### Weekly Maths Tasks (Aim to do 1 per day)

1. Ask your child to Play Times Table Rockstars.
2. Play multiplication check [https://www.timestables.co.uk/multiplication-tables-check/](https://www.timestables.co.uk/multiplication-tables-check/). Can they improve upon their previous test scores?
3. Measures: converting units of measure: 10mm=1cm, 100cm=1m, 1000m=1km, 1000ml=1lite, 1000g=1kg. Recap on conversion by visiting the link below: [https://www.bbc.co.uk/bitesize/topics/z4nsgk7/articles/zqf4cwx](https://www.bbc.co.uk/bitesize/topics/z4nsgk7/articles/zqf4cwx)
4. Complete the measure conversion statement fluency tasks attached.
5. Complete the measure conversion reasoning tasks attached.

### Weekly Reading Tasks (Aim to do 1 per day) Focus for activities

1. Read the attached text ‘What have the Romans done for us?’
2. Answer the following questions:
   a. When did the Romans invade Britain?
   b. How many soldiers were in Britain?
   c. Which language did the Romans bring to Britain?
   d. What was the name of the Roman calendar?
   e. How did Romans bring clean water into towns?
3. Answer the following questions:
   a. Which word or phrase has a definition closest to “look after”?
   b. In the sentence that starts “They used good quality…”, why has the author ended with an exclamation mark?
   c. Which word or phrase means to tell somebody something with your voice?
   d. Why did Romans build their roads in straight lines?
   e. How did the Romans change how we pass on information?
4. Read a book of choice from either your own collection or from Oxford Owl or one from the website: [https://readon.myon.co.uk/](https://readon.myon.co.uk/)

### Weekly Phonics/Spelling Tasks (Aim to do 1 per day)

1. Practise your spelling on Spelling Shed.
2. Revise spelling Year 3 and 4 statutory spellings. These can be found on Spelling Shed.
3. Write a sentence using the following Year 3 and 4 statutory spellings: experiment, enough, knowledge, occasion, weight and women. Check you have spelt them correctly and are writing them in context.
4. Say and use the following words in a sentence: illegal, illogical, illegible, impossible,
5. Dot and dash the graphemes in the words: illegal, illogical, illegible, impossible,

### Weekly Writing Tasks (Aim to do 1 per day)

See attached picture.

1. Who is the person? Where are they going? What are they carrying? Write a paragraph that answers the questions but remember to use expanded noun phrases/modify the nouns. (an expanded noun phrase provides extra information about the noun. You can use adjectives and say where the noun is to modify the description given and provide clarity e.g My kind sister waited patiently behind the fence.
2. Describe the creature behind them. [Look at the eyes, the fangs, the scales...] What is it? Where did it come from? Was it there all along? Remember to modify the noun.
3. Describe the moment when the person realises that there is something behind them – try to build the atmosphere and make the reader feel tense. How do they find out? [rumbling? growling? a single rock bouncing across their path?] How will they react?
4. Plan your own version of the story. Think about where this scene will happen within the story.
5. Edit your work and re write making sure you have improved vocabulary choices including modifying the nouns.
Wider Learning project – to be done throughout the week

The topic theme in geography this Summer term is to ‘use 4 compass points’. To start of this topic please see the images attached that will provide a starting point to understanding this direction and location.

1. [https://www.bbc.co.uk/bitesize/guides/z4rhkmn/revision/2](https://www.bbc.co.uk/bitesize/guides/z4rhkmn/revision/2)
2. Label the 8 compass points on the ‘where to go – what to see’ activity sheet attached.
3. Use compass points to help direct people around town.

Challenge: Using compass points help direct the people to other places on the map (include compass points).

In Science this half term our topic is ‘Electricity.’

View

[https://www.bbc.co.uk/bitesize/topics/zq99q6f/articles/zt8vg82](https://www.bbc.co.uk/bitesize/topics/zq99q6f/articles/zt8vg82)

Watch the short clip ‘Can you change a circuit?’

Circuits

Electricity can flow through the components in a complete electrical circuit.

A circuit always needs a power source, such as a battery, with wires connected to both the positive (+) and negative (-) ends. A battery is made from a collection of cells connected together.

A circuit can also contain other electrical components, such as bulbs, buzzers or motors, which allow electricity to pass through.

Electricity will only travel around a circuit that is complete. That means it has no gaps. You can use a switch in a circuit to create a gap in a circuit. This can be used to switch it on and off.

When a switch is open (off), there is a gap in the circuit. Electricity cannot travel around the circuit. When a switch is closed (on), it makes the circuit complete. Electricity can travel around the circuit.

With an adult, look for objects that use an electrical circuit. Write down what they are and how you think they work. Think about if they have a buzzer or they have a light.

Additional learning Resources You May Wish to Engage with

- Top marks/hit the button
- Once Upon a Picture
- Plan Bee free activities for parents
- Twinkl free for parents (please search)
- I player teaching sessions
  - BBC bitesize

Google search for free resources for teaching at home. There are a variety being generated every day in light of the current situation.
What have the Romans ever done for us? It’s a fair question. The Romans commanded England for a little under 400 years, but they left a permanent mark on the country. You may not realise it, but lots of the things you see around you today were inspired by our ancient invaders. Between their invasion in 43AD and their departure in 410AD, they introduced a lot.

Before the Romans invaded, most people in Britain travelled around on muddy roads. They were often so poorly maintained that they would damage carts. The Romans soon fixed that by building over 10,000 miles of road. They used good quality stone and built them so well that some are still there to this day! The Romans were a clever bunch and knew that it was much quicker to travel in a straight line. They built their roads in straight lines as often as possible, something that we still try to do today with our busy main roads.

Do you remember when nobody could write and you had to pass on information orally? Of course not. That’s because the Romans brought over their language: Latin. Before that, people would have to rely on telling each other things, but thanks to the Romans your teachers can now expect you to write pages of information!

Even 2,000 years ago, Romans needed feeding. At one point there were 10,000 soldiers in Britain and they wanted food to eat quickly. Enter fast-food! Roman cities were filled with food-stalls where soldiers could pick up a quick bite to eat. They even gave us the burger! Don’t worry, it wasn’t all unhealthy food. The Romans also brought us apples, pears and peas. Traders in Roman cities would often advertise themselves with billboards and by stamping their name on products. We can thank the Romans for all of the advertising and branding we see everywhere now!

One thing the Romans valued was cleanliness. They introduced the idea of sewers and clean water all resources via their aqueducts. They brought over the idea of baths and public toilets. It’s just a shame that we’d forgotten this by the time the Middle Ages rolled around.

Before our Italian invasion, most settlements were no bigger than large villages. The Romans were big fans of larger towns. They gave us the idea of a well-planned town centre. You benefit from this every time you take a trip into your hometown to shop.

Imagine a year without 365 days. You can’t, can you? The Roman Julian calendar was the first to count a year as 365 days. They even had a leap year every four years. We liked it so much, we kept it and adapted it to form the Gregorian calendar that we still use today. Even the names of our months were originally Roman.

This is just a small number of things that the Romans left behind. We can’t forget that they also gave us: currency; endless paperwork; architecture; numbers; London and lots of other useful things that we couldn’t live without.
Maths

Metric measure conversions

**Length:**
- cm → m: $\times 10$
- m → cm: $\div 10$
- km → m: $\times 1000$
- m → km: $\div 100$

**Mass:**
- g → mg: $\times 1000$
- mg → g: $\div 1000$
- kg → g: $\times 1000$
- g → kg: $\div 1000$
- t → kg: $\times 1000$
- kg → t: $\div 1000$

*Volume:* $1000$

*Conversion Factors:*
- $\times 10$, $\div 10$
- $\times 100$, $\div 100$
- $\times 1000$, $\div 1000$
Complete the statements:

__________cm = 2 metres
4km = ___________m
__________ml = 3.5 litres
__________kg = 7500g

Convert the measures to the same unit and then complete the calculation.
3km + ______ = 6500m
800m - ______ = 0.3km

Can you draw rectangles to represent the calculations below?
4cm + 30mm + 30mm + 4cm =
85mm + 85mm + 2.5cm + 2.5cm =

Complete each calculation. What have you found?

Converting measurements.

The answer is 550 metre. What could the question be?

Tilly says, ‘To convert millimetres to centimetres, take one zero off the end of the number’.
E.g. 30 millimetres = 3 centimetres. Will Tilly’s rule always work?

What is the same and what’s different about these measures?
Half of 3000 metres
Quarter of 6 kilometres
150,000 centimetres
Explain your thinking.
Use compass points to help direct these people around town.

A: Hi. I'm hungry. Can you direct me to a restaurant please?

B: Hello, I'm trying to get to the museum. Can you tell me how to get there?

C: Can you direct us to Folen's Hotel please?

D: Excuse me, is there a pizza house nearby?

Ge label the compass points first