

English Day 4: WALT: create my own atmospheres through settings

- Jimmy would like some more ideas for his writing. Can you find research other settings which create different atmospheres? You may like to copy and paste pictures from the internet or draw your own picture to create the effect.
- If you are copy and pasting, aim for at least 3 more settings.
- Write the atmosphere the picture creates and brainstorm some describing words for it.
- Ideas for different atmospheres you could look for:
- Busy/bustling, quiet, powerful and stormy, magical, creepy



Notes for Maths

- Discovery – Children to work independently.
- Share – This page shows you different ways the discovery question could have been answered.
- Think Together – Complete and then discuss with an adult to consolidate and deepen understanding.
- Practice – children practice the skills they have learnt. Please complete 2 of the 3 slides of practice. (Pick the 2 pages you think will challenge you the most!)

$I = 1$

$V = 5$

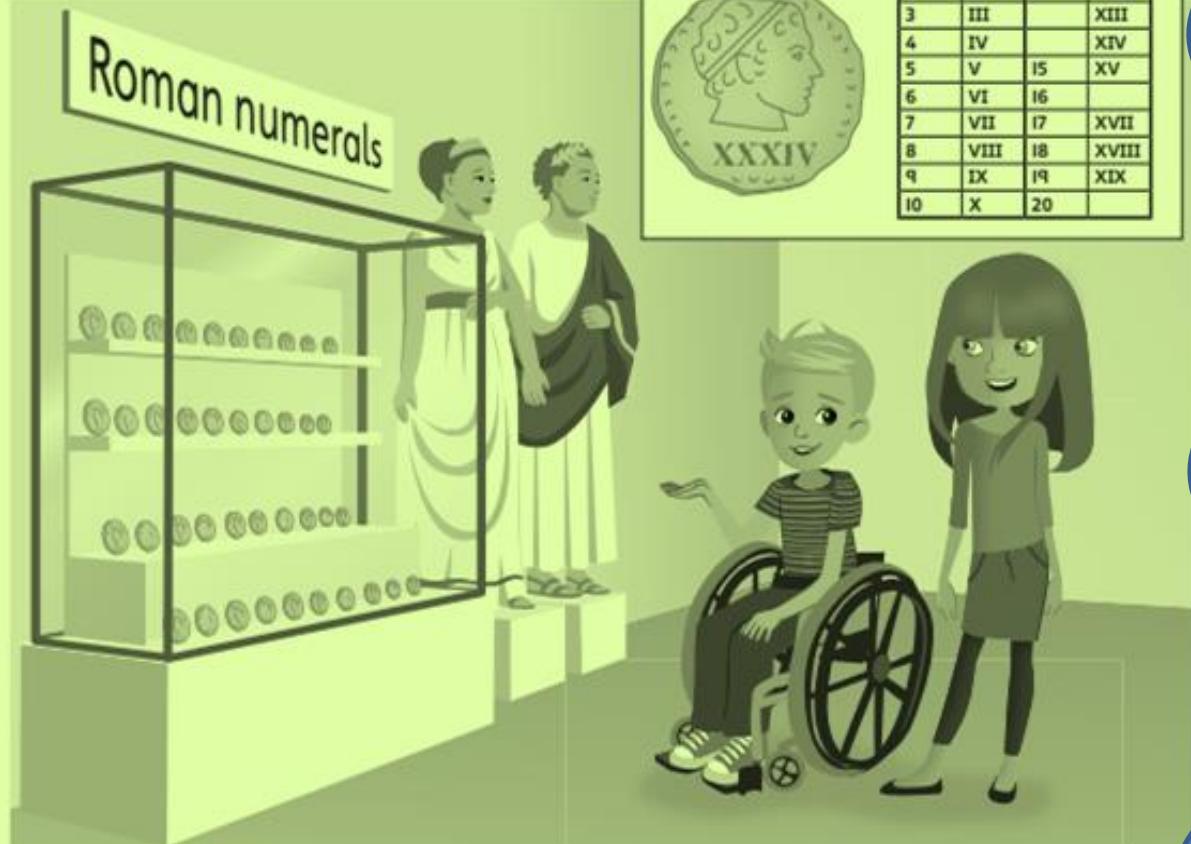
$X = 10$

$L = 50$

$C = 100$

Lesson 9 – WALT: Use Roman Numerals to 100.

Discover



I	II	III	XI
2	II	II2	XII
3	III		XIII
4	IV		XIV
5	V	15	XV
6	VI	16	XVI
7	VII	17	XVII
8	VIII	18	XVIII
9	IX	19	XIX
10	X	20	

Can you spot any patterns in the Roman Numerals? Why isn't 4 written as IIII?

Why do you think 4 is written as IV and 6 is written as VI? Can you see the connection?

Why is the number on the coin 34 and not 36?

- 1 a) What are the missing numbers and Roman numerals?
b) What number is shown on the coin?

Share

a) X means 10

I means 1

XIII means $10 + 1 + 1 + 1 = 13$

So XIII means 13.

If there is a smaller number in front of a larger number then you subtract the smaller number from the larger one.

The museum display is of Roman numerals. We read these numbers from left to right.



Can you see how the numbers are formed? Could you continue beyond 20?

I means 1

V means 5

IV means $5 - 1 = 4$

X + IV means $10 + 4$

So XIV means 14.

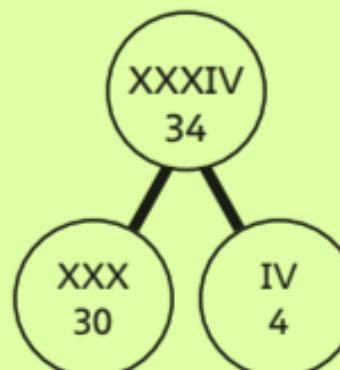
The missing numbers and Roman numerals are: 13, 14, XVI and XX.

b) XXXIV means $10 + 10 + 10 + 4 = 34$

$$\begin{array}{cccc} \diagup & \diagup & \diagup & \diagup \\ X & X & X & IV \end{array}$$

The number shown on the coin is 34.

I will represent this on a part-whole model.



Why does the part-whole model help? What would you do next?

Think together

1 What numbers do these Roman numerals represent?

a)



b)



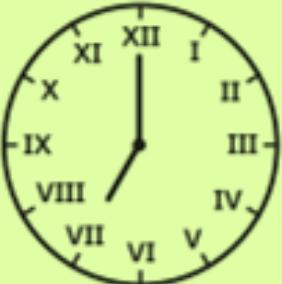
Where do you see
Roman Numerals in
real life?

a) XXII means $10 + 10 + \square + \square = \square$

b) XXXVI means $10 + \square + \square + \square + \square = \square$

2 What times are shown on the clocks?

a)



b)



How do you read a
clock? What is the
time if the big hand
is pointing to XII?

What is the time if
the minute hand is
pointing to VI? Do all
clocks have IV for 4?

Can you make your own numbers using these digits?

3 There are two other Roman numerals you need to know.

L means 50 and C means 100.

What are the missing numbers and Roman numerals?

a) LX means

d) 72 means

b) LXIX means

e) 45 means

c) XCIV means

f) 90 means

Practice Questions

I	I	II	XI
2	II	12	XII
3	III		XIII
4	IV		XIV
5	V	15	XV
6	VI	16	
7	VII	17	XVII
8	VIII	18	XVIII
9	IX	19	XIX
10	X	20	

50	L
100	C

1 Which numbers do these Roman numerals represent?

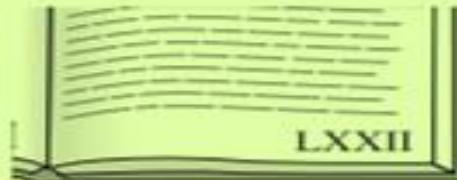
a)



c)



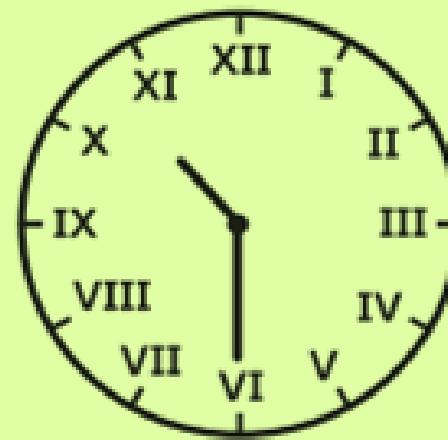
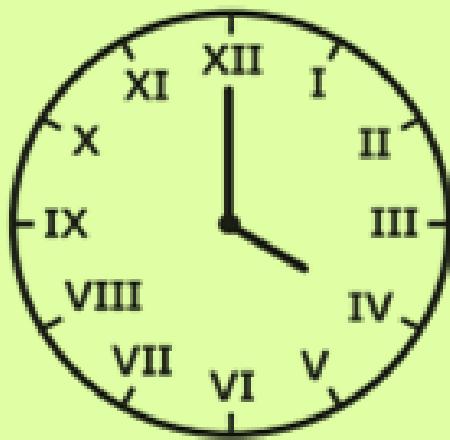
b)



d)



2 What times are shown on the clocks?



3 Draw lines to match up the cards. Then fill in the missing number and Roman numeral.

XXII

LXXIV

XXXVI

LXIX

LXXXIV

XCIX

99

36

42

22

84

69

4

a) What is V more than XXI?



b) Emma has XXXIII marbles.

Amelia has LXX marbles.

Who has more marbles? How many more does she have?

_____ has more marbles.

She has _____ more than _____.

5

Complete the number sentences.



- a) LX + = C
- b) XXXII + = C
- c) X × X =
- d) C - = XIV
- e) L + L = + XXXV

Reflect

Circle the numbers greater than 50.

XXV L LI XL XLV LXXI

I think there is a way of
doing this without working
out all of the numbers.



How did you work out which numbers to circle?

The River

by Valerie Bloom

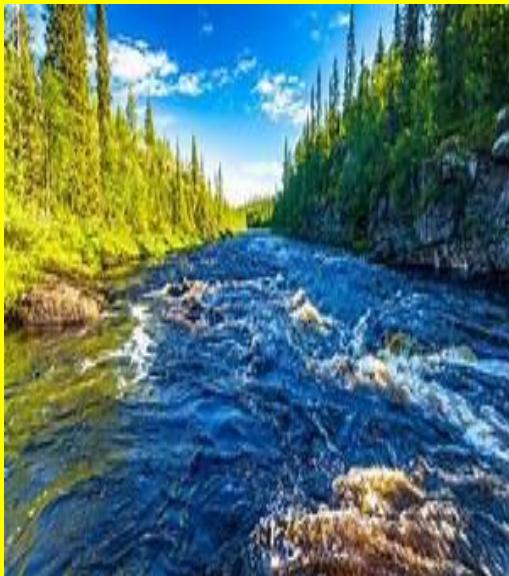
The River's a wanderer.

A nomad, a tramp,

He doesn't choose one place
To set up his camp.

The River's a winder,
Through valley and hill
He twists and he turns,
He just cannot be still.

The River's a hoarder,
And he buries down deep
Those little treasures
That he wants to keep.



The River

by Valerie Bloom

The River's a baby,
He gurgles and hums,
And sounds like he's happily
Sucking his thumbs.



The River's a singer,
As he dances along,
The countryside echoes
The notes of his song.



The River's a monster
Hungry and vexed,
He's gobbled up trees
And he'll swallow you next.

Day 4 Reading

WALT: create my own version of a poem

- We are going to think about what else your river could be.
- Could it be a driver, a dancer, a chatterbox, a gymnast?
- Is it keen to please? Eager to get to another river and the sea who are its friends? Is it like a coach or a lorry as it transports materials downstream?
- You can use any of the above ideas or create some of your own – we know that you have some super ideas and thoughts!
- Now try and create 1 or 2 more verses of the poem trying to use the same rhythm; don't worry if it does not rhyme.

Were the Vikings raiders or settlers?



So what were the Vikings really like?
This book was written in 1965. What sort of people does it say they were?

- *Rampaging Vikings, or Norsemen, from northern lands now known to us as Norway, Sweden, and Denmark, in their determination to (become) traders, merchants, and seamen, overran ..southern Europe, like a plague upon the inhabitants.*
- *They shamelessly robbed the islands we now refer to as Great Britain and Ireland. So fierce were these Norsemen that many of the priests were said to close their sermons with a prayer: "God, deliver us from the fury of the Northmen."*

ALL bad

Then we have this book written 30 years later. How is it different?

– *Extract from Atlas of World History for Young People, published in 1997*

- *They raided coastal settlements, murdering and terrorizing the native populations and plundering their monasteries, returning to their homelands laden with treasure.*
- *In the mid-9th century, instead of returning home, Viking raiders began to make permanent settlements. They were good farmers, adapting themselves to the culture of the peoples they conquered ...*
- *Though fearless warriors, the Vikings were also fine craftsmen, producing fine swords and beautiful woodcarvings.*

Mixture of good and bad

Started off bad, but became more peaceful and friendly

Account 1

- *Extract from A History of the World For Young Readers, published in 1965*

Account 2

- *Extract from Atlas of World History for Young People, published in 1997*

What might have happened between the time these two books were written to explain why our view of the Vikings has changed?

So which book do you
think this picture
comes from - the one
from 1965 or 1997?



8-year olds from Norway and Sweden want your help

In schools in Scandinavia today there are lots of 8 year olds who have a very different view of what their ancestors, the Vikings were like. They are unhappy about they way they are portrayed in English history books and want you to write an information text to show all the facts.

It's up to you how you present your thinking.

First, let's look at the facts

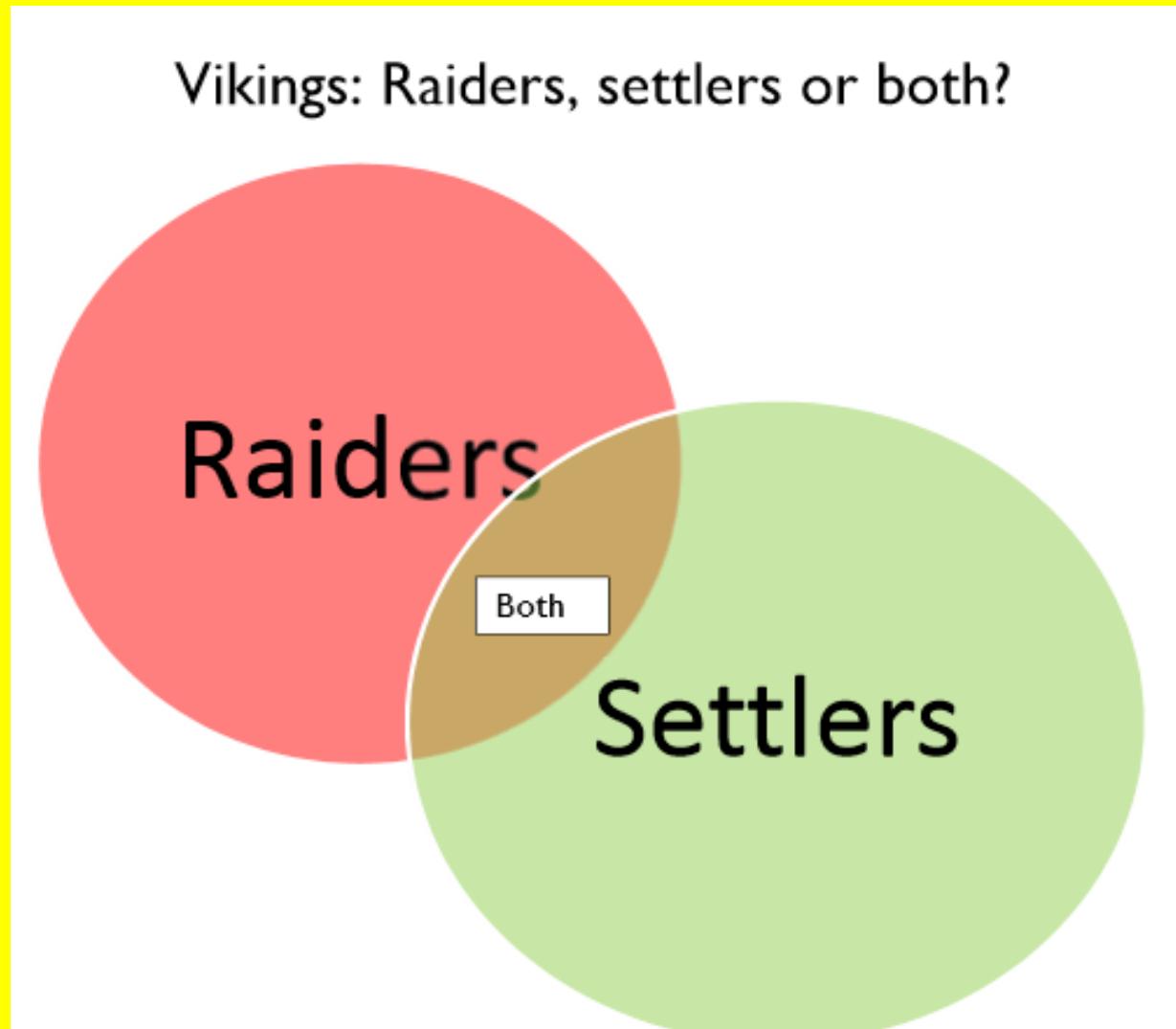
KQ6 RSI Vikings: raiders or settlers?

<p>❶ The Vikings carried swords and axes when they invaded other countries.</p>	<p>❷ They traded with other countries.</p>	<p>❸ They attacked innocent monks in their monasteries and stole their valuables.</p>	<p>❹ Objects such as valuable jewellery have been found which were made by skilled Viking craftsmen.</p>
<p>❺ The idea of families and home-life was very important to the Vikings.</p>	<p>❻ The word 'Viking' meant pirate or raider.</p>	<p>❼ They held markets in their main towns where people came to buy and sell goods.</p>	<p>❽ People were terrified of the Vikings because they fought so wildly in battle.</p>
<p>❾ Place-names still exist e.g. ending in 'by' for village and starting with 'kirk' for church.</p>	<p>❿ Vikings captured people as slaves and made them work for them.</p>		

Look at the facts, it may help to organise your facts like this:

Raiders	Settlers

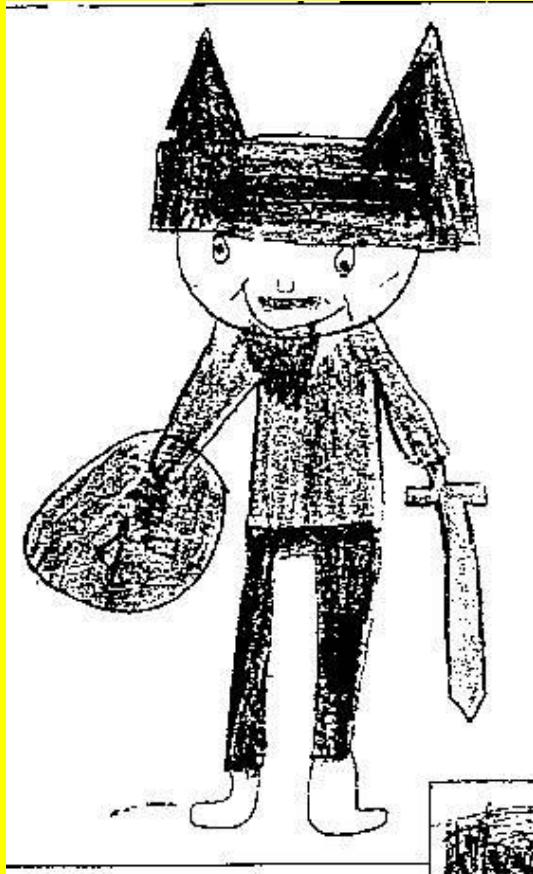
Look at the facts, do you think it is better to organise your facts like this?



You can present your information in any style you like.

You might do a **Zig-Zag** book which shows what you first thought they were like on the first ‘page’ and then on the last page show what you really think they were like. Inside you could draw pieces of evidence which show why we need to change our minds.

If you decide to make a book you may want to start your book with a drawing.....



Good luck and be creative!