Ensys Work for Home Booklet

Name: ________________________________

Form: ________________________
All pupils in Enfys will receive this booklet. You may use a computer and an adult to help **you** complete these tasks. Try your best and enjoy **doing** these tasks.

To access more work or to ask questions, log onto Hwb (you all have your email and passwords in your planners), then go to Google Classroom. The code to access the Enfys classroom is: telrek

Use the comments to ask questions or say something about the work. I will check Google classroom regularly to answer any questions and to set more work.

My email address is [ledshama5@hwbcymru.net](mailto:ledshama5@hwbcymru.net) if you need to contact me.

There is no time limit on these tasks, so please take your time, do the best that you can and put in as much detail as you can.

I am looking for neat, detailed **work**. Use the exercise book in this pack to do your work in, if you want to. You can use the computer or pieces of coloured/squared/plain paper/card to complete work on if you want to.

Keep checking Google classroom and enjoy!
Family Tree

We have been looking at the Tudors and Henry VIII in History. We started to look at the Tudor family tree. Here it is below:

Tudor Family Tree

Henry VII (7th)  
1457-1509

Elizabeth of York  
1466-1503

Henry VIII (8th)  
1491-1547

Catherine of Aragon  
1485-1536

Anne Boleyn  
1501-1536

Jane Seymour  
1508-1537

Anne of Cleves  
1515-1557

Catherine Howard  
1520-1542

Catherine Parr  
1512-1548

Mary I (1st)  
1516-1558

Elizabeth I  
1533-1603

Edward VI (6th)  
1537-1553

Lesson Aim – To identify the Tudor family tree.

Your task is to create your own family tree. Do as much research as you can into your family history. You can include pets if you want to. Remember to use a ruler and a pencil to draw lines. It would be nice if you could draw the people in your family too, or you could stick a picture of them on your tree. Use a new piece of paper and you may need to stick pieces of paper together to make it big enough to fit your family tree on. You could draw a tree in the background if you like.

Have fun!
Coat of Arms/Family Emblem

A coat of arms or a family emblem showed what you owned and showed which family you belonged to. These were often used to show off how much money your family had in Tudor times. The Tudors had different coat of arms because they belonged to different families. This is King Henry VIII's coat of arms:

With a coat of arms, you would find a motto to go with it underneath. Henry VIII's motto was 'God and my Right'. A motto is a saying that means something to you. It might describe you. For example, Katherine of Aragon's motto was 'Humble and Loyal'. She believed these qualities described her.
The motto and the coat of arms all meant something to each person in the family. It symbolises you and your family.

If you research your surname, you might be able to find your family coat of arms or family emblem.

Your task is to create a coat of arms/family emblem and motto for you and your family. It can be any shape, it can include anything that you do as a family, it can include favourite hobbies, it can include animals and so on. Remember that the colours need to mean something to you too!
Project: Story Writing

Our theme this term is 'Big Books, Little Books'. Your task is to write a story. Your story can be based on real life, you can use something that happened to you, you can completely make the story up, it could be set on Earth or in space, you could have aliens, you could have animals that speak – your story can be about ANYTHING you want it to be. It needs to be different to other stories, but you can use other stories to help you write yours. You can also include pictures to help you tell your story and chapters. The questions below should be answered in your exercise books before you write your story because these need to be included in your story. All planning and your story should be written in your exercise book.

Enjoy!

If you finish, you could create your own book. You can use paper and bind them together and write or type your book up. Your book could just be one story or you could write lots of smaller stories. There is no limit on how big your book can be. It would be nice to share these stories too. Use the planning template below to help you plan your story/stories.
Reading

Read at home. You can read on your own and to an adult. Try to read as much as possible. Use your reading journal to keep track of what you are reading.

Times Tables

Practice your times tables as many times as possible at home. To help you start, you need to fill in this grid with your times tables. Try to have a go first. Don’t worry if you need help, that is fine. You might want to colour in times tables that you struggle on. You can do as many of these as you like, especially to help you with ones that you really struggle on.

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</table>
Place Value

Have a go at filling out these questions. Use this table to help you.

<table>
<thead>
<tr>
<th>Hundred-millions</th>
<th>Ten-millions</th>
<th>Millions</th>
<th>Hundred-thousands</th>
<th>Ten-thousands</th>
<th>Thousands</th>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
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</table>

Number Partitioning

1. \(267 = 200 + 60 + 7\)
2. \(124 = \_ + \_ + \_\)
3. \(824 = \_ + \_ + \_\)
4. \(213 = \_ + \_ + \_\)
5. \(411 = \_ + \_ + \_\)
6. \(532 = \_ + \_ + \_\)
7. \(562 = \_ + \_ + \_\)
8. \(999 = \_ + \_ + \_\)
9. \(183 = \_ + \_ + \_\)
10. \(654 = \_ + \_ + \_\)
11. \(812 = \_ + \_ + \_\)
12. \(270 = \_ + \_ + \_\)
Who?
- How many characters are you going to have?
- What are their names?
- What do they look like?
- What qualities do they have?

What?
- What happens to your characters?
- What happens in the story?
- What are the consequences?
- Does it get resolved?

When?
- What time period is it – Tudor times? The future?
- Is it day or night?
- When do certain events happen?

Where?
- Earth or outer space?
- In the house or outside?
- Your favourite place to go?
- A forest?
- On a train?

How?
- How has the event/s happened?
- How do the characters feel about this?

Why?
- Why has this happened?
- Why did the character/s do that?
- Why do they feel like that?
Beginning:
Introduce your characters.

Middle:
Events happen.

End:
The events are resolved, maybe the characters learn a lesson.

Once you have planned, you are ready to write your story!
A. Can you write the following amounts in numerals?
1. Thirty-three thousand, five hundred =
2. Eighty-three thousand, three hundred and eight =
3. Seventeen thousand, seven hundred and one =
4. Twenty-two thousand, nine hundred and two =
5. Three hundred and fourteen thousand, one hundred and eleven =
6. Seven hundred and twenty-three thousand, nine hundred and forty-eight =
7. One million, three hundred and sixty-seven thousand, two hundred and fifteen =

B. What are the values of the underlined digits?
1. 80 889 =
2. 165 882 =
3. 422 522 =
4. 235 532 =
5. 99 076 =
6. 555 555 =
7. 80 808 =
8. 768 585 =
9. 3 478 205 =
10. 7 983 491 =

C. Can you circle the digit that is equivalent to the written amount?
1. Fifty
2. Thirty
3. Three hundred
4. Twenty thousand
5. Five hundred thousand
6. Ninety thousand
7. Seven thousand
8. Six million

Can you write as many roman numerals down as possible?
Time

Match the time in words to the correct time in numbers and then colour the corresponding box on the grid, e.g. G1.

<table>
<thead>
<tr>
<th></th>
<th>A. It is five past nine</th>
<th>B. It is half past ten</th>
<th>C. It is seven o’clock</th>
<th>D. It is quarter past two</th>
<th>E. It is quarter to five</th>
<th>F. It is five to ten</th>
<th>G. It is noon</th>
<th>H. It is midnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12:00</td>
<td>09:05</td>
<td>04:45</td>
<td>00:00</td>
<td>02:15</td>
<td>09:55</td>
<td>10:30</td>
<td>07:00</td>
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<tr>
<td>Time in Words</td>
<td>24 Hour Clock</td>
<td>12 Hour Clock</td>
<td>Analogue</td>
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<td>seven o'clock in the evening</td>
<td>19:00</td>
<td>7:00p.m.</td>
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<td>11:00a.m.</td>
<td><img src="image" alt="Clock" /></td>
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<td>14:15</td>
<td>8:20p.m</td>
<td><img src="image" alt="Clock" /></td>
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<td>midday</td>
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<td>6:40p.m.</td>
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<td>seven minutes to eight at night</td>
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<td><img src="image" alt="Clock" /></td>
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</tbody>
</table>
Grammar

A verb is a doing word or action word. Can you cut and stick the words into the correct column?

<table>
<thead>
<tr>
<th>Walk</th>
<th>Run</th>
<th>Eat</th>
<th>Say</th>
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<tbody>
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</table>

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mutter  | race  | gobble | whisper | munch  
march   | speak | sprint | taste  | gallop  
charge  | stroll | chomp  | step   |
Fill in the gaps using a verb which makes sense.

1. We ________ with our toys and games.

2. I ________ when I am sad.

3. At school, we ________ to the teacher.

4. At night, I ________ in bed.

5. You can ________ on the phone.

6. I can ________ lots of books.

7. You can ________ a tower with bricks.

8. I ________ when I am happy.

9. We ________ films on the TV.

10. I ________ my lunch at school.
Adjectives are describing words.

Rewrite and improve these sentences by changing the bold adjective into a powerful and impressive description.

1. Janine was sitting in a nice chair.

2. Mum's new hairstyle was bad.

3. The weather today is not nice.

4. Lorna's new puppy was cute.

5. The story written by Fred was good.

6. Jake made some silly jokes at school today.

7. Barney's new computer was fun to play on.

8. The birds' cage was dirty.
Nouns are names. Read and highlight the text in yellow for a person's name, orange for the name of a place and pink for the name of a thing.

Is it a 
**person?**
highlight yellow

Is it a 
**place?**
highlight orange

Is it a 
**thing?**
highlight pink

Steven was getting ready for school. He brushed his teeth and ate his breakfast. He got his bag ready, put his jacket on and shouted 'see you later!' to his mum as he headed out the door and walked to the **bus stop**.

Steven met his friends, Kevin and Jim, at the **bus stop** and they waited for the bus together. Kevin and Jim lived quite close to Steven. Jim stayed in a house in Green Street, and Kevin lived in a flat on Sandy Road. They didn't wait too long for the bus to come. When the bus came, they gave the bus driver their money and went to find a seat. There were lots of people on the bus - it was very busy!

Steven's first class of the day was science. He liked science because his teacher, Miss Jackson, was very funny. At lunchtime, Steven went to the dinner hall to buy his lunch. He bought himself some pasta and an apple, and went to sit beside his friends.

After lunch, Steven, Kevin and Jim had art and then history. In history, they learned about William Wallace and about Scotland's past.

At home time, Steven and his friends walked to the **bus stop** to get the bus home. They were all tired after their busy day!
Project: Story Writing

Now that you have had a go at answering the grammar questions, have another look at the story/stories you have written. Can you highlight the nouns, verbs and adjectives you have used? Can you think of some that you could add to make your story better? Use a purple pen to improve your story. You could ask an adult to help you improve your story/stories if you want to.

Well done!
Project:

Biography/Autobiography

A biography is a written account of someone's life, written by someone else.

An autobiography is a written account of someone's life, written by themselves.

They highlight key events that happened in a person's life and sometimes talks about their childhood.

Your task is to write a biography about someone (they can be dead or alive). You can choose someone you know or you can choose a famous person. You will need to conduct research into whoever you write about and record that information in your exercise books. It would be a good idea for you to have a look at other biographies to help you write yours. You will need to plan before you write it. You can include pictures. You will need to design a front cover and come up with a title. These are the things you need to think about and include:

- Title
- Front cover
- Write in the past tense because these events happened in the past
- Think about your pronouns:
  - For a biography, use third person - he/she/they
  - For an autobiography, use first person - I/we/us
- Use who, what, where, when, why
- Try to have a catchy introduction - grab your readers' interest. Who are they? What are they famous for?
- Use paragraphs
- Make sure your key events that happened in their life is in the right order
- You will need to use connectives - first/then/after/next/a while later/finaly
• You can include nice quotes from other people about what they think of the person you are writing about.
• In your conclusion, you should write about how and why they will be remembered. What legacy will they leave behind? What have we learnt from them?
• Use lots of adjectives (describing words) in your writing.

Make sure these things are included and use a purple pen after you have written your first draft to improve your writing. Complete your first draft in your books. You can choose to write your final draft on the computer if you want to.

Use the plan template below to help you write your biography. Write the questions in your book and answer them.

Have fun!

Plan:
Title:
Introduction:
  Who are they?
  What are they famous for?
  When did it happen?
  Where did it happen?
  Why are they famous today?
Key event that happened in their lives:
Conclusion:
  Have they taught us anything?
  Why will they be remembered?
Quotes: