Cotsford
Primary School

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Home Learning

Year 3/4

Spring 1

Cut out the cards and place them in chronological order.

6000 BC
Early people settle in the Nile valley.

5000 BC
Many Egyptians farm sheep and cattle.

3000 BC
Walled towns and villages are built in Egypt.

2500 BC
Egyptians build the Great Sphinx and the Great Pyramid at Giza.

4500 BC
Sails used on Egyptian ships for the first time.

3500 BC
Craftsmen begin to create wall paintings using hieroglyphic symbols.

2500 – 2000 BC
The 'Old Kingdom' period.

1550 BC
Many royal tombs are built in the Valley of the Kings.

1325 BC
King Tutankhamun is buried in the Valley of the Kings.

332 BC
Alexander the Great invades Egypt. The 'New Kingdom' era ends.

2150 BC
Pepi II dies after a 94-year reign.

1480 BC
Queen Hatshepsut ascends to the throne.

2650 BC
The first step pyramid is built.

30 BC
Queen Cleopatra kills herself.

1275 BC
Ramesses fights at the Battle of Kadesh.

1180 BC
Ramesses III is the last great pharaoh of Egypt.

Write 2 facts for each sub heading.

The role of a pharaoh

Roles and responsibilities

The pharaoh was the supreme ruler of all Egypt, but they had to fulfil a large number of duties in a variety of roles. It was a pretty stressful job!

Pharaohs had two titles; 'Lord of the Two Lands' and 'High Priest of Every Temple'. They also had two crowns; a white crown to show they controlled Upper Egypt and a red crown to show they controlled Lower Egypt. The pharaoh had to make sure they wore the correct crown depending on where they were.

As 'Lord of the Two Lands', the pharaoh was the ruler of Upper and Lower Egypt and owned all the land, made laws, collected taxes, and defended Egypt against foreign invaders and threats from inside its borders.

As 'High Priest of Every Temple', the pharaoh represented the gods on Earth and performed rituals and built temples to honour the gods. They unified the people under one ruler and acted as a focal point of the nation.

Egyptians believed that the pharaoh deputised for Horus, the son of Osiris, who was the divine ruler over the whole of Egypt and when they died, they would become Osiris, the god of the dead.

Head of the state

- The chief responsibility of the pharaoh was to maintain harmony in the country (Ma'at).
- They were responsible for the style and grandeur of any new buildings.
- They had to ensure order and justice in the land using basic principles of truth, morality and fairness according to ancient 'wisdom texts'.
- They were the chief judge.

Head of the government

- The pharaoh appointed government officials to assist in the control of the kingdom. The most powerful officials were the 'viziers' (chief councillors) and the 'nomarchs' (who controlled the different regions of Egypt for the pharaoh).
- Pharaohs were responsible for increasing the wealth of the country by imposing taxes, controlling trade and making alliances with other countries to maintain harmony.
- They made the laws and owned all the land in Egypt.

Supreme religious leader

- Pharaohs would act as 'messengers of the gods'.
- They played a central role during festivals.
- They would officiate at religious ceremonies.
- They chose the sites of new temples.
- The pharaohs were also seen as being in control of the weather, bringing rain and flooding the River Nile to grow crops.

Have fun writing your name. Challenge to write your friends and family names.

Hieroglyphics

Egyptian writing is called hieroglyphics – a system that used pictures to represent different objects, sounds, actions and ideas. Some pictures stood for whole words.

What does hieroglyph mean?

'Hieroglyph' combines two Greek words:

1. Hieros, which means holy.
2. Glyph, which means writing.

So, hieroglyph means holy writing. A hieroglyph is a character or letter used in hieroglyphics. There were more than 700 hieroglyphs.

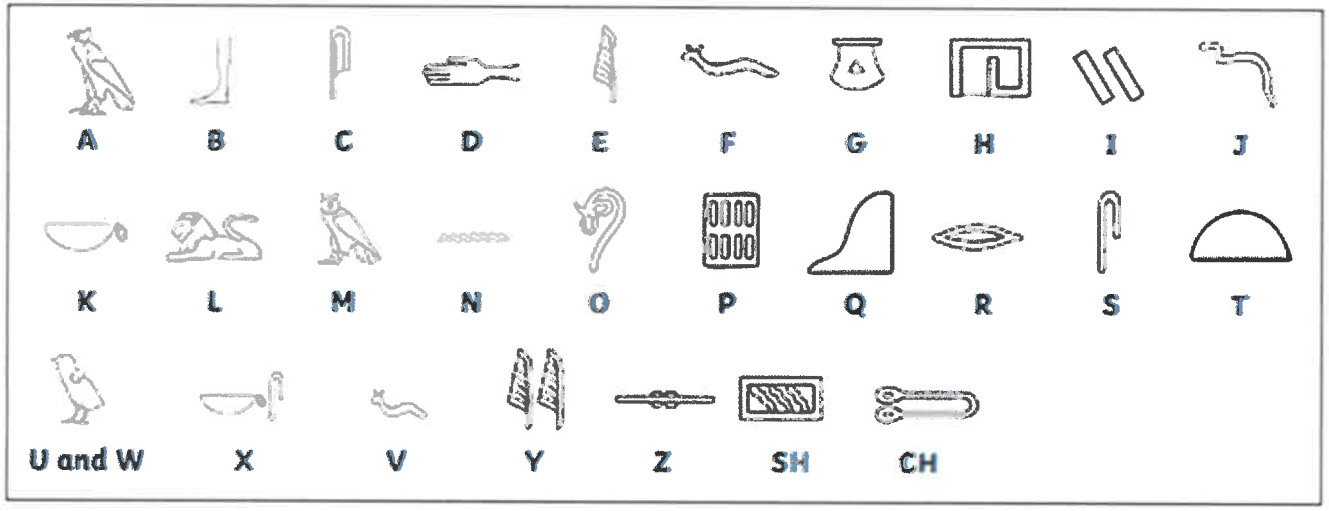
How to read hieroglyphs

You need to look closely to work out which way to read hieroglyphs. For example, look at the faces of the animals. If an animal hieroglyph faces right, you read right to left. If it faces left, you read left to right (like we do in English). Sometimes, hieroglyphs can be read from top to bottom.

Did you know?

- Ancient Egyptians used no punctuation, such as full stops, commas or question marks.
- One hieroglyph can stand for a whole word or sound – a picture of an eye could mean the word 'eye' or the letter 'I'.
- They were no vowels in Egyptian hieroglyphics, only consonants.
- Most ancient Egyptians could not read or write.

Crack the names of the Egyptian gods below:



1. 

2. 

3. 

4. 

Did You Know...?

These are the Greek spellings for the names of the Egyptian gods. In Egyptian, these names are very different, such as 'Wsjr' or 'Asir' instead of 'Osiris'!

Read the information and then answer the questions on the following page.

GODS AND GODDESSES

Ancient Egyptian Religion

There were more than 2000 gods in ancient Egypt. Most took human form but some had the heads of animals. Here is a selection of the more important gods that Egyptians would have worshipped.

1. **Ra:** Ra was god of the Sun and the lord of the gods. He is shown to have the body of a human and the head of a falcon. Above his head sits a sun disc with a sacred cobra twisted round it. It is said that Ra sailed the heavens in a boat called 'Barque of Millions of Years'. At the end of every day many thought Ra had died as he sailed through the night in the Underworld leaving the Moon to light the night sky until he was born again at dawn.

2. **Amun:** Amun was an important god because it is said that he created all things. However, there are not many stories or pictures of him as he was invisible. Many of the pictures of him come from when he mixes with another god like Ra, when he becomes Amun-Ra. Amun is usually in human form but sometimes has a ram's head.

3. **Horus:** Horus has the head a hawk which makes him look similar to Ra but Horus has a crown made to look like the two parts of Egypt, the red and the white to show that he ruled all of the land. Horus was the god of the sky and it was believed that the pharaohs were a living version of Horus making them godlike.

4. **Thoth:** Thoth was the god of wisdom, writing, time and the moon. The ancient Egyptians believed that Thoth created hieroglyphics and kept a record of all knowledge. He has the head of an ibis bird, a long beaked bird common in Egypt.

5. **Ma'at:** Ma'at was the goddess of truth, justice and harmony and the wife of Thoth. A pharaoh had to promise to follow Ma'at and be a fair and honest leader.

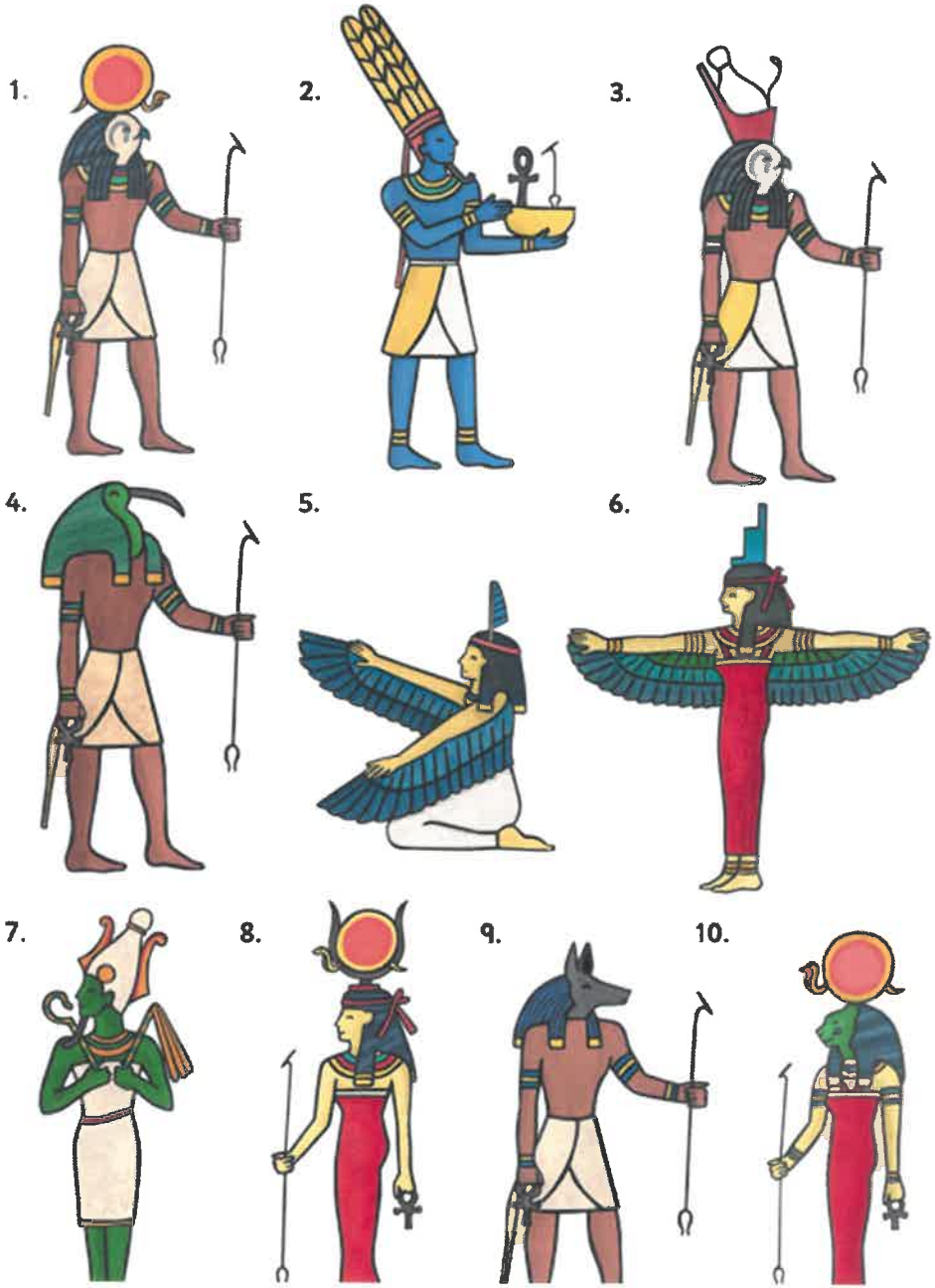
6. **Isis:** Isis is the mother of Horus and the queen of the goddesses. Sometimes she is shown to have a throne on her head and other times she has a sun disk similar to Hathor.

7. **Osiris:** Osiris is the god of the dead and husband of Isis. He is shown wearing the white linen wrapping from a mummy. He wears a white crown with large feathers. Although he was the god of the Underworld, Egyptians still liked him for helping people pass on to the next life.

8. **Hathor:** Hathor was the goddess of love, music and dance. She looked after all women in life and death. Hathor sometimes took the form of a cow with a sun disk above her head.

9. **Anubis:** Anubis was the god of embalming, the mummification ritual.It is believed he made the first mummy, Osiris. Anubis was the guide of the dead, he helped them pass to the next life. It was said that Anubis would wait for you in the hall of the dead to weigh your heart. If your heart was lighter than Ma'at's feather, you would live forever. If it was heavier, your heart would be eaten by the demon Ammit. Anubis had the head of a jackal.

10. **Sekhmet:** Sekhmet was goddess of war, fire and medicine. She has a head of a lion, the best hunter known to the Egyptians and her breath is said to have created the desert.



1. How many gods were there in ancient Egypt?

2. What kind of snake sat on Ra's head?

3. Who is Isis?

4. What was the name of the first mummy?

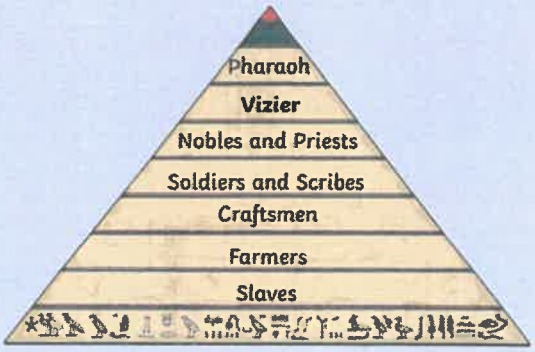
5. Choose one of the gods and explain what you understand about them.

The ancient Egyptian period began over 5,000 years ago and lasted for around 3,000 years. During this time, ancient Egyptian life saw many changes.

Society

Ancient Egyptians were skilled farmers and strong believers in religion. They made one of the first solar calendars as well as a language called **hieroglyphics**. The ancient Egyptians were great inventors, and some of the things they invented are still in use today.

People of ancient Egypt were put into different classes. This was shown as a pyramid with the pharaoh at the top.



Markets and Merchants

Markets were important to life in ancient Egypt. The people grew lots of grain and used a 'barter system'. Stones named 'debens' were used to value items. Trading with other countries made sure people got the food and other items they needed.

Some of the most popular items included linen, papyrus, grain and precious metals and stones.

Transport and the Nile

Due to the hot **climate**, ancient Egyptian life grew around the river Nile. For transport, trade and day-to-day activities, the Nile was key.

Towns and cities sprung up all along the river's banks. During the summer, wet weather would cause the Nile to flood, which made the ground perfect for growing crops.

Did You Know...?

- There were over 2,000 gods and goddesses.
- The people believed that they would live forever in an afterlife when they died.
- When someone died, their body was **mummified**.

Glossary

climate – Weather conditions in a place over a period of time.
hieroglyphics – Language using symbols and pictures.
mummified – Wrapped in cloth to keep safe and dry.
vizier – An important person below the pharaoh.

1. Which of the following are items used for trade? Tick **two**.

- ○ flags
- ○ linen
- ○ weapons
- ○ papyrus

2. How many gods did the ancient Egyptians believe in? Tick **one**.

- ○ 500-1,000
- ○ 1,000-1,500
- ○ 1,500-2,000
- ○ over 2,000

3. Number the sections from 1-4 to show the order in which they appear in the text.

- ☐ Did You Know...?
- ☐ Transport and the Nile
- ☐ Society
- ☐ Markets and Merchants

4. Draw 3 lines to match the word to its meaning.

mummified	**Language using symbols and pictures.**
vizier	**Wrapped in cloth to keep safe and dry.**
hieroglyphics	**An important person below the pharaoh.**

5. What were 'debens'?

_____

6. Fill in the missing words.

Ancient Egyptians were skilled _____ and strong believers in _____. They made one of the first solar calendars as well as a language called _____ .

Apostrophes with Plural Nouns

If the noun is a regular plural and ends with an 's', we just add an apostrophe after the 's'. For example:

The howls belonging to the wolves.

Should be written: The wolves' howls.

However, not all plural nouns end in 's' - some are irregular like children and people. In these cases, we add an apostrophe and then an 's' ('s) to the end of the word. For example:

The books belonging to the children.

Should be written: The children's books.

Singular or Plural Sort

Oh dear! Professor Punctuation has dropped her word cards on the floor and now they have become mixed up! The words all contained examples of the possessive apostrophe. However, some are singular nouns with apostrophes and some are plural nouns with apostrophes. Can you sort them into two groups in the table below to help her?

Singular	Plural

Challenge

Well done for completing the activity! Now write a sentence of your own using one of the plural nouns with a possessive apostrophe.

Parent Note

When completing this exercise with your child, discuss the difference in meaning between the two sentences. If you child can give a clear explanation, it shows that they have mastered the difference between using apostrophes with singular and plural nouns.

In the sentences below, an apostrophe has been used to show possession. However, in one option it shows an apostrophe being used with a **singular noun** and in the other it shows the apostrophe being used with a **plural noun**. Tick the sentence that shows the apostrophe being used with a plural noun.

1. ☐ The babies' bottles were all lined up on the side ready for feeding time.
   ☐ The baby's bottles were all lined up on the side ready for feeding time.

2. ☐ The wolf's howls echoed through the misty forest.
   ☐ The wolves' howls echoed through the misty forest.

3. ☐ The boy's new T-shirts were on the bench.
   ☐ The boys' new T-shirts were on the bench.

4. ☐ The teachers' work has to be finished after assembly.
   ☐ The teacher's work had to be finished after assembly.

I can add the prefixes dis-, mis-, un- to words to create new words.

1. Sort these words into the right boxes (some words may fit into more than one box):

able	hearten	behave	trained	own	appear
happy	inform	fortune	zip	well	like
count	infect	take	do	lucky	honest

un-	mis-	dis-

Create 5 sentences using these words. Extra dojos for sentences including conjunctions

1. Write a sentence for each word. The first one has been completed as an example.

a) unable	b) dishearten	c) misbehave	d) untrained
e) disown	f) disappear	g) unhappy	h) misinform
i) unzip	j) unwell	k) dislike	l) miscount
m) disinfect	n) uncover	o) undo	p) unlucky

a) I was unable to go to the park because it was raining.

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____

i) _____

j) _____

k) _____

l) _____

m) _____

n) _____

o) _____

p) _____

A note to parents: Inverted commas are placed around direct speech to show what a person is saying. Use the guide below to ensure direct speech is set out correctly.

- Direct speech should be placed within inverted commas (either single ' or double "")
- There should be either a comma, full stop, question mark or exclamation mark before the closing inverted comma.
- If the speech comes after the reported clause, a comma should be used to separate it:

  Charlie cried, "Watch out!"
- Capital letters should be used for proper nouns and at the start of new sentences.
- A new speaker should always start on a new line.

Using Inverted Commas for Direct Speech

Mr Clark is marking the children's work in his class. They have been written using direct speech. Help Mr Clark by circling the mistake(s) in each example below and then write it out correctly.

1. "We're very proud of him", said Jake"s parents.

2. "I'm looking for a dragon," said Pete. "Have you seen him"

3. "the only tired I was, was tired of giving in," said Rosa.

4. "What is it?" asked Hansel. "A house made of sweets," Gretel replied.

5. The dentist said "Open wide!"

6. "Mum," cried Cynthia "Is my dinner ready yet?"

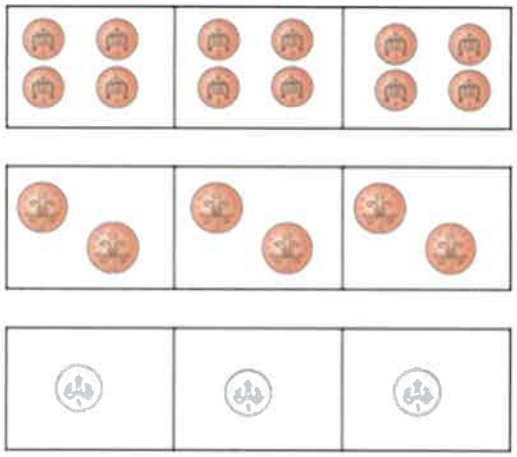
7. "that's a horrible song choice, said Simon. Do you have anything else?"

8. I'll take the blue one," said the lady. "Here you go," replied the man.

9. We'll investigate "what happened said the policman whilst making" notes.

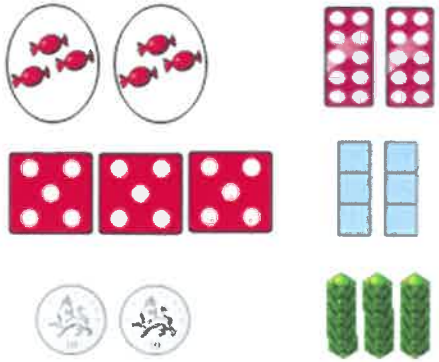
10. First, "put on your safety helmet" said the instructor. Then "tie your harness around your waist.

Which row of money is the odd one out?



Explain why.

Match the equal groups together.



Three 5s

Two 10s

Two 3s

There are 8 children.
Each child has 3 sweets.
How many sweets altogether?

Write another repeated addition and multiplication problem and ask a friend to represent it.

If $5 \times 3 = 15$, which number sentences would find the answer to 6×3?

- $5 \times 3 + 6$
- $5 \times 3 + 3$
- $15 + 3$
- $15 + 6$
- 3×6

Explain how you know.

Share 33 cubes between 3 groups.
Complete:
There are 3 groups with _____ cubes in each group.
$33 \div 3 =$ _____

Put 33 cubes into groups of 3
Complete:
There are _____ groups with 3 cubes in each group.
$33 \div 3 =$ _____

What is the same about these two divisions?
What is different?

1a. Match the related facts.

A. 4 x 4

B. 6 x 2

C. 5 x 3

1. 5 x 30
2. 2 x 60
3. 40 x 4

1b. Match the related facts.

A. 8 x 4

B. 8 x 2

C. 6 x 4

1. 80 x 2
2. 60 x 4
3. 40 x 8

2a. Tick the fact that will help you solve 30 x 2.

3 x 2 = 6 ☐ 

6 x 3 = 18 ☐ 

7 x 2 = 14 ☐ 

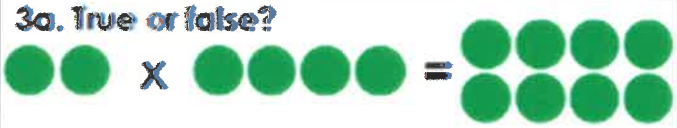
2b. Tick the fact that will help you solve 80 x 3.

6 x 3 = 18 ☐ 

8 x 3 = 24 ☐ 

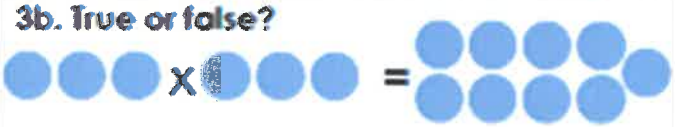
6 x 4 = 24 ☐ 

3a. True or false?



If 2 x 40 = 80, then 80 divided by 4 = 20.

3b. True or false?



If 3 x 30 = 90, then 90 divided by 30 = 30.

4a. Complete the fact family.

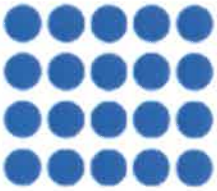
☐ x 3 = 120

☐ x 4 = 120

120 ÷ ☐ = 40

120 ÷ ☐ = 30

4b. Complete the fact family.



40 x ☐ = 200

4 x ☐ = 200

200 ÷ ☐ = 40

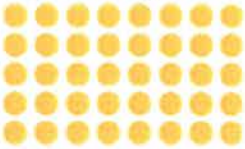
200 ÷ ☐ = 50

5a. Match the related facts.

A. 20 x 6

B. 3 x 70

C. 5 x 8



1. 7 x 30
2. 80 x 5
3. 60 x 2

5b. Match the related facts.

A. 6 x 4

B. 3 x 4

C. 70 x 2

1. 2 x 7
2. 60 x 4
3. 40 x 3

6a. Tick the fact that will help you solve 60 x 3.

2 x 9 = 18 ☐

3 x 6 = 18 ☐

4 x 8 = 32 ☐

6b. Tick the fact that will help you solve 70 x 4.

7 x 3 = 21 ☐

3 x 8 = 24 ☐

4 x 7 = 28 ☐

7a. True or false?

If 3 x 80 = 240, then 240 divided by 8 = 30.

7b. True or false?

If 3 x 40 = 120, then 120 divided by 40 = 30.

8a. Complete the fact family.

80 x 2 = ☐

☐ x 8 = 160

160 ÷ ☐ = 80

☐ ÷ 8 = ☐

8b. Complete the fact family.

30 x 5 = ☐

☐ x 3 = 150

150 ÷ ☐ = 50

☐ ÷ 30 = ☐

9a. Complete the calculations so that they are matched related calculations.

□ x 6 ⟶ □ x 30

1,000 ÷ □ ⟶ □ x □

□ x 8 ⟶ □ ÷ 40

9b. Complete the calculations so that they are matched related calculations.

□ x 8 ⟶ 6 x □

3 x 50 ⟶ □ ÷ □

800 ÷ □ ⟶ □ x □

10a. Complete the number sentences for the related facts using the same number in each calculation.

3 x □ = 90

□ x 30 = 900

900 ÷ □ = 30

10b. Complete the number sentences for the related facts using the same number in each calculation.

3 x □ = 60

□ x 30 = 600

600 ÷ 30 = □

11a. Complete the number sentences to make the statement true.

If ? x 60 = 180 and 6 x ? = 180, then ? divided by 60 = ?

11b. Complete the number sentences to make the statement true.

If 5 x ? = 100 and ? x 50 = 100, then ? divided by ? = 20.

12a. Complete the calculations so they are related facts.

3 x □ = 24, 3 x 80 = □

□ x 8 = 32, 320 ÷ □ = □

12b. Complete the calculations so they are related facts.

6 x □ = 24, 40 x 6 = □

□ x 8 = 64, 80 x □ = □

1a. Mary has written some number sentences about a fact family, but she's made a mistake.

2 x 4 = 8

20 x 4 = 80
8 ÷ 2 = 4
80 ÷ 20 = 40

Find and explain her mistake.

1b. Drew has written some number sentences about a fact family, but he's made a mistake.

5 x 4 = 20

5 x 40 = 200
20 ÷ 4 = 5
50 ÷ 4 = 200

Find and explain his mistake.

2a. Using the digit cards below, create five different multiplication or division sentences.

4	40	5
50	200	20

___ x ___ = ___ ___ x ___ = ___

___ ÷ ___ = ___ ___ ÷ ___ = ___

2b. Using the digit cards below, create four different multiplication or division sentences.

160	4	40
4	16	40

___ x ___ = ___ ___ x ___ = ___

___ ÷ ___ = ___ ___ ÷ ___ = ___

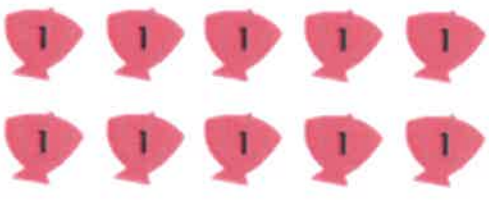
3a. Eva says,

This array shows a multiplication fact that is related to 4 x 2.

Do you agree? Explain why.

3b. Leon says,

This array shows a multiplication fact that is related to 5 x 2.



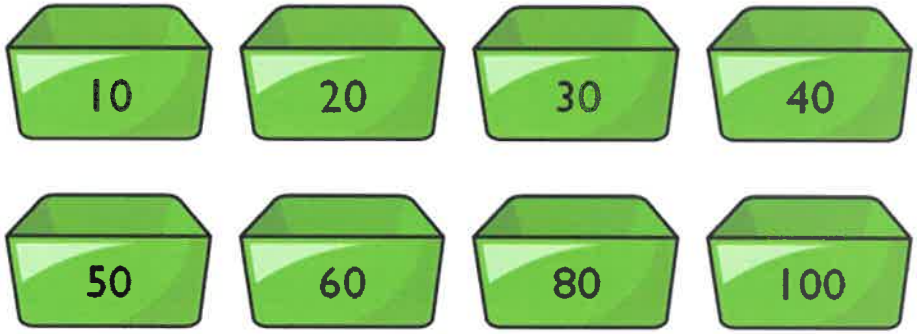
Do you agree? Explain why.

Whitney says,

8 × 8 is greater than two lots of 4 × 8

Do you agree?
Can you prove your answer?

Rosie has 240 cakes to sell.
She puts the same number of cakes in each box and has no cakes left over.
Which of these boxes could she use?



True or false?

$5 \times 30 = 3 \times 50$

Prove it.

Alex completes the calculation:

43×2

Can you spot her mistake?

	T	O
	4	3
×		2
		6
+		8
	1	4

I can use short multiplication.

1.

		5	6
×			4
	2	2	4
		2	

1. First set your calculation out correctly with one number in each square. Use a ruler to draw the lines.
2. Multiply the ones digit by 4. *(6 X 4 = 24)*
3. Write the 2 tens in the tens column under the line. You need to carry this over to the tens column because it represents 20.
4. Now calculate the tens. Multiply 5 by 4. *(5 x 4 = 20)*
5. Don't forget to add on the 2 tens that you carried. *(20 + 2 = 22)*

Cut out the cards. Place them face down in front of you.
Choose a card and calculate the answer using the short method of multiplication.

49 x 3	8 x 75	3 x 55
71 x 8	8 x 31	91 times 3
The product of 8 and 83	46 x 4	88 x 4
94 x 3	67 x 4	64 multiplied by 4

1.

		5	6
×			4
	2	2	4
		2	

1. First set your calculation out correctly with one number in each square. Use a ruler to draw the lines.
2. Multiply the ones digit by 4. *(6 X 4 = 24)*
3. Write the 2 tens in the tens column under the line. You need to carry this over to the tens column because it represents 20.
4. Now calculate the tens. Multiply 5 by 4. *(5 x 4 = 20)*
5. Don't forget to add on the 2 tens that you carried. *(20 + 2 = 22)*

Now try these:

1. 49 x 3

2. 8 x 75

3. 3 x 55

4. 91 x 3

5. The product of 8 and 83

6. 64 multiplied by 4

7)

	7	3	
×		4	
2	8	2	
	1		

8)

	8	6	
×		3	
2	5	8	
	1		

9)

1	2	6	
×		4	
	4	0	4
	1	2	

10)

3	7	8	
×		8	
2	9	6	2
	5	6	

Mark these calculations with a ✓ below if they are correct.
If they are wrong put an ✗ and circle the part of the calculation where the mistake is.

7) ☐ 8) ☐ 9) ☐ 10) ☐

Now try these:

11. 149 x 4

12. 914 times 8

13. 8 multiplied by 287

14. 3 x 753

15. 4 multiplied by 831

16. 3 x 556

Now create your own

1. 24×4

2. 22×5

3. 18×5

4. 26×3

5. 12×5

6. 48×2

7. 41×9

8. 31×7

9. 44×7

10. 32×7

11. 62×3

12. 66×4

13. 82×4

14. 87×8

15. 94×8

16. 53×8

17. 85×4

18. 75×3

19. 68×6

20. 78×7