



Summer 1 Week 1

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)

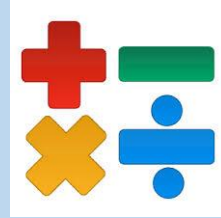
Please complete work in your exercise book, for each lesson, and upload pictures to Microsoft Teams when finished.

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 +, -, ×, ÷
- 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

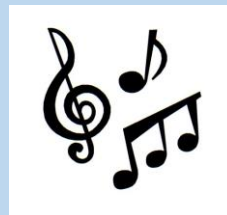


Geography

- Volcanoes
- Pompeii
- Locational Knowledge
- Roman impact

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





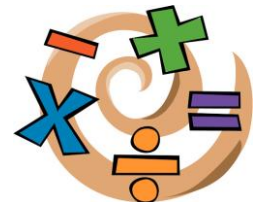



Working From Home: Year 3/4 Timetable

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

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|--|---|---|--|---|---|---|---|
| P.E | Reading /SPAG | English | BREAK | Maths | LUNCH | Spelling | French |
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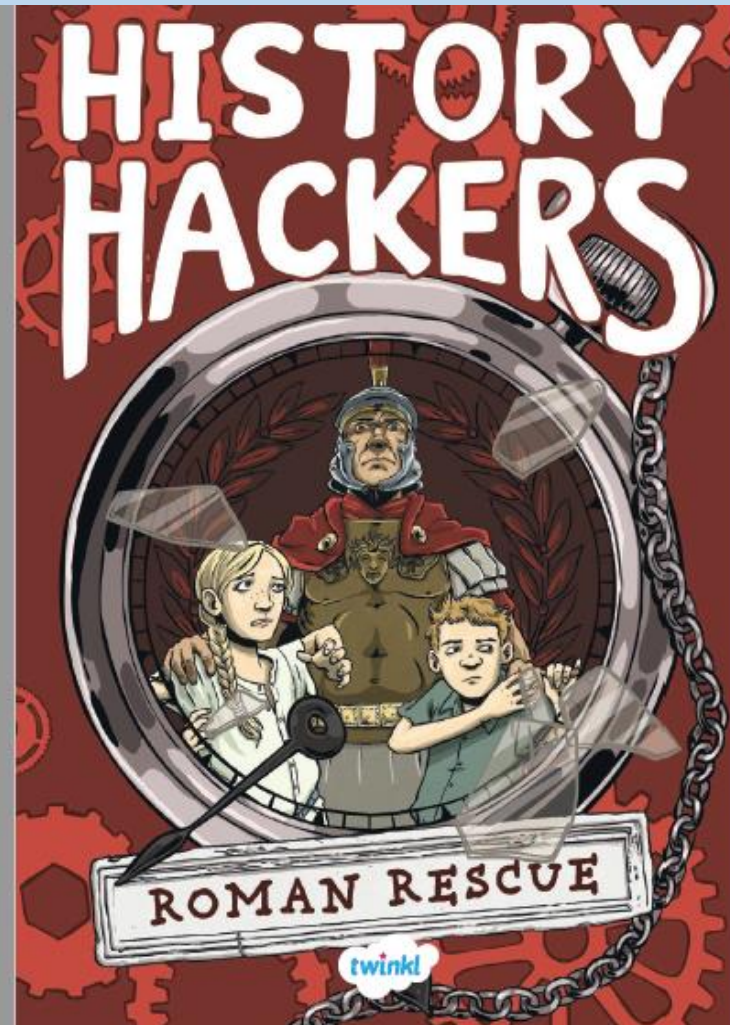
P.E (daily)

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



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

Tilda and Charlie Hacker know that time travel isn't possible. So, when they discover a secret room in their new house containing the journals of the mysterious Professor Howe, they can't believe their eyes.

Catapulted back into a time of Roman occupation, the history-hopping Hackers find themselves in unfamiliar and dangerous territory, and Tilda is forced to play a game of life and death with the leader of all Rome.

Can Charlie find a way to escape an impenetrable fortress and rescue his sister before they are trapped in time forever?



Look carefully at the front cover and the blurb and think about these things and write your answers in your book.

1. Who is on the front cover?
2. What is in the background?
3. How might these details give us clues about the content of the book?
4. Based on the clues you can see can you predict what will happen in the story?

Day 1 - English

Monday 20th April

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

Please do this every day.

7

LO: To understand, identify and use some basic features of
Narrative Poems

Key Vocabulary:

Features – Characteristics/parts/notable points

Narrative – Story

Poem/Poetry – Can come in many different forms but often includes strong vocabulary, paints a clear image in the readers mind and is very descriptive. Remember our session with Joseph at St Crispin's who introduced poetic devices.

MORERAPS – Metaphors, onomatopoeia, rhyme, emotion, repetition, alliteration, personification, similes.

Rhyming Couplets – A rhyming couplet is two lines of the same/similar length that **rhyme** and complete one thought.

Rhyming words are words that sound the same when spoken, they don't necessarily have to be spelt the same.

Rhythm - Rhythm is the pattern of emphasis within a poem or song. All spoken word has a rhythm formed by stressed and unstressed syllables. When you read and listen to example poems this week, have a think about rhythm.

1. Read the poem: How the Bumble-Bee got his Stripes

- Read the poem *How the Bumble-Bee got his Stripes*. Read it in your head the first time and then try reading it out loud. Can you make the poem flow as you read it?

How the Bumble-Bee Got His Stripes

On the day that the world began,
Each of the creatures was shown
All the colours of the universe;
And all were told to choose
Which of these they wanted for themselves.



Well, that day the elephant
Thought carefully and chose to be grey,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind
And the yellow sun shone so brightly
That the bumble-bee's bum became yellow

And that night the goldfish
Thought carefully and chose to be golden,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind
And the black night grew so dark
That the bumble-bee's hips became black

And the next day the cricket
Thought carefully and chose to be green,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind,
And the yellow sun shone so brightly
That the bumble-bee's waist became yellow

And that night the owl
Thought carefully and chose to be brown,
But the bumble-bee
Just bumbled around and buzzed around

And couldn't make up his mind,
And the black night grew so dark
That the bumble-bee's chest became black.

And next day the polar bear
Thought carefully and chose to be white,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind,
And the yellow sun shone so brightly
That the bumble-bee's shoulders became yellow.

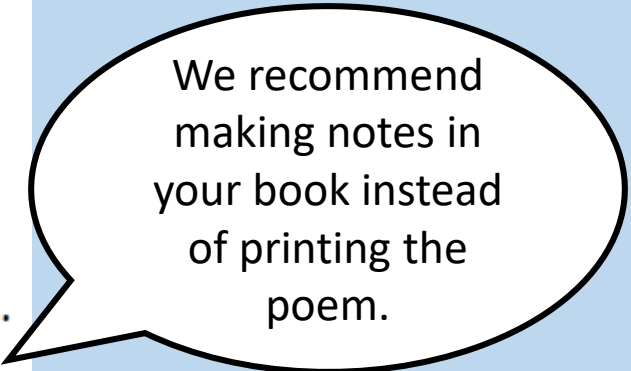
And that night the jay
Thought carefully and chose to be blue,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind,
And the black night grew so dark
That the bumble-bee's neck and head and legs became black.

And next day the bumble-bee
Began to be thoughtful,
He bumbled around and buzzed around
But thought carefully,
And chose the colours he wanted to be,
He said, I've made up my mind.
I want to be all the colours of the rainbow
But it was too late
Because the bumble-bee
Had already become
Black-striped
And yellow-striped,
From the top of his head
To the tip of this toes

Nick Toczek – The Works p60

2. Search for the features of a narrative poem

- Read *Narrative Poem Features*
- Decide which of these are features of the Bumble-Bee poem. (Not all of them are).
- Write on the poem, to show some of the features that you have spotted.



We recommend making notes in your book instead of printing the poem.

Narrative Poem Features

Introduction – A few lines or a verse

Characters – Like in a story

Plot – A storyline like in a story

Chronological series of events - Using time conjunctions (then, next, afterwards etc.)

Sometimes have **rhyming couplets**

Often have **regular rhythm**

Intended to be **read aloud** – punctuation to aid this

Sometimes have **speech/dialogue**

Noun phrases are a great way of adding description and are often found in poems. Spend some time revising noun phrases before moving onto your main activity.

Revision Card – Noun Phrases

Nouns

A **noun** names a person, place, idea, thing or feeling.



a bumble-bee
the universe
a question
an answer



In front of a **noun**, we often have
a an the

Adjectives

An **adjective** is a describing word.
It tells you more about a **noun**.



the sweet nectar
an intricate tongue
an elegant creature
a contented buzz



The flower was perfect.

Adjectives sometimes come next to 'their' nouns...
but sometimes they do not.

Noun Phrases

A **noun phrase** adds extra detail to the **noun**.



the sweet, sugar-filled nectar
the intricate, hollow tongue
the elegant bumble-bee
a contented buzz



It can be made by adding an adjective or two.

Spotting a Noun Phrase

A **noun phrase** can be replaced by a pronoun.

The sweet sugar-filled nectar attracted the bee.
The intricate hollow tongue reached the nectar.
The elegant bumble-bee flew through the air.
The bee made the contented buzz.

It attracted the bee.
It reached the nectar.
It flew through the air.
The bee made it.



3. Write sentences with noun-phrases

- Use the *Revision Card* to remind you about noun phrases.
- Now write some sentences about the animal characters from the poem. Use a descriptive noun-phrase in each of your sentences. Look at the *Examples* to see how to do this.
- Use the pictures of *The Animals* to inspire you. Try to write two sentences for each animal.

When you have finished, talk to a grown-up about your sentences. Show them the noun phrases that you used.

Examples

Remember: a **noun phrase** can be replaced by a **pronoun**.

The grey, majestic elephant thundered through the jungle.

The delicate, golden fish floated flickering in the water.

The tiny, emerald cricket leapt high into the air.

The fierce, old polar-bear ran straight towards the camp.



The Animals



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.

| |
|---------------|
| interact |
| interfere |
| intercity |
| international |
| intermediate |
| internet |
| intergalactic |
| interrupt |
| intervene |
| interlude |

Spelling Rule: Adding the prefix inter

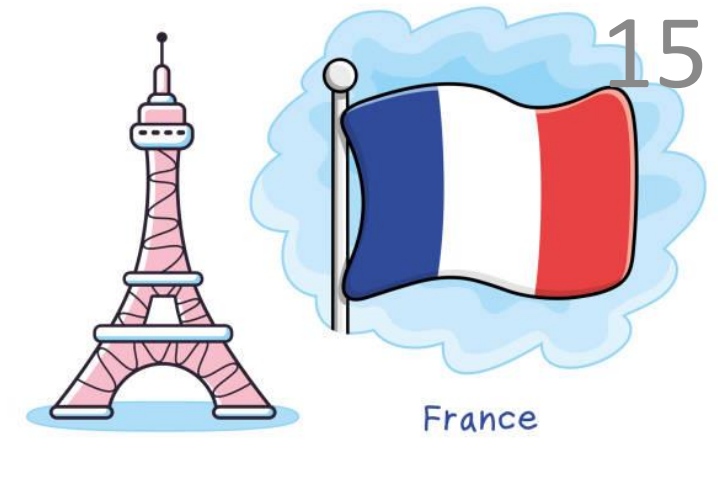
In your workbook;

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

If these words are too challenging, try choosing 10 words from your KS1 or Y3/4 Common Exception Words List provided at Parents Evening. If you require a further copy of these, please request via Microsoft Teams. Then practise these throughout the week instead.

Day 1 - French





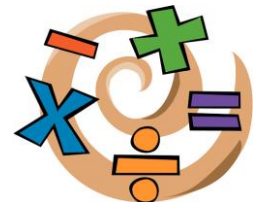



Bonjour year 3 et 4



| Days of the Week | |
|------------------|-----------|
| LUNDI | Monday |
| MARDI | Tuesday |
| MERCREDI | Wednesday |
| JEUDI | Thursday |
| VENDREDI | Friday |
| SAMEDI | Saturday |
| DIMANCHE | Sunday |

- For your first lesson this term I would like you to watch this Youtube video <https://www.youtube.com/watch?v=MWH8ahruXL4> You are going to be creating your own mini book called Le Monstre a faim. It is based on the hungry caterpillar story. Watch the video up to 12 minutes.
- Your task this week is to learn the days of the week.
- Watch the video, do the actions and have fun practising! You can pause the video at any point to give yourself time to write things down or practise speaking.
- Then write the days of the week in your book in the right order.

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 |
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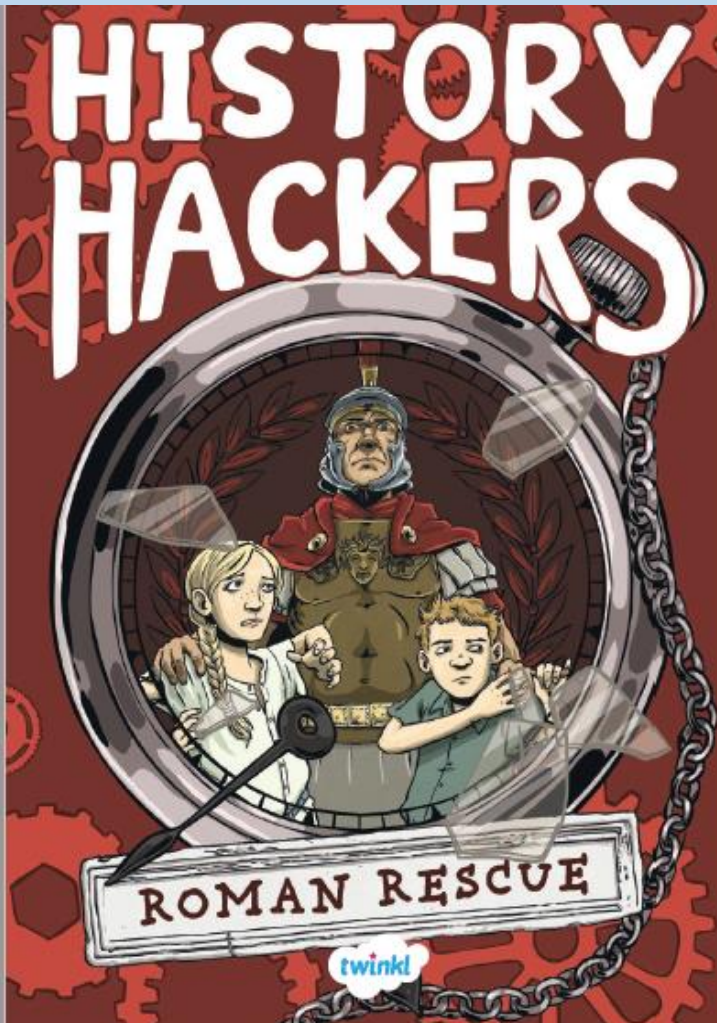
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Option 1: PE with Joe Wicks and 9am.

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

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| Sit ups | |

Day 2 - Reading



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

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Catapulted back into a time of Roman occupation, the history-hopping Hackers find themselves in unfamiliar and dangerous territory, and Tilda is forced to play a game of life and death with the leader of all Rome.

Can Charlie find a way to escape an impenetrable fortress and rescue his sister before they are trapped in time forever?



Look carefully at the front cover and the blurb and think about these things and write your answers in your book.

1. How do you think the children are going to travel back in time?
2. Why do you think that?
3. Does this book remind you of any other books you have read or films you have seen? Which books or films? How?
4. Yesterday you had to make a prediction did you use the ideas from other stories to help you? Why?

Tuesday 21st March

LO: To write descriptive sentences using poetic devices

Poetic Devices and Descriptive Devices:

How many of these can you include in your sentences today?

- Similes and metaphors
- Rhyme and repetition
- Strong, emotive language
- Onomatopoeia
- Personification

- Interesting, powerful adjectives
- Expanded noun phrases
- Paint a clear image in the readers mind

Main Activity:

- Watch the story of the Tiger and Stripes:
<https://www.youtube.com/watch?v=rf7ascNGbcM>
- How is it similar to the story of the bumble-bee? How is it different?
Which do you prefer? Why?
- Can you write some descriptive sentences about the tiger?

[Follow this link:](#)

<https://www.youtube.com/watch?v=rf7ascNGbcM>

Extension – write descriptive sentences for the water buffalo and for human from the story.



You may draw a picture of the tiger when you finish.

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.

| |
|---------------|
| interact |
| interfere |
| intercity |
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| intergalactic |
| interrupt |
| intervene |
| interlude |

Spelling Rule: Adding the prefix inter

In your workbook;

1. Practise writing these words.

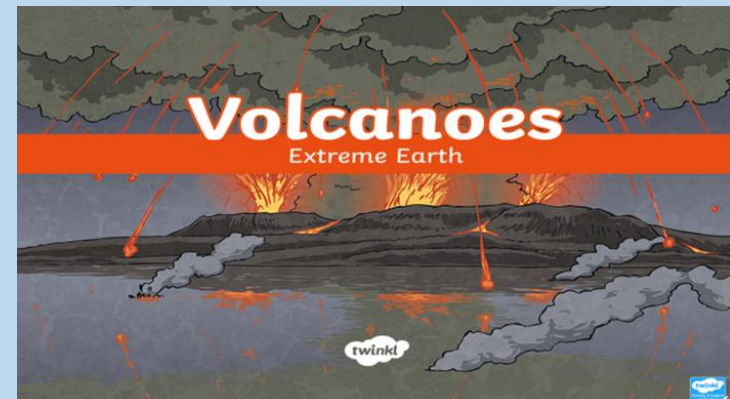
2. Check the meanings of the words.

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



Geography Volcanoes and Geographical Skills

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



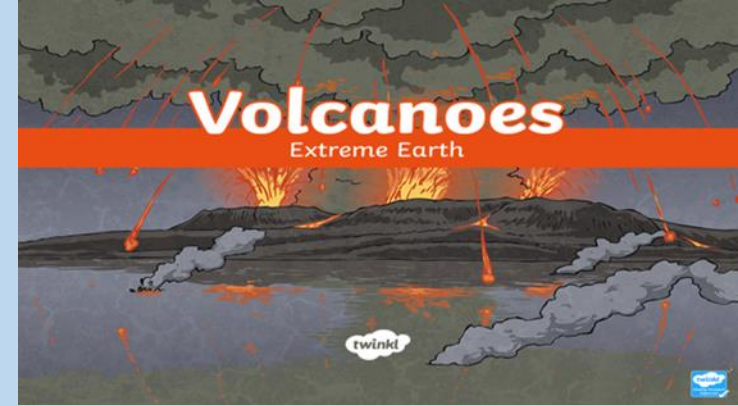
Lesson 1 – How volcanoes are formed

LO: To be able to explain how volcanoes are formed.

Success Criteria

- I can show how tectonic plates move
- I can say how a volcano is formed
- I can name some parts of volcano
- I can explain what happens when a volcano erupts

Task 1

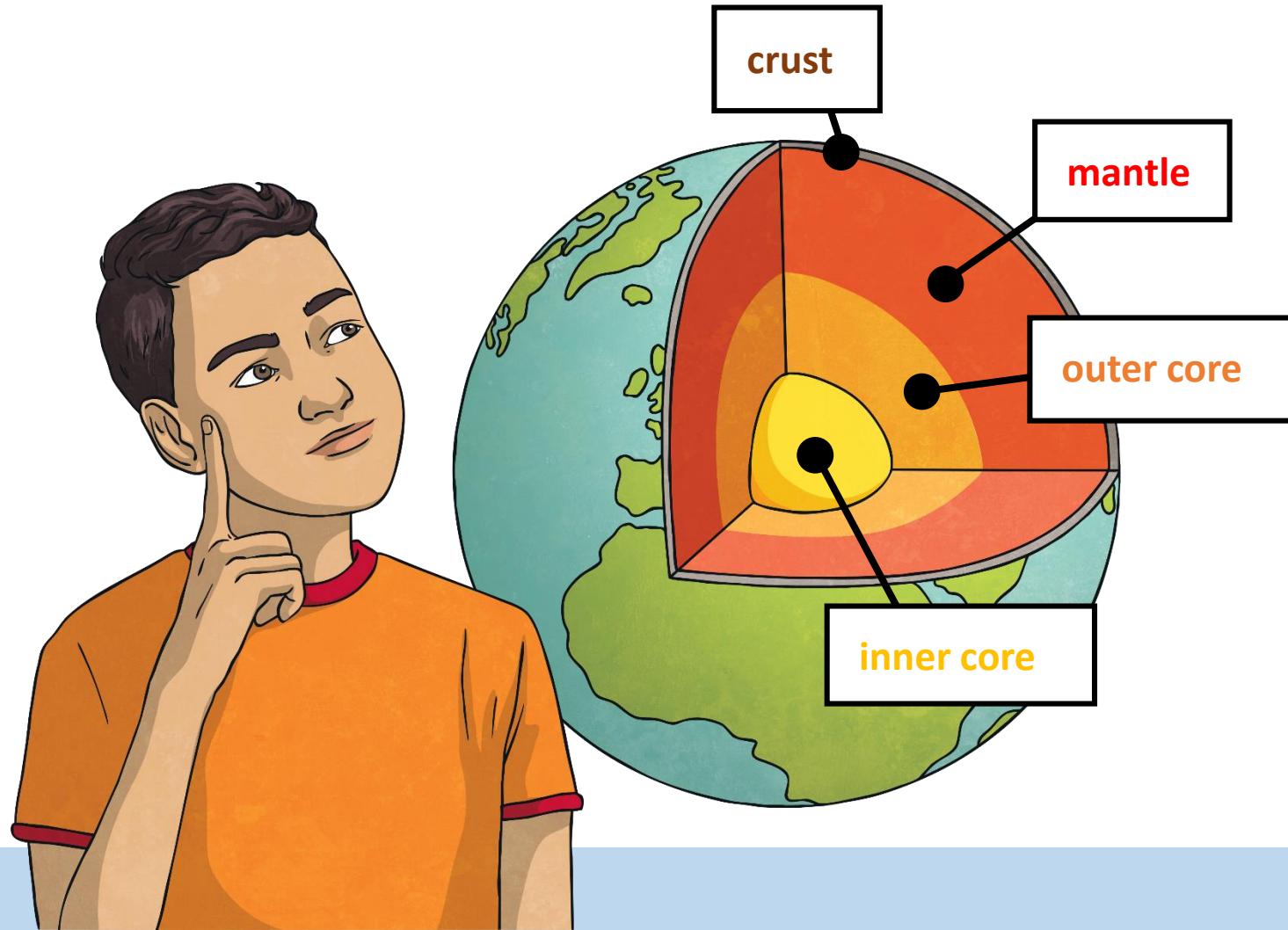


On the next pages there is some information about volcanoes.

Find out what you can about volcanoes and then please draw a picture showing the inside of a volcano (cross-section). Can you label the parts of it?

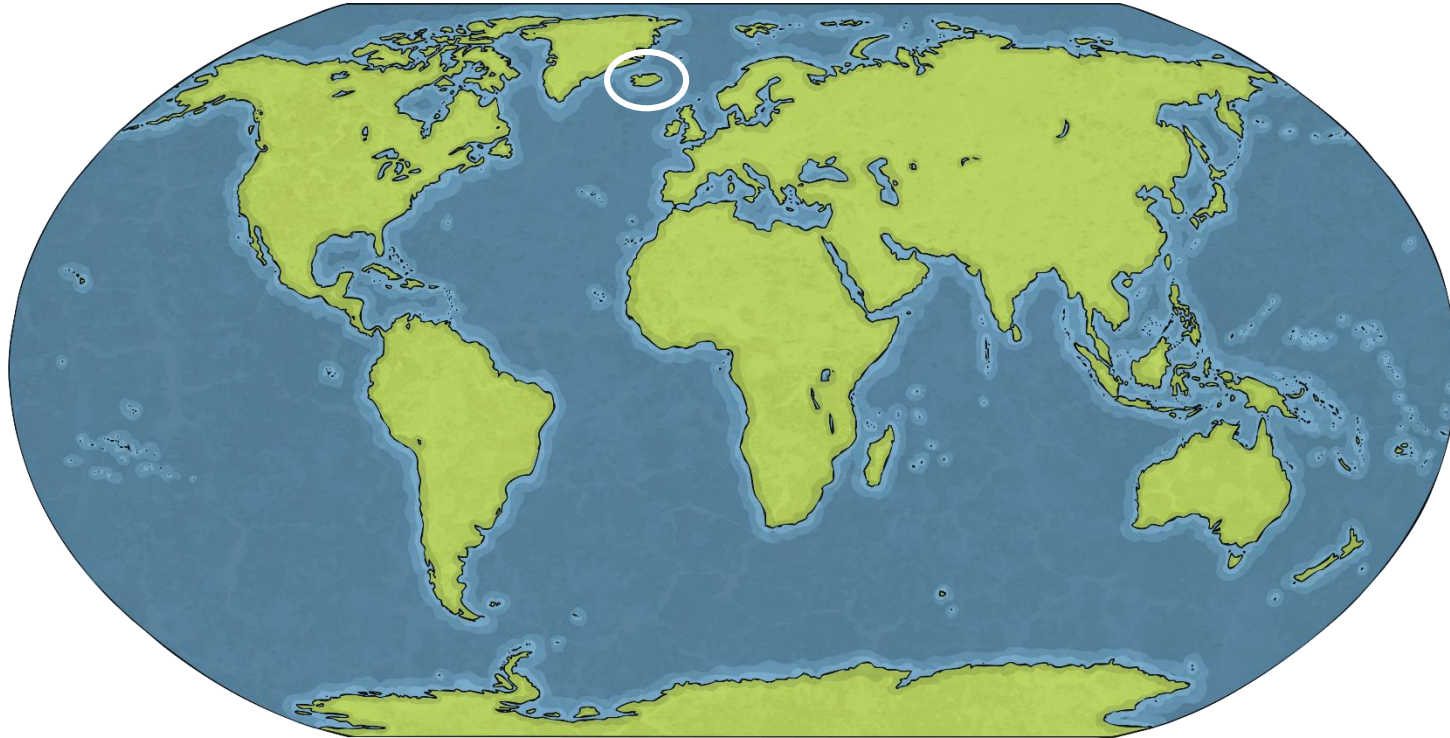
Can you write a paragraph explaining how a volcano is created and grows?

Can You Remember What's Under Your Feet?



Eyjafjallajökull

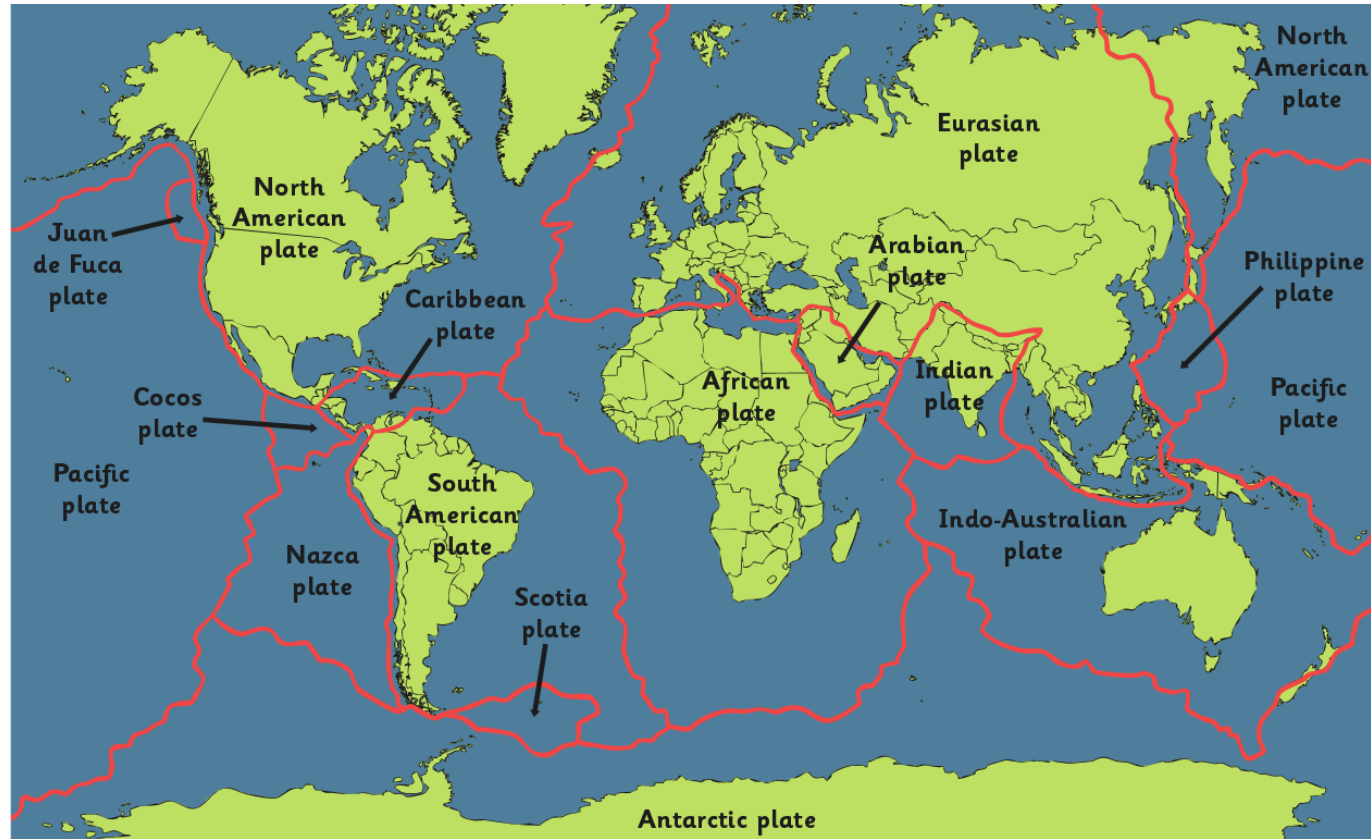
Eyjafjallajökull is a volcano in Iceland.



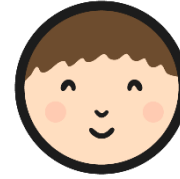
Watch this [video](#) of it erupting in 2010.

Tectonic Plates

The Earth's crust isn't one solid layer. It is broken up into huge areas called tectonic plates that float on top of the mantle.

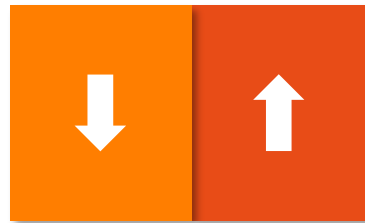


How Can You Move Your Plates?

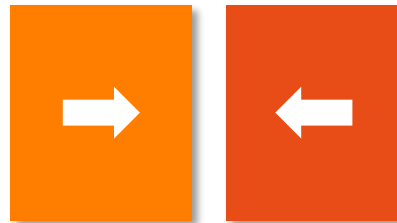


Can you find 2 pieces of paper – ideally in different colours.

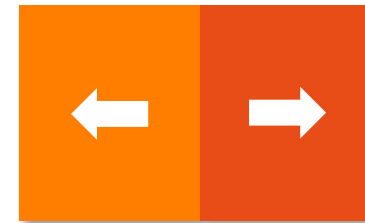
How many different ways can you move the plates around?



Rubbing together

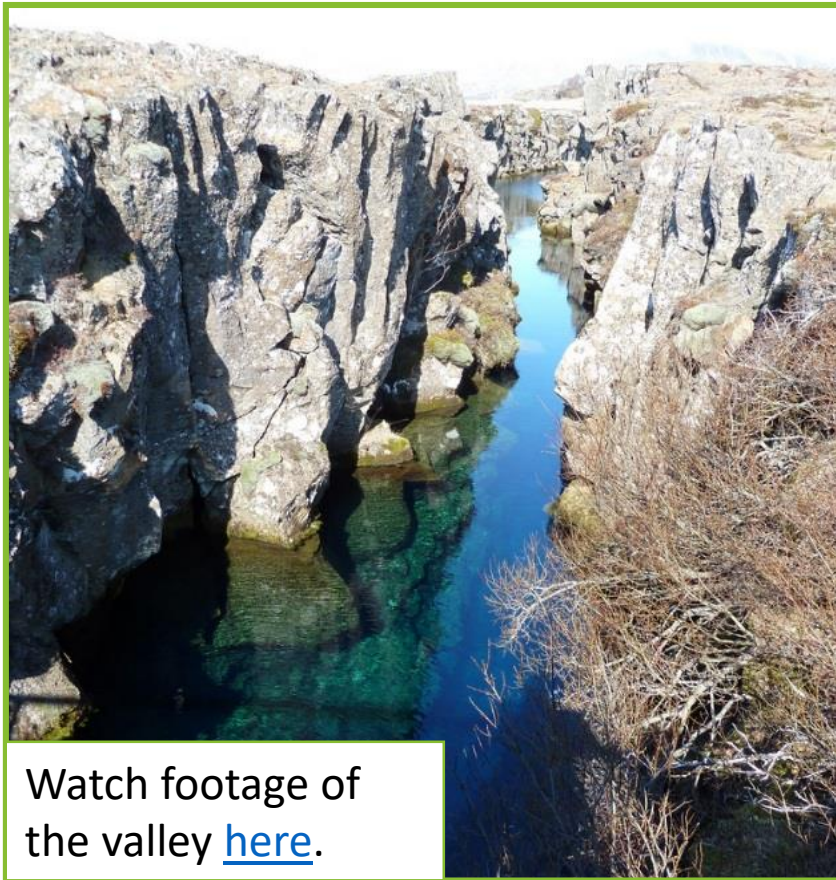


Towards
each other



Away from
each other

What Have Tectonic Plates Got to do with Volcanoes?



Watch footage of the valley [here](#).

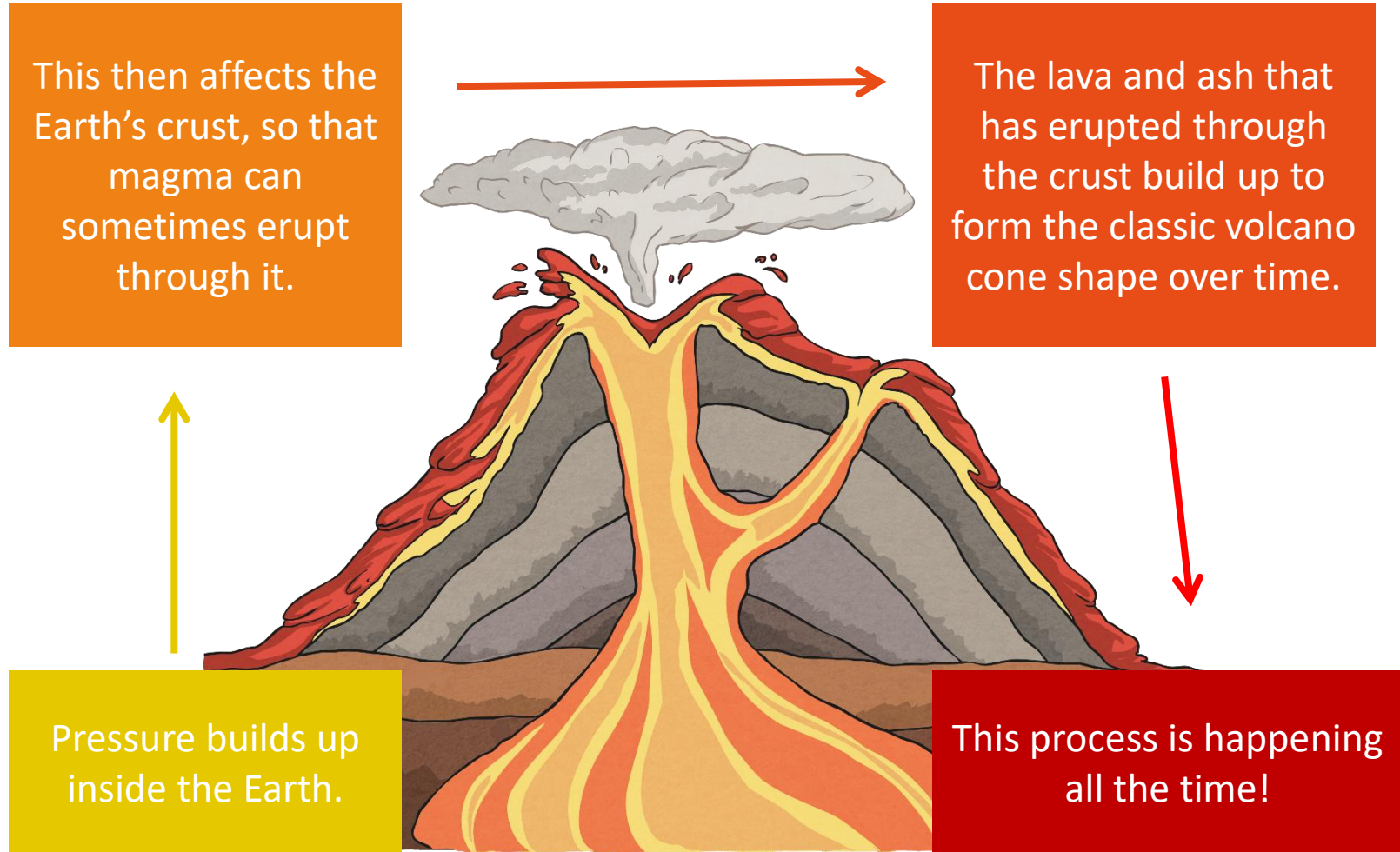
This valley is over 9000 years old.

It is getting 7mm wider every year as the plates are still moving apart.

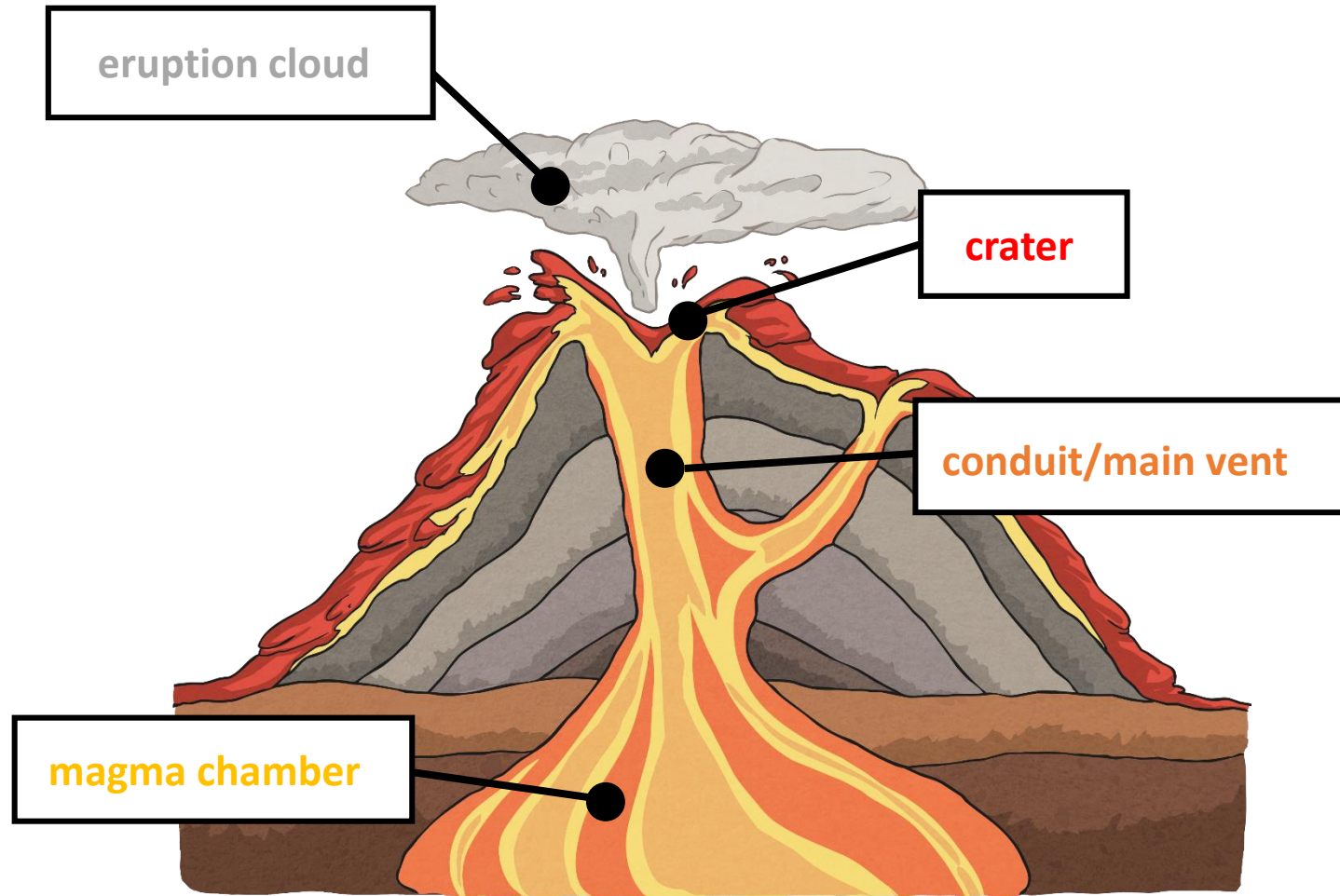
The rocky valley floor was caused by cooled lava.

This valley is surrounded by volcanoes that have formed as the plates move apart.

How Are Volcanoes Made?



What's It All Called?





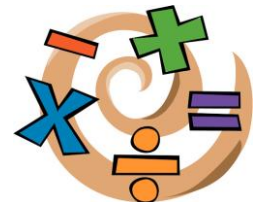





Useful links

<https://www.3dgeography.co.uk/what-is-a-volcano>

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc>

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|  |  |  |  |  |  |  |  |

See slide 44
for ideas

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| Hop on one leg | |
| Squats | |
| Sit ups | |

Day 3 - Reading



Chapter 1 A Very Difficult Door

Small fingers gripped Tilda Hacker's elbow from behind, squeezing until painful shivers shot up to her shoulder. The eleven-year-old stopped climbing the bare staircase with a sigh, glancing down at the nervous face behind her.

Beneath the scruffy blonde haircut that might look more at home on a terrier, Charlie Hacker's blue eyes threw worried glances toward the narrow door looming at the top of the stairs. "What if the attic is haunted?"

"Don't be such a numpty!" Tilda peeled her younger

1

A Very Difficult Door

brother's slim fingers away from her arm and sent strands of sandy hair flying back across her shoulders with a flick. "Why would Dad send us to the attic if it was haunted?"

"Erm, because he doesn't believe in ghosts?" the ten-year-old reminded her. "And he's too busy to remember that I do!"

Tilda wrinkled her freckled nose as invisible specks of freshly-disturbed dust threatened to make her sneeze. It had been years since anyone had climbed the narrow staircase. She still felt pleased that her mother and father had trusted her to explore the attic and hunt for anything valuable. Perhaps they saw her potential to become a proper antiques dealer, just like them.

The Hackers had lived in the creaking rooms above their antique shop for almost three months now. According to letters that the postman still slipped through their door, the previous resident had been a man called Professor Howe. For reasons nobody knew, he'd left in a hurry over a year earlier, leaving behind all his possessions and stacks of unpaid bills.

Since buying the house at an auction, the family had spent every spare hour decluttering their new home,

2

Roman Rescue

room by room. Now, only the attic needed to be cleared.

Tilda leaned her slender frame against an uneven wall. "Don't you think we'd know by now if this house was haunted?"

"Ghosts don't exactly send you a friend request, Tils!" Charlie fired his older sister a look that seemed to challenge her IQ. "Besides, everyone knows York is England's most haunted city." The thought seemed to send a shiver dancing through Charlie's body. "Dad says there's a pub not far from us that once had an entire legion of Roman soldiers walk right through the cellar. They're probably up there right now, plotting how best to scare us both."

"Well, someone should tell them they needn't bother," Tilda said. "You seem to be doing a pretty good job of that all by yourself."

Tiring of Charlie's whimpering, she grabbed his wrist and restarted her ascent. "Come on – I'll go in first and check it out. I mean, how scary can a group of dead men in skirts be anyway?"



3

Wednesday 22nd April

LO: To descriptive sentences using prepositions to add more detail

1. Read or listen to the poem: The Dragon Who Ate Our School

- Read or listen to the poem *The Dragon Who Ate Our School* (provided as a sound file). Then read it out loud for yourself. Can you make the beat of the poem clear as you read?



Click on the audio link to listen or read yourself from the next slide.

The Dragon Who Ate Our School



The day the dragon came to call,
she ate the gate, the playground wall
and, slate by slate, the roof and all,
the staffroom, gym, and entrance hall,
and every classroom, big or small.

So . . .

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

Pupils panicked. Teachers ran.
She flew at them with wide wingspan.
She slew a few and then began

to chew through the lollipop man,
two parked cars and a transit van.

Wow . . .!

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

She bit off the head of the head.
She said she was sad he was dead.
He bled and he bled and he bled.
And as she fed, her chin went red
and then she swallowed the cycle shed.

Oh . . .

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

It's thanks to her that we've been freed.
We needn't write. We needn't read.
Me and my mates are all agreed,
we're very pleased with her indeed.
So clear the way, let her proceed

Cos...

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

There was some stuff she couldn't eat.
A monster forced to face defeat,
She spat it out along the street –
The dinner ladies' veg and meat
And that pink muck the serve for sweet

But...

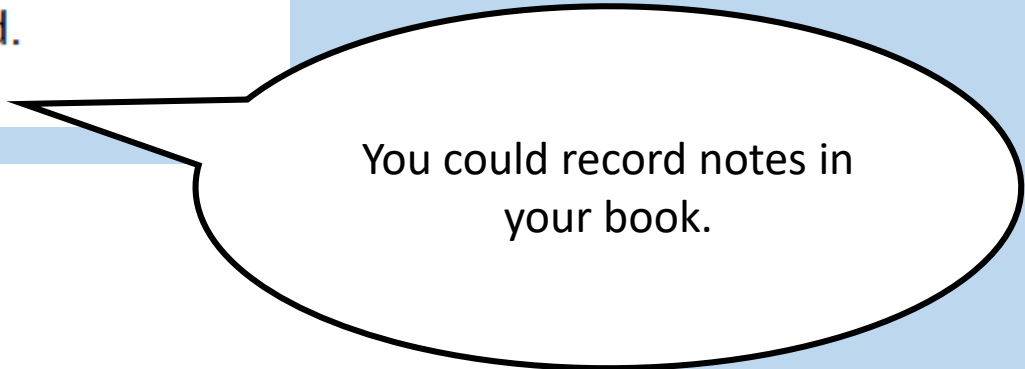
She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

Nick Toczec – The Works p402



2. Search for the features of a narrative poem.

- Read *Narrative Poem Features* again.
- Decide which of the features are in this poem. Is that different from the Bumble-Bee poem?
- Write on the poem to show some features that you spotted.



You could record notes in your book.

Narrative Poem Features

Introduction – A few lines or a verse

Characters – Like a story

Plot – A storyline like in a story

Chronological series of events - Using time conjunctions (then, next, afterwards etc.)

Sometimes have **rhyming couplets**

Often have **regular rhythm**

Intended to be **read aloud** – punctuation to aid this

Sometimes have **speech/dialogue**

Main Activity

You can choose either challenge 1 or 2, or both!

1.

- Look at the picture of *The Dragon*. Can you write some really descriptive sentences with noun phrases about this creature?

For this challenge, use the preposition revision cards on the next slide for support.

2. Write noun-phrases using prepositions

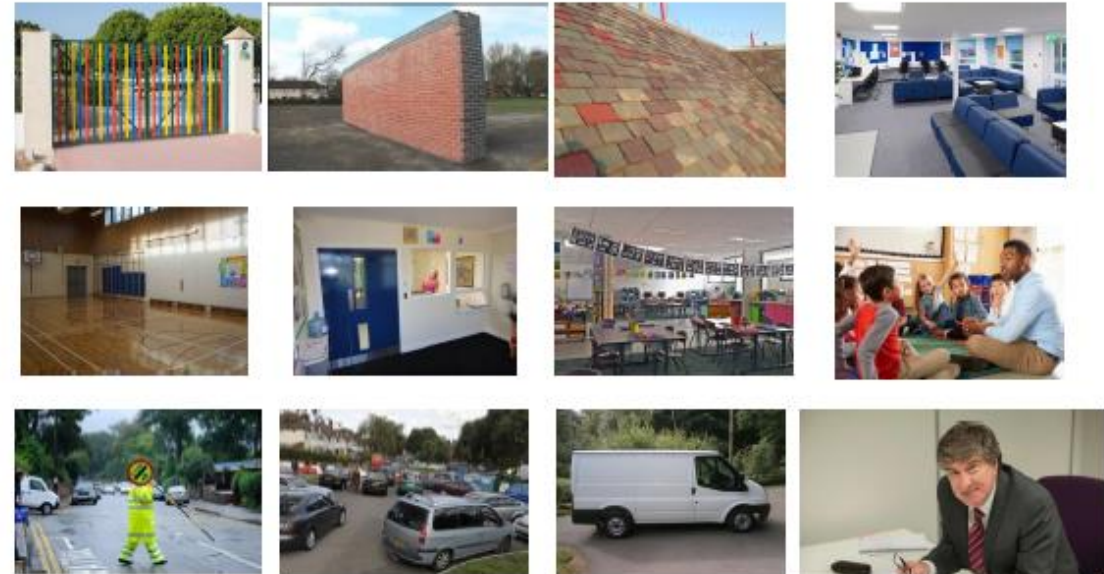
- Use the *Revision Card* to remind you about using prepositions to write noun-phrases.
- Now write some sentences about things that the dragon ate. Use the pictures on *The dragon ate...* to remind you.
- Use prepositions to make noun phrases part of your sentences. (There's a list of prepositions on the *Revision Card*.)
- Try to write between 5 and 10 sentences.

When you have finished, talk to a grown-up about your sentences. Show them the prepositions that you have used.

The Dragon



The dragon ate...



Prepositions

Prepositions tell us how words are related.

of
with
without
by
from

above
over
outside
from
under
below

on
between
inside

Prepositions are useful for adding extra information about a **noun**.

They often describe the **position** of a word in relation to another.

e.g. The ball was **underneath** the table.

The ball was **beside** the goalpost.

Expanded Noun Phrases

You can develop an **expanded noun phrase** by using a **prepositional phrase**.

*He saw the wild, fierce **dragon**.*

*He saw the wild, fierce **dragon** from a land far-away.*

*He saw the wild, fierce **dragon** inside the school.*

*He saw the wild, fierce **dragon** next to the broken windows.*

The prepositional phrase modifies the **noun**.

Prepositions
with, of
by, from
on, under, below,
between, inside,
next to, over, by, in



Building Expanded Noun Phrases

Prepositions
with, of
by, from
on, under, below,
between, inside,
next to, over, by, in



*She ate the **colourful, striped gates***

*She ate the **tall, brick wall***

*She ate a **parked car***

*She ate the **terrified teacher***

Choose a noun phrase to expand using a preposition.

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.

| |
|---------------|
| interact |
| interfere |
| intercity |
| international |
| intermediate |
| internet |
| intergalactic |
| interrupt |
| intervene |
| interlude |

Spelling Rule: Adding the prefix inter

In your workbook;

1. Practise writing these words.

2. Check the meanings of the words.




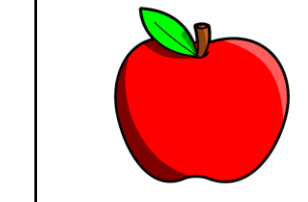
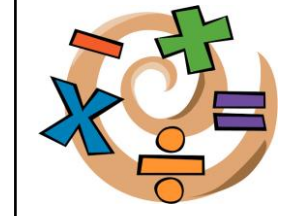



3. Write 2 sentences with two of your focus words in.



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 Very Difficult Door

The unpolished brass door handle bit like ice against Tilda's palm. It refused to move.

"Good," cheered Charlie. "I'll tell Dad the lock is broken. He'll never fork out for the repair."

Refusing to give up so easily, Tilda grabbed the handle with both hands and heaved against it a second time. Determination drove her to keep trying, until beads of sweat were tickling her nose and her hand felt like it had just caught a champion tennis player's hardest serve.

Tilda nursed her hand and glared at the stubborn metalwork. This felt like stalemate.

"Told you it was broken," Charlie said triumphantly. "The only way you'll ever get through is by kicking the door down."

Tilda whirled around and snatched a handful of her brother's T-shirt. "Charlie Hacker, you're a genius!"

"Eh?"

"Gimme one of your trainers."

"What? No! They won't fit you."

Roman Rescue

"I'm not going to wear it, silly. I'm going to use it to get through the door."

Too impatient to wait, Tilda crouched and grasped hold of her brother's right shoe.

"Hey! Gerroff!"

"You can have it back in a minute. I just need something tough enough to tackle this handle."

"It's made of rubber and foam," bleated Charlie. "You're going to murder my trainer."

"These things are designed to run up mountains. I'm sure it can take a couple of thumps and wallops."

"You'll be getting the thumps and wallops if you ruin that thing. Do you know how much these cost?"

Showing how little she cared, Tilda slammed the shoe against the door handle with all the strength she could muster. The rubber sole hit its mark with a determined thud, then bounced away faster than a ricocheting bullet, throwing Tilda against the solid stone wall.

"That thing's not going to move, Tils," Charlie insisted.

A Very Difficult Door

"You're wasting your time."

"I'm not letting a door handle get the better of me."

Crouching like a resolute brawler, Tilda moved back towards the door. When the shoe struck the handle a second time, she cleverly used the rubber sole's recoil as fuel for her third and fourth strikes. Each blow grew more and more forceful, until...

"It moved!" she gasped. "It's working."

"Try telling my poor trainer that."

Further blows weakened the handle and excitement bubbled in her stomach, until eventually the handle gave a satisfying click.

As the door sprang ajar, a lip of unexpected yellow light poked through a gap no wider than a mouse's head. Slim fingers of dust coiled into the stairwell, closely followed by the scent of dried timber.

Tilda handed back her brother's shoe, sniffing the air like a curious puppy. "Well, it certainly doesn't smell haunted."

Thursday 23rd April

LO: To confidently read and perform poetry

To practise handwriting, using correct formation and joins

1. Read both the poems

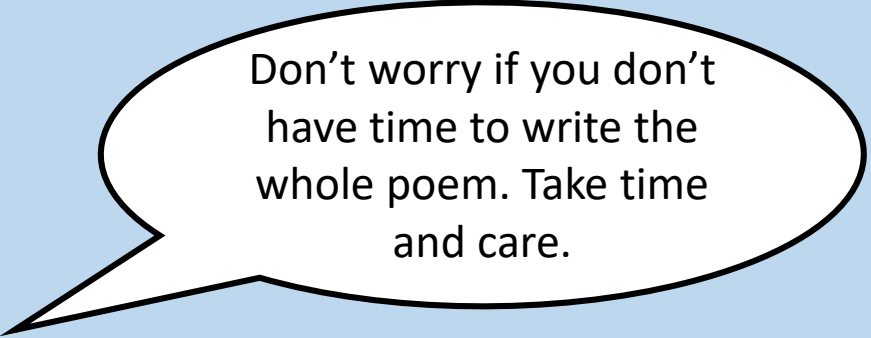
- Read the two narrative poems from the last sessions: *How the Bumble-Bee Got his Stripes* and *The Dragon Who Ate Our School*.
- Which of the poems do you prefer? Write three reasons why?

Look Back:

How the Bumble-Bee Got
his Stripes – Slide 9
The Dragon Who Ate Our
School – Slide 36

Main Activities:

- Look back at your favourite poem.
- Practise reading it until you are confident.
- Are there any words you don't know the meaning of? Look these up in a dictionary.
- Practise reading with **LOTS of expression** to entertain your listener. You could choose 1 verse to focus on.
- Can you add any actions while performing your poem?



Don't worry if you don't have time to write the whole poem. Take time and care.

- Copy up your chosen poem in your best handwriting ensuring that: you use joined up handwriting, capital letters and lower case letters and formed correctly and are the right size (CAPITALS are bigger) and letters sit on the line. Also remember to copy punctuation and spelling carefully.
- Now practise performing your chosen poem to an audience - this can be a sibling, parent or guardian in your household 😊.

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

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Spelling Rule: Adding the prefix inter

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2. Check the meanings of the words.

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

Science – Sound

Week 1

LO: To find out that sounds are made when objects and materials vibrate

Just like light, sound travels through the air in waves. Sound waves are caused by vibrations in the air. When an object vibrates, it causes movement in the air particles. These air particles vibrate too and then bump into other air particles which then start to vibrate and so on. This continues in waves until the vibrations run out of energy. If the vibrations reach your ears you will hear the sound.

A good way to think of this is to imagine dropping a stone into a pond. The stone will cause ripples in the water which will keep going until the ripples run out of energy. This works in the same way as sound waves.



TRY THIS...

Start humming a song quietly to yourself and then feel your throat.

What can you feel?

What happens when you make higher or lower sounds?

What happens when you make louder or softer sounds?

Write down your answers in your exercise book.

Remember to write in full sentences.



Experiments to try at home

**Stretch an elastic band between your fingers and then twang it.
What happens?**

What does the elastic band look like once you have twanged it?

Does it make a difference if the elastic band is stretched to different tightnesses?

Can you explain what is happening and why?



Clamp a ruler to the desk, making one end go over the edge like a diving board. Flick this end. What happens?

What does the ruler look like when you have flicked it?





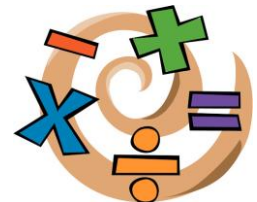



What kind of sound does it make? Can you change the kind of sound it makes?

Can you explain what is happening and why?



Write your findings in your exercise book. Remember to write in full sentences.

Timetable - Friday

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|--|---|---|--|---|---|---|---|
| P.E | Reading | English | BREAK | Maths | LUNCH | Spelling | DT |
|  |  |  |  |  |  |  |  |

P.E (daily)

Option 1: PE with Joe Wicks and 9am.

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| <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

Roman Rescue

More than anything, the room smelled as if nobody had paid it much attention since the house had been constructed.

Apparently happy that his shoe had survived unscathed, Charlie slipped it back onto his foot before the room's scent caught his attention too.

"It smells like Grandad's woodworking shed." Charlie's nose flared above a slight smile. "I love the smell of wood."

Tilda raised an eyebrow. "So, you're coming in then?"

Charlie's smile vanished as he shuffled awkwardly. "Yeah! Of course! I just need a minute to let my... erm... shoe recover. The stressed foam could give way at any time and snap my ankle!"

Tilda gave him a begrudging nod; in her younger brother's database of excuses, that was certainly one of his best.

When she gently eased the door open, reluctant hinges shrieked like startled seagulls. If she hadn't been so excited by the thought of what hidden treasures awaited her, Tilda might have wondered how long it

7

A Very Difficult Door

had been since the door had moved.

The combination of light and dust blinded her for a moment as her feet landed on bare floorboards. Warmth she hadn't expected wrapped itself around her like welcoming arms.

Once acclimatised to the room's unexpected brightness, Tilda could hardly believe the sight that greeted her.

The attic stretched across the entire length and width of the building; as Tilda's gaze bounced from one corner to the next, she was shocked to see that every centimetre of space was filled with exactly the same thing...

Nothing.

8

Thinking about what you have just read...

Who are the main characters?

Can you describe them?

What are their personalities like?

On page 5 they use the word ricocheting, what does this mean? Use a dictionary or an online dictionary to help you.

Friday 24th April

LO: To write an acrostic poem about a dragon

Remember the poems we have looked at so far this week are called Narrative Poems but there are many different types of poetry. You might remember doing acrostic poems in your previous learning.

Today we are going to revise and create acrostic poems about fire-breathing dragons.

Here are some examples of acrostic poems. Can you spot the features of an acrostic poem? What do you need to include in yours?



Rain drops drip drop on my shoes
 And more drops fall, in ones and twos
 I think of all my friends inside
 Not me, I think, I shall not hide
 Stormy weather makes me run
 To puddles outside, so much fun
 On rainy days, I'll always be
 Running around for all to see
 Mud and splashes cover me!

Luminous in the night sky
 Igniting the bright flames of the bonfire
 Glistening in sparkling fireworks
 Heating up my face, don't stand too close
 Toffee apples, sticky and delicious

Autumn Acrostic

A Amazing colors
 U Under appreciated season
 T Time for raking leaves
 U Usually gets cooler
 M Many leaves fall
 N Nice time for a cozy fire



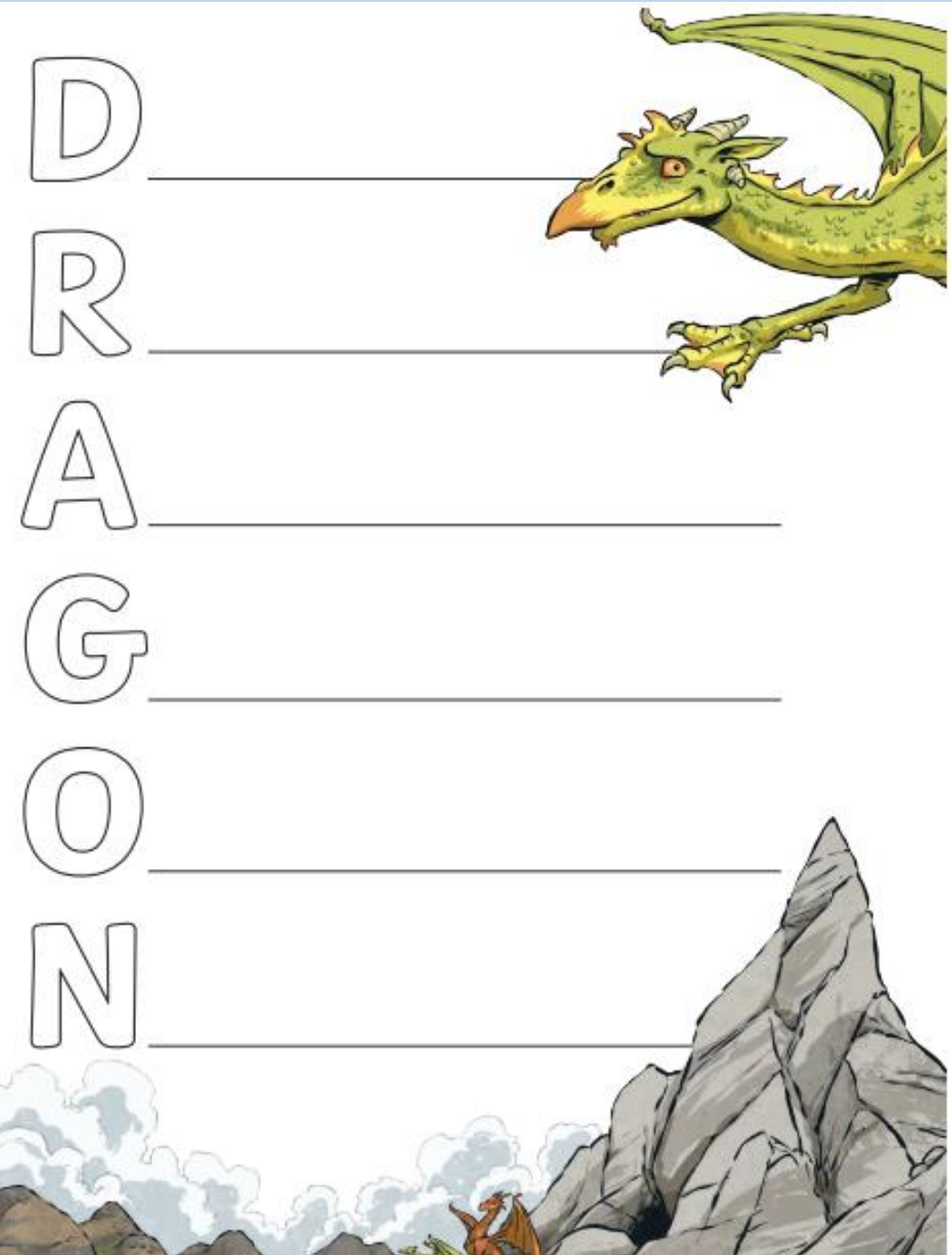
W ind to snow to get to the sea
 I n the snow, the kids play.
 N ear our house, a pyramid of snow grows.
T HE EARTH SLEEPS IN WINTER.
 E ven on cold days, I like to play outside.
 R estful and peaceful, all the people go to sleep. **GOOD NIGHT!**

Monsters

M any different creatures walk around
 O n a night like tonight
 N ot because it's Christmas
 S o lets all stop singing jingle bells
 T is because it is Halloween so
 E veryone beware
 R eal monsters walk around
 S aying trick or treat everywhere



A form of poetry
 C arefully pick your words
 R hyming or not
 O h what fun!
 S ubject is vertical
 T hink of how to describe it
 I love writing!
 C ool idea



Complete a first draft in your book using this example structure.

Try to use descriptive and poetic devices that we have explored this week.

Read your draft and underline any vocabulary you think you can improve in your purple pen.

Use the synonym word bank (slides 62+63) or a thesaurus to improve your vocabulary.

| small | | | | big | | | | bad | | | | nice | | | |
|-------------|-------------|------------|--------------|--------------|------------|---------------|------------|-----------------|-------------|--------------|-----------|-----------|------------|-------------|------------|
| tiny | minute | miniature | pocket-sized | enormous | gigantic | mammoth | thundering | appalling | awful | gross | tiny | enjoyable | marvellous | lovely | delightful |
| microscopic | meagre | modest | insufficient | monumental | whopping | colossal | giant | dreadful | frightful | horrendous | hideous | great | wonderful | excellent | brilliant |
| slight | diminutive | petite | teensy | large | huge | sizeable | vast | nasty | terrible | unacceptable | shocking | pleasant | charming | pleasurable | swell |
| quiet | | | | loud | | | | fast | | | | slow | | | |
| silent | peaceful | muted | soft | deafening | intense | raucous | resounding | speedy | rapid | brisk | nimble | gradual | moderate | reluctant | leisurely |
| hushed | muffled | mute | reserved | roaring | thundering | booming | crashing | swift | dashing | flashing | hurried | sluggish | crawling | dawdling | idle |
| noiseless | speechless | soundless | inaudible | ear-piercing | piercing | deep | boisterous | hypersonic | agile | quick | racing | plodding | slack | creeping | lagging |
| old | | | | young | | | | hard (not easy) | | | | angry | | | |
| ancient | aged | decrepit | elderly | youthful | infant | juvenile | tender | puzzling | challenging | difficult | tricky | enraged | resentful | irate | wound up |
| mature | debilitated | getting on | seasoned | childish | budding | inexperienced | new | mind-boggling | complicated | complex | laborious | worked up | indignant | seething | furious |
| venerable | enfeebled | wasted | fossil | blooming | blossoming | fledgling | recent | problematic | arduous | troublesome | tough | touchy | grumpy | infuriated | bitter |

| good | | | | pretty | | | | ugly | | | | cold | | | |
|-----------|--------------|------------|-----------|-----------|--------------|--------------|-------------|------------|------------|------------|-----------|------------|-------------|---------------|------------|
| kind | well-behaved | acceptable | upright | beautiful | attractive | stunning | picturesque | hideous | disgusting | repulsive | vile | freezing | frosty | wintry | biting |
| decent | respectable | obedient | virtuous | cute | good-looking | eye-catching | appealing | horrendous | foul | abhorrent | gross | ice-cold | chilly | bitter | crisp |
| moral | noble | worthy | wholesome | lovely | gorgeous | striking | beguiling | revolting | unsightly | shocking | repellent | stone-cold | arctic | shivery | brisk |
| happy | | | | sad | | | | hot | | | | surprised | | | |
| overjoyed | joyous | blissful | exultant | unhappy | woeful | miserable | gloomy | boiling | scorching | sweltering | scalding | astonished | stunned | flabbergasted | startled |
| ecstatic | delighted | pleased | jovial | blue | despondent | melancholy | forlorn | fiery | sizzling | searing | stifling | amazed | dazed | staggered | bewildered |
| thrilled | cheerful | content | elated | depressed | down | distressed | heartbroken | muggy | oppressive | sultry | blazing | astounded | overwhelmed | shocked | alarmed |

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|---------------|
| interact |
| interfere |
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Spelling Quiz

With a grown up or sibling, complete a spelling quiz on all 10 of these words.

How did you do? Let your teacher know what you got out of 10.



D.T - Volcanoes



Week 1 – Designing a volcano
Moving on to building

For D.T we would like you to design and make your own volcano.

Today, we would like you to start thinking about what materials you have at home to make your volcano. It could be made out of playdough, newspaper, scrap paper, a bottle or anything you have available around the house (make sure you ask your adults if it is alright to use the materials).

Go and investigate what materials you have to use before making your design.

The Design

In your book, can you draw a design of your volcano and then label it with what each part will be made from.

Once you've completed your design, start making it!

