

Hello Year 4!

Welcome to your fourth week of English lessons.

We hope you have had a lovely weekend and are ready for this week's learning.

Please follow the instructions on each page to help you - we look forward to hearing about how you have got on!

Miss Hill and Mrs Tally

Make sure you have a sharp pencil and enough paper to write on.

Challenge yourself.

Proof-read to check it makes sense

Remember...

ABC

capital letters

marks the
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cat sat

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The cat sat on the mat. It was ginger and fluffy. The cat was called Fluffy.

Fluffy the cat belonged to Tim. Tim loved Fluffy and spent lots of time playing with him. Tim feeds him every day.

paragraph

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punctuation

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dorr
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check your work

The Romans

From the size of their empire to their strange beliefs, read on to find out more about the mighty group of people known as the Romans.

Who Were the Romans?

Rome is the capital city of modern-day Italy. It was the city at the centre of the Roman Empire. The Roman Empire is the name used for the land that was controlled by the Romans. This includes parts of Europe, North Africa and the Middle East.

The Romans were a group of people who were named after the important city of Rome. However, many soldiers fighting in the Roman army did not come from Rome itself. Instead, they came from one of the many countries which were part of the Roman Empire.

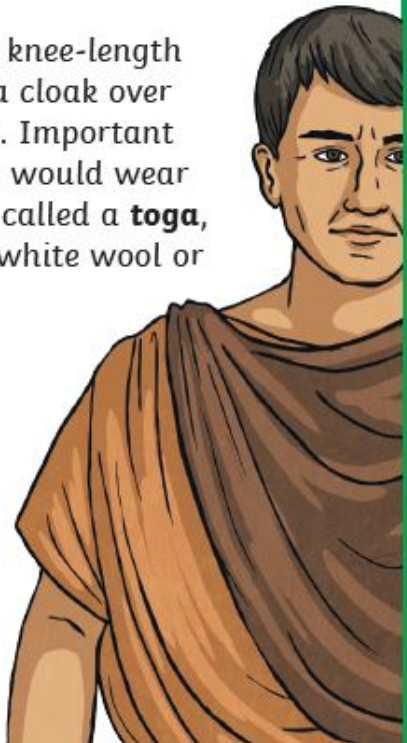


The Roman Empire in AD 117

Monday 11th May

Comprehension

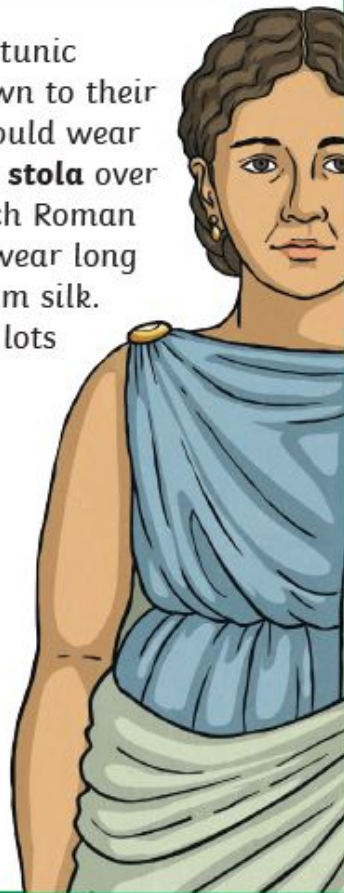
Men wore a knee-length **tunic** with a cloak over the top of it. Important Roman men would wear a long robe called a **toga**, made from white wool or linen.



What Did the Romans Wear?

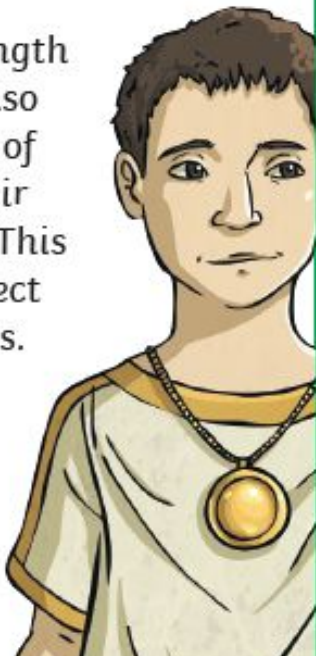
Roman clothing was different for men and women:

Women wore a tunic which went down to their ankles. They would wear a dress called a **stola** over their tunics. Rich Roman women would wear long tunics made from silk. They also wore lots of jewellery.



The Romans also had different clothing for boys and girls:

Boys wore a knee-length tunic. They would also wear a special piece of jewellery around their neck called a **bulla**. This was thought to protect them from evil spirits. It would be given to them when they were a few days old and they would wear it until they were 16.



Girls wore an ankle-length tunic with a belt made from wool. They also wore a necklace called a **lunula**. It was thought to protect them against the evil eye and would be worn until the day before their marriage.



On their feet, most Romans would have worn sandals or boots made from leather.

What Did the Romans Eat?

The Romans would usually eat three meals per day:

ientaculum



The Romans would eat a breakfast of bread or pancakes with dates and honey.

prandium



For lunch, the Romans would eat a light meal of fish, cold meat, bread and vegetables.

cena



In the evening, poorer Romans would eat vegetables and porridge whereas richer Romans would enjoy a feast, including wine.

What Did the Romans Enjoy?

The Romans did not have much free time. However, when they did, some Romans enjoyed hunting whilst others would watch chariot races. Many enjoyed watching gladiators fighting and wealthy Romans would throw expensive dinner parties to entertain their friends.

1. Which of these did a Roman woman wear? **Tick all that apply.**

- ☐ a knee-length tunic
- ☐ an ankle-length tunic
- ☐ a cloak over their tunic
- ☐ a dress over their tunic

2. Number these Roman items to show the order they appear in the text. The first one has been done for you.

- ☐ toga
- ☒ 1 tunic
- ☐ bulla
- ☐ lunula
- ☐ stola

3. Which of these was the Roman word for breakfast? **Tick one.**

- ☐ ientaculum
- ☐ prandium
- ☐ cena
- ☐ lunula

4. Join the boxes to show during which meal these foods would have been eaten.

prandium

ientaculum

cena

pancakes

porridge

cold meat

5. Find and copy **two** things that poorer Romans would have eaten for their evening meal.

6. Find and copy the material that Roman sandals would have been made from.

7. Give one reason why you would have liked to have been a Roman and one reason why you would not have liked to have been a Roman.

8. **The Romans did not have much free time.**

Why do you think that this was the case?

1. Which of these did a Roman woman wear? **Tick all** that apply.

- ☐ a knee-length tunic
- ☒ **an ankle-length tunic**
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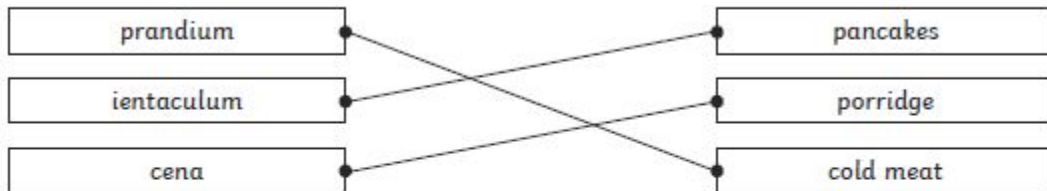
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- tunic
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- ☐ cena
- ☐ lunula

4. Join the boxes to show during which meal these foods would have been eaten.



5. Find and copy **two** things that poorer Romans would have eaten for their evening meal.

porridge
vegetables

6. Find and copy the material that Roman sandals would have been made from.

leather

7. Give one reason why you would have liked to have been a Roman and one reason why you would not have liked to have been a Roman.

Pupils' own responses, such as: I would have liked to have been a Roman because the clothes sound comfortable to wear. I would not have liked to have been a Roman because I do not like to eat fish so I would not have enjoyed lunch!

8. **The Romans did not have much free time.**

Why do you think that this was the case?

Pupils' own responses, such as: I think that the Romans didn't have much free time because they were busy invading countries to expand the Roman Empire.

English

Session 2

Make sure you have a sharp pencil and enough paper to write on.

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Tuesday 12th May

This week we are going to be theming our work around Dragons!

BUT...first of all I want you to make a poster all about how you look after a pet!

It could be your own pet, a family members pet or how to look after a pet you would like to have.

If you don't have a pet you could even use my cat, Frankie to help you explain how to look after a cat!

Watch this video to give you some ideas about how to look after a pet:

www.youtube.com/watch?v=FOLP8p0jSoA



Tuesday 12th May

Plan your poster...

What is the heading/title going to be? - HOW TO LOOK AFTER A...

What key areas of care are you going to include on the poster?

These will need sub-headings/sub-titles!

Food? Exercise? Home Environment / Habitat?

Which pictures could you include?

Any fun facts or top tips that you know are great for your pet?

My cat Frankie loves scratches first thing in the morning under her chin!



English

Session 3

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Wednesday 13th May

Imagine you had a pet dragon!

How did you get it?

Was it a present?

Did you find an egg and it hatched?

Do you have to keep it a secret from your grown ups?



Write a diary entry all about the first day you get your new pet!

Recap your skills

Wednesday 13th May

YOU DO NOT NEED TO PRINT THIS
OFF!

Keep the check list up on the screen whilst
you're writing your diary entry!

☐	Has an introduction to set the scene and create atmosphere.
☐	Uses adventurous vocabulary to describe the places where the events happen.
☐	Is written in the past tense.
☐	Tells the story of an episode of the writer's life.
☐	Is written as if talking to someone (using an informal tone.)
☐	Uses some personal pronouns: I, we, my, me.
☐	Talks about feelings, reactions and opinions from the writer's point of view.
☐	Uses time conjunctions to show when things happened.
☐	Writes about events that are important to the writer.
☐	Uses paragraphs to organise events.
☐	Uses inverted commas to quote direct speech from the events.

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Thursday 14th May



The King had known that the gift he presented to his children on their 5th birthday was dangerous. He was prepared to take the risk of letting them own a pet dragon, however. One day, the twins would rule the kingdom together, and they would need all the help they could get. No - one could deny that a dragon was a powerful ally! !

Before that day, though, the children had much work to do. They had to train their dragon!

Thursday 14th May

Just like you would train a dog to sit, heel and give you it's paw, what would you have to train a dragon to do?

- Fly
- Toast marshmallows
- Heat your toes in bed
- Eat from a bowl
- Don't drink out the pond



Thursday 14th May

We would like you to write a set of instructions for the Prince and Princess to help them train their pet dragon!



	Title which shows what the text is about. It may begin "How to..."		Adverbs for how the actions should be done.
	Sub-headings to break the text into clear sections.		Chronological order and Adverbs of Time .
	An opening sentence which encourages the reader to have a go.		Technical language which is specific to the task.
	A clear list of equipment or ingredients needed.		
	Simple steps for each action in the method.		
	Imperative (bossy) verbs telling the reader what to do.		
	Bullet points or numbers for each step.		

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Close Read

Today's English Lesson will be a close read activity based on the text 'Harry Potter and the Goblet of Fire' by JK Rowling

Teacher Notes

The purpose of a close read activity is to gain an understanding of the text by reading it multiple times.

Close Read Instructions:

- 1) Look at the vocabulary. Do you know what the words mean?
- 2) Read the text to yourself and ask yourself the following questions:
What did I just read? What did it say?
- 3) Now read the text again with an adult - this will help you gain a better understanding.
- 4) Read the questions and now reread the text again to find evidence that will support your answers.
- 5) Answer the questions in writing.

All close read texts are age appropriate.

Friday 15th May



Four fully grown, enormous, vicious-looking dragons were rearing their hind legs inside an enclosure fenced with thick planks of wood, roaring and snorting – torrents of fire were shooting into the dark sky from their open, fanged mouths, fifty feet above the ground on their outstretched necks. There was a silvery blue one with long, pointed horns, snapping and snarling at the wizards on the ground; a smooth-scaled green one which was writhing and stamping with all its

might; a red one with an odd fringe of fine gold spikes around its face, which was shooting mushroom-shaped fire clouds into the air, and a gigantic, black one, more lizard-like than the others, which was nearest to them.

Friday 15th May

Questions

1. **Find and copy** one word that tell us the dragons are dangerous
2. What time of day is it in the extract? Explain how you know.
3. Why do you think the dragons were 'snarling and snapping' at the wizards?

Friday 15th May

Answers

1. vicious
2. Night because the dragons shot fire into the dark sky.
3. They might be snarling and snapping at the wizards because...
 - They are in an enclosure or tied up
 - They want to try and eat the wizards

Your answer must be in context for the extract - it must link to what you have read