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
Task 1. Identify the features of a report. Use colored pencils and underline each feature. Remember to use the same colours you used in the checklist.

Learning Objective
LO: To identify features of a newspaper report

Where does it fit in to the Big Picture?

*To help me use speech in my writing
*To develop my understanding of reports
*To help me get house points
Let's read the report. What features can you see?

**Checklist:**
1. Headline
2. Caption
3. Date
4. Columns
5. Introduction (5Ws)
6. Past and present tense
7. 1st/3rd person
8. Eyewitness account
9. Newspaper report phrases
Have you been successful?

1. Read the newspaper report
2. Identify and highlight the features
3. Discuss and explain the purpose of the features

Let's read the full report!

GREEENVILLE DAILY STAR
Sunday, 29th January 2017

UFO SIGHTING IN GREENVILLE VILLAGE!

A strange incident is reported to have happened on Friday evening in Greenville village. A local woman spotted unusual lights in the sky while she was out walking her dog. Greenville police officers also discovered a very mysterious circular shape burnt into the grass and unexplained metal remains on a nearby school field once the sun had risen the following morning. Local detectives are continuing with their investigations.

The whole incident started at around 6.35pm on Friday 27th January, when Samantha Harris was walking her dog around the outside fences of Greenville Primary School field. The witness is certain that she saw blinding lights in the night sky and heard an ear-piercing noise coming from behind the clouds. The lights were on a fast-moving flying object that Mrs Harris says then hovered just above the grass. "The mysterious object flew so low that I had to jump into a ditch to avoid being hit. My poor dog was petrified," said the now terrified lady. Mrs Harris sped home, told her husband and then phoned the police straight away.

Another witness has also now come forward. Mr Jafari, a Year 3 teacher at Greenville Primary, also recounted some odd events to the police. The hard-working teacher had stayed behind marking books on Friday evening when he says the sky suddenly became much darker as if a storm was approaching. Then, he heard the loud, clunking sound of falling metal before being blinded by an intense light from outside the classroom window. Mr Jafari described the sight.

"The lights were like shiny disco glitterballs and it felt like they put me into a trance," he explained. The whole terrifying experience has left him feeling dazed and very confused.

The police found more worrying evidence on Saturday morning as they searched the school grounds. Some curious metal objects were found inside a vast, circular shape that had been scorched into the grass on the field. Samples were taken from the objects as they were covered in an unfamiliar slimy, green liquid. Officers also spent many hours questioning people from the nearby houses. "We're now investigating numerous sightings of peculiar lights and sounds in the sky on Friday night," stated Detective Inspector Grayson.

Many local people are now feeling frightened about leaving their homes after dark but the police have been trying to comfort them. "There is no need for the people of Greenville to panic. Everyone should remain as calm as possible because there is probably a very simple explanation for the whole thing," said Detective Inspector Grayson confidently.

The whole village is now on high alert and any other bright lights or bizarre loud noises should be reported by phone to Greenville Police Station immediately on (01634) 001000.
Task 2: Change the statements in the worksheet into speech to create an eyewitness account

a. Let’s remember about speech in your writing

Let’s talk about the sandwich!

Speech mark sandwich

1) Bread (1st speech mark)
2) Lettuce (What the character says)
3) Cheese (Punctuation)
4) Bread (2nd speech mark)

Use the speech mark sandwich to help you when using speech in your writing.

b. What is an eyewitness report?

What is an eyewitness account?

Eyewitness accounts are from people involved in the story.

They help to tell a story by giving the reader the opinions of the people involved.

Newspaper reports use quotations to tell us what has been said and who said it. This is known as direct speech because it reports exactly what has been said.

Listen for the quotations in the text
Use the sandwich for your eyewitness account!

Speech mark sandwich
1) Bread
   (1st speech mark)
2) Lettuce
   (What the character says)
3) Cheese
   (Punctuation)
4) Bread (2nd speech mark)

Use the speech mark sandwich to help you when using speech in your writing.

Ways to Introduce an eyewitness
When questioned, ______ declared, "__________"
When interviewed, ______ stated, "__________"
......was a witness at the scene and spoke to the newspaper. "......"
......told the story. ""

Read the statement from Samantha Harris and change into an eyewitness account:

Samantha Harris
I had to jump into a ditch to avoid being hit!

Worksheet: Choose the worksheet you are going to do:
LO: To understand direct speech

Read the statement and change it into an eyewitness account.

Ways to Introduce an Eyewitness

When questioned, _______ declared, "_______".
When interviewed, _______ stated, "_______".
_______ was a witness at the scene and spoke to the newspaper "_______"
_______ told the story..."

Samantha Harris

1. I had to jump into a ditch to avoid being hit!

2. My poor dog was petrified!

3. I ran home to my husband and we called the police.

Mr. Jafari

4. I heard a loud clanking sound, like falling metal.

5. The lights were like shiny glitterballs.

Detective Inspector Grayson

6. People should remain calm.

Challenge: Can you write your own examples of speech that could be used as an eyewitness account about the mystery?

LO: To understand direct speech

Read the sentence and use the sandwich to add the speech marks.

1. I had to jump into a ditch to avoid being hit! explained Miss Harris

2. My poor dog was petrified! she added.

3. Miss Harris stated, I ran home to my husband and we called the police.

4. I heard a loud clanking sound, like falling metal, Mr. Jafari told us.

5. He stated, The lights were like shiny glitterballs.

6. The Detective shouted, People should remain calm!

Challenge: Can you write your own sentences with speech?
Task 3. Write a Newspaper Report using everything you’ve learnt:

**Learning Objective:**
LO: To write a newspaper report

**Where does it fit into the Big Picture?**

**What's in it for me?**
- To help me achieve my targets
- So I can write my own instructions
- To show what I have learnt

**Evaluate your work:**

I have learnt to...

I need to...
UFO SIGHTING IN GREENVILLE VILLAGE!

A strange incident is reported to have happened on Friday evening in Greenville village. A local woman spotted unusual lights in the sky while she was out walking her dog. Greenville police officers also discovered a very mysterious circular shape burnt into the grass and unexplained metal remains on a nearby school field once the sun had risen the following morning. Local detectives are continuing with their investigations.

The whole incident started at around 6:35pm on Friday 27th January when Samantha Harris was walking her dog around the outside fences of Greenville Primary School field. The witness is certain that she saw blinding lights in the night sky and heard an ear-piercing noise coming from behind the clouds. The lights were on a fast-moving flying object that Mrs Harris says then hovered just above the grass. “The mysterious object flew so low that I had to jump into a ditch to avoid being hit. My poor dog was petrified,” said the now terrified lady. Mrs Harris sped home, told her husband and then phoned the police straight away.

Another witness has also now come forward. Mr Jafari, a Year 3 teacher at Greenville Primary, also recounted some odd events to the police. The hard-working teacher had stayed behind marking books on Friday evening when he says the sky suddenly became much darker as if a storm was approaching. Then, he heard the loud, clunking sound of falling metal before being blinded by an intense light from outside the classroom window. Mr Jafari described the sight. “The lights were like shiny disco glitterballs and it felt like they put me into a trance,” he explained. The whole terrifying experience has left him feeling dazed and very confused.

The police found more worrying evidence on Saturday morning as they searched the school grounds. Some curious metal objects were found inside a vast, circular shape that had been scorched into the grass on the field. Samples were taken from the objects as they were covered in an unfamiliar slimy, green liquid. Officers also spent many hours questioning people from the nearby houses. “We’re now investigating numerous sightings of peculiar lights and sounds in the sky on Friday night,” stated Detective Inspector Grayson.

Many local people are now feeling frightened about leaving their homes after dark but the police have been trying to comfort them. “There is no need for the people of Greenville to panic. Everyone should remain as calm as possible because there is probably a very simple explanation for the whole thing,” said Detective Inspector Grayson confidently.

The whole village is now on high alert and any other bright lights or bizarre loud noises should be reported by phone to Greenville Police Station immediately on (01634) 001000.
Can you put the events in order?

- Teacher - Mr. Safari
- Sky grew dark
- Saw large piece of metal fall from the sky
- Whole village is on high alert
- People have to report anything to the police
- Samantha was walking her dog
- Heard noises and spotted lights
- Saw a flying object
- Police found evidence
- Objects covered in green slime
- Police questioned people

Task a.: Please read the plan carefully and complete it (headline and mini headline):

**Plan for Newspaper report**

**Headline**

**Mini headline**

**5Ws Introduction**

1) **Who?** Local woman

2) **What?** Strange incident

3) **When?** Friday evening

4) **Where?** Greenville Village

5) **Why?** Unusual lights in sky

"I had to jump into a ditch to avoid being hit" — Samantha Harris

**Introduction of one of the eyewitnesses**

Samantha Harris
Task b: Complete the evidence form
Task c: Complete the eyewitness accounts
Final Task: Write your own newspaper report and use the information from your plan and eyewitness accounts. You can use the introduction below if you want to.
Remember to:

- Use the plan
- Use first/third person
- Use eyewitness account
- Use sentence starters
- Check my writing makes sense
- Spellings

---

**GREENVILLE DAILY STAR**

Sunday 29th January 2018

**Horror for the village of Greenville!**

Local police are investigating a strange incident, that was reported in Greenville Village on Friday evening. A local woman spotted unusual lights in the sky while out walking her dog. The village police have also found a mysterious circular shape burnt into the grass, along with some peculiar pieces of metal.

---

**To be successful I need to...**

1. Discuss the plan with my class
2. Use the plan to write my report
3. Read my work back to check I have used the correct features
- Practice your Year 3 common exception spellings like you normally do.

**Group 1 Summer 1 Spelling**

<table>
<thead>
<tr>
<th>1. quickly</th>
<th>1. inactive</th>
<th>1. illegal</th>
<th>1. irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. sadly</td>
<td>2. incorrect</td>
<td>2. illegible</td>
<td>2. irrelevant</td>
</tr>
<tr>
<td>3. automobile</td>
<td>3. incapable</td>
<td>3. illiterate</td>
<td>3. irrational</td>
</tr>
<tr>
<td>4. antiseptic</td>
<td>4. indirect</td>
<td>4. immature</td>
<td>4. irresistible</td>
</tr>
<tr>
<td>5. finally</td>
<td>5. invalid</td>
<td>5. impatient</td>
<td>5. irresponsible</td>
</tr>
<tr>
<td>6. supernatural</td>
<td>6. inaccurate</td>
<td>6. impolite</td>
<td>6. length</td>
</tr>
<tr>
<td>7. perfectly</td>
<td>7. inaudible</td>
<td>7. imperfect</td>
<td>7. material</td>
</tr>
<tr>
<td>8. happily</td>
<td>8. breathe</td>
<td>8. immobile</td>
<td>8. minute</td>
</tr>
<tr>
<td>10. operation</td>
<td>10. important</td>
<td>10. island</td>
<td>10. often</td>
</tr>
<tr>
<td>1. interact</td>
<td>1. interlock</td>
<td>1. interview</td>
<td>1. international</td>
</tr>
<tr>
<td>2. interlock</td>
<td>2. interview</td>
<td>3. intermingle</td>
<td>3. interrelated</td>
</tr>
<tr>
<td>3. interview</td>
<td>3. intermingle</td>
<td>4. interactive</td>
<td>4. interchange</td>
</tr>
<tr>
<td>4. interactive</td>
<td>4. interchange</td>
<td>5. international</td>
<td>5. particular</td>
</tr>
<tr>
<td>5. international</td>
<td>5. particular</td>
<td>6. interrelated</td>
<td>6. peculiar</td>
</tr>
</tbody>
</table>

**Group 2 Summer 1 Spellings**

| 1. today | 1. love | 1. pull | 1. behind |
| 2. said | 2. come | 2. full | 2. child |
| 3. were | 3. some | 3. our | 3. children |
| 4. was | 4. one | 4. door | 4. wild |
| 5. you | 5. once | 5. floor | 5. climb |
| 6. your | 6. ask | 6. poor | 6. most |
| 7. they | 7. because | 7. because | 7. only |
| 8. here | 8. friend | 8. find | 8. both |
| 9. there | 9. school | 9. kind | 9. old |
| 10. where | 10. put | 10. mind | 10. cold |
| 1. gold | 1. hold | 1. told | 1. every |
| 2. hold | 2. told | 3. told | 3. great |
| 3. told | 3. told | 4. every | 4. break |
| 4. every | 4. break | 5. great | 5. steak |
| 5. great | 5. steak | 6. break | 6. pretty |
| 6. break | 6. pretty | 7. steak | 7. beautiful |
| 7. steak | 7. beautiful | 8. pretty | 8. beautiful |
| 8. pretty | 8. beautiful | 9. beautiful | 9. beautiful |
| 9. beautiful | 9. beautiful | 10. after | 10. after |
Remember to read at least 30 minutes a day. 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.

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 Math pack and write all the working out in your book.

Science
- Watch the clips on BBC bitesize [https://www.bbc.co.uk/bitesize/clips/zb3s34j](https://www.bbc.co.uk/bitesize/clips/zb3s34j) and [https://www.bbc.co.uk/bitesize/clips/zq6r82p](https://www.bbc.co.uk/bitesize/clips/zq6r82p). Then sort out the light sources into man-made and natural. Once you finish try to explain to a member of your house what a light source is? Do you understand the difference between natural and man-made light sources? Write your explanation in your book.

History
The Romans

Week 3: The Roman Army
Week 4: Julius Caesar

LO: To explain the power of the Roman Army

Task: Research facts about the Roman army and label a diagram of a Roman soldier. You can draw the Roman soldier below and then label him. Explain why the Roman army were so successful.
Your task: draw a Roman soldier and label the soldier's clothing.

What have we learnt?
What do you now know about the Roman Army?

Who were they?
How did they fight?

What did they wear?
Why were they powerful?
To be successful I need to...

1. To label a diagram of a Roman soldier.

2. Explain why the Roman Army were so successful

Information to help you with your work:

The start of the Roman army

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

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

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

How the Army Changed

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

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

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

Legions were divided into 10 cohorts of 480 men.

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

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

30 Legions made up the whole Roman army

One legion had between 4000 and 6000 soldiers (10 cohorts) led by a legate

A cohort of about 480 legionaries
A cohort of about 480 legionaries
A cohort of about 480 legionaries
A cohort of about 480 legionaries
A cohort of about 480 legionaries
A cohort of about 480 legionaries

1st cohort was double-sized

80 legionaries made a century. 6 centuries made a normal cohort. The first cohort had 5 double centuries. Each century was led by a centurion.

How did you become a legionary?

The legions were made up of recommended Roman citizens.

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

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

What if you were not a Roman citizen?

Soldiers could join as an auxiliary. Auxiliaries often had special skills such as horse riding and archery. The auxiliary soldiers would receive citizenship when they retired.
Each legion had a golden eagle carried on a pole. Each century had its own standard, or flag.

To lose your standard, or worse, the Eagle, would bring great shame on the soldiers concerned.

This is why a trusted, experienced soldier was given the role of standard-bearer.

Legionary’s Uniform

What makes the legionaries uniform and equipment so effective?
What makes the legionary’s uniform and equipment so effective for a man about to go into battle?

Legionary Training

- Learn to build camps, swim, sling stones, ride horses, mount and dismount horses fully armed with his shield and no stirrups.
- Do a drill once a day, twice if he was a recruit.
- March 30km 3 times a month wearing his armour which weighed 20kg.
- Learn how to use a sword, spear and fight mock battles with weapons which had covered tips for safety.
Fighting Techniques

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

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

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

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

Punishments and Rewards

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

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

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

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

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

What did soldiers do in their spare time?

Key Teaching Point

The brilliance of the Roman army was the key to Rome's success in building its Empire.
Week 4: Julius Caesar

LO: To research Julius Caesar and his invasions

Where does it fit into the big picture?

What's in it for me?

- To help me answer the Key Question
- To use a computer to research
- To sketch an artefact

To be successful I need to...

1. To know the main events of Julius Caesar's invasions.

2. To raise questions about Julius Caesar.

3. To research answers to your questions.
Information to help you with your work:

**Julius Caesar**

Julius Caesar was a famous and important leader in ancient Rome.

---

**The First Invasion**

**55BC: The First Raid**

The Roman General Julius Caesar came across the sea to Britain. He wanted to make Britain a part of the Roman Empire. He brought with him two Roman legions.

The Celts were living in Britain. They fought back bravely and despite the Romans winning several battles they returned to France.

Roman legions: there were around 5000 soldiers in a Roman Army legion.
The Second Invasion

54BC: The Second Raid

One year later, Julius Caesar came back across the sea. This time he brought with him 5 legions and 2,000 cavalrymen.

The Roman army fought in South East England and this time got to the other side of the River Thames.

The British tribes agreed to pay tributes to Rome and were left in peace. Caesar did not think Britain was worth a long war and he had other problems in the Empire to deal with. The Celts opened up trading links with the Romans.

cavalrymen: soldiers on horseback.

The Third Invasion

43AD: The Third Attempt

Nearly one hundred years later, the Romans returned. Emperor Claudius was now in charge and he was determined to make Britain part of the Roman Empire. He sent General Aulus Plautius and four legions of soldiers, plus about the same number of auxiliary soldiers. They were split into 3 divisions.

Many Celtic tribes realised how strong this Roman army was and made deals to keep the peace. They agreed to obey Roman laws and pay taxes. In return they were allowed to keep their kingdoms.

Auxiliary soldiers: recruited from non-Roman tribes to reinforce the army or provide a specific skill. The Latin word ‘auxilium’ means help.
Task: What would you like to find out about Julius Caesar? Use your ipad and the worksheet below.

Choose questions you would like to find out.
Write the answers in the big boxes.

Type these into google to help you research:
- ducksters caesar
- the school run caesar
- mr donn caesar
- primary facts caesar
LO: To research Julius Caesar and his invasions

JULIUS CAESAR – WHO WAS HE?

When and where was he born?
What did he do?
How did he die?

What have we learnt?
Share some of the facts you have learnt with the class...

Who is this? What did he do?
When did he live? Why is he famous?
### Art
- Read through the instructions attached to the pck and try to make a Roman shield. You can use cardboard, paint, glue and your ipad for research.

### PSHE
- Staying at home can be challenging at times. Think and try to complete these sentences in your book:
  - I get bored when...
  - I know I am bored because I...
  - When I’m bored I feel...
- Make a poster showing what you can do to stop yourself from being bored.

### RE

Week 3: the 3rd and 4th pillars of Islam

<table>
<thead>
<tr>
<th>![emoji] Make me smile if you can!</th>
<th>LO: To understand the 3rd and 4th pillars of Islam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![emoji]</td>
<td>To be successful I need to...</td>
</tr>
<tr>
<td>![emoji]</td>
<td>1. Understand what the pillars Zakah and Sawm are.</td>
</tr>
<tr>
<td>![emoji]</td>
<td>2. Explore what Muslims do in Ramadan and how this is linked to Zakah.</td>
</tr>
<tr>
<td>![emoji]</td>
<td>3. Create a Ramadan timetable or a Ramadan fact-file.</td>
</tr>
</tbody>
</table>
Zakah
The 3rd Pillar

Zakah is only paid once a year. A Muslim is instructed to give a percentage of their wealth to the poor.

When we want to give to the poor and needy, we can give some charity known as Sadaqah.

Allah loves those who help out the less fortunate and has made a way of doing this kind act wisely and with compassion.

The Sadaqah can be of any amount and can be given at anytime throughout the year. People mostly give charity in Ramadan.

Why do you think it is important to give charity?

Sawm
The 4th Pillar

Sawm means fasting. You don't eat from sunrise till sunset.

Muslims fast during the month of Ramadan.

Muslims believe that the Quran was revealed to the prophet Muhammad (PBUH) during the month of Ramadan-which is why it is such an important time.

Zakah is an important aspect in Ramadan. People give lots of Sadaqa.

Ramadan is not only about giving up food, but a chance to make yourself a better person and being closer to Allah, by trying to do good things.

What other forms of charity can Muslims do during Ramadan apart from giving money?
**Task:**

**Your Task.**

To make either:
- a timetable to tell someone what to do while they are fasting in Ramadan.
OR
- a Ramadan fact-file to explain what Ramadan is to someone who doesn’t know.

Think about why Muslims fast in Ramadan and what Muslims might do while they are fasting.
RE: Week 4: the 5th pillar of Islam

<table>
<thead>
<tr>
<th>Make me smile if you can!</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎉😊😊</td>
</tr>
</tbody>
</table>

**LO: To understand the 5th pillar of Islam.**

**To be successful I need to...**

1. Understand what the pillar Hajj is about.

2. Explore the journey that happens to Mecca.

3. Explain why people need certain items while they are on hajj.
**Hajj**

*The 5th Pillar*

Every year, millions of Muslims travel from around the world to Mecca. The journey is seen as one of the five pillars of Islam, central to the faith. Pilgrims spend five days praying both in Mecca and the surrounding area.

It is a spiritual pilgrimage that every adult Muslim must perform at least once in their lives if they can afford or are physically able.

Pilgrims wear special clothes called 'Ihram'. For men, it is 2 pieces of white cloth. This is to symbolise equality.

Muslims circle the Kaabah 7 times and perform rituals such as throwing stones at pillars to symbolise rejecting evil.

---

**Task:**

*Your Task.*

Fill in the worksheet, writing what each item is used for during hajj, or what it symbolises.
Plenary: What's in your learning bag?

What did you learn about today?

What does the hajj mean?

What are some things muslims do on hajj?

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>WHY I THINK IT IS USED OR WHAT IT SYMBOLISES</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAABAH</td>
<td></td>
</tr>
<tr>
<td>IHRAAM CLOTHES</td>
<td></td>
</tr>
<tr>
<td>WATER</td>
<td></td>
</tr>
<tr>
<td>7 STONES</td>
<td></td>
</tr>
<tr>
<td>SLEEPING BAG</td>
<td></td>
</tr>
</tbody>
</table>

Handwriting

- Use the handwriting pack every day for 15 minutes.