Wednesday 18th November 2020

Practise your spellings and handwriting

This week's spellings are

Year 3	Year 4
night	creature
knight	picture
blue	nature
blew	furniture
hole	capture
whole	culture
because	moisture
so	future
that	gesture
or	structure

Guided reading

Wednesday 18th November 2020

Whole Class Reading
Reading Domain 2c - Summarising

What does summarising mean?

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Whole Class Reading
Reading Domain 2c - Summarising

What does summarising mean?

Summarising means to give a brief statement of the main points. You need to identify the main ideas from the text and identify the most important parts.

Read the following pages

Get a lifestyle

When the Romans came to Britain they found the tribes treated them in different ways. Some tribes were **hostile** and often attacked the Romans. Other tribes were friendly. They knew that if they **co-operated** with the Romans, the Romans would protect them from their enemies.

There were other benefits for the Celts if they helped the Romans. They could improve their lifestyle by selling things like grain or precious metals such as silver and tin to the Romans. The Romans admired the Celts' skill at making metal objects such as weapons and other beautifully decorated items.

8

When the Romans set up local councils to collect taxes and keep law and order, many Celtic chieftains joined them.

After a while, the Celts and Romans lived in peace. Many Celts began to dress like Romans and follow their customs and habits. Some grew rich and were able to live in Roman-style houses. A lot of people we think of as Romans were actually Celts.

Summarise the text in three sentences.

| |
| |
| |

Guided Reading Task

Reading domain 2C – Summarise

Read pages 10 and 11 (on following page). Write a summary of the text in three sentences.

| |
| |
| |
| |
| |
| |
| |

Take to the road

The Celts travelled around on winding paths and dirt tracks. The Romans needed to move troops about the country quickly so they created a new network of good roads. They had to be strong enough to carry heavy carts. They were paved with flat stones and ran in straight lines with as few bends as possible.

Every thousand paces there was a stone at the side of the road. The Roman word for thousand is *mille* and so that is where the word *milestone* comes from.

If you wanted something to eat or drink, you stopped at a roadside tavern.

If you wanted to stop overnight, there were guest houses near the road

bullock cart carrying a heavy load

farmer

10

If you were a road engineer you used a piece of equipment called a groma to help you find the straightest, flattest route.

large stones placed in a trench
layer of smaller stones
gravel

the road surface:
flat stones or cobbles

The Romans built around 2,000 miles of roads linking important towns, sea ports and army camps. Some of today's roads such as the A2 from London to Dover and the A5 from London to Chester run along the same routes as Roman roads.

soldiers

wealthy lady being carried in a litter

chariot carrying government letters

11

English

Can I plan a narrative?
I can include a beginning, middle and ending.
I can include descriptive language.
I can link the ending to the beginning.

This week you will be writing a story about a Roman soldier who was part of the legion that invaded Britain. Today you need to plan your story so that you can use your ideas over the next two days.

What is a plan? Why do we plan? Do we need to write in full sentences when we are completing a plan? A story needs to include – beginning, middle and end. What do we need to include in the beginning of the story. The beginning of a story should include setting the scene and introducing the character. The middle of the story includes the problem and the ending includes the resolution (how the problem has been solved).

Ideas (you can use these ideas or think of your own)

Beginning: Introduce your character. How old is he? How long has he been a soldier? What is his personality like?

Problem: the soldier is captured by the British army

Resolution (ending) how does he escape? Where does he go? Where does he live? What happens to him in the future?

Story plan

Beginning		Key vocabulary
Who is the main character? Where is the story set? What time is it? What is the weather like?		
Middle What happens? What is the problem? Who is involved?		
Ending How does the character solve the problem?		

What do the characters learn?		

Maths – year 3

Equivalent Fractions

Learning Intention:

To recognise equivalent fractions

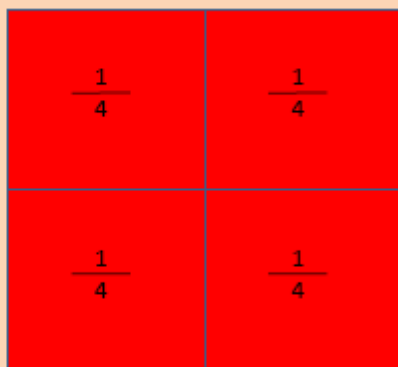Equivalent fractions are fractions that are equal to each other.

$\dfrac{2}{2} = 1$
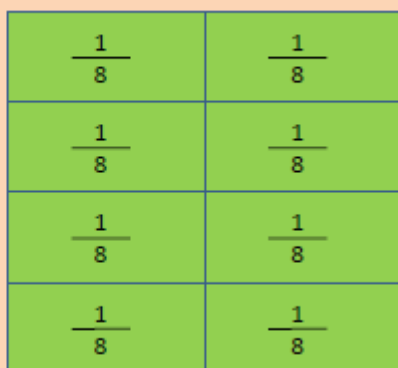
$\dfrac{1}{2}$	$\dfrac{1}{2}$

$$\frac{2}{4} = \frac{1}{2}$$

$$\frac{4}{4} = 1$$

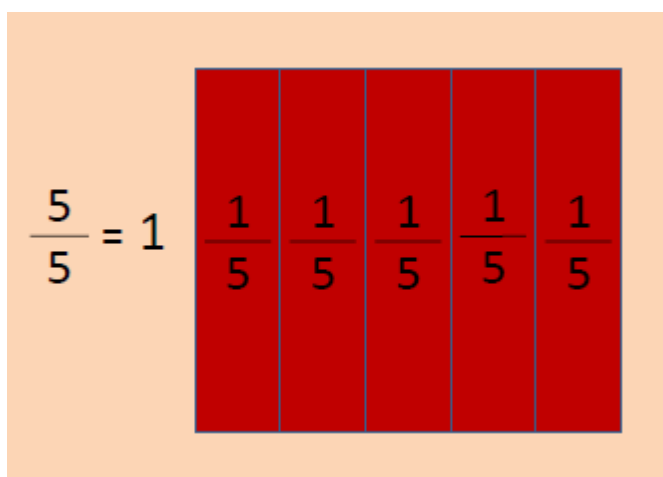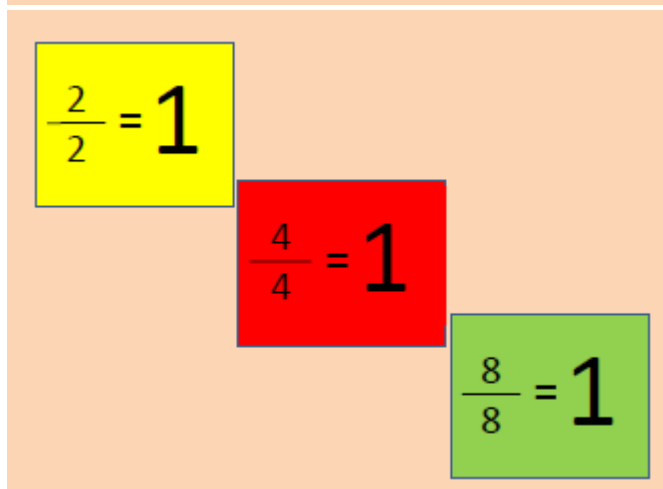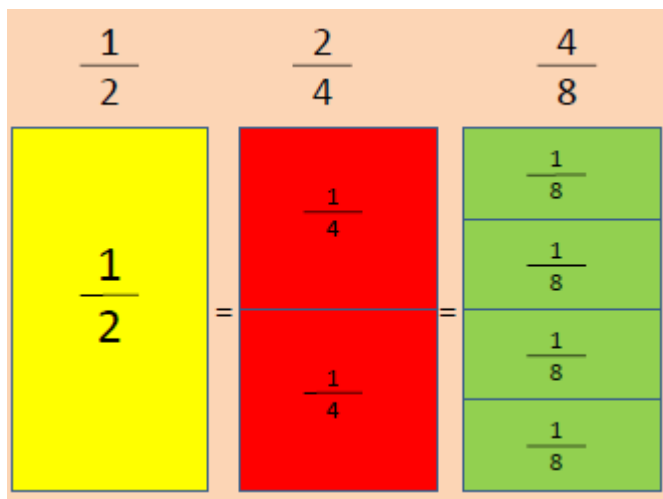| $\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{4}$	$\frac{1}{4}$

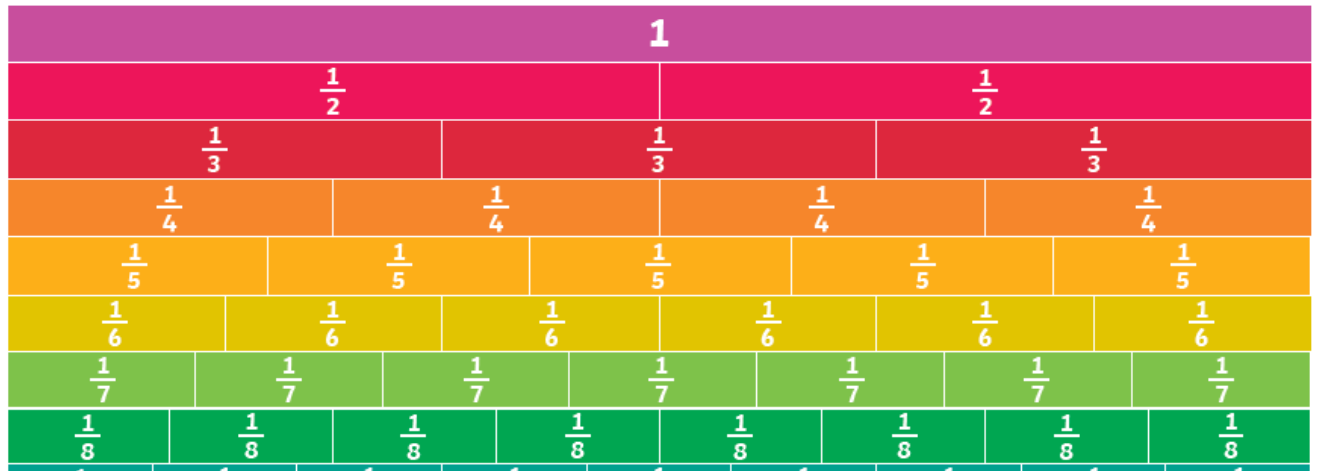$$\frac{2}{8} = \frac{1}{4}$$
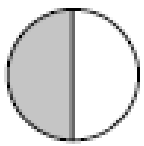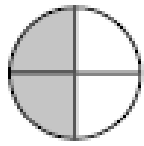
$$\frac{4}{8} = \frac{1}{2}$$

$$\frac{8}{8} = 1$$

$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{8}$	$\frac{1}{8}$

$$\frac{1}{2} \qquad \frac{2}{4} \qquad \frac{4}{8}$$

| $\frac{1}{2}$ | = | $\frac{1}{4}$ $\frac{1}{4}$ | = | $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ |

$$\frac{2}{2} = 1$$

$$\frac{4}{4} = 1$$

$$\frac{8}{8} = 1$$

$$\frac{5}{5} = 1 \qquad \frac{1}{5} \quad \frac{1}{5} \quad \frac{1}{5} \quad \frac{1}{5} \quad \frac{1}{5}$$

Fractions Wall

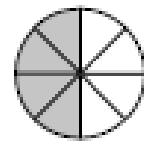| 1							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{3}$		$\frac{1}{3}$			$\frac{1}{3}$		
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{5}$	$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$
$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
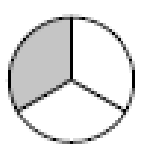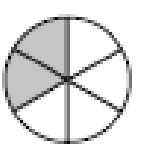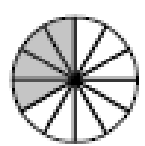
Equivalent Fractions

$\frac{1}{2}$	$\frac{2}{4}$	$\frac{4}{8}$	$\frac{1}{3}$	$\frac{2}{6}$	$\frac{4}{12}$

$$\frac{1}{2} = \frac{\square}{4}$$

$$\frac{1}{3} = \frac{\square}{6}$$

$$\frac{2}{6} = \frac{\square}{12}$$

$$\frac{1}{2} = \frac{\square}{8}$$

$$\frac{1}{3} = \frac{\square}{12}$$

$$\frac{2}{6} = \frac{\square}{3}$$

$$\frac{2}{4} = \frac{\square}{8}$$

$$\frac{4}{8} = \frac{\square}{2}$$

$$\frac{4}{12} = \frac{\square}{3}$$

$$\frac{2}{4} = \frac{\square}{2}$$

$$\frac{4}{8} = \frac{\square}{4}$$

$$\frac{4}{12} = \frac{\square}{6}$$

Maths – year 4

Finding Half ($\frac{1}{2}$)

To find half of a number of objects, you need to divide them by two.
Count the number of cakes.
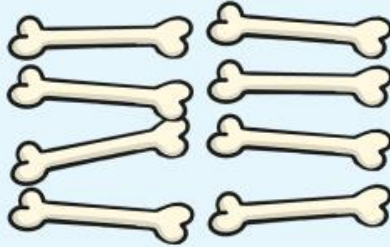
There are 8 cakes.

Finding Half ($\frac{1}{2}$)

There are 8 cakes. Divide the cakes between the two children so that they have the same number each. The best way to do this is 'one for me, one for you'.

How many cakes does each child have?

Finding a Quarter ($\frac{1}{4}$)

You need to divide by 4 to find one quarter.
Count the number of bones.

Finding a Quarter ($\frac{1}{4}$)

There are 8 bones. Divide the bones between the four dogs so that they have the same number each. How many bones does each dog have?

Finding One Third ($\frac{1}{3}$)

We divide by 2 to find half ($\frac{1}{2}$),
and four to find one quarter ($\frac{1}{4}$).

What do you think we need to divide by to find one third? Have a look at the one third fraction...

$$\frac{1}{3}$$

You need to divide by 3
to find one third.

Finding One Third ($\frac{1}{3}$)

Here are 9 butterflies. Divide them between the three flowers so that the same number is on each flower. How many butterflies are on each flower?
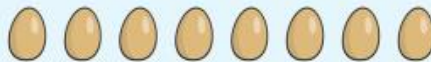

Finding three quarters ($\frac{3}{4}$)

You know how to find one quarter, so now let's look at finding three quarters.
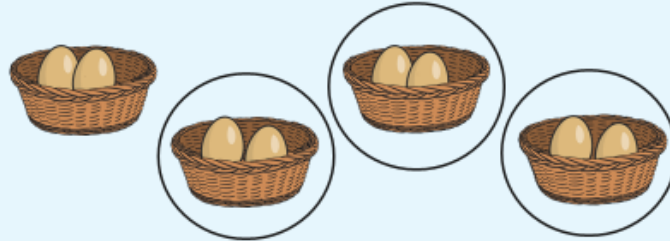
First find one quarter.

There are 8 eggs. If we divide these eggs between 4 baskets, how many eggs will be in each basket?

Finding Three Quarters ($\frac{3}{4}$)

There will be 2 eggs in each basket.

To find three quarters, simply count the total number of eggs in 3 of the baskets.

There are 6 eggs in the 3 baskets.

So three quarters of 8 is 6. $\frac{3}{4}$ of 8 = 6

Finding Two Thirds ($\frac{2}{3}$)

You know how to find one third, so now let's look at finding two thirds. First find one third.

There are 6 paintbrushes. If we divide these brushes between 3 jars, how many brushes will be in each jar?

Can I work out fractions of amounts?
I can divide the whole by the denominator.
I can multiply the answer by the numerator.

Use a bar model to work out the fractions

½ of 40

¼ of 40

½ of 82

1/3 of 36

1/5 of 45

Apply

Whitney has 12 chocolates.

On Friday, she ate $\frac{1}{4}$ of her chocolates and gave one to her mum.

On Saturday, she ate $\frac{1}{2}$ of her remaining chocolates, and gave one to her brother.

On Sunday, she ate $\frac{1}{3}$ of her remaining chocolates.

How many chocolates does Whitney have left?

Fill in the Blanks

$$\frac{1}{3} \text{ of } 60 = \frac{1}{4} \text{ of } \boxed{}$$

$$\frac{1}{\boxed{}} \text{ of } 50 = \frac{1}{5} \text{ of } 25$$

Spelling and Grammar – years 3 and 4

Which of the words below are conjunctions?

and

sadly

went

the

bright

but

before

while

Which of the words below are conjunctions?

and	sadly
went	the
bright	**but**
before	**while**

Circle the subordinating conjunction in the sentence below:

The pirate counted the gold coins after he opened the treasure chest.

Circle the subordinating conjunction in the sentence below:

The pirate counted the gold coins (after) he opened the treasure chest.

True or false? The underlined words are subordinating conjunctions.

The frog jumped <u>onto</u> the lily pad.

The frog croaked <u>while</u> he sat on the lily pad.

True or false? The underlined words are subordinating conjunctions.

The frog jumped <u>onto</u> the lily pad.

False, 'onto' is a preposition.

The frog croaked <u>while</u> he sat on the lily pad.

True.

Choose the most likely subordinating conjunctions to complete the sentences below.

I can play out _____ I have had my dinner.

Jack is my friend _____ I haven't seen him for a few weeks.

| if | after | while | although |

Choose the most likely subordinating clause to complete the sentence below.

It was an exciting match although...

1. I bought a ticket.

2. the team played really well.

3. my team did not win.

Application 1

Write two sentences using two different subordinating conjunctions.

1. I go to bed…

2. I go to bed…

| when | if | because | although |

Application 2

Rewrite each pair of sentences as one sentence using a subordinating conjunction.

I jumped in the puddles. It rained.

I will read the book. It is about aliens.

I hurt my knee. I tripped up.

Subordinating Conjunctions

1a. Circle the subordinating conjunction in the sentence below:

The rocket crashed when it landed on the moon.

2a. True or false? The underlined word is a subordinating conjunction.

The cat purred <u>because</u> it was being stroked.

3a. Choose a subordinating conjunction to complete the sentence below.

that   when   if

I like to play out _____ it is sunny.

4a. Choose the most likely subordinating clause to complete the sentence below.

I asked the teacher for help when
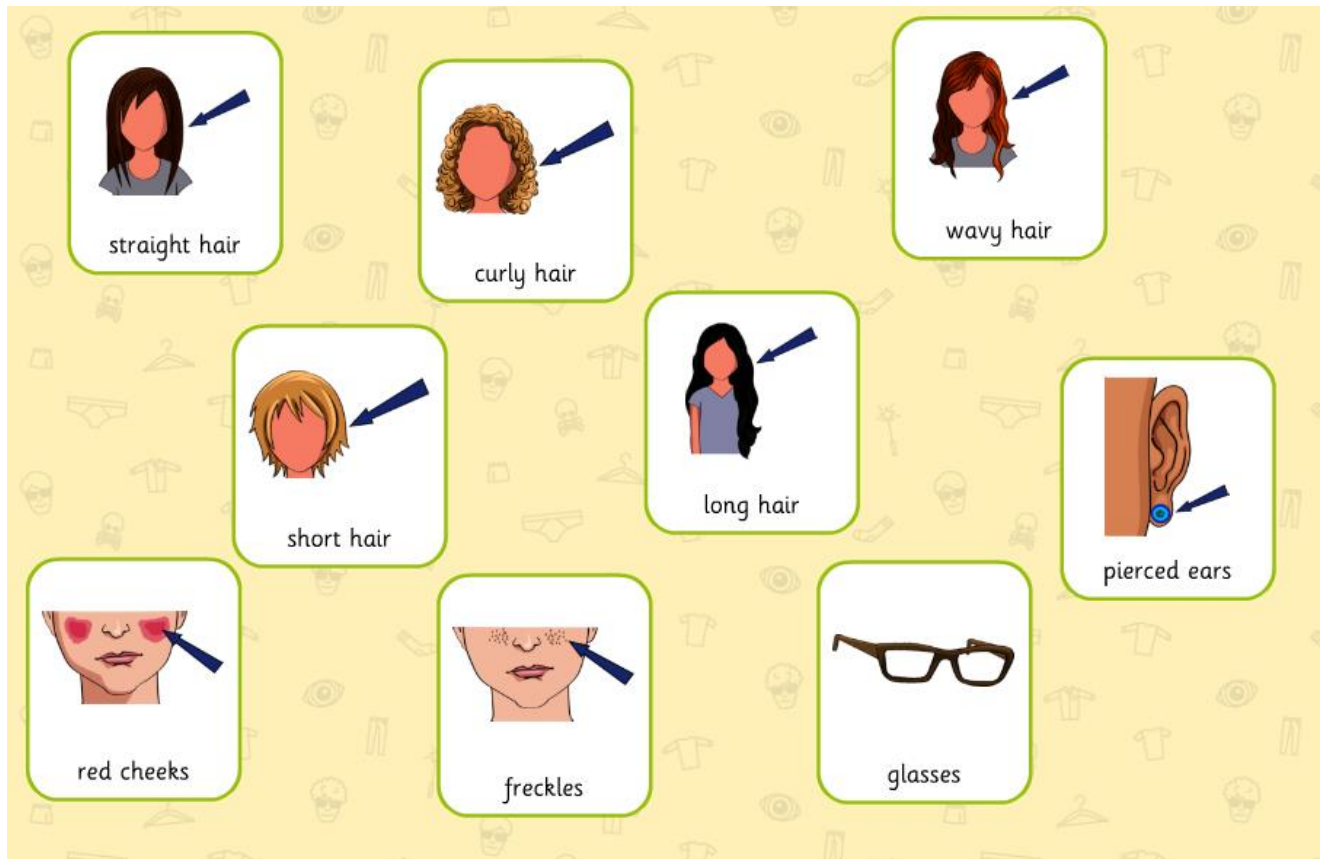
1. I was stuck.

2. she read a book.

3. the book was on the shelf.

French – years 3 and 4

straight hair

curly hair

wavy hair

short hair

long hair

pierced ears

red cheeks

freckles

glasses

les cheveux raides

les cheveux bouclés

les cheveux ondulés

les cheveux courts

les cheveux longs

les oreilles percées

les joues rouges

des taches de rousseur

des lunettes

Nous sommes tous différents / We're all different

Q1 Read these French sentences and colour in the correct picture to match each sentence.

Elle a les cheveux bouclés.

Elle a les oreilles percées.

Elle a des taches de rousseur.

Q2 Look at the pictures and fill in the blanks to finish the French words.

des   lu__e__t__s

les   ch__v__ux   co__ __t__

Now Try These

- Draw two of your friends and label in French the things that make them look different to each other. Use the vocabulary from this lesson to help you.
- Draw the person being described: "Elle a les cheveux courts et ondulés. Elle a les oreilles percées. Elle a des lunettes et les joues rouges."