



Summer 2 Week 1

Year 3&4





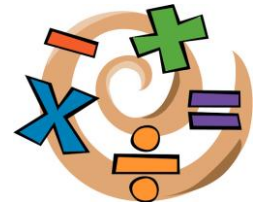



We hope you have had a good half term, enjoying the sunshine! We welcome you 'back' to Summer 2 and thank you for your continued hard work and perseverance with working from home.

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.

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.

Option 3: School Games Challenges (see separate assignment)

<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 - Read Chapter 11

Chapter 11 The Wrong Bucket

Charlie and Tilda quickly found out that life as a Roman slave wasn't much fun. Nobody listened to them or cared what they thought, and if they dared to disobey, they were slapped or cuffed or kicked. This certainly wasn't the kind of exciting adventure that either Hacker had imagined.

Charlie and Tilda were separated. Tilda was roughly pushed into a group of huddled girls and women. Charlie was made to join a small group of frail-looking boys and told he'd be working in the Emperor's caldarium.

As they were led through a labyrinth of narrow passageways, Charlie whispered to a cowering slave. "What's a caldarium?"

The boy looked a year or two younger than Charlie. Pale skin suggested he hadn't seen sunshine in months, maybe even years.

"Sssssh," the boy held a finger to cracked lips. "We're not supposed to talk."

Roman Rescue

Charlie shrugged. "I just want to know where we're going."

Perhaps realising Charlie was new, the slave whispered back. "It's part of the Emperor's bathhouse. We'll be helping to bathe Roman officers and the Emperor's special guests."

"Bathing them?" asked Charlie.

The frail youngster screwed up his face and gave Charlie a nod, before slipping back in line behind him, clearly afraid to say more.

The smell of the caldarium was unbearable; even bowls of freshly-picked lavender couldn't hide the terrible stench of sweat and festering water. Pockets of grime floated on the surface of bathwater which looked like it hadn't been changed in months.

"Here!" A man who looked half-starved handed each boy an odd-looking tool. "Take these and give it to those women. And don't look at or speak to any of the Patricians – they're very important people."

Charlie stared at the small instrument. It was curved, made from metal and looked like a cross between a

The Wrong Bucket

sickle and a scoop. He wasn't sure whether this was a weapon or a gardening tool.

"It's a strigil," whispered the small slave. "The cleaners use it to scrape the sweat off their bodies."

"Urgh!" Charlie held the metal strigil away from him as if it might bite. "Haven't they invented showers yet?"

The pale slave looked confused. "What's a shower?"

"Never mind," Charlie shook his head. "Hey, I'm Charlie. What's your name?"

Before Charlie's companion could reply, a shrill voice filled the room like a shotgun blast.

"Where's my clean strigil, Streen?"

Charlie turned to see a haggard woman glaring towards the two boys.

"Fetch it now, and bring that Brigante savage with you. I've got a job for him."

Streen led as they both weaved their way between wooden tables. Each one contained a large Roman man,

apparently waiting to be cleaned.

"Do as she says," Streen warned. "Rumour has it she was once a Persian princess. She has a foul temper."

"Give me that!" The woman snatched the strigil from Charlie's hand, cuffing Streen across his ear.

"Hey!" Charlie objected then ducked to narrowly avoid a second blow, aimed at him.

"Stop squabbling, savages," snarled a man laying face down on the table. "Or I'll have all three of you whipped for wasting my time."

"Yes, Consul." The Persian woman gave Charlie a glare that looked like it could ignite wood. "I'm sorry. Our new slaves still need breaking in... please forgive me."

"Just clean me, woman," the Roman consul growled. "You're not in Persia now!"

Streen picked up a large wooden bucket and handed Charlie another, before gently steering him towards a neighbouring table where a cleaner was preparing to begin work.

"Hold that bucket steady," the woman told him. Charlie was at least pleased that she sounded friendlier than the Persian. "Let's not make any mistakes today – this job is unpleasant enough already."

Elsewhere, other slaves poured cold water onto burning coals, filling the room with billowing clouds of red hot steam. The heat was clearly intended to make everyone sweat.

Before long, Charlie and the woman were joined by a large Roman man. He grunted at Charlie as he climbed onto the table and turned onto his bulging stomach. Rolls of fat gathered around his waist and across his shoulders, and every inch of blubbery flesh was covered by a thick film of sweat.

"What are you waiting for, cleaner?" he barked. "Get on with it."

From the actions of his fellow slaves, Charlie worked out that 'getting on with it' involved using a strigil to scrape the sweat and grime off the customer. As the cleaner pushed the tool across the Roman's skin, a ripple of putrid fluid gathered inside its curved heel.

Charlie held his breath and watched other cleaners tip

the sweat from their strigils into buckets just like the one he was holding.

Before he could prepare himself, a slosh of sweat hit the bottom of his own bucket. Some of it splashed up across Charlie's wrist.

Trying to take his mind off the disgusting work, Charlie cast his gaze around the large room. There were dozens of tables and scores of unhappy slaves. Worse still, the room was ringed by tightly-packed chairs and benches, each one filled with sweaty, dirty Romans waiting to be cleaned. This was going to be the longest and most unpleasant day of Charlie's life so far.



Eventually, Charlie's bucket was filled to the brim with slimy sweat. Needing to empty it before any other Roman could be cleaned, he followed another slave to a large trough in the farthest corner of the room. He was pleased to find Tilda emptying a bucket of her own.

"This is gross," he told her as he tipped the contents of his bucket away. "Haven't these people heard of soap?"

Charlie watched the other cleaners finish the bathing process by gently ladling ice cold water over their Roman guest.

"It helps to seal the pores," Tilda wearily explained.

"Shame it's not got any ice in it – now that would be funny," Charlie sniggered as he reached for a bucket.

"Wait," gasped Tilda. "That's the wrong –"

"Silence!" Even angrier now, the supervisor barked her orders, clapping her hands together like two symbols. "Hurry!"

Shocked into action, Charlie snatched up the bucket and hurried back to his cleaning station. He never saw his sister's horrified expression and he certainly didn't hear her worried yelp. His ears were still ringing with the sound of the supervisor's clap.

As the cleaner began ladling liquid from the fresh bucket and pouring it across the important Roman's back, both had no idea that Charlie had picked up the wrong bucket: Tilda's bucket, not containing clean fresh water at all, but filled instead with stinking, putrid, filthy sweat.

The bucket was half empty before anyone noticed. It was the smell that gave it away.

"What are you doing?" howled the Roman consul, leaping off the table as slimy sweat rolled across his skin.

Instantly, other slaves rushed to clean the man, but the damage was done.

"I want that slave punished," bellowed the soggy Roman. His radish-red face looked like it might ignite like a grenade. "Or I will report you all to the Emperor Severus."

The unfriendly Persian cleaner grabbed hold of Charlie from behind, digging her nails into the backs of his arms.

"I saw it all," she hissed. "He did it deliberately. I knew he was trouble as soon as I saw him – these Brigante savages always are."

Charlie struggled against the woman's tightening grip. "She's lying."

Tilda rushed over to offer her support. "He's telling

the truth – it was an accident."

"Silence!" The supervisor clapped her hands again, this time so loud even the Roman consul covered his ears. "It's too late for excuses."

"I want him whipped," insisted the consul.

The supervisor shook her head. "Oh no, he won't be whipped..."

Charlie breathed a sigh of relief. But his respite was short lived.

"...I have something much worse in mind."

The supervisor jabbed him in the chest with a pointed stick as she steered him towards a group of particularly miserable-looking slaves. "He'll be joining these lucky boys at the Emperor's banquet this evening... on vomit duty!"

English Lesson 1

LO: To discuss your lock down experience with a member of your family.

Our lives have changed a lot over the last few weeks. It is important we talk about life in lockdown and take the time to reflect.

This week the whole of KS2 are going to be completing the same writing project about life in lockdown. 😊

With a parent, grandparent, brother or sister, answer the following questions:

Can you remember your first thought when you heard that schools were closing? Were you excited? Worried? Frightened? Why?



What did you miss most about normal life?



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Continued on next slide...

Did you learn or do anything new while in lockdown?



Four horizontal dotted lines for writing.

What was your favourite thing about lockdown?



Four horizontal dotted lines for writing.

What was your least favourite thing?



Four horizontal dotted lines for writing.

Did you do anything new or different with your family?



Four horizontal dotted lines for writing.

How did you feel through lockdown, most of the time? Happy? Scared? Something else?



Four horizontal dotted lines for writing.

What did you most look forward to doing when life returned to normal?



Four horizontal dotted lines for writing.

And finally, do you think living through lockdown changed you? How?



Four horizontal dotted lines for writing.

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.

calendar
grammar
regular
particular
peculiar
popular
consider
remember
quarter
believer

Spelling Rule: Words ending in -ar /-er

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.

even
break
steak
great
move
prove
improve
sure
sugar
eye

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

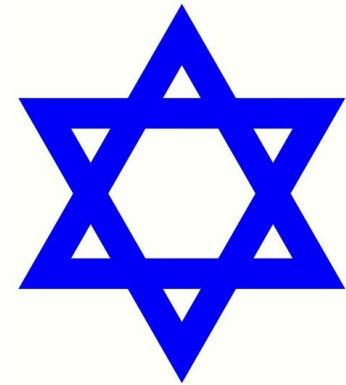
Week 1, Lesson 1: Judaism - Rules

This half term, we will be learning about the religion Judaism . Your task, by the end, will be to create a fact file about Jewish customs.

Your fact file can be split into different sections including:

- The Rules of Judaism
- The Synagogue
- The Ten Commandments
- Passover Festival
- Bar Mitzvah and Bat Mitzvah

We will learn more about these areas of Judaism over the next few weeks.

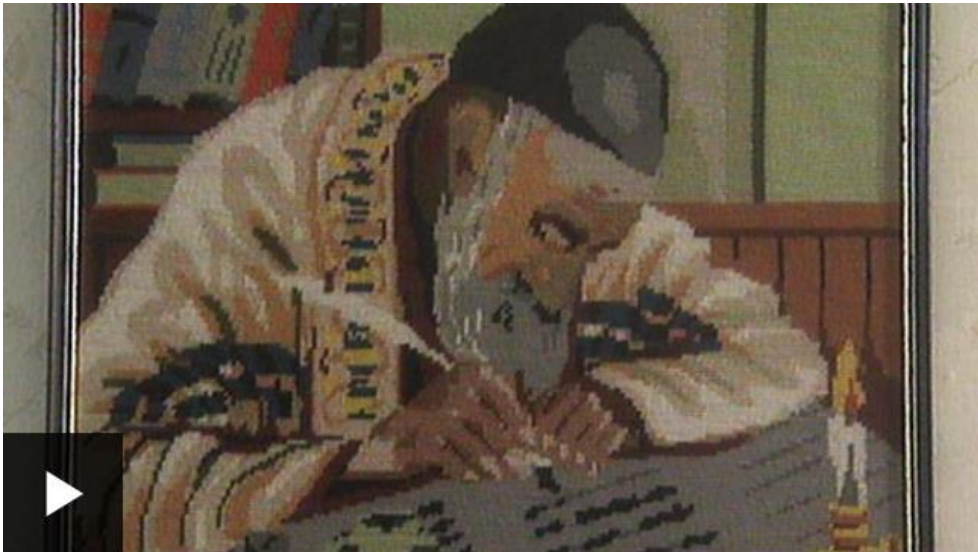


Today, is an opportunity to find out more about the Jewish Faith - the history, traditions and beliefs.

Watch the video links on the next page and take bullet point notes. You can watch the videos as many times as you like. You might also like to look at some key words and their explanations to support your understanding. This resource sheet can be found attached to your assignment materials.



[Introduction to Judaism – https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-judaism/zfbhf4j](https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-judaism/zfbhf4j)



[Meet a Jewish Family -https://www.bbc.co.uk/bitesize/clips/zwkq6sg](https://www.bbc.co.uk/bitesize/clips/zwkq6sg)

Watch these videos by clicking on the links. You can also find these by typing 'BBC Bitesize KS2 Judaism' into your search engine, then click on '21 clips'. Remember to take lots of notes in bullet points which will later help with your fact file.





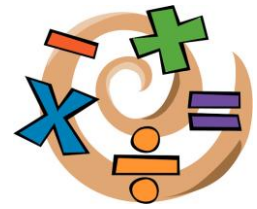





[The Rules of Judaism -](https://www.bbc.co.uk/bitesize/clips/z8r87ty)

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**Big Question: Are rules necessary and why?
Can you describe your thoughts in a paragraph.**

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.

Option 3: School Games Challenges (see separate assignment)

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High knees	
Bunny hops	
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Sit ups	

Day 2 - Reading - Answer these questions about Chapter 11:

- Describe how Charlie and Streen react to the situation they are in. How are the two characters different?
- How does Charlie react? Is this similar or different to how he has reacted in the past?
- How might people reading this story in the past have reacted to the way Charlie and the other slaves have been treated?

English Lesson 2

LO: To plan a letter that can be included in a time capsule.

We are currently living through a time that will be remembered in history. Many years from now, children would love to find out all about your life in lockdown. We would like you to write a letter that could go in a time capsule - hopefully to be found years later.

Today's Task: Use your notes from yesterday to plan your letter using a boxed up plan. Read the questions on the left to help you. A larger

Success criteria:

Write notes (not full sentences)

Include AT LEAST 3 notes for each section

Include emotive vocabulary (thrilled, distraught)

Paragraph	Notes
<p><u>Introduction</u> Why are you writing? (So that when people find your time capsule and they can learn all about life in lockdown.) Tell the reader about yourself (age, family, where you live)</p>	
<p><u>Education</u> How did this change? Include how you felt when you first found out about school closing. How is learning different now? What does learning look like at home?</p>	
<p><u>Family Life</u> How did life at home change? What was it like? Did you do anything new or different? How do you and your family spend the extra time you have together?</p>	
<p><u>Feelings</u> How did lockdown make you feel? What was your favourite thing and least favourite thing? How to you contact family and friends that you miss?</p>	
<p><u>Looking to the future</u> What are you looking forward to when life returns to normal? Has living in lockdown changed you or the way that you might live your life in the future?</p>	

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Day 2 - Maths

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History

Lesson 3 – The Roman Army

L.0: To find out what life was like in the Roman army.

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

<https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8>

<https://www.bbc.co.uk/bitesize/clips/zbns34j>

<https://www.bbc.co.uk/bitesize/clips/zn2mhyc>

The Start of the Roman Army

In the beginning, the soldiers were the better-off citizens who were sent home at the end of the war.

The Romans copied Greek armies and fought on foot with long spears.

As Roman power grew, more and more people were made to join the army.

How the Army Changed

As the army grew bigger, it had to fight further away from home.

Being a soldier became a full-time job, where the soldiers were highly trained and tough. They were no longer sent home at the end of a battle.

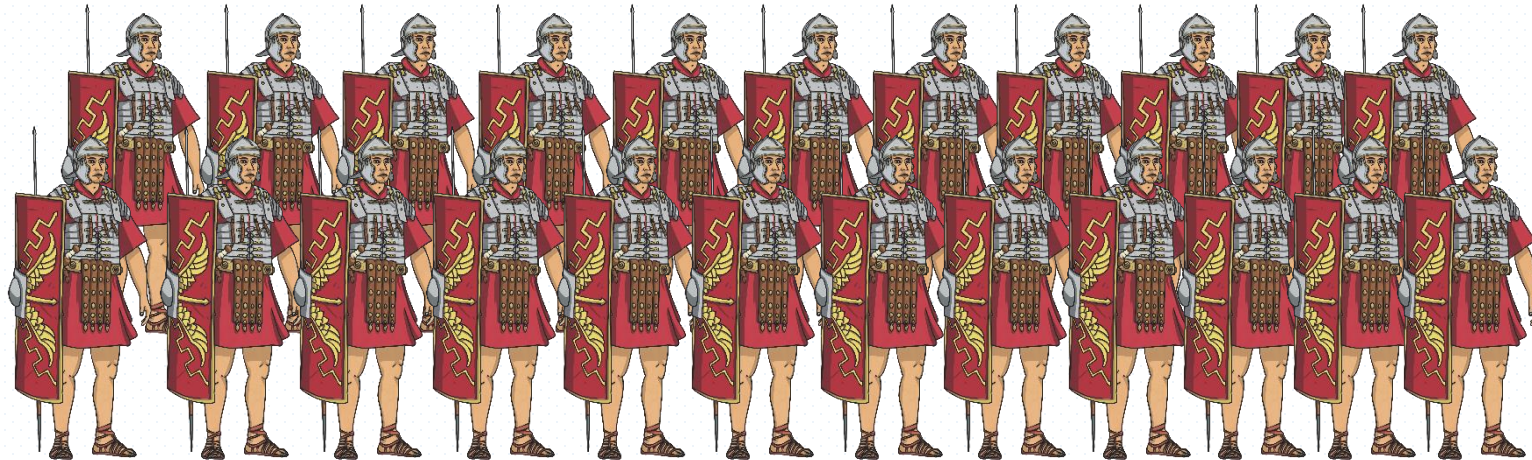
The Start of the Roman Army

Roman soldiers were grouped into larger numbers called legions. There were about 30 of these at different times.

Legions were divided into 10 cohorts of 480 men.

Cohorts were divided into 6 centuries of about 80 men led by a centurion.

Centuries were divided into 10 groups of 8 men who shared a tent or barrack room.



How Did You Become a Legionary?

The legions were made up of recommended Roman citizens.

Recruits had to be 25 and in the army for at least 20 years.

Legionaries were not allowed to be married whilst they were in the army.



What If You Were Not a Roman Citizen?



Soldiers could join as an auxiliary. Auxiliaries often had special skills such as horse riding and archery. The auxiliary soldiers would receive citizenship when they retired.

Legionary's Uniform



What makes the legionary's uniform and equipment so effective?

Legionary's Training



Learn to build camps, swim, sling stones, ride horses, mount and dismount horses fully armed with his shield and no stirrups.



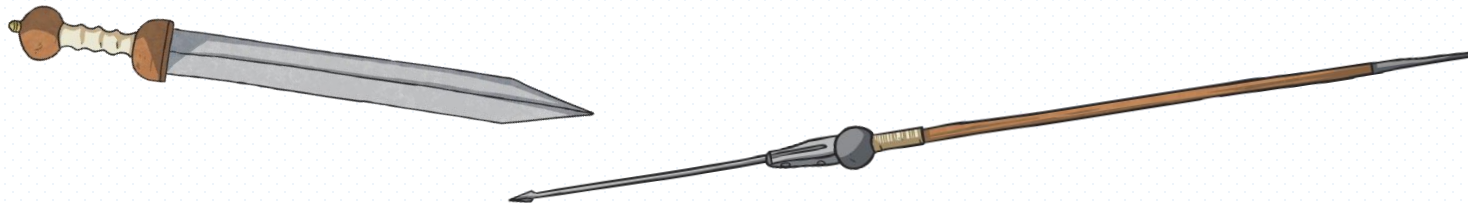
Do a drill once a day, twice if he was a recruit.



March 30km, three times a month, wearing his armour which weighed 20kg.



Learn how to use a sword, spear and fight mock battles with weapons which had covered tips for safety.



Legionary's Training



The Turtle was used to advance towards the enemy by creating a shell out of shields around a group of soldiers.



The Wedge was used to divide the enemy by the legion creating a 'V'.



The Repel Cavalry was used to protect against soldiers on horses. Soldiers used their shield as protection and threw spears.



The Orb was used when the army had been split. The legionaries would protect the archers and officers.

Clothing

Linen undershirt



Tunic made of wool



Body Armour

The body armour was made from overlapping iron strips.

The iron strips were fastened with hooks and laces at the front and hinged at the back.

The strips were held together with leather strips on the inside so that the armour would be flexible so the soldier could bend.

The whole of the body armour was strengthened by front and back iron plates below the neck.



Cassis

The helmet of a roman soldier was named a cassis.

It was made of metal.

It was designed to protect the head from sword blows.



Scutum

The shield was called a scutum. It was quite light so it could be held in one hand.

It was curved so that it would fit around a soldier's body to protect from blows.

It was wide enough so that soldiers could join their scutums together in formation in battle.

The metal protrusion on the front could also be used to attack the enemy by using it in a punching motion.



Caligae

Roman sandals were called caligae.

They were made from different thicknesses of leather.





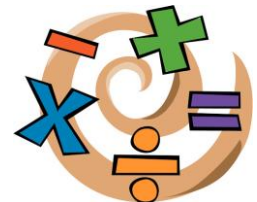



Hobnails (metal studs) were attached to the sole of the sandal so that it would not wear easily, it could be used on rough ground and also for striking enemies with after they had fallen.



Pick **one** of these activities to complete

- Draw a picture of a Roman soldier and label his armour – you could even make a model, perhaps of a shield, if you wish.
- Imagine you are a Roman soldier and write a diary entry. Think about what was it like to wear the uniform and take part in the training.

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	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.

Option 3: School Games Challenges (see separate assignment)

<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 - Read Chapter 12

Charlie or the Bowl

Chapter 12 Charlie or the Bowl

Charlie gazed out across a large banquet room that resembled a Hollywood movie set. Beautifully-attired Roman aristocrats were sprawled casually across low, cushioned benches. They were all wearing richly-coloured silk tunics that seemed to float and flow around their bodies like some kind of slow-moving liquid.

The air itself was thick with heavily-scented perfume, strong enough to tickle Charlie's nostrils and make him want to sneeze. And there was another smell too. Charlie knew it was coming from the seemingly endless plates of finger food laid out on tables in front of the Emperor's guests. Yet none of the smells were familiar, and the food on offer was neither something he recognised nor wanted.

When a waiter waltzed past carrying a fully-loaded plate on each shoulder, Charlie had to convince himself that he hadn't just seen a pile of stuffed eyeballs.

"Who are these people?" Charlie whispered to Streen.

"Friends of the Emperor's," the young slave told him. Streen was sharing Charlie's punishment at the insistence of the Persian cleaner, who had persuaded the supervisor

Charlie or the Bowl

that both slaves had been working in cahoots. "These are some of the most important people in Eboracum."

"Eboracum?" Charlie asked. He was sure he'd heard that name somewhere before, but couldn't remember when.

"This place. The Emperor's town!" Streen's forehead wrinkled as he gave Charlie a strange quizzical look. Now Charlie remembered: Eboracum was the Roman name for York.

"You're not from around here, are you?" asked Streen.

Unsure how to answer that particular question, Charlie quickly changed the subject.

"What exactly are we doing here?"

Streen nodded to one of many wooden bowls dotted around the room. Most seemed to have been positioned close to the diners. "Our job is to collect and empty those bowls down the Emperor's latrines as soon as they're full."

"Full of what?"

"Food, of course," Streen informed him.

"But isn't that a waste?" Charlie scratched his head. "The cooks must have gone to a lot of trouble to cook all this."

"Oh, it's not wasted," Streen sniggered. "It's food that has already been eaten."

Charlie felt his eyes almost double in size. "You mean..."

The younger slave nodded grimly. "Why do you think it's called vomit duty?"

"Yeesh," Charlie screwed up his face. "The food in this place must be terrible."

"No, no, no, it's delicious. Prepared by the finest cooks from across the Empire."

"So why do these people want to puke their guts up?"

"So they can keep eating," Streen explained. "They stuff themselves but they don't want to stop. So they reach for a bowl, empty their stomachs, then carry on eating."

Charlie had always believed the Romans were part of an advanced and sophisticated civilisation. Now, though, he was quickly beginning to think they

were little more than well-dressed barbarians.

Still, there was a part of the time-traveller's brain that refused to believe what his companion was telling him. All that changed though, when one of the elegant Roman women reached for a large wooden bowl, casually slipped two fingers down her throat, then promptly filled the vessel with a barely-digested meal.

"Urgh!" Charlie gasped, stunned and repulsed by what he had just witnessed. "That's disgusting!"

Before Streen had the opportunity to reply, a heavy hand landed on Charlie's shoulder and a mean voice snarled into his ear.

"You're not here to stare at the Emperor's guests. Start emptying those bowls."

Charlie reluctantly followed the lead of the other slaves and started to collect up the bowls. Many were already filled to their brims, slopping with foul-smelling contents. He really couldn't imagine a worse job.



It was a busy evening. Roman guests reached for their bowls every few minutes, chucking up streams of undigested food into bowls as fast as Charlie and the other slaves could empty them.

"Can't they just eat less?" Charlie wondered aloud as he returned to the banquet hall with a stack of empty bowls.

"That would be an insult to the Emperor," Streen told him. "Guests have to show him how much they're enjoying his banquet by eating as much as they can."

"But it's horrendous!"

"Not half as horrendous as the games some of the less gracious guests like to play," Streen warned him.

"What games?"

"Oh, a really funny one, where they deliberately miss the bowl. They like to catch out the new slaves."

"Oh, really?" Charlie mused, as he knelt to slide an empty

bowl towards a clutch of diners.

"Well, here's one slave they won't be catching out."

"I wouldn't be so sure about that," a voice he recognised sniggered from beside him.

As Charlie turned to meet the triumphant sneer of the Roman tribune, he realised he wasn't quite as smart as he'd hoped – or as fast! Before he could even think to position his bowl, a regurgitated gush of half-chewed food was already slopping across his head and shoulders.

English Lesson 3 (and 4)

LO: To write a letter that can be included in a time capsule.

We are currently living through a time that will be remembered in history. Many years from now, children would love to find out all about your life in lockdown. We would like you to write a letter that could go in a time capsule - hopefully to be found years later.

Today's Task: Use your notes in you boxed up plan to write a letter.

Miss Cole has started her letter. Hopefully this will help you start yours. 😊



Don't forget the date when writing your letter. This is super important so that people know what period of time you are writing about.

Thursday 4th June 2020

Dear friend from the future,

Hello from the past. My name is Miss Cole and I am one of the teachers at All Saints Primary School in Wokingham. I am extremely lucky to work with the fabulous children across the whole of Year 3 and Year 4 with my wonderful colleagues Mrs Jones and Mr Sayer. However, on this scorching hot day (when I would usually be at school) I'm at home preparing lessons for my class to do online instead of in the classroom. This brings me to the purpose of this letter which is to share with you how unusual the year 2020 has been and why. It all started with the outbreak of the Coronavirus (also known as COVID 19) which has led countries around the world to go into lockdown. This sounds scary but actually lockdown is when you need to stay indoors and away from those who aren't in your household so that the virus cannot spread so easily. It's been tough so far but worth it to keep people safe.

So much has changed in recent months, especially at school and in the way we are educating...

<u>Paragraph</u>	
<u>Introduction</u> Why are you writing? (So that when people find your time capsule and they can learn all about life in lockdown.) Tell the reader about yourself (age, family, where you live)	IN L Li Li V Li H
<u>Education</u> How did this change?	D T

Day 3 - Maths

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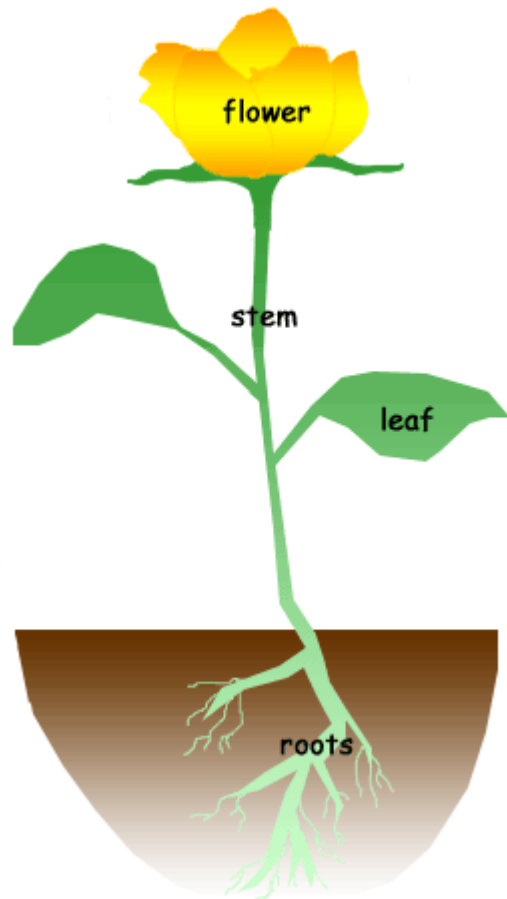
Remember, you could choose the alternative spellings instead (Year 2 CE Words).

Science – Plants

Lesson 1 – LO: To understand the importance of leaves in plant growth



Structure of a plant



Leaves

Most plants' food is made in their leaves. Leaves are designed to capture sunlight which the plant uses to make food through a process called photosynthesis.

Flowers

Flowers are the reproductive part of most plants. Flowers contain pollen and tiny eggs called ovules. After pollination of the flower and fertilization of the ovule, the ovule develops into a fruit.

Fruit

Fruit provides a covering for seeds. Fruit can be fleshy like an apple or hard like a nut.

Seeds

Seeds contain new plants. Seeds form in fruit.

Roots

Roots act like straws absorbing water and minerals from the soil. Tiny root hairs stick out of the root, helping in the absorption. Roots help to anchor the plant in the soil so it does not fall over. Roots also store extra food for future use.

Stems

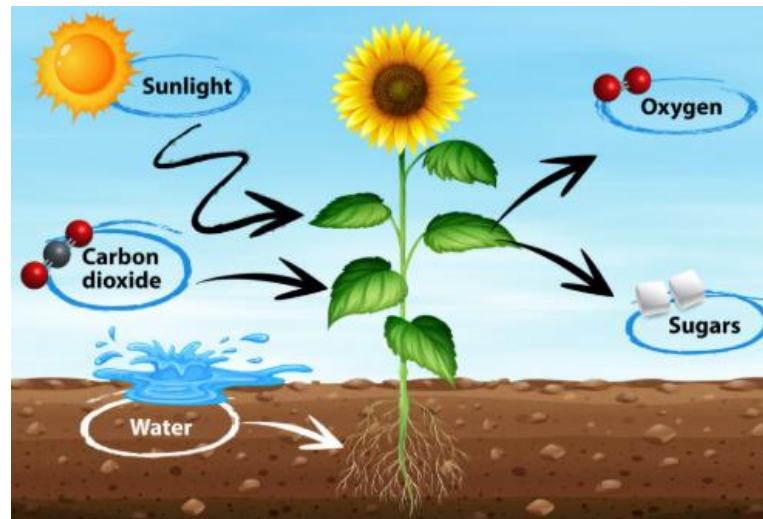
Stems do many things. They support the plant. They act like the plant's plumbing system, conducting water and nutrients from the roots and food in the form of glucose from the leaves to other plant parts. Stems can be herbaceous like the bendable stem of a daisy or woody like the trunk of an oak tree.

Why are leaves important?

Plants are amazing because they are able to make their own food! They use chlorophyll (special green chemical) in their leaves, light, water and carbon dioxide (gas).

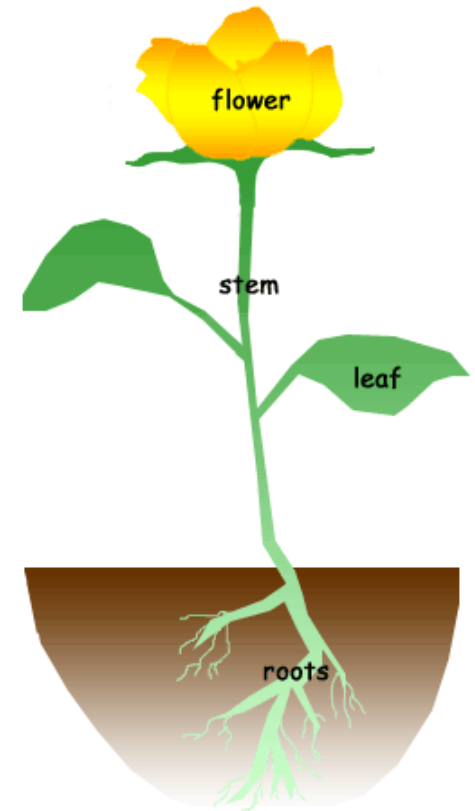
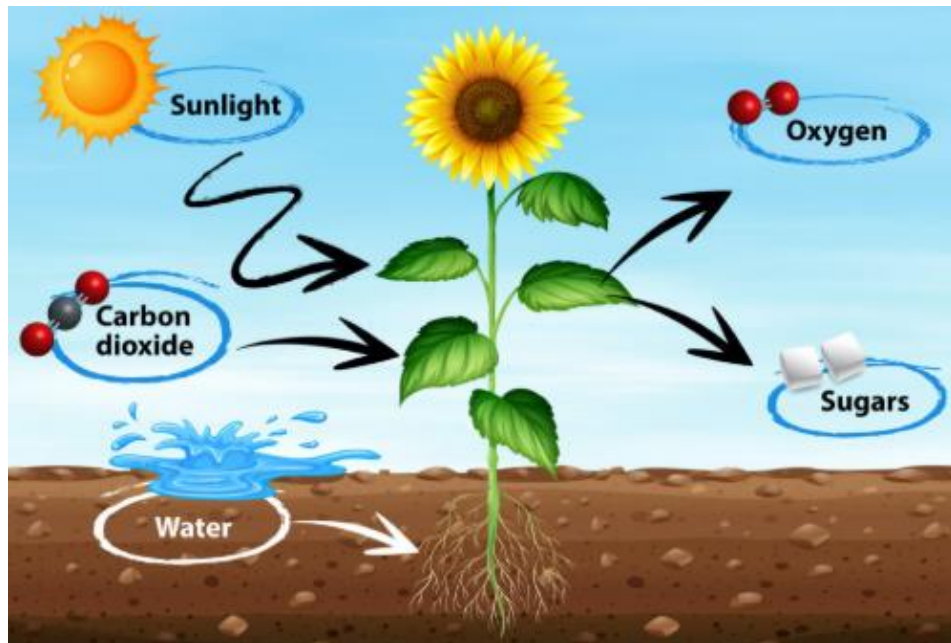
The process is called photosynthesis.

Chlorophyll takes in some of the energy in sunlight. The plant uses energy to make sugar from carbon dioxide and water. It turns sugar into starch. Photosynthesis produces oxygen (gas) which animals need. Plants also take some nutrients from the soil.





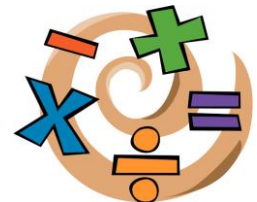





Your Task:

- Design your own plant. Draw/make it. Label the parts and explain their function (why the plant needs them).
- Look back at the previous slides for key vocabulary



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	Time Capsule
							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.

Option 3: School Games Challenges (see separate assignment)

<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 - Answer these questions about Chapter 12:

- Compare the setting from this chapter to the previous setting. Why are the two settings different and why are they both significant to the story?
- Why do you think part of Charlie's brain still refused to believe what Streen was telling him?
- Why has the author chosen to focus on Charlie's time for these two chapters? What can we learn about his character from this?

English Lesson 4

LO: To complete my letter, edit and publish



Today's Tasks:

1. **Read back** what you have written so far.
2. **Check** this against your **box up plan** to make sure you have remembered all the detail you wanted to include.
3. Take some time to **edit** your work using **additions** to add and improve and **revisions** to make changes and corrections.
4. If you haven't finished, continue writing your letter, then repeat tasks 1-3.
5. Once you have finished re-drafting your letter, **publish** your work into your neatest handwriting, ready to go inside your time capsule.

Please see separate slide on putting your time capsule together which also has further ideas of what to include.

Day 4 - Maths

Please see separate Year 3 and 4 maths packs.

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

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

calendar
grammar
regular
particular
peculiar
popular
consider
remember
quarter
believer

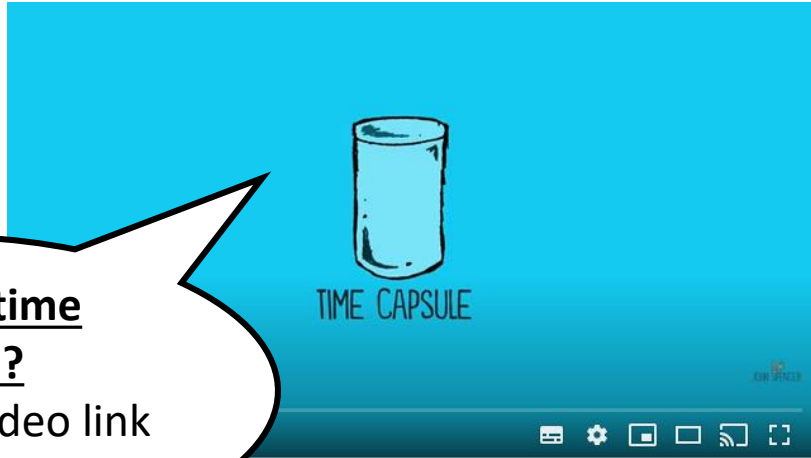
Spelling Quiz

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

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

even
break
steak
great
move
prove
improve
sure
sugar
eye

Day 4 - Time Capsule



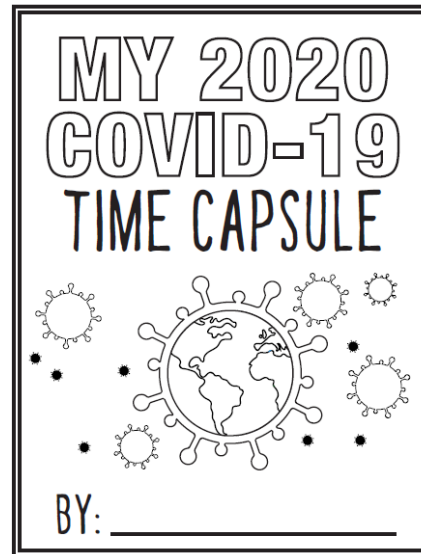
What is a time capsule?

Click on the video link to find out more.

You will need:

- A container (to put everything in)
- Your finished letter
- Any additional documents or objects (optional)
- A spade (to bury your time capsule)

You might like to include some additional documents in your time capsule. Please look at the Time Capsule Activity Pack attached to resources in this week's assignment. Have fun and enjoy being part of history!



INTERVIEW YOUR HOUSEHOLD	
WHAT HAS BEEN THE BIGGEST CHANGE?	HOW ARE YOU FINDING HOMESCHOOLING?
HOW ARE YOU FEELING?	YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:
	1. _____
	2. _____
	3. _____
WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?	WHAT ARE YOU MOST THANKFUL FOR?
WHAT TV SHOW YOU WATCHED:	GOAL/S FOR AFTER THIS:
YOUR NEW FOUND FAVORITE INSIDE HOUSEHOLD ACTIVITY:	
FAVORITE FOOD TO BAKE:	
FAVORITE TIME OF DAY:	



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

Friday 5th June

- You have **no** Home Learning today as it is an Inset Day, so enjoy spending time with your family and we will see you ready to learn next week.