

# Hub B Year 3 Home Learning

Week beg 19<sup>th</sup> April 2021

## Reading

This week, we will be focusing on the strategy of making connections between the text we are reading and our own experiences. This could be other texts we have read, TV shows we have watched or even discussions we have had with friends, family and in school.

### Lesson 1: Folk Stories

Folk stories are usually tales from other cultures that are passed down from generation to generation. Our text for this week is, 'Fly, Eagle, Fly'. You can access the text through this link:

<https://www.youtube.com/watch?v=Bgl4tVcRHs>

Watch/read the first 3 minutes and 15 seconds. Using the sentence stems provided below, make connections.

| Text to self:                                    | Text to world:     |
|--------------------------------------------------|--------------------|
| I know about this because I have been to/seen... | This links to...   |
| I saw a programme about this...                  | This is because... |
| I can identify with this character because...    |                    |
| <b>Text to text:</b>                             |                    |
| I think this book is a (genre) book because...   |                    |
| This character is similar to because...          |                    |



### Lesson 2: Folk Stories

Using the key vocabulary to help you, continue reading the story up to 7 minutes and 8 seconds. Use the sentence stems to make connections to the world and yourself.

## Key Vocabulary

**Valley** – a low area of land between hills and mountains.



**Reeds** – a tall plant from the grass family that usually grows in water or on marshy land.



**Cradled** – hold gently and protectively.



**Tangled Forests** – twisted together untidily or without order.



### Lesson 3: SELFIE

Continue using the audiobook or the text provided below to complete the SELFIE.

 "Where are we going?" asked the farmer sleepily.

"To the mountains where you found the bird."

"And why at this ridiculous time of the night?"

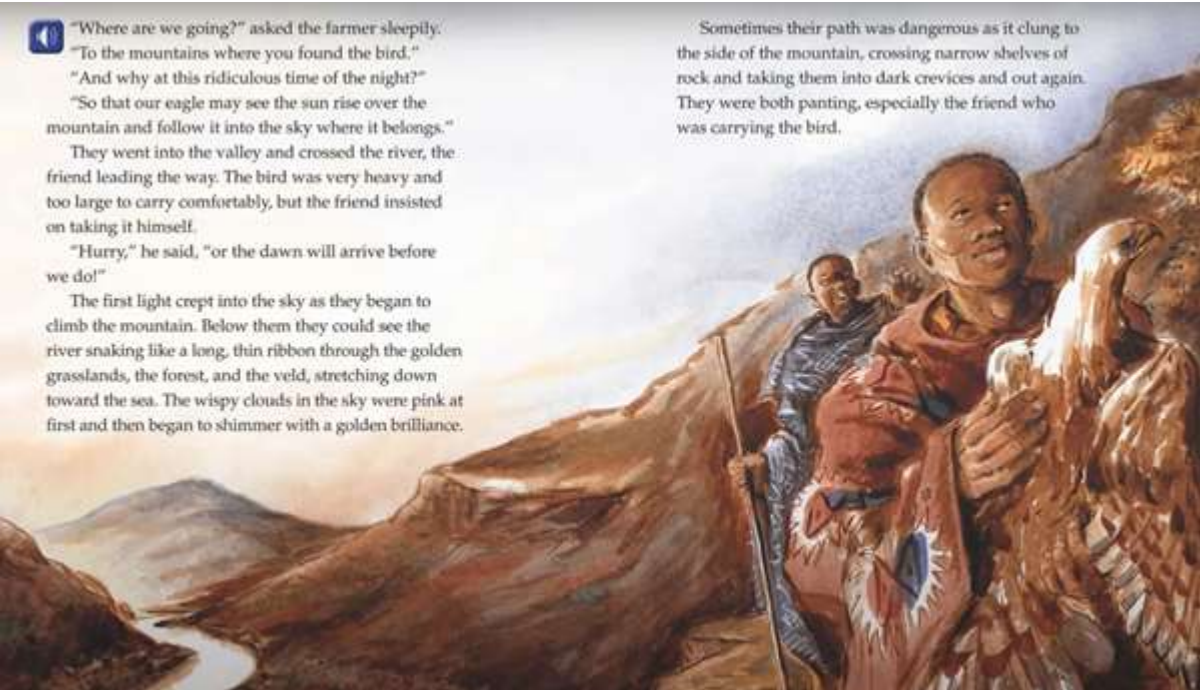
"So that our eagle may see the sun rise over the mountain and follow it into the sky where it belongs."

They went into the valley and crossed the river, the friend leading the way. The bird was very heavy and too large to carry comfortably, but the friend insisted on taking it himself.

"Hurry," he said, "or the dawn will arrive before we do!"

The first light crept into the sky as they began to climb the mountain. Below them they could see the river snaking like a long, thin ribbon through the golden grasslands, the forest, and the veld, stretching down toward the sea. The wispy clouds in the sky were pink at first and then began to shimmer with a golden brilliance.

Sometimes their path was dangerous as it clung to the side of the mountain, crossing narrow shelves of rock and taking them into dark crevices and out again. They were both panting, especially the friend who was carrying the bird.



### SELFIE: Making connections

Using the text on the board/printout, make connections to our whole class reading.

#### Sentence stems

I think this is a \_\_\_\_ book because...

This reminds me of ... because...

This is similar to... because...

This character is similar to... because...

This links to...

This is... because...

I know about this because I have read / seen / watched / been to...

## Lesson 4: Folk Stories

Complete the story and make connections to other texts you have read. How is the ending similar or different? What do you think could have been changed? The text is provided below.



 At last he said, "This will do." He looked down the cliff and saw the ground thousands of feet below. They were very near the top.

Carefully the friend carried the bird onto a ledge of rock. He set it down so that it looked toward the east, and began talking to it.

The farmer chuckled. "It talks only chickens' talk."

But the friend talked on, telling the bird about the sun, how it gives life to the world, how it reigns in the heavens, giving light to each new day.

"Look at the sun, Eagle. And when it rises, rise with it. You belong to the sky, not to the earth."

At that moment the sun's first rays shot out over the mountain, and suddenly the world was ablaze with light.

The golden sun rose majestically, dazzling them. The great bird stretched out its wings to greet the sun and feel the life-giving warmth on its feathers. The farmer was quiet. The friend said, "You belong not to the earth, but to the sky. Fly, Eagle, fly!"

He clambered back to the farmer.

All was silent. Nothing moved. The eagle's head stretched up; its wings stretched outwards; its legs leaned forward as its claws clutched the rock.

And then, without really moving, feeling the updraft of a wind more powerful than any man or bird, the great eagle leaned forward and was swept upward, higher and higher, lost to sight in the brightness of the rising sun, never again to live among the chickens.

## Lesson 5: BIG PICTURE

Using the text from lesson 4, answer the following questions for this week's big picture.



### Big Picture

#### Retrieval

1. How far away was the ground?
2. Which direction did the friend look?
3. Why did the farmer chuckle when his friend tried to talk to the eagle?

#### Clarifying

4. Circle the word that most closely matches the word '**clambered**':  
  
jump happily                  climb awkwardly                  hop crazily
5. What does it mean when it says, "**and suddenly the world was ablaze with light.**"

#### Making Connections

6. Can you make a link between 'Fly, Eagle, Fly' and any other story you have read or TV show you have watched?
7. What do you think the message (moral) of the story is?



## English

### Lesson 1: To predict using visual stimuli

Look carefully at the images below from our new core text. Using the prediction stems below, generate a prediction for each image.



#### Prediction stems-

I predict...

I wonder...

I imagine that...

Maybe...

I bet...

**because...**

**Reflection: How have you shown the character skill of 'wonder' in your learning today?**

I have shown the character skill of 'wonder' in my learning today by...



### Lesson 2: To identify themes within a text

Today you will be looking further at our new core text, using extracts to identify the themes within the text.



Some examples of different themes:

- Friendship
- Hope
- Perseverance

- Read the extracts
- Identify the themes

‘In a minute. Let me finish this.’

‘Now or never,’ said Flora.

‘All right, then,’ said Bill.

A little regretfully – he wouldn’t have minded finding out what the hippo ate next – Bill handed over his Bunty and took the Dandy. No sooner had he turned the first page than yet another shadow fell on him, and Rohan was standing at his side.

‘Here. You take this, and I’ll have that one.’

In his hand, Rohan held a copy of June.

‘No, thanks,’ said Bill, and he went back to his reading.

‘Come on,’ said Rohan. ‘Don’t be mean. Swap comics with me. I don’t want this one.’

‘I don’t want it either.’

‘You haven’t read it.’

‘I am reading *this*.’

And Bill shook his Dandy in Rohan’s face.

That was his first big mistake. His second big mistake was not moving fast enough when Rohan reached out and tried to snatch it.

Rohan’s grip tightened over the top of the comic.

‘Let go of my Dandy!’

‘Don’t be so *mean*!’

‘*Mean*? Why *should* I give you my Dandy and take your rotten June?’

‘Because you might *like* it,’ said Rohan. ‘And I definitely *won’t*.’

The penny dropped. It was the frock again. Bill couldn’t believe it.

She was enraged, too. No one had ever seen her looking so angry. Her dark wet-break mood had turned so fierce she looked fit to kill. Her eyes were flashing, her nose had gone pointy, and her mouth had shrunk to a lemon-sucking sliver.

‘How *dare* you!’

Rohan and Bill stood glowering at one another.

‘What *is* going on? Who *started* this fight?’

‘It wasn’t *my* fault,’ snarled Rohan. ‘I didn’t start it.’

‘You *did*,’ snarled Bill, clenching his fists again. ‘You *kicked* me!’

He showed the footprint on his pretty pink frock.

‘You punched me first,’ insisted Rohan, rubbing his shoulder hard to try to get sympathy from the bystanders.

But Mrs Collins, for one, wasn’t impressed. She didn’t even appear to have heard what he said. She was busy leaning over to look at the footprint on Bill Simpson’s frock.

‘This is shocking, Rohan,’ she said. ‘Shocking! To leave a footprint as clear as this on the frock, you must have lashed out really hard with your foot.’

‘I was punched first!’

But Rohan’s wailing did him no good. A look of scorn came over Mrs Collins’ face. Though she said nothing out loud, you could almost hear her thinking: How could a little thump on the shoulder from someone in a pretty pink frock excuse a great big kick from someone wearing solid, heavy, sensible shoes?

So, thought Bill Simpson quietly to himself. There can be *one* advantage to wearing a frock.

It didn’t last for long, though. She punished them both. She put them at neighbouring desks, and made them write *Fighting is stupid and fighting is ugly* in their best handwriting over and over again, till the bell rang.

They sat with exactly the same sour look on their faces. Both were still furious at the unfairness of it all. To everyone else, they looked for all the world like a pair of scowling and bad-tempered twins.

And every now and again, someone would tiptoe past and whisper in Rohan’s ear:

‘You look so *angry*.’

But in Bill’s they whispered:

‘You look so *upset*.’

were pleasanter on grass, and this patch was not even overlooked by classes still imprisoned in front of their work books.

Out here they could have a really good time.

The races came in every size and description, one after another, as fast as Mrs Collins could think them up. The light haired raced against the dark haired. The straight haired against the curly haired.

'Those in frocks against those in trousers!' roared Mrs Collins.

She looked round. Only Bill had a frock on.

'Forget it!' called Mrs Collins. 'That race is cancelled. Think of something else!'

Someone did. Those wearing red raced against those wearing no red at all. Those who liked cats better than dogs raced against those who preferred dogs to cats. The first five in the class (in alphabetical order) raced against the next five, and so on and so on.

The first few times he ran, Bill slowed himself up, trying to keep down the flapping sides of his dress. Then he stopped bothering. If he were in shorts, he wouldn't mind, he decided. So why risk losing a good race just because he was haunted by a silly pink frock. He might be right back to normal tomorrow – but you could just bet there wouldn't be races again!

Soon everyone, not just Bill, felt much better. Their bodies unstiffened, their heads felt clearer, their spirits rose. Even Paul, who had a serious illness when he was a baby and could hardly run, scampered about, enjoying coming in last in the races.

Mrs Collins had cheered up enormously too.

'Those who have wheely-bins against those whose families put rubbish out in large plastic bags!'

Everyone has rubbish. So everyone stood in line.

'There are far too many again,' said Mrs Collins. 'We shall have to have heats.'

As usual she divided them in fives, with one left over. This time it was Paul, so she sent him off in a heat of his own. He pranced along in his curious, loping fashion, and threw himself merrily over the finishing line.

'I'm in the finals now! I won my heat!'

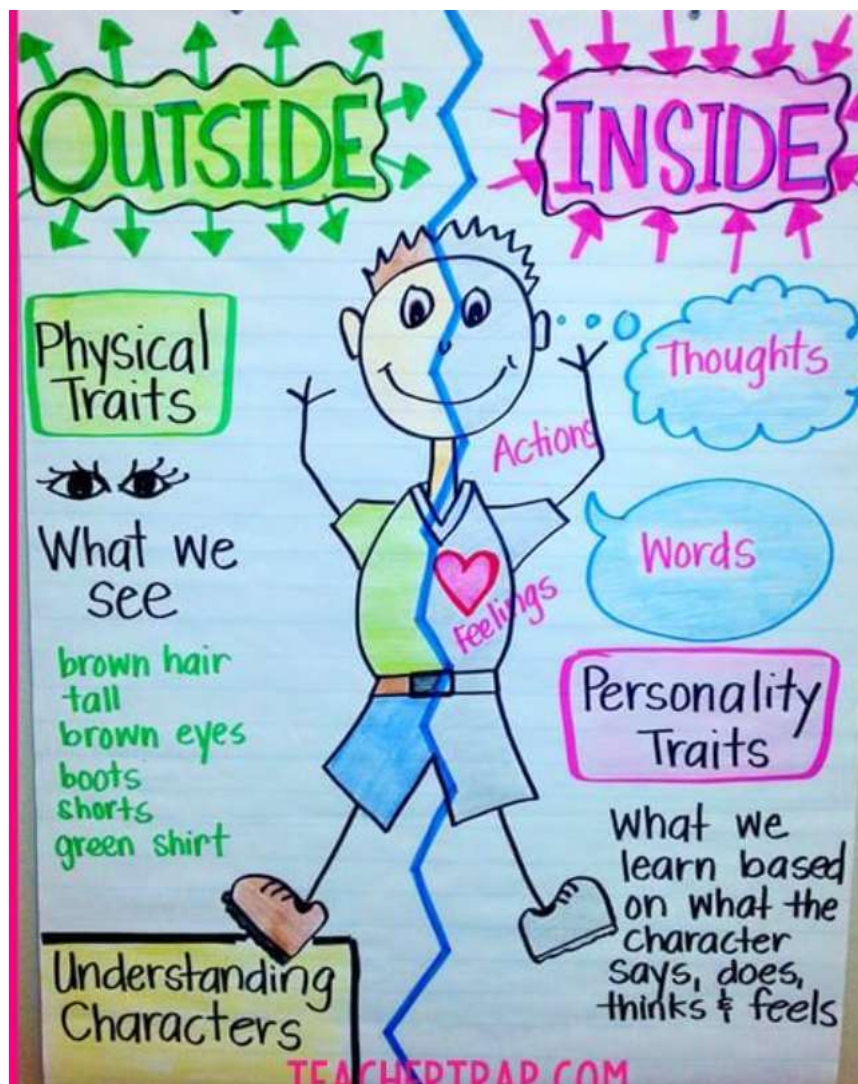
Mrs Collins pushed the hair back from her face. She was hot.

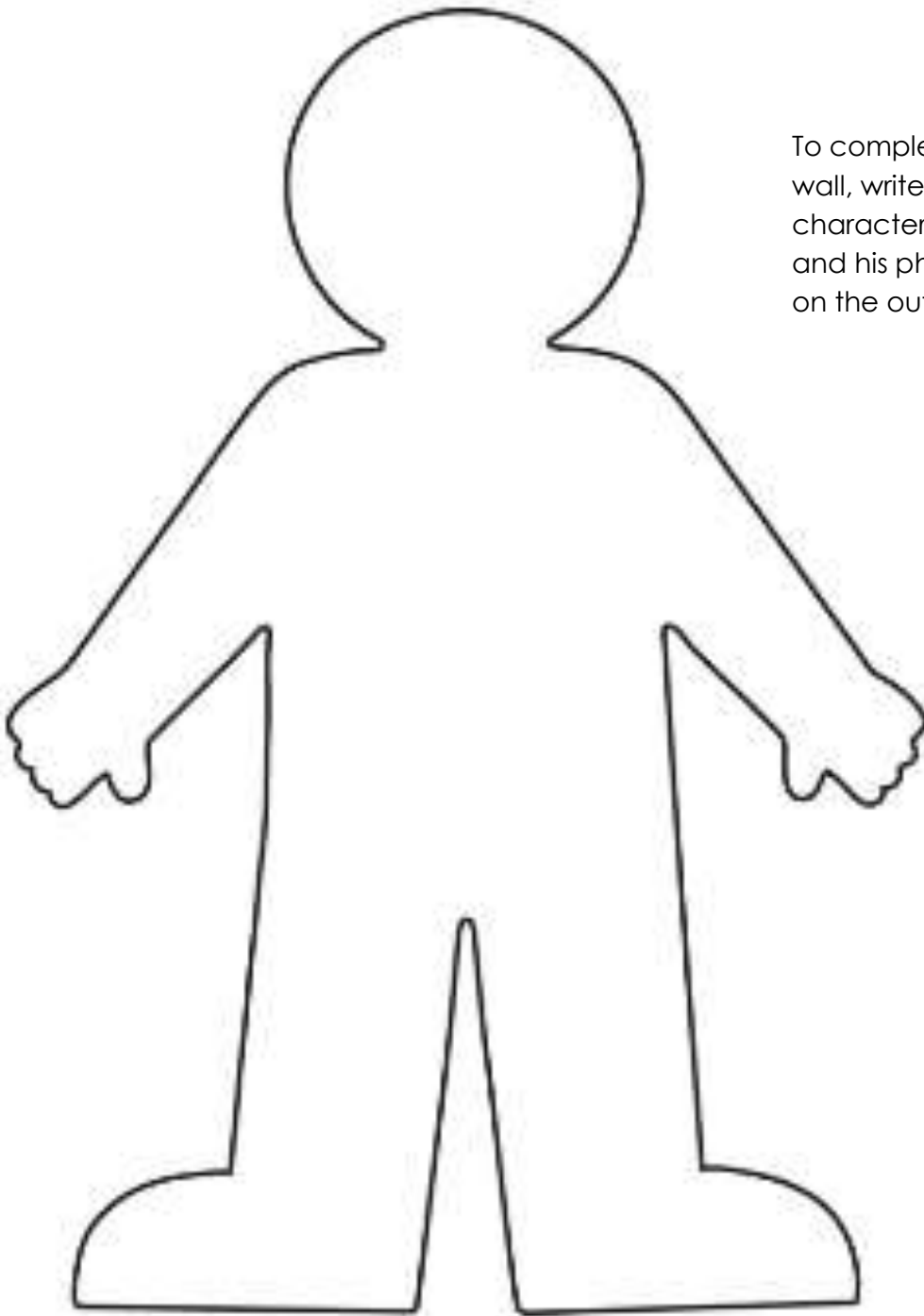
'Small break before this final,' she called. 'All of you stay here quietly while I slip inside for a moment. *Whispering only!*'

And she hurried off to fetch a quick drink.

### Lesson 3: To explore physical and internal characteristics of a character

Today, you are going to reflect on what you already know about Bill. You will be identifying the physical characters and internal characteristics to complete a role on the wall.





To complete your role on the wall, write his internal characteristics on the inside and his physical characteristics on the outside.

## Maths

### Lesson 1 – LI: to add 2-digit and 3-digit numbers using the formal written method.

Today you are going to recap using the formal written method (column method) to add a variety of numbers. When using this method, you must first use your knowledge of place value to identify the value of each digit. You then line the numbers up according to this and begin with adding the ones, tens, then hundreds. If your number ever goes over 10, remember to carry this over to the next column.

$$\begin{array}{r}
 38 \\
 + 93 \\
 \hline
 131 \\
 \hline
 \end{array}$$

1

### Column method

$$\begin{array}{r}
 567 \\
 + 199 \\
 \hline
 766
 \end{array}$$

Using the above examples, try to answer the following questions:

1.

| H                                                                                   | T                                                                                   | O                                                                                   |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
|  |  |  |

\_\_\_ + \_\_\_ = \_\_\_

2.

a.  $46 + 73 =$

b. Twenty-five plus twenty-eight =

c.  $506 + 25 =$

d. Four hundred and eighty-one plus two hundred and three =

3. Eva thinks that  $265 + 27 = 282$ . Here is her working out:

|   |   |   |   |
|---|---|---|---|
|   | 2 | 6 | 5 |
| + |   | 2 | 7 |
|   | 2 | 8 | 2 |



Is she correct? Explain how you know.

Eva is **correct/incorrect**. I know this because she \_\_\_\_

Lesson 2 – LI: to subtract 2-digit and 3-digit numbers using the formal written method.

Today you are going to continue using the formal written method (column method) to subtract a variety of numbers. When using this method, you must first use your knowledge of place value to identify the value of each digit. You then line the numbers up according to this and begin with subtracting the ones, tens, then hundreds. If you are unable to subtract, remember to exchange in the next column.

10 ones = 1 ten

10 tens = 1 hundred

$$\begin{array}{r}
 \overset{6}{\cancel{7}} \overset{1}{2} \\
 56 - \\
 \hline
 16
 \end{array}$$

$$\begin{array}{r}
 \text{H} \quad \text{T} \quad \text{U} \\
 \overset{7}{\cancel{8}} \overset{13}{\cancel{4}} \overset{13}{3} - \\
 556 \\
 \hline
 287
 \end{array}$$

Using the above examples, try to answer the following questions:

- 1.
- 2.

a.  $75 - 28 =$

b. Sixty-six subtract twenty-seven =

c.  $561 - 350 =$

d. Seven hundred and sixty-eight subtract three hundred and twenty-nine  
=

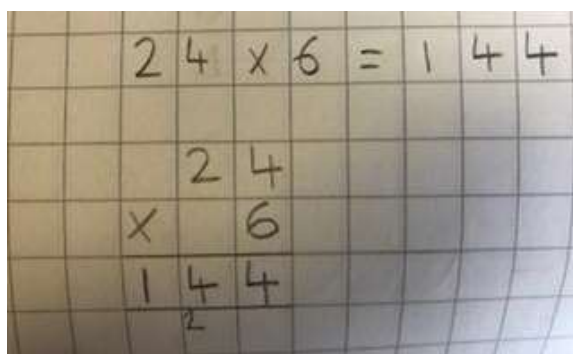
3. Use your knowledge to solve the missing digit:

|   | H | T | O |
|---|---|---|---|
|   | 5 | ? | 3 |
| – | 2 | 1 | 8 |
|   | 3 | 1 | 5 |

|     |    |
|-----|----|
| 185 | 27 |
|     |    |

### Lesson 3 – LI: to multiply a 2-digit number by a 1-digit number.

Today you are going to recap using the formal written method to multiply a variety of numbers. When using this method, you must first use your knowledge of place value to identify the value of each digit. You then line the numbers up according to this and begin with multiplying the ones, tens, then hundreds. If your number ever goes over 10, remember to carry this over to the next column.



$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \end{array}$$

Using the above example, try to answer the following questions:

1.

- a.  $27 \times 4 =$
- b.  $23 \times 6 =$
- c.  $62 \times 5 =$
- d.  $37 \times 3 =$
- e.  $74 \times 2 =$

2. Use your knowledge to spot the error in the following calculation:

|          |          |          |
|----------|----------|----------|
|          | <b>T</b> | <b>O</b> |
|          | 4        | 3        |
| $\times$ |          | 2        |
| 8        | 0        | 6        |

The error I spotted was \_\_\_\_.

The correct answer should be \_\_\_\_.



3. Choose the correct symbol to go in the box ( $<$ ,  $>$  or  $=$ )

$12 \times 8 \quad \square \quad 61 \times 3$

### Lesson 4 – LI: to calculate using the formal written method for multiplication.

Today you are going to apply the formal written method for multiplication to solve a variety of word problems. Remember, when using this method, you must first use your knowledge of place value to identify the value of each digit. You then line the numbers up according to this and begin with adding the ones, tens, then hundreds. If your number ever goes over 10, remember to carry this over to the next column.

Using your prior learning, try to answer the following questions:

1. How close can you get to 100 using the following digit cards? You can only use each card once within your multiplication sentence.

2 3 4

×  =

2. Is the following statement always, sometimes or never true? Prove your answer with three multiplication sentences.

**“A 2-digit number multiplied by a 1-digit number has a 2-digit number product.”**

*This statement is \_\_\_ true. I know this because:*

|   |   |   |           |
|---|---|---|-----------|
| ✓ | ✓ | ✓ | ALWAYS    |
| ✓ | ✗ | ✓ | SOMETIMES |
| ✗ | ✗ | ✗ | NEVER     |

3. Which multiplication sentence is the odd one out? Explain your reasoning.

- a)  $31 \times 4 =$
- b)  $22 \times 4 =$
- c)  $28 \times 4 =$

*\_\_\_ is the odd one out. I know this because \_\_\_.*



## Lesson 5 – LI: to calculate a variety of arithmetic style questions.

Today you are going to apply your prior learning to solve a variety of arithmetic style questions. You may need to look back on your learning from previous terms to support you.

Find the following fractions of amounts:

- 1)  $\frac{1}{2}$  of 10 =
- 2)  $\frac{1}{5}$  of 50 =
- 3)  $\frac{1}{4}$  of 12 =
- 4)  $\frac{1}{6}$  of 30 =
- 5)  $\frac{1}{2}$  of 18 =
- 6)  $\frac{1}{5}$  of 45 =
- 7)  $\frac{1}{4}$  of 24 =
- 8)  $\frac{1}{6}$  of 54 =

### Fraction of an amount

*Divide by denominator, multiply by numerator*

E.g  
 $\frac{3}{5}$  of 15 = 9

because  $15 \div 5 = 3$   
 $3 \times 3 = 9$

Identify the patterns and complete the following number sequences:

- 1) 20   40   \_\_\_\_   80   \_\_\_\_   \_\_\_\_   140
- 2) \_\_\_\_   50   75   \_\_\_\_   \_\_\_\_   150   \_\_\_\_
- 3) \_\_\_\_   \_\_\_\_   \_\_\_\_   \_\_\_\_   160   180



## **Science**

LI: To Identify prior knowledge of a scientific concept

**LI: To Identify prior knowledge of a scientific concept**

Context: forces and magnets

- **Discuss** what you already know about forces
- **Generate** questions for what you would like to find out
- **Present** your learning using the oracy framework

**What do we already know about forces?**

What do we want to find out about forces?



<https://www.bbc.co.uk/bitesize/topics/zvpp34j/articles/zywcrdm>

<https://www.youtube.com/watch?v=s236Q1nuWXg>

<https://www.bbc.co.uk/bitesize/topics/zyttyrd/articles/zpvcrdm>

Complete the following statements using key vocabulary:

- 1) A **force** is a \_\_\_\_\_ or \_\_\_\_\_ acting on an \_\_\_\_\_ .
- 2) A **force** can make an object \_\_\_\_\_ or \_\_\_\_\_ or go \_\_\_\_\_ or \_\_\_\_\_.
- 3) The **force** that keeps things **pulled** towards the **Earth** is called \_\_\_\_\_ .
- 4) **Friction** is a \_\_\_\_\_ that happens between two surfaces rubbing together. \_\_\_\_\_ always acts in the \_\_\_\_\_ direction to the moving object.

**Vocabulary**

Push pull object

Start stop

quicker slower

Gravity

Force friction

opposite

RE

**LI: To identify the key beliefs of a religion**

**Context: Islam**

- Watch the video to learn about the 5 Pillars
- Match each Pillar of Islam to the correct description
- Summarise each of the Pillars
- Reflect on and justify which of the Pillars is most important



As well as holding their main beliefs, there are five things that Muslims are expected to do. These are called the Five Pillars of Islam. Muslims believe that doing these five things helps put their faith into action.

Watch the video about the 5 pillars of Islam:

<https://www.bbc.com/bitesize/clips/ztgw2p3>

## Reflection

Which pillar of Islam do you think is the most important?

*I think \_\_\_\_\_ is the most important pillar of Islam because...*



## History

Lesson 1:

LI: To investigate various ancient civilisations.

Today we are going to explore and investigate more into different ancient civilisations from 3500BC up to 1325 AD. Take a look at the interesting facts about different civilizations below. Then, reflect on what you have learned.

| <b>TOP TRUMPS Ancient Civilizations</b>                                             | <b>TOP TRUMPS Ancient Civilizations</b>                                             | <b>TOP TRUMPS Ancient Civilizations</b>                                              | <b>TOP TRUMPS Ancient Civilizations</b>                                               |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Byzantium</b>                                                                    | <b>Maya</b>                                                                         | <b>Babylonian</b>                                                                    | <b>Sumerian</b>                                                                       |
|  |  |  |  |
| Start Year                                                                          | 330AD                                                                               | Start Year                                                                           | 300BC                                                                                 |
| End Year                                                                            | 1453AD                                                                              | End Year                                                                             | 1500AD                                                                                |
| Length of Time                                                                      | 1123 Years                                                                          | Length of Time                                                                       | 1800 Years                                                                            |
| Where                                                                               | Lower Europe                                                                        | Where                                                                                | Mexico                                                                                |
| Population                                                                          | 26,000,000                                                                          | Population                                                                           | 22,000,000                                                                            |
| Start Year                                                                          | 1900BC                                                                              | Start Year                                                                           | 3500BC                                                                                |
| End Year                                                                            | 1100BC                                                                              | End Year                                                                             | 2340BC                                                                                |
| Length of Time                                                                      | 800 years                                                                           | Length of Time                                                                       | 1160 years                                                                            |
| Where                                                                               | Syria / Palestine                                                                   | Where                                                                                | Iran                                                                                  |
| Population                                                                          | Unknown                                                                             | Population                                                                           | Unknown                                                                               |

| <b>TOP TRUMPS</b> Ancient Civilizations                                           | <b>TOP TRUMPS</b> Ancient Civilizations                                           | <b>TOP TRUMPS</b> Ancient Civilizations                                            | <b>TOP TRUMPS</b> Ancient Civilizations                                             |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Romans</b>                                                                     | <b>Greeks</b>                                                                     | <b>Egyptians</b>                                                                   | <b>Aztecs</b>                                                                       |
|  |  |  |  |
| Start Year                                                                        | Start Year                                                                        | Start Year                                                                         | Start Year                                                                          |
| End Year                                                                          | End Year                                                                          | End Year                                                                           | End Year                                                                            |
| Length of                                                                         | Length of Time                                                                    | Length of Time                                                                     | Length of Time                                                                      |
| Where                                                                             | Where                                                                             | Where                                                                              | Where                                                                               |
| Population                                                                        | Population                                                                        | Population                                                                         | Population                                                                          |
| 500BC                                                                             | 1100BC                                                                            | 3100BC                                                                             | 1325AD                                                                              |
| 300AD                                                                             | 50BC                                                                              | 30BC                                                                               | 1519AD                                                                              |
| 800 Years                                                                         | 1050 years                                                                        | 3070 years                                                                         | 194 Years                                                                           |
| Mediterranean / Western Europe                                                    | Greece                                                                            | Egypt                                                                              | South America                                                                       |
| 60,000,000                                                                        | 10,000,000                                                                        | 2,000,000                                                                          | 11,000,000                                                                          |

## Byzantium

- The official language of the Byzantine Empire was Latin until 700 CE when it was changed to Greek by Emperor Heraclius.
- Constantinople was attacked and plundered by the Crusaders during the Fourth Crusade.
- The emperor often paid gold or a tribute to enemies to keep them from attacking.
- Emperor Justinian granted the rights of women to buy and own land which was a big help to widows after their husbands had died.
- From the time of the early Roman Republic to the fall of the Byzantine Empire, Roman rule had a major impact on Europe for nearly 2000 years.
- The city of Constantinople is called Istanbul today and is the largest city in the country of Turkey.

## Maya

- By 900 AD, the Maya were a very advanced society.
- They had started to farm and even do maths!

- They stayed in the same place and had permanent homes.
- The Maya lived in a place called Mesoamerica which was made of Mexico and parts of Central America.
- The Maya were very clever and invented lots of things!
- This included their own calendars, farming methods, writing systems, sports and religion.
- Only one ruler per city was allowed.
- They believed that their rulers were given the power by God.
- They even believed that they could contact Gods through the ruler.

#### Sumerians:

- The ancient cities of Sumer were rediscovered in the 1840s. Continual rebuilding of the cities over the centuries had raised their level above the surrounding land so they looked like hills. These ancient city hills are called tells.
- The Sumerians were excellent mathematicians and used 60 as a base. This is why we have 60 minutes in an hour and 360 degrees in a circle.
- The Sumerians developed a calendar based on the moon and the sun (lunisolar). Their months each had thirty days.
- The Sumerians were the first to develop writing. They used over 500 pictographs which over time evolved into cuneiform script.
- Each of the Sumerian city states had its own god. There were seven main gods and hundreds of minor ones.
- Sumerian ziggurats were enormous temple complexes which also contained offices, workshops and treasuries. Sumerians believed that their Gods lived in the temples and descended to earth down their stairs.
- By 2900 BC between 50-80,000 people lived in the city of Uruk. The city was walled and had an area of 6 km<sup>2</sup> (that's half the size of London).

- Sumerian houses were made of sun dried brick and faced onto courtyards. They had flat roofs which provided extra living space. Doors had hinges and keys. Wealthy people's houses had two storeys.

#### Babylonian:

- There is a famous Garden of Babylon.
- The famous hanging garden was built by a king for his queen to remind her of the fields and hills of her homeland.
- The garden was 75 feet tall and consisted of a series of tiered platforms covered with beautiful trees, plants, and flowers.
- When Hammurabi came to power the city of Babylon started to grow rapidly.
- Hammurabi's code of more than 200 written rules and regulations covered issues of land, property, industry, agriculture, etc.
- Women in Babylonian society were relatively well treated. Women were allowed to become priests and were free to sell wine and start their own businesses, although their primary role in the home remained important.
- A Babylonian woman shared equal rights in her husband's property even after his death.
- In ancient Babylon, education was for all, both men and women. Just like the Sumerians, the Babylonians wrote in cuneiform, using over 350 symbols in their writing.

#### Romans:

- The ancient Roman civilisation began in 753 BC when King Romulus founded the city of Rome (naming it after himself).
- Over the next thousand years, this small city grew into a large empire.
- The ancient Romans became one of the most influential civilisations in history, conquering areas in Europe, Africa and Asia.

- The Romans had a very well organised army which allowed them to conquer other countries. The Roman army was one of the most successful armies in history and far more advanced than any other army at the time.
- Life in ancient Rome depended very much on which social class you belonged to. Roman society was hierarchical, meaning some people were considered to be much more important than others.

#### Egyptians:

- They lived along the River Nile.
- The Egyptians were lucky as they lived along the River Nile.
- This meant that they could use the water to grow crops, to get food from and for soil.
- Egyptian men and women wore make up. It protected their skin from the hot sun but they also believed it had healing powers too.
- The Egyptians were great at inventing! They invented medicine, musical instruments, paper, pens, locks , keys, cosmetics and even... toothpaste!
- Cats were very important and special in Egypt. They were considered sacred.
- Most Egyptian households had a pet cat, as they thought it would bring them good luck.

#### Greeks:

- Ancient Greece was split up into lots of city states, some of which you might have heard of. Some of the more popular ones are Sparta, Athens, and Olympia.
- Each city had different laws, government and even their own army!
- About one third of the Ancient Greeks were slaves. There were different types of slaves in different city-states.

- They worshipped many Gods and Goddesses. The Ancient Greeks worshipped lots of Gods and Goddesses, for different things! They built temples and shrines where they could worship them.
- The Romans copied the Greeks! Many of the things that Romans did actually came from the Greeks.
- Greeks never called themselves Greeks! This name actually came from the Romans. They call themselves 'Hellenes'. This is because the country of Greece was called 'Hellas'.

#### Aztecs:

- The Aztecs were a northern Mexican tribe and ruled a huge empire. They were one of the last Native American civilisations!
- They were the first people to discover chocolate!
- They believed that cacao beans were a gift from the gods. They hoped that drinking this chocolate would give them god-like wisdom.
- Before settling in Mexico, they were nomads who moved around central America.
- The Aztecs believed in many gods. One of the most important was Tlaloc - the rain god.
- Their capital city, Tenochtitlán, was in the same place as Mexico City now. Mexico's capital was built on top of this city.
- Tenochtitlán was surrounded by volcanoes and mountains.
- Like the Egyptians, they built temples and pyramids for gods and kings.
- They built huge cities and canals, but never invented the wheel!

**Reflection: Which civilisation did you find most interesting in today's lesson?**

**In my opinion, \_\_\_\_\_ was the most interesting because...**

Lesson 2:

**LI: To [locate](#) a country and geographical features on a map**

Take a look at a map, online or in an atlas, and locate the country Egypt. Then, take a look at the map below and label the various landmarks found throughout Egypt.

- 1. Using the map provided, find these symbols on the map, and put the name of each landmark underneath the picture.**



2. What is the name of the sea at the top right hand corner of the map?

3. What is the name of the desert at the bottom of the map?



Art

LI: to create an observational drawing.

Using the video link showing what a self-portrait is, complete your own self-portrait. Use a mirror and the proportion guide to help you.

<https://www.youtube.com/watch?v=IRp3sBQ-NFU>

