



## Important Information



*"Oak National Academy is a new collection of high-quality lessons and online resources. Backed by the Government, it has been created in response to the coronavirus lockdown.*

*Their online classroom offers free access to great teachers, delivering video lessons, quizzes and worksheets. Available for both primary and secondary levels, it covers a range of subjects. All of the lessons are ordered so your child can learn along a clear plan. They'll provide new lessons and resources each week.*

*Oak National Academy will fit alongside other resources such as BBC Bitesize to offer a structure for the day for children until schools fully reopen.*

*Oak National Academy was built at speed; at present their resources are for pupils who usually access their schools' curriculum in mainstream education, from reception through to year 10, without significant support or adaptation. They're currently working on providing support for teachers working with pupils with additional needs, and teachers based in specialist settings. Next week they hope to launch materials for pupils not able to access all aspects of their current offer." Information taken from the Oak National Academy website (<https://www.thenational.academy/information-for-parents-pupils/> )*

The Oak National Academy lessons can be accessed here: <https://www.thenational.academy/online-classroom>

**As you are aware, at Victoria Dock Primary School we provide a home learning pack every week which is created by our class teachers. Although we have these plans already in place, we understand that some families may prefer to work from the materials made available through the Oak National Academy. This is absolutely fine and we are thrilled to see so many children learning at home and taking the opportunity to also do all kinds of things at home which are not usually taught in the classroom.**

**Feel free to continue to use our home learning grids (like the one below) or the lessons provided by the Oak National Academy. Either way, we would love you to keep in touch and show us the wonderful things you are doing at home, using Seesaw, Clasdojo or Twitter.**


**Stay safe and we look forward to returning to school to see everyone's smiling faces.**

## Home Learning Grid

### Year 3

Week Commencing – 18.05.20

**\*Please note work can be copied and completed into workbooks without the need to print the worksheets.**

	1	2	3	4	5
Spelling	<b>Prefix bi- and re-</b> Complete look, say, cover, write and check activity x2	Wordsearch bi- and re- prefix words.	Complete spelling pyramids for each word. Example- 	Jumbled up puzzle activity	Complete look, say, cover, write and check again x2 and then complete your spelling test.  Good Luck!
Reading	Moving to Marchton Part 1	Cave Paintings	Moving to Marchton Part 2	Big News – VE Day	First News – Helping Hedgehogs.
Writing	Past or present activity	Adverbs to express time, place and cause	Watch Video clip 'Once in a Lifetime' <a href="https://www.literacyshed.com/onceinalifetime.html">https://www.literacyshed.com/onceinalifetime.html</a>  Complete planning sheet.	Write your diary entry as if you were the explorer in the video clip	Diary entry activity
Maths	<a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a>  Click week 4 (WC 11 <sup>th</sup> May)  Lesson 2- Multiplying 2 digit by 1 digit	<a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a>  Click week 4 (WC 11 <sup>th</sup> May)  Lesson 3- Divide a 2-digit number by a 1 digit number	<a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a>  Click week 4 (WC 11 <sup>th</sup> May)  Lesson 4- Multiplication and division problem solving	<a href="https://vimeo.com/417332039">https://vimeo.com/417332039</a>  Lesson 1- Adding and subtracting 3- and 2-digit number	<a href="https://vimeo.com/417332285">https://vimeo.com/417332285</a>  Lesson 2- Adding 2- and 3-digit numbers crossing 10 or 100
Challenges	Research work by the artist Georges Seurat He created artwork in the pointillist style. Look at his use of light and colour.	Label the parts of the plant and the function of each part.	Parts of a flower. Watch the video clip and complete the activity.	Stone Age  <b>Imagine...</b> You have just woken up in the middle of nowhere	Complete some research on Stone Age tools.

	Can you create a picture in this style		<a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-anatomy-of-the-flower/zjmhkmn">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-anatomy-of-the-flower/zjmhkmn</a>	You are naked! You are hungry. You are tired. You are thirsty. <b>What are you going to do first?</b> Complete the problem solving activity below and remember to give reasons for your order.	Read the information provided. Then draw a Stone Age tool and label with facts.
--	--	--	---	---	---

**re-**

that usually means 'again' or 'back'  
e.g. **repay**

**bi-**

that usually means 'two' or 'twice'  
e.g. **bilingual**

## For this week's spellings...

we are looking at the prefixes re- and bi-.



bicycle



biplane



bisect



bilingual



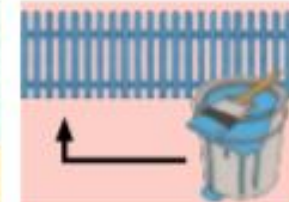
rebuild



reappear



redecorate



reapply



repay



These events occur  
twice a year

biannual

Spellings- look, say, cover, write, check page

	Monday 1	Monday 2	Friday 1	Friday 2
bicycle				
biplane				
bisect				
bilingual				
biannual				
reappear				
redecorate				
reapply				
repay				
rebuild				

Challenge: Find out what these words mean if you are unsure. You could use a dictionary or Google if you do not have a dictionary at home.

## Adding the Prefixes bi- and re-

o	k	i	x	b	t	c	b	l	c	e	m	r
k	b	a	i	i	y	b	i	p	l	a	n	e
d	i	f	t	s	s	b	l	n	z	l	w	a
z	c	a	r	e	b	u	i	l	d	x	l	p
h	y	u	p	c	l	k	n	y	j	q	g	p
j	c	k	o	t	b	v	g	h	u	w	l	e
m	l	b	r	v	l	b	u	o	r	e	x	a
r	e	d	e	c	o	r	a	t	e	c	q	r
t	o	t	p	f	z	g	l	t	a	n	s	n
r	b	i	a	n	n	u	a	l	p	s	g	y
v	c	m	y	a	d	z	m	u	p	a	e	i
w	n	h	q	y	o	x	e	x	l	l	o	p
h	m	k	u	j	y	e	d	x	y	n	h	q

bicycle	reappear
biplane	redecorate
bisect	reapply
bilingual	repay
biannual	rebuild

## Jumble Puzzle

Unscramble each of the clue words (they are all this week's spelling words!)

Copy the letters in the numbered cells to the other cells with the same number in the code word. If you complete the puzzle correctly, the code word should make another re- or bi- word.

1. licceyb

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

2. earyp

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

5

3. lubeidr

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

10

4. illugbani

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

8

6

5. tiescb

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

6. naabilnu

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

7

7. peaarrep

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

3

8. tocadreere

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

1

9. pianeb

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

9

10. plryepa

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

4

Code Word:

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

1

2

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7

8

9

10

### Challenge Task

Have you worked out the re- or bi- prefix code word?

Can you use it in a sentence with an ambitious adjective?

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Sandy watched the rain run down the car window and thought it was just typical that today of all days it had decided to pour it down. He buried his nose back in his book and tried to ignore the scenery outside.

His mom and dad were in the front of the car talking excitedly about the new house and the plans they had for redecorating it. But all Sandy could think about was how much he already missed his old house, especially his old room, with his treasured computer and familiar book shelf with the titles he'd read a hundred times.

He had lived in the centre of the city for as long as he could remember and over the years had grown up to love his three-storey town house with the rushing cars whizzing by. The view from his window was one of tall buildings and bright city street lights, never quite silent, never quite still. Nothing like Marchton.

Marchton was where they were heading now. It was a small village in the middle of nowhere, or it may as well have been. His dad had told him that only three-hundred people lived in the entire village. Sandy thought that the same amount of people probably lived on his street at home, but it wasn't his home anymore.

"Not long now, Sandy," his mom called back. "We're nearly there." Great!

Sandy could only see fields and trees for miles around. How could people live here? Where were the cinemas and the shopping centres? He was dreading life in this place. He would hate it; he just knew it.

It didn't take long to reach the tiny village, its church steeple being the only thing that stood out on the horizon.

His dad pulled over in front of an ancient-looking cottage complete with a wooden door and a thatched roof.

"We're home," his dad said proudly. Sandy just grunted in reply. It stank out here of filthy animals and much worse.

Sandy quickly grabbed his bag and headed straight upstairs to what he was told would now be his room. Inside it looked bare, with just a bed and an old pair of curtains. This was not home. He flopped on to the bed and reached for his book again. Hopefully the adventures hidden in the pages would take him far away from Marchton.

Later that night Sandy's mom came into his room. "It'll be ok you know. You've got school tomorrow and I'm sure you'll make lots of new friends."

1. How did Sandy describe the view from his old bedroom?

2. What do you think Sandy means by the phrase in the 'middle of nowhere'?

3. What sorts of building was Sandy looking out for when he drove into Marchton?

4. How do you think you would feel if you had to move house or school?

5. Would you like to live in a countryside location like Marchton? Explain your answer.



# Cave Paintings

Deep within some ancient caves, the ceilings and walls are covered in primitive art, brought to life by flickering firelight. These paintings are not thought to have only been for decoration, as they have been found in caves with no signs of life.

Made by grinding colourful rocks (such as yellow ochre and red oxide) into powder and binding them into a paste using water or animal fat, early humans drew animals and hunters, or left empty handprints, in caves around the world, as a call for hunting success from their spirit world ancestors.

Some famous cave paintings have been dated to around 18 000 years old but many are now closed to the public, as the carbon dioxide breathed out by visitors caused irreparable damage to the prehistoric relics.



# Quick Questions

1. Find and copy two words from the text which mean the same as 'ancient'.

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2. Name a rock from the text which can be ground to form a colourful powder.

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3. Why is it not possible to risk the public damaging the cave paintings?

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4. 'Deep within some ancient caves...'  
In this sentence, what does the word 'some' tell the reader?

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## Reading Resource 3

### Moving to Marchton (Part 2)

Read the text and answer the questions on page 12.

But Sandy didn't want new friends: he wanted his old friends. As soon as his mom had gone, Sandy reached for his laptop to send an email to Sadie and Jayden to tell them how awful it was here. No internet signal! This day was getting worse by the minute. He decided to sleep, so this day would finally be over.

The next morning came too quickly. Before he knew it, he was dressed in a stupid blue and yellow uniform heading to Marchton Village Primary School. He remained silent throughout breakfast and the journey there through the country lanes and winding streets. His mom and dad had been constantly trying to keep him smiling by telling him it would all be fine. He didn't believe them.

This was all their fault anyway. His mom had got herself a new job, complete with a pay rise and a company car, but it meant that they had to move a million miles from anywhere.

His parents kissed him goodbye before he headed inside the school, but he shrugged them off.

"Good morning Class C," his new teacher, Miss Morley said in a sing-song voice. "This is our new boy, Sandy."

"H.. h.. hi," Sandy stuttered. Sandy wondered where the rest of the children were. So far he had only counted 19 children and that was including himself. His old class had over 30!

The children did their best to make him feel at home, but their strange accents and different ways of doing things made him feel uneasy.

After what seemed like forever, it was lunchtime. A girl called Emma had been partnered with him. She seemed ok, but he really wasn't in the mood for talking to anyone.

"I used to be like you," she said. "I was the new girl last year."

"Really?" Sandy asked, suddenly interested in what she had to say.

"Yeah, my dad and I moved here from the city. It totally freaked me out at first. Now he's getting married to Miss Morley. Can you imagine? My teacher is also my step-mom." She laughed.

And that was it... they had something to talk about and once they started talking there was no stopping him. He realised he'd made his first friend in Marchton. He hated to admit it, but maybe his mom was right.

That afternoon, he found out the class were studying the Ancient Romans.

Sandy had already learnt about this at his old school and became the resident expert on the subject. Everyone wanted him to be in their group for the project. That felt great.

When they were getting ready for home time, Miss Morley announced the after-school clubs which would be going on this term. He could just imagine the type of things on offer in Marchton... gardening, country dancing, farming skills!

"There's computing club, basketball club and science club this term children. Sign up on the lists by the door." Pleasantly surprised, Sandy signed his name on each piece of paper.

As he left school, the sun was shining and the air smelt clean and fresh.

"See you tomorrow, Sandy," said Emma. "I'll ask my mom if you can come for tea tomorrow if you like. Maybe we could play Xbox."

Sandy smiled. "Sounds great," he yelled as he waved at her.

His dad approached him nervously. "Soooo... how was your first day?"

"It was actually... brilliant."

Sandy talked all the way home about the things they'd done, the children he'd met and the new clubs he wanted to join. Maybe, just maybe, he was going to be just fine after all.

## Moving to Marchton (Part 2)

1. Why do you think Sandy described his new school uniform as 'stupid'?

2. What was the reason Sandy and his family were moving to Marchton?

3. What does the phrase 'sing-song' tell us about the way Sandy's teacher spoke?

4. Why do you think the class size in Marchton was so much smaller than in Sandy's class in the city?

5. Why could Sandy and Emma relate to each other?

6. Why did Sandy's dad approach him 'nervously' at the end of his first school day?

7. Which words and phrases explain how Sandy's feelings change throughout the story?

## BIG NEWS

# VE DAY CELEBRATING IN LOCKDOWN

**FRIDAY 8th May** marked 75 years since VE Day, when World War Two ended in Europe.

VE Day – or Victory in Europe Day – was the moment when six years of fighting in Europe finally ended. On 8th May 1945, Prime Minister Winston Churchill announced that Nazi Germany had surrendered.

Celebrations began straight away throughout Britain, with more than one million people partying in the streets. King George VI appeared on the Buckingham Palace balcony with the prime minister. Princess Elizabeth (far left) was there too (now our Queen) – aged only 19.

This year, many street parties, parades and concerts had been planned to mark the 75th anniversary. Sadly, they couldn't go ahead because of the coronavirus, but don't worry, it was still possible to celebrate in lockdown.

The Queen delivered a special television message from Windsor Castle at 9pm – at the exact moment when her father, King George VI, spoke to the nation on the radio, back in 1945.

Many people decorated their homes in red, white and blue, and held 'stay-at-home street parties'.

A two-minute silence took place at 11am. Then, at 3pm, there was The Nation's Toast to the Heroes of WW2. People across the country stood up and raised a glass of their favourite drink while saying the following toast: "To those who gave so much, we thank you."



The Red Arrows flew over Buckingham Palace

## Questions on: 'Big News'

1) What happened on VE Day?

- The Second World War ended
- World War Two ended in Europe
- UK soldiers landed in France to free the country from German rule

2) Who was the UK prime minister at the end of the Second World War?

- George VI
- Sir Winston Churchill
- Boris Johnson

3) What did the Queen do on VE Day in 1945, and what was her title then?

4) The Queen is 94 now. What did she do on VE Day in 2020?

5) What **two** things usually happen when you give a **toast**?

- 1. ....
- 2. ....

6) Find and copy the words that are part of this toast.

7) Look at the planned celebrations. At what time did these things happen?

- \_\_\_\_\_ - A two-minute silence
- \_\_\_\_\_ - Toast to the Heroes of WW2
- \_\_\_\_\_ - Broadcast from the Queen

8) Do you think VE Day should be a sad day, when we remember all the people who have died, or a happy day, when we celebrate the end of the war?



ANIMAL NEWS

# HELPING HEDGEHOGS

**THE British Hedgehog Preservation Society is asking people to think about how we can help hedgehogs while we are all spending more time at home.**

Hedgehogs are one of the UK's most familiar and well-loved animals. They are always popping up in children's stories and films. But when did you last actually see one? Sadly, hedgehog numbers are falling quickly.

As more houses and building developments take over green spaces around the UK, hedgehogs are finding it harder and harder to survive. So, why not try these five easy ideas to help our hedgehogs?

1. Make square holes at the bottom of fences or walls (about 13cm). This makes sure hedgehogs can move between gardens and helps to create a hedgehog highway!
2. Create a log pile, which will provide shelter and food for hedgehogs.
3. If you know there is a hedgehog in your garden, offer them meaty cat or dog food in the garden at night. You can create a simple feeding station so the food isn't stolen by cats and foxes!
4. Leave shallow bowls of water in the garden for them to drink.
5. Build a hedgehog home for them to nest in and use as a nursery.

You can find instructions on how to build a hedgehog feeding station or hedgehog home at [britishhedgehogs.org.uk](http://britishhedgehogs.org.uk).



## Questions on: 'Animal News'

1) Complete the name of this animal charity:

B \_\_\_\_\_  
H \_\_\_\_\_  
P \_\_\_\_\_  
S \_\_\_\_\_

2) Look at the **second** paragraph. What question does the writer ask you?

- When did you last see a hedgehog?
- What can you do to help hedgehogs?
- Did you know that hedgehog numbers are falling?

3) Find **two descriptions** that give the idea that hedgehogs are one of our favourite animals.

1. ....
2. ....

4) What may be causing our hedgehog numbers to fall?

5) Look closely at the tips and put them in the given order!

- Offer food
- Build a home
- Create a log pile
- Make holes in fences
- Leave out water

6) It helps hedgehogs if they can travel between everyone's gardens. What name is given to this path?  
(Tip, it uses alliteration.)

7) Find and copy the name of the **website** where you can find help with these five tasks.

8) Hedgehogs used to be one of our most popular and well-loved mammals, but now we hardly ever see them. Does this matter? Explain your thoughts.

## Past and Present Tense

1. Put an 'X' in the correct tense for each sentence.

	Sentence	Simple Past	Simple Present
A.	Jack places his homework confidently on his teacher's desk and then sits quietly on the carpet.		
B.	The robber fell over the chair and hurt his knee.		
C.	He raced through the long grass so he arrived home in time for tea.		

2. Select the correct form of each verb for the sentences.

### Simple Present Tense

A. Snow White \_\_\_\_\_ the apple and \_\_\_\_\_ to the floor.

↑  
eats / ate

↑  
drops / dropped

### Simple Past Tense

B. He \_\_\_\_\_ his kingdom but it was a long time since he \_\_\_\_\_ there.

↑  
builds / built

↑  
lived / lives

3. Aleksander says,



To change the sentence below to the simple past tense, I only need to remove the suffix -s then add -ed onto the underlined verbs.

An eagle swoops down from high in the mountains and sits next to the beautiful waterfall.

Explain the mistake he has made.



## Writing Resource 2:

An adverb is used to describe how, what, when, where and why a verb happens.

What are adverbs?

They are added to the verb to answer questions like...

How?

When?

Where?

Why?

They describe the *way* something happens.

They often end in -ly **but not always!**



## Using Adverbs to Express Time, Place and Cause

1. Write T, P or C next to each sentence to show whether it uses an adverb of time, place or cause.

	Time (T), Place (P) or Cause (C)
A. We had to take a maths test on fractions recently and it was hard.	
B. It was a rainy day but they had fun playing inside.	
C. I was tired but nevertheless I had to try and concentrate.	

2. Underline the adverbs of time used in the sentences below.

Lily hasn't seen her best friend Jess at yoga club lately.

I have already finished my homework for the week.

3. True or false? The following sentence includes an adverb of place:

Tom peeked inside and saw his incredible birthday presents.

4. Change the adverb of cause in the sentence below with a suitable one from the word bank.

nevertheless      otherwise      furthermore

It was late when we got home and therefore I was very tired.

It was late when we got home and  
I was very tired.

5. Insert adverbs of cause into the gaps to complete the sentences below.

We need to hurry or \_\_\_\_\_ we will be late for the birthday celebrations.

We tried our best and \_\_\_\_\_ we worked well together as a team.

6. Which is the odd one out? Explain why.

A. Liam couldn't go to school today as he was ill.

B. Max and Freya couldn't find a safe path to the river below.

C. I need to go to my dentist immediately to sort out my bad tooth.

7. Ella and Imran are writing sentences. Who has written a sentence which includes an adverb of cause? Explain your reasoning.



Ella

The lazy boy woke up late and he ran into the bathroom to get ready.



Imran

The lazy boy woke up late and as a result didn't get to school on time.

**LO: Can I plan a diary entry?**

**Success Criteria:**

- First person
- Past tense
- Time connectives
- Chronological order
- 5 senses
- Thoughts and feelings

**Introduction:** \_\_\_\_\_

**Thoughts**

**Feelings**

**Thoughts**

**Feelings**

**Thoughts**

**Ending:** \_\_\_\_\_

**Thoughts**

**Feelings**

**Thoughts**

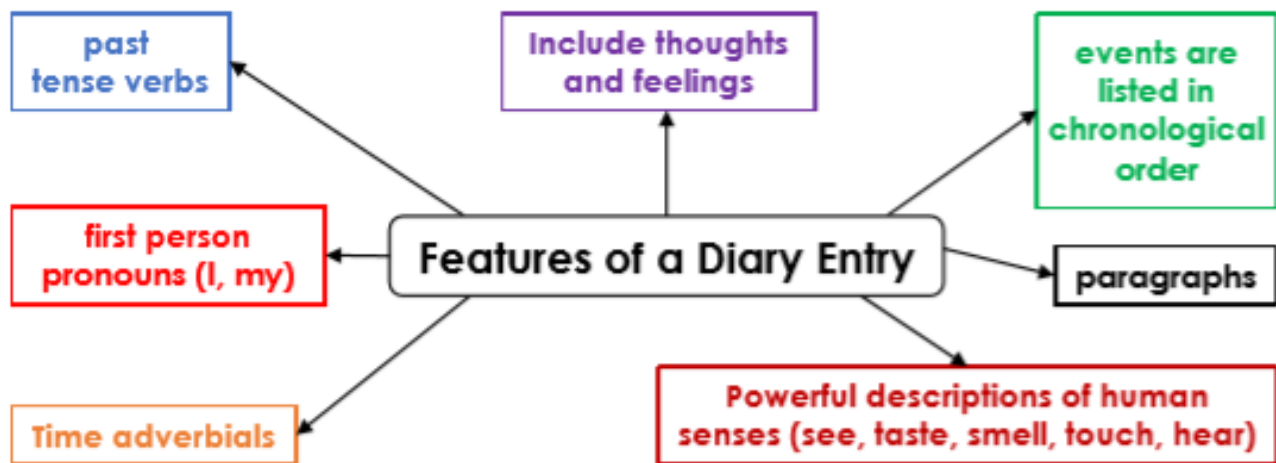
**Feelings**

**Thoughts**

**Feelings**

**Main:** \_\_\_\_\_

Writing Resource 5 – Diary entry activity



Imagine that when you woke up this morning and looked out of your bedroom window, all the buildings on your street were made out of marshmallows, the trees had turned to lollipops and the rivers were oozing with chocolate.

Write a diary entry below explaining how you spent your day.

Use vocabulary from the word bank below.

Word bank:

sticky	fluffy	colourful	strawberry	rainbow	scent
thick	windows	juicy	tasty	creamy	rained
delicious	sweet	rich	caramel	swirl	flavour



## Multiply 2-digits by 1-digit (2)

- 1 There are 23 marbles in a jar.  
There are 5 jars.



Tens	Ones

How many marbles are there in total?

$5 \times 3 \text{ ones} = \square$

$5 \times 2 \text{ tens} = \square$

$\square + \square = \square$

$5 \times 23 = \square$

There are  $\square$  marbles in total.

- 2 Work out  $4 \times 15$

Tens	Ones

$4 \times 5 = \square$

$4 \times 10 = \square$

$4 \times 15 = \square$

- 3 Complete the multiplications.

a)  $4 \times 24 = \square$

b)  $3 \times 17 = \square$

c)  $3 \times 25 = \square$

d)  $34 \times 4 = \square$

- 4 Complete the column multiplications.

Tens	Ones

	T	O	
	2	4	
x		3	



# Divide 2-digits by 1-digit (2)



1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?

2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$72 \div 3 =$







4 Use base 10 or counters to work out the divisions.

a)  $45 \div 3 = \square$

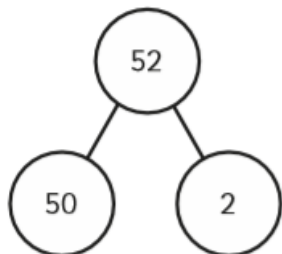
b)  $57 \div 3 = \square$

c)  $92 \div 4 = \square$

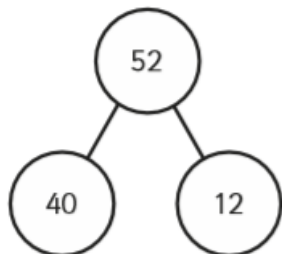
5 Rosie and Tommy are working out  $52 \div 4$

They both use a part-whole model.

Rosie



Tommy



a) Whose part-whole model will help them with the division?

\_\_\_\_\_

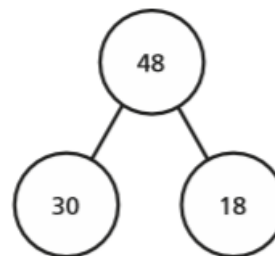
How do you know?

\_\_\_\_\_  
\_\_\_\_\_

b) Use a part-whole model to work out  $52 \div 4$

6 Use the part-whole models to complete the divisions.

a)  $48 \div 3 = \square$

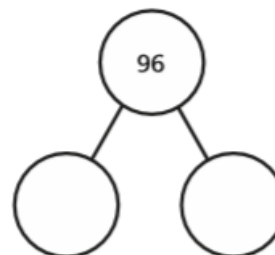


$30 \div 3 = \square$

$18 \div 3 = \square$

$48 \div 3 = \square$

b)  $96 \div 4 = \square$



c)  $65 \div 5 = \square$

d)  $75 \div 3 = \square$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?



b) Complete the divisions.

$96 \div 8 = \square$

$96 \div 4 = \square$

$96 \div 2 = \square$

c) What do you notice? Talk about it with a partner.



## Scaling

- 1 Aisha has some fruit.



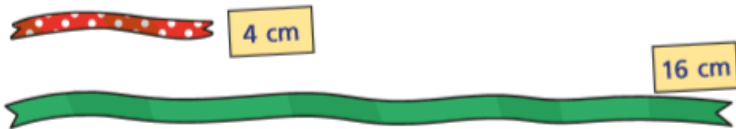
Complete the sentences to describe the fruit.

There are  apples.

There are  strawberries.

There are  times as many strawberries as apples.

- 2 Huan is comparing 2 pieces of ribbon.



Complete the sentences to describe the ribbon.

The spotty ribbon measures

The plain ribbon measures

The plain ribbon is  times as long as the spotty ribbon.

- 3 Match the bar models to the statements.

Write the missing statement.



There are 4 times as many boys as girls.



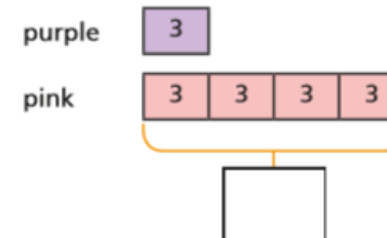
There are 3 times as many boys as girls.




- 4 There are 3 purple balloons.

There are 4 times as many pink balloons.

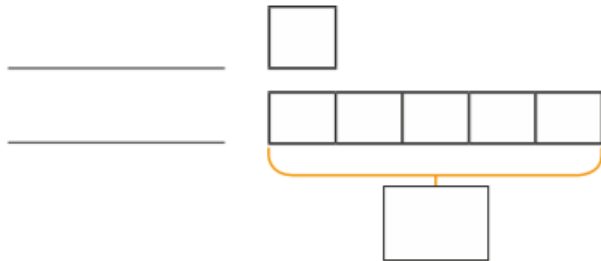
Complete the bar model to show how many pink balloons there are.



5 The red rope is 8 m long.

The blue rope is 5 times as long.

a) Label and complete the bar model.



b) How long is the blue rope?

The blue rope is  m long.

6 Ron has 5 bananas.

Esther has 6 times as many bananas as Ron.

Draw a bar model to work out how many bananas Esther has got.

Esther has got  bananas.

7 Complete the sentences.

45 is  times greater than 5

$$\square \times 5 = 45$$

5 is  times smaller than 45

$$45 \div 5 = \square$$

8 The children are weighing out flour.



Use the clues to work out which child used which scales.

- Eva has twice as much as Alex.
- Dexter has 9 times as much as Alex.
- Annie has 3 times as much as Eva.
- Tommy has twice as much as Eva and 4 times as much as Alex.

	Alex	Eva	Dexter	Annie	Tommy
Scales					



**Add and subtract 2-digit and 3-digit numbers – not crossing 10 or 100**



1 Work out the additions.

a)

Hundreds	Tens	Ones
+		

H	T	O
2	5	1
+		
	3	2

b)

H	T	O
+		

H	T	O
3	0	7
+		
	4	2

c)

	H	T	O
	2	3	7
+		5	1

d)

	H	T	O
	7	5	2
+		3	7

2 Work out these subtractions.

a)

H	T	O
-		

	H	T	O
	4	2	7
-		1	5

b)

H	T	O
-		

	H	T	O
	5	3	6
-		3	5

c)

	H	T	O
	7	8	5
-		5	2

d)

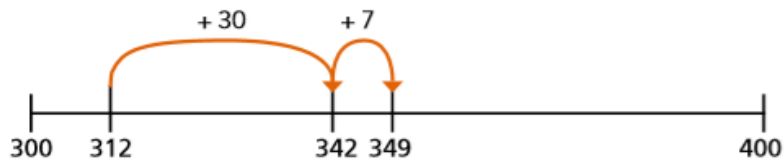
	H	T	O
	9	8	5
-		7	2

3 Complete the additions.

a) £69 + £220 = £

b) 314 + 42 + 23 =

- 4 a) Eva uses a number line to work out  $312 + 37$



What has Eva done? Talk to a partner.

- b) Use the number line to work out  $425 + 63$



- c) Use the number line to work out  $774 - 62$



- 5 Esther has a piece of wood 255 cm long.

She cuts it into 2 pieces.



One piece is 34 cm long.

How long is the other piece?

- 6 Filip wants to buy these two items.



He has £200

Does he have enough money? \_\_\_\_\_

How do you know? Talk to a partner.

- 7 Use the digit cards to make each calculation correct.



	H	T	O
+			
	9	9	8

	H	T	O
+			
	9	8	9

	H	T	O
-			
	1	6	1

	H	T	O
-			
	6	2	2

Add 2-digit and 3-digit numbers – crossing 10 or 100

Maths

1 Use the place value chart to work out  $328 + 36$

H	T	O
+		

H	T	O
3	2	8
+		
	3	6

2 Work out the additions.

a)  $572 + 45$

H	T	O
+		

H	T	O
5	7	2
+		
	4	5

H	T	O
+		

H	T	O
3	2	8
+		
	3	6

3 Work out the additions.

H	T	O
1	7	5
+		
	7	2

d)  $845 + 72$


b)  $307 + 84$


e)  $436 + 85$


c)  $35 \text{ kg} + 239 \text{ kg}$


f)  $£739 + £68$


- 4 Ron works out  $476 + 35$

$$\begin{array}{r} 476 \\ + 35 \\ \hline 826 \\ \hline 1 \end{array}$$

What mistake has Ron made?

Work out the correct answer.

- 5 Alex collects stickers.  
She has collected 286 stickers.  
She only needs 69 more stickers to fill the album.



How many stickers does the album hold when full?

- 6 Here are some digit cards.

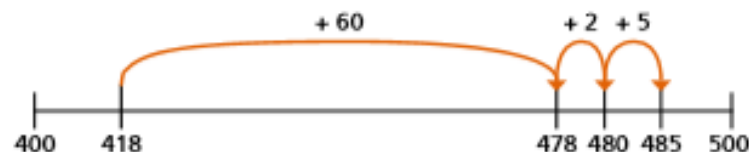


Arrange the digits to make two different additions that have just one exchange.

		H	T	O

		H	T	O

- 7 Mo uses a number line to work out an addition.



What addition has Mo worked out?

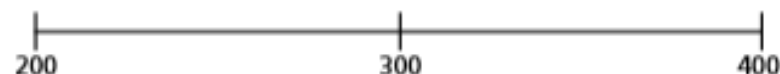
$$\square + \square = \square$$

- 8 Use the number lines to complete the additions.

a)  $235 + 47 = \square$



b)  $235 + 87 = \square$



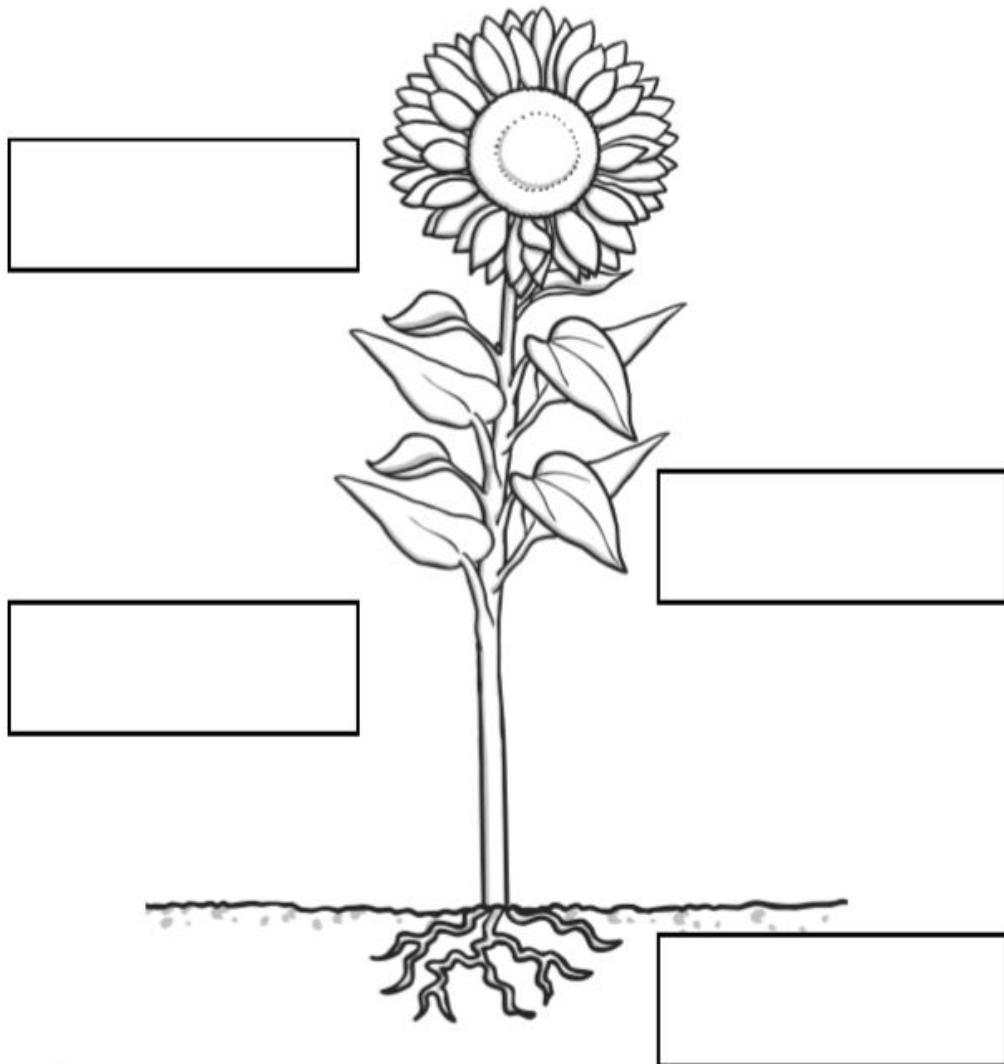


Challenges- resources  
Challenge Activity 1-



## Challenge Activity 2- Science

Label the parts of the plant and then draw lines to connect the labels to the right part.



Challenge:  
Match the functions to the different parts of the plant.

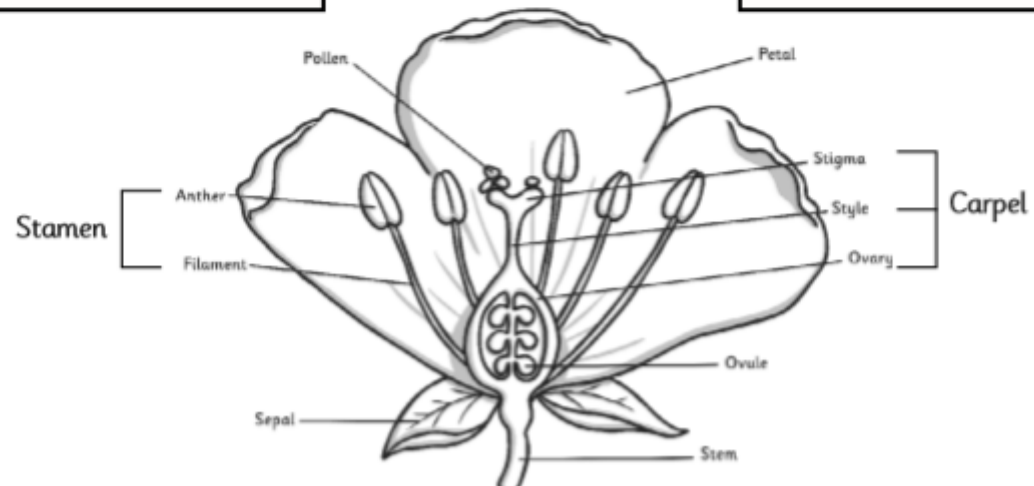
Transports water around the plant.	Holds the plant up.
Produces seeds.	Anchor the plant into the ground.
Makes food for the plant from sunlight.	Absorb nutrients and water from the soil.

Challenge Activity 3- Parts of the flower.

Can you match the parts of a flower to the job they do?

- Petals
- Stamens
- Stigma
- Style
- Ovary
- Anther
- Filament

- The 'neck' that holds up the stigma.
- Holds up the anther.
- Contains the pollen.
- Brightly coloured to attract insects.
- Catches grains of pollen.
- Contains the ovules.
- Has two parts: the anther and the filament.





## Challenge Activity 4

### Imagine...

You have just woken up in the middle of nowhere

You are naked!

You are hungry.

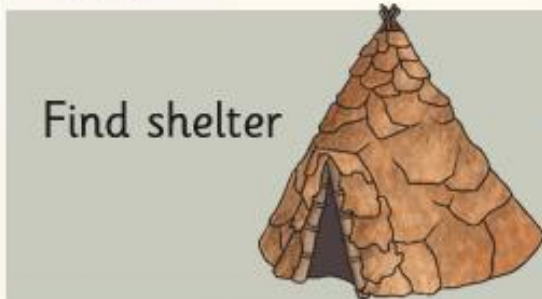
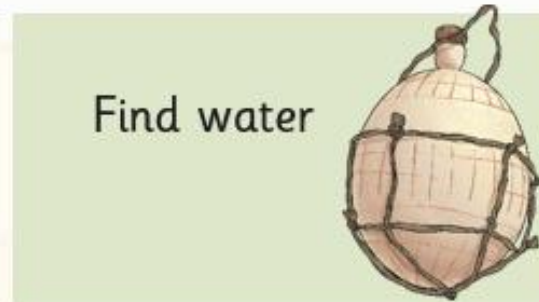
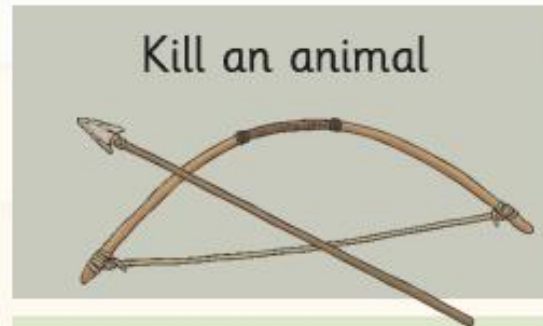
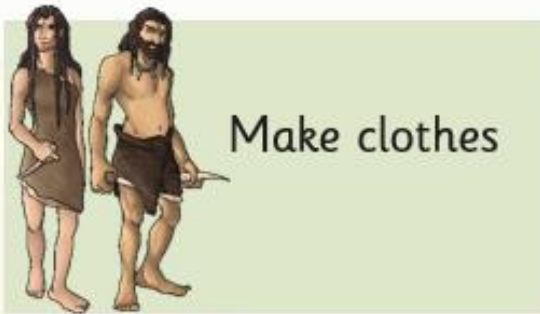
You are tired.

You are thirsty.

**What are you going to do first?**

Complete the problem-solving activity below and remember to give reasons for your order

# Decide in which order you would complete these actions:



## Challenge 5

In the **Palaeolithic** period, or early stone age, humans developed great skill at fashioning beautiful tools such as hand axes.

People were nomadic hunter-gatherers who probably made tools on the spot to skin and butcher large game.



## How our ancestors made Stone Age tools.

\*Early in human evolution people discovered that stone could be used to make tools.

\*They found that flint, which is similar to a diamond in hardness, fractures easily to give razor sharp edges.



Later, in the **Mesolithic** or middle stone age, still nomadic, people developed skills at making flake tools that could be mounted in a wooden shaft to make arrows or spears and the first purpose-designed carpentry tools like the Tranchet adze.



In the **Neolithic** or new stone age, people began to live in agricultural settlements. They had time to make intricately flaked tools such as scythes and polished axes.



The processes they used left distinctive marks on the tools they made.

If you get a suitable large piece of flint (called a core) and strike it near the edge with a round pebble, called a hammer stone, you will break off a flint flake.

In the Palaeolithic period this technique was used to chip flakes away, leaving the core as the tool.

In the Mesolithic, this process was commonly reversed large flakes were chipped away to make scrapers and cutting tools and the core was discarded.

### How Stone Age Humans Made Hand Axes



**ANSWERS**



## Reading Answers-

### English – Reading – Moving to Marchton (Part 1) (pages 12-13)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check using a dictionary/online search. The extract is part 1 of a short story. Part 2 will be in next week's pack.

The answers to the questions are as follows:

1. How did Sandy describe the view from his old bedroom? **Tall buildings and bright city lights.**
2. What do you think Sandy means by the phrase in the 'middle of nowhere'? **Far away from towns and cities where very few people live.**
3. What sorts of building was Sandy looking out for when he drove into Marchton? **Cinemas and shopping centres.**
4. How do you think you would feel if you had to move house or school? **Personal response; must be justified. Possible answer being: I would feel sad to be moving away from my friends and family because I would miss them.**
5. Would you like to live in a countryside location like Marchton? Explain your answer. **Personal response; must be justified. Possible answer being: I would enjoy living in a countryside location because we could go for walks away from traffic and noise.**

## Cave Paintings Answers

1. Find and copy two words from the text which mean the same as 'ancient'.

**Accept: primitive and prehistoric.**

2. Name a rock from the text which can be ground to form a colourful powder.

**Accept either 'yellow ochre' or 'red oxide'.**

3. Why is it not possible to risk the public damaging the cave paintings?

**Accept any answer pertaining to their historical value and their inability to be replaced.**

4. 'Deep within some ancient caves...'

In this sentence, what does the word 'some' tell the reader?

**Accept any answer which explains that the art is not present in all caves, only 'some' or a few.**

## English – Reading – Moving to Marchton (part 2) (page 10 -12)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or find the definition in a dictionary. The extract is part 2 of a short story. Part 1 was in last week's pack.

The answers to the questions are as follows:

1. Why do you think Sandy described his new school uniform as 'stupid'?

He didn't want to go to school and thought it was going to be a terrible day.

2. What was the reason Sandy and his family were moving to Marchton?

His mom had been offered a new job.

3. What does the phrase 'sing-song' tell us about the way Sandy's teacher spoke?

Her voice was rising and falling like she was singing.

4. Why do you think the class size in Marchton was so much smaller than in Sandy's class in the city?

There are many more people living in the city, so therefore class sizes would be larger, as more families live there. In Marchton, there are very few people living there which makes the class sizes smaller.

5. Why could Sandy and Emma relate to each other?

Emma was new last year and could understand how he felt.

6. Why did Sandy's dad approach him 'nervously' at the end of his first school day?

He was worried about how Sandy's first day at school had gone, because Sandy was so unhappy at the start of the day.

7. Which words and phrases explain how Sandy's feelings change throughout the story?

At the start of the story, Sandy uses words such as awful to describe Marchton. At the end of the story, Sandy used the words fresh and clean to describe it.

**Past and Present Tense (page 9)**

1. **A = Simple Present; B = Simple Past; C = Simple Past**
2. **A = eats, drops; B = built, lived**
3. **'Sit' is an irregular verb that needs changing to 'sat'. The sentence should be written as, 'An eagle swooped down from high in the mountains and sat next to a beautiful waterfall.'**

**Using Adverbs to Express Time, Place and Cause (page 10)**

1. **A – T or time; B – P or place; C – C or cause**
2. **lately, already**
3. **true - inside**
4. **furthermore**
5. **Various answers, for example: otherwise, furthermore.**
6. **B – is the odd one out because 'below' is an adverb of place whereas 'today' and 'immediately' are adverbs of time.**
7. **Imran has used the adverb of cause 'as a result'. Ella has used the adverb of time 'late'.**

# Multiply 2-digits by 1-digit (2)

- 1 There are 23 marbles in a jar.  
There are 5 jars.



Tens	Ones

How many marbles are there in total?

$5 \times 3 \text{ ones} = 15$

$5 \times 2 \text{ tens} = 100$

$15 + 100 = 115$

$5 \times 23 = 115$

There are  $115$  marbles in total.

- 2 Work out  $4 \times 15$

Tens	Ones

$4 \times 5 = 20$

$4 \times 10 = 40$

$4 \times 15 = 60$

- 3 Complete the multiplications.

a)  $4 \times 24 = 96$

b)  $3 \times 17 = 51$

c)  $3 \times 25 = 75$

d)  $34 \times 4 = 136$

- 4 Complete the column multiplications.

Tens	Ones

	T	O	
	2	4	
x		3	
		<u>72</u>	
	1		

Tens	Ones
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1
10 10 10	1 1 1 1 1

	T	O
	3	5
x		4
	1	4
		2

Work out the multiplications.

a)  $25 \times 5$

	T	O
	2	5
x		5
	1	2
		5
		2

c)  $5 \times 26$

	T	O
	2	6
x		5
	1	3
		0
		3

b)  $35 \times 6$

	T	O
	3	5
x		6
	2	1
		0
		3

d)  $4 \times 36$

	T	O
	3	6
x		4
	1	4
		4
		2



6 Tommy works out  $37 \times 2$

	T	O
	3	7
x		2
	6	1
		4

	T	O
	3	7
x		2
	7	4
		1

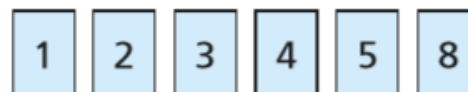
What mistake has Tommy made? Work out the correct answer.

7 Find the missing numbers.

	T	O
	2	2
x		4
	8	8

	T	O
	3	1
x		4
	1	2
		4

8 Here are some digit cards.



a) Use the digit cards to create a multiplication and work out the answer.

Eg.  $32 \times 5 = 160$

b) Work with a partner to find calculations that have:

- an odd product
- an even product
- an exchange in the ones column
- an exchange in the ones and tens columns.

# Divide 2-digits by 1-digit (2)

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.



Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones
	. . . . .
	. . . . .
	. . . . .
	. . . . .

c) How many pencils are in each pot?

14

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones
£10	£1 £1 £1 £1
£10	£1 £1 £1 £1
£10	£1 £1 £1 £1

b) How much money does each person get?

£14

3 Divide 72 by 3



Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1

Use the place value counters to help you.

$72 \div 3 = 24$



4 Use base 10 or counters to work out the divisions.

a)  $45 \div 3 = 15$

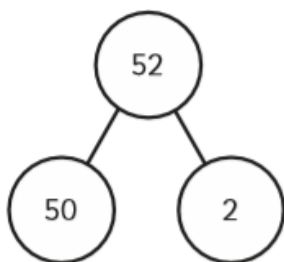
b)  $57 \div 3 = 19$

c)  $92 \div 4 = 23$

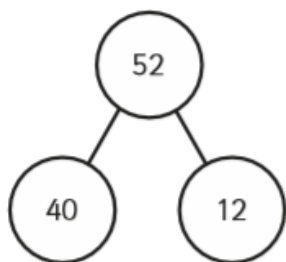
5 Rosie and Tommy are working out  $52 \div 4$

They both use a part-whole model.

Rosie



Tommy



a) Whose part-whole model will help them with the division?

Tommy

How do you know?

40 and 12 are both divisible by 4

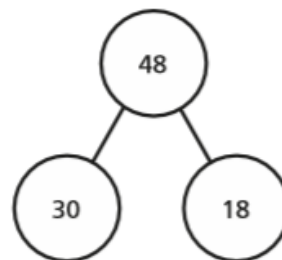
b) Use a part-whole model to work out  $52 \div 4$

13



6 Use the part-whole models to complete the divisions.

a)  $48 \div 3 = 16$

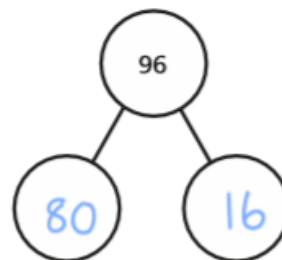


$30 \div 3 = 10$

$18 \div 3 = 6$

$48 \div 3 = 16$

b)  $96 \div 4 = 24$



c)  $65 \div 5 = 13$

d)  $75 \div 3 = 25$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 = 12$

$96 \div 4 = 24$

$96 \div 2 = 48$

c) What do you notice? Talk about it with a partner.

# Scaling

1 Aisha has some fruit.



Complete the sentences to describe the fruit.

There are  apples.

There are  strawberries.

There are  times as many strawberries as apples.

2 Huan is comparing 2 pieces of ribbon.



Complete the sentences to describe the ribbon.

The spotty ribbon measures .

The plain ribbon measures .

The plain ribbon is  times as long as the spotty ribbon.

3 Match the bar models to the statements.

Write the missing statement.



There are 4 times as many boys as girls.



There are 3 times as many boys as girls.

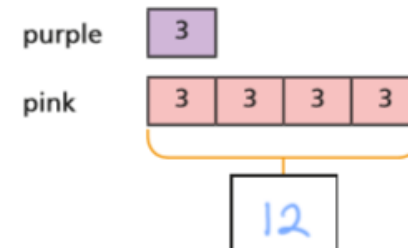


There are 5 times as many boys as girls.

4 There are 3 purple balloons.

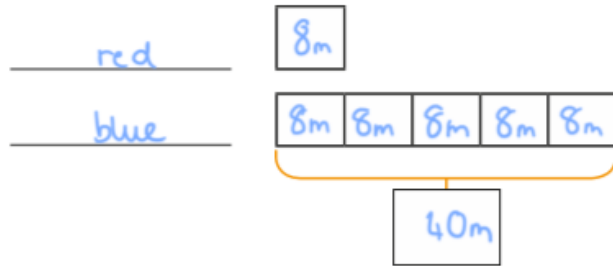
There are 4 times as many pink balloons.

Complete the bar model to show how many pink balloons there are.



- 5 The red rope is 8 m long.  
The blue rope is 5 times as long.

a) Label and complete the bar model.



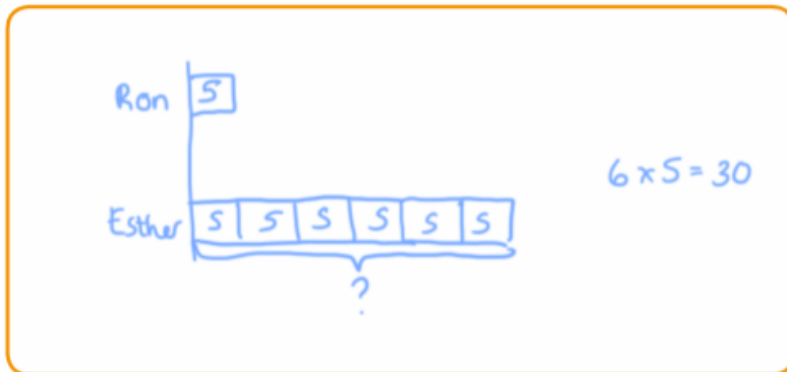
b) How long is the blue rope?

The blue rope is  m long.

- 6 Ron has 5 bananas.

Esther has 6 times as many bananas as Ron.

Draw a bar model to work out how many bananas Esther has got.



Esther has got  bananas.

- 7 Complete the sentences.

45 is  times greater than 5

$$\boxed{9} \times 5 = 45$$

5 is  times smaller than 45

$$45 \div 5 = \boxed{9}$$

- 8 The children are weighing out flour.



Use the clues to work out which child used which scales.

- Eva has twice as much as Alex.
- Dexter has 9 times as much as Alex.
- Annie has 3 times as much as Eva.
- Tommy has twice as much as Eva and 4 times as much as Alex.

	Alex	Eva	Dexter	Annie	Tommy
Scales	D	E	B	A	C

# Add and subtract 2-digit and 3-digit numbers – not crossing 10 or 100



1 Work out the additions.

a)

Hundreds	Tens	Ones
+		

	H	T	O
	2	5	1
+		3	2
	2	8	3

b)

H	T	O
+		

	H	T	O
	3	0	7
+		4	2
	3	4	9

c)

	H	T	O
	2	3	7
+		5	1
	2	8	8

d)

	H	T	O
	7	5	2
+		3	7
	7	8	9

2 Work out these subtractions.

a)

H	T	O
-		

	H	T	O
	4	2	7
-		1	5
	4	1	2

b)

H	T	O
-		

	H	T	O
	5	3	6
-		3	5
	5	0	1

c)

	H	T	O
	7	8	5
-		5	2
	7	3	3

d)

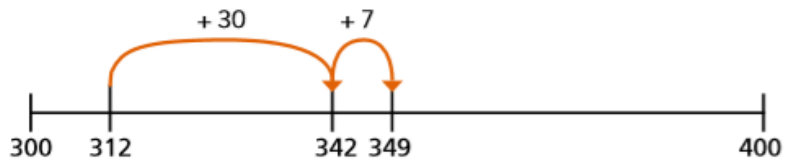
	H	T	O
	9	8	5
-		7	2
	9	1	3

3 Complete the additions.

a) £69 + £220 = £ 289

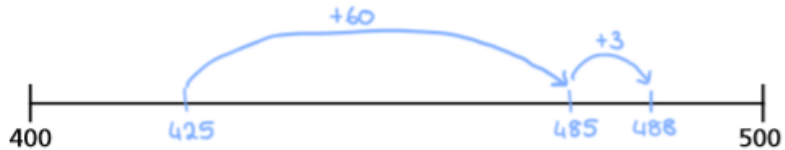
b) 314 + 42 + 23 = 379

- 4 a) Eva uses a number line to work out  $312 + 37$



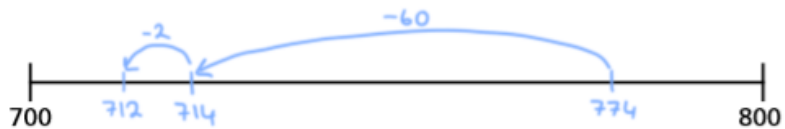
What has Eva done? Talk to a partner.

- b) Use the number line to work out  $425 + 63$



488

- c) Use the number line to work out  $774 - 62$



712

- 5 Esther has a piece of wood 255 cm long.

She cuts it into 2 pieces.



One piece is 34 cm long.

How long is the other piece?

221cm

- 6 Filip wants to buy these two items.



He has £200

Does he have enough money? Yes

How do you know? Talk to a partner.

- 7 Use the digit cards to make each calculation correct.



	H	T	O
	9	6	7
+		3	1
	9	9	8

	H	T	O
	9	1	6
+		7	3
	9	8	9

	H	T	O
	1	9	7
-		3	6
	1	6	1

	H	T	O
	6	3	9
-		1	7
	6	2	2

# Add 2-digit and 3-digit numbers – crossing 10 or 100

1 Use the place value chart to work out  $328 + 36$

H	T	O
■ ■ ■ ■ ■ ■ ■ ■ ■ ■	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	■ ■ ■ ■ ■ ■ ■ ■ ■ ■
■ ■ ■ ■ ■ ■ ■ ■ ■ ■		
	■ ■ ■ ■ ■ ■ ■ ■ ■ ■	■ ■ ■ ■ ■ ■ ■ ■ ■ ■

H	T	O	
	3	2	8
	+	3	6
	<u>3</u>	<u>6</u>	<u>4</u>

2 Work out the additions.

a)  $572 + 45$

H	T	O
● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●	
● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●	
	● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●

H	T	O	
	5	7	2
	+	4	5
	<u>6</u>	<u>1</u>	<u>7</u>

b)  $754 + 66$

H	T	O
● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●
● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●	
● ● ● ● ● ● ● ● ● ●		
	● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●

H	T	O	
	7	5	4
	+	6	6
	<u>8</u>	<u>2</u>	<u>0</u>

3 Work out the additions.

a)

H	T	O	
	1	7	5
	+	7	2
	<u>2</u>	<u>4</u>	<u>7</u>

d)  $845 + 72$

H	T	O	
	8	4	5
	+	7	2
	<u>9</u>	<u>1</u>	<u>7</u>

b)

H	T	O	
	3	0	7
	+	8	4
	<u>3</u>	<u>9</u>	<u>1</u>

e)  $436 + 85$

H	T	O	
	4	3	6
	+	8	5
	<u>5</u>	<u>2</u>	<u>1</u>

c)  $35 \text{ kg} + 239 \text{ kg}$

	2	3	9	kg
	+	3	5	kg
	<u>2</u>	<u>7</u>	<u>4</u>	kg

f)  $£739 + £68$

	£	7	3	9
	+	£	6	8
	<u>£</u>	<u>8</u>	<u>0</u>	<u>7</u>

- 4 Ron works out  $476 + 35$

$$\begin{array}{r} 476 \\ + 35 \\ \hline 826 \\ 1 \end{array}$$

What mistake has Ron made?

Work out the correct answer.

$$511$$

- 5 Alex collects stickers.

She has collected 286 stickers.

She only needs 69 more stickers to fill the album.



How many stickers does the album hold when full?

$$355$$

- 6 Here are some digit cards.

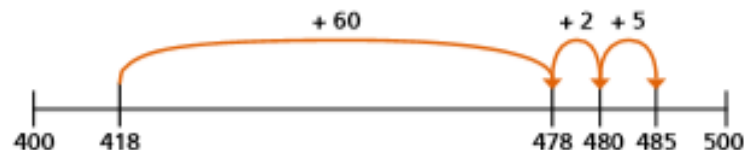


Arrange the digits to make two different additions that have just one exchange. *Various answers e.g.*

		H	T	O
		8	2	7
	+		3	5
		8	6	2

		H	T	O
		2	5	7
	+		3	8
		2	9	5

- 7 Mo uses a number line to work out an addition.

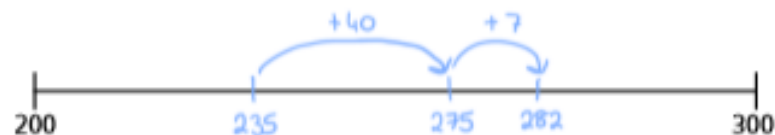


What addition has Mo worked out?

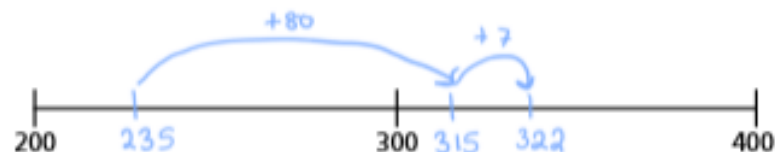
$$418 + 67 = 485$$

- 8 Use the number lines to complete the additions.

a)  $235 + 47 = 282$



b)  $235 + 87 = 322$





- **Jason Manford does a Youtube quiz for children on a Wednesday at 1.30pm.**

### Extra PE using the Real PE scheme we follow at school

Website: [home.jasmineactive.com](http://home.jasmineactive.com)

Parent email: [parent@victoriado-1.com](mailto:parent@victoriado-1.com)

Password: victoriado

### Which celebrities are getting involved?

- **[Carol Vorderman](#)**

The former *Countdown* presenter has made her [online maths school](#) free for all children aged 4-11 until schools re-open.

- **[David Walliams](#)**

Children's author and TV personality David Walliams will be releasing a free audio story every day for the next 30 days.

- **[Jennifer Garner and Amy Adams](#)**

The Hollywood actors have launched a new [Instagram account](#) in aid of charity Save the Children. It features stories told by celebrities.

- **[Dan Snow](#)**

Dan Snow, also known as The History Guy, is offering free access to his [history documentary channel](#) History Hit for 30 days.

- **[Brian Cox](#)**

The professor of particle physics and TV personality has said he will be getting involved with "several great initiatives" over the coming weeks. On Saturday, he took part in a Q&A session for the Comic Shambles Network's [Stay At Home Festival](#).

- **[Steve Backshall](#)**

The naturalist, broadcaster and author will be running a live "wildlife chat" on Facebook, Instagram and YouTube on Wednesday night.

- **[Joe Wicks \(aka The Body Coach\)](#)**

Fitness coach Joe Wicks has been broadcasting at-home PE lessons for children of all ages. They are broadcast live on his [YouTube channel](#) at 9am every weekday morning.

- **[Myleene Klass](#)**

The classical musician and radio presenter is offering free music lessons as part of a "Klass timetable" for children stuck at home.

- **[Jamie Oliver](#)**

Chef Jamie Oliver is hosting a nightly cooking show on Channel 4 to help families plan their meals "in these unique times".

- **[Theo Michaels](#)**

The former *MasterChef* star is streaming [live cooking classes](#) on his Instagram account and YouTube channel.

- **[Dame Darcey Bussell](#)**

The former *Strictly* judge's organisation [DDMIX for Schools](#) is hosting a 10-minute "shake up" on Facebook Live every day this week.

- **[Ben Fogle](https://www.instagram.com/benfogle/)**

Ben Fogle is sharing his adventure stories and giving children wilderness survival tips on his Instagram at 4pm each day.