Dear Parents/carers,

Please find enclosed some work for your child to be completed next week. It is imperative that the work is completed to ensure your child keeps up with their learning.

There is some guidance on some sheet for you to assist them; they must also practice their times tables daily. In addition, there is a spelling sheet for the week.

We will be collecting all of their completed work when the school commences so it is crucial that you ensure the work is completed to an acceptable standard.

If assistance is required, please do not hesitate to email us through the following email
year4@ellenwilkinson.newham.sch.uk

Thank you for your cooperation.

Miss Dains and Miss St Hilaire

Seahorse and Octopus class.

Week 2 Work Pack for Year 4

Work should be completed in the exercise books provided.

	READING	ENGLISH	MATHS	OTHER
Day 1	20 minutes reading daily. Read the beginning of a new book and predict what you think might happen based on what you have just read. Write down your predictions with explanations. Continue reading the book and see if your predictions match the events in the book.	Use the sheet to plan a story about an alien invasion! Remember to add interesting adjectives, verbs, fronted adverbials and figurative language.	Complete the place value problems sheet, *How do you think place value is useful in our lives?* Create a grid with 4 digits. Place these numbers on it. 234 7895 3567 365 21 1783 7685 3290 9090 53 4537 211 Then order these numbers from smallest to largest. Complete the times table sheet attached. Complete 'Times table simulator' – see document attached.	Complete the 'Electrical appliances sheet' have a look around your house, what else can you find that supplies or uses electricity? Complete the Roman comprehension.
Day 2	20 minutes reading daily. Complete the reading comprehension about the Robin Hood text.	Write your alien invasion story. Remember to add interesting adjectives, verbs, fronted adverbials and figurative language. Don't forget to give your story a title.	Complete the addition and subtraction worded problems sheet. Complete the times table sheet attached. Complete 'Times table simulator' – see document attached.	Make a poster about Benjamin Franklin and his discovery of electricity. Complete the worksheet about Roman soldiers.
Day 3	20 minutes reading daily. Complete the reading comprehension – Interview with Jacqueline Wilson.	Create an alien recipe from your alien invasion story. Remember to add the ingredients, method and equipment needed.	Complete the times table sheet, choose one set of questions to complete and challenge yourself. *How do you think times tables are useful in our lives?* Complete the times table sheet attached. Complete 'Times table simulator' – see document attached.	Create a front cover for your alien invasion story. You can use paper, pencil or even skills learnt on a computer. Complete the shield activity and Roman comprehension.

Day 4	20 minutes reading daily. Complete the Safer Internet Day comprehension, read the questions and text very carefully.	Create a thesaurus for these words: Hot Cold Nice Good Bad New Old Said Walk Loud Using your thesaurus, change some of your words in your alien invasion story to different synonyms.	Complete the symmetry sheets. *Can you define symmetry? How would you explain this to a younger child in the school?* *What symmetry can you see in the natural world?* Complete the times table sheet attached. Complete 'Times table simulator' – see document attached.	Create a fact file about significant people during the Roman Empire. Think about why they are significant, it can be for both positive and negative reasons.
Day 5	20 minutes reading daily. Complete the reading comprehension about the Romans. Read the questions and text carefully.	Edit your alien invasions story. Check: Capital letters Full stops Tense Does it make sense? Commas for fronted adverbials Range of punctuation Range of adjectives.	Here is a recipe for 12 cupcakes. Can you change the recipe to make 30 cupcakes? 100g unsalted butter 100g caster sugar 2 large eggs 100g self-raising flour 100g chocolate chips ½ teaspoon vanilla essence. Complete the times table sheet attached. Complete 'Times table simulator' – see document attached.	Finish the fact file from yesterday. Add pictures and more interesting facts. Complete the comprehension on Defeat or Retreat?

Monday

Year 4

Spelling list

address

answer

appear

arrive

believe

bicycle

breathe

build

business

calendar

Name .....

Alien story

Write your own story about an alien visiting Earth. What things would they like/not like? How would Earth be different from their own planet?

Beginning

Characters – What do your aliens look like?
Opening – Why do the aliens come to Earth?

Middle

Main event – What happens to the aliens? How is Earth different from their planet?
Senses – How do they feel?

End

What happens in the end?

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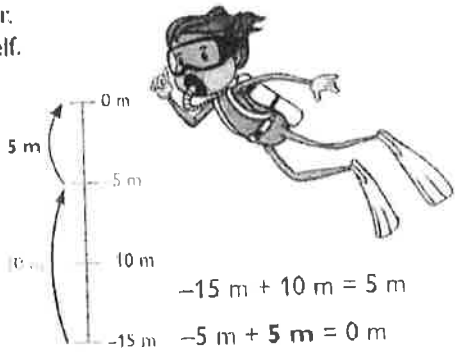
Project X: Orange band – Invasion – Alien Invasion!

A note for parents: A fronted adverbial is a word, phrase or clause that is placed at the start of a sentence. They are used to explain **how (manner)**, **when (time)** or **where (place)** something happens. A fronted adverbial is separated from the main clause with a comma. For example:

Early one morning, Rohan went for a run in the park.

Solving Problems with Numbers

These number problems will challenge you on everything you've done so far. Check the examples below and then get stuck in to some questions yourself.



Examples

Sam is a scuba diver.

He starts at −15 m (15 m below the surface of the sea) and swims 10 m towards the surface.

How many more metres does he need to swim to get to the surface?

−15 m + 10 m = 5 m

−5 m + **5 m** = 0 m

At a rugby match, there are 7231 home fans and 7193 away fans.

Are there more home fans or away fans?

7231	7193	Look at the thousands digit: both digits are a 7.
7231	7193	Look at the hundreds digit: 2 is the biggest digit.

7231 is the bigger number, so there are more **home fans**.

How many home fans are there to the nearest 1000?

7231 is between 7000 and 8000.
7231 is closer to 7000, so round down to **7000**.

Set A

Amber has 86 sweets in her bag.

Round the number of sweets:

1 to the nearest 10.

2 to the nearest 100.

Amber eats 6 sweets a day for 3 days.

3 Count back in steps of 6 from 86 to work out the number of sweets she has left.

Two friends are playing a dice game.
The winner of a round gets 25 points.
Aisha is on 150 points. Rachael is on 225 points.

Count in 25s to work out:

4 how many rounds Aisha has won.

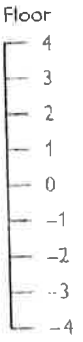
5 how many more rounds Rachael has won than Aisha.

6 Samantha bought a house in 2017.
She repaints the house every 7 years.

In what year will she repaint the house for the third time?

A building has 9 floors, from floor −4 to 4.

Use the number line on the right to help you answer these questions:



7 Rachael is on floor 1.
She takes a lift down 2 floors.
Which floor is she now on?

8 Christof is on floor −2.
How many floors does he need to go up to get to floor 4?

A music shop sells three different drum kits.

The prices are: £1105 £1599 £2255

The most expensive drum kit is reduced by £1000.

9 Put the new prices in order, starting with the least expensive.

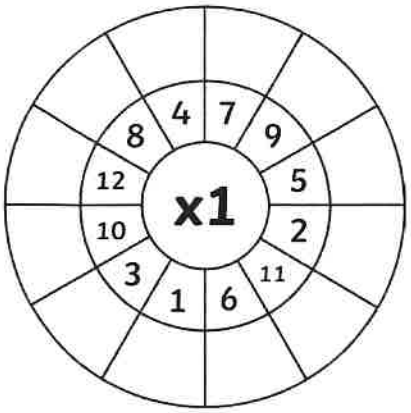
The shop also sells pianos.
The most expensive piano costs £5000, rounded to the nearest £1000.

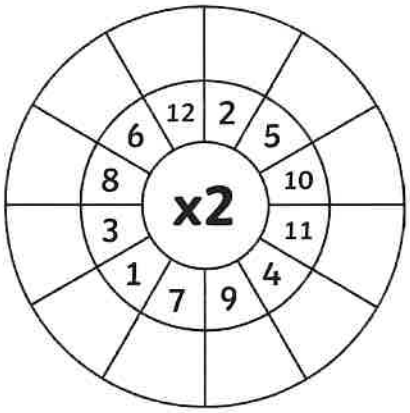
10 Which amount below could be its actual cost?

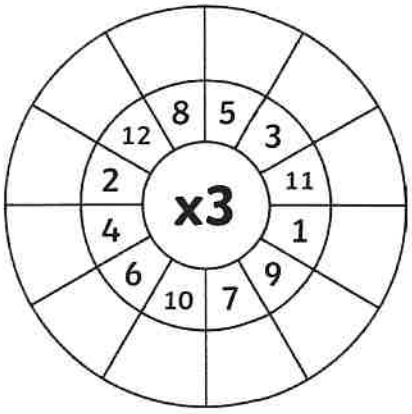
£5520 £5490 £4450 £4395

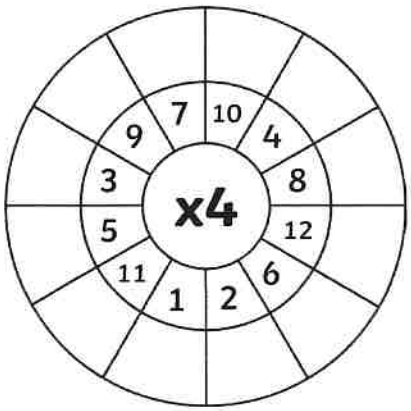
Multiplication Wheels

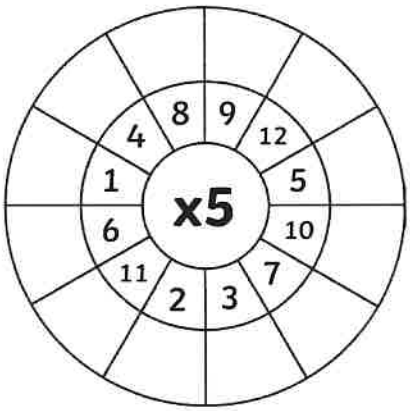
Multiply the numbers by the middle number.

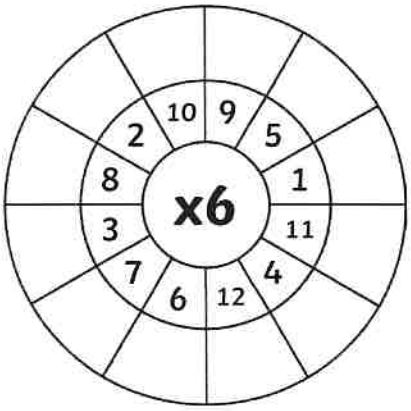


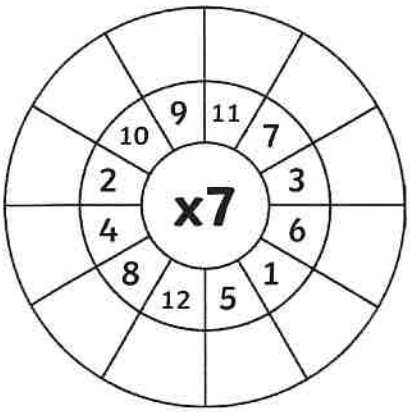


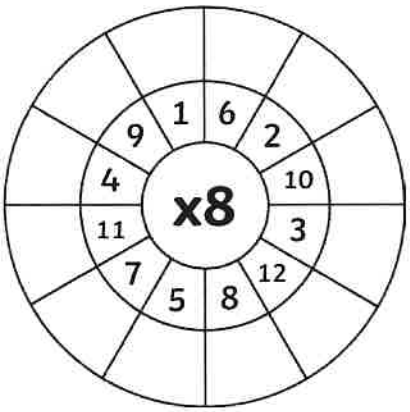


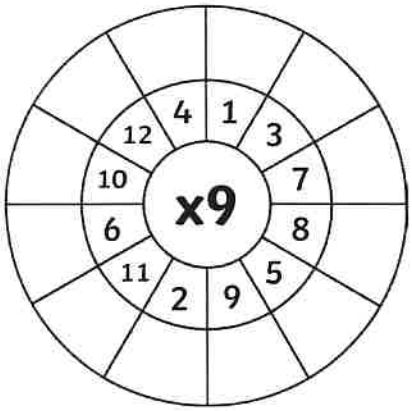


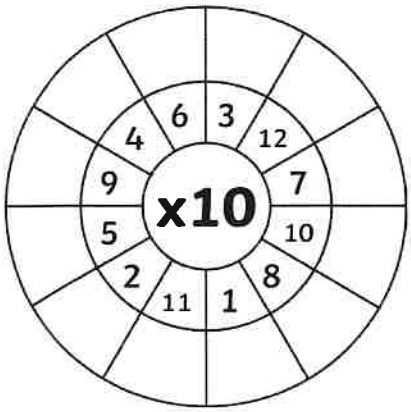


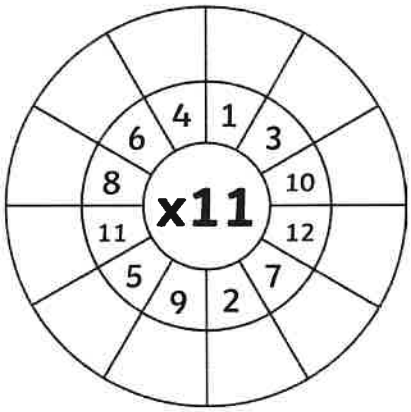


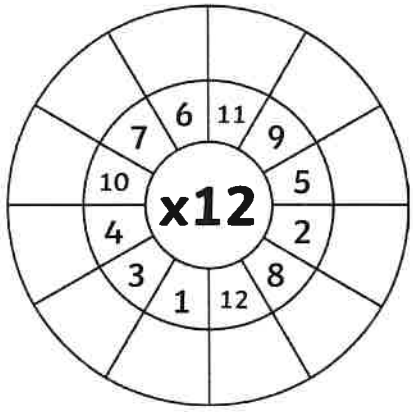










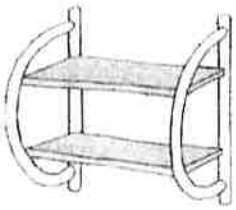


Electrical Appliances

Electricity makes all sorts of everyday appliances (like computers, mobile phones and radios) work. If you pull out the plug or take out the batteries they won't work.

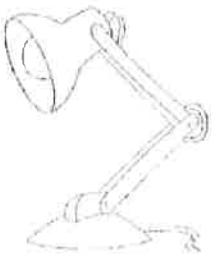
1. Which of the things below need electricity to make them **work**?
Put a tick (✔) in the box if it needs electricity to work and a cross (✘) if no electricity is needed.

Vacuum cleaner ☐



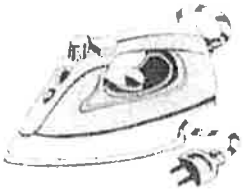
☐ Shelves

☐ Rubbish bin

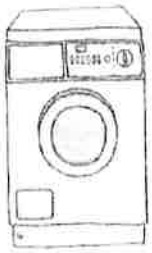


☐ Lamp

Candle ☐



☐ Clothes iron



☐ Washing machine

☐ Chair

2. Look at the picture of a kitchen below. (Circle) all of the appliances that **use electricity**.

INVESTIGATE

Make a list of all the things in your classroom that use electricity. Split your list into appliances that run on batteries and those that run on mains electricity (they'll have a plug or will be wired into the electrics of the building, like ceiling lights).

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Tuesday

Year 4

Robin Hood

Robin Hood was probably a real person who lived in Sherwood Forest, near Nottingham, sometime between 1100 and 1300. People have written stories about him ever since. Many of these celebrate the victory of good over evil. Today, Sherwood Forest Country Park and Visitor Centre attracts several million visitors every year.

Autumn burnished the forest to red gold. Early frosts rimed the grasses and rusted the bracken. The air was sharp and the sky silver blue. In a clearing, some three dozen of Robin's men were practising their skills with the broad-sword. The wine of the bright morning sharpened their senses, sent their blood racing as they thrust and parried, fighting over the carpet of crisp leaves, the crash of their weapons booming through the trees.

Gradually each pair of opponents called a truce and fell back to the edge of the clearing to watch the remaining men, until only one pair was left. One man of the pair was tall and lithe, the other an oak tree in motion - Robin Hood and Little John. Since their first meeting on the plank, the two had crossed swords and staves many times and each knew all the tricks of the other.

They moved, now fast, now slow, giving and receiving blows of such power that they would have dropped any other man to the ground. Little John's blade struck down upon his master's left shoulder, crashing against the chain-mail he was wearing for protection. Robin side-stepped, letting the sword blade slide down his back while, with both hands on the hilt of his sword, he hit Little John a punishing blow beneath his right arm, crashing into the giant's armour.

A cheer rose from the watching men, and the bright-eyed lads, sitting like squirrels in the branches of the trees, could not speak for excitement.

Little John swung his blade in a great circle about himself, whistling the air, but Robin had ducked, twisted round, and come at Little John again, quick-footed as a boy, with a powerful blow to his head with the back of his blade. The blow sent Little John stumbling forward, his foot caught on a root and he crashed to the ground like felled timber.

From *The Adventures of Robin Hood*
Patricia Leitch

1 About how many men were practising their fighting skills? (ring **one**)

12 24 36 48

1 mark

2 Read these statements and check the text to help you decide whether they are correct. Write either 'True' or 'False' next to each one.

a) It is autumn when these events happen. _____

b) 'Opponents' means 'friends'. _____

c) They have laid a carpet in the forest. _____

d) Some squirrels were watching the men fight. _____

e) Little John is really not little at all. _____

f) The men are fighting with broad-swords. _____

3 marks

3 What does the phrase 'call a truce' mean?

_____

1 mark

4 Choose from the box below the words which are synonyms for the following:

1 mark

a) 'burnished': _____

1 mark

b) 'rimed': _____

1 mark

c) 'parried': _____

1 mark

d) 'felled': _____

frosted chopped down made to shine dodged and evaded

5 At the end of the last fight Robin Hood hits Little John on his (ring **one**):

left shoulder back head right arm.

1 mark

6 After receiving the blow, what makes Little John fall over?

_____

1 mark

7 What do you think will happen next, after the end of the extract? Explain your answer.

_____

1 mark

_____

page 15
total out of 12

Addition and Subtraction Problems — 1

It's time to put those addition and subtraction skills into practice. These ones aren't straightforward though — you'll have to work out how to solve each one before jumping into the working.

Examples

7644 people visited a market on Saturday and Sunday.
4135 people visited on Saturday.
How many people visited on Sunday?

$$\begin{array}{r} {}^{3}\,{}^{14} \\ 7\,6\,\not{4}\,\not{4} \\ -\,4\,1\,3\,5 \\ \hline 3\,5\,0\,9 \end{array}$$

So **3509** people visited on Sunday.

Kolo, Yaya and Jimi went to running club. Kolo ran 5476 m. Yaya ran 1578 m more than Kolo. Jimi ran 2739 m less than Yaya. How far did Jimi run?

$$\begin{array}{r} 5\,4\,7\,6 \\ +\,1\,5\,7\,8 \\ \hline 7\,0\,5\,4 \\ {\scriptstyle 1\ 1\ 1\ \ } \end{array}$$

So Yaya ran 7054 m.

$$\begin{array}{r} {}^{6}\,{}^{10}\,{}^{4}\,{}^{14} \\ \not{7}\,\not{0}\,\not{5}\,\not{4} \\ -\,2\,7\,3\,9 \\ \hline 4\,3\,1\,5 \end{array}$$

So Jimi ran **4315 m**.

Set A

One morning, a baker made 230 scones and 645 bread rolls.

1 How many more bread rolls than scones did she make?

2 How many items did she make in total?

A shop sold 327 red apples and 454 green apples.

3 How many more green apples than red apples did they sell?

4 How many apples did they sell in total?

A school bought 352 tennis balls and 216 footballs.

5 How many fewer footballs than tennis balls did they buy?

6 How many balls did they buy in total?

A school has 7453 hardback books and 1485 paperback books in the library.

7 How many books are in the school library in total?

The table shows the distances that some children swam at swimming club.

Lucy	950 m
Edgar	575 m
Will	250 m

8 How much further than Will did Edgar swim?

9 How far did Edgar and Will swim in total?

10 How much further did Lucy swim than the total distance for Edgar and Will?

Use the amounts in this box to answer the questions below.

£1583	£2312	£3052	£5929

11 What is the difference between the highest amount and the lowest amount?

12 What is the total of the two lowest amounts?

13 How much more is the highest amount than the total of the two lowest amounts?

Jorge has 487 building blocks. He uses 103 of them to build a car and 149 to build a house.

14 How many blocks does he have left?

Ultimate Times Table Challenge

Name: **Number Correct:**

Time: **Previous Score:**

1 × 1 =	11 × 12 =	10 × 12 =	3 × 5 =	1 × 9 =	7 × 1 =
1 × 5 =	1 × 2 =	2 × 5 =	4 × 1 =	2 × 9 =	4 × 5 =
3 × 1 =	3 × 3 =	9 × 12 =	3 × 7 =	6 × 1 =	3 × 11 =
1 × 4 =	4 × 3 =	1 × 3 =	11 × 7 =	4 × 9 =	3 × 9 =
5 × 1 =	8 × 9 =	5 × 5 =	8 × 12 =	2 × 7 =	5 × 11 =
10 × 3 =	6 × 3 =	1 × 11 =	2 × 11 =	11 × 11 =	1 × 7 =
5 × 3 =	9 × 7 =	7 × 5 =	7 × 7 =	7 × 9 =	10 × 5 =
8 × 1 =	10 × 1 =	5 × 7 =	6 × 5 =	3 × 8 =	8 × 11 =
9 × 1 =	9 × 3 =	3 × 10 =	9 × 9 =	4 × 7 =	8 × 7 =
11 × 9 =	6 × 8 =	6 × 11 =	10 × 7 =	10 × 9 =	10 × 11 =
11 × 1 =	11 × 3 =	11 × 5 =	2 × 3 =	4 × 11 =	8 × 5 =
12 × 5 =	12 × 12 =	5 × 4 =	12 × 7 =	12 × 9 =	12 × 11 =
2 × 1 =	8 × 3 =	6 × 7 =	1 × 12 =	1 × 10 =	7 × 3 =
2 × 2 =	9 × 11 =	2 × 6 =	2 × 8 =	2 × 12 =	7 × 6 =
11 × 4 =	3 × 4 =	5 × 9 =	12 × 2 =	2 × 4 =	1 × 6 =
4 × 2 =	4 × 4 =	4 × 6 =	6 × 9 =	4 × 10 =	9 × 5 =
5 × 2 =	10 × 2 =	12 × 1 =	5 × 8 =	3 × 6 =	7 × 11 =
7 × 4 =	6 × 4 =	6 × 6 =	12 × 3 =	6 × 2 =	8 × 4 =
7 × 2 =	9 × 2 =	2 × 10 =	5 × 10 =	1 × 8 =	5 × 6 =
7 × 8 =	6 × 10 =	12 × 10 =	12 × 4 =	8 × 10 =	8 × 2 =
10 × 4 =	9 × 4 =	3 × 12 =	9 × 8 =	12 × 8 =	8 × 6 =
11 × 6 =	9 × 6 =	10 × 6 =	3 × 2 =	4 × 12 =	9 × 10 =
11 × 2 =	6 × 12 =	5 × 12 =	11 × 8 =	11 × 10 =	8 × 8 =
7 × 12 =	10 × 10 =	12 × 6 =	7 × 10 =	4 × 8 =	10 × 8 =

Roman Soldier

1. Use these words to label the soldier's equipment.

helmet	tunic	armour	shield	sword	sandals

2. Colour the soldier correctly, using the information below.

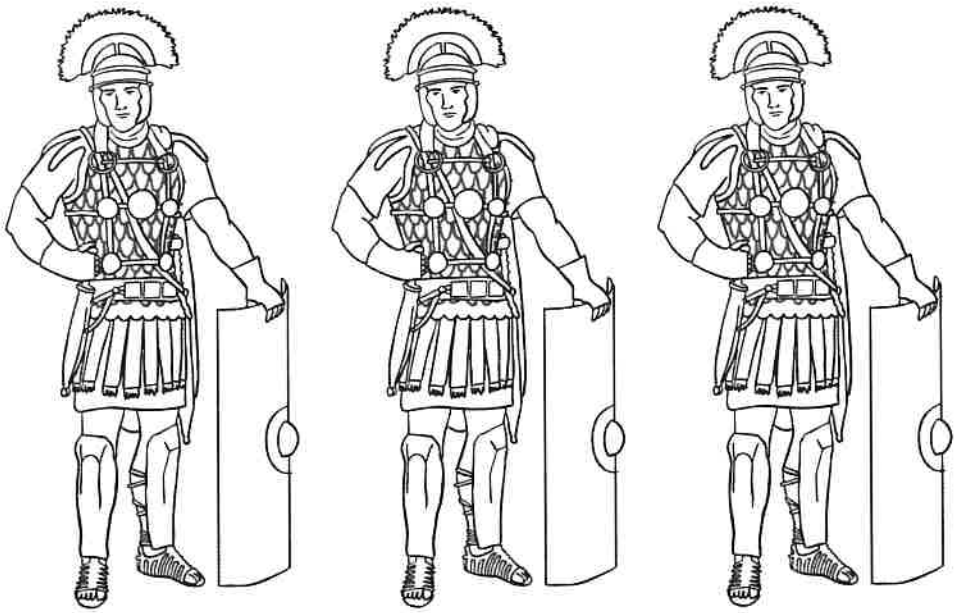
Tunics were usually red, and made of wool in the winter and linen in the summer.

The shield was plywood or leather. It curved round the body. The paint used was red, brown and beige.

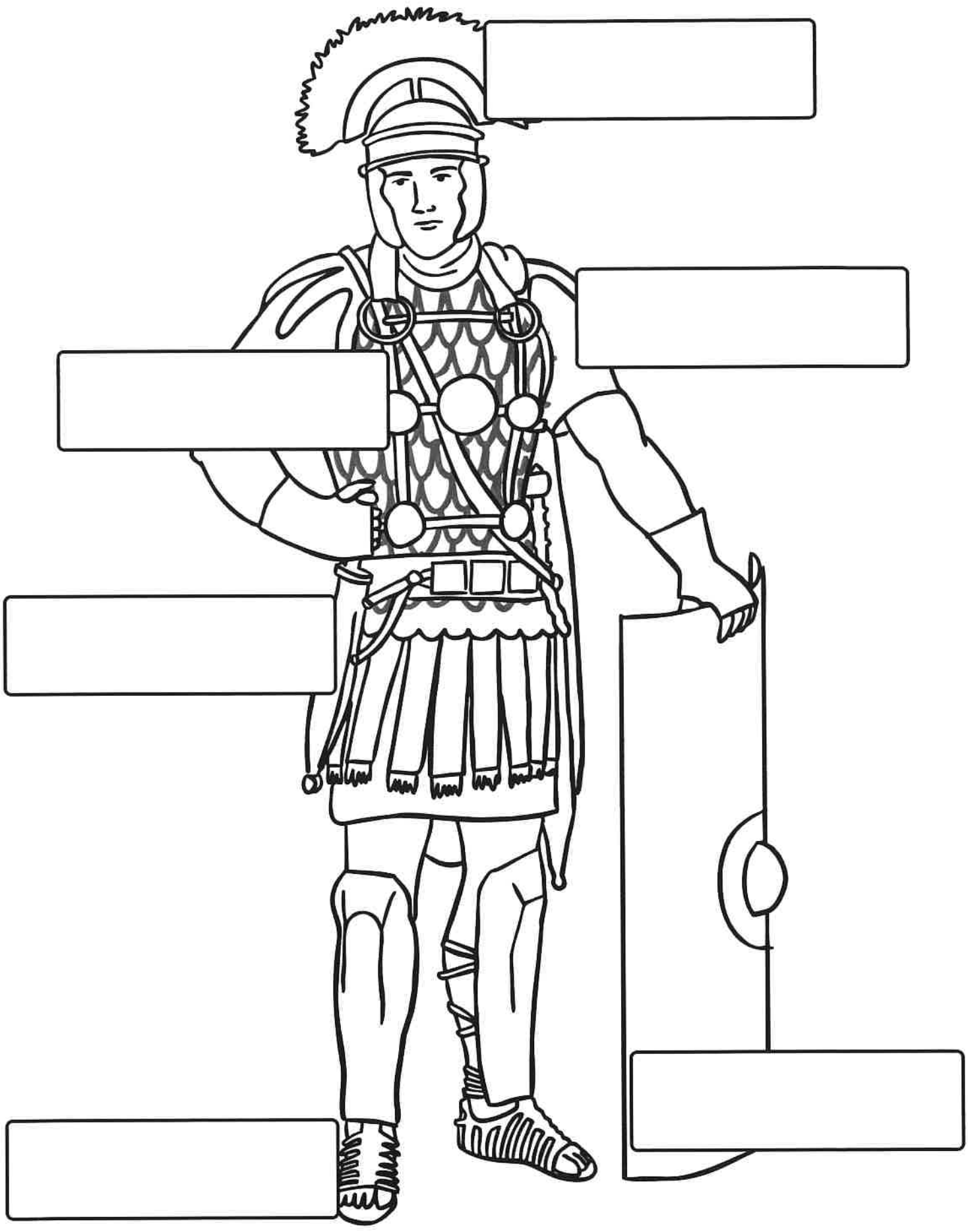
Sandals were worn all year around. They were made from leather. The soles had iron hobnails to make them last longer.

The helmets and armour were made of metal.

3. Draw a pattern on the shield, try and include the Roman eagle.



Roman Soldier



Wednesday

Year 4

An Interview with Jacqueline Wilson

Jacqueline Wilson is a popular children's author who has written many novels. Some of her best-known books include the *Tracy Beaker* series, which was also made into a television programme, and *The Illustrated Mum*. This extract is from an interview with the author.

How old were you when your first book you wrote was published?

I was writing stories throughout my childhood, and my first short story was published when I was 17. But I was 22 before I got a book published.

How did you first become interested in writing? Did any author or teacher inspire you?

I loved books, I liked pictures, and it evolved from there. No, at my primary school, they made a fuss of me, I was chosen to read my stories aloud. At secondary school, stories were made to be more formal, so I had lots of corrections. So I feel if they read any of my books now I'd still get full of red marks! Do it the school way at school and your own way at home.

How long have you been writing books? And what is your favourite book you have written?

I never can decide, I think it's possibly *The Illustrated Mum*, it's probably the saddest of my stories, but it came almost how I wanted it to be. Each time I start a book, I want it to be this and that and it hardly ever does. I've written over 100 books now.

How do you come up with all your ideas?

I think it's a bit like asking you, where you get your dreams from, you don't exactly know, do you? Dreams are distorted and you have no idea where they came from. I don't know what's going to come next! I came up for the name of Tracy Beaker in my bath. I knew I wanted her to be called Tracy and be a feisty girl but I couldn't think of the right surname for her. In my bath, I came up with Tracy Toilet, Tracy Bath and lots more and then I was washing my hair and I pulled up this beaker to wash my hair down with, and that's when it came to me "Tracy Beaker".

Did you ever think your books would become a TV series?

No I didn't. For years and years, I got letters from children saying why don't you make such and such a TV Show? I was thrilled to bits with *Tracy Beaker*. I met a lovely woman called Sue, who held on to that idea for years and I don't know how anyone thought it would be that big. I do like to visit the set, I don't write the script as there's too many and it wouldn't be possible. They've written it just the way I would have though!

How long does it take to write a book?

It takes too long! Children read them in 3 days and think it takes that long to write it I wish it did. I write little bits on the train, and here and there. I try to write at least 500 words a day, then when it's finished I type it up, it can take as long as 6 months. I like to get two books written a year.

From *https://clubs-kids.scholastic.co.uk*

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1 How old was Jacqueline Wilson when her first book was published?

.....

1 mark

2 Why do you think she had "lots of corrections" in her stories at secondary school?

.....

1 mark

3 Why is *The Illustrated Mum* Jacqueline Wilson's favourite book?

.....

1 mark

4 Why does she compare her ideas to dreams?

.....

.....

.....

2 marks

5 In your own words, explain how Jacqueline Wilson came up with Tracy Beaker's surname.

.....

.....

1 mark

6 Why do you think she was "thrilled to bits" (line 22) when *Tracy Beaker* was made into a TV series?

.....

.....

2 marks

7 What do you think it would be like to be such a popular author? Explain your answer.

.....

.....

.....

2 marks

Total out of 10

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Times Tables

You've now seen all the time tables up to 12 — so here's a chance to test them all. You can multiply numbers in any order and you'll get the same answer. This includes when one of the numbers is 0 — the answer is always 0.

Example

Are the following true or false? A) $3 \times 5 = 5 \times 3$

$3 \times 5 = 15$ and
$5 \times 3 = 15$
So it is **true**.
You can see why:

3 rows of 5 ladybirds
$= 3 \times 5 = 15$ ladybirds

5 columns of 3 ladybirds
$= 5 \times 3 = 15$ ladybirds

Multiplication is the same whichever way round you do it.

B) $9 \times 0 = 0 \times 9$

9 lots of zero is zero.
Zero lots of 9 is zero.
So it is **true**.

Any number multiplied by zero (and zero multiplied by any number) always gives zero.

Set A

Find the missing values:

1. $6 + 6 + 6 = \square \times 6 = \square$
2. $11 + 11 + 11 + 11 + 11 = \square \times 11 = \square$
3. $9 + 9 + 9 + 9 + 9 + 9 = \square \times 9 = \square$
4. $7 \times 0 = \square$

List all of the numbers from the box below that are in:

12	18	32	36
45	54	66	70

5. the 6 times table.
6. the 9 times table.
7. both the 6 and 9 times tables.

Copy the diagram below for each question.

Group the dots to show that:

8. $6 \times 2 = 12$
9. $2 \times 6 = 12$
10. Add more dots and show that $6 \times 3 = 3 \times 6 = 18$.

Set B

Answer the following:

1. 7×8
2. 9×6
3. 10×11
4. $3 \times 2 \times 8$
5. 12×0
6. $1 \times 4 \times 9$
7. $3 \times 4 \times 12$

8. Which calculations in the box give the same answer?

8×6	4×12	3×11
12×2	6×8	12×4

Which symbol (<, > or =) should go in each box?

9. $3 \times 6 \square 4 \times 5$
10. $7 \times 9 \square 8 \times 10$

Bananas are sold in bunches. How many bananas are in:

11. nine bunches of three?
12. four bunches of five?
13. twelve bunches of six?
14. two bunches of five and seven bunches of three?
15. four bunches of four and two bunches of ten?

Set C

Find the missing values:

1. $2 \times 4 \times 11 = \square$
2. $\square \times 12 = 3 \times 4 \times 6$
3. $5 \times \square = 40 - 5$
4. $8 \times 9 = 12 \times \square$
5. $2 \times 4 \times 6 = 4 \times \square$
6. $8 \times 8 = 56 + \square$
7. $0 \times 11 = \square - 7$

8. Ali has nine stickers. Bobbi has four times as many as Ali. Cat has eight times as many as Ali. Finish the table below.

Person	Number of stickers
Ali	9
Bobbi	
Cat	

9. Draw a diagram using dots to show that $3 \times 7 = 7 \times 3$

How much more is:

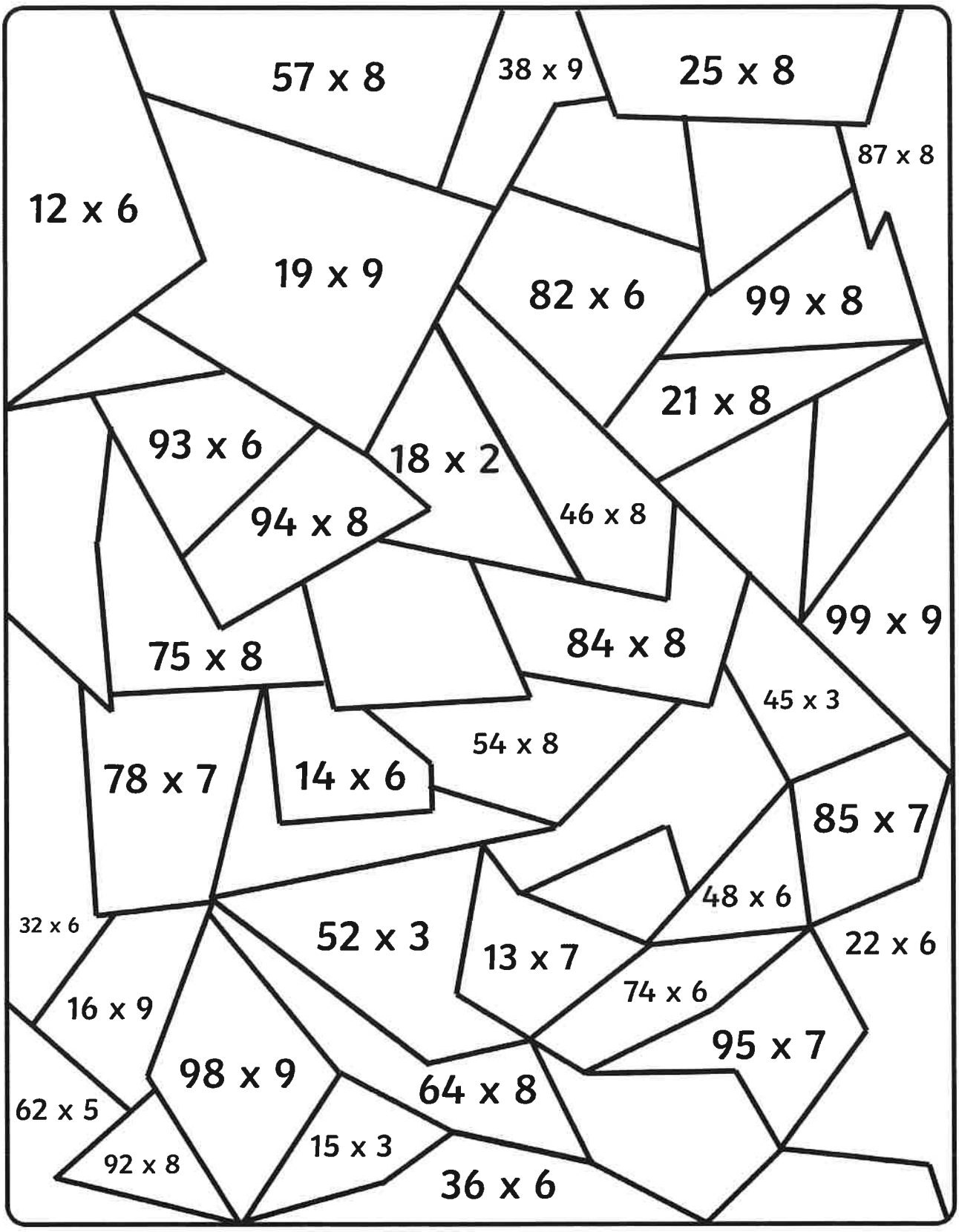
10. 6×5 than 4×5?
11. 8×6 than 8×3?
12. 10×7 than 10×4?
13. 11×5 than 4×11?
14. 12×9 than 8×9?

I can recall and use all the times tables up to 12 × 12.

Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

10-149	150-299	300-449	450-599	600-749	750+
purple	red	yellow	green	orange	blue



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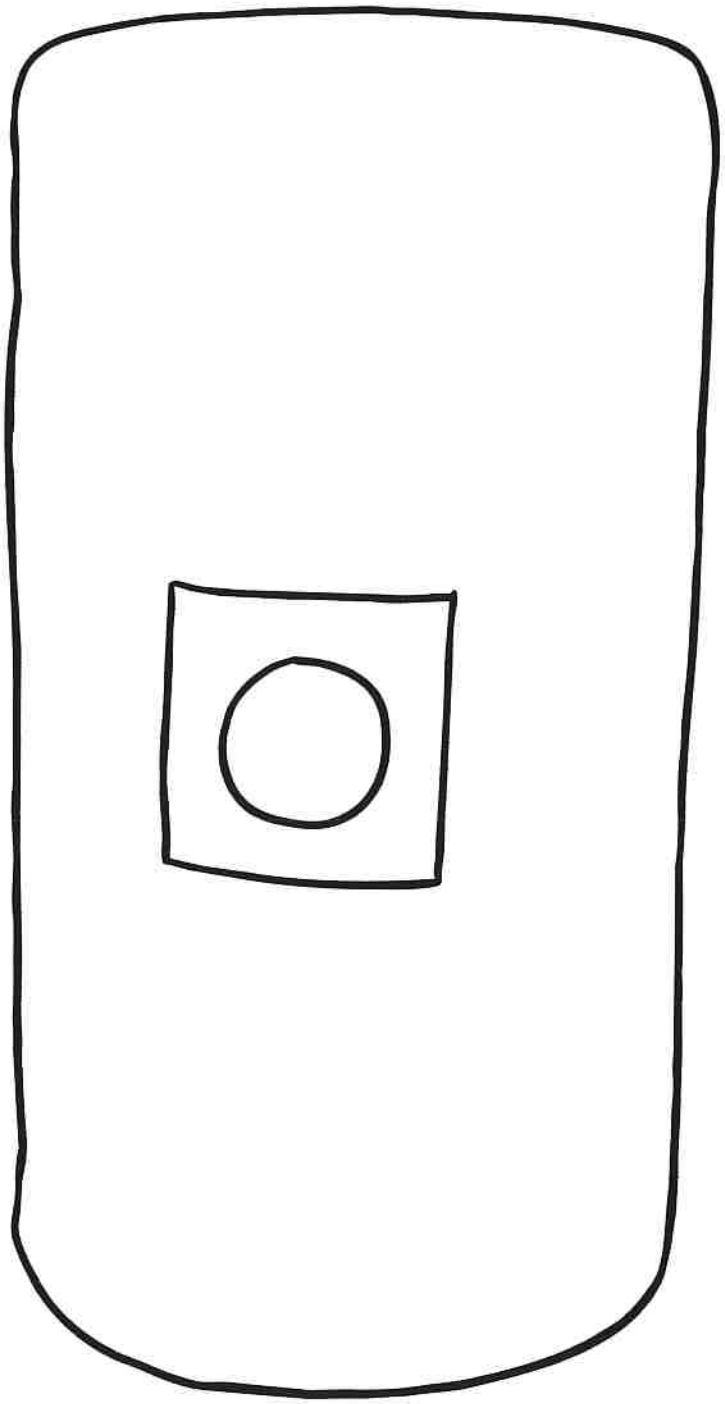
Roman Shield



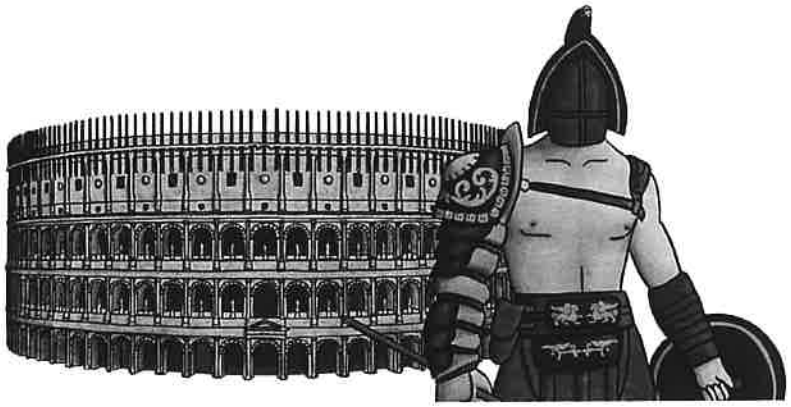
Describe the pattern you drew on the shield. Why did you use the colours you did?

The Captivating Colosseum

The Colosseum, also known as the Flavian Amphitheatre, is an oval-shaped amphitheatre in the centre of Rome – the capital city of Italy. Built from concrete and sand, its construction began in 72AD under the emperor Vespasian and it was completed eight years later. Despite its age, it still remains the largest amphitheatre ever built.

It is estimated that the Colosseum could hold up to 80,000 spectators and was used daily as a place for entertainment such as gladiator contests, animal hunts, re-enactments of famous battles and dramas based on ancient myths.

Although damaged by earthquakes and theft of stone, the Colosseum is still a popular tourist attraction and an iconic symbol of Imperial Rome.



Quick Questions

1. In which year was the building of the Colosseum completed?

2. What does the word 'estimated' tell you about the amount of people that the Colosseum can hold?

3. How does the entertainment at the Colosseum compare to modern-day entertainment?

4. Summarise what you have read in 20 words or less.

Thursday

Year 4

Internet Safety Day

What is Internet Safety Day all about?

Internet Safety Day has been happening since 2005 in over 100 countries worldwide.

The theme this year is 'Be the Change: Unite for a Better Internet'. Generally, if people stick together, report bad use of the Internet and look after each other, the Internet can be a safe place. The day is concerned with making people aware of online safety issues.

The UK Safer Internet Centre

The UK Safer Internet Centre has one mission: to promote the safe and responsible use of technology for young people. The aim is to make children and young people aware of how to use the Internet safely by making good choices and being responsible online.

How can children be kept safe?

What does 'staying safe' on the Internet mean? The Internet is like a huge door to the outside world and this means there are a lot of strangers out there.

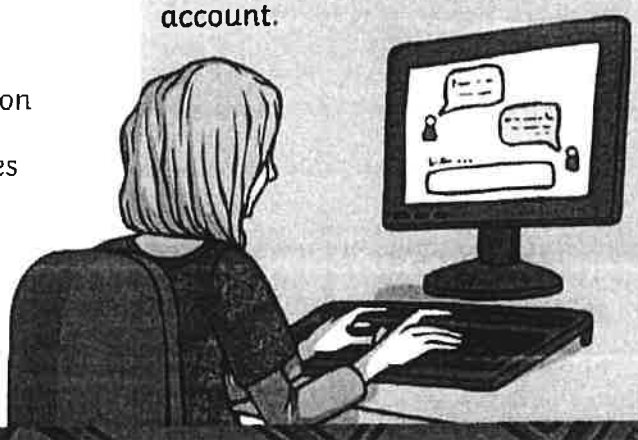
There are some rules which everyone should follow so they make responsible choices and stay safe online.

Some uses of the Internet:

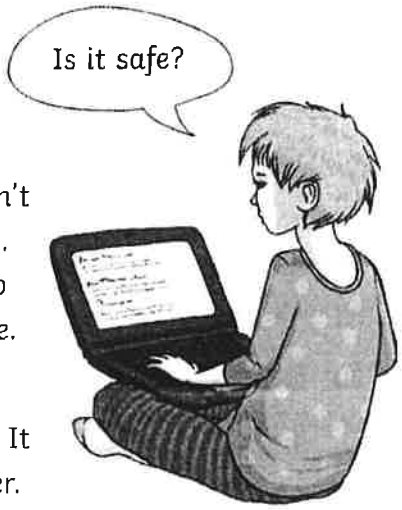
- gaming
- shopping
- learning new information
- reading about celebrities

Did you know?

It is illegal for anyone under the age of 13 years old to have a Facebook account.



Rules for using the Internet



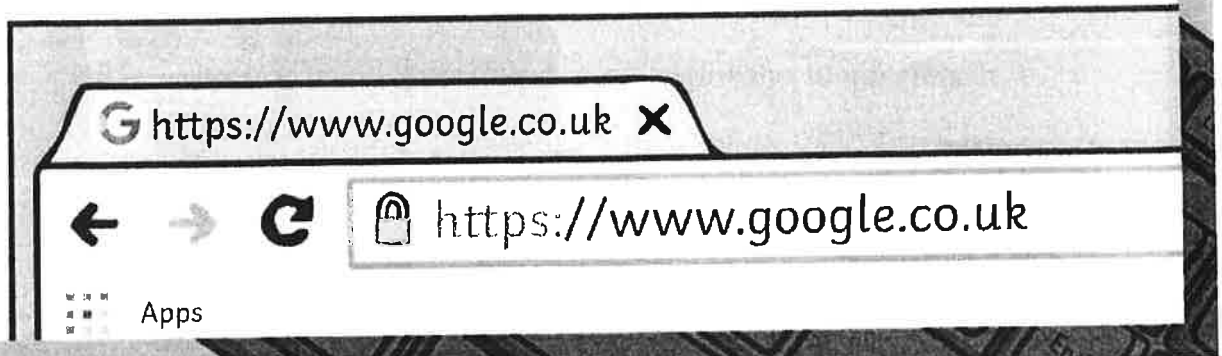
Never share your personal information online. If you were next to a stranger on the bus, you wouldn't suddenly turn to them and tell them where you live or your phone number. So don't pass this sort of information onto someone online. No matter how long you have been 'chatting' to someone, they might not be who they say they are. This means they are still a stranger.

Don't open an attachment sent to you in an email. It could be a virus, which will damage your computer.

Never meet anyone without an adult coming with you. Even if you have been in contact with someone online for some time, meeting them in person on your own is very dangerous. Not everyone can be trusted.

If someone is nasty to you online, or you see something upsetting, tell an adult. You do not have to put up with anything which makes you sad or worried. This is called cyberbullying, and is the same as being bullied face to face – it's just online. It can still make you feel frightened and miserable. Let an adult know straight away!

We can all help make the Internet a safer place. It is a wonderful tool if used properly. However, if it is misused, it can be dangerous. Make the right choices and stay safe online.



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Questions

1. When did Internet Safety Day begin?

2. In your own words, describe the two overall aims of the UK Safer Internet Centre.

3. In the box there are listed some uses of the Internet. Identify two other uses.

4. What does the author compare the Internet to? What do you think of this description?

5. What two pieces of information would be considered personal details?

6. Describe the effects of opening an attachment that has a virus.

7. Explain what rule number three is about.

8. Describe, in detail, what the sentence "Not everyone can be trusted" means.

9. What is the overall purpose of the text, and what is the general message to children?

10. What is cyberbullying and what should you do about it?

Internet Safety Day

What is Internet Safety Day all about?

Internet Safety Day has been marked each year since 2005, in over 100 countries worldwide.

The theme this year is 'Be the Change: Unite for a Better Internet'. It aims to raise awareness of online safety issues and events and activities are happening all across the UK.

The UK Safer Internet Centre

The UK Safer Internet Centre is coordinated by three leading charities: Childnet International, the South West Grid for Learning and Internet Watch Foundation. The centre has one mission: to promote the safe and responsible use of technology for young people. The aim is that children and young people are aware of how to use the Internet safely and responsibly, making good choices and keeping themselves safe.

How can children be kept safe?

It sounds strange to talk about not being 'safe' on the Internet when we are often at home using different devices. However, the Internet is like a huge door to the outside world. This means there are an unimaginable number of strangers out there.

There are some rules which everyone should follow. These rules allow people to make responsible choices and stay safe online.

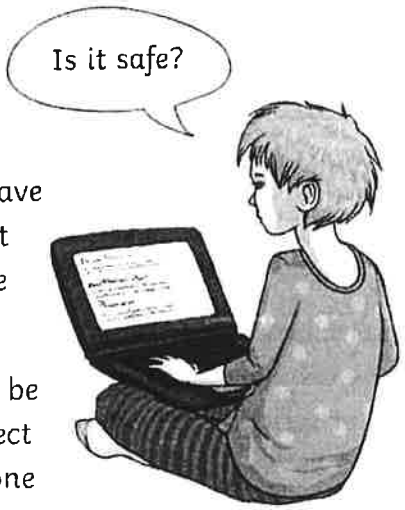
Some uses of the Internet:

- gaming
- shopping
- learning new information

Did you know?

It is illegal for anyone under the age of 13 years old to have a Facebook account.

Never share your personal details online. You wouldn't suddenly tell a person you didn't know what school you go to or what your phone number is, so don't pass this sort of information on to someone online. No matter how long you have been 'chatting' or emailing someone, they might not be the person they say they are. They must be treated as a stranger.

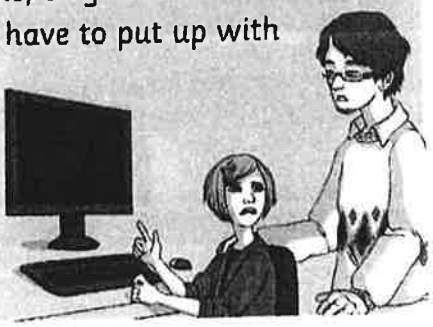


Don't open any attachment on an email. It could be a virus, which will damage your computer or affect your contact list. It could then be sent to everyone you know, harming their devices too.

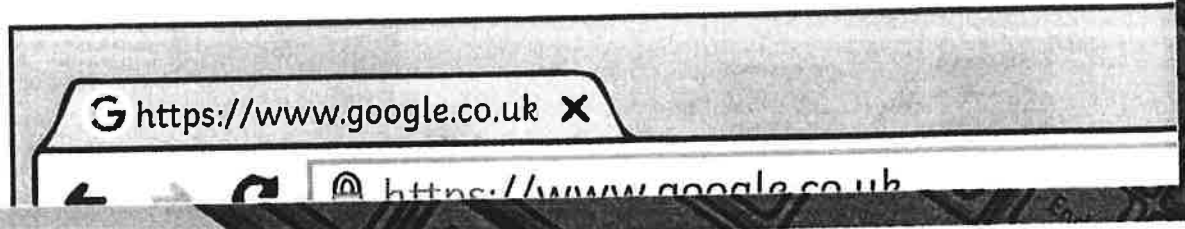
Block any emails from people you don't recognise. Just because they might use your name, if you don't recognise their name, delete and block them.

Never meet anyone without an adult with you. Even if you have been in contact with someone online, meeting them in person on your own is very dangerous. Not everyone can be trusted.

If someone is nasty to you, or about you, online, or you see something upsetting, tell an adult. You do not have to put up with unpleasant behaviour, and bullying online (cyberbullying). Cyberbullying is just as upsetting as face-to-face bullying. Don't be tempted to reply to them. Inform an adult immediately!



We can all help make the Internet a safer place. It is a wonderful tool for many reasons, and can make life a lot easier. However, if it is misused, it can be dangerous and worrying. Make the right choices and stay safe online.



Questions

1. When did Internet Safety Day begin?

2. What is the theme this year, and what do you think it means?

3. Explain what "promote the safe and responsible use of technology for young people" means.

4. In the box, there is a list of some of the uses people have for the Internet. Think of one more use.

5. Why should you not give personal information about yourself to someone on the Internet?

6. What might happen if you open an attachment with a virus on it?

7. What should you do if you are being 'cyberbullied'?

8. What is the general message of this text?

Lines of symmetry

Colour the letters with **no** lines of symmetry.

F D S C T G

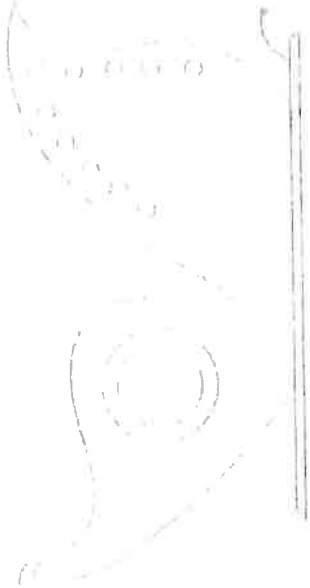
Draw **4** lines of symmetry on the flag.

3. Draw **2** lines of symmetry on the rectangle.

4. Colour the numbers with lines of symmetry.

3 7 1 5 8

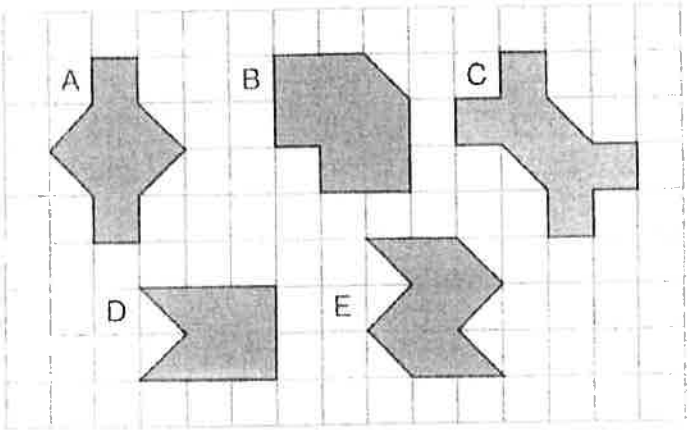
Complete the picture showing the line of symmetry.



6. Draw the lines of symmetry.

Symmetry

1 Look at these shapes.



Which two shapes have two lines of symmetry?
Write their letters below.

☐ and ☐

2 marks

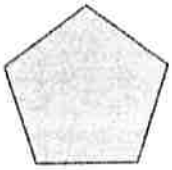
2 Regular polygons are symmetrical.

How many lines of symmetry does a square have?

☐

1 mark

How many lines of symmetry does a regular pentagon have?

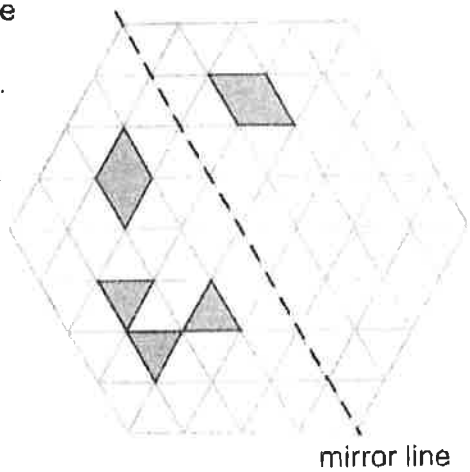


☐

1 mark

3 **A pattern has been drawn on a grid of triangles.**

Shade three more triangles on the diagram so that the pattern is symmetrical about the mirror line.

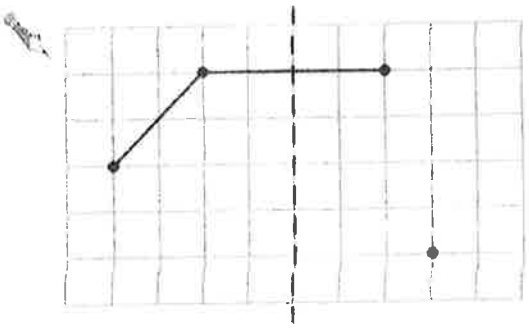


1 mark

Symmetry

4 **The dots on the grid are four vertices of a hexagon.**

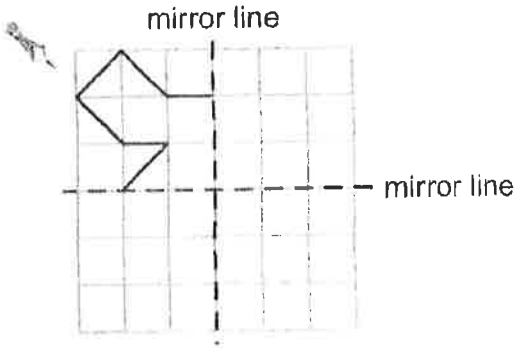
The hexagon is symmetrical about the dashed mirror line.
Complete the hexagon. Two sides have been drawn for you. Use a ruler.



1 mark

5 **Part of a shape has been drawn on this grid.**

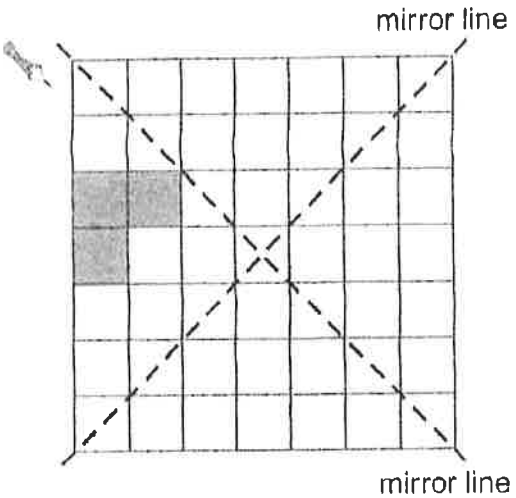
Complete the diagram so that the shape is symmetrical about both mirror lines.



2 marks

6 **This grid has two diagonal mirror lines.**

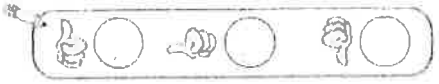
Shade in nine more squares on the grid so that the pattern is symmetrical about both mirror lines.



2 marks

Learning Objective:

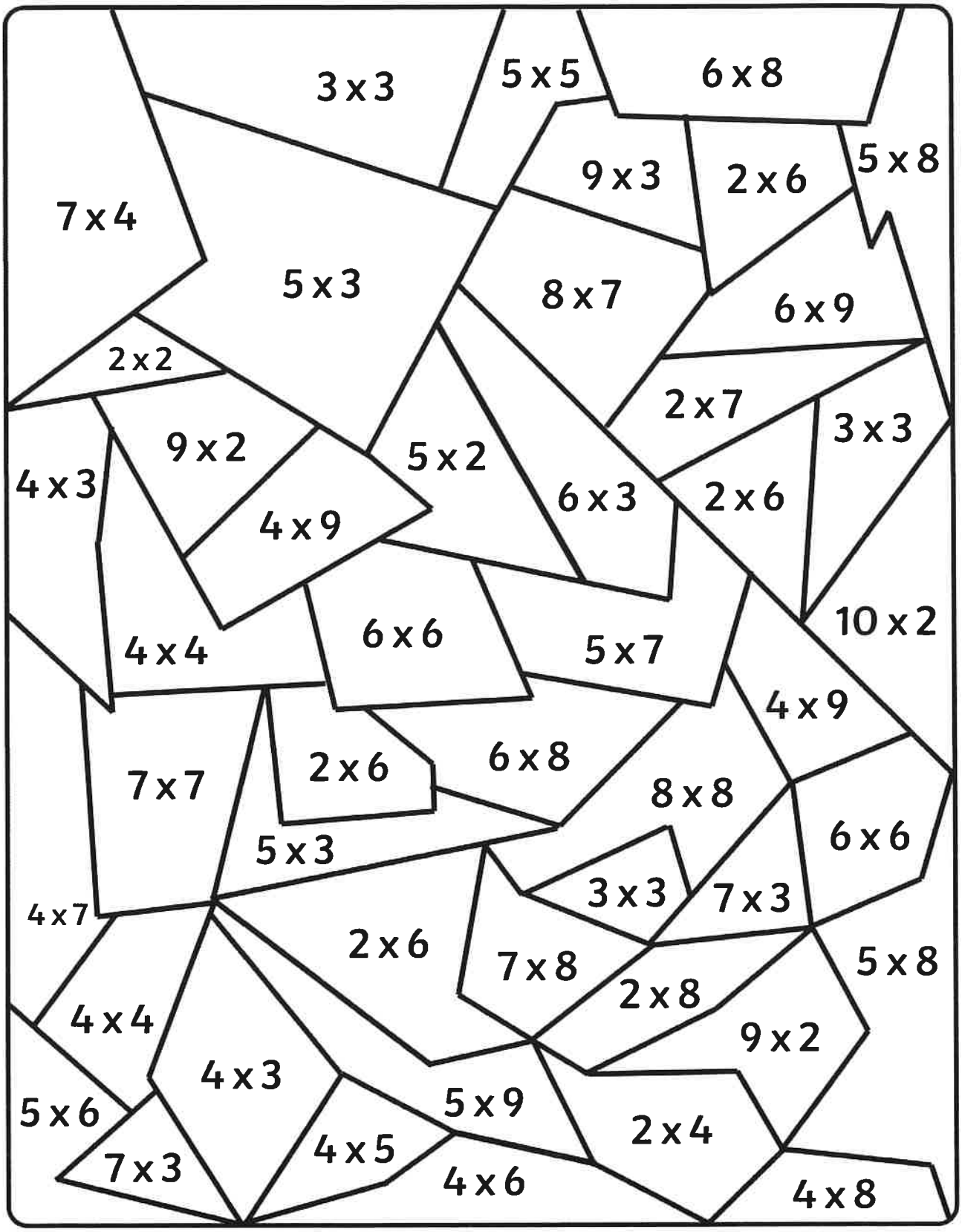
"I can draw a symmetrical shape."



Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10	11-20	21-30	31-40	41-50	51-60	61-70
light blue	purple	pink	yellow	green	orange	dark blue



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Friday

Year 4

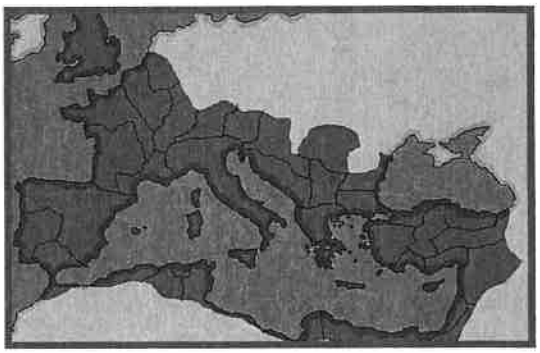
The Romans

From the size of their empire to their strange beliefs, read on to find out more about the mighty group of people known as the Romans.

Who Were the Romans?

Rome is the capital city of modern-day Italy. It was the city at the centre of the Roman Empire. The Roman Empire is the name used for the land that was controlled by the Romans. This includes parts of Europe, North Africa and the Middle East.

The Romans were a group of people who were named after the important city of Rome. However, many soldiers fighting in the Roman army did not come from Rome itself. Instead, they came from one of the many countries which were part of the Roman Empire.

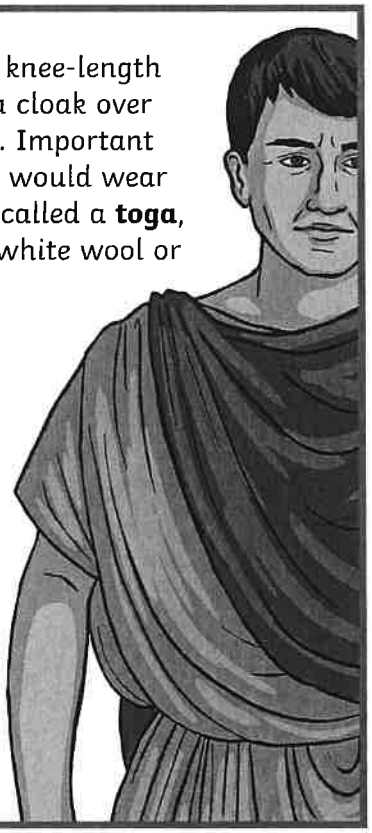


The Roman Empire in AD 117

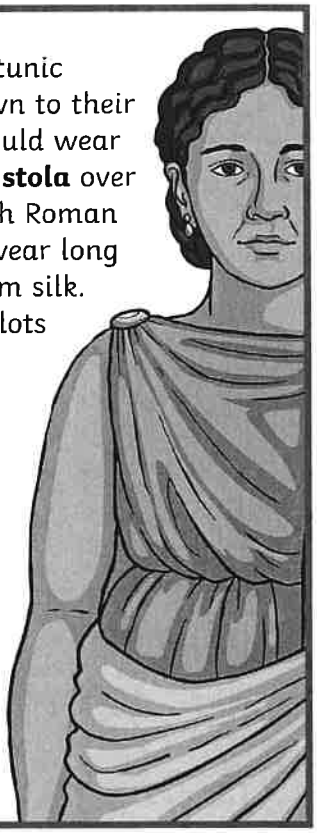
What Did the Romans Wear?

Roman clothing was different for men and women:

Men wore a knee-length **tunic** with a cloak over the top of it. Important Roman men would wear a long robe called a **toga**, made from white wool or linen.

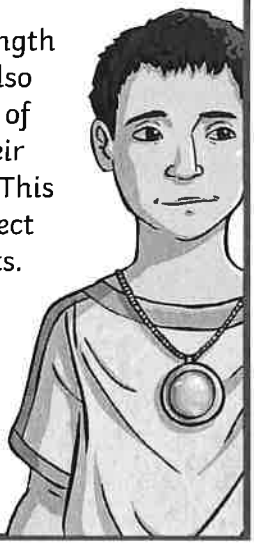


Women wore a tunic which went down to their ankles. They would wear a dress called a **stola** over their tunics. Rich Roman women would wear long tunics made from silk. They also wore lots of jewellery.



The Romans also had different clothing for boys and girls:

Boys wore a knee-length tunic. They would also wear a special piece of jewellery around their neck called a **bulla**. This was thought to protect them from evil spirits. It would be given to them when they were a few days old and they would wear it until they were 16.



Girls wore an ankle-length tunic with a belt made from wool. They also wore a necklace called a **lunula**. It was thought to protect them against the evil eye and would be worn until the day before their marriage.

On their feet, most Romans would have worn sandals or boots made from leather.

What Did the Romans Eat?

The Romans would usually eat three meals per day:

ientaculum

The Romans would eat a breakfast of bread or pancakes with dates and honey.

prandium

For lunch, the Romans would eat a light meal of fish, cold meat, bread and vegetables.

cena

In the evening, poorer Romans would eat vegetables and porridge whereas richer Romans would enjoy a feast, including wine.

What Did the Romans Enjoy?

The Romans did not have much free time. However, when they did, some Romans enjoyed hunting whilst others would watch chariot races. Many enjoyed watching gladiators fighting and wealthy Romans would throw expensive dinner parties to entertain their friends.

Ultimate Times Tables Missing Numbers Challenge

Name: _____ Number Correct: _____

Date: _____ Previous Score: _____

2 × ___ = 8	40 = ___ × 10	12 × ___ = 144	11 × 7 = ___	___ × 3 = 21	48 = 12 × ___
___ × 1 = 3	___ × 4 = 24	___ × 5 = 30	35 = ___ × 5	8 × ___ = 72	8 × ___ = 24
___ = 5 × 2	3 × ___ = 21	4 × ___ = 44	___ × 8 = 40	5 × 4 = ___	120 = ___ × 10
4 × ___ = 16	8 × 11 = ___	48 = 6 × ___	9 × ___ = 36	11 × ___ = 121	___ × 4 = 16
10 × ___ = 60	7 × ___ = 35	9 × ___ = 90	1 × ___ = 8	18 = 3 × ___	9 × ___ = 18
___ × 4 = 8	___ × 9 = 18	___ × 6 = 12	12 × 6 = ___	___ × 6 = 48	30 = ___ × 5
16 = 8 × ___	8 × ___ = 80	7 × 7 = ___	___ × 9 = 63	___ × 9 = 27	9 × ___ = 36
5 × 3 = ___	___ × 2 = 12	___ × 1 = 8	___ × 10 = 30	24 = 4 × ___	2 × ___ = 14
___ × 3 = 30	20 = ___ × 5	___ × 9 = 81	9 × ___ = 54	___ × 7 = 49	8 × 5 = ___
___ × 1 = 12	12 × ___ = 72	36 = 12 × ___	___ × 4 = 12	12 × ___ = 144	3 × ___ = 12
3 × ___ = 18	___ = 3 × 3	10 × 12 = ___	8 × ___ = 64	6 × ___ = 18	___ × 6 = 36
___ × 4 = 44	8 × ___ = 32	8 × ___ = 56	___ = 2 × 7	8 × ___ = 56	___ × 9 = 99
7 × ___ = 14	___ × 4 = 16	___ × 10 = 30	12 × ___ = 132	4 × 10 = ___	28 = 4 × ___
8 × 3 = ___	___ × 7 = 70	5 × ___ = 40	25 = ___ × 5	___ × 2 = 16	9 × 3 = ___
20 = 4 × ___	5 × ___ = 25	___ × 2 = 4	___ × 8 = 16	___ × 4 = 28	5 × ___ = 25
11 × ___ = 99	___ × 3 = 33	9 × 5 = ___	24 = 8 × ___	9 × ___ = 45	7 × ___ = 21
___ × 3 = 12	___ × 4 = 36	3 × ___ = 12	77 = 11 × ___	___ × 6 = 72	___ × 4 = 24
9 × ___ = 18	___ = 7 × 1	8 × ___ = 32	___ × 6 = 18	3 × 3 = ___	12 × ___ = 24
5 × 10 = ___	___ × 11 = 66	___ × 9 = 45	___ = 11 × 8	8 × ___ = 48	___ × 5 = 45
___ × 2 = 6	___ × 6 = 36	48 = ___ × 4	12 × ___ = 144	5 × ___ = 60	7 × ___ = 49
___ × 3 = 21	10 × ___ = 50	5 × ___ = 10	15 = ___ × 3	4 × ___ = 12	___ × 8 = 96
8 × ___ = 40	18 = ___ × 3	9 × 1 = ___	2 × ___ = 12	7 × ___ = 42	3 × ___ = 24
11 × 2 = ___	9 × ___ = 27	___ × 7 = 14	9 × ___ = 27	66 = ___ × 6	5 × ___ = 15
___ × 12 = 60	10 × 10 = ___	12 × ___ = 84	___ × 2 = 16	32 = 8 × ___	___ × 12 = 144

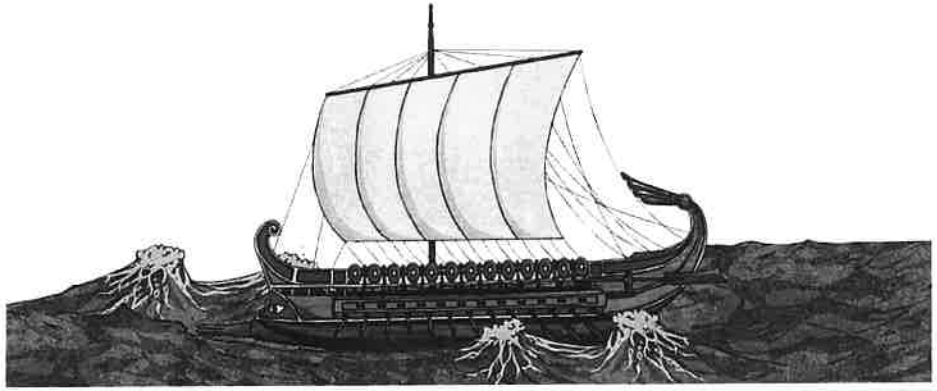
Defeat or Retreat?

We had almost made it to Britain after a horrendous journey – my tunic was soaked and the iron studs of my caligae kept slipping around on the wet floor of the boat.

At 20,000 legionaries strong and our greatest general, Caesar, at the helm, we thought we could conquer and settle on these new shores; I would finally get the land I was promised for my family after all this time...

But as we approached the coast, the waves violently lapped over the sides of the boat. Atop the cliffs stood thousands of warriors, painted in blue woad, wielding long swords and firing arrows from finely crafted bows.

Defeating them, especially in this weather, would be impossible – we would surely perish. Caesar gave the command; we headed back to Gaul.



Quick Questions

1. Through whose eyes is this story told?

2. Find and copy two words or phrases which tell you that the journey was unpleasant.
   - _____
   - _____

3. What do you think caligae are? Explain your answer.

4. What do you think happened in the months after this event?