

Hello Year 4! We hope you are all well and keeping busy with work and play. We would love to have some updates on Class Dojo to see what everyone has been up to! Mrs Storey has continued her cooking adventures with the help of her daughter, making brownies and rocky road, yum! Miss Thackray has been hard at work completing her own University tasks.

It is half-term next week so we will not be setting any work – you can all have a well-deserved break! Have a great week!

ENGLISH

Monday

Look at the images and answer the questions for each. You may need to use a dictionary or the internet to find the meaning of some new words.



1. The Colosseum is a **relic** to ancient times. What does the word 'relic' mean?
2. Is this image from ancient or modern times? How do you know?



3. Why do you think gladiators often used a shield when in battle?
4. What is the name of a picture or pattern produced by arranging together small pieces of stone, tile or glass?



5. Bellona is an ancient Roman goddess. What do you think she is the goddess of? What evidence can you see that makes you think that?



6. This Roman villa is very **opulent** in style. What does 'opulent' mean?
7. Do you think this villa belonged to a rich or poor family? Why do you think this?

Tuesday

Have a read of this poem about a Roman soldier:

Silver swords slice skin,
Merciless and cruel,
Glinting like stars in a crimson sky.

Thousands of miles from home,
Fights the fearsome soldier of Rome.

Moving as one,
Cocooned by battered shields,
They march to the heart-drum beat.

Thousands of miles from home,
Fights the fearsome soldier of Rome.

Tired tribes with weakened will,
Charge like angry boars until
a final, futile fight.

Thousands of miles from home,
Lives the fearsome soldier of Rome.



Can you find:

- A simile (uses 'as' or 'like' to compare something – ***as big as a tree, like a soaring bird***)?
- A metaphor (compares something by saying it is something else – ***the teacher was a dinosaur***)?
- Alliteration (two or more words that begin with the same letter sound – ***Colin's curious cat***)?
- Examples of repetition (words/phrases that are repeated at least twice – ***Red is the colour of a ripe apple, Red is the colour of a trip in the playground***)?
- Examples of rhyme (words that have the same sound – ***He ate cheese and peas off his knees***)?

Wednesday

Using the information below (or researching your own information), create a set of words or phrases that could be used in a poem. Think about the poetic devices that we looked at in yesterday's session (similes, metaphors etc.) and see if you can create some of your own.

Gladiators were professional warriors who fought each other to entertain an audience. Most gladiators were slaves or criminals who trained in special schools. They fought with real weapons and were often badly injured or even killed. However, if they survived long enough they were freed from the arena to live normal lives, and the most successful gladiators became celebrities. There were many different types of gladiator, with different weapons, armour, and fighting styles. Gladiator armour was mostly designed to look good and offer a good show, but it offered little protection in battle.



Bestiarii were arena fighters who battled wild beasts to entertain the public. Their job was every bit as dangerous as being a gladiator, and the crowds supported the animals as often as they supported the humans. In later years, convicted criminals were sometimes thrown to vicious animals as a means of public execution.

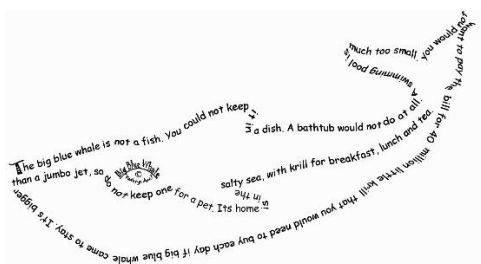
Thursday

Create a shape poem.

Using the words and phrases that you created yesterday, you are to create a poem based on a Roman gladiator. It could be about the life that they lead (starting as a slave but then becoming a celebrity) or it could describe a battle (I battled with the bewildering beast – alliteration!!!). Once you have created your poem, you should then choose an object that relates to a Roman gladiator – a sword, shield, animal. Draw the outline of this object and then you can either fill it with your poem like this:

warm chewy
gingerbread man,
made in some oven
while lying in a pan.
people are waiting
to eat his hand.
why is it they will
mostly nibble on his limbs?
leaving him (if he could) pondering,
wondering just what he'd done to them?
this punishment is a bit harsh it seems
only just for giving them oh,
such tasty dreams.
children all begging
they want to taste too,
be sure there's enough
if it's the last thing that you do.
more are waiting cut them out fast,
although we try I'm pretty sure
they're not going to last.

or write your poem around the outline, like this:



Friday

From the gladiator text used on Wednesday, I have chosen 8 words and scrambled the letters (these are called anagrams). Can you work out what the words are?

r a d i a t o g l

s l i m c r a i n s

p e a s n o w

t e e n t r a i n e r s

v e a l s s

d u o e g r a n s

n e x t i c o u e

w a s i r o r r

Answers are at the bottom of the page!

SPAG

There are different SPaG activities for each group on Purple Mash, however if you cannot complete the activities then you can practice a set of these words. You may choose which group's words to follow.

Group 1 – very, happy, funny, party, family, these, theme, complete, even, delete

Group 2 – eight, arrive, breath, circle, fruit, guard, height, often, popular, eighth

Group 3 – actual, address, calendar, disappear, experience, particular, thought, separate, difficult, weight

Anagram answers: gladiator, criminals, weapons, entertainers, slaves, dangerous, execution, warriors











MATHS

I have set activities on Purple Mash for you to complete one each day. As well as these daily tasks, please continue to use TT Rock Stars and the Multiplications Tables Check

(<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>) every day. For anyone who cannot get access to Purple Mash to complete the tasks, some alternatives are below which can be printed.











Monday

What is the Fraction of the Shaded Area ?

- | | | | | | |
|-----|---|-------|------|--|-------|
| 1) |  | _____ | 6) |  | _____ |
| 2) |  | _____ | 7) |  | _____ |
| 3) |  | _____ | 8) |  | _____ |
| 4) |  | _____ | 9) |  | _____ |
| 5) |  | _____ | 10) |  | _____ |

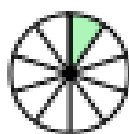
Tuesday

Shade the Figure with the Indicated Fraction.

- | | | | | | |
|------|---|---------------|------|--|----------------|
| 11) |  | $\frac{4}{8}$ | 16) |  | $\frac{6}{7}$ |
| 12) |  | $\frac{1}{2}$ | 17) |  | $\frac{2}{9}$ |
| 13) |  | $\frac{7}{8}$ | 18) |  | $\frac{6}{9}$ |
| 14) |  | $\frac{4}{9}$ | 19) |  | $\frac{1}{8}$ |
| 15) |  | $\frac{5}{9}$ | 20) |  | $\frac{5}{10}$ |

Visually Adding Simple Fractions

1)



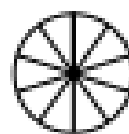
$$\frac{1}{10}$$

+

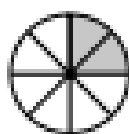


$$\frac{8}{10}$$

=

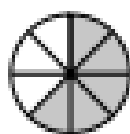


2)



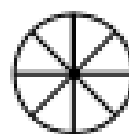
$$\frac{2}{8}$$

+



$$\frac{5}{8}$$

=



3)



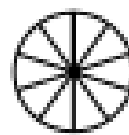
$$\frac{1}{10}$$

+

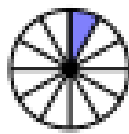


$$\frac{3}{10}$$

=

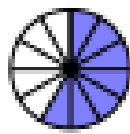


4)



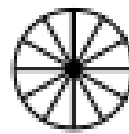
$$\frac{1}{12}$$

+

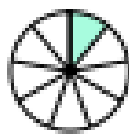


$$\frac{7}{12}$$

=

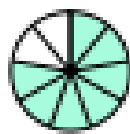


5)



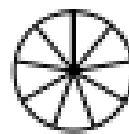
$$\frac{1}{9}$$

+



$$\frac{7}{9}$$

=



Equivalent Fractions

$$1) \quad \frac{12}{15} = \frac{4}{5}$$

$$2) \quad \frac{4}{6} = \frac{2}{3}$$

$$3) \quad \frac{8}{15} = \frac{16}{30}$$

$$4) \quad \frac{1}{3} = \frac{2}{6}$$

$$5) \quad \frac{4}{12} = \frac{1}{3}$$

$$6) \quad \frac{3}{20} = \frac{9}{60}$$

$$7) \quad \frac{2}{5} = \frac{8}{20}$$

$$8) \quad \frac{12}{18} = \frac{2}{3}$$

$$9) \quad \frac{3}{9} = \frac{1}{3}$$

$$10) \quad \frac{6}{15} = \frac{2}{5}$$

Order Fractions

Order the numbers from least to greatest.

1) $\frac{5}{11} ; \frac{9}{11} ; \frac{6}{11} ; \frac{8}{11}$	2) $\frac{4}{12} ; \frac{1}{12} ; \frac{3}{12} ; \frac{9}{12}$
3) $\frac{1}{12} ; \frac{6}{12} ; \frac{3}{12} ; \frac{2}{12} ; \frac{10}{12} ; \frac{7}{12}$	4) $\frac{3}{7} ; \frac{5}{7} ; \frac{4}{7} ; \frac{2}{7} ; \frac{1}{7}$
5) $\frac{10}{11} ; \frac{8}{11} ; \frac{5}{11} ; \frac{4}{11} ; \frac{7}{11}$	6) $\frac{1}{7} ; \frac{5}{7} ; \frac{6}{7} ; \frac{3}{7} ; \frac{2}{7}$
7) $\frac{10}{12} ; \frac{2}{12} ; \frac{1}{12}$	8) $\frac{4}{10} ; \frac{1}{10} ; \frac{7}{10} ; \frac{2}{10}$
9) $\frac{2}{8} ; \frac{4}{8} ; \frac{7}{8} ; \frac{5}{8} ; \frac{6}{8} ; \frac{1}{8}$	10) $\frac{8}{12} ; \frac{2}{12} ; \frac{7}{12} ; \frac{5}{12} ; \frac{1}{12} ; \frac{3}{12}$

ART

This week, you are to create your own design for a Roman shield. Shields had images on to represent different things, some were personal, some were to represent their legion.

Roman Shields

There were many kinds of Roman shields used by legionaries (soldiers). Earlier on they were oval and flat, but at the time of the invasion of Britain (AD43) most were rectangular and curved, like part of a cylinder. This shield is called a scutum.

The shields were mostly made of wood - a few layers glued together to make the curved shape. Some extra strips of wood were glued on the back for more strength. The shield was then covered in leather and a sheet of linen cloth added to the front. Designs were usually painted onto the front.

There were many designs, but one of the most famous is the eagle's wings and lightning bolt. The eagle was the symbol of the Roman army, and the lightning bolt was the symbol of Jupiter, the king of the gods (Jupiter was the Roman version of the Greek god Zeus, who threw thunderbolts from the sky).

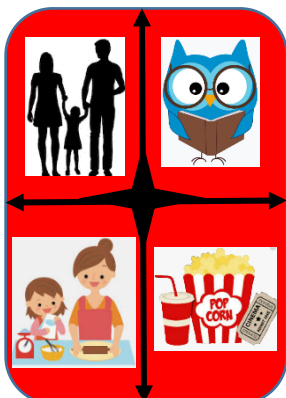


In battle the shield was held with the arm straight, holding a grip in the middle. The grip was across a hole cut from the middle of the shield. This hole was protected by a metal boss, a hemisphere of iron with an iron plate around it. The soldier could push this boss into his enemy to knock him off balance.



For your shield design, you should choose 4 things that represent you. These could be hobbies that you have, your favourite sport/game/animal or things that are important to you (family, friends etc.) – anything that you feel represents you. Think about how you might create symbols to represent these things. Then use these to decorate your shield.

This is a simple design that I have created using symbols to represent things that are important to me:



You can choose your shield shape – circle, rectangle, triangle. You can also choose the background colour. It is also up to you what medium you will use to create your shield. You could draw it, paint it, collage it or create a digital version like I have.

Can you work out what my four symbols represent?

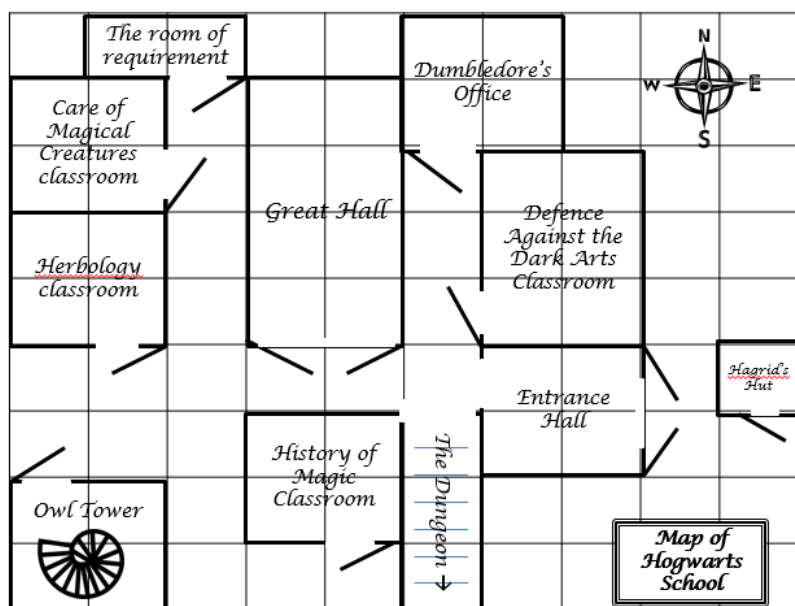
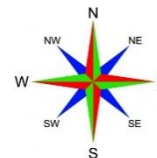
GEOGRAPHY

Use the map to navigate Harry Potter around Hogwarts's school. Starting in Owl Tower, you need to give Harry directions to help him get to the right classes on time. An example of this may be:

Leaving Owl Tower, move two squares north. Then move 4 squares east. Turn to face north and walk into the Great Hall.

Don't forget that you will need to navigate to the next room from the one you are currently in (you should not start at Owl Tower each time).

As an additional challenge, your instructions could include the 8 compass point instead of the 4 basic points (north, south, east and west).



Timetable for: Harry Potter

Time	Activity/Room	Directions
08:00	Breakfast in the Great Hall	
09:00	Defence Against the Dark Arts	
10:30	Visit Hagrid in Hagrid's Hut	
11:00	Herbology	
12:00	Lunch in the Great Hall	
1:00	History of Magic	
2:00	Double potions in the Dungeon	
4:00	Meet Dumbledore's Army in The Room of requirement	

R.E.

Read the story about Joseph and the truth sticks and then answer the questions.

Joseph and the Truth Stick

Once, in the ancient land of Egypt, where the river Nile flows lazily and the stern stone sphinx gazes out over the desert, the Pharaoh was mightily troubled. It seemed that a thief was loose in his palace for someone had stolen a precious jewel from the royal treasure house. The outrage was discovered when the Pharaoh visited the marble hall where the chests filled with priceless gems were kept. He wanted to see the fabulous moonstone, a milky white crystal that sparkled like a rainbow when held up to the sunlight. Of all the jewels in his treasure house the moonstone was the Pharaoh's favourite. He had waited patiently enough when the clerks went to fetch it but his face darkened like a thunder-cloud when a terrified servant reported that it had vanished.

"Who is responsible for this outrage?" demanded the Pharaoh of his servants. "Who dares to steal from mighty Pharaoh?" Pharaoh's face flushed with fury. He glared at his servants who threw themselves to the floor at his feet.

"We don't know," they cried.

"Jackals and slaves," shouted Pharaoh. "I shall have you all executed. Guards, seize these dogs, take them from my sight and cut their heads off!"

But before the guards could grab the fearful clerks, Joseph, the Pharaoh's faithful councillor spoke quietly to his master and begged him not to order the guards to spill the blood of innocent men.

"But these men have stolen the moonstone," snapped Pharaoh. "They are not innocent."

"I think it is more likely that just one man is the thief, Lord Pharaoh," said Joseph thoughtfully. "And only he knows where the jewel is hidden. If you have them all executed then not only will you have taken the lives of honest fellows, you will also never see the beautiful moonstone again."

"Why do you say that?" Pharaoh asked Joseph.

"Well the thief will surely take the secret of its whereabouts to his grave. He has no reason to tell us its hiding place if we are going to kill him anyway. We should try to discover who is the real culprit and then give the thief a chance to tell us the truth."

"But which of my clerks is the thief?" said Pharaoh looking puzzled. He ordered the men to stand up and look at him. He stared hard at their frightened faces. "Are you the robber?" he snapped at each man in turn.

"No, Lord Pharaoh," they replied in voices that shook with terror.

Pharaoh made a gesture of disgust. "This is impossible," he snarled.

"Will Lord Pharaoh grant me his permission to try?" asked Joseph.

"Very well," answered Pharaoh, "but I still say the dogs should die."

Joseph smiled gently at the furious Pharaoh and then turned to the servants who were shaking like leaves in a gale.

"If the thief will own up to his crime and reveal where the moonstone is hidden then I promise you all that your lives will be spared."

"Never!" roared Pharaoh.

"Please tell me, Lord Pharaoh," said Joseph calmly, "do you wish to see the moonstone again?"

"Yes, of course I do," fumed the exasperated Pharaoh.

"And do you agree that killing innocent men is a crime?"

"I suppose so," muttered Pharaoh.

"Then will you promise to spare the lives of all these man if the thief confesses?" asked Joseph.

"Yes," said Pharaoh reluctantly.

"Good," said Joseph. Then he smiled at the trembling servants. "Calm yourselves," he said. "If the thief steps forward now he will have to give up the moonstone but he will save the lives of his friends and I will allow him to go free. If he does not then I will use my magic powers to unmask him and he will suffer imprisonment."

Joseph and Pharaoh waited but not one of the servants said a word. The thief did not believe he would be found out and felt that if he kept his nerve he would get away with his crime and his life. It was his opinion that Joseph was bluffing about having magic powers.

When it was clear that no one was going to admit to stealing the jewel, Joseph told them all to stay there while he went to fetch his truth sticks. He soon returned clutching five long, thin pieces of plain wood. He gave each of the clerks one of the sticks.

"These truth sticks are magical," he informed the baffled servants. "You will take them to your rooms and a guard will be posted outside your doors. At dawn tomorrow you will all return here and I will inspect the sticks. I will then discover the identity of the thief because his stick will stay the same length as now but all the others will have shrunk to half their normal size."

When he finished speaking the guards marched the servants away.

The next morning as the sun peaked over the horizon, the servants were brought back to the treasure house where Pharaoh and Joseph were waiting.

"Show me your sticks," commanded Joseph. All the servants held up the sticks. Four were the same length but one had shrunk to half size.

"Arrest the man whose stick is much shorter than the others," said Joseph. "He is the thief."

"No!" cried the crook. "You said if I was innocent the magic stick would shrink and it has."

"That's right," replied Joseph. "But the sticks aren't really magical so they can't shrink. You knew you were guilty and thought that you could fool me by cutting it in half." The man hung his head in shame. When the guards searched the fellow's room they found not only the other half of the truth stick but the moonstone as well. Joseph made Pharaoh keep his word so the thief's life was spared but he was kept under lock and key until the end of his days. Yet if only he had told the truth when he had the chance he would have lived the rest of his life as a free man.

Questions

1. Why should you try to find out all the facts before making a judgement?
2. What do you feel Pharaoh was most concerned with – catching the thief, finding the jewel, or protecting the innocent? Why do you think this?
3. What was the most important thing to Joseph – saving the lives of the clerks, tricking the thief, or preventing Pharaoh from committing murder? Why do you think this?
4. Are there any occasions when it is acceptable not to tell the truth? Why?/Why not?