

King Arthur Class Home Learning

While you are at home, please continue to read with your child. Included in this pack are 10 English tasks, 10 maths tasks and 5 topic tasks. I would recommend completing a maths and English task each day and topic activities across the afternoons. There are also some challenges included if your children want to stretch themselves, but please do not worry if these are too tricky.

If you would like additional resources for your child, I would recommend:

- The Oak National Academy
<https://classroom.thenational.academy/>
- Oxford owl reading
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Hit the button
<https://www.topmarks.co.uk/maths-games/hit-the-button>

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Task 1: 10 more or less and 100 more or less

Fill in the missing numbers:

3, 13, __, 33, 43, __, __, 73

62, __, __, 32, 22, __, __

89, __, 69, 59, __, 39

19, 29, __, __, 59, 69, __

76, 66, __, 46, __, 26

27, __, __, 57, __, __, 87

What is 10 more than:

53? _____ 72? _____ 91? _____ 157? _____

What is 10 less than:

17? _____ 87? _____ 125? _____ 202? _____

Fill in the missing numbers:

214, 314, ____, 514, ____, 714

967, ____, 767, ____, 667, 567

____, 623, ____, ____, 323, 223

549, ____, ____, 849, ____, 1049

____, 519, 619, ____, ____, 919

634, 534, ____, ____, 234, ____, ____

What is 100 more than:

24? _____ 367? _____ 791? _____ 257? _____

What is 100 less than:

117? _____ 402? _____ 509? _____ 999? _____

Task 2: <, > or =

Using your knowledge of place value, can you decide which symbol should go in each box?

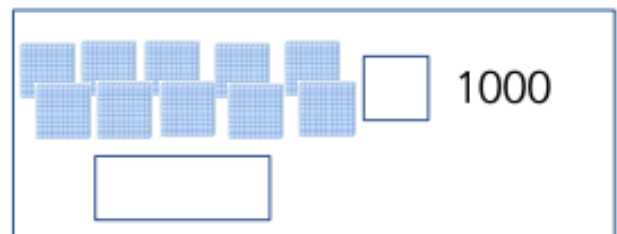
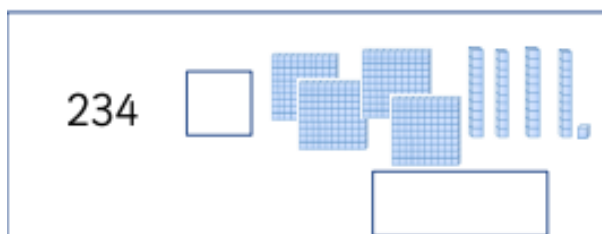
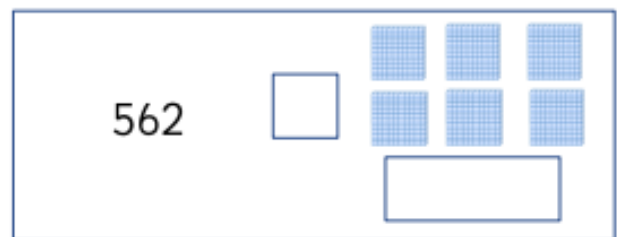
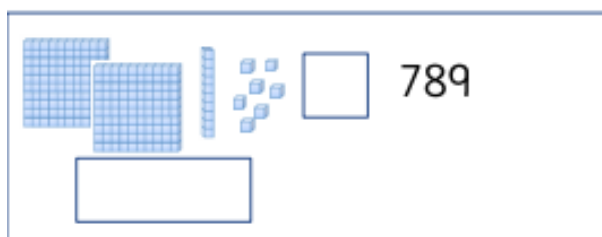
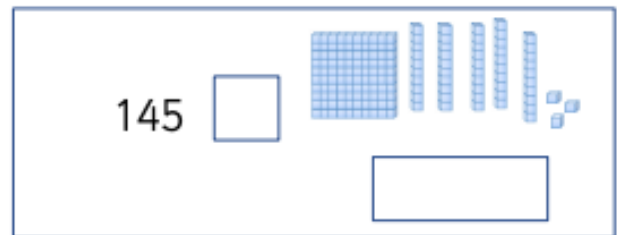
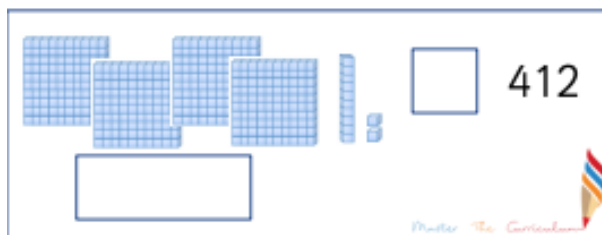
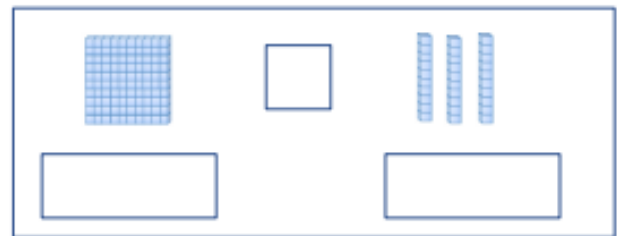
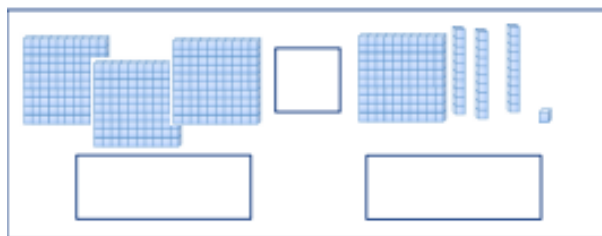
Remember:

> means the number on the left is **greater than** the number on the right.

< means the number on the left is **less than** the number on the right.

= means the number on the left is **equal to** the number on the right.

Use comparison symbols to compare the amounts below.



307 703

456 563

109 901

Challenge:

Reasoning: True or False? $417 > 817$ Use drawings to prove your answer.



Task 3: Place Value

Hundreds	Tens	Ones
		

Number: _____

Word form: _____

Hundreds	Tens	Ones

Number: 172

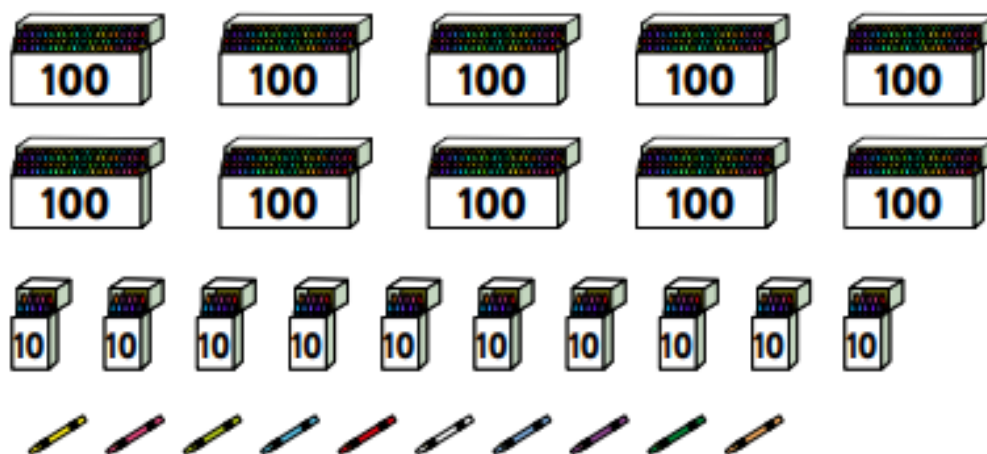
Word form: _____

Hundreds	Tens	Ones

Number: _____

Word form: five hundred and seventy six.

Circle 316 crayons.



Task 4: Addition

In class, we have been using the formal written method to add two numbers together. Below, there are a range of activities similar to tasks we have been looking at in class.

$68 + 13 =$

$26 + 14 =$

$37 + 17 =$

$85 + 16 =$

$46 + 15 =$

I have completed some addition questions. Please can you check if my answers are correct?

If not, what mistake have I made? Can you find the correct answer?

$64 + 16 = 70$

$35 + 36 = 61$

$93 + 26 = 119$

$88 + 33 = 111$

59	87	68
+98	+86	+79
76	56	94
+65	+58	+48
89	79	69
+36	+25	+17
54	49	35
+08	+98	+87

Challenge: Have a go at this magic square. <https://nrich.maths.org/1819>

Task 5: Subtraction

$$63 - 15 = \boxed{}$$

$$32 - 13 = \boxed{}$$

$$54 - 16 = \boxed{}$$

$$85 - 16 = \boxed{}$$

$$41 - 12 = \boxed{}$$

$\begin{array}{r} 92 \\ - 89 \\ \hline \end{array}$	$\begin{array}{r} 96 \\ - 78 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ - 67 \\ \hline \end{array}$
$\begin{array}{r} 94 \\ - 56 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ - 45 \\ \hline \end{array}$	$\begin{array}{r} 92 \\ - 34 \\ \hline \end{array}$
$\begin{array}{r} 91 \\ - 23 \\ \hline \end{array}$	$\begin{array}{r} 91 \\ - 12 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ - 59 \\ \hline \end{array}$
$\begin{array}{r} 96 \\ - 39 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ - 98 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ - 87 \\ \hline \end{array}$

Challenge:

Complete the column subtraction problems.

$$\begin{array}{r} \boxed{5} \boxed{2} \\ - \boxed{1} \boxed{} \\ \hline \boxed{} \boxed{7} \end{array} \quad \begin{array}{r} \boxed{7} \boxed{} \\ - \boxed{} \boxed{7} \\ \hline \boxed{2} \boxed{4} \end{array}$$

Complete the column subtraction problems.

$$\begin{array}{r} \boxed{4} \boxed{} \\ - \boxed{} \boxed{8} \\ \hline \boxed{2} \boxed{7} \end{array} \quad \begin{array}{r} \boxed{5} \boxed{4} \\ - \boxed{} \boxed{} \\ \hline \boxed{2} \boxed{5} \end{array}$$

Task 6: Addition and subtraction word problems

Please complete these addition and subtraction word problems using the formal written method.

THINK: Is the question asking me to add or subtract?

1. Jessica found 98 seashells on the beach, she gave Mary 14 of the seashells. How many seashells does she now have?
2. Jason's school played 56 football games this year. Jason attended 38 games. How many games did he miss?
3. Tom has 23 books. Benny has 56 books. How many books do they have altogether?
4. There are 59 pencils in the drawer. Louise placed 13 more pencils in the drawer. How many pencils are now in the drawer?
5. There are 85 trees currently in the park. Gardeners want to plant 17 more trees in the park today. How many trees will there be when they have finished?
6. Jessica has 87 marbles. she gave Tom 21 of the marbles but then lost 18 marbles. How many violet marbles does she now have?

Task 7: 2, 5 and 10 x table

Using your knowledge of your 2, 5 and 10 times tables, colour these sections the correct colour depending on the answer to the calculation.

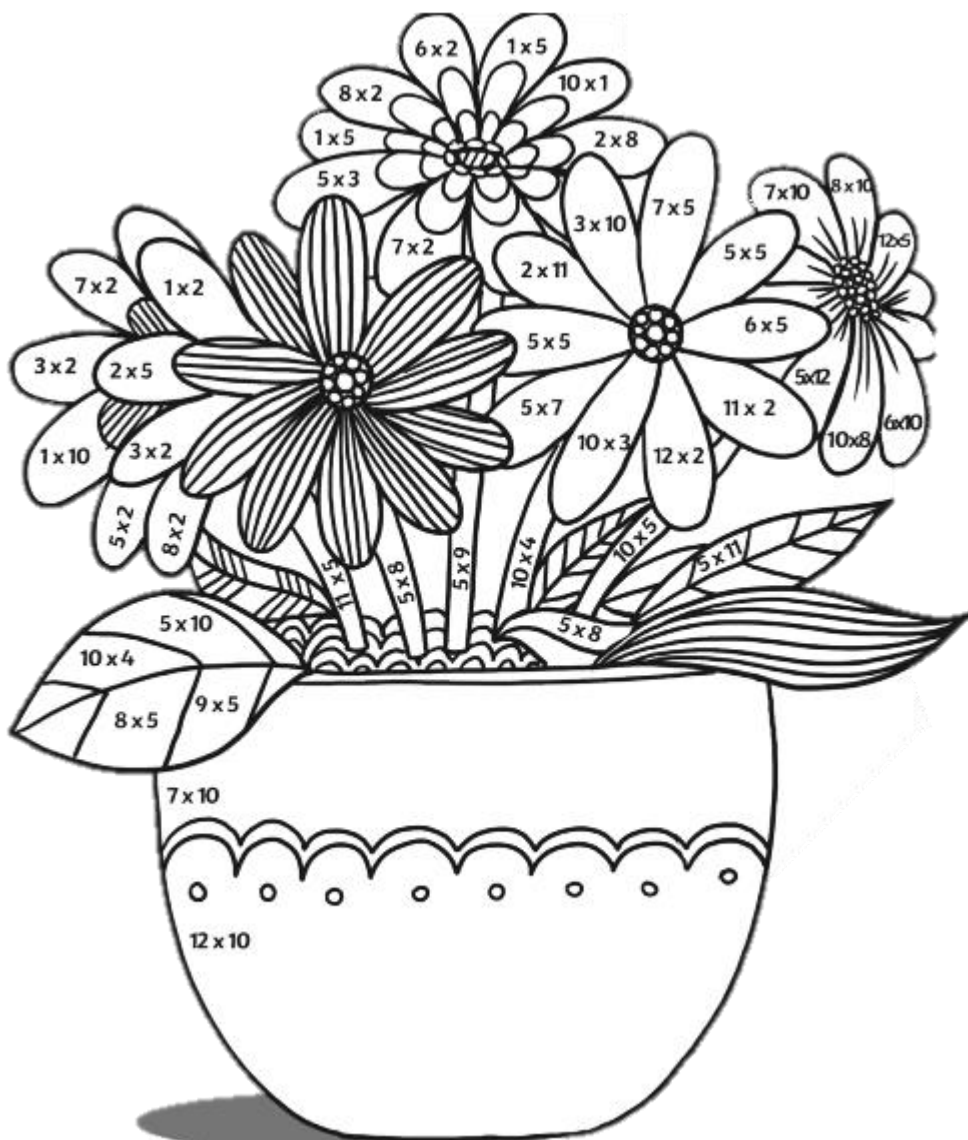
0-20 = pink

21-39 = orange

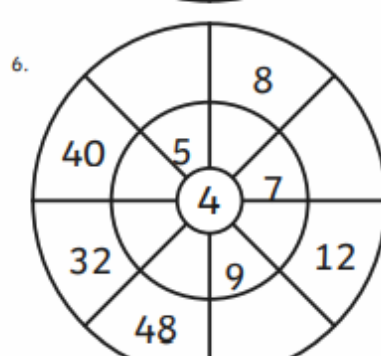
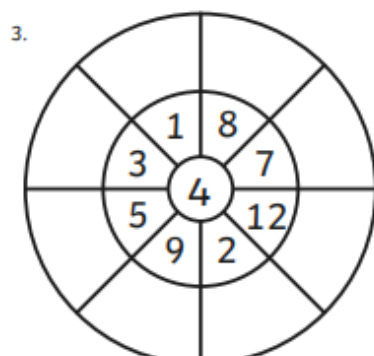
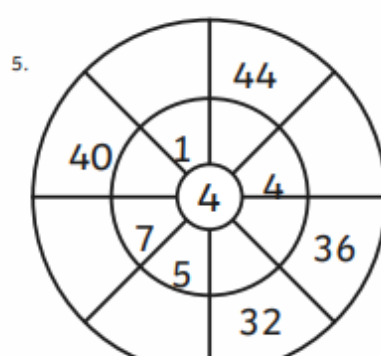
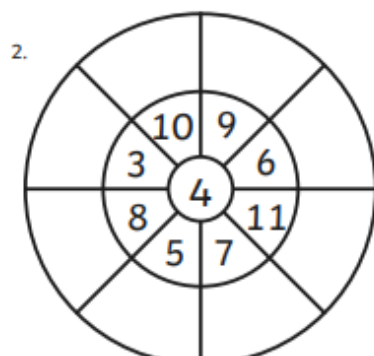
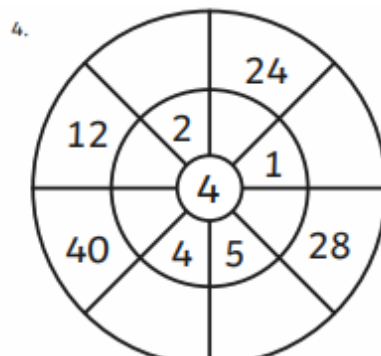
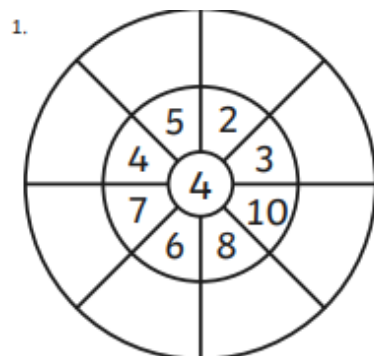
40-59 = green

60-80 = yellow

81-120 = blue



Task 8: 4 x table



Count in 4s and colour in the grid:

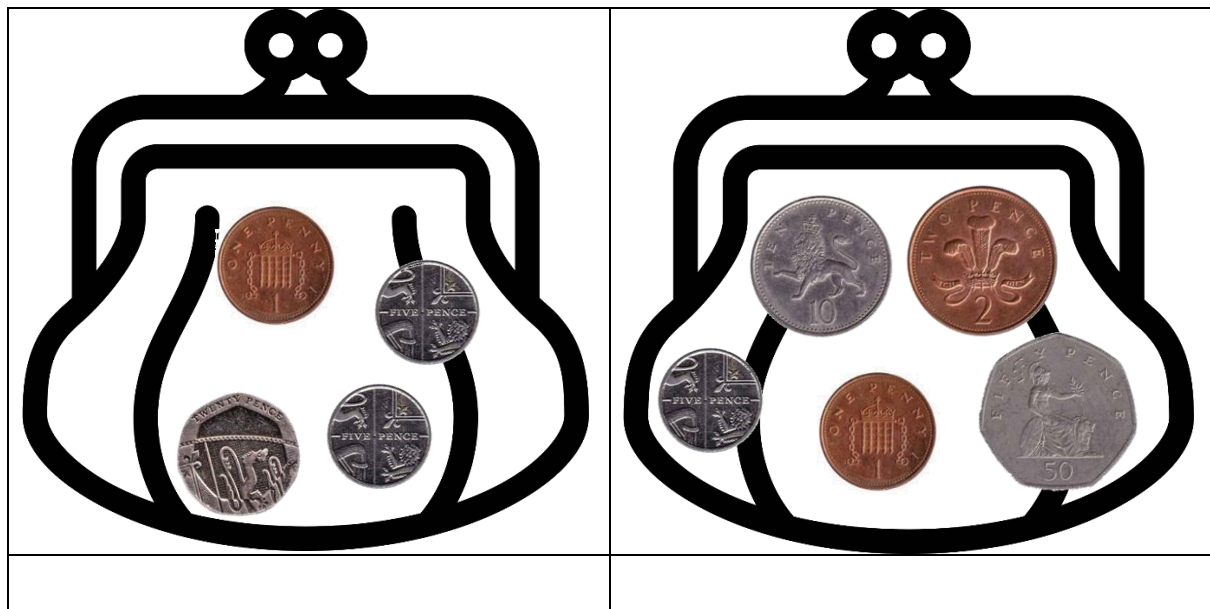
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Task 9: Money

Label each of these coins:



How much money is in each of these purses?



This piggy bank contains 5 coins.



How much money might be inside?

What is the smallest amount of money which might be inside?

What is the most money that might be inside?

Challenge: How many different combinations of coins might there be?

Task 10: Money word problems

a) Ben has 67p. Poppy has 10p less.

How much does Poppy have?

b) Sam has 79p. His brother Charlie has 20p less.

How much does Charlie have?

c) Ruby buys a pencil. She pays with £1. She gets 41p change.

How much did the pencil cost?

Lucy buys a ruler for 43p. How much change does she get from £1?

Jo has more than £1.50 and less than £2. She has three coins, all different. None are brown. What coins could she have?

Challenge: The Puzzling Sweet Shop <https://nrich.maths.org/223>

Task 1: Punctuating Speech

Please punctuate the speech below using inverted commas.

Remember, punctuation needs to be inside the inverted commas!

Example:

 Dan	 Gemma	'Hello Dan. How are you?' asked Gemma.
--	--	---

a) 
Mike

What did you think of the football match?

b) 
Jade

I love ice cream.

c) 
Yasmin

Oh no! I didn't mean to upset you!

d) The referee declared Mike is terrible.

e) James worried quietly how am I going to learn all these spellings.

f) Are you going to the cinema this weekend asked Jane.

An expanded noun phrase is made up of a determiner, adjectives and a noun. Can you describe this setting using an expanded noun phrase?

[illegible]

Task 3: Reading comprehension

Please read the text below and answer the questions on the next page.

Defeat or Retreat?

10 We had almost made it to Britain after a horrendous
21 journey – my tunic was soaked and the iron studs of my
32 caligae kept slipping around on the wet floor of the boat.

40 At 20,000 legionaries strong and our greatest general,
50 Caesar, at the helm, we thought we could conquer and
62 settle on these new shores; I would finally get the land I
71 was promised for my family after all this time...

80 But as we approached the coast, the waves violently
91 lapped over the sides of the boat. Atop the cliffs stood
99 thousands of warriors, painted in blue woad, wielding
108 long swords and firing arrows from finely crafted bows.

116 Defeating them, especially in this weather, would be
124 impossible – we would surely perish. Caesar gave the
130 command; we headed back to Gaul.



Quick Questions



1. Through whose eyes is this story told?



2. Find and copy two words or phrases which tell you that the journey was unpleasant.

- ---

- ---



3. What do you think caligae are? Explain your answer.



4. What do you think happened in the months after this event?

Challenge: Can you come up with your own questions about the text?

Task 4: Handwriting

The Star

Jane Taylor

Trace the poem in your neatest handwriting.

Twinkle, twinkle, little star,

How I wonder what you are!

Up above the world so high,

Like a diamond in the sky.

When the blazing sun is gone,

When he nothing shines upon,

Then you show your little light,

Twinkle, twinkle, all the night.

Then the traveller in the dark,

Thanks you for your tiny spark,

How could he see where to go,

If you did not twinkle so?

In the dark blue sky you keep,

Often through my curtains peep,

For you never shut your eye,

Till the sun is in the sky.

As your bright and tiny spark

Lights the traveller in the dark,

Though I know not what you are,

Twinkle, twinkle, little star.

Task 5: Story start

Below is the start of a story inspired by this picture. Please continue the story, thinking about the problem our main character will have to overcome.



Thump! He slammed his enormous, grass-covered foot into the middle of the road, sending shockwaves of dust and debris in all directions! With a loud grunt, the troll wrenched the entire fully tiled roof off a nearby home, with the owners peering helplessly on out of the downstairs windows. He didn't mean any harm, but he just couldn't help himself...

[illegible]

Task 6: A or an?

In English, we have looked at whether we should be using the article a or an before nouns.

If the noun begins with a vowel (a, e, i, o, u) then we need to use 'an'.

If the noun begins with a consonant then we need to use 'a'.

Can you add in the correct articles for the nouns below?

1	_____	table	16	_____	igloo
2	_____	boy	17	_____	armchair
3	_____	dog	18	_____	goat
4	_____	elephant	19	_____	chocolate bar
5	_____	minute	20	_____	octopus
6	_____	hour	21	_____	interview
7	_____	house	22	_____	shoe
8	_____	address	23	_____	parachute
9	_____	umbrella	24	_____	icicle
10	_____	university	25	_____	exit
11	_____	ambulance	26	_____	television
12	_____	tiger	27	_____	apple
13	_____	heir	28	_____	mountain
14	_____	fox	29	_____	ice lolly
15	_____	lesson	30	_____	freezer

Task 7: Information text about the Romans

In class, we have explored the main features of an information text.

We now know that an information text needs:

- A heading (a title to show what the information text is about)
- Subheadings (titles for different sections of the text)
- Pictures
- Captions (a sentence to go underneath the pictures).

Sometimes, an information text will also have a bullet point list.

Please use your knowledge of the Romans and extra research to create an information text about the Romans. Don't forget capital letters, full stops and new paragraphs!

--

Task 8: Correct the sentence

I have written some sentences below, but I have forgotten to include my punctuation! Please can you write the sentences correctly?

1. on sunday she went to the park

2. toby and mark are going to spain in march

3. when i go to the shops i will buy apples bananas and pears

4. do you want to come to the park with us

5. my mums cat is called tom and he is soft fluffy and friendly

6. do we have time to go on the swings jessica asked

7. one warm sunny day lucy decided she wanted to go swimming

8. dont forget your swimming costume her mum shouted as lucy went upstairs to get ready

Task 9: Book review

Complete a book review for a book you have read recently.

A book review by: _____ Book title: _____ What is the book about? _____ _____ _____ _____ _____ _____ Who are the main characters? _____ _____ _____ _____ Where is the story set? _____ _____ _____	What did you like about this book? _____ _____ _____ _____ _____ Rating: ★ ★ ★ ★ ★ Draw your favourite part of the story.
--	---

Task 10: Reading Comprehension

Read the text below and answer the questions on the following page.

A Storm is Brewing...

11 Dale was in the garden playing fetch with Patch, a tiny
20 brown and white puppy they had brought home only
29 three days before. Quite unexpectedly, Dale heard a loud
40 rumble and saw, from the corner of his eye, flashes of
49 light in the sky. "What is happening?" muttered Dale.

57 Suddenly, Dale heard Mum shouting from the kitchen.
66 "Get inside quickly, Dale!" she yelled with urgency in
76 her voice. This worried Dale, so he swiftly ran towards
86 the house. Unsure what to make of the situation, Patch
94 sauntered after him, stopping occasionally to shake the
98 rain from his fur.

108 "Mum, why is the sky making strange noises and what
115 are all of those lights?" asked Dale.

123 "It is thunder and lightning, Dale," explained Mum.



Quick Questions



1. Find and copy an adverb from the text which means the same as 'quickly'.



2. How long had Dale had Patch?



3. What do you think Dale and Patch did next?



4. How does the author show the reader that Patch is not really bothered about the thunderstorm?

Challenge: Can you come up with your own questions about the text?

Task 1: Geography – label the physical geographical features of the UK.

While learning about Italy, we discussed the physical features of the country. Physical geographical features are features which occur naturally, for example: rivers, mountains, hills and forests. When learning about Italy, we identified these features and then marked them on a blank map, remembering to draw a key to show what symbols represented. Can you use this to investigate the rivers in the UK?





Task 2: History

Complete your own research task to find out what a Roman would have eaten in a day. Use that information to complete a food diary.

Breakfast	
Lunch	
Dinner	
Snacks	

Now complete a food diary to show what you would normally eat in a day.

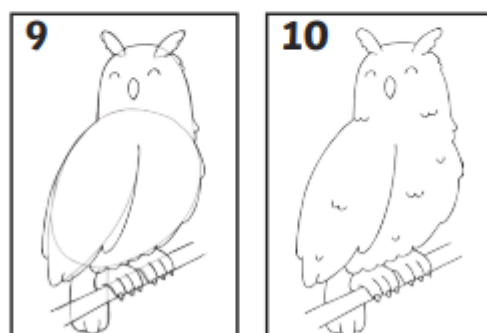
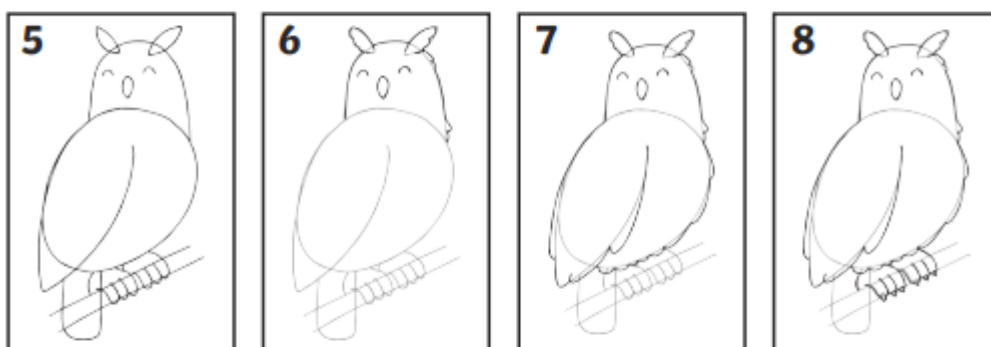
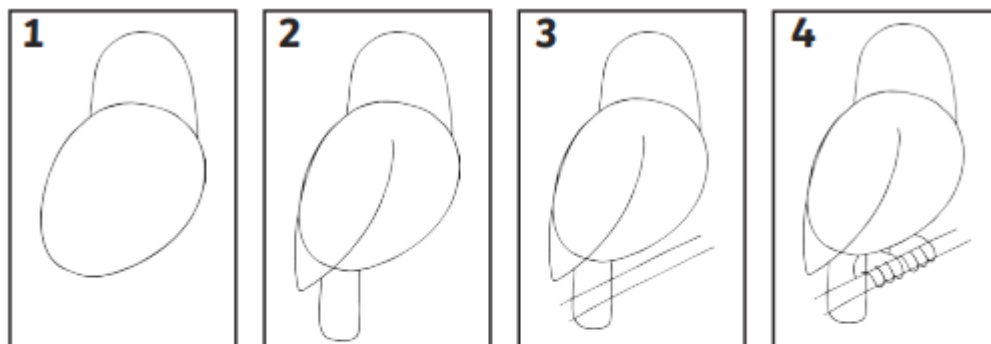
Breakfast	
Lunch	
Dinner	
Snacks	

Compare what you normally eat to what a Roman used to eat. What is similar? What is different?

Which food diary would you prefer to eat? Why?

Task 3: Art

On a blank sheet of paper, try to follow the instructions below to draw an owl.



Task 4: Science: Healthy Eating

As part of our science topic, we have been thinking about how we can stay healthy. Can you find all of our key vocabulary in this wordsearch?

Healthy Eating

a b o n e s g x i j v p
o f k p q s s s u v e r
c a l c i u m w a h g o
b y v n o g t a s l e t
o x y i a a c t f a t e
d i e t t r o e r r a i
y v s a l a d r u s b n
k i n a r a m s i p l r
s t t v w s y i t b e d
h e a l t h y l n n s j
m i n e r a l s y s a b
s p e x e r c i s e m n

body
bones
calcium
diet

exercise
fat
fruit
healthy

minerals
protein
salad
salt

sugar
vegetables
vitamins
water

Task 5: Science: Label the bones in the human body.

Locate and label the following bones in the human skeleton.			
Skull	lower jaw	tibia	ribs
Spine	femur	pelvis	fibula
patella (kneecap)	radius	ulna	

