



Home Learning Grid
Year 3
 Week Commencing – 22.06.20











	1	2	3	4	5
Spelling	Compete look, say, cover, write and check activity x2	Look at the Spelling Menu below and choose a new method to practise 5 spellings.	Spelling Stepping Stones	Look at the Spelling Menu below and choose a new method to practise the other 5 spellings.	Complete look, say, cover, write and check again x2 and then complete your spelling test. Good Luck!
Reading	First News – Worldwide Protests.	Improve predicting skills 'Chaos at Local Flour Mill.'	The Snack Money comprehension.	Quick Questions Gary's Big Adventure.	First News Friday- see attached non-fiction sheet – Back to School Plans Scrapped.
Writing	<p>Have you got a favourite animal? Did you know that many animals are endangered? Why do you think this is?</p> <p>The WWF is a charity which works to protect and conserve endangered species and their habitats. Their website gives lots of information on animals which are endangered. The website can be found here: https://www.wwf.org.uk/learn/wildlife</p> <p>Which animal is your favourite? Can you draw a picture and explain why it is your favourite?</p>	<p>https://www.wwf.org.uk/learn/wildlife</p> <p>Pick your favourite animal or the one that you find most interesting.</p> <p>Can you draw their habitat and describe it? Think about all the things a habitat needs. The information on the website will be really useful.</p> <p>You could even create a piece of artwork. A collage? Use some things you find on a walk to create an outdoor piece of art?</p>	<p>https://www.wwf.org.uk/learn/wildlife</p> <p>Research your animal in a bit more detail using the website above. Find facts about your animal and make notes. This will form your plan for a fact file.</p> <p>Focus on these areas: Habitat Geographic location Key characteristics Diet Threats Protection measures</p> <p>You may want to use other sources of information to find out more.</p> <p>See below an example of what a fact file looks like – you</p>	<p>Write a fact file about your chosen animal, using the information and vocabulary that you have learnt over the last two days. You will need to think about the layout of your fact file, leaving space for at least one picture.</p> <p>The structure of your fact file should look like this: Heading Habitat Geographic location Key characteristics Diet Threats Protection measures</p> <p>Ensure you use a variety of conjunctions and, so, but, because, if, then, also and a range of adjectives. You also need to consider the quality of presentation and that this</p>	<p>Pick one of the following choices:</p> <p>Option 1- You could finish writing your fact file, so it is ready to upload onto Seesaw.</p> <p>Option 2- Create a poster about protecting the animal you chose to write about. You could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A bold title <input type="checkbox"/> A picture <input type="checkbox"/> Brief facts to raise awareness <input type="checkbox"/> Something to persuade people to protect the animal









	Perhaps you could add a few facts about your animal that you find interesting.	Don't forget your Thesaurus!	might find this useful to help you to structure your ideas.	is a well punctuated piece of writing.	
Maths	Add lengths https://vimeo.com/427994247	Subtract lengths https://vimeo.com/427994372	Measure perimeter https://vimeo.com/427995490	Calculate perimeter https://vimeo.com/427995317	Right angles https://whiterosemaths.com/homelearning/year-3/ Click week 9 lesson 1
Challenges	Music Listen to Peter and the Wolf by Sergei Prokofiev. https://www.youtube.com/watch?v=ctsWdUaHsHM Identify the animals/characters portrayed by the music and the instruments used to help portray them. The animals/characters to identify are: Peter, duck, cat, Grandpa, wolf, birds, hunters the instruments used to help identify them are: Oboe, bassoon, French horn, timpani, strings, flutes If you would like to find out more, look at how Walt Disney turned this into a piece of film: https://www.youtube.com/watch?v=Va8Uz6MoKLq	PE Can you do the exercises to spell out your name each day? Can you spell the rest of your family's names too? Can you create your own Exercise alphabet? Upload a video of you completing the task, or a picture of your exercise alphabet.	Art The cave paintings of Lascaux provide historians with a wonderful source of evidence as to what animal life may have been like in this part of Europe thousands of years ago (scroll down to find the image). Spend some time researching which animals use to live in Britain but are now extinct. You could either turn this information into your own version of a Cave Painting such as that from Lascaux or present what you find in a different way.	Science - Light. Sort picture cards into light sources and those that are not. Read the information slides then complete the paragraph sheet either 1 star or 2 star.	Computing- Tinkering– Visit the website called Scratch and take a look at some of the tutorial videos: https://scratch.mit.edu/projects/editor/?tutorial=getStarted Now, go to the create section and have a tinker around. https://scratch.mit.edu/projects/editor/?tutorial=getStarted What algorithms can you make? Can you solve any of these: Can you make the cat move? • Can you make the cat say something? • Can you make the cat change size? • Can you make your program play a sound? • Can you add another character to your program?

Spellings- look, say, cover, write, check page for activities 1 and 5.

	Monday 1	Monday 2	Friday 1	Friday 2
creature				
culture				
picture				
moisture				
nature				
future				
furniture				
gesture				
capture				
sculpture				

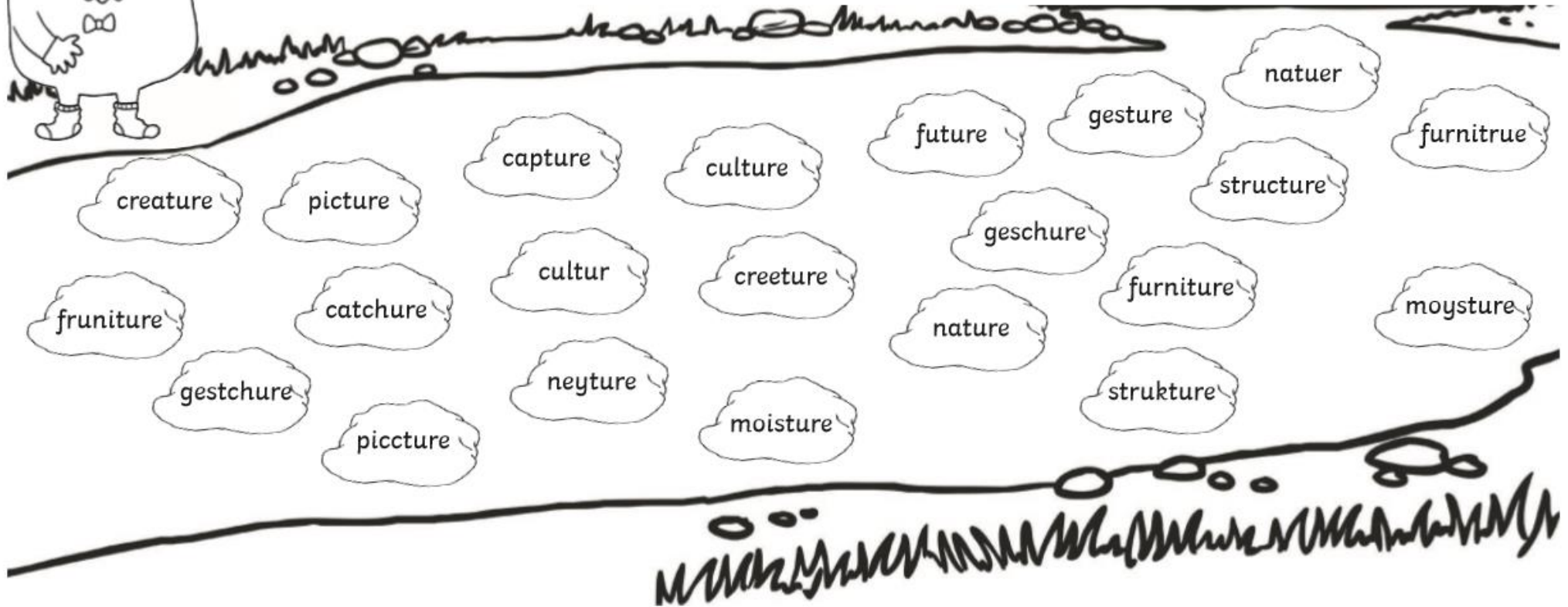
SPELLING MENU

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q-<u> </u>-st-<u> </u>-n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u><u>back</u><u>stop</u></p>
<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p> 	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>

<p>21. Question/Answers</p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p> 	<p>22. Riddles</p> <p>Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p> 	<p>23. Crossword Puzzle</p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p> 	<p>24. Rhyming Words</p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again</p>
<p>25. Homophones</p> <p>Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're</p>	<p>26. Writing Race</p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p> 	<p>27. Code Words</p> <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = □ b = ◆ c = ▲</p>	<p>28 Word Classes</p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p>
<p>29. Synonyms</p> <p>Find at least 2 synonyms for each of your spelling words.</p> 	<p>30. Antonyms</p> <p>Find an antonym (opposite) for each of your spelling words.</p> 	<p>31. Joker</p> <p>Write jokes containing each of your spelling words.</p> 	<p>32. Backwards Words</p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p>BACKWARDS</p>
<p>33. X Words</p> <p>Write 2 words with one letter in common so that they cross over each other. e.g. b r ch<u>e</u>ese a d</p>	<p>34. Acrostic Poem</p> <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun Sun shines brightly Up in the sky Nice and warm on my face</p>	<p>35. Scrabble</p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p> 	

Spelling Stepping Stones

Help Mr Whoops get across the river by colouring the stepping stones with the correct spellings on them.



Challenge Task

Use the first and last words that are correctly spelt in a sentence together. Can it also include the preposition 'during'?

BIG NEWS

WORLDWIDE PROTESTS

PROTESTS against racism have been taking place all over the world, following the death of George Floyd in the USA.

George Floyd was a black American man who died while being held down by a white police officer. The officer was filmed kneeling on Mr Floyd's neck for several minutes and has since been charged with murder.

People all over America immediately took to the streets to protest against police violence and racism. The protests have now spread around the world, united by the words 'Black lives matter'.

In the past week, tens of thousands of people have taken part in protests in the UK.

Although the vast majority of protesters have been peaceful, some have been accused of taking things too far. In Bristol, the statue of a slave trader, Edward Colston, was pulled down by the protesters.

Edward Colston was once the city's MP, but he made his money from trading slaves. In the 1600s, Colston's ships took about 80,000 men, women and children from Africa to America. They were sold as slaves.

He gave a lot of money to churches, hospitals and schools in Bristol. His statue has stood in the city centre since 1895, but many people have been unhappy that he is still honoured in this way. The Mayor of Bristol said the Edward Colston statue was an "insult" to black people. The statue was thrown into Bristol Harbour.



Questions on: 'Worldwide protests'

- 1) In which country did George Floyd die?
- 2) What makes his death shocking?
- 3) Which **three words** have been used by all the protesters to explain why they are out on the streets?
- 4) Why do you think the protests have spread around the world, including the UK?
- 5) What happened in Bristol that upset some people, but pleased many others?
- 6) Find three facts about Edward Colston.
- 7) What is the **opinion** of the mayor of Bristol?
- 8) Do you think it was okay for the protesters in Bristol to throw the statue into the water, or not? Explain your thoughts.

1:

2:

3:

Chaos at Local Flour Mill!



Last night, there was an incident at Little Plumpton's flour mill. As a family-owned business, this news has devastated the local community. We have been told that no less than 32 sacks of flour have been taken and there is no trace as to where they could be. A village-wide search is now underway to recover the missing sacks but, as time goes on, hope seems to be dwindling.

This morning, our reporters spoke to local baker, Mr Alan Gator, who was covered in what looked like a fine layer of chalk dust (presumably from searching the nearby Chalky Hills for any signs of the missing flour). "It's absolutely terrible," he told us. "That flour was the best around. I know that Plumpton Mill had recently doubled their prices for us bakers but the quality of the flour was worth it." Hanging his head for a moment of quiet contemplation, he added "To cheer up the village, I'm selling all of my bread and rolls for half of their usual price tomorrow. I'll be making lots extra to make sure there's enough for everybody!"



If anybody has any information regarding the whereabouts of the missing flour, please contact the number below.

1. What are the owners of Little Plumpton's Flour Mill most likely to think after reading this? Tick one.

- We'll never read a newspaper again.
- We're never going to find our flour.
- That baker stole our flour!
- I look forward to the reduced bread tomorrow.

2. Based on what you have read, do you think that the village will continue to look for the missing flour? Explain your answer.

3. Do you think that the baker will be accused of stealing the flour? Tick one.

yes no

Explain your answer fully.

4. Do you think that the baker will steal more sacks of flour in the future? Tick one.

yes no

Explain your answer fully.

Reading Activity 3 The Snack Money

Samantha was worried. She looked long and hard at her friend – something wasn't right. Jody had been very quiet this week, too quiet! She didn't want to play and she had hardly laughed or smiled. Jody glanced up from her writing book to find Samantha staring at her. "Why are you staring at me? Do I have something on my face?" Jody asked anxiously. "Oh no, don't worry you look fine. I was just wondering whether you were ok?" asked Samantha.

"Why wouldn't I be ok?" asked Jody, suddenly looking annoyed. Their conversation was ended suddenly by Mr Smith (their class teacher) who had been watching them.

"Wow Samantha and Jody, I guess you've finished as you have time to chat! I shall find you some more work to do," he said with a knowing look on his face.

"Sorry Mr Smith, it was my fault. I won't interrupt her again," mumbled Samantha as she picked up her pen and got back to her writing.

The bell rang for break time and everyone rushed out to play. Samantha collected her purse from her bag and joined the snack queue by the Year 6 door. Her mum gave her some money each day so that she could buy some hot, buttery toast at break time. Jody normally joined her in the line but she hadn't been doing so this week. When Samantha asked her about it yesterday, she said that she just wasn't hungry.

Once she had paid for her toast, Samantha went to find her friend. Jody was stood, leaning against the wall with her head down, chewing her lip and looking miserable. Samantha skipped up to her. "No snack again today? Are you sure you are feeling alright?" she asked once more.

"Look, I'm fine, just stop asking me ok!" snapped Jody. Now Samantha really was worried, they never spoke to each other like that. Jody realised that she hadn't been very kind.

"Sorry, I didn't mean to snap," she said, looking rather sad and forlorn. Samantha gave her friend a hug, she hated seeing her look so unhappy.

"Come on, share my toast and then we can rehearse our words for assembly," Samantha said, quickly changing the subject. Jody took the toast and the girls went off to practise.

The following morning Samantha's mum dropped her off at the school gate. After a hug and a kiss, Samantha bounded off to find Jody. It didn't take long before she spotted her by the adventure playground. She was with someone else. Samantha stopped suddenly. It was Marjory Moore from Year 5. This had to mean trouble – she was not a nice girl! As Samantha watched she saw Jody take her purse out of her bag. She unzipped it and took some money out. Marjory snatched it out of her hand and marched away with a satisfied smirk on her face. Now it all made sense to Samantha. This was why Jody had been unhappy all week! This was why poor Jody hadn't been having her snack! Marjory Moore had been taking her snack money!

A sudden rage filled Samantha. This was not fair! No one was going to do this to a friend of hers! Jody was still by the adventure playground. As Samantha got closer she could see that her friend was crying. She walked straight up to her and gave her a hug. "I saw everything! This needs to stop now! We are going straight into class to tell Mr Smith!" said Samantha firmly.

"We can't!" said Jody, looking horrified. "Marjory said she would get me if I tell anyone!"

"Rubbish!" said Samantha. "She can't hurt you if her parents and teachers know about it, she wouldn't dare!" Samantha softened a little, suddenly realising how scared her friend must be. "Look. I will come with you and help you explain what has been happening. The best way to beat a bully is to tell a person you trust. It can stop right now if you come with me." Jody stopped crying and took a deep breath.

"You are right. I thought I could cope with this on my own, but I can't. I need to talk to Mr Smith. Will you come with me?" she asked.

"Just try and stop me!" replied Samantha. She took Jody by the hand and led her into school to find Mr Smith.

Mr Smith was amazing. He listened very carefully to Jody and told her what a brave, sensible girl she had been for coming to tell him. Next, he was on the phone to Marjory's parents, arranging a time for them to come into school to discuss the issue with himself and the headteacher. As for Marjory, she was taken straight to the headteacher's office to discuss her behaviour and punishment.

By the time break time had arrived the girls were ready for their snack. Mr Smith had made Marjory give the money back to Jody, so they both sat on the bench enjoying their delicious, hot toast together. "I wish you had told me what was happening," said Samantha.

"I know, I should have told you sooner. It feels lovely now that it's all stopped. Marjory kept telling me that it was all my fault. She said that I would be in trouble if I told on her," sighed Jody.

"It was never your fault, bullies just like to say that to keep people quiet. They get to bully for longer!" replied Samantha.

"I know that now! Mr Smith said he is going to hold an assembly, to remind us what to do if we get bullied," said Jody.

"So – what do you do if you get bullied?" asked Samantha with a cheeky smile on her face.

"Tell everyone!" shouted Jody. The two girls jumped up laughing and raced off to play.

1. Why was Samantha worried about Jody?

2. Did Mr Smith really think that the girls had finished their work?

3. Identify ONE word/phrase which tells us that Jody was unhappy as she was leaning against the wall.

4. Why was Samantha worried when she first saw Jody talking to Marjory?

5. Why do you think Samantha felt 'a sudden rage' when she realised what was going on?

6. In what ways has Samantha been a good friend? Think about her actions in the text.

7. Identify TWO more words which mean the same as 'delicious'.

8. Why do you think the author wrote this story?

Gary's Big Adventure

Gary knew that he needed to find a vantage – a place which would give him a good view of the entire rainforest. Without that, a tiny frog like him would never be able to find them. But where could he go? He was surrounded by acres of thick, dense vegetation. No cliffs. No waterfalls.

Suddenly, he had an idea. He stretched out his toes as wide as they would go and jumped towards the nearest tree trunk. Clinging on, he climbed higher and higher until he finally reached the canopy. He stood atop the wide-reaching fronds, looking towards the horizon in search of two tiny, blue specks, which looked just like him. Just as he had given up hope, an auburn orangutan swung by, carrying two sticky, blue lumps on her back...



Quick Questions



1. Which two tall, natural features was Gary unable to go to?



2. '*Gary knew that he needed to find a vantage...*' What do you think vantage means in this sentence?



3. Who do you think Gary is looking for? Use evidence from the text to support your answer.



4. What do you think Gary will do next?

BIG NEWS

BACK TO SCHOOL PLANS SCRAPPED

WE know that many of you are desperate to return to school, but, sadly, primary schools in England are not going to open to all pupils until September at the earliest.

The Government had wanted all schools to reopen for four weeks before the summer holiday. On Tuesday, it admitted that this is not going to happen.

Years R, 1 and 6 are already allowed back. The children of keyworkers have also been in school. But children can only be taught in groups of 15 at most because of the need to keep two metres apart. Schools have said that it's just not possible to teach large numbers of pupils and stick to this limit.

Around the UK:

■ Wales

At the moment, the Welsh Government is planning for children to go back to school on 29th June. But only one third of pupils will be in school at any one time.

■ Scotland

Schools will reopen on 15th August – so term will start one week early – but pupils won't be in school full time. Children will have a mix of time in school and home learning.

■ Northern Ireland

Schools will begin to reopen in August. By September, all year groups will have some time in school and some home learning.

There is still a lot of uncertainty about whether young people spread the coronavirus as much as older people, so scientists, teachers and parents have lots of different opinions about whether schools should return. But, as you can see, school life won't be back to normal any time soon.



Questions on: 'Back to school plans scrapped'

1) What decision did the Government make last Tuesday?

- English primary schools won't reopen before the summer holidays.
- Year R, 1 and 6 can go back soon.
- Schools will definitely reopen in September.

2) Look at the first paragraph. What does the journalist say the newspaper "knows"?

3) Do you agree with this opinion? Do you think the writer is correct?

4) Which children are being taught in school at the moment? Name all the groups.

5) Which **two** rules are stopping schools teaching large numbers of children?

1:

2:

6) Match the place to the correct plan.

UK nation	The plan
Wales	Schools won't reopen before the summer holidays. Plan for September not yet known.
England	From 15th August, all children will have a mix of school and home learning.
Northern Ireland	All children will have some time in school from 29th June.
Scotland	From September, all children will have a mix of school and home learning.

7) Why are there so many different opinions about when and how schools should reopen?

8) Now you know the latest info from our governments, when do you think you will next be in school? What do you think learning will be like for you?

Writing activity 3- Fact file example.

Spain

Population: Over 46 million (2016)

Capital City: Madrid

Language: Spanish, Catalan, Galician, Basque

The most common immigrant languages are: Arabic, Romanian, English, German, French, Italian, Portuguese, Chinese, Bulgarian

Continent: Europe

Currency: Euro

Government: Unitary parliamentary constitutional monarchy.

National Day: 12th October

Religion: Mainly Roman Catholic (68.5%)

Famous Spanish People: Salvador Dalí, Federico García Lorca, Manuel de Falla, Joan Miró, Diego Velázquez, Francisco de Goya, Penélope Cruz, Miguel de Cervantes

Flag:



Climate:

Four seasons (spring, summer, autumn and winter)

Winters can get cold, with rain and some snow, especially in the mountain regions. Summers can get very warm, with temperatures over 35°C

Interesting Information:

Spain had a Civil War, from 1936 to 1939, a conflict between Republicans and Nationalists led by General Francisco Franco

FACT-FILE The River Nile



The longest river in the world

A twig or leaf that travelled all the way from one of the sources of the Nile to the sea would have gone through many, many different countries and landscapes! In fact, the River Nile is the longest river in the world: it's a whopping 6,695 km (4,160 miles) long.

Where is the River Nile?

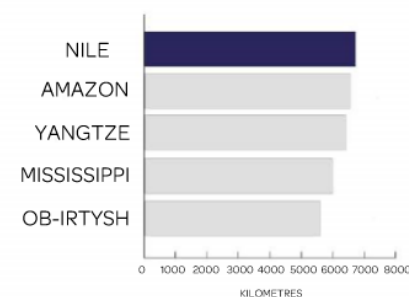
The River Nile isn't found in just one country. It winds its way through nine different countries in Africa, before finally flowing into the Mediterranean Sea at the northern edge of Egypt.

Where does it start?

That's not an easy question to answer! The source of the Nile (another word for its 'beginning') is shared between several countries. In the highlands of Ethiopia, a river called the Blue Nile flows out of Lake Tana. Another longer river, the White Nile, comes out of a huge lake called Lake Victoria, which stretches across Tanzania, Uganda and Kenya.

The White Nile and the Blue Nile meet up in Sudan, to form the River Nile. The smaller rivers that come together to make the larger river are known as 'tributaries'.

How long are the world's longest rivers?



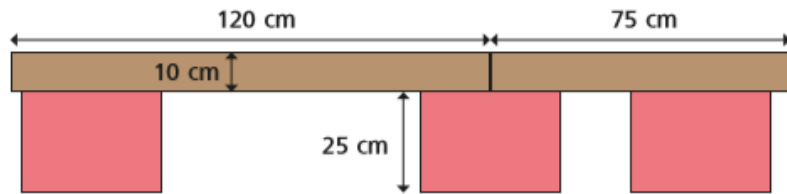
It's a close-fought battle for the title 'world's longest river' between the Nile and the River Amazon.

Did you know?

The White Nile isn't really very white, and the Blue Nile isn't all that blue, either – more of a murky brown.

Add lengths

1 Scott builds a bridge using planks.



a) What is the total length of his bridge? cm

b) What is the height of his bridge? cm

2 Complete the additions.

a) $25 \text{ cm} + 75 \text{ cm} = \text{[] m}$

b) $10 \text{ cm} + 50 \text{ mm} = \text{[] cm}$

c) $1 \text{ m } 20 \text{ cm} + \text{[] cm} = 2 \text{ m}$

d) $52 \text{ mm} + \text{[] mm} = 6 \text{ cm}$

3 Brett is 115 cm tall.

His brother is 20 cm taller.

How tall is Brett's brother?

Write your answer in metres and centimetres.

m and cm

4 Dora builds a tower that measures 1 m and 5 cm.

Annie builds a tower that measures 80 cm.

Dexter builds a tower that measures 95 cm.

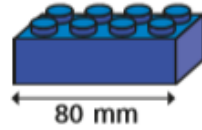
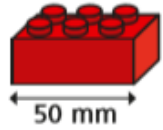
They put their towers together to make one high tower.

How tall is their new tower?

The new tower is cm tall.

This is the same as m and cm.

- 5 Red bricks are 50 mm long.
Blue bricks are 80 mm long.



- a) Whitney and Eva make patterns using the bricks.
How long is each pattern?
Give your answers in centimetres.



Whitney

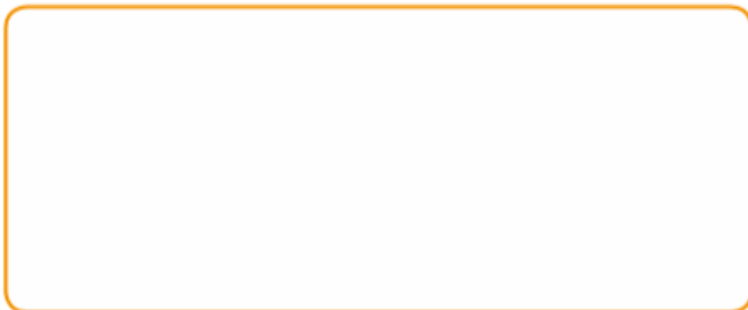
Whitney's pattern is cm long.



Eva

Eva's pattern is cm long.

- b) Draw some red and blue bricks to make a pattern that would be exactly 36 cm long.



- 6 Jack, Tommy and Alex took part in a hop, skip and jump competition.

Their distances are shown in the table below.

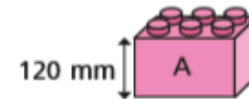
Complete the table to show the total distance each child travelled.

Name	Hop	Skip	Jump	Total
Jack	80 cm	60 cm	1 m 20 cm	
Tommy	70 cm	1 m	1 m 10 cm	
Alex	75 cm	75 cm	1 m	

- 7 Esther builds a tower using some bricks.

Her tower is 24 cm tall.

Which bricks could she have used?



How many different answers can you find?

Subtract lengths

1 Complete the sentences to describe the lengths of the objects.

a)



The toy car is mm long.

b)

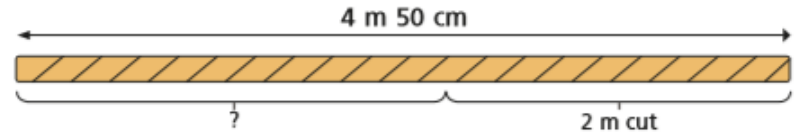


The toy boat is cm long.

c) The toy boat is cm longer than the toy car.

The toy car is mm shorter than the toy boat.

2 Jack's rope is 4 m 50 cm long.
He uses 2 m to make a swing.
How long is his rope now?



Jack's rope is now m and cm long.

3 Tommy, Rosie and Annie each measure their height.



Annie



Rosie
135 cm



Tommy
1 m 15 cm

a) What is the difference in height between Tommy and Rosie?

b) Annie is 30 mm shorter than Rosie. What is Annie's height?

- 4 Nijah buys 5 m of ribbon.
She uses 78 cm of the ribbon to decorate a bag.
How much ribbon does she have left?



m and cm

- 5 Complete the number sentences.

a) $2 \text{ m} - 50 \text{ cm} = \text{ cm}$

b) $85 \text{ mm} - 2 \text{ cm} = \text{ mm}$

c) $9 \text{ cm } 5 \text{ mm} - 20 \text{ mm} = \text{ cm and mm}$

d) $100 \text{ mm} - \text{ cm} = 6 \text{ cm}$

- 6 Huan has a 10 m ball of string.

He uses 50 cm to replace his shoelace.

He uses some more of his string to make a bow for his arrows.

He has 7 m and 45 cm of string left.

How much string did Huan use to make his bow?



m and cm

- 7 Fill in the empty boxes so that each row and column adds up to 2 m.

50 cm		50 cm
1 m 15 cm		
	85 cm	

Talk about what you did with a partner.

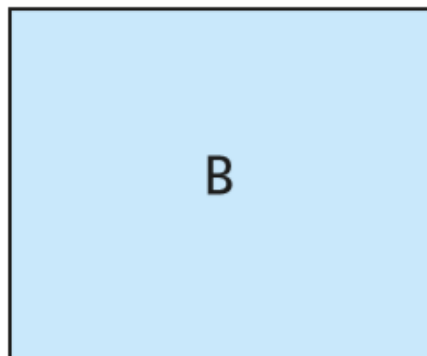
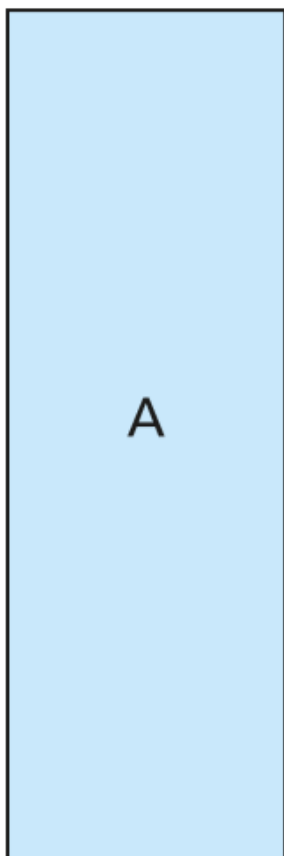
Are your answers the same?

Create your own problem like this using a different total.

Ask a partner to find the answer.

Measure perimeter

1 Here are two rectangles.



Use a piece of wool to measure the perimeter of each rectangle.

How much wool did you need for each one?

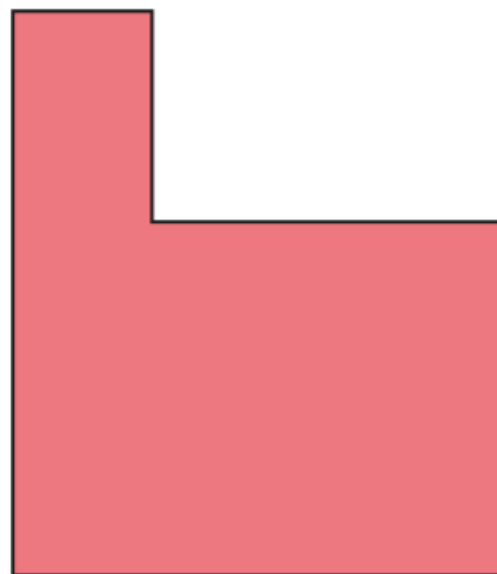
Give units with your answer.

A =

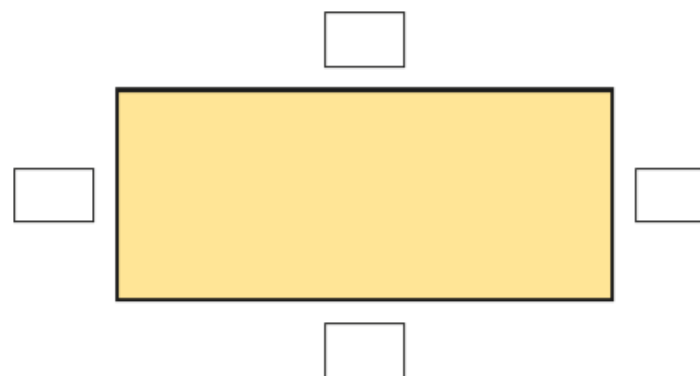
B =



2 Use a piece of wool to measure the perimeter of the hexagon. How much wool did you need? Give units with your answer.



3 a) Measure each side of the rectangle and label it.



b) What is the perimeter of the rectangle?

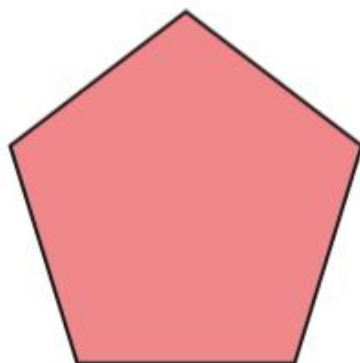
4 Measure the perimeter of each shape.

a)



perimeter =

b)

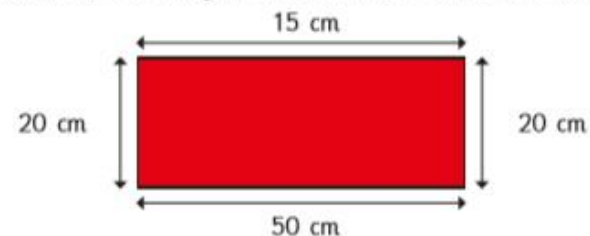


perimeter =

5 Draw a triangle with a perimeter of 15 cm.

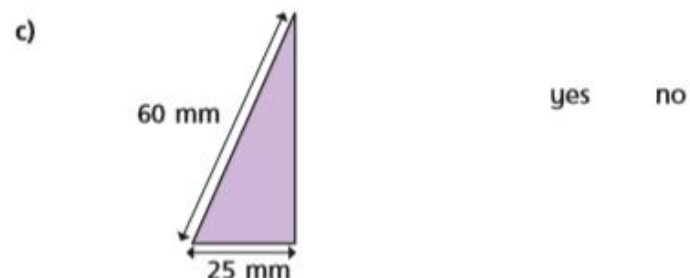
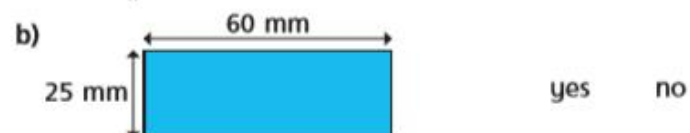


6 Aisha is working out the perimeter of a rectangle. She measures the length of all 4 sides and labels the rectangle.



How do you know that Aisha's measurements are wrong?

7 Is it possible to work out the perimeter of each shape? Circle your answer.

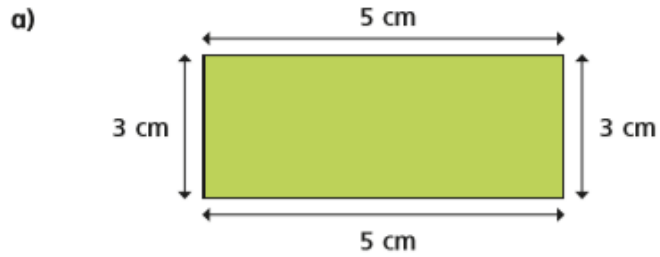


How do you know whether you can or cannot find the perimeter of each shape?

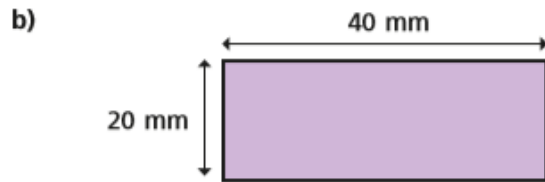
Talk about it with a partner.

Calculate perimeter

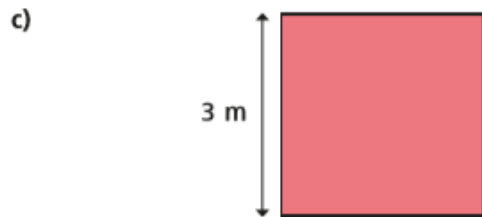
1 Work out the perimeter of each shape.



perimeter = cm

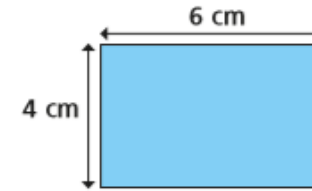


perimeter = mm



perimeter = m

2 Rosie and Eva work out the perimeter of the shape below.



Rosie

6 + 4 = 10,
so the perimeter is
10 cm.



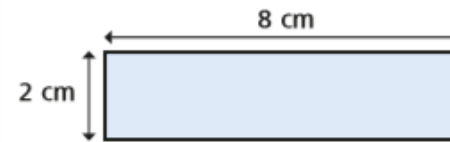
Eva

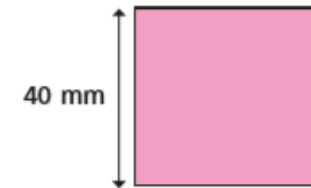
The perimeter is
20 cm.

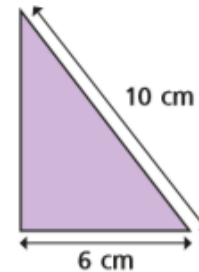
Who is correct? _____

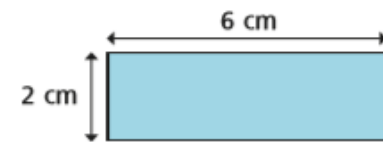
How do you know?

3 Tick the shapes with a perimeter of 16 cm.

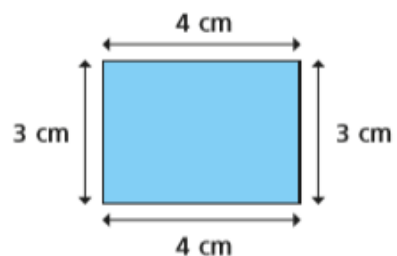


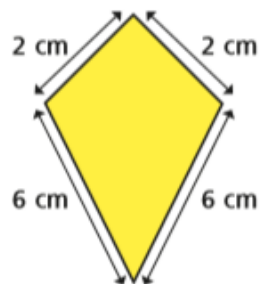


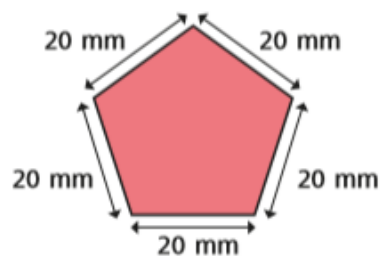




4 Which shape has the longest perimeter? Tick your answer.



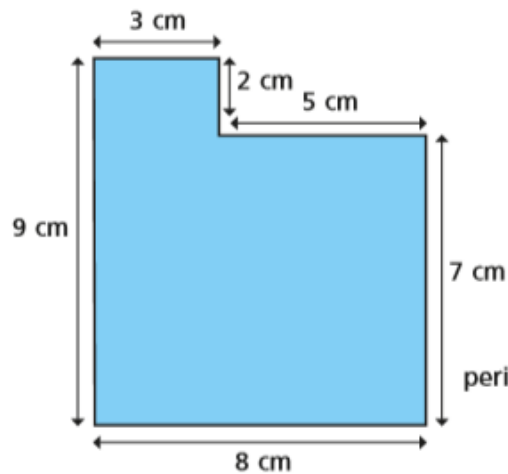




Show all your workings.

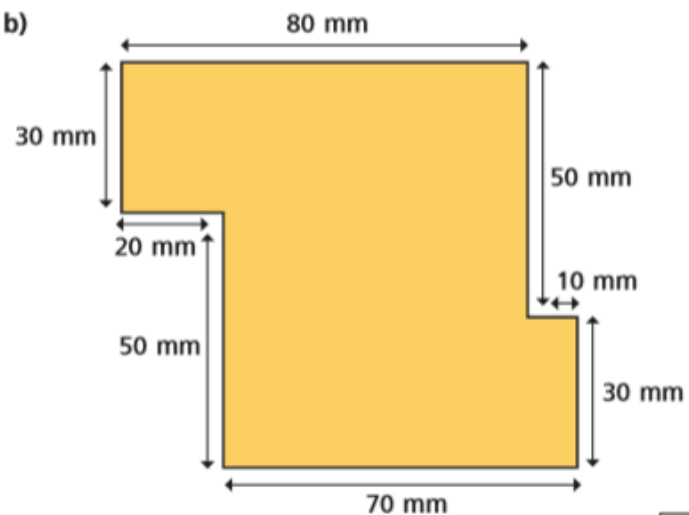
5 Work out the perimeter of these shapes.

a)



perimeter =

b)



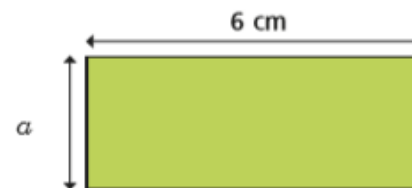
perimeter =

What do you notice?

6

This rectangle has a perimeter of 18 cm.

Work out the length of side a .









perimeter = 18 cm

side a =

Right angles in shapes

1 There is at least one right angle in each picture.
Mark the right angles on the pictures.
The first one has been done for you.

a) 	d) 
b) 	e) 
c) 	f) 

Compare answers with a partner.

2 A rectangle has four right angles.
Mark the right angles on the rectangle.



3 Alex and Jack are identifying right angles.



Alex

Both of the angles are right angles.



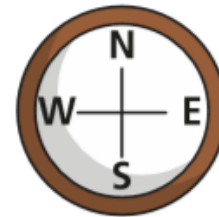
Jack

I disagree. The first one is a right angle but the second one is a left angle because it is on the left of the line.

Who do you agree with? _____

Talk about it with a partner.

4 Dexter is facing north.
He turns a quarter turn.



This is the same as one right angle.

Do you agree with Dexter? _____

Talk about it with a partner.

5 Complete the sentences.

A quarter turn is equal to right angle.

A half turn is equal to right angles.

A three-quarter turn is equal to right angles.

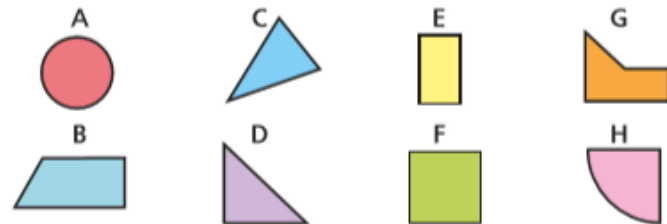
A full turn is equal to right angles.

6 Draw the right angles on each shape.



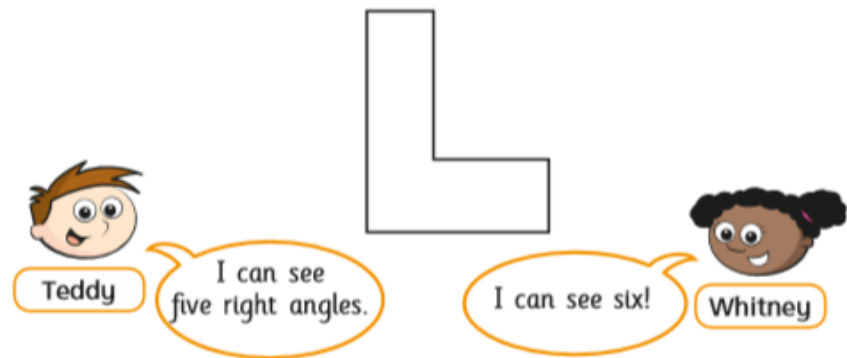
7 Look at the number of right angles in each shape.

Sort the shapes into the table.



0 right angles	1 right angle	2 right angles	3 right angles	4 right angles

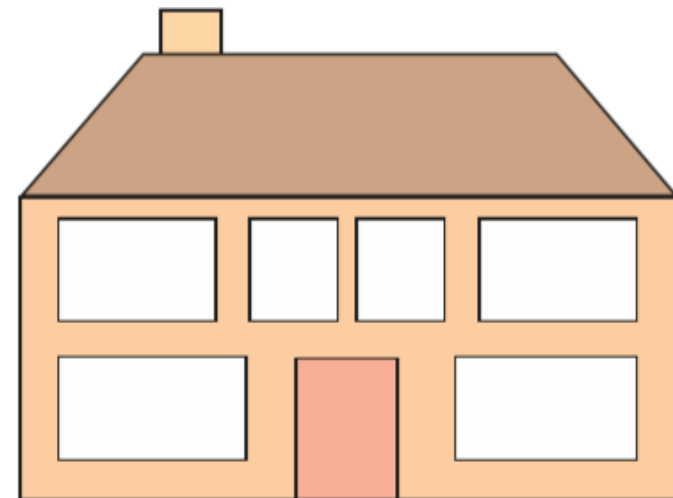
8 Teddy and Whitney are identifying right angles.



Who do you agree with? _____

Draw on the shape to show your thinking.

9 How many right angles can you find in the picture?
Mark them on the picture.

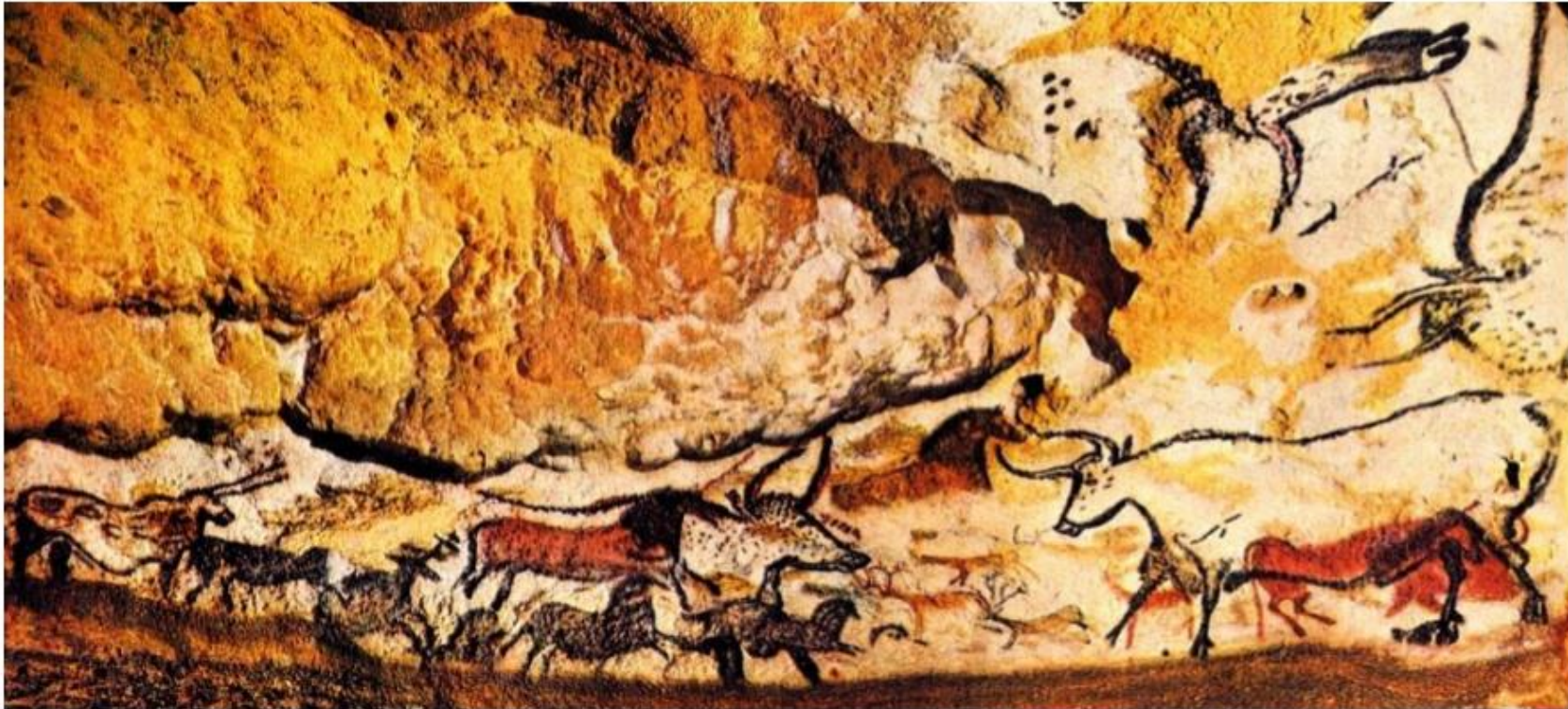


Create your own problem like this for a partner.




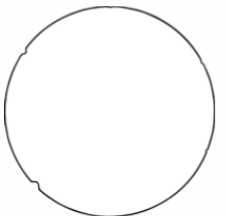

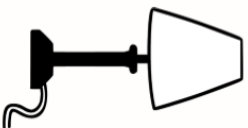
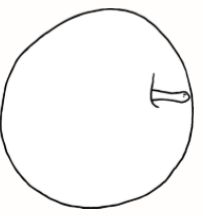

Challeng 2

A	10 star jumps	N	40 second wall sit
B	10 knees to elbows	O	10 mountain climbers
C	Do the can-can for a count of 15	P	10 hops on your left leg
D	10 Bottom heel flicks	Q	10 hops on your right leg
E	5 push ups (from your knees)	R	Run to the nearest door and back 4 times
F	20 high knees	S	Hop like a frog 8 times
G	10 lunges (5 each leg)	T	Pretend to pedal your bike with your hands for a count of 20
H	Pretend to ride a horse for a count of 20	U	Walk like a crab for a count of 20
I	10 calf raises	V	15 star jumps
J	Side plank (20 seconds each side)	W	10 straight jumps
K	Sprint for 20 seconds	X	10 jump squats
L	20 imaginary jump ropes	Y	10 regular squats
M	10 side leg raises (5 on each side)	Z	10 lunges (5 each leg)

The cave paintings of Lascaux


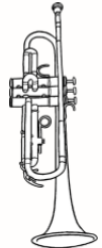

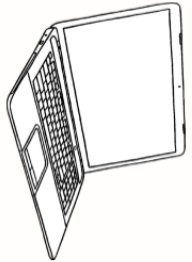
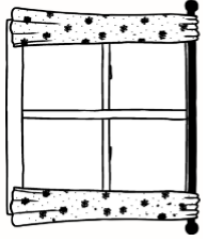





The paintings, which were discovered in 1940, are thought to be approximately 20,000 years old. They consist mainly of animals which were once thought to be native to the region of Southwest France. The images are thought to have been made using minerals or by being etched into the walls. The caves contain nearly 2,000 animal figures which are made up of horses, cattle, bison, large cats, birds, bears and a rhinoceros as well as humans.

				
torch	bucket	fireworks	Moon	spanners
				
lamp	apple	ice cream		



Light Sources Sorting Cards

			
sunglasses	trumpet	camera	laptop
			
window	mirror	eye	diamond

Light Source Sorting Game

The Tricky Ones!

The moon is not a light source because it does not make its own light. We can see the moon because light from the sun reflects off it (bounces off it) back to the earth.



The window is not a light source. It is an opening that lets the light from the sun or other light source into the room.



The mirror is not a source of light because it does not make its own light. It reflects light from other sources.



What Is Dark?

Dark is the absence of light.
If there is no light from a light source, it will be dark.

Think about times when it is dark, or places where it is dark. Which sources of light are absent, or switched off?

Can we see in the dark?



Light and Dark

I can explain that I need light to see things, and that dark is the absence of light.

Complete the paragraph using the key words below to show what you have found out about light and dark.

A _____ source is something that makes light. Some examples of light sources are the _____, light bulbs, a _____ and fire.

_____ is the absence of light. It is dark at _____ time because light from the sun is not visible. When it is dark, there is no light to illuminate objects, so we can't see them. We need light to be able to see things.

Key words



light



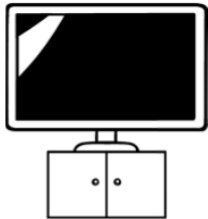
dark



night



bags



television



sun



see



light



Light and Dark

I can explain that I need light to see things, and that dark is the absence of light.



Complete the paragraph below by filling the gaps to show what you have found out about light and dark.

A light _____ is something that makes light. Some examples of light sources are _____
_____.

Some objects seem to make light but are not really light sources. The moon is not a light source because it reflects _____.

Dark is the _____ of light. It is dark at night time because light from the sun is not visible. When it is dark, there is no _____ to illuminate objects, so we _____ see them. We need light to be able to see things.

Answers

Answers

1. What are the owners of Little Plumpton's Flour Mill most likely to think after reading this? Tick one.

- We'll never read a newspaper again.
- We're never going to find our flour.
- That baker stole our flour!**
- I look forward to the reduced bread tomorrow.

2. Based on what you have read, do you think that the village will continue to look for the missing flour? Explain your answer.

Pupils' own responses, such as: I don't think that they will continue to look for the flour because they will now know that the baker has stolen it and used it already to make lots of bread and rolls.

3. Do you think that the baker will be accused of stealing the flour? Tick one.

Explain your answer fully.

Accept either yes or no, provided that a full explanation is also given, such as: I think that the baker will be accused because there is lots of evidence against him, such as the fact that he has flour all over his clothes.

4. Do you think that the baker will steal more sacks of flour in the future? Tick one.

Explain your answer fully.

Accept either yes or no, provided that a full explanation is also given, such as: I think that he will steal more sacks of flour because he said that the prices have doubled and he might think that it's too expensive.

Reading 3 – The Snack Money

The answers to the questions are as follows:

1. Why was Samantha worried about Jody?

Jody had been quiet all week, she didn't want to play and she hadn't laughed or smiled.

2. Did Mr Smith really think that the girls had finished their work?

No, because it said he had a 'knowing look' which tells us that he knew they were just chatting.

3. Identify ONE word/phrase which tells us that Jody was unhappy as she was leaning against the wall.

Accept any of the following: head down, chewing her lip or looking miserable.

4. Why was Samantha worried when she first saw Jody talking to Marjory?

Marjory wasn't a very nice girl, so Samantha guessed there might be trouble.

5. Why do you think Samantha felt 'a sudden rage' when she realised what was going on?

It made her angry to think that someone was bullying her friend. She thought that it was unfair that someone was taking Jody's money.

6. In what ways has Samantha been a good friend? Think about her actions in the text.

Answers could refer to any of the following: Samantha must know Jody very well as she knew that Jody was acting out of character. She tries to find out what is wrong. She helps Jody do the right thing.

7. Identify TWO more words which mean the same as 'delicious'.

Suggestions could include: tasty, lovely, yummy, scrumptious.

8. Why do you think the author wrote this story?

To remind us to tell someone if we are being bullied.

Answers



1. Which two tall, natural features was Gary unable to go to?

Accept: 'cliffs' and 'waterfalls'.



2. *'Gary knew that he needed to find a vantage...'*
What do you think vantage means in this sentence?

Accept any answer which relates to a place which is high up with a good view of his surroundings.



3. Who do you think Gary is looking for? Use evidence from the text to support your answer.

Accept answers which discuss his parents/siblings and supporting evidence which discusses the sentence 'which looked just like him'.

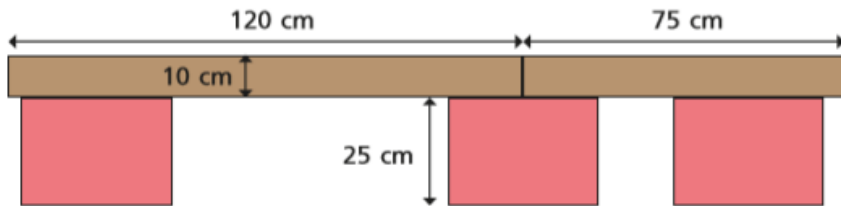


4. What do you think Gary will do next?

Accept any reasonable prediction involving communicating with the orangutan, following them, shouting to his parents or trying to get their attention.

Add lengths

- 1 Scott builds a bridge using planks.



a) What is the total length of his bridge? cm

b) What is the height of his bridge? cm

- 2 Complete the additions.

a) $25 \text{ cm} + 75 \text{ cm} = \text{1} \text{ m}$

b) $10 \text{ cm} + 50 \text{ mm} = \text{15} \text{ cm}$

c) $1 \text{ m } 20 \text{ cm} + \text{80} \text{ cm} = 2 \text{ m}$

d) $52 \text{ mm} + \text{8} \text{ mm} = 6 \text{ cm}$

- 3 Brett is 115 cm tall.

His brother is 20 cm taller.

How tall is Brett's brother?

Write your answer in metres and centimetres.

m and cm

- 4 Dora builds a tower that measures 1 m and 5 cm.

Annie builds a tower that measures 80 cm.

Dexter builds a tower that measures 95 cm.

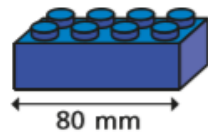
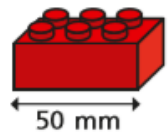
They put their towers together to make one high tower.

How tall is their new tower?

The new tower is cm tall.

This is the same as m and cm.

- 5 Red bricks are 50 mm long.
Blue bricks are 80 mm long.



- a) Whitney and Eva make patterns using the bricks.
How long is each pattern?
Give your answers in centimetres.



Whitney

Whitney's pattern is 26 cm long.



Eva

Eva's pattern is 37 cm long.

- b) Draw some red and blue bricks to make a pattern that would be exactly 36 cm long.

eg.
R R B B R R



- 6 Jack, Tommy and Alex took part in a hop, skip and jump competition.

Their distances are shown in the table below.

Complete the table to show the total distance each child travelled.

Name	Hop	Skip	Jump	Total
Jack	80 cm	60 cm	1 m 20 cm	2m 60cm
Tommy	70 cm	1 m	1 m 10 cm	2m 80cm
Alex	75 cm	75 cm	1 m	2m 50cm

- 7 Esther builds a tower using some bricks.

Her tower is 24 cm tall.

Which bricks could she have used?



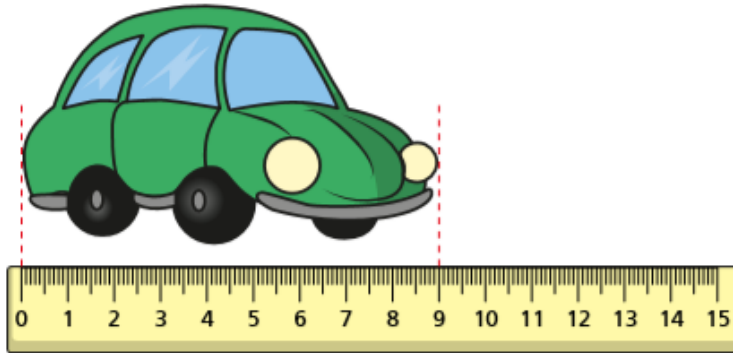
Various answers

How many different answers can you find?

Subtract lengths

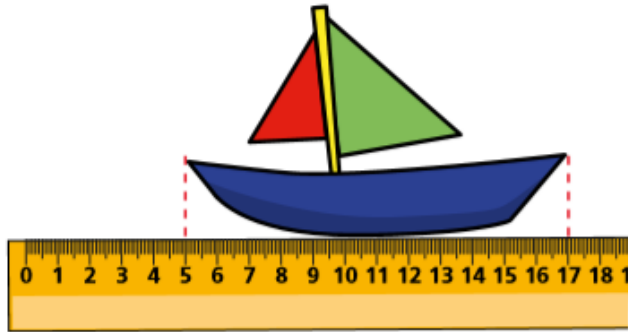
1 Complete the sentences to describe the lengths of the objects.

a)



The toy car is mm long.

b)

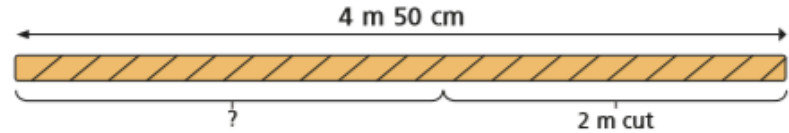


The toy boat is cm long.

c) The toy boat is cm longer than the toy car.

The toy car is mm shorter than the toy boat.

2 Jack's rope is 4 m 50 cm long.
He uses 2 m to make a swing.
How long is his rope now?



Jack's rope is now m and cm long.

3 Tommy, Rosie and Annie each measure their height.



a) What is the difference in height between Tommy and Rosie?

b) Annie is 30 mm shorter than Rosie. What is Annie's height?

4 Nijah buys 5 m of ribbon.

She uses 78 cm of the ribbon to decorate a bag.



How much ribbon does she have left?

m and cm

5 Complete the number sentences.

a) $2 \text{ m} - 50 \text{ cm} = \text{ } \text{cm}$

b) $85 \text{ mm} - 2 \text{ cm} = \text{ } \text{mm}$

c) $9 \text{ cm } 5 \text{ mm} - 20 \text{ mm} = \text{ } \text{cm}$ and mm

d) $100 \text{ mm} - \text{ } \text{cm} = 6 \text{ cm}$

6 Huan has a 10 m ball of string.

He uses 50 cm to replace his shoelace.

He uses some more of his string to make a bow for his arrows.

He has 7 m and 45 cm of string left.

How much string did Huan use to make his bow?



m and cm

7 Fill in the empty boxes so that each row and column add up to 2 m.

50 cm	1 m	50 cm
1 m 15 cm	15 cm	70 cm
35 cm	85 cm	80 cm

Talk about what you did with a partner.

Are your answers the same?

Create your own problem like this using a different total.

Ask a partner to find the answer.

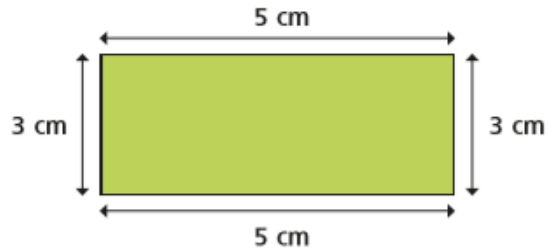
Maths 3

Answers will vary depending on how sheets are printed.

Calculate perimeter

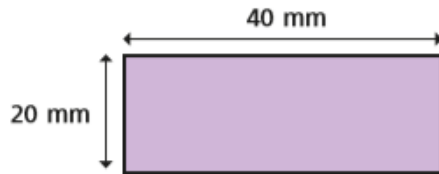
1 Work out the perimeter of each shape.

a)



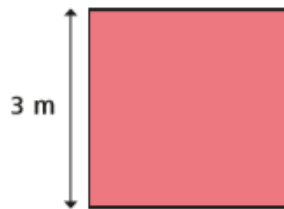
perimeter = cm

b)



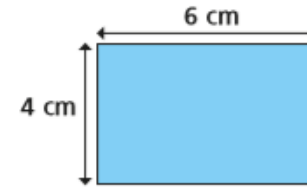
perimeter = mm

c)



perimeter = m

2 Rosie and Eva work out the perimeter of the shape below.



Rosie

6 + 4 = 10,
so the perimeter is
10 cm.



Eva

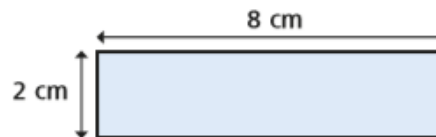
The perimeter is
20 cm.

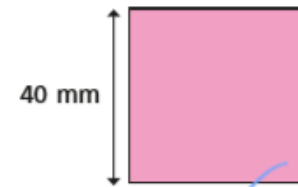
Who is correct? Eva

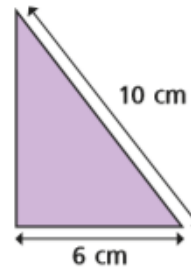
How do you know?

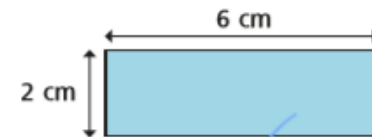
Rosie hasn't included the other two
sides.

3 Tick the shapes with a perimeter of 16 cm.

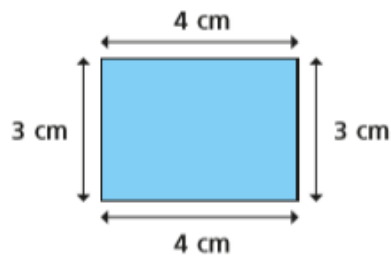


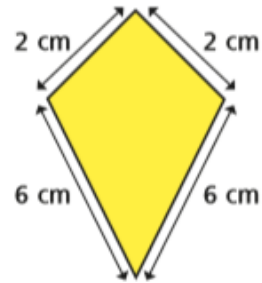


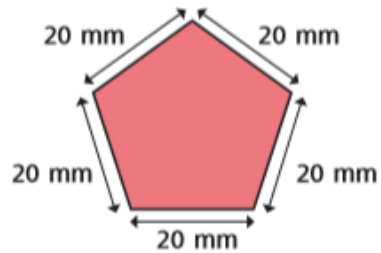




4 Which shape has the longest perimeter? Tick your answer.



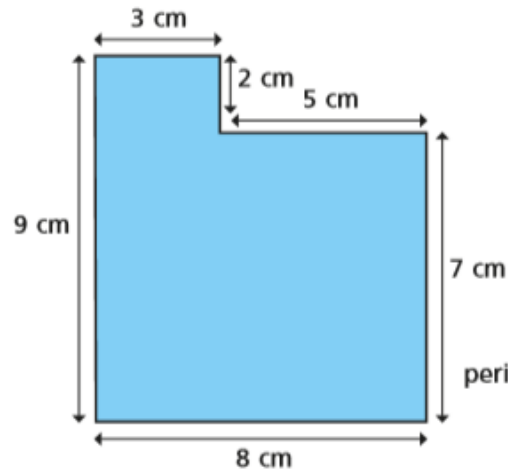




Show all your workings.

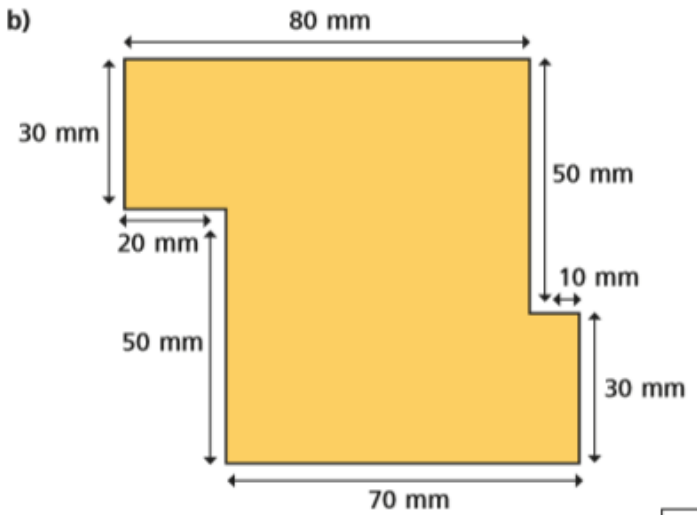
5 Work out the perimeter of these shapes.

a)



perimeter = 34 cm

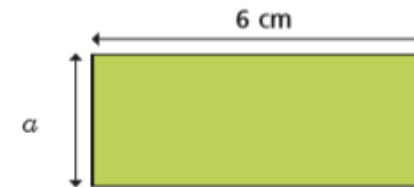
b)



perimeter = 340 mm

What do you notice?

6 This rectangle has a perimeter of 18 cm.
Work out the length of side a .


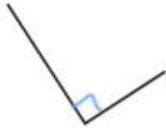



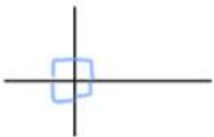


perimeter = 18 cm

side a = 3 cm

Right angles in shapes

1 There is at least one right angle in each picture. Mark the right angles on the pictures. The first one has been done for you.

a) 	d) 
b) 	e) 
c) 	f) 

Compare answers with a partner.

2 A rectangle has four right angles. Mark the right angles on the rectangle.



3 Alex and Jack are identifying right angles.



Alex

Both of the angles are right angles.



Jack

I disagree. The first one is a right angle but the second one is a left angle because it is on the left of the line.

Who do you agree with?

Alex

Talk about it with a partner.

4 Dexter is facing north. He turns a quarter turn.



This is the same as one right angle.

Do you agree with Dexter? Yes

Talk about it with a partner.

5 Complete the sentences.

A quarter turn is equal to right angle.

A half turn is equal to right angles.

A three-quarter turn is equal to right angles.

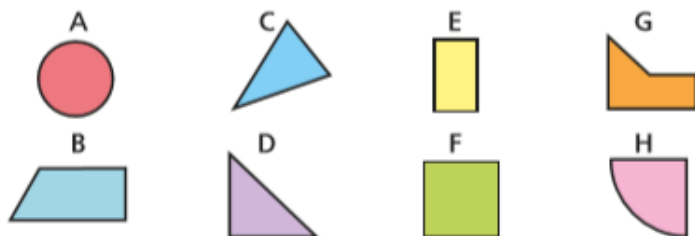
A full turn is equal to right angles.

6 Draw the right angles on each shape.



7 Look at the number of right angles in each shape.

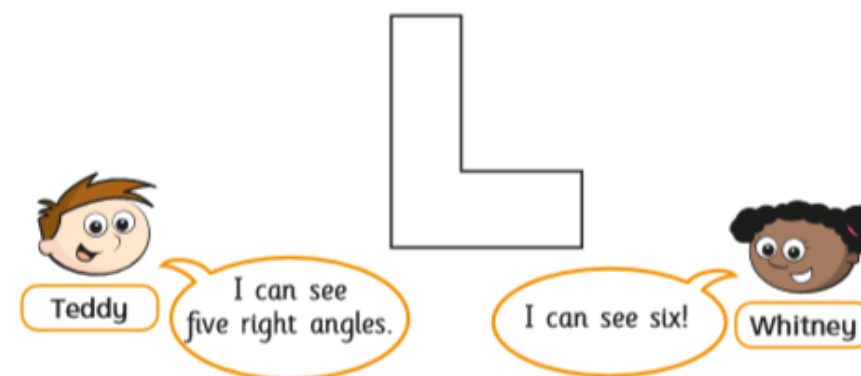
Sort the shapes into the table.



0 right angles	1 right angle	2 right angles	3 right angles	4 right angles
A C	D H	B	G	E F



8 Teddy and Whitney are identifying right angles.



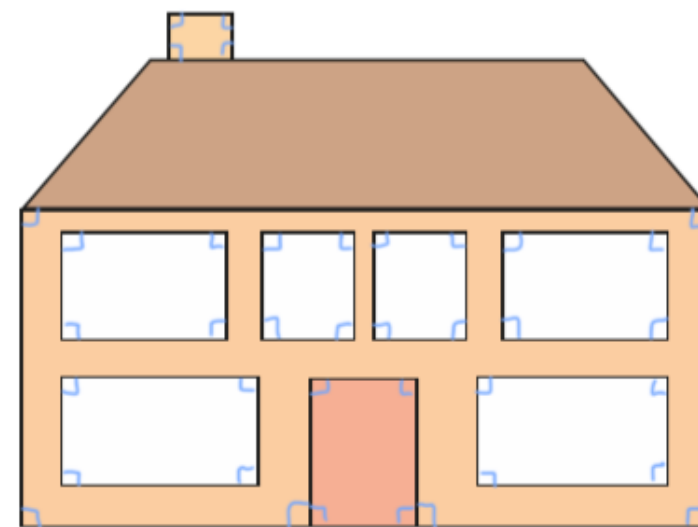
Who do you agree with?

Whitney

Draw on the shape to show your thinking.

9 How many right angles can you find in the picture?

Mark them on the picture.



Create your own problem like this for a partner.



Light and Dark **Answers**

I can explain that I need light to see things, and that dark is the absence of light.



Complete the paragraph using the key words below to show what you have found out about light and dark.

A **light** source is something that makes light. Some examples of light sources are the **sun**, light bulbs, a **television** and fire.

Dark is the absence of light. It is dark at **night** time because light from the sun is not visible. *When* it is dark, there is no light to illuminate objects, so we can't see them. We need light to be able to see things.



Light and Dark **Answers**

I can explain that I need light to see things, and that dark is the absence of light.



Complete the paragraph below by filling the gaps to show what you have found out about light and dark.

A light **source** is something that makes light. Some examples of light sources are **Children's responses could include candles, fires, televisions and the sun**. Some objects seem to make light but are not really light sources. The moon is not a light source because it reflects **light**.

Dark is the **absence** of light. It is dark at night time because light from the sun is not visible. When it is dark, there is no **light** to illuminate objects, so we **cannot** see them. We need light to be able to see things.

- **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

Parent email: 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.