



Summer 1 Week 4

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)

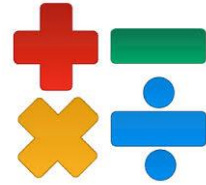
Please complete work in your exercise book, for each lesson, and upload pictures to Microsoft Teams when finished.

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

PE and Games

- Joe Wicks
- Circuits
- Daily 1 minute challenges



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

Art and DT

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

Music

- Listen and evaluate a variety of musical genres






















RE and PSHE

- Judaism
- Rites of passage
- Relationships





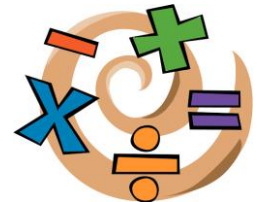



Working From Home: Year 3/4 Timetable

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	French
							

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

Chapter 6

Rumbled by Romans

Charlie had expected his skull to crash against Roman wall, yet now he found himself lying on his back staring at a clear blue sky.

Stranger still, the park, which had been filled with milling tourists and happy picnickers just moments before, was now nowhere to be seen.

Instead, Charlie was alone behind the wall, beyond which sat a large and impressive stone fortress, not the ruin he had seen seconds earlier.

His throat felt dry and rougher than sandpaper as he picked up the two coins he'd thrown moments earlier. As he climbed to his feet, he tucked the coins and the ring into his sock for safekeeping. Now stretching up onto his tiptoes, he peered over the wall towards the fortress.

The stone building looked familiar, especially the position of its angled walls. Yet everything else about the stone fortress looked wrong. It seemed new! And that wasn't the only thing that seemed out of place. The group of Roman soldiers gathered by the door definitely shouldn't have been there.

Charlie ducked back behind the wall, hardly daring to breathe. Had he really just seen Roman soldiers?

A second glance confirmed that he had, yet these men looked nothing like the badly-dressed tour guides that he was used to seeing. This group looked like the real thing, bulging with threatening muscles, dressed head to foot in full iron and leather armour, and carrying huge swords and javelins.

Charlie pressed himself flat against the stonework, suddenly feeling a mix of terror and excitement. After all, if he had just seen Roman soldiers, that could only mean one thing: he really had managed to travel back in time.

Now fizzing with curiosity, Charlie scanned his surroundings. York as he knew it had vanished. Instead, he was sitting in what appeared to be a farmer's meadow and a short distance away sat a small cluster of cone-shaped huts. Brown smoke snaked from the tip of thickly-thatched roofs and the walls looked like they were made from woven wood and dirt.

That wasn't the only difference. This version of York was so quiet. There was no rumble of car engines, no

Please read **Chapter 6** of Roman Rescue – Questions to follow tomorrow

mobile phones chirping, nor a single siren or vehicle alarm. In fact, the loudest sound Charlie could hear was the tweet of songbirds coming from a nearby hedgerow.

Yet what Charlie noticed most of all were the smells. No longer filled with the aroma of vehicle fumes and city litter, this version of York stank more like a farmyard with a major case of blocked drains.

In an instant, none of that mattered any more. Instead, Charlie's attention was seized by the sounds of jeering and shouting coming from behind the wall.

Summoning as much courage as he could, he slowly poked his head back over the wall and peered back towards the fortress.

The troop of Roman soldiers had now split into two groups. Nearest the fortress, a dozen Romans hacked and parried with their swords and javelins, clearly practising a series of well-rehearsed battle moves. Charlie wondered how the Romans had ever been defeated; this lot would scare the life out of even the toughest WWE wrestlers.

Much closer to him was a second cluster of soldiers. These were every bit as muscular and just as heavily

armed, but far more terrifying because right now, they were looking straight at Charlie Hacker.



The largest and most intimidating of the soldiers used the glinting tip of his javelin to point towards the wall.

“Hey! Peasant! What do you think you’re doing there?”

Charlie quickly ducked back behind the wall, but it was too late; the clattering of armour and scuffing of boots told him that the soldiers were heading his way. And stomach-churning instinct told him that these were definitely not tour guides.

Thinking quickly and still gripping one of the coins in his fist, Charlie found what he hoped was the area of wall he’d travelled through. As the sound of onrushing soldiers became louder, he threw himself at the stone.

When skin and bone hits something as solid as stone, there’s only one winner – and it wasn’t Charlie. He could feel his muscles already beginning to bruise as he landed in a heap. Although still dazed, he realised why the portal hadn’t worked. The ‘magical’ doorway

was on the other side of this wall – and that’s where the Roman soldiers were. He was hoping he still had time to clamber over the wall and slip back through the portal when a powerfully-thrown javelin landed beside him.

One half of his brain screamed at him to run. The other half urged him to stay still, telling him that none of this was real, and that he was perfectly safe. Unfortunately, Charlie believed the wrong half.

“I’ve gorrin!” growled a voice as shovel-sized hands snatched Charlie’s shirt.

Finally feeling in control of his limbs, Charlie spun away, twisting for all he was worth as the collar of his father’s cheap shirt slipped from the man’s grasp.

Another soldier lunged towards him, fingers outstretched, tearing a huge hole through his mother’s winter tights. More hands grabbed hold of Charlie’s arms, lifting him into the air. He could smell the soldiers’ stale sweat and hear their angry grunts as he was dragged over the stone wall like some kind of hunting trophy.

His brief journey ended painfully as he was slammed onto the ground. Large feet wearing even larger

sandals kicked and stamped, sending Charlie rolling across the ground.

Any minute now, a pair of unfriendly hands would seize him by the hair or by the throat. He closed his eyes and screamed, desperately trying to avoid the blows by rolling over and over until he reached the wall.

Remember, questions will follow in tomorrow’s session

Week 4, Day 1 - English

8

Monday 11th May

Choose your activity before
writing your chosen LO.

See next slide.

LO: To write a recount or...
To write a thank you letter

Victory in Europe Day/ VE Day took place on May 8th 1945. It was a public holiday and day of celebration to mark the defeat of Germany in World War 2.

If you that chose to do something special for VE day, we hope you enjoyed the activities or celebrations over the weekend.



Today you can choose your writing task.

Each has a different purpose so choose carefully which one you prefer.

1. To write a recount about your bank holiday weekend.

In these times, it is important to document your actions, feelings and emotions. Remember you are part of history right now and written texts can be passed down to learn about the past. Include as much detail as possible and remember it is a personal recount - about your own thoughts and feelings. Try not to just say WHAT happened but WHY it happened and HOW you felt about it too.

2. To write a letter to someone you are thankful to.

VE Day is the perfect occasion to reflect and be thankful to our ancestors who fought for our country. Who are you thankful for? Do they know? Can you write them a letter to say that you are grateful and why. Try to think of at least 3 reasons for why you are thankful as this will help structure your letter into paragraphs. If possible, you might even be able to give, deliver, post or read your letter over video call to spread some joy 😊.

9
Look at the checklist for your chosen activity. It will help with what to include.

Uses the past tense
Uses first person pronouns (I, we, my, etc.)
Describes the writer's point of view, thoughts and feelings
Includes opinions as well as facts
Uses ambitious words to describe people and places
Is written in an informal style, as though speaking to someone
Uses time conjunctions to link events
Organises events into paragraphs
Uses inverted commas to show direct speech

the sender's address?	chatty, informal expressions and style?
the date?	a conclusion?
an appropriate greeting?	a complimentary close?
an introduction?	the sender's name or signature?

This week Maths is slightly different -
Year 3 follow the Year 3 Maths pack and
Year 4 follow the Year 4 Maths pack.

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

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

exit
extend
explode
excursion
exchange
export
exclaim
expel
external
exterior

Spelling Rule: Adding the prefix 'ex'
(meaning out)

In your workbook;

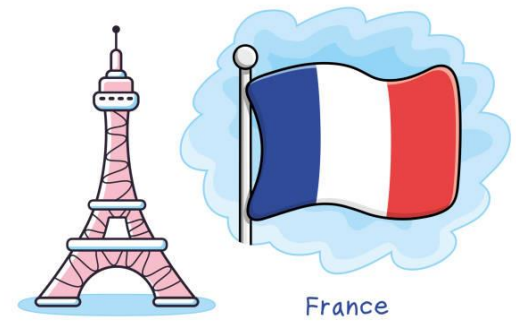
1. Practise writing these words.
2. Check the meanings of the words.
3. Write 2 sentences with two of your focus words in.

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

find
mind
behind
old
cold
gold
hold
fold
every
everybody

Day 1 - French

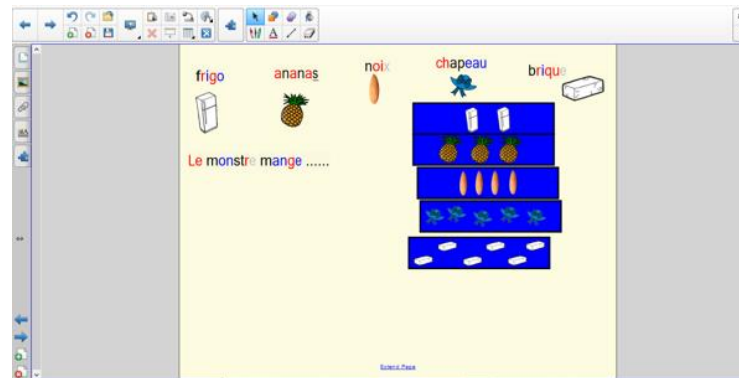
Week 4 French -Bonjour year 3 et 4



This week we would like you to continue with your mini book project.

You will need to watch the video to the end: <https://www.youtube.com/watch?v=MWH8ahruXL4>





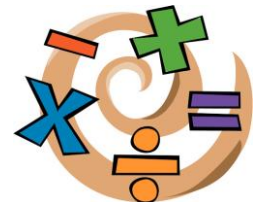



Task 1: Pause the video on slide 25 and have a go at writing the plurals for these words in your book.



Continue watching the video and make your mini booklet. Don't worry if you get stuck, just divide a piece of a4 paper into 8 sections instead.

See the **EXTRA FRENCH ASSIGNMENT** on TEAMS for further tasks from MRS BLACKHAM, you can submit your French learning here too. She would love to see it.

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	History
							

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.

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High knees	
Bunny hops	
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Sit ups	

Day 2 - Reading

These questions are based on
Chapter 6 which you read
yesterday

- Can you find phrases that show things are different?
- What does the word 'fizzing' tell us about how Charlie is feeling?
- Why has the author used words like 'growled' and 'snatched' to describe the actions of the Roman soldiers?

Tuesday 12th May

LO: To listen, appraise and evaluate a story
To select interesting vocabulary

Let me introduce you to famous author, illustrator and artist - **Maia Walczak**.

Most of her inspiration comes from time spent outdoors. Forests, foraging, surfing, sleeping out under the stars, hiking and birdsong are some of her biggest sources of joy. Born and raised in London to Polish parents, she spent her childhood summers in the cabin her grandfather built in the Polish woods.

Take a moment to reflect: What are your inspirations? Do you have any in common with Walczak or are yours completely different? Remember there are no right or wrong answers here.

You could jot your inspirations down in your work book.

Today you are going to listen to one of Walczak's stories read aloud on this video clip. Before you do so, look back at today's LO.

LO: To **listen**, **appraise** and **evaluate** a story. To **select** interesting vocabulary.

The skills you will be using today have been highlighted in red. Do you know what they mean?

Listen - to take in the words and think about what they mean.

Appraise/Evaluate - to assess the quality and impact.

Select - to find or pick out.

Keep these skills in mind as you will be using them in today's activity.

Please watch this video.

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

<https://www.youtube.com/watch?v=DoKavOfPkwo>



Main Activities:

After watching the video, answer these 2 questions and complete the activity in your work book.

1. Was the language in this book effective? Why?
2. What did you like/dislike about the story? Why?

Note down your **favourite vocabulary** from the story - you could 'magpie' some of these ideas in your future writing. Try to list at least **6-10 words, phrases or sentence starters**. Remember you can re-watch the video as many times as you need.

**Alternative Activities (Not compulsory):**

If you cannot access the video on a phone, tablet or computer, don't worry, complete these activities instead.

1. Find a picture book in your house. Read it aloud and complete the questions and activity listed above.
2. Can you write a descriptive paragraph about each of these pictures from 'The Black Hat'. Remember to try to include a range of different sentence starters.



Find your year groups Maths pack.

Year 3s - Year 3 Maths Pack

Year 4s - Year 4 Maths Pack

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and on the All Saints website.

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

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Spelling Rule: Adding the prefix 'ex'
(meaning out)

In your workbook;

1. Practise writing these words.
2. Check the meanings of the words.
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Remember, you could choose the alternative spellings instead (Year 2 CE Words).

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Day 2 - History

The Romans

This term we are going to be finding out all about The Romans and why they came to Britain and what they left behind and how they changed Britain.

Lesson 2 – Boudica

L.0: To be understand about the impact of the Roman invasion and about Boudica's rebellion.

Success Criteria

- I can use a range of sources to find out about Boudica's rebellion
- I can learn the story of Boudica's rebellion
- I can write in the role of Boudica

NOTE: We aren't sure how her name was spelt so the sources we have spell it in different ways. Whichever way you choose to spell it is fine but please try and keep it the same throughout your work.

Task 1

Please watch the following video's to find out a little about life in Britain at the time of the Roman invasion. Then work your way through the slides giving details of Boudica's life. (If you can't access the video's don't worry just read the slides these will give you enough information to complete the work).

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j>

<https://www.bbc.co.uk/cbbc/watch/bolshy-boudica-song>

Who was Boudicca?



- Boudicca was the wife of Prasutagus, the ruler of a Celtic tribe called the Iceni.
- The Iceni lived in a region of Britain that is now called East Anglia.

Prasutagus and the Romans Agreement

- When Romans settled in the South of England in 43 AD they made an agreement with Prasutagus so that he would be able to continue as ruler of the Iceni.
- When Prasutagus died, the Romans turned on the Iceni.
- They stole from the Iceni tribesmen, made people slaves and they had Boudicca whipped.



The Rebellion

- In about 60 AD, the Roman governor was sent to North Wales to lead an army.
- While he was away Boudicca led an attack against the tribe's Roman rulers with several other tribes. Her army was called the Britons.
- They managed to destroy Camulodunum (Colchester), the capital of Roman Britain and defeated the Roman IX legion.



Attack on Londinium

- Hearing the news, the Roman governor rushed back from Wales.
- He tried to evacuate Londinium (London) as he guessed this would be the Britons next target.
- Boudicca and her army destroyed Londinium and Verulamium (St Albans).
- People believe that over 70,000 people were killed in the attacks by the Britons.





Defeat

- The Roman army regrouped in the Midlands and finally defeated the Britons in the battle of Watling Street.
- No one knows what really happened to Boudicca. Some say she killed herself when she knew the Romans had defeated her, others say she fell ill and died.

The Legend



"I was whipped by the Romans when they tried to take our lands and now I am fighting for my freedom. Think how many of us are fighting and why. We must win this battle or die. Let the men live as slaves if they want. I will not."

-Boudicca's last speech, as recorded by Dio Cassius

- Boudicca is a heroine because she achieved a lot and fought for her country, for her people and for herself. Although she lost the final battle, she never let the Romans conquer her.

Task 2

Imagine you are Boudica, you need to convince members of your tribe to join you in the fight for Britain. Write a speech from Boudica's point of view.

Write a speech for Queen Boudicca, to persuade the Iceni tribe to fight the Romans.

Adjectives	Useful nouns	Powerful verbs/ Adverbs
honourable proud brave fine free strong trustworthy beautiful rightful	I, your queen (my) people Iceni tribe tribe's people our land our homeland Britons Celtic tribes our children our freedom our way of life the law	bravely rise up fight bravely proudly defend fiercely protect believe stand up follow (me)
cruel greedy dishonourable dishonest harsh hateful untrustworthy	Roman army Legionaries bullies treatment	invaded cruelly humiliated robbed cheated unfairly treated bullying

Possible paragraph openers

I stand here before you to ask ...

My brave people...





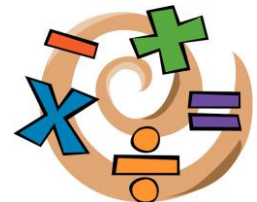



This land ...

I call on you all to ...

The Roman army has ...

If you care ...

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 slide 44
for ideas

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 3 - Reading



Chapter 7 A Tumble through Time

"Hey!" snapped Tilda as Charlie suddenly reappeared, rolling across her feet. "I only painted those nails yesterday."

Charlie had never been so relieved to smell diesel fumes. He gulped dirty 21st-century air like a desperate fish and scabbled behind the oak tree's thick trunk.

"Are they gone?" His eyes flashed with panic.

Tilda looked at her brother as though he were mad. "Are who gone?"

A Tumble through Time

"The Roman soldiers," he panted. "Have they gone yet?"

Tilda snorted. "Erm, yeah! They left here in 410 AD and I don't think anyone's expecting them back any time soon."

Charlie breathed a sigh of relief and tried to stop shaking. He was back, and that meant he was safe.

Although her brother had only been gone for a few seconds, Tilda couldn't deny that something very strange had just happened. The only people who could vanish through walls and reappear were usually stars of a fantasy movie. Last time she checked, Charlie wasn't in any way magical.

She crouched beside Charlie and whispered, "What just happened?"

Still trying to catch his breath, Charlie grabbed hold of his sister's arm. "The doorway... it really works, Tils. I swear I went back to Roman times and got chased by soldiers with anger management issues. I think they thought I was spying."

"So Professor Howe's journal wasn't a made-up story?"

Please read **Chapter 7**
of Roman Rescue

Roman Rescue

"No, it definitely wasn't. Look!" Charlie poked his finger through the tear in his tights. "Romans did this, honest."

Tilda's shaking head and creased brow confirmed that despite Charlie's evidence, his sister was struggling to accept his story.

"You still don't believe me?"

Tilda guided a bewildered stare towards the wall. "I don't... it can't... that's not..."

With trepidation already drying his mouth and every fibre of his body telling him he was about to make a huge mistake, Charlie handed Tilda one of the small Roman coins he'd rescued from the meadow.

"As soon as you hit the grass, start running!"

"What are you talking about?"

"And keep your head down!"

Not waiting for his sister's response, Charlie clutched Tilda's hand tight, and with a deep breath of polluted air still filling his lungs, launched them both back towards the time wall.



Brother and sister each fell forward onto a patch of dusty ground. Charlie landed on top of Tilda with a grunt.

At the same moment, the iron point of a javelin grazed into the ground just centimetres away.

Looking back over her shoulder, Tilda saw the pristine Roman fortress. A second ago it had been little more than a ruin. "Hey, isn't that the –"

"Run!" yelled Charlie, dragging his sister towards the mud huts he'd seen during his earlier visit.

Tilda's eyes swam with confusion. "That man over there looks just like a... like a..."

Stumbling across uneven ground, Charlie finished his sister's sentence.

"A Roman soldier. Yeah, I know – that's what I've been trying to tell you!"

- The author uses 'bewildered' to describe Tilda. Can you think of any synonyms for bewildered? (Challenge – Find out what an antonym is, can you think of any for bewildered.)
- Use a dictionary to look up any unfamiliar words you have had so far.

Wednesday 13th May

LO: To sequence events

To use my imagination

In 2011, Maia Walczak created a series of **Silent Books**. These are picture books without words! This may sound strange but Walczak's charming illustrations captured imaginations and gained popularity all over the UK!

Today we are going to watch one of these stories called, 'The Silent Blue Book'.

I wonder what you think?



Please watch this video.

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

https://www.youtube.com/watch?v=GPP_xvqAoI0

If you have not been able to watch the video, don't worry, please use these pictures to help with today's activity. Remember this book has NO WORDS and is completely silent so you are not missing out, you need to use your imagination to make up the story.



lonely girl



finds boat



lonely fox



adventure



finds fox



Shows special place but flower destroyed



fox helps



friendship



Think... Key questions:

- Was there still a story?
- Who were the main characters?
- What was their relationship?
- Where did they go?
- What did they do?
- Why did they do that?
- Can you create the story using clues from the illustrations and the power of your imagination?

Did you miss the words? Would this type of story be suitable for all age groups?

By the time you get to KS2, you have heard many stories and can use your imaginations and inference skills to create the story for yourselves but would younger children be able to do this?

Your challenge, between now and half term, is to create an adventure story about the girl and the fox that fits in with the animations you have just seen. You can then share your stories with your siblings and we can post some to KS1 on Microsoft Teams for children to enjoy over half term.

Today... Watch the video a few times to get to know the story really well.

Can you come up with a title for your story? What are the key events that take place?

What happens next?

Use the storyboard on slide 10 to sequence the main events in chronological order.

Note: You only need to worry about pictures today.

Use this template or draw your storyboard straight into your book if you prefer.

Remember to leave some space to add key vocabulary underneath each picture (we will do this next week).

If you need more boxes, that is fine too.





Day 3 - Maths

Find your year groups Maths pack.

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

exit
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explode
excursion
exchange
export
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expel
external
exterior

Spelling Rule: Adding the prefix 'ex'
(meaning out)

In your workbook;

1. Practise writing these words.
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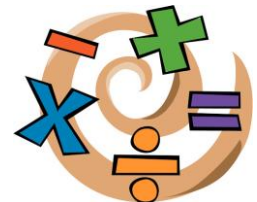



find
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Activity ideas

- 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

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P.E	Reading	English	BREAK	Maths	LUNCH	Spelling	Science
							

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Sit ups	

Day 4 - Reading



Chapter 8 Living Statues

They crouched low, hiding behind a small wooden fence which appeared to be made from thin sticks and woven tree branches. A trio of pigs wallowed in gloopy mud just a few metres away.

The smell of rotting vegetables and something much, much worse flooded their nostrils, yet Charlie hardly registered the stench. He had more important things on his mind, like keeping away from the group of angry Roman soldiers and their weapons.

Tilda clamped her hand across her nose and mouth. Her eyes flashed left and right, wild with disbelief.

Living Statues

"This really can't be happening," she mumbled.

"Ssshhhh," Charlie ordered.

"But it worked," Tilda continued. "It actually worked."

"Will you shut up?" pleaded Charlie.

"This is Roman Britain!" Tilda gazed around the village, flicking her eyes from one small mud hut to the next.

"Oi! Gerraway from me pigs," bellowed an unfriendly voice.

Charlie and Tilda turned to see the haggard face of an ugly peasant farmer glaring through the doorway of his hut. His long hair appeared to be bleached white, and it hung heavily from his head in untidy strips. Dark eyes raged with hostility.

"Away with yer," he bellowed. "Find yer own beasts. Them's mine!"

Feeling wholly unwelcome, Charlie and Tilda backed away from the stinking pen. Ducking low and hoping they would remain unseen, the two children crawled past a mound of steaming manure before pushing their

Please read **Chapter 8**
of Roman Rescue

their backs up against the wall of a neighbouring hut.

"Where are we?" Tilda's heart was beating like an Olympic sprinter's.

"I think this is still York." Charlie pointed to the large fortress beyond the white wall. "That's gotta be the building from the Museum Gardens."

Although her eyes could see the building, Tilda's brain was struggling to process these new sights and sounds. "But it looks brand new... and so big."

"That's because it is brand new," Charlie said. "And it is definitely big. When was it first built?"

Tilda tried her best to kickstart her bewildered brain into action, desperately attempting to recite what she'd learned at school. Eventually, she pulled a collection of facts from one of last term's history classes.

"Historians think it was built by the Emperor Septimius Severus," she recalled. "Roman Emperors liked to build big buildings to show how important they were, and Severus was one of the most important ever. He ruled the entire Roman Empire from York between 208 AD and 211 AD." She suddenly gasped.

This chapter will
continue tomorrow...

"Maybe that's where we are now!"

"Was he a nice Emperor?" Charlie asked.

"I doubt it. You don't usually get to conquer half the world by asking nicely," Tilda replied. "Why?"

Charlie gulped and pointed to their right. "Because I think that lot are from his army."

Tilda swept her gaze up the wide paved road until it reached a troop of Roman soldiers. The sight pushed her head back like a slap.

The men were huge. Their skin bulged with the kind of thick muscles a rugby player would envy, and each wore what looked like enough polished armour to stop a rhino at full charge.

"They're not men," gasped Tilda. "They're like living statues!"

"Let's hope they're not looking for a fight," Charlie said, backing away and dragging Tilda with him.

"What makes you say that?" Tilda gulped.

Charlie shivered as his jog became a sprint. "Because that one with the sharp-looking sword is pointing it straight at us."



Running away proved to be the wrong strategy. Both children skidded around the mud hut and found themselves in the middle of a yard filled with startled chickens and geese.

The birds flapped and squawked in panic as Charlie and Tilda tried to find an escape route through the blizzard of feathers and wings. When a troubled farmer threw open the door of his hut to investigate what was causing all the commotion, the two young time travellers suddenly found themselves face to face with even more trouble.

"Thieves!"

The soldiers were quickly on the scene, flashing their swords and pointing their spears, and roughly apprehended the two children. Moments later, Charlie and Tilda found themselves dumped at the feet of a very mean-looking man. His polished silver headpiece

bristled with an impressive plume of thick, red horse hair.

"The farmer caught them red-handed, Tribune," a Roman soldier lied, kicking dust into the children's faces.

The helmet's owner glared down at Charlie and Tilda through eyes that looked like they could start a fire. As he swung his heavy sword towards them, Tilda squirmed to avoid the razor-sharp steel.

"What are these pathetic specimens?" snarled the huge man.

"Chicken thieves, Tribune," barked a particularly large legionnaire. What looked like half the man's breakfast decorated his bushy ginger beard. "A couple of pox-ridden Brigante peasants looking for an easy meal, sir!"

"What a nerve!" Charlie whispered to Tilda. "How many easy meals do you reckon he's eaten?"

"Shurrup! He's got a sword," Tilda hissed. "Right now, he can say and eat anything he wants."

Thursday 14th May

LO: To write a character description

(using clues from the video and my imagination)

Aspects of the character to describe.

Today you are going to write a **detailed** character description about either the **girl or the fox**. You need to try to include lots of interesting language. Remember you are the new author of this story and there is no wrong answer. If you don't know something about your character - make it up. You are the creator!

describe the character's appearance?

describe the character's background/past?

describe the character's actions, thoughts and feelings?

describe the character's personality?

describe how the character speaks?

describe how the character moves?

Write a paragraph about your chosen character. If you finish quickly, or would like a further challenge, you could describe the second character too.



You could watch another of Walczak's silent stories to find out more about the girl.
<https://www.youtube.com/watch?v=6X1L-0ta4rc>



Top Tips:

- You could **bullet point some ideas** about both characters before writing. This will help you decide which to write about.
- **Name your character**
- Use a **variety of sentence starters** to add interest to your character description. e.g. In her hands, she carries... On the tip of his tail... Mostly she... Surprisingly...
- Remember to use **expanded noun phrases** to add more detail and description (DOUBLE ADJECTIVES)!
- Think about your character's **actions, emotions and behaviours** throughout the **whole story**. What does this tell you overall?
- Remember to **read back** and **purple pen** your work to improve it.

Day 4 - Maths

Find your year groups Maths pack.

Year 3s - Year 3 Maths Pack

Year 4s - Year 4 Maths Pack

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

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

exit
extend
explode
excursion
exchange
export
exclaim
expel
external
exterior

Spelling Rule: Adding the prefix 'ex'
(meaning out)

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).

find
mind
behind
old
cold
gold
hold
fold
every
everybody

Science – Sound

Week 4

LO: To find out that some materials are effective in preventing vibrations from sound sources reaching the ear

Protecting our ears



This construction worker is wearing protective gear, including ear protectors. Why is this necessary?

Sometimes, either for safety or for convenience, it is necessary to prevent sounds from travelling.



Can you think of any other examples of times when it is necessary or desirable to muffle sound?

How many ways can you think of to stop sound from reaching the ears?

Guide:

In your book, write a list of ways you think you can stop sound from reaching your ears.

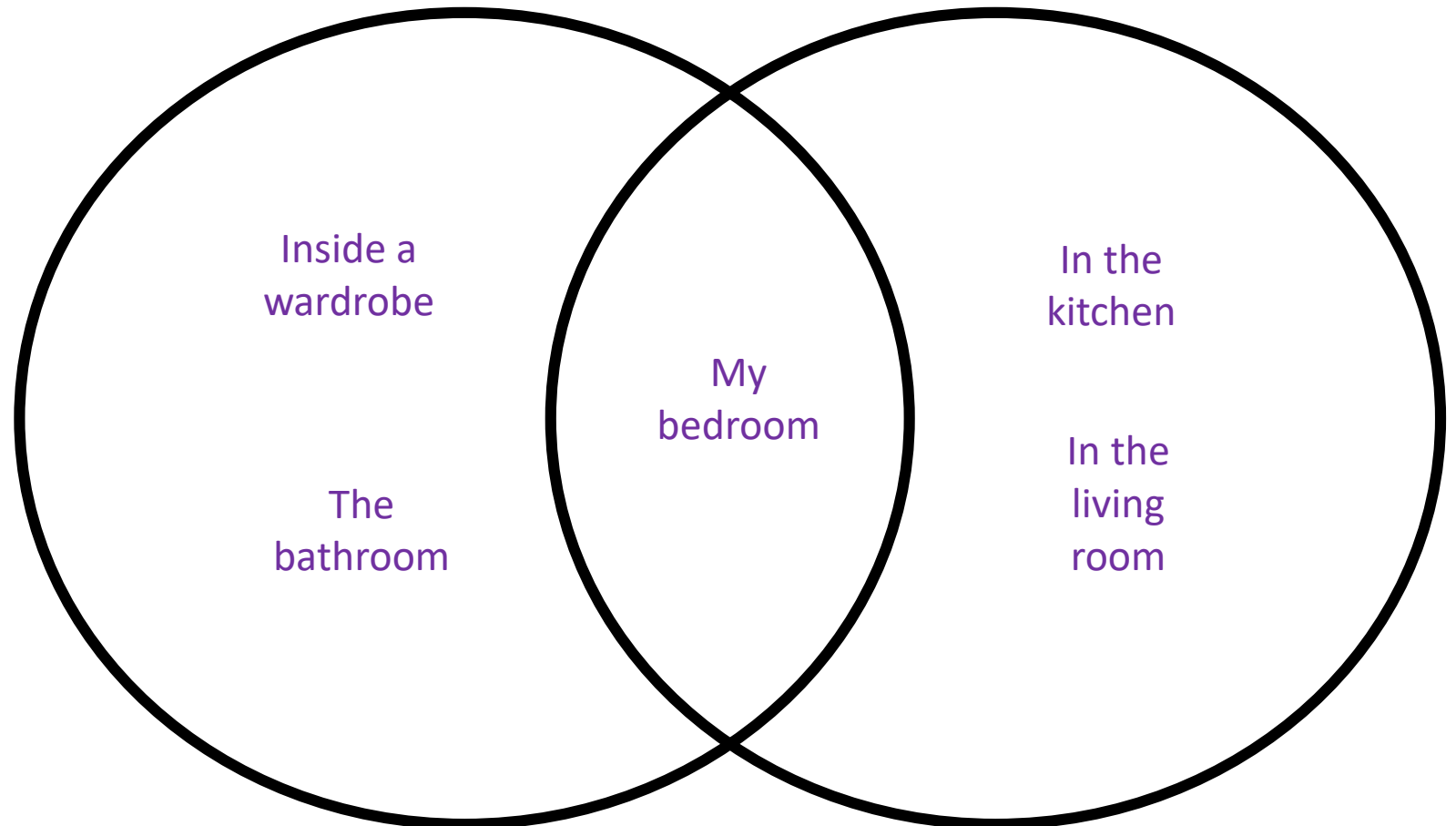
Where are the loudest and quietest places in your home?

Quiet





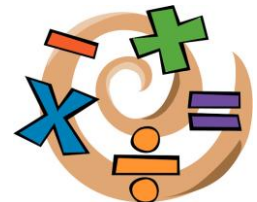



In the middle

Loud

Guide:
Draw a Venn Diagram and add places in your home that are quiet, loud or in the middle.
(Some ideas ->)



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

Living Statues

Please finish **Chapter 8**
of Roman Rescue

"Do you know the punishment for theft?" the tribune sneered.

Tilda shook her head. She remembered reading that Romans had odd rules, some of them quite savage, and she just hoped theft was one of their lower misdemeanours.

Perhaps not realising how much trouble they were in, Charlie thought he'd take a wild guess. "How about a strong telling-off?"

"A strong telling-off?" the tribune laughed. "Is this Brigante being serious?"

The tribune's troop laughed like a chorus line.

"Why does he keep calling us Brigantes?" Charlie whispered.

"It's the local tribe," Tilda explained. "They think we're savages."

"We're not savages, you idiot!" snapped Charlie.

"What did you just call me?" Food crumbs flew from the soldier's beard as the legionnaire reached for a dagger

hanging from a belt around his midriff.

"Charlie, shurrup," pleaded Tilda. "You're going to get us into serious trouble."

"But we haven't done anything wrong," her brother insisted. "This lot are a bunch of bullying morons."

As more history class memories came rushing back to her, Tilda began to realise what a big mistake Charlie was making. Twenty-first-century rules are nothing like Roman customs and laws. She remembered reading that punishments for some crimes included being beaten or whipped... or even worse.

The crested tribune leaned forward and glared down at Charlie. "Lying to a Roman soldier is a very serious crime... some might even call it treason."

Before Charlie could get himself into even more trouble, Tilda locked a hand across her brother's mouth. But the look on the Roman leader's face told her that the damage was already done.

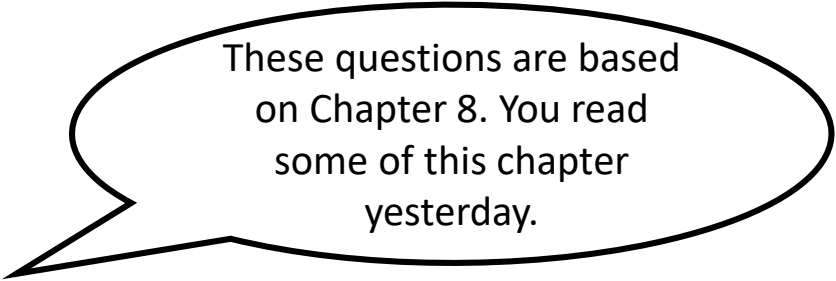
"Now, what did this scrawny, thieving peasant dare to call my soldier?" the tribune hissed.

"Nothing, sir," Tilda lied. "Forgive my brother – he often gets his words muddled up. He meant to say how much he admired your soldier's athletic physique."

Charlie squirmed free of his sister's grip.

"No I didn't," Charlie admitted. "I said he's an idiot!"

Tilda cupped her head into her hands and groaned. This wasn't going well at all. And when she saw a smaller legionnaire pull a vicious-looking whip from a dirty sack, she realised that things were about to get a whole lot worse.



These questions are based on Chapter 8. You read some of this chapter yesterday.

- Why does the author compare Tilda's heart to an Olympic sprinter's?
- What words or phrases can you find that imply panic?
- Which verbs has the author chosen to describe the roman soldier's actions? What effect do they have?
- What impression do you get of the farmer? How has the author created this effect?

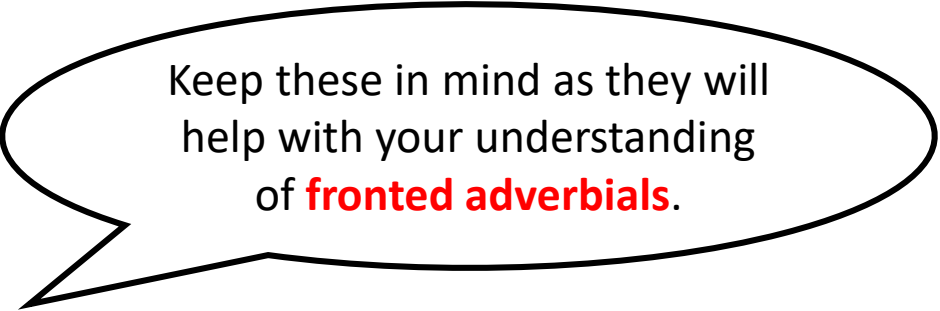
Friday 15th May

LO: To understand, identify and use a range of fronted adverbials

Recap:

Verb: A verb is a 'doing' word or an action word
e.g. skip, hop, juggle, dance, exclaim

Adverb: An adverb describes and adds detail to the verb
e.g. beautifully, sleepily, quietly, next, soon



Keep these in mind as they will help with your understanding of **fronted adverbials**.

What is an adverbial?

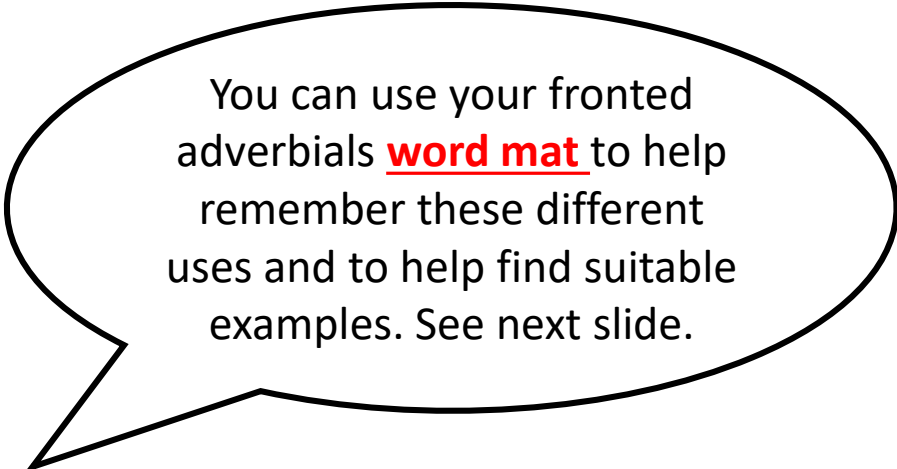
An adverbial is a word or phrase that is used, like an adverb, to add detail to a verb or a clause. Adverbs can be used as adverbials. E.g. Nervously, the boy stepped forwards.

What is a fronted adverbial?

When an adverbial is used at the beginning (at the front) of a sentence, they are called 'fronted adverbials'.

Fronted adverbials are used to describe...

- The **time** something happens,
e.g. Before sunrise, Darius crept into the beast's cave.
- The **frequency** (how often) something happens,
e.g. Every so often, Darius could hear the beast's ferocious snore.
- The **place** something happens,
e.g. At the back of the cave, the terrifying creature began to stir.
- The **manner** something happens,
e.g. As quick as a flash, Darius bounded behind a nearby rock.
- The **possibility** (how likely) something will/has happen(ed),
e.g. Almost certainly, the deadly beast would find Darius.



You can use your fronted adverbials **word mat** to help remember these different uses and to help find suitable examples. See next slide.

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,



Main Activity:

Write these sentences, in full, in your work book.

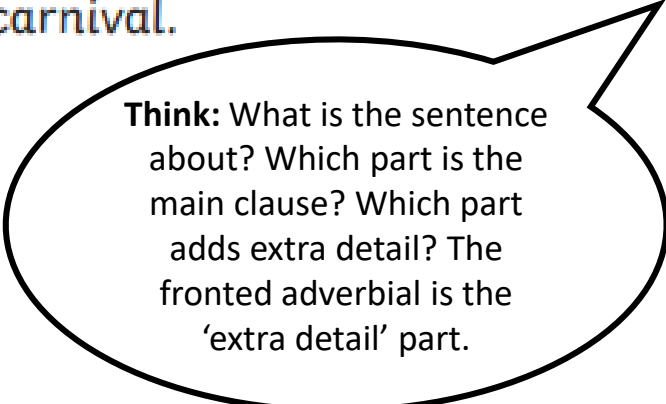
Remember those commas.

1. Can you place a comma after the fronted adverbial in these sentences?

For example:

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Almost certainly Eva's team would win the upcoming sports day.



Think: What is the sentence about? Which part is the main clause? Which part adds extra detail? The fronted adverbial is the 'extra detail' part.

You can check your answers on the next slide.

Answers:

- a) Baffled by the mathematical problem, the professor felt frustrated.
- b) Under the bridge, the misunderstood troll waited patiently for his goat friends.
- c) Once a year, the people put on their costumes and partied at the carnival.
- d) Almost certainly, Eva's team would win the upcoming sports day.

Can you purple pen any mistakes you made?

Extra Challenge!

Now you are building confidence with fronted adverbials, think back to your story about the fox and the girl. Can you create some sentences for your story using fronted adverbials?

Top Tips:

- Use the fronted adverbial **word mat** for ideas
- Use **sentences from your character description** and change the sentence starter to a fronted adverbial
- Look at the pictures on your **storyboard** for ideas

Day 5 - Maths

Find your year groups Maths pack.

Year 3s - Year 3 Maths Pack

Year 4s - Year 4 Maths Pack

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

exit
extend
explode
excursion
exchange
export
exclaim
expel
external
exterior

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 10.

find
mind
behind
old
cold
gold
hold
fold
every
everybody

Art - Mosaics - Lesson 1

LO: Exploring Mosaics

1. The floors of Roman buildings were often richly decorated with mosaics. Mosaics were made from tiny coloured stones which they called tesserae.



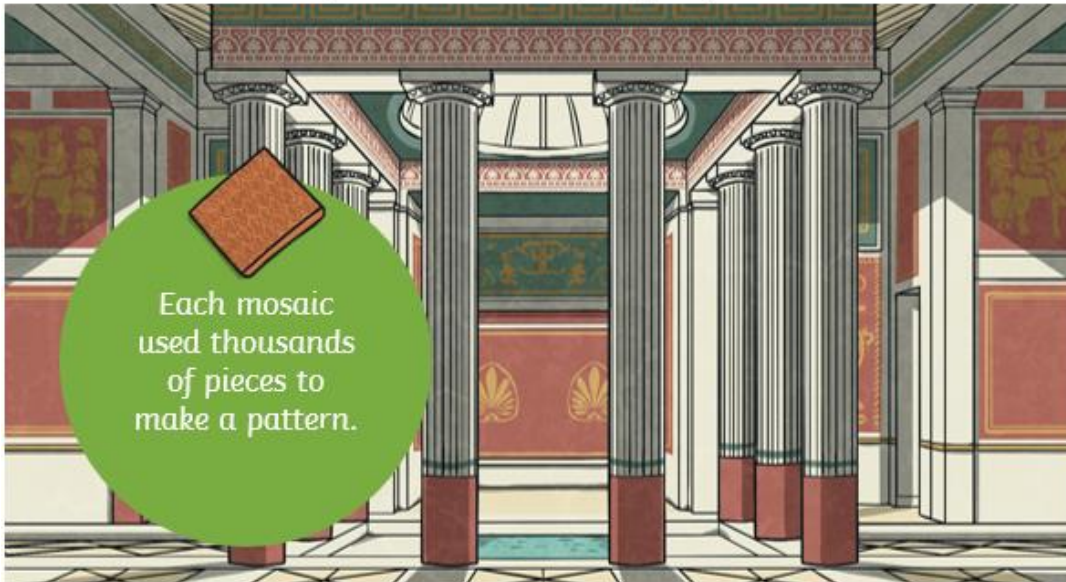
2. Mosaics have been found that show scenes of history, as well as everyday Roman life.



3. Mosaic floors were a statement of how wealthy and important you were. Poor people would not be able to afford them. The bigger and more detailed the mosaic, the more impressive.



4. The mosaic would decorate the floor of the main room. These were stuck to the floor with mortar, a type of cement.



5. The Greeks were the first to make mosaics. They started by using pebbles and then also began to use cut stone with pebbles.



The Romans copied their method but just used cut stone instead of pebbles. Villas and bath houses had mosaic floors and some office signs were even made of mosaics.

Temples and public areas usually had patterned floors made with the larger cut stone tiles, a method known as Opus Sectile.

6. The Romans used a hammer and hardie to cut the stones to approximately 8-12mm. A hardie (on the left) is like a chisel, this would be stuck into a block of wood.



7. Some mosaics had pieces cut down to 1-2mm for very intricate patterns. This is the Alexander mosaic that you can still see today in Pompeii, Italy.

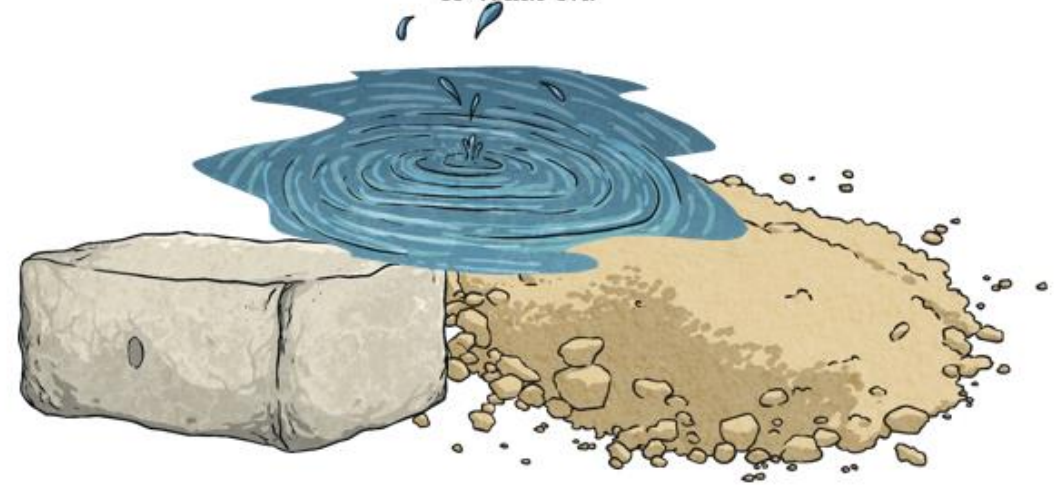


8. Imagine the length of a metre stick, then a square metre. Just 1m² of mosaic on the floor might take 10 000 pieces of tesserae!

You don't see lots of bright colours in Roman mosaics. This is because they mainly used natural stones. The red, used particularly in Britain, was from cut brick or tile. Occasionally, they might use bits of glass for a particular effect.



9. You can probably imagine that a floor made from thousands of tiny stones would not be comfortable to walk on, but this wasn't a problem when you had slaves to work hard for you. The slaves would have to use hard stones, sand and water to grind the stones down so they were smooth to walk on.



Check this website out for examples of mosaics:

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

Your Task - Copy a mosaic you found interesting (Use this grid if needed)

