### 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. Visit the below website to revise reading writing and converting time. [https://www.bbc.co.uk/bitesize/topics/zkfydcm/articles/zcrmqty](https://www.bbc.co.uk/bitesize/topics/zkfydcm/articles/zcrmqty) Complete the gap filling exercise on the website to check your understanding.
4. Read, write and convert between analogue and digital 12 and 24-hour clocks. Complete the attached worksheet.
5. Complete the time problem solving activities.

### Weekly Reading Tasks (Aim to do 1 per day) Focus for activities
1. Read the attached text ‘Pompeii’
2. Answer the following questions.
   - What has the author used the word “tentatively” in the second paragraph?
   - Find a synonym for the word “idly”.
   - What do the phrases “vivid blue” and “hung peacefully” tell you about the sky?
   - If the volcano is more imposing, what impression does that give you?
   - What is debris in this context?
3. Answer the following questions.
   - What clues were there that something was about to happen?
   - What were the snowflakes that the boy tried to taste?
   - What time of the day is it? Copy a quote that supports this.
   - What had happened?
   - Why did somebody scream when the first rock smashed into the house opposite?
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/)
5. Write a summary of your book. Be precise and only include the main parts.

### 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: believe, disappear, extreme, knowledge, although, grammar. Check you have spelt them correctly and are writing them in context.

### Weekly Writing Tasks (Aim to do 1 per day)
1. Why is the girl sitting on her own? Write an explanation. Use causal conjunctions (as, because, due to the fact)
2. Write a descriptive paragraph about the room. What do you notice? Think about the
4. Say and use the following words in a sentence: confession, possession, admission, progression, transmission, permission.

5. Dot and dash the graphemes in the words: confession, possession, admission, progression, transmission, permission.

Wallpaper etc. Remember to use expanded noun phrases. (week 11)

3. Write a description as if you are the girl. Say why you are on your own. Describe your feelings and what you are doing alone in the room. Write in the first person (I).

4. Edit your work from yesterday. Improve your vocabulary choices.

5. Rewrite your work. Use cursive script and include yesterday's improvements.

Wider Learning project – to be done throughout the week

The topic theme in geography this Summer term is to follow directions using compass points.

1. Revisit compass directions at the website below.
   https://www.bbc.co.uk/bitesize/guides/z4rhkpn/revision/2
2. Complete the ‘practise following direction’s worksheet attached.
3. Write 4-6 new directions from the ‘start’ for a family member to follow.

In Science this half term our topic is ‘Electricity.’
View
https://www.bbc.co.uk/bitesize/topics/zq99q6f/articles/zs7g4j6
How to draw and electrical circuit.

A circuit always has a battery (cell) but it can also contain other electrical components, such as bulbs, buzzers and motors.

When drawing circuit diagrams, rather than drawing detailed components, we use simple symbols to represent the different components.
Draw a different circuit using the above symbols. How many different circuits can you make? What would happen to the light if you added more than one bulb? Why?

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)
- Iplayer 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.

Resources to support Learning.

**Pompeii**

Small pebbles rattled across the cobblestones. Birds took to the sky and shrieked a warning to the people bustling below. A little boy sat with his back against the wall of his house and watched the dust dance. Something big was happening underneath the street.

He tentatively placed his hand on the stones. They felt warm in the midday sun. He felt tremors in his fingertips. He thought to call for his mother, but she was out in the back, scrubbing their linen. Instead, he wandered along the street until it reached the city walls. His fingers idly traced the outline of the mortar as he slowly followed its curve towards the gate. Even the wall was shaking.

When he reached the open gate, the boy stopped and stared. To the north, he could make out the familiar sight of Mount Vesuvius. A vivid blue sky hung peacefully above it. Ever since he’d been little, he’d talked to his friends about climbing to the top. His mother had caught him talking about it once and scalded him. It was too dangerous, she’d said.

As he watched, the volcano seemed more prominent than before: more imposing. Suddenly, the world was filled with an almighty thunder. The boy clapped his hands to his ears and fell to his knees. When he looked up, the sky had disappeared. In its place, a thick grey blanket was being rolled out across the horizon.
The boy watched with his mouth agape as thousands of small black dots were tossed from the volcano’s peak, like leaves in the wind. The grey blanket seemed unstoppable in the sky; the sun blinked out in its wake.

Terrified, the boy raced back to his house and grabbed his mother. In babbled words, he tried to explain what he’d seen, but she dismissed him. “Your head is stuck in the volcano,” she moaned and returned to her washing.

Panicking, the boy raced back out into the street. It seemed as though night had fallen already. There was barely any light to see by, and the boy tripped and landed on his back. As he stared up at the sky, a lump of rock the size of his fist ripped through the black cloud. Somebody screamed as it smashed through the roof of the house opposite.

Snowflakes started to fall from the sky. The boy stuck out his tongue instinctively, but these flakes were hot and dry and bitter. They fell faster than any snow he’d seen before. Even as he lay on the street, his hands were buried beneath a burning layer.

He screamed and stood up. Now more rocks were crashing into the streets. People were yelling incoherent words to each other, all of them blending into one barrage of noise. Most tried to run away, but the bitter snow was falling too quickly. Some were struck by falling debris and didn’t get back up. Within seconds they were buried.

Somebody grabbed the boy from behind and embraced him. It was his mother. They raced back into the house. The beams in the roof were groaning under the weight of the ash. It didn’t matter, it was better than being outside.

The boy silently sobbed into his mother’s arms as they waited for whatever was going to happen, happen.
Converting between analogue and digital clocks

Example

A digital clock or watch has a number display.

An analogue clock or watch has hands to show 12-hour clock times. We use am for times before noon (midday) and pm for times after noon.

For 24-hour clock times, the hours are numbered in a day from 00:00 to 23:59. Times always have four figures. Four o’clock in the afternoon, or 4:00 pm, is 16:00 in 24-hour clock time. This is read as ‘sixteen hundred hours’. 7:15 pm is 19:15 in 24-hour clock time, and is read as ‘nineteen fifteen’. 5:00 am is 05:00 in 24-hour clock time and is read as ‘oh five hundred hours’.

It is important that pupils become fluent in using both analogue and digital 12-hour clocks to record their times in preparation for using digital 24-hour clocks.

Children can discuss the rules for converting between the 24-hour clock and 12-hour clock notation.

To change from 24-hour clock notation to 12-hour clock notation after 13:00 and up to 23:59 subtract 12 hours. To change from 12-hour clock notation to 24-hour clock notation from 1 pm to 11:59 pm add 12 hours.
### Year 4/5 word problems - TIME

<table>
<thead>
<tr>
<th>Kasper left his grey cloud high above the world at 9.15am and arrived on Earth at 8.20pm. How long had he been flying for?</th>
<th>Kasper slept for 45 minutes on Monday, 15 minutes on Tuesday and 10 minutes on Wednesday. How long did he sleep for in hours and minutes?</th>
<th>Kasper walked around his cloud which was 10 metres long 5 times every day. It took him 15 minutes each time. How long was he walking for? What distance did he travel? (Don’t forget units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dexter ran from one disaster and it took him 19 minutes, he then rested for 17 minutes and flew for 10 minutes. He set off at 6pm. What time did he finally finish flying?</td>
<td>Dood had to go to school for 6. Dexter slept for half of this time. How long did Dexter sleep for in hours and minutes?</td>
<td>Dood had to walk to school each day. It took him 16 minutes there and 18 minutes back. He did this for 3 days. How long did he spend walking each week?</td>
</tr>
<tr>
<td>Dexter started eating his puppy chunks at 8.10am in the morning and finished eating 60 seconds later. What time was this in minutes and seconds?</td>
<td>Sea</td>
<td>1 person</td>
</tr>
<tr>
<td></td>
<td>Bin</td>
<td>2 people</td>
</tr>
<tr>
<td></td>
<td>Field</td>
<td>6 people</td>
</tr>
<tr>
<td></td>
<td>Ski slope</td>
<td>3 people</td>
</tr>
<tr>
<td>Rescue history</td>
<td>How many people were rescued altogether? How long has he spent rescuing people in minutes and hours?</td>
<td></td>
</tr>
<tr>
<td>Kasper was having a sleep in his hammock. He slept from 6.15pm until 9.30pm. How long was this?</td>
<td>It took Dexter 45 minutes to walk around the block. He did this on Sunday, Monday and Friday. How many hours and minutes was this?</td>
<td>It took 15 minutes for Dood to eat his breakfast, 20 minutes to eat his tea and then 30 minutes for his dinner. How long was this? He did this every day of the school week. How long was this?</td>
</tr>
</tbody>
</table>
Geography

Practise following directions and write some of your own.

Compass Directions: the town

1. From the start, go NORTH 4 squares. Where are you now?
2. Go NORTHEAST 1 square. Where are you now?
3. Go SOUTH 2 squares. Where are you now?
4. Go WEST 4 squares. Where are you now?
5. Go SOUTHEAST 2 squares. Where are you now?
6. Start at the school. How do you get to the fair?
7. Direct someone from the fair to the hospital.
8. Write directions from somewhere on the map to another place.