Year: 3	**Summer:** 1	**Week: 4**
Focus:	**Statutory list – Random**	

Dictation

We were_____putting the_____in the pot.

An_____to losing weight is to_____.

The toy was in the_____of the tray.

Last_____we saw an eclipse.

It was a special_____in_____.

We must_____our investigation.

The table had a_____edge.

Year: 3	**Summer:** 1	**Week: 4**
Focus:	**Statutory list – Random**	

Dictation (ANSWERS)

We were busy putting the earth in the pot.

An answer to losing weight is to exercise.

The toy was in the centre of the tray.

Last century we saw an eclipse.

It was a special occasion in February.

We must describe our investigation.

The table had a straight edge.

Year: 3 **Summer:** 1 **Week: 5**
Focus: Homophones and near homophones

Dictation

We_____ the_____.

The_____ covered the_____.

She had just_____ the new_____ car.

We needed_____flour for the cakes.

It was a beautiful_____.

They held the_____tightly.

He_____the cobwebs off the book.

Year: 3	**Summer:** 1	**Week: 5**
Focus:	Homophones and near homophones	

Dictation (ANSWERS)

We missed the plane.

The mist covered the rain.

She had just seen the new blue car.

We needed plain flour for the cakes.

It was a beautiful scene.

They held the rein tightly.

He blew the cobwebs off the book.

Year 3 Week 4 Summer 1

Focus: Statutory words list

Look Say Cover Write Check

Spellings	1st Attempt	2nd Attempt	3rd Attempt	4th Attempt	5th Attempt
earth					
answer					
busy					
centre					
century					
describe					
exercise					
February					
occasion					
straight					

Year 3 Week 5 Summer 1

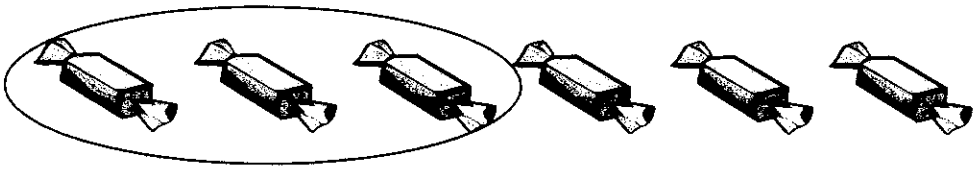
Focus: Homophones and near homophones

Look Say Cover Write Check

Spellings	1st Attempt	2nd Attempt	3rd Attempt	4th Attempt	5th Attempt
missed					
mist					
plane					
plain					
scene					
seen					
rein					
rain					
blue					
blew					

Fractions – fractions of a collection

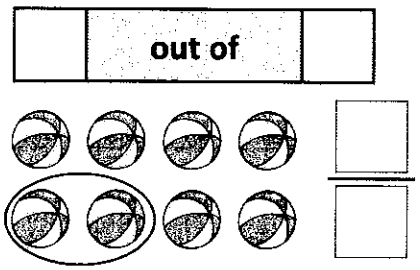
Fractions can show part of a collection. 3 out of 6 sweets are circled.



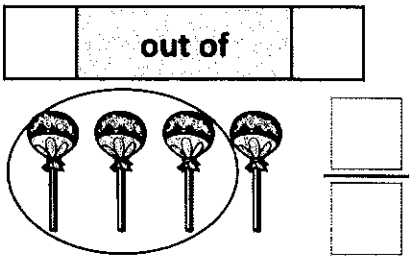
$\frac{3}{6}$

1 **What fraction of each group is circled?**

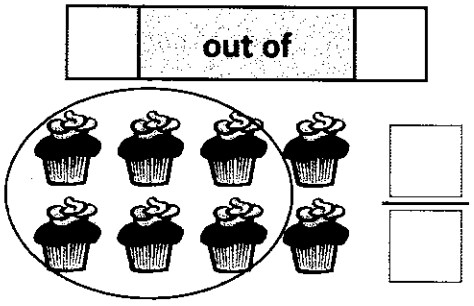
a



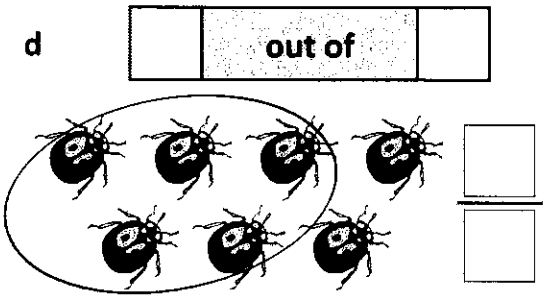
b



c

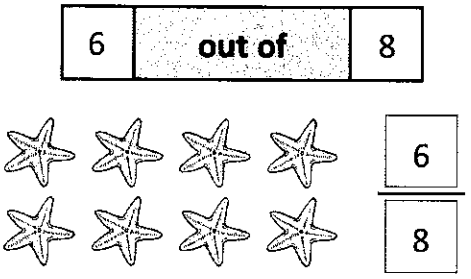


d

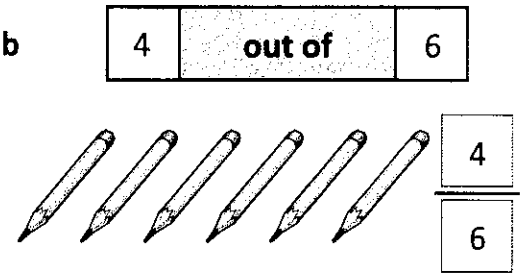


2 **Circle the fraction shown:**

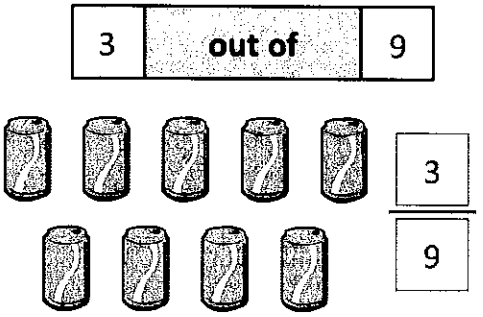
a



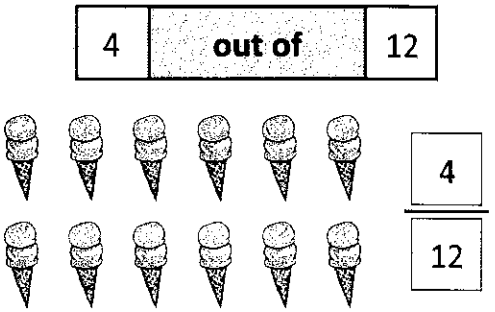
b



c

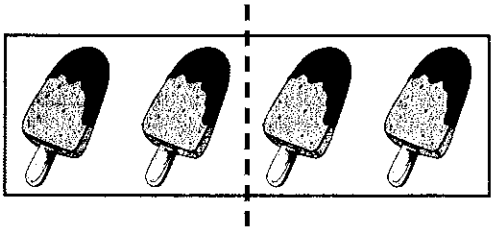


d



Fractions – fractions of a collection

Finding a fraction of different amounts is like division. Look at this tray of 4 ice creams. We can see that $\frac{1}{2}$ of this group is 2. This is the same as dividing 4 by 2.

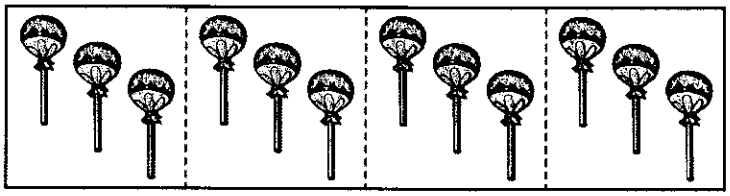


$4 \div 2 = 2$

$\frac{1}{2}$ of $4 = 2$

3 **Look at these fraction pictures. They have been divided into groups to help you. Complete the boxes to show how division and fractions are related. The first one has been done for you.**

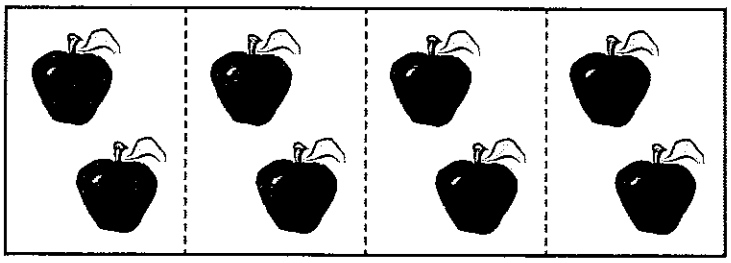
a



$\boxed{12} \div \boxed{4} = \boxed{3}$

$\frac{\boxed{1}}{\boxed{4}}$ of $\boxed{12} = \boxed{3}$

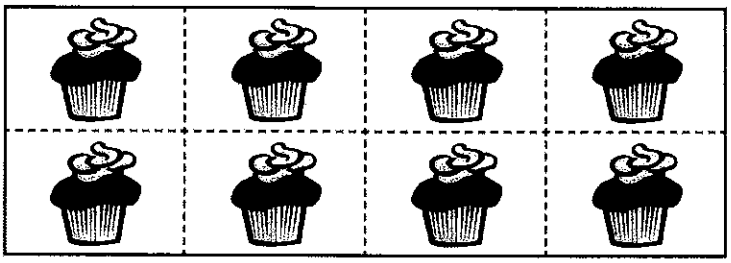
b



$\boxed{} \div \boxed{4} = \boxed{}$

$\frac{\boxed{1}}{\boxed{4}}$ of $\boxed{} = \boxed{}$

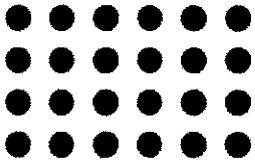
c



$\boxed{} \div \boxed{8} = \boxed{}$

$\frac{\boxed{1}}{\boxed{8}}$ of $\boxed{} = \boxed{}$

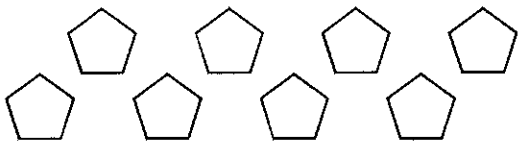
4 **Find $\frac{1}{4}$ of these amounts:**



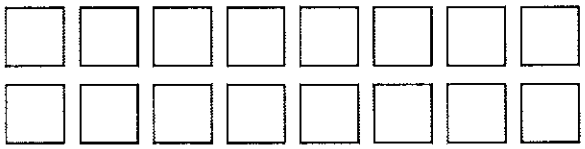
$\frac{1}{4}$ of $24 = \boxed{}$

Fractions – fractions of a collection

5 **Shade the fraction of these amounts:**

a 

$\frac{1}{4}$ of 8 = 2

b 

$\frac{1}{2}$ of 16 = 8

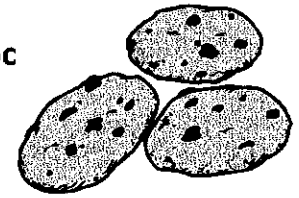
6 **Find these amounts. Use counters to help you.**

a How many sweets did I get if I was allowed $\frac{1}{4}$ of 24? _____ sweets

b $\frac{1}{3}$ of all the kids in my class have a pet dog.
How many have a dog if there are 30 kids in my class? _____ kids

c $\frac{1}{5}$ of all the kids in my class ate an apple at playtime.
How many apples were eaten if there were 30 kids in my class? _____ apples

7 **Jackson loves to bake cookies. He is famous for his triple choc chip delights. Work out how many each person received if Jackson baked a batch of 24 triple choc chip delights.**



a His best friend Hamish got $\frac{1}{4}$. Hamish got _____ triple choc chip delights.

b He gave $\frac{1}{2}$ away to the teachers in the staff room.

The teachers got _____ triple choc chip delights.

c He gave the rest to his next door neighbour Mr Wallis.

Mr Wallis got _____ triple choc chip delights.

Life in a Roman Villa

A short introduction to support home schooling

Folkestone Museum

Hints and answers can be found by hovering over the notes icon in the top left of the page

A note to parents….

- This resource has been designed to support children learning from home
- Links are provided on most pages so that you can discover more about the topic
- The final page contains links to some fun Roman-themed activities for children to try at home
- The resource is suitable for KS1-2 (significant historical events/local history study)

Salve parentibus!
The Romans occupied cold, wet Britain on the edge of the known world for 400 years, brrr!
Here's some information about how we lived.

Folkestone Roman Villa

- The villa at East Wear Bay had 50 rooms!
- Built in the late 1st century AD
- Abandoned in late 3rd century AD
- Re-occupied 4th century AD
- Abandoned finally late 4th century AD
- Excavated in 1920s by S. E. Wimbolt

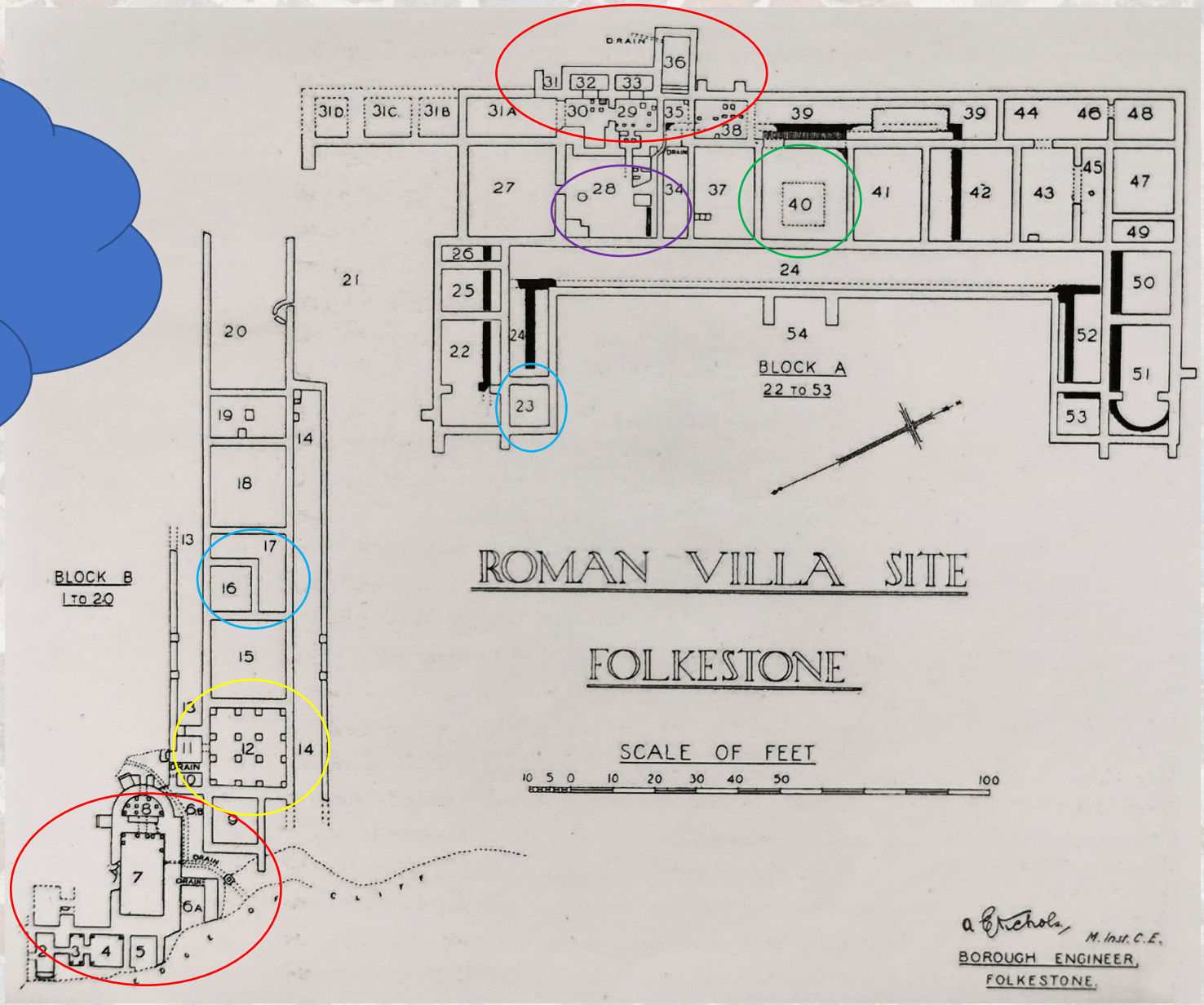
Did you know?
In Latin (the language of the Romans) a villa is called a Villa Rustica & this could mean anything from a small farm to Emperor Hadrian's palace at Tivoli, Italy!

By exploring the finds and the plan of the villa archaeologists can tell what it was like to life in Roman times!

Q: This is a photograph of the excavated villa. When do you think the photo was taken? (For a clue look at the women's clothes!)

Plan of Folkestone Roman Villa

Rooms to explore:
Bath suites circled in red
Hypocaust circled in yellow
Dining room circled in green
Kitchen circled in purple
Private rooms circled in blue



Construction

Q: What is this object?
What animal made these marks?

Villas were a new style of house in Britain from the Iron Age:

- Iron Age: Circular & made from wood, daub & thatch
- Roman: Square, stone footings, brick walls, tiled roof, window glass

Did you know?
This tile has the mark of the Classis Britannica (the Roman navy) stamped on it. What letters can you see on the tile?
This find led archaeologists to believe that the villa may have been navy headquarters. It may be that the villa's builder brought the tiles from the Roman navy!

Let's Explore… The Thermae

Did you know?
The biggest bath house in the Roman Empire were built by the Emperor Diocletian in around 306AD. It could hold over 3,000 people!

Thermae – Bath suites

- Romans bathed several times a week
- Public baths for socialising, doing business, chatting & exercise
- Wealthy had private bath houses in their villas

Bathing: The stages

1: Tepidarium – Warm room to acclimatise

2: Caldarium – Hot room like a sauna

3: Scrape down with strigil & massage

4: Frigidarium – Cold pool to refresh

Q: What is this object? What was it used for?

Let’s explore… The Thermae

Did you know?
Stealing clothes from a bath house was a common crime. There are lead curse tablets from Bath threatening punishment from the gods to those who steal clothes!

Q: What do you think this object is? Do you know what it’s made of? Can you read the old-fashioned writing?

Find out more about Roman baths here!

These are fragments from a blue glass bottle. Romans kept their bath oils in glass bottles and pottery flasks. They would use the oil to help remove dead skin and dirt which they scraped off with the tool above!

Let's explore… The Hypocaust

Did you know?
The first reference to a hypocaust system dates back to 350 BC!

Hypocaust – Underfloor heating system

A photo of the hypocaust at Folkestone Roman Villa

How it worked:

- A slave would light a charcoal furnace on far side of the arch
- Hot air from the furnace passed through the arch and between the columns, heating the floor above (now missing)

Q: This object is also part of the hypocaust system. Can you guess what it was used for?

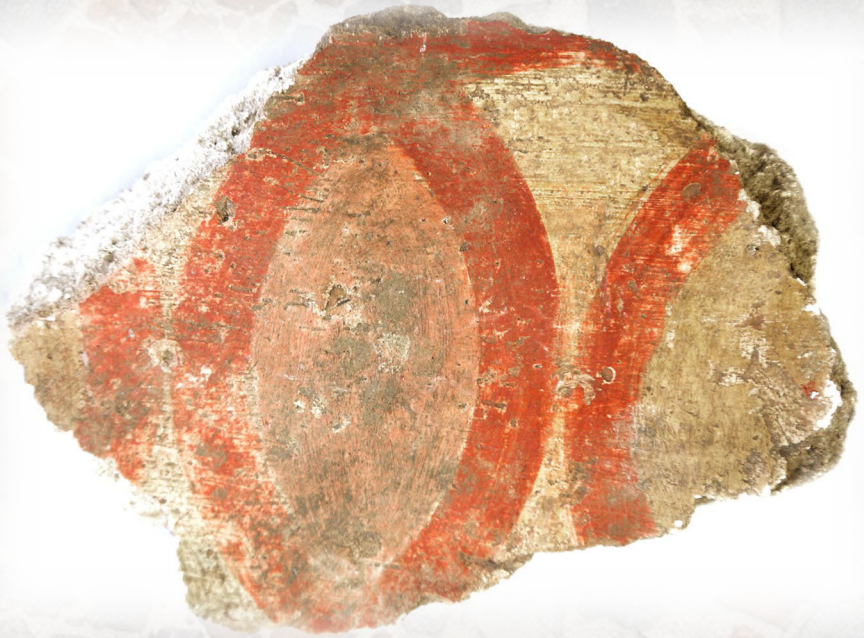
Let's Explore… The Triclinium

Did you know?
To paint a fresco Romans used colours made from ochre (red/yellow), malachite (greens) & red wine (black)!

Triclinium – Dining Room

- One of the most important rooms in the villa
- The entertaining space
- Designed to show of wealth & status

Roman wall painting is called fresco.
It's made by painting directly onto damp plaster. It produced vivid & colourful designs.



Follow the link to see more about Roman frescoes

Q: What do you think this object might be? What can you see?

Let’s explore… The Triclinium

- This object is a piece of mosaic flooring
- Mosaic floors expensive
- Mythological & history subjects popular
- Mosaics designed to show off status & learning

Q: What are these objects?

Follow the link to find out more about Roman mosaics!

Let's explore… The Triclinium

- Three couches
- Adults reclined; children sat upright
- Strict protocol: Honoured guests had couch closest to the host

- Romans ate with their fingers or a spoon
- Three meals:
- Lentaculum (bread, honey, fruit)
- Prandium (cold meats, left overs)
- Cena (main meal of the day)

Did you know?
If you were a poor Roman citizen you could receive a grain dole from the Emperor. This could be made into bread or porridge.

Q: What is this object? Can you read the name scratched into it?

Follow the link to find a Roman dining menu

Let's explore… The Culina

Did you know?
The Romans loved *garum*, a spicy sauce made from fermented fish. It was very smelly and they used it like ketchup today!

Culina – Kitchen

- Run by slaves
- Open fires for roasting & boiling
- Masonry-built oven for baking
- Storage areas for produce & jars

Q: What are these objects? What are they made of? What do you think they might have held?

Follow the link to see Monte Testaccio made entirely of ancient Roman broken jars!

Let’s explore… The Culina

Did you know?
The Romans brought lots of new fruit & vegetables to Britain including cherries, plums, asparagus, onions, cucumber & lettuce!

Find out more about Roman cooking here!

Q: What is this object? What do you think it was used for?

Let’s explore… A Cubiculum

Cubiculum – Private room

Roman children played with lots of toys and lots of different games, just like today! Here are some examples:

Games

- Battledore – an early form of badminton
- Tabula – a version of backgammon
- Latrunculi – A strategy board game

Toys

- Dolls – made of terracotta or cloth
- Pull-along wooden animals
- Balls made of linen or leather
- Yo-Yos
- Marbles
- Dice
- Chariot racing (using dogs or mice to pull the chariot!)
- Knucklebones (with real cattle ankle bones!)

Did you know?
Latrunculi was very popular & was played by all ages. It was a particular favourite with Roman soldiers & Latrunculi boards scratched onto stonework are found in many Roman forts!

Q: What do you think this object is? What was it used for?

Q: The two objects below are marbles found at Folkestone Roman villa. What do you think they’re made of?

Find out more about Roman childhood here!

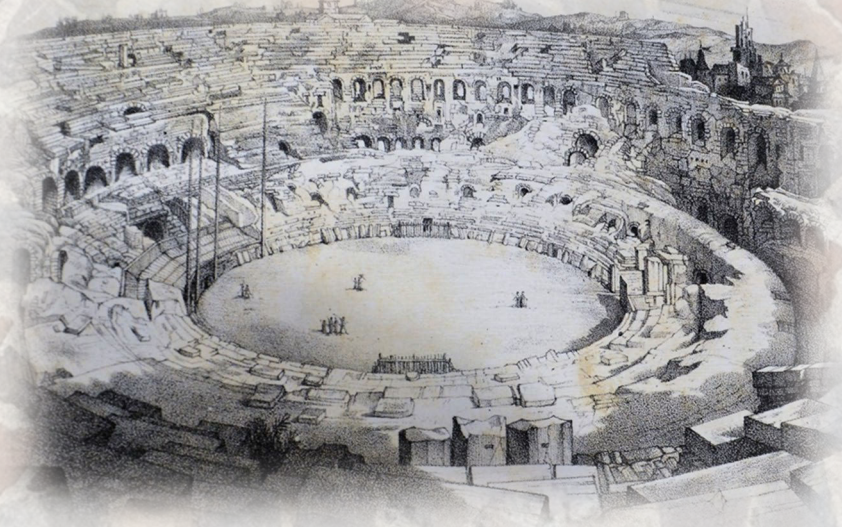
Let's explore… A Cubiculum

Did you know?
The Gladiator gets his name from the gladius, the short Roman stabbing sword!

This is a fragment of decoration from a samian ware bowl. Who might the man be in the close up? What is he holding?

Main types of Gladiator & their weapons:

- Samnite – Oblong shield, gladius, wrist bands, ankle greaves (armour)
- Thraex – Rectangular shield, curved dagger, wrist bands, ankle greaves
- Myrmillo – Fish-shaped helmet, straight sword, shin guards
- Retarius – Net, trident, shoulder armour, short tunic



This is a 19th century print of the Roman amphitheatre at Nimes, France. It was donated to the Museum by Thomas Man Bridge who collected it whilst travelling in Europe in the 1830s.

Follow the link to find out more about gladiators

Let's explore…. A Cubiculum

Did you know?
During the Roman period many gods from around the Empire were adopted, often merged with Classical gods. This merging is called syncretism

- Romans believed in many gods (paganism)
- Romans had Gods & Goddesses for every part of life
- Household gods - Lar & Penates
- Classical gods – Adapted from Greek gods
- Genius loci – Spirit of places & things
- Imperial cult – Emperor worship
- Temples
- Animal sacrifice

Q. What is this object?
What is it made of?

Find out more about religion in Roman times here

Let's explore… A Cubiculum

Roman Clothing:
Depended on status & gender

- Men – Toga or tunic & cloak
- Women – Long tunic, stola (cape)
- Children – Short tunics & *bulla* (protective amulet)
- Slaves – Long or short tunics
- Shoes – Sandals or boots

Find out more about Roman clothes and hairstyles here!

Did you know?
Roman women's hairstyles were influenced by how the Empress styled her hair. This allows historians to date a Roman statue precisely!

Q: What is this object? What animal is shown?

Q: What are these objects? What were they used for?

Let’s explore… A Cubiculum

Did you know? These objects often have a maker’s mark on the base. This allows archaeologists to work out where it had been made!

Q: What is this object? What is it made of? How might it have worked?

Roman houses were sparsely furnished compared with our houses today. This is because many rooms had more than one function so furniture needed to be moved around! Furniture was also very expensive to make so only the wealthy could afford to have more than the basics.

Common types of furniture:

- Chairs & stools
- Tables
- Chests & cupboards (for storing valuables & clothes)
- Couches (also used as beds)

Take a tour of a Roman villa here!

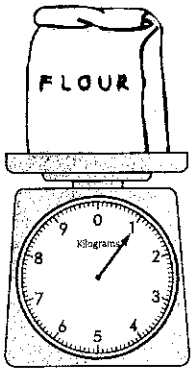
See examples of Roman furniture here!

Activity Page

Below are some Roman-themed activities for you to try at home:

- Try a Roman wordsearch – can you find the words in the grid?
- Make a Roman mosaic – Create & decorate your own mosaic tile
- Make a Roman villa – Create your own Roman villa
- Learn to count in Latin
- Learn some simple Latin words
- Make a Roman coil pot
- Make your own Roman-style toga

Mass – kilograms

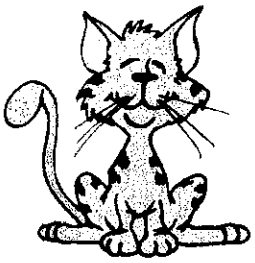


When we measure how heavy something is, we are looking at the mass of an object. We measure mass in kilograms. We say kilo for short and write it as kg.

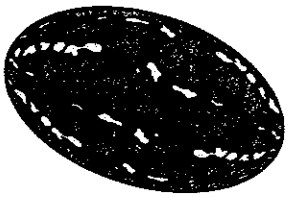
Flour is something that is sometimes sold in 1 kg bags.

This scale is one that most people use when they are cooking. You might have one in your kitchen at home.

1 **Use a set of balancing scales to test the mass of the following items. Circle the items that weigh less than 1 kg and underline the items that weigh more than 1 kg.**

a 

b 

c 

d 

e 

f 

2 **For this next task, you will need a class set of exercise books that are all the same.**

a Work with a partner to estimate how many books are needed to balance 1 kg. In the table below, record your team's guess, then ask two other teams and record their guesses.

	Team names	Number of books	More or less than 1 kg
1			
2			
3			

b After you have found out the number of books that will balance or get the closest to 1 kg, write **more** or **less** next to each guess. Who was the closest?

Mass – kilograms

3 **How much less than 1 kg are the following weights?**

a 500 g ☐ **b** 750 g ☐ **c** 600 g ☐

d 150 g ☐ **e** 250 g ☐ **f** 400 g ☐

4 **Ring the 3 weights that combine to give a mass of 1 kg:**

a	300 g	400 g	100 g	500 g	= 1 kg
b	200 g	150 g	600 g	200 g	= 1 kg
c	220 g	480 g	550 g	300 g	= 1 kg

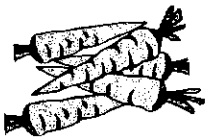
5 **When we buy fruit and vegetables, we usually pay by the kilogram. Can you think why this is?**

_____

_____

_____

6 **When Kim went to the supermarket, she bought carrots, bananas, apples, oranges and lettuce. Can you order the fruit and vegetables from heaviest to lightest?**

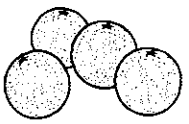


1 kg

1,550 g

$1\frac{1}{2}$ kg

1,055 g



1,505 g

heaviest ☐ ☐ ☐ ☐ ☐ lightest

Mass – grams

We use grams to measure items that are less than 1 kilogram. We use g for grams.

1 kilogram = 1,000 grams $\frac{1}{2}$ kilogram = 500 grams

1 Write each mass in grams:

a seventy five grams ☐ b eighty two grams ☐

c five hundred grams ☐ d one thousand grams ☐

e Ring the amount that is the same as 1 kilogram.

f Underline the amount that is the same as half a kilogram.

2 Which unit of mass would you use for each item – kilogram (kg) or gram (g)?

a  ☐

b  ☐

c  ☐

d  ☐

3 Estimate then measure the mass of each item:

a 

Estimate _____

Measure _____

b 

Estimate _____

Measure _____

c 

Estimate _____

Measure _____

4 Find items around your classroom that fit into each category. Try and get them as close as possible to the mass in each column.

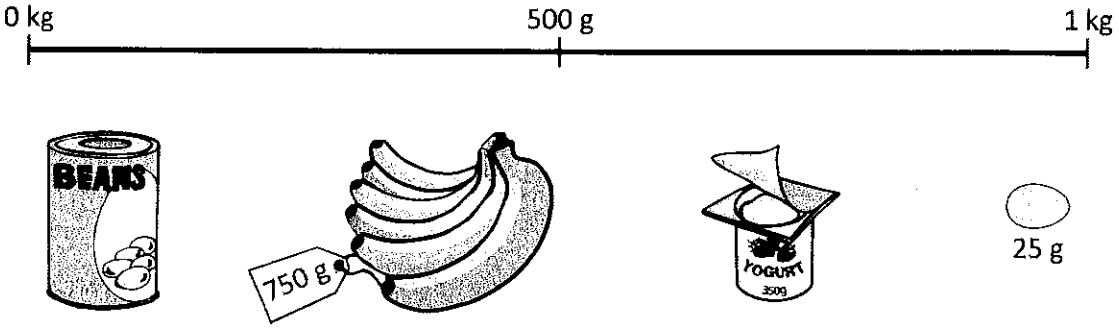
	Item	About 100 g	About 200 g	More than a kg
a				
b				
c				

Mass – grams

5 **All these items have a mass between 200 g and 500 g. Estimate the mass of each.**

a ☐ b ☐ c ☐

6 **If the length of this line represents 1 kg and the marker in the middle is 500 g, where would these items go? Draw a line to connect them to the right place:**



7 **Decide whether the combined mass of the items pictured above weighs more or less than 1 kg.**

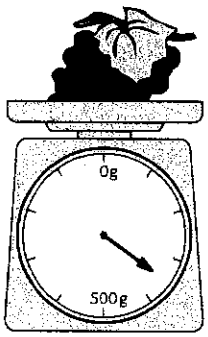
a baked beans and bananas more or less

b tub of yogurt and an egg more or less

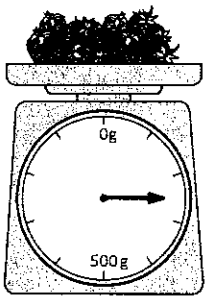
c bananas and the yogurt more or less

d egg and bananas more or less

8 **Write the mass of each type of fruit:**

a 

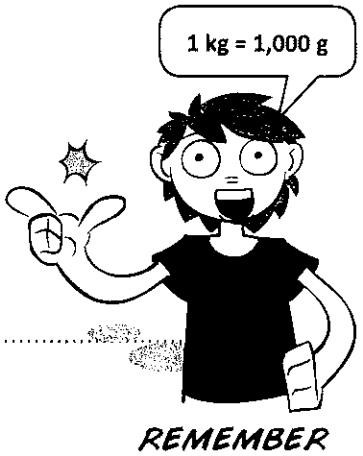
☐

b 

☐

Mass – word problems

1 **Solve these mass word problems:**



a Samira bought 6 apples from the greengrocer. Each had a mass of 50 g.

How much did they weigh altogether?

b I baked 3 cakes for the school cake sale. The chocolate cake had a mass of $\frac{1}{2}$ kg, the walnut cake weighed 300 g and the carrot cake was 350 g.

What did all 3 cakes weigh together?

c Aaliyah weighs 25 kg, which is 3 kg 200 g more than her little brother.

How much does her brother weigh?

d Tasty Chews are on special ofer at 3 for 30 p. Fruity Chews are on sale at 5 for 40 p.

Which chews are the best value?

What is the diference between the price of 1 fruity chew and 1 tasty chew?

e A sheep weighs 50 kg. A pig weighs 4 times as much as a sheep. A cow weighs twice as much as a pig.

How much would 2 cows weigh?

f A ship is sinking and the crew need to throw into the sea the 3 heaviest boxes it is carrying. Box A weighs 9 kg 510 g, Box B weighs 9,490 g, Box C weighs 9 kg 50 g, Box D weighs 9,005 g and Box E weighs $9\frac{1}{2}$ kg.

Which 3 boxes should they throw overboard?

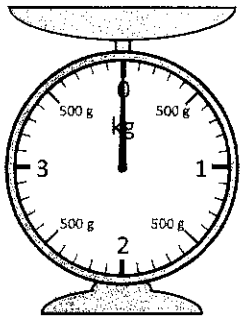
Mugs and mass — investigate

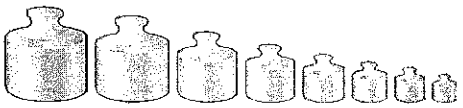
Getting ready

"A filled mug always weighs the same whatever it contains." Always true? Sometimes true? Never true?

What do you think? Discuss this as a class. How could you test this statement?

Get into small groups for this task. Each group will need a mug, weighing scales or balances with gram weights of diferent sizes and diferent items to ill the mug (such as sand, rice, pasta, counters, salt).





What to do

Agree on your method with your group and think carefully about how you'll make sure your investigation is carried out fairly.

Fill your mug to the brim with each item and record its mass.

Discuss your results with your group and decide whether you believe the statement to be always true, sometimes true or never true. Did you encounter any problems? How did you make sure your results were accurate?

Each group can then present its results and conclusion to the class and everyone can discuss whether an overall conclusion can be reached.

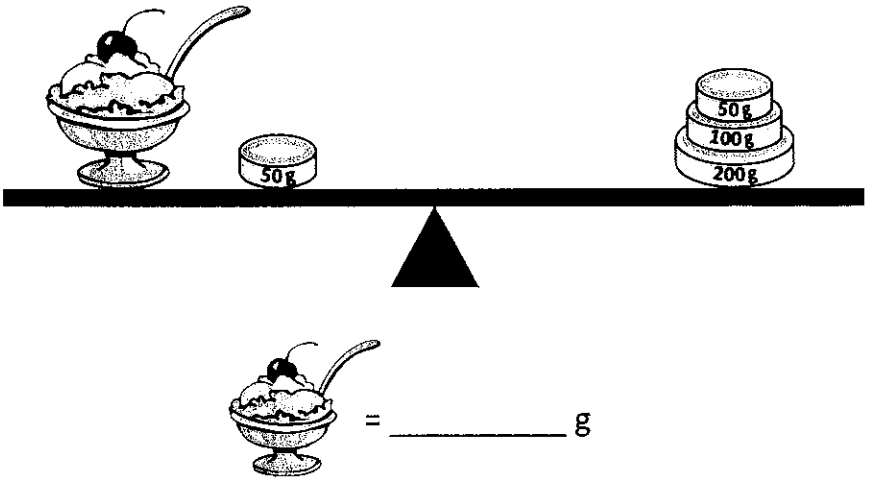
What are the diferences between the items used to ill the mug that could have caused the results to be as they were?

Mystery mass — solve

What to do

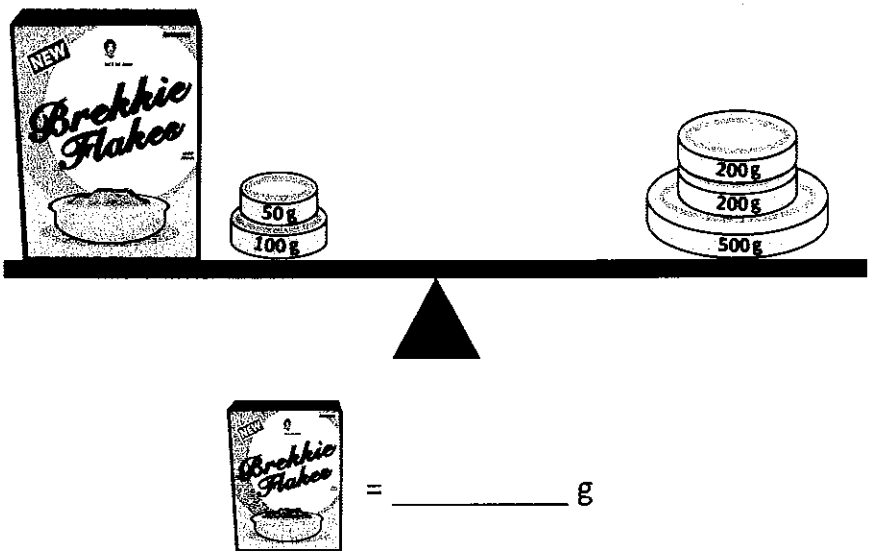
Find the mass of each of these items.

a



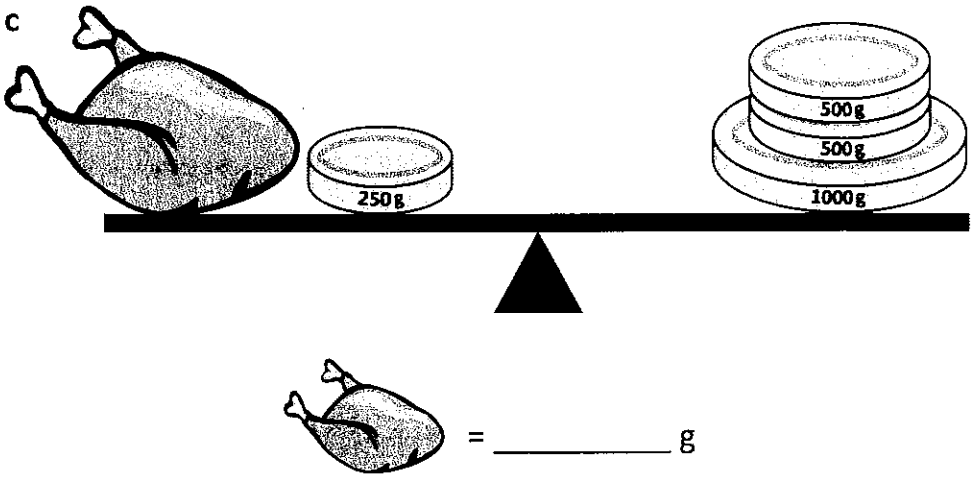
_____ g

b



_____ g

c



_____ g