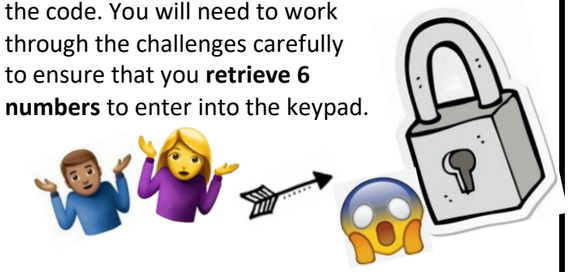
Learning Project Week 13

Year 4

The Escape Room

Crack the code challenge! Room 1

The classroom doors are locked and it's your job to find the numbers to crack the code. You will need to work through the challenges carefully to ensure that you **retrieve 6 numbers** to enter into the keypad.



0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

Calculate the mystery number by following the clues below.

1. The number is greater than 9.
2. The number is not a multiple of 10.
3. The number id a multiple of 7.
4. The number is odd.
5. The number is not a multiple of 11.
6. The number is less than 200.
7. It's 'ones' digit is larger than it's 'tens' digit.
8. It's tens digit is odd.

Once you've got your answer add the two digits together to get your first digit for the keypad.

Room 2

Identify the smallest square number that can be written using 5 different Roman Numerals.

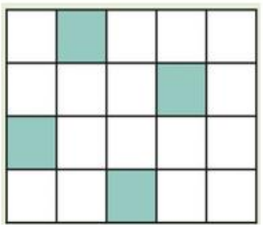
Clue: Write your square numbers up to 200.

Once you've identified the smallest number divide the number by 24 to reveal the second digit for the keypad.

Roman Numeral	Value
I	1
V	5
X	10
L	50
C	100
D	500
M	1000

Room 3

How many more squares need to be shaded so that ¾ of the whole grid is shaded.



Add together the two digits in the answer to get your third digit for the keypad.

Weekly Reading Tasks (Aim to do 1 per day)

Inference Week!

Can you click on the picture to listen to watch the clip, then have a go at the LIRA questions.

Reader Response: Can you think of any adverbs to describe how he moves?

Reader Response: What similes or metaphors could be used to describe his appearance?

Inference: Who is Rock watching?

Inference: How do you think the Rock feels towards paper? Can you use evidence to support your answer?

Author Intent: How does the director use music and sound to signify danger?

Inference: 1min, 25 seconds in, Rock grips Paper's arm. If he could speak what do you think he would say to her now?

Inference: Why do you think Rock can't hold Paper's arm?

LIRA

LIRA

Inference: How did Rock feel when he destroyed Scissors? Why?

Inference: How has the Rock managed to save the life of Paper?

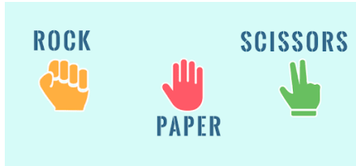
Reader Response: What would you have done if you were Rock?

Inference: Do you think Rock regrets his actions?

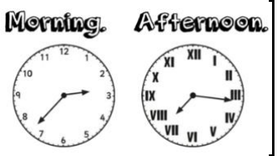
Inference: What do the final moments of the clip suggest about how Paper feels towards the Rock?

Point of view:

Imagine that each character writes a short summary of the story. Their perspective of the events will vary. How will each character see and explain things differently?



Room 4



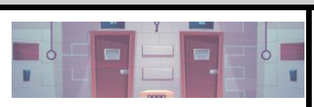
Look at the clocks above. What is the time on each clock?

Round each clock to the nearest hour.

Then find out how many hours difference is there between the first and second clock?

This is your fourth number.

Room 5



Look at the table below and calculate the difference between the pairs of numbers. Which answers appears twice?

1.	23		-13
2.	-16		27
3.	26		-12
4.	-11		31
5.	21		-24
6.	-8		35

Add together the digits of the answer to give you the fifth digit for the keypad.

Room 6

Find the missing digits in each calculation. **Which number appears in both?**

	2	7	■	4
+	5	■	6	3
	8	7	4	■

	7	0	■	6
-	3	■	5	2
	3	1	0	■

You have found your final digit for the keypad.

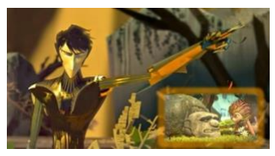
Weekly Writing Tasks (Aim to do 1 per day)

Persuasive Dialogue

Can you write the dialogue between Rock and Paper as Rock attempts to persuade Paper to go with him?

Create the ending you would like the story to have. This could be in any form: film / podcast / LEGO / comic strip.

Change the ending!



Home Sweet Home

Can you recreate the home of the three creatures– where would scissors live? This could be achieved using natural materials.