



Year 3

Home Learning Pack

25.1.21 - 29.1.21

Hello Year 3!

Welcome to another week of learning new things and discovering fascinating facts!
Here's what you can expect;

Maths - Reading Measuring Scales

We're looking at mass this week and reading measuring scales to see how heavy an object is. Just follow the Let's Learn section at the start of each Maths lesson to guide you through.

English - Mystery Stories

This week we're going to be writing our very own mystery stories, just like *The Mysterious Lady in Red*. We'll be looking at how we can describe the setting before planning and writing our own mystery stories.

Guided Reading - The Roman Empire

To tie in with our History topic, we're going to be reading all about the Romans in Britain. It's full of fascinating facts!

History - Roman Britain

We're finishing our History topic with learning about the Roman Invasion of Britain and Boudicca - a Celtic heroine.

RE - Journeys

We're finishing our RE topic of Journey this week and looking at how we can help people on their journeys through the year.

There'll be videos for all of your lessons on *Class Dojo* and the Year 3 Home Learning Page on our school website.

Have fun!

Monday 25.1.21

Contents

Maths: Reading Weighing Scales

English: Describing a Setting

Guided Reading: Inference and Retrieval

History: Roman Invasion of Britain

Reading Weighing Scales

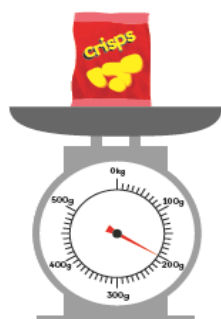
In Focus



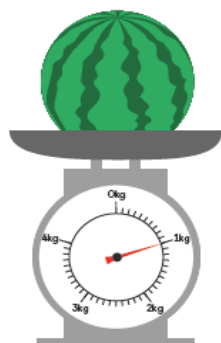
How can we find out which is the heaviest and which is the lightest?

Let's Learn

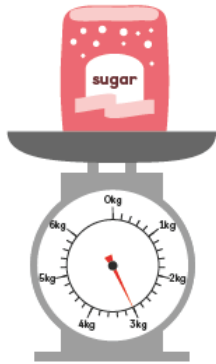
We use weighing scales.



The bag of crisps weighs about 200 g.



The watermelon weighs about 1 kg.



The bag of sugar weighs about 3 kg.

We say the mass of the bag of sugar is about 3 kg.



Which is the lightest?



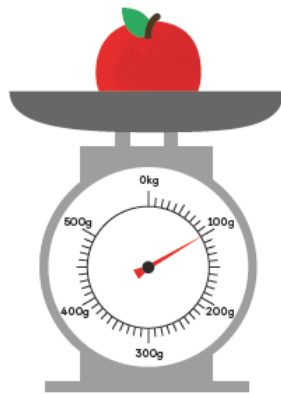
Which is the heaviest?



Guided Practice

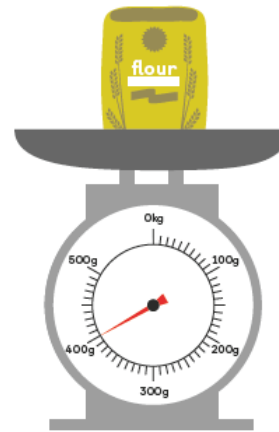
How heavy is each thing?

(a)



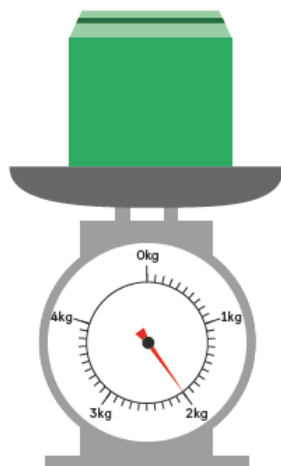
The apple weighs about g.

(b)



The packet of flour weighs about g.

(c)



The box weighs about kg.

(d)



The bag of sugar weighs about kg.

Mass

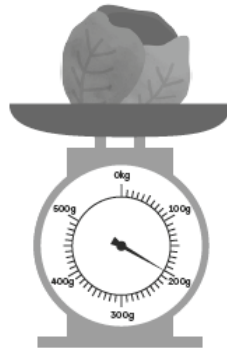
Chapter 6

Name: _____ Class: _____ Date: _____

Worksheet 1

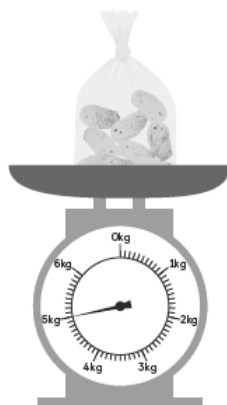
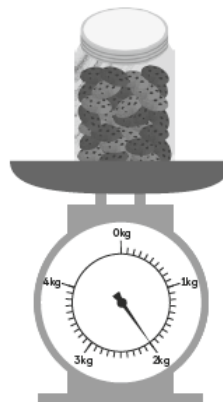
Reading Weighing Scales

Find the mass of each item below.



(a) The cabbage weighs about g.

(b) The jar of cookies weighs about kg.



(c) The bag of potatoes weighs about kg.

English: Describing a Setting

- **A setting is a place.**
- Settings include houses, castles, forests etc.
- A mystery story usually has a dark, spooky setting where the crime or mystery has taken place.

Some features to introduce a setting are

- 5 senses - see, hear, taste, smell, touch
- Adjectives - lots of description
- Adverbs - ly words (telling you how they did something) - Cautiously, nervously, slowly
- Powerful verbs - doing words! Like trembled, echoed
- Rhetorical questions - What was it? Where was he?
- Similes - describing something as something else

Now re-read the *Mysterious Lady in Red*, thinking about how the story's setting is described.

The Mysterious Lady in Red

As the train pulled into the station I got my first glimpse of the mysterious lady who was to plague my thoughts for many years to come. She was stood like a statue under the platform light, not moving a muscle. Who was she? What was she waiting for? Why did she make me feel so uncomfortable?

Blowing its whistle, the train slowly pulled out of the station and picked up speed. As I settled back into my seat and began to read the paper, the temperature of the carriage suddenly dropped and

was now unpleasantly cold. A strange smell covered me like a blanket. It danced up my nostrils and into the back of my throat. I coughed. Looking round the carriage, my eyes darted from seat to seat. As I lifted myself slowly from the chair and turned around, there she was, the mysterious lady in red. How had she got there without me noticing? Where was she going? What was that unusual smell?

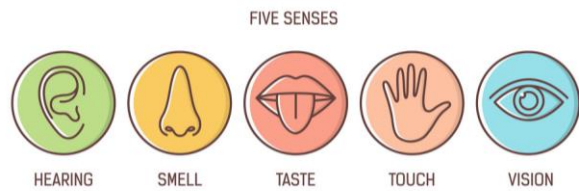
Whilst the train continued to speed ahead I couldn't help but take increasingly long looks at this mysterious lady. She sat motionless in her seat, looking out of the train window as the world zoomed past.

Again she was like a statue, her eyes stayed fixed on the window and her body made no movements at all. Suddenly a sense of loneliness hit me and for the first time I noticed that there was not another soul in the carriage, just me and the mysterious lady in red.

I could feel fear rising in my stomach but could not work out why.

Something was not right. Why did I feel like this? Was she responsible? Again I turned around and she hadn't moved an inch and sat like a statue. All of a sudden there was a whooshing sound as the train entered a long tunnel and everything went black...

As the train then left the tunnel and the lights came back on, I rubbed my eyes. The smell had gone. The carriage had warmed up. As I turned around you will never guess what! The mysterious lady in red had vanished...



• What would you see, hear, smell, taste and touch in this setting?

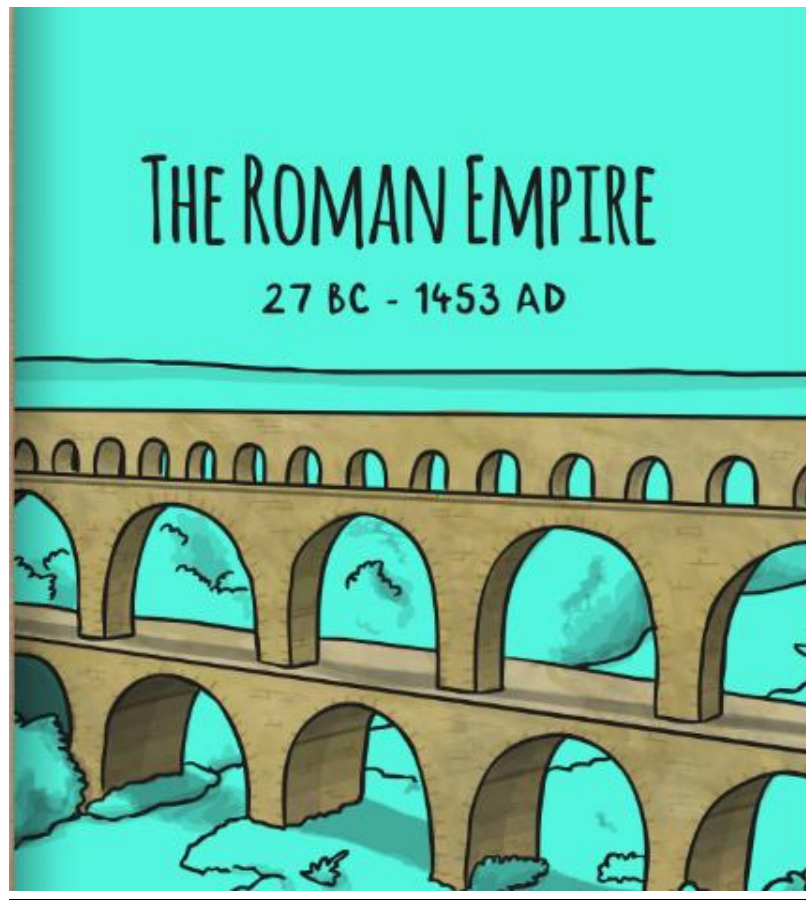
<u>See</u>	<u>Hear</u>	<u>Touch</u>	<u>Taste</u>	<u>Smell</u>

What adjectives (describing words) could you use to describe this setting? Write some sentences below describing the setting.

Here are a few adjectives to get you started...

gloomy spooky creepy damp dark

Guided Reading: Inference and Retrieval



Who were they?

The Romans lived in Rome, a city in the centre of the country of Italy. They put together an army to take over new land and they were very successful. This map shows all the land they managed to take for their empire in yellow. The empire reached all the way around the Mediterranean Sea including Greece, Spain, Turkey and all of northern Africa. They even took England and Wales. The size of the Empire changed a lot, when countries fought for their land back or when other empires took over but this map is when they were at their most powerful (around 117 AD).



How did it start?

The start of the Roman Empire begins with the reign of the first emperor, Augustus. By this point they had already taken land from other countries but it was the emperors that wanted to spread their power throughout the world. After the success of Augustus, other powerful Emperors like Claudius, Nero and Vespasian (more on them on pages 8-9) expanded the Empire, taking much of West Asia. The empire reached its largest under Emperor Trajan when it took over land which is now split into 40 different countries.

1. Where did the Romans live?

2. Where is Rome?

3. Why did they put an army together?

4. How far did the empire reach?

5. List some places the Romans took over.

6. Why did the size of the Empire change?

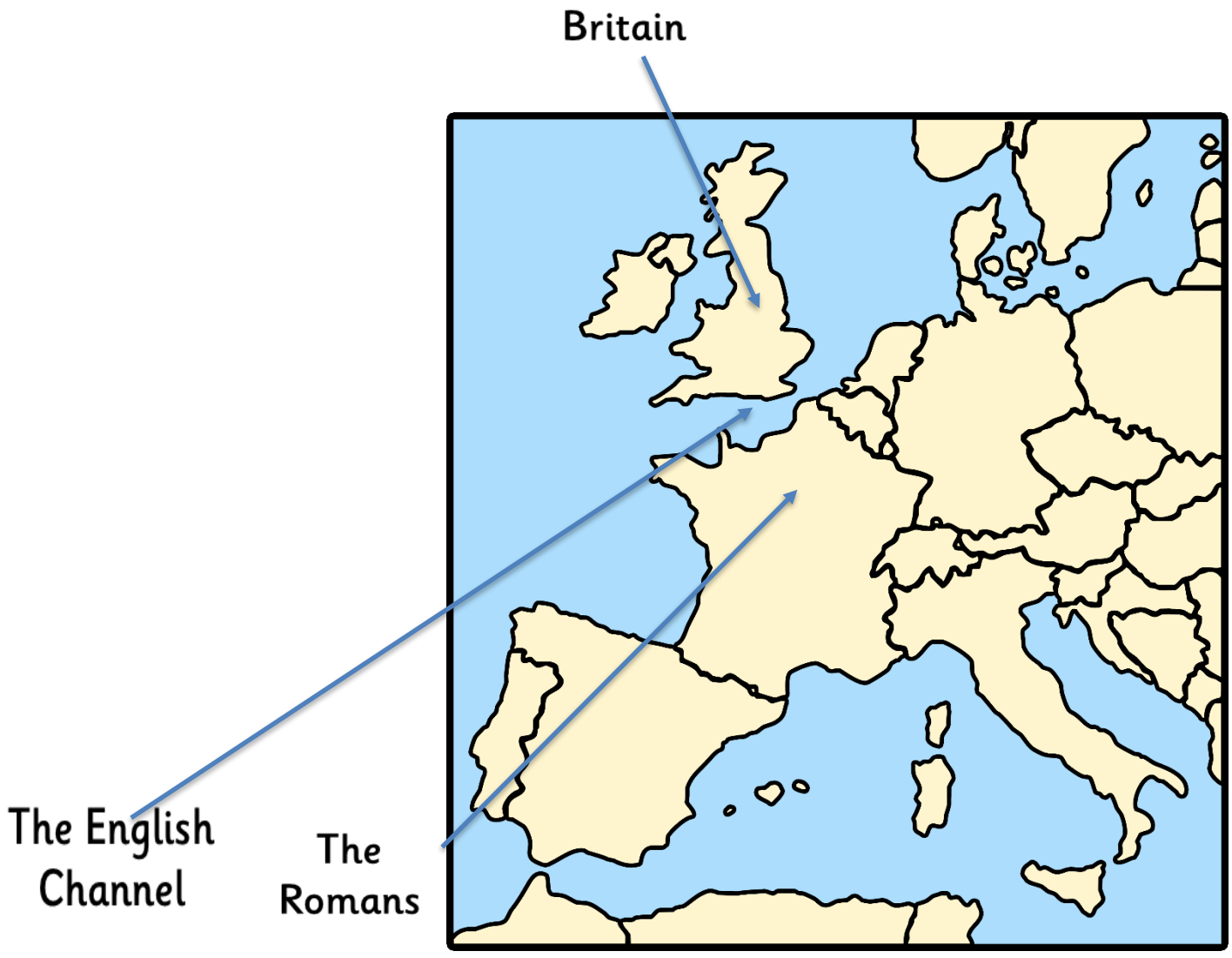
7. Who was the first Emperor?

8. List all the Emperors.

9. What happened when Emperor Trajan was in charge?

History - The Roman Invasion of Britain

In 55BC the Romans already ruled the country that we know today as France (they called it Gallia) so they were just across the English Channel.



55BC - The First Raid

It was mainly Celts that lived in Britain. The Roman army had been fighting in France (*Gallia* in Latin) and the Celts in Britain had been helping the Gauls. Julius Caesar was the leader of the army in Roman Gaul. He was angry with the Celts for helping the Gauls so he took some of the Roman army across to Britain to teach them a lesson.

Two legions of Roman soldiers crossed the English Channel and landed in Kent. The Celts followed the Romans to their landing place and a battle took place on the beach. The Romans, who were used to fighting on dry land, were forced to fight in the water because the Celts charged down the beach. They also lost some soldiers and boats because of storms which didn't help.

The Romans managed to win a few battles, however, Julius Caesar realised that the Celts were not going to give up without a long fight and went back to Gaul.

Roman legions - there were around 5000 soldiers in a Roman Army legion.



54BC - The Second Raid

The following year, 54 BC, Julius Caesar made another summer trip to Britain. This time he had 5 legions and 2,000 cavalrymen. The Celts were not ready for them.

Some tribes decided to seek a peaceful solution and agreed to pay tributes to Rome rather than fighting them.

Before he was able to go any further Caesar had to leave Britain with his army to go and fight in Gaul.

Cavalrymen – Soldiers on horseback.

43 AD - the Third Attempt

It was the real deal this time. Emperor Claudius was in charge and he was looking for a way of impressing the Romans to make his position stronger. He wanted to conquer Britain and extend the Roman Empire.

Many people also believe that the Romans invaded Britain because they needed resources, such as slaves, metals and land to help build the Roman Empire.

Emperor Claudius sent General Aulus Plautius and four legions of soldiers, plus about the same number of auxiliary soldiers, to Britain. They were split into three divisions.

The first division marched west through the south. The second division marched North West towards North Wales and the third marched north towards York.

The first division captured the hill fort of Hod Hill and set up their camp.

Evidence of a particularly gruesome battle in the South can still be seen in the war cemetery at Maiden Castle, full of enemy remains.

Many Celtic tribes realised how strong this Roman army was and their chieftains

or kings made deals to keep the peace. They agreed to obey Roman laws and pay taxes. In return they were allowed to keep their kingdoms. These were known as 'client kingdoms'.

It was a common Roman tactic to take over without using force so they could concentrate the power of the army on the tribes or kingdoms still resisting.

Auxiliary soldiers - recruited from non-Roman tribes to reinforce the army or provide a specific skill. The Latin word 'auxilia' means help.

The Roman Army was incredibly strong, but the Celts were also very skilled and brave warriors. The fighting continued for many years.

The Romans were still fighting in Yorkshire and other parts of Northern Britain forty years later. They never actually gained full control of Britain although they were still there almost 400 years after the invasion.



Task: Describe what happened when both Caesar and Claudius invaded and explain why Caesar failed and Claudius succeeded.

When Caesar invaded Britain _____

Caesar failed because _____

When Claudius invaded Britain _____

Claudius succeeded because _____

Tuesday 26.1.21

Contents

Maths: Reading Weighing Scales

English: Describing a Setting using Adverbs

Guided Reading: Clarify

History: Life in Roman Britain

Maths

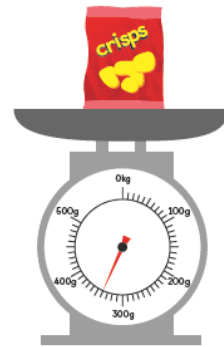
Lesson 2

Reading Weighing Scales

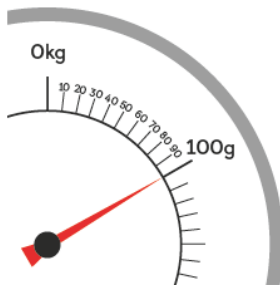
In Focus

The bag of crisps weighs more than 300 g.
It weighs less than 400 g.

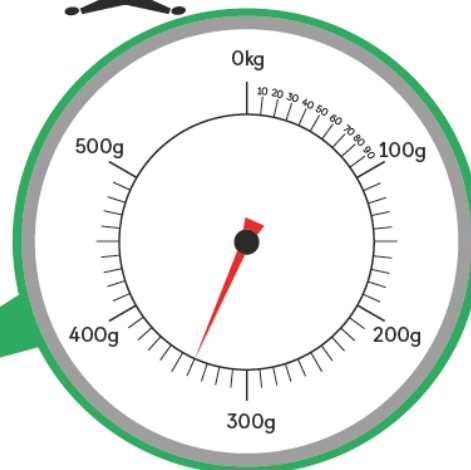
What is the mass of the bag of crisps?



Let's Learn



Each small marking stands for 10 g.



300, 310, 320,
330, 340

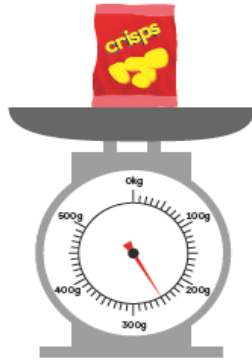


The bag of crisps weighs about 340 g.
The mass of the bag of crisps is about 340 g.

Guided Practice

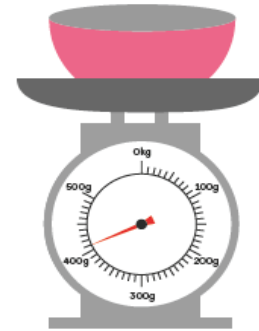
How heavy is each thing?
Find its mass.

(a)



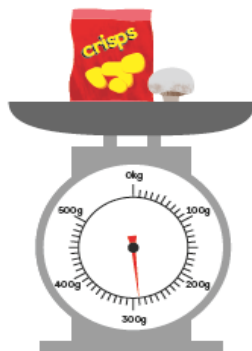
The mass of the bag of crisps
is about g.

(b)



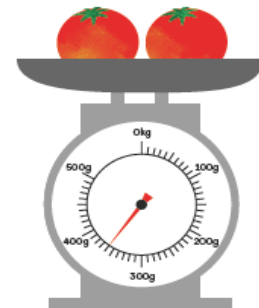
The mass of the bowl is about
 g.

(c)



The mass of the bag of crisps
and a mushroom is about
 g.

(d)



The mass of 2 tomatoes is about
 g.

Which is the lightest?

Which is the heaviest?

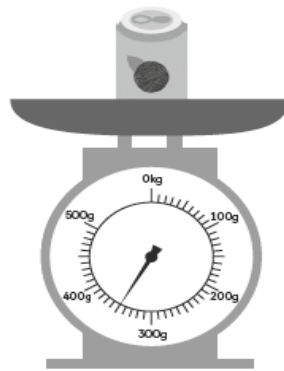
Complete Worksheet 2 – Page 168

Name: _____ Class: _____ Date: _____

Worksheet 2

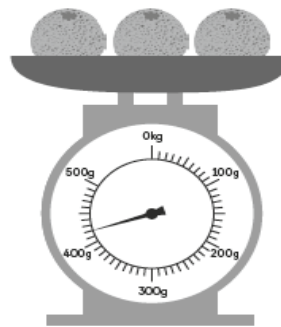
Reading Weighing Scales

Find the mass of each item below.

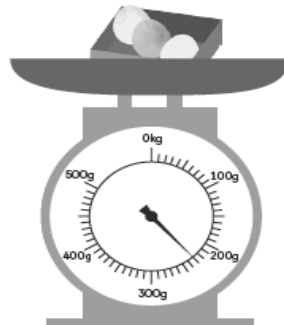


(a) The drink can weighs about g.

(b) The oranges weigh about g.



(c) The mass of the tray of eggs is about g.



English: Describing a Setting using Adverbs

- You can also use adverbs to describe a setting.
- Adverbs are describing words for verbs and usually end in ly
- They tell you how something happens

Watch this video on BBC Bitesize to help you understand adverbs more;

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>

What adverbs would you use to describe this setting?



E.g. I walked cautiously.
I tiptoed nervously.
I trembled anxiously.

Write 8 sentences using adverbs to describe this setting.

Here are some adverbs to help you:

- Nervously
- Cautiously
- Hurriedly
- Gently
- Slowly
- Quietly
- Bravely
- Courageously
- Anxiously
- Quickly
- Loudly
- Carefully

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Guided Reading: Clarify

INVASION OF BRITAIN

The Celts

From about 750 BC to 12 BC, the Celts were the most powerful people in the Britain. The Celts lived in tribes and they spoke a similar language. The word Celt comes from the Greek word Keltoi, meaning barbarian.

The Invasion

In August 55 BC the Roman general, Julius Caesar, invaded Britain. He took two legions of men with him (there were 5,000 men in one legion). After many battles with the Celts in south-east England he left, eager to get back to Rome.

The next summer (54 BC) Caesar came back to Britain and landed in Kent. This time he brought 30,000 soldiers plus 2,000 men on horses (cavalrymen). The Celts lost many battles and agreed to give some of their valuables to the Romans if they left them alone.

Almost 100 years later Emperor Claudius had his turn at invading Britain. He sent 50,000 soldiers. Some of the battles lasted for two whole days! Some Celts agreed to obey Roman laws and pay taxes, but others fought on. The Romans were still fighting in Yorkshire and other parts of Northern Britain forty years later. They never actually gained full control of Britain. Colchester (Camulodunum) was the first Roman capital of Britain, which was later moved to London (Londinium).



Why did they invade?

The emperors were keen to extend their empire and therefore their power (and ability to collect more taxes). It is possible they wanted control of the land to access natural resources in the ground. Britain had many, including iron, lead, zinc, copper and silver. It may also be because the Celts in Britain helped the Celts from France who fled from the Romans, perhaps the Romans wanted revenge.

Hadrian's Wall

After the Romans invaded England, they needed to defend it. Scotland was not part of the Roman Empire and the tribes from Scotland (the Picts) would come down and attack. There was frequent fighting between the Romans and the Picts. In 122 AD, Emperor Hadrian of the Roman Empire decided that a wall should be built to keep the Picts out. Parts of the wall can still be seen today, some of it many kilometres south of the modern Scottish border. It is the most popular tourist attraction in Northern England.

Why did they leave?

The Romans stayed in Britain from 43 AD and left in 410 AD. Over that time, they brought over many new ideas and inventions which you can see on the next page. The Romans eventually had to leave because Italy was under attack by strong tribes. Every soldier was needed to fight so the Romans living in Britain had to go and help.

1. What does 'tribes' mean?

2. What does the word 'Celt' mean?

3. What does 'invaded' mean?

4. What does 'eager' mean?

5. What does 'revenge' mean?

6. What does 'tourist attraction' mean?

7. What does 'inventions' mean?

History - What was life like in Britain after the Roman invasion?

Watch this BBC video about life in Roman Britain

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-life-in-roman-britain-animation/zvdc8xs>

When the Romans came to Britain they brought their way of life with them. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.

The Romans built new towns. These were often protected by walls and there was everything a citizen of Roman Britain would need inside - houses, shops, meeting spaces, workshops, temples and bathhouses.

They also built grand country houses called 'villas'. These had many rooms, some with beautifully painted walls, mosaic floors and even central heating.

Town Houses

Ordinary people lived in small flats with a shop in front and workshops behind. Wealthier Romans lived in spacious, comfortable homes with underfloor heating to keep them warm in the winter. Soldiers lived in the fort, outside the main part of town.



What was a rich Romans house like?

Wealthy Roman citizens in the towns lived in a **domus**. They were single-storey houses which were built around a courtyard known as an **atrium**. Atriums had rooms opening up off of them and they had no roofs.

A rich Roman house had many rooms including kitchen, bath, dining, bedrooms and rooms for slaves.

A long covered porch, or verandah, with a low wall and pillars, was built along the front of the house to keep the rooms cool in the summer.

[Click here for a plan of a Roman house](#)

Poor Romans lived in simple flats. These were called **insulae**. They often only contained one or two rooms. There was no running water.

How did the Romans get their running water?

Lead pipes brought **water** to the rich people houses. The pipes were taxed according to size, The larger the pipes the more the tax. Archaeologists can usually tell

Food

Meals

Typically, the Romans ate three meals a day.

Breakfast - **ientaculum**

The Romans ate a breakfast of bread or a wheat pancake eaten with dates and honey.

Lunch - **prandium**

At midday they ate a light meal of fish, cold meat, bread and vegetables. Often the meal consisted of the leftovers of the previous day's *cena*.

Dinner - **cena** - The main meal

What was eaten for dinner varied among classes. **The poor** might only eat a simple meal of vegetables and porridge, whereas the rich could enjoy such luxuries as several course meals and exotic food and wine.

Wheat was boiled to make the tasteless porridge. To add flavour to the porridge they often added flavourings and relishes as well as vegetables, herbs and a little meat.

Rich Romans

Rich Romans held elaborate **dinner parties** in the triclinium (dining room). These parties often lasted up to eight hours. The Romans did not sit on chairs around the table like we do today. Instead the adults lay on sloping couches situated around a square table. Only small children or slaves were permitted to eat sitting.

The Romans ate mainly with their fingers and so the food was cut into bite size pieces. Slaves would continually wash the guests' hands throughout the dinner.

The Romans introduced many new foods to Britain.

Vegetables and fruits introduced by the Romans included cabbages, onions, leeks, shallots, endives, globe artichokes, cucumbers, marrows, asparagus, parsnips, turnips, radishes, celery and lettuce.



Cabbage



Onion



Leek



Wild onion



Artichoke



Garden



Parsnip

Weapons

The Roman soldiers used a variety of weapons including:

- a pugio (dagger) gladius (sword, see picture to the right), hasta (spear), javelin, and bows and arrows.
- The soldiers were trained to fight with their weapons and practiced regularly. They would sometimes spar with each other using wooden swords.



Pugio



Gladius



Hasta



Javelin



Bow and
arrow

Ancient Roman Jobs

Ancient Rome was a complex society that required a number of different job functions and skills to function. Most of the menial tasks were performed by slaves. Here are some of the jobs a Roman citizen might have:

- **Farmer** - Most of the Romans who lived in the countryside were farmers. The most common crop was wheat which was used to make bread.
- **Soldier** - The Roman Army was large and needed soldiers. The army was a way for the poorer class to earn a regular wage and to gain some valuable land at the end of their service. It was a good way for the poor to move up in status.
- **Merchant** - Merchants of all sorts sold and bought items from around the Empire. They kept the economy rolling and the Empire rich.
- **Craftsman** - From making dishes and pots to crafting fine jewelry and weapons for the army, craftsmen were important to the empire. Some craftsmen worked in individual shops and learned a specific craft, usually from their father. Others were slaves, who worked in large workshops that produced items in large quantities such as dishes or pots.
- **Entertainers** - The people of Ancient Rome liked to be entertained. Just like today, there were a number of entertainers in Rome including musicians, dancers, actors, chariot racers, and gladiators.
- **Lawyers, Teachers, Engineers** - The more educated Romans could become lawyers, teachers, and engineers.
- **Government** - The government of Ancient Rome was huge. There were all sorts of government jobs from tax collectors and clerks to high ranking positions like Senators. The Senators were the wealthy and the powerful. Senators served in their position for life and at times there were as many as 600 members of the Senate.

Now from our previous topic, can you remember what life was like in Stone Age Britain? Let's see how different it was from Roman Britain.

What type of houses did they live in?

This depended on the time, and the country.

In Britain, archaeologists have found evidence of four different types of dwelling.



The illustration shows four different types of dwellings: a conical hut made of mud or clay, a cave entrance with a fire burning inside, a round hut with a thatched roof, and a rectangular hut with a thatched roof. The entire page is framed by a decorative border featuring various Stone Age tools like spears and arrows.


What food did they eat?

Animals were the main source of food.

They would eat all of the animal.

When all the meat was stripped off the bones, the bones would be smashed so the marrow could be eaten from the inside.

Marrow is high in fat and would have been a good energy source.



Did you know? Some archaeologists believe that early humans would have cut open the stomach of an animal and eaten their last meal!

The illustration shows a woolly mammoth with long, curved tusks and thick brown fur. The entire page is framed by a decorative border featuring various Stone Age tools like spears and arrows.

What food did they eat?

Although it is thought that farming largely began in the Neolithic time, when many more plant based foods became part of people's diets, there is evidence that people were eating food such as beans, seeds, lentils, nuts and grains over 23,000 years ago in the Palaeolithic period. Their diet was a lot more varied than you might think, including many plants that today we treat as weeds.

Sunflower seeds



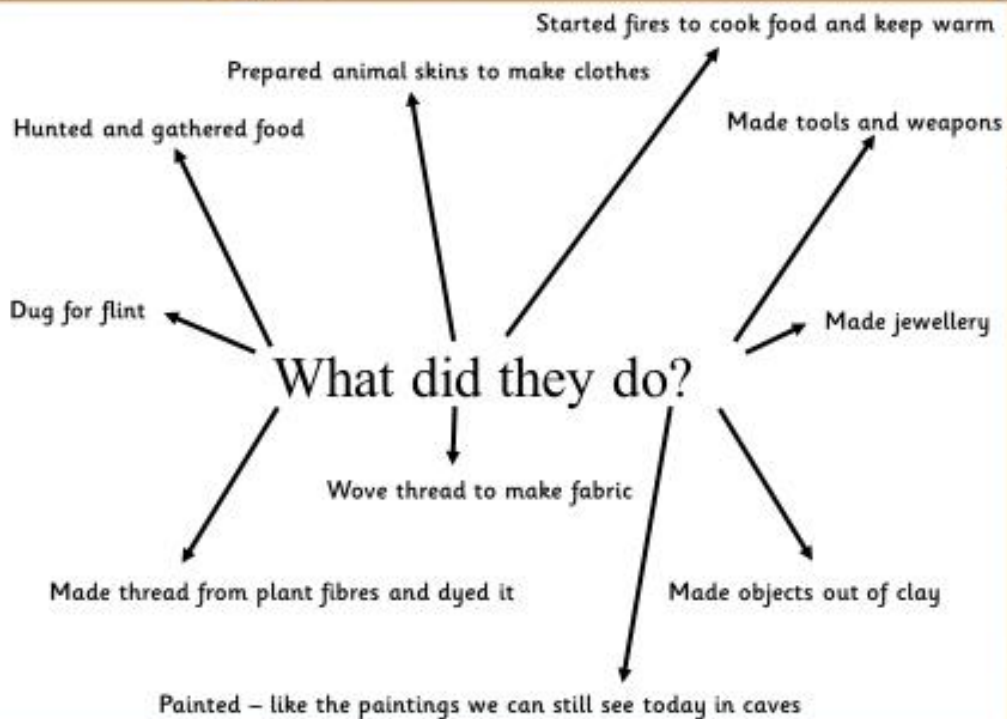
Nettle leaves



Hazelnuts



Photos courtesy of [jessie@istock.com](#), [Tami@istock.com](#), [gimell@istock.com](#) - granted under creative commons license - attribution





Mace-heads were special objects carved from stone. They could easily have been used as weapons, with balls being thrown or swung from a cord.

TASK: Compare what life was like in Roman Britain and the Stone.

	Stone Age	Roman Britain
Houses	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Food	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Jobs	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Weapons	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Wednesday 27.1.21

Contents

Maths: Reading Weighing Scales

English: Describing a Setting using similes

Guided Reading: Inference and Retrieval

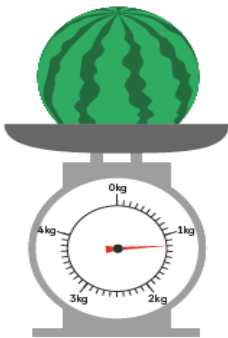
History: Was Boudicca a hero or a villain?

Maths

Lesson 3

Reading Weighing Scales

In Focus



Who is correct?

The mass of  is about 1 kg 200 g.

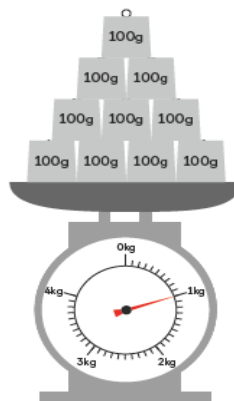


weighs about 1 kg 20 g.

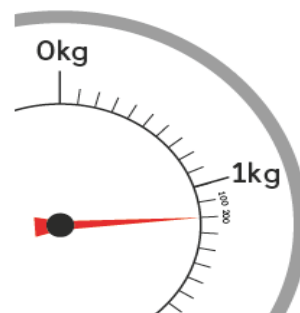


Let's Learn

Each small marking stands for 100 g.



1 kg = 1000 g

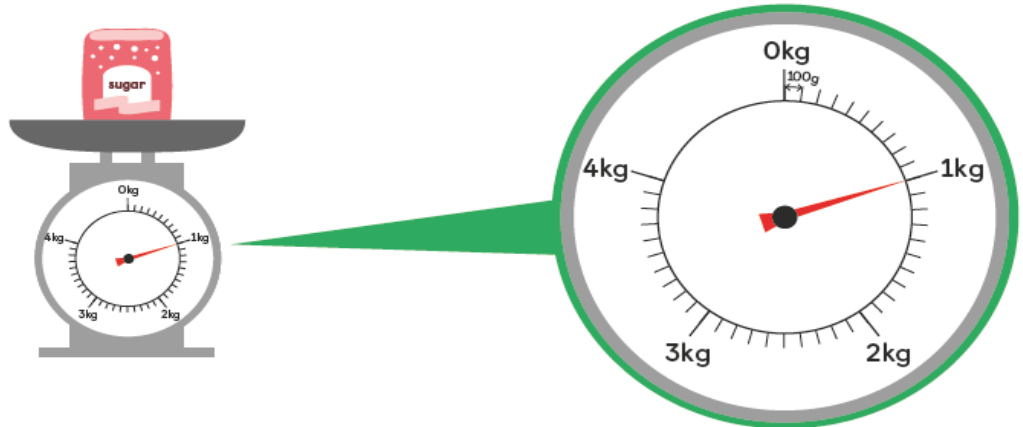


The watermelon weighs about 1 kg 200 g.
The mass of the watermelon is about 1 kg 200 g.

Guided Practice

What is the mass of each thing?

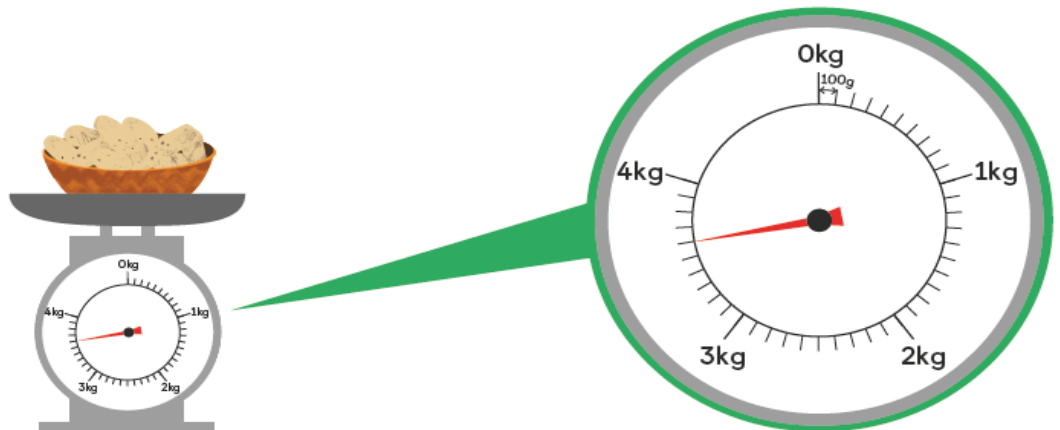
(a)



The bag of sugar weighs about kg.

The mass of the bag of sugar is about kg.

(b)



The basket of potatoes weighs about 3 kg g.

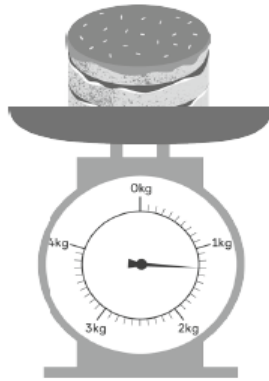
The mass of the basket of potatoes is about 3 kg g.

Name: _____ Class: _____ Date: _____

Worksheet 3

Reading Weighing Scales

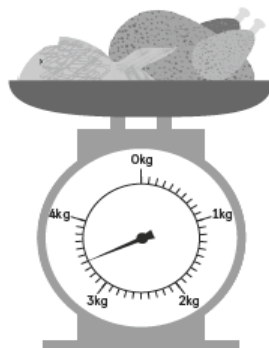
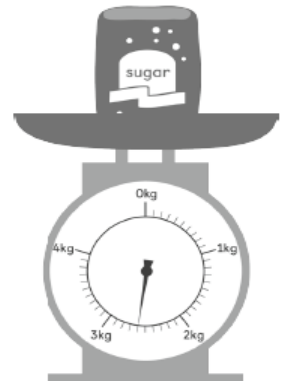
1 Find the mass of each item below.



(a) The cake weighs about
 kg g.

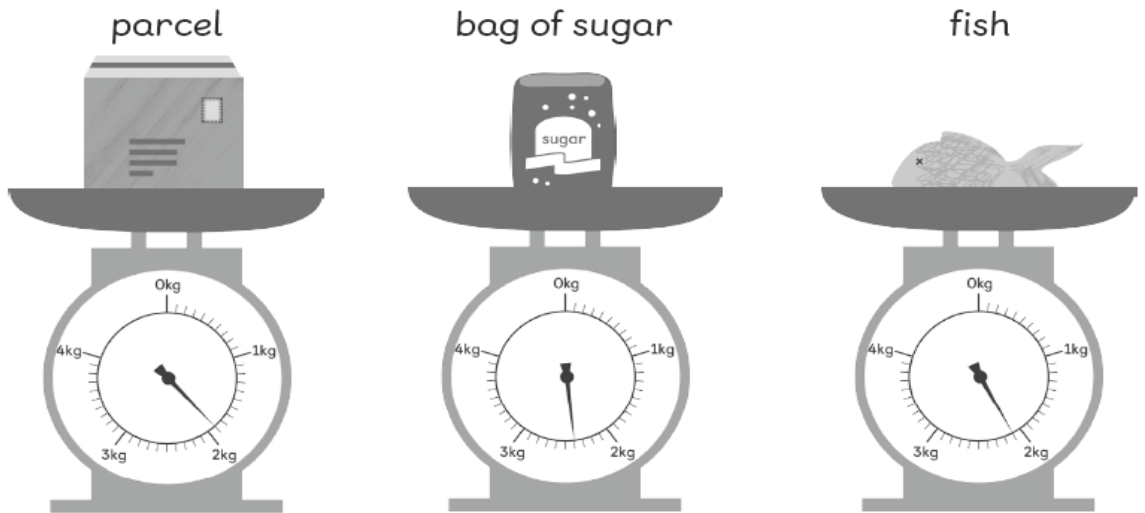
(b) The mass of 1 bag of sugar is about

kg g.



(c) The mass of a fish and a chicken
is about kg g.

2 Fill in the blanks.



- (a) The is the lightest.
- (b) The is the heaviest.
- (c) The mass of the fish is about kg g, while the mass of the parcel is about kg g.
- (d) The bag of sugar is about g (heavier/lighter) than the fish.
- (e) Arrange the items from the heaviest to the lightest.
, ,

English: Describing a Setting using Similes

- Similes are *comparisons*.
- They *compare something to something else*.
- Similes use the words *like or as* in their sentence.

- Examples:

You were as brave *as* a lion.

The airplane soared *like* an eagle.

What similes could you use to describe this setting?



- As quiet as a _____
- As cold as _____
- As big as _____
- As dark as _____
- As spooky as _____

- As smelly as _____
- I trembled like a _____
- I stood like a _____
- I ran like a _____
- I screamed like a _____
- A foul smell hung in my nostrils like _____

Can you write some more similes of your own?

Guided Reading: Inference and Retrieval

INVASION OF BRITAIN

The Celts

From about 750 BC to 12 BC, the Celts were the most powerful people in the Britain. The Celts lived in tribes and they spoke a similar language. The word Celt comes from the Greek word Keltoi, meaning barbarian.

The Invasion

In August 55 BC the Roman general, Julius Caesar, invaded Britain. He took two legions of men with him (there were 5,000 men in one legion). After many battles with the Celts in south-east England he left, eager to get back to Rome.

The next summer (54 BC) Caesar came back to Britain and landed in Kent. This time he brought 30,000 soldiers plus 2,000 men on horses (cavalrymen). The Celts lost many battles and agreed to give some of their valuables to the Romans if they left them alone.

Almost 100 years later Emperor Claudius had his turn at invading Britain. He sent 50,000 soldiers. Some of the battles lasted for two whole days! Some Celts agreed to obey Roman laws and pay taxes, but others fought on. The Romans were still fighting in Yorkshire and other parts of Northern Britain forty years later. They never actually gained full control of Britain. Colchester (Camulodunum) was the first Roman capital of Britain, which was later moved to London (Londinium).



Why did they invade?

The emperors were keen to extend the empire and therefore their power (and ability to collect more taxes). It is possible they wanted control of the land to access natural resources in the ground. Britain had many, including iron, lead, zinc, copper and silver. It may also be because the Celts in Britain helped the Celts from France who fled from the Romans, perhaps the Romans wanted revenge.

Hadrian's Wall

After the Romans invaded England, they needed to defend it. Scotland was not part of the Roman Empire and the tribes from Scotland (the Picts) would come down and attack. There was frequent fighting between the Romans and the Picts. In 122 AD, Emperor Hadrian of the Roman Empire decided that a wall should be built to keep the Picts out. Parts of the wall can still be seen today, some of it many kilometres south of the modern Scottish border. It is the most popular tourist attraction in Northern England.

Why did they leave?

The Romans stayed in Britain from 43 AD and left in 410 AD. Over that time, they brought over many new ideas and inventions which you can see on the next page. The Romans eventually had to leave because Italy was under attack by strong tribes. Every soldier was needed to fight so the Romans living in Britain had to go and help.

1. When were the Celts most powerful?

2. How did the Celts live?

3. When did Julius Caesar invade Britain?

4. How many men were there in one legion?

5. How did he feel about going back to Rome? How do you know?

6. Why did the Celts agree to give their valuables to the Romans?

7. How long did some of the battles last?

8. What was the name of the first Roman capital of Britain?

9. Why did the emperors invade? Give a few examples.

10. What natural resources did Britain have?

11. Why did they build Hadrian's wall?

12. Why did the Romans leave?

History - Was Boudicca a hero or a villain?

Watch this video all about Boudicca

<https://www.youtube.com/watch?v=eC7ONgTJGKw>

Who was Boudicca?

Boudicca was the wife of Prasutagus, the ruler of a Celtic tribe called the Iceni.

The Iceni lived in a region of Britain that is now called East Anglia.



Prasutagus and the Romans Agreement

When Romans settled in the South of England in 43 AD they made an agreement with Prasutagus so that he would be able to continue as ruler of the Iceni.

When Prasutagus died, the Romans turned on the Iceni.

They stole from the Iceni tribesmen, made people slaves and they had Boudicca whipped.

The Rebellion

In about 60 AD, the Roman governor was sent to North Wales to lead an army.

While he was away Boudicca led an attack against the tribe's Roman rulers with several other tribes. Her army was called the Britons.

They managed to destroy Camulodunum (Colchester), the capital of Roman Britain and defeated the Roman IX legion.



Attack on Londinium

Hearing the news, the Roman governor rushed back from Wales.

He tried to evacuate Londinium (London) as he guessed this would be the Britons next target.

Boudicca and her army destroyed Londinium and Verulamium (St Albans).

People believe that over 70,000 people were killed in the attacks by the Britons.



Defeat

The Roman army regrouped in the Midlands and finally defeated the Britons in the battle of Watling Street.

No one knows what really happened to Boudicca. Some say she killed herself when she knew the Romans had defeated her, others say she fell ill and died.



The Legend

"I was whipped by the Romans when they tried to take our lands and now I am fighting for my freedom. Think how many of us are fighting and why. We must win this battle or die. Let the men live as slaves if they

want. I will not."

-Boudicca's last speech, as recorded by Dio Cassius

- Boudicca is a heroine because she achieved a lot and fought for her country, for her people and for herself. Although she lost the final battle, she never let the Romans conquer her.

Task: Write a paragraph for why Boudicca might be a hero to the Celts and a paragraph for why she might be a villain to the Romans

Boudicca might be a hero to the Celts because _____

Boudicca might be a hero to the Romans because _____

Thursday 28.1.21

Contents

Maths: Reading Weighing Scales

English: Box it Up

Guided Reading: Inference and Retrieval

RE: LF5 Psalm 122 1-9

Maths

Lesson 4

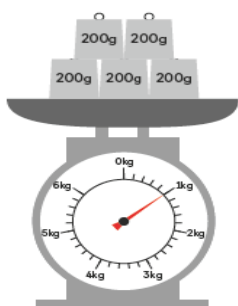
Reading Weighing Scales

In Focus

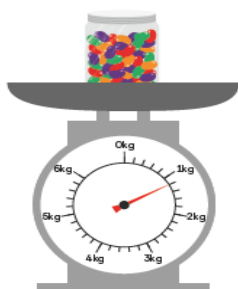
The mass of the bag of rice is more than 3 kg. How can you tell its mass?



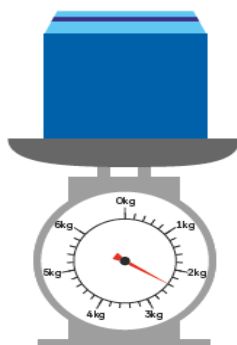
Let's Learn



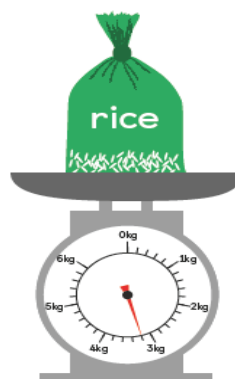
Each small marking stands for 200 g.



The mass of the jar of jelly beans is about 1 kg 200 g.



The mass of the box is about 2 kg 400 g.

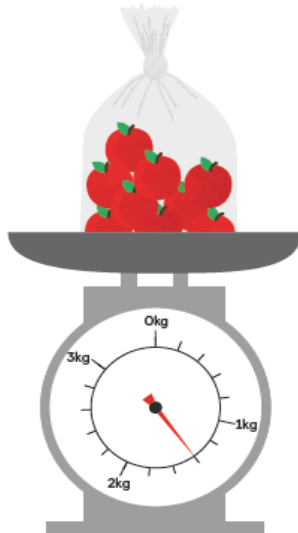


The mass of the bag of rice is about 3 kg 200 g.

Guided Practice

What is the mass of each thing?

(a)



The bag of apples weighs about

kg g.

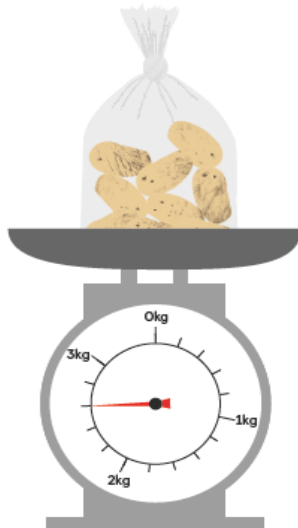
(b)



The bag of rice weighs about

kg g.

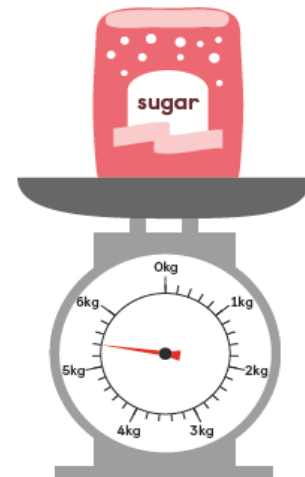
(c)



The mass of the bag of potatoes

is about kg g.

(d)



The mass of the bag of sugar

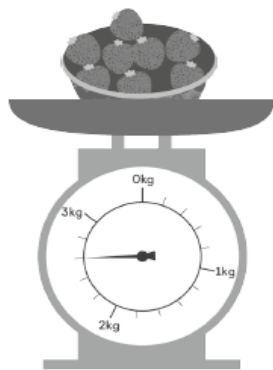
is about kg g.

Name: _____ Class: _____ Date: _____

Worksheet 4

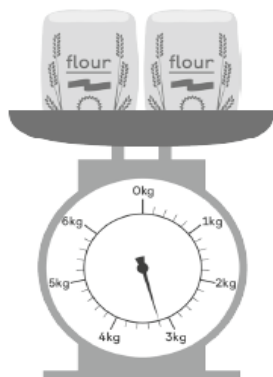
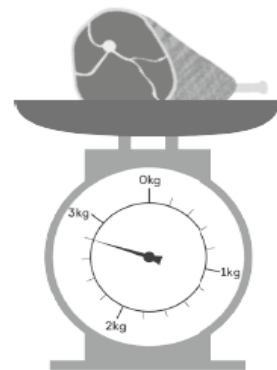
Reading Weighing Scales

1 Find the mass of each item below.



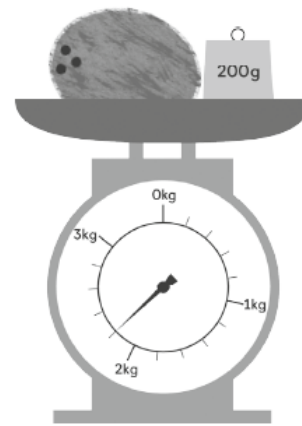
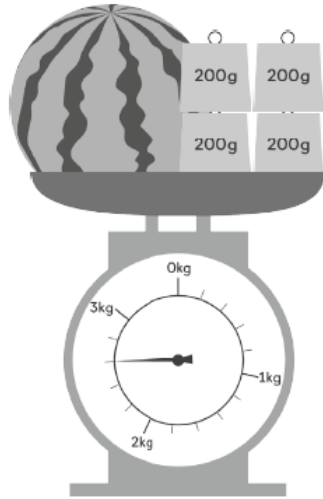
(a) The basket of strawberries weighs about kg g.

(b) The mass of the ham is about kg g.



(c) The mass of 2 bags of flour is about kg g.

- 2 Look at the watermelon and coconut.
Fill in the blanks.



- (a) The is lighter.
- (b) The is heavier.
- (c) The mass of the watermelon is about kg g,
while the mass of the coconut is about kg g.
- (d) The watermelon is g
(heavier/lighter) than the coconut.
- (e) The mass of 5 similar coconuts is about kg.

English: Box it Up

Box it up - can you write your own version of the story in the empty boxes? Change details like the setting and mysterious figure to make it your own version. So instead of a train you could set your story in an old house and the lady in red could be a man in blue, it's up to you!

<i>Mystery</i>	<i>Original story</i>	<i>Generic structure</i>
<i>Opening</i>	<i>Train pulls into the station, see a mysterious lady in red under the platform light not moving. Ask questions about her.</i>	
<i>Build up</i>	<i>The train pulls away. They settle in their seat to read. The temperature drops and there is a strange smell. Look around the carriage and see the lady. Ask questions about inside the carriage.</i>	
<i>Problem</i>	<i>Train keeps speeding ahead. Take longer looks at the lady who is staring out the window like a statue. They feel very lonely and notice that there's no one else there.</i>	
<i>Resolution</i>	<i>Start to feel fear rising in their stomach. Ask more questions. Turn around and she still hasn't moved an inch. Loud noise as the train enters a tunnel.</i>	
<i>Ending</i>	<i>Train leaves the tunnel, the lights come back on and the carriage warms up. The lady in red had vanished.</i>	

Guided Reading: Inference and Retrieval

ROMAN IDEAS THAT CAN STILL BE SEEN TODAY

1. Language

The language used in England today is taken from the Roman language. The Romans spoke and wrote in Latin which is the basis for many English words. They even had the oldest known newspapers or 'daily acts' as they were known as. They were written on metal or stone and left in a busy place for people to read.

2. The Calendar

The calendar used in many countries today (the Gregorian calendar) is based on the Roman version which is more than 2000 years old! It was called the Julian calendar, named after Julius Caesar. Caesar wanted to make a calendar which was based on the movement of the sun. It had 365 days.

3. Laws

The Romans put together many of the laws that are still used today. These include rules on divorce, housing and religion, and punishments for crimes like stealing and even black magic!

4. Roads

When the Romans invaded Britain, they built roads to make it faster for their armies to get around. Roads were built from stones and were much better than the mud tracks that were there before. Roman roads are famous for being very straight.

5. Central Heating

Underfloor heating today uses electric wires or water pipes under the floor. The Romans had a hypocaust system. The floor was built on top of piles of stone, and the air underneath heated by a furnace, kept going by slaves.

6. Concrete

Concrete is used every day in buildings and roads all over the world. The Romans started using it over 2,100 years ago because it made buildings stronger. This is why many Roman buildings are still standing today.

7. Aqueducts

Romans built aqueducts (below) to carry water across large gaps, showing a very impressive standard of engineering. The Roman aqueduct in Pont du Gard, France, is a top tourist attraction.

8. The Census

The Census is a Roman invention for counting the people living in a large area. A Census is still used today for the same reason.

9. Sewers

The Romans built large pipes underground to take away sewage, similar to the sewage pipes used today. It helped keep the dirt and disease away from the street.



1. What language did the Roman's speak and write in?

2. What were newspapers written on?

3. How old is the Roman calendar?

4. What laws do we use today that Romans put together? List a few examples.

5. Why did the Romans build roads?

6. Why are the Roman roads famous?

7. Describe the hypocaust system.

8. Why did the Romans use concrete?

9. Why are many Roman buildings still standing today?

10. What are aqueducts?

11. Why did the Romans build sewers?

R.E. - LF5 Psalm 122 1-9

Read Psalm 122:1-9 below.

I was glad when they said to me,
“Let us go to the house of the LORD!”
Our feet have been standing
within your gates, O Jerusalem!

Jerusalem—built as a city
that is bound firmly together,
to which the tribes go up,
the tribes of the LORD,
as was decreed for Israel,
to give thanks to the name of the LORD.

There thrones for judgment were set,
the thrones of the house of David.
Pray for the peace of Jerusalem!
“May they be secure who love you!

Peace be within your walls
and security within your towers!”
For my brothers and companions’ sake
I will say, “Peace be within you!”
For the sake of the house of the LORD our God,
I will seek your good.

Task: Describe what the psalm is telling you and what it means to you. Can you rewrite some of the lines in your own words?



Friday 29.1.21

Contents

Maths: Reading Weighing Scales

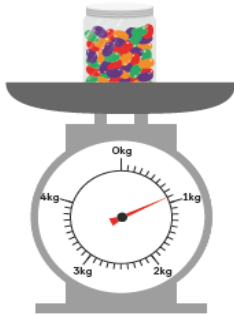
English: Write your Own Mystery Story!

Guided Reading: Inference and Retrieval

RE: Renew

Solving Word Problems

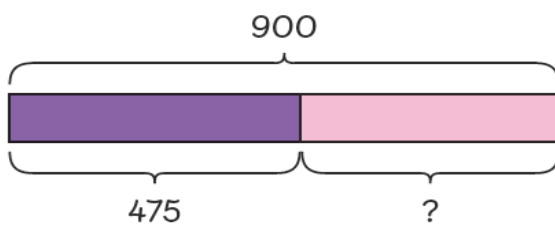
In Focus



The mass of the empty jar is about 475 g.
What is the mass of the jelly beans?

Let's Learn

The mass of the jar of jelly beans is about 900 g.



$$\begin{array}{r} 900 \\ - 475 \\ \hline \end{array}$$

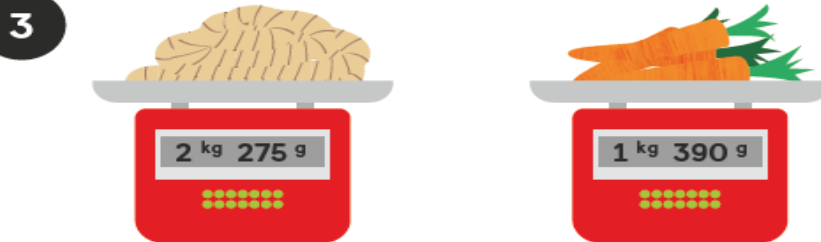
$$900 - 475 = 425$$

The mass of the jelly beans is about 425 g.

Guided Practice

- 1 Emma bought 985 g of art paper.
She used 795 g of the art paper.
Find the mass of the remaining art paper.

- 2 A piece of luggage with clothes weighs 12 kg.
The empty luggage weighs 5 kg.
Find the mass of the clothes.



Find the total mass.

Name: _____ Class: _____ Date: _____

Worksheet 5

Solving Word Problems

Solve.

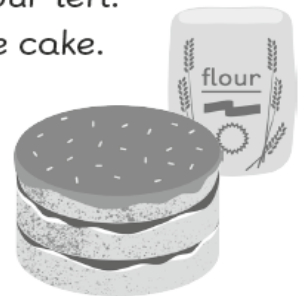
- 1 The mass of a dictionary is 1 kg 250 g.
The mass of a box of paper is 2 kg 375 g.
Find the total mass of the two items.



- 2 The mass of a box of chocolates is 948 g.
The mass of the empty box is 159 g.
Find the mass of the chocolates.



- 3 A baker has 20 kg of flour.
He uses some of it to bake a huge cake and has 3 kg of flour left.
Find the mass of flour used by the baker to bake the huge cake.



English: Write your Own Mystery Story!

- Now you've broken your story up into five parts yesterday, it's your turn to write your own mystery story!
- Can you describe your setting using the five senses?
- Can you add in the similes and adverbs we've been exploring this week?
- Once your story is complete, why not record yourself reading it aloud and upload it onto Class Dojo?

Guided Reading: Inference and Retrieval

THE ROMAN ARMY

Soldiers

Only men could be in the Roman army because everyone in the Roman army had to be a Roman citizen and women were not allowed to be citizens. The minimum age was twenty. A soldier was not allowed to get married until they left the army. A soldier from Italy had to stay in the army for 20 years whilst a soldier from outside Italy had to stay for 25 years! The soldiers from outside Italy came from many places including Africa, France, Germany, Spain and the Middle East.

Army Sizes

The Roman army was made up of about 30 legions. Each legion had around 5,000 men in it and these soldiers would be called legionaries. Each legion had 10 cohorts. Each cohort was made of 6 groups of about 80 legionaries, called centuries. Each century was led by a centurion. Each of these centuries was made of contuberniums which had 8 men in them. These 8 men would fight together and camp together. The man in charge of the whole legion was called a legate.



The Centurion

A centurion (left) would be easily spotted in a group of soldiers. The large brush on the top of his helmet was called a crest and worn sideways, very different to the crest on a normal helmet. He would also wear a shirt of chainmail and a cloak made of fine material. Displayed on his chest would be medals given for bravery in battle. Unlike the legionaries, who would carry their weapons the opposite way round, the centurion would carry a sword on the left and a dagger on the right. He would also carry a stick to beat any soldier not following orders.

Shields

Many statues and paintings found from Roman times show clearly what a Roman soldier would have worn and carried. A regular Roman soldier would have worn armour made from iron and leather. He wore a metal helmet and carried a rectangular shield like the one below. It was made from wood and leather and sometimes had a metal piece in the middle (a boss). They used short swords, spears and daggers.

The Legate

The legate was in charge of the whole legion, it was a job for only the very best leaders. The legate got a large share of any of the rewards gained from taking new land. A legate would wear a bright red cloak and a waist band with a bow on it. There was a legate called Vespasian (below) who was such a good leader that he eventually went on to become Emperor.



1. Why could women not join the Roman army?

2. How old did you have to be to join the Roman army?

3. Where did Roman soldiers come from?

4. How many legions was the army made up of?

5. What did they call the man in charge of the whole legion?

6. Why could a centurion be easily spotted?

7. Describe the centurion's clothes/dress?

8. What would the centurion carry?

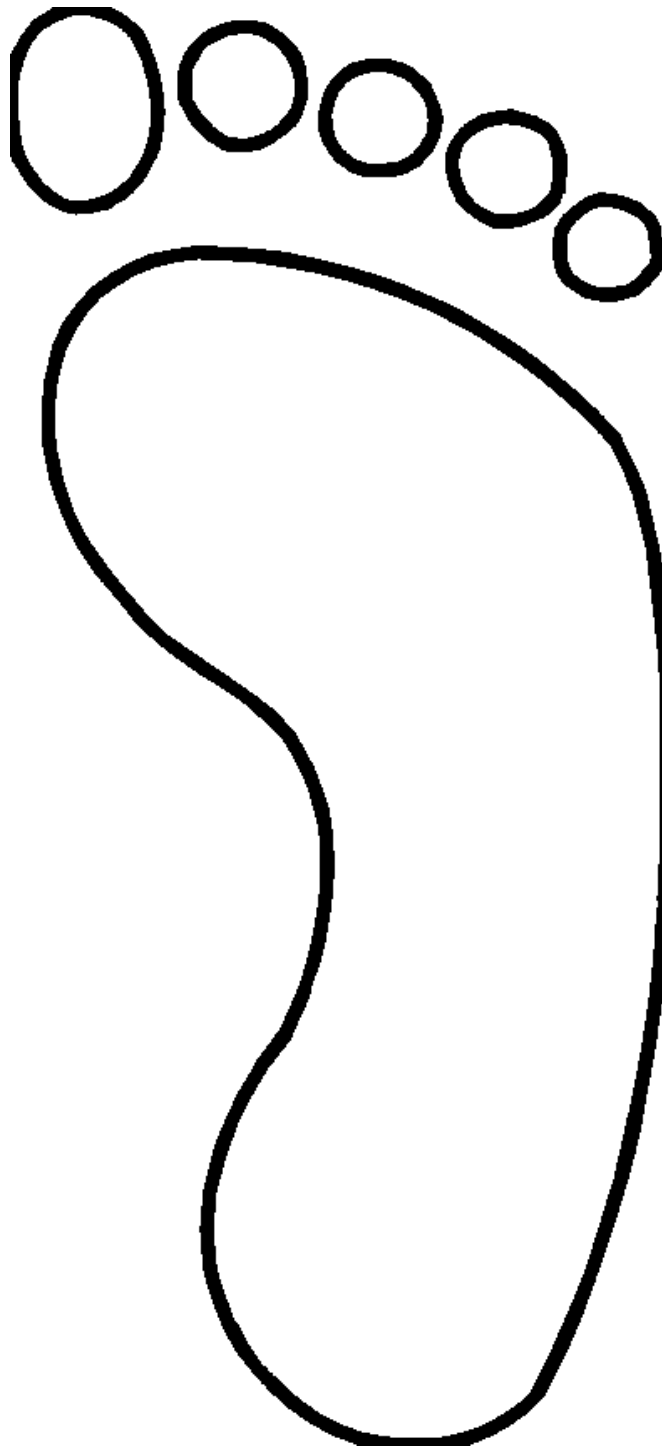
9. Why did Vespasian become an Emperor?

10. What was the regular Roman soldier's armour made from?

11. What was the shield made from? _____

R.E. - Renew

On the footprint, write how you could help another person on their journey through this year.



Well done Year 3!!!



You did it – now take a
break!