

**Literacy**

**WALT - Can I plan rhetorical questions and imperative verbs for my writing?**

Today, we are going to think about what imperative verbs and rhetorical questions might be useful in our writing to persuade someone to visit Egypt.

Log into Teams and watch the video called Literacy Week 7 Day 3 planning or click the link below:  
<https://tinyurl.com/y6t3xh76>

Think about the pictures that we looked at of the pyramids and the Sphinx.



Complete the planning grid in your book. It looks like this and is in today's worksheets. How many imperative verbs can you come up with? Will your rhetorical questions be persuasive?

Remember, to send a photo of your work to your teacher.

Imperative Verbs	Rhetorical Questions
Can you create a list of imperative verbs that might be useful to persuade people to visit the pyramids and the Sphinx? Use the pictures above to help you.	Can you write 6 rhetorical questions to help persuade people to visit the pyramids at Giza? You might want to use some of question openers below. (Think about how you imperative verbs might be useful in the questions too).

**WALT: Can I understand tenths and hundredths?**

Today we will be looking at tenths and hundredths as part of our fractions work and how they are equivalent.

1/10 is equal to 10/100. Once you know this there are lots of other facts you will also know.

Log onto Microsoft teams and watch the stream called:  
**Year 4 Week 7 Day 3 Tenths and Hundredths**

Or click on this link to take you there: <https://tinyurl.com/yxkbpolv>

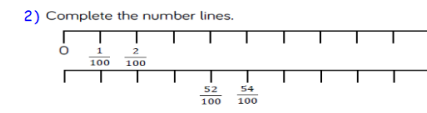
Once you have watched the video you need to complete the sheet that looks like this:

**WALT: Can I recognise tenths and hundredths?**

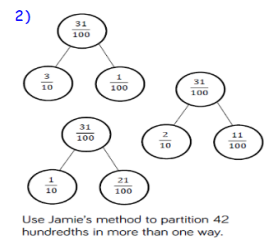
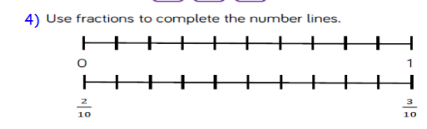
**Reasoning**

Shaded	Tenths	Hundredths
3 rows		
		$\frac{40}{100}$
5 rows		
	$\frac{6}{10}$	

- 1) Complete the statements.
- 3 tenths and 2 hundredths = 2 tenths and  hundredths
  - 14 hundredths and 3 tenths = 4 tenths and  hundredths
  - 5 tenths and 1 hundredth < 5 tenths and  hundredths
  - 5 tenths and 1 hundredth >  tenths and 5 hundredths
- Jamie says he can partition tenths and hundredths in more than one way.



- 3) Complete the sequences.
- $\frac{27}{100}, \frac{28}{100}, \frac{29}{100}, \frac{30}{100}, \square, \square$
  - $\frac{52}{100}, \frac{51}{100}, \frac{5}{100}, \square, \square, \square$



Remember if the denominator has changed to 10 - you need to change it to the equivalent in 100ths in order to complete the sequence.

If you have any questions email your teacher. Once you have completed your work take a picture and send it to them too.

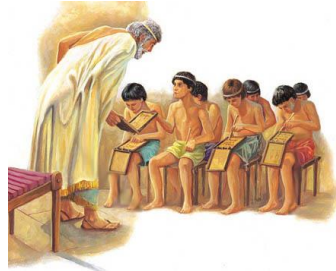
Non-core: History

WALT - What was school life like for an Athenian child?

Today we are going to find out about what life was like for children in Athens; so for Athenian children.

Watch the Stream video on teams called History Week 7 Day 3 Greek school or click the below:

<https://tinyurl.com/y6gdd7dx>



Task 1 - Answer the questions below about what it was like in a Greek school.

- 1) What did Athenian boys learn about at school?
- At school, Athenian boys learnt about.....
- 2) What did the boys do in the afternoon?
- 3) What did the girls do?
- 4) Was education free?
- 5) Why did slaves go to school with the boys?
- 6) What did they write on?

Task 2 - Can you use Greek numbers? Have a go at the number challenge in today's worksheets.

Challenge: Can you write your name using the Ancient Greek alphabet? Use the worksheet to help you. I would love to see what your name looks like in Ancient Greek so remember to send your work in an email to your teacher.

Handwriting/Spelling

We are going to think about the prefix 'dis' again. Can you unjumble the words starting with the prefix by using the meaning clues on the sheet in today's worksheets?

discover	disapprove	discontinue	disbelieve
disobey	disallow	discolour	dishonest

**Mr Whoops' Juggling Muddle!**

Clumsy Mr Whoops has been juggling with this week's dis- prefix words and he's got in a real juggling muddle! Could you help him to unjumble each word using the clues to help?

<p>To have a negative opinion about something.</p>	<p>To stop doing something or making something.</p>	<p>To refuse or reject something.</p>	<p>To find something or someone.</p>
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Times tables: Go onto TTRS and spend at least 10 minutes on there:

<https://trockstars.com/>

Reading: Information Retrieval

This week we are going to read another Greek Myth.

This one is called King Midas and the Golden Touch.

Read the first part of the story which is in today's worksheets. Then answer the questions about it below.



- 1) Name 3 things that are really important to King Midas.
- 2) Why didn't he wish for something for his daughter?
- 3) What was the King doing when he found the satyr?
- 4) What did Marigold do with the roses she collected?
- 5) How do we know that the King's roses were the best? Find a phrase.
- 6) What is Dionysus the god of?
- 7) Find a sentence that shows that the satyr looked very poorly when the King found him.
- 8) What problem do you think there might be with King Midas' wish?

**CHALLENGE:** Draw what you think a satyr looks like.

Year 4: Week beginning 22nd February (Week 7 Day 3)

If you need help with your home learning ask an adult. You can email your teacher to ask for help or send a photo of your completed work for them to look at. Email [class9@scraptoftvalley.leicester.sch.uk](mailto:class9@scraptoftvalley.leicester.sch.uk) or [class10@scraptoftvalley.leicester.sch.uk](mailto:class10@scraptoftvalley.leicester.sch.uk)