

News from Mrs Gogarty: Have a look at 100 things to do in *The Great Indoors*, as recommended by Bear Grylls, Chief Scout.

<https://www.scouts.org.uk/the-great-indoors/>

Spanish and/or French

Did you have a go at Spanish and/or French on Duolingo? Try to do 5 minutes every day.

English answers

Here are the answers for yesterday's English.

Q1. Using public transport (such as buses and trains) can reduce pollution.

Q2. Mr Jones (a governor at South Street Primary School) will present the prizes.

Q3. Lisa (who had been playing the piano since she was nine) had achieved Grade 7.

Q4. The highest mountain in Great Britain is Ben Nevis (1,344 metres) in Scotland.

Q5. a) • Brackets / a pair of brackets

b) • Commas / a pair of commas

or

• Dashes / a pair of dashes

Q6. There are some books – including story books – in the cupboard.

Our classroom, at the end of the corridor, has a red door.

Q7. I will be running a half marathon – 13 miles – next week!

Q8. • *Dash/dashes/pair of dashes*

• *Brackets/pair of brackets*

Q9. I enjoy sitting in my bedroom, even though it is quite small, and listening to music.

Q10. My father, who works at the museum, gave my class a guided tour.

English

Today in English, we are going to be revising how to use colons and semi-colons.

: This is a colon. Remember that a colon introduces an explanation or list.

; This is a semi-colon. You can use it between two clauses that are closely related, or between the items in a complicated list.

Please write the answers to the questions below in your home learning book. I will send you the answers tomorrow.

First watch this clip to remind yourself of the use of colons and semi-colons.

<https://www.youtube.com/watch?v=tJOBwZu3l6s>

Q1. Insert a **colon** in the correct place in the sentence below.

Joshua had mastered two new skateboarding skills he could do
a perfect aerial jump and execute a complete 180 degree turn.

Q2. Insert a **colon** in the correct place in the sentence below.

There are two places that I have always wanted to visit the
Arctic and Antarctica.

Q3. Insert a **colon** in the correct place in the sentence below.

Tom needed to think carefully about his homework it
looked very difficult.

Q4. Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite.

I bought several beach toys a: bucket, a spade, a ball and a kite.

I bought several beach toys: a bucket, a spade, a ball and a kite.

I bought several: beach toys, a bucket, a spade, a ball and a kite.

Q5. Insert a **colon** in the correct place in the sentence below.

The school offered three clubs for its pupils art and
craft, dance and chess.

Q6. Insert a **semi-colon** in the correct place in the sentence below.

Frank would like to go to Cornwall next summer he might also
visit France in the spring.

Q7. Insert a **semi-colon** in the correct place in the sentence below.

There are Roman ruins near our village they are
being excavated next week.

Q8. Which punctuation mark should be used in the place indicated by the line?

Josh was excellent at languages _____ he spoke French and Spanish.

Tick **one**.

comma

hyphen

full stop

semi-colon

Q9. Insert a **semi-colon** in the correct place in the sentence below.

Come and see me tomorrow I will not have
time to see you today.

Now write a short diary entry about what you did yesterday. Include a colon and semi-colon.

Spellings

This week's spellings:

1. delicious 2. malicious 3. suspicious 4. unconscious 5. gracious 6. precious
7. vicious 8. conscious 9. spacious 10. ferocious

Write these words in sentences in your home learning book.

Maths answers

Here are the answers to yesterday's work.

Answers

Starter 1: 6/7

Starter 2: 6.25 ($6 \frac{1}{4}$), 59.25 ($59 \frac{1}{4}$), 1,182.75 ($1,182 \frac{3}{4}$)

Fluency 1

1. $0.27 = \frac{27}{100}$

10. $0.66 = \frac{33}{50}$

2. $0.50 = \frac{1}{2}$

11. $0.54 = \frac{27}{50}$

3. $0.30 = \frac{3}{10}$

12. $0.35 = \frac{7}{20}$

4. $0.64 = \frac{16}{25}$

13. $0.51 = \frac{51}{100}$

5. $0.55 = \frac{11}{20}$

14. $0.89 = \frac{89}{100}$

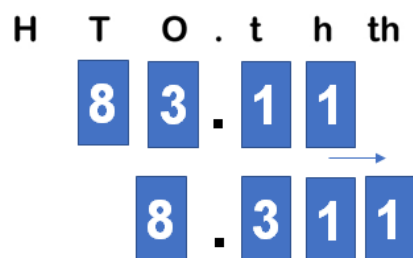
Maths

Today we are going to revise how to multiply and divide numbers by 10, 100 and 1000. Look at this information to remind yourself about moving the digits to the left and right.

To be able to divide by 10, 100 and 1,000

TALKING TIME:

The number 83.11 is divided by 10.
How will the digits change?



The digits themselves will not change.
When dividing by 10, the digits shift one place to the right.

Success Criteria:

Mastery:

I can divide numbers (with up to 3 decimal places) by 10, 100 and 1,000.

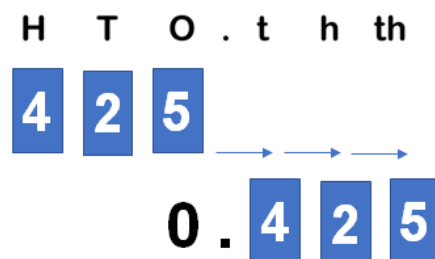
Greater Depth:

I can apply what I have learned about dividing numbers by 10, 100 and 1,000 when solving more complex problems.

To be able to divide by 10, 100 and 1,000

TALKING TIME:

The number 425 is divided by 1,000.
How will the digits change?



The digits themselves will not change.
When dividing by 1,000, the digits shift three places to the right.

Success Criteria:

Mastery:

I can divide numbers (with up to 3 decimal places) by 10, 100 and 1,000.

Greater Depth:

I can apply what I have learned about dividing numbers by 10, 100 and 1,000 when solving more complex problems.

Now please answer these questions in your book. I will send you the answers tomorrow.

Maths

LO: To multiply and divide numbers by 10, 100, 1000 (including those with decimals)

Multiply the following numbers by 10, 100 and 1000 to complete the table.

	x 10	x 1000	x 100
0.003			
1893.852			
600.001			

Divide the following numbers by 10, 100 and 1000 to complete the table.

	÷ 100	÷ 1000	÷ 10
4.08			
215.9			
9.99			
450.04			

Complete the following table.

	$\div 1000$	$\times 100$	$\div 10$
6.45			
0.501			
			93.6
	7.18		

Complete this table, using your own calculations.

	\div	\times	\div

Kate says,

When you divide by 10, 100 and 1,000 you just knock off the zeros or move the decimal point.



Do you agree?
Explain why

- Four children are thinking of four different numbers.

3.454	4.445
4.345	3.54

Yvonne: "My number has four hundredths."

Alex: "My number has the same amount of ones, tenths and hundredths."

Louise: "My number has more tenths and hundredths than ones."

Emily: "My number has 2 decimal places."

Can you match each number to the correct child?

Extras Don't forget to read! Practise your times tables – look at <https://www.timestables.co.uk/games/> and create a free account. Log onto NumBots and Times Table Rock Stars.

Have a look on David Walliams' website - there are activities to do, and, until the 23rd April, he is going to be releasing a free audio story each day.

Check out Pictionary, which is a charades-inspired word-guessing game. You can make it with paper and pens and play with your family.
<https://icebreakerideas.com/pictionary-game/>

Whole week projects: History.

In our last lesson at school on the Maya, we discussed possible reasons for the decline of the Mayan civilisation: deforestation; drought; fighting between different tribes. Now read this information about the arrival of the Spanish. By the time they arrived, many of the Mayan cities were in ruins. Please read the information really carefully!

The Maya

Learning Objective:

To consider the effects and implications of the Spanish invasion of Mayan lands.

The Spanish conquistadors were explorers who came to the New World to gain lands and riches. They came to Mesoamerica in the sixteenth century and discovered the ruins of the ancient Mayan cities.



However, they also discovered the Maya who had remained in the area after the collapse of the great cities. These people lived in small farming settlements and lived in the same way as the Maya had done in the first century.

Do you think it was a good thing that the Spanish came to Mesoamerica?



What might the positive and negative effects of this have been on the Maya?

What were the effects of these changes brought about by the arrival of the conquistadors?



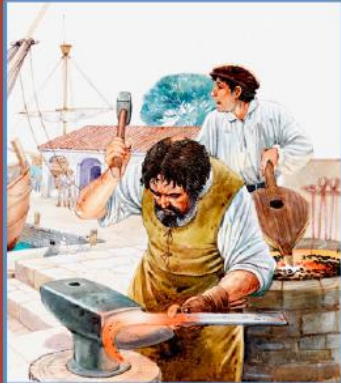
The Spanish brought new foods such as wheat and sugar to Mesoamerica.

The Spanish used violence to conquer the Maya.



The Maya adopted many Spanish Christian beliefs.

The Spanish brought new technologies, including metalwork.



The Spanish destroyed Maya art and writings as they thought they were evil.

The arrival of the Spanish conquistadors had a number of implications for the Maya.



Do you think the Spanish invasion was a good thing or a bad thing for the Maya?

Here are some more pros and cons.

The Spanish developed better trade routes.	The Spanish taught the Maya to write using an alphabet.	The Maya learnt to speak Spanish.
The Spanish used violence to conquer the Maya.	Many Maya died in battle defending their lands and their families.	Many Spanish died in battle when they were attacking the Maya.
The Spanish brought new diseases with them, such as smallpox.	The Maya eventually stopped the practice of human sacrifice.	The Maya adopted many Spanish Christian beliefs.
The Spanish brought new foods, such as wheat and sugar, to Mesoamerica.	The Spanish brought cattle, horses and sheep to Mesoamerica.	The Spanish brought gunpowder to Mesoamerica.
The Spanish brought new ideas for architecture and art.	The Spanish brought a new system for ruling society that replaced Maya kings.	The Spanish destroyed Mayan art and writings as they thought they were evil.
The Spanish took Mayan gold, silver and jewels to keep for themselves.	The Spanish brought new technologies, including metalwork.	The Spanish tried to make the Maya more civilised, like themselves.

Now decide which of the changes brought by the Spanish were good, and which were bad. Draw the table below out in your book, and fill it in carefully.

The Maya: PSHE
Worksheet 18

Name: _____ Date: _____

Choose three **PROS** and three **CONS** of the Spanish conquest of the Mayan lands. Explain why each one is a positive thing or a negative thing.

Pros	Cons
Pro 1: This is a positive thing because	Con 1: This is a negative thing because
Pro 2: This is a positive thing because	Con 2: This is a negative thing because
Pro 2: This is a positive thing because	Con 2: This is a negative thing because

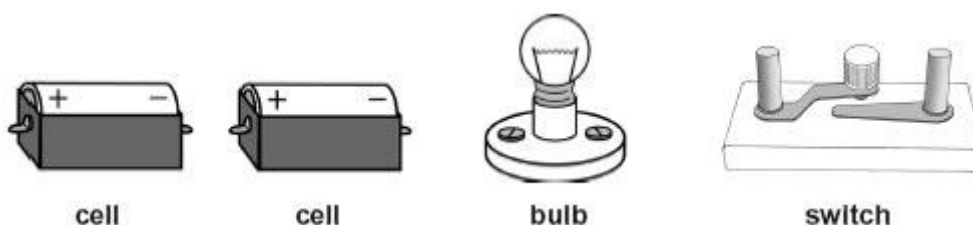
Science: Series and Parallel Circuits. Watch this brilliant clip!

<https://www.youtube.com/watch?v=js7Q-r7G9ug>

Please write the answers to these questions about electricity in your book. I will send you the mark scheme on Monday.

Q1.

Ben makes a series circuit using two identical cells, a bulb and a switch to turn the bulb on and off.



- (a) Draw a circuit diagram of Ben's circuit. Use the correct symbols.

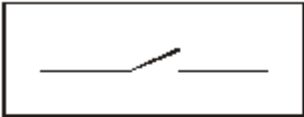
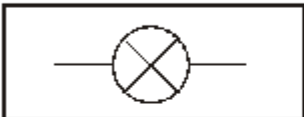
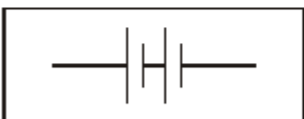
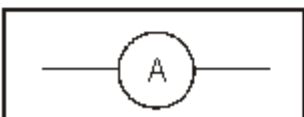
The cells have been drawn for you.



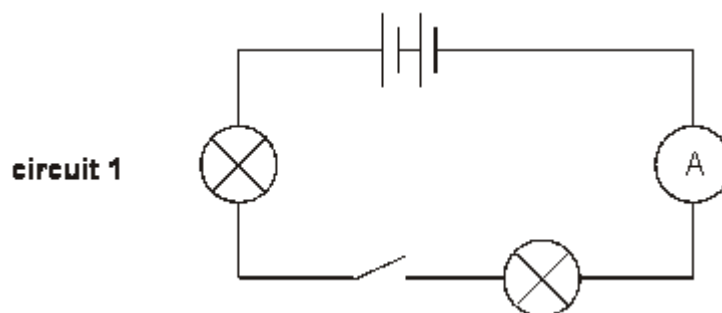
- (b) Which part of the circuit supplies the energy?
- (c) Ben adds another identical bulb to the circuit in series. How does the **brightness** of the first bulb change?

Q2.

- (a) Draw a line from each circuit symbol below to the correct name.
Draw only four lines.

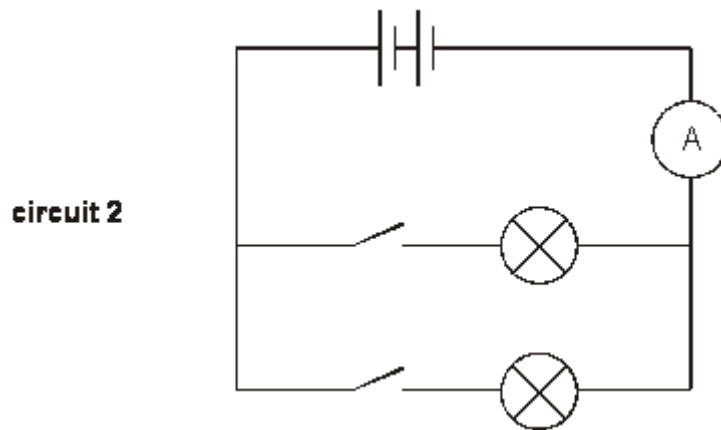
circuit symbol	name
	<input type="text" value="ammeter"/>
	<input type="text" value="switch"/>
	<input type="text" value="motor"/>
	<input type="text" value="battery"/>
	<input type="text" value="bulb"/>

- (b) Fred made **circuit 1** as shown below.



Give the name of the part that is the energy source for the circuit.

(c) Fred then made **circuit 2** as shown below.



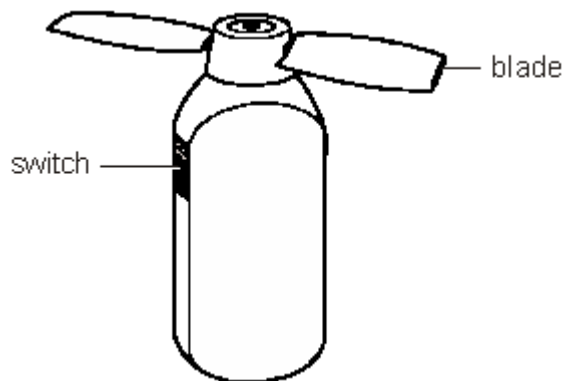
Draw this table in your book, and tick a box to show whether **circuit 1** and **circuit 2** are series or parallel circuits. Tick only **two** boxes.

	series	parallel
circuit 1		
circuit 2		

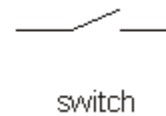
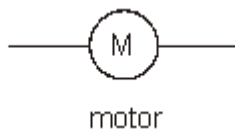
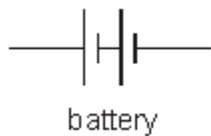
(d) What metal is usually used for wires in electric circuits?

Q3.

Susan has a small fan to keep herself cool.
When she switches it on, a motor turns the blades to blow air.



- (a) The diagrams below show the symbols for a battery, a motor and a switch.

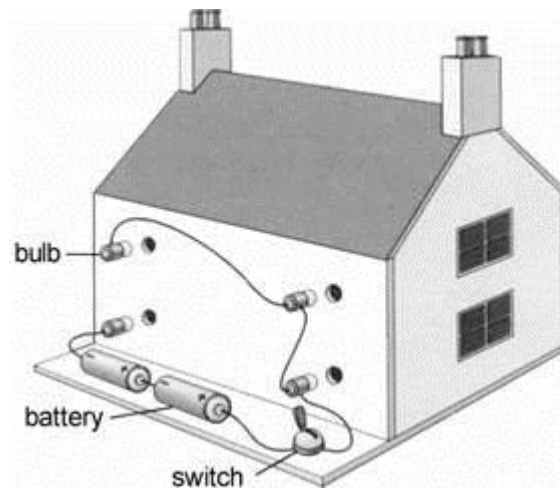


In your book, draw a series circuit diagram for the fan using these symbols.

- (c) Susan built a circuit using a battery, a motor and a switch.
She closed the switch to turn the motor on.
- (i) Susan added a bulb to the circuit.
The current in the circuit **decreased**.
How did this affect the motor?
- (ii) Susan removed the motor from the circuit.
The current in the circuit **increased**.
How did this affect the bulb?

Q4.

Alice connects four light bulbs for her model house, as shown. She puts the bulbs into the holes in the back wall.



- (a) When Alice turns the switch on, the bulbs do **not** light up. The batteries are **not** flat. None of the bulbs is broken. Why do the bulbs **not** light up?