



Sir Martin Frobisher Academy Weekly Lesson Plan

Year 3/4



Date: 11.5.20

Suggested Daily Timetable:

8:30-9:00	9:00-9:30	9:30-9:45	9:45-10:15	10:15-10:30	10:30-10:45
Wake up, have breakfast, get washed and dressed	Joe Wicks PE	Quick drink break and get things ready for Guided Reading	Guided Reading Activity	Timestable Rockstars	Get Outside!
10:45-11:30	11:30-12:30	12:30-1:30	1:30-1:45	1:45-3:00	3:00-3:15
Maths Activity	English Activity	Lunchtime	Read for Pleasure	Topic Activity	Read with someone/watch Newsround

Guided Reading

If you have a computer/iPad/phone to connect to the Internet:

Monday:

Watch this video of the Micheal Rosen reading his poem 'Chocolate cake'

<https://www.youtube.com/watch?v=7BxQLITdOOc>

Can you answer these questions about the poem:

What was the poem about?

How did it make you feel and why?

Do you think he read the poem well and why?

If you do not have a computer/iPad/phone to connect to the Internet:

Monday: A copy of Micheal Rosen's poem 'Chocolate cake' is included at the bottom of this document. Although you cannot watch it I know that we have watched it before in school. Read through it by yourself or with an adult and try to remember how Micheal Rosen reads it. The have a go at answering these questions.

What was the poem about?

How did it make you feel and why?

Do you think he read the poem well and why?

Tuesday:

Re-watch the video:

<https://www.youtube.com/watch?v=7BxQLITdOOc>

Can you answer these questions:

Where did he keep the chocolate cake when he took is to school?

When did his mum say he was allowed to have chocolate cake?

Did he go look at the cake in the daytime or the night time? How do you know?

Why do you think he tried to 'tidy up' the cake?

What did he do when he had eaten the entire cake? Why do you think he did this?

Tuesday:

Re-read the poem and answer these questions:

Where did he keep the chocolate cake when he took is to school?

When did his mum say he was allowed to have chocolate cake?

Did he go look at the cake in the daytime or the night time? How do you know?

Why do you think he tried to 'tidy up' the cake?

What did he do when he had eaten the entire cake? Why do you think he did this?

Wednesday:

'Chocolate cake' has some unfamiliar words. I have chosen four for you to look up. Using a dictionary find

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<p>the meaning for the following words. If you don't have a dictionary you can use an online dictionary https://dictionary.cambridge.org/. Once you have found the meaning of the word, use the word to create your own sentence.</p> <ol style="list-style-type: none"> bound creaky cramming smudge 	<p>the meaning for the following words. If you don't have a dictionary maybe you could ask an adult in your house to help you. Once you have found the meaning of the word, use the word to create your own sentence.</p> <ol style="list-style-type: none"> bound creaky cramming smudge
<p>Thursday: Try to remember how the poem 'Chocolate cake' was told (re-watch it if you need reminding) and have a go at re-telling the poem in your own words. Don't forget to use descriptive language to make it interesting.</p>	<p>Thursday: Try to remember the poem 'Chocolate cake' and have a go at re-telling the poem in your own words. Don't forget to use descriptive language to make it interesting.</p>
<p>Friday: Re-watch the poem 'Chocolate cake' if you need to and then write down 5 questions that you could ask someone about it to check if they had read/listened to it. Don't forget to punctuate your questions correctly!</p>	<p>Friday: Re-read the poem 'Chocolate cake' if you need to and then write down 5 questions that you could ask someone about it to check if they had read/listened to it. Don't forget to punctuate your questions correctly</p>

Maths

Daily: Go onto <https://whiterosemaths.com/homelearning/year-3/> or <https://whiterosemaths.com/homelearning/year-4/>. This website has a video for you to watch and then an activity to complete. If you cannot print the activity, look at the activity on your screen and answer on a piece of paper.

Additional Activity Monday

Today you will be counting in 25's. Complete the activities below.

Look at the number patterns.
What do you notice?

25	50	75	100	125	150
50	100	150	200	250	300

Complete the number tracks

25		75		125	150				250
	725	700		650		600			

Circle the mistake in each sequence.

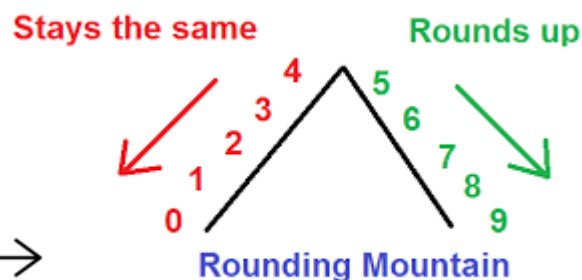
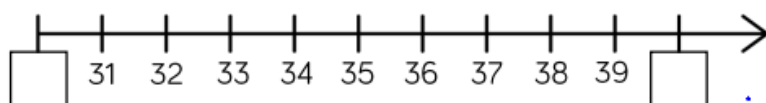
2, 275 2,300 2,325 2,350 2,400, ...

1,000 975 925 900 875 ...

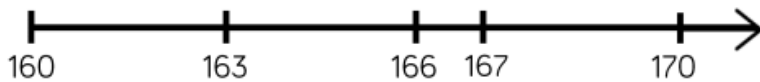
Additional Activity Tuesday:

Today you will be looking at rounding to the nearest 10. Remember 1,2,3,4, round down and 5,6,7,8,9, round up. Complete the activities below.

Which multiples of 10 do the numbers sit between?



Say whether each number on the number line is closer to 160 or 170?

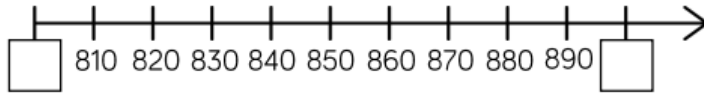


Round 163, 166 and 167 to the nearest 10

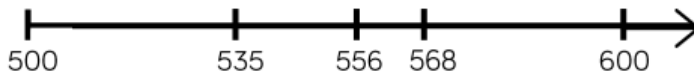
Additional Activity Wednesday:

Today you will be rounding numbers to the nearest 100.

Which multiples of 100 do the numbers sit between?



Say whether each number on the number line is closer to 500 or 600.



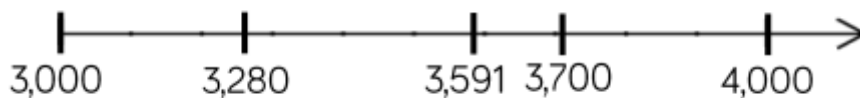
Round 535, 556 and 568 to the nearest 100

Use the stem sentence: ____ rounded to the nearest 100 is ____.

Additional Activity Thursday:

Today you will be rounding numbers to the nearest 1000.

Say whether each number on the number line is closer to 3,000 or 4,000



Round 3,280, 3,591 and 3,700 to the nearest thousand.

Additional Activity Friday:

Today you can have a go at problem solving. Make sure to think about all the numbers that can round up to 370 and round down to 370.

A whole number is rounded to 370
What could the number be?
Write down all the possible answers.

370

English

Monday: Diary Entry

Write another diary entry to record what you have been doing in your time off. This can include things you have learnt and seen as well as your feelings. If you haven't been able to leave your house to go for exercise, still make sure to write about the things you have done, like getting dressed, brushing your teeth, or what you've had for dinner. Everything counts when writing a diary. For example, this week I clapped at the front door on Thursday night at 8 o'clock to support the NHS, this made me feel extremely happy.

Tuesday: What is an acrostic poem?

You will all have seen an acrostic poem before but may have forgotten what it is. An acrostic poem is a poem in which the first letter of each line spells out a word, name or phrase when read vertically.

Monsters

Many different creatures walk around
On a night like tonight
Not because it's Christmas
So lets all stop singing jingle bells
Tis because it is Halloween so
Everyone beware
Real monsters walk around
Saying trick or treat everywhere



Steve the Snowman
Nose made from a carrot
Orange and bright on a dark wintry night
Wearing a warm woolly scarf
Melting
All alone
Now he is gone

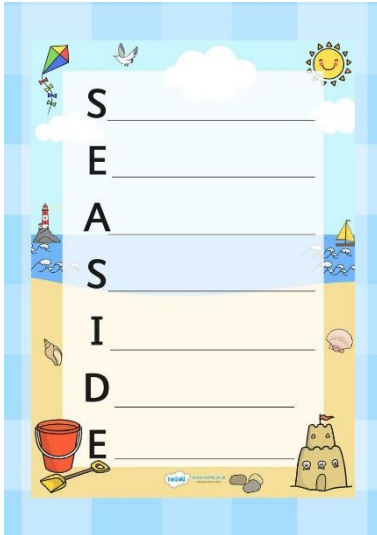


Paper is ready.
Eraser on the end.
Need a sharpener now.
Colour of the night.
I use it every day.
Let me be creative.

This week I would like you to create an acrostic poem about the seaside. Today I would like you to create a word/phrase bank of things you might like to include in your poem. Think about the seaside and what you already know. Use your five senses to help you. What can you hear, see, smell, taste and feel. Write these down.

Wednesday: Write the beginning of a story

Today I would like you to begin writing your poem. Start by writing the word SEASIDE vertical at the side of your page like this:



Write your first draft using your word bank to help you to fill it in, thinking about sentences that relate to the seaside.

For example:

Sun is shining in the sky
 Everyone is eating chips
 All the children laughing
 Suncream on our arms
 Icecreams in our bellies
 Digging holes in the sand
 Everyone having fun

Thursday: Improve your poem

Today I would like you to re-read your poem and think of ways that you can improve it, Can you add interesting adjectives (e.g. yellow, sunny, freezing) or verbs (e.g. laying, swimming, digging)? Similes (e.g. the sun is like a smiling face) or even alliteration (e.g. soft silky sand).

Challenge, if you have done this you could try to add rhyming into your poem. The last word on each line or every other line would need to rhyme. Rhyming is when two words end in the same sound.

Sun in in the sky
 Even birds are flying high
 All the children having fun
 Sitting in the scorching sun
 Ice cream slowly melting and dripping
 Drinks with ice we are slowly sipping
 Everyone having fun

Friday: Write up your best draft

Today I would like you to write up your poem in your best handwriting. Makes sure there are no spelling mistakes (ask an adult if you need help with this). Then decorate your page with seaside things for example buckets, sandcastles or icecreams. If you can, make it really colourful. We would love to see it! Ask your adult if they can take a picture and send it to us via the schools facebook page or updates@smfa.org.uk

We cant wait to see them!

Topic

If you have a computer/iPad/phone to connect to the Internet:

Monday: Art

Get a piece of paper and fold it into quarters and cut the middle in any shape. Unfold your paper up to a window and look through the hole. Your job is to draw only what you can see through the hole you have cut in your paper. Really pay attention to detail and draw all that you can see.

Tuesday: Music

If you do not have a computer/iPad/phone to connect to the Internet:

Monday:

Get a piece of paper and fold it into quarters and cut the middle in any shape. Unfold your paper up to a window and look through the hole. Your job is to draw only what you can see through the hole you have cut in your paper. Really pay attention to detail and draw all that you can see.

Tuesday:

<p>Listen to your favourite piece of music. You will need to listen to it more than once.</p> <ol style="list-style-type: none"> 1. Write down all of the instruments you can hear. Can you hear keyboard or guitars? Remember a voice is an instrument too. 2. Is the music fast or slow? Loud or quiet? A mixture of both? 3. How does it make you feel and why? 4. Why is it your favourite piece of music? 	<p>Listen to your favourite piece of music. You will need to listen to it more than once.</p> <ol style="list-style-type: none"> 1. Write down all of the instruments you can hear. Can you hear keyboard or guitars? Remember a voice is an instrument too. 2. Is the music fast or slow? Loud or quiet? A mixture of both? 3. How does it make you feel and why? 4. Why is it your favourite piece of music?
<p>Wednesday: History</p> <p>Either looking at the webpage: https://kids.kiddle.co/Martin_Frobisher or looking at the bottom of this document I have included facts about Sir Martin Frobisher who our school is named after. Have a look at this information and create a poster to inform people all about him.</p> <p>EXT: Can you think of a reason why the school is named after him? Give reasons.</p>	<p>Wednesday:</p> <p>At the bottom of this document I have included facts about Sir Martin Frobisher who our school is named after. Have a look at this information and create a poster to inform people all about him.</p> <p>EXT: Can you think of a reason why the school is named after him? Give reasons.</p>
<p>Thursday: PHSE</p> <p>Yesterday you created a poster telling people all about Sir Martin Frobisher. Today I would like you to create a poster to tell people all about yourself.</p> <p>Make sure to include all the important information that you think people should know about you.</p> <p>For example:</p> <p>What is your name? When is your birthday? What do you like? What do you dislike? Who do you live with? What do you do for fun? Where is your favourite place and why? What do you like to do to relax?</p> <p>Ask an adult to take a picture and share your work with us via the school facebook page or send it by email to updates@smfa.org.uk.</p> <p>We cannot wait to see it!</p>	<p>Thursday:</p> <p>Yesterday you created a poster telling people all about Sir Martin Frobisher. Today I would like you to create a poster to tell people all about yourself.</p> <p>Make sure to include all the important information that you think people should know about you.</p> <p>For example:</p> <p>What is your name? When is your birthday? What do you like? What do you dislike? Who do you live with? What do you do for fun? Where is your favourite place and why? What do you like to do to relax?</p> <p>Ask an adult to take a picture and share your work with us via the school facebook page or send it by email to updates@smfa.org.uk.</p> <p>We cannot wait to see it!</p>
<p>Friday: PE</p> <p>Target practice. Ask your adult for permission first!</p> <p>In a clear space collect a selection of different size containers (such as bowls, pans and baskets) and arrange them on the floor. Give each container a point value. Stand back at least one large step away from the closest container. Now you will need a small ball. If you don't have a small ball, you could use a pair of socks rolled into a ball shape. The aim is to try and get the ball (or socks) into a container to score points. You need to concentrate and practise your aim.</p>	<p>Friday:</p> <p>Target practice. Ask your adult for permission first!</p> <p>In a clear space collect a selection of different size containers (such as bowls, pans and baskets) and arrange them on the floor. Give each container a point value. Stand back at least one large step away from the closest container. Now you will need a small ball. If you don't have a small ball, you could use a pair of socks rolled into a ball shape. The aim is to try and get the ball (or socks) into a container to score points. You need to concentrate and practise your aim.</p>

We'd love for you to share pictures with us of you playing!

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GUIDED READING TEXT – CHOCOLATE CAKE

I love chocolate cake.
And when I was a boy
I loved it even more.

Sometimes we used to have it for tea
and Mum used to say,
'If there's any left over
you can have it to take to school
tomorrow to have at playtime.'
And the next day I would take it to school
wrapped up in tin foil
open it up at playtime
and sit in the corner of the playground
eating it,
you know how the icing on top
is all shiny and it cracks as you
bite into it,
and there's that other kind of icing in
the middle
and it sticks to your hands and you
can lick your fingers
and lick your lips
oh it's lovely.
yeah.

Anyway,
once we had this chocolate cake for tea
and later I went to bed
but while I was in bed
I found myself waking up
licking my lips
and smiling.
I woke up proper.
'The chocolate cake.'
It was the first thing
I thought of.

I could almost see it
so I thought,
what if I go downstairs
and have a little nibble, yeah?

It was all dark
everyone was in bed
so it must have been really late
but I got out of bed,
crept out of the door

there's always a creaky floorboard, isn't there?

Past Mum and Dad's room,
careful not to tread on bits of broken toys
or bits of Lego
you know what it's like treading on Lego
with your bare feet,

yowwww
shhhhhhh

downstairs
into the kitchen
open the cupboard
and there it is
all shining.

So I take it out of the cupboard
put it on the table
and I see that
there's a few crumbs lying about on the plate,
so I lick my finger and run my finger all over the crumbs
scooping them up
and put them into my mouth.

ooooooooommmmmmmmm

nice.
Then
I look again
and on one side where it's been cut,
it's all crumbly.

So I take a knife
I think I'll just tidy that up a bit,
cut off the crumbly bits
scoop them all up
and into the mouth

oooooommm mmmm
nice.

Look at the cake again.

That looks a bit funny now,
one side doesn't match the other
I'll just even it up a bit, eh?

Take the knife
and slice.
This time the knife makes a little cracky noise
as it goes through that hard icing on top.

A whole slice this time,
into the mouth.

Oh the icing on top
and the icing in the middle
ohhhhhh oooo mmmmm.

But now
I can't stop myself
Knife -
I just take any old slice at it
and I've got this great big chunk
and I'm cramming it in
what a greedy pig
but it's so nice,

and there's another
and another and I'm squealing and I'm smacking my lips
and I'm stuffing myself with it
and
before I know
I've eaten the lot.
The whole lot.

I look at the plate.
It's all gone.

Oh no
they're bound to notice, aren't they,
a whole chocolate cake doesn't just disappear
does it?

What shall I do?

I know. I'll wash the plate up,
and the knife

and put them away and maybe no one
will notice, eh?

So I do that
and creep creep creep
back to bed
into bed
doze off
licking my lips
with a lovely feeling in my belly.
Mmmrnmmmm.

In the morning I get up,
downstairs,
have breakfast,
Mum's saying,
'Have you got your dinner money?'
and I say,
'Yes.'
'And don't forget to take some chocolate cake with you.'
I stopped breathing.

'What's the matter,' she says,
'you normally jump at chocolate cake?'

I'm still not breathing,
and she's looking at me very closely now.

She's looking at me just below my mouth.
'What's that?' she says.
'What's what?' I say.

'What's that there?'
'Where?'
'There,' she says, pointing at my chin.
'I don't know,' I say.
'It looks like chocolate,' she says.
'It's not chocolate is it?'
No answer.
'Is it?'
'I don't know.'
She goes to the cupboard
looks in, up, top, middle, bottom,
turns back to me.
'It's gone.
It's gone.
You haven't eaten it, have you?'
'I don't know.'
'You don't know. You don't know if you've eaten a whole
chocolate cake or not?
When? When did you eat it?'

So I told her,

and she said
well what could she say?
'That's the last time I give you any cake to take
to school.
Now go. Get out
no wait
not before you've washed your dirty sticky face.'
I went upstairs
looked in the mirror
and there it was,
just below my mouth,
a chocolate smudge.
The give-away.
Maybe she'll forget about it by next week.

[Michael Rosen](#)

Martin Frobisher facts for kids

[Kids Encyclopedia Facts](#)

Sir Martin Frobisher



Sir Martin Frobisher by Cornelis Ketel, c. 1577

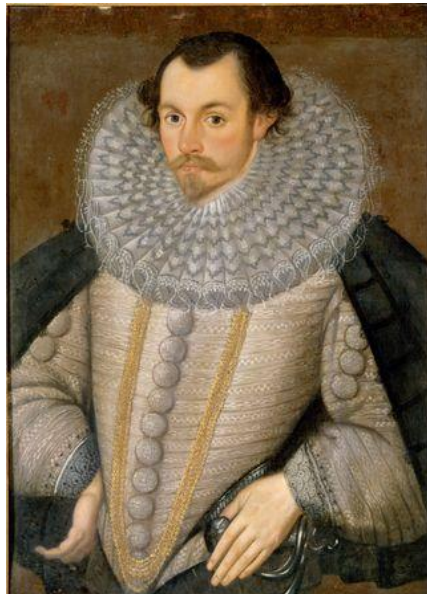
Born c. 1535 or 1539

Altofts, [Yorkshire, England](#)

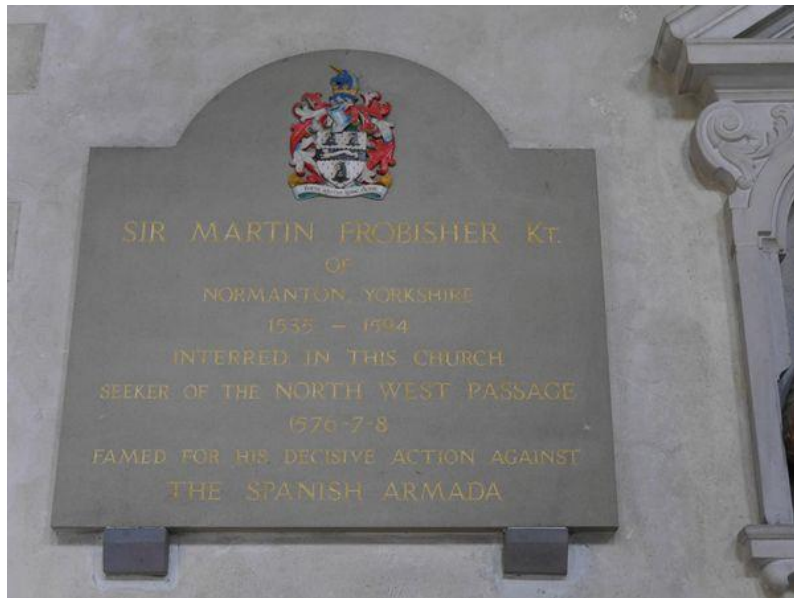
Died	15 November 1594 (aged 55–59) Plymouth , England
Nationality	English
Occupation	Seaman

Sir Martin Frobisher (1535 or 1539 – 15 November 1594) was an [English](#) seaman who made three voyages to the [New World](#) to look for the [Northwest Passage](#). All landed in northeastern Canada, around today's Resolution Island and [Frobisher Bay](#). On his second voyage, Frobisher found what he thought was gold ore and carried 200 tons of it home on three ships, where initial assaying determined it to be worth a profit of £5.1 per ton. Encouraged, Frobisher returned to Canada with an even larger fleet and dug several mines around [Frobisher Bay](#). He carted 1,350 tons of the ore back where, after years of smelting, it was realized that both that batch of ore and the earlier one he had taken were worthless [iron pyrite](#). As an English privateer/[pirate](#), he collected riches from French ships. He was later knighted for his service in repelling the [Spanish Armada](#) in 1588.

Images for kids



Sir Martin Frobisher (British School, Dulwich Picture Gallery)



▪

Plaque in St Giles-without-Cripplegate, London

- Writing telling Martin Frobisher's third voyage