

# Year 3 and 4

## Home-learning

Wednesday 1st July  
2020



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



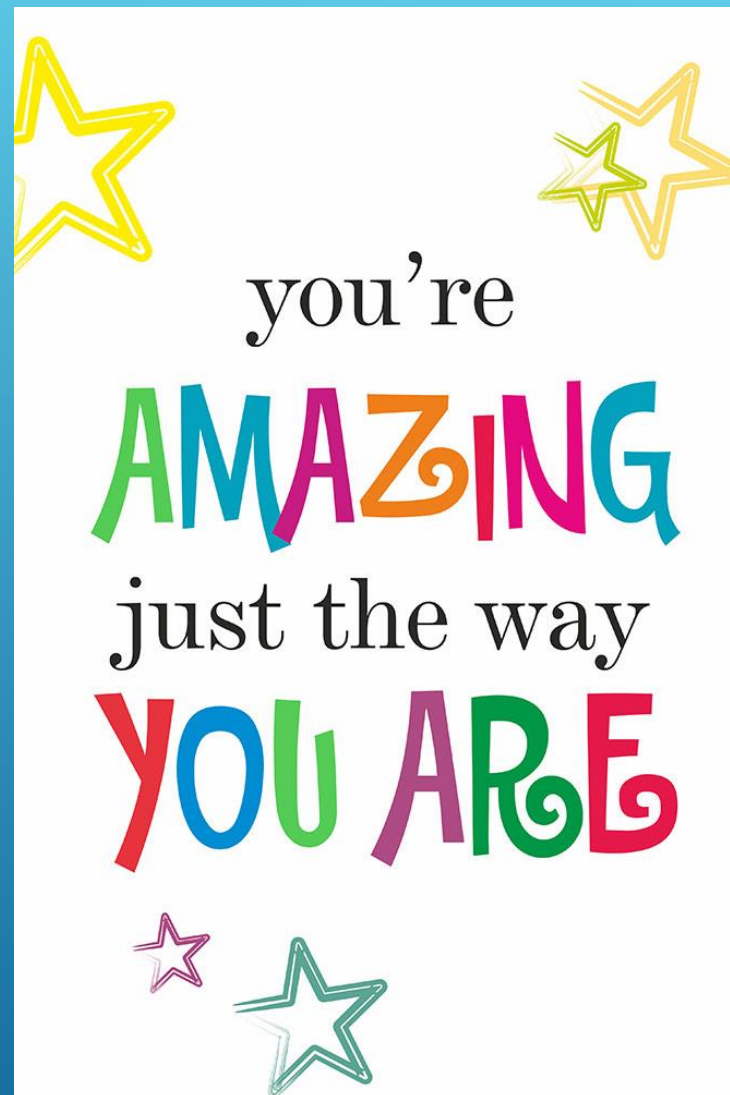
Home learning



Staying safe



Class Dojo



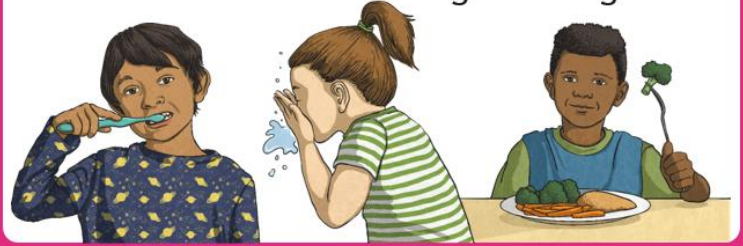


# Staying safe



## 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:



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.





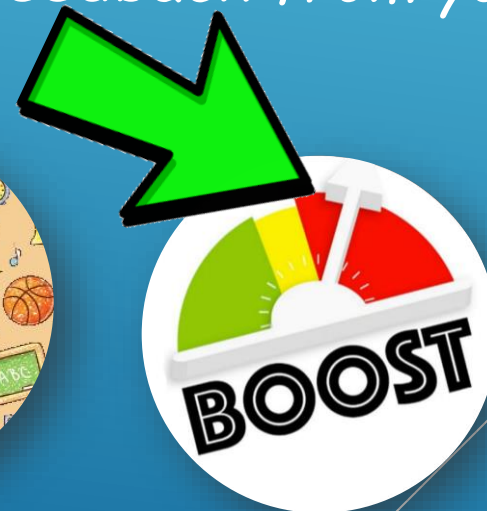


# Your learning for today

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

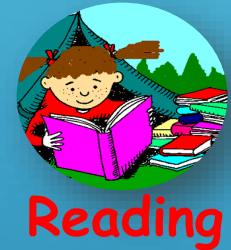
★ Learning should not take more than 2 hours per day

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



**Reading Literacy Maths Topic**

Year 3 and 4 - Wednesday 1st 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>

## 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:





# Reading Task - Year 2&3

## Paul the Lucky Octopus

10 Over the past few weeks, Paul the Octopus has been  
19 predicting the result of the World Cup football games.  
23 He's an amazing animal!

32 Before each match, the sea creature's owners have been  
41 putting some clear, plastic boxes into Paul's tank. Each  
51 box is decorated with the flag of a football team.

61 Paul has been choosing one of the boxes by crawling  
71 towards it and he has correctly guessed the winner of  
81 six football games so far in the World Cup competition.

92 Is Paul a football expert or just a very lucky octopus?  
96 What do you think?



## Quick Questions



1. What does Paul predict the results of?

\_\_\_\_\_



2. Which adjectives has the author used to describe the boxes in Paul's tank?

\_\_\_\_\_



3. Why do some people think Paul is a football expert?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4. What do you think - is Paul just a lucky octopus?

\_\_\_\_\_

\_\_\_\_\_





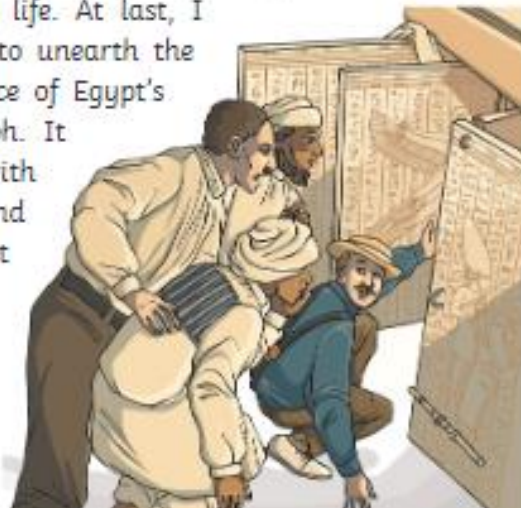


# Reading Task-Year 4&5

## An Extract from Howard Carter's Diary

4th November 1922

11 After the discovery of the first step, we exposed fifteen more  
20 steps leading down to an ancient doorway, still sealed  
31 after all these years. The name on the door was clear:  
41 Tutankhamen. They say this tomb is cursed; they say that  
49 the ancient pharaoh threatened anyone who disturbed his  
62 peace in the afterlife but that will not stop me. For five years  
72 we have been digging through the inhospitable desert and I  
80 am finally about to make the most important  
87 discovery of my life. At last, I  
94 will be the one to unearth the  
99 final resting place of Egypt's  
102 youngest pharaoh. It  
106 will be filled with  
108 treasures beyond  
110 anyone's wildest  
111 dreams.



## Quick Questions



1. In what year was this text written?

\_\_\_\_\_



2. Do you think Howard Carter was scared? Use evidence from the text to support your answer.

\_\_\_\_\_

\_\_\_\_\_



3. Sum up the main points of this extract in 20 words or less.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4. What do you think happened next?

\_\_\_\_\_

\_\_\_\_\_





# 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



Year 3 and 4 - Wednesday 1st July 2020 - Maths Menu

**Literacy**





Literacy

# Year 2 Literacy

## Wednesday – Using Commas in a List

1. Circle the commas in the sentences below.

Max's best friends are Liam, Joe, Maisy and Connie.

Lexi's favourite subjects are Maths, Music, Art and PE.

3. Joe thinks that one of the commas in the sentence below is incorrect.

Mia liked to visit her nan, grandad, grandma, uncle.

Do you agree? Explain why.

2. Tick the sentence that uses commas correctly.

A. Dan saw monkeys, lions, zebras and tigers at the zoo.

☐

B. Dan saw, monkeys, lions, zebras and tigers at the zoo.

☐

4. Use the words bank to complete the sentence. Your sentence must make sense.

strawberries, and pizza.

chicken chocolate,

My favourite foods are...

5. Write a sentence including a list of equipment an astronaut would need for a trip to the moon and a sentence including what the astronaut saw.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Home Learning

Literacy

# Year 2 Literacy

## Guidance and Answers

### English – Using Commas in a List (page 7)

A comma is a type of punctuation indicating a pause between parts of a sentence or separating items in a list. For example: The cat, dog, mouse and rat ran down the street. We don't put a comma before the word 'and' in a list.

The activity involves recognising and using commas in a list. The correct answers are shown below:

**Question 1** – This question involves circling the commas in each sentence.

Max's best friends are Liam, Joe, Daisy and Connie. Lexi's favourite subjects are Maths, Music, Art and PE.

**Question 2** – This question requires the child to read both sentences and tick one. Children may find it helpful to circle the commas to see if they placed correctly in the sentence.

A. Dan saw monkeys, lions, zebras and tigers at the zoo.



B. Dan saw, monkeys, lions, zebras and tigers at the zoo.



The commas are used correctly in the list of animals in sentence A because the commas start after the first animal in the list.

**Question 3** – This question requires the child to check if the commas have been placed correctly in the list of family members. Your child will need to recognise that before the last word in a list of words 'and' should be used instead of a comma.

Joe is correct because 'and' should go after 'grandma' not a comma. The correct sentence is: Mia liked to visit her nan, grandad, grandma and uncle.

**Question 4** – This question involves your child using the words in the word bank and commas to complete the sentence, including a list of foods.

My favourite foods are strawberries, chocolate, chicken and pizza  
or

My favourite foods are chocolate, strawberries, chicken and pizza.

The phrase 'and pizza' will be the final item in the sentence because it includes 'and' before the last item in the list.

**Question 5** – This question requires the child to think of items an astronaut may need for a trip to space and what they might see. Your child may find it easier to write the items down first, before creating the sentences using the list and commas.

Various answers, for example:

The astronaut picked up his moon boots, helmet, a telescope and gloves. She saw rockets, shooting stars, craters and aliens on her trip to the moon.



Literacy

# Year 3 Literacy

## Wednesday – What is a Paragraph?

Everybody fell silent. The sound of a pirate drum boomed through the caves. It got louder and louder with every beat. They were getting too close.

“Will...will they find us again?” Rosie squeaked. “How do they know where we are?”

All of a sudden, they heard a loud bark. It was Bonnie! The pirates had found her and had used her to find the group!

Rosie gasped and turned to run in the direction of the bark but Caleb grabbed her arm before it was too late.

“Everyone into the water!” whispered Caleb. “Bonnie will lose our smell if we swim deeper into the caves. We’ll find a way to save her later, but we have to leave right now!”

Rosie turned back and started to cry. Kwisera was staring back into the darkness. Caleb was scared, but he got the others to jump into the water.

“Swim!”

1. Write down the first word of each paragraph.

2. True or false? A new paragraph would still be needed if the sentence ‘Rosie turned back and started to cry’ was changed to Caleb saying, “It’s our only chance!”

3. Which paragraph introduces Bonnie?

4. Why did the fifth paragraph have to be started? Circle the correct answer.

to introduce a new character

to introduce a new point in time

to introduce a new speaker

## Wednesday – What is a Paragraph? continued

“We’re nearly there guys! Now I need you to grab your pink paint and the round sponge I asked you to get.”

Carlo loved every minute of making his art videos. He was amazed that so many people watched them online. Nearly two thousand people had seen his last lesson! He was so happy that it was going so well.

Today’s lesson was looking like another big hit. He was teaching his viewers how to paint a tropical sunset and he had done a great job.

“Dip the sponge lightly into your paint, then do a few little dabs up here and... Oh no! No!”

His hand had slipped and he’d dropped the pot! Pink paint splashed everywhere.

“My picture!” cried Carlo. “It’s ruined!”

5. Jess has written the sentence below.

**Teaching art was all he had ever wanted to do.**

She wants to put it at the end of the second paragraph. Is she correct? Explain how you know.

6. Here is a new sentence to add to the text:

**“It’s perfect for adding the final touches to our work.”**

Which paragraph would it fit into best? Convince me.

7. Write one more sentence that could be added to the final paragraph.

Then write a sentence that could start the next paragraph.

Year 3 and 4 – Wednesday 1st July 2020 – Year 3 Level Literacy Task





# Year 3 Literacy

## Guidance and Answers



Home learning



Literacy

A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme.

**Question 1** – This question involves identifying the first word that has been used in each paragraph.

Paragraph 1 = Everybody

Paragraph 2 = Will

Paragraph 3 = All

Paragraph 4 = Rosie

Paragraph 5 = Everyone

Paragraph 6 = Rosie

Paragraph 7 = Swim

**Question 2** – This question involves working out if a different sentence would still require a new **paragraph** to start.

This is false because this different sentence would continue in the previous **paragraph** as part of Caleb's speech and there would be no need for a new **paragraph** at this point.

**Question 3** – This question involves identifying which **paragraph** introduces the character, Bonnie.

Bonnie is introduced in **paragraph** three as her name is mentioned for the first time.

**Question 4** – This question involves selecting the reason why the fifth **paragraph** had to be started.

The fifth **paragraph** had to be started to introduce a new speaker - in this case, Caleb.

**Question 5** – This question involves checking whether a new sentence would make sense if it were placed at the end of the second **paragraph**.

Jess is correct and her new sentence could be placed at the end of **paragraph** two because it explains why Carlo is so happy that his videos have been a success.

**Question 6** – This question involves identifying which **paragraph** a new sentence could be added into.

This new sentence would fit well at the end of **paragraph** one because it explains why the round sponge is so useful.

**Question 7** – This question involves adding one new sentence to the final **paragraph** and another new sentence which could start the next **paragraph**. There are various answers.

"What a disaster!"

Once he had turned the camera off, Carlo picked up his painting and looked at it.



Literacy

# Year 4 - Literacy

## Wednesday – Using Speech in Paragraphs – Fiction

Over the previous few minutes, the grim sky had grown much darker. Sadie watched as a huge, grey cloud began to spiral down towards the ground. A tornado! Feeling very scared, she ran inside. Her dad had said to call him if the weather turned worse before he arrived home. He answered the phone instantly. "You sound terrified, Sadie! You'll be fine, and I'm driving back home right now. Are you ok?" he asked.

"I'm scared, Dad," Sadie squeaked. "The warning sirens have started wailing and no one is outside anymore. Where are you?"

"I've just gone past the crossroads by the church. The streets are pretty empty so that'll help me get to you faster. I'll only be five minutes. While you wait for me, get yourself into the basement."

Sadie knew it was going to feel like the longest five minutes of her life. Trying to keep calm, she stepped down into the basement.

1. What is the first sentence spoken in the conversation between Sadie and her father?

2. How many times in the text has a new paragraph been started because a new person is speaking?

3. Copy an example of indirect speech from the text.

4. Below are some examples of speech from the text. Match each example to its description.

1) I'm scared, Dad,

A) Sadie's dad is the first speaker in a conversation

2) I've just gone past the crossroads by the church.

B) Sadie is a new speaker in a conversation

3) You sound terrified, Sadie! You'll be fine, and I'm driving back home right now.

C) Sadie's dad is a new speaker in a conversation

## Wednesday – Using Speech in Paragraphs – Fiction

Tessa's ship punched through the swirling, red clouds above the landing zone. She could see the whole of the Mars 1 base spread out beneath her. "Mars 1 control centre, this is battleship 232 speaking. We have been hit and need a safe place to land. Can you help?" she asked. As it dropped lower, the spaceship began to shake. Tessa did not have much time.

"Battleship 232, this is Mars 1 control centre speaking." As the voice crackled through her headset, Tessa relaxed. "We can see you and are making a landing bay ready. It will be open in two minutes."

"It's going to take two minutes?" cried Tessa. Inside the ship, thick smoke was beginning to appear. "We don't have two minutes up here! We're leaking fuel and coming down quickly!"

As Tessa began to panic, the voice in her ear told her that everything would be worked out in time. She was not so sure. Would she have to make a crash landing?

5. Write the next two sentences of the story. You must include indirect speech spoken by Tessa and the voice on the radio.

6. The sentence below could be placed after the final sentence of paragraph three:

"Can't they help us?" cried a member of Tessa's crew.

Would the sentence start a new paragraph? Why?

7. Rewrite paragraph four so that any indirect speech is written as direct speech.



# Year 4 Literacy

## Guidance and Answers

### English – Wednesday – Using Speech in Paragraphs – Fiction (pages 7–8)

A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme.

**Question 1** – For this question, children must read the short piece of writing at the beginning and identify the first sentence that is spoken between Sadie and her father. It might be useful to remind children about the difference between **indirect speech** and **direct speech** so that they can easily identify the speech in the text.

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

The first sentence spoken between Sadie and her father is "You sound terrified, Sadie!"

**Question 2** – For this question, children must identify how many times a new paragraph has been started because a new person in the story has started speaking. Children may find it helpful to underline or circle the first sentence in each paragraph to help them to quickly identify those that begin with speech and those which do not.

The correct answer is **twice**.

**Question 3** – For this question, children can choose one example of **indirect speech** that is used in the text. Children may need to reread the text to be able to identify the correct speech type. It may also be helpful to recap the differences between **indirect speech** and **direct speech** as in question 1.

An example from the text is **Her dad had said to call him if the weather turned worse before he arrived home.**

**Question 4** – For this question, children look at the speech that has been taken from the text and match it to the correct description. Children may need to refer back to the story to identify which speech matches the descriptions given.

The correct answers are shown on the next page.

### English – Wednesday – Using Speech in Paragraphs – Fiction (pages 7–8)

1) I'm scared, Dad,

2) I've just gone past the crossroads by the church.

3) You sound terrified, Sadie! You'll be fine, and I'm driving back home right now.

A) Sadie's dad is the first speaker in a conversation

B) Sadie is a new speaker in a conversation

C) Sadie's dad is a new speaker in a conversation

**Question 5** – This question is more open ended as children are asked to continue the story by writing the next two sentences. They must make sure that they include some indirect speech from Tessa and the voice on the radio. All sentences must make sense with the rest of the story and must also be punctuated correctly.

There are various answers to the question, one example is given below.

**She asked the base to tell her as soon as everything was ready. They told her to wait another thirty seconds.**

**Question 6** – For this question, children must read the given sentence and decide whether it would need to be a new paragraph or would continue as part of paragraph 3. Again, it may be helpful to discuss when new **paragraphs** are started as explained on page 12. Children must write a sentence to explain why the sentence would or would not need to be a new **paragraph**.

The correct answer is **yes, the sentence would need to begin a new paragraph because it is direct speech spoken by a new speaker.**

**Question 7** – For this question, children must rewrite paragraph 4 changing all of the **indirect speech** to **direct speech**, remembering to use all the correct punctuation. For a recap of direct and indirect speech, take a look at page 12!

There are various answers, one example is given below.

**"Everything will be worked out in time," said the voice in Tessa's ear as she began to panic. She was not so sure. Would she have to make a crash landing?**





Literacy

# Year 5 Literacy

## Wednesday – Recognising Relative Clauses

1. Create a full sentence by matching a main clause to a relative clause below:

The girl visited London,	who is only three
Jordan caught the ball	where her sister was born.
Lee, _____, started to cry.	that had been thrown into the air.

2. Write 'M' for main clause or 'R' for relative clause in the boxes below:

	M/R
A. she had decided to climb the wall	<input type="checkbox"/>
B. his hat was covered in mud	<input type="checkbox"/>
C. which was always a problem for him	<input type="checkbox"/>
D. where daffodils always grow	<input type="checkbox"/>
E. when he dropped the ball in the park	<input type="checkbox"/>

3. Zach has written a sentence that includes a relative clause below:

The taxi driver, who had not been paid, was quite unhappy on Saturday.

Circle the relative clause Zach has used in his sentence. Explain what the relative clause refers to. How do you know?





# Year 5 Literacy



Home learning



Literacy

## Guidance and Answers

### English – Recognising Relative Clauses (page 7)

A **main clause** is a group of words that make sense on their own. It has a subject (the person or thing that does an action) and verb (the action). For example, Adam eats bananas.

A **relative clause** adds extra information to a sentence by using relative pronouns such as 'who', 'that' or 'which'. It adds extra information about the noun in the sentence and so therefore must be related to the noun.

**Question 1** – This question asks your child to create 3 complete sentences by matching a **main clause** to a **relative clause**. To do this, they should read each clause, looking at the context of each **clause** to see which ones match. It would be helpful for them to read the sentences aloud to check that the sentences 'sound right'.

Create a full sentence by matching a main clause to a relative clause, remembering to read back you sentences to hear whether they make sense. The correct answers are:

The girl visited London, where her sister was born.

Jordan caught the ball that had been thrown into the air.

Lee, who is only three, started to cry.

**Question 2** – This question asks your child to write 'M' for **main clause** or 'R' for **relative clause** next to each sentence. To do this they need to read each **clause** carefully. If it makes sense by itself it is a **main clause**, but if it not a complete sentence, it is a **relative clause**.

Write 'M' or 'R' next to each sentence depending on whether it is a main clause or a relative clause. The correct answers are:

Main clauses: A, B,

Relative clauses: C, D, E

**Question 3** – This question first asks your child to circle the **relative clause** in the sentence given. They then need to explain what the **relative clause** refers to and how they know. To do this, they need to thinking about who the **relative clause** refers to and how it links to the rest of the sentence.

Circle the relative clause in the sentence and explain what it refers to and how you know, thinking about the how the information in the relative clause links to the rest of the sentence. The correct answer is: The relative clause Zach has used is 'who had not been paid'. This relative clause refers to the taxi driver because it tells us that he had not been paid, which gives us more information about why he was unhappy on Saturday.



# 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





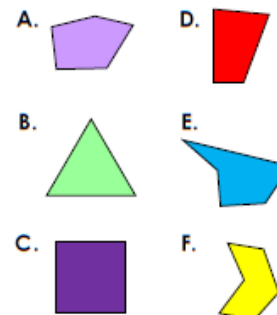
Maths

# Year 2 Maths

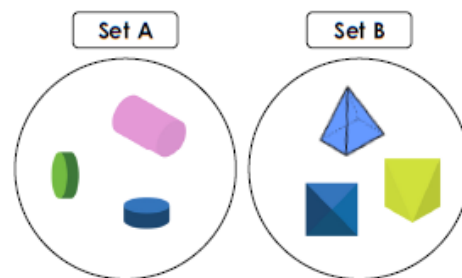
## Wednesday – Sorting Shapes

1. Sam spilt paint on his Carroll diagram. Circle all the shapes that could be covered by the splat.

	Vertical line of symmetry	No vertical line of symmetry
4 sides or more		
Fewer than 4 sides		



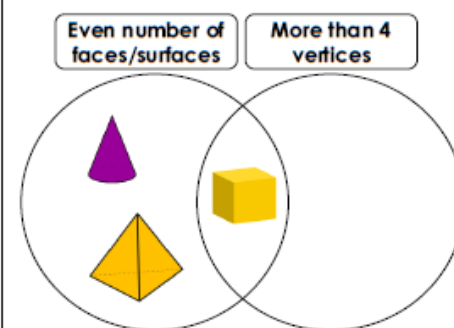
2. Use the sorting hoops to complete the statements below.



The shapes in set A have  edges.

The shapes in set B have  edges.

3. Shona is sorting 3D shapes. Name 2 shapes that Shona could be thinking of.



I can think of 2 shapes that fit in the empty group.





# Year 2 Maths



Home learning



Maths

## Guidance and Answers

### Wednesday

#### Maths – Sorting Shapes (page 6)

**Question 1** – In this question children are shown a table that has been used to sort some 2D shapes according to the number of sides that they have and whether they have a vertical line of symmetry. A **line of symmetry** is the line which goes through the centre of a shape to give two identical halves, as though reflected in a mirror. To complete this activity, children should look at each of the shapes and decide which fit both criteria: 4 sides or more and no vertical line of symmetry.

The correct answers are: **A, D, E and F.**

**Question 2** – Children are shown two sets of different 3D shapes and they must complete the statements about the sets by counting how many edges the shapes have.

The correct answers are that **the shapes in set A have 2 edges and the shapes in set B have 8 edges.**

**Question 3** – In this question children can see that some 3D shapes have been sorted into a diagram according to whether they have an even number of faces and more than four vertices. One part of the diagram is empty, so children should write the names of two more 3D shapes that have more than four vertices and an odd number of surfaces/faces in this part.

Some correct answers are **a square-based pyramid** and **a triangular prism**

Please see Tuesday for a recap of **faces**, **edges** and **vertices**.

# Year 3 Maths



Maths

## Wednesday – Horizontal and Vertical

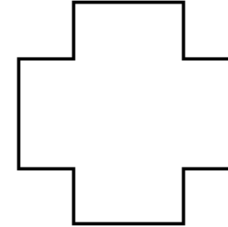
1. Match the image to the correct statement.

A 	B 	C 	D 
1 4 horizontal lines 4 vertical lines	2 2 horizontal lines 2 vertical lines	3 3 horizontal lines 2 vertical lines	4 2 horizontal lines 0 vertical lines

2. True or false?



This shape only has a vertical line of symmetry.



3. Hope and Tom are discussing digital clock numbers. Who is correct? Explain your answer.



Hope

1 is the odd one out because it is the only number that has no horizontal lines.

8 is the odd one out because it is the only digit that has two lines of symmetry.



Tom

0 3 5 4 1 8





# Year 3 Maths



Home learning



Maths

## Guidance and Answers

### Wednesday

#### Maths – Horizontal and Vertical (page 6)

A **horizontal line** is a straight line which runs left to right across the page.

A **vertical line** is a straight line which runs up and down the page.

**Question 1** – This question involves identifying the number of **horizontal** and **vertical** lines that have been used in the shapes and capital letters.

The matched pairs are listed below.

Image A = Statement 2

Image B = Statement 4

Image C = Statement 1

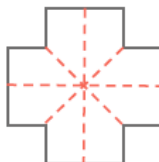
Image D = Statement 3

**Question 2** – This question involves working out whether a statement is true or false.

A **line of symmetry** is when a shape is divided into parts and each segment is equal. For example, a square has 4 lines of symmetry, whereas a rectangle has 2.

This statement is false as this shape also has a **horizontal line of symmetry** as well as **diagonal lines of symmetry**.

All the **lines of symmetry** that can be found on this shape are shown below.



**Question 3** – This question involves recognising which child's statement is correct.

Hope is correct because '1' is the only number that is made up of only **vertical lines**. Every other number that has been shown is made up of both **horizontal** and **vertical lines**. Tom is incorrect because the number '0' also has two **lines of symmetry**, as shown below.





Maths

# Year 4 Maths

## Wednesday – Counting Squares

### 1. Brad the Builder is designing a driveway.

The customer has decided that they want to use a combination of bricks A, B and C to fill their drive.

Brad knows that the drive has a total area of 30 squares and is a rectilinear shape.



I need to make sure the combination of bricks that I choose covers the whole area of the drive!

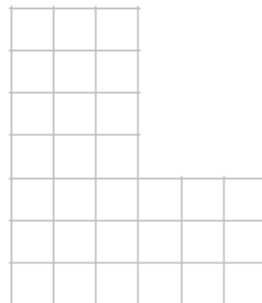
Brick A



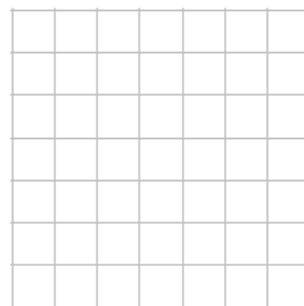
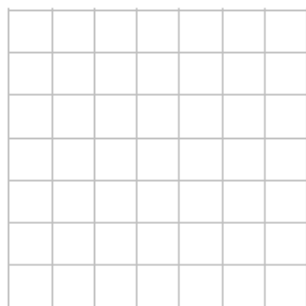
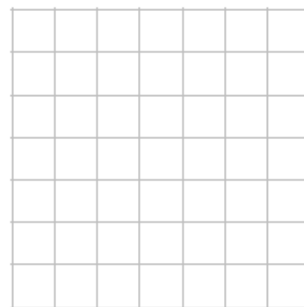
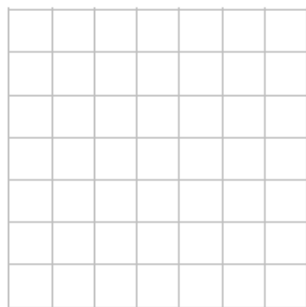
Brick B



Brick C

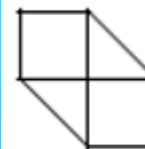


Investigate the different combinations of bricks A, B and C that can be used to cover the driveway. You can rotate the bricks to fit in the shape.

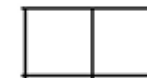


## Enlarged version

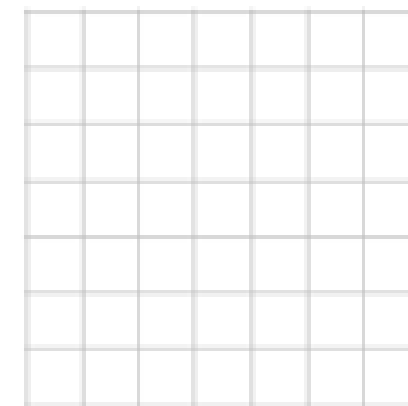
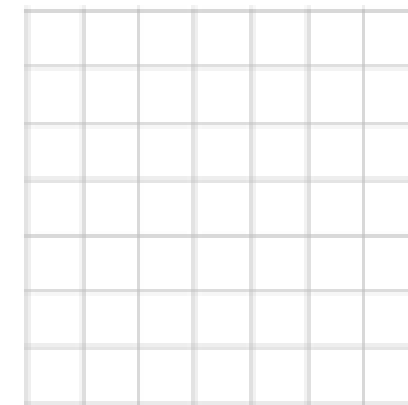
Brick A



Brick B



Brick C





# Year 4 Maths



Home learning



Maths

## Guidance and Answers

### Maths – Counting Squares (page 8)

**Question 1** – This is an open-ended question for children to explore. They must count the **area** of the driveway on the square grids that they have been given. **Area** is the measurement of the surface of a 2D shape. In Year 4, area is calculated by counting squares and is measure in squares.

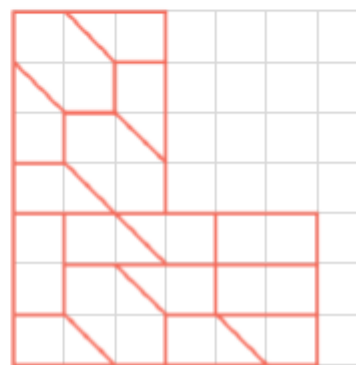
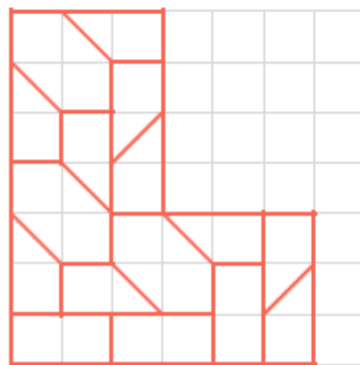
When counting out the area, children must make sure that they keep the driveway a **rectilinear shape**. A **rectilinear shape** is a **polygon** where all lines meet at a **right angle**. For example:



A **polygon** is a 2D shape made of straight lines and a **right angle** is an angle that measures exactly 90 degrees and is equal to a quarter turn.

Children must then use the 3 brick types to fill in the whole driveway. The bricks can be rotated and turned to fill the spaces. Children can use each brick type as many times as needed as long as there is at least one of each.

There are several answers to this problem. Two examples are given below.





# Year 5 Maths



Home Learning



Maths

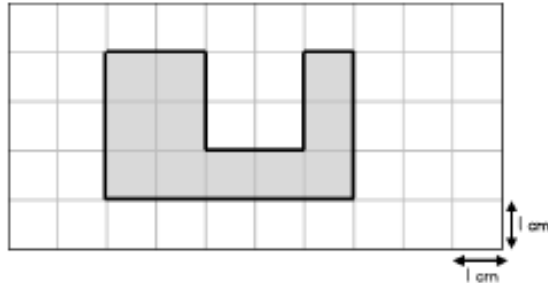
## Year 5

### Area and Perimeter

Name \_\_\_\_\_



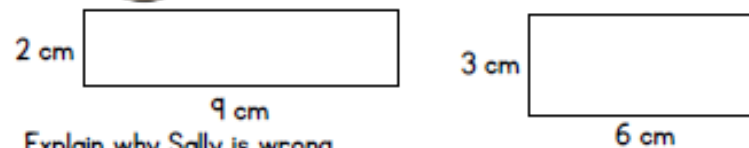
- 1 The shape is drawn on a centimetre square grid.



What is the area of the shape? \_\_\_\_\_  $\text{cm}^2$

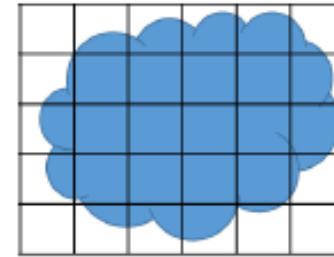
What is the perimeter of the shape? \_\_\_\_\_  $\text{cm}$

- 2 Sally says, The two rectangles have the same area, so they must have the same perimeter.



Explain why Sally is wrong.

- 3 Estimate, in squares, the area of the shape.

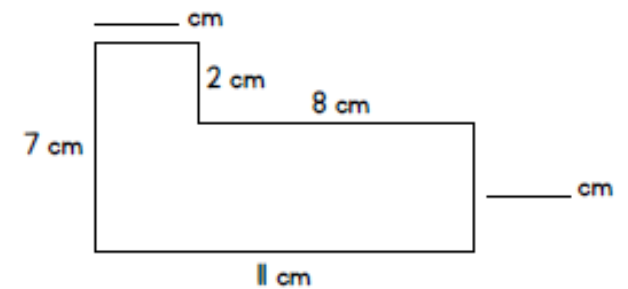


\_\_\_\_\_ squares



2 marks

4



Complete the missing lengths.

Work out the perimeter of the shape.

\_\_\_\_\_  $\text{cm}$

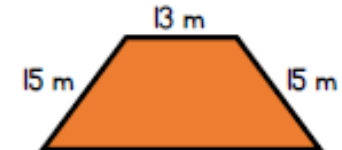


1 mark



1 mark

- 5 The perimeter of the shape is 60 m.



Find the length of the missing side.

\_\_\_\_\_  $\text{m}$



2 marks





# Year 5 Maths



Home Learning



Maths

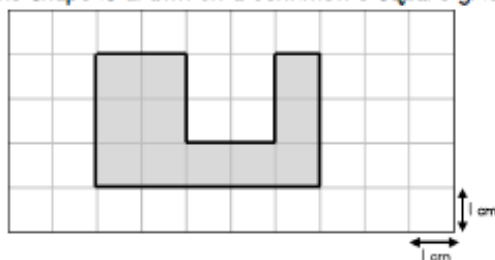
## Guidance and Answers

### Year 5

### Area and Perimeter

### Answers

- 1 The shape is drawn on a centimetre square grid.




What is the area of the shape?

11 cm<sup>2</sup>

What is the perimeter of the shape?

20 cm

- 2 Sally says,  The two rectangles have the same area, so they must have the same perimeter.

2 cm



9 cm

3 cm



6 cm

Explain why Sally is wrong.

The perimeter of the first rectangle is 22 cm and the perimeter of the second rectangle is 18 cm.

1 mark



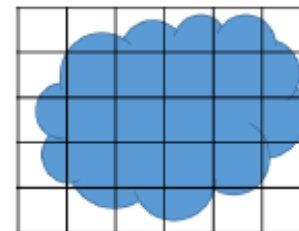
1 mark



1 mark



- 3 Estimate, in squares, the area of the shape.



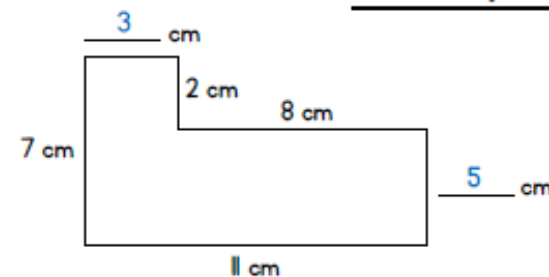
Award 1 mark for evidence of an effective method to count the squares.

19 squares

2 marks



- 4



Complete the missing lengths.

Work out the perimeter of the shape.

36 cm

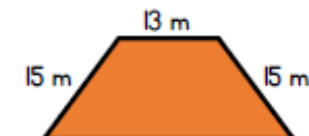
1 mark



1 mark



- 5 The perimeter of the shape is 60 m.



Find the length of the missing side.

Award 1 mark for adding the 3 lengths and then subtracting from the total but with an error in the calculation

17 m

2 marks





# Plan your own Sports Day!

At this point in the summer term we would usually be practising for our school Sports Day. As we can't have our traditional whole school sports day this year, we thought it would be fun to plan your own at home!



Every day leading up to your Home Sports Day, you will be required to carry out a task to help make your day fun and run smoothly like our sports day in school.

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



Year 3 and 4 - Wednesday 1<sup>st</sup> July 2020 - Topic Task grid



# Monday - Creative Brainstorm!



Home learning



Topic

## Step 1:

### Humanities

Research the summer Olympics and find out about the different types of individual field sports that athletes can compete in. Create a mind map of the events that interest you.



## Step 2:

### Health and wellbeing

Using step 1 for inspiration, think of at least 5 events for you and your family to compete in at home. The events must be practical, competitive, but most of all fun.





Topic

# Tuesday - Rules

## Step 1:

### Language, literacy and communications

Write out simple instructions/ rules for each event. You will need to include:

- Name of the event
- Equipment needed
- Rules/ instructions

Example



## Event: Egg and Spoon Race

In the egg and spoon race, you balance an egg on a spoon while racing others to the finish line. You need good balance, body control and coordination.

### Equipment

A hard-boiled egg and spoon for each person in the race. The larger the spoon, the easier it will be to balance the egg.

### What to do

1. Practise balancing the egg on the spoon while standing still.
2. Practise moving with the egg on the spoon. How fast can you go? Remember – the idea is to go as quickly as you can without the egg falling off!
3. Practise picking up the egg and putting it back on the spoon as quickly as you can. If this happens in the race, you will need to stand still to get the egg balancing on the spoon again before you continue in the race.
4. Experiment with holding the spoon at different places along the handle. What happens when your hand is further away from the egg?
5. Measure out a distance of 10m and practise racing against family members. Don't worry if you have to change direction to move 10m or go there and back in your garden or living room!





Topic

# Wednesday- Logos and Stickers

## Step 1:

### Expressive arts

Our Sports Day is usually made up of 4 teams/houses with equal (roughly) numbers of children in them. Divide your family into 2 equal teams (if possible) and think of a name for each team/house. Then design a logo/flag that can be hung up on the day to represent each team.



## Step 2:

### Science and technology

Using ICT, design a set of new 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, well done stickers for the end of your sports day races. Make them fun, colourful and appealing. Perhaps you could write some in Welsh!



Extra expressive arts activities.

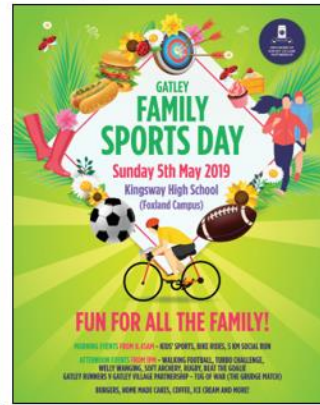
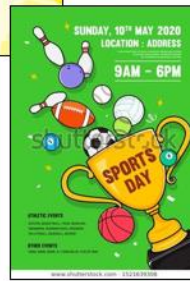
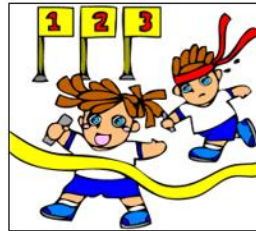
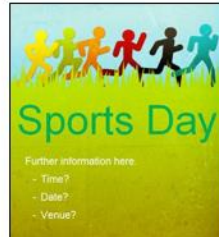




Topic

# Extra Expressive Arts Activities!

ACTIVITY: Design a Sport's Day poster to inform people in school, of the event. Here are some pictures to inspire you. What information does the poster need, if it is designed to be informative to others?



ACTIVITY: Create a design for a new winning team trophy. Make this exciting and very special looking!



Let your kids make their own sports visors and they can wear them to local games or to the ballpark when you go as a family.

ACTIVITY: Use a paper plate and some extra card/ paper to create your own sports character! What sport will you choose to depict (show)? Make your character fun, colourful and jolly!





Topic

# Thursday - Points System

## Step 1:

### Mathematics and numeracy

Create a points/ score system to keep track of where your athletes place. For example, 1<sup>st</sup> place = 5 points. Make sure there is a point for every position.

Make sure you record each athlete's score after every event and remember to allocate the points to the correct team/house the athletes are in.

Your score cards may look like the following below:

Name	Score

Name	Distance	Score





**Topic**

# Friday - Sports Day!

I hope you have everything ready for the big day! You are in charge of your family Sports Day.  
Make sure you take photos to share with us!







# Learning boost



Useful  
websites



# Reading Answers



Home learning

**Years 2 & 3**

## Answers

1. What does Paul predict the results of?  
**football matches (in the World Cup)**
2. Which adjectives has the author used to describe the boxes in Paul's tank?  
**clear/plastic**
3. Why do some people think Paul is a football expert?  
**Example answer: Because he has already correctly predicted the winner of six matches.**
4. What do you think – is Paul just a lucky octopus?  
**Pupil's own answer with reference to the text, e.g. Yes – because an octopus wouldn't really know anything about sport.**

**Years 4 & 5**

## Answers

1. In what year was this text written?  
**1922**
2. Do you think Howard Carter was scared? Use evidence from the text to support your answer.  
**Accept yes or no provided that it is backed up with relevant evidence from the text, e.g. 'No because he said that the curse will not stop him.'**
3. Sum up the main points of this extract in 20 words or less.  
**Accept any reasonable summary which includes the key points of the text in twenty words or less.**
4. What do you think happened next?  
**Accept any reasonable prediction exploring themes of opening the tomb, making the discovery, etc.**

**Year 4 – Wednesday 1<sup>st</sup> July 2020 – Reading Task**



Home learning

# Useful websites



## Literacy



ICT Games Literacy



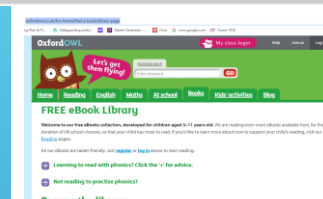
IXL English



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 - Wednesday 1st July 2020 - Useful websites