



Literacy

Week 1 - Monday

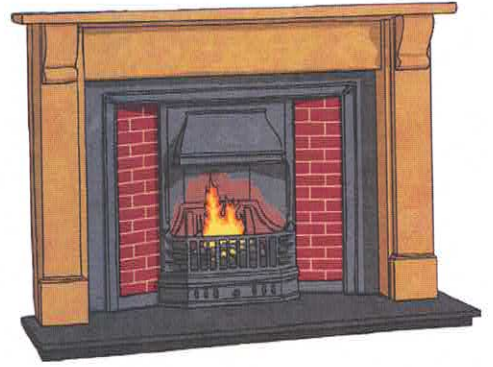
An Extract From

The Fires of Autumn by A.A. Milne

The most important piece of furniture in any room is the fireplace. For half the year we sit round it, warming ourselves at its heat; for the other half of the year we continue to sit round it, only because we are used to it and we are too lazy to move the chairs.

The lighting of the first fire of the autumn is certainly a special event. As much as I am sad that summer has gone, I cannot help but to rejoice in the first autumn days, days so cheerful and so very much alive. By November, the freshness has left them and I spend much time wishing that I could go back to August, or hop forwards to April. But it is in October that I taste the delights of the fireside again and find them to be even better than I had remembered.

Although I write 'October', this year it was in September that I lit my first fire. Perhaps as the owner of a new and (as I think) a very beautiful fireplace, I may be excused. At first, I wondered if a fireplace so delightful would even support a fire, so I struck the match nervously and waited. I watched as the sticks caught up the flame from the dying paper and handed it on to the coal. In a little while the coal had made room for the logs and my first autumn fire in my brilliant new fireplace was alive and dancing.



1. Find and copy three adjectives that the author uses to describe his fireplace.

2. Why do you think the author describes the first autumn days as 'so cheerful and so very much alive'?

3. Why do you think that the author lit his first fire a month earlier than normal?

4. This text was written almost one hundred years ago. Do you think people use their fireplaces as much today as they did then? Explain your answer.

Week 1 - Monday

An Extract From

Autumn by Arthur Ransome

Once upon a time, there lived four beautiful little girls, Spring, Summer, Autumn and Winter. Winter wore a white dress with red berries in her hair. Spring had a dress of bright green with a beautiful wreath of primroses and violets on her head. Summer dressed in deep green with a crown of leaves and flowers. However, Autumn was only allowed Summer's old dresses when they were faded and nearly worn out. Although Autumn was very unhappy about this she went about bravely with a smiling face.

One day, a fairy Godmother came into the garden and asked to see all her little Godchildren. Spring, Summer and Winter all put on their best frocks and came to see her, but poor Autumn could only wear Summer's old dress, which she did as well as she could. Autumn was shy because she knew that her dress was only an old faded one and not as pretty as the bright and eye-catching clothes of her sisters.

The Godmother greeted the others but, when she came to Autumn, she saw that all was not quite well. Autumn whispered that she was sorry that she was not looking as pretty as the others, but that she really could not help it because she had no frocks of her own. The Godmother smiled and took her in her arms. She held Autumn's hand and together they went into the garden, down to the edge of the pond.

1. Find and copy one word from the story which means the same as 'dress'.

2. Why does Autumn feel shy at the beginning of the story?

3. What do you think the fairy Godmother will do with Autumn?

4. Write about another story you know which has a fairy Godmother in it.



Week 1 - Tuesday

Autumn Poetry

Read through these autumn poems.

Which one is your favourite? Why?

Can you copy out your favourite and illustrate it?

Learn one of these poem and perform it to your family

Summer's End

By Judith Viorst

One by one the petals drop
There's nothing that can make them stop.
You cannot beg a rose to stay.
Why does it have to be that way?

The butterflies I used to chase
Have gone off to some other place.
I don't know where. I only know
I wish they didn't have to go.

And all the shiny afternoons
So full of birds and big balloons
And ice cream melting in the sun are done.
I do not want them done

A Bed in the Leaves

By Marian Kennedy

My yard is full of leaves today
Brown and yellow and gold
I think I'll rake them in a pile
Higher than my head

Then I'll pretend it is my bed
I'll jump in very quick
And pile their leaves up over me
For covers soft and thick



I'll just lie there so nice and warm
And look up in the sky
And watch more leaves float down for me
To rake up bye and bye



A LEAF

by Aileen Fisher

If I were a leaf
(but I wouldn't be)
I'd have to be tied
to a tree, tree, tree.
I couldn't walk off
(or skip or run)
and my nose would get burned
by the sun, sun, sun.
In summer I'd roast,
(in winter I'd freeze)
and all through October
I'd sneeze, sneeze, sneeze.



Autumn leaves

(tune-London Bridge)

Autumn leaves are falling down,
Falling down, falling down,
Autumn leaves are falling down,
Yellow, red, orange and brown!



Friday Week 1

A chill arrives in one soft breath, carrying with it
the laughter of children, punctuated by the crunch of leaves

Under small, sneakered feet.

The gaze of softly glowing faces
from porch steps follows them home

Up points a hand to one face, born of small, excited hands
clumsily wielding a carving knife

"**M**ine." With pride.

Night air kisses them goodbye at their doors,
and they move into the world of softly grumbling heaters
and dinner that will linger, warm and happy, in full sleepy stomachs.



AUTUMN Acrostic

A

Amazing colors

U

Under appreciated season

T

Time for raking leaves

U

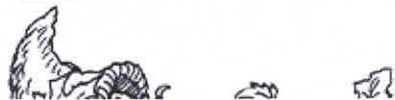
Usually gets cooler

M

Many leaves fall

N

Nice time for a cozy fire



Autumn

Apple pie is a smile you can eat
Uncle uses a mountain of spooky
decorations
The foliage is like an abstract
painting
Under the pressure of the end of the
first term
Mom's applesauce makes the whole
house smell like a delicious pastry
Nothing is more satisfying than the
crackle of leaves

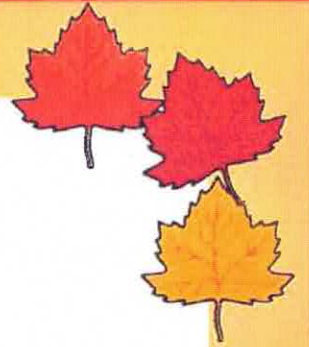
Apples falling and

Umber leaves,

Tumbling to the ground.

Underfoot are acorns and conkers,

Many colours all around,



A



U



T



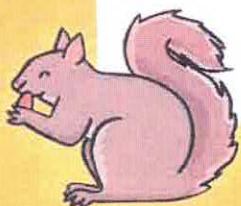
U



M



N



H _____

A _____

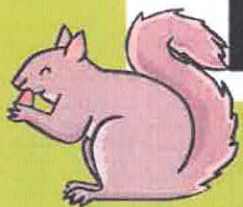
R _____

V _____

E _____

S _____

T _____



Week 2 - Monday

The Sound Collector - by Roger McGough



A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried it away



The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock



The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes



The hissing of the frying pan
The ticking of the grill
The bubbling of the bath tub
As it starts to fill



The drumming of the raindrops
On the window pane
When you do the washing up
The gurgle of the drain



The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair



A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same

Week 2 - Tuesday

The Sound Collector - Comprehension Questions

1. Who is the sound collector?

2. Where did the sound collector put the sounds?

3. What sound verb is used to describe the bathtub?

4. What sound verb is used to describe the raindrops?

5. Which two words rhyme in stanza 4?

6. Which two words rhyme in stanza 6?

7. What time of day did the sound collector call?

8. What colour clothes is the sound collector wearing?

9. What tense is used in this poem?

10. What is the poem about?

11. Where does the poem take place? Explain your answer

12. What is the poet describing in the line 'The crunching of the flakes'?

13. Why does the poem end with life will never be the same?

Week 2 - Wednesday



Ideas for Week 2 Thursday

Beautiful

Crisp

Brown

Rusty

Peaceful

Crackle

Whisper

Warm

Bumpy

Smooth

Rustle

Wet

Dry

Blue

White

Lovely

Scratchy

Squelchy

Beautiful

Crisp

Brown

Rusty

Peaceful

Crackle

Whisper

Warm

Bumpy

Smooth

Rustle

Wet

Dry

Blue

White

Lovely

Scratchy

Squelchy

Optional when writing your own poem
(Friday Week 2)



My Autumn Sensory Poem

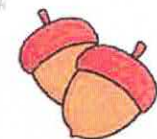
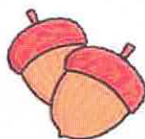
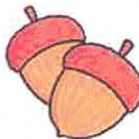
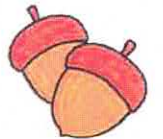
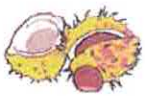
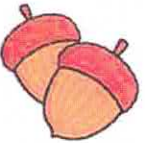
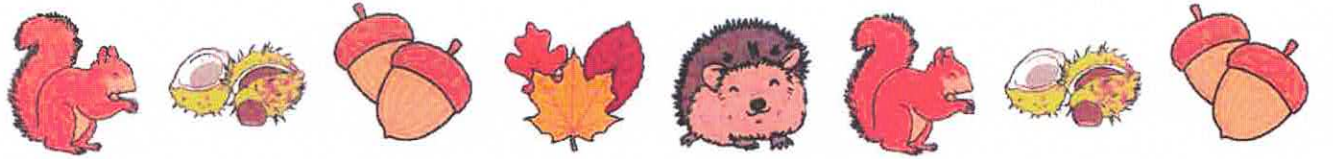
In the Autumn I see..

In the Autumn I hear..

In the Autumn I taste..

In the Autumn I smell..

In the Autumn I feel..







Numeracy

Round to the nearest 10



- 1 a) Which multiples of 10 do the numbers sit between?
Complete the number line.



- b) Circle the number 27

Which multiple of 10 is 27 closest to?

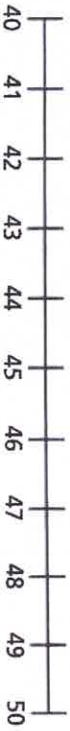
27 rounded to the nearest 10 is

- c) Circle the number 23

Which multiple of 10 is 23 closest to?

23 rounded to the nearest 10 is

- 2 Here is a number line.



- a) Which numbers round to 40?

- b) Which numbers round to 50?

- 3 Round each number to the nearest 10

a) 41

d) 79

g) 33

b) 19

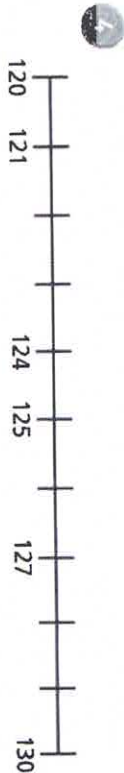
e) 9

h) 71

c) 25

f) 4

i) 99



- a) Are these numbers closer to 120 or 130?

Use the number line to help you complete the sentences.

121 is closer to than

124 is closer to than

127 is closer to than

125 is the same distance from as it is from

- b) Round each number to the nearest 10



121 124 127 125

5 Round each number to the nearest 10

- a)      

b) 712

c)

H	T	O
		

d) XXIX

e)



f) CXVIII

6 Circle the numbers that round to 380 to the nearest 10

- 389 379 371 381 375 385

7 Circle the numbers that round to 200 to the nearest 10

- 150 207 196 193 209 195

8



To round to the nearest 10, I only need to look at the ones column.

Do you agree with Ron? Explain your answer.

9 There are 450 children in a school, to the nearest 10

How many children could there be in the school?

10 Two different 2-digit numbers round to 70 to the nearest 10

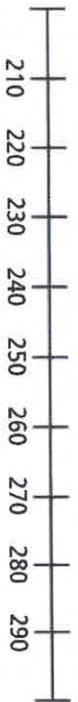
The sum of the two numbers is 136

What could the two numbers be?

Round to the nearest 100



- 1 a) Which multiples of 100 do the numbers sit between?
Complete the number line.



- b) Circle the number 270 on the number line.

Which multiple of 100 is 270 closest to?

270 rounded to the nearest 100 is

- c) Circle the number 230 on the number line.

Which multiple of 100 is 230 closest to?

230 rounded to the nearest 100 is

- 2 a) Which multiples of 100 do the numbers sit between?
Complete the number line.



- b) Draw an arrow and label 713 on the number line.



c) Which multiple of 100 is 713 closest to?

713 rounded to the nearest 100 is

- d) Round each number to the nearest 100

725

701

749

779

751

750

- 3 Round each number to the nearest 100

a) 401

d) 190

g) 250

b) 789

e) 89

h) 44

c) 330

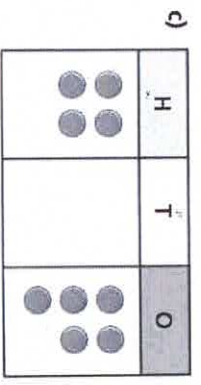
f) 708

i) 99

4 Round each number to the nearest 100

- a) 100 100 10 1 1

b) 712



d) XXIX



f) CXVIII

5 Circle the numbers that round to 300 to the nearest 100

- 359 279 271 341 350 250

6 Circle the numbers that round to 200 to the nearest 100

- 150 207 196 249 250 190

7 Complete the table.

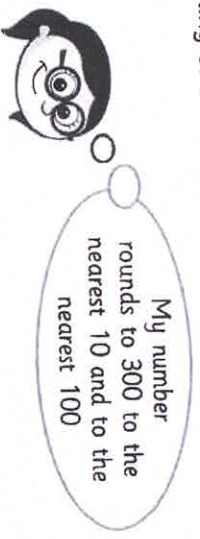
Number	624	371	289	750	38
Rounded to the nearest 10					
Rounded to the nearest 100					

8 There are 400 children in a school, to the nearest 100

What is the least number of children in the school?

What is the greatest number of children in the school?

9 Annie is thinking of a number.



What number could Annie be thinking of?

Is this the only answer? Talk about it with a partner.

Week 1 - Tuesday

Count in 1,000s



1 How many sweets are there?

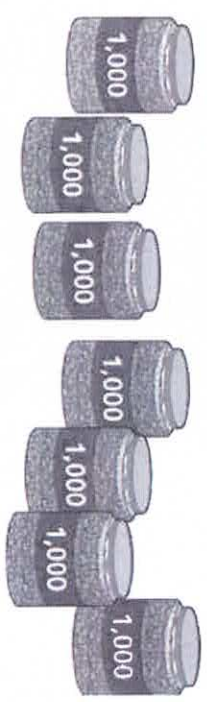


Write your answer in numerals and words.

There are sweets.

There are _____ sweets.

2 Class 4B are collecting pennies in jars. Each jar contains 1,000 pennies.



How many pennies are there in total?

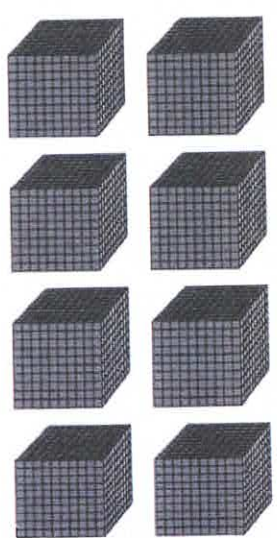
Write your answer in numerals and words.

There are pennies.

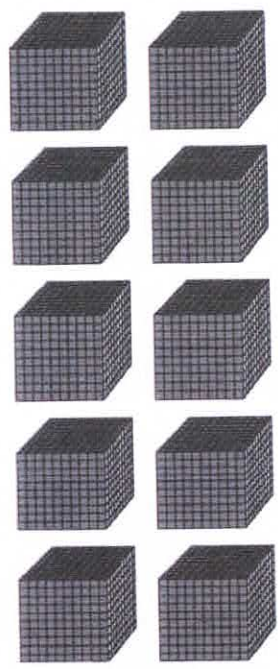
There are _____ pennies.

3 What numbers are represented?

a) 

b) 

4 Circle 9,000



5 Complete the number tracks.

2,000	3,000		6,000	
-------	-------	--	-------	--

9,000		7,000		5,000	
-------	--	-------	--	-------	--

6

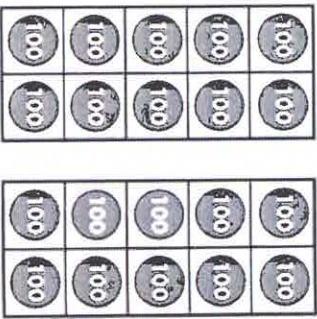
Eva starts from zero and counts up in 1,000s.

Circle all the numbers that she says.

- 5,000 6,000 1,500 3,999
- 1,000 10,000 15,000 700

7

How many thousands are represented?



Explain how you know.

8

Circle 1,000



9



If I count in thousands from zero, I will always say an even number.

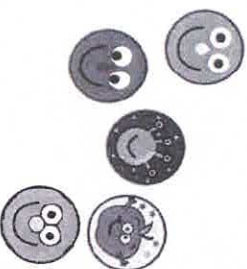
Is Rosie correct?

How do you know?

10

Dexter and Amir collect stickers.

Each sticker is worth 1,000 points.



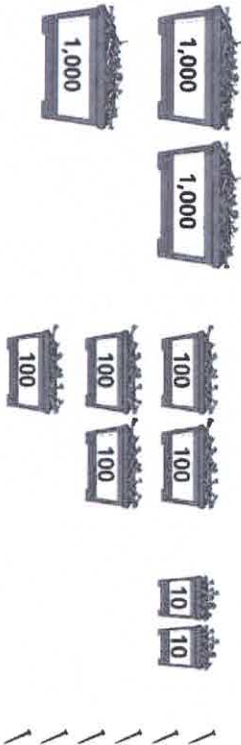
a) Dexter collects 9 stickers.

How many points does he have?

b) Amir has 4 more stickers than Dexter.

How many points does Amir have?

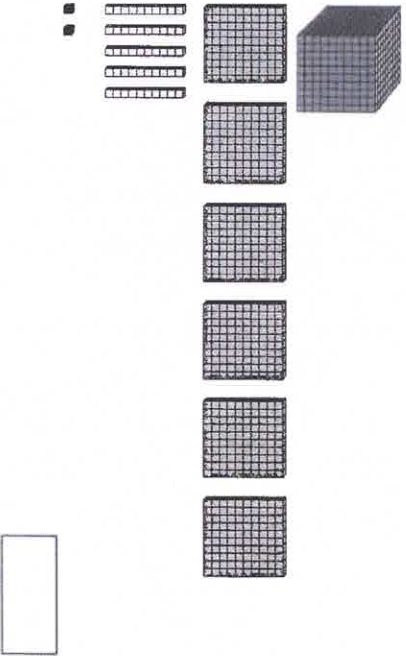
1 How many nails are there?



There are nails.

2 What numbers are represented?

a)



b)

Th	H	T	O

3 Mo is trying to make the number 3,250. He represents it on a place value chart.

Th	H	T	O

Is Mo correct?





How do you know?

Use base 10 or place value counters to make these numbers.

- a) 2,391 b) 1,050 c) 3,303



5 What number is represented?

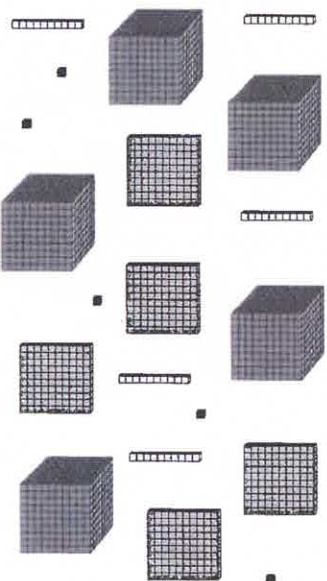
Th	H	T	O
			

Write your answer in numerals.

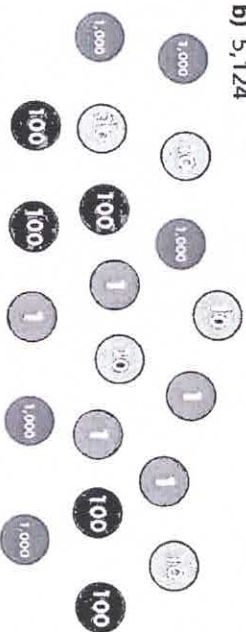
Write your answer in words.

6 Circle the base 10 or counters to show each number.

a) 2,053



b) 5,124



7 Write the value of the digit in bold.

a) **7**,120

b) 3,**9**15

c) 2,**0**04

d) **6**71

e) 5,**9**18

8 Write a 4-digit number with 7 tens.

Write a 3-digit number with 7 tens.

Write a 2-digit number with 7 tens.

9 Here are some clues to a 4-digit number.

- There are 6 hundreds.
- There are more tens than ones.
- The sum of the digits is 12

What could the number be? How many possible numbers can you find?



Partitioning



1 Complete the number sentences.

a)



$$2,156 = 2,000 + \square + \square + \square + \square$$

b)

Th	H	T	O

$$5,308 = \square + \square + \square + \square$$

c)

Th	H	T	O

$$\square = \square + \square + \square + \square$$

2 Complete the number sentences.



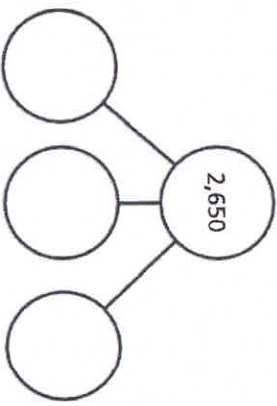
$$3,472 = 3,000 + \square + \square + \square$$

$$3,472 = 2,000 + \square + \square + \square$$

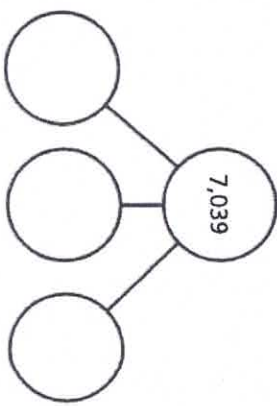
$$3,472 = 1,000 + \square + \square + \square$$

3 Complete the part-whole models.

a)



b)



4

Complete the sentences.

a) 2,348 is equal to 2 thousands, hundreds, tens and ones.

b) 5,072 is equal to thousands, hundreds, tens and ones.

c) is equal to 2 thousands, 7 hundreds and 6 tens.

d) is equal to 8 thousands and 2 ones.

e) 54 ones is equal to tens and ones.

f) 28 tens is equal to hundreds tens.



6

Explain why 20 hundreds is equal to 2,000



7

Alex has 4 digit cards.

1	2	7	9
---	---	---	---

She makes a 4-digit number.

Her number has 7 thousands and 1 ten.

What numbers could Alex have made?

5

Complete the number sentences.

a) $2,909 = 2,000 + 900 +$

$2,909 = 2,900 +$

$2,909 = 1,000 + 900 +$

b) $7,156 = 7,000 + 100 +$

$7,156 = 56 +$

$7,156 = 6 +$

8

Jack has some number cards.

A	B	C	D
46 hundreds	4,000 + 600	3 thousands and 16 hundreds	460 ones

a) Which number card is not equal to the others? Card _____

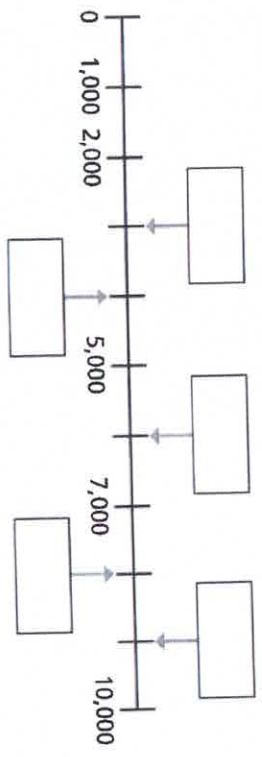
b) Write another number card that is equal to Card B.



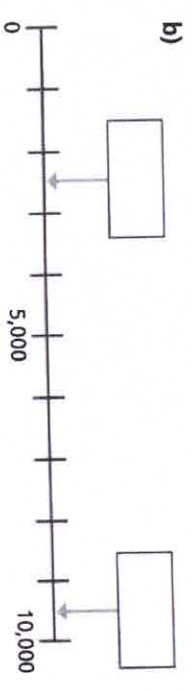
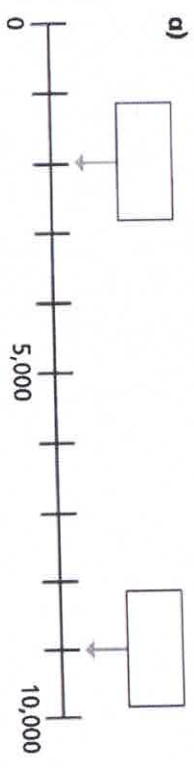
The number line to 10,000



1 What numbers are the arrows pointing to?



2 What numbers are the arrows pointing to?



3 Label the number line with these numbers.

- 3,000 500 5,000 7,000

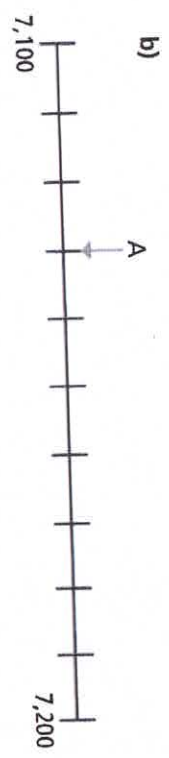


4 What is the value of A on each number line?



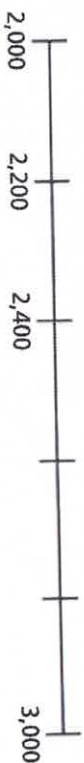
Circle your answer.

- 5,000 6,000 1,600 1,500



A =

5 Complete the number line.



8



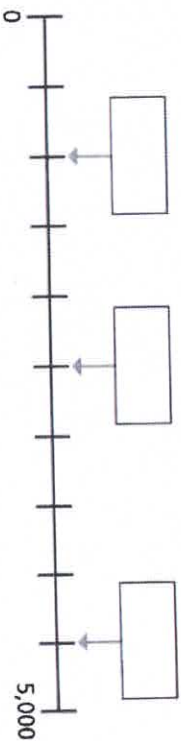
This number line goes up in thousands.



Is Annie correct?

Explain your answer.

6 What numbers are the arrows pointing to?



7 a) Estimate the values of A, B and C.



A =

B =

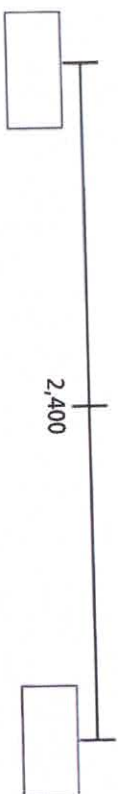
C =

b) D is greater than A but less than B

Write three possible values of D.

9 What could the missing numbers be?

a)



b)



Find 1, 10, 100 more or less



1 Annie makes a number using base 10



a) What number has Annie made?

Annie has made the number

b) What is 100 more than Annie's number?

100 more than Annie's number is

c) What is 10 more than Annie's number?

10 more than Annie's number is

d) What is 1 more than Annie's number?

1 more than Annie's number is

2 What number is represented?

Hundreds	Tens	Ones
4	6	2

The number represented is

a) What is 100 more than the number?

What is 10 more than the number?

What is 1 more than the number?

b) What is 100 less than the number?

What is 10 less than the number?

What is 1 less than the number?

3 What is 100 more than each of these numbers?

a) 700

c) 590

b) 385

d) 47

4 What is 10 more than each of these numbers?

- a) 362 c) 703
 b) 180 d) 695



5 What is 10 less than each of these numbers?

- a) 789 c) 300
 b) 245 d) 404

6 Complete the sentences.

- a) 100 more than 763 is
 b) is 100 more than 765
 c) is 100 less than 503
 d) 1 less than 300 is
 e) 10 less than 109 is
 f) is 10 less than 972
 g) is 1 less than 699

7 Tom makes a number on a place value chart, but one of the counters slips off the chart.

Hundreds	Tens	Ones
		

What could Tom's number have been?

8 Complete the table.

100 more	10 more	1 more	number	1 less	10 less	100 less
			473			
398					890	

9 Kim thinks of a number.

- 100 less than Kim's number is 900
 What is 10 less than Kim's number?

Week 2 - Tuesday

1,000 more or less



1 Write numerals to complete the table.

1,000 less	number	1,000 more

2 Find 1,000 more and 1,000 less than each number.

a) $\xrightarrow{1,000 \text{ less}}$ 7,000 $\xrightarrow{1,000 \text{ more}}$

b) $\xrightarrow{1,000 \text{ less}}$ 3,918 $\xrightarrow{1,000 \text{ more}}$

c) $\xrightarrow{1,000 \text{ less}}$ 1,203 $\xrightarrow{1,000 \text{ more}}$

3 Use the place value chart to help you complete the sentences.

Th	H	T	O
● ● ● ●	●	● ● ● ● ● ● ● ●	● ●

- a) 1,000 more than 4,192 is
- b) 100 more than 4,192 is
- 100 less than 4,192 is
- c) 10 less than 4,192 is
- 10 more than 4,192 is
- d) 1 less than 4,192 is
- 1 more than 4,192 is

- a) What is 100 less than 2,000?
- b) What is 10 less than 2,000?
- c) What is 1 less than 2,000?

5 Complete the sentences.

a) 1,000 more than 7,163 is

b) is 100 more than 2,360

c) is 100 less than 1,900

d) 1 less than 1,500 is

e) 10 less than 109 is

f) is 1,000 more than 972

g) is 10 less than 5,990

6 Complete the number tracks.

1,760	1,770	1,780				
-------	-------	-------	--	--	--	--

365	1,365		3,365			
-----	-------	--	-------	--	--	--

7 Is this always, sometimes or never true?

When you find 100 more than a 4-digit number, only the 100s column changes.



8 Complete the number sentences.

a) $5,190 + 100 =$ f) $6,195 + 10 =$

b) $395 + 1,000 =$ g) $3,070 - 100 =$

c) $7,090 - 10 =$ h) $792 + 10 =$

d) $7,090 + 10 =$ i) $5,000 - 100 =$

e) $4,062 - 100 =$ j) $1,093 + 10 =$

9 a) Mo thinks of a number.

1,000 less than Mo's number is 5,751

What is 10 less than Mo's number?

b) 1 less than Ron's number is 100 more than Mo's number.
What is Ron's number?



Compare 4-digit numbers



1 Who has the smaller amount of drink?

Tommy

Evo

_____ has the smaller amount of drink.
Explain how you know.

2 Which is the greater number? Tick your answer.

3 Which number is greater? Tick your answer

Th	H	T	O
1000	100	10	1

Th	H	T	O
100	100	10	1

4 Circle all the numbers greater than 4,500

- 7,000 3,960 4,499 985 4,526

5 Write <, > or = to compare the numbers.

a)

Th	H	T	O
1	4	9	0

Th	H	T	O
2	0	7	5

b)

Th	H	T	O
6	2	0	1

Th	H	T	O
6	2	3	5

c)

Th	H	T	O
7	0	0	5

Th	H	T	O
6	9	2	7

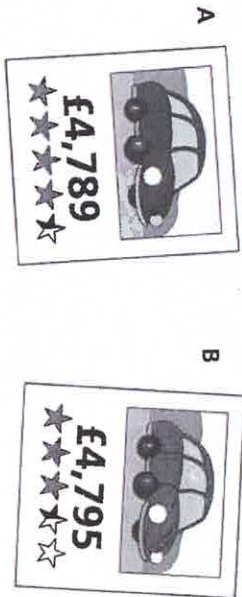
6 Write the missing phrase.

is less than

is greater than

- a) 4,720 _____ 4,635
b) 5,100 _____ 800
c) 3,195 _____ 3,591
d) 2,000 _____ 7,999

7 Which is the more expensive car?

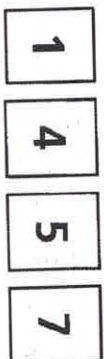


Describe the steps you used to compare the car prices.

8 Write $<$, $>$ or $=$ to compare the numbers.

- a) 6,000 3,981 d) 32 2,000
b) 4,512 4,521 e) £6,418 £6,419
c) 900 1,200

9 Teddy and Scott have some digit cards.



Teddy makes the number 4,571

Scott says his number is greater than Teddy's.

Teddy says Scott's number must start with a 5

Is Teddy correct? Explain how you know.

10 What could the missing digits be?

- a) 4,523 is greater than 4,5__7
b) 7,000 $<$ __,513
c) 3,854 $>$ 3,85__
d) 5,650 $>$ 4,__7__

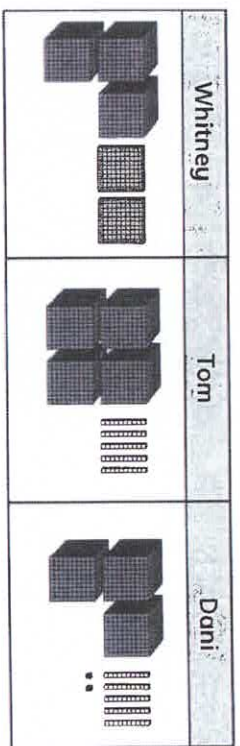
11 Write all the possible missing digits.

- a) 2,778 is less than 2,7__4
b) 6,000 $>$ __,259

Order numbers



1 Whitney, Tom and Dani are making numbers with base 10



a) Who has made the greatest number? _____

Explain how you know.

b) Write the numbers in order. Start with the smallest number.

2 Write the numbers in order. Start with the greatest number.

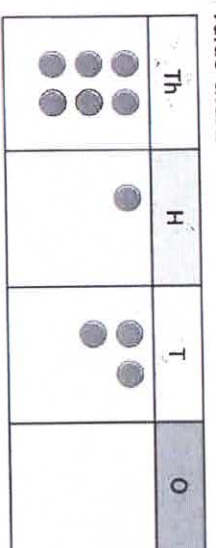
- 2,600
- 2,540
- 2,595

3 Circle the greatest number.

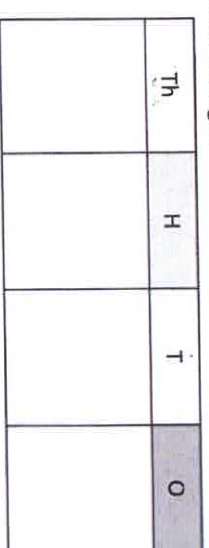
- 1,700
- 3,803
- 7,500
- 5,270

How do you know it is the greatest number?

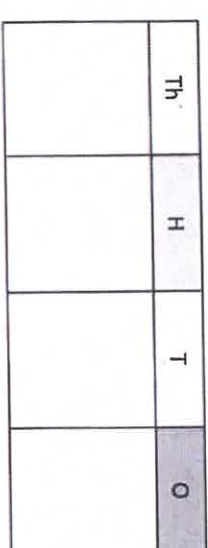
4 Teddy uses 10 counters to make a number on a place value chart.



Rearrange the counters to make a number that is less than Teddy's.



Rearrange the counters to make a number that is greater than Teddy's.



5 Circle the smallest number in each list.

- a) 625 1,400 3,280 4,000
b) 2,372 2,400 2,089
c) 6,180 6,175 6,190 6,241

6 The table shows the distances of five cities from London.

City	Distance from London
New York	5,570 km
Barcelona	1,138 km
Cairo	3,511 km
Oslo	1,150 km
Rome	1,435 km

- a) Which of these cities is closest to London? _____
b) Which city is furthest from London? _____
c) Which city is 3rd closest to London? _____

7 Write each set of numbers in order. Start with the smallest number.

- a) 2,600 1,750 1,780 2,304

- b) 728 8,200 1,322 8,079

8



982 is greater than 2,340 because 982 starts with a 9 and the other number starts with a 2

What mistake has Jack made?

9

a) These numbers are in order from smallest to greatest.

$$3, _ 25 \quad 3, 76 _ \quad 3, _ 58$$

What could the missing digits be?

b) These numbers are in order.

The same digit is missing in each number.

$$7, _ 56 \quad > \quad 7, _ 3 _ \quad > \quad 7, 6 _ 8$$

What could the missing digit be?

How many answers can you find?

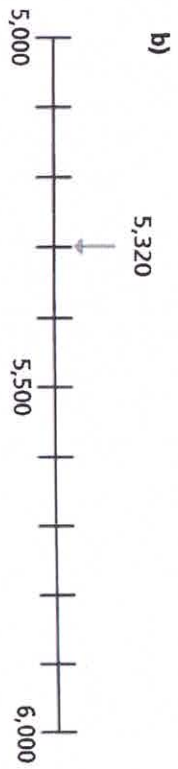
Round to the nearest 1,000



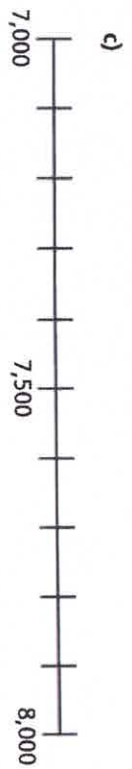
1 Use the number lines to help you round.



2,700 rounded to the nearest 1,000 is

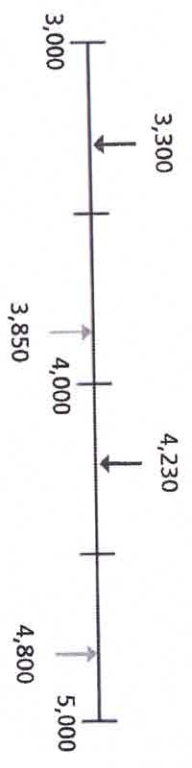


5,320 rounded to the nearest 1,000 is



7,450 rounded to the nearest 1,000 is

2 Circle the numbers that round to 4,000 to the nearest 1,000



3 Explain why 7,800 rounds to 8,000 to the nearest 1,000

4 Dora makes a number using place value counters.

Th	H	T	O
1,000	100, 100, 100	10, 10, 10, 10, 10, 10, 10, 10	1, 1

- a) Round Dora's number to the nearest thousand.
- b) Round Dora's number to the nearest hundred.
- c) Round Dora's number to the nearest ten.

5 Circle the numbers that round to 9,000 to the nearest 1,000

- | | | |
|-------|-------|-------|
| 8,600 | 8,590 | 8,340 |
| 9,105 | 938 | 9,566 |

6 Circle the numbers that round to 9,100 to the nearest 100

- | | | |
|-------|-------|-------|
| 9,130 | 8,950 | 9,059 |
| 9,045 | 9,009 | 9,107 |

7 Round each number to the nearest 1,000

- | | | | |
|----------|----------------------|----------|----------------------|
| a) 3,500 | <input type="text"/> | h) 1,795 | <input type="text"/> |
| b) 749 | <input type="text"/> | i) 4,591 | <input type="text"/> |
| c) 2,260 | <input type="text"/> | j) 5,925 | <input type="text"/> |
| d) 2,360 | <input type="text"/> | k) 4,925 | <input type="text"/> |
| e) 2,460 | <input type="text"/> | l) 3,925 | <input type="text"/> |
| f) 2,560 | <input type="text"/> | m) 2,925 | <input type="text"/> |
| g) 2,660 | <input type="text"/> | n) 1,925 | <input type="text"/> |

8 Complete the table.

Number	Rounded to the nearest 10	Rounded to the nearest 100	Rounded to the nearest 1,000
755			
2,904			
5,997			

9 Circle the numbers that could be the missing digit.

- a) 3,8_8 rounded to the nearest 100 is 3,900
 0 1 2 3 4 5 6 7 8 9
- b) 3,8_8 rounded to the nearest 1,000 is 4,000
 0 1 2 3 4 5 6 7 8 9
- c) 3,8_8 rounded to the nearest 10 is 3,890
 0 1 2 3 4 5 6 7 8 9

10 Rosie rounds a number to the nearest 1,000 and gets 3,000

Amir rounds a number to the nearest 100 and gets 3,400

Rosie's number is 100 more than Amir's.

What could their numbers be?

Rosie's number Amir's number

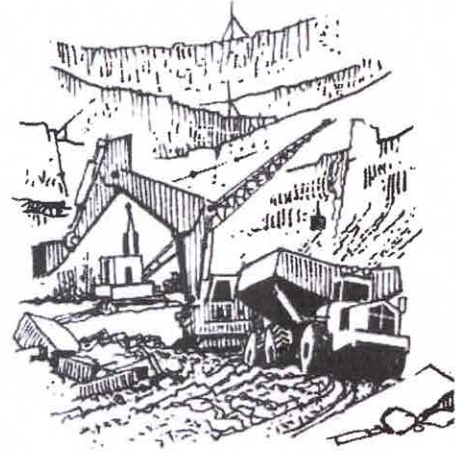




Science

Rocks

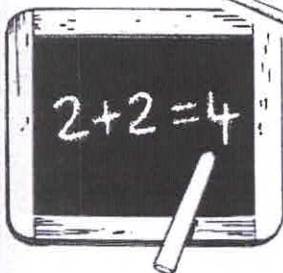
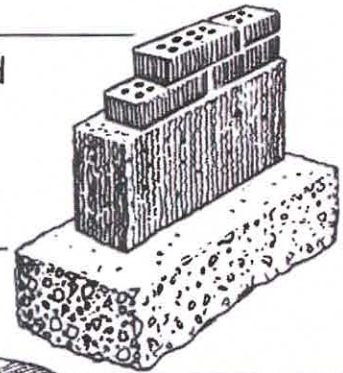
Rocks are found all over the world - on beaches, in streams and buried under the ground. Humans find the properties of rock very useful for making things such as buildings, walls, roads and drains.



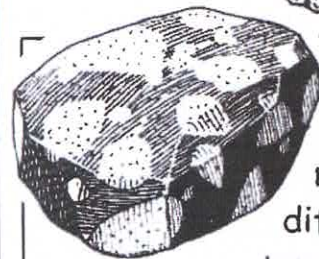
Some rocks are hard e.g. flint is good for arrowheads.

Some rocks do not allow water to soak through. They are called waterproof or impermeable e.g. slate is good for roofs. Some rocks soak up water like a sponge. They are called permeable e.g. limestone.

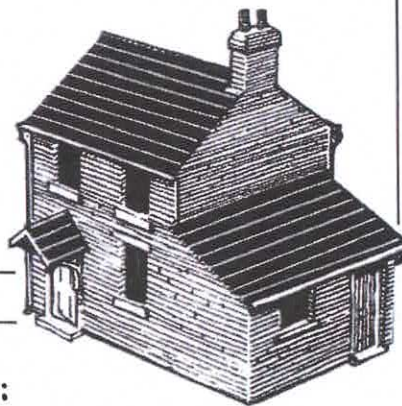
Concrete and bricks are man-made rocks.



Some rocks are soft e.g. chalk is good for writing.



Some rocks appear to be a mixture of different rock types.



We eat one common kind of rock every day - salt!



Task

Answer these questions:

1. Where can rocks be found?
2. What can flint be used for?
3. Can some rocks soak up water like a sponge?
4. What is another name for a waterproof rock?
5. Is it possible to eat a rock?
6. Where do bricks come from?
7. Draw diagrams showing people making use of different types of rock.

Name: _____

Date: _____

Are all rocks hard?

Collect different samples of rock and number them.

Try scratching each rock with your fingernail.

Try scratching each rock with a steel nail.

Write down what you found out.

Which do you think is the hardest rock?



First make a prediction

What do you think will happen in this experiment?

Blank space for writing a prediction.

Carry out the experiment and write what happens

Draw a picture of what you did:

Blank space for drawing the experiment.

Record what happens here:

Scratched with...

	Fingernail	Steel Nail
Rock 1		
Rock 2		
Rock 3		
Rock 4		
Rock 5		

What I did:

Blank space for describing what was done.

What I saw change:

Blank space for describing observations.

Why I think this happened:

Blank space for explaining the results.

Are all rocks very hard?

Blank space for answering the final question.

Name: Week 2 - Monday

Date: _____

Rocks

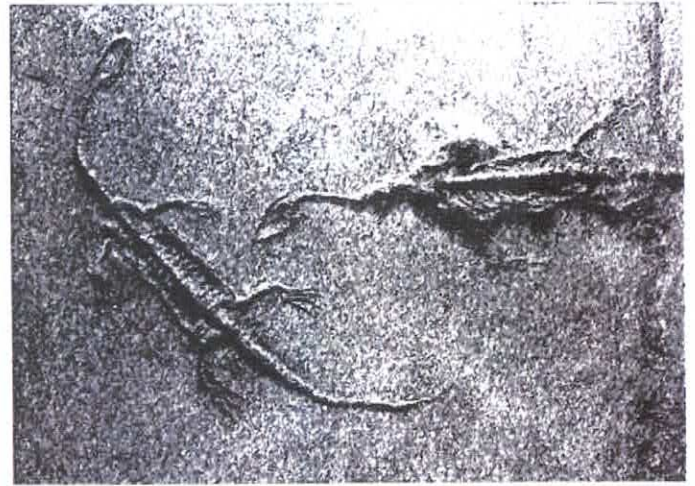
Find six different rocks.
Carefully draw and colour
each one. Write where you found them. Name them if you can.



Where found...

Fossils

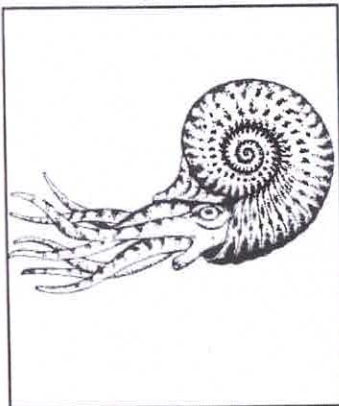
Fossils are the hardened remains or impressions of animals and plants that lived a very long time ago. A fossil may be a shell, a bone, a tooth, a leaf, a skeleton, or even sometimes an entire animal. Fossils take a long time to form and are at least 10,000 years old.



When an animal or plant dies, it may fall into mud or soft sand and make a print or mark. Another layer of mud or sand then covers the body. Over time the body rots away. The mud or sand eventually hardens into rock preserving the shape left by the body, leaving an animal or plant-shaped hole in the rock. This hole is called a mould fossil.

Sometimes, over even longer periods of time, the mould becomes filled with minerals. The minerals eventually harden into rock. This is called a cast fossil.

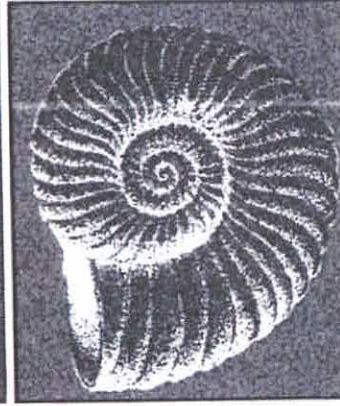
Most fossils are found in areas that were once in or near the sea.



Ammonites are common fossils.



When the ammonite died it was buried on the sea bed.



The animal dissolved away to form a hollow mould fossil.



The mould was later filled with minerals to form a cast fossil.

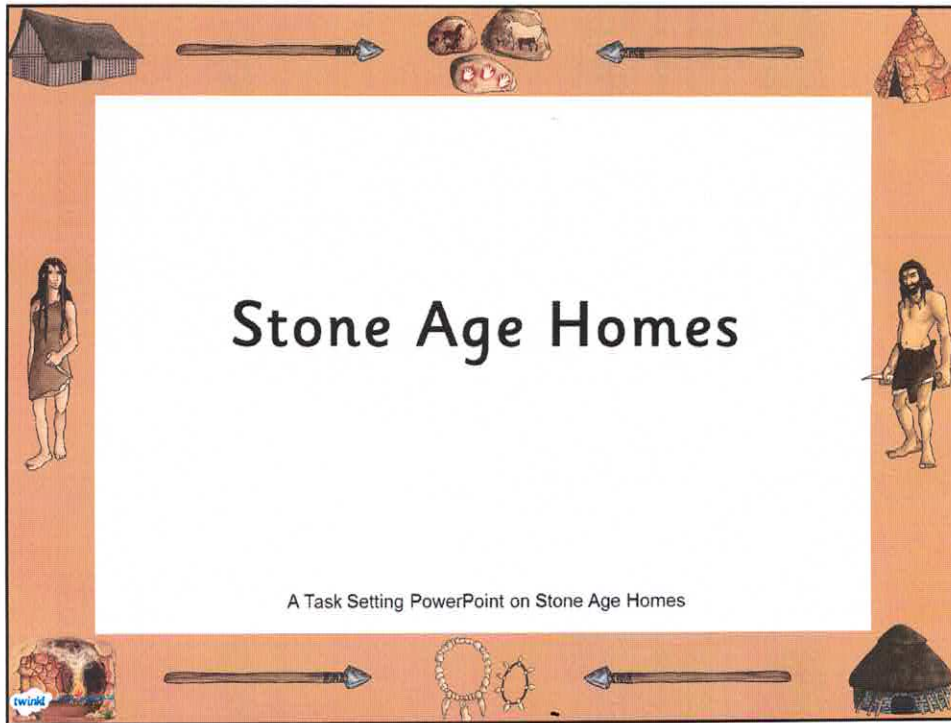
Task

Answer these questions:

1. What are fossils?
2. What are fossils made from?
3. How old are fossils?
4. What is a fossil-shaped hole called?
5. What is a fossil made from hard rock called?
6. Where are most fossils found?
7. Draw diagrams showing how fossils can be made.



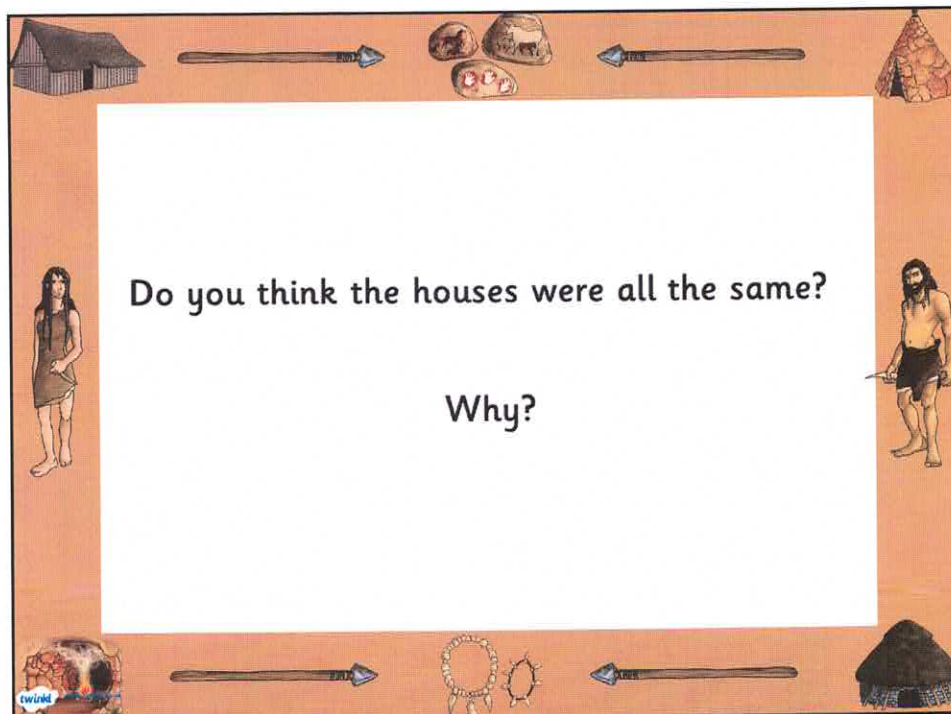
Art/D.T



Stone Age Homes

A Task Setting PowerPoint on Stone Age Homes

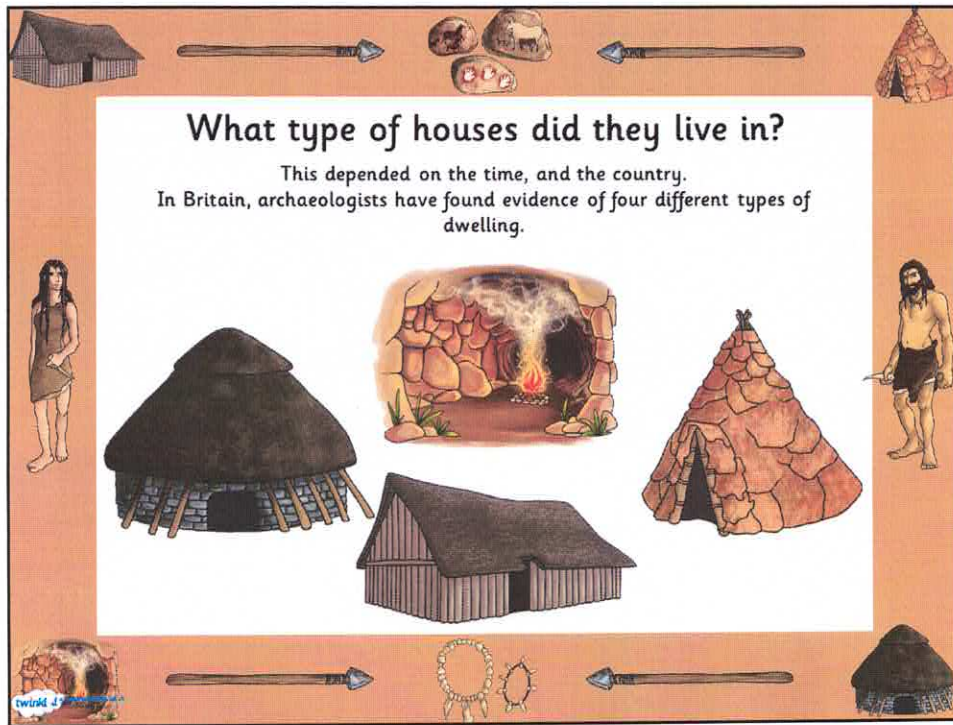
1



Do you think the houses were all the same?


Why?

7



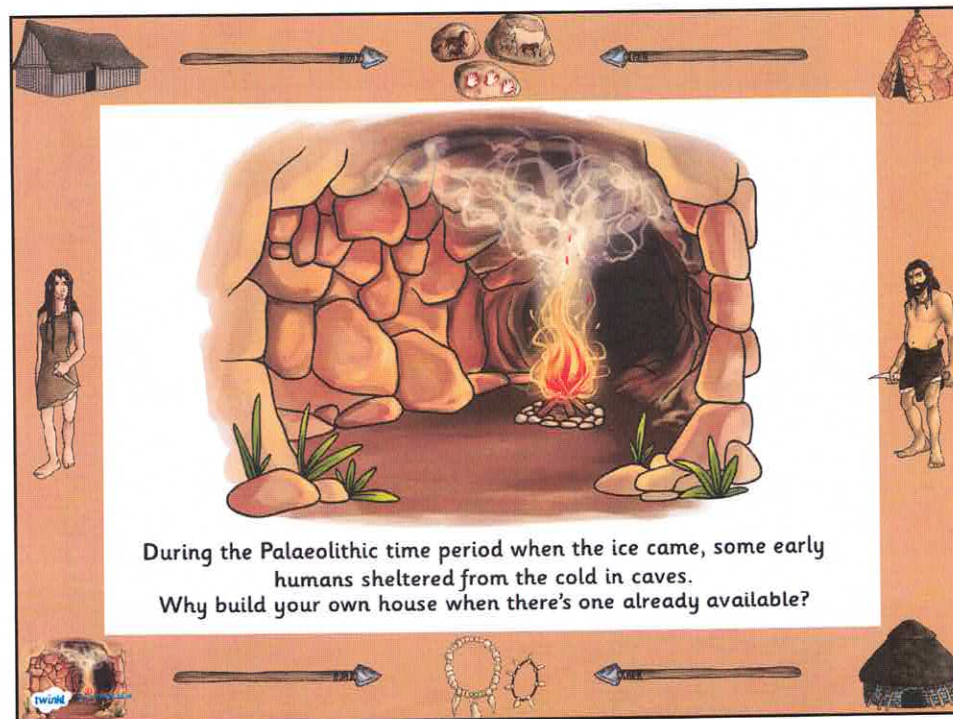
What type of houses did they live in?

This depended on the time, and the country.
In Britain, archaeologists have found evidence of four different types of dwelling.

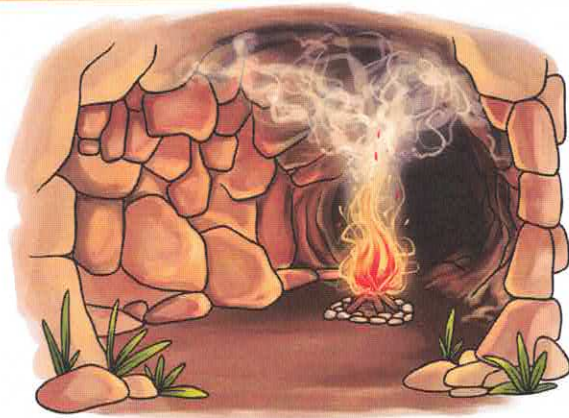


The central area of the slide features four illustrations of different types of dwellings. From left to right: a beehive-like structure made of sticks and mud; a cave entrance with a fire burning inside; another beehive-like structure; and a simple wooden house with a thatched roof. The slide is framed by a decorative border containing various prehistoric items and figures.

8

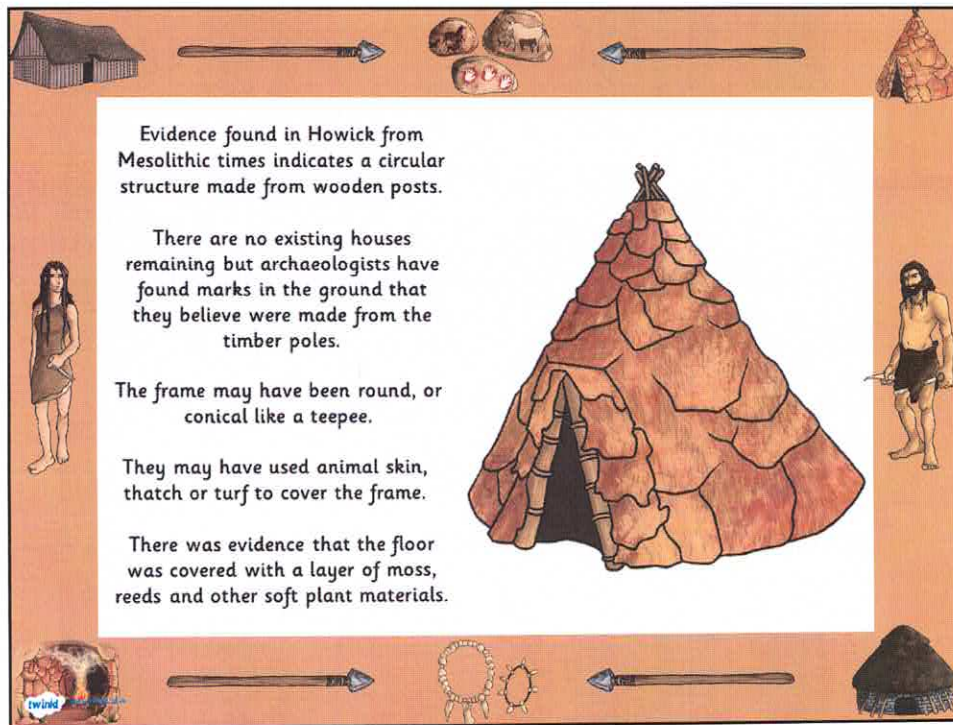


During the Palaeolithic time period when the ice came, some early humans sheltered from the cold in caves.
Why build your own house when there's one already available?



The central area of the slide features a large illustration of a cave entrance with a fire burning inside. The cave walls are made of large, irregular stones. The slide is framed by a decorative border containing various prehistoric items and figures.

9




Evidence found in Howick from Mesolithic times indicates a circular structure made from wooden posts.

There are no existing houses remaining but archaeologists have found marks in the ground that they believe were made from the timber poles.

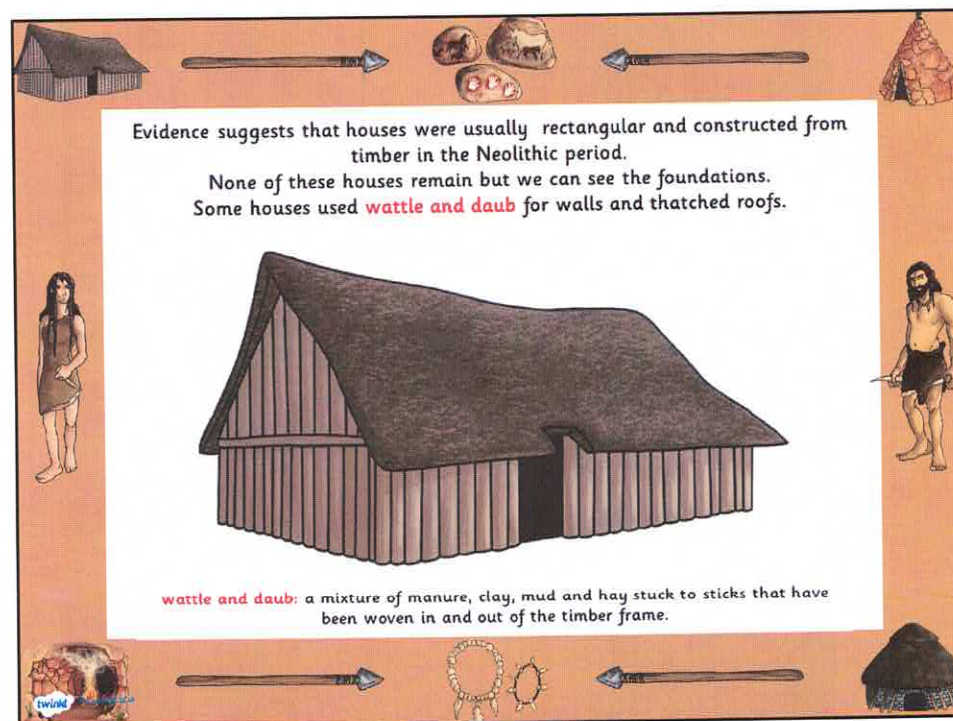
The frame may have been round, or conical like a teepee.

They may have used animal skin, thatch or turf to cover the frame.

There was evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.

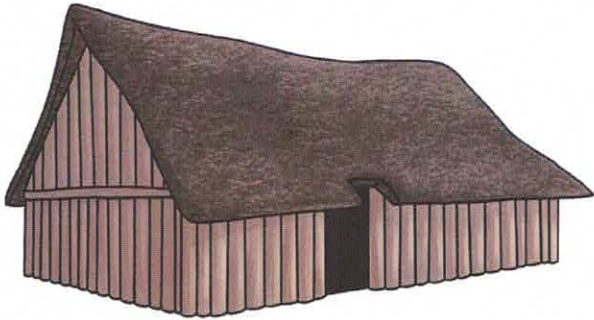


10



Evidence suggests that houses were usually rectangular and constructed from timber in the Neolithic period.

None of these houses remain but we can see the foundations. Some houses used **wattle and daub** for walls and thatched roofs.



wattle and daub: a mixture of manure, clay, mud and hay stuck to sticks that have been woven in and out of the timber frame.

11

Some houses in the Neolithic period, like those uncovered at Skara Brae, were built from stones.

They were built into mounds of rubbish known as midden. This could include small stones, shells, mud and animal bones.

It would provide some stability as well as insulation.

These houses were usually round.

They had beds and storage shelves, and a hearth in the middle.

12

None of the houses still have a roof, so they must have been made from something that has since perished.

A common early roofing material in Orkney was seaweed, fixed with ropes and stones.

They could also have used straw, animal skins or turf, laid over a frame of driftwood or whale bones found on the sea shore.

13



Spellings

Manday. (Week 1)

Prefix mis- Word Chart

Complete this word chart for your mis- prefix spelling words. The first one is done for you.

Prefix	Root Word	Root Word Definition	Prefix Word	Prefix Word Definition
mis	treat	How you behave or deal with a person.	mistreat	To treat a person cruelly or unfairly.
mis				
mis				
mis				
mis				
mis				
mis				
mis				
mis				
mis				

Challenge Task

Use two of these mis- prefix words in sentences that also include the word 'an'. When does 'an' need to be used?

Wednesday (Week 1)

'un' Prefix Spelling Activity

Put the prefix 'un' in front of each of the following words to change the meaning of the word. Then write each new 'un' word into a sentence.

zip

able

even

acceptable

load

told

pack

well

armed

folded

Monday (Week 2)

Applying Spelling Rules When Adding the Prefix in-

I can add the prefix **in-** to root words to create new words.



Spelling Rule	Example Words
If you are adding the prefix in- before a root word that starts with m or p , in- becomes im- .	in + possible = impossible

1. Use the spelling rules to help you complete the table below.

Root word	Root word with the prefix in- added	Rainbow write the word.	Ask a friend to test you on the spelling of the word and tick or cross the box below.	
			✓ Spelt correctly	✗ Spelt incorrectly
possible	<i>impossible</i>	<i>impossible</i>		
movable				
practical				
precise				
polite				
perfect				
mature				
measurable				

Tuesday (Week 2)

Applying Spelling Rules When Adding the Prefix in-

I can add the prefix **in-** to root words to create new words.



Spelling Rule	Example Words
If you are adding the prefix in- before a root word that starts with l , in- becomes il- .	in + legal = illegal
If you are adding the prefix in- before a root word that starts with m or p , in- becomes im- .	in + possible = impossible
If you are adding the prefix in- before a root word that starts with r , in- becomes ir- .	in + regular = irregular
Sometimes, if none of the other rules apply, you just add the prefix in- before a root word without any changes.	in + active = inactive

1. Use the spelling rules and a dictionary to help you complete the table below.

Root word	Root word with the prefix in- added	Definition of the prefix in- word
accessible		Hard or impossible to reach, approach, or attain.
polite		Not polite; rude.
legal		Against the law or rules; not lawful.
destructible		Not capable of being destroyed, damaged, or broken.
logical		Not logical or reasonable.
complete		Not complete; not finished.

Applying Spelling Rules When Adding the Prefix in-

2. Fill in the gaps in these sentences using the new words with the prefix in- added:

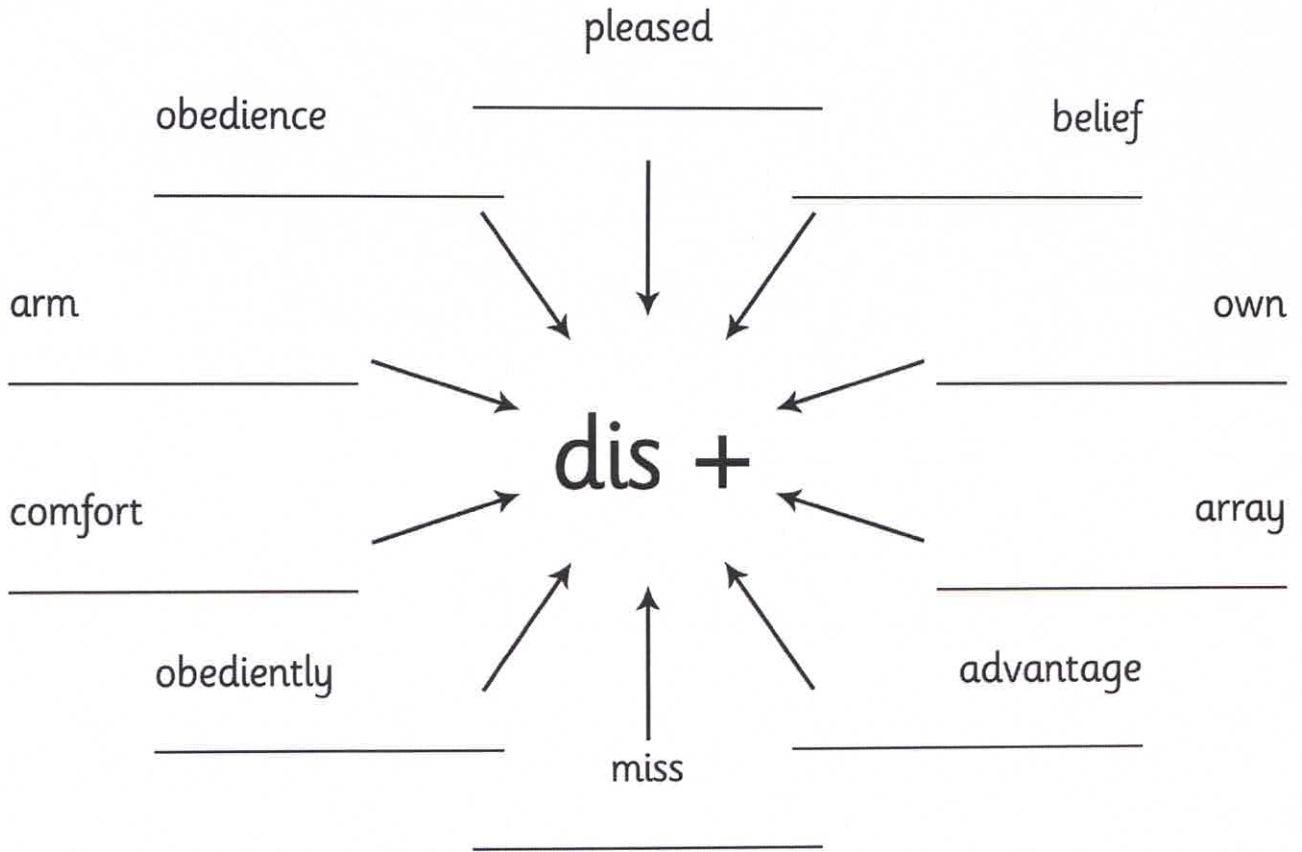
- a) It is illegal for football stadiums to be _____ to wheelchair users.
- b) Her shin pads were missing so her kit was _____.
- c) The player was _____ to the referee.
- d) The football team looked very strong and _____.
- e) The referee gave a red card for an _____ tackle.
- f) The players kept scoring in their own goal which was _____.



Week 2 - Wednesday

'dis' Spelling Activity

1. Write the words with the prefix 'dis'.



2. Now choose 5 of the words. Write each word into a sentence below.

Don't forget capital letters and full stops!
