

## **Home Learning 22/06/2020**

Dear All,

I hope you are well. Outlined below is your home learning for the week. Please complete submit the answers in a word document and upload them via eSchools. You can write answers in the exercise books I sent home and take a picture of that and upload it.

The work is combined into one file to make it easier to download. **This will also make it easier for printing because you can fit two or four pages on to one sheet of A4.** Please also note, if the file is on screen you children can write the answers in the exercise book, I sent home. If you need any packs printing please contact us ([chestnut@diltonmarsh.wilts.sch.uk](mailto:chestnut@diltonmarsh.wilts.sch.uk)) and I can get that sorted.

### **English Tasks –**

There is still an expectation that children will read at least four times a week and fill in their journals. This is a great opportunity to read some good books. If you need some suggestions try <https://www.booksfortopics.com/year-4>

Please also complete the enclosed reading comprehension pack.

Please see work below for our writing this week. This is a whole school task and it is my expectation that Year 4 are leading the way with it!

### **Maths –**

We are continuing to look at work from previous terms to make sure the children are comfortable with the concepts. This week we are focusing on tables and multiplication.

Please note we will be taking part in a multiplication check soon. There have been some big improvements in tables knowledge, and I am determined (even though the Government have cancelled it) to show the children their hard work has paid off. This task will be administered through TT Rock Stars and will be like two Sound Checks in one go. I am expecting all children to complete it!

### **Non-Core Subjects –**

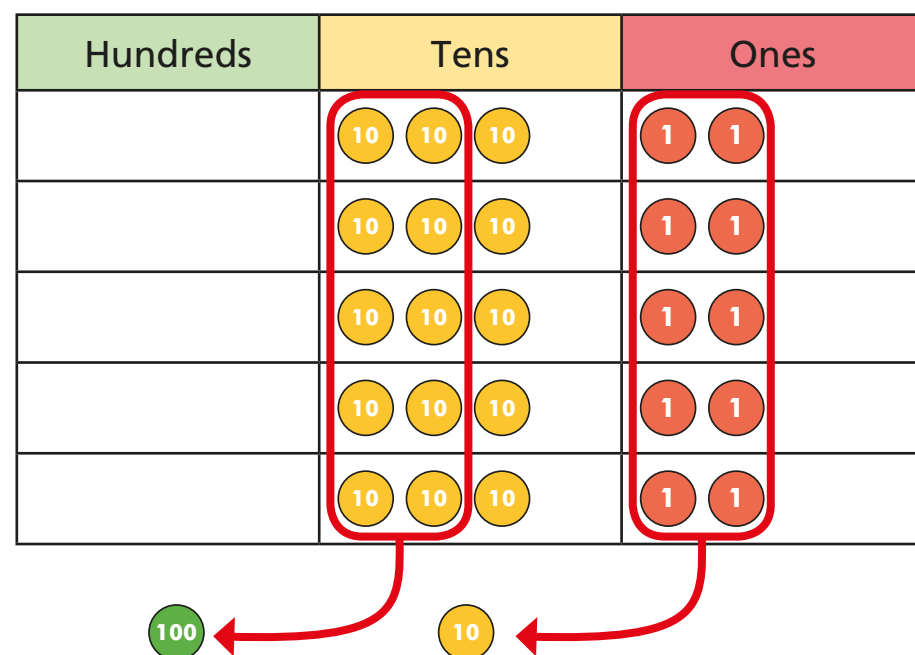
This week we have changed tactic with the non-core subjects. We will be looking at Jungles and Rainforest. Please read the attached information.

Take care,

Mr. Bullen

# Multiply 2-digits by 1-digit

- 1 Brett uses a place value chart to work out  $5 \times 32$



Talk about Brett's method with a partner.

Complete the multiplication.

$$5 \times 32 = \boxed{\phantom{000}}$$

Use Brett's method to work out  $6 \times 34$

$$6 \times 34 = \boxed{\phantom{000}}$$

- 2 Rosie works out  $4 \times 37$  using a written method.

		H	T	O					
			3	7					
	x			4					
			2	8		(7 x 4)			
		1	2	0		(3 0 x 4)			
		1	4	8					

Talk about Rosie's method with a partner.

Use Rosie's method to work out  $6 \times 28$


- 3 Dani uses a different written method to work out  $8 \times 42$

		H	T	O	
			4	2	
	x			8	
		3	3	6	
			1		

Talk about Dani's method with a partner.

A 10x10 grid of squares. A rectangle is drawn in the bottom right corner, spanning 3 columns and 2 rows. The rectangle is outlined in black and is empty.

a)  $38 \times 6 =$        c)  $45 \times 9 =$

[illegible]

b)  $71 \times 3 =$        d)  $52 \times 5 =$

[illegible]

e)  $29 \times 8 =$        f)  $17 \times 4 =$

[illegible]

# Multiply 3-digits by 1-digit

- 1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

- a) What multiplication is Filip working out?

$$\square \times \square$$

- b) What is the answer to Filip's multiplication?

- 2 Use place value counters to complete the multiplications.

a)  $3 \times 213 =$

d)  $6 \times 106 =$

b)  $4 \times 216 =$

e)  $4 \times 209 =$

c)  $5 \times 106 =$

f)  $317 \times 3 =$

- 3 Complete the multiplication.

Use the place value chart to help you.

H	T	O
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1

		H	T	O	
		2	1	5	
	x			3	

- 4 Complete the multiplications.

a)

		H	T	O	
		2	1	7	
	x			4	

c)

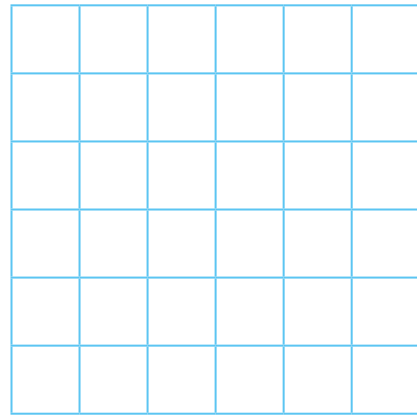
		H	T	O	
		1	0	8	
	x			6	

b)

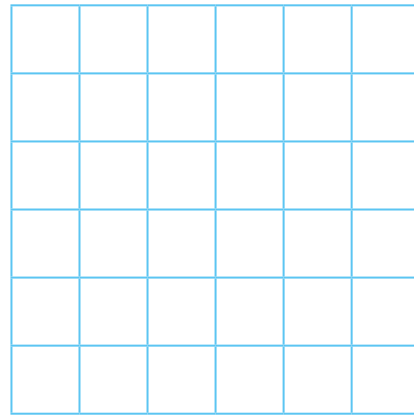
		H	T	O	
		4	3	9	
	x			2	

d)  $163 \times 5$


e)  $3 \times 240$

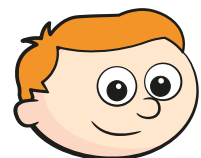


f)  $7 \times 131$



- 5 A lorry driver travels 156 km per day.  
How many kilometres will the lorry driver have travelled after 3 days?

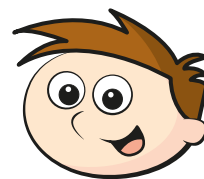
- 6 Ron and Teddy are working out  $5 \times 245$



Ron

I know the answer will be greater than 1,000 because I know  $5 \times 200$  is 1,000

I know the answer should end in 5 because I know  $5 \times 5$  is 25



Teddy

- a) Who is correct? Circle your answer.

Ron

Teddy

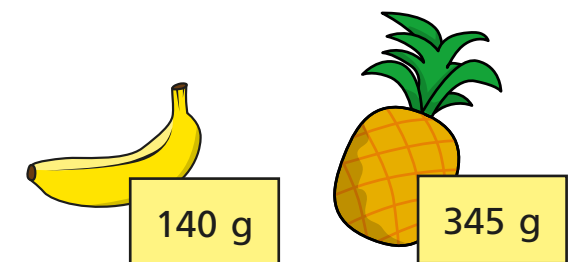
both

neither

- b) Use a written method to work out  $5 \times 245$

- 7 There are 7 year groups in a school.  
There are 112 children in each year group.  
How many children are there in the whole school?

- 8 A banana weighs 140 g  
A pineapple weighs 345 g



- Bag A contains 8 bananas and bag B contains 3 pineapples.  
Which bag weighs more and by how much?  
Show your working.

Bag \_\_\_\_\_ weighs  g more than bag \_\_\_\_\_.

# Divide 2-digits by 1-digit (1)

- 1 Rosie is working out  $93 \div 3$  using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

a) Talk about Rosie's method with a partner.

b) Complete the division.

$$93 \div 3 = \square$$

- 2 Use place value counters to complete the divisions.

a)  $66 \div 3 = \square$

d)  $48 \div 4 = \square$

b)  $86 \div 2 = \square$

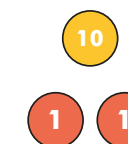
e)  $\square = 39 \div 3$

c)  $50 \div 5 = \square$

f)  $84 \div 4 = \square$

- 3 Dexter is working out  $56 \div 4$  using a place value chart.

T	O
10	1
10	1
10	1
10	1



a)

I can't do it because I have counters left over.



Do you agree with Dexter? \_\_\_\_\_

Explain your answer.

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b) Work out  $56 \div 4$  using place value counters.

$$56 \div 4 = \square$$

- 4 Use place value counters to complete the divisions.

a)  $72 \div 3 = \square$

d)  $48 \div 6 = \square$

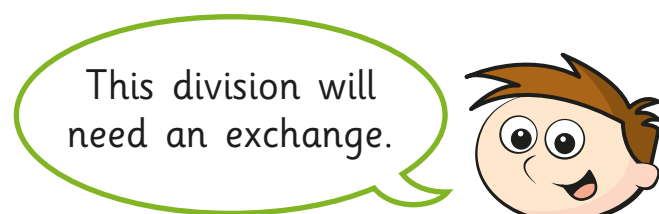
b)  $92 \div 4 = \square$

e)  $\square = 45 \div 3$

c)  $65 \div 5 = \square$

f)  $64 \div 4 = \square$

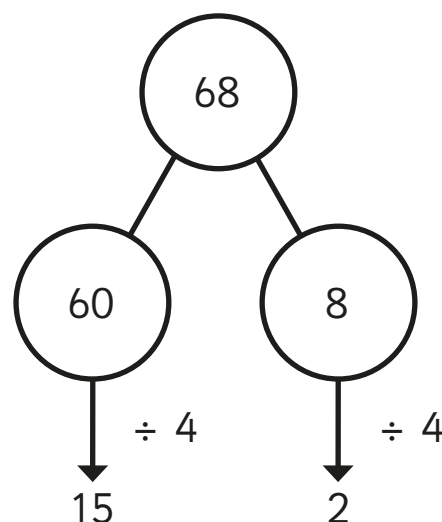
- 5 Teddy is working out  $57 \div 3$



How does Teddy know this? Talk about it with a partner.



- 6 Amir is working out  $68 \div 4$



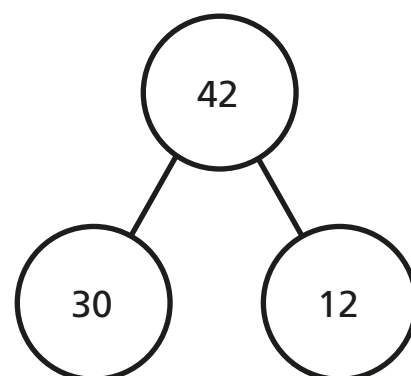
$$68 \div 4 = 17$$

Talk about Amir's method with a partner.

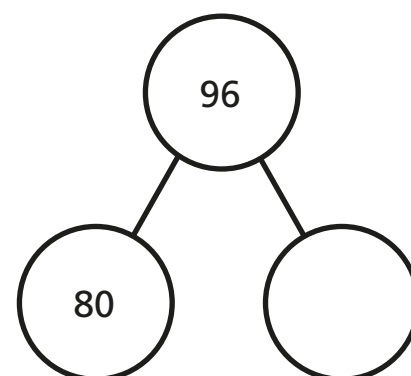


- 7 Use Amir's method to complete these calculations.

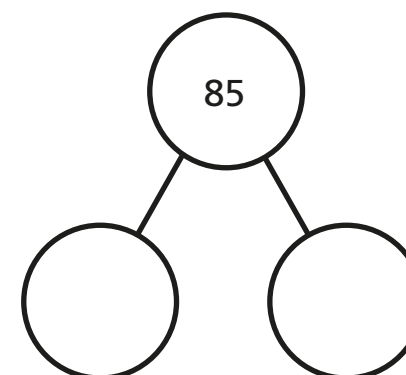
a)  $42 \div 3 = \square$



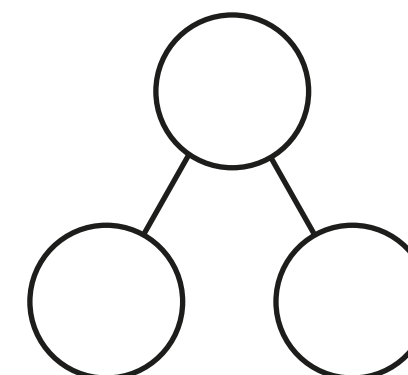
b)  $96 \div 4 = \square$



c)  $85 \div 5 = \square$



d)  $84 \div 6 = \square$



- 8 Kim has 92 beads.  
She wants to share them equally between 4 friends.  
How many beads will each friend get?

- 9 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

$96 \div 8$    $72 \div 6$

$95 \div 5$    $63 \div 3$

$51 \div 3$    $64 \div 4$

$98 \div 7$    $95 \div 5$



# Divide 2-digits by 1-digit (2)

- 1** Whitney is working out  $49 \div 4$  using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

- a) Talk about Whitney's method with a partner.  
b) Why is there one counter left over?

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- c) Complete the division.

$$49 \div 4 = \boxed{\phantom{00}}$$

- d) Use place value counters to complete the divisions.

$$50 \div 4 = \boxed{\phantom{00}} \qquad 51 \div 4 = \boxed{\phantom{00}}$$

What do you notice?

- 2** Complete the divisions.

a)  $47 \div 3 = \boxed{\phantom{00}}$

b)  $26 \div 5 = \boxed{\phantom{00}}$

c)  $89 \div 4 = \boxed{\phantom{00}}$

d)  $32 \div 5 = \boxed{\phantom{00}}$

e)  $49 \div 6 = \boxed{\phantom{00}}$

f)  $47 \div 4 = \boxed{\phantom{00}}$

g)  $74 \div 3 = \boxed{\phantom{00}}$

h)  $81 \div 7 = \boxed{\phantom{00}}$

- 3** Complete the divisions.

a)  $36 \div 4 = \boxed{\phantom{00}}$

$37 \div 4 = \boxed{\phantom{00}}$

$38 \div 4 = \boxed{\phantom{00}}$

$39 \div 4 = \boxed{\phantom{00}}$

$40 \div 4 = \boxed{\phantom{00}}$

b)  $70 \div 5 = \boxed{\phantom{00}}$

$71 \div 5 = \boxed{\phantom{00}}$

$72 \div 5 = \boxed{\phantom{00}}$

$73 \div 5 = \boxed{\phantom{00}}$

$74 \div 5 = \boxed{\phantom{00}}$

c)  $45 \div 3 = \boxed{\phantom{00}}$

$46 \div 3 = \boxed{\phantom{00}}$

$47 \div 3 = \boxed{\phantom{00}}$

$48 \div 3 = \boxed{\phantom{00}}$

$49 \div 3 = \boxed{\phantom{00}}$

d)  $92 \div 4 = \boxed{\phantom{00}}$

$91 \div 4 = \boxed{\phantom{00}}$

$90 \div 4 = \boxed{\phantom{00}}$

$89 \div 4 = \boxed{\phantom{00}}$

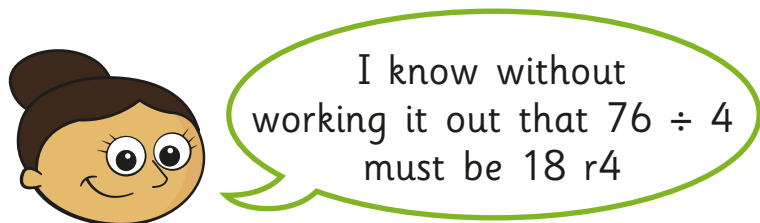
$88 \div 4 = \boxed{\phantom{00}}$





- 4 Dora has been working out some divisions.

$$\begin{array}{l} 72 \div 4 = 18 \\ 73 \div 4 = 18 \text{ r}1 \\ 74 \div 4 = 18 \text{ r}2 \\ 75 \div 4 = 18 \text{ r}3 \end{array}$$



- a) Why does Dora think this?

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- b) Explain why Dora is wrong.

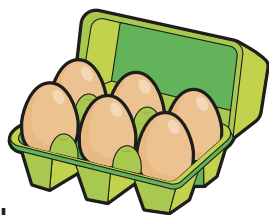
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- 5 Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.



- a) Complete the division to work it out.

$$\square \div \square = \square \text{ r} \square$$




- b) What does the remainder represent?

Talk about it with a partner.

- c) Complete the sentence.

Annie can fill  boxes with  eggs left over.

- 6 Jack has these bulbs.

	Daffodils 49
	Tulips 63
	Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

Daffodils  Tulips  Crocuses

How many of each bulb will be left over?

Daffodils  Tulips  Crocuses

How many tubs could Jack use so that there are no bulbs left over?

# Divide 3-digits by 1-digit



- 1 Jack is working out  $844 \div 4$  using a place value chart.

H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1

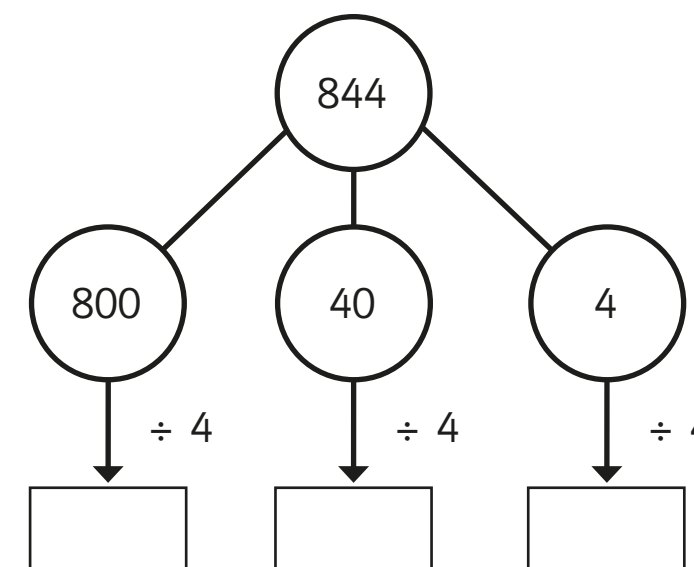
- a) Talk about Jack's method with a partner.  
b) Complete the division.

$$844 \div 4 = \boxed{\phantom{000}}$$

- 2 Use Jack's method to work out these divisions.

- a)  $525 \div 5 = \boxed{\phantom{000}}$       c)  $840 \div 8 = \boxed{\phantom{000}}$   
b)  $636 \div 6 = \boxed{\phantom{000}}$       d)  $903 \div 3 = \boxed{\phantom{000}}$

- 3 Eva is working out  $844 \div 4$  using a part-whole model.



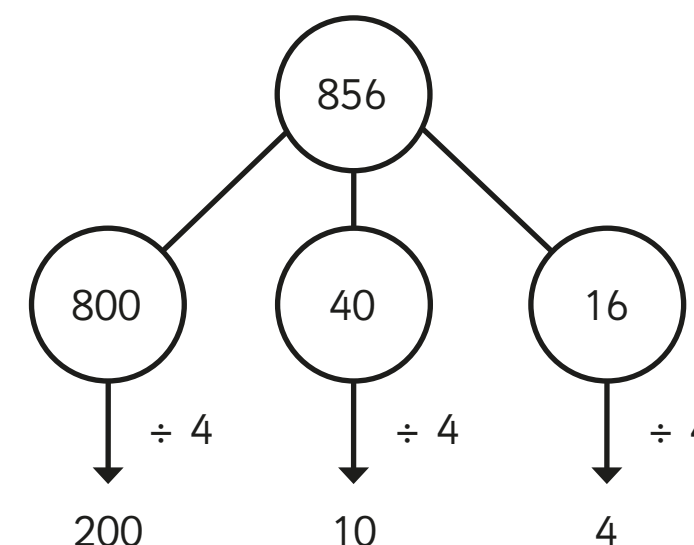
Complete Eva's method.

$$844 \div 4 = \boxed{\phantom{000}}$$

- 4 A ball of string is 848 cm long.  
It is cut into 4 equal pieces.  
What is the length of one piece of string?

$$\boxed{\phantom{000}}$$

- 5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?



Use Whitney's method to work out these divisions.

a)  $585 \div 5 =$

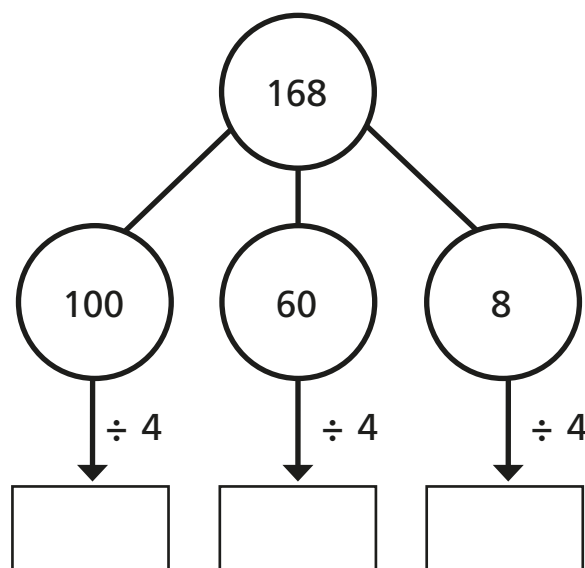
c)  $648 \div 4 =$

b)  $672 \div 6 =$

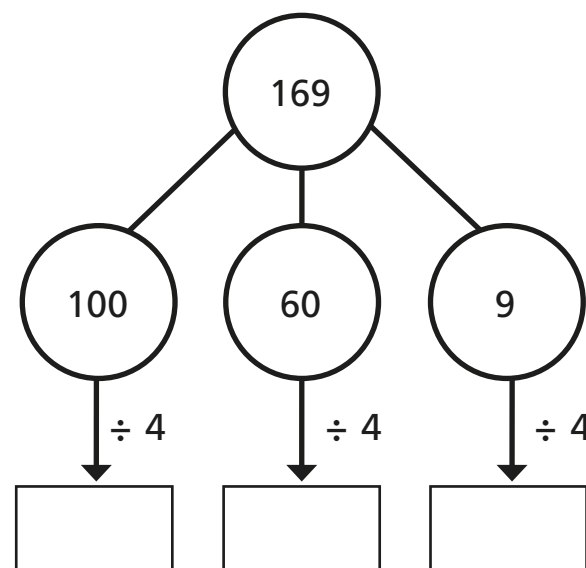
d)  $847 \div 7 =$



6 Complete the part-whole models and divisions.



$168 \div 4 =$



$169 \div 4 =$

What is the same and what is different about the calculations?

Talk about it with a partner.



7 Complete the divisions.

a)  $258 \div 6 =$

c)  $864 \div 4 =$

b)  $623 \div 5 =$

d)  $824 \div 3 =$

8

Eva has a piece of ribbon.



The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

Can Eva cut the ribbon into equal pieces with no ribbon left over?

Explain your answer.

9

Use 15 counters and a place value chart.

a) Can you make a number that is divisible by 3?

b) Can you make a number that has a remainder of 1 when divided by 3?

c) Can you make a number that has a remainder of 2 when divided by 3?

What do you notice? Talk about your findings with a partner.



## Pirates on a Tractor

Not many people know about this **incident**, although it happened only a few weeks ago. Strangely enough, the event seems to have been wiped from the minds of all the people living on our small island. I, however, am about to remind you of the truth.

About two weeks ago, the earth experienced a natural **phenomenon**. In other words, a disaster happened that no human or animal could control. Suddenly, the forces of **gravity** in the universe became so **unbalanced** that they caused the sun to start **hurtling** quickly towards Earth. The people of England enjoyed the short heat wave for a few days until the sun returned to its place. Everything else appeared **relatively** normal until one morning, when the nation woke up, the sea had disappeared! Nobody knows for sure whether or not it dried up or was sucked up. The most confusing thing was that all the lakes and ponds remained full of water.

In any case, it caused somewhat of a stir. Hundreds of fish and sea animals lay on the vast, newly-created deserts, merchant ships were docked for good and pirates were now **stranded** in the middle of the sea.

The pirates in particular had a terrible **plight**. Many of them **abandoned** their ships and began trudging across the murky sands.

Captain Benji and his crew **followed suit**. Luckily, they had not been far from the coast of Minehead in Somerset when the disaster had struck. Upon reaching what would have been the shore, the Captain sat his crew down for a meeting.

"I say we need to find ourselves a new form of transp'tation men," announced the Captain. "Anyone got thee any ideas?"

"I be thinkin' we need to change tack Cap'ain. Find ourselves a vehicle to move through England instead of around it. In all honesty Cap'ain, this disaster could be quite **lucrative**, there be plenty a people 'round 'ere ready to be robbed!" suggested Larry, the first mate.

"Aye," replied the captain thoughtfully. "You may be on to som'in there lad."

After ruling out the possibility of setting sail on Wimbleball lake (even a pirate could see how it would be difficult to sneak up on a merchant ship stuck on a lake) they set about their other ideas.

The first vehicle the pirates tried out was a car. It was rather a small car and after they had managed to squeeze in eleven of the twenty crew members, they decided that a car would not be suitable, for safety reasons of course.

The second vehicle that they tried was a fire engine. At first, this seemed to work really well, in fact, they were even being invited right in to people's houses which was perfect for daylight robbery! The pirates couldn't believe their luck! The **novelty** soon wore off though as they discovered that the residents actually expected them to put out fires and enter burning buildings. The pirates then soon realised that treasure that had melted in a house fire was not exactly valuable.

Next they tried a white van. Using this vehicle reminded them of the good old days. Nobody seemed to trust them or like them for some reason, so it did make it harder to have the **element** of surprise.

Finally, Colin, the cabin boy put forward a suggestion. "I be thinkin' we use these 'ere tractors cap'ain. There's plenty of 'em round 'ere an' that'll give us back the element of surprise 'cause we'll blend in so well."

"Aye," the Captain replied thoughtfully. "Aye."

The next day, when evening fell and the stars were shining brightly in the sky, all twenty crew members tiptoed across the fields and meadows in search of a **vacant** tractor for the taking. Finding a tractor was easy and the first they found was parked up next to an old barn. Larry climbed in cautiously and tried to start the tractor. After several attempts had failed, the crew decided to set off in search of another tractor.

In total, the pirates tried to steal ten tractors that night. **Various** problems had faced them, scary sheep dogs, herds of cows, muddy ditches and helicopter search lights. As dawn was breaking, they had stumbled across tractor number ten. Larry, who was feeling quite **old hat** at starting tractors had the vehicle running in no time. All twenty crew members clung on. They were hanging from the roof, the sides and the front scoop. Larry trundled along as fast as he could.

Unfortunately, as dawn was breaking, the farmer's cockerel began cock-a-doodle-doo-ing. The farmer peered out of the window and immediately began chasing the pirates across the field, ranting and raving, along with three angry sheep dogs. Surprisingly, the pirates made a lucky escape and the farmer eventually gave up the chase.

Colin had suggested that they hide the tractor under Minehead pier for a few days to let the dust settle as the farmer might have alerted the police. It also gave the crew time to **formulate** a robbery plan. As they hadn't brought in any real treasure since before the sea dried up, it had to be a large scale robbery.

The next day, the pirates trolled into an internet café and began searching for suitable places to steal from. Larry came across Dunster Castle, which wasn't too far from Minehead. It wasn't a pirate's usual target, but it was bound to hold lots of treasure that they were desperate to get their hands on.

A few days had passed and they had not been **approached** by any police officers. The coast was clear to go ahead with operation, "Pirates on a Tractor". The crew spread themselves out among three local pubs so as not to attract attention until night had fallen and then met up in a deserted field just after dark. Larry arrived shortly after with the tractor and they all clambered on. Arriving at the castle grounds with no problems, the pirates sneaked up to castle's roof in pairs and let themselves in through an open window. It didn't occur to them at the time that an open window was rather odd.

Suddenly, the castle's floodlights came on and splashed light everywhere, putting every pirate in view. Captain Benji and the other pirates tried to escape but there were police officers everywhere! All twenty pirates were carted off to Yeovil police station by forty police officers.

Apparently, the officers had been watching the movements of the tractor since the farmer had reported the theft. The farmer had been sure that it had been stolen by pirates because of the bandannas they were wearing and the cutlasses in their belts.

Since the sea had dried up the officers had dealt with many cases of pirates attempting their work on dry land. The most notable case had been a small band of pirates who chose a police car as their vehicle of choice. They fooled and tricked members of the public for two weeks before they were caught. The police station received numerous calls complaining about staff. The police themselves were not sure about what was happening until two members of the pirate band were seen carrying the crown jewels out of the Tower of London. Fortunately, the real police turned up at the same time as the pirate police and an **investigation** was started as to why the pirate police were letting the robbers get away with it.

It was typical for Benji's pirate band to get caught. They always had all of the bad luck.

With the cells bursting to the brim with pirates, the crew were let out with a very severe caution and a stern talking to about getting proper jobs. The twenty pirates **traipsed** out of the station together wondering how they were going to survive and get around. Just at that moment, Colin spotted a bicycle tied to a lamp post.

"I've a cunnin' idea," he blurted....

By Claire Riley

**classroomsecrets.com**

Pirates on a Tractor – 3b - Text

Read the story 'Pirates on a Tractor' and then answer these questions.

1. What impression do you get of the pirate captain? (AF3)

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2. Who comes up with all the good ideas? Who do you expect it to be? (AF2)

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3. Why are some of the words not formed properly when the characters are speaking? (AF5)

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4. Is this story fiction or non-fiction? Why? (AF4)

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5. What do you think happened to the sea? (AF3)

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6. What does the author suggest will happen next? (AF3)

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7. How has the author made the story humorous? (AF5)

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8. Why has the author written that Captain Benji repeats himself? (AF5)

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9. How does the story make you feel about pirates? (AF6)

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10. Can you compare Captain Benji to anyone else you know who is in charge of people? (AF7)

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11. Can you suggest a suitable vehicle for the pirates to use? (AF7)

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12. Where has the author used an ellipsis? Why has the author used it? (AF4)

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13. Can you suggest another adventure that this band of pirates could go on? (AF3)

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14. The first two paragraphs tell us nothing about the characters in the story. What is their main purpose? (AF5)

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## Pirates on a Tractor – Follow-Up Worksheet 3 (Vocabulary)

What do these words mean? You can use a dictionary to help you. (AF2)

incident

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phenomenon

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gravity

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unbalanced

---

hurtling

---

relatively

---

stranded

---

plight

---

abandoned

---

followed suit

---

lucrative

---

novelty

---

element

---

vacant

---

various

---

old hat

---

formulate

---

approached

---

investigation

---

Worksheet 1

1. What impression do you get of the pirate captain? (AF3)  
That he is not in control of the situation, he doesn't know what he's talking about.
2. Who comes up with all the good ideas? Who do you expect it to be? (AF2)  
Colin and Larry come up with all the good ideas. You would expect it to be the Captain.
3. Why are some of the words not formed properly when the characters are speaking? (AF5)  
To show the pirate's accents.
4. Is this story fiction or non-fiction? Why? (AF4)  
Fiction because a natural disaster involving the sea drying up has not happened.
5. What do you think happened to the sea? (AF3)  
Various answers. Make sure the child justifies their answer.
6. What does the author suggest will happen next? (AF3)  
A new adventure will begin using bicycles.

Worksheet 2

7. How has the author made the story humorous? (AF5)  
Sarcastic tone to the story. Events make the pirates look ridiculous.
8. Why has the author written that Captain Benji repeats himself? (AF5)  
To make him appear that he has no ideas of his own and is not a good leader.
9. How does the story make you feel about pirates? (AF6)  
Various answers. Make sure the child justifies their answer.
10. Can you compare Captain Benji to anyone else you know who is in charge of people? (AF7)  
Various answers. Make sure your child justifies their answer.
11. Can you suggest a suitable vehicle for the pirates to use? (AF7)  
Various answers. Make sure the child justifies their answer.
12. Where has the author used an ellipsis? Why has the author used it? (AF4)  
At the end to make you wonder what happens next.
13. Can you suggest another adventure that this band of pirates could go on? (AF3)  
Various answers. Make sure the child justifies their answers.
14. The first two paragraphs tell us nothing about the characters in the story. What is their main purpose? (AF5)  
To describe the setting and situation.

### Worksheet 3

8. What do the words in bold mean? (AF2)

incident – **a happening**

phenomenon – **something extraordinary**

gravity – **a force that pulls and keeps things in the universe in their place**

unbalanced – **not balanced**

hurtling – **moving towards very fast**

relatively – **in proportion**

stranded – **stuck without help or transport**

plight – **an unfortunate situation**

abandoned – **left there alone**

followed suit – **did the same thing**

lucrative – **profitable**

novelty – **excitement about a new thing**

element – **part of something**

vacant – **empty**

various – **a few different from each other**

old hat – **experienced**

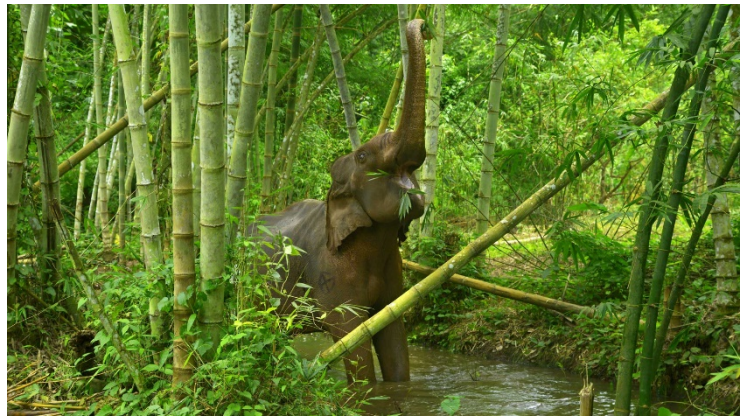
formulate – **work out, put together**

approached – **came up to**

investigation – **finding out what happened**

traipsed – **walk**







### DAY 1 Task: Improving our Vocabulary

Sort these words into two different columns. The first column 😊 are words that you think you would be able to use in your text type. The second column is ☹, you should put words into this column that you think you won't need to use this week.

humid	dangerous	colourful	ice-cold
hot	deserted	dense	nothingness
animals everywhere	dull	scary	empty

😊	☹

Task: Choose two words from your 😊 column and use them in a sentence. Remember your basic punctuation.

1)

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2)

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## **DAY 2 Task: Improving our Vocabulary**

Look at the photos at the beginning of the document. Complete the vocabulary grid below to think of exciting words and phrases you might use in your writing. Use the 'Jungle Senses' word mat and descriptive words to help you out!

Adjectives	Nouns	Verbs
Phrases - adjectives and nouns		Phrases - verbs
Sentences		

# Jungle Senses

## See

bright  
animals  
sunshine  
mud  
leaves  
greenery  
trees  
tigers  
blue sky



## Hear

parrots squawking  
water falling  
tigers growling  
ants crawling  
snakes hissing  
trees swaying  
frogs calling



## Smell

fragrant  
cut grass  
woody  
pleasant  
rotten  
manure  
pungent



## Touch

scaled  
soft  
rough  
silky  
bumpy  
wet  
furry  
bushy  
prickly



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# Tropical Rainforest

## What Is the Climate Like?

consistently warm, equatorial, hot, humid, moist, stagnant, temperate, tropical, water-abundant, wet, year-round high temperatures

## What Is the Rainforest like at Night?

awake, busy, dangerous, deadly, lively, nocturnal, noisy, pitch-black, predator-filled

## What Sounds Can Be Heard?

buzzing, chattering, clicking, dripping, flapping, growling, howling, loud, rustling, scuttling, shrieking, splashing, squawking, stridulating, trickling, vocalising

## How Could You Describe a Rainforest?

abundant, biodiverse, chaotic, dense, essential, impassable, impenetrable, inaccessible, luxuriant, mysterious, primitive, pristine, remote, temperate, tough, undisturbed, unexplored, vast

## Descriptive Words

### What Is It like in a Rainforest Canopy?

breezy, bright, elevated, leafy, maze-like, noisy, nutrient-rich, plentiful, refreshing, strong, sunlit, tangled, vibrant, warm

### What Does a Rainforest Smell Like?

decaying, earthy, fetid, floral, fruity, leafy, moist, pungent, swampy, tropical, vegetation

### What Is the Emergent Layer Like?

bright, broad-leaved, hardwood, looming, noisy, rainy, sunlit, top-heavy, towering, unsteady, windy

### What Is the Understorey Like?

damp, dangerous, food-rich, hot, humid, leafy, lively, low-light, moist, patchy, shaded, sheltered, speckled, sun-dappled, teeming, warm, wet

### How Could You Describe the Forest Floor?

dank, dark, decaying, decomposing, earthy, hot, infested, putrid, rotting, shaded, shadowy, unlit

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### Day 3 Task: What a good one looks like

Read the text below and write down 5 things that you will magpie for your own work. When we magpie, we basically mean steal! Decide why you like the example and answer the questions.

On the damp, earthy forest floor a cool, fresh stream rushed quickly past the towering emergent trees and over the smooth rocks. Huge boulders lay silently as moss grew over them like a soft green coat. Amongst the thick tangle of branches, long vines hung down loosely making bridges between the trees. Bright red flowers perched proudly on top of the thick branches and spread out their smooth waxy leaves. The air was warm and filled with the sounds of a thousand colourful birds and insects hidden out of sight beneath the bright green leaves.

Things I've stolen!

1)
2)
3)
4)
5)

1) What do you think makes this a good piece of work?

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### Day 4 Task: Plan

Have a go at planning your setting description. Think about splitting it into 3 main sections: The beginning, middle and end. This will help you talk about different things in each paragraph.

<p><b>Beginning</b></p> <p>What do you see or hear first?</p> <p>What are you going to explore more?</p> <p>Where are you going to walk?</p>	
<p><b>Middle</b></p> <p>What is the best thing about exploring the jungle?</p> <p>How do you feel and why?</p> <p>Are you getting scared or worried about anything you've seen?</p>	
<p><b>End</b></p> <p>You've got to leave... what are you going to miss most?</p> <p>What is your best memory of being in the jungle?</p>	

### Day 5 Task: Write up

Have a go at writing your first draft. Use your plan and your vocabulary grid to help you. Use the photos at the beginning to describe as much as you can. It's really important you try and put an image into the mind of the reader. Use your work from similes and metaphors that we did two weeks ago to make it extra descriptive.

[illegible]

### **Bonus Task: Drawing**

Draw your own jungle description. You can use whatever resources you have at home to create your own jungle picture. You might decide to create it on your computer, in coloured pencils or even paints (sorry parents).



## Home Learning Tasks – Non-Core Subjects – Years 4 and 5

### Topic:- Jungles and Rainforests

We have changed and rejigged home learning until the end of term. We will now be following a weekly theme. As you can see from above the theme for this week is: Jungles and Rainforests.

With the new theme approach children can tackle the work in lots of different ways. They can complete the sheets from the work pack, or they can be more creative. For example, they could create a PowerPoint or Poster that covers all the information the tasks ask for. Please don't think the sheets are everything – they are a guide to things that can be done.

#### Task 1 – Where are Rainforests?

- Your task is to find out where the Amazon Rainforest is. You will need an atlas (or online equivalent). Think carefully about the questions being asked.

#### Task 2 – What are the layers of the Rainforest and what creatures live there?

- This activity asks you to consider what lives where in the rainforest and look at the fact the rainforest is so tall there are lots of different layers that make it up. Fill in the gaps in the picture and then tell us where each animal lives.

#### Task 3 – What information can I find out about linked to my favourite Rainforest Animal?

- There are thousands of animals that live in the rainforest – find out some facts about them. We have included an example.

#### Task 4 – What types of Animals live in the Rainforest?

- You need to think about mammals, fish, birds, and reptiles here. Can you sort them into groups? Can you add anymore? Where would the animal you researched go?

#### Task 5 – Can you create your own rainforest animal?

- Think about all the work you have done on rainforest animals and create your own.

#### Task 6 – Be Arty

- Create a wonderful piece of art linked to the rainforest. It could be 3D. You could use paints, colouring pencils. You decide and let your imagination go wild!



# The Amazon Rainforest

Complete the map of South America with:

- name labels for each country;
- the names of the oceans around South America.

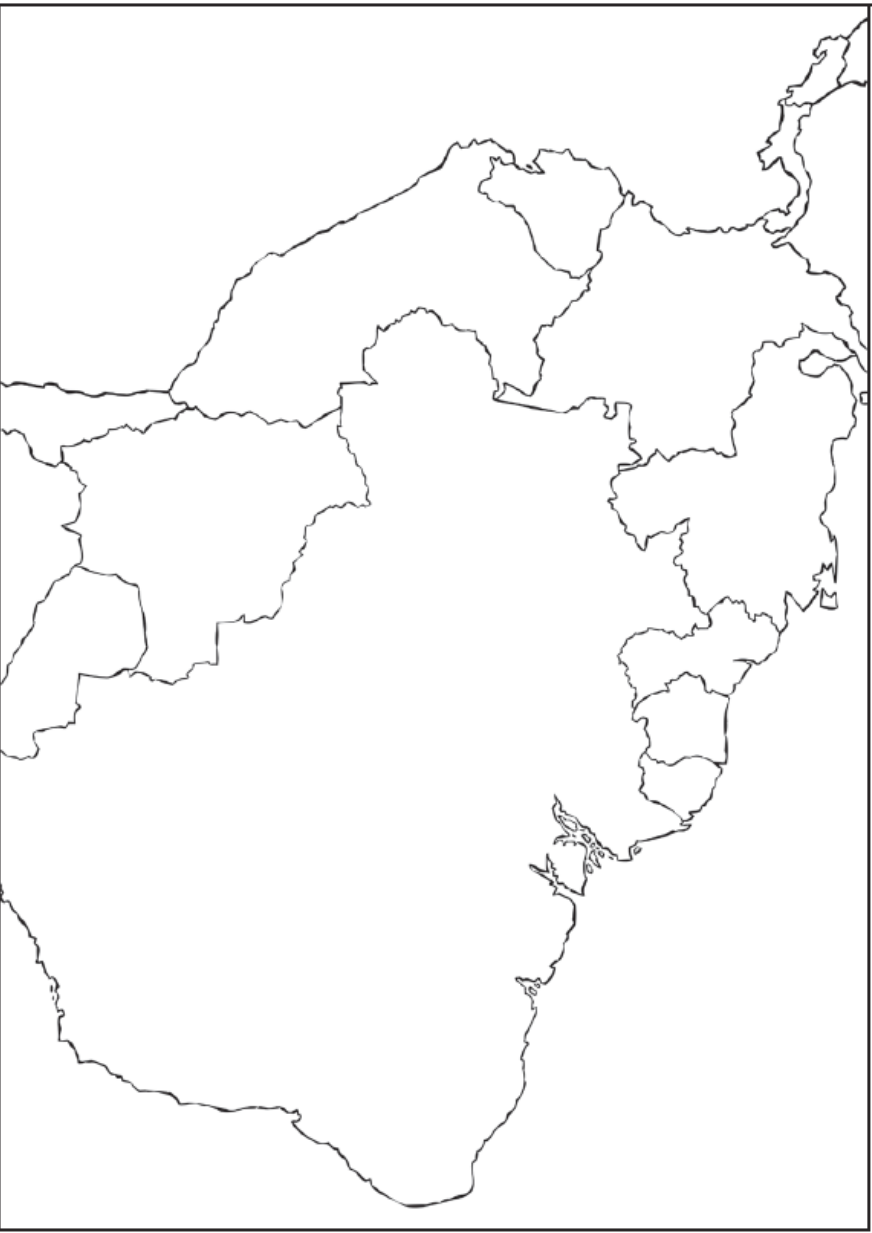
Colour in the Amazon rainforest with a green pencil.

How many countries does the Amazon rainforest cover **completely**?

How many countries are **partly** covered by the Amazon rainforest?

Which ocean is touched by the rainforest?

Find out what the area of the Amazon rainforest is in square kilometres.





# Layers of the Rainforest

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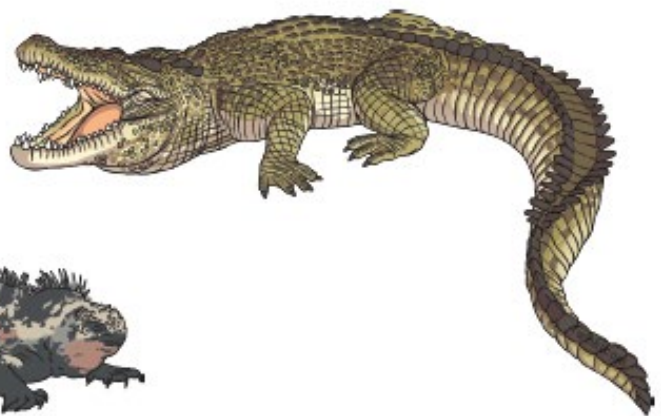
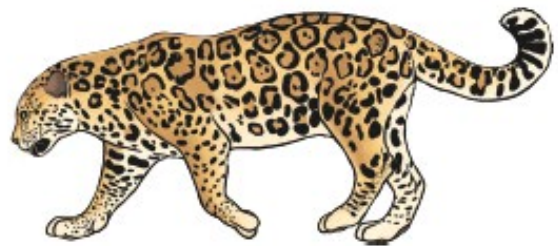


emergent

canopy

understory

forest floor



The worksheet is framed by a decorative border of 48 small globe icons, each showing the Americas. The title "Rainforest Animal Fact File" is centered at the top in a large, bold, black font. Below the title is a large empty rectangular box. This is followed by two side-by-side boxes: "Image of my animal" on the left and "Introduction" on the right. Below these is a single wide box labeled "Appearance". This is followed by another wide box labeled "Habitat". Below that is a wide box labeled "Diet". The final section is a wide box labeled "Interesting Facts" which contains two bullet points. All text labels are in a bold, black font.

# Rainforest Animal Fact File

Image of my animal

Introduction

Appearance

Habitat

Diet

Interesting Facts





# Scarlet Macaw

The scarlet macaw is one of several species of macaw. The macaws are distinguishable thanks to their differing colours of plumage. Other species include the blue-and-yellow macaw, the great green macaw and the red-fronted macaw. There are at least 17 known species altogether.

Most macaws are intelligent, social birds which often gather together in flocks of ten or more. They make a very loud, throaty squawking noise.



## Appearance

Despite their name, scarlet macaws are multicoloured: predominantly red, yellow and blue. Their bodies are between 80cm and 90cm long; around half of this is made up of their long, pointed tail feathers. Their average weight is around 1kg and they have large, powerful beaks that can crack open nuts. They also use their dry, scaly tongue to eat.

## Diet

They mostly eat fruit and seeds or nuts, but can also eat insects. During the day, they will fly huge distances to gather food to eat – when flying, they can reach speeds of up to 35 miles per hour! Some macaws have even been seen eating clay or soft soil from riverbanks.

## Habitat

Flocks of macaws tend to sleep near each other in the trees at night. They thrive in the tropical, humid atmosphere of the rainforest and can usually be found in either the emergent or canopy layers of the forest.

## Interesting Facts

- Macaws can live up to 40-50 years old.
- Scarlet macaws are now considered endangered, primarily due to their capture as exotic pets and to the increasing loss of their natural habitat.

# Rainforest Animals

Cut out the pictures of rainforest animals and sort them into groups. When you have finished, give each group a label.

Stick Label Here

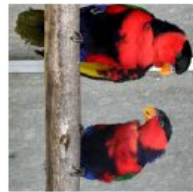
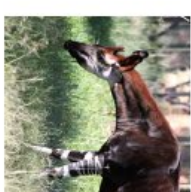
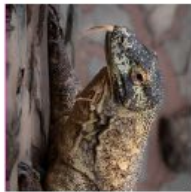
Stick Label Here

Stick Label Here

Stick Label Here



Photos courtesy of jessamynno, chad\_spraker, karkindal, Charlesjsharp, evergladesnp, samboedee, lorentsy,  
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Reptiles

Amphibians

Birds

Mammals



# Design Your Own Rainforest Animal

Now you know about the features of animals from the different layers of the rainforest, design your very own multi-layer rainforest creature which could live in all four layers of the rainforest. Make sure it has the ability to move freely in the emergent layer, the canopy, the understory and the forest floor. Colour is very important in the rainforest as some animals want to stand out and others want to stay hidden.

- Draw your multi-layer animal with great detail.
- Add extra features of your own.
- Label its features.
- Colour your creature.
- Explain why you have chosen each feature and colour.

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