



Summer 1 Week 5

Year 3&4

Daily

- Reading - at least 30mins.
- Daily English session - approx. 1 hour
- Daily Maths session - approx. 1 hour
- Daily spelling session - approx. 30 mins
- 1 x other activity (see timetable and details inside pack)

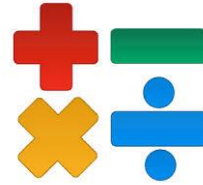
Please complete work in your exercise book, for each lesson, and upload pictures to Microsoft Teams when finished.

Here is a Topic Web to share with you some of the areas of learning we will be covering this term while we are working from home. Hopefully this helps to provide ideas and relevant learning areas to research and explore. Please support your child by helping with any learning set in the weekly packs and encourage them to ask questions and carry out their own enquiries. Please continue to use Microsoft Teams to hand in assignments when asked. If you have any further questions, please do ask.

Year 3 & 4 Team ☺

Maths

- Calculation +, -, x, ÷
- Fractions
- Time
- Problem Solving
- Revision



English

- Speaking and Listening
 - Reading
 - Spelling
 - Handwriting
- Poetry - narrative and acrostic
- Character descriptions
- Storytelling



Science

- Sound
- Plants



Year 3/4 Summer Term Topic Web Working From Home



History

- The Romans
- Invasions
- Boudicca
- Pompeii
- Roman impact



Computing

- Use of Microsoft Teams
 - Using a keyboard
 - Inputting text
 - Using a camera
- Uploading a picture
- Uploading documents
- Saving files



Geography

- Volcanoes
- Pompeii
- Locational Knowledge
- Roman impact

PE and Games

- Joe Wicks
- Circuits
- Daily 1 minute challenges

RE and PSHE

- Judaism
- Rites of passage
- Relationships



Art and DT

- 3D Structures - volcanoes
 - Colour
 - Collage
 - Mosaics















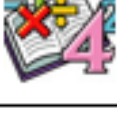




Music

- Listen and evaluate a variety of musical genres





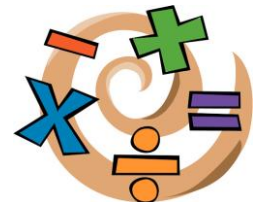



Working From Home: Year 3/4 Timetable

Teachers: Miss Cole, Mrs Jones, Mr Sayer

Classes: Germany, Ireland, Brazil

	9:00	9:30 - 10:00	10:00 - 11:00		11:30 - 12:30		1:30 - 2:00	2:00-3:00	3:00 - 3:15
Monday	P.E.	Reading/ SPAG 	English 	B	Maths 	L	Spelling 	French or RE	
Tuesday	P.E.	Reading/ SPAG 	English 	R	Maths 	U	Spelling 	History or Geography	
Wednesday	P.E.	Reading/ SPAG 	English 	E	Maths 	N	Spelling 	Enrichment Time/Golden Time: If you wish, please use online learning including Active Learn, Times Tables Rock Stars and Classroom Secrets. (See log ins provided in packs).	
Thursday	P.E.	Reading/ SPAG 	English 	A	Maths 	C	Spelling 	Science	
Friday	P.E.	Reading/ SPAG 	English 	K	Maths 	H	Spelling Quiz/ Cracking Numbers/ Times Tables Practise	DT or Art	

Timetable - Monday

9.00-9.30	9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
P.E	Reading /SPAG	English	BREAK	Maths	LUNCH	Spelling	RE
							

P.E (daily)

Option 1: PE with Joe Wicks and 9am.

Option 2: Record how many of each activity you can do in a minute.

<u>Activity</u>	<u>How many in 1 minute</u>
High knees	
Bunny hops	
Star jumps	
Hop on one leg	
Squats	
Sit ups	

Day 1 - Reading

Please read Chapter 9 on the next 2 slides.

Chapter 9

Fooled by His Own Fingers

The tribune instructed two soldiers to drag Charlie into the middle of the paved road. Tilda was held prisoner by the vice-like grip of an unfriendly legionnaire. She watched aghast as her brother struggled to break free.

"Gerroff!" he wailed.

As he twisted and turned like a trout on a hook, three silver coins spun free of Charlie's pouch. They landed on the road with a trio of clinks. The blubbery Roman soldier stooped to claim them.

"What do we have here?" he smirked, gazing down at the coins in his hand. "Three silver denarii. I'll enjoy spending those at the local tavern."

"They're mine," Charlie insisted, straining to snatch back the coins. "I need them!"

The Roman soldier laughed as he pocketed the money. "Not where you're heading, you don't."

Charlie avoided his sister's gaze. He didn't need to

see the desperation in Tilda's eyes to remind him that without those coins, they were stuck in the third century.

"I could have forgiven you the theft of a chicken," the tribune told Charlie. He walked with strong arms clasped behind his back, slowly circling his prisoner. "We all have to eat and that farmer has more than he needs. But when you insult one of my soldiers, you insult me, the Emperor and the whole of the Roman Empire. And that definitely sounds like treason to me!"

Charlie stopped struggling and shrugged. "What if I said sorry?"

"It is too late for an apology," the tribune explained, as he turned to the smaller legionnaire. "Hand me the whip."

"The wh-wh-whip?" spluttered Charlie. "Why do you need a whip?"

The fat soldier smiled wickedly at Charlie. "A couple of hard lashes might teach you a lesson."

"Are you lot crazy?" Charlie yelled, desperately wriggling to escape.

Roman Rescue

The tribune gave his whip a couple of test cracks. "Now hold still and take your punishment."

"Wait!"

Tilda slipped free of her Roman captor and rushed to her brother's side. "You can't whip him yet. You have to give him a chance to defend himself."

"Nonsense," insisted the fat legionnaire. "Go on sir, lash him hard. He deserves it."

But the tribune didn't lash Charlie. Instead, he put his whip down and gave Tilda a considered nod.

"This girl is smarter than the boy – she knows Roman law."

Tilda breathed a sigh of relief.

"He didn't insult your soldier," she confidently told the tribune. "He was just stating a fact."

The commander laughed. "He called him an idiot. That is clearly an insult."

The soldiers nodded in agreement.

As a plan brewed, Tilda winked at her brother. "So, if we can show that Blutos is in fact an idiot, will you promise not to hurt my brother?"

The tribune rubbed his chin, pondering the question. Tilda hardly dared breathe as she waited for the soldier's response.

Eventually, he nodded. "Maybe... if you can prove it."

Knowing this was the only opportunity that they would get, Tilda spun back to face the bearded giant. Two narrowed Roman eyes told her that Blutos was ready for the challenge.

"How many fingers have you got, Blutos?"

Blutos snorted. "Eight, plus two thumbs."

Folding thick arms across his chest, he offered Tilda a defiant glare.

"Oh, erm..." Sucking her bottom lip and scratching her head, Tilda did her best to sound unsure. "So, how many with thumbs?"

Blutos didn't even think about his answer. "Ten!"

As a plan brewed, Tilda winked at her brother. "So, if we can show that Blutos is in fact an idiot, will you promise not to hurt my brother?"

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Blutos didn't even think about his answer. "Ten!"

Tilda touched each of the Roman's digits as she began counting backwards from ten.

"Ten, nine, eight, seven..." When she reached his little finger, there was triumph in her voice. "Six! That's six fingers!"

Blutos stared dumbly at his hand.

"How many fingers are on your left hand Blutos?"

"Erm..." Blutos was still trying to come to terms with the news that his right hand had six fingers. "Five?"

Excitement ignited a sparkle in Tilda's eyes. "So, what's six fingers plus five fingers?"

"I... erm... but..." Blutos looked at his fellow soldiers for help, but most of them were too busy staring at their own fingers, counting like anxious toddlers.

"Six plus five, Blutos?" snapped the tribune.

"Erm... eleven?" Blutos reluctantly answered. "But that's not right, sir. Yesterday I only had ten."

Tilda ignored the bearded Roman, gazing up at the

tribune instead. "See, Blutos doesn't know how many fingers he's got. One minute he says ten, next he says eleven. You said yourself that onl-"

"Blutos," the tribune snapped. "These dirty Brigante savages are right. You really are an idiot!"

Charlie and Tilda swapped high fives. It seemed that one of the oldest playground tricks in the book had just saved their skins.

Don't forget we will be asking you questions about this tomorrow

Week 5, Day 1 - English

Monday 18th May

9

Write the date and LO in your book,
then complete your tasks
underneath.

Please do this every day.

LO: To plan what I am going to write



**Re-watch this silent story by Maia Walczak to
refresh your memory.**

Click on the video link or type the name of the
story into YouTube.

https://www.youtube.com/watch?v=GPP_xvqAol0

Activities:



- Find your storyboard from last week
- Look back at the pictures you drew and retell the story in your own words, using the pictures as prompts

Key questions to ask yourself:

Does your story have a clear beginning, middle and end? Does your story make sense?

Will your story interest your audience - younger children? If no, how can you make it more interesting?

Does your story have a message e.g. about friendship, determination, kindness?

Do you have any other creative details which you could add into your story?

- Practise telling your story out loud until you are happy with it

If you run out of space on your story board, just number the sentences and record these in your book.

When you are confident with your story, write down the key sentences onto your storyboard. These can be simple sentences at this stage. This storyboard will form the basic plan of your story and will help you this week.

Day 1 - Maths

Please see separate Year 3 and 4 maths packs.

These can be found on Microsoft Teams and on the All Saints website.

Remember to use White Rose and BBC Bitesize links to support your learning.

A prefix is a group of letters used at the beginning of a word to slightly change the word's meaning.

nonsense
non-fiction
non-stick
non-starter
non-drip
non-violent
non-profit
non-believer
non-stop
non-smoker

Spelling Rule: Adding the prefix 'non'
(meaning not)



In your workbook;

1. Practise writing these words.
2. Check the meanings of the words.
3. Write 2 sentences with two of your focus words in.

Remember, you could choose the alternative spellings instead (Year 2 CE Words).

fast
last
father
class
grass
pass
plant
path
path
people

RE: Judaism

K	W	L
What I know	What I want to know	What I have learnt
		





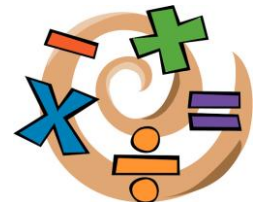



After half term we will be completing a unit of learning on the religion Judaism.

You may already know lots about Judaism or have questions that you would like to find out the answer to. Today, answer the first 2 questions in this grid. Don't worry if you don't know much yet, instead think of more questions and write these in your book.

We will come back to the third column in our final lesson later in the term.

Challenge: If you have time, you could start conducting your own research about the Jewish faith.

Timetable - Tuesday

9.00-9.30	9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
P.E	Reading	English	BREAK	Maths	LUNCH	Spelling	Geography
							

P.E (daily)

Option 1: PE with Joe Wicks and 9am.

Option 2: Record how many of each activity you can do in a minute.

<u>Activity</u>	<u>How many in 1 minute</u>
High knees	
Bunny hops	
Star jumps	
Hop on one leg	
Squats	
Sit ups	

Day 2 - Reading

These questions are based on
Chapter 9 which you read
yesterday

- Why do you think the author has chosen to emphasise the fact that the road is paved?
- Why does the author use the word 'considered' to describe how the tribune nods at Tilda?
- The author uses words like 'defiant' and 'snorted' to describe Blutos' actions. What information does this give us about him?
- What do the words and phrases tell us about the intelligence of Blutos and the soldiers?

Tuesday 19th May

LO: To understand, identify and sort paragraphs

Paragraphs are a group of sentences written about the same idea or topic.

They are used to show when a writer has changed time, place or argument.

If a writer changes the time, place or argument, a new paragraph will start.

Pros of Paragraphs:

- ✓ Paragraphs group ideas together
- ✓ Paragraphs explain or describe an idea in detail
- ✓ Paragraphs make the text easier to read
- ✓ Paragraphs help to organise a text
- ✓ Paragraphs show that a writer has changed time, place or argument

Paragraphs in a fiction text can look like this...

George the Giant Tortoise


George was a giant tortoise. He belonged to a lovely woman called Oliver, who looked after him very well, although he preferred to belong to Oliver's Grandpa Jack for many years. He was quite a rare type of tortoise and that made him very special.

Some people said George was special but he didn't ask for much really. All he liked to eat was grass and hay, with a few dandelions now and then, or the occasional lettuce. He did have his own shed, that Grandpa Jack had made when he was alive, which even had its own heating! Most of the time, George lived in his shed but he loved to wander freely around the garden, sometimes when Oliver was playing on the lawn.

George thought that Oliver was the best owner any tortoise could wish for. Well, maybe just/just in a leaf-for-leaf-competition, as Grandpa Jack had been an extremely kind, caring owner too. In fact, George was very keen to show how grateful he was to his owner, and to prove he was the best pet that Oliver could wish for.

As summer approached, the perfect opportunity came for George: the annual village fair was being held in the village for only a week only. He was delighted. He would show everyone what a great pet he was and Oliver would be so proud. However, when Oliver read the leaflet about George, she was devastated. "Open to dogs, cats, rabbits and hamsters. No serious animals."

"Not Jerry creatures!" thought George. "How unfair!" So he decided he must go to let those rules slip. With the village fair only a week away, the giant tortoise began to dig a hole behind his shed. Slowly, he took the heavy nigger and shovel to the place at the back of the garden. Eventually, the hole became a tunnel but with night, George would return to his shed before anyone noticed he was gone.



First Paragraph

Second Paragraph

Third Paragraph

Fourth Paragraph

Fifth Paragraph

Paragraphs in a non fiction text can look like this...

All About Kangaroos

Kangaroos are mammals and marsupials that are found in Australia. They are also found in New Guinea.


Feet

- The red kangaroo is the largest marsupial in the world. It can leap up to 9.1m and 2.1m high.
- Kangaroos cannot move backwards.
- Adult kangaroos can live for months without drinking anything at all.

The kangaroo has large, powerful hind legs, large feet and a long, muscular tail for balance, and a small head. Kangaroos can reach a weight of 150kg, and can hop at speeds of up to 100km/h.

Kangaroos are social animals that live in groups called 'mobs'. They are herbivores so they eat plants, leaves and different grasses. They like to spend most of their time near low, open woodlands. However, they can survive in the desert.

A male kangaroo is known as a boomer, buck, jack or wild man. The female kangaroo is known as the doe, Jill or jenny. A baby kangaroo is known as a joey. Most kangaroos can be seen hopping when they are competing for the attention of a female.



Introduction

Facts

First Paragraph

Second Paragraph

Third Paragraph

It is important to use paragraphs to help structure your work.

Remember to use these when you change time, place or argument.

Think: Take a look at your storyboard from yesterday. When would you change paragraphs in your story?

a) A memory haunted him every night. The sound of his sister being caught by hunters made him want to cry. He knew that he should stay away from humans.

b) There it was again! The tiger froze on the spot and pounced! As fast as lightening he leapt towards the deer, killing it in his powerful jaws.

c) Deep in a forest in India, a beast hid in the background. The tiger was hungry, looking for his prey.

d) Suddenly, from the corner of his eye, he saw a quick movement. What was it? Was it his next meal? That would be such a relief. Or was it a human? Sometimes he needed to find food in the local villages. He knew this was dangerous and wanted to stay hidden and alone, but he also needed to feed to live.

e) As the Bengal tiger crept through the jungle, his heart was as still as a stone. Every step was taken gently and carefully.

Activity: Paragraph Sort

Here are some paragraphs from a story about a Bengal Tiger but they have been muddled up!

Can you sort the paragraphs in the correct order and re-write the story in your best handwriting in your book? Remember to copy carefully and to take pride and care in your presentation.

You can check your answers on the next slide.

Answers:

Here are the paragraphs in the correct order.

c) Deep in a forest in India, a beast hid in the background. The tiger was hungry, looking for his prey.

e) As the Bengal tiger crept through the jungle, his heart was as still as a stone. Every step was taken gently and carefully.

d) Suddenly, from the corner of his eye, he saw a quick movement. What was it? Was it his next meal? That would be such a relief. Or was it a human? Sometimes he needed to find food in the local villages. He knew this was dangerous and wanted to stay hidden and alone, but he also needed to feed to live.

a) A memory haunted him every night. The sound of his sister being caught by hunters made him want to cry. He knew that he should stay away from humans.

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Spelling Rule: Adding the prefix 'non'
(meaning not)

In your workbook;

1. Practise writing these words.
2. Check the meanings of the words.
3. Write 2 sentences with two of your focus words in.

Remember, you could choose the alternative spellings instead (Year 2 CE Words).

fast
last
father
class
grass
pass
plant
path
path
people



Geography Volcanoes and Geographical Skills

This term we are going to be finding out all about volcanoes and also revising our geographical skills.

Lesson 3 – Geographical Skills

L.0: To be able to locate and name some of the counties of the UK.

Success Criteria

- I can explain what a county is
- I can name some counties local to my area
- I can research my county and create a fact file

Task 1

On the next pages there is some information about UK counties.

After you have read the slides

Can you prepare a short fact file all about Berkshire, use the knowledge of your family and research to help you.

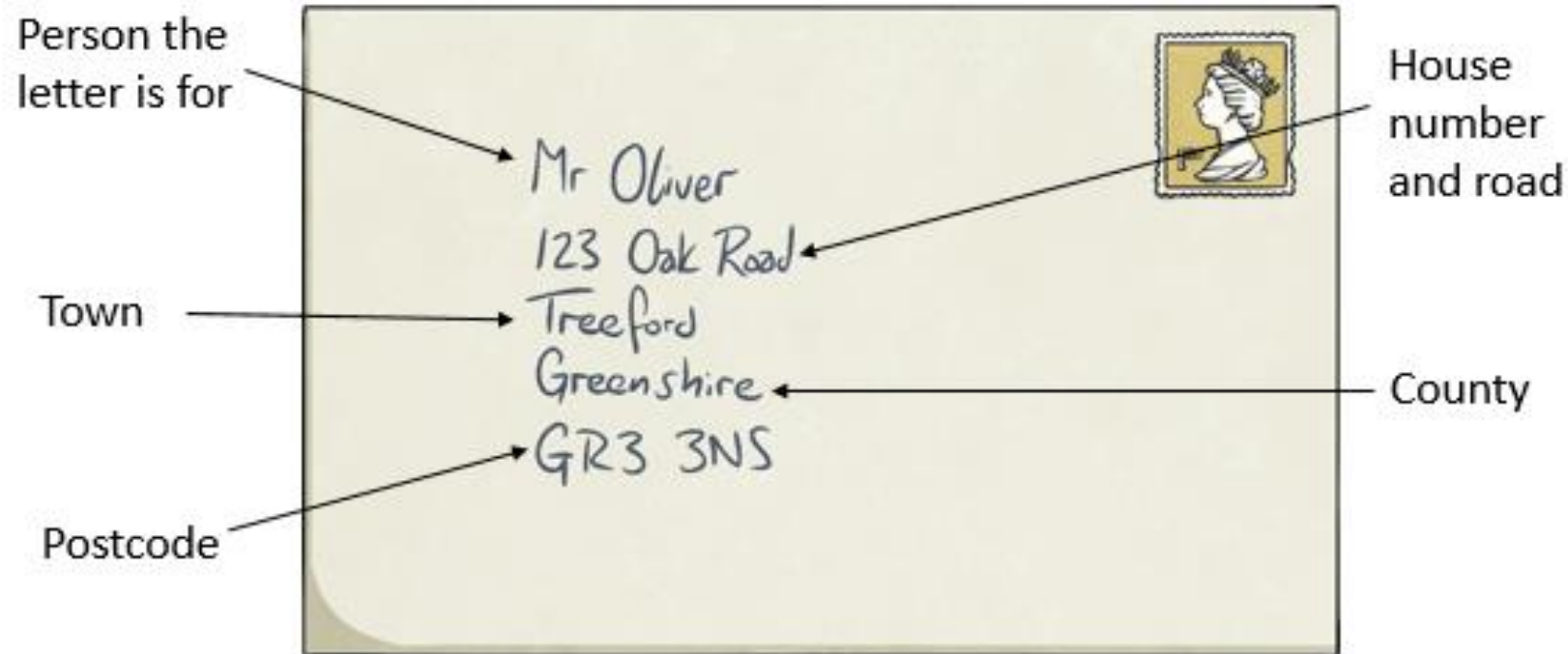
Think about:

- What are our neighbouring counties?
- What important landmarks are there?
- What famous people have lived here?

UK Addresses



? What does each part of the address tell the Post Office?



? What is a county and why do we have counties?

What is a County?

A county is a smaller area of the UK containing lots of towns and villages.

They are the top level of local government. They control the local area and the services within, such as education, transport, policing, fire & public safety, social care, libraries, and waste management.



UK Counties



? How many counties of the UK can you name?

? Do you know where they are?

Can you name counties in England, Northern Ireland, Scotland and Wales?



UK Counties

A county usually forms the upper level of local government in an area. Since the 1990s, many larger towns and cities have become unitary authorities for governmental purposes. Additionally, the governmental structures in the four countries of the UK vary. The lists below are based on current ceremonial counties.

England	Northern Ireland	Scotland	Wales
Bedfordshire	Antrim	City of Aberdeen	Blaensau Gwent
Berkshire	Armagh	Aberdeenshire	Bridgend
Bristol	Down	Angus	Caerphilly
Buckinghamshire	Fermanagh	Argyll	Camarthenshire
Cambridgeshire	Londonderry	Ayrshire	Ceredigion
Cheshire	Tyrone	Barffshire	Swansea
City of London		Bedfordshire	Cardiff
Cornwall		Bute	Conwy
Cumbria		Caithness Clackmannanshire	Denbighshire
Derbyshire		Dumfriesshire Dumbartonshire	Flintshire
Devon		City of Dundee	Gwynedd
Dorset		East Lothian	Isle of Anglesey
Durham		City of Edinburgh	Merthyr Tydfil
East Riding of Yorkshire		Fife	Monmouthshire
East Sussex		City of Glasgow Inverness-	Neath Port Talbot
Essex		shire Kincairdineshire	Newport
Gloucestershire		Kinross-shire	Pembrokeshire
Greater London		Kirkcubrightshire	Powys
Greater Manchester		Lanarkshire	Rhondda Cynon Taf
Hampshire		Midlothian	Torfaen
Herefordshire		Moray	Vale of Glamorgan
Hertfordshire		Nairnshire	Wrexham
Isle of Wight		Orkney	
Kent		Peeblesshire	
Lancashire		Perthshire	
Leicestershire Lincolnshire		Renfrewshire	
Merseyside		Ross and Cromarty	
Norfolk		Roxburghshire Selkirkshire	
North Yorkshire		Shetland	
Northamptonshire		Stirlingshire	
Northumberland		Sutherland	
Nottinghamshire		West Lothian Wigtownshire	
Oxfordshire			
Rutland			
Shropshire			
Somerset			
South Yorkshire			
Staffordshire			
Suffolk			
Surrey			
Sussex			
Tyne & Wear			
Warwickshire			
West Midlands			
West Sussex			
West Yorkshire			
Wiltshire			
Worcestershire			

Our County

Let's find the part of the UK that we live in.



?

Can you find the county we are in?

?

Which counties are our neighbours?



What Are We Famous For?







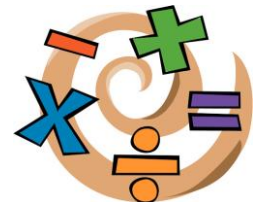



Let's find out more about what our county is famous for.

- ? What foods are associated with this area?
- ? Which famous people grew up here?
- ? Is there a special county day?



! Don't forget to add what you've found out to your fact files!

Timetable - Wednesday

9.00-9.30	9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
P.E	Reading	English	BREAK	Maths	LUNCH	Spelling	Enrichment /Golden Time
							

See
Enrichment
slide for ideas

P.E (daily)

Option 1: PE with Joe Wicks and 9am.

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Star jumps	
Hop on one leg	
Squats	
Sit ups	

Day 3 - Reading



Chapter 10 Just Ordinary Children

Tilda grabbed Charlie by the wrist and slowly began backing away from the Romans.

"Well, it was nice meeting you all," she told them. "But we've taken up enough of your valuable time, so we'll be on our way now. Have a nice –"

"Not so fast, Brigantes!" the tribune barked.

He clicked his fingers and nine angry soldiers immediately surrounded the two children. Sharpened sword blades and spear points cut off all escape points, herding them close together.

Roman Rescue

"But you sai—" began Tilda.

The stern tribune quickly interrupted her. "I said if you could prove my soldier was an idiot, I wouldn't club the boy over the head. I didn't say anything about letting you festering thieves go free."

"But we have to get home," said Charlie weakly. "I have... erm... homework to finish."

All he wanted to do was step back through the wall and return to the twenty-first century; at least it was safe there.

The tribune smiled coldly. "Oh, I've got something far more interesting in mind for you two."

"Look, we're really sorry," said Tilda. "Just let us go and we'll never bother you again, we promise."

"That's a very generous offer," scoffed the tribune. "But Emperor Septimius is holding a very important banquet tonight and he needs more slaves to help."

"We're not slaves," gulped Charlie. "Is that even legal?"

"What's this got to do with any eagle?" growled Blutos.

Please read **Chapter 10**
of Roman Rescue

Just Ordinary Children

He kicked Charlie in the back, sending him sprawling onto the dirty floor. And when Tilda turned to object, he slammed his spear handle hard against her shoulder.

"Take them into the fortress," the tribune ordered. A thin smile narrowed his lips. "Tell the slave master to find them both the dirtiest jobs possible – especially the boy."

As the soldiers marched the two children towards the fortress doors, Charlie tugged on his older sister's hand.

"What are we going to do now?"

"I don't know," admitted Tilda.

It had been easy to outsmart these Romans once, yet something told her it wouldn't be as easy a second time.



Having been half-marched and half-dragged to the fortress, Charlie and Tilda were shoved into a courtyard and imprisoned behind heavy wooden doors. However, their journey didn't end there. They were jostled inside the building then handed over to a grumpy slave master.

The stocky man's lopsided sneer told them he wouldn't think twice about using the whip looped around his shoulder.

Feeling more afraid by the minute, the two time travellers were ordered along sweeping corridors smelling of lavender. All around them, beautiful hand-painted frescoes decorated the smooth walls. Beneath their feet, heated stone tiles were designed to make visitors feel cosy and warm.

"Feel that?" Tilda whispered, glad of the distraction. "It's underfloor heating. I remember reading all about this at school. Now, what did they call this?"

"A big deal?" Charlie suggested sarcastically.

"It is a big deal, Charlie," she insisted. "This is cutting-edge stuff... it uses a system of channels called a hypocaust to push warm air onto the tiles. It really works."

"Well I think we should be more concerned with finding a way to get those coins back," Charlie argued. "We need those to get home."

Tilda didn't answer. She was too busy scolding herself

for trusting her younger brother with something so important.

"Keep up!" the slave master barked. The unusually hairy man was wearing what looked like an old leather smock. It was decorated in dark stains, and Tilda tried not to think what might have made them.

"Erm, excuse me," Tilda said bravely. "I think there's been some kind of mistake."

The slave master stopped and turned around and his gnarled hand squeezed the handle of his whip. "Oh really?"

"Yes," Tilda continued, growing hopeful. "We're not slaves at all, you see. We're just ordinary children."

"Oh, I see," said the slave master. His stern face finally cracked a smile: four brown teeth decorated his gums like tombstones. "If you're ordinary children, you'll need to go through the second door on the left. Here, let me show you."

"Is that the way out?" Charlie sounded excited.

"It's where we take ordinary children when mistakes

like this are made," the slave master said, opening the door.

Tilda peered in, hoping to see daylight and a route back home. The doorway seemed to open onto a steep flight of stone stairs leading somewhere dark, damp and very uninviting. Disappointment sent a chill down her spine as she realised that this time, she was the one who had been tricked.

"Gerrin!" The slave master shoved Tilda into the darkness, kicking Charlie down the steps after her. "Make sure you don't linger on those steps – or I'll be in to give you a beating."

The door slammed behind them and a key turned in the lock.

"What now?" asked Charlie.

Tilda pointed to the steep flight of stairs as tears ran freely down her freckled cheeks.

"Down there, I suppose."

Charlie stared helplessly at his older sister and suddenly wished they had never found the old map.

All this was his fault. He'd insisted they'd tried to find the time-travelling portal. He'd even dragged his sister back in time, despite knowing it was a dangerous place. And now it seemed they were destined to spend the rest of their lives as slaves. As he walked tentatively down the stone stairs, he made a promise to himself that somehow, he would get them both out of this.

Tomorrow we will use what you have read to answer questions about the text.

Wednesday 20th May

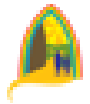
LO: To draft and re-draft the beginning of a story

Today you will be writing the **beginning** of your story. Take some time to look at your storyboard. Which pictures will you write about today? How many paragraphs do you think you will include?

Remember the beginning of a story should set the scene and introduce your main character or characters in detail.

Before starting take a look at your Success Criteria on the next slide.

Remember, if you can find evidence of these skills and tick them off, you know you have been successful 😊.



Success Criteria:

I can use a storyboard plan to help write my story.

I can structure my sentences.

I can practise my sentences out loud to check they make sense and are the best they can be.

I can use full stops, capital letters and other basic punctuation correctly.

I can use paragraphs to structure my story.

I can use a range of sentence starters including fronted adverbials.

I can edit and improve my work through drafting and re-drafting.

Top Tip: Look back at your Fronted Adverbials Word Mat that we used last week (you can also see this on the next slide).

Recently we have practised **paragraphing** and using **fronted adverbials** so we will be looking for application of these skills.

Remember, every fronted adverbial needs to be followed by a **comma** to separate it from the main clause of the sentence.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



Day 3 - Maths

Please see separate Year 3 and 4 maths packs.

These can be found on Microsoft Teams and on the All Saints website.

Remember to use White Rose and BBC Bitesize links to support your learning.

A prefix is a group of letters used at the beginning of a word to slightly change the word's meaning.

nonsense
non-fiction
non-stick
non-starter
non-drip
non-violent
non-profit
non-believer
non-stop
non-smoker

Spelling Rule: Adding the prefix 'non'
(meaning not)

In your workbook;

1. Practise writing these words.
2. Check the meanings of the words.
3. Write 2 sentences with two of your focus words in.

Remember, you could choose the alternative spellings instead (Year 2 CE Words).





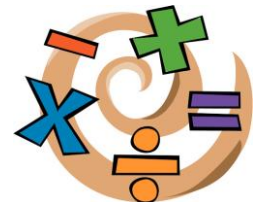



fast
last
father
class
grass
pass
plant
path
path
people



Activity ideas

- Online learning - Active Learn, TTRS, Classroom Secrets Packs
- Listen to a range of musical genres e.g. rock, pop, classical. Which do you like best? Why?
- Mindful colouring or drawing
- Build a structure out of LEGO
- Play your favourite board game
- Do some baking of your choice
- Play outside in the garden with your favourite toys
- Read your favourite book - could you read it in an unusual place?
- Help a grown up - cook, clean, tidy up

Timetable - Thursday

9.00-9.30	9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
P.E	Reading	English	BREAK	Maths	LUNCH	Spelling	Science
							

P.E (daily)

Option 1: PE with Joe Wicks and 9am.

Option 2: Record how many of each activity you can do in a minute.

<u>Activity</u>	<u>How many in 1 minute</u>
High knees	
Bunny hops	
Star jumps	
Hop on one leg	
Squats	
Sit ups	

Day 4 - Reading

These questions are based on
Chapter 10 which you read
yesterday

- How do we know how Charlie and Tilda are feeling in this situation?
- How does the author describe the slave master's teeth? What impression does this give us of them?
- What is the difference between a legionnaire and a tribune? How can you tell from the text?

Thursday 21st May

LO: To draft and re-draft the middle of a story

Today you will be writing the middle of your story. Take some time to look at your storyboard. Which pictures will you write about today? How many paragraphs do you think you will include?



Success Criteria:

I can use a storyboard plan to help write my story.

I can structure my sentences.

I can practise my sentences out loud to check they make sense and are the best they can be.

I can use full stops, capital letters and other basic punctuation correctly.

I can use paragraphs to structure my story.

I can use a range of sentence starters including fronted adverbials.

I can edit and improve my work through drafting and re-drafting.

Day 4 - Maths

Please see separate Year 3 and 4 maths packs.

These can be found on Microsoft Teams and on the All Saints website.

Remember to use White Rose and BBC Bitesize links to support your learning.

A prefix is a group of letters used at the beginning of a word to slightly change the word's meaning.

nonsense
non-fiction
non-stick
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non-drip
non-violent
non-profit
non-believer
non-stop
non-smoker

Spelling Rule: Adding the prefix 'non'
(meaning not)

In your workbook;

1. Practise writing these words.
2. Check the meanings of the words.
3. Write 2 sentences with two of your focus words in.

Remember, you could choose the alternative spellings instead (Year 2 CE Words).

fast
last
father
class
grass
pass
plant
path
path
people

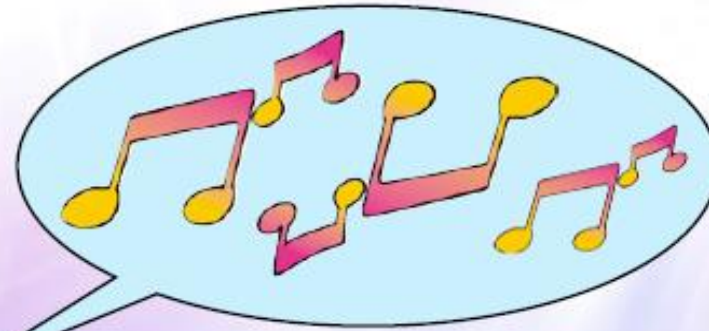
Science – Sound

Week 5

LO: To find out how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air

Changing notes

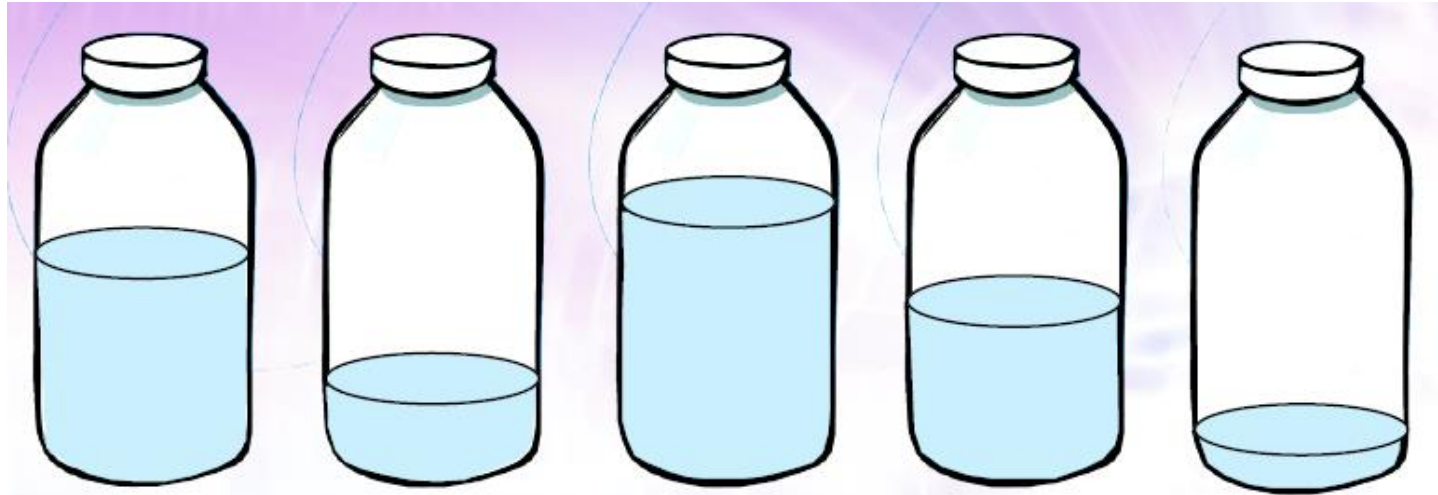
You can produce a note by blowing across the top of a bottle in the same way that you would blow across the mouthpiece of a flute. As you blow into the bottle, it causes the air inside the bottle to vibrate and so creates a sound.



How do you think you could change the pitch of the note produced?



Home experiment



How do you think the pitch of the sound produced when these bottles are blown would be different?





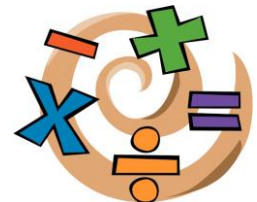



Can you order the bottles from the highest pitch to the lowest pitch?

Guide:

Ask your adults to help find you a bottle to use to do this

If you're only using one bottle, draw the correct order in your books

Timetable - Friday

9.00-9.30	9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
P.E	Reading	English	BREAK	Maths	LUNCH	Spelling	Art
							

P.E (daily)

Option 1: PE with Joe Wicks and 9am.

Option 2: Record how many of each activity you can do in a minute.

<u>Activity</u>	<u>How many in 1 minute</u>
High knees	
Bunny hops	
Star jumps	
Hop on one leg	
Squats	
Sit ups	

Day 5 - Reading

- Look back carefully at what you have read, find examples of when the children seem to understand the world they have found themselves in and examples where they misunderstand the world they are in.
- Think back to Tilda's trick, can you write an explanation about why it worked. Why was Blutos confused?

Challenge! – Can you create your own trick to be used on Blutos?

Friday 22nd May

LO: To draft and re-draft the end of a story

Today you will be writing the **end** of your story. Take some time to look at your storyboard. Which pictures will you write about today? How many paragraphs do you think you will include?



Success Criteria:

I can use a storyboard plan to help write my story.

I can structure my sentences.

I can practise my sentences out loud to check they make sense and are the best they can be.

I can use full stops, capital letters and other basic punctuation correctly.

I can use paragraphs to structure my story.

I can use a range of sentence starters including fronted adverbials.

I can edit and improve my work through drafting and re-drafting.

Do take time to read through your entire story from beginning to end. Try to improve your work using purple pen as much as possible.

Day 5 - Maths

Please see separate Year 3 and 4 maths packs.

These can be found on Microsoft Teams and on the All Saints website.

Remember to use White Rose and BBC Bitesize links to support your learning.

nonsense
non-fiction
non-stick
non-starter
non-drip
non-violent
non-profit
non-believer
non-stop
non-smoker

Spelling Quiz

With a grown up or sibling, complete a spelling quiz on all of your words.

How did you do? You could let your teacher know what you got out of 9 or 10.

fast
last
father
class
grass
pass
plant
path
path
people

Art – Mosaics – Lesson 2

LO: To design my own mosaic

Look back at this website for inspiration before designing your own mosaic.

http://www.bbc.co.uk/history/ancient/romans/mosaics_gallery.shtml



Your Task:

To design your own mosaic – make sure your mosaic captures something that is important to you.

You could use coloured pieces of paper, scrap pieces of card/cardboard etc. to create your mosaic. You can be as creative as you like with the materials you use (Make sure you check with your adults first).

There is a template on the next slide.



