



























Year 3/4 Weekly Plan

Monday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
30-40 mins	Reading Activity Wash hands	<p>Guided reading- The Iron Man</p> <p><u>Today you will understand how writers use language to create characters.</u></p> <p>Read together and highlight words/phrases we don't understand or know how to read. Make a list of words which you think are nonsense words, and then suggest what the words might mean.</p> <p style="text-align: center;">The Iron Man By Ted Hughes</p> <p>The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.</p> <p>Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.</p> <p>He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff. And his right foot, his enormous iron right foot, lifted-up, out, into space, and the Iron Man stepped forward, off the cliff, into nothingness.</p> <p>CRRRAAAASSSSSH!</p> <p>Down the cliff the Iron Man came toppling, head over heels.</p> <p>CRASH!</p> <p>CRASH!</p> <p>CRASH!</p> <p>From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed, his iron legs fell off. His iron arms broke off, and the hands broke off the arms. His great iron ears fell off and his eyes fell out. His great iron head fell off. All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on the rock beach far below.</p>
15-20 mins	Break Time	
10 mins	Times tables Practice	You should practise times tables every day. Year 3: 3s, 4s, 8s Year 4,5,6: All timetables up to 12x12.
30-40 mins	Maths Activity	Time – Consolidation Using what you have learnt about time have a go at the worksheets below. If you need to remind yourself, you can go back to previous weeks home learning.

Year 3/4 Weekly Plan

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____



Year 3/4 Weekly Plan

Destination	Journey A	Journey B	Journey C
London	10:20	11:30	16:40
Derby	12:20		18:00
Sheffield	12:40	13:10	18:30
York	13:20	13:55	19:15
Newcastle	14:25	14:40	
Duration			3 hours

1. Journey B takes 1 hour to get from London to Derby. What time do you arrive at Derby?

2. Journey C takes a total of 3 hours. What time does it arrive at Newcastle?

3. How long does journey A take? _____
4. You need to be at York for 13:30. Which is the best journey to take?

5. You arrive at Sheffield train station at 18:10. How long do you have to wait for the next train to Newcastle? _____
6. How many stations does the 11:30 train stop at before it reaches York?

30-40 mins

Lunch time

30-40 mins

Topic/English
Activity

Poems

This week you will be looking and writing different types of poems. Below there are a selection of poems for you to look at. Take time to read the poems.

Look at ways in which they are similar and ways that they are different. Make a list.

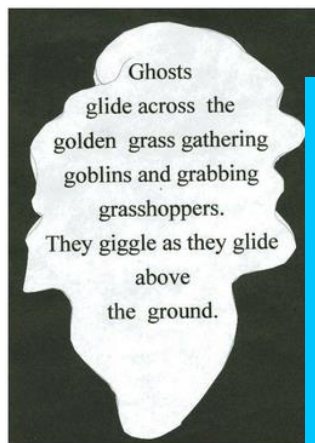
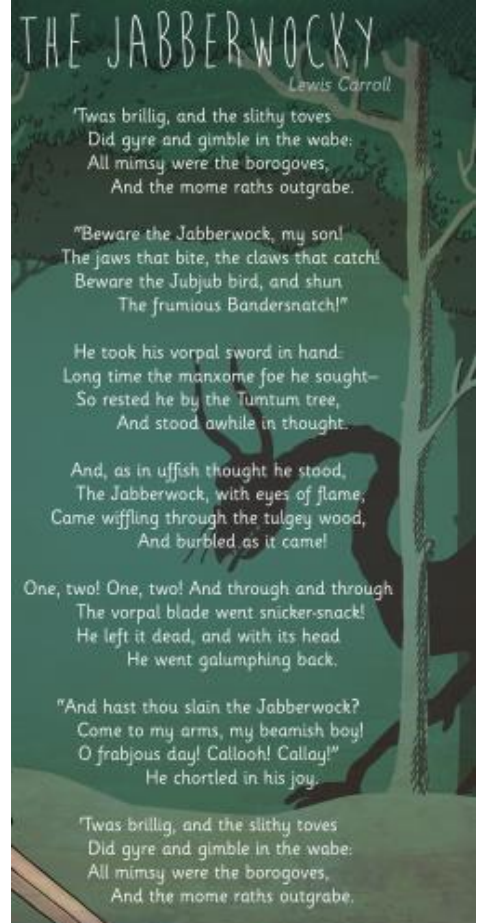
Which poem did you like best? Why?

Which poem did you like least? Why?

Now look through the poems as see if you can find examples of:

Similes
Adjectives
Verbs
Adverbs
Nonsense words
Rhyming words
Alliteration
Repetition
Onomatopoeia

Make a list and give yourself one point for each that you can find!



Cat

He's a vicious tiger
 His claws are like knives
 His eyes are like security cameras looking for trouble
 He's black trouble
 He's a sports car zooming across the street
 He's a dirty missile rocketing to his owner
 He's a violin to my ears
 He's my cat!

Write-A-Rap Rap

Hey, everybody, let's write a rap.
 First there's a rhythm you'll need to clap.
 Keep that rhythm and stay in time,
 'cause a rap needs rhythm and a good strong rhyme.

The rhyme keeps coming in the very same place
 so don't fall behind and try not to race.
 The rhythm keeps the rap on a regular beat
 and the rhyme helps to wrap your rap up neat.

"But what'll we write?" I hear you shout.
 There ain't no rules for what a rap's about.
 You can rap about a robber, you can rap about a king,
 you can rap about a chewed up piece of string ...
 (well, you can rap about almost ... anything!)

You can rap about the ceiling, you can rap about the floor,
 you can rap about the window, write a rap on the door.
 You can rap about things that are mean or pleasant,
 you can rap about wrapping up a Christmas present.

You can rap about a mystery hidden in a box,
 you can rap about a pair of smelly old socks.
 You can rap about something that's over and gone,
 you can rap about something going on and on and on and on ...

But when you think there just ain't nothing left to say ...
 you can rap it all up and put it away.
 It's a rap. It's a rap. It's a rap rap rap RAPI!

Tony Mitton





Sun shining on me
 Relax on the hot sand
 Enjoy an ice cream

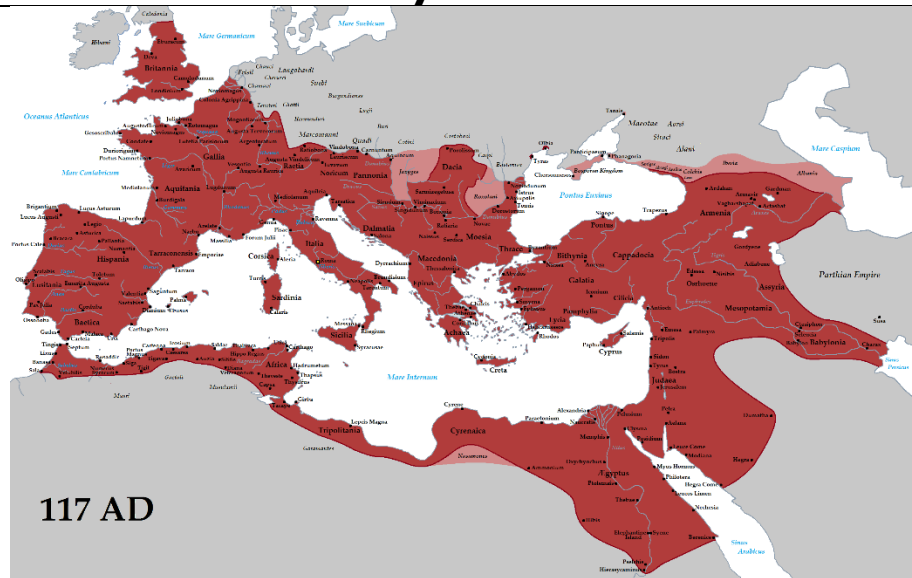
THERE WAS AN OLD MAN WITH A BEARD BY EDWARD LEAR

There was an Old Man with a beard,
 Who said, "It is just as I feared!—
 Two Owls and a Hen,
 four Larks and a Wren,
 Have all built their nests in my beard."

Year 3/4 Weekly Plan

10 mins	Golden Mile/Physical Activity	
30-40 mins	PSHE/Topic	<p style="text-align: center;">History- Romans</p> <p>This week you will be learning about the Romans. Your task is to research information on one aspect of the Roman life e.g. Roman religion, Roman entertainment, Invasion, Roman clothes, Roman numbers etc</p> <p>You will use your research to create a PowerPoint or a hand-made poster to present what you found to an adult. You will spend the next two days researching and adding to your presentation.</p> <ul style="list-style-type: none"> • remember to include factual information • images • important dates • headings/ sub headings <p style="text-align: center;">Here are some useful links that will help you with your research.</p> <p style="text-align: center;">http://www.primaryhomeworkhelp.co.uk/Romans.html</p> <p style="text-align: center;">https://www.natgeokids.com/uk/discover/history/romans/10-facts-about-the-ancient-romans/</p> <p style="text-align: center;">https://www.ducksters.com/history/ancient_rome.php</p> <p style="text-align: center;">https://www.theschoolrun.com/homework-help/roman-empire</p> <div style="text-align: center;">   </div>

Year 3/4 Weekly Plan



10-20 mins

Story time/Read a text or your favourite story

Tuesday

Approx. Timing

Suggested Activity

Activity Plan

10 mins

Mindfulness

This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.

30 mins

PE with Joe Wicks / Eat breakfast with family

This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.

30-40 mins

Reading Activity
Wash hands

Guided reading- Summary

Re-read for fluency

The Iron Man

By Ted Hughes

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.
And his right foot, his enormous iron right foot, lifted-up, out, into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRRAAASSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed, his iron legs fell off. His iron arms broke off, and the hands broke off the arms. His great iron ears fell off and his eyes fell out. His great iron head fell off. All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on the rock beach far below.



a.				b.				c.				d.				e.			
	1	4			5	2			5	4			3	2			1	0	
+	2	3		+	4	1		+	4	5		+	3	2		+	4	4	
f.				g.				h.				i.				j.			
	5	4			7	4			6	3			2	1			3	8	
+	3	2		+	2	1		+	2	4		+	3	7		+	3	1	

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1.					2.					3.					4.				
	1	0	9			4	5	5			1	7	0			5	5	4	
+	1	3	9		+	2	8	1		+	2	4	9		+	2	0	9	

Calculate the answer to each sum:

a) $\begin{array}{r} 2711 \\ + 5234 \\ \hline \end{array}$ b) $\begin{array}{r} 4212 \\ + 2643 \\ \hline \end{array}$

c) $\begin{array}{r} 1235 \\ + 3124 \\ \hline \end{array}$ d) $\begin{array}{r} 7777 \\ + 4253 \\ \hline \end{array}$

e) $\begin{array}{r} 2221 \\ + 4242 \\ \hline \end{array}$ f) $\begin{array}{r} 6223 \\ + 2756 \\ \hline \end{array}$

e) $\begin{array}{r} 9901 \\ + 1224 \\ \hline \end{array}$ f) $\begin{array}{r} 9999 \\ + 5342 \\ \hline \end{array}$

EXT:

a) $\begin{array}{r} \square 341 \\ + 7543 \\ \hline 98\square 4 \end{array}$ e) $\begin{array}{r} 607\square \\ + 2283 \\ \hline \square\square 355 \end{array}$

b) $\begin{array}{r} 453\square \\ + 1222 \\ \hline 5\square 53 \end{array}$ f) $\begin{array}{r} 5116 \\ + 8432 \\ \hline \square\square 548 \end{array}$

c) $\begin{array}{r} 6721 \\ + 5234 \\ \hline \square\square 955 \end{array}$ g) $\begin{array}{r} 435\square \\ + 1937 \\ \hline \square\square 293 \end{array}$

d) $\begin{array}{r} 3\square 56 \\ + 1447 \\ \hline \square\square 903 \end{array}$ h) $\begin{array}{r} 669\square \\ + 3332 \\ \hline \square\square 030 \end{array}$

30-40 mins

Lunch time

30-40 mins

Topic/English Activity

Writing a Haiku

A Haiku poem counts the amount of syllables in each line. Syllables are how many 'beats' there are in a word. For example say the words below whilst clapping to each syllable to help you get the hang of it:

Dog – 1 syllable
Kit-ten – 2 syllables
Butt-er-fly – 3 syllables
Ve-ge-tab-le – 4 syllables
Ab-ra-ca-dab-ra – 5 syllables

In the first line of a Haiku has 5 syllables. For example:

Sand **under** **my** **toes**

The second line has 7 syllables. For example:

Happy **playing** **on** **the** **beach**

The final line has 5 syllables. For example:

Sunshine **on** **my** **face**

Each haiku has only three lines.

The lines follow a pattern of syllables:

5-7-5

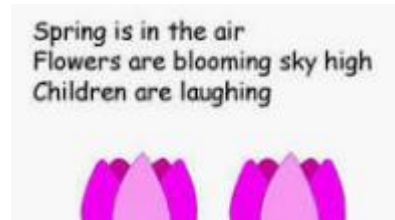
Haiku poetry is traditional in Japan.

Haiku are often written about nature or the seasons, but they don't have to be!



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Here are some more examples of Haiku poems:



Choose a topic to write a Haiku poem about, although they are usually written about nature or the seasons you can choose anything you like. It could be about flowers or your favourite person, be creative and make sure to check the syllables by reading your poem out loud and clapping along. If you need some help, there is a template with a word bank to help you.

Summer Haiku Poem



Word Bank

summer	beach	green	calm
warmth	water	luscious	sweat
hot	sand	balmy	relax
sunshine	salt	breeze	swim



10 mins

Golden Mile/Physical Activity

30-40 mins

PSHE/Topic

History- Romans

This week you will be learning about the Romans. Your task is to research information on one aspect of the Roman life e.g. Roman religion, Roman entertainment, Invasion, Roman clothes, Roman numbers etc

Continue with your research project. Make sure to include the following information below.

- remember to include factual information
- images
- important dates

Year 3/4 Weekly Plan

- headings/ sub headings

Here are some useful links that will help you with your research.

<http://www.primaryhomeworkhelp.co.uk/Romans.html>

<https://www.natgeokids.com/uk/discover/history/romans/10-facts-about-the-ancient-romans/>

https://www.ducksters.com/history/ancient_rome.php

<https://www.theschoolrun.com/homework-help/roman-empire>



10-20 mins

Story time/Read a text or continue reading your favourite book or story

Wednesday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
30-40 mins	Reading Activity Wash hands	Guided reading- Question <u>Re-read for fluency</u>



Year 3/4 Weekly Plan

The Iron Man

By Ted Hughes

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted-up, out, into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed, his iron legs fell off. His iron arms broke off, and the hands broke off the arms. His great iron ears fell off and his eyes fell out. His great iron head fell off. All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on the rock beach far below.

Today you will be answering questions about the text. You will use the template below. If you really want to challenge yourself, use the 'Blooms Questioning' matrix grid to do this.

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

Challenge:



Year 3/4 Weekly Plan

Bloom Questioning Matrix –

	Is	Did	Can	Would
What				
When				
Where				
Who				

Remembering	Understanding
-------------	---------------

15-20 mins

Break Time

10 mins

Times tables Practice

You should practise times tables every day.
Year 3: 3s, 4s, 8s
Year 4,5,6: All timetables up to 12×12 .

30-40 mins

Maths Activity

Subtraction Consolidation

Today, you are going to revisit column subtraction.

[illegible]



Year 3/4 Weekly Plan

$$\begin{array}{r} \text{a)} \quad 1 \ 5 \ 9 \\ - \ 1 \ 1 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b)} \quad 6 \ 2 \ 0 \\ - \ 4 \ 7 \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c)} \quad 5 \ 2 \ 3 \\ - \ 4 \ 7 \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d)} \quad 4 \ 2 \ 3 \\ - \ 3 \ 3 \ 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e)} \quad 2 \ 8 \ 1 \\ - \ 2 \ 4 \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f)} \quad 7 \ 5 \ 6 \\ - \ 4 \ 6 \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g)} \quad 3 \ 6 \ 4 \\ - \ 1 \ 0 \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h)} \quad 8 \ 1 \ 0 \\ - \ 6 \ 2 \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \quad 7894 \\ - 3918 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 7425 \\ - 6773 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 9882 \\ - 6443 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 6746 \\ - 5816 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 6873 \\ - 5175 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 7043 \\ - 5878 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 7861 \\ - 7200 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 9803 \\ - 1985 \\ \hline \end{array}$$

EXT-

		<div> <div> <div> <div> <div>a)</div> <div> <div>47</div> <div>12</div> <div></div> </div> <div> <div>-</div> <div>3</div> <div>6</div> <div>5</div> </div> <div> <div></div> <div></div> <div>6</div> <div>4</div> </div> </div> <div> <div>b)</div> <div> <div>7</div> <div></div> <div></div> </div> <div> <div>-</div> <div></div> <div>0</div> <div>0</div> </div> <div> <div>4</div> <div>4</div> <div>6</div> </div> </div> </div> <div> <div>c)</div> <div> <div>9</div> <div></div> <div>5</div> </div> <div> <div>-</div> <div>5</div> <div>1</div> <div></div> </div> <div> <div>3</div> <div>9</div> <div>4</div> </div> </div> <div> <div>d)</div> <div> <div>5</div> <div>78</div> <div>13</div> </div> <div> <div>-</div> <div></div> <div></div> <div></div> </div> <div> <div>1</div> <div>3</div> <div>9</div> </div> </div> <div> <div>e)</div> <div> <div>3</div> <div></div> <div></div> </div> <div> <div>-</div> <div></div> <div>2</div> <div>3</div> </div> <div> <div>9</div> <div>6</div> </div> </div> <div> <div>f)</div> <div> <div></div> <div>1</div> <div></div> </div> <div> <div>-</div> <div>2</div> <div></div> <div>3</div> </div> <div> <div>1</div> <div>0</div> <div>4</div> </div> </div> <div> <div>g)</div> <div> <div>2</div> <div>8</div> <div></div> </div> <div> <div>-</div> <div></div> <div></div> <div>0</div> </div> <div> <div>1</div> <div>7</div> <div>9</div> </div> </div> <div> <div>h)</div> <div> <div></div> <div></div> <div></div> </div> <div> <div>-</div> <div>7</div> <div>7</div> <div>7</div> </div> <div> <div>1</div> <div>7</div> <div>2</div> </div> </div> </div> </div>
30-40 mins	Lunch time	
30-40 mins	Topic/English Activity	<div> <div>Writing an Acrostic Poem</div> <div> <div> <div>Recognise... Acrostic Poems</div> <div> <div> <div>The first letter of each line spells out the poem's theme.</div> <div> <div>An acrostic poem</div> <div>It doesn't need to rhyme.</div> <div>Any word below this line Is fine, honestly</div> </div> </div> <div> <div>Lines can be different lengths.</div> <div> <div>I can be any length</div> <div>Any length at all</div> <div>Even one this long</div> </div> <div> <div>An acrostic poem</div> <div>Could be about anything you want</div> <div>Really.</div> <div>Of course, you can</div> <div>Say what you like.</div> <div>That's what's so easy</div> <div>I might write one right now</div> <div>Can you guess what it'll be about?</div> </div> </div> </div> </div> </div></div>
<p>You are going to have a go at writing your own acrostic poem on the theme of the seaside. Think of a time when you have been to the beach. Make a word bank of using your 5 senses. What have you seen at the beach? What have you smelt? What have you tasted? What have you felt? What have you heard. Think about how you can describe all these things using adjectives and interesting verbs and adverbs. Try to include a simile.</p>		

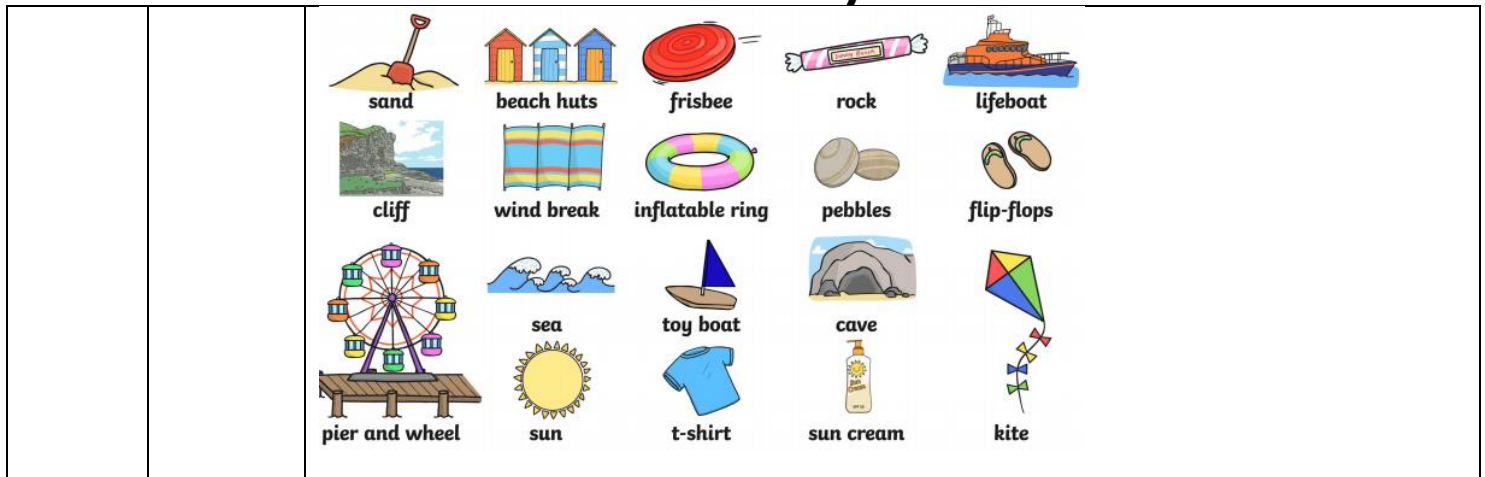
Year 3/4 Weekly Plan



Seaside Word Mat



Year 3/4 Weekly Plan



10 mins Golden Mile/Physical Activity

Art-
Learning how to shade drawings

Today you will learn two new techniques to shading called scribbling and stippling.

Scribbling
Scribbling is an excellent technique to use when drawing specific subjects like trees or hair because it not only creates values, but also transmits a sense of

History- Romans Invasion

Today you will come across two terms 'invade' and 'settle'. You will understand the key difference between them.

Spend 5 minutes discussing what you think is meant by invade/invaders. Do the same again for the term settle?

Put together a list before sharing your ideas.

Use the table below to record your answers.

Remember you are just recording your own opinions and making predictions. You will find out what it means later on.

Invade	Settle

Invaders:
Invaders are people who conquer (take over by force) and attack other peoples land.

Settle:
Settlers are people who move to a place without trying to take it over by force. They are people who own the land and when the Invaders come to attack they try to protect and defend their land.

There have been many groups of people for many years that have been visiting, invading and settling in Britain for a very long time.

Watch this clip:

<https://www.youtube.com/watch?v=475sbcUj9t4>

Re-watch the click, but this time make brief notes.

Discuss the following questions below. You can answer and share your ideas with an adult. Remember these are discussion based questions so do not worry about right or wrong answers.



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1. Why might people in the past have moved from one country to another?
Why do people move nowadays?

2. How do we know about the people who have lived here in the past?
What traces do they leave in the landscape?

3. Is an invasion always unpopular? Who might welcome an invasion?

4. Does anyone have family that originate from a country other than Britain?
Where do they come from? What influences might they have brought with them (music, food, clothes, religion)?

10-20 mins

Story time/Read a text or continue reading your favourite book. Talk about what you have enjoyed about the book with an adult.

Thursday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
30-40 mins	Reading Activity Wash hands	Guided reading- Clarification <u>Re- read for fluency</u>



Year 3/4 Weekly Plan

The Iron Man

By Ted Hughes

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.

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And his right foot, his enormous iron right foot, lifted-up, out, into space, and the Iron Man stepped forward, off the cliff, into nothingness.

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Today you will identify the main ideas from more than one paragraph

You will need to sort statements into true or false

Extension: Once you have completed sorting out the statement, you will need to explain why you have grouped the statements in that particular way



Year 3/4 Weekly Plan

Truth or rumour?

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

No one knew where the Iron Man came from, or even how he was made.	The Iron Man was taller than a house.	The Iron Man liked dancing and that's how he fell.
The Iron Man's head was shaped like a door.	The wind blew through his iron fingers.	The Iron Man's eyes glowed blue.
The strong wind pressed against his back when he was stood at the top of the cliff.	The Iron Man had an enormous right foot.	The Iron Man tumbled quickly down the cliff.
The Iron Man landed in one piece at the bottom of the cliff.	The Iron Man's head was as big as a bedroom.	The Iron Man had never seen the sea.
The Iron Man was trying to look for a new friend.	The Iron Man rode a bike down the cliff and fell off the bike.	His headlamps glowed white and red, then infra-red.
The Iron Man stood at the bottom of the cliff at the beginning of the story.	The Iron Man was searching the sea.	The cliff the Iron Man stood on was high.

15-20 mins

Break Time

10 mins

Times tables Practice

You should practise times tables every day.

Year 3: 3s, 4s, 8s

Year 4,5,6: All timetables up to 12x12.

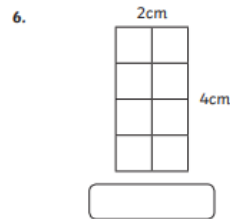
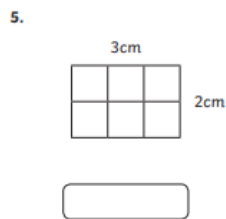
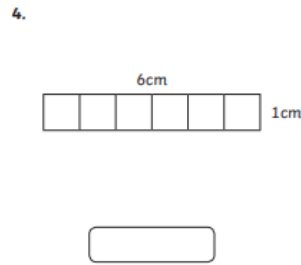
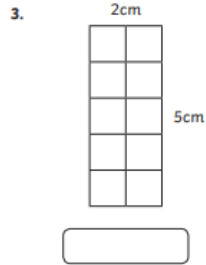
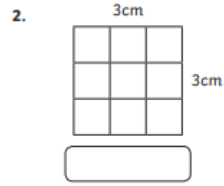
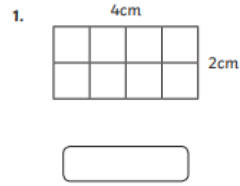
30-40 mins

Maths Activity

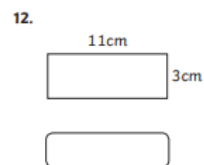
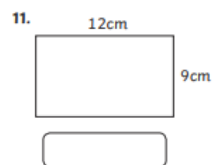
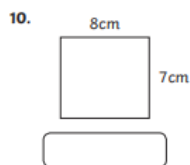
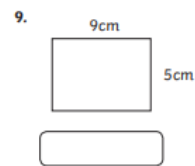
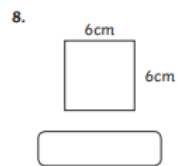
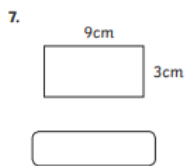
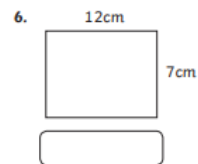
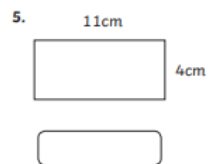
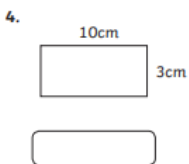
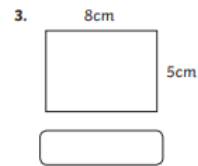
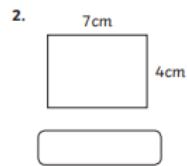
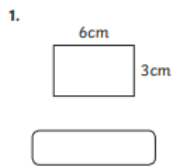
Area – Consolidation

Use what you have learnt about calculating area to solve the following problems. If you need to you can refer to previous weeks home learning.

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The shapes are not to scale.

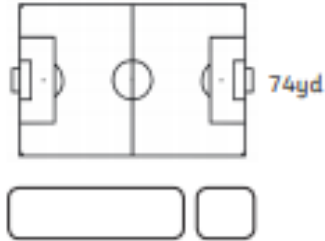


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Here are the sizes of 6 Premier League club football pitches. Calculate the area of each pitch and write them in order from smallest to largest, using number 1 as the smallest and 6 as the largest.

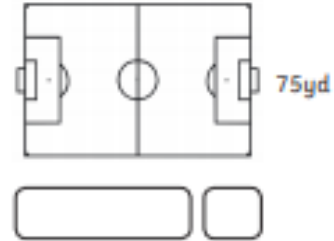
Arsenal

114yd



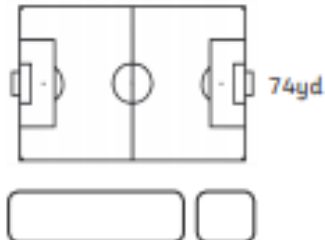
Chelsea

110yd



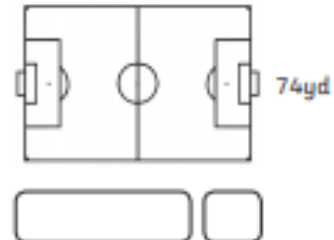
Liverpool

110yd



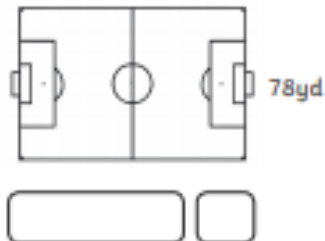
Manchester United

115yd



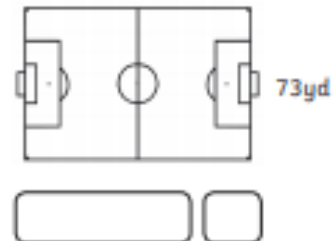
Manchester City

114yd



Tottenham Hotspur

110yd



30-40 mins

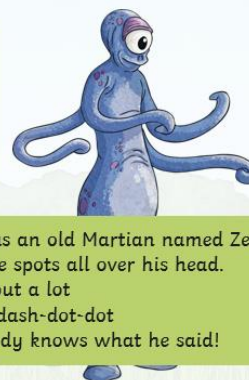
Lunch time

Writing a Limerick

Limerick Examples

Limericks are light-hearted, funny poems with several common features. Compare these two limericks.

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"



There was an old Martian named Zed
With blue spots all over his head.
He sent out a lot
Of di-di-dash-dot-dot
But nobody knows what he said!

30-40 mins

Topic/English Activity

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Limerick Features

What did you notice?

Lines 3 and 4 rhyme.

Lines 1, 2 and 5 rhyme.

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

Limerick Features

What did you notice?

Lines 3 and 4 are shorter, with the same number of syllables (5-6).

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

Lines 1, 2 and 5 are longer and have approximately the same number of syllables (usually 8-10) in each.

Limericks follow a typical rhythm:
di DUM di di DUM di di DUM dum (3 beats)
di DUM di di DUM di di DUM dum (3 beats)
di DUM di di DUM (2 beats)
di DUM di di DUM (2 beats)
di DUM di di DUM di di DUM dum (3 beats)

Limerick Features

What did you notice?

The second line gives more details about the subject.

First lines begin with typical phrases, like this one.


There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

Lines 3 and 4 give us some action about the subject.

The last line is the punchline, usually the consequences of lines 3 and 4.

The first line sets up the subject, so it usually ends with the name of a person or place.

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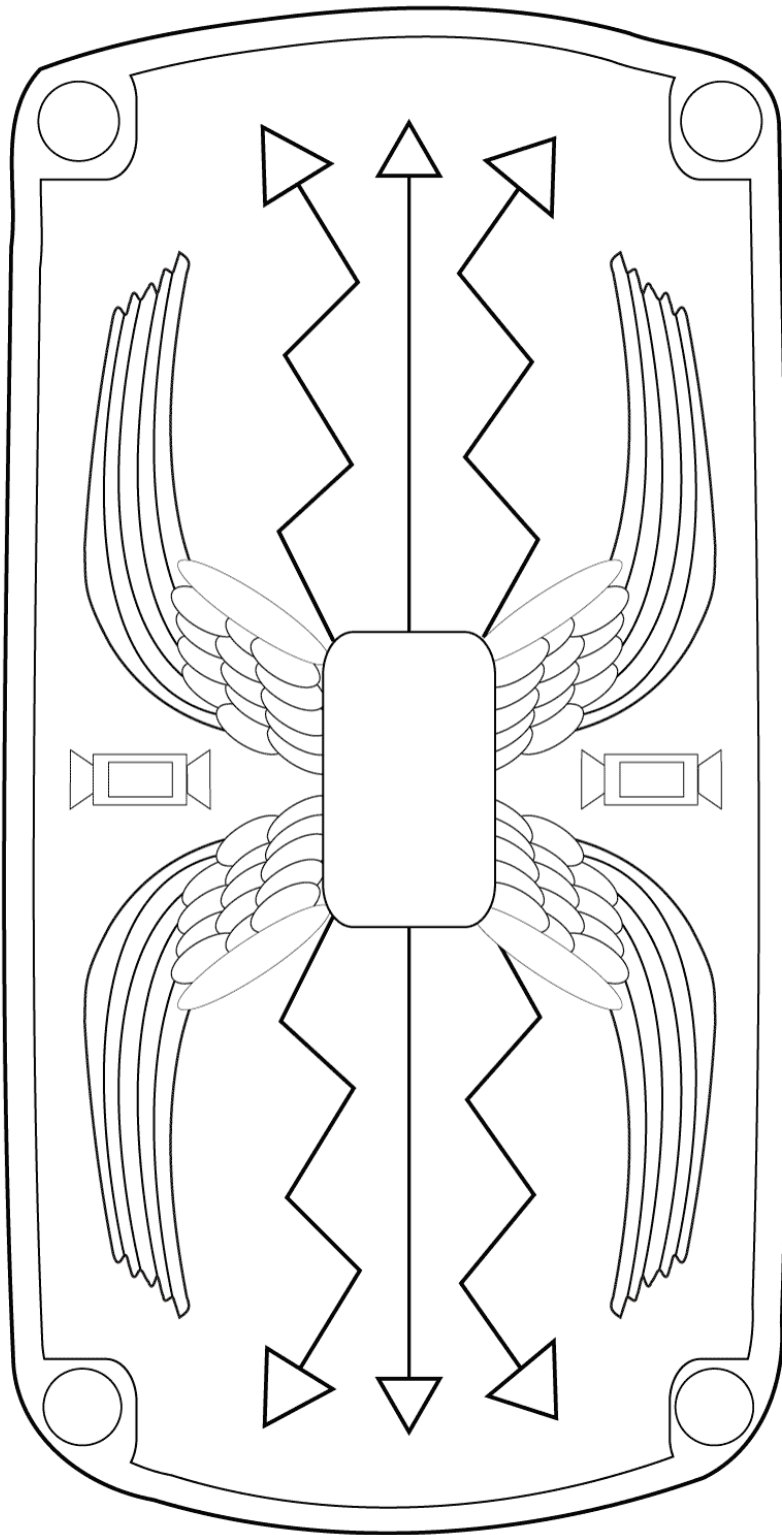
		<div data-bbox="368 185 1236 810" data-label="Complex-Block"> <h2>Your Turn</h2> <p>Can you complete this limerick template?</p> <ol style="list-style-type: none"> 1. There once was a _____ from _____, 2. Who _____. 3. He _____, 4. And/but/then _____. 5. _____.  </div>
10 mins	Golden Mile/Physical Activity	
30-40 mins	PSHE/Topic	<p>History/ Art- Romans</p> <p>Today you will be designing your own Roman shields. Here are some images of what the shields look like.</p>

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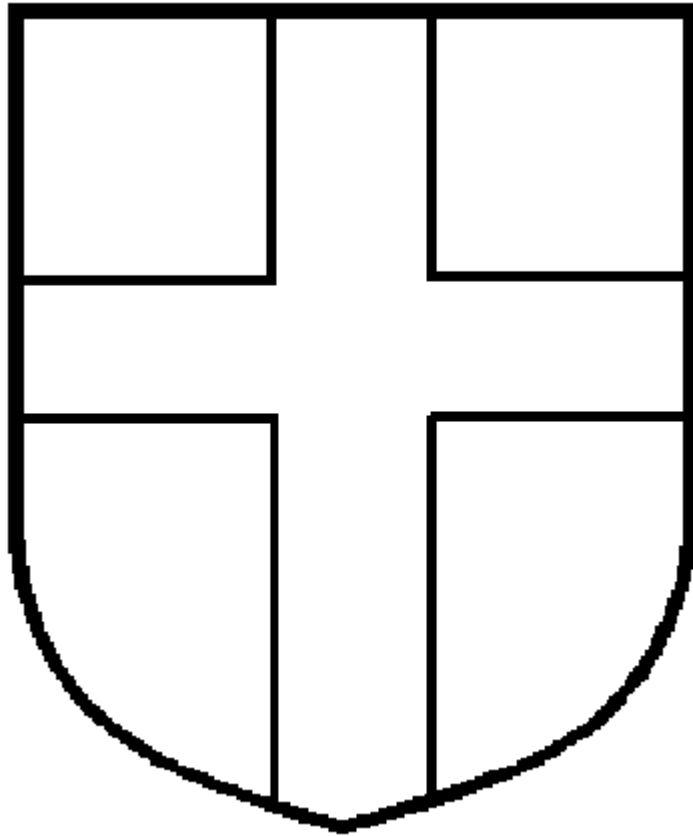
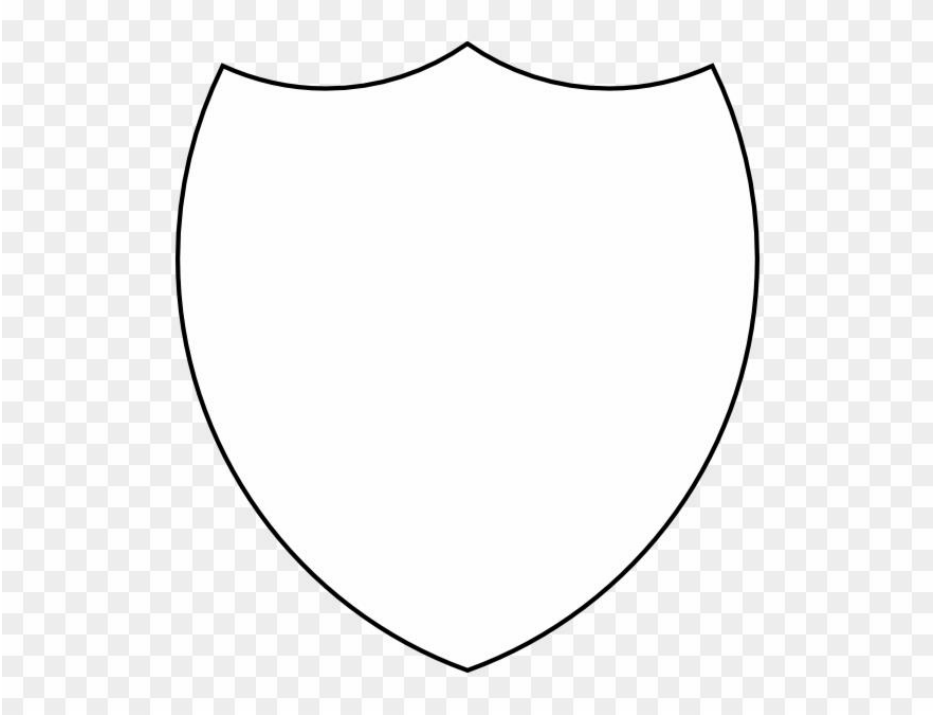


You can either draw your own or use the template below.

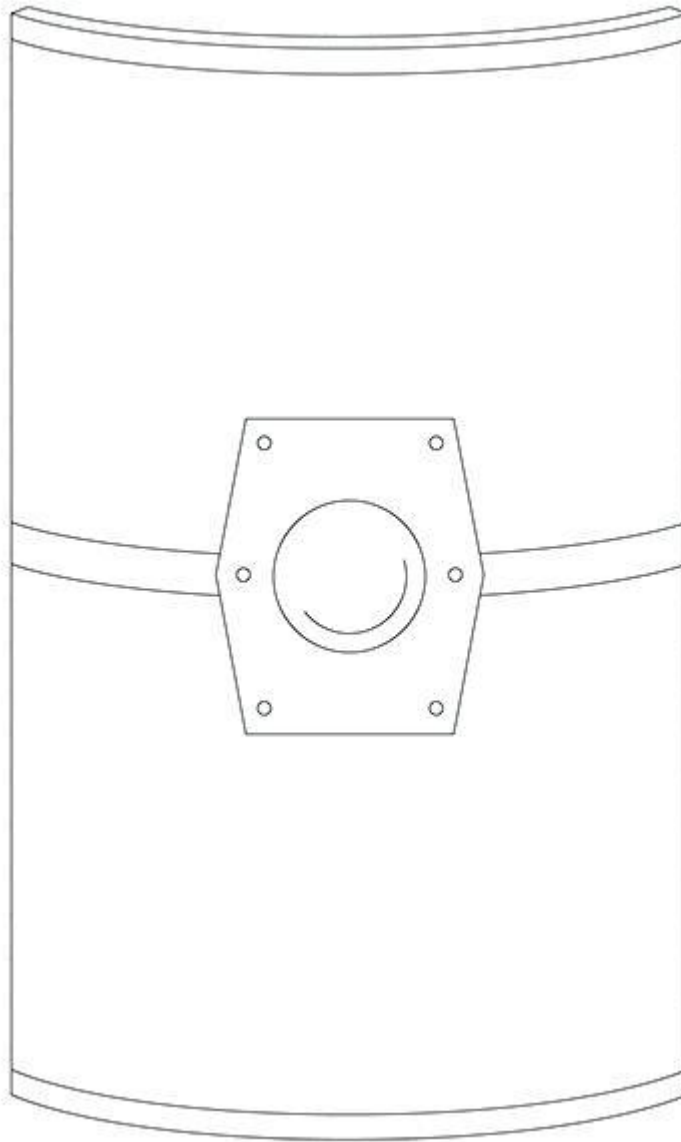
Year 3/4 Weekly Plan



Year 3/4 Weekly Plan



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Extension: Once you have completed your artwork. Read the text below and answer the questions on it. Remember you can share and discuss ideas first with an adult.

The First Roman Invasion of Britain

The first Roman invasion of Britain was led by Julius Caesar in 55 B.C. he had a great battle with the Celtic tribes who lived here. Caesar won the battle but took his troops home after. He told the tribes that they had to pay tribute that is like taxes to Rome. The tribes agreed but not long after they stopped and Britain stayed free of Roman rule for the next hundred years.

The Romans were not going to stay away forever. Britain was rich in many things. There were metals like iron, gold, silver, tin and lead that the Romans wanted. The farmers also grew lots of grain that could feed the people of Rome.



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After Caesar left a few tribal chiefs became friends of the Romans and traded with them in Gaul that is now France. They sold their goods to them and bought roman things from them like pottery, jewellery and wine. These tribes became quite

Romanised and liked the wealth that being friends with Romans gave them.

These tribes however had fights with other tribes who did not like them being friends with the Romans. So a hundred years after the invasion by Caesar the tribal chiefs asked their roman friends for help against the other tribes. One tribal prince called Verica who was a prince of a tribe called the Atrebates he asked for soldiers to help him in his war against another tribe.

The emperor Claudius saw this as a chance to finally bring Britain into the empire so he set about gathering an invasion force. The emperor wanted to win a glorious victory that Julius

Caesar had not got. So in 43 A.D the emperor Claudius brought his armies and won battles against the Celtic tribes that lived here. As part of his army the emperor had huge elephants that had never before been seen by the British this must have been a terrifying sight for the Celts. The Romans were also helped by the tribal chiefs that had become friends with the Romans. These tribes were also treated better than the other tribes who did not want the Romans to rule their lands.

Questions:

1. What year did Caesar invade Britain?

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2. What did Caesar ask the British tribes do after he had returned home?

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3. Why did the Romans want Britain to be part of their Empire?

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4. Why were some tribal chiefs friendly with the Romans?

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Year 3/4 Weekly Plan

5. Why did Verica ask for the Romans to send him soldiers?

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6. What did the Emperor Claudius think he had a chance to do?

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