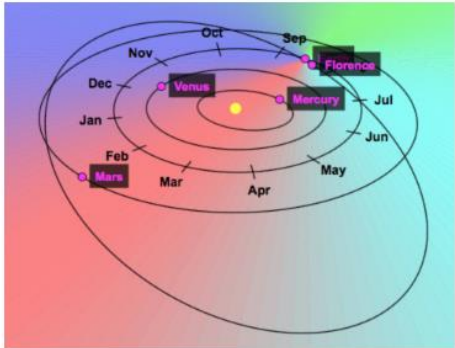


Please do not feel like you have to complete all of these activities, these are just some suggestions as to how you could spend your time at home.

<h1>Subject</h1>	<h1>English</h1>	
<p>Ongoing Task</p> <p><i>Please continue with week three of the following work books:</i></p> <p>Year 4: https://www.englishmastery.org/wp-content/uploads/2020/03/Pupil_English_Year-4-Workbook-WK1-4-V2.pdf</p> <p>Year 5: https://www.englishmastery.org/wp-content/uploads/2020/03/Pupil_English_Year-5-Workbook-WK1-4-V2.pdf</p> <p>Year 3: https://www.englishmastery.org/wp-content/uploads/2020/03/Pupil_English_Year-3-Workbook-WK1-4-V2.pdf</p> <p><i>Note: If the activities appear to be too difficult please feel free to attempt the activities in the year group below.</i></p> <p><i>Printable resources/work pack (if you don't have a printer may be you could write your answers on paper).</i></p>	<p>Daily Task: 14th May</p> <p>Extended Write: Lesson 2 – Part 1</p> <p><u>Task 1.</u> Can you draw a picture of what it is that you think has caused these boots to move?</p>  <p>Struggling to get started?</p> <ul style="list-style-type: none">• Discuss your ideas with another person.• Write your ideas down first before drawing.• If you can't decide from many ideas, draw them all!	<p>Extended Write: Lesson 1 – Part 2</p> <p><u>Task 2</u></p> <p>Create a word/phrase bank.</p>  <p><u>Step 1:</u> List all of the adjectives that you can think of to describe the boots.</p> <p><i>Think carefully about what they look like, what they are made from, how big they are, how they smell.</i></p> <p><u>Step 2:</u> Write a maximum of three sentences to describe the boots.</p> <p><i>Challenge: include personification</i></p> <p><u>Step 3:</u> Repeat steps 1 & 2, but this time write about the forest.</p> <p><i>Challenge: include an expanded noun-phrase.</i></p>

Please do not feel like you have to complete all of these activities, these are just some suggestions as to how you could spend your time at home.

<h1>Subject</h1>	<h1>Maths</h1>
<p>Ongoing Task</p> <p>Continue with Week 3</p> <p>Printable resources/work pack (if you don't have a printer may be you could write your answers on paper).</p> <p>Parents/carers read this booklet first: https://www.mathematics mastery.org/wp-content/uploads/2020/03/Parent_Maths_Y4_W1-4.pdf</p> <p>https://www.mathematics mastery.org/wp-content/uploads/2020/03/Parent_Maths_Y5_W1-4.pdf</p> <p>Activity booklet: https://www.mathematics mastery.org/wp-content/uploads/2020/03/Student_Maths_Y4_W1-4.pdf</p> <p>https://www.mathematics mastery.org/wp-content/uploads/2020/03/Student_Maths_Y5_W1-4.pdf</p>	<p>NRICH Maths Challenge</p> <p>Daily Task: 15th May</p> <p>Task 1</p> <p>Follow the link https://nrich.maths.org/13270?utm_source=primary-map to access this tricky maths challenge.</p> <p>Space Distances</p> <p>Age 7 to 11 ★</p> <p>In the picture below you can see the orbits of Mercury, Venus, Earth (label is slightly hidden) and Mars, along with the orbit of an asteroid called Florence (named after Florence Nightingale). The picture shows their positions in August 2017. Florence was at its nearest position to Earth at the start of September 2017.</p>  <p>The diagram shows the orbits of Mercury, Venus, Earth, and Mars around the Sun. The Sun is at the center, represented by a yellow dot. The orbits are elliptical and roughly circular. Mercury is the innermost orbit, followed by Venus, Earth, and Mars. The asteroid Florence is shown on its orbit, which is between the orbits of Venus and Earth. The months of the year are labeled around the orbits: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec. Florence is positioned near Earth in August 2017, and its orbit is shown to be very close to Earth's orbit at that time.</p> <p>Florence's distance from the Sun varies from 150 000 000km at its nearest (during summer 2017) to 375 000 000km when furthest away.</p> <p>Starting when Florence is nearest to the sun, what distance will it be from the Sun after travelling...</p>

Please do not feel like you have to complete all of these activities, these are just some suggestions as to how you could spend your time at home.

Ongoing Task

Use TTRockstars to practise your multiplication and division skills.

I have set a two new class battles:

Battle 1: Girls Vs Boys Class 4

Battle 2: Year 4 vs Year 5.

NRICH Maths Challenge

Daily Task: 15th May

Task 2

Follow the link: https://nrich.maths.org/13271?utm_source=primary-map to access this tricky Roman Numerals activity.



Roman Numerals

Age 7 to 11 *
These symbols are the building blocks of Roman numerals:

I, V, X, L, C, D and M

Do you know the value of each letter? Click on 'Show' to check...

Show

In our number system (the Arabic numeral system), there are ten different digits, (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) and the place of these digits in the number determines its value. For example, 2 on its own means 'two', but in 3240, the '2' now means 'two hundred'. In this way, any number can be written down, using only ten digits.

Roman numerals have a set of rules which allow you to write down any number:

1. If a smaller numeral comes after a larger numeral, add the smaller number to the larger number;
2. If a smaller numeral comes before a larger numeral, subtract the smaller number from the larger number;
3. Do not use the same symbol more than three times in a row.

Can you use these rules to construct and decipher Roman numerals?
Try converting the following Roman numerals into Arabic numerals:

III
IV
XVIII
XIX