Hello Year 4,

So July is here and the end of the term is near its end. It seems like such a long time since we've seen you, but it also seems like time has flown! We continue to miss those of you not in school tremendously. As always, we hope you and your families are continuing to stay safe and well and we can't wait until we are reunited-it feels as though we're getting closer to that each and every day.

This week's home learning is the same format as last week-it consists of English, maths and PSHE. 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 presentation (no cheating though!) so that you can self-mark.

The message we're continuing to send to you all, including your adults, is: do what you can, when you can. <u>It is really important that if your adults are telling you do some home learning that you have a go as it will keep your mind busy; make sure you don't forget anything you've already worked so hard to learn and it will also make it easier when you come back to school.</u>

If you run out of things to do, you can do things that interest you or that you like to do as well as make time to relax! Please be kind to yourselves and each other. If you're desperate for more structured activities, you could always look back at the previous presentations and do anything you didn't get round to or build on what you did as well as visit websites such as: https://www.bbc.co.uk/bitesize/levels/zbr9wmn or https://classroom.thenational.academy/subjects-by-year/year-4 where you'll continue to find lessons which you can engage with.

We want you all to know that although we don't get to see and teach many of you every day…we are still thinking about you and miss you lots. Stay positive and keep smiling.

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

P.S. Some of you may remember seeing Mr Pepper in school when you were in year 3-he says hello again and has, again, prepared many of the maths activities for you this week-which has been a really big help to us as all the year 4 team are now back in school looking after children that are on our school site. You will notice that there is a change to the format of the 10-4-10 slides as Mr Pepper has been very busy and has done some of these for us too. Don't panic that some of them look a little different-it's good to see things presented in different ways and we know you've got this!

Monday 6th July

Daily activities

If we'd all have been in school as normal, we would have taken part in a Key Stage 2 sports day, which I know many of you would have thoroughly enjoyed-especially those of you that are sporty or super competitive or both! Throughout this week's home learning you will find an optional activity which has a sporty theme-enjoy!

Have you had chance to take part in the Virtual Sports Day which Stuart, Charlie and James (Your Sport) have organised? If not, why not get involved this week? The rules, instructional videos, record sheets and certificate can be found by following this link: http://www.howleygrange.co.uk/page/detail/virtual-sports-day

Activity 5 + 6, Balance Left + Right Foot

This activity measures balance on both your left and right leg. Find a space on a flat surface and lift a leg off the floor and see how long you can balance on one leg for. You need a score for both left and right.

Bronze– 10 seconds

Silver – 45 seconds

Gold – 1 minute 30 +

Activity 7, Jumping Jacks

A jumping jack is a physical jumping exercise performed by jumping to a position with the legs spread wide and the hands going overhead. Then returning to a position with your feet together and arms at your sides.

Bronze - 20 Jumping jacks

Silver - 50 Jumping jacks

Gold - 100 Jumping jacks

Some of the teachers will also be taking part so watch this space…

3

Sports Day

```
f  i  n  i  s  h  l  i  n  e  v  c
u  i  a  c  t  i  v  i  t  i  e  s
n  a  r  o  o  h  w  d  a  q  y  i
t  d  g  s  g  r  a  k  f  f  q  g
t  r  g  d  t  f  t  s  p  h  f  q
h  v  a  s  d  s  e  c  o  n  d  d
i  a  d  c  l  a  r  o  i  x  o  s
r  z  z  t  e  a  m  r  n  g  l  u
d  a  b  m  f  g  a  e  t  h  j  n
x  j  r  a  a  s  f  g  s  a  o  h
s  p  e  c  t  a  t  o  r  s  i  a
s  u  n  c  r  e  a  m  o  f  z  t
```

fun	sun hat	third	
team	finish line	points	activities
water	first	score	race
sun cream	second	spectators	

4

Reading at home-UPDATE!

Whilst you have been learning from home, you have been able to access free books online using myON which is linked to our Accelerated Reader scheme. These books can still be accessed for free but you will now need our school login details to do this. After reading a book, you can then click on the 'Take AR Quiz' option and login to your account using your usual Accelerated Reader username and password.

Our myON login details are:

Go to myon.co.uk and enter:
    a. **School Name:** Howley Grange Primary School *(type the first few letters and select from the drop-down menu)*
    b. **Username:** howley136student
    c. **Password:** read
Click on the **Sign In** button, select a book, and start reading!

This message has also been sent as a parentmail and there is a pdf attached to that, which explains how to choose books using myON. If you have any problems with myOn or questions about Accelerated Reader you can contact Mrs Graham using the school email.
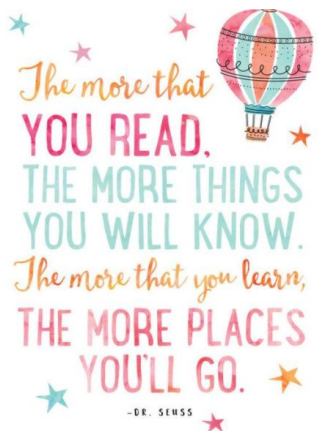
Reading at home

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

If you're running out of reading material at home, there are lots of books that you can read or listen to online for free! Two websites we would recommend to do this are: https://readon.myon.co.uk/ (See update on the previous slide as there is new information on how to access) and https://stories.audible.com/start-listen

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!

The more that YOU READ, THE MORE THINGS YOU WILL KNOW. The more that you learn, THE MORE PLACES YOU'LL GO.
-DR. SEUSS

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: 'Chapter 5: A Tree with Secrets' taken from story History Hackers: Roman Rescue' 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. If printing is an option for you-I recommend you print it so that you can rotate it instead of twisting your head to see it on screen.

- <u>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.</u>

3. Outside school
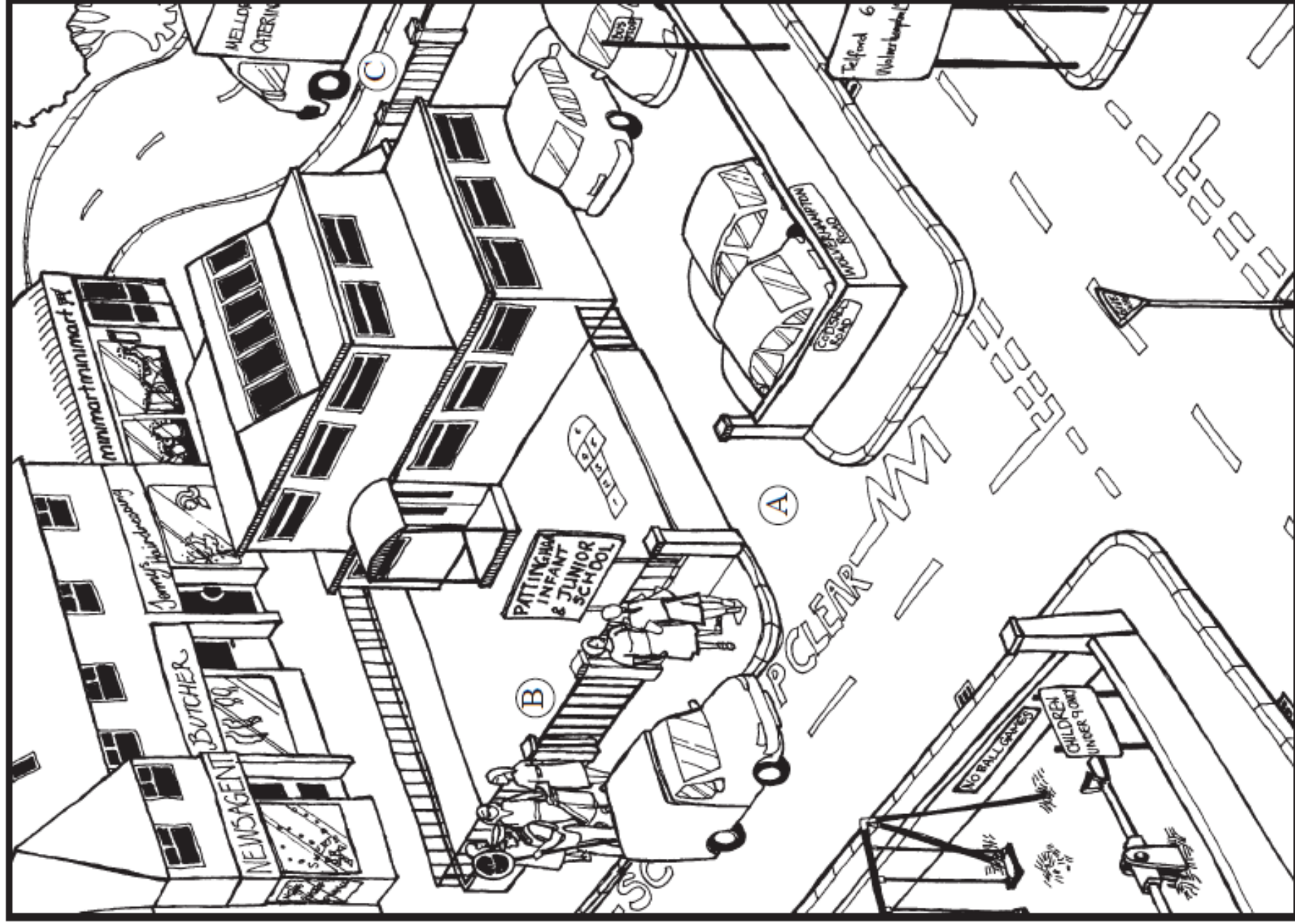
Outside School-Questions

1. In which town is this school?

    Is it in Codsall? ☐
    Is it in Telford? ☐
    Is it in Pattingham? ☐

2. Through which gate will the children come?

    Will they come through gate A? ☐
    Will they come through gate B? ☐
    Will they come through gate C? ☐

3. Where do parents wait for the children?

    Do they wait at the bus stop? ☐
    Do they wait at the butchers? ☐
    Do they wait outside the school gates? ☐

4. How many days a week does the crossing warden work?

    Does he work 5 days a week? ☐
    Does he work 6 days a week? ☐
    Does he work 7 days a week? ☐

5. Which way would you go to catch the bus after school?

    Would you turn to the left? ☐
    Would you turn to the right? ☐
    Would you walk straight on? ☐

6. Which shop is the nearest to gate B?

    Is it the mini mart? ☐
    Is it the newsagent's shop? ☐
    Is it the hairdresser's shop? ☐

7. Where could pupils buy sweets? Could they buy them at the butcher's shop? ☐
    Could they buy them at the hairdresser's shop? ☐
    Could they buy them at the newsagent's shop? ☐

8. Where could children play near the school?

    Could they play in the road? ☐
    Could they play in the park? ☐
    Could they play in the shops? ☐

9. Where is the nearest hospital likely to be?

    Is it Telford? ☐
    Is it London? ☐
    Is it Wolverhampton? ☐

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

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

W.I.L.F:

- Read Chapter 5: A Tree with Secrets (from the story History Hackers: Roman Rescue) on the following slides and answer 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.

- **As we're not there to discuss the story, if you are not comfortable with mystery, suspense or magic in stories and find them frightening-we suggest avoiding the story and doing the comprehension based on the picture: Outside School (slide 9)-this is absolutely fine.**
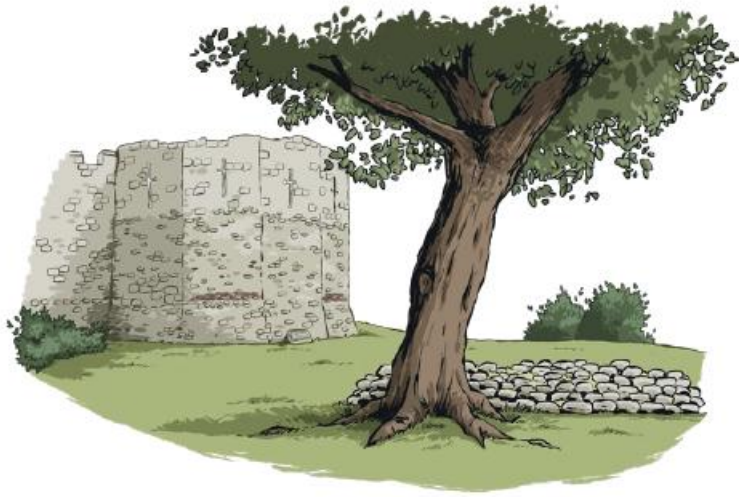
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Chapter 5
A Tree with Secrets

"This wasn't exactly what I had in mind," grumbled Tilda, staring at her reflection in the antique shop's full-length mirror. "If any of my classmates see me in this, I'll never live it down."

Charlie shuffled beside his sister and gazed back at his own reflection. His smirk and sparkling eyes suggested that he thought they both looked amazing – just like the pictures of Roman peasants that Tilda had found online earlier.

He wiggled uncomfortably, hitching his breeches up as high as they would go. They were actually made from a pair of his mother's thick winter tights, but it was the best they'd been able to find. One of his father's old linen shirts hung down to his knees, fastened around his waist by a plain leather belt. Perched on a shoe rack near the door, a pair of tatty brown gardening sandals would complete the look.

Tilda's outfit was almost identical, although she had swapped tights for knee-length socks and her long hair was tied neatly in a braid. Despite never having had much of an interest in fashion, she still knew she was definitely not rocking the peasant look.

They'd already decided to explore the location marked Roman Doorway. It hadn't been a difficult decision. According to the professor's map, the time door was just a few streets from their parents' shop, right beside the remains of an old Roman tower which was popular with out-of-town visitors.

"We need to make sure we blend in," Charlie reminded his older sister. "This way, we can have a look around without attracting any unwanted attention."

"Cool your jets, Charlie Hacker," she urged. "We don't even know if the doors work yet. There's still a chance Professor Howe could have made this all up."

Ignoring his sister's reservations, Charlie slipped both feet into a tatty pair of leather sandals and checked the time on his wristwatch.

"Hey, you can't wear that," Tilda pointed out, unbuckling her own timepiece. "Wristwatches weren't invented until 1868."

"Why, what year are we going back to?"

She fought hard not to laugh at her brother's enthusiastic naivety. He'd bought into the professor's writing so much that discovering it was all make-believe would likely make him miserable for weeks.

Feeling a little sorry for him, Tilda decided to play along. "If the dates on the coins are accurate, we'll probably find ourselves in the second or third century."

"Wow!" Charlie almost danced out of his sandals. "Can you believe we're actually about to do this?"

"Come on," Tilda rolled her gaze towards the ceiling as she shoved her brother towards the antique shop's back door. "Let's get this over with."

In almost every other town or city in the country, two children dressed as Roman peasants would have caused quite a stir. Yet as both Hackers scurried through narrow streets leading to the ruins of York's famous Multangular Tower, they hardly earned a second glance.

Blending in with the army of costume-wearing guides employed to lead tourists around the city's landmarks made Tilda and Charlie feel like they were invisible. They also had the freedom to search for Professor Howe's hidden time door, completely undisturbed.

"It's got to be here somewhere," said Charlie.

They'd been searching the grounds around the ruins for almost twenty minutes, and both children peered hard at a now familiar spot on the professor's map.

According to the hand-sketched coordinates, the third-century time door should have been directly in front of them. Instead, all Charlie could see was the gnarled trunk of an old oak tree.

"It can't be this stupid tree," he pointed out. "It wouldn't even have been an acorn at the time the Romans were here."

Tilda peered down at the map sat perched on the lid of a litter bin, then pointed to the building behind her brother. "The museum building is there…"

Next, she gestured to an ancient angular ruin rising from the ground.

"…the remains of the Roman tower are there…"

Finally, she nodded towards the stretch of Roman wall half-hidden behind the tree.

"…and what's left of the Emperor's villa garden is there. So if this map is to be believed, we should be able to see the doorway right here."

"But it's a tree," Charlie grumbled. "Not a door."

As she'd originally feared, it was beginning to look as if the map and the little bag of Roman coins were all part of Professor Howe's elaborate fantasy. Tilda suddenly felt foolish for even believing it could be possible.

Eleven-year-old girls were supposed to be much smarter than that.

"Wait," Charlie barked. "What if we're in the right place, but we're looking for the wrong thing?"

"What do you mean?"

"What if the door isn't a door at all? What if it's disguised as something else? Or even hidden?" He paused, nibbling his lip as if he was reluctant to say what was really on his mind. "Or what if it's waiting for us to do something first?"

Tilda couldn't remember reading anything about that in the professor's journal. Yet as her newly-found detective's instinct kicked into overdrive, she found herself wondering if the map itself held any further clues.

The faded ink and bleached paper suggested that the map itself had been used quite a lot. Some parts were smudged. Others housed smears where raindrops had made the ink run. Near the Roman door sketch, Tilda's focus landed on a patch of paper that looked like it might be missing a word. Something had been erased.

Fuelled by a sudden idea, she lifted the map up into the air, letting the afternoon's sunlight bathe the paper.

"That's interesting." Tilda wrinkled her forehead. "I think another word was once written next to the image of the door."

"A magic word?" Hope amplified Charlie's words. "Like 'open sesame'? Or 'abracadabra'?"

"Shhhh!"

Tilda shook her head as she strained to make out the weak indentations now visible in the sunlight. Initially, they'd resembled little more than a collection of random lines and curves. Yet as she continued to stare, her eyes began to recognise a pattern. First just a single letter. Then another. Until...

"Forfeit!"

"What?"

Tilda jabbed the spot on the map. "The hidden word – it says forfeit."

"Four feet?" Charlie glanced down at his own feet, as if he was actually counting them.

"Dogs have got four feet. Maybe we need to find –"

"Not four feet," Tilda giggled. "Forfeit – you know, as in give up, surrender, lose."

Charlie stopped looking for dogs to abduct. "Why would it tell us to give up?"

"Perhaps it's a hidden message," Tilda suggested. She knew this wasn't the news her brother wanted to hear. "Maybe it's telling us we're wasting our time."

Charlie raised a hand to silence his sister. "It's gotta mean something else."

"But that's what a forfeit is, Charlie... to give something up."

Her brother refused to accept that. "What about when we play board games with Dad?"

"You always cheat," Tilda reminded him.

"No, no, not that!" Charlie paced back and forth in front of the tree. "When we do something wrong, Dad

makes us pay a forfeit. What if we have to pay to open the door? Maybe that's what the money is for!"

Although common sense told her this was probably just one big waste of time, Tilda pulled the professor's cloth pouch from a small purse strapped to her belt.

She handed one of the coins to her brother and sighed. "Be careful – it's probably quite valuable."

Charlie stared at the coin, then at the tree, then back at the coin. "What should I do with it?"

In the video games Tilda sometimes played, there was always an enchanted keyhole somewhere unexpected. "Let's check for a secret slot concealed in the bark, or the roots?"

Five minutes of patting and probing drew a blank. The tree was just a tree.

Tilda sat back onto the grass, propping herself up with both elbows. Sunshine caressed her face.

"Maybe we should go home."

"No chance!" her brother insisted.

"There's something here – I can feel it."

"Well, all I can feel is my stomach rumbling," Tilda grumbled. "I missed lunch."

"The map lied!" Charlie growled. "I can't believe it."

"At least we still have the professor's hoard," Tilda tried to lift his spirits. "And if those coins and the ring are genuine, Mum and Dad can sell them for hundreds of pounds – maybe thousands."

Charlie was too annoyed and disappointed to care. His face flushed the colour of a sunset as anger brewed.

"Stupid tree! Stupid map! Stupid coins!"

Perhaps if Tilda hadn't been enjoying the sun's warmth quite as much, she would have been quick enough to stop Charlie. Yet by the time she realised what her brother was about to do, it was already too late.

"No Charlie, don't..."

The tiny Roman coin left her brother's fingers like a catapulted stone, fuelled by his frustration and anger. It struck the bark, then ricocheted left towards the

Roman wall. Both children watched it spin towards the ancient stonework and then... it vanished!

"Did you see that?" Charlie gasped. "It passed straight through."

Tilda refused to believe her eyes. Surely, that hadn't just happened.

"Gimme another coin!" Charlie squealed.

This time, he launched the coin straight at the wall. Just like the first, it passed right through solid stone.

"Quick, Tils," Charlie thrust his hand forward. "Another."

"Wait, it's the last one."

"It's all I need."

Charlie snatched the last coin and the signet ring from his sister's hand and stepped towards the wall. Suddenly feeling scared, Tilda reached to grab hold of her brother's shirt. But it was already too late.

Charlie had reached the wall and pushed the tiny

silver coin towards the eroded stone. This time it wasn't just the coin that vanished. So did Charlie's hand, followed quickly by his arm and shoulder.

Tilda's jaw dropped open as she watched the wall swallow her brother whole!

Questions

R/I	What are Tilda and Charlie dressed as? What can they see when they look at their reflections in the mirror? (page 30-slide 12)
V	What are breeches? (page 30-slide12)
R	What did Charlie think would complete his look? (page 31-slide 12)
R	Which location had the children decided to explore? (page 31-slide 12)
R/I/E	What does Tilda tell Charlie that he can't wear and why? (page 32-slide 13)
I/E	How does Tilda feel about their upcoming adventure on page 32? Explain as fully as you can-using evidence from the text to support your answer.(page 32-slide 13)
R	What did the children find where the time door should have been? (pages 33 and 34-slides 13 and 14)
R/V/I	What does Charlie mistake the word forfeit for? (pages 36 and 37-slide 15)
E/I	Why was Tilda shocked at the end of this chapter? (page 41-slide 17)
P	Predict what you think is going to happen in Chapter 6.

Maths

JULY MATHS MASTERS

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Have fun doing a Maths question a day!		1 One quarter of a number is 15, what was the original number?	2 How many faces does a triangular prism have? Can you accurately draw one?	3 What is 12,376 rounded to the nearest 10? Nearest 100?	4 49 + 46 = 815. Is this right? Why?	5 What is half of 90? How does this help find half of 900?
6 What are the factors of 36?	7 Is 3 × 12 the same as 6 × 6? How do you know?	8 What is today's date in Roman Numerals?	9 What is 2.7 + 1.1? How did you work it out?	10 What is double 42? So what is double 4200?	11 What do you call an 7-sided shape? Can you draw one?	12 How many ways can you make £1.13?
13 How many months have 31 days? Which months are there?	14 Write these numbers in words: 11,542 1,761	15 List all the multiples of 7 between 30 and 70.	16 How many lines of symmetry does a regular octagon have?	17 What's bigger: 120 − 45 or 110 − 45? How do you know?	18 If I have £10 and I spent £5.43 and then £1.78, how much change do I have?	19 What is three quarters of 60? Can you draw it to help?
20 Describe how to find the missing number in this calculation: ☐ × 7 = 770	21 What is the area of a rectangle that measures 3m by 7m?	22 What's longer – 34m or 340cm? How do you know?	23 What numbers can you make with the digits 5, 4, 1, 8?	24 What number is missing in the sequence? How do you know? 30, 60, ___, 120.	25 Put these numbers in descending order: 789, 978, 987, 798, 879.	26 What time does this clock say?
27 What is 41 + 64? What other sums can you write which give the same answer?	28 What is the total of 67, 34, 19, 70?	29 If s divided by 3 is 12, what is the value of s? How do you know?	30 Calculate 5 × 12. Write other calculations which give the same product	31 **TRICKY QUESTION:** How many minutes from 9:15am to 3:15pm?	**Challenge yourself to talk to the people at home and show off what you know!**	

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!

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.

Year 4 competitions-last week's results on the following slide.

It's fantastic to see so many of you played in Studio last week!
The fastest 10 children are listed below-it's tight at the top!
If you want to see your name appear on the leader board-keep practising in Studio-the more you practise, the quicker you'll get!
Massive well done to all the children in this week's top 10-don't stop practising-your friends are chasing your spot!

Current position	Initials	Class
1	MW	4GA
2	LB	4EW
3	OB	4EW
4	SB	4GA
5	NS	4EW
6	AA	4GA
7	SE	4EW
8	VK	4GA
9	SR	4GA
10	MS	4EW

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 do not 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.

| 10 – 4 – 10 Standard Questions		Extension Questions	
1	7 x ___ = 63	11	200 ÷ 5 = ___ x 10
2	10 x ___ = 240	12	How many quarters in 5 wholes?
3	19 x 10 = ___ x 5	13	3.95 +4 =
4	96 ÷ ___ = 8	14	12 x 4= ___ x 10
5	7 x 7 = ___ - 13	15	What are the different factors of 12.
6	245 x 5 =	16	An angle measures 98 degrees, what type of angle is it?
7	105 ÷ 5 = ___	17	1000 less than 3,097.
8	¼ of 100 = 5 x ___	18	654 x 1 =
9	5, 789 + ____= 6,000	19	10 x 10 x 4
10	6 x 3 x 4	20	How many triangles have the same number of sides as 9 squares?

W.A.L.T:round any number to the nearest 10, 100 or 1000.

•Read the slides that follow this one. There will be things for you to think about on each slide-Mr Pepper has put the maths into a situation which you may be able to relate to.

•Once you have read the slides, you will then find a worksheet for you to have a go at. They are starred. Start with the sheet that has 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. Our expectation is that you try to do **1** worksheet. You may wish to print out the worksheet that you have a go at or alternatively you could jot down the answers on paper that you have.

•As you're used to by now, the answers are at the end of today's presentation-no cheating though!

For simple positive numbers and rounding, I like to think of a cinema.

- In this design of a cinema, there are fire exits at either side, and there are 10 seats in each row in the middle. We are going to begin rounding to the nearest 10.

- The idea is that for each person in the cinema, if there was to be a fire drill, they would leave by their nearest fire exit.
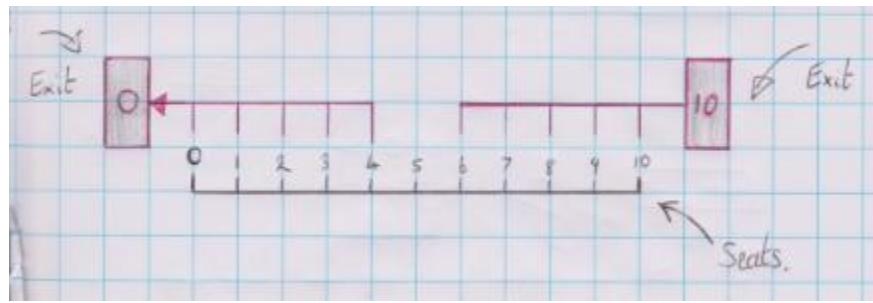
- You can see that this is easy for the people in seats 0, 1, 2, 3 and 4, as their closest exit is exit 0, to the left.

- Its also easy for people in seats 6, 7, 8, 9 and 10. They exit to the nearest exit which is exit 10, to the right.

- The issue is for the person in seat number 5. They are the same distance from either end of the row. Mathematicians before us decided already that the "MIDDLE NUMBER" (5) goes up, or "to the right" on this number line.
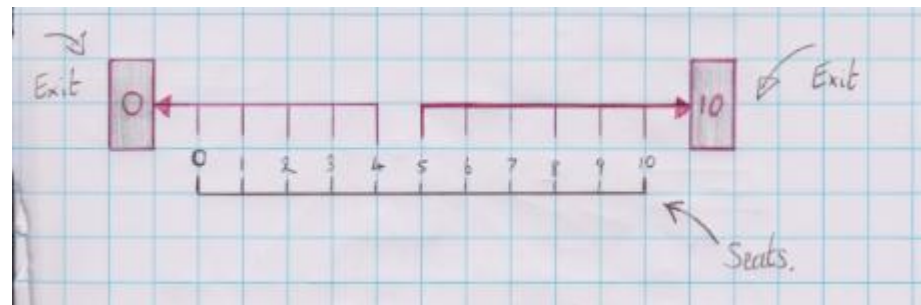
- The model is an idea just to help visualise the system of having exits that are all multiples of 10, because we are "rounding to the nearest 10" in this case. The exits are at the end of a row of 10 and names after the closest seat.

- The next model is that there are more than ten seats. Here, there are 5 rows of 10 seats. (I agree that having row A, seat 10 and row B seat 10 is a little odd, but we'll fix that in a moment.
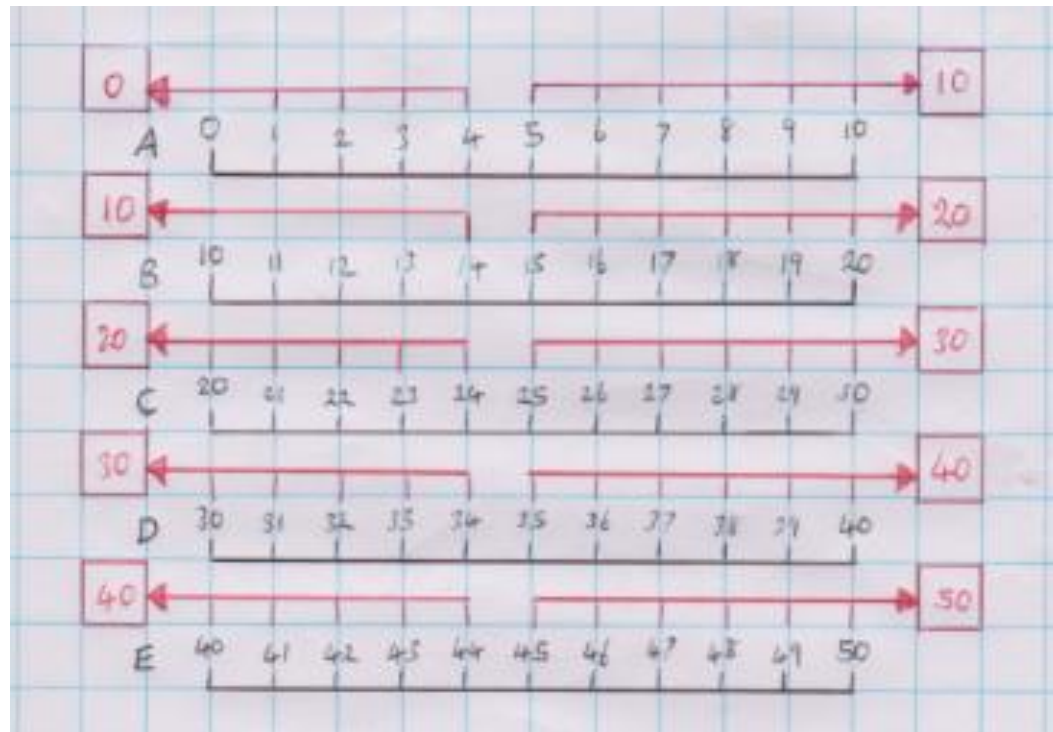
What I'd like you to notice here are the <u>number patterns.</u>

Once you understand the rules, any integer (whole number) is easy to round "to the nearest ten."
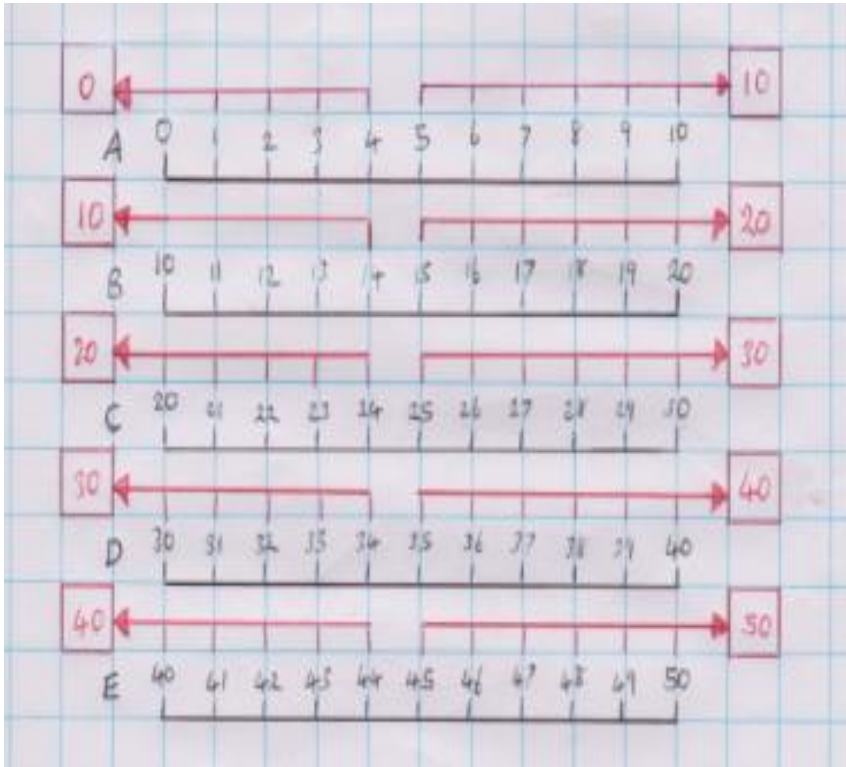
<u>NOTICE:</u>

- Any number ending on a **1, 2, 3 or 4, rounds down** to the nearest 10.

- Any number ending on a **5**, **6, 7, 8 or 9, rounds up** to the nearest 10.

- Any number ending on a **0 stays the same** because it already is a multiple of 10.

Now let me redesign the cinema to see that more effectively, as we need to "fix" there being two exits with the same name on consecutive rows. They are in fact, the same exit. Hopefully, this diagram will explain...
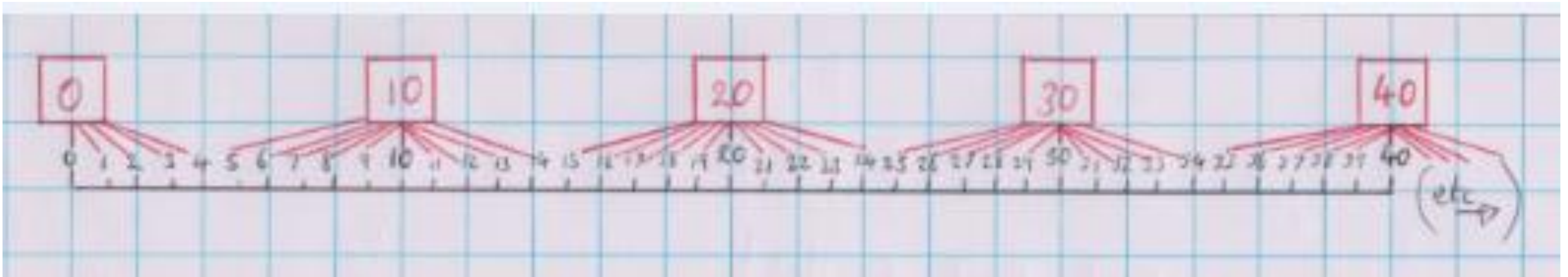
Cinemas don't work in lengthy rows because the people at the ends wouldn't have a very good view, so this model doesn't have a practical solution, but it does show every multiple of ten seat, having a multiple of ten exit, and the closest numbers to each moving towards that exit; apart from the numbers ending in 5, which always move to the exit to the right that is a multiple of 10.

On the following slides, there are additional reminders which you've seen before-which may be more familiar to you-use whichever method works for you.

The same rules apply when rounding to any given number.

W.I.L.F:

▸ Use your knowledge of place value.

▸ Find the digit that is in the place you are being asked to round to. (Label the columns).

▸ Look at the digit one place to the right of the number you are being asked to round to.

▸ If the number is **5** or **more** the number is rounded up.

▸ If the number is **less than 5**, the number is rounded down.

An example:

▸ Round the number 29 to the nearest 10.

▸ Underline the digit that is in the column we are being asked to round to. 29

▸ Circle the digit one place to the right, this is the one that tells us if it has be rounded up or down. 29

▸ Does the number need to be rounded up or down? What is the number when rounded?

9 is more than 5 so the number is rounded

30 (after changing the 2 to a 3, the rest of the numbers after become 0's).
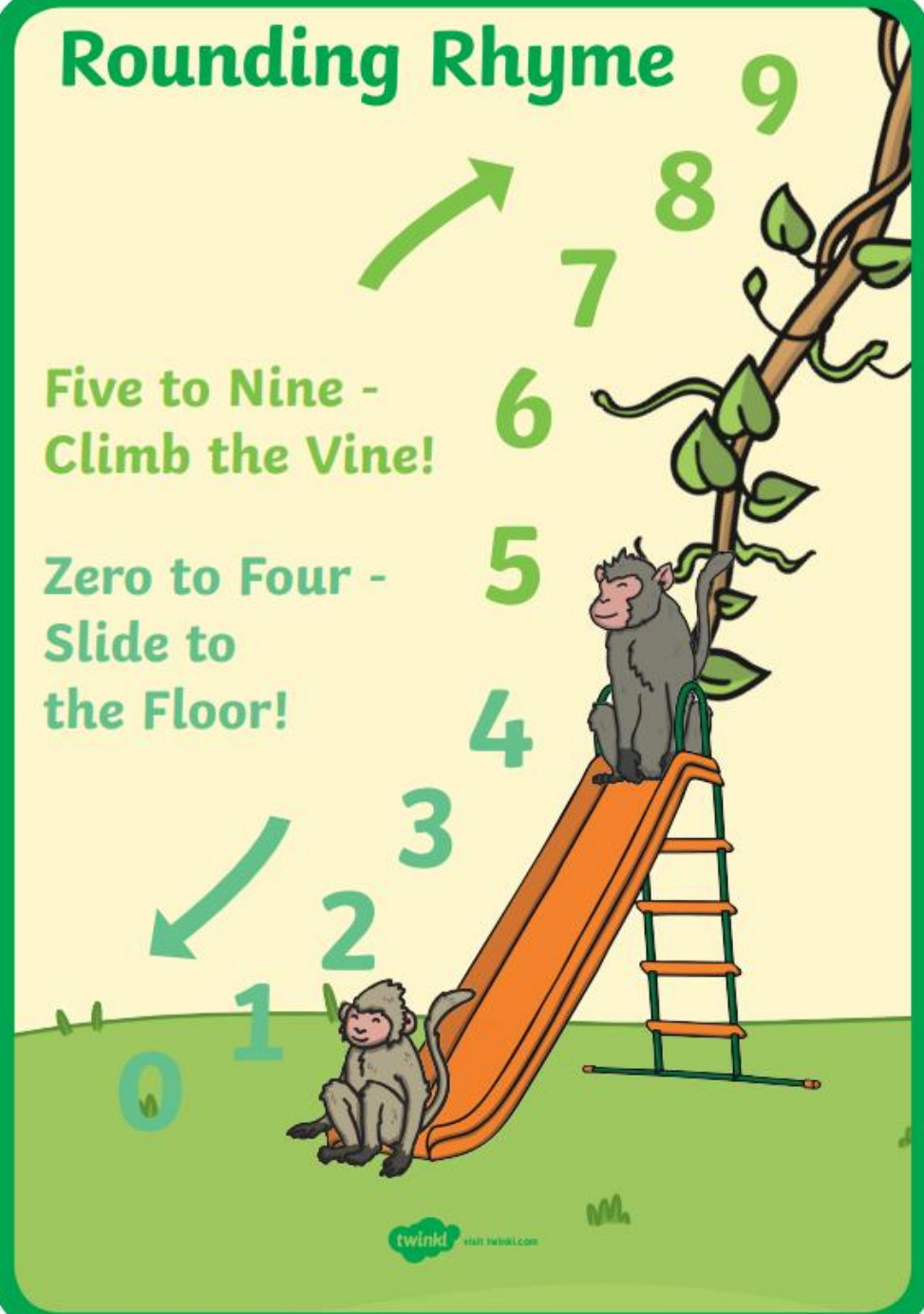
Have a go at rounding these numbers to the nearest 10. (to the nearest multiple of 10.)

A	3	rounds to	
B	1	rounds to	
C	5	rounds to	
D	14	rounds to	
E	21	rounds to	
G	25	rounds to	
H	34	rounds to	
I	35	rounds to	
J	77	rounds to	
K	94	rounds to	
L	95	rounds to	
M	104	rounds to	
N	105	rounds to	
O	111	rounds to	
P	117	rounds to	
Q	178	rounds to	
R	215	rounds to	

S) Rounding to the nearest 10, what is the largest number that will round to 50? _____

T) Rounding to the nearest 10, what is the smallest number that will round to 50? _____

U) What is the range of numbers that will round to 30?

_____, _____, _____, _____, _____, _____, _____,

_____, _____, _____,

Have a go at rounding these numbers to the nearest 10. (to the nearest multiple of 10.)

A	3	rounds to	
B	1	rounds to	
C	5	rounds to	
D	14	rounds to	
E	95	rounds to	
G	104	rounds to	
H	105	rounds to	
I	111	rounds to	
J	117	rounds to	
K	178	rounds to	
L	215	rounds to	
M	365	rounds to	
N	770	rounds to	
O	1978	rounds to	
P	2121	rounds to	
Q	3786	rounds to	
R	9899	rounds to	

S) Rounding to the nearest 10, what is the largest number that will round to 100? _____

T) Rounding to the nearest 10, what is the smallest number that will round to 100? _____

U) What is the range of numbers that will round to 230?

_____, _____, _____, _____, _____, _____, _____,

_____, _____, _____,

Have a go at rounding these numbers to the nearest 10.
(to the nearest multiple of 10.)

A	3	rounds to	
B	1	rounds to	
C	5	rounds to	
D	14	rounds to	
E	95	rounds to	
G	104	rounds to	
H	105	rounds to	
I	111	rounds to	
J	117	rounds to	
K	178	rounds to	
L	215	rounds to	
M	365	rounds to	
N	770	rounds to	
O	1212	rounds to	
P	5632	rounds to	
Q	7890	rounds to	
R	7365	rounds to	

S) Rounding to the nearest 10, what is the largest number that will round to 1000? _____

T) Rounding to the nearest 10, what is the smallest number that will round to 1000? _____

U) What is the range of numbers that will round to 1230?

_____, _____, _____, _____, _____, _____, _____,

_____, _____, _____,

PSHE

Mindful Monday

Mindfulness
Challenge Cards

Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.

Lie with your back on the floor and place a soft toy on your tummy.

Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.

Find something with a strong and pleasant scent e.g. lavender or orange peel and place it close to your nose.

Try to concentrate just on the smell for a whole minute.

Ring a bell or make a lasting noise with another instrument or method.

Listen very carefully to the fading sound until you are sure you can no longer hear it.

Ask someone to drop a feather and watch it very closely as it floats to the ground.

Listen carefully to a piece of music and draw a line on a piece of paper which matches the feeling created by the music.

Close your eyes and ask a partner to pass you an object that you can hold in your hands.

Touch and turn the object, describing each aspect in detail to your partner and then swap places.

Lie on your back outside and close your eyes so you can use all of your senses except for sight.

Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.

Answers
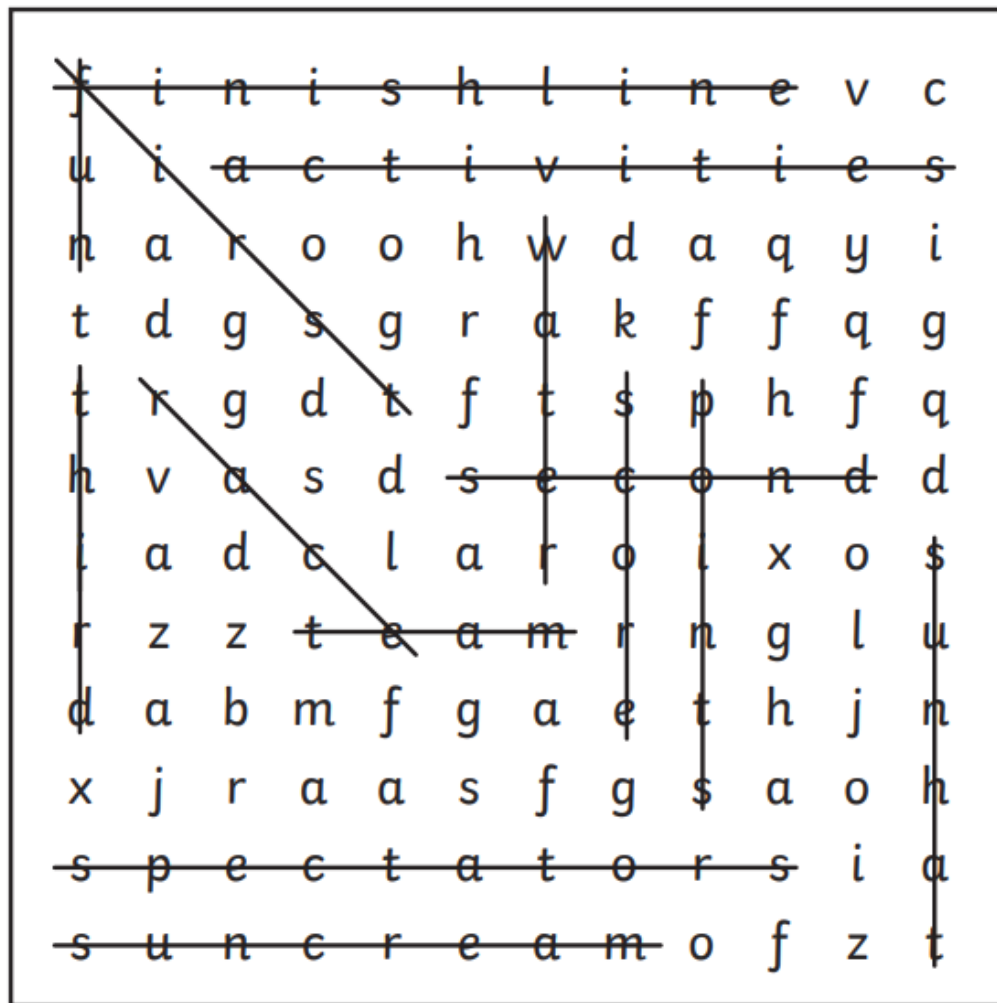
t	i	n	i	s	h	l	i	n	e	v	c
u	i	a	c	t	i	v	i	t	i	e	s
n	a	r	o	o	h	w	d	a	q	y	i
t	d	g	s	g	r	a	k	f	f	q	g
t	r	g	d	t	f	t	s	p	h	f	q
h	v	a	s	d	s	e	c	o	n	d	d
i	a	d	c	l	a	r	o	i	x	o	s
r	z	z	t	e	a	m	r	n	g	l	u
d	a	b	m	f	g	a	e	t	h	j	n
x	j	r	a	a	s	f	g	s	a	o	h
s	p	e	c	t	a	t	o	r	s	i	a
s	u	n	c	r	e	a	m	o	f	z	t

fun	sun hat	third	
team	finish line	points	activities
water	first	score	race
sun cream	second	spectators	

41

Outside School-Answers

1. Pattingham   2. Gate B   3. Outside school gates   4. 5 days   5. Turn left
6. Newsagent's shop   7. Newsagent's shop   8. In the park   9. Telford

Answers

R/I	**What are Tilda and Charlie dressed as? What can they see when they look at their reflections in the mirror? (page 30-slide 12)** They can see themselves dressed up as Roman peasants like the pictures Tilda had found online.
V	**What are breeches? (page 30-slide12)** Breeches are short trousers.
R	**What did Charlie think would complete his look? (page 31-slide 12)** A pair of tatty, brown gardening sandals.
R	**Which location had the children decided to explore? (page 31-slide 12)** The location marked Roman doorway.
R/I/E	**What does Tilda tell Charlie that he can't wear and why? (page 32-slide 13)** His wristwatch as they weren't invented until 1868.
I/E	**How does Tilda feel about their upcoming adventure on page 32? Explain as fully as you can-using evidence from the text to support your answer.(page 32-slide 13)** She doubts the whole thing is real and feels sorry for her brother as he thinks it is real. She doesn't really want to continue with it. Evidence from the text to support: 'She fought hard not to laugh at her brother's enthusiastic naivety'; 'Feeling a little sorry for him'; 'Tilda rolled her eyes' and she says: "Let's get this over with."
R	**What did the children find where the time door should have been? (pages 33 and 34-slides 13 and 14)** The gnarled trunk of an old oak tree.
R/V/I	**What does Charlie mistake the word forfeit for? (pages 36 and 37-slide 15)** Four feet.
E/I	**Why was Tilda shocked at the end of this chapter? (page 41-slide 17)** Not only have the coins vanished but so has Charlie! The roman wall had swallowed her brother whole!
P	**Predict what you think is going to happen in Chapter 6.** Your own predictions-there are no right or wrong answers here.

10-4-10 Answers

10-4-10

	Standard 10-4-10.		Extension questions:		
1	7 x ___ = 63	9	11	200 ÷ 5 = ___ x 10?	4
2	10 x ___ = 240	24	12	How many quarters in 5 wholes?	20
3	19 x 10 = ___ x 5	190 = 38 x 5 There are twice as many 5s in a number as there are tens, so double 19.	13	3.95 +4 =	7.95
4	96 ÷ ___ = 8	12.	14	12 x 4= ___ x 10	4.8
5	7 x 7 = ___ - 13	49 = 62 – 13 Find 7x7, then add 13 to find the 62.	15	What are the different factors of 12.	1, 2, 3, 4, 6, 12.
6	245 x 5=	1225 245x10 = 2450, then find half or use short multiplication.	16	An angle measures 98 degrees, what type of angle is it?	Obtuse
7	105 ÷ 5 = ___	50 ÷ 5 = 10, twice, and one more five. 10 + 10 + 1 = 21 fives. (21 x 5 = 105.)	17	100 less than 3,097.	2,997
8	¼ of 100 = 5 x ___	25 = 5 x 5.	18	654 x 1 =	654
9	5, 789 + ____= 6,000	211 6,000 – 5,789	19	10 x 10 x 4	400
10	6 x 3 x 4	72 4 x 3 = 12 then 12 x 6= 72	20	How many triangles have the same number of sides as 9 squares?	9 x 4 = 36, 36 ÷ 3 = 12.

Have a go at rounding these numbers to the nearest 10. (to the nearest multiple of 10.)

A	3	rounds to	0
B	1	rounds to	0
C	5	rounds to	10
D	14	rounds to	10
E	21	rounds to	20
G	25	rounds to	30
H	34	rounds to	30
I	35	rounds to	40
J	77	rounds to	80
K	94	rounds to	90
L	95	rounds to	100
M	104	rounds to	100
N	105	rounds to	110
O	111	rounds to	110
P	117	rounds to	120
Q	178	rounds to	180
R	215	rounds to	220

s) Rounding to the nearest 10, what is the largest number that will round to 50? _____54_____

T) Rounding to the nearest 10, what is the smallest number that will round to 50? _____45_____

U) What is the range of numbers that will round to 30?

_25_ , _26_ , _27_ , _28_ , _29_ , _30_ , _31_ ,

_32_ , _33_ , _34_ ,

Notice, all of the answers when rounding to the nearest ten, have a single zero at the end. No other digit. This is because you are rounding to the nearest 10 and the answer must be a multiple of 10. They may, however, have more than one zero in larger numbers and also be multiples of 100, 1000, 10,000 etc.

Have a go at rounding these numbers to the nearest 10. (to the nearest multiple of 10.)

A	3	rounds to	0
B	1	rounds to	0
C	5	rounds to	10
D	14	rounds to	10
E	95	rounds to	100
G	104	rounds to	100
H	105	rounds to	110
I	111	rounds to	110
J	117	rounds to	120
K	178	rounds to	180
L	215	rounds to	220
M	365	rounds to	370
N	770	rounds to	770
O	1978	rounds to	1980
P	2121	rounds to	2120
Q	3786	rounds to	3790
R	9899	rounds to	9900

s) Rounding to the nearest 10, what is the largest number that will round to 100? _____104_____

T) Rounding to the nearest 10, what is the smallest number that will round to 100? _____95_____

U) What is the range of numbers that will round to 230?

_225_, _226, _227_, _228_, _229_, _230_, _231_,

_232_, _233_, _234_,

Notice, all of the answers when rounding to the nearest ten, have a single zero at the end. No other digit. This is because you are rounding to the nearest 10 and the answer must be a multiple of 10. They may, however, have more than one zero in larger numbers and also be multiples of 100, 1000, 10,000 etc.

Have a go at rounding these numbers to the nearest 10. (to the nearest multiple of 10.)

A	3	rounds to	0
B	1	rounds to	0
C	5	rounds to	10
D	14	rounds to	10
E	95	rounds to	100
G	104	rounds to	100
H	105	rounds to	110
I	111	rounds to	110
J	117	rounds to	120
K	178	rounds to	180
L	215	rounds to	220
M	365	rounds to	370
N	770	rounds to	770
O	1212	rounds to	1210
P	5632	rounds to	5630
Q	7890	rounds to	7890
R	7365	rounds to	7370

s) Rounding to the nearest 10, what is the largest number that will round to 1000? ___1004____

T) Rounding to the nearest 10, what is the smallest number that will round to 1000? ____995____

U) What is the range of numbers that will round to 1230?

_1225, _1226, _1227, _1228, _1229, _1230, _1231,

_1232, _1233, _1234,

Notice, all of the answers when rounding to the nearest ten, have a single zero at the end. No other digit. This is because you are rounding to the nearest 10 and the answer must be a multiple of 10. They may however have more than one zero in larger numbers and also be multiples of 100, 1000, 10,000 etc.