

Summer 2020 Class Newsletter Ireland

Class Teacher: Mrs Benson

I write to you all during these difficult times where we are all in lockdown due to the outbreak of the Coronavirus. I understand how difficult it is to try and manage a stable home environment in such a situation, let alone try to find time to home school your children too.

I sincerely hope that you are able to do some learning with the children however small. In such uncertain times it is important we embrace what the children love to do and children do like a routine and to focus on things. The tasks that I set for Ireland class are to give you a guideline as to what we would like the children to achieve over the forthcoming weeks. If the children are struggling with a particular topic, don't force it. Try to engage them in something they will enjoy. There are always the web links to sites that can assist you in the teaching of certain topics. My advice would be to run with it. Always makes sure any sites you do access over the internet are child-friendly. When searching for topics try to enter 'KS2' in the search criteria, this will focus your search on Key Stage 2 friendly educational tools.

Ideally, I would like the children to continue to try and access Maths and English daily. I will also be setting other projects for them to focus on which we would normally be covering during this summer term.

I will be contacting all parents and pupils over the forthcoming weeks to touch base and see how you all are. If you have ANY queries or concerns, please contact me through the class email address:

ireland@stmarysprimarypulborough.co.uk

Important dates:

Monday 20th April – Summer Term begins

Friday 8th May – Bank Holiday VE Day

25th May – 29th May – Half term

Friday 17th July – Last day of summer term

Homework:

I would still like you to continue to do homework projects. The new homework grid for the summer term is enclosed.

In addition to this please continue to:

- Ensure you listen to, or monitor, your child reading three times per week. You can continue to complete your Reading Logs keeping a record of what you have been reading for when we return to school. Please enter comments about the book and any new words you have learned.
- Weekly spellings – these will be sent home on a Monday and the children should be tested as usual the following Monday.
- Times Tables – continue to learn your times tables off by heart. Remember the TTROCKSTARS website can help with this. www.ttrockstars.com

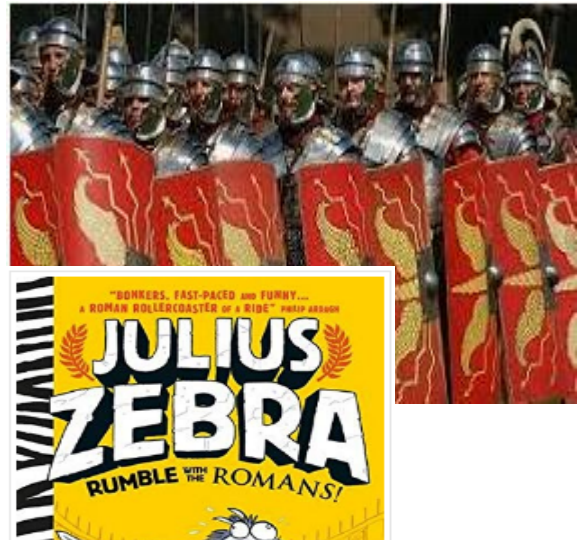
Theme for the term – The Romans

Our topic for this term will be The Romans. We hope to be learning all about who the Romans were, myths and legends, gods and goddesses, the invasion of Britain and their way of life. As part of our learning, we encourage you to do your own research on the Romans.

Reading – As a class book this term we will be reading:

Julius Zebra Rumble with the Romans by Gary Northfield

Captured and taken to the Colosseum in Rome, Julius and his friend Milus the lion and Cornelius the warthog have to survive as gladiators! A crazy roller-coaster ride in easy to read short chapters with cartoon illustrations.



English – Below is a week by week view of the areas we hope to cover during the term:

**Spelling and handwriting will be set weekly.*

Week	Theme this week
1	<ul style="list-style-type: none">• Roman myths & legends: Romulus and Remus- Research the story of Romulus & Remus- Create a talk story of Romulus & Remus- Learn the story off by heart- Describing a setting
2	<ul style="list-style-type: none">• Roman myths & legends: Romulus and Remus- Creating success criteria to describe the setting of Alba Longa- Write a description of Alba Longa from the story of Romulus and Remus.- Using descriptive vocabulary- Using descriptive language to describe characters.
3	<ul style="list-style-type: none">- Roman myths & legends: Romulus and Remus- Grammar – using the correct plural form of words- Roman myth – Jupiter and the bee. Prediction.- Describing settings – rewriting the end of Romulus & Remus story to describe the newly built Rome.- Editing to include descriptive features
4	<ul style="list-style-type: none">• Roman myths & legends. Diary entries.- Write final version of Romulus & Remus description of Rome.- Writing a diary entry.- Identifying features used in a diary.- Recognising the features of a diary entry.
5	<ul style="list-style-type: none">• Diary Entries. Diary of a Roman- Write a diary entry of what they have done over the past two days.- Planning research for a non-fictional text. Research picture of a Roman character and create questions they would like to ask the Roman character.- Guided Reading – inference. Extract from a Roman diary.- Research non-fictional text. Try to find the answers to their questions about the Roman character.

6	<ul style="list-style-type: none"> - Diary Entries. Diary of a Roman - Research their Roman character. Pick out information that would help answer their questions. - Write four things that may happen to your Roman character in a day. Ask a member of your family to interview you as if you were that Roman character. - Create a scene using your chosen Roman character and act it out. - Guided Reading – inferring characters thoughts and feelings. Plan a diary entry as if they were a child slave being sold.
7	<ul style="list-style-type: none"> - Diary Entries. Diary of a Roman - Write a diary entry as if they were a child slave being sold describing what is happening, what is going to happen and feelings. - Planning a Roman diary entry - Write your diary entry as your chosen Roman character. - Guided Reading – Identifying how language contributes to meaning.
8	<ul style="list-style-type: none"> - Diary Entries. Diary of a Roman - Continue to write and edit diary entry. - Read your diary entry to another person and get feedback. Up-level. - Publish Roman diary entry. - Guided Reading – reference to class book (Julius Zebra, Rumble with the Romans)
9	<ul style="list-style-type: none"> • Reports. Eruption of Mt Vesuvius and Pompeii. - Research the eruption of Pompeii. - Descriptive language to describe the eruption of Pompeii - Generate a list detailing all the new language learned from the research of the eruption of Mt Vesuvius. - Book Review of Escape from Pompeii.
10	<ul style="list-style-type: none"> • Reports. Eruption of Mt Vesuvius and Pompeii. - Features of a newspaper report. - Planning a newspaper report. Events of Pompeii and Mt Vesuvius eruption. - Create questions you would like to ask a survivor. Act out interview. Record for class to see. - Write and edit newspaper report
11	<ul style="list-style-type: none"> • Reports. Eruption of Mt Vesuvius and Pompeii. - Read your newspaper report to a friend. Edit and up-level on their advice. - Publish your newspaper report.

Maths – Below is a week by week view of the areas we hope to cover during the term:

Week	Theme this week
1	<ul style="list-style-type: none">• Time<ul style="list-style-type: none">- Using 'past' and 'to'- Using 'morning', 'afternoon', 'AM' and 'PM'- Telling the time on a 24-hour digital clock- Calculating the duration of events
2	<ul style="list-style-type: none">• Time<ul style="list-style-type: none">- Comparing durations of time- Finding the start and end time of events- Measuring and comparing durations of time in seconds- Post-assessment test
3	<ul style="list-style-type: none">• Multiplication<ul style="list-style-type: none">- Comparing statements using inequality symbols- Using known multiplication facts to solve other multiplication problems- Repeated addition and column multiplication- Column multiplication with exchange
4	<ul style="list-style-type: none">• Division<ul style="list-style-type: none">- Dividing two digit numbers by one digit numbers using partitioning- Dividing two digit numbers by one digit numbers using partitioning and sharing into equal groups.- Solving division problems with a remainder- Scaling
5	<ul style="list-style-type: none">• Division<ul style="list-style-type: none">- Solving division problems- Post Multiplication and Division assessment• Statistics<ul style="list-style-type: none">- Reading and interpreting information from pictograms and tally charts- Using information from pictograms and tally charts to create bar charts
6	<ul style="list-style-type: none">• Statistics<ul style="list-style-type: none">- Interpreting information from tables to solve problems- Creating their own bar charts to present information gathered- Post Statistics assessment
7	<ul style="list-style-type: none">• Fractions<ul style="list-style-type: none">- Investigating and recording equivalent fractions- Investigating and recording equivalent fractions using number lines- Using pictorial images and abstract methods to find equivalent fractions- Comparing unit fractions and those with the same denominator

8	<ul style="list-style-type: none"> • Fractions <ul style="list-style-type: none"> - Ordering fractions and fractions with the same denominator - Adding fractions with the same denominator - Subtracting fractions with the same denominator - Post fractions assessment
9	<ul style="list-style-type: none"> • Measurement: Mass <ul style="list-style-type: none"> - Reading scales in kilograms or grams - Measuring mass using a mixed measurement of kilograms and grams - Comparing mass using kilograms and grams - Adding and subtracting mass
10	<ul style="list-style-type: none"> • Measurement: Capacity <ul style="list-style-type: none"> - Measuring capacity using millilitres and litres - Measuring capacity using a mixture of millilitres and litres - Comparing capacities using millilitres and litres - Adding and subtracting capacity
11	Investigations and revision using all skills learnt

Science – For the first half of the term, the focus will continue to be on plants; we will be learning about the different parts of plants, what they need to live and planting some of our own plants. We will then hope to move on to light and will investigate how light is reflected and how different shadows can be formed.



Computing – We will continue to focus on E-Safety throughout the term, learning about different ways to stay safe online. We will also look at effective ways of searching for reliable information using search engines.



R.E. – Our first unit will be based around The Kingdom of God. We will be learning about the story of Pentecost, understanding Christians' beliefs about Jesus and the Holy Spirit, and learning about Jesus' followers. We will then move on to learning about People of God. For our unit on different religions, we will be learning about the Hindu concept of Karma.

Art – We hope to be offering independent projects relating to our topic 'The Romans' whereby the children can create individual pieces of work. We will also be looking at the different ways artists have interpreted the eruption of Mt Vesuvius over the years.



History – history will be centred around our topic on 'The Romans'. We will be learning about the Roman invasion of Britain and how they affected our local area. We will also be looking at what life was like in Roman Britain and what the Romans did for the country as well as their beliefs and entertainment.

Geography – our Geography this term will focus on map work. We will start by looking at Roman towns and roads in Britain before moving on to map work involving grid references and compasses.

I would love to hear from parents and children with regards to home school learning. If you have any ideas, or learning projects that you have independently resourced and completed that you think others would enjoy, please do share them with me so that I can include them in your learning. Please do email me using the class email address ireland@stmarysprimarypulborough.co.uk.

I hope this has been helpful, and that my newsletter finds you all well. Please do not hesitate to contact me should you have any queries.

Kind regards,

Mrs Benson
Ireland Class Teacher

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Homework Grid Summer 2020

Web links

Web Links

Maths

<https://www.mymaths.co.uk/>

<https://ttrockstars.com/>

<https://www.topmarks.co.uk/maths-games/hit-the-button> - focus on number bonds, halves, doubles and times tables.

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time> - scroll down to access the game.

Reading

<https://www.myon.co.uk/>

<https://home.oxfordowl.co.uk/books/free-ebooks/>

Science

<https://www.stem.org.uk/home-learning>

Be Active

<https://www.gonoodle.com/>

<https://family.gonoodle.com/channels/zumba-kids> - try Yoga, Zumba and Dance.

PE with Joe – search You Tube for daily routines at 09:00am every day.

R.E & Art

[https://www.natre.org.uk/uploads/Free%20Resources/2%207-](https://www.natre.org.uk/uploads/Free%20Resources/2%207-11%20RE%20Today%20and%20NATRE%20home%20learning%20Spirited%20Arts.pdf)

[11%20RE%20Today%20and%20NATRE%20home%20learning%20Spirited%20Arts.pdf](https://www.natre.org.uk/uploads/Free%20Resources/2%207-11%20RE%20Today%20and%20NATRE%20home%20learning%20Spirited%20Arts.pdf)

General

<https://classroomsecrets.co.uk/free-home-learning-packs/>

<https://www.twinkl.co.uk/home-learning-hub>

https://www.bbc.co.uk/newsround/news/watch_newsround - watch Newsround and discuss what is going on in the world.

Topic	YEAR 3 HOMEWORK - SUMMER TERM 2020 - ROMANS					I AM GOING TO CHOOSE...
Literacy and Communication (YOU MUST DO AT LEAST TWO OF THESE EACH TERM)	<u>Myths and Legends</u> Retell the story of a Roman myth or legend and present it as a comic strip. E.g. Romulus and Remus, Androcles and the Lion.	<u>Newspaper Report</u> Write a newspaper report about when the Romans invaded Britain. Remember to include facts about key events and people.	<u>Diary Entry</u> Write a diary entry imagining you are a Roman person or soldier. What might your life have been like?	<u>Roman Recipes</u> Find a recipe for a traditional Roman meal and write the instructions for how to make it. You could always try making some and bringing in for the class to share!	<u>Romans Gods and Goddesses</u> Create an information page or fact file about Roman Gods and Goddesses. Remember to include key details about them, e.g. what they are the God/Goddess of and what they are famous for. Present this in a format of your choice.	1.
						2.
						3.
						4.
Maths and Problem Solving (YOU MUST DO AT LEAST TWO OF THESE EACH TERM)	<u>Roman Numerals</u> Choose a times table that you have learnt and write it out in Roman numerals. Can the rest of the class work out what times table it is?	<u>Timeline</u> Find out some key dates showing when the Romans invaded, occupied and left Britain. Show these on a timeline and work out how long each event lasted.	<u>Symmetry</u> Create or draw a Roman mosaic using materials of your choice. Make sure your design has at least one line of symmetry.	<u>Shape</u> Research some famous Roman buildings, e.g. the Colosseum or the Pantheon. How many different shapes can you spot within them? Remember to investigate both 2D and 3D shapes.	<u>Measurements</u> Research the heights of 5 different Roman buildings or monuments. Present your findings in a bar chart. What is the difference between the tallest and shortest buildings?	1.
						2.
						3.
						4.
Science and the outside environment (YOU MUST DO AT LEAST ONE OF THESE EACH TERM)	<u>Record Breaking Plants</u> Research either the tallest living plant in the world or the oldest living plant in the world. What can you find out about them? What is it that makes them so special?	<u>Growing Plants</u> Choose a type of plant and grow it from a seed. Record this in a way of your choice, e.g. a seed diary. Remember to measure how big it grows.	<u>Shadow Animals</u> Research how to make animals shadow puppets with your hands. How many different ones can you master? Remember to take pictures of your shadow animals!	<u>Shadows</u> Find a variety of different shadows in your garden or a local place and take pictures of them. Can you explain how these shadows have been formed?	<u>Sun Dials</u> Find out about how the Romans used sun dials to tell the time. Can you create your own sun dial to tell the time?	1.
						2.
Humanities and Citizenship (YOU MUST DO AT LEAST ONE OF THESE EACH TERM)	<u>Maps</u> Draw or trace a map of Roman Britain and label it to show the important cities and places of the day. Remember to include their Roman names, e.g. Londinium instead of London.	<u>Roman Cities</u> Research a Roman town in Britain, e.g. Chichester, York or St Alban's and find out about how it became a Roman city and why they decided to build there.	<u>Roman Soldiers</u> Research and draw a Roman soldier. Remember to label their uniform, equipment and weapons.	<u>Roman Artefacts</u> Draw or paint a picture of a Roman artefact, e.g. a oil lamp, coin or chariot.	<u>Romans Inventions</u> Choose one invention that the Romans introduced to us that we are still using today, e.g. roads. Can you describe what the invention is, how they were first designed and why they were created in the first place?	1.
						2.