

Kite Signposts 25



Miss Whitton and other staff will be uploading more information onto the 'Kite Class' page and the 'our home learning' pages on the school website. Please look on there for any further information or email Miss Whitton if you have any questions.

Daily Tasks

Try and complete the activities, on the list below, every day. These are important and need to be completed daily.

- Read for at least 15 minutes a day.
- Go over your trickiest Year 3 and 4 spellings.
- Recap your trickiest times tables.

To help you, there is a selection of resources on the 'Our Home Learning' page on the school website under 'Osprey and Kite.'

Maths Task

This week we will continue with decimals. This is an area we started briefly during our final week of school, don't worry if you find it really tricky. Re-watch the link below if needed then, use the support below to answer the questions. We are focusing on hundredths.

<https://www.bbc.co.uk/bitesize/topics/zsjqtfr/articles/zsbd7p3>

Further Tasks

See below a list of other activities you can do to keep you busy. Ask parents before visiting the websites.

- Go on Mathletics
- Go on purple Mash
- Do a Joe Wick's workout
- Listen to David Walliams' stories at 'The World of David Walliams.'
- See which animals are currently livestreaming:

<https://www.insider.com/live-animal-cams-zoos-aquariums-watch-from-home-2020-3>

- Learn some music with Myleene Klass:

<https://www.youtube.com/channel/UCQh2wgJ5tOrixYBn6jFXsXQ>

- Go on some virtual tours:

<https://www.insider.com/museums-theme-parks-offer-virtual-tours-ideal-for-social-distancing-2020-3>

Writing Task

This week we are going to write stories, section by section. Today, we are going to introduce our settings.

History Task

The Romans were very clever and developed a lot of inventions that, even though have been modernized, we still use today. One of these inventions was the road. Watch the clip again and read the information below then, complete the activity on Roman roads.

<https://www.bbc.co.uk/bitesize/clips/zdgrkqt>



Upload your work on your Starz account for Miss Whitton to mark.

Maths Task

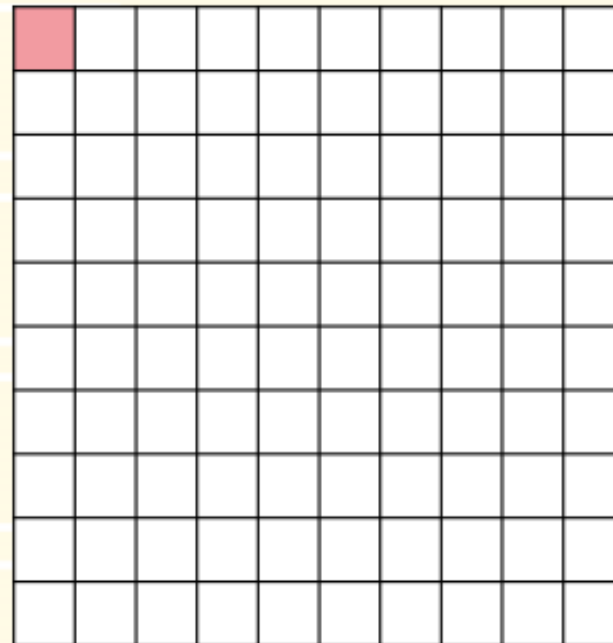
Use your understanding of $\frac{1}{100}$ as a fraction to support your understanding of decimals.

Hundredths arise where a number of objects or an object is divided into one hundred equal parts:

This grid has one hundred equal parts.

One hundredth is shaded.

$\frac{1}{100}$ is shaded.

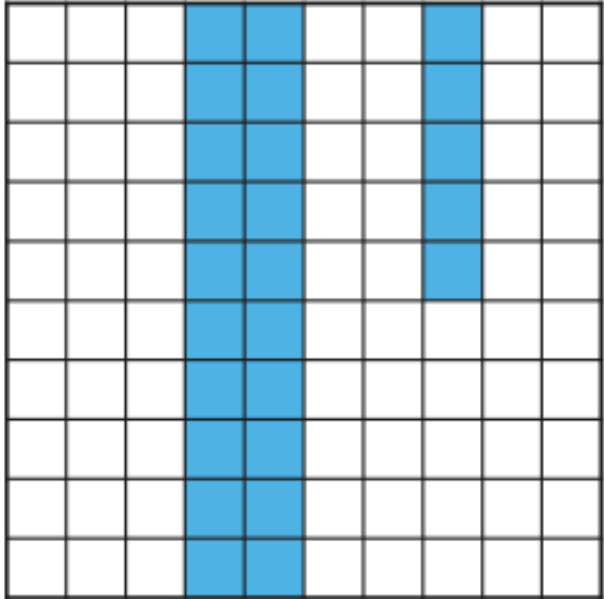


Place Value Grid: Use this to help you.

Tenths and Hundredths Place Value Grid



Hundreds	Tens	Ones	●	Tenths	Hundredths

Model	Words	Fraction	Decimal
	twenty-five hundredths	$\frac{25}{100}$	0.25

Decimal Square

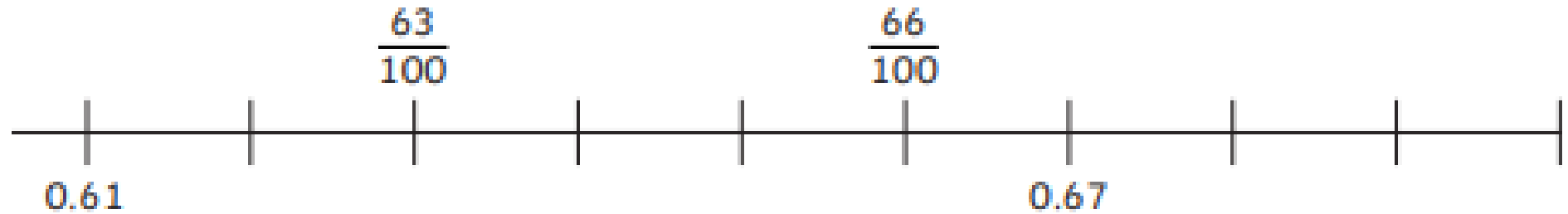
0.01 to 1

0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09	0.1
0.11	0.12	0.13	0.14	0.15	0.16	0.17	0.18	0.19	0.20
0.21	0.22	0.23	0.24	0.25	0.26	0.27	0.28	0.29	0.30
0.31	0.32	0.33	0.34	0.35	0.36	0.37	0.38	0.39	0.40
0.41	0.42	0.43	0.44	0.45	0.46	0.47	0.48	0.49	0.50
0.51	0.52	0.53	0.54	0.55	0.56	0.57	0.58	0.59	0.60
0.61	0.62	0.63	0.64	0.65	0.66	0.67	0.68	0.69	0.70
0.71	0.72	0.73	0.74	0.75	0.76	0.77	0.78	0.79	0.80
0.81	0.82	0.83	0.84	0.85	0.86	0.87	0.88	0.89	0.90
0.91	0.92	0.93	0.94	0.95	0.96	0.97	0.98	0.99	1

Task 1: Complete the table by writing the equivalent fraction or decimal.

Fraction	Decimal
$\frac{54}{100}$	
	0.46
$\frac{2}{100}$	
$\frac{19}{100}$	
	0.82
	0.44
$\frac{81}{100}$	
	0.93
$\frac{60}{100}$	
	0.01
$\frac{23}{100}$	
	0.37
	0.26
$\frac{71}{100}$	
	0.66
$\frac{99}{100}$	

Task 2: Fill in the blanks on the number line with decimals.



Task 3:

True or false? Explain your answer.

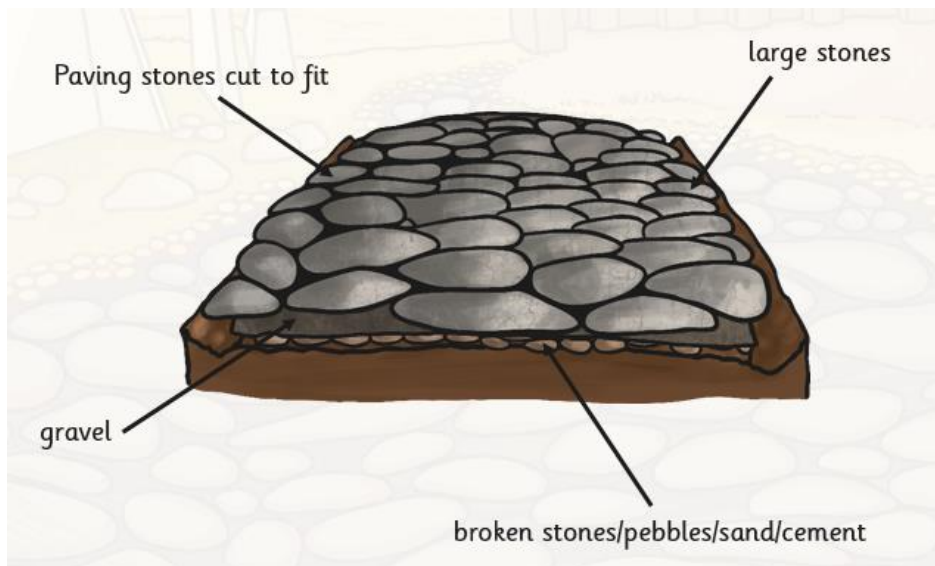


Roman Roads

Before the Romans arrived, Britain had no proper roads. The Celts rode horses, walked and travelled in carts pulled by oxen along paths and tracks. These paths and tracks connected local farms and hamlets, and there were some longer routes for trade. These tracks were often in very poor condition.

The Romans decided they wanted to create better roads in order for their troops to travel easier, allow for supplies to be transported to different counties and to make sure messages could be delivered quickly.

To make their roads secure and sturdy, the Romans used layers of materials. See materials below.



History Task

Write a newspaper article, writing about the opening of a new Roman Road. Explain how they were made and what they can be used for.

Don't forget to add a picture and to paragraph your writing into sections.

Writing Task: Today, we are going to write our first sections of our story, just introducing our **settings**. See an example of Miss Whitton's plan below. Use the grammar support to help you. Remember, to think about the quality over the quantity.

Miss Whitton's plan example

1. Introduce your setting

- Deep in the jungle
- Very overgrown
- Smell damp
- Hear the sound of a distant monkey
- Taste the pollen from the exotic plants
- Feel the prickly thorns

Deep in Australia, grew a large, overgrown jungle. Within the jungle, wild flowers blossomed, creating a rainbow of colours. Tree branches slowly swirled, becoming tangled and entwined. In the distance, energetic, fierce monkeys could be heard, creating a deafening screech. Deeper into the jungle, the damper the air grew, causing everything around to become soggy and wet. The dampness created the smell of sweat, placing a salty taste in the air. Along the gigantic, powerful trees, lay long claw marks, deep and vicious, causing fear to whichever animal stood near. The further in, the darker the jungle became, with trees towering over every inch of the greenery until there was complete darkness.

Grammar Support

Subordinating Conjunction

A subordinating conjunction joins a subordinate clause to a main clause.

after	If	though
although	in order that	unless
as	now that	until
because	once	when
before	since	whenever
even if	so that	where
even though	than	wherever
how	that	while

Five Senses

VISION

HEARING

SMELL

TASTE

TOUCH



Expanded Noun Phrase

Noun = lake

Noun phrase = the lake

But what is an expanded noun phrase?

the beautiful lake
article + adjective + noun

Adverbs

An **adverb** describes a verb, an adjective or another adverb. It tells us how, where, when, how much and with what frequency.

Fronted Adverbials

A fronted adverbial goes at the beginning of a sentence

It describes the verb in the sentence

It describes where, when and how