



Summer 1 Week 3

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)

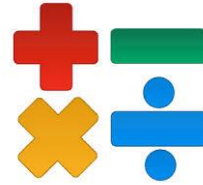
Please complete work in your exercise book, for each lesson, and upload pictures to Microsoft Teams when finished.

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







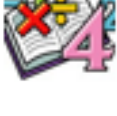









Music

- Listen and evaluate a variety of musical genres

Working From Home: Year 3/4 Timetable

Teachers: Miss Cole, Mrs Jones, Mr Sayer





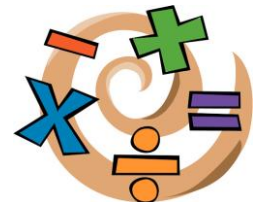



Classes: Germany, Ireland, Brazil

	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	

Don't forget, it's Bank Holiday Friday - enjoy a lovely three day weekend 😊.

No work or contact expected on Teams on Friday, unless you'd like to share what you are up to of course.

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 4

An Impossible Possibility

Tilda double-checked more than twenty dates, each time finding a corresponding entry in the professor's journal. The entries themselves were incredibly detailed, not only describing the people its owner had allegedly met and a number of significant historic events, but also containing a reference to a specific artefact and its position in the room.

Finally, she turned to a new page and scanned the text. "Back wall... second shelf from the left... fourth from the floor."

Following his sister's instructions, Charlie scuttled

Please read Chapter 4 on this slide and the next.

Roman Rescue

across the small room and navigated the contents of the bookcase. "Got it!"

"Seventh book from the left should be a slim black diary."

Charlie counted across the shelf until his finger dropped onto a book that matched Tilda's description. "What is it this time?"

Tilda leaned back against the chair and exhaled loudly. She refused to believe what the professor's note was claiming. "Shakespeare's pocket book."

Charlie snatched his finger back as if he'd just been bitten. "The famous play-writing guy?"

Tilda closed the journal with a thud. "It can't be true."

Charlie gazed around the room. His eyes seemed to sparkle brighter than the various treasures. "These things all seem genuine enough, Tils. Why would the professor go to all the trouble of forging everything?"

"But time travel isn't possible!" Tilda swung the chair around until she was facing the room. "Everyone knows that."

An Impossible Possibility

"Everyone except the professor, maybe?"

"Wait, wait, wait!" This was all beginning to make Tilda's head hurt. "How would he go back in time? There's not one single mention of a time machine."

Charlie thought for a moment. "Perhaps he used something else."

Tilda snorted. "Like what, a magic potion?"

Charlie pointed to a section of wall behind his sister's head. "He might have used one of those."



So much for her aspiring to become a detective; Tilda couldn't believe that she had missed something so obvious.

The two children stood staring at the large square cork board that had been screwed to the wall. A collection of tiny leather pouches hung from pins, each with a handwritten label showing various periods of time. One hook read **Brigantes**; another read **World War Two**.

Between those was every significant period in York's long and varied history.

"What do you think they are?" Charlie asked.

Every sensible gene in Tilda's body resisted what she was about to say next. "Maybe they're keys to open something like a time door."

Charlie pointed to an empty pin beneath a label reading **Normans**. "Why is one missing?"

Both children stared at the empty pin. Neither dared to say what they were each thinking.

Tilda remembered seeing a skull and crossbones sign scribbled beside the Normans' door on Professor Howe's map. Something told her that was significant.

Suddenly feeling a mixture of enthusiasm and fear, she reached out towards the tiny pouches, plucking off the one labelled **Romans**. It felt unexpectedly light and the fabric was more delicate than it looked. When she bounced it on her palm, it jangled softly.

Like every bag, this one was sealed shut by a tight knot. After gently working the knot loose, Tilda

tipped the contents out onto her palm.

Three thin, golden coins danced across her skin, plus a small golden signet ring which sparkled in the dusty light. Charlie reached out and plucked it from his sister's palm. Both children stared down with admiring eyes at the beautifully-fashioned golden band. What really caught their attention, though, was the face of a man which had been cut into the precious stone on top of the band, and cold eyes scowled up at Tilda with a look that sent contempt reaching through history.

"They look old," Charlie observed, "and valuable."

Tilda nodded. "I think they're genuine Roman coins. And that ring looks like it could be worth a fortune. I wonder how the Professor got his hands on all this stuff?"

"Check another bag," her brother urged.

When she emptied the bag marked **Vikings**, more coins rolled onto her palm. These were much plainer, and seemed to be made from less precious metals.

Checking the bags labelled **Tudors** and **Stuarts** confirmed that each little pouch contained the same contents: ancient money and little artefacts.

Charlie's brow creased like paper as he rubbed his chin. "The map shows the symbol of a key next to every door. How can we use money that is impossible to spend as a way to open a door? Is it some kind of puzzle?"

Tilda reached for the professor's journal. Instinct was telling her that the solution to this conundrum had to lie within its pages.

Maybe she was destined to be a detective after all – the answer stared up at her from the bottom of the very first page.

Tilda felt her cheeks flush with giddiness as she read the professor's words out loud.

"Although each time door is invisible to the naked eye, I have found that they can be opened and travelled through by anyone possessing the right historical artefact." Her finger trembled almost as much as her voice as she traced the words. "For a treasure hunter with a sense of adventure, these historic items are actually keys to the most incredible experiences imaginable."

When she glanced up from the journal, she found her brother hopping with glee. "We've got to see if we can open one of those doors!"

Week 3, Day 1 - English

Monday 4th May

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

Please do this every day.

LO: To plan my own poem about volcanoes

Think back to the skills you practised last week:

- Synonyms - thinking of interesting vocabulary
- Alliteration
- Similes
- Metaphors and Personification
- Adverbs

Starter:

Write a simple sentence to describe
each of these devices in your book.
You could come back to this after
your main activity if you are stuck.

Can you remember what each of these are?

Poetry Language Planner

Nouns

Nouns are used to name a person, animal, place, thing or idea.

Verbs

Verbs are 'doing' words. They usually tell us about an action.

Alliteration

Alliteration is the repetition of sounds in a group of words.

Adjectives

Adjectives are describing words.

Adverbs

Adverbs describe the way that something happens.

Onomatopoeia

Words that sound like the thing they are describing.

Similes

Similes compare different things. They usually use the words 'like' or 'as'.

Metaphors

Metaphors compare different things by suggesting that they are similar.

Personification

Saying that non-living things have human qualities.

This week you will be writing and performing your own volcano poem!

Use this sheet, or write the headings in your book to create a bank of ideas for your poem.

This will be a useful planning tool when it comes to writing your poem over the next couple of days.

You can use your ideas from last week - remember to choose your best ideas and record them on your planning sheet so you remember to include these in your poem.

Top tip - No idea is a bad idea! The more you put on this sheet the easier your task will be tomorrow.

Look at your weekly maths PowerPoint for your maths group - Miss Cole, Mr Sayer, Mrs Jones.

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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.

autograph
autobiography
automatic
autofocus
autocorrect
autopilot
autocue
autonomy
automobile

Spelling Rule: Adding the prefix 'auto'
(meaning self or own)

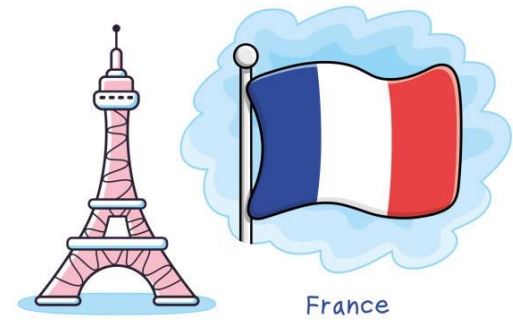
In your workbook;

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).





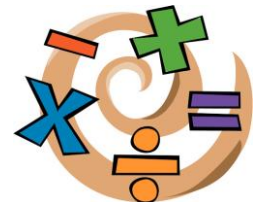



door
floor
again
wild
children
climb
parents
most
only
both

Week 3 French Bonjour year 3 et 4



- This week we are continuing with the mini book writing project.
- Please watch the video from slide 23 to the end.
<https://www.youtube.com/watch?v=MWH8ahruXL4> Don't forget you can pause it at any point.
- Stop at slide 25 and have a go at writing what you think the plurals under the blue rectangles will look like.
- Make your mini booklet using a piece of A4 paper. If you get stuck, don't worry, just divide your paper into 8 sections and use that instead.
- Write one sentence on each page as shown on slide 29. Use the online dictionary to help you. <https://www.collinsdictionary.com/dictionary/english-french>
- Illustrate!
- I can't wait to see your completed booklets! From Mrs Blackham 😊

Timetable - Tuesday

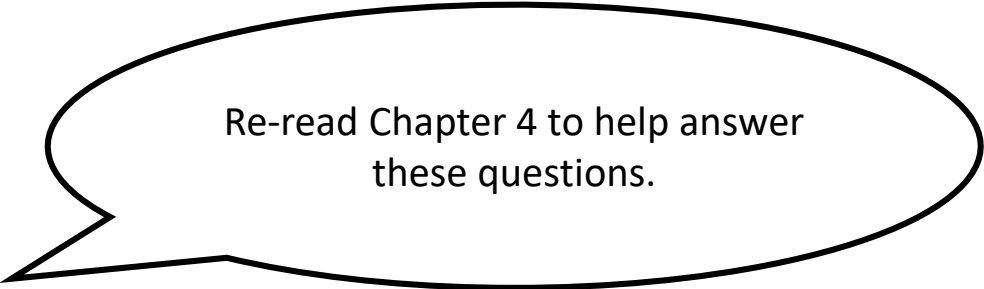
9.00-9.30	9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
P.E	Reading	English	BREAK	Maths	LUNCH	Spelling	Geography
							

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	



Re-read Chapter 4 to help answer these questions.

- How does Tilda react to their discoveries?
- What does Tilda think about time travel?
- What does the word 'danced' tell us about how the coins moved?



Week 3, Day 2 - English

Tuesday 5th May

LO: To draft my own poem about volcanoes

With the skills you practised last week in mind and with your bank of ideas from yesterday, it is now time to draft your own poem!

Remember, poems are not written in 5 minutes, they require thinking time and trial and error.

Top tip – Write down your ideas as they come, then pick and choose the best when re-writing.

Re-writing/re-drafting is **NOT** starting again, it is **NOT** failure – each attempt gets you closer to your finished product.



Success Criteria:

I can include strong, interesting vocabulary.

I can use alliteration, repetition or onomatopoeia for impact and emphasis.

I can include some poetic devices including similes, metaphors or personification.

I can include adverbs.

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

Read through this example poem, so you know what you are aiming for. Look at the next slide to see the success criteria picked out.

WAGOLL - What A Good One Looks Like Volatile Volcano

Fizz,
The warning signal,
Crack,
There's no going back,
Boom,
Here it comes...

Smoking, choking rapidly
Like an angry chimney.
Misty, murky nightmare.
Beware, beware, take care!

Sneaking, sinisterly, slowly
As fierce as a snake.
Boiling, bursting lava lair.
Beware, beware, take care!

Flickering furnace, fast approaching
Like fiery orange ribbons roasting.
Brightly, burning flames flare.
Beware, beware, take care!

Until, once again the monster
Slips into a sensational slumber,
SAFE.
At least for now...



Success Criteria:

I can include strong, interesting vocabulary.

I can use alliteration, repetition or onomatopoeia for impact and emphasis.

I can include some poetic devices including similes, metaphors or personification.

I can include adverbs.

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

Only some of the examples are highlighted. Can you spot more?

WAGOLL - What A Good One Looks Like Volatile Volcano

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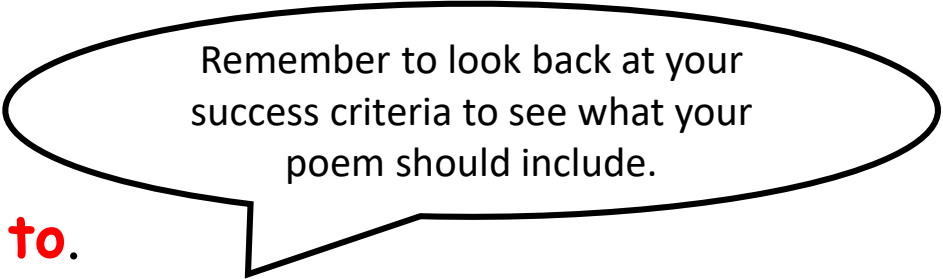
SAFE.

At least for now...

Does it have to rhyme?

You may have noticed that there were also some rhyming couplets in the poem:

- nightmare, care
- lair, care
- flare, care



Remember to look back at your success criteria to see what your poem should include.

Don't worry about your poem rhyming - **it doesn't have to.**

Some poems rhyme, some don't - which you like best is for you to decide.

Remember a poem is about using strong language to paint a clear vision in someone's mind. It's about being playful and creative with language.

Sometimes the rhymes will come to you but don't lose what your poem is about.

Now it's over to you and time to start drafting your poem... enjoy!

Look at your weekly maths PowerPoint for your maths group - Miss Cole, Mr Sayer, Mrs Jones.

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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.

autograph
autobiography
automatic
autofocus
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autopilot
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automobile

Spelling Rule: Adding the prefix 'auto'
(meaning self or own)

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).

door
floor
again
wild
children
climb
parents
most
only
both



Geography Volcanoes and Geographical Skills

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

Lesson 2 – How volcanoes affect people's lives

L.O: To be able to explain how volcanoes affect people's lives.

Success Criteria

- I can say how a volcano is formed
- I can use dormant, active and extinct when describing volcanoes
- I can explain the advantages and disadvantages of living near a volcano

Task 1

On the next pages there is some information about living near volcanoes.

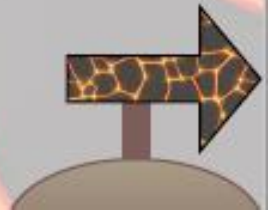
After you have read the slides

Can you remember the 4 main reasons people choose to live near volcanoes?

Can you write about them and explain the advantages of living near a volcano? You can add pictures if you wish.

Would you want to live near an active volcano? Why?

Most volcanoes are perfectly safe to live near. People choose to live near dormant and extinct volcanoes and sometimes near active volcanoes. Active volcanoes don't always erupt violently, so can still be safe to live near.





There are some reasons people choose to live near volcanoes. These are: **minerals, fertile soil, geothermal energy and tourism.**



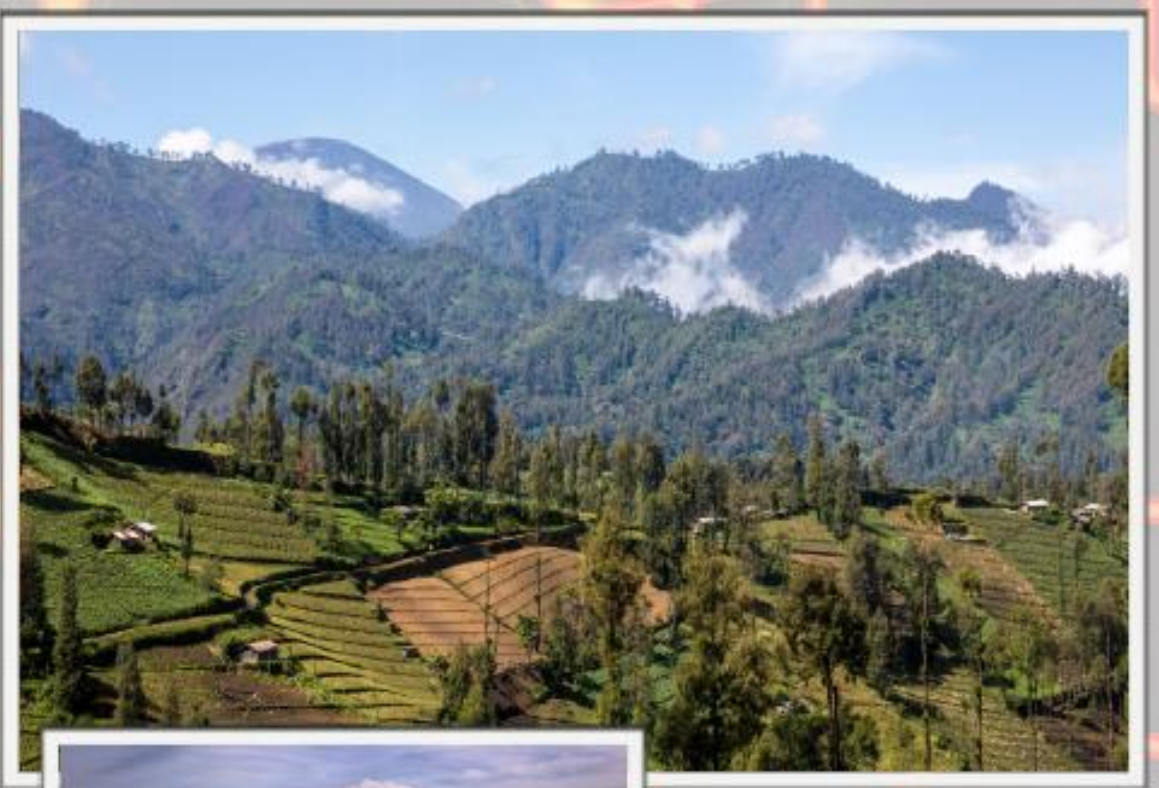
Magma from deep inside the earth contains many minerals like, diamond, gold, copper, lead and sulphur. These minerals cool after an eruption. Mining companies then use the volcanic area to dig for these minerals.



Minerals



When volcanic rock breaks down into dirt it becomes a mineral rich soil. These minerals provide food and life for all kinds of plants. Vegetables, grapes, herbs and flowers can grow in volcanic soil. It is a great area to start a farm.



Fertile Soil



Water can be found in volcanic areas. This water gets heated by the magma beneath the Earth's surface.

We can use this heated water and steam to provide houses with natural heating and hot water.



Geothermal Energy



Volcanoes attract millions of people for many different reasons. Volcanoes are impressive sights and people around the world like to visit them.

There are often hot springs, mud pools, steam vents and swimming spots around volcanoes that attract tourists. Scientists also visit volcanoes to test and monitor them.



Tourism



It's not just people who like to live near and visit volcanoes.

Many plants and animals choose to live and grow there too.

Do you know any species living near volcanoes?







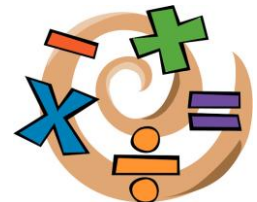



Volcanic soils are rich with minerals. This provides food for many different plant species. When plants grow in areas, animals migrate and settle there, as there is plenty of food to eat. Volcanic areas can provide a vast range of ecosystems due to the different nutrients available in the soil.



Hawaii and the **Galapagos** Islands are examples of volcanic areas that provide diverse environments for plants and animals.



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 further on in your pack for some ideas.

P.E (daily)

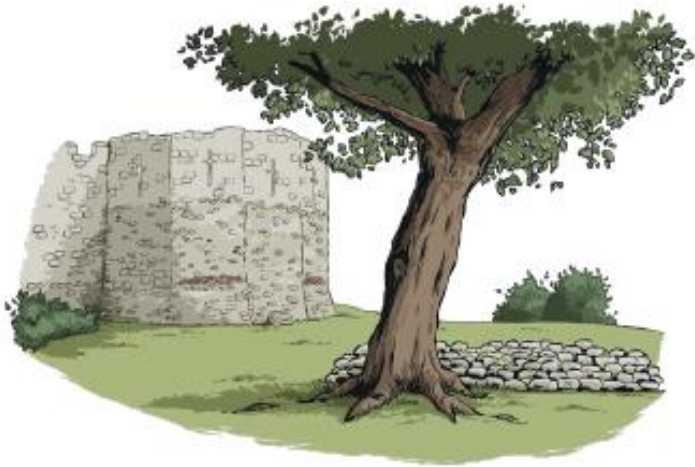
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Star jumps	
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Squats	
Sit ups	

Day 3 - Reading

Please read the first half of Chapter 5 (this slide and the next).



Chapter 5

A Tree with Secrets

"This wasn't exactly what I had in mind," grumbled Tilda, staring at her reflection in the antique shop's full-length mirror. "If any of my classmates see me in this, I'll never live it down."

Charlie shuffled beside his sister and gazed back at his own reflection. His smirk and sparkling eyes suggested that he thought they both looked amazing – just like the pictures of Roman peasants that Tilda had found online earlier.

He wiggled uncomfortably, hitching his breeches up as high as they would go. They were actually made from

a pair of his mother's thick winter tights, but it was the best they'd been able to find. One of his father's old linen shirts hung down to his knees, fastened around his waist by a plain leather belt. Perched on a shoe rack near the door, a pair of tatty brown gardening sandals would complete the look.

Tilda's outfit was almost identical, although she had swapped tights for knee-length socks and her long hair was tied neatly in a braid. Despite never having had much of an interest in fashion, she still knew she was definitely not rocking the peasant look.

They'd already decided to explore the location marked Roman Doorway. It hadn't been a difficult decision. According to the professor's map, the time door was just a few streets from their parents' shop, right beside the remains of an old Roman tower which was popular with out-of-town visitors.

"We need to make sure we blend in," Charlie reminded his older sister. "This way, we can have a look around without attracting any unwanted attention."

"Cool your jets, Charlie Hacker," she urged. "We don't even know if the doors work yet. There's still a chance Professor Howe could have made this all up."

A Tree with Secrets

Ignoring his sister's reservations, Charlie slipped both feet into a tatty pair of leather sandals and checked the time on his wristwatch.

"Hey, you can't wear that," Tilda pointed out, unbuckling her own timepiece. "Wristwatches weren't invented until 1868."

"Why, what year are we going back to?"

She fought hard not to laugh at her brother's enthusiastic naivety. He'd bought into the professor's writing so much that discovering it was all make-believe would likely make him miserable for weeks.

Feeling a little sorry for him, Tilda decided to play along. "If the dates on the coins are accurate, we'll probably find ourselves in the second or third century."

"Wow!" Charlie almost danced out of his sandals. "Can you believe we're actually about to do this?"

"Come on," Tilda rolled her gaze towards the ceiling as she shoved her brother towards the antique shop's back door. "Let's get this over with."



In almost every other town or city in the country, two children dressed as Roman peasants would have caused quite a stir. Yet as both Hackers scurried through narrow streets leading to the ruins of York's famous Multangular Tower, they hardly earned a second glance.

Blending in with the army of costume-wearing guides employed to lead tourists around the city's landmarks made Tilda and Charlie feel like they were invisible. They also had the freedom to search for Professor Howe's hidden time door, completely undisturbed.

"It's got to be here somewhere," said Charlie.

They'd been searching the grounds around the ruins for almost twenty minutes, and both children peered hard at a now familiar spot on the professor's map.

According to the hand-sketched coordinates, the third-century time door should have been directly in front of them. Instead, all Charlie could see was the gnarled trunk of an old oak tree.

"It can't be this stupid tree," he pointed out. "It wouldn't even have been an acorn at the time the Romans were here."

Tilda peered down at the map sat perched on the lid of a litter bin, then pointed to the building behind her brother. "The museum building is there..."

Next, she gestured to an ancient angular ruin rising from the ground.

"...the remains of the Roman tower are there..."

Finally, she nodded towards the stretch of Roman wall half-hidden behind the tree.

"...and what's left of the Emperor's villa garden is there. So if this map is to be believed, we should be able to see the doorway right here."

"But it's a tree," Charlie grumbled. "Not a door."

As she'd originally feared, it was beginning to look as if the map and the little bag of Roman coins were all part of Professor Howe's elaborate fantasy. Tilda suddenly felt foolish for even believing it could be possible.

Eleven-year-old girls were supposed to be much smarter than that.

"Wait," Charlie barked. "What if we're in the right place, but we're looking for the wrong thing?"

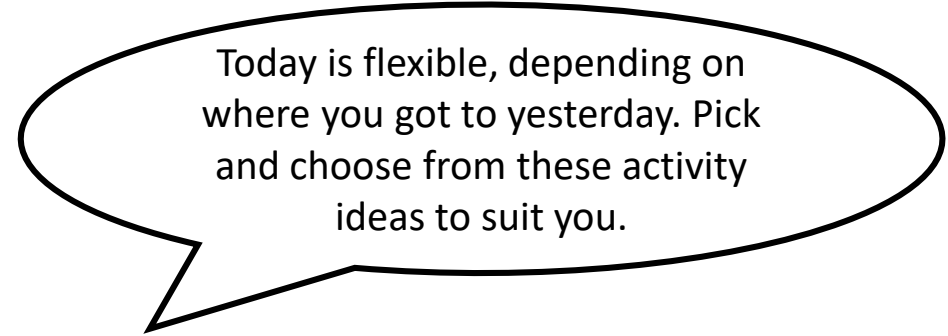
"What do you mean?"

"What if the door isn't a door at all? What if it's disguised as something else? Or even hidden?" He paused, nibbling his lip as if he was reluctant to say what was really on his mind. "Or what if it's waiting for us to do something first?"

Tilda couldn't remember reading anything about that in the professor's journal. Yet as her newly-found detective's instinct kicked into overdrive, she found herself wondering if the map itself held any further clues.

The faded ink and bleached paper suggested that the map itself had been used quite a lot. Some parts were smudged. Others housed smears where raindrops had made the ink run. Near the Roman door sketch, Tilda's focus landed on a patch of paper that looked like it might be missing a word. Something had been erased.

Wednesday 6th May



LO: To edit and re-draft my poetry

- You can continue to work on drafting and re-drafting your poem from yesterday.
- Nearly finished? Use your purple pen to edit and make revisions or additions.
- Not happy with your poem at all? Why not try looking back at your planning sheet and try again, using different ideas as a start point?
- Evaluate your poem or poems. What do you like? What could be further improved? You can write down your evaluations.

LO: To practise handwriting, using correct formation and joins

- When you are happy with your poem, you can write it out in your best handwriting.
- You can present your work to display somewhere in your house.
- Could you design some illustrations or a boarder to go with your poem?

We look forward to seeing your finished products!

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3. Write 2 sentences with two of your focus words in.

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





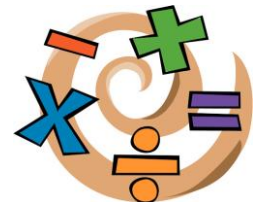



door
floor
again
wild
children
climb
parents
most
only
both



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

A Tree with Secrets

Fuelled by a sudden idea, she lifted the map up into the air, letting the afternoon's sunlight bathe the paper.

"That's interesting." Tilda wrinkled her forehead. "I think another word was once written next to the image of the door."

"A magic word?" Hope amplified Charlie's words. "Like 'open sesame'? Or 'abracadabra'?"

"Shhhh!"

Tilda shook her head as she strained to make out the weak indentations now visible in the sunlight. Initially, they'd resembled little more than a collection of random lines and curves. Yet as she continued to stare, her eyes began to recognise a pattern. First just a single letter. Then another. Until...

"Forfeit!"

"What?"

Tilda jabbed the spot on the map. "The hidden word – it says forfeit."

"Four feet?" Charlie glanced down at his own feet, as

Please finish reading Chapter 5 and answer the questions on the next slide.

if he was actually counting them.

"Dogs have got four feet. Maybe we need to find –"

"Not four feet," Tilda giggled. "Forfeit – you know, as in give up, surrender, lose."

Charlie stopped looking for dogs to abduct. "Why would it tell us to give up?"

"Perhaps it's a hidden message," Tilda suggested. She knew this wasn't the news her brother wanted to hear. "Maybe it's telling us we're wasting our time."

Charlie raised a hand to silence his sister. "It's gotta mean something else."

"But that's what a forfeit is, Charlie... to give something up."

Her brother refused to accept that. "What about when we play board games with Dad?"

"You always cheat," Tilda reminded him.

"No, no, not that!" Charlie paced back and forth in front of the tree. "When we do something wrong, Dad

makes us pay a forfeit. What if we have to pay to open the door? Maybe that's what the money is for!"

Although common sense told her this was probably just one big waste of time, Tilda pulled the professor's cloth pouch from a small purse strapped to her belt.

She handed one of the coins to her brother and sighed. "Be careful – it's probably quite valuable."

Charlie stared at the coin, then at the tree, then back at the coin. "What should I do with it?"

In the video games Tilda sometimes played, there was always an enchanted keyhole somewhere unexpected. "Let's check for a secret slot concealed in the bark, or the roots?"

Five minutes of patting and probing drew a blank. The tree was just a tree.

Tilda sat back onto the grass, propping herself up with both elbows. Sunshine caressed her face.

"Maybe we should go home."

"No chance!" her brother insisted.

A Tree with Secrets

"There's something here – I can feel it."

"Well, all I can feel is my stomach rumbling," Tilda grumbled. "I missed lunch."

"The map lied!" Charlie growled. "I can't believe it."

"At least we still have the professor's hoard," Tilda tried to lift his spirits. "And if those coins and the ring are genuine, Mum and Dad can sell them for hundreds of pounds – maybe thousands."

Charlie was too annoyed and disappointed to care. His face flushed the colour of a sunset as anger brewed.

"Stupid tree! Stupid map! Stupid coins!"

Perhaps if Tilda hadn't been enjoying the sun's warmth quite as much, she would have been quick enough to stop Charlie. Yet by the time she realised what her brother was about to do, it was already too late.

"No Charlie, don't..."

The tiny Roman coin left her brother's fingers like a catapulted stone, fuelled by his frustration and anger. It struck the bark, then ricocheted left towards the

Roman wall. Both children watched it spin towards the ancient stonework and then... it vanished!

"Did you see that?" Charlie gasped. "It passed straight through."

Tilda refused to believe her eyes. Surely, that hadn't just happened.

"Gimme another coin!" Charlie squealed.

This time, he launched the coin straight at the wall. Just like the first, it passed right through solid stone.

"Quick, Tils," Charlie thrust his hand forward. "Another."

"Wait, it's the last one."

"It's all I need."

Charlie snatched the last coin and the signet ring from his sister's hand and stepped towards the wall. Suddenly feeling scared, Tilda reached to grab hold of her brother's shirt. But it was already too late.

Charlie had reached the wall and pushed the tiny

silver coin towards the eroded stone. This time it wasn't just the coin that vanished. So did Charlie's hand, followed quickly by his arm and shoulder.

Tilda's jaw dropped open as she watched the wall swallow her brother whole!

What impression do we get about how comfortable the children are in 'Roman' clothes?

Why do you think the author chose for Tilda to not believe that they would travel back in time?

What ideas are we given about how long ago the Roman time period was?

Week 3, Day 4 - English

45

Thursday 7th May

LO: To confidently read and perform poetry

Click on the video link to see some top tips from successful author Michael Rosen all about performing poems and stories.

<https://www.youtube.com/watch?v=RvV23xoZRkl>



Now it's your turn! Today you are going to practise performing your volcano poem. Follow these steps to reach your perfect performance.

1. Read and re-read your poem to yourself so you are confident with the words and you know it inside out!

2. Then it's the fun part... EXPLORE!

- Play around with pace - which parts sound good sped up and which parts sound best slowed right down?
- Use different facial expressions or actions.
- Experiment with different voices - high pitched or low pitched.
- Which words will you emphasise?

3. Make some decisions!

- Select your favourite pace, voices, facial expressions and actions.
- Remember the theme of your poem and how you want the audience to feel when listening to your performance.

4. When you are happy, make sure you perform your poem to an audience.

- This could be to a member of your family or you could upload a video to Microsoft Teams to share with your teachers or classmates.

We hope you have enjoyed being a poet and that you are feeling inspired and well-equipped to write more poems!

Further Challenge: Why not write a poem or poems about a topic of your choice?

E.g. A poem about and for the NHS?

Look at your weekly maths PowerPoint for your maths group - Miss Cole, Mr Sayer, Mrs Jones.

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

autograph
autobiography
automatic
autofocus
autocorrect
autopilot
autocue
autonomy
automobile

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.

door
floor
again
wild
children
climb
parents
most
only
both

Science – Sound

Week 3

LO: To explore the relationship between
distance and volume

What happens
to a sound the
further away it
gets?





Roll a dice onto a hard surface.
Can you hear it?

How far away do you
think you would have
to be before you
couldn't hear the sound
any more?

How could we test this?

Note:

If you haven't
got a dice, use
any type of
cube, even a
Lego brick!

My Sound Investigation

Guide:

What question will you be investigating?

How will you find the answer to your question?

What equipment will you need?

Results:

Draw or describe what happened...

Write each subheading
in your book and then
answer beneath.

If you haven't got a
ruler to measure the
distance, measure how
many footsteps away
you are.