



27<sup>th</sup> April 2020

Dear Parents

**Hello everyone! I hope you are all keeping safe and enjoyed the weekend. I am so proud of how the children are getting on at home. They seem to be adapting so well to continuing with their learning as part of a healthy routine that includes plenty of fresh air and exercise, time to rest and chill out as well as fun times with the family. I have seen so much kindness and thoughtfulness and I really hope they are enjoying their learning. 😊**

I am delighted with how the children have taken to using Seesaw. It is proving to be a great way for me to support and give feedback with the children's learning and I hope they are enjoying using it. We're all learning new skills and the children are doing brilliantly with this!

I am sending the weekly learning pack in this email and will then be setting two activities each day from it on Seesaw. Just a reminder that although the activities have dates, the tasks do not necessarily need to be done on that day – it is of course only a suggestion and you are free to approach the learning in the way that suits your family and at the pace you need. If the children have other enthusiasms they are following that is great too. I would love to see any of their learning uploaded to their journal on Seesaw not just the activities. The Seesaw Journal will be an invaluable record of their learning at home.

Please don't hesitate to get in touch via [headteacher@jerryclayacademy.wakefield.sch.uk](mailto:headteacher@jerryclayacademy.wakefield.sch.uk) with any issues.

#### A Message from Lingotot Wakefield, who run our Spanish club

Lingotot Wakefield, who run our Spanish after school club, are offering a free trial on their Wednesday class at 10am.

If you'd like to take them up on the offer e-mail Bex at [wakefield@lingotot.com](mailto:wakefield@lingotot.com) or contact her through their Facebook page Lingotot Wakefield.

If you've already had a free trial, booking can be made at <https://www.lingotot.com/classes/3403>

Gracias!

Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

Tel: 01924 303 665  
Email: [headteacher@jerryclayacademy.wakefield.sch.uk](mailto:headteacher@jerryclayacademy.wakefield.sch.uk)  
Web: [www.jerryclayacademy.wakefield.sch.uk](http://www.jerryclayacademy.wakefield.sch.uk)



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### Big Sing 2020

Wakefield Music Hub are organising Big Sing 2020. The first Big Singalong Day is 12<sup>th</sup> May for International Nurses Day. You can learn, record and share the song 'One' These will then be compiled into a big Wakefield video.

<https://www.youtube.com/watch?v=5UKc2BY7PB0&feature=youtu.be>



### **Maths**

The children are doing BRILLIANTLY with the White Rose Maths lessons on Seesaw. I will continue to add daily activities on Seesaw from [whiterosemaths.com/homelearning/year-4](http://whiterosemaths.com/homelearning/year-4). Decimals are new to year 4 so it is important to follow the sequence of lessons to avoid misconceptions. Watch the videos which give a very clear explanation of the maths before completing the worksheets. The children should then check their own answers to get instant feedback and allow them to understand where they went wrong if they made a mistake.

From the learning pack this week: For an additional challenge the children might like to have a go at the Problem Solving pages in the learning pack. *Or they could complete a couple of questions each day as a warm up.* I have included the answers at the end of this letter. I have also included the answers to the Springtime Colour by Roman Numerals as well as a handy reminder for anyone who has forgotten how Roman Numerals work!

Time Tables Rock Stars – It's a colour team battle this week. Support your team!

*Remember these websites are great for keeping up with mental maths strategies and key areas of maths in fun games and quizzes.*

Manga High Games and quizzes to practise key areas of maths.

Numbots – use TTRS login Use the Challenge mode to develop quick fire mental maths skills.

Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP  
  
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### Writing – Tilly and the Book Wanderers.

Many of you will know that Roald Dahl's Matilda is genius who loves books with a few tricks up her



sleeve!



Well I have discovered another Matilda who loves books (as well as our Matilda in Y4!).

Tilly and the Book Wanderers is the first story in the Pages & Co series by Anna James. The character Matilda or Tilly loves stories and she has firm favourites among their characters but she never expects to meet them. That is until she discovers she is a **book wanderer** and can actually enter the stories to meet the characters that she loves. So this week we are going to be book wanderers too!

### **Tuesday - Reading aloud activity.** *I will add this activity on Seesaw on Tuesday*

Choose a favourite page / section of a book you've read recently.

Practise reading the page / section aloud.

Use the microphone or video tool on Seesaw to record yourself reading your page / section aloud.

Remember to think about your expression and how you really make the sentences come to life.

### **Book Wandering**

Imagine what it would be like to wander into a book you love.

Click this link to watch a video of the author Anna James explaining our writing challenge. Anna is on the second row of videos. <https://authorfy.com/10minutechallenges/>

### **Wednesday – My Book wandering story – Make a plan.** *I will add this activity on Seesaw on Wednesday*

1. Think of a book that you love and a character that you would most like to meet.  
e.g. Alice from Alice in Wonderland, Ron from Harry Potter.
2. Imagine you can book wander too.
3. Choose which part of the book you would like to wander into.  
e.g. the Mad Hatter's Tea Party, a Quidditch match.

Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

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Web: [www.jerryclayacademy.wakefield.sch.uk](http://www.jerryclayacademy.wakefield.sch.uk)



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4. Make notes about the setting – where are you? How are you dressed? Do you have everything you need? Do you stick out in this setting? Will you be safe there?
5. Which characters will you meet in this place? How would you introduce yourselves? What would you ask them if you could ask them anything?
6. Will you go an adventure with your favourite character? What trouble might you get into? Could you save your favourite character from danger?

#### Thursday – The book wandering begins! *I will add this activity on Seesaw on Thursday*

Read this excerpt from Anna James when Tilly is in her favourite book shop, Pages & Co, and finds herself being pulled into the story Alice and Wonderland. You can hear Anna read this at the end of the video clip above.

All at once, Pages & Co seemed to divide into a grid of tiny tiles that click-clacked over each other like a wooden toy folding down on itself. In only a few seconds, the whole shop had dominoed down and seemed to wind itself in under Tilly and Alice as it pulled them by a very powerful magnet. Tilly's stomach dropped like the moment you go over the top of a roller coaster and there was a smell of marshmallows toasting on a bonfire.

Instead of the familiar bookshop, Tilly and Alice were standing in a colourful forest with a thatched house tucked into the trees and a long table set out in front of it. At one end of the table sat a large hare in a bow tie, a dormouse who seemed to be asleep and a man wearing a mad-looking hat.

“Oh you were talking about *this* tea party,” Tilly said queasily.

Alice nodded merrily. “It’s always tea time here. Welcome to Wonderland! Let me introduce you.” she said, skipping over to the table. “And please don’t mind them if they are a little rude until they get to know you and quite likely for a while after that as well.”

Write about your own book wandering adventure.

1. Where are you when the book wandering begins? Describe what it *feels like* when you are being pulled into the book!
2. Describe the *setting* in the book where you end up and the *characters* you meet.

Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

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Use some **expanded noun phrases** e.g. *magical, colourful forest* or *mad-looking hat*  
Use some **complex sentences** to add some extra information  
e.g. *Tilly and Alice were standing in a colourful forest with a thatched house tucked into the trees.*  
*At one end of the table sat a dormouse who seemed to be asleep.*

3. How do you introduce yourself to the characters there? Which characters are friendly and which are not? Use *speech* to show how you introduce yourself to the characters

### Friday – My Book Wandering Adventure.

Can you add an ending to your book wandering adventure? What adventure will you go on with your favourite character? What trouble might you get into? Could you save your favourite character from danger?

I would love to see your finished story on Seesaw. Maybe you could publish your story and add illustrations or you could record yourself reading out your story and upload this too.

### SPAG – Using different types of conjunction

Conjunctions are words such as and, so, because, whilst, although etc. that can join two phrases together. Some conjunctions are extremely common (and, so, but, or, because) but some are high level conjunctions and can be a bit more tricky to use. Why not try to use some in your writing this week.

*e.g. I had always thought Captain America was awesome **although** I had never dreamed that one day I might meet him!*

(The answers are at the end of the email)

### Spellings

This week's spellings have the **au** digraph.

naughty, caught, fraught, astronaut, automatic, cause, author, applaud, taught, audience

The children can practise these on Spelling Shed and I will attach a practise sheet too. **Please note the change of time for next week's interactive spelling test on the Spelling Shed Hive Game.**

**We will try this on Friday at 11.30am.**

Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

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Shortly before 11.30, I'll set up a **hive game** and text out an access **code**. The children will need to log in as normal, then click **Join Hive game** then enter the **code**. They will hear the word then type in the spelling.

Good luck everyone.

### Art

Why not make pictures, models or puppets of your favourite book characters. Think of a really creative way of doing this.

You could try these Pebble People from <https://www.natgeokids.com/uk/home-is-good/make-pebble-people/> or make them from toilet rolls!



You could take some tips from a children's author and illustrator.

In this clip, the author Rob Biddulph will show you how to draw his character the Gregosaurus and there are lots more on the website <https://www.booktrust.org.uk/books-and-reading/have-some-fun/>



[https://www.youtube.com/watch?v=4zRrI3YO26w&list=PLE5MZB5pedUMsUI7Zf32\\_6ilXdfcCA1R&index=6](https://www.youtube.com/watch?v=4zRrI3YO26w&list=PLE5MZB5pedUMsUI7Zf32_6ilXdfcCA1R&index=6)

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Wakefield  
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## Caring and Connecting During Crisis

This term we will be exploring how people all around the world are coping with the Corona Virus Pandemic. Listening to the shout outs on #PEwithJoe made me realise that all around the world families are staying at home to stay safe. We will be developing our geographical knowledge of the people and places around the world as well as the idea of how communities are pulling together and caring for each other both locally, nationally and on a global scale. Global citizenship and connectivity have never been more important.

## Geography



© Can Stock Photo - oip570090

### 1. World Quiz!

Make your own World Quiz with questions about capital cities, landmarks or famous people from around the world like the ones Joe Wicks keeps asking during #PEwithJoe. Here are some of his questions:

- The Leaning Tower of Pisa is in which European country?
- Where was the 2012 Olympics held?
- Orangutans are native to Indonesia and which other country?

Research 10 questions of your own and write down the answer. Maybe you could test your family!

Joe has asked people send him their world quizzes on Twitter #homeworkwithJoe and he will read some out in his #PEwithJoe workouts.

Why not find out as many capital cities and add a capital cities section to your quiz.

Below is a sheet to get you started! Remember capital letters for names of places!

You could try this capital city quiz online?

<https://www.sciencekids.co.nz/quizzes/capitalcities.html>

*(Joe's answers – Italy, London, Malaysia)*

Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

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## European Countries and Capital Cities

Write down the capital cities of the countries below. Don't forget capital letters!

France -	P	_____
Germany -		_____
Spain -	M	_____
Italy -		_____
Portugal -	L	_____
Sweden -	S	_____
Norway -	O	_____
Finland -		_____
Hungary -	B	_____
Ireland -	D	_____
Iceland -	R	_____
Poland -		_____
Czech Republic -	P	_____
Latvia -		_____
Belarus -		_____

### Mental Health and Well being

Year 4 continue to show such care for their families and communities. We can all help to look after ourselves and each other.

### Daily diary

Why not keep a record of this time by writing a diary. Think about everything that has happened today. What were the best moments? The hardest moment? How did you get past those tricky times? Who made today special? I have included a Captain's Log activity on Seesaw or you could write it in a journal of your own.

### Class blog

The Y4 online blog that was set up before Easter is still live. Again, this is not a requirement but is intended as a place for Y4 to communicate, support each other during their home learning and give positive encouragement to each other.

I would ask children not to post photos or work to this – these should be on SeeSaw or Twitter

Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

Tel: 01924 303 665  
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Every comment/ post will need to be approved by myself – this means that posts may not appear immediately.

The website is <https://mrselliottjca.edublogs.org/>

Please let me know if you would like me to send through your login details again.

Once on the website, on the left hand side click 'View Class Blog'. Here you can view posts and comment on anyone's posts.

If you want to create a new blog topic click 'posts' and 'add new'.

Get squishy! ( I love this idea from <https://www.natgeokids.com/uk/home-is-good/mindful-activities-for-kids/>)

It's okay to feel confused, angry or sad about situations out of your control. Playing with something soft and squidgy between your hands can be a great stress reliever! There are lots of different squishy materials you can use, like bread dough, playdough or slime! Our favourite is bread dough, because you can make a delicious batch of homemade bread with it afterwards – yum!

In order to make a perfectly fluffy loaf of bread, the dough needs 'kneading' first. This means rolling the dough on a flat surface with the palm of your hand, turning the dough over and doing it again, and repeating this process over and over. You can have fun with it, too, throwing, whacking and punching the dough in the process. Enjoy!



Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

Tel: 01924 303 665  
Email: [headteacher@jerryclayacademy.wakefield.sch.uk](mailto:headteacher@jerryclayacademy.wakefield.sch.uk)  
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## Science – States of Matter

This week continue to explore States of Matter. I am including the materials from last week in case you would like to continue with these as well as some new ideas at the end *if you would like to take this even further.*

Here is a quick overview

Key Vocabulary		Key Knowledge		
<b>states of matter</b>	Materials can be one of three states: <b>solids</b> , <b>liquids</b> or <b>gases</b> . Some materials can change from one state to another and back again.	There are three states of matter.		
<b>solids</b>	These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. <b>Solids</b> take up the same amount of space no matter what has happened to them.			
<b>liquids</b>	<b>Liquids</b> take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.	<p>Particles in a <b>solid</b> are close together and cannot move. They can only vibrate.</p>	<p>Particles in a <b>liquid</b> are close together but can move around each other easily.</p>	<p>Particles in a <b>gas</b> are spread out and can move around very quickly in all directions.</p>
<b>gases</b>	<b>Gases</b> can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have a mass.	When water and other <b>liquids</b> reach a certain temperature, they change state into a <b>solid</b> or a <b>gas</b> . The temperatures that these changes happen at are called the boiling, <b>melting</b> or <b>freezing</b> point.		
<b>water vapour</b>	This is water that takes the form of a <b>gas</b> . When water is boiled, it evaporates into a <b>water vapour</b> .	<p>If a <b>solid</b> is heated to its <b>melting</b> point, it <b>melts</b> and changes to a <b>liquid</b>. This is because the particles start to move faster and faster until they are able to move over and around each other.</p> <p>When <b>freezing</b> occurs, the particles in the <b>liquid</b> begin to slow down as they get colder and colder. They can then only move gently on the spot, giving them a <b>solid</b> structure.</p>		

To look at all the planning resources linked to the States of Matter [click here](#).

- Learn about solids, liquids and gases at <https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/zsgwwxs>. Read the information, watch the video and sort the materials into solids, liquids and gases.
- Make three lists of solids, liquids and gases they can think of or find around the home.

Explore Solids, liquids and gases. Possible activities to try.

- Draw a scene** ( in the home, on the beach, in the Chocolate Factory etc) and label the solids, liquids and gases.



2. **Draw a diagram to** show how the particles for solids, liquids and gases behave in different ways.
3. **Explore melting and freezing** in cooking or baking using ice or chocolate. You could even use this in your Scrumptious Treat Recipe.
4. **Frozen Hand Fair Test** – How long does it take for an ice hand to melt?  
Fill rubber gloves full of water and put them in the freezer until they have frozen.  
*(It doesn't have to be a glove, it could be another container, plastic bag or even just use icecubes – it is important to that all the ice shapes start of the same size and shape to make this a fair test!)*  
Investigate how long it takes for the ice to melt.
  - Put the frozen hands in different places (e.g. on the window sill / on a kitchen work surface/ outside). *Remember to put them on a plate or tray to catch the water!*
  - Use a timer to record how long it takes for the hands to melt.
  - Make observations of the hands – you could do some drawings or take photos.
  - Record the results in a table with two columns –  
Place the frozen hand was left / Time taken to melt
  - Could you show your results as a bar graph?
  - Write a conclusion explaining what you found out and why you think it happened. Reflect on how successful your investigation was and if you would change anything about it next time.
5. **Bubbles!** – Bubbles are very thin layers of liquid with air trapped inside. The surface tension between the liquid molecules tries to shrink the bubbles but the air inside stops this from happening.  
You can use bought bubble mix or make your own -here's how. How big can you make your bubbles?!

**New ideas here!** Find out more about melting and freezing points. **Heat** gives the particles in a solid more energy , they start to move around more and slide over each other, becoming a liquid. Watch this link at BBC bitesize

Freezing and melting. <https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/z9ck9qt>

- Can you find out the freezing and melting points of different materials e.g. water, chocolate, butter. (the temperature at which they freeze or melt). Did you know that lava

Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

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is rock that has been heated inside the earth and turned into a burning hot liquid? Why does chocolate and butter melt in our hands?

- What can you find out about Joseph Priestley who discovered gases and invented fizzy drinks! Watch this clip in which he claims to be the Greatest Scientific Investigator of all time!

<https://www.bbc.co.uk/programmes/p0118qgj>

When and where did he live? What did he discover and how? How did his discoveries change the world? Would you give him the prize for the greatest scientific investigator of all time?

**Thank you for your continued support at this difficult time. I hope that the materials in this email along with the activities on Seesaw will allow them to feel confident and happy in their learning. I hope you all have a safe and happy week. I would like to send best wishes to those of you who are Muslims during this special time of Ramadan.**

**Best wishes**

**Mrs Elliott**

Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

Tel: 01924 303 665  
Email: [headteacher@jerryclayacademy.wakefield.sch.uk](mailto:headteacher@jerryclayacademy.wakefield.sch.uk)  
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### Problem Solving

For each word problem, underline the key information, write down the calculations and work out the answers. The problems may involve adding, subtracting, multiplying or dividing.

- On Sunday I spent 144 minutes on my art project, and 45 minutes on my numeracy homework. On Thursday evening I spent a total of 111 minutes on my homework. What is the difference between the amount of homework I did on Sunday and Thursday evening?  
 Sunday:  $144 + 45 = 189$  minutes  
 difference = subtract  

$$\begin{array}{r} 189 \\ - 111 \\ \hline 78 \end{array}$$
 The difference is 78 minutes.
- Dad drives a truck. Last week he drove 267 miles on Monday, 186 miles on Tuesday and 198 on Wednesday. This week Dad drove 282 miles in total. What is the difference in mileage between this week and last week?  

$$\begin{array}{r} 267 \\ 186 \\ + 198 \\ \hline 651 \end{array}$$
 651 miles last week  

$$\begin{array}{r} 282 \\ - 651 \\ \hline 369 \end{array}$$
- One watch costs 98p and I bought four. If I paid with a £10 note, how much change did I receive?  
 $98p \times 4 = 392p$  or  $\pounds 3.92$   
 $\pounds 10 - \pounds 3.92 = \pounds 6.08$  change
- I need to buy enough whiteboards for 172 students and there are 25 in a pack. When the packs arrive 12 whiteboards are damaged. How many whiteboards are undamaged?  

$$\begin{array}{r} 512 \\ + 145 \\ \hline 657 \end{array}$$

- At the fabric shop I bought 238 metres of orange fabric, 100 metres of yellow fabric and 267 metres of purple fabric. I have used 15 metres of the orange fabric, 25 metres of yellow fabric and 7 metres of purple fabric. How many metres of fabric do I have left in total?  
 Orange:  $238 - 15 = 223$  m left  
 Yellow:  $100 - 25 = 75$  m left  
 Purple:  $267 - 7 = 260$  m left  
 In total:  $223 + 75 + 260 = 558$  m left
- I got £48.50 for my birthday. I spent £12.50 on Saturday and £19.20 on Sunday. How much spending money have I got left?  

$$\begin{array}{r} 48.50 \\ - 12.50 \\ - 19.20 \\ \hline 16.80 \end{array}$$
 I have £16.80 left.
- Sally bought 3 photograph frames, each costing £7.55. She paid with £30.00. How much change did she get?  

$$\begin{array}{r} 30.00 \\ - 22.65 \\ \hline 7.35 \end{array}$$
 £7.35 change

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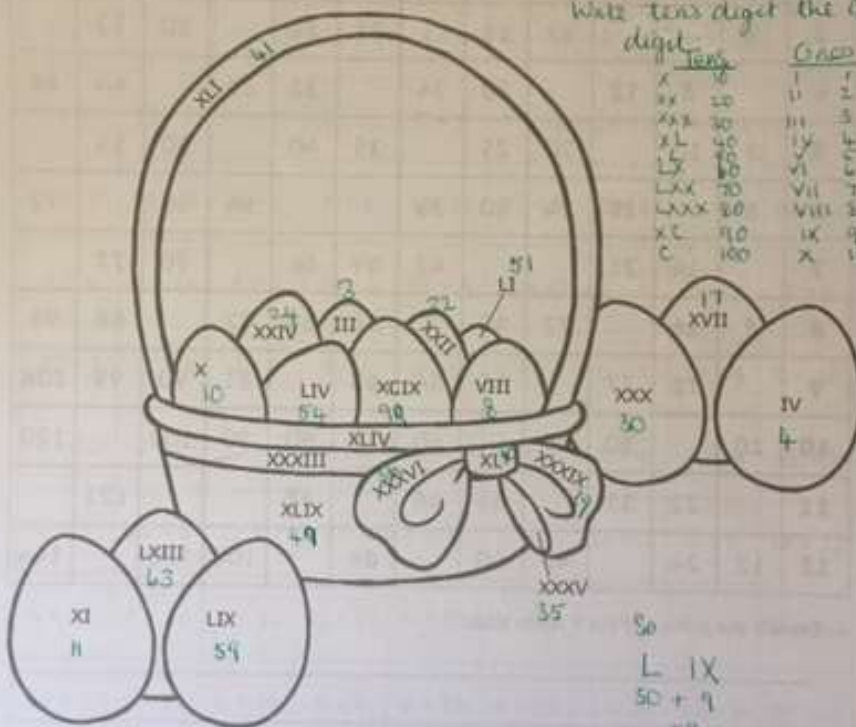
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## Springtime Colour by Roman Numerals

Use the key to colour the spring-themed picture.

yellow	orange	purple	pink	brown	green	blue
0 - 10	11 - 20	21 - 30	31 - 40	41 - 50	51 - 60	61 - 100



Roman numerals:  
Write tens digit the ones digit

Tens	ONES
X	I
XX	II
XXX	III
XL	IV
L	V
LX	VI
LXX	VII
LXXX	VIII
XL	IX
C	X

$$\begin{aligned} 50 & \\ L & \\ 50 + 9 & \\ 59 & \end{aligned}$$





## Ancient Egyptian Dentists

1. According to the ancient Egyptians, what do mouth worms cause?  
**They thought that mouth worms caused tooth decay.**
2. Imagine you were an ancient Egyptian dentist. Using the text, what might you suggest if someone had toothache?  
**Accept any two answers from:**
  - dangle a dead mouse on your tooth
  - pray to the Gods
  - stop being naughty
  - use toothpaste that includes eggs shells and horse's hooves (or crushed rocks, mint, salt, pepper and dried iris flowers)
  - wash your mouth with bran and celery
  - use an antiseptic paste of incense and onion
  - eat healthily
  - stop eating sand and grit (or bread)
  - earn more money so you can afford a dentist!
3. Look at the ingredients for toothpaste. Why might some of these ingredients be bad for keeping your teeth and gums healthy?  
**Award one mark if relevant ingredient(s) are identified (eggs shells, horses' hooves, crushed rocks, salt, pepper, dried iris flowers)**  
**Award a further mark if suitable inferred reason is given. E.g. Egg shells are sharp and might cut people's gums.**
4. Look at the main problems section. Pretend you are Pharaoh and come up with one way to improve the health of people's teeth:  
**Award one mark for identifying a problem (poor diet, gritty bread, and no money)**  
**Award a further mark if a suitable solution is given from the perspective of a Pharaoh. E.g. 'If I was Pharaoh I would order more vegetables to be grown so people had healthier food to eat.'**

Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

Tel: 01924 303 665  
Email: [headteacher@jerryclayacademy.wakefield.sch.uk](mailto:headteacher@jerryclayacademy.wakefield.sch.uk)  
Web: [www.jerryclayacademy.wakefield.sch.uk](http://www.jerryclayacademy.wakefield.sch.uk)



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## Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose a **coordinating conjunction** from the box to complete these sentences.

and but or if so

1. I went to bed very late **so** I am tired today.
2. I listened to the weather forecast **and** put an umbrella in my bag.
3. I enjoy playing hockey **but** it's not my favourite sport.
4. We could go to the park **or** to the cinema.

Choose a **subordinating conjunction** from the box to complete these sentences.

although because so that even if whenever

1. My dad has fixed my bike **so that** I can take it to the park.
2. My brother is grumpy **whenever** he has got to do his homework.
3. I will always support my local team, **even if** they always lose!
4. He goes abroad on holiday, **although** he doesn't like flying.

Choose a pair of **correlative conjunctions** from the box to complete these sentences.

whether/or either/or both/and not only/but

1. I'm not sure **whether** I'm going to the match **or** not.
2. My mum is **not only** a brilliant doctor, **but** she is a great runner too.
3. The weather is forecast to be **both** hot **and** humid.
4. We are having **both** pasta **and** curry for dinner.



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Jerry Clay Lane  
Wrenthorpe  
Wakefield  
WF2 0NP

Tel: 01924 303 665  
Email: [headteacher@jerryclayacademy.wakefield.sch.uk](mailto:headteacher@jerryclayacademy.wakefield.sch.uk)  
Web: [www.jerryclayacademy.wakefield.sch.uk](http://www.jerryclayacademy.wakefield.sch.uk)

Executive Headteacher: Mrs T Swinburne



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# Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose the correct type of conjunction from the box to complete these sentences.

## Coordinating Conjunctions

and but or if so

## Subordinating Conjunctions

although because so that even if whenever before even though until

## Correlative Conjunctions

whether/or either/or both/and not only/but

## Questions

1. I went to bed very late **so** I am tired today.
2. My dad has fixed my bike **so that** I can take it to the park.
3. We are having **either** pasta **or** curry for dinner.
4. I listened to the weather forecast **and** put an umbrella in my bag.
5. I will always support my local team, **even if** they always lose!
6. The weather is forecast to be **both** hot **and** humid.
7. My brother is grumpy **whenever** he has got to do his homework.
8. He goes abroad on holiday, **but** he doesn't like flying.
9. My mum is **not only** a brilliant doctor, **but** she is a great runner too.
10. I enjoy playing hockey **but** it's not my favourite sport.
11. We could go to the park **or** to the cinema.
12. I'm not sure **whether** I'm going to the match **or** not.



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Jr  
Wrenthorpe  
Wakefield  
WF2 0NP

Tel: 01924 303 665  
Email: [headteacher@jerryclayacademy.wakefield.sch.uk](mailto:headteacher@jerryclayacademy.wakefield.sch.uk)  
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