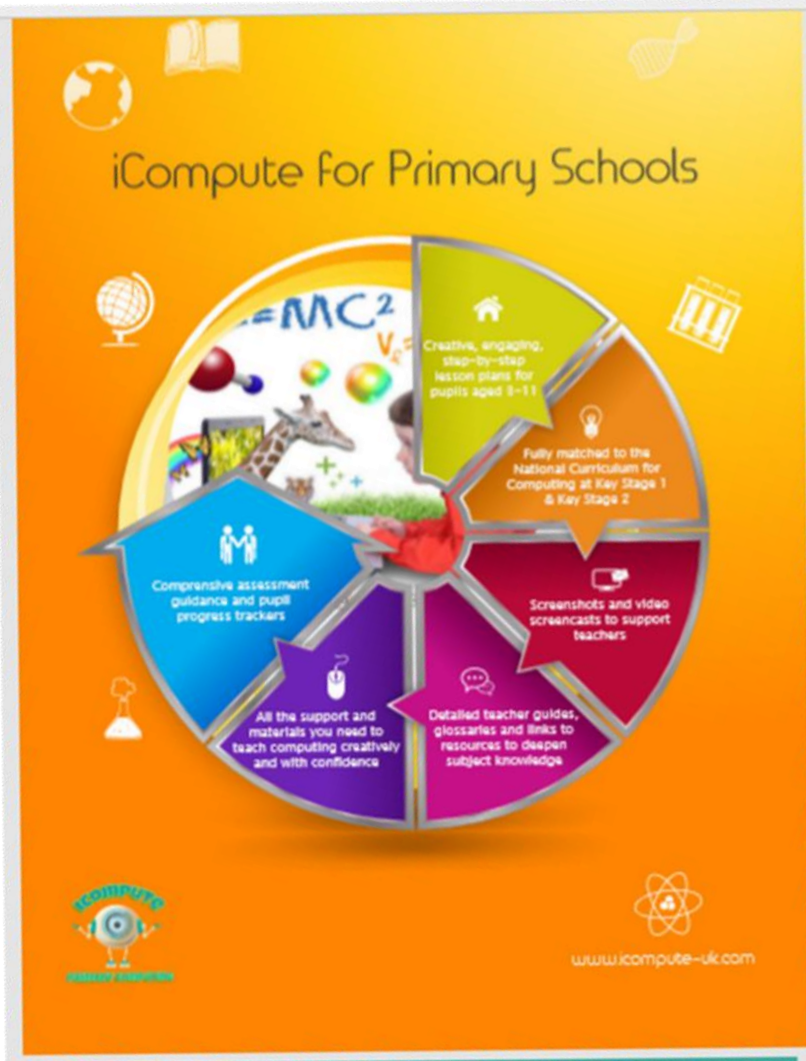


The jacket costs £25 more than the shirt.

The total cost of the shirt and jacket is £87.

How much does each item cost?

Day 5 – ICT; Friday, 19th June, 2020  
LI – To learn about viruses and  
malware.





# Day 5 – ICT; Friday, 19th June, 2020

## LI – To learn about viruses and malware.



# Computer Viruses



## What is a computer virus?

Coronavirus is all over the news at the moment. Have you ever heard of something called a **computer virus**? A computer virus is very similar to the flu and coronavirus.

**A computer virus is harmful software that can copy itself and attach itself to files**

## How are computer viruses spread?

If you've ever had a cold you'll know that you can spread it by coughing and sneezing. Each time you cough and sneeze you spread the virus through droplets that travel very fast and far. Anyone that has contact with those droplets can catch the virus from you.

It's the same for computer viruses. They are very infectious and can spread from computer to computer really quickly causing harm.

**Computer viruses spread through:**

- ✦ Email and message attachments 
- ✦ File downloads 
- ✦ Links you click/tap 





# Computer Viruses

## What harm can computer viruses do?

Just as a virus infecting a person can cause serious illness, a computer virus can cause serious problems.

**Computer viruses can...**

- ✦ Make computers crash or run slowly
- ✦ Change files and programs
- ✦ Delete, steal and destroy data

## A computer virus is malware

Computer viruses are a type of malware. Malware is short for **malicious** (meant to harm) and **software**.


There are **other types of malware** that work in different ways.

**Worm**


Software that copies itself and infects lots of computers without needing users to do anything

**Spyware**

Software that spies on you, steals personal information and sends it to someone else



# Computer Viruses



## Trojan

Disguises itself as harmless software (e.g. a software update) to trick people into installing it. Then it attacks.

### How do you know if your computer has been infected?

There are lots of different viruses and malware around but the way they affect your computer often are similar. These include...

- Lots of pop-up messages
- Computer is running really slow
- Computer crashes or shows lots of error messages
- Files are missing or you can't open them
- Your browser homepage randomly changes
- Programs you don't recognise are running
- Security software is disabled



# Computer Viruses

## How can we protect against viruses and malware?

Many viruses that affect people have vaccines to protect against becoming infected. Children are vaccinated against common viruses (e.g. measles, mumps and rubella). It's the same for computers, they can be protected against infection using **anti-virus** software. They work in the same way by spotting and stopping viruses from infecting people and computers.

There are other things you can do too.

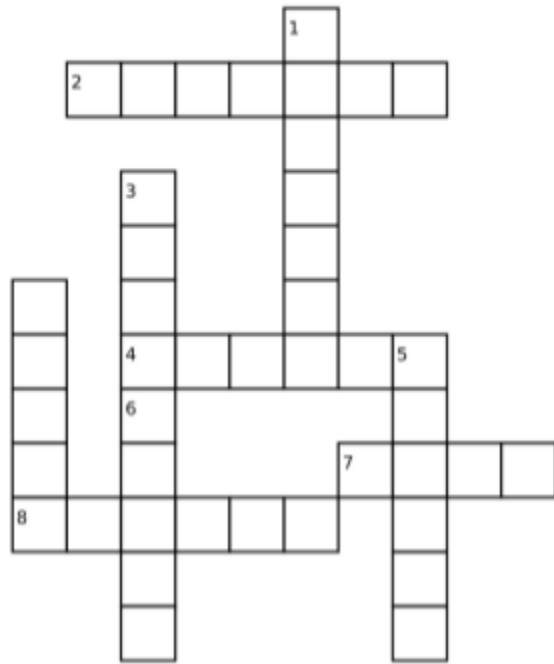


## Protecting computers

- Don't click on anything in messages and online unless you know exactly what it is
- Check your messages to make sure you know who it's from
- Don't download or open anything if you don't know where it's from
- Install anti-virus software and scan your computer often
- Keep anti-virus software up to date



# Computer Viruses Crossword



## Down:

- 1 Malicious software
- 3 Software that protects computers
- 5 Harmful software disguised as something else
- 6 Harmful software that copies and attaches itself to files

## Across:

- 2 Software that spies on you
- 4 Get in to the system
- 7 Harmful software that copies itself and does not need a user to spread
- 8 Copy from computer to computer

## Word Bank

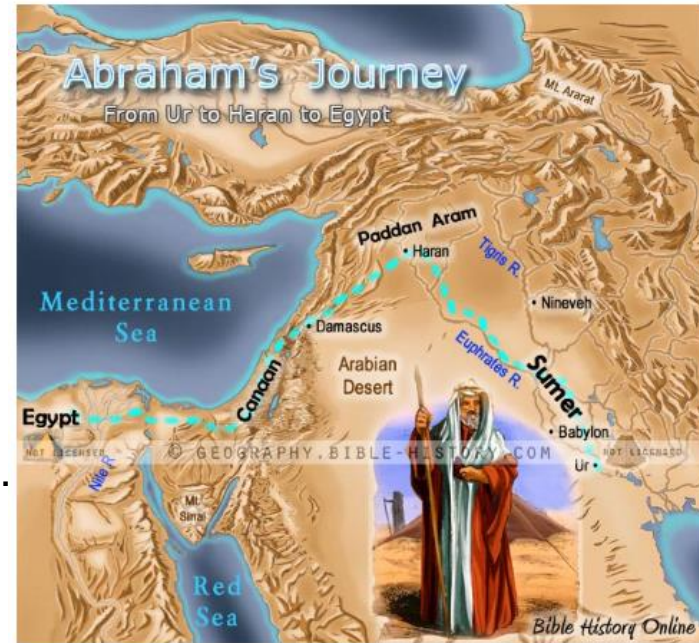
antivirus	spread	trojan	virus
malware	worm	spyware	infect

Day 5 – RE; 19th June, 2020

RE – ‘Big Story of the Bible’ God started with Abraham.

Watch the video on youtube and answer the questions below.

<https://request.org.uk/restart/2020/03/26/bible-quest-abraham/>



Answer the following questions and email your answers to me.  
How do we show we are friends with People?  
What did God promise Abraham?  
Why is the story important for Christians and Jewish people?  
What part of the story do you think is the most important?