

Subject	WEEK 1 - 23/3/20 - Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<p>Black out pens</p> <p>After reading a text, have pupils prepare a creative summary by selecting words or sections to black out, leaving just 30 words showing (a black marker pen works well). Then ask them to go back to work with their 'blackout pens' so that the page is summarised in just 10 words. Which word would they choose if they had to summarise the text by leaving only one word showing?</p>	<p>Text detectives</p> <p>In pairs, pupils read a given text. Pupil A chooses one word, sentence or paragraph and Pupil B must ask yes or no questions to ascertain which word, sentence or section Pupil A has chosen. This involves very close study of a text.</p>	<p>Zoom frames</p> <p>After careful reading of a text, ask pupils to slide a 'zoom frame' over it (this can be created by cutting a small square in a large piece of paper). Pupils must explain why the words that are framed are important to the text. Alternatively, you might encourage a little grammar revision by asking them to define the word and / or explain what type of word it is.</p>	<p>Problem words</p> <p>After reading a text in any subject, invite pupils to highlight any words that they do not fully understand. These words can then be discussed as a class or researched independently.</p>	<p>Say it with plasticine</p> <p>Ask pupils to convert a text into a different form - e.g. a chart or diagram, a poem, a cartoon, a set of models, etc. This is effective in helping pupils to remember the information. To test or consolidate their understanding, you might ask them to present it in a form that would be accessible to a very young child, or someone who doesn't speak English. Getting pupils to use plasticine to tangibly represent the main points - and then removing the original text and using only the models to make written notes is one way of showing pupils the difference between copying and actually condensing and transforming information.</p>
PE	Hop in a Hoop	Sticky Witches	Reaction Game	Bean Bag Scramble	Rock, Paper, Scissors, Catch

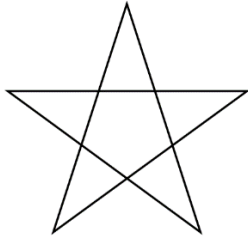
	<p>Scatter hoops of varying sizes around the hall or gym. Call out an instruction for travelling around the hoops (not going in them yet though). When you call out a number that is how many children must get into each hoop. For classes reluctant to work with children of opposite sex you can call out 'a boy and girl' and they must get into a hoop. Children must not push other children out of the hoop even if they have too many. Also, all parts of body must be in hoop - no toes over edge.</p> <p>If too many or not enough children in hoop all those involved are out.</p>	<p>Split children into groups - school houses/classes etc. and give all the groups a place in the room where they have to sit/stand when they've been tug (which means they're out). Choose 1/2/3 people to be 'on' (depending how big the groups are). Make the children who aren't on sit on the floor, cross legged with hands on heads. The children who are on must do 5 jumps of their choice and on the 4th, the sitting kids must get up and run off, avoiding the tiggers. The tiggers aim is to tig everyone before a time limit is up. When they have been tug the kids must stand in their designated areas and reach out, trying to tig those still not tug.</p>	<p>Children get into groups of 2 or 3 with a ball. Place the ball in the middle of the group. The teacher shouts commands to the children which they follow e.g. touch your head, touch your toes, jump on one foot etc. As soon as the teacher shouts "ball", the children need to grab the ball as quick as they can. The person who gets the ball first wins. This can be adapted by using your feet to drag the ball back on the command of "ball".</p>	<p>Divide the class into two teams and tell them to go on opposite sides of the gym. Place an odd number of bean bags (at least two per child) on the centre line (spread out to avoid collisions). At each end of the gym place a box or bin (as their goal). On "go" children run to the centre, grab a bean bag (only one at a time allowed) and take it back to put in their team's box, run back and do it again. Once all the bean bags are in goals the children count how many they have. The team with the most bean bags wins. You can make the game more challenging by telling the children that they have to toss it & catch it all the way back to their goal or have them skip, slide, etc. Balls may be used to develop skills such as dribbling or passing</p>	<p>Students are split into two equal teams. They get together in their teams and decide that the team as a whole is going to play 'rock', 'paper', or 'scissors'. They then "face off" at the centre line of a gym or field and on the count of three they play their rock, paper, or scissors.</p> <p>Remember, paper beats rock, rock beats scissors, and scissors beats paper. Whoever wins then chases the other team to the end line of the field or gym and catches as many people as they can on the way. Those that are caught now join the other team. The game continues until all the players from one team are caught. This game is suitable for all ages.</p>
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				(each child would have a partner). Repeat to give the other team a chance to win.	
English	<p>Spy Fox</p> <p>All is peaceful on the Southern Ocean as the penguins relax on their icebergs. That is until Dr. Hammer and his sardines decide to test their weapons of mass destruction.</p> <p>Once the weapon is unleashed there is only one 'person' to save the world from disaster and that is Fox, Spy Fox. He embarks on a mission to save the world but ends up fighting for the life of the lovely Lily. When he has freed Lily, they save the world from the evil Dr. Hammer and his evil, fishy minions.</p>	<p>Le Petit Cordonnier - The Little Shoemaker</p> <p>In a timeless Parisian street, there is a little shoemaker called Mr Botte. He makes and sells a special kind of shoes and business is good. However, the little shoemaker's life is about to change... a new shoe seller is in town and he will do anything to gain business. Mr Botte's business starts to fail. How will he cope? Maybe he will get some help from unexpected quarters.</p> <p>Teaching activities:</p> <ul style="list-style-type: none"> •Describe the shoemaker and his shop. •Create a new plan to get rid of the shoemaker. •Create persuasive arguments for the little shoemaker's shoes. 	<p>La Luna - Trailer from Pixar</p> <p>La Luna is a new animated short film from Pixar that will be shown in Cinemas before lasts weeks 'Resource of the Week' Brave. The film will be 8 minutes long in total. La Luna is the timeless fable of a young boy who is coming of age in the most peculiar of circumstances. Tonight, is the very first time his Papa and Grandpa are taking him to work. In an old wooden boat, they row far out to sea, and with no land in sight, they stop and wait. A big surprise awaits the little boy as he discovers his family's</p>	<p>Ruin</p> <p>This hyper realistic short animation (8mins 30secs) is set in a post-apocalyptic landscape of derelict buildings which are slowly being taken over by the futuristic flora and fauna.</p> <p>The film begins with stunning establishing shots of the setting before we see a large container being ejected from the 'Haven Nanotech' building.</p> <p>The main protagonist is then seen exploring the container. He discovers a strange mobile device which seems to direct him to a mystery research facility. As he is trying to make sense of what is on the screen</p>	<p>Dreamgiver</p> <p>Silently a group of orphans sleep in an orphanage. Quietly, the window shutters open and in crawls a mysterious creature. He doesn't look too friendly at first, but we soon see what his plan is.</p> <p>This is the Dream giver and by cracking his dream eggs he makes sure the children's' nights are pleasurable. He creates the dreams by cracking the eggs onto stories, posters and ballet shoes. But what will happen if an egg is accidentally spilt on something not so nice? Well that is what happens....</p> <p>A 'dream egg' is knocked off the bed and onto a 'shadow serpent,' this is surely going to turn into a</p>

	<p>Teaching Activities:</p> <ul style="list-style-type: none"> •Write the next adventure of Spy Fox using a different wild animal as the villain and including equally inept minions. We quite like the idea of a huge Ape - like King Louis in The Jungle Book - with cheeky monkey minions. •Create a newspaper report for the events outlined in the film. •Design a 'Bond-like' gadget that fox could use in his missions. 	<ul style="list-style-type: none"> •Explanations or instructions about how to make magic shoes. 	<p>most unusual line of work.</p> <p>Introduce the children to the first clip. Ask the children to brainstorm who the characters are, what their relationships are and what they are doing.</p> <p>Use the last few seconds of the clip to stimulate rich descriptive writing. You could introduce similes and metaphors to describe the moon and the sea.</p> <p>The second clip lends itself to some fantasy narrative writing. Ask the children some stimulating questions;</p> <ul style="list-style-type: none"> -What happened after the first clip? -Where have the stars come from? -What will happen next? 	<p>a sound of rotor blades warns him that he is in danger and to make his escape.</p> <p>Questions to ask</p> <ul style="list-style-type: none"> •When is this story set? How do we know? •What do you think has happened? •How did one man survive or are there more? •What is trying to stop him and why? •What will happen next? <p>Teaching activities:</p> <ul style="list-style-type: none"> •Describe the settings in the opening scenes. •Create a character profile (fill in the missing information) •Create a news report to describe the day the 'world ended' •Design additional futuristic weapons/machines - 	<p>nightmare for one of the unlucky children.</p> <p>Teaching Ideas:</p> <ul style="list-style-type: none"> •Ask the pupils to bring in objects and images that they would like the Dream giver to crack his egg onto, then they described the dreams that happened afterwards. •The children could make up their own Dream giver, what does he look like? How does he give the dreams to people?
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			<p>-Can you describe the boy's feelings? -What do they do with the stars?</p> <p>Teaching activities:</p> <ul style="list-style-type: none">• The children could write diary entries for the day before the fishing trip and one after the trip describing the 'star fishing.'• They could write instructions for how to catch a star or poems about the night sky and shooting stars.• The children could write a narrative about someone who collects stars	<p>draw diagrams and write explanations. •When the film ends what happens next? Continue the story.</p>	
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<p>Maths</p>	<p>Stick numbers from 1 to 9</p> <p>If you have school grounds with lots of twigs lying around, this activity is a must. If not, you can always ask children to bring them in.</p> <p>Get children collecting twigs. Once they have plenty, their challenge is to make the numerals 1-9.</p> <p>Can they make number 2 with 2 twigs? What about number 3 with 3 twigs, and so on? Can they spot the angles they make? Can they make a 3 with 3 angles? A 4 with 4 angles? A five with 5 angles?</p> <p>How about Roman numerals? Could they</p>	<p>Angles and shapes activity with sticks</p> <p>Twigs/ pencils are great for making shapes and demonstrating a variety of angles. Challenge children to make as many shapes as they can with right-angles. Can they make a regular dodecagon? How many interior right-angles does this shape have?</p> <p>Though twigs aren't perfectly straight, making right-angles can be great fun especially when children are challenged to build a 2D shape such as a house or a boat. Put children in a group and challenge them to make the biggest shape with 10 pieces of bamboo? Can they make a shape with 12 angles?</p> <p>As an extension, can they make some 3D shapes, such as a tetrahedron using twigs and twine?</p>	<p>Take your maths inspiration from Goldsworthy</p> <p>This one is a great follow up to the sticky activities and helps children discover the natural connection between Maths and art. Link your twig Maths work to sculptor Andy Goldsworthy by encouraging children to design and build their own Maths outdoor works of art.</p> <p>Show examples of his work to inspire children. Get them to combine materials to make different shapes and collect stones, flowers and twigs to create a special environmental art sculpture. As a bonus, photograph their creations and put them</p>	<p>Measure me, treasure me fun maths activity</p> <p>This one is a classic that can be done outside or recreated in the classroom. Find the approximate age of a tree using just a tape measure or piece of string!</p> <p>Children measure the distance around the trunk roughly one metre from the ground. As every 2.5cm of girth correlates to around one year's growth, they can then work out the age of the tree.</p> <p>For example, a tree with a girth of 100 cm will be roughly 40 years old ($100 \div 2.5 = 40$).</p> <p>If you can't get outside with the children, just get them to stand still and recreate trees themselves to measure</p>	<p>Caretaker Maths investigation</p> <p>Tell children they are going to help the school caretaker solve a problem: he has been asked to plant 10 trees in five rows, so that each row contains 4 trees. How would they do it?</p> <p>For this problem, children can pretend to be the trees themselves and become part of the problem or they could use plastic marker PE cones.</p> <p>Place them in groups and challenge and challenge them. Which group can solve the problem first?</p> <p>Solution: the trees would be planted in a star shape (as below) with each tree planted at each apex and at each intersection point.</p>
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	<p>make a clock face showing all the Roman numerals from I - XII? Let children snap sticks to size if they need to!</p> <p>Finally, can children make sums using Arabic and Roman numerals? For example, $9 \times VII = 63$.</p>		<p>up around your classroom.</p> <p>This Maths activity is perfect for the end of term because it allows children to explore and become enthused about Maths in a natural way, so they look forward coming back to Maths lessons over the holidays.</p>	<p>(they'll have loads of fun pretending their arms are branches!)</p>	
Science	<p>Baking Soda and Bubbles Science Experiment</p> <p>Follow instructions on website.</p>	<p>Layering Liquids Density Experiment</p> <p>To make this an experiment, we need to change something. Let's change the amount of sugar in our flavoured waters. Let's use pre-made flavoured sugar water, aka juice {any sugary drink would work}.</p> <p>The greater difference in sugar concentration between the liquids, the easier it will be to layer them. {You'll still get layering with even slight density differences - ask</p>	<p>Dyed Flowers Science Experiment</p> <p>It effectively demonstrates how plants transport water up the stem, via the xylem, to reach the leaves and petals and hydrate them. The brightly coloured water changes the bright white flowers in a short space of time and that again makes it perfect for little ones who don't have too much patience for</p>	<p>How to Make Your Own Lava Lamp</p> <p>Supplies:</p> <ul style="list-style-type: none"> • An empty water bottle • vegetable oil • water • food colouring of your choice • Alka-Seltzer tablets <p>Instructions:</p> <p>1. Fill the empty water bottle about 2/3 full of vegetable oil</p>	<p>Simple Light Refraction Experiment</p> <p>Watching the original light refraction experiment on YouTube will give you a great look at what's involved in this activity.</p> <p>https://youtu.be/G303o8pJzls</p> <p>Equipment</p> <p>A sticky note (I used a Post-It)</p> <p>A marker</p> <p>An empty transparent bottle</p> <p>Water</p>

		<p>my Oceanography students about that lab - but the layers tend to mix, especially if your kids are doing the pouring.}</p> <p>Here are the materials you need:</p> <ul style="list-style-type: none"> •Clear glasses •Graduated cylinder (optional, but it helps use less liquid) •2-5 kinds of sugary drinks <ul style="list-style-type: none"> ▪grape juice (40 g of sugar) ▪orange juice (22 g of sugar) ▪apple juice (29 g sugar) ▪white grape juice light (11 g of sugar; also sweetened with sucralose) ▪water (0 g of sugar) •Syringe (optional but it helps to layer the liquids) <p>Stacking Two Liquids</p> <p>Show the children different liquids and explain they contain different amount of sugar. Ask them to pick 2.</p>	<p>drawn out experiments!</p> <p>In order to do this, you simply need:</p> <ul style="list-style-type: none"> •a few stems of bright, white flowers such as chrysanthemums, gerberas or carnations •jars filled with water and various shades of liquid or gel food colouring <p>Colour the water in each jar, and simply place the flowers in, watch and wait!</p> <p>Ask the children to predict what will happen? What might happen? How long will it take? Why does this happen? Draw a picture to show what the flowers look at this point - this will be a reference point for comparison later.</p>	<p>2. Fill the rest with water, leaving a little of space at the top. Notice that the water sinks below the vegetable oil. Oil and water just do not mix. The oil floats on the surface because the water is heavier (has a higher density) than oil.</p> <p>3. Now, add the food colouring. The food colouring will only mix with the water, not the oil. We stirred our concoction with a chop stick to mix the food colouring well with the water. I do not recommend shaking the mixture. This causes a lot of little bubbles to form in the oil, which makes the effect of the lava lamp less stellar.</p> <p>4. When you are ready for the fun, break an Alka-Seltzer tablet into four pieces. Have your</p>	<p>Instructions</p> <p>1.Draw two arrows on a sticky note. Make sure that each arrow points in a different direction. Stick the note to a blank wall.</p> <p>2.Next, fill up the water bottle.</p> <p>The alternating arrows on the note point to the left and the right. Let the kids gradually move the water-filled bottle in front of the sticky note. As the bottle moves in front of the sticky note, something amazing happens.</p> <p>The arrows appear to change direction! The top arrow, which points to the left, appears to point to the right. And the bottom arrow, which points to the right, appears to point to the left!</p>
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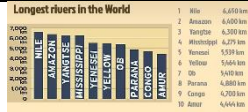
		<p>State that the grape juice has more sugar than the orange juice. What do you think will happen when we pour the juices together? (You can just use a small amount of each liquid and pour them into a tall skinny container like a graduated cylinder. You'll use less materials this way.)</p> <p>Make some predictions: •Pour drink A onto drink B, this will happen... •Pour drink B onto drink A, this will happen...</p> <p>Make an observation: The drink with the higher amount of sugar sinks to the bottom.</p> <p>Repeat this with the other drinks. Choose two liquids, predict what will happen, and observe the results.</p> <p>When you add the orange juice to the apple juice, the</p>	<p>Within an hour or so some of the outer petals will change colours, especially if you use blue and green dyes.</p> <p>By the next day or two the colours will reach most of the petals on each flower and look very effective. Draw another picture of the flowers and the water and then compare. What do you notice? What has happened and why?</p>	<p>child drop in one piece at a time. 5. Sit back and watch the fun.</p>	<p>3. Move the bottle back to see the arrows return to their original directions.</p> <p>So, what exactly is going on? We learned that refraction occurs because light bends when it passes through substances, such as water and plastic.</p> <p>As the light travels through a substance, it becomes concentrated into a focal point, usually near the centre. After light passes through the focal point, the rays cross over each other and cause images to appear reversed.</p>
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		<p>orange juice will sink. This tells us that the orange juice was denser than the apple juice.</p> <p>Density isn't just about the amount of sugar in the water. Other things dissolved in the water - maybe some pulp in the case of orange juice - will affect it. (Density is the amount of stuff [mass] per volume.)</p> <p>YOU CAN DO THIS FOR 5 LIQUIDS AS WELL.</p>			
Art / DT	<p>Raised Salt Painting</p> <p>MATERIALS</p> <p>Card Squeeze bottle of glue Table salt Liquid watercolours Paint brushes or Droppers</p> <p>Instructions</p> <p>1.) Squeeze glue designs or</p>	<p>Oil Pastel Painting</p> <p>https://artfulparent.com/oil-pastel-painting-with-kids/</p> <p>Equipment Oil pastels Oil Water Colour paper, or some nice heavy-ish paper Cotton</p> <p>Instructions</p>	<p>A Back-and-Forth Drawing Game</p> <p>MATERIALS</p> <p>Paper A pen or other drawing tools</p> <p>INSTRUCTIONS One person starts the drawing with something simple and quick. For example, I might draw circle or a</p>	<p>DIY Marbled Paper the Easy Way</p> <p>https://artfulparent.com/diy-marbled-paper/</p> <p>MATERIALS</p> <p>Shaving FOAM* Shallow baking dish, such as a pie plate Liquid watercolour paint (or watered-down food colouring) Droppers</p>	<p>Marble Painting</p> <p>MATERIALS</p> <p>Marbles Paint such as tempera paint, Bio Colours, or activity paint Muffin tin, egg carton, or small bowls to hold the paints Spoons Paper Shallow cardboard box or a baking dish</p> <p>Instructions</p>

	<p>pictures onto your card stock.</p> <p>2.) Sprinkle with salt until the glue is thoroughly covered. Tip to let excess salt fall away</p> <p>3.) Dip your paint brush into liquid watercolour paint then gently touch to the salt-covered glue lines. Watch the paint "magically" travel in both directions!</p> <p>If you like, you can use a dropper or pipette instead of a paint brush to add your watercolour paint.</p>	<ol style="list-style-type: none"> 1. Draw a picture with lots of strong, bright colours! 2. Dip your cotton bud in a little bit of oil, wipe off the drips then rub it over your drawing and watch the oil pastels magically turn to paint! <p>You can blend colours together easily or use a different cotton bud for each colour to keep them separate.</p>	<p>line, a pair of eyes, or the outline of a house.</p> <p>Then we just take turns adding elements back and forth.</p>	<p>Stir stick, such as a chopstick or the bottom of a paint brush</p> <p>Card</p> <p>A scraper, such as a square piece of cardboard</p> <p>Instructions</p> <p>1.First, spray a layer of shaving cream to cover the bottom of your baking dish.</p> <p>2.Then, use a dropper to add drops of liquid watercolour paint on top of the shaving cream.</p> <p>Note: If you don't have liquid watercolours, you can use watered-down food colouring. You can even do this project with other paints, such as tempera or liquid/craft acrylics, although the results will look a bit different.</p> <p>3. Add more colours</p>	<p>Step 1. Prep</p> <p>First, prepare for marble painting by putting some paint in the muffin tin sections (or egg carton or whatever), protecting your work surface (we used these art mats), placing a sheet of paper in your shallow box or baking dish, and setting out the marbles and spoons.</p> <p>Step 2. Add Paint-Covered Marbles to Paper</p> <p>Drop your marbles in paint Mix them around a tad to coat them with paint Then transfer your paint-covered marbles to the paper in the shallow box/dish</p> <p>Step 3. Roll Your Marbles Around</p> <p>Now lift your shallow box/pan and tilt it this way and that so the paint-covered marbles roll around and leave their little painty trails, creating interesting designs on the paper</p>
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				<p>4. Next, use a stick (a chopstick, the end of a paint brush, or even the dropper) to swirl the paint around for a marbled effect.</p> <p>5. Press a piece of card stock into the paint covered shaving cream.</p> <p>6. Lift up the card stock</p> <p>7. Then use a piece of cardboard to scrape off the shaving cream</p>	
History	<p>Can I explain the spread of the Roman empire and recall key facts about the invasion of Britain?</p> <p>Work through slides and tasks.</p>	<p>Can I understand why the Romans built new roads in Britain, know where some of the main roads ran to and from and know how the roads were made?</p> <p>Work through slides and tasks.</p>	<p>Can I understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made?</p> <p>Work through slides and tasks.</p>	<p>Can I describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall?</p> <p>Work through slides and tasks.</p>	<p>Can I understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped?</p> <p>Work through slides and tasks.</p>
Geography	<p>Use website to explore different aspects of Geography</p> <p>Let pupils decide what they want to learn about each day.</p>	<p>Use website to explore different aspects of Geography</p> <p>Let pupils decide what they want to learn about each day.</p> <p>https://www.3dgeography.co.uk/geography-activities</p>	<p>Use website to explore different aspects of Geography</p> <p>Let pupils decide what they want to learn about each day.</p>	<p>Use website to explore different aspects of Geography</p> <p>Let pupils decide what they want to learn about each day.</p>	<p>Use website to explore different aspects of Geography</p> <p>Let pupils decide what they want to learn about each day.</p> <p>https://www.3dgeography.co.uk/geography-activities</p>

<p>https://www.3dgeography.co.uk/geography-activities</p> <p>Example for day one.</p> <p>Research rivers</p> <p>What is a river?</p> <p>Definition of a river: A river is a large natural stream of water flowing in a channel to the sea, a lake, or another stream.</p> <p>Synonyms for river.</p> <p>Other words for river include stream, waterway, brook, creek (US), tributary, brooklet, rivulet, burn (Scotland), course, beck, rill</p>		<p>https://www.3dgeography.co.uk/geography-activities</p>	<p>https://www.3dgeography.co.uk/geography-activities</p>	
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	 <p>Longest rivers in the World</p> <table border="1"> <tr><td>1</td><td>Nile</td><td>6,695 km</td></tr> <tr><td>2</td><td>Amazon</td><td>6,400 km</td></tr> <tr><td>3</td><td>Yangtze</td><td>6,300 km</td></tr> <tr><td>4</td><td>Mekong</td><td>4,270 km</td></tr> <tr><td>5</td><td>Yenisei</td><td>5,531 km</td></tr> <tr><td>6</td><td>Volga</td><td>5,440 km</td></tr> <tr><td>7</td><td>Ob</td><td>5,430 km</td></tr> <tr><td>8</td><td>Parana</td><td>4,880 km</td></tr> <tr><td>9</td><td>Godavari</td><td>1,465 km</td></tr> <tr><td>10</td><td>Arar</td><td>1,454 km</td></tr> </table>	1	Nile	6,695 km	2	Amazon	6,400 km	3	Yangtze	6,300 km	4	Mekong	4,270 km	5	Yenisei	5,531 km	6	Volga	5,440 km	7	Ob	5,430 km	8	Parana	4,880 km	9	Godavari	1,465 km	10	Arar	1,454 km				
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	<p>Pupils create a poster or a fact file about a specific river or rivers as a whole.</p>																																		
French	<p>Choose a topic based upon the website and then practice skills as a group - let pupils decide what they want to learn.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z39d7ty</p>	<p>Choose a topic based upon the website and then practice skills as a group - let pupils decide what they want to learn.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z39d7ty</p>	<p>Choose a topic based upon the website and then practice skills as a group - let pupils decide what they want to learn.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z39d7ty</p>	<p>Choose a topic based upon the website and then practice skills as a group - let pupils decide what they want to learn.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z39d7ty</p>	<p>Choose a topic based upon the website and then practice skills as a group - let pupils decide what they want to learn.</p> <p>https://www.bbc.co.uk/bitesize/subjects/z39d7ty</p>																														

ENGLISH SOURCES

Spy Fox

<https://www.literacyshed.com/spyfox.html>

Le Petit Cordonnier - The Little Shoemaker

<https://www.literacyshed.com/littleshoemaker.html>

La Luna

<https://www.literacyshed.com/the-film-trailers-shed.html>

Ruin

<https://www.literacyshed.com/ruin.html>

Dreamgiver

<https://www.literacyshed.com/dreamgiver.html>

MATHS SOURCES

LESSON 3 - https://en.wikipedia.org/wiki/Andy_Goldsworthy

Science websites

Lesson 1 - <https://theimaginationtree.com/baking-soda-and-bubbles-science-experiment/>

Follow the instructions on website

<https://www.noguiltmom.com/very-simple-science-experiments/>

Geography websites

<https://www.3dgeography.co.uk/geography-activities>

<https://www.scholastic.com/teachers/blog-posts/alycia-zimmerman/five-projects-juice-geography/>

Subject	WEEK 2 - 30/3/20 - Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Find the adjectives in this text and make a list. Now think of 5 sentences using atleast 3 adjective: write a few sentences using those in each sentence.	Find the meanings of the words you haven't heard of before. Now write a few sentences using those words.	Search for a descriptive word in your text. Now use a thesaurus and write down five synonyms and antonyms for that word.	Choose a character to draw and label from the book.	Design the clothes that your character would wear. Why have you chosen those particular colours? What design would their t-shirt have on the front?
PE	<p>Traffic Jam</p> <p>Each player stands in a space in the playing area with a ball each. They must steer their car (ball) safely around the playing area (road) without losing control. Players have to follow instructions called out by coach, starting with:</p> <p>Green - players dribble around area. Red - players stop and put foot on the ball. Amber - players touch ball between</p>	<p>Cat and Mouse</p> <p>Choose 3 or 4 students from the class to be the catchers or the 'cats' and send them to the end of the hall/ playground to 'sleep'. Give each of the remaining students coloured band or bib to tuck into the back of their shorts (to be their mouse tails). Shout 'wake up cats'. They then chase the mice and try to catch their tails. The cats have to catch as many tails as they can until they are all gone. When a mouse loses their tail, they have to sit down.</p>	<p>Sharks</p> <p>Have a set of hoops scattered about the floor, with children moving about 'swimming'. The stroke can be changed with older children, e.g. front crawl / back stroke / running backwards. When the teacher shouts "sharks", the children must get into hoops as quickly as possible (2 children to a hoop). Remove one hoop each time you shout "sharks" and ask the children to help when they are out to still make them feel part of it. When only two people</p>	<p>Smugglers</p> <p>This is a warmup game using coloured hoops and coloured bean bags. Scatter the hoops around the area in which you are working. Split the class in half - smugglers or 'goodies'. The goodies have a 30 second head start to place bean bags in their correct corresponding coloured hoop. On the blow of the whistle, the smugglers 'steal' the bean bags from their correct hoops and place them incorrectly. The 'goodies' have to</p>	<p>Ladders</p> <p>First, pair up the children and sit them down, with legs flat (on the carpet) and spread out. Now give the pairs numbers 1,2,3 and so on. You call a number and that pair will jump up and run around the whole of their team and sit down. The first one to sit back in place is the winner. Or as a team, the first pair run around and as soon as they are in place the next person gets up and runs, until the whole team has run round the whole team.</p>

	<p>insteps of both feet without moving.</p> <p>Turn - steer car (ball) to move in a different direction.</p> <p>Introduce gears whilst in green dribbling mode:</p> <p>1st gear - slow jog</p> <p>2nd gear - steady run</p> <p>3rd gear - quicker run</p> <p>4th gear - quick run</p>		<p>are left make them touch the wall at each side of the hall on the way round the hoop to avoid cheating!</p>	<p>Keep going to try and remedy the problem.</p>	
English	<p>Eye of the Storm</p> <p>The video of "Eye of the Storm" tells the story of an anonymous airship pilot, whom we see in a very dark, simplified form deciding in his melancholy to steer his airship into a massive (and possible ether-driven) storm. Throughout the video we see him</p>	<p>Forever Young - The Gate of Truth</p> <p>A man in the twilight of life travels to the 'Gate of Youth' He pays his money and passes through. To his dismay, the gate is faulty, and he doesn't become younger. Angrily he kicks the gate, moments later he regains his youth. But by kicking out in ire he damages the gate which falls on him. He becomes a new-born baby again. There is a</p>	<p>The Rocketeer</p> <p>Over 20 years ago the film 'The Rocketeer' was launched by Dave Stevens. Many of our children will not have even heard of this film but here it is, a remake in honour of the original for them to enjoy and be inspired by!</p> <p>The film is set during WW2 and features a young boy who dreams of flying. One day the</p>	<p>Road's End</p> <p>Who is this mysterious man in goggles and a red scarf and what has happened to him? We are left to decide this for ourselves as the short film begins and he is inspecting the wreckage of a car, as a viewer we assume that he has survived a car crash. Help is at hand in the form of a friendly driver who</p>	<p>ELEVEN</p> <p>Eleven (HD 2010) - Operative 4511 is a space marine on his own and outnumbered. Sometimes the voice you reach at the other end of the comm can mean the difference between life and death! 'Eleven' plays with the visual style of fps video game cut scenes that were popular when it was conceived.</p> <p>Teaching Ideas</p>

	<p>preparing his craft, setting it on "autopilot", and saying goodbye to his one companion- a dragon.</p> <p>Teaching Ideas</p> <p>Give the children a list of questions: Who? What? Where? When? Why? These questions could spark a whole week of work.</p> <p>Is the man the 'dragon master?' Why does the dragon have to be kept locked up? Where is the ship going? What will happen as the ship goes into the storm at the end?</p>	<p>moral to the story. Can your children tell us what the moral is?</p> <p>Teaching Ideas</p> <ul style="list-style-type: none"> •Children can draw their own versions of the gate and label it's components. •In drama sessions children could act going through the 'Gate of Youth,' they could also go through the 'Gate of Aging' and come through the other side as an elderly person. This could produce some comical effects with children moaning about their bad backs etc. •Children to write the scenes leading up to going to the gate of youth. Why does he want to be young again? •Write a newspaper story about the disappearance of an old man and the discovery of a new- born baby. 	<p>peace of this small farming community is shattered by a police chase.</p> <p>A tragedy is on the cards but luckily 'The Rocketeer' was on hand to save the day!</p> <p>Teaching Ideas</p> <ul style="list-style-type: none"> •Children can write a newspaper report of the events in the film. •Design an enemy for The Rocketeer to defeat, write a wanted poster for the bad guy. •Write their own adventures of The Rocketeer. •Write a letter from the small boy or his parents thanking The Rocketeer. •Write the Rocketeer's back story, how did he become a hero? Why does he risk his own life? Why does he fight crime rather than get rich with his powers? 	<p>stops and offers him a lift.</p> <p>We soon realise that all is not as it seems and so does the driver. But is it too late? He looks into the goggles of his passenger and sees himself in the reflection. It is not a pleasant view of the future... and unluckily for this poor soul it comes true.</p> <p>Teaching Ideas</p> <ul style="list-style-type: none"> •Character descriptions. •Internal monologue of each character. •Rewrite the story as a newspaper report. •Write setting descriptions. •Discuss who the man in the red scarf is and where has he come from? It could be that he is death, the grim 	<ul style="list-style-type: none"> • Children can create sections of dialogue from the film to practise using dialogue punctuation etc. • Children can rewrite the narrative in 1st or 3rd person. • Write a description of the robots, create their own alien robots
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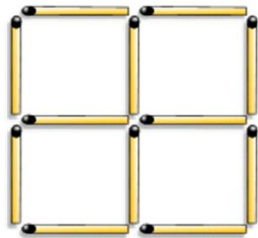
	<p>Writing opportunities</p> <ul style="list-style-type: none"> •Write a description of the scene. •Write the dialogue between the pilot and his dragon. •Write a letter to his family saying goodbye and explaining his plans. •Write the ending to the narrative. What happens as he goes through the storm? What is on the other side? 	<ul style="list-style-type: none"> •Write a diary entry from the man's point of view leading up to when he goes through the gate 	<p>Use drama techniques to draw these ideas from the children.</p>	<p>reaper, but without the scythe?</p> <ul style="list-style-type: none"> •Rewrite as a 1st person narrative from 'Red Scarf's' point of view. 	
Maths	<p>End of term maths activity with matchsticks</p> <p>If you don't have twigs, why not use rulers or glue sticks for this fun end of term Maths activity. Or ask children to bring them in from their walk into school.</p>	<p>Algebra with sticks!</p> <p>Twigs and sticks are superb natural materials for exploring patterns and for exploring algebra. For example:</p> <ul style="list-style-type: none"> •Shape 1 = 4 sticks •Shape 2 = 7 sticks •Shape 3 = 10 sticks <p>Following this logic, can children work out how many sticks would be</p>	<p>Riverside crossing maths investigation</p> <p>Another classic maths investigation we all know and love. Acting it out helps children to conceptualise their reasoning as well as having fun with maths.</p> <p>Here's the story:</p>	<p>Grid maths investigation</p> <p>Make a 5 by 5 grid using string or mark it out on the playground using chalk. It doesn't need to be big (although it can be!).</p> <p>Tell the children that you have ten items (bean bags, cones, tennis balls) that need</p>	<p>Count Down!</p> <p>This game is a simple at home version of the TV favourite and can be played with any number of players.</p> <p>What you need to play:</p> <ul style="list-style-type: none"> •4 'large number' cards with the numbers 25, 50, 75 and 100 on them •A set of cards with the digits 1-10 on them, with at

Use twigs to create a variety of 'matchstick' puzzles but on a larger scale.

Show children this matchstick picture ask them to copy the shape below with their twigs. Then ask the question below. Then give the instruction:

Move two twigs to make 7 square rectangles.

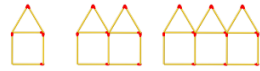
Can they work out what to do?



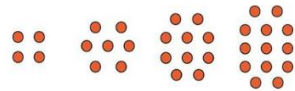
needed for Shape 10 (a shape with ten square rectangles joined together)? Can they find a rule?



Children could also investigate different shaped patterns such as triangles or houses, like below:



Or, instead of twigs, you could make some patterns using stones instead and ask children to investigate the next pattern is a sequence like below:



Then you can challenge children to work out what the fifth and sixth shapes in the pattern would look like. Can they develop an expression to show the number of stones needed for the nth shape? Take a look at Transum's matchstick

A farmer returns from the market, where she bought a goat, a cabbage and a wolf. On the way home she must cross a river. Her boat is small and won't fit more than one of her purchases.

As such, she cannot leave the goat alone with the cabbage (because the goat would eat it) and she can't leave the goat alone with the wolf (because the goat would be eaten). How can the farmer get everything on the other side?

Solution:

1. Take the goat to the other side.
2. Return, pick up the cabbage and take that to the other side.
3. Now pick up the goat again and take it back to where it started.
4. Unload the goat and pick up the wolf.
5. Take the wolf to

to be placed inside the grid. Ask them if they can place the objects in the grid so that no more than two objects lie in a line in any direction.

Solution:

X		x		
x			X	
	X		x	
	x			X
		X		x

least two cards for each number

How to play:


Step 1: Set out 4 large number cards (25, 50, 75 and 100) face down and mixed up.

Step 2: Do the same with the 1 - 10 cards, making sure you have at least 2 cards for each number.

Step 3: Players take it in turns to select one of the big number cards or one of the small number cards, until there are 6 cards laid out altogether.

Step 4: Someone who is playing the game needs to generate a 3-digit number. This can be by throwing a dice or selecting cards from a pile of 0 to 9 cards.

Step 5: Once the number has been generated, turn over the six cards and players have to try and get to that total using

		<p>patterns for more ideas on what to do.</p>	<p>the other side where you unload it and leave it with the cabbage. 6. Go back for the goat. Job done!</p>		<p>any of the six number cards and any of the four operations.</p> <p>Each card can only be used once and the winner is the first person to reach the total, or the player who is closest after a set length of time.</p> <p>The game can be adapted for younger children, by choosing the numbers on the cards carefully and having them aiming to reach a 2-digit number, rather than a 3-digit number.</p>
Science	<p>Inverted Balloon in a Bottle</p> <p>Equipment</p> <p>Glass bottle with a narrow neck 1 Tablespoon water Balloon Oven mitts</p> <p>Instructions</p>	<p>Making slime Experiment</p> <p>Watch you tube clip https://www.youtube.com/watch?v=emlW5Jh-AHc&feature=relmfu</p> 	<p>Make a temporary magnet Experiment</p> <p>Equipment</p> <p>A permanent magnet (e.g. one you buy at a shop) Magnetic nail Metal paperclips</p> <p>What do you think will happen?</p>	<p>Floating Egg Science Experiment</p> <p>The floating egg science experiment is simple and easy to do. Find out how to make an egg float using items hanging around in the kitchen cupboards.</p> <p>Equipment</p> <p>3 x Eggs</p>	<p>Walking Water Science Experiment</p> <p>Make water walk from one cup to another! This is a fun and easy children's science experiment playing with water and colour. Watch the water walk and the colours combine!</p> <p>Equipment</p> <p>1 x Roll of Paper Kitchen Towel</p>

	<p>1. Pour 1 tablespoon of water into the bottle using a funnel. The amount doesn't have to be exact.</p> <p>2. Place the bottle in the microwave for one minute, long enough for the water to boil. Another option would be to boil a pot of water on the stove and set the glass bottle inside of it until the water within the glass bottle boils. The glass bottle will be very hot so be careful to handle it using oven mitts and to warn the kids against touching it.</p> <p>3. Once the water in the glass bottle begins to boil remove it from the microwave and place it on a hot pad on the counter.</p>	<p>Pupils follow instruction to create slime.</p> <p>Equipment Plastic beaker of PVA glue Borax solution 50ml Measuring cylinder Wooden stirring rod</p>	<p>How will we make a temporary magnet with these items?</p> <p>Method/ Instructions</p> <ol style="list-style-type: none"> 1. Rub the permanent magnet up and down the nail 50 times. Put the permanent magnet to one side so that it doesn't affect the experiment. 2. Put some metal paperclips on the table/surface you are using and hold the tip of the nail close to it. 3. Gently lift the nail up - the paperclip should be stuck to the tip of the nail! <p>Discuss the Science behind the experiment</p> <p>Lots of metal things have very tiny magnetic charges in them. However, in most things, these little magnetic</p>	<p>3 x Tall drinking glasses</p> <p>1 x Jug of water</p> <p>Table Salt</p> <p>Measuring spoon</p> <p>Method/ Instructions</p> <ol style="list-style-type: none"> 1. Half fill each glass with water. Leave the first glass of water as it is. 2. Put 2 tablespoons of salt in the second glass and 4tbsp in the third glass. 3. Give the salty water a good stir. 4. Carefully lower each egg into each glass. <p>What has happened to each egg?</p> <p>Experiment even more... Now you have learnt all about density the fun really begins.</p>	<p>7 x Plastic cups</p> <p>2 or 3 Assorted food colouring</p> <p>1 x Jug of water</p> <p>Method/ Instructions</p> <ol style="list-style-type: none"> 1. Place all your cups in a line. 2. Using your jug of water carefully fill every other cup. The cups on the outside do not need to be as full as the ones on the inside. 3. Add a few drops of food colouring to the cups filled with water and stir - These can be any colours you like. 4. Tear off one piece of kitchen towel, fold it in half, then fold it in half again. Bend this kitchen towel so that one end is in one cup, and the other end is in the other cup. Do this for every cup. Leave for approximately two hours and let the magic happen. <p>The Science Bit:</p>
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	<p>4. Quickly and carefully, stretch the mouth of a balloon over the bottle opening, making sure to centre the balloon.</p> <p>Then sit back to watch and observe.</p> <p>Ask the children what they think will happen. Make predictions - record them to refer to.</p> <p>Within 30 seconds you should see the balloon starting to move all on its own. Slowly, the end of the balloon will be pulled into the glass bottle, as if by magic.</p> <p>And then POP! The balloon will invert completely into the bottle and continue to expand inside.</p>		<p>charges are all jumbled up, so they aren't very strong, a bit like a box full of jumbled up magnets. However, in a magnet, all the mini magnetic charges inside have been forced to line up, making them strong enough for us to see their effects. When you rub the magnet on the nail, the magnetic charges in the magnet pull the magnetic charges in the nail into a line so it acts like a magnet for a little while, before they all jumble up again!</p>	<p>Put the egg in the water without salt first, then slowly pour salt into the cup and watch the egg rise! Alter the volume of water, the amount of salt and use different objects.</p> <p>Test what objects float without using any salt at all - Don't forget to check with an adult first before putting household objects in water.</p> <p>https://fun-science.org.uk/floating-egg-science-experiment/</p>	<p>Walking water science experiment</p> <p>The water has been absorbed by the kitchen towel and used the towel to get from one cup to another by capillary action. Take a look, what has happened to your empty cups? As this has happened the different colours of mixed so not only has the water walked but it has created some cool colours.</p> <p>Experiment even more... Use different colours and see if you can guess what colours this might create?</p> <p>...Or make a few simple changes to the experiment and see if this makes it harder or easier for the water to walk.</p> <p>Use a thicker or thinner type of kitchen towel, or maybe a different material altogether. Wet the towel before putting into the cup.</p>
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					Replace the water with cooking oil.
Art / DT	<p>Fizzy Drip Painting- Art Meets Science</p> <p>Equipment Food colouring in several colours Water Baking soda White Vinegar Bowls, one per paint colour Spoons Thick plastic sheeting or plastic bag to protect work surface Thick white paper</p> <p>Instructions</p> <p>1.Put some baking soda into a bowl and add enough water to make a thick, but not lumpy, paint.</p> <p>Have each child paint the white paper with the baking soda paint.</p>	<p>Five Minute Craft: Magnet Painting</p> <p>Equipment Magnet wand Various metal items like ball bearings, springs & screws Various non-metal items like marbles Paper Plastic tray or box Tempera paint Cups or palette to dip the metal pieces in Spoons to get the painted covered pieces into the tray</p> <p>Instructions</p> <p>1.Pour your paint into something deep enough to drop your metal pieces into. 2.Then cut your paper to fit your tray and place a piece inside.</p>	<p>GEOMETRIC MATH ART WITH CIRCLES</p> <p>https://teachbesideme.com/geometric-math-art-circles/</p> <p>Equipment Graph paper Compass Pencil Rubber Colouring pens to colour it in.</p> <p>Instructions</p> <p>1. Start by drawing a circle using the graph paper squares as a guide to make them all even. Draw the circle using the compass. Put the compass point right where you want the centre of the circle to be. 2. Draw more circles overlapping the other one you already drew</p>	<p>Paper Weaving</p> <p>https://babbedabledo.com/art-for-kids-paper-weaving/</p> <p>Equipment PAPER WEAVING Cutting Template Coloured Paper Old Magazines, crepe paper, newspaper but into strips Knife and Ruler</p> <p>Instructions</p> <p>Step One Adults should prepare the base/template by cutting slots with a knife in the paper base according to templates.</p> <p>Be sure to stop cutting 1 inch" from the top and bottom of the paper.</p> <p>Step Two</p>	<p>Easy Fish Origami</p> <p>Equipment Sheet of A5 paper and cut it down to square - using the left over "strip" for making the little baby origami fish. Pens for decorating</p> <p>https://www.redtedart.com/easy-fish-origami/</p> <p>Use YouTube for instructions</p>

	<p>They can go in straight horizontal lines across, wavy lines, vertical lines or any other design as long as they cover the whole sheet with the mixture. This paint dries quickly. Allow it to dry before going to the next step.</p> <p>2. While the baking soda paint is drying, add about one half a cup of white vinegar to each bowl for the coloured paints. Add several drops of food colouring to each bowl to make vibrant colours.</p> <p>Show children how to mix colours to make a new colour in one of the bowls, such as yellow and red.</p>	<p>3. Now it's time to paint! Dip a metal piece in paint and drop it into the tray.</p> <p>4. Then take the magnet wand and move it around under the plastic tray as this keeps the metal pieces rolling smoothly.</p>	<p>and continue drawing them until you have a large amount.</p> <p>As you draw them, you will see the patterns emerge. The overlapping sections of the circles turn into four-petaled flowers.</p> <p>3. Keep drawing circles. More and more of them! You can start colouring them in and create patterns with colours now.</p>	<p>Cut paper strips that are at a minimum the width of the paper base. I recommend longer strips and trimming them later.</p> <p>Step Three Time for the kids! Give pupils the base and put out a collection of paper scraps.</p> <p>If this is their first-time weaving, you will need to walk them through the steps of pulling the paper over and under the slots. Make sure to pull the paper over and under alternate slots with each new layer to create a woven texture.</p> <p>Step Four Continue until the slots are filled.</p> <p>Step Five If desired trim edges of paper strips to match the paper base.</p>	
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	<p>3. Once the baking soda paint is dry, have the child or a helper hold up the paper horizontally.</p> <p>4. Then, have the artist add drips of paint to the paper using the spoons or eyedroppers.</p> <p>Have them listen to the chemical reaction of the baking soda and vinegar as it makes a fizzing sound as it releases carbon dioxide gas.</p> <p>5. Then, have the child or helper tilt the paper vertically and they can add more paint.</p>				
History	Can I explain what Roman baths were and know about the different amenities they contained?	<p>Make a model Roman villa</p> <p>Equipment</p> <p>You will need:</p>	<p>Make a model Roman villa</p> <p>Step 3</p> <p>Add the details</p>	<p>Make a model Roman villa</p> <p>Step 4</p>	<p>Make a model Roman villa</p> <p>Step 5</p> <p>The veranda</p>

Work through slides and tasks.

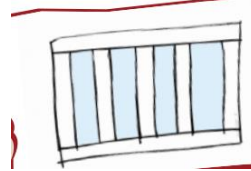
- Scissors, glue and sticky tape
- Strong base of thick card
- Newspaper/scrap paper to cover the table
- 3 x large rectangular packaging boxes (large cereal boxes work well)
- 1 x smaller square packaging box (a small tissue box works well)
- Sheets of card or thick paper
- Toilet rolls
- Paints and/or pens to decorate
- Silver foil
- Coloured foil sweet wrappers (optional)
- Empty egg carton (optional)

Instructions

Step 1

Prepare your buildings

Take your four boxes and lay them out on your base using the plan below.



Stand your four buildings in place on the base following the floor plan. Before you stick them down, mark out where you would like to have the windows and doors.

Windows would have been rectangular in shape with wooden frames and light green or blue glass. Doors were made from wooden boards, with two supporting planks added

Create your Courtyard: (Roman word: peristyle)

Make the basics

1. Add a pond to your courtyard using a sheet of silver foil cut into an oval or circle.

2. Give the look of grass around your pond by painting the remaining parts of your base green or using some green paper.

Some extra touches

3. You can add your own details, for example:

- A Plant - Make a pot by painting a section of an egg box brown, then ball up some green paper to create a bush. You can paint on flowers too.
- A bench - use half the lid of an egg box painted grey to create a stone bench.

At the front of your villa create a grand entrance with an open veranda held up with pillars.

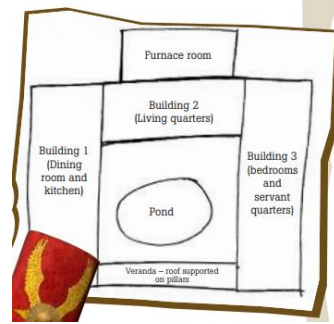
How many pillars you will need will depend on the size of your villa, but you'll probably want around four to six, divided on either side of a wider opening.

You can make these from toilet or kitchen roll tubes or by rolling a piece of card into a tube and securing with sticky tape.

The pillars should be a couple of centimetres shorter than buildings 1 and 3.



Paint your pillars brown to look like wood.



Check you are happy with the height of each 'building'. You can make the cereal boxes into shorter buildings by carefully cutting to size - this can be easier if you flatten each box first, then reform using sticky tape to secure.

horizontally for extra strength. Draw or paint the windows and doors on the walls using a black pen to add detail.

Now your buildings are ready, stick them to the main base.

This should leave a large space in the middle of your buildings which will be your courtyard.

Use tabs of sticky tape to secure your columns to the base of your villa in a straight row running between buildings 1 and 3.

To make the roof of the veranda, cut a piece of card long enough to fit between your two main buildings and around 6cm wide.

Decorate with 'tiles' to match the roofs of the other buildings. Fold a tab (around 1cm wide) along the back of the roof so that it sits neatly on top of the pillars. Secure at a sloping angle and attach to the two long buildings on either side using sticky tape



while you



Romans usually made their walls out of stone and covered them with cement to make the walls smooth and very strong. Create the Roman look by covering each of the sides of your boxes with cream-coloured paper. You can paint white paper cream by mixing white paint with a dash of yellow.

Step 2

Make the roofs

Roofs were made from red clay tiles, much like our roofs today.

First create the sloping roofs out of card. To make the card the right shape, cut strips that are just a little longer than each box and twice as wide.

Step 6

Add under-floor heating (Roman word: hypocaust)

- Raise up your villa
Many Roman villas had under-floor heating which would have been especially useful in the British winter! The Roman name, hypocaust, is Ancient Greek meaning 'fire beneath'. The floor was supported on short columns made of stacked tiles. A fire would be kept burning (very hard work for the slaves!) in the furnace room, and the hot air would move through the under-floor area, heating the rooms above. The hot air and smoke escaped through channels in the walls.

To make your hypocaust system, you will need to raise up your whole villa by around 6cm.

		<p>Either paint each roof a red, rusty colour to represent tiles, or stick on small squares of red painted paper in layers to create a tile effect. Fold the strips of card in half and place on top of each box to create a sloping roof. Secure in place with sticky tape on the inside of the roof. Fill in the triangular gap at either end of the roof with a piece of cream-coloured paper.</p>			<p>Create two piles of three or four books underneath buildings 1 and 3 and place the base of your villa on top. This will leave a narrow channel beneath the villa for the air to flow through.</p> <ul style="list-style-type: none"> • Build a furnace To represent the furnace, cut small pieces of silver foil or coloured foil or sweet wrappers into the shape of flames and add details using yellow and red paper. Stick them to a piece of card using sticky tape along one edge only so that it stands up.
Geography	Use website to explore different aspects of Geography	Use website to explore different aspects of Geography	Use website to explore different aspects of Geography	Use website to explore different aspects of Geography	<p>Use website to explore different aspects of Geography</p> <p>Let pupils decide what they want to learn about each day.</p>



	Let pupils decide what they want to learn about each day. https://www.3dgeography.co.uk/geography-activities	Let pupils decide what they want to learn about each day. https://www.3dgeography.co.uk/geography-activities	Let pupils decide what they want to learn about each day. https://www.3dgeography.co.uk/geography-activities	Let pupils decide what they want to learn about each day. https://www.3dgeography.co.uk/geography-activities	https://www.3dgeography.co.uk/geography-activities
French	Choose a topic based upon the website and then practice skills as a group - let pupils decide what they want to learn. https://www.bbc.co.uk/bitesize/subjects/z39d7ty	Choose a topic based upon the website and then practice skills as a group - let pupils decide what they want to learn. https://www.bbc.co.uk/bitesize/subjects/z39d7ty	Choose a topic based upon the website and then practice skills as a group - let pupils decide what they want to learn. https://www.bbc.co.uk/bitesize/subjects/z39d7ty	Choose a topic based upon the website and then practice skills as a group - let pupils decide what they want to learn. https://www.bbc.co.uk/bitesize/subjects/z39d7ty	Choose a topic based upon the website and then practice skills as a group - let pupils decide what they want to learn. https://www.bbc.co.uk/bitesize/subjects/z39d7ty

Reading activity websites

<https://www.twinkl.co.uk/resources/ks2-english/ks2-reading/ks2-reading-activities-and-games>

PE activity websites

<https://www.tes.com/teaching-resource/pe-games-for-primary-school-11320363>

English websites

Eye of the Storm

<https://www.literacyshed.com/eyeofthestorm.html>

Forever Young - The Gate of Truth

<https://www.literacyshed.com/forever-young.html>

The Rocketeer

<https://www.literacyshed.com/the-rocketeer.html>

Road's End

<https://www.literacyshed.com/roads-end.html>

ELEVEN

<https://www.literacyshed.com/the-sci---fi-shed.html>

Maths websites - <https://matr.org/blog/fun-maths-games-activities-for-kids/>

Lesson 5

https://youtu.be/RZgkr5_Xn58

Science

lesson 2

<https://www.tes.com/teaching-resource/polymers-making-slime-instructions-sheet-updated-2019-11006856>

History resources

http://downloads.bbc.co.uk/history/handsonhistory/romans_villas.pdf