

Class 3 Home learning 14.02.2022

English

LO: Can I identify the features of a diary?

To finish the half term, we are going to write a diary entry from the perspective of a Roman centurion or Celtic warrior who has survived the battle at London in which Boudicca fell. Read the example text and then answer the questions.

Monday 14th February

LO: Can I identify the features of a diary entry?

By the end of the week, you shall write a diary entry from the perspective of **either a Celtic warrior or Roman Centurion** who has survived the final battle between the Romans and the Iceni.

1.

What descriptive feature is shown below?

determiner + **adjective** + **noun**

2.

Add a subordinate clause to the main clause:

The snowflakes fell.

3.

Think of 3 synonyms for "tall".

4.

Which words are verbs:

He couldn't open the door as he was too busy brushing his teeth and combing his hair.

Answer the warm up questions above to spark your brain and get ready to learn.

Read the example diary entries you have been given. As you read them, consider:

- What tense have they been written in?
 - Are they third or first person?
 - Is the language formal or informal?
 - How is description used?
 - How are emotions shown?



Roman diary entry

12 September 61

Dear diary,

Praise and worship be to Jupiter and Ares, God of Gods and God of war!

*Today we **defeated** the Celts. We finally put an end to Boudicca's rebellion and stopped her bloody and vicious **rampage**. It was a hard fight but I am glad to say I am still alive.*

*The battle was fought outside of Londinium. The Celts arrived in great numbers. They stood across from us in a vast **horde**. As is their way, either foolish or brave, they wore no armour. Their bodies were painted in swirling, blue patterns and the sound of their war cry echoed across the battlefield like thunder.*

When the horn sounded for the battle to begin, they charged. We however, stayed still. Varus was to my left and Antonius to my right. The Iceni warriors slammed into our shields like a wave. They roared and screamed, hacked and jabbed with their spears. Even covered by my armour, I could feel the strength of their blows and I shall never forget their power for the rest of my life!

*Despite their **immense** numbers and great **ferocity**, they'd not considered our training or our **superior** equipment. In order, we fought back. Varus protected me **valiantly** and Antonius used his spear to slay many of our enemies. By Jupiter, I was absolutely delighted when the final Iceni warrior fell!*

I've heard soldiers in the camp say that Boudicca, the fearsome Iceni queen, killed herself so that she could not be taken by us. Others say she fell in battle. Either way, I'm just glad she is gone.

Anyway, I must go now. I can hear the celebration feast and Varus is calling me.

Celtic diary entry

12 September 61

The gods have abandoned us! Curse Rome and all those who call it ruler and salvation!

*We fought the **repugnant** invaders near their settlement of Londinium today and somehow, some way, they defeated us. I feel broken. This land shall never again be the same as it once was.*

*They selected the place at which the battle would be held - an open field just outside of Londinium. Boudicca, our fearless and fearsome queen, decided to accept the Roman challenge and take them straight on. We were all confident of victory. At Colchester and St Albans, we'd **obliterated** their forces. Their advanced armour and clever tactics had meant nothing against Celtic strength and fury!*

*I was standing in the front row, axe in one hand, shield in my other. When Boudicca blew the war horn, we charged. My heart hammered and my blood came alive. I **thrugged** with the thrill of the fight, **eager** to crush my enemies and send them fleeing back to Rome! I smashed against a Roman shield and began slashing and hammering with my axe. I struck the red barrier in front of me with every ounce of my strength, growling threats at the cowering Roman behind but nothing would give. Blow after blow, the shield and the armour protecting the little invader held fast. I'd hit him so many times that my axe and sword became blunt! Well, before I knew it, the battle was in chaos. We'd been pushed back a step at a time as the Romans stepped forward, thrusting with their pathetic little swords which they call "Gladii".*

Eventually, Vestongoterex grabbed me by the shoulder and said we had to run for our lives. We sprinted into the dim coolness of the forest and then marched north until we felt we were far enough away.

I have heard rumours that Boudicca charged the Roman lines and died in a blaze of fury and defiance! That was our queen! She would have never bowed to Roman rule.

I've got to go; the others are ready to move north again. Maybe we can find other Britons who would be willing to try to drive the Romans away again. Or maybe this is the end of Britain as our people know it.

<u>Feature</u>	<u>Answer and evidence (3B/4A)</u>
Has the diary entry been written in third or first person?	
How do you know it's (mostly) past tense?	
Are there any contractions? You would = you'd, she had = she'd, they could = they'd	
How has each author shown their emotions?	
Why is there a present tense section toward the end of the diary?	
What description has been used? What has the author described?	

You may have noticed that diary entries and recounts are similar types of writing. To finish your English learning today, see if you can compare similarities and differences between recounts and diary entries.

<p>A diary entry is similar to a recount. However, they can be less formal and contain more personal phrases.</p>	
<p><u>Similar to recounts</u></p>	<p><u>Diffferent to recounts</u></p>

Maths

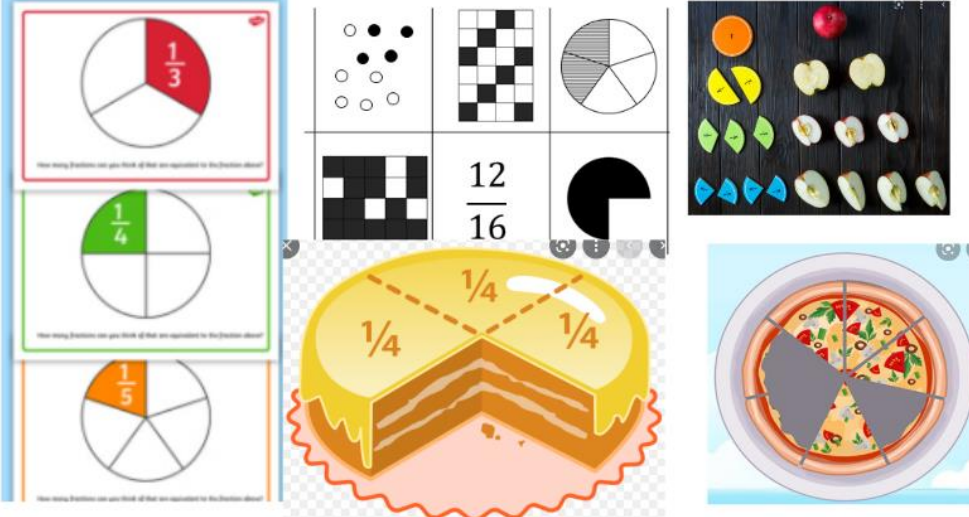
LO: Can I identify fractions?

LO: Can I identify fractions and do I understand that they are parts of a whole?

14.02.2022


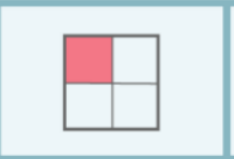







LO: Can I identify fractions?

<p>1.</p> <p>Write down three factors of 30.</p>	<p>2.</p> <p>$10 \times 3 =$ $10 \times 30 =$ $10 \times 300 =$ $10 \times 0.3 =$</p>
<p>3.</p> <p>In statistics, we gather d____. We can then make it v_____ to make it e_____ to u_____.</p>	<p>4.</p> <p>Two friends give Stuart some money. Paul gives £2.65, Dean gives 265p. How has given him the most money?</p>



A fraction is when you have less than a whole.

You can think of it as having part or parts of something.

Fractions are linked to **division** as the whole is **divided** into **equally sized pieces**. These pieces are called **fractions**.

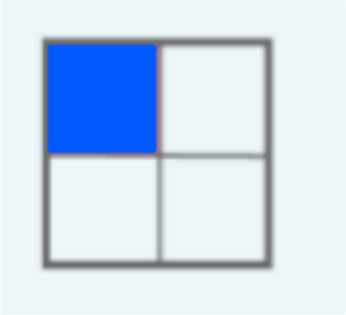
What do you notice in the image above?

What do the coloured sections represent?

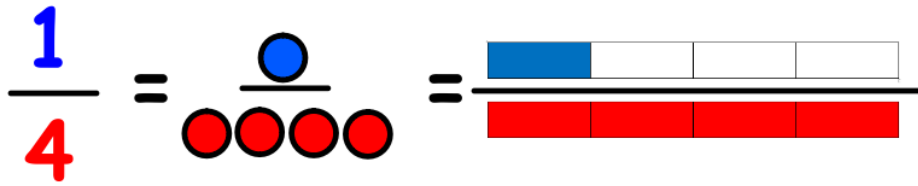
The top number is the **numerator**

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

The bottom number is the **denominator**



The **numerator** shows how many pieces you have.
The **denominator** shows you how many pieces you need to make 1 whole.



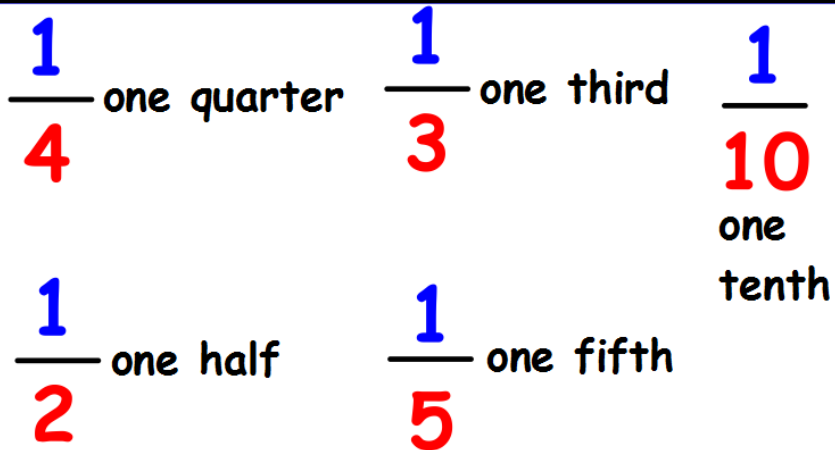
"One quarter."

"One piece of four."

Task 1: Draw a diagram to represent a fraction

The **numerator** shows how many pieces you have.

The **denominator** shows you how many pieces you need to make 1 whole.



A **unit fraction** is any fraction with a 1 as the numerator.
Pieces of cake...

Write 3 other **unit fractions**.

$\frac{3}{4}$ three quarters

$\frac{2}{3}$ two thirds

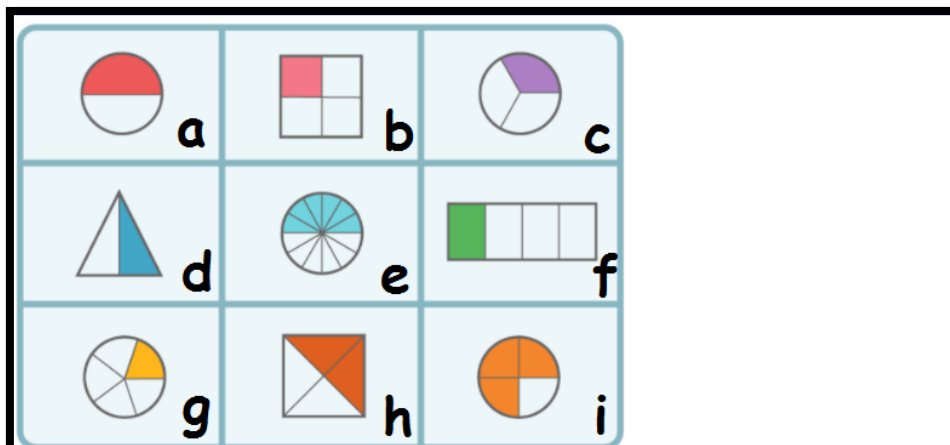
$\frac{7}{10}$ seven tenths

$\frac{5}{9}$ five ninths

$\frac{4}{5}$ four fifths

A non-unit fraction is a fraction with any number between and 9 as its numerator.

Write down 3 other non-unit fractions.

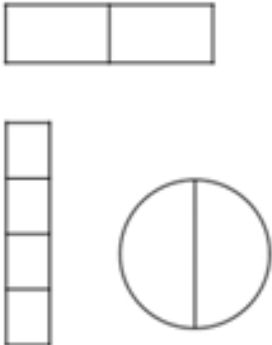


We can use these images to express fractions. Remember, the **denominator** shows how many pieces we have broken our whole into. The **numerator** shows how many pieces we have.


Write down what fractions are being shown by each image. For example, image a = $\frac{1}{2}$

Complete the final tasks to complete the lesson:

Colour in $\frac{1}{2}$

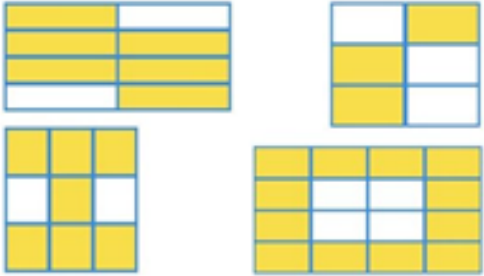


Draw a diagram to show $\frac{3}{5}$.



Ellis says "This image shows the fraction $\frac{4}{10}$."

Explain why Ellis is correct.



Label the shapes a, b, c and d.
Show what fraction of each shape has been shaded.

For some additional support:

<https://www.bbc.co.uk/bitesize/articles/zd8mt39>

LO: Do I understand how emotions affect me?

























As human beings, we are emotional creatures. The things which happen to us impact our lives in a range of ways. We can feel happy, sad, scared, overjoyed, anxious... the list goes on.

Our brain wants to think **logically** (to make sensible decisions based on patterns and analysis) but our emotions can sometimes interfere with that as often times, your emotions are even more powerful than your brain.

Warm-up

A face tells a thousand words! As humans we can express our emotions without words. Our faces can talk to the people around us and let them know how were feeling. For each of the faces below, write down what emption you think they are showing.

Extend: For three of them, explain how you reached your conclusion.

			
1. _____	2. _____	3. _____	4. _____
			
5. _____	6. _____	7. _____	8. _____
			
9. _____	10. _____	11. _____	12. _____
			
13. _____	14. _____	15. _____	16. _____
			
17. _____	18. _____	19. _____	20. _____
			
21. _____	22. _____	23. _____	24. _____

The things we need to do in life are often the things that trigger our emotions. Sometimes, we may look forward to something and that fills us with joy. Other times, we may be dreading something and that fills us with apprehension.

Look at Sam's diary below. It describes his morning. For each of the main events in his day, write down how you think he felt and explain why you think that.

Time	What is happening	How might Sam be feeling and why?
07:15	Sam's alarm goes off. Sam thinks what day it is and remembers it's a school day	
07:20	Sam gets out of bed and has a shower	
07:30	Sam gets dressed while listening to the radio. Sam's favourite song is on the radio.	
07:40	Sam goes down for breakfast, mum has made pancakes which Sam really likes	
08:00	Sam walks to school with mum. They collect Sam's best friend on the way	
08:30	Sam arrives at school and goes into the playground. Sam goes to play football which Sam enjoys	
08:45	The bell goes and Sam goes into class	
09:15	After assembly Sam has maths. Sam is OK at maths	
10:30	Sam goes out for play	
10:50	Back in the classroom Sam has a spelling test. Sam forgot to learn the spellings	

Final task:

Think of a day, either at school or at home, when lots of things happened. Create a diary like Sam's, recording the time things occurred and how they made you feel.

Reading

LO: Can I understand and comprehend the content of a text?

'Good gracious me!' Aunt Spiker said, 'What's that awful noise?'

Both women swing round to look. The noise, of course, had been caused by the peach crashing through the fence that surrounded it, and now, gathering speed every second, it came rolling across the garden towards the place where Aunt Sponge and Aunt Spiker were standing.

The gaped. They screamed. They started to run. They panicked. They both got in each other's way. They began pushing and jostling and each one of them was thinking only about saving herself. Aunt Sponge, the fat one, tripped over a box that she'd brought along to keep the money in and fell flat on her face.

Write the answers in full sentences:

1. What did the peach crash through?
2. What was the peach rolling towards?
3. Write 3 things that the Aunts did when they saw the peach rolling.
4. Which Aunt tripped over a box?
5. What had the Aunt brought the box along for?
6. What did Aunt Sponge fall on?