

Writing: Year 3 – Summer 2 Week 6

	Lesson 1 Activity	Lesson 2 Activity	Lesson 3 Activity	Lesson 4 Activity	Lesson 5 Activity
Writing	<p>Evaluate explanation texts</p> <p>Watch this video about explanation texts and their different features.</p> <p>Read the two explanation texts (Resource 1A) and complete the table (Resource 1B) by ticking the features that you have found and examples of the feature.</p> <p>There are examples in the table to help you.</p>	<p>Gather ideas and combine ideas</p> <p>This week you will be writing an explanation text for why the Roman Army was so strong and powerful.</p> <p><u>Activity 1</u> Read the information pages (Resource 2A) about the Roman Army and write notes that will help you to explain why the Roman Army was so strong and powerful.</p> <p>Use the skimming and scanning skills that you practised last week to select useful information.</p> <p><u>Activity 2</u> This explanation will require reasons. We can use the conjunctions because, as, so, so that and since to give reasons.</p> <p>Look at the statements (Resource 2B) and practice adding reasons using the conjunctions; because, as, since, so, so that</p> <p>*Challenge – write you own statements about the Roman Army and add reasons.</p>	<p>Plan an explanation text</p> <p>Today you will be planning an explanation text to explain why the Roman Army was so strong and successful.</p> <p>Watch this video on GS3 introductions.</p> <p>Use or draw the planning grid (resource 3B) to plan an explanation for why the Roman Army was so strong and successful.</p> <p>The model plan (Resource 3A) is also below to help you.</p>	<p>Write an explanation text</p> <p>Read your plan from yesterday. Write your explanation text.</p> <p>You may want to read the two model explanation texts in Resource 1A to remind you of the structure.</p> <p>Remember to:</p> <ul style="list-style-type: none"> • Include a question title and GS3 introduction • Separate your ideas into different paragraphs • Give reasons using the conjunctions; because, as and so • Add details to support your ideas • Include a conclusion linked to your title <p>Read through your writing. Edit your writing using CUPS.</p> <p>C – Capital letters U – Use of words P – Punctuation S - Spelling</p> <p>Read through your writing again. Revise your writing using ARMS.</p> <p>A – Add missing details R – Remove parts you don't like M – Move details to the correct paragraphs S – Substitute dull words and sentences for more interesting ones.</p>	<p>Writing about reading</p> <p>Read the text: How do volcanoes erupt? (Resource 5A).</p> <p>Answer the questions below.</p> <ol style="list-style-type: none"> 1. Write down three things that might be released when a volcano erupts. 2. What is a mantle? 3. What causes the magma to rise towards the crater? 4. Look at the paragraph beginning <i>After a short period of time</i>. Find and copy a word that means the same as <i>ground</i>. 5. Find and copy a word that tells you that the lava becomes hard.
Resources	Resource 1A Resource 1B	Resource 2A Resource 2B	Resource 3A Resource 3B		Resource 5A



Reading: Year 3 – Summer 2 Week 6

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Whole class	The Adventurers and the City of Secrets, Chapters 12 and 13	The Adventurers and the City of Secrets, Chapters 14 and 15	The Adventurers and the City of Secrets, Chapters 16, 17 and 18	The Adventurers and the City of Secrets, Chapters 19, 20 and 21	The Adventurers and the City of Secrets, Chapters 22, 23 and 24
	Independent	* Groceries for Grandpa (pages 1-10)	* Groceries for Grandpa (pages 11-20)	* Groceries for Grandpa (pages 21-30)	* What If There Were No Bees? (pages 1-10)	* What If There Were No Bees? (pages 11-20)
	*	* Composting: Nature's Recyclers	* A Tour of Your Digestive System	* A Tour of Your Muscular and Skeletal System	* Jane Goodall: Animal Scientist (pages 1-13)	* Jane Goodall: Animal Scientist (pages 14-27)
	*	* A Superhero Cookbook: Simple Recipes for Kids	* Ocean Divers	* Disaster Relief	* When Penny Met POTUS	* Canyon Hunters
Spelling		<p>Practice these words this week using the spelling strategies below: enough, exercise, experience, extreme, famous, favourite, February, bored, board</p> <p>Make sure you know the definition of the homophones by using each word in a sentence. Can you think of a way of remembering how to spell each homophone?</p> <p>Challenge: Choose more words from the spelling list below to practice spelling.</p>				

See below for: Daily Resources and Spelling Resources.



Resource Day 1A: Examples of Explanation Texts

Example 1

Why should we practise mindfulness?

Have you ever wondered why mindfulness has become such an important activity for many people? Mindfulness is an important activity that can help us to keep our minds healthy and be happy. It helps us to understand our own and others' feelings, keep positive and develop appreciation and gratitude.

Firstly, we should practice mindfulness so that we understand our own and each other's feelings and emotions. If we take time to reflect on the emotions we are experiencing, we will be able to make changes. We will also be able to tell when other people are experiencing more negative feelings and know how we can help them. We can understand our feelings and emotions better by writing them down and talking to others about them.

Secondly, we need to practise mindfulness so that we are calm. We must take time each day to be still as this will help us to be calm and make positive choices that we have thought about carefully. We should try and spend ten minutes each day to breathe calmly.

Lastly, we need to practise mindfulness so that we appreciate everything we have. We must take time to think about everything that we are grateful for. This includes basic resources like clean water as otherwise we will forget how fortunate we are. We should try and write down a couple of things that we have been grateful for during the day.

And that is why we should all practise mindfulness!

Example 2

What is special about Ancient Egyptian pyramids?

Have you ever wondered why the pyramids in Egypt are included in the seven wonders of the world? The Egyptian pyramids are triangular-shaped constructions that were built during the Ancient Egyptian civilization. The pyramids are important because they are religious symbols, took an extremely long time to build and give lots of information about the period of history.

Firstly, Ancient Egyptian pyramids are special as they show the importance of religion in Ancient Egyptian civilization. Pyramids were often the final resting place for important pharaohs and kings. Ancient Egyptians believed that when someone died they would continue to live in an afterlife.

Secondly, the pyramids are special since they took an extremely long time to build and involved thousands of workers. It is thought that each pyramid took around 20 years to build and over 4,000 workers depending on the size of the pyramid. This included skilled workers such as architects, stone-breakers and polishers.

Lastly, the triangular-shaped structures are special because they give us a lot of information about the Ancient Egyptian period of history. The tombs inside pyramids often contained precious artefacts like sarcophagi, thrones, chariots and paintings. Tutankhamun's famous tomb contained over 5,000 artefacts.

And that is why the Ancient Egyptian pyramids are special!

Resource Day 1B: Explanation Text Features Checklist

Feature	Tick (✓)	Example
Title		
Question title to engage reader		
Introduction		
General comment		<i>Have you ever wondered why mindfulness has become such an important activity for many people?</i>
Specific comment		<i>The Egyptian pyramids are triangular-shaped constructions that were built during the Ancient Egyptian civilization.</i>
Three summarised points		
Main Points		
Topic sentences		<i>Firstly, Ancient Egyptian pyramids are special as they show the importance of religion in Ancient Egyptian civilization.</i>
Conjunctions		<i>as</i>
Reasons		<i>they show the importance of religion in Ancient Egyptian civilization.</i>
Extra details		
Conclusion		

Conclusion sentence that links back to question title		
---	--	--

2. THE UNIFORM

Your basic uniform consists of a knee-length tunic with short sleeves and a pair of open leather boots.

WINTER CLOTHES

In winter, you will wear a long-sleeved tunic, trousers, socks, and closed boots. You'll also be given a woollen cloak to keep you warm.

HELMET

Your helmet will be made of brass or iron. Pieces on the side stick out and protect your face. Pieces on the back stick out and protect your neck.

"Tie your helmet under the chin using the leather strap."



Leather strap

6



BODY ARMOUR

Roman soldiers wear three different types of body armour:

Ring-mail armour: A ring-mail shirt is very heavy. Most Roman soldiers wear this type of armour.

Fish-scale armour: Fish-scale armour is made up of tiny pieces of metal sewn onto leather. Officers usually wear this type of armour.

Plate armour: Plate armour is made up of thin, overlapping bands of metal. Both regular soldiers and officers wear this type of armour.



"Your shirt will be made of hundreds of linked metal rings."



"A short-sleeved metal jacket is held together with hooks, laces, and straps."



TOP TIP

Remember to wear a scarf under your armour. It will stop it from digging into your neck!

7

4. TRAINING

You will go to a training camp when you first join the army. Here, you'll spend most of your time keeping fit and learning to use your weapons.

"Basic training lasts about four months."



KEEPING FIT

Most days you'll be running, marching, swimming, or wrestling.

WEAPONS TRAINING

You start your training with wooden weapons and move on to the real thing when you are skilled enough.

LONG MARCHES

Every ten days, you will go on a long march. You will march about 32 km (20 miles) each time, in full uniform and carrying your weapons and kit.

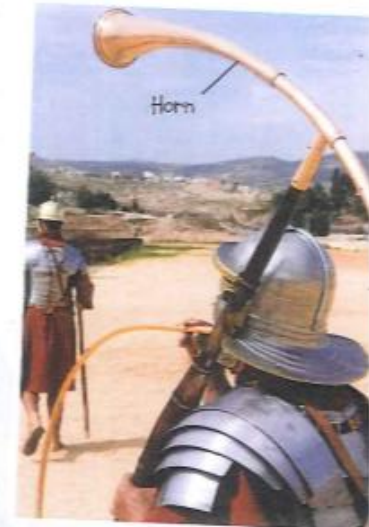
MAKING CAMP

You will share a goatskin tent with seven other soldiers. You must set up camp quickly. All camps are made the same way:

- dig a ditch
- put up a fence
- put up the tents

SIGNALS

You will be taught to recognise and obey signals given in battle. Some signals are given on a horn or trumpet. Others are given with banners called **standards**.



"Be warned! The sword, shield, and spear you train with are twice as heavy as the real ones. So you need to be strong!"



What was the Roman army like?

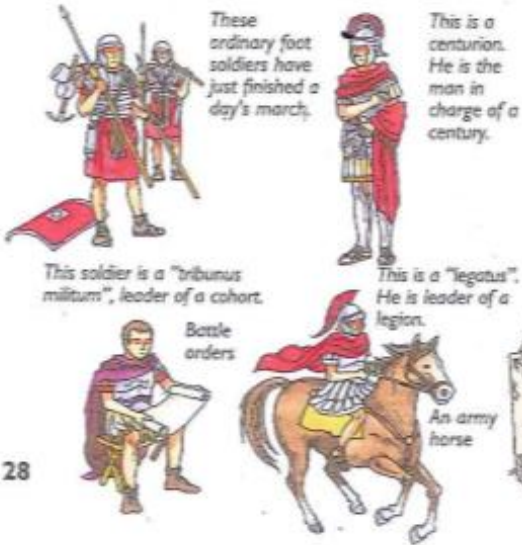
Very big and very well organized. One reason why the Romans had such a large empire was because they had such a strong army to fight for it. At one time, there were as many as 450,000 soldiers.

Who could be a soldier?

Land-owning men between 17 and 45 could be forced to become soldiers for a while. By 100BC, most soldiers were full-time. They stayed in the army for 20 to 25 years.

How was the army organized?

In small groups, big groups and enormous groups. A group of eight soldiers was called a *contubernium*. Ten of these made up a group called a century. Centuries were grouped into cohorts, and ten cohorts made up a legion.



What were their army camps like?

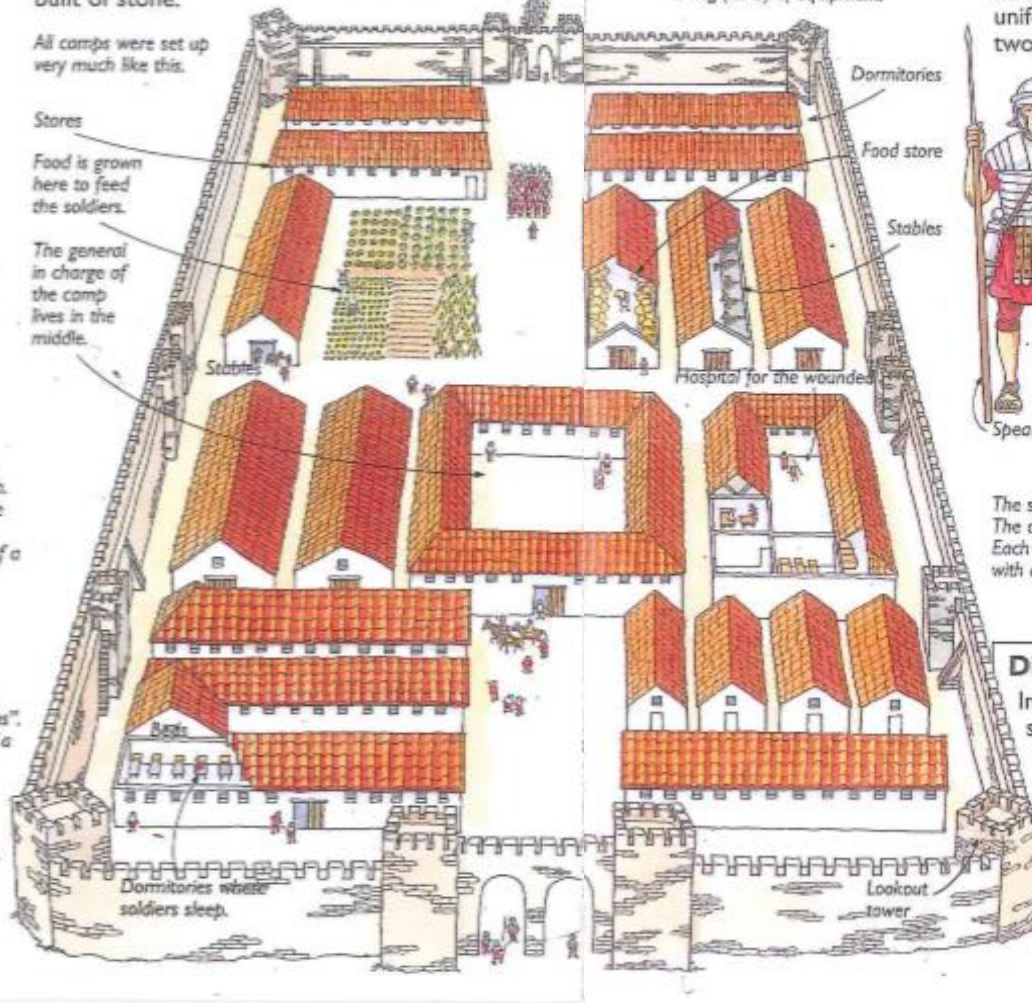
There were two kinds of camp. One was made up of tents, which could be taken down and moved quickly. The other was built of stone.

All camps were set up very much like this.

Stores

Food is grown here to feed the soldiers.

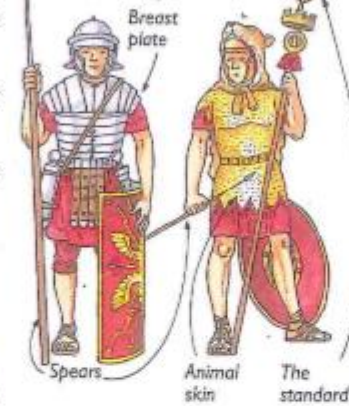
The general in charge of the camp lives in the middle.



Internet links: for links to websites where you can watch video clips of Roman soldiers, see a Roman fort and dress a Roman soldier, go to www.usborne-quicklinks.com

What uniforms did they wear?

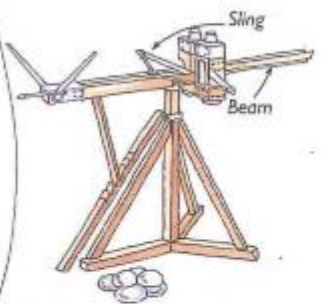
Different types of soldier wore different uniforms. Here are two examples:



The soldier on the left is a legionary. The other man is a standard bearer. Each legion had its own standard with an eagle on top.

Did they have guns?

No, but they had lots of weapons, big and small. The smallest was a dagger. The largest were siege towers, battering rams and catapults.



This Roman catapult can fire stones up to 30m (92ft).

A siege tower was a wooden tower on wheels. Soldiers could dash out of the tower onto the top of the walls of enemy forts.

Did you know?

In battle, Roman soldiers sometimes grouped together and held their shields all around them. They called this "the tortoise". The soldiers protected themselves in the same way a tortoise does with its shell.



A typical army tortoise

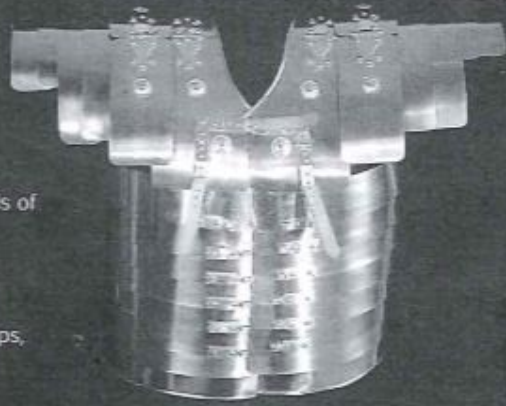
Protection

A blow from an enemy fighter's sword could be lethal, so soldiers needed to be well protected. Over his tunic, each legionary wore a metal body suit. To protect his head and neck, he had a sturdy iron or bronze helmet. Each soldier also carried a large, curved shield.

Body protection

Legionaries wore three main kinds of body protection over their tunics. The most common was the segmented breastplate. This was made from overlapping iron and copper bands fixed to leather strips, which allowed the body to move easily. Chain mail and scale mail were also worn by auxiliaries.

Internet links
For links to exciting websites about this subject, go to www.usborne-quicklinks.com and enter the keywords "roman army".



Leather laces were tied through the brass fittings down the front of the breastplate to fasten it.



Segmented breastplates were the most effective kind of body protection.



Chain mail shirts were made from thousands of metal rings, linked together.



Scale mail was made by sewing tiny metal scales onto a fabric or leather vest.

Fact: The legionary shield, or *scutum*, was very heavy. It weighed around 7.5kg (16.5lb) – that's nearly as much as eight packs of sugar.

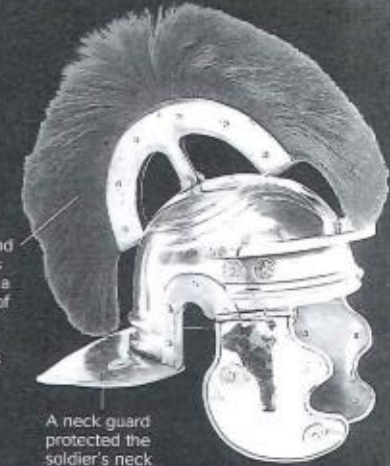
Helmet

Roman helmets were made from iron or bronze and lined with felt to make them more comfortable. Most soldiers wore the same style of helmet, whatever their rank, and its design changed little over the years.



The eyes were shielded by a small peak.

Centurions and their deputies (*optios*) wore a crest on top of their helmets as a sign of authority. This is an *optio's* helmet.



A neck guard protected the soldier's neck and shoulders.

Cheek guards covered the face without obscuring the soldier's vision or hearing.

Shield

Roman soldiers used a large, curved shield called a *scutum*. It was made of plywood covered in leather with a metal disc, or boss, in the middle. The *scutum* wasn't just used for protection. Legionaries also used the shield boss to punch their opponents in the face before stabbing them in the stomach.

Shields were usually red, but varied from one legion to another. The metal boss protected the legionary's hand behind the shield.



Training and tactics

Most other armies in the ancient world used similar weapons. But what gave the Roman legionaries the cutting edge was the way they were trained to use their weapons. Roman warfare was not about the skill of the individual. Roman army training made each man as fit and skilled as the next.

Basic training

Before being accepted into the legions, every new recruit had to undergo four months of intensive training. This involved daily drills in weapons-handling, running, jumping and carrying heavy packs. The first thing they were taught was how to march in line and at speed.

Legionaries trained on a parade ground outside the army fort.

Marching drill

Village

Army fort

Altars to the gods of war

Officers watched from a platform called a tribunal.

Training poles

Training weapons were twice as heavy as the real thing. So, when soldiers started to use their real ones, they seemed light and easy to handle.

Soldiers trained with wicker shields and wooden swords so they didn't get hurt.

Bloodless battles

Recruits tried out swordcraft and javelin-throwing against tall wooden poles. Once their weapons-handling was perfected, the soldiers competed against each other in mock fights. This enabled them to sharpen their reactions, so that when they faced the real enemy, fighting was second nature to them.

Using the javelin

As a battle opened, legionaries put their training into use as they hurled their javelins, or *pila*, at the enemy. This attack was used to stop the enemy from advancing and to break their ranks.



Internet links

For links to exciting websites about this subject, go to www.usborne-quicklinks.com and enter the keywords "roman army".



Once the enemy came within reach, the legions aimed a shower of *pila* at them.



When a *pilum* became lodged in an opponent's shield, he was forced to throw them both away.



Pila were designed to buckle if they hit the ground so the enemy couldn't reuse them.

The legionary jab

The usual way to use a sword is with a wide, swinging action, but the Romans thrust theirs forward with a powerful jab, which was better suited to close combat.



These mock fights were known as *armatura*.



A jab was more accurate than a swing and allowed the legionary to stay safe behind his shield.



Using a wide, swinging action, an enemy soldier exposed himself to the legionary's sword.



Fact: Soldiers trained three times a month to march at a pace of 100 strides a minute. This meant they could cover about 32km (20 miles) in five hours.

The army in action

While the Roman army was led by its legions, backup was supplied by auxiliary regiments. These soldiers were not Roman citizens, but subjects from conquered lands, promised citizenship for their service. Together, the legions and the auxiliaries were almost unbeatable.



Ballistas were made in different sizes.

Throwing stones

One important weapon for Roman legionaries was the ballista – a type of catapult. This worked like a large crossbow to shoot arrows or stone balls.

Roman catapults were found in a Greek design.

Left, right, left

Roman legionaries were highly organized and disciplined. They marched in step and moved as one unit, in response to blasts from a trumpet.



= Centuria
These were between 80 and 100 legionaries in a centuria.



2 Centuria

= Manipulus
360-1200 legionaries



On their horses

Although they were auxiliary troops, the cavalry (soldiers on horseback) were paid extra because they had to supply their own horses. They went ahead of the legions as guards and scouts. This carving is from the tomb of a Roman officer.

Tactical facts

- The Roman army could march up to 40km (25mi) a day.
- We get our word "century" (100 years) from the Roman term centuria.
- Soldiers were paid very little, but they were given part of any land or valuables they helped to gain – the spoils of war.

Under siege

Auxiliary troops built siege towers – wheeled wooden structures that could be rolled up to enemy walls.



Wooden battering rams were used to break down walls.

Some think the Romans were the best warriors because they were the only ones to use the 'testudo' formation.



3 Manipulus

= Cohort
480-600 legionaries



10 Cohort

= Legion
4800-6000 legionaries

Resource 2B: Statements to add reasons to

Add reasons to the statements below using the conjunctions; because, as, since, so, so that. Use all of the conjunctions at least once.

*Challenge – write you own statements about the Roman Army and add reasons.

1. Keeping healthy is important _____

2. You should walk as much as possible _____

3. Cars must stop at a red traffic light _____

4. Everyone must try to eat five fruits and vegetables each day____

5. We must wash our hands thoroughly before eating _____

Resource 3A: Model Explanation Plan

Who are you writing for? (Audience)	Someone who wants to understand why people practise mindfulness
Why are you writing? (Purpose)	To explain why people practise mindfulness

Title	Why should you practise mindfulness?
-------	--------------------------------------

Introduction	G: m – important activity, many people
	S: mindfulness – keeps mind healthy and happy
	3: <ul style="list-style-type: none"> • Understand own and others' feelings • Keep calm • Develop appreciation and gratitude
Firstly, →	Understand own and other people's emotions
Detail	Reflecting on emotions – helps you make positive changes
Detail	Tell when others are experiencing negative emotions – know how to help
Detail	Write feelings down, talk to others
→ Secondly,	Remain calm and peaceful

Resource 3B: Explanation Text Planning Format



Who are you writing for? (Audience)	
Why are you writing? (Purpose)	

Title	
-------	--

Introduction	G:
	S:
	3: <ul style="list-style-type: none"> • • •
Firstly, →	
Detail	
Detail	
Detail	
→ Secondly,	
Detail	
Detail	

Detail	
→Thirdly,	
Detail	
Detail	
Detail	
→Conclusion	

Resource Day 5A: Writing about Reading Text

How do volcanoes erupt?

Have you ever wondered why volcanoes suddenly start spouting lava? The eruption of volcanoes is an important part of the rock cycle. Volcanic eruptions are a fascinating yet dangerous scientific process.

A volcanic eruption is the ejection of lava, rocks, gas or ash from an opening on the earth's surface (called a volcano).

The process begins when the magma chamber is filled with molten rock from the mantle (the part of the earth between the core and the crust).

After a short period of time, the pressure increases inside the chamber. As a result, the magma rises through the main vent towards the crater. Magma contains bubbles of gas, which grow larger and larger as the pressure increases. This leads to the volcano erupting magma on to the surface of the earth.

As the gas bubbles in the magma escape into the atmosphere, the hot molten rock changes to lava.

As the lava cools, it solidifies and becomes a type of igneous rock, such as basalt and granite. Some volcanoes only erupt once but some erupt several times.

And that is how volcanoes erupt!