



Victoria Dock Primary School Home Learning Plan

Year 3



Week Commencing 23rd 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

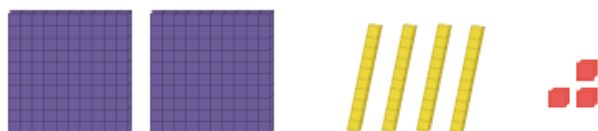
Lesson 4 Add a 2-digit and 1-digit number - crossing 10	https://vimeo.com/459365159
Lesson 5 Add 3-digit and 1-digit numbers - crossing 10	https://vimeo.com/459365558
Lesson 6 Subtract a 1-digit number from 2-digits - crossing 10	https://vimeo.com/461351304
Lesson 7 Subtract a 1-digit number from a 3-digit number - crossing 10	https://vimeo.com/461351796
Lesson 8 Add and subtract 3-digit and 2-digit numbers - not crossing 100	https://vimeo.com/461352494

This week, we are going to consolidate the learning from the isolation weeks. I have attached more examples including reasoning and problem solving.

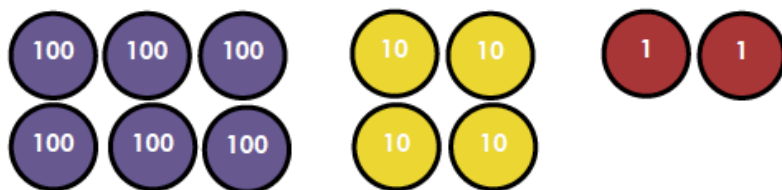


FLUENCY 1

Add 4 tens to the amount represented here.



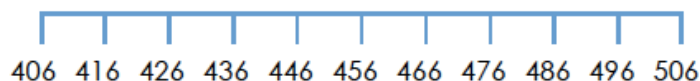
Use the place value counters to calculate $642 - 30$



FLUENCY 2

Use the number line to help you work this out:

$$486 - 60$$



FLUENCY 3

Spot the patterns to help you to solve these quickly!

$275 + 10$

$265 + 20$

$255 + 30$

$245 + 40$

$235 + 50$

$785 - 10 =$

$785 - 20 =$

$785 - 30 =$

$785 - 40 =$

$785 - 50 =$

FLUENCY 4

Complete these equations.

$348 + \underline{\quad} = 398$

$287 - \underline{\quad} = 227$

$453 + \underline{\quad} = 493$

$191 - \underline{\quad} = 101$

$603 + \underline{\quad} = 673$





REASONING 1

The children are using known facts to help them solve this:

$$376 - 50$$

Alfie



I have used $7 - 5 = 2$

I have used $6 - 5 = 1$



Millie

Who is using the correct known fact?
Explain how you know.

REASONING 2

True or false?

$$167 - 30 = 137 + 60$$

REASONING 3

Anita thinks she has spotted a pattern to her calculations.

$$197 - 90 = \underline{\quad}$$

$$197 - 80 = \underline{\quad}$$

$$197 - 70 = \underline{\quad}$$



I think the tens digit will decrease by 1 each time.

Do you agree? Explain how you know.

REASONING 4

Which could be the odd one out?

$$261 + 20$$

$$251 + 30$$

$$261 + 40$$

Explain why!





PROBLEM SOLVING 1



Whoops! I've spilt paint on some of the numbers. Can you work out what they might be?



$$\begin{array}{r} 5 \text{ [blurred]} + \text{ [blurred]} 0 = 531 \\ 2 \text{ [blurred]} - \text{ [blurred]} 0 = 287 \end{array}$$





FLUENCY 1

Add seventy to the amount shown and fill in the stem sentences.

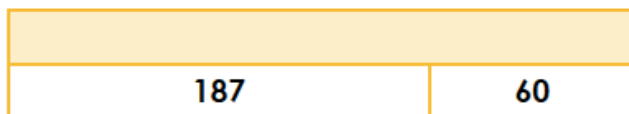


There are _____ tens. When I add _____ more tens, I have _____ tens. I exchange 10 tens for one _____.

The answer is _____ hundred and _____.

FLUENCY 2

Complete these bar models and write your own stem sentences for the calculation.



FLUENCY 3

Sort these calculations into two groups to help you to solve them quickly.

$285 + 50 =$

$318 + 70 =$

$253 + 30 =$

$187 + 20 =$

$60 + 461 =$

$529 + 70 =$

FLUENCY 4

Jane has 345 pencils for her school. She buys 7 more packs of 10 pencils. How many pencils does she have now?





REASONING 1

Which known fact would you use to solve this?

$$386 + 50$$

Explain your choice.

REASONING 2

Always, Sometimes or Never?

If I add 7 tens to a number, I will make an exchange



REASONING 3

Darcey is counting on in tens to solve this calculation.

$$367 + 40$$



367, 377, 387, 397, 417...
The answer is 417.

What mistake has she made?

REASONING 4

What is the same about these calculations?

What is different?

$$261 + 60$$

$$375 + 50$$

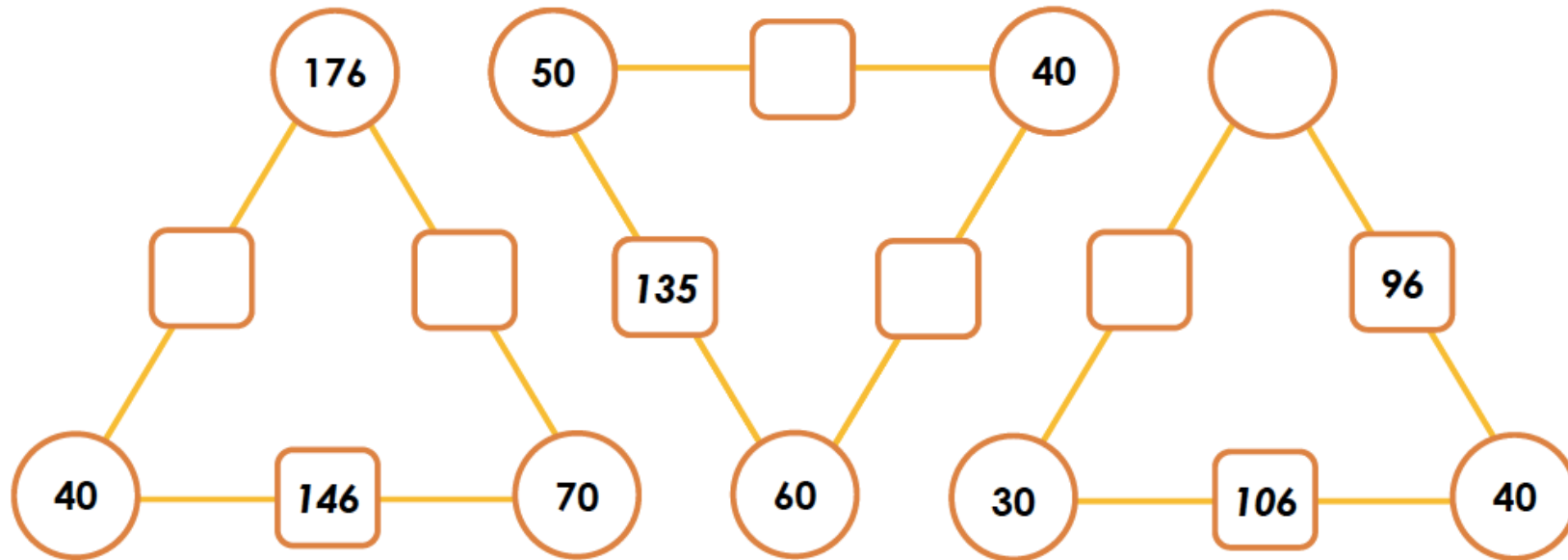
$$186 + 40$$





PROBLEM SOLVING

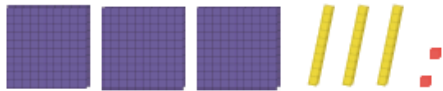
This triangle is special!
Each side needs to add up to the same amount.
Can you work out the missing numbers?





FLUENCY 1

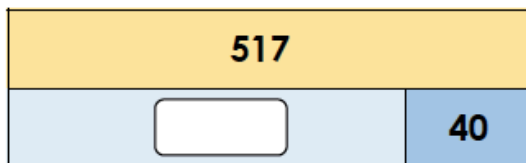
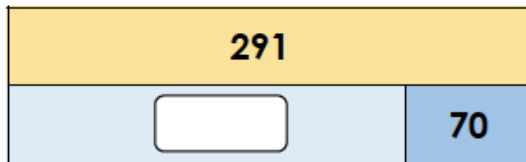
Subtract 60 from the amount shown, by using the exchange method.



If there aren't enough tens, exchange ___ hundred for ___ tens.

FLUENCY 2

Complete these bar models.



FLUENCY 3

Sort these calculations onto the table below:

$235 - 90 =$

$685 - 90 =$

$224 - 40 =$

$146 - 60 =$

$417 - 90 =$

$339 - 80 =$

Method that you would use to work out

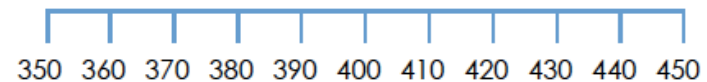
Subtract 100 and adjust

Count back in tens

FLUENCY 4

Alfie has saved £450. He buys a scooter for £90. How much money does he have left?

Can you show your method on this number line?





REASONING 1

Always, Sometimes or Never True?

Only the tens column changes when we subtract a multiple of ten.

Explain your reasoning!

REASONING 3

Anita thinks...



$$462 - 80 = 372$$

What mistake has she made?

REASONING 2

Jerry thinks...



$878 - 90$
is easier to work out than...
 $441 - 60$

Do you agree? Explain your thinking.

REASONING 4

$$147 - 80 =$$

$$187 - 40 =$$

$$157 - 70 =$$

$$107 - 40 =$$

$$157 - 90 =$$

$$137 - 70 =$$

$$117 - 30 =$$

Which of these are equal to $147 - 80$? Prove it!





PROBLEM SOLVING 1

Let's investigate!

What could the missing values be in these function machines?

Input	Rule	Output
261	$\begin{array}{r} - _0 \\ _ \end{array}$	
375	$\begin{array}{r} - _0 \\ _ \end{array}$	2_5
4_7	$\begin{array}{r} - _0 \\ _ \end{array}$	387

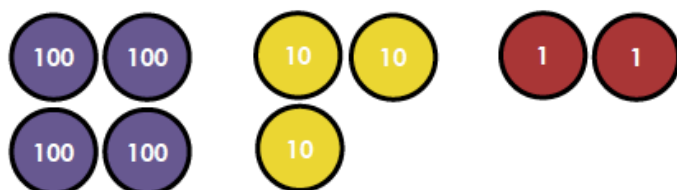




YR3 PROGRESSION IN MASTERY LESSON PACK - ADD AND SUBTRACT 100s

FLUENCY 1

Add five hundred to the amount shown.



Focus on the _____ column.

The ____ and ____ don't change.

FLUENCY 2

Choose the correct sign (<, > or =)

$235 + 500$



$984 - 200$

$895 - 500$



$195 + 200$

$307 + 400$



$607 - 300$

FLUENCY 3

Draw a line to match the fact you could use to help you work out each calculation.

$386 + 500$

$5 - 3 = 2$

$982 - 400$

$3 + 4 = 7$

$300 + 463$

$9 - 4 = 5$

$598 - 300$

$3 + 5 = 8$

Can you write your own fact to help you work out this?

$657 + 300$



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REASONING 1



There are 7 ways of making 729 adding two numbers if one of them is a multiple of 100.

Is Marlon correct?

How will you prove your reasoning?

REASONING 2

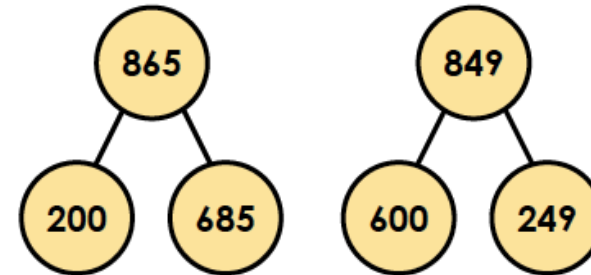


When you add and subtract a multiple of 100, both the tens and the ones digits can change.

Explain why Ranjit is wrong.

REASONING 3

What's the same? What is different?



REASONING 4

True or False?



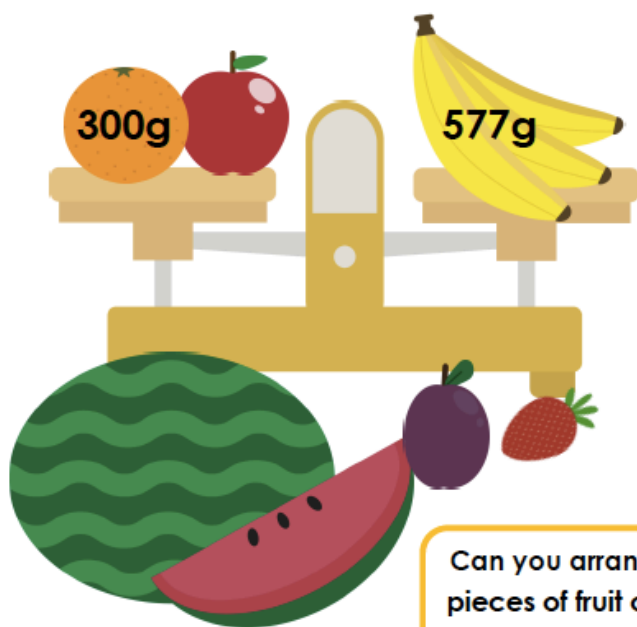
I can't add any more than 8 hundreds to 156

Explain why!





PROBLEM SOLVING 1



Can you arrange all 6 pieces of fruit onto the scales so that that they are balanced?

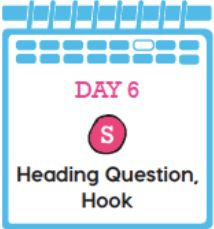
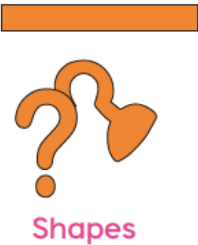
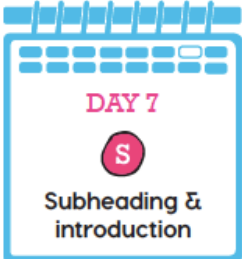
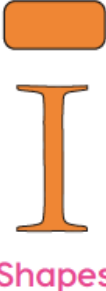
Solve the clues to find out the mass of all of the fruits to complete the table.

Fruit	Clue	Mass (g)
Apple	Look at the scales	
Melon	600g more than the apple	
Plum	400g less than the bananas	
Strawberry	200g less than the orange	



Writing

This week, we are continuing with our hibernations non-chronological report.

Day	Lesson objective
 <p>DAY 6 S Heading Question, Hook</p>  <p>Shapes</p>	<p>Sentence Stacking Lesson 1 Learning Objective: To write effective sentences for a nonchronological report on hibernation.</p> <p>Steps to Success:</p> <ul style="list-style-type: none"> • Hook Question Create a rhetorical question to make the reader imagine a sleep lasting from Winter to Spring. Can you imagine snoozing the winter away and only waking up in Spring? Could you imagine having a nap which lasted all the way from winter to Spring? • Complex sentence 'when' Refer to the signs of Winter collected on Experience Day 2 and the 'when' complex sentences created. Collect words for sleep: sleepy, nap, slumber, snooze, fall into a deep sleep, nature retires to its wintry bed. Teacher model: When frost begins to glisten on the ground, much of the world seems to go to sleep. Begin with 'when' a sign of winter happens and describe how the world goes to sleep. • Personification Refer back to the wintry changes observed and list the things missing: sun, daylight, weather, leaves, plants, animals, flowers. Personify them as taking a break: The sun meanders just above the horizon, the flowers re-charge beneath the soil, the leaves lay lounging, the trees undress and scatter their leaves on the forest floor, daylight dozes. Teacher model: The sun yawns. The night stretches out and some plants tuck themselves beneath the ground. Create three descriptions personifying the signs of winter as resting/taking a break.
 <p>DAY 7 S Subheading & introduction</p>  <p>Shapes</p>	<p>Sentence Stacking Lesson 2 Learning Objective: To write effective sentences for a non-chronological report on hibernation.</p> <p>Steps to Success:</p> <ul style="list-style-type: none"> • Sub-heading Collect words for here: has arrived, beckons, calls, has come, has entered the woodland. Teacher model: Winter is here. Write a short sentence as a sub-heading to say that winter has arrived. • Noticing – Negative adjectives

	<p>Refer to Experience Day 2. Recount the signs of winter from the clip or woodland visit. Collect negative adjectives to describe them: frozen solid, turned to ice, silent, empty, dead, moss-covered, muffled in snow, encased in frost, hard, hostile. Teacher model: The pond is frozen solid, the Oak trees are bare and the Ferns look nervous and huddled. Describe three signs of winter in nature using negative adjectives.</p> <ul style="list-style-type: none"> • Repetition <p>Collect phrases to describe the disappearance of these creatures: no sign of, gone, no flutter of wings. No snuffle of hedgehogs. Teacher model: No butterflies. No dormice. No hedgehogs. Create three short sentences describing the disappearance of the hibernating creatures.</p>
	<p style="text-align: center;">Sentence Stacking Lesson 3 Learning Objective: To write effective sentences for a nonchronological report on hibernation.</p> <p>Steps to Success:</p> <ul style="list-style-type: none"> • Where sub-heading <p>Give pupils a photo of them in the wintry woods with a thought bubble or show the picture of the boy from the story puzzling on page 8. Brainstorm questions beginning with 'where?' Where might these creatures be? Where have these animals gone? Write a question sub-heading asking where the creatures have gone.</p> <ul style="list-style-type: none"> • Conjunction 'but' – alliterative descriptions <p>Collect modal verbs: might, may, could. Give words for disappeared: died, vanished, perished. Show the picture of the dormouse. Collect positive descriptions sorting into alliterative groups: cosy, comfy, comfortable, covered. Secret, safe, secluded, secure, shielded, sheltered. Hidden, home, huddled. Teacher model: It may seem like these creatures have disappeared, but they are still there: snuggled, sheltered, safe. Use a modal verb to describe where the reader might think the animals are then use 'but' saying they are still there, writing three positive descriptions about what they are doing.</p> <p>Adverb</p> <p>Give pupils the chance to experiment with the adverbs: purely, merely, just, simply, only. Teacher model: They are simply hibernating. Write a short sentence using an adverb for just to say the creatures are hibernating.</p>
	<p style="text-align: center;">Sentence Stacking Lesson 4 Learning Objective: To write effective sentences for a nonchronological report on hibernation.</p> <p>Steps to Success:</p> <ul style="list-style-type: none"> • Sub-heading <p>Create sub-headings for what hibernation is: What is hibernation? Hibernation. The process of hibernation. Is hibernation another word for sleeping? Teacher model: Hiber-what? Create a sub-heading for the information section on what hibernation is.</p> <ul style="list-style-type: none"> • Conjunction 'but' <p>Collect modal verbs: might, could, may, perhaps.</p> <ul style="list-style-type: none"> • Show the picture of the dormouse sleeping, pg. 10. Explain how it may appear to be sleeping. Use the conjunction 'but' to emphasise how this behaviour/ process/adaptation is crucial, vital, essential, important, critical. <p>Teacher model: You might think hibernating looks a bit like sleeping, but, in fact, it is a vital process. Directly address the reader and use a modal verb to say that the creature might look to be sleeping 'but' it is more than this.</p> <ul style="list-style-type: none"> • 3 x negative superlatives

Sort negative comparative and superlative adjectives to describe the harshness of winter - gloomier, gloomiest, danker, dankest, harsher, harshest, hunger, hungriest.
Teacher model: Hibernation helps animals endure the cruellest, coldest and hungriest times.
Explain that hibernation keeps animals alive through winter/ difficult months using three negative superlatives.

Sentence Stacking Lesson 5

Learning Objective:

To write effective sentences for a nonchronological report on hibernation.

Steps to Success:

- Time adverbials – generaliser

Collect time adverbials: every winter, in the winter, during winter, through the winter months, over winter.

Collect generalisers: the vast majority, many, lots of, most.

Collect words for struggle: fight, wrestle, grapple, battle.

Provided sub-heading, 'Why Hibernate?'

Teacher model: Each winter, many animals struggle to survive because it is hard to find food.

Begin with a time adverbial for winter then comma. Use a generaliser to explain many animals find it hard to find food. Choose a powerful word for hard.

- Complex sentence 'when' – comparative

What happens when plants rest/ withdraw/drop their leaves in winter? There are few flowers, fruits, insects, tasty treats, nibbles, morsels.

Use negative comparatives for winter: danker, harsher, gloomier, frostier.

Teacher model: When plants shut down for the colder, darker months, there are few flowers, fruits, nuts, leaves and insects for animals to feed on.

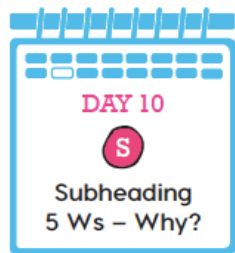
Begin with 'when' and describe the effects of the plants shutting down on the animals' food source. Use two negative comparative adjectives to describe winter.

- Complex sentence 'when' – negative adjective

Play sounds of wintry weather. Collect descriptions: bitter, hostile, ferocious, savage. Create 'when' sentence to describe what happens when the weather turns cold, e.g. when it turns bitterly cold,

Teacher model: When the weather turns hostile and wet it is difficult for them to keep warm.

Begin with 'when' and describe the weather using a negative adjective explaining why this is difficult for animals.

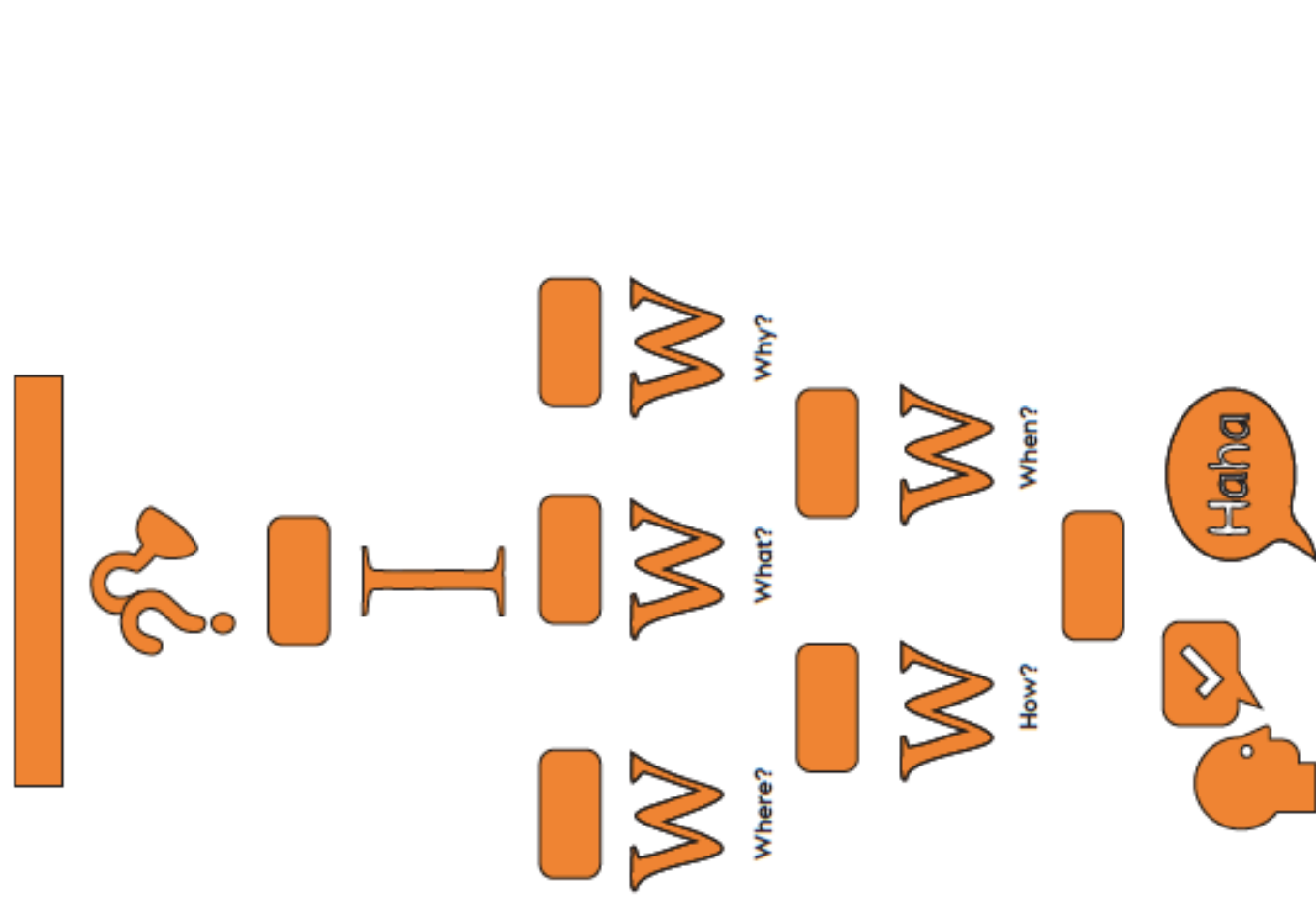






Non-Fiction Shape

Non-chronological report



Key:



Heading



Subheading



Hook question



Fact



Introduction

Hook question



Introduction

5 Ws

Where?

What?

Why?

How?

When?



Joke

Reading/Phonics

This week we are continuing to read our class book 'The Firework Maker's Daughter'.

If you do not have the book, I have attached 2 fiction and 1 non-fiction comprehension with questions.

I would also like you to read a book for pleasure. Tell me about the book. For example, a book review or a character profile of your favourite character. Maybe you could send me a video of you reading on dojo or teams.

LKS2 Traditional Tales Text
Little Red Riding Hood Letter by Joe Duffin



Dear Mum and Dad,

I am writing to let you know that I have arrived at Grandmother's house. Grandmother is well and she sends her best wishes. I'm afraid my journey here was not straightforward and included moments where I thought I might actually be eaten! Let me share with you the details of my unexpected adventure.

As you already know, I set off to from home on Friday afternoon, carrying a delicious basket of bread I'd purchased from the baker's, and headed towards Grandmother's house to cheer her up, as she has been poorly. However, as I skipped merrily through the woods, I was unaware that a wolf was lying in wait and that he began stealthily following me to Grandmother's house. He must have realised where I was heading, as he rushed ahead of me to the house and sneakily awaited me there!

It was extremely fortunate that, when the wolf reached Grandmother's house, she was in the back garden with the woodcutter who was pruning her trees. The wolf, not realising

where Grandmother or the woodcutter were, hid upstairs and waited for my arrival. As if that wasn't cunning enough, he also disguised himself in Grandmother's clothes and even wore her spectacles perched on the end of his nose, just like Grandmother. Then, he sat up in her bed and waited for me.

When I finally arrived at the house, Grandmother and the woodcutter were still in the garden, but I didn't know this and rushed upstairs to see Grandmother in her bed. She looked a little strange, but I knew she had been ill. How was I to know that the wolf was pretending to be my sick Grandmother? As we began chatting, I became suspicious of 'Grandmother'. She was looking at me oddly, and I commented, "Oh Grandmother, what great big eyes you have!"

"All the better to see you with, my dear!" chuckled 'Grandmother' with a laugh that suddenly sent an icy chill sliding down my spine.

Then, I noticed 'Grandmother's' enormous, dagger-sharp teeth, teeth that looked like they could bite through metal. They were nothing like Grandmother's false teeth that she often keeps in a jar by the bed.

"Oh Grandmother, what great big teeth you have," I exclaimed in horror.

"All the better to EAT you with, my dear," she replied, glaring menacingly. As the spectacles slipped from her nose, I realised at last that my 'Grandmother' was actually a wolf! I assure you, this was a disguise Clark Kent would have been proud of.

The wolf lunged forward and tried to take a bite out of me. I was able to leap out of the way, shouting "HELP!" at the top of my voice. At this point, Grandmother and the woodcutter both heard me from the garden and came rushing inside and upstairs. The woodcutter was a colossal man. In his hand, he was carrying

an enormous axe that he brandished as though it was a feather. Bursting into the bedroom, he laid eyes on the wolf, who looked as petrified as I felt.

"Listen here, wolf," warned the woodcutter, "you'd better run far, far away from here, or I'm going to have wolf stew for supper tonight!"

I never realised wolves could run as fast as that wolf did. He shot into the forest like a cannonball from a cannon.

The rest of my time here at Grandmother's has been much less eventful, thankfully. She has recovered from her illness, and we have enjoyed the delicious bread from the baker's. Luckily, we have had no more sightings of the wolf. I shall return on Monday evening, and the woodcutter has offered to escort me back home through the forest. I have gratefully accepted his offer.

Love from your own Little Red Riding Hood.

LKS2 Traditional Tales Text

This set of questions is based upon the text 'A Letter Home from Little Red Riding Hood' by Joe Duffin.

Q1

'Let me share with you the details of my unexpected adventure.' What does the word 'unexpected' tell us?

1 Mark

Q2

Look at the paragraph beginning 'It was extremely...' What phrase suggests the wolf was not cautious?

1 Mark

Q3

Tick three ways in which the wolf showed his deceitful nature.

He was lying in wait.

He stealthily followed Red Riding Hood.

He looked oddly at her.

He wore Grandmother's clothes and spectacles.

He ran like a cannonball.

1 Mark

Q4

'I became suspicious of 'Grandmother.' Circle the word that has the opposite meaning to 'suspicious'.

doubtful

deceitful

trusting

cheat

1 Mark

Q5

'As if that wasn't cunning enough...'

What is meant by the word 'cunning' in this phrase?

1 Mark

Q6

For each statement, tick the correct box to show whether it is true or false.

Statement	True	False
The wolf had enormous, dagger sharp teeth.		
The wolf took a bite out of Red Riding Hood.		
'Grandmother' looked at Red Riding Hood oddly.		

1 Mark

Q7

List two ways in which Red Riding Hood avoided being hurt by the wolf.

1) _____

2) _____

2 Marks

Q8

Use the numbers 1-5 to order the following events as they occur in the text.



'Grandmother' was actually a wolf.



He sat up in her bed and waited.



Let me share with you the details.



She has recovered from her illness.



I ducked just in time.

1 Mark

Q9

Look at the final paragraph. How might Red Riding Hood feel as she heads back through the forest?

2 Marks

Q10

Based on what you've read, why do you think this text is written as a letter?

1 Mark

Question One (1 Mark)

1 mark for a relevant response

E.g. The journey didn't go as planned.

Question Two (1 Mark)

1 mark for identifying the correct phrase

'not realising where Grandmother or the woodcutter were'

Question Three (1 Mark)

1 mark for ticking all three answers

He was lying in wait.

He stealthily followed her.

He disguised himself in Grandmother's clothes.

Question Four (1 Mark)

1 mark for circling the correct word

trusting

Question Five (1 Mark)

1 mark for a relevant explanation

E.g. He was being clever in the way he deceived her.

Question Six (1 Mark)

1 mark for all three correct answers

The wolf had enormous, dagger sharp teeth - **True**

The wolf took a bite out of Red Riding Hood - **False**

'Grandmother' looked at Red Riding Hood oddly - **True**

Question Seven (1 Mark)

1 mark for each relevant response

She ducked.

She shouted for 'Help.'

Question Eight (1 Mark)

1 mark for ordering the events in the correct order

'Grandmother' was actually a wolf - 3

He sat up in her bed and waited - 2

Let me share with you the details - 1

She has recovered from her illness - 5

I ducked just in time - 4

Question Nine (2 Marks)

1 mark for a simple response

E.g. I think she might feel scared but glad the woodcutter is there to escort her.

2 marks for a detailed response

E.g. She will be pleased that the woodcutter will accompany her, but fearful that the wolf may reappear, as he is cunning and could try to deceive her again.

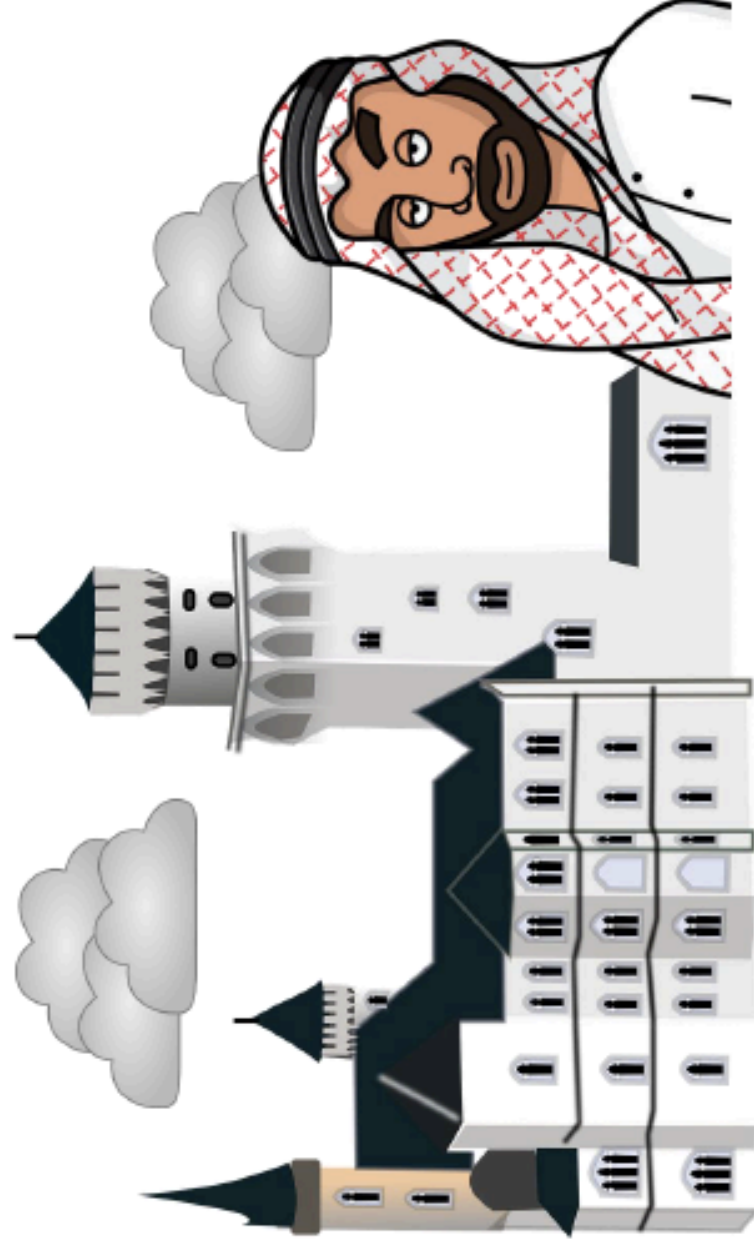
Question Ten (1 Mark)

1 mark for a relevant response

E.g. It can tell the reader the story from Red Riding Hood's point of view.

YR3 Fiction Text

The Princess and the Pea by Hans Christian Anderson



There was once a prince who wanted to marry a princess but she had to be a real princess. So he travelled about, all through the world, to find a real one, but everywhere he went, there was something in the way. There were princesses enough, but whether they were real princesses he could not quite make out. There was always something that did not seem quite right so he came home again, and was quite sad for he wished so much to have a real princess. One evening a terrible storm came on. It lightened and thundered and the rain streamed down. It was quite fearful! Then there was a knocking at the castle gate and the old king went out to open it.

It was a princess who stood outside the gate. But, mercy! How she looked from the rain and the rough weather! The water ran down her hair and her clothes. It ran in at the points of her shoes and out at the heels and yet she declared that she was a real princess.

"Yes, we will soon find that out," thought the old queen but she said nothing, only went into the bedchamber, took all the bedding off, and put a pea on the flooring of the bedstead. Then she took twenty mattresses and laid them upon the pea and then twenty eiderdown beds upon the mattresses. On this, the princess had to lie all night. In the morning, she was asked how she had slept.

"Oh, miserably!" said the princess. "I scarcely closed my eyes all night long. Goodness knows what was in my bed. I lay upon something hard and I am black and blue all over. It was quite dreadful!"

Now they saw that she was a real princess, for through the twenty mattresses and the twenty eiderdown beds she had felt the pea. No one but a real princess could be so delicate.

So the prince took her as his wife, for now he knew that he had a true princess and the pea was put in the museum, and it is there now, unless somebody has carried it off.

YR3 Fiction Text

This set of questions is based upon the text 'The Princess and the Pea' by Hans Christian Anderson.

Q1

'...she had to be a real princess.'
Why is the word 'real' written in italics?

1 Mark

Q2

Why was the prince 'quite sad' when he came home?
Use evidence from the text in your answer.

2 Marks

Q3

What evidence is there that the princess had been out in the rain for some time? Give two reasons.

1) _____

2) _____

2 Marks

Q4

'...and the rain *streamed down*'
Circle the word closest in meaning to 'streamed'.

fell

trickled

poured

came

1 Mark

Q5

What impression are you given of the old queen?
Use evidence from the text in your answer.

Impression	Evidence

2 Marks

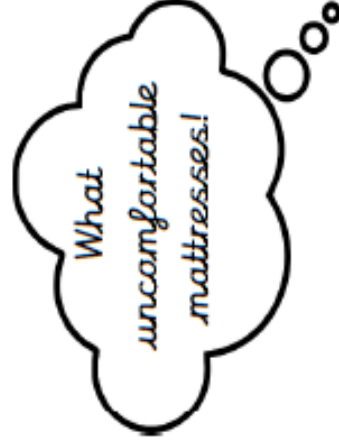
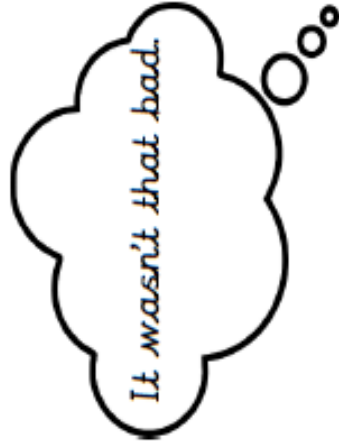
Q6

Look at the paragraph beginning 'Oh, miserably!'
Find and copy a word that means the same as 'hardly'.

1 Mark

Q7

What might have been going through the princess' mind
after her sleep? Tick one thought.



1 Mark

Q8

For each statement, tick the correct box to show whether it is a fact or an opinion.

Statement	Fact	Opinion
The queen is unkind to the princess.		
The pea bruises the princess.		
The prince is lonely.		

1 Mark

Q9

Use the numbers 1-5 to order the following events as they occur in the story.



There was a terrible storm.



The pea was put into a museum.



The prince travelled to find a real princess.



The princess slept miserably.



The queen put 20 mattresses on the princess' bed.

1 Mark

Q10

Do you think the prince and princess have a happy ending?

Yes

No

Explain why!

2 Marks

Question One (1 Mark)

1 mark for recognising it adds emphasis

E.g. Because it emphasises that the princess couldn't be false or pretend.

Question Two (2 Marks)

1 mark for a simple response

E.g. The prince didn't find a real princess.

2 marks for a more developed response with reference to the text

E.g. Because 'things got in the way' and he wasn't sure if they were 'real' princesses so he never found one when he travelled.

Question Three (2 Marks)

1 mark for each of the following points

The water ran down from her hair and her clothes.

The rain ran in the points of her shoes and out at the heels.

Question Four (1 Mark)

1 mark for circling the correct answer

poured

Question Five (2 Marks)

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

Impression – She is sneaky/has doubts.

Evidence – She says 'Yes, we will soon find that out.'

She set up a plan with over 20 mattresses and a pea to find out if the princess was real.

Question Six (1 Mark)

1 mark for identifying the correct word

scarcely

Question Seven (1 Mark)

1 mark for ticking the correct thought

'What uncomfortable mattresses!'

Question Eight (1 Mark)

1 mark for all three correct answers

The queen is unkind to the princess – **opinion**

The pea bruises the princess – **fact**

The prince is lonely – **opinion**

Question Nine (1 Mark)

1 mark for all events correctly ordered

There was a terrible storm – **2**

The pea was put into a museum – **5**

The prince travelled to find a real princess – **1**

The princess slept miserably – **4**

The queen put 20 mattresses on the princess' bed – **3**

Question Ten (2 Marks)

1 mark for a simple response

E.g. Yes because the prince found his princess.

2 marks for a more developed response

E.g. Yes because the princess went to the prince and he found his true princess so they both got what they wanted.

YR3 Information Text Magnificent Mountains by Hannah Raven



Have you ever wondered what mountains are or how they are made?

Mountains are huge masses of rock and are the tallest landforms on Earth. They are formed by rocks near the Earth's surface being pushed upwards due to tectonic plate movement. There are three types of mountains: fold mountains, block mountains and volcanic mountains. Many mountains form together in groups known as mountain ranges, with some even forming long chains.

Every continent on earth has mountains. Did you know they are even found in the oceans? Let us find out some more about these magnificent landforms.

Where is the world's tallest mountain?

Found in Asia, Mount Everest is the tallest mountain in the world. It is 29,035 feet high, which is the same height as 643 double decker buses stacked on top of each other! This famous peak is a part of the Himalayan mountain range, which is made up of over 1000 mountains and is known as the 'roof of the world'.

Has anyone climbed this almighty mountain? Yes, Edmund Hillary and Tenzing Norgay were the first pair to successfully climb this dangerous slope. Since then around 3000 people have reached the top but sadly many climbers have died trying. Visiting tourists enjoy looking at the spectacular views the mountain range has to offer. Hiding within the mountain caves, you may catch a glimpse of snow leopards, yaks and musk deer.

What is the highest mountain in Africa?

Mount Kilimanjaro in Tanzania, East Africa is 19,341 feet high. This snow-topped mountain is not part of a mountain range and is a volcanic mountain, although it has not erupted for thousands of years. Tropical rainforests, grassland and rocks cover the sides of this mountain. Elephants and buffaloes can be seen wandering at the bottom, alongside farmland. Thousands of climbers go up Kilimanjaro each year. Once at the top there is a wooden box, where successful climbers can leave messages for other explorers to read.

What is the longest mountain range in the world?

Formed 45 million years ago, the Andes are the longest mountain range in the world. They stretch nearly the entire length of South America, at nearly 4500 miles long. Some of the world's highest volcanoes are found here, as well as the start of the Amazon River. This mountain range is made up of snowy, icy peaks, grassy plains and shimmering lakes.

At 76 million years old and the world's second longest mountain range, are the Rocky Mountains. These mountains are around 3000 miles long and cover the west coast of Canada and the USA. Most of the Rocky Mountains are protected because they are National Parks. This means that they cannot be damaged or built upon. These mountains are very popular with tourists because they are great for many different sports.

Are there any mountains in Europe?

Yes, the Alps are a popular mountain range that are visited by millions of tourists throughout the year. Many skiers slip and slide down the snowy slopes each winter and walkers hike during the warm summer months. Due to the high number of tourists, many roads, bridges, railways and airports have been built within the mountain range, which is polluting the clean air.

The Alps stretch over eight different European countries, including France, Italy, Austria and Switzerland. Mont Blanc in France is the highest mountain in this range and is 15,785 feet tall.

Are there any mountains in the UK?

Ben Nevis in the Scottish Highlands is the tallest mountain in the UK. It is 4,409 feet high. This mountain is the remains of an ancient volcano which collapsed millions of years ago. Many climbers reach the rocky summit each year. Every September a race is held to reach the top of Ben Nevis and climb all the way back down again.

YR3 Information Text

This set of questions is based upon the text 'Magnificent Mountains' by Hannah Raven.

Q1

Why has the author started the text with a question?

1 Mark

Q2

*Where in the world can you find mountains?
List two places.*

1) _____

2) _____

1 Mark

Q3

Why has the phrase 'rooftop of the world' been used to describe Mount Everest?

1 Mark

Q4

What does the word 'spectacular' tell us about the views of the Himalayan mountain range? Circle one.

they are extraordinary

people are spectating the views

they are average

they are beautiful and breath-taking

1 Mark

Q5

Why do you think people leave messages at the top of Mount Kilimanjaro?

1 Mark

Q6

Why might people visit the Andes Mountain range?

2 Marks

Q7

Why is the air becoming polluted in the Alps?

1 Mark

Q8

*What impression are you given of Mount Everest?
Find evidence to support your answer.*

<i>Impression</i>	<i>Evidence</i>

2 Marks

Q9

For each statement, tick the correct box to show whether it is true or false.

Statement	True	False
Mount Kilimanjaro is a stand-alone mountain.		
The end of the Amazon River is in the Andes.		
The Alps' highest mountain is in Germany.		
Ben Nevis is the remains of a volcano.		

2 Marks

Q10

What mountain or mountain range would you like to visit? Use evidence from the text to justify your answer.

2 Marks

Question One (1 Mark)

1 mark for a relevant explanation

E.g. It engages the reader into the text.
It makes the reader think.

Question Two (1 Mark)

1 mark for both responses identified correctly

Each continent
In the ocean

Question Three (1 Mark)

1 mark for showing an understanding that the 'rooftop of the world' means it is the highest point in the world

E.g. Because it is the highest mountain range in the world.

Question Four (1 Mark)

1 mark for circling the correct answer

they are beautiful and breath-taking

Question Five (1 Mark)

1 mark for an appropriate idea

E.g. People leave messages to congratulate others on climbing to the top of the mountain.

To tell them about their journey to the top of the mountain and leave their mark.

To give them messages of encouragement.

Question Six (2 Marks)

1 mark for an appropriate reason

E.g. Because people might want to climb all the different mountains in the world.

2 marks for an appropriate reason with evidence from the text

E.g. People visit the Andes Mountains because they are the longest mountain chain in the world. Whilst they are there, they can see some of the world's highest volcanoes and the start of the Amazon River. They can also see snowy icy peaks, grassy plains and shimmering lakes.

Question Seven (1 Mark)

1 mark relating to tourism

E.g. Tourism is causing polluted air due to the roads, bridges and airports that have been built.

Question Eight (2 Marks)

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

Impression – It is gigantic.

Evidence – It is the same height as 643 double decker buses stacked on top of each other.

Impression – It is famous.

Evidence – Around 3000 people have reached the top of Mount Everest.

Impression - It is dangerous.

Evidence – Sadly, many climbers have died trying to reach the top.

Question Nine (2 Marks)

1 mark for three correct answers or 2 mark for all four correct answers

Mount Kilimanjaro is a stand-alone mountain – **true**

The end of the Amazon River is in the Andes – **false**

The Alp' highest mountain is in Germany – **false**

Ben Nevis is the remains of a volcano – **true**

Question Ten (2 Marks)

1 mark for an appropriate reason for wanting to visit a mountain OR 2 marks for an appropriate reason with evidence from the text

E.g. I would like to visit the Andes mountains because it is the longest mountain chain in the world. There would be lots of amazing sights to see there because it is the start of the Amazon River and has lots of volcanoes which might erupt.

Other Subjects

Art - Comparing Volcanic Art

PE/Dance- Keep yourself active indoors...

Cosmic Kids Yoga

Joe Wicks PE

Go Noodle

RE – design and make a diwali lamp.



Jigsaw –

Explain to the children that witnesses to bullying are often referred to as bystanders. Bystanders could:

- Help the person being bullied in some way
- Do nothing and ignore that it's happening
- Join in with the bullying

Ask the children to briefly discuss why they think that some bystanders choose to ignore or join in?

Recap the Solve it Together technique and go through the steps with the children for the scenario they have just discussed.

Look at the scenario card. Can they first decide if it is bullying or not bullying? Can they tell? If it isn't bullying could it become bullying?

- Is this bullying?
- Can you tell from the information you have?
- If you don't think it is bullying what might change to turn it into bullying?
- What should we do?

24th November 2020

Comparing Volcanic Art

- To explore great artists, architects and designers in history.

1. Describe the two pieces of art.

Joseph Wright of Derby



Andy Warhol



2. Design a table for the similarities and differences between the two pieces.

3. Which piece of art is your favourite and why?

'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.



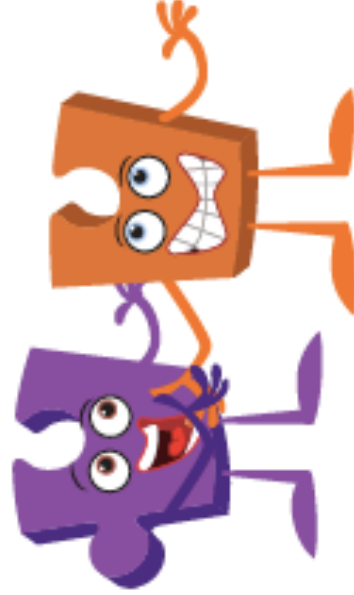
Step 4 - Finding solutions

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

Scenario Cards - Ages 7-8 - Piece 4

1. Sarah and Ben are playing football. Youssef asks if he can play but Ben says, "No, we've already picked our teams, you can't play." Youssef then grabs the ball and runs away with it, spoiling their game.
2. Sally and Jemma are skipping. Sally accidentally trips Jemma up. Jemma shouts at her, "You idiot! Watch what you are doing!" Sally is upset as she hadn't meant to do it and runs away from the game.
3. Mark pushes into the line knocking into Simion into the wall. "Watch out, you gay", Simion shouts and pushes Mark.
4. Lily is always calling Lee names. She waits for him at playtime and after school, taunting him and saying mean things about his family and his clothes. Lee doesn't understand why she is so mean to him.
5. Flora won't let Emily join in the dance competition and says to Emily, "You're fat; we don't want you on our team."
6. Martin tells Stella and Levi to look at a video on YouTube that he knows will scare them and give them nightmares.

Jino

