



Victoria Dock Primary School Home Learning Plan

Year 3



Week Commencing 16th 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

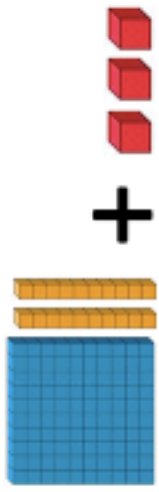
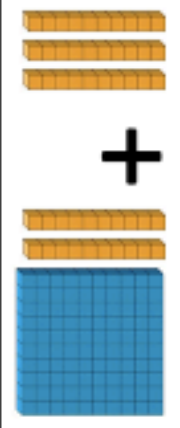

| Lesson | Video Link | Worksheet |
|--|---|---|
| Lesson 12 Spot the pattern - making it explicit | https://vimeo.com/463009983 | https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO9-Spot-the-pattern-making-it-explicit-2019.pdf |
| Lesson 13 Add two 2-digit numbers - crossing 10 - add ones & add tens | https://vimeo.com/463954202 | https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y2-Autumn-Block-2-WO12-Add-2-digit-numbers-2-2019.pdf |
| Lesson 14 Subtract a 2-digit number from a 2- digit number - crossing 10 - subtract ones & subtract tens | https://vimeo.com/463955357 | https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y2-Autumn-Block-2-WO14-Subtract-2-digit-numbers-2-2019.pdf |
| Lesson 15 Mixed addition and subtraction problems | https://vimeo.com/464179514 | https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y3-Autumn-Block-2-WO-Mixed-addition-and-subtraction-problems-2020.pdf |

On Friday, the year 3 bubble is open and back at school. For those children who may not be back, I have attached a few mastery and greater depth question for the children to work through.

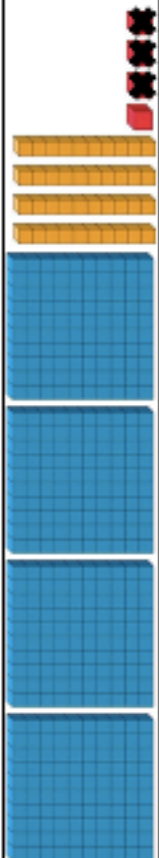


Spot the pattern - making it explicit

Pre-teaching practical

Make these number sentences using base 10 and place value counts.

| | |
|---------------------------------|--|
| $120 + 3 = \underline{\quad}$ |  |
| $120 + 30 = \underline{\quad}$ |  |
| $120 + 300 = \underline{\quad}$ |  |

What do you notice about the digits changing?

| | |
|---------------------------------|--|
| $444 - 3 = \underline{\quad}$ |  |
| $444 - 30 = \underline{\quad}$ |  |
| $444 - 300 = \underline{\quad}$ |  |

| |
|---------------------------------|
| $340 + 5 = \underline{\quad}$ |
| $340 + 50 = \underline{\quad}$ |
| $340 + 500 = \underline{\quad}$ |

| |
|---------------------------------|
| $989 - 7 = \underline{\quad}$ |
| $989 - 70 = \underline{\quad}$ |
| $989 - 700 = \underline{\quad}$ |

| |
|---------------------------------|
| $647 + 2 = \underline{\quad}$ |
| $647 + 20 = \underline{\quad}$ |
| $647 + 200 = \underline{\quad}$ |

Add two 2-digit numbers - crossing 10 - add ones & add tens

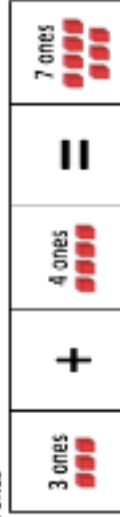
Pre-teaching practical

Make these number sentences using base 10 and place value counts.

$$23 + 34 = \underline{\quad}$$



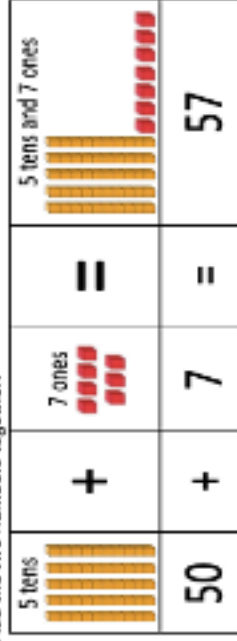
1. Add the ones



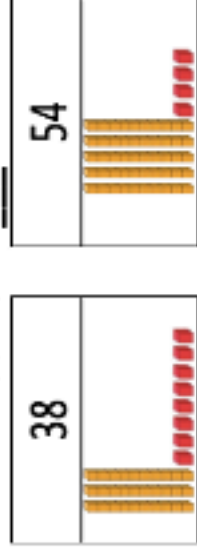
2. Add the tens



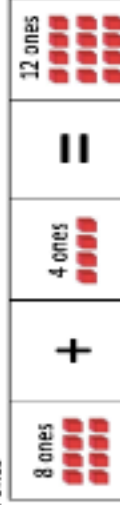
3. Add the two numbers together.



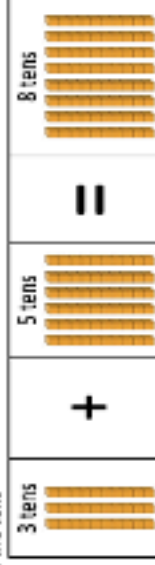
$$38 + 54 = \underline{\quad}$$



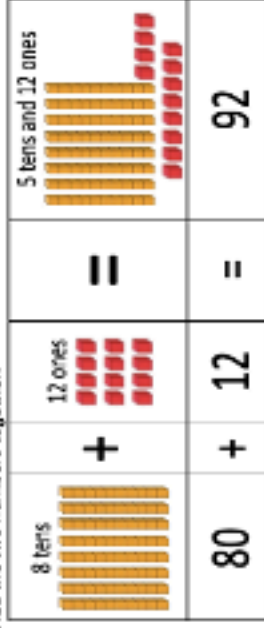
1. Add the ones



2. Add the tens



3. Add the two numbers together.



$$26 + 16 =$$

$$49 + 25 =$$

$$83 + 11 =$$

$$77 + 34 =$$

$$52 + 43 =$$

$$12 + 39 =$$

$$33 + 48 =$$

$$65 + 26 =$$

Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones

& subtract tens

Pre-teaching practical

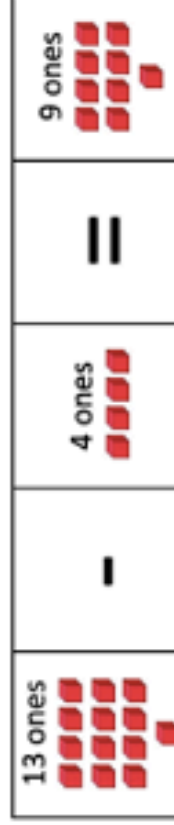
Make these number sentences using base 10 and place value counts.

$$53 - 14 = \underline{\quad}$$



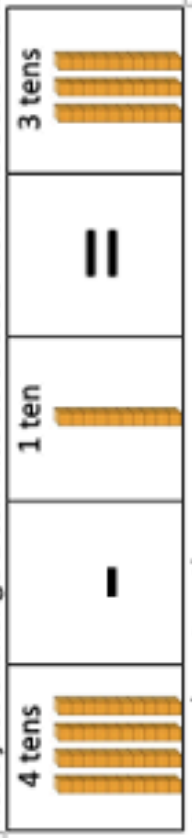
1. Subtract the ones

There are not enough ones, so we have to exchange 1 ten into 10 ones. Now there are 13 ones.

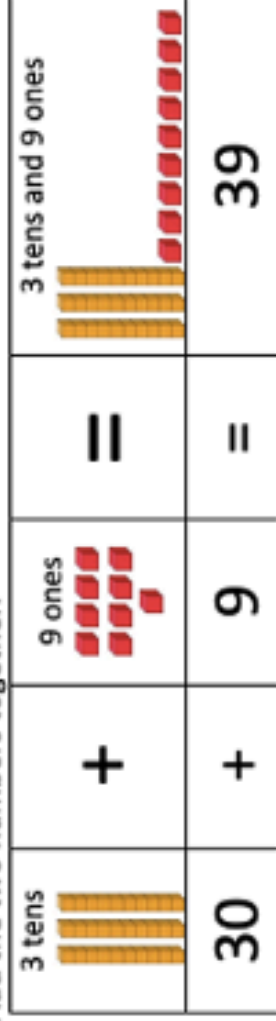


2. subtract the tens

remember $\overset{1}{\cancel{5}}3$ have just exchange 1 ten into 10 ones so now there are 4 tens left.



3. Add the two numbers together.



| | | | |
|-----------|-----------|-----------|-----------|
| 26 - 16 = | 45 - 27 = | 83 - 11 = | 77 - 39 = |
|-----------|-----------|-----------|-----------|

| | | | |
|-----------|-----------|-----------|-----------|
| 52 - 23 = | 92 - 39 = | 93 - 48 = | 65 - 26 = |
|-----------|-----------|-----------|-----------|

| Mastery | Mastery with Greater Depth | | | | | | | | | | | | | | | |
|--|---|---------------|--------------|---------------|--|--------------|---------------|---------------|--------------|---------------|---------------|--------------|---------------|---------------|--------------|---|
| <p>What do you notice? Is there a relationship between the calculations?</p> <table border="0"> <tr> <td>$500 + 400 =$</td> <td>$523 + 400 =$</td> <td>$523 + 28 =$</td> </tr> <tr> <td>$400 + 500 =$</td> <td>$423 + 500 =$</td> <td>$423 + 28 =$</td> </tr> <tr> <td>$300 + 600 =$</td> <td>$323 + 600 =$</td> <td>$323 + 28 =$</td> </tr> <tr> <td>$200 + 700 =$</td> <td>$223 + 700 =$</td> <td>$223 + 28 =$</td> </tr> <tr> <td>$100 + 800 =$</td> <td>$123 + 800 =$</td> <td>$123 + 48 =$</td> </tr> </table> | $500 + 400 =$ | $523 + 400 =$ | $523 + 28 =$ | $400 + 500 =$ | $423 + 500 =$ | $423 + 28 =$ | $300 + 600 =$ | $323 + 600 =$ | $323 + 28 =$ | $200 + 700 =$ | $223 + 700 =$ | $223 + 28 =$ | $100 + 800 =$ | $123 + 800 =$ | $123 + 48 =$ | <p>For positive integers are the following statements always, sometimes or never true?</p> <ul style="list-style-type: none"> ■ The sum of 2 odd numbers is even. ■ The sum of 3 odd numbers is even. ■ Adding 5 to a number ending in 6 will sum to a number ending in 1. ■ Adding 8 to a number ending in 2 will always sum to a multiple of 10. <p>Explain why in each case.</p> |
| $500 + 400 =$ | $523 + 400 =$ | $523 + 28 =$ | | | | | | | | | | | | | | |
| $400 + 500 =$ | $423 + 500 =$ | $423 + 28 =$ | | | | | | | | | | | | | | |
| $300 + 600 =$ | $323 + 600 =$ | $323 + 28 =$ | | | | | | | | | | | | | | |
| $200 + 700 =$ | $223 + 700 =$ | $223 + 28 =$ | | | | | | | | | | | | | | |
| $100 + 800 =$ | $123 + 800 =$ | $123 + 48 =$ | | | | | | | | | | | | | | |
| <p>Write the four number facts that this bar model shows.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">540</td> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">240</td> </tr> </table> <p> <input type="text"/> + <input type="text"/> = <input type="text"/> <input type="text"/> + <input type="text"/> = <input type="text"/> <input type="text"/> - <input type="text"/> = <input type="text"/> <input type="text"/> - <input type="text"/> = <input type="text"/> </p> | 540 | | 300 | 240 | <p>Flo and Jim are answering a problem: Danny has read 62 pages of the class book, Jack has read 43. How many more pages has Danny read than Jack? Flo does the calculation $62 + 43$. Jim does the calculation $62 - 43$. Who is correct?</p> <p>Explain how you know.</p> <p><i>Pupils might demonstrate using a bar model to explain their reasoning.</i></p> | | | | | | | | | | | |
| 540 | | | | | | | | | | | | | | | | |
| 300 | 240 | | | | | | | | | | | | | | | |
| <p>Using coins, find three ways to make £1.</p> | <p>Sophie has five coins in her pocket. How much money might she have? What is the greatest amount she can have? What is the least amount she can have?</p> <p>If all the coins are different: What is the greatest amount she can have? What is the least amount she can have?</p> | | | | | | | | | | | | | | | |

Writing

Day 1: Identify adverbs for time and place

- I can identify adverbs
- I know that adverbs can express time and place
- I can write from a dictation

Use PowerPoint: Adverbs, to revise verbs and discuss adverbs.

Task 1

- Identify the adverbs and the adjectives in the sentences.

Task 2

- Write a description, using adverbs, of a volcano erupting (think of Mount Vesuvius).
- For example: As the boiling lava **quickly** spreads down the sides, the ash clouds build above Pompeii.

Erupting volcano video

- <https://www.youtube.com/watch?v=R0Zbj7S22zs>

Day 2: eyewitness speech

- I can write quotes as direct speech

Recap what we know about the eruption of Vesuvius.

Look back at **Escape from Pompeii** up to the part where the eruption started causing problems.

<https://www.youtube.com/watch?v=K7aYNcv9uDI>

Then watch the clip of the erupting volcano.

<https://www.youtube.com/watch?v=R0Zbj7S22zs>

We are going to write speech for your newspaper report. Go through the PowerPoint for inverted commas.

task

- For your own newspaper report you are going to write about an eyewitness that saw what happened. Maybe this person lived in a village next door.
- Choose a character. Give them a name, job, where they live.
- What did they see? How did they feel?
- Draw your character and write what they say in the speech bubbles.
- Then on the lines below write their speech into full sentences including inverted commas and the correct punctuation.

Day 3: Drafting and planning a detailed newspaper report.

- I can draft a newspaper recount using features of recount writing.

Look back at the features of a newspaper report.

Remember to use all the things we have learnt this week. Use speech, adverbs, adjectives, past tense etc...

First you need to decide on what your newspaper is called.

For example, The Pompeii Papers, The Roman News or The Daily Mail

What would you like to call your article?

For example, DISASTER STRUCK POMPEII! Or Volatile Volcano!

Introduction

1 to 3 sentences

Answer the questions Who? What? Where? When? Why?

Explanation paragraph

Give more information about what happened

Including quotes/speech from eyewitnesses

Image/drawing/sketch with a caption

Draw a picture relevant to the newspaper report and write a caption for it.

Conclusion

Sums up the article and what the next steps might be like clean-up/rebuild/moving on maybe.

Day 4: writing a detailed newspaper report

- I can write a newspaper report.
- I can improve my writing.

Using your plan from yesterday.

Writing up your plan in as much detail as you can. Remember to re-read your work to check for grammar, punctuation or spelling mistakes.

I have attached a writing frame if you want to use it, but it is up to you.

Day 5: spelling day!!

- I can add the prefixes dis-, mis-, un- to words to create new words.

We are adding prefixes to words to see if it changes the meaning of the word.

For example

| | |
|-----------|---------|
| Root word | un- |
| happy | unhappy |

| | |
|-----------|-----------|
| Root word | mis- |
| behave | misbehave |

| | |
|-----------|---------|
| Root word | dis- |
| like | dislike |

Discuss with children what happens to the meaning of the words when the prefix is added.

Play card game- see instructions below and cards to cut out.

Complete table activity by adding the prefixes and creating new words. Make sure they make sense as dis + happy doesn't work.

ADVERBS and ADJECTIVES

Find the adverbs and adjectives! Put a **circle** around each adjective and **underline** each adverb.

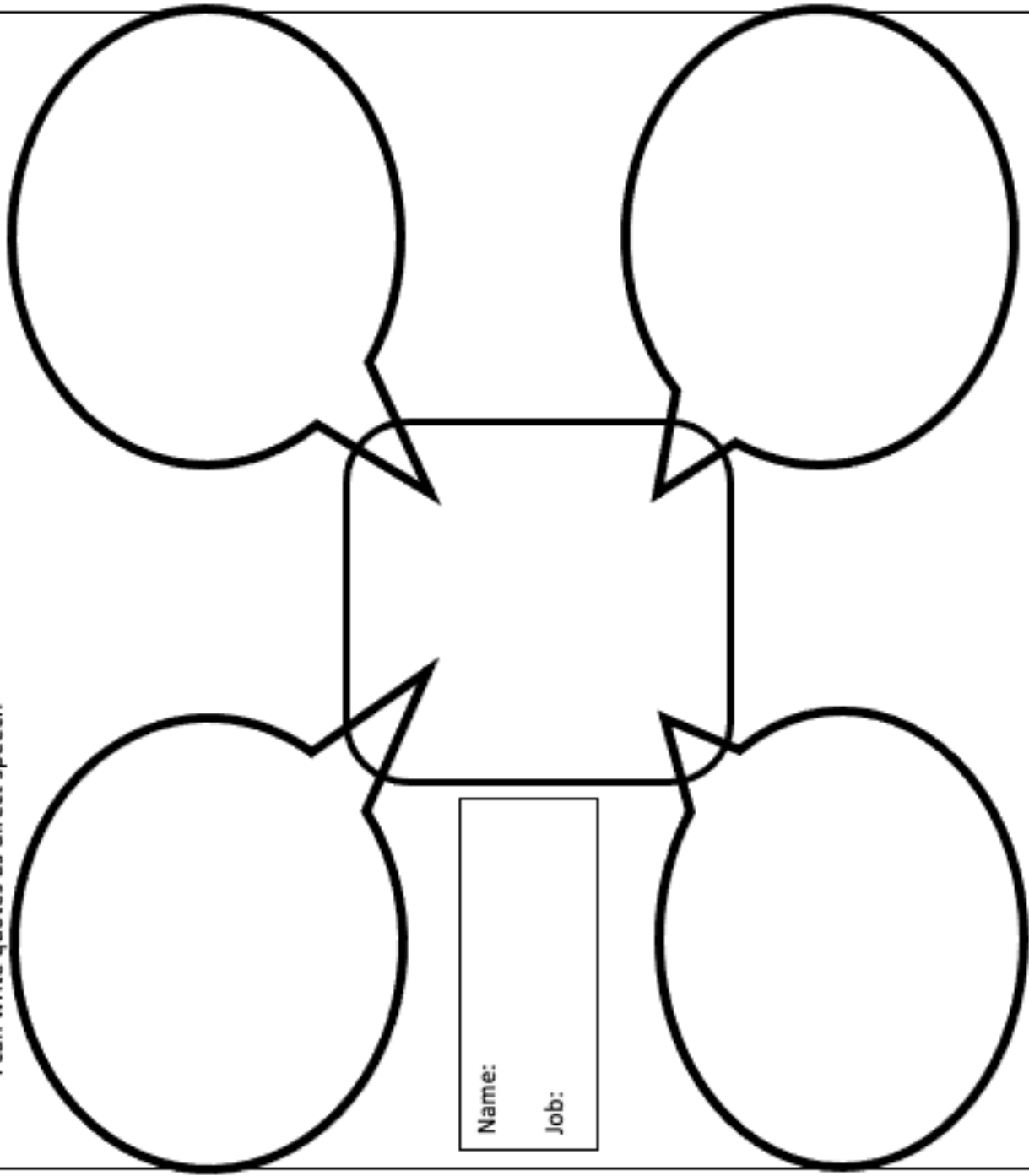
- I walked slowly towards the blue door.
- I tiptoed nervously into the large room of people.
- "I've never been this hungry before," he said quietly.
- The big black dog bounded ferociously towards us.
- "I often go to the old cinema in the town," she replied proudly.
- The fox jumped quickly over the lazy dog.
- Sometimes I get terrible headaches.
- My cats are always tired.
- The large grey elephant trumpeted loudly.
- I ate my delicious dinner quickly.

Write a description, using adverbs, of a volcano erupting (think of Mount Vesuvius).

For example: As the boiling lava **quickly** spreads down the sides, the ash clouds build above Pompeii.

Eyewitness Speech

- I can write quotes as direct speech



Write your speech into full sentences.

Planning Your Newspaper Report

First you need to decide on what your newspaper is called.

What would you like to call your article?

Introduction

Answer the questions Who? What? Where? When? Why?

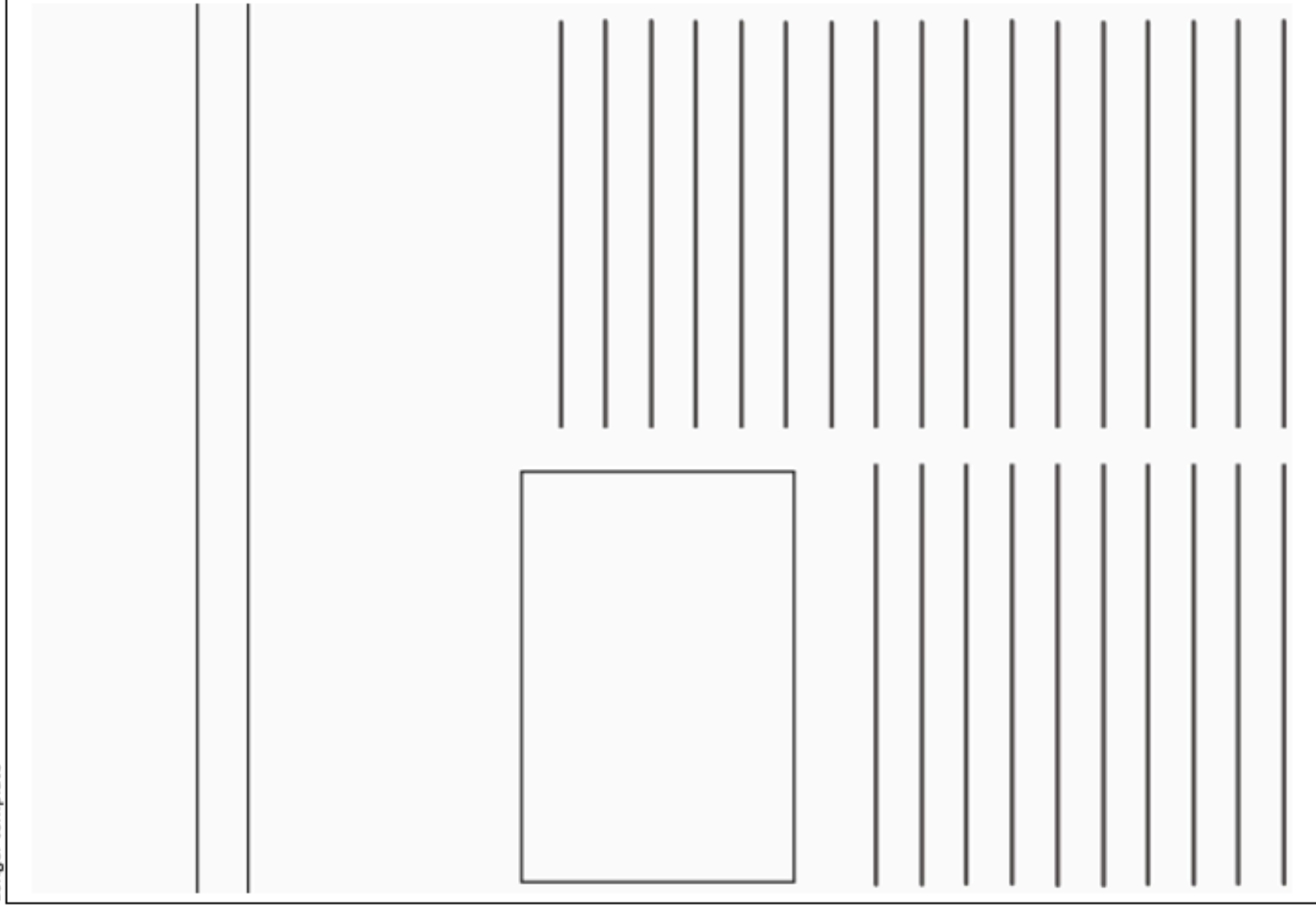
Explanation paragraph

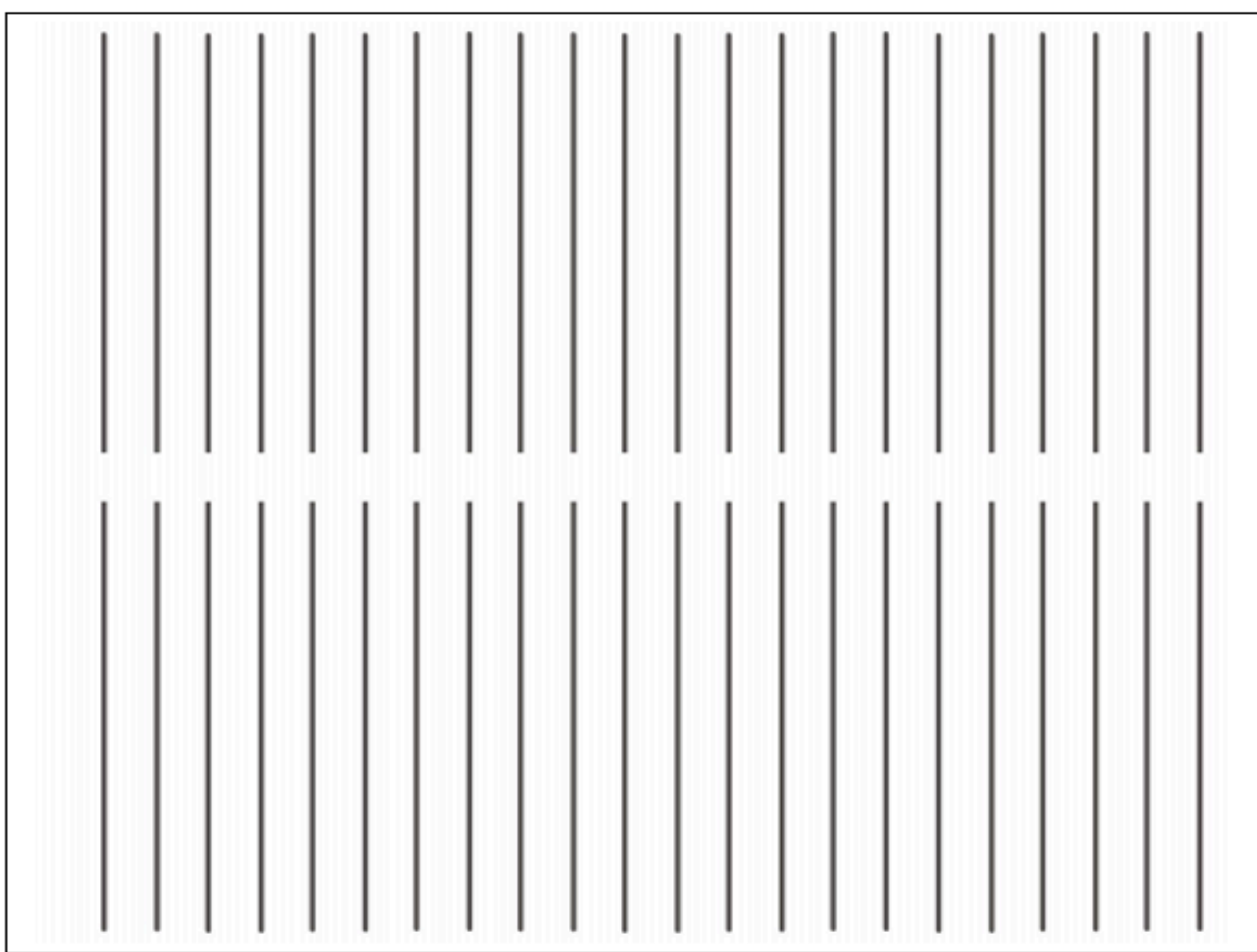
Image/drawing/sketch with a caption

Conclusion

| | | | | | | | | | | | | | | | | | |
|--|--|--------------------|--|--|--|--------------------|--|--|--|--|--|--|--|--|--|--|--|
| | | Lined writing area | | | | | | | | | | | | | | | |
| | | | | | | Lined writing area | | | | | | | | | | | |

Longer template



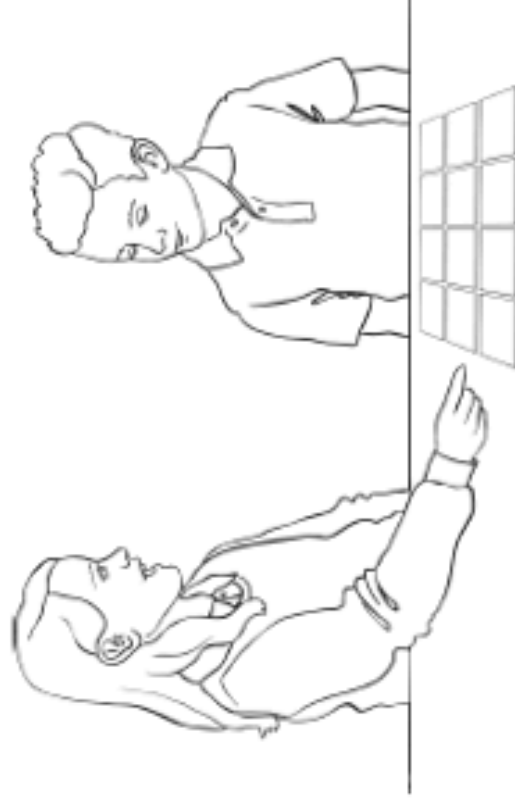


How to make Prefix Pairs playing cards:

1. Cut around each card.

How to play Prefix Pairs:

1. Place all the cards face down.
2. Turn over two cards.
3. You get to keep the pair if you turn over **prefix (mis) + root word (behave)**
= **new word (misbehave)**.
4. Have another turn if you get a pair.
5. The winner is the person with the most cards when all the cards have been paired up.



mis

+

behave

= **misbehave**

prefix (mis) + root word (behave) = new word (misbehave)

Prefix Pairs

| | | | | | |
|-------|--------|---------|---------|---------|--------|
| mis | appear | dis | infect | count | like |
| dis | un | mis | un | well | do |
| zip | dis | un | lucky | mis | inform |
| dis | un | own | fortune | behave | mis |
| happy | un | trained | popular | hearten | dis |
| dis | honest | dis | lodge | un | un |

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 |

Reading

Day 1

Read the poem 'The Bluebird's song'.

Answer the vocabulary questions.

Day 2

Read the poem 'The Bluebird's song'.

Answer the retrieval questions.

Day 3

Read the poem 'The Bluebird's song'.

Answer the inference questions.

Day 4

Read the non-fiction article and answer the questions.

Day 5

Book review

Choose a book that you have read recently and write a book review. Attached is a template you can use, or you can do a structure for yourself.

The Bluebird's Song by Emily Huntington Miller



*I know the song that the bluebird is singing,
Out in the apple tree where he is swinging.
Brave little fellow! the skies may be dreary—
Nothing cares he while his heart is so cheery.*

*Hark! how the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen a while, and you'll hear what he's saying,
Up in the apple tree swinging and swaying.*

*"Dear little blossoms down under the snow,
You must be weary of winter I know.
Listen, I'll sing you a message of cheer!
Summer is coming! and springtime is here!*

*"Little white snowdrop! I pray you arise;
Bright yellow crocus! please open your eyes;
Sweet little violets, hid from the cold,
Put on your mantles of purple and gold;
Daffodils! Daffodils! say, do you hear?—
Summer is coming, and springtime is here!"*

Targeted Vocabulary and Word Meaning Questions

This set of questions is based upon the text 'The Bluebird's Song' by Emily Huntington Miller.

Q1

What does the word '**dreary**' mean in stanza one?
Circle the correct definition.

not arousing curiosity or interest

full of, covered with, or accompanied by mist

depressingly dull and bleak or repetitive

lacking excitement

| Mark

Q2

Explain what is meant by the phrase '**his heart is so cheery**'.

| Mark

Q3

What word could replace '**leaps**' in the second verse ?

| Mark

Q4

What does the word *'merry'* tell you about how the bluebird was singing?

2 Marks

Q5

Find and copy a word in the *third stanza* that means *'regarded with deep affection'*.

1 Mark

Q6

'...you must be weary of winter...'
Circle the closest synonym to *'weary'*.

tired energetic worn out fresh

1 Mark

Q7

What does the phrase 'I pray you arise' tell you about the bluebird and the snowdrop?

2 Marks

Q8

Look at the *final verse*.

Which word is the antonym of 'expose' ?

pray

arise

cracrus

hid

1 Mark

Vocabulary Answers

Question One (1 Mark)

1 mark for circling the correct answer

depressingly dull and bleak or repetitive

Question Two (1 Mark)

1 mark for a relevant definition

E.g. He felt happy on the inside.

He was happy and optimistic.

Question Three (1 Mark)

1 mark for an appropriate synonym

E.g. jumps

Question Four (2 Marks)

1 mark for a simple explanation

E.g. He sung cheerfully.

He sung lively.

2 marks for a more developed response

E.g. The bluebird was singing cheerfully and in a lively manner.

Question Five (1 Mark)

1 mark for identifying the correct word

dear

Question Six (1 Mark)

1 mark for circling the correct answer

tired

Question Seven (2 Marks)

1 mark for a simple explanation

E.g. The bluebird was concerned about the snowdrop.

The snowdrop was showing no signs of life.

2 marks for a more developed response

E.g. The bluebird wanted the snowdrop to bloom and was concerned whether it would arise as spring had arrived. It suggests that the snowdrop was showing no signs of growing due to the winter months.

Question Eight (1 Mark)

1 mark for circling the correct answer

hid

Targeted Retrieval Questions

This set of questions is based upon the text 'The Bluebird's Song' by Emily Huntington Miller.

Q1

Complete the sentence below.
The author is aware of the bluebird's ...

1 Mark

Q2

Where could the bluebird be seen or heard?
Tick one.

cherry tree

apple tree

bird nest

fountain

1 Mark

Q3

What adjective does the author use to describe the bluebird's heart?

1 Mark

Q4

List two things the bluebird does whilst up in the tree.

1) _____

2) _____

2 Marks

Q5

What are the blossoms hidden by?

1 Mark

Q6

What season are the flowers struggling to grow in?

Circle one.

spring

summer

autumn

winter

1 Mark

Q7

Which flower does the bluebird describe as having closed eyes?

1 Mark

Q8

What two colours will the violets show in spring?

1 Mark

Retrieval Answers

Question One (1 Mark)

1 mark for identifying the following answer
song he is singing

Question Two (1 Mark)

1 mark for ticking the correct answer
apple tree

Question Three (1 Mark)

1 mark for identifying the correct word
cheery

Question Four (2 Marks)

1 mark for identifying each of the following answers
sing
sway

Question Five (1 Mark)

1 mark for identifying the correct answer
snow

Question Six (1 Mark)

1 mark for circling the correct answer
winter

Question Seven (1 Mark)

1 mark for identifying the correct answer
(yellow) crocus

Question Eight (1 Mark)

1 mark identifying the two correct colours
purple and gold

Targeted Inference Questions

This set of questions is based upon the text 'The Bluebird's Song' by Emily Huntington Miller.

Q1

Find and copy a phrase in the first stanza that suggests the song was familiar to the author.

1 Mark

Q2

Explain why you think the bluebird is described as 'brave'.

1 Mark

Q3

Why do you think the music 'leaps out from his throat' ?

1 Mark

Q4

Which words give you the impression that you need to pay close attention to the song?

1 Mark

Q5

What does the phrase 'you must be weary of winter I know' suggest?

2 Marks

Q6

Throughout the poem, how do you think the bird feels?
Tick one.

concerned but optimistic

worried and anxious

positive and anxious

concerned and worried

1 Mark

Q7

The bluebird can be seen as caring.
Find two pieces of evidence that support this.

1) _____

2) _____

2 Marks

Q8

What impression does the author give about flowers in the winter?

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

2 Marks

Inference Answers

Question One (1 Mark)

1 mark for identifying the correct phrase

I know the song (that the bluebird is singing)

Question Two (1 Mark)

1 mark for a relevant explanation

E.g. Because he is sat outside despite the bad weather.

Question Three (1 Mark)

1 mark for a relevant explanation

E.g. Because he was singing passionately/proudly.

Because he couldn't wait to sing.

Question Four (1 Mark)

1 mark for identifying the correct phrase

listen a while

Question Five (2 Marks)

1 mark for a simple explanation

E.g. The bluebird empathises with the blossoms/know that it must have been tough on them.

The blossoms have been suffering in the cold for some time.

2 marks for a more developed response

E.g. The bluebird empathises with the blossoms as they have been suffering in the cold for some time.

Question Six (1 Mark)

1 mark for ticking the correct answer

concerned but optimistic

Question Seven (2 Marks)

1 mark for each of the following points (maximum of 2 marks)

He suggests singing a song to cheer the blossoms.

He prays the snowdrops arise.

He says 'please open your eyes' so is worried the crocus isn't alive

Question Eight (2 Marks)

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

Impression – They struggle to survive.

They can't be seen.

Evidence – 'I pray you arise'

'Please open your eyes'

'Hid from the cold'

ANIMAL NEWS

IT'S ELECTRIFYING!



THE world's most powerful electric eel has been found in the Amazon.

Scientists studying the eels have discovered that there are actually three kinds of electric eel living in the Amazon river, not one. They also discovered that one of the eels can deliver a jolt of 860 volts! That is way more than the 650 volts previously recorded! Yikes!

PERFECT PANDAS

ONE month after they were born, twin giant panda cubs have been posing for pics at a Belgian zoo.

The male and female cubs were born to mum Hao Hao, two hours apart.

They don't yet have names because Chinese tradition says that panda cubs are not named until they are 100 days old. The cubs' mum was loaned to the zoo by China in 2014. Under the agreement, giant panda cubs born in Belgium also belong to China and will return there when they are four.



RIVER RESCUE



AUSTRALIA is racing to save hundreds of thousands of fish because a drought is drying up its biggest river.

Scientists will spend the next two weeks moving fish, such as Murray cod and golden perch, out of river pools that are drying up. The pools are not expected to last through the summer. The fish will be moved to a different section of the Darling River that is still flowing. The scientists hope to avoid a catastrophe like last year, when millions of fish died during heatwaves.

GLOSSARY

- **Volt** – a unit that measures the force of an electrical current. The electricity in a UK wall plug is 240 volts.
- **Drought** – “drowt” – a long period of time where there is no, or very little, rain

Questions on: 'Animal News'

1) Match the news topic to the correct area of the world.

Eels

Belgium

Fish

The Amazon

Pandas

Australia

Look at the news from the Amazon.

2) Find two new discoveries made by scientists.

Look at the news from Belgium.

3) What do you know about the **age** of these panda cubs?

4) Hao Hao, the mother panda, has been lent to the Belgium zoo by China. Find two rules the zoo agreed to follow if the panda had cubs.

Look at the news from Australia.

5) Why do fish need rescuing in Australia?

- A disease is spreading in the river
- The water level is falling
- Pollution in the River Darling

6) Where are the scientists moving the fish **from** and **to**?

From:

To:

7) Find the **word** used in the story with this meaning:


A time with very little rain _____

A time when it is very hot _____

A great disaster _____

8) Can you explain why the scientists don't want 2019 to be like 2018?

Book Review

| | |
|---|---|
| Book Title: _____ Author: _____ Fiction or Non-fiction: _____ | Who would you recommend the book to? Why? |
| What is the book about? | <p data-bbox="1010 603 1227 683">Book Illustration</p> <p data-bbox="1429 719 2123 831">Rating: </p> <p data-bbox="1451 874 2130 1023">Can you write three facts you have learnt or three things you have learnt about one of the characters?</p> <ol data-bbox="1361 1225 2107 1422" style="list-style-type: none">1. _____2. _____3. _____ |

Other Subjects

Design and Technology – design your own natural disaster proof house. You could do some research on different ways to protect housing.

PE – We are creating natural disaster dances using balances and travels. Choose 3/4 balances to represent the natural disasters and link each balance with a different way of travelling. Maybe you could have a starting and ending position. If you like you can record your performance and uploaded it the dojo.

Or

Complete an exercise session from cosmic kids yoga, just dance or Joe Wicks etc.

RE – We are continuing to explore the celebration of Diwali. We would like you to design your own Diwali celebration. Plan your food, decorations and maybe a timetable of events. Maybe you could do some research on what you should include.

Science experiment – make your own eruption. (this is a bit of fun but might get a bit messy, so it is maybe one to do outside **with** your grown up)

- Combine the vinegar, water, dish soap and 2 drops of food colouring into the empty bottle.
- Use a spoon to mix the baking soda slurry until it is all a liquid.
- Eruption time! ... Pour the baking soda slurry into the soda bottle quickly and step back!

<https://www.sciencefun.org/kidszone/experiments/how-to-make-a-volcano/>

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