Victoria Dock Primary School Home Learning Plan

Year 3

Week Commencing 30th 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 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

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

YR3 PROGRESSION IN MASTERY LESSON PACK - ADD 2 AND 3 DIGIT NUMBERS, WITH EXCHANGE

FLUENCY 1

Use the place value chart to calculate.

246 + 67

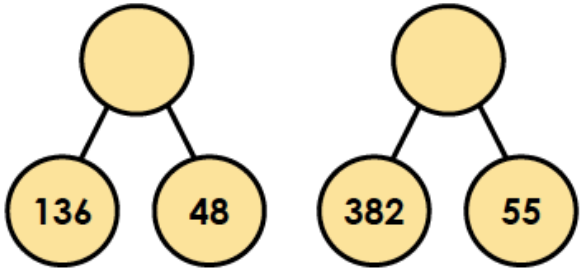
Hundreds	Tens	Ones
100 100	10 10 10 10	1 1 1 1 1 1

_____ ones add _____ ones equals _____ ones,
we need to exchange _____ ones for _____ ten.

Now, we have _____ tens.
_____ tens add _____ tens equals _____ tens.
We need to exchange _____ tens for _____ hundred.
Now, we have _____ hundreds.

FLUENCY 2

Complete these part-whole diagrams.



FLUENCY 3

Sort the additions into the table.

No exchange	Exchange 10 ones	Exchange 10 tens	Exchange ones and tens

243 + 54
461 + 57
75 + 129
26 + 243
339 + 85
247 + 28

FLUENCY TASKS

YR3 PROGRESSION IN MASTERY LESSON PACK - ADD 2 AND 3 DIGIT NUMBERS, WITH EXCHANGE

REASONING 1

Alfie is working out an addition.

What mistake has he made?

Alfie

	4	2	6
+		6	5
	4	8	1

Millie is also working out an addition.

What mistake has she made?

	4	7	3
+		6	5
4	1	3	8

Millie

REASONING 2

Convince Me

Marlon has the most efficient method to solve the addition.

654 + 99

I added 100, then subtracted 1.
654 + 100 = 754
754 - 1 = 753

REASONING 3

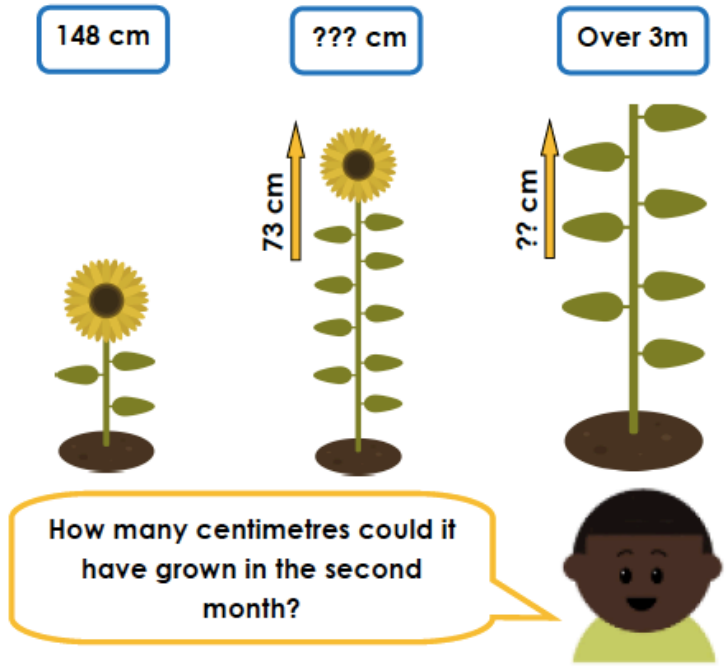
Always, Sometimes, Never True?

If you add a 2-digit number and a 3-digit number, there will be an exchange..

REASONING TASKS

PROBLEM SOLVING 1

The sunflower measures 148 cm.
Over the first month, it grows another 73 cm. In the second month, it grew less than 100 cm but was over 3 metres tall.



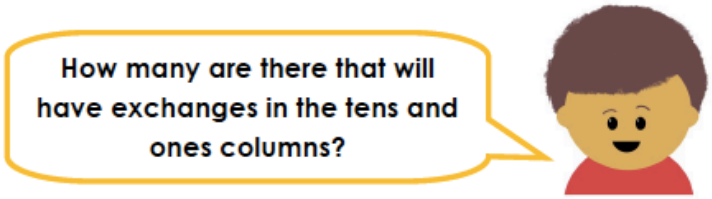
PROBLEM SOLVING 2

Investigate...

Choose a 3-digit and a 2-digit number to add from the boxes below.

3-digit	
127	416
375	459

2-digit	
39	17
22	53



PROBLEM SOLVING TASKS

YR3 PROGRESSION IN MASTERY LESSON PACK - SUBTRACT 2 AND 3 DIGIT NUMBERS WITH EXCHANGE

FLUENCY 1

Use the place value chart to complete the stem sentences.

244 - 77

Hundreds	Tens	Ones
100 100	10 10 10 10	1 1 1 1

First, we must subtract _____ ones from _____ ones.
We do not have enough ones so we need to exchange _____ ten for _____ ones.

Now, we have _____ tens and _____ ones.
_____ ones subtract _____ ones equals _____ ones

Next, we must subtract _____ tens from _____ tens.
We do not have enough tens so we need to exchange _____ hundred for _____ tens.

Now, we have _____ hundred and _____ tens.
_____ tens subtract _____ tens equals _____ tens.

FLUENCY 2

Use place value counters to calculate.

	3	5	3
-		6	8

	2	4	2
-		5	7

FLUENCY 3

Use equipment to calculate then sort the subtractions onto the table.

No exchange	Exchange 1 ten	Exchange 1 hundred	Exchange ten and hundred

343 - 54 **751 - 47** **349 - 36**

468 - 77 **275 - 68** **278 - 65**

FLUENCY TASKS

YR3 PROGRESSION IN MASTERY LESSON PACK - SUBTRACT 2 AND 3 DIGIT NUMBERS WITH EXCHANGE

REASONING 1

Alfie is working on a subtraction calculation.

What mistake has he made?

	4	2	7
-		6	3
	4	4	4

REASONING 2

Convince Me!

A number that has more ones than the number it is being subtracted from will need an exchange.

REASONING 3

True or False?

This calculation will have two exchanges.

132 - 68 = 64

Prove it!

REASONING 4

What is the same and what is different about these calculations?

	4	7	2
-		5	7

	4	2	7
-		7	5

REASONING TASKS

PROBLEM SOLVING 1

Caleb has saved £200 of his birthday money.

How much could the guitar cost?

PROBLEM SOLVING 2

Can you work out the missing numbers in these subtractions?

		8	
-			3
	4	2	8

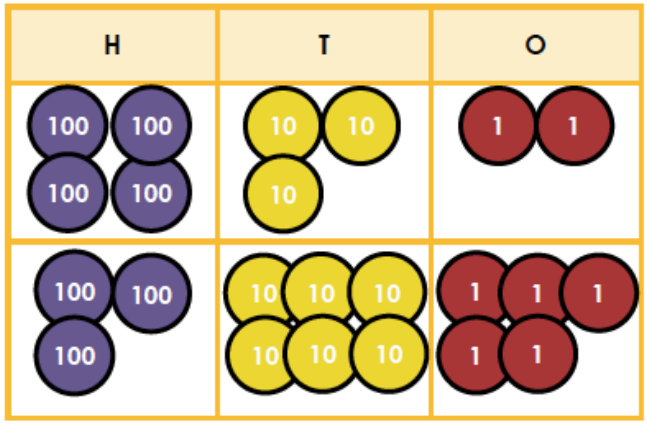
	5		7
-		8	
		5	4

PROBLEM SOLVING TASKS

YR3 PROGRESSION IN MASTERY LESSON PACK - ADD TWO 3-DIGIT NUMBERS

FLUENCY 1

Work out the total. Use the stem sentences to help you.



_____ ones add _____ ones equals _____ ones.

_____ tens add _____ tens equals _____ tens.

_____ hundreds add _____ hundreds equals _____ hundreds.

_____ + _____ = _____

FLUENCY 2

Complete these column additions:

	1	3	7
+	4	2	2

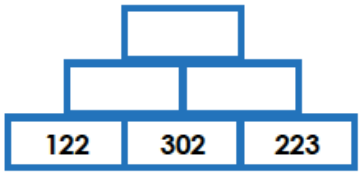
	2	5	6
+	5	4	2

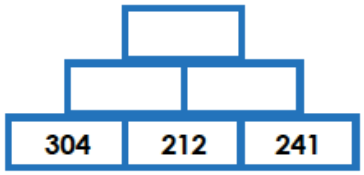
	3	0	8
+	6	7	1

	8	7	0
+	1	2	9

FLUENCY 3

Complete the addition pyramids by adding two adjacent bricks.



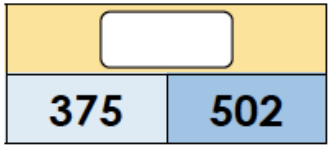


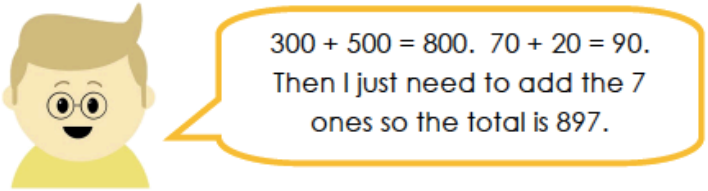
FLUENCY TASKS

YR3 PROGRESSION IN MASTERY LESSON PACK - ADD TWO 3-DIGIT NUMBERS

REASONING 1

Alfie has explained what he thinks the missing number is on the bar model...

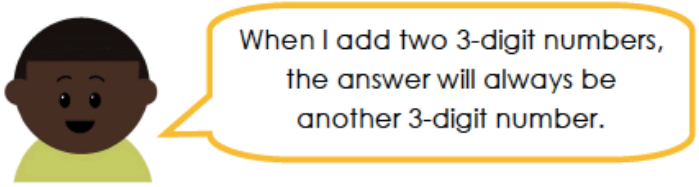




Describe the error that Alfie has made.

REASONING 2

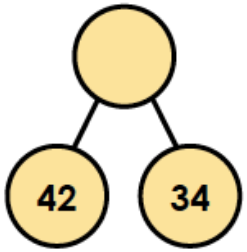
True or False?



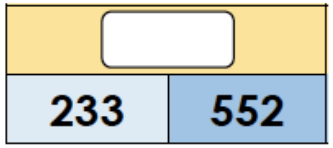
Explain your reasoning!

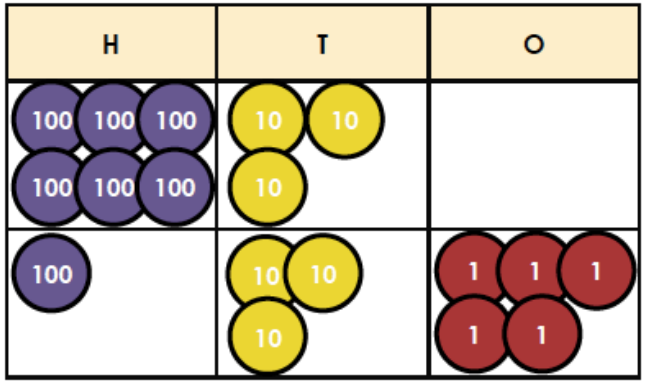
REASONING 3

Which is the odd one out? Why?



	4	5	4
+	5	1	1





REASONING TASKS

YR3 PROGRESSION IN MASTERY LESSON PACK - ADD TWO 3-DIGIT NUMBERS

PROBLEM SOLVING 1

Marlon bought three drinks for a total of £5.89.

Can of cola

330ml = £1.23

Carton of juice

500ml = £2.33

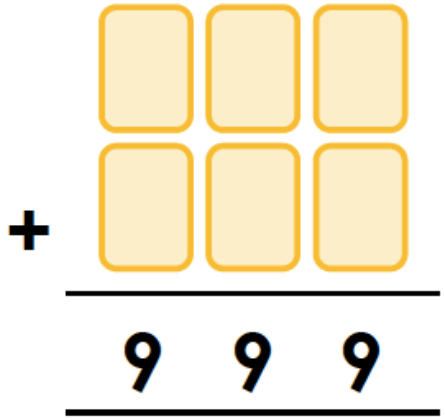
Bottle of cola

1,000ml = £3.43

What combination of drinks could Marlon have bought?

PROBLEM SOLVING 2

Look at the addition framework below...



How many ways can you make 999 using these digits?

PROBLEM SOLVING TASKS

YR3 PROGRESSION IN MASTERY LESSON PACK - ADD TWO 3-DIGIT NUMBERS WITH EXCHANGE

FLUENCY 1

Work out the total. Use the stem sentences to help you.

H	T	O
100 100 100 100 100	10 10 10 10 10 10	1 1 1 1 1
100 100	10 10 10 10 10 10	1 1 1 1 1 1 1

When we add, we make both numbers.

We add the columns to find the total.

Exchange 10 ones for _____.

Exchange 10 tens for _____.

Can you set it out in a column?

FLUENCY 2

Sort the additions onto the table.

No exchange	Exchange 10 ones	Exchange 10 tens	Exchange ones and tens

243 + 154

275 + 329

549 + 185

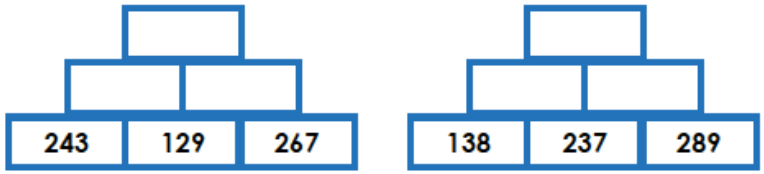
461 + 257

566 + 243

347 + 428

FLUENCY 3

Add two adjacent bricks to complete the pyramids.

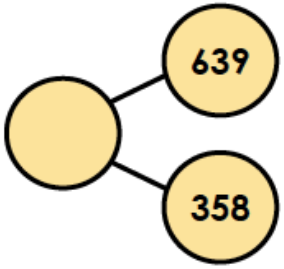


FLUENCY TASKS

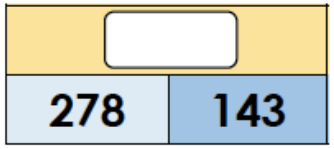
YR3 PROGRESSION IN MASTERY LESSON PACK - ADD TWO 3-DIGIT NUMBERS WITH EXCHANGE

REASONING 1

Which is the most difficult addition? Why?

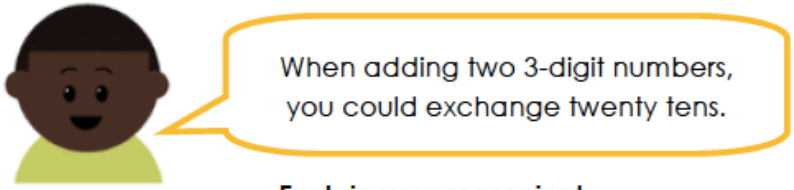


	3	9	7
+	5	8	2



REASONING 2

True or False?

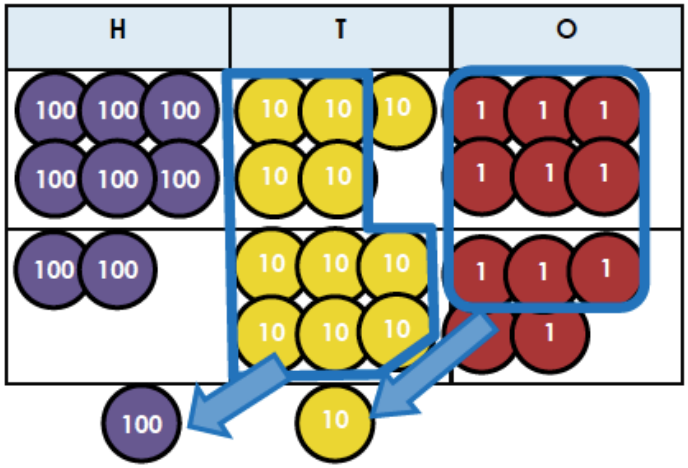


Explain your reasoning!

REASONING 3

Spot and explain the mistake!

	6	5	6
+	2	6	5
	9	2	2
	1	1	



REASONING TASKS

YR3 PROGRESSION IN MASTERY LESSON PACK - ADD TWO 3-DIGIT NUMBERS WITH EXCHANGE

PROBLEM SOLVING 1

Marlon has a £500 voucher.

Which items should he buy to use the most value of his voucher?

PROBLEM SOLVING 2

Complete the calculation using the digit cards.

5 6 1 2 4 7

\+ ☐☐☐ / ☐☐☐

1 2 5 8

Now, find the missing numbers in these calculations.

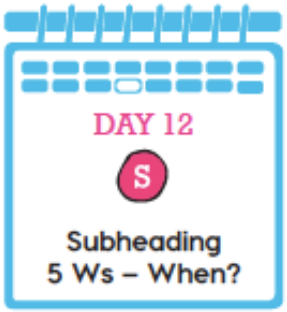
	3	☐	☐
+	☐	5	8
	7	0	6

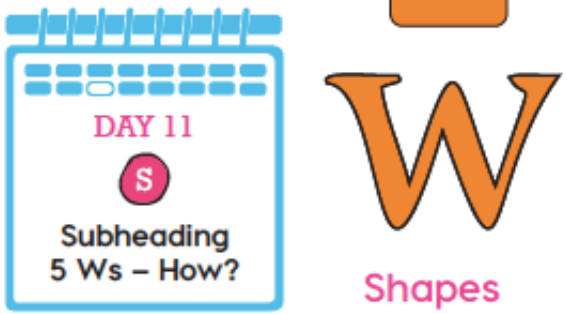
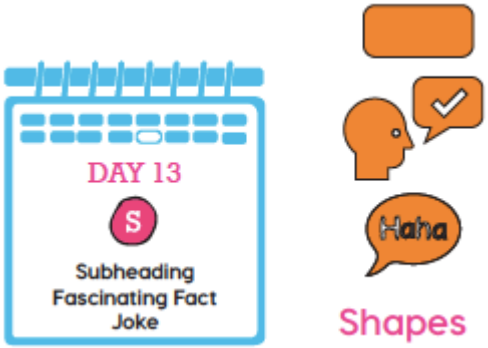
	4	☐	7
+	☐	8	☐
1	2	3	6

PROBLEM SOLVING TASKS

Writing

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

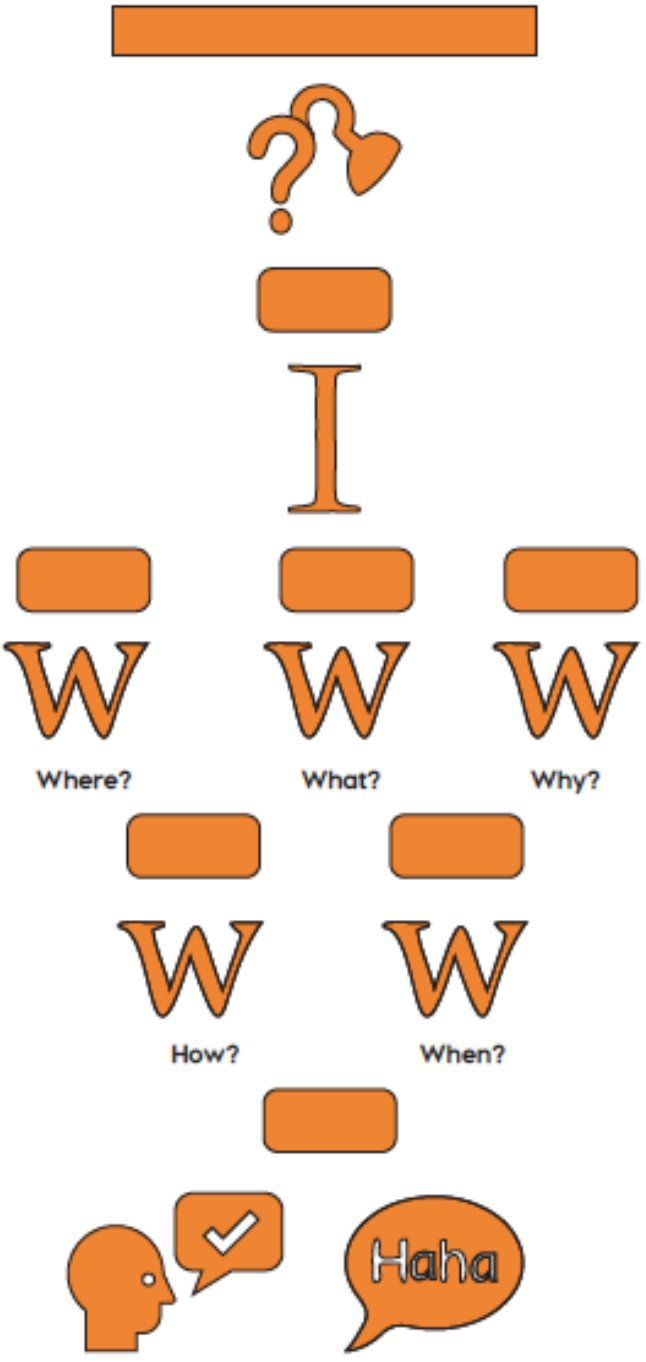
Day	Lesson objective
 	Sentence Stacking Lesson 6 Learning Objective: To write effective sentences for a nonchronological report on hibernation. Steps to Success: • Adverb Look through the pictures of the animals hibernating. How do animals solve the winter problem? Slow their bodies down. Collect adverbs for this amazing fact: amazingly, incredibly, remarkably, unbelievably. Provided sub-heading, 'Problem-solvers' Teacher model: Cleverly, hibernating creatures slow their bodies right down so it looks like they are fast asleep. Begin with a positive adverb and comma then explain what animals are doing in hibernation. • Precise verbs Pupils describe the physiological changes during hibernation using precise verbs: lessens, reduces, lowers, decreases, falls, plummets. Teacher model: Their heart-rate decreases, their breathing rate lowers, their body temperature drops. Describe three physiological changes that happen to animals when they are hibernating using precise verbs. • Precise Verbs How do these physiological changes help them to survive? Use precise verbs: conserves energy, uses less energy, saves their essential resources. Teacher model: This helps them to stay alive by saving their energy. Explain how these physiological changes help the animals to survive

<table>
<tr>
<td> 
</td>
<td>Sentence Stacking Lesson 7
Learning Objective:
To write effective sentences for a non-chronological report on hibernation.
Steps to Success:
• Complex Sentence – tasting verbs
Discuss when creatures eat lots in preparation for hibernation: before winter, in Autumn, as winter approaches.
Collect words for eating: guzzling, feasting, gobbling, guzzling, devouring.
Teacher model: Give pupils: ‘When do creatures prepare to hibernate?’ Before winter arrives, many animals fatten-up: foraging, eating, feasting.
Begin with ‘before’ and explain that animals fatten-up before hibernating/winter. Use a colon and list three words for eating plentifully.
• Scientific explanation
Discuss how this extra fat helps the animals survive the weather.
Teacher model: They use this extra fat to protect them against the cold.
Explain how fattening-up helps the creatures in the cold.
• Add on extra information
Show words to add information: additionally, also, in addition.
Discuss how the extra fat gives them energy when there is little food/ food is scarce/ in short supply.
Teacher model: Also, this additional fat gives them energy when food is sparse.
Use a word to add information with comma and explain how the fat helps them when there is little or no food.</td>
</tr>
<tr>
<td> 
</td>
<td>Sentence Stacking Lesson 8
Learning Objective:
To write effective sentences for a nonchronological report on hibernation.
Steps to Success:
• Sub-heading
Collect sub-heading ideas: You won’t believe this! Wow! Unfathomable Facts! Or a heading which describes the fact (Pupils might like to decide on their fact before writing their
sub-heading): Super Snoozers!
Write a sub-heading for your amazing fact.
• Fascinating Fact
Choose a fascinating hibernation fact about a creature.
Teacher model: Would you believe that when a hedgehog hibernates, its body chills to 6°C and it may nap for five months?
Write a fascinating fact about your chosen hibernating creature.
• Humour
Discuss some of the facts and humour about them. E.g. the arctic squirrel would be like having an ice-cream-headache all winter, keep your snacks hidden from the deer mouse, the arctic woolly bear would be a serious contender for the Lazy Lie-in Award.</td>
</tr>
</table>

	Teacher model: You wouldn't want to invite it for a sleepover! zzz. Write a humorous thought about your creatures amazing fact.
Research days for our volcano non-chronological report.	

Non-Fiction Shape

Non-chronological report



Key:

Heading

Subheading

Hook question

Fact

Introduction

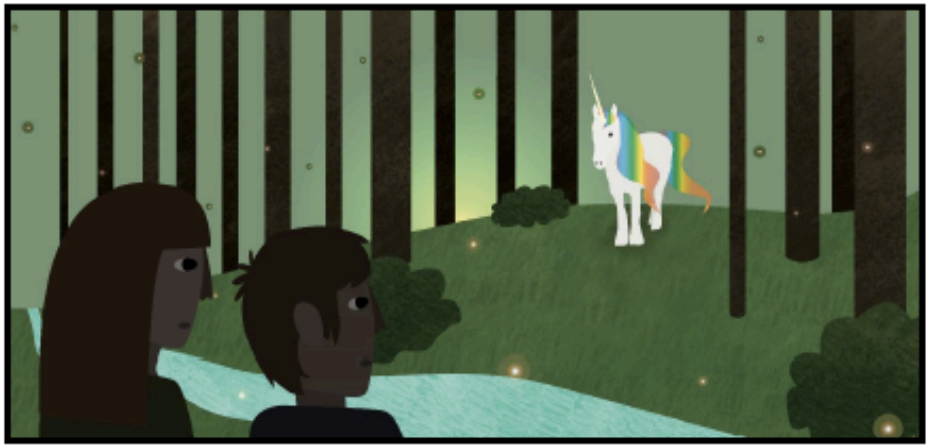
5 Ws
Where?
What?
Why?
How?
When?

Haha 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.

YR3 Narrative Text

Unicorn Magic by Beth Gascoigne-Owens



There was nothing there except for silence, stillness and emptiness...

An hour earlier, the children had excitedly rushed off into the woods after their father had told them to go and play. He was busy unpacking all their belongings into their new home. "Clear off, you two. You're getting under my feet. Go and explore," he had added with a twinkle in his eye. Grinning, the children had ran off with glee eager to explore their new garden. It had been a pretty ordinary day, until they had crossed over the small trickling brook into the forest beyond, where the leaves of the trees grew just that little bit darker.

Sit back and imagine a forest for a moment. I bet you can hear birds tweeting in the tall trees, maybe leaves rustling as rabbits and squirrels scamper along the ground. Well, this woodland wasn't like that. The children had never been anywhere as strangely quiet as this before. Ellie, who had always been braver than her brother, took his hand and they crept in a little further.

Just visible through the treetops, the clouds floated across the turquoise sky looking like soft, billowy marshmallows. The sun danced down on the leaves, glittering like golden sparkles. On the forest floor, flowers grew tall and proud bursting with every colour of the rainbow.

Unexpectedly, blocking the path ahead, was a sight so beautiful that Ellie gasped out loud. 'Wow!' she whispered to Daniel. The river glistening before her was so special that for a moment the children didn't even breathe for fear it would disappear and it would all be a dream. This river was far from an ordinary type of river. It was like every famous artist in the world had been told to sketch the most perfect river they could ever imagine and this piece of magic had been created.

Suddenly, a footstep could be heard. It didn't belong to the two children. Both froze in astonishment. The sound had come from the far side of the river where the water sparkled like fairy dust. 'What is that?' Daniel whispered, squeezing his sister's hand for reassurance. But they already knew...

At hearing the sound of his voice, the creature stopped and froze looking at the two children. 'It's a ... It's a unicorn!' Ellie gasped quietly. The unicorn gazed at them, seeming to stare for a moment. It was whiter than the purest clouds in the morning sky and gleamed like freshly fallen snow. Its mane cascaded down like a rainbow waterfall of colour. Before they absorbed its magnificence any longer, it turned and silently slipped away into the trees disappearing out of sight.

From that day forward, their adventures had only just begun.

YR3 Narrative Text

This set of questions is based upon the text 'Unicorn Magic' by Beth Gascoigne-Owens.

Q1 Why do you think the children were getting in the way whilst the father was unpacking?

_____

_____

1 Mark

Q2 What is meant by the phrase *'they ran off with glee'* ?

_____

_____

1 Mark

Q3 Why do you think the author asked the reader to imagine a forest?

_____

_____

1 Mark

Q4 List two ways the author shows the weather is pleasant in the forest.

1) _____

2) _____

2 Marks

Q5 Explain why you think the children feared their sight of the unicorn would be a dream?

_____

_____

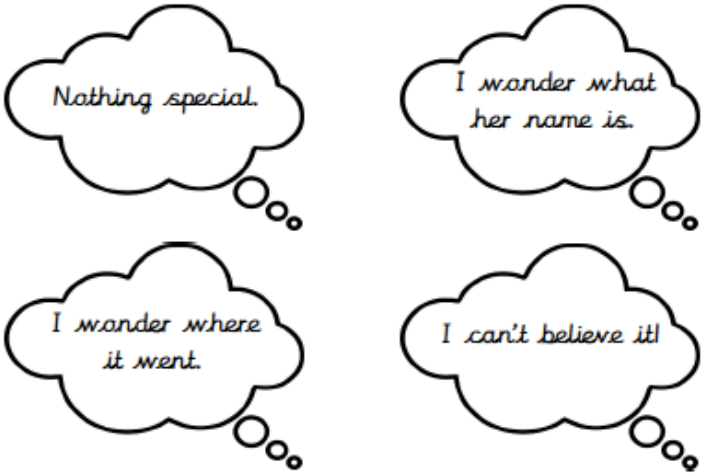
1 Mark

Q6 *'Both froze in astonishment.'* What emotion are the characters feeling? Circle the most appropriate choice.

shocked confused relieved surprised

1 Mark

Q7 What might Ellie have been thinking when she saw the unicorn? Tick one thought.



1 Mark

Q8 Do you think the children were glad they decided to cross the brook?

◯ Yes ◯ No ◯ Maybe

Explain why!

_____

_____

_____

_____

2 Marks

Q9 Use the numbers 1-5 to order the events as they happened in the story.

They were nervous about going further in the forest. ◯

The unicorn quietly went out of sight. ◯

Ellie and Daniel moved house. ◯

A unicorn appeared in front of the children. ◯

The children were sent away to explore. ◯

1 Mark

Q10 'From that day forward, their adventures had only just begun.' Predict what will happen next for the children.

_____

_____

_____

1 Mark

DEEPENING UNDERSTANDING ANSWER SHEET

UNICORN MAGIC READING COMPREHENSION – STANDARD Qs

Question One (1 Mark)
1 mark for a sensible answer in context – excited or unable to help
E.g. Because the children were excited and didn't know where to put any of their belongings.

Question Two (1 Mark)
1 mark for a correct definition in context
E.g. They went off with great delight and excitement, ready to explore.

Question Three (1 Mark)
1 mark for an answer which explains the difference between the two forests
E.g. To make them think of an ordinary forest so it is easier to imagine why this one was so different or special.

Question Four (2 Marks)
1 mark for each correct response (maximum of 2 marks)
E.g. turquoise sky
clouds looking like soft, billowy marshmallows
sun danced down
sun made the leaves look glittery

Question Five (1 Mark)
1 mark for an answer relating to unicorns not being real
E.g. Because most people don't believe in unicorns so they didn't want to be disappointed.

Question Six (1 Mark)
1 mark for circling the correct thought
surprised

Question Seven (1 Mark)
1 mark for ticking the correct thought
'I can't believe it!'

Question Eight (2 Marks)
1 mark for a simple response with no evidence
E.g. Yes because it was an interesting day.

2 marks for a response with appropriate evidence
E.g. Yes as they were able to see a unicorn and were able to 'absorb its magnificence' which they wouldn't have been able to do if they didn't cross the brook.

Question Nine (1 Mark)
1 mark for all events correctly ordered
They were nervous about going further in the forest – **3**
The unicorn quietly went out of sight – **5**
Ellie and Daniel moved house – **1**
A unicorn appeared in front of the children – **4**
The children were sent away to explore – **2**

Question Ten (1 Mark)
1 mark for a sensible prediction with justification
E.g. I think they will continue to visit the brook or explore deeper as it says 'their adventures had only just begun'.

YR3 Fictional Report
The Enchanted Woodland by Hayley Prudhamme

What is an enchanted woodland?

Have you ever gone into the woods and felt you were being watched? You probably were! All around an enchanted woodland, you will find an amazing variety of living things from dreaming trees to delicate flowers, industrious mini-beasts to shy woodland creatures. If you listen extremely carefully, you might even hear the flutter of teeny-tiny fairy wings or the cheeky giggle of a wood-elf! All of this makes an Enchanted Woodland magical.

What trees do you find?

You must have heard about the wise, old oak tree. No? Well, oak trees are famous for being wise because they know everything. If you ever need a solution to a problem, just sit quietly under its enormous branches and the answer will come to you. Sometimes, you might have to be a bit patient though. There are lots of other trees too. Beech, Birch, Willow and Chestnut trees are just some of species that can be found growing in an enchanted woodland. Did you know that they all have their own individual personality? Beeches are bossy, Birches are bashful, Willows are worrisome and Chestnuts are just plain cheeky!

What animals do you find?

What you will see depends on what time of year you visit. In the cold, blue depths of Winter, you'd see very few living animals because many will be hibernating somewhere cosy. However, in the green of Summer, it's buzzing with life! Rainbows of birds whizz through the air, prickles of hedgehogs scurry through the petals and, if you are really quiet, you might see the black and white snout of a badger.

When does the magic happen?

Just when the sun rises and sets is the best time to see the delicate and precious magic of an enchanted woodland. You won't spot witches with cauldrons but if you pay careful attention, you'll notice little hints of magic here and there. These can include the smell of cooking when no fires are in sight, a shimmering rainbow with footprints on it or sprinkles of glitter on the toadstools. Just remember to be patient and ever so quiet!

If you do go down to the woods today, you're sure to find a big surprise! Please remember to keep it just as you found it so everyone can enjoy its magic and wonder.

YR3 Fictional Report

This set of questions is based upon the text 'The Enchanted Woodland' by Hayley Prudhomme.

Q1 Why might the author ask if you have ever 'felt like you were being watched'?

_____

_____

1 Mark

Q2 What impression do we get of the woodland in the first paragraph?

Impression	Evidence
It's quiet in the woodland.	
	delicate flowers, dreaming trees, industrious mini-beasts.

2 Marks

Q3 For each statement, tick the correct box to show whether it is true or false.

Statement	True	False
Oak trees are famous for sitting quietly.		
Birch, Oak and Willow are the only trees in the wood.		
Trees have their own individual character.		

1 Mark

Q4 Why does the author give the trees personalities?

_____

_____

1 Mark

Q5 Explain why you might only see the 'black and white snout' of a badger.

_____

_____

1 Mark

Q6 What colours could be used to describe autumn?

_____

1 Mark

Q7 In the fourth paragraph, why does the author use an exclamation mark at the end of '...find a big surprise!' ?

_____

_____

1 Mark

Q8 Using your knowledge of the text, think of an alternative title for this text.

_____

1 Mark

Q9 Use the numbers 1 to 5 to order the events as they occur in the text.

You'll notice little hints of magic. ◯

There are lots of other trees too. ◯

Rainbows of birds whizz through the air. ◯

You will find an amazing variety of living things. ◯

Keep it just as you found it. ◯

1 Mark

Q10 Why do you think the author chose this setting?

2 Marks

DEEPENING UNDERSTANDING ANSWER SHEET

THE ENCHANTED WOODLAND READING COMPREHENSION – STANDARD Qs

Question One (1 Mark)
1 mark for a relevant explanation
E.g. To invite you into the story/ To help the reader understand how they felt.

Question Two (2 Marks)
1 mark for an appropriate piece of evidence. 1 mark for a relevant impression
Evidence - 'if you listen carefully'
Impression - It's full of life.

Question Three (1 Mark)
1 mark for all three correct answers
Oak trees are famous for sitting quietly - **True**
Birch, Oak and Willow are the only trees in the wood - **False**
Trees have their own individual character - **True**

Question Four (1 Mark)
1 mark for a relevant response
E.g. To give them character, show their position in the woodland.

Question Five (1 Mark)
1 mark for a relevant response
E.g. It's too noisy/it's shy/it's winter.

Question Six (1 Mark)
1 mark for a relevant response
E.g. red/orange/brown

Question Seven (1 Mark)
1 mark for a relevant explanation
E.g. To indicate strongly that there's lots going on in the summer.

Question Eight (1 Mark)
1 mark for a suitable suggestion
The magical place/ The magical wood

Question Nine (1 Mark)
1 mark for all events correctly ordered
You'll notice little hints of magic – **4**
There are lots of other trees too – **2**
Rainbows of birds whizz through the air – **3**
You will find an amazing variety of living things – **1**
Keep it just as you found it – **5**

Question Ten (2 Marks)
1 mark for a simple response
E.g. To tell the reader that there is magic in nature.

2 marks for a more detailed explanation
E.g. To show that there is magic in ordinary places like the woodland but you have to look carefully. Magic can be something wonderful around us not just as a supernatural force.

SCIENCE NEWS

IT'S 'ALL RIGHT' FOR DOLPHINS!

JUST like most humans, dolphins are 'right-handed'. Or perhaps we should say right-sided!

Do you prefer to use your right hand or your left hand? Most humans (about 90%) are right-handed.

New research from the USA has shown that 99% of bottlenose dolphins also prefer using the right side of their bodies.

The scientists found this out by watching dolphins as they hunted for food on the seabed. Before digging in the sand to find prey, the dolphins made a sudden turn. Scientists recorded them doing this 709 times.

Ninety nine percent of the turns were to the left. This might make you think that dolphins are left-handed, but it means that the dolphins kept their right side and right eye closer to the seabed, so they could find their food more easily.

Other animals are also more 'righty' than 'lefty', including chimpanzees and gorillas. But a study of mice showed that half of mice were right-handed and half were left-handed. Orangutans, however, are left-handed!

Questions on: 'It's 'all right' for dolphins!'

1) What question does the writer ask the reader at the start of this news report?

- Did you know that many animals prefer to use one side of their body?
- Are you right-handed or left-handed?
- Did you know that dolphins use their left flipper most?

2) Why is it wrong to say that dolphins are 'right-handed'?

3) Why do dolphins dig into sand on the seabed?

4) What did the scientists record 709 times?

5) What did the scientists discover about the movement of the dolphins?

6) Why did turning to the left show that dolphins preferred their right side?

7) Many animals prefer using one side over the other. Tick the correct box.

	Mostly right-handed?	Mostly left-handed?
Dolphins		
Gorillas		
Humans		
Orangutans		
Chimpanzees		

8) Why don't mice fit into this table?

Other Subjects

Art – create a pop art volcano inspired by Rob Ozborne.

PE/Dance- Keep yourself active indoors…

Cosmic Kids Yoga
Joe Wicks PE
Go Noodle

Christmas performance – this week we will be starting to practice sign language for our Christmas performance. Can you do some research on how to say, ‘Merry Christmas’ and other festive words.

Jigsaw –

LO

- recognise that some words are used in hurtful ways
- try hard not to use hurtful words

‘Sticks and stones can break my bones, but words can never hurt me’

Do they agree/disagree and why?

Your task is to design a poster we could use in school to promote positive, kind language.