

# Year 3 and 4 Home-learning

Friday 17th July 2020



Ysgol Gelliswick School

Gelliswick Church in Wales  
VC Primary School



Welcome to today's home learning for Year 3 and 4.  
Croeso i ddysgu adref heddiw am Blwyddyn 3 a 4



Check-in



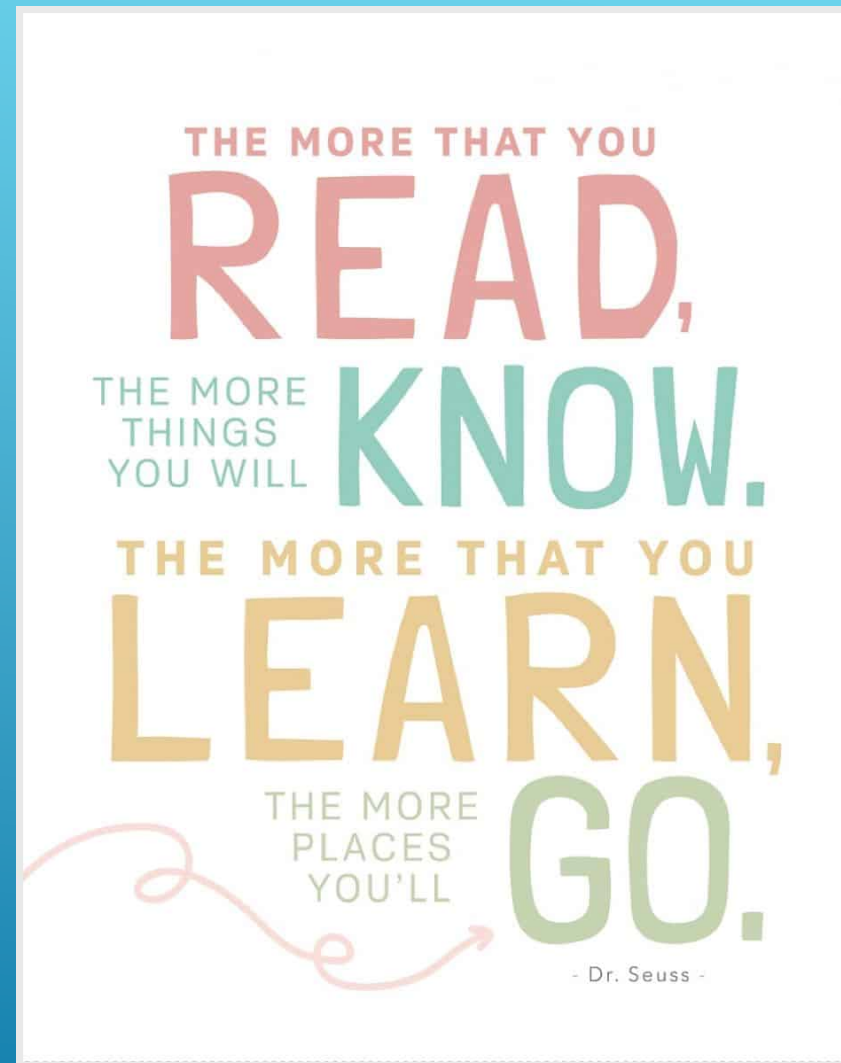
Home learning



Staying safe



Class Dojo





# Staying safe



## Article 24:

You have the right to the best possible health. You should have good quality health care, clean water, nutritious food and a clean environment to stay healthy.



## Article 19:

You should be kept safe from all forms of violence, abuse, neglect and bad treatment by parents or anyone else who looks after you.



## Online safety:

| S   | M   | A   | R  | T  |
|---|---|---|--|--|
| <b>Stay Safe</b>  | <b>Don't Meet Up</b>  | <b>Accepting Files</b>  | <b>Reliable?</b>   | <b>Tell Someone</b>  |
| Don't give out your personal information to people / places you don't know. | Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust. | Accepting emails, files, pictures or texts from people you don't know can cause problems. | Check information before you believe it. Is the person or website telling the truth? | Tell an adult if someone or something makes you feel worried or uncomfortable. |
|   |   |   |  |  |

If you are worried about something, speak to a **grown-up** at home, if you can.



If you cannot speak to someone at home, you can call **ChildLine** for free.



If you can't speak to a grown-up at home, click on the worry box.







# Your learning for today

Click on the links below to find your learning for today.

★ Learning should not take more than 2 hours per day

★ Please upload your learning to your Class Dojo portfolio to get feedback from your teacher.



Reading



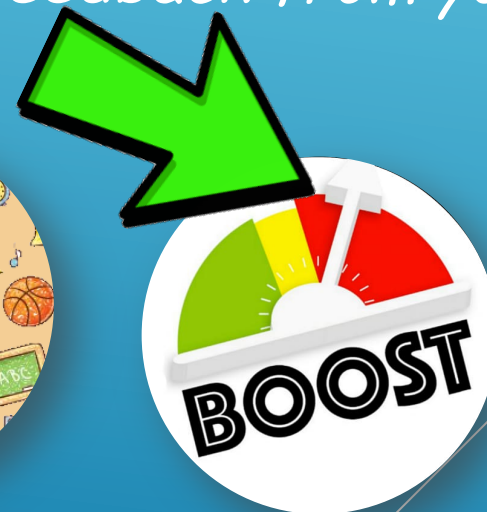
Literacy



Maths

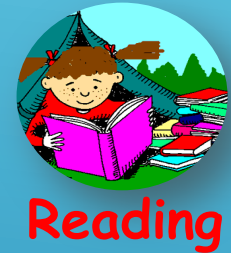


Topic



Year 3 and 4 - Friday 17th July 2020 - Home Learning Menu





# Reading Task



The link below will take you to the Read Write Inc. section of our school website. Children who have been accessing the programme in school, can access their specific level through this link. Your teacher will get in touch and let you know which colour you need to access.

[https://  
www.gelliswickschool.co.uk/  
read-write-inc](https://www.gelliswickschool.co.uk/read-write-inc)

## Free readers

- Read for 10-15 minutes each day.

You can choose a book from home or use one of the following great online resources.

Get epic:



Oxford owl:



Read Theory:



Year 3 and 4 - Friday 17th July 2020- Reading Task



# Reading Task - Year 2&3

## Antarctic Gazette

### Paul the Penguin Takes Flight!

Hundreds of emperor penguins looked on in amazement yesterday, as one of their colony took to the skies!



Mr and Mrs Waddle couldn't believe their eyes when their new son, Paul, began to flap his wings and suddenly soared into the icy air. Because of their size and weight, penguins have always been considered a flightless bird – but not Paul!

Once he had landed, Paul said, "I just fluttered my wings and before I knew it, I had lifted off the ground! It was easy!"

TV crews are already on their way to the Antarctic to try to film Paul in action.

## Quick Questions

1. What type of penguin is Paul?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What verb does the author use instead of 'flew'?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why do TV crews want to film Paul?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How do you think Mr and Mrs Waddle feel about their son?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Reading Task-Year 4&5

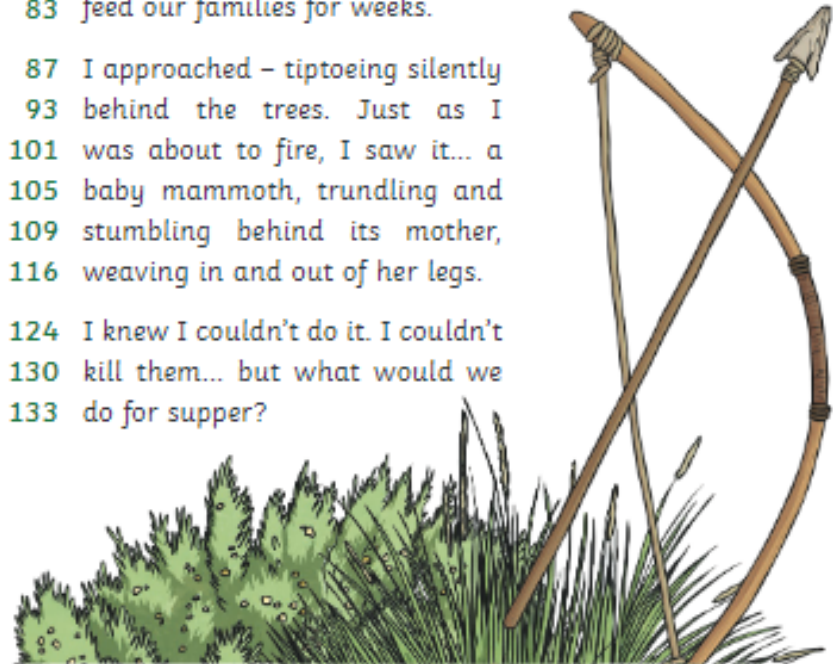
## The Hunter with a Heart

10 I'd been hiding in the undergrowth for what seemed like  
18 hours before the beast appeared – my stomach growling  
30 with hunger so loudly that I was scared it might give my  
32 position away.

43 I'd sharpened the tip of my flint spear and made three  
54 extra arrows out of twigs and animal bone. I was ready  
66 to become the hero of my village; ready to bring back the  
78 biggest catch we'd had in months. It was so big it would  
83 feed our families for weeks.

87 I approached – tiptoeing silently  
93 behind the trees. Just as I  
101 was about to fire, I saw it... a  
105 baby mammoth, trundling and  
109 stumbling behind its mother,  
116 weaving in and out of her legs.

124 I knew I couldn't do it. I couldn't  
130 kill them... but what would we  
133 do for supper?



## Quick Questions

1. What does "trundling and stumbling" tell you about the baby mammoth's walk?  
\_\_\_\_\_
2. What do you think the hunter did next? Give a reason for your answer.  
\_\_\_\_\_  
\_\_\_\_\_
3. How has the author made the character seem unsure at the end of the text?  
\_\_\_\_\_  
\_\_\_\_\_
4. Explain how the hunter's feelings change throughout the text.  
\_\_\_\_\_  
\_\_\_\_\_







# Literacy

Choose your level of challenge!

**Year 2**

Guidance and Answers

**Year 3**

Guidance and Answers

**Year 4**

Guidance and Answers

**Year 5**

Guidance and Answers







Home learning

Literacy

# Year 2 Literacy

| Using Commands   |   |       |       |  |      |      |  |   |  |   |  |   |  |
|--|---|-------|-------|--|------|------|--|---|--|---|--|---|--|
| <p>1. Put an 'X' on the commands that are polite requests.</p> <p>Be quiet! <input type="checkbox"/></p> <p>Walk quietly to your classroom please. <input type="checkbox"/></p> <p>Stand still! <input type="checkbox"/></p> <p>Please pick up all the rubbish. <input type="checkbox"/></p> | <p>5. Rewrite the command below so that it uses an exclamation mark.</p> <p>Please get down before you hurt yourself.</p> |       |       |  |      |      |  |   |  |   |  |   |  |
| <p>2. Circle the words you could use to start a command.</p> <table border="1"> <tr> <td>fetch</td> <td>under</td> <td>mix</td> </tr> <tr> <td>from</td> <td>fold</td> <td>kind</td> </tr> </table>  | fetch   | under | mix   | from   | fold | kind | <p>6. Write three commands using the following verb and punctuate correctly.</p> <p>Push</p> <table border="1"> <tr> <td>A</td> <td></td> </tr> <tr> <td>B</td> <td></td> </tr> <tr> <td>C</td> <td></td> </tr> </table> | A |  | B |  | C |  |
| fetch  | under   | mix   |       |  |      |      |  |   |  |   |  |   |  |
| from   | fold  | kind  |       |  |      |      |  |   |  |   |  |   |  |
| A  |   |       |       |  |      |      |  |   |  |   |  |   |  |
| B  |   |       |       |  |      |      |  |   |  |   |  |   |  |
| C  |   |       |       |  |      |      |  |   |  |   |  |   |  |
| <p>3. Write the word in the sentence below that will complete the command.</p> <table border="1"> <tr> <td>Lean</td> <td>Stand</td> <td>Crawl</td> </tr> </table> <p>_____ up straight and tall like a soldier.</p>  | Lean  | Stand | Crawl | <p>7. Josie thinks she has written a polite request. Is she correct? Convince me.</p> <div>  <div> <p>Get out of the way!</p> </div> </div> |      |      |  |   |  |   |  |   |  |
| Lean   | Stand   | Crawl |       |  |      |      |  |   |  |   |  |   |  |
| <p>4. Rewrite the sentence adding the correct punctuation to the command.</p> <p>Miss Taylor shouted,</p> <div>  <div> <p>Don't run</p> </div> </div>  |   |       |       |  |      |      |  |   |  |   |  |   |  |



Literacy

# Year 2 Literacy

## Guidance and Answers

### English Vocabulary:

A **conjunction** is a word used to join two clauses. There are different kinds of conjunction such as for time (e.g. **after**), place (e.g. **where**) and cause (e.g. **because**).

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are **main clauses** and **subordinate clauses**.

A **complete sentence** begins with a capital letter, has a main clause (see definition below) and finishes with a full stop, question or exclamation mark. A complete sentence expresses an idea or thought, always contains a verb and must include the correct punctuation. A complete sentence should always make sense on its own.

A **main clause** contains a subject and a verb. A main clause needs to make complete sense on its own. A main clause can also be a simple sentence such as **'I read books.'**

**Adjectives** describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. E.g. a **tall** girl.

**Nouns** are naming words. A noun is usually a person, animal, thing or place.

A **verb** is an action word such as **jump, skip, shout**.

A **command** is a type of sentence which gives an instruction. It includes an imperative (or bossy) verb which is often at the beginning of the sentence. For example: **Tidy** up your toys.

### Using Commands (page 9)

1. **Walk quietly to your classroom please.**  
**Please pick up all the rubbish.**
2. **fetch, mix, fold**
3. **Stand**
4. **Exclamation mark: Don't run!**
5. **The command should be rewritten as a direct command, for example: Get down before you hurt yourself!**
6. **Various answers, for example:**  
**'Push me!'; 'Push that button please.'; 'Don't push it!'**
7. **Josie is incorrect because she has written a direct order. If she wanted to write a polite request she could have written: Please get out of the way.**





# Year 3 Literacy



Home learning



Literacy

## Using Adverbs to Express Time, Place and Cause

1. Write T, P or C next to each sentence to show whether it uses an adverb of time, place or cause.

|   | Time (T), Place (P) or Cause (C) |
|---|----------------------------------|
| A. We had to take a maths test on fractions recently and it was hard. |                                  |
| B. It was a rainy day but they had fun playing inside.                |                                  |
| C. I was tired but nevertheless I had to try and concentrate.         |                                  |

2. Underline the adverbs of time used in the sentences below.

Lily hasn't seen her best friend Jess at yoga club lately.

I have already finished my homework for the week.

3. True or false? The following sentence includes an adverb of place:

Tom peeked inside and saw his incredible birthday presents.

4. Change the adverb of cause in the sentence below with a suitable one from the word bank.

nevertheless    otherwise    furthermore

It was late when we got home and therefore I was very tired.

It was late when we got home and  
I was very tired.

5. Insert adverbs of cause into the gaps to complete the sentences below.

We need to hurry or \_\_\_\_\_ we will be late for the birthday celebrations.

We tried our best and \_\_\_\_\_ we worked well together as a team.

6. Which is the odd one out? Explain why.

A. Liam couldn't go to school today as he was ill.

B. Max and Freya couldn't find a safe path to the river below.

C. I need to go to my dentist immediately to sort out my bad tooth.

7. Ella and Imran are writing sentences. Who has written a sentence which includes an adverb of cause? Explain your reasoning.



Ella

The lazy boy woke up late and he ran into the bathroom to get ready.



Imran

The lazy boy woke up late and as a result didn't get to school on time.



# Year 3 Literacy

## Guidance and Answers



Home learning



Literacy

### English Vocabulary:

**Nouns** are naming words. Nouns are usually a person, animal, thing or place.

A **Proper Noun** is a specific name for a person, place or thing. It is always capitalised.

A **Common Noun** is a generic name for a person, place or thing in a class or group, for example teacher or planet. It is not capitalised unless it starts a sentence.

A **Collective Noun** is a word used for a group of people, animals or things, for example a herd or crowd. It is not capitalised unless it starts a sentence.

A **pronoun** is a word such as I, they, your, or his that takes the place of a noun.

A **noun phrase** is a group of words which contains a noun but no verb. For example: **a chair**; **the roses**.

The **subject** of a sentence is the noun which carries out the action expressed by the verb. For example: The girl kicked the ball. 'The girl' is the subject because she carried out the action (kicking).

**Adjectives** describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. E.g. a **tall** girl.

A **verb** is a type of word that is used to describe an action such as **jump**, **skip**, **shout**.

An **irregular verb** is a word that does not follow the usual pattern when changing tense, for example **sit** and **sat** or **ride** and **rode**.

**Simple Past Tense** is used to describe an action that has already happened in a time before now.

**Simple Present Tense** is used to describe when an action is happening right now.

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include **slowly**, **yesterday**, **regularly**.

An **Adverb of Cause** is often an alternative to because, for example otherwise, furthermore or since. They give a reason for what happens.

An **Adverb of Time** tells us when an action has happened, for example **immediately**, **before**.

An **Adverb of Place** tells us where an action has happened, for example **below**, **above**.

### Using Adverbs to Express Time, Place and Cause (page 10)

1. **A – T or time; B – P or place; C – C or cause**
2. **lately, already**
3. **true - inside**
4. **furthermore**
5. **Various answers, for example: otherwise, furthermore.**
6. **B – is the odd one out because 'below' is an adverb of place whereas 'today' and 'immediately' are adverbs of time.**
7. **Imran has used the adverb of cause 'as a result'. Ella has used the adverb of time 'late'.**



# Year 4 Literacy



Home learning



Literacy

## Expanding Sentences Using Prepositions

1. Put and 'X' next to the sentences that include a preposition.

A. The young boy covered his ears because of the cheering crowd.

☐

B. Archie hid behind the bin in the game of hide and seek.

☐

C. Lola enjoys PE lessons, particularly gymnastics and football.

☐

2. Which preposition would not make sense in the sentence below?

down

between

through

The kitten slept \_\_\_\_\_ the morning and the afternoon, then played all evening.

3. Is Amira correct? Explain why.



The sentence below uses the correct prepositions.

The window cleaner climbed up the ladder and leaned since to clean the windows.





# Year 4 Literacy



Home learning



Literacy

## Guidance and Answers

### English Vocabulary:

**Nouns** are naming words. A noun is usually a person, animal, thing or place.

A **pronoun** is a word that replaces a noun in a sentence. A **personal pronoun** takes the place of a person or object, such as him, her, it. A **possessive pronoun** indicates possession, such as **his, hers, theirs**.

A **verb** is an action word such as **jump, skip, shout**.

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as, using adjectives to describe it. For example: **The tall, beautiful roses**.

A **preposition** is a type of word used to express time, place or cause, for example: after, under, over.

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are **main clauses** and **subordinate clauses**.

**Adjectives** describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. E.g. a **tall** girl.

A **Determiner** is a word that comes before a noun or a noun phrase, for example 'the'.

A **modifying noun** is when two nouns are used together, with one added to enhance the meaning of the other, for example a train station or a bus station. The nouns 'train' and 'bus' tell you which type of station it is.

**Simple Past Tense** is used to describe an action that has already happened in a time before now.

**Past Progressive Tense** is used when an action has continued for a period of time in the past, for example **It was raining last night**.

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include **slowly, yesterday, regularly**.

An **Adverb of Cause** is often an alternative to because, for example otherwise or furthermore.

An **Adverb of Time** tells us when an action has happened, for example immediately or before.

An **Adverb of Place** tells us where an action has happened, for example below or above.

**Adverbials** are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example: She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

### Expanding Sentences Using Prepositions (page 10)

1. **A and B**
2. **down**
3. **Amira is not correct because the word 'since' is a preposition of time and this sentence requires a preposition of place. Amira could have used the preposition 'across'.**



Literacy

# Year 5 Literacy

## Direct and Indirect Speech

1. Write the sentences from the paragraph into the correct section of the table.

Alfie's mum told him that he could invite a friend over. He rang Oscar and asked him if he wanted to play in the garden.

"Definitely! I'll be there in 10 minutes," replied Oscar.

Alfie said, "Great! Don't forget to bring your new football."

| Direct Speech | Indirect Speech |
|---------------|-----------------|
|               |                 |

2. Put crosses to show where inverted commas are missing in the paragraph below.

Isabelle asked Mr Jones to help her during their Maths lesson. He smiled at her



and said, Of course. What do you need help with?



I don't understand how to solve the word problem, she responded. Mr Jones



suggested that she get some counters and a place value grid.



3. Which sentence in the paragraph below is the odd one out?

Marvin ordered his assistant, Jeff, to get a new chair for his office. "It's so uncomfortable!" he complained. Jeff showed him the furniture catalogue and asked him to choose the one that he wanted.

Explain your reasoning.



# Year 5 Literacy

## Guidance and Answers

### English Vocabulary:

A **pronoun** is a word that replaces a noun in a sentence. A **personal pronoun** takes the place of a person or object, such as him, her, it. A **possessive pronoun** indicates possession, such as his, hers, theirs. A **relative pronoun** refers back to a noun already mentioned in a sentence.

A **plural noun** refers to more than one noun. For example, 'buses' is the plural form of 'bus' as it refers to more than one. Most nouns have both a singular and a plural form.

A **possessive apostrophe** is used to show something belongs to someone or something.

**Singular possessive** shows possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel.

**Plural possessive** shows possession using an apostrophe after the s, for example: the girls' books.

**Direct speech** is shown by writing exactly what was spoken between inverted commas.

**Inverted commas**, also known as speech marks, go before and after direct speech in a sentence, for example "Watch out!" shouted the girl.

**Indirect speech** reports on what has been said without writing the speech in full. It can also be called **reported speech**.

### Direct and Indirect Speech

| Direct Speech  | Indirect Speech   |
|--|---|
| 1. "Definitely! I'll be there in ten minutes," replied Oscar.<br><br>Allie said, "Great! Don't forget to bring your new football." | Allie's mum told him that he could invite a friend over.<br><br>He rang Oscar and asked him if he wanted to play in the garden. |

2. Isabelle asked Mr Jones to help her during their Maths lesson. He smiled at her and said, Of course. What do you need help with?  
I don't understand how to solve the word problem, she responded. Mr Jones suggested that she get some counters and a place value grid.

3. The second sentence is the odd one out because it contains direct speech. The other sentences contain indirect speech.





# Maths

Choose your level of challenge!

**Year 2**

Guidance and Answers

**Year 3**

Guidance and Answers

**Year 4**

Guidance and Answers

**Year 5**

Guidance and Answers



# Year 2 Maths



Home learning



Maths

## Splish, Splash, Tick and Tock!

You are in charge of managing time at the local swimming pool and sports centre. From parties to pool-time, gymnastics to ping pong and babies to daddies, everyone will stick to your time plan!



### PARTY TIME!

1. The pool parties all happen on a Sunday afternoon. The children have half an hour to change, half an hour of swim time, half an hour to change again, half an hour to eat and half an hour to play in the play-gym. The party start times are written below can you draw the time on the clocks to go on the website.

12 o'clock

half past one

3 o'clock

half past four



2. Use the times below to complete the invitation for a pirate themed party.

Come to my swimming party!

Dear \_\_\_\_\_

My party starts at half past one. We will be very busy...

|               |  |           |  |
|---------------|--|-----------|--|
| Swim time     |  | Meal time |  |
| Changing time |  | Play time |  |

3 o'clock

1 o'clock

half past 3

half past 2

2 o'clock

A guest has lost their invite! They know their party is the next one this afternoon, but have forgotten when it starts.

3. Look at the clock, what time does the next party start?



### Baby Pool Treat Time



Every quarter of an hour the inflatable crocodile is placed into the baby pool for 5 minutes as a special treat!

4. How many times in one hour does Crococy visit?



One parent wants to know when Crococy's next visit will be. Look at your watch.



5. What time is the next visit from crococy?

### Wave Time Fun

The main swimming pool has a wave machine which is turned on every quarter of an hour. It is now 10 o'clock.

6. Draw clock hands to show the next 4 times the wave machine will be on. Write the times underneath each clock.








Tommy is at the pool between half past three and quarter to five.

7. When will he have the wave machine?



### Life Guards and Timetables

It takes one minute to walk all around the edge of the splash pool.

8. How many times can a lifeguard walk round the pool in one hour?

The water slide waiting time sign now says 5 minutes.

Tommy has just joined the queue and asks the life guard when he'll get to the front of the queue.

9. When will Tommy get his turn?



10. How many more turns can he have before quarter past 5?

The sports coaches have written how long each activity lasts. You need to write the duration in hours and minutes for the timetable.

11. Complete the table to show how long each activity lasts in hours and minutes.

| activity    | minutes | hours and minutes |
|-------------|---------|-------------------|
| Zumba       | 90      |                   |
| Ping Pong   | 85      |                   |
| Climb Party | 110     |                   |
| Squash      | 120     |                   |



Maths

# Year 2 Maths

## Guidance and Answers

Use all of your learning over the past two weeks to help you solve these problems. Solve as much as you possibly can!

This will give you an opportunity to use all of your learning in a real life situation.



2.

|               |             |           |             |
|---------------|-------------|-----------|-------------|
| Swim time     | 2 o'clock   | Meal time | 3 o'clock   |
| Changing time | Half past 2 | Play time | Half past 3 |

3. 3 o'clock  
4. 4 times per hour  
5. Quarter past 2  
6.



7. Half past 3, quarter to 4, 4 o'clock, quarter past 4, half past 4, quarter to 5  
8. 60 times  
9. At ten to 4  
10. 5 more turns  
11.

| activity    | minutes | hours and minutes |
|-------------|---------|-------------------|
| Zumba       | 90      | 1 hour 30 minutes |
| Ping Pong   | 85      | 1 hour 25 minutes |
| Climb Party | 110     | 1 hour 50 minutes |
| Squash      | 120     | 2 hours           |

# Year 3 Maths



Maths

1a. Brian arrived at a sea lion show 20 minutes after it started. Hazel arrived at 11:40 which was 10 minutes after Brian.



What time did the show start?  
What time did Brian arrive?



PS

1b. Belen got to the cinema 40 minutes before the movie. Mohamed arrived at 8:30 which was 30 minutes after Belen.



What time did the movie start?  
What time did Belen arrive?



PS

2a. Joe has 1 hour and 30 minutes left of P.E. He spends 20 minutes running, 40 minutes playing football, and 20 minutes playing tennis.



How much time does he have left?



PS

2b. Wilma is going to a party in 1 hour and 30 minutes. She eats her dinner for 20 minutes and then walks her dog for 40 minutes.



How much time does she have left?



PS

3a. Sofia and Billy are doing their maths work.



Sofia

I took half an hour and ten minutes to finish.

I took five lots of 10 minutes to finish.

Billy



Who took the longest?  
Explain your answer.



PS

3b. Lola and Micah are waiting for their friends to arrive.



Lola

Mine took half an hour and 10 minutes to arrive.

Mine took four lots of 10 minutes to arrive.

Micah



Whose friend took the longest?  
Explain your answer.



PS





Maths

# Year 3 Maths

## Guidance and Answers

1a. 11:10; 11:30

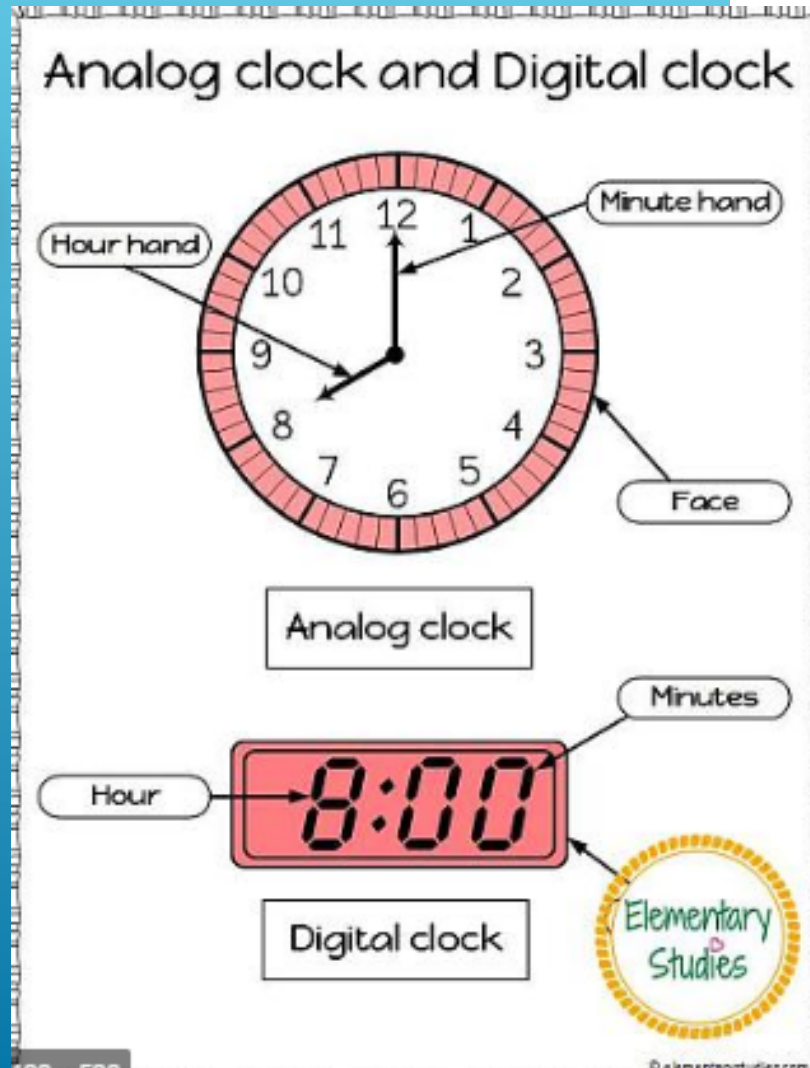
2a. 10 minutes

3a. Sofia – 40 minutes; Billy – 50 minutes

1b. 8:40; 8:00

2b. 30 minutes

3b. Both friends – 40 minutes.





# Year 4 Maths

1a. Fatima has been looking at the length of her phone conversations to her friend.



|              |             |
|--------------|-------------|
| Phone call 1 | 240 seconds |
| Phone call 2 | 60 seconds  |
| Phone call 3 | 120 seconds |

Fatima thinks 2 out of the 3 phone calls are less than 2 minutes. Do you agree? Explain how you know.



1b. Rampal has been timing how long it takes him to cycle to his friend's house.

|          |             |
|----------|-------------|
| Monday   | 300 seconds |
| Thursday | 360 seconds |
| Saturday | 240 seconds |



Rampal thinks he takes less than 5 minutes to cycle on 2 out of the 3 days. Do you agree? Explain how you know.



2a. Amelie says that in another 60 seconds, the stopwatch will show 2 minutes 90 seconds.



00:02:30



Henry says that in another 60 seconds, the stopwatch will show 3 minutes 30 seconds.

Who is correct? Explain how you know.



2b. Robert says that in another 120 seconds, the stopwatch will show 3 minutes 10 seconds.



00:01:10



Nancy says that in another 120 seconds, the stopwatch will show 2 minutes 30 seconds.

Who is correct? Explain how you know.



3a. One of Peter's answers is incorrect.

|                         |
|-------------------------|
| 3 minutes = 120 seconds |
| 5 minutes = 300 seconds |
| 4 minutes = 240 seconds |



Can you spot and correct my mistake?



3b. One of Kiah's answers is incorrect.

|                         |
|-------------------------|
| 3 minutes = 180 seconds |
| 2 minutes = 240 seconds |
| 6 minutes = 360 seconds |



Can you spot and correct my mistake?





Maths

# Year 4 Maths

## Guidance and Answers

### Example 1:

How many minutes are there in 2 hours?

There are 60 minutes in 1 hour.

So,  $60 + 60 = 120$  minutes

### Example 2:

How many minutes in half an hour?

$60 \div 2 = 30$  minutes

### Example 3:

How many minutes are there in 3 hours?

$60 \times 3 = 180$  minutes

1a. Fatima is incorrect. Only phone call 2 is less than 2 minutes because  $60 \text{ seconds} = 1 \text{ minute}$ . The other phone calls are 4 minutes and 2 minutes.

2a. Henry is correct.  $60 \text{ seconds} = 1 \text{ minute}$ . The stopwatch reads 2 minutes 30 seconds and 1 minute added to this time would equal 3 minutes and 30 seconds.

3a.  $3 \text{ minutes} = 180 \text{ seconds}$ , not 120 seconds.

1b. Rampal is incorrect. He cycled faster than 5 minutes on Saturday because  $240 \text{ seconds} = 4 \text{ minutes}$ . On the other days, it took him 5 minutes or 6 minutes.

2b. Robert is correct.  $120 \text{ seconds} = 2 \text{ minutes}$ . The stopwatch reads 1 minutes 10 seconds and 2 minutes added to this time would equal 3 minutes and 10 seconds.

3b.  $2 \text{ minutes} = 120 \text{ seconds}$ , not 240 seconds.

### Example 4:

How many hours are there in 2 days?

Well, there are 24 hours in a day, so we solve:

$24 \times 2 = 48$  hours

### Example 5:

How many seconds are there in 3 minutes?

Well, there are 60 seconds in 1 minute so we solve:

$60 \times 3 = 180$  seconds

60 Seconds = 1 Minute

60 Minutes = 1 Hour

24 Hours = 1 Day





Maths

# Year 5 Maths



Planes fly to different places at different times of the year depending on the season.

13. The table below shows when the summer season starts for some flights. Calculate how many days each season lasts for.

| Destination | Season Duration (weeks) | Season Duration (days) |
|-------------|-------------------------|------------------------|
| Florida     | 4 weeks 9 days          |                        |
| Tenerife    | 6 weeks                 |                        |
| Majorca     | 7 weeks 4 days          |                        |

14. The table below shows when the winter season starts. How many weeks and days can you fly to each destination?

| Destination | Season Duration (weeks) | Season Duration (days) |
|-------------|-------------------------|------------------------|
| Vancouver   |                         | 69 days                |
| Copenhagen  |                         | 72 days                |
| Helsinki    |                         | 87 days                |

15. Flights to Singapore start on 28<sup>th</sup> May and finish on 19<sup>th</sup> July. How many days can you fly there?

16. Flights to Cape Town last for 5 weeks and 3 days. If the start date was 6<sup>th</sup> July, what date would the last flight be on?



Cabin crew are the people who keep you safe whilst you are flying. They give safety demonstrations and look after you with food and drink throughout the flight.

17. The table below shows how long members of the cabin crew have worked for the airline. Complete the table.

| Cabin Crew | Length of Time (years and months) | Length of Time (months) |
|------------|-----------------------------------|-------------------------|
| Lorraine   | 2 years 3 months                  |                         |
| Daniel     |                                   | 42 months               |
| Jaxon      | 5 years 8 months                  |                         |

Before you board your plane and once you have landed, your passport is checked by Passport Control. This is to keep track of who enters and leaves a country.



18. Archie has been working for Passport Control for twice as long as Jameela. Jameela has been working for 16 months fewer than Esme. Esme has been working at the airport for 3 years. How long have Archie and Jameela been working there? Give your answer in years and months.







Maths

# Year 5 Maths

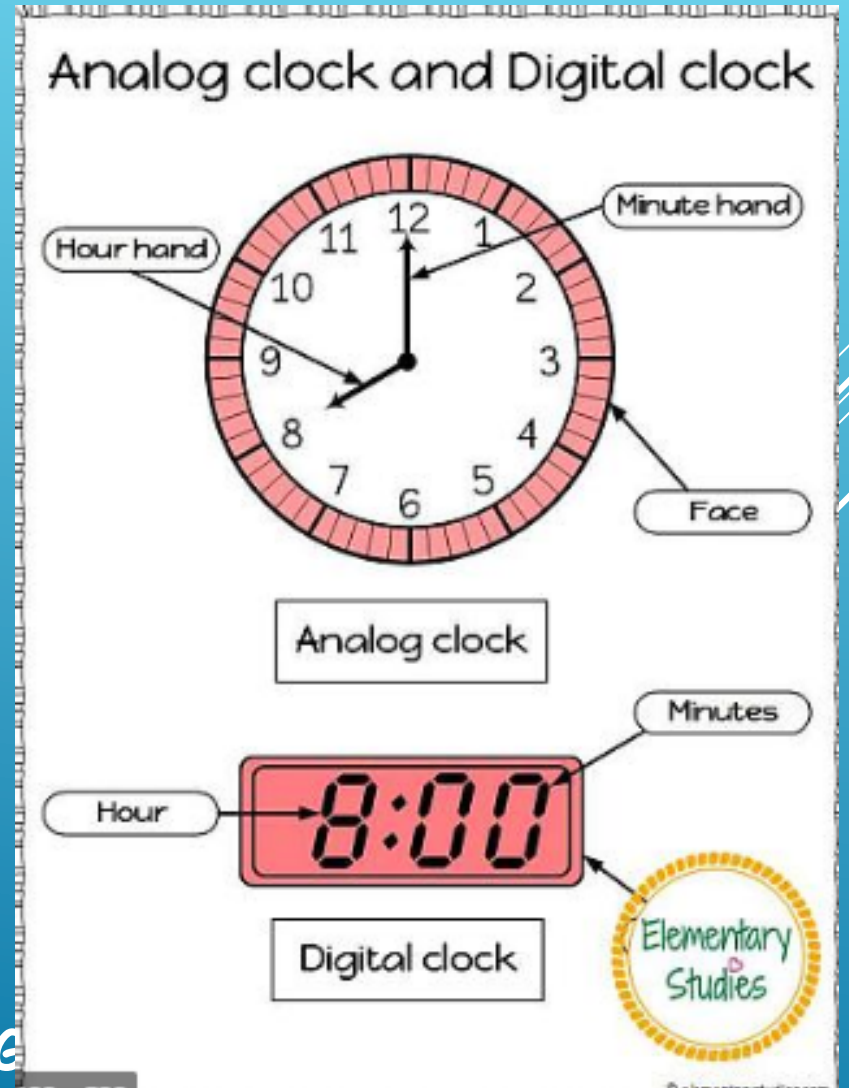
## Guidance and Answers



13. Florida – 37 days; Tenerife – 42 days; Majorca – 53 days
14. Vancouver – 9 weeks 6 days; Copenhagen – 10 weeks 2 days; Helsinki – 12 weeks 3 days
15. 53 days
16. 14<sup>th</sup> July
17. Lorraine – 27 months; Daniel – 3 years 6 months; Jaxon – 68 months
18. Esme – 36 months; Jameela – 1 year 8 months; Archie – 3 years 4 months.

$$\begin{array}{lcl} 60 & = & 1 \\ \text{Seconds} & & \text{Minute} \\ \\ 60 & = & 1 \\ \text{Minutes} & & \text{Hour} \\ \\ 24 & = & 1 \\ \text{Hours} & & \text{Day} \end{array}$$

|                  |                  |
|------------------|------------------|
| 00:00 = 12:00 AM | 12:00 = 12:00 PM |
| 01:00 = 1:00 AM  | 13:00 = 1:00 PM  |
| 02:00 = 2:00 AM  | 14:00 = 2:00 PM  |
| 03:00 = 3:00 AM  | 15:00 = 3:00 PM  |
| 04:00 = 4:00 AM  | 16:00 = 4:00 PM  |
| 05:00 = 5:00 AM  | 17:00 = 5:00 PM  |
| 06:00 = 6:00 AM  | 18:00 = 6:00 PM  |
| 07:00 = 7:00 AM  | 19:00 = 7:00 PM  |
| 08:00 = 8:00 AM  | 20:00 = 8:00 PM  |
| 09:00 = 9:00 AM  | 21:00 = 9:00 PM  |
| 10:00 = 10:00 AM | 22:00 = 10:00 PM |
| 11:00 = 11:00 AM | 23:00 = 11:00 PM |
| 12:00 = 12:00 AM | 24:00 = 12:00 PM |





# Take a trip to the beach!

What better way to spend a day than visiting our local beach- Gelliswick! For our topic work this week, we thought that it would be lovely to prepare for such a trip!



Every day leading up to your trip to the beach, you will be asked to carry out a task to help make your day lots of fun!

Click the links below to take you to a daily activity.





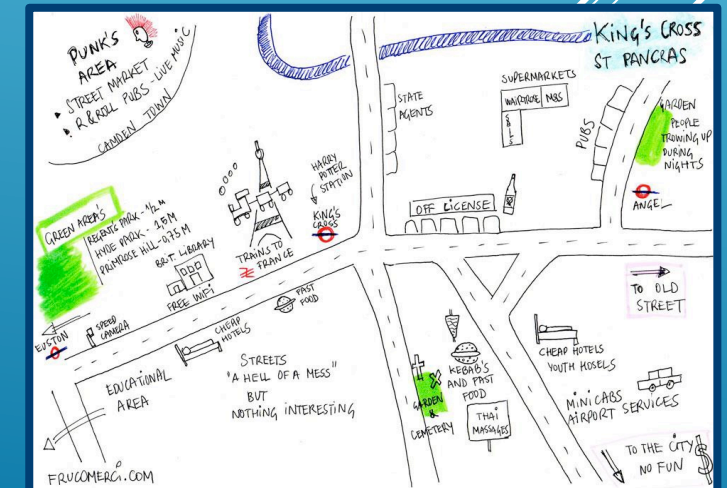
Topic

# Monday - map it out!

## Step 1:

### Humanities

- ❖ Map out your journey from your home to Gelliswick beach.
- ❖ Include features that you think would help make your map even more useful and easier to follow. E.g. a key and symbols, a list explaining what the symbols mean, a compass.
- ❖ When you go on your beach trip, don't forget to follow your map to test it out!







Topic

# Tuesday - plan your time!

## Step 1:

### Mathematics and Numeracy

- ❖ Create a timetable of your day at the beach.
- ❖ Start, from the time that you will be getting up, to the time that you will be returning home.
- ❖ Include all sorts of different activities in your timetable, such as breakfast time, brushing your teeth, playing games on the beach, rock-pooling, having some refreshments and packing up for home-time.

| Before 9:00 AM | Wake up!        | Make your bed, eat breakfast, brush teeth, get dressed                     |
|----------------|-----------------|--|
| 9:00-10:00     | Outdoor Time    | Family walk or outdoor play  |
| 10:00-11:00    | Academic Time   | No Electronics! Reading, homework, study, puzzles, journal                 |
| 11:00-12:00    | Creative Time   | Creative play, drawing, Legos, crafts, music, cooking, baking              |
| 12:00-12:30    | LUNCH           |  |
| 12:30-1:00     | Home Chores     | Clean rooms, put away toys, take out garbage, pet care                     |
| 1:00-2:30      | Quiet Time      | Reading, nap, puzzles, yoga  |
| 2:30-4:00      | Academic Time   | Electronics OK! Educational games, online activities, virtual museum tours |
| 4:00-5:00      | Outdoor time    | Family walk or outdoor play  |
| 5:00-6:00      | Dinner time     | Family dinner, help with clean-up and dishes                               |
| 6:00-7:00      | Bath time       | Bath or shower   |
| 7:00-8:00      | Reading/TV time | Relaxing before bedtime  |
| 9:00 PM        | Bedtime         | Put on PJs, brush teeth, clothes in laundry                                |

|                          |                                       |
|--------------------------|---------------------------------------|
| 8:30 - 9:30am            | Extended Day Fun Factory              |
| Registration             |                                       |
| 9:30 - 10:00am           | Fit For Sport welcome and orientation |
| 10:00 - 10:45am          | 🏆 Super Sports 🏆                      |
| 10:45 - 11:00am          | Healthy Drinks and Snacks             |
| 11:00 - 11:45am          | 🏃 Activity Challenge 🏃                |
| 11:45 - 12:30pm          | 🏆 Super Sports 🏆                      |
| 12:30 - 1:00pm           | Healthy Lunch                         |
| 1:00pm                   | Home Time*                            |
| 1:00 - 1:45pm            | 🧘 Outdoor Teamtastic 🧘                |
| 1:45 - 2:30pm            | 🏊 Swim Time**                         |
| 2:30 - 2:45pm            | Healthy Drinks and Snacks             |
| 2:45 - 3:30pm            | 🧩 Crafty Kids 🧩                       |
| 3:30 - 4:15pm            | 🏆 Super Sports 🏆                      |
| 4:15 - 4:30pm            | Fit For Sport Goodbye Games           |
| Signing out registration |                                       |
| 4:30 - 5:30pm            | Extended Day Fun Factory              |

| DAILY LOCKDOWN TIMETABLE |                 |                   |
|--------------------------|-----------------|-------------------|
| TIME                     | THEME           | TASKS - PICK ONE! |
| 7-8am                    | Morning         |                   |
| 8-9am                    | Time to think   |                   |
| 9-9:30am                 | Get active      |                   |
| 9:30-10:30am             | Learning        |                   |
| 10:30-11am               | Fresh air break |                   |
| 11-12pm                  | Learning        |                   |
| 12-1pm                   | Lunch           |                   |
| 1-2pm                    | Quiet time      |                   |
| 2-3pm                    | Creative        |                   |
| 3-4pm                    | Active break    |                   |
| 4-5pm                    | Play time       |                   |
| 5-6pm                    | Dinner          |                   |
| 6-7:30pm                 | Family time     |                   |
| 7:30-8:30pm              | Bedtime         |                   |

WWW.KIDADL.COM

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Home learning

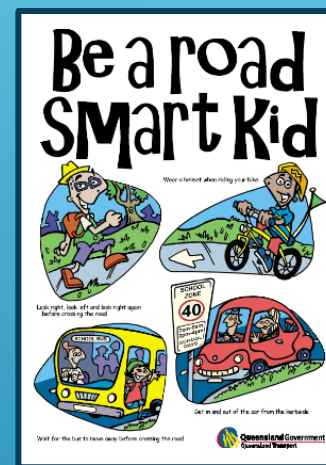
Topic

# Wednesday-make it safe!

Step 1:

## Health and Wellbeing

- ❖ Create a Beach Safety poster which will keep you and your family safe on your visit to Gelliswick Beach.
- ❖ Plan out what important safety precautions you want to include on this poster.
- ❖ What specific safety precautions will you need to think about when visiting Gelliswick Beach?
- ❖ Make your poster colourful, clear and informative!
- ❖ Remember to read over your poster on your trip day, before you leave!

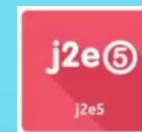


Year 3 and 4 - Friday 17th July - Topic Task grid



Topic

# Thursday - who's who!



Click on this link to access a 'how to' user guide for J2e5- found on our school website under: home learning->HWB->J2e files 'how to' guides-> using J2e5.

## Step 1: Science and Technology/Language, Literacy and Communications

- ❖ Create your own information page showing different sea creatures/ plants which you may see on the beach- such as limpets, anemones, brittle stars, barnacles, bladder wrack seaweed, shore crabs and mussels.
- ❖ Include a detailed picture and name of the creatures and plants and write some facts/sentences about them.
- ❖ Make your sentences and labels informative so that you can use this page to identify the sea creatures and plants when you are at the beach.

## Extra/ Step 2:

- ❖ Now, go on to the Hwb to present your information page creatively and professionally.
- ❖ Choose 'Office 360' and use WORD or POWERPOINT to present your work OR...
- ❖ Choose 'Just2easy' and use J2e5 to present your work.



whale

Habitat: Warmer waters of oceans. They come to the coasts in winter.

Diet: Shrimp, squids, crustaceans and krill. They are mostly carnivores.

How it Survives: Humpback whales only hunt and feed in summer and live off their fat reserves in winter.

Amazing Fact: The blue whale's call is the loudest sound made by any animal on Earth.



shark

Habitat: Most places in the ocean.

Diet: Fish, squid and even other sharks. They are carnivores.

How it Survives: Sharks have an amazing sense of smell that helps them detect a single drop of blood in an Olympic-sized pool.

Amazing Fact: Sharks can also detect electric signals from its prey. This means it can mistake underwater cameras for food.



octopus

Habitat: Oceans and coral reefs.

Diet: Small crabs, scallops, snails, fish, turtles and crustaceans such as shrimp. They are carnivores.

How it Survives: By catching prey with its arms, biting it with its beak to poison and paralyse it, before sucking out the flesh.

Amazing Fact: Octopuses have three hearts and blue blood.



seahorse

Habitat: Shallow, tropical waters in coral reefs.

Diet: Tiny plankton and crustaceans, such as shrimp. They are omnivores.

How it Survives: A seahorse needs to constantly eat to survive. Adults can end up eating 30-50 times a day.

Amazing Fact: The male seahorse gives birth to their young. They are the only species to do this.

Year 3 and 4 - Friday 17th July 2020 - Topic Task grid





Topic

# Friday - the beach trip!

## Step 1:

Today is the trip to the beach, day!

### Remember:

- ❖ To read through your Beach Safety poster before you go- to make sure that everyone knows how to stay safe
- ❖ To use your map as you travel down to the beach, with an adult/adults. Did it guide you well? Do you need to add any details?
- ❖ To take your timetable with you so that you can use it to plan your day.
- ❖ To take your information page so that you can look for some sea creatures and plants and identify them.

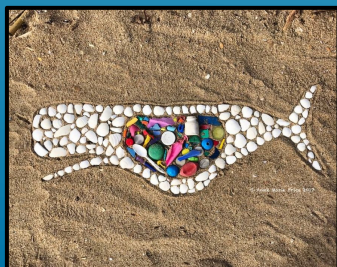
## Step 2:

### Expressive Arts

- ❖ Spend time on the beach, doing some observational drawings of different shells and of the lovely scenes there too.
- ❖ Create some beach art using the natural materials found there. Always check with your adult/s before touching items, just to make sure that they are safe to be handled by you.
- ❖ Take photographs of your art, as a record of your masterpieces.



Click on the raindrop for some alternative activities to do today, if you are unable to go on your beach trip for any reason...





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# Extra Friday activities!

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- ❖ Create a new running/ball/collecting objects game that you can play on the beach when you get there- write out what equipment you will need and the instructions as to how to play it.
- ❖ Create a Welsh help, word-card for your visit to the beach- showing pictures of objects related to the beach and the welsh translation.
- ❖ Write a prayer to help the World reflect upon how we can protect the sea and endangered sea species.
- ❖ Find out from your family- which is their favourite Pembrokeshire beach. Create a table of information to collect your data in and then make a bar graph showing your results. You could use the Hwb (Just2easy->Jit5) to present this graph.
- ❖ Teach a younger child how to build a brilliant sandcastle- by writing instructions as to how to do this.
- ❖ Carry out some research about the Sea Empress disaster which happened off our Milford Haven coastline in the past.
- ❖ Research what the Punch and Judy seaside entertainment was all about. Now create your own Punch and Judy puppets. Create a mini-play to entertain your family with, when down on the beach.



Topic



Year 3 and 4 - Friday 17th July 2020 - Topic Task grid





# Learning boost



Useful  
websites



# Reading Answers

## Years 2 & 3

### Answers

1. What type of penguin is Paul?  
**Paul is an emperor penguin.**
2. What verb does the author use instead of 'flew'?  
**soared or lifted off**
3. Why do TV crews want to film Paul?  
**Accept any inferential answer relating to the text, e.g. They want to film Paul because he is amazing as penguins don't usually fly.**
4. How do you think Mr and Mrs Waddle feel about their son?  
**Pupil's own answer with reference to the text, e.g. I think his parents are very proud of him because he can fly.**

## Years 4 & 5

### Answers

1. What does "trundling and stumbling" tell you about the baby mammoth's walk?  
**Accept any reasonable answer which explains that its walk was unsteady.**
2. What do you think the hunter did next? Give a reason for your answer.  
**Accept any reasonable prediction accompanied with a valid explanation.**
3. How has the author made the character seem unsure at the end of the text?  
**Accept any answer pertaining to the use of a question, the use of ellipses or repetition.**
4. Explain how the hunter's feelings change throughout the text.  
**Accept answers which discuss the change from feeling ready to hunt, to hesitant after he sees the mammoth family**



Home learning

# Useful websites



## Literacy



ICT Games Literacy



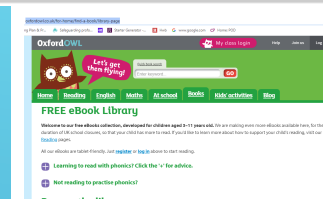
IXL English



TopMarks



Welsh



Oxford Owl

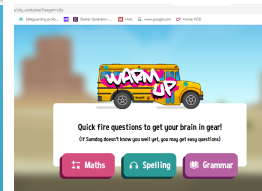
## Numeracy



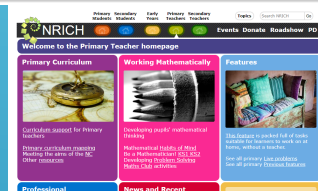
IXL Maths



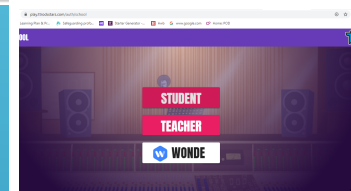
Top Marks



Sumdog



Nrich



TTrackstar

## General Resources (covers various subjects)



BBC Bitesize KS1



BBC Bitesize KS2



Crickweb



Woodlands Junior School



Hwb

Year 3 and 4 - Friday 17th July 2020 - Useful websites