

Homework - Year 4 – Pack 2

I was so impressed by the amazing work that you have sent me over the last two weeks. I am extremely proud of all of you and I am looking forward to see what you produce this week. Keep up the hard work!

English



Task 1 – Commas in a list



Commas

A comma separates units of meaning in a sentence.



A comma separates items in a list.

Jenna bought some apples, grapes, bananas, and pears for her fruit salad.



Can you include the commas into the sentence below?

1. I like to collect potions wands and magic books!
2. Frogs snakes and spiders are my favorite animals.
3. Would you rather be able to fly see through walls or make yourself invisible?
4. My hat robe wand and shoes belong in the closet.
5. The way to the secret cave is through the woods over the pond and under the bridge.

Challenge – Can you use the words below to write a sentence using commas in a list?

apple	pear	grapes
red	green	purple
sharp teeth	awful manners	rotten breath

Task 2 – Prefixes

What is a root word?



A root word is a word that has a prefix, suffix, or both added to it.



The root word is the word without any added parts.

For example: singing
the root word is sing

The root word can also be called the stem or the base word.

What Are Prefixes?

- A **prefix** is a group of letters we add to the **front** of a word.
- Prefixes **change the meaning** or **purpose** of the word, e.g.

How has the word meaning been altered?

un + **kind** = **unkind**

The word has become its opposite meaning (antonym)



Top tip – a prefix goes at the start of a root word.

Can you organise the words in the table to match the appropriate prefix?


dis	mis	in	im
possible	behave	possible	dependent
perfect	approve	appear	spelt

Challenge – Can you put these prefixes into a sentence?

Task 3 – homophones and near homophones

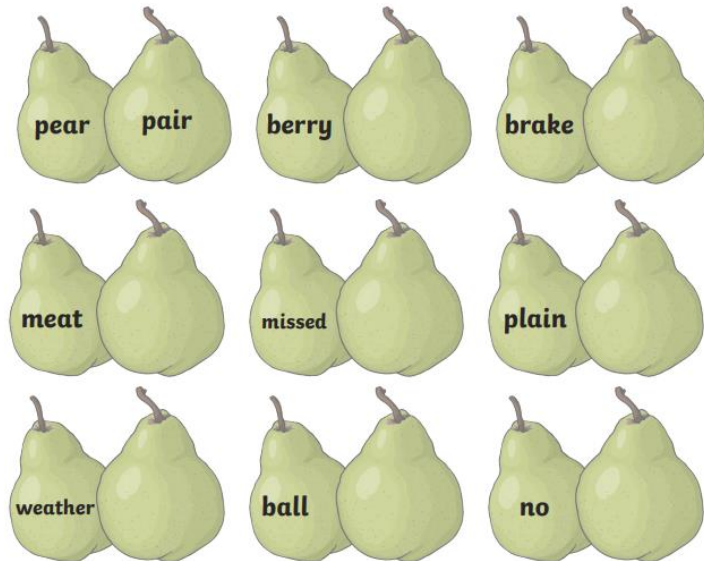
Homophones & Near-Homophones

'Homophones' are words that are pronounced the same but are written differently and have different meanings.

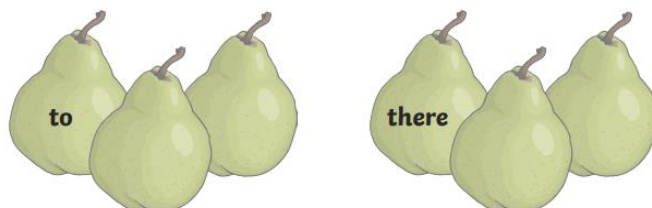


What is a 'homophone'?

Can you find the homophone for each **pear** in each **pair**?



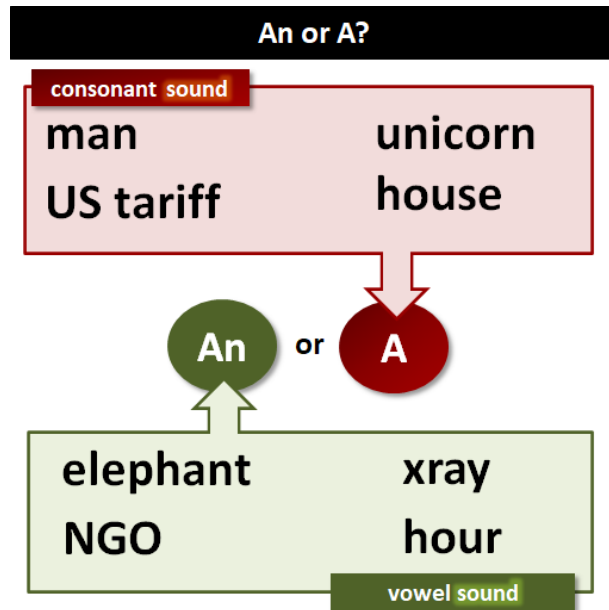
Challenge – These pairs come in threes. Find the other two homophones for the word on the pear in each set?



Task 4 – a or an

Use “a” before words that start with a consonant sound and “an” before words that start with a vowel sound. Other letters can also be pronounced either way. Just remember it is the sound that governs whether you use “a” or “an,” not the actual first letter of the word.

vowels: a / e / i / o / u



Can you include **a** or **an** before each of the words below?

a / an

- | | |
|--|---|
| <p>1  orange</p> <p>2  apple</p> <p>3  umbrella</p> <p>4  rabbit</p> <p>5  bus</p> <p>6  university</p> <p>7  desk</p> <p>8  elephant</p> <p>9  sheep</p> <p>10  lemon</p> <p>11  egg</p> <p>12  uniform</p> | <p>13  igloo</p> <p>14  giraffe</p> <p>15  banana</p> <p>16  uncle</p> <p>17  flower</p> <p>18  ear</p> <p>19  bear</p> <p>20  ring</p> <p>21  arm</p> <p>22  farmer</p> <p>23  eye</p> <p>24  eraser</p> |
|--|---|

Task 5 – Non-fiction book

Can you read the text below about Egyptian Gods and Goddesses? I would like you to use this information to create your own non-fiction text about Egyptian Gods and Goddesses. Think back to the Roman soldier book that we made in class. It include:

- A front cover and a title
- A contents page – explaining what was on each page
- Subheading (these are mini titles)
- Real facts and information used to inform the reader about something that is real and has already happened.
- To include images and pictures to support your text

There were more than 2000 gods in ancient Egypt. Most took human form but some had the heads of animals. Here is a selection of the more important gods that Egyptians would have worshipped.

1. **Ra:** Ra was god of the Sun and the lord of the gods. He is shown to have the body of a human and the head of a falcon. Above his head sits a sun disc with a sacred cobra twisted round it. It is said that Ra sailed the heavens in a boat called 'Barque of Millions of Years'. At the end of every day many thought Ra had died as he sailed through the night in the Underworld leaving the Moon to light the night sky until he was born again at dawn.

2. **Amun:** Amun was an important god because it is said that he created all things. However, there are not many stories or pictures of him as he was invisible. Many of the pictures of him come from when he mixes with another god like Ra, when he becomes Amun-Ra. Amun is usually in human form but sometimes has a ram's head.

3. **Horus:** Horus has the head a hawk which makes him look similar to Ra but Horus has a crown made to look like the two parts of Egypt, the red and the white to show that he ruled all of the land. Horus was the god of the sky and it was believed that the pharaohs were a living version of Horus making them godlike.

4. **Thoth:** Thoth was the god of wisdom, writing, time and the moon. The ancient Egyptians believed that Thoth created hieroglyphics and kept a record of all knowledge. He has the head of an ibis bird, a long beaked bird common in Egypt.

5. **Ma'at:** Ma'at was the goddess of truth, justice and harmony and the wife of Thoth. A pharaoh had to promise to follow Ma'at and be a fair and honest leader.

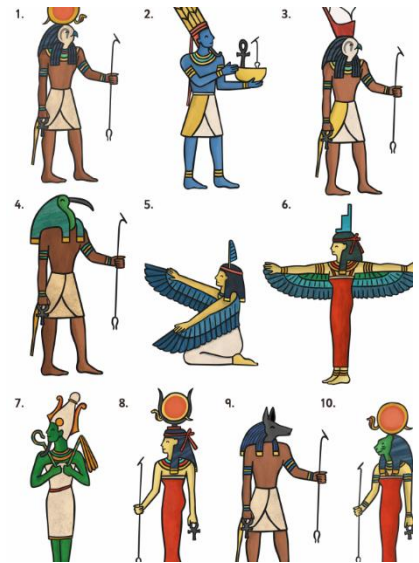
6. **Isis:** Isis is the mother of Horus and the queen of the goddesses. Sometimes she is shown to have a throne on her head and other times she has a sun disk similar to Hathor.

7. **Osiris:** Osiris is the god of the dead and husband of Isis. He is shown wearing the white linen wrapping from a mummy. He wears a white crown with large feathers. Although he was the god of the Underworld, Egyptians still liked him for helping people pass on to the next life.

8. **Hathor:** Hathor was the goddess of love, music and dance. She looked after all women in life and death. Hathor sometimes took the form of a cow with a sun disk above her head.

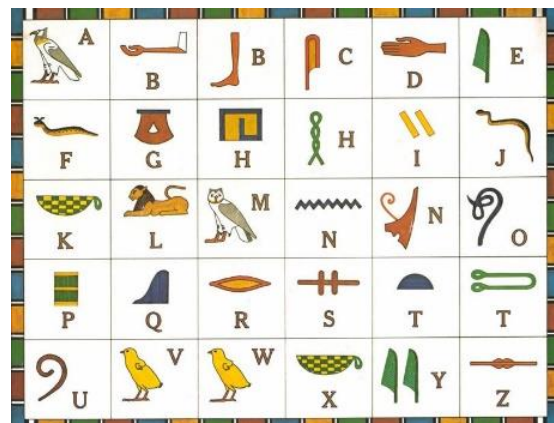
9. **Anubis:** Anubis was the god of embalming, the mummification ritual. It is believed he made the first mummy, Osiris. Anubis was the guide of the dead, he helped them pass to the next life. It was said that Anubis would wait for you in the hall of the dead to weigh your heart. If your heart was lighter than Ma'at's feather, you would live forever. If it was heavier, your heart would be eaten by the demon Ammit. Anubis had the head of a jackal.

10. **Sekhmet:** Sekhmet was goddess of war, fire and medicine. She has a head of a lion, the best hunter known to the Egyptians and her breath is said to have created the desert.



Task 6 – Writing in hieroglyphics

Egyptian hieroglyphs were the formal writing system used in Ancient Egypt and it consisted of different images. Below is an example.



Challenge – Can you create a sentence or phrase from your favourite story or film and I will try and crack your code?

Task 7 – Writing a plan

Using the social pyramid from the previous week I would like you to choose four people to write a plan for and to write a non-fiction text about. Here is the plan that we created in class together. You can use this or you could choose four different people from the pyramid to research.

Priests

- Egyptians were very religious
- they were well respected
- performed ceremonies and rituals
- people thought that they kept the God's happy
- they shaved their hair



Soldiers

- they kept Egypt safe
- many non-first borns joined the army
- used bow and arrows
- swords, axes and chariots
- oversee the peasants and the slaves
- Captains were in charge
- some soldiers started training at 5



Scribes

- scribes could read and write
- not everybody in Egypt could do this
- they recorded events
- collected taxes
- recorded the number of men in the army
- they took a census of people
- used hieroglyphics

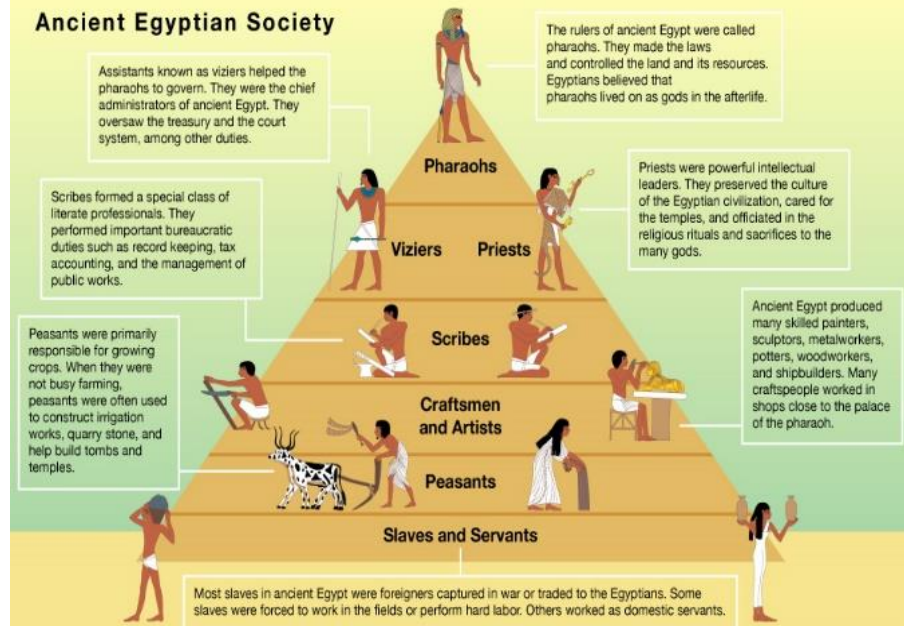


Peasants

- construction workers
- farmers
- unskilled workers
- near the bottom of the social structure
- farmers helped build the pyramids
- June-September the Nile flooded
- planted the fields in October
- harvested crops in March



Ancient Egyptian Society



Top tip – use the internet or non-fiction texts to find out about Ancient Egyptian people. Think about their roles and responsibilities.

Task 8 – Non-fiction text

Can you use your plan or the plan provided to write about the people on the Egyptian social pyramid? Remember that your plan is used as ideas and they should be written as a full sentence to provide your reader with as much information as possible about Ancient Egyptian people.

In your writing you will need to include:

- A title
- Subheadings
- Real facts and information
- Images and pictures to support your writing (these can be drawn).

Task 9 – Following instructions

Egyptians used mummification to preserve the body after death. Can you follow the set of instructions to create your own mummified fruit?

The Ancient Egyptians used a method similar to this in order to preserve bodies in the mummification process. After the brains and internal organs were removed, the body needed to be dried so that it didn't rot. This was done using natron. We are going to recreate this drying part of the process by making our own natron and drying out some fruit.

You Will Need:

- Half an apple or 2 tomatoes
- Knife (for carefully cutting the apple or tomato)
- 80g of salt
- 40g of baking soda
- 2 plastic cups
- Optional: If using a tomato, you will need a teaspoon as well.

Instructions for the Apple:

1. Cut the apple in half (you will only need one half) and half again.
2. Put a quarter of the apple into each cup.
3. Mix together the salt and baking soda. This is our natron.
4. Pour the salt mixture into only one cup, making sure the apple piece is completely covered.
5. Leave both the covered and uncovered apple pieces in their cups, somewhere out of direct sunlight, for one week.
6. After one week, uncover the salty apple piece and compare the two apple pieces.



7. Don't eat them!

Alternatives for Using a Tomato:

- Slice the lid off the tomato and use the spoon to hollow out the inside. This is a bit like removing the internal organs from the body.
- Make sure that there is natron mixture inside the tomato as well as around the tomato.
- Leave one tomato uncovered in the class so you see how the natron has affected the other tomato.

Top tip – Remember that you must read and follow your instructions to be successful and you will need to look at the equipment and ingredients that you will need.

Challenge – To follow a set of instructions of your own choice – either baking or making something – this could be a cake, cookies or a cooked meal of your choice.

Task 10 – Writing instructions

Can you write up your own instructions for making mummified fruit?

Here are some of the features that you will need to include to make your instructions successful:

- A title
- Equipment and ingredients list
- Numbered
- Time conjunctions – First, Then, Next, After That, Finally
- Use imperative verbs – mix, pour, roll, shake
- Use adverbs – carefully, slowly, gently

Challenge – To write up a set of instructions to match the activity that you completed in the previous task.

**R.W.I spellings
and spelling
patterns**

Words ending in out - ous

Task 1

Can you complete the table below adding the suffix -ous and -ly?

root word	root word + suffix -ous
courage	courageous
outrage	
poison	

root word	root word + suffix -ous
humour	
mountain	
glamour	

root word	root word + suffix -ly
serious	
	hideously
obvious	

root word	root word + suffix -ly
	jealously
	curiously
anxious	

Task 2

Can you choose the correct word to complete the sentence?

curiously

curious

obvious

obviously

1 I am about the birthday surprise.

2 They peered through the crack in the wall.

3 This belongs to you – it has your name on it.

4 The room was silent – it was that no one knew the

courageous

courage

courageously

5 The firefighter showed great when she rescued the child.

6 Molly was very when she told the teacher about the bullies.

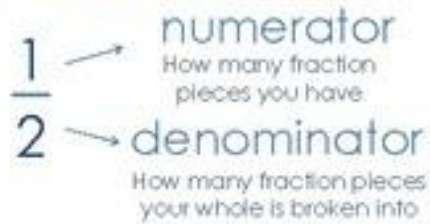


What is a Fraction?

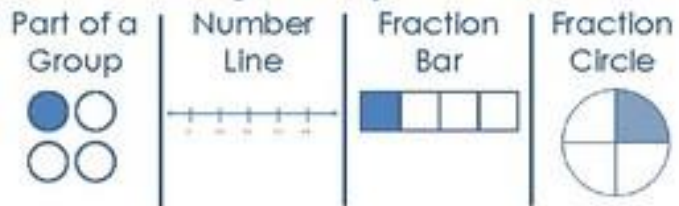
A number that expresses equal parts of a whole object or set of objects.

$$\frac{4}{8} \quad \frac{2}{3} \quad \frac{3}{4} \quad \frac{1}{2} \quad \frac{\text{part}}{\text{whole}}$$

Parts of a fraction:



Different Ways to Represent a Fraction



Task 1 – Fractions of an object

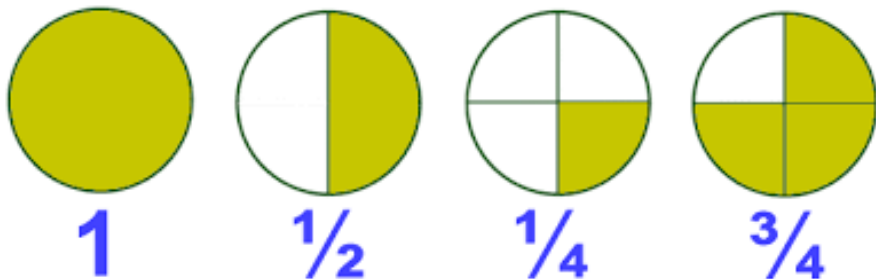
Can you make/create/represent fractions using objects?

Here are some fractions for you to make and represent....

$$\frac{2}{3} \quad \frac{1}{4} \quad \frac{1}{2} \quad \frac{1}{3} \quad \frac{3}{4} \quad \frac{3}{3}$$



You could represent these fractions by baking a cake and cutting it up into equal sized pieces. Below is an example of some fractions being represented as a shape.



Task 2

Write fractions to complete the sentences. Write fractions to complete the sentences.



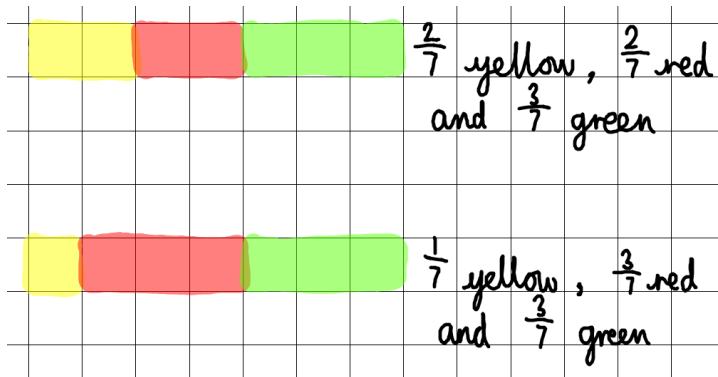
- a) of the counters are yellow.
- b) of the counters are red.

- a) of the tower is green.
- b) of the tower is yellow.
- c) of the tower is blue.



Challenge – Can you create your own coloured towers and write down the fractions to match the amount of colours that you have used? Always remember to start with your whole. How many cubes/objects do you have to start with?

Here is an example...



Task 3

What fraction of the shape is coloured in?

a)

c)

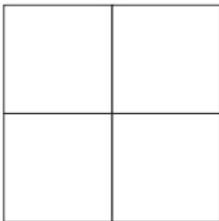
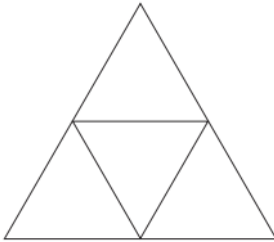

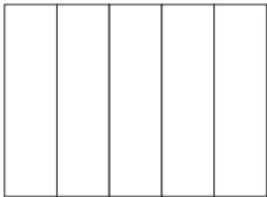
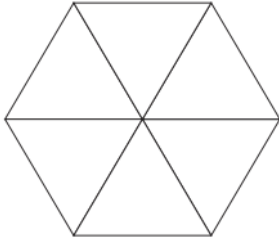
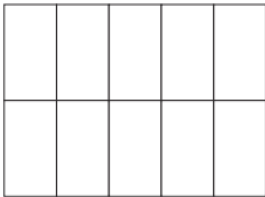
b)

d)

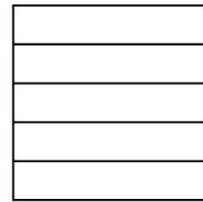
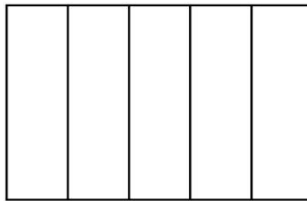
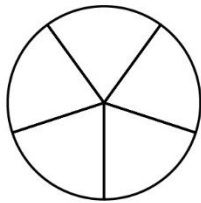
Challenge – What fraction of the shape is not coloured in? What do you notice about this answer? Has it changed or stayed the same?

Task 4

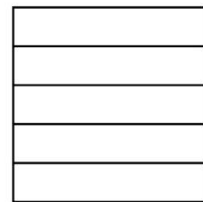
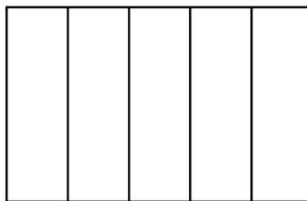
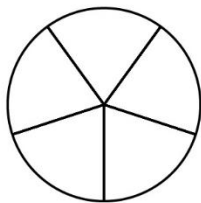
Can you colour in the fraction to each shape?

 <p>$\frac{1}{2}$: red $\frac{1}{4}$: blue $\frac{1}{4}$: yellow</p>	 <p>$\frac{3}{4}$: blue $\frac{1}{4}$: yellow</p>	 <p>$\frac{2}{3}$: green $\frac{1}{3}$: red</p>
 <p>$\frac{1}{5}$: red $\frac{2}{5}$: green $\frac{2}{5}$: blue</p>	 <p>$\frac{1}{6}$: green $\frac{2}{6}$: yellow $\frac{3}{6}$: blue</p>	 <p>$\frac{1}{10}$: blue $\frac{2}{10}$: yellow $\frac{3}{10}$: red $\frac{4}{10}$: green</p>

a) Colour $\frac{1}{5}$ of each shape.

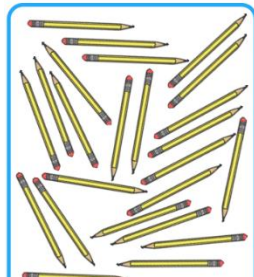


b) Colour $\frac{3}{5}$ of each shape.

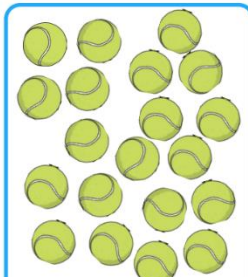


Challenge – What is the same and different about your answers?

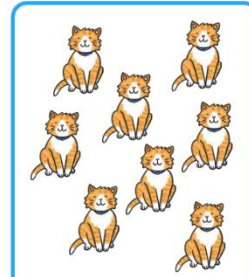
Task 5



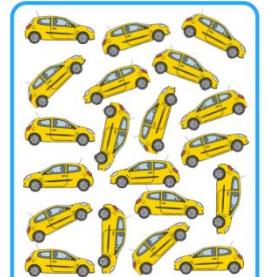
Circle $\frac{1}{4}$ of the pencils.



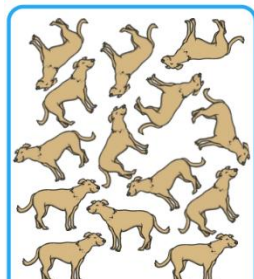
Circle $\frac{1}{2}$ of the tennis balls.



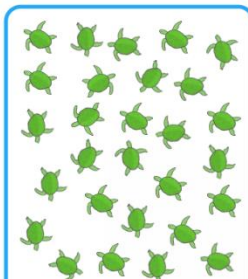
Circle $\frac{1}{2}$ of the cats.



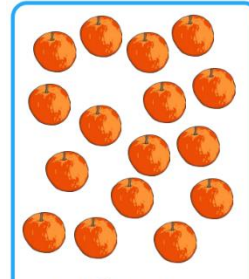
Circle $\frac{1}{4}$ of the cars.



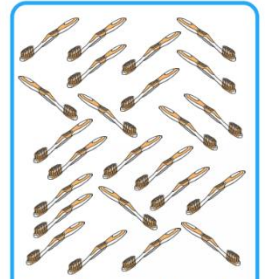
Circle $\frac{1}{2}$ of the dogs.



Circle $\frac{1}{4}$ of the turtles.



Circle $\frac{1}{4}$ of the apples.

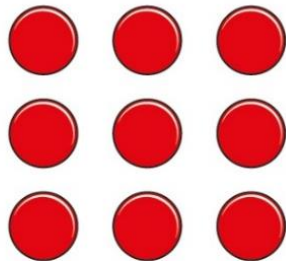


Circle $\frac{1}{4}$ of the toothbrushes.

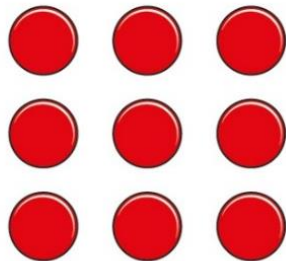
Can you find the fractions of the set of objects above? Remember that to find a fraction of a set of objects each group has to be the same size (equal).

Now try this. Be careful because the amount of objects do not match the denominator.

a) Circle $\frac{1}{3}$ of the counters.



b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?

Task 6 - tenths

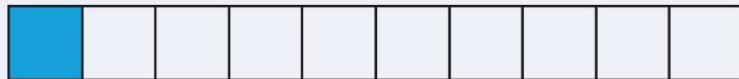
We will be looking at tenths. In other words, dividing by 10.

Both of these two chocolate bars are exactly the same size.



The only difference is that the bottom bar has been divided into 10 equal parts, or tenths.

This blue square shows **1 tenth** of the bar is blue.



This is written as

Numerator

The top number tells us how many of the equal parts we are looking at.

1

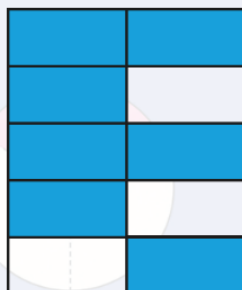


Denominator

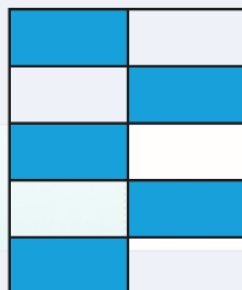
The bottom number shows how many equal parts there are altogether to make a whole.

Which of these shows $\frac{6}{10}$?

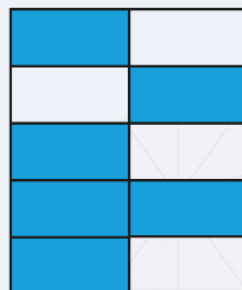
a)



b)



c)

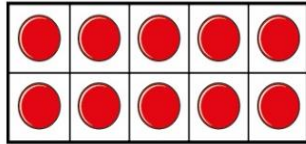


Challenge – How many different ways can you represent a tenth using objects in your house?

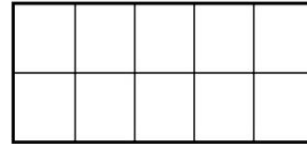
Task 7

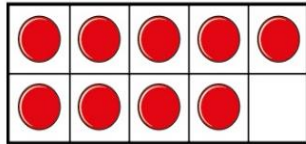
Can you complete the sequencing by counting in tenths and representing the fraction?

Continue the sequence.

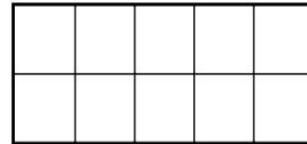


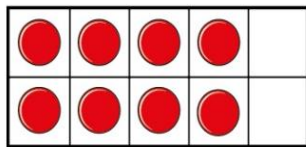
$$\frac{10}{10}$$

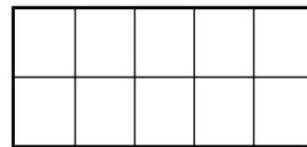


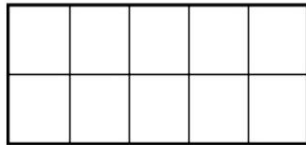


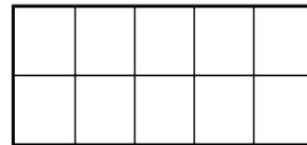
$$\frac{9}{10}$$











Challenge – How else could you represent this sequence?

Write in the missing fractions in each sequence.

a)

$\frac{1}{10}$

$\frac{2}{10}$

--

$\frac{4}{10}$

--

$\frac{6}{10}$

$\frac{7}{10}$

--

$\frac{9}{10}$

$\frac{10}{10}$

b)

$\frac{10}{10}$

$\frac{9}{10}$

--

$\frac{7}{10}$

--

$\frac{5}{10}$

--

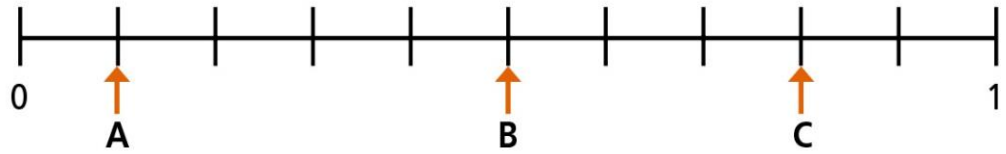
--

$\frac{2}{10}$

$\frac{1}{10}$

Task 8

What fraction is each arrow pointing to? Write your answer as a fraction.



A = B = C =

Task 9

Tenths are created when a shape or a number is divided into ten equal sections. How many tenths are shaded in each of the following shapes?

1. Answer: <input type="text"/>	6. Answer: <input type="text"/>
2. Answer: <input type="text"/>	7. Answer: <input type="text"/>
3. Answer: <input type="text"/>	8. Answer: <input type="text"/>
4. Answer: <input type="text"/>	9. Answer: <input type="text"/>
5. Answer: <input type="text"/>	10. Answer: <input type="text"/>

Task 10

Write the fractions in the correct places on the number lines.

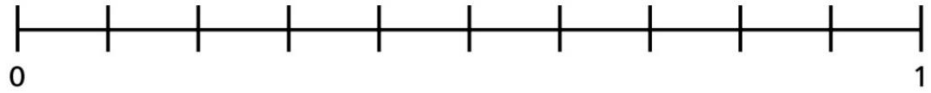
a)

$$\frac{5}{10}$$

$$\frac{9}{10}$$

$$\frac{3}{10}$$

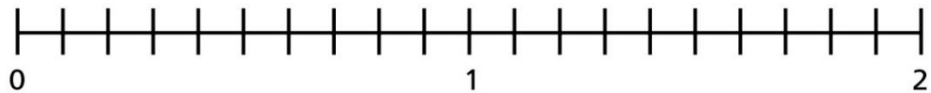
$$\frac{10}{10}$$

**b)**

$$\frac{6}{10}$$

$$\frac{14}{10}$$

$$\frac{18}{10}$$



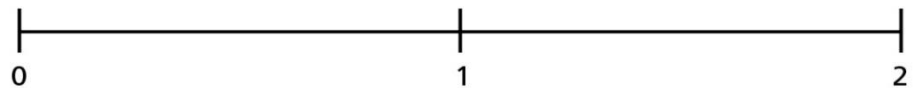
Draw and label arrows to estimate the position of the fractions on the number lines.

a)

$$\frac{5}{10}$$

$$\frac{15}{10}$$

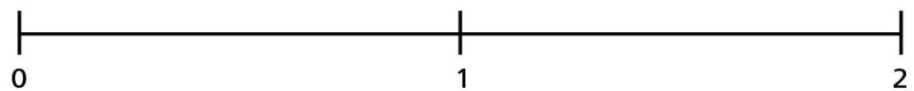
$$\frac{20}{10}$$

**b)**

$$\frac{3}{10}$$

$$\frac{11}{10}$$

$$\frac{19}{10}$$

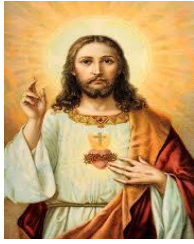
**Times tables****Task 1**

Can you practice counting forwards and backwards in 3s, 4s and 8s?

3x tables – 0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36

4x tables – 0, 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48

8x tables – 0, 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96



Task 1 – To read 'Luke 2: 41-45'

The Boy Jesus at the Temple

⁴¹ Every year Jesus' parents went to Jerusalem for the Festival of the Passover. ⁴² When he was twelve years old, they went up to the festival, according to the custom. ⁴³ After the festival was over, while his parents were returning home, the boy Jesus stayed behind in Jerusalem, but they were unaware of it. ⁴⁴ Thinking he was in their company, they travelled on for a day. Then they began looking for him among their relatives and friends. ⁴⁵ When they did not find him, they went back to Jerusalem to look for him.

Task 2

God had given Mary and Joseph His only Son – now he was missing! What do you think were their thoughts? How were they feeling and what must they have been thinking?

Three days later

Mary and Joseph found Jesus in the Temple, sitting among the teachers, listening to them and asking them questions. All who heard him were amazed at his understanding and his answers.



When his parents saw him they were astonished. His mother said to him, "Son, why have you treated us so? Your father and I have been looking for you anxiously". He said to them, "Why were you looking for me? 'Did you not know that I must be in my Father's house?'" But they did not understand what he meant (Lk. 2:46-50).

When Jesus replied to Mary and Joseph, he was thinking of his Father, God. Joseph was his foster father. Jesus went back to Nazareth and was obedient to them. He stayed there until he grew to be a man.

Task 3

Can you list some questions that Mary and Joseph might have asked Jesus when they found him?

Here are some question openers that you could use....

Who	When	Where	Can
Why	What	How	Do

Task 4

Mary and Joseph must have trusted God to keep Jesus safe until he was found. Write a prayer that Mary might have said while they were looking for Jesus.

Top tip – Think about the key message in the prayer and what it is Mary is praying for.

Science



Sound

Sound is a form of energy.

Sounds are made when objects vibrate. The vibrating object pushes the air out in waves, which are not like waves in water (up-and-down), but horizontally spreading outwards from the source (what has made the noise). Particles of air knock into ones next to them. Each particle moves only a short way, with energy being transferred as a series of pulses (squashed and then spread out).

Task 1 – Explore – What is a ‘sound’?

The following activities will help you to find out that sounds are caused by vibrations.

Begin by trying the following activity:

- Place your fingertips against your throat when you speak.

You could try any of the following activities:

1. Place some rice on a piece of paper. Hold this paper a small distance above a drum that has been struck.
2. Hang a metal coat hanger upside down. Tie a piece of string from each of the two corners and place each one on your ear. Someone else strikes the coat hanger.
3. Hit a fork on a table and then place into a bowl of water.
4. Tie a metal fork on a piece of string and place one end against the ear. Swing the fork so it hits the table.
5. Hang a table tennis ball from a length of string. Touch the ball with a vibrating fork.

Task 2 – Recording

Use drawings to communicate what was happening in each of the activities.

Task 3 – How can we alter the loudness of a sound?

Use some of these activities below to see if and how you can alter the loudness of a sound.

1. Water in a washing up bowl. Use straws, forks, plastic spoons, balloons, etc.
2. Different types of paper (to tear, scrunch up, blow against, wave in the air, etc.)
3. A range of instruments.
4. Plastic bottles of different sizes and beakers of water. To fill the bottles with water and then tap them or blow over the necks.

Task 4 – Recording

How will you record your results and information to show what has happened during each activity? You could use the table below or share your results through pictures.

Quietest	Quieter	Quiet	Medium	Loud	Louder	Loudest
Pressing a drum with finger	Scratching a drum	Scrapping a drum	Tapping a drum	Hitting the drum	Hitting the drum hard	Bashing the drum really hard

Purple Mash



Task 1 – Reading activity

1. Click on the box 'Serial Mash'
2. Click on 'Emeralds'
3. Click on 'Animal Boy'

To read the 7 chapters of 'Animal Boy' and to complete the activities for each chapter:

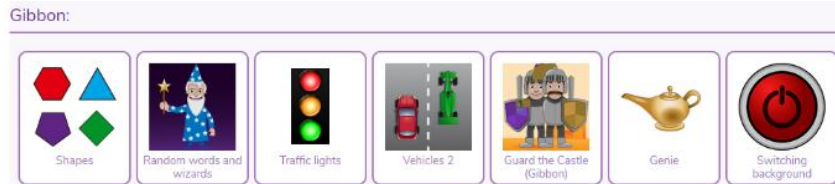
multiple choice / sequencing / SPAG / open ended questions

The chapters and activities are to be spread out over the two weeks - Try and do a chapter and activity each day.

Task 2 – Computing activity

1. Click on the box 'Computing'
2. Click on '2code'
3. Click on 'Gibbon' activities

To complete the 'Gibbon' activities for coding – The first activity should be called 'Shapes'.



To complete one coding activity each day. If you find the 'Gibbon' activities difficult try the 'Chimp' activities.

Task 3 – Topics

1. Click on the box 'Topics'
2. Click on 'Ancient Egypt'
3. Scroll down to 'Games'
4. Complete the task 'Egyptian Pairs Game'.

Guided Reading



Task 1 – Read 'Egyptian Pharaohs'

1. Name two famous female Pharaohs.

_____ and _____

2. Explain why the Pharaoh was so important. (2 marks)

3. What did people believe would happen to the Pharaoh after they have died? (2 marks)

4. Who created the capital of Egypt?

5. Why would an Egyptian Pharaoh not respond to the term 'Pharaoh'?

If you have a 2 mark question this means that you need to find two pieces of information from the text to support your answer.

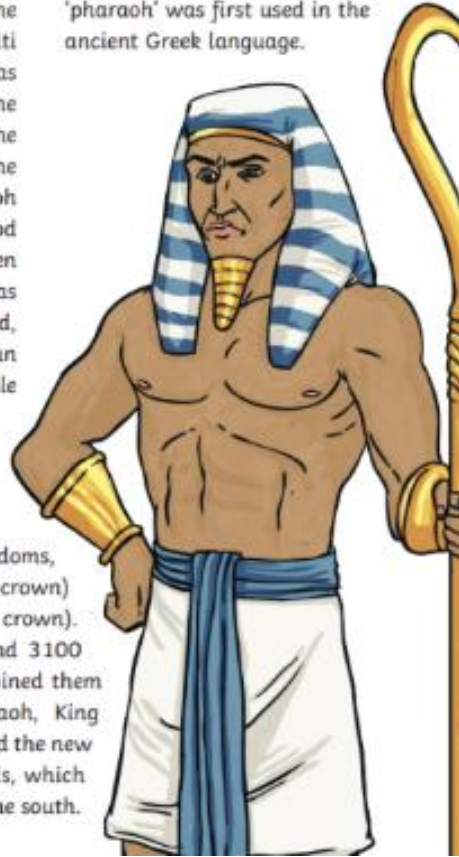
Egyptian Pharaohs

Who were they?

Who were they? The pharaohs were the kings and queens of all of Egypt. Most were men but there were some famous female pharaohs like Nefertiti and Cleopatra. The pharaoh was the most important person in the kingdom and was in charge of the government and every temple. The Egyptian believed that the pharaoh was half-man, half-god. The god half of them was thought to be taken from Horus, the god of the sky. It was thought that after a pharaoh died, they would be joined with the Sun and a new Horus would be sent to rule on Earth.

Quick Fact

The ancient Egyptians did not call their king a pharaoh. The word 'pharaoh' was first used in the ancient Greek language.



The First Pharaoh

Egypt used to be split into two kingdoms, Upper Egypt (known as the white crown) and Lower Egypt (known as the red crown). We know that at some time around 3100 BC the north took the south and joined them together and the first true pharaoh, King Narmer ruled over it. Narmer created the new capital of Egypt, known as Memphis, which sat on the border of the north and the south.

Challenge – Can you create any of your own questions that you could ask somebody about this text?

P.E, Games and activities



Game 1 – Games – Cat's Cradle

What you will need:

- string

How to Play

1. Use the string to make various shapes with your hands.
2. If you are playing with somebody else, try and match your partners shape.



Game 2 – Games – Pictionary

What you will need:

- Pen and paper

How to Play

1. Write down different objects, TV characters, films or anything of your choice onto pieces of paper and fold these up and place them in a bowl.
2. One person takes one of the pieces of paper and they have to draw whatever is on the paper for the other person to guess.
3. First person to guess correctly wins and they then draw the next picture.

Art



Task 1 – Impressionism

To research different artists that were famous for painting using impressionism. Here are some artists that you could research and find out what art work they created:

Claude Monet / Vincent Van Gogh / Pierre-Auguste Renoir

Task 2 – Impressionism

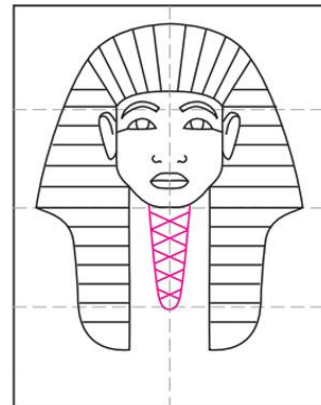
To recreate a famous piece of impressionism art.



Challenge – To paint your picture of a sunset.

Task 3 – Drawing Tutankhamun (Pharaoh)

Below is an image of Tutankhamun.



Can you draw/colour/paint your own Tutankhamun?

Task 3 – Egyptian sunset – silhouette

Silhouette

The dark shape and outline of someone or something visible in restricted light against a brighter background.

Can you create a silhouette using your topic of Egyptians? Below are two examples for you to look at. Remember that you will have two parts to your picture; the foreground and the background.



Top tip – you will need to paint or colour in your background first and then include the silhouettes for the foreground.

Geography



River Nile

The ancient Egyptians were not isolated from other cultures, but they were protected. On either side of the Nile, beyond the rich soil, was desert. Mountains rose in the south. To the north was the vast Mediterranean Sea. The geography of Egypt greatly affected the unique culture these ancient people created thousands of years ago. The ancient Egyptian civilization developed along the lower Nile River to the Mediterranean Sea. The Nile opened access in and out of ancient Egypt. The Nile River and their natural barriers all helped to develop a culture uniquely Egyptian.

The Nile is the longest river in the world. It is shaped like a lotus flower, the design seen in ancient Egyptian art, math, and hieroglyphics. It runs south to north, beginning in the mountains in the south and ending 4,000 miles later at the Mediterranean Sea. Each spring, when snow on the mountains would melt, the Nile River would flood. This was a very good thing. When the flood waters receded, they left behind fertile soil. Crops could easily be grown in this black, rich soil. The ancient Egyptians called this soil the "The Gift of the Nile".

Task 1

Can you find where Egypt is on a map?



Task 2

Below is a blank map of Ancient Egypt. Please label the places listed below.



Great Sea	Lower Egypt	Red Sea	River Nile
Mediterranean Sea	Pyramids		

Challenge – Can you colour the water blue and the land brown and find any other parts to label on your map?

Task 3

Can you find out and research Egypt's flag? What does it look like and what colours does the flag use?

History



Task 1 – Egyptian Canopic Jars

During Ancient Egyptian times the Egyptians used a process called mummification to preserve the body after death. This included taking out parts of the body and putting them in special jars called Canopic jars.

Can you find out what Canopic jars were used during the process of mummification? Here are some images to help you...



Top tip – There were only four Canopic jars used and these were used for specific parts of the body.

Here is a sheet to help you.

Draw lines to match the canopic jar Gods to the organs they protect.



The God **Hapi** with
the head of a

protects the



The God **Duamutef**
with the head of a

protects the



The God **Qebehsenuf**
with the head of a

protects the



The God **Imsety**
with the head of a

protects the



Challenge – You could design and make your own Canopic jar.

Home Spanish learning pack

week 2

Spanish Home Learning Pack

Segunda semana a bordo y lo estáis haciendo increíblemente bien. Seguid así y poco a poco podréis entender mejor y construir pequeñas frases para practicar vuestro español.

Al igual que la semana anterior, las clases se van a componer de una presentación en Power Point con el tema que vamos a dar y los ejercicios que corresponden al mismo. En este caso, os adjunto el nuevo tema llamado tema "Animales de la granja", audios, juegos y ejercicios al respecto. Por favor, leed detenidamente el tema antes de empezar a hacer los ejercicios y reproducir los audios tantas veces como estiméis necesarias para poder pillar la pronunciación y repetir lo que escucháis seguidamente.

Como veis, seguimos trabajando con los animales ya que es un tema muy extenso, divertido e interesante. Esta semana incluiremos también un apartado llamado "mascotas". Si lo deseáis podéis mandarme una foto de vuestra mascota y escribir en español "Esta es mi mascota y se llama ____". Cuando nos reincorporemos a las clases presenciales, podremos poner la foto de vuestras mascotas en nuestros cuadernos de español.

En la presentación, los ejercicios tienen las respuestas correctas añadidas, así que os he añadido un pdf con el tema y los ejercicios para que podáis imprimirlos y hacerlos primero sin comprobar las respuestas en el Power Point, una vez hayáis terminado de hacer las tareas, podéis acudir de nuevo a la presentación del PP para comprobar las respuestas.

Si tenéis cualquier inquietud o duda, podéis escribirme a stmarys.homelearning@taw.org.uk y estaré encantada de responder a vuestras dudas o corregir lo que vayáis necesitando. Recordad escribir la traducción de las palabras que no entendáis en un cuaderno o al lado de las palabras en español. Os recomiendo este diccionario online <https://mobile-dictionary.reverso.net/es/espanol-ingles/> y esta página web para que practiquéis y uséis los recursos que más os apetezca : <https://rockalingua.com>

En esta unidad vais a aprender algunos animales nuevos de la granja, repasar los números, la familia, repasar verbos como "tener", etc. Observaréis un apartado que pone "reto" en el que se enseña a formular preguntas con "¿Cómo?", "¿Cuánto?", "¿Qué?", os animo a que lo hagáis y si tenéis dudas sobre el vocabulario lo miréis en la presentación o busquéis en el diccionario.

Year 4: Tareas 1, 2, 3, 4 y 5.

Year 5: Tareas 1, 2, 3, 4, 5, 6 y 7.



Spanish Home Learning Pack

Second week on board and you are doing incredibly well. Keep up the good work and little by little you will be able to understand better and build small sentences to practice your Spanish.

As in the previous week, the classes will consist of a Power Point presentation with the topic that we are going to give and the exercises that correspond to it. In this case, I am attaching the new theme called "Animales de la granja", audios, games and exercises in this regard. Please, read the topic carefully before starting to do the exercises and reproduce the audios as many times as you think necessary to catch the pronunciation and repeat what you hear immediately.

5 Animales de granja

UNIDAD

1.   Escucha y numera. **Task**



un pato



una vaca



un cerdo



una gallina



El abuelo Juan



LECCIÓN 3



4. **Observa y lee.** Task

Tengo una granja. En mi granja tengo vacas, cerdos, gallinas, patos y ovejas. También tengo un perro y un gato.





UNIDAD

¿Tienes mascota?

Task



1.

33

Escucha y numera.

Yo tengo un perro.
Mi perro se llama Colega.
Tiene cinco años. Colega es
marrón claro. Sabe ladrar y
saltar por un aro.
Es muy inteligente.



Yo tengo un pájaro.
Mi pájaro se llama Pio. Pio
es pequeño y amarillo.
Come semillas y sabe
cantar muy bien.



Yo tengo una gata.
Mi gata se llama Zoa.
Tiene tres años. Zoa es blanca y
negra. Come pescado y sabe
subir a los árboles.
Es muy cariñosa.



Yo tengo una tortuga.
Mi tortuga se llama Pancha.
Es marrón y verde. Pancha
es lenta y muy tímida.

Yo tengo un ratón.
Mi ratón se llama Cito.
Cito es pequeño y blanco.
Come queso y es
muy suave. Sabe bailar.



¿Cómo es?

Challen



LECCIÓN

3.  **Contestad a las siguientes preguntas**

¿Cómo se llama la gata de Rubén?
¿Cuántos años tiene?
¿De qué color es?
¿Qué come?



¿Cómo se llama el pájaro de Elena?
¿Cómo es?
¿Qué come?
¿Qué sabe hacer?



¿Cómo se llama el ratón de Chema?
¿De qué color es?
¿Qué come?



¿Cómo se llama la tortuga de Julia?
¿De qué color es?
¿Cómo es?



¿Cómo se llama el perro de Ana?
¿Cuántos años tiene?
¿De qué color es?
¿Qué sabe hacer?
¿Cómo es?



4.  **Lee.**

5 Animales de granja

Task

1. Lee y une con flechas de colores.

a. b. c. d. e. f. g. h. i. j. k. l. m.

una oveja una vaca
 un caballo un ratón un pato
 un conejo una gallina un burro
 un pollito una cabra un pájaro
 un cerdo

2. Observa y contesta. **Task**

Sí, es... **No, no es...**

a. ¿Es un pájaro?
No, no es un pájaro.

b. ¿Es un conejo?
Sí, es un conejo.

c. ¿Es una gallina?

d. ¿Es una vaca?

e. ¿Es un cerdo?

f. ¿Es un burro?

El abuelo Juan



LECCIÓN 3

3. Lee en tu libro la página 49, completa con **Cuántos** o **Cuántas** y contesta. **Task**

- ¿ **Cuántas** vacas tiene el abuelo Juan? *Dos vacas.*.....
- ¿ cerdos tiene el abuelo Juan?
- ¿ gallinas tiene el abuelo Juan?.....
- ¿ ovejas tiene el abuelo Juan?
- ¿ patos tiene el abuelo Juan?

4. Escribe el plural. **Challen**

- a. vaca: d. cerdo:
- b. oveja: e. ratón:
- c. pato: f. pez:

Recuerda

Vocal + s
Consonante + es
Z > c + es

5. Escribe en su lugar. **Challen**

un	una



oveja



burros



cabra



pollitos



vacas



¿Tienes mascota?

Task

1. Escucha, une con flechas y escribe.

3x tables

1	2		4	5		7	8		10
11		13	14		16	17		19	20
	22	23		25	26		28	29	
31	32		34	35		37	38		40
41		43	44		46	47		49	50
	52	53		55	56		58	59	

4x tables

Help Captain Salamander to cross the river by shading the stepping stones counting up in 4s.

A grid of 18 stepping stones arranged in 3 rows and 6 columns. The stones are numbered as follows:

4	15	26	30	35	38
8	12	22	28	32	41
10	16	20	24	36	40

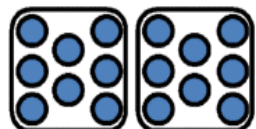
The stones are set in a river represented by a blue dotted background. A salamander is on the left bank, and a path of stones leads across the river. The stone with the number 4 is shaded grey.

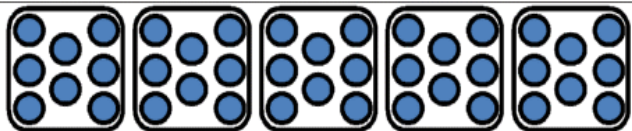
Count by 4s up to 40

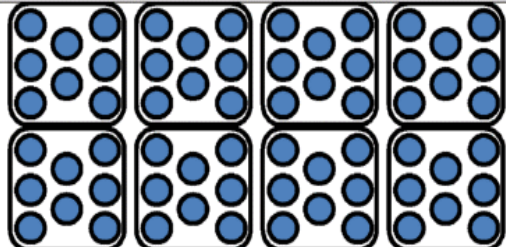
4 → ___ → ___ → ___ → ___ → ___ → ___ → ___ → ___ → ___


8x tables

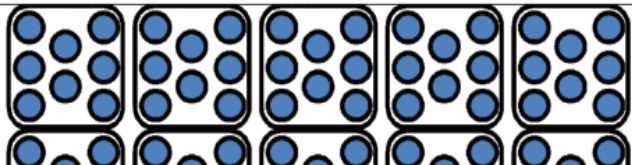
Change these groups of 8s into 8 times table facts.


$$= _ \times _ = 16$$


$$= _ \times _ = _$$


$$= _ \times _ = _$$


$$= _ \times _ = _$$


$$= _ \times _ = _$$

