



# Sir Martin Frobisher Academy Weekly Lesson Plan

## Year 3/4



Date: 1<sup>st</sup> June 2020

### 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: The Little Red Hen

Click on the link below and follow the story. Listen carefully and read along. Pause the video at 4.55.

<https://www.youtube.com/watch?v=2uFsnkWrtz4>

Make a prediction- What do you think will happen next? Write a short paragraph discussing your ideas.

Continue watching the video.

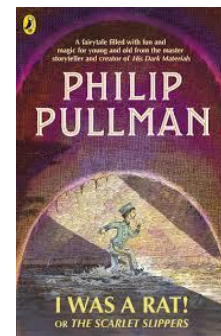


**If you do not have a computer/iPad/phone to connect to the Internet:**

### Monday: Prediction

- 1) Look at the title of the text that you can find at the end of this document.
- 2) Make a prediction- What do you think the story could be about?
- 3) Now read the story.
- 4) Highlight words/phrases that you do not understand or know how to read.

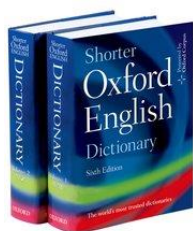
Extension: Using a dictionary, hunt for the words you highlighted and see if you can find the meaning.



### Tuesday: Clarifying

Write down words/phrases that you do not understand or know how to read.

Using a dictionary write down the definition for each.



### Tuesday: Spelling focus

- 1) Here are some spellings for you to learn this week. You will find these words in the text. Accident, actual, knowledge, purpose and earth.

Act it out

**accident**

Put it in a sentence...

Find a synonym

Act it out

**actual**

Put it in a sentence...

Find a synonym

Act it out

**knowledge**

Check the meaning

Put it in a sentence...

Act it out

**purpose**

Check the meaning

Put it in a sentence...

Act it out

**earth**

Check the meaning

Put it in a sentence...

**Extension:** Create sentences using the words you have highlighted. Remember to make them interesting.

**Wednesday: Summarising**

Write a blurb for a book of your choice, summarising the story without giving too much away.

Look at some of your own books for example.

**Wednesday: Summary**

Re-read the story for fluency

Chose the best summary of each paragraph.

**Summarising** – Can you choose the **best summary** of each paragraph of the text?

Paragraph 1	Bob was a builder, his wife Joan was a cleaner and they lived in a house which their family had lived in for many, many years.	Bob lived a house which his father had lived in, and his grandfather had lived in and his great-grandfather had lived in.	Bob and Joan in the market in a house with no lights only candles, because Bob was a builder.
Paragraph 2	Bob and Joan never wanted to have any children of their own.	Bob and Joan had no children.	Bob and Joan would have liked to have children of their own but they didn't have any.
Paragraph 3	One late night, there was an unexpected knock at their door.	In the evenings Bob and Joan liked to relax by writing letters and sharpening their tools ready for the next day.	When the door knocked the cuckoo in the clock woke up and started to make a cuckooing sound.
Paragraph 4	Because it was night-time it was hard to see the boy at the door, but Bob used the light of the moon.	A dirty child was at the door, which surprised Bob because it was the middle of the night.	The child at the door said that he used to be a rat, which was a bit of a shock to Bob.

**Thursday: Questioning**

**You might want to re-watch the video**

<https://www.youtube.com/watch?v=2uFsnkWrtz4>

- Create five questions about the book to test your family.
- Think about how you will start your questions, you might want to include
- Who? What? Where? When? Why?
- You can put it in a table format.

Question	Answer

**Thursday: Questioning**

Re-read the text for fluency

Play question splat

Can you answer the questions about the text?	
<b>Who is it about?</b>	<b>Where is it set?</b>
<b>When does it take place?</b>	<b>What is it about?</b>

**Friday: Book Review**

Write a book review. Can you include details about your favourite character?

You can use this template to help you.

**Friday: Clarifying**

Re-read for fluency

Sort truth or rumour cards.



# Book Review



Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

(Circle) Fiction Non- Fiction



Genre: \_\_\_\_\_

My rating (colour in how many stars you would give it):



Describe the characters and their traits:



The Setting:

The Atmosphere and Mood:



Literary Effects (alliteration, simile, metaphor, personification, onomatopoeia):

My favourite part:



What happened in the story?



## Truth or rumour?

Sort the statements into what you think is true and what could be just a rumour.

This story is set in old fashioned times.	Bob and Joan would have liked to have their own children.	They were very poor.
It was dark because it was raining.	The boy looked like a rat.	They weren't expecting any visitors that night.
Every girl in Joan's family had been a cleaner.	The boy had been in a fight.	Bob and Joan were very old, weak people.
Joan had a sister or a brother.	Bob and Joan didn't have the internet.	Bob and Joan had a child, but it died.
The doors were locked because Bob was afraid.	It was after midnight when the boy arrived.	On this evening they were almost ready to go to bed.
Joan was afraid when she heard the knock on the door.	Bob and Joan were exhausted from building and cleaning all day.	Bob and Joan had just finished their tea when there was a knock at the door.

## Maths

**Daily:** Complete some work from your Home Learning Pack or go onto:

Go onto: <https://www.bbc.co.uk/bitesize/dailylessons> and look at the lessons for your year group

### Additional Activity Monday:

Today you will be applying your prior knowledge of adding and subtracting ones and tens to adding and subtracting to multiples of 100.

What is the same and what is different about 2 ones and 3 ones, 2 tens and 3 tens and 2 hundreds and 3 hundreds?

What is \_\_\_ hundreds and \_\_\_ hundreds equal to?

How many different ways can you represent  $200 + 300$ ?

Complete:



2 ones and 3 ones is equal to \_\_\_ ones.



2 tens and 3 tens is equal to \_\_\_ tens.



2 hundreds and 3 hundreds is equal to \_\_\_ hundreds.

### Extension:

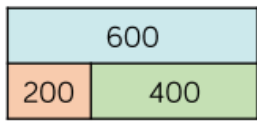
Complete each box for  $400 + 500$

Draw It	Write It ___ hundreds and ___ hundreds is equal to ___ hundreds	Part-Whole 	Number Sentence ___ + ___ = ___
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### Additional Activity Tuesday:

Today, you are going to continue with the task from yesterday. You will use your knowledge from yesterday to help you with your work today.

Use the bar model to complete the number sentences.



$$\begin{array}{l} \_ + \_ = 600 \\ \_ + \_ = 600 \\ \_ - \_ = 400 \\ \_ - \_ = 200 \end{array} \quad \begin{array}{l} 600 = \_ - \_ \\ 600 = \_ - \_ \\ 400 = \_ - \_ \\ 200 = \_ - \_ \end{array}$$

**Challenge:** Complete the challenge below.

$$\_ + \_ = 800$$

Each of the missing numbers are multiples of 100

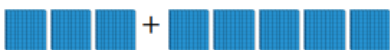
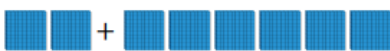
Find all the possible missing numbers.

**Extension:**

### Odd One Out

Which is the odd one out?

Explain why.



### Additional Activity Wednesday: 3-digit and 1-digit numbers

Today you will add and subtract ones from a 3-digit number without exchange.

Hundreds	Tens	Ones

Use the place value grid to complete the calculations.

$$214 - 3 = \_$$

$$214 + 3 = \_$$

Complete:

$356 - 5 =$	$356 - 5 =$	$356 - 5 =$
$357 - 5 =$	$356 - 4 =$	$366 - 5 =$
$358 - 5 =$	$356 - 3 =$	$376 - 5 =$
$359 - 5 =$	$356 - 2 =$	$386 - 5 =$

**Extension:**

Rosie has added or subtracted ones to get this answer.

Hundreds	Tens	Ones

What could her calculation have been?

Her starting numbers are between and include 340 and 350

Did you use a strategy?

Do you see a pattern?

### Additional Activity Thursday:

Today you will be adding ones to a 3-digit number with an exchange. Some questions to think about before you start: Makes notes on your answers.

When you add ones to a number does it always, sometimes or never affect the tens column?

What is the largest digit you can have in each column? Why?

How does using the number line support partitioning the number? What number bonds help us with this method?

We can use Base 10 to solve  $245 + 7$



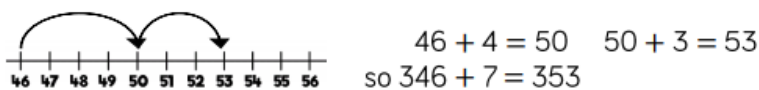
Use this method to calculate:

$357 + 8$

$286 + 5$

$419 + 1$

We can use a number line to calculate  $346 + 7$



Use this method to calculate:

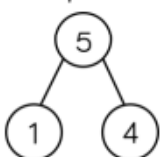
$564 + 8$

$716 + 9$

$327 + 5$

### Extension:

We can partition our 1-digit number to calculate  $379 + 5$



$379 + 1 = 380$

$380 + 4 = 384$

Use this method to calculate:

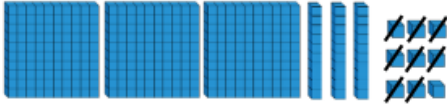
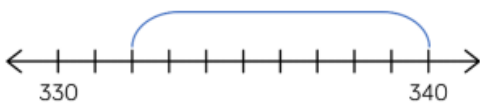
$178 + 9$

$826 + 7$

$359 + 8$

**Additional Activity Friday:** Reasoning and problem solving

Which image does not represent  $339 - 8$ ?



Alex thinks the chart shows  $456 - 4$ . Do you agree?

Hundreds	Tens	Ones

Explain why.

Which questions are harder to calculate?

$$234 + 3 =$$

$$506 + 8 =$$

$$455 + 7 =$$

$$521 + 6 =$$

Explain your answer.

## English

**Monday: Daily diary entry**

Add another entry to your diary about what you have been up to this week. This time include all the different work you have been doing. Have you participated in any experiments? Did you learn something new today? How was your daily walk? What have you been looking forward to doing? Have you read a book? What was it about? Did you speak to somebody over the phone? Did you enjoy that conversation?

**Tuesday: 100 word challenge**

Here are three different topics to choose from:

- Animals/pets
- Sport
- Jungle/ Forest

Choose one from the list above. You have to write a short story about your chosen topic including a beginning, middle and end. You only have 100 words to complete this.

Extension: Illustration- Draw images for your story and remember to make them exciting. HAVE FUN!

**Wednesday: Feature Spotting**

Today you will be looking at various different newspaper reports. Your task is to compare them all and highlight all the things that are similar and different about each of these reports.

For example- Do each of the newspaper report have a heading/title?

Do they include images?

Does it explain WHEN something happened?

How it happened?

Think about the layout of the newspaper report. Are they similar?

Create a table comparing the newspaper reports.

Things that are the same/similar	Things that are different

You will find these newspaper reports at the end of this document.

**Thursday:** Today you will be planning your own newspaper report. You will think of a catchy title (can you include alliteration), drawing an image to support your newspaper report and writing about the topic. You will use the plan below to help you write one.

Your newspaper report will be about the schools shutting.

Use this template to help you plan your report ready for tomorrow.

Title:	
When did the school close? On...	Draw a picture: It could be a picture of your school.
What happened? Why did the schools have to shut down? Because...	How have you kept yourself busy? Are you doing anything interesting?
	What do you think might happen next?
Interview someone at home Think of 5 questions to ask someone at home. You want to find out how they felt. 1. How did you feel when you heard that schools were going to be closing? 2.	

Remember you are only making **notes**. Tomorrow you will use this template to make it even better and write up the newspaper report.

You will find a larger version of this template at the end of this document.

**Friday:** Write up

Yesterday you would have planned your newspaper report.

Today you will be writing the best version of your newspaper report. You can use the template again to help organise your work.

You will be writing in full sentences, included subordinate conjunctions, fronted adverbials and adverbial phrases.

Remember this will be your best copy. Add colours, write in your best handwriting, make sure your spellings are correct and the presentation is neat.

You can use some word mats to help you.

Fronted adverbials				
are words or phrases at the beginning of a sentence which are used to describe the action that follows.				
Time	Frequency	Place	Manner	Degree
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, In January, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Badly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Hardly out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,

I cannot wait to read it! Make it exciting.



# Topic

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

### Monday: Geography

Create a map of an imaginary jungle/rainforest. Where would the river/waterfall/cliff be on your map? Can you create a key?

Click on this link for some inspiration and give you some ideas as to what your map could include.

[https://www.youtube.com/watch?v=KMdD6TTDZ\\_g](https://www.youtube.com/watch?v=KMdD6TTDZ_g)

Make some notes as you are watching this. It will make it easier when it comes to creating your map.



We would love to see it! Ask your adult if they can take a picture of your map and send it to us via the schools facebook page or [updates@smfa.org.uk](mailto:updates@smfa.org.uk)

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

### Monday: Geography

Create a map of an imaginary jungle/rainforest. Where would the river/waterfall/cliff be on your map? Can you create a key?

Use these images for some inspiration.



We would love to see it! Ask your adult if they can take a picture of your map and send it to us via the schools facebook page or [updates@smfa.org.uk](mailto:updates@smfa.org.uk)

### Tuesday: ICT/Research

This week can you find out about a particular country and create a brochure/ fact file or presentation convincing people to visit?

Things to include:

- Best places to visit
- Top 10 places to eat
- What is the country well known for?
- Languages they speak

I have included a template you can use to record all your findings. You will find this at the end of this document.

### Tuesday: ICT/Research

This week can you find out about a particular country and create a brochure/ fact file or presentation convincing people to visit?

Things to include:

- Best places to visit
- Top 5 places to eat
- What is the country well known for?
- Languages they speak

I have included a template you can use to record all your findings. You will find this at the end of this document.



Do not forget to send your fantastic work to us via the schools facebook page or [updates@smfa.org.uk](mailto:updates@smfa.org.uk)

To make things a little easier, you can ask someone in your house questions to help you with your fact file.

Do not forget to send your fantastic work to us via the schools facebook page or [updates@smfa.org.uk](mailto:updates@smfa.org.uk)

**Wednesday: Art**

Have a look through some famous works of art – choose one you love and have a go at recreating it yourself! You can use any materials you have for this, paint, colouring pencils, collage etc so don't worry if you don't have much at home.

<https://www.nationalgallery.org.uk/visiting/virtual-tours>

Do not forget to send your amazing art work to us via the schools facebook page or [updates@smfa.org.uk](mailto:updates@smfa.org.uk)

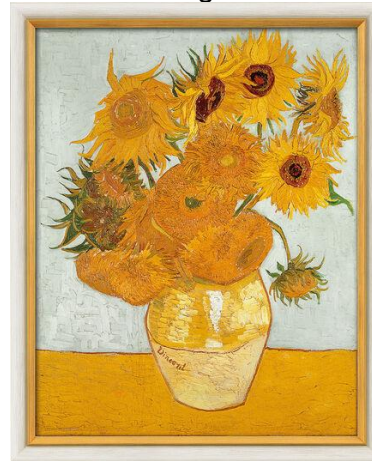
**Wednesday: Art**

Have a look through some famous works of art – choose one you love and have a go at recreating it yourself! You can use any materials you have for this, paint, colouring pencils, collage etc so don't worry if you don't have much at home.

<https://www.nationalgallery.org.uk/visiting/virtual-tours>

You can also use some of these images to recreate if you are stuck.

Vincent Van Gogh



Andy Warhol



Frida Kahlo



Do not forget to send your amazing art work to us via the schools facebook page or [updates@smfa.org.uk](mailto:updates@smfa.org.uk)

**Thursday: Science**

Science –Solids, Liquids and Gases! Investigate what happens to water when it changes from one state to another. Start with an ice cube and try to melt it. Then place the water in a dish on the windowsill in the sun. What do you notice? What did you have to do to get it to change from a solid to a liquid to a gas?

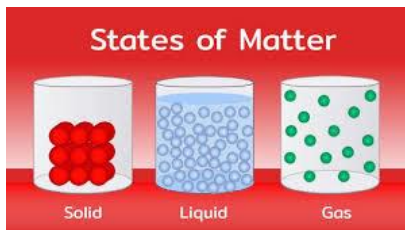
Extension: Now that you have, done some research.

We would like you to investigate some items around the home and decide if they are solid, liquid or gas.

Watch this video first –

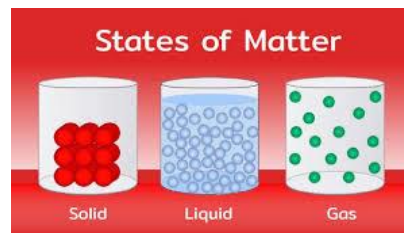
<https://www.bbc.co.uk/bitesize/topics/zkkg87h/articles/zsgwwxs>

Can you find these items and think about whether they are solid liquid or gas? Sand, jelly, toothpaste, soil, stones, oil, chocolate, steam, air freshener (Get an adult to help!)



**Thursday: Science**

Science –Solids, Liquids and Gases! Investigate what happens to water when it changes from one state to another. Start with an ice cube and try to melt it. Then place the water in a dish on the windowsill in the sun. What do you notice? What did you have to do to get it to change from a solid to a liquid to a gas?



**Friday: English/Drama**

Watch this clip from the movie 'Monsters Inc'  
<https://www.youtube.com/watch?v=XPtQPfjOoPs>

I would like you to re-enact parts of the clip. If you really want to challenge yourself, you can try to do the entire clip.

Think about:

- Body language
- Facial expressions
- Accent/ voice

You can even dress up and get an adult in your house to record your scene.

**Friday: English/ Drama**

Watch your favourite film.

I would like you to re-enact parts of the film. If you really want to challenge yourself, you can try to do more than one scene.

Think about:

- Body language
- Facial expressions
- Accent/ voice

You can even dress up and get an adult in your house to record your scene.

## Monday- Guided reading text

### I was a Rat! By Philip Pullman

Old Bob and his wife Joan lived by the market in the house where his father and his grandfather and great grandfather had lived before him, builders all of them, and building was Bob's job too. Joan was a cleaner, like her mother and her grandmother and her great-grandmother, back as far as anyone could remember.

And if they'd had a son, he would have become a builder in his turn, and if they'd had a daughter, she would have learned the cleaning trade, and the world would have gone on. But they never had a child, whether boy or girl, and now they were getting old, it seemed less and less likely that they ever would, as much as they would have liked to.

One evening as old Joan wrote a letter to her niece and old Bob sat sharpening his tools, there came a knock at the door. Bob looked up with a jump. "Was that someone knocking?" he said. "What's the time?" The cuckoo clock answered him before Joan could: ten o'clock. As soon as it had finished cuckooing, there came another knock, louder than before. Bob lit a candle and went through the dark house to unlock the front door.

Standing in the moonlight was a little boy in a page's uniform. It had once been smart, but it was sorely torn and stained, and the boy's face was scratched and grubby. "Bless my soul!" said Bob. "Who are you?"

"I was a rat," said the little boy.

"What did you say?" said Joan, crowding in behind her husband.

"I was a rat," said the little boy again.

Tuesday guided reading:

1

2

3

Wednesday:

**Summarising** – Can you choose the **best summary** of each paragraph of the text?

Paragraph 1	Bob was a builder, his wife Joan was a cleaner and they lived in a house which their family had lived in for many, many years.	Bob lived a house which his father had lived in, and his grandfather had lived in and his great-grandfather had lived in.	Bob and Joan in the market in a house with no lights only candles, because Bob was a builder.
Paragraph 2	Bob and Joan never wanted to have any children of their own.	Bob and Joan had no children.	Bob and Joan would have liked to have children of their own but they didn't have any.
Paragraph 3	One late night, there was an unexpected knock at their door.	In the evenings Bob and Joan liked to relax by writing letters and sharpening their tools ready for the next day.	When the door knocked the cuckoo in the clock woke up and started to make a cuckooing sound.
Paragraph 4	Because it was night-time it was hard to see the boy at the door, but Bob used the light of the moon.	A dirty child was at the door, which surprised Bob because it was the middle of the night.	The child at the door said that he used to be a rat, which was a bit of a shock to Bob.

# The DAILY mOON

## PIGS IN PERIL!

Yesterday, a family of pigs, from Farmsfield, struggled to survive after their house was nearly blown down by a hungry wolf.

Alfie, Bertie and Charlie, of Pickle Farm House, were left shaking in terror after Mr A. Wolf (30) from Beeston, went on a rampage to get his supper last night. Now, they feel relieved that they managed to survive but live in fear that the wolf might return.

During the night of the ordeal, the three little pigs clung to each other for comfort while the wolf attempted to blow their house down. Next, they managed to escape through the back door and seek their refuge in the fields behind. Meanwhile, Mr Wolf became breathless and gave up.

This afternoon, Bertie exclaimed: "It was the most terrifying experience we have ever had! Consequently, we are worried that Mr Wolf will return with more puff than ever before."



Relieved: Alfie, Bertie and Charlie standing in front of the house that the wolf tried to blow down.

Finally, Alfie, Bertie and Charlie pleads for any help in finding Mr Wolf. They urge anyone with information to call Crimestoppers on 0800 555111.

# The Hill Enquirer

Tuesday 13th November

Now only 3 coins

## Jealous Jill jolted Jack!



Exclusive by the 3 Dwarves!

Following last Friday's terrible 'accident' at The Hill where Jack, a local boy, suffered atrocious injuries to his crown, we can now confirm that police have his sister, Jill, in custody.

At first it appeared that last Friday's events were an unfortunate coincidence with the two siblings both taking tumbles down the hill whilst fetching a pail of water, however, witness reports provided to the police suggest that all is not as it seems...

One witness, who wants to be known as 'She who wears a scarlet hood' exclaimed, "I couldn't believe my eyes! I was collecting flowers for my Grandmother in the wood and when I looked up I saw a young boy falling head over heels down the slope. As he bumped down I heard a maniacal laugh from above; there was certainly no 'tumbling after' as far as I could tell."

Police have confirmed that the brother and sister had argued the previous day about

the profits from their water-collection business from which Jill was receiving a reduced share. Jill will remain at Rapunzel Towers Police Station while further investigations take place. Meanwhile, Jack remains in hospital in a critical condition.



Jack and Jill before last Friday's events

**Sleeping Beauty's Tips—**  
**'Sleep is for the weak!'**





# BOY OVERBOARD!

July 29<sup>th</sup> 1988

By Sharon Hart

In a dramatic series of events last night, a young boy fell overboard from his family's boat into the stormy water of the Coral Sea (off the east coast of Australia).



Michael on board Peggy Sue

Michael Finnegan (12 years old today) was enjoying a round-the-world trip with his family when it is believed he lost his footing and fell into the sea.

The Finnegan family set sail from Southampton on September 10<sup>th</sup> 1987 in their small boat, the Peggy Sue. Travelling with Michael were his mother (Sue) and his father (John), as well as the family pet dog, Stella.

So far on their journey, they have visited

Spain, Cape Verde, Brazil, Cape Town, Perth and Sydney. John, whose idea it was to set off on the trip, said that the journey was the trip of a lifetime and that so far it had been an amazing adventure.

According to the Finnegans, the evening of the incident had been largely uneventful, although Mrs Finnegan had been taken ill with stomach cramps.

John and Sue went to bed at around 10pm on

the night of the incident, leaving Michael steering the boat on deck (the self-steering had broken). It is thought that Stella the dog had been wandering around and possibly playing with Michael's football, because when John awoke in the middle of the night, all three had disappeared.

Speaking to BBC news this morning, Sue said tearfully, "We are so worried about our boy. He's all alone and could be anywhere by now. We need to find him!"

The search for Michael is underway, with police and coastguards scouring the area in the hope of finding him safe and well.

## The Daily Briton

Date: Sunday 20<sup>th</sup> May AD447

YOUR DAILY favorite NEWSPAPER

Price: 5 pennies

### Britons Face European Invasion



One of the spotted enemy boats, thought to be one of just many

#### BREAKING NEWS!

Britain is under attack from a group of European tribes wanting to take over the country. In the early hours of this morning, a number of local farmers based in Scarborough, along the East Coast, reported witnessing foreign boats cruising towards the shore. Although exact numbers have not been confirmed, it is thought that there are over a thousand vessels spotted at various points up and down the coast.

Earlier last week it was reported that because of the threat of invasion from the Picts living in Scotland, King Vortigern had contacted two members of the Jute tribe, thought to be named Hengist and Horsa, to request their help to prevent a Pict invasion. However, a source close to the King told us only yesterday,

"The king is very worried about the Hengist and Horsa situation. He believes that they may decide to take our country for themselves, and to be honest, I do not think we have the manpower to prevent such an attack"

It is a well know fact that the Jute tribe from Norther Denmark

are very friendly with the Angles from the South and the Saxons from Germany and Hungary. There are concerns that Hengist and Horsa may have betrayed King Vortigern, contacted their allies, and decided to attack Britain together.

The boats are estimated to reach the shore in the next hour, and the British Army is trying desperately to round up the troops for battle. Updates will continue throughout the day.

May the lord have mercy upon us and protect us from the enemy.



Title:

When did the school close?

On...

Draw a picture:

It could be a picture of your school.

What happened?

Why did the schools have to shut down?

Because...

How have you kept yourself busy?

Are you doing anything interesting?

What do you think might happen next?

Interview someone at home

Think of 5 questions to ask someone at home. You want to find out how they felt.

1. How did you feel when you heard that schools were going to be closing?
- 2.

## Fact File

Country Name .....

Capital City .....

Population .....

Continent .....

Bordering Countries .....

Bordering Seas or Oceans .....

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Main geographical features (rivers, lakes, mountains, valleys. etc)

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Languages Spoken .....

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Major Religions .....

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Draw your country's flag below:

