Cormorant Week 12: Learning Project – Heroes and Villains

Age Range: Y3/4

Weekly English/Topic Tasks

Monday-. Today I would like you to choose your favourite villain or hero that you identified last week. In order for you to learn the traits and characteristics of this chosen character, I would like you to create a mind map. The mind map should contain information about their personality, tricks they play, characteristics such as appearance and clothing and finally, who their nemesis is and why. Use different colours to make it as colourful as possible. Afterwards, read this mind map to your parents and see if they can guess the character.

Tuesday- Think about your favourite films that have a villain and a hero. Think about the stories. I would think about The Lion King, The Jungle Book or maybe even Harry Potter. Make a list of the characteristics that make heroes heroic and villains villainous. At the end of the week, we will start to write our own hero and villain story. For example, if I choose Darth Vader to focus on, I would say he has a deep, scary voice that fills every room. Furthermore, he is a powerful villain and can control everything using his mind.

Wednesday- Watch a film that has a good hero and a good villain. Most Disney films are great for this. As you are watching it, make a list of what the heroes and villains do to make them heroic and villainous.

Thursday- At the back of this pack, there is a storyboard for you to complete. Think about yourself as a hero or villain and think about a friend as the opposite. What kind of story could you create? Do they steal something from you or maybe they imprison a friend of yours and you must rescue? Maybe an evil lord has control of the world and you must somehow dethrone them or the other way around. Draw your story out onto the comic book.

Friday- At the back of this pack there is a story mountain. Fill in the areas with your story ideas. Next week we will start to write our own story. Remember to include a clear beginning, build up, problem, resolution (problem being solved) and finally the ending.

Weekly Maths Tasks- Yr3 Answers below	Weekly Maths Tasks- Yr4 Answers below

Monday-

Monday-

Tuesday-

Tuesday-

Compare Angles

Notes and Guidance

Children identify whether an angle is greater than or less than a right angle in shapes and turns, by measuring, comparing and reasoning in practical contexts.

Children are introduced to the words 'acute' and 'obtuse' as a way of describing angles.

Mathematical Talk

What is an acute? (Give 3 examples of acute angles and ask them to identify what's the same about them. Draw out that they are all smaller than a right-angle).

What's an obtuse angle? (Repeat activity by giving 3 examples of obtuse angles).

Can you give me a time where the hands on the clock make an acute/obtuse angle?

Can you see an acute/obtuse angle around the classroom?

Can you draw me a shape that contains acute/obtuse angles?

Label the acute angles (A) and obtuse angles (O) on the diagram below

Varied Fluency

The angle between the hands is _____ than a right angle.
This is called an _____ angle.

The angle between the hands is _____ than a right angle.
This is called an _____ angle.

Explore other times where the hands make an acute/obtuse angle.

Find 3 acute angles and 3 obtuse angles in your classroom.
Use your 'Right Angle Tester' to check.

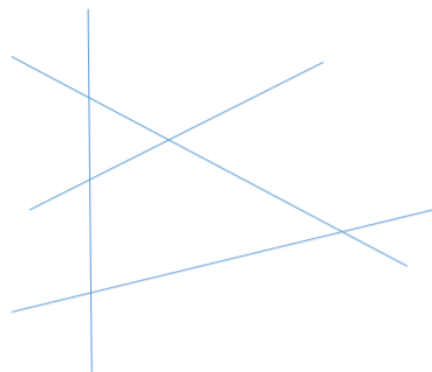Label any acute or obtuse angles in these images.

Teddy describes a shape.

My shape has 3 right angles and 2 obtuse angles.

What could Jack's shape look like?

Describe a shape in terms of it's angles for a friend to draw.
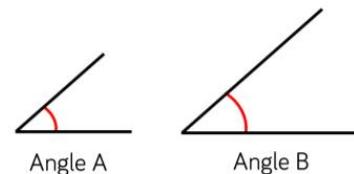
Angle A   Angle B

Angle B is bigger than Angle A because it has longer sides.

Ron

Do you agree with Ron? Explain your thinking.

Here are five angles.
There are two pairs of identically sized angles and one odd one out.
Which angle is the odd one out?
Explain your reason.

a   b   c
d   e

Wednesday-

Menu — Week 2 Wednesday

Place Value
Use the correct symbol to compare these numbers:

685 ⚬ 658

Reveal answer

+ and –
397 + 9 = _____ Reveal answer
708 - 60 = _____ Reveal answer

× and ÷
70 × 3 = _____ Reveal answer
16 ÷ 4 = _____ Reveal answer

Problem Solving
Find three different ways to complete this part whole model.

1000

Reasoning
The perimeter of this shape is 12cm.

2cm

Is Harry correct? **Explain why.**

Wednesday-

Menu — Week 2 Wednesday

+ and –
112 + 88 = Reveal answer
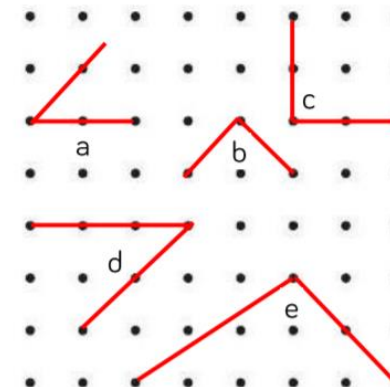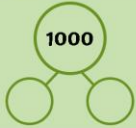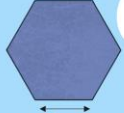2100 - 400 = Reveal answer

× and ÷
5 × 2 × 6 = Reveal answer
26 ÷ 9 = Reveal answer

Place Value Reveal answer
Put these numbers in order from smallest to greatest:
3300   3003   3033   3030

Problem Solving Reveal answer
Which of the following are factor pairs of 24?
3 and 8
2 and 10
4 and 7

Reasoning
The number 4 in Roman numerals is IIII.

Is Harry correct? **Explain your reasoning.**

Thursday-.

Draw Accurately

Notes and Guidance

Children measure and draw straight lines accurately in centimetres and millimetres. They also practice rounding measurements to the nearest centimetre.
Make sure the children correctly position the ruler when measuring/drawing the line, by lining up the 0 with the start of the line.

Mathematical Talk

Where should we position the ruler when measuring each line? Why?

How long is each line in millimetres?

Why does 9 cm and 9 mm round to 10 cm and not 9 cm? Look at the ruler/number line to explain your answer.

Do we round 10 cm and 5 mm to 10 cm or 11 cm? Why?

Varied Fluency

Measure these lines. Record your measurements in cm and mm.

_____ cm and _____ mm

_____ cm and _____ mm

_____ cm and _____ mm

Draw straight lines that measure exactly:
12 cm   8 cm and 5 mm
9 cm and 8 mm   14 cm and 2 mm

This line measures 9 cm and 9 mm
It measures _____ cm to the nearest centimetre.
Draw a line for each of the measurements.
5 cm and 2 mm   13 cm and 8 mm
0 cm and 9 mm   10 cm and 3 mm
What would each line measure to the nearest centimetre?

Thursday-

Alex measures the line.

_____

She says it is 10 cm 4 mm

Is Alex correct?
Explain why.
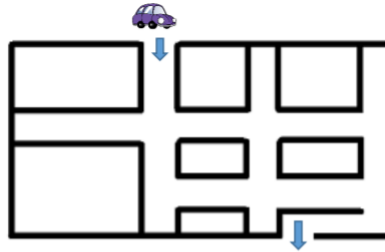
Use straight lines to show the route the car could take to get out of the maze.

Work out the length of the route to the nearest cm

Is this the shortest route?

Triangles

Notes and Guidance

Teachers might start this small step by recapping the definition of a polygon. An activity might be to sort shapes into examples and non-examples of polygons.
Children will classify triangles for the first time using the names 'isosceles', 'scalene' and 'equilateral'. Children will use rulers to measure the sides in order to classify them correctly. Children will compare the similarities and differences between triangles and use these to help them identify, sort and draw.

Mathematical Talk

What is a polygon? What isn't a polygon?
What are the names of the different types of triangles?
What are the properties of an isosceles triangles?
What are the properties of a scalene triangle?
What are the properties of an equilateral triangle?
Which types of triangle can also be right-angled?
How are the triangles different?
Do any of the sides need to be the same length?

Here is a square.
Inside the square is an equilateral triangle.
The perimeter of the square is 60 cm.
Find the perimeter of the triangle.
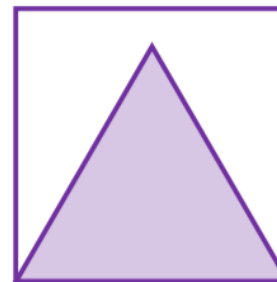
Varied Fluency

Label each of these triangles: isosceles, scalene or equilateral.

Are any of these triangles also right-angled?

Look at these triangles.
What is the same and what is different?
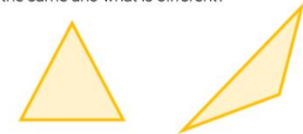
Using a ruler, draw:
- An isosceles triangle
- A scalene triangle
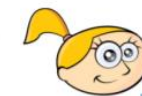
If I use 6 straws to make a triangle, I can only make an equilateral triangle.

Eva

Investigate whether Eva is correct.

Draw two more sides to create:
- An equilateral triangle
- A scalene triangle
- An isosceles triangle

Which is the hardest to draw?

Science **Weekly project**

This term's Science topic is sound. Watch this YouTube clip to learn about sound. https://www.youtube.com/watch?v=aWieHpsZ7ik

 Your tasks for the week are:
- To discover how sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources
- Make a body percussion soundtrack and maybe record using a phone or iPad.
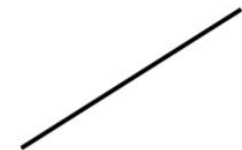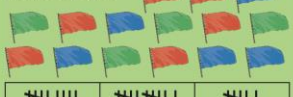- Visit a place like the park or the beach and complete a sound survey. (Attached).

Additional learning resources parents may wish to engage with

- CODE Maths Hub Daily Fluency Activities -
- https://www.topmarks.co.uk/maths-games/daily10 - arithmetic challenges
- **BBC Bitesize -** Lots of videos and learning opportunities for all subjects.
- https://www.thenational.academy/   A large selection of video lessons and learning resources. These cover a range of subjects including maths, English, art and languages.

- **Classroom Secrets Learning Packs** - Reading, writing and maths activities for different ages.
- **Twinkl -** Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.

YR3 answers	YR4 answers

YR3 answers

Place Value
Write 619 in words.

six hundred
and nineteen

Problem Solving
How much money in total?

£3 and 38 pence

+ and −
125 + 60 = 185
375 − 80 = 295

× and ÷
40 × 3 = 120
44 ÷ 4 = 11

Reasoning
Is my part-whole model correct?

1000
350   650

Explain why.

Place Value
Use the correct symbol to compare these numbers:

685 > 658

Problem Solving
Find three different ways to complete this part whole model.

1000

+ and −
397 + 9 = 406
708 − 60 = 648

× and ÷
70 × 3 = 210
16 ÷ 4 = 4

Reasoning
The perimeter of this shape is 12cm.

2cm

Is Harry correct?
Explain why.

YR4 answers

+ and −
1705 + 400 = 2105
2300 − 80 = 2220

× and ÷
5 × 5 × 5 = 125
46 ÷ 3 = 15 remainder 1

Place Value
Write nine thousand, seven hundred and twenty in numerals.

9720

Problem Solving
How many kilometres is 4530m?

4.53km

Reasoning
0.17 is greater than 0.7 because 17 is greater than 7.

Is Harry correct?
Explain your reasoning.

+ and −
112 + 88 = 200
2100 − 400 = 1700

× and ÷
5 × 2 × 6 = 60
26 ÷ 9 = 2 remainder 8

Place Value
Put these numbers in order from smallest to greatest:
3003 3030 3033 3300

Problem Solving
Which of the following are factor pairs of 24?

3 and 8
2 and 10
4 and 7

Reasoning
The number 4 in Roman numerals is IIII.

Is Harry correct?
Explain your reasoning.

Place Value
What are the next three numbers in this sequence?

150   200   250

300   350   400

Problem Solving
Which tally shows the number of red and blue flags?

𝍷𝍷𝍷𝍷 𝍷𝍷𝍷𝍷   𝍷𝍷𝍷𝍷 𝍷𝍷𝍷𝍷 𝍷𝍷𝍷𝍷   𝍷𝍷𝍷𝍷 𝍷

+ and –
$9 + 7 + 8 = 24$

$842 - 200 = 642$

× and ÷
$90 \times 3 = 270$

$36 \div 4 = 9$

Reasoning
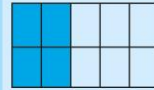
$\frac{2}{5}$ of this shape has been shaded.

Is Harry correct?
Explain why.

+ and –
$5990 + 200 = 6190$

$4010 - 60 = 3950$

× and ÷
$6 \times 9 \times 5 = 270$

$41 \div 4 =$ | 10 remainder 1 |

Place Value
What are the next three numbers in this sequence?

35   42   49   56   63   70
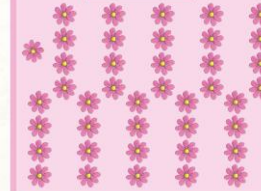
Problem Solving
Alana counts the number of vehicles that drive past school. She counts seven lorries. Show how she would record the number of lorries with a tally.

𝍷𝍷𝍷𝍷 𝍷𝍷
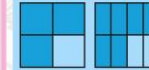
Reasoning

These squares show that $\frac{2}{3}$ is equivalent to $\frac{6}{8}$.

Is Harry correct?
Explain your reasoning.

School Sound Survey

Describe the sounds you could hear in the place you visited in your school, and explain what was vibrating to make each sound. One example has been done for you.

What sounds could you hear?	What was vibrating to make the sound?
A bell ringing.	The metal of the bell.

Comic Strip

Title: _____ **Author:** _____

Dilemma
_____
_____
_____

Problem
_____
_____

Resolution
_____
_____
_____
_____

Opening
_____
_____

Vocabulary
_____
_____
_____
_____
_____

Characters   **Setting**
_____   _____
_____   _____
_____   _____
_____   _____

Ending   **Moral**
_____   _____
_____   _____
_____   _____
_____   _____