These are to be completed in your exercise books in your best handwriting. Remember to check it all makes sense, including the correct punctuation. You are to spend at least 3 hours a day on these. You can manage your time with your parents, so you could do 45 minutes, then have a break, then another 45 minutes and so on. Your designs/drawings should be coloured in and labelled. Take extra care of this book, as it is your own special book that belongs only to you. We will be checking all your work as normal. We will give certificates for the best effort!

**Literacy**

This is the big picture for Summer 2.

*Styles of writing: Week 4 - Character profile*
LO: To identify features of a character profile

To be successful I need to.....

- Read the character profile
- Discuss the features
- Highlight the features
- Explain what the features are and why they are needed

Task 1:

Highlight the features

Julius Caesar

Who was Julius Caesar?
Caesar was a great leader of the Roman army who took over a lot of land and won many battles. He was almost the first Emperor but was killed by his own people before he could.

What did Julius Caesar look like?
Caesar was believed to have been tall with dark eyes and brown hair. Furthermore, he wore a knee-length tunic which had a long, wide shawl draped over the shoulder.

What is your opinion of Julius Caesar?
I think Caesar was strong as he helped take over lots of new land for the Roman Empire. Also, I think that Caesar was clever as he made calendars which were based on the movement of the sun.

Checklist
- sub-headings
- who the person was
- description of appearance
- what the person was like
- personal opinion
- adjectives
- connectives
Task 2: Extend sentences.

TO BE SUCCESSFUL I NEED TO...

CHALLENGE WORK:
Can you write your own sentences, using a range of conjunctions, linked to Boudicca?

1. Watch the Boudicca video
2. Read the sentences
3. Add conjunctions to improve them

https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-roman-invasion-animation/zmyhf4j

Conjunctions help you extend sentences

Julius Caesar

Who was Julius Caesar?
Caesar was a great leader of the Roman army who took over a lot of land and won many battles. He was almost the first Emperor but was killed by his own people before he could.

What did Julius Caesar look like?
Caesar was believed to have been tall with dark eyes and brown hair. Furthermore, he wore a knee-length tunic which had a long, wide shawl draped over the shoulder.

What is your opinion of Julius Caesar?
I think Caesar was strong as he helped take over lots of new land for the Roman Empire. Also, I think that Caesar was clever as he made calendars which were based on the movement of the sun.
Conjunctions

**Conjunctions link two words or phrases together.**

**Coordinating conjunctions**
These link two words or phrases together as an equal pair.

- and
- for
- nor
- but
- or
- yet
- so

**Subordinating conjunctions**
These introduce a subordinate clause.

- when
- if
- that
- because
- after
- as
- before
- once
- provided
- since
- though
- till
- unless
- until
- whenever
- wherever
- whether
- while

---

**LO:** To extend sentences

**Key Teaching Point**

*Conjunctions can be coordinate or subordinate - Use a range!!*

---

**Worksheets:**
LO: To extend sentences

1. Boudicca had to share the kingdom with Nero.
2. She was whipped in front of her people.
3. Boudicca spoke to her people.
4. She asked her people to fight.
5. Boudicca and her followers went to Colchester
6. Boudicca’s army blew war horns.

**CHALLENGE WORK:**
Can you write your own sentences using a range of conjunctions that link to Boudicca?

---

LO: To extend sentences

1. Boudicca had to share the kingdom with Nero _____ they made a deal.
2. She was whipped in front of her people _____ her husband died.
3. Boudicca spoke to her people _____ she asked them to fight.
4. Boudicca and her followers went to Colchester _____ it was important to the Romans.
5. Boudicca’s army blew war horns _____ they went into battle.

**CHALLENGE WORK:**
Can you write your own sentences using a range of conjunctions that link to Boudicca?

---

**Answers:**
LO: To extend sentences

1. Boudicca had to share the kingdom with Nero because they made a deal to keep the peace.
2. She was whipped in front of her people, as Nero broke their agreement, when her husband died.
3. Boudicca spoke to her people and they listened with respect.
4. She asked her people to fight so the Romans could be defeated and they could take back their land.
5. Boudicca and her followers went to Colchester, since it was important to the Romans, and burnt it to the ground.
6. Boudicca’s army blew war horns before they went into battle, with the Roman army.

Task 3: Write a character profile using all the information you know.
Task 3: Plan and write Boudicca’s character profile.

a. **Plan your work:** use key words and phrases.

<table>
<thead>
<tr>
<th>Date: ___________</th>
<th>Name: ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO: To write a Character profile</td>
<td>Heading: ________</td>
</tr>
</tbody>
</table>

- **Who was Boudicca?**
- **What did Boudicca look like?**
- **What is your opinion of Boudicca?**
- **What was she like?**
b. Write your character profile. Use the information sheet, your plan, the word bank and the success criteria.

Information sheet

**Boudicca**

**Who was Boudicca?**
Boudicca was the Celtic Queen of the Iceni Tribe and she was married to King Prasutagus. After his death, she became a British hero because she lead a rebellion against the mighty Roman Empire. Although her brave attacks caused problems for the Romans, she was finally defeated in battle and is believed to have poisoned her self.

**What was Boudicca like?**
Boudicca was proud to be a Celt and believed in freedom. Also, she led her people against the Romans, to protect their lands, after Nero broke their agreement. Furthermore, she was a good public speaker and earned the respect of the British people.

**What did Boudicca look like?**
She was tall, with long red hair, that fell below her waist. For a woman, she is believed to have had a harsh voice and glaring eyes. In addition, she always wore a gold necklace, with tunic and thick cloak that was fastened with a brooch.

<table>
<thead>
<tr>
<th><strong>Who was Boudicca?</strong></th>
<th><strong>What did Boudicca look like?</strong></th>
<th><strong>What is your opinion of Boudicca?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Celtic Queen of Iceni</td>
<td>tall</td>
<td>*brave</td>
</tr>
<tr>
<td>married King Prasutagus</td>
<td>long red hair - below waist</td>
<td>*angry</td>
</tr>
<tr>
<td>British hero</td>
<td>harsh voice</td>
<td>*strong leader</td>
</tr>
<tr>
<td>lead rebellion</td>
<td>glaring eyes</td>
<td></td>
</tr>
<tr>
<td>defeated - poisoned self</td>
<td>gold necklace</td>
<td></td>
</tr>
<tr>
<td>What was she like?</td>
<td>*tunic</td>
<td></td>
</tr>
<tr>
<td>*believed in freedom</td>
<td>*thick cloak fastened with brooch</td>
<td></td>
</tr>
<tr>
<td>*good speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*proud to be Celt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is your opinion Boudicca?

I think Boudicca was angry when the Romans broke their agreement. Furthermore I believe she wanted to get revenge for Nero having her and her daughters whipped, especially as it was in public, before her people. In my opinion, she was a strong leader, due to her having many followers, even though she was a woman. Moreover, I think she was brave because the Romans had better weapons, strong armour and their soldiers were highly skilled. This is why I think she is an important part of Roman and British history.
Word bank - Character profile

Conjunctions
Conjunctions link two words or phrases together.

<table>
<thead>
<tr>
<th>Coordinating conjunctions</th>
<th>Subordinating conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>when</td>
</tr>
<tr>
<td>nor</td>
<td>if</td>
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<tr>
<td>but</td>
<td>because</td>
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<tr>
<td>or</td>
<td>after</td>
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<tr>
<td>yet</td>
<td>as</td>
</tr>
<tr>
<td>so</td>
<td>before</td>
</tr>
</tbody>
</table>

Technical words
- Boudicca
- army
- Romans
- battle
- emperor
- Nero
- taxes
- soil
- whipped
- South Wales
- England
- conquered
- spears
- swords

Star words
- history
- guard
- woman
- reign
• Practice your Year 3 common exception spellings like you normally do.

<table>
<thead>
<tr>
<th>Group 1 Summer 2</th>
<th>Group 2 Summer 2 Spellings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td>1. accept</td>
<td>1. fast</td>
</tr>
<tr>
<td>2. except</td>
<td>2. last</td>
</tr>
<tr>
<td>3. affect</td>
<td>3. past</td>
</tr>
<tr>
<td>4. effect</td>
<td>4. father</td>
</tr>
<tr>
<td>5. ball</td>
<td>5. class</td>
</tr>
<tr>
<td>6. bawl</td>
<td>6. water</td>
</tr>
<tr>
<td>7. berry</td>
<td>7. again</td>
</tr>
<tr>
<td>8. bury</td>
<td>8. grass</td>
</tr>
<tr>
<td>9. brake</td>
<td>9. pass</td>
</tr>
<tr>
<td>10. break</td>
<td>10. plant</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td>1. fair</td>
<td>1. path</td>
</tr>
<tr>
<td>2. fare</td>
<td>2. bath</td>
</tr>
<tr>
<td>3. grate</td>
<td>3. hour</td>
</tr>
<tr>
<td>4. great</td>
<td>4. move</td>
</tr>
<tr>
<td>5. groan</td>
<td>5. prove</td>
</tr>
<tr>
<td>6. grown</td>
<td>6. half</td>
</tr>
<tr>
<td>7. here</td>
<td>7. money</td>
</tr>
<tr>
<td>8. hear</td>
<td>8. improve</td>
</tr>
<tr>
<td>9. heel</td>
<td>9. sugar</td>
</tr>
<tr>
<td>10. heal</td>
<td>10. sure</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td>1. empire</td>
<td>1. could</td>
</tr>
<tr>
<td>2. force</td>
<td>2. would</td>
</tr>
<tr>
<td>3. conquered</td>
<td>3. should</td>
</tr>
<tr>
<td>4. nutrients</td>
<td>4. eye</td>
</tr>
<tr>
<td>5. pollination</td>
<td>5. who</td>
</tr>
<tr>
<td>6. germination</td>
<td>6. Mr</td>
</tr>
<tr>
<td>7. magnets</td>
<td>7. Mrs</td>
</tr>
<tr>
<td>8. civilisation</td>
<td>8. parents</td>
</tr>
<tr>
<td>9. transparent</td>
<td>9. even</td>
</tr>
<tr>
<td>10. opaque</td>
<td>10. odd</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Week 4</strong></td>
</tr>
<tr>
<td>1. forgetting</td>
<td>1. because</td>
</tr>
<tr>
<td>2. forgotten</td>
<td>2. which</td>
</tr>
<tr>
<td>3. beginning</td>
<td>3. so</td>
</tr>
<tr>
<td>4. beginner</td>
<td>4. saw</td>
</tr>
<tr>
<td>5. preferred</td>
<td>5. your</td>
</tr>
<tr>
<td>6. gardening</td>
<td>6. you're</td>
</tr>
<tr>
<td>7. gardener</td>
<td>7. don't</td>
</tr>
<tr>
<td>8. limiting</td>
<td>8. can't</td>
</tr>
<tr>
<td>9. limited</td>
<td>9. wasn't</td>
</tr>
<tr>
<td>10. limitation</td>
<td>10. won't</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Week 5</strong></td>
</tr>
<tr>
<td>1. decision</td>
<td>1. house</td>
</tr>
<tr>
<td>2. television</td>
<td>2. said</td>
</tr>
<tr>
<td>3. explosion</td>
<td>3. told</td>
</tr>
<tr>
<td>4. confusion</td>
<td>4. come</td>
</tr>
<tr>
<td>5. tension</td>
<td>5. some</td>
</tr>
<tr>
<td>6. attention</td>
<td>6. with</td>
</tr>
<tr>
<td>7. possessions</td>
<td>7. asked</td>
</tr>
<tr>
<td>8. question</td>
<td>8. our</td>
</tr>
<tr>
<td>9. caught</td>
<td>9. beautiful</td>
</tr>
<tr>
<td>10. naughty</td>
<td>10. after</td>
</tr>
</tbody>
</table>

**Reading**

Remember to read at least 30 minutes a day.
**Book Reviews**

Write book reviews of the books you have read.

- Choose 15 words in a book that you are unsure of and find the meaning of them. You can do this with more than one word. Use the words in complex sentences.

**Reading Comprehension:**

- **Pack:** Remember to do 1 lesson per week and use the skills we learnt during the Guided Reading lessons (skimming, scanning, inferring, summarising, etc.)

- **Guided Reading Skills Task Cards:** Pick from the task cards the ones you feel you need to practise on. Some you can do orally while for others you will need to record your answers in your book.

  *Note: Both packs are uploaded.*

**Maths**

- Practise your times tables. You need to be able to answer questions mixed up within 5 seconds. No counting on your fingers! For example, 2 x 7, 12 x 5, _ x 4 = 16.
• Continue to use Mathletics daily. Please see your teacher if you have lost/forgotten your login.
• Work through the Maths pack and write all the working out in your book.
  
  **Day 1:** watch [https://corbettmathsprimary.com/2018/07/19/parallel-perpendicular-lines-video/](https://corbettmathsprimary.com/2018/07/19/parallel-perpendicular-lines-video/) and complete the Parallel – Perpendicular task
  
  **Day 2:** watch [https://corbettmathsprimary.com/2018/05/30/quadrilaterals-video/](https://corbettmathsprimary.com/2018/05/30/quadrilaterals-video/) and complete the Quadrilaterals task
  
  
  **Day 4:** Complete the Matching dino to enclosure task
  
  **Day 5:** Complete the Length and perimeter task

**Science**

This week we will revisit rocks. To refresh your memory watch this clip about rocks [https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zsgkdmn](https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zsgkdmn), read through the information and complete the quiz at the bottom of the page.

*Read through the attached Power Point Presentation and watch this clip: [https://www.youtube.com/watch?v=CeuYx-AbZdo](https://www.youtube.com/watch?v=CeuYx-AbZdo)*

Create a poster about different kinds of rocks and how they can be used.

**History**

**Week 4**

**LO:** To find out why the Romans built roads

<table>
<thead>
<tr>
<th>To be successful I need to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know why the Romans built roads.</td>
</tr>
<tr>
<td>2. Explain how the Romans built roads</td>
</tr>
<tr>
<td>3. Draw some Roman roads on a map.</td>
</tr>
</tbody>
</table>

**Information sheets:** Read the information below.
Before Roads

The Celts rode horses, walked, or travelled in carts pulled by oxen. Before the Romans arrived, Britain had no proper roads.

There were paths and tracks to connect local farms and hamlets, and there were some longer routes for trade. These tracks were often in very poor condition.

Roman Roads

The Romans were famous for their roads. You can still see some Roman roads today, two thousand years after they were built.
Why did they build them?

Movement of troops quickly
Getting supplies to different areas of the country
Trading goods
The Emperor had more control if messages could be sent quickly

Building the roads

How Did They Build The Roads?
To build a Roman road, we would need to:

1. Dig two ditches, each 2ft wide.
2. Put all the earth in the middle to make a camber so that rain will drain off into the ditches.
How Did They Build The Roads?

To build a Roman road, we would need to:

1. Dig two ditches, each 2ft wide.
2. Put all the earth in the middle to make a camber so that rain will drain off into the ditches.
3. Spread gravel on top to make a smooth and compact surface.
4. Add rough stones to make a hard surface.

Can you name the parts of the Road?

- paving stones cut to fit
- large stones
- gravel
- broken stones/pebbles/sand/cement
Where did they build roads?

The first roads linked the ports with the military centres.

Key
- Military Centre
- Port

The Fosse Way was the first great Roman Road in Britain. It ran from Exeter to Lincoln, passing through Bath, Gloucester and Leicester.

Other Routes:
- Chester to York
- London to Lincoln to York
- Chester to Carlisle
**Task:**

**Art – linked to History**
- Read through ‘Roman Roads’ information and draw/design/build your Roman Road.

**Music:** Download the short video tutorial and then revise and practise with a pencil at home, as well as a slide with all the names of the part of the bow.

**Handwriting:**
- Use the handwriting pack every day for 15 minutes.
**RE: These tasks will cover all Summer 2 half term**

- **Task 1:** ‘Places of worship and beliefs’ powerpoint
  Go through the powerpoint carefully and fill in the ‘Places of worship’ table using the Activity cards and all the information you learnt in the powerpoint (one place of worship per week). You can also make small drawings next to your answers to exemplify your ideas.

- **Task 2:** Make a poster about your favourite place of worship and explain why you like it.

- **Task 3 - Art:** When tired, choose and colour your favourite mindfulness colouring sheet.

**Note:** Use the files uploaded.

---

**PSHE**

This half term I would like you to focus on your mental well-being. I will be setting some challenges each week for you to choose from. This week try to do one (or more) of these:

*Go for a 30 minute walk. Stop for a minute, sit down or lie on your back, close your eyes. Notice the feel of the air, the feel of the ground, the sounds and smells that surround you.*

*Try to follow this breathing exercise at least once a day during this week:*
This is a simple exercise that encourages deep breathing – a way to relax.

Pretend you have a nice smelling flower in one hand and a slow burning candle in the other.

- Breathe in slowly through your nose as you smell the flower.
- Breathe out slowly through your mouth as you blow out the candle.
- Repeat a few times.

* Message in a bottle. Draw a bottle and cut it out. Write a message to all the people you miss seeing. Show it to them when you next see them.

*Fill your bag with memories. Which good memories do you want to take away with you from lockdown? What stands out as being a good and happy memory?