



Victoria Dock Primary School Home Learning Plan

Year 3



Week Commencing 9th November 2020

As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by school staff following a quarantine period.

Year 3 Maths – Online Learning

Place Value

| Lesson | Video Link | Worksheet |
|---|---|---|
| Lesson 7 Subtract a 1-digit number from a 3-digit number - crossing 10 | https://vimeo.com/461351796 | https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y3-Autumn-Block-2-WO4-Subtract-a-1-digit-number-from-a-3-digit-number-crossing-10-2019.pdf |
| Lesson 8 Add and subtract 3-digit and 2-digit numbers - not crossing 100 | https://vimeo.com/461352494 | https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y3-Autumn-Block-2-WO5-Add-and-subtract-3-digit-and-2-digit-numbers-not-crossing-100-2019.pdf |
| Lesson 9 Add 3-digit and 2-digit numbers - crossing 100 | https://vimeo.com/461794950 | https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO6-Add-3-digit-and-2-digit-numbers-crossing-100.pdf |
| Lesson 10 Subtract a 2-digit number from a 3-digit number - crossing 100 | https://vimeo.com/461795311 | https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO7-Subtract-a-2-digit-number-from-a-3-digit-number-crossing-100-2019.pdf |
| Lesson 11 Add and subtract 100s | https://vimeo.com/463009671 | https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO8-Add-and-subtract-100s-2019.pdf |

Writing

In writing, when we get back to school, we will continue to plan and write our hibernation non-chronological report. So, for this week we are going to be starting to do a volcano theme newspaper article.

3 Non-Fiction: Newspaper Reports (Recounts)

Day 1 - Introduction to features of newspapers and historical context

I know what a newspaper report (recount) is
I am beginning to recognise some features of newspaper report (recount) writing

Introduce recounts- what is a recount?

- it is a way of retelling a past event or describing an experience that you have had to other people.

Show 'The Roman Record' articles. What is the text type? A newspaper.

What features can you see? big headline, columns, captions, pictures, bold font for important words, quotes. (see below for a description for each feature)

<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt>

Make a list of different things that may have an article in a newspaper. For example: celebrity news, sports news, interviews, non-chronological reports, adverts and recounts of significant events.

Task

- Read the Roman Record front cover.
- Pick out layout features of the newspaper text. They can either highlight or label these features.

Day 2 - Features of newspapers: write a simple report

I know the features of recount writing.
I can write a simple newspaper recount.

Review the timeline from reading comprehension or read the history timeline below

- What facts do we need to know if we were going to write a newspaper report on the Pompeii events: add the date, spelling of Pompeii/Vesuvius and details such as the population and impact of life.
- Think of key features: big headline, columns, captions, pictures, bold font for important words, quotes etc.
- To write you will need to use the third person and the past tense.

Task

- Write a simple recount of the events
- Look at the BBC video to help structure this <https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt>
- Children should refer to the list of key features of a newspaper from Day 1 to help.

| | | | | | | | | | | | | | | | | |
|--|--|-------|--------|--------|-------|--------|-------|-----------|-------|--------|--------|-------|-------|------|------|--------|
| <p>Day 3 - Change verb tense from present to past and vice versa</p> <p>I can change verbs in the present form into verbs in the past form I can spell irregular verbs in the past form</p> | <p>Ask children: <i>What is a verb?</i> Get them to discuss ideas then display the PowerPoint definition (Verbs Tenses & Forms – slide 2).</p> <p>I will send out the PowerPoint on teams.</p> <p>Use PowerPoint (slides 3-8) to discuss and revise past and present verb forms.</p> <p>Task</p> <ul style="list-style-type: none"> - Cut up the verb cards and lay them on the table facing down. - Pick one up and change it into its past tense form. - Write these words into sentences. Challenge yourself by making your sentence complex by using a fronted adverbials or conjunctions. - You could even make it into a game with your grown up or sibling. Set a timer for a minute and see who can change the most words into the past form. | | | | | | | | | | | | | | | |
| <p>Day 4 - Change verb tense from present to past and vice versa</p> <p>I can change verbs in the present form into verbs in the past form I can spell irregular verbs in the past form</p> | <p>Recap yesterday's lesson on the PowerPoint</p> <p>Task</p> <ul style="list-style-type: none"> - Give children text about a Roman woman that is written in present tense. - Children read this text through and change it into the past tense, e.g. <u>She works...</u> would become <u>She worked...</u> - Remember the spelling rules for adding 'ed' and that there are some exceptions like run becomes ran. - Get them to re-read their paragraph out loud to make sure it is correct. <p>tricky (easy) or trickier (medium) or trickiest (hard)</p> <p>Hard: Children have examples of present continuous verbs which they change to past continuous, e.g. <u>She is jumping...</u> becomes <u>She was jumping...</u></p> | | | | | | | | | | | | | | | |
| <p>Day 5 – spelling day!!</p> | <p>The /ai/ sound can be spelled in a variety of ways: 'ai' (rain), 'ay' (day), 'ea' (great), 'a_e' (brave), 'a' (baby), 'ei' (beige), 'ey' (grey) and 'eigh' (weight). The focus spelling patterns for this unit are 'ei', 'eigh' and 'ey'.</p> <p>Read all the words. What do you notice? Challenge them to identify the letters that make the /ai/ sound.</p> <div data-bbox="703 1203 2029 1474" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Word list</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">they</td> <td style="padding: 5px;">grey</td> <td style="padding: 5px;">obey</td> <td style="padding: 5px;">beige</td> <td style="padding: 5px;">sleigh</td> </tr> <tr> <td style="padding: 5px;">neigh</td> <td style="padding: 5px;">neighbour</td> <td style="padding: 5px;">eight</td> <td style="padding: 5px;">eighth</td> <td style="padding: 5px;">weight</td> </tr> <tr> <td style="padding: 5px;">reins</td> <td style="padding: 5px;">reign</td> <td style="padding: 5px;">vein</td> <td style="padding: 5px;">veil</td> <td style="padding: 5px;">height</td> </tr> </table> </div> | they | grey | obey | beige | sleigh | neigh | neighbour | eight | eighth | weight | reins | reign | vein | veil | height |
| they | grey | obey | beige | sleigh | | | | | | | | | | | | |
| neigh | neighbour | eight | eighth | weight | | | | | | | | | | | | |
| reins | reign | vein | veil | height | | | | | | | | | | | | |

| | |
|--|--|
| | <p>Play hangman as a starter and test a grown up (or the child) using these words. Give children the focus word cards. Ask them to read the words carefully, saying them aloud, and then sort them into groups according to the spelling of the /ai/ sound.</p> <p>Challenge</p> <ul style="list-style-type: none">- Set the children a number of challenges, e.g. identify a word with a silent letter (reign), a two-syllable word (obey or neighbour), two words that are colours (grey, beige), two pairs of words where only one letter is different (veil and vein, rein and reign), two words that are homophones (rein and reign). <p>Give children a copy of the Mind the gap activity. Explain that they should fill in the missing letters in each word in order to spell them correctly. Once they have filled in all of the missing letters, and if they have spelled each word correctly, the letters in the shaded boxes will spell one of the focus words.</p> <ul style="list-style-type: none">- Can the children use any of the words in sentences to show understanding of meaning and spelling? |
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ENGLISH HERITAGE USBORNE

THE ROMAN RECORD

Friday, October XIII, LXXIIBC

Number MCCCVIII

Still only IV denarii



AMPHITHEATRE

LATEST RESULTS

Gladiators 4 Lions 2



Seven hills

CHARIOT INSURANCE
BEST RATES EVER

TOGAS - WE GOT 'EM!



OCTAVIA'S TOGA
EMPORIUM
IX, VIA MAXIMILIAN

VOLCANO "SATIR" CLAIMS SENATOR

LAW AND ORDER UPDATE

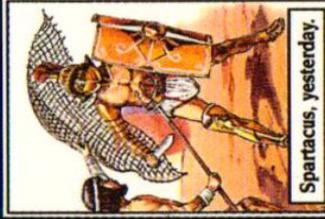
WE'RE REVOLTING! SAYS REBEL RABBLE

Slasher Spartacus, darling of the Gladiator Arena, has put the wind up a few togas. The ex-soldier from Thrace has horrified citizens by quitting his job in the arena to concentrate on a major rebellion.

After defeating four Roman armies, Spartacus is currently hiding out in Tarentum with 6,000 renegade gladiators and slaves.

The Roman Senate has sent two top generals and 40,000 troops to settle the matter.

Generals Pompey and



Spartacus, yesterday.

Crassus told the Record:

"We intend to slice Spartacus and his shabby bunch of nobodies into pieces. Then we're going to crucify whoever's left."

Concerned citizens of Pompeii, near Naples, were told yesterday "Your town is safe" by Roman Senator Livius Impluvius.

Town officials hope this announcement will quell fears of an eruption from nearby Mount Vesuvius which could easily cover the town in ash and red-hot lava.

"House prices have just collapsed," said a local merchant, "and nobody will invest in the town."

EXTINCT

Anxiety has been mounting following reports of billowing smoke emerging from the so-called "extinct" mountain. But Impluvius has dismissed these sightings as "a bit of dust flying around".

"Besides," he told the Record, "such talk of impending disaster is all poppycock. I've spent considerable sums of money



Pompelian citizens contemplating a red-hot future.

consulting all manner of buildings, businesses, fortune tellers and soothsayers, and what they have to say about Pompeii is most encouraging.

Time and time again I get the same message. 'Pompeii will become one of the most famous towns in Ancient Times. Its

even its house decorations, will become the object of intensive study, and influence European art and design well into the 20th century.' That doesn't sound like a town that's about to get covered in red-hot ashes to me!"

"MY BARBARIAN SHAME" BY EMPEROR AUGUSTULUS. SEE PAGE 18



South Korea's Sensational Opening Ceremony Millions of viewers tune in to watch the greatest show on the planet.

Last night, the 2018 Winter Olympics kicked off in style with a two-hour long opening ceremony held at the Olympic stadium in Pyeongchang. Hundreds of performers honoured South Korean culture and history, followed by a parade of athletes from over 90 nations who will compete in various winter sports over the next few weeks. This major sporting event, which takes place every four years, is an international tradition that first began in 1924.



The 2018 Winter Olympic torch relay began in Greece back in October 2017. It then covered 2,000km of South Korea before reaching Pyeongchang for the opening ceremony.

The evening commenced with the lighting of the stadium's Olympic cauldron, which will remain lit until the closing ceremony on Sunday 25th February. Next, the story of South Korea's history was presented through music and dance, showcasing wonderful costumes and special effects. There were further performances which shared the same theme of 'peace', sending out a strong message to the world.

The 59-strong Team GB arrived in South Korea some time ago. In a recent interview, Lizzy Yarnold, who won skeleton gold in 2014, said that she was on great form and ready to defend her title. She was joined in the Team GB parade by figure skaters Penny Coomes and Nick Buckland and sibling curlers Glen, Thomas and

Eve Muirhead. Short track speed skater Elise Christie was also present after her disappointing disqualification in 2014, having been believed to have caused a crash. When interviewed, she defended her actions by stating, "You are going at 35mph and you've got to make a decision in less than a second. My sport is unpredictable and that's why I love it."

Following the event, one of the 35,000 spectators said, "Absolutely unforgettable! The atmosphere was electric!" When asked about the cold weather, one British spectator commented, "It was a very cold night, but the ceremony warmed my heart." Team USA combatted the freezing temperatures by wearing heated parkas during their parade into the stadium.



Winter Olympian, Lizzy Yarnold, competing in the skeleton event.

Hopes are high that this will be Team GB's most successful Winter Olympics yet, enabling them to break their four-medal record. With British athletes also competing in bobsleigh, luge, biathlon, alpine skiing, cross-country skiing, freestyle skiing and snowboarding, can they do it? Watch this space.

by Dave Perry

Key features of a newspaper article

| Feature | Description |
|-------------------------------|---|
| Big Headline | Often just four or five words long. The aim of the headline is to attract the reader's interest by saying what the article is about in a catchy and interesting way |
| Columns | Newspapers are always written in columns. It is easy on the eye and allows for pictures and other features to fit easily in and around the article |
| Introduction in bold font | A brief overview of the key points of the article |
| Main body | A more detailed report on key events |
| Quotes | What people have said about a person or event. This may be a witness, an important person or an expert. Speech marks will always be used |
| Bold font for important words | Used for emphasis |
| Pictures with captions | Pictures add depth to an article and are usually accompanied by a caption that explains the image |
| Pull-quote | A section of text that has been copied and made larger to draw attention to a specific point |
| By-line | A reference to the person who wrote the article |

Pompeii Timeline

Timeline of the Mount Vesuvius Eruption in AD 79

24th August
Morning

The first eruption phase begins with a small explosion and a thin ash cloud is sent into the sky.



24th August
Afternoon (around 2 p.m.)

Ash and pumice is now falling on Pompeii. Rocks and debris begin to land on buildings and build up on rooftops.



25th August
Midnight

The volcanic cloud reaches an estimated height of over 30km. This cloud begins to plummet back down towards earth.



25th August
Morning (around 7 a.m.)

The cloud above Mount Vesuvius collapses again. A fourth surge of rock and gas is released, reaching Pompeii.



24th August

Days Before 24th August

Tremors are felt around the area of Mount Vesuvius.



24th August
Early Afternoon (around 1 p.m.)

Vesuvius erupts violently. A massive ash cloud is expelled up to 20km high and blocking out the sun. Ash falls to the ground soon afterwards.



24th August
Late Afternoon (around 4 p.m.)

Buildings begin to collapse from the weight of the ash, pumice, rocks and stones. A layer of ash has started to form over everything and people are fleeing towards the harbour.



25th August

25th August
Early Morning (around 2 a.m.)

The eruption cloud collapses again. Mount Vesuvius releases a second pyroclastic surge, closely followed by a third.



25th August
Morning (around 8 a.m.)

Additional surges bring more rock, gas and debris down onto Pompeii. By the end of the entire eruption process, the city is buried under tonnes of volcanic material.



The Daily Peel

DEVASTATION IN POMPEII!

25th August 79 A.D.

Written by C. Pickering

Last night, the city of Pompeii was left destroyed after an active volcano, Mount Vesuvius, erupted killing two thousand people.

The first warning signs began at 6pm yesterday evening when a tower of black smoke was spotted over the volcano. Soon after, a wave of hot ash, rocks and gasses began to rain down over the North side of Pompeii. After that, the alarm bells were sounded and the city was evacuated.

At around 8.15pm the volcano struck. Boiling lava and burning rocks came crashing from the sky and began to destroy the houses. As it cooled, a tower of debris and ash filled the sky. As more and more ash fell it began to clog the air making it difficult to breathe. Men, women and children began to suffocate and were killed instantly by the dense ash.

Next, devastation really hit. A surge of molten rock and superheated poisonous gas poured down the mountain swallowing everything and everyone in its path.

By the time the eruption spluttered to an end early this morning, the whole city of Pompeii was buried under millions of tons of volcanic ash.

Many survivors waited until the dust had settled before returning to search for their family and friends, but there was not much to find. They returned to their homes to find it buried. Pompeii is a ghost town.

Pliny the Younger, a survivor of the eruption, spoke to The Daily Peel: "I believed I was perishing with the world, and the world with me!"



A cloud of ash suffocated thousands of people.

Today, planning has already begun to dig the city from its ruins. Sadly, survivors are not expecting to find anything other than frozen skeletons and household objects.

Verb Cards

run

dream

live

catch

come

give

try

stay

drink

laugh

fix

sit

float

march

do

walk

follow

work

eat

hop

Present to Past Tense – ANSWERS

Medium

The Roman wife **worked** hard. She **got** up before anyone else in the house and **prepared** the breakfast for the family. She **had** no time to sit and eat herself as she **had** all of the dirty washing to clean. She **walked** down to the river and **scrubbed** the clothes thoroughly. She **came** back to the house and **looked** after the children. Her husband **left** her lots of errands, so she **went** to the forum and **delivered** letters, **paid** bills and **bought** food for the household. When she **got** back the children **were** hungry, so she **made** them a lunch of vegetable soup and bread. She **wanted** a slave to help her but her family **was** poor so she **had** to do everything by herself. She **thought** life **was** unfair.

Easy

The Roman wife **worked** hard. She **got** up before anyone else in the house and **prepared** the breakfast for the family. She **had** no time to sit and eat herself as she **had** all of the dirty washing to clean. Her husband **left** her lots of errands, so she **went** to the forum and **delivered** letters, **paid** bills and **bought** food for the household. She **wanted** a slave to help her but her family **was** poor, so she **had** to do everything by herself.

Hard

The Roman wife **was** **working** hard all day. She **got** up before anyone else in the house and **prepared** the breakfast for the family. She **had** no time to sit and eat herself as she **had** all of the dirty washing to clean. She **walked** down to the river and **scrubbed** the clothes thoroughly. She **came** back to the house and **was** then **looking** after the children. Her husband **left** her lots of errands, so she **went** to the forum and **delivered** letters, **paid** bills and **bought** food for the household. When she **got** back, the children **were** hungry, so she **made** them a lunch of vegetable soup and bread. She **wanted** a slave to help her. But her family **was** poor, so she **had** to do everything by herself. She **was** **thinking** that her life **was** unfair.

Focus card spellings

they

grey

eighth

weight

obey

beige

reins

reign

sleigh

neigh

vein

veil

neighbour

eight

height

Reading

| | |
|--|---|
| Day 1 – research for the newspaper report about Pompeii. | Reading comprehension for writing lessons <ul style="list-style-type: none">• Read the opening four pages of <i>Escape from Pompeii</i> by Christina Balit. https://www.youtube.com/watch?v=K7aYNcv9uDI – video of the story.• Explain that this is a recount. This story gives us information about a past event, written in the third person and using the past tense. Remind children that when you are writing in the third person the story is written about other people rather than from the perspective of the writer or the reader. Task• They discuss the story and answer the comprehension questions (<i>see below</i>). |
| The book of dragons | Day 2 – vocabulary questions Day 3 – retrieval questions Day 4 – inference questions |
| Day 5 – Non-fiction Friday | Complete the questions for ‘the UK, 50 years from now...’ |

Phonics RWI links for children in phonics groups

<https://schools.ruthmiskin.com/training/view/qBw7yjbG/IF2gU49c>
<https://schools.ruthmiskin.com/training/view/zURP6tqM/4vZkegrh>
<https://schools.ruthmiskin.com/training/view/3G9j1Ob0/DlaP5UUf>
<https://schools.ruthmiskin.com/training/view/hXfFkjPq/YdJPctSV>
<https://schools.ruthmiskin.com/training/view/OOgXf8Rq/YDhZAB2j>
<https://schools.ruthmiskin.com/training/view/fdTMPgbb/mlQwjYnG>
<https://schools.ruthmiskin.com/training/view/OVxumxQO/FNSggUIW>
<https://schools.ruthmiskin.com/training/view/PH0tVyyv/YOw0FTRB>
<https://schools.ruthmiskin.com/training/view/1OPTS0a5/0AxraApL>
<https://schools.ruthmiskin.com/training/view/vcaiVB4r/GVD2gqqf>

Escape from Pompeii comprehension questions

1. How do you think Tranio and Livia felt: a) at the beginning of the story; and b) when they were on the boat looking back at Pompeii?

2. What was the name given to Mt. Vesuvius prior to this eruption?

3. Why did Tranio and Livia run towards the harbour?

4. How did Tranio and Livia escape Pompeii?

5. Why were Tranio and Livia not initially spotted by the captain?

6. How do you think the story will end?

7. What three clues were there that Mt. Vesuvius was about to erupt?

8. What do you think happened to Tranio and Livia's families?

9. Do you think Tranio and Livia were real people?

10. Can you list the key events in the story?

Escape from Pompeii comprehension answers

1. How do you think Tranio and Livia felt at the beginning of the story; when they were on the boat looking back at Pompeii?
 - The beginning of the story: happy, content, safe
 - When they were on the boat: horrified, frightened, worried, anxious, relieved that they had left Pompeii though, looking back at it
2. What was the name given to Mt. Vesuvius prior to this eruption?
 - The gentle mountain
3. Why did Tranio and Livia run towards the harbour?
 - Because the dust was too thick in the city
4. How did Tranio and Livia escape Pompeii?
 - On a boat
5. Why were Tranio and Livia not initially spotted by the captain?
 - They were small and hidden in the carpets
6. How do you think the story will end?
7. Can you identify three clues that Mt. Vesuvius was about to erupt?
 - Earth tremors
 - Smoke coming the top of Mt. Vesuvius
 - The birds flying away from land
8. What do you think happened to Tranio's and Livia's families?
 - They probably perished in Pompeii
9. Do you think Tranio and Livia were real people?
 - No. They are fictional characters used in the context of a historical event
10. Can you list the key events in the story?
 - As a minimum there should be reference to: *life before the eruption; the theatre; the earth tremor; the dust cloud; hiding on the boat; the boat leaving harbour; and looking back at Pompeii*

YR3 Classic Fiction

The Book of Dragons by Edith Nesbitt



"The fact is," the Chancellor went on, twisting his red beard in an agitated way, "your great great great... was called a wizard. I wouldn't touch his books."

"Just this one," cried Lionel, laying his hands on the cover of a great brown book that lay on the study table. It had gold patterns on the brown leather and gold corners, so that the leather should not wear out too quickly.

"I must look at this one," Lionel said, for on the back in big letters he read: The Book of Beasts.

Lionel got the gold clasps undone, and he opened the first page, and there was a beautiful Butterfly all red, and brown, and yellow, and blue, so beautifully painted that it looked as if it were alive. "There," said Lionel, "Isn't that lovely? Why - "

But as he spoke the beautiful Butterfly fluttered its many-coloured wings on the yellow old page of the book, and flew up and out of the window. "Well!" said the Prime Minister, as soon as he could speak for the lump of wonder that had got into his throat and tried to choke him, "that's magic, that is."

But before he had spoken, the King had turned the next page, and there was a shining bird beautiful in every blue feather. Under him was written, 'Blue Bird of Paradise', and while the King gazed enchanted at the charming picture, the Blue Bird fluttered his wings on the yellow page and spread them and flew out of the book.

Then the Prime Minister snatched the book away from the King and shut it up on the blank page where the bird had been, and put it on a very high shelf.

"You're a disobedient little King!" and was very angry indeed...

When Lionel was in bed he could not sleep for thinking of the book, and when the full moon was shining with all her might and light he got up and crept down to the library and climbed up and got The Book of Beasts. He took it outside to the terrace, where the moonlight was as bright as day, and he opened the book. There was some sort of red thing sitting under a palm tree, and under it was written 'Dragon'. The Dragon did not move, and the King shut up the book rather quickly and went back to bed.

But the next day he wanted another look, so he took the book out into the garden, and when he undid the clasps, the book opened all by itself at the picture with 'Dragon' underneath, and the sun shone full on the page. And then, quite suddenly, a great Red Dragon came out of the book and spread vast scarlet wings and flew away across the garden to the far hills, and Lionel was left with the empty page before him, for the page was quite empty except for the green palm tree and the yellow desert, and the little streaks of red where the paintbrush had gone outside the pencil outline of the Red Dragon.

Then Lionel felt that he had indeed done it. He had not been King twenty-four hours, and already he had let loose a Red Dragon!

Lionel began to cry.

Targeted Vocabulary and Word Meaning Questions

Q1

'...twisting his red beard in an agitated way.'
Circle the meaning of 'agitated'.

not showing or feeling anger or other strong emotions

feeling or appearing troubled or nervous

unhappy, disappointed or worried

causing or likely to cause people to be afraid

| Mark

Q2

'...the Butterfly fluttered its many-coloured wings...'
Explain what the word 'fluttered' means.

| Mark

Q3

What does the phrase *'for the lump of wonder that had got into his throat'* mean?

| Mark

Q4

Find and copy a word in paragraph four that means *'filled with delight'*.

| Mark

Q5

'...the charming picture...'

What other word could replace 'charming'?

1 Mark

Q6

You're a disobedient little King!

Circle the word which could replace 'disobedient'.

unhelpful

awkward

rebellious

respectful

1 Mark

Q7

What phrase tells you the moon was trying hard to produce light?

1 Mark

Q8

What does the phrase '*spread vast*' tell you how the Red Dragon spread its wings?

2 Marks

Targeted Retrieval Questions

Q1

What was Lionel's relative also known as?

1 Mark

Q2

What was the purpose of having a cover on the book?

1 Mark

Q3

What word did Lionel use to describe the Butterfly?
Circle one.

yellow

stunning

beautiful

lovely

1 Mark

Q4

Why did the Prime Minister struggle to speak?
Circle one.

he was about to faint

he couldn't believe his luck

he had a sore throat

he had a lump of wander in his throat

1 Mark

Q5

What page could the Blue Bird be seen on?

1 Mark

Q6

Who was responsible for releasing the Blue Bird?
Tick one.

Prime Minister

Lionel

a wizard

the Chancellor

1 Mark

Q7

What did Lionel do when he struggled to get to sleep?

1 Mark

Q8

Draw lines to match the following animals with the correct description from the text.

Butterfly

used its scarlet wings to fly away

Blue Bird

spread his wings

Red Dragon

had colourful wings

1 Mark

Targeted Inference Questions

Q1

What evidence is there that Lionel was eager to read the book?

2 Marks

Q2

Isn't that lovely? Why -'
Explain why Lionel might have stopped speaking.

1 Mark

Q3

'...that's magic, that is.'
How do you think the Prime Minister felt?

2 Marks

Q4

Why do you think the King *'gazed enchanted'* at the Blue Bird?

1 Mark

Q5

What impression is created of the Prime Minister in paragraph five?

| Impression | Evidence |
|------------|----------|
| | |

2 Marks

Q6

Find and copy a phrase in paragraph six that suggests the King was being sneaky.

1 Mark

Q7

Explain why you think Lionel kept thinking about the book.

1 Mark

Targeted Vocabulary And Word Meaning Questions Answers

Question One (1 Mark)

1 mark for circling the correct answer

feeling or appearing troubled or nervous

Question Two (1 Mark)

1 mark for an appropriate definition

E.g. Flap (its wings) quickly and lightly

Question Three (1 Mark)

1 mark for a relevant explanation

E.g. He struggled to speak due to what he had seen.

Question Four (1 Mark)

1 mark for identifying the correct word

enchanted

Question Five (1 Mark)

1 mark for an accurate synonym

E.g. delightful, pleasant, attractive, lovely

Question Six (1 Mark)

1 mark for circling the correct word

rebellious

Question Seven (1 Mark)

1 mark for identifying the correct phrase

shining with all her might

Question Eight (2 Marks)

1 mark for a simple response

E.g. He spread his wings out wide.

2 marks for a more developed response

E.g. He stretched his wings out immensely so that they were extremely far apart.

Targeted Inference Questions Answers

Question One (2 Marks)

1 mark for each of the following phrases (up to a maximum of 2 marks):

'Just this one' cried Lionel.

He lay his hands all over the front cover.

'I must look at this one.'

Question Two (1 Mark)

1 mark for a simple explanation

E.g. Because he couldn't believe how stunning it was.

He might have noticed it moving and couldn't believe it.

Question Three (2 Marks)

1 mark for an appropriate feeling

E.g. He felt intrigued.

He felt excited.

2 marks for an appropriate feeling with a developed response

E.g. Intrigued as he thought it as magic because he thought the butterfly was a painting that had come to life.

Question Four (1 Mark)

1 mark for a relevant explanation

E.g. Because it was so beautiful.

He couldn't believe what he saw.

Question Five (2 Marks)

1 mark for an appropriate impression. 1 mark for supporting evidence.

Impression – he was harsh/unkind.

Evidence – He refers to him as a 'disobedient little King'.

He shouts at him although he has only been King for a few hours.

Question Six (1 Mark)

1 mark for identifying the correct phrase

crept down to the library

Question Seven (1 Mark)

1 mark for a relevant explanation or idea

E.g. Because he couldn't believe that the butterfly and bird flew away.

He might be wondering what else is in the book.

Question Eight (1 Mark)

1 mark for ticking the correct thought

'I can't believe what I've done!'

Targeted Retrieval Questions Answers

Question One (1 Mark)

1 mark for recognising he was known as a wizard

E.g. He was also called a wizard.

Question Two (1 Mark)

1 mark for a relevant explanation

E.g. There was a cover so the leather didn't wear too quickly.

Question Three (1 Mark)

1 mark for circling the correct answer

lovely

Question Four (1 Mark)

1 mark for circling the correct answer

he had a lump of wonder in his throat

Question Five (1 Mark)

1 mark for any of the following answers

page 2 or page 3

It could be seen on the page after the Butterfly.

Question Six (1 Mark)

1 mark for ticking the correct answer

Lionel

Question Seven (1 Mark)

1 mark for a relevant explanation

E.g. He crept down to the library (and got The Book of Beasts).

Question Eight (1 Mark)

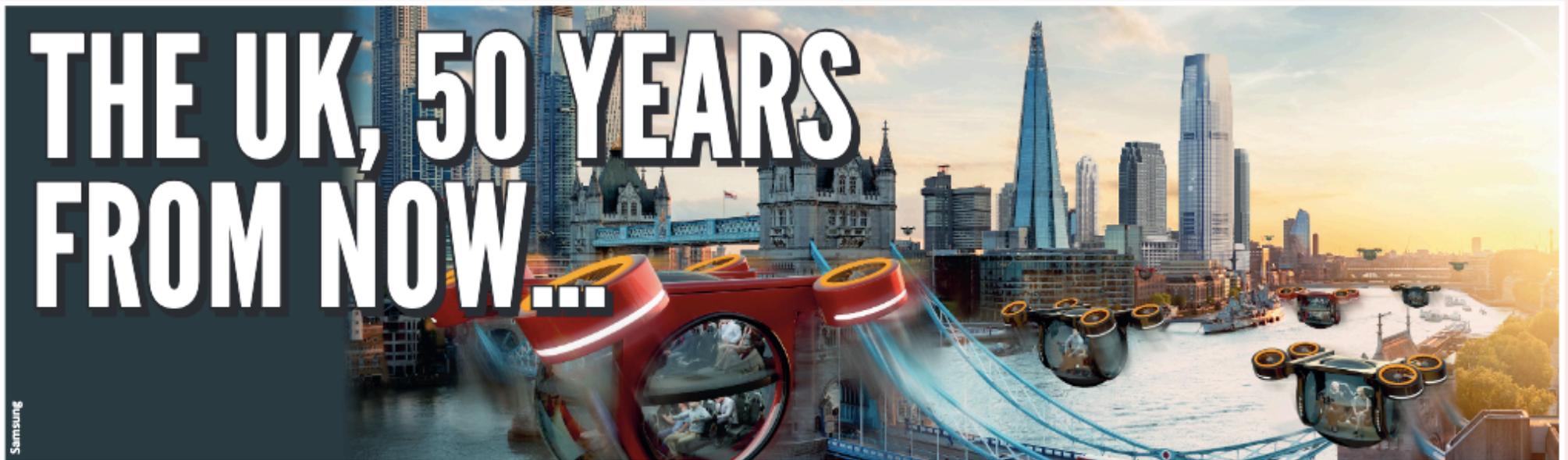
1 mark for all three animals correctly matched

Butterfly – had colourful wings

Blue Bird – spread his wings

Red Dragon – used its scarlet wings to fly away

BIG NEWS



A NEW report for the technology company Samsung predicts what Britain might look like in 50 years' time.

What will the future be like? Did you know some people spend all day pondering this very question? A few of these top 'futurists' have written a new report all about Britain in 2069.

The report suggests that the way we travel is set to change a lot in the next 50 years.

Instead of buses and taxis, we might be flying around in high-powered drones. Planes may be replaced by reusable rockets that could go from London to New York in 30 minutes!

Underwater superhighways might connect the UK to northern Europe. So we will be able to hop in a pod and zoom down a sealed

tube to Scandinavia.

In our spare time, Quidditch might be a real possibility with the invention of drone-powered hoverboards.

And when we watch movies or play games, we might wear 'haptic suits' that create sensations of touch. So we will physically feel what we're watching or playing.

The report is full of cool predictions, but, funnily enough, when 2,000 people were asked which change they were most excited about, their top answer was robot technology that cleans the house! (We're guessing they asked the grown-ups.)

Questions on: 'The UK, 50 years from now...'

1) The year 2069 is how many years away?

- 50
- 100
- 25

2) What is a 'futurist'?

3) What might replace current forms of transport in the future?

- a. Buses and taxis
- b. Reusable rockets
- c. The Channel Tunnel

4) Can you explain what a 'haptic suit' is?

5) Do you think you would like to wear a haptic suit while you play a game or watch a film?

- a. Think of one reason why you might like it.
- b. Think of one reason why you might **not** like it.

6) What invention links a new type of bus with the possibility of playing Quidditch?

- power packs
- drones
- jets

7) What was the most exciting prediction (according to a survey of 2,000 people)?

8) What do you think the answer would have been if they had asked children?

Other Subjects

Geography - Human and physical features of a city recap and activities.

Remembrance Day Art – see below for poppy wreath instructions.

PE- At school we are taking part of hull active schools. Attached is an activity that you can do at home.

Jigsaw – celebrating differences – puzzle piece 2

- understand that differences and conflicts sometimes happen among family members.
- know how to calm myself down and can use the 'Solve it together' technique.

'Calm me' – listen to some calming music and meditate.

Slides 1-2: Show the children the PowerPoint slide of the family conflict situation between two parents. Ask the children what they see in the picture. What are the people feeling? What has just happened?

Do the same with slide 2 - Conflict between siblings. Reinforce the idea that it is normal for there to be conflict in families and that there are ways to solve it.

Read out the following scenario and ask the children to think about the situation and the people involved.

Nova has an older brother Caleb who is at senior school. Caleb is always on his phone or tablet. Nova's Mum gets cross with Caleb and asks him to get off his phone because she says it is unhealthy to spend so much time looking at screens. There is always an argument about it because Caleb doesn't agree. Nova gets her tablet taken away too, even though it's not her fault.

Use the 'Solve it Together' process to work through the conflict with the children so they understand the steps involved. Do the same for the other scenarios below.

If you are unable to access resources and would prefer a paper copy of these instructions please contact the school office.

GEOGRAPHY LESSON

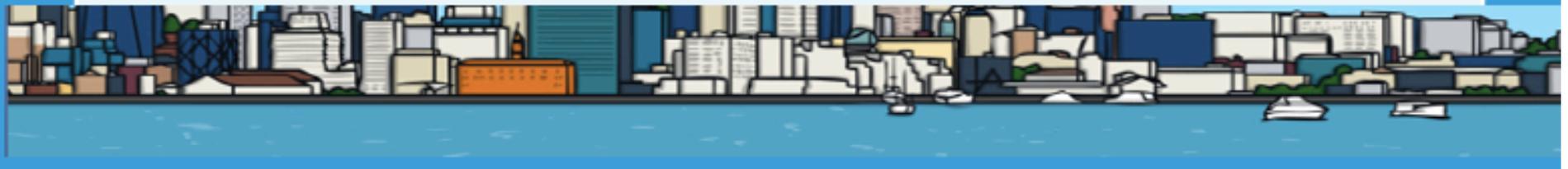
HUMAN AND PHYSICAL
FEATURES OF A CITY



Task 1 - Let's reflect, review and revisit your learning!

Answer the following questions in your book:

- 1) Can you name some continents?*
- 2) What is the difference between a continent and a country?*
- 3) Can you name and locate some seas surrounding Europe?*



WHAT IS A CITY?

A city is an inhabited place of greater size, population, or importance than a town or village.

Which city do you live in?

Cities in the UK





HUMAN FEATURES



Human characteristics describe the people of a place (past and present), their languages, religions, economic activities, political systems, population distribution and their modifications of the environment.

- **human-made features** - are modifications people have made to the land. (buildings, bridges, tunnels, railroad tracks, dams, monuments, piers, cultivated land)
- **language** - is a way of communicating with words, symbols, signs, or gestures that are used and understood by a group of people.
- **religion** - is a belief in a god or gods and the way people express this belief in their life and worship.
- **political system** - is how people develop and change structures of power, authority and government.
- **economic activities** - show how people make a living in a place.
- **population distribution** - is the pattern of the number of people who live in a place. For example, more people live in cities than in rural areas. More people live near bodies of water than in very dry places.

City



A city is a large town. Each country has a capital city, which is usually one of the largest cities.

Factory



A factory is a large building where goods are made in large quantities.

HUMAN FEATURES...

are modifications people have made to the land. (buildings, bridges, tunnels, railroad tracks, dams, monuments, piers, cultivated land)

Village



A village is a small group of houses, perhaps with a few shops, that are often in the countryside.

Town



A town is a large group of houses, shops and factories where people live. Towns are larger than villages but smaller than cities.



Beach

A beach is an area of sand or pebbles that leads to the sea.



Cliff

A cliff is a steep rock face, often along the edge of the sea

PHYSICAL/ NATURAL GEOGRAPHICAL FEATURES...

are naturally-created features of the Earth. Natural geographical features consist of landforms and ecosystems.



Forest

A forest is a large, wooded area with a thick growth of trees and plants.



Coast

The coast is the place where the land meets the sea

TASK 1

Step 1: Draw this table in your book.

| Human Features | Physical/ Natural/ Geographical Features |
|----------------|--|
| | |

Step 2: Sort the pictures on the next page into human and physical features.



factory



hill



house



valley



mountain



farm



vegetation



office



ocean



port



harbour



river

TASK 2- CHALLENGE 1: PICTURE OF LONDON

Step 1: Draw this table in your book.

| Human Features | Physical/ Natural/ Geographical Features |
|----------------|--|
| | |

Step 2: Look at the picture on the next page. What human and physical features can you see in the picture of London? List them on the correct side of the table.

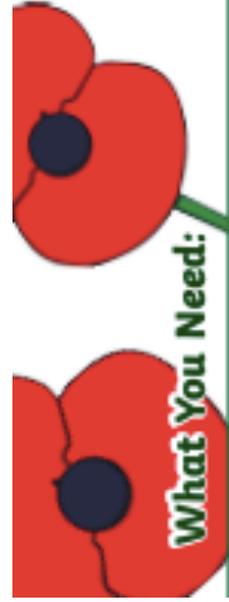


Challenge Task

- research and write a fact file about a country/ city in Europe.

Use these points to guide your writing:

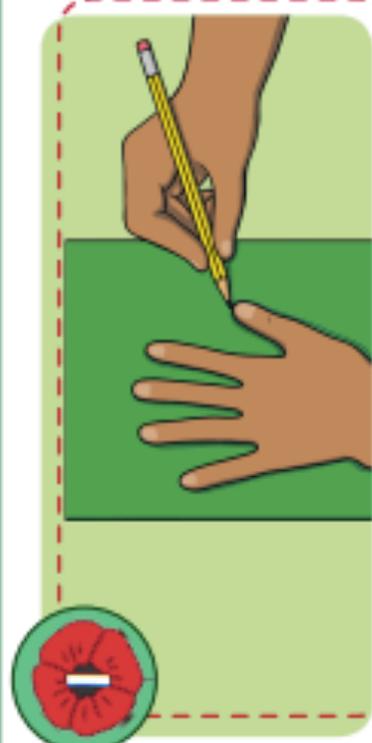
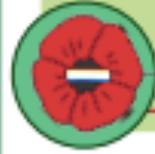
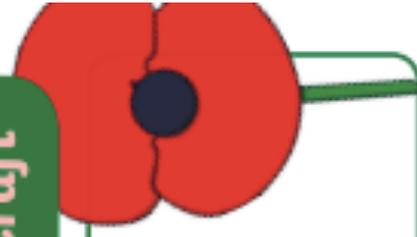
- 1) Which city/ country are you going to research?
- 2) What are the human features - such as landmarks?
- 3) What are the physical features -such as longest river, tallest mountain, surrounding seas/oceans?
- 4) What are the countries traditional/ national dish?
- 5) Country flag?
- 6) Are any popular sports played?
- 7) Capital city?
- 8) What language/s are spoken? -How do you say hello/thank you?
- 9) What are the surrounding countries?
- 10) Fun facts?
- 11) What other interesting facts have you learned about this country?



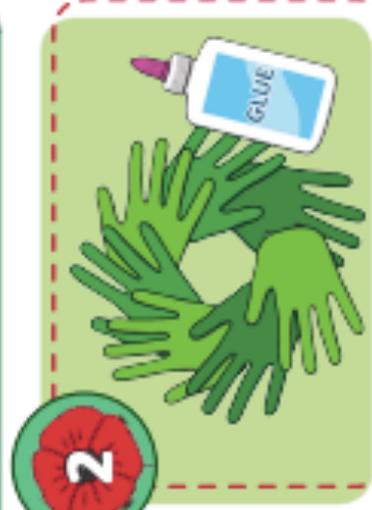
Remembrance Day Handprint Wreath Craft

What You Need:

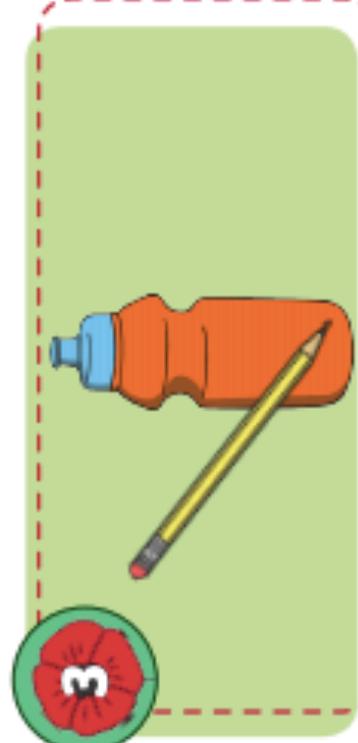
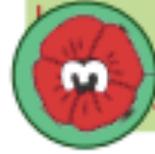
- Green card in different shades
- White glue (such as PVA)
- Glue spreader
- Pencil
- Scissors
- Red tissue paper
- Black bottle top, black pom-poms or black card



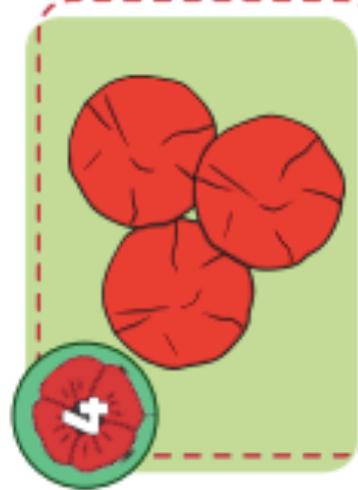
- Draw around your hand on to green card and cut out.
- Repeat step one until you have 8-10 handprints.



- Carefully, glue the handprints so that they overlap and make a circular shape. Leave them to dry.



- Find something with a circular bottom to draw around, for example a water bottle. Use this to draw three circles on to the red tissue paper.

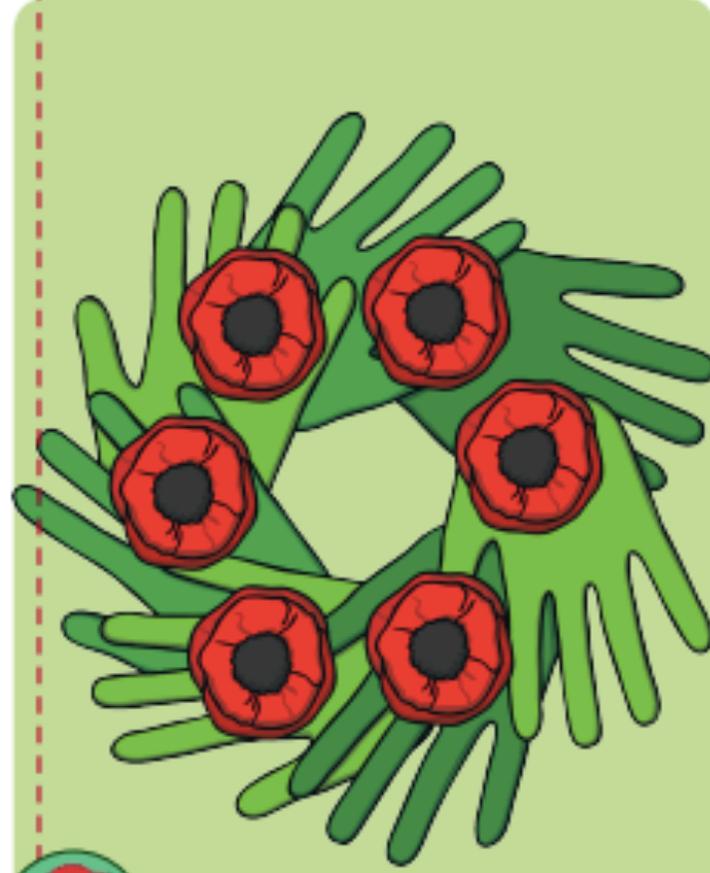


- Cut out the circles. Gently crush each circle and flatten it out again.

Remembrance Day Handprint Wreath Craft



- Put a spot of glue in the middle and stick the second circle to it. Add a spot of glue to the second circle and stick the third circle to it.
- Add a centre to your poppy by cutting out a small black circle from card and gluing it into the centre of your petals. You could use a black bottle top or a pom-pom instead.



- Make 6-8 poppies in total and glue them on to your wreath.

HULL ACTIVE SCHOOLS: Virtual Skills Challenge!



BOCCIA SKILL CHALLENGE

How to Enter!

- Register your school on www.yourschoolgames.com (Contact Alex Sherwood if you need to reset your school login credentials)
- Why not engage with **Parents/Careers** by setting this challenge as an 'At Home' task - parents can submit their own child's scores!

How to Play 'RAINBOW TARGETS'

- ❖ Set up 7 targets, to represent each colour of the rainbow
- ❖ Player has 7 attempts / throws
- ❖ Try to hit or land on as many of the targets as possible in the correct order starting with the **RED** target, then **ORANGE**, **YELLOW**, **GREEN**, **BLUE**, **INDIGO** and finish with **PURPLE**
- ❖ Targets should be placed at least 1.5 away from the player in the middle - use a measuring tape



How to Score!

- ◆ **RED - 1 POINT**
- ◆ **ORANGE - 2 POINTS**
- ◆ **YELLOW - 3 POINTS**
- ◆ **GREEN - 4 POINTS**
- ◆ **BLUE - 5 POINTS**
- ◆ **INDIGO - 6 POINTS**
- ◆ **PURPLE - 7 POINTS**

Add up the total of points you manage to hit - 28 points is the TOP score!

Upload results on www.hullactiveschools.org



TOP TIP: You can throw, kick, roll or use a ramp to play! If you don't have Boccia Balls, rolled up socks are perfect to play with.

Equipment Needed:

1. Boccia Balls or Socks
2. Floor markers or coloured paper
3. Measuring Tape!

Celebrating Difference
Family Conflict PowerPoint Slide 1 - Ages 7-8 - Piece 2



Celebrating Difference
Family Conflict PowerPoint Slide 2 - Ages 7-8 - Piece 2



'Solve it together' Technique

Step 1 - 'Solve it together' code

Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



Step 2 - Hearing both sides of the problem

Each person has the chance to say what he/she thinks happened.



Step 3 - Sharing feelings

Each person has the chance to say how he/she feels about the situation.

Then each person has a chance to say how he/she thinks the other person might be feeling.



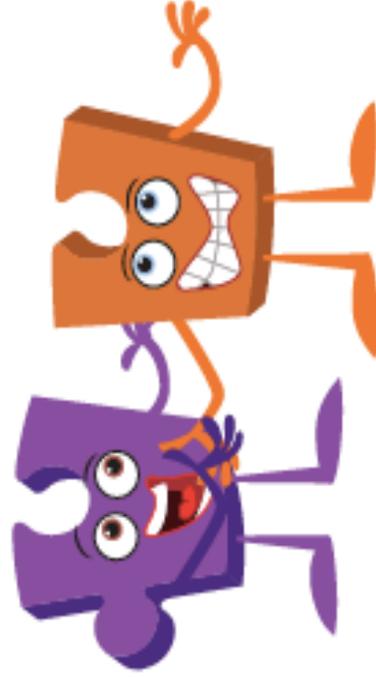
Step 4 - Finding solutions

The people think of what they can do to solve the situation or to make the situation better for them both.



Step 5 - The agreement

They choose a solution and shake hands.



Celebrating Difference
Family Conflict Scenarios - Ages 7-8 - Piece 2

Jane wants to watch her favourite TV programme, but Joshua, her brother, wants to watch something else. They start to shout at each other until their mum comes in and switches the TV off altogether.

Alfie is always going into his sister Maxine's room and messing up her things. She is getting more and more cross and decides to take some of his things from his room.

Dad comes home and complains that the house is messy. Mum is cross and says she hasn't had time to tidy up because she has just got home from work too. They both get annoyed with the children for being untidy and unhelpful.

Jamie has been spending time with some older boys on the weekends at the local park. Jamie's parents are not happy because one of the boys has been arrested for stealing and getting into trouble with the police. Jamie argues with his parents because they stop him from going out one Saturday.

Ahmed and Asha are playing a game. Ahmed wins but Asha shouts at him that he was cheating and had two turns when it was her turn. Ahmed laughs at her and she storms off, refusing to play again.

Cohen borrows Grace's pencil case and breaks two of the pencils accidentally when he is colouring. Grace is mad, saying he never lets her borrow his things and always breaks her things. She then grabs his ruler and breaks it.