

Hello Year 4,

We hope you and your families are continuing to stay safe and well. Besides engaging with home learning activities, take time to relax and enjoy things that you like to do too! Please be kind to yourselves and each other.

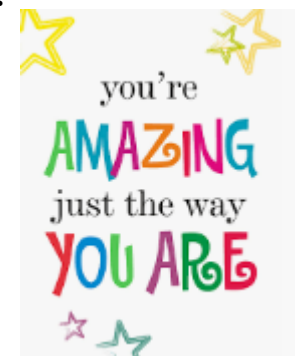
It has been lovely to speak to so many of you on the telephone over the last couple of weeks (although hearing your voices made us miss you even more!) It was great to hear that some of you have settled into a new 'normal' routine which works for you as a family-those of you in 4EW know how much I like having a routine. Talking of routine-good sleep routines are particularly important to keep you healthy (think back to our P.S.H.E. Work) so try and stick to them as it will be easier to adjust when we are back in school.

It was lovely to hear that some of you have helped out around the house; engaged in extra learning about topics which interest you; written letters to your friends and posted them; spent some of your down time playing games online with friends from year 4; decorated the front of your houses and have been painting after being inspired by scenery whilst exercising! Please keep hold of anything you're proud of as we'd love to see it when we're back at school.

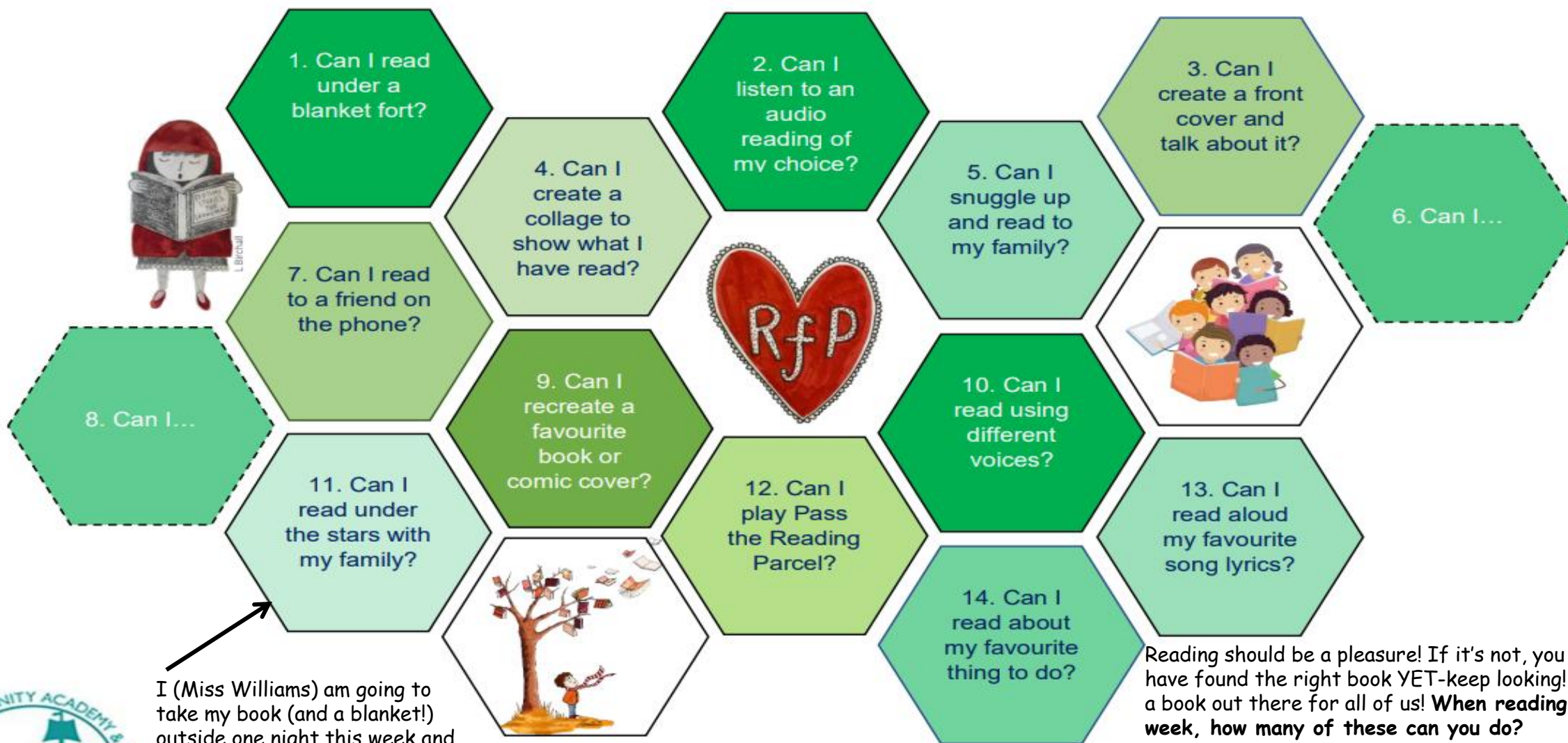
This week's home learning is in a similar format to what you're used to by now. You will have some daily tasks, which you can work on in any order but remember to work just as neatly and just as hard as you would at school. Answers can be found at the end of the PowerPoint (no cheating though!) so that you can self-mark.

Today is another day closer to the Howley family being reunited. Stay positive and keep smiling.

Best wishes,  
Miss Adams, Miss Willams, Mr Guest & Mrs Layton-Boffey.



# Sharing the Love of Reading: 7-9 year olds



I (Miss Williams) am going to take my book (and a blanket!) outside one night this week and read a chapter under the stars. This is the first one I'm aiming to do.

Reading should be a pleasure! If it's not, you may not have found the right book YET-keep looking! There is a book out there for all of us! **When reading this week, how many of these can you do?**

Numbers 6 and 8 are left open for you to get creative and think of your own reading challenges?

**Monday 18th May**

**Daily activities**

# Daily Physical Exercise

<https://www.bbc.co.uk/teach/supermovers/ks2-maths-measurement-with-max-and-Harvey/zdv2cqt>



BBC



# Reading at home

You should still be aiming to read for *at least 20 minutes everyday.*

Remember, you can now take Accelerated Reader quizzes from home by using this link [Howley Grange Renaissance at home](#) and logging on as usual using your username and password.

To check that the book you are reading has a quiz, you can check it using on [Accelerated Reader Bookfinder](#). It's okay to read books which haven't got a quiz - just keep a record of what you have read.

Keep reading and exploring new worlds and adventures!

**English**



## W.A.L.T: explain our understanding of what we have read.

- If you're often 1 star, in English, or you have attempted the comprehension: Roman Roads and found it too tricky, try this instead.
- Look carefully at the picture on the following slide (you don't have to print it out-but can and can colour it if you want to) and answer the questions that follow it.
- We don't expect you all to do this. We know some of you will be familiar with them as you've done them in school before and it's mainly those children that have done them before that we'd like to do it.





## 7. Building work

### A. Questions

- |   |                            |                          |
|---|----------------------------|--------------------------|
| 1. Is this a town?  | Yes                        | <input type="checkbox"/> |
|   | No                         | <input type="checkbox"/> |
| 2. Is anyone living in the old houses?                          | Yes                        | <input type="checkbox"/> |
|   | No                         | <input type="checkbox"/> |
| 3. What is the large building on the left?                      | Is it a shoe shop?         | <input type="checkbox"/> |
|   | Is it a school?            | <input type="checkbox"/> |
|   | Is it an office block?     | <input type="checkbox"/> |
| 4. What colour does the traffic light show?                     | Is it red?                 | <input type="checkbox"/> |
|   | Is it amber?               | <input type="checkbox"/> |
|   | Is it green?               | <input type="checkbox"/> |
| 5. What have they used to shut off the area under construction? | Is it a permanent barrier? | <input type="checkbox"/> |
|   | Is it a wire fence?        | <input type="checkbox"/> |
|   | Is it a portable barrier?  | <input type="checkbox"/> |
| 6. What is the lorry behind the barrier?                        | Is it a tanker?            | <input type="checkbox"/> |
|   | Is it a delivery van?      | <input type="checkbox"/> |
|   | Is it a concrete mixer?    | <input type="checkbox"/> |
| 7. What is being poured into the dumper truck?                  | Is it sand?                | <input type="checkbox"/> |
|   | Is it concrete?            | <input type="checkbox"/> |
|   | Is it water?               | <input type="checkbox"/> |
| 8. Where is the car park for the offices?                       | Is it on the main road?    | <input type="checkbox"/> |
|   | Is it at Old Cross?        | <input type="checkbox"/> |
|   | Is it behind the offices?  | <input type="checkbox"/> |
| 9. How far is it to Old Cross?                                  | Is it 2 miles?             | <input type="checkbox"/> |
|   | Is it 2.5 miles?           | <input type="checkbox"/> |
|   | Is it 3 miles?             | <input type="checkbox"/> |



# W.A.L.T: explain our understanding of what we have read.

## W.I.L.F:

- Read the fact sheet entitled: Roman Roads on the following two slides before answering the questions to show you understand the text.
- Remember you can look back at the text and scan it to find your answers-you do not need to answer the questions from memory.
- You do not need to print out the text unless you wish to read it using a tracker or highlight it.

### Reading Vipers

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Sequence or Summarise



# Roman Roads

The Romans were famous for their roads. You can still see some Roman roads today, two thousand years after they were built.

The Celts rode horses, walked, or travelled in carts pulled by oxen. Before the Romans arrived, Britain had no proper roads. There were paths and tracks to connect local farms and hamlets, and there were some longer routes for trade. These tracks were often in very poor condition.

It is quicker and easier to move on well made, solid roads. The Romans needed better quality roads so that they could move troops and supplies, trade goods, and send messages around the Empire. This meant they could keep control of the Empire and make more money.

The old roads were useful for the Celts, but the Romans built their new towns away from the Celtic settlements, so they needed the roads in different places. They were famous for building straight roads, and often filled in wet ground or cut a way through small hills. However, if faced with a large natural obstacle they would build the road around it, or zigzag a road up a hill. They weren't stupid!

Troops and supplies arrived in Britain from across the sea and landed at ports in the South East. The Romans needed to get them to the military centres in Londinium (London) and Camulodunum (Colchester), so this is where the first roads were built. After this, the next job was to be able to move troops and supplies between the military centres and the forts that the Romans had built on their front line.

The first frontier was set up along a road that went from Exeter to Lincoln, running through Bath, Gloucester, and Leicester. This was known as the Fosse Way, the first great Roman road in Britain. The word Fosse comes from the Latin word for ditch (Fossa). For many years the land occupied by the Romans in Britain was protected by a defensive ditch running between Exeter and Lincoln. It is unknown whether the ditch was filled in and the road built later, or whether the road was built to follow the ditch.



**groma**  
Photo courtesy of extremaduraclasica (@flickr.com)  
- granted under creative commons licence -  
attribution

As the Romans took control of more land, the roads were extended. Other famous Roman roads are Stane Street, Dere Street, Ermine Street, Akeman Street, Portway and Watling Street. Once the main routes had been built they started increasing the number of minor roads to and from the new towns they had built, to make trading easier. During the first hundred years of Roman occupation it is believed that between 8000-10,000 miles of roads were constructed. All by hand!

The Romans did not have a compass or map to help them build roads. Surveyors used a tool called a **groma**. This was an instrument that had two pieces of wood nailed together at right angles to make a cross. There was a weight hanging from each of the four ends. The surveyor knew that he had a straight line when one lead weight from the same piece of wood lined up with the one in front of it. Wooden posts were then dug into the ground to mark out the straight line that the road would follow.

The roads were literally highways, they were built higher than the ground around them to help the rain drain off. Two ditches, each about 60cm wide, were dug either side. The roads were

built wide enough for two chariots to pass each other. The earth dug from the ditches was piled in the middle to build the road up. The materials used varied depending on what was available in the area, but there tended to be three layers. The first layer would be large, rough stones to make a hard surface. Broken stones or tiles would form a second layer, perhaps mixed with sand or cement. The top layer was gravel or small stones, compacted to make a smooth, hardwearing surface. Some roads would have paving stones laid on the top. This was more usually done in larger towns.

It was Roman soldiers that were tasked with most of the road building. They were well practiced, so knew what they were doing, and they were trusted to do a good job.

When the Romans left, the stubborn Britons did not bother using the roads they had built!

# Fact sheet: Roman Roads: Questions

<b>R</b>	How did the Celts travel around Britain?
<b>R/E</b>	Why did the Romans put so much effort into building the roads?
<b>R/E/I</b>	Why didn't the Romans just improve the existing roads?
<b>R/E</b>	Where did they build the first roads and why?
<b>R</b>	Where did the Fosse Way start and finish?
<b>E</b>	Explain in your own words how a groma was used.
<b>R</b>	How wide were the roads?
<b>P/I</b>	Why do you think they didn't use paving stones on all of the roads?

# Fact sheet: Roman Roads: Questions

<b>R</b>	Why was it Roman soldiers, not slaves, who built the roads?
<b>P</b>	Why do you think the Britons didn't use the roads that the Romans had made?
<b>V</b>	What is a groma?

# Maths

1. An individual leader board ( Top 10 children's initials only) will be published as part of these home learning presentations EVERY Monday. If you want to get your name on the leader board-you'll need to be speedy and play in Studio (as Studio is where I'll get this information from!)

2. A class competition between 4GA and 4EW will take place throughout the week and EVERY Friday, Miss Williams will work out which class has the most children in the top 10 of the leader board. This will be based on how many coins you've earned in Garage mode. As you know (because we've done this is school) it is not the children who are the quickest at recalling their tables-it's who's earned lots of coins!

We each want our classes to win! The race is on!



## Year 4 competitions

We understand that you may not be able to get involved online and are practising your tables in other ways e.g. completing paper booklets, chanting them, saying them as you go up the stairs etc. -that is absolutely fine too!

But if you are able to get involved, we'd love as many of you to do so as possible.



# 10-4-10

Complete in the same way as we do in school. Aim to complete as many questions as you can in 10 minutes. Miss them out if you're spending too long thinking about how to tackle them. You don't need to write the question. Only show your workings if you need to. You should use the squares in your Maths homework book as this will help you set out any written methods.

1.  $\underline{\quad} \div 7 = 8$

2.  $49 \div \underline{\quad} = 1$

3.  $6,192 = 6,000 + 100 + \underline{\quad} + \underline{\quad}$

4.  $\underline{\quad} + 400 + \underline{\quad} + 4 = 8,444$

5.  $100 \times 13 =$

6.  $\underline{\quad} \times 10 = 990$

7.  $9 \times 4 = 3 \times \underline{\quad}$

8.  $4,517 + 2,826 =$

9.  $5,029 - \underline{\quad} = 1,384$

10. How many minutes in 3 hours?

## Extension

11.  $5 \times 8 = \underline{\quad} + 8$

12. What is the time 25 minutes after 12.05?

13.  $\underline{\quad} + 877 = 3,000$

14.  $7,916 - \underline{\quad} = 2,000$

15. Which is the eighth month of the year?

16.  $78.6 - 52.09 = \underline{\quad}$

17.  $7 - \text{two quarters} =$

18.  $2 \text{ fifths} + 7 \text{ fifths} =$

19. Name the factors of 13.

20.  $1.09 + \underline{\quad} = 100$

Just checking you still can...

## W.A.L.T: consolidate our understanding of time.

Last week, we started the week by revisiting what you've previously been taught about time in year 3. We then introduced some new learning linked to time and this week we'd like you to consolidate this learning by completing the worksheets which follow this slide. These are in black and white so that you can print them out and write on them if you wish; alternatively you could write the answers in your maths homework book.

Some of you may need to look back at the daily presentations from last week to remind yourselves of the new concepts/methods we introduced e.g. 15 minutes in a quarter of an hour; to convert from 12 hour clock to 24 hour clock and vice versa you must add or subtract 12 from the hour digits.

★ Questions 1-2

★★ Questions 1-5

★★★ Questions 1-7

As we're not there to check your understanding throughout the lesson, instead of having challenges for you to move on to, we have used the stars slightly differently-above you will see the question numbers which we'd like you to concentrate on. Start with the star you often start on, in maths, and then you can always continue on if you feel confident but do not pressure yourself to.

### Helpful hint:

We've not taught you how to multiply a 2 digit number by another 2 digit number yet (you'll learn how to do that in year 5) so you'll need to use what you already know to help you do some of Q2, e.g. Make numbers 10 times smaller first and then make your answer 10 times larger (remember how to do this- move 1 space to the right/take away 0 if there is one!)

1 Sort the activities into the table depending on approximately how long each one takes to complete.

- travel to school
- wash and dry laundry
- get dressed
- travel to the Moon
- watch a TV show
- listen to a song
- eat a small chocolate bar
- sneeze
- write your name

Less than 10 seconds	
Less than 1 minute	
Less than 5 minutes	
Less than 1 hour	
More than 1 hour	

2 Complete the statements.

- a) one minute =  seconds      b) 1 hour =  minutes
- 2 minutes =  seconds      5 hours =  minutes
- 4 minutes =  seconds      ten hours =  minutes
- eighty minutes =  seconds      15 hours =  minutes

- c) one day =  hours      d) 1 minute =  seconds
- 3 days =  hours      1 hour =  minutes
- 12 days =  hours      1 hour =  seconds
- thirty days =  hours      2 hours =  seconds

3 Write <, > or = to complete the statements.

- 5 minutes  5 seconds
- 5 minutes  50 seconds
- 5 minutes  500 seconds
- $\frac{1}{2}$  hour  60 minutes
- $\frac{1}{2}$  hour  6 minutes
- 30 minutes   $\frac{1}{2}$  hour

**Helpful hint:** You must convert 1 of the times so that they are both in the same unit of measure e.g. Both in seconds before you can compare them.

4 Huan ran a race in 3.5 minutes.

Eva ran the race in 312 seconds.

Who was quicker?

\_\_\_\_\_ was quicker.

How much quicker were they?

minute  seconds quicker

5 The time is 10 past 3



Draw hands on the clocks to show what time it will be:

a) in 10 minutes



c) in 120 seconds



b) in 60 minutes



d) in 1.5 hours



6 Scott, Esther and Dani timed how long it took to have a shower.

Scott =  $\frac{1}{10}$  hour Esther = 315 seconds Dani = 3 mins 27 secs

How long did it take them in total?  seconds

What was the difference between the longest and shortest times?

minutes  seconds



7 Brett, Annie, Aisha and Filip are going on holiday.

Here are the total lengths of their journeys.

Brett	12 hours longer than Filip
Annie	$1\frac{1}{4}$ days
Aisha	twice as long as Brett
Filip	360 minutes

Work out how many hours it took each person.

Place them in order from the shortest to the longest journey.

Name	Time
shortest journey _____	<input type="text"/> hours
_____	<input type="text"/> hours
_____	<input type="text"/> hours
longest journey _____	<input type="text"/> hours

Helpful hint: Which ones can you work out first? We know we can't work out Brett's first as we would need to know Filip's to be able to do this.

Helpful hint: Look at the unit of measure the answer needs to be in. I would convert them all to this!

# Topic

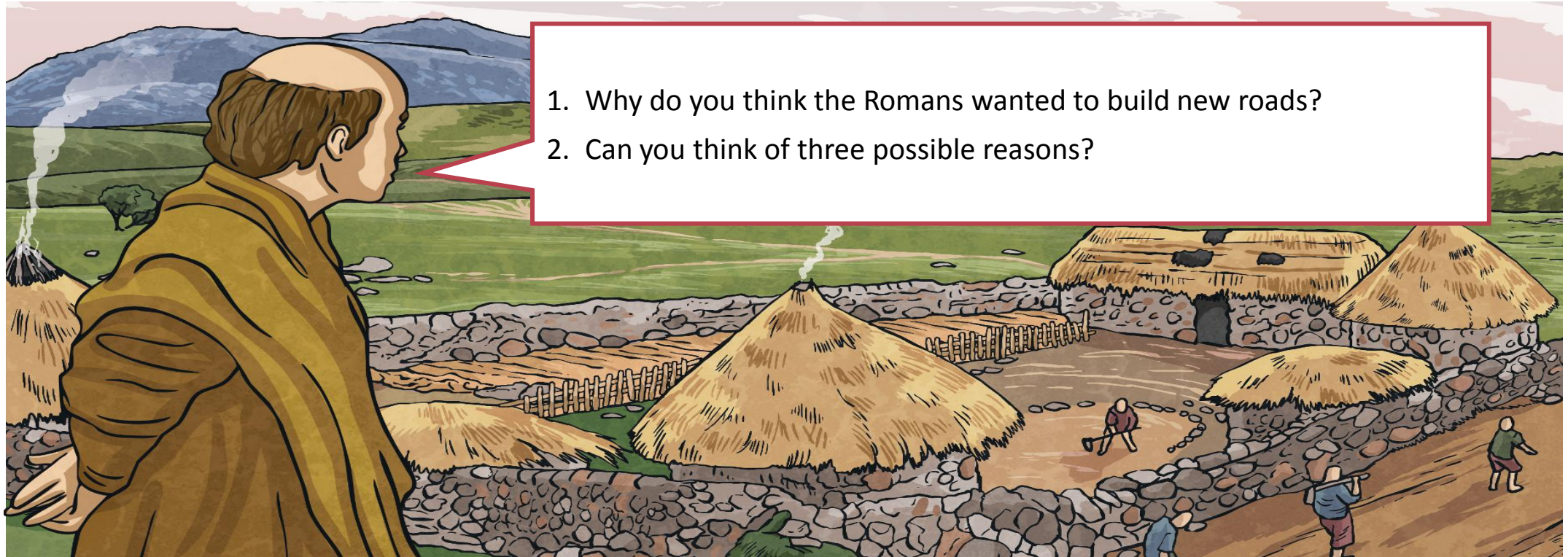
Q: Do I understand the Romans' influence on our road network system and can I map the starting point of some Roman roads?

The following slides are for you to read to develop your understanding-you do not need to print them.

Once you've read the slides, there is a map, to complete, on the slide that follows the one which gives you the task-you may wish to print off and rotate this slide, if you are able to.

# Before the Roman Roads

Before the Romans arrived, Britain had no proper roads. The Celts rode horses, walked and travelled in carts pulled by oxen along paths and tracks. These paths and tracks connected local farms and hamlets, and there were some longer routes for trade. These tracks were often in very poor condition.

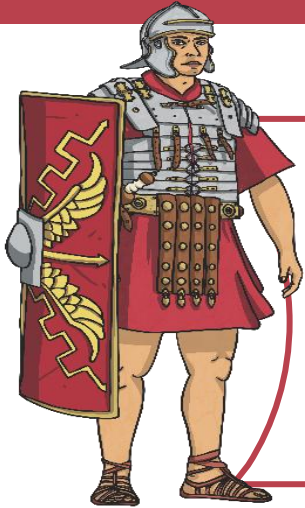


1. Why do you think the Romans wanted to build new roads?
2. Can you think of three possible reasons?

# Roman Roads

Why did the Romans want better roads?

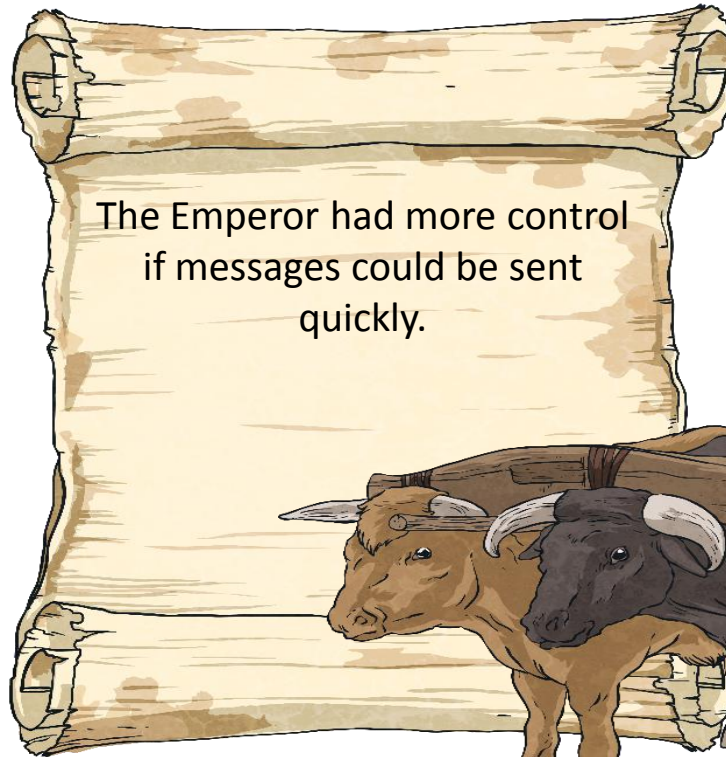
Did you think of any of these reasons?



Troops could be quickly moved from one place to another.

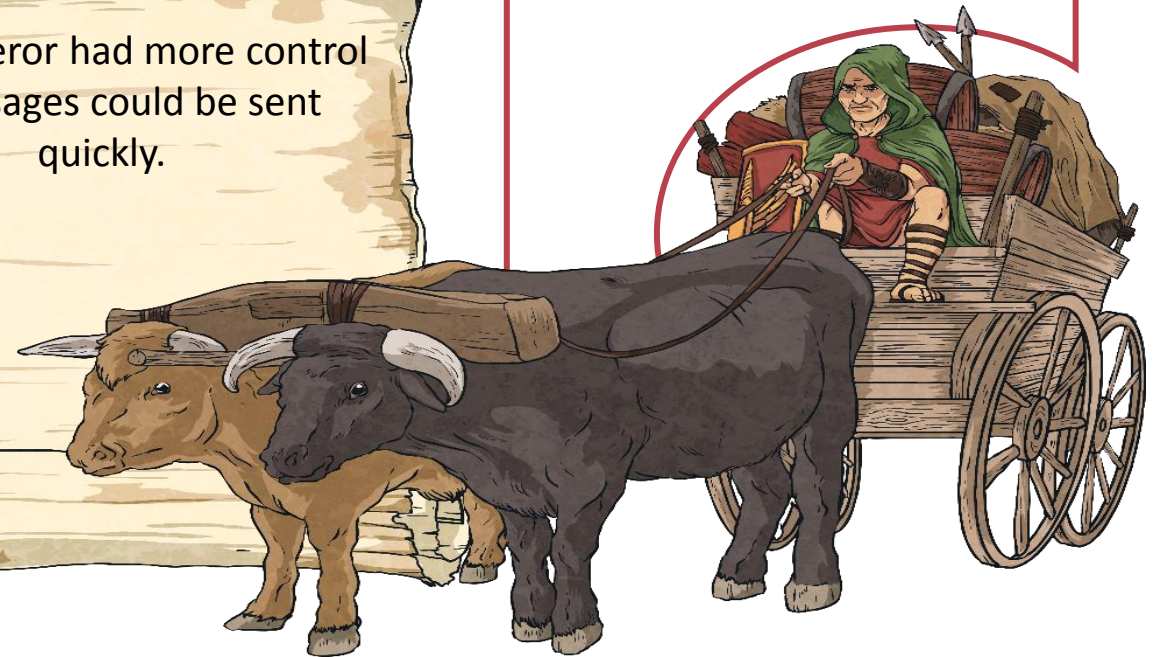


Better links between places was good for trading.



The Emperor had more control if messages could be sent quickly.

Supplies could be sent to different areas of the country.



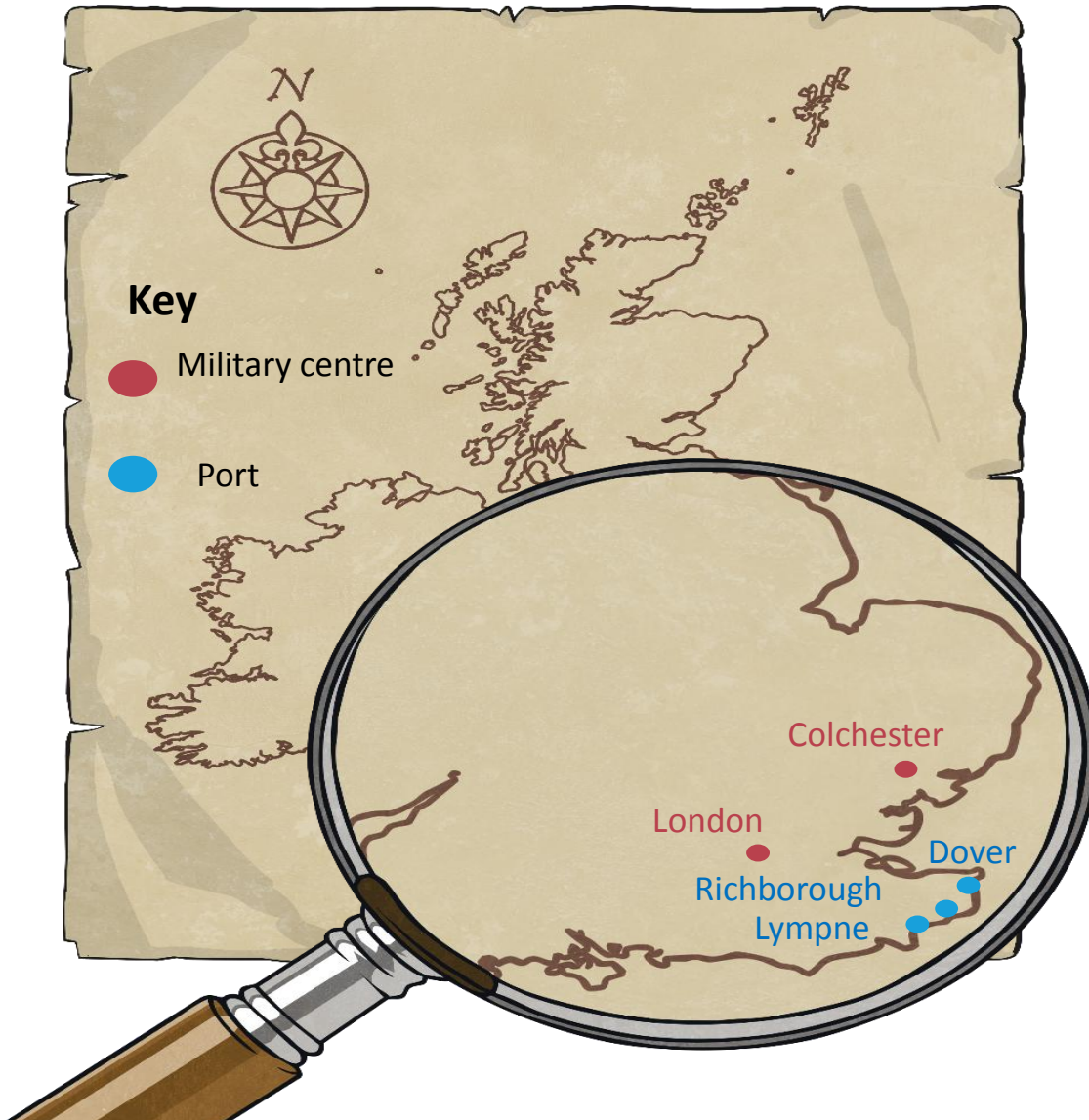
# Roman Roads

The Romans were famous for their long, straight roads. You can still see some Roman roads today, two thousand years after they were built.





# The First Roman Roads

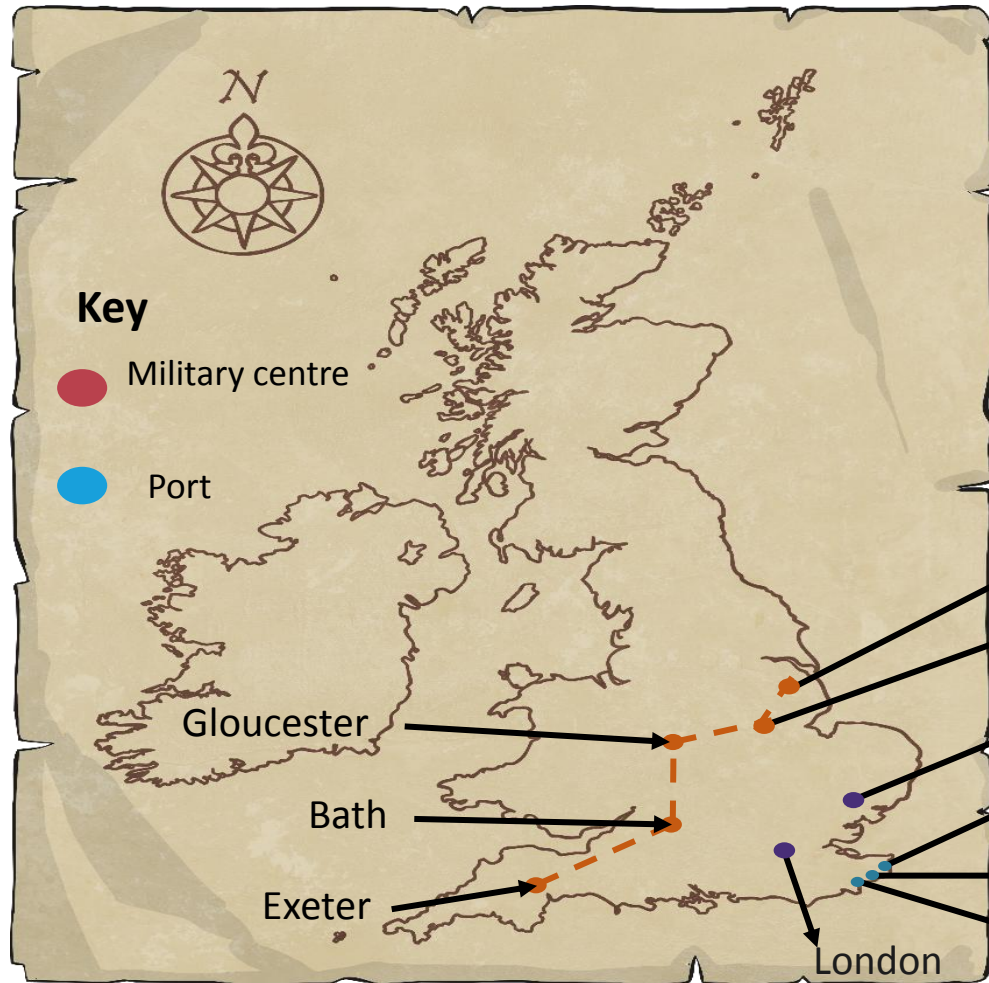


Use an Atlas or Google maps to locate the places.

Why was it important for the Romans to link the military centres to the ports?

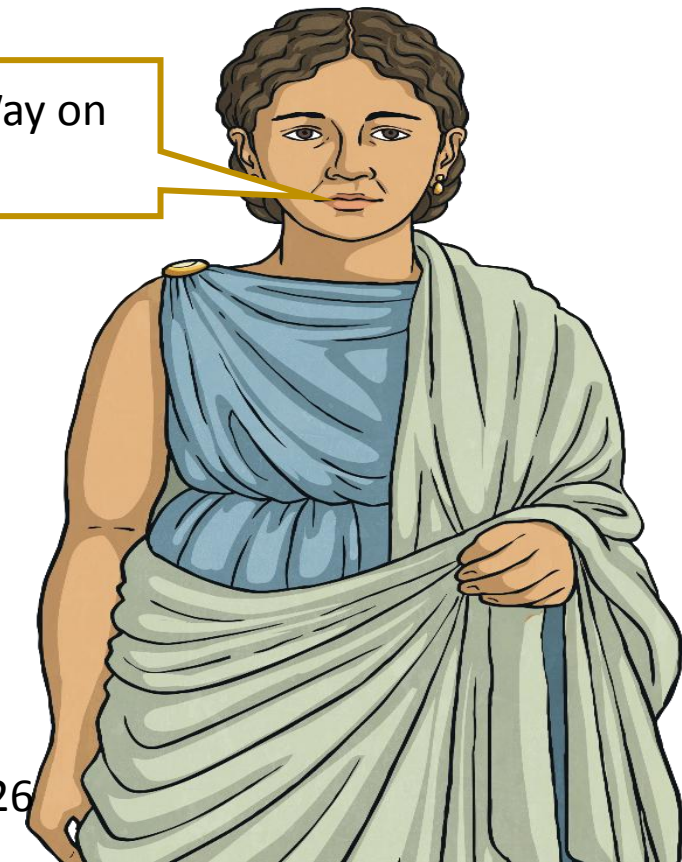


# The First Roman Roads

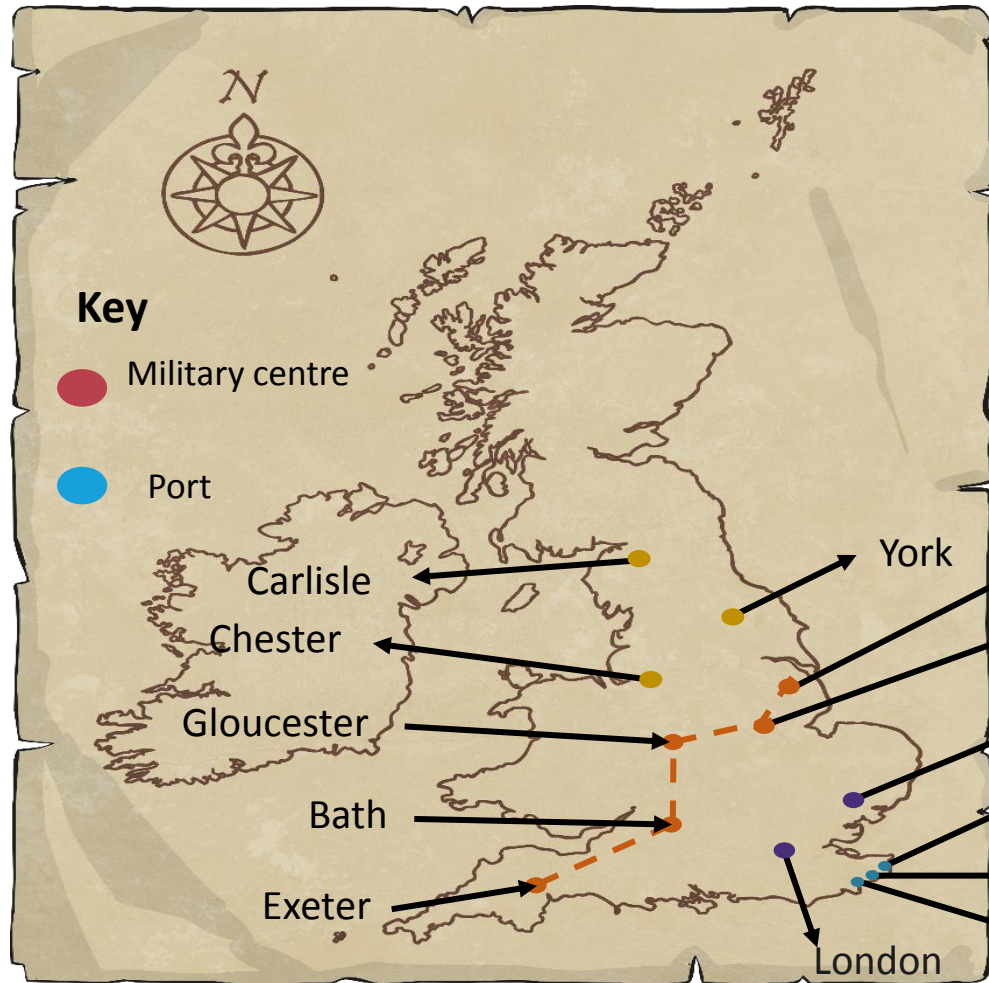


The Fosse Way was one of the first great Roman roads in Britain. It ran from Exeter to Lincoln, passing through Bath, Gloucester and Leicester.

Can you find the Fosse Way on your map?



# The First Roman Roads



Over the years, the Romans continued to build more roads, linking to many places throughout Britain.

Eventually, around 2000 miles of Roman roads had been built.

## Other Routes

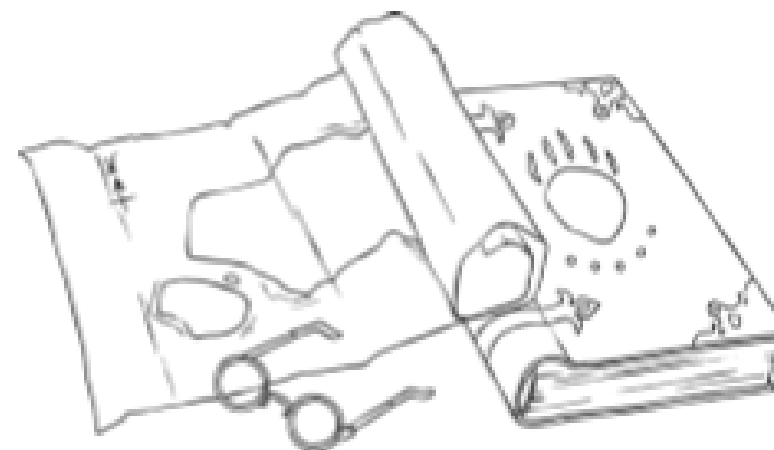
- Chester to York
- London to Lincoln to York
- Chester to Carlisle
- Dover, Lympne and Richborough to London to Wroxeter

## Task: Mapping Roman Roads

Or the previous slides within this presentation or even *Google Maps!*

**Use an atlas to locate the start and finish points of these Roman roads:**

- The Fosse Way, Exeter to Lincoln
- Stane Street, Chichester to London
- Dere Street, York to Scotland
- Ermine street, London to York (via Lincoln)
- Akeman Street, St Albans to Cirencester



Mark and label the places on your map and then draw and label the road.

Use a different colour for each road.



## Extra optional activity-Building the Roads

To build a Roman road, we would need to:



1

Dig a large ditch the width of your road.

2

Fill your ditch with a layer of rubble and a layer of stones.

3

Dig two smaller ditches either side.

4

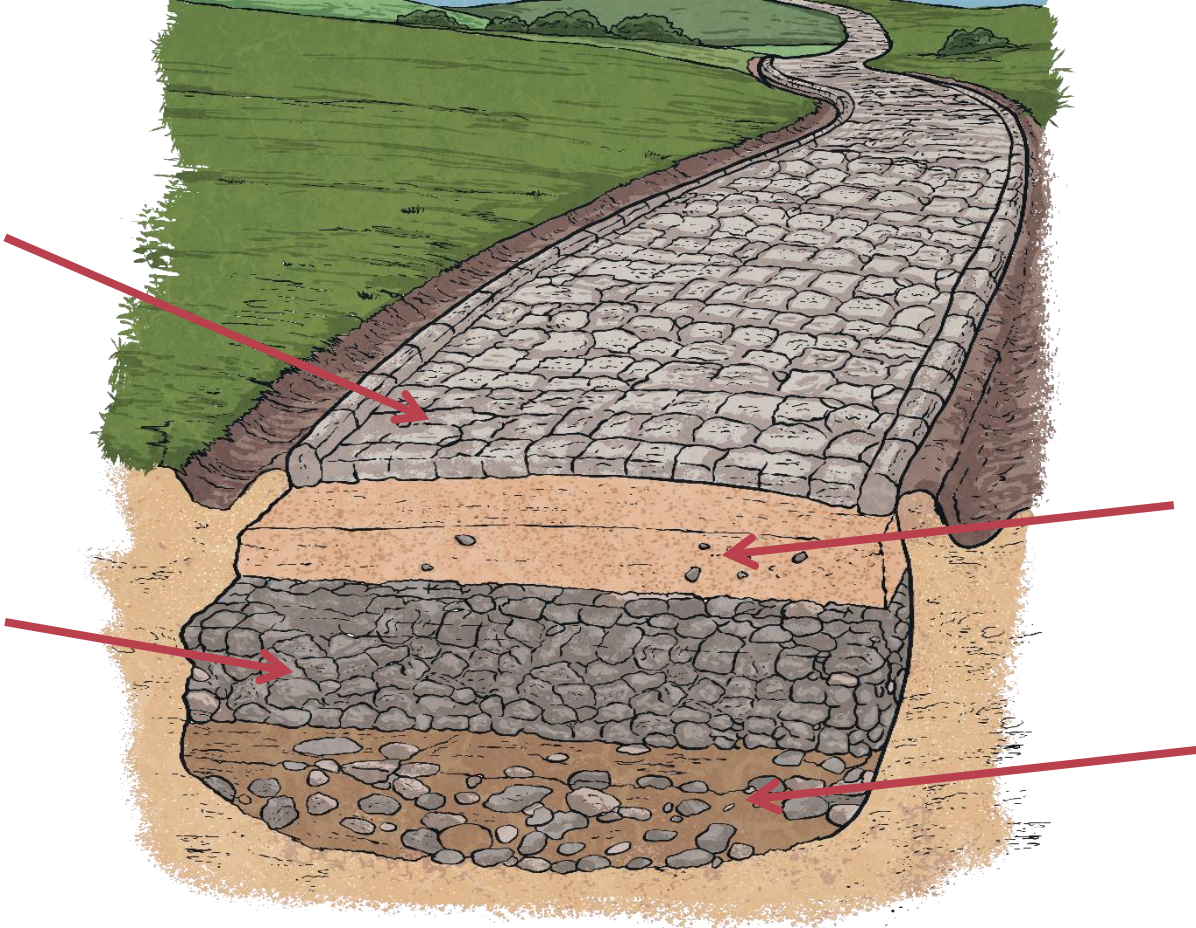
Cover the stones with a layer of sand or small pebbles and gravel, thicker in the middle to make a camber so that the rain will drain off into the two side ditches.

5

Set a layer of smooth paving stones into the sand or gravel to make a hard surface.

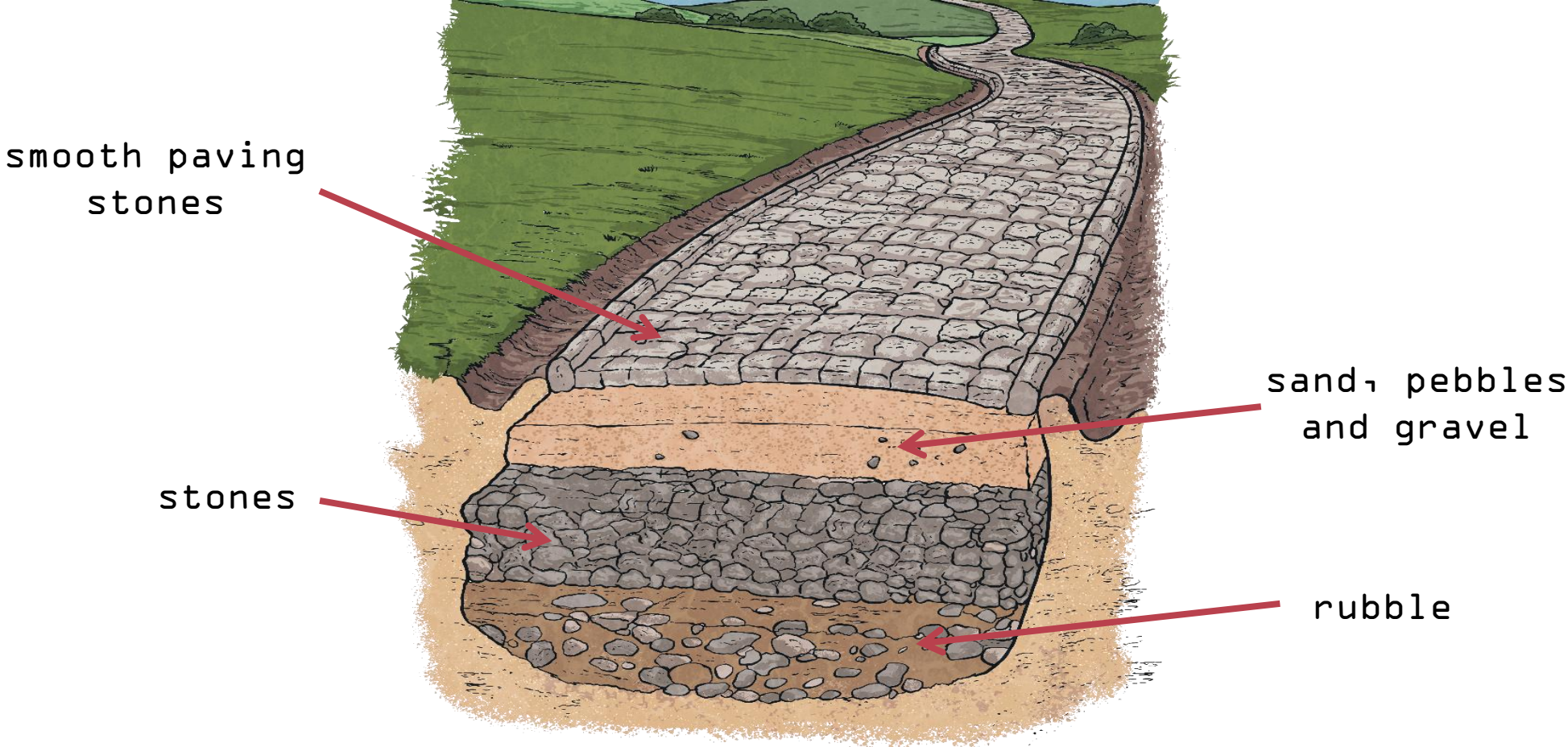
# Extra optional activity-Building the Roads

Can you name the parts of this Roman road?



# Extra optional activity-Building the Roads

Can you name the parts of this Roman road?

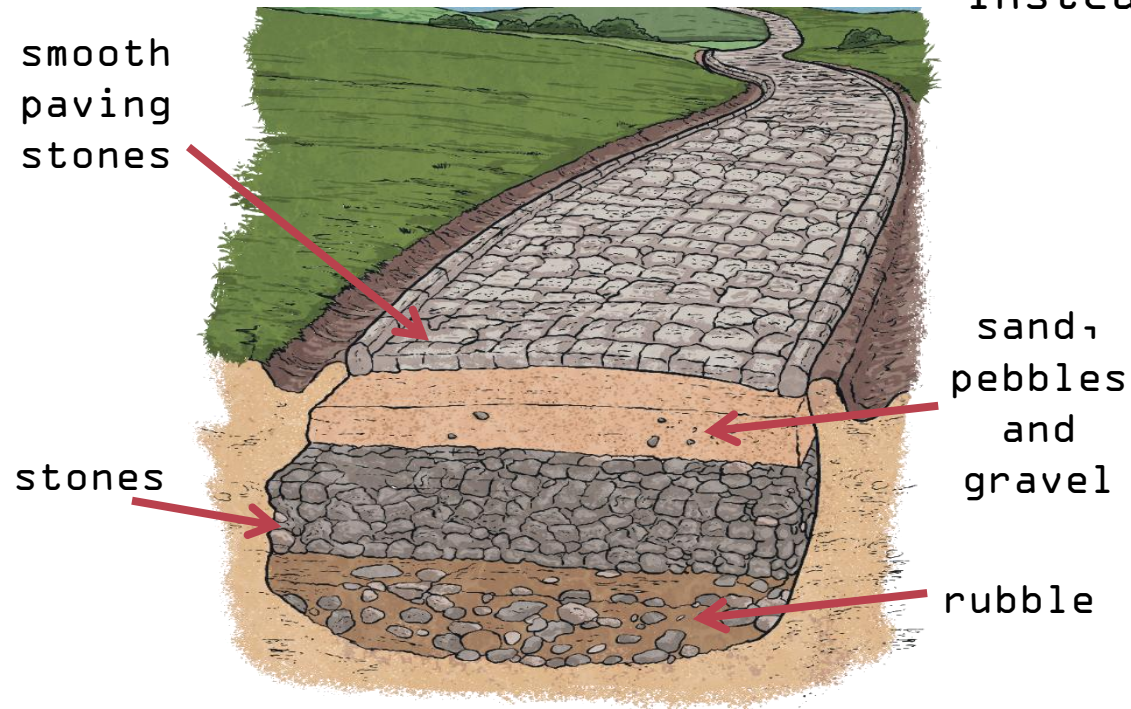




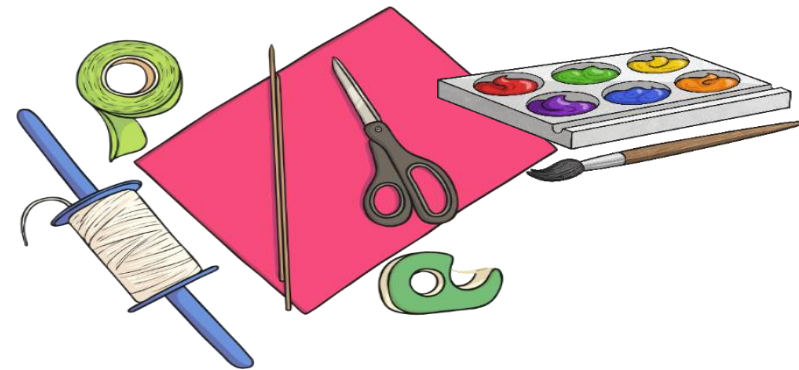
# Extra optional activity-Building the Roads

Design, plan and make a 3D model showing a cross-section of a Roman road.

If you're unable to create a 3D model, you could draw and label instead.



Use the junk modelling materials and paint creatively to make your road look as realistic as possible. Make sure that you show all of the different parts of the road.



# Answers

# Roman Roads Answers

1. How did the Celts travel around Britain?  
**The Celts rode horses, walked or travelled in carts pulled by oxen.**
2. Why did the Romans put so much effort into building roads?  
**The Romans put so much effort into building roads because they wanted to move their troops, supplies, trade goods and messages around the country quickly and easily.**
3. Why didn't the Romans just improve the existing roads?  
**The Romans didn't just improve the existing roads because these were roads made and used by the Celts and the Romans built their settlements away from the Celtic settlements.**
4. Where did they build the first roads? Why?  
**The Romans built the first roads in the South East of England where they landed because they needed to get their troops and supplies to London and Colchester.**
5. Where did the Fosse Way start and finish?  
**The Fosse Way started in Exeter and finished in Lincoln.**
6. Can you explain in your own words how a groma was used?  
**A groma was used to help the Romans build straight roads. Two pieces of wood were attached to make a cross and a lead weight was hung from each end from string. When one weight lined up with another from the same piece of wood, they knew that the line was straight.**
7. How wide were the roads?  
**The roads were wide enough for two chariots to pass each other.**

# Roman Roads Answers continued

Some answers used with the kind permission of Twinkl Educational Publishing (c) Twinkl Ltd 2019.

8. Why do you think they didn't use paving stones on all of the roads?  
**Pupil's own response, such as: I think that they didn't use paving stones on all of the roads because it would have saved time not using them. That is why they only lay paving stones in larger towns that were busier.**
  
9. Why was it Roman soldiers not slaves who built the roads?  
**Roman soldiers built the roads rather than slaves because they were trusted to do a good job and they were well practiced which means that they knew what they were doing.**
  
10. Why do you think the Britons didn't use the roads that the Romans had made?  
**Pupil's own response, such as: I think that the Britons didn't use the roads that the Romans had made because they were a reminder of the fact that the Romans had conquered their country. It would also be like admitting that the Romans had done a good job by making the roads.**
  
11. What is a groma?  
**A groma was a tool used by surveyors.**

## Building Work Answers

1. Yes
2. Yes
3. Office block
4. Green
5. Permanent barrier
6. Concrete mixer
7. Concrete
8. Behind the offices
9. 2.5 miles

# 10-4-10 **Answers**

1.  $56 \div 7 = 8$
2.  $49 \div 49 = 1$
3.  $6,192 = 6,000 + 100 + 90 + 2$
4.  $8,000 + 400 + 40 + 4 = 8,444$
5.  $100 \times 13 = 1,300$
6.  $99 \times 10 = 990$
7.  $9 \times 4 = 3 \times 12$
8.  $4,517 + 2,826 = 7,343$
9.  $5,029 - 3,645 = 1,384$
10. How many minutes in 3 hours? **180 minutes**

## Extension

11.  $5 \times 8 = 32 + 8$
12. What is the time 25 minutes after 12.05? **12.30 or half past 12**
13.  $2,123 + 877 = 3,000$
14.  $7,916 - 5,916 = 2,000$
15. Which is the eighth month of the year? **August**
16.  $78.6 - 52.09 = 26.51$
17.  $7 - \text{two quarters} = 26 \text{ quarters or } 6 \text{ whole ones and } 2 \text{ quarters}$
18.  $2 \text{ fifths} + 7 \text{ fifths} = 9 \text{ fifths or } 1 \text{ whole and } 4 \text{ fifths}$
19. Name the factors of 13. **1 and 13**
20.  $1.09 + 98.91 = 100$

1 Sort the activities into the table depending on approximately how long each one takes to complete.

travel to school    wash and dry laundry    get dressed

travel to the Moon    watch a TV show    listen to a song

eat a small chocolate bar    sneeze    write your name

e.g.

Less than 10 seconds	sneeze write your name
Less than 1 minute	eat a small chocolate bar
Less than 5 minutes	get dressed listen to a song
Less than 1 hour	travel to school watch a TV show
More than 1 hour	travel to the moon wash and dry laundry

2 Complete the statements.

- a) one minute =  seconds    b) 1 hour =  minutes
- 2 minutes =  seconds    5 hours =  minutes
- 4 minutes =  seconds    ten hours =  minutes
- eighty minutes =  seconds    15 hours =  minutes

- c) one day =  hours    d) 1 minute =  seconds
- 3 days =  hours    1 hour =  minutes
- 12 days =  hours    1 hour =  seconds
- thirty days =  hours    2 hours =  seconds

3 Write <, > or = to complete the statements.

- 5 minutes  5 seconds
- 5 minutes  50 seconds
- 5 minutes  500 seconds
- $\frac{1}{2}$  hour  60 minutes
- $\frac{1}{2}$  hour  6 minutes
- 30 minutes   $\frac{1}{2}$  hour

4 Huan ran a race in 3.5 minutes.

Eva ran the race in 312 seconds.

Who was quicker?

Huan was quicker.

How much quicker were they?

minute  seconds quicker

5 The time is 10 past 3



Draw hands on the clocks to show what time it will be:

a) in 10 minutes



c) in 120 seconds



b) in 60 minutes



d) in 1.5 hours



6 Scott, Esther and Dani timed how long it took to have a shower.

Scott =  $\frac{1}{10}$  hour   Esther = 315 seconds   Dani = 3 mins 27 secs

How long did it take them in total?  seconds

What was the difference between the longest and shortest times?

minutes  seconds

7 Brett, Annie, Aisha and Filip are going on holiday.

Here are the total lengths of their journeys.

Brett	12 hours longer than Filip
Annie	$1\frac{1}{4}$ days
Aisha	twice as long as Brett
Filip	360 minutes

Work out how many hours it took each person.

Place them in order from the shortest to the longest journey.

Name	Time
shortest journey <u>Filip</u>	<input type="text" value="6"/> hours
<u>Brett</u>	<input type="text" value="18"/> hours
<u>Annie</u>	<input type="text" value="30"/> hours
longest journey <u>Aisha</u>	<input type="text" value="36"/> hours

# Approximate Answers



- All locations and Roman roads are approximate
- Start and finish points (approximate) are marked with a dot.

25

- The dashes show (approximate) Roman roads.

- The Fosse way
- Stane street
- Dere Street
- Ermine street
- Akeman street.