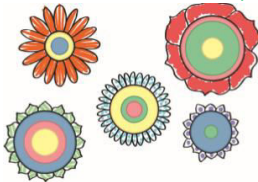


Daily reading of a text of your choice (e.g. magazine, information sheet, story, joke book, e-book...)					
1/6/20	Maths		English		Foundation
Mon	Summer Term Week 6 L1 Multiplication and Division https://whiterosemaths.com/homelearning/year-2/ Complete task sheets attached.	Lesson 3 (we are jumping straight to this lesson but you are welcome to complete 1 and 2 if you want to as well!) – Identify and use different sentence types https://www.thenational.academy/year-2/english/to-identify-and-use-different-sentence-types-year-2-wk4-3 If you would prefer not to work online, complete ‘Activity 1’.		Science: Environment Topic Read our new Knowledge Organiser. Research new words and concepts with your adult.	
Tue	Summer Term Week 6 L2 Multiplication and Division Complete task sheets attached.	Lesson 4 – identify features of a recount https://www.thenational.academy/year-2/english/to-identify-the-key-features-of-a-recount-year-2-wk4-4 If you would prefer not to work online, look at the ‘recount helpful hints’ and read the recount example.			
Wed	Summer Term Week 6 L3 Multiplication and Division Complete task sheets attached.	Lesson 5 – Write a recount https://www.thenational.academy/year-2/english/to-write-a-recount-year-2-wk4-5 If you would prefer not to work online, complete ‘Activity 3’.		Art: Summer art skills Mixed media flowers (see in resource pack) 	
Thu	Summer Term Week 6 L4 Multiplication and Division Complete task sheets attached.	Reading Comprehension: Lucky Rudi			
Fri	Summer Term Week 6 L5 – Family Maths Challenge – on Dojo	Grammar and Punctuation: Use the present and past tense consistently, including the progressive form.		History: The Romans Read the information sheets about the Ancient Romans. Record some facts that you find down about your new History topic.	
Optional Extras:					
Handwriting practise	Times table practise	Spellings: be, bee, quiet, quite, bare, bear, won, one, sun, son	Fresh air activity: Go outside. Look up. What are the 5 highest things you can see? What are the 5 smallest things you can see?	Would you recommend your current reading book to a friend? Explain why. Give it a score out of 5 stars and then say or write a review in two sentences.	Can you create balances using only the body parts listed below? How long can you hold them for? - one foot - one hand and one foot - no feet - no hands or feet - both shoulders - opposite foot and hand Challenge: Can you combine these into a sequence?

English Activity 1:

Statements - Statements are sentences which tell you something. They end with a full stop.

Questions - Questions are sentences that ask you something. They usually end with a question mark.

Commands - Commands are sentences that tell you to do something. They are often urgent or angry and can be very short.

Exclamations - Exclamations are sentences that begin with 'what' or 'how'. They are full sentences, include a verb and end with an exclamation mark.

Underline each sentence in the correct colour.

1. Is it cold outside?
2. How wonderful that it is nearly Christmas!
3. Go to your room!
4. "What an evil young man!" shouted Anne.
5. It is great fun going to the park.
6. There are only 500 white lions left in the world.
7. Should you really annoy your brother by hiding his toys?
8. Get down from the roof!

Have a go at changing each sentence into a different sentence type.


It is cold outside. —————> Is it cold outside?

English Lesson 2:

Helpful hints and recount example

Recount Writing


Helpful Hints



Write in the past tense.

Explain what happened.


Who? What? Where? When?



Tell the events in order.

Use time words (in the morning, later, after that).

Use powerful verbs and exciting adjectives to add interest for the reader.



Last week, my family and I set off on our three-hour journey to Blackpool. We were visiting my Auntie Sue and Uncle Paul, who had just had a baby.

Halfway into the journey, we stopped at the service station. Mum said we could choose whatever we wanted for lunch; I went for ham, egg and chips. The journey was long but I had fun in the back of the car, telling jokes to my brother.

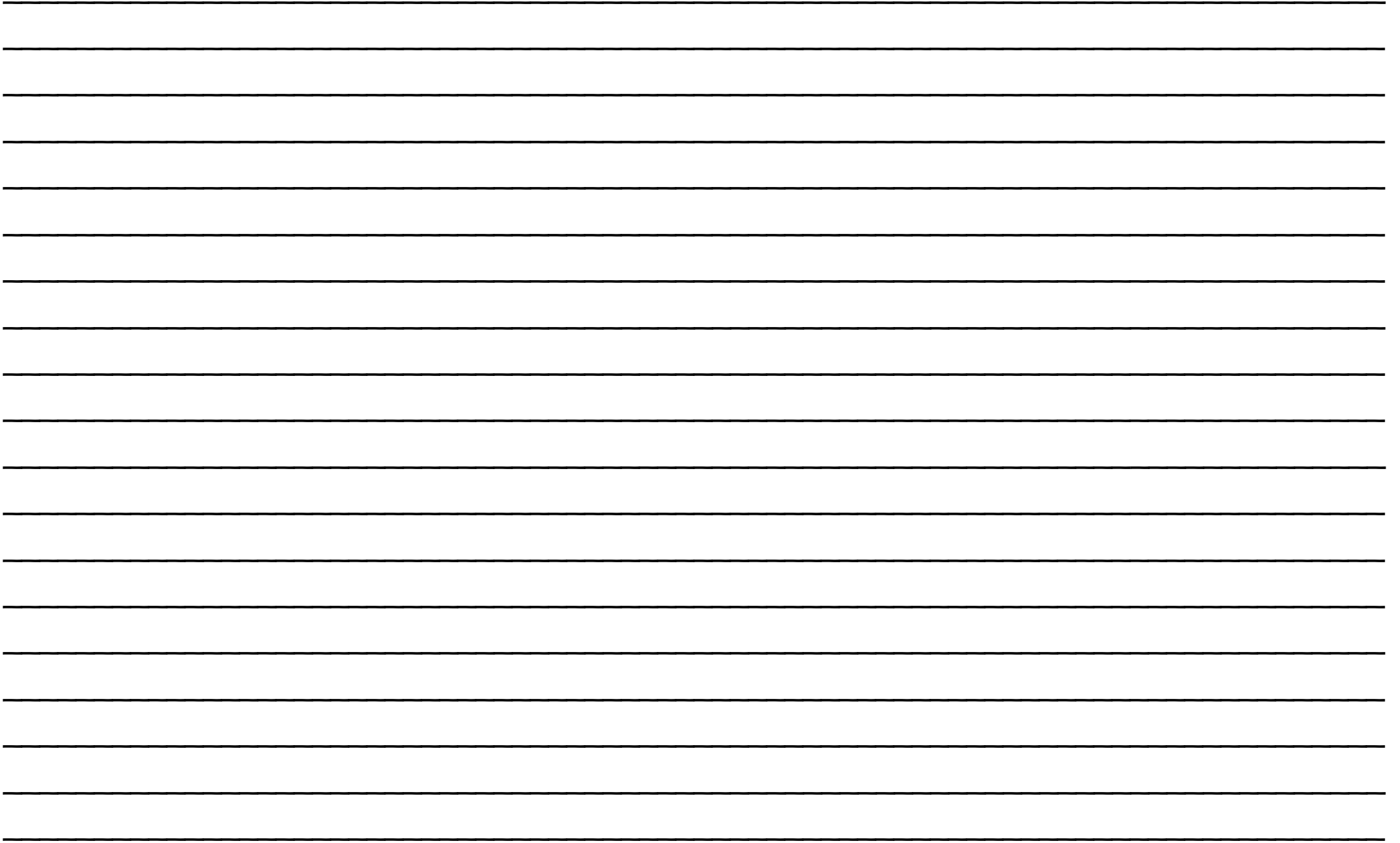
We arrived at the house just before 1pm. As Dad parked up, I felt like I could burst with excitement as I remembered that I was about to meet baby Eva for the first time. I jumped out of the car and rang the doorbell three times (just to make sure that they had heard me). I was the first to have a cuddle with Eva; she felt so tiny and warm. She didn't do much but she was very cute. After meeting Eva, we had to unpack.

Later on, Uncle Paul told us that he'd booked a table at a new seafood restaurant on the sea front. I had fish and chips and ate every last bit as they were the best I'd ever tasted. As we left, the waiter gave me a keyring for cleaning my plate.

English Activity 2:

Read the extract below from 'Jack and the Beanstalk'. Pretend you are Jack and are seeing a giant for the first time. Write a recount of Jack's experiences. Remember to write in first person.

When Jack finally reached the top of the beanstalk, he saw an enormous castle. Jack decided to go inside; all the furniture was huge! Suddenly, Jack heard a loud noise. He ran into a cupboard to hide. A towering, heavy-footed giant came into the room. "Fee, Fi, Fo, Fum, I smell the blood of an Englishman!" he bellowed. The giant sat down at the table. On the table was a hen and a golden harp. "Lay!" said the giant and the hen laid an egg; it was made out of solid gold. "Sing!" said the giant and the harp sang. The beautiful music made the giant fall asleep. Jack jumped out of the cupboard and took the hen and the harp. As he ran, the harp cried, "Help master!" Suddenly the giant woke up and called, "Fee, Fi, Fo, Fum, I smell the blood of an Englishman!"

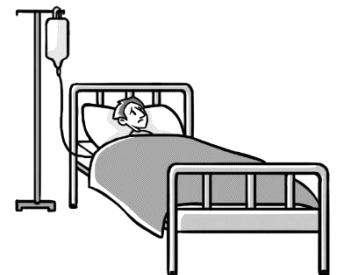


Reading extract and questions:
Year 2
Lucky Rudi
Set A/B

The nurse pulled the curtains around Tatiana's bed and said she'd let her change in private. Mum folded her little girl's clothes neatly and put them on the bedside chair while Tatiana struggled to put on the hospital gown. It was a weird, thin sheet with sleeves which tied up at the back rather than the front. Feeling shy, Tatiana slid under the covers.

"Have you got Rudi?" she asked.

"Of course," replied Mum. "You can't have an operation without your lucky rat!"



Mum fished Rudi out of the bag of books and games they had bought for Tatiana's stay in hospital. For a soft toy, he was very lifelike. He was even a bit ragged and worse for wear, rather like a real rat. That didn't bother Tatiana, however. She had loved him for years and he went everywhere with her.

Even so, she was worried what the other children on the ward might think. Was it ok for a grown-up girl of six to still have a cuddly toy? She tucked him out of sight, under her pillow, just in case.

The nurse poked her head through the curtains. "All done? Good. The trolley will be here soon to take you down for your operation." This made Tatiana feel a bit wobbly. She turned on her side to look at Mum. Her hand slipped under her pillow and clutched Rudi.

Noticing her watery eyes, Mum held her other hand and smiled. "It'll be over before you know it. I'll be right here when you come back to the ward. Just think, you can start looking forward to not hurting all the time." Tatiana smiled bravely and rubbed her eyes with her hand.

A jolly man appeared along with the nurse and a bed on wheels. Mum and the nurse helped Tatiana onto the bed. Then the nurse picked up Tatiana's pillow.



"Eeeeeek!" screeched the nurse. "It's a r-r-rat." Everyone looked around. There was the nurse, holding Rudi by the tail and grinning broadly. "We don't usually allow rats in the hospital," she smiled, "but I think we can allow it ... just this once. Perhaps he would like

to ride along with you. You can help him to be brave.”

Questions for Lucky Rudi Set A

Vocabulary

1. Look at the paragraph beginning “*The nurse pulled,*’ **Find** and **copy two** words that mean *without anyone watching*.

2. ... *worse for wear* ... This means ... **Tick one**.

badly dressed

☐

in dirty clothes

☐

in a bad state

☐

smelly

☐

3. ... *This made Tatiana feel a bit wobbly* ... This means Tatiana felt ... **Tick one**.

worried

☐

shaky

☐

hungry

☐

excited

☐

Identify key aspects

4. Why was Tatiana in hospital?

5. Give **two** things that Mum brought for Tatiana’s stay in hospital.

a. _____ b. _____

Inference

6. Why did Tatiana hide Rudi under her pillow?

Sequence

7.
to

Tatiana slid under the covers.	
The nurse closed the curtains around the bed.	
Mum held Tatiana’s hand.	
Mum got Rudi out of the bag.	

Number the parts of the story from **1** to **4**
show the order in which they appear.

Predict

8. What do you think the nurse will say if Tatiana ever has to go back for another stay in hospital?

Questions for Lucky Rudi Set B

Vocabulary

1. Look at the first paragraph. **Find** and **copy** a word that means *strange*.

2. ... "Mum fished Rudi out" ... This means that Mum ... **Tick one**.

found Rudi with a net

☐

caught Rudi with a hook

☐

let Rudi slip out of her hands

☐

pulled Rudi out

☐

Identify key aspects

3. Why did Tatiana want Rudi with her in hospital?

4. Who came back with the nurse?

5. Why did the nurse say, "Eeeeeek!"?

Inference

6. How was Tatiana feeling when Mum held her hand? How do you know?

7.
to 4 to
appear.

The nurse held Rudi by the tail.	
The nurse told them the trolley would arrive soon.	
Tatiana put Rudi under her pillow.	
Tatiana changed into her hospital gown.	

Sequence

Number the parts of the story from **1** show the order in which they

Predict

8. What would the nurse say if Tatiana asked whether she was scared of Rudi?



Answers for *Lucky Rudi*

Set A:

Vocabulary:

1. in private
2. in a bad state
3. worried

Retrieval:

4. to	Tatiana slid under the covers.	2
5. Rudi.	The nurse closed the curtains around the bed.	1
6. She about	Mum held Tatiana's hand.	4
	Mum got Rudi out of the bag.	3

7.

have an operation

Accept any two from: games, books,

Inference:

was worried what people might think her having a cuddly toy with her.

Sequence:

Predict:

8. Accept answers that refer **either** to recognising Tatiana, e.g. "I'm sorry to see you've had to come back." or "Hello Tatiana, it's nice to see you again." **or** to remembering Rudi, e.g. "Have you brought your rat again?"

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Answers for *Lucky Rudi*

Set B:

1. weird	The nurse held Rudi by the tail.	4
2.	The nurse told them the trolley would arrive soon.	3
	Tatiana put Rudi under her pillow.	2
3.	Tatiana changed into her hospital gown.	1

Rudi

went everywhere with her.

4. a jolly man

5. She had found Rudi./She was pretending that she was shocked by or frightened of Rudi.

Inference:

6. Sad or very worried – her eyes were watery which suggests she was crying.

Sequence:

7.

Vocabulary:

pulled Rudi out

Retrieval:

Accept any of the following points:

was 'lucky./Tatiana loved Rudi./Rudi

Predict:

8. Accept answers that reflect that she was trying to make Tatiana laugh, e.g. "Not really – I was only joking."

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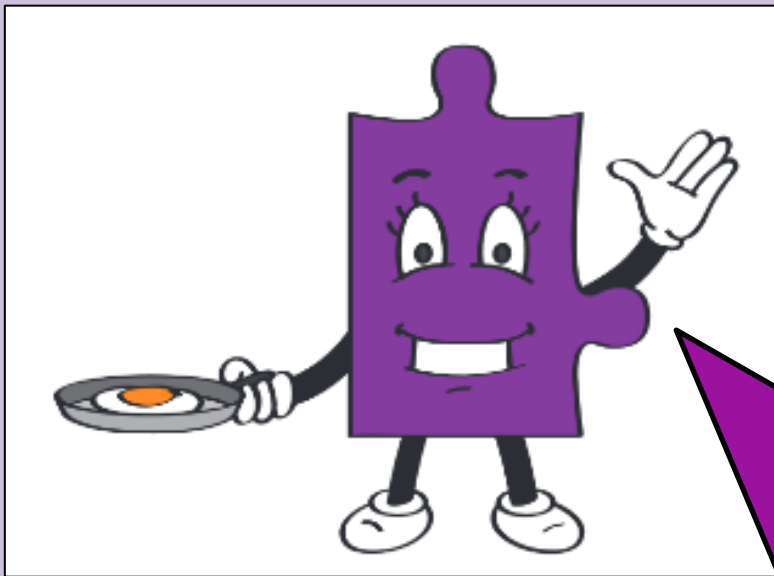
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W3i. Use the present and past tense consistently,
including the progressive form



= teacher notes

What I Will Be Looking For Today



You will have lots of chances to demonstrate your initiative skills today. Here's what I'll be looking for:

- Trying to work it out before asking for help.
- Making suggestions about how to complete the tasks
- Develop new strategies to be successful.

Present and Past Tense

Tense tells us when something happens. If it has already happened we call it past tense. If it is happening now we call it present tense.

Today Sarah sews a puppet.
Yesterday Sarah sewed a puppet.



Can you work out which of the sentences above has already happened and is therefore past tense?

Present and Past Tense

It was the second sentence.

Yesterday Sarah **sewed** a puppet.



In this example it was easy to work out which has already happened because one of the sentences started with 'yesterday'.

However, it is the actually the verbs in a sentence that tell us whether it is in past tense or present tense.

sews – present tense **sewed** - past tense

Present and Past Tense

For most verbs we add the suffix 'ed' to make the verb past tense. Present tense words change depending on the sentence they are in. They either have no suffix or a 'ing', 's' or 'es' suffix.

Present tense

Dogs like bones.

Babies crawl happily.

A horses gallops
gracefully.

Past tense

Dogs lik**ed** bones.

Babies crawl**ed** happily.

A horse gallop**ed**
gracefully.

Present and Past Tense

Here is a list of verbs, can you make them past tense by adding the suffix 'ed'.

Present tense

jump
walk
play
enjoy

Past tense

jump**ed**
walk**ed**
play**ed**
enjoy**ed**

I have used some of these verbs in a sentence. Does it sound right to you?

I like to play and jumped because I enjoy it.

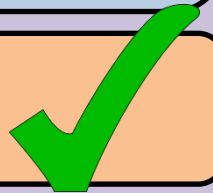
Present and Past Tense

Did you work out why it sounded funny?

I like to play and jumped because I enjoy it.

The problem is we used both the past and present tense in the sentence. Let's change the it so all verbs are present tense. Does it sound right now?

I like to play and jump because I enjoy it.



In our writing it is important to make sure we use past and present tense consistently.

Using Present and Past Tense Consistently

Using past and present tense consistently means using the same tense on every time in that piece of writing.

If you are writing something that is happening now then all your verbs should be in the present tense.

If you are writing about something that has already happened then all your verbs should be in the past tense.

Using Present and Past Tense Consistently

Look at this passage. Is it in past or present tense?
Look at the verbs – is it happening or describing
something that is true now?

A frog **is** an amphibian. They **like** to live near water. A
baby frog **is** a tadpole. They **eat** flies and other bugs.



It is in present tense.
The tense is consistent
because all the verbs
are in the present
tense.

Practise

Using present tense consistently write three sentences about lions.

Word Bank

carnivore mammal meat grassland



Using Present and Past Tense Consistently

Look at this passage. Is it in past or present tense?
Look at the verbs – is it happening now or has it
already happened?

The witch **cackled** loudly. She had
finally **captured** the princess. She
boiled water in her cauldron and
made a dreadful potion.



It is in past tense. The tense is consistent because all
the verbs are in the past tense.

Practise

Using the past tense consistently write three more sentences to carry on this story.

The witch **cackled** loudly. She had finally **captured** the princess. She **boiled** water in her cauldron and **made** a dreadful potion.

As she **released** the potion in the air the princess **lost** her hair. She **cried** so hard a knight **heard** her from miles away. He **mounted** his horse and **charged** to the rescue.

Progressive Present and Past Tense

In some sentences the tense is in the progressive form. That means the action happens or happened for a period of time. The verb still tells us the tense but has another verb meaning 'to be' in front of it and the second verb will have the suffix 'ing'.

Today Sarah **is baking** a cake. (present)

Yesterday Sarah **was baking** a cake. (past)

We **are making** cakes. (past)

We **were making** cakes. (present)



Using Present and Past Tense Consistently

We know we need to use past or present tense consistently in our writing. However, we can use both the simple and progressive verbs in one piece of writing they just need to be either past or present to be consistent.

For example, this passage has simple and progressive verbs but they are all in past tense.

Pirates **were clashing** their swords against the sharpening stone. The captain **looked** through his telescope. The Spanish ship **was catching** them up.



Practise

Is the tense used consistently in this passage?

How to make a jam sandwich

1. Get a knife and plate.
2. Fetched some bread, butter and jam.
3. Put slices of bread on the plate.
4. Spread the butter on each slice.
5. Placed one slice on top of the other.



Practise

Did you spot the two verbs that were the wrong tense?

How to make a jam sandwich

1. Get a knife and plate.
2. ~~Fetch~~ed some bread, butter and jam.
3. Put slices of bread on the plate.
4. Spread the butter on each slice.
5. ~~Place~~d on slice on top of the other.





Teacher information

Show Me Tasks

Once the therapy has been delivered you can use Show Me Tasks to demonstrate that the skill is now secure. They are not intended to be completed all at once and ideally should be done in intervals of a few days after the therapy has been delivered. The challenge in the tasks is progressive.

Show Me Tasks

W3i. Use the Present and Past Tense Consistently, Including the Progressive Form

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Draw a smile next to the present tense sentences 😊 and a surprise face 😲 next to past tense sentences.

The cat is playing with the mouse.

The children were talking in class.

Monkeys like bananas and swinging in trees.

After a while the dragon swooped down and breathed fire across the battlefield.

Write three sentences about your favourite animal.
What tense should it be?



When you have finished check that you have used your tense consistently.

Correct these instructions to make the correct tense consistent.

How to make a cup of smoothie

- Get the blender and a knife.
- Collected the milk, banana and peaches.
- Chop the fruit.
- Poured the milk in blender.
- Put fruit in blender.
- Mix until smooth.



Explain your reasons to your teacher.

1) How many chips are there altogether?

____ $\times 10 =$ ____

There ____ are chips altogether.



What if there were 10 packs of chips, how many would there be altogether?

2) Altogether there are 40 books. How many shelves are there?

____ $\times 10 = 40$



Can you write the number sentence for 70 books?

--	--	--	--	--	--	--	--	--	--	--	--	--	--

3) Think of a multiplication fact for 10s to go in each box.

3×10		0×10	7×10		3×10
Greatest		Smallest	Greatest		Smallest
5×10	2×10			4×10	
Greatest		Smallest	Greatest		Smallest

4) On sports day, Tom runs 10 metres, 7 times.



Which of the calculations do not describe the word problem?

$10 + 7$

7×10

$7 + 7 + 7 + 7 + 7 + 7 + 7$

$10 + 10 + 10 + 10 + 10 + 10 + 10$

Explain why.

1) How many chips are there altogether?

7 \times 10 = 70

There 70 are chips altogether.



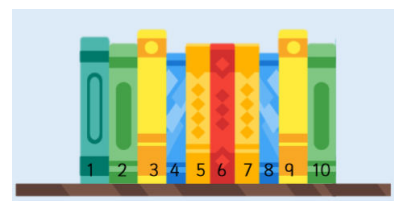
What if there were 10 packs of chips, how many would there be altogether?

<u>10</u> \times 10 = <u>100</u>											

2) Altogether there are 40 books. How many shelves are there?

4 \times 10 = 40

Can you write the number sentence for 70 books?



<u>7</u> \times 10 = <u>70</u>											

3) Think of a multiplication fact for 10s to go in each box.

3 \times 10	2 \times 10 1 \times 10	0 \times 10	7 \times 10	4 \times 10 5 \times 10 6 \times 10	3 \times 10
Greatest	Smallest		Greatest	Smallest	
5 \times 10	2 \times 10	1 \times 10 0 \times 10	5 \times 10 ... (... $>$ 4 \times 10)	4 \times 10	3 \times 10 ... (... $<$ 4 \times 10)
Greatest	Smallest		Greatest	Smallest	

4) On sports day, Tom runs 10 metres, 7 times.



Which of the calculations do not describe the word problem?

10 + 7

7 \times 10

7 + 7 + 7 + 7 + 7 + 7 + 7 + 7

10 + 10 + 10 + 10 + 10 + 10 + 10 + 10

Explain why.

10 + 7 is incorrect because he has run 10 metres, 7 times, not 10 metres then 7 metres.				
7 + 7 + 7 + 7 + 7 + 7 + 7 is incorrect because he doesn't run 7 metres. He runs 10 metres.				

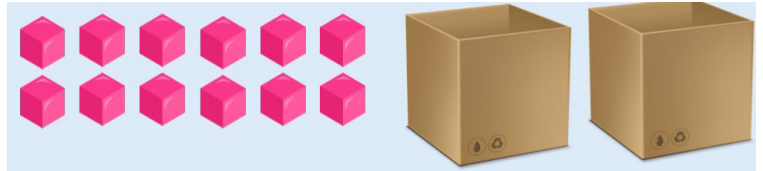
Task sheet: 02/06/20

1) Share the 12 cubes equally into the two boxes.

How many equal groups are you sharing between?

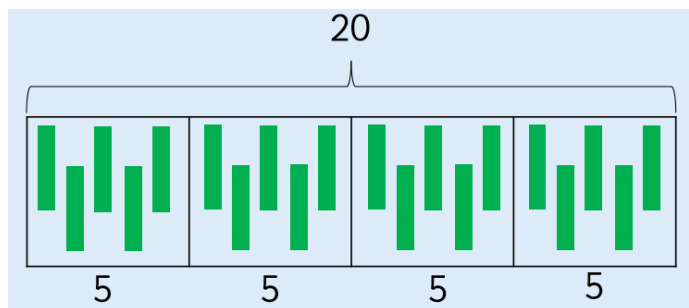
There are ____ cubes altogether. There are ____ boxes. There are ____ cubes in each box.

Can you share the 12 cubes equally into 3 boxes?

[illegible]

2) Zach draws this bar model to divide 20 into 4 equal groups. How does his model represent this?

He writes $20 \div 4 = 5$



What other number sentences could Zach create using this model? Use \div and \times

[illegible]

3) 24 children are put into 4 equal teams. How many children are in each team?

[illegible]

4) Alex has 20 sweets and shares them between 5 friends.

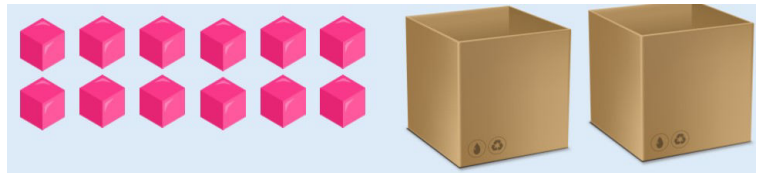


Tommy has 20 sweets and shares them between 10 friends.

Whose friends will receive the most sweets?

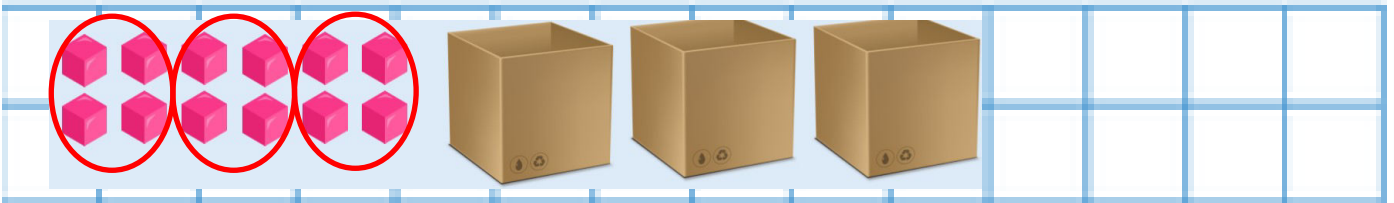
How do you know?

1) Share the 12 cubes equally into the two boxes.
How many equal groups are you sharing between?



There are 12 cubes altogether. There are 2 boxes. There are 6 cubes in each box.

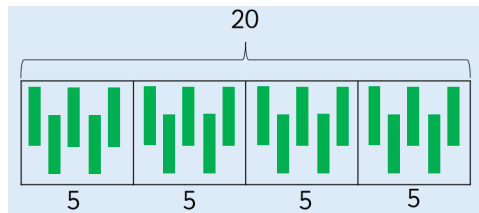
Can you share the 12 cubes equally into 3 boxes?



There are 12 cubes altogether. There are 3 boxes. There are 4 cubes in each box.

2) Zach draws this bar model to divide 20 into 4 equal groups. How does his model represent this?

He writes $20 \div 4 = 5$



What other number sentences could Zach create using this model? Use \div and \times

Zach could also create number sentences as follows:							
$20 \div 5 = 4$							
$4 \times 5 = 20$							
$5 \times 4 = 20$							

3) 24 children are put into 4 equal teams. How many children are in each team?

Given:

24 children ; 4 equal teams
Number of children in each team = ?

Solution:

$24 \div 4 = 6$
There are 6 children in each team.

4) Alex has 20 sweets and shares them between 5 friends.



Tommy has 20 sweets and shares them between 10 friends.

Whose friends will receive the most sweets?

How do you know?

Alex's friends get more because Tommy is sharing with more people so they will get fewer sweets each. Alex's friends will get 4 sweets each whereas Tommy's friends will only get 2 sweets each.

30 groups of 1



odd	even

Can you see any patterns?

- 2) Which number pieces are odd? Explain why. Find or draw other odd and even pieces. What do you notice?

[illegible]

- 3) True or false?

12 is an odd number.

Explain your reasoning:

[illegible]

- 4) Whitney says,

I have added two one-digit numbers. My answer divides into 2 equal groups.



What could Whitney's numbers be?

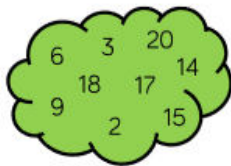
Is this the only possible answer?

Which numbers would not be possible?

Explain your answers.

A full-page view of a blank sheet of graph paper. The grid consists of thin, light blue horizontal and vertical lines forming small squares across the entire page. There are no margins, text, or other markings on the paper.

- 1) Use counters to make each number and share them into two equal groups. How does this help you decide whether a number is odd or even? Show this in the table.



odd	even
3, 9, 15, 17,	2, 6, 14, 18, 20

Can you see any patterns?

- 2) Which number pieces are odd? Explain why. Find or draw other odd and even pieces. What do you notice?



					Even
					Odd

- 3) **True or false?**

12 is an odd number.

Explain your reasoning:

Children can use concrete or pictorial methods to show 12 is divisible by 2 and therefore it's false.

- 4) Whitney says,

I have added two one-digit numbers. My answer divides into 2 equal groups.



What could Whitney's numbers be?

Is this the only possible answer?

Which numbers would not be possible?

Explain your answers.

Any two even one digit numbers or any two odd one digit numbers will give an even total.
E.g. $1 + 3 = 4$
 $2 + 4 = 6$

However, an odd number added to an even number will give an odd total so Whitney could not have this combination.

Science Focus

Environment

Year 2

What? (Key Knowledge)

Environment	Our planet provides everything that we and all living things need. We call it our environment.
Climate	Climate is the weather. The earth's climate is just right, meaning that things can live on the planet.
Climate change	Climate change is a change in the overall weather and temperature on Earth. (Not the day-to-day weather). The Earth is getting warmer due to some of the things humans are doing. This means it will be more difficult for living things to survive.
Atmosphere	The layer of air surrounding the Earth.
Greenhouse gas	Greenhouse gases are special types of gas in the atmosphere. They let sunlight through but stop heat from escaping, like a greenhouse, so the Earth warms up.

Pictures and Diagrams

Renewable power sources



Wind turbines turn the energy from the wind into electricity.



Solar panels turn the energy from sunshine into electricity.



The energy from heat deep underground can be turned into electricity. This is geothermal energy.



Biomass means 'natural material'. It is burned to create energy.

• Statutory requirements

Although it is not a statutory requirement to teach as a separate topic, this does link to requirements in all Year 2 areas of the science curriculum - Plants, Animals and Living things in their habitats and Everyday materials. *See individual Yr2 Science Knowledge Organisers for details.*

What? (Key vocab)

Spelling

Definition

Energy

Energy makes everything work.

Power

Electricity, gas and oil are all sources of power. They give us energy to make things work.

Non-renewable

Non-renewable power sources such as coal, oil and gas can't be replaced once they have been used. Scientists think these are running out.

Renewable

Renewable power sources can be replaced. This means they will never run out. Solar power, wind power, geothermal power, biomass and wave power are all renewable power sources.

Endangered

Being endangered means that scientists think that a type of animal or plant is at risk.

Extinct

Extinct means that there are none of that type of animal or plant left alive.

Possible experiences

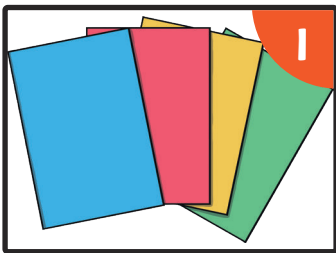
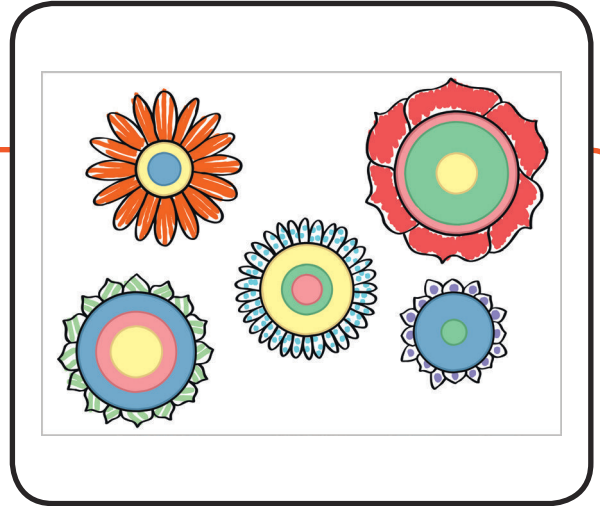
- Visit a recycling plant (or watch a video) to see how our waste is recycled.
- Look at creative ways to reduce and reuse waste to cut down on the energy it takes to recycle it.
- Make a turbine (pin wheel) from a square of paper. Use it to measure the force and direction of the wind on a daily basis. If we blow or waft the turbine, where is the energy coming from to turn it?



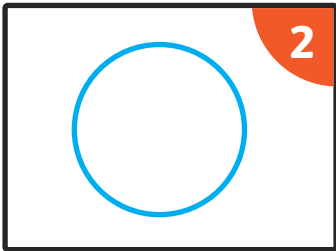
Mixed Media Flowers

You will need:

- A4 or A3 card
- coloured card
- circle templates (pre-cut for the children to use)
- felt tip pens



Choose a piece of card for your background.



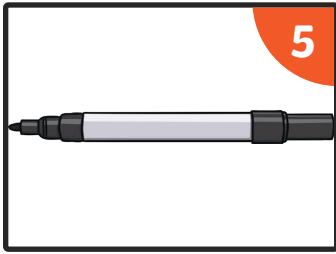
Using the circle templates, draw around each one on the coloured card and cut them out. Each flower will need 2 or 3 circles of different sizes and colours.



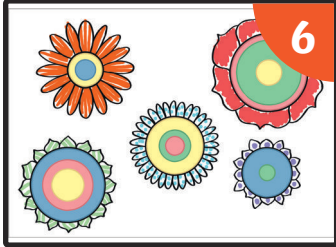
Stick the circles on top of one another, putting the largest at the bottom.



Stick the groups of circles on the background piece of card. Remember to spread them around.



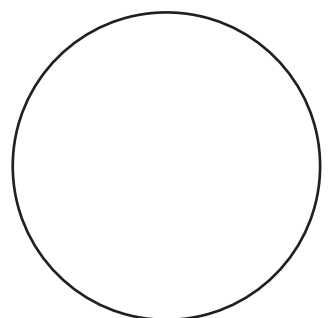
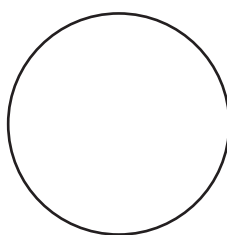
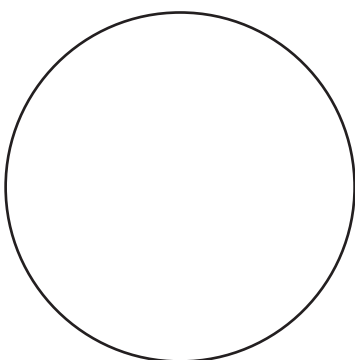
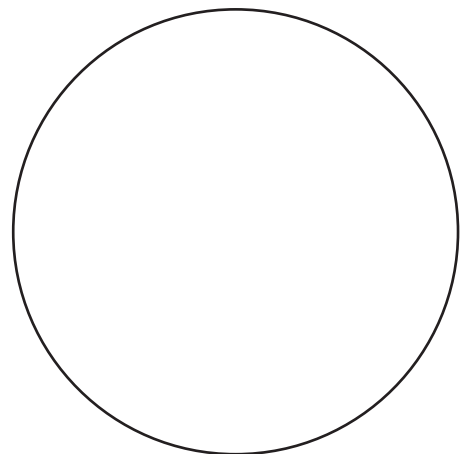
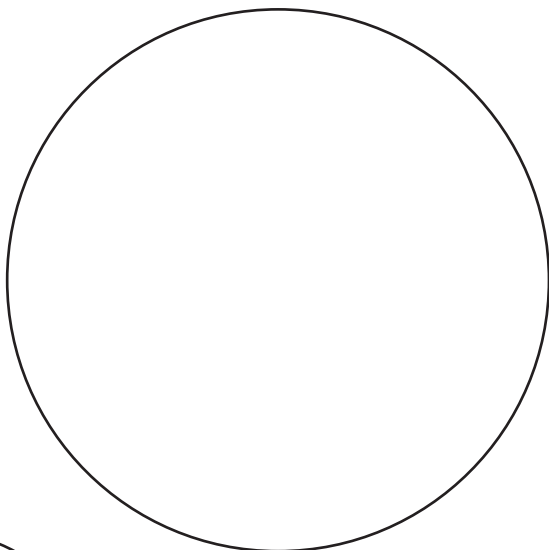
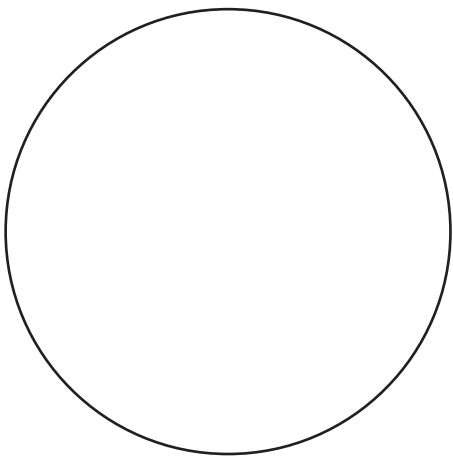
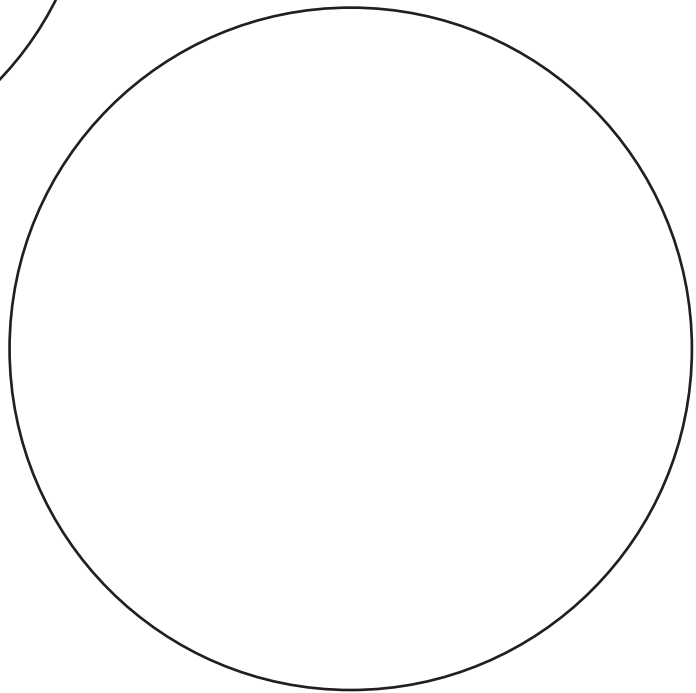
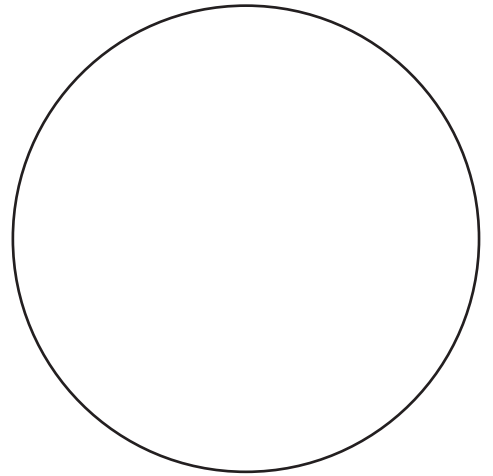
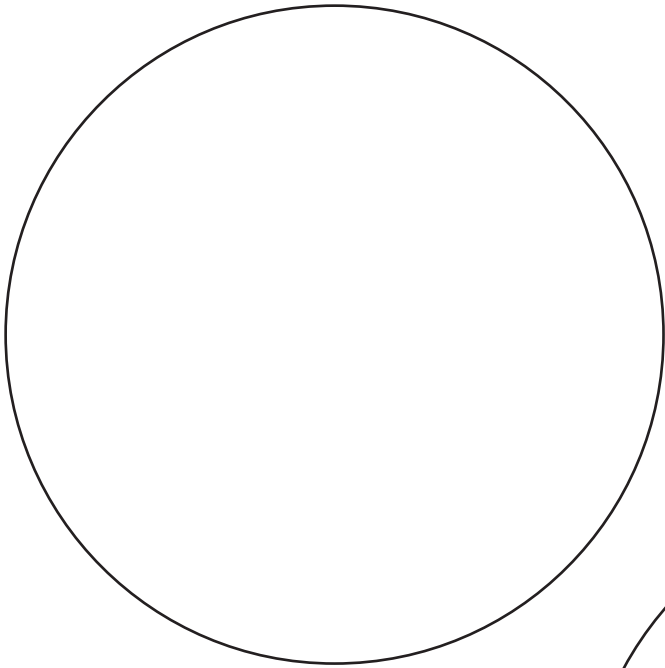
Using a black pen, draw around the edge of each large circle and then draw the petals around. You can do this in a variety of ways.



Decorate the flowers however you like using your black pen or other pens. You may wish to use lines or dots.

Top Tip:

Add leaves onto your drawing.



Who were the Romans?

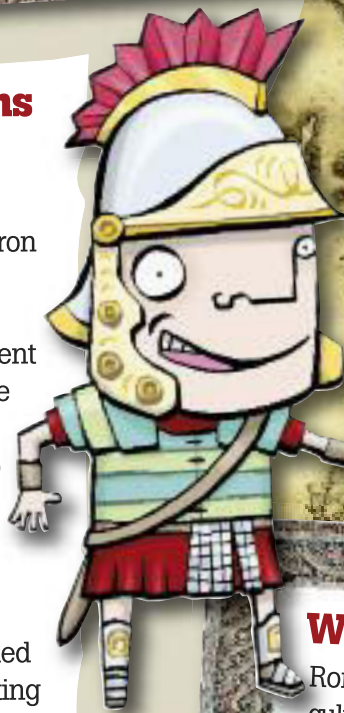
BBC

HANDS ON HISTORY THE ROMANS

Before the Romans arrived in Britain, the land was inhabited by Iron Age people. These people lived in small tribes, travelled little and lived in wooden roundhouses. The Romans would have seemed very strange to Iron Age Britons and their arrival and influence can still be felt today...

Why did the Romans come to Britain?

Conquering a land believed to be as wild and uncivilised as Iron Age Britain made Emperor Claudius look very brave and powerful. By taking over different lands, Romans could also make money by charging the local people taxes, using the land to grow food and taking useful natural minerals such as lead and silver. The Romans could also take and sell captives as slaves. Even before they invaded Britain, Romans had been visiting to trade for cattle, leather, corn and hunting dogs.



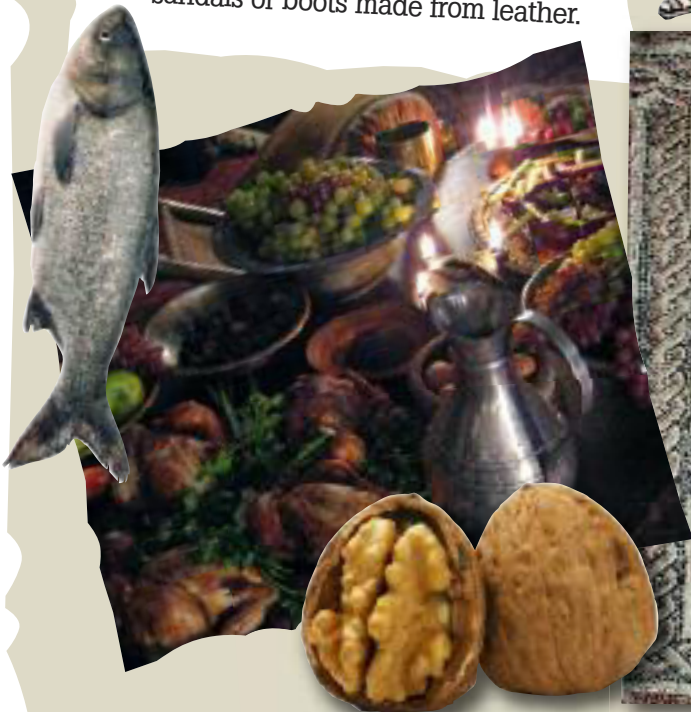
Who were the Romans?

Rome in Italy was the central governmental and cultural base of the Roman Empire. At its largest the Roman Empire stretched across Western Europe all the way to the Middle East and Northern Africa. Soldiers fighting in the Roman army could come from any part of the Empire, so few of the 'Romans' who came to Britain actually came from Rome. The troops who guarded Hadrian's Wall across the North of England, for example, included soldiers from countries such as Romania, Iraq, The Netherlands and Spain.



What did the Romans wear?

Most Roman men would wear a short linen tunic and a cloak. For special occasions those who had Roman Citizenship would wear a toga, a single piece of cloth that was wrapped around the body in folds. Roman women would wear a longer tunic with a dress called a 'stola' belted at the waist and sometimes a cloak for warmth. The Romans didn't have buttons and instead used decorative brooches to hold clothing in place. On their feet they would have worn either sandals or boots made from leather.



What did the Romans eat?

The Romans brought new types of food and ways of cooking to Iron Age Britain. New ingredients included onions, cabbages, walnuts and olive oil, which they ate with different meats such as beef, lamb, pork and fish. They also introduced the idea of eating sauces with their meals. Their favourite sauce was called 'garum', made from fermented (or rotted) fish – it was strong tasting and very smelly! These new foods would only have been available to the very rich. For the Britons living outside of the Roman towns, dinnertime would still have been a simple stew or porridge.

How did the Romans change Britain?

As part of the invasion, the Roman army built forts and settlements across much of Britain. They also built a network of roads for long-distance travel which connected different areas of the land in a new way. The Romans founded the first towns with large public buildings, temples, bath houses and the beginnings of local government. Wealthy people built rectangular Italian style villas for the first time. The most expensive villas would have included mosaics, wall paintings and even personal bath suites. However, most people outside of these new towns would have still lived as they had in the Iron Age, in basic roundhouses as part of small rural settlements.



With thanks to Dr Pete Wilson, Head of Research Policy (Roman Archaeology), English Heritage

bbc.co.uk/history

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