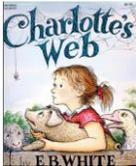


| 9:00 – 10 am<br><u>Close Reading</u>   | 10 -11 am<br><u>English</u>  | 11-11.15     | 11.15-12.15 pm<br><u>Maths</u>  | 12.15 – 1.15 pm | 1.15 -2:15 pm<br><u>History</u>  |
|--|--|--------------|---|-----------------|--|
| <p>Our text this week for Close Reading is <u>Charlotte’s Web</u> by <u>E.B. White (Chapter 2)</u></p>  <p><b><u>LO: to use evidence from the text to justify my answers.</u></b></p> <p>Read Chapter 2 of Charlotte’s Web by E.B. White<br/><a href="https://cleveracademy.vn/wp-content/uploads/2016/10/Charlotte_s_Web_.pdf">https://cleveracademy.vn/wp-content/uploads/2016/10/Charlotte_s_Web_.pdf</a></p> <p>In today’s lesson we are going to use <b>APE</b> to help us answer questions.<br/>Remember:</p> <p><b>A – answer it</b><br/><b>P - prove it</b><br/><b>E – explain it</b></p> <p><b><u>Modelled example</u></b><br/>I have read an extract and used APE to help me answer the question. Have a look at my example</p> <p><b><u>Activity</u></b><br/>Now it is your turn to answer some questions. <b>Remember to use APE.</b></p> | <p><b><u>LO: to write my diary entry</u></b><br/>Today we are going to continue our diary writing. Read what you have written so far before continuing your writing.<br/>When we write our diary entry we have to include:</p> <ul style="list-style-type: none"> <li>▪ Time conjunctions (first, next, then, after that,)</li> <li>▪ Emotive language (including similes and metaphors)</li> <li>▪ Sentences describing the senses (how you feel, what you touch, what you can see and hear)</li> </ul> <p>We also need to think about our sentence structure.</p> <ul style="list-style-type: none"> <li>▪ Sentences need to be well constructed. Say your sentences first before writing them down.</li> <li>▪ Correct use of capital letters (beginning of each sentence and for proper nouns) and full stops.</li> <li>▪ Use different sentence openers for impact.</li> <li>▪ Use your phonics knowledge to help with spellings.</li> </ul> <p>Look at the example of my diary entry to help you. <b>Remember to use your story maps for your writing.</b></p> | <p>Break</p> | <p><b><u>MLO: to recall multiplication and division facts for the 3 and 4 times table</u></b><br/>Multiplication and Division activities for the 3 and 4 times tables on ‘Hit the Button’<br/><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><b><u>LO: to identify remainders when dividing</u></b><br/>Activity 1 –<br/>Recap with someone at home ‘what a remainder is’</p> <p>Activity 2 –<br/>Complete the word problems below in resources</p> <p><b><u>Challenge –</u></b><br/>Write your own word problem for your teachers to solve. Make sure it has a remainder</p> | <p>Lunch</p>    | <p><b><u>LO: to find out about a historical event by looking at different artefacts</u></b></p> <p>Today we are going to look at the event of the eruption of Mount Vesuvius in 79 AD. How do we know this event took place when it happened in the past? What evidence is there that this event actually took place?</p> <p>Look at the following powerpoints.</p> <p><a href="https://www.twinkl.co.uk/resource/t2-h-5271-pompeii-photo-information-powerpoint">https://www.twinkl.co.uk/resource/t2-h-5271-pompeii-photo-information-powerpoint</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-g-4040-mount-vesuvius-ks2-information-powerpoint">https://www.twinkl.co.uk/resource/t2-g-4040-mount-vesuvius-ks2-information-powerpoint</a></p> <p>Then look at the pictures below of some artefacts and write sentences explaining what they can tell us about life in Pompeii.</p> |

English and Maths to be emailed by 12.30pm Foundation work to be emailed by 2.30pm. This is to allow staff to respond to work completed daily.

Close Reading

Modelled examples

Question:

How do you think Fern feels when she gets off the school bus?

Answer the question by using APE like this.

|          |   |
|----------|---|
| <b>A</b> | I think she is excited to see Wilbur.   |
| <b>P</b> | I know this because it says when the bus stopped outside her house she jumped out.  |
| <b>E</b> | This creates a sense of Fern being eager to see Wilbur and care for him. This makes the reader think that she is close to Wilbur. |

Now you have a go

Question 1

How do we know Fern 'loved Wilbur more than anything'?

|          |                               |
|----------|-------------------------------|
| <b>A</b> | <hr/> <hr/> <hr/> <hr/> <hr/> |
| <b>P</b> | <hr/> <hr/> <hr/> <hr/> <hr/> |
| <b>E</b> | <hr/> <hr/> <hr/> <hr/> <hr/> |

Question 2

Why does Fern's dad want to sell Wilbur?

|          |                         |
|----------|-------------------------|
| <b>A</b> | <hr/> <hr/> <hr/> <hr/> |
| <b>P</b> | <hr/> <hr/> <hr/> <hr/> |
| <b>E</b> | <hr/> <hr/> <hr/> <hr/> |

English

Modelled writing

Suddenly there was an ear splitting roar. The sky was as dark as a black cave and it looked as if it was falling. The cloud was coming from Mount Vesuvius, our great protector. I knew the orange glow coming from it meant that the mighty Vesuvius had erupted again. It looked like a giant umbrella pine tree as it shot up into the sky. Suddenly ash, rocks and pumice began to rain down from the sky. I did not know whether to stay indoors or escape to the harbour and the safety of a boat.

Mum decided that we must escape quickly and get outside. I quickly collected my bed pillow and tied it to my head with a scarf. We went outside and people were darting in every direction in blind panic and confusion. All were trying to escape the wrath of Mount Vesuvius. I could taste the ash and smoke going into my lungs. I could not breathe. Rocks were flying through the air as buildings tumbled around us. The ash was as thick as fog which made it difficult to navigate towards the harbour.

By now the sky had darkened and the ash was falling more thickly. In fact, the sky was as black as night. Racing through the crowds we made our way to the harbour.

Finally, we got a place on a fishing boat. We were the lucky ones as sadly there were not enough boats for everyone. Flavia, mum and I were safe and well. My heartbeat began to slow down..... the panic and fear subsiding slowly. I looked around and could see our beloved Pompeii burning.

Just as there was a calmness over the boat there was another ear splitting roar. The beast had roared again.....

Now you continue with your diary entry.

Maths

Word Problems

Remember: underline the important information in each question.

Record your answers as a calculation. You can use 'jottings' if you want

1. Sandy had 37 sweets. She wanted to share them equally between her 5 friends.  
How many would they get each?  
How many sweets will be left?
2. Callie had 17 grapes and wanted to share them with her 3 friends.  
How many grapes will they each have?  
How many grapes will be remaining?
3. There were 10 children in Daniel's maths group. He had 58 pencils and wanted to share them equally with his maths group.  
How many would they get each?  
Is there a remainder?
4. Helen organises parties. She has 38 balloons to pack up in bags of 3.  
How many packs will Helen be able to make up?  
How many spare balloons will Helen have?
5. Helen then decided to pack the 38 balloons up in bags of 4'  
How many packs will she be able to make up now?  
Will she still have the same remainder?
6. Mr Cusack is buying Maths books for September. Books come in packs of 3. He needs 56 books for Miss East's class. How many packs does she need to buy? How many spare books will Mrs Watson have?

History



This is a picture of Pompeii. It shows us \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Archaeologists have found lots of artefacts. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



This is a bakery. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

KS2

Thursday 14<sup>th</sup> January 2021 – Year 3



Lots of people died in the eruption. We know this because \_\_\_\_\_

---

---

---

---

---

---



This is an ancient Roman snack bar. It tells us \_\_\_\_\_

---

---

---

---

---

---