

Talk for Writing Unit Project



We are going to read a Pie Corbett version of a story – The King of the Fishes.

Below are a list of activities that you can complete related to the text. On the next page is the full written text and a link to an audio recording if you would prefer to listen to that.

1. As you read through the text, highlight or make a list of any unfamiliar words. Draw a table with the headings ‘Unfamiliar Word’, ‘What I Think It Means’, ‘Definition’. I would like you to choose at least 5 of these words and complete the table – this is the same way that we define words in class so you should be used to this process. Remember to ask an adult to help or for permission when you look up definitions online or in a dictionary.
2. Create a Story Map of the text. Remember you do not need a picture for EVERY word. Feel free to colour these in and send us over any examples by email with an adults permission!
3. Grammar activities – play the substitution game.
4. Box up your own innovation based on the model text.
5. Write up one or two sections of your own innovation every day. Remember to give yourself time to edit each time. You may wish to re-draft this by writing it yourself or typing it up.

The King of the Fishes



Once upon a time there was a poor fisherman called Li.

Every day, he went down to the sea to fish. There he stood on the rocks and threw the nets into the icy waters and waited. When he pulled the nets in, he would take any fish back to the market and sell them.

One day, he caught a huge fish. It had silver scales that glittered in the sunlight, blood-red fins and a golden crown. It was so beautiful that Li stood, amazed, staring at the fish as it thrashed about in the net. Suddenly Li felt guilty. It was so beautiful, and surely it must have a family...

So, he scooped it up out of the net and set it free. Li stood watching as the fish swam out to sea. Then, to his amazement, it turned and spoke to him. I wonder what you will like about the story. What will surprise you? What will it remind you of?

“Li, you have saved the King of the Fishes. I grant you one wish. When the moon is high in the sky, come back here and tell me your heart’s desire.’ With a flick of his fin, the King of the Fishes was gone.

Immediately, Li hurried home, wondering what on earth he should wish for. There were so many things that his family needed. First, he asked his elderly father. “Father, if you had one wish, what would it be?” There was a silence and then his father spoke, ‘Why son, I would wish for new eyes, for I am blind and will never see again.’

Next, he asked his mother. “Mother, if you had one wish, what would it be?” His mother thought for a minute and then said, “Why son, I would wish for money, for the roof needs mending and the winter winds whip through the house and make my bones shiver so.”

Finally, he asked his beautiful wife. “Wife, if you had one wish, what would it be?” There was a silence and then his wife whispered, “Why Li, I would wish for a baby, for who will care for us when we are old? Yes, nothing would be more precious than a child.”

Poor Li could not make up his mind – they needed the money certainly, but his father was blind and that was a terrible thing. However, he also knew that a child would bring joy to them all. All evening, Li paced up and down trying to decide what the wish should be.

Suddenly, he stopped pacing and grinned. Yes, he had it! He rushed out of the house, through the forest and down to the sea. The moon was high in the sky and so it was time to talk to the King of the Fishes. Li ran down onto the rocks and stood there with the foam crashing about him. He could see the moon’s reflection on the waves, and then came the King of the Fishes.

“What do you wish for Li?” called the King in a high, silvery voice.

“I wish for my father to see our son in a cradle made of gold,” shouted Li. There was a silence and the great fish disappeared. The waves stilled and Li could see the stars like silvery freckles in the dark night sky. Then out of the darkness he heard a noise, drifting down through the forest. It was a baby crying...

You can listen to a recording of the story here: <https://soundcloud.com/talkforwriting/fishes>

Read and Understand



★ First go back to page 3 and re-read the story. Then try to answer the questions below.

★ Circle the correct answer. I have done the first one for you.

1. What did Li usually do with the fish that he caught?

take them to market to sell

put them back

eat them

2. What was special about the king of the fishes?

it was large

it was beautiful

it had a family

3. How did Li save the King of the Fishes?

he scooped it up

he put it back in the sea

he gave it a wish

4. How long did it take Li to decide on his wish?

all evening

a few weeks

all day

5. Whose baby did Li hear at the end?

his and his wife's

a neighbour's

someone's in the forest

Grammar



- ★ Let's work on our sentences!
- ★ You will need a piece of paper or a note pad, and something to write with, or a computer.

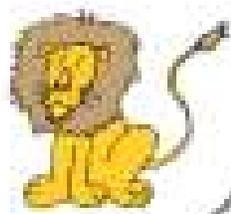
The Substitution Game

a) In this sentence from *The King of the Fishes*, the writer has picked three parts of the fish to describe in detail.

It had silver scales that glittered in the sunlight, blood-red fins and a golden crown.

b) The nouns have adjectives before them.

The writer has added extra detail about the scales by using that to add on a relative clause: 'that glittered in the sunlight'.



c) Can you see that my sentence is the same but it is about a lion? I am substituting the words in the sentence for new ones. Don't forget your comma!

It had giant paws that thundered across the earth, sandy fur and a fearsome roar.

d) Make up your own sentences by substituting! You can use the pictures below for some ideas



Grammar



- ★ Let's do a little bit more!
- ★ You will need a piece of paper or a note pad, and something to write with, or a computer.

Similar or different?

a) The writer of our story uses 'fronted adverbials' to tell the reader **where**, **when** or **how** something is happening. Two examples:

Immediately, Li hurried home, wondering what on earth he should wish for.

Suddenly, he stopped pacing and grinned.

b) These fronted adverbials – **immediately** and **suddenly** – have a similar meaning: 'to do something very fast, without waiting.' 'Suddenly' also makes the reader feel as though it has been a surprise; something unexpected.

c) Sort the words below. Are they similar to the meaning of 'immediately' or are they more like 'slowly'? Write them under the word they are most similar to, or in the middle if you're not sure!

d) Practise them in sentences of your own.

Leisurely, Steadily, Straight away, All at once,

Suddenly, Bit by bit, As quick as flash, Gradually,

Immediately,

Slowly,

Suddenly,

A typical wishing tale will follow this type of plot:



Main character (MC) really wants something
MC tries to get what they want
A barrier gets in the way
MC overcomes the barrier
MC gets what they wished for
Sometimes all is well – sometimes not!

When you box up *The King of the Fishes*, it follows a similar pattern:



- ★ I have planned two new stories. One hugs very closely to the model and one just shakes hands with it.
- ★ Have a look at mine. Then, on the next page, there is a blank boxing up grid for you to plan your new story. Will you hug close to the model or just shake hands with it? It's up to you!

Hugging Close to the Model

Use the same basic story and just change the key characters and objects.

King of the Fishes	Plot Pattern	My New Story Plan
Li is a poor fisherman.	MC is poor	<i>Zoe is a poor oyster diver.</i>
Li catches the King of the fishes but chooses to put it back	MC rescues an animal that is the King or Queen of its kind.	<i>Zoe catches an oyster with a fabulous pearl. Puts it back. Turns out it is the Queen of the oysters.</i>
The King of the Fishes grants Li one wish.	The animal grants the MC one wish.	<i>Oyster grants Zoe one wish.</i>
Li asks each member of his family what they would wish for. He struggles to decide.	The MC struggles to decide what to wish for.	<i>Zoe wants her uncle to have money to fix the leaks, her mother to walk again and she wants to have a puppy.</i>
Li combines three wishes into one and asks the King of the Fishes for his wish.	The MC chooses his wish, asks the creature and his wish is granted.	<i>Zoe wishes for her mum to dance around with her puppy in the garden of their mansion.</i>
Everyone is happy.	All is well. The MC is now rich.	<i>Zoe is rich and all her dreams have come true.</i>

Have a go at boxing up and writing your own innovation. If you aren't feeling very confident you can hug closely to one of the ideas already planned.

WRITING Bonus

Write a newspaper report about the Coronavirus pandemic at the moment.

When we wrote our WWII newspaper reports, we were careful to make sure that we boosted morale at the end of the report and encouraged Britain to remain positive. Consider how you will do this in your report.

Are there any local heroes that you could write about?

Do you know any Key Workers that you could 'interview' for your newspaper? Below I've put some clips from articles about NHS staff, charities and local heroes in Kent. You may know some yourself that you can write about!

Coronavirus Kent: Dr Salaj Masand of Ashford's William Harvey Hospital raises over £1 million for PPE with James McAvoy's help

East Kent Hospital Charity donates treats to NHS Staff working Intensive Care Units at William Harvey Hospital, Queen Elizabeth The Queen Mother Hospital and Kent and Canterbury Hospital.

Dee Neligan, fundraising and development officer for the charity, says there will be lots of people across east Kent who want to say thank you to the fantastic NHS staff.

#ClapForKeyWorkers

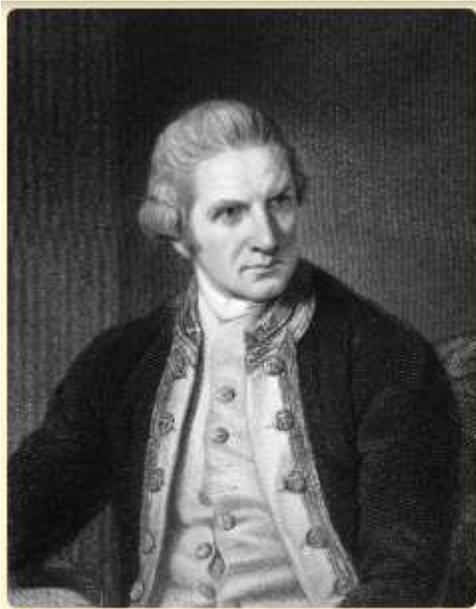
Captain James Cook

Early Life

James Cook was born on 27th October 1728 in Marton, near Middlesbrough. He loved the sea and at 18 he took an apprenticeship on a boat. At the start of the Seven Years War he enlisted in the Royal Navy and learned to make maps of the seas in which he travelled.

First commission

James Cook first became a captain on the ship the *Endeavour*, which was carrying coal. He cared for his crew and required his men to wash every day, keep the ship very clean and air their bedding twice a week. He also brought lots of fresh fruit for his men to eat. These rules helped keep his crew healthy on the long voyages.



First expedition

James Cook set off on his first expedition in 1768. He wanted to follow the planet Venus and he hoped to find the Southern continent. He travelled to Tahiti, the Society Islands and New Zealand. He then went on to Australia where he found the kangaroo. Unfortunately, his ship was damaged on a reef and while repairing the ship 30 of his crew died from malaria. This significantly affected his journey home.

Second expedition

On his second expedition he took two ships, the *Adventure* and the *Resolution*. He went further south than any European had ever been.

Final journey

On this journey he found Hawaii. At first Cook and his men got on well with the natives. However, things did not continue well and eventually they fought and Cook was killed in the battle.

READING 1

Captain James Cook

1. When was James Cook born?

- 1) 27 October 1728
- 2) October 27th 1827
- 3) 27/11/1728
- 4) 10 October 1728

2. Highlight **one** word from the section below that tells us that James Cook joined the Royal Navy.

James Cook was born on 27th October 1728 in Marton, near Middlesbrough. He loved the sea and at 18 he took an apprenticeship on a boat. At the start of the Seven Years War he enlisted in the Royal Navy and learned to make maps of the seas in which he travelled.

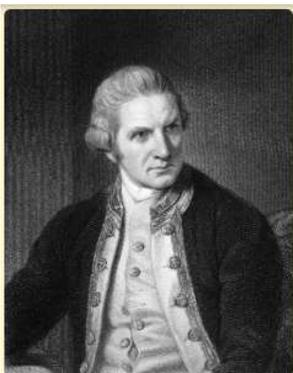
3. Based on the information in the text, decide whether each of these statements is true or false.

	True	False
James Cook was frightened of the sea.	<input type="radio"/>	<input type="radio"/>
James Cook learned to make maps of the sea.	<input type="radio"/>	<input type="radio"/>
James Cook started working on ships when he was 18.	<input type="radio"/>	<input type="radio"/>
James Cook's first ship carried coal.	<input type="radio"/>	<input type="radio"/>

4. What rules did James Cook have for the crew on his ships? Choose **all** that apply.

- a) sleep nine hours a night
- b) wash every day
- c) keep the ship clean
- d) change their bedding every day

5. Why do you think James Cook was keen to keep his crew healthy on the ship?



6. What **two** things happened when he went to Australia?

- a) The ship was hit by a storm.
- b) Some of the crew died.
- c) They captured a kangaroo.
- d) The ship was damaged on a reef.

7. What does the text tell us about his journey home from his first expedition?

- a) It was more difficult.
- b) It was longer.
- c) It was much easier.
- d) It was windier.

8. Match these events with the relevant section from the text.

Early life	He took two ships on his expedition.
First commission	He found Hawaii.
Second expedition	He was born in Marton.
Final journey	He became the captain on "The Endeavour".

9. Put these events in the order that they occur in James Cook's life.

He was killed in battle.	1
He enlisted in the Royal Navy.	4
He wanted to follow the planet Venus.	5
He took an apprenticeship.	2
He went further south than any other European.	3

10. Why is the text split into sections?

- 1) to show the sequence of events in his life
- 2) to make it more interesting to read
- 3) so there is less to read
- 4) to split it into parts

Dunkirk

In May 1940, things were not going well for the allied British and French forces in northern France. The German army had been cunning, and had managed to separate the allies into two smaller groups.

One group of nearly 400,000 allied soldiers had to retreat from the advancing German army until they reached the French coast near the town of Dunkirk. The soldiers could not retreat any further because the sea was behind them, so they worked out the best way to defend the beach and settled down, hoping for rescue. But Dunkirk harbour had been bombed, so the great warships that could transport men back to England had to stay offshore because they couldn't reach the troops on the beaches. The German army was poised to attack.

It looked like all was lost for these soldiers.

The British commanders lost no time. They requested that the owners and crew of every boat along the south-east coast of England should go and help rescue the troops. Overnight, a great flotilla of small boats – rowing boats, fishing boats, pleasure boats, yachts, even lifeboats – set out to cross the 75 km of English Channel to ferry the men from the beach at Dunkirk to the warships. As they approached France, the little boats were attacked with bombs, mines and even torpedoes, but they didn't give up.

In the end, nearly 340,000 British and French troops were evacuated from Dunkirk over the space of nine days. They left behind them guns, vehicles, ammunition and food – but the lives of most of the soldiers were saved.



Dunkirk

- 1 In the first paragraph, the German army is described as "cunning".
Why does the author use the word "cunning" instead of clever?

Tick one.

The word "cunning" makes us think of foxes, and the German army were like foxes.

We admire clever people, and the writer doesn't want us to admire the German army.

There is no good reason. The words mean exactly the same thing.

The German army were lucky in the decisions they made.

- 2 Look at the paragraph beginning "One group of ...".
Find and copy one word that means the same as withdraw.

- 3 Look at the paragraph beginning "One group of ...".
Find and copy one word that shows that the warships were huge and powerful.

- 4 According to the text, what did the soldiers do while they hoped for rescue?

- 5 "It looked like all was lost for these soldiers."
Give two reasons for this statement.
Explain your reasons.

- 6 "It looked like all was lost for these soldiers."
Why is this paragraph so short?

- 7 Why do you think the British commanders "lost no time"?

- 8 How do you think the German army felt when they discovered so many of the allied soldiers were being rescued?
Explain your answer using ideas from the text.

- 9 What do you think the main lesson we can learn from this event is?

Tick one.

When to sail a small boat across the channel.

You should defend yourself while you hope for rescue.

You should not give up, even when something seems hopeless.

You should always obey a request from the army.

READING 3

Skill Focus: Retrieving information

BIG BEN GETS A BATH!

People from all over the world come to London and visit Big Ben but one week this August, they would have seen an unusual sight!

Five highly-trained abseiling experts started cleaning all four clock faces on 18th August. It will be the clock's first scrub for 4 years. Experts think it will take a week to complete the cleaning so long as the weather stays fine.

The Houses of Parliament clock (nicknamed Big Ben), which was built in 1859, will also be checked for damage to the dials. Each clock face is made up of 312 pieces of opal glass, which must be treated carefully. The hands of the clock were made in copper because it is lighter than other metals.

To keep the climbing cleaners safe, the clock's hands have been frozen in the midday position.

DID YOU KNOW?

Big Ben's real name is the Great Clock of Westminster which is at the top of the Elizabeth Tower (named after the Queen). The Elizabeth Tower is part of the Houses of Parliament.

- Where is Big Ben?
- What year was Big Ben last cleaned in?
- Over 250 pieces of glass are used in Big Ben. True or false?
- What material was chosen to make the hands of the clock and why?
- How have they made sure the cleaners will not be in danger?
- How many days will it take to finish the job?
- What is the correct name for the building the clock is at the top of?

READING 4

Skill focus: Making inferences

Opening night

Tim took another deep breath. Inside his chest, he could feel his heart pounding like a bass drum. Again, he took slow, deep breaths and picked up his script. Flicking through the pages, he read through his lines quietly to himself, mumbling under his breath. All his hard work over the last few months had been for tonight. Crossing his fingers tightly, he wished for good luck.

"Tim, are you ready? You're on in 2 minutes," said Mr. Smith.

"I think so, Sir," said Tim in a shaky voice.

"Don't worry, you'll be fine, Tim. Break a leg!"

Slowly, Tim stood up and made his way towards the heavy, red velvet curtain. He pulled it to the side and stepped through.

1. How do you think Tim is feeling at the beginning of the text?
2. Explain how you know how he is feeling.
3. What do you think Tim is waiting to do?
4. What clues told you what Tim might be doing?
5. Who do you think Mr. Smith is?
6. Do you think "Opening Night" is a good title? Why?
7. If you had to give this text a different title, what would you call it?

A Busy Morning

"Ouchhhh!" screamed Toby. I ran into the living room to see Toby lying on the hard, wooden floor, tears rolling down his chubby, little cheeks. Behind me, I heard my mum walk into the room.

"What have you been doing to Toby?!" she shouted, her face turning a deep red. "Go upstairs; I haven't got time for this today."

"But-" I started to explain.

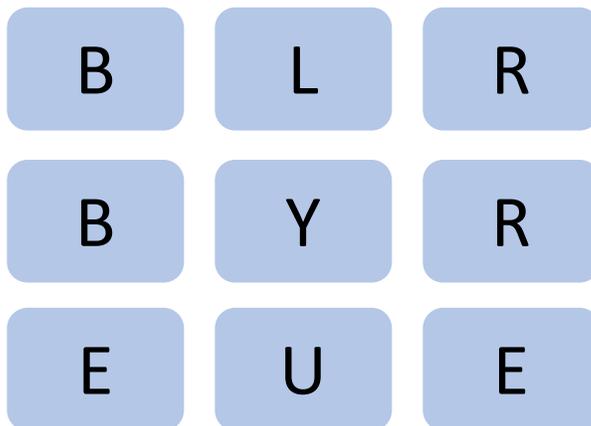
"Upstairs. NOW," Mum ordered. "And finish your packing, we need to leave for the airport in 20 minutes."

I stomped up the stairs to my room. It wasn't fair! Angrily, I started throwing things into my suitcase: sunglasses, a swimming costume, shorts, flip-flops.

1. How is Mum feeling when she walks into the room? How can you tell?
2. What does Mum think has happened and why?
3. What do you think the relationship is between Toby and the narrator?
4. Why do you think Mum says "I haven't got time for this today"? What is she getting ready for?
5. Where do you think the family might be going?
6. Explain what clues there are to where the family are going.

SPELLING CHALLENGE

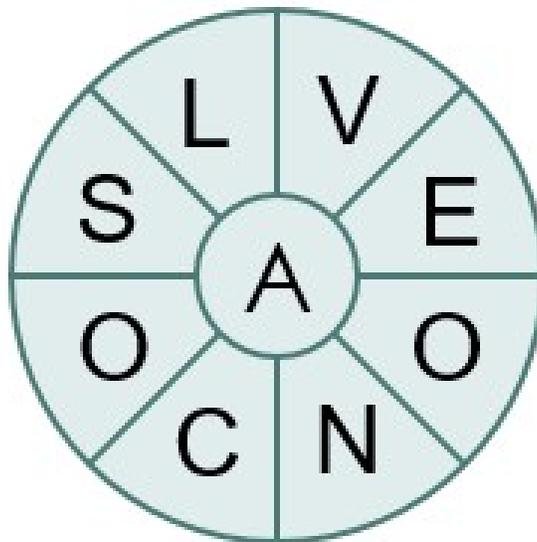
How many words can you make from these letters? All of your words need to have three letters or more. You cannot use a letter more than once in each word (unless it appears twice in the grid).



What is the nine-letter word?

SPELLING CHALLENGE

How many words can you find in this word wheel? You must use the centre letter every time. Can you find the nine-letter word?



What is the nine-letter word?

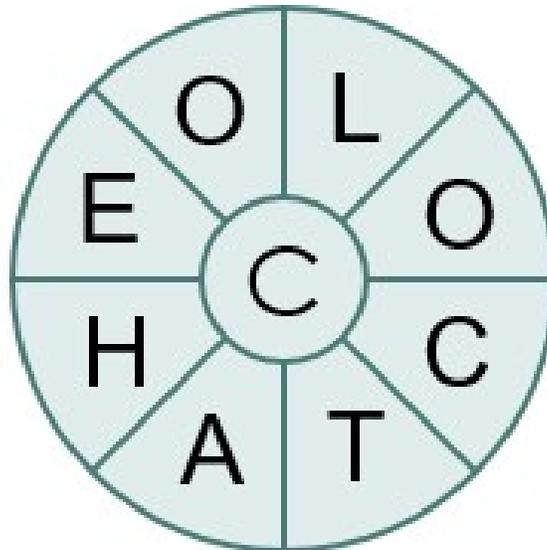
SPELLING CHALLENGE

How many words can you make from the letters below? Can you make your words into a silly sentence?



SPELLING CHALLENGE

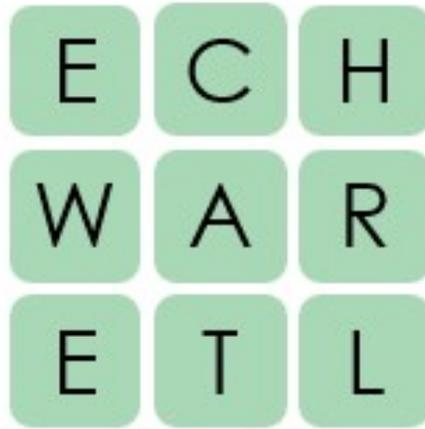
How many words can you find in this word wheel? You must use the centre letter every time. Can you find the nine-letter word?



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SPELLING CHALLENGE

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What is the nine-letter word?

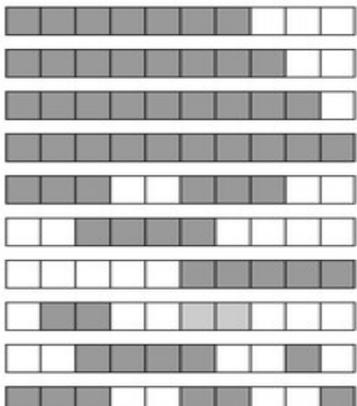
SPELLING – YEAR 3 & 4 COMMON EXCEPTION WORDS. Cover the words as you go and check your child can read each word - if they can then give it a tick! You may choose to only do 15 words a day. Then, read each word aloud to your child and get them to write it. Check the spelling – if it is correct, then give it a tick. Any words that are incorrect can be your focus 😊 (page 1)

Word	R	W	Word	R	W	Word	R	W
accident			consider			group		
accidentally			continue			guard		
actual			decide			guide		
actually			describe			heard		
address			different			heart		
although			difficult			height		
answer			disappear			history		
appear			early			imagine		
arrive			earth			increase		
believe			eight			important		
bicycle			eighth			interest		
breath			enough			island		
build			exercise			knowledge		
busy			experience			learn		
business			extreme			length		
calendar			famous			library		
caught			favourite			material		
centre			February			medicine		
century			forward			mention		
certain			forwards			minute		
circle			fruit			natural		
complete			grammar			naughty		

Word	R	W	Word	R	W
notice			regular		
occasion			reign		
occasionally			remember		
often			sentence		
opposite			separate		
ordinary			special		
particular			straight		
peculiar			strange		
perhaps			strength		
popular			suppose		
position			surprise		
possess			therefore		
possession			though		
possible			thought		
potatoes			through		
pressure			various		
probably			weight		
promise			woman		
purpose			women		
quarter					
question					
recent					

SPELLING – YEAR 3 & 4 COMMON EXCEPTION

WORDS. Cover the words as you go and check your child can read each word - if they can then give it a tick! You may choose to only do 15 words a day. Then, read each word aloud to your child and get them to write it. Check the spelling – if it is correct, then give it a tick. Any words that are incorrect can be your focus 😊 (page 2)

Arithmetic 1	Arithmetic 2	Arithmetic 3
<ol style="list-style-type: none"> 1. $56 \times 4 =$ 2. $8512 + 8128 =$ 3. $6240 \div 8 =$ 4. $501 - 193 =$ 5. $3095 \div 5 =$ 6. $1694 \div 2 =$ 7. $1668 \div 2 =$ 8. $3545 \div 5 =$ 9. $340 + 640 =$ 10. $42 \times 3 =$ 11. $42 \times 6 =$ 12. $195 + 805 =$ 13. $260 + 866 =$ 14. $7998 + 435 =$ 15. $1545 \div 3 =$ 16. $7913 + 1673 =$ 17. $4308 \div 6 =$ 18. $3120 \div 5 =$ 19. $321 \times 5 =$ 20. $678 \times 1 =$ 	<ol style="list-style-type: none"> 1. $724 + 170 =$ 2. $8442 \div 9 =$ 3. $648 - 357 =$ 4. $2670 \div 3 =$ 5. $988 + 2960 =$ 6. $951 - 722 =$ 7. $628 \times 3 =$ 8. $197 \times 9 =$ 9. $1926 \div 3 =$ 10. $167 \times 7 =$ 11. $5971 \div 7 =$ 12. $636 \times 4 =$ 13. $776 - 511 =$ 14. $908 - 254 =$ 15. $533 - 180 =$ 16. $64 + 882 =$ 17. $968 + 58 =$ 18. $860 - 843 =$ 19. $441 - 54 =$ 20. $3424 \div 8 =$ 	<ol style="list-style-type: none"> 1. $73 + 429 =$ 2. $12 + 5819 =$ 3. $984 + 72 =$ 4. $2894 - 710 =$ 5. $5127 \times 6 =$ 6. $888 \times 3 =$ 7. $6 \times 9840 =$ 8. $550 - 40 =$ 9. $1604 \div 4 =$ 10. $509 - 68 =$ 11. $922 - 85 =$ 12. $61 + 476 =$ 13. $336 - 86 =$ 14. $1175 \div 5 =$ 15. $287 + 81 =$ 16. $37 + 797 =$ 17. $766 - 38 =$ 18. $6 \times 4187 =$ 19. $29 + 980 =$ 20. $1074 \div 3 =$
Arithmetic 4	Arithmetic 5	When you're finished:
<ol style="list-style-type: none"> 1. $335 - 50 =$ 2. $898 - 27 =$ 3. $474 + 89 =$ 4. $43 + 264 =$ 5. $960 - 82 =$ 6. $995 - 163 =$ 7. $940 + 501 =$ 8. $615 - 548 =$ 9. $5968 \div 8 =$ 10. $839 - 261 =$ 11. $3900 \div 6 =$ 12. $628 - 625 =$ 13. $579 + 623 =$ 14. $3150 \div 5 =$ 15. $14 \times 86 =$ 16. $2436 \div 4 =$ 17. $564 \div 4 =$ 18. $677 - 357 =$ 19. $939 - 483 =$ 20. $278 \times 5 =$ 	<ol style="list-style-type: none"> 1. $552 - 334 =$ 2. $941 - 415 =$ 3. $691 \times 8 =$ 4. $6632 \div 8 =$ 5. $175 \times 8 =$ 6. $861 \times 8 =$ 7. $600 - 507 =$ 8. $391 + 8934 =$ 9. $935 - 262 =$ 10. $408 \times 7 =$ <p>Write the fraction and decimal represented by each row of cubes.</p> 	<p>Check your work using these methods:</p> <p>Check you have copied the question correctly and have all numbers in the same place. Check you have used the correct operation.</p> <p>Complete the inverse equation to check your work e.g. If I worked out $4 \times 5 = 25...$ then I will check by doing $25 \div 5 = 5$. This shows me I am not correct as my answer should have been 4 – so I'll go back and try again!</p>

Reasoning and Problem Solving
Place Value Consolidation – Year 4

Good day, Professor! As a leading expert in archaeology for the region, you have been contacted by a team who have stumbled upon an extraordinary discovery. The following telegram from an old colleague arrived not long ago:



POSTAL TELEGRAPH

ROYAL POST OFFICE

TELEGRAM

Dear Professor,

Exciting news: amazing discovery! We need your help with our latest archaeological excavation. Please bring extra equipment for the team, and warm socks.

Your colleague, Bartholomew

1. Warm socks? Complete the table below to determine how cold it will get at the site for each day of your stay. You will need a pair of socks for any temperatures colder than 0°C .

Daily High	Temperature expected to drop	Daily Low
14°C	13°C	
12°C	14°C	
15°C	14°C	
11°C	15°C	
10°C	12°C	
11°C	13°C	
9°C	10°C	

How many pairs of socks should you bring?

2. Now for the extra equipment! Round each of the following items on the order form up to the nearest 10 to ensure you have enough for everyone at the site.

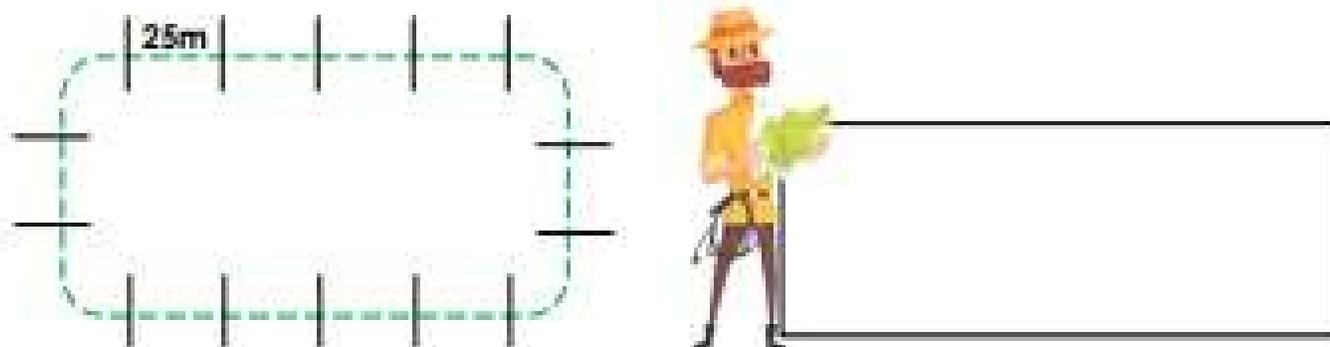
Item	Currently have	Round up
Buckets	58	
Spades	37	
Shovels	49	
Brushes	24	
Picks	65	



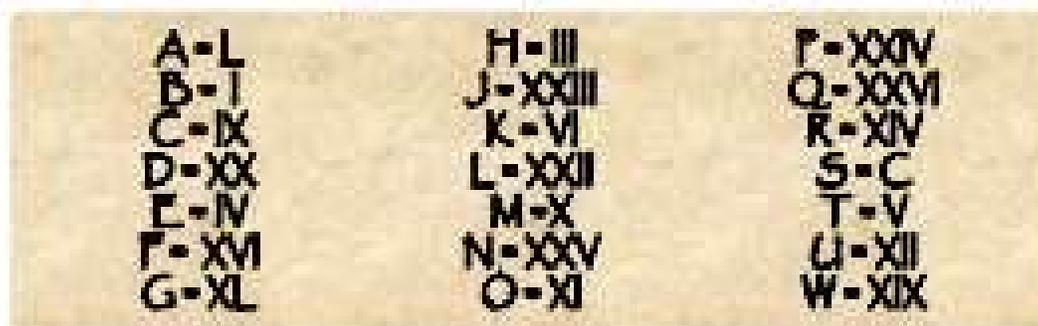
Reasoning and Problem Solving
Place Value Consolidation – Year 4

The discovery seems to be inside a large cave. The first thing you need to do is secure the excavation site so nobody wanders off course.

3. Rope comes in coils of 25m. The site has been marked in 25m intervals. What is the perimeter of the site? How many coils of rope will you need?



Now that the site is secure, you can finally see what all the fuss is about. Heading into the cave, one of the archaeologists hands you the following piece of paper:



A cipher! Fantastic. A little further, you see that the walls are covered in faint scratches... are those Roman numerals? They look like equations!

4. Solve the equations and see if they have anything to do with the cipher.

XX	+	XX	=	_____
VIII	+	VI	=	_____
XXI	-	XVII	=	_____
XLI	+	IX	=	_____
XXV	-	XX	=	_____
XXIII	-	XIX	=	_____
LXXX	+	XX	=	_____
XX	-	XV	=	_____

Now match the answers with the letters on the cipher to make a word.

Hmmm... what could that mean?

Reasoning and Problem Solving
Place Value Consolidation – Year 4

As you're pondering this massive clue, Bartholomew shouts in the distance, "Professor! Get over here, quick!"

He has unearthed an ancient wooden chest! What could be inside? A large rusty lock sits on the front of the chest. Engraved above the lock is a small plaque that reads "You will never guess the 4-digit code. The number has 3 thousands and 17 hundreds. The tens and ones digits total 13. Open if you dare!"

5. Get to work figuring out what the possible combinations could be.



6. Studying the codes, the clue from the cipher pops back into your head. "Greatest... of course – the combination is the greatest number!" you exclaim. Put the codes in order from least to greatest to determine which one will open the chest.



Which code will open the chest? Enter the numbers here:

--	--	--	--

The lock clicks. With a creak, the lid of the chest slowly opens...

Reasoning and Problem Solving
Place Value Consolidation – Year 4



"My word!" Bartholomew gasps.

"I knew we were right to ask for your help! This must be worth a fortune, Professor!"

The chest is filled to the top with gold coins and rare, valuable jewels: sapphires, emeralds, rubies, diamonds, even Tahitian pearls!

7. Now you must carefully package a sample of the findings and take them back to the lab for inspection. Round each of the following bags of jewels to the nearest 100g to accurately label the boxes for shipping.

Contents	Number of items	Actual weight	Rounded to nearest 100g
Bag 1 – sapphires	5	464g	
Bag 2 – rubies	9	1615g	
Bag 3 – emeralds	7	734g	
Bag 4 – pearls	14	1399g	
Bag 5 – diamonds	6	781g	
Bag 6 – gold coins	12	1989g	

8. A prominent museum wants to buy some of your discovery for a new exhibition in your honour! They have agreed to pay your team £1000 for every sapphire, emerald and diamond you have brought back. They have given you a cheque for £16,000. Is this correct? Why?



Well done, Professor! The team could not have made this discovery without you! Best of luck on your next adventure.

Reasoning and Problem Solving
Place Value Consolidation – Year 4

1.

Daily High	Temperature expected to drop	Daily Low
14°C	13°C	1°C
12°C	14°C	-2°C
15°C	14°C	1°C
11°C	15°C	-4°C
10°C	12°C	-2°C
11°C	13°C	-2°C
9°C	10°C	-1°C

The professor will need 5 pairs of socks.

2.

Item	Currently have	Round up
Buckets	58	60
Spades	37	40
Shovels	49	50
Brushes	26	30
Ficks	65	70

3. Perimeter: 350m. 14 coils.

4.

XX	+	XX	=	<u>XL</u>
VIII	+	VI	=	<u>XIV</u>
XXI	-	XVII	=	<u>IV</u>
XII	+	IX	=	<u>I</u>
XXV	-	XX	=	<u>V</u>
XXIII	-	XIX	=	<u>IV</u>
LXXX	+	XX	=	<u>C</u>
XX	-	XV	=	<u>V</u>

The cipher clue is **GREATEST**.

5. In any order: 4,749, 4,794, 4,758, 4,785, 4,767, 4,776

6. 4,749, 4,758, 4,767, 4,776, 4,785, 4,794. Code is 4,794

7.

Contents	Number of Items	Actual weight	Rounded to nearest 100g
Bag 1 – sapphires	5	464g	500g
Bag 2 – rubies	9	1616g	1600g
Bag 3 – emeralds	7	734g	700g
Bag 4 – pearls	14	1399g	1400g
Bag 5 – diamonds	8	781g	800g
Bag 6 – gold coins	12	1989g	2000g

8. It is not correct. There are 5 sapphires, 7 emeralds, and 6 diamonds: 18 jewels in total.
18 lots of £1,000 = £18,000.

Practice Sheet Mild

Fractions practice

Draw a circle round all the fractions which are equivalent to $\frac{1}{2}$.

Draw a square round all the fractions which are equivalent to $\frac{1}{4}$.

$$\frac{2}{4}$$

$$\frac{3}{4}$$

$$\frac{6}{12}$$

$$\frac{5}{20}$$

$$\frac{20}{40}$$

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

$$\frac{4}{10}$$

$$\frac{3}{12}$$

$$\frac{2}{6}$$

$$\frac{8}{12}$$

$$\frac{2}{5}$$

$$\frac{3}{6}$$

$$\frac{9}{18}$$

$$\frac{4}{8}$$

$$\frac{10}{40}$$

$$\frac{2}{3}$$

$$\frac{8}{16}$$

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

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

$$\frac{4}{16}$$

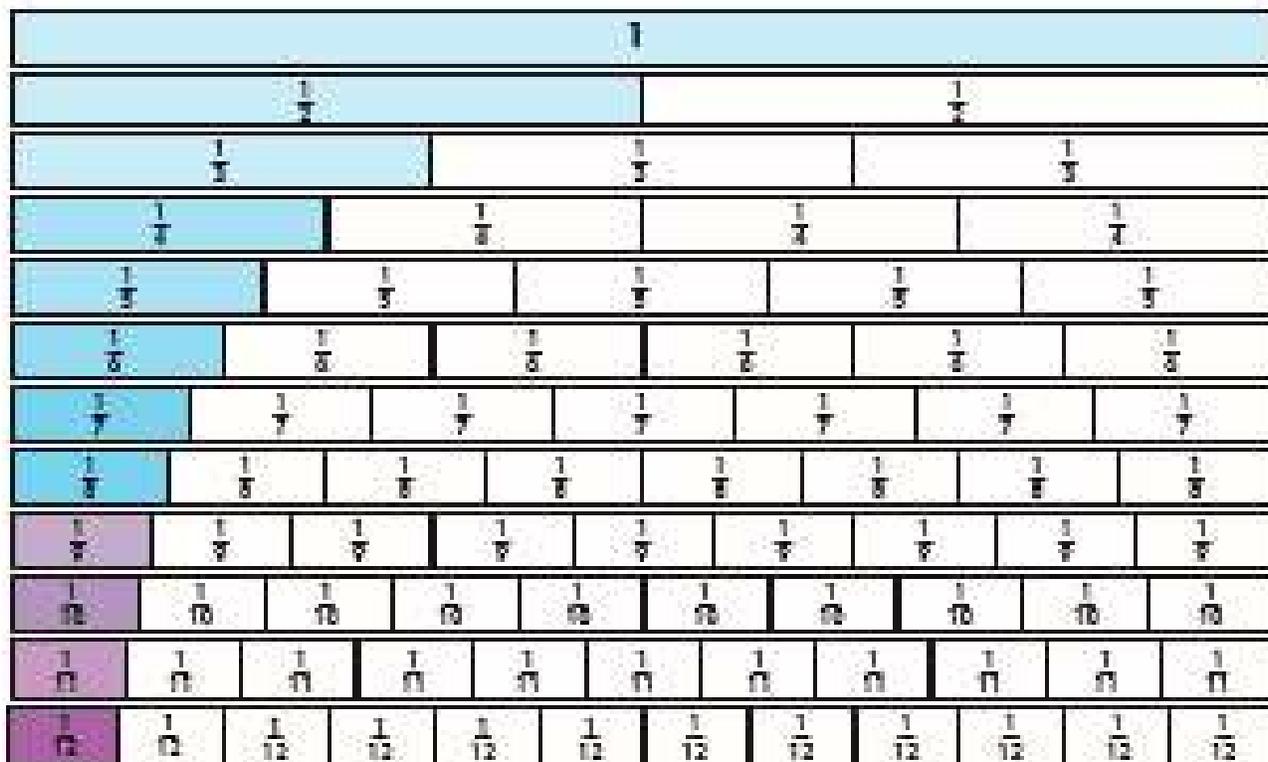
Challenge

Write at least two more fractions equivalent to $\frac{1}{2}$ and two more equivalent to $\frac{1}{4}$.

Practice Sheet Hot

Fractions practice

Use the fraction wall to help you to write pairs of equivalent fractions.



$$\frac{2}{8} = \frac{1}{\square}$$

$$\frac{6}{8} = \frac{\square}{4}$$

$$\frac{3}{9} = \frac{1}{\square}$$

$$\frac{6}{9} = \frac{\square}{3}$$

$$\frac{2}{12} = \frac{1}{\square}$$

$$\frac{3}{12} = \frac{1}{\square}$$

$$\frac{4}{12} = \frac{1}{\square}$$

$$\frac{6}{12} = \frac{1}{\square}$$

$$\frac{4}{12} = \frac{\square}{6}$$

$$\frac{10}{12} = \frac{\square}{6}$$

$$\frac{8}{12} = \frac{\square}{3}$$

$$\frac{9}{12} = \frac{\square}{4}$$

Challenge

How many more rows would we need to draw on the fraction wall to complete this pair of equivalent fractions: $\frac{5}{7} = \frac{10}{\square}$?

Practice Sheet Answers

Fractions practice (Mild)

$\frac{2}{4}$ $\frac{3}{4}$ $\frac{6}{12}$ $\frac{5}{20}$
 $\frac{20}{40}$ $\frac{2}{8}$ $\frac{4}{10}$ $\frac{3}{12}$
 $\frac{2}{6}$ $\frac{8}{12}$ $\frac{2}{5}$ $\frac{3}{6}$
 $\frac{4}{8}$ $\frac{10}{40}$ $\frac{9}{18}$
 $\frac{8}{16}$ $\frac{10}{20}$ $\frac{2}{3}$ $\frac{4}{16}$

Challenge

Other fractions equivalent to $\frac{1}{2}$ are $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, $\frac{5}{10}$, etc.

Other fractions equivalent to $\frac{1}{3}$ are $\frac{2}{6}$, $\frac{4}{12}$, $\frac{5}{15}$, $\frac{6}{18}$, etc.

Fractions practice (Hot)

$\frac{2}{8} = \frac{1}{4}$	$\frac{3}{8} = \frac{3}{8}$	$\frac{3}{9} = \frac{1}{3}$	$\frac{3}{12} = \frac{1}{4}$
$\frac{2}{12} = \frac{1}{6}$	$\frac{3}{12} = \frac{1}{4}$	$\frac{4}{12} = \frac{1}{3}$	$\frac{4}{12} = \frac{1}{3}$
$\frac{4}{12} = \frac{1}{3}$	$\frac{10}{12} = \frac{5}{6}$	$\frac{8}{12} = \frac{2}{3}$	$\frac{9}{12} = \frac{3}{4}$

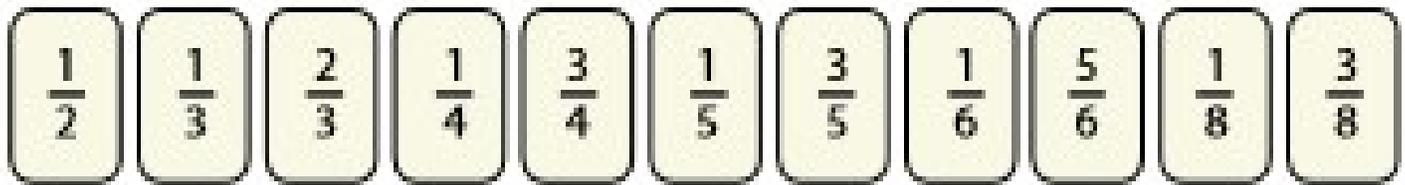
Challenge

We would need two more rows: $\frac{1}{12}$ and $\frac{1}{12}$ to give $\frac{4}{12} = \frac{1}{3}$

Investigation

Best score for mel

1. Use this line of fraction cards.



2. Choose a fraction, e.g. $\frac{3}{4}$
3. Look at the first square below.
4. Identify two numbers, which, one over the other, make an equivalent fraction to the one chosen, e.g. $\frac{9}{12}$
5. Write the equivalent fraction below the appropriate fraction card.
6. Cross out these two numbers on the first square.
7. Choose another fraction, and repeat, e.g. choose $\frac{1}{5}$, write $\frac{4}{20}$ and cross out 4 and 20.
7. Keep going like this. *You cannot use a crossed-out number on your square for a second time!*
8. For how many fraction cards did you manage to write equivalent fractions underneath?
A good score is anything over 6, but you are chasing 9 or 10!

What sort of fractions is it best to choose first? Why?

Why is it not sensible to choose $\frac{1}{2}$ first?

Which numbers on the square are never used?

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Complete the missing numerators.

1. $\frac{1}{2} = \frac{\quad}{10}$

2. $\frac{\quad}{10} = \frac{1}{5}$

3. $\frac{\quad}{5} = \frac{8}{10}$

4. $\frac{\quad}{10} = \frac{2}{5}$

5. $\frac{6}{10} = \frac{\quad}{5}$

6. $\frac{1}{10} = \frac{\quad}{20}$

7. $\frac{12}{20} = \frac{\quad}{10}$

8. $\frac{3}{10} = \frac{\quad}{20}$

Write these fractions in order, smallest first.

1. $\frac{1}{2}$ $\frac{7}{10}$ $\frac{1}{10}$

3. $\frac{1}{5}$ $\frac{1}{10}$ $\frac{3}{10}$

2. $\frac{2}{10}$ $\frac{2}{5}$ $\frac{3}{10}$

4. $\frac{3}{10}$ $\frac{4}{5}$ $\frac{7}{10}$

Challenge

Write as many fractions between $\frac{1}{5}$ and $\frac{1}{2}$ as you can.

Practice Answers Sheet 2

Complete the missing numerators.

1. $\frac{1}{2} = \frac{5}{10}$

6. $\frac{1}{10} = \frac{2}{20}$

2. $\frac{2}{10} = \frac{1}{5}$

7. $\frac{12}{20} = \frac{6}{10}$

3. $\frac{4}{5} = \frac{8}{10}$

8. $\frac{3}{10} = \frac{6}{20}$

4. $\frac{4}{10} = \frac{2}{5}$

Write these fractions in order, smallest first.

1. $\frac{3}{10}$ $\frac{1}{2}$ $\frac{7}{10}$

3. $\frac{1}{10}$ $\frac{1}{5}$ $\frac{3}{10}$

5. $\frac{6}{10} = \frac{3}{5}$

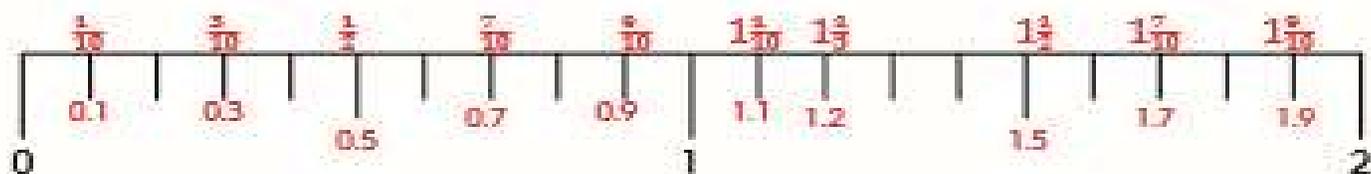
2. $\frac{2}{10}$ $\frac{3}{10}$ $\frac{2}{5}$

4. $\frac{3}{10}$ $\frac{7}{10}$ $\frac{4}{5}$

Challenge

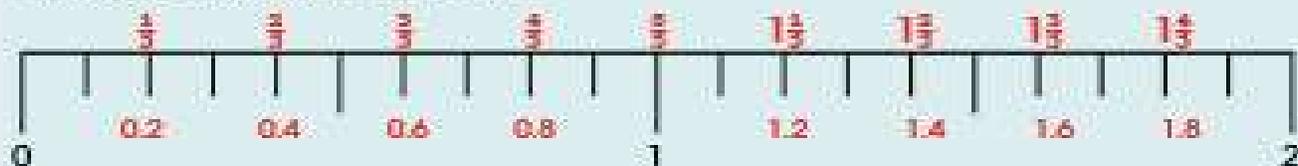
Write as many fractions between $\frac{1}{3}$ and $\frac{1}{2}$ as you can.

For example: $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{9}$ $\frac{2}{6}$ $\frac{2}{7}$ $\frac{3}{7}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{2}{9}$ $\frac{3}{9}$ $\frac{4}{9}$ $\frac{3}{10}$ $\frac{4}{10}$

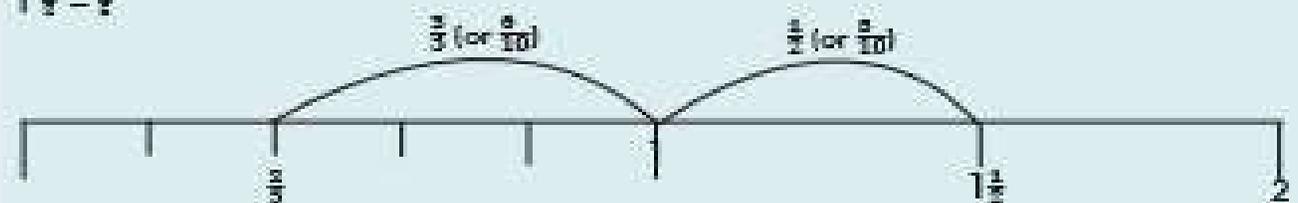


Challenge

Mark on $\frac{1}{5}$ s and the equivalent decimals.



$$1\frac{1}{2} - \frac{2}{3}$$



So, $1\frac{1}{2} - \frac{2}{3} = \frac{14}{10} = 1\frac{4}{10}$

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
6	12	18	24	30	36	42	48	54	60	66	72
7	14	21	28	35	42	49	56	63	70	77	84
8	16	24	32	40	48	56	64	72	80	88	96
9	18	27	36	45	54	63	72	81	90	99	108
10	20	30	40	50	60	70	80	90	100	110	120
11	22	33	44	55	66	77	88	99	110	121	132
12	24	36	48	60	72	84	96	108	120	132	144

Don't Melt the Ice

This science investigation is designed to test how well different materials do at providing enough insulation to keep something cold. You will need to design an insulated box that can keep a cube of ice from melting. What materials will you use to insulate your ice? Which material is the best/worst at insulating your ice cube? You might use bubble wrap, foil, cotton wool balls..

	Which material will you use? Write each new material in a box below.			
Time Elapsed Record what you observe about the ice cube next to each time frame.				
10 minutes				
20 minutes				
30 minutes				
40 minutes				
50 minutes				
60 minutes				

What conclusion can you draw from the data you have collected? Write below explaining which material is the best and which is the worst at insulating. Explain how you know using evidence from the table.



Creative Activity Ideas

<p>Draw a still life picture – this might be of an object in your house or could even be a portrait of someone you live with!</p>	<p>Create a treasure hunt for items in your house – think about how you could draw this map and use a key to identify things such as doors, windows and stairs!</p>	<p>Make a puppet show – you could use recycled materials to create your puppets and props. Old, unmatched socks also make excellent puppets if you get permission!</p>	<p>Interview an adult in your life about their own life. Compile a list of questions you want to ask them. Have a go at writing their autobiography.</p>
<p>Cook a meal with a family member.</p>	<p>Make your own playdough or salt dough.</p>	<p>Build something out of recycling.</p>	<p>Play the adverb game on your walk – walk slowly, creep silently.</p>
<p>Build a fort.</p>	<p>Read a new book. Can you write a review for it? Think of an inventive way to present this – you might record yourself rating it!</p>	<p>Help wash the dishes</p>	<p>Create a card to share with someone at school.</p>
<p>Complete a puzzle.</p>	<p>Watch a new film.</p>	<p>Learn a new dance.</p>	<p>Design your own comic.</p>
<p>Have a paper airplane race – could you use recycled materials to make your plane go the furthest?</p>	<p>Go on a scavenger hunt – there are lots available online for any walks that you go on.</p>	<p>Bake something – look up some flourless recipes if this is an issue!</p>	<p>Learn a new song – imagine we were doing story actions for it. Which would you choose?.</p>