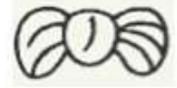


to everyone in Year 4

We hope you enjoyed some tasks you were given. We enjoyed finding out about Maya writing and this week you are going to write some short words in Mayan. Mrs Matthews really wanted to be able to write her name, but she couldn't find out how to write all the letters. She will keep on researching.



is the Mayan glyph for hi.



Miss Erry did some bead craft last week. The flower turned out quite well but the other thing is supposed to be a fairy.

Well done if you are answering questions on Sumdog. We have checked the score board for the last 7 days and the top score for 4E is 418 questions correct and the top score for 4M is 539. We have given Sumdog coin rewards to children who have been working hard on Sumdog and opened the shop during school hours on some days.

Well Done 4M! Keep answering questions on Sumdog!

https://www.sumdog.com/user/sign_in

We hope you and your families are well.

Keep Safe

Miss Erry and Mrs Matthews

Spellings - Using the same spellings, write each word in a sentence.

library material ordinary purpose remember probably

chalet chief machine character echo chemist

Handwriting - Copy a paragraph from a book to practise your joined handwriting.

Reading - Complete reading comprehensions - see resources

1. Dazzling Diwali
2. Hasim's First Hajj
3. Lord Ganesh

Read at least one book and fill in your Reading Journal.

Writing - see resources

1. In Search of the Magic Ring
2. Hobbies
3. Pattern Poems

Grammar Hammer 6 - see resources

Maths

Go to <https://whiterosemaths.com/homelearning/> and complete the daily lessons. (week 6)

Optional Additional Maths

Maths Key Skills - Stage 4: Skill Check 6 - see resources

Science

The Huntress - see resources

Food Chains - see resources

History

Maya writing - see resources

R.E.

Moses Part 2: The escape from Egypt - see resources

Geography

The British Isles: Capitals and flags - see resources

Ongoing

Continue to learn your tables for your Pirate awards.

The order that the tables are tested in are:

x2 x10 x5 x3 x4 x8 x6 x7 x9 x11 x12

<https://www.timestables.co.uk/speed-test/>

- Education City <https://www.educationcity.com/>
- TTRockstars <https://trockstars.com/>
- Numbots (same log-in as TTRockstars) <https://play.numbots.com/#/account/school-login-type>
- Sumdog https://www.sumdog.com/user/sign_in

Maths - White Rose online lessons

St James's recommends that pupils complete the daily online White Rose maths lessons - these cover the summer term maths topics that your child would be learning at school. You don't have to do one a day or complete the lesson on the date shown, but it is important that you complete them in order as the learning builds on the previous lessons. So whenever you start, start at **Summer term - week 1, (w/c 20 April)** for the special 12 week course (the previous tabs labelled simply week 1, week 2 can be ignored).

Here is a link to the White Rose home learning page <https://whiterosemaths.com/homelearning/>

Before each lesson make sure your child has something to write on and with, and you may want to have printed the lesson worksheets out in advance. These worksheets and answers are available to download from the St James's school website using this link <https://www.st-james.dudley.sch.uk/wh-rose-worksheets>. If you don't have a printer don't worry, pupils can still have a go at the worksheets, just display them on a screen and the children can answer most questions on blank paper.

On the White Rose site, there is a video for pupils to watch which begins with a Flashback 4. This first slide recaps previous learning. Each video then goes on to introduce new learning. After the video pupils can have a go at the worksheets. The worksheets and answers are available to download from the St James's website at <https://www.st-james.dudley.sch.uk/wh-rose-worksheets>.

If you have any questions about the White Rose website and lessons on offer please direct them to info@st-james.dudley.sch.uk and we will get back to you as soon as possible.

Sarah Mason
Deputy Head teacher
St James's CE Primary School
01384 818810

Dazzling Diwali

10 On the island of Fiji, Kajri and Sadar were celebrating
19 something special: Diwali, the Hindu festival of lights. It
30 was the fifteenth day of the Hindu month of Kartika and
40 the whole family had gathered together in their home to
49 hold a small prayer. All family members were wearing
58 their finest clothes as they honoured Ganesh, the god
65 who removes difficulties, and worshipped Lakshmi, the
74 goddess of wealth and good fortune. The house was
83 decorated with hundreds of small oil lamps and candles,
91 which shone brightly with reds, greens and yellows
101 and filled the home with light. The lanterns showed the
109 goddess Lakshmi that she was welcome to enter.



Quick Questions



1. Which adverb does the author use to describe how the lights shone?



2. Which Hindu month was this story set in?



3. Find and copy two phrases which show that Diwali is a special time for the family.

1.

2.



4. Discuss another time of year where a house can be decorated with colourful lights.

Dazzling Diwali

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83 decorated with hundreds of small oil lamps and candles,
91 which shone brightly with reds, greens and yellows
101 and filled the home with light. The lanterns showed the
109 goddess Lakshmi that she was welcome to enter.



Answers



1. Which adverb does the author use to describe how the lights shone?

Accept: brightly.



2. Which Hindu month was this story set in?

Accept: Kartika.



3. Find and copy two phrases which show that Diwali is a special time for the family.

Accept any two of the following: 'celebrating something special', 'the whole family had gathered together', 'wearing their finest clothes' or 'the house was decorated'.



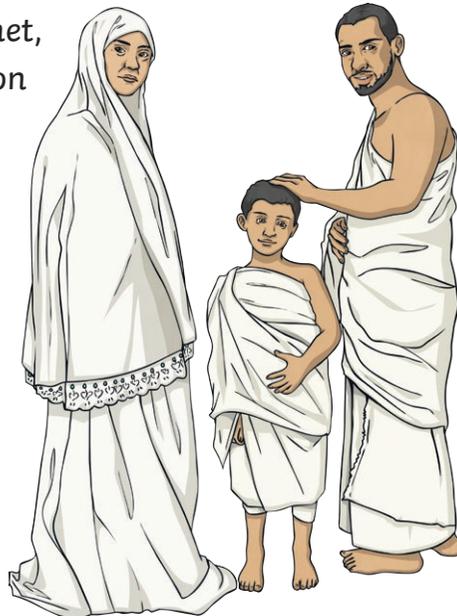
4. Discuss another time of year where a house can be decorated with colourful lights.

Accept any reasonable reference, such as Christmas, lanterns on Chinese New Year, Halloween etc.

Hasim's First Hajj

11 This weekend, I will begin one of the most special and
21 sacred journeys of my life. I have waited many years
35 to be able to do this and I have saved all of my money
45 towards my first Hajj pilgrimage. I have packed my clean
56 white clothes, called Ihram, and I cannot wait to see all
64 of the holy places on my Hajj journey.

76 Hajj is one of the five most important parts of my religion:
87 Islam. At least once in a lifetime, any Muslim who is
98 healthy and can afford it must travel to Mecca to stand
107 together with other Muslims to praise Allah. Mecca is
114 special to us because it is the
118 place where our prophet,
122 Muhammad (peace be upon
125 him), was born.



Quick Questions



1. Which two words does Hasim use to describe his Hajj journey?



2. Who was born in Mecca?



3. Why might someone not be able to do Hajj once in their lifetime?

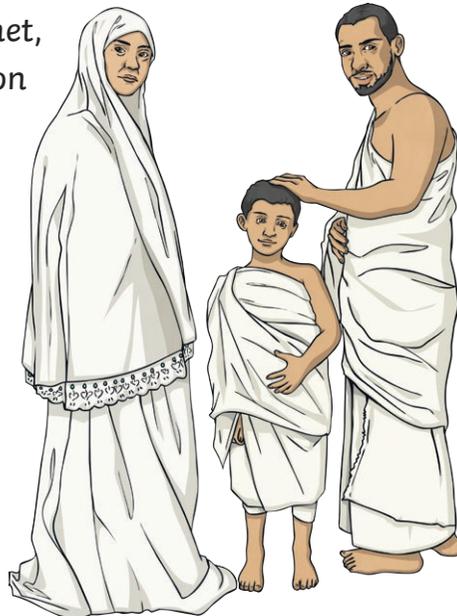


4. Sum up this text in 20 words or less.

Hasim's First Hajj

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21 sacred journeys of my life. I have waited many years
35 to be able to do this and I have saved all of my money
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87 Islam. At least once in a lifetime, any Muslim who is
98 healthy and can afford it must travel to Mecca to stand
107 together with other Muslims to praise Allah. Mecca is
114 special to us because it is the
118 place where our prophet,
122 Muhammad (peace be upon
125 him), was born.



Answers



1. Which two words does Hasim use to describe his Hajj journey?

Accept: special and sacred.



2. Who was born in Mecca?

Accept 'The Prophet Muhammad' or 'Muhammad'.



3. Why might someone not be able to do Hajj once in their lifetime?

Accept answers which discuss someone having poor health, a long-lasting health condition or never being able to afford to go.



4. Sum up this text in 20 words or less.

Accept any reasonable summary of the text within the word limit, such as: 'For the first time in his life, Hasim is going on a Hajj pilgrimage because he is a Muslim'.

Lord Ganesh

9 Ganesh is the famous Hindu elephant-headed god. He is
20 special for Hindus because he is believed to be the son
30 of Lord Shiva (who many Hindus consider to be one
40 of the three most powerful gods) and his wife Parvati.
50 The name Ganesh comes from two different words in a
58 language called Sanskrit: 'gana' meaning group and 'isha'
70 meaning Lord. He is known as a god who will help to
79 remove difficulties when you are starting a new journey.

89 Ganesh is usually shown as having four arms. In his
101 hands he holds lots of items, including an axe and a bowl
105 of his beloved sweets.

109 Surprisingly, despite his size,
114 Ganesh travels around on the
118 back of a mouse!



Quick Questions



1. What are the names of Ganesh's parents?



2. 'and a bowl of his **beloved** sweets.'

What does the word 'beloved' mean in this sentence?

3. Why is Ganesh's choice of transport surprising?



4. Sum up what you think the main point of this text is.

Lord Ganesh

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101 hands he holds lots of items, including an axe and a bowl
105 of his beloved sweets.

109 Surprisingly, despite his size,
114 Ganesh travels around on the
118 back of a mouse!



Answers



1. What are the names of Ganesh's parents?
Accept: (Lord) Shiva and Parvati.



2. 'and a bowl of his beloved sweets.'
What does the word 'beloved' mean in this sentence?
Accept answers which discuss that Ganesh loves / really likes sweets.



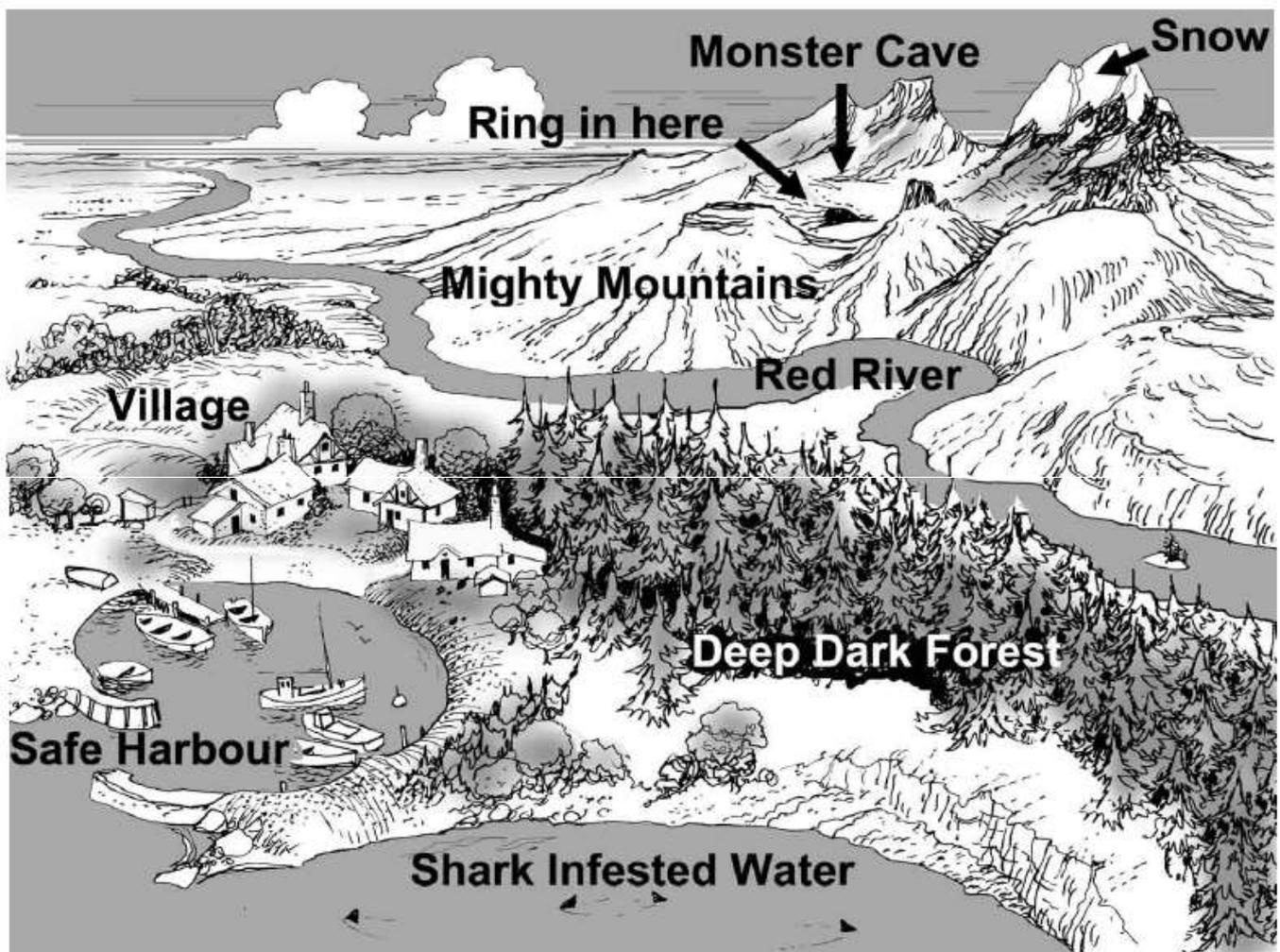
3. Why is Ganesh's choice of transport surprising?
Accept an answer which discusses that elephants cannot usually fit on the back of a mouse / he is a lot heavier than the mouse could normally carry.



4. Sum up what you think the main point of this text is.
Accept any reasonable summary which includes the any key points from the text, such as: Ganesh is a famous elephant-headed God in Hinduism.

In Search of the Magic Ring

The magic ring has wonderful powers. You and your friends have been given a simple map, which shows where it can be found.



Task

Your task is to write the story of the journey from landing at Safe Harbour to finding the magic ring.

In Search of the Magic Ring

How the story begins:



Your journey to find the magic ring and what happens to you on the way:



How the story ends:

Hobbies

Your class is making an information book about different hobbies children enjoy.



Football is a popular sport. It is enjoyed by both boys and girls. Practices are held to improve skills. Matches are played against other teams. Football kit is worn by each player.

Task

Your task is to write a report about three other hobbies. Remember it could be drama, music, art and craft or another sport.

Hobbies

Notes about: _____



Notes about: _____



Notes about: _____

Hobbies

Introduction:

Information About:

Introduction:

Information About:

Introduction:

Information About:

Pattern Poems

Read the poem carefully.

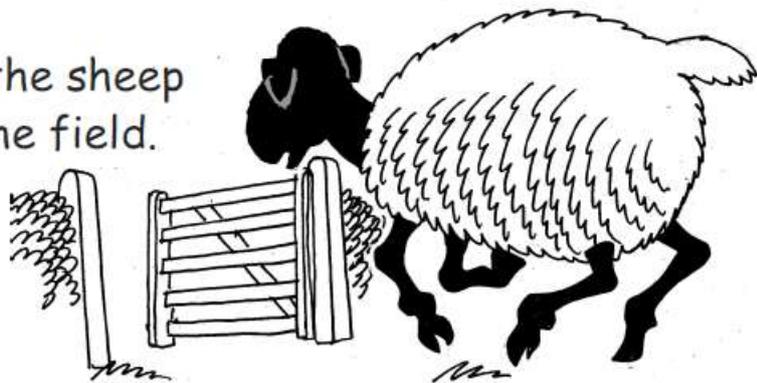


Buzz, buzz, buzz went the bee
As she flew into the hive.



Bark, bark, bark went the dog
As he ran into his kennel.

Baa, baa, baa went the sheep
As it skipped into the field.



Task

Your task is to write a poem of your own with the same pattern as the one above. Write about other creatures and their homes.

Creature	Sound	Home

Name: _____

Class: _____

Date: _____

1. Write the prefix which can be added to all the words below to form nouns.			2. Add the suffix '-ed' to the word below to form the past tense. Take care with spelling.		
	plot	heading	marine	admit	
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
I (mite / might) not be home for tea.			She put the (dye / die) on her hair.		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
hideus	hideos	hideous	conclusion	conclushun	conclution
7-8. Number these words to show their alphabetical order .					
drink		drown		drain	
					dream

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
shout	cross	yell	holler	bellow
10. Underline the adverb in the sentence below.		11. Circle the noun phrase in the sentence below.		
Slowly, the old, frail man sat down.				

12-13. Underline two adverbials that can be used to compare or contrast in a piece of writing.				
tragically	despite	afterwards	eventually	and yet
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition .				
As (he / James) turned over the pages of the book, it began to dawn on (James / him) that (he / James) had heard this story before.				
16-17. Underline two fronted adverbials that might help signal cause and effect .				
Inevitably,	Secondly,	Therefore,	Last year,	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
You could (have / of) gone on the bus.		I have (eaten / ate) all my apple.		

20-21. Underline the fronted adverbial . Punctuate this sentence using commas .	
Later that day Sammy went to visit her friend in hospital.	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession .	
The c a r s engine roared.	The c a r s engines roared.
24-25. Punctuate these sentences using inverted commas (" "), commas (,) and any other punctuation needed.	
I like your car smiled Danny	Thanks said Mark it's new

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
---------------	--	-------------	------------------	-----------------

1. (W4:1, Sp 4:1) Prefixes can be added to root words to change their meaning (ie appear- dis appear).				2. (W4:1, Sp 4:6) Multi-syllabic words with a short vowel followed by a final consonant: double the final letter.		
sub	plot	heading	marine	admit	admitted	
3-4. (W4:2, Sp 4:20) Homophones are words that sound the same but have different meanings and different spellings.						
I (mite / might) not be home for tea.				She put the (dye / die) on her hair.		
5. (W4:1,3. Sp 4:8) If there is a long 'ee' sound before the suffix 'ous' it is usually spelt with an 'i' (serious, obvious)				6. (W4:1,3. Sp 4:10) Many 'sion' words are formed from verbs which end 'd' or 'de' (divide-division, conclude-conclusion)		
hideus	hideos	hideous	conclusion	conclushun	conclution	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.						
drink	3	drown	4	drain	1	dream 2

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
shout	cross	yell	holler	bellow
10-11. (W4:17, 19) An adverb is used to give information about a verb. It often ends in 'ly' (carefully, cautiously) A noun phrase is a phrase with a noun as its head word. A noun with any sort of modifier is a noun phrase (the dog, the old house on the hill).				
Slowly, the old, frail man sat down.				

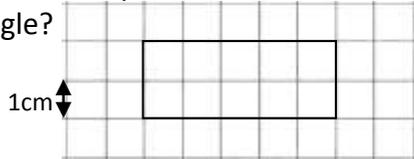
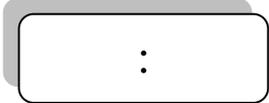
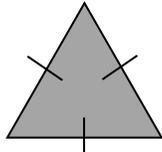
12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make writing more interesting. Connectives can include conjunctions, adverbs and prepositions.				
tragically	despite	afterwards	eventually	and yet
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
As (he / James) turned over the pages of the book, it began to dawn on (James / him) that (he / James) had heard this story before.				
16-17. (W4:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, linking sentences and events between paragraphs.				
Inevitably,	Secondly,	Therefore,	Last year,	
18-19. (W4:14,20) Past progressive form (was/were + verb+ 'ing') Present perfect form (have/has +the past participle of the verb) Perfect modal form (modal verb + have + past participle of the verb) NB modal verbs are a Stage 5 expectation.				
You could (have / of) gone on the bus.			I have (eaten / ate) all my apple.	

20-21. (W4:17,21) A comma is used after a fronted adverbial . It is also used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.	
Later that day, Sammy went to visit her friend in hospital.	
22-23. (W4:22. Sp 4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun, add an apostrophe before the letter s (e.g. the girl's name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).	
The car's engine roared.	The cars' engines roared.
24-25. (W4:23) Inverted commas (speech marks " ") are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and comma.	
"I like your car," smiled Danny.	"Thanks," said Mark. "It's new."

Name: _____

Date: _____

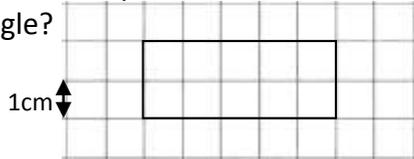
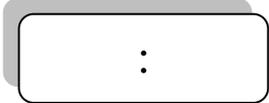
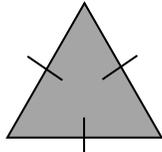
Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 18 27 36 <input type="text"/> 54	4:1	11. $66 \div 6 =$	4:9	21. There are 650 millilitres of liquid in a jug. How much more liquid needs to be added to make 1 litre?	4:19
2. What is the missing number? 49 <input type="text"/> 63 70 77	4:1	12. Two factors of 32 add up to 33. What are they?	4:10		
3. What is 1,000 more than 2,350?	4:2	13. $314 \times 7 =$	4:11	22. What is the perimeter of this rectangle? 	4:20
4. Round this number to the nearest 10: 3,275	4:2	14. In a class of 18 there are 2 girls for every 1 boy. How many are boys?	4:12		
5. What is $2 - 9$?	4:3	15. $\frac{?}{3} = \frac{5}{15}$ 	4:13	23. At lunch, Kirsty has a starter and a main meal. She pays with a £20. How much change does she get? <input type="text"/> All Starters £4.95 <input type="text"/> All Mains £9.90	4:21
6. What is the value of the 3 in this number? 3,296	4:4	16. What is the missing number? <input type="text"/> 2.00 2.01 2.02 2.03	4:14		
7. Write the number 67 in Roman numerals.	4:5	17. $\frac{5}{14} + \frac{8}{14}$	4:15	24. How would 6:15pm be shown on a 24 hour digital clock? 	4:22
8. $3,912 + 1,129 =$	4:6	18. Write 0.25 as a fraction.	4:16		
9. Write the sum to check $492 + 210 = 702$: $702 - \square = \square$	4:7	19. $45 \div 10 =$	4:17	25. What is the special name for this type of triangle? 	4:23
10. I have £2. I spend £1.15 then 65p. How much do I have left?	4:8	20. Round 5.6 to the nearest whole number.	4:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Name: _____

Date: _____

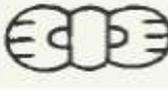
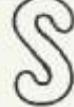
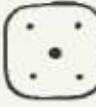
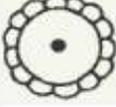
Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 18 27 36 <input type="text"/> 54	4:1 45	11. $66 \div 6 =$	4:9 11	21. There are 650 millilitres of liquid in a jug. How much more liquid needs to be added to make 1 litre?	4:19 350ml
2. What is the missing number? 49 <input type="text"/> 63 70 77	4:1 56	12. Two factors of 32 add up to 33. What are they?	4:10 1, 32		
3. What is 1,000 more than 2,350?	4:2 3,350	13. $314 \times 7 =$	4:11 2,198	22. What is the perimeter of this rectangle? 	4:20 14cm
4. Round this number to the nearest 10: 3,275	4:2 3,280	14. In a class of 18 there are 2 girls for every 1 boy. How many are boys?	4:12 6		
5. What is $2 - 9$?	4:3 -7	15. $\frac{?}{3} = \frac{5}{15}$ 	4:13 1	23. At lunch, Kirsty has a starter and a main meal. She pays with a £20. How much change does she get? <input type="text"/> All Starters £4.95 <input type="text"/> All Mains £9.90	4:21 £5.15
6. What is the value of the 3 in this number? 3,296	4:4 3000	16. What is the missing number? <input type="text"/> 2.00 2.01 2.02 2.03	4:14 1.99		
7. Write the number 67 in Roman numerals.	4:5 LXVII	17. $\frac{5}{14} + \frac{8}{14}$	4:15 $\frac{13}{14}$	24. How would 6:15pm be shown on a 24 hour digital clock? 	4:22 18:15
8. $3,912 + 1,129 =$	4:6 5,041	18. Write 0.25 as a fraction.	4:16 $\frac{1}{4}$		
9. Write the sum to check $492 + 210 = 702$: $702 - \square = \square$	4:7 492, 210 	19. $45 \div 10 =$	4:17 4.5	25. What is the special name for this type of triangle? 	4:23 Equilateral
10. I have £2. I spend £1.15 then 65p. How much do I have left?	4:8 20p	20. Round 5.6 to the nearest whole number.	4:18 6		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Maya Writing

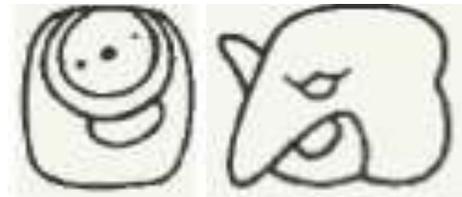
Have a go at writing like a Mayan. Use the symbols for each letter to write some words.

example  is ACH but can also be CHA.

	B	CH	H	K	L	M	N
A							
E							
I							
O							
U							

Try some of these words.

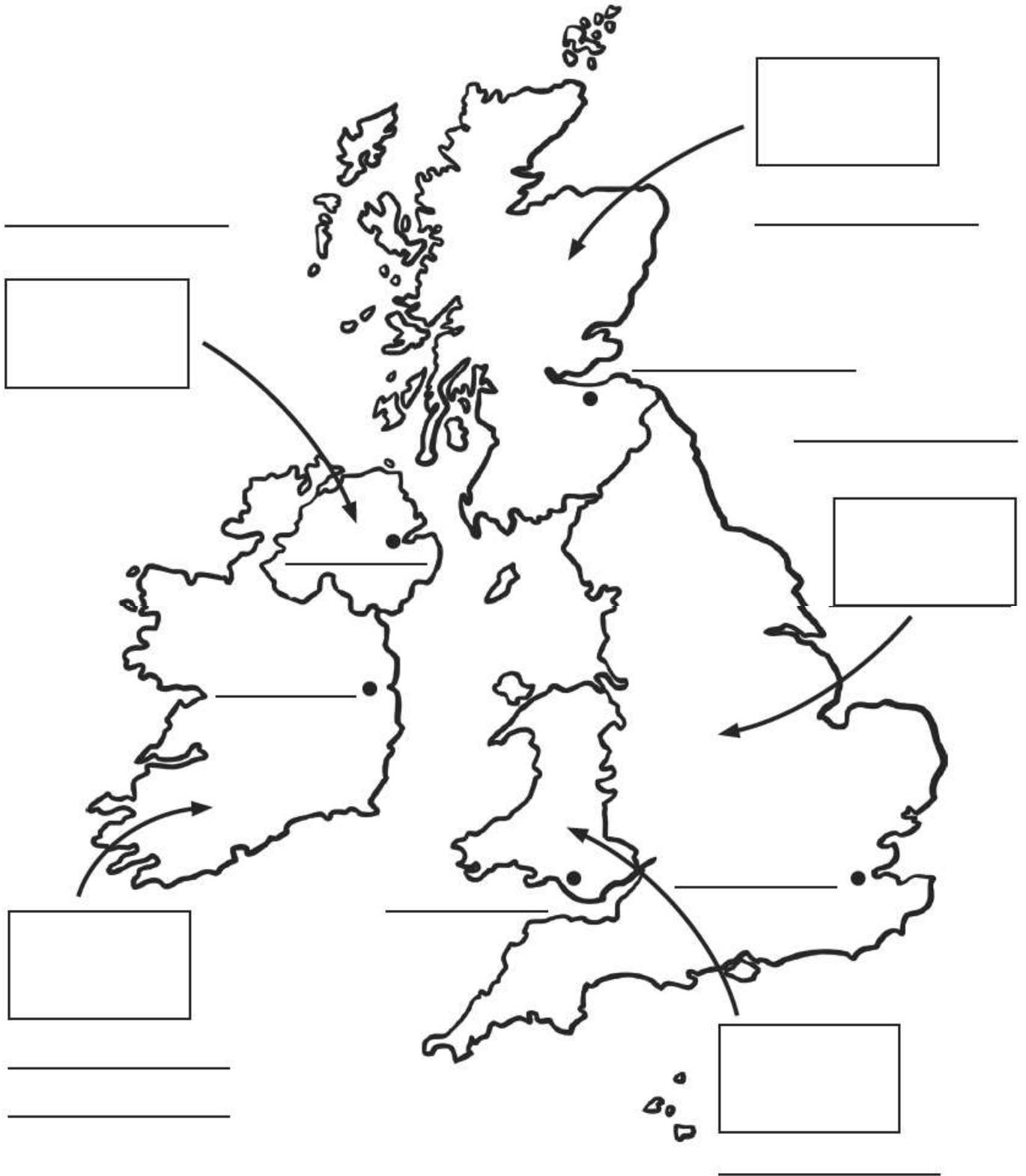
How would you write the word hail?



chain haul mail moan nail lean mean beak hook look bean

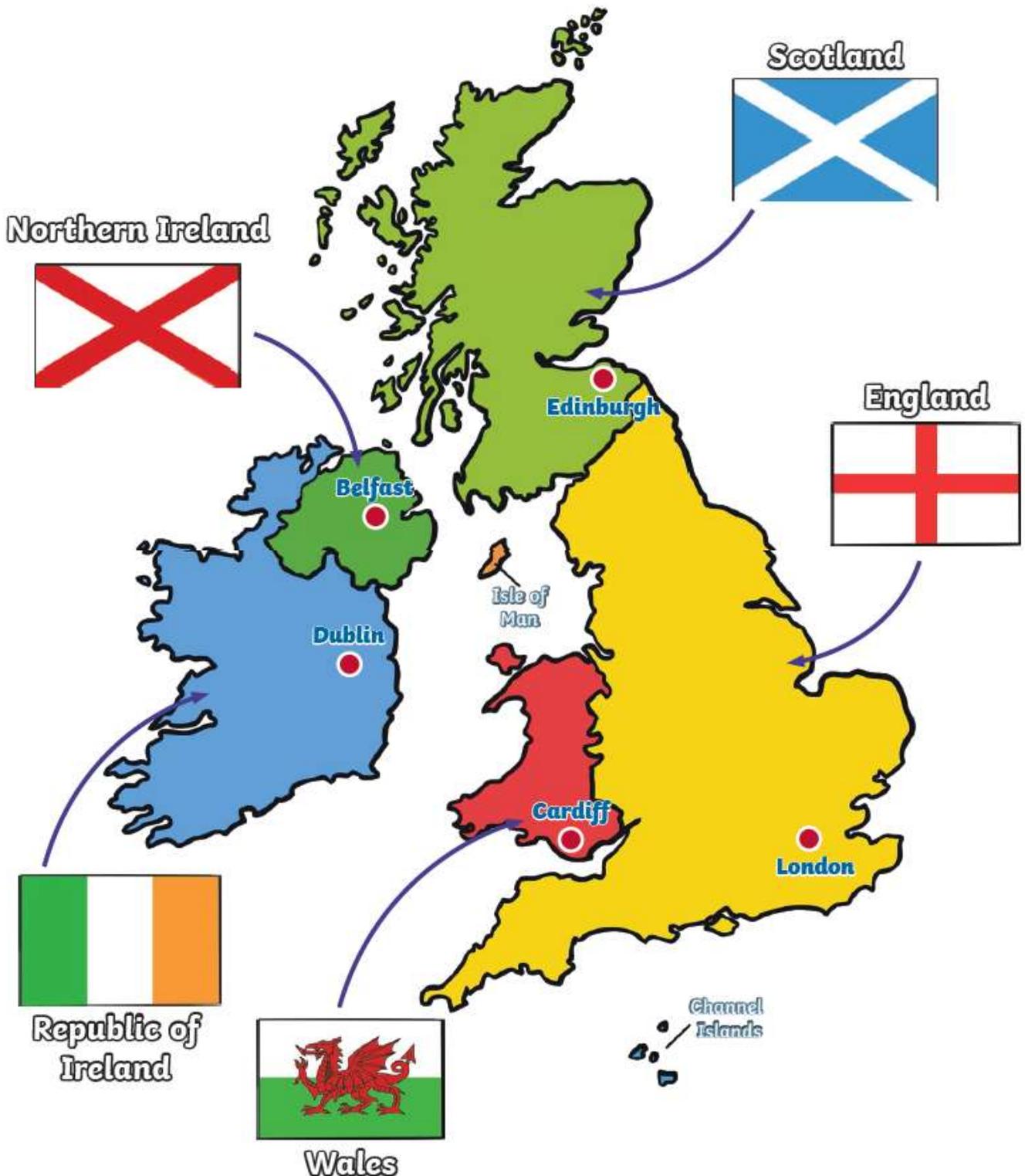
The British Isles

Label the countries and their capitals, then draw the flags.



The British Isles

The British Isles is made up of the Republic of Ireland, Northern Ireland, England, Scotland, Wales, the Isle of Man, the Channel Islands and over 5,000 other islands.



Moses Part 2: The escape from Egypt

Moses grew up as the adopted son of Pharaoh's daughter and his own mother looked after him, and she taught him that he was not really an Egyptian at all but a Jew. Moses grew up in Pharaoh's palace as an Egyptian prince. He was surrounded by gold and riches and could have whatever he wanted. He wore beautiful clothes and had lots of things to play with. But he never forgot that he was really a Jew. Pharaoh and his men were very cruel to the Jewish people. The Jews were slaves to the Egyptians and they were treated very badly.

Question 1 - How do you think Moses felt when he saw how Pharaoh and his men were treating the Jews?



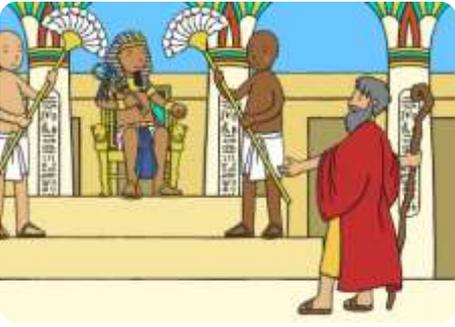
As he walked around the city one day, Moses saw an Egyptian soldier whipping one of the Jewish slaves. Moses was so angry that he killed the soldier. Pharaoh was furious and ordered the soldiers to arrest Moses. Moses knew that he would have to escape, so he ran away from Egypt and journeyed across the desert until he came to Midian. Moses lived in Midian for many years. He became a shepherd. In the time that he was away from Egypt, Pharaoh died. Unfortunately another Pharaoh took over, and he was even worse.

Question 2 - How do you think the Jewish people felt when the new Pharaoh started to treat them even more cruelly than the last one?

One day Moses was in the hills looking after his sheep, when something very strange happened. He saw a bush that was on fire; but although the bush was on fire it was not burning up. Moses went up to the bush to get a closer look. To his astonishment a voice seemed to come out of the fire. It was the voice of God. God told Moses that he understood how the Jewish people in Egypt were suffering. He explained to Moses that he wanted him to go back to Egypt and tell the wicked Pharaoh that he must give the Jewish people their freedom. God wanted Moses to lead the Jewish people to a new and special land where they could live safely.



Question 3 - How do you think Moses felt when he realised that God was speaking to him and asking him to do something so important?



Moses hurried back to Egypt and told Pharaoh that God had said that he must let all the Jewish slaves go free. But Pharaoh took no notice. If Pharaoh wouldn't release the slaves, there would be a series of disasters, called plagues. Pharaoh was a stubborn man. He didn't believe Moses and he refused to let the slaves go free. The plagues came. The water of River Nile turned red, and became poisonous. All the frogs that lived in the river, jumped out and hopped into the houses. There were swarms of flies in the air. The animals that belonged to the Egyptians all became diseased. People found that their skin was covered in spots. Hailstones fell from the sky and there were swarms of locusts. Then the light of the sun faded and darkness fell across the land of Egypt for three days. Pharaoh still would not let the Jewish people go free. Eventually, Moses told Pharaoh that God was going to punish the Egyptians once more. During the night, the oldest son in every Egyptian family was going to die. Pharaoh still refused to let the Jews leave.

Moses told each Jewish family to put a special sign on their doorposts. This kept them safe. But when the morning came, the Egyptians found that death had visited every home. Even Pharaoh's eldest son had died. Finally, Pharaoh commanded Moses and the Jewish people to leave Egypt forever. The Jewish people left as quickly as they could. Moses led the way accompanied by a young boy called Joshua.



Question 4 - What do you think the rest of the Jewish people might have been thinking and feeling when they left the city with Moses and Joshua?



Unfortunately, Pharaoh's sadness turned to anger. He changed his mind and sent his soldiers to stop the Jewish people from leaving. The soldiers rode in chariots pulled by powerful horses, and they caught up with Moses and the Jewish people just as they reached the sea. In front of them stretched a vast expanse of water and behind them was Pharaoh's army. They were trapped! Moses prayed to God, and the wind pushed the sea back and made a pathway through the water. The Jewish people were able to walk safely to the other side.



When the Egyptians tried to cross, the water came rushing back together and they were all drowned. No longer would the Jews be slaves to the Egyptians.

Question 5 - How do you think the Jewish people felt now that they were safe and free?

Task - Answer the questions

Question 1 - How do you think Moses felt when he saw how Pharaoh and his men were treating the Jews?

Question 2 - How do you think the Jewish people felt when the new Pharaoh started to treat them even more cruelly than the last one?

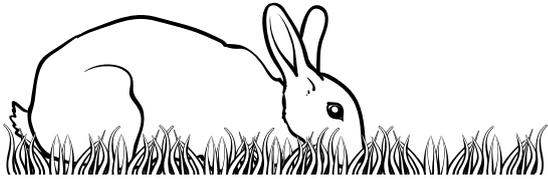
Question 3 - How do you think Moses felt when he realised that God was speaking to him and asking him to do something so important?

Question 4 - What do you think the rest of the Jewish people might have been thinking and feeling when they left the city with Moses and Joshua?

Question 5 - How do you think the Jewish people felt now that they were safe and free?

Food chains

■ Make a food chain with one arrow for each of these animals. The first one has been done for you.



Rabbits eat grass.

grass → rabbits



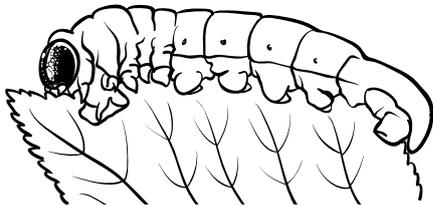
Bullfinches eat berries.



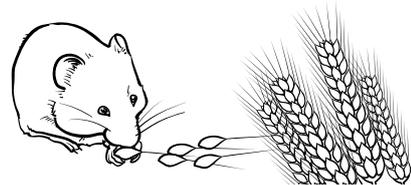
Deer eat shoots from trees.



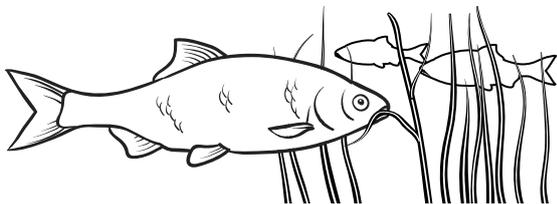
Red squirrels eat hazelnuts.



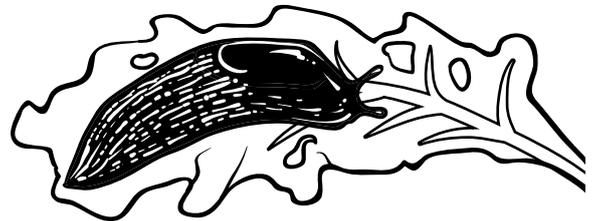
Caterpillars eat leaves.



Voles eat corn.



Fish eat pondweed.



Slugs eat green plants.

I can make food chains with two links.





The Huntress

Activity Sheet

Name: _____ Class: _____

In the food chains below label the producer, prey and predator.

One has been done for you.



algae

producer



waterbeetle

prey



swan

predator



shrew



nuts



snake



thrush



greenfly



lettuce



rabbit



owl



grass



Now choose from these animals or plants to fill in the gaps in the following food chains.

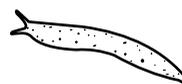
Draw and label.



bullfinch



snake



slug



berries





fox



grass



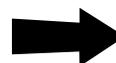
grasshopper





lettuce





frog