



Victoria Dock Primary School Home Learning Plan



Year 3

Week Commencing 25th January 2021

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.

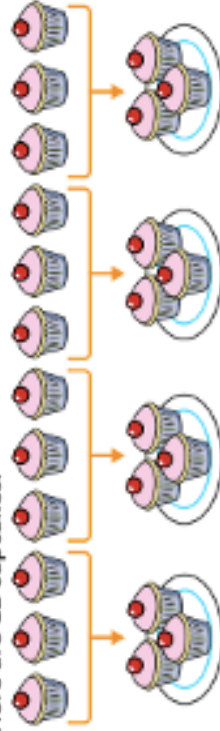
Year 3 Maths – Online Learning	
Lesson 15 Divide by 4	https://vimeo.com/477072164
Lesson 16 The 4 times-table	https://vimeo.com/480759672
Lesson 17 Multiply by 8	https://vimeo.com/480761211
Lesson 18 Divide by 8	https://vimeo.com/480761847 (live teaching at 11am)
Lesson 19 The 8 times-table	https://vimeo.com/480763110 (live teaching at 11am)

Divided by 4

- Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Use known multiplication tables to calculate 2-digit times 1-digit.
- Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.

Fluency 1 (I/S)

Here are 12 cupcakes.



Complete the sentences.

There are plates.

Each plate has cakes.

12 shared into equal groups is

Fluency 2 (I/S)

Circle groups of 4 flowers.



a) How many groups of 4 flowers did you make?

b) Complete the sentence.

There are groups of 4 in 16

Fluency 3 (I/S)

Eva makes an array with 32 counters.

a) How many groups of 4 are in the array?

b) Use this to work out $32 \div 4$

Fluency 4 (I/S)

A farmer has 24 apples.

He wants to pack the apples equally into 4 bags.

How many apples will be in each bag?

Fluency 5 (I/S)

There are 20 muffins.

4 muffins fit in 1 box.

Use a number line to work out how many boxes can be filled.

Application 1 (I/S)

Alex is trying to divide 48 by 4

To multiply by 4, you can double the number and double again.



To divide a number by 4, I think you can halve the number and halve it again.

Use an array to show that Alex's method works.

Does Alex's method always work?

Application 2 (I/S)

Oranges are sold in packs of 4.

Darcey draws a bar model to find how much 1 costs.



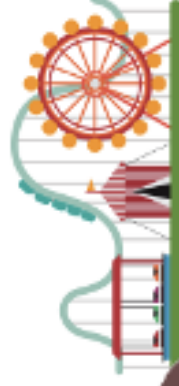
Can you spot her mistake and correct it?

Application 3 (I/S)

Marlon is visiting the theme park with his Mum

His Mum pays £32 to enter the park.

Marlon's ticket is a quarter of the price.



My ticket costs £16.

Is Marlon correct? Explain how you know.

Application 4 (I/S)

Always, Sometimes or Never?

You can divide even numbers by 4.

Problem Solving (I/S)

Caleb is doing a survey of vehicles in his school car park. There are bikes and cars in the car park.

Together, he counts 60 wheels.



How many cars and bikes could there be?

The 4 times table

- Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Use known multiplication tables to calculate 2-digit times 1-digit.
- Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.

Fluency 1 (I/S)

What multiplications are represented?

Fluency 2 (I/S)

a) $6 \times 4 = \square$ e) $0 \times 4 = \square$ i) $0 \div 4 = \square$

b) $4 \times 3 = \square$ f) $4 \times 9 = \square$ j) $\square \div 11 = 4$

c) $\square = 7 \times 4$ g) $24 \div 4 = \square$ k) $\square \div 4 = 5$

d) $4 \times \square = 48$ h) $8 \div 4 = \square$ l) $1 \times 4 = \square$

Fluency 3 (I/S)

What multiplication and division statements does the array represent?

Complete the statements.

Fluency 4 (I/S)Write $<$, $>$ or $=$ to compare the statements.

a) $48 \div 12$ 4 d) $4 \div 4$ 4×4

b) 36 $40 \div 4$ e) 1×4 4×1

c) $16 \div 4$ 4×4 f) 4×2 $32 \div 4$

Fluency 5 (I/S)

A paper clip is 4 cm long.



How long are 6 of these paper clips?

Fluency 6 (I/S)

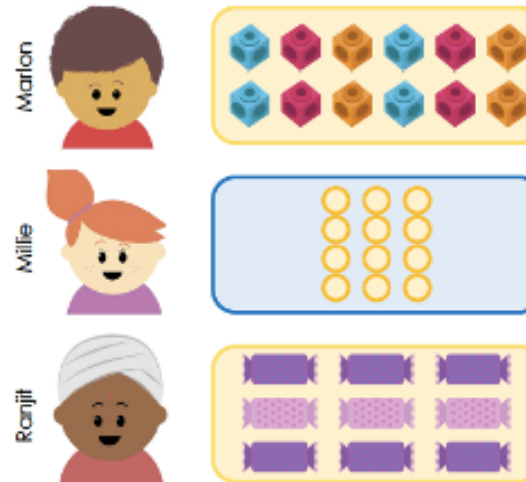
Dexter buys 10 mugs and 4 key rings.

How much money does he spend in total?



Application 1 (I/S)

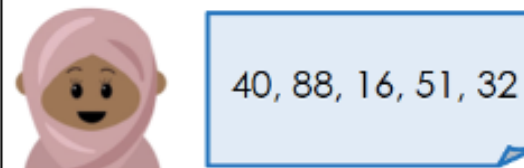
Marlon, Millie and Ranjit are creating arrays to represent the calculation 3×4 .



Who has done this correctly? Explain your reasoning.

Application 2 (I/S)

Asha has written five multiples of 4.

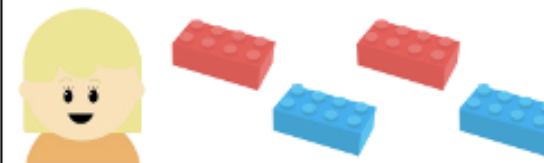


Which one cannot be correct? Convince me.

Application 3 (I/S)

Jane is building a wall 4 bricks wide.

She has 50 bricks altogether.






How many layers will she be able to build?

Explain what problem she will have.

Application 4 (I/S)

The pictogram shows the animals a group of children have as pets. Complete the pictogram.

Animal	Pictogram	Number of animals
cat		
dog		28
bird		
mouse		

 = 4 animals

Problem Solving 1 (I/S)

Use the cards to complete comparison statements.

4 x 12

9 x 4

44

2 x 4

6 x 4

4 x 3

24

11 x 4

48

<

=

>

How many possibilities can you find?

Problem Solving 2 (I/S)

Complete the maze by following the numbers in the 4 times table.

START →	4	5	41	23	39	17
	24	43	55	7	61	49
	36	48	16	93	25	31
	29	11	32	57	9	53
	37	51	48	33	45	19
	59	21	8	20	12	40
	13	47	15	27	35	16
						FINISH →

What do the other numbers have in common?

Multiply by 8

Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.

- Use known multiplication tables to calculate 2-digit times 1-digit.
- Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.

Fluency 1 (I/S)

Complete the sentences.



There are bags of apples.

There are apples in each bag.

There are apples in total.



There are octopuses.

There are arms on each octopus.

There are arms in total.

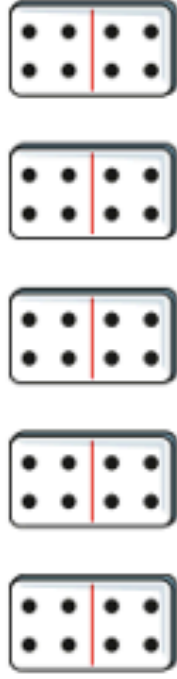
Fluency 2 (I/S)

Use counters to represent 2×8

Draw your representation.

Fluency 3 (I/S)

How many dots are there in total?



How many different ways can you work this out?

Fluency 4 (I/S)



- a) What multiplication is represented by the bar model?
- b) Label the bar model with the whole.
- c) Draw a bar model to represent 3×8

Application 1 (I/S)

Whitney has 10 packets of seeds.



- a) How many seeds does Whitney have in total?
- b) Ron has 4 fewer packets than Whitney.
How many seeds does he have?

Application 2 (I/S)

$$8 \times \square = 56$$



The missing number is 7 .

Is Millie correct? Prove it!

Application 3 (1/5)

Jane has written this multiplication as an addition sentence.

$$8 \times 9 = 72$$



$$8 + 8 + 8 + 8 + 8 + 8 + 8 + 8 + 8 = 72$$

Can you spot her mistake and correct it?

Application 4 (1/5)

Cupcakes come in boxes of 8. Ranjit buys 5 boxes.



Ranjit needs 35 cupcakes for his birthday party.

Has he bought enough? Convince me.

Problem Solving 2 (1/5)

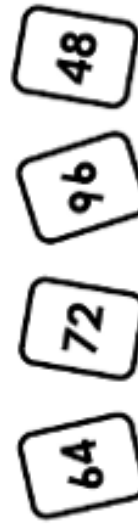
These numbers belong in a group:



These numbers do not belong:



Which of these numbers belong in the group?



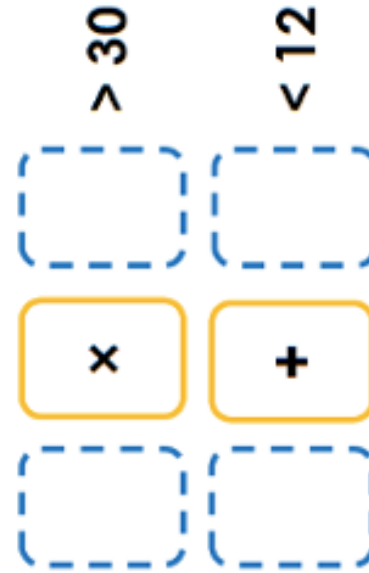
Can you add any more?

Problem Solving 1 (1/5)

I am thinking of a number.

When it is multiplied by 8, the product is > 30 .

The digits of the product is < 12



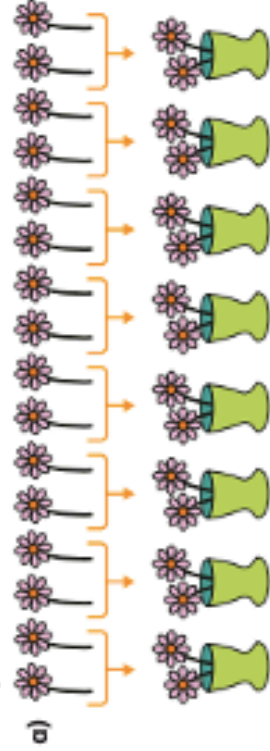
Find all possibilities.

Divide by 8

- Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Use known multiplication tables to calculate 2-digit times 1-digit.
- Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.

Fluency 1 (I/S)

Complete the sentences.

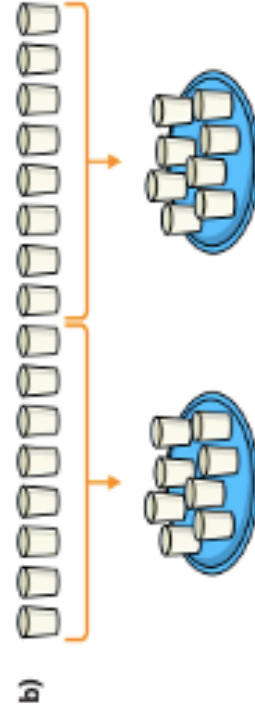


There are flowers.

There are vases.

Each vase has flowers.

16 shared into equal groups is



There are 16 glasses of milk.

There are glasses of milk on each tray.

There are trays.

16 shared into equal groups is

Fluency 2 (I/S)

Make an array using 40 counters.

Use the array to help you complete the divisions.

a) $40 \div 8 =$ b) $40 \div 5 =$

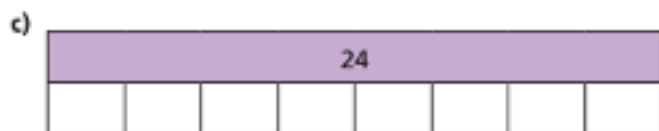
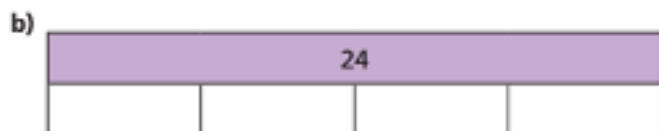
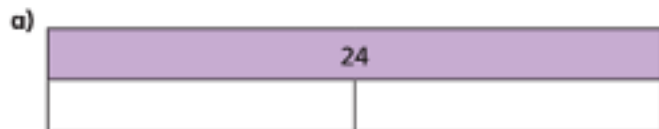
Fluency 3 (I/S)

32 coins are shared between 8 people.

How many coins does each person get?

Fluency 4 (1/5)

Complete the bar models and write a division statement for each.



What do you notice?

Fluency 5 (1/5)

40 kg of potatoes are packed into 8 kg bags.

How many 8 kg bags can be filled?

Application 1 (1/5)

a) Match the number story to the bar model.

56 sweets are shared equally between 8 party bags.



56 sweets are put into party bags. There are 8 sweets in each bag.



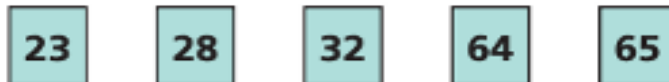
b) Complete the bar models.

c) Think of a number story to match this bar model.



Application 2 (1/5)

Which numbers divide by 8 exactly?



How did you work this out?

Application 3 (1/5)

Alfie has matched these calculations to their answers.

Has he got them all correct?



~~$64 \div 8 = 3$~~
 ~~$40 \div 8 = 5$~~
 ~~$88 \div 8 = 12$~~
 ~~$24 \div 8 = 8$~~
 ~~$96 \div 8 = 11$~~

Prove it!

Application 4 (I/S)

Anita has been learning to divide by 8.



$16 \div 8$ gives the same answer as $8 \div 4$.

Explain why this is true.

Application 5 (I/S)

Marlon and Millie have created pictorial representations of the number sentence $8 \div 1$.



Marlon



Millie

Who has done this correctly? Explain why.

Problem Solving 1 (I/S)

Use the digit cards to create number sentences.

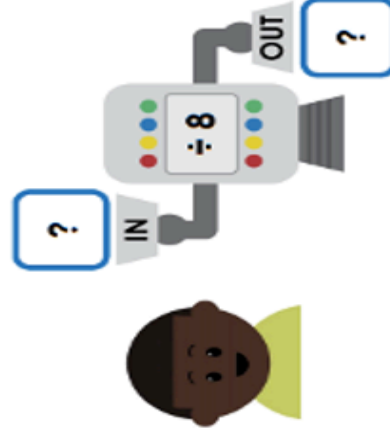
You can use each card more than once.



How many possibilities can you find?

Problem Solving 2 (I/S)

Caleb put a 2-digit number into the function machine.



The number that it produced is an odd number.

What could Caleb's starting number be?

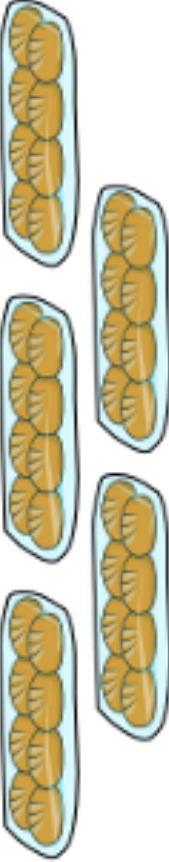

How many possibilities can you find?




The 8 times table

- Recall and use multiplication and division facts for 2, 3, 4, 5, 6, 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Use known multiplication tables to calculate 2-digit times 1-digit.
- Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.

Fluency 1 (I/S)

What multiplications are represented?

a)  

b)   

Fluency 2 (I/S)

Complete the number tracks.

a)

0	8	16	24				
---	---	----	----	--	--	--	--

b)

96	88	80					
----	----	----	--	--	--	--	--

Fluency 3 (I/S)

Complete the calculations in your head.

a) $6 \times 8 = \square$ d) $\square = 8 \times 4$ g) $\square \div 8 = 5$

b) $8 \times \square = 56$ e) $72 \div 8 = \square$ h) $8 \times 1 = \square$

c) $10 \times 8 = \square$ f) $\square \div 11 = 8$

Application 1 (I/S)

a) Amir draws 7 jumps of 8 on a number line.



What number does Amir end on?

Explain how you worked it out.

b) This time, Amir makes 7 jumps of 8, but starts from 1

What number does Amir end on this time?

Explain how you know.

Application 2 (I/S)

Boats can be hired on a lake.

There are 5 large boats and 8 small boats on the lake.

Each boat is full.

How many people are on the lake?

Application 3 (I/S)

Marlon's pet spider had 9 babies.



I can count 64 legs.

Has he counted the babies' legs correctly?

Convince me!

Application 4 (I/S)

Always, Sometimes or Never?

Numbers in the 8 times table are odd.

Prove your answer with examples.

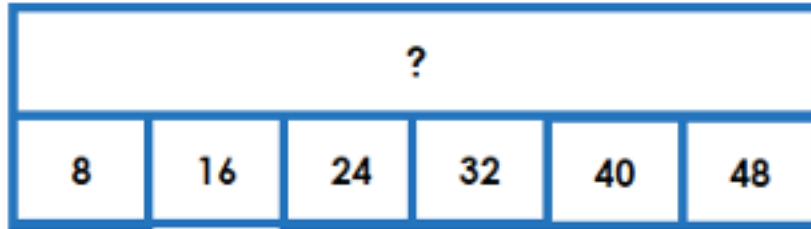


Application 5 (I/S)

Cartons of juice are arranged in rows of 8 in a box.

There are 6 rows of 8.

Ranjit has drawn this bar model to work out how many cartons there are.

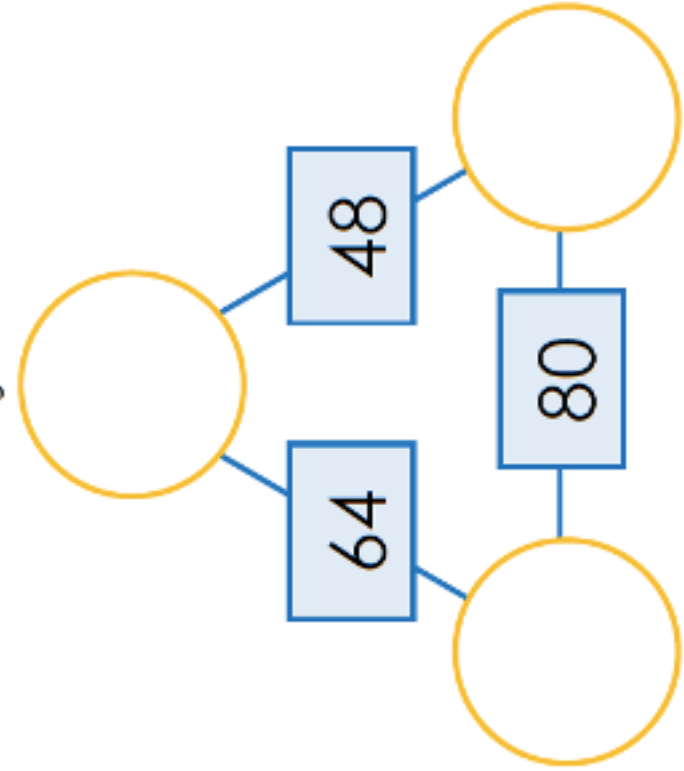


Has Ranjit drawn this correctly?

Prove it!

Problem Solving 1 (I/S)

What numbers from the 8 times tables belong in the circle to total the number in the boxes?



Make your own 8 times table triangle problems for a friend to solve!

Writing

Monday 25th January (live teaching at 11am)

Independent planning and writing

We are going to plan and write the introduction to our story.

We need to look back at all the different features and sentences we wrote in the last couple of weeks.

- Fronted adverbials, personification, anti-similes, 'who' clauses, dialogue, alliteration, onomatopoeias and pathetic fallacy

Where does our story start? Athens

What does it look like? How could we describe Athens?

Who's our main character? Theseus

What is he doing at the beginning of the story? Has he just become King of Athens? Has he just married the love of his life?

Let's look back at the beginning of the original story. What features and sentences did we use?

Long, long ago, when the Gods ruled the Earth, they caused trouble between two kings. King Aegeus of Athens was kind and caring; **on the other hand**, King Minos of Crete was cruel and vengeful. **Tragically**, the son of King Minos had been killed in a battle with King Aegeus.

Beneath his island's bustling capital city, King Minos had imprisoned a creature that was half man, half bull. The beast had a **powerful, hairy chest, enormous fists and sharp claws**. Its teeth were sharp – broken and sharp. Its horns were wide – strong and wide. Its eyes were empty – cold and empty.

Sentences/features to include:

- Fronted Adverbial
- Contrasting Conjunction
- Preposition opener
- Noun phrases/adjectives
- List sentences

In my story, King Minos is out for revenge as Theseus has killed his Minotaur and betrayed his daughter by marry another. He decides to release another one of his beasts from the labyrinth and instructed it to kidnap Theseus' new bride.

Tuesday 26th January (live teaching at 11am)

Independent planning and writing

We are going to plan and write the middle/the problem of our story.

What happens next in our story?

Where does the beast take Theseus' wife? What does Theseus do or feel in return? Describe the quest/fight...

Wind billowed through the ship's sails as Theseus and his companions travelled to Crete. King Minos and his daughter Ariadne greeted the Athenians at the harbour.

"Time to meet your fate!" King Minos declared matter-of-factly.

As the Athenians were marched down to the labyrinth, their knees trembled, their palms sweated and their hearts pounded.

Ariadne, whose eyes did not sparkle like sapphires and whose lips were not as red as roses, had fallen in love with Theseus at first sight.

"How can I rescue my brave, handsome love from the bloodthirsty beast?" she thought.

"If you will marry me, I will help you escape the Minotaur," she whispered to him.

Ariadne gave Theseus a ball of string and told him to unravel it as he walked through the maze, so he could use it as a path back to safety. Deep in the maze, the opponents fought ferociously.

BANG! KAPOW! CRASH! WALLOP! Theseus battled, defeated and killed the Minotaur. Theseus, who was exhausted but elated, escaped.

Sentences/features to include:

- Action sentence
- Dialogue
- Show don't tell
- Anti-simile
- Alliteration
- Onomatopoeia
- 'who' clause

Wednesday 27th January (live teaching at 11am)

Independent planning and writing

We are going to plan and write the ending of our story.

You need to decide how your story might end.

The last story ended tragically with the death of King Aegeus. How is your story going to end?

I might end in a happy way.

I am going to describe the journey back leaving the evil behind and returning back to the calm/tranquil Athens.

Let's look at the end of the myth

As days turned into nights, Theseus sailed closer to home. However, he forgot to fly white sails to show his father he was safe. The sails were black, like a tragic crow's wing. King Aegeus gazed out to sea and realised his son was dead.

Believing his only son had been slain by the Minotaur, he was distraught, devastated, desperate. The oppressive, dark thunderclouds mirrored the despair in his desolate, breaking heart. With nothing left to live for, the grieving father was lured and swallowed by the angry, tempestuous sea.

Sentences/features to include:

- Time/weather clause
- Simile
- Feelings/alliteration
- Pathetic fallacy
- Personification

Thursday 28th January

Using 'a' and 'an' correctly

Watch Miss Argent's Video or read through the PowerPoint and complete the task.

Friday 29th January

Homophones

Watch Miss Argent's Video or read through the PowerPoint and complete the task.

'a' or 'an'?

- I can use 'a' or 'an' correctly.

Practice Task

Fill in the 'an' or 'a' in the sentences below.

It was _____ honour to have a visit from the Queen.

There is _____ mouse in the garden.

We saw _____ ostrich at the farm.

For my pack lunch, I chose _____ apple.






She made _____ helpful mistake.

She is looking for _____ answer.

The lion is _____ large predator.

The new baby is _____ boy.

Secure It Task!

Object	Write the object with either 'a' or 'an' and put it into an interesting sentence.
 frog	a frog
 window	Deep under the thick, oozy mud, there is <u>a frog</u> with speckles.
 ear	
 house	
 bridge	



elephant



cat



star



unicorn



Ice cream

Homophones

- I can identify the correct homophones.

Remember that:

A homophone is a word that **sounds the same** as another word, but its **spelling or meaning is different**.

Practice It Task

Cross out (or delete if you're a working online) the incorrect homophones in these sentences.

The sky was very blew/blue.

The lion's main/mane was enormous.

Queen Elizabeth II is the monarch with the longest reign/rain in the UK.

James wanted a new/knew car.

She had to wait/weight for the bus.

The belt fitted comfortably round his waste/waist.

It would be a while before his knee would heel/heal.

She has a beautiful smile and long, brown her/hair.

Secure It Task

Now write a sentence for each of the set of homophones below. Be creative!

night/knight

sun/son

wear/where

see/sea

hear/here

Reading

This week we are continuing the story 'The Boy who Grew Dragons'. We are reading chapter 5, 6, 7 and 8. Read the questions carefully and write the answer into full sentences with cursive handwriting. Non-fiction Friday is attached below.

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.

Phonics

Monday	<ul style="list-style-type: none">- Orange Group-- ow sound (reading)- https://schools.ruthmiskin.com/training/view/zNW5u2Hn/YtJel2ge- ow sound (spelling)- https://schools.ruthmiskin.com/training/view/ykiuYxQn/5Kfvd3EP- Red Words - https://schools.ruthmiskin.com/training/view/fKI1XV9d/LHbFkdmU- Grey Group-- ow sound (reading)- https://schools.ruthmiskin.com/training/view/zNW5u2Hn/YtJel2ge- ow sound (spelling)- https://schools.ruthmiskin.com/training/view/ykiuYxQn/5Kfvd3EP- Red Words - https://schools.ruthmiskin.com/training/view/rMs3B9WB/JLSuo36m
Tuesday	<ul style="list-style-type: none">- Orange Group-- ai sound (reading)- https://schools.ruthmiskin.com/training/view/AvEWsLIT/6ib324sY- ai sound (spelling)- https://schools.ruthmiskin.com/training/view/xrtQbkDa/Y9PoVU3F- Red Words - https://schools.ruthmiskin.com/training/view/SrKsMArP/lwPsSZOZ- Grey Group-- ai sound (reading)- https://schools.ruthmiskin.com/training/view/AvEWsLIT/6ib324sY- ai sound (spelling)- https://schools.ruthmiskin.com/training/view/xrtQbkDa/Y9PoVU3F- Red Words - https://schools.ruthmiskin.com/training/view/h0MGBuWK/PLtrpQct
Wednesday	<ul style="list-style-type: none">- Orange Group-- oa sound (reading)- https://schools.ruthmiskin.com/training/view/DyQgZUTU/LnuSPnWN

	<ul style="list-style-type: none"> - oa sound (spelling)- https://schools.ruthmiskin.com/training/view/6wU8nA5e/Eph3ulta - Red Words - https://schools.ruthmiskin.com/training/view/oRMcu3pW/wUQuBwqV - Grey Group- - oa sound (reading)- https://schools.ruthmiskin.com/training/view/DyQgZUTU/LnuSPnWN - oa sound (spelling)- https://schools.ruthmiskin.com/training/view/6wU8nA5e/Eph3ulta - Red Words - https://schools.ruthmiskin.com/training/view/Fa0wsQmw/Wvgx3HyS
<p>Thursday</p>	<ul style="list-style-type: none"> - Orange Group- - ew sound (reading)- https://schools.ruthmiskin.com/training/view/AbYSpOoW/deh5cx0t - ew sound (spelling)- https://schools.ruthmiskin.com/training/view/3qyhDFCH/hhbZPNsj - Red Words - https://schools.ruthmiskin.com/training/view/3ciAXxIG/3lv0VnI9 - Grey Group- - ew sound (reading)- https://schools.ruthmiskin.com/training/view/AbYSpOoW/deh5cx0t - ew sound (spelling)- https://schools.ruthmiskin.com/training/view/3qyhDFCH/hhbZPNsj - Red Words - https://schools.ruthmiskin.com/training/view/UZmcsU4P/8s6Fs6ui
<p>Friday</p>	<ul style="list-style-type: none"> - Orange Group- - ire sound (reading)- https://schools.ruthmiskin.com/training/view/73c3WljO/GE3Bjfw - ire sound (spelling)- https://schools.ruthmiskin.com/training/view/KHeJRev/oi298JGO - Red Words - https://schools.ruthmiskin.com/training/view/osaAXnr6/n3degv0E - Grey Group- - ire sound (reading)- https://schools.ruthmiskin.com/training/view/73c3WljO/GE3Bjfw - ire sound (spelling)- https://schools.ruthmiskin.com/training/view/KHeJRev/oi298JGO - Red Words – https://schools.ruthmiskin.com/training/view/wYly9lpU/qgMtK0KF

Monday 25th January 2021

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

<https://www.youtube.com/watch?v=iDYGJUm2Ss>

Task: Read/listen to chapter 5 of the story and answer the questions below.

Retrieve

1. List two reasons why Tomas is pretty sure Tantom is half tiger.

Inference

2. On page 38, find and copy a phrase which suggests the dragon was scared of the cat.

Retrieve

3. What woke mum up?

Retrieve

4. Why did mum think Chipstick was lying?

Vocabulary

5. Match the underlined word to its definition.

<u>undignified</u> heap
<u>brandishing</u> a slipper
eyes full of malice

waving
humiliating
desire to harm someone

Inference

6. Argue that the dragon understands Chipstick when he was telling him they'll be more careful next time. (Make sure you explain why.)

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

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

Task: Read/listen to chapter 6 of the story and answer the questions below.

Retrieval

1. Why did Tomas look under the bed a soon as he woke up?

Inference

2. Do you think the dragon liked his shoebox nest?

yes		no	<input type="checkbox"/>
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Explain why!

Inference

3. Find and copy a phrase or sentence on page 46 which suggests Chipstick doesn't enjoy school.

Retrieval

4. List three things the dragon has ruined in Chipstick's room.

Vocabulary

5. Why is mum described as acting like a 'hyperactive octopus'?

Summarise

6. Order the events from 1-5 in which they happen in the chapter.

The dragon is nestled in its bed.	
The dragon escaped.	
The family ate breakfast.	
Lolli screamed.	
Lolli threw mashed banana.	

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

<https://www.youtube.com/watch?v=THqjTp8xdlqc>

Task: Read/listen to chapter 7 of the story and answer the questions below.

Retrieval

1. Why do Tomas' grandparents live so close to him?

Vocabulary

2. I'd make this horrible buzzing sound and startle the doctor'
Circle the word closest in meaning to 'startle'.

hurt scare excite laugh at

Inference

3. Chipstick says he has 'a raw bit deep inside his belly.' What does he mean?

Vocabulary

4. Grandad says 'let kids be kids'. Tick the phrase closest in meaning to this phrase.

kids can do the same as adults	
provide more boundaries	
let kids do what they want	
set fewer rules	

Retrieval

5. How does Tomas persuade grandad not to get rid of the dragon fruit tree?

Summarise

6. What impression of grandad do you get from this chapter? Give evidence to explain your ideas.

Thursday 28th January 2021

The Boy Who Grew Dragons

- understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

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

Task: Read/listen to chapter 8 of the story and answer the questions below.

Retrieval

1. How does grandad persuade Chipstick to keep helping him?

Inference

2. Find *two* pieces of evidence that support the view that Jim is grumpy.

Vocabulary

3. 'his face at the window, glowering at us.' Circle the word closest in meaning to 'glower'.

smiling growling scowling laughing

Retrieval

4. What does Chipstick admire about his grandad?

Predict

5. Chipstick says 'I'm pretty sure it wasn't vandals either.' Who does Chipstick think it was? Explain why!

Retrieval

6. What did Tamas name the dragon? Circle the correct answer.

Red Scorch Flicker Blage

Friday 29th January 2021

Non-Fiction Friday

- To retrieve and record information from non-fiction

Read 'Getting crafty for Aussie animals' and answer the questions below.

1. What weather-related event is affecting Australia in the article?

Flooding	
Bushfires	
Drought	

2. Explain how people are helping the injured animals.
3. Animal lovers need two skills to be able to help. What are the skills?
4. What is a marsupial?
5. Find three examples of marsupial animals.
6. What is the main subject of this news report?

The Australian bushfires	
People making items to help Australian wildlife	
How Facebook helps people to connect	

7. This news story shows how a website such as Facebook can be very useful sometimes. Explain how it has been helpful in this situation.

ANIMAL NEWS

GETTING CRAFTY FOR AUSSIE ANIMALS

YOU may have heard that terrible bushfires are raging in Australia at the moment.

More than a billion animals are said to have died in the fires, and thousands more have been injured or burnt.

People from around the world who have a talent for craft are coming to their rescue. They are knitting mittens, pouches and shelters for injured wildlife.

Koalas need mittens to protect their burnt paws. Young

marsupials, including kangaroos, wallabies and koalas, need pouches while they grow.

The making activities have been organised by the Animal Rescue Craft Guild in Australia. The group has put the sewing and knitting patterns on their Facebook page.

Thousands of people have joined the group in the past few weeks. The volunteer crafters have been working tirelessly to make items that will help wildlife during this crisis.



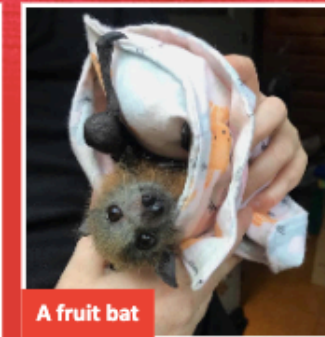
Two wallabies



A koala



A wallaby



A fruit bat

GLOSSARY

'marsupials' – Animals that are carried around in a pouch on their mother's body until they are fully developed

Spelling and Handwriting

- Monday – card sorting activity
- Tuesday – dictionary activity
- Wednesday – mind the gap activity
- Thursday – handwriting
- Friday – spelling test

Monday 25th January 2021

Can we spell words from our word list?

Learning Focus: words from the Year 3/4 word list.

Task

Read the words aloud to the children, pronouncing them clearly.

Word list

decide describe different enough exercise disappear early earth
eight eighth enough exercise experience experiment extreme

Card Sorting Activity

*Use the cards and group them into different groups.
You can group them into as many groups as you like.*

decide	describe		
different	difficult	eighth	enough
disappear	early	exercise	experience
earth	eight	experiment	extreme

Answer box (for online learning)

Can we spell words from our word list?

Learning Focus: words from the Year 3/4 word list.

Task

Read the words aloud to the children, pronouncing them clearly.

Word list

decide	describe	different	difficult	disappear	early	earth
eight	enough	exercise	experience	experiment	extreme	

Read the sentences, focus on the words, then close their eyes and picture the words and how to spell them.

- a) I can't decide whether I prefer football or rugby.
- b) I will describe my house so that you know where I live.
- c) My best friends are twins, but I think they look different.
- d) It is difficult to read when people are talking.
- e) At the magic show, we saw a rabbit

Repeat spellings aloud (letter by letter) for the other words for this week.

Choose three or more of the focus words for this unit. You are going to create dictionary entries for each of their words.

This example of a dictionary entry and identify the features they should include, e.g., headword, word class, definition, example of a sentence containing the focus word.

run (verb)

Definition: to go at a pace faster than a walk.

In a sentence: I run outside every

Answer box

Wednesday 27th January 2021

Can we spell words from our word list?

Learning Focus: words from the Year 3/4 word list.

Task

Read the clues and fill in the gaps in each word with the correct letters. The letters in the shaded boxes will make a word from the focus word list.

Pick 3 words that you think are the trickiest to spell and write them into sentences.

Mind the gap

'd	e			d	e
'e		e	r		e
'd	i	s			r
'd				c	r
e				n	t
'e		p			e
'e		t	r	e	
'e				r	l
'e					y
'e					h
'd			i	c	
					t

Clues

- 1 Make up your mind.
- 2 Physical activity.
- 3 The opposite of 'appear'.
- 4 Say what something is like.
- 5 Not the same.
- 6 Something that happens to you.
- 7 The ending of this word rhymes with 'dream'.
- 8 The opposite of 'late'.
- 9 As much as is needed.
- 10 Hard.

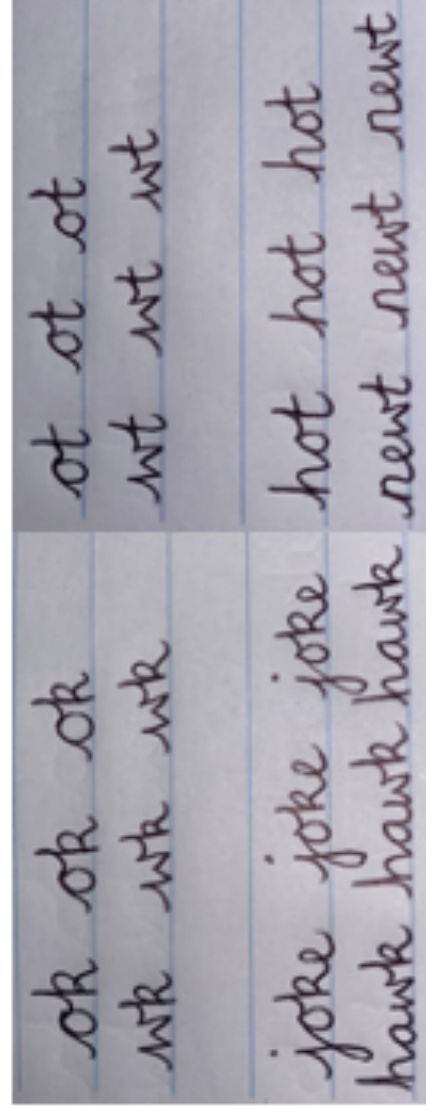
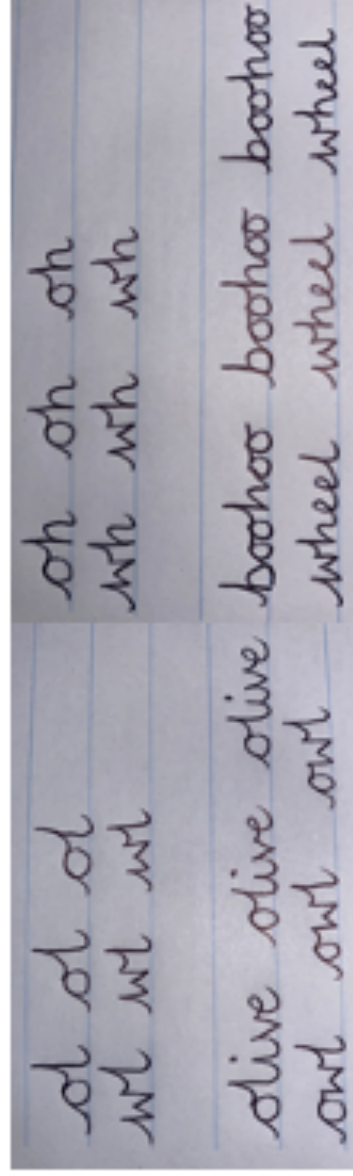
Answer box

Thursday 28th January 2021

Handwriting

Horizontal joins to tall letters: l, h, k, b, t from letters: o, n, w

The join goes across and then curves up to the top of the ascender until it reaches the tall letter line. Then the tall letter is formed starting with a downstroke that retraces back down the top of the join.



Friday 29th January 2021

Spelling Test

Write or type your spellings in here.

Other Subjects

Topic (history) – What was the golden age of Greece?

Complete the Oak Academy lesson - <https://classroom.thenational.academy/lessons/what-was-the-golden-age-of-greece-68vpad>

Task – create a poster/information leaflet of ‘What was the golden age of Greece?’.

You could do some more research and add that information too.

Jigsaw- 1st have some ‘calm me time’

We are going to continue planning our garden.

We are looking at the cost and to see if we can afford your creation.

Add up and find out how much your original garden costs.

What if you could only have £1000 to spend on their garden design? Could you afford your garden? Do you have to change your design?

RE –

We are continuing founders and the importance of rules.

Introduce looking at Faith founders, firstly Christianity. Ask children what they know. Who are Christian faith founders? List some and then look at the lists below to see if you are missing any.

God

The Trinity - God as Father, Son and Holy Spirit - symbols of dove, flame, light. Creator God who cares for the world and expects people to care for the world. Baptism of Jesus, revealing the Trinity, The Apostles’ Creed.

Key figures

Jesus – Son of God, Son of Man, Saviour, Messiah, Redeemer, Conqueror

- baptism and temptations
- disciples, friends and followers
- teaching about the Kingdom of God in parables and miracles ... Lord's Prayer
- Holy Week, ascension into heaven

Watch- <https://www.youtube.com/watch?v=vx9MS2WDXew&feature=youtu.be> (j is for Jesus, religious studies) and then <https://youtu.be/9bhmSSQ94RU> (F is for forgiveness to 1 min 20)

Task - Complete the questions below.

Science – Animals including Humans

Over the next few sessions, we are going to become personal trainers!

We have some (real) clients that are in need of our help.

What does a personal trainer do?

- They give help and advice to people on how to get into shape, train, eat well and live a healthier lifestyle.

A lot of us probably already have ideas on how to be healthy but our clients want scientifically accurate advice from health specialists. So, over the next few sessions we shall become specialists who know all about nutrition, diet, muscles, bones, joints and movement.

Today we start by thinking about diet and nutrition.

What is diet?

- Our diet is everything that we eat and drink.

What is Nutrition?

- It means nourishment or in other words, the food and drink we need to stay healthy.

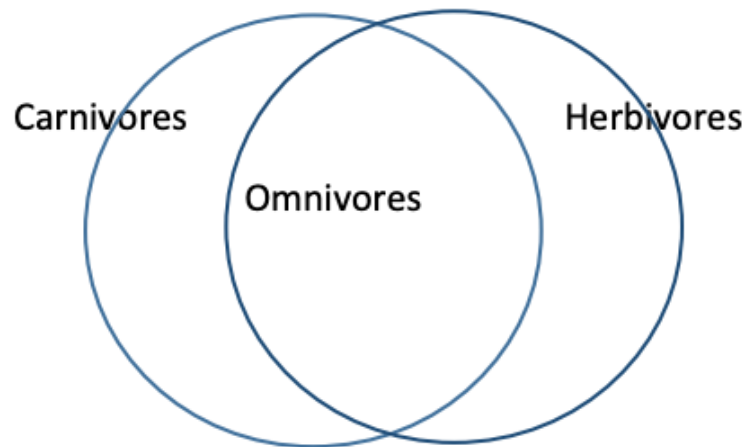
As experts on nutrition and diet we need to understand what humans and animals naturally eat. You may know some of this already but it's good to recap! Follow the BBC Bitesize link -

<http://www.bbc.co.uk/guides/z96vb9q>

Read the information and watch the film clips on – What types of food do animals eat? And What is a food chain?

So now we've learnt that all animals and humans have a diet that suits them and we can sort animals according to whether they are carnivores, herbivores or omnivores.

Play the game Diet Riot from the printable resource. Use a Venn diagram to place the pictures of the animals in the correct area.



Now let's meet our clients - show the Session 1 Client PowerPoint.

Over the 6 sessions we shall be investigating the science involved so we can give them expert training, health and dietary advice. Each client needs his or her own group of specialists

You can just choose one client or you can do multiple.

We have asked our clients to keep a diary of everything they have eaten during the last week and their usual weekly exercise.

We will meet up with the clients again in 6 sessions time to give our expert health and training advice!

Now it's time to get to work. Show the Session 1 Task PowerPoint. Demonstrate what a teaspoon of sugar looks like.

How much sugar is in your client's daily diet at the moment? You should try to complete a table and draw a bar graph.

PE/Dance- Keep yourself active indoors...

Cosmic Kids Yoga

Joe Wicks PE

Go Noodle

WC: 25.1.2021

Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 4

- To be motivated and enthusiastic about achieving our new challenge
- To know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge

Garden Costing Activity

Garden Furniture	
Bench	£100 each
Garden bean bag	£50 each
Garden table	£100 each
Shade parasol	£50 each
Climbing frame	£100 each
Garden swing	£100 each
Garden slide	£100 each
Garden items	
Raised wooden flower bed	£100 each
Raised brick flower bed	£200 each
Stepping stones	£10 each
Small garden pond	£100 each
Large garden pond	£200 each
Greenhouse	£300 each
Brick path	£200
Large Fountain	£200 each
Small pebble fountain	£100 each
Garden chime mobiles	£10 each
Garden sun catcher mobiles	£50 each
Garden lawn (real grass)	£100
Garden lawn (astro-turf)	£400
Garden shed	£100 each
Bird feeder mobile	£50 each
Insect house	£10 each
Garden lights (solar powered)	£50

Garden plants	
Vegetable plants	£100
Plants to attract butterflies and bees	£100
Pond plants	£50
Fruit tree	£50 each
Greenhouse plants	£50
Wildflower plants	£100
Fruit bushes	£100
Plants with strong scent	£100
Free items	
Old tyres	(given free from a local garage)
Soil and compost	(in the garden already)
Garden tools	(free from a local charity shop)
Garden pots and planters	(free from a local charity shop)
Large logs	(given free from a local forest)
Bark chips	(given free from a local forest)
Gravel	(given free from a local quarry)
Sand	(given free from a local builder)

How much does your garden cost?

*If you only had £1000, would you be able to create your design?
Could you afford your garden? Do you have to change your design?*

WC: 25.1.2021

RE: Who are the faith founders and what did they teach?

LO:

- I can investigate key teachings of faith founders and make links with key religious beliefs.

Task One: Thinking about our class discussion, answer these questions in full sentences in your books:

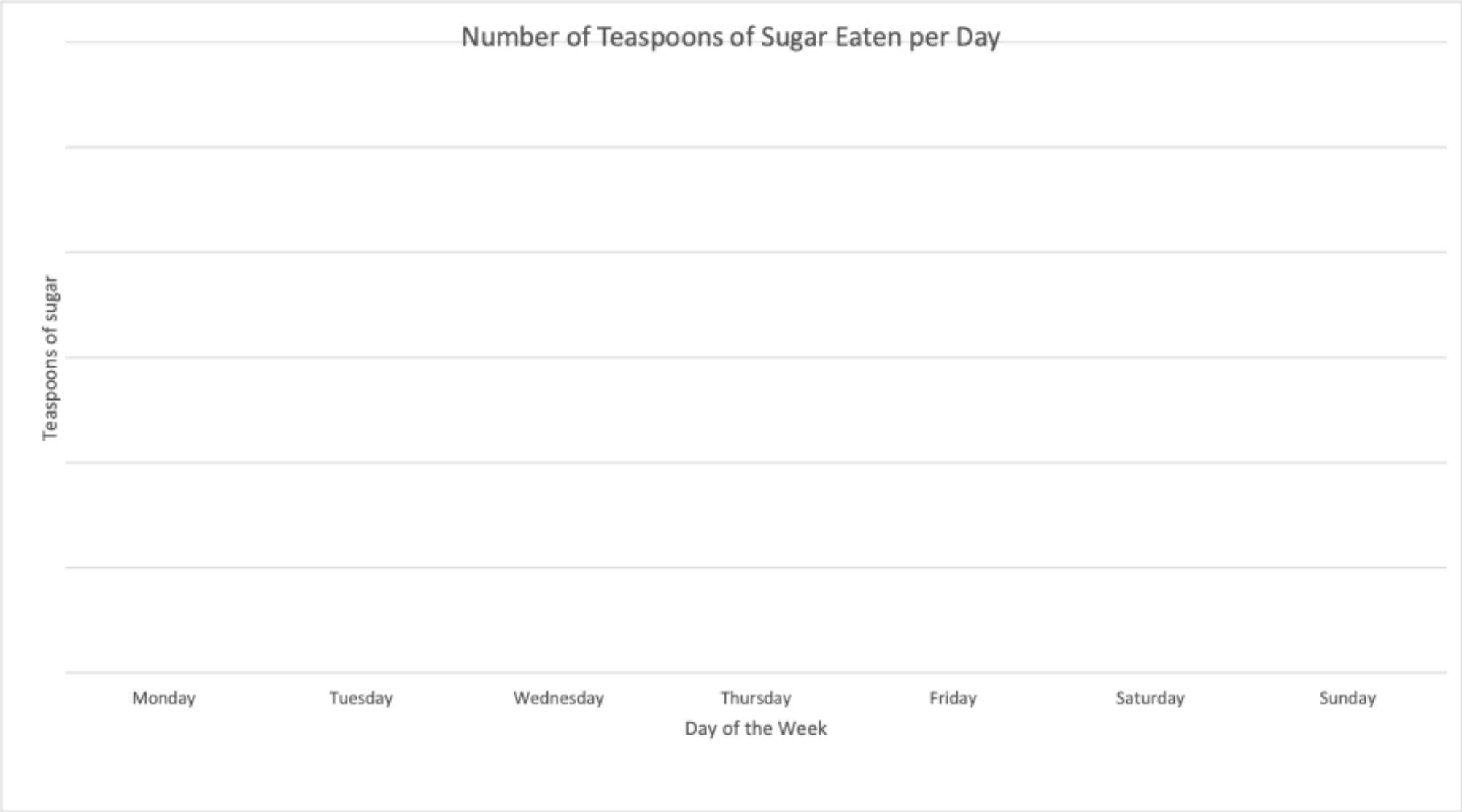
1. Who do Christians believe started and is the leader of Christianity?
2. What do you know about their leader? Tell me three facts.
3. What was their most important idea/belief?
4. How did the founder get that message out to His followers?
5. Who do Christians believe Jesus was? Tell me three facts about Him.
6. Can you give three examples of Jesus' teachings?
7. Do you think Jesus' teachings are still important to Christians today? Why?

Challenge: What do you think Jesus' most important teachings were?

Bar Chart Sheet

Client's Name _____

Researchers' Names _____



Client Diet and Exercise Survey

Name:

Age:

Occupation:

How much exercise do you take each week? (Please list each activity and how long you spend doing it, e.g. Walking 2x a day for 15 minutes or swimming 1x a week for 45 minutes)

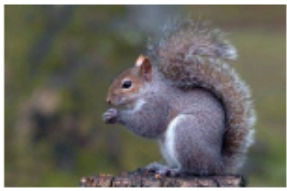
Do you take sugar in tea and coffee? If yes, how many teaspoons in each?

	Breakfast	Lunch	Evening Meal	Snacks	Drinks
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Animal Sort Cards



Fish



Plants, nuts and insects



Grass



Fish



Roots, twigs, grass, bushes, tree bark



Nuts, seeds, worms, berries



Leaves



Flies



Vegetables, meat, eggs, grains, milk, fish



Worms, snails, slugs, insects, plants



Grass and other plants



Mice, rats, frogs, toads, nuts, seeds, berries



Leaves



Berries, nuts, insects



Mice, rabbits, berries, frogs



Antelope, zebra, wart hogs, young crocodiles



Fish, squid, octopus



Bamboo



Plants, nuts, berries



Mice, rats, rabbits, birds



Snail

Plants and fungi



Fish, insects, worms scavenged human food, berries, seeds



Plants, fish, worms, insects, slugs



Grass and other plants

How many Teaspoons of Sugar are hidden in the foods we enjoy?

<u>Drinks</u>		<u>Cereals</u> (per serving)	
Small orange juice	3	Corn flakes	1
Small Apple Juice	4	Muesli	2
Small Glass of coke	4	Sweet cereal, e.g. Sugar Puffs	3
Small glass of lemonade	4		
Can of coke	9	<u>Cakes and Snacks</u>	
Can of lemonade	9	Typical chocolate bar	8
Med glass of fruit smoothie	9	Cereal bar	3
Tea and coffee (check the survey for number added)		Flapjack	4
Hot chocolate	6	Muffin	4
Milkshake	8	Cupcake	4
Squash	4	Medium slice of cake	5
		Doughnut	3
<u>Puddings</u>		Biscuit, e.g. Oreo	1
Ice cream	5	<u>Spreads</u> per portion	
Yogurt	4	Jam	2
Fruit salad	5	Marmalade	2
Fruit tart	4	Honey	3
Fruit crumble	5		
Banoffee Pie	4	<u>Sweets</u>	
Chocolate pudding	5	Small bag of sweets, e.g. skittles	12
Custard	3	Tube of sweets, e.g. Starburst	8

If you cannot find a food or drink on the list, estimate by finding something that is similar to it.

Client 1

Name: Joe



Age: 22

Gender: Male

Background Information

Joe is a student but in his spare time he belongs to a street dance troop. The troop performs dance routines at events all over the city and Joe loves to take part in these. Street dance needs good muscle strength in arms and legs, all round fitness and very good balance. Recently while rehearsing, Joe injured his knee. He missed the warm up session that day because he arrived late. His doctor has advised that he does not dance for the next 6 weeks to allow his knee to mend.

Advice needed by Joe

- What sort of meals should I eat to help me stay fit and healthy? I need meals that will give me energy, but help me not put on weight.
- Are there any foods I can eat to help my knee joint to mend?
- How can I cut down the risk of an injury like this happening in the future?
- How can I keep my fitness up over the next few weeks whilst not doing street dance?
- Is there anything I can do to improve my balance?

Client Diet and Exercise Survey

Name: Joe

Age: 22

Occupation: Student

How much exercise do you take each week? (Please list each activity and how long you spend doing it, e.g. Walking 2x a day for 15 minutes or swimming 1x a week for 45 minutes)

Since I injured my knee I haven't been exercising much. I walk to my college 4x a week so altogether that's 8 short walks of 5 minutes each.

Do you take sugar in tea and coffee? *Yes* If yes, how many teaspoons in each? *2 sugars in coffee and 1 in tea*

	Breakfast	Lunch	Evening Meal	Snacks	Drinks
Monday	<i>Corn flakes Toast and Jam</i>	<i>Sausage roll apple</i>	<i>Chicken curry Rice Naan bread</i>	<i>Chocolate bar</i>	<i>4 coffee 1 tea Orange juice Can of coke</i>
Tuesday	<i>Corn flakes Toast and Jam</i>	<i>Cornish Pasty Banana</i>	<i>Beef lasagne Garlic bread, Peas</i>	<i>Crisps Apple</i>	<i>3 coffee 2 tea Orange juice Can of lemonade</i>
Wednesday	<i>Corn flakes Toast and Jam</i>	<i>2 Pizza slices</i>	<i>Sausages, mash and baked beans</i>	<i>Cup cake</i>	<i>4 coffee 1 tea Apple juice Can of coke</i>
Thursday	<i>Corn flakes Toast and Jam</i>	<i>Cheese sandwich Banana</i>	<i>Meat pie, chips, peas</i>	<i>Apple Doughnut</i>	<i>3 coffee 2 tea Orange juice Can of coke</i>
Friday	<i>Corn flakes Toast and Jam</i>	<i>Sausage roll Crisps</i>	<i>Macaroni Cheese salad</i>	<i>2 biscuits Banana</i>	<i>4 coffee 1 tea Orange juice Mineral water</i>
Saturday	<i>Corn flakes Toast and Jam</i>	<i>Chicken pie chips</i>	<i>Pizza Salad</i>	<i>Chocolate bar</i>	<i>3 coffee 1 tea Orange juice 2 glasses of coke</i>
Sunday	<i>Sausage, bacon, egg, beans, toast</i>	<i>Tuna sandwich Apple</i>	<i>Roast Chicken Potatoes Carrots Broccoli Plum crumble and custard</i>	<i>Choc chip Muffin</i>	<i>4 coffee 1 tea Orange juice Can of Lemonade</i>

Client 2



Name: Kim

Age: 26

Gender: Female

Background Information

Kim is a singer. She sings with a band called "Spirit" and also performs as a solo artist. If Kim gets a cough or cold it affects her voice and sometimes she is unable to perform. She needs to stand up for long periods of time whilst on stage which can make her tired and give her back ache. Kim often needs to sing long phrases without a breath and sometimes needs to hold a very long note.

Advice needed by Kim

- What sort of meals will give me plenty of energy for my busy lifestyle but help me avoid putting on weight?
- What foods should I eat to help me avoid catching coughs and colds?
- What can I do to improve my general fitness and avoid getting back ache on stage?
- How can I improve my breath control and lung capacity so that I can hold very long notes whilst singing?

Client Diet and Exercise Survey

Name: *Kim*

Age: *26*

Occupation: *Singer*

How much exercise do you take each week? (Please list each activity and how long you spend doing it, e.g. Walking 2x a day for 15 minutes or swimming 1x a week for 45 minutes)

Dance class 1x a week 60 minutes

I walk my friend's dog every Sunday for 45 minutes

Do you take sugar in tea and coffee? *Yes* If yes, how many teaspoons in each? *1 sugar in coffee and 1 in tea*

	Breakfast	Lunch	Evening Meal	Snacks	Drinks
Monday	<i>Sugar puffs Toast and honey</i>	<i>Ham Sandwich Tangerine</i>	<i>Fish, chips, peas</i>	<i>Cup cake banana</i>	<i>3 coffee 2 tea Orange juice squash</i>
Tuesday	<i>Sugar puffs Toast and honey</i>	<i>Egg Sandwich Banana</i>	<i>Spaghetti Bolognaise Garlic bread, Peas</i>	<i>Crisps Apple</i>	<i>3 coffee 2 tea Orange juice squash</i>
Wednesday	<i>Sugar puffs Toast and honey</i>	<i>Tuna Sandwich Crisps</i>	<i>Pasta bake with grated cheese salad</i>	<i>Muffin</i>	<i>3 coffee 2 tea Apple juice Can of coke</i>
Thursday	<i>Sugar puffs Toast and honey</i>	<i>Cheese sandwich flapjack</i>	<i>Lamb curry Rice Naan bread</i>	<i>2 biscuits Banana</i>	<i>2 coffee 3 tea Orange juice Glass of coke</i>
Friday	<i>Sugar puffs Toast and honey</i>	<i>Sausage roll Crisps</i>	<i>Sausages, mash and baked beans</i>	<i>Apple Chocolate bar</i>	<i>2 coffee 1 tea Orange juice squash</i>
Saturday	<i>Porridge with sugar Toast and marmalade</i>	<i>Pizza Slice Apple</i>	<i>Pizza Salad</i>	<i>Chocolate bar</i>	<i>3 coffee 3 tea Orange juice Can of coke</i>
Sunday	<i>Porridge with sugar Toast and marmalade</i>	<i>Roast Chicken Potatoes Carrots Broccoli Chocolate Pudding</i>	<i>Tomato Soup Toast Cup cake</i>	<i>Choc chip muffin</i>	<i>3 coffee 2 tea Orange juice 2 glasses of Lemonade</i>

Client Diet and Exercise Survey

Name: *Rosa* Age: *19* Occupation: *Student*

How much exercise do you take each week? (Please list each activity and how long you spend doing it, e.g. Walking 2X a day for 15 minutes or swimming 1X a week for 45 minutes)

Basketball training 60 minutes per week

Do you take sugar in tea and coffee? *Yes* If yes, how many teaspoons in each? *1 sugar in coffee but none in tea*

Client Profile 3



Name: Rosa
Age: 19
Gender: Female
Background Information
 Rosa is a student and she has recently joined a wheelchair users’ basketball team. She loves team games and has good ball skills but she feels her general fitness could improve. At the moment she gets puffed out quite quickly at basketball training sessions. It is more than 2 years since she played sport regularly. Rosa tries to eat healthily but she has a fondness for chocolate and sweets!

Advice needed by Rosa

- What sort of meals will give me plenty of energy for my busy lifestyle but help me avoid putting on weight?
- Can I still eat chocolate and sweets if I want to get fit?
- What can I do to improve my general fitness and stop me getting out of breath so quickly?
- What should I do to build up strength in my shoulder muscles to help me manoeuvre more quickly around the court?
- Are there any particular foods that help to build up muscle strength?

	Breakfast	Lunch	Evening Meal	Snacks	Drinks
Monday	<i>muesli Toast and Jam</i>	<i>Tuna and sweetcorn Sandwich apple</i>	<i>Chicken curry Rice Naan bread</i>	<i>Chocolate bar Pear</i>	<i>3 coffee 2 tea Orange juice</i>
Tuesday	<i>muesli Toast and Jam</i>	<i>Tomato Soup Bread Banana</i>	<i>Spanish omelette Garlic bread, Peas</i>	<i>Tube of sweets Crisps Apple</i>	<i>3 coffee 2 tea Orange juice</i>
Wednesday	<i>muesli Toast and Jam</i>	<i>Leek and potato soup Bread Tangerine</i>	<i>Macaroni Cheese salad</i>	<i>Chocolate bar Pear</i>	<i>3 coffee 1 tea Apple juice</i>
Thursday	<i>muesli Toast and Jam</i>	<i>Cheese sandwich Banana</i>	<i>Fish cakes, mash and sweetcorn and peas</i>	<i>Chocolate bar Apple</i>	<i>3 coffee 2 tea Orange juice</i>
Friday	<i>muesli Toast and Jam</i>	<i>Vegetable soup Bread apple</i>	<i>Fish, Chips peas</i>	<i>Chocolate bar Banana</i>	<i>3 coffee 1 tea Orange juice Can of Lemonade</i>
Saturday	<i>Croissant with jam</i>	<i>Lentil Soup chips</i>	<i>Pizza Garlic bread Salad Fruit salad</i>	<i>2 Chocolate bars</i>	<i>3 coffee 1 tea Orange juice 2 glasses of coke</i>
Sunday	<i>Croissant with jam</i>	<i>cheese sandwich Apple</i>	<i>Nut roast Potatoes Carrots Green beans Banoffee Pie</i>	<i>Chocolate bar Bag of sweets</i>	<i>3 coffee 1 tea Orange juice Can of Lemonade</i>

Client Diet and Exercise Survey

Name: *Elsa*

Age: *31*

Occupation: *Sales Assistant*

How much exercise do you take each week? (Please list each activity and how long you spend doing it, e.g. Walking 2x a day for 15 minutes or swimming 1x a week for 45 minutes)

60 minutes a week at Free Divers' training in the local swimming pool

I walk to the bus stop and back 5 days a week – 5 minutes each way

Do you take sugar in tea and coffee? *Yes* If yes, how many teaspoons in each? *2 sugars in coffee and none in tea*

Client 4



Name: *Elsa*

Age: *31*

Gender: *Female*

Background Information

Elsa is a sales assistant in a local clothes shop. She has always enjoyed swimming but recently she has joined a free divers' group. Free divers learn how to swim underwater without oxygen tanks. Elsa finds that she can't swim as fast as some of the more experienced divers and can't hold her breath underwater for as long. She really enjoys

this new sport and would like to improve her fitness and skill.

Advice needed by Elsa

- What sort of meals will give me plenty of energy for my busy lifestyle but help me avoid putting on weight?
- What can I do to improve my general fitness and stop me getting out of breath so quickly?
- What should I do to build up strength in my arm and leg muscles to help me become a stronger swimmer?
- Are there any particular foods that help to build up muscle strength?
- Is there anything I can do to help improve my lung capacity and breath control?

	Breakfast	Lunch	Evening Meal	Snacks	Drinks
Monday	<i>Yoghurt Muesli</i>	<i>Vegetable soup Cereal bar apple</i>	<i>Spaghetti bolognaise Garlic bread, Peas</i>	<i>2 biscuits</i>	<i>2 coffee 2 tea Orange juice</i>
Tuesday	<i>Yoghurt Muesli</i>	<i>Tuna Sandwich flapjack Banana</i>	<i>Pasta with Pesto Salad</i>	<i>Crisps Apple</i>	<i>3 coffee 2 tea Orange juice</i>
Wednesday	<i>Yoghurt Muesli</i>	<i>Tomato soup Bread grapes</i>	<i>Sausages, mash and baked beans</i>	<i>Cup cake</i>	<i>2 coffee 2 tea Apple juice</i>
Thursday	<i>Yoghurt Muesli</i>	<i>Cheese sandwich Banana</i>	<i>Ham Omelette, chips, peas</i>	<i>Apple</i>	<i>3 coffee 2 tea Orange juice Hot Chocolate</i>
Friday	<i>Yoghurt Muesli</i>	<i>Chicken soup Crisps Apple</i>	<i>Pasta Bake with grated Cheese salad</i>	<i>2 biscuits Banana</i>	<i>3 coffee 1 tea Orange juice Mineral water</i>
Saturday	<i>Sausage, bacon, egg, beans, toast</i>	<i>Egg and lettuce baguette</i>	<i>Chicken curry Rice Naan bread</i>	<i>Apple</i>	<i>2 coffee 2 tea Apple Juice Milk shake</i>
Sunday	<i>Corn flakes Toast and Jam</i>	<i>Roast Chicken Potatoes Carrots Broccoli</i>	<i>Scones cream and Jam Slice of cake</i>	<i>grapes</i>	<i>3 coffee 2 tea Orange juice Can of Lemonade</i>

Client Profile 5



Name: Jamal

Age: 43

Gender: Male

Background Information

Jamal is a primary school teacher. He and his wife are also carers for Jamal's father Rajeev who is old and unwell. Jamal is worried about catching coughs and colds at school, as it would be dangerous for Rajeev's health. Jamal drives 2km to school and back each day. He finds his neck aches at the end of the day or when he has spent too long working at his laptop. He does not have much time and often skips lunch. He usually eats a few snack bars to keep him going. He wants to improve his general fitness

Advice needed by Jamal

- I need some good advice on healthy meals and snacks that will fit in with my busy life style
- What sort of foods should I eat to help protect me from catching every cough and cold that goes round at school?
- How can I improve my general level of fitness?
- Is there anything I can do to prevent neck ache when I use my laptop?

Client Diet and Exercise Survey

Name: *Jamal*

Age: *43*

Occupation: *Teacher*

How much exercise do you take each week? (Please list each activity and how long you spend doing it, e.g. Walking 2x a day for 15 minutes or swimming 1x a week for 45 minutes)

I try to go for a cycle ride every Sunday for about 60 minutes

Do you take sugar in tea and coffee? *Yes* If yes, how many teaspoons in each? *2 sugars in coffee and 1 in tea*

	Breakfast	Lunch	Evening Meal	Snacks	Drinks
Monday	<i>Fruit Yoghurt Toast and Jam</i>	<i>Cereal bar</i>	<i>Chicken curry Rice Naan bread</i>	<i>Chocolate bar</i>	<i>4 coffee 1 tea Orange juice Hot Chocolate</i>
Tuesday	<i>Corn flakes Toast and Jam</i>	<i>Chocolate bar</i>	<i>Vegetable stir fry Rice</i>	<i>Crisps Apple</i>	<i>3 coffee 2 tea Orange juice lemonade Hot Chocolate</i>
Wednesday	<i>Corn flakes Toast and Jam</i>	<i>Cereal bar</i>	<i>Seafood Paella Salad bread</i>	<i>Chocolate bar</i>	<i>4 coffee 1 tea Apple juice Hot Chocolate</i>
Thursday	<i>Fruit Yoghurt Toast and Jam</i>	<i>Chocolate bar</i>	<i>Vegetable curry Rice samosas</i>	<i>Cereal bar Apple</i>	<i>3 coffee 2 tea Orange juice Hot Chocolate</i>
Friday	<i>Corn flakes Toast and Jam</i>	<i>Chocolate bar</i>	<i>Fishcakes Rice and peas</i>	<i>Choc chip muffin</i>	<i>4 coffee 1 tea Orange juice Hot Chocolate</i>
Saturday	<i>Corn flakes Toast and Jam</i>	<i>Cheese and tomato Baguette Crisps grapes</i>	<i>Pizza Salad Garlic bread</i>	<i>Chocolate bar</i>	<i>3 coffee 1 tea Orange juice Hot chocolate</i>

Sunday	<i>Fruit Yoghurt Toast and Jam</i>	<i>Tuna sandwich Cereal bar Apple</i>	<i>Lamb curry Rice, naan Bargees</i>	<i>2 biscuits Banana</i>	<i>4 coffee 1 tea Orange juice Mineral water</i>
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Client 6



Name: Will

Age: 13

Gender: Male

Background Information

Will has recently started at a gymnastics club. He loves the sessions and is learning lots of new skills. His teacher says he will soon be ready to do an award but he will need to build up his balance, strength and fitness. Will's mum thinks he drinks too many sweet fizzy drinks. Will's friend Kieran has had to drop out of the gym club for 2 months because of an injury to his shoulder.

Advice needed by Will

- What sort of meals should I eat to help me build up more strength in my muscles?
- Is my mum right that fizzy drinks will affect my health and fitness?
- How can I improve my balance and general fitness?
- What can I do to avoid getting an injury like my friend Kieran?

Client Diet and Exercise Survey

Name: *Will*

Age: *13*

Occupation: *School Pupil*

How much exercise do you take each week? (Please list each activity and how long you spend doing it, e.g. Walking 2x a day for 15 minutes or swimming 1x a week for 45 minutes)

1 session a week of gymnastics lasting 60 minutes and 2 school PE lessons each lasting 1 hour

Do you take sugar in tea and coffee? *No, I don't like tea or coffee* If yes, how many teaspoons in each

	Breakfast	Lunch	Evening Meal	Snacks	Drinks
Monday	<i>Corn flakes Toast and Jam</i>	<i>Sausage roll Baked beans Apple tart</i>	<i>Chicken curry Rice Naan bread</i>	<i>Chocolate bar</i>	<i>Orange juice 2 glasses of coke Hot chocolate</i>
Tuesday	<i>Corn flakes Toast and Jam</i>	<i>Jacket potato with cheese and salad Fresh fruit salad</i>	<i>Beef lasagne Garlic bread, Peas</i>	<i>Crisps Apple</i>	<i>Orange juice 2 glasses of lemonade Hot chocolate</i>
Wednesday	<i>Corn flakes Toast and Jam</i>	<i>Sausage mashed potato Carrots Gravy Ice cream</i>	<i>Macaroni Cheese salad</i>	<i>3 biscuits</i>	<i>Apple juice 2 glasses of coke Hot chocolate</i>
Thursday	<i>Corn flakes Toast and Jam</i>	<i>Pizza slice Salad Crumble and custard</i>	<i>Seafood Stir fry Herb bread Salad</i>	<i>Apple Cereal bar</i>	<i>Orange juice 2 glasses of coke Hot chocolate</i>
Friday	<i>Corn flakes Toast and Jam</i>	<i>Pasty Potato wedges Salad Slice of cake</i>	<i>Fish Chips Peas</i>	<i>2 biscuits Banana</i>	<i>Orange juice 2 glasses of lemonade Hot chocolate</i>
Saturday	<i>Sausage, bacon, egg, beans, toast</i>	<i>Steak pie Chips peas</i>	<i>Pizza Salad</i>	<i>Chocolate bar</i>	<i>Orange juice 2 glasses of coke Hot chocolate</i>
Sunday	<i>Corn flakes Toast and Jam</i>	<i>Roast Chicken Potatoes Carrots Broccoli</i>	<i>Chicken sandwiches Cake</i>	<i>Choc chip muffin</i>	<i>Orange juice 3 glasses of coke Hot chocolate</i>