

What is area?



- 1 a) Work with a partner.

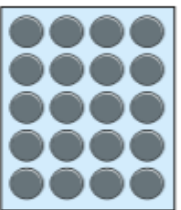
Use 4 sticky notes to make as many different rectilinear shapes as you can.

How many different shapes did you make?

- b) All of the shapes that you made have the same area.
Explain how you know that this is correct.

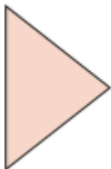


- 2 Amir covers a rectangle with some counters.



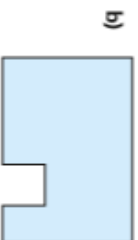
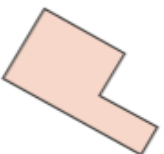
- a) Amir thinks the area of the rectangle is exactly 20 counters.
Is Amir correct? _____
- b) Explain why counters are not the best way to measure area.

- 3 Eva draws this shape.



- a) To the left, draw a triangle with a smaller area.
b) To the right, draw a triangle with a greater area.

- 4 For each pair of shapes, tick the shape with the greater area.



5



A longer object will always have a greater area than a shorter object.

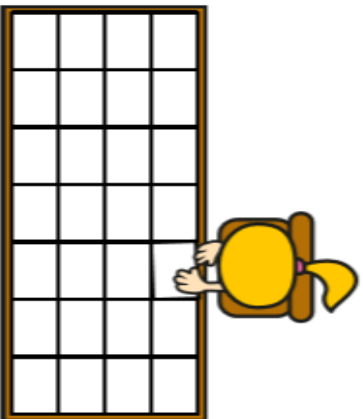
Do you agree with Teddy? _____

Draw a picture to support your answer.

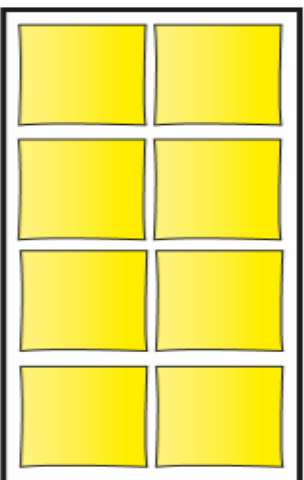
6

Eva is measuring the area of the tabletop.

She has covered the table with exactly 28 sheets of paper.



She covers one sheet of paper with sticky notes.

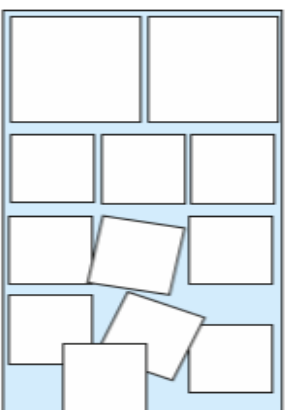


What is the area of the tabletop in sticky notes?

sticky notes

7

Kim thinks the area of the rectangle is 12 squares.



Is Kim correct? _____

How do you know?



Monday-Maths answers

What is area?



1 a) Work with a partner.

Use 4 sticky notes to make as many different rectilinear shapes as you can.

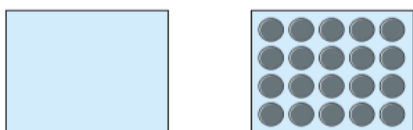
How many different shapes did you make?

5

b) All of the shapes that you made have the same area.

Explain how you know that this is correct.

2 Amir covers a rectangle with some counters.



a) Amir thinks the area of the rectangle is exactly 20 counters.

Is Amir correct? No

b) Explain why counters are not the best way to measure area.

They are round so don't fill the space.



3 Eva draws this shape.

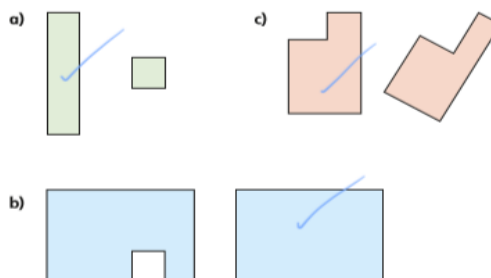
E.g.



a) To the left, draw a triangle with a smaller area.

b) To the right, draw a triangle with a greater area.

4 For each pair of shapes, tick the shape with the greater area.



5



A longer object will always have a greater area than a shorter object.

Do you agree with Teddy? No

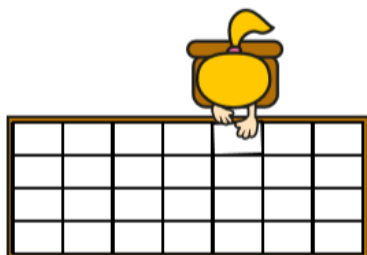
Draw a picture to support your answer.



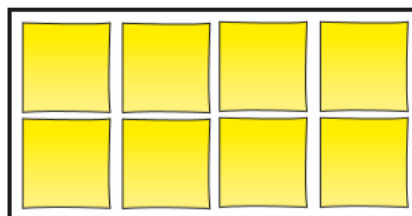
6

Eva is measuring the area of the tabletop.

She has covered the table with exactly 28 sheets of paper.



She covers one sheet of paper with sticky notes.

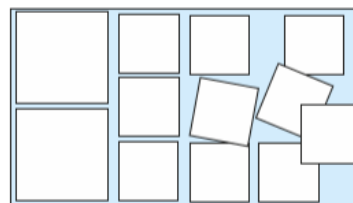


What is the area of the tabletop in sticky notes?

224 sticky notes

7

Kim thinks the area of the rectangle is 12 squares.



Is Kim correct? No

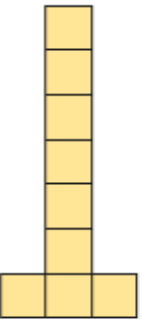
How do you know?



Counting squares

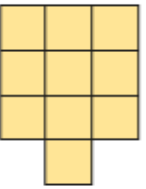
1 Count the squares in each shape to find the area.

A



The area is squares.

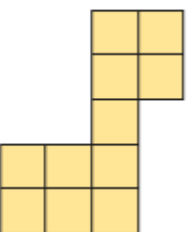
B



The area is squares.

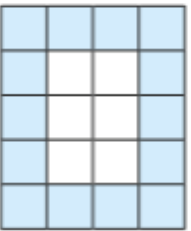
The area is squares.

C



Which shape has the greatest area? _____

2 What is the area of the shaded part of the shape?



The area is squares.

3 Here is a kitchen tile.

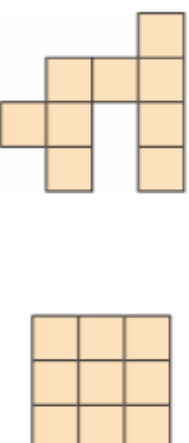


a) What area of the tile is blue? squares

b) What area of the tile is white? squares

c) What is the total area of the tile? squares

4 These two shapes are made up of squares of the same size.



These two shapes have the same area.

Jack

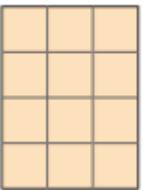
The first shape is bigger as it takes up more space.

Rosie

Who is correct? _____

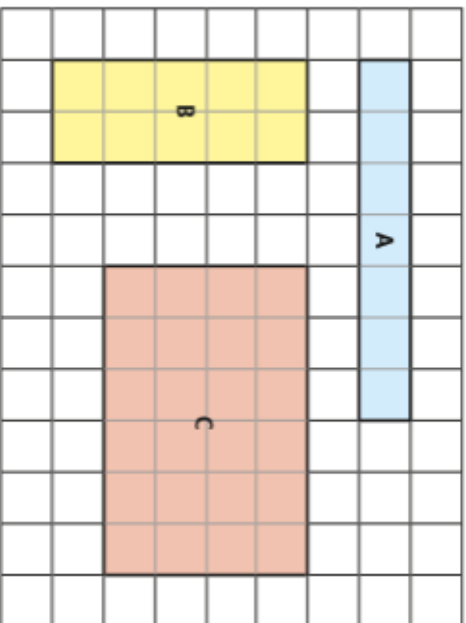
Explain how you know.

5 Here is a rectangle.



- a) The rectangle has rows and columns.
b) What is the area of the rectangle? squares
c) How did you work out the area?

6 Find the area of each rectangle.

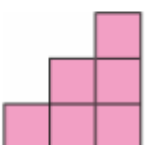


A = squares B = squares C = squares

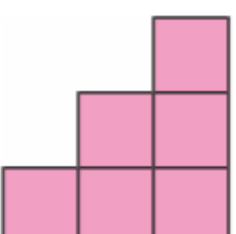
7 Nijah and Eva are making shapes.

They each use 6 squares.

Nijah's shape



Eva's shape

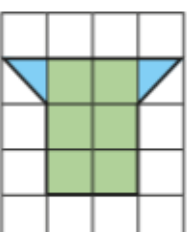


The area of Nijah's shape is equal to the area of Eva's shape.

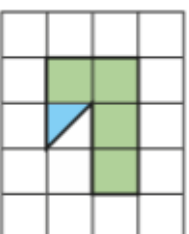
Is this true or false? _____

How do you know?

8 What is the area of each shape?



area = squares



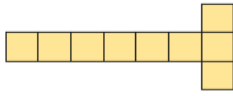
area = squares

Tuesday-Maths answers

Counting squares

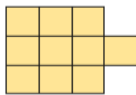
1 Count the squares in each shape to find the area.

A



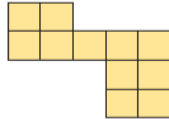
The area is squares.

B



The area is squares.

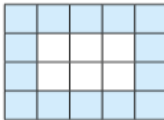
C



The area is squares.

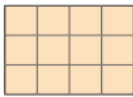
Which shape has the greatest area? C

2 What is the area of the shaded part of the shape?



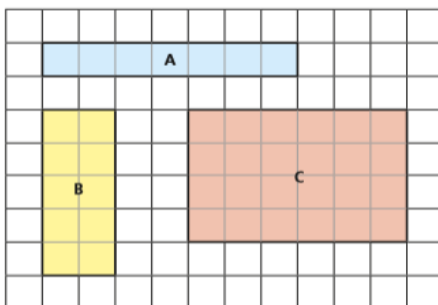
The area is squares.

5 Here is a rectangle.



- a) The rectangle has rows and columns.
 b) What is the area of the rectangle? squares
 c) How did you work out the area?

6 Find the area of each rectangle.



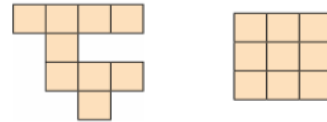
A = squares B = squares C = squares

3 Here is a kitchen tile.



- a) What area of the tile is blue? squares
 b) What area of the tile is white? squares
 c) What is the total area of the tile? squares

4 These two shapes are made up of squares of the same size.



These two shapes have the same area.

Jack

The first shape is bigger as it takes up more space.



Rosie

Who is correct? Jack

Explain how you know.

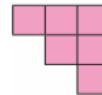
They both have an area of 9 squares.

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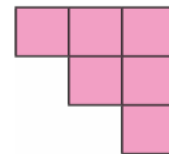
7 Nijah and Eva are making shapes.

They each use 6 squares.

Nijah's shape



Eva's shape



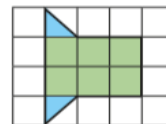
The area of Nijah's shape is equal to the area of Eva's shape.

Is this true or false? False

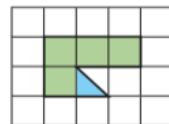
How do you know?

They are not made using the same size shapes.

8 What is the area of each shape?



area = squares

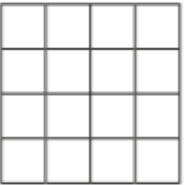


area = squares

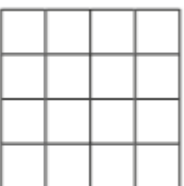
Making shapes

1 Draw a shape with the given area.

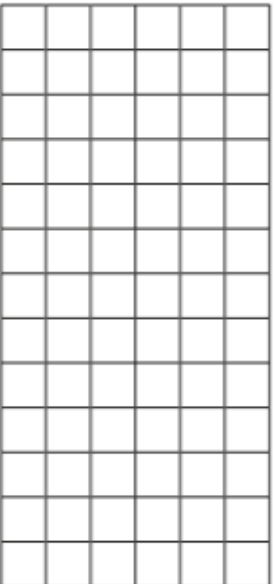
a) area = 7 squares



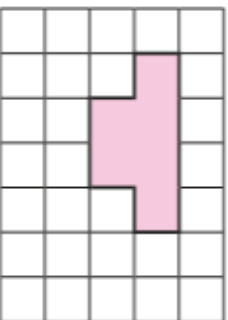
b) area = 13 squares



2 a) Draw two different shapes, each with an area of 8 squares.



3 Shade more squares to make the area 11 squares.

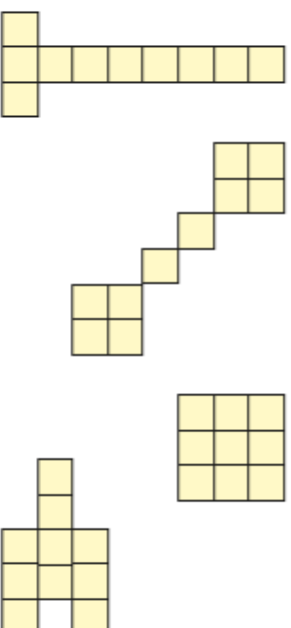


4 Amir has created a shape.



My shape has an area of 10 squares and is rectilinear.

Tick the shapes that Amir could have made.



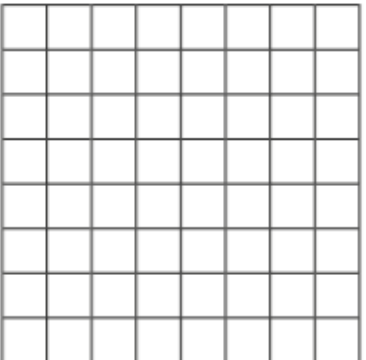
5



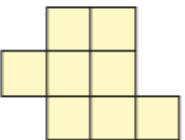
I cannot make a large square using an odd number of smaller squares.

Do you agree with Whitney? _____
Draw a picture to support your answer.

6 Draw two different rectangles, each with an area of 12 squares.



7 a) Add squares to this shape to make it into a square.



b) What is the area of the square you have made?

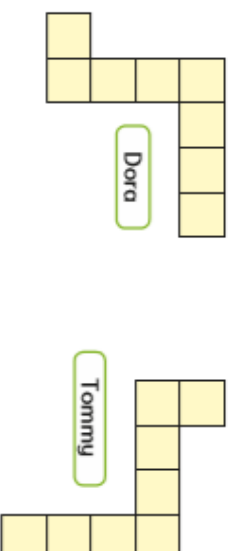
squares

c) How could you make a larger square?

How many more squares do you need to add?

Show your working.

8 Dora and Tommy have drawn rectilinear shapes.



Tommy says he has made a different shape with the same area.

Do you agree with Tommy? _____

Explain your answer.

9 Use six square sticky notes or square shapes.



Make as many different rectilinear shapes with the squares as you can.

Draw some of your shapes.



Compare answers with a partner.

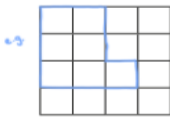
Wednesday-answers

Making shapes

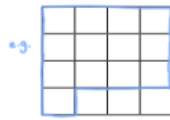


1 Draw a shape with the given area.

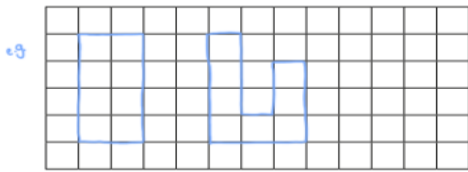
a) area = 7 squares



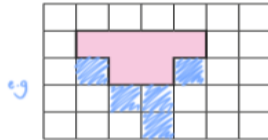
b) area = 13 squares



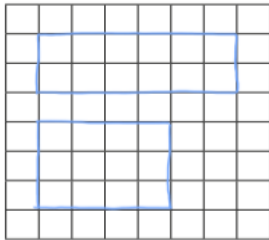
2 a) Draw two different shapes, each with an area of 8 squares.



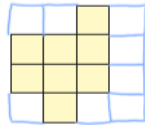
3 Shade more squares to make the area 11 squares.



6 Draw two different rectangles, each with an area of 12 squares.



7 a) Add squares to this shape to make it into a square.



b) What is the area of the square you have made?

16 squares

c) How could you make a larger square?

How many more squares do you need to add?

Show your working.

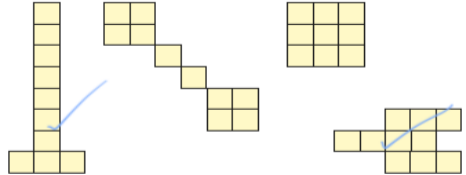
9

4 Amir has created a shape.



My shape has an area of 10 squares and is rectilinear.

Tick the shapes that Amir could have made.



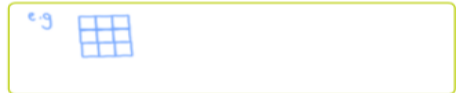
5



I cannot make a large square using an odd number of smaller squares.

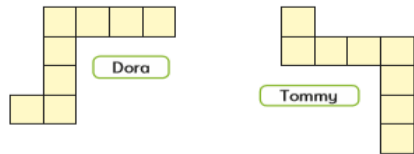
Do you agree with Whitney? no

Draw a picture to support your answer.



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8 Dora and Tommy have drawn rectilinear shapes.



Tommy says he has made a different shape with the same area.

Do you agree with Tommy? no

Explain your answer.

9 Use six square sticky notes or square shapes.



Make as many different rectilinear shapes with the squares as you can.

Draw some of your shapes.

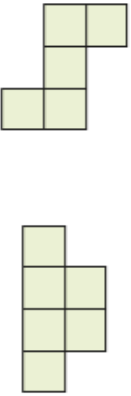


Compare answers with a partner.

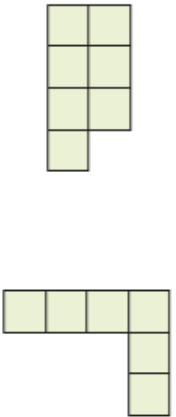
Comparing area



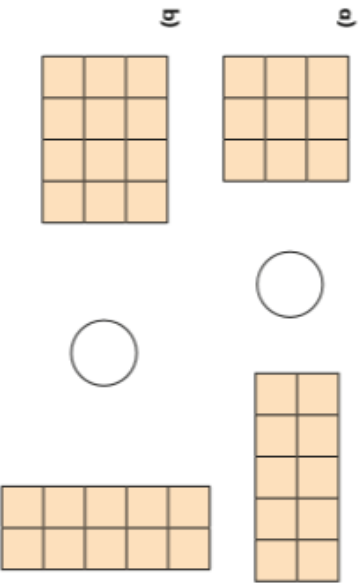
1 a) Tick the shape with the larger area.



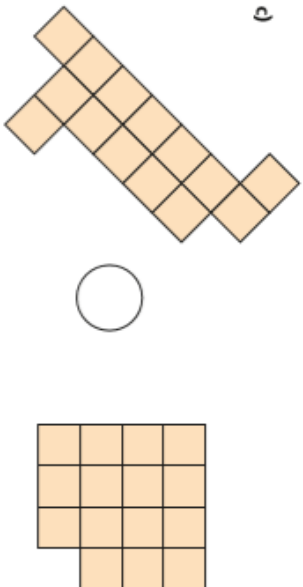
b) Tick the shape with the smaller area.



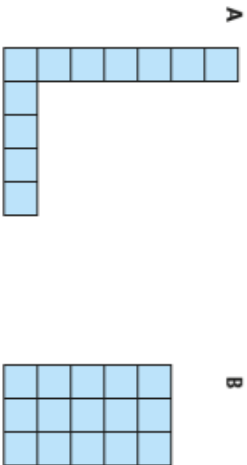
2 Write $<$, $>$ or $=$ to compare the area of the shapes.



d)

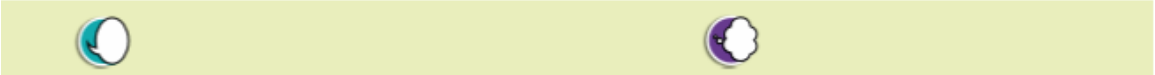


3 Mo draws these two shapes.

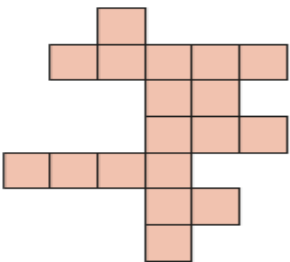


Shape B must have a smaller area than shape A because it is shorter and thinner than shape A.

Do you agree with Mo? _____
 Explain your reasoning.

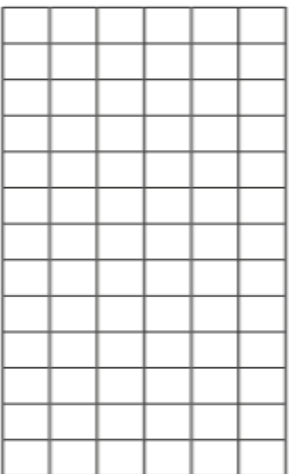


4 Here is a shape.



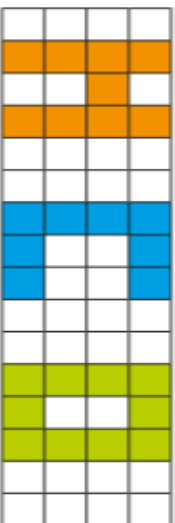
a) What is the area of this shape? squares

b) Draw a different shape with an area that is 2 squares larger.



5 Put these letter shapes in order of size.

Start with the shape with the smallest area.

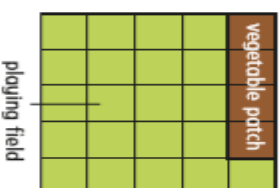




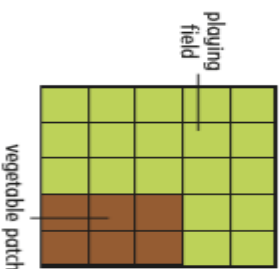
6 Here are plans of two school fields.

Each has a playing field and a vegetable patch.

High Street School



Main Street School



a) What is the difference in the area of the playing fields?

The difference in area of the playing fields is squares.

b) What is the difference in the area of the vegetable patches?

The difference in area of the vegetable patches is squares.

c) High Street School doubles the size of its vegetable patch.

Main Road School adds 1 square to its vegetable patch.

Which school now has the larger vegetable patch?

Show your working.

_____ School now has the larger vegetable patch.

Thursday-Maths answers

Comparing area



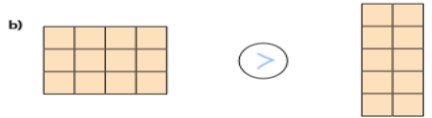
1 a) Tick the shape with the larger area.



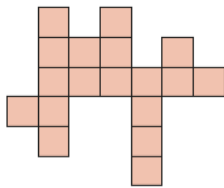
b) Tick the shape with the smaller area.



2 Write $<$, $>$ or $=$ to compare the area of the shapes.

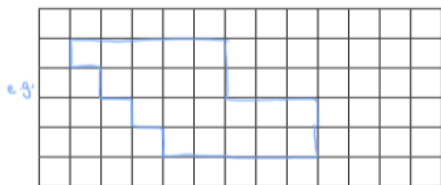


4 Here is a shape.



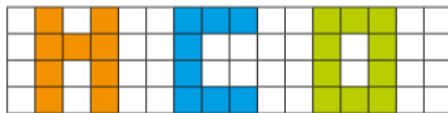
a) What is the area of this shape? squares

b) Draw a different shape with an area that is 2 squares larger.

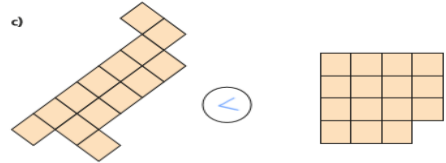


5 Put these letter shapes in order of size.

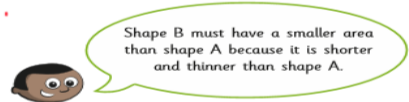
Start with the shape with the smallest area.



C H O



3 Mo draws these two shapes.



Do you agree with Mo? No
Explain your reasoning.

6 Here are plans of two school fields.

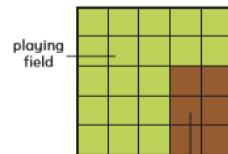
Each has a playing field and a vegetable patch.

High Street School



playing field

Main Street School



vegetable patch

a) What is the difference in the area of the playing fields?

The difference in area of the playing fields is squares.

b) What is the difference in the area of the vegetable patches?

The difference in area of the vegetable patches is squares.

c) High Street School doubles the size of its vegetable patch.

Main Road School adds 1 square to its vegetable patch.

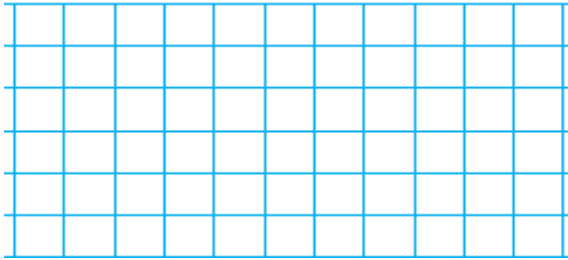
Which school now has the larger vegetable patch?

Show your working.

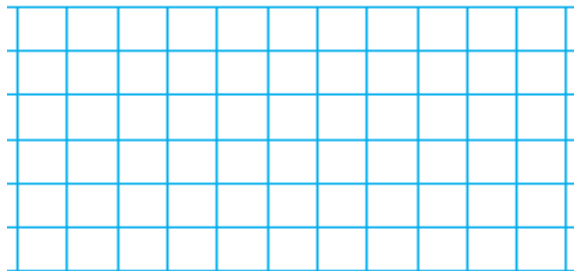
High Street School now has the larger vegetable patch.

Arithmetic Practice

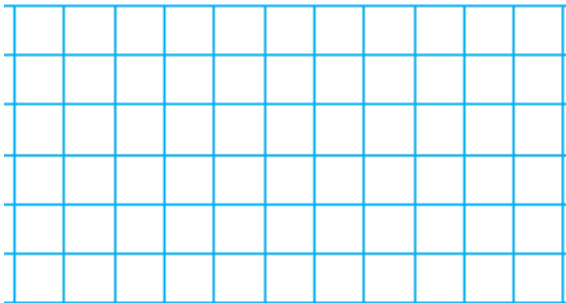
1. $7801+3559 =$



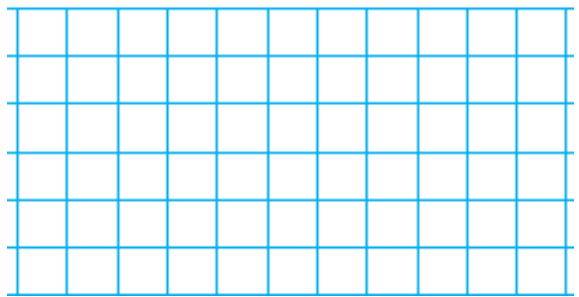
5. $8 \times 700 =$



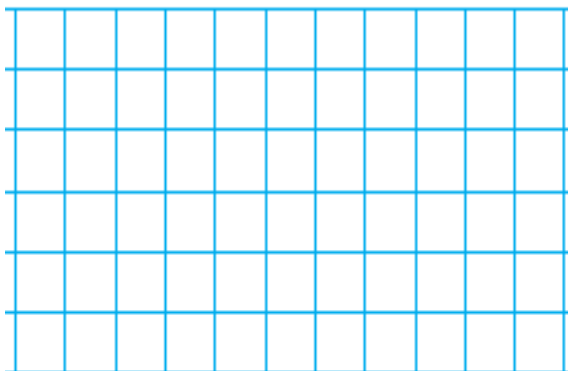
2. What is $65 \times 6 =$



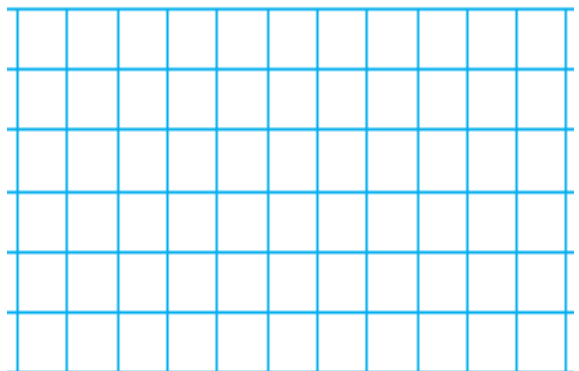
6. What is 1387 rounded to the nearest 100?



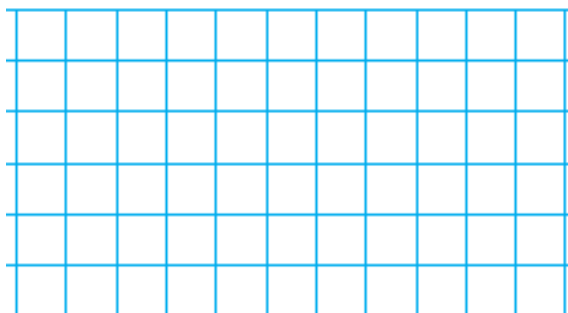
3. What is half of 180?



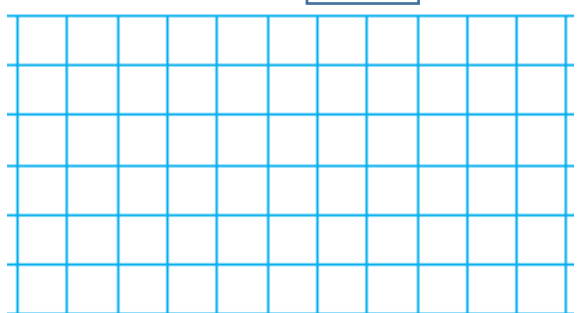
7. $4500-999 =$



4. $378 \times 2 =$

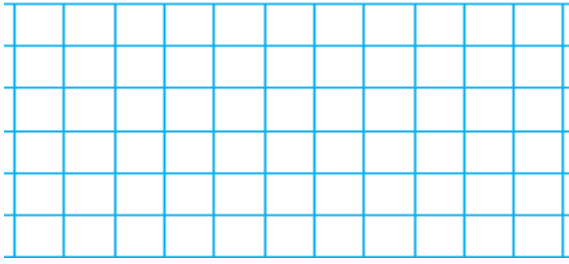


8. $4 \times 60 = 200 +$

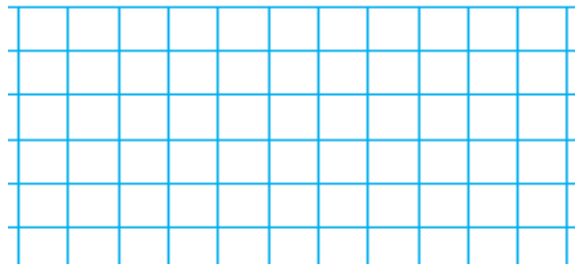


Friday-Maths answers

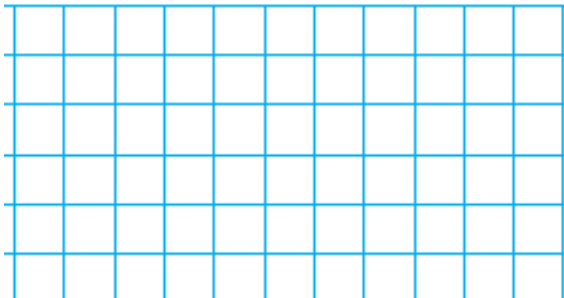
1. $7801+3559 = 11,360$



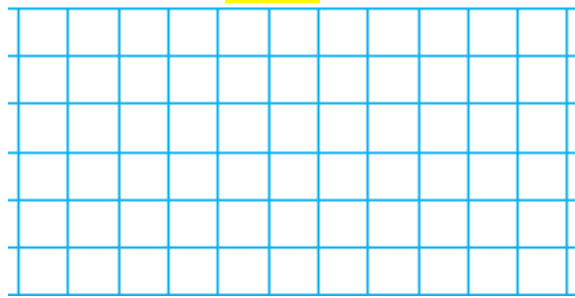
5. $8 \times 700 = 5600$



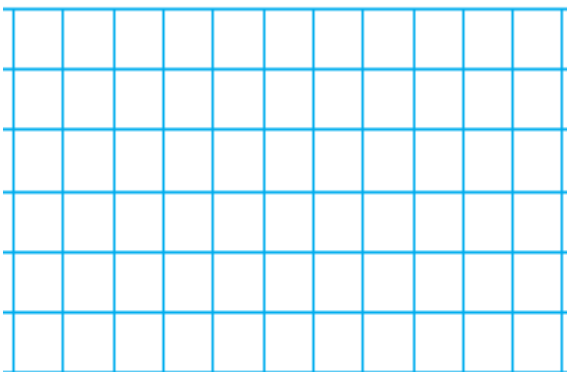
2. What is 65×6 ? $= 390$



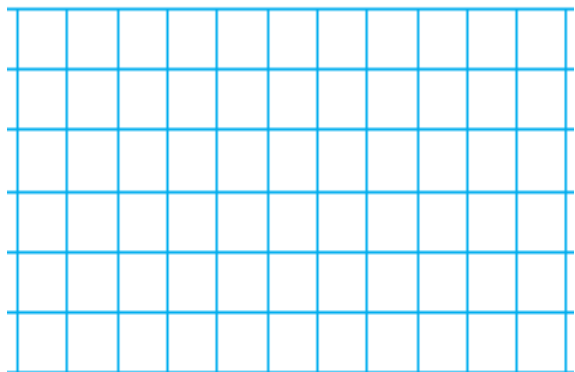
6. What is 1387 rounded to the nearest 100? $= 1400$



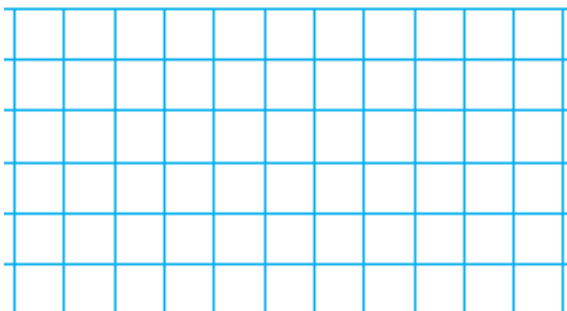
3. What is half of 180? $= 90$



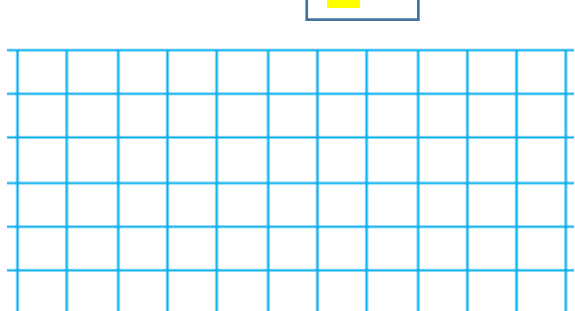
7. $4500-999 = 3,501$



4. $378 \times 4 = 1,512$



8. $4 \times 60 = 200 +$ 40



Robots in Films and TV Programmes

1 Robots have been characters in films for over 75 years. In the early days, the robots were just people in robot costumes.

3 **Computer robots**

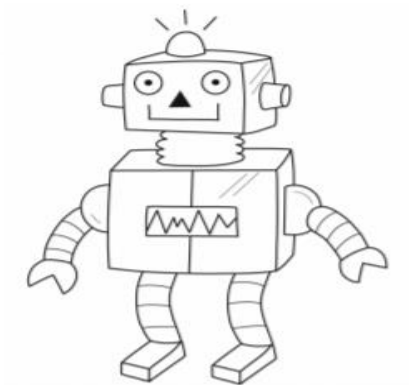
50 years ago, computers were the size of wardrobes and so modern that most people had never seen one except in films. People were very excited about computers, so robots had flashing orange and red lights to make people think they were controlled by computers. Since they were still people in costume, however, most film robots still looked like people.

9 **Puppet robots**

That was changed by the BBC TV series *Doctor Who*. In 1963, the Daleks arrived. Daleks – which had people inside them – looked like enormous salt-shakers on wheels. They introduced the idea that robots didn't have to look like people, and could even be played by 'puppets'. The most famous film robots ever made are probably R2D2 and C-3PO from the film *Star Wars*. The first of the *Star Wars* films was made in 1977. C-3PO looks like a human. R2D2 looks a bit like a dustbin. He is short, with flashing lights and beeping sounds. In some scenes, R2D2 had a man crouched inside him, but in most he was a radio-controlled puppet.

18 **CGI**

Today, most robots in films are made using computer-generated imagery (CGI). Since the early 2000s, CGI has been the main type of special effect in films. Robots have become part of those 'special effects': they are no longer people in suits, or even radio-controlled puppets. Today, they are drawings that are made to move using CGI. But since they're only drawings, the size and shape of CGI robots can be anything you can imagine.



1. Why did robots in early films look like humans?

2b

1 mark

2. "computers were the size of wardrobes" (paragraph 2).

Suggest a different word or phrase to replace "the size of wardrobes".

2a

1 mark

3. Why did film robots 50 years ago have flashing lights?

2b

1 mark

4. Why are Daleks so important in the history of screen robots?

2b

1 mark

5. "R2D2 looks a bit like a dustbin." Why does the writer give the reader this information?

2g

1 mark

6. Write an alternative heading for the last paragraph.

2c

1 mark

7. Film-makers today probably wouldn't hire an actor to play a robot. Why not?

2d

1 mark

8. Number these types of robots in the order in which they were used in films.

Robots that look like anything you can imagine.

Robots that look like computers.

Robots that look like people in suits.

Robots that are puppets.

2c

2 marks

9. What do you think a robot would look like in a film that was made in 1990?

a person in a costume

a puppet

CGI

Explain your answer.

2d

2 marks

Practice text: Robots in Films and TV Programmes

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Why did robots in early films look like humans?	Because they were just people in costumes.	2b 1 mark	Question focus: find information in non-fiction text. Strategies: • Carefully read the question, marking key words. • Consider where in the text you'll find the answer. • Scan the text for the information.
2. "computers were the size of warehouses" (paragraph 2) Suggest a different word or phrase to replace "the size of warehouses".	Words should imply very big/huge/sizable.	2a 1 mark	Question focus: give the meaning of words in context. Strategies: • Carefully read the question, marking key words. • Consider the meaning of the quotation in the context of the text.
3. Why did film robots 50 years ago have flashing lights?	To make people think they were controlled by computers.	2b 1 mark	Question focus: find information in the text. Strategies: • Carefully read the question, marking key words. • Consider where in the text you'll find the answer. • Scan the text for the information.
4. Why are Droids so important in the history of screen robots?	They were the first screen robots that didn't look like people.	2b 1 mark	Question focus: find information in the text. Strategies: • Carefully read the question, marking key words. • Consider where in the text you'll find the answer. • Scan the text for the information.
5. "R2D2 looks a bit like a droidin." Why does the writer give the reader this information?	So the reader can imagine what R2D2 looks like.	2g 1 mark	Question focus: explain how author's use of language contributes to meaning. Strategies: • Carefully read the question, marking key words. • Scan the text for the quotation. • Consider the impact of the author's choice of words.
6. Write an alternative heading for the last paragraph.	Accept reasonable ideas such as: • CGI robots • Imaginative robots • Robots of the future • 21st-century robots • Special effect robots	2c 1 mark	Question focus: summarise ideas. Strategies: • Carefully read the question, marking key words. • Skim the final paragraph to get the gist. • Revise previous headings to understand the structure.

Practice text: Robots in Films and TV Programmes

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
7. Film makers today probably wouldn't hire an actor to play a robot. Why not?	Because now robots are just drawings/CGI robots can be used/special effects are available.	2d 1 mark	Question focus: make inferences from the text. Strategies: • Carefully read the question, marking key words. • Consider where in the text you'll find useful information. • Carefully reread that part of the text, considering the question.
8. Number these types of robots in the order in which they were used in films. <input type="checkbox"/> Robots that look like anything you can imagine. <input type="checkbox"/> Robots that look like computers. <input type="checkbox"/> Robots that look like people in suits. <input type="checkbox"/> Robots that are puppets.	4 Robots that look like anything you can imagine. 2 Robots that look like computers. 1 Robots that look like people in suits. 3 Robots that are puppets.	2c 2 marks	Question focus: summarise main ideas from more than one paragraph. Strategies: • Carefully read the question, marking key words. • Scan the whole text for descriptions of robots. • Think of the order in which they were introduced. Award 1 mark for two consecutive answers being correct. Award 2 marks for all answers correctly ordered.
9. What do you think a robot would look like in a film that was made in 1990? <input type="checkbox"/> a person in a costume <input type="checkbox"/> a puppet <input type="checkbox"/> CGI Explain your answer.	A puppet. 1990 is before 2000, so it won't be CGI. It's after the 1960s and 1970s so it probably wouldn't just be a person in a suit.	2d 2 marks	Question focus: explain inferences and justify them using evidence from the text. Strategies: • Carefully read the question, marking key words. • Scan the text for information about times before and after the 1990s. • Consider what robots were like before then and after then. Award 1 mark for each part of the question.

Tuesday - English

How can we describe our Roman Soldier?

Think about his appearance, what his job role would have been, his personality, what he might sound like and how he might have moved.



A Roman Soldier

To create interesting characters that engage the reader, writers think not only about what the character looks like, but how they speak and move. Find examples of how the character looks, speaks and moves and write them in the correct columns.

How they look - Appearance	How they speak	How they move
		Personality
	Adjectives	

Key Words

sharp	javelin
protect	leather
helmet	armour
metal	shield
belt	sword
tunic	wool
sandals	flexible
battle	weapon



helmet

sandals

shoulder plates

groin protection

body armour

woollen tunic

shield

chariot



sword



Tunics were usually red, and made of wool in the winter and linen in the summer.

The shield was plywood or leather. It curved round the body. The paint used was red, brown and beige.

Sandals were worn all year around. They were made from leather. The soles had iron hobnails to make them last longer.

The helmets and armour were made of metal.

Sandals

What was it made from?

Leather, with metal studs on the bottom.



Advantages

- Leather is soft.
- Leather is hard wearing – Roman soldiers had many miles to march.
- Studs stopped soldiers slipping on mud.
- Studs prevented the soles from wearing out.
- An extra weapon – they could stamp on their enemies.

How does it work?

- Sandal straps tied round the leg so they didn't fall off.
- Studs gripped into soft surfaces.

Disadvantages

- Not warm for Britain
- Studs would be slippy on wet stone.

Photo courtesy of MatthiasKabel (@flickr.com) - granted under creative commons licence - attribution

Helmet

What was it made from?

Iron with brass decorations on the main helmet and the cheek plates.



Advantages

- The helmets were beaten out of a single piece of metal, therefore providing greater protection.
- They were cheap and easy to produce.
- Officers were able to demonstrate their importance and be easily followed by wearing crests of horse hair on top of their helmet.

How does it work?

The outer rim protects the forehead and prevents the sword blows from penetrating the helmet. The rear of the helmet has a guard to protect the neck.

Disadvantages

The helmets were very heavy and uncomfortable.

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Shoulder Plates

What was it made from?

Soft iron on the inside and mild steel on the outside, which allowed the plates to become hardened against damage without becoming brittle.



Advantages

The overlapping metal strips were fastened with hooks and laces at the front and hinged at the back. Internal vertical leather strips enabled the soldier to bend easily.

How does it work?

The shoulder plates were made of curved, hinged pieces of metal which enabled the soldier to move freely yet remain protected.

Disadvantages

- The upper and forearms were unprotected.
- Hot and heavy in battle.

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Shield

What was it made from?

- The shields were generally made from wood, with additional layers added to create the curve.
- The shields were covered in leather and linen then decorated elaborately.



Advantages

The hand grip, on the inside of the shield, was protected by a metal boss which could also be used to push into an enemy and knock them down.

How does it work?

- It was semi-circular so that any objects thrown at the soldier would rebound to the other side.
- The roman soldiers used the shields to create battle formations.

Disadvantages

They were very heavy and absorbed water during rain fall, making them even heavier.

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Body Armour

What was it made from?

- Multiple, individual iron bands wrapped around the chest and shoulders.

Advantages

- Gave good protection and allowed some movement.
- The strips of metal could be replaced if they were damaged.
- The shoulder plates were hinged to allow movement.

Disadvantages

Soldiers needed help to put on the body armour as it was so heavy.



How does it work?

- The iron bands were attached together by leather internal strips.
- Additional curved metal strips were positioned on the shoulders to provide extra coverage.

Photo courtesy of Michael Park (@flickr.com) - granted under creative commons licence - attribution

Tunic

What was it made from?

The military tunic was made from wool, cotton or linen, depending on the climate.

Advantages

The tunics were created with great care and made to measure for each individual soldier. The length of the tunic reflected the soldiers rank and authority within the army.

Disadvantages

Did not offer protection against hostile weather conditions.



How does it work?

It was a wide, under garment which was worn underneath the body armour to protect the body from the armour and allow freedom of movement in battle.

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Groin Protection

What was it made from?

Leather strips which were decorated.

Advantages

The belt made a jangling noise when the soldier moved. The noise created by hundreds of soldiers as they marched was believed to have intimidated their enemies.

Disadvantages

The actual protection provided to the groin area was minimal.



How does it work?

The groin protection was a belt worn with the tunic. It was decorated with leather strips which provided protection to the groin area.

What Is a Fronted Adverbial?

An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause. Adverbs can be used as adverbials, but many other types of words, phrases and clauses can be used in this way. When adverbials are used at the beginning of a sentence, they are called '**fronted adverbials**'.



Sleepily, the tiger yawned.



Once per week, the milkman delivers two pints of milk.



Feeling frightened, Freddie ran back home.

Spot the Fronted Adverbial

Can you spot the fronted adverbials in these sentences?
Copy them onto a whiteboard.



Loudly, the second hand ticked.



Inside the bin, the creature waited.



First thing in the morning, Manuel begins gathering fruit.



As loud as thunder, the blender mixes the smoothie.



Full of excitement, the children revealed their sandcastle.

Add the Fronted Adverbial

Can you add appropriate fronted adverbials in these sentences?
Write them on your whiteboard.



After a long week at work, Kerry relaxed on the beach.

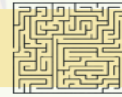


As we arrived, the swings were empty.



Sweating in the heat, Jemima watered the flowers in her garden.

Puzzled, Maya and Suki walked around the maze.



As fast as lightning, the huskies pulled the sledge.

Add the Fronted Adverbial

Can you add appropriate fronted adverbials in these sentences?
Write them on your whiteboard.



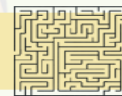
_____, Kerry relaxed on the beach.

_____, the swings were empty.



_____, Jemima watered the flowers in her garden.

_____, Maya and Suki walked around the maze.



_____, the huskies pulled the sledge.

Match the Fronted Adverbial

Match the fronted adverbials to the sentence they fit best with.
There could be more than one correct answer.

Almost unbelievably,

supermarkets do not stock products from particular brands.

Bravely,

Samurai warriors carried their swords into battle.

Sometimes,

the car screeched to a halt.

Immediately,

the team scored a goal in the final minute.

Below the sea,

a variety of previously unseen creatures are being discovered.

Mix and Match

Make as many fronted adverbial sentences as possible using the pink and yellow tiles. Your sentences must make sense.

Given the time of day,	If she were honest,	Although she was upset,
Despite the rain,	Watching from afar,	Throughout the film,
Underneath the umbrella,	Unintentionally,	As fast as he could,
she walked through the storm.	they would not stop talking.	he sprinted towards the finish.
she did not really like it much.	I would be surprised if she came.	he dialled the wrong number.
the guards followed the robber.	they kept falling asleep.	she did not tell anyone.

Can you use the same fronted adverbial more than once in different sentences?

Adverbials – to show time, place, frequency, manner and degrees of possibility

An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses. They can be used in different places within a sentence to create different effects. When they are used at the beginning of sentences, they are often called fronted adverbials.

time	place	frequency	manner	degrees of possibility
straight away	in the vicinity	occasionally	manically	almost certainly
later on	on the ground	every now and again	as quick as a flash	definitely
sometime later	beside the window	all the time	gracefully	maybe
earlier that day	somewhere far away	very often	with hope in her heart	surely
soon	all around the world	every week	stupidly	possibly
all of a sudden	over by the fence	hardly ever	cautiously	clearly
before the end of the day	out in the paddock	always	as slow as possible	obviously
in the evening	between the cliffs	continually	gently	perhaps
as soon as possible	down in the cellar	once in a while	with fear in his eyes	probably
without delay	beyond the clouds	generally	easily	undoubtedly
next week	along the pavement	usually	as quick as the wind	quite likely
in a moment	back at school	seldom	viciously	impossibly
	inside the house	periodically	without warning	unquestionably

1. Tick **all** the sentences that contain a **fronted adverbial**.

Walking across the field, the children became very muddy.

It was great fun doing the washing up.

Her mum works in an office.

Standing by Emma, Jack hopped on one leg.



2. Make three fronted adverbial sentences from the blue and orange tiles. Your sentences must make sense.

After that,	As quickly as possible,	Without reason,
In the morning,	Back at the house,	Unexpectedly,
Fortunately,	Once a year,	While I was waiting,

I tried again.	we are going to the seaside.	my computer screen turned off.
Dad was cleaning the kitchen.	we celebrate Christmas.	she reappeared right in front of us.
I checked my coat pocket and my lunch money was there.	she ran back from school.	I drew a picture in my journal.

1.

2.

3.

3. Underline the adverbials, circle the verbs.

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood.

4. Insert the comma in the correct place to demarcate the fronted adverbial.

Before the sun came up she stood and waited.

In the dead of night the black cat began to wake.

Throughout the film my sister talked on her phone.

Positively trembling with excitement he accepted the award.

Unfortunately they arrived after the film had started.

In the blink of an eye the magician was gone.

1 Tick **all** the sentences that contain a **fronted adverbial**.

Walking across the field, the children became very muddy.

It was great fun doing the washing up.

Her mum works in an office.

Standing by Emma, Jack hopped on one leg.



1 mark

2 Make three fronted adverbial sentences from the blue and orange tiles. Your sentences must make sense.

After that,	As quickly as possible,	Without reason,
In the morning,	Back at the house,	Unexpectedly,
Fortunately,	Once a year,	While I was waiting,
I tried again.	we are going to the seaside.	my computer screen turned off.
Dad was cleaning the kitchen.	we celebrate Christmas.	she reappeared right in front of us.
I checked my coat pocket and my lunch money was there.	she ran back from school.	I drew a picture in my journal.

Multiple answers possible. Sentences **must** make sense. Examples:

Once a year, we celebrate Christmas.

While I was waiting, my computer screen turned off.

Unexpectedly, she reappeared in front of us.

3 marks

3 Underline the adverbials, circle the verbs.

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood.

1 mark

4 Before the sun came up, she stood and waited.

In the dead of night, the black cat began to wake.

Throughout the film, my sister talked on her phone.

Positively trembling with excitement, he accepted the award.

Unfortunately, they arrived after the film had started.

In the blink of an eye, the magician was gone.

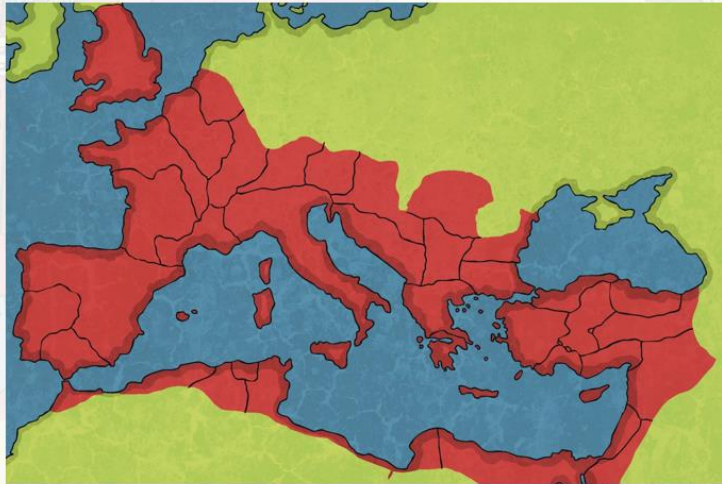
1 mark

Afternoon Activities

Monday-History

The Roman Army

The brilliance of the Roman army was the key to Rome's success in building its empire.



The Start of the Roman Army

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

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

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

How the Army Changed

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

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

The Start of the Roman Army

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

Legions were divided into 10 cohorts of 480 men.

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

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



How Did You Become a Legionary?

The legions were made up of recommended Roman citizens.

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

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



What If You Were Not a Roman Citizen?



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

Legionary's Uniform



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

Legionary's Training

- Learn to build camps, swim, sling stones, ride horses, mount and dismount horses fully armed with his shield and no stirrups.
- Do a drill once a day, twice if he was a recruit.
- March 30km, three times a month, wearing his armour which weighed 20kg.
- Learn how to use a sword, spear and fight mock battles with weapons which had covered tips for safety.



Legionary's Training



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



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



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



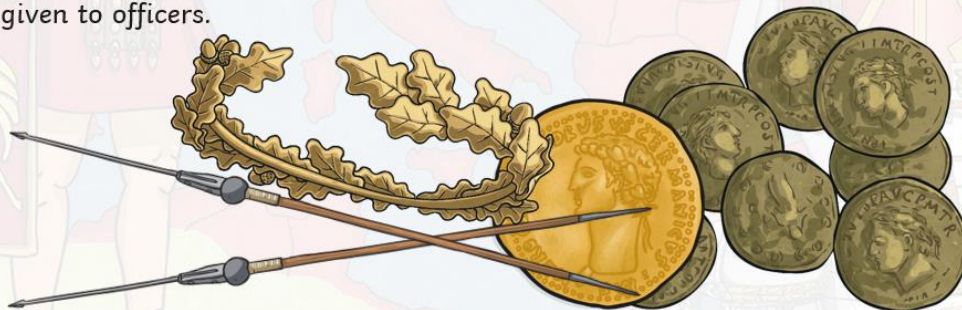
The Orb was used when the army had been split. The legionaries would protect the archers and officers.

Punishments and Rewards

Discipline was very harsh. Soldiers were beaten if they did not follow orders.

Deserters and soldiers who left their post or fell asleep whilst on look-out were beaten to death by their fellow soldiers.

On a more positive note, there were awards for bravery for different ranks, such as medals, arm and neck bands. Gold crowns and silver spears were given to officers.



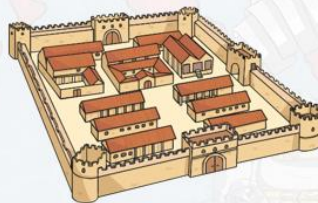
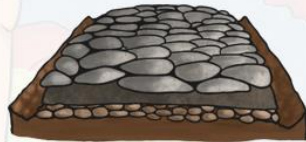
Questions

Surely soldiers did not spend all their time fighting. What other jobs did soldiers do?

As well as fighting major battles, the legions built forts, bridges and roads. When they were on a campaign, they built a camp and fortified them with banks and ditches at the end of the day.

What did soldiers do in their spare time?

During their spare time, Roman soldiers may have been able to play board games with counters and dice or visit the baths.



A Section of Hadrian's Wall.



This is a defence wall that the Romans built between England and Scotland.

Tuesday – Science

<i>Material</i>	<i>Conductor</i>	<i>Insulator</i>
<i>Knife</i>		
<i>Cupcake case</i>		
<i>Chopstick</i>		
<i>Can</i>		
<i>Spoon</i>		
<i>Melon baller</i>		
<i>Tin of vegetables</i>		
<i>Plastic whisk</i>		
<i>Metal handle of whisk</i>		
<i>Plastic spork</i>		
<i>Packet of sweets</i>		
<i>Bag of crisps</i>		
<i>Mince pie case</i>		
<i>Glass flask</i>		
<i>Plastic cup</i>		
<i>Fork</i>		
<i>Paintbrush</i>		
<i>Screw</i>		
<i>Spring</i>		
<i>Plastic container</i>		
<i>Pack of biscuits</i>		
<i>Cocktail stick</i>		
<i>Inside of pencil</i>		
<i>Candle</i>		



Jesus' List of happiness

"Blessed are the poor in spirit, for theirs is the kingdom of heaven.

Blessed are those who mourn, for they will be comforted.

Blessed are the meek, for they will inherit the earth.

Blessed are those who hunger and thirst for righteousness, for they will be filled.

Blessed are the merciful, for they will be shown mercy.

Blessed are the pure in heart, for they will see God.

Blessed are the peacemakers, for they will be called children of God.

Blessed are those who are persecuted because of righteousness, for theirs is the kingdom of heaven.

"Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me.

Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.

Matthew 5:1-12

Thursday – PSHE

Graffiti - Art or Vandalism?

Art



Vandalism

Friday – Art



Other activities for the week:

French

Les vêtements / Clothes

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

C'est une robe.



C'est un pull.



C'est un pantalon.



Q2 Draw pictures to match these French words.



une chemise



un tee-shirt



une jupe

Now Try These

- Solve this riddle: My first is in 'pomme' but not in 'gomme'. My second is in 'huit' but not in 'histoires'. My third and fourth are in 'lapin' but not in 'pain'.
- A scarecrow is wearing a shirt, a jumper and some trousers. Draw a picture and label what he is wearing in French.

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	