



# Summer 2 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.**

# 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 	Z	Spelling 	<b>Enrichment Time/Golden Time:</b> 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/Art or PSHE	

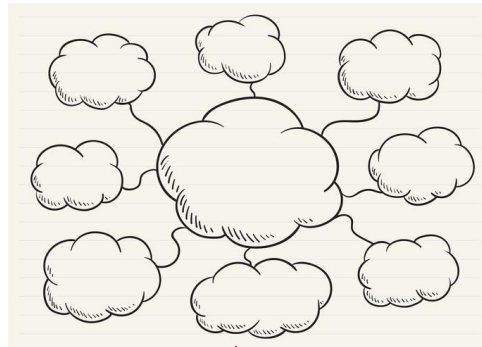
# This week's theme is: Be the Best you can Be!

**Key Words:** aspiration, ambition, occupation, motivation, pride, unique, doubt, adversity

EVERY PRO WAS  
ONCE AN AMATEUR.  
EVERY EXPERT WAS  
ONCE A BEGINNER.  
SO DREAM BIG.  
AND START NOW.

YOU OWE IT TO  
YOURSELF TO BE  
THE BEST YOU  
CAN POSSIBLY BE

PICTUREQUOTES.COM



"Your real strength comes from being the **BEST YOU** you can be.  
**Who are you?**  
**What are you good at?**  
**WHAT MAKES YOU, YOU?"**

If you are unsure of the definition of some of these words, can you look them up in a dictionary?

**Optional Activity:**  
How many different types of job can you think of?  
Can you create a mind map?

Check out these inspirational quotes. Take some time to reflect. What do they mean to you? Which one do you like the best?

YOU HAVE WHAT  
IT TAKES TO  
BECOME THE BEST  
THAT YOU CAN BE.  
DON'T DOUBT  
YOURSELF.

GYMQUOTES.CO

EVERYDAY  
YOU HAVE THE  
OPPORTUNITY  
TO BECOME THE  
BEST VERSION  
OF YOURSELF

GYMAHOLIC

YOU DO IT  
BECAUSE MAKING  
YOURSELF PROUD  
IS ONE OF  
THE BEST FEELINGS  
IN THE WORLD.

GYMQUOTES.CO

BE THE  
BEST  
VERSION  
OF *you*

DO THE BEST YOU CAN





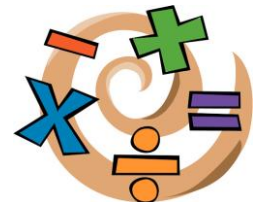



NEVER QUIT.  
IF YOU STUMBLE <sup>GET</sup> BACK UP.  
WHAT HAPPENED  
YESTERDAY **NO** LONGER MATTERS.  
TODAY'S ANOTHER DAY  
**SO** get back on track  
and **MOVE CLOSER**  
TO <sup>YOUR</sup> dreams AND <sup>YOUR</sup> goals. **YOU CAN DO IT.**

LESS CAN'T AND  
MORE CAN.  
GYMQUOTES.CO  
YOU CAN DO IT.

YOU CAN DO  
ANYTHING.  
YOU CAN BE ANYTHING  
YOU WANT TO BE.  
AS LONG AS YOU  
BELIEVE IN YOURSELF  
AND WORK HARD.

GYMQUOTES.CO

# Timetable - Monday

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

# P.E (daily)

Option 1: PE with Joe Wicks and 9am.

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

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

# Day 1 - Reading

## Chapter 13

### Chop Off Her Pretty Head

Tilda's evening wasn't much better than Charlie's. After her brother's disastrous antics in the caldarium, Tilda was watched closely by a very suspicious slave master. It was clear that she wasn't trusted. And despite having done nothing wrong, she was singled out for extra work duty and hauled to the humid bowels of the Emperor's busiest kitchen.

Her task was to help the army of cooks and chefs to prepare food. Unsurprisingly, she was given all of the worst jobs.

"Excuse, me, did you just say collect the snails?"

"Yes! They're in the back room, swimming," the cook explained, pointing to what looked like a large pantry. "And hurry up! Fattened snails are the Emperor's favourite delicacy."

Roman Britain really was nothing like Tilda had imagined. The sophisticated intellectuals she'd read about in her history books hardly seemed to resemble this bunch. Surely, people clever enough to conquer half the world could think of tastier things to eat than snails.

Please read Chapter 13.

Chop Off Her Pretty Head

According to the slave who hustled Tilda towards the 'fattening' pantry, each snail had been fed on a diet of salt and milk for days. Salt because it made the snails thirsty, and creamy milk because thirsty snails loved it, slurping until they became too fat to fit back into their shells.

Tilda's new job was to gather these slimy gastropods into a bowl, pop off their shells, and drop them into a pan of hot oil. Once cooked, they were to be served to the Emperor and his guests on a bed of shredded leeks.

"I thought it was just French people who ate these things?" Tilda muttered to herself.

"They taste like chicken," a teenage slave whispered. "You should try one - when no one's looking."

I'd rather starve, thought Tilda.

"What about a stuffed dormouse?" asked the girl, waving a tray of food beneath Tilda's nose. "Or perhaps a nice slice of boiled pig's brain?"

Hadn't these people heard of pizza? Tilda swallowed hard, trying not to be sick as she reluctantly fished boiled snails from a pan.

Roman Rescue

Once that task was completed, she didn't stick around to check out the rest of the food; one glimpse of the pickled sows' udders and a plate of roasted magpies was enough to make her flee. Whatever job they gave her next couldn't be as bad.

"Go to the dining room and help Melussa at once," ordered the Emperor's head of house.

He was a stern man who looked like he had missed more meals than was good for him. His large hooked nose resembled the beak of a long-dead dinosaur.

"I want you to greet the Emperor's guests and help to wash their hands and feet," she was told. "Melussa is a good girl, she'll show you what to do. And don't you dare speak to any of the visitors. These people are the Emperor's most influential senators who are far too important to be bothered by a mere slave."

Tilda didn't know which was worse: frying slimy snails or washing the stinky hands and feet of the haughty diners.

She joined Melussa at the doorway and was handed something that might once have been a sponge.

"This will help you get most of the dirt off," Melussa told her. She seemed older than Tilda, and long red hair fell down her back like a waterfall. Her tone made it clear that she was taking charge. "Make sure you rub between the toes. And don't worry, you'll get used to the smell."

Despite her companion's coldness, the two girls worked well together. Melussa greeted the guests with a smile and hung their heavy robes on bronze hooks. The finely-woven fabrics looked expensive and the robes with purple borders and stripes were particularly striking. They seemed to be worn only by the Emperor's most respected guests.

Once Melussa had washed their hands, the visitors stepped towards Tilda and her sponge.

Some of the Emperor's guests clearly hadn't bathed in weeks; their feet stank like sweating cheeses. Tilda lost count of the warts, bunions and verrucae that she encountered.

Eventually, the stream of guests slowed to a trickle, until the two slaves finally found themselves alone with nothing to do.

"We should return to the kitchens," Melussa told Tilda. "If any guests arrive now, they'll be late and that would be an insult to the Emperor."

Tilda was glad there would be no more feet to wash. She'd tried not to think of the bacteria and colonies of diseased germs lurking between those filthy toes, and had consoled herself with the knowledge that things could be even worse.

After all, she had narrowly escaped being chosen as one of the Emperor's food tasters – apparently, the great and feared leader of Rome was scared of being poisoned.

Tackling a few scabby feet was a piece of cake compared to being force-fed a mouthful of lamb's brains, roasted magpie, larks tongues and fish guts.

"Some of those robes are beautiful," Tilda whispered out loud. She allowed her fingers to reach out and touch the fabric.

"What are you doing?" Melussa hissed. "Leave those alone at once! You mustn't..."

But Tilda wasn't listening. She was too busy wrapping the fine cotton fabric around her shoulders.

She giggled. "I think purple suits me, don't you?"

Before Melussa had the opportunity to reply, a booming voice reached across the room.

"Take your hands off those garments!"

Tilda became tangled in purple cotton as she turned quickly towards the voice. She found herself suddenly staring at a stern face she recognised.

On the back of an old coin in Professor Howe's treasure room, Emperor Septimius Severus had looked pretty intimidating. In the flesh though, he had the kind of glare that made serial killers look friendly.

"How dare you wear the clothes of Rome?" The Emperor's question seemed more threatening than one of his soldier's swords tips. "Come here, now!"

Tilda gulped. Only seconds earlier, the guests had all been chatting cheerfully and nibbling on disgusting canapés. Now, they were all staring silently at her. Nobody dared even chew.

"Do whatever he says," whispered Melussa. "He might let you live."

Tilda shuffled forward.

"Do you believe yourself above Roman laws?" Septimius Severus roared. "Or are my slaves no longer required to obey our strictest customs?"

The eyes of every guest were focused on her and Tilda felt welded to the spot. A growing sense of dread made her tongue feel thick and heavy.

"I... erm... sorry," she stammered. "It just felt so nice."

"Nice?" Septimius growled. "Of course it's nice. Those robes are made from the finest Egyptian cottons. You shouldn't even be looking at garments that fine. I've had men executed for daring to wear my colours."

"But it's just a robe," Tilda pointed out.

The entire room gasped. Several women shrieked.

"Insolence!" the Emperor howled. "If disrespecting the clothing of my guests wasn't bad enough, you now dare to question our ancient sumptuary laws and my authority?"

"Surely that's treasonable, great Caesar?" pointed out

a guest. "Such an offence must not go unpunished."

"Quite right, Torthicus," nodded the Emperor. "Guard, chop off her head!"

As the room was filled with the metallic ring of a heavy sword being unsheathed, Tilda's brain began to overload with terror. This shouldn't be happening. Surely, even in the second century there had to be laws against separating heads from necks?

It was the look of eager excitement on the sword-wielding soldier's face that told her that no such law existed. It also told Tilda that if she wanted to survive, she only had one option.

She ran. Or at least she would have, if three burly guards hadn't grabbed her arms and lifted her off her feet. The tip of the sword was just centimetres from her throat.

"Wait!"

Gasps of uneasy horror rang out around the dining hall. Somebody had dared to challenge the Emperor.

All heads turned to the elegant lady seated in a marble

chair beside the Emperor's throne.

Her blue eyes sparkled confidently beneath raven-coloured hair braided across her head like a crown. It was Emperor Septimius' wife!

"Why don't we have a little fun with our slave first?" she suggested. "This is a party, after all."

At first Emperor Septimius scowled. Clearly, he would have much preferred to see Tilda's head cleaved from her shoulders. Then his lips twitched into a wretched smile, as if an even better idea had just popped into his head.

"You're quite right, my dear Julia," he nodded. "We should throw her to the lions instead."

The room erupted in thunderous applause. Everyone thought it was a wonderful idea. Well, almost everyone.

"No, no, no, no," objected Julia, the Emperor's wife. "The lions have had enough fun with last week's gladiators. Besides, I was thinking of something a little less... well... messy."

### Chop Off Her Pretty Head

Emperor Septimius looked disappointed, but was placated by a plate of freshly-roasted larks' tongues.

"What did you have in mind, my little lavender petal?"

As Julia smiled gently, Tilda was sure she actually winked towards her.

"Let's play a game. If she wins, we'll sell her at the slave market tomorrow and I'll order your vilicus to purchase that new donkey you've been considering. But if the girl loses, you can chop off her pretty head."

Emperor Septimius clapped his chubby hands excitedly. "That sounds like I can't lose, and you know how much I love not losing. Deal!"

Monday 22<sup>nd</sup> June

Day 1 - English

LO: To explain my thinking using paragraphs

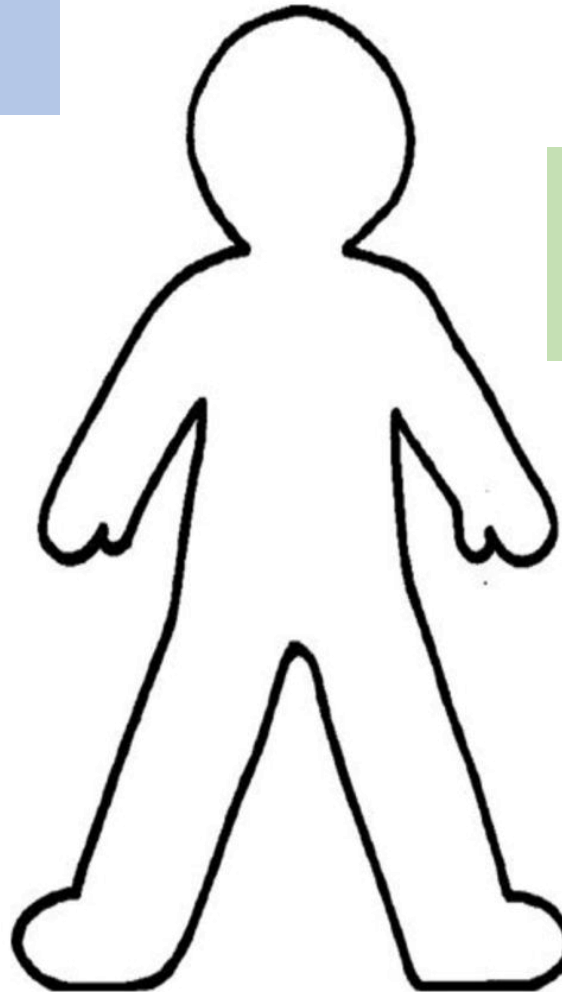
**Starter:** Use this template or draw a picture of yourself in the centre of your page.

On the left hand side write down things you feel unhappy about.

Remember the power of **positivity**, your challenge is to write more on the positive side than the negative side.

On the right hand side, write down just as many things you are happy about or grateful for.

It's fine to feel **sad, worried or anxious** sometimes but remember for every negative, **there is always a positive**. It's about training your mind to think of it. This is called **positive reframing**.



# Day 1 - English



Please watch this short film, then answer the reflection questions.

[https://www.youtube.com/watch?v=yu24PZlBk\\_oY](https://www.youtube.com/watch?v=yu24PZlBk_oY)

**Dictionary Check:**  
It would be useful for you to understand the meaning of these key words. Look them up in a dictionary or online before starting this activity.

- Unique
- Adversity
- Belonging
- Overcome

Please respond to at least 3 out of 5 of these questions with extended answers. You should aim to write a short paragraph for each. Remember to add examples.

- Can you describe what happened in the film?
- What makes you special and unique?
- What has been your greatest challenge and how have you overcome this?
- Is it good to be different? Explain your views.
- How can you help others feel like they belong?

**Presentation Tip:**  
Use the questions as sub-headings.

## Day 1 - Maths

Please see separate Year 3 and 4 maths packs.

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

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

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

tremendous
enormous
jealous
serious
hideous
fabulous
curious
anxious
obvious
gorgeous
various
famous

## Spelling Rule: Adding the suffix 'ous'

### 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.

January
February
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December

# Day 1 - RE - Judaism



We all have different **dreams** and **aspirations**. Sometimes these are shaped by your **culture** or **religion**.

**Starter:** Write down something you would like to achieve by your 13<sup>th</sup> birthday. This is a special age as it is the first year of being a teenager. What would you like to achieve by then?

Now, watch these short video clips. They document the experiences of 13 year-olds Jeremy and Me-Me as they prepare for a very important rite of passage in the Jewish faith known as Bar or Bat Mitzvah (Bar Mitzvah for boys, Bat Mitzvah for girls).



<https://www.bbc.co.uk/bitesize/clips/zm7tfg8>



<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-preparing-for-bat-mitzvah/zvgpy9q>

You might like to **take some notes** while you are watching. Remember you can watch the videos a couple of times until you get all the key information. This will help with next week's fact file.





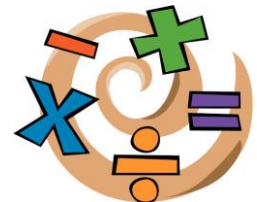



**Main Activity:** Think about these children and their goals/aspirations. What would they like to achieve when they turn 13? Can you draw a picture of Jeremy or Me-Me, then put yourselves in their shoes. Draw a speech bubble and finish the sentence stem 'My goal is...' but remember you are writing from the perspective of Jeremy or Me-Me.

Compare what you have written down for Jeremy or Me-Me with your own goal that you completed in the starter.

**Big Questions:** How might Judaism shape a Jewish child's goals? Would a Jewish child also want to achieve your goal?

**Explain your views.** You can discuss this with a family member or write down your thoughts.

# 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
							

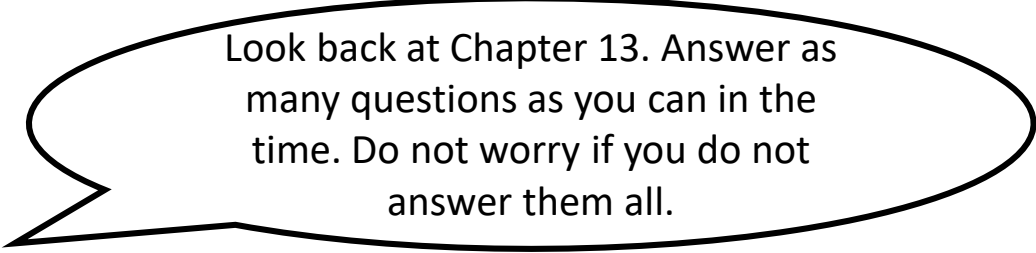
# P.E (daily)

Option 1: PE with Joe Wicks and 9am.

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

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

## Day 2 - Reading



Look back at Chapter 13. Answer as many questions as you can in the time. Do not worry if you do not answer them all.

- Whom do you think the title of this chapter refers to? Why? Why do you think the author has chosen this title?
- Find a word or phrase which tells us how Tilda is feeling. What other words or phrases could the author have used?
- How are the Emperor's guests' feet described? What effect does this description have?
- What does 'insolence' mean? Why do you think the author used this word instead of a more common one?
- What does 'The entire room gasped' tell you about how much Tilda understands about the customs and laws of the Roman empire?
- How does the author create tension on this page and make the action seem more dramatic?
- Choose a word from page 103 that you think the author made a good choice in using. Explain your reasons for your choice.

## LO: To plan an inspirational speech to spread positivity

Over the next few lessons, we would like you to write a speech that answers the question: **What makes people awesome?** Or: **What makes me awesome?** Children spend so much time listening to adults but also make very inspiring speakers. Start by watching these incredible speeches, delivered by children who are a similar age to you!



[We are all different and that is awesome:](https://www.youtube.com/watch?v=sQuM5e0QGLg)  
<https://www.youtube.com/watch?v=sQuM5e0QGLg>



[Kids can too!](https://www.youtube.com/watch?v=S5RZF9fAjW4)  
<https://www.youtube.com/watch?v=S5RZF9fAjW4>



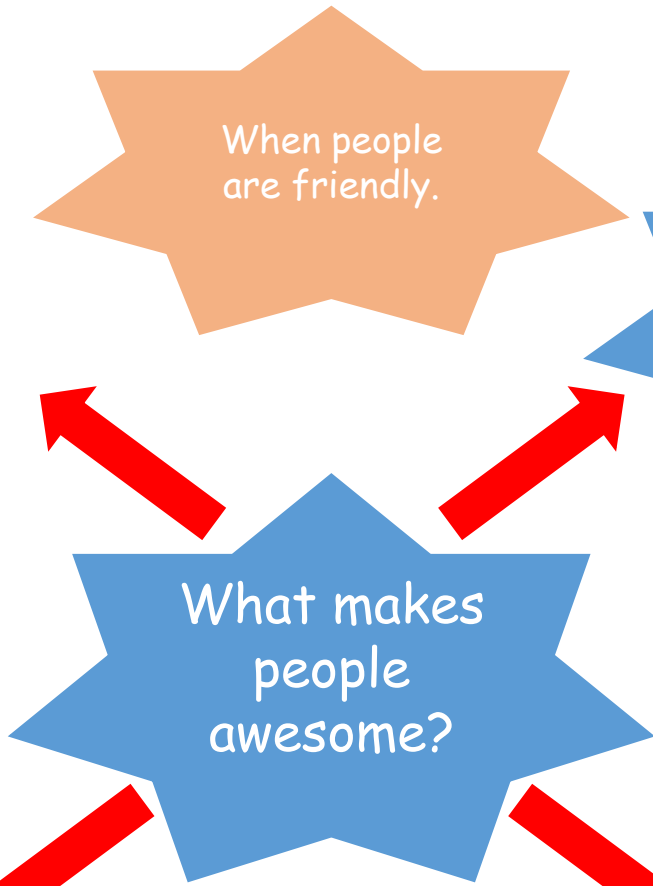
[https://www.youtube.com/watch?v=u1zNHoYmhUI&list=RD-CMUCaDvcGDMkvcRb4qGARKWlyg&start\\_radio=1&t=113](https://www.youtube.com/watch?v=u1zNHoYmhUI&list=RD-CMUCaDvcGDMkvcRb4qGARKWlyg&start_radio=1&t=113)

**Which speech did you like best? Why?** Today is an opportunity to plan your speech. It's a chance to think carefully about what you want to say and what messages you want to spread. Use the box-up plan on slide 20 to help structure your ideas. Remember you can magpie ideas from the example speeches, the bank of ideas on slide 19, or think of your own. By the end of the week, share your speech on Teams and, with your permission, some can be chosen to be shared across Germany, Brazil and Ireland Teams pages to spread our positivity. Good luck!

Which values and attributes do these children display?

# Bank of ideas:

Remember you can use some of these ideas or think of others of your own.



When people are friendly.

When people say kind things/give compliments.

People are different which makes the world work!

People make life more interesting!

When people have good ideas and help solve problems.

People are talented and can learn amazing things.

When people make you feel good. e.g. using humour

When people carry out good deeds.

Many hands make light work! Jobs get done faster and become easier.

When people listen and give good advice.

# Day 2 - English

Box-up Plan:

**Title: What Makes \_\_\_\_\_  
Awesome?**

**Notes:**

**Key vocabulary I want to  
include (wow words):**

**Introduction**  
Opening Statement:

**Reason 1:**  
Examples  
Comments

**Reason 2:**  
Examples  
Comments

**Reason 3:**  
Examples  
Comments

**Conclusion**  
Final inspirational message on  
positivity:

## Day 2 - Maths

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

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## Spelling Rule: Adding the suffix 'ous'

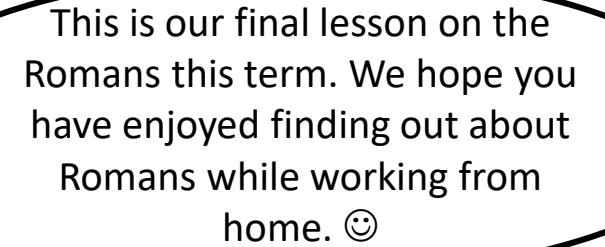
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# Day 2 - History - Roman Baths



This is our final lesson on the Romans this term. We hope you have enjoyed finding out about Romans while working from home. 😊

**L.O: To find out how the Romans kept themselves clean**

Please watch the following video's to find out a little about life in the time of the Romans. Then work your way through the slides giving you more details.

- <https://www.bbc.co.uk/bitesize/clips/z38w2hv>
- <https://www.bbc.co.uk/bitesize/clips/z8grkqt>

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.

# Roman Baths



Beautiful Roman Bath\* by (WT-shared) Kameragrl at wts-wikivoyage - This file was imported from Wikivoyage WTS.. Licensed under CC BY-SA 1.0 via Wikimedia Commons

The Romans loved to keep clean and bathing was a sociable experience that the Roman people enjoyed sharing together.

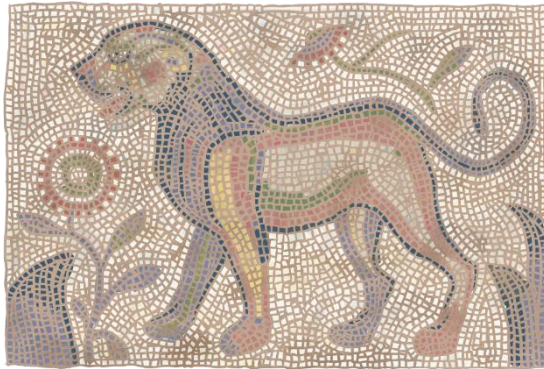
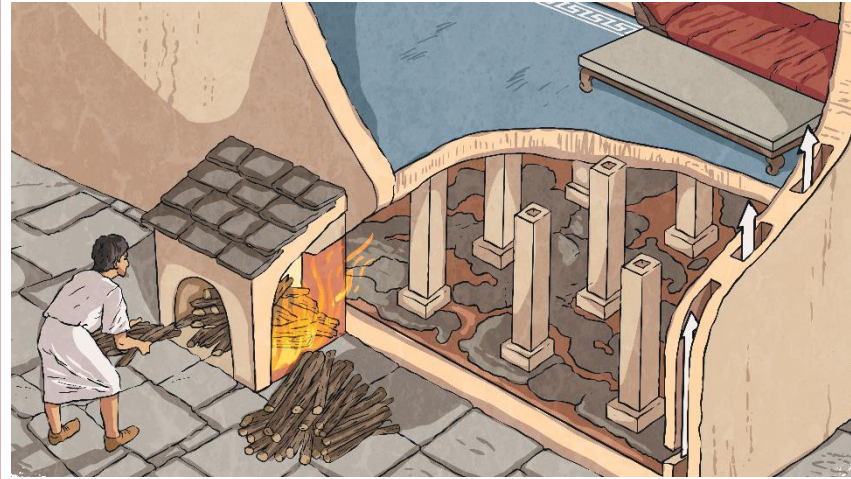
The Romans also built their baths in the countries they conquered and re-established under Roman rule. There are many fine examples of Roman bathhouses in Britain.

This picture shows the Roman baths at Bath, Somerset.

# Roman Baths

The Romans are well known for their innovative engineering and design skills and building a bathhouse really showcased their talents!

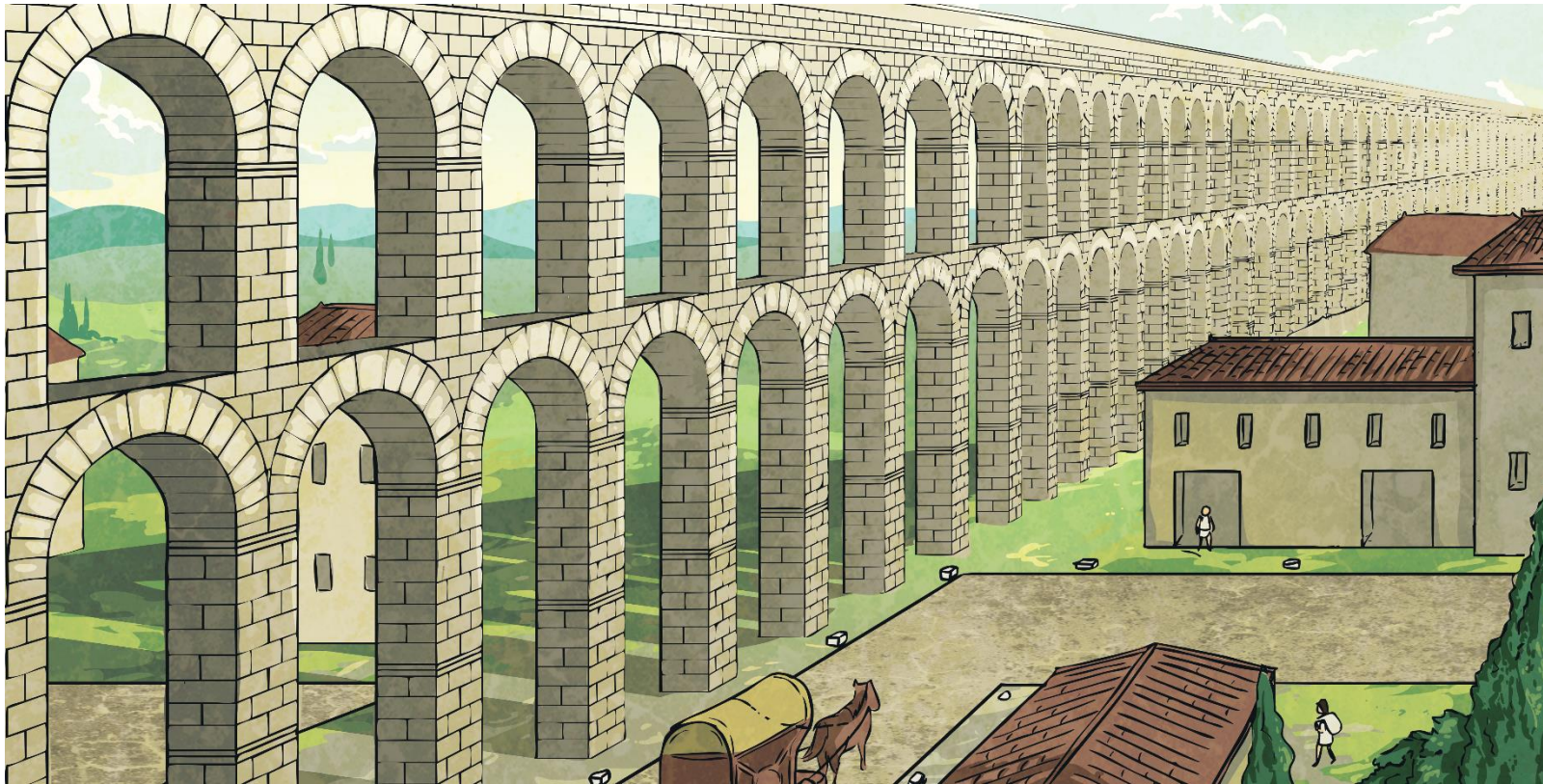
Water was heated by furnaces (fires) which were maintained by slaves and the hypocaust system used hot air under the floor to distribute the heat to where it was needed.



The baths were often elaborately decorated with statues and fine mosaics. There were mirrors on the walls, beautiful glass ceilings and smooth marble-lined pools.

# Roman Baths

If water was not available from natural springs at the site, it had to be brought in using an aqueduct system which the Romans developed to transfer water from one place to another.

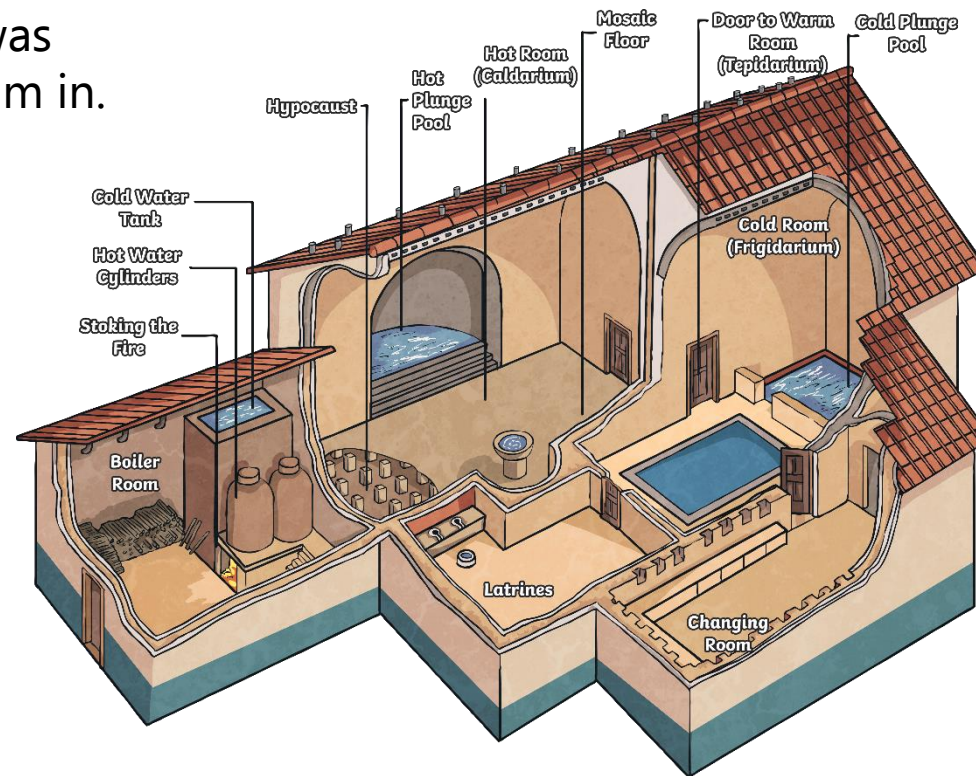
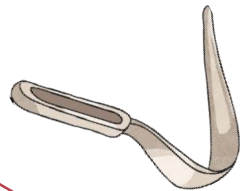


# Roman Baths

A Roman bath was not just a bath! Roman baths were based on three main bathing experiences. First, the bathers would relax in a warm room called the tepidarium. After that, they would enter the caldarium, which was a hot room designed to make them sweat out dirt.

The final frigidarium bath was cold and big enough to swim in.

In the caldarium, a tool called the strigil was used to scrape dirt off the skin.



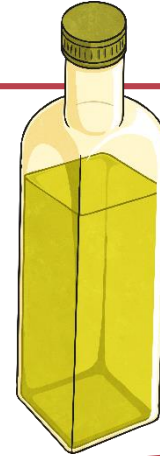
# More to Do!

Many Roman baths offered other services too, making a visit to the bathhouse a total spa experience!

There was a gymnasium where people could exercise and get fit.



Masseurs were employed to give massages and help soothe aching muscles. They would also rub oil into the skin.

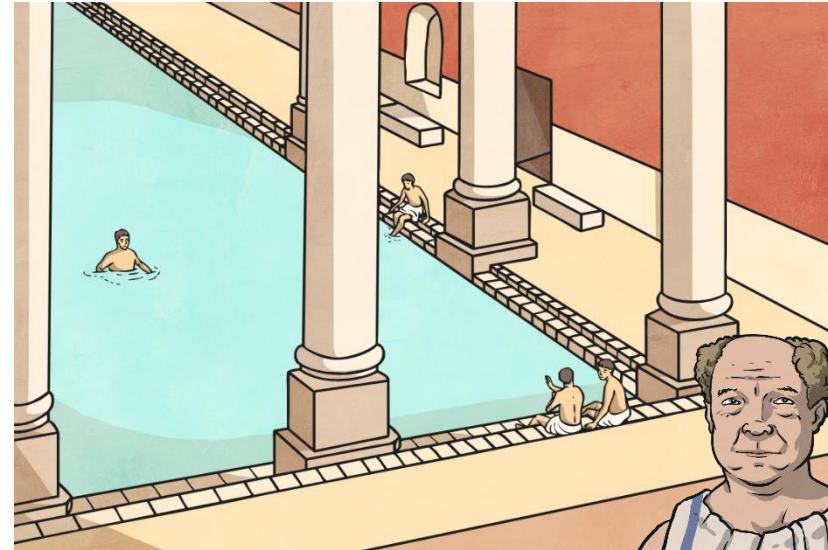


Vendors sold food and drink at many stalls.

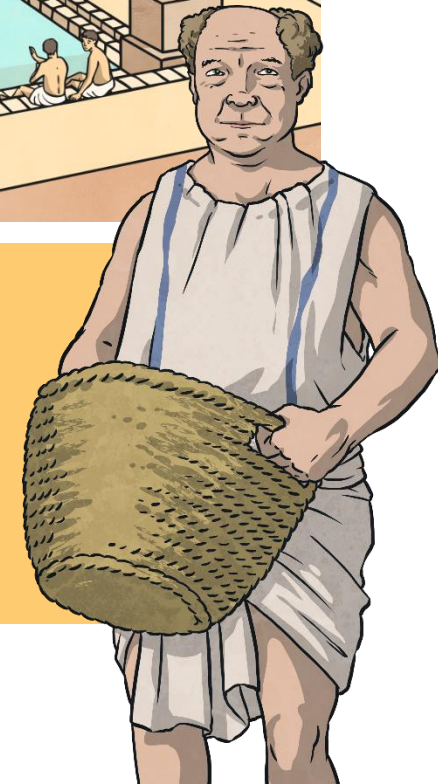


# More to Do!

- Some baths had separate plunge pools, steam rooms and saunas.
- Entertainment was often provided for people relaxing before and after bathing.
- Some of the bigger baths had more than one of each type of room.



There were changing rooms where people could get dressed and undressed. Bathers might bring their slaves to guard their clothes and carry their towels or they could pay an attendant a fee to look after their property instead.



# Extra Information and Task

Your task is to pretend you are visiting a Roman bath. Write about what you would do, you might want to draw a flow chart like this and include some pictures.

## Room 1 - Palaestra

This was the exercise yard. It would have been outside in an open air courtyard or garden. Men would have exercised by running or wrestling and women would have played ball games. Sometimes it would have had fancy columns around the edges with a big space in the middle for exercising and working up a good sweat before visiting the bathing rooms.

## Room 2 - Frigidarium

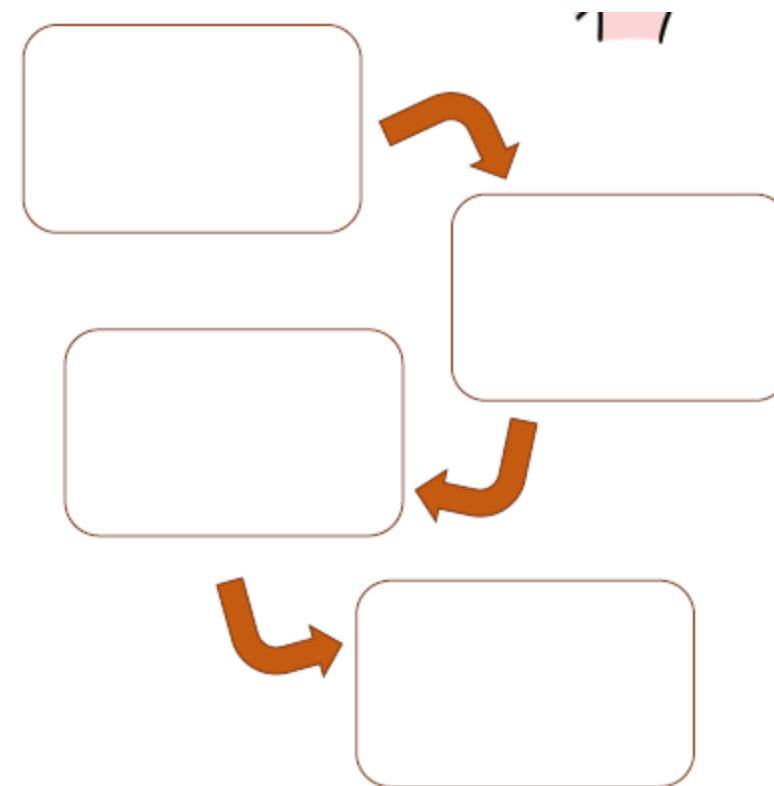
This was a freezing cold bath for people to plunge into to refresh themselves. The water was not heated like the other rooms. The walls were covered with marble and fancy statues and the floors would have been decorated with mosaic tiles.

## Room 3 - Caldarium

This was the steam room. It was the hottest room in the bathhouse. The hot water and steamy air were designed to open the pores on people's skin. The water was heated to steamy temperatures using a 'hypocaust' underground heating system. People would sit on benches around the edges and they would have had to wear sandals so as not to scorch their feet. There would be slaves at the ready to cool people with water from a pouring dish called a patara.





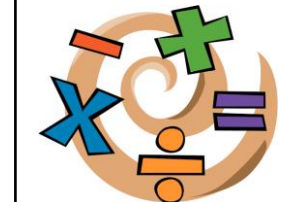



## Room 4 - Tepidarium

This was a warm room with a small pool for bathing in. In this room people would also be given massages by slaves, who would pour olive oil on to their skin and then scrape off the oil and dead skin with a special scraping tool called a strigil. One of the slaves would then wash off the oil with water.



Frigidarium	Tepidarium	Palaestra	Caldarium
-------------	------------	-----------	-----------

# Timetable - Wednesday

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

See  
Enrichment  
slide for ideas

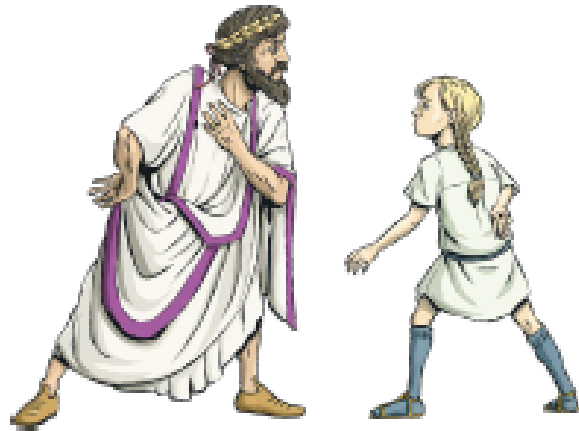
# P.E (daily)

Option 1: PE with Joe Wicks and 9am.

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 14 The Exploding Emperor

"Have you ever heard of Micare?" Julia whispered to Tilda.

Tilda shook her head, relieved that it was still attached to her neck.

"Don't worry, he's useless at it," the elegant woman smirked, nodding towards her husband. "Especially after a few jugs of wine. I'm sick of him ruining dinner parties with his mindless violence; getting blood stains out of my toga takes forever, and I prefer a good sing-song any day."

Please read Chapter  
14.

### The Exploding Emperor

"I'll keep this simple," barked the Emperor. "I know you slaves aren't usually very smart, so here's how Micare works. First, we both put one hand behind our back."

After a reassuring smile from the Emperor's wife, Tilda did as she was instructed.

"Next, we each stick out a number of fingers."

Tilda chose two.

"We then guess the number on both hands combined. The winner is the one who guesses correctly. And that's always me."

Tilda suspected that was because most of his opponents deliberately lost, probably to keep the Emperor happy, and their own heads on their shoulders. However, Tilda was playing to win. Julia counted down from three to one, and both players spoke simultaneously.

Thrusting her hand out in front of her, Tilda made a confident guess: "Five."

Pulling his own hand from behind his back, the Emperor shouted, "Six!"

### Roman Rescue

"Ha! You're both wrong," laughed Julia, counting both sets of fingers. "The answer is four."

Tilda breathed a sigh of relief, pleased that she had survived to play another round at least.

"Try again," urged the Emperor's wife, slowly stepping behind her husband. "Ready?"

The leader of the Roman Empire was concentrating like a cup final penalty taker. His guests were baying with encouragement, urging their host towards a glorious victory. In fact, the only person not taking the game seriously was the Emperor's wife. Julia was too busy trying to surreptitiously attract Tilda's attention by wiggling three of her fingers.

Tilda almost missed it. Even when she saw the wiggling digits, she wasn't entirely sure what they meant. It seemed so unlikely that the Emperor's wife would be trying to help a slave.

"Hands at the ready!" Julia instructed.

Tilda unfolded four fingers of her own and prepared to thrust her hand forward. Julia counted down.

"Three... two... one..."

Tilda closed her eyes and added her own four fingers to the three the Emperor's wife had wiggled.

"Six!" shouted the Emperor, extending his three fingers.

"Seven!" shouted Tilda.

Screams and gasps of disbelief rang out around the room. One large man even fainted.

"The slave wins!" yelled Julia. "Bravo!"

For a moment, Emperor Septimius looked like he might explode. His mean face flushed the colour of a cricket ball and his worried guests each held their breath, waiting for the leader's temper to ignite.

After a moment of silence that seemed to last an hour, the Emperor surprised them all.

"Good... great! I've been wanting a new donkey for months; a white one with big ears, and a black 'go faster' cross down its back."

He waved his hand through the air. "Take this slave

away and make it look presentable. If I don't get top price at tomorrow's market, somebody will pay."

As two brawny guards hauled Tilda away, she mouthed a discreet 'thank you' to the Emperor's wife.

### Can you answer the following questions:

- Why do you think Julia helps Tilda? Which words or phrases give you this idea?
- How is the Emperor described? What image do you get of him? What does this make you think about his character?
- What do you think was the most exciting or interesting part of this weeks chapters? How did the author make it exciting or interesting? Find words and phrases in the text to support your answer.

## LO: To draft an inspirational speech

Box-up Plan:		
Title: What makes people awesome?	Notes:	Impressive vocabulary I want to include:
Introduction Opening Statement:		
Reason 1: Example/s Comment/s		
Reason 2: Example/s Comment/s		
Reason 3: Example/s Comment/s		
Conclusion Final inspirational message on positivity:		

Look back at your box-up plan. Is there anything further you would like to add? Remember the more detail on your plan, the easier it will be to write your speech.

When you are happy with your completed box-up plan, you can begin writing. Take a look at the example beginning below to help you get started.

### Wednesday 24<sup>th</sup> June 2020

#### What Makes People Awesome?

In a time when we are doubting ourselves and surrounded by negativity in the news and on social media, it is important to remember what is good and what we are thankful for. It's time, to make time, to be positive. People are awesome, we are awesome, and that's worth celebrating!

Without people, would there be progress? Humankind is responsible for numerous useful inventions that shape our world. All these great ideas started out as seemingly impossible, some would even have said silly. However, with drive, determination and an awful lot of hard work so many incredible ideas have been transformed into life-changing items. Where would we be without electricity, lightbulbs, phones, computers, cars or even traffic lights? Where would we be if these people hadn't had the confidence to see their ideas through?

Not everyone can create a life-changing invention but everyone can be kind. People who spread kindness truly are the BEST! Sometimes small, simple acts of kindness can completely change another person's day and to bring a smile to a face is a remarkable thing to do. ...

## Day 3 - Maths

Please see separate Year 3 and 4 maths packs.

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

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

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

tremendous
enormous
jealous
serious
hideous
fabulous
curious
anxious
obvious
gorgeous
various
famous

## Spelling Rule: Adding the suffix 'ous'

### 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.





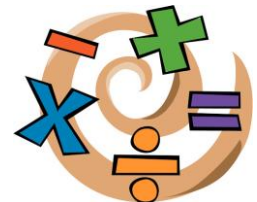



January
February
March
April
May
June
July
August
September
October
November
December



## 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>
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Bunny hops	
Star jumps	
Hop on one leg	
Squats	
Sit ups	

# Day 4 - Reading

## Chapter 15

### Escape Is a Smelly Business

The next morning, Charlie was in the exercise yard. The smell of vomit seemed to follow him like a wretched shadow. Yet that was the least of his worries.

If being spewed on by a bloated tribune wasn't bad enough, finding out he was going to be punished because of it was even worse.

"How can it be my fault?" he'd pleaded the night before, as a burly servant had dragged him to the dungeon. "I'm the one covered in puke."

"Your job was to hold the bowl up," he was reminded, before being shoved into a tiny cell. "There'll be a serious punishment when the slave master finds out you couldn't even do that."

Before the sun had a chance to rise, Charlie had already been hauled from the slab of stone that was meant to be his bed. Without even a sniff of breakfast, he was then marched to a dusty training yard and made to join a group of sorry-looking legionnaires.

It quickly became clear that Charlie was being put

Please read Chapter  
15.

put through a punishment session designed for soldiers who weren't making the grade. Charlie wasn't sure whom the drill sergeant hated the most – him, or the failing legionnaires.

After an eight-kilometre run and an hour spent holding a shield during combat training, Charlie ached all over. He desperately wanted to go home.

As a group of battle-dressed soldiers drew jealous glances from Charlie's latest companions, a voice barked words in his direction.

"Look who we have here!"

Charlie peered over the rim of his shield and locked eyes with a gloating Blutos.

Before he could stop himself, he heard the words spill from his mouth, "Good morning, idiot!"

Surprisingly, Blutos ignored the insult. Perhaps it was because he'd already lost that argument. Or maybe because he could hardly wait to share what new information he had.

"Heard about your sister, Brigante?" A mocking smile

Roman Rescue

danced across his lips.

Charlie was suddenly worried. "What about her? If she's been hurt I'll..."

"You'll do nothing," Blutos laughed. "Besides, you couldn't help her if you wanted to. She left here last night."

"Left?" gasped Charlie. "How? Where?"

Before Blutos could give him an answer, the group's drill sergeant bellowed, "On your feet, you pathetic wasters!"

He tossed an object into the middle of the yard. It looked like an inflated pig's bladder glued between two wooden squares. "It's trigon time. Let's see how long you lot can keep this off the ground."

The trainees all groaned. They were tired, sore and utterly miserable. So the last thing any of them wanted was to spend the next hour or two throwing and catching the balls.

"Oh, you'll love a good session of trigon," Blutos guffawed. "Make sure it doesn't hit the ground – I've heard it's ten lashes for anyone who drops it. Don't worry though, I'll tell the drill master to make

a special exception in your case, and give you twenty!"

To make matters even worse, trigon had to be the most boring game in the Empire. Charlie and his two companions formed a wide triangle and then began throwing the ball to each other.

It soon became obvious that the object of the game was to avoid dropping the ball. Yet at the same time, the throwers tried their best to make the ball uncatchable. Soon Charlie was doing his best to field spinning lobs, hand-stinging full tosses and deliberately shortened throws.

It took his full concentration to make sure he didn't become the loser. His mind was so focused that he didn't notice Blutos creep up beside him.

"Your sister is to be sold at today's slave market." The fat soldier could barely contain his glee. "The highest bidder gets to keep her. I reckon by this time tomorrow, she'll be on her way to Rome."

"Rome?" Charlie fretted, almost dropping the trigon ball. "But that's in Italy! I'll never see her again."

Blutos nodded and grinned. "All because someone

couldn't keep his mouth shut, eh? Now who feels like an idiot?" Charlie ignored the legionnaire's vengeful smirk. He suddenly had much bigger things on his mind. Like working out how to escape from the fortress and rescue Tilda, and getting back through the time wall, before they became trapped forever.

He was still trying to figure out a master plan when the game came to a sudden halt. One of the legionnaires in another group had dropped the ball and was already in the press-up position.

"This is so dull," Charlie heard one of the other soldiers grumble. "You'd think the Emperor's cleverest aediles would have invented a more exciting game than this by now."

"There's little chance of that ever happening," scoffed his companion. "Being a soldier isn't about fun. It's about duty. And duty is just another word for boring. If I had my way, I'd wallop these stupid trigon balls so hard they'd break in two."

Charlie could barely keep the smile off his face as a brilliant plan suddenly formed in his mind.

As the soldiers continued to grumble, Charlie scanned

the training area for something useful. He eventually spotted the perfect item; a thickly-carved wooden training sword. As the remaining Romans watched their companion struggle to reach fifty press-ups, Charlie grabbed the sword and rushed towards the drill sergeant.

"Halt!" howled the sergeant, dragging his own iron sword from its scabbard.

Charlie skidded to a stop just centimetres from the pointed tip.

"Put down that sword, slave," ordered the Roman. "Before I show you what a real sword can do."

"Oh, erm, no, no, sorry," Charlie apologised, "It's not what you think... I just wanted to show you something."

The sergeant scowled down the steel blade. "What, you think I've never seen a sword before?"

"Of course," Charlie replied. "But I thought I'd show you an old Brigante tribal game."

Before anyone could stop him, and as his brilliant idea got even more brilliant, Charlie stamped down onto

the wooden sword, snapping the pointed end clean off.

"Do you know the punishment for damaging the property of Rome?" Blutos hissed.

Charlie ignored the soldier. Holding up what was left of the heavy wooden sword, he explained, "Our warriors call this a bat. Let each soldier take it in turns to try and hit one of those trigon balls as high and as far as you can, then see if they can race all the way around the training yard before the other team can retrieve the ball."

The drill sergeant looked interested. Even Blutos was paying silent attention.

"It might be a little too tough for your pampered soldiers," Charlie teased. "It's a bit of a lung buster."

Charlie was pleased when the drill sergeant took the bait. "There's nothing you wretched savages can do that a Roman can't do better!"

"Okay," Charlie nodded. "If you really want to tire out your soldiers and test their fitness, split them into two equal teams and let me explain the rules to the game."

The drill sergeant thought for a moment.

"Does this game of yours have a name?"

Charlie grinned. "Rounders!"



Within minutes, the Roman legionnaires were having the time of their lives. As the ball was hurled towards them, they each took it in turns to swing and flail and swipe at the little wooden sphere. They soon got the hang of it and before long, trigon balls were sailing clean over the fortress walls – exactly as Charlie had hoped.

Eventually, the last trigon ball disappeared over the wall.

"Now what are we going to do?" one of them grumbled. "We can't play without a ball and I was really starting to enjoy myself."

"Go and get it then," suggested a man with a missing ear.

"No chance," said the first man. "I didn't hit it."

"Well I'm not getting it, either," insisted one-ear.

"Nor am I," echoed another.

"Count me out, too; I'm worn out already," said his pal.

None of the Romans wanted to fetch their missing balls.

With his plan now in full swing, Charlie flapped his arms in mock annoyance and trudged towards the fortress doors.

"Okay, okay... I get the message: it's my game, I'm the smelly Brigante, so it's up to me to fetch the balls."

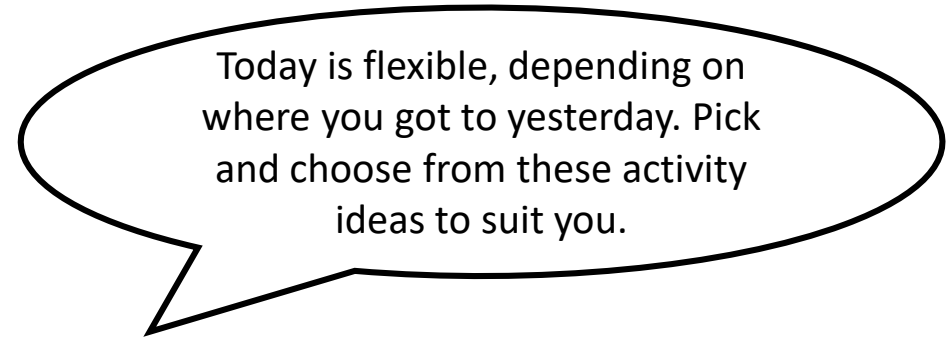
The Roman soldiers were obviously grateful for the chance to rest and catch their breath; rounders was exhausting! They were more than happy to see the guards open the fortress doors and let Charlie out.

They were even happier still when Charlie began hurling the balls back over the wall and the game restarted; they hadn't had this much fun in... well... ever!

Which perhaps explained why none of them noticed when Charlie failed to return through the doors. Nobody saw him wander casually down the road, either.

And not one pair of Roman eyes watched as he hitched a ride on a passing manure cart and rode away towards the next village. Charlie Hacker was free!

## Thursday 25<sup>th</sup> June



### LO: To edit and re-draft my speech

- You can continue to work on drafting and re-drafting your speech from yesterday.
- Nearly finished? Use your purple pen to edit and make revisions or additions.
- Evaluate your speech. 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 speech, you can write it out in your best handwriting - publish your work.

### LO: To confidently deliver a speech

- Remember to read and re-read over your speech so you are confident with your delivery
- Decide where you can pause for impact and which words or phrases to emphasise
- When you are confident, you could take a video of yourself delivering your speech

Whether it is written or recorded, remember to upload your finished speech to Microsoft Teams.

## Day 4 - Maths

Please see separate Year 3 and 4 maths packs.

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

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

tremendous
enormous
jealous
serious
hideous
fabulous
curious
anxious
obvious
gorgeous
various
famous

## Spelling Rule: Adding the suffix 'ous'

### 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.

January
February
March
April
May
June
July
August
September
October
November
December

# Day 4 - Science

## LO: Life Cycle of a Flowering Plant

The life cycle of a flowering plant shows the changes that happen to the plant over the course of its lifetime.

The main stages of the life cycle of a flowering plant are:

1

Germination

2

Growing and  
flowering

3

Pollination

4

Fertilisation  
and seed  
formation

5

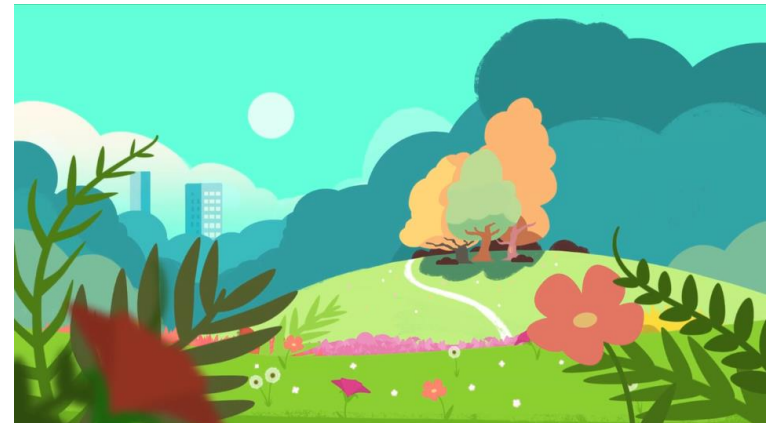
Seed dispersal

Let's find out more about what happens at each stage!



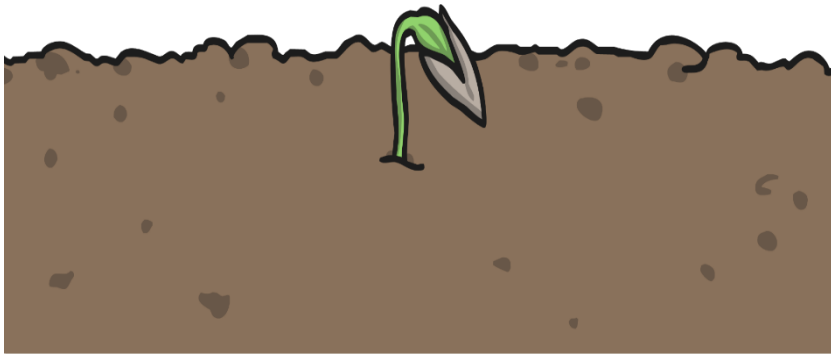
### BBC Bitesize Video:

<https://vimeo.com/218127170>



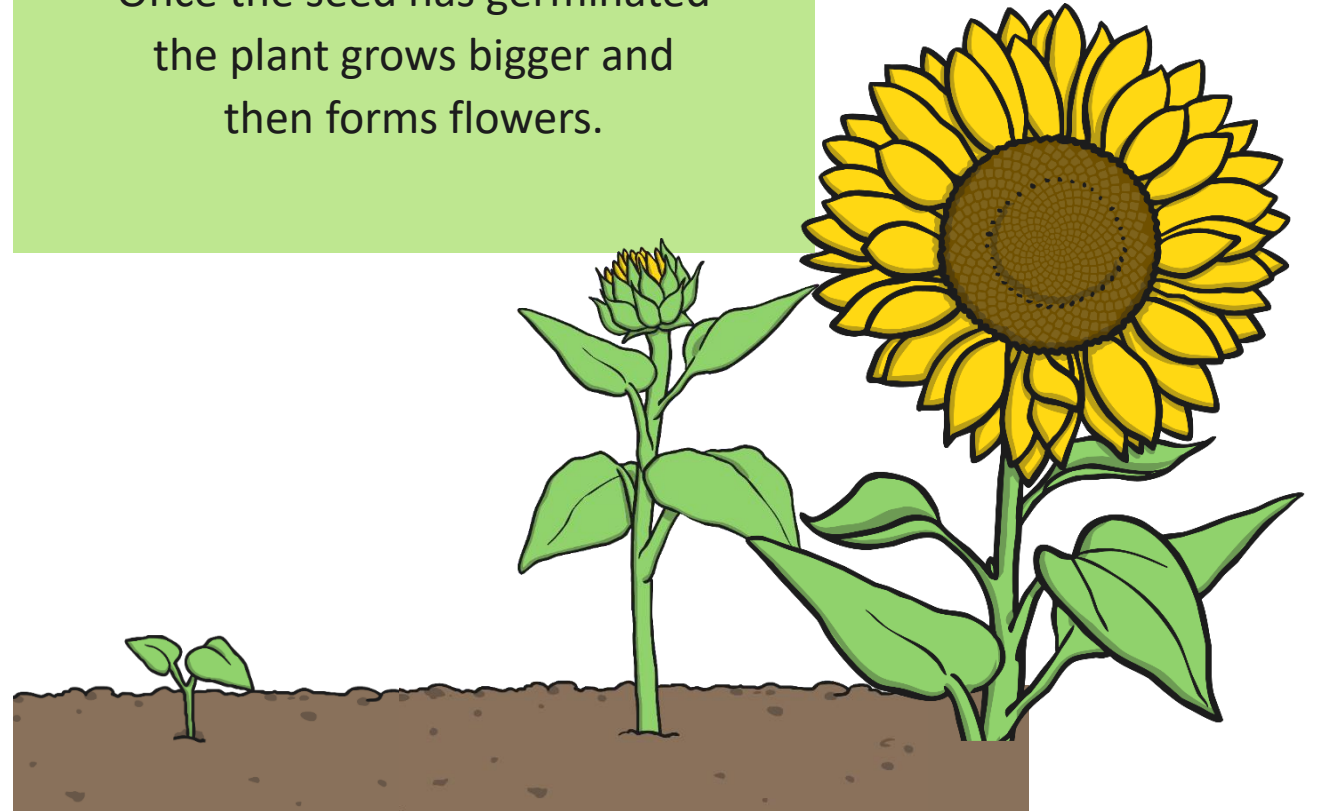
# 1) Germination

Germination is when a seed begins to grow.



# 2) Growing and Flowering

Once the seed has germinated the plant grows bigger and then forms flowers.



### 3) Pollination

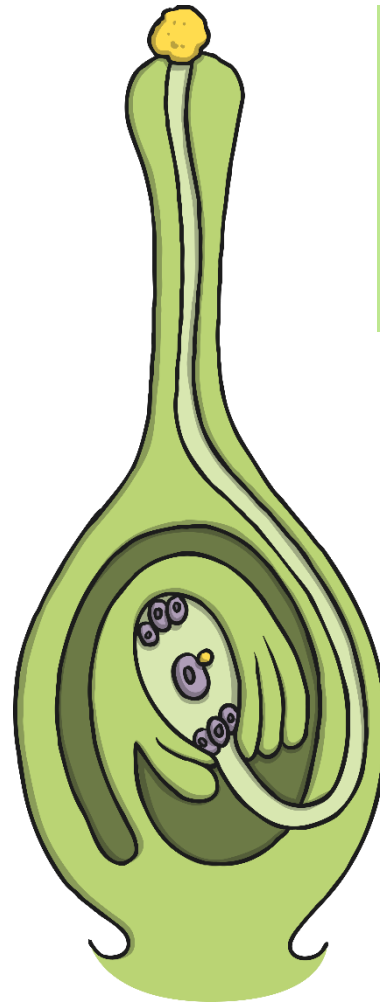
Pollination occurs when pollen from the anther is transferred to the stigma, often by an insect.



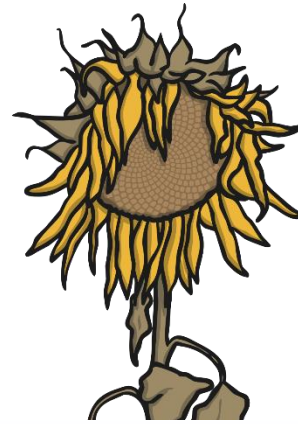
### 4) Fertilisation and Seed Formation

Fertilisation happens when the pollen travels from the stigma down the style to the ovary.

The pollen joins with an ovule to form a seed.  
The seed forms inside the ovary.



# 5) Seed Dispersal



Once the seeds are fully formed, the plant needs to disperse them.

This means that the plant needs to move or transport the seeds away from the parent plant in some way so that they don't all try to grow in the same place.

There are lots of different ways that seeds can be dispersed.



# Your Task:

All flowering plants go through the same stages of the life cycle.

The main stages are germination, growing and flowering, pollination, fertilisation and seed dispersal.

Can you design and create a way to represent the stages of the life cycle?

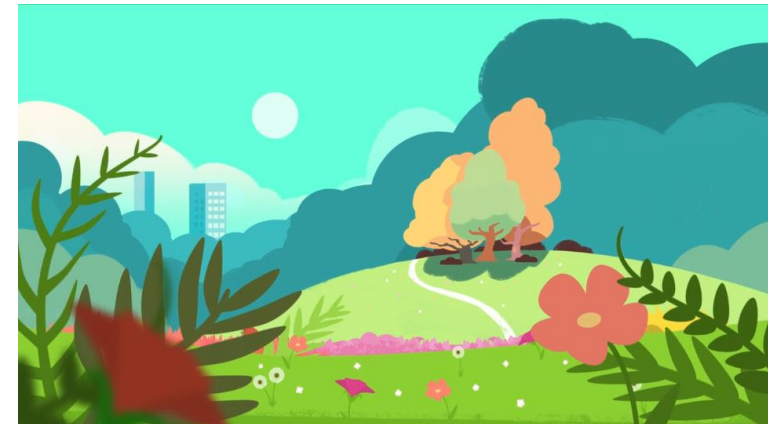
You could:

- Draw the different stages on a paper plate, adding arrows to show the order.
- Make a poster to show the different stages.
- Create a small book with one stage on each page.
- Write about what happens at each stage.
- Make a PowerPoint with one stage on each slide.





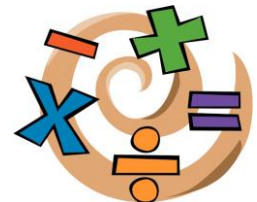



Or you could come up with your own idea!

**[BBC Bitesize Video:](https://vimeo.com/218127170)**

<https://vimeo.com/218127170>



# 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/PSHE
							

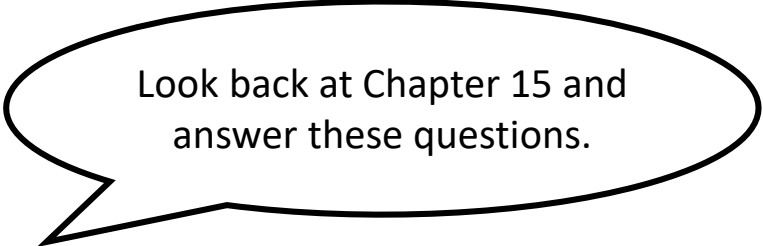
# P.E (daily)

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>
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Bunny hops	
Star jumps	
Hop on one leg	
Squats	
Sit ups	

## Day 5 - Reading



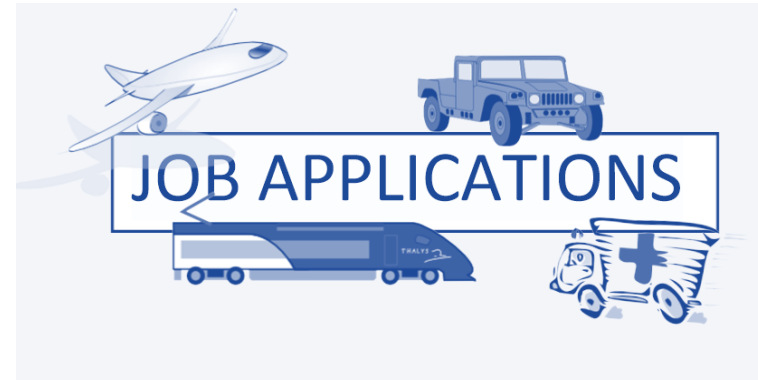
Look back at Chapter 15 and answer these questions.

- What does the phrase 'follow him like a wretched shadow' tell us?
- What words or phrases are used to describe the trainees? What impression does this give?
- The author uses 'creep' to describe how Blutos moves. Can you think of a synonym? Does it have the same effect?
- Why has the author described Blutos' smile as vengeful?
- How does the author compare the mood of the soldiers to Charlie's mood?

# Day 5 - English

Thursday 26<sup>th</sup> June

LO: To write a job application



**Starter:** Complete the sentence stem:

*When I grow up, I would like to be...*

What skills do you need to fulfil this dream?

**Take some time to reflect.** Do you have these skills already? Is it possible to practise and improve these skills?

Remember you can achieve incredible things with hard-work and determination!

Today we will be looking at job applications. Do you agree with the statement? Yes or no? Explain your thinking.

Here are some ideas  
<https://www.youtube.com/watch?v=RUup841pZrs>



Job applications just need to include your name, address, contact details and date of birth.

Agree or disagree?

In a job application you need to carefully read the advert and pick out what they want from the applicant.

You then need to refer to these things in your application.

What are the key skills required for this job? Highlight them.

## KS2 Temporary Class Teacher (0.4)



Caversham Park Primary School

Caversham Park, Queensway  
Caversham Park, Village RG4 6RP

Employer: Reading Borough Council

Reference: N/A

Salary: £0 - £19999

Hours: Maternity Cover; Required for September 2010

Working pattern: Part Time, Temporary position

Location: Caversham Park Primary School

Closing date: 08/06/2010 23:30 PM

We are looking for a caring, enthusiastic and committed part-time class teacher.

The successful applicant will bring to our school:

- high expectations of pupil attainment and behaviour
- excellent classroom practice
- an ability to work effectively in partnership with the other teacher responsible for the class
- an ability to lead a subject area
- a willingness to lead extra curricular activities
- excellent interpersonal skills
- energy, creativity and a good sense of humour.

We can offer you:

- a welcoming, caring ethos and supportive staff
- a stimulating learning environment with excellent resources
- friendly and motivated children.

Visits to the school are encouraged and welcomed. Closing date: Tuesday, 8 June 2010

Interviews: Tuesday, 15 June 2010

### Application Information

Caversham Park Primary School

Caversham Park Village, Queensway, Reading RG4 6RP

Tel: 0118 937 5433

Email: [admin.cavershampark@reading.gov.uk](mailto:admin.cavershampark@reading.gov.uk) <mailto:admin.cavershampark@reading.gov.uk>

NOR 200

# Day 5 - English

## Key Words:

**Employer:** The person or company who are hiring.

**Employee:** The person who has been hired by the company to fulfil a job role.

**Vacancy:** A position is available.

**Vacancies:** More than one position is available.

**Job advert:** The text the employer creates to let people know about the job vacancy.

**Applicant:** The person applying for the job.

**Application:** The paperwork the person applying for the job (the applicant) hands to the employer.

Read through this example job application. The key skills have been highlighted for you.

Do you like the sound of this job application? 😊

Mary Smith  
Age 18  
8 GCSE's



I believe I would be a suitable candidate for the position of Dog Handler within the armed forces. I have plenty of experience with animals as I own 2 dogs and a cat and have done work experience at the local vets.

I am physically fit as I regularly take part in marathons and attend gym classes twice a week. In the winter time I also play for my local football club.

I am very keen to learn and would work hard at developing the skills required for this important job. I have also experienced working in teams and leading small groups of people so I feel I could communicate well with other soldiers.

The aim is to show your best traits.

Two people have decided to apply for this job. Read the job advert below. Who would you want to interview? Why?

A job application should be written in a formal tone.

## DOG HANDLER/TRAINER

Royal Army Veterinary Corps  
Soldier

Responsible for the operational handling, welfare and training of protection and detection dogs

### The Job

The Dog Trainer trade is primarily responsible for the handling, welfare and veterinary care of their Military Working Dog (MWD), which initially involves handling Protection Dogs in a MWD Support Unit. You will be responsible for the security and safety of key strategic assets and security bases and may serve wherever the Army is deployed. Later in your career, you may be selected to handle a Specialist Dog, responsible for the detection of Arms and Explosives, or with other MWD classifications that the Army employ.

### The Right Job For Me?

Dog Trainers are soldiers first and must be competent in their military skills before they can be teamed with a Military Working Dog. Handlers must be physically fit and have the patience and affiliation with dogs that ensures you put the dog's needs first. You should be mature, confident, self-motivated and show leadership qualities, including eagerness and a capacity to learn, as your job will involve briefing commanders and troops at all levels and training other handlers. You must have a desire to work with dogs in every environment which often requires you to work long, unsociable hours.

### What Skills Will I Learn?

Veterinary Care and Husbandry, including the health, welfare and continuation training of MWDs  
Protection Dog handling skills including security of personnel and equipment, detection and apprehension of intruders. Specialist Dog handling skills, including the detection of arms, explosives, drugs or tracking intruders. The management of Protection and Specialist Dog teams around the world  
Military Working Dog training skills in a variety of dog classifications



Rick Jones  
Age 21  
8 GCSE's



I think I'd be good at this job cos I like animals and my Nan owns a dog which I take for walks sometimes. I am very good with horses and tortoises, they are my favourite animals.

I used to play football at school but don't really exercise very much any more. I would go to the gym if I got the job.

I like learning stuff and I can work with other people if you need me to.

My hobbies include watching tv, going shopping with my mates and going to the beach. I don't like wasps, cheese and heights.

Please give me the job.

Always refer to the skills asked for in the application.

## Naval Nurse

### Naval Nurse What you do

Put your nursing qualification to good use – keep everyone in the Naval Service team fit, healthy and effective, anywhere in the UK or overseas.

### What we look for

You need a bright, cheerful personality and plenty of common sense. It's crucial that you can remain calm, but react quickly in an emergency. Above all, Naval Nurses need to be committed, enthusiastic team players.\*

## Firefighter

Firefighters attend a wide range of incidents including car accidents, chemical spills and, yes, even rescuing pets. They don't just fight fires!

Firefighters also visit homes and community groups in order to advise and educate people about minimising the risks of fire.

With such a varied job, firefighters need a combination of physical strength and stamina, intelligence, bravery, strength of character and compassion.

The training is intense and thorough and includes theoretical lectures as well as plenty of practical exercises. There are many examinations that must be passed on the way to becoming a firefighter.

You will need to work hard, do regular study and pass formal assessments on each module of the course.

## Zoo Keeper

- Someone who is deeply interested in animals and their welfare, but not sentimental about them
- Someone who is not afraid of hard work
- Someone who is dedicated to their work and to the conservation of wildlife
- You will need to be reasonably fit and healthy as the work is often physically demanding, and you need to be prepared to work long hours and regular weekends.

Keepers must also enjoy working with people as they frequently meet visitors in the course of their day's work and have to answer their questions. Keepers may also be required to take part in public presentations on animal matters. Each keeper is attached to one of the animal houses or sections, but may move to another if the need arises or to gain wider experience with a different group of animals.

Practical skills in animal care, good observation and record keeping are very important.

## Holiday Rep

To apply for this job you will need a variety of different skills. You will need to have excellent communication skills in order to deal with holiday makers and workers in our hotels. You will need to be patient, well organised and hardworking. An enjoyment of working outdoors and of hot weather is desirable. Additionally you will need to be enjoy organising activities for holiday makers and have plenty of ideas. If you desire to be a children's rep then you will need to be creative, active and hold the relevant qualifications for child care.

## Chef

This job requires an applicant who is willing to work hard and is dedicated to creating interesting and delicious meals. They will need to show that they have a love of food and have some basic skills in cookery. We will develop these once in the job. You must be able to follow instructions, work under pressure and have an eye for detail. An ability to plate food up creatively and make it look presentable would be helpful.

Read these job applications and highlight the key skills as shown in the Firefighter application example.

Which job do you feel best suits you?

**Task: Can you write a job application for one of these positions?**

You can use the example application written by Mary Smith on the previous slide to help structure your work. Remember to sell yourself and give examples of times you have demonstrated the skills asked for.

## Day 5 - Maths

Please see separate Year 3 and 4 maths packs.

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

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

tremendous
enormous
jealous
serious
hideous
fabulous
curious
anxious
obvious
gorgeous
various
famous

## Spelling Quiz

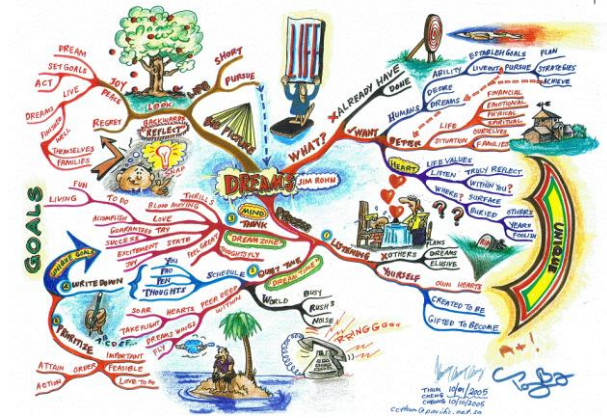
With a grown up or sibling, complete a spelling quiz on all of your words.

How did you do? You could let your teacher know what you got out of 12.

January
February
March
April
May
June
July
August
September
October
November
December

# Day 5 - Art/PSHE

Time to get creative! Think about your own hopes, dreams and what your goals are for the future. Can you create an artistic mind map that represents you? You can use a chosen medium such as felt tips, crayons, pencils or paints or even mixed media. Try to include as much detail as possible and remember it is your mind so there are no 'wrong' ideas!



- ### Top Tips:
- Start with a central picture. This could be something realistic like a self-portrait or something more abstract that represents your thinking.
  - Choose some central themes e.g. hopes, dreams, wishes, likes, dislikes, fears, worries. Can you use different bubble writing styles and colour to portray these words appropriately?
  - When you have structured your mind map with these key themes start filling the different sections with related words and pictures.
  - One idea can lead to the next which you can show with a line or arrow.

Have fun and don't forget to share your finished mind map on Teams. 😊

# What's coming up?



We hope this slide is helpful but please get in touch on Teams or through school admin if you have any questions. 😊









The Year 3/4 Team would like to start by saying a huge thank you for all the hard work and commitment that has gone into home schooling over the past few months. We have been really impressed with the commitment and perseverance from all! However, we appreciate that recent weeks may have been a challenge with some children in school and some not, changing guidelines and many other uncertainties surrounding us. In order to accommodate while we are all adjusting to new routines, we would like to provide a more flexible approach. For this reason, from next week, until the end of term, the packs will look different.

Instead of multiple lesson slides, your pack will include a **topic grid** filled with activities to choose from. This way you can personalise learning to suit individual interests and although we advise three activities per day, this is just a guideline. If a particular project engages your child please do work on it over a number of sessions.

## Working From Home: Year 3/4 Timetable

Teachers: Miss Cole, Mrs Jones, Mr Saver

Classes: Germany, Ireland, Brazil

	9:00	9:30 - 10:00	Session 1 10:00 - 11:00		Session 2 11:30 - 12:30		1:30 - 2:00	Session 3 2:00-3:00	3:00 - 3:15
Monday	P.E.	Reading/ SPAG 	Choice 1 from Topic Grid	B	Choice 2 from Topic Grid	L	Spelling 	Choice 3 from Topic Grid	Check in on your Class Teams page and share what you have been up to.
Tuesday	P.E.	Reading/ SPAG 	Choice 4 from Topic Grid	R	Choice 5 from Topic Grid	U	Spelling 	Choice 6 from Topic Grid	
Wednesday	P.E.	Reading/ SPAG 	Choice 7 from Topic Grid	E	Choice 8 from Topic Grid	N	Spelling 	Choice 9 from Topic Grid	
Thursday	P.E.	Reading/ SPAG 	Choice 10 from Topic Grid	A	Choice 11 from Topic Grid	C	Spelling 	Choice 12 from Topic Grid	
Friday	P.E.	Reading/ SPAG 	Choice 13 from Topic Grid	K	Choice 14 from Topic Grid	H	Spelling Quiz/ Cracking Numbers/ Times Tables Practise	Choice 15 from Topic Grid	

Each week will continue to have a theme. In Y3/4 these are:

**Week 5 = Out of this World**

**Week 6 = Arts Week**

**Week 7 = Reflection and Transition/Festival Week**