Victoria Dock Primary School Home Learning Plan

Year 3

Week Commencing 18th 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 10 Divide by 10	https://vimeo.com/471012878
Lesson 11 Multiply by 3	https://vimeo.com/475444169
Lesson 12 Divide by 3	https://vimeo.com/475444308
Lesson 13 The 3 times-table	https://vimeo.com/476319270
Lesson 14 Multiply by 4	https://vimeo.com/476320465

Recap Divide by 10

- 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.

Fluency 1 (I/S)

Here are some crayons.
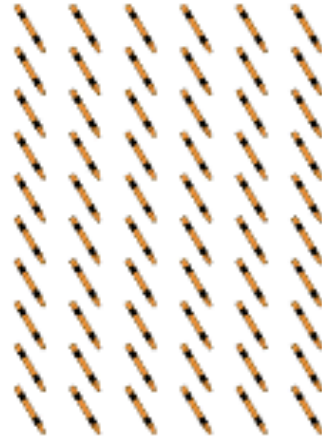
A pack holds 10 crayons.

How many packs can be made?

Complete the sentences.

There are ⬜ crayons.

There are ⬜ crayons in a pack.

60 ÷ 10 = ⬜

⬜ packs can be made.

Fluency 2 (I/S)

Share 40 counters equally between 10 groups.
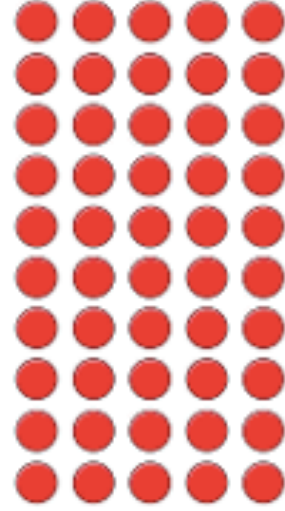
Complete the division.

40 ÷ ⬜ = ⬜

Fluency 3 (I/S)

Complete a fact family for the array.

Rosie has these number cards.

4	10	40

Complete the number sentences using only these numbers.

$$\boxed{} \div \boxed{} = \boxed{}$$

$$\boxed{} \times \boxed{} = \boxed{}$$

Are there any other ways to complete the sentences?

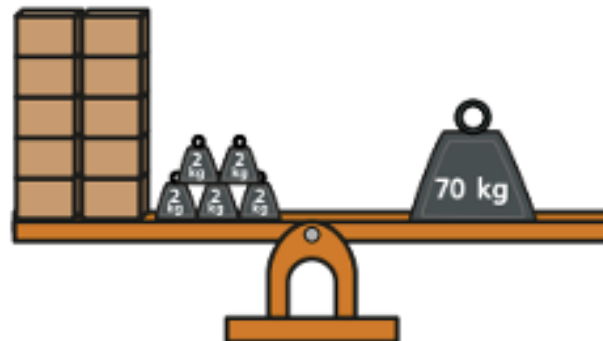Tommy has 100 stickers for his sticker book.

He can fit 10 stickers on each page.

How many pages can Tommy fill?

What is the mass of one of the boxes?

Write the missing numbers.

a) $70 \div 10 = \boxed{}$

b) $80 \div 10 = \boxed{}$

c) $1 \text{ ten} \div 10 = \boxed{}$

d) $\boxed{} \text{ tens} \div 10 = 2$

e) $\boxed{} \div 10 = 6$

Application 4 (I/S)

95P

Ranjit: I can pay for this with just 9 10p coins because 95 has 9 tens.

Caleb: I can't pay with only ten pence coins because it ends with a 5.

Asha: I can pay exactly with ten 10p coins because 9 isn't enough.

Who do you agree with? Explain why!

Application 5 (I/S)

Marlon is comparing the height of his toys.

He is measuring in towers of 10 cubes.

The robot is 7 towers tall.

The ball is 20 cubes taller than the robot.
How many towers of 10 is the ball?

The teddy is 30 cubes shorter than the ball.
How many towers tall is the teddy?

Problem Solving (I/S)

?

10

The bag contains a number of 10p coins

There is more than 40p in the bag.

There is no more than £1 in the bag.

How many 10p coins could there be?

Multiply by 3

- 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.
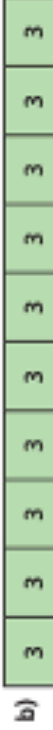
Fluency 1 (I/S)

Complete the sentences.

Write an addition sentence and a multiplication sentence for each picture.

a)

There are ☐ equal groups of ☐

b)

There are ☐ equal groups of ☐

c)

There are ☐ equal groups of ☐

Could you write the number sentences in a different way?

Fluency 2 (I/S)

Write two multiplication sentences for each part of the question.

a)

b)

3	3	3	3	3	3	3	3	3	3

Fluency 3 (I/S)

Solve these problems:

3 x 4 =

5 lots of 3 =

Multiply 7 by 3

What is the product of 3 and 9?

Complete the diagram.

Number story	Bar model
Addition sentence	Draw it

$6 \times 3 = 18$

I can see 8 aliens on the rocket.
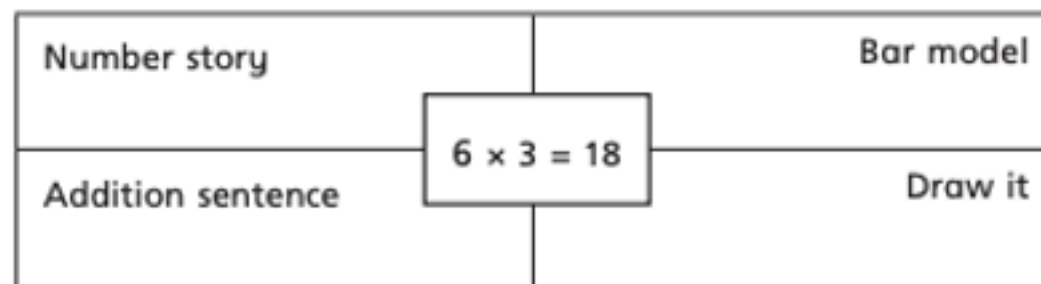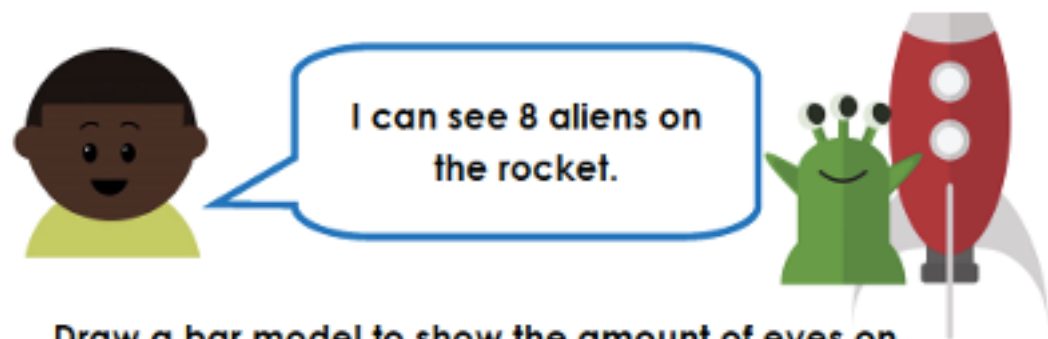
Draw a bar model to show the amount of eyes on the rocket ship.

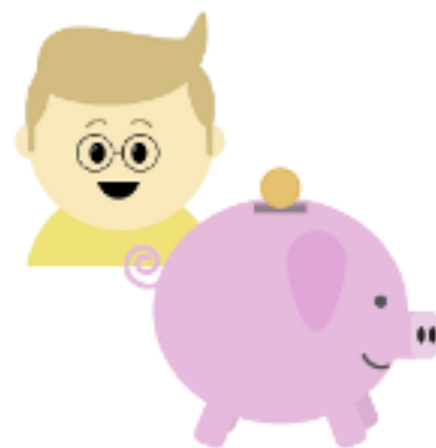Alfie counts his coins in groups of 3 and has none left over.

He counts them in groups of 8 and has none left over.

How many coins could Alfie have?

Application 1 (I/S)

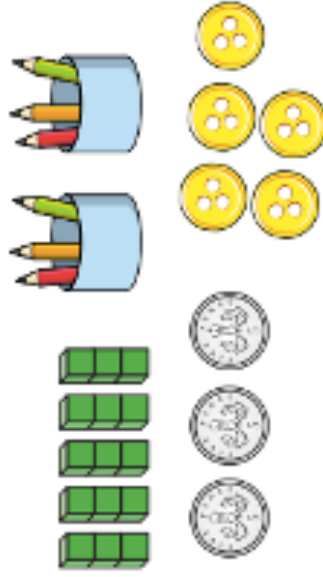"6 lots of 3 is 6 more than 5 lots of 3"

Do you agree with Dora?

Explain why.

Application 2 (I/S)

Which is the odd one out?

Tick your answer.

Explain your answer.

Is there more than one answer?

Application 3 (I/S)

Is Jane correct?

3 x 3 = 9

"I can use this fact to help me solve 6 x 3"

Explain how you know.

Application 4 (I/S)

Convince Me.

3 + 3 + 3 = 3 x 3

20.1.2021

Divide by 3

- 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 quotitive and partitive division.

Fluency 1 (I/S)
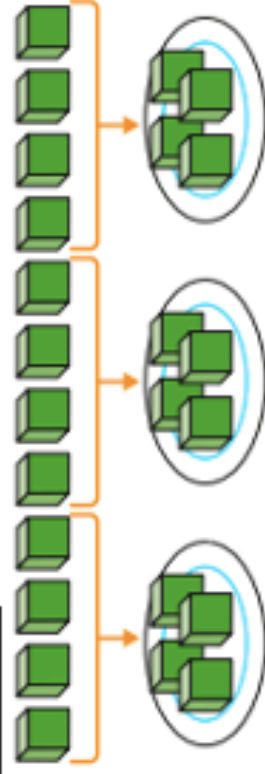
Complete the sentences.
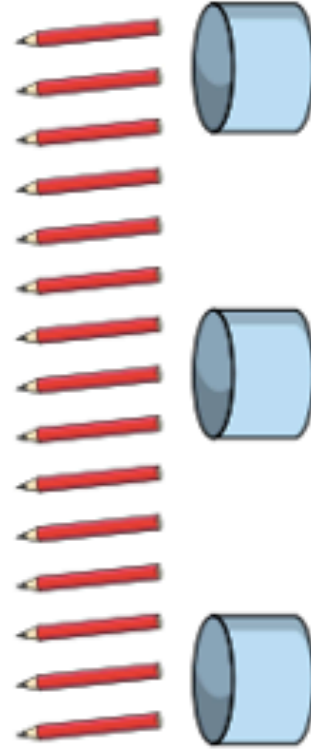
There are 12 cubes.

There are ⬜ plates.

Each plate has ⬜ cubes.

12 divided into ⬜ equal groups is ⬜

Fluency 2 (I/S)

Mo has 15 pencils.

He shares them equally into 3 pots.

How many pencils will there be in each pot?

Fluency 3 (I/S)

Divide 18 counters into groups of 3 counters.

Draw a picture to show what this would look like.

Fluency 4 (I/S)

There are 27 cakes.

A box can hold 3 cakes.

How many boxes of 3 cakes can be filled?

Use the number line to help you.
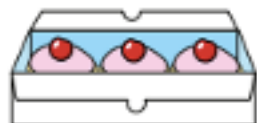
Fluency 5 (I/S)

Complete the division statements for each problem.

a) Esther has 21 balloons.

   She puts them into 3 party bags.

   How many balloons are in each party bag?

b) Nijah has 36 apples.

   In each box there are 3 apples.

   How many boxes are there?

c) 24 children stand in groups of 3

   How many groups are there?

Application 1 (I/S)

Asha has £33 in her piggy bank.

She has saved £3 each week.

> I have been saving for 12 weeks.

Is Asha correct? Prove it!

Application 2 (I/S)

Always, Sometimes or Never?

> If a number can be divided by 6 it can also be divided by 3.

Application 3 (I/S)

Shipping containers can take 3 containers at a time. There are 24 containers to ship. How many journeys will the ship have to make?
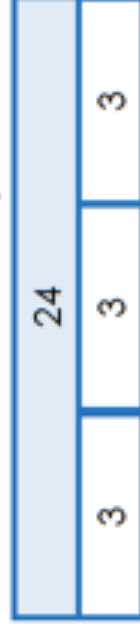
Jerry is using a bar model to show this division calculation.

What mistake has he made? Can you correct it?

24		
3	3	3

> There will need to be 3 ships.

Problem Solving 1 (I/S)

Numbers that follow each other when you count are called consecutive numbers.

Three consecutive numbers can form a staircase.

Here is 4, 5 and 6

When you add three consecutive numbers, the total can always be divided equally by 3

Is this statement correct?

Problem Solving 2 (I/S)

Alfie is trying to open his sister's diary padlock.

He knows these clues.

The first number is divisible by 3 with 1 left over.	The second number is the 4th number in the three times table.
The third number is the first two numbers in the three times table added together.	The third and fourth number have a difference of 12.

What is the combination?

Extension

Make your own clues for a combination for a friend to solve.

The 3 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 quotitive and partitive division.

Fluency 1 (I/S)

What multiplications are represented?

a)

b)

Fluency 2 (I/S)

Dani makes an array using counters.

Write two multiplication and two division facts represented by the array.

Fluency 3 (I/S)

Complete the number sentences.

a) 6 × 3 = ☐

b) 3 × ☐ = 27

c) ☐ ÷ 11 = 3

d) ☐ ÷ 3 = 5

e) 12 × 3 = ☐

f) ☐ × 3 = 0

Fluency 4 (I/S)

Complete the number sentences.

a) 2 × 3 = ☐

4 × 3 = ☐

8 × 3 = ☐

b) 6 = 3 × ☐

12 = 3 × ☐

18 = 3 × ☐

What patterns do you notice?

Colour all the numbers in the 3 times-table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?

Fluency 6 (I/S)

Write <, > or = to compare the statements.

a) $33 \div 11$ ◯ 3

c) $9 \div 3$ ◯ 3×6

e) 3×6 ◯ $18 \div 3$

b) 27 ◯ $30 \div 3$

d) 6×3 ◯ $6 \div 3$

f) 0×3 ◯ $3 \div 3$

Application 1 (I/S)

Work out the missing values in each bar model.

a)

3	3	3	3	3	3	3	3

b)

36	

Application 2 (I/S)

Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers?

Application 3 (I/S)

Marlon says...

If you start on 36 and count on in multiples of 3, you will say 75.

Jerry disagrees...

You will say the number 76.

Who do you agree with? Explain why.

Application 4 (I/S)

Always, Sometimes or Never?

Multiples of 3 are always odd numbers.

Application 5 (I/S)

Convince me!

Which calculation is incorrect?

5 x 3 = 3 x 5

7 x 3 > 3 x 7

9 x 3 = 3 x 9

Explain how you know!

PROBLEM SOLVING 1

The digit sum is the sum of all the digits in a given number.

For example... $13 = 1 + 3 = 4$ <u>so</u> the digit sum of 13 is 4.

Explore the digit sums of as many numbers in the 3 times table as you can.

Record and describe your findings.

PROBLEM SOLVING 1 EXTENSION

Jane would like to know if the numbers on the number cards are multiples of 3.

How could you use what you have found out to help her?

| 321 | 125 | 361 | 522 | 404 |

Multiply 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 quotitive and partitive division.

Fluency 1 (I/S)

Complete the sentences.

a)

There are ☐ bags of pears.

There are ☐ pears in each bag.

There are ☐ pears in total.

b)

There are ☐ plates.

There are ☐ doughnuts on each plate.

There are ☐ doughnuts in total.

Fluency 2 (I/S)

Write a multiplication sentence to match the picture.
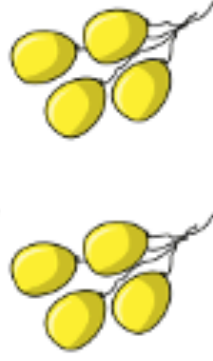
Fluency 3 (I/S)

Match the representations to the number sentences.

Complete the number sentences.

4 x 2 = ☐

4 x 3 = ☐

4 x 4 = ☐

Fluency 4 (I/S)

Teddy has 4 bags of 10 sweets.

How many sweets does Teddy have?

Application 1 (I/S)

A bottle contains 4 litres of juice.

Mrs Wilson needs 30 litres of juice for a party.

She has 12 bottles.

Does she have enough juice?

Application 2 (I/S)

To multiply by 4, you take the number you are multiplying and double it twice.

Do you agree with Ron?

Explain your answer.

Application 3 (I/S)

I can use my 2 times table to help me multiply by 4.

Is Millie correct?

Draw something to explain your answer.

Application 4 (I/S)

True or False?

All of the numbers in the 4 times table are even.

There are no numbers in the 5 times table that are in the 4 times table.

Application 5 (I/S)

Asha needs to order 30 cupcakes for her birthday party. Cupcakes come in packs of 4.

Asha has ordered 6 boxes.

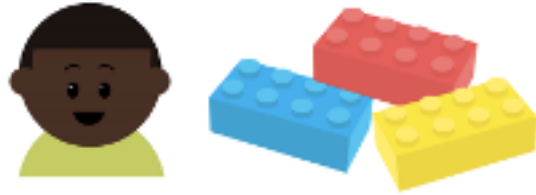Has she got enough? Convince me!

Cakes

Problem Solving 1 (I/S)

Caleb counts his building bricks in fours and has 3 left over.

He then counts them in fives and has 4 left over.

How many bricks could Caleb have?

Is there more than one answer?

Writing

DAY 10 (S) A shock for Ariadne	DAY 11 (S) Wrong sail/tragic miscommunication	DAY 12 (S) Sad end for grieving king	DAY 13 Independent Writing Sequence	DAY 14 Independent Writing Sequence
Adverb and verb For our first sentence, I want you to pretend that you are Ariadne gathering food for the group. Let's have a think of different words for a carefree 'walk' - strolled, sauntered, skipped. Let's have a think of some adverbs to reflect her untroubled mood – maybe happily, serenely, joyfully. I am going to use the adverb and a verb to create a fronted adverbial. So… skipping joyfully or ambling happily etc. Let's write a sentence. Skipping happily, Ariadne decided to	Time/weather clause Look at the video clip of a moving ancient Greek ship. Let's think of some phrases to describe the time and the weather e.g. As days turned into nights; As the storms rolled on in the distance; As the clouds gathered in the sky; As the sun set under the horizon. Let's use one of these as a fronted adverbial. As days turned into nights, Theseus sailed closer to home. https://www.youtube.com/watch?v=nyMgnpaPD3k	Feelings Look at the image of King Aegeus and gather feelings for him. e.g. sad, heavyhearted, crushed, devastated, heartbroken, wretched, distraught. Let's write his feelings into a sentence. Believing his only son had been killed by the Minotaur, he was distraught, devastated, desperate.	Researching other Greek creatures and monsters. I would like you to find at least 3 different Greek monsters and find out about them. Draw or print out the monsters and label them with noun phrases, similes and personification. Write a paragraph for each monster.	Create your own Greek creature. You could use different parts of the creature's form yesterdays research. Draw your creature. Describe it. Where does Theseus find this monster? Why does he need to battle it? You are going to continue with plot: Theseus becomes the king. However, there is a new monster in a lair that he must deal with. Today I want you to plan your independent writing. Look back at your sentence stacking lessons and look at the different features/sentence we

gather food for the group.				have done like anti-similes, personification and fronted adverbials. Plan where you are going to put these into your story.
Taste & adjectives If you have berries you could try some but if not just have a look at the picture on the PowerPoint. Let's have a think of adjectives to describe the berries Ariadne has collected. For example: fresh, luscious, delicious, juicy, tasty, sweet, tangy, tart, moist, sensational. Now let's write a descriptive sentence. The berries she collected were bursting with a rich sweetness – fresh, delicious, juicy.	Simile Remember when Theseus left his father (the king of Athens) said to fly white sails on the return journey, so he knew Theseus was alive and had been successful. Well, Theseus forgot to do this and continued to sail black sails. We are going to look at the colour black and think about objects like a crow, a spider or a raven. Let's use negative adjectives for each object. e.g. a tragic crow, a deadly spider, a sinister raven. Let's write the sentence… The sails were black, like a tragic crow's wing.	Pathetic fallacy In this sentence we are going to use a technique called Pathetic Fallacy. Pathetic fallacy is always about giving emotions to something non-human. Like the weather- rain like crying and sadness or sunbeams like a sparkling smile of happiness. Let's think of how we could use the weather to describe the emotion and mood. e.g. the sky turned to bruises; thunder rumbled ominously; streams of darkness bled across the sky; floods of rain fell from the heavens. Let's use them into a sentence. The cruel, dark thunderclouds mirrored the despair in his gloomy, breaking heart.		
Repetition In this sentence Ariadne realises the ship and Theseus has gone. Let's think of other words for 'gone' -	Noticing In this sentence King Aegeus is looking at the ship sailing toward him. Use thesauruses to collect alternatives to 'looked' - Gazed, stared, observed. Let's use one of these in a sentence.	Personification In our last sentence, this Greek myth ends quite unfortunately as the King jumps into the cold sea. If you would like to change the ending a little, you can but I am		

vanished, disappeared, had deserted her, had abandoned her. Let's write the sentence Yet when she returned to show the others her produce, everyone had gone. Theseus was gone; her love was gone. Or She returned back to the spot where the ship had docked. The ship was gone. Theseus was gone. Her love was gone.	King Aegeus gazed out to sea and realised his son was dead.	going to use personification to describe the king's grief. Look at the dark and stormy sea. collect 'angry/cruel' adjectives for the sea – vicious, spiteful, unrelenting, heartless, tumultuous. Let's think of some human actions to describe the sea. Like swallowing him, the waves devouring him etc. Let's write the sentence. The grieving father was lured and swallowed by the angry, violent sea. https://www.youtube.com/watch?v=V4wM-VZqRf8		

Monday 18th January 2021

Sentence Stacking Lesson 9

Learning Objective:
• To write effective sentences for our myth.
Steps to Success:
• Adverb & verb
• Taste & adjectives list
• Repetition for effect

Adverb & Verb

Taste & adjectives list

Repetition for effect

Gather synonyms for 'gone'

Tuesday 19th January 2021

Sentence Stacking Lesson 10

Learning Objective:
- To write effective sentences for our myth.

Steps to Success:
- Time/weather clause
- Simile
- Noticing

Time/Weather Clause

Simile

Noticing

Use thesauruses to collect alternatives to 'looked'.

Sentence Stacking Lesson 11

Learning Objective:
- To write effective sentences for our myth.

Steps to Success:
- Feelings
- Pathetic fallacy
- Personification

Feelings

Pathetic Fallacy

Personification

Reading
This week we are starting the book 'The Boy Who Grew Dragons'.

Chapter 1 -

https://www.youtube.com/watch?v=frxWWOh0cow&list=PLd5OvpigUuUH6xXqFd8QfUQdD4RT1uFYr&index=2

Chapter 2 –

https://www.youtube.com/watch?v=ErkK1ggfeec&list=PLd5OvpigUuUH6xXqFd8QfUQdD4RT1uFYr&index=4

Chapter 3

https://www.youtube.com/watch?v=mvK4PSkDNJU&list=PLd5OvpigUuUH6xXqFd8QfUQdD4RT1uFYr&index=5

Chapter 4

https://www.youtube.com/watch?v=ZPxAvQQv4v8&list=PLd5OvpigUuUH6xXqFd8QfUQdD4RT1uFYr&index=6 |
| Non-fiction Friday is attached below. |

Phonics	
Monday	Orange Group-
u-e sound (reading)- https://schools.ruthmiskin.com/training/view/LwJTmijW/w7cFWwYf
u-e sound (spelling)- https://schools.ruthmiskin.com/training/view/JkBZfbir/weimaWtQ
Read and hold a sentence - https://schools.ruthmiskin.com/training/view/RlGCiJEq/lTWOetM0

Grey Group-
u-e sound (reading)- https://schools.ruthmiskin.com/training/view/LwJTmijW/w7cFWwYf
u-e sound (spelling)- https://schools.ruthmiskin.com/training/view/JkBZfbir/weimaWtQ
Read and hold a sentence - https://schools.ruthmiskin.com/training/view/sl7bTMkv/J8UzlxA0 |
| Tuesday | Orange Group-
aw sound (reading)- https://schools.ruthmiskin.com/training/view/q6aa8S0j/wKxbLdJh
aw sound (spelling)- https://schools.ruthmiskin.com/training/view/dnNVRq8N/Z25BKrTr
Read and hold a sentence - https://schools.ruthmiskin.com/training/view/Ckv7im8U/iOfJlVU0

Grey Group-
aw sound (reading)- https://schools.ruthmiskin.com/training/view/q6aa8S0j/wKxbLdJh
aw sound (spelling)- https://schools.ruthmiskin.com/training/view/dnNVRq8N/Z25BKrTr |

	Read and hold a sentence - https://schools.ruthmiskin.com/training/view/8lq6ZsWB/NuHD4DIy
Wednesday	Orange Group- are sound (reading)- https://schools.ruthmiskin.com/training/view/KrDAEzVN/NQkBr7so are sound (spelling)- https://schools.ruthmiskin.com/training/view/5duK5vsd/d5OMPvC9 Read and hold a sentence - https://schools.ruthmiskin.com/training/view/IRJf9xGH/9KH2wVpj Grey Group- are sound (reading)- https://schools.ruthmiskin.com/training/view/KrDAEzVN/NQkBr7so are sound (spelling)- https://schools.ruthmiskin.com/training/view/5duK5vsd/d5OMPvC9 Read and hold a sentence - https://schools.ruthmiskin.com/training/view/ALSdwsJq/mLNwUYur
Thursday	Orange Group- ur sound (reading)- https://schools.ruthmiskin.com/training/view/UGVtorsw/gJ9zPfCs ur sound (spelling)- https://schools.ruthmiskin.com/training/view/1jmgVGb6/NxKBEKtH Read and hold a sentence - https://schools.ruthmiskin.com/training/view/z6InsQDL/YWCJoKP Grey Group- ur sound (reading)- https://schools.ruthmiskin.com/training/view/UGVtorsw/gJ9zPfCs ur sound (spelling)- https://schools.ruthmiskin.com/training/view/1jmgVGb6/NxKBEKtH Read and hold a sentence - https://schools.ruthmiskin.com/training/view/Hq2b6h9I/BG4WSzPG
Friday	Orange Group- er sound (reading)- https://schools.ruthmiskin.com/training/view/Tnm1RQNv/c9pptgL7 er sound (spelling)- https://schools.ruthmiskin.com/training/view/qa7lhNX8/pczekqn3 Read and hold a sentence - https://schools.ruthmiskin.com/training/view/Scdh1Oei/GyYewAof Grey Group- er sound (reading)- https://schools.ruthmiskin.com/training/view/Tnm1RQNv/c9pptgL7 er sound (spelling)- https://schools.ruthmiskin.com/training/view/qa7lhNX8/pczekqn3 Read and hold a sentence - https://schools.ruthmiskin.com/training/view/cpmLhHfu/cPvaPqfc

Please also remember to access Oxford Owl for free ebooks to read. We encourage children to try and read daily either by themselves or with an adult. https://home.oxfordowl.co.uk/reading/free-ebooks/

Monday 18th 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

Task: Read/listen to chapter 1 of the story and answer the questions below.
https://www.youtube.com/watch?v=froxWOhOcaw&list=PLd5OxpigUuUH6xXqFd8Q_UQdD4RTwFYr&index=2

Retrieval
1. What was grandad's plan?

Inference
2. Circle the two adjectives which best describe grandad's garden.

   well-kept   unkempt   big   small

Vocabulary
3. '...scraped my spade across a clod of mud.'
   Circle the word closest in meaning to 'clod'.

   lump   puddle   small piece   hard piece

Inference
4. Find evidence on page 7 which suggests Chipstick admires his grandad.

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

Statement	true	false
One of the jam combinations was strawberry and raspberry.		
Chipstick found the Bangleweed wondrous.		
The unusual spiky fruit was called durian.		

Prediction
6. The chapter ends 'you know, because of what happened next.'
   What do you predict will happen next?

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

Task: Read/listen to chapter 2 of the story and answer the questions below.
https://www.youtube.com/watch?v=ErtK1ggfeec&list=PLd5OxpigUwUH6xXqFd8Q_fUQdD4RTiuFYr&index=4

Vocabulary
1. What did mum mean when she said, 'Is grandad growing potatoes on you head?'

Inference
2. Why does Chipstick mainly communicate with his dad through mine?

Retrieval
3. List **two reasons** why Chipstick finds dinner times interesting.

Inference
4. Find **two phrases** which support the idea that Lolli is much younger than Chipstick

Vocabulary
5. 'it lodged in my throat. Explain what the word lodged means.

Summarise
6. Use the numbers 1-4 to order the events as they occur in this chapter.

Chipstick places the pudding into his pocket.	
Tea was ready.	
A noise was heard from upstairs.	
The dragon fruit was glowing.	

The Boy Who Grew Dragons

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- predicting what might happen from details stated and implied

Task: Read/listen to chapter 3 of the story and answer the questions below.

https://www.youtube.com/watch?v=mvK4PSkDNJU&list=PLd5OxpigUwUH6aXqFa8QfUQdD4RTIwFYr&index=5

Inference

1. List **two** things from page 23 which are unusual about the fruit.

Retrieval

2. How did Chipstick know he wasn't dreaming?

Vocabulary

3. 'it began to bulge ......'

   Circle the word closest in meaning to 'bulge'.

   shrink   smell   glow   swell

Inference

4. On page 26, find and copy a phrase which suggests Chipstick was scared.

Retrieval

5. Draw lines to match the description to the correct feature of the dragon.

back		scalloped
scales		red
wings		thorny, little spines

Prediction

6. Do you think Chipstick will tell his parents about the dragon? Explain why!

Thursday 21st January 2021

The Boy Who Grew Dragons

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Task: Read/listen to chapter 4 of the story and answer the questions below.
https://www.youtube.com/watch?v=ZPzAxQQx4w8&list=PLd5OxpigUwUH6xXqFd8QfUQdD4RTlwEYr&index=6

Inference
1. How do you think Chipstick is feeling about the dragon on page 31? Explain your choice!

Retrieval
2. How does the dragon change Chipstick's imagination?

Retrieval
3. Chipstick weighs up the pros and cons of the dragon. List one pro (positive) and one con (negative) he gives.

Vocabulary
4. 'I realised this particular dragon...'
Circle the word closest in meaning to particular

small   fire breathing   different   certain

Retrieval
5. How does Tomas use his knowledge of other animals to help him with the dragon?

Prediction
6. Do you think the dragon is going to be dangerous?

yes	no	maybe

Explain why!

Non-Fiction Friday

- To retrieve and record information from non-fiction

Read 'Parrot Pals' and answer the questions below.

1. What animals took part in this research? Be exact!

2. Where did the scientists first publish their research? Tick one.

First News	
Current Biology	
On their website	

3. What did the parrot have to do to get a treat?

4. How would you **summarise** what the scientists found out?

5. How do these parrots treat unfamiliar parrots?
   How do these parrots treat parrots who they know?

6. Find two words with a similar meaning to 'research'?

Challenge
Can you think of two reasons why the writer has chosen the headline
'Parrot pals'?

ANIMAL NEWS

PARROT PALS

A STUDY of parrots in Germany has found that African grey parrots are good at caring and sharing!

During the experiment the parrots had to pass a silver token through a window in order to get a treat. The bird would hand the researchers the token and get a nut in exchange (top image).

However, a second parrot in the compartment next door did not have any tokens, and the first parrot could see this.

During the study, seven out of eight birds passed their neighbour a token so that they could get treats too (bottom image). What caring parrots!

Researchers also found out that if the two birds were "friends" or knew each other well, the parrots would pass more tokens across to help their friend get more treats. Besties! The full report was published in Current Biology.

Anastasia Krasheninnikova

Spelling

Unit Focus: Review of Autumn Term Spellings
- the /i/ sound in the middle of a word spelled 'y'
- the /ai/ sound spelled 'ey'
- the prefixes un-, dis- and mis-
- doubling consonants at the end of a word when adding a suffix that starts with a vowel.

Day 1
Read the focus words for this week. When you have read them go back through and read them one by one.
After you have read the word, hide it and practise writing it down.
Look at the word again. Did you spell it correctly? What was tricky?

gym myth they grey obey happy dislike behave running sunny

Day 2
Look at the spelling patterns...
Can you find a pair that have a connection?
For example:
- Dislike and misbehave both hare prefixes.
- Gym and myth both have a /y/ in the middle
- of the word.

Now cut out the list of words below if you can.
Mix them up and choose them at random.
Read it and then cover it up to spell out loud.

Day 3
Follow the video of Mrs Hague reading the passage (or get a grown up to read the answer sheet) and fill in the blanks with the correct spelling.

gym	myth
they	grey
obey	unhappy
dislike	misbehave
running	sunny

The benefits of exercise

Exercise is good for you, or so _____ say. One _____ day, I put on my new trainers and jogged down to the _____. First, I went on the _____ machine but it decided to _____. It went faster and faster until I fell off. I _____ that machine. Next, I tried the weights. They were too heavy and I dropped them on my foot. I was very _____. Finally, I tried rowing but the machine would not _____ my instructions and I had to stop.

I set off for home. The sky had turned _____ and I ached all over. I decided that exercise is not good for you – it is a _____!

The benefits of exercise (answers)

Exercise is good for you, or so **they** say. One **sunny** day, I put on my new trainers and jogged down to the **gym**. First, I went on the **running** machine but it decided to **misbehave**. It went faster and faster until I fell off. I **dislike** that machine. Next, I tried the weights. They were too heavy and I dropped them on my foot. I was very **unhappy**. Finally, I tried rowing but the machine would not **obey** my instructions and I had to stop.

I set off for home. The sky had turned **grey** and I ached all over. I decided that exercise is not good for you – it is a **myth**!

Other Subjects

Topic – complete the oak academy lesson "Why do we know so much about Ancient Greece?"

https://classroom.thenational.academy/lessons/why-do-we-know-so-much-about-ancient-greece-75h6ce

Choose an ancient Greek artefact and explain its importance and what information this provides us about the past. (You could create a Greek artefact leaflet of lots of different ones.)

PE/Dance- Complete the Active Learning Challenge – Time table Squats
See image below.

Keep yourself active indoors…
Cosmic Kids Yoga
Joe Wicks PE
Go Noodle

RE – We are starting to look at faith founders. Look at the questions below and answer them in full sentences.

Jigsaw- You are going to design your own garden. Choose who you are going to create if for. What is its purpose? Draw a picture and label it.

Extension – write a paragraph about your garden and describe its features and purpose.

Active Learning Challenge Series

TIME TABLE SQUATS

Key Vocabulary

Multiple

A number that can be divided by another number a certain number of times without a remainder

Cultural Competition

Submit your schools best BANNER DESIGN

School Games

Nominate your students for...

HONESTY

How to Play!

- With a partner or in a small group decide on a focus times table

- Take it in turns to squat and shout out the correct multiples in order e.g. for 5 times table; 5, 10, 15, 20 etc.

- Challenge yourself to go as high as you can go with your times tables while squatting as low as you can go.

- Maybe one player could squat and call the sum and the other player squats and calls out the answer?

5x4
=
20

Gold Star
Call out the times table backwards in a random order

Silver Star
Call out the times table backwards

Bronze Star
Complete a times table of your choice in order

Equipment Needed

1. NONE!

YOUTH SPORT TRUST   Complete P.E.

Who are faith founders and what did they teach?

LO: explore how values provide rules for living and may be influenced by religious belief.

- I can explore why groups have rules and what would happen if they didn't have them.

Task: answer the questions below

1. Who is special to you and why?
2. Do you belong to any clubs outside school? If so, who is special to you here and why?
3. If someone was setting up a new club for children what would they need to think about?
4. Does the group need any rules and why do you think this?

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

- to enjoy facing new learning challenges and working out the best ways for me to achieve them.
- to break down a goal into a number of steps and know how others could help me to achieve it

You are going to design your own garden. Choose who you are going to create if for. What is its purpose? Draw a picture and label it.

Extension - write a paragraph about your garden and describe its features and purpose.