



Fairfields
PRIMARY SCHOOL

Year 4/5

Home learning

w/c 15.06.20

Dear Parents/Carers,

We have made a weekly pack that coincides with the learning that the key worker children will be doing in school for Years 4 and 5 - and also includes a suggested timetable of daily tasks, including the **Zoom Lessons** for Maths and English (Wednesday 17th to Friday 19th).

Below are some ideas and links to follow at home. Our theme for the next few weeks is 'The Romans'. Please email either Miss Kirchin or Mr Gallop should you have any questions. They can be contacted at enquiries@fairfieldsprimary.co.uk.

To ensure that the children are motivated to complete as many of these suggested activities as possible whilst at home - we would like for them to email us, or drop off into school (following social distancing guidelines) two of the learning activities they complete each week (highlighted in yellow). We, as their teachers, can then assess what they have done and provide feedback during the weekly phone call home where required.

Monday

English - Reading Comprehensions
Maths - Practice Worded Reasoning Problems
PSHE - What makes you an amazing person?

Tuesday

English - Gather adjectives about the pictures in English ready for our Zoom lessons on Thursday and Friday.
Maths - Practice Worded Reasoning Problems
History/Art - Create a Roman Mosaic in a medium of your choice

Wednesday

English - Zoom lesson - 'Chariot Racing picture'
Maths - Zoom lesson
Science - Life Cycles

Thursday

English - Zoom lesson - 'Gladiator and Lion picture '
Maths - Zoom lesson
Spelling - choose 10-12 words from either the Year 4 or Year 5 spelling list. Practise using 'Look, cover, write, check' and put words into sentences.

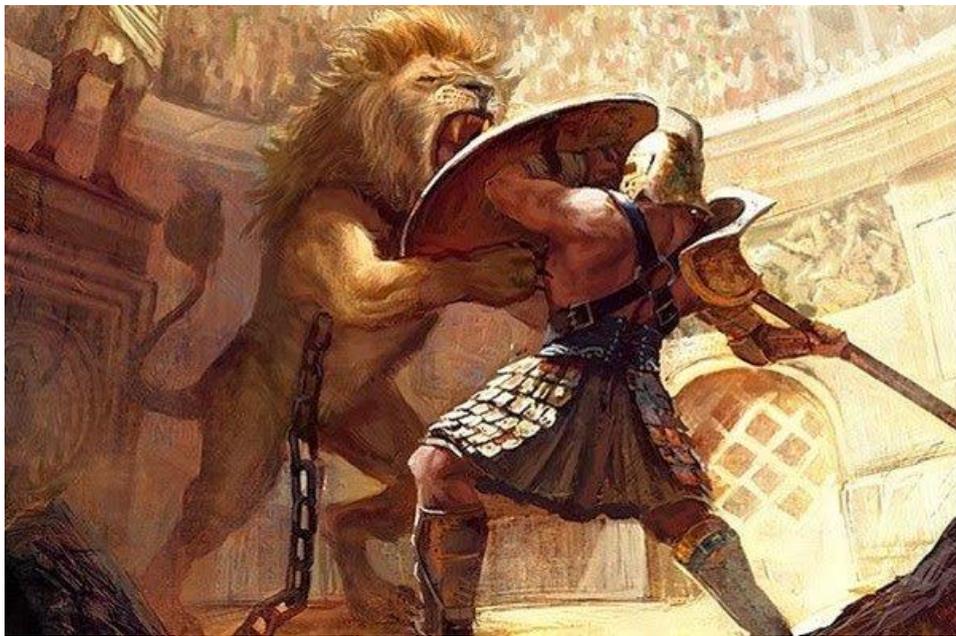
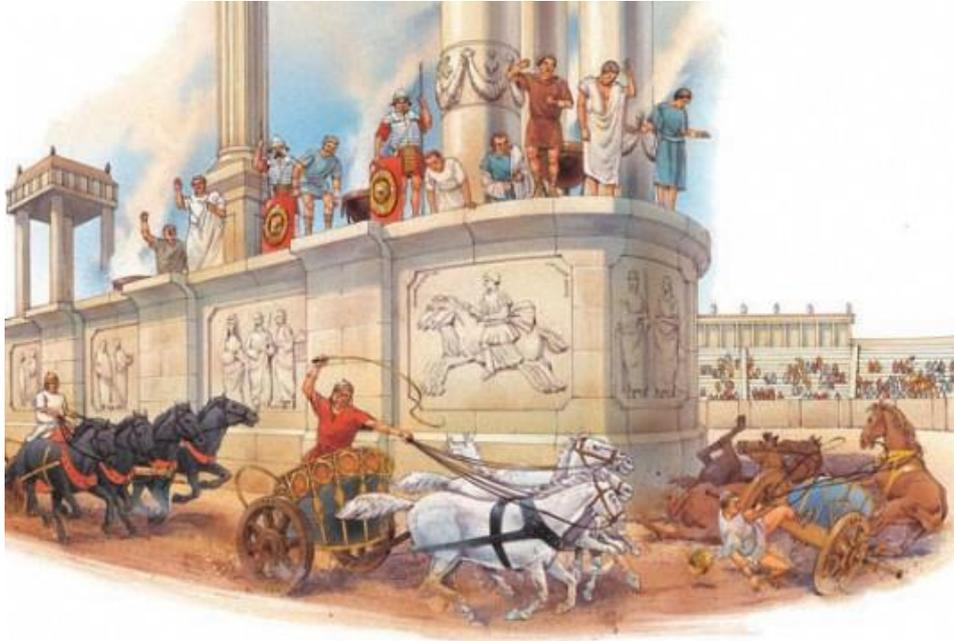
Friday

English - Zoom lesson - SPAG Activity - converting nouns and adjectives into verbs.
Maths - Zoom lesson
Handwriting - Copy the Pompeii poem out in your very best handwriting

English - Writing

This week we will be focussing upon 'descriptive narrative' based upon images of a Roman chariot race and a gladiatorial battle. The images you will need for our lessons are below

-



Using the Writing Lenses - 'noticing', 'touch', 'hearing', 'smell' and 'feelings' we will be constructing a short narrative piece to describe the pictures. What is happening in the pictures? What could you hear if you were there? What might the people be feeling (emotions)? How can you describe what you are seeing? On Tuesday we have suggested that you collect a bank of adjectives to help with your Zoom Lessons on Wednesday and Thursday.

Reading

This week we have included two reading comprehensions for you to complete. The reading comprehensions are about 'Roman Armour and Weapons' and 'Roman Villas'. The documents you will need are at the bottom of this home learning Pack.

Remember - always use evidence from the text to support your answers, especially for the 2 or three mark questions!

SPaG

This week in school we will be converting nouns and adjectives into verbs. Again, the documents you need for this activity are at the bottom of this home learning Pack

Maths

This week we will be applying our prior understanding of addition, subtraction, multiplication and division to **worded reasoning questions**. These may be single, or multi-step questions that require more than one calculation to arrive at the correct answer.

The questions at the bottom of this home learning pack are intended for practice only. During the Zoom lessons on Wednesday and Thursday, you will be presented with different questions to apply your maths knowledge to and calculate.

As an extension, the children could then see if they can come up with their own reasoning questions to really show off their understanding! Try and set Miss Kirchin and Mr Gallop a reasoning question to calculate!

Also continue to practice your times tables fluency using the following links -

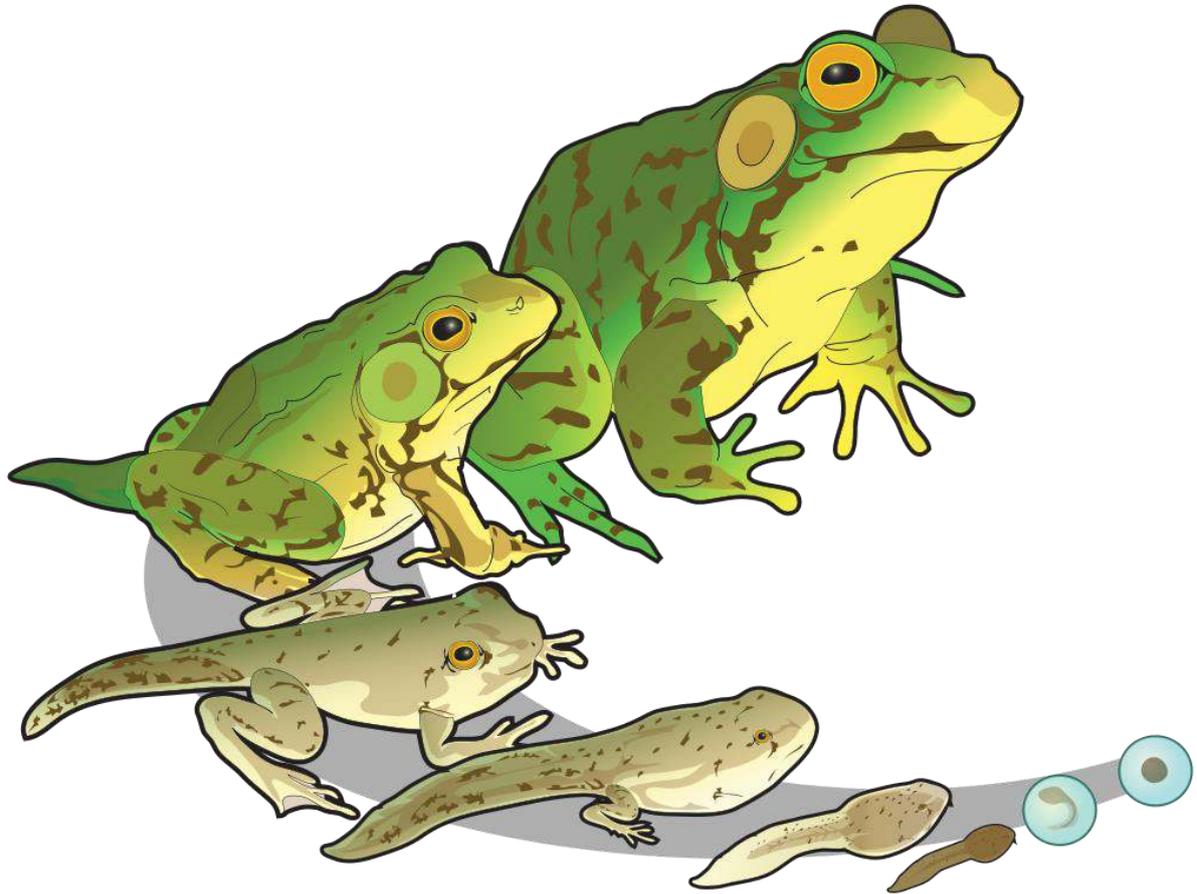
- <https://trockstars.com/> All children within Fairfields Primary School have a log-in and are able to access all resources on either a laptop, or tablet device.

Science/ Topic

This week Y4 and 5 are focussing on the topic - Living Things and their habitats - we will be learning to describe the differences in the life cycles between a mammal, an amphibian, an insect and a bird.

In school we will be using the below resources from Twinkl. We are aware that the free trial from Twinkl has come to an end, so have taken a number of resources and included them at the bottom of this home learning pack.

Have a look at the clip (<https://www.youtube.com/watch?v=F3EIGMVU6SY>) for more information about the life cycle of an amphibian. You could then use this information to represent the knowledge you have learnt in a creative way!



PE/ PSHE

- Go Noodle - get up and move every morning!
- What makes you an amazing person? Tell us in a creative way.
- If you have not yet managed too - a walk to the Roman Villa at Bancroft Park in Milton Keynes would be a great idea to not only get some much-needed fresh air, but also to experience Roman History right here in Milton Keynes.
- A link for details about Bancroft Roman Villa can be found here - <https://www.theparkstrust.com/our-work/heritage-in-our-parks/bancroft-roman-villa/>



Thank You

Mr Gallop, Miss Kirchin and Miss Barnes (Purple 'Bubble' Team)

Reading Resources

Roman Armour and Weapons

We know about Roman armour and weapons from Roman pictures and statues, and from finds by modern archaeologists.

A Roman soldier wore armour made from strips of iron and leather (*lorica segmentata* in Latin). On his head was a metal helmet (*galea*). He carried a rectangular shield, curved so it protected his body (*scutum*). The shield was made of wood and leather.

The soldier's main weapons were a short sword for stabbing (*gladius*) and a long spear called a javelin for throwing (*pilum*). The javelin had a sharp iron point, and a thin, bendy shaft. When it hit an enemy's shield, the point stuck in, but the shaft bent. This made it difficult to pull out. The long spear shaft got in the way, so the enemy had to throw away his shield.

Roman soldiers kept fit by running, marching and practice-fighting. They could march 20 miles/30 km a day wearing armour. They could swim or cross rivers in boats, build bridges, and smash their way into forts. Each man carried his weapons and shield, some food and camping equipment (such as spare clothes, cooking pot and an axe or spade).

Roman soldiers almost always obeyed orders. They usually fought in lines, marching forward with their shields facing the enemy. If they were being fired at from above (with arrows or rocks) the men would lift their shields over their heads for protection. They looked like a tortoise, so they called this formation the *testudo* (Latin for tortoise).

1. Name two materials used to make Roman armour.
2. What is a *testudo*?
3. Match up these Latin words with the correct meaning:

scutum	javelin
galea	short sword
gladius	helmet
pilum	shield

4. How far could a Roman soldier walk in a day?
5. How did they keep fit?
6. What kind of shaft did a *pilum* have?
7. Why was it like this?
8. What is the Latin word for sandals?
9. Why was a Roman shield curved?
10. In what formation did the soldiers fight?



Roman Villas

Upper class, wealthy Roman Citizens in the countryside around Rome and throughout the Empire lived in villa-complexes, the accommodation for rural farms. The villa-complex consisted of three parts.

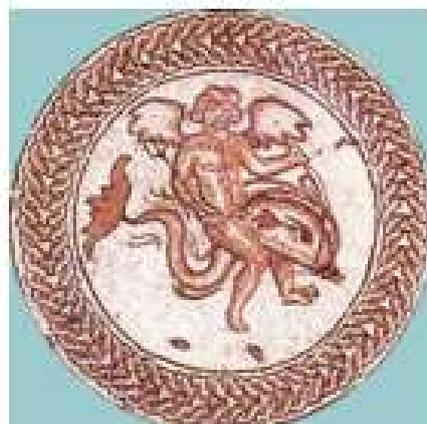
The "Villa Urbana" was where the owner and his family lived. This would be similar to the wealthy-person's Domus in the city and would have painted walls and lovely artistic mosaics on the floors.

The "Villa Rustica" was where the staff and slaves of the villa worked and lived. This was also the living quarters for the farm animals. There would usually be other rooms here that might be used as store rooms, a hospital or even a prison.

The third part of the villa-complex would be the storage rooms. These would be where the products of the farm were stored ready for transport to buyers. Storage rooms here would have been used for Oil, Wine, Grain, Grapes and any other produce of the villa. Other rooms in the villa might include an office, a temple for worship, several bedrooms, a dining room and a kitchen.

Villas were often plumbed with running water and many would have had under-floor central heating known as a "hypocaust". There are more than two dozen Roman villas in Britain, one of the finest being at Fishbourne in West Sussex.

1. Who lived in the villa rustica?
2. Who lived in the villa urbana?
3. What type of occupation was associated with a villa?
4. What might be stored in the third part of the villa?
5. Name three things that may have been grown at a villa complex.
6. How were the walls of the villa decorated?
7. How many villas are there in Britain?
8. Why do you think that the villas are in the south of the country?
9. Apart from the owners, staff and slaves, name two other types of people who might be found sleeping in a villa.
10. Name one place where you can go to see a Roman Villa.



Maths Resources

Lucy entered Narnia and 2.30pm. If she spent 15 minutes looking around before meeting Tumnus, then spent 2 hours with Tumnus before she went home, what time would she have left Narnia?	If Lucy was 11 when the children defeated the White Witch and she was 18 when the children returned through the wardrobe, how long had passed?	If Lucy was 11, Edmund was 13, Susan was 14 and Peter was 15, what was the children's combined age in total? What is this in months?
If the Witch had 340 soldiers on her side and Aslan had only 210, how many more soldiers did the Witch have? How many soldiers were fighting in total?	If there were 250 statues at the Witch's palace and Aslan took 10 seconds to turn each back to life, how long would this take him in seconds?	The witch had 20 Turkish delight in her box. Edmund ate 10. What fraction is this? Can you think of a different equivalent fraction?
It took 7 wolves to arrest and detain Tumnus. If the same number are needed at every arrest, how many wolves are needed for 100 prisoners?	The Beavers walked 7km an hour, how long would it take them to walk 28km?	Aslan was 250 when the Witch first ruled Narnia. If she has been ruling for 142 years, how old is Aslan now?

Extension: Write 3 of your own word problems. Answer them too!

Word Problems: Multiplying and Dividing

1. Holly has 98 stickers; she wants to put them into her sticker book. Six stickers will fit on each page. How many pages will she fill up?
2. Owen bought 12 packets of sweets for the class, in each packet there are 15 sweets. How many sweets does he have in all?
3. Aston has 134 jelly beans which she wants to share with her friends. If she has 8 friends, how many jelly beans will each friend get?
4. Johnny has a collection of football cards. In his book he has 12 cards per page and 34 pages filled. How many cards does Johnny have in all?
5. It costs £230 for the trip to the Isle of White. If 47 children are planning on attending, what is the total cost of the trip?

1. Rhianna has 100 sweets; she gave her friend Leiarna 14 sweets. How many sweets does she have left?
2. Kathryn has 100 stickers; she gave Mercedes 48 stickers for Mercedes' birthday. How many stickers does Kathryn have left?
3. Lewis has 201 football cards. He trades 136 of his football cards to Thomas for a book about his favourite football team. How many football cards does Lewis have left?
4. Ashleigh has 423 sweets, she gives her friend James 96 sweets, her friend Teri 101 sweets and her friend Georgia 87 sweets. How many sweets does Ashleigh have left?
5. Georgia had 400 books. She had 123 horse books, 76 books about fairies, 3 cookbooks and the rest were architecture books. How many architecture books did Georgia have in total?
6. Jordan's mom has enough fuel to travel 55 miles in her car. First she goes 5 miles to the shop. Then she goes to visit Jordan's Nan who lives a further 10 miles away. She then wants to pick up Jordan from school, which is a further 20 miles away. Does she have enough petrol to get to Gosbecks without refueling?
7. Miss Harling had £30 to spend on fruit for the fruit-tasting event. She wants to buy 18 bananas at £0.10 each, 4 cans of lychees for £1.25 each, 5 packets of raspberries for £2.50 each and 25 apples for £0.20 each. How many grapefruits can she buy with her remaining money if a grapefruit costs £1.00? (Remember you can only buy whole grapefruit, not remainders!)

Spelling Resources

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Year 3 and 4 Statutory Spellings

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

Handwriting Resources

POMPEII

A POEM FOR KIDS BY PAUL PERRO

There once was a Roman city
And it was called Pompeii.
Disaster struck it in the year
79 Anno Domine.

Nearby there was a mountain and
Just in case you're curious,
I will tell you the mountain's name –
It was called Mount Vesuvius.

Except it wasn't a mountain
It was really a volcano,
Something which the Pompeiians
Sadly did not know.

One August night it spewed out fire,
Lava, rocks - volcanic.
The Pompeiians were all afraid
And ran about in panic.

The city was destroyed that night
With heat and bangs and crashes
And buried under hundreds of tons
Of volcanic ashes.

Pompeii lay lost and forgotten
For hundreds and hundreds of years
Until the 1800s when
It was found by engineers.

They dug the ruins out and now
It's a tourist attraction today.
Every year millions
Visit ancient Pompeii.

What Is...

a mammal?

A mammal is a warm-blooded creature that gives birth to live babies. A mammal has fur or hair. The largest mammal in the world is the blue whale and the smallest is the bumblebee bat.



an amphibian?

An amphibian is a cold-blooded creature. Amphibians can breathe in and out of water. Frogs and toads are amphibians.

Click on each picture to find out more.

What Is...

an insect?

An insect is a creature whose body is split into three sections called the head, the thorax and the abdomen. Insects have an exoskeleton. There are around one million species of insects, including ants, bees and butterflies.



a bird?

A bird is a vertebrate. It has a beak, feathers and wings, although not all birds can fly. Owls, swans and sparrows are all species of birds.

Click on each picture to find out more.

The Life Cycle of a Mammal

Independent adult usually seeks company from the opposite sex and mates. Adult female nurses their young.



3



1

Embryo growing inside the mother, where it is completely reliant upon the mother.



Main period of growth and developing independence from the parents.



2

The Life Cycle of an Amphibian



6

The tail disappears and it starts to eat insects instead of plants. It takes 2-4 years to become an adult, when it can lay eggs.



1

The female lays a mass of eggs which are fertilized by the male.



5

The tadpole grows front legs and its tail shortens. It uses nutrients in its tail as food. It jumps out of the water on to land.



After 2-25 days the tadpole hatches from the egg.



2

The tadpole grows fins and a stronger tail. Then, it develops lungs and hind legs.



4

It swims and eats plants. It breathes through gills.



3

The Life Cycle of an Insect (Complete Metamorphosis)

It metamorphoses into an adult which breaks out of the pupa, matures and lays eggs.



4

Eggs are laid by the female insect.



1

Egg hatches into a larva. This varies depending on species. Common forms are caterpillars, maggots, grubs.



2



The pupa is usually where a hard case is formed around the larva.



3

Insects

Insects come under two categories. 'Metamorphosis' means 'to change'. Click on a heading to find out more.

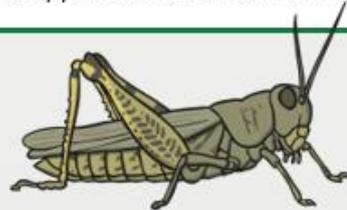
Complete Metamorphosis

The life cycle of these insects has four stages: egg, larva, pupa and adult. Insects in this category include beetles, butterflies and flies.



Incomplete Metamorphosis

The life cycle of these insects has three stages: egg, nymph and adult. Insects in this category include grasshoppers, crickets and cockroaches.



The Life Cycle of an Insect (Incomplete Metamorphosis)

Eggs are laid by the female insect. Sometimes this is in water.



Egg hatches into a nymph. This varies depending on species. Nymph looks like small adult. In some cases, it lives in water.



The nymph grows into the adult form, sometimes shedding skin. Adults sometimes fly. Adult females lay eggs.



The Life Cycle of a Bird

Independent adult usually seeks company from the opposite sex and mates.



Eggs are laid by the mother and the mother and father care for the egg until it hatches.



Mother and father feed the young bird until it is old enough to fly and find its own food.



Similarities and Differences

	Mammal	Amphibian	Insect - Complete Metamorphosis	Insect - Incomplete Metamorphosis	Bird
Starts as an egg	X	✓	✓	✓	✓
The number of stages in the life cycle	3	6	4	3	3
Does the young look like the adult?	Yes	No	No	Yes	Yes

Can you think of any other differences between the life cycles?

Adding '-ate', '-ise' and '-ify'

Adding '-ate', '-ise' and '-ify'

1a. Match the suffixes to the correct root words.

consider	ate
test	ise
real	ify



VF

1b. Match the suffixes to the correct root words.

advert	ate
class	ise
origin	ify



VF

2a. Add the correct suffix to the underlined word in the sentence below.

She was an affection child.



VF

2b. Add the correct suffix to the underlined word in the sentence below.

We need to final the number of guests.



VF

3a. James adds the suffix '-ise' to the word below. Which word class does it now belong to?

equal



VF

3b. James adds the suffix '-ate' to the word below. Which word class does it now belong to?

passion



VF

4a. Complete the table below by adding the suffixes shown below. Cross out any words which are incorrect.

Root word	+ -ise	+ -ify	+ -ate
advert			
			originate
final			



VF

4b. Complete the table below by adding the suffixes shown below. Cross out any words which are incorrect.

Root word	+ -ise	+ -ify	+ -ate
affection			
real			
		testify	



VF