Pavo Weekly Tasks. Date set 19.6.20   Name ____________________

<table>
<thead>
<tr>
<th>Each week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This week’s spellings:</strong></td>
</tr>
<tr>
<td>• dangerous</td>
</tr>
<tr>
<td>• poisonous</td>
</tr>
<tr>
<td>• furious</td>
</tr>
<tr>
<td>• famous</td>
</tr>
<tr>
<td>• various</td>
</tr>
<tr>
<td>• spacious</td>
</tr>
<tr>
<td><strong>TTRS tables check:</strong></td>
</tr>
<tr>
<td><strong>22 June (ACTIVATION day) – 5th July</strong></td>
</tr>
<tr>
<td>When you log on for the first time, within these dates, you will have a short test on your tables. <strong>If you have been practising, it will be straightforward and you will do well.</strong> There is a practise one before the one which counts.</td>
</tr>
<tr>
<td><strong>Have I been reading my book most days? Days read:</strong></td>
</tr>
<tr>
<td>________________________________________________________________________</td>
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<td>________________________________________________________________________</td>
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</tbody>
</table>

**Spot the mistakes.** Correct the following sentences so that they make sense and are spelled and punctuated correctly.

1. a dragun wos flyin acros the skie.

2. we was shure to sea him if we lookt carefully

3. They was a boy hoo were goin fast on his byke.

**Science. (*New Learning*)**

Log in to central.espresso.co.uk (USER student19206  PW manston)
Go to KS2 Science, Classification. Choose Videos.

Choose Animal Classification and then watch the video.

You are going to do some work on Branching Keys. On the next pages, there are tow different activities to do. On the first one you need to identify the fruits shown, using the given key. On the second task, you are creating the key to sort the given vegetables.
Below is a branching key. Each branch asks a question that requires a yes or no answer. By answering the questions you will move through the key and discover the name of the fruit. Use the branching key to work out the names of the fruit and write them down.

Start here
Does it have a leaf?

Yes →

Does it have dimpled skin?

Yes →

Is it round?

Yes →

orange

No →

strawberry

No →

Is it long and curved?

Yes →

banana

No →

plum

No →

Does it have a wider base than top?

No →

apple

Yes →

pear
Make your own branch key for the vegetables below. Think about what is different between them size, shape, colour? Give it to a friend to do.

pepper  carrot  potato  broccoli  onion  cauliflower

Start here
English (4 short daily tasks).

(1) Spelling (Revision)

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. Put a full stop at the end of a sentence.
2. Jim managed to complete the game.
3. My favorite pie is apple and raspberry.
4. My gran is a very special person.
5. Perhaps there was no one in when I knocked at the door.
6. The match will continue in an hour.
7. Pete said he has had enough now.
8. I got the answer right!

B.

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. The dog had been very norty.
2. In a minit, the film will start.
3. The dentist asked me a questshun while he looked at my teeth.
4. The wimen were sitting at the bus stop chatting.
5. I was out of breaf after running up that hill.
6. The nurse delivered an important message.
7. The fairy godmother made the golden coach disappear in a puff of smoke.
8. I don’t suppoze there are any more cakes left?
(2) **Spelling: adding the suffix -ous.**
The suffix **-ous** means “**full of**” and usually changes a word into an adjective.

**Rules:**
- Words ending in **y**: delete the **y** and add **ious** (glory/glorious)
- Words ending in **ge**: do not drop the **e** (courage/courageous)
- Words ending in **ce**: drop the **e** and add **ious** (space/spacious)
- Words ending in **our**: change to **or** and add ‘**ous**’ (humour/humorous)

1. All these words end with **-ous**. Add the last syllable:

<table>
<thead>
<tr>
<th>a)</th>
<th>b)</th>
<th>c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tremen_____</td>
<td>lumin_____</td>
<td>adventur___</td>
</tr>
<tr>
<td>d.)</td>
<td>e.)</td>
<td>f.)</td>
</tr>
<tr>
<td>ridicu____</td>
<td>marvel____</td>
<td>poison___</td>
</tr>
<tr>
<td>g.)</td>
<td>h.)</td>
<td>i.)</td>
</tr>
<tr>
<td>jea____</td>
<td>peril____</td>
<td>gener___</td>
</tr>
<tr>
<td>j.)</td>
<td>k.)</td>
<td>l.)</td>
</tr>
<tr>
<td>enor____</td>
<td>mountain____</td>
<td>pomp___</td>
</tr>
</tbody>
</table>

Add the **ious** suffix to complete these words:

<table>
<thead>
<tr>
<th>a)</th>
<th>b)</th>
<th>c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>obv______</td>
<td>cur______</td>
<td>delic______</td>
</tr>
<tr>
<td>d.)</td>
<td>e.)</td>
<td>f.)</td>
</tr>
<tr>
<td>glor______</td>
<td>prev______</td>
<td>anx______</td>
</tr>
<tr>
<td>g.)</td>
<td>h.)</td>
<td>i.)</td>
</tr>
<tr>
<td>fur______</td>
<td>myster____</td>
<td>ted______</td>
</tr>
<tr>
<td>j.)</td>
<td>k.)</td>
<td>l.)</td>
</tr>
<tr>
<td>env______</td>
<td>victor______</td>
<td>luxur______</td>
</tr>
</tbody>
</table>

Read the clue and complete the word:

a.) se______ (not funny)
b.) fu______ (very angry)
c.) da______ (not safe)
d.) ne______ (not confident)
e.) fa______ (wonderful)
f.) fa______ (well known)
The Earth’s Crust

The Earth’s crust and the top of the mantle have about twenty tectonic plates, which are like jigsaw puzzle pieces covering the Earth. These plates are always moving and bumping into each other. We call the edges of the plates ‘plate boundaries’, which are made up of faults. These faults are where most of the world’s earthquakes occur. As the plates move, the edges get stuck because they are not smooth, but the rest of the plate keeps moving. When the force is too much, it slips and bumps and that causes an earthquake.

Seismograph

A seismograph (say: size-mo-graf) is a special piece of equipment that records earthquakes. Seismometers are securely fastened to the Earth, so when the ground starts to shake, the instrument’s case moves too. What doesn’t move is a weight that hangs on a string inside the case. When there is an earthquake, the case shakes with the ground but the weight does not, and it draws a line to show how much the ground shook. Scientists use seismograms (graphs produced by the seismograph) to measure how big each earthquake is.

Interesting Fact

Six Italian scientists were convicted of manslaughter (killing someone without planning or being hateful) and sent to prison for not predicting (knowing it was coming and warning people) the 2009 L’Aquila earthquake in which 309 people died. They argued against their cases and won, so were eventually not sent to prison.

You could try to find out:

1. How earthquakes are measured.
2. How easy they are to predict.
3. About other cases where prison sentences have been handed out in unusual circumstances.
4. How you go about arguing a decision made by a court.
### Questions

1. Which layer of the Earth do the tectonic plates make up and how many are there?

   They make up...

2. What are plate boundaries?

   Plate boundaries are...

3. Where in the world do earthquakes take place?

   Earthquakes take place...

4. Describe what causes earthquakes.

   Earthquakes are caused by...

5. Which part of the seismograph moves? The case or the weight on a string?

   The part of the seismograph that moves is...

---

(4) **Subject and verb agreement.**

The subject of a sentence is the person or thing which is doing/being or having within that sentence. The verb that is being used must agree with their subject. Example: *We was* happy. X  **We were** happy. ✓

Change any verbs, in the passage below, which do not agree with their subject. 

**From a Roman soldier...**

It be very cold here, but the hard work keep me warm. The Britons know how to keep warm. They wear warm clothes made from thick, woven cloth.
There is no cities here, so we has to build them. We be building roads too. I has been working on Watling Street. We just laid a section of stone blocks. It settle nicely on the gravel which we lay yesterday. Marcus have all the luck. He are working in Camulodunum -they has lovely oysters there.

I has news from Camulodunum. The Britons has sacked the city. Their leader are a fierce red-haired woman names Boudica. I hopes she does not come this way.

Maths: Calculation practice.

This should take **five minutes (per set of 4 calculations) to complete**. If you are in booster group, or are finding these too tricky to do on your own, complete the Y3 level. The Y3 ones are after the Y4 ones. If you are wanting extra challenge, do both!

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5 - Day 3</td>
<td>Week 5 - Day 4</td>
</tr>
<tr>
<td>A. 1765 + 7683 =</td>
<td>A. 900 x 4 =</td>
</tr>
<tr>
<td>B. 600 x 7 =</td>
<td>B. 78 + 50 =</td>
</tr>
<tr>
<td>C. 258 ÷ 8 =</td>
<td>C. ? ÷ 8 = 496</td>
</tr>
<tr>
<td>D. 600 ÷ 60 =</td>
<td>D. 4329 + 4329 =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5 - Day 5</td>
<td>Week 6 - Day 1</td>
</tr>
<tr>
<td>A. 420 ÷ 60 =</td>
<td>A. 120 ÷ 4 =</td>
</tr>
<tr>
<td>B. ? - 3192 = 6792</td>
<td>B. 7431 - ? = 4843</td>
</tr>
<tr>
<td>C. 300 x 6 =</td>
<td>C. 90 + 60 =</td>
</tr>
<tr>
<td>D. 39 x 6 =</td>
<td>D. 456 x 3 =</td>
</tr>
</tbody>
</table>
MNP learning. (*New Learning* Requires support)
Parents can visit chapter 7 in book A – Time. Lesson 2 onwards.
L.O. Changing time from minutes to seconds.
The first task is the workbook task which follows on from lesson 2, looked at last week. It is on the next sheet...
Changing Time in Minutes to Seconds

1 Fill in the blanks.

(a) 3 minutes = _______ seconds
(b) 5 minutes = _______ seconds
(c) 10 minutes = _______ seconds
(d) 60 minutes = _______ seconds
(f) 120 minutes = _______ seconds
(f) 150 minutes = _______ seconds
(g) 1 minute 15 seconds = _______ seconds
(h) 2 minutes 50 seconds = _______ seconds

2 Emma takes 2 minutes to walk to the park from her home. She takes 3 minutes to walk home from the park. How many seconds does Emma take to walk to the park and back home again?
Day 2 – Lesson 3. **L.O. To be able to convert time in hours to minutes.**

**In Focus**

Mr. Smith took $1\frac{1}{2}$ hours to roast some beef.

It’s well done.

How many minutes did it take?

How did you work out your answer? Is there more than one way to do this?
Let’s Learn

1. 1 hour = 60 minutes
   $\frac{1}{2}$ hour = 30 minutes
   $1 \frac{1}{2}$ hours = 90 minutes

How long was the cooking time in minutes?

08:00 AM $\rightarrow$ 01:00 PM

It took 5 hours.

$1 \text{ h} = 60 \text{ min}$

$5 \text{ h} = 5 \times 60 \text{ min}$

$= 300 \text{ min}$

Guided Practice

1. How many minutes have passed?

(a)

(b) 18:00 $\rightarrow$ 02:00
There are 24 hours in a day. How many minutes are there in a day?

1 h = __________ min
10 h = __________ min
24 h = __________ min

Holly took 1 h 15 min to prepare an apple pie that serves 8 people. She baked it for 55 min. How long was the preparation time?

1 h = __________ min
1 h 15 min = __________ min

Day 3. Workbook task.

1 Fill in the blanks.

(a) 1 h = 60 min
2 h = __________ min
3 h = __________ min
5 h = __________ min

(b) 1 h = 60 min
\( \frac{1}{2} \) h = __________ min
\( 1\frac{1}{2} \) h = __________ min
\( 2\frac{1}{2} \) h = __________ min
2 How many minutes have passed?

minutes have passed.

3 Ravi took 2 h 36 min to complete his assignment.
How many minutes did Ravi take to complete his assignment?

4 Match.

- 1 hour 30 minutes
- 2 hours 10 minutes
- 1 hour 50 minutes
- 2 hours 20 minutes
- 130 minutes
- 110 minutes
- 90 minutes
- 140 minutes
Day 4: Lesson 4.
L.O. To be able to solve word problems involving duration of time.

Is the time in 24h clock or 12h? How do you know?
Can you answer this question? Explain.

In Focus

Emma arrived at the mall at 13:35 and spent some time shopping before leaving.

At what time did Emma leave the mall?

Let's Learn

1

13:00 is 1 p.m.
13:35 is 1:35 p.m.
She arrived at 1:35 in the afternoon.

What if she spent 1 h shopping before leaving?

1:35 p.m.  2:35 p.m.

13:35  14:35

1 h

She left at 14:35.
What if she spent 30 min shopping before leaving?

1:35 p.m.  2:00 p.m.  2:05 p.m.
13:35  14:00  14:05
25 min  5 min
2:05 p.m.

She left at 14:05.

Guided Practice

1. Charles left his house at 09:55.
   He returned home at 12:25.
   How long was he away from home?

   

   He was away from home for **h** **min** **min**.

2. Amíra spent 2 h 15 min at a carnival.
   She left the carnival at 13:10.
   At what time did she arrive at the carnival?

   

   She arrived at the carnival at __ a.m.
Sam took a coach from Manchester to London. He boarded the coach at 23:00 on Friday and the coach ride was 4 h long. When did he arrive in London?

He arrived in London at ______ a.m. on ______.