

22/02/21 Monday 22nd February

Hi, this is your home learning work for today. Make sure you have somewhere quiet to do your work and that you send us photos on Dojo of your tasks.

English, Maths, Enquiry and Investigation.

English – Escape from Pompeii

Aim: to use powerful verbs

Watch the video with Mrs Smits here:

<https://www.loom.com/share/2a706df9856641af8db3ec43b63e1ac1>

Powerful verbs are exciting action words, like 'stomped' or 'trembled'.

Powerful verbs make sentences more descriptive and interesting.

Task 1: click here: [Powerful Verbs 1 - @school \(atschool.co.uk\)](https://www.atschool.co.uk)

Complete the 5 sentences on the site with a powerful verb from the drop-down list.

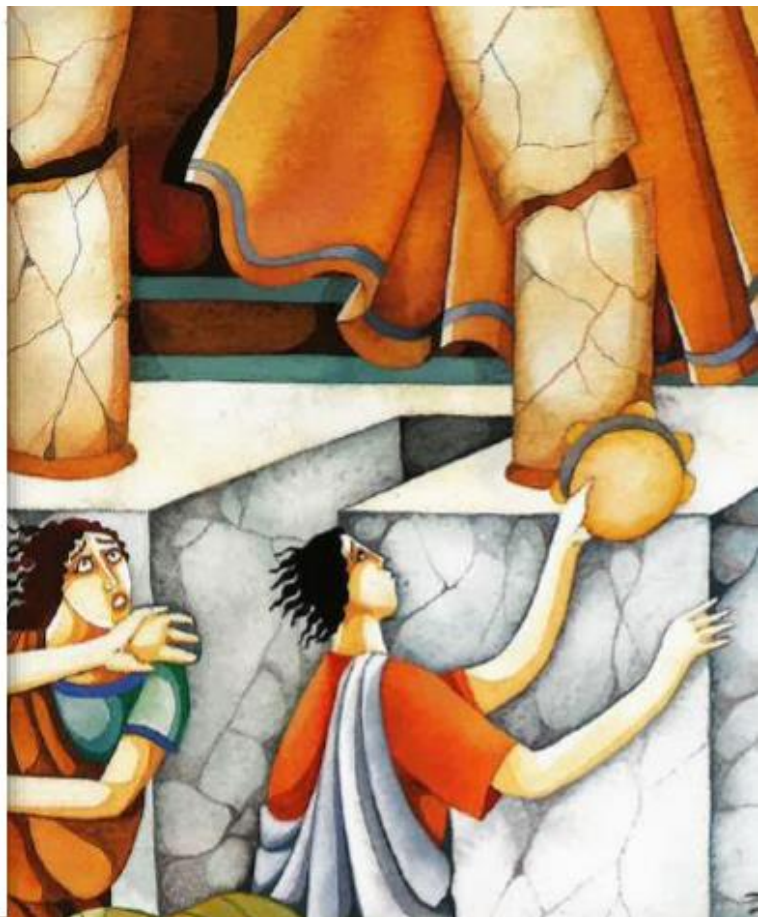
Task 2: Write down (or highlight) the powerful verbs in the following passage about the earthquake hitting the theatre:

Then something happened ...
The stone steps creaked, the flaps began to rattle and the building quivered. Props fell to the stage and scenery split. Tranio's father froze to the spot. Everyone fell silent.

But one by one the actors began to relax. "Rumble down, tumble down, here we go again!" they chanted.

"Nothing to fear, everybody!" called Tranio's father. "Back to rehearsal, please." The actors fastened their masks and carried on as if nothing had happened.

But Tranio wriggled through the awning and ran away down the street.



Task 3: Imagine that you are somewhere in Pompeii when the earthquake hits – maybe in the forum, the market, the harbour, the bakery, the bathhouse, the amphitheatre or a villa. Draw this setting in the middle of your page.

Write verb phrases around it, showing what happened to different parts when the earthquake hit. (e.g. ‘the columns cracked’, ‘the mosaic tiles shattered’, ‘the water rippled’.) Make sure you use POWERFUL verbs!

Powerful Verb Challenge

Draw your setting in the box and then label it with powerful verbs to describe what happens to it during the tremors.



Powerful verbs (label)

Your setting (draw)

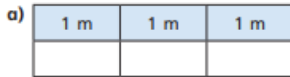
Maths – Length This week we will focus on length, perimeter and area.

Task: watch this video. Pause the video when it asks you to, then complete the questions.

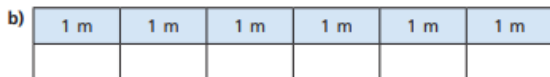
<https://vimeo.com/467395292>

Equivalent lengths – m and cm

1 There are 100 centimetres (cm) in 1 metre (m).
Use the bar models to complete the sentences.



There are cm in 3 m.

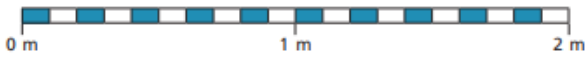


There are cm in 6 m.



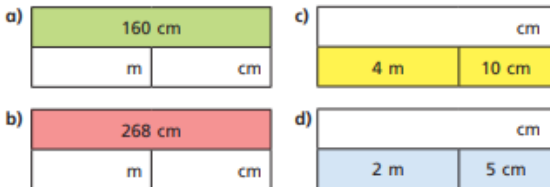
There are 500 cm in m.

4 Draw an arrow to show the position of each measurement.



- A 20 cm
- B 0 m 75 cm
- C 130 cm
- D 1 m 65 cm

5 Complete the bar models.



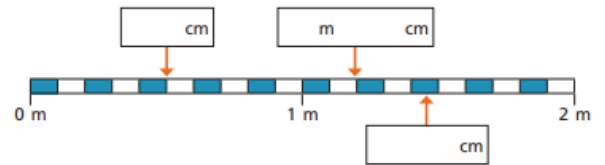
6 Complete the sentences.

- a) 240 cm = m and cm
- b) 319 cm = m and cm

2 Complete the table to show equivalent lengths and continue the pattern.

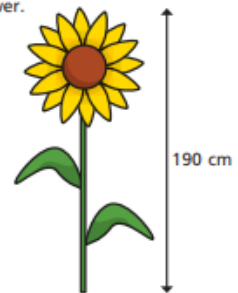
cm	m and cm
310 cm	3 m and 10 cm
320 cm	m and cm
330 cm	m and cm
cm	3 m and 40 cm
cm	3 m and 50 cm
cm	m and cm
cm	m and cm

3 Write the missing measurements.



- c) 508 cm = m and cm
- d) 2 m and 15 cm = cm
- e) 8 m and 3 cm = cm

7 Here is Huan's sunflower.



Dani's sunflower is 2 m and 30 cm.
Tom's sunflower is exactly halfway between Huan's and Dani's.
How tall is Tom's sunflower?
Write your answer in metres and centimetres.

m and cm

Enquiry and Investigation – Romans

Watch Mrs Hicklin's video:

<https://www.loom.com/share/58c499701e5b4ed2be44461694a18a24>

Task 1:

Pretending that *you are Sulpicia*, write a short letter back to Claudia. You could have a go at using the same style and language.

- Accept the invitation.
- Ask a question or two - Perhaps she would have asked what time the party began or whether she could bring her child and husband, or if Claudia wanted her to bring some food to contribute to the party.
- Add a personal thought – perhaps she wished her family well, or commented on a recent event.

Task 2:

What might she have taken as a birthday gift for her friend?

Being married to the fort commander would have given Claudia very high status amongst the Romans in Britain, as well as many privileges, such as lots of slaves and considerable wealth compared with most people.

Jewellery – including necklaces, earrings and bracelets – were very popular with wealthy Roman women, and were worn to signify their high rank and status.

Brooches (or fibulae in Latin), which were used to fasten garments such as toga cloaks, were the most common items of jewellery worn by upper-class women, and designs that incorporated the use of animals, birds and fish were particularly sought after.

Here are some examples:



Now draw a design for your own brooch as a birthday present from Sulpicia to Claudia. It could include an animal, bird or fish and perhaps some jewels.

You can either use/copy one of the templates below or create your own.

