




Home Learning Grid Year 3



Week Commencing – 06.07.20

Work to be completed in home learning books

	1	2	3	4
English	SPaG- Formal and informal language.	Reading comprehension- Ice cream with friends.	SPaG- Sequencing sentences	First News – Animal News
Maths	Recognise and describe 2D shapes https://whiterosemaths.com/homelearning/year-3/ Click week 10, lesson 2	Recognise and describe 3D shapes https://whiterosemaths.com/homelearning/year-3/ Click week 10, lesson 3	Measure mass 2 https://whiterosemaths.com/homelearning/year-3/ Click week 11, Lesson 1	Compare mass https://whiterosemaths.com/homelearning/year-3/ Click week 11, lesson 2
Outdoors	Creative Nature Challenges			
Outdoors	<u>Journey Stick/ Bracelet</u> A great way to remember a walk. See below for ideas and tips.	<u>Who's been framed?</u> In your house, garden, on walk or whilst out can you create some artwork using materials in nature or lying around? You could do a self-portrait, a scene from your favourite book or let your imagination run wild. Remember to post some photos on Seesaw.	<u>Recycled Planter</u> Can you recycle a milk carton or plastic bottle to create something interesting to plant some seeds? Remember to post some photos on Seesaw.	<u>Let's go fly a kite.</u> Design and create a kite and then go find somewhere to try and fly your kite. You could have a competition with members of your family to see whose kite can fly the best. See below for some ideas and instructions.
PE	School Games Active Championships 			

As you are aware, the Oak National Academy also provide a wealth of learning opportunities during the national lockdown. These can be assessed here: <https://www.thenational.academy/online-classroom> . We understand that some families may prefer to work from these materials and this is absolutely fine.

Our new grids will hopefully encourage children to use the final few weeks of term to get outdoors where possible and be creative. 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. We would like to sincerely thank everyone for their support during this strange time.

1. Who do you think the extract below was written for? Circle the answer.

On the morning of Monday 15th March, at approximately 8:30am, I witnessed a road traffic incident. I was on my way to West Park School and as I reached the end of Green Lane, a car came round the bend at speed. The driver lost control of the vehicle, drove up the pavement and destroyed the post box.

school friend

zoo keeper

grandparent

police officer

2. Underline the informal language used in the diary entry below.

Dear Diary,

I saw a crazy smash on my way to school this morning. The fool went zooming past me and smashed slap bang into a lamppost. My mum was well angry and she called him a right clown. She had steam coming out of her ears! She was so fuming she went proper red.

3. James has written an informal letter to the owner of a pizza restaurant. Re-write the letter in a formal tone.

Hi,
I'm just letting you know that I'm right sorry I broke a plate when I came to your place for a pizza last week.
If you want me to pay for the broken plate that's fine. Don't worry, I'll be careful next time.
Cheers!



1. How do you know the ladies are very good friends?

2. What types of accessories can you see in the picture?

3. Identify ONE question you would like to ask about this scene.

4. Look at the statements. Mark the sentences with an 'X' to show if the underlined verb is simple past or present perfect tense.

	Simple Past Tense	Present Perfect Tense
They <u>have</u> gone out to buy gelato.		
She <u>laughed</u> at the joke.		
The ice cream <u>melted</u> in the heat.		
She <u>has</u> got sunglasses on because it's hot.		

<p>1. Put an 'X' in the box to show where the sentence below could fit.</p> <p>Ellie brushed her teeth for two minutes.</p> <p>Ellie woke early that morning. <input type="checkbox"/> She went to the bathroom to get ready. <input type="checkbox"/> Once dressed, she went and had some breakfast in the kitchen. <input type="checkbox"/> She left on time to walk to the bus stop. <input type="checkbox"/></p>	<p>4. Replace the underlined sentence with an alternative sentence that would also make sense.</p> <p>Martha was very creative and had a great interest in arts and crafts. She had recently tried needlework for the first time. She was making a cushion using different sized needles and a range of coloured threads. <u>She joined a craft group and spent most Tuesday evenings there.</u></p>
<p>2. True or false? You could change the order of some of these sentences and the passage would make sense.</p> <p>The class had been building outside in groups. While building, the children were very busy and had asked lots of questions. Later, they were much calmer after a long and tiring day.</p>	<p>5. Tom has written some sentences. Are the sentences written in a logical order? Explain your answer fully.</p> <p>They had a time limit in which they had to score points by aiming at the different targets. The children were playing team games. If they missed, they were sent to a desert island.</p>
<p>3. Number the sentences in the correct order.</p> <p>Their skin was so slimy and their eyes bulged out from their tiny heads which made her cringe. <input type="checkbox"/></p> <p>Mum's cringing made her feel like she was going to be sick. <input type="checkbox"/></p> <p>Mum hated the thought of being near any of the frogs and was petrified of one jumping on her. <input type="checkbox"/></p>	<p>6. Order the sentences into a passage, using the numbers below so that it makes sense.</p> <ol style="list-style-type: none"> When you don't know someone, it can be difficult to know what to say. Writing can be a good way to start. Ask them about where they live and how big their family is. Write about yourself and your family, and tell them what you like doing. Writing letters to people in different languages can be lots of fun.

ANIMAL NEWS

OFF THE MENU

CHINA has said that pangolin scales are no longer on the list of ingredients for traditional Chinese medicine.

It has also raised the protection level for pangolins to the highest level. Both changes are fantastic news for pangolins, which have come very close to extinction. As many as 200,000 pangolins are killed illegally each year for their scales and meat. Pangolins are very unusual, ant-eating mammals, covered in scales.



SHARK SECRETS



IF you were asked to picture a great white shark, you might imagine its big fin poking above the surface of the sea and terrifying anyone nearby. In fact, these fearsome predators spend a lot of their time feeding on the seabed!

Experts in Australia have studied the food in the stomachs of 40 young white sharks. They found the remains of many fish that only live on the sea floor. This proves that the sharks spend a lot more time feeding along the seabed than previously thought.

PENGUIN RESCUE

THE supermarket chain Iceland has adopted every penguin at Chester Zoo! The company offered to help following an appeal by the zoo, which was at risk of closing down because of the coronavirus. Without any paying visitors, the zoo was racking up huge debts. It needs £1.5 million just to survive each month. Thankfully, the Government has now allowed zoos to reopen to small numbers of visitors.



Questions on: 'Animal News'

1) Three animals are in the news. Which country does each news story come from?

The animal	The country
Penguin	
Pangolin	
Great white shark	

Look at the news story 'Off the menu'.

2) To which animal group do pangolins belong?

- mammals
- reptiles
- amphibians

3) Why are so many pangolins killed illegally every year?

4) What part of a pangolin has been used in Chinese medicine for a very long time?

Look at the news story 'Shark secrets'.

5) Find the description used by the journalist that means 'frightening hunter'.

6) Can you explain how scientists proved that sharks spend a lot of time feeding on the seabed?

Look at the news story 'Penguin rescue'.

7) What is 'Iceland' in this story?

- A country
- The name of a penguin
- A shop

8) Can you explain why Chester Zoo almost had to close down because of the coronavirus?

9) Many people have donated money to the zoo. How has Iceland helped?

Why do you think it chose this particular animal?

Recognise and describe 2D shapes

1 Match the shapes to the labels.



square



pentagon



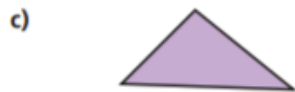
triangle

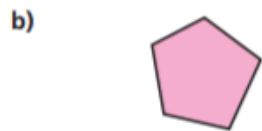


hexagon

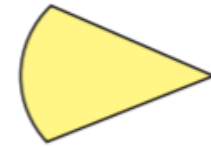
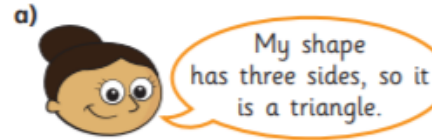
2 Use the words to label the shapes.

rectangle hexagon circle triangle pentagon





3 Dora and Ron each have a shape.



Why is Dora incorrect?



Why might Ron think that? Talk to a partner.

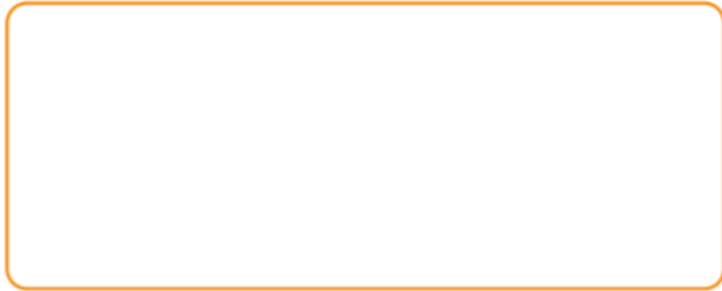
What is the mathematical name for Ron's shape?

4 Here are some shapes.

a) Circle all the quadrilaterals.



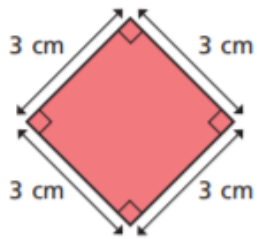
b) Draw three more quadrilaterals.



What do you notice about all the shapes you have drawn?

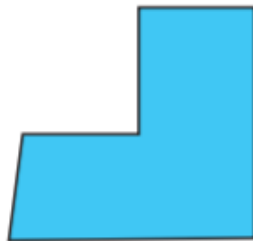
c) Is this shape a square?

Circle your answer. **yes** **no**



Compare answers with a partner.

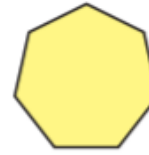
5 This shape is a hexagon.

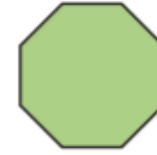


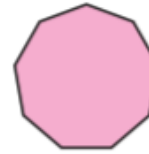
Why is it a hexagon?

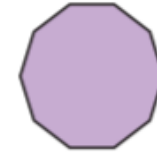


6 What is the name of each shape?









How do you know? Talk about it with a partner.

7 Each shape has at least one pair of parallel sides.

Draw on the shapes to show the parallel sides.

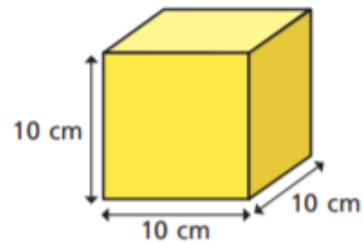


Recognise and describe 3D shapes

- 1 Kim paints the faces of some 3D shapes. She stamps the faces on to a sheet of paper. Match the stamp to the 3D shape.



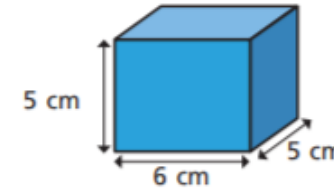
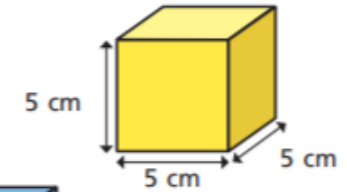
- 2 A cube is a special type of cuboid.



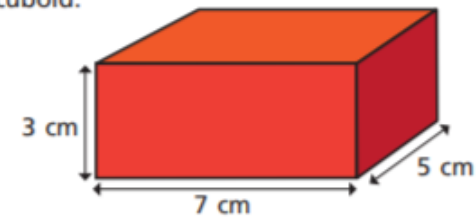
What is special about each face of a cube?
Talk about it with a partner.



- 3 Which of the shapes is a cube? Tick your answer.



- 4 Here is a cuboid.



What do you notice about the opposite faces of a cuboid?

- 5 Match the 3D shapes to the labels.



square-based pyramid

cylinder

cone

6 Here are some shapes.

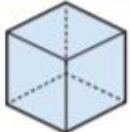
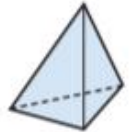

a) Circle all the triangular prisms.



b) Circle all the spheres.

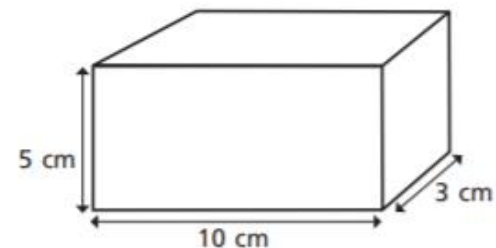


7 Complete the table.

Shape	Number of edges	Number of faces	Number of vertices
			
			
			



8 Here is a cuboid.



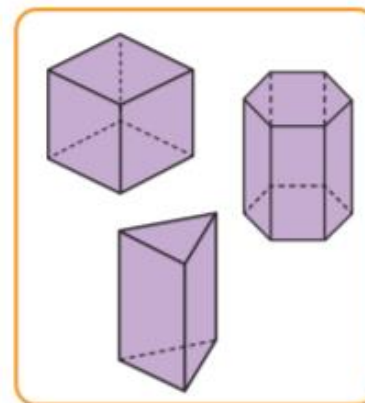
a) Shade a face that is a 5 cm by 3 cm rectangle.

b) What are the measurements of one of the other faces?

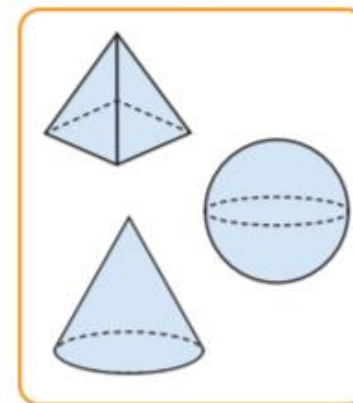
cm by cm

9 Huan sorts some shapes into prisms and non-prisms.

Prisms



Non-prisms

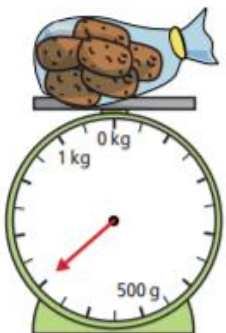


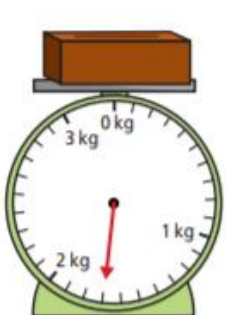
Talk to a partner about what a prism is like.

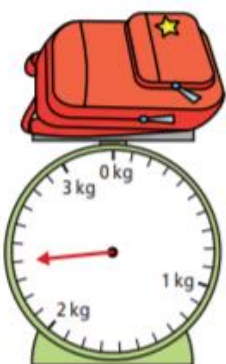
Can you find any prisms and non-prisms in your classroom?

Measure mass (2)

1 What is the mass of each object?

a)  g

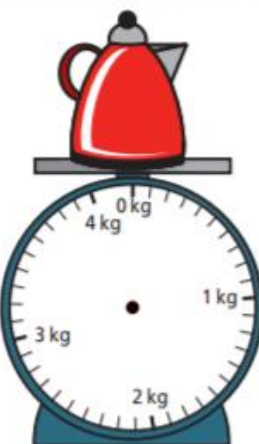
b)  kg and g

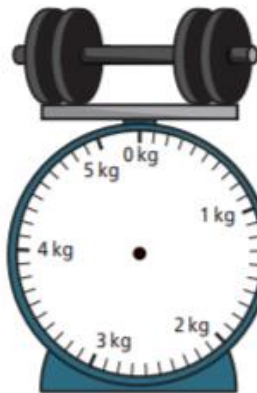
c)  kg and g

2 The mass of each object is shown on the label.

		
<input type="text"/> kg and <input type="text"/> g	<input type="text"/> kg and <input type="text"/> g	<input type="text"/> g

Draw on the scales to show the mass of each object.

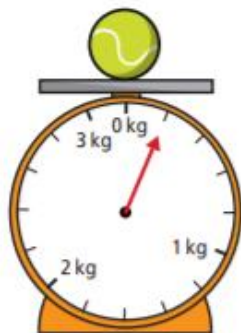
a) 

b) 

c) 

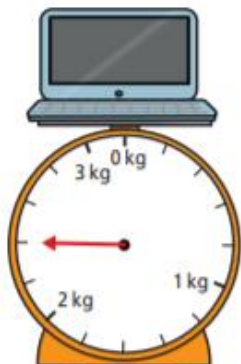
3 What is the mass of each object?

a)



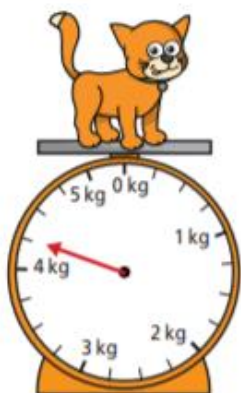
g

b)



kg and g

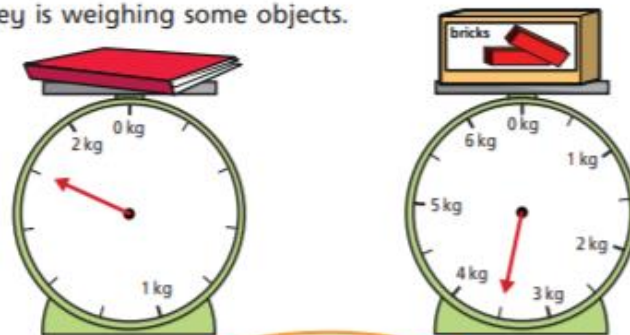
c)



kg and g

How did you work out what each interval on the scales represents?

4 Whitney is weighing some objects.



The book weighs more than the toy bricks because the arrow goes further round.

Do you agree with Whitney? _____

Why?

5 Amir and Annie each have a present.

They are working out the mass of their presents using weights.



Our presents weigh the same.

Amir



No they do not. Mine is heavier because it weighs more than one kilogram.

Annie



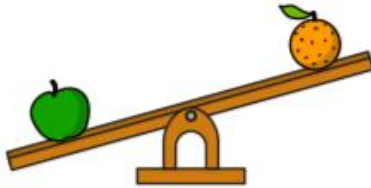
Who is correct? _____

How do you know?

Compare mass

1 Write **heavier** or **lighter** to complete the sentences.

a)



The apple is _____ than the orange.

The orange is _____ than the apple.

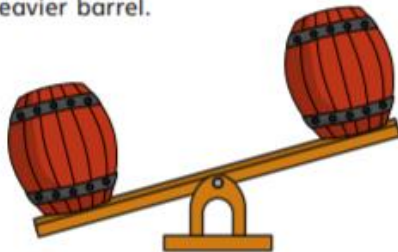
b)



The ball is _____ than the bat.

The bat is _____ than the ball.

2 a) Tick the heavier barrel.



b) Tick the lighter crate.



c) What can you say about the mass of the two crates?



3 The mass of a tin and a book is shown.



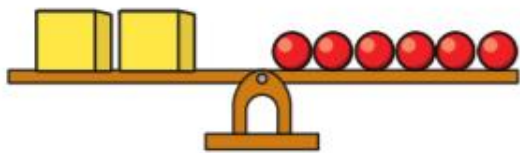
Scott puts the tin and book on the scales.

One side of the scales goes down.

Draw the book and the tin on the scales to show this.



- 4 The scales show that 2 cubes balance 6 spheres.



Tommy is removing shapes to see what happens to the scales.

Tick the correct image in each part.

a)



b)



c)



Talk about your answers with a partner.



- 5 Circle the greater mass in each pair.



- 6 Three weights are shown on the scales.



Write the weights in order, starting with the lightest.

- 7



Is a jar or a mug heavier? _____

How do you know?

Talk about it with a partner.



Victoria Dock Primary School's

Creative Nature Challenges

Have a go at this week's creative challenges. You may need an adult's support and supervision for some of the activities. See below for help and look out for some special certificates towards the end of the week.

Journey stick or bracelet.

Things you may need:



Whilst on a walk collect a stick (no bigger than your arm) or if making the bracelet cut a strip of tape, slightly bigger than your wrist, and attach it sticky side out around a wrist.

Then collect some small items that you can attach to your stick or bracelet. To attach to your stick you will need glue, tape or string.

Remember to upload photos of your journey stick or bracelet onto Seesaw. You could even upload a video explaining all the different things you saw and why you chose the things for your stick/bracelet.



Photo ideas



Who's been framed?

What you'll need:

- A frame for your portrait (Tip: Try making a rectangle from sticks or drawing one using a stone or chalk on the ground or use the one below.)
- Natural loose materials like sticks, stones, leaves, etc.

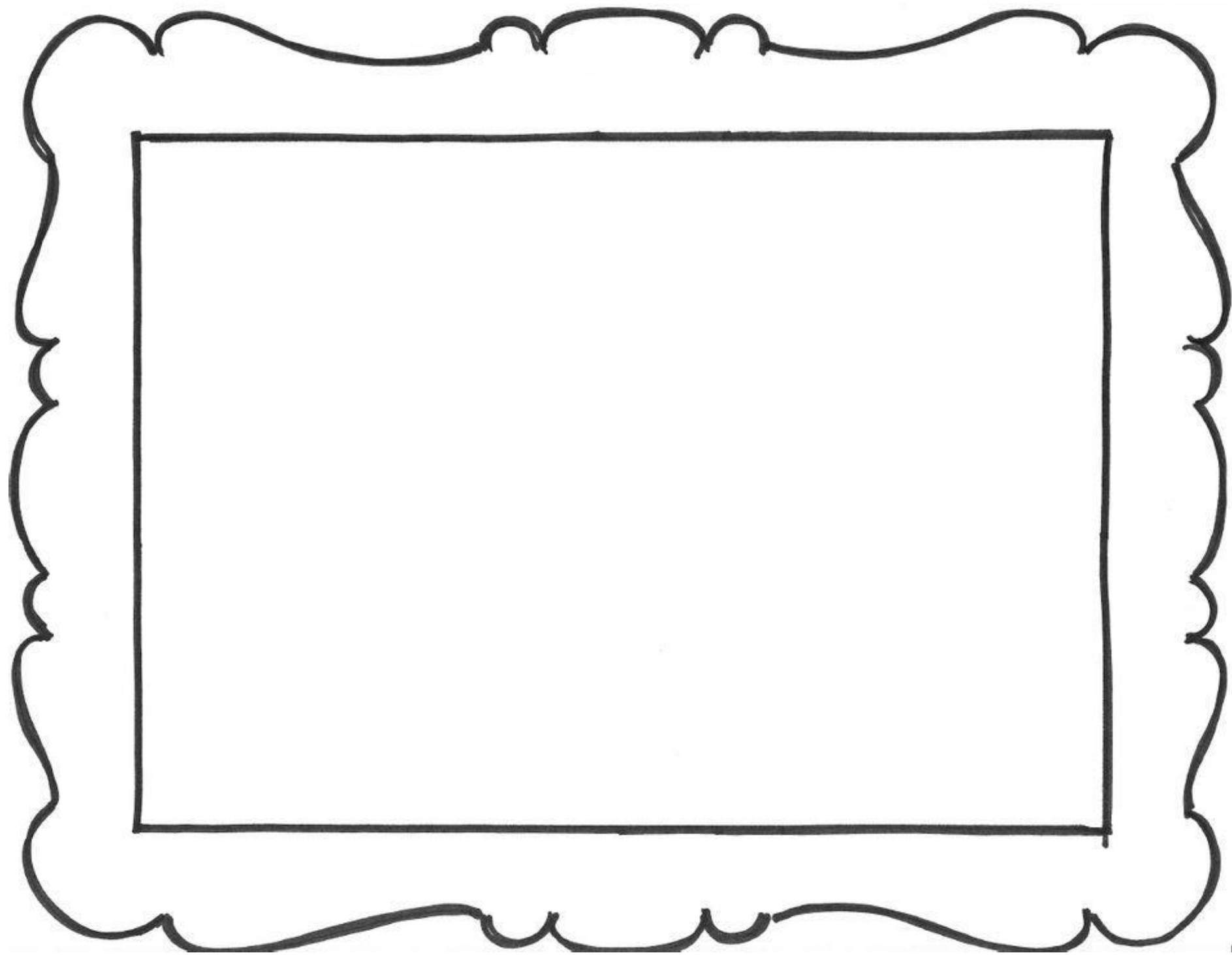
This could be done inside or outside using materials around you. You could make a giant piece of art or something smaller.

Remember to take photos of your work when you are finished and upload them to Seesaw. This artwork isn't designed to be permanent so may get damaged by the weather.



Photo ideas





Recycled planter

What you'll need:

- Old plastic containers or cartons
- Paints, wool and other craft materials for decoration
- Glue and scissors
- A mixture of topsoil and compost
- Suitable crocks such as rocks, gravel or broken pots
- Seeds or seedlings

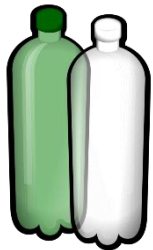


Photo ideas



Things to think about

- Waterproof and weatherproof material
- Deep enough for the roots
- Drainage
- An eye-catching design

What to do:

1. Select a plastic container.
2. Cut a wide enough space out to enable the filling of the planter with soil. You may need a grown up to help as it can be difficult and sharp.
3. Pierce the base several times to allow water to drain through.
4. Decorate the planter.
5. Fill the base with some suitable crocks.
6. Top up the planter with a mixture of soil and compost.
7. Plant a seedling into the soil and water it in thoroughly.
8. Then upload some photos.

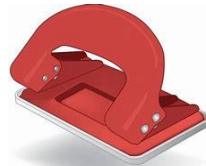
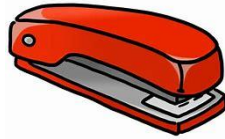
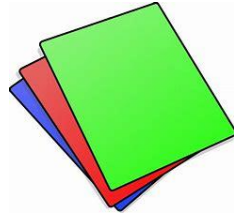


Let's go fly a kite.

Please see below two different ways of making a kite but you can always try a different way. Remember to upload any photos or videos.

What you may need:

- A4 paper/card or plastic bag.
- Hole punch
- Strong String/ fishing line
- Ribbon
- Scissors
- Stapler/ tape/ glue
- Crayons



Method 1

Step 1

Start with your piece of paper and fold it in half.



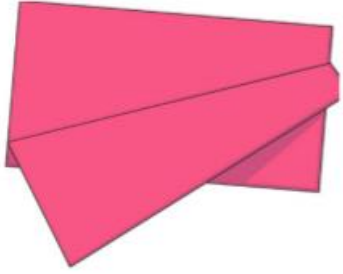
Step 2

Mark a point on the top of the paper about 2.5 cm from the fold. Mark a point on the bottom of the paper about 2.5 cm from the open side. Imagine, or draw, a line connecting these two dots.



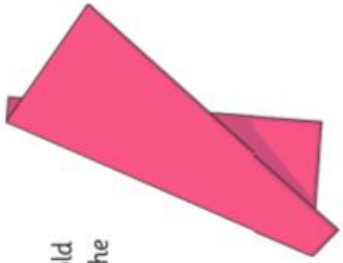
Step 3

Fold the top corner of the paper down along the line that you've just created.



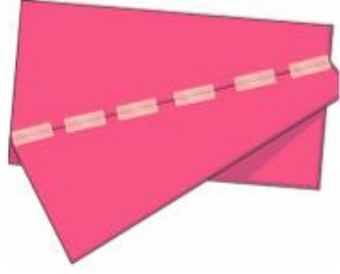
Step 4

Next, flip the paper over and fold the other side down to match the side you just folded.



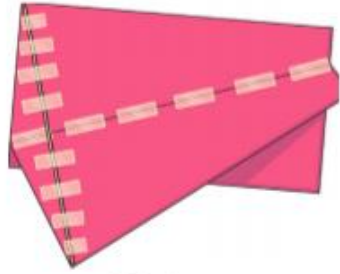
Step 5

Flip the paper back over so that it looks the way it did in Step 3. Tape along the middle seam.



Step 6

Lay a skewer across the kite, as shown, and tape it in place. You'll probably have to cut the skewer down to size with your scissors.



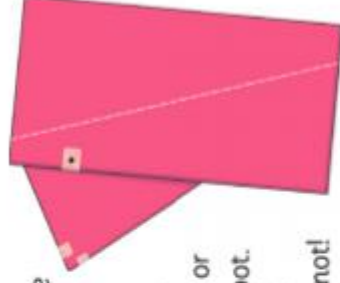
Step 7

Turn the kite back over and straighten the keel.



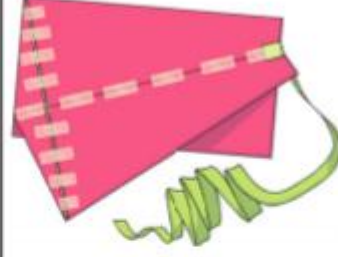
Step 8

Mark a spot about a third of the way down the spine and about 1.5 cm from the edge. Put tape over this mark to reinforce it on both sides. Use your hole punch or scissors to make a hole in this spot. Tie your kite string through this hole. Make sure to use a good knot!



Step 9

Tape a length of ribbon to the back of the kite, at the bottom. If you use light ribbon like flagging tape, the tail can be 180 to 300 cm long. Heavier ribbon should be shorter. You can experiment with the length; if it seems the kite can't hold up your ribbon as it flies, just trim it shorter.



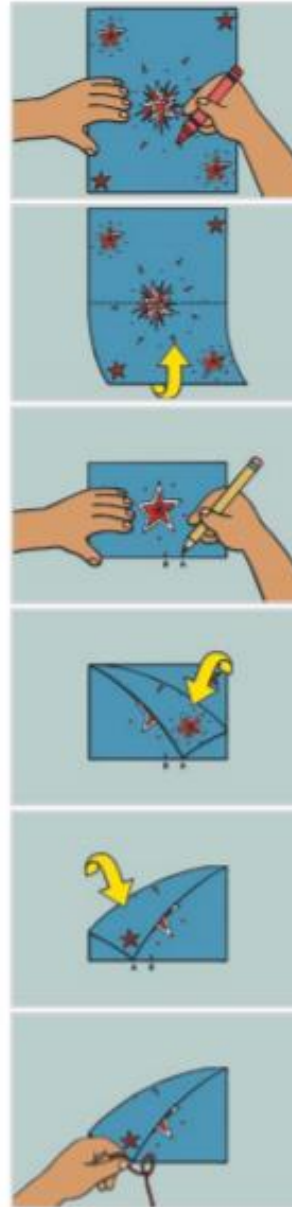
Step 10

Your kite is ready to fly! These kites don't need very much wind to get lift, and are better for use on days with only a light wind. A nice steady breeze is all it needs. Remember, sometimes it takes practice to learn to fly a kite. Just remember to reel it in a little if it looks like it's falling, and let out more string if it starts to tug hard. Make sure that middle "spine" is straight before the kite goes up. Good luck!



Instructions

1. Design a pattern on the A4 paper using the crayons. Think about your design and colours.
2. Fold the paper in half.
3. Along the folded edge of the paper, mark two points: Point A should be about 6cm from the side; Point B should be about 8 cm from the side.
4. Fold the top corner of the page to Point A and staple it place.
5. Do this on the other side (do not crease, just bend it back).
6. Punch a hole at Point B and tie your string. Your kite is now ready to fly!





School Games

Active Championships

Developed by Hull Active Schools (HAS), the School Games Active Championships are a fun, engaging, national activity campaign for children across the UK to keep active. Parents can download the TopYa! App and sign up with our school's unique code: **28281**.

Children can practise the free active challenges, submit their best performance video and receive free personal coaching feedback from the experienced virtual coaches. For each video submitted, children can earn points, climb the leaderboard and even win prizes.

Parents, check out this video tutorial for more information:
<https://vimeo.com/423604569>

English – Formal and Informal Language (page 5)

Answers

Formal language is used in writing that has a more serious tone and is often used when writing to someone that you have not met, or for professional writing.

Informal language is used in more relaxed spoken or written contexts (for example, a conversation between two friends) and often includes slang vocabulary and contractions.

Question 1 – This question involves identifying who this text was written for. In this extract, the writer has included very specific details of their whereabouts at a specific time and location. It has a serious tone and includes no humour or **contractions**. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.

Therefore, the purpose of the text is to inform the reader of the events witnessed by the writer. **The correct answer is 'police officer' because it is an eye-witness statement.**

Question 2 – This question involves identifying all the examples of **informal language** that have been used in the diary entry below. These are phrases or expressions that you would not expect to see in a more serious or professional piece of writing. All the examples underlined below represent **informal language**.

Dear Diary,

I saw a crazy smash on my way to school this morning. The fool went zooming past me and smashed slap bang into a lamppost. My mum was well angry and she called him a right clown. She had steam coming out of her ears! She was so fuming she went proper red.

Question 3 – This question involves re-writing James' letter using more **formal language**. There are various answers for this, provided that the tone sounds serious and much less relaxed than in James' original letter. One example is:

Dear Sir,
 I am writing to apologise for breaking one of your plates when I visited your pizzeria last week.
 I am more than happy to pay for the damage. Please do inform me of how much I owe you.
 I can assure you I will be extremely careful when I visit your restaurant in the future to ensure this does not happen again.
 Yours sincerely,
 James.

Question 1 - This question invites children to explain how they can tell that the ladies are very good friends. Various answers, for example: By looking at their facial expressions as they are laughing and smiling which suggests that they know each other well. It also says they are friends in the title.

Question 2 - This question asks children to list different accessories they can see in the photograph. Various answers, for example: sun hat, sun glasses, purse, watches, bags and flowers.

Question 3 - This question invites children to think of a question they would like to ask about this scene. The question must be linked to this photograph. This question requires a personal response, so an example answer has been provided: Why isn't the woman on the left-hand side laughing?

Question 4 - This question requires children to mark which sentences in the table use the **simple past tense** and which use the **present perfect tense**.

Simple past tense is used to describe an action that has started and ended in a time before now. For example: I **walked** the dog.

Present perfect tense is used to talk about experiences that are not time specific, an action that has started in the past but has an outcome in the present, or an action that has started in the past and is continuous up until the present. It is formed by using the present tense of the verb 'have' plus a past participle, for example: I **have been** to Spain.

One main difference is that the **simple past tense** is usually made up of one verb whereas the **present perfect tense** is formed of two parts. The completed table is shown below.

	Simple Past Tense	Present Perfect Tense
They <u>have gone</u> out to buy gelato.		X
She <u>laughed</u> at the joke.	X	
The ice cream <u>melted</u> in the heat.	X	
She <u>has got</u> sunglasses on because it's hot.		X

Question 1 – This question involves identifying where the new sentence could be added.

The second box should be ticked because the previous sentence refers to the 'bathroom' and most people brush their teeth in the bathroom so it would make sense for these two events to follow each other.

Question 2 – This question involves recognising whether changing the order of the sentences would stop the passage from making sense.

This is false because the sentences describe events which have been placed in chronological order and time **adverbials** such as 'while building' and 'later' have been used to show the correct order of the sentences. **Adverbials** are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example: She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

Question 3 – This question involves numbering the sentences in the correct order.

1 - Mum hated the thought of being near any frogs and was petrified of one jumping on her.

This sentence needs to come first because it outlines Mum's fear of frogs.

2 - Their skin was so slimy and their eyes bulged out from their tiny heads which made her cringe.

This sentence needs to come second because it describes the frogs in more detail.

3 - Mum's cringing made her feel like she was going to be sick.


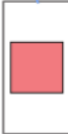


This sentence needs to come third because it links to the end of the previous sentence by referring to Mum's cringing.

Question 4 – This question involves replacing the underlined sentence with an alternative sentence that fits the context. As we know that Martha is making a cushion, it would be sensible to describe the cushion that Martha was making in more detail in this sentence. This question has various answers. One example is shown below.

It was a square cushion with flowery patterns on both sides.

Recognise and describe 2D shapes



1 Match the shapes to the labels.



			
square	pentagon	triangle	hexagon

Connections: Green triangle to triangle, Red square to square, Blue pentagon to pentagon, Yellow hexagon to hexagon.

2 Use the words to label the shapes.

rectangle hexagon circle triangle pentagon

a)  circle  triangle

b)  pentagon  hexagon

3 Dora and Ron each have a shape.

a)  My shape has three sides, so it is a triangle.



Why is Dora incorrect?

A triangle has three straight sides. This shape has two straight sides and one curved.

b)  My shape is a house.

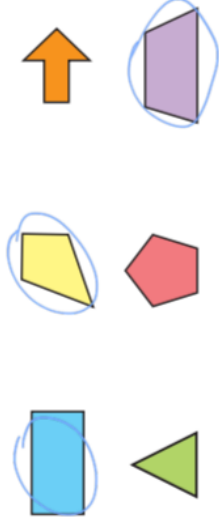


Why might Ron think that? Talk to a partner.

What is the mathematical name for Ron's shape? pentagon

4 Here are some shapes.

a) Circle all the quadrilaterals.



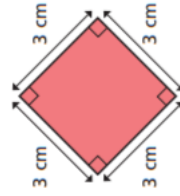
b) Draw three more quadrilaterals.

e.g. 

What do you notice about all the shapes you have drawn?

c) Is this shape a square?

Circle your answer. yes no



Compare answers with a partner.

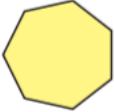
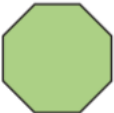
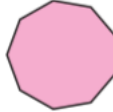
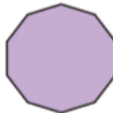
5 This shape is a hexagon.



Why is it a hexagon?

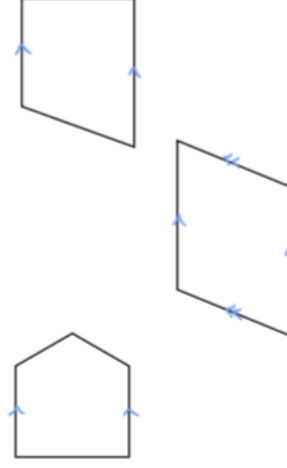
It has 6 sides.

6 What is the name of each shape?

	
<u>heptagon</u>	<u>octagon</u>
	
<u>decagon</u>	<u>decagon</u>

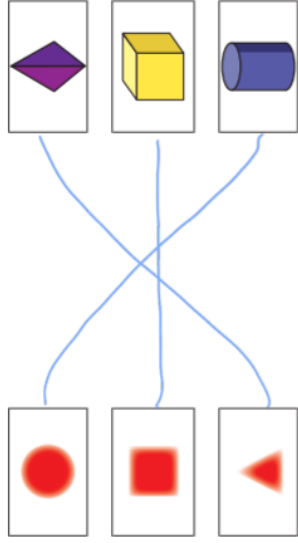
How do you know? Talk about it with a partner.

7 Each shape has at least one pair of parallel sides. Draw on the shapes to show the parallel sides.

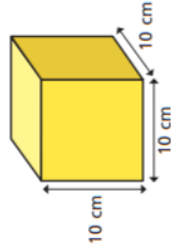


Recognise and describe 3D shapes

- 1 Kim paints the faces of some 3D shapes. She stamps the faces on to a sheet of paper. Match the stamp to the 3D shape.



- 2 A cube is a special type of cuboid.



What is special about each face of a cube? Talk about it with a partner.



- 6 Here are some shapes.


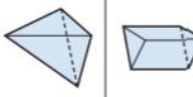

- a) Circle all the triangular prisms.



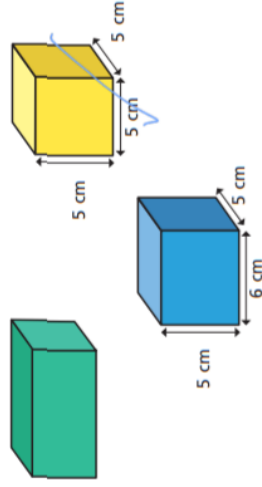
- b) Circle all the spheres.



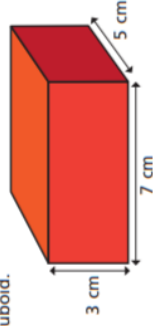
- 7 Complete the table.

Shape	Number of edges	Number of faces	Number of vertices
	12	6	8
	6	4	4
	9	5	6

- 3 Which of the shapes is a cube? Tick your answer.



- 4 Here is a cuboid.



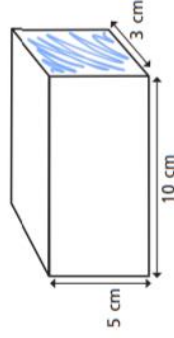
What do you notice about the opposite faces of a cuboid?

They are identical.

- 5 Match the 3D shapes to the labels.



- 8 Here is a cuboid.

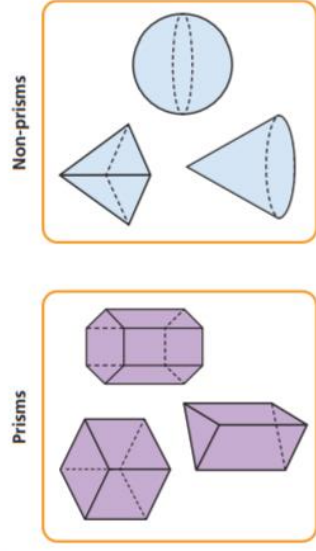


- a) Shade a face that is a 5 cm by 3 cm rectangle.

- b) What are the measurements of one of the other faces?

e.g. 10 cm by 5 cm

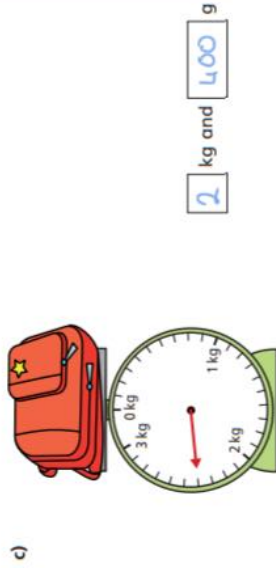
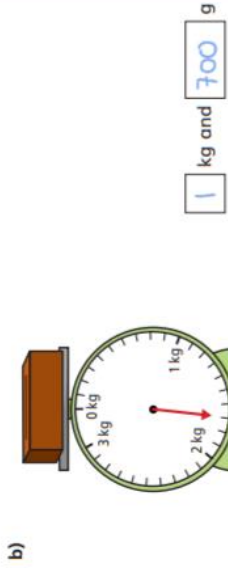
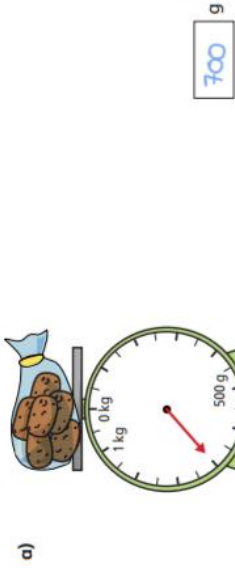
- 9 Huan sorts some shapes into prisms and non-prisms.



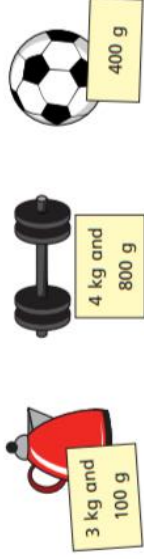
Talk to a partner about what a prism is like.

Can you find any prisms and non-prisms in your classroom?

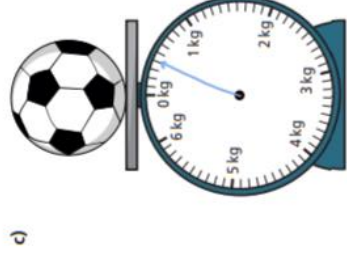
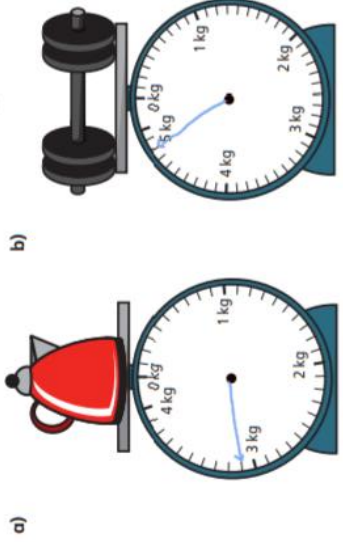
1 What is the mass of each object?



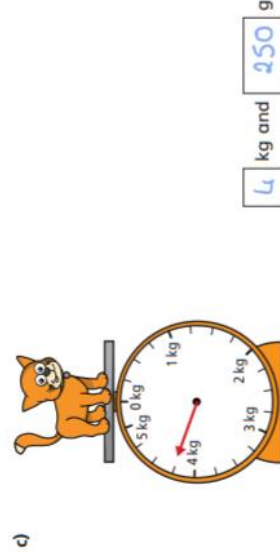
2 The mass of each object is shown on the label.



Draw on the scales to show the mass of each object.

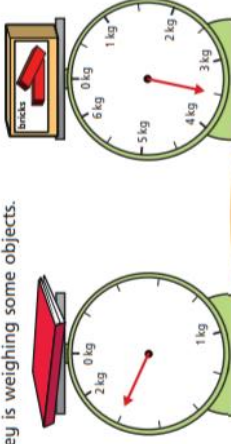


3 What is the mass of each object?



How did you work out what each interval on the scales represents?

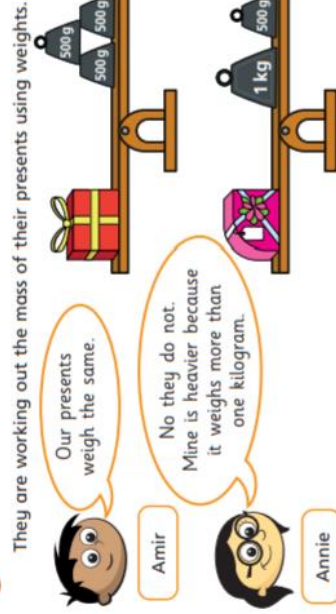
4 Whitney is weighing some objects.



The book weighs more than the toy bricks because the arrow goes further round.

Do you agree with Whitney? no
Why?

5 Amir and Annie each have a present.



Our presents weigh the same.

No they do not. Mine is heavier because it weighs more than one kilogram.

Who is correct? Annie
How do you know?

1 Write heavier or lighter to complete the sentences.

a)



The apple is heavier than the orange.

The orange is lighter than the apple.

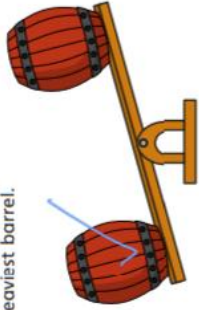
b)



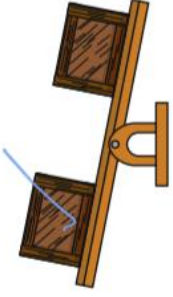
The ball is lighter than the bat.

The bat is heavier than the ball.

2 a) Tick the heaviest barrel.



b) Tick the lightest crate.



c) What can you say about the mass of the two crates?



3 The mass of a tin and a book is shown.



Scott puts the tin and book on the scales.

One side of the scales goes down.

Draw the book and the tin on the scales to show this.



© White Rose Mat

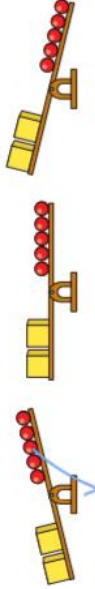
4 The scales show that 2 cubes balance 6 spheres.



Tommy is removing shapes to see what happens to the scales.

Tick the correct image in each part.

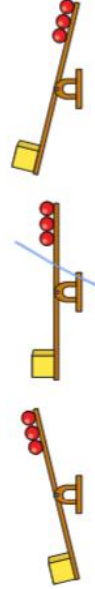
a)



b)



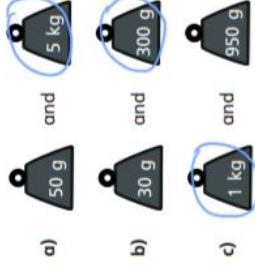
c)



Talk about your answers with a partner.



5 Circle the greater mass in each pair.



6 Three weights are shown on the scales.



Write the weights in order, starting with the lightest.

55 kg 900 g, 60 kg 200 g, 60 kg 350 g

7



Is a jar or a mug heavier?

mug

How do you know?

Talk about it with a partner.