

## Work Packs for Year 4 week 6

Work should be completed in the book.

Work can be completed on the computer and printed out and stuck in

	Reading	Writing	Maths	Other
Day 1	Read the picture - Girl on a house on a dragon.  Answer the questions below.	Investigate the spelling rule for adding 'in-', 'il-', or 'im-' to the beginning of words.	Place value of 4 digit numbers  Don't forget you can go on Mathletics to support your understanding	Make a fitness routine and put your family through their paces.  <b>Check on Purple Mash each day for new tasks to complete.</b>
Day 2	Read Mary Anning ( <b>on Bug Club</b> ) Pages 1-11) and answer the questions below.	Investigate how to find words in a dictionary using the first three letters of the word.	Comparing decimals  Don't forget you can go on Mathletics to support your understanding	Sketch something in your house/garden. Evaluate what you've drawn. If you were to do this again, what would you change?
Day 3	Read Mary Anning (Pages 12-21) and answer the questions below.	Investigate words that have their origin in Latin or Ancient Greek.	Rounding decimals  Don't forget you can go on Mathletics to support your understanding	Design your own indoor sports game. How can you make it easier or harder?
Day 4	Read Mary Anning (Pages 22-31) and answer the questions below.	Investigate the meaning of words when different prefixes are added (e.g. 're-', 'sub-', 'inter-', 'anti-' and 'auto-')	6 times tables: multiplication facts and division facts.  Don't forget you can go on Mathletics to support your understanding	Design different paper aeroplanes, how can you make them fly further, how can you make them fly for longer. Predict and explain your method.
Day 5	Sentence Challenge - It must be magic.  Complete the sentences.	Investigate the ways of spelling the 'sion/tion/cian etc' at the end of words.	7 times tables: multiplication facts and division facts.  Don't forget you can go on Mathletics to support your understanding	Design a meal for your family, what items would you need? How much of each would you need? How can you make it healthier? Write a recipe for the meal.

## Reading - Week 6:

### The girl on a house on a dragon.



- What happened before this picture?
- How did the house get on top of the dragon? Who tied it onto the dragon's back?
- Is the dragon happy about this?
- How do the girl and the dragon know one another?
- Why is the girl sitting on top of the house and not inside it?
- Is anyone else inside the house?
- Where did the kites come from?

### Mary Anning (Pages 1-11)

Find some words that you do not know the meaning of, look them up in a dictionary. Keep these in your mind, can you use them at all in your writing?

How does Mary find fossils?

How did the fossil get into the rock?

How does Mary feel about being a fossil hunter?

How does Mary feel when she's out in the cold finding fossils?

Why do some people find fossils interesting?

### Mary Anning (Pages 12-21)

Find some words that you do not know the meaning of, look them up in a dictionary. Keep these in your mind, can you use them at all in your writing?

What did Mary do with the fish?

How did this help her?

Was Henry de la Beche a good friend to Mary?

What did the other scientists think of Mary?

Would it have been different if she was a man?

### Mary Anning (Pages 22-31)

Find some words that you do not know the meaning of, look them up in a dictionary. Keep these in your mind, can you use them at all in your writing?

What did the third fossil look like?

How was the third fossil different from the ichthyosaur and plesiosaur?

How do we know that Mary is now famous?

How has her shop changed?

Was Mary lucky in her life?

Was she unlucky to have been born a poor girl?

### It must be magic



All she could hear was the faint buzz, like a bee settling down on a flower, coming from the thing she held so protectively in front of her.

I have used a simile to describe the noise coming from the object.

Can you use a simile to add a description to these sentences?

The light glowed in her hands like\_\_\_\_\_.

The noise was rising from the thing in her hands like \_\_\_\_\_.


Suddenly, the orb exploded like \_\_\_\_\_.

## English Tasks - Week 6:

Day 1: A prefix is an affix which is placed before the root of a word. Adding it to the beginning of one word changes it into another word. Use the words given and think of a rule that applies to the different prefixes.

### *il-, im- or in-?*

Use these examples of words to investigate when to use the prefixes *il-*, *im-* or *in-*. You can cut the cards out, colour-code them or join them with lines – it is up to you as the detectives!



illegal	inaccurate	impatient
immature	inactive	immortal
impossible	incorrect	illogical
indirect	illegible	insufficient
imperfect	immovable	incapable

Day 2: Use a dictionary and fill in the sheet below.

## Dictionary detective

Use a dictionary to find two examples of words that begin with each of the letter strings given. Take care to spell the words correctly.

<b>beh-</b>		
<b>arr-</b>		
<b>apo-</b>		
<b>suf-</b>		
<b>ele-</b>		
<b>pop-</b>		
<b>fas-</b>		
<b>exp-</b>		

Day 3: Work through the Year 3 and 4 spelling words (below) and try to identify which words have a Latin origin and which words have an Ancient Greek origin. What is the difference between the different origins? Which origin do you find harder to spell? Can you find anymore words from these origins?

### Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Day 4: Complete the task on prefixes below. Have a try first and then check your answer. Remember trying and getting it incorrect, is better than not trying at all!

## Prefix profiles

Write examples in each column of words that use the prefix given. Think about what the prefix might mean and write your ideas in the box below.


<i>re-</i>	<i>sub-</i>	<i>inter-</i>
Example words:	Example words:	Example words:
What the prefix might mean:	What the prefix might mean:	What the prefix might mean:
<i>super-</i>	<i>anti-</i>	<i>auto-</i>
Example words:	Example words:	Example words:
What the prefix might mean:	What the prefix might mean:	What the prefix might mean:

Day 5: Complete the task below about different suffixes that sound the same. A suffix is an affix which is placed after the root of a word. Adding it to the end of one word changes it into another word.

## **Mission: -tion, -sion, -ssion and -cian**

**Cut out the word cards and sort them into groups that spell their ending in the same way. Can you find a rule to help you know which spelling to use?**

**TIP:** Look carefully at the spelling of the root word, thinking about what it would have been before the suffix was added (e.g. 'hesitation' comes from the word 'hesitate').



invention	extension	confession
comprehension	hesitation	tension
expression	musician	permission
magician	education	injection
attention	discussion	politician
action	electrician	expansion
admission	intention	completion
suspension	protection	concentration
reflection	mathematician	instruction
direction	obsession	communication



## Maths Tasks - Week 6:

Day 1: Partition the numbers below. Then write the number that comes next.

### 1000s, 100s, 10s and 1s

Recognise the place value of each digit in 4-digit numbers



- 1 For each number in the table write the place value of each digit.

Example  $3628 = 3000 + 600 + 20 + 8$

- 2 Write the number that comes after each number (1 more).

Example 3629

Challenge  
1

	Question 1	Question 2
a 278		
b 491		
c 508		
d 651		

Challenge  
2

	Question 1	Question 2
a 1276		
b 2851		
c 3863		
d 4277		

Challenge  
3

	Question 1	Question 2
a 5439		
b 6376		
c 7386		
d 7408		



Play 'I am thinking of a number' with someone at home.

- Think of a 3- or 4-digit number and secretly write it down.
- Tell the person the value of each digit but not in order.
- Can they work out your number?

Day 2: Make numbers with decimals using the cards, then order them.

## Decimal ordering (I)

Compare numbers with one decimal place

Challenge 1

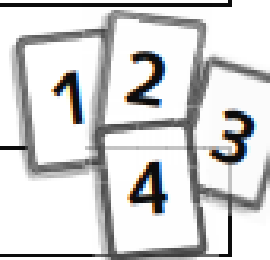
- 1 Using the digits 1, 2, 3, make up as many 1-digit numbers to 1 decimal place as you can, e.g. 3.1.



- 2 Put them in order, smallest to largest.

Challenge 2

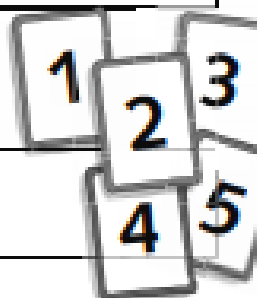
- 1 Using the digits 1, 2, 3, 4, make up as many 2-digit numbers to 1 decimal place as you can, e.g. 24.2.



- 2 Put them in order, smallest to largest.

Challenge 3

- 1 Using the digits 1, 2, 3, 4, 5, make up as many 2-digit numbers to 1 decimal place as you can, e.g. 31.5.



- 2 Put them in order, smallest to largest.



Read out your decimal numbers, in order, to someone at home, then ask them to listen carefully to check that the order is correct.

Day 3: Make decimal numbers and then round to the nearest whole number.  
Remember if you are rounding to the nearest whole number, the tenths tell you whether to round up or down.

## Decimal rounding

Round decimals with 1 decimal place to the nearest whole number

Challenge 1

- Using the digits 1, 2, 3, 4, make up ten 2-digit numbers to 1 decimal place, e.g. 43.2. Write your numbers in the table provided.
- Round them to the nearest whole number.



My numbers	Rounded to the nearest whole number

Challenge 2

- Using the digits 3, 4, 5, 6, make up ten 1-digit numbers to 1 decimal place, e.g. 4.6. Write your numbers in the table provided.
- Round them to the nearest whole number.



Challenge 3

- Using the digits 5, 6, 7, 8, 9, make up ten 1-digit numbers to 1 decimal place as you can, e.g. 8.6. Write your numbers in the table provided.
- Round them to the nearest whole number.



Write some decimals here for someone at home to round to the nearest whole number. Check that they get them right!

Day 4: Write the multiple that comes before and after the given numbers. Use the strategy shown to work out the answers.

# The 6 multiplication table

Recall multiplication and division facts for the 6 multiplication table

Challenge  
1

Write the multiple of 6 that comes before or after these numbers.

	Before
a 36	
b 12	
c 24	
d 54	

	After
a 66	
b 48	
c 40	
d 18	

Challenge  
2

Use the strategy shown to write the answer to the 6 multiplication calculation.

Example

$5 \times 6$

$5 \times 4$     $5 \times 2$

20   +   10   =   30

$5 \times 6$

$5 \times 5$     $5 \times 1$

25   +   5   =   30

$5 \times 6$

$5 \times 3$     $5 \times 3$

15   +   15   =   30

1 a	$4 \times 6$
b	$9 \times 6$

2 a	$8 \times 6$
b	$7 \times 6$

3 a	$8 \times 6$
b	$9 \times 6$

Challenge  
3

Find the division number sentence for 6 that matches the multiplication number sentence. Join them together using a ruler. Write the answers.

$480 \div 6 =$
$360 \div 6 =$
$420 \div 6 =$
$540 \div 6 =$

$60 \times 6 =$
$80 \times 6 =$
$90 \times 6 =$
$70 \times 6 =$



Look for multiples of 6 all around you – at home and when you’re out. On the back of this sheet, draw or write about at least four examples of multiples of 6 you found, and where you found them.

Day 5: Complete the multiplication and division facts. Complete the table, think about how to multiply by a 10s number.

# The 7 multiplication table

Recall the multiplication and division facts for the 7 multiplication table

Challenge 1

Multiply the number in the middle by the number in each petal. Write each answer beside its petal.

1

5

9

0

8

3

6

2

7

8

1

6

9

3

3

6

9

7

4

7

8

Challenge 2

Complete the multiplication and division facts.

a

$7 \times \square = 28$

b

$6 \times 7 = \square$

c

$\square \times 7 = 56$

d

$84 \div \square = 7$

e

$7 \times \square = 35$

f

$70 \div 7 = \square$

g

$\square \times 7 = 77$

h

$\square \div 6 = 7$

i

$63 \div \square = 7$

j

$7 \times \square = 49$

k

$\square \times 7 = 21$

l

$56 = \square \times 7$

Challenge 3

Complete the table below.

x	0	3	4	6	7	9	20	30	70
3				18					
9								270	
6									
8		24							
7									



Make your own set of 1–12 number cards. Write the numbers 1 to 12, one in each section and cut out your cards.

How to play:

Shuffle the cards and place them face down on the table. Turn over a card. Multiply the number on the card by 7. Keep the card if you are correct. Practise other multiplication facts too.



## Work Packs for Year 4 Week 7

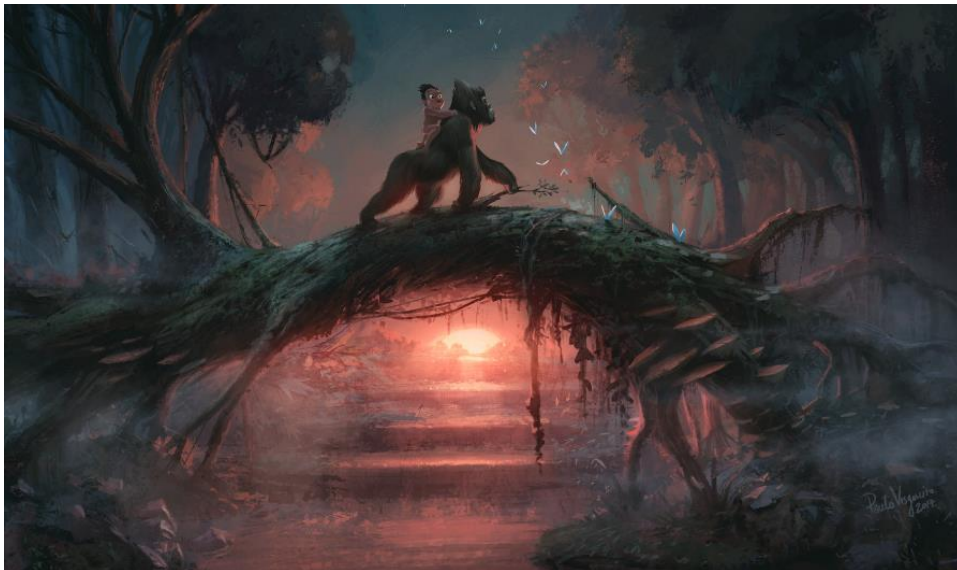
Work should be completed in the book.

Work can be completed on the computer and printed out and stuck in

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Other</b>
Day 1	Read the picture -Tarzan  Answer the questions below.	Fronted adverbials.	Reflecting shapes  Don't forget you can go on Mathletics to support your understanding.	Read the PowerPoint slides on volcanoes. Take notes, you will need to use these later on in the week.
Day 2	Read Death of the Dinosaurs (on Bug Club) (pages 1-11) and answer the questions below.	Comparative and superlative adjectives. Complete the worksheets.	Lines of symmetry  Don't forget you can go on Mathletics to support your understanding	Label the picture of a volcano. Then write what happens at each place (in your own words)
Day 3	Read Death of the Dinosaurs (pages 12-24) and answer the questions below.	Comparative and superlative adjectives. Describe the 7 dwarfs.	Translating shapes  Don't forget you can go on Mathletics to support your understanding	Complete the worksheet about the Ring of Fire, locate where the different volcanoes are.
Day 4	Read a book on Bug club. Summarise the main points you have read.	Multi-clause sentences. Identify the main clause and the subordinating clause.	Ordering angles  Don't forget you can go on Mathletics to support your understanding	Compare 2 volcanoes on the PowerPoint. Think about the similarities and differences.
Day 5	Read the picture - Please take care of this bear	Complete the quizzes from this week.	Triangle search. (See help sheet below)  Don't forget you can go on Mathletics to support your understanding	Create a booklet explaining the different types of volcanoes. Include key subject words.

## Reading - Week 7:

### Tarzan



- Describe this setting. How could you describe the trees? The vines? The light and shadows?
- What time of day is it?
- Why is Tarzan riding on the back of an ape?
- Can Tarzan trust the ape? Can the ape trust Tarzan?
- Where are they going?
- Compare the stories of Tarzan and Mowgli (The Jungle Book). What's similar and what's different?

### Death of the Dinosaurs (Pages 1-11)

How might a meteor have killed the dinosaurs?

What happened when the meteor fell?

Why is the layer of iridium interesting to scientists?

How might it have got into the rock?

Why didn't all life on Earth die when the meteor hit?

What sort of animals survived?

### Death of the Dinosaurs (Pages 12-24)

What happened to Pangaea?

How was it like a jigsaw?

Why did the change in the weather kill the dinosaurs?

What was Earth like at this time?

What would life on Earth be like if the dinosaurs had not died out?

Would humans exist? Why?



## Please take care of this bear



Who is the bear on the platform?

Why is he all alone at a train station?

Who wrote the tag around his neck?

What lies beneath his bright, red hat?

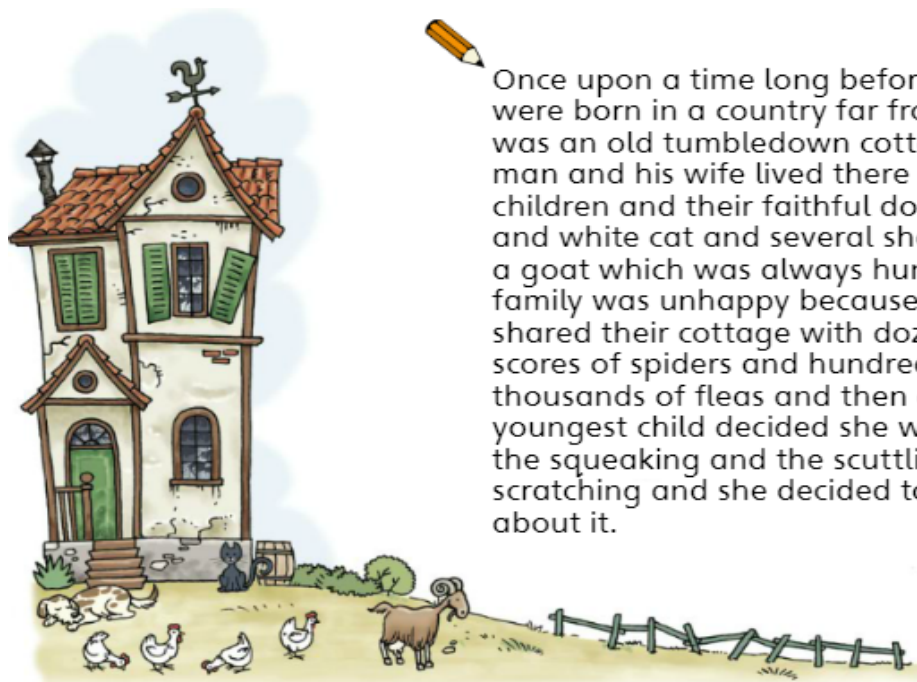
Why can't the bear stay at the station?

In what way is this bear similar/different to a 'normal' bear?

What will happen to the bear next? What does it mean by 'this particular bear's journey was really just beginning'?

## English: Week 7

Day 1: Fronted adverbials. Read through the text below. Underline the fronted adverbials and add in the correct punctuation. Then read the passage, how does the punctuation change the way you read it?



Once upon a time long before any of us were born in a country far from here there was an old tumbledown cottage and a poor man and his wife lived there with their three children and their faithful dog and a black and white cat and several shabby hens and a goat which was always hungry and this family was unhappy because they also shared their cottage with dozens of mice and scores of spiders and hundreds of ants and thousands of fleas and then one day the youngest child decided she was fed up of all the squeaking and the scuttling and the scratching and she decided to do something about it.

## Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Totally overwhelmed,
Later,	Never before,	North of here,	Carefully,	



Day 2: Using a combination of comparative and superlative adjectives. Complete the worksheets on comparative and superlative adjectives.

## What Is a Comparative Adjective?

A **comparative adjective** is used to compare one person, action, thing or state to another. It adds the **suffix -er** to the original adjective.

e.g. **brighter**

'bright' is the original adjective.

'-er' is the suffix.

It is comparing **two things** only.  
E.g. Sam's torch is brighter than John's torch.

## What Is a Superlative Adjective?

A **superlative adjective** is used to compare one person, action, thing or state to **all others** in the same group. It adds the **suffix -est** to the original adjective.

e.g. **quietest**




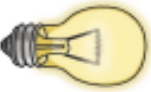



'quiet' is the original adjective.









'-est' is the suffix.

It is comparing **more than two things** only.  
E.g. Aisha is the quietest in the class.

# Comparatives and Superlatives

Write the comparative and superlative form of the adjectives listed below. The first one has been completed.

	adjective	comparative	superlative
1	happy 	happier	happiest
2	late 		
3	shy 		
4	bright 		
5	kind 		
6	poor 		
7	sunny 		

8	cold 		
9	stupid 		
10	soft 		
11	fat 		
12	sad 		
13	early 		
14	young 		
15	clean 		



Day 3: Using a combination of comparative and superlative adjectives, think of 10 sentences to describe and compare the 7 dwarfs from Snow White and the 7 Dwarfs.

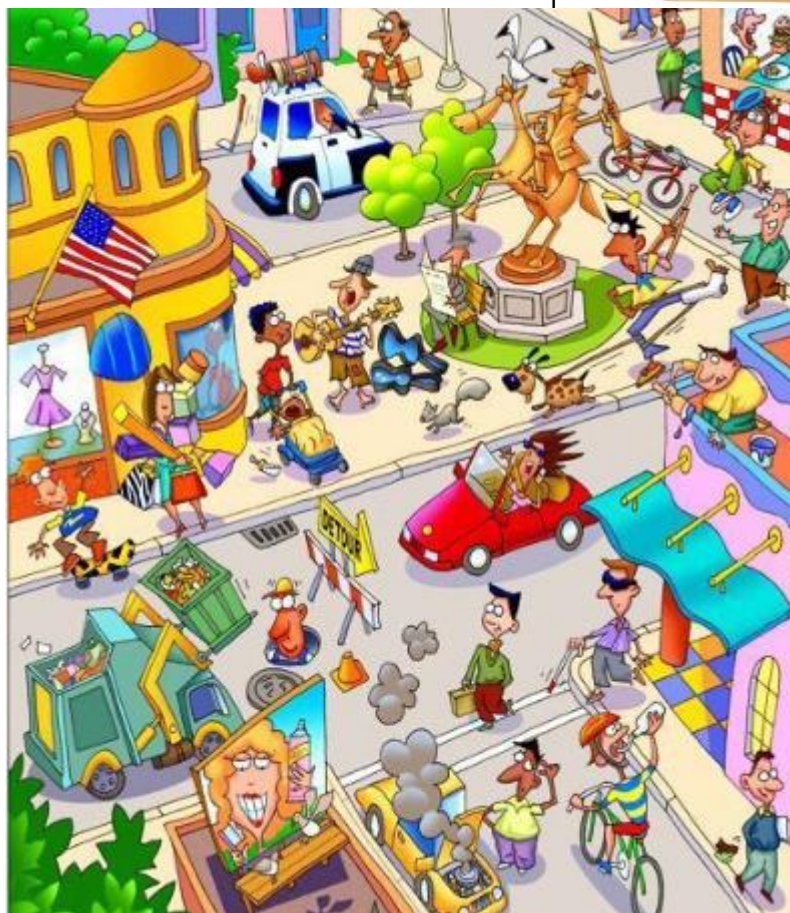
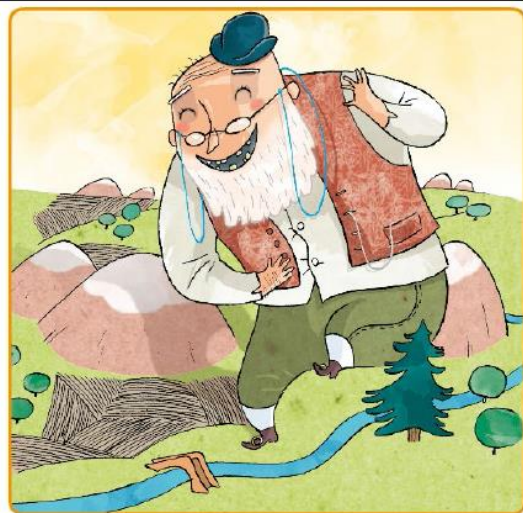


Day 4: Multi-clause sentences. Identify the main clause and subordinating clause below. Write 5 of your own, underline the main clause - can you include any prepositions? Use the picture for inspiration if you cannot think of your own.

The giant laughed  
whenever he  
was happy.



Whenever he was  
happy, the giant  
laughed.





Day 5: Complete the quizzes below.

### Question 1

A comma is:

- a) a punctuation mark that separates parts of a sentence or items in a list, and is read as a short pause
- b) a long, deep sleep
- c) a punctuation mark that shows the end of a sentence.

### Question 3

Which of these sentences has the comma in the right place?

- a) For lunch, we had roast beef Yorkshire, pudding and vegetables.
- b) For lunch, we had roast beef Yorkshire pudding and, vegetables.
- c) For lunch, we had roast beef, Yorkshire pudding and vegetables.

### Question 1

A conjunction is:

- a) a word that links parts of a sentence together
- b) a nasty disease of the eye
- c) the name of a person, place or thing.

### Question 3

A subordinate clause is:

- a) a clause that couldn't be a sentence on its own
- b) a small animal like a rabbit
- c) a word that tells you what is happening in a sentence.

### Question 2

Punctuation marks:

- a) are clauses that can be used as sentences on their own
- b) tell us how to read a piece of writing so that the meaning is clear
- c) give you a flat tyre.

### Question 4

Which of these sentences has the comma in the right place?

- a) Once upon a time, there was a wicked goblin.
- b) Once upon, a time there was a wicked goblin.
- c) Once, upon a time there was a wicked goblin.

### Question 2

A main clause is:

- a) a scary animal like a bear
- b) a clause that could be used as a sentence on its own
- c) a word that tells you more about what is happening in the sentence.

### Question 4

Which of the following is a subordinate clause?

- a) the giant's stomach rumbled
- b) because he was hungry
- c) he ate a massive sandwich.

## Maths Tasks - Week 7:

Day 1: Draw on the reflection (put a mirror on the line and it should look the same as when you remove the mirror)

### Reflecting 2-D shapes

Reflect 2-D shapes along a line of symmetry

You will need:

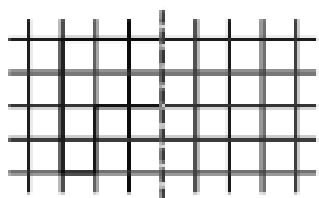
- coloured pencils
- ruler

Challenge

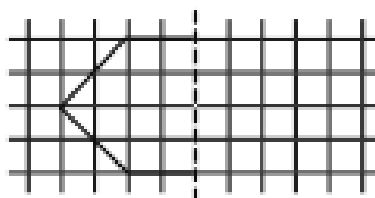
1

Draw the reflection of each half shape then colour the matching half.

a



b



Challenge

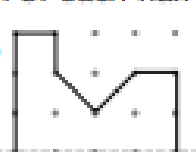
2

Draw the reflection of each half shape.

a



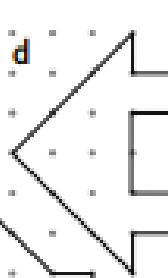
b



c



d



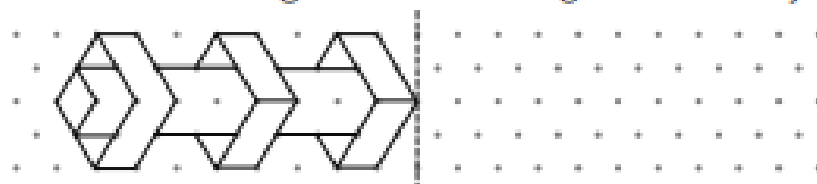
e



Challenge

3

Reflect the half design. Colour the design to show its symmetry.



Here are two ideas for you to choose from. On the back of this sheet, draw the logos and mark the lines of symmetry with dotted red lines.

- 1 Go online. Find six or more car logos that are symmetrical.
- 2 If you don't have access to the Internet, look at cars parked outside your home or find car logos in the motoring section of a newspaper.



## Day 2: Reflect the shapes so they still have lines of symmetry.

### Two lines of symmetry

Reflect shapes in lines of symmetry



You will need:

- coloured pencils

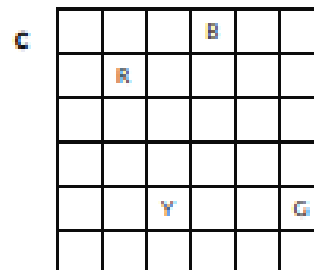
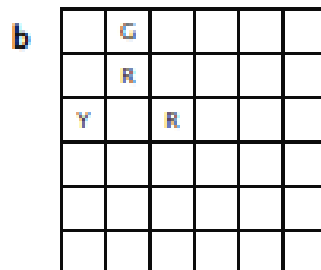
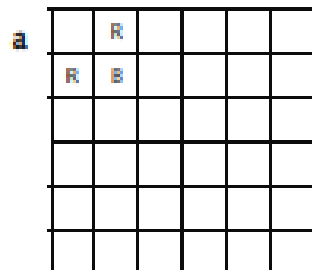
Hint

R = red      B = blue  
G = green   Y = yellow

Use one colour at a time.

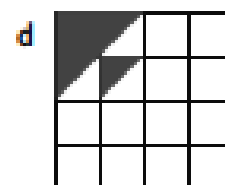
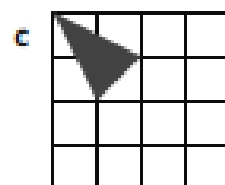
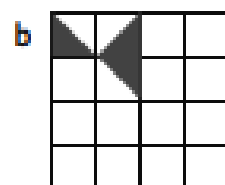
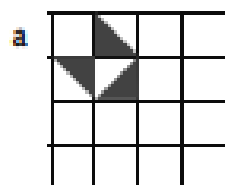
Challenge 1

- In each grid, colour the squares using the code in the hint box.
- Reflect the coloured squares in both lines of symmetry to complete the pattern.



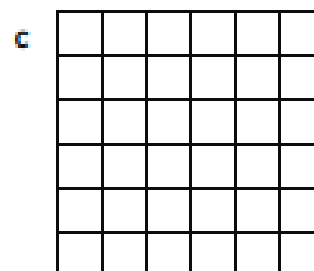
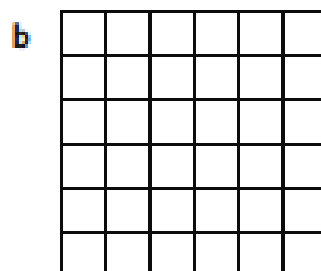
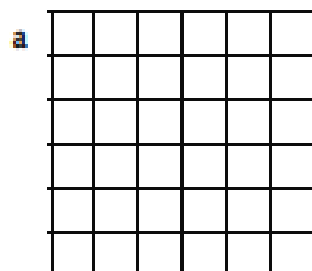
Challenge 2

Complete the designs so that each design has two lines of symmetry.



Challenge 3

Make three different patterns, each with two lines of symmetry.



Here are two ideas for you to choose from. Draw your shapes or patterns and the lines of symmetry on the back of this sheet.

- Go online. Find Roman mosaics that have two lines of symmetry. Choose a simple design and make a sketch of it.
- If you don't have access to the Internet, look for symmetrical shapes in your home instead – shapes in carpets, tiles, curtains, furniture, etc.

Day 3: Translating shapes, use the grids to move the shape and then write the coordinate (Remember 'along the corridor, up the stairs')

# Translating shapes

Translate a shape on a square grid with numbered lines

You will need:

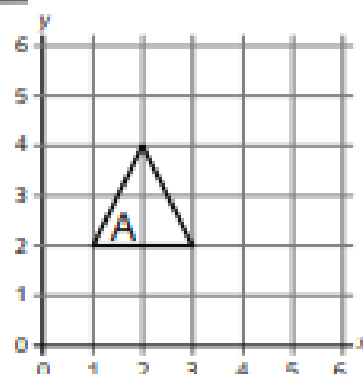
- ruler

Challenge 1

1 Translate shape A, 3 squares to the right to make shape B.

2 List the coordinates of shape B.

(, ), (, ), (, )



Challenge 2

1 Translate shape C:

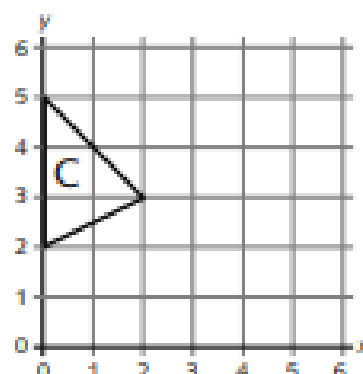
a 2 squares to the right then 1 up to make shape D.

b 2 squares to the right then 2 down to make shape E.

2 List the coordinates of:

a Shape D: (, ), (, ), (, )

b Shape E: (, ), (, ), (, )



Challenge 3

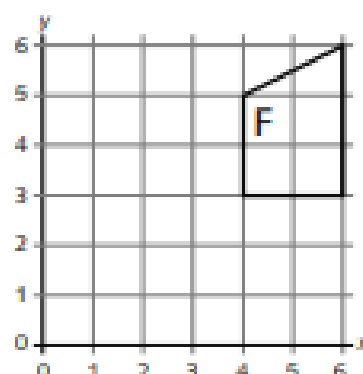
Translate shape F:

1 2 left, 1 down to make shape G.

2 4 left, 2 down to make shape H.

3 2 left, 1 up to make shape I.

4 4 left to make shape J.



Here are two ideas for you to choose from. Sketch the patterns on the back of this sheet.

- 1 Use an internet search engine to look up brick wall designs. Find two or three different designs that involve the translation of whole and half bricks.
- 2 Look up curtains, carpets, tiles, clothing etc. for patterns that involve translation. Choose one and sketch the pattern.

Day 4: Cut the angles towards the bottom of the page and order them. Fill in the table. Think about how you can make a right angle. See below for some help.

## Angles in order

Compare and order angles up to two right angles by size

You will need:

- scissors

Challenges

1, 2, 3

Cut out the angles below.

In the table, write the letters of the angles in order from the most acute (1) to the most obtuse (9).

Order	1	2	3	4	5	6	7	8	9
Angle									

Challenges

2, 3

Find pairs of angles that together make two right angles.

List the pairs of angles.  + ,  + ,  + ,  +

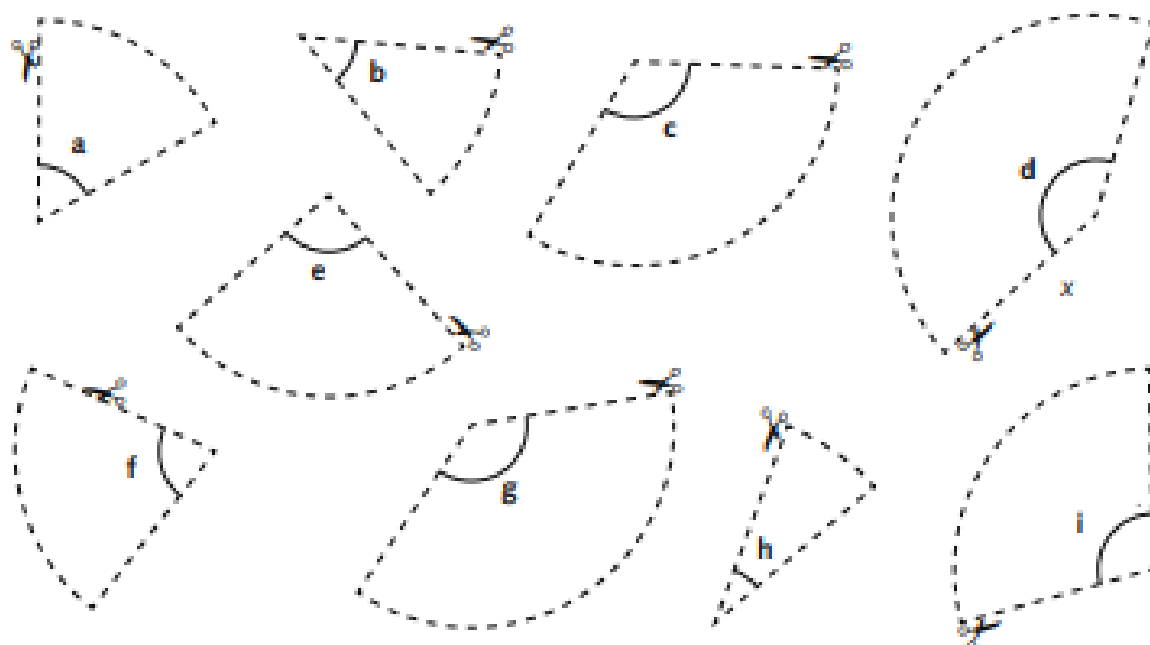
Check by placing each pair of angles against the edge of your ruler.

Challenge

3

How many circles can you make using four angles each time?

List the angles you use. \_\_\_\_\_

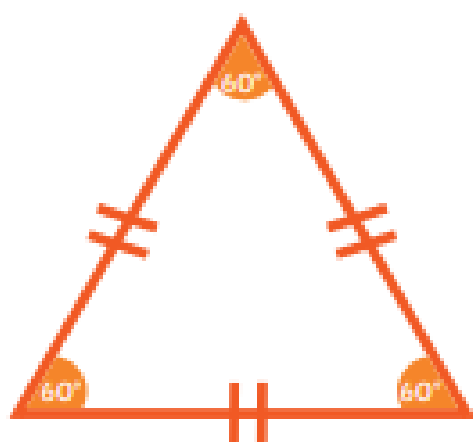


With someone at home, look at the different acute and obtuse angles you can make by using two or more acute angles. Record each set of angles you use on the back of this sheet.

Day 5: Triangle search (Support posters available) Draw some triangles using the dotted boxes, label the type of triangle you have drawn. Identify some features.

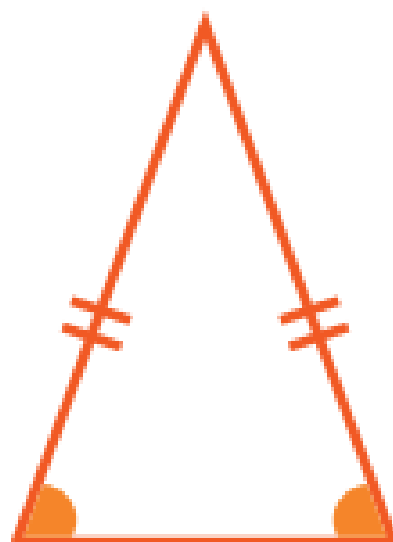
# Types of Triangle

**equilateral**



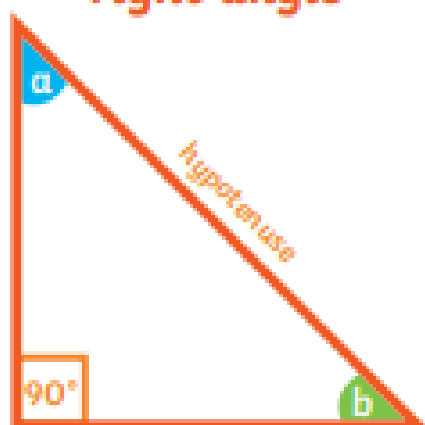
3 equal sides  
3 equal angles ( $60^\circ$ )

**isosceles**



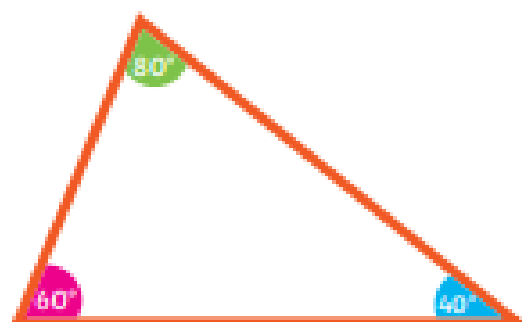
2 equal sides  
2 equal angles

**right angle**



One angle is a right angle ( $90^\circ$ )  
Two other angles add up to  $90^\circ$   
The longest side is called the hypotenuse.

**scalene**



All sides are different  
All angles are different.

# Triangle search

Use properties and sizes to compare and classify triangles

You will need:

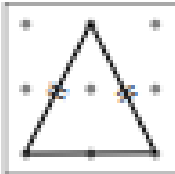
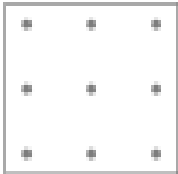
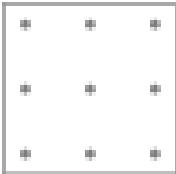
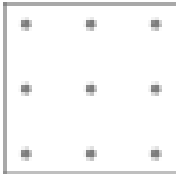
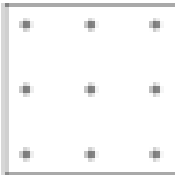
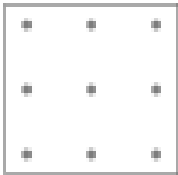
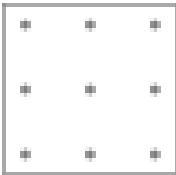
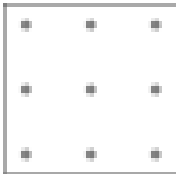
- scissors
- ruler

Challenge  
1, 2, 3

Chris said, "You can make eight different triangles on a 3 x 3 pin board."

Is this true? Investigate.

For each triangle you draw, write its name and mark any equal sides as shown for triangle 1.

1		2		3		4	
	isosceles						
5		6		7		8	

Challenge  
2, 3

1 Write the numbers of your triangles that have:

- a a right angle \_\_\_\_\_
- b one line of symmetry \_\_\_\_\_

2 Which type of triangle cannot be made on a pin board? \_\_\_\_\_

Challenge  
3

Cut out the eight triangles at the side of the sheet. Use all eight triangles to make:

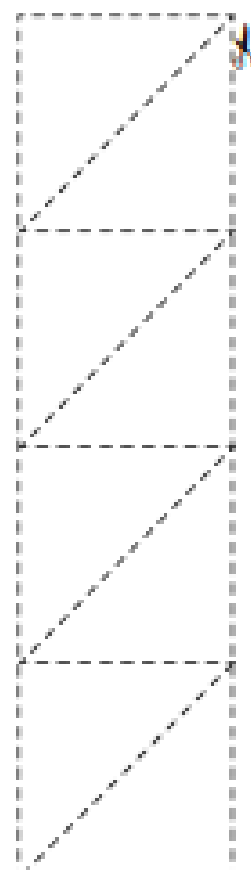
- 1 a right-angled isosceles triangle    2 an octagon



1 Using four of the triangles, discuss how they will fit edge-to-edge to make:

- a a square    b a rectangle    c an isosceles triangle

2 Use six of the triangles to make a pentagon and then a hexagon.



# All about Volcanoes

twinkl



## Where Does the Word 'Volcano' Come From?

Have you ever thought about why volcanoes are actually called 'volcanoes'? Can you think of a reason why?

The word 'volcano' comes from the island 'Vulcano', which is a volcanic island in Italy.



Vulcano, Italy.

The island actually gets its name from the Roman god of fire – Vulcan.



## The Roman God of Fire

Roman mythology says that Vulcan lived in a volcano. As well as being the god of fire, he made many weapons and **forged** them using metal and fire. He was a very skilled blacksmith.



Romans believed that if Vulcan was made angry, the volcano would erupt. So they tried their best to please him and not anger him.

**Forged:** to have made or shaped a metal object using a fire or furnace.

### The Mantle

The mantle is approximately 2897km thick and is made of a solid, rocky substance called molten rock or magma. This is what escapes when a volcano erupts.

### The Outer Core

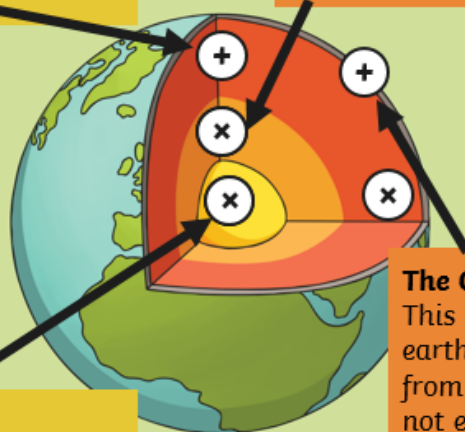
The outer core is a liquid layer made out of molten iron and nickel. This liquid metal creates the earth's magnetic field.

### The Inner Core

This is a solid layer and is made of iron and nickel. It is the hottest part of the earth and can reach temperatures of up to 5500°C!

### The Crust

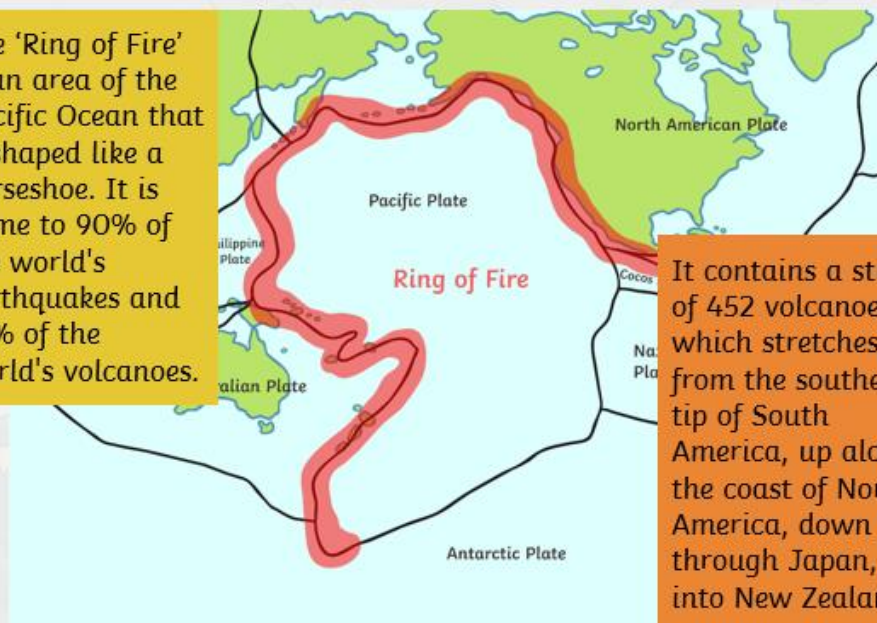
This is the outer layer of the earth. It varies in thickness from 0 – 60km thick. It is not even and is made up of pieces which overlap to cover the entire planet. These pieces are called 'tectonic plates'.





## Where Are Most Volcanoes Located?

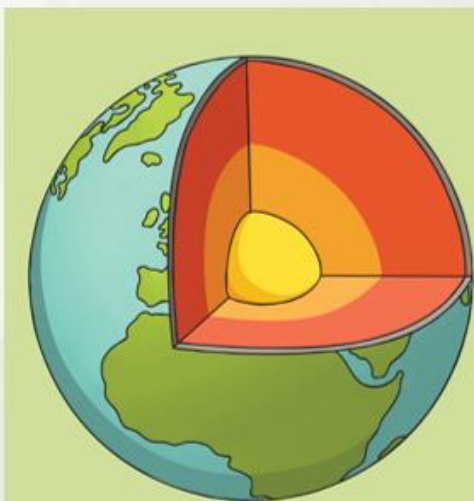
The 'Ring of Fire' is an area of the Pacific Ocean that is shaped like a horseshoe. It is home to 90% of the world's earthquakes and 75% of the world's volcanoes.



It contains a string of 452 volcanoes, which stretches from the southern tip of South America, up along the coast of North America, down through Japan, and into New Zealand.

## How Are Volcanoes Formed?

Deep in the earth, it is extremely hot. It is so hot, in fact, that rocks actually melt and form magma, which makes up the mantle of the earth.



The upper mantle mixes and moves, which creates pressure underneath the crust. This pressure can sometimes cause the mantle to leak out onto the surface of the earth – **this is a volcano!**



Over time, as this magma leaks out, the volcano will get bigger and bigger.



## The Three Stages of Volcanoes

Scientists have placed volcanoes in to three different categories.  
What do you think each one is?

### Active

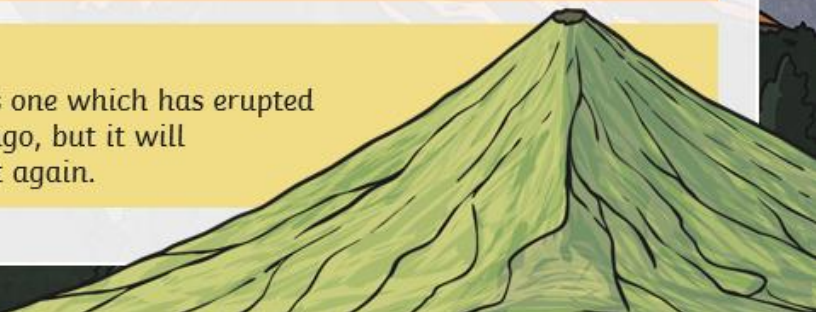
An active volcano is one that has erupted recently, and there is the possibility that it may erupt again.

### Dormant

A dormant volcano is one that has not erupted for a long time, however, it may still erupt in the future.

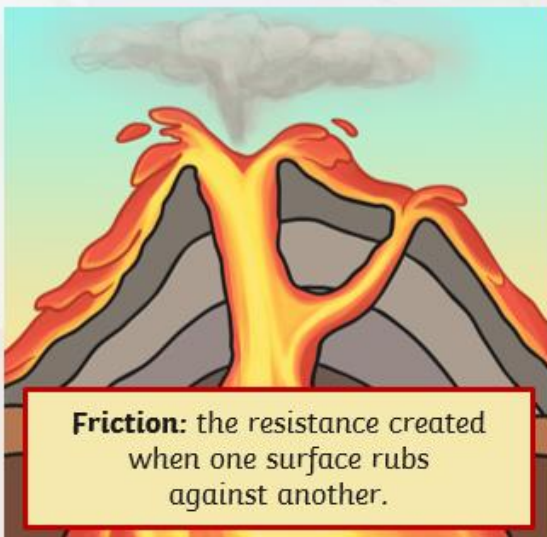
### Extinct

An extinct volcano is one which has erupted thousands of years ago, but it will probably never erupt again.



## Why Do Volcanoes Erupt?

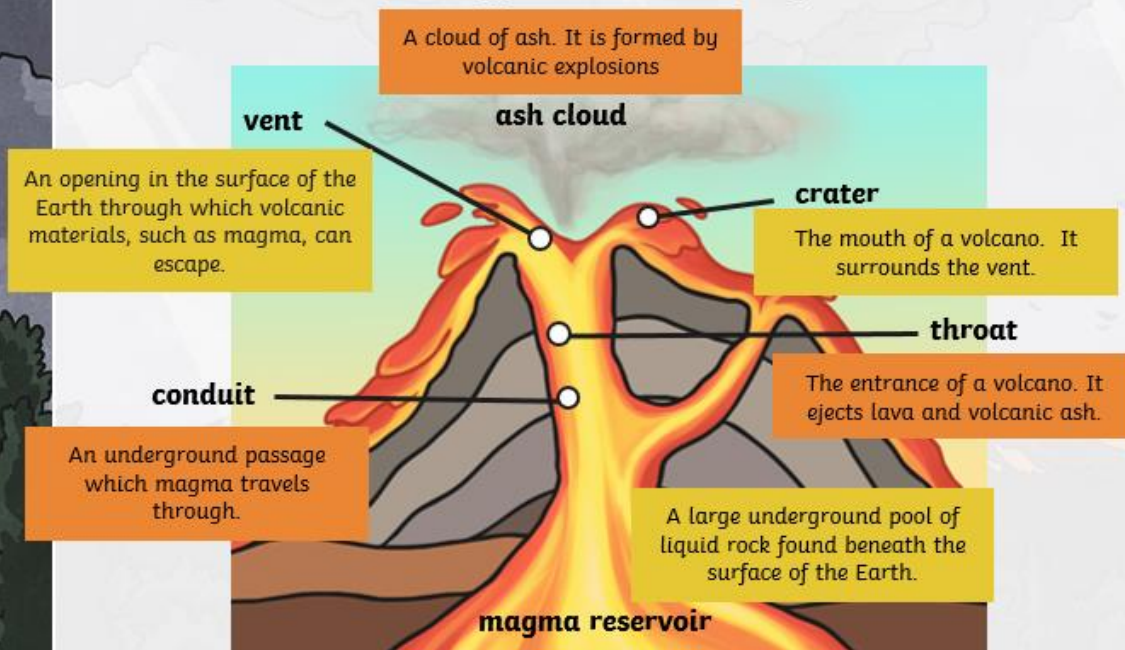
We know that the earth's crust is made up of huge slabs called tectonic plates. These fit together like a jigsaw puzzle and they sometimes move.



**Friction:** the resistance created when one surface rubs against another.

The movement causes **friction** which causes earthquakes and volcanic eruptions near the edges of the plates. The theory that explains this process is called 'plate tectonics' – this means the plates are moving in different directions and at different speeds. Sometimes they collide or brush past each other and cause these earthquakes and volcanic eruptions.

## What Are the Different Parts of a Volcano?



## How Many Volcanoes Are There?

There are more than 1500 active volcanoes on Earth. There are also more than 80 volcanoes under the ocean, although these are just the ones that have been discovered.





## What Types of Volcano Are There?

Mount St. Helens in Washington, USA is a composite volcano.



### Composite Volcanoes

These volcanoes are steep-sided volcanoes and are made up of lots of layers of volcanic rocks. They usually erupt in an explosive way because the magma in these volcanoes is quite sticky. It clogs up the passage that it has to pass through. Pressure is built inside the volcanic chamber and this results in the volcano erupting violently.

## What Types of Volcano Are There?

Sunset Crater in Arizona, USA is a cinder cone.



### Cinder Cones

Cinder cones are circular or oval cones. They are made up of small fragments of lava, which are blown into the air through a single vent. When they cool down, they form rock around the vent. They grow quickly, but are not usually very big. They are not usually dangerous either.

## What Types of Volcano Are There?

Shield Volcanoes like this one in Hawaii are common in this part of the world.



### Shield Volcanoes

Shield volcanoes are bowl or shield-shaped in the middle. When they erupt, the lava is quite runny and it travels long distances down the side of the volcano before it cools down. This lava forms long, gentle slopes that look like a warrior's shield, which is how they got their name. These volcanoes do not often explode.

## More Volcano Facts

### What is the difference between magma and lava?

Magma is liquid rock inside a volcano. Lava is the name for liquid rock that has flowed out of a volcano. Lava takes a long time to cool down as it is not a good **heat conductor**. As a lava flow cools down, it gets slower and thicker.



**Heat Conductor:**  
something which can transfer heat from one object to another.

### What is a 'pyroclastic flow'?

This is the most deadly of all volcano activities. It is a liquidised mixture of solid and part-solid fragments and hot, expanding gases. They look like a snow avalanche but are extremely hot and contain poisonous gases. They move at the speed of a hurricane.





## What Is the Largest Active Volcano?

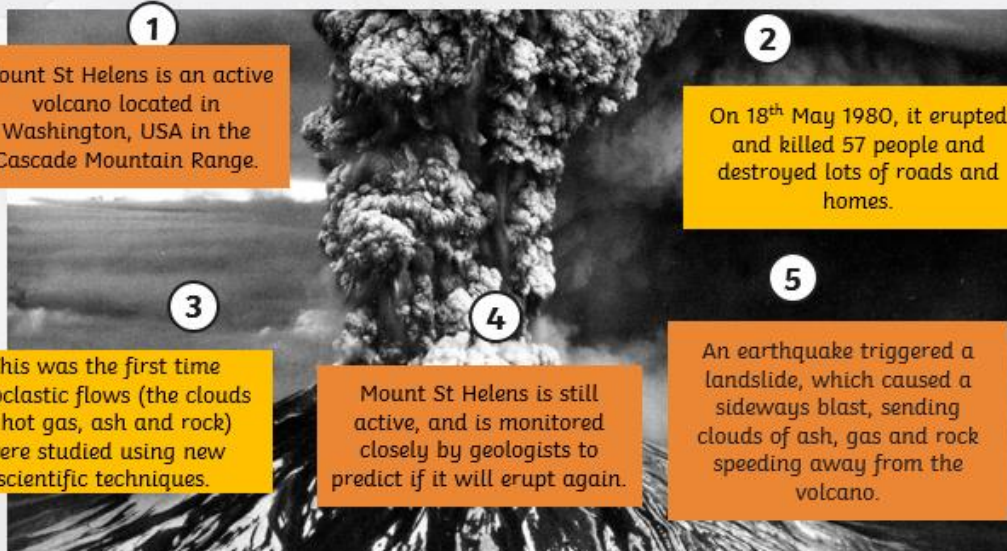
### Mauna Loa



The largest, active volcano in the world is Mauna Loa in Hawaii. It is 13,677 feet above sea level. From its base below sea level to its summit, Mauna Loa is taller than Mount Everest.

## Volcanoes of the World

### Mount St Helens



1 Mount St Helens is an active volcano located in Washington, USA in the Cascade Mountain Range.

2 On 18<sup>th</sup> May 1980, it erupted and killed 57 people and destroyed lots of roads and homes.

3 This was the first time pyroclastic flows (the clouds of hot gas, ash and rock) were studied using new scientific techniques.

4 Mount St Helens is still active, and is monitored closely by geologists to predict if it will erupt again.

5 An earthquake triggered a landslide, which caused a sideways blast, sending clouds of ash, gas and rock speeding away from the volcano.

Click on the numbers to reveal the facts.

## Volcanoes of the World

Mount Vesuvius, Naples, Italy

1

Mount Vesuvius has a very famous history. Its base is 30 miles wide and it is estimated to be around 17,000 years old.

2

In 79AD, Vesuvius erupted for a whole day. Thousands of people were killed, and the city of Pompeii was buried.

3

In 1995, Vesuvius was made a National Park. Visitors can climb the mountain.

4

Vesuvius has erupted over 50 times in the last 200 years. The last time was in 1944 during the Second World War.

5

Over the years, archaeologists have found bodies preserved by the ash from the volcano along with other items, such as heating stoves and cooking utensils.

Click on the numbers to reveal the facts.

## Are There Volcanoes on Other Planets?

Earth is not the only planet to have volcanoes, although most of the volcanoes on other planets are now extinct.

**Mercury** used to have volcanoes but when the planet's interior cooled down, the volcanoes died.



**Mars** has the largest known volcano called Olympus Mons. It is no longer active and will probably never erupt again.



**Io** is one of Jupiter's moons and has several active volcanoes.



**Triton** is Neptune's largest moon. Instead of lava, the volcanoes on Triton actually release ice.





## Volcanoes of the World

### Mount Fuji, Japan

1

Mount Fuji is the highest mountain in Japan. It is 3776m high. It is on the island of Honshu, about 100km from Tokyo.

2

Over 100,000 people climb Mount Fuji every year. It is the most climbed mountain in the world.

4

The volcano is actually three separate volcanoes piled one on top of the other with Fuji at the top.

3

A forest named Aokigahara lies at the foot of the mountain and is said to be haunted by ghosts and goblins.

5

Mount Fuji last erupted in 1708. It has become a symbol of the country and is featured in lots of paintings.

Click on the numbers to reveal the facts.

## Glossary

**Forged:** to have made or shaped a metal object using a fire or furnace.

**Molten:** something made into a liquid by heat.

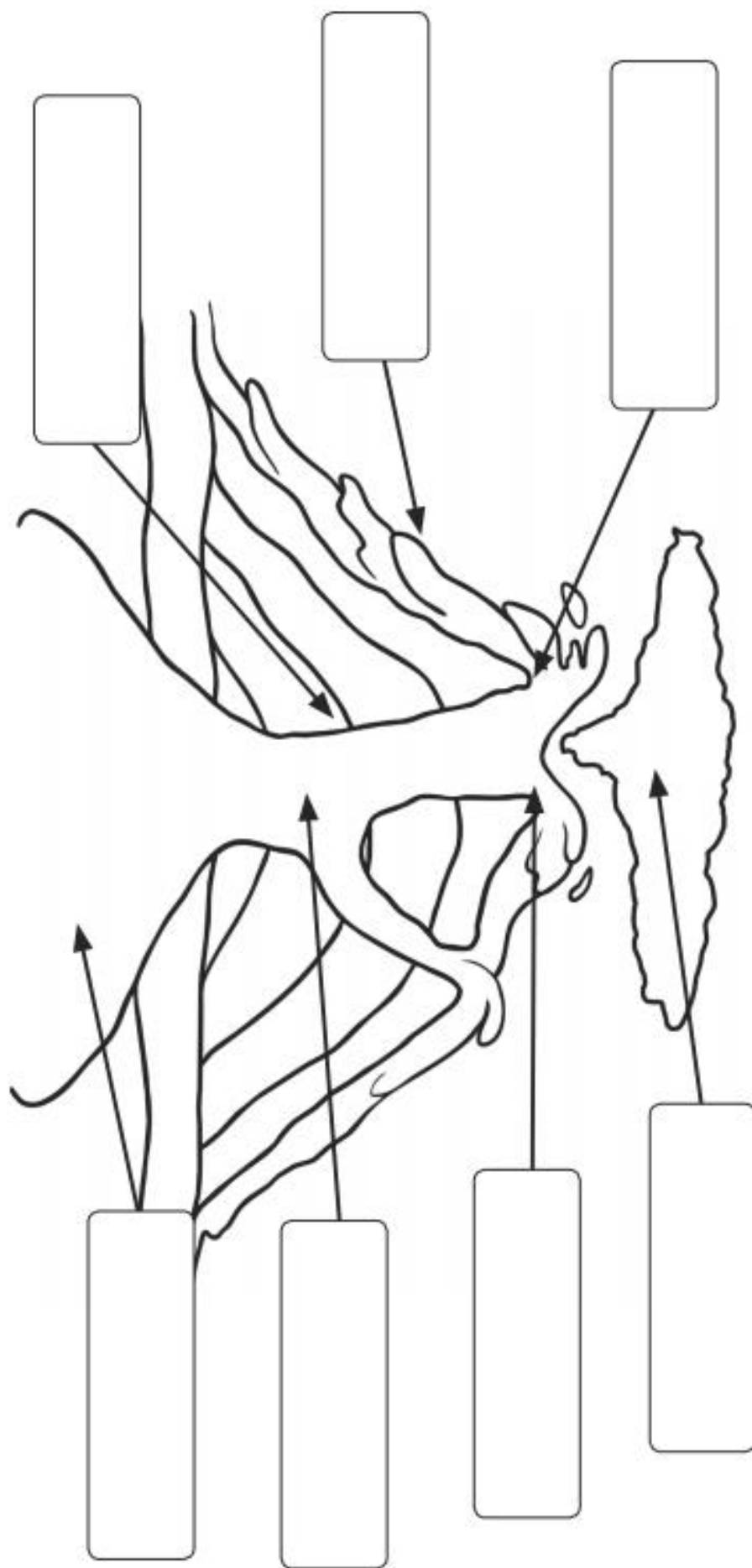
**Magma:** hot fluid or semi-fluid below the earth's crust.

**Friction:** the resistance created when one surface rubs against another.

**Heat conductor:** something which can transfer heat from one object to another.

**Archaeologist:** someone who studies history using evidence from fossils and artefacts.

Day 2: Label the diagram below, then explain what happens at each of these points.

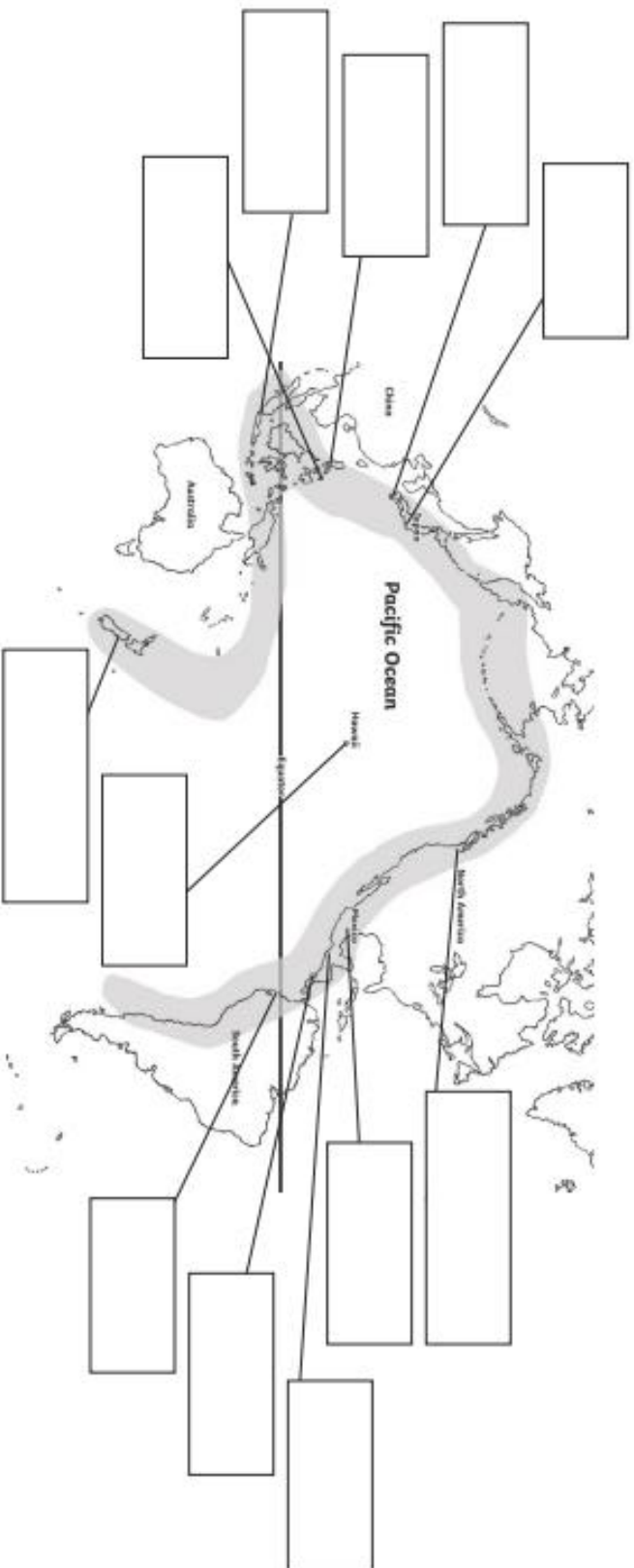




# Volcano Ring of Fire Map

The "Ring of Fire" is an area of the Pacific Ocean shaped like a horseshoe. It is home to 90% of the world's earthquakes and 75% of the world's volcanoes.

Cut and paste the names of major volcanoes found along the Ring of Fire.



<b>Mt. Fuji</b>	<b>Mauna Loa</b>	<b>Krakatoa</b>	<b>Mayon</b>	<b>Arenal</b>	<b>Mount St. Helens</b>
<b>Cotopoxi</b>	<b>Santa Maria</b>	<b>Taal</b>	<b>Popocatepetl</b>	<b>Sakurajima</b>	<b>Christchurch</b>

Day 3: Label the worksheet by locating the different volcanoes. You can use the internet to help you.



## Work Packs for Year 4 Week 8

Work should be completed in the book.

Work can be completed on the computer and printed out and stuck in

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Other</b>
Day 1	Read 'The song of Sky and Sand ( <b>on Bug Club</b> ) (Chapter 1)' and answer the questions below.	Singular and plural	Time graphs  Don't forget you can go on Mathletics to support your understanding	Using the information about animal classifications, sort the animals into vertebrates and invertebrates.
Day 2	Read 'The song of Sky and Sand (Chapter 2)' and answer the questions below.	Apostrophes for possession	Bar charts  Don't forget you can go on Mathletics to support your understanding	Give 5 examples of each animal classification. Compare 4 animal classifications.
Day 3	Read 'The song of Sky and Sand (Chapter 3)' and answer the questions below.	Apostrophes for possession	Fractions  Don't forget you can go on Mathletics to support your understanding	Design a leaflet about different animal classifications. Include key facts and where you might find these animals.
Day 4	Read 'The song of Sky and Sand (Chapter 4)' and answer the questions below.	Plurals and possessives	Fractions  Don't forget you can go on Mathletics to support your understanding	Make the mouth using the teeth. Research the role of the different teeth.
Day 5	Read 'The song of Sky and Sand (Chapter 5 and 6)' and answer the questions below.	Quizzes	Multiples of 25, 100 and 1000  Don't forget you can go on Mathletics to support your understanding	Research and find out about food chains. Complete the worksheet on food chains.

## Reading: Week 8

### Day 1: The song of Sky and Sand (Chapter 1)

In which country is this story set?

Why had the pump been overused?

Is it right that the children should have to travel so far to get water?

### Day 2: The song of Sky and Sand (Chapter 2)

How did people drink during a drought in the past?

Why is Grandma not scared?

Why doesn't Ramata's family move to the city?

### Day 3: The song of Sky and Sand (Chapter 3)

What was the riddle about?

Why did Ramata wake up so early?

Why do people see patterns in the stars?

### Day 4: The song of Sky and Sand (Chapter 4)

How did Grandma help them on their journey?

What dangers do the travellers face?

Were the adults right to let the children go on the quest? Why?

### Day 5: The song of Sky and Sand (Chapter 5 and 6)

What is the crooked hand?

What does the sunbird tell them?

Are the villager's problems solved forever?

## English Week 8:

Day 1: Singular and plural - change from singular (just 1) to plural (more than 1)

### **Singular sparrow and plural sparrows**

**Change the text to the plural.**

*House sparrows*  
~~The house sparrow~~ (usually just called the sparrow)

is found all over Britain. It is a small bird with a brown back and greyish chest and underparts.

The male sparrow also has a black bib.

The sparrow lives in gardens, farms and the roofs of houses. It eats insects and seeds. You may sometimes see it taking a dust bath. This is a way of cleaning its feathers.

The female house sparrow lays between three and five greyish-white eggs three times a year. When they hatch, the mother looks after the baby sparrows until they are old enough to fly.

Day 2: Apostrophes for possession. Rewrite this passage using apostrophes.

## Who owns what? 3

Rewrite this passage. Change the 'belonging to' phrases by using apostrophes and apostrophe phrases. The first one has been done to show you how.

*his uncle's cave*

Aladdin was locked in ~~the cave belonging to his uncle~~. Treasure was heaped high all around him. There was a crown of a king. There was a tiara from a queen. There were rings and necklaces belonging to ladies. In the middle of the cave the beams of the sun shone down on to the lamp. Aladdin picked up the lamp and rubbed it. Suddenly from the spout of the lamp a genie appeared.

"I am the genie belonging to the magic lamp," the genie said. "Your wish is my command! You can wish for anything you want. You could even have a castle of a king. Whenever you want to make a wish rub the top belonging to the lamp and I, the genie from the lamp, will appear."

Day 3: Apostrophes for possession. Change the phrase underlined into a phrase using apostrophes.

## Apostrophe alert!

Change the underlined phrases to apostrophe phrases.

At the airport everybody had the wrong luggage.

"Which of you has got the crown belonging to the king?"  
*the king's crown*  
shouted the assistant.

"I've got it!" said the pirate.

"Who has the wooden leg belonging to the pirate?"

"We've got that," said the sailors, "but where's our stuff?"

"Who has got the knot belonging to the sailors?" asked the assistant. "And who's got the dresses belonging to the princesses?"

"We've got those!" shouted two ladies. "And we've got the basket belonging to the cat and the toys belonging to the children but who has our umbrellas?"

The pirate had the umbrellas belonging to the ladies. He was wearing one as it was a sword and using the other as a crutch.

Day 4: Plural possession. Check for errors and correct them

Spot the mistakes on the pinboard below.



Day 5: Answer the quizzes below.

**We can use an apostrophe:**

- a) when we are out of breath
- b) to show the end of a sentence
- c) to show possession.

**Which of these sentences is punctuated correctly?**

- a) The giants shoes were enormous.
- b) The giant's shoes were enormous.

**Which of these sentences is punctuated correctly?**

- a) The writers' pencils were sharp.
- b) The writers pencil's were sharp.

**Does this sentence need an apostrophe?**

I ate two peaches.

**Which of these is punctuated correctly?**

- a) We crept into the bears cave.
- b) We crept into the bear's cave.

**Change this sentence from singular to plural:**

The dog is sleeping.



## Maths Week 8:

Day 1: Convert between tables to graphs. (Make sure you use a ruler).  
Then answer question about the data.

### Bus station time graphs

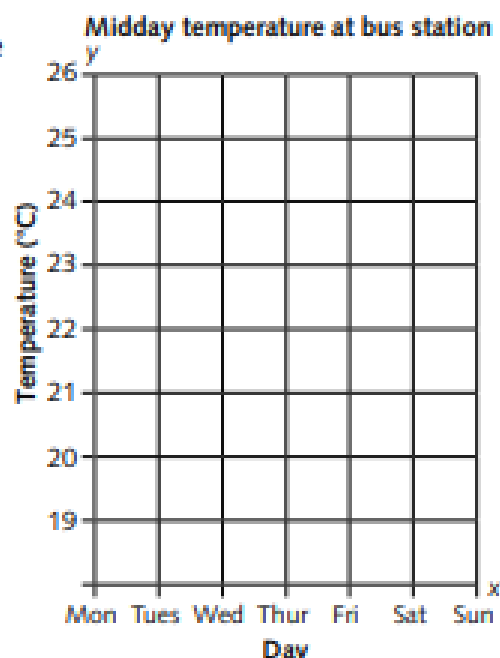
Interpret and present continuous data in simple time graphs

You will need:

- ruler

The table shows the temperature at the bus station at 12 midday for one week.

Midday temperature at bus station						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
22°C	21°C	20°C	26°C	24°C	19°C	22°C



Challenges  
1, 2, 3

Complete the time graph.  
Mark each point using a cross.  
Join the crosses using straight lines.

Challenges  
2, 3

- Which day was:
  - a the warmest? \_\_\_\_\_
  - a the coolest? \_\_\_\_\_
- On which day did the midday temperature record:
  - a rise of 6°C compared with the day before? \_\_\_\_\_
  - a fall of 5°C compared with the day before? \_\_\_\_\_

Challenge  
3

The table shows half-hourly temperatures in the bus station office on a winter's day.

Office temperatures						
11:00	11:30	12:00	12:30	1:00	1:30	2:00
20°C	22°C	22°C	16°C	19°C	21°C	22°C

- Estimate the temperature at:
  - a 11:15 a.m.  °C
  - b 1:15 p.m.  °C
- a After which time was the heating accidentally switched off?
  - b By how many degrees did the temperature drop?  °C



What kind of weather will you have for the next five days?  
Find out from the internet, TV or newspaper, the weather forecast for your region. Take turns to ask and answer questions which involve making calculations about the temperatures.

Day 2: Complete the worksheet using tallies and bar charts. Remember to use a ruler when drawing a graph.

## Football scores bar chart

Solve problems using data presented in scaled pictograms, bar charts and tables

This table shows the results from 30 football matches.

1 - 0	2 - 0	0 - 2	0 - 0	1 - 1	0 - 4
2 - 1	0 - 3	2 - 2	4 - 0	0 - 0	2 - 3
3 - 2	1 - 1	1 - 3	0 - 1	3 - 0	1 - 1
0 - 0	3 - 2	4 - 0	1 - 1	0 - 2	3 - 1
2 - 0	2 - 2	0 - 2	1 - 2	2 - 0	1 - 1

A score of 3 - 1 gives a goal total of 4.

A score of 0 - 0 gives a goal total of 0.

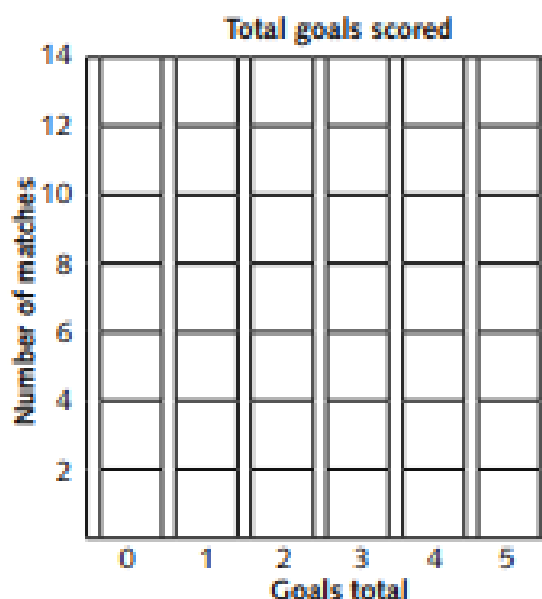
Challenges  
1, 2, 3

- 1 Make a tally mark for the goal total of each match.
- 2 Count the tally marks and complete the total column in the table.

Goal total	Tally	Total
0		
1		
2		
3		
4		
5		

Challenges  
2, 3

- 1 Complete the bar chart.
- 2 In how many matches were:
  - a 4 goals scored?
  - b less than 3 goals scored?
  - c 3 or more goals scored?



Challenge  
3

- 1 How many matches were drawn?
- 2 How many matches were not goal-less?



Take turns to ask and answer questions that involve making calculations about the goals scored. Write three questions and their answers on the back of this sheet.

Day 3: Complete the number lines. Remember to look at the number of spaces between the whole numbers.

## Fraction number lines

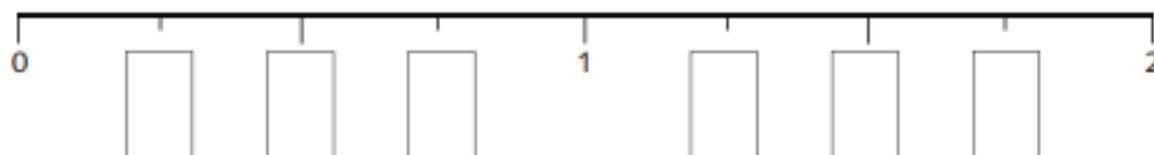
Use the number line to connect fractions and numbers



Challenge

1

Write the fractions on the number line.



Challenge

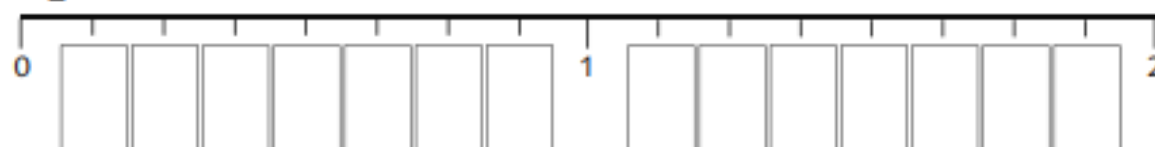
2

Write the fractions on the number lines.

1



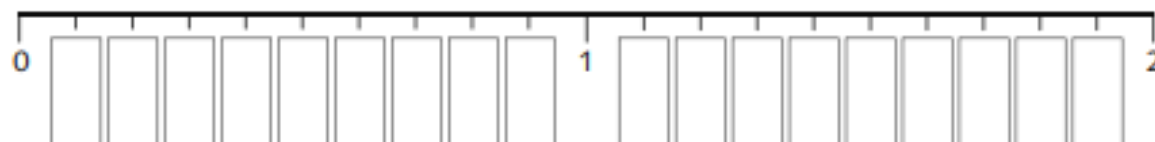
2



Challenge

3

Write the fractions on the number lines.



With someone at home, continue one of the fraction number lines up to 4 and fill in the fractions. Draw it on the back of this sheet.

Day 4; Find the fraction of the numbers. (Top tip: DIVIDE by the bottom (denominator) and TIMES by the top (numerator))

## Fraction practice

Use multiplication and division to find non-unit tenths and hundredths

Challenge

1

Work out these tenths and hundredths.

Remember, divide by 10 to find tenths, divide by 100 to find hundredths.

a  $\frac{1}{10}$  of 40

b  $\frac{1}{100}$  of 500

c  $\frac{1}{10}$  of 50

d  $\frac{1}{100}$  of 700

e  $\frac{1}{10}$  of 90

f  $\frac{1}{100}$  of 400

g  $\frac{1}{10}$  of 70

h  $\frac{1}{100}$  of 900

i  $\frac{1}{10}$  of 100

j  $\frac{1}{100}$  of 1000

Challenge

2

Work out these tenths and hundredths.

a  $\frac{3}{10}$  of 180

b  $\frac{5}{100}$  of 600

c  $\frac{7}{10}$  of 110

d  $\frac{1}{100}$  of 800

e  $\frac{2}{10}$  of 260

f  $\frac{7}{100}$  of 1200

g  $\frac{4}{10}$  of 330

h  $\frac{3}{100}$  of 1500

i  $\frac{6}{10}$  of 4200

j  $\frac{9}{100}$  of 1700

Challenge

3

Work out these tenths and hundredths.

a  $\frac{7}{10}$  of 820

b  $\frac{6}{100}$  of 2600

c  $\frac{3}{10}$  of 950

d  $\frac{5}{100}$  of 4100

e  $\frac{2}{10}$  of 1630

f  $\frac{8}{100}$  of 5300

g  $\frac{4}{10}$  of 1480

h  $\frac{2}{100}$  of 6600

i  $\frac{6}{10}$  of 1590

j  $\frac{2}{100}$  of 7100

Day 5: Find the multiples of 25, 100 and 1000.

# Multiples of 25, 100 and 1000

Count in multiples of 25, 100 and 1000

You will need:

- coloured pencil

Challenge 1

Find and colour the multiples of each number.

25	100	100
<div>125</div> <div>325</div> <div>275</div> <div>160</div> <div>135</div> <div>25</div> <div>415</div> <div>375</div> <div>650</div> <div>400</div>	<div>1800</div> <div>160</div> <div>380</div> <div>300</div> <div>2400</div> <div>800</div> <div>1000</div> <div>420</div> <div>600</div> <div>400</div>	<div>5000</div> <div>4800</div> <div>720</div> <div>2000</div> <div>400</div> <div>8000</div> <div>6000</div> <div>6400</div> <div>9000</div>

Challenge 2

Write the multiples from the boxes above in the correct order, smallest to largest.

a 25 →

b 100 →

c 1000 →

Challenge 3

Write a multiple of 25 that matches each clue.

100 times larger than 25

the same as 8 groups of 25

75 less than 1000

25 more than 550

75 more than 650

the same as 250 add 25 add 75



Collect some supermarket receipts. Look for items that cost an amount of money that is a multiple of 25. Write each item and price on the back of this sheet.

# Vertebrates

Can be **warm** or cold-blooded.

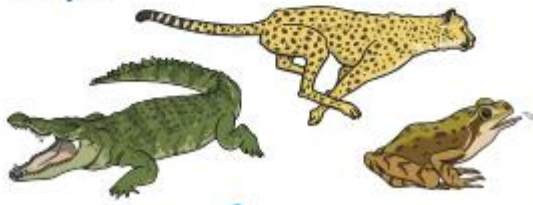
Are animals with backbones.



Can be divided into further groups.

These include: fish, amphibians, reptiles, birds and mammals.

Some examples of vertebrates are: frogs, alligators, dogs, sharks, owls, leopards, and clownfish

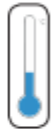


twinkl

# Invertebrates

Are **cold**-blooded.

Are animals without backbones.

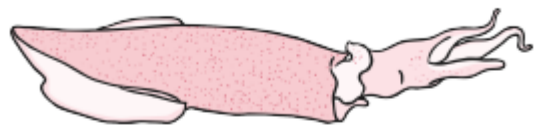


Can be divided into further groups.

These include: Molluscs, Insects, Arachnids, Annelids, Crustaceans and Echinoderms.

Some examples of invertebrates are:

ladybirds, squids, bees, snails, centipedes, wasps and flies.



twinkl

# Gastropods

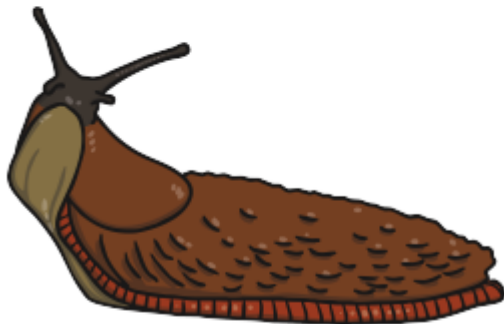
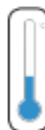
Are **cold**-blooded.

Commonly known as slugs and snails.

Are invertebrate (without a spine).

Tentacles with smell and taste receptors.

Many have shells for protection.



twinkl

# Crustaceans

Are **cold**-blooded.

Live usually in the sea (except for woodlice!).

Have skeletons on the outside of their bodies.

Lay eggs.



twinkl



# Arachnids

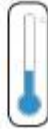
Are **cold**-blooded.

Live mostly on land.

Have 8 legs and spiders spin webs.

Have skeletons on the outside of their bodies.

Lay eggs.



twinkl

# Annelids

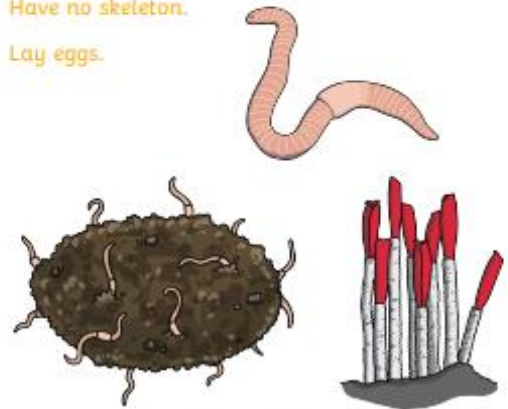
Are **cold**-blooded.

Live mostly in water but some live on land.

Have soft, segmented bodies.

Have no skeleton.

Lay eggs.



twinkl

# Arthropod

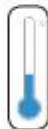
Are **cold**-blooded.

Are invertebrate (without a spine).

A segmented body (with more than one part).

Have skeletons on the outside of their bodies.

About 85% of all animals are arthropods, including spiders, insects and crustaceans.



twinkl

# Molluscs

(Mollusks)

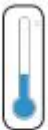
Are **cold**-blooded.

Live on land or water.

Have very soft bodies.

Some have skeletons on the outside of their bodies.

Lay eggs.



twinkl

# Mammals

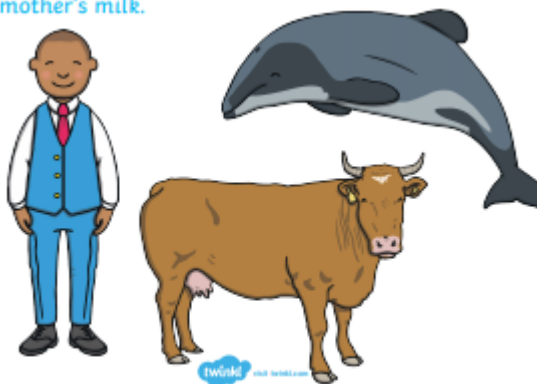
Are **warm**-blooded.

Live on land and in water.

Have hair or fur.

Have skeletons on the inside of their bodies.

Give birth to live babies which drink their mother's milk.



# Birds

Are **warm**-blooded.

Live on land and water.

Have feathers (unique to birds), wings and a beak.

Have skeletons on the inside of their bodies.

Lay eggs.



# Fish

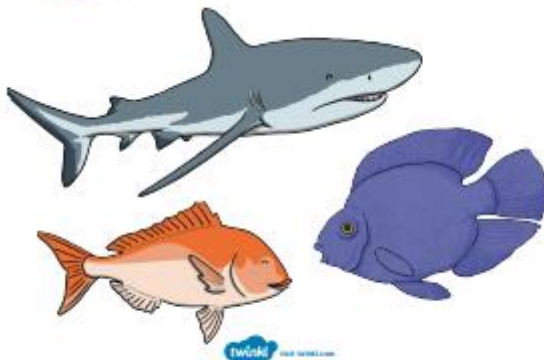
Are **cold**-blooded.

Live in water.

Have fins to move and gills to breathe underwater.

Have skeletons on the inside of their bodies.

Lay eggs (in water).



# Amphibians

Are **cold**-blooded.

Live on land and water.

Have moist skin and webbed feet.

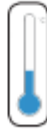
Have skeletons on the inside of their bodies.

Lay eggs.



# Insects

Are **cold-blooded**, though their blood (actually called haemolymph) is not like ours as it does not carry oxygen or carbon dioxide.



Live on land and in water.

Have bodies in 3 parts and most insects have 2 pairs of wings.

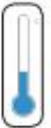
Have skeletons on the outside of their bodies.

Hatch from eggs and often change their bodies (for example, a caterpillar changes into a butterfly).



# Reptiles

Are **cold-blooded**.

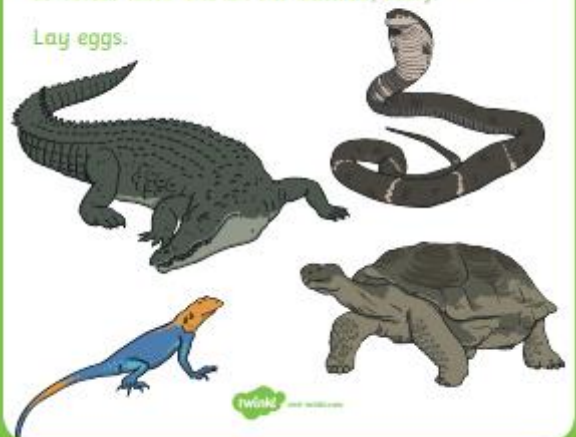


Live on land and in water.

Have scales, ear holes and dry skin.

Have skeletons on the inside of their bodies (but tortoises have one on the outside, too!).

Lay eggs.



Day 3 other: Cut out the teeth and try to put them in the correct place in the mouth. Research the jobs of all the teeth and display this in a table.

Teeth Type	Job role
Upper incisors	
Upper wisdom teeth	
Upper canines	
Lower canines	
Lower molars	
Etc	



## Human Teeth Cut and Stick



Upper Incisors



Upper Molars



Upper Canines



Upper Premolars



Lower Wisdom Teeth



Upper Wisdom Teeth



Lower Canines



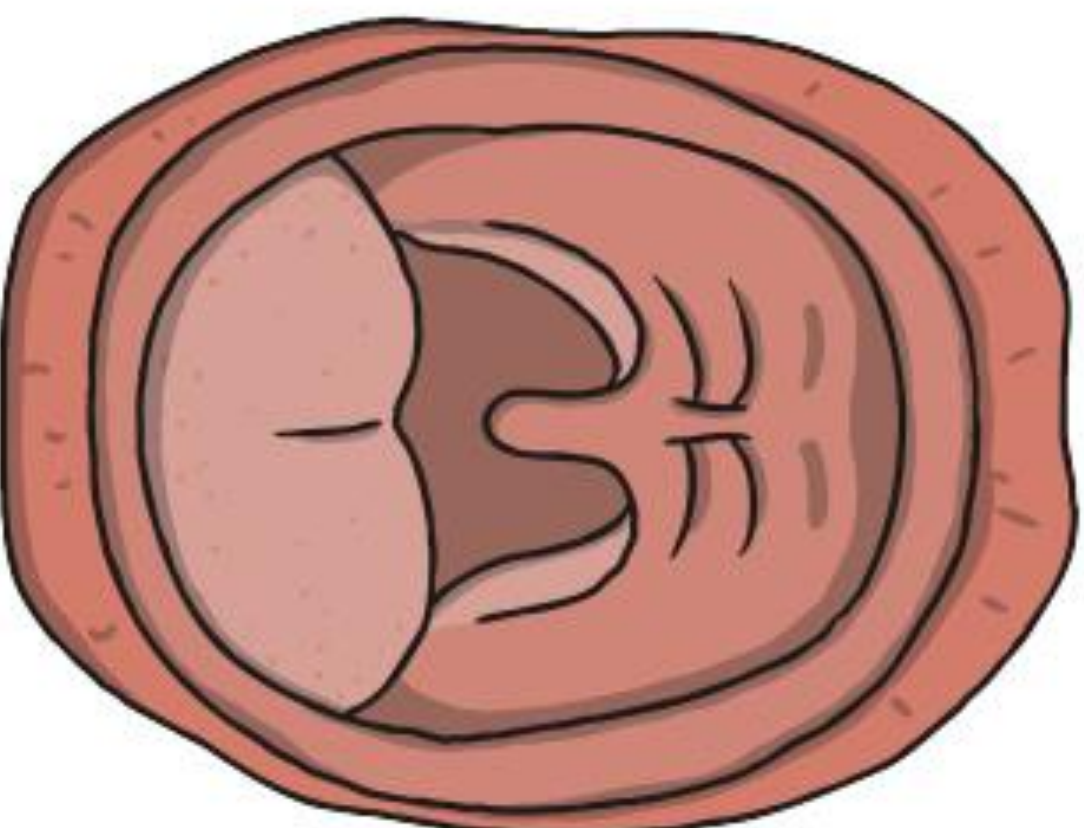
Lower Molars



Lower Premolars



Lower Incisors

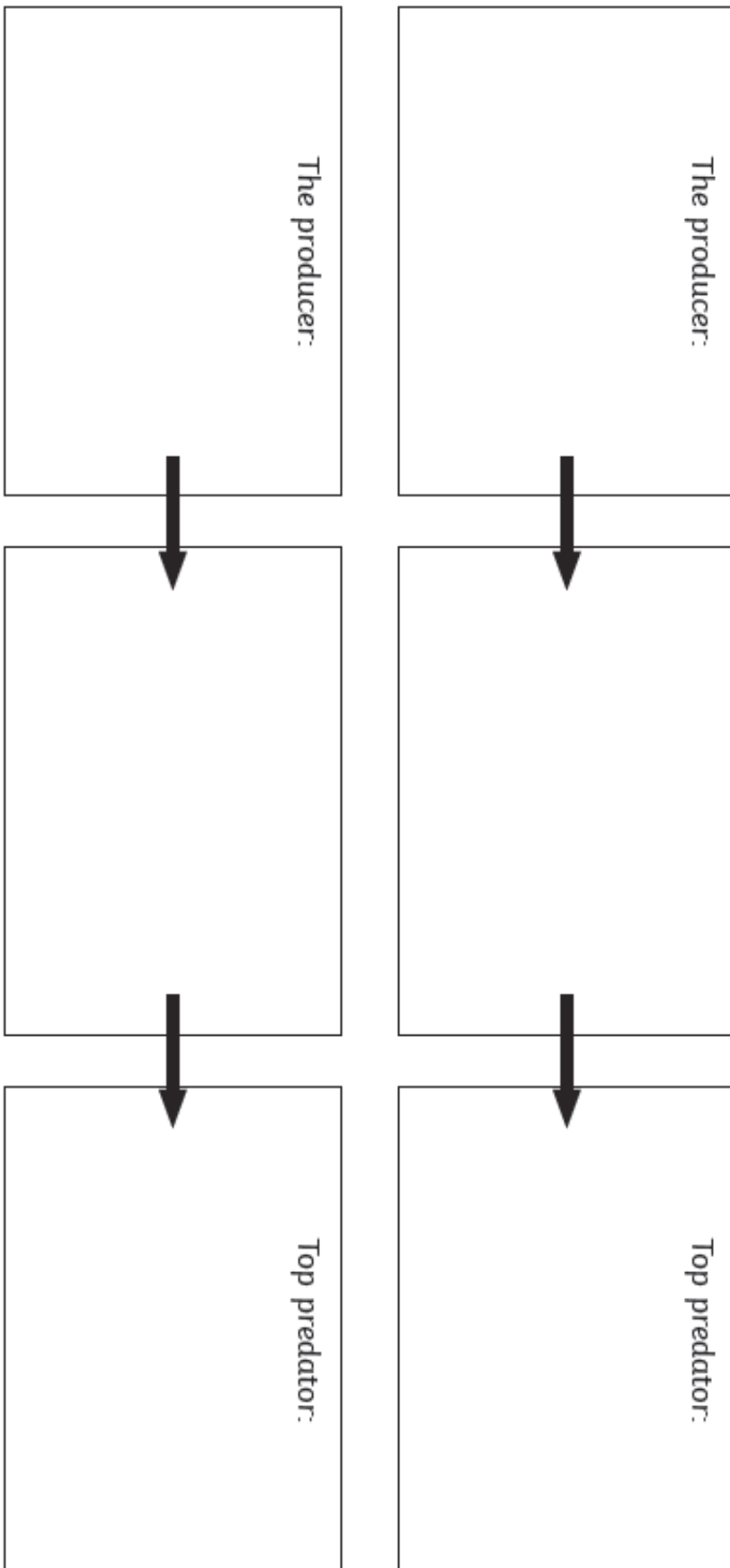


Day 5: Research food chains, predators, consumers and producer. Complete the worksheet below. Challenge! Can you make your own food chains?

## Food Chains

Make a food chain by cutting out and using the pictures.

Think about which ones are the producers and which are the top predators?



shark



twinkl.co.uk

lion



twinkl.co.uk

seal



twinkl.co.uk

grass



twinkl.co.uk

buffalo



twinkl.co.uk

fish



twinkl.co.uk

seaweed



twinkl.co.uk